

Help! I'm an Accidental Government Information Librarian

Data & Statistical Sources for Researching Education

**Katharin Peter, Social Sciences Data Librarian
University of Southern California
December 3, 2014**



VIDEO: HAPPIE THE INCREDIBLE SKATEBOARDING GOAT

By KEVIN LYNCH
Published September 17, 2013



Happie the goat lives with Melody Cooke and her family in Fort Myers, Florida, USA. There, the Nigerian dwarf cross has taken the opportunity to hone her gnarly skateboarding skills.

On 4 March 2012, she hopped on a board and travelled 36 m (118 ft), setting a record for the farthest distance skateboarding by a goat - a distance she covered in 25 seconds.

Happie could have gone farther during her attempt but she hit a parking barrier.

Today

1. Where to Start:

» *Digest of Education Statistics*

» National Center for Education Statistics

2. Where to Find School-Specific Data

3. Data for Researching Education

Quick Win

The Digest of Education Statistics



Digest of Education Statistics 2012

Table 9.1. Report's income and social mobility (continued) by degree attainment, 2010-11



Table 10. Number of persons age 18 and over, by highest level of educational attainment, sex, race/ethnicity, and age: 2012
(Numbers in thousands. Standard errors appear in parentheses)

Sex, race/ethnicity, and age	Total	Elementary			High school			College				
		Less than 7 years	7 or 8 years	1 to 3 years	4 years, no completion	Completion	Some college	Associate's degree	Bachelor's degree	Master's degree	Final-professional degree	Doctor's degree
1	2	3	4	5	6	7	8	9	10	11	12	13
Total, 18 and over	234,719 (111.6)	6,217 (144.5)	4,575 (121.7)	16,402 (238.8)	3,729 (101.2)	70,441 (466.3)	45,685 (302.3)	21,480 (233.6)	43,277 (354.4)	16,625 (231.3)	3,099 (82.3)	3,191 (91.8)
18 and 19 years old.....	8,352 (87.1)	± (1)	99 (17.6)	2,040 (84.7)	670 (36.6)	2,202 (68.6)	2,259 (72.7)	63 (10.6)	± (1)	± (1)	± (1)	± (1)
20 to 24 years old.....	21,876 (27.6)	198 (24.8)	180 (25.8)	1,341 (55.1)	488 (35.5)	6,125 (118.5)	8,993 (132.8)	1,681 (67.4)	2,693 (94.7)	165 (20.7)	± (1)	± (1)
25 years old and over.....	204,579 (57.9)	5,988 (141.7)	4,296 (106.4)	12,421 (211.4)	2,572 (87.5)	62,113 (375.4)	34,163 (284.2)	19,796 (231.7)	40,581 (351.9)	16,459 (230.8)	3,093 (97.9)	3,178 (92.4)
25 to 29 years old.....	20,893 (42.6)	341 (32.6)	206 (24.9)	1,266 (57.7)	330 (31.6)	5,943 (106.2)	4,161 (65.6)	1,949 (62.6)	4,201 (103.7)	1,147 (63.7)	224 (25.6)	325 (15.6)
30 to 34 years old.....	20,326 (35.9)	503 (37.8)	286 (26.1)	1,195 (52.3)	288 (24.7)	5,331 (90.6)	3,515 (84.0)	2,140 (58.5)	4,643 (98.3)	1,759 (62.6)	355 (30.6)	280 (24.6)
35 to 39 years old.....	19,140 (36.3)	576 (36.3)	318 (23.3)	1,047 (46.3)	2,025 (60.3)	4,899 (80.3)	3,295 (76.6)	2,064 (67.6)	4,322 (88.6)	1,809 (59.8)	291 (23.7)	327 (26.1)
40 to 49 years old.....	42,370 (44.8)	1,131 (54.2)	654 (40.2)	2,252 (72.2)	540 (32.4)	12,403 (156.1)	6,946 (122.6)	4,251 (88.7)	9,026 (141.4)	3,833 (69.6)	630 (32.5)	391 (34.3)
50 to 59 years old.....	42,842 (66.7)	1,204 (47.3)	619 (36.9)	2,300 (73.2)	484 (32.6)	13,852 (155.6)	7,026 (125.7)	4,452 (89.5)	8,101 (134.6)	3,256 (65.1)	676 (44.6)	621 (37.3)
60 to 64 years old.....	17,501 (121.4)	474 (31.9)	325 (25.4)	751 (39.6)	143 (20.6)	5,227 (101.1)	3,140 (88.3)	1,865 (72.0)	3,261 (84.6)	1,647 (64.7)	252 (27.5)	350 (30.0)
65 years old and over.....	41,507 (108.7)	1,239 (60.4)	1,888 (67.6)	3,569 (93.3)	545 (24.9)	14,759 (139.3)	6,088 (141.1)	2,746 (82.9)	5,704 (134.2)	2,911 (92.9)	606 (39.9)	854 (51.1)
Males, 18 and over	113,279 (94.1)	3,136 (93.2)	2,274 (79.6)	8,198 (142.6)	1,972 (65.7)	34,890 (288.5)	21,626 (206.9)	9,301 (143.3)	20,529 (222.8)	7,478 (134.8)	1,359 (67.5)	2,018 (69.3)
18 and 19 years old.....	4,175 (64.1)	± (1)	51 (12.1)	1,439 (46.9)	333 (25.4)	1,143 (47.6)	1,156 (49.7)	± (1)	± (1)	± (1)	± (1)	± (1)
20 to 24 years old.....	10,987 (25.5)	118 (19.5)	104 (18.0)	711 (38.0)	209 (26.4)	3,450 (84.6)	4,306 (89.9)	723 (43.5)	1,103 (59.3)	81 (15.1)	± (1)	± (1)
25 years old and over.....	96,119 (57.1)	2,999 (91.7)	2,118 (72.6)	6,048 (124.6)	1,340 (55.6)	30,216 (248.4)	16,072 (174.6)	8,560 (137.7)	19,415 (214.8)	7,307 (134.6)	1,298 (67.5)	2,016 (69.5)
25 to 29 years old.....	10,430 (41.6)	212 (26.2)	96 (16.2)	708 (41.1)	193 (21.9)	3,200 (60.9)	2,094 (60.9)	882 (41.1)	2,526 (72.6)	477 (39.2)	117 (16.6)	46 (8.9)
30 to 34 years old.....	10,024 (35.4)	263 (26.9)	149 (18.6)	641 (27.6)	166 (20.4)	2,926 (73.5)	1,724 (60.8)	930 (42.8)	2,778 (59.2)	859 (35.8)	196 (18.2)	130 (15.4)
35 to 39 years old.....	9,421 (36.2)	311 (26.1)	167 (18.2)	521 (32.6)	107 (14.1)	2,986 (66.5)	1,603 (51.6)	876 (30.7)	2,029 (58.8)	811 (37.5)	144 (17.9)	164 (17.3)
40 to 49 years old.....	20,859 (43.6)	636 (39.6)	316 (32.3)	1,221 (51.4)	252 (21.6)	6,569 (110.9)	3,302 (78.4)	1,874 (62.3)	4,151 (84.6)	1,821 (46.4)	365 (28.7)	267 (24.6)
50 to 59 years old.....	20,765 (50.8)	551 (30.7)	305 (23.6)	1,184 (51.7)	281 (12.9)	6,877 (107.7)	3,310 (77.6)	1,671 (61.9)	3,947 (86.3)	1,671 (62.1)	429 (25.7)	412 (28.2)
60 to 64 years old.....	8,276 (114.1)	218 (22.6)	162 (17.7)	352 (26.6)	74 (14.3)	2,402 (71.8)	1,398 (60.4)	636 (43.6)	1,652 (62.4)	761 (42.5)	197 (24.6)	246 (26.1)
65 years old and over.....	16,532 (108.7)	765 (37.2)	863 (41.8)	1,416 (58.3)	235 (21.9)	5,912 (116.7)	2,712 (86.1)	1,167 (50.9)	2,933 (69.3)	1,460 (64.3)	466 (36.6)	854 (42.1)
Females, 18 and over	121,440 (82.9)	3,081 (81.4)	2,301 (72.3)	8,204 (151.6)	1,757 (62.8)	35,551 (248.7)	24,059 (214.9)	12,179 (165.2)	22,748 (216.6)	9,147 (149.2)	1,740 (48.6)	1,173 (60.8)
18 and 19 years old.....	4,089 (81.6)	± (1)	± (1)	1,201 (44.6)	337 (25.9)	1,059 (45.5)	1,371 (48.4)	± (1)	± (1)	± (1)	± (1)	± (1)
20 to 24 years old.....	10,691 (63.1)	80 (13.1)	76 (13.6)	630 (38.4)	219 (21.5)	2,675 (74.6)	4,596 (83.1)	958 (48.2)	1,590 (62.3)	83 (16.3)	± (1)	± (1)
25 years old and over.....	106,460 (122.1)	2,989 (83.1)	2,176 (65.6)	6,373 (132.5)	1,231 (58.1)	31,896 (221.6)	18,091 (167.6)	11,176 (154.3)	21,146 (197.6)	9,062 (148.0)	1,556 (49.4)	1,162 (60.8)
25 to 29 years old.....	10,464 (68.1)	129 (14.3)	116 (16.6)	558 (25.7)	136 (18.0)	2,443 (62.8)	2,127 (61.1)	1,067 (50.4)	2,976 (64.8)	1,730 (42.8)	107 (15.1)	80 (12.3)
30 to 34 years old.....	10,292 (35.5)	220 (20.4)	137 (16.3)	355 (33.6)	122 (14.4)	2,425 (63.3)	1,791 (51.7)	1,160 (43.8)	2,466 (66.5)	1,100 (47.4)	187 (18.9)	149 (17.9)
35 to 39 years old.....	9,719 (35.2)	265 (20.6)	150 (15.2)	526 (32.2)	95 (12.8)	2,211 (54.6)	1,693 (52.9)	1,188 (47.7)	2,292 (57.2)	968 (39.6)	147 (15.6)	162 (18.9)
40 to 49 years old.....	21,531 (61.9)	493 (29.9)	278 (20.9)	1,065 (42.4)	257 (19.9)	5,894 (97.6)	3,646 (79.6)	2,543 (60.9)	4,877 (91.1)	2,011 (60.3)	242 (21.5)	226 (20.1)
50 to 59 years old.....	22,657 (40.6)	573 (29.8)	314 (26.1)	1,115 (50.3)	203 (20.6)	6,974 (101.0)	3,716 (86.7)	2,562 (72.4)	4,154 (88.3)	1,941 (65.8)	247 (20.2)	239 (23.0)
60 to 64 years old.....	8,223 (38.8)	256 (19.9)	163 (16.8)	400 (31.9)	109 (16.5)	2,625 (64.4)	1,752 (59.8)	1,028 (48.7)	1,609 (51.2)	961 (48.7)	85 (13.8)	105 (15.1)
65 years old and over.....	23,174 (56.1)	1,254 (42.4)	1,026 (44.4)	2,153 (66.4)	309 (24.2)	8,146 (126.4)	3,376 (91.5)	1,578 (58.6)	2,771 (77.2)	1,421 (63.8)	140 (14.6)	200 (21.1)
White, 18 and over	156,925 (126.1)	947 (55.6)	2,248 (86.7)	8,311 (168.2)	1,976 (72.2)	46,792 (384.4)	30,616 (275.2)	15,567 (192.1)	32,432 (336.2)	12,634 (194.8)	2,402 (68.6)	2,450 (80.6)
18 and 19 years old.....	4,634 (88.9)	± (1)	66 (13.9)	1,456 (48.2)	313 (24.8)	1,169 (49.1)	1,560 (59.5)	± (1)	± (1)	± (1)	± (1)	± (1)
20 to 24 years old.....	12,370 (33.1)	± (1)	87 (19.6)	560 (40.8)	150 (20.0)	3,137 (90.6)	5,329 (105.9)	1,094 (60.6)	1,869 (78.4)	96 (15.6)	± (1)	± (1)
25 years old and over.....	139,901 (106.4)	888 (53.2)	2,096 (83.6)	6,295 (147.8)	1,172 (65.1)	42,457 (341.9)	25,727 (244.1)	14,436 (196.8)	30,322 (279.2)	12,338 (196.8)	2,266 (79.9)	2,443 (80.7)
25 to 29 years old.....	12,710 (42.6)	± (1)	70 (14.3)	480 (26.4)	62 (14.1)	3,069 (83.7)	2,206 (78.7)	1,225 (63.3)	3,053 (65.3)	746 (53.4)	157 (22.1)	87 (13.5)
30 to 34 years old.....	11,823 (41.4)	± (1)	67 (11.1)	399 (31.1)	87 (13.6)	2,851 (74.2)	2,097 (65.9)	1,407 (48.6)	3,249 (74.4)	1,199 (52.5)	261 (25.9)	194 (20.3)
35 to 39 years old.....	11,182 (41.3)	± (1)	72 (12.6)	317 (23.1)	63 (12.2)	2,679 (71.3)	1,961 (78.2)	1,386 (53.4)	3,037 (78.2)	1,216 (47.7)	208 (20.9)	187 (19.9)
40 to 49 years old.....	27,265 (52.5)	114 (20.1)	202 (24.9)	961 (51.4)	167 (22.2)	7,815 (134.3)	4,645 (101.6)	3,215 (73.7)	6,295 (132.2)	2,778 (75.8)	470 (33.6)	412 (28.7)
50 to 59 years old.....	28,206 (63.2)	166 (14.3)	217 (24.7)	1,217 (60.7)	247 (24.7)	5,827 (136.5)	3,261 (113.5)	2,202 (69.9)	5,265 (118.6)	2,904 (61.5)	415 (31.2)	314 (28.9)
60 to 64 years old.....	13,192 (114.1)	66 (14.3)	156 (24.9)	412 (35.4)	101 (16.5)	3,363 (67.5)	2,063 (62.1)	1,202 (63.2)	2,724 (61.1)	1,255 (37.8)	212 (24.6)	325 (30.3)
65 years old and over.....	30,904 (111.1)	503 (38.5)	1,281 (63.8)	2,499 (87.5)	405 (32.1)	12,233 (182.3)	5,152 (130.7)	2,267 (77.9)	5,115 (118.5)	2,469 (65.9)	507 (37.3)	744 (47.1)
Black, 18 and over	26,314 (82.8)	375 (27.8)	383 (26.8)	2,720 (86.5)	669 (41.8)	8,195 (134.7)	6,114 (89.8)	2,373 (65.8)	3,343 (97.8)	1,305 (53.4)	205 (21.5)	221 (22.3)
18 and 19 years old.....	1,180 (35.1)	± (1)	± (1)	427 (26.2)	117 (15.2)	306 (24.2)	254 (21.7)	± (1)	± (1)	± (1)	± (1)	± (1)
20 to 24 years old.....	3,118 (24.2)	± (1)	± (1)	230 (23.7)	104 (18.4)	1,073 (47.8)	1,270 (48.8)	196 (21.7)	219 (26.9)	± (1)	± (1)	± (1)
25 years old and over.....	22,825 (63.9)	363 (26.8)	373 (24.9)	2,063 (68.2)	449 (33.2)	7,786 (118.4)	4,589 (90.1)	2,167 (62.1)	3,120 (89.4)	1,299 (59.6)	205 (21.5)	221 (22.3)
25 to 29 years old.....	2,571 (22.5)	± (1)	± (1)	193 (19.2)	82 (17.4)	771 (36.6)	693 (31.7)	217 (21.3)	465 (31.7)	110 (16.1)	± (1)	± (1)
30 to 34 years old.....	2,477 (24.1)	± (1)	± (1)	169 (22.1)	48 (10.7)	827 (37.0)	561 (32.7)	262 (23.0)	391 (31.2)	136 (17.5)	± (1)	± (1)
35 to 39 years old.....	2,293 (24.2)	± (1)	± (1)	149 (18.5)	± (1)	743 (32.7)	531 (30.9)	296 (24.2)	329 (25.5)	126 (14.3)	± (1)	± (1)
40 to 49 years old.....	3,296 (24.6)	± (1)	± (1)	87 (29.4)	± (1)	1,796 (56.1)	1,021 (45.2)	560 (35.5)	748 (34.6)	247 (21.5)	59 (17.2)	46 (13.1)
50 to 59 years old.....	4,319 (51.9)	54 (26.8)	60 (10.5)	468 (29.9)	96 (12.1)	1,801 (52.9)	903 (30.3)	443 (28.1)	691 (36.1)	254 (22.7)	34 (6.9)	52 (11.0)
60 to 64 years old.....	1,781 (48.9)	± (1)	± (1)	158 (16.2)	± (1)	621 (33.0)	368 (25.1)	187 (18.7)	181 (19.5)	124 (14.8)	± (1)	± (1)
65 years old and over.....	3,559 (18.7)	197 (20.5)	216 (18.7)	587 (26.3)	77 (12.9)	1,227 (42.4)	441 (23.6)	232 (20.5)	315 (20.2)	200 (18.5)	± (1)	44 (9.3)

