School-Aged Children With Disabilities in U.S. Metropolitan Statistical Areas: 2010

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INTRODUCTION

Of the 53.9 million school-aged children (aged 5 to 17) in the U.S. civilian noninstitutionalized population, about 2.8 million (5.2 percent) were reported to have a disability in 2010.[1] For many of these children, the kinds of disabilities they experience may require special approaches to providing education or other accommodations.

In 1975, Congress enacted the *Education for All Handicapped Children Act,* which required all public schools that accept federal funds to provide equal access to education for children with physical and mental disabilities.[2] Congress reauthorized the act in 1990, expanded certain programs, and renamed it the *Individuals with Disabilities Education Act* (IDEA).[3] In 2004, Congress amended the law and further clarified its intended purpose that states provide a free appropriate public education for all students aged 3 to 21, including children with disabilities.[4]

IDEA defines a "child with a disability" as any child who has:

> *"mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance [...], orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services."*[5]

Before a child is deemed eligible for special education services under IDEA, the child must be evaluated to determine his or her disability status and educational needs.[6] For each child who is determined

ACS DISABILITY CONCEPTS

With a disability—having vision, hearing, cognitive, ambulatory, self-care, or independent living difficulty

Vision difficulty—blindness or serious difficulty seeing even when wearing glasses

Hearing difficulty—deafness or serious difficulty hearing

Cognitive difficulty—serious difficulty concentrating, remembering, or making decisions

Ambulatory difficulty—serious difficulty walking or climbing stairs

Self-care difficulty—difficulty bathing or dressing

Independent living difficulty—having difficulty going outside the home to shop or visit a doctor's office (status determined for the population 15 years and over)

[1] S1810. Disability Characteristics, <factfinder2.census.gov/bkmk/table/1.0/en/ACS/10_1YR/S1810>.
[2] PL 94-142.
[3] PL 101-476.
[4] PL 108-4460. For information, see the Department of Education's IDEA Web site: <http://idea.ed.gov/>.
[5] 20 U.S.C. §1401(3)(A).
[6] 20 U.S.C. §1414.

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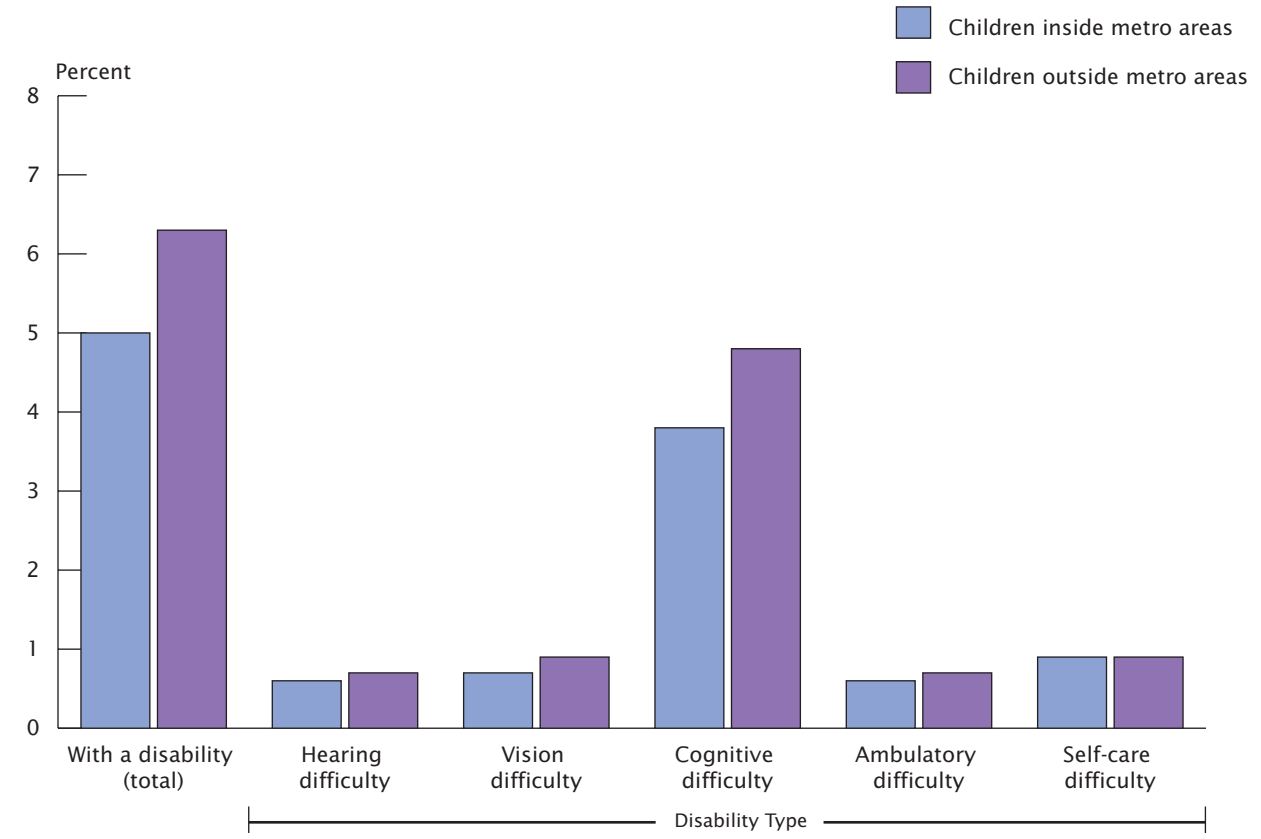
Figure 1.
Disability Status and Type for School-Aged Children Inside and Outside Metro Areas in the United States: 2010



