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FULL REPORT:

Trends in Student Enrollment: How Does Kindergarten Through Grade 2 Enrollment in Pennsylvania During the 2020-21 School Year Compare to Previous School Years?

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**Research and
Evaluation**

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Abstract

The present study used existing data to examine differences in Kindergarten through Grade 2 enrollment in Pennsylvania (PA) during the 2020-21 school year compared to previous years. This analysis of data from the Pennsylvania Information Management System (PIMS) was timely, as both the newly enacted compulsory attendance law and school closures due to the spread of the Coronavirus (COVID-19) were predicted to have impacted school enrollment statewide in 2020-21. Descriptive analysis of LEA-level data over a four-year span showed that in 2020-21, enrollment in all grade levels examined (Grade 1, Grade 2, and Kindergarten – full and half-day) had decreased. Specifically, in PA, from 2019-20 to 2020-21 overall Kindergarten enrollment decreased by 10.1%, which was greater than the declines in enrollment for Grade 1 and Grade 2 (-1.7% each). Further, since 2017-18, full-day Kindergarten enrollment had been growing, while half-day enrollment was declining. However, enrollment in both full (-11.3%) and half-day (-4.2%) Kindergarten dropped in 2020-21. Overall, enrollment by all demographic factors except race/ethnicity followed the trends described above. Notably, in 2020-21, both overall Kindergarten and full-day Kindergarten enrollment in all racial/ethnic student groups decreased, with the largest percent decrease in Black or African American student enrollment (-17.9% and -18.9%, respectively). Enrollment by gender, EL Status, Special Education Status, and Economically Disadvantaged Status all notably decreased in 2020-21 and the rate of decline in enrollment was much larger for overall and full-day Kindergarten than for Grade 1 or Grade 2. The only demographic groups to actually increase in enrollment in 2020-21 were Special Education Status students and Economically Disadvantaged Status students in half-day Kindergarten. When looking at trends by LEA type, for all grade levels except half-day Kindergarten, there was an increase in charter school enrollment and a slight decline in school district enrollment in 2020-21.



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KEY FINDINGS:

- In PA, from 2019-20 to 2020-21, overall Kindergarten enrollment decreased by 10.1%.
- In 2020-21, the decrease in Kindergarten enrollment was greater than that of both Grade 1 and Grade 2 (-1.7% each).
- Enrollment in full-day Kindergarten had been growing each year until the 2020-21 school year when enrollment dropped by 11.3%.
- The rate at which half-day Kindergarten enrollment decreased from 2019-20 to 2020-21 (-4.2%) was less than that of the previous school years (-8.7% and -7.2%).
- In all grades except half-day Kindergarten, enrollment of both Special Education Status and non-Special Education Status students dropped in 2020-21. However, there was an overall larger decrease in enrollment for Special Education Status students than non-Special Education Status students.
- In 2020-21, the decrease in enrollment of Economically Disadvantaged Status students was larger than that of non-Economically Disadvantaged Status students in Kindergarten overall (-12.8% vs -7.9%) and full-day Kindergarten (-14.4% vs -8.3%).
- The only demographic groups to actually increase in enrollment in 2020-21 were Special Education Status students and Economically Disadvantaged Status students in half-day Kindergarten.

Demographics

- Although enrollment of both male and female students decreased in all grade levels in 2020-21, the rate of decline was larger for Kindergarten overall (-10.6% and -9.4%) than in Grade 1 (-2.0% and -1.5%) or Grade 2 enrollment (-1.7% and -1.6%). Interestingly, there were only minimal differences for Kindergarten enrollment overall of male and female students each year (1.1% or less), until 2020-21.
- In 2020-21, both overall Kindergarten and full-day Kindergarten enrollment in all racial/ethnic student groups decreased, with the largest percent decrease in Black or African American student enrollment (-17.9% and -18.9%, respectively).
- In all grades except half-day Kindergarten, enrollment of EL Status students had been rising since 2017-18, only to have a large drop in enrollment in 2020-21. Again, the decrease in enrollment of both EL and non-EL Status students was greater in overall and full-day Kindergarten than in Grade 1 or 2.

Location

- Across geographic regions, the largest decrease in overall Kindergarten enrollment was in cities (-16.4%) in 2020-21.
- In 2020-21, the largest decreases in Grade 1 and 2 enrollments were in rural regions (-5.2% and -3.7%, respectively).
- Despite downward trends in half-day Kindergarten enrollment in most geographic regions since 2017-18, in 2020-21, enrollment in cities actually increased.
- For all grade levels except half-day Kindergarten, in the 2020-21 school year, there was an increase in charter school enrollment and a slight decline in school district enrollment.
- For overall Kindergarten and full-day Kindergarten enrollments, charter schools and school districts had minimal changes until the 2020-21 school year when charter school enrollment increased (16.7% each) and school district enrollment decreased (-12.6% and -14.3%). Interestingly, overall Kindergarten enrollment in intermediate units steadily fluctuated from year each year.

Literature Review

Act 16 of 2019 lowered the compulsory attendance age in Pennsylvania from 8 to 6. Specifically, children turning 6 by September 1st must be enrolled in a school or home school program for that school year (Pennsylvania Department of Education, 2020a). This new compulsory attendance law was effective with the 2020-21 school year, with the intention of potentially improving Kindergarten enrollment. However, in the early months of 2020, the Coronavirus (COVID-19) had spread to the U.S. and on March 13, 2020, the Wolf administration announced a 10-day closure of all K-12 schools in the state (Commonwealth of PA, 2020a). As

time passed and the Coronavirus continued to spread, several Stay-at-Home orders were issued and institutions transitioned to virtual learning until the end of the 2019-20 school year (Commonwealth of PA, 2020b). The sudden transition to a new, virtual landscape of learning had its challenges not only in PA but across the country, as it was unclear how effective virtual learning could be with most K-12 students and teachers having little to no experience with online instruction (Kuhfeld et al., 2020). Additionally, the existence of a “digital divide” in access to technology proved to be an obstacle for some in finishing the school year virtually (Vogels, 2021). Further, early projections predicted a “COVID-slide”, a prolonged version of the “summer-slide” where most students would experience a loss of learning over the period when schools were physically closed (Kuhfeld & Tarasawa, 2020; Kuhfeld et al., 2020). Researchers also highlighted the reality that this disruption of face-to-face learning would potentially exacerbate already existing gaps among student groups (Dorn et al., 2020; Herold, 2021).

By the fall of 2020, many states had made the decision to continue with virtual instruction as COVID-19 remained a prevalent threat in the U.S. The initial concern regarding loss of learning and the “COVID-slide” from the 2019-20 school year compounded as schools reported a nationwide decline in Pre-K – 12 enrollment. Even more alarming was a significant decline in Kindergarten enrollment. In October of 2020, NPR reported that in a sample of 60+ districts across 20 states, the average drop in Kindergarten enrollment was 16% (Kamenetz et al., 2020). Also in October, the School District of Philadelphia reported a decrease in enrollment of about 5,000 students, consisting of roughly 3,500 Kindergarteners (Graham & Burney, 2020).

Parents and families across the country had some flexibility in deciding where to send their Kindergarten-age children as only nineteen states and the District of Columbia have compulsory Kindergarten (Kelley et al., 2020). As previously stated, in PA, the compulsory school age is now 6. For these reasons, parents could choose to skip Kindergarten altogether or delay their child’s entrance into Kindergarten for another year, a process known as “redshirting” (Graham & Burney, 2020; Kamenetz et al., 2020). A nationwide survey from December of 2020 found that 17% of families decided to wait a year to enroll their eligible child in Kindergarten (Greenberg, & Luetmer, 2020). Additionally, many schools only offered virtual instruction at the start of the school year; thus parents may have opted to send their child to a charter school, childcare center, or decided to homeschool their children (Mosley & Hagan, 2020; Prothero & Samuels, 2020). Once the 2020-21 school year had ended, the National Center for Education Statistics reported an overall 3% decrease in Pre K -12 enrollment. Specifically, there was a 13% decrease in Prekindergarten and Kindergarten enrollment (National Center for Education Statistics, 2021).

The initial concern regarding loss of learning and the “COVID-slide” from the 2019-20 school year compounded as schools reported a nationwide decline in Pre-K – 12 enrollment.

Project Overview and Objectives

Utilizing pre-existing data from the Pennsylvania Department of Education (PDE), this analysis had the following implications and major objectives:

- Investigate if and how much full-day and half-day Kindergarten, Grade 1, and Grade 2 enrollment in 2020-21 differed from previous school years.
- Examine trends in student enrollment in the 2020-21 school year compared to previous years by location and student demographics.
- Explore and discuss the impact of PDE’s new compulsory attendance law and other factors on enrollment in the 2020-21 school year.

Originally, this project proposed to address recently added research questions related to departmental priorities (Questions #1 and #2) under PK–20 Policy of [the PDE Research Agenda](#):

1 How is enrollment in Head Start, Pre-K Counts and Kindergarten, by location and student demographics, in 2020-21 different from previous years?

2 What was the impact of the new compulsory attendance law on schools statewide in 2020-21, particularly Kindergarten enrollment (by Kindergarten type — part-day, full-day)?

However, after further discussion with stakeholders, it was determined that in the wake of the COVID-19 outbreak it would be difficult to discern the true influence of the new compulsory law on enrollment from the influence of the pandemic. It was decided that an exploratory analysis of differences in student enrollment in 2020-21 compared to previous years would be most valuable. Based on these discussions and the data available, the question addressed in this study is:

How is enrollment, by location and student demographics, in 2020-21 different from previous years?

Methodology

To answer the research question, LEA-level aggregated data from the Pennsylvania Information Management System (PIMS) was provided by PDE’s Data Quality Office. LEA-level enrollment data were requested for Kindergarten (full and half-day), Grade 1, and Grade 2. The values “Kindergarten AM (K5A)” and “Kindergarten PM (K5P)” were combined into a single value, “Kindergarten half-day”. Data were requested for the 2017-18, 2018-19, 2019-20, and 2020-21 school years - enough preceding years to give context. Data elements requested included the LEA name, LEA Type, AUN number, and the name of the county that the LEA is/was located in. LEA types within the dataset included Charter Schools, Intermediate Units, and School Districts. These were the publicly funded LEA types with grades within Kindergarten to Grade 2.