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The primary purpose of the *Digest of Education Statistics* is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The Digest includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES). To qualify for inclusion in the Digest, material must be nationwide in scope and of current interest and value. The publication contains information on a variety of subjects in the field of education statistics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, federal funds for education, libraries, and international education. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provides background for evaluating education data.

Vague Research Topic:

The college experience of African-American men.



DIGEST of EDUCATION STATISTICS

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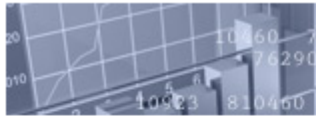
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Level of enrollment, sex, attendance status, and race/ethnicity of student	Fall enrollment (in thousands)											Percentage distribution of U.S. residents										
	1976	1980	1990	2000	2005	2006	2007	2008	2009	2010	2011	1976	1980	1990	2000	2005	2006	2007	2008	2009	2010	2011
All students, total	10,985.6	12,086.8	13,818.6	15,312.3	17,487.5	17,758.9	18,248.1	19,102.8	20,427.7	21,016.1	20,994.1	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	9,076.1	9,833.0	10,722.5	10,462.1	11,495.4	11,572.4	11,756.2	12,088.8	12,730.8	12,722.5	12,394.2	84.3	83.5	79.9	70.8	68.0	67.4	66.7	65.5	64.5	62.7	61.2
Total, selected races/ethnicities	1,690.8	1,948.8	2,704.7	4,321.5	5,407.2	5,590.6	5,867.4	6,353.5	7,012.1	7,584.0	7,859.5	15.7	16.5	20.1	29.2	32.0	32.6	33.3	34.5	35.5	37.3	38.8
Black	1,033.0	1,106.8	1,247.0	1,730.3	2,214.6	2,279.6	2,383.4	2,584.5	2,919.8	3,038.8	3,067.9	9.6	9.4	9.3	11.7	13.1	13.3	13.5	14.0	14.8	15.0	15.1
Hispanic	383.8	471.7	782.4	1,461.8	1,882.0	1,964.3	2,076.2	2,272.9	2,546.7	2,741.4	2,890.1	3.6	4.0	5.8	9.9	11.1	11.4	11.8	12.3	12.9	13.5	14.3
Asian/Pacific Islander	197.9	286.4	572.4	978.2	1,134.4	1,165.5	1,217.9	1,302.8	1,337.7	1,282.2	1,282.5	1.8	2.4	4.3	6.6	6.7	6.8	6.9	7.1	6.8	6.3	6.3
Asian	—	—	—	—	—	—	—	—	—	1,218.1	1,216.6	—	—	—	—	—	—	—	—	—	6.0	6.0
Pacific Islander	—	—	—	—	—	—	—	—	—	64.0	65.9	—	—	—	—	—	—	—	—	—	0.3	0.3
American Indian/Alaska Native	76.1	83.9	102.8	151.2	176.3	181.1	190.0	193.3	207.9	196.4	186.1	0.7	0.7	0.8	1.0	1.0	1.1	1.1	1.0	1.1	1.0	0.9
Two or more races	—	—	—	—	—	—	—	—	—	325.3	432.9	—	—	—	—	—	—	—	—	—	1.6	2.1
Nonresident alien	218.7	305.0	391.5	528.7	584.8	595.9	624.5	660.6	684.8	709.6	740.5	+	+	+	+	+	+	+	+	+	+	+
Male	5,794.4	5,868.1	6,283.9	6,721.8	7,455.9	7,574.8	7,815.9	8,188.9	8,769.5	9,044.8	9,026.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	4,813.7	4,772.9	4,861.0	4,634.6	5,007.2	5,046.2	5,146.1	5,302.9	5,594.4	5,606.8	5,453.8	85.3	84.4	80.5	72.1	70.1	69.5	68.8	67.7	66.6	64.7	63.2
Total, selected races/ethnicities	826.6	884.4	1,176.6	1,789.8	2,139.2	2,212.6	2,336.6	2,532.8	2,808.4	3,057.6	3,173.6	14.7	15.6	19.5	27.9	29.9	30.5	31.2	32.3	33.4	35.3	36.8
Black	469.9	463.7	484.7	635.3	774.1	795.4	838.1	911.8	1,037.1	1,089.1	1,103.5	8.3	8.2	8.0	9.9	10.8	11.0	11.2	11.6	12.3	12.6	12.8
Hispanic	209.7	231.6	353.9	627.1	774.6	810.0	861.6	946.7	1,066.3	1,154.6	1,214.2	3.7	4.1	5.9	9.8	10.8	11.2	11.5	12.1	12.7	13.3	14.1
Asian/Pacific Islander	108.4	151.3	294.9	465.9	522.0	536.0	562.5	597.4	621.5	600.8	602.4	1.9	2.7	4.9	7.3	7.3	7.4	7.5	7.6	7.4	6.9	7.0
Asian	—	—	—	—	—	—	—	—	—	572.3	573.4	—	—	—	—	—	—	—	—	—	6.6	6.6
Pacific Islander	—	—	—	—	—	—	—	—	—	28.6	29.0	—	—	—	—	—	—	—	—	—	0.3	0.3
American Indian/Alaska Native	38.5	37.8	43.1	61.4	68.4	71.2	74.4	76.9	83.4	78.8	73.7	0.7	0.7	0.7	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9
Two or more races	—	—	—	—	—	—	—	—	—	134.3	179.8	—	—	—	—	—	—	—	—	—	1.6	2.1
Nonresident alien	154.1	210.8	246.3	297.3	309.5	316.1	333.2	353.3	366.7	380.3	399.1	+	+	+	+	+	+	+	+	+	+	+
Female	5,191.2	6,218.7	7,534.7	8,590.5	10,031.6	10,184.1	10,432.2	10,913.9	11,658.2	11,971.3	11,967.6	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	4,262.4	5,060.1	5,861.5	5,827.5	6,488.2	6,526.2	6,610.1	6,785.9	7,136.4	7,115.7	6,940.3	83.1	82.6	79.3	69.7	66.5	65.9	65.2	64.0	62.9	61.1	59.7
Total, selected races/ethnicities	864.2	1,064.4	1,528.1	2,531.7	3,268.0	3,378.0	3,530.9	3,820.7	4,203.7	4,526.4	4,685.9	16.9	17.4	20.7	30.3	33.5	34.1	34.8	36.0	37.1	38.9	40.3
Black	563.1	643.0	762.3	1,095.0	1,440.4	1,484.2	1,545.3	1,672.7	1,882.7	1,949.7	1,964.5	11.0	10.5	10.3	13.1	14.8	15.0	15.2	15.8	16.6	16.7	16.9
Hispanic	174.1	240.1	428.5	834.7	1,107.3	1,154.3	1,214.5	1,326.1	1,480.4	1,586.9	1,676.0	3.4	3.9	5.8	10.0	11.4	11.7	12.0	12.5	13.1	13.6	14.4
Asian/Pacific Islander	89.4	135.2	277.5	512.3	612.4	629.5	655.4	705.4	716.1	681.3	680.1	1.7	2.2	3.8	6.1	6.3	6.4	6.5	6.7	6.3	5.9	5.8
Asian	—	—	—	—	—	—	—	—	—	645.9	643.2	—	—	—	—	—	—	—	—	—	5.5	5.5
Pacific Islander	—	—	—	—	—	—	—	—	—	35.5	36.9	—	—	—	—	—	—	—	—	—	0.3	0.3
American Indian/Alaska Native	37.6	46.1	59.7	89.7	107.9	110.0	115.6	116.4	124.5	117.6	112.4	0.7	0.8	0.8	1.1	1.1	1.1	1.1	1.1	1.1	1.0	1.0
Two or more races	—	—	—	—	—	—	—	—	—	191.0	253.1	—	—	—	—	—	—	—	—	—	1.6	2.2
Nonresident alien	64.6	94.2	145.2	231.4	275.3	279.8	291.2	307.3	318.1	329.2	341.4	+	+	+	+	+	+	+	+	+	+	+

http://nces.ed.gov/programs/digest/d12/tables/dt12_263.asp

Table 263. Total fall enrollment in degree-granting institutions, by level of enrollment, sex, attendance status, and race/ethnicity of student: Selected years, 1976 through 2011