Source: U.S. Census Bureau, 2010 American Community Survey.

to have a disability under this act, an Individualized Education Program (IEP) is written to guide the provision of services.

The American Community Survey (ACS) captures core concepts of disability that may be useful for understanding the population of children for whom special education services may be necessary. While this measure of disability covers elements of physical and mental impairment, the ACS does not identify children who have been evaluated for or qualify under the statutory definition of a disability in IDEA. This report presents data on the disability status and public school enrollment of children aged 5 to 17 who do not yet have a high school diploma or equivalent. These estimates are presented for the civilian noninstitutionalized population in the United States, states, and metropolitan statistical areas using data from the 2010 ACS. This population excludes children in institutions such as juvenile correctional facilities, noncorrectional group homes for juveniles, and residential schools for people with disabilities.[7]

[7] 2010 ACS/PRCS Group Quarters Definitions, <www.census.gov/acs/www/Downloads/data_documentation/GroupDefinitions/2010GQ_Definitions.pdf>.

NATION

While the federal government may set certain policies, state and local governments share the primary authority over funding and establishing rules and curricula for public education. Local control over education allows for policies to be tailored to the characteristics of the communities they serve. One such characteristic is the concentration of population in metro areas, which provides children with more schooling options like private, charter, and magnet schools. While education is predominantly a local issue, aggregating this population to the national

Table 1.
School Enrollment of School-Aged Children[1] Living in Metro Areas by Disability Type

Disability type	Percentage enrolled in public school	Margin of error (±)[2]	Percentage enrolled in private school	Margin of error (±)[2]	Percentage not enrolled in school	Margin of error (±)[2]
Children with a disability:	89.4	0.4	7.3	0.3	3.3	0.2
Hearing difficulty	88.4	1.0	7.7	0.8	3.9	0.7
Vision difficulty	89.5	1.0	6.3	0.8	4.3	0.7
Cognitive difficulty	89.7	0.5	7.0	0.3	3.3	0.2
Ambulatory difficulty	86.5	1.3	6.8	0.8	6.7	0.9
Self-care difficulty	86.0	1.0	8.8	0.7	5.2	0.7
Children with no disability	86.2	0.1	11.0	0.1	2.8	0.1

[1] "School-Aged Children" is defined as children aged 5 to 17 who have yet to receive a high school diploma or equivalent.

[2] Data are based on a sample and are subject to sampling variability. A margin of error is a measure of an estimate's variability. The larger the margin of error in relation to the size of the estimate, the less reliable the estimate. This number when added to and subtracted from the estimate forms the 90 percent confidence interval. For information on the source and accuracy of these estimates, including standard errors, margins of error, and confidence intervals, see <www.census.gov/acs/www/Downloads/data_documentation/Accuracy/ACS_Accuracy_of_Data_2010.pdf>.

Source: U.S. Census Bureau, 2010 American Community Survey.

level can highlight commonalities across states and metro areas.

About 5.0 percent of school-aged children living in metro areas across the United States had a disability (Figure 1, Table 2), compared with 6.3 percent of children living outside metro areas. Children, both inside and outside metro areas, were more likely to experience cognitive difficulties than other disability types (Figure 1). Approximately, 3.8 percent of children in metro areas had a cognitive difficulty while 4.8 percent of children outside metro areas had a cognitive difficulty.[8] Children living outside metro areas were also more likely to have hearing, vision, and ambulatory difficulties than children in metro areas. Because respondents in the ACS could report more than one type of disability, cognitive difficulties often accompanied other types of reported difficulties. More than one-third of children reporting vision, hearing, ambulatory, or self-care difficulties also reported a cognitive difficulty.

Of the school-aged children in metro areas who had a disability, 89.4 percent were enrolled in public schools, 7.3 percent were enrolled in private schools, and 3.3 percent were not enrolled in school (Table 1). Comparably, 86.2 of children without disabilities were enrolled in public schools, 11.0 percent enrolled in private schools, and 2.8 percent were not enrolled in school. By disability type, 89.7 percent of children with cognitive difficulties, 89.5 percent of children with vision difficulties, and 88.4 percent of children with hearing difficulties were enrolled in public schools.[9] Children with ambulatory and self-care difficulties were less likely to be enrolled in public schools than children with other disability types with 86.5 percent and 86.0 percent of children enrolled, respectively.[10] Children with vision difficulties were among the least likely to be enrolled in private schools (6.3 percent), while children with self-care difficulties were among the most likely to get private education.[11]

Children with each of the disability types were less likely to attend a private school than children with no disability. Overall, children with ambulatory difficulties were more likely to not be enrolled in school than children with hearing, vision, cognitive, or self-care difficulties.