LEA-level demographic (Gender, Race/Ethnicity, EL Status, Economic Disadvantaged Status, and Special Education Status) data counts were requested by grade level. Once these data elements were received from the Data Quality Office, additional publicly available location data were merged in to complete the dataset. The additional file, pulled from PDE’s website, contained the “Urban/Rural” classification for each LEA. This data would inform the creation of a new variable which would give the geographic region of each LEA. The Urban/Rural classification variable, with coding originally from the National Center for Education Statistics (NCES), was re-coded into a simplified variable with coding that aligned with previous internal studies. The re-coded variable included four unique values indicating geographic region: City, Rural, Suburban, or Town.

For analysis, the original data file was separated into four individual files based on school year. Within the individual school year files, enrollment data was aggregated to compute totals for Kindergarten (full and half-day), Grade 1, and Grade 2 for each LEA. These LEA-level totals were then summed to report the total number of Kindergarteners and First and Second grade students for each school year included in this study. All LEAs meeting the grade and school year conditions defined above were included in the counts, even if they did not exist during all four school years. Grade level totals were also calculated for each demographic group within each LEA (e.g., the number of male students in Grade 1 at an LEA). Further, these demographic totals across LEAs were aggregated to find the total number of students in each demographic group per grade level (e.g. the total number of male students in Grade 1 during the 2020-21 school year). Additionally, student totals were calculated and reported by grade level for each geographic region, county, and LEA type. Finally, demographic totals by grade level were reported each year by geographic region (see Appendix).

Final tables were populated with the aggregated data, as well as absolute and relative year-to-year change. To calculate relative or percent change, a preceding year’s count was subtracted from the subsequent year’s count; then, the difference was divided by the preceding year’s count. All percentages were rounded to one decimal place. These comprehensive data tables were analyzed to identify trends and patterns in enrollment, specifically, unique trends for the 2020-21 school year.

Findings

Kindergarten, Grade 1, and Grade 2 Enrollment Overall from 2017-18 through 2020-21

Table 1 shows that enrollment in all grade levels decreased in the 2020-21 school year, however, there were much larger decreases in Kindergarten enrollment. For Grades 1 and 2, enrollment changed at rates

of less than 1% prior to 2020-21, then decreased by 1.7% each in the 2020-21 school year. Similarly, overall Kindergarten enrollment had very slight changes in enrollment each year until 2020-21, when enrollment decreased overall by 10.1%. Interestingly, full-day Kindergarten enrollment increased year over year at a near constant rate of about 3%, then decreased in the 2020-21 school year by 11.3%. Half-day Kindergarten enrollment had a slightly smaller decline of 4.2%, in the 2020-21 school year. Interestingly, the rate at which half-day Kindergarten enrollment decreased from 2019-20 to 2020-21 was less than that of the previous school years (-8.7% and -7.2%).

TABLE 1. Overall Student Enrollment and Change by Grade Level, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
Kindergarten	121,043	121,982	123,347	110,948	939 (0.8)	1,365 (1.1)	-12,399 (-10.1)
Full-Day	96,312	99,410	102,397	90,871	3,098 (3.2)	2,987 (3.0)	-11,526 (-11.3)
Half-Day	24,731	22,572	20,950	20,077	-2,159 (-8.7)	-1,622 (-7.2)	-873 (-4.2)
Grade 1	126,361	126,085	126,148	123,941	-276 (-0.2)	63 (0.0)	-2,207 (-1.7)
Grade 2	126,616	127,497	126,492	124,389	881 (0.7)	-1,005 (-0.8)	-2,103 (-1.7)

Location

Geographic Region

Tables 2 through 6 show changes in enrollment over time by geographic region and grade level. For Grades 1 and 2, enrollment in each geographic region notably decreased in 2020-21 with the largest decreases being in rural regions (-5.2% and -3.7%, respectively). Similarly, overall Kindergarten enrollment decreased in all geographic regions for the 2020-21 school year. As shown in Table 4, the greatest loss in overall Kindergarten enrollment was in cities (-16.4%). For full-day Kindergarten, enrollment in all geographic regions increased prior to the 2020-21 school year then decreased, with the largest decrease again being in cities (-16.5%). In 2020-21, half-day Kindergarten enrollment in cities was almost 5 times higher than the previous year, but the number of students was very low. Conversely, enrollment in towns, rural and suburban regions decreased (-12.0%, -16.0%, and -2.9% respectively).

TABLE 2. Grade 2 Enrollment and Change by Geographic Region, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
Geographic Region							
City	30,205	30,657	30,024	29,949	452 (1.5)	-633 (-2.1)	-75 (-0.2)
Rural	19,455	19,336	18,776	18,072	-119 (-0.6)	-560 (-2.9)	-704 (-3.7)
Suburb	66,396	67,156	67,273	66,251	760 (1.1)	117 (0.2)	-1,022 (-1.5)
Town	10,560	10,348	10,419	10,117	-212 (-2.0)	71 (0.7)	-302 (-2.9)

TABLE 3. Grade 1 Enrollment and Change by Geographic Region, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Geographic Region	n				Absolute Change (% Change)		
City	30,691	30,543	30,095	29,707	-148 (-0.5)	-448 (-1.5)	-388 (-1.3)
Rural	19,148	18,768	18,859	17,885	-380 (-2.0)	91 (0.5)	-974 (-5.2)
Suburb	66,189	66,285	66,845	66,032	96 (0.1)	560 (0.8)	-813 (-1.2)
Town	10,333	10,489	10,349	10,317	156 (1.5)	-140 (-1.3)	-32 (-0.3)

TABLE 4. Overall Kindergarten Enrollment and Change by Geographic Region, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Geographic Region	n				Absolute Change (% Change)		
City	29,461	29,497	29,582	24,734	36 (0.1)	85 (0.3)	-4,848 (-16.4)
Rural	18,730	18,880	18,833	17,189	150 (0.8)	-47 (-0.2)	-1,644 (-8.7)
Suburb	62,391	63,244	64,491	59,287	853 (1.4)	1,247 (2.0)	-5,204 (-8.1)
Town	10,461	10,361	10,441	9,738	-100 (-1.0)	80 (0.8)	-703 (-6.7)

TABLE 5. Full-Day Kindergarten Enrollment and Change by Geographic Region, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Geographic Region	n				Absolute Change (% Change)		
City	29,428	29,466	29,569	24,676	38 (0.1)	103 (0.3)	-4,893 (-16.5)
Rural	15,917	16,242	16,623	15,332	325 (2.0)	381 (2.3)	-1,291 (-7.8)
Suburb	41,396	43,508	45,939	41,279	2,112 (5.1)	2,431 (5.6)	-4,660 (-10.1)
Town	9,571	10,194	10,266	9,584	623 (6.5)	72 (0.7)	-682 (-6.6)

TABLE 6. Half-Day Kindergarten Enrollment and Change by Geographic Region, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Geographic Region	n				Absolute Change (% Change)		
City	33	31	*	58	-2 (-6.1)	*	*
Rural	2,813	2,638	2,210	1,857	-175 (-6.2)	-428 (-16.2)	-353 (-16.0)
Suburb	20,995	19,736	18,552	18,008	-1,259 (-6.0)	-1,184 (-6.0)	-544 (-2.9)
Town	890	167	175	154	-723 (-81.2)	8 (4.8)	-21 (-12.0)

*Counts Too Low to Report

LEA Type

Enrollment in Grades 1 and 2 by LEA type each had only small changes until the 2020-21 school year. As Table 8 shows, from 2019-20 to 2020-21, Grade 1 enrollment in charter schools increased greatly (21.2%), while enrollment in both intermediate units and school districts slightly declined (-6.9% and -3.8%, respectively). Similarly, in 2020-21, Grade 2 enrollment in charter schools notably increased (21.2%), while enrollment in both intermediate units and school districts decreased (-16.4% and -3.7% respectively). For overall Kindergarten enrollment, charter schools and school districts both had minimal changes until the 2020-21 school year when charter school enrollment increased (16.7%) and school district enrollment decreased (-12.6%). Interestingly, Kindergarten enrollment in intermediate units steadily fluctuated from year to year. Table 10 shows that full-day Kindergarten followed a similar trend from 2019-20 to 2020-21, with a large increase in charter school enrollment (16.7%) and a large decrease in school district enrollment (-14.3%). For half-day Kindergarten, there was a notable increase in enrollment in intermediate units (36.6%) and only a small decrease in school district enrollment (-5.1%) from 2019-20 to 2020-21. The half-day Kindergarten enrollment rate in charter schools was consistently zero. Overall, for all grade levels except half-day Kindergarten, in the 2020-21 school year, there was an increase in charter school enrollment and a slight decline in school district enrollment.

Overall, for all grade levels except half-day Kindergarten, in the 2020-21 school year, there was an increase in charter school enrollment and a slight decline in school district enrollment.

