IES Institute of Education Sciences

Report on the Condition of Education 2022

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May 2022

Véronique Irwin
Josue De La Rosa
National Center for Education Statistics

Ke Wang
Sarah Hein
Jijun Zhang
Riley Burr
Ashley Roberts
American Institutes for Research

Amy Barmer
Farrah Bullock Mann
Rita Dilig
Stephanie Parker
RTI International

Thomas Nachazel
Megan Barnett
Stephen Purcell
Editors
American Institutes for Research

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Potomac Center Plaza
550 12th Street SW
Washington, DC 20202

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Content Contact
Véronique Irwin, Ph.D.
(202) 245-6108
Veronique.Irwin@ed.gov

Institute of Education Sciences

A Letter From the

Commissioner of the National Center for Education Statistics

May 2022

On behalf of the National Center for Education Statistics (NCES), I am pleased to present the 2022 edition of the *Condition of Education*. The *Condition* is an annual report mandated by the U.S. Congress that summarizes the latest data on education in the United States. This report uses data from across the center and from other sources and is designed to help policymakers and the public monitor the condition and progression of education in the United States.

The foundation of the *Condition of Education* is a series of online indicators. Fifty-two of these indicators include content that has been updated this year. Each indicator provides detailed information on a unique topic, ranging from prekindergarten through postsecondary education, as well as labor force outcomes and international comparisons. In addition to the online indicator system, a synthesized overview of findings across topics is presented in the *Report on the Condition of Education*.

This year, we are excited to begin the rollout of interactive figures. These new interactive figures will empower users to explore the data in different ways. A selection of these indicators are highlighted here. They show various declines in enrollment that occurred during the coronavirus pandemic, from early childhood through postsecondary education. (*Click the links below to explore the new interactive figures!*)

- From 2019 to 2020, enrollment rates of young children fell by 6 percentage points for 5-year-olds (from 91 to 84 percent) and by 13 percentage points for 3- to 4-year-olds (from 54 to 40 percent).
- Public school enrollment in prekindergarten through grade 12 dropped from 50.8 million in fall 2019 to 49.4 million students in fall 2020. This 3 percent drop brought total enrollment back to 2009 levels (49.4 million), erasing a decade of steady growth.
- At the postsecondary level, total undergraduate enrollment decreased by 9 percent from fall 2009 to fall 2020 (from 17.5 million to 15.9 million students). For male and female students, enrollment patterns exhibited similar trends between 2009 and 2019 (both decreasing by 5 percent). However, from 2019 to 2020, female enrollment fell 2 percent, while male enrollment fell 7 percent. Additionally, between 2019 and 2020, undergraduate enrollment fell 5 percent at public institutions and 2 percent at private nonprofit institutions. In contrast, undergraduate enrollment at for-profit institutions was 4 percent higher in fall 2020 than in fall 2019, marking the first positive single year change in enrollments at these institutions since 2010. Meanwhile, at the postbaccalaureate level, enrollment increased by 10 percent between fall 2009 and fall 2020 (from 2.8 million to 3.1 million students).
- Educational attainment is associated with economic outcomes, such as employment and earnings, as well as with changes in these outcomes during the pandemic. Compared with 2010, employment rates among 25- to 34-year-olds were higher in 2021 only for those with a bachelor's or higher degree (84 vs. 86 percent). For those who had completed high school and those with some college, employment rates increased from 2010 to 2019, but these gains were reversed to 68 and 75 percent, respectively, during the coronavirus pandemic. For those who had not completed high school, the employment rate was 53 percent in 2021, which was not measurably different from 2019 or 2010.

This year's *Condition* also includes two spotlight indicators. These spotlights use data from the Household Pulse Survey (HPS) to examine education during the coronavirus pandemic.

- **Homeschooled Children and Reasons for Homeschooling.** This spotlight opens with an examination of historical trends in homeschooling, using data from the National Household Education Survey (NHES). Then, using HPS, this spotlight examines the percentage of *adults* with students under 18 in the home who were homeschooled during the 2020–21 school year. Some 6.8 percent of adults with students in the home reported that at least one child was homeschooled in 2020–21. The percentage was higher for White adults (7.4 percent) than for Black adults (5.1 percent) and for Asian adults (3.6 percent). It was also higher for Hispanic adults (6.5 percent) than for Asian adults.

- **Impact of the Coronavirus Pandemic on Fall Plans for Postsecondary Education.** This spotlight uses HPS data to examine changes in plans for fall 2021 postsecondary education made in response to the coronavirus pandemic. Among adults 18 years old and over who had household members planning to take classes in fall 2021 from a postsecondary institution, 44 percent reported that there was no change for any household member in their fall plans for postsecondary classes. This is compared with 28 percent who reported no change in plans for at least one household member one year earlier in the pandemic, for fall 2020.

The *Condition* also includes an At a Glance section, which allows readers to quickly make comparisons within and across indicators, as well as a Reader's Guide, a Glossary, and a Guide to Sources that provide additional information to help place the indicators in context. In addition, each indicator references the source data tables that were used to produce that indicator. Most of these are in the *Digest of Education Statistics*.

In addition to publishing the *Condition of Education*, NCES produces a wide range of other reports and datasets designed to help inform policymakers and the public about significant trends and topics in education. More information about the latest activities and releases at NCES may be found on our website or by following us on Twitter, Facebook, and LinkedIn.

Peggy G. Carr, Ph.D.
Commissioner
National Center for Education Statistics

Acknowledgments

The authors are grateful to programs throughout the National Center for Education Statistics (NCES) and other agencies for collecting and preparing the many data sources presented in this report. This report is made possible by data from the Department of Education (ED*Facts* Initiative and Office of Special Education Programs), other government agencies (U.S. Census Bureau and Bureau of Labor Statistics), and international data collection efforts (International Association for the Evaluation of Educational Achievement and the Organization for Economic Cooperation and Development).

The authors would also like to thank the many individuals who contributed to the surveys that make this report possible. This report could not have been completed without their cooperation.

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Introduction

The *Report on the Condition of Education* is a congressionally mandated annual report from the National Center for Education Statistics. Using the most recent data available (at the time this report was written) from NCES and other sources, the report contains key indicators on the condition of education in the United States at all levels, from prekindergarten through postsecondary, as well as labor force outcomes and international comparisons. There are core indicators that are updated every year and spotlight indicators that provide in-depth analyses on topics of interest to education systems, policymakers, researchers, and the public.

At the broadest level, the Condition of Education Indicator System is organized into five sections: family characteristics; preprimary, elementary, and secondary education; postsecondary education; population characteristics and economic outcomes; and international comparisons. The *Report on the Condition of Education 2022* encompasses key findings from the Condition of Education Indicator System. The Indicator System for 2022 presents 88 indicators, including the 23 indicators on crime and safety topics, and can be accessed online through the website or by downloading PDFs for the individual indicators. The highlights below provide a brief overview of information available on various topics as well as direct links to the online version of indicators discussed.

The data in the indicators were obtained from many different sources—which collect information from respondents throughout the education system, including students and teachers, elementary and secondary schools, state education agencies, and colleges and universities—using surveys and compilations of administrative records. Users should be cautious when comparing data from different sources.

Highlights

The emergence of the coronavirus pandemic brought major disruptions to all levels of education. One important component of early childhood services is formal schooling, such as preschool and kindergarten. Between 2019 and 2020—in the first year of the pandemic—the school enrollment rate for 3- to 4-year-olds fell 13 percentage points to 40 percent, while the enrollment rate for 5-year-olds fell 6 percentage points to 84 percent (*Enrollment Rates of Young Children*).

Similarly, for students in prekindergarten through grade 12, between fall 2019 and fall 2020, total public school enrollment dropped from 50.8 million to 49.4 million students. This 3 percent drop brought total public enrollment back to 2009 levels (49.4 million), erasing a decade of steady growth. The 2020 drop in public school enrollment was concentrated among those in grades prekindergarten (preK) through 8 (*Public School Enrollment*).

At the postsecondary level, undergraduate enrollment was declining before the pandemic (a decrease of 0.9 million students, or 5 percent, over a period of 10 years between 2009 and 2019), but during the pandemic it decreased by 0.7 million students (or 4 percent) between 2019 and 2020 alone (*Undergraduate Enrollment*). In contrast, total enrollment in postbaccalaureate programs (such as master's and doctoral programs) increased by 8 percent between 2009 and 2019 (from 2.8 million to 3.1 million students). It continued to increase between 2019 and 2020, by another 2 percent (67,300 students) (*Postbaccalaureate Enrollment*).

Based on reports from adults who had household members planning to take classes from a postsecondary institution in fall 2021, plans for postsecondary education were disrupted to a lesser extent than they were one year earlier in the pandemic. Specifically, 44 percent of adults reported that there was no change for any household member in their fall 2021 plans for postsecondary classes, compared with 28 percent who reported no change to fall 2020 plans. Despite this improvement, it is worth noting that a majority of adults in households with prospective postsecondary students reported some change to fall 2021 plans due to the pandemic, over a year after its emergence in the United States. Nearly one-third (32 percent) reported that the classes would be taught in different formats in the fall (e.g., formats of instruction would change from in-person to online), 16 percent reported that all plans to take classes in the fall had been canceled for at least one household member, and 12 percent reported that at least one household member would take fewer classes in the fall.[1] (*Impact of the Coronavirus Pandemic on Fall Plans for Postsecondary Education*)

In addition to presenting data on how the pandemic might have influenced education choices and school enrollment, the Condition of Education Indicator System presents a picture of a U.S. education system that serves a diverse population of students across a variety of school settings. Of the 49.4 million students who were enrolled in public elementary and secondary schools (preK through grade 12) in fall 2020, some 22.6 million were White, 13.8 million were Hispanic, 7.4 million were Black, 2.7 million were Asian, 2.2 million were of Two or more races, 0.5 million were American Indian/Alaska Native, and 180,000 were Pacific Islander (*Racial/Ethnic Enrollment in Public Schools*). Among public school students, 7 percent attended public charter schools in fall 2019, reflecting a steady increase over the prior decade (*Public Charter School Enrollment*). Despite overall increases in K-12 enrollments in public schools between fall 2009 and fall 2019 (*Public School Enrollment*), the number of students in traditional public schools decreased over this period (*Public Charter School Enrollment*).

The health of an education system is often assessed through indicators of achievement and attainment. The national trends in reading and mathematics achievement show improvement at ages 9 and 13 between the 1970s and 2020.[2] However, average scores for 9-year-olds were not measurably different for either subject in 2020 compared with the previous assessment in 2012. For 13-year-olds, the

[1] Because this survey is designed to represent adults 18 years old and over, the estimates indicate the percentages of adults in households with prospective postsecondary students who reported a given change, rather than the percentages of students themselves. Respondents could choose more than one response to reflect the fact that different prospective students within the household may have had distinct changes in postsecondary plans or that an individual prospective student within the household may have had multiple changes in postsecondary plans.

[2] Data are from the long-term trend National Assessment of Educational Progress (NAEP). Long-term trend NAEP results differ from the main NAEP results presented in other NCES publications. The long-term trend assessment measures a consistent body of knowledge and skills over an extended period, while the main NAEP undergoes changes periodically to reflect current curricula and emerging standards. In addition, several changes were made to the long-term trend assessment in 2004 to align it with current assessment practices and policies applicable to the NAEP main assessments. This included allowing accommodations for students with disabilities and for English learners. These changes have been carried forward in more recent data collections. Despite these changes to the assessment, the trend analysis is still valid. The 2020 assessment data include the performance of nationally representative samples of 9-year-old and 13-year-old students. The assessment was administered prior to pandemic-related disruptions to schooling.

average scores were lower in 2020 than in 2012 for both subjects, marking the first time reading or mathematics scores for this age group declined between assessments (*Reading and Mathematics Score Trends*).

Another signal of student learning is course completion. Greater percentages of high school graduates in 2019 than in 2009 had completed algebra II (85 vs. 80 percent), precalculus/mathematical analysis (40 vs. 36 percent), and courses in all three subjects of biology, chemistry, and physics (35 vs. 30 percent). However, the percentage of graduates who had completed calculus was lower in 2019 than in 2009 (16 vs. 18 percent) (*High School Mathematics and Science Course Completion*).

In terms of educational attainment, one critical measure is high school completion. In 2018–19, the U.S. average adjusted cohort graduation rate (ACGR) for public high school students was 86 percent, the highest rate since the ACGR was first measured in 2010–11 (*Public High School Graduation Rates*).[3,4] In 2020, there were 2.0 million status dropouts between the ages of 16 and 24, and the overall status dropout rate was 5.3 percent, a decrease from 2010.[5] (*Status Dropout Rates*).

One of the paths high school graduates may take to prepare for their future is to enroll in some form of postsecondary education. Of the 3.1 million high school completers who graduated in the first 9 months of 2020, some 2.0 million, or 63 percent, were enrolled in college in October 2020 (*Immediate College Enrollment Rate*).[6]

Educational attainment[7] is associated with many long-term life outcomes. The median earnings for 25- to 34-year-olds who worked full time, year round in 2020 were 17 percent higher for those with a master's or higher degree ($69,700) than for those with a bachelor's degree ($59,600). In the same year, the median earnings of those with a bachelor's degree were 63 percent higher than the median earnings of those who completed high school ($36,600) (*Annual Earnings by Educational Attainment*).

[3] Data for the United States include the 50 states and the District of Columbia.
[4] Although a relatively new graduation rate measure, the ACGR is considered the most accurate measure available for reporting on-time graduation rates. For more information, see Seastrom, M., Chapman, C., Stillwell, R., McGrath, D., Peltola, P., Dinkes, R., and Xu, Z. (2006). *User's Guide to Computing High School Graduation Rates, Volume 2: Technical Evaluation of Proxy Graduation Indicators* (NCES 2006-605). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved March 24, 2022, from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006605.
[5] The *status dropout rate* represents the percentage of 16- to 24-year-olds who are not enrolled in high school and who lack a high school credential (either a diploma or an alternative credential such as a GED certificate).
[6] "High school completers" refers to individuals ages 16 to 24 who graduated from high school or completed a GED or other high school equivalency credential. About 95 percent of those who completed high school in the first 9 months of 2020 were between 16 and 24 years old.
[7] Levels of educational attainment refer to the *highest* levels of education attained.

Spotlights: The Coronavirus Pandemic, Homeschooling, and Postsecondary Plans

The emergence of the coronavirus pandemic brought major disruptions to American society. The following two spotlight indicators present data to inform how the pandemic may have impacted different levels of education. The first spotlight examines the prevalence of homeschooling during the 2020-21 school year. The second spotlight explores ways in which student plans for postsecondary education changed for fall 2021. Both indicators use experimental data from the Household Pulse Survey (HPS).[8] Later sections of this report present other data collected during the pandemic, including data on school enrollments and economic outcomes.

Prevalence of Homeschooling During the Coronavirus Pandemic

Among adults 18 years old and over who had students under 18 in the home, 6.8 percent reported having at least one child homeschooled in 2020-21—the first full school year after the emergence of the coronavirus pandemic.[9, 10] In 2020-21, the percentage of adults reporting that at least one student in the home was homeschooled varied by the race/ethnicity of the reporting adults. The percentage was higher for White adults (7.4 percent) than for Black adults (5.1 percent) and Asian adults (3.6 percent). It was also higher for Hispanic adults (6.5 percent) than for Asian adults. About 10.6 percent of adults of other racial/ethnic groups reported that at least one child in the home was homeschooled.[11] This was also higher than the percentages for Black and Asian adults (figure S1).

The percentage of adults reporting that at least one student in the home was homeschooled in 2020-21 differed by household income[12] and the number of children in the household. The percentage was higher for those with household income levels of $25,000 to $49,999 (8.8 percent) and $50,000 to $74,999 (8.6 percent), compared with those with household income levels of $100,000 to $149,999 (5.3 percent) and $150,000 or more (5.5 percent; figure S1). In addition, the percentage was lower among adults who had only one student in the household (4.5 percent) compared with adults in households with two students (9.1 percent), and adults in households with three or more students (7.8 percent) (figure S1; *Homeschooled Children and Reasons for Homeschooling*).

[8] The Household Pulse Survey (HPS) data are considered experimental, which means they do not meet National Center for Education Statistics (NCES) standards for response rates. The HPS is conducted by the Census Bureau with 16 other federal agencies and offices, including NCES. The HPS has provided weekly or biweekly national and state estimates since April 23, 2020, when data collection began. The survey gathers information from adults about their employment status, spending patterns, food security, housing, mental health, access to health care, transportation, and household educational activities. It asks adults to report on the number of children under 18 in the home who were enrolled in a public school, enrolled in a private school, or homeschooled. It also includes questions on household postsecondary attendance plans, whether those plans shifted as a result of coronavirus pandemic, and specific reasons why the postsecondary plans changed

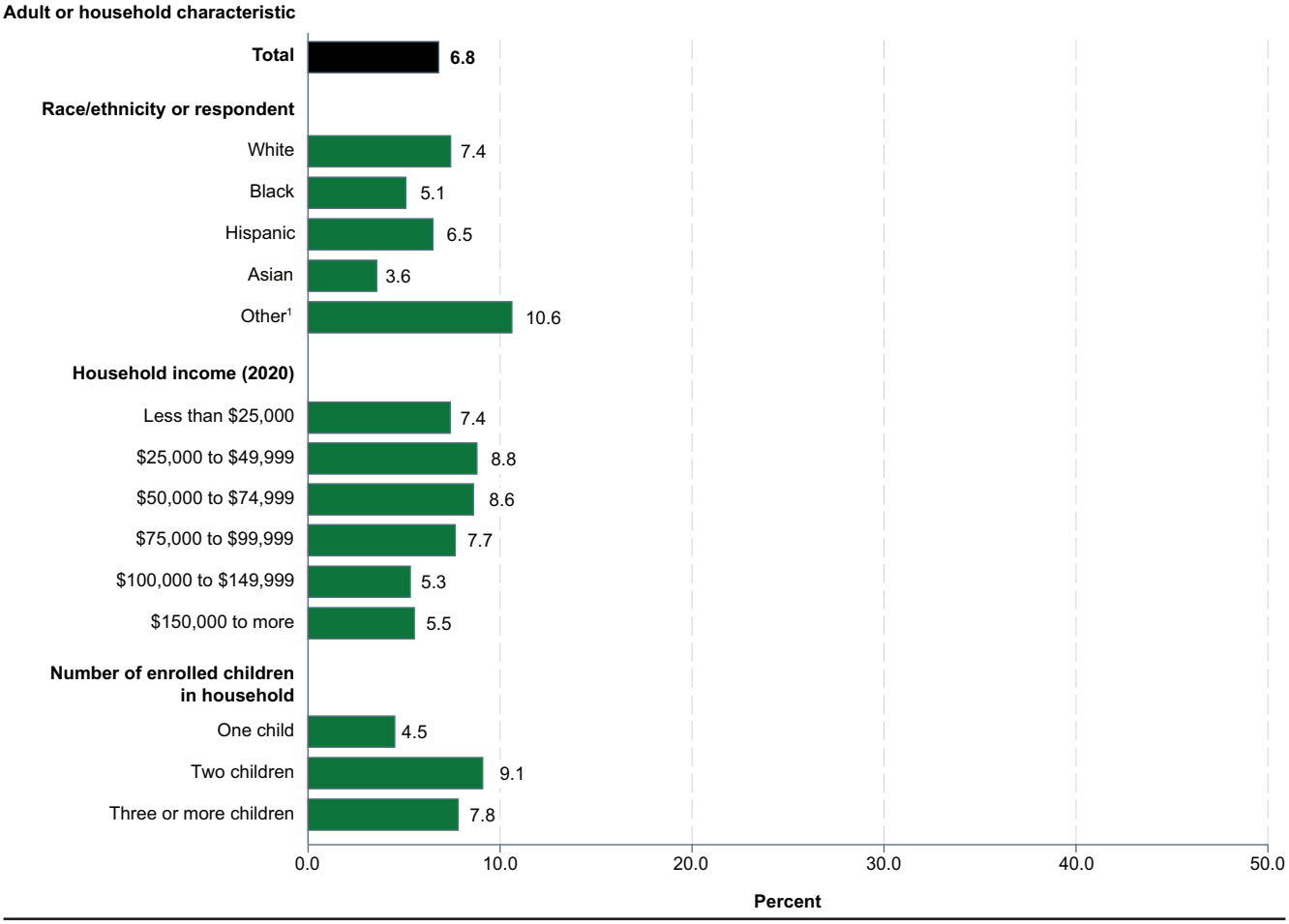
[9] Data from the 2021 HPS.

