Report on the Condition of Education 2024

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A Letter From the

Commissioner of the National Center for Education Statistics

May 2024

On behalf of the National Center for Education Statistics (NCES), I am pleased to present the 2024 edition of the Condition of Education, our annual report mandated by the U.S. Congress. This report summarizes the latest data on education in the United States—spanning from early childhood to postsecondary and beyond—and covers topics such as enrollment, student achievement, teacher turnover, education finances, and international comparisons. Production of this report requires expertise in more than a dozen data sources and efforts from a dedicated team of data analysts, indicator authors, editors, and reviewers.

This year's report presents the most recent available data—ranging from 2021 to 2023—which continue to shed new light on education during and recovery from the coronavirus pandemic. As the country has worked to learn from and respond to the pandemic, so has NCES. For example, NCES and the Institute of Education Science (IES) held a Mathematics Summit in 2023 that gathered national, state, and local leaders to share diverse insights on the unprecedented declines in mathematics achievement, as evidenced by National Assessment of Educational Progress (NAEP) results in 2022. In the development of this *Condition of Education* report, we reflected on the questions we have received over the last few years, particularly those related to changes in elementary and secondary enrollment. This resulted in the inclusion of new data in this year's report, particularly related to career and technical information (CTE) and private school students. With these additions and other refinements, the *Condition of Education* continues to fulfill its mandate to provide high-quality and useful information to policymakers as well as families, educators, researchers, and the education community.

The *Condition of Education* is one of NCES's most important and popular reports—remaining one of our most downloaded reports each year—and the Annual Reports and Information Staff continues to look for ways to make it more timely, informative, and user friendly. This year, the Annual Reports and Information Staff has continued to expand the use of interactive data visualizations in the online indicator pages and the presentation of data for outlying areas and jurisdictions other than states (e.g., Puerto Rico, Bureau of Indian Education Schools) where possible. We also expanded our data coverage by reporting additional data on topics such as public school finances (e.g., Title I participation, revenues and expenditures from COVID-19 federal assistance funds) and English learners (e.g., program participation). Additionally, while previous editions of the report have presented data on the recent changes in public elementary and secondary enrollment, this edition includes the first year of data from the Private School Universe Survey (PSS) since the onset of the coronavirus pandemic, as well as new findings about enrollment of young children (from the U.S. Census Bureau) and high school graduates in private schools. Key findings from these data include the following:

- **Private K-12 enrollment was 4.7 million students in both fall 2019 and fall 2021.** In comparison, the number of K-12 students who were enrolled in public schools was 2 percent lower in fall 2021 than in fall 2019 (48.0 vs. 49.2 million). Private school students made up 9 percent of combined public and private enrollment in fall 2021 and in fall 2019, as they had in each year throughout the preceding decade.
- **NEW: In 2022, some 20 percent of 3- to 5-year-olds were receiving a private education (including home schooling).** Overall, 59 percent of 3- to 5-year-olds were enrolled in school, which was higher than in 2021 (53 percent) but still lower than in 2019 (61 percent).

- **NEW: Among 12th-graders who were enrolled in private schools in fall 2020, some 96 percent graduated in 2020–21.** In comparison, the adjusted cohort graduation rate (ACGR) for public school students—which is based on a cohort of 9th-graders—was 87 percent in 2021-22. (See indicator for more information on the difference between these measures.)

Beyond improvements to our core indicators, this year's report also includes a new Spotlight indicator on CTE. Key findings from this indicator include the following:

- **In 2020–21, among public schools hiring for at least one teaching position, 31 percent had difficulty or were unable to fill open positions in CTE.** This was higher than the percentages of public schools that reported having difficulties or being unable to fill open positions for social studies; physical education or health; general elementary; English or language arts; and music or art (ranging from 11 to 23 percent) but lower than the percentages that reported having difficulties or being unable to fill open positions for physical sciences, special education, and foreign languages (37, 40, and 42 percent, respectively).
- Among 2013 public high school graduates ever enrolled in postsecondary education by June 2021, **a higher percentage of CTE concentrators than of nonconcentrators had received an associate's degree as their highest postsecondary degree (14 vs. 9 percent) and a lower percentage had received a bachelor's or higher degree (48 vs. 54 percent).**
  - Among 2013 public high school graduates who earned an associate's degree as their highest degree by June 2021, a higher percentage of CTE concentrators than of nonconcentrators earned their degree in a CTE field (58 vs. 45 percent).

The full contents of the *Condition of Education*—which comprises a system of indicators covering a wide range of topics and outcomes across the educational career—can be accessed online. A synthesized overview of findings from these indicators can be found in the *Report on the Condition of Education*. The online indicator system also includes a section focused on School Crime and Safety as well as a section focused on Education Across America, which explores the condition of education across geographic locales (i.e., city, suburban, town, and rural).

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

In the upcoming years, NCES will embark on a modernization process to align the *Condition of Education* to the current and future needs of our users. Our vision is to maintain the same level of rigor NCES is trusted for while also increasing the timeliness and granularity (or level of detail) found in the report. This may include interim releases throughout the year as data become available, indicators reported at finer levels of geographic detail (e.g., by congressional district), and additional analyses to further describe the trends observed.

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 NCES's latest activities and releases can be found on our website or by following us on X, Facebook, and LinkedIn. Additionally, our NewsFlash provides email notifications of our latest releases.

The *Condition of Education* shines a light on emerging education issues in the United States and around the world. NCES is thinking critically about these issues and will continue to adapt and respond to new needs.

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

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Introduction

The *Report on the Condition of Education* is an annual report from the National Center for Education Statistics (NCES) that is mandated by the United States Congress. Using data from NCES and other sources, NCES compiles a set of "indicators" of the condition of education in the United States at all levels, from prekindergarten through postsecondary, as well as labor force outcomes and international comparisons. The full contents of the Condition of Education Indicator System can be accessed online or by downloading PDFs for the individual indicators.

The *Report on the Condition of Education 2024* comprises key findings from the Indicator System. This summary report provides a brief overview of information available on various topics as well as direct links to the online versions of indicators discussed. This year's report also includes select content from sources outside the Indicator System, such as the National Assessment of Educational Progress (NAEP) and the Integrated Postsecondary Education System (IPEDS).

The report is organized into six sections: spotlight (which examines issues of current policy interest, with the topic varying year-to-year); family characteristics; preprimary, elementary, and secondary education; postsecondary education; population characteristics and economic outcomes; and international comparisons. Each section begins with a set of key findings. These six sections are preceded by a Highlights section, which synthesizes findings across this report. Since individual indicators provide only partial measures of the overall condition of education in the United States, the summary format of this report–particularly the key findings and the Highlights section–serve as important syntheses of the information provided in the Indicator System.

The data in the indicators were obtained from many different surveys and compilations of administrative records and reflect various respondents throughout the education system, including students and teachers, elementary and secondary schools, state education agencies, and colleges and universities. Users should be cautious when comparing data from different sources. The accuracy of any statistic is determined by the joint effects of sampling and nonsampling errors. Sampling error affects estimates based on a sample of a population, and as a result the estimates may differ from those that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. All data collections are also subject to nonsampling error, including potential errors in design, reporting, and processing as well as error due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the study design, data collection procedures, and data processing. In general, however, the effects of nonsampling error are more difficult to gauge than are those produced by sampling variability.

Data throughout this report represent the 50 states and the District of Columbia unless otherwise noted. All data reflect the most current data available at the time the report was produced. For general technical notes related to data analysis, data interpretation, rounding, and other considerations, refer to the Reader's Guide.

Highlights

School Enrollments

In 2022, overall school enrollment of young children, as well as public elementary and secondary school enrollment, increased from the prior year but remained lower than before the coronavirus pandemic.

- Between 2012 and 2019, the overall school enrollment rate of 3- to 5-year-olds fluctuated between 59 and 61 percent, before falling to 53 percent in 2021—the data year which largely overlaps with the first full school year of the coronavirus pandemic.[1] In 2022, the rate had rebounded to 59 percent but was still lower than in 2019 (61 percent).
- Between fall 2012 and fall 2019, total public elementary and secondary school enrollment increased by 2 percent (from 49.8 million to 50.8 million students). Total enrollment dropped by 3 percent to 49.4 million students in fall 2020. Total enrollment remained at around 49.4 million students in fall 2021 before rising 0.4 percent to 49.6 million students in fall 2022.

The latest year for which private school enrollment data are available is fall 2021. Private school enrollment in kindergarten through grade 12 (K-12) was 5 percent higher in fall 2021 than in fall 2011 (4.7 million vs. 4.5 million). More recently, private K-12 enrollment was 4.7 million students in both fall 2019 and fall 2021.

At the postsecondary level in the United States, undergraduate enrollment decreased over the last decade, whereas postbaccalaureate enrollment generally increased.

- Between fall 2012 and fall 2022, total undergraduate enrollment in degree-granting postsecondary institutions decreased by 13 percent (from 17.7 million to 15.4 million students). This decrease was driven by an enrollment decrease at 2-year institutions.
- Total enrollment in postbaccalaureate programs increased overall between fall 2012 and fall 2022 (from 2.9 million to 3.2 million students), although enrollment was 1 percent lower in fall 2022 than in fall 2021.

Characteristics of Elementary and Secondary Students

The U.S. education system serves a diverse population of students across a variety of school settings. Of the 49.6 million students who were enrolled in public elementary and secondary schools (preK-12) in fall 2022,

- 22.1 million were White;
- 14.4 million were Hispanic;
- 7.4 million were Black;
- 2.7 million were Asian;
- 2.5 million were of Two or more races;
- 449,000 were American Indian/Alaska Native; and
- 182,000 were Pacific Islander.

[1] The 2020 American Community Survey (ACS) data are not available due to collection issues associated with the pandemic. While the 2020 ACS data are not available, data were collected throughout the 12 months of 2021. In the ACS, the school enrollment question asked about enrollment during the previous 3 months. Thus, respondents to the 2021 ACS could be reporting on school enrollment from late 2020 to fall 2021, throughout much of the 2020-21 school year. For additional information, see https://www.census.gov/programs-surveys/acs/about.html and the 2021 questionnaire at https://www.census.gov/programs-surveys/acs/about/forms-and-instructions.2021.html#list-tab-9466845.

The percentage of public school students who attended public charter schools increased from 5 percent in fall 2012 (2.3 million students) to 8 percent in fall 2022 (3.7 million students). The percentage of public school students who were English learners (ELs) increased overall from 9.4 percent in fall 2011 (4.6 million students) to 10.6 percent in fall 2021 (5.3 million students).[2] The number of students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA) increased from 6.4 million in school year 2012–13 to 7.5 million in 2022–23.[3] Taken as a percentage of total public school enrollment, this equates to an increase from 13 to 15 percent of students.[4]

Elementary and Secondary Student Achievements

The health of an education system is often assessed through indicators of achievement. At the elementary and secondary level in the United States, some measures of student outcomes have improved over time, whereas others have not.

- The average adjusted cohort graduation rate (ACGR) for public high school students increased overall from 80 percent in school year 2011–12 to 87 percent in 2021–22.[5, 6]
- The overall status dropout rate (i.e., the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential) decreased from 7.0 percent in 2012 to 5.3 percent in 2022.[7, 8]
- According to results from the National Assessment of Educational Progress (NAEP) long-term trend (LTT) 2022–23 assessments, the average scores for 13-year-olds declined 4 points in reading and 9 points in mathematics compared with 2019–20. Compared with 2011–12, the average scores declined 7 points in reading and 14 points in mathematics.

In the 2022 Program for International Student Assessment (PISA), out of 81 participating education systems, 5 had higher average reading literacy scores for 15-year-olds than the United States, 25 had higher mathematics literacy scores, and 9 had higher science literacy scores.

Postsecondary Degree Completion and Outcomes by High School CTE Concentration

In academic year 2021–22, U.S. postsecondary institutions conferred 5.1 million awards, ranging from certificates below the bachelor's level to doctor's degrees. The number of bachelor's, master's, and doctor's degrees conferred increased between 2011–12 and 2021–22, while the number of certificates and associate's degrees conferred was about 1.0 million each in both years. At the subbaccalaureate level, the percentage of awards conferred in a career and technical education (CTE) field decreased from 2011–12 to 2021–22 (from 94 to 85 percent of certificates, and from 59 to 50 percent of associate's degrees).[9]

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[2] This report looks at the number and percentage of ELs in kindergarten and higher grades over time. Data on ELs include students with a current EL identification, but not students who were formerly identified as ELs and no longer are.

[3] Totals include imputations for states for which data were unavailable. See reference tables in the *Digest of Education Statistics* for more information.

[4] The number of students served as a percentage of total enrollment is based on total public school enrollment in preK through grade 12. However, not all students served under IDEA receive education services in public school environments.

[5] The ACGR is considered the most accurate measure available for reporting on-time graduation rates. For more information, see Seastrom, M., Chapman, C., Stillwell, R., McGrath, D., Peltola, P., Dinkes, R., and Xu, Z. (2006). *User's Guide to Computing High School Graduation Rates, Volume 2: Technical Evaluation of Proxy Graduation Indicators* (NCES 2006-605). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved February 28, 2023, from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006605.

[6] The U.S. average ACGR includes imputed data for states when data are not available. For example, in 2021–22, New Mexico and Oklahoma data were unavailable.

[7] A high school credential can be either a diploma or an equivalency credential such as a GED certificate.

[8] The 2020 ACS data are not available due to collection issues associated with the pandemic.

[9] Postsecondary CTE fields include agriculture and natural resources; business and marketing; communication and communications technologies; computer and information sciences; consumer services; education; engineering, architecture, and science technologies; health sciences; protective services; public, legal, and social service; or manufacturing, construction, repair, and transportation. See https://nces.ed.gov/surveys/ctes/tables/postsec_tax.asp for the taxonomy used to define postsecondary CTE categories.

The High School Longitudinal Study of 2009 follows a cohort of students over time and provides insights into students' transition from secondary to postsecondary education. Among fall 2009 ninth-graders who graduated from public high schools by 2013 (hereafter referred to as "2013 public high school graduates"), 39 percent were CTE concentrators who earned 2 or more credits in the same CTE area during high school, and 61 percent were nonconcentrators.[10] There were some differences in the postsecondary outcomes between CTE concentrators and their peers who were nonconcentrators in terms of the type of postsecondary degree completed, whether the degree was in CTE, and the time it took to earn the degree, including the following:

- Among 2013 public high school graduates ever enrolled in postsecondary education by June 2021, a higher percentage of CTE concentrators than nonconcentrators had received an associate's degree as their highest postsecondary degree (14 vs. 9 percent). Conversely, a lower percentage of CTE concentrators than nonconcentrators had received a bachelor's or higher degree as their highest postsecondary degree (48 vs. 54 percent) by June 2021.[11]
- Among 2013 public high school graduates who earned a certificate as their highest degree by June 2021, some 96 percent of CTE concentrators and 99 percent of nonconcentrators earned their certificate in a CTE field. CTE concentrators earned their certificate in fewer months, on average, than nonconcentrators (28 vs. 40 months).
- Among 2013 public high school graduates who earned an associate's degree as their highest degree by June 2021, a higher percentage of CTE concentrators than of nonconcentrators earned their degree in a CTE field (58 vs. 45 percent). There were no measurable differences between CTE concentrators and nonconcentrators in the average number of months it took to earn their degree.

Economic Outcomes

Educational attainment[12] is associated with many long-term life outcomes. For 25- to 34-year-olds in the United States who worked full time, year round (i.e., worked 35 or more hours per week for 50 or more weeks per year), those who had higher educational attainment also had higher median earnings in 2022. For example,

- the median earnings of master's or higher degree completers ($80,200) were 20 percent higher than the median earnings of bachelor's degree completers ($66,600); and
- the median earnings of bachelor's degree completers were 35 percent higher than the median earnings of associate's degree completers ($49,500).

[10] CTE concentrators are defined as those who earned at least 2 credits in the same CTE area during high school, with the CTE areas being agriculture and natural resources; business, finance, and marketing; communication and communications technologies; computer and information sciences; construction; consumer services; engineering, design, and production; health care; mechanical repair and operation; and public services. Students could concentrate in more than one CTE area if they earned 2 or more credits each in multiple subject areas. Nonconcentrators are those who did not earn at least 2 credits in the same CTE area during high school. Both concentrators and nonconcentrators are limited to students who graduated from high school and had complete transcripts by 2013.

[11] Bachelor's degree or higher includes bachelor's degrees, master's degrees, Ph.D.s, M.D.s, law degrees (i.e., J.D.s), and other higher level professional degrees. Under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act, bachelor's degrees are generally not considered to be career and technical education.

[12] Levels of educational attainment refer to the *highest* degree earned.

Spotlight: Career and Technical Education in the United States

Key Findings From This Chapter

In 2020–21, among elementary and secondary public schools hiring for at least one teaching position, 31 percent had difficulty or were unable to fill open positions in career and technical education (CTE). Additionally, among public school teachers of grades 9–12, a higher percentage of CTE teachers than of those in many other fields were among the newest to the profession (i.e., had less than 3 years of experience).

Business and marketing was among the most common CTE fields of study at the high school and subbaccalaureate levels, with more than 20 percent of 2019 high school graduates taking at least one business and marketing course and over 100,000 awards conferred each in 2021–22 at the certificate and associate's degree levels.

By June 2021 (about 8 years after high school graduation), 80 percent of 2013 public high school graduates who were CTE concentrators during high school had ever enrolled in postsecondary education. This was 4 percentage points lower than the percentage of nonconcentrators who had ever enrolled in postsecondary education (84 percent).

- *Among 2013 public high school graduates who had ever enrolled in postsecondary education by June 2021, a higher percentage of CTE concentrators than of nonconcentrators had received an associate's degree (14 vs. 9 percent) as their highest postsecondary degree. Conversely, a lower percentage of CTE concentrators than of nonconcentrators had received a bachelor's or higher degree (48 vs. 54 percent) as their highest postsecondary degree.*
- *Among 2013 public high school graduates who earned a certificate as their highest degree by June 2021, CTE concentrators earned their certificate in fewer months, on average, than nonconcentrators (28 vs. 40 months).*
- *Among 2013 public high school graduates who earned an associate's degree as their highest degree by June 2021, a higher percentage of CTE concentrators than of nonconcentrators earned their degree in a CTE field (58 vs. 45 percent).*

Career and technical education (CTE) is defined as courses (at the high school level) and programs (at the postsecondary subbaccalaureate level) that focus on the skills and knowledge required for specific jobs or fields of work.[13, 14] This year's spotlight indicator, Career and Technical Education in the United States, presents data on a variety of topics that allow for an exploration of the state of CTE in the United States, including

- the extent to which elementary and secondary schools experienced difficulty in filling open teaching positions in CTE;
- the education and teaching experience of teachers whose main teaching assignment was CTE;
- the extent to which high school graduates took CTE courses, by subject area and student characteristics;
- trends in completion of subbaccalaureate postsecondary degrees and certificates by CTE field; and
- postsecondary outcomes among high school CTE concentrators and nonconcentrators.[15]

This section of the report highlights select topics and findings from the spotlight indicator. Readers should take note that this section draws from various data sources, which differ in terms of reference periods and definitions of CTE fields, among other things.

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[13] National Center for Education Statistics. (n.d.). About CTE Statistics. Career and Technical Education (CTE) Statistics. Accessed February 6, 2024. https://nces.ed.gov/surveys/ctes/about.asp.

[14] CTE is sometimes referred to as "vocational/technical education."

[15] CTE concentrators are defined as those who earned at least 2 credits in the same CTE area during high school, with the CTE areas being agriculture and natural resources; business, finance, and marketing; communication and communications technologies; computer and information sciences; construction; consumer services; engineering, design, and production; health care; mechanical repair and operation; and public services. Students could concentrate in more than one CTE area if they earned 2 or more credits each in multiple subject areas. Nonconcentrators are those who did not earn at least 2 credits in the same CTE area during high school. Both concentrators and nonconcentrators are limited to students who graduated from high school and had complete transcripts by 2013.

CTE During High School[16]

In 2019, some 85 percent of high school graduates had taken any CTE courses.[17] More than 20 percent of high school graduates had taken at least one course in the following CTE subject areas:

- information technology (29 percent)
- human services (28 percent)
- business and marketing (21 percent)

CTE Teachers

In order for students to take CTE courses, schools must have teachers to teach them. In 2020–21, some 11 percent of all public school teachers of grades 9–12 taught CTE as their main teaching assignment. A higher percentage of CTE teachers were among the newest to the profession (i.e., had less than 3 years of experience) compared with teachers in many other fields.

In 2020–21, among elementary and secondary public schools hiring for at least one teaching position schoolwide, 24 percent reported hiring in the CTE subject-matter field (at any grade level). Of these schools, 31 percent reported having difficulties or being unable to fill their open CTE positions. This was higher than the percentages of public schools that reported having difficulties or being unable to fill open positions for social studies; physical education or health; general elementary; English or language arts; and music or art (ranging from 11 to 23 percent) but lower than the percentages that reported difficulty filling open positions for physical sciences, special education, and foreign languages (37, 40, and 42 percent, respectively).

Completion of Subbaccalaureate Postsecondary Degrees and Certificates in CTE Fields[18]

In 2021-22, a total of 1.0 million subbaccalaureate certificates[19] and 1.0 million associate's degrees were conferred in the United States. At both levels, the percentage of awards conferred in a CTE field decreased from 2011-12 to 2021-22 (from 94 to 85 percent of subbaccalaureate certificates, and from 59 to 50 percent of associate's degrees). Health sciences and business and marketing were the only CTE fields of study with over 100,000 awards conferred at both levels.

Postsecondary Pathways of High School CTE Concentrators[20]

Among fall 2009 ninth-graders who graduated from public high schools by 2013 (hereafter referred to as "2013 public high school graduates"), 39 percent were CTE concentrators and 61 percent were nonconcentrators.

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[16] This section is based on data from the National Assessment of Educational Progress (NAEP) High School Transcript Study (HSTS). In HSTS, graduates were considered to have taken a CTE course in a particular subject area if they had earned at least one Carnegie credit in that area. This section looks at CTE courses in the following 12 subject areas, and graduates who had taken "any CTE courses" refers to those who had earned at least one Carnegie credit in any of the 12 areas: agriculture, food, and natural resources; architecture and construction; business and marketing; communication and audio/video technology; engineering and technology; health care sciences; hospitality and tourism; human services; information technology; manufacturing; public, protective, and government services; and transportation, distribution, and logistics.

[17] For a high school graduate to be included in the analyses, their high school transcript had to meet 5 requirements: (1) the graduate received either a standard or honors diploma, (2) the transcript had 3 or more years of delineated courses, (3) at least 1 course on the transcript was taken during the NAEP and HSTS assessment year, (4) the transcript contained 16 or more Carnegie credits, and (5) the transcript contained at least 1 Carnegie credit in an English course. The Carnegie unit is a standard of measurement that represents 1 credit for the completion of a 1-year course.