TABLE 7. Grade 2 Enrollment and Change by LEA Type, 2017-18 to 2020-21

LEA Type	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
CS	9,744	10,389	10,515	12,742	645 (6.6)	126 (1.2)	2,227 (21.2)
IU	558	529	562	470	-29 (-5.2)	33 (6.2)	-92 (-16.4)
SD	116,314	116,579	115,415	111,177	265 (0.2)	-1,164 (-1.0)	-4,238 (-3.7)

TABLE 8. Grade 1 Enrollment and Change by LEA Type, 2017-18 to 2020-21

LEA Type	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
CS	10,020	10,292	10,494	12,715	272 (2.7)	202 (2.0)	2,221 (21.2)
IU	503	565	509	474	62 (12.3)	-56 (-9.9)	-35 (-6.9)
SD	115,838	115,228	115,145	110,752	-610 (-0.5)	-83 (-0.1)	-4,393 (-3.8)

TABLE 9. Overall Kindergarten Enrollment and Change by LEA Type, 2017-18 to 2020-21

LEA Type	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
CS	9,421	9,667	10,090	11,773	246 (2.6)	423 (4.4)	1,683 (16.7)
IU	944	1,105	973	1,087	161 (17.1)	-132 (-11.9)	114 (11.7)
SD	110,678	111,210	112,284	98,088	532 (0.5)	1,074 (1.0)	-14,196 (-12.6)

TABLE 10. Full-Day Kindergarten Enrollment and Change by LEA Type, 2017-18 to 2020-21

LEA Type	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
CS	9,421	9,667	10,090	11,773	246 (2.6)	423 (4.4)	1,683 (16.7)
IU	474	564	503	445	90 (19.0)	-61 (-10.8)	-58 (-11.5)
SD	86,417	89,179	91,804	78,653	2,762 (3.2)	2,625 (2.9)	-13,151 (-14.3)

TABLE 11. Half-Day Kindergarten Enrollment and Change by LEA Type, 2017-18 to 2020-21

LEA Type	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
CS	0	0	0	0	0 (0.0)	0 (0.0)	0 (0.0)
IU	470	541	470	642	71 (15.1)	-71 (-13.1)	172 (36.6)
SD	24,261	22,031	20,480	19,435	-2,230 (-9.2)	-1,551 (-7.0)	-1,045 (-5.1)

Demographics

Gender

The differences in enrollment for both male and female students from 2017-18 through 2020-21 for Grade 1 and Grade 2 were small. Although there were also minimal differences in overall Kindergarten enrollment in preceding years (1.1% or less), there was a large decrease in 2020-21 for both male (-10.6%) and female students (-9.4%). Specifically, from the 2019-20 to the 2020-21 school year, there was a larger decrease in full-day Kindergarten enrollment for both male (-11.7%) and female students (-10.8%) than in half-day enrollment (-5.4% and -2.8%, respectively). Similar to the overall trend for half-day Kindergarten enrollment, Table 16 shows that there were larger decreases in half-day Kindergarten enrollment prior to 2020-21. Interestingly, for all examined grade levels, enrollment decreases in 2020-21 were nearly proportional across gender.

TABLE 12. Grade 2 Enrollment and Change by Gender, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Gender	n				Absolute Change (% Change)		
Male	65,350	65,441	65,142	64,034	91 (0.1)	-299 (-0.5)	-1,108 (-1.7)
Female	61,266	62,056	61,350	60,355	790 (1.3)	-706 (-1.1)	-995 (-1.6)

TABLE 13. Grade 1 Enrollment and Change by Gender, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Gender	n				Absolute Change (% Change)		
Male	65,091	64,978	64,986	63,706	-113 (-0.2)	8 (0.0)	-1,280 (-2.0)
Female	61,270	61,107	61,162	60,235	-163 (-0.3)	55 (0.1)	-927 (-1.5)

TABLE 14. Overall Kindergarten Enrollment and Change by Gender, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Gender	n				Absolute Change (% Change)		
Male	62,796	63,171	63,893	57,101	375 (0.6)	722 (1.1)	-6,792 (-10.6)
Female	58,247	58,811	59,454	53,847	564 (1.0)	643 (1.1)	-5,607 (-9.4)

TABLE 15. Full-Day Kindergarten Enrollment and Change by Gender, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Gender	n				Absolute Change (% Change)		
Male	49,890	51,506	52,911	46,716	1,616 (3.2)	1,405 (2.7)	-6,195 (-11.7)
Female	46,422	47,904	49,486	44,155	1,482 (3.2)	1,582 (3.3)	-5,331 (-10.8)

TABLE 16. Half-Day Kindergarten Enrollment and Change by Gender, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Gender	n				Absolute Change (% Change)		
Male	12,906	11,665	10,982	10,385	-1,241 (-9.6)	-683 (-5.9)	-597 (-5.4)
Female	11,825	10,907	9,968	9,692	-918 (-7.8)	-939 (-8.6)	-276 (-2.8)

Race/Ethnicity

Tables 17 and 18 show that for Grades 1 and 2, there were slight differences in enrollment by race/ethnicity from 2017-18 through 2020-21. Interestingly, for Grade 2, only a few racial/ethnic student groups (Hispanic, Native Hawaiian or other Pacific Islander, and White) decreased in enrollment for the 2020-21 school year. From 2019-20 to 2020-21, overall Kindergarten enrollment in all racial/ethnic student groups decreased; the largest percent decrease was among Black or African American students (-17.9%), followed by Multi-Racial students (-10.6%) and Native Hawaiian or other Pacific Islander students (-11.8%). For full-day Kindergarten specifically, there were notably large decreases in each racial/ethnic student group for the 2020-21 school year, with Black or African American students having the largest percent change (-18.9%). For half-day Kindergarten, there were slight changes in enrollment from year to year, and for the 2020-21 school year, enrollment by racial/ethnic groups both increased and decreased.

From 2019-20 to 2020-21, overall Kindergarten enrollment in all racial/ethnic student groups decreased; the largest percent decrease was among Black or African American students (-17.9%).

TABLE 17. Grade 2 Enrollment and Change by Race/Ethnicity, 2017-18 to 2020-21

Race/Ethnicity	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
American Indian/ Alaskan Native	185	203	191	194	18 (9.7)	-12 (-5.9)	3 (1.6)
Asian	5,106	5,334	5,597	5,900	228 (4.5)	263 (4.9)	303 (5.4)
Black or African American	19,090	19,717	18,863	19,020	627 (3.3)	-854 (-4.3)	157 (0.8)
Hispanic	15,764	16,318	16,994	16,873	554 (3.5)	676 (4.1)	-121 (-0.7)
Multi-Racial	6,706	6,623	6,564	6,754	-83 (-1.2)	-59 (-0.9)	190 (2.9)
Native Hawaiian or other Pacific Islander	121	114	124	117	-7 (-5.8)	10 (8.8)	-7 (-5.6)
White	79,644	79,188	78,159	75,531	-456 (-0.6)	-1,029 (-1.3)	-2,628 (-3.4)

TABLE 18. Grade 1 Enrollment and Change by Race/Ethnicity, 2017-18 to 2020-21

Race/Ethnicity	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
American Indian/ Alaskan Native	219	193	210	213	-26 (-11.9)	17 (8.8)	3 (1.4)
Asian	5,143	5,432	5,741	5,675	289 (5.6)	309 (5.7)	-66 (-1.1)
Black or African American	19,583	19,008	19,040	18,474	-575 (-2.9)	32 (0.2)	-566 (-3.0)
Hispanic	15,570	16,350	16,603	16,807	780 (5.0)	253 (1.5)	204 (1.2)
Multi-Racial	6,628	6,464	7,011	6,807	-164 (-2.5)	547 (8.5)	-204 (-2.9)
Native Hawaiian or other Pacific Islander	115	122	113	78	7 (6.1)	-9 (-7.4)	-35 (-31.0)
White	79,103	78,516	77,430	75,887	-587 (-0.7)	-1,086 (-1.4)	-1,543 (-2.0)

TABLE 19. Overall Kindergarten Enrollment and Change by Race/Ethnicity, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Race/Ethnicity	n				Absolute Change (% Change)		
American Indian/ Alaskan Native	198	217	211	196	19 (9.6)	-6 (-2.8)	-15 (-7.1)
Asian	4,696	5,189	5,282	4,998	493 (10.5)	93 (1.8)	-284 (-5.4)
Black or African American	17,573	18,204	17,865	14,675	631 (3.6)	-339 (-1.9)	-3,190 (-17.9)
Hispanic	14,954	15,497	16,349	15,056	543 (3.6)	852 (5.5)	-1,293 (-7.9)
Multi-Racial	6,362	6,779	6,978	6,239	417 (6.6)	199 (2.9)	-739 (-10.6)
Native Hawaiian or other Pacific Islander	116	119	85	75	3 (2.6)	-34 (-28.6)	-10 (-11.8)
White	77,144	75,977	76,577	69,709	-1,167 (-1.5)	600 (0.8)	-6,868 (-9.0)

TABLE 20. Full-Day Kindergarten Enrollment and Change by Race/Ethnicity, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Race/Ethnicity	n				Absolute Change (% Change)		
American Indian/ Alaskan Native	161	187	181	155	26 (16.1)	-6 (-3.2)	-26 (-14.4)
Asian	3,005	3,490	3,721	3,297	485 (16.1)	231 (6.6)	-424 (-11.4)
Black or African American	16,378	17,080	16,868	13,685	702 (4.3)	-212 (-1.2)	-3,183 (-18.9)
Hispanic	13,418	14,215	15,117	13,778	797 (5.9)	902 (6.3)	-1,339 (-8.9)
Multi-Racial	5,308	5,711	5,969	5,235	403 (7.6)	258 (4.5)	-734 (-12.3)
Native Hawaiian or other Pacific Islander	96	98	74	66	2 (2.1)	-24 (-24.5)	-8 (-10.8)
White	57,946	58,629	60,467	54,655	683 (1.2)	1,838 (3.1)	-5,812 (-9.6)

TABLE 21. Half-Day Kindergarten Enrollment and Change by Race/Ethnicity, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Race/Ethnicity	n				Absolute Change (% Change)		
American Indian/ Alaskan Native	37	30	30	41	-7 (-18.9)	0 (0.0)	11 (36.7)
Asian	1,691	1,699	1,561	1,701	8 (0.5)	-138 (-8.1)	140 (9.0)
Black or African American	1,195	1,124	997	990	-71 (-5.9)	-127 (-11.3)	-7 (-0.7)
Hispanic	1,536	1,282	1,232	1,278	-254 (-16.5)	-50 (-3.9)	46 (3.7)
Multi-Racial	1,054	1,068	1,009	1,004	14 (1.3)	-59 (-5.5)	-5 (-0.5)
Native Hawaiian or other Pacific Islander	20	21	*	*	1 (5.0)	*	*
White	19,198	17,348	16,110	15,054	-1,850 (-9.6)	-1,238 (-7.1)	-1,056 (-6.6)

*Counts Too Low to Report

English Learner (EL) Status

In all grades except half-day Kindergarten, enrollment of English Learner (EL) Status students had been rising since 2017-18, only to have a large drop in enrollment in 2020-21. For the 2020-21 school year, enrollment in Grades 1 and 2 decreased slightly for both EL Status (-3.7% and -3.2%, respectively) and non-EL Status students (-1.7% and -1.6%, respectively). Table 24 indicates that overall Kindergarten enrollment also decreased for both EL Status (-10.6%) and non-EL Status students (-10.0%) in 2020-21. Additionally, full-day Kindergarten enrollment decreased for both EL Status students (-9.7%) and non-EL Status students (-11.3%). In comparison, for the 2020-21 school year, for half-day Kindergarten, EL Status enrollment decreased by 17.2% while non-EL enrollment decreased by 3.8%.