[10] Data on the prevalence of homeschooling prior to the pandemic are available from the National Household Education Survey (NHES). The NHES homeschooling data are not comparable with those based on the HPS. Based on NHES, 2.8 percent of children ages 5 to 17 with a grade equivalent of kindergarten through 12th grade were homeschooled in 2019.

[11] Adults of other racial/ethnic groups include persons reporting Pacific Islander alone, persons reporting American Indian/Alaska Native alone, and persons of Two or more races.

[12] Respondents were asked to report household income for 2020.

Figure S1. Among adults 18 years old and over who had children under 18 in the home, percentage reporting having at least one child homeschooled, by selected adult and household characteristics: 2020–21



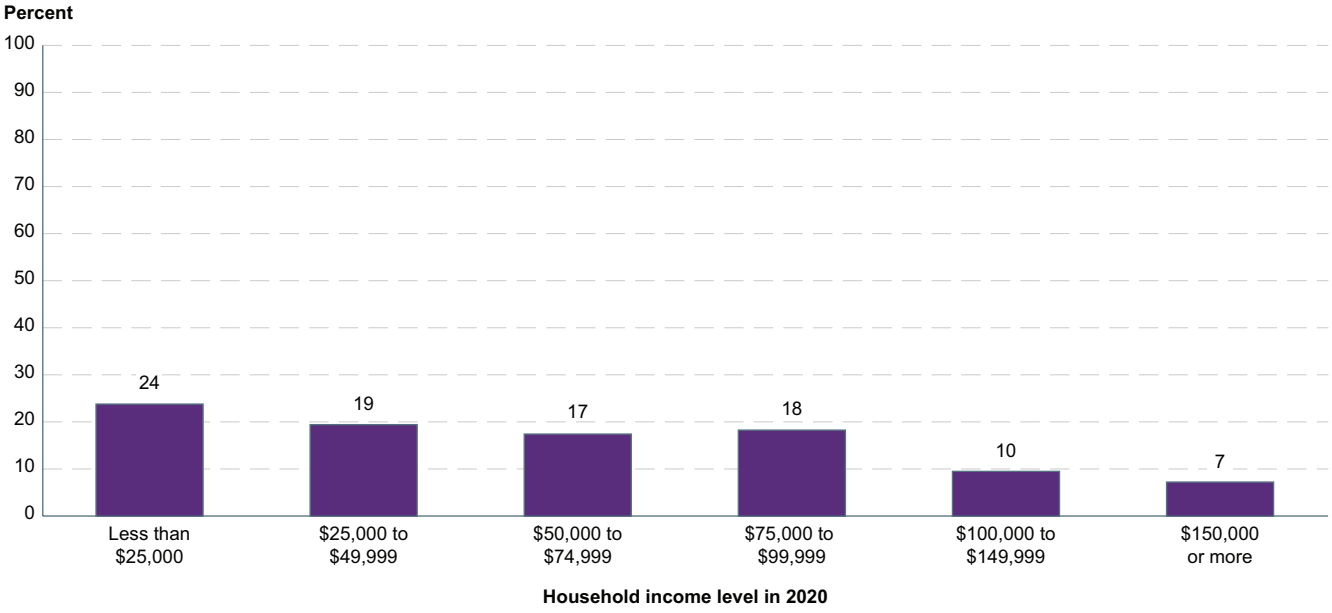
[1] Includes persons reporting Pacific Islander alone, persons reporting American Indian/Alaska Native alone, and persons of Two or more races.
NOTE: Data in this figure are considered experimental and do not meet National Center for Education Statistics (NCES) standards for response rates. The 2021 Household Pulse Survey, an experimental data product, is an Interagency Federal Statistical Rapid Response Survey to Measure Household Experiences during the coronavirus pandemic, conducted by the U.S. Census Bureau in partnership with 16 other federal agencies and offices. The number of respondents and response rate for the period reported in this figure are 69,114 and 6.6 percent. The final weights are designed to produce estimates for the total persons age 18 and older living within housing units. These weights were created by adjusting the household level sampling base weights by various factors to account for nonresponse, adults per household, and coverage. For more information, see https://www.census.gov/programs-surveys/household-pulse-survey/technical-documentation.html. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Commerce, Census Bureau, Household Pulse Survey, August 18–30, 2021. See *Digest of Education Statistics 2021*, table 206.60.

The Coronavirus Pandemic and Fall Plans for Postsecondary Education

Reports from adults who had household members planning to take classes from a postsecondary institution in fall 2021 revealed that plans for postsecondary education were disrupted to a lesser extent compared with such plans one year earlier in the pandemic. Forty-four percent of adults reported that there was no change for any household member in their fall 2021 plans for postsecondary classes, compared with 28 percent who reported no change to fall 2020 plans. Despite this improvement, it is worth noting that a majority of adults in households with prospective postsecondary students reported some change to fall 2021 plans due to the pandemic, which was over a year after its emergence in the United States. Nearly one-third (32 percent) reported that the classes that at least one household member planned to take would be taught in different formats in the fall (e.g., formats of instruction would change from in-person to online), 16 percent reported that all plans to take classes in the fall had been canceled for at least one household member, and 12 percent reported that at least one household member would take fewer classes in the fall.[13]

[13] Because this survey is designed to represent adults 18 years old and over, the estimates indicate the percentages of adults in households with prospective postsecondary students who reported a given change, rather than the percentages of students themselves. Respondents could choose more than one response to reflect the fact that different prospective students within the household may have had distinct changes in postsecondary plans or that an individual prospective student within the household may have had multiple changes in postsecondary plans.

Figure S2. Among adults 18 years old and over who reported that household members planned to take classes in fall 2021 from a postsecondary institution, percentage reporting all plans to take classes have been canceled for at least one household member, by household income level: August 18 to August 30, 2021



NOTE: Data in this figure are considered experimental and do not meet National Center for Education Statistics (NCES) standards for response rates. The 2021 Household Pulse Survey, an experimental data product, is an Interagency Federal Statistical Rapid Response Survey to Measure Household Experiences during the coronavirus pandemic, conducted by the U.S. Census Bureau in partnership with 16 other federal agencies and offices. The number of respondents and response rate for the period reported in this figure are 69,114 and 6.6 percent. The final weights are designed to produce estimates for the total persons age 18 and older living within housing units. These weights were created by adjusting the household level sampling base weights by various factors to account for nonresponse, adults per household, and coverage. For more information, see https://www.census.gov/programs-surveys/household-pulse-survey/technical-documentation.html. Because this survey is designed to represent adults 18 years old and over, the estimates indicate the percentages of adults in households with prospective postsecondary students who reported a given change, rather than the percentages of students themselves.
SOURCE: U.S. Department of Commerce, Census Bureau, Household Pulse Survey, August 18–30, 2021. See *Digest of Education Statistics 2021*, table 302.80.

The percentage of adults who reported that all plans to take classes in fall 2021 had been canceled for at least one household member was generally higher for those with lower 2020 household income levels. For instance, the percentage was higher for those in the four household income levels that are under $100,000[14] (ranging from 17 to 24 percent), compared with the household income levels of $100,000 to $149,999 (10 percent) and $150,000 or more (7 percent; figure S2).

For those adults who reported all plans to take classes in fall 2021 had been canceled for at least one household member, the most frequently cited reason for these cancellations was not being able to pay for classes/educational expenses because of changes to income from the pandemic (48 percent).[15] The second most common reason was having the coronavirus or having concerns about getting the coronavirus (38 percent). These were also the two most frequently cited reasons for the cancellation of postsecondary plans reported in fall 2020, although the order was reversed. Other reasons for the cancellation of plans included uncertainty about how classes/programs might change (28 percent), the institution's changes in the content or format of classes (e.g., from an in-person to an online format) (20 percent), changes to financial aid (20 percent), caring for others whose care arrangements had been disrupted[16] (12 percent), changes to campus life (10 percent), and caring for someone with coronavirus (4 percent) (*Impact of the Coronavirus Pandemic on Fall Plans for Postsecondary Education*).

[14] These family income levels are "Less than $25,000," "$25,000 to $49,999," "$50,000 to $74,999," and "$75,000 to $99,999."
[15] Respondents could choose more than one reason.
[16] Examples include loss of day care or adult care programs.

Family Characteristics

This section of the Condition of Education Indicator System presents indicators of family characteristics of children, and family involvement in education. Families provide educational tools and opportunities to children in a variety of ways, including exposure to enrichment activities and technology, access to schools, and familiarity with educational processes. Providing these resources requires social and economic capital. As such, children's educational experiences and their academic achievement are closely associated with their families' socioeconomic characteristics. For example, research has found that the risk factors of living in poverty, living in a household without a parent who has completed high school, and living in a single-parent household are associated with poor educational outcomes—including low achievement scores, having to repeat a grade, and dropping out of high school.[17, 18] Therefore, understanding the distribution of these socioeconomic resources provides important context for understanding the condition of education in the United States.

Characteristics of Children's Families

In 2020, some 16 percent of children under age 18 were in families living in poverty. The 2020 poverty rate for children was lower than the 2010 poverty rate (21 percent). In 2021, a lower percentage of children under age 18 lived in households where no parent had completed high school than in 2010 (8 vs. 11 percent).

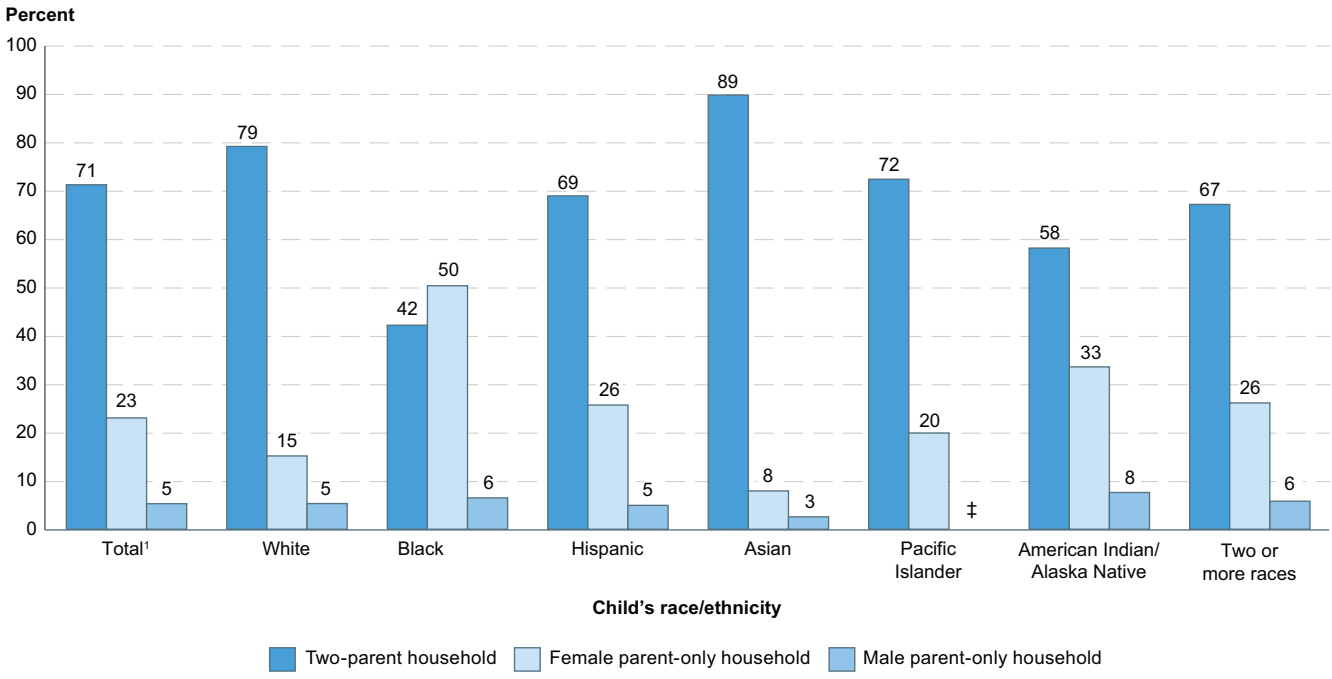
In 2021, although most children under age 18 lived in two-parent households (71 percent), 23 percent lived in female parent-only households and 5 percent lived in male parent-only households (figure 1).[19] This pattern—a higher percentage of children living in two-parent households than in female parent- and male parent-only households—was observed for children across all racial/ethnic groups, except for Black children. A larger percentage of Black children lived in female parent-only households (50 percent), compared with 42 percent who lived in two-parent households and 6 percent who lived in male parent-only households. (*Characteristics of Children's Families*).

[17] Pungello, E.P., Kainz, K., Burchinal, M., Wasik, B.H., Sparling, J.J., Ramey, C.T., and Campbell, F.A. (2010, February). Early Educational Intervention, Early Cumulative Risk, and the Early Home Environment as Predictors of Young Adult Outcomes Within a High-Risk Sample. *Child Development, 81*(1): 410–426. Retrieved January 8, 2021, from http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2009.01403.x/full.

[18] Ross, T., Kena, G., Rathbun, A., KewalRamani, A., Zhang, J., Kristapovich, P., and Manning, E. (2012). *Higher Education: Gaps in Access and Persistence Study* (NCES 2012-046). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 8, 2021, from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012046.

[19] A "two-parent household" has two parents (married or unmarried) or related married householders. A "female parent-only household" has a female parent only or related female householder with no spouse present (i.e., the householder is unmarried, or the spouse is not in the household). A "male parent-only household" has a male parent only or related male householder with no spouse present. Children are classified by the number of parents they live with or, if no parents are present in the household, by the marital status of the householder who is related to the children. The householder is the person (or one of the people) who owns or rents (maintains) the housing unit. Foster children, children in unrelated subfamilies, children living in group quarters, and children who were reported as the householder or spouse of the householder are not included in this analysis.

Figure 1. Percentage distribution of children under age 18, by child's race/ethnicity and living arrangement: 2021



‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
NOTE: Data are based on sample surveys of the noninstitutionalized population. Includes all children who live either with their parent(s) or with a householder to whom they are related by birth, marriage, or adoption (except a child who is the spouse of the householder). Children are classified by the number of parents they live with or, if no parents are present in the household, by the marital status of the householder who is related to the children. A "two-parent household" has two parents (married or unmarried) or related married householders. A "female parent-only household" has a female parent only or related female householder with no spouse present (i.e., the householder is unmarried, or the spouse is not in the household). A "male parent-only household" has a male parent only or related male householder with no spouse present. The householder is the person (or one of the people) who owns or rents (maintains) the housing unit. Data do not include foster children, children in unrelated subfamilies, children living in group quarters, and children who were reported as the householder or spouse of the householder. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded data. Detail does not sum to 100 percent because the "All other children" category is not reported.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2021. See *Digest of Education Statistics 2021*, table 102.20.

Preprimary, Elementary, and Secondary Education

Many factors contribute to the condition of an education system: who is served by the system, the contexts in which those students learn, what resources are available, and what outcomes are achieved. In large part, the first three of these factors are shaped by whether schooling is optional or mandatory. This section of the Condition of Education Indicator System focuses on compulsory schooling (and preparation for compulsory schooling): preprimary, elementary, and secondary education.

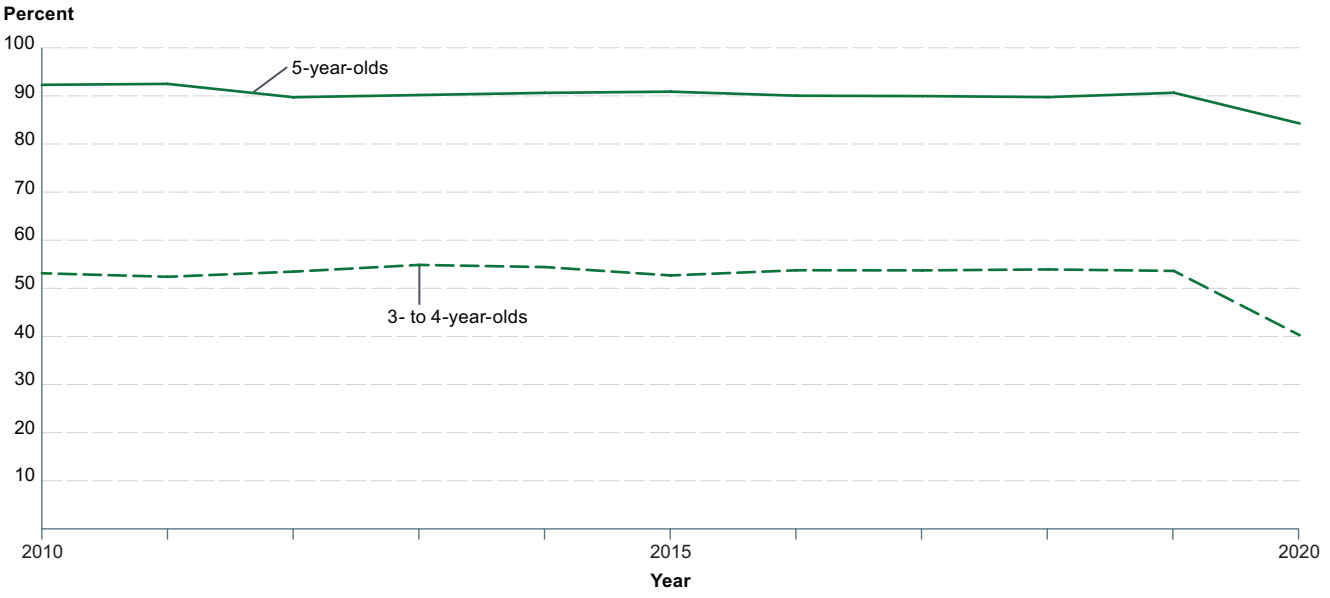
This section begins with a discussion of who is served, including descriptions of the school-age population, preprimary enrollment rates, and students' learning needs. Students come to school from different socioeconomic, racial/ethnic, and linguistic backgrounds and may have disabilities that require accommodations and adjustments to instruction. Second, this section considers the variety of contexts in which these students learn—from the type of school they attend (traditional public, charter, private, or home school) to the number and characteristics of the peers they share their classrooms with. Next, this section describes educational resources, including the training, experience, and number of teachers and the level and sources of education funding. The section concludes with a discussion of key outcomes of compulsory schooling in the United States, including achievement and high school graduation.

Preprimary Education

Formal schooling, including preschool and kindergarten, is an important component of early childhood services. In 2020, about 55 percent of 3- to 5-year-olds were enrolled in school. The enrollment rate was higher for 5-year-olds than for 3- to 4-year-olds (84 vs. 40 percent). For both age groups, enrollment rates were lower than they had been in 2019, prior to the coronavirus pandemic (figure 2). From 2019 to 2020, enrollment rates for 5-year-olds fell 6 percentage points, while enrollment rates for 3- to 4-year-olds fell 13 percentage points (from 91 percent and 54 percent in 2019, respectively). In comparison, there was no measurable difference in enrollment rates for either age group in 2019 compared with 2010.

