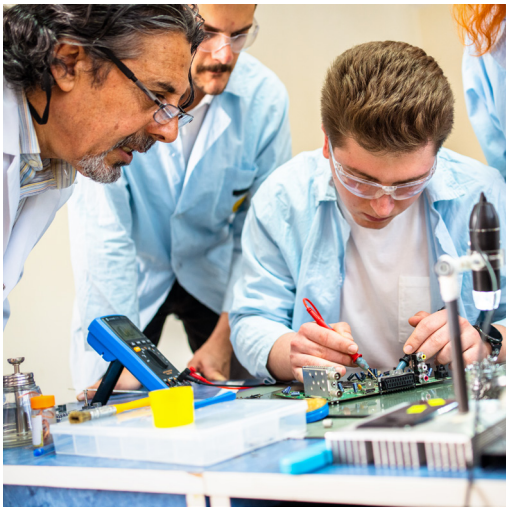
NEW DATA RELEASE 2024


2020-21 Civil Rights Data Collection

Student Access

to and Enrollment in Mathematics, Science, and Computer Science Courses and Academic Programs in U.S. Public Schools

U.S. Department of Education
Office for Civil Rights

May 2024

About this Report

The 2020-21 Civil Rights Data Collection (CRDC) is a mandatory survey of all public school districts and schools serving students in preschool through grade 12 in the 50 states, Washington, D.C., and the Commonwealth of Puerto Rico and therefore includes data from 17,821 public school districts and 97,575 public schools.[1] The CRDC measures student access to courses, programs, Internet and devices, instructional and other staff, and resources—as well as school climate factors such as student discipline, use of restraint and seclusion, harassment or bullying, and offenses occurring at schools—that impact educational opportunity for students. This report focuses on students' access to and enrollment in mathematics, science, and computer science courses and academic programs based on data public school districts submitted to the U.S. Department of Education's (ED) Office for Civil Rights (OCR) for the 2020–21 school year.[2]

To learn more about the CRDC, download the public-use data file, and to view other data reports and snapshots, please visit https://civilrightsdata.ed.gov.

The calculated counts and percentages in this report may differ from those reported by other offices within ED due to differences in methodology, data sources, and survey population (or the universe of schools and school districts that submit data).[3] OCR cautions readers and data users to consider the impact of the coronavirus pandemic on students and on education conditions when comparing the 2020-21 CRDC to CRDCs from previous years.

What's Inside?

Who's in the 2020-21 CRDC?

Total student enrollment in public preschool through grade 12

49.2 MILLION[4]

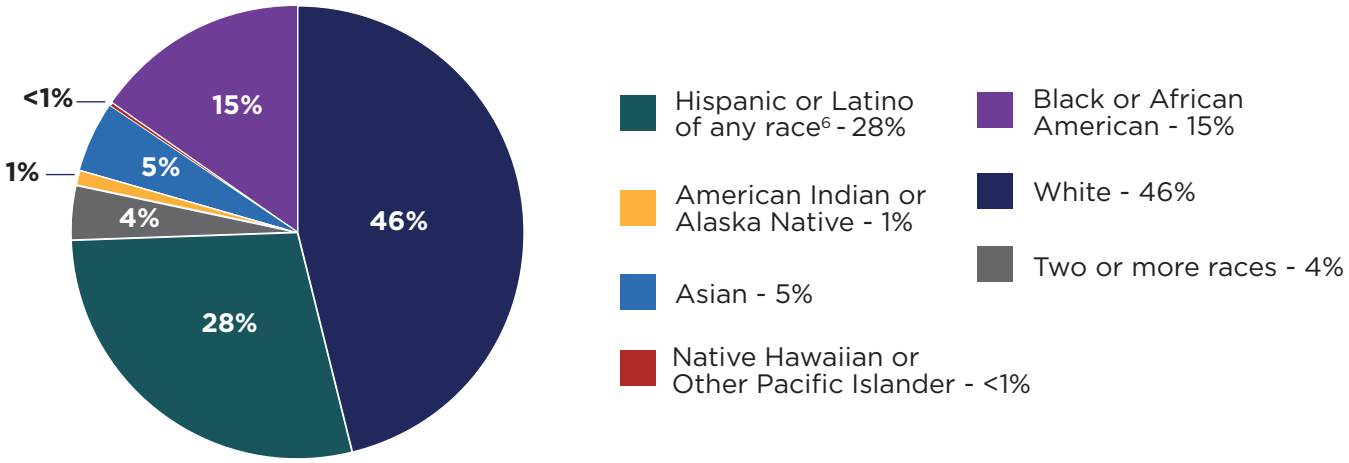
Total number of preschool children

1.2 MILLION

51% BOYS

49% GIRLS

Student enrollment by race/ethnicity[5]



Enrollment of English learner students[7]

11%

Enrollment of students with disabilities

Total students with disabilities:

17%

Students served under the Individuals with Disabilities Education Act (IDEA):[8]

14%

Students served under Section 504 of the Rehabilitation Act of 1973 (504 only):[9]

3%

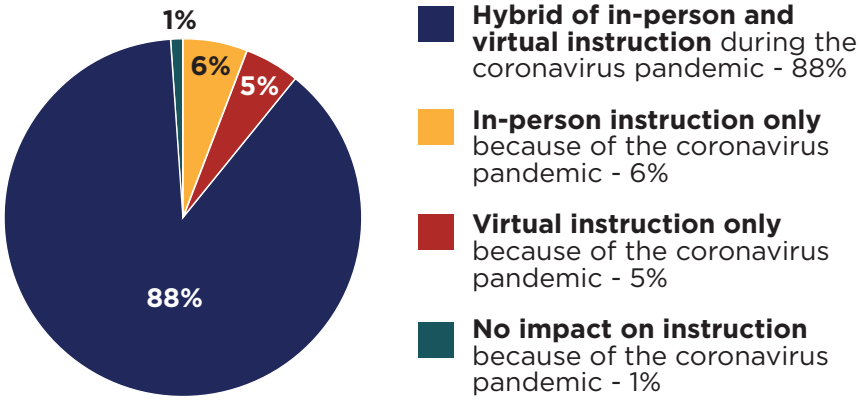
Number of school districts

17,821

Number of schools

97,575

Percent of schools by type of instruction provided during the coronavirus pandemic