In all grades except half-day Kindergarten, enrollment of EL Status students had been rising since 2017-18, only to have a large drop in enrollment in 2020-21.

TABLE 22. Grade 2 Enrollment and Change by EL Status, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
EL Status Indicator	n				Absolute Change (% Change)		
EL Status	6,025	6,457	6,785	6,569	432 (7.2)	328 (5.1)	-216 (-3.2)
Non-EL Status	120,591	121,040	119,707	117,820	449 (0.4)	-1,333 (-1.1)	-1,887 (-1.6)

TABLE 23. Grade 1 Enrollment and Change by EL Status, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
EL Status Indicator	n				Absolute Change (% Change)		
EL Status	5,541	5,901	6,158	5,933	360 (6.5)	257 (4.4)	-225 (-3.7)
Non-EL Status	120,820	120,184	119,990	118,008	-636 (-0.5)	-194 (-0.2)	-1,982 (-1.7)

TABLE 24. Overall Kindergarten Enrollment and Change by EL Status, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
EL Status Indicator	n				Absolute Change (% Change)		
EL Status	4,534	4,981	5,341	4,774	447 (9.9)	360 (7.2)	-567 (-10.6)
Non-EL Status	116,509	117,001	118,006	106,174	492 (0.4)	1,005 (0.9)	-11,832 (-10.0)

TABLE 25. Full-Day Kindergarten Enrollment and Change by EL Status, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
EL Status Indicator	n				Absolute Change (% Change)		
EL Status	3,834	4,317	4,696	4,240	483 (12.6)	379 (8.8)	-456 (-9.7)
Non-EL Status	92,478	95,093	97,701	86,631	2,615 (2.8)	2,608 (2.7)	-11,070 (-11.3)

TABLE 26. Half-Day Kindergarten Enrollment and Change by EL Status, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
EL Status Indicator	n				Absolute Change (% Change)		
EL Status	700	664	645	534	-36 (-5.1)	-19 (-2.9)	-111 (-17.2)
Non-EL Status	24,031	21,908	20,305	19,543	-2,123 (-8.8)	-1,603 (-7.3)	-762 (-3.8)

Special Education

For Grades 1 and 2, Tables 27 and 28 show that in the 2020-21 school year, the decrease in enrollment for Special Education Status students was slightly higher (-4.0% and -5.6%, respectively) than that of non-Special Education Status students (-1.4% and -0.9%, respectively). In 2020-21, overall Kindergarten enrollment decreased for both Special Education Status students and non-Special Education Status students, but the decrease was substantially greater for Special Education Status students (-16.6% versus -9.4%). Additionally, for the 2020-21 school year, full-day Kindergarten enrollment decreased for both Special Education Status students (-21.9%) and non-Special Education Status students (-10.2%). In comparison, for half-day Kindergarten, Special Education enrollment increased (11.3%) while non-Special Education enrollment decreased (-5.6%). In 2020-21, there were larger negative percent changes for Special Education Status students than non-Special Education Status students (except in half-day Kindergarten).

In 2020-21, overall Kindergarten enrollment decreased for both Special Education Status students and non-Special Education Status students, but the decrease was substantially greater for Special Education Status students.

TABLE 27. Grade 2 Enrollment and Change by Special Education Status, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Special Education Indicator	n				Absolute Change (% Change)		
Special Education	18,680	19,538	20,211	19,079	858 (4.6)	673 (3.4)	-1,132 (-5.6)
Non-Special Education	107,936	107,959	106,281	105,310	23 (0.0)	-1,678 (-1.6)	-971 (-0.9)

TABLE 28. Grade 1 Enrollment and Change by Special Education Status, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Special Education Indicator	n				Absolute Change (% Change)		
Special Education	15,692	16,640	17,145	16,463	948 (6.0)	505 (3.0)	-682 (-4.0)
Non-Special Education	110,669	109,445	109,003	107,478	-1,224 (-1.1)	-442 (-0.4)	-1,525 (-1.4)

TABLE 29. Overall Kindergarten Enrollment and Change by Special Education Status, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Special Education Indicator	n				Absolute Change (% Change)		
Special Education	10,331	10,925	11,101	9,260	594 (5.7)	176 (1.6)	-1,841 (-16.6)
Non-Special Education	110,712	111,057	112,246	101,688	345 (0.3)	1,189 (1.1)	-10,558 (-9.4)

TABLE 30. Full-Day Kindergarten Enrollment and Change by Special Education Status, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Special Education Indicator	n				Absolute Change (% Change)		
Special Education	8,227	8,983	9,325	7,283	756 (9.2)	342 (3.8)	-2,042 (-21.9)
Non-Special Education	88,085	90,427	93,072	83,588	2,342 (2.7)	2,645 (2.9)	-9,484 (-10.2)

TABLE 31. Half-Day Kindergarten Enrollment and Change by Special Education Status, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Special Education Indicator	n				Absolute Change (% Change)		
Special Education	2,104	1,942	1,776	1,977	-162 (-7.7)	-166 (-8.5)	201 (11.3)
Non-Special Education	22,627	20,630	19,174	18,100	-1,997 (-8.8)	-1,456 (-7.1)	-1,074 (-5.6)

Economically Disadvantaged Status

From 2017-2018 through 2020-21, the differences in Grade 1 and Grade 2 enrollment for both Economically Disadvantaged Status and non-Economically Disadvantaged Status students were minimal. Interestingly, in the 2020-21 school year, the decrease in enrollment of Economically Disadvantaged Status students is less than 1% for both Grade 1 and Grade 2 (See Tables 32 & 33). Although there were also minimal differences in Kindergarten enrollment each year from 2017-18 through 2019-20, for the 2020-21 school year, there was a large decrease in enrollment of both Economically Disadvantaged Status students (-12.8%) and non-Economically Disadvantaged Status students (-7.9%). Table 35 shows that the same trend in enrollment is true for full-day Kindergarten, as there was a large decrease in enrollment of both Economically Disadvantaged Status students (-14.4%) and non-Economically Disadvantaged Status students (-8.3%) for the 2020-21 school year. For half-day Kindergarten, there were notable decreases in enrollment from 2017-18 through 2019-20. For the 2020-21 school year, enrollment of Economically Disadvantaged Status students increased (7.3%) while enrollment of non-Economically Disadvantaged Status students decreased (-6.8%).

In the 2020-21 school year, the decrease in enrollment of Economically Disadvantaged Status students is less than 1% for both Grade 1 and Grade 2.

TABLE 32. Grade 2 Enrollment and Change by Economic Disadvantaged Status, 2017-18 to 2020-21

Economically Disadvantaged Indicator	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
Economically Disadvantaged Status	64,810	63,248	61,399	61,151	-1,562 (-2.4)	-1,849 (-2.9)	-248 (-0.4)
Non-Economically Disadvantaged Status	61,806	64,249	65,093	63,238	2,443 (4.0)	844 (1.3)	-1,855 (-2.8)

TABLE 33. Grade 1 Enrollment and Change by Economic Disadvantaged Status, 2017-18 to 2020-21

Economically Disadvantaged Indicator	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
Economically Disadvantaged Status	63,740	61,764	60,663	60,100	-1,976 (-3.1)	-1,101 (-1.8)	-563 (-0.9)
Non-Economically Disadvantaged Status	62,621	64,321	65,485	63,841	1,700 (2.7)	1,164 (1.8)	-1,644 (-2.5)

TABLE 34. Overall Kindergarten Enrollment and Change by Economic Disadvantaged Status, 2017-18 to 2020-21

Economically Disadvantaged Indicator	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
Economically Disadvantaged Status	52,693	53,576	53,535	46,681	883 (1.7)	-41 (-0.1)	-6,854 (-12.8)
Non-Economically Disadvantaged Status	68,350	68,406	69,812	64,267	56 (0.1)	1,406 (2.1)	-5,545 (-7.9)

TABLE 35. Full-Day Kindergarten Enrollment and Change by Economic Disadvantaged Status, 2017-18 to 2020-21

Economically Disadvantaged Indicator	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
Economically Disadvantaged Status	48,150	49,474	49,658	42,520	1,324 (2.7)	184 (0.4)	-7,138 (-14.4)
Non-Economically Disadvantaged Status	48,162	49,936	52,739	48,351	1,774 (3.7)	2,803 (5.6)	-4,388 (-8.3)

TABLE 36. Half-Day Kindergarten Enrollment and Change by Economic Disadvantaged Status, 2017-18 to 2020-21

Economically Disadvantaged Indicator	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
Economically Disadvantaged Status	4,543	4,102	3,877	4,161	-441 (-9.7)	-225 (-5.5)	284 (7.3)
Non-Economically Disadvantaged Status	20,188	18,470	17,073	15,916	-1,718 (-8.5)	-1,397 (-7.6)	-1,157 (-6.8)

Discussion and Conclusion

What began as a 10-day closure of schools in March of 2020 evolved into a new, virtual landscape of learning, not only in Pennsylvania but throughout the entire country. The initial closure of schools during the 2019-20 school year sparked concerns regarding loss of learning and a potential “COVID-slide” (Kuhfeld & Tarasawa, 2020; Kuhfeld et al., 2020). These concerns were only exacerbated as there was a nationwide drop in student enrollment, with the largest and most alarming drop being in Kindergarten enrollment (Kamenetz et al., 2020). In many states, including PA, Kindergarten is not compulsory (Kelley et al., 2020); this allowed parents some flexibility in deciding where to send their Kindergarten-age children. Alternatives to public Kindergarten enrollment include skipping the grade level altogether (Greenberg, & Luetmer, 2020; Kamenetz et al., 2020), homeschooling (Prothero & Samuels, 2020), or enrolling in a childcare center instead (Graham & Burney, 2020; Mosley & Hagan, 2020). At the conclusion of the school year, the National Center for Education Statistics (2021) reported a 13% decrease in Prekindergarten and Kindergarten enrollment.