STATES

While the ranges of disability rates appear similar, from about 3.5 percent to 8.4 percent, the relative ranking of rates for children in metro areas was different from those for children living outside metro areas (Table 2). Some states were not included in the range of disability rates for children living outside metro areas.[12] For instance, the District of Columbia was among the highest state-level geographies for metro area disability rates but, for obvious reasons, does not have an estimate for children living outside metro areas. Fourteen states—Alabama, Arizona, California, Florida, Georgia, Illinois, Maine, Missouri, New Mexico, New

[8] The percentage of children outside metro areas with a cognitive difficulty was not statistically different from the percentage of children inside metro areas with a disability.

[9] The public school enrollment rate for children with vision difficulties was not statistically different from the rates for children with hearing difficulties, children with cognitive difficulties, or children with disabilities overall.

[10] The public school enrollment rate for children with ambulatory difficulties was not statistically different from the rate for children with self-care difficulties.

[11] The private school enrollment rate for children with vision difficulties was not statistically different from the private school enrollment rates for children with ambulatory difficulties and for children with cognitive difficulties. The private school enrollment rate for children with self-care difficulties was not statistically different from the private school enrollment rate for children with hearing difficulties.

[12] New Jersey, Rhode Island, and the District of Columbia do not contain any population living outside metro areas and thus are not included. The estimate for children living outside metro areas in Massachusetts is not included is because the total population for this aggregate area was below the 65,000 population threshold for publication of geographies with 1-year ACS data.

Table 2.

Disability Status of School-Aged Children[1] in States by Metro Status: 2010

Area	In metro areas				Outside metro areas			
	All children	Marginof error (±)[2]	Percent with a disability	Marginof error (±)[2]	All children	Marginof error (±)[2]	Percent with a disability	Marginof error (±)[2]
United States	**45,042,788**	**24,254**	**5.0**	**0.1**	**8,454,357**	**18,392**	**6.3**	**0.2**
Alabama	583,988	3,118	6.2	0.6	234,462	2,992	7.6	1.1
Alaska	88,947	1,305	4.4	1.2	43,842	672	3.9	1.2
Arizona	1,075,496	2,015	4.3	0.3	92,443	1,113	6.2	1.7
Arkansas	315,201	2,455	7.1	0.8	196,559	2,454	7.6	0.9
California	6,569,837	4,985	3.9	0.1	127,831	2,391	5.7	1.4
Colorado	766,812	2,631	4.3	0.5	111,157	1,584	4.5	0.8
Connecticut	556,488	1,396	4.6	0.5	51,303	481	3.9	1.2
Delaware	120,274	735	5.4	1.4	28,777	277	5.6	2.0
District of Columbia[3]	67,759	515	8.4	2.3	(X)	(X)	(X)	(X)
Florida	2,745,960	5,327	4.9	0.2	152,540	5,287	7.5	1.2
Georgia	1,473,905	5,612	5.0	0.4	323,467	3,616	6.7	0.9
Hawaii	147,325	666	5.1	1.1	66,184	934	4.8	1.8
Idaho	207,019	2,380	5.2	0.7	99,324	2,201	6.6	1.6
Illinois	2,006,661	3,127	4.1	0.2	268,116	2,755	6.4	0.8
Indiana	911,634	3,477	5.6	0.4	252,583	2,695	5.9	0.7
Iowa	292,456	2,161	4.7	0.7	226,474	2,602	5.1	0.7
Kansas	360,161	2,537	4.8	0.7	158,073	2,421	5.4	0.8
Kentucky	432,050	3,672	6.6	0.6	302,880	3,388	7.4	0.9
Louisiana	584,542	5,251	7.3	0.7	208,886	2,591	7.1	0.9
Maine	120,220	1,212	6.4	1.3	83,187	909	9.3	1.7
Maryland	922,626	2,274	4.9	0.4	50,819	1,290	6.3	1.8
Massachusetts[3]	1,036,885	2,138	5.5	0.4	(X)	(X)	(X)	(X)
Michigan	1,426,266	2,488	6.2	0.4	298,496	1,968	6.8	0.6
Minnesota	697,439	2,178	4.8	0.4	223,053	1,818	5.3	0.6
Mississippi	247,411	3,135	6.7	1.0	291,299	3,091	6.6	0.9
Missouri	768,698	3,711	5.6	0.5	252,627	3,009	6.7	0.8
Montana	53,855	1,141	5.3	1.6	104,926	1,386	5.3	1.3
Nebraska	191,411	1,095	5.4	1.0	133,857	1,815	4.0	0.8
Nevada	425,955	1,571	4.0	0.6	47,401	1,382	3.9	1.3
New Hampshire	140,113	1,039	5.6	1.2	75,158	760	7.8	1.9
New Jersey[3]	1,506,500	3,124	4.5	0.3	(X)	(X)	(X)	(X)
New Mexico	243,685	1,467	3.6	0.7	127,047	2,094	5.4	1.2
New York	2,868,880	3,746	4.3	0.2	248,035	2,027	7.0	0.7
North Carolina	1,162,642	3,644	4.9	0.3	475,925	3,407	7.7	0.7
North Dakota	48,602	899	3.5	1.4	56,652	648	4.7	1.4
Ohio	1,594,723	3,409	6.4	0.3	392,832	2,677	6.5	0.6
Oklahoma	430,087	1,889	5.7	0.6	230,824	3,115	6.1	0.7
Oregon	489,264	2,126	5.8	0.8	135,477	1,606	6.0	1.0
Pennsylvania	1,723,461	2,844	6.2	0.3	316,539	1,765	7.6	0.6
Rhode Island[3]	164,935	1,220	7.1	1.1	(X)	(X)	(X)	(X)
South Carolina	593,980	3,306	4.6	0.5	177,785	2,818	5.6	1.0
South Dakota	64,970	1,090	4.1	1.1	77,796	1,208	4.4	1.4
Tennessee	797,486	4,127	5.5	0.5	280,784	3,298	7.9	1.0
Texas	4,373,967	5,207	5.5	0.2	543,455	4,418	5.9	0.6
Utah	533,438	2,012	3.6	0.4	70,581	1,624	4.3	1.3
Vermont	32,408	478	5.2	2.1	64,289	984	8.3	1.5
Virginia	1,163,110	4,627	4.3	0.3	171,294	3,286	5.0	1.0
Washington	1,006,416	2,766	4.8	0.4	130,887	1,992	5.8	1.0
West Virginia	157,942	2,313	7.8	1.3	123,245	2,093	6.9	1.2
Wisconsin	721,268	2,101	5.5	0.5	254,407	1,768	4.3	0.4
Wyoming	27,630	768	6.1	3.0	67,105	1,383	4.3	1.8
Puerto Rico	621,601	2,440	9.8	0.7	38,722	1,366	9.1	2.1