About the CRDC

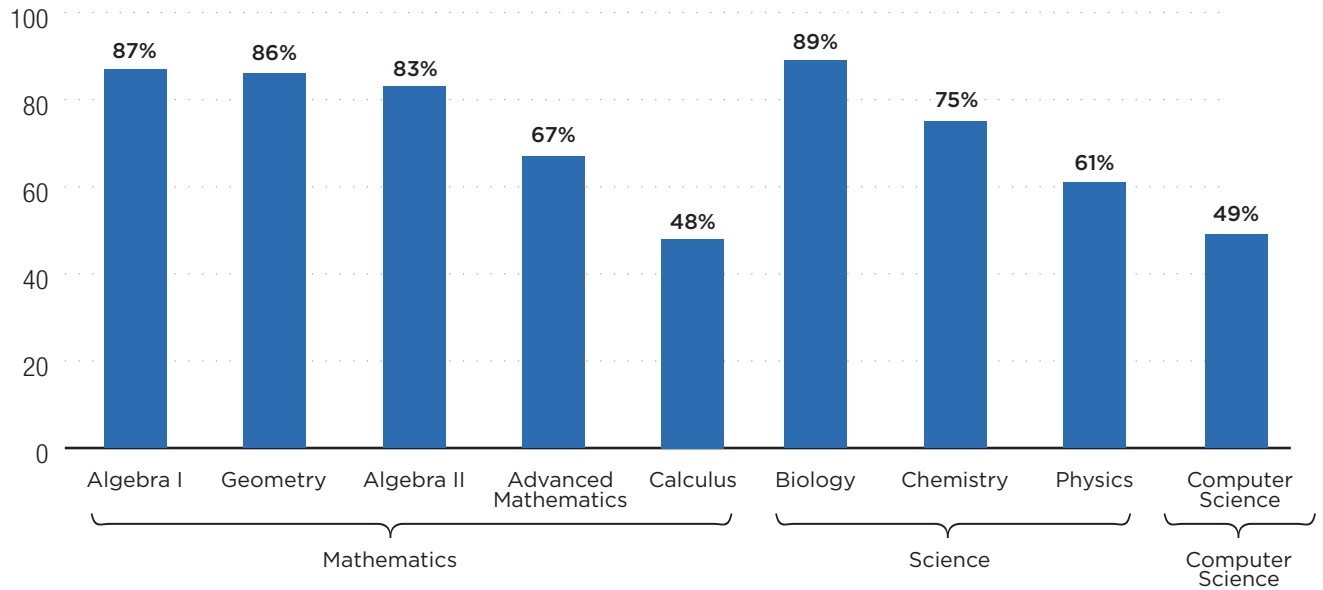
The purpose of the CRDC is to obtain data and information related to the obligation of public school districts and of elementary and secondary schools to provide equal educational opportunity. OCR administers the CRDC and uses the data to enforce civil rights laws that prohibit discrimination based on race, color, national origin, sex, and disability. It is also a valuable resource for other ED offices and federal agencies, policymakers and researchers, educators and school officials, parents and students, and the public who seek data on students' access to educational opportunities. The CRDC is authorized under the Department of Education Organization Act of 1979 (20 U.S.C. § 3413(c)(1)), and the federal civil rights laws and regulations that OCR enforces, including: Title VI of the Civil Rights Act of 1964 and 34 C.F.R. § 100.6(b), Title IX of the Education Amendments of 1972 and 34 C.F.R. § 106.81, and Section 504 of the Rehabilitation Act of 1973 and 34 C.F.R. § 104.61.

Students' Access to Mathematics, Science, and Computer Science Courses—Public Middle and High Schools

The 2020-21 CRDC collected data on mathematics, science, and computer science courses typically offered in public middle and high schools – including Algebra I, Algebra II, geometry, advanced mathematics, calculus, biology, chemistry, physics, and computer science.[10, 11]

- **Algebra I is considered a "gateway course" because it is critical to preparing students for subsequent advanced mathematics, science, and computer science coursework.** Students who take Algebra I early in their academic years (i.e., by grade 8) will have more time to take the advanced mathematics courses often required for college science, technology, engineering, and mathematics majors.[12]
    - Despite the benefits of taking Algebra I early, 39% of the approximately 31,100 public middle schools that offered grades 7 or 8 did not offer the course.
- **Access to mathematics, science, and computer science courses is limited across public high schools. (Figure 1)**
    - Of the approximately 26,200 public high schools, only 75% offered chemistry, 67% offered advanced mathematics, 61% offered physics, 49% offered computer science, and 48% offered calculus.
    - Over 80% of high schools offered Algebra I, Algebra II, geometry, and biology.

Figure 1. Percentage of public high schools offering mathematics, science, and computer science courses

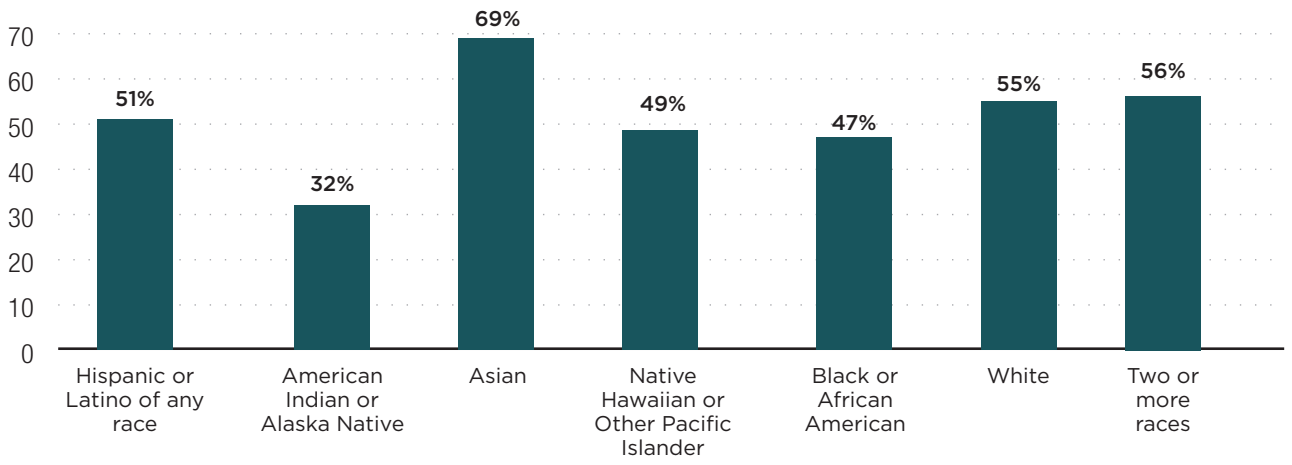


SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at https://civilrightsdata.ed.gov.