In many states, including PA, Kindergarten is not compulsory (Kelley et al., 2020); this allowed parents some flexibility in deciding where to send their Kindergarten-age children.

The present study found that in the 2020-21 school year, overall Kindergarten enrollment greatly decreased in PA (-10.1%). The decrease in Kindergarten enrollment was greater than that of both Grade 1 and Grade 2 (-1.7% each). Further, enrollment in full-day Kindergarten had been growing each year until the 2020-21 school year when enrollment dropped by 11.3%. Half-day Kindergarten enrollment had been trending downward since 2017-18 and this trend continued into 2020-21. Interestingly, the rate at which half-day Kindergarten enrollment decreased from 2019-20 to 2020-21 (-4.2%) was less than that of the previous school years (-8.7% and -7.2%). Utilizing **publicly available data from PDE**, it was determined that the number of LEAs offering half-day Kindergarten decreased from 2017-18 to 2019-20, while the number offering full-day Kindergarten increased. This fits with a long nationwide trend that has been increasingly encouraged (though not widely legislated) by many, including current PA leadership, for its academic benefits (Commonwealth of PA, 2019; Hanna, 2020; Pennsylvania Department of Education, 2020b).

Demographics

Overall, enrollment by all demographic factors except race/ethnicity followed the trends described above. There were minimal differences in Grade 1, Grade 2, and overall Kindergarten enrollment of male and female students each year until 2020-21, when both male and female enrollment dropped. Although enrollment of both male and female students decreased in all grade levels in 2020-21, the rate of decline was much larger for overall and full-day Kindergarten than for Grade 1 or Grade 2. However, for all examined grade levels, enrollment decreases in 2020-21 were nearly proportional across gender. When looking at trends over time in enrollment by racial/ethnic student groups, there were slight fluctuations in enrollment for Grades 1 and 2. However, in 2020-21, for all racial/ethnic student groups overall Kindergarten enrollment decreased, with the largest percent decrease being among Black or African American students, Multi-Racial students, and Native Hawaiian or other Pacific Islander students. Further, for full-day Kindergarten specifically, there were notably large decreases in each racial/ethnic student group for the 2020-21 school year, with Black or African American students again having the largest

percent change, yet for half-day Kindergarten, enrollment by racial/ethnic groups both increased and decreased.

Similar to trends observed by gender, enrollment by EL Status, Special Education Status, and Economically Disadvantaged Status notably decreased in 2020-21 and again, the rate of decline in enrollment was much larger for overall and full-day Kindergarten than for Grade 1 or Grade 2. The only demographic groups to increase in enrollment in 2020-21 were Special Education Status students and Economically Disadvantaged Status students in half-day Kindergarten. This is particularly interesting as half-day Kindergarten enrollment had been steadily decreasing each year. Further, in 2020-21 Special Education Status student enrollment decreased more than that of non-Special Education Status students in all other grade levels. Interestingly, enrollment of EL Status students overall had been rising since 2017-18, only to drop in 2020-21. For all grade levels except full-day Kindergarten, where the percent decrease was similar, there was a larger percent decrease in enrollment of EL Status students than non-EL Status students in 2020-21. Interestingly, when comparing declines in 2020-21 enrollment across grade levels, for Grade 1 and 2 the decline was greater for non-Economically Disadvantaged Status students, yet for overall and full-day Kindergarten, there was a greater decline in Economically Disadvantaged Status students.

The only demographic groups to increase in enrollment in 2020-21 were Special Education Status students and Economically Disadvantaged Status students in half-day Kindergarten. This is particularly interesting as half-day Kindergarten enrollment had been steadily decreasing each year.

Location

Although enrollment in all grades declined in each geographic region in 2020-21, the largest decreases in Grade 1 and 2 enrollments were in Rural regions. The greatest loss in overall and full-day Kindergarten enrollment was in Cities. Comparatively, in each geographic region, the declines of overall and full-day Kindergarten enrollment were larger than the declines of Grade 1 and 2 enrollments. Interestingly, despite downward trends in half-day Kindergarten enrollment in most geographic regions since 2017-18, in 2020-21 enrollment in cities actually increased. Regarding enrollment by LEA type, in 2020-21 charter school enrollment increased in each grade level while school district enrollment decreased. Half-day Kindergarten enrollment was the only exception, as the enrollment rate in charter schools was consistently zero. Further, in 2020-21 enrollment in intermediate units decreased for all grade levels except overall Kindergarten and half-day Kindergarten. Finally, enrollment data by county were also requested for this study, but no major trends emerged. However, these data can be reported or further examined in a secondary/supplementary study upon request.

Regarding enrollment by LEA type, in 2020-21 charter school enrollment increased in each grade level while school district enrollment decreased.

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Appendix

Gender by Geographic Region and Grade Level

TABLE 1. Grade 2 Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
Male	15,621	15,667	15,496	15,376	46 (0.3)	-171 (-1.1)	-120 (-0.8)
Female	14,584	14,990	14,528	14,573	406 (2.8)	-462 (-3.1)	45 (0.3)
Rural							
Male	10,045	10,000	9,670	9,386	-45 (-0.4)	-330 (-3.3)	-284 (-2.9)
Female	9,410	9,336	9,106	8,686	-74 (-0.8)	-230 (-2.5)	-420 (-4.6)
Suburb							
Male	34,236	34,470	34,586	34,034	234 (0.7)	116 (0.3)	-552 (-1.6)
Female	32,160	32,686	32,687	32,217	526 (1.6)	1 (0.0)	-470 (-1.4)
Town							
Male	5,448	5,304	5,390	5,238	-144 (-2.6)	86 (1.6)	-152 (-2.8)
Female	5,112	5,044	5,029	4,879	-68 (-1.3)	-15 (-0.3)	-150 (-3.0)

TABLE 2. Grade 1 Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
Male	15,781	15,754	15,507	15,203	-27 (-0.2)	-247 (-1.6)	-304 (-2.0)
Female	14,910	14,789	14,588	14,504	-121 (-0.8)	-201 (-1.4)	-84 (-0.6)
Rural							
Male	9,935	9,695	9,743	9,276	-240 (-2.4)	48 (0.5)	-467 (-4.8)
Female	9,213	9,073	9,116	8,609	-140 (-1.5)	43 (0.5)	-507 (-5.6)
Suburb							
Male	34,032	34,111	34,366	33,873	79 (0.2)	255 (0.7)	-493 (-1.4)
Female	32,157	32,174	32,479	32,159	17 (0.1)	305 (0.9)	-320 (-1.0)
Town							
Male	5,343	5,418	5,370	5,354	75 (1.4)	-48 (-0.9)	-16 (-0.3)
Female	4,990	5,071	4,979	4,963	81 (1.6)	-92 (-1.8)	-16 (-0.3)

TABLE 3. Overall Kindergarten Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
Male	15,208	15,222	15,223	12,688	14 (0.1)	1 (0.0)	-2,535 (-16.7)
Female	14,253	14,275	14,359	12,046	22 (0.2)	84 (0.6)	-2,313 (-16.1)
Rural							
Male	9,765	9,837	9,868	8,871	72 (0.7)	31 (0.3)	-997 (-10.1)
Female	8,965	9,043	8,965	8,318	78 (0.9)	-78 (-0.9)	-647 (-7.2)
Suburb							
Male	32,413	32,676	33,375	30,541	263 (0.8)	699 (2.1)	-2,834 (-8.5)
Female	29,978	30,568	31,116	28,746	590 (2.0)	548 (1.8)	-2,370 (-7.6)
Town							
Male	5,410	5,436	5,427	5,001	26 (0.5)	-9 (-0.2)	-426 (-7.8)
Female	5,051	4,925	5,014	4,737	-126 (-2.5)	89 (1.8)	-277 (-5.5)

TABLE 4. Full-Day Kindergarten Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
Male	15,186	15,199	15,217	12,648	13 (0.1)	18 (0.1)	-2,569 (-16.9)
Female	14,242	14,267	14,352	12,028	25 (0.2)	85 (0.6)	-2,324 (-16.2)
Rural							
Male	8,252	8,449	8,688	7,939	197 (2.4)	239 (2.8)	-749 (-8.6)
Female	7,665	7,793	7,935	7,393	128 (1.7)	142 (1.8)	-542 (-6.8)
Suburb							
Male	21,514	22,517	23,686	21,224	1,003 (4.7)	1,169 (5.2)	-2,462 (-10.4)
Female	19,882	20,991	22,253	20,055	1,109 (5.6)	1,262 (6.0)	-2,198 (-9.9)
Town							
Male	4,938	5,341	5,320	4,905	403 (8.2)	-21 (-0.4)	-415 (-7.8)
Female	4,633	4,853	4,946	4,679	220 (4.7)	93 (1.9)	-267 (-5.4)

TABLE 5. Half-Day Kindergarten Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
Male	22	23	*	40	1 (4.5)	*	*
Female	*	*	*	*	*	*	*
Rural							
Male	1,513	1,388	1,180	932	-125 (-8.3)	-208 (-15.0)	-248 (-21.0)
Female	1,300	1,250	1,030	925	-50 (-3.8)	-220 (-17.6)	-105 (-10.2)
Suburb							
Male	10,899	10,159	9,689	9,317	-740 (-6.8)	-470 (-4.6)	-372 (-3.8)
Female	10,096	9,577	8,863	8,691	-519 (-5.1)	-714 (-7.5)	-172 (-1.9)
Town							
Male	472	95	107	96	-377 (-79.9)	12 (12.6)	-11 (-10.3)
Female	418	72	68	58	-346 (-82.8)	-4 (-5.6)	-10 (-14.7)

