

1: Educational attainment in the U.S. | Statistic

Educational attainment refers to the highest level of education that an individual has completed. This is distinct from the level of schooling that an individual is attending.

Both of these measures are all time highs. In 2013, the percentage of the adult population who had completed high school or had not completed high school but obtained a GED increased for the first time since 1980, when it was 84 percent. This increase follows a general trend that the Current Population Survey has shown since educational attainment was first measured in 1980. The greatest increases in educational attainment were documented in the 1980s, 60s and 70s. In the 1980s and 1990s, data showed girls trailing behind boys in a variety of academic performance measures, specifically in test scores in math and science. Data in the last twenty years shows the general trend of girls outperforming boys in academic achievement in terms of class grades across all subjects and college graduation rates, but boys scoring higher on standardized tests and being better represented in the higher-paying and more prestigious STEM fields science, technology, engineering, and math. Although this gap may be minimal in kindergarten, it grows as students continue their education. According to the National Reading Assessment measured by the US Department of Education, the gap between boys and girls, only slightly noticeable in 4th grade, left boys 14 points behind girls during their 12th grade year. The gap between male and female 4th graders was 7 points in 1990. By 12th grade, there was an 11-point gap between males and females. The average gap increased to 21 points by 8th grade and widened to 24 points by senior year in high school. The average score for female eighth-graders was 20 points higher than males, down 1 point from the 1990 score. For twelfth-graders, females outscored males by 18 points as opposed to 24 points in 1990. From 1990 until 2013, the number of males enrolled in college increased by 18 percent, while the number of female students rose by 27 percent. However, more men held professional and doctoral degrees than women. Asian Americans had the highest educational attainment of any race, followed by whites who had a higher percentage of high school graduates but a lower percentage of college graduates. Persons identifying as Hispanic or Latino, without regard to race, had the lowest educational attainment. The gap was the largest between foreign-born Asian Americans, over half of whom had not completed high school. This large inequality might partially be explained by the influx of uneducated foreign-born Hispanic Americans who had not been offered the chance to complete secondary education in their home country and who had not completed secondary education in the United States. Overall, nearly half of the Hispanic population had not completed high school. The same differences decrease significantly at the high school level with 70 percent of the population having completed high school. Evidence of the racial achievement gap remains present today because not all groups of students are advancing at the same rates. The racial achievement gap has many individual and economic implications and there have been many efforts in education reform to narrow this gap. Foreign-born Asian, European, and African immigrants had a higher educational attainment in terms of having earned a four-year college degree than their native-born counterparts. According to the U. S census about 70 percent of the population had completed high school. The low educational attainment of foreign-born Hispanics, who compose more than 50 percent of the Hispanic population, contributes to the low attainment levels of the entire Hispanic population. As stated above fewer foreign born Americans completed high school than native born Americans. Among whites the difference was three percentage points, the same as for African Americans. Among Asian Americans the difference was five percentage points. It was thirty percentage points among Hispanics or Latinos. Earnings are for full-time wage and salary workers Educational attainment is strongly correlated with income in the United States. Although the incomes of both men and women are associated with higher educational attainment higher incomes for higher educational attainment, large income gaps linked to race and gender remained at each educational level. The least significant difference was between those who had graduated from high school and those who had either some college or an associate degree.

2: Educational Attainment | Pew Research Center

The educational attainment of the U.S. population is similar to that of many other industrialized countries with the vast majority of the population having completed secondary education and a rising number of college graduates that outnumber high school dropouts.