In 2020, there were some differences in children's enrollment rates by parents' educational attainment, employment status, and family income. For example, enrollment rates were higher for 3- to 4-year-olds whose parents had an associate's degree (44 percent) or a bachelor's or higher degree (43 percent) than for children whose parents had a high school credential (32 percent). It was also higher for children in households with an annual family income exceeding $100,000 (45 percent) than for children in households that earned $20,000 to $29,999 (36 percent), $40,000 to $49,999 (37 percent), or $50,000 to $74,999 (37 percent) (*Enrollment Rates of Young Children*).

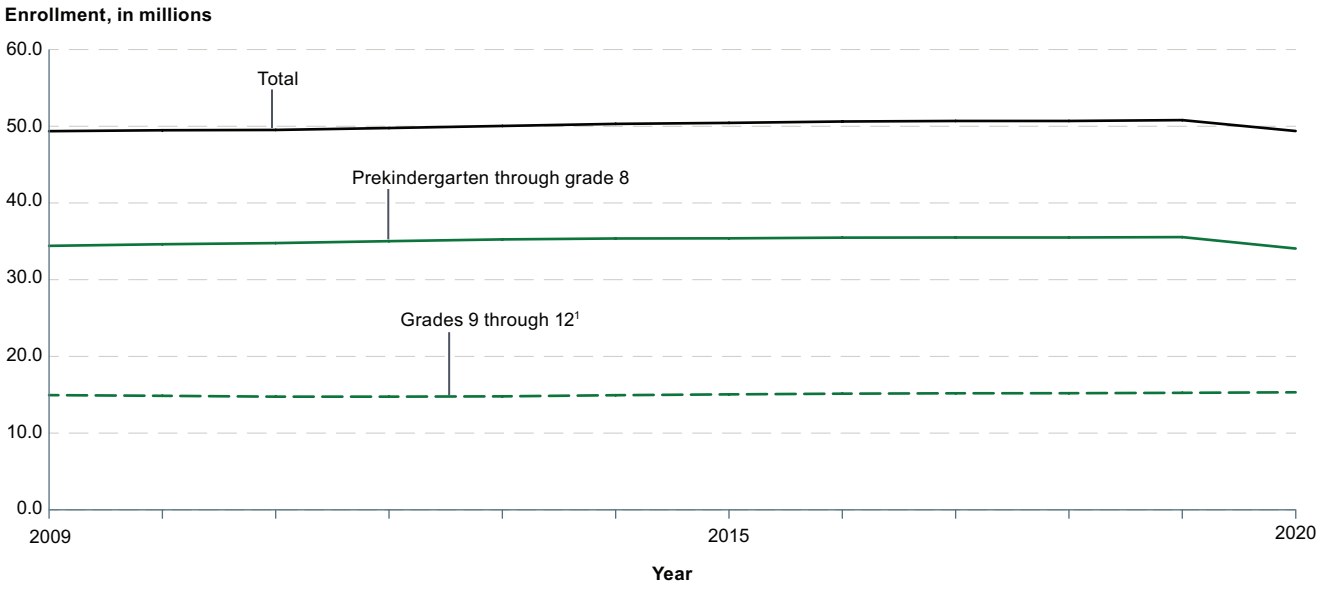
Figure 2. Percentage of 3- to 5-year-olds enrolled in school, by age group: 2010 through 2020



NOTE: Data exclude children living in institutions.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2010 through 2020. See *Digest of Education Statistics 2021*, table 202.20.

Elementary and Secondary Education and School Choice

Figure 3. Enrollment in public elementary and secondary schools, by level: Fall 2009 through fall 2020

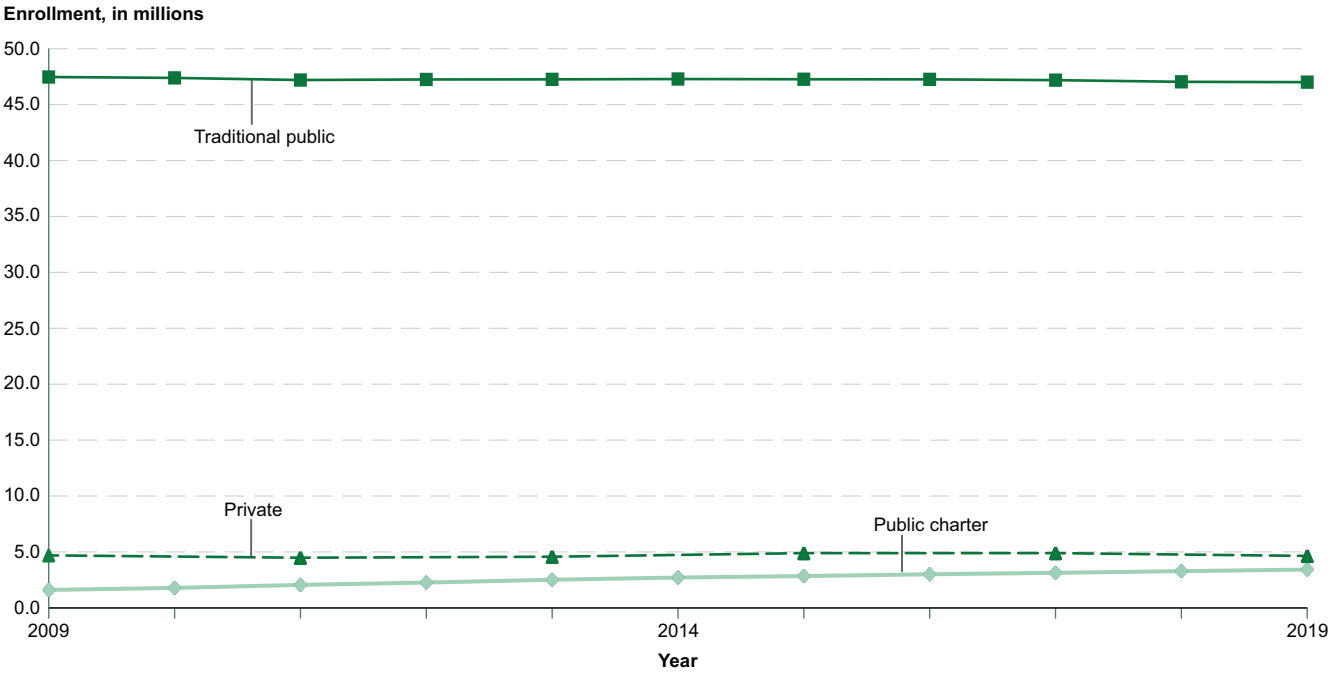


[1] Includes students reported as being enrolled in grade 13.
NOTE: Data are for the 50 states and the District of Columbia. Data include both traditional public schools and public charter schools. The total ungraded counts of students were prorated to prekindergarten through grade 8 and grades 9 through 12 based on the known grade-level distribution of a state. Includes imputations for nonreported prekindergarten enrollment in California for fall 2019 and 2020 and in Oregon for fall 2020. Includes imputations for nonreported enrollment for all grades in Illinois for fall 2020. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2009–10 through 2019–20 and 2020–21 Preliminary. See *Digest of Education Statistics 2021*, table 203.10.

Between fall 2019 and fall 2020, total public elementary and secondary school enrollment dropped from 50.8 million to 49.4 million students. This 3 percent drop in the first year of the pandemic brought total enrollment back to 2009 levels (49.4 million),[20] erasing a decade of steady growth (figure 3). This was the largest single year decline in total public school enrollment since 1943.[21, 22] However, whereas the 1943 drop—during World War II—was concentrated among public school students in grades 9 through 12, the 2020 drop was concentrated among those in grades preK through 8. Specifically, between fall 2009 and fall 2019, enrollment in preK through grade 8 increased by 3 percent (from 34.4 million to 35.6 million) before dropping 4 percent to 34.1 million students in fall 2020. In contrast, enrollment in grades 9 through 12 increased 2 percent between fall 2009 (15.0 million) and fall 2019 (15.2 million) and continued to increase in fall 2020 (15.3 million) (*Public School Enrollment*).

[20] The school-aged resident population ages 5 to 17 decreased 1 percent between 2009 and 2020, from 53.9 million to 53.5 million children.
[21] U.S. Department of Education. (1993). *120 Years of American Education: A Statistical Portrait*. Retrieved January 5, 2022, from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=93442.
[22] Enrollment data in 1942-43 and 1943-44 did not include prekindergarten. Enrollment data were also reported for the full school year, rather than for fall.

Figure 4. School enrollment, by school type: Selected years, fall 2009 through fall 2019



NOTE: Data in this figure represent the 50 states and the District of Columbia. Traditional public and public charter school enrollments include prekindergarten students, whereas private school enrollments include students in kindergarten through 12th grade only. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2009–10 through 2019–20. Private School Universe Survey (PSS), 2009–10 through 2019–20. See *Digest of Education Statistics 2021*, tables 205.20 and 216.20.

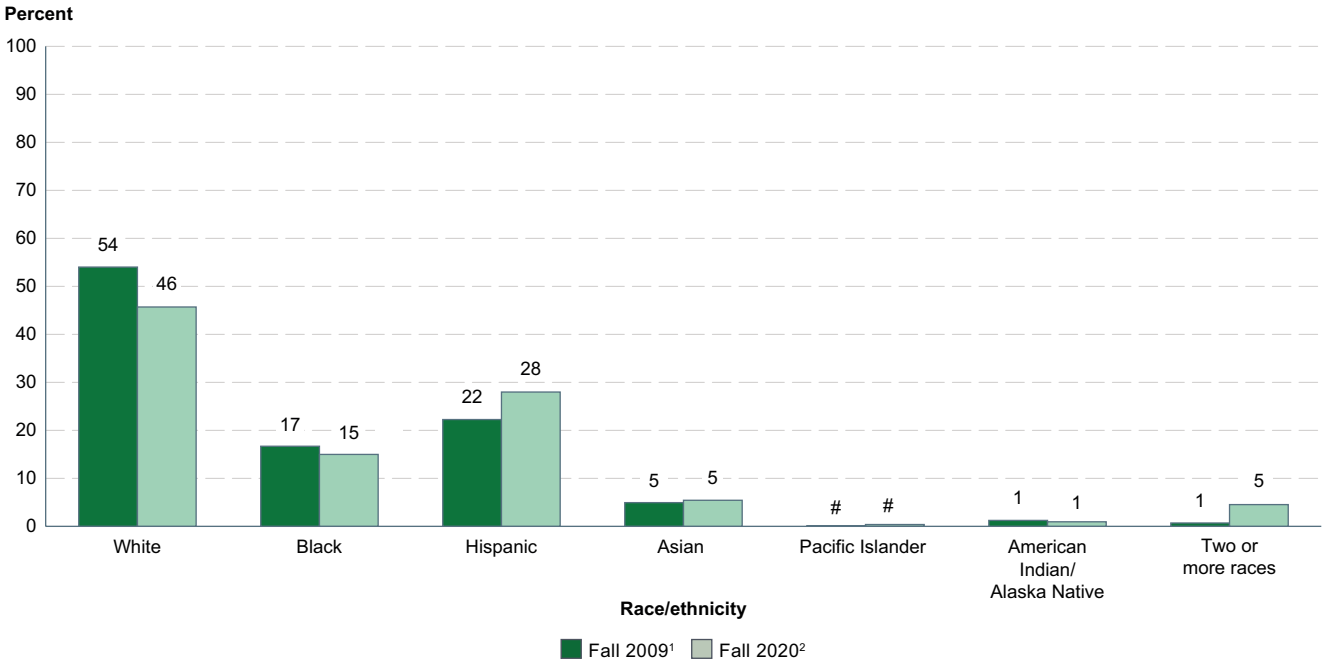
The latest year for which enrollment data for traditional public schools, public charter schools, and private schools are all available is fall 2019. Although the data are from before the pandemic, an examination of the data from 2009 to 2019 reveals how the school choice landscape had evolved prior to the pandemic. Between fall 2009 and fall 2019, traditional public schools and public charter schools experienced different trends in enrollment (figure 4). During this period, public charter school enrollment more than doubled, from 1.6 million students in fall 2009 to 3.4 million students in fall 2019—an overall increase of 1.8 million students. At the same time, the number of students attending traditional public schools decreased by 0.5 million (from 47.5 million to 47.0 million students). As a result of these two concurrent trends, the percentage of all public school students who attended public charter schools increased from 3 to 7 percent over this period (*Public Charter School Enrollment*).

In fall 2019, about 4.7 million students in kindergarten through grade 12 were enrolled in private school.[23] This was not measurably different from the number enrolled in fall 2009. Private school students made up about 9 percent of the combined public and private enrollment in kindergarten through grade 12 in every year from fall 2009 to fall 2019. (*Private School Enrollment*).

[23] Excludes about 832,900 prekindergarten students who were enrolled in private schools that offer kindergarten or higher grade in 2019.

Racial/Ethnic Enrollment in Public and Private Schools

Figure 5. Percentage distribution of student enrollment in public elementary and secondary schools, by race/ethnicity: Fall 2009 and fall 2020



Rounds to zero.
[1] For fall 2009, data on students who were Pacific Islander and of Two or more races were reported by only a small number of states. Therefore, the data are not comparable to figures for later years.
[2] Includes imputations for nonreported enrollment for all grades in Illinois. Also includes imputations for nonreported prekindergarten enrollment in California and Oregon.
NOTE: Data are for the 50 states and the District of Columbia. Race categories exclude persons of Hispanic ethnicity. Details may not sum to 100 percent because of rounding. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2009–10 and 2020–21. See *Digest of Education Statistics 2021*, table 203.50.

In fall 2020, of the 49.4 million students enrolled in public elementary and secondary schools, 46 percent were White (a decrease from 54 percent in 2009), 15 percent were Black (a decrease from 17 percent), and 28 percent were Hispanic (an increase from 22 percent) (figure 5).[24] These compositional changes reflect divergent enrollment trends among these groups between fall 2009 and fall 2020. During this time, public school enrollments among White students decreased from 26.7 million to 22.6 million, and Black students' enrollment decreased from 8.2 million to 7.4 million. In contrast, Hispanic students' enrollment increased from 11.0 million to 14.1 million between fall 2009 and fall 2019 before dropping to 13.8 million in fall 2020.

In both fall 2009 and fall 2020, Asian students made up 5 percent of public elementary and secondary enrollment, and American Indian/Alaska Native students made up 1 percent. In fall 2020, Pacific Islander students made up less than one half of 1 percent of public elementary and secondary enrollment, and students who were of Two or more races made up 5 percent (*Racial/Ethnic Enrollment in Public Schools*).[25]

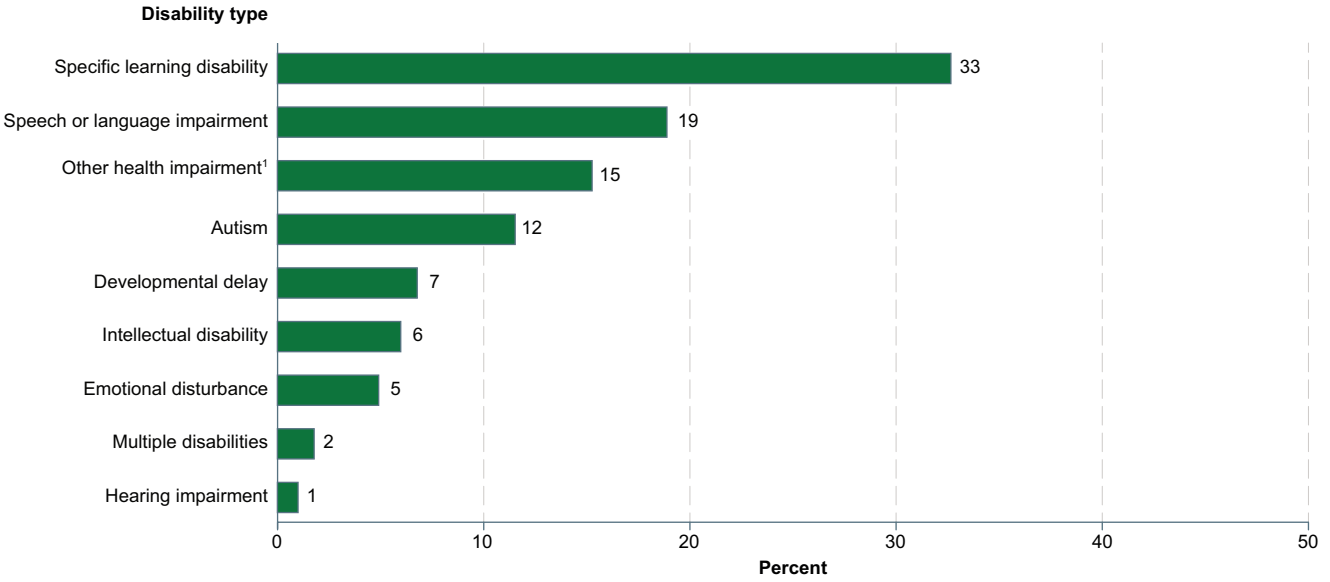
The racial/ethnic composition of schools varies among the types of school examined in this report. For instance, in school year 2019-20, just over half (55 percent) of traditional public schools had more than 50 percent White enrollment. This is compared with 30 percent of public charter schools and 70 percent of private schools with more than 50 percent White enrollment (*Characteristics of Elementary and Secondary Schools*).

[24] Enrollments reflect aggregate totals reported by states, which differ from data reported by schools.

[25] In fall 2009, Pacific Islander students made up less than one half of 1 percent of public elementary and secondary enrollment, and students who were of Two or more races made up 1 percent. However, for this year, data on these students were reported by only a small number of states; therefore, the data are not comparable with figures for fall 2020.

Students with Disabilities

Figure 6. Percentage distribution of students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by selected disability type: School year 2020–21



[1] Other health impairments include having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.
NOTE: Data are for the 50 states and the District of Columbia only. Orthopedic impairment, visual impairment, traumatic brain injury, and deaf-blindness are not shown because they each account for less than 0.5 percent of students served under IDEA. Due to categories not shown, detail does not sum to 100 percent. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database. Retrieved February 25, 2022, from https://data.ed.gov/dataset/idea-section-618-data-products. See *Digest of Education Statistics 2021*, table 204.30.

From school year 2009-10 through 2020-21, the percentage of public school students served by the Individuals with Disabilities Education Act (IDEA)[26] increased from 13 percent (6.5 million students) to 15 percent (7.2 million students).[27] In 2020-21, some 33 percent of all students who received special education services had specific learning disabilities,[28] 19 percent had speech or language impairments,[29] and 15 percent had other health impairments[30] (figure 6) (*Students With Disabilities*).

