

State and School District Summary

Glossary, Explanatory Text, and Links

Abbreviations	Full Form
Amer	American
AP	Advanced Placement
Disadvant	Disadvantaged
EE	Early Childhood Education
FTE	Full Time Equivalent
GED	General Educational Development
HS	High School
IEP	Individualized Education Program
KG	Kindergarten
Lang	Language
LEP	Limited English Proficient
Nat	Native
Oper-Expend-Program	Operating Expenditures – Program
Pac	Pacific
PK	Prekindergarten

Glossary Item	Explanation
Accountability Rating	<p>This refers to the district and campus ratings assigned by the 2018 state accountability system. The accountability system is based on performance domains. For a detailed explanation of the 2018 accountability system and descriptions/explanations of the ratings, see the 2018 Accountability Manual, available at: https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/2018_Accountability_Manual.</p> <p>In this report, the <i>Not Rated: Annexation</i> accountability rating category is included in the <i>Not Rated</i> category. The <i>Not Rated: Data Integrity Issues</i> category is shown separately under the category of <i>Data Integrity Issues</i>.</p> <p>The accountability ratings system has changed over time. For explanation of previous years, see the Texas Education Agency's State Accountability webpage at: https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability.</p>
ACT Results	<p>The ACT college admission test results on this report display the average ACT Composite scores. The composite score is the average of the scores on the four sections of the ACT examination including English, mathematics, reading, and science.</p>
Actual Financial	<p>Information about the actual financial data for school districts found in this report may be found on the Texas Education Agency's website from the following links:</p> <p>https://tea.texas.gov/Finance_and_Grants/State_Funding/State_Funding_Reports_and_Data/State_Funding_Reports_and_Data</p> <p>https://tea.texas.gov/Finance_and_Grants/State_Funding/State_Funding_Reports_and_Data/PEIMS_Financial_Standard_Reports</p>
Advanced Placement (AP)	<p>The Advanced Placement (AP) Program is a cooperative educational partnership between secondary schools and colleges and universities, overseen by the College Board. The Advanced Placement Program is an advanced academic program that makes rigorous, college-level academic content available to secondary school students. Many colleges and universities award credit for freshman courses to students who meet the criterion score of 3 or higher on AP examinations. For more information, access the following link from the Texas Education Agency's webpage, https://tea.texas.gov/Reports_and_Data/School_Performance/Accountability_Research/Advanced_Placement_and_International_Baccalaureate.</p> <p>Please note that on this report the calculation of the percent of students passing at least one AP exam changed with the 2017-18 report. Starting with the 2018 school year, this report calculates this percent as the number of students passing at least one AP exam with a grade of 3 or higher divided by the number of students taking at least one AP exam.</p>

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Annual Dropout Rate	The annual dropout rate is the percentage of students in a specified grade range who drop out of school during one school year.
At-Risk	Students who are at risk of dropping out of school according to state defined criteria.
Bilingual Education	Bilingual indicates that the student is participating in a state-approved bilingual education program. The bilingual program must be a full-time program that provides dual language instruction through the Texas Essential Knowledge and Skills or TEKS, in the content areas of mathematics, science, health, and social studies in the primary language of limited English proficient students.
Career & Technical Education	Career and technical education (CTE) programs offer a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. CTE programs also provide opportunities for students to earn technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree.
Class	A class consists of members of a group of students identified by the starting grade and anticipated year of graduation.
Class Year	The designated completion year for graduation for a cohort class. For example, Class Year 2008 is the expected graduation year for students entering grade 9 in the fall of 2004.
Completion	Completion Rate, also known as High School Completion Rate, is the longitudinal representation of the percentage of students from a class of beginning ninth graders who complete their high school education by their anticipated graduation date. Completion may be defined as graduating, continuing in high school in the fall after graduation was expected, or receiving a General Educational Development (GED) certificate.
Distinguished Achievement Graduation Program	The Distinguished Achievement Program requires students entering grade 9 in 2007-2008 and thereafter, to successfully complete 26 credits including courses in English language arts, mathematics, science, social studies, a language other than English, physical education, health education, speech, technology applications, and fine arts. The Distinguished Achievement High School Graduation Program also requires students to complete any combination of four advanced measures as well as meeting testing requirements. Please note that Advanced or Distinguished graduation requirements have changed over the years for students entering grade 9 in specified years and that the Distinguished Program will no longer be available for students entering grade 9 in the 2014-2015 school year and thereafter.
Dropout	A dropout is defined and counted according to the dropout definition in place the year the student drops out. Beginning with the 2005-2006 school year, the state definition was changed to match the National Center for Education Statistics (NCES) definition. Under the NCES definition, a dropout is a student who is enrolled in public school in grades 7-12, does not return to public school the following fall, is not expelled, and does not graduate, receive a GED, continue school outside the public school system, begin college, or die.
Early Education (EE)	In Texas, Early Education or EE is a grade level for students between the ages of zero and five years who have not been placed in prekindergarten or kindergarten. This includes students receiving special education services and students in a Head Start program as well as students served by Preschool Program for Children with Disabilities teachers in a licensed childcare facility working in a collaborative partnership with a school district.
Earnings Year	Earnings year is the calendar year beginning January 1 and ending December 31.
Economically Disadvantaged	An economically disadvantaged student is eligible for free or reduced-price lunch or eligible for other public assistance, as defined in the Texas Education Agency's Public Education Information Management System (PEIMS) Data Standards. Eligibility for free or reduced-price lunch or other public assistance is reported for each student at the time of enrollment and is used as a proxy for economically disadvantaged status.