(X) Not applicable.

[1] "School-Aged Children" is defined as children aged 5 to 17 who have yet to receive a high school diploma or equivalent.

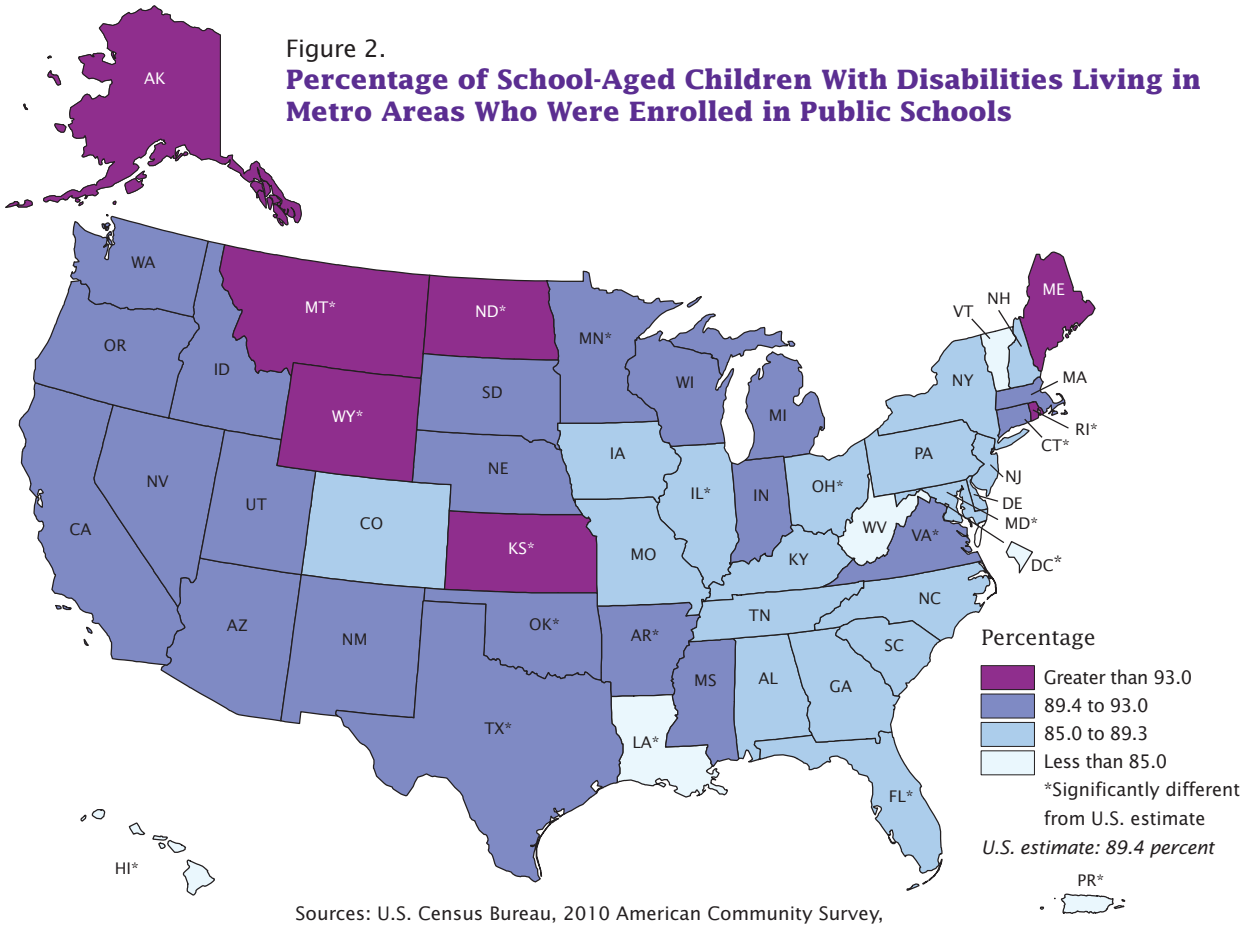
[2] Data are based on a sample and are subject to sampling variability. A margin of error is a measure of an estimate's variability. The larger the margin of error in relation to the size of the estimate, the less reliable the estimate. This number when added to and subtracted from the estimate forms the 90 percent confidence interval. For information on the source and accuracy of these estimates, including standard errors, margins of error, and confidence intervals, see <www.census.gov/acs/www/Downloads/data_documentation/Accuracy/ACS_Accuracy_of_Data_2010.pdf>.

