IES Institute of Education Sciences

Report on the Condition of Education 2021

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May 2021

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Institute of Education Sciences

A Letter From the

Commissioner of the National Center for Education Statistics

May 2021

On behalf of the National Center for Education Statistics (NCES), I am pleased to present the 2021 edition of the *Condition of Education*, 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 educational progress.

Beginning in 2021, individual indicators can be accessed online on the newly redesigned Condition of Education Indicator System website. A synthesis of key findings from these indicators can be found in the *Report on the Condition of Education*, a more user-friendly PDF report.

A total of 86 indicators are included in this year's *Condition of Education*, 55 of which were updated this year. As in prior years, these indicators present a range of topics from prekindergarten through postsecondary education, as well as labor force outcomes and international comparisons. Additionally, this year's 55 updated indicators include 17 indicators on school crime and safety.

For the 2021 edition of the *Condition of Education*, most data were collected prior to 2020, either during the 2018-19 academic year or in fall 2019. Therefore, with some exceptions, this year's report presents findings from prior to the coronavirus pandemic.

At the elementary and secondary level (prekindergarten through grade 12), the data show that 50.7 million students were enrolled in public schools fall 2018, the most recent year for which data were available at the time this report was written. Public charter school enrollment accounted for 7 percent (3.3 million students) of these public school enrollments, more than doubling from 3 percent (1.6 million students) in 2009. In 2019, U.S. 4th- and 8th-grade students scored above the scale centerpoint (500 out of 1,000) on both the math and science assessments in the Trends in International Mathematics and Science Study (TIMSS).

In 2020, 95 percent of 25- to 29-year-olds had at least a high school diploma or equivalent, while 39 percent had a bachelor's or higher degree. These levels of educational attainment are associated with economic outcomes, such as employment and earnings. For example, among those working full time, year round, annual median earnings in 2019 were 59 percent higher for 25- to 34-year-olds with a bachelor's or higher degree than for those with a high school diploma or equivalent.

In addition to regularly updated annual indicators, this year's two spotlight indicators highlight early findings on the educational impact of the coronavirus pandemic from the Household Pulse Survey (HPS).

- The first spotlight examines distance learning at the elementary and secondary level at the beginning of the 2020-21 academic year. Overall, among adults with children under 18 in the home enrolled in school, two-thirds reported in September 2020 that classes had been moved to a distance learning format using online resources. In order to participate in these remote learning settings, students must have access to computers and the internet. More than 90 percent of adults with children in their household reported that one or both of these resources were always or usually available to children

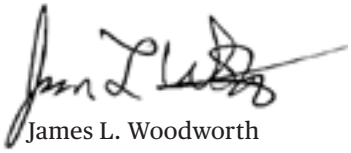
for educational purposes in September 2020. At the same time, 59 percent of adults reported that computers were provided by the child's school or district, while 4 percent reported that internet access was paid for by the child's school or district. Although higher percentages of lower income adults reported such assistance, this did not eliminate inequalities in access to these resources by household income.

- The second spotlight examines changes in postsecondary education plans for fall 2020 in response to the coronavirus pandemic. Among adults 18 years old and over who had household members planning to take classes in fall 2020 from a postsecondary institution, 45 percent reported that the classes at least one household member planned would be in different formats in the fall (e.g., formats would change from in-person to online), 31 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. Some 28 percent reported no change in fall plans to take postsecondary classes for at least one household member. The two most frequently cited reasons for the cancellation of plans were having the coronavirus or having concerns about getting the coronavirus (46 percent), followed by not being able to pay for classes/educational expenses because of changes to income from the pandemic (42 percent).

The *Condition of Education* also includes an At a Glance section, a Reader's Guide, a Glossary, and a Guide to Sources, all of which provide additional background information. Each indicator includes references to the source data tables used to produce the indicator.

As new data are released throughout the year, indicators will be updated and made available online.

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.



James L. Woodworth
Commissioner
National Center for Education Statistics

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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 (NCES). 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 2021* encompasses key findings from the Condition of Education Indicator System. The Indicator System for 2021 presents 86 indicators, including 22 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 education, at the elementary and secondary levels as well as the postsecondary level. The traditional elementary and secondary education structure, which typically emphasizes an interactive classroom environment, saw widespread transitions to online education programs in order to mitigate the spread of the coronavirus pandemic. At the beginning of the 2020-21 school year (September 2 to September 14), among the adults who had children under age 18 enrolled in a public or private school, some 67 percent reported that school classes were moved to a distance learning format using online resources. In order to participate in these remote learning settings, students must have access to computers and the internet.

Among the adults who had children under age 18 enrolled in a public or private school, 91 percent reported that computers were always or usually available to children for educational purposes, and 93 percent reported that internet access was always or usually available to children for educational purposes. The percentages of computer or internet access varied by household income. For those with a household income of less than $25,000, the percentage was the lowest (*The Impact of the Coronavirus Pandemic on the Elementary and Secondary Education System*).

Like elementary and secondary education, postsecondary education was also affected by the pandemic, and many postsecondary institutions shifted from in-person classes to online classes. Accordingly, plans for postsecondary education changed. Among adults 18 years old and over who were surveyed during the period August 19 to August 31, 2020, and who had household members planning to take classes in fall 2020 from a postsecondary institution, 45 percent reported that the classes would be in different formats in the fall (e.g., formats would change from in-person to online), 31 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 Postsecondary Plans of Students*).

For more information on how the coronavirus pandemic has affected both the elementary/secondary and postsecondary education systems in the United States, see the "Impact of the Coronavirus Pandemic on Education" section.

The remainder of the indicators in the Condition of Education Indicator System present data from prior to the 2020-21 school year and generally do not reflect the impacts of the coronavirus pandemic. These indicators present a picture of a U.S. education system that serves a diverse population of students across a variety of school settings. Of the 50.7 million students who were enrolled in public elementary and secondary schools (prekindergarten [preK] through grade 12) in fall 2018, some 23.8 million were White, 13.8 million were Hispanic, 7.7 million were Black, 2.7 million were Asian, 2.1 million were of Two or more races, 0.5 million were American Indian/Alaska Native, and 186,000 were Pacific Islander (*Racial/Ethnic Enrollment in Public Schools*). Among public school students, 7 percent attended public charter schools in fall 2018, reflecting a steady increase over the prior decade (*Public Charter School Enrollment*). Despite overall increases in K-12 enrollments in public schools (*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 Condition of Education Indicator System includes both national and international measures of achievement in multiple subjects. On the National Assessment of Educational Progress (NAEP), the average scores in 4th-grade reading, 8th-grade reading, and 8th-grade math were lower in 2019 than in 2017. For 4th-grade math, in contrast, average NAEP scores were higher in 2019 than in 2017 (*Reading Performance* and *Mathematics Performance*). At the international level, the United States ranked in the top 25 percent of participating education systems in both mathematics and science at both the 4th and 8th grade levels in the 2019 Trends in International Mathematics and Science Study (TIMSS) (*International Comparisons: Mathematics and Science Achievement at Grades 4 and 8*).

[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.

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 ACGR was first measured, in 2010–11 (*Public High School Graduation Rates*). In 2019, there were 2.0 million status dropouts between the ages of 16 and 24, and the overall status dropout rate was 5.1 percent, a decrease from 2010 (*Status Dropout Rates*).[2]

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 3.2 million high school completers who graduated in the first 9 months of 2019, some 2.1 million, or 66 percent, were enrolled in college in October 2019 (*Immediate College Enrollment Rate*).

Although this *immediate college enrollment rate* did not differ from the rate in 2009, total undergraduate enrollment decreased between fall 2009 and 2019 (from 17.5 million to 16.6 million), while total postbaccalaureate enrollment increased over this period (from 2.8 to 3.1 million) (*Undergraduate Enrollment* and *Postbaccalaureate Enrollment*).

Postsecondary educational activities are associated with many long-term life outcomes. For 25- to 34-year-olds who worked full time, year round in 2019, the median earnings of those with a master's or higher degree ($70,000) were 26 percent higher than the earnings of those with a bachelor's degree ($55,700), and the median earnings of those with a bachelor's degree were 59 percent higher than the earnings of those who completed high school ($35,000) (*Annual Earnings by Educational Attainment*).

[2] The *status dropout rate* represents the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate).

Impact of the Coronavirus Pandemic on Education

The emergence of the coronavirus pandemic brought major disruptions to American society. Health systems were stressed,[3] millions of jobs were lost,[4] businesses were shuttered, and many schools were closed.[5]

Impact of the Coronavirus Pandemic on the Elementary and Secondary Education System

The traditional elementary and secondary education structure, which typically emphasizes an interactive classroom environment, quickly transitioned to online education programs in the spring of 2020 to mitigate the spread of the coronavirus pandemic. Although online programs have enabled education activities to continue while schools have been physically closed, concerns have been raised about whether inequities in access to these online programs could further exacerbate gaps in student performance that existed prior to the pandemic.[6,7]

At the beginning of the 2020–21 school year (September 2 to September 14), among the adults who had children under age 18 enrolled in a public or private school, some 67 percent reported that school classes were moved to a distance learning format using online resources.[8] In order to participate in these remote learning settings, students must have access to computers and the internet. At the beginning of the 2020–21 school year, 91 percent reported that computers were always or usually available to children for educational purposes, and 93 percent reported that internet access was always or usually available to children for educational purposes.

The percentage of adults reporting that computers and internet access were always or usually available to children for educational purposes varied by household income. In general, the percentages were higher for those in the top three household income groups than for those in the bottom three income groups. For example, at the beginning of the 2020–21 school year, the percentages of adults reporting that internet access was always or usually available to children for educational purposes were highest for the top three household income groups (ranging from 96 to 97 percent), and lower for each of the three groups with household income below $75,000 (ranging from 83 to 93 percent) (figure S1).

To mitigate inequities in access to these online programs, some schools and school districts provide computers and interact access to students. Among the adults who had children under age 18 in the home enrolled in a public or private school at the beginning of the 2020–21 school year, 59 percent reported that computers were provided by the children's school or school district, and 4 percent reported that internet access was paid for by the children's school or school district. This also differed by household income. For example, the percentages of adults reporting that internet access was paid for by the children's school or school district were highest for those in the two bottom household income groups (8 percent for those with a household income of less than $25,000 and 6 percent for those with a household income from $25,000 to $49,999), while the percentage was lowest for the group with a household income of $150,000 and more (1 percent) (*The Impact of the Coronavirus Pandemic on the Elementary and Secondary Education System*).

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[3] Melvin, S.C., Wiggins, C., Burse, N., Thompson, E., and Monger, M. (2020, July). *The Role of Public Health in COVID-19 Emergency Response Efforts From a Rural Health Perspective* (Preventing Chronic Disease, Vol. 17, E70), Centers for Disease Control and Prevention. Retrieved February 9, 2021, from https://www.cdc.gov/pcd/issues/2020/20_0256.htm#T2_down. Blumenthal, D., Fowler, E.J., Abrams, M., and Collins, S.R. (2020, July). COVID-19—Implications for the Health Care System, *New England Journal of Medicine*, *383*, 1438-1488. Retrieved February 9, 2021, from https://www.nejm.org/doi/full/10.1056/nejmsb2021088.

[4] Handwerker, E.W., Meyer, P.B., Piacentini, J., Schultz, M., and Sveikauskas, L. (2020, December). *Employment Recovery in the Wake of the COVID-19 Pandemic* (Monthly Labor Review), U.S. Bureau of Labor Statistics. Retrieved February 9, 2021, from https://www.bls.gov/opub/mlr/2020/article/employment-recovery.htm.

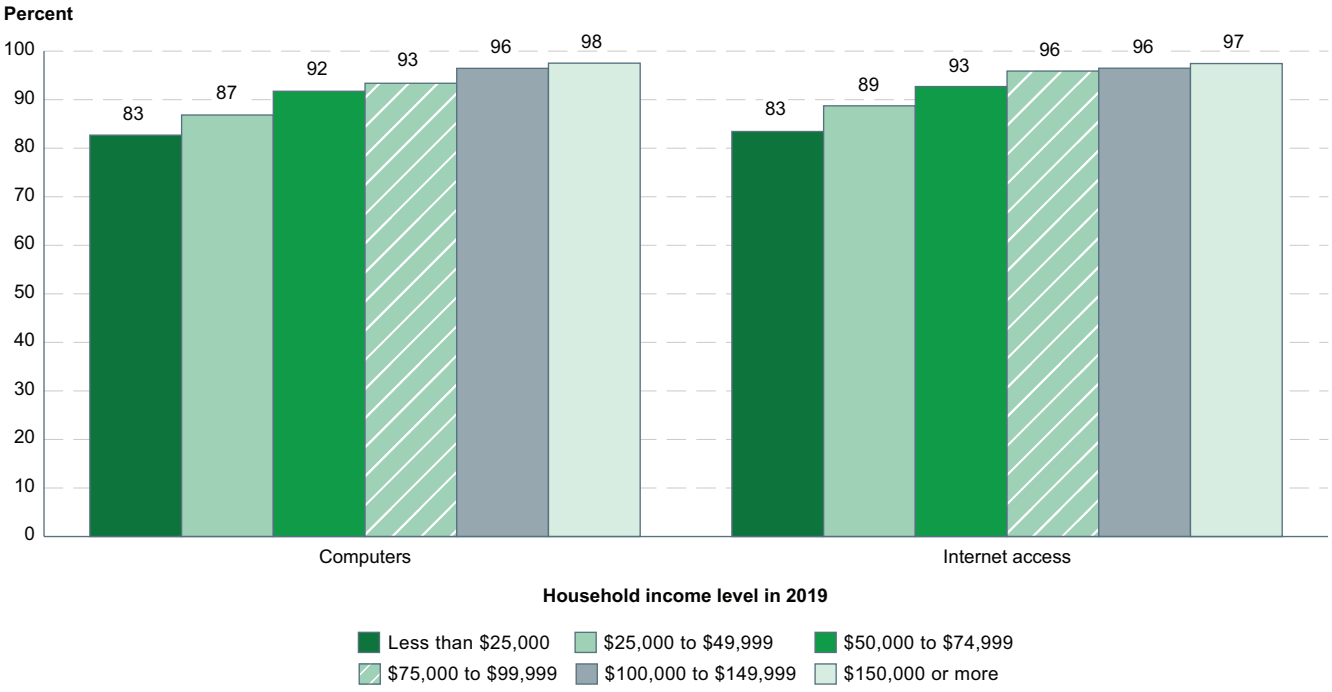
[5] Education Week. (2020, March 6). *Map: Coronavirus and School Closures in 2019-2020*. Retrieved February 9, 2021, from https://www.edweek.org/leadership/map-coronavirus-and-school-closures-in-2019-2020/2020/03.

[6] U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2020*, Reading Performance. Retrieved February 9, 2021, from https://nces.ed.gov/programs/coe/indicator/cnb; and Mathematics Performance. Retrieved February 9, 2021, from https://nces.ed.gov/programs/coe/indicator/cnc.

[7] U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress. *Results From the 2019 Mathematics and Reading Assessments at Grade 12*. Retrieved February 9, 2021, from https://www.nationsreportcard.gov/mathematics/supportive_files/2019_infographic_G12_math_reading.pdf.

[8] Data from the 2020 Household Pulse Survey (HPS). The HPS is conducted by the Census Bureau with seven other federal statistical agency partners, including the National Center for Education Statistics (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 also collects information from adults about how children in their households access technology at home for educational purposes. Beginning with the phase 2 data collection on August 19, the HPS includes new questions on household postsecondary attendance plans, whether those plans shifted as a result of coronavirus pandemic, and specific reasons why the postsecondary plans changed.