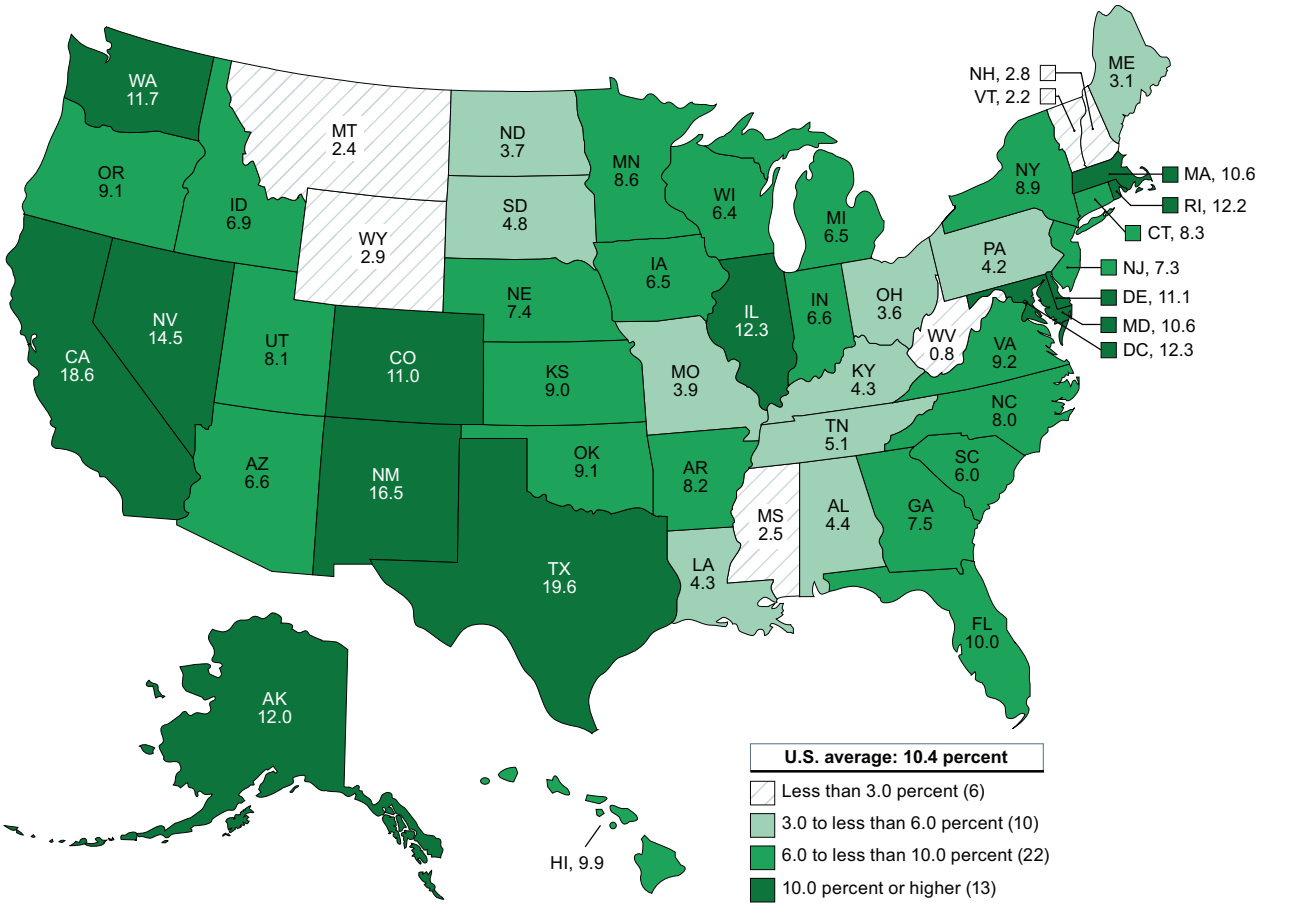
English Learners

Students who are identified as English learners (ELs) can participate in language assistance programs to help ensure that they attain English proficiency and meet the academic content and achievement standards expected of all students. Participation in these types of programs can improve students' English language proficiency, which in turn has been associated with improved educational outcomes.[31] The percentage of public school students in the United States who were ELs increased between fall 2010 (9.2 percent, or 4.5 million students) and fall 2019 (10.4 percent, or 5.1 million students).[32]

[26] Enacted in 1975, the Individuals with Disabilities Education Act (IDEA), formerly known as the Education for All Handicapped Children Act, mandates the provision of a free and appropriate public school education for eligible students ages 3-21.
[27] Totals presented in this section include imputations for states for which data were unavailable. See reference tables in the *Digest of Education Statistics* for more information. Data for students ages 3-21 and school-age students served under IDEA are for the 50 states and the District of Columbia only. Number of children served as a percent of total enrollment is based on total public school enrollment in prekindergarten through grade 12. Enrollment data for 2020-21 are preliminary.
[28] A specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.
[29] Speech or language impairment is defined as a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.
[30] Other health impairments include having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.

[31] Genesee, F., Lindholm-Leary, K., Saunders, W., and Christian, D. (2005). English Language Learners in U.S. Schools: An Overview of Research Findings. *Journal of Education for Students Placed at Risk, 10*(4): 363-385. Retrieved January 18, 2022, from https://doi.org/10.1207/s1532767lespr1004_2.
[32] For 2014 and earlier years, data on the total number of EL students enrolled in public schools and on the percentage of public school students who were ELs include only those EL students who participated in EL programs. Starting with 2015, data include all EL students, regardless of program participation. Due to this change in definition, comparisons between 2019 and earlier years should be interpreted with caution. For all years, data do not include students who were formerly identified as ELs but later obtained English language proficiency.

Figure 7. Percentage of public school students who were English learners (ELs), by state and categorized into specific ranges: Fall 2019



NOTE: U.S. average is for the 50 states and the District of Columbia. Categorizations are based on unrounded percentages.
SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 141, Data Group 678, extracted March 31, 2021; and Common Core of Data (CCD), "Local Education Agency Universe Survey," 2019–20. See *Digest of Education Statistics 2021*, table 204.20.

In fall 2019, the percentage of students who were identified as ELs ranged from 1 percent in West Virginia to 20 percent in Texas. The percentage of public school students who were ELs was 10.0 percent or more in 12 states—half of which were located in the West—and the District of Columbia.[33] The states were Texas, California, New Mexico, Nevada, Illinois, Rhode Island, Alaska, Washington, Delaware, Colorado, Maryland, and Massachusetts. In contrast, the percentage of students who were ELs was less than 3.0 percent in six states: Wyoming, New Hampshire, Mississippi, Montana, Vermont, and West Virginia (figure 7).

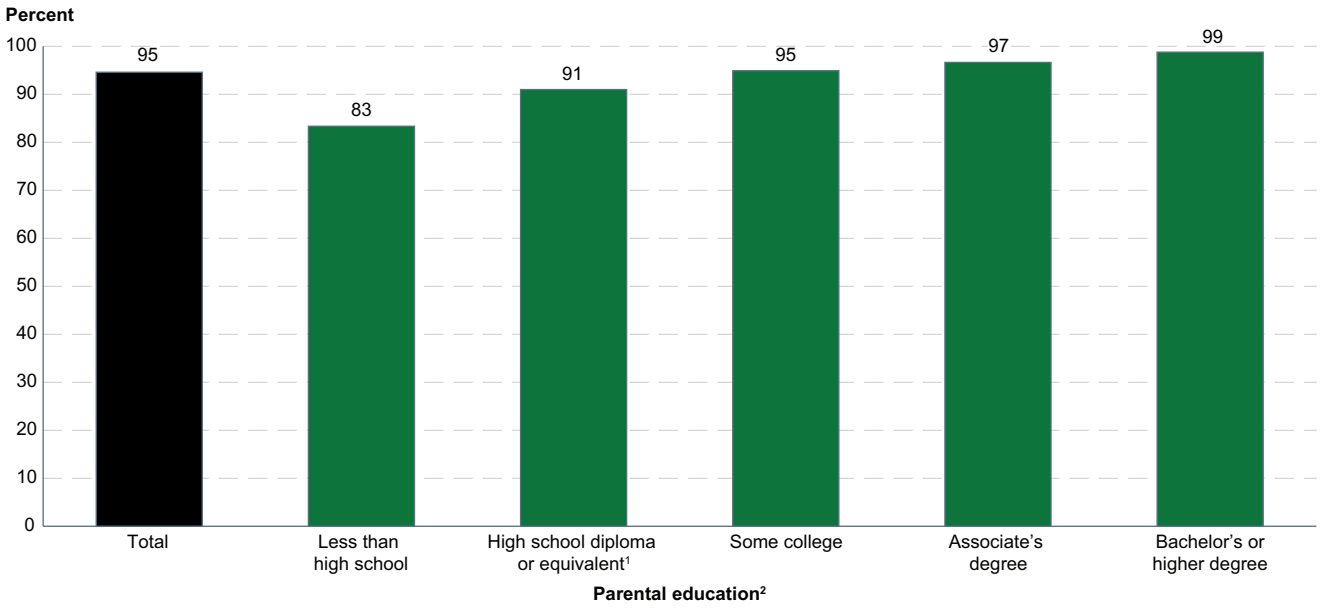
In fall 2019, about 3.9 million Hispanic EL public school students constituted over three-quarters (76.8 percent) of EL student enrollment overall. Asian students were the next largest racial/ethnic group among ELs, with 523,400 students (10.2 percent of EL students). In addition, there were 332,400 White EL students (6.5 percent) and 221,000 Black EL students (4.3 percent). In each of the other racial/ethnic groups for which data were collected (Pacific Islanders, American Indians/Alaska Natives, and individuals of Two or more races), fewer than 40,000 students were identified as ELs.

In addition, 792,000 EL students were identified as students with disabilities in fall 2019, representing 15.5 percent of the total EL student enrollment. In comparison, students with disabilities made up 14.4 percent of total public school enrollment in 2019-20 (*English Learners in Public Schools*).

[33] Categorizations are based on unrounded percentages.

Children's Internet Access at Home

Figure 8. Percentage of 3- to 18-year-olds who had home internet access, by parental education: 2019



[1] Includes those who completed high school through equivalency credentials, such as the GED.
[2] Highest education level of any parent residing with the 3- to 18-year-olds (including an adoptive or stepparent). Includes only 3- to 18-year-olds who resided with at least one of their parents.
NOTE: Includes only 3- to 18-year-olds living in households (respondents living in group quarters such as shelters, healthcare facilities, or correctional facilities were not asked about internet access). Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2019. See *Digest of Education Statistics 2020*, table 702.12.

Although the latest year for which internet access data (based on the American Community Survey) are available is prior to the pandemic in 2019, the data reveal important information about how prepared students' home environments might have been in spring 2020, when many students experienced the abrupt transition to remote learning at home. In 2019, some 95 percent of 3- to 18-year-olds had home internet access: 88 percent had access through a computer,[34] and 6 percent had access only through a smartphone.[35, 36] The remaining 5 percent had no internet access at home. The percentages of 3- to 18-year-olds with home internet access were higher for those whose parents had attained higher levels of education (figure 8) and higher for those in higher income families. For instance, in 2019, the percentage with home internet access was highest for those whose parents had attained a bachelor's or higher degree (99 percent) and lowest for those whose parents had not completed a high school credential (83 percent).

The percentages of 3- to 18-year-olds with home internet access also varied across racial/ethnic groups. For instance, in 2019, the percentage with home internet access was highest for those who were Asian (99 percent) and lowest for those who were American Indian/Alaska Native (83 percent). In addition, the percentages with home internet access were higher for those who were of Two or more races (97 percent) and White (96 percent) than for those who were Hispanic (92 percent), Black (91 percent), and Pacific Islander (90 percent) (*Children's Internet Access at Home*).

[34] Refers to the percentage of 3- to 18-year-olds with home internet access through one or more of the following types of computers: desktop or laptop, tablet or other portable wireless computer, or "some other type of computer." Includes homes having both smartphones and any of these types of computers.
[35] Refers to the percentage of 3- to 18-year-olds who had home internet access only through a smartphone but did not have any of the types of computers listed in footnote 34.
[36] Detail does not sum to totals because of rounding.

Public School Teachers

The latest year for which data on public school teachers are available is 2017-18. In this school year, there were 3.5 million full- and part-time public school teachers, including 1.8 million elementary school teachers and 1.8 million secondary school teachers.[37] In that year, some 90 percent of public school teachers held a regular or standard state teaching certificate or advanced professional certificate, 4 percent held a provisional or temporary certificate, 3 percent held a probationary certificate, 2 percent held no certification, and 1 percent held a waiver or emergency certificate. In 2017-18, a majority of public school teachers were White (79 percent) and a majority were female (76 percent).

In 2017-18, the average base salary (in current 2017-18 dollars) for full-time public school teachers was $57,900 (figure 9).[38] Average base salaries, in current 2017-18 dollars, ranged from $42,800 for teachers with 1 year or less of experience to $70,500 for teachers with 30 or more years of experience. Higher educational attainment was associated with higher average base salaries for full-time public school teachers who held at least a bachelor's degree (*Characteristics of Public School Teachers*).

Figure 9. Average base salary for full-time teachers in public elementary and secondary schools, by years of full- and part-time teaching experience: 2017–18

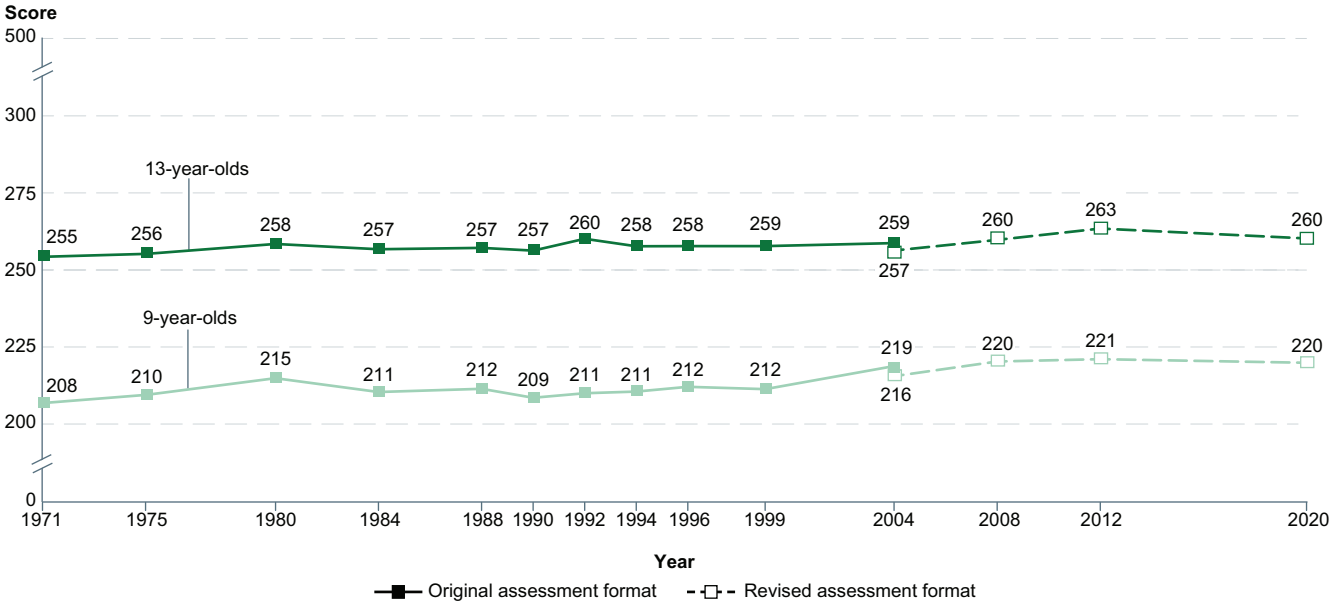
NOTE: Amounts presented in current 2017–18 dollars. Estimates are for regular full-time teachers only; they exclude other staff even when they have full-time teaching duties (regular part-time teachers, itinerant teachers, long-term substitutes, administrators, library media specialists, other professional staff, and support staff).
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2017–18. See *Digest of Education Statistics 2019*, table 211.10.

[37] Data are based on a head count of full-time and part-time teachers rather than on the number of full-time equivalent teachers.

[38] Salary data are presented for regular, full-time public school teachers only; the data exclude other staff even when they have full-time teaching duties (regular part-time teachers, itinerant teachers, long-term substitutes, administrators, library media specialists, other professional staff, and support staff).

National Assessments

Figure 10. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age: Selected years, 1971 through 2020



NOTE: Includes public, private, Bureau of Indian Education, and Department of Defense Education Activity schools. NAEP scores range from 0 to 500. Several changes were made to the long-term trend assessment in 2004 to align it with current assessment practices and policies applicable to the NAEP main assessments. This included allowing accommodations for students with disabilities and for English learners. These changes have been carried forward in more recent data collections. To assess the impact of these revisions, two assessments were conducted in 2004, one based on the original assessment and one based on the revised assessment. In 2008, 2012, and 2020, only the revised assessment was used. For 2004 (revised format) and later years, excludes only those students with disabilities and English learners who were unable to be tested even with accommodations (2 to 8 percent of all students, depending on age and assessment year). Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 2020 Trends in Academic Progress*; and 2020 NAEP Long-Term Trend Reading Assessment. See *Digest of Education Statistics 2021*, table 221.85.

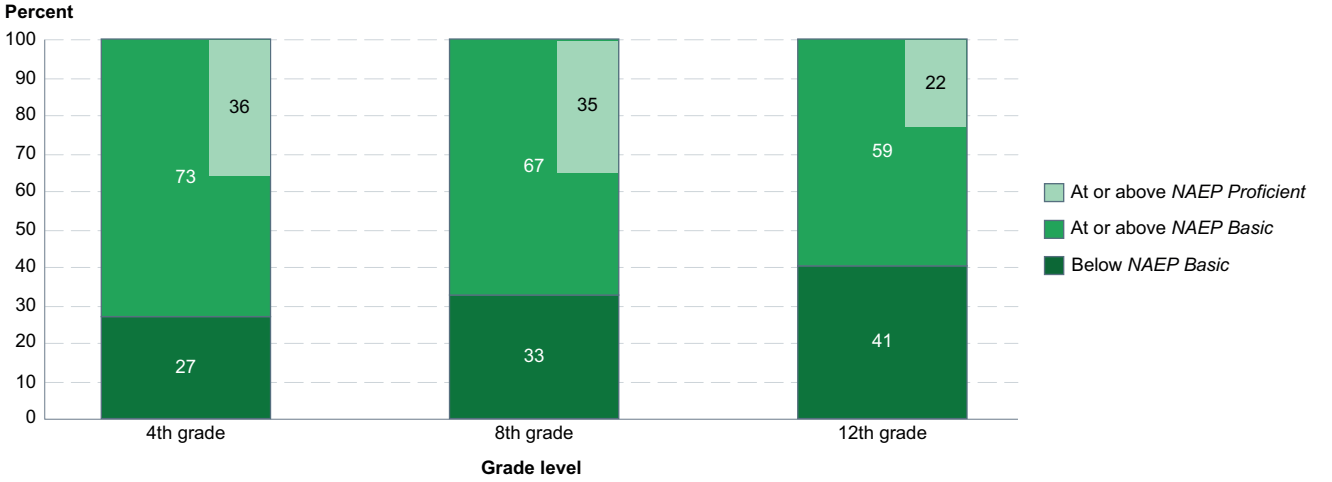
Since the 1970s, the long-term trend National Assessment of Educational Progress (NAEP) has reported periodic data on the reading and mathematics achievement of 9-, 13-, and 17-year-olds enrolled in public and private schools.[39] Nearly five decades of results offer an extended view of student achievement in reading and mathematics. This report focuses on 2020 assessment data, which include the performance of nationally representative samples of 9-year-old and 13-year-old students.[40, 41] Scores for NAEP long-term trend assessments are reported on a scale that ranges from 0 to 500.

The national trends in reading and mathematics achievement show improvement at ages 9 and 13 between the 1970s and 2020. However, average scores for 9-year-olds were not measurably different for either subject in 2020 compared with the previous assessment in 2012. For 13-year-olds, the average scores were lower in 2020 than in 2012 for both subjects, marking the first time reading or mathematics scores for this age group declined between assessments. For example, the average reading score was 260 for 13-year-olds in 2020. In comparison, in 2012, the average reading score for 13-year-olds was 263 (figure 10) (*Reading and Mathematics Score Trends*).

NAEP also assesses student performance in science at grades 4, 8, and 12 in both public and private schools across the nation. NAEP science scores are reported on a scale that ranges from 0 to 300 for all three grades. In 2019, the average science score was 151 for 4th-grade students, 154 for 8th-grade students, and 150 for 12th-grade students. For students in all three grades, those in high-poverty schools had lower average science scores than their peers in mid-high poverty, mid-low poverty, and low-poverty schools.[42] In addition, the average science scores for EL students were lower than the scores of their non-EL peers in all three grades.