[3] New Jersey, Rhode Island, and the District of Columbia have no population living outside metropolitan areas. The population of Massachusetts living outside metropolitan areas is below the 65,000 cutoff for the publication of geographies in the 1-year ACS.

Sources: U.S. Census Bureau, 2010 American Community Survey, 2010 Puerto Rico Community Survey.

Figure 2.

Percentage of School-Aged Children With Disabilities Living in Metro Areas Who Were Enrolled in Public Schools



Sources: U.S. Census Bureau, 2010 American Community Survey, 2010 Puerto Rico Community Survey.

York, North Carolina, Pennsylvania, Tennessee, and Vermont—had lower disability rates for children living in metro areas compared with those living outside metro areas. Nebraska and Wisconsin were the only states with statistically greater disability rates among children in metro areas compared to those outside metro areas.

Across states, the percentage of metro area children with disabilities who were enrolled in public schools ranged from 76.5 percent to nearly 100 percent. As shown in Figure 2, states with public enrollment rates towards the lower end of the distribution tended to concentrate in the eastern part of the United States. States with public school enrollment rates at the upper end of the distribution were mostly in the western parts of the country. Six states—Florida, Hawaii, Illinois, Louisiana, Maryland, and Ohio—and the District of Columbia had public school enrollment rates less than the national estimate while 12 states—Arkansas, California, Connecticut, Kansas, Minnesota, Montana, North Dakota, Oklahoma, Rhode Island, Texas, Virginia, and Wyoming—had enrollment rates above the national estimate.

METRO AREAS

While school districts are the primary administrative entity with local jurisdiction over education policies, metro areas may serve as local markets for education. Families often can choose where to reside inside a metro area so that their children can attend schools in specific districts or can select from private school options in districts outside of their own.[13] With school choice initiatives, a child living in one school district can attend a public school in a nearby district.