Figure S1. Among adults 18 years old and over who had children under age 18 in the home enrolled in school, percentage reporting that computers and internet access were always or usually available to children for educational purposes, by income level: September 2 to 14, 2020



NOTE: Although rounded numbers are displayed, the figures are based on unrounded data. Data in this figure are considered experimental and do not meet NCES standards for response rates. The survey question refers to enrollment at any time during the 2020–21 school year.
SOURCE: U.S. Department of Commerce, Bureau of the Census, Household Pulse Survey, collection period of September 2 to 14, 2020. See *Digest of Education Statistics 2020*, table 218.85.

Impact of the Coronavirus Pandemic on Fall Plans for Postsecondary Education

As with elementary and secondary education, postsecondary education was also heavily impacted by the pandemic. During spring 2020, many postsecondary institutions shifted from in-person classes to online only classes. College practices and programs also changed in other ways ranging from new policies on campus visits and admissions to financial challenges due to loss of tuition and room and board revenue, as well as cancellations of athletic programs.[9] About half (51 percent) of postsecondary students in fall 2020 reported that the coronavirus pandemic was "likely" or "very likely" to negatively affect their ability to complete their degree.[10]

Among adults 18 years old and over who were surveyed during the period August 19 to August 31, 2020 and who had household members planning to take classes in fall 2020 from a postsecondary institution, 45 percent reported that the classes at least one household member planned would be in different formats in the fall (e.g., formats would change from in-person to online), 31 percent reported 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.[11] In addition, 28 percent reported no change in the fall plans to take postsecondary classes for at least one household member.

The percentage of adults reporting changes in fall 2020 plans for postsecondary education varied by type of programs planned. For instance, the percentage of adults reporting that classes planned would be in different formats for at least one household member was highest for adults who reported that their household members planned to take classes in a bachelor's degree program (61 percent). The percentage of adults reporting no change in plans to take postsecondary classes for at least one household member was highest for those who reported that their household members planned to take classes in a graduate degree program (36 percent). The percentage of adults reporting all plans to take classes in fall 2020 had been canceled for at least one household member was highest for those planning to take classes in certificate or diploma program (47 percent) (figure S2).

For those adults who reported all plans to take classes in fall 2020 had been canceled for at least one household member, the two most frequently cited reasons for the cancellation of plans were already having the coronavirus or having concerns about getting the coronavirus (46 percent) and not being able to pay for classes/educational expenses because of changes to income from the pandemic (42 percent).[12] Other reasons for the cancellation of plans included the following: uncertainty about how classes/programs might change (30 percent), institution changing content or format of classes (e.g., from an in-person to an online format) (26 percent), changes to financial aid (15 percent), caring for others whose care arrangements had been disrupted[13] (11 percent), changes to campus life (9 percent), and caring for someone with coronavirus (2 percent) (*Impact of the Coronavirus Pandemic on Postsecondary Plans of Students*).

[9] National Conference of State Legislatures. *Higher Education Responses to Coronavirus (COVID-19)*. Retrieved February 9, 2021, from https://www.ncsl.org/research/education/higher-education-responses-to-coronavirus-covid-19.aspx.

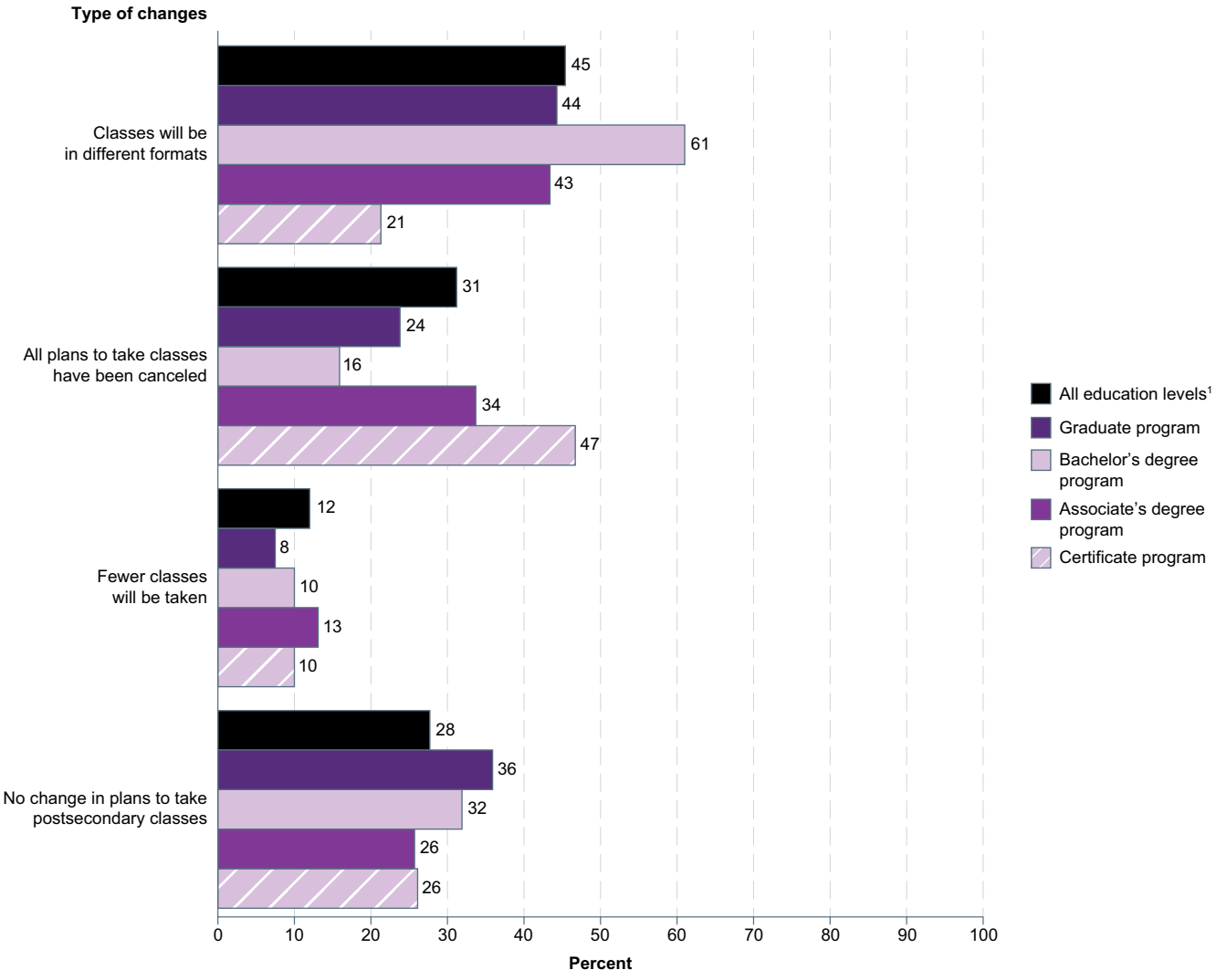
[10] Gallup. (2020). *State of the Student Experience: Fall 2020*. Retrieved February 9, 2021, from https://www.gallup.com/education/327485/state-of-the-student-experience-fall-2020.aspx.

[11] 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.

[12] Respondents could select multiple planned postsecondary education levels. Those who selected multiple levels are included in the overall totals but are omitted from individual education levels (see *Digest of Education Statistics* table 302.80 for information on adults selecting multiple education levels). Overall, 20 percent of respondents indicated postsecondary plans at multiple levels in their household.

[13] Examples include loss of day care or adult care programs.

Figure S2. Among adults 18 years old and over who reported that household members planned to take classes in fall 2020 from a postsecondary institution, percentage reporting changes in postsecondary plans for fall 2020 for at least one household member, by type of changes and level of postsecondary education planned: August 19 to August 31, 2020



[1] Includes education levels not separately shown.

NOTE: 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. Respondents could select multiple planned postsecondary education levels. Those who selected multiple levels are included in the overall totals, but are omitted from individual education levels (see Digest table 302.80 for information on adults selecting multiple education levels). Overall, 20 percent of respondents indicated postsecondary plans at multiple levels in their household. Data in this table are considered experimental and do not meet NCES standards for response rates. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, Household Pulse Survey, August 19 to August 31, 2020. See *Digest of Education Statistics 2020*, table 302.80.

Family Characteristics

This section of the Condition of Education Indicator System presents indicators on 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, prior 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 receiving low achievement scores, having to repeat a grade, and dropping out of high school.[14,15] Understanding the distribution of these resources therefore provides important context for understanding the condition of education in the United States.

Characteristics of Children's Families

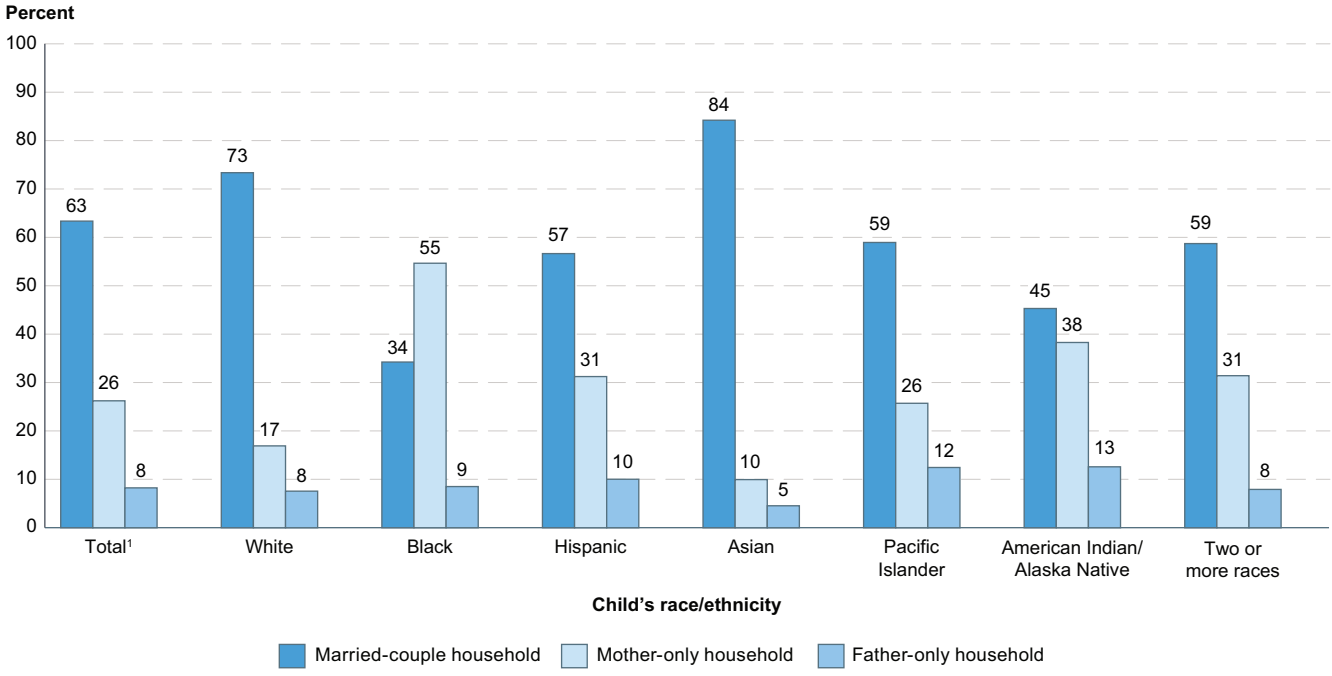
In 2019, some 16 percent of children under age 18 were in families living in poverty. The poverty rate for children in 2019 was lower than in 2010 (21 percent). Similarly, a lower percentage of children under age 18 in 2019 than in 2010 (9 vs. 12 percent) lived in households where no parent had completed high school.

In 2019, some 63 percent of children under age 18 lived in married-couple households, 26 percent lived in mother-only households, and 8 percent lived in father-only households (figure 1). This pattern—of a higher percentage of children living in married-couple households than in mother- and father-only households—was observed for children across all racial/ethnic groups, except for Black children. Fifty-five percent of Black children lived in mother-only households, compared with 34 percent who lived in married-couple households and 9 percent who lived in father-only households (*Characteristics of Children's Families*).

[14] 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.

[15] 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.

Figure 1. Percentage of children under age 18, by child's race/ethnicity and family structure: 2019



[1] Includes respondents who wrote in some other race that was not included as an option on the questionnaire.
NOTE: 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. A "mother-only household" has a female householder, with no spouse present (i.e., the householder is unmarried or the spouse is not in the household), while a "father-only household" has a male householder, with no spouse present. 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 their parents' marital status 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. 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, American Community Survey (ACS), 2019. See *Digest of Education Statistics 2020*, 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 are served, 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.

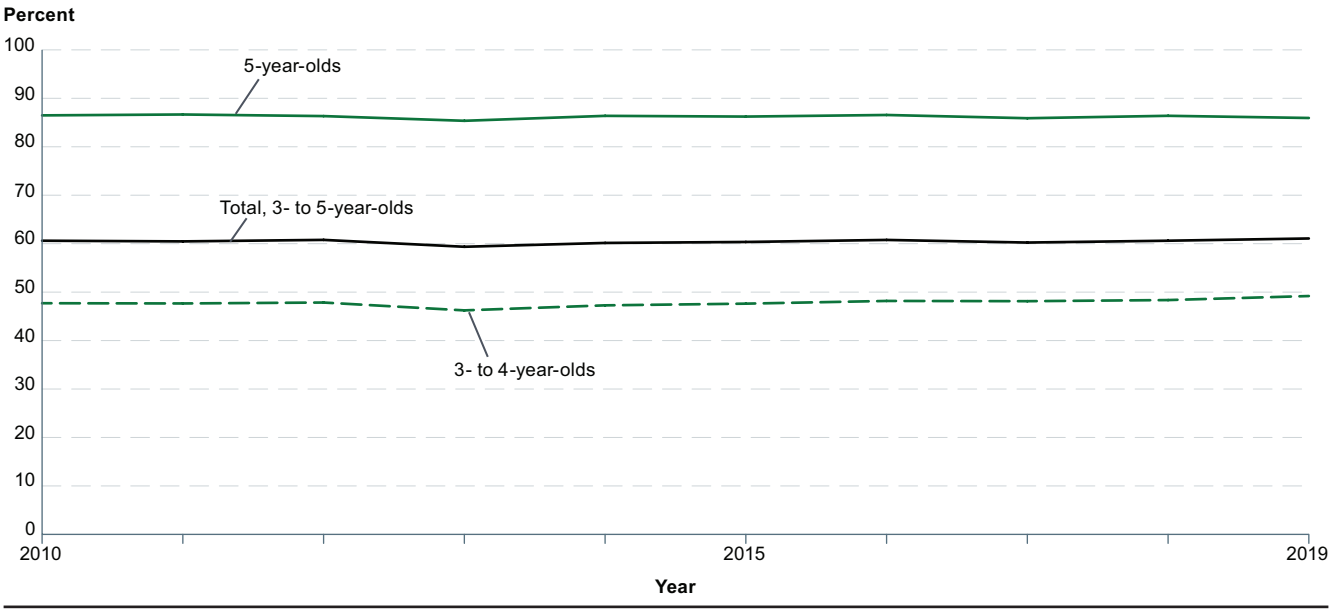
First, this section considers who is served by describing the school-age population, preprimary enrollment rates, and students' learning needs. Students come to school from different socioeconomic, racial/ethnic, and linguistic backgrounds and may have disabilities that require adjustments to instruction.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

Preprimary Education

Formal schooling, including preschool and kindergarten, are important components of early childhood services. In 2019, about 61 percent of 3- to 5-year-olds were enrolled in school (defined as having attended school—nursery or preschool, kindergarten, elementary school, or home school—in the 3 months preceding the survey). The enrollment rate was lower for 3- to 4-year-olds than for 5-year-olds (49 vs. 86 percent) (figure 2). The percentage of 3- to 4-year-olds who were enrolled in school was higher in 2019 than in 2010 (49 vs. 48 percent). For 5-year-olds, however, the enrollment rate in 2019 was not measurably different from that in 2010.