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Education Service Center Region (ESC)	Texas is divided into 20 geographic regions that are served by regional education service centers. Education Service Center (ESC) region denotes the region from which the school district receives educational services. This is not necessarily the service center assignment based upon geographic location, although in most cases they are the same. Infrequently, a school district will change from one service region to another, usually because the service center is closer or more conveniently located to the school district. In this case, when multiple years of data are presented in a report, all the school district's data will be presented as part of the region that currently serves the school district.
Educational Attainment	<p>Educational attainment refers to the highest level of education attained in Texas public schools or colleges. High school diplomas or any college degrees earned from private or out-of-state schools are not included in the report. For this report, education levels are grouped into the following six categories:</p> <ul style="list-style-type: none"> • Advanced Degree – consists of individuals who received an advanced degree, i.e., master's or PhD from a Texas public college. • Bachelor's Degree – consists of individuals who received a bachelor's or Baccalaureate-level Certificate degree (from a Texas public 4-year college) but did not receive an advanced degree from a Texas public college. • Associate Degree – consists of individuals who received an Associate degree from a Texas public college but did not receive a bachelor's or advanced degree from a Texas public college. • Some College – consists of individuals who attended either a Texas public four-year or two-year college but did not receive a degree from a Texas public college. • High School Graduate – consists of individuals who graduated from a Texas public high school and did not attend or graduate from a Texas public college. • Less Than High School Diploma – consists of individuals who did not graduate from a Texas public high school and did not attend or graduate from a Texas public college or university.
Employment and Earnings	Employment and quarterly earnings data are from the Texas Workforce Commission (TWC) and include only Texas employment data as reported to the TWC. For more information about the TWC data, visit their website at https://twc.texas.gov .
Employment Sectors	The North American Industry Classification System (NAICS) is the standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy. NAICS industries are identified by a 6-digit code. In this report, the 6-digit code is rolled up to the standardized 2-digit code representing 21 broad industry sectors, including an 'Unknown' category. In this report, only the top ten of these sectors based on the number employed, are shown. If the district is small, fewer than ten sectors may display. For in-depth information on the NAICS codes, see the United States Census Bureau, North American Industry Classification System website at https://www.census.gov/eos/www/naics/ .
English as a Second Language (ESL)	English as a Second Language (ESL) students receive specified periods of instruction aimed at the development of English language skills, with a primary focus to learn the Texas Essential Knowledge and Skills (TEKS) for reading and language arts.
English Language Learner (ELL)	A student whose native language is one other than English. This term is often used synonymously with Limited English Proficient (LEP). A student is classified as limited English proficient when a language other than English is used as the primary language in the home and the student's English language proficiency is determined to be limited by a Language Proficiency Assessment Committee (LPAC) or as indicated by a test of English proficiency.