Level of enrollment, sex, attendance status, and race/ethnicity of student	Fall enrollment (in thousands)											Percentage distribution of U.S. residents										
	1976	1980	1990	2000	2005	2006	2007	2008	2009	2010	2011	1976	1980	1990	2000	2005	2006	2007	2008	2009	2010	2011
All students, total	10,985.6	12,086.8	13,818.6	15,312.3	17,487.5	17,758.9	18,248.1	19,102.8	20,427.7	21,016.1	20,994.1	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	9,076.1	9,833.0	10,722.5	10,462.1	11,495.4	11,572.4	11,756.2	12,088.8	12,730.8	12,722.5	12,394.2	84.3	83.5	79.9	70.8	68.0	67.4	66.7	65.5	64.5	62.7	61.2
Total, selected races/ethnicities	1,690.8	1,948.8	2,704.7	4,321.5	5,407.2	5,590.6	5,867.4	6,353.5	7,012.1	7,584.0	7,859.5	15.7	16.5	20.1	29.2	32.0	32.6	33.3	34.5	35.5	37.3	38.8
Black	1,033.0	1,106.8	1,247.0	1,730.3	2,214.6	2,279.6	2,383.4	2,584.5	2,919.8	3,038.8	3,067.9	9.6	9.4	9.3	11.7	13.1	13.3	13.5	14.0	14.8	15.0	15.1
Hispanic	383.8	471.7	782.4	1,461.8	1,882.0	1,964.3	2,076.2	2,272.9	2,546.7	2,741.4	2,890.1	3.6	4.0	5.8	9.9	11.1	11.4	11.8	12.3	12.9	13.5	14.3
Asian/Pacific Islander	197.9	286.4	572.4	978.2	1,134.4	1,165.5	1,217.9	1,302.8	1,337.7	1,282.2	1,282.5	1.8	2.4	4.3	6.6	6.7	6.8	6.9	7.1	6.8	6.3	6.3
Asian	—	—	—	—	—	—	—	—	—	1,218.1	1,216.6	—	—	—	—	—	—	—	—	—	6.0	6.0
Pacific Islander	—	—	—	—	—	—	—	—	—	64.0	65.9	—	—	—	—	—	—	—	—	—	0.3	0.3
American Indian/Alaska Native	76.1	83.9	102.8	151.2	176.3	181.1	190.0	193.3	207.9	196.4	186.1	0.7	0.7	0.8	1.0	1.0	1.1	1.1	1.0	1.1	1.0	0.9
Two or more races	—	—	—	—	—	—	—	—	—	325.3	432.9	—	—	—	—	—	—	—	—	—	1.6	2.1
Nonresident alien	218.7	305.0	391.5	528.7	584.8	595.9	624.5	660.6	684.8	709.6	740.5	†	†	†	†	†	†	†	†	†	†	†
Male	5,794.4	5,868.1	6,283.9	6,721.8	7,455.9	7,574.8	7,815.9	8,188.9	8,769.5	9,044.8	9,026.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	4,813.7	4,772.9	4,861.0	4,634.6	5,007.2	5,046.2	5,146.1	5,302.9	5,594.4	5,606.8	5,453.8	85.3	84.4	80.5	72.1	70.1	69.5	68.8	67.7	66.6	64.7	63.2
Total, selected races/ethnicities	826.6	884.4	1,176.6	1,789.8	2,139.2	2,212.6	2,336.6	2,532.8	2,808.4	3,057.6	3,173.6	14.7	15.6	19.5	27.9	29.9	30.5	31.2	32.3	33.4	35.3	36.8
Black	469.9	463.7	484.7	635.3	774.1	795.4	838.1	911.8	1,037.1	1,089.1	1,103.5	8.3	8.2	8.0	9.9	10.8	11.0	11.2	11.6	12.3	12.6	12.8
Hispanic	209.7	231.6	353.9	627.1	774.6	810.0	861.6	946.7	1,066.3	1,154.6	1,214.2	3.7	4.1	5.9	9.8	10.8	11.2	11.5	12.1	12.7	13.3	14.1
Asian/Pacific Islander	108.4	151.3	294.9	465.9	522.0	536.0	562.5	597.4	621.5	600.8	602.4	1.9	2.7	4.9	7.3	7.3	7.4	7.5	7.6	7.4	6.9	7.0
Asian	—	—	—	—	—	—	—	—	—	572.3	573.4	—	—	—	—	—	—	—	—	—	6.6	6.6
Pacific Islander	—	—	—	—	—	—	—	—	—	28.6	29.0	—	—	—	—	—	—	—	—	—	0.3	0.3
American Indian/Alaska Native	38.5	37.8	43.1	61.4	68.4	71.2	74.4	76.9	83.4	78.8	73.7	0.7	0.7	0.7	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9
Two or more races	—	—	—	—	—	—	—	—	—	134.3	179.8	—	—	—	—	—	—	—	—	—	1.6	2.1
Nonresident alien	154.1	210.8	246.3	297.3	309.5	316.1	333.2	353.3	366.7	380.3	399.1	†	†	†	†	†	†	†	†	†	†	†
Female	5,191.2	6,218.7	7,534.7	8,590.5	10,031.6	10,184.1	10,432.2	10,913.9	11,658.2	11,971.3	11,967.6	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	4,262.4	5,060.1	5,861.5	5,827.5	6,488.2	6,526.2	6,610.1	6,785.9	7,136.4	7,115.7	6,940.3	83.1	82.6	79.3	69.7	66.5	65.9	65.2	64.0	62.9	61.1	59.7
Total, selected races/ethnicities	864.2	1,064.4	1,528.1	2,531.7	3,268.0	3,378.0	3,530.9	3,820.7	4,203.7	4,526.4	4,685.9	16.9	17.4	20.7	30.3	33.5	34.1	34.8	36.0	37.1	38.9	40.3
Black	563.1	643.0	762.3	1,095.0	1,440.4	1,484.2	1,545.3	1,672.7	1,882.7	1,949.7	1,964.5	11.0	10.5	10.3	13.1	14.8	15.0	15.2	15.8	16.6	16.7	16.9
Hispanic	174.1	240.1	428.5	834.7	1,107.3	1,154.3	1,214.5	1,326.1	1,480.4	1,586.9	1,676.0	3.4	3.9	5.8	10.0	11.4	11.7	12.0	12.5	13.1	13.6	14.4

—Not available.

†Not applicable.

NOTE: Race categories exclude persons of Hispanic ethnicity. Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other tables. Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2012, Enrollment component. (This table was prepared November 2012.)



Table 112. Number and percentage distribution of public school students eligible for free or reduced-price lunch, by school level, locale, and student race/ethnicity: 2010-11

School level, locale, and student race/ethnicity	Number of students, by percent of students in school eligible for free or reduced-price lunch						Percentage distribution of students, by percent of students in school eligible for free or reduced-price lunch					
	Total ¹	0 to 25.0 percent	25.1 to 50.0 percent	50.1 to 75.0 percent	More than 75.0 percent	Missing/ school does not participate	Total ¹	0 to 25.0 percent	25.1 to 50.0 percent	50.1 to 75.0 percent	More than 75.0 percent	Missing/ school does not participate
1	2	3	4	5	6	7	8	9	10	11	12	13
Total²	49,125,980	11,812,425	14,196,156	13,082,186	9,882,409	152,804	100.0	24.0	28.9	26.6	20.1	0.3
White	25,768,637	8,455,887	9,401,342	6,241,026	1,593,945	76,437	100.0	32.8	36.5	24.2	6.2	0.3
Black	7,853,185	649,756	1,484,328	2,422,481	3,254,766	41,854	100.0	8.3	18.9	30.8	41.4	0.5
Hispanic	11,342,324	1,452,878	2,167,977	3,382,975	4,313,999	24,495	100.0	12.8	19.1	29.8	38.0	0.2
Asian	2,276,823	879,492	587,406	472,406	331,103	6,416	100.0	38.6	25.8	20.7	14.5	0.3
Pacific Islander	169,344	24,283	54,484	57,963	32,488	126	100.0	14.3	32.2	34.2	19.2	0.1
American Indian/Alaska Native	560,409	63,917	133,286	186,577	176,233	396	100.0	11.4	23.8	33.3	31.4	0.1
Two or more races	1,155,258	286,212	367,333	318,758	179,875	3,080	100.0	24.8	31.8	27.6	15.6	0.3
School level³												
Elementary	31,576,672	6,943,684	8,081,921	8,627,609	7,867,547	55,911	100.0	22.0	25.6	27.3	24.9	0.2
White	16,165,472	4,940,819	5,403,336	4,460,430	1,326,467	34,420	100.0	30.6	33.4	27.6	8.2	0.2
Black	5,054,333	336,413	767,166	1,423,359	2,515,777	11,618	100.0	6.7	15.2	28.2	49.8	0.2
Hispanic	7,628,668	873,584	1,231,359	2,067,774	3,450,365	5,586	100.0	11.5	16.1	27.1	45.2	0.1
Asian	1,451,965	561,369	344,380	282,663	260,765	2,788	100.0	38.7	23.7	19.5	18.0	0.2
Pacific Islander	108,132	13,414	30,130	36,692	27,824	72	100.0	12.4	27.9	33.9	25.7	0.1
American Indian/Alaska Native	348,879	29,460	69,472	117,878	131,884	185	100.0	8.4	19.9	33.8	37.8	0.1
Two or more races	819,223	188,625	236,078	238,813	154,465	1,242	100.0	23.0	28.8	29.2	18.9	0.2
Secondary	15,649,903	4,456,387	5,641,237	3,901,591	1,588,854	61,834	100.0	28.5	36.0	24.9	10.2	0.4
White	8,673,856	3,241,782	3,695,816	1,507,621	197,349	31,288	100.0	37.4	42.6	17.4	2.3	0.4
Black	2,448,457	280,400	666,065	898,159	587,929	15,904	100.0	11.5	27.2	36.7	24.0	0.6
Hispanic	3,248,310	513,986	852,183	1,177,903	694,137	10,101	100.0	15.8	26.2	36.3	21.4	0.3
Asian	751,607	294,400	225,170	171,943	56,854	3,240	100.0	39.2	30.0	22.9	7.6	0.4
Pacific Islander	53,272	9,354	22,723	17,969	3,181	45	100.0	17.6	42.7	33.7	6.0	0.1
American Indian/Alaska Native	178,574	30,020	58,890	57,941	31,560	163	100.0	16.8	33.0	32.4	17.7	0.1
Two or more races	295,827	86,445	120,390	70,055	17,844	1,093	100.0	29.2	40.7	23.7	6.0	0.4

Table 116. Number and percentage distribution of public elementary and secondary students and schools, by traditional or charter school status and selected characteristics: Selected years, 1999-2000 through 2010-11