[39] Long-term trend NAEP results differ from the main NAEP results presented in other NCES publications. The long-term trend assessment measures a consistent body of knowledge and skills over an extended period, while the main NAEP undergoes changes periodically to reflect current curricula and emerging standards. In addition, several changes were made to the long-term trend assessment in 2004 to align it with current assessment practices and policies applicable to the NAEP main assessments. This included allowing accommodations for students with disabilities and for English learners. These changes have been carried forward in more recent data collections. Despite these changes to the assessment, the trend analysis is still valid.
[40] Typically, the assessments in reading and mathematics are also administered at age 17 during March through May, but because of the coronavirus pandemic, this data collection was postponed. For the latest NAEP long-term trend results for 17-year-olds, see *The Condition of Education 2016*.
[41] The assessment was administered to 9- and 13-year-olds prior to pandemic-related disruptions to schooling.
[42] High-poverty schools are defined as schools where 76 to 100 percent of the students are eligible for free or reduced-price lunch (FRPL); mid-high poverty schools are schools where 51 to 75 percent of the students are eligible for FRPL; mid-low poverty schools are schools where 26 to 50 percent of the students are eligible for FRPL; and low-poverty schools are schools where 25 percent or less of the students are eligible for FRPL.

Figure 11. Percentage distribution of 4th-, 8th-, and 12th-grade students across National Assessment of Educational Progress (NAEP) science achievement levels: 2019

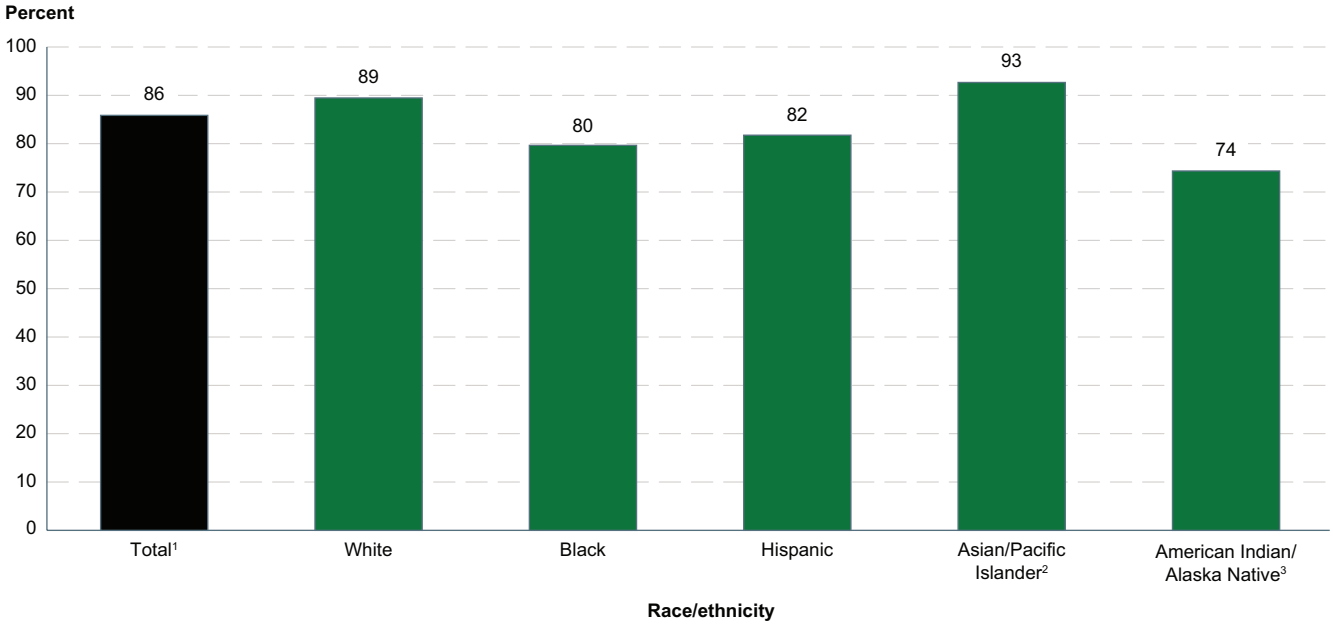


NOTE: Includes public and private schools. Achievement levels define what students should know and be able to do: *NAEP Basic* indicates partial mastery of fundamental knowledge and skills, and *NAEP Proficient* indicates solid academic performance and demonstrated competency over challenging subject matter. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019, Science Assessment, NAEP Data Explorer. See *Digest of Education Statistics 2021*, table 223.10.

In the 2019 NAEP science assessments, 36 percent of 4th-grade students, 35 percent of 8th-grade students, and 22 percent of 12th-grade students performed at or above the *NAEP Proficient* level (figure 11). The percentages of 4th- and 8th-grade students performing at or above *NAEP Proficient* were higher in 2019 than in 2009. However, a lower percentage of 4th-grade students performed at or above *NAEP Proficient* in 2019 (36 percent) compared with 2015 (38 percent). For both 4th- and 8th-grade students, those performing at the 10th percentile scored lower in 2019 than in 2015 (*Science Performance*).

High School Coursetaking, Persistence, and Completion

Figure 12. Adjusted cohort graduation rate (ACGR) for public high school students, by race/ethnicity: 2018–19



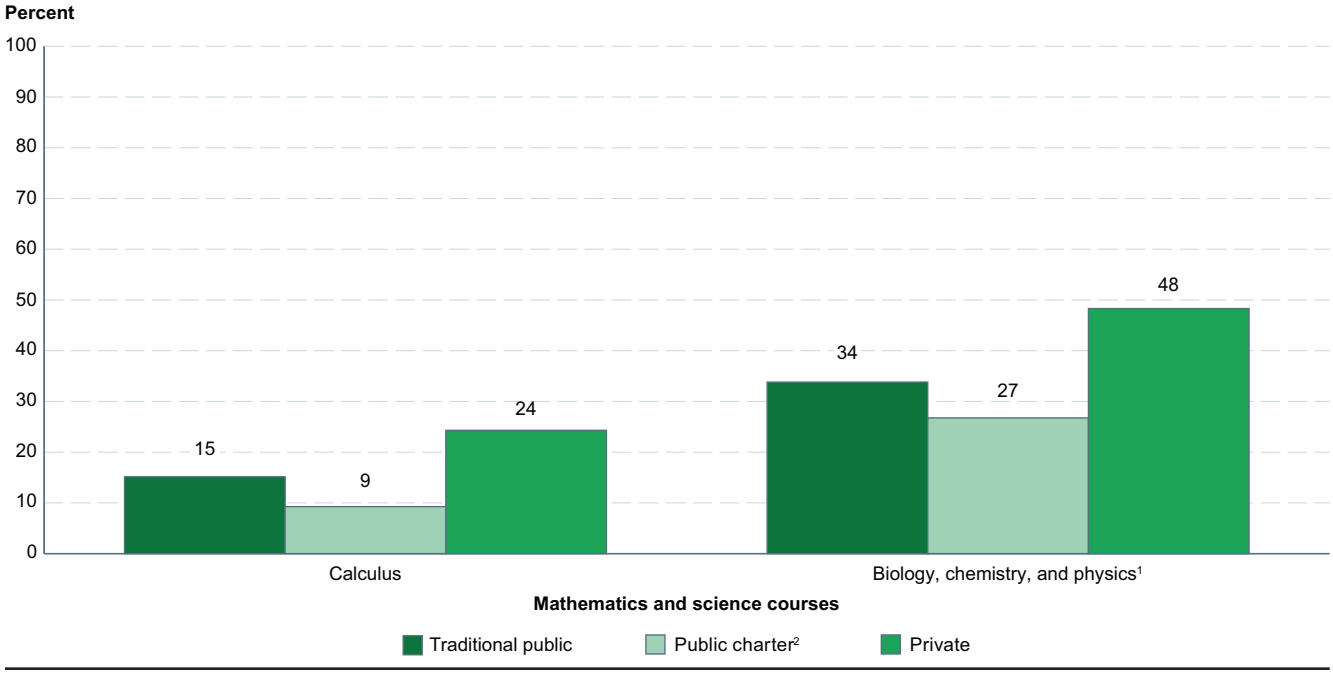
[1] Includes other race/ethnicity categories not separately shown.
[2] Reporting practices for data on Asian and Pacific Islander students vary by state. Asian/Pacific Islander data in this indicator represent either the value reported by the state for the "Asian/Pacific Islander" group or an aggregation of separate values reported by the state for "Asian" and "Pacific Islander." "Asian/Pacific Islander" includes the "Filipino" group, which only California and Hawaii report separately.
[3] Estimated assuming a count of zero American Indian/Alaska Native students for Hawaii.
NOTE: The ACGR is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting ninth grade. The total ACGR is for the 50 states and the District of Columbia, except for the Bureau of Indian Education schools. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2018–19; and National Center for Education Statistics, ED*Facts* file 150, Data Group 695, and ED*Facts* file 151, Data Group 696, 2018–19. See *Digest of Education Statistics 2020*, table 219.46.

The adjusted cohort graduation rate (ACGR) is the percentage of students in a "cohort" of first-time 9th-graders who graduate with a regular high school diploma within 4 years.[43] The U.S. average ACGR for public high school students increased over the first 9 years it was collected, from 79 percent in 2010-11 to 86 percent in 2018-19. In 2018-19, the ACGRs for American Indian/Alaska Native[44] (74 percent), Black (80 percent), and Hispanic (82 percent) public high school students were below the U.S. average of 86 percent (figure 12). The ACGRs for White (89 percent) and Asian/Pacific Islander[45] (93 percent) students were above the U.S. average (*Public High School Graduation Rates*).

In general, greater percentages of high school graduates[46] had completed[47] mathematics and science courses in 2019 than in 2009. For instance, greater percentages of high school graduates in 2019 than in 2009 had completed algebra II[48] (85 vs. 80 percent), precalculus/ mathematical analysis (40 vs. 36 percent), and courses in all three subjects of biology, chemistry, and physics (35 vs. 30 percent). However, the percentage of graduates who had completed calculus was lower in 2019 than in 2009 (16 vs. 18 percent).

[43] State education agencies calculate the ACGR by identifying the "cohort" of first-time 9th-graders in a particular school year. The cohort is then adjusted by adding any students who immigrate from another country or transfer into the cohort after 9th grade and subtracting any students who transfer out, emigrate to another country, or die.
[44] Estimated assuming a count of zero American Indian/Alaska Native students for Hawaii.
[45] Reporting practices for data on Asian and Pacific Islander students vary by state. Asian/Pacific Islander data in this report represent either the value reported by the state for the "Asian/Pacific Islander" group or an aggregation of separate values reported by the state for "Asian" and "Pacific Islander." "Asian/Pacific Islander" includes the "Filipino" group, which only California and Hawaii report separately.
[46] For a high school graduate to be included in this analysis, their transcript had to meet five requirements: (1) the graduate received either a standard or honors diploma, (2) the transcript had three or more years of delineated courses, (3) at least one course on the transcript was taken during the NAEP and HSTS assessment year, (4) the graduate's transcript contained 16 or more Carnegie credits, and (5) the graduate's transcript contained at least 1 Carnegie credit in English courses.
[47] Completion of a course means that the graduate earned credits in a course within the category. It differs from graduates who took a course but did not pass or complete it. It includes only information about the coursework that graduates completed while they were enrolled in grades 9 through 12.
[48] Also includes courses that taught both algebra II and trigonometry.

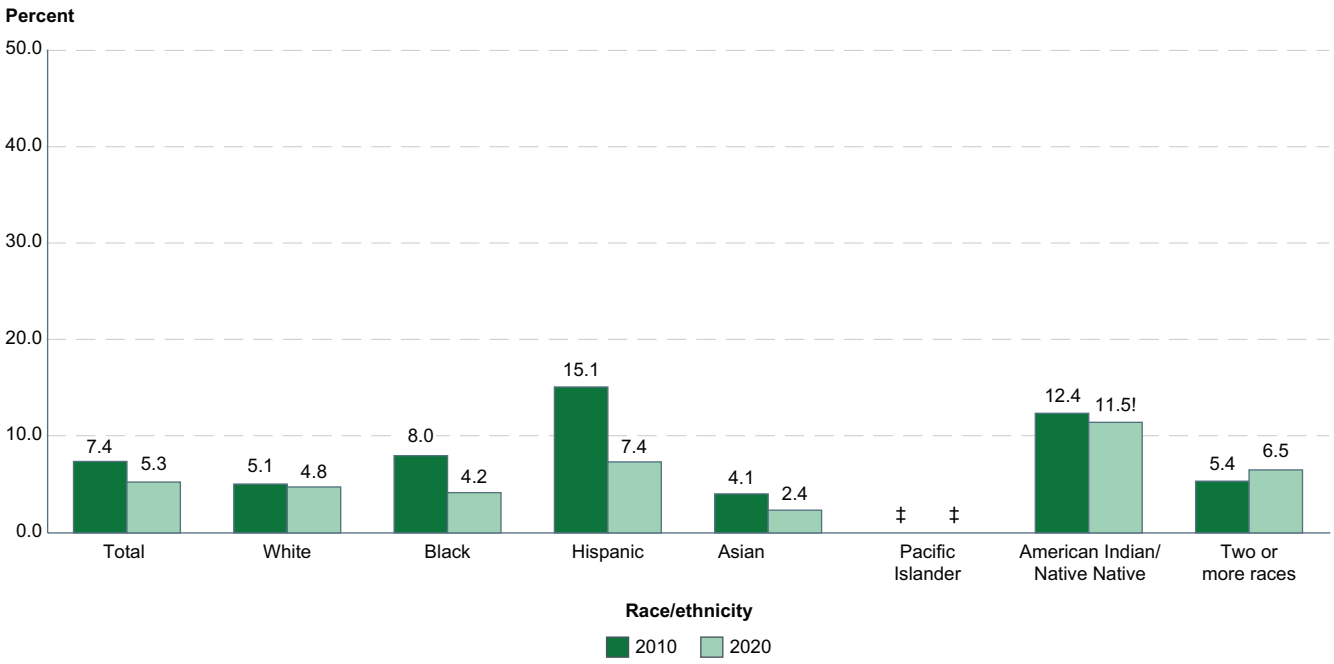
Figure 13. Percentage of public and private high school graduates who completed selected mathematics and science courses in high school, by school type: 2019



[1] Indicates graduate earned credits in all three subjects of biology, chemistry, and physics.
[2] Information about public charter schools was collected from the schools prior to the NAEP assessment.
NOTE: Completion of a mathematics or science course means that the graduate earned credits in a course within the category. It differs from graduates who took a course but did not pass or complete the course. For a high school graduate to be included in the analyses, their transcript had to meet five requirements: (1) the graduate received either a standard or honors diploma, (2) the transcript had 3 or more years of delineated courses, (3) at least one course on the transcript was taken during the NAEP and HSTS assessment year, (4) the graduate's transcript contained 16 or more Carnegie credits, and (5) the graduate's transcript contained at least 1 Carnegie credit in English courses.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 High School Transcript Study (HSTS). See *Digest of Education Statistics 2021*, tables 225.40 and 225.45.

In 2019, high school graduates from private schools had higher completion rates in the more advanced mathematics and science courses, compared with their peers from traditional public and public charter schools (figure 13). For instance, 24 percent of private school graduates had completed calculus, compared with 15 percent of graduates from traditional public schools. Both percentages were higher than the percentage of graduates from public charter schools who had completed calculus (9 percent) (*High School Mathematics and Science Course Completion*).

Figure 14. Status dropout rates of 16- to 24-year-olds, by race/ethnicity: 2010 and 2020



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in high school and who lack a high school credential (either a diploma or an alternative credential such as a GED certificate). Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2010 and 2020. See *Digest of Education Statistics 2021*, table 219.73.

The *status dropout rate* represents the percentage of 16- to 24-year-olds who are not enrolled in high school and who lack a high school credential (either a diploma or an alternative credential such as a GED certificate). In 2020, there were 2.0 million status dropouts between the ages of 16 and 24, and the overall status dropout rate was 5.3 percent. The overall status dropout rate decreased from 7.4 percent in 2010 to 5.3 percent in 2020 (figure 14). During this time, the status dropout rate declined for 16- to 24-year-olds who were Hispanic (from 15.1 to 7.4 percent) and Black (from 8.0 to 4.2 percent). In 2020, the status dropout rates for 16- to 24-year-olds who were American Indian/Alaska Native, of Two or more races, White, or Asian were not measurably different from the rates in 2010[49] (*Status Dropout Rates*).

School Finances

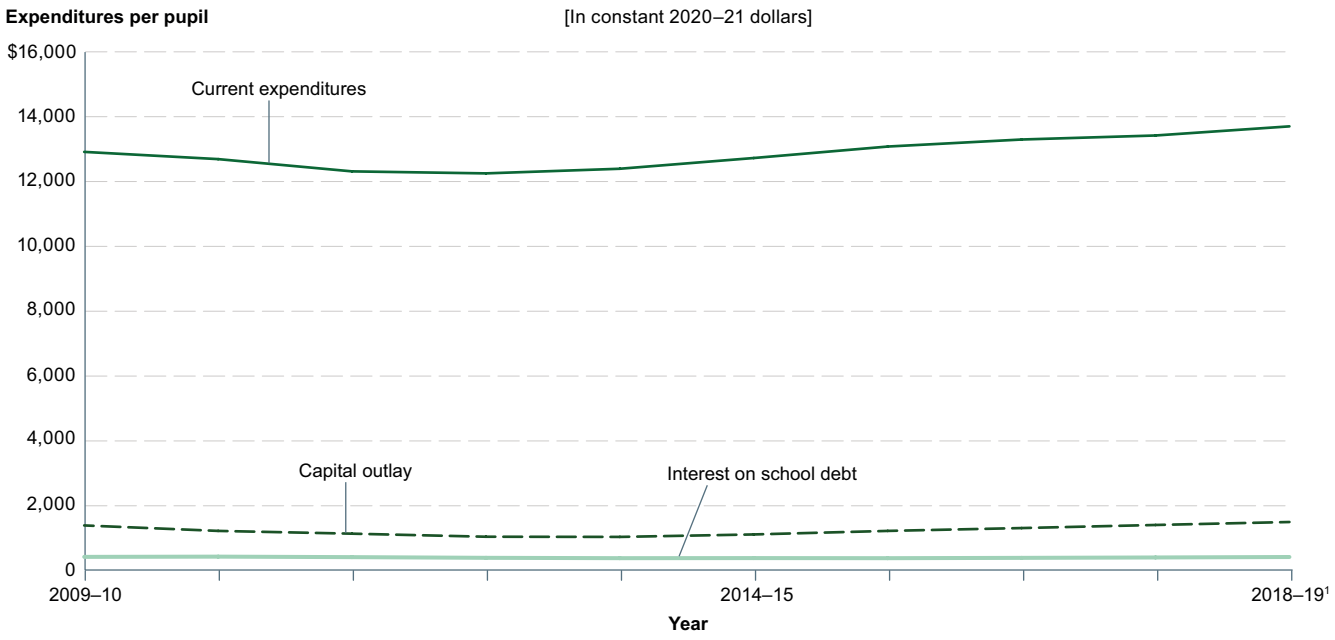
In the 2018-19 school year, elementary and secondary public school revenues totaled $795 billion in constant 2020-21 dollars.[50] Of this total, 8 percent, or $63 billion, were from federal sources. Some 47 percent, or $371 billion, were from state sources and 45 percent, or $361 billion, were from local sources.[51] Between 2009-10 and 2018-19, public school revenues increased by 10 percent in constant 2020-21 dollars, while public school enrollment increased by 3 percent (*Public School Revenue Sources*).

[49] The status dropout rate for Pacific Islander 16- to 24-year-olds did not meet reporting standards in 2010 and 2020.

[50] Revenues and expenditures are adjusted for inflation to constant 2020-21 dollars using the Consumer Price Index (CPI). For these data, the CPI is adjusted to a school-year basis. The CPI is prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

[51] Local revenues include revenues from such sources as local property taxes, other public revenues, and private revenues. Private revenues include tuition from individuals, transportation fees from individuals, food services (excluding federal reimbursements), district activities, textbook revenues, and summer school revenues.