Enrollment rates varied by parents' educational attainment, employment status, family structure, and poverty status. For example, in 2019, the enrollment rates across age groups were generally higher for children whose parents had higher levels of educational attainment. Specifically, among 3- to 4-year-olds, the enrollment rate ranged from 35 percent for those with no parents who had completed high school to 60 percent for those with at least one parent who had attained a bachelor's or higher degree. A similar pattern can be observed for the enrollment rates of 5-year-olds, which

Figure 2. Percentage of 3- to 5-year-olds enrolled in school, by age group: 2010 through 2019



NOTE: Data are based on sample surveys of the entire population residing within the United States, including those living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities).
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010 through 2019. See *Digest of Education Statistics 2020*, table 202.20.

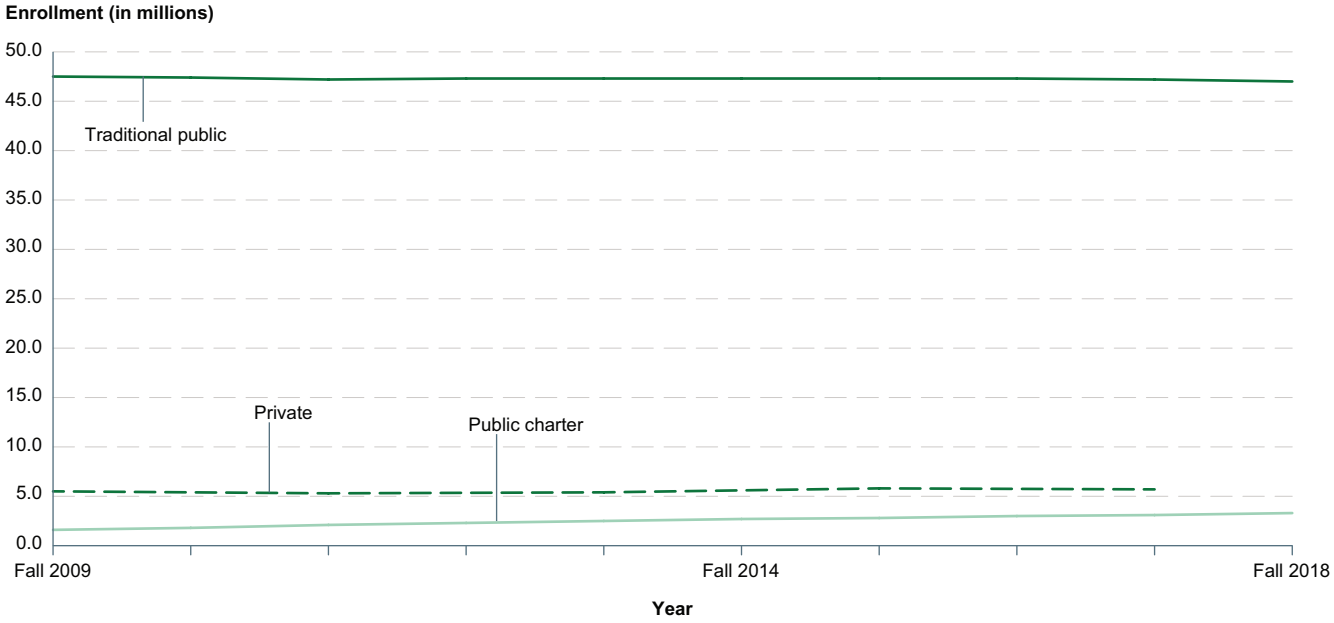
ranged from 78 percent for those with no parents who had completed high school to 90 percent for those whose parents had attained a bachelor's or higher degree (*Preschool and Kindergarten Enrollment*).

School Choice

Across the United States, an evolving school choice landscape reflects changes in the accessibility and desirability of an array of education options, including traditional and nontraditional public schools, private schools, and homeschooling. Over the past decade, traditional public schools and public charter schools have experienced different trends in enrollment (figure 3). Between fall 2009 and fall 2018, traditional public school enrollment decreased by 0.4 million; while public charter school enrollment increased steadily, more than doubling from 1.6 million students in fall 2009 to 3.3 million students in fall 2018. As a result of these 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*).

Private school enrollment in fall 2017 (5.7 million) was higher than in fall 2009 (5.5 million).[16] The percentage of total elementary and secondary students who were enrolled in private schools remained at 10 percent between fall 2009 and fall 2017 (*Private School Enrollment*).

Figure 3. School enrollment, by school type: Selected years, fall 2009 through fall 2018



NOTE: Data in this figure represent the 50 states and the District of Columbia. Private school enrollment excludes prekindergarten students not enrolled in schools that offer kindergarten or higher grades.
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 2018–19. Private School Universe Survey (PSS), 2009–10 through 2017–18. See *Digest of Education Statistics 2017*, *2018*, *2019*, and *2020*, table 216.20 and *Digest of Education Statistics 2020*, table 205.20

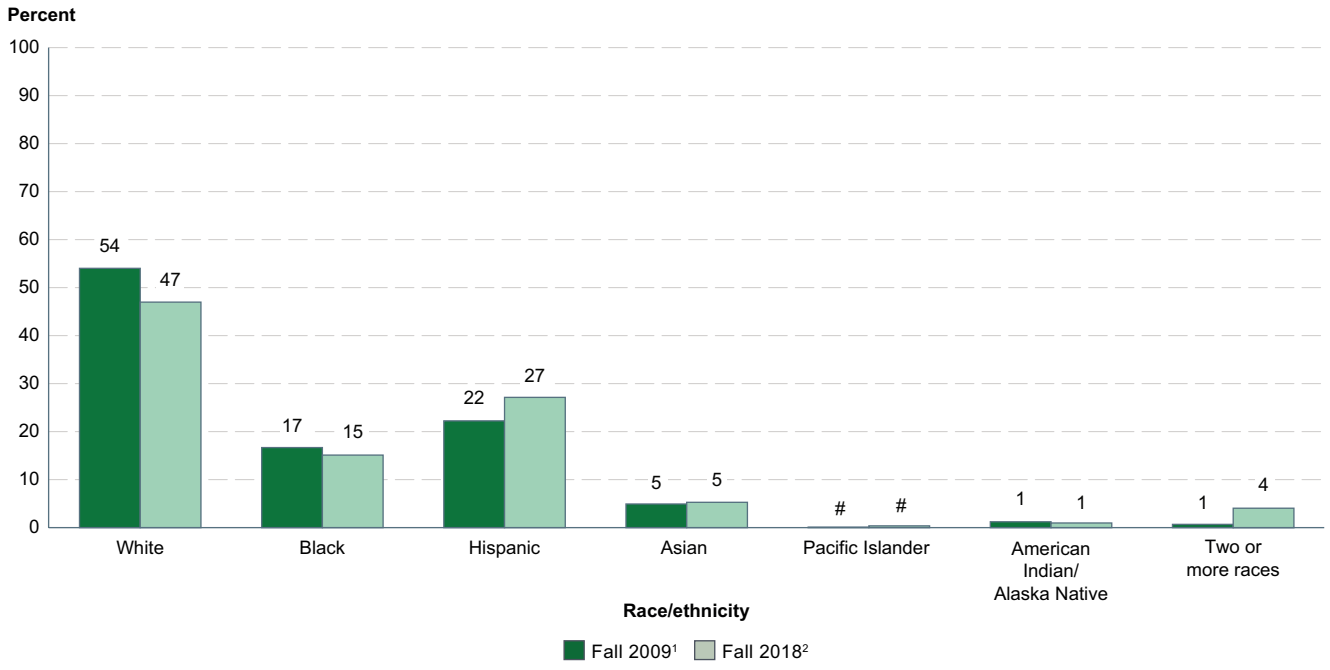
[16] Data on private schools are not available for fall 2018. Private school data are collected every 2 years, with the last data collection being 2017-18.

Racial/Ethnic Enrollment in Public Schools

In fall 2018, of the 50.7 million students enrolled in public elementary and secondary schools, 47 percent were White (a decrease from 54 percent in 2009), 15 percent were Black (a decrease from 17 percent), and 27 percent were Hispanic (an increase from 22 percent) (figure 4).[17] These compositional changes reflect divergent enrollment trends among these groups between fall 2009 and fall 2018. Between these years, public school enrollments among White students decreased from 26.7 million to 23.8 million, and the number of Black students decreased from 8.2 million to 7.7 million. In contrast, the number of Hispanic students increased from 11.0 million to 13.8 million.

In both fall 2009 and fall 2018, Asian students accounted for 5 percent of public elementary and secondary enrollment, and American Indian/Alaska Native students accounted for 1 percent. In fall 2018, Pacific Islander students accounted for less than one-half of 1 percent of public elementary and secondary enrollment, and students who were of Two or more races accounted for 4 percent (*Racial/Ethnic Enrollment in Public Schools*).[18]

Figure 4. Percentage distribution of students enrolled in public elementary and secondary schools, by race/ethnicity: Fall 2009 and fall 2018



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 2018.
[2] Includes imputations for 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. Detail may not sum to totals 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 2018–19. See *Digest of Education Statistics 2020*, table 203.50.

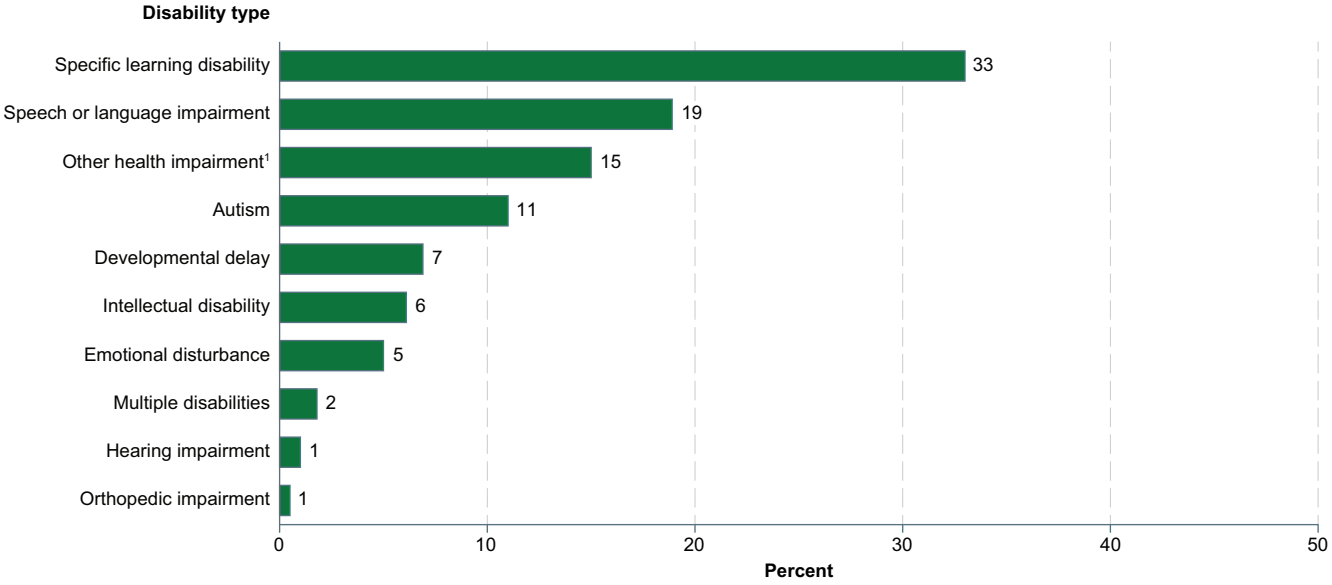
[17] Enrollments reflect aggregate totals reported by states, which differ from data reported by schools.

[18] In fall 2009, Pacific Islander students accounted for less than one-half of 1 percent of public elementary and secondary enrollment, and students who were of Two or more races accounted for 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 2018.

Students With Disabilities

From school year 2009-10 through 2019-20, the number of students served by the Individuals with Disabilities Education Act (IDEA)[19] increased from 6.5 million to 7.3 million and the percentage served increased from 13 percent of total public school enrollment to 14 percent of total public school enrollment.[20] In 2019-20, some 33 percent of all students who received special education services had specific learning disabilities,[21] 19 percent had speech or language impairments,[22] and 15 percent had other health impairments[23] (figure 5) (*Students With Disabilities*).

Figure 5. Percentage distribution of students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by disability type: School year 2019–20



[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. 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 2, 2021, from https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bcc. See *Digest of Education Statistics 2020*, table 204.30.

[19] 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.

[20] Totals presented in this indicator 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 6-21 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 2019-20 are projected.

[21] 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.

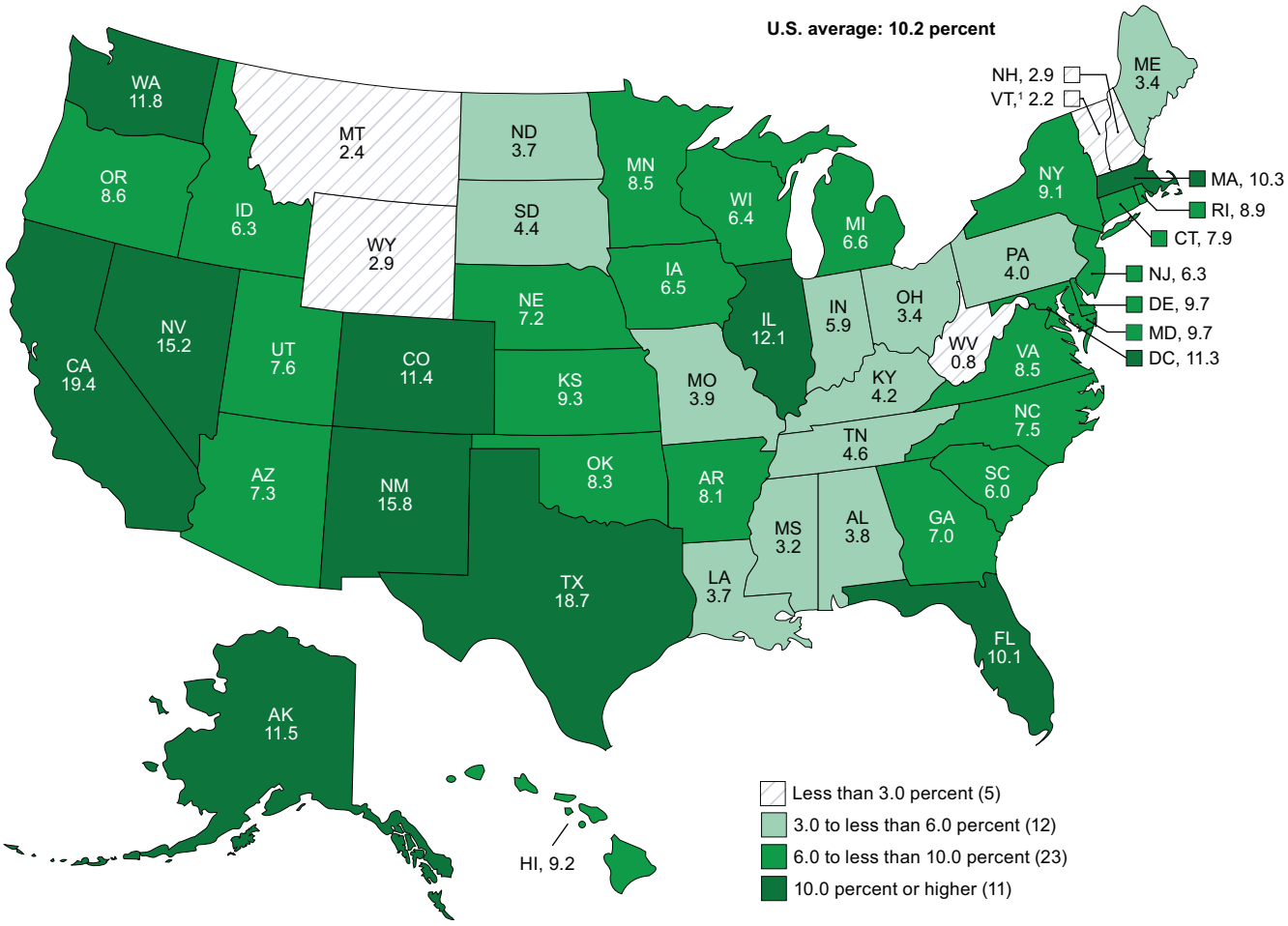
[22] Speech or language impairments is defined as a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

[23] 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.