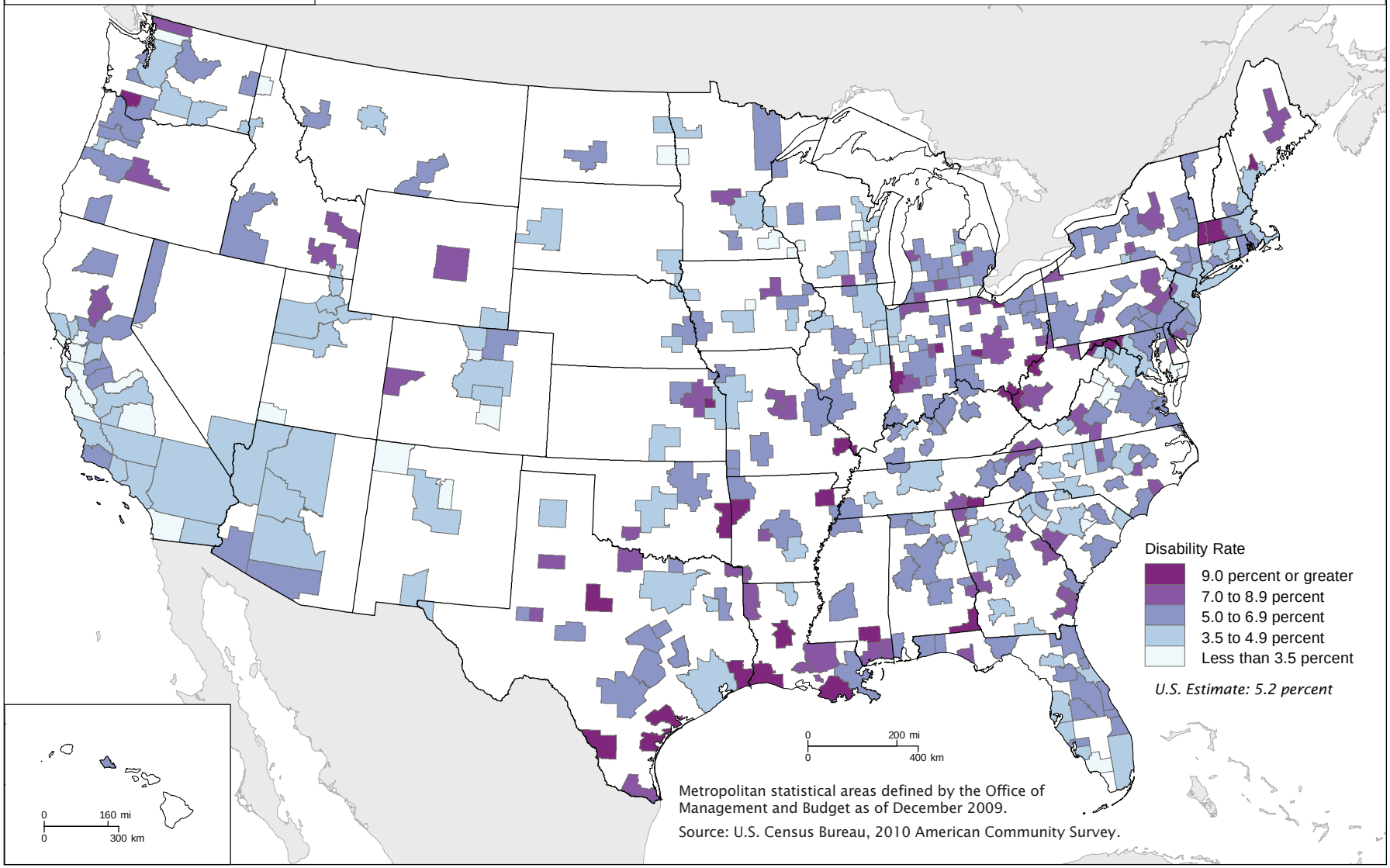
Rates of disability among school-aged children for metropolitan statistical areas ranged from 1.2 percent to 13.0 percent, while among those enrolled in public schools, the disability rates ranged from 1.4 percent to 14.6 percent. Metro areas with higher rates of child disability were predominantly

[13] Cullen, Julie B. and Steven G. Rivkin, "The Role of Special Education in School Choice," in Caroline M. Hoxby (ed.) *The Economics of School Choice*, University of Chicago Press, Chicago, 2003, pp. 67–106.

Figure 3.

Disability Rate for Children in Metropolitan Statistical Areas: 2010

(Children 5 to 17 years who have yet to receive a High School Degree or its equivalent. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see *www.census.gov/acs/www/Downloads/data_documentation/Accuracy/ACS_Accuracy_of_Data_2010.pdf)*



Metropolitan statistical areas defined by the Office of Management and Budget as of December 2009.

Source: U.S. Census Bureau, 2010 American Community Survey.

in the eastern half of the United States, as shown in Figure 3. In 305 of the 366 metropolitan areas, children with cognitive difficulties made up more than half of children with disabilities overall.

Among the 50 largest metropolitan statistical areas, the Columbus, OH Metro Area had one of the highest child disability rates at 7.2 percent (Table 3).[14] The rate for the San Jose-Sunnyvale-Santa Clara, CA Metro Area was among the lowest child disability rates at 2.8 percent.[15] In all 50 metro areas, cognitive difficulty was the dominant type of disability; over one-half of children with disabilities reported this type of difficulty in every geography.

Disability rates among public school children in the 50 largest metropolitan statistical areas ranged from 3.0 percent to 7.5 percent. In 27 of the 50 largest metro areas, disability was more common among public school children than among children overall (Table 3). For example, the rate of disability among public school children in the New Orleans-Metairie-Kenner, LA Metro Area was 1.0 percentage point higher than the rate of disability among all children.

[14] The child disability rate for the Columbus, OH Metro Area was not statistically different from the rates for the Birmingham-Hoover, AL; Cleveland-Elyria-Mentor, OH; Detroit-Warren-Livonia, MI; Louisville/Jefferson County, KY-IN; Memphis, TN-MS-AR; Milwaukee-Waukesha-West Allis, WI; New Orleans-Metairie-Kenner, LA; Pittsburgh, PA; Providence-New Bedford-Fall River, RI-MA; and San Antonio-New Braunfels, TX Metro Areas.