Figure 15. Current expenditures, capital outlay, and interest on school debt per pupil in fall enrollment in public elementary and secondary schools: 2009–10 through 2018–19



[1] Excludes prekindergarten expenditures and prekindergarten enrollment for California.
NOTE: Data in this figure represent the 50 states and the District of Columbia. "Current expenditures," "Capital outlay," and "Interest on school debt" are subcategories of total expenditures. Current expenditures include salaries, employee benefits, purchased services, tuition, supplies, and other expenditures. Capital outlay includes expenditures for property and for buildings and alterations completed by school district staff or contractors. Expenditures are reported in constant 2020–21 dollars, based on the Consumer Price Index (CPI). Some data have been revised from previous figures. Excludes expenditures for state education agencies.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2009–10 through 2018–19; CCD, "State Nonfiscal Survey of Public Elementary/Secondary Education," 2009–10 through 2018–19. See *Digest of Education Statistics 2020*, table 105.30, and *Digest of Education Statistics 2021*, tables 236.10, 236.55, and 236.60.

Total expenditures for public elementary and secondary schools in the United States were $800 billion in 2018-19 (in constant 2020-21 dollars). This amounts to $15,621 per public school pupil enrolled in the fall of that year. Total expenditures included $13,701 per pupil on current expenditures, $1,499 per pupil on capital outlay, and $420 per pupil on interest on school debt. Current expenditures per pupil–which include salaries, employee benefits, purchased services, tuition, supplies, and other expenditures–were 6 percent higher in 2018-19 than in 2009-10 ($13,701 vs. $12,914), after adjusting for inflation (figure 15) (*Public School Expenditures*).

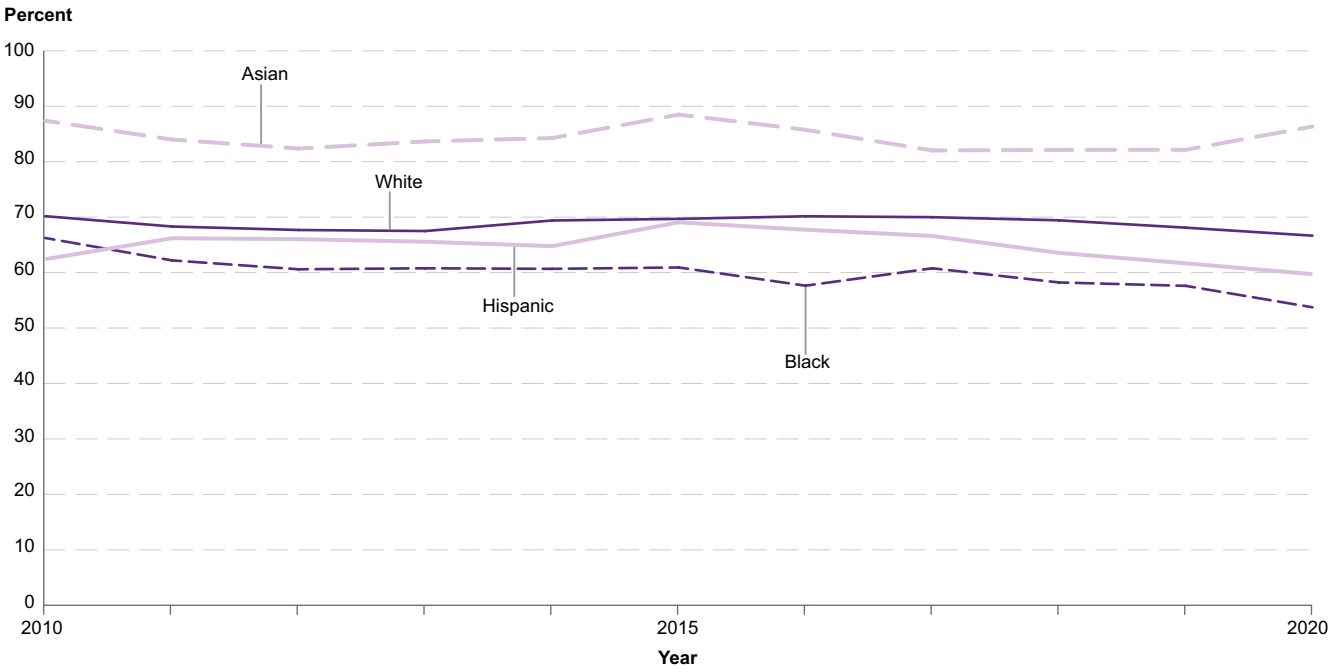
Postsecondary Education

In the United States, many students continue their education after completing compulsory schooling by pursuing postsecondary credentials. Just like compulsory education, the condition of the postsecondary education system can be characterized by the students it serves, the contexts they learn in, the resources available to them, and the outcomes they achieve. However, because postsecondary education is not mandatory, the question of whom this system serves takes on a different nature. Accordingly, this section of the Condition of Education Indicator System begins by assessing postsecondary enrollment rates and attendance status, both overall and by student characteristics. Once enrolled, postsecondary students find themselves in a variety of institutional contexts—characterized by the types of degrees awarded, institutional control (public or private), and whether the private institutions are operated on a nonprofit or for-profit basis. Importantly, these different contexts offer students different resources, in terms of the programs available, the faculty and staff who teach them, and the quantity and quality of financial aid available. As additional background for understanding the provision of these resources, information is also provided on postsecondary expenditures and revenues, including tuition charged to students. Finally, the Condition of Education Indicator System considers several postsecondary outcomes, including persistence, degree completion, and degree fields, as well as differences in these outcomes by student and institutional characteristics.

In this *Report on the Condition of Education*, data on postsecondary enrollments, financial aid, degree fields and degree completion, changes in the institutional landscape, and faculty characteristics are highlighted.

Postsecondary Enrollment

Figure 16. Immediate college enrollment rate of high school completers, by race/ethnicity: 2010 through 2020



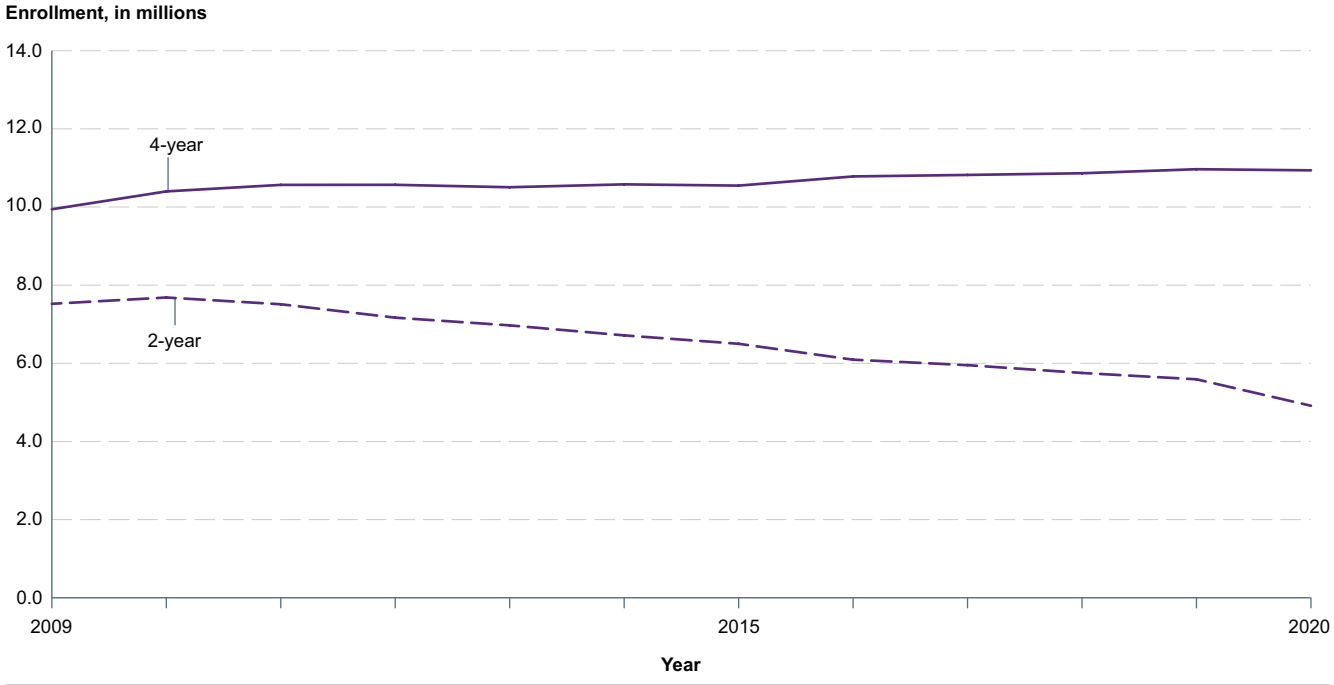
NOTE: *Immediate college enrollment rate* is defined as the annual percentage of high school completers who are enrolled in 2- or 4-year institutions in the October immediately following high school completion. High school completers include 16- to 24-year-olds who graduated with a high school diploma as well as those who completed a GED or other high school equivalency credential. Due to some short-term data fluctuations associated with small sample sizes, percentages for racial/ethnic groups shown were calculated based on 3-year moving averages, with the following exception: the percentages for 2020 were calculated based on a 2-year moving average (an average of 2019 and 2020). Other racial/ethnic groups are not shown separately. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2010 through 2020. See *Digest of Education Statistics 2021*, table 302.20.

Of the 3.1 million high school completers who graduated in the first 9 months of 2020, some 2.0 million (or 63 percent) were enrolled in college in October 2020. This annual percentage of high school completers who are enrolled in 2- or 4-year institutions within the specified time frame is known as the *immediate college enrollment rate*. The overall immediate college enrollment rate in 2020 was lower than the rate in 2010 (68 percent). This was driven by the decrease in the rate for 2-year institutions (from 27 percent in 2010 to 20 percent in 2020). The rate for 4-year institutions in 2020 (43 percent) was not measurably different from the rate in 2010.

These immediate college enrollment rates differed by student race/ethnicity. In 2020, the immediate college enrollment rate for Asian students (86 percent) was higher than the rates for White (67 percent), Hispanic (60 percent), and Black (54 percent) students.[52] For Asian, White, and Hispanic students, the immediate college enrollment rates were not measurably different between 2020 and 2010. However, for Black students, the immediate college enrollment rate decreased from 2010 (66 percent) to 2020 (54 percent) (figure 16) (*Immediate College Enrollment Rate*).

[52] The rate for White students was also higher than the rates for Hispanic and Black students. Due to some short-term data fluctuations associated with small sample sizes, estimates for the racial/ethnic groups shown were calculated based on 3-year moving averages, with the following exception: the percentages for 2020 were calculated based on a 2-year moving average (an average of 2019 and 2020). Other racial/ethnic groups are not discussed separately. Race categories exclude persons of Hispanic ethnicity.

Figure 17. Undergraduate enrollment in degree-granting postsecondary institutions, by level of institution: Fall 2009 through fall 2020



NOTE: Data are for the 50 states and the District of Columbia. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2010 through Spring 2021, Fall Enrollment component. See *Digest of Education Statistics 2021*, table 303.70.

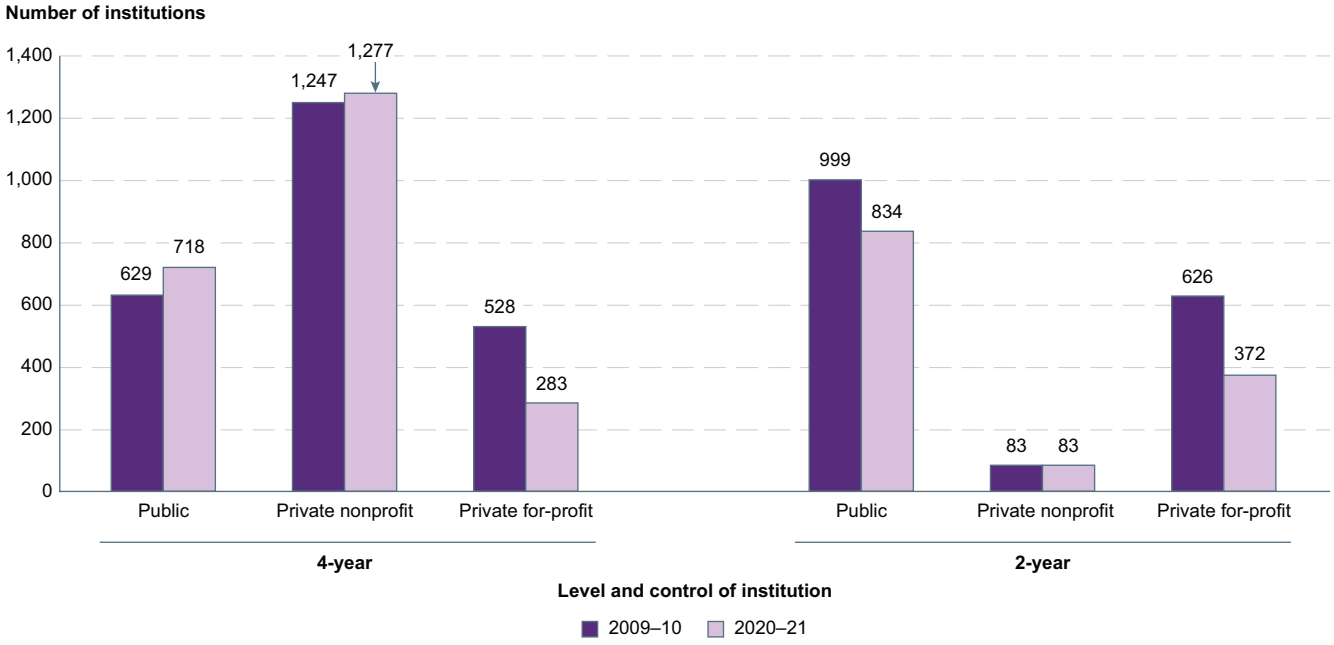
Between fall 2009 and fall 2020, total undergraduate enrollment decreased by 9 percent (from 17.5 million to 15.9 million students). While undergraduate enrollment was on a declining trend over the 10-year period between fall 2009 and fall 2019, before the coronavirus pandemic (there was a decrease of 0.9 million students, or 5 percent), it decreased by 0.7 million students (or 4 percent) between fall 2019 and fall 2020 alone. Between fall 2009 and fall 2020, full-time enrollment decreased by 11 percent (from 11.0 million to 9.8 million students) and part-time enrollment decreased by 6 percent (from 6.4 million to 6.0 million students). On the other hand, total enrollment in postbaccalaureate programs (such as master's and doctoral programs[53]) increased by 10 percent between fall 2009 and fall 2020 (from 2.8 million to 3.1 million students) (*Undergraduate Enrollment*; *Postbaccalaureate Enrollment*).

In fall 2020, some 69 percent (10.9 million students) of the total undergraduate population were enrolled at 4-year institutions; the remaining 31 percent (4.9 million students) were enrolled in 2-year institutions. Between fall 2009 and fall 2020, enrollment increased by 10 percent at 4-year institutions (from 9.9 million to 10.9 million students) and decreased by 35 percent at 2-year institutions (from 7.5 million to 4.9 million students) (figure 17). Between fall 2009 and fall 2019, the annual change in 2-year enrollments ranged from 2 percent to 6 percent. However, 2-year enrollment was 12 percent lower in fall 2020 than in fall 2019, marking the largest single-year decline between fall 2009 and fall 2020 (*Undergraduate Enrollment*).

[53] Doctoral programs include programs formerly referred to as "first professional" programs, such as law degrees (J.D.) and medical (M.D.) or dental (D.D.S.) degrees.

Postsecondary Institutions

Figure 18. Number of degree-granting postsecondary institutions with first-year undergraduates, by level and control of institution: Academic years 2009–10 and 2020–21



NOTE: Data in this table represent the 50 states and the District of Columbia. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Excludes institutions not enrolling any first-time degree/certificate-seeking undergraduates.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2009, Institutional Characteristics component; and Winter 2020–21, Admissions component. See *Digest of Education Statistics 2011*, table 342; and *Digest of Education Statistics 2021*, table 305.30.

In academic year 2020-21, there were 3,567 degree-granting institutions in the United States with first-year undergraduates: 2,278 were 4-year institutions offering programs at the bachelor's or higher degree level and 1,289 were 2-year institutions offering associate's degrees and other certificates.

In academic year 2020-21, the number of public 4-year institutions (718) was 14 percent higher than in 2009-10 (629), and the number of private nonprofit 4-year institutions (1,277) was 2 percent higher than in 2009-10 (1,247). The number of private for-profit 4-year institutions increased from 528 in 2009-10 to 710 in 2012-13 but then declined by 60 percent to 283 in 2020-21.

The number of public 2-year institutions declined by 17 percent from 999 in 2009-10 to 834 in 2020-21. There were 83 private nonprofit 2-year institutions in both 2009-10 and 2020-21, with the number fluctuating in the years between. The number of private for-profit 2-year institutions declined by 41 percent during this period, from 626 to 372 (*Characteristics of Degree-Granting Postsecondary Institutions*).

Faculty and Staff

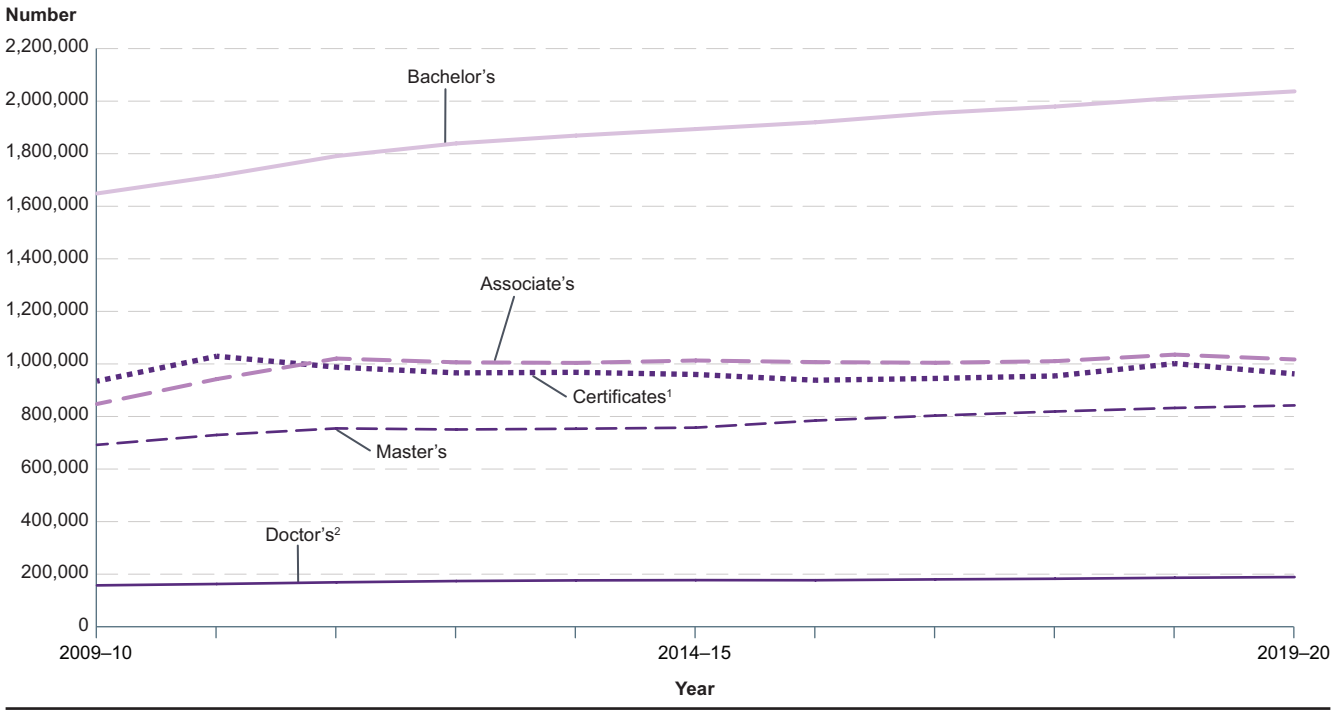
In fall 2020, of the 1.5 million faculty[54] at degree-granting postsecondary institutions, 56 percent were employed full time and 44 percent were employed part time. Between fall 2009 and fall 2020, the number of full-time faculty increased by 15 percent (from 729,200 to 836,600). In contrast, the number of part-time faculty peaked at 762,400 in fall 2011 before decreasing 14 percent to 652,800 in fall 2020.