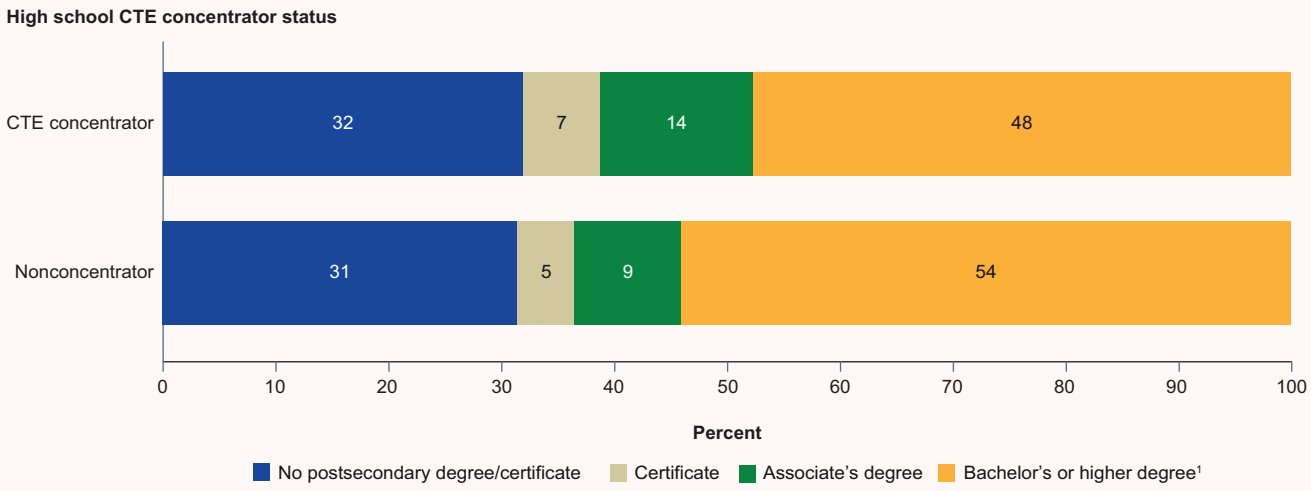
[18] This section is based on data from the Integrated Postsecondary Education Data System (IPEDS). Postsecondary CTE fields include agriculture and natural resources; business and marketing; communication and communications technologies; computer and information sciences; consumer services; education; engineering, architecture, and science technologies; health sciences; protective services; public, legal, and social service; or manufacturing, construction, repair, and transportation. See https://nces.ed.gov/surveys/ctes/tables/postsec_tax.asp for the taxonomy used to define postsecondary CTE categories.

[19] Certificates include awards of less than 1 academic year; awards of at least 1 but less than 2 academic years; and awards of at least 2 but less than 4 academic years (that are not associate's degrees).

[20] This section is based on data from the Postsecondary Education Administrative Records Collection (PEAR) of the High School Longitudinal Study of 2009 (HSLS:09). Data are reported for "2013 public high school graduates," defined as fall 2009 ninth-graders who graduated from a public high school with an honors or standard diploma by August 31 of their expected graduation year (2013). This section includes only graduates who had a complete grade 9–12 transcript, defined as one that recorded at least 16 Carnegie units (a Carnegie unit is a credit hour, i.e., the equivalent of a course taken every school day, one period per day, for a full school year), with a positive, nonzero number of units completed in English. Ninety-four percent of 2013 public high school graduates had a complete grade 9–12 transcript. GED or alternative diploma earners are not included.

FIGURE S1.

Among 2013 public high school graduates ever enrolled in postsecondary education by June 2021, percentage distribution of highest postsecondary degree/certificate earned by June 2021, by high school career and technical education (CTE) concentrator status: 2021



[1] Includes bachelor's degree, master's degree, Ph.D., M.D., law degree (i.e., J.D.s), and other higher level professional degrees. Under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act, bachelor's degrees are generally not considered to be career and technical education.
NOTE: Public high school graduates are defined as fall 2009 ninth-graders who graduated from a public high school with an honors or standard diploma by August 31 of their expected graduation year (2013). This figure includes only graduates who had a complete grade 9–12 transcript, defined as one that recorded at least 16 Carnegie units (a Carnegie unit is a credit hour, i.e., the equivalent of a course taken every school day, one period per day, for a full school year), with a positive, nonzero number of units completed in English. Ninety-four percent of 2013 public high school graduates had a complete grade 9–12 transcript. "Ever enrolled in postsecondary education" refers to ever enrolling in a postsecondary course or postsecondary certificate or degree program. CTE concentrators earned at least 2 credits in the same CTE area during high school, with the CTE areas being agriculture and natural resources; business, finance, and marketing; communication and communications technologies; computer and information sciences; construction; consumer services; engineering, design, and production; health care; mechanical repair and operation; and public services. See https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019046 for the taxonomy used to define high school subject areas. Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) High School Transcript Study, Second Follow-Up, Postsecondary Education Transcript and Student Financial Aid Records Collection, and Postsecondary Education Administrative Records Data Collection. See *Digest of Education Statistics 2023*, table 326.60.

While CTE programs are designed to help students enter the workforce without needing a bachelor's degree, the majority of high school CTE concentrators participate in postsecondary education, and many obtain bachelor's degrees. By June 2021 (about 8 years after high school graduation), 80 percent of 2013 public high school graduates who were CTE concentrators during high school had ever enrolled in postsecondary education. This was 4 percentage points lower than the percentage of nonconcentrators who had ever enrolled in postsecondary education (84 percent).

Among 2013 public high school graduates ever enrolled in postsecondary education by June 2021,

- a higher percentage of CTE concentrators than of nonconcentrators had received an associate's degree (14 vs. 9 percent) as their highest postsecondary degree; and
- a lower percentage of CTE concentrators than of nonconcentrators had received a bachelor's or higher degree (48 vs. 54 percent) as their highest postsecondary degree (figure S1).[21]

Among 2013 public high school graduates who earned a certificate as their highest degree by June 2021, some 96 percent of CTE concentrators and 99 percent of nonconcentrators earned their certificate in a CTE field. Among those who earned an associate's degree as their highest degree by June 2021, a higher percentage of CTE concentrators than of nonconcentrators earned their degree in a CTE field (58 vs. 45 percent).

Among 2013 public high school graduates who earned a certificate as their highest postsecondary degree by June 2021, CTE concentrators earned their certificate in fewer months, on average, than did nonconcentrators (28 vs. 40 months).

[21] Bachelor's degree or higher includes bachelor's degrees, master's degrees, Ph.D.s, M.D.s, law degrees (i.e., J.D.s), and other higher level professional degrees. Under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act, bachelor's degrees are generally not considered to be career and technical education.

Family Characteristics

Key Findings From This Chapter

In 2022, some 16 percent of children under age 18 living with a related householder were in families living in poverty, which was lower than the 2012 poverty rate of 22 percent.

The 2022 poverty rates were higher than the national average for children who were American Indian/Alaska Native (30 percent), Black (30 percent), and Hispanic (22 percent).

Family Characteristics indicators present data on children's family characteristics and family involvement in education. Families provide educational tools and opportunities to children in a variety of ways, including by exposure to enrichment activities and technology, access to schools, and familiarity with educational processes. Providing these tools and opportunities requires social and economic resources. As such, children's educational experiences and their academic achievement are closely associated with their families' socioeconomic characteristics. For example, research has found that living in poverty, lower parental educational attainment, and living in a single-parent household are associated with poor educational outcomes—including low achievement scores, having to repeat a grade, and dropping out of high school.[22, 23] Therefore, understanding the distribution of socioeconomic resources provides important context for understanding the condition of education in the United States. This section of the report highlights key findings from recent data about family characteristics.

Characteristics of Children's Families

In 2022, some 16 percent of children under age 18 living with a related householder[24] were in families living in poverty. The poverty rate for children living with a related householder in 2022 was lower than in 2012 (22 percent). With the exception of Pacific Islander children, for whom the poverty rate was not measurably different between the 2 years, this pattern was observed for children living with a related householder across racial/ethnic groups.

The poverty rate for children living with a related householder varied across racial/ethnic groups in 2022. Poverty rates were higher than the U.S. average (16 percent) for children living with a related householder who were

- American Indian/Alaska Native (30 percent);
- Black (30 percent); and
- Hispanic (22 percent).

Meanwhile, the poverty rates for children who were of Two or more races (15 percent), White (10 percent), and Asian (9 percent) were lower than the U.S. average. The poverty rates for Pacific Islander children and children of Some other race[25] were not measurably different from the U.S. average.

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[22] 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 25, 2024, from http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2009.01403.x/full.

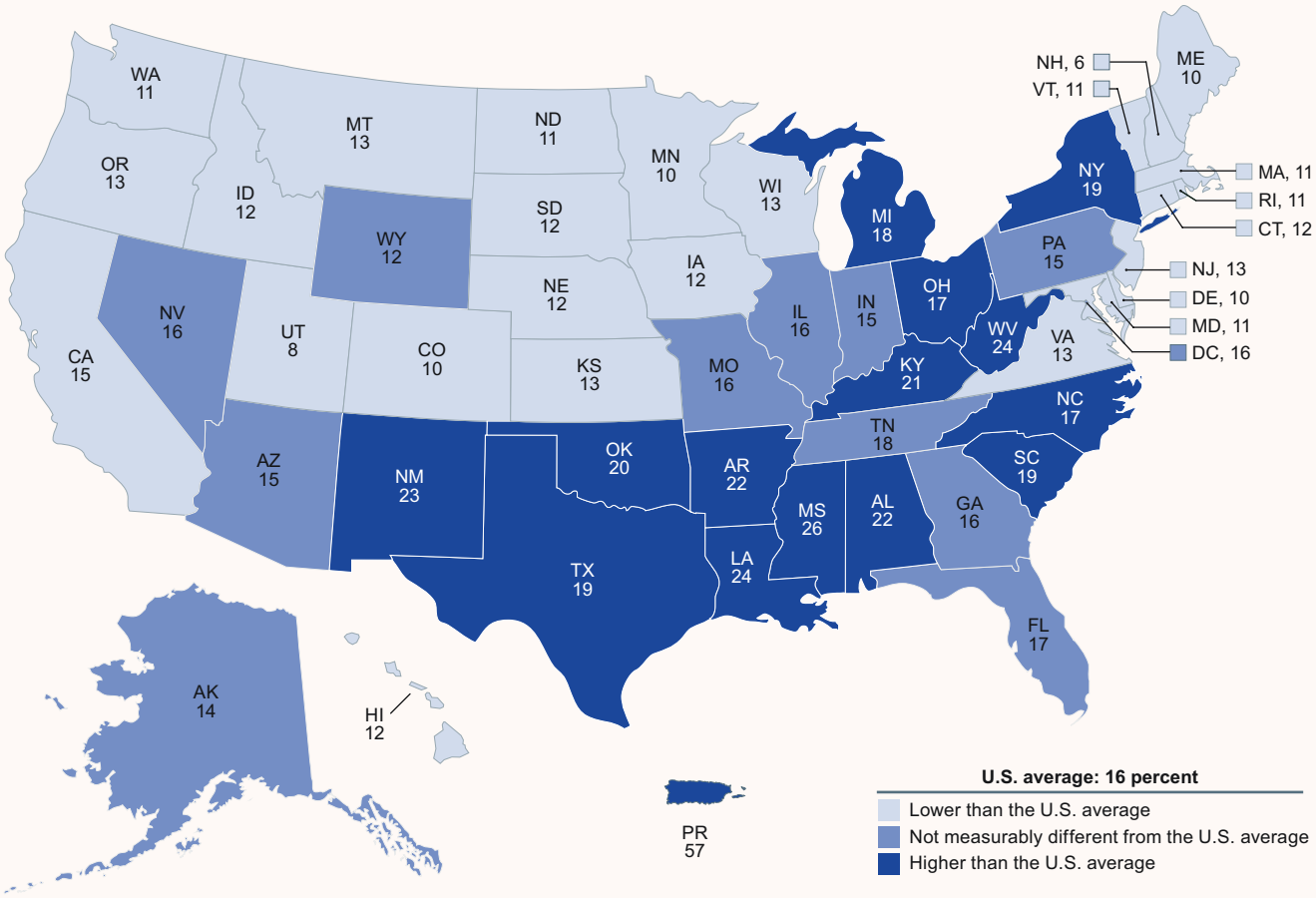
[23] Ross, T., Kena, G., Rathbun, A., KewalRamani, A., Zhang, J., Kristapovich, P., and Manning, E. (2012). *Higher Education: Gaps in Access and Persistence Study* (NCES 2012-046). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 25, 2024, from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012046.

[24] This section focuses on children living with a related householder. These are children under the age of 18 who live in a household and are related to the householder by birth, marriage, or adoption (children married to the householder are excluded). A householder is the person (or one of the people) who owns or rents (maintains) the housing unit.

[25] Consists of respondents who wrote in some other race that was not included as an option on the questionnaire.

FIGURE 1.

Among children under age 18 living with a related householder, percentage in families living in poverty, by state or jurisdiction: 2022



NOTE: Data are based on sample surveys of the entire population residing within the United States, including the 50 states and the District of Columbia. This figure includes only children under the age of 18 who live in a household and are related to the householder by birth, marriage, or adoption. Children married to the householder are excluded. A householder is the person (or one of the people) who owns or rents (maintains) the housing unit. This figure excludes unrelated children and householders who are themselves under the age of 18. The U.S. average represents the 50 states and the District of Columbia. Respondents were interviewed throughout the given year and reported the income they received during the previous 12 months. Poverty status is determined by the Census Bureau using a set of money income thresholds that vary by family size and composition. For additional information about poverty status, see https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html. Based on income and family size data from the American Community Survey (ACS). Figures are plotted based on unrounded data.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2022. See *Digest of Education Statistics 2023*, table 102.40.

Among the 50 states and the District of Columbia, the poverty rate for children under age 18 living with a related householder in 2022 ranged from 6 percent in New Hampshire to 26 percent in Mississippi (figure 1). Twenty-five states had child poverty rates that were lower than the U.S. average[26] of 16 percent, 14 states had rates that were higher than the U.S. average, and 11 states and the District of Columbia had rates that were not measurably different from the U.S. average. Of the 14 states that had poverty rates that were higher than the U.S. average, the majority (10) were located in the South. In Puerto Rico, the child poverty rate (57 percent) was higher than the rate in any of the 50 states or the District of Columbia.

Compared with 2012, a higher percentage of children in 2022 lived in households in which at least one related adult[27] had completed a bachelor's or higher degree (47 vs. 37 percent) (*Characteristics of Children's Families*).

[26] The U.S. average represents the 50 states and the District of Columbia.
[27] Related adults include adults who were related to the child and the householder or were themselves the householder. Data only identify relationships for those related to the householder. Therefore, adults who were related to the child but not to the householder are excluded. Educational attainment of the related householder was considered even if the householder was under age 18.

Preprimary, Elementary, and Secondary Education

Key Findings From This Chapter

In 2022, overall school enrollment of young children, as well as public elementary and secondary school enrollment, increased from the prior year but remained lower than before the coronavirus pandemic.

- *Between 2012 and 2019, the overall school enrollment rate of 3- to 5-year-olds fluctuated between 59 and 61 percent, before falling to 53 percent in 2021—the data year which largely overlaps with the first full school year of the pandemic. In 2022, the enrollment rate had rebounded to 59 percent, but it was still lower than in 2019 (61 percent).*
- *Between fall 2012 and fall 2019, total public elementary and secondary school enrollment increased by 2 percent, from 49.8 million to 50.8 million students. In the first year of the pandemic, total enrollment dropped by 3 percent to 49.4 million students in fall 2020. Total enrollment remained at around 49.4 million students in fall 2021, before rising 0.4 percent to 49.6 million students in fall 2022.*

Enrollment declines during the pandemic were not universally observed across school types.

- *Between fall 2012 and fall 2022, public charter school enrollment increased by 64 percent (from 2.3 million to 3.7 million students), while traditional public school enrollment decreased by 4 percent (from 47.3 million to 45.1 million students).*
- *Private K–12 enrollment was 5 percent higher in fall 2021 than in fall 2011 (4.7 million vs. 4.5 million). More recently, private K–12 enrollment was 4.7 million students in both fall 2019 and fall 2021.*

Characteristics of the student population—including demographics and identification for services—have changed over time.

- *Between fall 2012 and fall 2022, the percentages of public school students who were American Indian/Alaska Native, Black, or White decreased, whereas the percentages of public school students who were Asian, Hispanic, or of Two or more races increased.*
- *The number of students ages 3–21 receiving services under the Individuals with Disabilities Education Act (IDEA) increased from 6.4 million in school year 2012–13 to 7.5 million in 2022–23. Taken as a percentage of total public school enrollment, this equates to an increase from 13 to 15 percent of students.*
- *The percentage of public school students who were English learners (ELs) increased overall between fall 2011 (9.4 percent, or 4.6 million students) and fall 2021 (10.6 percent, or 5.3 million students). Among all ELs, the percentage who received services in English language instruction educational programs (LIEPs) was lower in fall 2021 than in fall 2011 (93.1 vs. 94.5 percent).*

Data on teacher mobility or attrition show that among public school teachers in school year 2020–21,

- *84 percent stayed on as teachers at the same school in 2021–22;*
- *8 percent moved to a position as a teacher at another school in 2021–22; and*
- *8 percent left the profession in 2021–22.*

Some measures of student outcomes have improved over time, whereas others have not.

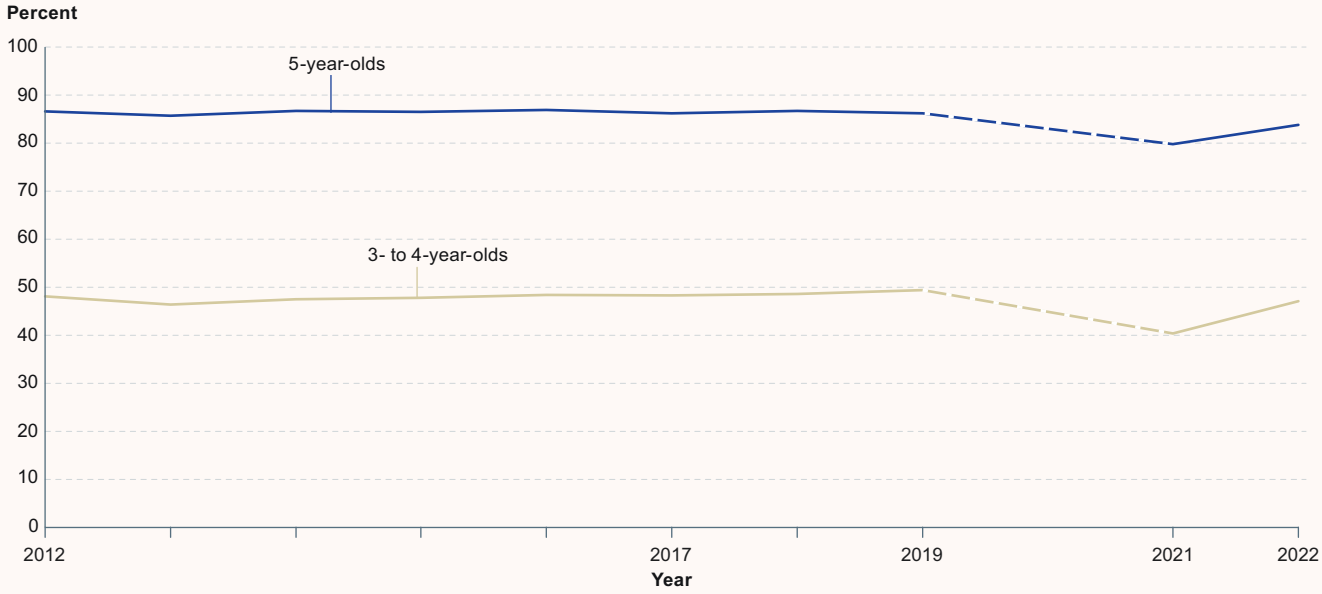
- *The U.S. average adjusted cohort graduation rate (ACGR) for public high school students increased overall from 80 percent in school year 2011–12 to 87 percent in 2021–22.*
- *The overall status dropout rate decreased from 7.0 percent in 2012 to 5.3 percent in 2022.*
- *According to results from the NAEP long-term trend (LTT) assessments in school year 2022–23, the average scores for 13-year-olds declined 4 points in reading and 9 points in mathematics compared with 2019–20. Compared with 2011–12, the average scores declined 7 points in reading and 14 points in mathematics.*

Many factors contribute to the condition of an education system: who is served by the system, the contexts in which students learn, what resources are available, and what outcomes are achieved. Preprimary, Elementary, and Secondary Education indicators examine these factors in the United States through topics such as overall enrollment and enrollment in different types of schools and programs, teacher and school characteristics, public school revenues and expenditures, student achievement, and high school completion and dropout rates. This section of the report highlights key findings from recent data about preprimary, elementary, and secondary education.

Preprimary Education

FIGURE 2.

Percentage of 3- to 4-year-olds and 5-year-olds enrolled in school: Selected years, 2012 through 2022



NOTE: Data are based on sample surveys of the entire population residing within the United States (defined as the 50 states and the District of Columbia), including those living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities). Data for 2020 are not presented in this figure due to collection issues associated with the coronavirus pandemic. While the 2020 ACS data are not available, data were collected throughout the 12 months of 2021. In addition, the school enrollment question asked about enrollment during the previous 3 months in 2021 ACS. Thus, respondents to the 2021 ACS could be reporting on school enrollment from late 2020 to fall 2021, throughout much of the 2020–21 school year. For additional information, see https://www.census.gov/programs-surveys/acs/about.html and the 2021 questionnaire at https://www.census.gov/programs-surveys/acs/about/forms-and-instructions.2021.html#list-tab-9466845. Figures are plotted based on unrounded data.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2012 through 2022. See *Digest of Education Statistics 2023*, table 202.20.

Formal schooling, such as preschool and kindergarten programs, is an important component of early childhood education. In 2022, about 59 percent of 3- to 5-year-olds in the United States were enrolled in school overall,[28] including 39 percent enrolled in public schools and 20 percent who were receiving a private education.[29] The total enrollment rate was higher for 5-year-olds than for 3- to 4-year-olds (84 vs. 47 percent; figure 2).

