

The Condition of Education, 2014

Chapter 1: Population Characteristics

Attainment

Indicator 1. Educational Attainment

In 2013, some 34 percent of 25- to 29-year-olds had earned a bachelor's or higher degree. Between 1990 and 2013, the size of the White-Black gap at this education level widened from 13 to 20 percentage points, and the White-Hispanic gap widened from 18 to 25 percentage points.

Indicator 2. International Educational Attainment

The percentage of 25- to 64-year-olds who had earned a bachelor's or higher degree was higher in 2011 than in 2001 in the United States (32 vs. 28 percent) and across OECD countries (23 vs. 15 percent).

Economic Outcomes

Indicator 3. Annual Earnings of Young Adults

In 2012, young adults with a bachelor's degree earned more than twice as much as those without a high school credential (\$46,900 vs. \$22,900) and 57 percent more than young adult high school completers (\$46,900 vs. \$30,000).

Indicator 4. Labor Force Participation and Unemployment Rates by Educational Attainment

In 2013, the unemployment rate for those with at least a bachelor's degree was lower than the rates for those with lower levels of educational attainment. During the most recent economic recession (2008 through 2010), the unemployment rate increased less for those who had at least a bachelor's degree than for those who had less than a bachelor's degree.

Demographics

Indicator 5. Children Living in Poverty

In 2012, approximately 21 percent of school-age children in the United States were in families living in poverty. The percentage of school-age children living in poverty ranged across the United States from 11 percent in North Dakota to 32 percent in Mississippi.

Chapter 2: Participation in Education

All Ages

Indicator 6. Enrollment Trends by Age

In 2012, some 93 percent of 5- to 6-year-olds and 98 percent of 7- to 13-year olds were enrolled in elementary or secondary school. In that same year, 47 percent of 18- to 19-year-olds and 40 percent of 20- to 24-year-olds were enrolled in postsecondary education. For most age groups from 3 to 34, the total school enrollment rate did not change

measurably between 2011 and 2012, except for children ages 5–6, whose enrollment rate was 2 percentage points lower in 2012 than in 2011.

Preprimary Education

Indicator 7. Preprimary Enrollment

From 1990 to 2012, the percentage of 3- to 5-year-olds enrolled in preprimary programs increased from 59 to 64 percent. The percentage of these children who attended full-day programs increased from 39 to 60 percent during this period.

Elementary/Secondary Enrollment

Indicator 8. Public School Enrollment

From school years 2011–12 through 2023–24, overall public elementary and secondary school enrollment is projected to increase by 5 percent (from 49.5 to 52.1 million students), with changes across states ranging from an increase of 22 percent in Nevada to a decrease of 11 percent in West Virginia.

Indicator 9. Charter School Enrollment

From school year 1999–2000 to 2011–12, the number of students enrolled in public charter schools increased from 0.3 million to 2.1 million students. During this period, the percentage of public school students who attended charter schools increased from 0.7 to 4.2 percent.

Indicator 10. Private School Enrollment

Private school enrollment in prekindergarten through grade 12 increased from 5.9 million in 1995–96 to 6.3 million in 2001–02, then decreased to 5.3 million in 2011–12. The percentage of all students in private schools decreased from 12 percent in 1995–96 to 10 percent in 2011–12.

Indicator 11. Racial/Ethnic Enrollment in Public Schools

From fall 2001 through fall 2011, the number of White students enrolled in prekindergarten through 12th grade in U.S. public schools decreased from 28.7 million to 25.6 million, and their share of public school enrollment decreased from 60 to 52 percent. In contrast, the number of Hispanic students enrolled during this period increased from 8.2 million to 11.8 million students, and their share of public school enrollment increased from 17 to 24 percent.

Indicator 12. English Language Learners

The percentage of public school students in the United States who were English language learners (ELL) was higher in school year 2011–12 (9.1 percent) than in 2002–03 (8.7 percent). Seven of the eight states with the highest percentages of ELL students in their public schools were located in the West.

Indicator 13. Children and Youth With Disabilities

The number of children and youth ages 3–21 receiving special education services was 6.4 million in 2011–12, or about 13 percent of all public school students. Some 36 percent of the students receiving special education services had specific learning disabilities.

Postsecondary Enrollment

Indicator 14. Undergraduate Enrollment

Total undergraduate enrollment in degree-granting postsecondary institutions was 17.7 million in fall 2012, an increase of 48 percent from 1990 when total undergraduate enrollment was 12.0 million students. By 2023, undergraduate enrollment is projected to increase to 20.2 million.