Selected characteristic	1999-2000			Charter schools					2010-11		
	Total, all public schools	Traditional (noncharter) schools	Charter schools	2001-02	2003-04	2005-06	2007-08	2009-10	Total, all public schools	Traditional (noncharter) schools	Charter schools
1	2	3	4	5	6	7	8	9	10	11	12
Enrollment (in thousands)	46,689	46,350	340	571	789	1,013	1,277	1,610	49,178	47,391	1,787
Percentage distribution of students											
Sex	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Male	51.4	51.4	51.0	50.8	50.3	49.9	49.5	49.5	51.4	51.4	49.5
Female	48.6	48.6	49.0	49.2	49.7	50.1	50.5	50.5	48.6	48.6	50.5
Race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	61.8	61.9	42.5	42.6	41.8	40.5	38.8	37.3	52.5	53.1	36.2
Black	17.1	16.9	33.5	32.5	31.9	32.1	31.8	30.3	16.0	15.5	28.9
Hispanic	15.9	15.9	19.6	20.1	21.5	22.4	24.5	26.0	23.1	22.9	27.3
Asian/Pacific Islander	4.1	4.1	2.8	3.1	3.2	3.6	3.8	3.9	5.0	5.0	3.7
American Indian/ Alaska Native	1.2	1.2	1.5	1.7	1.5	1.4	1.2	1.0	1.1	1.1	0.9
Two or more races	—	—	—	—	—	—	—	1.4	2.4	2.3	2.9
Percent of students eligible for free or reduced-price lunch program	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
0 to 25.0	44.9	45.0	36.9	42.5	33.2	36.1	19.8	20.6	24.1	24.0	27.2
25.1 to 50.0	25.4	25.5	12.7	14.3	17.1	15.9	16.5	18.8	28.9	29.2	18.9
50.1 to 75.0	16.0	16.1	13.0	14.7	16.1	17.4	18.9	20.2	26.6	26.8	20.4
More than 75.0	12.2	12.2	14.3	15.2	18.4	22.0	21.2	30.7	20.1	19.7	30.7
Missing/school does not participate	1.4	1.2	23.2	13.3	15.2	8.6	23.6	9.7	0.3	0.2	2.7
Number of teachers ¹	2,636,277	2,622,678	13,599	23,415	36,406	49,142	69,725	84,983	3,001,994	2,910,869	91,126
Pupil/teacher ratio ¹	16.6	16.6	18.8	17.7	17.6	17.3	15.9	17.3	16.4	16.4	18.0
Total number of schools	92,012	90,488	1,524	2,348	2,977	3,780	4,388	4,952	98,817	93,543	5,274
Percentage distribution of schools											
School level	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Elementary ²	69.7	70.0	54.6	50.6	52.0	52.1	53.3	54.1	67.9	68.7	54.3
Secondary ³	30.3	30.0	45.4	49.4	48.0	47.9	46.7	45.9	32.1	31.3	45.7

Table 130. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate) and number of status dropouts, by noninstitutionalized or institutionalized status, birth in or outside of the United States, and selected characteristics: 2010

[Standard errors appear in parentheses]

Selected characteristic	Total status dropout rate	Noninstitutionalized population ¹					Institutionalized population ²	
		Number of status dropouts	Percentage distribution of status dropouts	Status dropout rate			Number of status dropouts	Status dropout rate
				Total for noninstitutionalized population	For those born in the United States ³	For those born outside of the United States ³		
1	2	3	4	5	6	7	8	9
Total	8.3 (0.08)	3,098,150 (30,678)	100.0 (†)	7.9 (0.08)	6.5 (0.06)	18.4 (0.30)	196,340 (4,610)	37.4 (0.74)
Sex								
Male	10.0 (0.10)	1,840,700 (20,936)	59.4 (0.35)	9.3 (0.10)	7.4 (0.08)	22.3 (0.41)	179,420 (4,561)	38.6 (0.82)
Female	6.6 (0.08)	1,257,450 (16,740)	40.6 (0.35)	6.5 (0.09)	5.6 (0.08)	13.8 (0.31)	16,920 (1,411)	27.9 (2.02)
Race/ethnicity								
White	5.3 (0.07)	1,141,870 (14,277)	36.9 (0.33)	5.1 (0.06)	5.2 (0.06)	4.0 (0.32)	49,490 (2,422)	28.8 (1.24)
Black	10.3 (0.17)	504,660 (9,563)	16.3 (0.31)	9.1 (0.17)	9.3 (0.18)	5.8 (0.53)	86,370 (3,009)	42.0 (1.05)
Hispanic	16.7 (0.26)	1,286,750 (21,222)	41.5 (0.44)	16.3 (0.26)	9.8 (0.21)	30.7 (0.49)	51,990 (2,217)	44.1 (1.51)
Asian	2.8 (0.16)	50,940 (2,878)	1.6 (0.09)	2.8 (0.16)	1.9 (0.19)	3.7 (0.25)	1,550 (405)	28.1 (6.20)
Native Hawaiian/Pacific Islander	4.8 (0.95)	3,520 (763)	0.1 (0.02)	4.5 (0.95)	3.8!(1.21)	6.0!(1.80)	† (†)	† (†)
American Indian/Alaska Native	15.4 (0.80)	46,300 (2,515)	1.5 (0.08)	14.9 (0.79)	15.0 (0.80)	† (†)	2,900 (540)	38.9 (6.46)
Two or more races	6.1 (0.30)	56,480 (3,177)	1.8 (0.10)	5.8 (0.30)	5.9 (0.31)	5.0 (1.15)	3,550 (614)	23.3 (3.68)
Race/ethnicity by sex								
Male								
White	6.1 (0.09)	655,160 (9,646)	35.6 (0.43)	5.8 (0.09)	5.8 (0.09)	4.8 (0.48)	41,110 (2,216)	29.1 (1.41)
Black	12.7 (0.26)	283,800 (7,010)	15.4 (0.37)	10.5 (0.26)	10.8 (0.26)	6.2 (0.82)	82,320 (3,015)	43.8 (1.23)
Hispanic	20.2 (0.34)	806,820 (15,158)	43.8 (0.50)	19.5 (0.34)	11.3 (0.27)	35.8 (0.65)	48,320 (2,052)	44.6 (1.54)
Asian	3.4 (0.25)	30,040 (2,259)	1.6 (0.13)	3.2 (0.24)	2.2 (0.29)	4.3 (0.39)	1,520 (404)	30.8 (6.62)
Native Hawaiian/Pacific Islander	4.9 (1.05)	1,670 (426)	0.1 (0.02)	4.3 (1.07)	2.7!(0.96)	7.6!(2.82)	† (†)	† (†)
American Indian/Alaska Native	17.6 (1.34)	25,910 (2,241)	1.4 (0.12)	16.6 (1.35)	16.8 (1.36)	† (†)	2,620 (510)	40.8 (6.55)

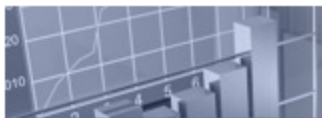


LIST OF TABLES AND FIGURES

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- [Advance Release of Selected 2013 Digest Tables](#) **NEW!**
- [2012 Digest Tables](#)
- [2012 full version of the Digest](#)
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The primary purpose of the *Digest of Education Statistics* is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The Digest includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES). To qualify for inclusion in the Digest, material must be nationwide in scope and of current interest and value. The publication contains information on a variety of subjects in the field of education statistics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, federal funds for education, libraries, and international education. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provides background for evaluating education data.



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Chapter 5: Outcomes of Education

This chapter contains tables comparing educational attainment and workforce characteristics. The data show labor force status, income levels, and occupations of high school dropouts and high school and college graduates. Most of these tables are based on data from the U.S. Census Bureau and the U.S. Bureau of Labor Statistics. Population characteristics are provided for many of the measures to allow for comparisons among various demographic groups. While most of the tables in this chapter focus on labor market outcomes, the chapter ends with a few tables on skills, behaviors, and attitudes.

Statistics related to outcomes of education appear in other sections of the *Digest*. For example, statistics on educational attainment of the entire population are in chapter 1. More detailed data on the numbers of high school and college graduates can be found in chapters 2 and 3. Chapter 3 contains trend data on the percentage of high school completers going to college. Chapter 6 includes international comparisons of employment rates by educational attainment. Additional data on earnings by educational attainment may be obtained from the U.S. Census Bureau's Current Population Reports, Series P-60. The U.S. Bureau of Labor Statistics has a series of publications dealing with the educational characteristics of the labor force. Further information on survey methodologies can be found in [Appendix A: Guide to Sources](#) and in the publications cited in the table source notes.

Labor Force

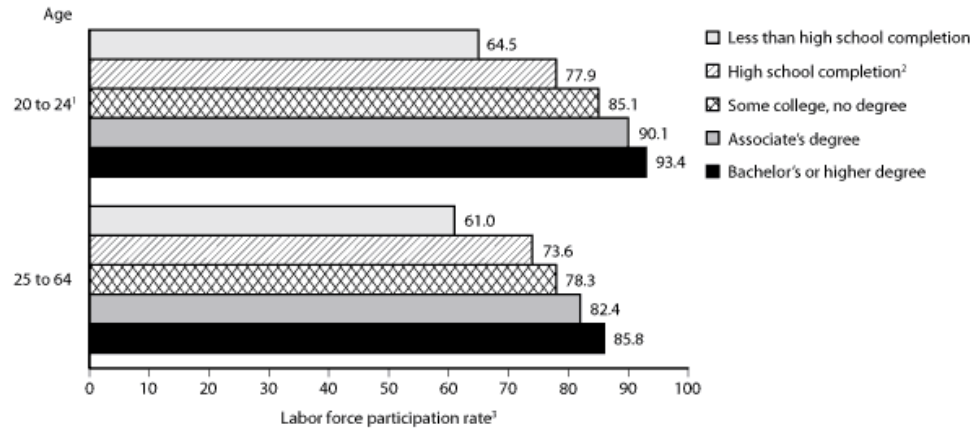
The labor force participation rate—that is, the percentage of people either employed or actively seeking employment—was generally higher for adults with higher levels of educational attainment than for those with less education. Among 25- to 64-year-old adults, 86 percent of those with a bachelor's or higher degree participated in the labor force in 2011, compared with 74 percent of those who had completed only high school and 61 percent of those who had not completed high school ([table 427](#) and [figure 22](#)). Within each education level, the labor force participation rate also varied by race/ethnicity. For 25- to 64-year-olds who had completed only high school, the 2011 labor force participation rate was highest for Hispanics (77 percent), followed by Asians (75 percent), then Whites (74 percent), then Blacks (69 percent), and then American Indians/Alaska Natives (63 percent) ([table 427](#)). For 25- to 64-year-olds with a bachelor's or higher degree in 2011, the labor force participation rate was highest for Blacks (89 percent), followed by Hispanics (87 percent), then Whites (86 percent), and then Asians and American Indians/Alaska Natives (83 percent for both groups).

The unemployment rate—that is, the percentage of people in the labor force who are not employed and who have made specific efforts to find employment sometime during the prior 4 weeks—was generally

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Chapter 5: Outcomes of Education

Figure 22. Labor force participation rate of persons 20 to 64 years old, by age group and highest level of educational attainment: 2011



¹ Excludes persons enrolled in school.
² Includes equivalency credentials, such as the General Educational Development (GED) credential.
³ Percentage of the civilian population who are employed or seeking employment.
 SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2011, previously unpublished tabulations (November 2012).

degree participated in the labor force in 2011, compared with 74 percent of those who had completed only high school and 61 percent of those who had not completed high school (table 427 and figure 22). Within each education level, the labor force participation rate also varied by race/ethnicity. For 25- to 64-year-olds who had completed only high school, the 2011 labor force participation rate was highest for Hispanics (77 percent), followed by Asians (75 percent), then Whites (74 percent), then Blacks (69 percent), and then American Indians/Alaska Natives (63 percent) (table 427). For 25- to 64-year-olds with a bachelor's or higher degree in 2011, the labor force participation rate was highest for Blacks (89 percent), followed by Hispanics (87 percent), then Whites (86 percent), and then Asians and American Indians/Alaska Natives (83 percent for both groups).

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- **Adult**
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ANNUAL REPORTS



The Condition of Education

This Congressionally mandated annual report summarizes developments and trends in education using the latest available data. The report presents indicators on the status and condition of education. The indicators represent a consensus of professional judgment on significant national measures of the condition and progress of education. The report includes indicators in five main areas: (1) participation in education; (2) learner outcomes; (3) student effort and educational progress; (4) the contexts of elementary and secondary education; and (5) the contexts of postsecondary education.