English Language Learners

Students who are identified as English language learners (ELLs) can participate in language assistance programs to help ensure that they attain English proficiency and meet the academic content and achievement standards that all students are expected to meet. Participation in these types of programs can improve students' English language proficiency, which in turn has been associated with improved educational outcomes.[24] The percentage of public school students in the United States who were ELLs was higher in fall 2018 (10.2 percent, or 5.0 million students) than in fall 2010 (9.2 percent, or 4.5 million students).[25]

Figure 6. Percentage of public school students who were English language learners, by state: Fall 2018



[1] Includes imputation for nonreported data from Vermont.
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, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2018–19. See *Digest of Education Statistics 2020*, table 204.20.

[24] 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 December 8, 2020, from https://doi.org/10.1207/s1532767lespr1004_2.

[25] For 2014 and earlier years, data on the total number of ELLs enrolled in public schools and on the percentage of public school students who were ELLs include only those ELL students who participated in ELL programs. Starting with 2015, data include all ELL students, regardless of program participation. Due to this change in definition, comparisons between 2018 and earlier years should be interpreted with caution. For all years, data do not include students who were formerly identified as ELLs but later obtained English language proficiency.

In fall 2018, the percentage of students who were identified as ELLs ranged from 1 percent in West Virginia to 19 percent in California. The percentage of public school students who were ELLs was 10.0 percent or more in 10 states, most of which were located in the West, and the District of Columbia.[26] The states were Alaska, California, Colorado, Florida, Illinois, Massachusetts, Nevada, New Mexico, Texas, and Washington. In contrast, the percentage of students who were ELLs was less than 3.0 percent in five states: Wyoming, New Hampshire, Montana, Vermont, and West Virginia (figure 6).

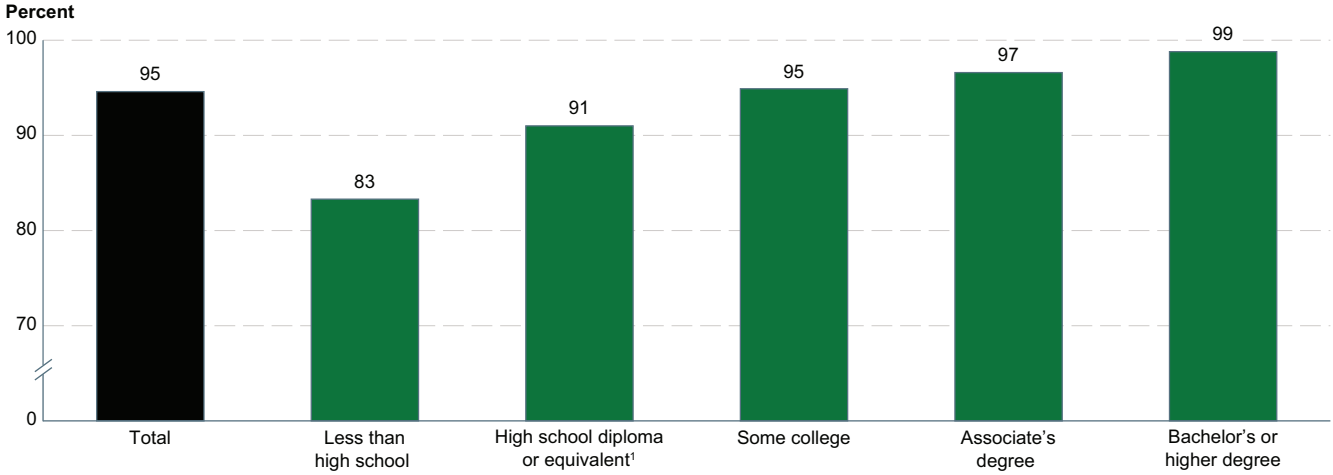
In fall 2018, there were about 3.8 million Hispanic ELL public school students, constituting over three-quarters (77.6 percent) of ELL student enrollment overall.[27] Asian students were the next largest racial/ethnic group among ELLs, with 528,700 students (10.7 percent of ELL students). In addition, there were 331,900 White ELL students (6.7 percent of ELL students) and 218,000 Black ELL students (4.4 percent of ELL students). 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 ELLs. In addition, 766,600 ELL students were identified as students with disabilities in fall 2018, representing 15.3 percent of the total ELL student enrollment (*English Language Learners in Public Schools*).

Children's Internet Access at Home

In 2019, some 95 percent of 3- to 18-year-olds had home internet access: 88 percent had access through a computer, and 6 percent had access only through a smartphone.[28] The remaining 5 percent had no internet access at home. The percentage of 3- to 18-year-olds with home internet access were higher for those whose parents had attained higher levels of education and higher for those in higher income families (figure 7). 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 less than 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*).

Figure 7. Percentage of 3- to 18-year-olds who had home internet access, by parental education: 2018



[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), 2018. See *Digest of Education Statistics 2019*, table 702.12.

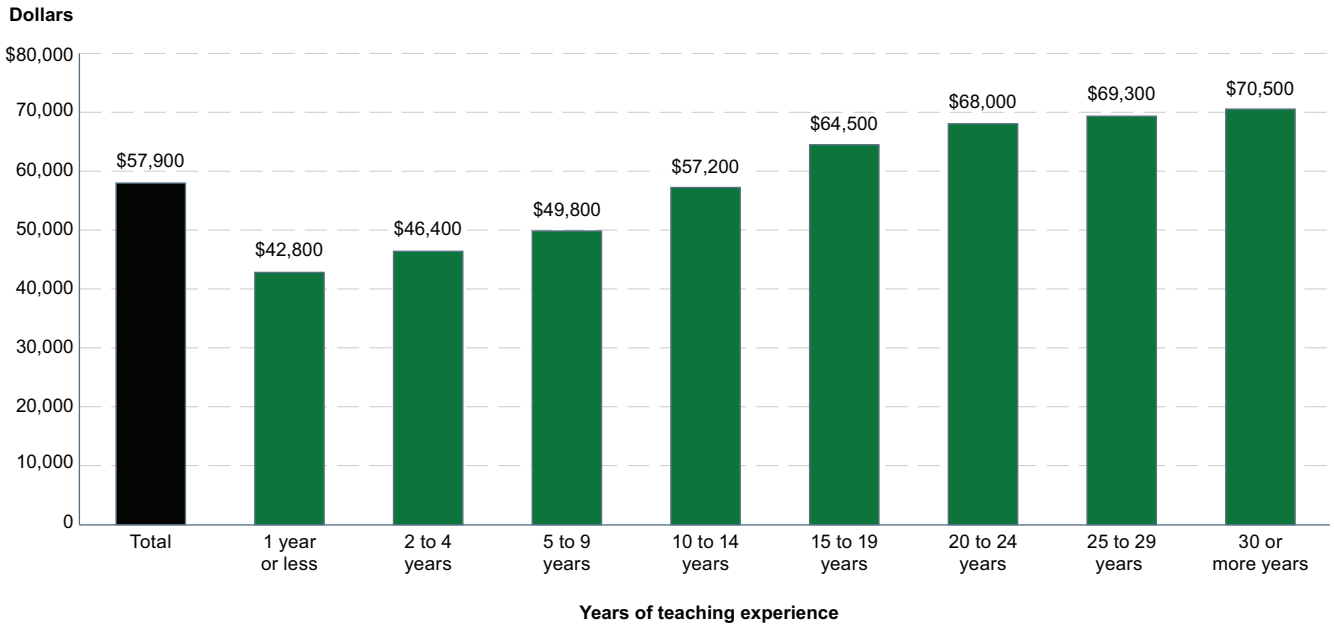
[26] Categorizations are based on unrounded percentages.
[27] The number of Hispanic ELL students is larger than the number of ELL students who speak Spanish. Home language data may be missing for some Hispanic ELL students. In addition, some Hispanic ELL students may report that they speak a language other than Spanish at home (such as a language that is indigenous to Latin America).
[28] Detail does not sum to totals because of rounding.

Public School Teachers

In the 2017-18 school year, there were 3.5 million full- and part-time public school teachers,[29] including 1.8 million elementary school teachers and 1.8 million secondary school teachers. 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. As for the racial/ethnic and sex distribution of public school teachers in 2018, a majority 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 8).[30] 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 8. 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 2020*, table 211.10.

[29] All data except those on school enrollment are based on a head count of full-time and part-time teachers rather than on the number of full-time equivalent teachers.

[30] 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).

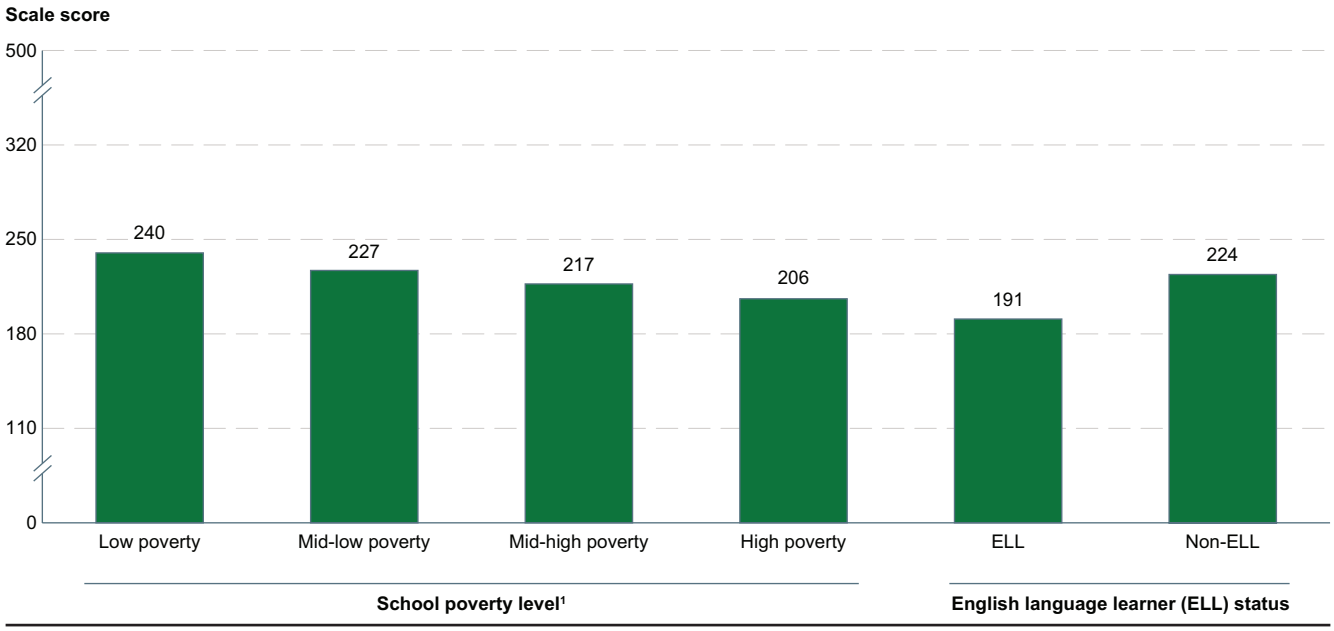
National Assessments

The National Assessment of Educational Progress (NAEP) assesses student performance in reading at grades 4, 8, and 12 in both public and private schools across the nation. In 2019, some 35 percent of 4th-grade students and 34 percent of 8th-grade students performed at or above *NAEP Proficient*. The average reading scores were 220 and 263 for 4th- and 8th-grade students, respectively.[31]

These scores can be disaggregated by the poverty level of the school students attended and by students' English language learner (ELL) status. In 2019, the average reading score for 4th-grade students in high-poverty schools (206) was lower than the scores for 4th-grade students in mid-high poverty schools (217), mid-low poverty schools (227), and low-poverty schools (240) (figure 9).[32] In the same year, the reading score for 4th-grade ELL students (191) was 33 points lower than the score for their non-ELL peers (224) (*Reading Performance*).

For mathematics, 41 percent of 4th-grade students and 34 percent of 8th-grade students performed at or above the *NAEP Proficient* level in 2019. The average mathematics score was 241 for 4th-grade students and 282 for 8th-grade students.[33]

Figure 9. Average National Assessment of Educational Progress (NAEP) reading scale scores of 4th-grade students, by selected characteristics: 2019



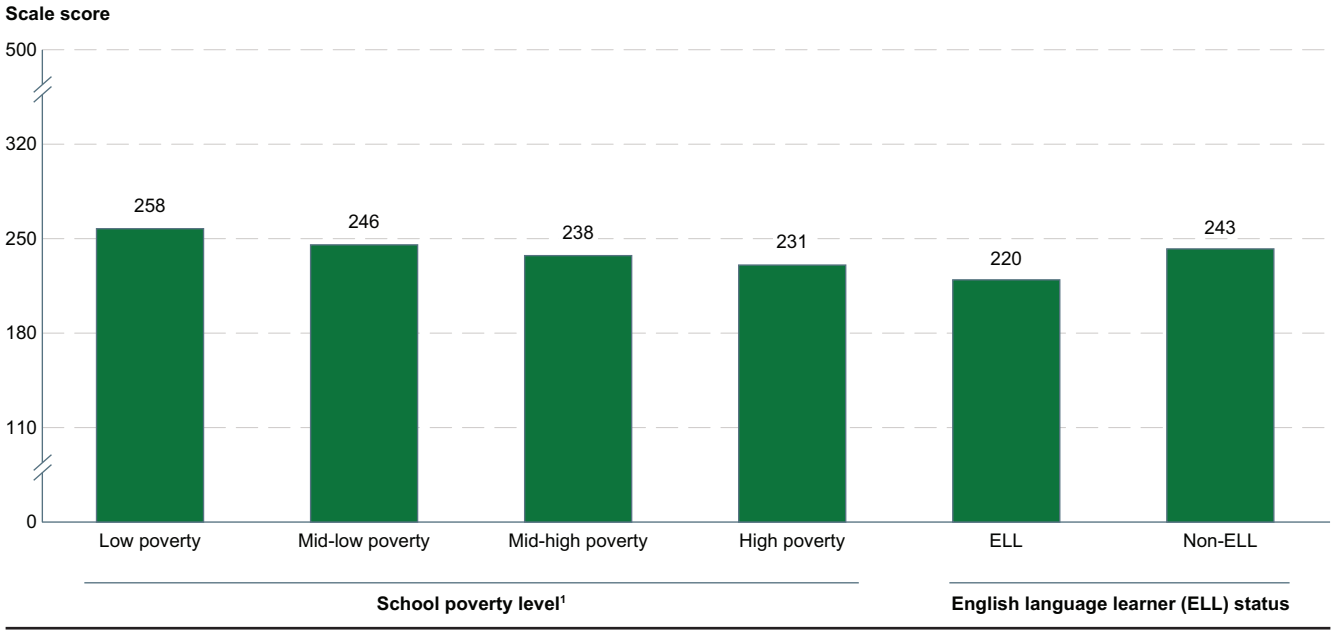
[1] High-poverty schools are defined as schools where 76 to 100 percent of the students are eligible for free or reduced-price lunch (FRPL); mid-high poverty schools are schools where 51 to 75 percent of the students are eligible for FRPL; mid-low poverty schools are schools where 26 to 50 percent of the students are eligible for FRPL; and low-poverty schools are schools where 25 percent or less of the students are eligible for FRPL. For more information on eligibility for FRPL and its relationship to poverty, see the NCES blog post "Free or reduced price lunch: A proxy for poverty?" The nonresponse rate for free or reduced-price lunch was greater than 15 percent but not greater than 50 percent.
NOTE: Includes public, private, Bureau of Indian Education, and Department of Defense Education Activity schools. The reading scale scores range from 0 to 500. 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), 2019 Reading Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2019*, table 221.12.