Race/Ethnicity of High School Students Who Had Access to a Full Range of Mathematics, Science, and Computer Science Courses in Public Schools

- **Approximately 17 million students were enrolled in public high schools, and of those students, 53% (or 9.1 million) of high school students attended a public school that offered a full range of courses that included Algebra I, geometry, Algebra II, advanced mathematics, calculus, computer science, biology, chemistry, and physics.**
- **High school students' access to a full range of mathematics, science, and computer science courses differed by race/ethnicity in public schools. (Figure 2)**
    - Sixty-nine percent of Asian students, 56% of students of two or more races, 55% of White students, and 51% of Latino students attended high schools that offered a full range of mathematics, science, and computer science courses.
    - Forty-nine percent of Native Hawaiian or Other Pacific Islander students, 47% of Black students, and 32% of American Indian or Alaska Native high school students attended high schools that offered a full range of mathematics, science, and computer science courses.

Figure 2: Percent of high school students with access to a full range of mathematics, science, and computer science courses in public high schools, by race/ethnicity

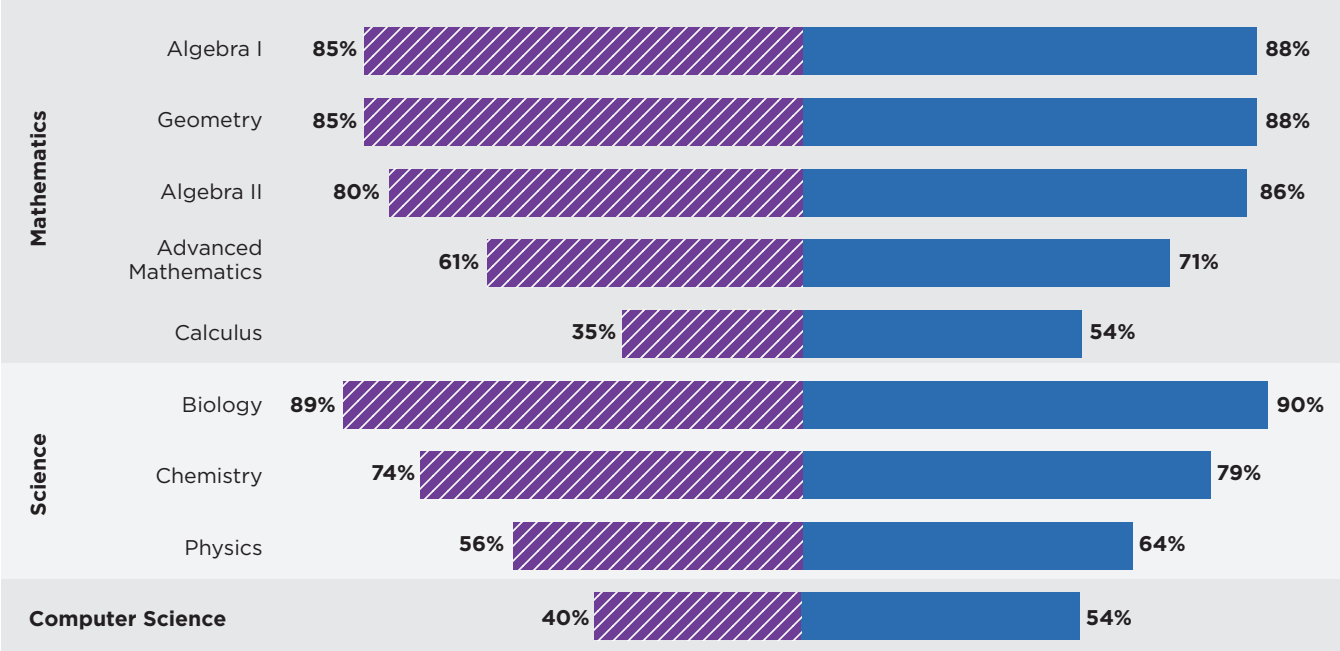


NOTE: For the purposes of the CRDC, full range refers to high schools that offered Algebra I, geometry, Algebra II, advanced mathematics, calculus, computer science, biology, chemistry, and physics.

SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at https://civilrightsdata.ed.gov.

- **There were approximately 5,500 public high schools with high enrollments of Black and Latino students (i.e., greater than 75% of students).[13] These schools offered fewer mathematics, science, and computer science courses than the 12,300 public high schools with low enrollments of Black and Latino students (i.e., less than 25% of students).[14] (Figure 3)**
    - Approximately 35% of schools with high enrollments of Black and Latino students offered calculus, compared to 54% of schools with low enrollments of Black and Latino students.
    - About 40% of schools with high enrollments of Black and Latino students offered computer science courses, compared to 54% of schools with low enrollments of Black and Latino students.

Figure 3: Percent of high schools offering mathematics, science, and computer science courses, by course and Black and Latino enrollment



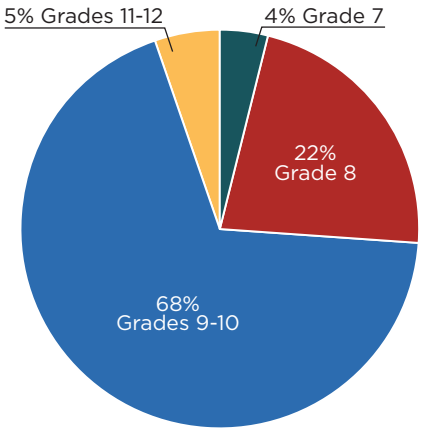
SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at https://civilrightsdata.ed.gov.

Student Enrollment in Algebra I—The Gateway Course

Students typically need to complete Algebra I to take more advanced mathematics and science courses. Students who enroll in and pass Algebra I in middle school are more likely to have the opportunity to take higher level mathematics courses in high school.[15]

- **During the 2020-21 school year, approximately 4.1 million students were enrolled in Algebra I in grades 7-12 in public schools.**
  - Seventy-three percent of students who took Algebra I were enrolled in grades 9 through 12, and 26% of students who took the course were enrolled in grade 7 and grade 8. **(Figure 4)**

Figure 4: Percent of Algebra I students enrolled in public schools, by grade



SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at https://civilrightsdata.ed.gov.