*Counts Too Low to Report

EL Status by Geographic Region and Grade Level

TABLE 6. Grade 2 Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
EL Status	3,133	3,408	3,442	3,318	275 (8.8)	34 (1.0)	-124 (-3.6)
Non-EL Status	27,072	27,249	26,582	26,631	177 (0.7)	-667 (-2.4)	49 (0.2)
Rural							
EL Status	216	210	221	229	-6 (-2.8)	11 (5.2)	8 (3.6)
Non-EL Status	19,239	19,126	18,555	17,843	-113 (-0.6)	-571 (-3.0)	-712 (-3.8)
Suburb							
EL Status	2,587	2,719	3,019	2,895	132 (5.1)	300 (11.0)	-124 (-4.1)
Non-EL Status	63,809	64,437	64,254	63,356	628 (1.0)	-183 (-0.3)	-898 (-1.4)
Town							
EL Status	89	120	103	127	31 (34.8)	-17 (-14.2)	24 (23.3)
Non-EL Status	10,471	10,228	10,316	9,990	-243 (-2.3)	88 (0.9)	-326 (-3.2)

TABLE 7. Grade 1 Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
EL Status	2,878	3,005	3,154	3,027	127 (4.4)	149 (5.0)	-127 (-4.0)
Non-EL Status	27,813	27,538	26,941	26,680	-275 (-1.0)	-597 (-2.2)	-261 (-1.0)
Rural							
EL Status	180	208	218	233	28 (15.6)	10 (4.8)	15 (6.9)
Non-EL Status	18,968	18,560	18,641	17,652	-408 (-2.2)	81 (0.4)	-989 (-5.3)
Suburb							
EL Status	2,378	2,590	2,675	2,554	212 (8.9)	85 (3.3)	-121 (-4.5)
Non-EL Status	63,811	63,695	64,170	63,478	-116 (-0.2)	475 (0.7)	-692 (-1.1)
Town							
EL Status	105	98	111	119	-7 (-6.7)	13 (13.3)	8 (7.2)
Non-EL Status	10,228	10,391	10,238	10,198	163 (1.6)	-153 (-1.5)	-40 (-0.4)

TABLE 8. Overall Kindergarten Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
EL Status	2,281	2,558	2,742	2,557	277 (12.1)	184 (7.2)	-185 (-6.7)
Non-EL Status	27,180	26,939	26,840	22,177	-241 (-0.9)	-99 (-0.4)	-4,663 (-17.4)
Rural							
EL Status	164	187	222	186	23 (14.0)	35 (18.7)	-36 (-16.2)
Non-EL Status	18,566	18,693	18,611	17,003	127 (0.7)	-82 (-0.4)	-1,608 (-8.6)
Suburb							
EL Status	2,020	2,142	2,287	1,959	122 (6.0)	145 (6.8)	-328 (-14.3)
Non-EL Status	60,371	61,102	62,204	57,328	731 (1.2)	1,102 (1.8)	-4,876 (-7.8)
Town							
EL Status	69	94	90	72	25 (36.2)	-4 (-4.3)	-18 (-20.0)
Non-EL Status	10,392	10,267	10,351	9,666	-125 (-1.2)	84 (0.8)	-685 (-6.6)

TABLE 9. Full-Day Kindergarten Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
EL Status	2,281	2,558	2,742	2,557	277 (12.1)	184 (7.2)	-185 (-6.7)
Non-EL Status	27,147	26,908	26,827	22,119	-239 (-0.9)	-81 (-0.3)	-4,708 (-17.5)
Rural							
EL Status	127	147	204	169	20 (15.7)	57 (38.8)	-35 (-17.2)
Non-EL Status	15,790	16,095	16,419	15,163	305 (1.9)	324 (2.0)	-1,256 (-7.6)
Suburb							
EL Status	1,364	1,518	1,663	1,442	154 (11.3)	145 (9.6)	-221 (-13.3)
Non-EL Status	40,032	41,990	44,276	39,837	1,958 (4.9)	2,286 (5.4)	-4,439 (-10.0)
Town							
EL Status	62	94	87	72	32 (51.6)	-7 (-7.4)	-15 (-17.2)
Non-EL Status	9,509	10,100	10,179	9,512	591 (6.2)	79 (0.8)	-667 (-6.6)

TABLE 10. Half-Day Kindergarten Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
EL Status	0	0	0	0	0 (0.0)	0 (0.0)	0 (0.0)
Non-EL Status	33	31	*	58	-2 (-6.1)	*	*
Rural							
EL Status	37	40	*	*	3 (8.1)	*	*
Non-EL Status	2,776	2,598	2,192	1,840	-178 (-6.4)	-406 (-15.6)	-352 (-16.1)
Suburb							
EL Status	656	624	624	517	-32 (-4.9)	0 (0.0)	-107 (-17.1)
Non-EL Status	20,339	19,112	17,928	17,491	-1,227 (-6.0)	-1,184 (-6.2)	-437 (-2.4)
Town							
EL Status	*	*	*	*	*	*	*
Non-EL Status	883	167	172	154	-716 (-81.1)	5 (3.0)	-18 (-10.5)

*Counts Too Low to Report

Special Education Status by Geographic Region and Grade Level

TABLE 11. Grade 2 Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
Special Education	4,289	4,646	4,674	4,553	357 (8.3)	28 (0.6)	-121 (-2.6)
Non-Special Education	25,916	26,011	25,350	25,396	95 (0.4)	-661 (-2.5)	46 (0.2)
Rural							
Special Education	3,170	3,224	3,417	3,096	54 (1.7)	193 (6.0)	-321 (-9.4)
Non-Special Education	16,285	16,112	15,359	14,976	-173 (-1.1)	-753 (-4.7)	-383 (-2.5)
Suburb							
Special Education	9,457	9,848	10,159	9,602	391 (4.1)	311 (3.2)	-557 (-5.5)
Non-Special Education	56,939	57,308	57,114	56,649	369 (0.6)	-194 (-0.3)	-465 (-0.8)
Town							
Special Education	1,764	1,820	1,961	1,828	56 (3.2)	141 (7.7)	-133 (-6.8)
Non-Special Education	8,796	8,528	8,458	8,289	-268 (-3.0)	-70 (-0.8)	-169 (-2.0)

TABLE 12. Grade 1 Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
Special Education	3,569	3,829	3,907	3,934	260 (7.3)	78 (2.0)	27 (0.7)
Non-Special Education	27,122	26,714	26,188	25,773	-408 (-1.5)	-526 (-2.0)	-415 (-1.6)
Rural							
Special Education	2,778	2,936	2,962	2,745	158 (5.7)	26 (0.9)	-217 (-7.3)
Non-Special Education	16,370	15,832	15,897	15,140	-538 (-3.3)	65 (0.4)	-757 (-4.8)
Suburb							
Special Education	7,820	8,167	8,546	8,097	347 (4.4)	379 (4.6)	-449 (-5.3)
Non-Special Education	58,369	58,118	58,299	57,935	-251 (-0.4)	181 (0.3)	-364 (-0.6)
Town							
Special Education	1,525	1,708	1,730	1,687	183 (12.0)	22 (1.3)	-43 (-2.5)
Non-Special Education	8,808	8,781	8,619	8,630	-27 (-0.3)	-162 (-1.8)	11 (0.1)

TABLE 13. Overall Kindergarten Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
Special Education	2,142	2,374	2,304	1,719	232 (10.8)	-70 (-2.9)	-585 (-25.4)
Non-Special Education	27,319	27,123	27,278	23,015	-196 (-0.7)	155 (0.6)	-4,263 (-15.6)
Rural							
Special Education	2,021	2,053	2,084	1,817	32 (1.6)	31 (1.5)	-267 (-12.8)
Non-Special Education	16,709	16,827	16,749	15,372	118 (0.7)	-78 (-0.5)	-1,377 (-8.2)
Suburb							
Special Education	5,060	5,299	5,458	4,733	239 (4.7)	159 (3.0)	-725 (-13.3)
Non-Special Education	57,331	57,945	59,033	54,554	614 (1.1)	1,088 (1.9)	-4,479 (-7.6)
Town							
Special Education	1,108	1,199	1,255	991	91 (8.2)	56 (4.7)	-264 (-21.0)
Non-Special Education	9,353	9,162	9,186	8,747	-191 (-2.0)	24 (0.3)	-439 (-4.8)

TABLE 14. Full-Day Kindergarten Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
Special Education	2,123	2,343	2,291	1,668	220 (10.4)	-52 (-2.2)	-623 (-27.2)
Non-Special Education	27,305	27,123	27,278	23,008	-182 (-0.7)	155 (0.6)	-4,270 (-15.7)
Rural							
Special Education	1,651	1,724	1,788	1,516	73 (4.4)	64 (3.7)	-272 (-15.2)
Non-Special Education	14,266	14,518	14,835	13,816	252 (1.8)	317 (2.2)	-1,019 (-6.9)
Suburb							
Special Education	3,419	3,763	4,047	3,168	344 (10.1)	284 (7.5)	-879 (-21.7)
Non-Special Education	37,977	39,745	41,892	38,111	1,768 (4.7)	2,147 (5.4)	-3,781 (-9.0)
Town							
Special Education	1,034	1,153	1,199	931	119 (11.5)	46 (4.0)	-268 (-22.4)
Non-Special Education	8,537	9,041	9,067	8,653	504 (5.9)	26 (0.3)	-414 (-4.6)

TABLE 15. Half-Day Kindergarten Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
Special Education	*	31	*	51	*	*	*
Non-Special Education	*	0	0	*	*	0 (0.0)	*
Rural							
Special Education	370	329	296	301	-41 (-11.1)	-33 (-10.0)	5 (1.7)
Non-Special Education	2,443	2,309	1,914	1,556	-134 (-5.5)	-395 (-17.1)	-358 (-18.7)
Suburb							
Special Education	1,641	1,536	1,411	1,565	-105 (-6.4)	-125 (-8.1)	154 (10.9)
Non-Special Education	19,354	18,200	17,141	16,443	-1,154 (-6.0)	-1,059 (-5.8)	-698 (-4.1)
Town							
Special Education	74	46	56	60	-28 (-37.8)	10 (21.7)	4 (7.1)
Non-Special Education	816	121	119	94	-695 (-85.2)	-2 (-1.7)	-25 (-21.0)