[31] For 2019 Grade 12 NAEP results, see https://www.nationsreportcard.gov/reading/nation/scores/?grade=12.

[32] 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.

[33] For 2019 Grade 12 NAEP results, see https://www.nationsreportcard.gov/mathematics/nation/scores/?grade=12.

Figure 10. Average National Assessment of Educational Progress (NAEP) mathematics scale scores of 4th-grade students, by selected characteristics: 2019



[1] 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. For more information on eligibility for FRPL and its relationship to poverty, see the NCES blog post "Free or reduced price lunch: A proxy for poverty?" The nonresponse rate for free or reduced-price lunch was greater than 15 percent but not greater than 50 percent.
NOTE: Includes public, private, Bureau of Indian Education, and Department of Defense Education Activity schools. The mathematics scale scores range from 0 to 500. 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), 2019 mathematics Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2019*, table 222.12.

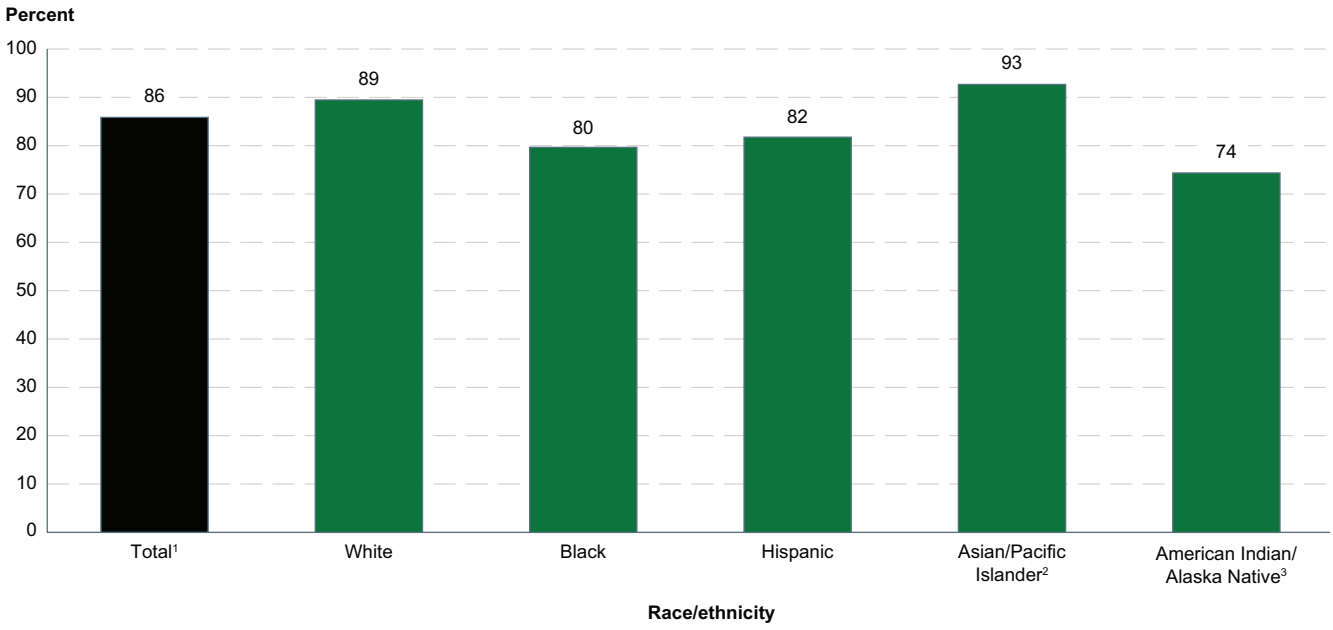
In 2019, the average mathematics score for 4th-grade students in high-poverty schools (231) was lower than the scores for 4th-grade students in mid-high poverty schools (238), mid-low poverty schools (246), and low-poverty schools (258) (figure 10). Additionally, the average mathematics score for 4th-grade ELL students (220) was 24 points[34] lower than the score for their non-ELL peers (243) (*Mathematics Performance*).

[34] Although rounded numbers are displayed, the underlying calculations are based on unrounded data.

High School Persistence and Completion

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.[35] 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 (74 percent), Black (80 percent), and Hispanic (82 percent) public high school students were below the U.S. average of 86 percent (figure 11). The ACGRs for White (89 percent) and Asian/Pacific Islander (93 percent) students were above the U.S. average (*Public High School Graduation Rates*).

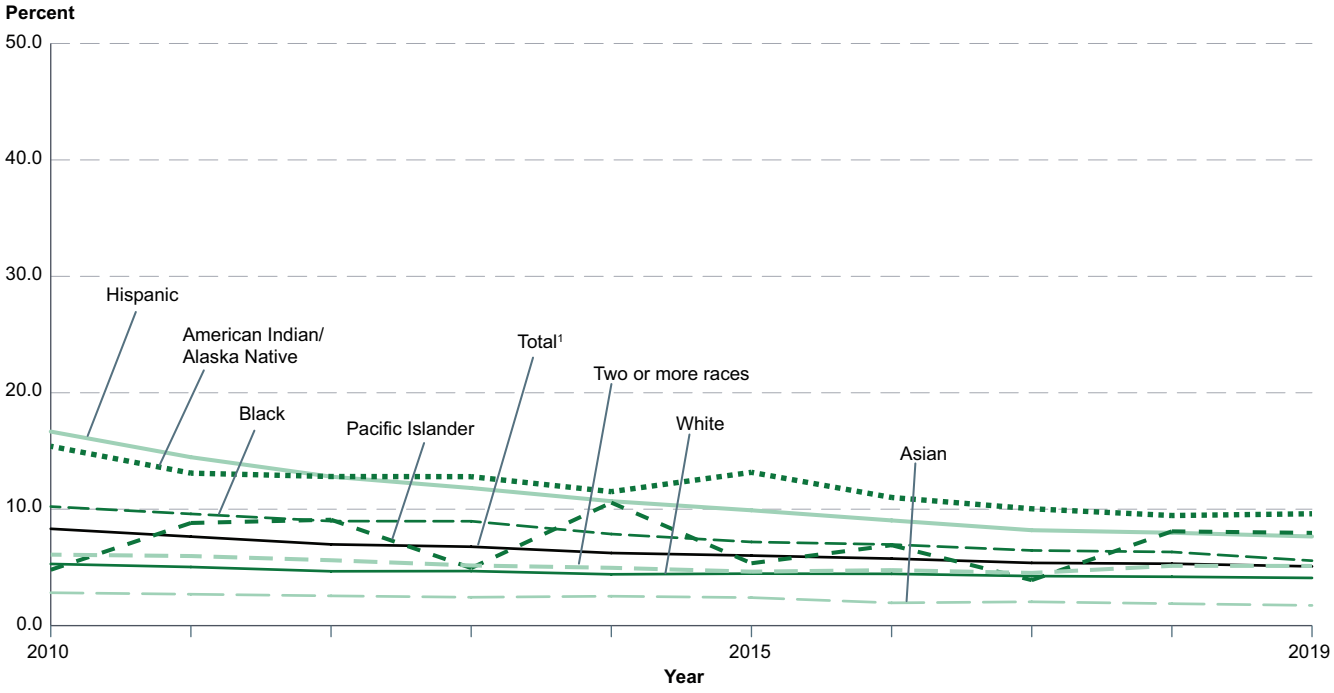
Figure 11. Adjusted cohort graduation rate (ACGR) for public high school students, by race/ethnicity: 2018–19



[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. 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.

[35] 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.

Figure 12. Status dropout rates of 16- to 24-year-olds, by race/ethnicity: 2010 through 2019



[1] Includes respondents who wrote in some other race that was not included as an option on the questionnaire.
NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010 through 2019. See *Digest of Education Statistics 2020*, table 219.80.

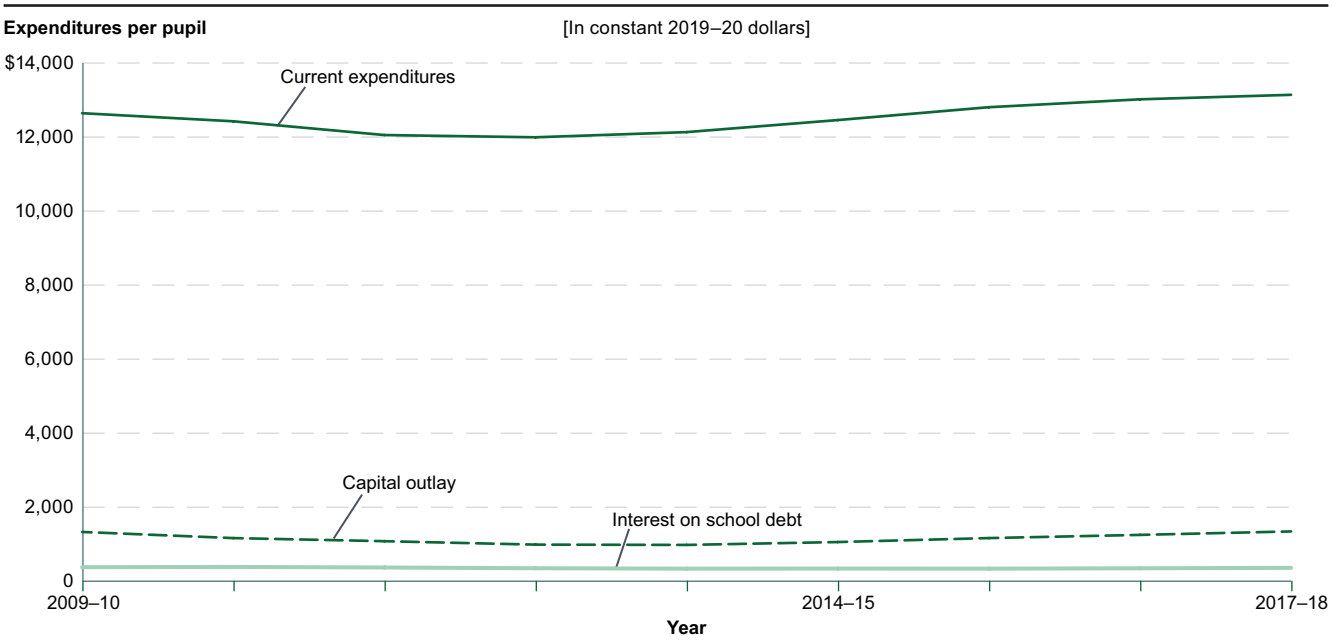
The *status dropout rate* represents the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). In 2019, there were 2.0 million status dropouts between the ages of 16 and 24, and the overall status dropout rate was 5.1 percent. The overall status dropout rate decreased from 8.3 percent in 2010 to 5.1 percent in 2019 (figure 12). During this time, the status dropout rate declined for 16- to 24-year-olds who were Hispanic (from 16.7 to 7.7 percent), American Indian/Alaska Native (from 15.4 to 9.6 percent), Black (from 10.3 to 5.6 percent), White (from 5.3 to 4.1 percent), Asian (from 2.8 to 1.8 percent), and of Two or more races (from 6.1 to 5.1 percent). There was no measurable difference between the status dropout rates in 2010 and 2019 for those who were Pacific Islander (*Status Dropout Rates*).

School Finances

In school year 2017-18, elementary and secondary public school revenues totaled $761 billion in constant 2019-20 dollars. Of this total, 8 percent, or $59 billion, were from federal sources; 47 percent, or $357 billion, were from state sources; and 45 percent, or $345 billion, were from local sources.[36] Between 2009-10 and 2017-18, public school revenues increased by 8 percent in constant 2019-20 dollars, while public school enrollment increased by 3 percent (*Public School Revenue Sources*).

Total expenditures for public elementary and secondary schools in the United States in 2017-18 amounted to $762 billion,[37] or $14,891 per public school pupil enrolled in the fall (in constant 2019-20 dollars). Total expenditures included $13,118 per pupil on current expenditures, $1,376 per pupil on capital outlay, and $397 per pupil on interest on school debt. Current expenditures per pupil—which include salaries, employee benefits, purchased services, tuition, supplies, and other expenditures—were 4 percent higher in 2017-18 than in 2009-10 ($13,118 vs. $12,623), after adjusting for inflation (figure 13) (*Public School Expenditures*).

Figure 13. Current expenditures, capital outlay, and interest on school debt per pupil in fall enrollment in public elementary and secondary schools: 2009–10 through 2017–18



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 includes 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 2019–20 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 2017–18; CCD, "State Nonfiscal Survey of Public Elementary/Secondary Education," 2009–10 through 2017–18. See *Digest of Education Statistics 2019*, table 105.30, and *Digest of Education Statistics 2020*, tables 236.10, 236.55, and 236.60.

[36] Local revenues include revenues from such sources as local property and nonproperty taxes, investments, and student activities such as textbook sales, transportation and tuition fees, and food service revenues. Local revenues also include revenues from intermediate sources (education agencies with fundraising capabilities that operate between the state and local government levels).

[37] The $762 billion is the total expenditure, while $761 billion in the paragraph above is the total revenue.

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 enrollments 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.