[15] The child disability rate for the San Jose-Sunnyvale-Santa Clara, CA Metro Area was not statistically different from the rates for the Salt Lake City, UT; San Diego-Carlsbad-San Marcos, CA; and San Francisco-Oakland-Fremont, CA Metro Areas.

WHAT IS THE AMERICAN COMMUNITY SURVEY?

The American Community Survey (ACS) is a nationwide survey designed to provide communities with reliable and timely demographic, social, economic, and housing data for the nation, states, congressional districts, counties, places, and other localities every year. It has an annual sample size of about 3 million addresses across the United States and Puerto Rico and includes both housing units and group quarters (e.g., nursing facilities and prisons). The ACS is conducted in every county throughout the nation, and every municipio in Puerto Rico, where it is called the Puerto Rico Community Survey. Beginning in 2006, ACS data for 2005 were released for geographic areas with populations of 65,000 and greater. For information on the ACS sample design and other topics, visit <www.census.gov/acs/www>.

MORE INFORMATION

For more information about disability in the United States, go to the U.S. Census Bureau Web site on Disability at <www.census.gov/hhes/www/disability/disability.html> or contact the Health and Disability Statistics Branch of the Census Bureau at 301-763-9112 or e-mail <matthew.w.brault@census.gov>.

SOURCE & ACCURACY

Data presented in this report are based on people and households that responded to the ACS in 2010. The resulting estimates are representative of the civilian noninstitutionalized population. All comparisons presented in this report have taken sampling error into account and are significant at the 90 percent confidence level unless otherwise noted. Due to rounding, some details may not sum to totals. For information on sampling and estimation methods, confidentiality protection, and sampling and nonsampling errors, please see the "ACS Accuracy of the Data" document located at <www.census.gov/acs/www/Downloads/data_documentation/Accuracy/ACS_Accuracy_of_Data_2010.pdf>.

Table 3.

Disability Rates Among All School-Aged Children[1] and Those Enrolled in Public Schools for the 50 Largest Metro Areas: 2010