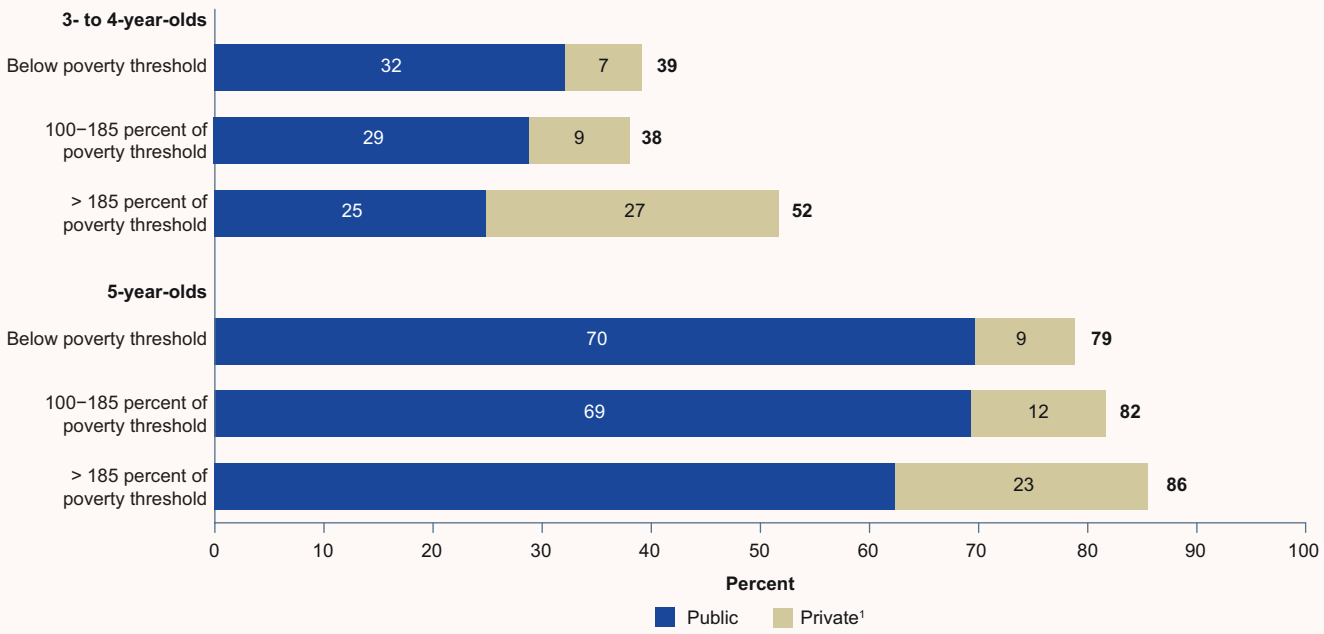
[28] Enrollment data in this section are based on the American Community Survey (ACS), which may present different estimates than data based on other surveys, such as the Current Population Survey (CPS).
[29] Those receiving private education include homeschooled students.

Between 2012 and 2019, the overall school enrollment rate of 3- to 5-year-olds fluctuated between 59 and 61 percent, before falling to 53 percent in 2021—the data year which largely overlaps with the first full school year of the coronavirus pandemic.[30] In 2022, the rate had rebounded to 59 percent, but it was still lower than in 2019 (61 percent). For each age group, the data show that

- from 2012 to 2019, the enrollment rate for 3- to 4-year-olds increased by 1 percentage point (from 48 to 49 percent), while the rate for 5-year-olds was 86 percent in both years;
- the enrollment rate for 3- to 4-year-olds was 9 percentage points lower in 2021 than in 2019 (40 vs. 49 percent) and the rate for 5-year-olds was 6 percentage points lower in 2021 than in 2019 (79 vs. 86 percent); and
- from 2021 to 2022, enrollment rates increased for both age groups, but each remained 2 percentage points lower than in 2019.

FIGURE 3.

Percentage of 3- to 4-year-olds and 5-year-olds enrolled in school, by family income and school control: 2022



[1] Includes homeschooled children.
NOTE: Data are based on sample surveys of the entire population residing within the United States (defined as the 50 states and the District of Columbia), including those living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities). Includes only children who are related to the householder. Children are considered to be in poverty if their family income falls below the Census Bureau's poverty threshold, which is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. For example, the poverty threshold for a family of four with two children was $29,678 in 2022. Respondents were interviewed throughout the year and reported on the income they received during the previous 12 months. Poverty status cannot be determined for unrelated children (e.g., foster children) because their family income is not known. Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2022. See *Digest of Education Statistics 2023*, table 202.20.

[30] The 2020 American Community Survey (ACS) data are not available due to collection issues associated with the pandemic. While the 2020 ACS data are not available, data were collected throughout the 12 months of 2021. In the ACS, the school enrollment question asked about enrollment during the previous 3 months. Thus, respondents to the 2021 ACS could be reporting on school enrollment from late 2020 to fall 2021, throughout much of the 2020-21 school year. For additional information, see https://www.census.gov/programs-surveys/acs/about.html and the 2021 questionnaire at https://www.census.gov/programs-surveys/acs/about/forms-and-instructions.2021.html#list-tab-9466845.

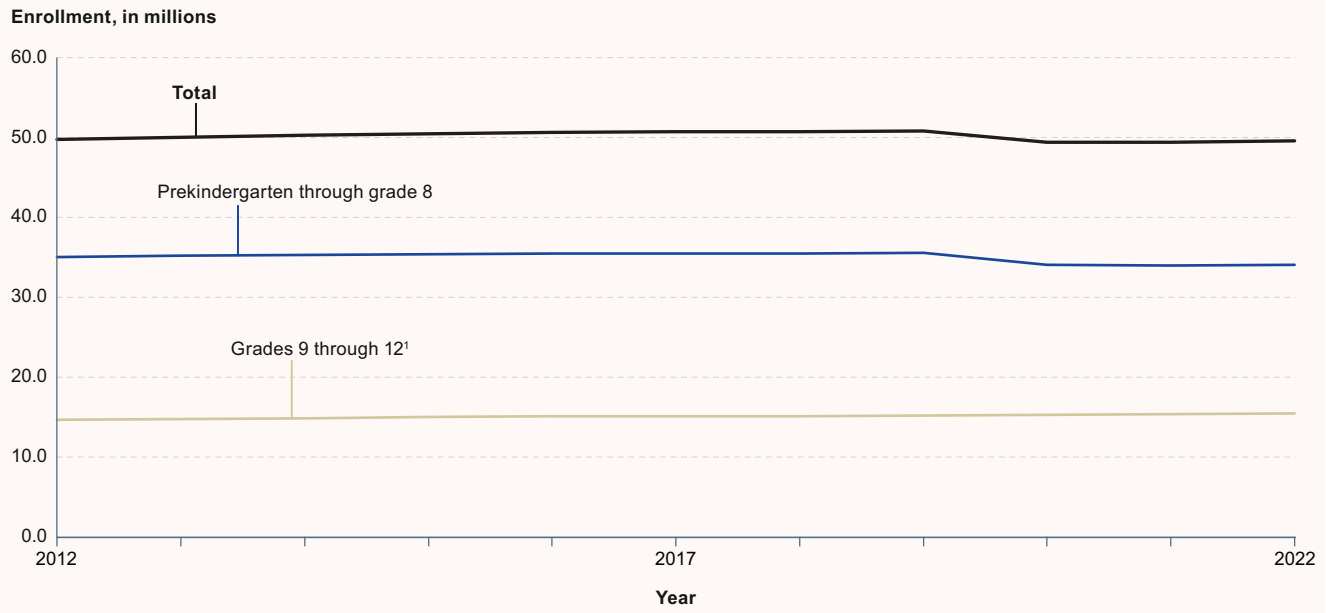
In 2022, among 3- to 4-year-olds, the overall enrollment rate was higher for those in households with a family income that was greater than 185 percent of the poverty threshold[31] (52 percent) than for those in households with a family income between 100 and 185 percent of the poverty threshold (38 percent) and those in households below the poverty threshold (39 percent; figure 3). Similarly, 5-year-olds in households with a family income that was greater than 185 percent of the poverty threshold had a higher school enrollment rate (86 percent) than did those in households with a family income between 100 and 185 percent of the poverty threshold (82 percent) and those in households below the poverty threshold (79 percent).

For both age groups in 2022, children living in households with a family income greater than 185 percent of the poverty threshold had lower rates of public school enrollment and higher rates of private school enrollment than their peers living in households with lower family income levels. For example, 3- to 4-year-olds with a family income that was greater than 185 percent of the poverty threshold had the lowest public school enrollment rate (25 percent), compared with those with lower family income levels (29 percent for those with a family income that was between 100 and 185 percent of the poverty threshold and 32 percent for those with a family income that was below the poverty threshold). In contrast, these children had the highest private school enrollment rate (27 percent), compared with those with lower family income levels (9 percent for those with a family income that was between 100 and 185 percent of the poverty threshold and 7 percent for those with a family income that was below the poverty threshold) (*School Enrollment Rates of Young Children*).

Elementary and Secondary School Enrollment and School Choice

FIGURE 4.

Enrollment in public elementary and secondary schools, by level: Fall 2012 through fall 2022



[1] Includes students reported as being enrolled in grade 13.
NOTE: Data are for the 50 states and the District of Columbia. Data include both traditional public schools and public charter schools. The total ungraded counts of students were prorated to prekindergarten through grade 8 and grades 9 through 12 based on the known grade-level distribution of a state. Includes imputations for nonreported prekindergarten enrollment in California for fall 2019, 2021, and 2022 and in Oregon for fall 2020, 2021, and 2022. Figures are plotted 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/Secondary Education," 2012–13 through 2022–23. See *Digest of Education Statistics 2023*, table 203.10.

[31] Includes only children who are related to the householder. Children are considered to be in poverty if their family income falls below the Census Bureau's poverty threshold, which is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. For example, the poverty threshold for a family of four with two children was $29,678 in 2022. Respondents were interviewed throughout the year and reported on the income they received during the previous 12 months. Poverty status cannot be determined for unrelated children (e.g., foster children) because their family income is not known.

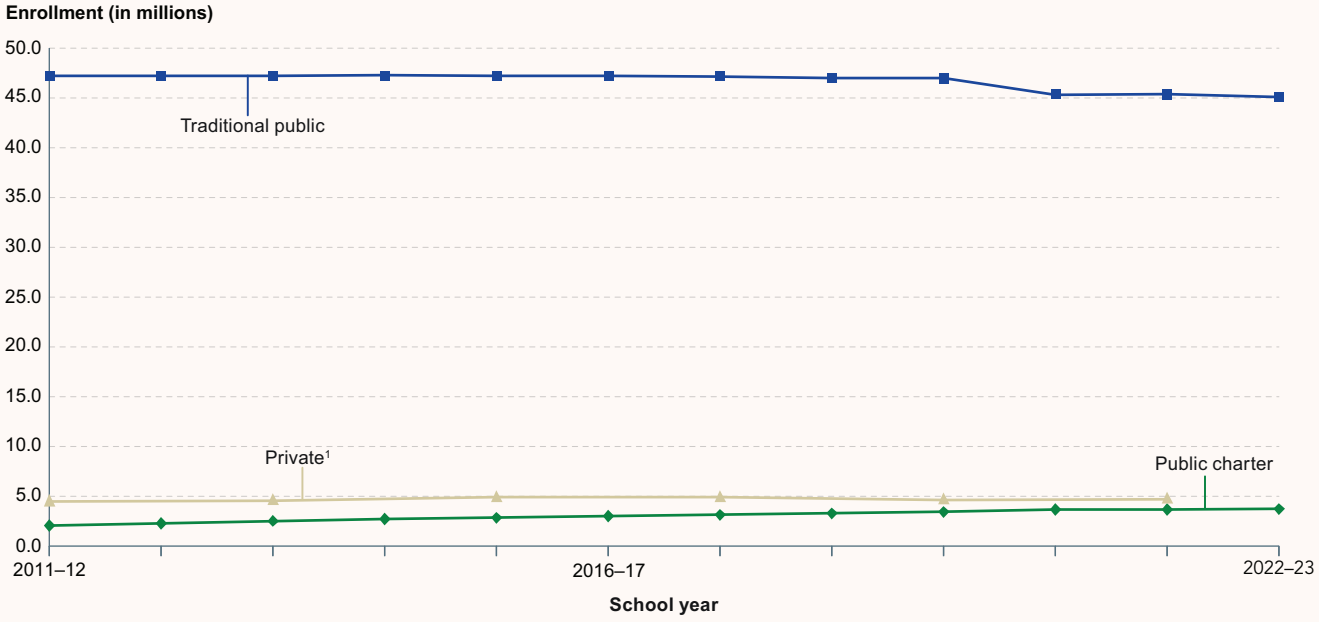
Between fall 2012 and fall 2019, total public elementary and secondary school enrollment in the United States increased by 2 percent, from 49.8 million to 50.8 million students. In the first year of the coronavirus pandemic, total enrollment dropped by 3 percent to 49.4 million students in fall 2020. Total enrollment remained at around 49.4 million students in fall 2021 before rising 0.4 percent to 49.6 million students in fall 2022 (figure 4).

Although enrollments in both prekindergarten through grade 8 (preK–8) and grades 9–12 increased between fall 2012 and fall 2019, enrollments in these grade ranges had different patterns of change during the pandemic. Total enrollment in grades preK–8 dropped 4 percent (from 35.6 million to 34.1 million students) between fall 2019 and fall 2020 and remained at a similar level in fall 2022 (34.1 million students). In contrast, total enrollment in grades 9–12 continued to increase each year during the pandemic, reaching 15.5 million students in fall 2022.

More specifically, declines in enrollment from fall 2019 to fall 2020 were largest in preK and kindergarten: preK enrollment decreased by 22 percent (344,000 students) and kindergarten enrollment decreased by 9 percent (338,000 students). However, the patterns for these grades since fall 2020 have differed. PreK enrollment increased in each year, while kindergarten enrollment increased from fall 2020 to fall 2021 but fell by 1 percent from fall 2021 to fall 2022. As a result, despite a larger decline in preK enrollment in the first year of the pandemic, preK and kindergarten enrollments in fall 2022 were 4 and 5 percent lower than their fall 2019 levels, respectively, which was similar to the percent difference between the two years for the combined enrollment in grades 1–8 (*Public School Enrollment*).

FIGURE 5.

Enrollment in elementary and secondary schools, by school type: Selected school years, 2011–12 through 2022–23



[1] Data for private schools are reported for the fall of the selected school years.
NOTE: Data are for the 50 states and the District of Columbia. Traditional public and public charter school enrollments include prekindergarten students, whereas private school enrollments include students in kindergarten through grade 12 only. Figures are plotted based on unrounded data. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2011–12 through 2022–23; Private School Universe Survey (PSS), 2011–12 through 2021–22. See *Digest of Education Statistics 2022*, table 216.20; and *Digest of Education Statistics 2023*, tables 205.20 and 216.20.

In the United States, the array of education options includes traditional public schools, public charter schools, and private schools. In 2021-22, the distribution of schools within locales (city, suburb, town, and rural) varied across these different types of schools. For example, 56 percent of public charter schools were in cities, compared with 25 percent of traditional public schools. Meanwhile, 12 percent of public charter schools were in rural areas, compared with 29 percent of traditional public schools. A higher percentage of private schools were in suburban areas (38 percent) than in cities (34 percent), rural areas (19 percent), and towns (9 percent) (*Characteristics of Elementary and Secondary Schools*).

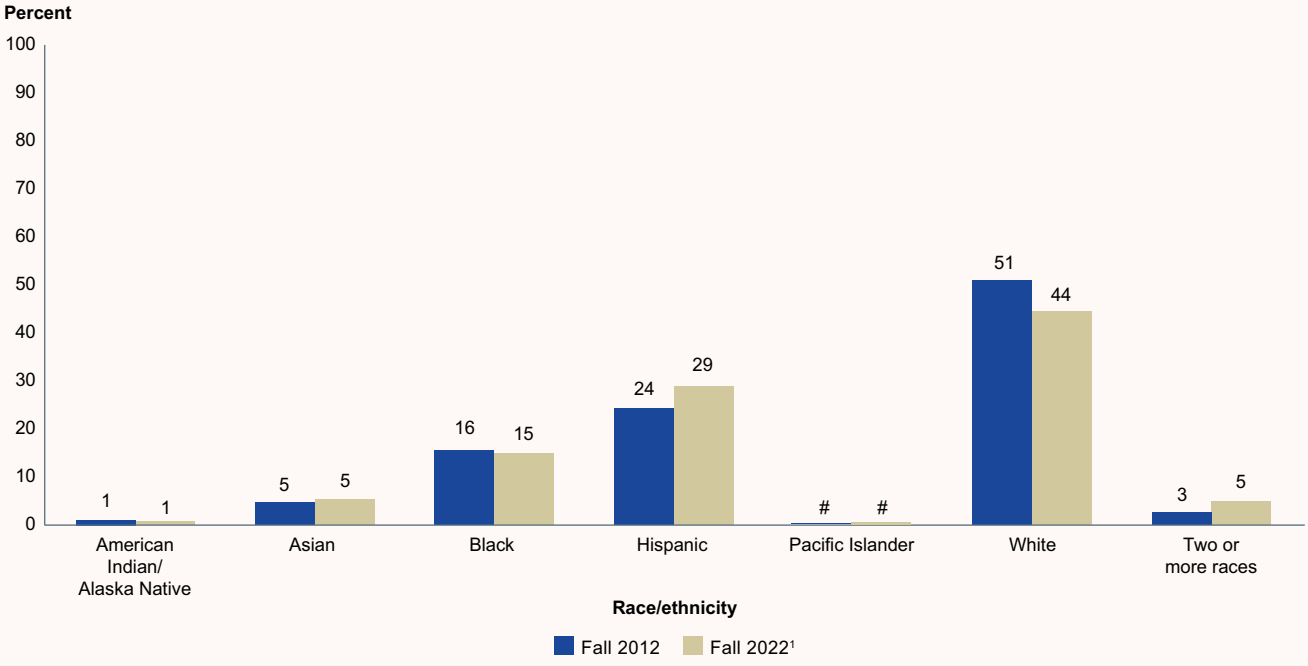
Between fall 2012 and fall 2022, traditional public schools and public charter schools experienced different trends in preK-12 enrollment (figure 5). During this period, public charter school enrollment increased by 64 percent, from 2.3 million students in fall 2012 to 3.7 million students in fall 2022. In contrast, the number of students enrolled in traditional public schools decreased by 4 percent over the same period (from 47.3 million to 45.1 million students). Accordingly, between fall 2012 and fall 2022, the percentage of all public school students enrolled in public charter schools increased from 5 to 8 percent (*Digest of Education Statistics 2023*, table 216.20).

Private kindergarten through grade 12 (K-12) enrollment was 5 percent higher in fall 2021 (4.7 million) than in fall 2011 (4.5 million), but there was no measurable trend in enrollment for the period. More recently, private K-12 enrollment was 4.7 million students in both fall 2019 (the year before the coronavirus pandemic) and fall 2021. In comparison, the number of K-12 students who were enrolled in public schools was 2 percent lower in fall 2021 than in fall 2019 (48.0 million vs. 49.2 million). Despite these different enrollment patterns during the pandemic, private school students made up 9 percent of combined public and private enrollment in fall 2021 and in fall 2019, as they had in each year throughout the preceding decade[32] (*Private School Enrollment*).

Racial/Ethnic Enrollment in Public and Private Schools

FIGURE 6.

Percentage distribution of student enrollment in public elementary and secondary schools, by race/ethnicity: Fall 2012 and fall 2022



Rounds to zero.
[1] Includes imputations for nonreported prekindergarten enrollment in California and Oregon.
NOTE: Data are for the 50 states and the District of Columbia. Some data have been revised from previously published figures. Race categories exclude persons of Hispanic ethnicity. Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.
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," 2012–13 and 2022–23. See *Digest of Education Statistics 2023*, table 203.50.

[32] Private school enrollment data are collected once every 2 years and are available for the fall of odd-numbered years only.

Between fall 2012 and fall 2022, the overall racial/ethnic composition of the U.S. public school student population changed (figure 6). Specifically, there was a decrease in the percentages of students who were

- White (from 51 to 44 percent);
- Black (from 16 to 15 percent); and
- American Indian/Alaska Native (from 1.1 to 0.9 percent).

During this same time period, there was an increase in the percentage of students who were

- Hispanic (from 24 to 29 percent);
- Asian (from 4.8 to 5.5 percent); and
- of Two or more races (from 3 to 5 percent).

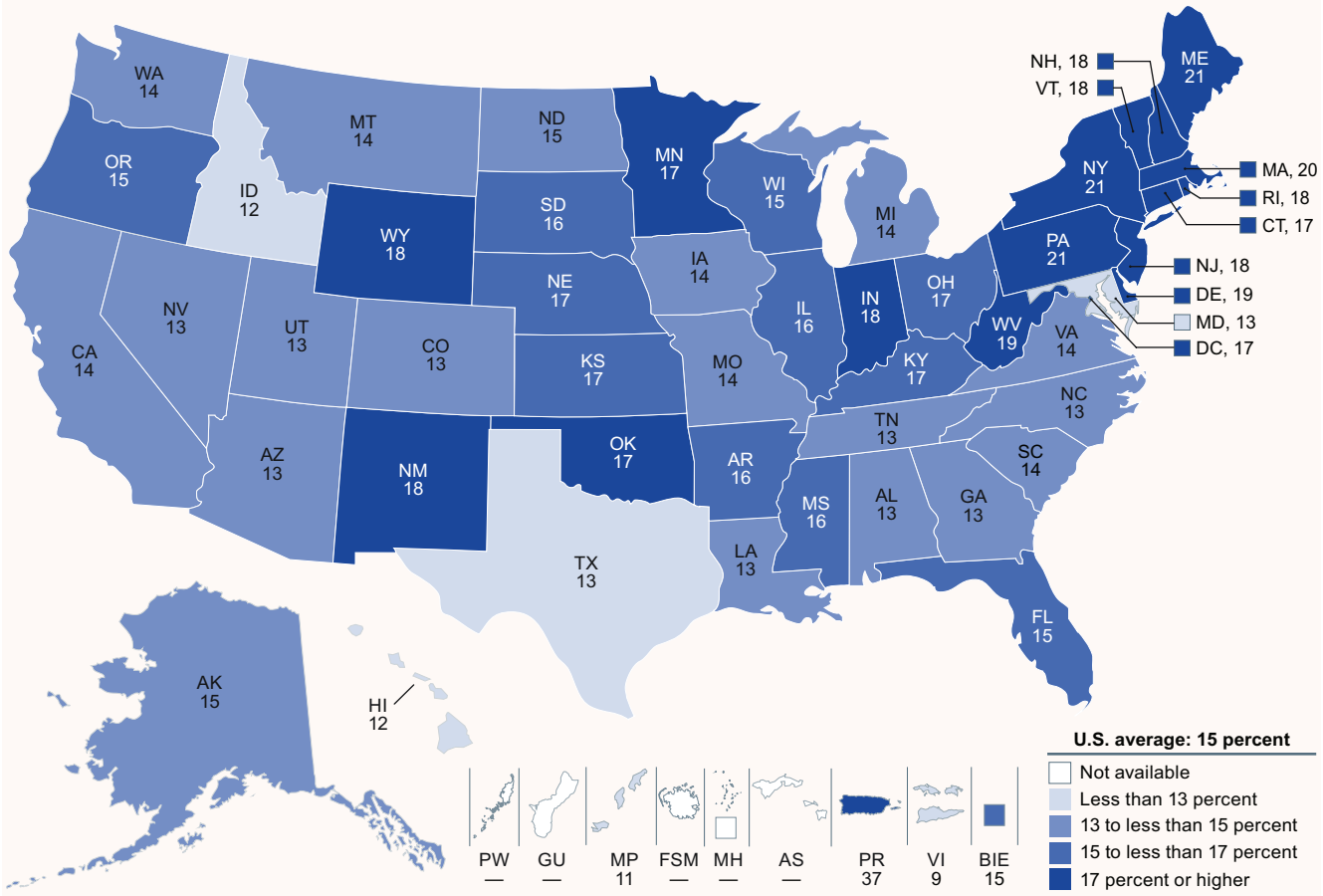
In both fall 2012 and fall 2022, Pacific Islander students made up less than one-half of 1 percent of public elementary and secondary enrollment (*Racial/Ethnic Enrollment in Public Schools*).