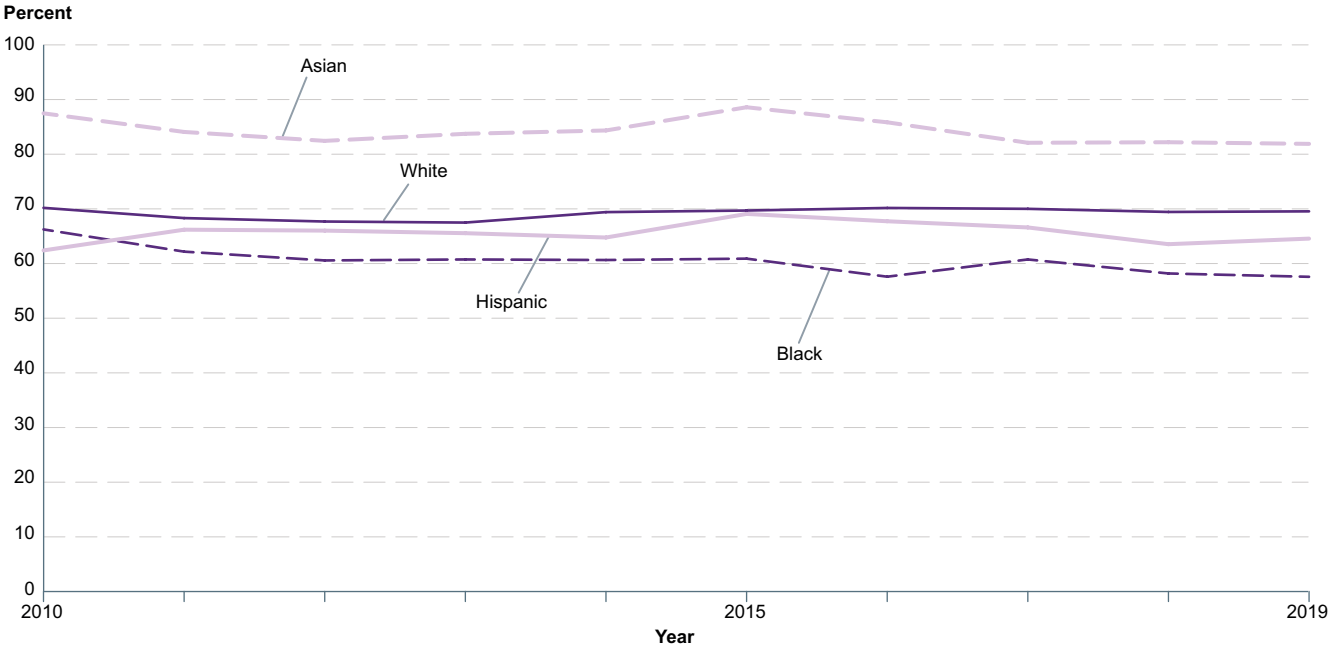
In this *Report on the Condition of Education*, data on postsecondary enrollments, financial aid, degree fields and degree completion, changes in the institutional landscape, and faculty characteristics are highlighted.

Postsecondary Enrollment

Of the 3.2 million high school completers who graduated in the first 9 months of 2019, some 2.1 million, or 66 percent, were enrolled in college in October 2019. 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*. These immediate college enrollment rates differ by student race/ethnicity. In 2019, the immediate college enrollment rate for Asian students (82 percent) was higher than the rates for White (69 percent), Hispanic (64 percent), and Black (57 percent) students, and the rate for White students was also higher than the rate for Black students.[38] For White, Asian, and Hispanic students, the immediate college enrollment rates were not measurably different between 2019 and 2010 (figure 14). However, for Black students, the immediate college enrollment rate was lower in 2019 (57 percent) than in 2010 (66 percent) (*Immediate College Enrollment Rate*).

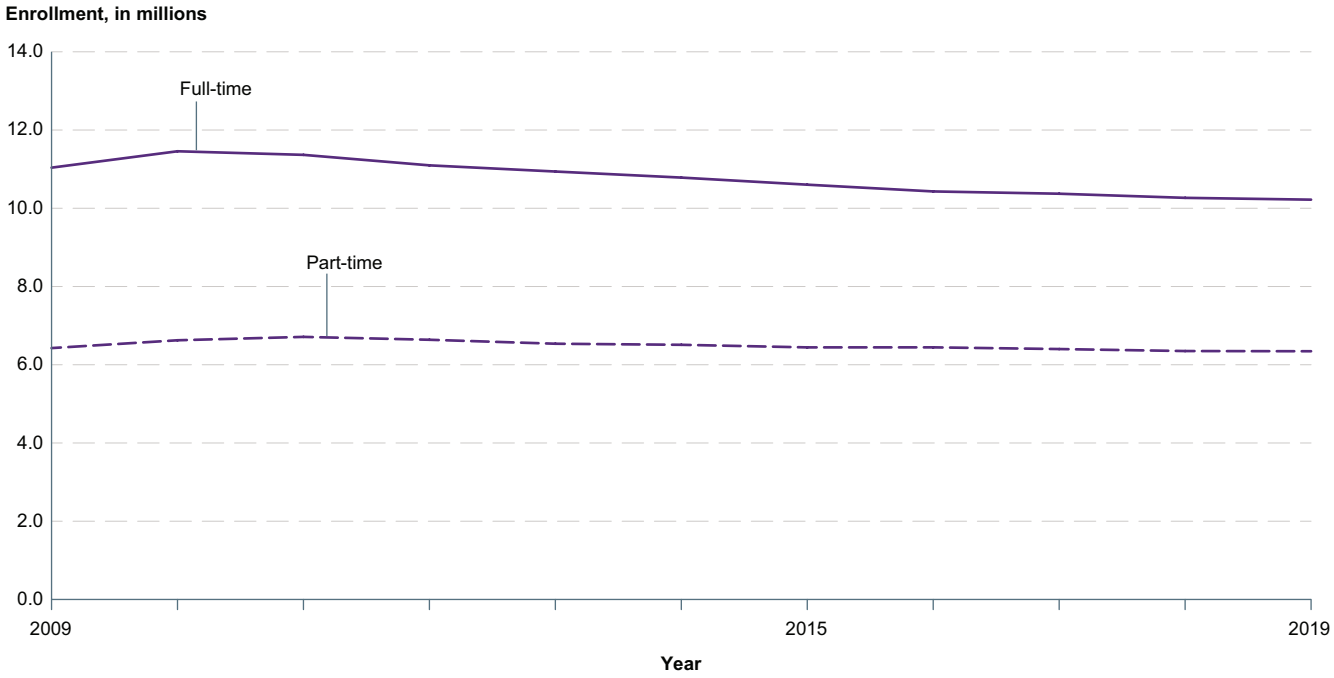
[38] Due to some short-term data fluctuations associated with small sample sizes, estimates for the racial/ethnic groups shown were calculated based on 3-year moving averages, with the following exception: the percentages for 2019 were calculated based on a 2-year moving average (an average of 2018 and 2019). Other racial/ethnic groups are not discussed separately.

Figure 14. Immediate college enrollment rate of high school completers, by race/ethnicity: 2010 through 2019



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 2019 were calculated based on a 2-year moving average (an average of 2018 and 2019). 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 2019. See *Digest of Education Statistics 2020*, table 302.20.

Figure 15. Undergraduate enrollment in degree-granting postsecondary institutions, by attendance status: Fall 2009 through fall 2019



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 2020, Fall Enrollment component. See *Digest of Education Statistics 2020*, table 303.70.

Although the overall immediate college enrollment rate did not differ between 2010 and 2019, total undergraduate enrollment decreased by 5 percent between 2009 and 2019 (from 17.5 million to 16.6 million students): full-time enrollment decreased by 7 percent (from 11.0 million to 10.2 million students) and part-time enrollment decreased by 1 percent (from 6.4 million to 6.3 million students). (figure 15). On the other hand, total enrollment in postbaccalaureate programs (such as master's and doctoral programs[39]) increased by 8 percent (from 2.8 million to 3.1 million students) (*Undergraduate Enrollment* and *Postbaccalaureate Enrollment*).

In fall 2019, some 66 percent (11.0 million students) of the total undergraduate population were enrolled at 4-year institutions; the remaining 34 percent (5.6 million students) were enrolled in 2-year institutions. Between 2009 and 2019, enrollment increased by 10 percent at 4-year institutions (from 9.9 million to 11.0 million students) and decreased by 26 percent at 2-year institutions (from 7.5 million to 5.6 million students)[40] (*Undergraduate Enrollment*).

Postsecondary Institutions

In academic year 2018-19, there were approximately 3,700 degree-granting institutions in the United States with first-year undergraduates: 2,300 were 4-year institutions offering programs at the bachelor's or higher degree level and 1,300 were 2-year institutions offering associate's degrees and other certificates.

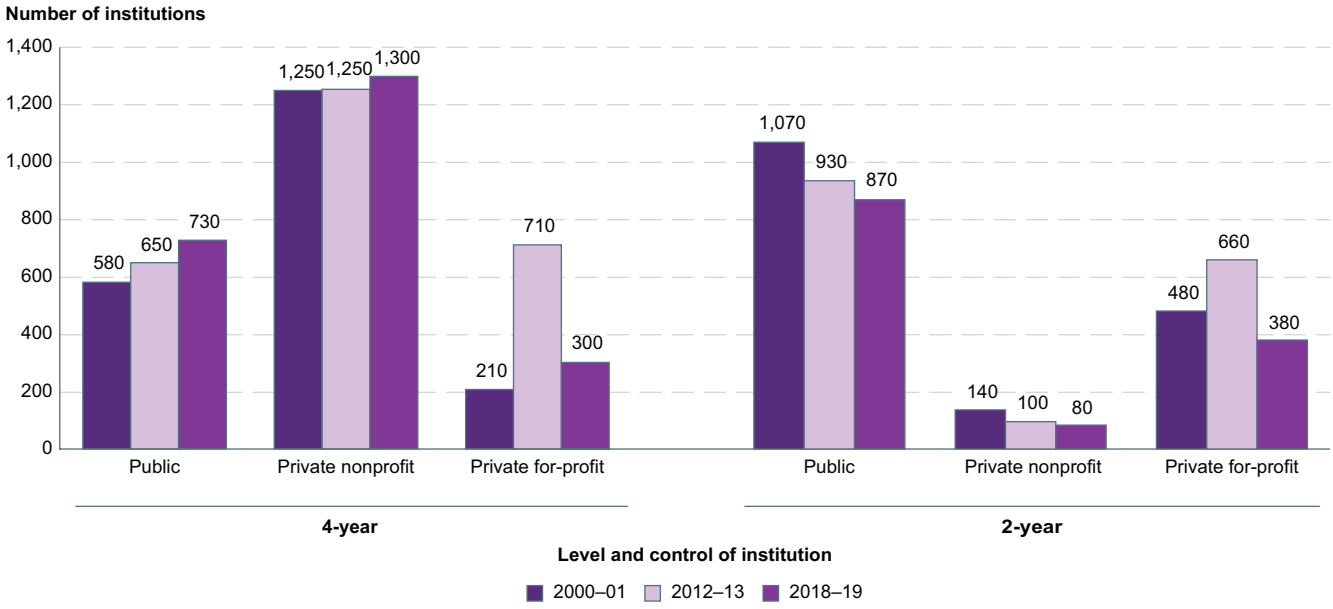
For all institutional controls,[41] the number of 4-year institutions was higher in 2018-19 than in 2000-01, while the number of 2-year institutions was lower (figure 16). For private for-profit institutions at both levels, these differences include fluctuations over the period. Between 2000-01 and 2012-13, the number of private for-profit 4-year institutions more than tripled, from 210 to 710.

[39] Doctoral programs include programs formerly referred to as "first professional" programs, such as law degrees (JD) and medical (MD) or dental (DDS) degrees.

[40] Some of the shift in enrollment patterns for 2-year and 4-year institutions during this period is likely explained by 2-year institutions' beginning to offer 4-year degree programs, which caused their classification to change. In 2019, some 893,300 undergraduate students were enrolled in 4-year institutions that were classified as 2-year institutions in 2009. These students could be enrolled in either 2- or 4-year programs.

[41] Institutional control refers to the classification of institutions of elementary/secondary or postsecondary education by whether the institution is operated by publicly elected or appointed officials and derives its primary support from public funds (public control) or is operated by privately elected or appointed officials and derives its major source of funds from private sources (private control).

Figure 16. Number of degree-granting institutions with first-year undergraduates, by level and control of institution: Academic years 2000–01, 2012–13, and 2018–19



NOTE: 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. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 and Fall 2012, Institutional Characteristics component; and Winter 2018–19, Admissions component. See *Digest of Education Statistics 2013*, table 305.30; and *Digest of Education Statistics 2019*, table 305.30.

After peaking in 2012-13, the number of private for-profit 4-year institutions declined to 300 in 2018-19, which was 45 percent higher than the number of such institutions in 2000-01. Among 2-year institutions, the number of private for-profit institutions increased by 37 percent, from 480 to 660, and then declined by 42 percent to 380 in 2018-19. Overall, the number of private for-profit 2-year institutions was 21 percent lower in 2018-19 than in 2000-01 (*Characteristics of Degree-Granting Postsecondary Institutions*).

Faculty and Staff

In fall 2018, of the 1.5 million faculty[42] in degree-granting postsecondary institutions, 54 percent were full time and 46 percent were part time. The number of full-time faculty increased by 9 percent (from 762,100 to 832,100) from fall 2011 to fall 2018. In comparison, the number of part-time faculty decreased by 7 percent (from 762,400 to 710,500) between 2011 and 2018.

Of all full-time faculty in degree-granting postsecondary institutions in fall 2018, some 40 percent were White males; 35 percent were White females; 7 percent were Asian/Pacific Islander males; 5 percent were Asian/Pacific Islander females; and 3 percent each were Black males, Black females, Hispanic males, and Hispanic females.[43] Those who were American Indian/Alaska Native and those who were of Two or more races each made up 1 percent or less of full-time faculty. Compared to faculty overall, White males (53 percent) and Asian/Pacific Islander males (8 percent) made up a relatively larger percentage of full-time professors (*Characteristics of Postsecondary Faculty*).

[42] Faculty include professors, associate professors, assistant professors, instructors, lecturers, assisting professors, adjunct professors, and interim professors.

[43] Percentages are based on full-time faculty whose race/ethnicity was known. Race/ethnicity was not collected for nonresident aliens.

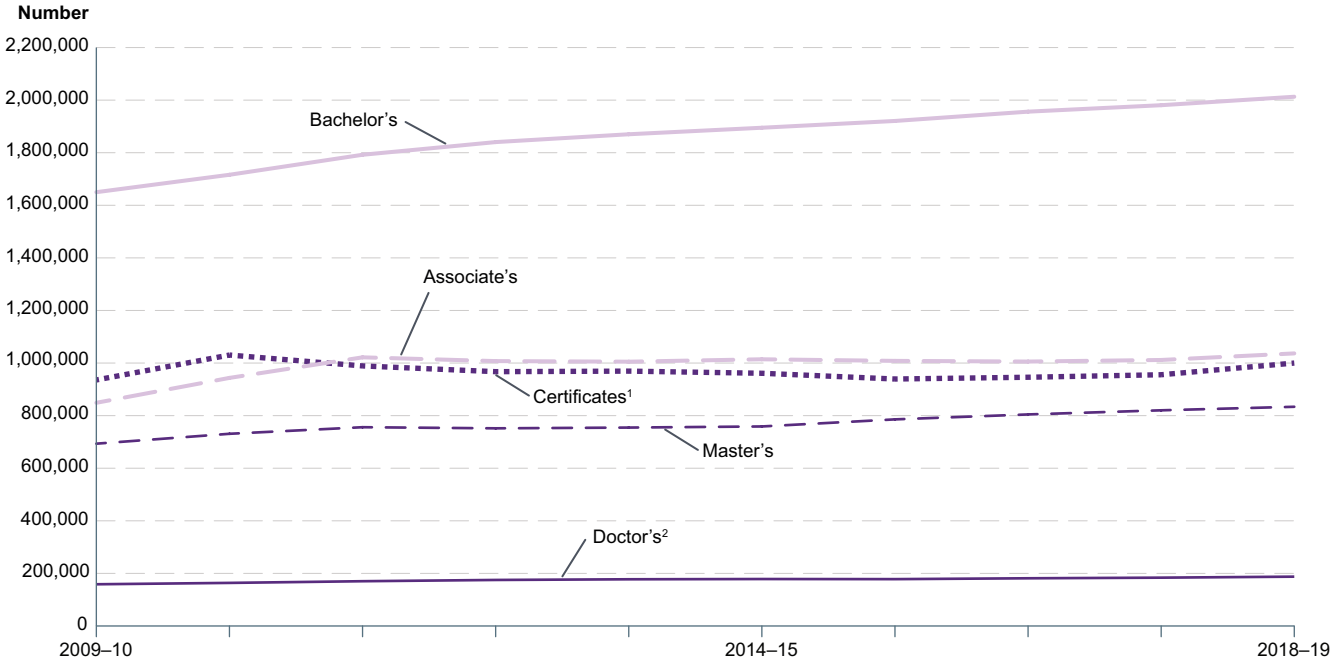
Completions and Graduation Rates

Between 2009-10 and 2018-19, the number of undergraduate and graduate awards conferred generally increased (figure 17). The number of certificates conferred below the associate's level was 7 percent higher in 2018-19 than in 2009-10 (1.0 million vs. 935,700). Between 2009-10 and 2018-19, the number of associate's degrees conferred increased by 22 percent (from 848,900 to 1.0 million), and the number of bachelor's degrees conferred also increased by 22 percent (from 1.6 million to 2.0 million). Additionally, the number of master's degrees conferred increased by 20 percent (from 693,300 to 833,700). Finally, the number of doctor's degrees conferred increased by 18 percent (from 158,600 to 187,600) (*Postsecondary Certificates and Degrees Conferred*).