Metro area	All school-aged children				Children enrolled in public schools				Difference between the disability rates for all children and public school children
	Percent with a disability	Margin of error (±)[2]	Percent with cognitive difficulty	Margin of error (±)[2]	Percent with a disability	Margin of error (±)[2]	Percent with cognitive difficulty	Margin of error (±)[2]	
Atlanta-Sandy Springs-Marietta, GA	4.2	0.4	3.1	0.3	4.4	0.4	3.2	0.4	–0.1
Austin-Round Rock-San Marcos, TX	5.2	1.0	3.9	0.9	5.3	1.0	4.0	0.9	–0.1
Baltimore-Towson, MD	5.3	0.6	4.0	0.6	5.7	0.7	4.2	0.6	*–0.3
Birmingham-Hoover, AL	6.7	1.0	4.7	0.9	7.0	1.1	4.9	1.0	–0.3
Boston-Cambridge-Quincy, MA-NH	4.5	0.5	3.5	0.4	4.6	0.5	3.6	0.4	–0.1
Buffalo-Niagara Falls, NY	5.7	1.0	4.3	0.9	6.1	1.1	4.7	1.0	*–0.4
Charlotte-Gastonia-Rock Hill, NC-SC	4.3	0.7	3.4	0.6	4.1	0.7	3.1	0.6	0.3
Chicago-Joliet-Naperville, IL-IN-WI	3.8	0.3	2.8	0.2	3.8	0.3	2.9	0.2	–
Cincinnati-Middletown, OH-KY-IN	5.1	0.7	3.7	0.5	5.7	0.7	4.0	0.6	*–0.6
Cleveland-Elyria-Mentor, OH	5.9	0.7	4.8	0.6	6.2	0.8	5.0	0.7	*–0.3
Columbus, OH	7.2	0.9	6.1	0.8	7.4	1.1	6.4	0.9	–0.2
Dallas-Fort Worth-Arlington, TX	4.6	0.4	3.4	0.3	4.8	0.4	3.4	0.3	*–0.2
Denver-Aurora-Broomfield, CO	4.1	0.6	2.8	0.5	4.1	0.6	2.8	0.5	–
Detroit-Warren-Livonia, MI	6.6	0.6	5.0	0.5	6.7	0.7	5.1	0.6	–0.1
Hartford-West Hartford-East Hartford, CT	4.8	0.9	3.7	0.8	5.1	1.0	3.9	0.8	*–0.3
Houston-Sugar Land-Baytown, TX	4.6	0.3	3.2	0.3	4.6	0.4	3.2	0.3	–
Indianapolis-Carmel, IN	5.0	0.7	3.7	0.6	5.3	0.8	4.0	0.7	*–0.3
Jacksonville, FL	5.8	0.9	4.4	0.8	6.1	1.0	4.7	0.9	*–0.3
Kansas City, MO-KS	4.2	0.6	3.2	0.5	4.5	0.7	3.4	0.5	*–0.3
Las Vegas-Paradise, NV	3.8	0.6	3.0	0.6	3.8	0.6	3.0	0.6	–
Los Angeles-Long Beach-Santa Ana, CA	3.5	0.2	2.4	0.2	3.6	0.2	2.5	0.2	*–0.1
Louisville/Jefferson County, KY-IN	6.5	0.9	5.4	0.8	7.2	1.0	6.0	0.9	*–0.6
Memphis, TN-MS-AR	6.4	1.1	4.9	1.0	6.8	1.3	5.2	1.2	–0.4
Miami-Fort Lauderdale-Pompano Beach, FL	4.4	0.4	3.3	0.4	4.5	0.4	3.3	0.4	–0.1
Milwaukee-Waukesha-West Allis, WI	6.1	1.0	5.0	0.9	6.7	1.1	5.4	1.1	*–0.5
Minneapolis-St. Paul-Bloomington, MN-WI	4.8	0.5	3.8	0.4	5.3	0.5	4.2	0.5	*–0.5
Nashville-Davidson–Murfreesboro–Franklin, TN	4.2	0.7	3.4	0.7	4.5	0.8	3.6	0.8	*–0.3
New Orleans-Metairie-Kenner, LA	5.8	1.1	4.6	0.9	6.9	1.3	5.4	1.1	*–1.0
New York-Northern New Jersey-Long Island, NY-NJ-PA	3.8	0.2	2.8	0.1	4.0	0.2	2.9	0.2	*–0.2
Oklahoma City, OK	4.7	0.8	3.6	0.7	4.9	0.8	3.7	0.7	*–0.3
Orlando-Kissimmee-Sanford, FL	5.8	0.7	4.6	0.7	5.9	0.8	4.8	0.7	–0.1
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	5.4	0.4	4.0	0.4	5.8	0.4	4.3	0.4	*–0.4
Phoenix-Mesa-Glendale, AZ	4.0	0.4	2.9	0.3	4.1	0.4	3.0	0.4	–
Pittsburgh, PA	6.6	0.7	5.5	0.7	6.8	0.7	5.7	0.7	–0.2
Portland-Vancouver-Hillsboro, OR-WA	5.5	0.8	4.2	0.7	5.9	1.0	4.6	0.8	*–0.3
Providence-New Bedford-Fall River, RI-MA	6.8	0.9	5.6	0.9	7.5	1.1	6.2	1.1	*–0.7
Raleigh-Cary, NC	4.1	0.8	3.6	0.7	4.5	0.9	3.9	0.8	*–0.3
Richmond, VA	5.4	0.9	4.1	0.8	5.9	1.0	4.6	0.9	*–0.5
Riverside-San Bernardino-Ontario, CA	4.1	0.4	2.8	0.3	4.0	0.4	2.8	0.3	0.1
Sacramento–Arden-Arcade–Roseville, CA	5.7	0.9	4.4	0.8	5.5	0.9	4.3	0.8	0.2
St. Louis, MO-IL	5.7	0.7	4.2	0.6	6.2	0.8	4.6	0.7	*–0.4
Salt Lake City, UT	3.6	0.7	2.9	0.6	3.7	0.8	3.0	0.7	–0.1
San Antonio-New Braunfels, TX	6.5	0.7	4.8	0.6	6.7	0.8	5.0	0.7	–0.2
San Diego-Carlsbad-San Marcos, CA	3.3	0.4	2.3	0.4	3.3	0.5	2.4	0.4	–0.1
San Francisco-Oakland-Fremont, CA	3.3	0.4	2.4	0.4	3.5	0.5	2.4	0.4	*–0.2
San Jose-Sunnyvale-Santa Clara, CA	2.8	0.6	1.8	0.4	3.0	0.7	2.0	0.5	*–0.2
Seattle-Tacoma-Bellevue, WA	4.1	0.4	2.8	0.3	4.4	0.5	3.0	0.4	*–0.3
Tampa-St. Petersburg-Clearwater, FL	4.0	0.6	3.1	0.5	3.8	0.6	3.0	0.6	0.2
Virginia Beach-Norfolk-Newport News, VA-NC	5.0	0.7	4.2	0.7	5.3	0.8	4.5	0.8	*–0.3
Washington-Arlington-Alexandria, DC-VA-MD-WV	3.8	0.4	2.8	0.3	3.9	0.4	3.0	0.3	–0.1

– Represents or rounds to zero.

* Statistically different from zero at the 90 percent confidence level.

[1] "School-Aged Children" is defined as people aged 5 to 17 without a high school degree or equivalent.

[2] Data are based on a sample and are subject to sampling variability. A margin of error is a measure of an estimate's variability. The larger the margin of error in relation to the size of the estimate, the less reliable the estimate. This number when added to and subtracted from the estimate forms the 90 percent confidence interval. For information on the source and accuracy of these estimates, including standard errors, margins of error, and confidence intervals, see <www.census.gov/acs/www/Downloads/data_documentation/Accuracy/ACS_Accuracy_of_Data_2010.pdf>.

Source: U.S. Census Bureau, 2010 American Community Survey.