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Enrollment	The number of students enrolled in Early Childhood Education through Grade 12 in the Texas public school system as of the Fall Snapshot date (the last Friday in October) of each year. The student enrollment counts include any student served by a public school district (including charter schools) but does not include the Texas School for the Deaf, Texas School for the Blind and Visually Impaired, or the Texas Juvenile Justice Department schools.
Equity Transfers	Equity transfers are receipts for contracted instructional services between public schools (function code 91, Texas Education Code [TEC], Chapter 41).
Federal Revenue	Federal revenue is federal program revenues (revenue object codes 5910–5959).
Foundation High School Program	This graduation program became available as an option for students graduating during the 2013-2014 school year. It is the default graduation program for all students entering ninth grade beginning with the 2014-2015 school year and thereafter. For more information about high school graduation programs, visit the Texas Education Agency website at https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements .
Full Time Equivalent (FTE)	Full Time Equivalent (FTE) is the measure of the extent to which a person occupies a fulltime position, or the portion of time spent in that role by part-time staff.
General Educational Development (GED)	General Educational Development (GED) tests measure the outcome of a high school education. The GED consists of five tests, one in each of these subjects: Mathematics, Science, Social Studies, Writing Skills, and Interpreting Literature and the Arts. Eligible candidates may have an opportunity to earn high school equivalency credentials (GED certificate) based on successful completion of the GED tests.
Gifted & Talented Education (GT)	All school districts are mandated by the Texas Legislature to formally identify and serve gifted students in compliance with the requirements of the Texas State Plan for the Education of Gifted/Talented (GT) Students at all grade levels. A Gifted/Talented student is a child or youth who performs at or shows potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or who excels in a specific academic field.
Graduates	Graduates refers to the total number of graduates for a school year, including summer graduates, as reported by districts in the fall of the following school year. Students in special education who graduate are included in the totals. A student is classified as a graduate in the school year in which he or she is reported through the Public Education Information Management System (PEIMS) as a graduate.
Graduation Program	To receive a high school diploma, a student must complete the requirements of one of the graduation programs set forth in the Texas Administrative Code. Programs include the Minimum High School Program, the Recommended High School Program, the Advanced/Distinguished Program, the Individualized Education Program (IEP), and starting with the 2013-14 school year, the Foundation High School Program. For more information about high school graduation programs, visit the Texas Education Agency website at https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements .
Graduation Rates System Safeguards	See <i>System Safeguards</i> . Note: System Safeguards were not calculated for the 2017-2018 school year.
Immigrant	Under Title III of the No Child Left Behind (NCLB) Act of 2001, the term 'immigrant children and youth' is defined as individuals who are aged 3 through 21, were not born in any state, and have not been attending one or more schools in any one or more states for more than 3 full academic years.

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Individualized Education Program (IEP)	<p>Individualized Education Program (IEP) – This category refers to graduates receiving a diploma who had an individualized education program and completed graduation curriculum requirements with modifications for students receiving special education services. This category includes special education students who completed their IEP and met one of the following conditions:</p> <ul style="list-style-type: none"> • Obtained full-time employment with sufficient self-help skills to maintain employment without public school services, • Demonstrated mastery of specific employability and self-help skills that do not require public school services, • Has access to services, employment, or education outside of public education, or • Reached age 22. <p>For more information about high school graduation programs, visit the Texas Education Agency website at https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.</p> <p>For the district level report, the IEP High School Graduation Program is combined with the Minimum High School Graduation Program results.</p>
Limited English Proficient (LEP)	Refers to students who have limited English language skills. LEP is often used synonymously with English Language Learners (ELL). A student is classified as limited English proficient when a language other than English is used as the primary language in the home and the student's English language proficiency is determined to be limited by a Language Proficiency Assessment Committee (LPAC) or as indicated by a test of English proficiency.
Local Tax	Local tax revenue is revenue from local real and personal property taxes (revenue object codes 5710–5719), excluding function code 91 (equity transfer) revenue.
Longitudinal (High School Completion) Rates	<p>There are four final statuses used to calculate longitudinal rates: graduate, continuer, GED certificate recipient, and dropout. A four-year longitudinal graduation rate is the percentage of students from a class of beginning ninth graders who graduate by their anticipated graduation date, or within four years of beginning ninth grade. A four-year longitudinal dropout rate is the percentage of students from the same class who drop out before completing their high school education. Students who enter the Texas public school system over the years are added to the class, and students who leave the system for reasons other than graduating, receiving a General Educational Development (GED) certificate, or dropping out, or who could not be tracked from year to year, are subtracted. Dropouts are counted according to the definitions in place the years they drop out. For more information, please see following link from the Texas Education Agency's website - https://tea.texas.gov/Reports_and_Data/School_Performance/Accountability_Research/Completion%2C_Graduation%2C_and_Dropout/Completion%2C_Graduation%2C_and_Dropouts_Data_Search.</p>
Masked Data	Data is hidden (or masked) when necessary to protect the confidentiality of student records. Data may be masked using categories such as "Other" or by displaying an asterisk (*) in place of data. Student anonymity may also be protected using the less than (<) symbol.
Met Federal Limits on Alternative Assessments	See <i>System Safeguards</i> . Note: System Safeguards were not calculated for the 2017-2018 school year.
Migrant	A migrant student is one who is aged 3 through 21 and is a migratory agricultural worker (or whose parent, spouse, or guardian is a migratory agricultural worker) and who, in the preceding 36 months, to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment, has moved from one school district to another, or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence in order to engage in a fishing activity.