In fall 2020, of all full-time faculty at degree-granting postsecondary institutions, some 39 percent were White males; 35 percent were White females; 7 percent were Asian/Pacific Islander males; 5 percent were Asian/Pacific Islander females; 4 percent were Black females; and 3 percent each were Black males, Hispanic males, and Hispanic females.[55] American Indian/Alaska Native individuals and individuals of Two or more races each made up 1 percent or less of full-time faculty (*Characteristics of Postsecondary Faculty*).

[54] Faculty include professors, associate professors, assistant professors, instructors, lecturers, assisting professors, adjunct professors, and interim professors.
[55] Percentages are based on full-time faculty whose race/ethnicity was known. Race/ethnicity was not collected for nonresident aliens.

Completions and Graduation Rates

Figure 19. Number of certificates and degrees conferred by postsecondary institutions, by award level: 2009–10 through 2019–20



[1] Data are for certificates below the associate's degree level.
[2] Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.
NOTE: Data in this table represent the 50 states and the District of Columbia. Data are for postsecondary institutions participating in Title IV federal financial aid programs. Degree counts are limited to degree-granting institutions; certificate counts include both degree- and non-degree-granting institutions. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2010 through Fall 2020, Completions component. See *Digest of Education Statistics 2021*, table 318.40.

In 2019-20, postsecondary institutions conferred about 5.1 million awards, ranging from certificates below the associate's level to doctor's degrees. At all award levels, the number conferred was higher in 2019-20 than in 2009-10 (figure 19). Above the certificate level, the number of degrees conferred increased by 20 percent or more. Specifically, the number of associate's degrees conferred increased by 20 percent (from 848,900 to 1.0 million). The number of bachelor's degrees conferred increased by 24 percent (from 1.6 million to 2.0 million). The number of master's degrees conferred increased by 22 percent (from 693,300 to 843,400). Finally, the number of doctor's degrees conferred increased by 20 percent (from 158,600 to 190,200). Although the number of certificates conferred below the associate's level was 3 percent higher in 2019-20 than in 2009-10 (963,300 vs. 935,700), there was no consistent pattern of change over the period (*Postsecondary Certificates and Degrees Conferred*).

In 2019-20, business[56] was among the most common fields for degrees award at the associate's (11 percent), bachelor's (19 percent) and master's (23 percent) degree levels. Health professions and related programs was among the most common fields for all degree levels, accounting for 17 percent of associate's, 13 percent of bachelor's, 16 percent of master's, and 43 percent of doctor's degrees conferred. Additionally, in 2019-20, STEM[57] fields made up 8 percent of associate's degrees, 21 percent of bachelor's degrees, 17 percent of master's degrees, and 16 percent of doctor's degrees (*Undergraduate Degree Fields*; *Graduate Degree Fields*).

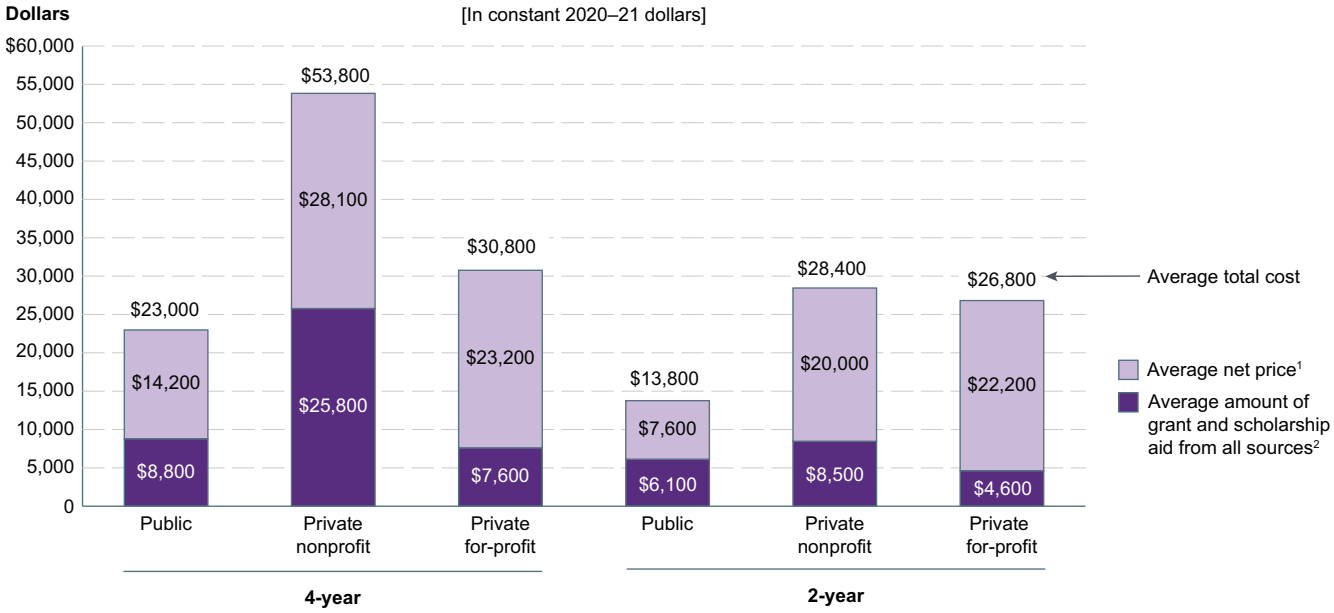
The overall 6-year graduation rate for first-time, full-time undergraduate students who began seeking a bachelor's degree at 4-year degree-granting institutions in fall 2014 was 64 percent.[58] The 6-year graduation rate was 63 percent at public institutions, 68 percent at private nonprofit institutions, and 29 percent at private for-profit institutions. The overall 6-year graduation rate was 67 percent for females and 60 percent for males (*Undergraduate Retention and Graduation Rates*).

[56] Culinary, entertainment, and personal services have been added to the definition of "business" for associate's degree data in order to be consistent with the definition of "business" for bachelor's degree data. "Business" is defined as business, management, marketing, and related support services, as well as culinary, entertainment, and personal services.

[57] Science, technology, engineering, and mathematics (STEM) fields include biological and biomedical sciences (excluding health professionals); computer and information sciences; engineering and engineering technologies; mathematics and statistics; and physical sciences and science technologies.
[58] That is, by 2020, some 64 percent of students had completed a bachelor's degree at the same institution where they started in 2014.

Finances and Resources

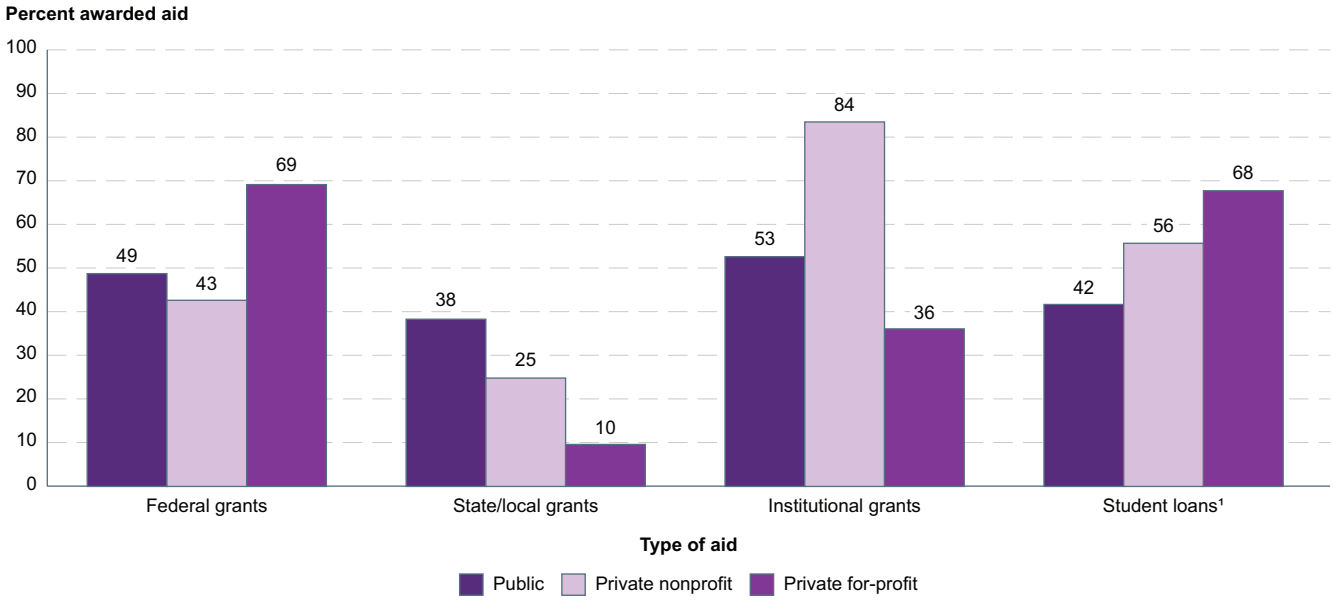
Figure 20. Average total cost, net price, and grant and scholarship aid for first-time, full-time degree/certificate-seeking undergraduate students awarded Title IV aid, by level and control of institution: Academic year 2019–20



¹ Net price is the total cost of attendance minus grant and scholarship aid from the federal government, state or local governments, or institutional sources. However, average net price by income level was calculated based on all students who were awarded any type of Title IV aid, even those who were awarded zero Title IV aid in the form of grants and were awarded Title IV aid only in the form of work-study aid or loan aid.
² Grant and scholarship aid consists of federal Title IV grants, as well as other grant or scholarship aid from the federal government, state or local governments, or institutional sources. Title IV grants include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOGs), Academic Competitiveness Grants (ACGs), National Science and Mathematics Access to Retain Talent Grants (National SMART Grants), and Teacher Education Assistance for College and Higher Education (TEACH) Grants. The average amount of grant and scholarship aid by income level was calculated based on all students who were awarded any type of Title IV aid, even those students who were awarded zero Title IV aid in the form of grants and were awarded Title IV aid only in the form of work-study aid or loan aid.
NOTE: Data are for the 50 states and the District of Columbia. Excludes students who previously attended another postsecondary institution or who began their studies on a part-time basis. Excludes students who were not awarded any Title IV aid. Title IV aid includes grant aid, work-study aid, and loan aid. Data are weighted by the number of students at the institution who were awarded Title IV aid. Constant dollars are based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis. Although rounded numbers are displayed, the figures are based on unrounded data. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2020–21, Student Financial Aid component. See *Digest of Education Statistics 2021*, table 331.30.

In academic year 2019-20, the average net price of attendance (total cost minus grant and scholarship aid) for first-time, full-time undergraduate students attending 4-year institutions was $14,200 at public institutions, compared with $28,100 at private nonprofit institutions and $23,200 at private for-profit institutions (in constant 2020-21 dollars) (figure 20) (*Price of Attending an Undergraduate Institution*).

Figure 21. Percentage of first-time, full-time undergraduate students awarded financial aid at 4-year degree-granting postsecondary institutions, by type of financial aid and control of institution: Academic year 2019–20



¹ Student loans include only loans made directly to students; they do not include Parent PLUS Loans or other loans made directly to parents.
NOTE: Data represent the 50 states and the District of Columbia. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Student financial aid includes any federal and private loans to students and federal, state/local, and institutional grants.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2020–21, Student Financial Aid component. See *Digest of Education Statistics 2021*, table 331.20.

Grants and loans are the major forms of federal financial aid for first-time, full-time degree/certificate-seeking undergraduate students.[59] In academic year 2019-20, the percentage of first-time, full-time degree/certificate-seeking undergraduate students at 4-year institutions who were awarded specific types of financial aid varied by control of institution. The percentages of students awarded aid in the form of federal grants (69 percent) and student loans (68 percent) were highest at private for-profit institutions, the percentage of students awarded state or local grants (38 percent) was highest at public institutions, and the percentage of students awarded institutional grants (84 percent) was highest at private nonprofit institutions (figure 21) (*Sources of Financial Aid*).

In 2019-20, total revenues at degree-granting postsecondary institutions in the United States were $695 billion (in constant 2020-21 dollars). Total revenues were $438 billion at public institutions, $242 billion at private nonprofit institutions, and $14 billion at private for-profit institutions. The primary sources of revenue for degree-granting postsecondary institutions in 2019-20 were tuition and fees; investments;[60] government grants, contracts, and appropriations; and auxiliary enterprises.[61]

Public institutions received the largest proportion of their revenues from government sources (including federal, state, and local government[62] grants, contracts, and appropriations), which made up 43 percent of their overall revenues, while student tuition and fees made up the largest primary source of revenue at private for-profit institutions (93 percent). At private nonprofit institutions, the category of all other revenue sources (including gifts, capital or private grants and contracts, hospital revenue, sales and services of educational activities, and other revenue) made up 36 percent of overall revenues, and student tuition and fees made up 34 percent of overall revenues (*Postsecondary Institution Revenues*).

In 2019-20, degree-granting postsecondary institutions in the United States spent $671 billion (in constant 2020-21 dollars). Total expenses were $430 billion at public institutions, $228 billion at private nonprofit institutions, and $13 billion at private for-profit institutions. In 2019-20, instruction expenses per full-time-equivalent (FTE) student was the largest expense category at public institutions ($11,270, or 27 percent of total expenses) and private nonprofit institutions ($19,570, or 30 percent of total expenses). At private for-profit institutions, the combined category of academic support, student services, and institutional support expenses was the largest category of expenses per FTE student ($10,990, or 65 percent of total expenses) (*Postsecondary Institution Expenses*).

[59] They are distinct forms of financial aid—loans typically have to be repaid whereas grants do not.
[60] Investments/investment returns are aggregate amounts of dividends, interest, royalties, rent, and gains or losses from both fair-value adjustments and trades of institutions' investments and/or endowments.
[61] Auxiliary enterprises, such as residence halls and food services, are essentially self-supporting operations of institutions that furnish a service to students, faculty, or staff.
[62] Private grants and contracts are included in local government revenues at public institutions.

Population Characteristics and Economic Outcomes

Individuals' levels of educational attainment are related to economic outcomes. This section of The Condition of Education Indicator System begins with a report of educational attainment in the United States. The remainder of indicators in this section in the Condition of Education Indicator System examine further the relationship between educational attainment and labor force outcomes, such as median earnings and unemployment rates.

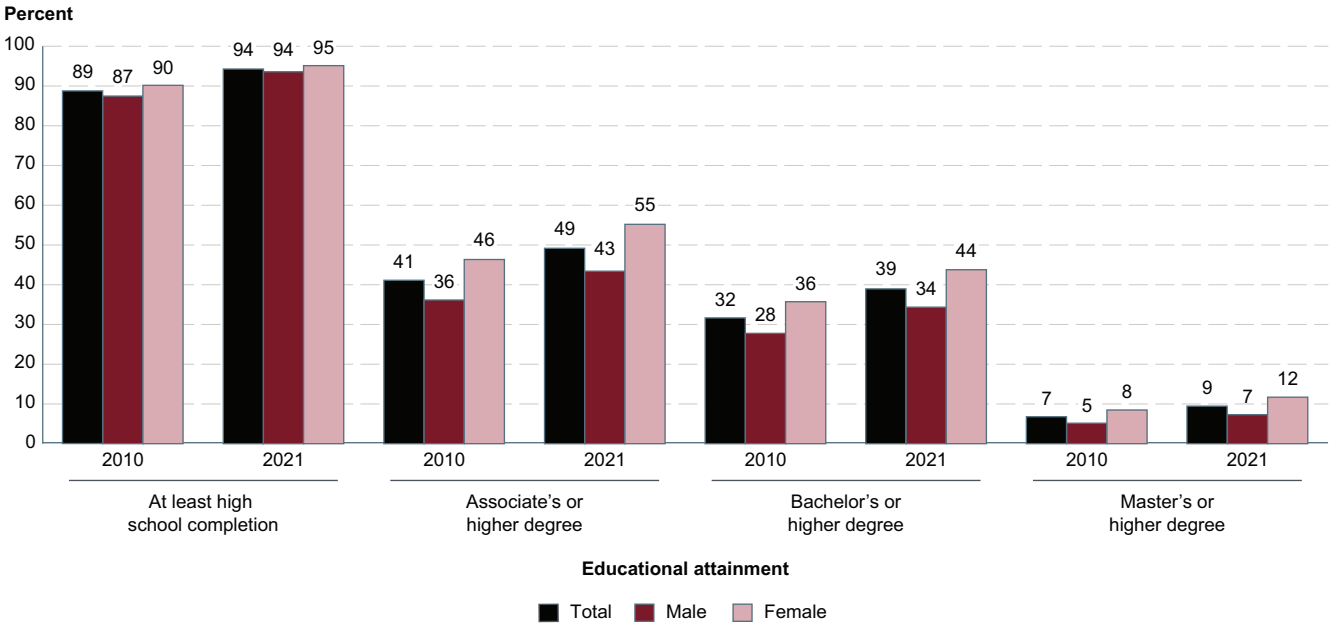
Between 2010 and 2021, rates of educational attainment have increased at all levels in the United States.[63] Generally, persons with higher educational attainments had higher median earnings in 2020 and had higher rates of employment in March 2021.

Educational Attainment of Young Adults

Between 2010 and 2021, educational attainment rates among 25- to 29-year-olds increased at each attainment level. During this period, the percentage who had completed at least high school[64] increased from 89 to 94 percent, the percentage with an associate's or higher degree increased from 41 to 49 percent, the percentage with a bachelor's or higher degree increased from 32 to 39 percent, and the percentage with a master's or higher degree increased from 7 to 9 percent (figure 22).

In general, educational attainment rates during this time period increased for both male and female 25- to 29-year-olds as well as for those of most racial/ethnic groups. For example, between 2010 and 2021, the percentages who had completed at least high school increased for those who were Asian (from 94 to 98 percent), White (from 95 to 96 percent), Black (from 90 to 94 percent), and Hispanic (from 69 to 88 percent). Similarly, the percentages of individuals who had attained a bachelor's or higher degree increased between 2010 and 2021 for those who were Asian (from 56 to 72 percent), White (from 39 to 45 percent), Black (from 19 to 26 percent), and Hispanic (from 13 to 23 percent) (*Educational Attainment of Young Adults*).