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[View High School Dropout and Completion Rates in the United States](#)



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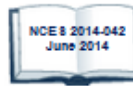


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Indicator 1: Violent Deaths at School and Away From School

Over all available survey years, the percentage of youth homicides occurring at school remained at less than 2 percent of the total number of youth homicides, and the percentage of youth suicides occurring at school remained at less than 1 percent of the total number of youth suicides.

Violent deaths at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. Indicator 1 presents data on school-associated violent deaths that were collected using the School-Associated Violent Deaths Study (SAVD). The most recent data released for the SAVD survey cover the period from July 1, 2010, through June 30, 2011.

More recent information gathered from media reports can provide preliminary estimates on the prevalence of school-associated violent deaths since June 2011. For example, the Sandy Hook Elementary School shooting incident on December 14, 2012, in Newtown, Connecticut resulted in 20 child and 6 adult deaths.² Since the Sandy Hook incident, preliminary counts from media reports indicate that there were 17 school-associated violent deaths between December 15, 2012, and November 14, 2013; of these deaths, 11 were homicides and 6 were suicides. Six of the victims were identified as being between the ages of 5 and 18.

SAVD defines a school-associated violent death as "a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States." School-associated violent deaths include those that occurred while the victim was on the way to or returning from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims of school-associated violent deaths include not only students and staff members, but also others who are not students or staff members, such as parents. Between July 1, 2010 and June 30, 2011, there were 31 school-associated violent deaths in elementary and secondary schools in the United States (figure 1.1 and table 1.1 (Digest table 228.10)).

Of the 31 student, staff, and nonstudent school-associated violent deaths occurring between July 1, 2010, and June 30, 2011, there were 25 homicides and 6 suicides. Data for school-associated violent deaths for the 2010–11 school year are preliminary until interviews with law enforcement personnel have been completed.

Data on homicides and suicides occurring at school and away from school were drawn from a number of sources. Data on violent deaths occurring away from school were included in order to compare them to data on violent deaths occurring at school. The most recent data available for total suicides of school-age youth (ages 5–18) are for the 2010 calendar year; the most recent data available for total homicides of youth are for the 2010–11 school year.³ During the 2010–11 school year, there were 1,336 homicides of youth (figure 1.2 and table 1.1 (Digest table 228.10)). During the 2010 calendar year, there were 1,456 suicides of youth. During the 2010–11 school year, there were 11 homicides and 3 suicides of school-age youth at school (figure 1.1 and table 1.1 (Digest table 228.10)), and, when instances of homicide and suicide of school-age youth at school were combined, there was approximately 1 homicide or suicide for each 3.5 million students enrolled.⁴



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Violent deaths at schools and surrounding communities collected using the School and the SAVD survey cover the

More recent information prevalence of school-associated Elementary School shooting child and 6 adult deaths.²

indicate that there were 17 November 14, 2013; of the identified as being between

SAVD defines a school-associated a law enforcement officer), elementary or secondary school that occurred while the victim

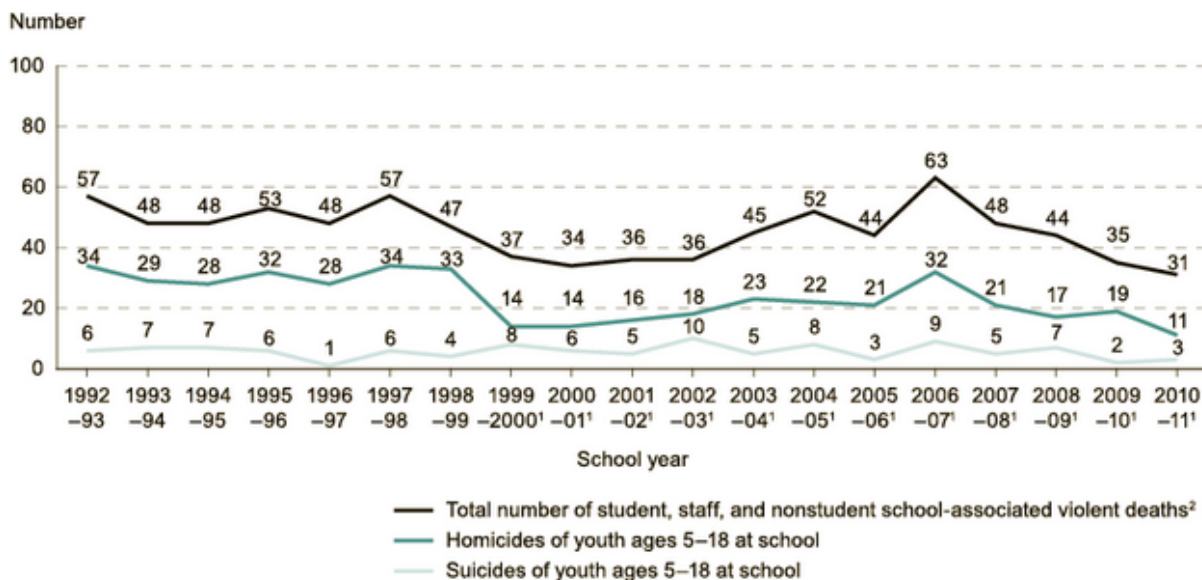
victim was attending or traveling associated violent deaths in students or staff members, school-associated violent deaths and [table 1.1](#) (Digest 228

Of the 31 student, staff, and 2010, and June 30, 2011, deaths for the 2010–11 school have been completed.

Data on homicides and suicides sources. Data on violent deaths data on violent deaths of school-age youth (ages 5–

homicides of youth are for the 2010–11 school year. During the 2010–11 school year, there were 1,300 homicides of youth ([figure 1.2](#) and [table 1.1](#) (Digest 228 10)). During the 2010 calendar year, there were 1,456 suicides of youth. During the 2010–11 school year, there were 11 homicides and 3 suicides of school-age youth at school ([figure 1.1](#) and [table 1.1](#) (Digest 228 10)), and, when instances of homicide and suicide of school-age youth at school were combined, there was approximately 1 homicide or suicide for each 3.5 million students enrolled.⁴

Figure 1.1. Number of student, staff, and nonstudent school-associated violent deaths, and number of homicides and suicides of youth ages 5–18 at school: School years 1992–93 to 2010–11



¹ Data from 1999–2000 onward are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, please see [appendix A](#).

² A school-associated violent death is defined as "a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States," while the victim was on the way to or from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students, from July 1, 1992 through June 30, 2011.

NOTE: "At school" includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. Estimates were revised and may differ from previously published data.

SOURCE: Data on homicides and suicides of youth ages 5–18 at school and total school-associated violent deaths are from the Centers for Disease Control and Prevention (CDC), 1992–2011 School-Associated Violent Deaths Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Healthy Students, previously unpublished tabulation (August 2012).



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Welcome to NCES

The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education.

What's New

Teacher Attrition and Mobility: Results From the 2012-13 Teacher Follow-up Survey (Sep 4)

This First Look report provides some selected findings from the 2012-13 Teacher Follow-up Survey (TFS) along with data tables and methodological information. [» more info](#)

2011-12 Schools and Staffing Survey data are now available in PowerStats (Aug 21)

These data were originally released to restricted-use license holders on August 13, 2013 and are now available through PowerStats, an easy-to-use tool for the analysis of NCES's education data. [» more info](#)

New Report on Credit Transfer Now Available (Aug 20)

NCES releases a new Statistical Analysis Report titled "Transferability of Postsecondary Credit Following Student Transfer or Coenrollment." This report provides an in-depth analysis on the transfer of postsecondary credit using transcript data from the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09). [» more info](#)

2013-14 Integrated Postsecondary Education Data System (IPEDS) Methodology Report (Jul 31)

This report describes the universe, methods, and editing procedures used in the 2013-14 Integrated Postsecondary Education Data System (IPEDS) data collection. [» more info](#)

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Indicators of School Crime and Safety, 2013 provides the most current detailed statistical information on the nature of crime in elementary and secondary schools and in postsecondary institutions. *Watch their new video here!* [» more info](#)



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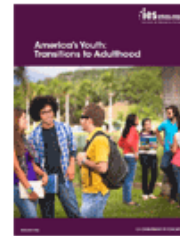
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Publications Last 90 Days

<u>PUB NUMBER</u>	<u>TITLE</u>	<u>DATE</u>
NCES 2014077	<p><u>Teacher Attrition and Mobility: Results From the 2012-13 Teacher Follow-up Survey</u> This First Look report provides some selected findings from the 2012-13 Teacher Follow-up Survey (TFS) along with data tables and methodological information. The TFS is a follow-up of a sample of the elementary and secondary school teachers who participated in the previous year's Schools and Staffing Survey (SASS). The TFS sample includes teachers who leave teaching in the year after the SASS data collection and those who continue to teach either in the same school as last year or in a different school. The purpose of the Teacher Follow-up Survey is to determine how many teachers remained at the same school, moved to another school or left the profession in the year following the SASS administration.</p>	9/4/2014
NCES 2014163	<p><u>Transferability of Postsecondary Credit Following Student Transfer or Coenrollment</u> This statistical analysis report provides an in-depth examination of the transfer of credit among postsecondary education institutions using longitudinal data from the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).</p>	8/20/2014
NCES 2014066REV	<p><u>Postsecondary Institutions and Price of Attendance in 2013-14; Degrees and Other Awards Conferred: 2012-13; and 12-Month Enrollment: 2012-13: First Look (Provisional Data)</u> This First Look report is a revised version of the preliminary report released on July 10, 2014. It includes fully edited and imputed data from the Integrated Postsecondary Education Data System (IPEDS) fall 2013 collection,, which included three survey components: Institutional Characteristics for the 2013-14 academic year, Completions covering the period July 1, 2012, through June 30, 2013, and data on 12-Month Enrollment for the 2012-13 academic year.</p>	7/31/2014
NCES 2014067	<p><u>2013-14 Integrated Postsecondary Education Data System (IPEDS) Methodology Report</u> This report describes the universe, methods, and editing procedures used in the 2013-14 Integrated Postsecondary Education Data System (IPEDS) data collection.</p>	7/31/2014
NCES 2014103	<p><u>Problem Solving Skills of 15-year-olds: Results from PISA 2012</u> This Data Point uses data from the 2012 administration of the Program for International Student Assessment (PISA) problem solving assessment. PISA is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy and, in 2012, general problem solving skills and financial literacy. PISA is coordinated by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries. The PISA computer-based assessment of problem solving assessed how well prepared students are to confront the kinds of problems that are encountered almost daily in 21st century life.</p>	7/25/2014



Welcome to NCES

The National Center for Education Statistics is the primary federal entity for collecting, analyzing, and reporting data on education.

What's New

Teacher Attrition and Mobility: Teacher Follow-up Survey
This First Look report provides a preliminary look at the 2012-13 Teacher Follow-up Survey and methodological information.

2011-12 Schools and Staffing Survey in PowerStats (Aug 21)
These data were originally released on August 13, 2012. PowerStats, an easy-to-use tool, provides access to education data. [» more info](#)

New Report on Credit Transfer
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Assessments

- National Assessment of Educational Progress (NAEP)
- National Assessments of Adult Literacy (NAAL)

Early Childhood

- Early Childhood Longitudinal Study (ECLS)
- National Household Education Survey (NHES)

Elementary/Secondary

- Common Core of Data (CCD)
- Secondary Longitudinal Studies Program
- School District Demographics System
- Schools and Staffing Survey (SASS)
- more...

International

- International Activities Program (IAP)

Library

- Library Statistics Program

Postsecondary

- Baccalaureate and Beyond (B&B)
- Career/Technical Education Statistics (CTES)
- Integrated Postsecondary Education Data System (IPEDS)
- National Postsecondary Student Aid Study (NPSAS)
- more...

Data Systems, Use, & Privacy

- Common Education Data Standards (CEDS)
- National Forum on Education Statistics
- Statewide Longitudinal Data Systems Grant Program - (SLDS)
- more...

Resources

- Distance Learning Dataset Training
- National Postsecondary Education Cooperative (NPEC)
- Statistical Standards Program
- more...

The Condition of Education 2014 is now available! View their latest video on YouTube: "What is the Condition of Education?" [» more info](#)

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Baccalaureate and Beyond Longitudinal Study (B&B)

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Related Studies



Beginning
Postsecondary
Students




National
Postsecondary
Student Aid
Study

The **Baccalaureate and Beyond Longitudinal Study (B&B)** examines students' education and work experiences after they complete a bachelor's degree, with a special emphasis on the experiences of new elementary and secondary teachers.