In 2018-19, business[44] and health professions and related programs were among the most common fields for degrees awarded at the associate's (11 and 18 percent, respectively), bachelor's (19 and 12 percent, respectively), and master's (24 and 16 percent, respectively) degree levels. Health professions and related programs (44 percent of degrees conferred) was also the most common field at the doctoral degree level. Additionally, in 2018-19, STEM[45] 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* and *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 2013 was 63 percent. The 6-year graduation rate was 62 percent at public institutions, 68 percent at private nonprofit institutions, and 26 percent at private for-profit institutions. The overall 6-year graduation rate was 66 percent for females and 60 percent for males (*Undergraduate Retention and Graduation Rates*).

Figure 17. Number of certificates and degrees conferred by postsecondary institutions, by award level: 2009–10 through 2018–19



[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 figure 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 2019, Completions component. See *Digest of Education Statistics 2020*, table 318.40.

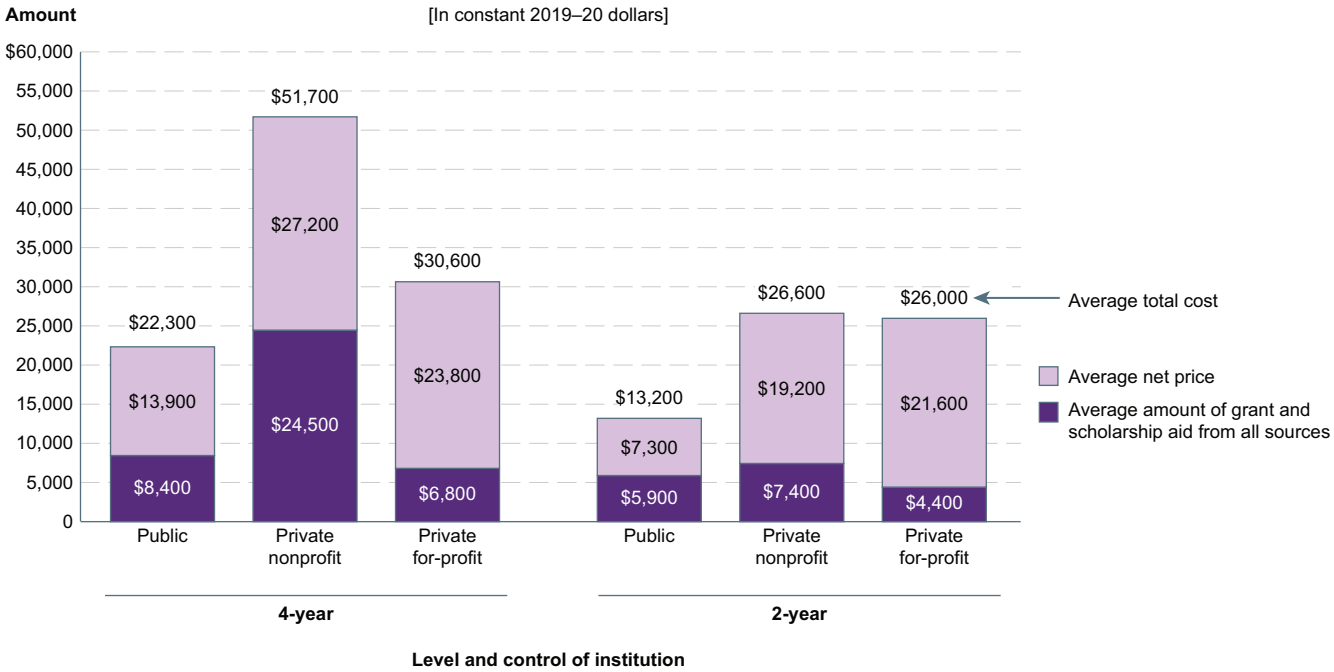
[44] Personal and culinary services have been added to the definition of "business" for associate's degree data in order to be consistent with the definition of "business" for bachelor's degree data. "Business" is defined as business, management, marketing, and related support services, as well as personal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

[45] 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.

Finances and Resources

In academic year 2018-19, 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 $13,900 at public institutions, compared with $27,200 at private nonprofit institutions and $23,800 at private for-profit institutions (in constant 2019-20 dollars) (figure 18) (*Price of Attending an Undergraduate Institution*).

Figure 18. Average total cost, grant and scholarship aid, and net price for first-time, full-time degree/certificate-seeking undergraduate students awarded Title IV aid, by level and control of institution: Academic year 2018–19

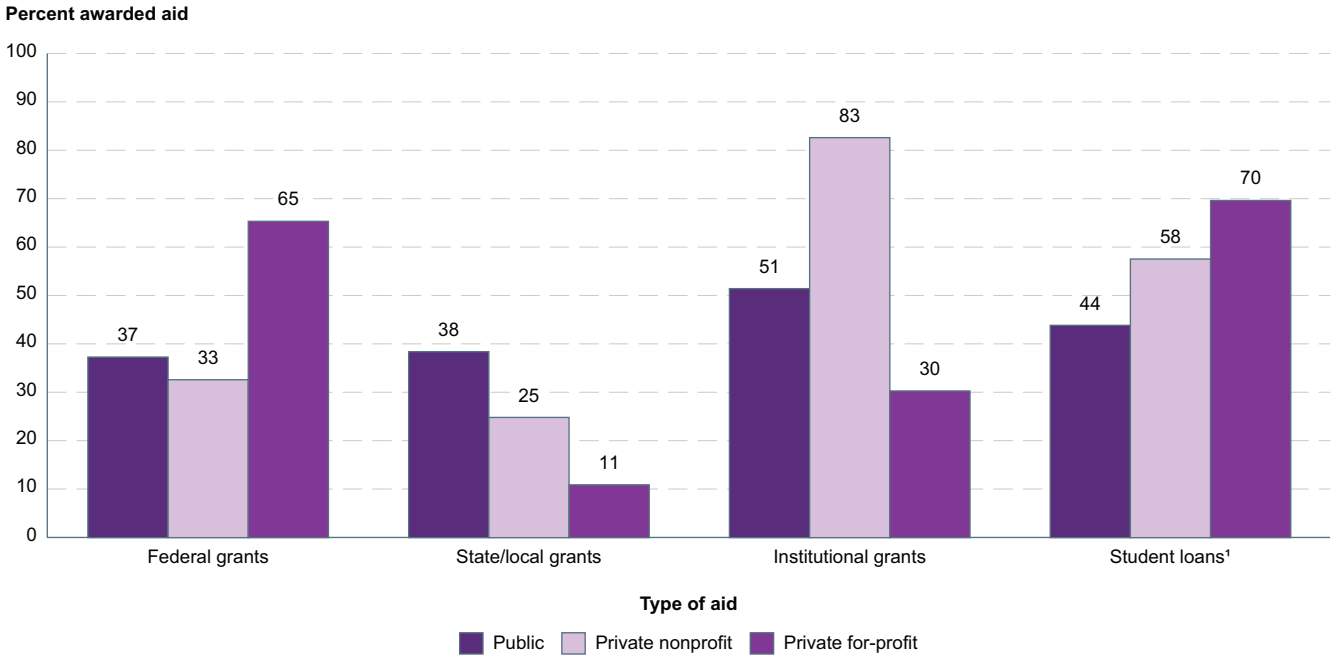


NOTE: Data are for the 50 states and the District of Columbia. Excludes students who previously attended another postsecondary institution or who began their studies on a part-time basis. Average net price is calculated here as the average total cost of attendance minus average grant and scholarship aid. Includes only first-time, full-time students who paid the in-district or in-state tuition rate and who were awarded Title IV aid. Excludes students who were not awarded any Title IV aid. Title IV aid includes grant aid, work-study aid, and loan aid. 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. 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 2019–20, Student Financial Aid component. See *Digest of Education Statistics 2020*, table 331.30.

Grants and loans are the major forms of federal financial aid for first-time, full-time degree/certificate-seeking undergraduate students.[46] In academic year 2018-19, 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 according to institutional control. The percentages of students awarded aid in the form of federal grants and student loans were highest at private for-profit institutions (65 and 70 percent, respectively), the percentage of students awarded state or local aid was highest at public institutions (38 percent), and the percentage of students awarded institutional grants was highest at private nonprofit institutions (83 percent) (figure 19) (*Sources of Financial Aid*).

[46] Grants and loans are distinct forms of financial aid–loans typically have to be repaid whereas grants do not.

Figure 19. 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 2018–19



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 2019–20, Student Financial Aid component. See *Digest of Education Statistics 2020*, table 331.20.

In 2018-19, total revenues at degree-granting postsecondary institutions in the United States were $672 billion (in current dollars). Total revenues were $416 billion at public institutions, $242 billion at private nonprofit institutions, and $14 billion at private for-profit institutions. The primary sources[47] of revenue for degree-granting postsecondary institutions in 2018-19 were tuition and fees; investments;[48] and government grants, contracts, and appropriations; and auxiliary enterprises.[49] Public institutions received the largest proportion of their revenues from government sources (including federal, state, and local government[50] grants, contracts, and appropriations), which constituted 41 percent of their overall revenues, while student tuition and fees constituted the largest primary source of revenue at private for-profit institutions (91 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) constituted 36 percent of overall revenues, and student tuition and fees constituted 32 percent of overall revenues (*Postsecondary Institution Revenues*).

In 2018-19, degree-granting postsecondary institutions in the United States[51] spent $632 billion (in current dollars). Total expenses were $401 billion at public institutions, $219 billion at private nonprofit institutions, and $12 billion at private for-profit institutions. In 2018-19, instruction expenses per full-time-equivalent (FTE) student (in constant 2019-20 dollars) was the largest expense category at public institutions ($11,010) and private nonprofit institutions ($19,150). 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 ($10,930) (*Postsecondary Institution Expenses*).

[47] Revenues from all other sources are grouped into a broad "other" category. This category includes gifts, capital or private grants and contracts, hospital revenue, sales and services of educational activities, and other revenue.
[48] 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.
[49] 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.
[50] Private grants and contracts are included in local government revenues at public institutions.
[51] Data represent the 50 states and the District of Columbia.

Population Characteristics and Economic Outcomes

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

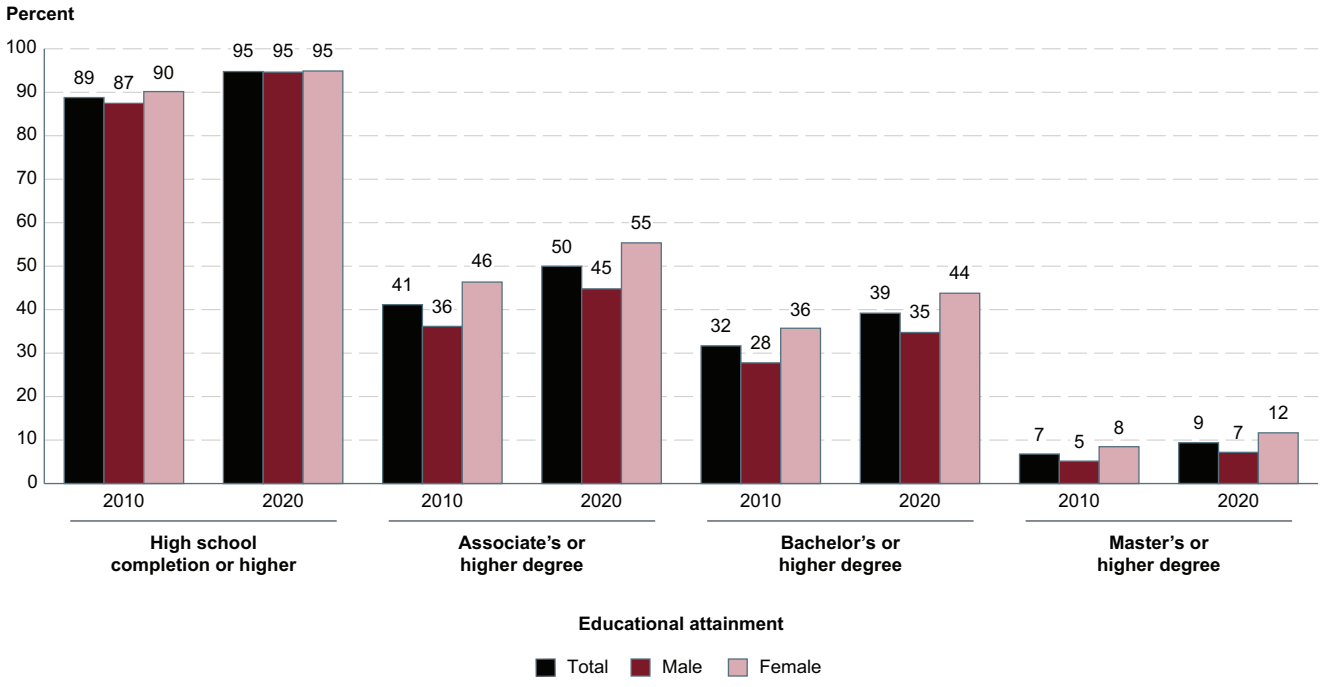
Rates of educational attainment have increased at all levels in the United States between 2010 and 2020. Generally, those with higher educational attainments had higher median earnings in 2019 and had higher rates of employment in March 2020.

Educational Attainment of Young Adults

Between 2010 and 2020, educational attainment rates among 25- to 29-year-olds increased at each attainment level.[52] During this period, the percentage who had completed at least high school increased from 89 to 95 percent, the percentage with an associate's or higher degree increased from 41 to 50 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 20).

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 various racial/ethnic groups. For example, the percentages who had completed at least high school increased for those who were Asian (from 94 to 97 percent), White (from 95 to 96 percent), Black (from 90 to 95 percent), and Hispanic (from 69 to 90 percent) during this period. Similarly, the percentages of individuals who had attained a bachelor's or higher degree increased between 2010 and 2020 for those who were Asian (from 56 to 72 percent), White (from 39 to 45 percent), Black (from 19 to 28 percent), and Hispanic (from 13 to 25 percent) (*Educational Attainment of Young Adults*).