Student racial/ethnic concentration varied across traditional public, public charter, and private schools in school year 2021-22. For instance, in 54 percent of traditional public schools, more than 50 percent of students were White. In comparison, in 28 percent of public charter schools and 70 percent of private schools, more than 50 percent of students were White (*Characteristics of Elementary and Secondary Schools*).

Students With Disabilities

FIGURE 7.

Students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), as a percentage of public school enrollment, by state or jurisdiction: School year 2022–23



— Not available.
NOTE: The U.S. average is for the 50 states and the District of Columbia. Data for California and Oregon include imputations for nonreported prekindergarten enrollment. Figures are plotted based on unrounded data.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database. Retrieved October 13, 2023, from https://data.ed.gov/dataset/idea-section-618-state-part-b-child-count-and-educational-environments/resources. National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2022–23. See *Digest of Education Statistics 2023*, table 204.70.

The number of U.S. students ages 3–21 served under IDEA[33] increased from 6.4 million in school year 2012–13 to 7.5 million in 2022–23.[34] Taken as a percentage of total public school enrollment, this equates to an increase from 13 to 15 percent of students.[35]

In school year 2022–23, across the 50 states and the District of Columbia, the percentage of public school students served under IDEA ranged from 12 to 21 percent (figure 7). The percentage was

- 21 percent in Pennsylvania, New York, and Maine; and
- 12 percent in Idaho and Hawaii.

In other U.S. jurisdictions[36] in school year 2022–23, the percentage of public school students served under IDEA was

- 37 percent in Puerto Rico;
- 11 percent in the Northern Mariana Islands; and
- 9 percent in the U.S. Virgin Islands.

Additionally, 15 percent of students in Bureau of Indian Education (BIE) schools were served under IDEA.

Among students who were served under IDEA in school year 2022–23, the disability types[37] with the largest reported percentages of students were

- specific learning disabilities (32 percent);[38]
- speech or language impairments (19 percent);[39]
- other health impairments (15 percent);[40] and
- autism (13 percent).

By race/ethnicity, the percentage of public school students served under IDEA in school year 2022–23 was

- highest for American Indian/Alaska Native (19 percent) and Black (17 percent) students; and
- lowest for Pacific Islander (12 percent) and Asian (8 percent) students (*Students With Disabilities*).

English Learners

Students who are identified as English learners (ELs) can participate in language assistance programs to help ensure that they attain English proficiency and meet the academic content and achievement standards expected of all students. The percentage of public school students in the United States who were ELs increased overall between fall 2011 (9.4 percent, or 4.6 million students) and fall 2021 (10.6 percent, or 5.3 million students).[41] However, this upward trend was disrupted between fall 2019 and fall 2020—during the first school year of the coronavirus pandemic—when EL enrollment fell from 5.1 million to 5.0 million students (although the percentage of public school students who were ELs rounded to 10.1 percent in both years). For the majority of grade levels, the percentage of public school students who were ELs was higher in fall 2021 than just before the pandemic in fall 2019. However, the percentage who were ELs was lower in fall 2021 than in fall 2019 in kindergarten and grades 1 and 2 (ranging from 0.2 to 0.3 percentage points lower).

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[33] Enacted in 1975, IDEA mandates the provision of a free and appropriate public school education for eligible students ages 3–21.

[34] Totals presented in this section include imputations for states for which data were unavailable. See reference tables in the *Digest of Education Statistics* for more information.

[35] The number of students served as a percentage of total enrollment is based on total public school enrollment in preK through grade 12. For simplicity, this report refers to this percentage as the "percentage of public school students served under IDEA." However, not all students served under IDEA receive education services in public school environments.

[36] Data were not available for American Samoa, Federated States of Micronesia, Guam, Marshall Islands, and Palau.

[37] Disability type refers to the specific disability for which a student is receiving services under IDEA. If a student has multiple types of disabilities but is receiving services under IDEA for only one type of disability, then the student is categorized under that specific disability. If a student is receiving services for more than one type of IDEA-defined disability, then the student is categorized under "multiple disabilities."

[38] 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. Please see title 34 for more information.

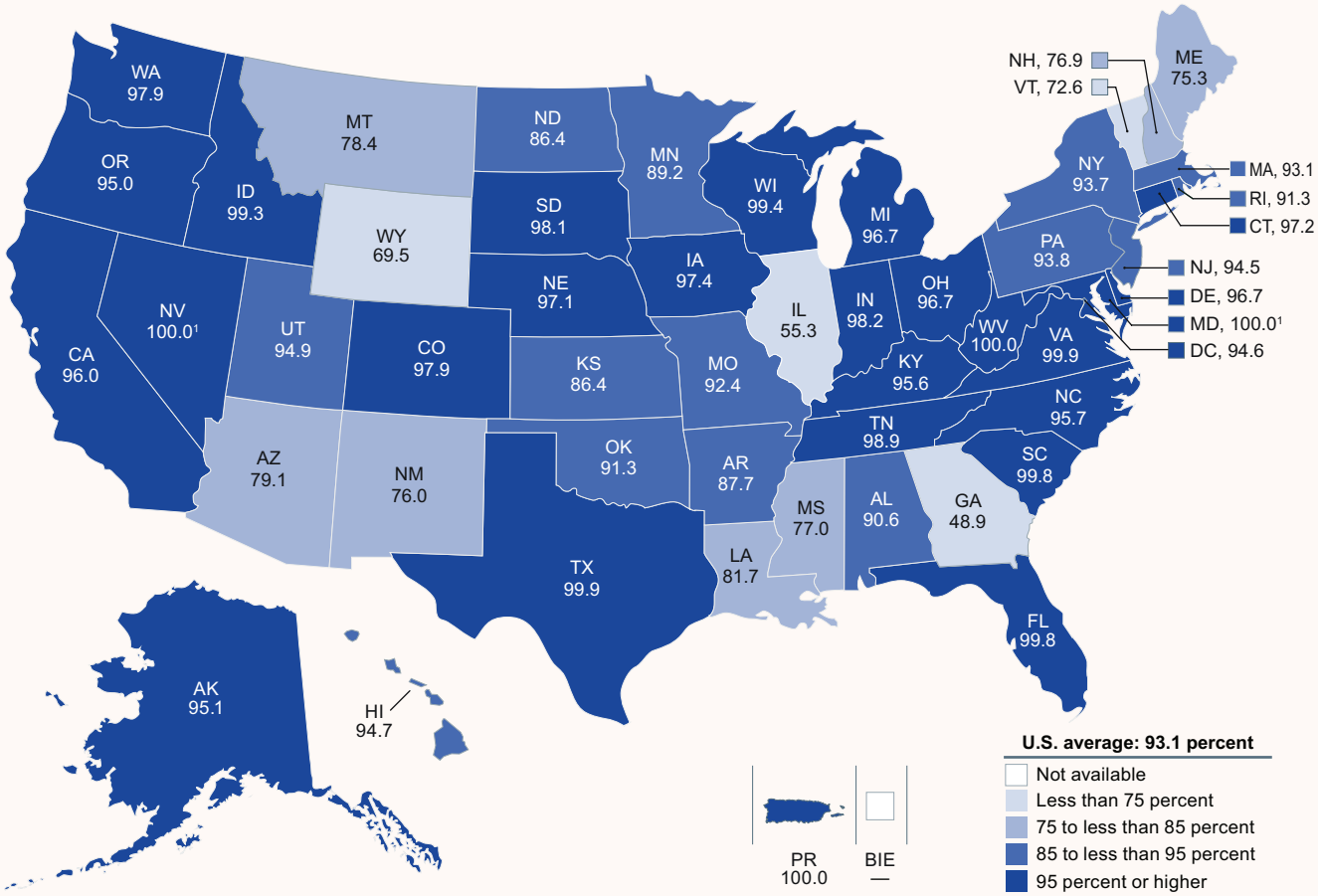
[39] Speech or language impairment is defined as a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance. Please see title 34 for more information.

[40] 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. Please see title 34 for more information.

[41] This report looks at the number and percentage of ELs in kindergarten and higher grades over time. Data on ELs include students with a current EL identification, but not students who were formerly identified as ELs and no longer are.

FIGURE 8.

Among public school students who were English learners (ELs), percentage receiving services in English language instruction educational programs (LIEPs), by state or jurisdiction: Fall 2021



— Not available.
¹ Rounds to 100.0 percent.
NOTE: U.S. average is for the 50 states and the District of Columbia. An LIEP is a course in which an EL is placed in order to develop and attain English proficiency while meeting challenging state academic standards. An LIEP may include instruction in English and a child's native language, and English-proficient children may participate in the course if it is designed to enable all participating children to become proficient in English and a second language. Excludes ELs who are enrolled in prekindergarten. Data for Puerto Rico are for students with "limited Spanish proficiency" or Spanish learners (SLs), instead of "English Learners," as Spanish is the language of instruction in Puerto Rico. However, Title III-A requires that an outcome of programs serving such children be increased English proficiency. Figures are plotted based on unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 116, Data Group 648 and ED*Facts* file 141, Data Group 678, 2021–22. See *Digest of Education Statistics 2023*, table 204.25.

In fall 2021, some 93.1 percent of ELs (or 4.9 million students) received services in English language instruction educational programs (LIEPs) in public elementary and secondary schools (figure 8).[42] Although the number of students who received services in LIEPs increased between fall 2011 and fall 2021 (from 4.4 million to 4.9 million students), the percentage of ELs who received services in LIEPS was lower in fall 2021 than in fall 2011 (93.1 vs. 94.5 percent).

Twenty-five states reported that at least 95.0 percent of ELs received services in LIEPs in fall 2021. The 10 states with the highest percentages of ELs who received services in LIEPs were

- West Virginia, Nevada, and Maryland (100.0 percent each);[43]
- Virginia and Texas (99.9 percent);
- Florida and South Carolina (99.8 percent each);
- Wisconsin (99.4 percent);
- Idaho (99.3 percent); and
- Tennessee (98.9 percent).

[42] An LIEP is a course in which an EL is placed in order to develop and attain English proficiency while meeting challenging state academic standards. An LIEP may include instruction in English and a child's native language, and English-proficient children may participate in the course if it is designed to enable all participating children to become proficient in English and a second language. Estimates exclude prekindergarten ELs.
[43] In West Virginia, all ELs received services in LIEPs (true 100.0 percent). In Nevada and Maryland, nearly all ELs received services in LIEPs (rounding to 100.0 percent).

An additional 14 states and the District of Columbia reported at least 85.0 percent but less than 95.0 percent of ELs receiving services in LIEPs, and 7 states reported at least 75.0 percent but less than 85.0 percent of ELs receiving services in LIEPs. The percentage of ELs who received services in LIEPs was less than 75.0 percent in 4 states:

- Vermont (72.6 percent)
- Wyoming (69.5 percent)
- Illinois (55.3 percent)
- Georgia (48.9 percent)

Data on the percentage of ELs who received services in LIEPs were also available for Puerto Rico.[44] In fall 2021, all ELs (100.0 percent) in Puerto Rico received services in LIEPs. Data on the percentage of ELs who received services were not available for BIE schools (*English Learners in Public Schools*).

Teacher Characteristics and Mobility or Attrition

In the 2020–21 school year, there were 3.8 million full- and part-time public school teachers in the United States, including 1.9 million elementary teachers and 1.9 million secondary teachers.[45] In 2020–21, of all public school teachers,

- 90 percent held a regular or standard state teaching certificate or advanced professional certificate;
- 77 percent were female;
- 80 percent were White (compared with 46 percent of public school students who were White);
- 9 percent were Hispanic (compared with 28 percent of public school students who were Hispanic);
- 6 percent were Black (compared with 15 percent of public school students who were Black);
- 2 percent each were Asian or of Two or more races; and
- less than 1 percent each were American Indian/Alaska Native or Pacific Islander.

A higher percentage of public school teachers in 2020–21 than in 2011–12 held a postbaccalaureate degree as their highest degree. In 2020–21, the average base salary (in current 2020–21 dollars) for full-time public school teachers was $61,600[46] (*Characteristics of Public School Teachers*).

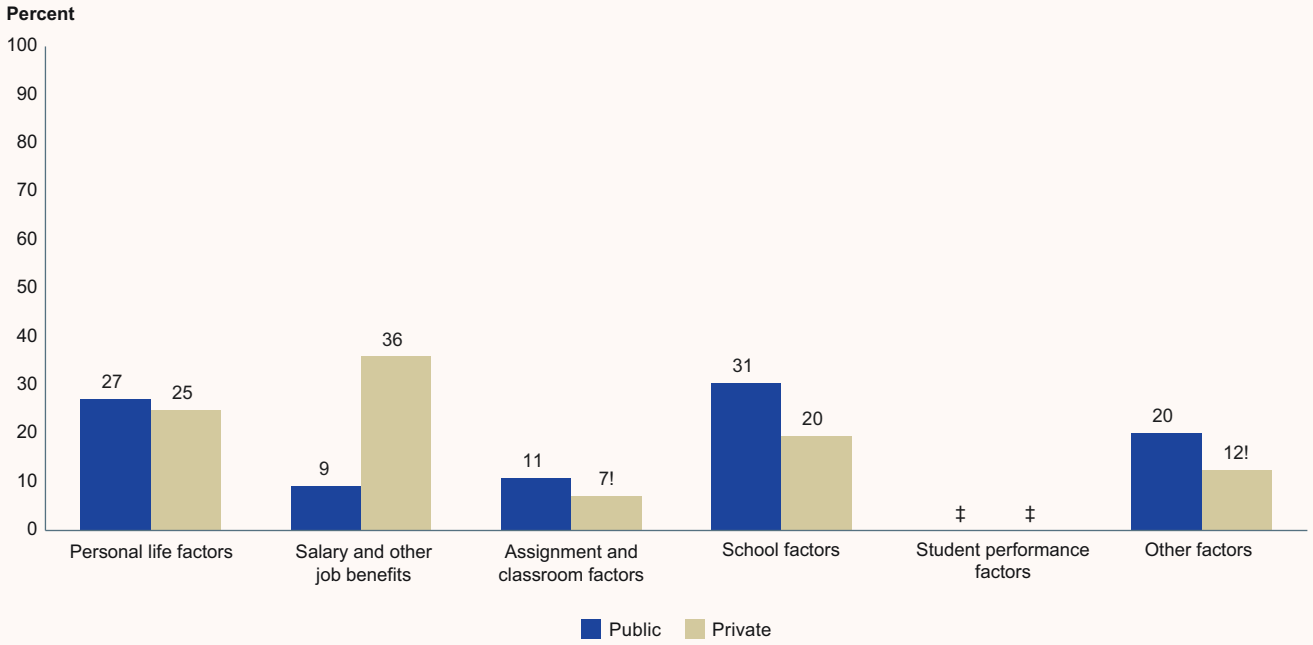
[44]Data for Puerto Rico are for students with "limited Spanish proficiency" or Spanish learners (SLs), instead of "English Learners," as Spanish is the language of instruction in Puerto Rico. However, Title III-A requires that an outcome of programs serving such children be increased English proficiency.

[45]Excludes teachers who teach only prekindergarten (preK). Data are based on a head count of full-time and part-time teachers rather than on the number of full-time equivalent teachers. Teachers were classified as elementary or secondary on the basis of the grades they taught, rather than on the level of the school in which they taught. In general, elementary teachers include those teaching any of grades preK–6 and those teaching multiple grades, with a preponderance of grades taught being kindergarten through grade 6. In general, secondary teachers include those teaching any of grades 7–12 and those teaching multiple grades, with a preponderance of grades taught being grades 7–12 and usually with no grade taught being lower than grade 5.

[46]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). Average base salary is for the school year; summer earnings are not included. Teachers who reported a base salary of zero are excluded.

FIGURE 9.

Percentage distribution of public and private school teachers who voluntarily changed schools, by the most important reason leading to their voluntary move: School year 2021–22



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
NOTE: "Movers" are teachers who were still teaching in the 2021–22 school year, but had moved to a different school after the base year (2020–21). Respondents were asked to choose, from a detailed list of various reasons, the most important reason in their decision to move from their base year (2020–21) school. The detailed reasons were grouped on the questionnaire into the general reasons provided here. Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Teacher Follow-up Survey (TFS), "Current and Former Teacher Data Files," 2021–22. See *Teacher Attrition and Mobility: Results From the 2021–22 Teacher Follow-up Survey to the National Teacher and Principal Survey*, table 6b.

Data on teacher mobility or attrition show that among 2020-21 public school teachers,

- 84 percent stayed on as teachers at the same school in 2021-22 (referred to as "stayers");
- 8 percent moved to a position as a teacher at another school in 2021-22 (referred to as "movers"); and
- 8 percent left the profession in 2021-22 (referred to as "leavers").

Comparing the 2021-22 mobility or attrition status of public school teachers with that of private school teachers,

- a higher percentage of public school teachers were movers (8 vs. 6 percent); and
- a higher percentage of private school teachers were leavers (12 vs. 8 percent).

Eighty-one percent of teachers who moved from public schools between 2020-21 and 2021-22 did so voluntarily, and 84 percent of the private school teachers who moved to other schools between 2020-21 and 2021-22 did so voluntarily. Among teachers who moved schools voluntarily, a higher percentage of public school teachers than of private school teachers reported school factors as the most important reason for the move (31 vs. 20 percent), while a higher percentage of private school teachers than of public school teachers reported salary and other job benefits as the most important reason (36 vs. 9 percent; figure 9) (*Teacher Turnover: Stayers, Movers, and Leavers*).

School Finances

In school year 2020–21, elementary and secondary public school revenues totaled $954 billion in the United States (in constant 2022–23 dollars).[47] Of this total,

- 11 percent, or $101 billion, were from federal sources;
- 46 percent, or $437 billion, were from state sources; and
- 44 percent, or $416 billion, were from local sources.[48]

Between 2010–11 and 2020–21, public school revenues increased by 16 percent. In comparison, public school enrollment increased by 3 percent overall between fall 2010 and fall 2019 and then decreased by 3 percent in fall 2020.

Federal revenue in 2020–21 included COVID-19 federal assistance funds.[49] The portion of these funds administered by the Department of Education is referred to as the Education Stabilization Fund (ESF).[50] In 2020–21, some 2 percent ($18.6 billion) of total public school revenues nationally were awarded from the ESF. This influx of funds contributed to an increase of 43 percent in federal revenues between 2019–20 and 2020–21 (*Public School Revenue Sources*).

Title I, Part A (herein referred to as Title I) of the Elementary and Secondary Education Act (ESEA) provides supplemental financial assistance to school districts for children from low-income families. Its purpose is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps by allocating federal funds for education programs and services.[51] In school year 2021–22, about 63 percent of traditional public schools and 62 percent of public charter schools were eligible for Title I.[52] A Title I-eligible school could have a schoolwide program,[53] a targeted assistance program, or no Title I program. A lower percentage of traditional public schools than of public charter schools participated in schoolwide Title I programs (42 vs. 50 percent). Nine percent each of traditional public schools and public charter schools operated targeted assistance programs. A higher percentage of traditional public schools than of public charter schools had no Title I program despite being eligible for one (12 vs. 4 percent) (*Characteristics of Elementary and Secondary Schools*).

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[47] All revenues and expenditures in this section are adjusted for inflation to constant 2022–23 dollars using the Consumer Price Index (CPI). For these data, the CPI is adjusted to a school-year basis. The CPI is prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

[48] Local revenues include revenues from such sources as local property taxes, other public revenues, and private revenues. Other public revenues include local non-property taxes, earnings on investments, and revenues from intermediate sources between the state and local government level. Private revenues include tuition from individuals, transportation fees from individuals, food services (excluding federal reimbursements), district activities, textbook revenues, and summer school revenues.

[49] COVID-19 federal assistance funds were authorized by the Coronavirus Aid, Relief, and Economic Security (CARES) Act of 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act of 2021, and the American Rescue Plan (ARP) Act of 2021. States were not asked to report on all possible COVID-19 recovery-related revenues. For instance, states were not asked about COVID-19 funding from the U.S. Department of Agriculture for school nutrition programs. Any recovery-related assistance received by public elementary and secondary schools in 2020–21 was captured as part of total revenues for that year, regardless of whether these recovery-related revenues are reported separately as COVID-19 federal assistance funds.

[50] Funds awarded by the Education Stabilization Fund (ESF) for public elementary and secondary education include Elementary and Secondary School Emergency Relief (ESSER) and Governors Emergency Education Relief (GEER), each of which were funded by multiple legislative acts. For more information on the ESF, see https://covid-relief-data.ed.gov/.