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Minimum Graduation Program	To receive a diploma, students must pass the minimum course requirements for the graduation program and satisfy testing requirements. Please note that Minimum Graduation Program requirements have changed over the years for students entering grade 9 in specified years and that the Minimum Program will no longer be available for students entering grade 9 in the 2014-2015 school year and thereafter. For the district level report, the Minimum High School Graduation Program is combined with the IEP High School Graduation Program results.
Number Employed	The number employed includes individuals who have fourth quarter wages in the earnings year as reported by the Texas Workforce Commission (TWC), are between 25 and 30 years of age during the earnings year, and who graduated from high school or dropped out of school (during grades 7 – 12) as reported by a Texas public school district.
Operating Expenditures – Program	Sum of all expenditures for the operation specifically identified with a major instructional program. These programs include Regular, Gifted and Talented, Career and Technology, Students with Disabilities, Accelerated Education, Bilingual, Non-disciplinary Alternative Education Programs (AEP Basic Services), Disciplinary Alternative Education Program (DAEP Basic Services), Disciplinary Alternative Education Program (DAEP State Compensatory Education Supplemental), Title I, Part A Schoolwide Activities Related to State Compensatory Education (SCE) and Other Costs on Campuses with 50% or More Educationally Disadvantaged, and Athletics and Related Activities. Operating expenses include payroll, professional and contracted services, and supplies and materials. Operating expenditures of programs are a subset of total expenditures and cannot be compared to total expenditures. See <i>PEIMS Actual Financial Data Report</i> criteria for additional information.
Operating Expenditures Per Student – Program	Total operating expenditures for programs divided by total students in membership per school year.
Other Local & Intermediate	Other local and intermediate revenues are local revenues realized as a result of services rendered to other school districts, revenues from tuition and fees, other revenues from local sources, revenues from curricular and enterprising services and activities, and revenues from intermediate sources (revenue object codes 5720–5769).
Participation Rates	See <i>System Safeguards</i> . Note: System Safeguards were not calculated for the 2017-2018 school year.
Performance Rates	See <i>System Safeguards</i> . Note: System Safeguards were not calculated for the 2017-2018 school year.
Prekindergarten (PK)	Publicly funded prekindergarten (PK) is available for children who are unable to speak and comprehend the English language, are educationally disadvantaged, are homeless, are children of an active duty member of the U.S. armed services, are children of a member of the armed forces who was injured or killed while on active duty or are, or have ever been, in foster care.

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Glossary Item	Explanation
Race/Ethnicity	<p>Race/Ethnicity is one of the demographic characteristics reported for each student at the time of enrollment.</p> <p>The categories used in this report are described in the <i>PEIMS Data Standards</i> as:</p> <ul style="list-style-type: none"> • Black or African American - A person having origins in any of the black racial groups of Africa. • Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. • Hispanic/Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. • American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment. • White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. • Native Hawaiian/Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. • Two or more races – A person having origins in any two, or more than two, racial categories, i.e., Black or African American and White.
Recommended Graduation Program	<p>The Recommended High School Graduation Program requires students entering grade 9 in 2007-2008 and thereafter, to successfully complete 26 credits, including courses in language arts, mathematics, science, social studies, a language other than English, physical education, health education, speech, technology applications, and fine arts in addition to meeting testing requirements. Please note that Recommended graduation requirements have changed over the years for students entering grade 9 in specified years and that the Recommended program will no longer be available for students entering grade 9 in the 2014-2015 school year and thereafter.</p>
SAT Results	<p>The SAT college admission test results on this report display the average SAT combined scores. The combined score is the average of the total scores on the critical reading and mathematics sections.</p>
Special Education	<p>Special Education is a program that serves students with disabilities. It offers instructional and related services for eligible students with cognitive, physical, and or emotional disabilities.</p>
State of Texas Assessments of Academic Readiness (STAAR®)	<p>The State of Texas Assessments of Academic Readiness (STAAR®) is a registered trademark of the Texas Education Agency. STAAR is a comprehensive testing program for public school students in grades 3–8, and End of Course assessments for high school subjects. The STAAR is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level.</p> <p>The STAAR program includes annual assessments for:</p> <ul style="list-style-type: none"> • Reading and mathematics, grades 3–8 • Writing at grades 4 and 7 • Science at grades 5 and 8 • Social studies at grade 8 • End-of-course assessments for English I, English II, English III, Algebra I, Algebra II, biology, and U.S history. <p>Note that STAAR EOC assessments for English III and Algebra II began in 2016 on a voluntary basis.</p>