*Counts Too Low to Report

Economically Disadvantaged Status by Geographic Region and Grade Level

TABLE 16. Grade 2 Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
Economically Disadvantaged	24,994	22,988	21,989	22,238	-2,006 (-8.0)	-999 (-4.3)	249 (1.1)
Non-Economically Disadvantaged	5,211	7,669	8,035	7,711	2,458 (47.2)	366 (4.8)	-324 (-4.0)
Rural							
Economically Disadvantaged	9,148	9,064	8,700	8,326	-84 (-0.9)	-364 (-4.0)	-374 (-4.3)
Non-Economically Disadvantaged	10,307	10,272	10,076	9,746	-35 (-0.3)	-196 (-1.9)	-330 (-3.3)
Suburb							
Economically Disadvantaged	25,092	25,742	25,181	25,260	650 (2.6)	-561 (-2.2)	79 (0.3)
Non-Economically Disadvantaged	41,304	41,414	42,092	40,991	110 (0.3)	678 (1.6)	-1,101 (-2.6)
Town							
Economically Disadvantaged	5,576	5,454	5,529	5,327	-122 (-2.2)	75 (1.4)	-202 (-3.7)
Non-Economically Disadvantaged	4,984	4,894	4,890	4,790	-90 (-1.8)	-4 (-0.1)	-100 (-2.0)

TABLE 17. Grade 1 Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
Economically Disadvantaged	25,187	22,727	21,840	22,005	-2,460 (-9.8)	-887 (-3.9)	165 (0.8)
Non-Economically Disadvantaged	5,504	7,816	8,255	7,702	2,312 (42.0)	439 (5.6)	-553 (-6.7)
Rural							
Economically Disadvantaged	8,891	8,651	8,718	8,154	-240 (-2.7)	67 (0.8)	-564 (-6.5)
Non-Economically Disadvantaged	10,257	10,117	10,141	9,731	-140 (-1.4)	24 (0.2)	-410 (-4.0)
Suburb							
Economically Disadvantaged	24,304	24,750	24,581	24,645	446 (1.8)	-169 (-0.7)	64 (0.3)
Non-Economically Disadvantaged	41,885	41,535	42,264	41,387	-350 (-0.8)	729 (1.8)	-877 (-2.1)
Town							
Economically Disadvantaged	5,358	5,636	5,524	5,296	278 (5.2)	-112 (-2.0)	-228 (-4.1)
Non-Economically Disadvantaged	4,975	4,853	4,825	5,021	-122 (-2.5)	-28 (-0.6)	196 (4.1)

TABLE 18. Overall Kindergarten Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
Economically Disadvantaged	19,787	20,521	20,482	16,314	734 (3.7)	-39 (-0.2)	-4,168 (-20.3)
Non-Economically Disadvantaged	9,674	8,976	9,100	8,420	-698 (-7.2)	124 (1.4)	-680 (-7.5)
Rural							
Economically Disadvantaged	7,492	7,341	7,820	6,543	-151 (-2.0)	479 (6.5)	-1,277 (-16.3)
Non-Economically Disadvantaged	11,238	11,539	11,013	10,646	301 (2.7)	-526 (-4.6)	-367 (-3.3)
Suburb							
Economically Disadvantaged	20,346	20,481	20,414	19,367	135 (0.7)	-67 (-0.3)	-1,047 (-5.1)
Non-Economically Disadvantaged	42,045	42,763	44,077	39,920	718 (1.7)	1,314 (3.1)	-4,157 (-9.4)
Town							
Economically Disadvantaged	5,068	5,233	4,819	4,457	165 (3.3)	-414 (-7.9)	-362 (-7.5)
Non-Economically Disadvantaged	5,393	5,128	5,622	5,281	-265 (-4.9)	494 (9.6)	-341 (-6.1)

TABLE 19. Full-Day Kindergarten Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
Economically Disadvantaged	19,787	20,521	20,482	16,314	734 (3.7)	-39 (-0.2)	-4,168 (-20.3)
Non-Economically Disadvantaged	9,641	8,945	9,087	8,362	-696 (-7.2)	142 (1.6)	-725 (-8.0)
Rural							
Economically Disadvantaged	6,822	6,769	7,320	6,087	-53 (-0.8)	551 (8.1)	-1,233 (-16.8)
Non-Economically Disadvantaged	9,095	9,473	9,303	9,245	378 (4.2)	-170 (-1.8)	-58 (-0.6)
Suburb							
Economically Disadvantaged	16,808	16,989	17,085	15,719	181 (1.1)	96 (0.6)	-1,366 (-8.0)
Non-Economically Disadvantaged	24,588	26,519	28,854	25,560	1,931 (7.9)	2,335 (8.8)	-3,294 (-11.4)
Town							
Economically Disadvantaged	4,733	5,195	4,771	4,400	462 (9.8)	-424 (-8.2)	-371 (-7.8)
Non-Economically Disadvantaged	4,838	4,999	5,495	5,184	161 (3.3)	496 (9.9)	-311 (-5.7)

TABLE 20. Half-Day Kindergarten Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
Economically Disadvantaged	0	0	0	0	0 (0.0)	0 (0.0)	0 (0.0)
Non-Economically Disadvantaged	33	31	*	58	-2 (-6.1)	*	*
Rural							
Economically Disadvantaged	670	572	500	456	-98 (-14.6)	-72 (-12.6)	-44 (-8.8)
Non-Economically Disadvantaged	2,143	2,066	1,710	1,401	-77 (-3.6)	-356 (-17.2)	-309 (-18.1)
Suburb							
Economically Disadvantaged	3,538	3,492	3,329	3,648	-46 (-1.3)	-163 (-4.7)	319 (9.6)
Non-Economically Disadvantaged	17,457	16,244	15,223	14,360	-1,213 (-6.9)	-1,021 (-6.3)	-863 (-5.7)
Town							
Economically Disadvantaged	335	38	48	57	-297 (-88.7)	10 (26.3)	9 (18.8)
Non-Economically Disadvantaged	555	129	127	97	-426 (-76.8)	-2 (-1.6)	-30 (-23.6)

*Counts Too Low to Report

Race/Ethnicity by Geographic Region and Grade Level

TABLE 21. Grade 2 Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
American Indian/Alaskan Native	48	50	36	45	2 (4.2)	-14 (-28.0)	9 (25.0)
Asian	1,309	1,333	1,445	1,530	24 (1.8)	112 (8.4)	85 (5.9)
Black or African American	11,486	11,883	11,099	11,084	397 (3.5)	-784 (-6.6)	-15 (-0.1)
Hispanic	8,263	8,582	8,970	8,683	319 (3.9)	388 (4.5)	-287 (-3.2)
Multi-Racial	2,209	1,835	1,587	1,671	-374 (-16.9)	-248 (-13.5)	84 (5.3)
Native Hawaiian or other Pacific Islander	39	36	26	31	-3 (-7.7)	-10 (-27.8)	5 (19.2)
White	6,851	6,938	6,861	6,905	87 (1.3)	-77 (-1.1)	44 (0.6)
Rural							
American Indian/Alaskan Native	24	30	37	32	6 (25.0)	7 (23.3)	-5 (-13.5)
Asian	170	147	150	164	-23 (-13.5)	3 (2.0)	14 (9.3)
Black or African American	506	482	502	481	-24 (-4.7)	20 (4.1)	-21 (-4.2)
Hispanic	991	907	872	855	-84 (-8.5)	-35 (-3.9)	-17 (-1.9)
Multi-Racial	517	617	637	656	100 (19.3)	20 (3.2)	19 (3.0)
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*
White	17,234	17,141	16,565	15,874	-93 (-0.5)	-576 (-3.4)	-691 (-4.2)
Suburb							
American Indian/Alaskan Native	93	108	101	102	15 (16.1)	-7 (-6.5)	1 (1.0)
Asian	3,556	3,773	3,930	4,146	217 (6.1)	157 (4.2)	216 (5.5)
Black or African American	6,802	7,033	7,008	7,156	231 (3.4)	-25 (-0.4)	148 (2.1)
Hispanic	6,078	6,386	6,676	6,850	308 (5.1)	290 (4.5)	174 (2.6)
Multi-Racial	3,595	3,785	3,849	3,962	190 (5.3)	64 (1.7)	113 (2.9)
Native Hawaiian or other Pacific Islander	58	60	76	71	2 (3.4)	16 (26.7)	-5 (-6.6)
White	46,214	46,011	45,633	43,964	-203 (-0.4)	-378 (-0.8)	-1,669 (-3.7)
Town							
American Indian/Alaskan Native	20	*	*	*	*	*	*
Asian	71	81	72	60	10 (14.1)	-9 (-11.1)	-12 (-16.7)
Black or African American	296	319	254	299	23 (7.8)	-65 (-20.4)	45 (17.7)
Hispanic	432	443	476	485	11 (2.5)	33 (7.4)	9 (1.9)
Multi-Racial	385	386	491	465	1 (0.3)	105 (27.2)	-26 (-5.3)
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*
White	9,345	9,098	9,100	8,788	-247 (-2.6)	2 (0.0)	-312 (-3.4)