ED Spotlight

Raise the Bar: STEM Excellence for All Students

In December 2022, ED launched Raise the Bar: STEM Excellence for All Students, which is designed to strengthen science, technology, engineering, and mathematics (STEM) education nationwide. As part of this initiative, ED has:

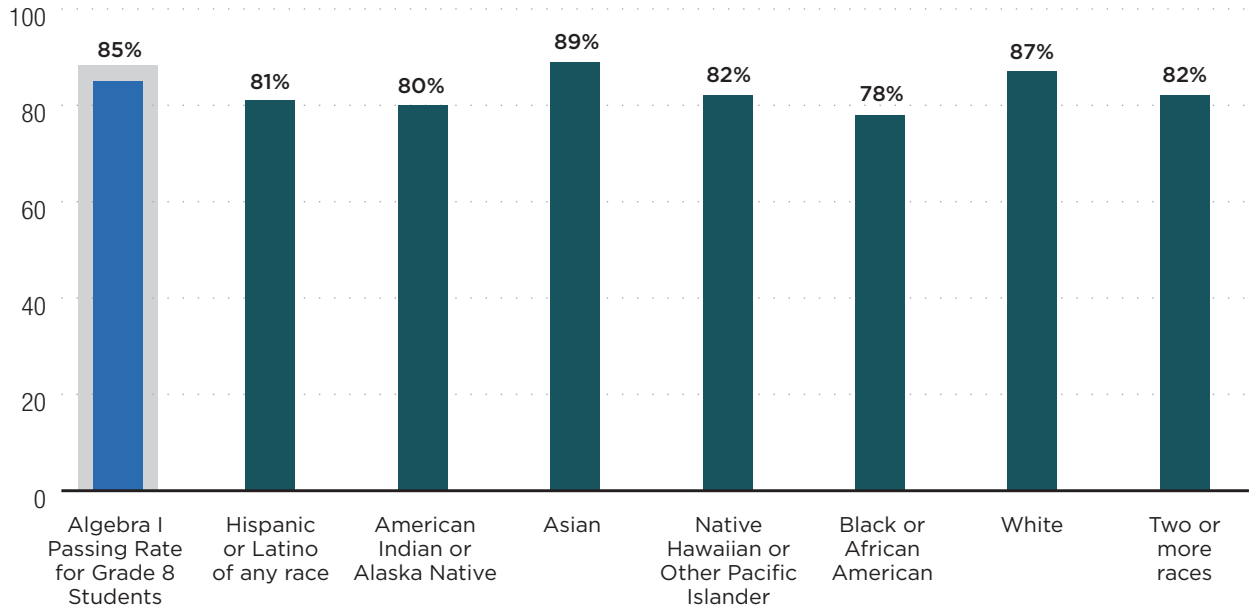
- Published a Dear Colleague Letter and resource document to state and district leaders outlining how federal education funds can be used to enhance STEM teaching and learning.
- Signed a Memorandum of Understanding (MOU) with the National Aeronautics and Space Administration to advance STEM and space education.
- Established the YOU Belong in STEM: San Diego hub to support regional STEM collaboration.
- Announced a partnership with Beyond100K through an MOU. Beyond100K is partnering with ED to: identify the key challenges regarding the supply and demand of STEM teachers at the state and local levels; co-sponsor a series of national communities of practice to support states and school districts in developing and implementing scalable solutions to the STEM educator shortage; and improve equitable access to high-quality STEM instruction for marginalized students.
- Obtained specific commitments from over 90 public and private sector organizations from across the country to enhance STEM education. These commitments range from local grassroots efforts to initiatives national in scope.
- Collaborated with educational media organization EXPLR to launch a National STEM Festival.

Students Who Passed Grade 8 Algebra I in Public Middle Schools

■ **There were 931,800 grade 8 students enrolled in Algebra I in public schools, and 85% of these students passed the course. (Figure 5)**

- The Algebra I grade 8 passing rate for Asian (89%) and White (87%) students exceeded the overall passing rate of all grade 8 students who took Algebra I.
- The Algebra I grade 8 passing rate for students of all other races/ethnicities fell below the rate for the overall passing rate of all Algebra I grade 8 students who took the course.
- Students of two or more races and Native Hawaiian or Other Pacific Islander students both had an Algebra I passing rate of 82%.
- Latino, American Indian or Alaska Native, and Black students had the lowest Algebra I grade 8 passing rates. Latino students had a passing rate of 81%, American Indian or Alaska Native had a passing rate of 80%, and Black students had a passing rate of 78%.

Figure 5: Algebra I passing rate for grade 8 students in public middle schools, by race/ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at https://civilrightsdata.ed.gov.

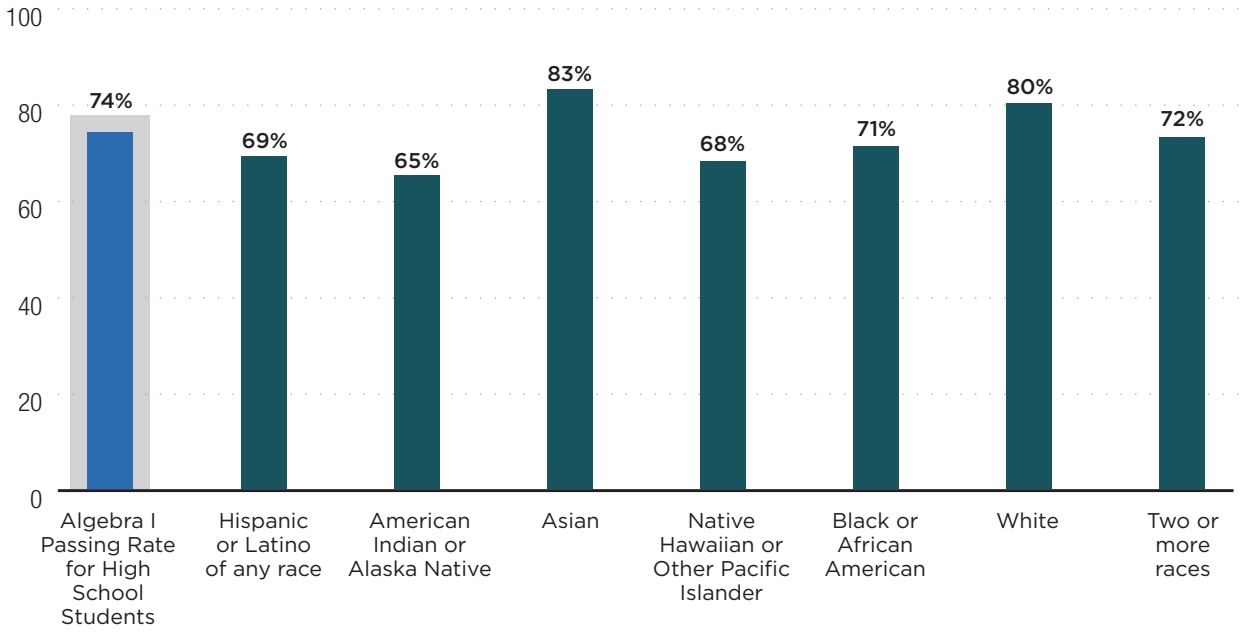
Students Who Passed Algebra I in Public High Schools