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Glossary Item	Explanation
STAAR® Approaches Grade Level	Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. In this report, the percent of students shown in the <i>Approaches Grade Level</i> group reflects all students who scored at or above the STAAR® <i>Approaches Grade Level</i> standard. For more information on STAAR student performance standards please access the following link from the Texas Education Agency's webpage - https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness/STAAR_Performance_Standards .
STAAR® Masters Grade Level	Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. For more information on STAAR student performance standards please access the following link from the Texas Education Agency's webpage - https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness/STAAR_Performance_Standards .
STAAR® Meets Grade Level	Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. In this report, the percent of students shown in the <i>Meets Grade Level</i> group reflects all students who scored at or above the STAAR® <i>Meets Grade Level</i> standard. For more information on STAAR student performance standards please access the following link from the Texas Education Agency's webpage - https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness/STAAR_Performance_Standards .
State Revenue	State revenue is state program revenues (revenue object codes 5810–5849).
Students Completing At Least One AP Course	This report category refers to students in grades 9 – 12 who enrolled and completed at least one AP course during the school year. The term 'completed' does not necessarily mean that the student received a passing grade for the course.
Students Passing At Least One AP Course	This report category refers to students in grades 9 – 12 who enrolled, completed, and received a passing grade for at least one AP course during the school year.
Students Taking At Least One AP Exam	This report category refers to students in grades 9 – 12 who took at least one AP exam during the school year. Although most students who take AP examinations do so after having completed the corresponding AP courses, a student is not required to complete the course before taking the examination.
Students Passing At Least One AP Exam	This report category refers to students in grades 9 – 12 who took and passed at least one AP exam during the school year. In this report, students who meet the criterion score of 3 or higher on at least one AP examination are considered passing.
System Safeguards	System safeguards were established to meet state accountability-related intervention requirements. Performance results are disaggregated to show the performance of each student group on each of the indicators. The purpose of the system safeguard report is to ensure that - in an aggregated district or campus report - substandard performance in one or more areas or by one or more student groups is not disguised by higher performance in other areas or by other student groups. See Chapter 8- <i>System Safeguards and Other Federal Requirements</i> of the 2017 Accountability Manual at https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/2017_Accountability_Manual for additional information on System Safeguards and for complete descriptions of the System Safeguards Indicators. Note: System Safeguards were not calculated for the 2017-2018 school year.
Teacher FTE	The FTE count of personnel categorized as teachers, including special duty and permanent substitute teachers. See <i>Full Time Equivalent</i> .

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Glossary Item	Explanation
Total Expenditures	Total outlays of money for all functions and objects, excluding actual expenditures used for the following: tuition transfers for grades or services not offered; the cost of reducing property wealth; Shared Services Arrangement (SSA) funds used for payments from fiscal agents to member districts for services provided; and the Tax Increment Fund. Expenditures include Teacher Retirement System benefits paid by the state of Texas on behalf of employees in the districts.
Total Expenditures – Per Student	Total expenditures divided by total students in membership per school year.
Total Revenue	Sum of local, intermediate, state taxes and federal program revenues.
Total Revenue Per Student	Total revenue divided by total students in membership per school year.
Total Students (Annual Dropout Rate)	Total number of students (used for annual dropout rate calculation) enrolled during the school year is a cumulative enrollment number based on attendance records. When the number of dropouts is not reported, the total number of students is presented in intervals of 15 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 135 and 149.
TxCHSE	State of Texas Certificate of High School Equivalency. For more information, see the <i>Certificate of High School Equivalency</i> page on the Texas Education Agency's website at https://tea.texas.gov/Student Testing and Accountability/Certificate of High School Equivalency .
Wages by Educational Attainment	Quarterly wage data are from the Texas Workforce Commission (TWC) and include only Texas employment data as reported to the TWC. The education attainment categories represent the highest level of education attained. College data in this report represent only Texas public two-year or four-year colleges and do not include out-of-state or Texas private higher education institutions. (See <i>Educational Attainment</i> definition.)