Figure 20. Percentage of 25- to 29-year-olds, by educational attainment and sex: 2010 and 2020



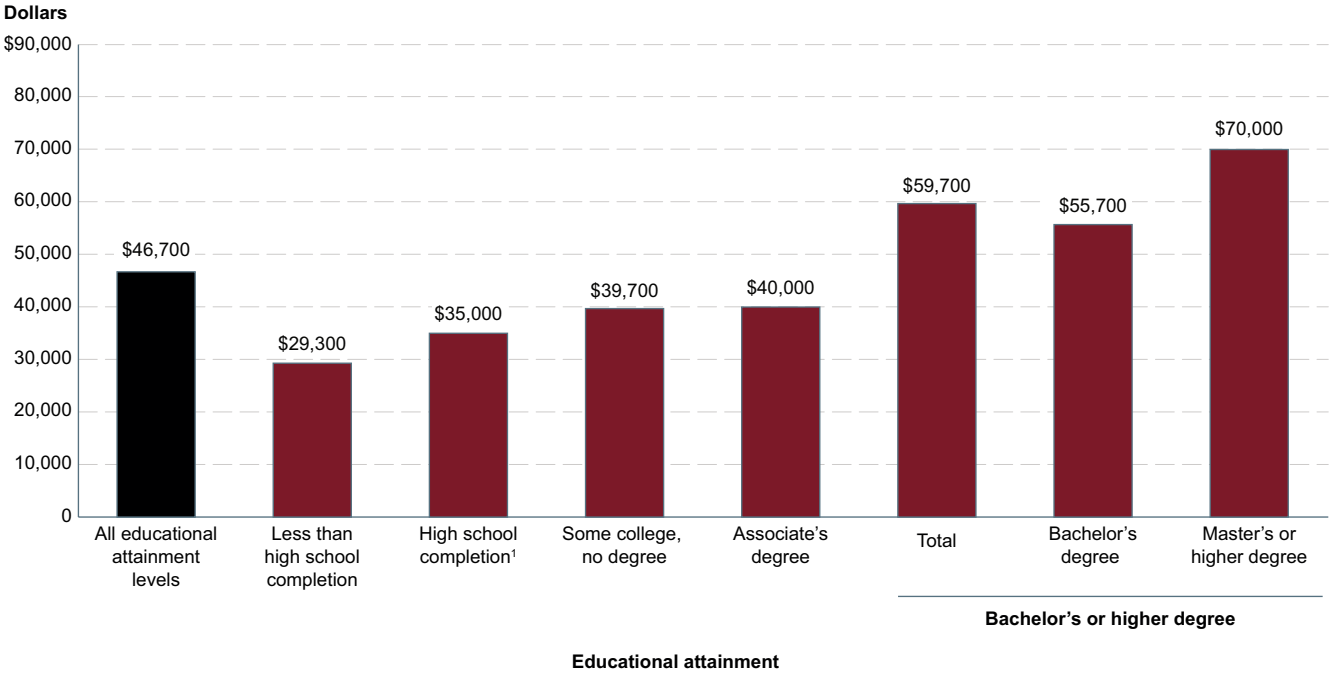
NOTE: Data were collected in March of each year and are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); data include military personnel who live in households with civilians, but exclude those who live 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 2020 estimates to those of prior years due to the impact that the coronavirus pandemic had on interviewing and response rates in 2020. 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/cpsmar20.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 2020. See *Digest of Education Statistics 2020*, table 104.20.

[52] *Educational attainment* refers to the highest level of education completed by the time of the survey (reported here as high school completion or higher, an associate's or higher degree, a bachelor's or higher degree, or a master's or higher degree).

Economic Outcomes

In March 2020, the employment rate was higher for those with higher levels of educational attainment. For example, the employment rate was highest for 25- to 34-year-olds with a bachelor's or higher degree (86 percent). The employment rate for those with some college (78 percent) was higher than the rate for those who had only completed high school (69 percent), which was higher than the employment rate for those who had not completed high school (57 percent). The same pattern was observed among both sexes. For example, the employment rate for females was highest for those with a bachelor's or higher degree (83 percent) and lowest for those who had not completed high school (41 percent). These data reference the period of early pandemic-related labor market impacts, just prior to the first major U.S. business and school closures (*Employment and Unemployment Rates by Educational Attainment*).

Figure 21. Median annual earnings of full-time, year-round workers ages 25–34, by educational attainment: 2019



[1] Includes equivalency credentials, such as the GED.
NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities) and military barracks. *Full-time, year-round* workers are those who worked 35 or more hours per week for 50 or more weeks per year.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2020. See *Digest of Education Statistics 2020*, table 502.30.

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 from 2010 through 2019. For example, in 2019 the median earnings of those with a master's or higher degree ($70,000) were 26 percent higher than the earnings of those with a bachelor's degree ($55,700), and the median earnings of those with a bachelor's degree were 59 percent higher than the earnings of those who completed high school ($35,000) (figure 21) (*Annual Earnings by Educational Attainment*).

International Comparisons

Another way to assess the condition of education in the United States is to benchmark our performance on key indicators against peer countries. 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 more than 90 percent of 25- to 64-year-olds having completed a high school degree,[53] the United States was among the top 6 out of 35 countries in 2019 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.

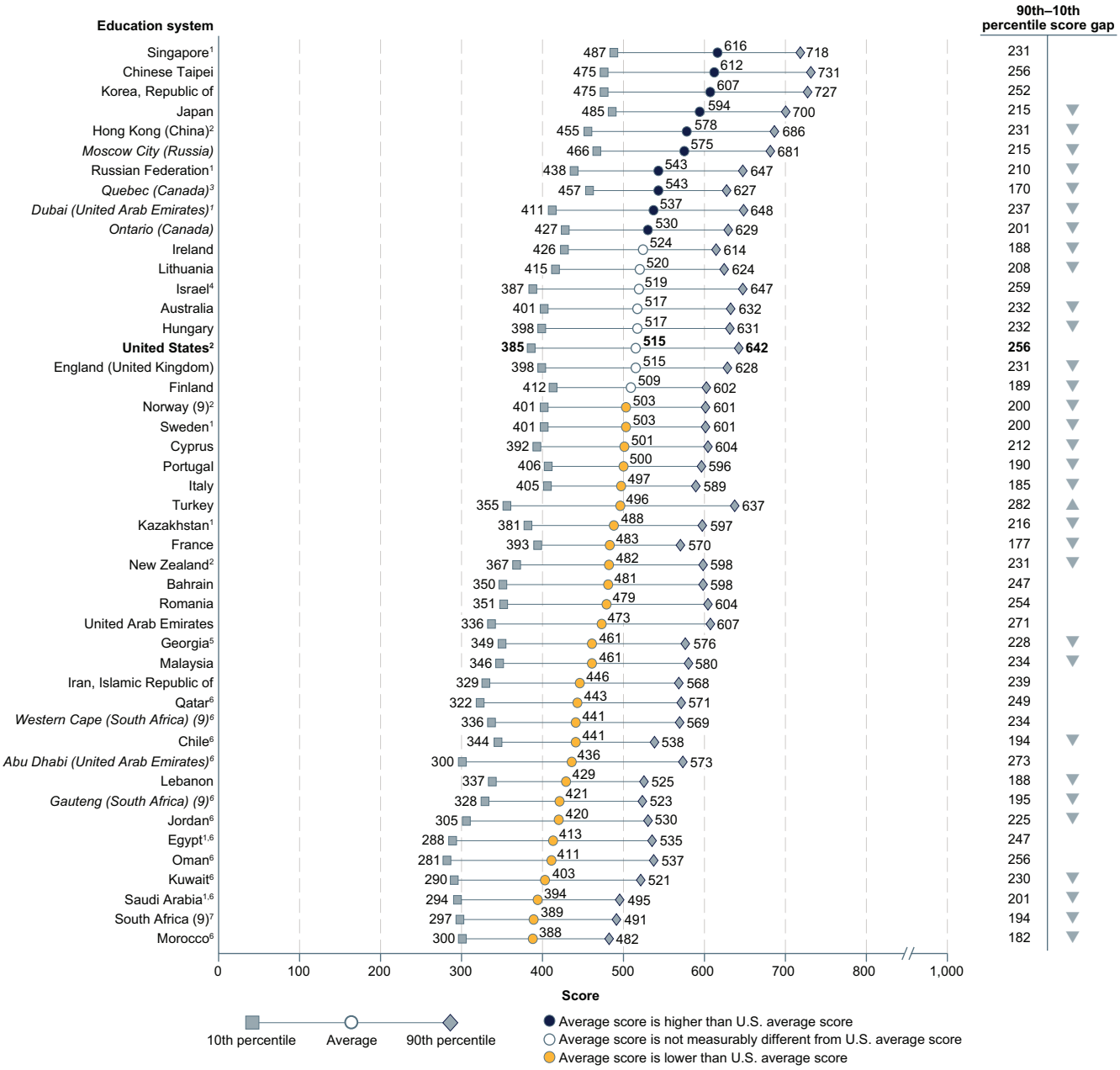
At grade 4, both the U.S. average mathematics score (535) and the U.S. average science score (539) in 2019 were higher than the TIMSS scale centerpoint (500 for both assessments).[54] In mathematics, 14 education systems had higher average mathematics scores than the United States, 7 had scores that were not measurably different, and 42 education systems had lower average scores. In science, 7 education systems had higher average science scores than the United States, 9 had scores that were not measurably different, and 47 education systems had lower average scores.

Similarly, at grade 8, both the U.S. average mathematics score (515) and the U.S. average science score (522) in 2019 were higher than the TIMSS scale centerpoint (500 for both assessments). 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 22). 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 (figure 23) (*International Comparisons: Mathematics and Science Achievement at Grades 4 and 8*).

[53] 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.

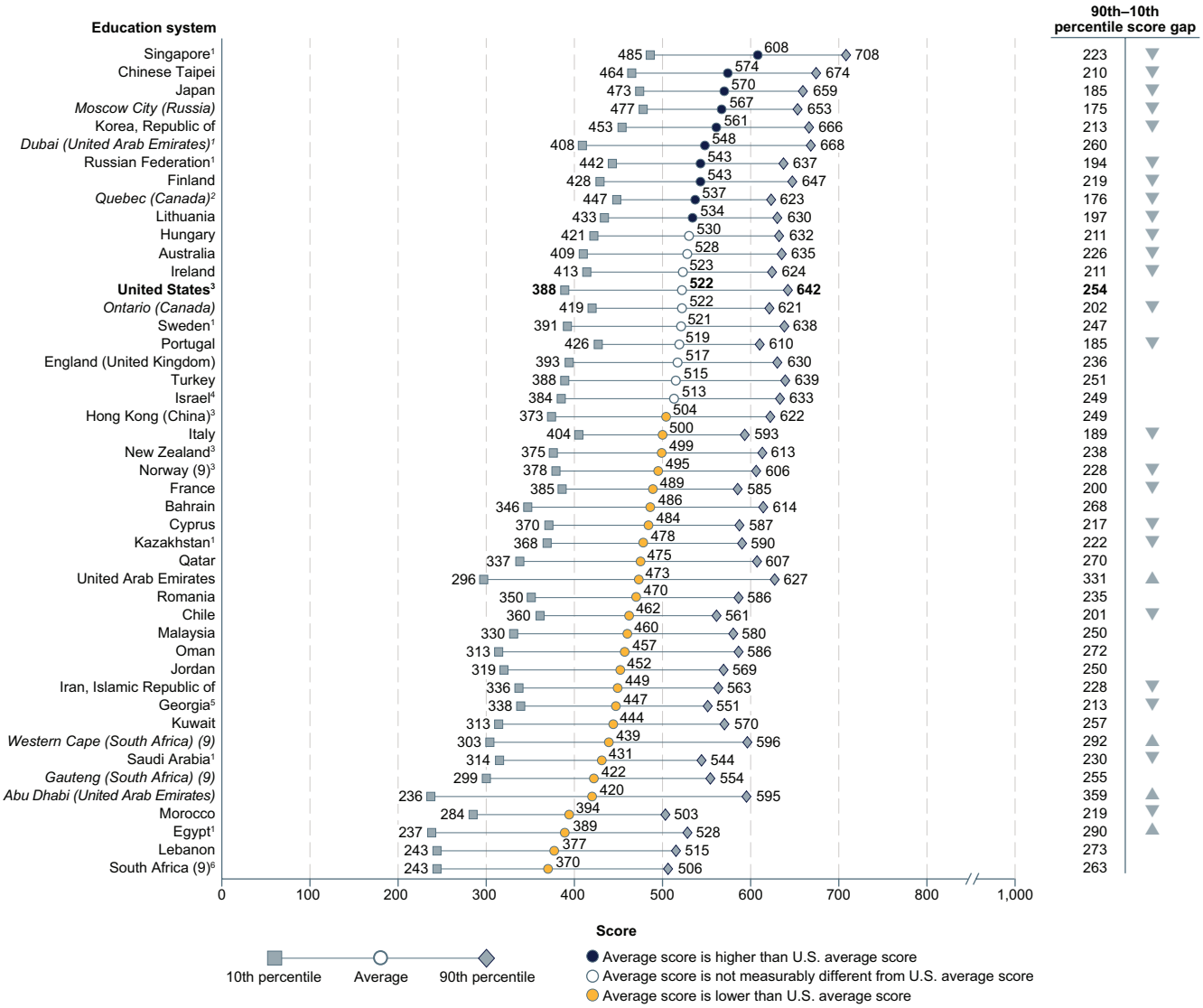
[54] TIMSS scores are reported on a scale from 0 to 1,000, with a scale centerpoint set at 500 and the standard deviation set at 100. The TIMSS scale centerpoint represents the mean of the overall achievement distribution in 1995. The TIMSS scale is the same in each administration; thus, a value of 500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

Figure 22. 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.

Figure 23. Average scores and 10th and 90th percentile scores of 8th-grade students on the TIMSS science 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] Nearly satisfied guidelines for sample participation rates after replacement schools were included.
[3] Met guidelines for sample participation rates only 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.
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 S2b.

Attainment

In 2019, some 91 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 35 countries for which the OECD reported 2019 data on high school completion rates, the percentages of 25- to 64-year-olds who had completed high school ranged from 40 percent in Mexico to 90 percent or more in eight countries (Estonia, Finland, the United States, the Slovak Republic, Canada, Poland, Lithuania, and the Czech Republic).

Additionally, 48 percent of 25- to 64-year-olds in the United States had obtained a postsecondary degree, compared with the OECD average of 38 percent. Among the 36 countries for which the OECD reported 2019 data on postsecondary attainment rates, the percentages earning any postsecondary degree ranged from less than 20 percent in Mexico and Italy to 50 percent or more in five countries (Korea, Israel, Luxembourg, Japan and Canada). Nineteen countries, including the United States, reported that 40 percent or more in this age range had earned any postsecondary degree as of 2019.

For 25- to 34-year-olds—that is, the younger age group whose educational attainment is likely to reflect more recent shifts in educational and economic systems—the OECD average percentage who had completed high school rose from 82 to 85 percent between 2010 and 2019, while the corresponding percentage for the United States increased from 88 to 93 percent. In addition, the OECD average percentage with any postsecondary degree rose from 38 percent in 2010 to 45 percent in 2019, while the corresponding percentage in the United States rose from 42 to 50 percent (*International Educational Attainment*).

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