■ **During the 2020-21 school year, 2.9 million high school students were enrolled in Algebra I, and 74% of these students passed the course. (Figure 6)**

- The Algebra I passing rate for Asian (83%) and White (80%) high school students exceeded the passing rate of all high school students who were enrolled in Algebra I.
- The Algebra I passing rate for students of all other race/ethnicities fell below the passing rate for all high school students who were enrolled in Algebra I.

- High school students of two or more races had an Algebra I passing rate of 72%, and Black high school students had a passing rate of 71%.
- The Algebra I passing rate for American Indian or Alaska Native, Latino, and Native Hawaiian or Other Pacific Islander high school students fell below 70%.

Figure 6. Percent of high school students who passed Algebra I in public schools, by race/ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at https://civilrightsdata.ed.gov.

Student Enrollment in Public High School Mathematics, Science, and Computer Science Courses

■ **High school student enrollment in mathematics, science, and computer science courses varied. (Figure 7)**

- Approximately 17 million students were enrolled in public high schools. Twenty-six percent of high school students were enrolled in biology, 19% were enrolled in Algebra I, 21% were enrolled in Geometry, and 19% were enrolled in Algebra II.
- Five percent of high school students were enrolled in calculus, and 8% were enrolled in computer science.

Figure 7. Percent of public high school students enrolled in mathematics, science, and computer science courses, by course

		Student Enrollment
Mathematics	Algebra I	19%
	Geometry	21%
	Algebra II	19%
	Advanced Mathematics	15%
	Calculus	5%
Science	Biology	26%
	Chemistry	17%
	Physics	11%
Computer Science	Computer Science	8%

SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at https://civilrightsdata.ed.gov.

Student Enrollment in Public High School Mathematics, Science, and Computer Science Courses by Race/Ethnicity

- **There were race and ethnic differences among students who were enrolled in advanced mathematics, calculus, physics, and/or computer science. (Figure 8)**
  - White students represented 48% of high school enrollment and accounted for 51% of high school students enrolled in advanced mathematics, 55% of high school students enrolled in calculus, 45% of high school students enrolled in physics, and 48% of high school students enrolled in computer science.
  - Asian students represented 5% of high school enrollment but 9% of students enrolled in advanced mathematics, 16% of high school students enrolled in calculus, 8% of high school students enrolled in physics, and 10% of high school students enrolled in computer science.
  - Black students represented 15% of all high school enrollment but accounted for 13% of high school students enrolled in advanced mathematics, 7% of high school students enrolled in calculus, and 13% of high school students enrolled in physics. They also accounted for 15% of high school students enrolled in computer science.
  - Latino students represented 27% of total student enrollment but 24% of high school students enrolled in advanced mathematics, 18% of high school students enrolled in calculus, 29% of high school students in physics, and 22% of high school students enrolled in computer science.
  - American Indian or Alaska Native students made up 1% of all high school enrollment and accounted for 1% of high school students enrolled in advanced mathematics, physics, and computer science, but fewer than 1% of high school students enrolled in calculus.
  - Native Hawaiian or other Pacific Islander students made up fewer than 1% of high school enrollment and fewer than 1% of students enrolled in advanced mathematics, physics, computer science, and calculus.

- Students who are two or more races represented 4% of high school enrollment but 3% of high school students enrolled in advanced mathematics, 4% of high school students enrolled in calculus, 3% of high school students enrolled in physics, and 4% of high school students enrolled in computer science.

Figure 8. Percent of students enrolled in public high school mathematics, science, and computer science courses, by race/ethnicity and course

		Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races
	High School Enrollment	27%	1%	5%	<1%	15%	48%	4%
Mathematics	Algebra I	33%	1%	3%	<1%	17%	42%	4%
	Geometry	30%	1%	5%	<1%	16%	45%	4%
	Algebra II	28%	1%	5%	<1%	15%	47%	3%
	Advanced Mathematics	24%	1%	9%	<1%	13%	51%	3%
	Calculus	18%	<1%	16%	<1%	7%	55%	4%
Science	Biology	29%	1%	6%	<1%	15%	46%	4%
	Chemistry	29%	1%	7%	<1%	13%	47%	3%
	Physics	29%	1%	8%	<1%	13%	45%	3%
Computer Science	Computer Science	22%	1%	10%	<1%	15%	48%	4%

SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at https://civilrightsdata.ed.gov.

Student Enrollment Rate in Public High School Mathematics, Science, and Computer Science Courses, by Sex

- **The enrollment rates for boys in Algebra I, physics, and computer science were higher than the enrollment rates for girls. However, the enrollment rates for girls in Algebra II, advanced mathematics, biology, and chemistry were higher than the enrollment rates for boys. Boys and girls had the same enrollment rates for geometry and calculus. (Figure 9)**

Figure 9: Enrollment rates of students in public high school mathematics, science, and computer science courses, by sex

		Boys Enrollment Rates	Girls Enrollment Rates
Mathematics	Algebra I	19%	18%
	Geometry	21%	21%
	Algebra II	18%	19%
	Advanced Mathematics	14%	15%
	Calculus	5%	5%
Science	Biology	26%	27%
	Chemistry	17%	18%
	Physics	12%	10%
Computer Science	Computer Science	10%	5%

SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at https://civilrightsdata.ed.gov.