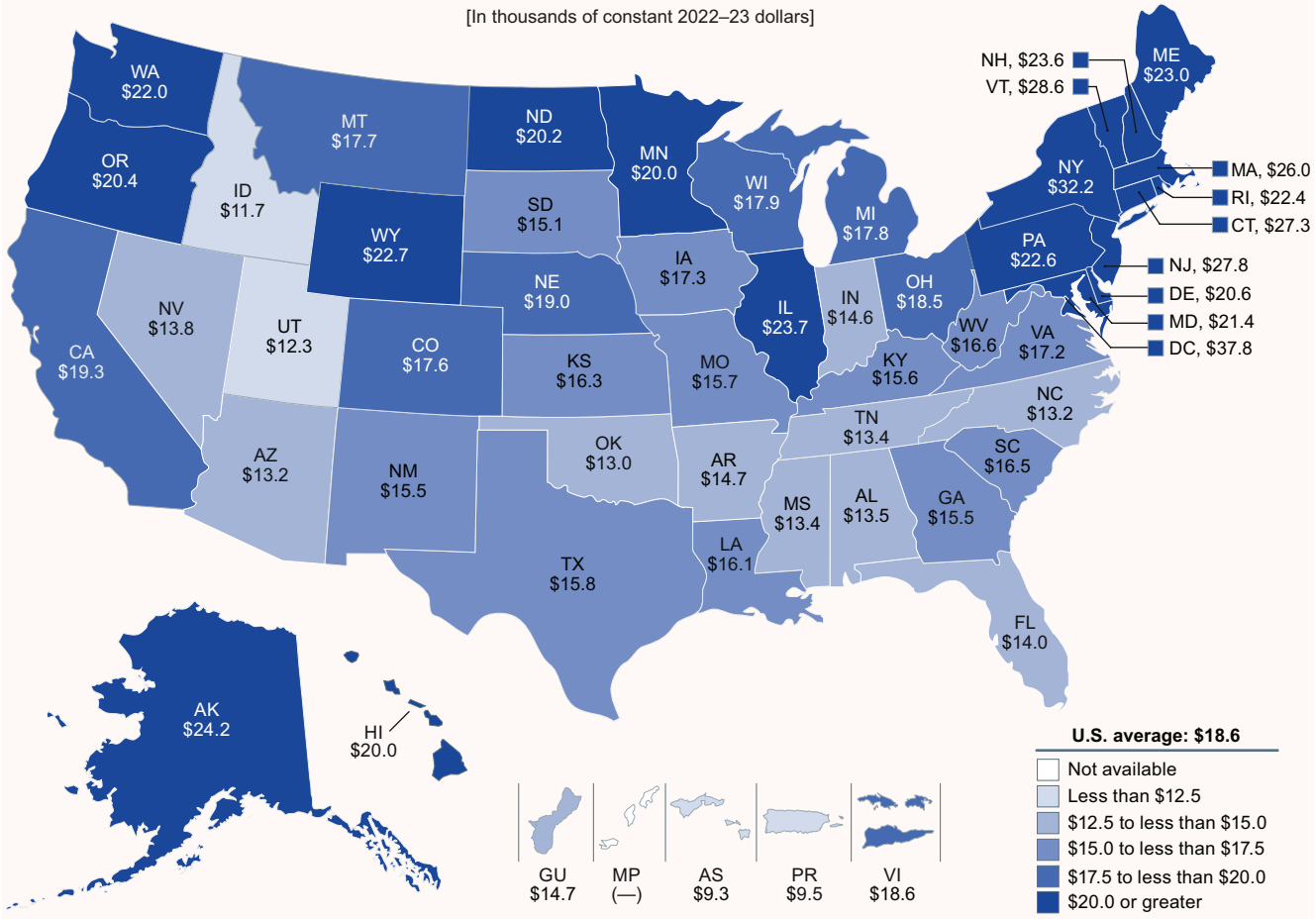
[51] Title I allocations to state education agencies (SEAs) and local education agencies (LEAs) are based primarily on annually updated LEA poverty estimates produced by the U.S. Census Bureau. Then, within-LEA allocations to schools are based on school poverty rates, for which a common measure used by LEAs is the number of public school children eligible for free or reduced-price lunch (FRPL). However, not all Title I-eligible schools participate in Title I programs due to rules governing within-LEA allocations and state and district flexibility for allocating Title I funds. These rules also mean that Title I per pupil allocations for schools vary across schools within LEAs, across LEAs within a state, and across states. Schools' eligibility for Title I funds and within-LEA allocations are determined by the Within-District Allocations Under Title I, Part A of the Elementary and Secondary Education Act. For more information, see https://oese.ed.gov/files/2022/02/Within-district-allocations-FINAL.pdf.

[52] Title I data for 2021–22 are missing for 11 percent of traditional public schools and 18 percent of public charter schools.

[53] Schools enrolling at least 40 percent of students from low-income families are eligible to use Title I funds for schoolwide programs designed to upgrade the entire school's education program to improve achievement for all students, particularly the lowest achieving students. Unless a participating school is operating a schoolwide program, the school must focus Title I services on students who are failing, or most at risk of failing, to meet state academic standards. For more information, see https://nces.ed.gov/pubs2019/2019016.pdf.

FIGURE 10.

Total expenditures per pupil in public elementary and secondary schools, by state or jurisdiction: School year 2020–21



— Not available.
NOTE: All 50 states and the District of Columbia are included in the U.S. average. Per pupil expenditures are calculated with fall enrollment. Expenditures are reported in constant 2022–23 dollars, based on the Consumer Price Index (CPI). Excludes prekindergarten expenditures and prekindergarten enrollment for California. Includes expenditures paid from funds authorized by the Coronavirus Aid, Relief, and Economic Security (CARES) Act of 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act of 2021, and the American Rescue Plan (ARP) of 2021. Excludes expenditures for state education agencies and "other current expenditures," such as community services, private school programs, adult education, and other programs not allocable to expenditures per pupil in public schools. Figures are plotted based on unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2020–21. See *Digest of Education Statistics 2023*, table 236.75.

Total expenditures for public elementary and secondary schools in the United States were $927 billion in 2020-21.[54] This amounts to an average of $18,614 per public school pupil enrolled in the fall of that school year.[55] In 2020-21, across the 50 states and the District of Columbia, total expenditures per pupil were lowest in Idaho ($11,686) and Utah ($12,301). They were highest in the District of Columbia ($37,835) and New York ($32,184; figure 10).

In 2020-21, of the $18,614 spent on total expenditures per pupil nationally, $16,280 (87 percent) was spent on current expenditures, which include salaries, employee benefits, purchased services, supplies, tuition, and other expenditures. Average current expenditures per pupil increased by 13 percent from 2010-11 ($14,453) to 2020-21 ($16,280), after adjusting for inflation. Instruction accounted for 60 to 61 percent of current expenditures throughout the decade (*Public School Expenditures*).

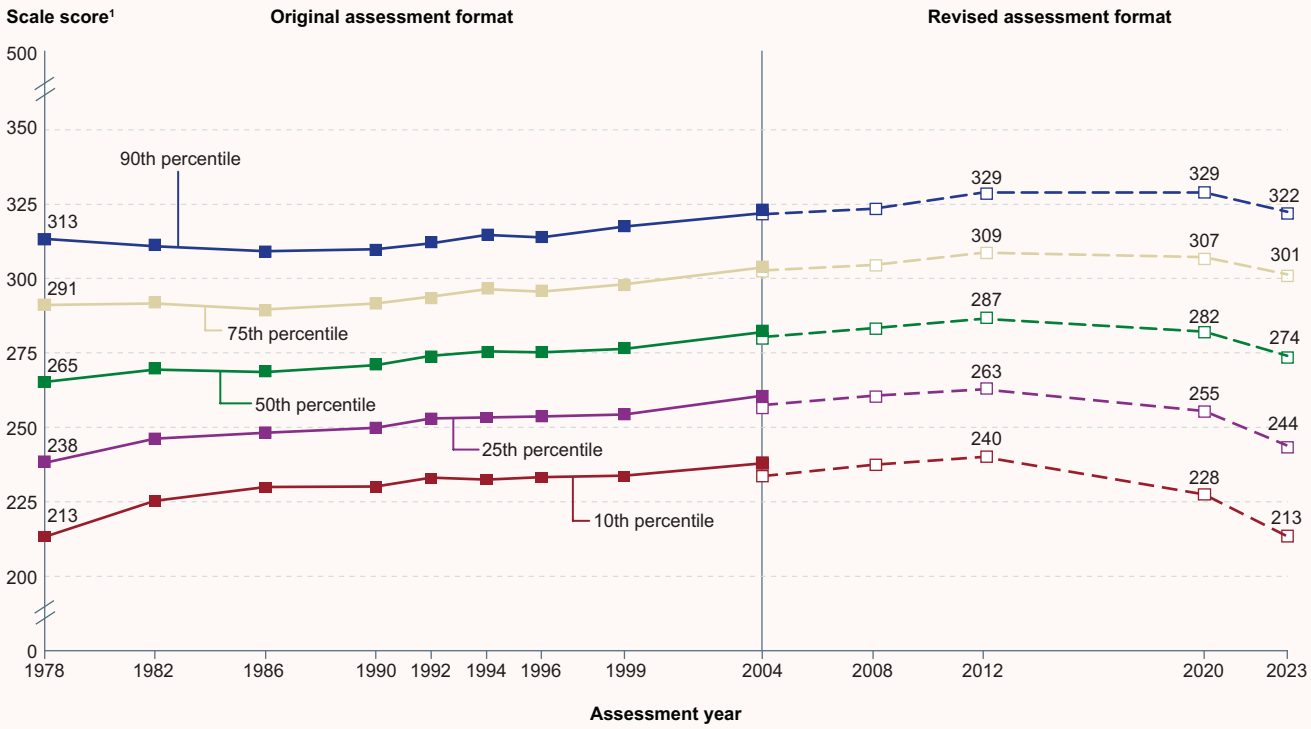
[54] Excludes prekindergarten expenditures and prekindergarten enrollment for California.
[55] Per pupil expenditures exclude expenditures for state education agencies and "other current expenditures," such as community services, private school programs, adult education, and other programs not allocable to expenditures per pupil in public schools.

National Assessments

Since the 1970s, the National Assessment of Educational Progress (NAEP) has reported periodic data on the reading and mathematics achievement of 9-, 13-, and 17-year-olds enrolled in U.S. public and private schools using results from its long-term trend (LTT) assessments.[56] Results in this section focus on the most recent performance of a nationally representative sample of 13-year-old students.[57]

FIGURE 11.

Average mathematics scale scores on the long-term trend (LTT) National Assessment of Educational Progress (NAEP) for 13-year-olds, by selected percentiles: Selected years, 1978 through 2023



[1] A score, derived from student responses to assessment items, that summarizes the overall level of performance attained by students. While NAEP does not produce scale scores for individual students, NAEP does produce summary statistics describing scale scores for groups of students.
NOTE: Includes public, private, Bureau of Indian Education, and Department of Defense Education Activity schools. NAEP scores range from 0 to 500. The NAEP LTT assessment results are reported by the year in which the school year ends. For example, the age 13 assessment was administered during the fall of the 2022–23 school year and results are reported as 2023 LTT at age 13. Several changes were made to the LTT assessment in 2004 to align it with current assessment practices and policies applicable to the main NAEP main assessment. This included allowing accommodations for students with disabilities and for English learners (ELs). These changes have been carried forward in more recent data collections. To assess the impact of these revisions, two assessments were conducted in 2004, one based on the original assessment and one based on the revised assessment. In 2008, 2012, 2020, and 2023, only the revised assessment was used. For 2004 (revised format) and later years, excludes only those students with disabilities and ELs who were unable to be tested even with accommodations. The 1973 mathematics data are excluded because they were extrapolated. For more information, see https://www.nationsreportcard.gov/ltt/about/ltt-mathematics/?age=9#1973-mathematics-result. Figures are plotted based on unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Long-Term Trend (LTT) Mathematics Assessments, various years, 1971–2023.

[56] LTT NAEP results may differ from main NAEP results presented in other National Center for Education Statistics (NCES) publications. The LTT assessment measures a consistent body of knowledge and skills over an extended period, while the main NAEP assessment undergoes changes periodically to reflect current curricula and emerging standards. In addition, several changes were made to the LTT assessment in 2004 to align it with current assessment practices and policies applicable to the main NAEP assessment. This included allowing accommodations for students with disabilities and for English learners. These changes have been carried forward in more recent data collections. Despite these changes to the assessment, the trend analysis is still valid.
[57] Typically, the assessments in reading and mathematics are also administered at age 17 from March through May, but this data collection was postponed because of the coronavirus pandemic. For 9-year-old assessment results from 2022, see *NAEP Long-Term Trend Assessment Results: Reading and Mathematics*.

The NAEP LTT reading and mathematics assessments were administered to 13-year-olds from October to December of the 2022-23 school year (herein referred to as 2023).[58] Compared with the previous assessment administered in 2020, the average scores for 13-year-olds declined 4 points in reading and 9 points in mathematics. Compared with a decade ago (2012), the average scores declined 7 points in reading and 14 points in mathematics.

NAEP reports scores at five selected percentiles to show changes over time by lower- (10th and 25th percentiles), middle- (50th percentile), and higher- (75th and 90th percentiles) performing students. The 2023 reading scores for 13-year-olds at all five selected percentile levels declined compared with 2020. The declines ranged from 3 to 4 points for middle- and higher-performing students to 6 to 7 points for lower-performing students, though the score declines of lower-performing students were not significantly different from those of their middle- and higher-performing peers.

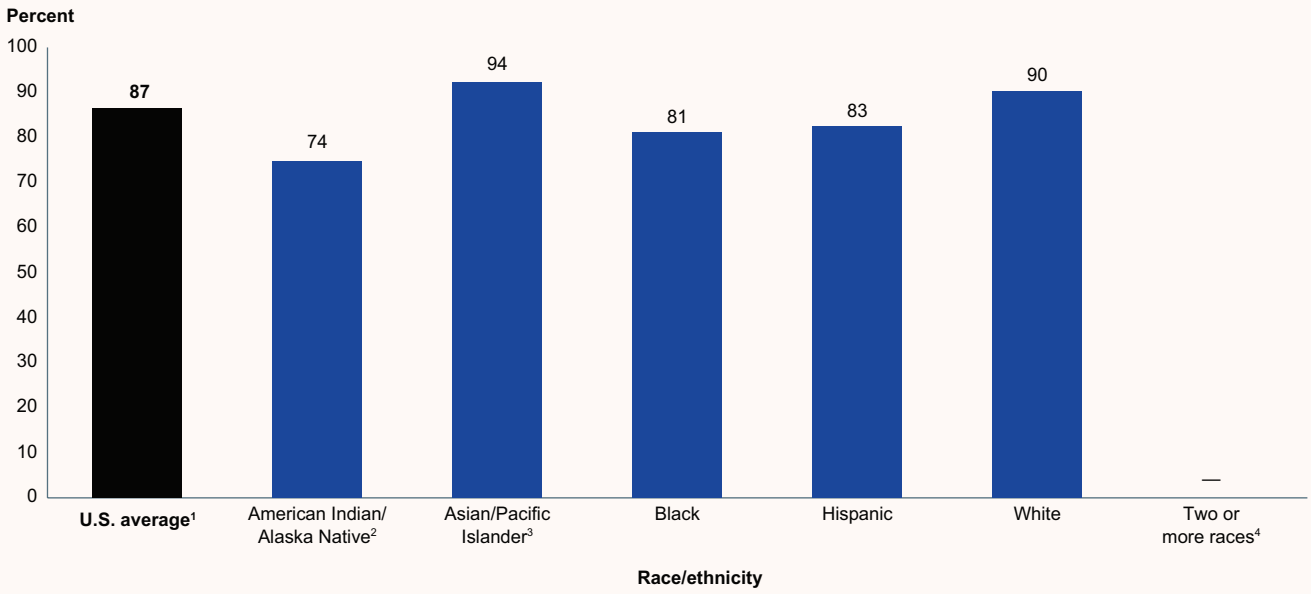
The 2023 mathematics scores for 13-year-olds at all five selected percentile levels also declined compared with 2020 (figure 11). The declines ranged from 6 to 8 points for middle- and higher-performing students to 12 to 14 points for lower-performing students, with larger declines for lower-performing students compared with their higher-performing peers.

The percentage of 13-year-olds who reported missing 5 or more days of school in the last month doubled from 5 percent in 2020 to 10 percent in 2023. For both reading and mathematics, students with fewer missed school days generally had higher average scores in 2023 than did students with more missed school days (*NAEP Long-Term Trend Assessment Results: Reading and Mathematics*).

High School Persistence and Completion

FIGURE 12.

Adjusted cohort graduation rate (ACGR) for public high school students, by race/ethnicity: School year 2021–22



— Not available.
[1] Includes imputed data for New Mexico and Oklahoma.
[2] Estimated assuming a count of zero American Indian/Alaska Native students for Hawaii.
[3] 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.
[4] Due to nonreporting in several states, data for students of Two or more races are not available at the national level.
NOTE: The ACGR is the percentage of public school 9th-graders who graduate within 4 years of starting 9th grade with a regular diploma or, for students with the most significant cognitive disabilities, a state-defined alternate high school diploma. The U.S. average ACGR is for the 50 states and the District of Columbia. Race categories exclude persons of Hispanic ethnicity. Figures are plotted based on unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 150, Data Group 695, and ED*Facts* file 151, Data Group 696, 2021–22. See *Digest of Education Statistics 2023*, table 219.46.

[58] Results for 13-year-old students are reported by the year in which the school year ends. For example, the age 13 assessment was administered during the fall of the 2022-23 school year and results are reported as 2023 scores.

The adjusted cohort graduation rate (ACGR) is the percentage of students in a "cohort" of first-time 9th-graders in a particular school year who graduate within 4 years with a regular high school diploma or—for students with the most significant cognitive disabilities—a state-defined alternate high school diploma.[59, 60] The U.S. average ACGR for public high school students increased overall from 80 percent in school year 2011-12 to 87 percent in 2021-22.[61] Over this period, the U.S. average ACGR increased by 0.5 to 1.4 percentage points each year, except in 2020–21. The U.S. average ACGR fell by 0.4 percentage points in the first full school year of the coronavirus pandemic (from 2019–20 to 2020–21),[62] but recovered by 2021-22.

Compared with the U.S. average in 2021-22, the ACGRs for public high school students were

- higher for Asian/Pacific Islander[63] (94 percent) and White (90 percent) students;
- lower for American Indian/Alaska Native[64] (74 percent), Black (81 percent), and Hispanic (83 percent) students (figure 12); and
- lower for students with disabilities[65] (71 percent), English learner (EL) students[66] (72 percent), economically disadvantaged students[67] (81 percent), and enrolled homeless students (68 percent).[68]

ACGR data are not available for private school students. However, a different measure of graduation rates is available from the Private School Universe Survey (PSS). Whereas the ACGR is based on an adjusted cohort of 9th-graders, PSS provides data on the percentage of 12th-graders who complete high school in a given year, without accounting for when they began 9th grade.[69] Among 12th-graders who were enrolled in private schools in fall 2020, some 96 percent graduated in 2020–21 (*High School Graduation Rates*).

[59] State education agencies calculate the ACGR by first 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 subsequently transfer out, emigrate to another country, or die.

[60] Before 2017-18, the definition of ACGR included regular high school diplomas only.

[61] The U.S. average ACGR includes imputed data for states when data are not available. For example, in 2021-22, New Mexico and Oklahoma data were unavailable.

[62] In 2019–20, some states may have changed their requirements for a regular high school diploma to account for the impact of the coronavirus pandemic. These changes were at the discretion of each state but may have resulted in less comparability in the ACGRs between 2019–20 and other school years.

[63] Reporting practices for data on Asian and Pacific Islander students vary by state. Asian/Pacific Islander data in this report represent either the value reported by the state for the "Asian/Pacific Islander" group or an aggregation of separate values reported by the state for "Asian" and "Pacific Islander." "Asian/Pacific Islander" includes the "Filipino" group, which only California and Hawaii report separately.

[64] Estimated assuming a count of zero American Indian/Alaska Native students for Hawaii.

[65] This includes students identified as students with disabilities under IDEA.

[66] This includes students who met the definition of EL as outlined in the ED*Facts* workbook. For more information, see https://www2.ed.gov/about/inits/ed/edfacts/eden-workbook.html.

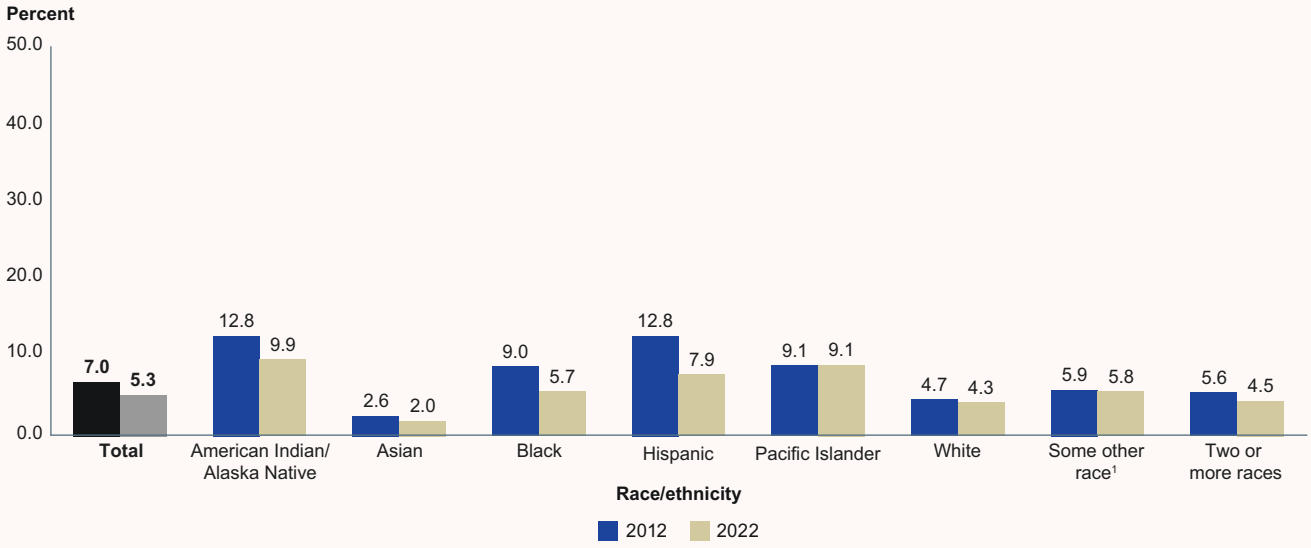
[67] Refers to students who met the state or jurisdiction criteria for classification as economically disadvantaged.

[68] The time when students are identified as having certain characteristics varies by state. Depending on the state, a student may be included in a category if the relevant characteristic is reported in 9th-grade data, if the characteristic is reported in 12th-grade data, or if it is reported at any point during the student's high school years.

[69] The 2020–21 graduation rate is the percent of 12th-graders enrolled around October 1, 2020 who graduated in 2020–21.

FIGURE 13.

Status dropout rates of 16- to 24-year-olds, by race/ethnicity: 2012 and 2022



[1] Consists of respondents who wrote in some other race that was not included as an option on the questionnaire.
NOTE: Status dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school and whether they ever attended school in the United States. People who have received equivalency credentials, such as the GED, are counted as high school completers. Data are based on sample surveys of the entire population residing within the United States, which includes the 50 states and the District of Columbia, 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. Figures are plotted based on unrounded data.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2012 and 2022. See *Digest of Education Statistics 2023*, table 219.80.

The *status dropout rate*[70] 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 2022, there were 2.1 million status dropouts between the ages of 16 and 24. The overall status dropout rate decreased from 7.0 percent in 2012 to 5.3 percent in 2022 (figure 13).[71] From 2012 to 2022, the status dropout rate declined for 16- to 24-year-olds who were

- American Indian/Alaska Native (from 12.8 to 9.9 percent);
- Hispanic (from 12.8 to 7.9 percent);
- Black (from 9.0 to 5.7 percent);
- White (from 4.7 to 4.3 percent); and
- Asian (from 2.6 to 1.9 percent).