B&B Answers Questions



- [How much does the average college graduate earn 1 year after graduation?](#)
Overall, 1999–2000 college graduates who were employed full time in 2001 earned, on average, \$35,351 per year.
- [Ten years after college, what percentage of graduates have been unemployed?](#)
In 2003, some 46% of 1992–93 bachelor's degree recipients had been unemployed at least once in the previous 10 years.

 [Refresh Questions](#)

DataLab



- Create tables and graphs quickly and efficiently using [QuickStats](#).
- Create complex tables and run linear & logistic regressions using [Powerstats](#).



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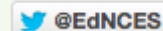
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- Custom Datasets & Tables
- Search Tools
- Peer Comparison Tools
- Questionnaire Item Banks
- States/District Profiles, Comparisons, and Mapping
- ED Data Inventory
- Offsite Archive of NCES Data

Data Training

- Distance Learning Dataset Training

Tables & Figures

- Search Tables/Figures
- Popular Keyword Title Searches

For Kids



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Video Highlights

Indicators of School Crime and Safety, 2013 provides the most current detailed statistical information on the nature of crime in elementary and secondary schools and in postsecondary institutions. *Watch their new video here!* [» more info](#)



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Distance Learning Dataset Training

The Distance Learning Dataset Training System, or DLDT, provides information about the National Center for Education Statistics' (NCES) datasets and the tools that users need in order to find published reports, explore and acquire data, create data files, and conduct analyses in selected statistical software packages. The DLDT allows you to access the information you need, at your own pace. It provides instruction in how to properly use NCES public-use and restricted-use datasets.

There are two modules help research methods datasets. The use and analyze Childhood Lon (ECLS-K); the the Trends in I National Posts Baccalaureate

Flash Player 1

Select a modu

Introduction to the NCES Datasets

This module provides users with an overview of NCES datasets and describes the resources that are available both within and outside the DLDT System to augment your training.

Total Run Time: 15 minutes | Total Slide Count: 11

Analyzing NCES Complex Survey Data

This module presents information about the research methods and statistical techniques that NCES uses to provide high-quality micro-level data. It also describes the aspects of the NCES study designs that researchers need to understand in order to conduct their own analyses.

Total Run Time: 21 minutes | Total Slide Count: 22

Statistical Analysis of NCES Datasets Employing a Complex Sample Design

This module provides users with important information about statistical procedures and methods necessary for the proper analysis of NCES datasets that are based on complex sample survey designs.

Total Run Time: 10 minutes | Total Slide Count: 13

Acquiring Micro-level NCES Data

This module introduces users to the NCES micro-level datasets and explains how to access them. It explains the differences between public-use and restricted-use data and describes the processes for acquiring both types of data and their supporting materials.

Total Run Time: 12 minutes | Total Slide Count: 12



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Schools

Finding School-Specific Data

Where to Start:

- 1. Public Elementary/Secondary : State Departments of Education**
- 2. Postsecondary: Integrated Postsecondary Education Data System (IPEDS)**

Education
Resource
Organizations
Directory

Inside EROD

- ▶ EROD Home
- ▶ Advanced Search
- ▶ State/Territory Search
- ▶ Organizations By Type
- ▶ Using EROD
- ▶ Organization Form
- ▶ Criteria for Inclusion
- ▶ Contact Us

Organizations By Type

State Education Agency (State Department of Education)

Provide information, resources, and technical assistance on educational matters to the schools and the residents.

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States

Alabama

Alabama Department of Education
Gordon Persons Office Building
50 North Ripley Street
P.O. Box 302101
Montgomery, AL 36104-3833
Phone: (334) 242-9700
Fax: (334) 242-9708
Email: dmurray@alsde.edu
Website: <http://www.alsde.edu/html/home.asp>

Alaska

Alaska Department of Education and Early Development
Suite 200

http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_ID=SEA



Home	Curriculum & Instruction	Testing & Accountability	Professional Learning	
Data Access Requests	Finance & Grants	Data & Statistics	Learning Support	Specialized Programs

Data Collections
Demographics
Downloadable Data Files
Financial
School Identification
School Performance
Student Health & Support



Data & Statistics

Data and statistics collected from California schools and learning support resources to identify trends and educational needs and to measure performance.

Highlights

[DataQuest](#)

Reports for accountability (e.g. API, AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

[Ed-Data](#) (Outside Source)

State, county, district, and school level reports covering topics such as students, staffing, finances, and performance rankings.

[Data Resource Guide \(DRG\)](#)

Catalog of the Department's data resources that documents, names, and defines all of the data that are available throughout the Department.

[Longitudinal Education Data Systems](#)

California's statewide K-12 education data systems including the California Longitudinal Pupil Achievement Data System ([CALPADS](#)) and the California Basic Educational Data System Online Reporting Application ([CBEDS-ORA](#)).

What's New

[2014 Summer Meal Service Sites](#)
Posted 13-Jun-2014

[more What's New](#)

Resources

- [Calendars](#)
- [Equal Opportunity](#)
- [Frequently Asked Questions](#)
- [Funding](#)
- [Jobs at CDE](#)
- [Laws & Regulations](#)
- [Multilingual Documents](#)
- [Publications](#)
- [Released Test Questions](#)
- [School Directory](#)
- [Staff Directory](#)

[more Resources](#)

DATA AND STATISTICS

EMPLOYMENT CALENDAR NEWSROOM QUICK LINKS

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DATA MANAGEMENT GROUP

NC P-20W SLDS GRANT

CEDARS

SEED

DATA CALENDAR

REPORTS AND STATISTICS

EDUCATION DATA

NOTE :: Various file formats are used on this page that may require download. **If larger than 1mb**, it will take longer to download. For instructions or more information, please visit our [download page](#).

Student Testing

[ABCs of Public Education](#)

Searchable school level accountability including End-of-Grade and End-of-Course assessment and Adequate Yearly Progress results

[North Carolina School Report Cards](#)

Searchable site that includes student performance, class size, school safety, and teacher quality data

[Reports of Disaggregated State, School System \(LEA\) and School Performance Data](#)

Student performance data by student subgroup for two years including the number of students at or above grade level (Level III), the number of valid scores, and the percent at or above Level III on end-of-grade (EOG), end-of-course (EOC), Grade 10, and alternate assessments

[SAT Report](#)

Annual reports of state SAT test performance from 1995 to present

<http://www.ncpublicschools.org/data/reports/>



Common Core of Data (CCD)

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Common Core of Data

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Data Resources

Annual Publications

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Online Bibliography Search Tool

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Common Core of Data

The Common Core of Data (CCD) is a program of the U.S. Department of Education's National Center for Education Statistics that annually collects fiscal and non-fiscal data about all public schools, public school districts and state education agencies in the United States. The data are supplied by state education agency officials and include information that describes schools and school districts, including name, address, and phone number; descriptive information about students and staff, including demographics; and fiscal data, including revenues and current expenditures.

CCD DATA TOOLS

- [Elementary/Secondary Information System \(ELSi\)](#) View public and private school data and create custom tables using ELSi—a quick and easy tool for obtaining basic statistical data using the most common variables and tables from CCD and PSS.
- [Search For Public Schools](#) Use the Search For Public Schools locator to retrieve information on public schools from CCD's databases.
- [Search For Public School Districts](#) Use the Search For Public School Districts locator to retrieve information on public school districts from CCD's databases.

HIGHLIGHTS

[Elementary/Secondary Information System \(ELSi\)](#)

View public/private school data, or create a custom table of your own.

[CCD Data Tables Library](#)

Visit the CCD Data Tables Library for more information on

- Public elementary, middle, and secondary schools: Percent of students eligible for free or reduced price lunch, 1999–2000 through 2009–10
- Public and BIE elementary and secondary schools: number of schools and enrollment in the American Indian and Alaska Native Areas, 2005–06 and 2007–08
- Public elementary and secondary schools: number of schools and enrollment, 2005–06
- Public elementary and secondary schools: enrollment

<http://nces.ed.gov/ccd/>



INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM

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the primary source for data on colleges, universities, and technical and vocational postsecondary institutions in the United States

COLLEGE Navigator

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IPEDS DATA CENTER

Start data analysis here. Compare institutional data, create reports, download data files, and more. From the Data Center you can also access other IPEDS tools such as the IPEDS Trend Generator and IPEDS Table Library.



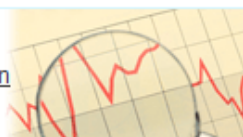
IPEDS TABLES LIBRARY

Find tables here. View and download national and state level data tables on enrollments, graduation rates, institutional prices, student financial aid, faculty and staff, and more.

299.40	1,249.8
162.90	1,056.92A
624.90	924
825.00	58
462.30	
292.90	
772.20	
451.60	

IPEDS RESOURCES

Look for answers here. Browse archived survey forms, frequently asked questions, information on changes in race/ethnicity reporting, and more.



This Week in IPEDS

August 19, 2014

There are three items this week:

1. IPEDS Data Center Updated
2. College Navigator Updated
3. Newsflash Reminder

ANNOUNCEMENTS & ALERTS

August 12, 2014 - IPEDS Training Announcement: Two Keyholder Workshops in September in Los Angeles

The Association for Institutional Research (AIR) is hosting 2 full-day trainings for Keyholders in September. Financial support for these workshops is provided by the National Center for Education Statistics (NCES).

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The Association for Institutional Research (AIR) announces six upcoming workshops related to IPEDS.

IPEDS

Annual school-level data on:

- **Enrollments**
- **Program Completions**
- **Graduation Rates**
- **Financial Aid**
- **Faculty/Staff**
- **Finances**

Placing College Graduation Rates in Context: How 4-Year College Graduation Rates Vary With Selectivity and the Size of Low-Income Enrollment

Changes in Patterns of Prices and Financial Aid



INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM

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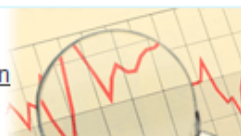
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- LOOK UP AN INSTITUTION
- COMPARE INDIVIDUAL INSTITUTIONS
- SORT INSTITUTIONS ON ONE VARIABLE
- VIEW TREND FOR ONE VARIABLE
- CREATE GROUP STATISTICS
- GENERATE PRE-DEFINED REPORTS
- DOWNLOAD SURVEY DATA FILES
- DOWNLOAD CUSTOM DATA FILES
- CUSTOMIZE DFR

The Data Center allows users to retrieve IPEDS data using the functions listed on the main menu to the left. As you mouse over each function, the function will be described in this bubble. Find the function you wish to use and click on the function to begin. Once inside the Data Center, use the Main Menu to switch between functions without losing the information you have already selected.

Shortcuts...

- Upload a previously saved session
- Create/Download a list of variables
- Create/Download an institution group

Use Other IPEDS Tools...

- IPEDS Trend Generator 
- Tables Library

1. Select Institutions

My Comparison Institution - None Selected [i](#)

ADD

Select Institutions - You have selected 1 institution(s)

VIEW/MODIFY

How would you like to select institutions to include in your data file/report?