Indicator 15. Postbaccalaureate Enrollment

Total enrollment in postbaccalaureate degree programs was 2.9 million in 2012, an increase of 57 percent since 1990. Postbaccalaureate enrollment is projected to increase to 3.6 million by 2023.

Chapter 3: Elementary and Secondary Education

School Characteristics and Climate

Indicator 16. Characteristics of Traditional Public and Public Charter Schools

In school year 2011–12, about one third of traditional public schools (34 percent) were in rural areas, compared with 16 percent of charter schools. In contrast, 24 percent of traditional public schools and the majority of charter schools (55 percent) were in cities.

Indicator 17. Concentration of Public School Students Eligible for Free or Reduced-Price Lunch

In school year 2011–12, some 19 percent of public school students attended a high-poverty school, compared with 12 percent in 1999–2000. In 2011–12, some 28 percent of public school students attended a low-poverty school, compared with 45 percent in 1999–2000.

Indicator 18. Rates of School Crime

Through nearly two decades of steady decline, the nonfatal victimization rate for 12- to 18-year-old students at school fell from 181 per 1,000 students in 1992 to 35 per 1,000 in 2010; however, the rate was higher in 2012 (52 per 1,000). The victimization rate away from school for these students followed a similar pattern.

Indicator 19. Teachers and Pupil/Teacher Ratios

Of the 6.1 million staff members in public elementary and secondary schools in fall 2011, some 3.1 million, or 51 percent, were teachers. For public schools, the pupil/teacher ratio fell from 26.9 pupils per teacher in 1955 to 17.9 in 1985, and then further declined to 15.3 in 2008. In the most recent years, the pupil/teacher ratios in 2010 and 2011 (both at 16.0) were higher than the ratio in 2009 (15.4).

Finance

Indicator 20. Public School Revenue Sources

From school years 2000–01 through 2010–11, total elementary and secondary public school revenues increased from \$530 billion to \$632 billion (in constant 2012–13 dollars).

During the most recent period from 2009–10 through 2010–11, total revenues for public elementary and secondary schools decreased by about \$4 billion, or less than 1 percent.

Indicator 21. Public School Expenditures

From 2000–01 to 2010–11, current expenditures per student in public elementary and secondary schools increased by 14 percent, after adjusting for inflation. Current expenditures per student in 2010–11 (\$11,153) decreased from the amount expended per student in 2009–10 (\$11,353).

Indicator 22. Education Expenditures by Country

In 2010, the United States spent \$11,826 per full-time-equivalent (FTE) student on elementary and secondary education, an amount 39 percent higher than the OECD average of \$8,501. At the postsecondary level, U.S. expenditures per FTE student were \$25,576, almost twice as high as the OECD average of \$13,211.

Assessments

Indicator 23. Reading Performance

The average grade 8 reading score was higher in 2013 than in 2011 according to data from the National Assessment of Educational Progress. The average grade 4 reading score in 2013 was not measurably different from that in 2011.

Indicator 24. Mathematics Performance

At grades 4 and 8, the average mathematics scores in 2013 were higher than the average scores for those grades in all previous assessment years according to data from the National Assessment of Educational Progress.

Indicator 25. Reading and Mathematics Score Trends

NAEP long-term trend results indicate that the average reading and mathematics achievement of 9- and 13-year-olds improved between the early 1970s and 2012; however, only 13-year-olds made score gains from 2008 to 2012, and they did so in both subject areas. Average reading and mathematics achievement for 17-year-olds did not change significantly between the early 1970s and 2012 or between 2008 and 2012.

Indicator 26. International Assessments

Among 15-year-old students, 29 education systems had higher average scores than the United States in mathematics literacy, 22 had higher average scores in science literacy, and 19 had higher average scores in reading literacy, according to the 2012 Program for International Student Assessment (PISA).

Student Effort, Persistence, and Progress

Indicator 27. High School Coursetaking

The percentages of high school graduates who had taken mathematics courses in algebra I, geometry, algebra II/trigonometry, analysis/precalculus, statistics/probability, and calculus increased from 1990 to 2009. The percentages of high school graduates who had taken science courses in chemistry and physics also increased between 1990 and 2009.

Indicator 28. Public High School Graduation Rates

In school year 2011–12, some 3.1 million public high school students, or 81 percent, graduated on time with a regular diploma. Among all public high school students, Asians/Pacific Islanders had the highest graduation rate (93 percent), followed by Whites (85 percent), Hispanics (76 percent), and American Indians/Alaska Natives and Blacks (68 percent each).

Indicator 29. Status Dropout Rates

The status dropout rate decreased from 12 percent in 1990 to 7 percent in 2012, with most of the decline occurring since 2000. The number of years of school that high school dropouts completed increased from 1990 to 2012. The percentage of dropouts with less than 9 years of schooling accounted for 18 percent of status dropouts in 2012, compared with 29 percent in 1990.