The status dropout rate for those of Two or more races was also lower in 2022 (4.5 percent) than in 2012 (5.6 percent), although there was no measurable trend for the period. In contrast, the status dropout rates for those who were Pacific Islander and those of Some other race[72] did not differ measurably in 2022 compared with 2012. Further, there were no measurable differences between the status dropout rates in 2019—the year before the pandemic—and 2022 for any racial/ethnic group except for those who were White, whose dropout rate was greater in 2022 (4.3 percent) than in 2019 (4.1 percent).

Overall in 2022, U.S.-born 16- to 24-year-olds[73] had a lower status dropout rate than their foreign-born peers (4.8 vs. 11.6 percent). The status dropout rate was 4.9 percent for 16- to 24-year-olds without a disability and 9.7 percent for 16- to 24-year-olds with a disability[74] (*Status Dropout Rates*).

[70] In this report, status dropout rates are based on data from the American Community Survey (ACS). The ACS is an annual survey that covers a broad population, including individuals living in households, individuals living in noninstitutionalized group quarters, and individuals living in institutionalized group quarters. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Data are based on sample surveys of the entire population residing within the United States, including the 50 states and the District of Columbia.
[71] The 2020 data are excluded from trend analyses due to collection issues associated with the coronavirus pandemic.
[72] Consists of respondents who wrote in some other race that was not included as an option on the questionnaire.
[73] U.S.-born 16- to 24-year-olds include those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Mariana Islands, as well as those born abroad to U.S.-citizen parents.
[74] In this section, disability status identifies individuals who have serious difficulty with one or more of four basic areas of functioning (hearing, vision, cognition, and ambulation) or with self-care or independent living.

Postsecondary Education

Key Findings From This Chapter

The overall immediate college enrollment* rate *in 2022 was not measurably different from the rate a decade earlier in 2012, or from the rate in 2021. However, the* total number *of undergraduates enrolled decreased by 13 percent over this period.

- *In 2022, some 45 percent of high school completers immediately enrolled in 4-year institutions and 17 percent immediately enrolled in 2-year institutions.*
- *Between fall 2012 and fall 2022, undergraduate enrollment increased by 2 percent at 4-year institutions (from 10.6 million to 10.7 million students) and decreased by 35 percent at 2-year institutions (from 7.2 million to 4.7 million students).*

While the total number of undergraduates enrolled decreased between 2012 and 2022, enrollment in postbaccalaureate programs increased.

- *Total enrollment in postbaccalaureate programs increased between fall 2012 and fall 2022 (from 2.9 million to 3.2 million students), although enrollment was 1 percent lower in fall 2022 than in fall 2021.*

The number of degrees conferred above the associate's level increased between 2011–12 and 2021–22. Additionally, completion rates 8 years after entry were higher for students who entered in 2014–15 than in 2009–10.

- *In academic year 2021–22, postsecondary institutions conferred about 5.1 million awards. The number of bachelor's, master's, and doctor's degrees conferred increased between 2011–12 and 2021–22, while the number of certificates and associate's degrees conferred was about 1.0 million each in both years.*
- *At both 2-year and 4-year institutions, completion rates 8 years after entry were higher for students who entered in 2014–15 than for those who entered in 2009–10.*

Of the degrees conferred by postsecondary institutions in 2021–22, science, technology, engineering, and mathematics (STEM) fields made up 8 percent of associate's degrees, 22 percent of bachelor's degrees, 16 percent of master's degrees, and 16 percent of doctor's degrees.

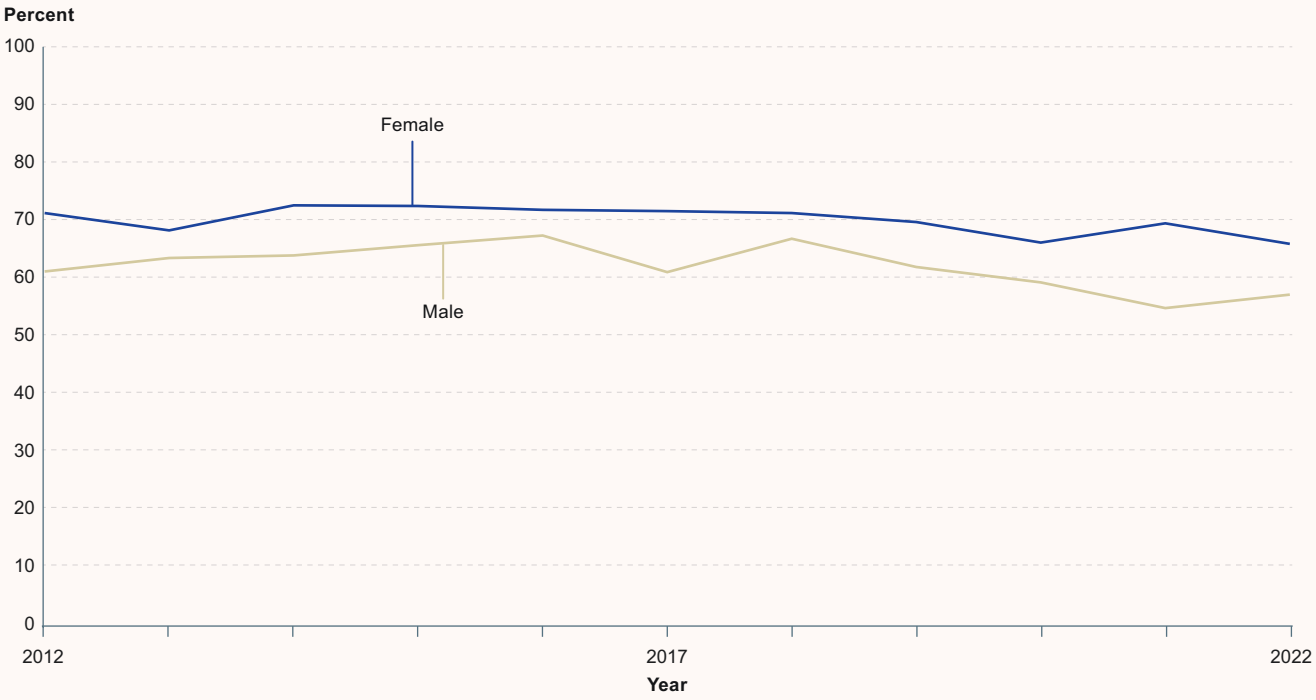
At all types of degree-granting postsecondary institutions, average tuition and fees for first-time, full-time degree/certificate-seeking students were lower in 2022–23 than they were the year before, after adjusting for inflation. However, longer-term trends varied by level and control of institution.

In the United States, many students continue their education after completing compulsory schooling by pursuing postsecondary credentials. Just like education in prekindergarten through grade 12 (preK-12), the condition of the postsecondary education system can be characterized by the students it serves, the contexts in which they learn, the resources available to them, and the outcomes they achieve. Postsecondary Education indicators examine these factors in the United States through topics such as overall enrollment and enrollment at different types of institutions; characteristics of institutions and faculty; finances (e.g., institutional revenues and students' cost of attendance); and student persistence and degree completion. This section of the report highlights key findings from recent data about postsecondary education.

Postsecondary Enrollment

FIGURE 14.

Immediate college enrollment rate of high school completers, by sex: 2012 through 2022



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. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). 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. Figures are plotted based on unrounded data.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2012 through 2022. See *Digest of Education Statistics 2023*, table 302.10.

Of the 3.0 million U.S. high school completers[75] who graduated in the first 9 months of 2022, some 1.9 million (or 62 percent) were enrolled in college in October 2022. This annual percentage of high school completers who are enrolled in 2- or 4-year institutions within the specified time frame is known as the immediate college enrollment rate. The overall *immediate college enrollment rate* in 2022 was not measurably different from the rate a decade earlier in 2012, or from the rate in 2021.

In 2022, about 45 percent of high school completers immediately enrolled in 4-year institutions and 17 percent immediately enrolled in 2-year institutions. The immediate college enrollment rate for 4-year institutions in 2022 was higher than the rate in 2012 (37 percent). More specifically, this rate increased from 2012 to 2016 (46 percent) and fluctuated thereafter. In contrast, the rate for 2-year institutions decreased between 2012 (29 percent) and 2022.

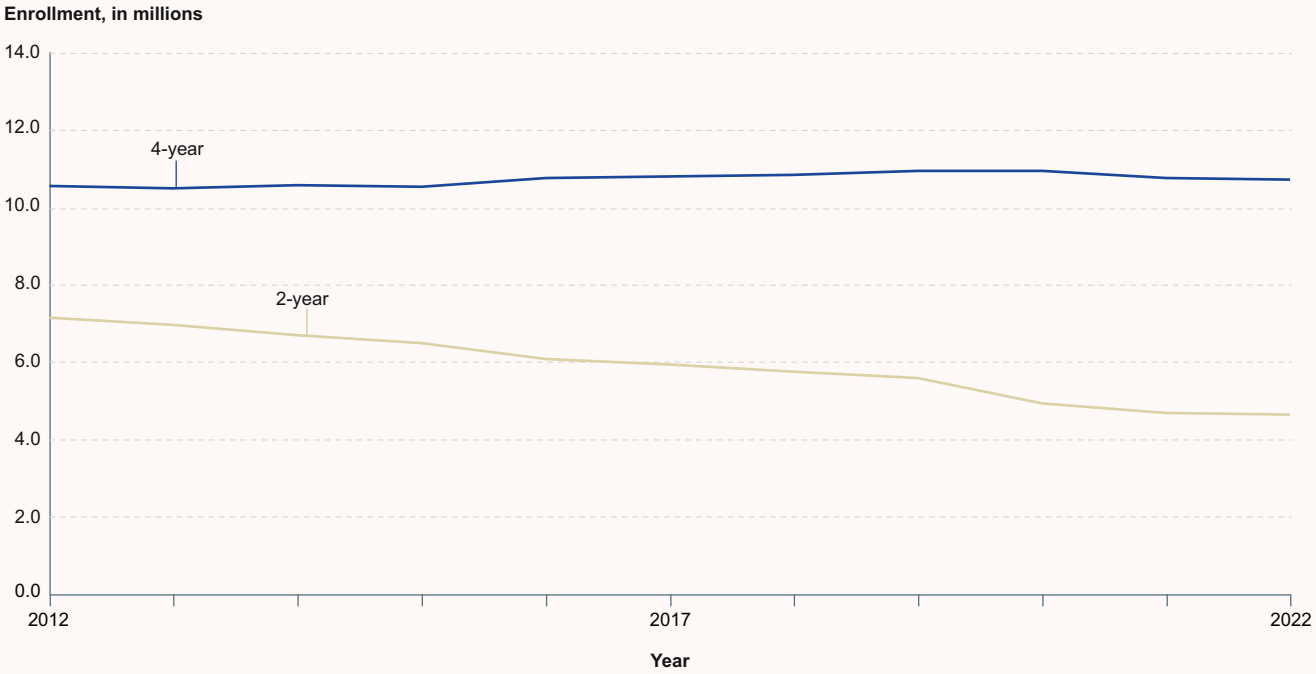
Immediate college enrollment rates differed by sex. In 2022, the overall rate for male high school completers who immediately enrolled in college (57 percent) was lower than the rate for female high school completers (66 percent; figure 14). This difference was driven by a lower percentage of male high school completers than of female high school completers who immediately enrolled in 4-year institutions (38 vs. 51 percent). The percentages of male and female high school completers who immediately enrolled in 2-year institutions did not measurably differ (*Immediate College Enrollment Rate*).

Between fall 2012 and fall 2022, total undergraduate enrollment in degree-granting postsecondary institutions decreased by 13 percent (from 17.7 million to 15.4 million students). During this period, undergraduate enrollment decreased each year, with the largest declines occurring between fall 2019 and fall 2021. These drops in undergraduate enrollment during the first 2 years of the pandemic accounted for 47 percent of the total decline during the period between fall 2012 and fall 2022.

[75] "High school completers" refers to individuals ages 16 to 24 who graduated from high school or completed a GED or other high school equivalency credential. In 2022, about 97 percent of those who completed high school in the first 9 months of 2022 were between 16 and 24 years old.

FIGURE 15.

Undergraduate enrollment in degree-granting postsecondary institutions, by level of institution: Fall 2012 through fall 2022



NOTE: Data are for the 50 states and the District of Columbia and are for degree-granting institutions and U.S. service academies. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Figures are plotted based on unrounded data. 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 Enrollment component, Spring 2013 through Spring 2022 (final data) and Spring 2023 (provisional data). See *Digest of Education Statistics 2023*, table 303.70.

In fall 2022, some 70 percent (10.7 million students) of the total undergraduate population was enrolled at 4-year institutions; the remaining 30 percent (4.7 million students) was enrolled in 2-year institutions. Between fall 2012 and fall 2022, enrollment increased by 2 percent at 4-year institutions (from 10.6 million to 10.7 million students) and decreased by 35 percent at 2-year institutions (from 7.2 million to 4.7 million students; figure 15) (*Digest of Education Statistics 2023*, table 303.70).

Retention rates measure the percentage of first-time undergraduate students who return to the same institution the following fall. Among the 2.0 million first-time, full-time degree-seeking undergraduate students who entered degree-granting institutions in fall 2021 (about 13 percent of all undergraduate students), the overall retention rate in fall 2022 was 77 percent. The retention rate in fall 2022 was higher at 4-year than at 2-year degree-granting institutions (81 vs. 63 percent) (*Digest of Education Statistics 2023*, tables 303.70 and 326.30).

Between fall 2012 and fall 2022, full-time undergraduate enrollment decreased by 15 percent (from 11.1 million to 9.4 million students) and part-time undergraduate enrollment decreased by 10 percent (from 6.6 million to 6.0 million students). In contrast, total enrollment in postbaccalaureate programs (such as master's and doctoral programs[76]) increased 9 percent overall between fall 2012 and fall 2022 (from 2.9 million to 3.2 million students), although enrollment was 1 percent lower in fall 2022 than in fall 2021 (*Digest of Education Statistics 2023*, tables 303.70 and 303.80).

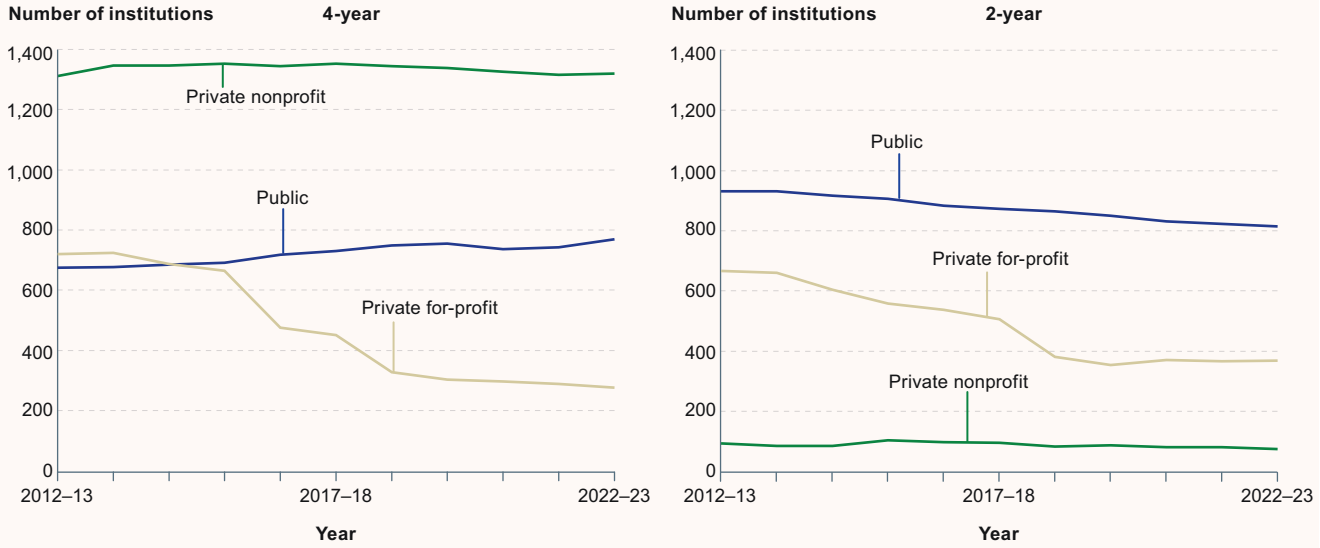
[76] Doctoral programs include programs formerly referred to as "first professional" programs, such as law degrees (J.D.) and medical (M.D.) or dental (D.D.S.) degrees.

Postsecondary Institutions

In academic year 2022-23, there were 3,633 degree-granting postsecondary institutions[77] in the United States: 2,365 were 4-year institutions[78] that offered at least one program at the bachelor's or higher degree level and 1,268 were 2-year institutions that offered associate's degrees and certificates.

FIGURE 16.

Number of degree-granting postsecondary institutions, by level and control of institution: Academic years 2012–13 through 2022–23



NOTE: Data in this figure represent the 50 states and the District of Columbia. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Excludes institutions that grant graduate degrees only with no undergraduate degrees. Figures are plotted based on unrounded data. 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), Institutional Characteristics component, 2012–13 through 2021–22 (final data) and 2022–23 (provisional data). See IPEDS Trend Generator, number of postsecondary institutions in the United States that award federal student aid.

The number of 4-year and 2-year institutions varied by institutional control (figure 16). The number of 4-year institutions was

- 14 percent higher in 2022-23 than in 2012-13 for public institutions (769 vs. 674 institutions), with the number increasing throughout the period;
- 1 percent higher in 2022-23 than in 2012-13 for private nonprofit institutions (1,319 vs. 1,312 institutions), with the number declining after a peak in 2017-18 (1,353 institutions); and
- 61 percent lower in 2022-23 than in 2012-13 for private for-profit institutions (277 vs. 719 institutions), with the number decreasing throughout the period.

The number of 2-year institutions was

- 13 percent lower in 2022-23 than in 2012-13 for public institutions (817 vs. 934 institutions), with the number decreasing throughout the period;
- 20 percent lower in 2022-23 than in 2012-13 for private nonprofit institutions (78 vs. 97 institutions), with the number decreasing after a peak of 107 institutions in 2015-16; and
- 44 percent lower in 2022-23 than in 2012-13 for private for-profit institutions (373 vs. 669 institutions), with the number decreasing throughout the period (*IPEDS Trend Generator*, Number of postsecondary institutions in the United States that award federal student aid).

[77] Data are for degree-granting institutions in the 50 states and the District of Columbia that offer undergraduate degrees (i.e., exclude institutions that offer only graduate degrees). Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data include a slightly different set of institutions than previous editions of this report, where data were restricted to degree-granting institutions with first-year undergraduates only.
[78] Refers to institutions that are categorized as "4-year or above."

Postsecondary Faculty

In fall 2022, of the 1.5 million faculty[79] at degree-granting postsecondary institutions in the United States, 56 percent were full time and 44 percent were part time. Between fall 2011 and fall 2022, the number of full-time faculty increased by 11 percent (from 762,100 to 842,400). In contrast, the number of part-time faculty decreased by 13 percent (from 762,400 to 665,200).

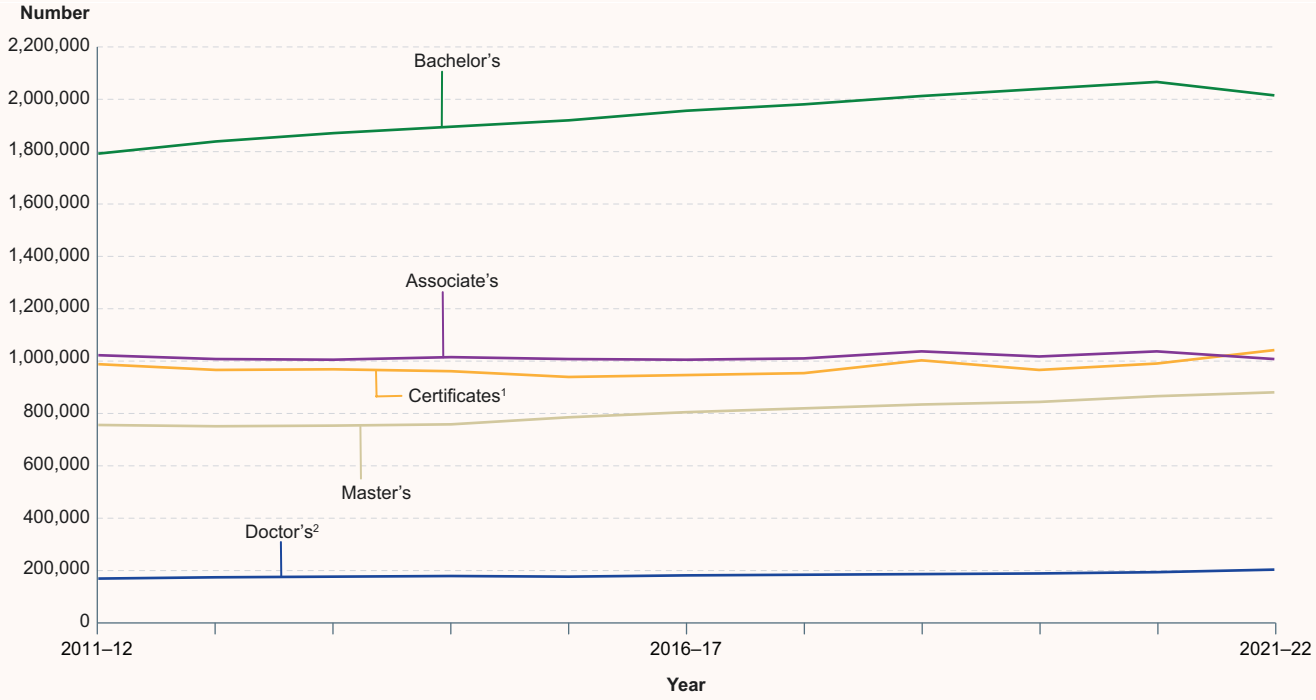
In fall 2022, of all full-time faculty[80] at degree-granting postsecondary institutions,

- 72 percent were White;
- 13 percent were Asian;
- 7 percent were Black;
- 6 percent were Hispanic;
- 1 percent were of Two or more races;
- less than one-half of 1 percent were American Indian/Alaska Native; and
- less than one-half of 1 percent were Pacific Islander (*Characteristics of Postsecondary Faculty*).

Completions and Graduation Rates

FIGURE 17.

Number of certificates and degrees conferred by postsecondary institutions, by award level: Academic years 2011–12 through 2021–22



[1] Data are for certificates below the baccalaureate 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 and U.S. service academies. Degree counts are limited to degree-granting institutions. Certificate counts include both degree-granting and non-degree-granting institutions. Some data have been revised from previously published figures. Figures are plotted based on unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2012 through Fall 2021 (final data) and Fall 2022 (provisional data), Completions component. See *Digest of Education Statistics 2023*, table 318.40.