Figure 22. Percentage of 25- to 29-year-olds, by educational attainment and sex: 2010 and 2021



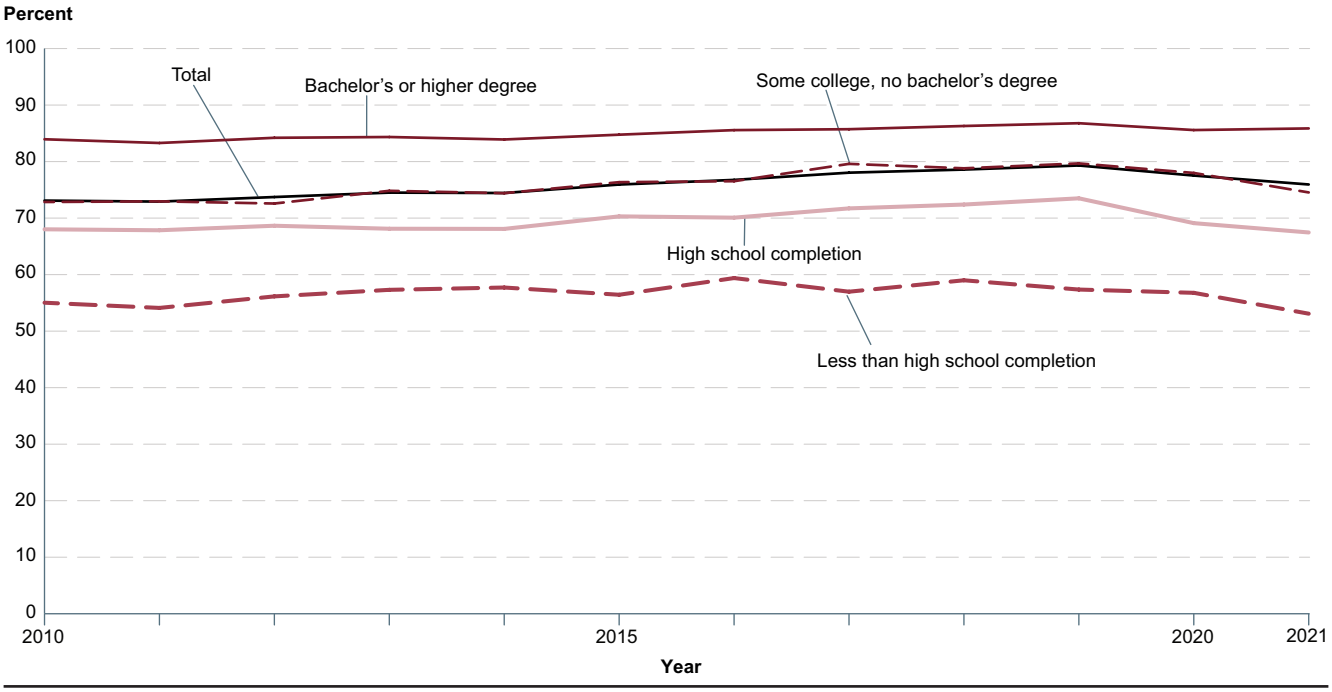
NOTE: Data were collected in March of each year and are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); data include military personnel who live in households with civilians, but exclude those who live in military barracks. High school completion includes those who graduated from high school with a diploma as well as those who completed high school through equivalency programs, such as a GED program. Caution should be used when comparing 2021 estimates to those of prior years due to the impact that the coronavirus pandemic had on interviewing and response rates in 2021. For additional information about the impact of the coronavirus pandemic on the Current Population Survey data collection, please see https://www2.census.gov/programs-surveys/cps/techdocs/cpsmar21.pdf. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2010 and 2021. See *Digest of Education Statistics 2021*, table 104.20.

[63] Caution should be used when comparing 2020 and 2021 estimates to those of prior years due to the impact that the coronavirus pandemic had on interviewing and response rates. For additional information about the impact of the coronavirus pandemic on the Current Population Survey data collection, please see https://www2.census.gov/programs-surveys/cps/techdocs/cpsmar21.pdf.

[64] High school completion includes those who graduated from high school with a diploma as well as those who completed high school through equivalency programs, such as a GED program.

Economic Outcomes

Figure 23. Employment rates of 25- to 34-year-olds, by educational attainment: 2010 through 2021



NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities) and all military personnel. The employment rate, or employment to population ratio, is the number of persons in each group who are employed as a percentage of the civilian noninstitutionalized population in that group. "Some college, no bachelor's degree" includes persons with an associate's degree. "High school completion" includes equivalency credentials, such as the GED. Caution should be used when comparing 2020 and 2021 estimates to those of prior years due to the impact that the coronavirus pandemic had on interviewing and response rates. For additional information about the impact of the coronavirus pandemic on the Current Population Survey data collection, please see https://www2.census.gov/programs-surveys/cps/techdocs/cpsmar21.pdf.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2010 through 2021. See *Digest of Education Statistics 2015*, *2018*, *2019*, *2020*, and *2021*, table 501.50.

In March 2021, roughly one year into the coronavirus pandemic, the employment rate of 25- to 34-year-olds was higher for those with higher levels of educational attainment. For example, the employment rate ranged from 53 percent for those who had not completed high school to 86 percent for those with a bachelor's or higher degree.

Overall, the employment rate for 25- to 34-year-olds increased from 2010 to 2021. First, this rate increased from 73 percent in 2010 to 79 percent in 2019. It then dropped to 76 percent in 2021 but remained higher than in 2010. These trends in employment rates differed by educational attainment (figure 23). Compared with 2010, employment rates were higher in 2021 only for those with a bachelor's or higher degree. For this group, the employment rate generally increased from 2010 to 2021 (from 84 to 86 percent), although there was no measurable difference between 2019 and 2021. For those with lower levels of educational attainment, the employment rate in 2021 was not measurably different from the employment rate in 2010. Employment rates first increased between 2010 and 2019 for those with some college (from 73 to 80 percent) and for those who had completed high school (from 68 to 74 percent). However, these gains were reversed during the coronavirus pandemic. For these two groups, employment rates were lower in 2021 (75 percent and 68 percent, respectively) than in 2019. For those who had not completed high school, employment rates in 2021 and 2019 were not different from those in 2010 or from each other (*Employment and Unemployment Rates by Educational Attainment*).

For 25- to 34-year-olds who worked full time, year round, higher educational attainment was also associated with higher median earnings. This pattern was consistent for each year from 2010 through 2020. For example, in 2020, the median earnings of those with a master's or higher degree were $69,700, some 17 percent higher than the earnings of those whose highest level of attainment was a bachelor's degree ($59,600). In the same year, the median earnings of those with a bachelor's degree were 63 percent higher than the earnings of those who completed high school as their highest degree ($36,600) (*Annual Earnings by Educational Attainment*).

International Comparisons

Another way to assess the condition of education in the United States is to benchmark the performance of students in the United States against that of students in peer countries on key indicators. The indicators in this section of the Condition of Education Indicator System compare the U.S. education system to the education systems in other countries with respect to enrollment rates, student performance on international assessments, education expenditures, and educational attainment. This *Report on the Condition of Education* highlights key findings on international assessments and attainment.

The United States scored in the top 25 percent of participating education systems in both mathematics and science at both the 4th- and 8th-grade levels, according to the 2019 Trends in International Mathematics and Science Study (TIMSS). Additionally, with 92 percent of 25- to 64-year-olds having completed a high school degree,[65] the United States was among the top 6 out of 34 countries in 2020 reporting data on educational attainment rates to the Organization for Economic Cooperation and Development.

Assessments

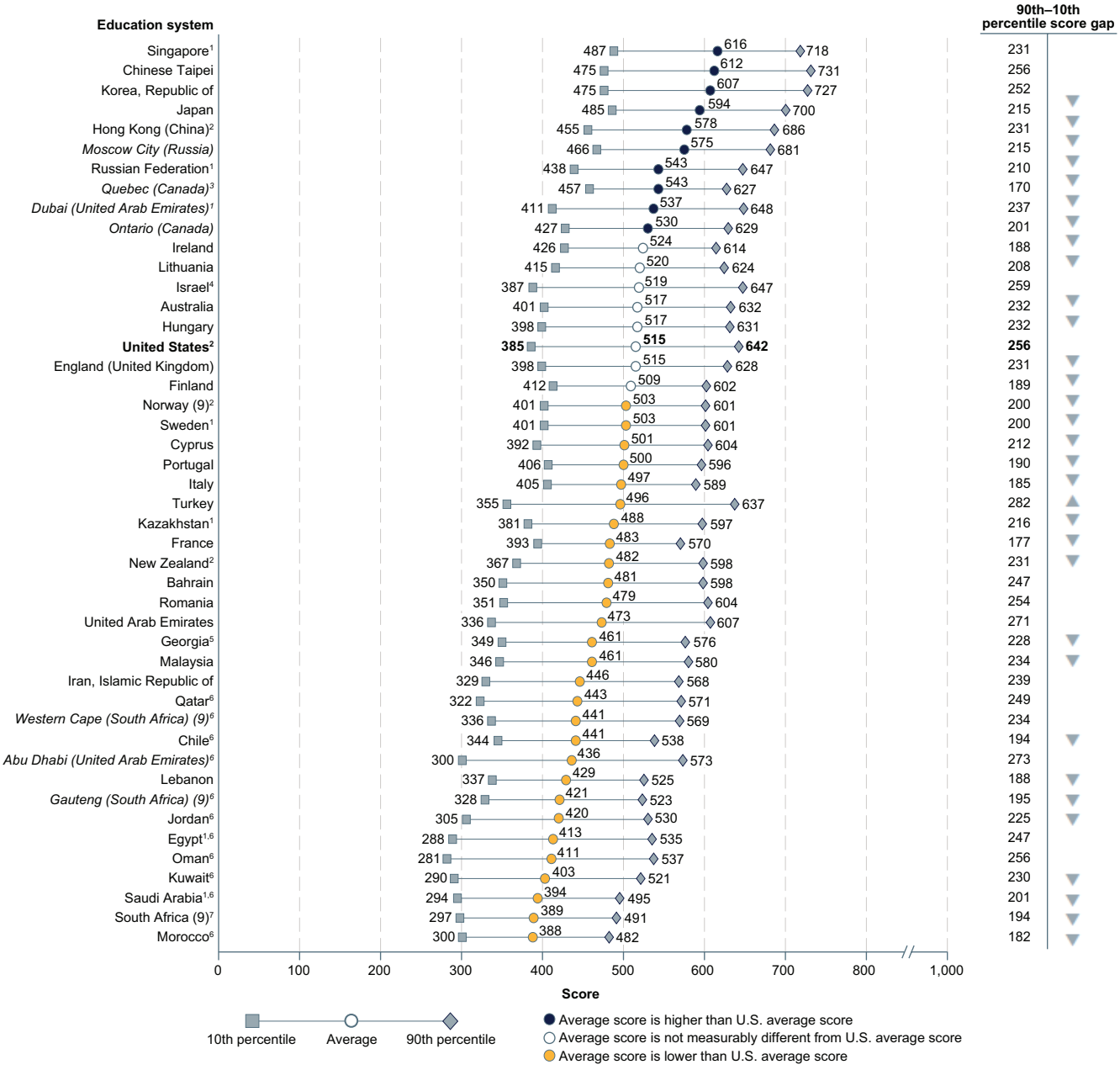
The Trends in International Mathematics and Science Study (TIMSS) is an international comparative study that has measured trends in mathematics and science achievement at 4th and 8th grade every 4 years since 1995. In 2019, TIMSS mathematics and science data were collected by 64 education systems at 4th grade and 46 education systems at 8th grade.

In 2019, at grade 8, both the U.S. average mathematics score (515) and the U.S. average science score (522) were higher than the TIMSS scale centerpoint (500 for both assessments).[66] In mathematics, 10 education systems had higher average mathematics scores than the United States, 7 had scores that were not measurably different, and 28 education systems had lower average scores (figure 24). In science, 10 education systems had higher average science scores than the United States, 9 had scores that were not measurably different, and 26 education systems had lower average scores (*International Comparisons: Mathematics and Science Achievement at Grades 4 and 8*).

[65] In this section, "high school degree" refers to degrees classified as ISCED 2011 level 3, which generally corresponds to high school completion in the United States, with some exceptions.

[66] TIMSS scores are reported on a scale from 0 to 1,000, with a scale centerpoint set at 500 and the standard deviation set at 100. The TIMSS scale centerpoint represents the mean of the overall achievement distribution in 1995. The TIMSS scale is the same in each administration; thus, a value of 500 in 2019 equals 500 in 1995, when that was the international average.

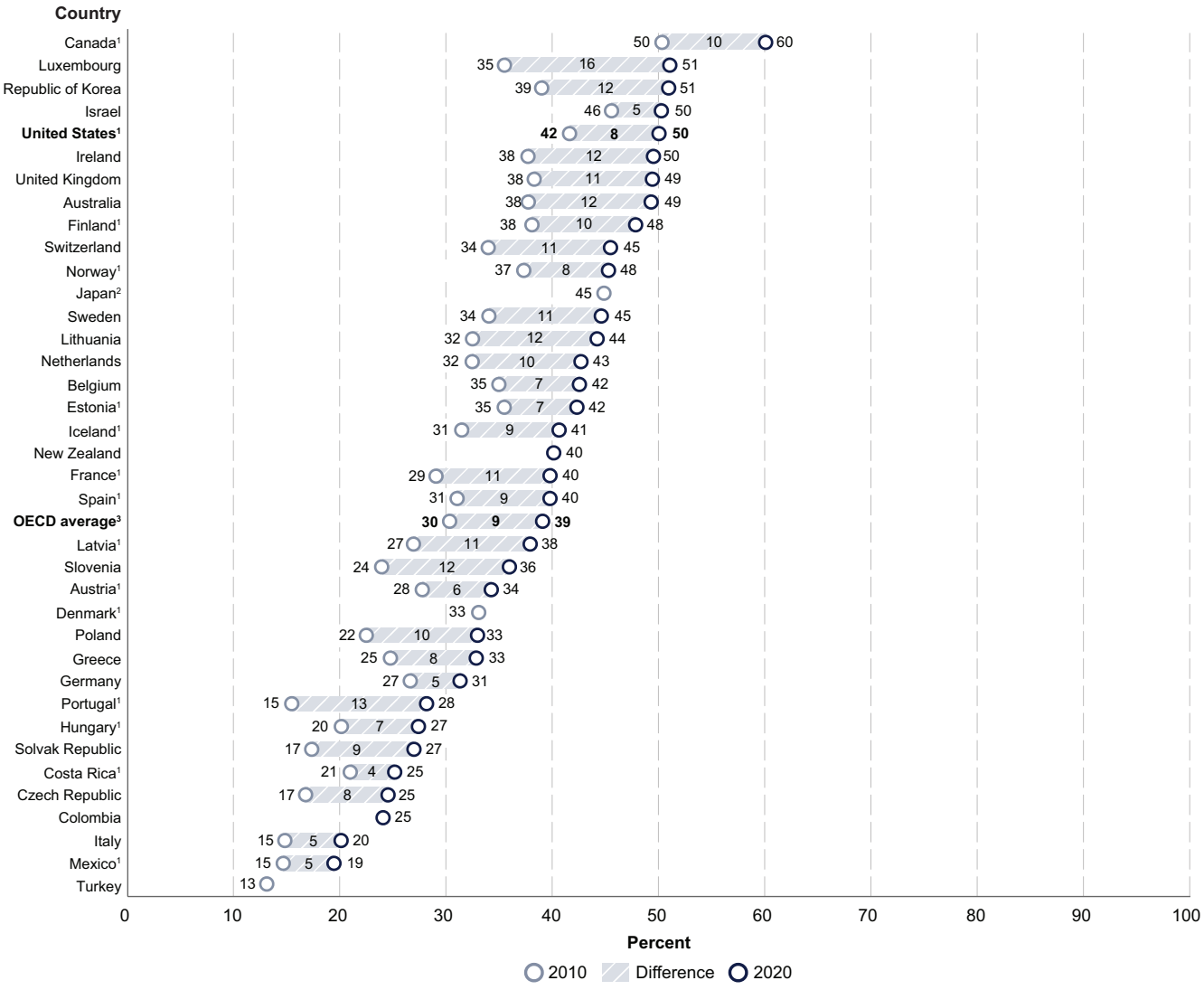
Figure 24. Average scores and 10th and 90th percentile scores of 8th-grade students on the TIMSS mathematics scale and percentile score gaps, by education system: 2019



▲ 90th to 10th percentile score gap is higher than the U.S. score gap.
▼ 90th to 10th percentile score gap is lower than the U.S. score gap.
[1] National Defined Population covers 90 to 95 percent of the National Target Population, as defined by TIMSS.
[2] Met guidelines for sample participation rates only after replacement schools were included.
[3] Nearly satisfied guidelines for sample participation rates after replacement schools were included.
[4] National Defined Population covers less than 90 percent of the National Target Population (but at least 77 percent), as defined by TIMSS.
[5] National Target Population does not include all of the International Target Population, as defined by TIMSS.
[6] Reservations about reliability because the percentage of students with achievement too low for estimation exceeds 15 percent but does not exceed 25 percent.
[7] Reservations about reliability because the percentage of students with achievement too low for estimation exceeds 25 percent.
NOTE: In addition to average scores, this figure shows the scores for the (a) 10th percentile—the bottom 10 percent of students; and (b) 90th percentile—the top 10 percent of students. The percentile ranges are specific to each education system's distribution of scores, enabling users to compare scores across education systems. Education systems are ordered by average score. Education systems that are not countries are designated by their country in parentheses. Benchmarking participants are indicated with italics. For education systems with a "(9)" after their name, 9 indicates the years of formal schooling; these education systems chose to administer TIMSS at a different grade than other education systems (8 years of formal schooling). The TIMSS scale centerpoint is set at 500 and represents the mean of the overall achievement distribution in 1995. The standard deviation is set to 100. The TIMSS scale is the same in each administration (0 to 1,000 points); thus, a value of 500 in 2019 equals 500 in 1995. Although rounded numbers are displayed, data shown are based on unrounded estimates.
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2019. See *TIMSS 2019 U.S. Highlights Web Report*, table M2b.

Attainment

Figure 25. Percentage of the population 25 to 64 years old who had attained any postsecondary degree in Organization for Economic Cooperation and Development (OECD) countries: 2010 and 2020



[1] The International Standard Classification of Education (ISCED) was revised in 2011. Although data for 2010 were originally calculated using the 1997 version of ISCED, the footnoted countries revised their 2010 data to align with the 2011 version of ISCED.
[2] Data for both years include some postsecondary nontertiary awards (i.e., awards that are below the associate's degree level).
[3] Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of the OECD in that year. Countries not shown in this figure may be included in the OECD average.
NOTE: Of the 38 OECD countries, 37 are included in this figure. Data for Japan, Denmark, and Turkey are available only for 2010. Data for New Zealand and Colombia are available only for 2020. Chile is excluded because data are not available for 2010 and 2020. Data in this figure include all tertiary (postsecondary) degrees, which correspond to all degrees at the associate's level and above in the United States. Under ISCED 2011, tertiary degrees are classified at the following levels: level 5 (corresponding to an associate's degree in the United States), level 6 (a bachelor's or equivalent degree), level 7 (a master's or equivalent degree), and level 8 (a doctoral or equivalent degree). ISCED 2011 was used to calculate data for 2020 for all countries. Some data have been revised from previously published figures. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved September 16, 2021, from https://stats.oecd.org/Index.aspx. See *Digest of Education Statistics 2021*, table 603.20.

In 2020, some 92 percent of 25- to 64-year-olds in the United States had a high school diploma or its equivalent. In comparison, the average rate for the Organization for Economic Cooperation and Development (OECD) member countries was 80 percent. Among the 34 countries for which the OECD reported 2020 data on high school completion rates, the percentages of 25- to 64-year-olds who had completed high school ranged from 42 percent in Mexico to 90 percent or more in nine countries (Slovenia, Estonia, Finland, the United States, Canada, the Slovak Republic, Poland, Lithuania, and the Czech Republic).

Additionally, 50 percent of 25- to 64-year-olds in the United States had obtained a postsecondary degree, compared with the OECD average of 39 percent (figure 25). Among the 34 countries for which the OECD reported 2020 data on postsecondary attainment rates, the percentages earning any postsecondary degree ranged from 19 percent in Mexico to 60 percent in Canada. Eighteen countries, including the United States, reported that 40 percent or more of those in this age range had earned any postsecondary degree as of 2020.

For 25- to 34-year-olds—that is, the age group whose educational attainment is likely to reflect more recent shifts in educational and economic systems—the OECD average percentage of those who had completed high school rose from 81 to 86 percent between 2010 and 2020, while the corresponding percentage for the United States increased from 88 to 94 percent. In addition, the OECD average percentage of those with any postsecondary degree rose from 37 percent in 2010 to 46 percent in 2020, while the corresponding percentage in the United States rose from 42 to 52 percent (*International Educational Attainment*).

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