Student Enrollment Rate in Public High School Mathematics, Science, and Computer Science Courses, by Disability

- **Almost 2.3 million students with disabilities served under IDEA (13%) were enrolled in public high schools.**
    - The enrollment rates of public high school students with disabilities served under IDEA in mathematics, science, and computer science courses were lower than the enrollment rates for non-IDEA students, except for Algebra I.[16] **(Figure 10)**

Figure 10. Enrollment rate of students with disabilities served under IDEA and non-IDEA students enrolled in public high school mathematics, science, and computer science courses

		Enrollment Rate of Students with Disabilities (IDEA)	Enrollment Rate of Non-IDEA Students
Mathematics	Algebra I	23%	18%
	Geometry	19%	22%
	Algebra II	13%	20%
	Advanced Mathematics	7%	18%
	Calculus	2%	9%
Science	Biology	24%	27%
	Chemistry	11%	20%
	Physics	10%	14%
Computer Science	Computer Science	7%	9%

SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at https://civilrightsdata.ed.gov.

Student Enrollment Rate in Public High School Mathematics, Science, and Computer Science Courses, by English Learner

- **Nearly 1.2 million English learner students were enrolled in public high schools, which represented approximately 7% of public high school student enrollment.**
    - The enrollment rates of English learner public high school students in mathematics, science, and computer science courses were lower than the enrollment rates for non-English learner students, except for Algebra I, Geometry, and Biology. **(Figure 11)**

Figure 11. Enrollment rate of English learner students and non-English learner students enrolled in public high school mathematics, science, and computer science courses

		Enrollment Rate of English learner (EL) Students	Enrollment Rate of Non-EL Students
Mathematics	Algebra I	30%	19%
	Geometry	25%	22%
	Algebra II	18%	20%
	Advanced Mathematics	9%	18%
	Calculus	2%	7%
Science	Biology	31%	28%
	Chemistry	17%	20%
	Physics	13%	15%
Computer Science	Computer Science	8%	9%

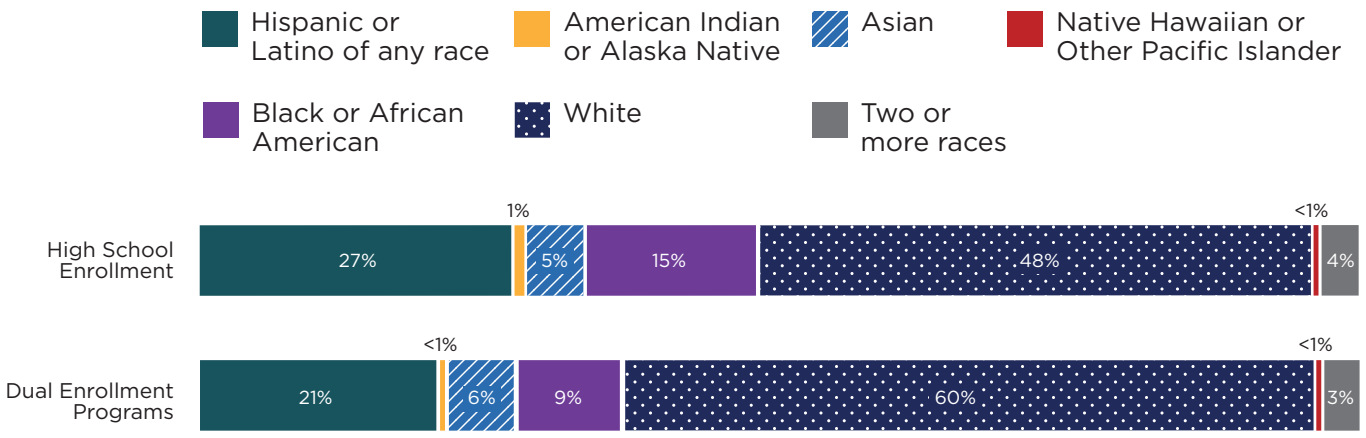
SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at https://civilrightsdata.ed.gov.

Student Enrollment in Dual Enrollment or Dual Credit Programs

Dual enrollment or dual credit programs provide opportunities for high school students to take college-level courses offered by colleges and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs do not include AP courses.

- **Nearly 15,900 public high schools enrolled approximately 1.6 million students in dual enrollment or dual credit programs. Rates of student enrollment in these programs differed by race/ethnicity, sex, disability, and English learners.**
  - White students were overrepresented in dual enrollment or dual credit programs. They accounted for 48% of total students enrolled in high school, but 60% of students in dual enrollment or dual credit programs. **(Figure 12)**
  - Asian students were also overrepresented. They accounted for 5% of total students enrolled in high school, but 6% of students in dual enrollment or dual credit programs.
  - Black, Latino, and students of two or more races were underrepresented in dual enrollment or dual credit programs.

Figure 12. Student enrollment in dual enrollment or dual credit programs in public high schools, by race/ethnicity



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- Girls accounted for 49% of total high school student enrollment, but 56% of students in dual enrollment or dual credit programs.
- English learners accounted for 7% of total high school student enrollment, but 3% of students in dual enrollment or dual credit programs.
- Students with disabilities served under IDEA[17] accounted for 13% of the total high school student enrollment, but 4% of students in dual enrollment or dual credit programs.

ED Spotlight

Raise the Bar: Unlocking Career Success

In November 2022, the Department launched Raise the Bar: Unlocking Career Success, an interagency initiative that reimagines how our nation's high schools prepare all students to thrive in their future careers. The initiative blurs the lines between high school, college, and career, and focuses on providing students with dual enrollment, work-based learning, workforce credentials, and career advising, and navigation supports. As part of this initiative, the Department has:

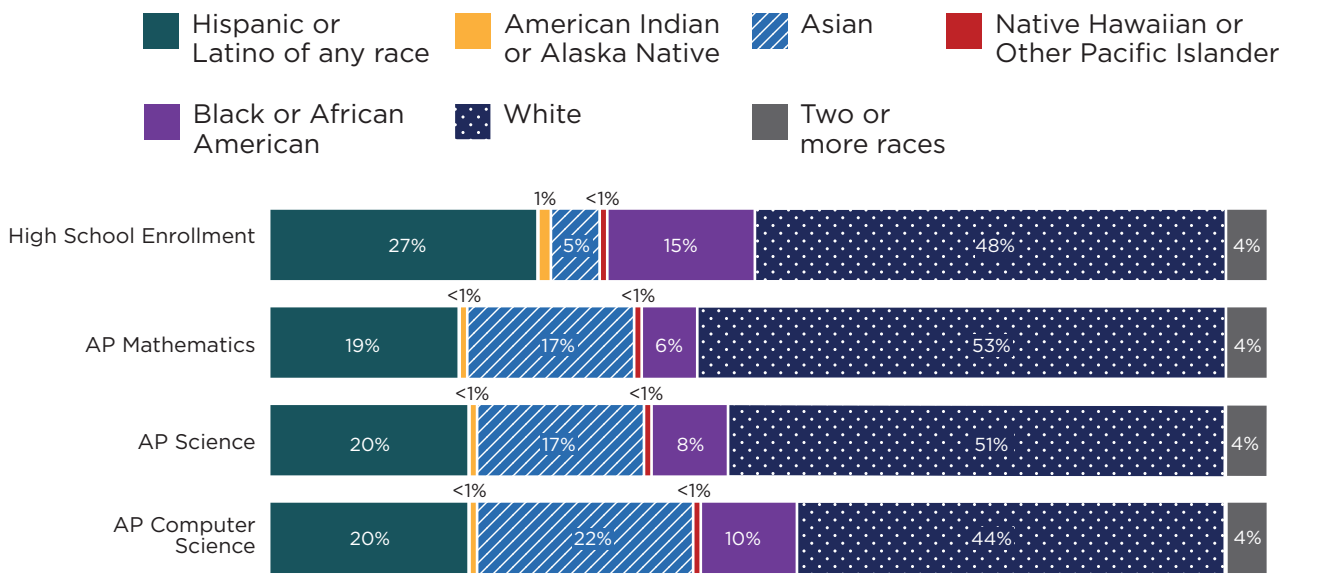
- Published a Dear Colleague Letter to state and district leaders outlining how funds provided under the American Rescue Plan Act of 2021 funds can be used to develop and expand college and career pathways to student success after high school.
- Held a series of multistate Unlocking Pathways Summits in partnership with Jobs for the Future and the Departments of Transportation, Energy, Commerce, and Labor bringing together state-level teams to develop youth workforce development and career pathways strategies that leverage existing funding and connect to the historically significant new investments from the Bipartisan Infrastructure Law, the CHIPS and Science Act, and the Inflation Reduction Act.
- Published an Unlocking Career Success website with a database of 200+ pathways-related resources from national partners and stakeholder playbooks that identify exemplars and tangible ways to advance education to workforce ecosystems.
- Launched a $25 million Career Connected High School grant to support the integration and alignment of high school and the first two years of postsecondary education to improve postsecondary and career outcomes for all students.

Student Enrollment in Advanced Placement Mathematics, Science, and Computer Science Courses in Public High Schools

- **Approximately 2.9 million public high school students across the nation were enrolled in at least one Advanced Placement (AP) course. However, rates of student enrollment in AP courses differed by race. (Figure 13)**
  - Black students represented 15% of total high school student enrollment, but accounted for 10% of students enrolled in AP computer science, 8% of the students enrolled in AP science,[18] and 6% of students enrolled in AP mathematics.[19]

- Latino students represented 27% of total high school student enrollment, but accounted for 20% of students enrolled in AP science and AP computer science and 19% of students enrolled in AP mathematics.
- American Indian or Alaska Native students represented 1% of total high school student enrollment, but represented fewer than 1% of students enrolled in AP mathematics, AP science, and AP computer science.
- White students represented 48% of total high school student enrollment, but accounted for 51% of students enrolled in AP science and 53% of students enrolled in AP mathematics. However, they were 44% of students enrolled in AP computer science.
- Asian students represented 5% of total high school student enrollment, but accounted for 17% of students enrolled in AP science and AP mathematics, and 22% of students enrolled in AP computer science.

Figure 13. Percent of students enrolled in public high school AP Mathematics, AP Science, and AP Computer Science courses, by race/ethnicity



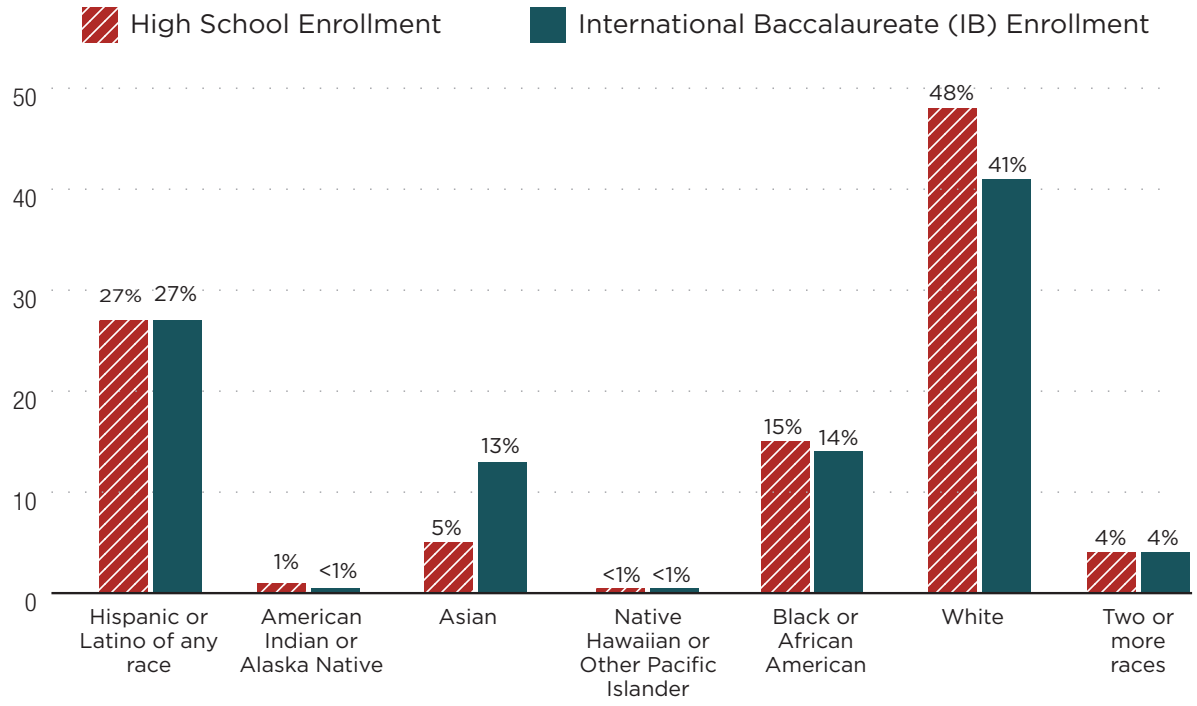
SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at https://civilrightsdata.ed.gov.