[79] Faculty include professors, associate professors, assistant professors, instructors, lecturers, assisting professors, adjunct professors, and interim professors.
[80] Percentages are based on full-time faculty whose race/ethnicity was known (90 percent of total). Race/ethnicity was not collected for faculty who are not U.S. citizens or permanent residents.

In academic year 2021-22, U.S. postsecondary institutions conferred 5.1 million awards, ranging from certificates below the bachelor's level to doctor's degrees. The number of awards conferred above the associate's level increased between 2011-12 and 2021-22 for (figure 17)

- bachelor's degrees, by 12 percent (from 1.8 million to 2.0 million);
- master's degrees, by 16 percent (from 756,000 to 880,200); and
- doctor's degrees, by 20 percent (from 170,200 to 203,900).

Meanwhile, the number of certificates awarded was 5 percent higher and the number of associate's degrees was 1 percent lower in 2021-22 than in 2011-12, although both were about 1.0 million in both years. Although enrollment at 2-year institutions declined by 38 percent between fall 2011 and fall 2021 (from 7.5 million to 4.7 million students), the number of associate's degrees conferred remained at around 1.0 million in each academic year throughout the period (*Postsecondary Certificates and Degrees Conferred*).

In 2021-22, some of the most common degree fields included

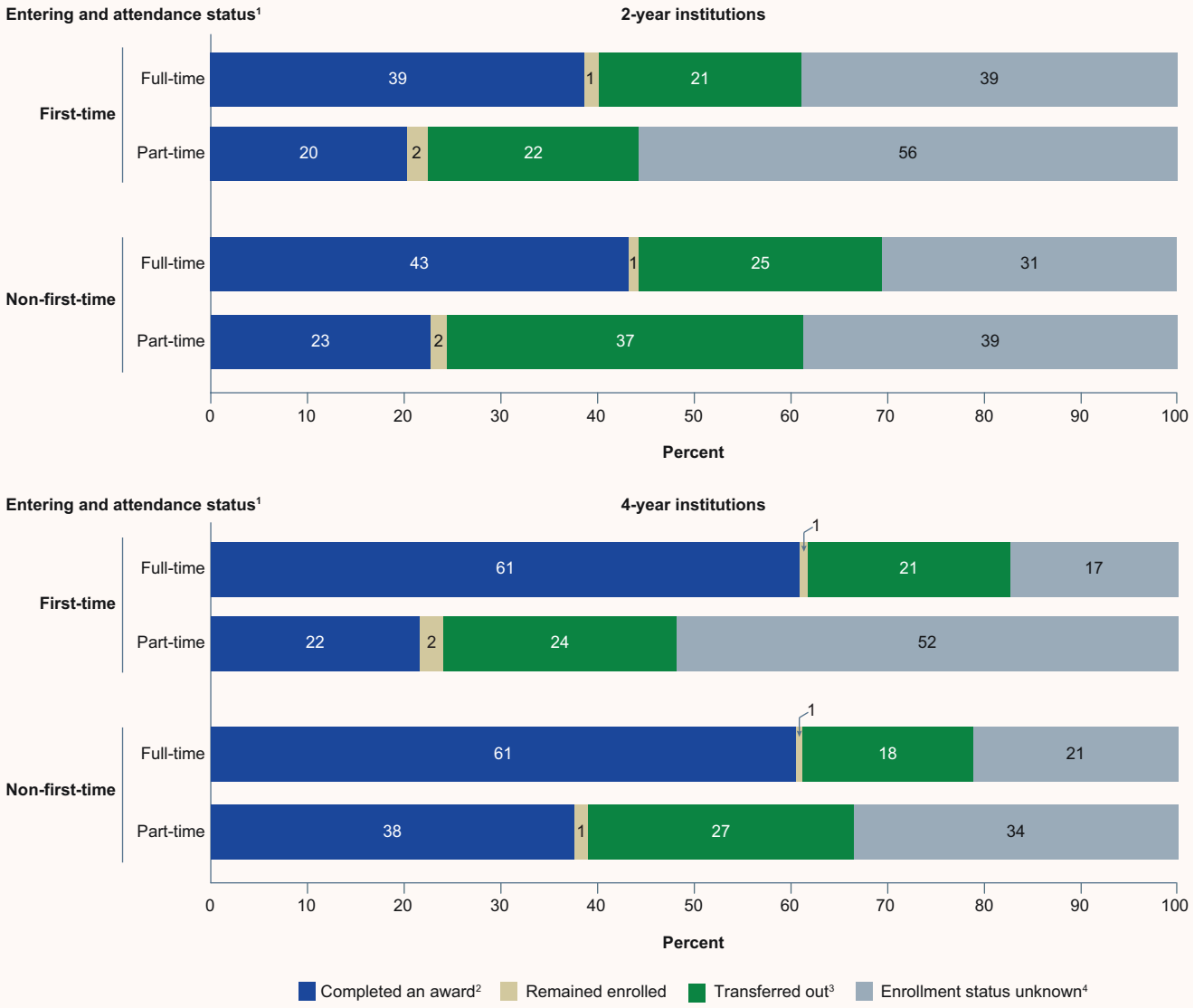
- business,[81] which accounted for 11 percent of associate's, 19 percent of bachelor's, and 23 percent of master's degrees conferred;
- health professions and related programs, which accounted for 18 percent of associate's,[82] 13 percent of bachelor's, 17 percent of master's, and 44 percent of doctor's degrees conferred; and
- education, which accounted for 17 percent of master's and 7 percent of doctor's degrees conferred.

Additionally, in 2021-22, STEM[83] fields made up 8 percent of associate's degrees, 22 percent of bachelor's degrees, 16 percent of master's degrees, and 16 percent of doctor's degrees conferred (*Undergraduate Degree Fields*; *Graduate Degree Fields*).

[81] "Business" is defined as business, management, marketing, and related support services, as well as culinary, entertainment, and personal services.
[82] At the associate's degree level, "health professions and related programs" include dental assisting; emergency medical technician; clinical/medical lab science; medical and other health assisting; nursing; and health sciences.
[83] Science, technology, engineering, and mathematics (STEM) fields include biological and biomedical sciences, computer and information sciences, engineering and engineering technologies, mathematics and statistics, and physical sciences and science technologies.

FIGURE 18.

Percentage distribution of students' postsecondary outcomes 8 years after beginning at 2- and 4-year institutions in academic year 2014–15, by entering and attendance status: 2022



[1] Entering status (first-time or non-first-time student) and attendance status (full-time or part-time student) are based on the first full term (i.e., semester or quarter) after the student entered the institution. First-time students are those who had never attended a postsecondary institution prior to their cohort year entry into the reporting institution.
[2] Includes only those awards that were conferred by the reporting institution (i.e., the institution the student entered in the year of their entry cohort); excludes awards conferred by institutions to which the student later transferred.
[3] Transfer out data are required to be reported, regardless of whether the institution has transfer preparation as part of its mission. The actual transfer rate (including students who transferred but did not notify their initial institution) may be higher.
[4] Includes students who dropped out of the reporting institution and students who transferred to another institution without notifying the reporting institution.
NOTE: Data in this figure represent the 50 states and the District of Columbia. Data are for degree-granting institutions, which grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data also include U.S. service academies. Student enrollment status and completion status are determined as of August 31 of the year indicated; that is, within 8 years after the student's 2014–15 entry into the reporting institution means by August 31, 2022. The 2014–15 entry cohort includes all degree/certificate-seeking undergraduate students who entered a degree-granting institution between July 1, 2014, and June 30, 2015. The cohort is adjusted to exclude students who died or were totally and permanently disabled as well as students who left school to serve in the armed forces (including those called to active duty), to serve with a foreign aid service of the federal government (e.g., the Peace Corps), or to serve on official church missions. For the 2014–15 cohort, first-time students include students enrolled in academic or occupational programs, students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits or recognized postsecondary credential earned before graduation from high school). Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2022–23 (provisional data), Outcome Measures component; and Fall 2015 (final data), Institutional Characteristics component. See *Digest of Education Statistics 2023*, table 326.27.

One measure of postsecondary outcomes is whether students completed an award (i.e., certificate, associate's degree, or bachelor's degree) 8 years after entering the reporting institution. The 8-year reporting period covers at least 200 percent of the normal time to degree completion for both full- and part-time students at both 2-year and 4-year institutions. Data are collected for four undergraduate student groups, differentiated by entering (first-time or non-first-time[84]) and attendance (full-time or part-time) status at the reporting institution:

- first-time, full-time students
- first-time, part-time students
- non-first-time, full-time students
- non-first-time, part-time students

In addition, data are reported for students who received Pell Grants and for those who did not. Pell Grant recipients represent a subset of lower income students within the general undergraduate population.

Overall, completion rates[85] were higher for the 2014-15 cohort[86] 8 years after entry (i.e., in 2022) than for the 2009-10 cohort, for those entering both 2-year (31 vs. 27 percent) and 4-year (53 vs. 48 percent) institutions.

These outcomes varied by students' entering and attendance status. At both 2- and 4-year institutions, completion rates were higher among full-time than among part-time students, while transfer rates[87] were highest among non-first-time, part-time students. For example, among students who entered a new 2-year institution in 2014–15 (figure 18),

- completion rates were nearly twice as high among full-time students (43 percent for non-first-time students and 39 percent for first-time students) as among part-time students (23 percent for non-first-time students and 20 percent for first-time students);
- transfer rates were highest for non-first-time, part-time students (37 percent) compared with students in other entering and attendance status groups (ranging from 21 to 25 percent); and
- the percentage who remained enrolled at their reporting 2-year institution was 2 percent or less for each group.[88]

There were also differences for Pell Grant recipients and nonrecipients. For students who entered 2-year institutions in 2014–15, Pell Grant recipients had higher overall completion rates (32 vs. 30 percent) and lower transfer rates (22 vs. 29 percent) than nonrecipients 8 years after entry. In contrast, Pell Grant recipients who entered 4-year institutions in 2014–15 had lower overall completion rates (47 vs. 58 percent) and higher transfer rates (23 vs. 20 percent) than nonrecipients 8 years after entry. (*Postsecondary Outcomes for Nontraditional and Traditional Undergraduate Students*).

[84] Refers to students who had previously enrolled at a different postsecondary institution (not as a high school student) before enrolling at the IPEDS reporting institution as a certificate/degree-seeking undergraduate student.

[85] Completion rate 8 years after entry is defined as the percentage of the entry cohort who completed an award (i.e., certificate, associate's degree, or bachelor's degree) at their entry institution at any time between the start of the entry year and 8 years after. For example, the completion rate 8 years after entry for the 2014-15 entry cohort is the percentage of the cohort that completed an award at the institution they entered in 2014-15 at any time between July 1, 2014 and August 31, 2022.

[86] IPEDS defines a cohort as all degree/certificate-seeking undergraduate students who entered a degree-granting institution between July 1 of a given year and June 30 of the following year. The cohort is adjusted to exclude students who died or were totally and permanently disabled as well as students who left school to serve in the armed forces (including those called to active duty), to serve with a foreign aid service of the federal government (e.g., the Peace Corps), or to serve on official church missions. This report focuses primarily on the cohort entering between July 1, 2014 and June 30, 2015, referred to as the 2014-15 entering cohort.

[87] "Transfer rate" for an entering cohort refers to the percentage of students who were known to have subsequently enrolled at another institution. The actual transfer rate (including students who transferred but did not notify their reporting institution) may be higher.

[88] The percentage of students whose enrollment status was unknown 8 years after entry at a 2-year institution ranged from 31 percent for non-first-time, full-time students to 56 percent for first-time, part-time students.

Cost of Attendance and Grant and Scholarship Aid

At all types of degree-granting institutions in the United States, average tuition and fees[89] for first-time, full-time degree/certificate-seeking undergraduate students increased by less than the rate of inflation from 2021-22 to 2022-23. Therefore, in constant 2022-23 dollars,[90] average tuition and fees were lower in 2022-23 than they were the year before. However, longer-term trends varied by level and control of institution. Specifically, average tuition and fees were lower in 2022-23 than in 2012-13 for three types of institutions:

- private for-profit 4-year institutions, by 14 percent ($18,200 vs. $21,100)
- private for-profit 2-year institutions, by 13 percent ($16,300 vs. $18,800)
- public 4-year institutions, by 5 percent ($9,800 vs. $10,400)

Meanwhile, average tuition and fees were higher in 2022-23 than in 2012-13 for three types of institutions:

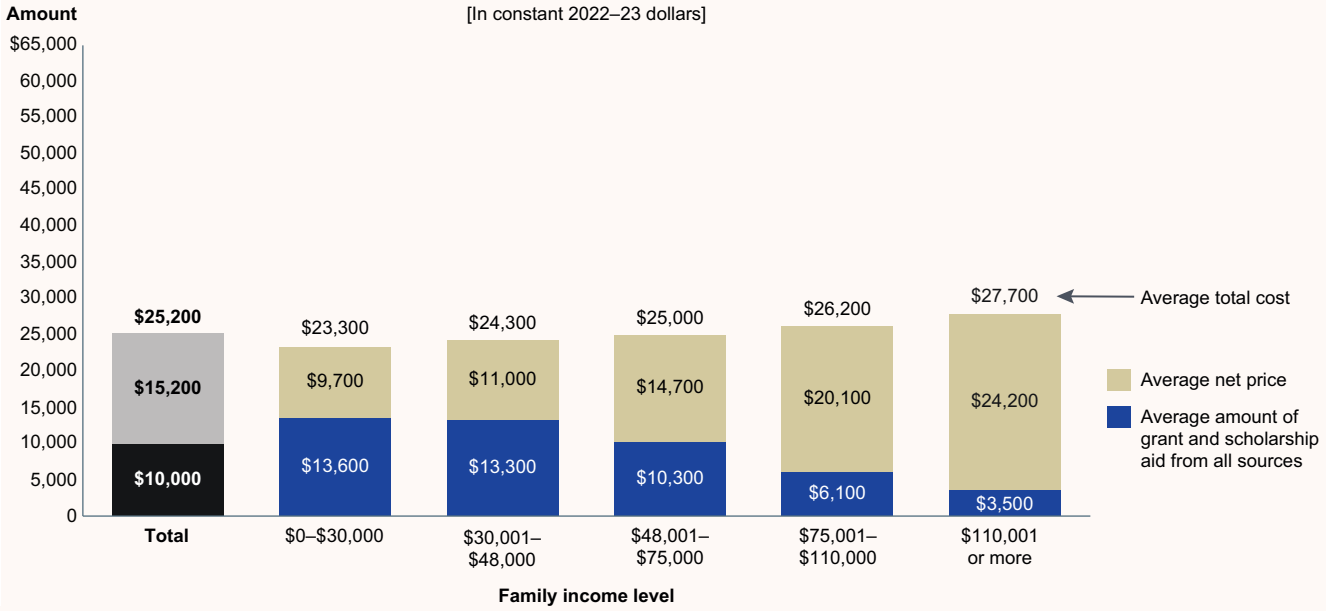
- private nonprofit 4-year institutions, by 8 percent ($40,700 vs. $37,600)
- private nonprofit 2-year institutions, by 5 percent ($19,500 vs. $18,600)
- public 2-year institutions, by 1 percent (rounded to $4,000 in both years)

The net price of attendance is the estimate of the actual amount of money first-time, full-time degree/certificate-seeking students and their families need to pay in a given year to cover educational expenses. Net price is calculated here as the average total cost of attendance[91] minus average grant and scholarship aid[92] awarded to students. In academic year 2021-22, the average net price of attendance at 4-year institutions for first-time, full-time degree/certificate-seeking undergraduate students awarded Title IV aid[93] was lowest for students at public institutions ($15,200) and highest for students at private nonprofit institutions ($29,700). The average net price at 2-year institutions was lowest at public institutions ($8,300) and highest at private for-profit institutions ($25,100).

[89] Average tuition and fees are calculated differently from previous editions of this report. Tuition and fees in this year's report are based on reporting for first-time, full-time degree/certificate-seeking students, rather than all full-time students.
[90] All dollar amounts in this section are expressed in constant 2022-23 dollars. 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.
[91] The total cost of attending a postsecondary institution includes tuition and required fees; books and supplies; and the average cost for room, board, and other expenses.
[92] Average amounts of grant and scholarship aid include federal Title IV grants as well as other grant or scholarship aid from the federal government, state or local governments, and institutional sources. Grant and scholarship aid does not include loans.
[93] Title IV aid includes grant aid, work-study aid, and loan aid. Data for net price and grant and scholarship aid only include students who were awarded Title IV aid.

FIGURE 19.

Average total cost of attendance, net price of attendance, and grant and scholarship aid for first-time, full-time degree/certificate-seeking undergraduate students paying in-state tuition and awarded Title IV aid at public 4-year institutions, by family income level: Academic year 2021–22



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 of attendance 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 first-time, full-time degree/certificate-seeking undergraduate students at the institution who were awarded Title IV aid. Totals include students for whom income data were not available. 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. Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid component, Winter 2022–23 (provisional data). See *Digest of Education Statistics 2023*, table 331.30.

In 2021-22, the average amount of grant and scholarship aid awarded and the net price paid differed by students' family income level.[94] At public 4-year institutions, for example, the lower the income group, the greater the average amount of grant and scholarship aid awarded (figure 19). Specifically, for first-time, full-time degree/certificate-seeking undergraduate students paying in-state tuition at public 4-year institutions,

- the average amount of grant and scholarship aid awarded was highest for those with family incomes of $30,000 or less ($13,600) and lowest for those with family incomes of $110,001 or more ($3,500); and
- the average net price was lowest for students with family incomes of $30,000 or less ($9,700) and highest for those with family incomes of $110,001 or more ($24,200) (*Price of Attending an Undergraduate Institution*).

[94] To determine the income level of the student, institutions are instructed to use the income that was used by the institution's financial aid office to determine the student's Expected Family Contribution (EFC). For dependent students, this includes the parents' adjusted gross income and the student's adjusted gross income. For independent students, this includes the student's adjusted gross income.

Population Characteristics and Economic Outcomes

Key Findings From This Chapter

The percentage of 18- to 24-year-olds neither enrolled in school nor working decreased from 17 percent in 2012 to 13 percent in 2019, the year before the coronavirus pandemic. This percentage was 15 percent in 2021, but it fell again to 13 percent in 2022.

Educational attainment rates of 25- to 29-year-olds have increased over time. For instance, the percentage with a bachelor's or higher degree increased from 34 percent in 2013 to 40 percent in 2023.

25- to 34-year-olds who had higher levels of educational attainment also had higher employment rates and higher median earnings.

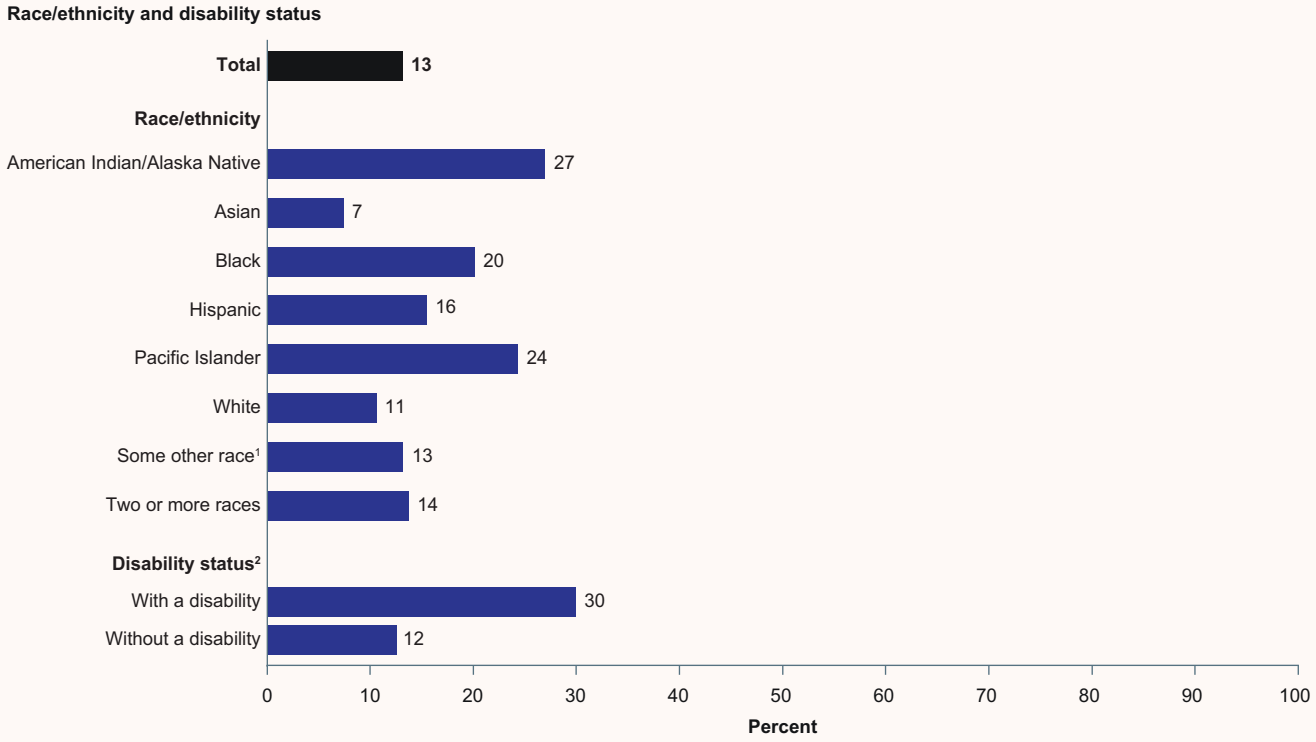
- *At all levels of educational attainment, the employment rate for 25- to 34-year-olds in 2023 was higher than the low point during the coronavirus pandemic in 2021.*
- *In 2023, the employment rate of 25- to 34-year-olds ranged from 60 percent for those who had not completed high school to 88 percent for those with a bachelor's or higher degree.*
- *For 25- to 34-year-olds who worked full time, year round, median earnings in 2022 were more than twice as high for those with a master's or higher degree ($80,200) as for those who had not completed high school ($35,500).*

Population Characteristics and Economic Outcomes indicators examine educational attainment, labor market outcomes, and the relationship between them. Labor market outcomes include employment rates and median earnings. This section of the report highlights select findings from recent data about these characteristics and outcomes.

Young Adults Neither Enrolled in School nor Working

FIGURE 20.

Percentage of 18- to 24-year-olds who were neither enrolled in school nor working, by race/ethnicity and disability status: 2022



[1] Consists of respondents who wrote in some other race that was not included as an option on the questionnaire.
[2] Disability status identifies individuals who have serious difficulty with one or more of four basic areas of functioning (hearing, vision, cognition, and ambulation) or with self-care or independent living.
NOTE: 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). Institutionalized persons made up 1 percent of all 18- to 24-year-olds in 2022. Race categories exclude persons of Hispanic ethnicity. Figures are plotted based on unrounded data.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2022. See *Digest of Education Statistics 2023*, table 501.30.