*Counts Too Low to Report

TABLE 22. Grade 1 Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
American Indian/Alaskan Native	60	34	47	44	-26 (-43.3)	13 (38.2)	-3 (-6.4)
Asian	1,294	1,441	1,544	1,525	147 (11.4)	103 (7.1)	-19 (-1.2)
Black or African American	11,972	11,406	11,249	10,767	-566 (-4.7)	-157 (-1.4)	-482 (-4.3)
Hispanic	8,285	8,768	8,754	8,551	483 (5.8)	-14 (-0.2)	-203 (-2.3)
Multi-Racial	1,943	1,734	1,757	1,688	-209 (-10.8)	23 (1.3)	-69 (-3.9)
Native Hawaiian or other Pacific Islander	37	26	30	25	-11 (-29.7)	4 (15.4)	-5 (-16.7)
White	7,100	7,134	6,714	7,107	34 (0.5)	-420 (-5.9)	393 (5.9)
Rural							
American Indian/Alaskan Native	31	36	34	27	5 (16.1)	-2 (-5.6)	-7 (-20.6)
Asian	141	148	168	153	7 (5.0)	20 (13.5)	-15 (-8.9)
Black or African American	459	505	480	462	46 (10.0)	-25 (-5.0)	-18 (-3.8)
Hispanic	879	836	842	876	-43 (-4.9)	6 (0.7)	34 (4.0)
Multi-Racial	593	605	695	637	12 (2.0)	90 (14.9)	-58 (-8.3)
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*
White	17,032	16,624	16,628	15,720	-408 (-2.4)	4 (0.0)	-908 (-5.5)
Suburb							
American Indian/Alaskan Native	115	104	114	117	-11 (-9.6)	10 (9.6)	3 (2.6)
Asian	3,626	3,768	3,966	3,930	142 (3.9)	198 (5.3)	-36 (-0.9)
Black or African American	6,864	6,849	7,016	6,952	-15 (-0.2)	167 (2.4)	-64 (-0.9)
Hispanic	5,978	6,293	6,541	6,912	315 (5.3)	248 (3.9)	371 (5.7)
Multi-Racial	3,731	3,684	4,075	4,032	-47 (-1.3)	391 (10.6)	-43 (-1.1)
Native Hawaiian or other Pacific Islander	57	73	66	38	16 (28.1)	-7 (-9.6)	-28 (-42.4)
White	45,818	45,514	45,067	44,051	-304 (-0.7)	-447 (-1.0)	-1,016 (-2.3)
Town							
American Indian/Alaskan Native	*	*	*	25	*	*	*
Asian	82	75	63	67	-7 (-8.5)	-12 (-16.0)	4 (6.3)
Black or African American	288	248	295	293	-40 (-13.9)	47 (19.0)	-2 (-0.7)
Hispanic	428	453	466	468	25 (5.8)	13 (2.9)	2 (0.4)
Multi-Racial	361	441	484	450	80 (22.2)	43 (9.8)	-34 (-7.0)
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*
White	9,153	9,244	9,021	9,009	91 (1.0)	-223 (-2.4)	-12 (-0.1)

*Counts Too Low to Report

TABLE 23. Overall Kindergarten Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
American Indian/Alaskan Native	43	54	46	42	11 (25.6)	-8 (-14.8)	-4 (-8.7)
Asian	1,306	1,518	1,533	1,354	212 (16.2)	15 (1.0)	-179 (-11.7)
Black or African American	10,466	10,927	10,614	8,070	461 (4.4)	-313 (-2.9)	-2,544 (-24.0)
Hispanic	7,988	8,275	8,487	7,361	287 (3.6)	212 (2.6)	-1,126 (-13.3)
Multi-Racial	1,910	1,873	1,786	1,568	-37 (-1.9)	-87 (-4.6)	-218 (-12.2)
Native Hawaiian or other Pacific Islander	26	31	25	24	5 (19.2)	-6 (-19.4)	-1 (-4.0)
White	7,722	6,819	7,091	6,315	-903 (-11.7)	272 (4.0)	-776 (-10.9)
Rural							
American Indian/Alaskan Native	43	26	30	28	-17 (-39.5)	4 (15.4)	-2 (-6.7)
Asian	124	142	121	113	18 (14.5)	-21 (-14.8)	-8 (-6.6)
Black or African American	483	478	461	362	-5 (-1.0)	-17 (-3.6)	-99 (-21.5)
Hispanic	796	789	856	927	-7 (-0.9)	67 (8.5)	71 (8.3)
Multi-Racial	580	664	700	659	84 (14.5)	36 (5.4)	-41 (-5.9)
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*
White	16,690	16,766	16,655	15,092	76 (0.5)	-111 (-0.7)	-1,563 (-9.4)
Suburb							
American Indian/Alaskan Native	98	119	112	110	21 (21.4)	-7 (-5.9)	-2 (-1.8)
Asian	3,200	3,464	3,563	3,489	264 (8.3)	99 (2.9)	-74 (-2.1)
Black or African American	6,391	6,515	6,529	6,000	124 (1.9)	14 (0.2)	-529 (-8.1)
Hispanic	5,746	5,992	6,542	6,313	246 (4.3)	550 (9.2)	-229 (-3.5)
Multi-Racial	3,443	3,807	4,033	3,574	364 (10.6)	226 (5.9)	-459 (-11.4)
Native Hawaiian or other Pacific Islander	69	68	46	40	-1 (-1.4)	-22 (-32.4)	-6 (-13.0)
White	43,444	43,279	43,666	39,761	-165 (-0.4)	387 (0.9)	-3,905 (-8.9)
Town							
American Indian/Alaskan Native	*	*	23	*	*	*	*
Asian	66	65	65	42	-1 (-1.5)	0 (0.0)	-23 (-35.4)
Black or African American	233	284	261	243	51 (21.9)	-23 (-8.1)	-18 (-6.9)
Hispanic	424	441	464	455	17 (4.0)	23 (5.2)	-9 (-1.9)
Multi-Racial	429	435	459	438	6 (1.4)	24 (5.5)	-21 (-4.6)
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*
White	9,288	9,113	9,165	8,541	-175 (-1.9)	52 (0.6)	-624 (-6.8)

*Counts Too Low to Report

TABLE 24. Full-Day Kindergarten Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
American Indian/Alaskan Native	43	54	46	42	11 (25.6)	-8 (-14.8)	-4 (-8.7)
Asian	1,305	1,518	1,532	1,353	213 (16.3)	14 (0.9)	-179 (-11.7)
Black or African American	10,465	10,927	10,613	8,068	462 (4.4)	-314 (-2.9)	-2,545 (-24.0)
Hispanic	7,983	8,274	8,487	7,355	291 (3.6)	213 (2.6)	-1,132 (-13.3)
Multi-Racial	1,909	1,873	1,786	1,568	-36 (-1.9)	-87 (-4.6)	-218 (-12.2)
Native Hawaiian or other Pacific Islander	26	31	25	24	5 (19.2)	-6 (-19.4)	-1 (-4.0)
White	7,697	6,789	7,080	6,266	-908 (-11.8)	291 (4.3)	-814 (-11.5)
Rural							
American Indian/Alaskan Native	35	24	28	25	-11 (-31.4)	4 (16.7)	-3 (-10.7)
Asian	77	86	76	64	9 (11.7)	-10 (-11.6)	-12 (-15.8)
Black or African American	409	426	417	333	17 (4.2)	-9 (-2.1)	-84 (-20.1)
Hispanic	614	618	752	800	4 (0.7)	134 (21.7)	48 (6.4)
Multi-Racial	485	568	628	597	83 (17.1)	60 (10.6)	-31 (-4.9)
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*
White	14,283	14,511	14,712	13,506	228 (1.6)	201 (1.4)	-1,206 (-8.2)
Suburb							
American Indian/Alaskan Native	72	92	84	72	20 (27.8)	-8 (-8.7)	-12 (-14.3)
Asian	1,563	1,823	2,052	1,838	260 (16.6)	229 (12.6)	-214 (-10.4)
Black or African American	5,287	5,445	5,578	5,041	158 (3.0)	133 (2.4)	-537 (-9.6)
Hispanic	4,427	4,883	5,418	5,172	456 (10.3)	535 (11.0)	-246 (-4.5)
Multi-Racial	2,513	2,838	3,099	2,636	325 (12.9)	261 (9.2)	-463 (-14.9)
Native Hawaiian or other Pacific Islander	49	53	35	32	4 (8.2)	-18 (-34.0)	-3 (-8.6)
White	27,485	28,374	29,673	26,488	889 (3.2)	1,299 (4.6)	-3,185 (-10.7)
Town							
American Indian/Alaskan Native	*	*	23	*	*	*	*
Asian	60	63	61	42	3 (5.0)	-2 (-3.2)	-19 (-31.1)
Black or African American	217	282	260	243	65 (30.0)	-22 (-7.8)	-17 (-6.5)
Hispanic	394	440	460	451	46 (11.7)	20 (4.5)	-9 (-2.0)
Multi-Racial	401	432	456	434	31 (7.7)	24 (5.6)	-22 (-4.8)
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*
White	8,481	8,955	9,002	8,395	474 (5.6)	47 (0.5)	-607 (-6.7)

*Counts Too Low to Report

TABLE 25. Half-Day Kindergarten Enrollment and Absolute and Percent Change, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
	n				Absolute Change (% Change)		
City							
American Indian/Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*
White	25	30	*	49	5 (20.0)	*	*
Rural							
American Indian/Alaskan Native	*	*	*	*	*	*	*
Asian	47	56	45	49	9 (19.1)	-11 (-19.6)	4 (8.9)
Black or African American	74	52	44	29	-22 (-29.7)	-8 (-15.4)	-15 (-34.1)
Hispanic	182	171	104	127	-11 (-6.0)	-67 (-39.2)	23 (22.1)
Multi-Racial	95	96	72	62	1 (1.1)	-24 (-25.0)	-10 (-13.9)
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*
White	2,407	2,255	1,943	1,586	-152 (-6.3)	-312 (-13.8)	-357 (-18.4)
Suburb							
American Indian/Alaskan Native	26	27	28	38	1 (3.8)	1 (3.7)	10 (35.7)
Asian	1,637	1,641	1,511	1,651	4 (0.2)	-130 (-7.9)	140 (9.3)
Black or African American	1,104	1,070	951	959	-34 (-3.1)	-119 (-11.1)	8 (0.8)
Hispanic	1,319	1,109	1,124	1,141	-210 (-15.9)	15 (1.4)	17 (1.5)
Multi-Racial	930	969	934	938	39 (4.2)	-35 (-3.6)	4 (0.4)
Native Hawaiian or other Pacific Islander	20	*	*	*	*	*	*
White	15,959	14,905	13,993	13,273	-1,054 (-6.6)	-912 (-6.1)	-720 (-5.1)
Town							
American Indian/Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Hispanic	30	*	*	*	*	*	*
Multi-Racial	28	*	*	*	*	*	*
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*
White	807	158	163	146	-649 (-80.4)	5 (3.2)	-17 (-10.4)

*Counts Too Low to Report

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