[i](#) By Names or UnitIDs [i](#) By Groups [i](#) By Variables [i](#) By Uploading a File

University of Southern California [\(change institution\)](#)

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+ Institution Characteristics

+ Admissions and Test Scores

+ Student Charges

+ Student Financial Aid

+ Net Price

+ Enrollment

+ Retention and Graduation

+ Completions

+ Human Resources

+ Finance

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- Student Financial Aid

Student Financial Aid, 2012-13

	Percent receiving aid	Average amount of aid received
All undergraduate students		
Any grant or scholarship aid	62%	\$30,204
Pell grants	23%	\$4,336
Federal student loans	38%	\$7,785
Full-time, first-time, degree/certificate-seeking undergraduate students		
Any student financial aid	67%	
Grants or scholarship aid	59%	\$29,928
Federal grants	18%	\$4,709
Pell grants	18%	\$4,326
Other federal grants	17%	\$424
State or local grants and scholarships	12%	\$9,194
Institutional grants and scholarships	59%	\$26,764
Student loan aid	34%	\$6,895
Federal student loans	34%	\$5,942
Other student loans	2%	\$22,691

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University of Southern California ([change institution](#))

Institution Profile

Reported Data | Data Feedback Reports

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Completions

Number of degrees and certificates awarded, by level and race/ethnicity and gender: 2012-13

Total

Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	0	553	0	4,740	6,332	663	877	14
American Indian or Alaska Native	0	1	0	6	15	2	1	0
Asian	0	65	0	1,080	941	88	241	1
Black or African American	0	15	0	175	295	36	36	2
Hispanic or Latino	0	43	0	603	717	68	51	1
Native Hawaiian or Other Pacific Islander	0	2	0	14	10	8	0	0
White	0	195	0	2,024	2,196	176	326	6
Two or more races	0	6	0	169	127	17	13	0
Race/ethnicity unknown	0	46	0	52	146	42	178	2
Nonresident alien	0	180	0	617	1,885	226	31	2

- [+ Institution Character](#)
- [+ Admissions and T](#)
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- [+ Student Financial](#)
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- [+ Retention and Gra](#)
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Surveys

Data for Researching Education

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These data were originally released on August 13, 2012. PowerStats, an easy-to-use tool, provides access to education data. [» more info](#)

New Report on Credit Transfer
NCES releases a new report, "Transferability of Postsecondary Credit Following Student Transfer or Coenrollment." This report provides an in-depth analysis on the transfer of postsecondary credit using transcript data from the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09). [» more info](#)

2013-14 Integrated Postsecondary Education Data System (IPEDS) Methodology Report (Jul 31)
This report describes the universe, methods, and editing procedures used in the 2013-14 Integrated Postsecondary Education Data System (IPEDS) data collection. [» more info](#)

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 @EdNCES  

Assessments

- National Assessment of Educational Progress (NAEP)
- National Assessments of Adult Literacy (NAAL)

Early Childhood

- Early Childhood Longitudinal Study (ECLS)
- National Household Education Survey (NHES)

Elementary/Secondary

- Common Core of Data (CCD)
- Secondary Longitudinal Studies Program
- School District Demographics System
- Schools and Staffing Survey (SASS)
- more...

International

- International Activities Program (IAP)

Library

- Library Statistics Program

Postsecondary

- Baccalaureate and Beyond (B&B)
- Career/Technical Education Statistics (CTES)
- Integrated Postsecondary Education Data System (IPEDS)
- National Postsecondary Student Aid Study (NPSAS)
- more...

Data Systems, Use, & Privacy

- Common Education Data Standards (CEDS)
- National Forum on Education Statistics
- Statewide Longitudinal Data Systems Grant Program - (SLDS)
- more...

Resources

- Distance Learning Dataset Training
- National Postsecondary Education Cooperative (NPEC)
- Statistical Standards Program
- more...

The Condition of Education 2014 is now available! View their latest video on YouTube: "What is the Condition of Education?" [» more info](#)

The
Condition
of
Education

Did You Know?

Public school students in 28 states scored higher than their peers in the nation; students in 15 states and the District of Columbia scored lower than their peers nationally. The interactive map provides details. [» more info](#)

Postsecondary Data

National Postsecondary Student Aid Study (NPSAS) and related studies:

- » Baccalaureate and Beyond (B&B)**
- » Beginning Postsecondary Students Longitudinal Study (BPS)**

NPSAS

Scope: Characteristics of students in postsecondary education (family circumstances, demographics, education and work experiences, and student expectations) with special focus on how they finance their education.

Sample: Cross section of all postsecondary students

Data Sources: Institutional records, government databases, and student interviews

*Profile of Undergraduates in U.S. Postsecondary
Education Institutions: 2003-04*

*Trends in Undergraduate Borrowing II: Federal Student
Loans in 1995-96, 1999-2000, and 2003-04*



National Postsecondary Student Aid Study (NPSAS)

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About NPSAS

NPSAS helps fulfill the NCES mandate to collect, analyze, and publish statistics related to education. The purpose of NPSAS is to compile a comprehensive research dataset, based on student-level records, on financial aid provided by the federal government, the states, postsecondary institutions, employers, and private agencies, along with student demographic and enrollment data. NPSAS is the primary source of information used by the federal government (and others, such as researchers and higher education associations) to analyze student financial aid and to inform public policy on such programs as the Pell grants and Stafford loans.

Survey Design and Methodology

NPSAS data come from multiple sources, including institutional records, government databases, and student interviews. Detailed data on participation in student financial aid programs are extracted from institutional records. Data about family circumstances, demographics, education and work experiences, and student expectations are collected from students through a web-based multi-mode interview (self-administered and computer-assisted telephone (CATI)).

NPSAS Longitudinal Spin-offs

As a large, nationally representative sample of institutions and students, NPSAS offers a highly efficient, cost-effective way to identify nationally representative samples of student subpopulations of interest to policymakers and to obtain baseline data for longitudinal study of these subpopulations. Specifically, NPSAS data provide the base-year sample for the Beginning Postsecondary Students (BPS) longitudinal study and the Baccalaureate and Beyond (B&B) longitudinal study. For BPS, the longitudinal cohort consisted of students beginning their postsecondary education during the NPSAS year (NPSAS:90, NPSAS:96, and NPSAS:04); BPS surveys followed these students over time to examine such issues as persistence and the effects of financial aid on subsequent enrollment. For B&B, NPSAS provided the base-year sample of students obtaining a baccalaureate degree during the NPSAS year (NPSAS:93, NPSAS:2000, and NPSAS:08); the B&B surveys followed these students over time to examine issues such as the transition from college to work and access to graduate school.

Related Studies



Beginning Postsecondary Students



Baccalaureate and Beyond

<http://nces.ed.gov/surveys/npsas/about.asp>



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Related Studies



Beginning Postsecondary Students



Baccalaureate and Beyond

NPSAS Longitudinal Spin-offs

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<http://nces.ed.gov/surveys/npsas/about.asp>

**Descriptive Summary
of 1995-96 Beginning
Postsecondary
Students:
Six Years Later**

Table 7.—Percentage distribution of 1995-96 beginning postsecondary students according to degree attainment and persistence through June 2001, by first type of institution attended

	Highest degree attained anywhere			No degree anywhere			Six-year student persistence summary		
				Still enrolled		Not enrolled	Attained		Total persisted*
	Bachelor's degree	Associate's degree	Certi- ficate	At 4-year institution	At less- than-4-year institution		any degree	Still enrolled	
Total	28.8	10.0	12.0	8.8	5.6	34.8	50.8	14.4	65.2
First type of institution									
Public 2-year	10.3	15.7	9.7	8.4	9.1	46.9	35.7	17.4	53.1
Public 4-year	53.0	4.4	2.8	14.5	2.8	22.5	60.2	17.3	77.5
Private not-for-profit 4-year	68.8	2.8	1.8	7.1	2.3	17.2	73.5	9.4	82.9
Private for-profit less- than-4-year	0.6	8.4	51.3	0.8	2.2	36.7	60.3	3.0	63.3

*Attained any degree or still enrolled.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995-96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 12. Earnings (in constant 2003 dollars) of full- and part-time employed 1992–93 bachelor's degree recipients in 1994, 1997, and 2003, by selected characteristics

Selected characteristics	Full time at one job			Part time at one job		
	1994	1997	2003	1994	1997	2003
Total	\$30,800	\$39,900	\$60,600	\$14,300	\$17,300	\$41,400
Academic	26,500	36,300	58,300	11,800	14,800	42,500
Social and behavioral sciences	26,900	39,200	62,300	11,500	11,200	36,300
Arts and humanities	25,000	33,600	52,800	11,200	16,800	44,800
Biological sciences	29,200	33,900	62,200	12,200	16,100	51,500
Mathematics/physical sciences	27,100	37,800	58,200	12,000	‡	‡
Other academic	26,200	34,000	53,200	13,500	16,800	50,300
Career-oriented	32,700	41,400	61,700	16,100	19,400	40,700
Business and management	33,800	43,400	65,900	14,000	17,000	46,800
Education	26,600	31,700	43,800	14,900	15,200	24,300
Health	40,500	45,600	65,000	20,500	28,200	45,900
Engineering	38,900	51,400	74,900	15,900	‡	‡
Computer science	33,400	50,400	72,600	‡	‡	‡
Other career-oriented	29,200	37,400	59,300	17,100	20,600	38,400
Science/technology/engineering/ mathematics (STEM) ¹	33,800	45,600	68,300	13,600	15,600	47,500
Non-STEM fields	30,200	38,800	58,900	14,500	17,600	40,600
Employment/enrollment status across 1994, 1997, and 2003						
Academic						
Only employment	27,300	38,100	57,800	13,500	19,100	40,300
Employment and enrollment	25,500	34,600	59,900	11,200	13,600	47,000
Employment and "neither"	27,400	34,900	48,900	12,100	15,100	‡
Career-oriented						
Only employment	34,200	42,800	63,300	18,100	21,000	42,900
Employment and enrollment	31,300	40,100	61,400	14,500	19,400	39,100
Employment and "neither"	27,100	36,900	47,900	16,100	19,600	32,300
Months unemployed ²						
None	32,000	41,300	‡	14,400	18,600	‡
1–3 months	27,000	33,800	49,100	15,900	15,600	‡
More than 3 months	28,700	34,400	50,000	12,500	13,600	35,000
Months out of the labor force ²						
None	31,300	40,500	‡	15,600	19,200	‡
1–3 months	‡	35,500	56,500	‡	14,000	36,500
More than 3 months	29,800	38,000	54,500	12,100	14,100	35,800
Months of work leave for child care ²						
None	—	—	61,700	—	—	40,800
1–6 months	—	—	57,300	—	—	42,700
More than 6 months	—	—	49,200	—	—	40,400

— Not available.


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

¹ STEM fields include engineering, computer science, biological sciences, mathematics, and physical sciences.

² This variable is for the interval between the interviews ending with the interview year identified in the column.

NOTE: In the table, 1994 refers to April 1994, 1997 refers to April 1997, and 2003 refers to the time of the 2003 interview (90 percent of graduates completed the interview between February and August of 2003). Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.


SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).



U.S. Department of Education
NCES 2004-110

Ten Years After College: Comparing the Employment Experiences of 1992–93 Bachelor's Degree Recipients With Academic and Career- Oriented Majors

Postsecondary Education
Descriptive Analysis Report



Survey Types

- **Cross-section:** NPSAS surveys a sample of all postsecondary students every few years.
- **Longitudinal:** BPS & B&B survey a cohort of students and follow up with every few years.



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IMPORT FILE



LAUNCH BATCH PROCESSOR

GETTING STARTED

Visit the **Learning Center** to find video training modules for PowerStats, step-by-step exercises, user guides, and more.

TRAINING MODULES

Getting Oriented

LEARN BY DOING (PDF)

Percentage Distribution Table Exercise (1.6 MB)

TECHNICAL DOCUMENTS (PDF)

Calculating Variance Inflation Factor (725 KB)

RECENT WORK

- Attainment or level at last institution enrolled through 2009 by Degree...
- Carnegie: Basic classification collapsed 2003-04 by Degree plans first...