Young adults who are neither enrolled in school nor working, particularly if they are disconnected from these activities for several years, may have difficulty building a work history that contributes to future employability and higher wages.[95] The percentage of U.S. 18- to 24-year-olds[96] neither enrolled in school nor working decreased from 17 percent in 2012 to 13 percent in 2019, the year before the coronavirus pandemic. In 2021, this percentage was 15 percent, but it fell again to 13 percent in 2022.[97]

In 2022, the percentage of 18- to 24-year-olds who were neither enrolled in school nor working varied by race/ethnicity. The percentage who were neither enrolled in school nor working was

- higher for those who were American Indian/Alaska Native (27 percent), Pacific Islander (24 percent), or Black (20 percent) than for those of other racial/ethnic groups; and
- lowest for those who were Asian (7 percent; figure 20).

[95] Fernandes-Alcantara, A.L. (2015). *Disconnected Youth: A Look at 16 to 24 Year Olds Who Are Not Working or In School* (CRS Report No. R40535). Washington, DC: Congressional Research Service. Retrieved December 3, 2023, from https://fas.org/sgp/crs/misc/R40535.pdf.
[96] Data are based on sample surveys of the entire population residing within the United States, including individuals living in households, individuals living in noninstitutionalized group quarters, and individuals living in institutionalized group quarters. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Institutionalized persons made up 1 percent of all 18- to 24-year-olds in 2022.
[97] Data for 2020 are excluded from the analyses due to collection issues associated with the coronavirus pandemic.

In 2022, the percentage of 18- to 24-year-olds who were neither enrolled in school nor working was higher for those with a disability[98] than for their peers without a disability (30 vs. 12 percent) (*Young Adults Neither Enrolled in School nor Working*).

Educational Attainment of Young Adults

Between 2013 and 2023, educational attainment rates among 25- to 29-year-olds[99] increased at different levels of attainment. During this period, the percentage

- who had completed at least high school[100] increased from 90 to 94 percent;
- with an associate's or higher degree increased from 43 to 50 percent;
- with a bachelor's or higher degree increased from 34 to 40 percent; and
- with a master's or higher degree increased from 7 to 11 percent (*Digest of Education Statistics 2023*, table 104.20).

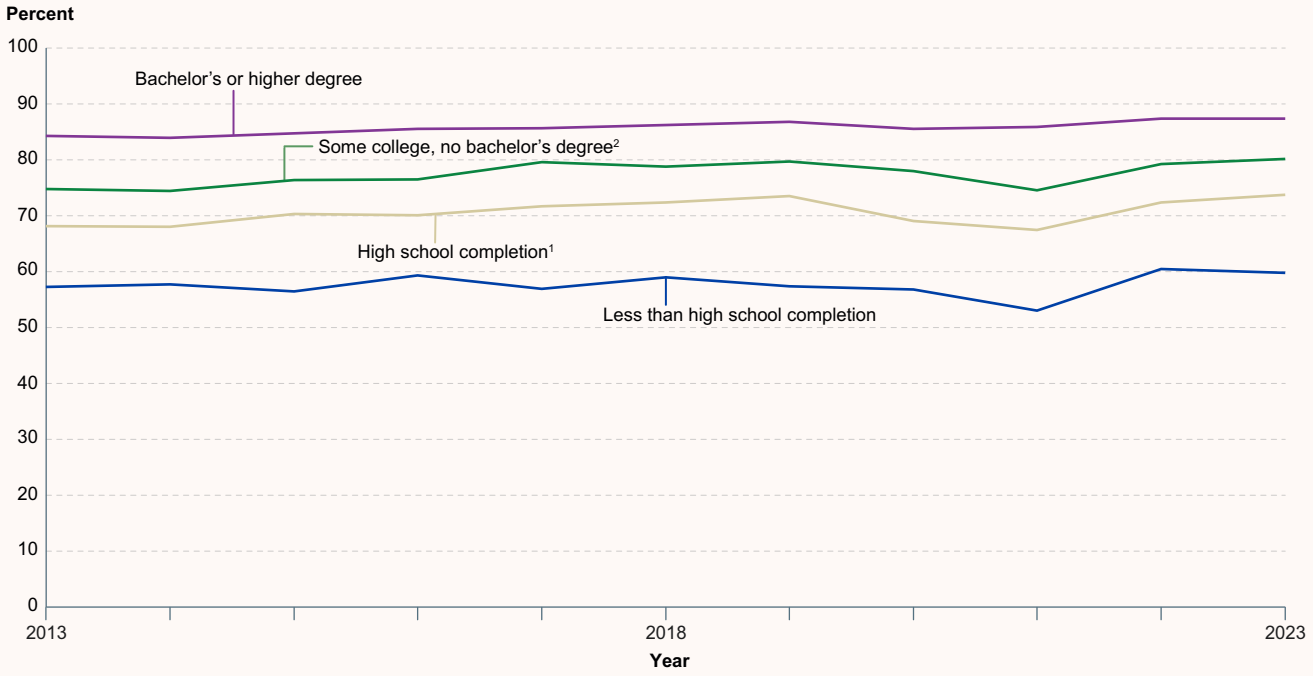
Economic Outcomes

The *employment rate* (also known as the employment-to-population ratio) is the percentage of persons in the civilian noninstitutionalized population who are employed.[101] In this report, the reference period for each year's employment rate data is March.[102] In 2023, some 80 percent of 25- to 34-year-olds were employed. The employment rate was higher for those with higher levels of educational attainment. For example, the employment rate ranged from 60 percent for those who had not completed high school to 88 percent for those with a bachelor's or higher degree.

[98] Disability status identifies individuals who have serious difficulty with one or more of four basic areas of functioning (hearing, vision, cognition, and ambulation) or with self-care or independent living.
[99] Data 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.
[100] 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.
[101] The civilian noninstitutionalized population excludes persons living in institutions (e.g., prisons or nursing facilities) and all military personnel.
[102] This means that 2019 data represent the status of the labor market roughly 1 year before the onset of the coronavirus pandemic in the United States, 2020 data represent the status of the labor market at the onset of the pandemic, and 2021 and 2022 data represent the status of the labor market roughly 1 year and 2 years into the pandemic, respectively. Employment rates for 2023 represent the status of the labor market close to when the federal COVID-19 public health emergency declaration ended on May 11, 2023.

FIGURE 21.

Employment rates of 25- to 34-year-olds, by educational attainment: 2013 through 2023



[1] "High school completion" includes equivalency credentials, such as the GED.
[2] "Some college, no bachelor's degree" includes persons with an associate's degree.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities) and all military personnel. The employment rate, or employment-to-population ratio, is the number of persons in each group who are employed as a percentage of the civilian noninstitutionalized population in that group. Caution should be used when comparing 2019, 2020, and 2021 estimates with those of other years due to the impact that the coronavirus pandemic had on interviewing and response rates. For additional information about the impact of the coronavirus pandemic on the Current Population Survey data collection, please see https://www2.census.gov/programs-surveys/cps/techdocs/cpsmar23.pdf. Figures are plotted based on unrounded data.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2013 through 2023. See *Digest of Education Statistics 2020*, *2021*, *2022*, and *2023,* table 501.50.

From 2013 to 2019 (i.e., prior to the coronavirus pandemic), the overall employment rate for 25- to 34-year-olds increased from 75 percent in 2013 to 79 percent in 2019 (figure 21). During the pandemic–from 2020 through 2023–the overall employment rate for 25- to 34-year-olds was lowest in 2021 (76 percent).[103] At each level of educational attainment, the employment rates for 25- to 34-year-olds in 2023 were higher than the rates in 2021 and not measurably different from the rates in 2019, the year immediately before the pandemic. For example, among 25- to 34-year-olds whose highest level of educational attainment was high school completion, employment rates were 74 percent in 2019, then 68 percent in 2021, and 74 percent in 2023 (*Employment and Unemployment Rates by Educational Attainment*).

For 25- to 34-year-olds who worked full time, year round (i.e., worked 35 or more hours per week for 50 or more weeks per year), those who had higher educational attainment also had higher median earnings in 2022:

- The median earnings of master's or higher degree completers ($80,200) were 20 percent higher than the median earnings of bachelor's degree completers ($66,600).
- The median earnings of bachelor's degree completers were 35 percent higher than the median earnings of associate's degree completers ($49,500).
- The median earnings of associate's degree completers were 18 percent higher than the median earnings of high school completers ($41,800).
- The median earnings of high school completers were 18 percent higher than the median earnings of those who did not complete high school ($35,500) (*Annual Earnings by Educational Attainment*).

[103] Caution should be used when comparing 2019, 2020, and 2021 estimates to those of other years due to the impact that the coronavirus pandemic had on interviewing and response rates. For additional information about the impact of the coronavirus pandemic on the Current Population Survey data collection, please see https://www2.census.gov/programs-surveys/cps/techdocs/cpsmar23.pdf.

International Comparisons

Key Findings From This Chapter

In the 2022 Program for International Student Assessment (PISA), out of 81 participating education systems, 5 had higher average reading literacy scores for 15-year-olds than the United States, 25 had higher mathematics literacy scores, and 9 had higher science literacy scores.

With 92 percent of 25- to 64-year-olds having completed a high school degree, the United States was among the top 6 out of 36 countries in 2022 reporting data on high school completion rates to the Organization for Economic Cooperation and Development (OECD).

Another way to assess the condition of education in the United States is to benchmark the performance of students in the United States against that of students in peer countries on key indicators. International Comparisons indicators benchmark the U.S. education system against the education systems in other countries with respect to enrollment rates, student performance on international assessments, education expenditures, and educational attainment. This section of the report highlights key findings from recent data on international assessments and attainment.

Assessments

The Program for International Student Assessment (PISA), coordinated by the Organization for Economic Cooperation and Development (OECD), has measured the performance of 15-year-old students in reading, mathematics, and science literacy every 3 years since 2000, except for a 1-year delay in the current cycle (from 2021 to 2022) due to the coronavirus pandemic. In 2022, PISA was administered in 81 countries and education systems,[104] including 37 of the 38 member countries of the OECD.[105]

[104] For the purposes of this report, "education systems" refer to all entities participating in PISA, including countries as well as subnational entities (e.g., cities or provinces).
[105] The OECD is a group of 38 countries (as of 2022) whose purpose is to promote trade and economic growth. The OECD also collects and publishes an array of data on its member countries.

FIGURE 22.

Average scores and differences from U.S. average score of 15-year-old students on the Program for International Student Assessment (PISA) science literacy scale, by education system: 2022

Education system	Average score	Difference from U.S. average score	
OECD average	**485**	**-15**	▼
Singapore	561	62	▲
Japan	547	47	▲
Macau (China)	543	44	▲
Chinese Taipei	537	38	▲
Korea, Republic of	528	28	▲
Estonia	526	26	▲
Hong Kong (China)	520	21	▲
Canada	515	16 !	▲
Finland	511	12 !	▲
Australia	507		◆
New Zealand	504		◆
Ireland	504		◆
Switzerland	503		◆
Slovenia	500		◆
United Kingdom	500		◆
United States	**499**		
Poland	499		◆
Czech Republic	498		◆
Latvia	494		◆
Denmark	494		◆
Sweden	494		◆
Germany	492		◆
Austria	491		◆
Belgium	491		◆
Netherlands	488		◆
France	487	-12 !	▼
Hungary	486	-14 !	▼
Spain	485	-15 !	▼
Lithuania	484	-15 !	▼
Portugal	484	-15 !	▼
Croatia	483	-17	▼
Norway	478	-21	▼
Italy	477	-22	▼
Türkiye[1]	476	-23	▼
Vietnam[1]	472	-27	▼
Malta	466	-34	▼
Israel	465	-35	▼
Slovak Republic	462	-37	▼
Ukraine (18 of 27 Regions)[1]	450	-49	▼
Serbia	447	-52	▼

Education system	Average score	Difference from U.S. average score	
Iceland	447	-52	▼
Brunei Darussalam	446	-54	▼
Chile	444	-56	▼
Greece	441	-59	▼
Uruguay	435	-64	▼
Qatar	432	-67	▼
United Arab Emirates	432	-67	▼
Romania	428	-72	▼
Kazakhstan	423	-76	▼
Bulgaria	421	-78	▼
Moldova, Republic of	417	-83	▼
Malaysia[1]	416	-83	▼
Mongolia	412	-87	▼
Colombia[1]	411	-88	▼
Costa Rica	411	-88	▼
Cyprus	411	-89	▼
Mexico[1]	410	-90	▼
Thailand[1]	409	-90	▼
Peru	408	-92	▼
Argentina	406	-93	▼
Montenegro, Republic of	403	-96	▼
Brazil	403	-96	▼
Jamaica[1]	403	-96	▼
Saudi Arabia	390	-109	▼
Panama[1]	388	-112	▼
Georgia	384	-115	▼
Indonesia	383	-117	▼
Baku (Azerbaijan)[1]	380	-119	▼
North Macedonia	380	-120	▼
Albania	376	-123	▼
Jordan	375	-125	▼
El Salvador[1]	373	-126	▼
Guatemala[2]	373	-126	▼
Palestinian Authority	369	-131	▼
Paraguay[1]	368	-131	▼
Morocco	365	-134	▼
Dominican Republic[1]	360	-139	▼
Kosovo	357	-142	▼
Philippines	356	-143	▼
Uzbekistan	355	-145	▼
Cambodia[2]	347	-152	▼

▲ Average score is higher than U.S. average score at the .05 level of statistical significance.
▼ Average score is lower than U.S. average score at the .05 level of statistical significance.
◆ Average score is not significantly different from U.S. average score at the .05 level of statistical significance.
! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.
[1] At least 50 percent but less than 75 percent of the 15-year-old population is covered by the PISA sample.
[2] Less than 50 percent of the 15-year-old population is covered by the PISA sample.
NOTE: Scores are reported on a scale from 0 to 1,000. Differences were computed using unrounded numbers. Education systems are ordered by their average scores in 2022. Italics indicate non-OECD countries and education systems. Education systems are marked as OECD countries if they were OECD members in 2022. All OECD members except for Luxembourg participated in the PISA 2022 cycle. The OECD average is the average of the national averages of the participating OECD member countries, with each country weighted equally. One or more PISA sampling standards were not met in the following countries: Australia, Canada, Denmark, Hong Kong (China), Ireland, Jamaica, Latvia, Netherlands, New Zealand, Panama, United Kingdom, and United States. Some apparent differences between estimates may not be statistically significant.
SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2022. Retrieved December 31, 2023, from *Highlights of PISA 2022 U.S. Results*, table S1.

In 2022, the U.S. average reading literacy score (504) was higher than the OECD average score (476) but lower than the average score in 5 education systems.[106] Similarly, the U.S. average science literacy score (499) was higher than the OECD average score (485) but lower than the average score in 9 education systems (figure 22). In comparison, the U.S. average mathematics literacy score (465) was not measurably different from the OECD average score and lower than the average score in 25 education systems (*International Comparisons: Reading, Mathematics, and Science Literacy of 15-Year-Old Students*).

[106] PISA 2022 results in this report are reported by average scale scores, which range from 0 to 1,000.

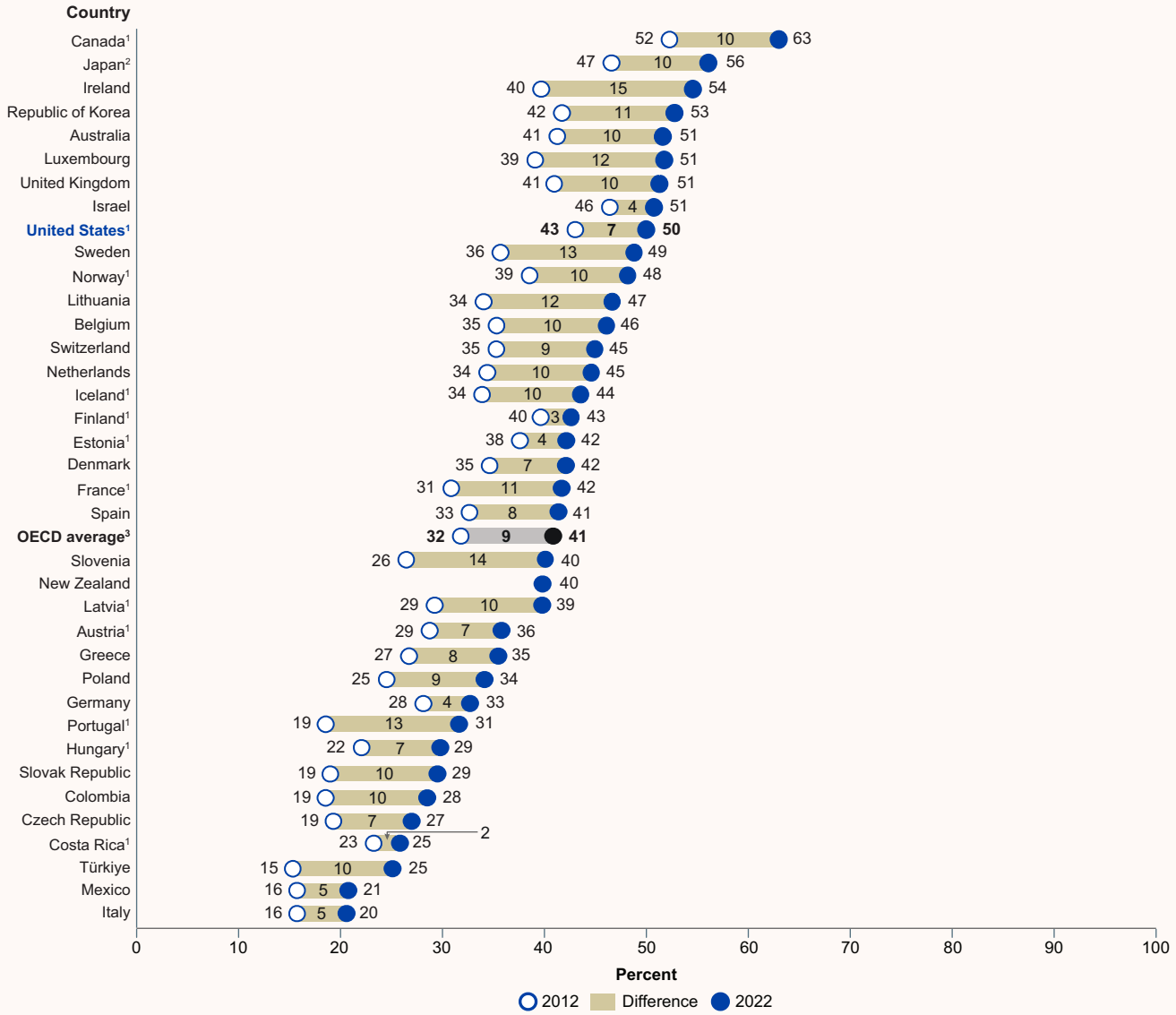
Attainment

This report uses OECD data to compare educational attainment across countries using two measures: high school completion and attainment of any postsecondary degree.[107]

In 2022, some 92 percent of 25- to 64-year-olds in the United States had a high school diploma or its equivalent.[108] In comparison, the average rate for OECD member countries was 80 percent. Among the 36 countries for which the OECD reported 2022 data on high school completion rates, the percentages of 25- to 64-year-olds who had completed high school ranged from 44 percent in Mexico to 94 percent in the Czech Republic. The high school completion rate in the United States was higher than the rate in 30 countries.

FIGURE 23.

Percentage of the population 25 to 64 years old who had attained any postsecondary degree, by Organization for Economic Cooperation and Development (OECD) country: 2012 and 2022



See next page for notes and sources.

[107] Attainment rates refer to the percentage of the population who had completed a certain level of education by the year of data collection, rather than the percentage who completed education in a particular year only. For more information on how OECD defines educational attainment and what data are available, see https://www.oecd-ilibrary.org/education/education-attainment/indicator-group/english_025421e5-en.

[108] In this section, "high school degree" refers to degrees classified as International Standard Classification of Education (ISCED) 2011 level 3, which generally corresponds to high school completion in the United States, with some exceptions. See https://nces.ed.gov/programs/coe/glossary#isced for additional information on ISCED levels of education.

[1] The International Standard Classification of Education (ISCED) was revised in 2011. Although data for 2012 were originally calculated using the 1997 version of ISCED, the footnoted countries revised their 2012 data to align with the 2011 version of ISCED.
[2] Data include some postsecondary nondegree programs (i.e., awards that are below the associate's degree level).
[3] The Organization for Economic Cooperation and Development (OECD) average refers to the mean of data values for all reporting OECD countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of OECD in that year.
NOTE: Of the 38 OECD countries, 37 are included in this figure. Data for New Zealand are available only for 2022. Chile is excluded because data are not available for 2012 and 2022. Data in this figure refer to degrees classified under ISCED 2011 as tertiary (postsecondary) degrees, which correspond to all degrees at the associate's level and above in the United States. Under ISCED 2011, tertiary degrees are classified at the following levels: level 5 (corresponding to an associate's degree in the United States), level 6 (a bachelor's or equivalent degree), level 7 (a master's or equivalent degree), and level 8 (a doctoral or equivalent degree). ISCED 2011 was used to calculate data for 2022 for all countries. Some data have been revised from previously published figures. Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.
SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database. Retrieved October 19, 2023, from https://stats.oecd.org/Index.aspx. See *Digest of Education Statistics 2023*, table 603.20.

Additionally, 50 percent of 25- to 64-year-olds in the United States had obtained a postsecondary degree,[109] compared with the OECD average of 41 percent (figure 23). Among the 37 countries for which the OECD reported 2022 data on postsecondary attainment rates, the percentages earning any postsecondary degree ranged from 20 percent in Italy to 63 percent in Canada. The postsecondary attainment rate in the United States was higher than the rate in 28 countries.

For 25- to 34-year-olds—that is, the age group whose educational attainment is likely to reflect more recent shifts in educational and economic systems—the OECD average percentage of those who had completed high school rose from 81 to 86 percent between 2012 and 2022,[110] while the corresponding percentage for the United States increased from 89 to 94 percent. In addition, the OECD average percentage of those with any postsecondary degree rose from 39 percent in 2012 to 47 percent in 2022, while the corresponding percentage in the United States rose from 44 to 51 percent (*International Educational Attainment*).

[109] Under ISCED 2011, postsecondary—or tertiary—degrees are classified at the following levels: level 5 (corresponding to an associate's degree in the United States), level 6 (a bachelor's or equivalent degree), level 7 (a master's or equivalent degree), and level 8 (a doctoral or equivalent degree). The structure of education differs across countries and not all countries have significant numbers of awards at each of these degree levels.
[110] Attainment data are reported for all current OECD countries—as of 2022—for which a given year's data are available, even if they were not members of the OECD in that year.

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