The surveys collected basic data on educational attainment, but detailed questions like those asked of the Young Men were not included. In addition to the respondent-specific data, schooling and educational attainment variables are available for select survey years for household members and children of Older Men. Most information was gathered during the initial survey. Information was collected during on the highest grade that each respondent had attended and whether that grade had been completed. Follow-up questions, also asked during the survey, gathered information on whether respondents had been enrolled in a vocational or commercial curriculum during high school, and if so, the primary type of training, e. Some additional data were collected in later surveys of the Older Men. The state in which respondents last attended high school was identified during the survey. The interviews gathered information on the highest grade of school that had been completed, the year of graduation from high school, the year last attended college, whether or not a college degree had been received and, if so, the type of highest college degree earned "associate," "bachelors," "masters," "Ph. College enrollment during the past year was measured at four survey points: The sets of variables described above are found in a variety of questionnaire sections: The "Education and Training" section of the questionnaire, the "Family Background" section of the instrument, the "Marital History and Other Background" section of the questionnaire and the household roster sections of the , , , and instruments. Commonly used educational status and attainment variables available for Young Men respondents are summarized by subject area below. Asked during each survey year. A series of edited educational attainment variables were created by survey staff for the first nine survey years Derivations for most of these revised variables appear within the codebook. Post highest grade completed variables provide update information for only those respondents attending school since the date of last interview. The User Notes section includes a discussion of these variables. Information on the month and year that a high school diploma was received was collected in for those respondents who had completed high school but who had never been enrolled in college. A single question fielded in , the last interview, provides summary information for those respondents not currently attending college or who reported that they had attended since the last interview on whether they had ever attended a college or university. Type of College Degree. The information collected in on type of college degree "associate," "bachelors," "masters," "doctorate" was updated during each survey year except for those respondents who received a degree since the previous interview. The interview provides information on the highest degree ever received for those in at least the second year of college. School Experiences High School Experiences. The high school series included questions on 1 whether or not a respondent participated in extracurricular activities, the number of hours per week and favorite activity e. Comparable sets of questions were asked of respondents in the Young Women cohort. Type of high school curriculum, i. These data were updated during the surveys for respondents enrolled in school during those years. Type of College Curriculum. Information on the type of college curriculum that respondents were pursuing is available for the survey years. The universe for this series is those respondents currently attending college. The questionnaire asked those respondents enrolled in at least the second year of college for information on the field of study of highest college degree received. College Financial Information Tuition. Full-time annual tuition amounts were collected during for the most recent college attended and during and for the college the respondent was attending that year. Comprehensive information on financial aid received in connection with college attendance was gathered during all surveys except and Data are available on whether a respondent enrolled in college received financial assistance, the type s scholarship, assistantship, loan, GI Bill, etc. Users should note that the set of financial aid questions fielded during most survey years as part of the "Assets and Income" section, i. Information on whether the current or last school attended was public or private was collected during the , , and surveys. Census division of last high school attended is provided for the interview. This

information was updated during all but the and survey years for the school the respondent was currently attending. A series of comparison variables have been created for the survey years that provide information on whether the respondent resided in that year within the same or different county, state, or Census division as that in which his high school or college was located. A second set of variables is present for , , and that compares the location of, for example, the most recent college attended with other colleges attended. The User Notes section contains a cautionary note on the address information used to construct these variables. User Notes Variables that depend upon address information have been created by Census in an inconsistent manner. The majority of geographic variables were revised in the mids to correct for known discrepancies in permanent versus temporary address data. In addition, during five subsequent surveys, Young Men respondents who were still enrolled were asked to report their overall attitude toward school and explain any change relative to the previous survey. Table YM1 provides the reference numbers for these data and indicates universe limitations as applicable. Summary of Information on Educational Plans.

3: Educational attainment in the United States - Wikipedia

Educational attainment is a term commonly used by statisticians to refer to the highest degree of education an individual has completed as defined by the US Census Bureau Glossary.

4: Attainment | Define Attainment at www.enganchecubano.com

Educational attainment rates for to year-olds increased at all levels between and During this time, the percentage who had completed high school increased from 88 to 92 percent, the percentage with an associate's or higher degree increased from 38 to 46 percent, the percentage with.

5: Attainment | Definition of Attainment by Merriam-Webster

Educational Attainment in the United States: Population Characteristics By Camille L. Ryan and Kurt Bauman. Current Population Reports. P

6: State of Oregon: Research - Oregon Educational Attainment Data

Educational Attainment What is educational attainment? Educational attainment is the highest level of education a person has completed. People with more education usually earn more than people with less education.

7: Educational attainment - Wikipedia

The educational attainment of to year-olds generally increased from to The largest increases occurred in those who attained a bachelor's degree or higher, and those completing at least some college. Among to year-olds in , 58 percent had completed at least some college.

8: Educational Attainment - Economic Data Series | FRED | St. Louis Fed

She values educational attainment above all else. Her scientific attainments have made her quite well-known in the field of biology.

9: Educational Status & Attainment | National Longitudinal Surveys

These education categories reflect only the highest level of educational attainment. They do not take into account completion of training programs in the form of apprenticeships and other on-the-job training, which may also influence

earnings and unemployment rates.

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