[View more](#)



GROUP

QuickSelect by dataset name ▶

- ⊕ PRE-ELEMENTARY
- ⊕ SCHOOLS AND STAFFING SURVEY
- ⊖ POSTSECONDARY
 - ⊖ Students
 - Beginning college students
 - All undergraduates
 - Graduating college seniors
 - Graduate students
 - Faculty

WORK SPACE

Group: Beginning college students

Students who...

enrolled for the first time in 2003-04 and followed for 6 years.	enrolled for the first time in 1995-96 and followed for 6 years.	enrolled for the first time in 1989-90 and followed for 5 years.
Issues that can be addressed include: <ul style="list-style-type: none"> Students' persistence, progress and attainment of a degree Labor force experiences 	Issues that can be addressed include: <ul style="list-style-type: none"> Students' persistence, progress and attainment of a degree Labor force experiences 	Issues that can be addressed include: <ul style="list-style-type: none"> Students persistence, progress and attainment of a degree Labor force experiences
Approximate number of respondents: 16,500	Approximate number of respondents: 12,000	Approximate number of respondents: 6,600
Study name: Beginning Postsecondary Students: 2004–2009 Visit study website View technical information View methodology report View all variable information, by subject View all variable information, by variable name	Study name: Beginning Postsecondary Students: 1996–2001 Visit study website View technical information View methodology report View all variable information, by subject View all variable information, by variable name	Study name: Beginning Postsecondary Students: 1990–1994 Visit study website View technical information View methodology report View all variable information, by subject View all variable information, by variable name
View example tables	View example tables	View example tables
Select	Select	Select



<http://nces.ed.gov/datalab/>

Beginning college students in 2003-04, followed through 2009 (BPS2009)

 FIND VARIABLES

ALL VARIABLES ▼

- Continuous variable i
- Categorical variable

- + Academics
- + Admissions requirements
- + Attendance
- + Attendance: Full time
- + Attendance: Intensity
- + Attendance: Part time
- + Coursetaking
- + Degree attainment
- + Degree attainment: First degree
- + Disabilities
- + Education: Enrollment Spell
- + Education: Experiences
- + Education: Institution Spell
- + Education: Majors
- + Education: Persistence

WORK SPACE >> Percentage Distributions

[Download Table Specifications](#)

Column	Carnegie: Basic classification collapsed 2003-04 <input type="button" value="Clear"/> <input type="button" value="Edit"/>
Subtable	Optional. Drag desired variable here

Rows

- Degree plans first year
- Optional. Drag desired variable here
- Optional. Drag desired variable here

Working Title — Carnegie: Basic classification collapsed 2003-04 by Degree plans first year.							
	Not degree granting	Associate's	Research & Doctoral	Master's	Baccalaureate	Special focus & other	
Total	%	%	%	%	%	%	1
Degree plans first year							
Certificate	%	%	%	%	%	%	1
Associate's degree	%	%	%	%	%	%	1
Bachelor's degree	%	%	%	%	%	%	1
No degree	%	%	%	%	%	%	1

Beginning college students in 2003-04, followed through 2009 (BPS2009)
VIEW

- Estimates Only
- Estimates and Standard Errors
- Estimates and Confidence Intervals
- Printer-Friendly Version

SAVE

- Save to *My Tables*
- Save to *My Variables*
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TABLE
 T-Test Tool
 Edit Table
 Create New Table
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Attainment or level at last institution enrolled through 2009 by Degree plans first year.

	Attained bachelor's degree (%)	Attained associate's degree (%)	Attained certificate (%)	No degree, enrolled at 4-year (%)	No degree, enrolled at less-than-4-year (%)	No degree, not enrolled (%)	Total
Estimates							
Total	30.7	9.3	9.4	7.1	7.9	35.5	100%
Degree plans first year							
Certificate	2.9	3.2	46.0	2.7	7.6	37.6	100%
Associate's degree	11.2	18.9	6.4	6.4	11.6	45.5	100%
Bachelor's degree	59.2	3.1	1.5	8.7	4.3	23.2	100%
No degree	21.9	7.2	6.4	8.7	9.8	46.0	100%

The names of the variables used in this table are: PRLVL6Y and DGPLNY1. The variable names are unique identifiers. To locate these variables, enter the variable name in the search box.

Postsecondary Data Program

Goals

- **Generate a nationally representative descriptive portrait of students enrolled in postsecondary education**
- **Follow the experiences of cohorts of undergraduates as they progress through their postsecondary education and as they complete a degree and make the transition into the next phase of their lives**
- **Provide information about how postsecondary education is financed, postsecondary persistence and attainment, and workforce outcomes**
- **Provide information about postsecondary institutions and their students and staff**

Elementary/Secondary Data Program

Goals

- Provide information about students' schools, teachers, and administrators
- Describe what America's students know and can do in various subject areas

Elementary/Secondary Data

Surveys:

- **Schools and Staffing Survey**
- **School Survey on Crime & Safety**
- **Private Schools Survey**

Longitudinal Surveys:

- **Early Childhood Longitudinal Study**
- **High School & Beyond**

Assessment

- **National Assessment of Educational Progress**

Elementary/Secondary Data

Surveys:

- **Schools and Staffing Survey**
- **School Survey on Crime & Safety**
- **Private Schools Survey**

Longitudinal Surveys:

- **Early Childhood Longitudinal Study**
- **High School & Beyond**

Assessment

- **National Assessment of Educational Progress**

Elementary/Secondary Data

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- **School Survey on Crime & Safety**
- **Private Schools Survey**

Longitudinal Surveys:

- **Early Childhood Longitudinal Study**
- **High School & Beyond**

Assessment

- **National Assessment of Educational Progress**



National Assessment of Educational Progress (NAEP)

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A First Look:
2013 Mathematics
and Reading
Is Here!

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Nationally representative samples
of more than 376,000 fourth-graders
and 341,000 eighth-graders participated
in the 2013 mathematics and
reading assessments.



The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. [Learn more ...](#)



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AVAILABLE NOW



2013 Grade 12 Reading and Mathematics Results

NEW What can NAEP tell us about students' preparedness for college? [Find out.](#)

RELATED REPORTS:



State and National Report

Fourth- and eighth-graders throughout the nation participated in the 2013 NAEP mathematics and reading assessments. Examine the 2013 mathematics and reading report and find out how students performed.

[SEE STATE/NATIONAL RESULTS](#)



Trial Urban District Assessment (TUDA)

Approximately 15 million students attend public schools in our nation's urban districts. Explore the TUDA report and find out how fourth- and eighth-graders from 21 selected districts performed on the 2013 NAEP assessments in mathematics and reading.

[SEE TUDA RESULTS](#)

New Releases

Available Now: Results of the 2013 Reading and Mathematics Grade 12 Assessment

- [Explore interactive and dynamic graphics that illustrate the results of the 2013 grade 12 assessment.](#)
- Read the [statement](#) from John Easton, Acting Commissioner of the National Center for Education Statistics.
- Read the National Assessment Governing Board's [new release](#)

See More NAEP Results

- See a summary of your state's performance in [State Profiles](#).
- Compare your state to others using [State Comparisons](#).
- Learn more about the assessments by viewing [Sample Questions](#).
- Create custom tables and graphs of NAEP results using the [Data Explorer](#).
- Explore the results of the NAEP Trial Urban District Assessments (TUDA) using the [District Profiles](#).

Information for Teachers



Learn more about NAEP and why it's important to encourage your students to do their best if they are selected to participate.

- [See the video](#)

International Activities Program

Various cross-cross national studies to assess:

- **reading literacy of 4th graders**
- **math and science for 4th and 8th graders**
- **reading, math and science of 15 year olds**
- **basic skills and competencies of adults**



International Activities Program

IAP Publications & Products

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PIRLS

PIAAC

TALIS

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Highlights From PIRLS 2011

Reading Achievement of U.S. Fourth-Grade Students
in an International Context

PIRLS 2011 report

In 2011 the United States was among the top 13 of 53 countries assessed in 4th grade reading. The average score for U.S. students (556) was higher than the PIRLS international scale average of 500.

[TIMSS 2011 report](#)

[PIRLS 2011 report](#)

[PISA 2012 report](#)

[PIAAC 2012 report](#)

[International Data Explorer](#)



[Program for the International Assessment of Adult Competencies](#)

[See 2012 Results](#)



[Progress in International Reading Literacy Study](#)

[See 2011 Results](#)



[Program for International Student Assessment](#)

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[Trends in International Mathematics and Science Study](#)

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our bibliography of international education



Training

International Data Training

Takeaway

Task	Need	Scope	Where to Start	Analysis level
Descriptive or assessment/ outcome data	School-specific data	-student characteristics (race, ethnicity, SAT/ACT, etc.) -outcomes (test scores, dropouts, transfers, attainment) -school finance -staff/faculty	<u>Elem/Secondary:</u> -State Department of Education* <u>Postsecondary:</u> -IPEDS survey (NCES) -School assessment office	-school -group of schools (school district, county, HCBUs, private for-profit, etc.)
Research	Topic (i.e., a research problem or special population)	-bullying -after-school programs -paying for college -path to graduate school -transfer student outcomes -students who work -etc.	-NCES survey data -Published research: article databases, government reports, think tanks, etc.	-national -subpopulation (e.g., Pell Grant recipients, girls in science, etc.) -type of schools (e.g. 2-years, private for profit, etc.)
Context	Data on the population surrounding the school	population characteristics & behaviors, for example: -demographics -ses characteristics -etc.	US Census & American Community Survey via: -Social Explorer -American FactFinder	-(school) neighborhood -state -nation

*List of State-level Departments of Education: http://wdcrobcop01.ed.gov/Programs/EROD/org_list.cfm?category_ID=SEA



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[Beginning Postsecondary Students \(BPS\)](#)



[Beginning Teacher Longitudinal Study \(BTLS\)](#)



[Common Core of Data \(CCD\)](#)



[Civic Education Survey \(CivEd\)](#)



[Early Childhood Longitudinal Program \(ECLS\)](#)



[Education Longitudinal Study of 2002 \(ELS:2002\)](#)



[High School Longitudinal Study of 2009 \(HSL:09\)](#)



[National Education Longitudinal Study of 1988 \(NELS:88\)](#)



[National Household Education Surveys Program \(NHES\)](#)

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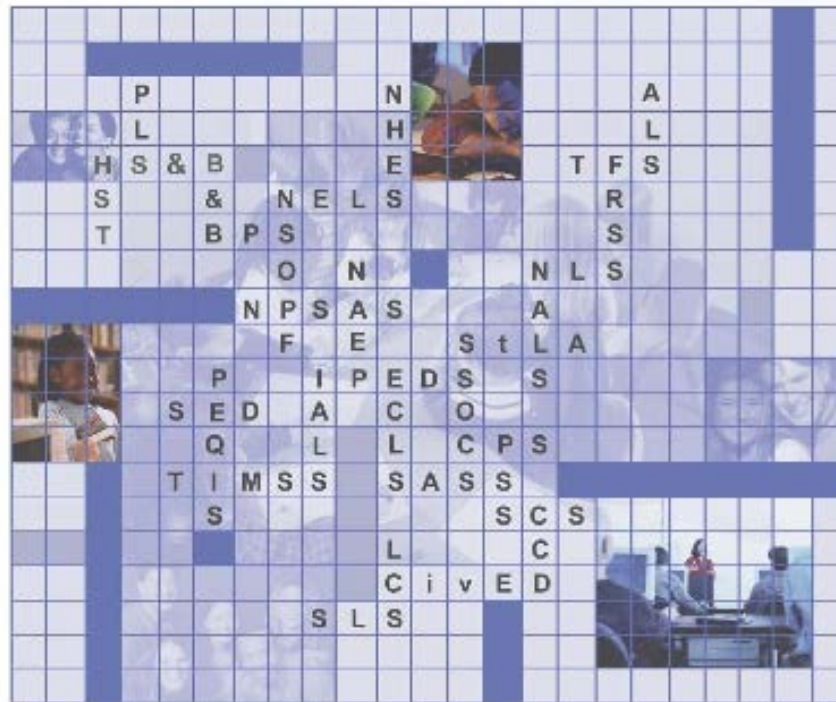
Publication Year
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<input type="checkbox"/>	<u>Access to What and For Whom? A Closer Look at Federal Parent Plus Loans</u>	Awila Rodriguez	2014	NPSAS
<input type="checkbox"/>	<u>Awarding Merit Aid to Underrepresented Minority Students: an Examination of Institutional Behavior and Students? College Choice</u>	Xiaoyang Ye and Kimberly Reyes	2014	NPSAS
<input type="checkbox"/>	<u>Undergraduates with Employer-Sponsored Aid: Comparing Group Differences</u>	Dagney G. Faulk and Zhenlei Wang	2014	NPSAS
<input type="checkbox"/>	<u>Within-Year Retention Among Ph.D. Students: The Effect of Debt, Assistantships, and Fellowships</u>	Pilar Mendoza, Pedro Villarreal, III and Alee Gunderson	2014	NPSAS
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Total Result Count: 364

NCES Handbook of Survey Methods



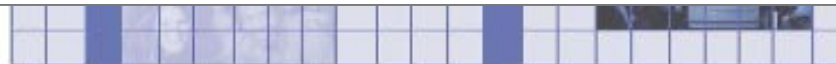
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Thank You

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