Transition to College**Indicator 30. Immediate Transition to College**

Between 1990 and 2012, the overall immediate college enrollment rate increased from 60 to 66 percent. In 2012, the immediate enrollment rate was higher for Asian (84 percent) than for White (67 percent), Black (62 percent), and Hispanic (69 percent) high school completers. However, there were no measurable differences among the rates for Whites, Blacks, and Hispanics.

Chapter 4: Postsecondary Education

Characteristics of Postsecondary Students**Indicator 31. Characteristics of Postsecondary Institutions**

In 2012–13, some 26 percent of 4-year institutions had open admission policies, 26 percent accepted three-quarters or more of their applicants, 34 percent accepted one-half to less than three-quarters of their applicants, and 14 percent accepted less than half of their applicants.

Indicator 32. Characteristics of Postsecondary Students

Some 10.6 million undergraduate students attended 4-year institutions in 2012, while 7.2 million attended 2-year institutions. At 4-year institutions in 2012, some 77 percent of undergraduate students attended full time, compared with 41 percent at 2-year institutions.

Programs and Courses**Indicator 33. Undergraduate Degree Fields**

From academic year 2001–02 to 2011–12, the number of associate's degrees awarded increased by 71 percent, from 595,100 to over 1 million, and the number of bachelor's degrees awarded increased by 39 percent, from 1.3 million to 1.8 million.

Indicator 34. Graduate Degree Fields

Between academic years 2001–02 and 2011–12, the number of master’s degrees awarded increased by 55 percent, from 487,300 to 754,200, and the number of doctor’s degrees awarded increased by 42 percent, from 119,700 to 170,100.

Finance and Resources

Indicator 35. Price of Attending an Undergraduate Institution

The average net price (total cost minus grants) of attendance in 2011–12 for first-time, full-time students was \$12,410 at public, in-state 4-year institutions, \$21,330 at private for-profit 4-year institutions, and \$23,540 at private nonprofit 4-year institutions.

Indicator 36. Grants and Loan Aid to Undergraduate Students

The percentage of first-time, full-time undergraduate students at 4-year degree-granting institutions receiving financial aid increased from 75 percent in 2006–07 to 85 percent in 2011–12.

Indicator 37. Postsecondary Revenues by Source

In 2011–12, revenues from tuition and fees per full-time-equivalent (FTE) student were 14 percent higher at public institutions (\$6,072) than they were in 2006–07 (\$5,339), in constant 2012–13 dollars. At private nonprofit institutions, they were 6 percent higher (\$19,330 vs. \$18,171), and at private for-profit institutions they were 2 percent higher (\$15,176 vs. \$14,810).

Indicator 38. Expenses of Postsecondary Institutions

In 2011–12, instruction expense per full-time-equivalent (FTE) student was \$7,512 (in constant 2012–13 dollars) at public institutions, \$16,015 at private nonprofit institutions, and \$3,542 at private for-profit institutions. Instruction expense was the largest expense category at public and private nonprofit institutions and the second largest expense category at private for-profit institutions.

Indicator 39. Characteristics of Postsecondary Faculty

From fall 1991 to fall 2011, the number of full-time instructional faculty in degree-granting postsecondary institutions increased by 42 percent (from 536,000 to 762,000), while the number of part-time faculty increased by 162 percent (from 291,000 to 762,000). As a result of the faster increase in the number of part-time faculty, the percentage of faculty who were part time increased from 35 to 50 percent during this period.

Indicator 40. Student Loan Volume and Default Rates

In 2011–12, the average student loan amount of \$6,800 represented a 36 percent increase over the 2000–01 amount of \$5,000 (in constant 2012–13 dollars). Of the 4.7 million students who entered the repayment phase on their student loans in fiscal year (FY) 2011, some 476,000, or 10.0 percent, had defaulted before the end of FY 2012.

Completions

Indicator 41. Institutional Retention and Graduation Rates for Undergraduate Students

About 59 percent of first-time, full-time students who began seeking a bachelor's degree at a 4-year institution in fall 2006 completed that degree within 6 years. The graduation rate for females (61 percent) was higher than the rate for males (56 percent).

Indicator 42. Degrees Conferred by Public and Private Institutions

The number of postsecondary degrees conferred was higher in academic year 2011–12 than in 2010–11 at all levels except the certificate level. From 2000–01 to 2011–12, the number of postsecondary degrees conferred by private for-profit institutions increased by a larger percentage than the number conferred by public institutions and private nonprofit institutions; this was true for all levels of degrees.