Student Enrollment in the International Baccalaureate Diploma Programme in Public High Schools

When schools offer it, the International Baccalaureate (IB) Diploma Programme is typically available to students ages 16-19 who wish to take academically challenging courses designed to prepare them for colleges or universities.[20]

- **Nearly 960 public high schools enrolled approximately 168,000 students in IB. Student enrollment in IB differed by race/ethnicity, sex, disability, and English learner. (Figure 14)**
  - Asian high school students were the only group of students overrepresented in IB enrollment. The percentage of Asian students enrolled in IB (13%) was almost three times their high school student enrollment (5%).
  - White students were underrepresented in IB enrollment, accounting for 41% of IB enrollment and 48% of high school student enrollment.
  - Black students were also underrepresented. Black students accounted for 14% of IB enrollment and 15% of high school student enrollment.
  - American Indian or Alaska Native students accounted fewer than 1% of IB enrollment and 1% of high school student enrollment

Figure 14. Percent of public high school students in the International Baccalaureate (IB) Diploma Programme, by race/ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at https://civilrightsdata.ed.gov.

- Girls were overrepresented in IB programs, accounting for 57% of students enrolled in IB, but 49% of high school student enrollment. Conversely, boys were underrepresented in IB programs, accounting for 43% of students enrolled in these programs and 51% of high school enrollment.
- Both English learner students and students with disabilities served under IDEA were underrepresented in IB programs. English learner students accounted for 7% of high school student enrollment, but were 4% of students enrolled in IB. Students served under IDEA represented 13% of high school student enrollment, but 3% of students enrolled in IB.

Analytical Notes

Data Exclusion: The analyses in this report exclude schools that reported potentially erroneous data, as determined by OCR. For more information on the 2020-21 CRDC data quality efforts, review the User's Manual available at https://civilrightsdata.ed.gov.

Rounding: The percentages listed are rounded to the nearest whole number. Student counts of 1,000,000 or greater are rounded to the nearest hundred thousand. Student counts of 1,000 or greater are rounded to the nearest hundred. Student counts of less than 1,000 are rounded to the nearest ten.

Calculations: Although rounded numbers are presented, all calculations are based on unrounded data. Percentage distributions may not add up to 100 percent due to rounding.

Privacy Protections: To prevent the identification of students in the 2020-21 CRDC, student counts in the public-use data file were privacy protected by making small, random adjustments to the data. This process is called perturbation. For more information on the 2020-21 CRDC privacy protection strategy, review the User's Manual available at https://civilrightsdata.ed.gov.

Endnotes

[1] For the first time, 100% of required data submitters submitted and certified data for the 2020-21 school year.

[2] This report uses data from the public-use data file, which was released in November 2023. The public-use data file is available for download at civilrightsdata.ed.gov.

[3] For additional information about the differences between the CRDC and other ED data, please see, *Building Bridges: Increasing the Power of the CRDC Through Data Linking With an ID Crosswalk*.

[4] ED's Common Core of Data (CCD) reported 49,374,751 as the total enrollment during the 2020-21 school year for prekindergarten through grade 12. For detail information see Enrollment in public elementary and secondary schools, by level, grade, and state or jurisdiction: Fall 2020 (ed.gov).

[5] CRDC data submitters report student data using the seven racial/ethnic categories found in the Department's Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data. The Final Guidance can be found at http://nces.ed.gov/pubs2008/rediguide/pdf/appendixA.pdf. In this report, race, color, or national origin—as referenced in Title VI of the Civil Rights Act of 1964—is referred to as "race."

[6] In this report, Hispanic or Latino of any race is referred to as "Latino."

[7] The Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, defines English learner as an individual:

> (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual— (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. 20 U.S.C. § 7801(20).

[8] As used in this data report, the term "students with disabilities served under IDEA" refers to students who receive special education and related services under the Individuals with Disabilities Education Act. The Office of Special Education Programs (OSEP) in the ED's Office of Special Education and Rehabilitative Services (OSERS) administers IDEA. For information about IDEA, please see https://osepideasthatwork.org/.

[9] "Section 504 only" students are students with disabilities who receive educational aids and services under Section 504 of the Rehabilitation Act of 1973, but not under IDEA.

[10] For the purposes of this data report, high schools include any school or justice facility with any grade 9–12 or ungraded high school age students.

[11] Advanced mathematics courses cover the following topics: trigonometry, analytic geometry, math analysis, probability and statistics, and precalculus.

[12] *See* U.S. Department of Education, A Leak in the STEM Pipeline: Taking Algebra Early (November 2018), retrieved August 12, 2023, from https://www2.ed.gov/datastory/stem/algebra/index.html; *see also* Jill Walston and Jill Carlivati McCarroll, Eighth-Grade Algebra: Findings From the Eighth Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Statistics in Brief, Institute of Education Sciences, National Center for Education Statistics (October 2010), https://nces.ed.gov/pubs2010/2010016.pdf.

[13] Black and Latino enrollment is the aggregate enrollment of Black or African American students and Hispanic or Latino students of any race. Schools with high Black and Latino student enrollment have a student body of greater than 75% of Black and Latino students.

[14] Schools with low Black and Latino student enrollment have a student body of less than 25% of Black and Latino students.

[15] U.S. Department of Education, A Leak in the STEM Pipeline: Taking Algebra Early (November 2018), retrieved June 13, 2023, from https://www2.ed.gov/datastory/stem/algebra/index.html.

[16] The 2020-21 CRDC did not collect data on the number of Section 504 only students enrolled in high school mathematics, science, and computer science courses.

[17] The 2020-21 CRDC did not collect data on the number of Section 504 only students enrolled in dual enrollment/dual credit programs.

[18] AP science courses cover the following topics: biology, chemistry, physics, and environmental science.

[19] AP mathematics courses cover the following topics: calculus AB and BC and statistics.

[20] *See*, International Baccalaureate, Diploma Programme, https://ibo.org/programmes/diploma-programme/what-is-the-dp/key-facts-about-the-dp/.

Availability of Alternate Formats

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Notice to Limited-English-Proficient Persons

If you have difficulty understanding English, you may request language assistance services for ED information that is available to the public. These language assistance services are available free of charge. If you need more information about interpretation or translation services, then please call 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339) or e-mail us at ED.Language.Assistance@ed.gov. You also can write to U.S. Department of Education, Information Resource Center, LBJ Education Building, 400 Maryland Ave. SW, Washington, DC, 20202.

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