

**Mobile Digest  
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Statistics,  
2013**

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# Mobile Digest of Education Statistics, 2013

November 2014

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National Center for  
Education Statistics

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The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

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The NCES World Wide Web Home Page address is

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# Contents

	Page
Foreword.....	v
Overview .....	vi
The Structure of American Education .....	vii
<b>Enrollment .....</b>	<b>1</b>
<b>Elementary and Secondary Schools .....</b>	<b>2</b>
Public Schools .....	2
Private Schools .....	3
Projections .....	4
Prekindergarten and Kindergarten Enrollment .....	5
Enrollment Rates .....	6
Enrollment by Race and Ethnicity .....	7
Enrollment in Programs for Children With Disabilities .....	8
<b>Degree-Granting Institutions .....</b>	<b>9</b>
College Enrollment .....	9
Enrollment by Level and Attendance .....	10
Enrollment Rates of 18- to 24-Year-Olds .....	11
Enrollment by Sex and Age .....	12
Enrollment by Race and Ethnicity .....	13
Undergraduate Enrollment .....	14
Postbaccalaureate Enrollment .....	15
<b>Teachers, Faculty, and Staff .....</b>	<b>16</b>
Elementary and Secondary Schools .....	17
Number of Teachers .....	17
Teachers' Salaries .....	19
Teacher Characteristics, Public Schools .....	20
Teacher Characteristics, Private Schools .....	21
<b>Degree-Granting Institutions .....</b>	<b>22</b>

	Page
College Staff .....	22
Faculty Salaries for Males and Females .....	23
Faculty Salaries at Public and Private Institutions.....	24
<b>Educational Outcomes.....</b>	<b>25</b>
Reading Performance .....	26
Mathematics Performance .....	27
Science Performance .....	28
High School Coursetaking Patterns.....	29
Graduates .....	31
Dropouts .....	33
College Degrees .....	34
Educational Attainment.....	37
<b>Finance.....</b>	<b>38</b>
<b>Total Expenditures .....</b>	<b>39</b>
<b>Public Elementary and Secondary Schools.....</b>	<b>41</b>
Revenues .....	41
Expenditures .....	43
<b>Degree-Granting Institutions .....</b>	<b>44</b>
Revenues for Public Institutions .....	44
Revenues for Private Nonprofit Institutions .....	45
Revenues for Private For-Profit Institutions.....	46
Expenditures of Public Institutions .....	47
Expenditures of Private Nonprofit Institutions .....	48
Expenditures of Private For-Profit Institutions.....	49
College Costs .....	50
Financial Aid for Students .....	51
Federal Funding .....	53
<b>Source Information.....</b>	<b>56</b>
<b>NCES Website Tools.....</b>	<b>63</b>

## Foreword

Welcome to the first edition of the *Mobile Digest of Education Statistics*. This compact compilation of statistical information covers prekindergarten through graduate school to describe the current American education scene. The *Mobile Digest* is designed as an easy mobile reference for materials found in detail in the *Digest of Education Statistics, 2013*.

The *Digest* includes selections of data from many government sources, especially those of the National Center for Education Statistics (NCES). The *Digest* includes information on schools and colleges, enrollments, teachers, graduates, finances, and educational outcomes. Unless otherwise stated, all data are extracted from the *Digest of Education Statistics, 2013* (<http://nces.ed.gov/programs/digest/>). Unless indicated as a projection or estimate, all data presented in this report are actual. Information on statistical procedures, definitions, and survey sources appears in the introduction, and appendixes A and B of the *Digest of Education Statistics, 2013*.

For more information on education statistics, please go to <http://nces.ed.gov>. For further detail on the tools available through the NCES website, go to page 65 of this publication.

## Overview

In the fall of 2013, about 85.2 million people in the United States were either enrolled or employed in public and private schools and colleges (*Digest of Education Statistics, 2013*, table 105.10). Included in this total were 75.4 million students enrolled in American schools and colleges.<sup>1</sup> About 4.5 million people were employed as elementary and secondary school teachers or as college faculty and teaching assistants, as measured in full-time equivalents (FTE). Other professional, administrative, and support staff of educational institutions totaled 5.3 million. In a nation with a population of about 317 million in 2013, more than 1 out of every 4 people participated in the education system (*Digest of Education Statistics, 2013*, table 106.60).

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<sup>1</sup> Tables in this report on elementary and secondary schools do not include data on homeschooled children. In 2012, there were 1.8 million homeschooled children (*Parent and Family Involvement in Education, From the National Household Education Surveys Program of 2012*, NCES 2013-028).



## The Structure of American Education

Figure 1 shows the structure of education in the United States: the three levels of education—elementary, secondary, and postsecondary—and the approximate age range of people at the elementary and secondary levels. Students ordinarily spend 6 to 8 years in the elementary grades, which may be preceded by 1 to 3 years in early childhood education programs and kindergarten. The elementary program is frequently followed by a middle school or junior high school program, which generally lasts 2 or 3 years. Students then may finish their compulsory schooling at the secondary or high school level, which may last 3 to 6 years depending on the structure within their school district. Students normally complete the entire program through grade 12 by age 18.

High school completers who decide to continue their education may enter a career or technical institution, a 2-year college, a 4-year college, or a university. A 2-year college normally offers the first 2 years of a standard 4-year college curriculum and a selection of career and technical programs.

Academic courses completed at a 2-year college are usually transferable for credit at a 4-year college or university. A career or technical education institution offers

postsecondary technical training leading to a specific career.

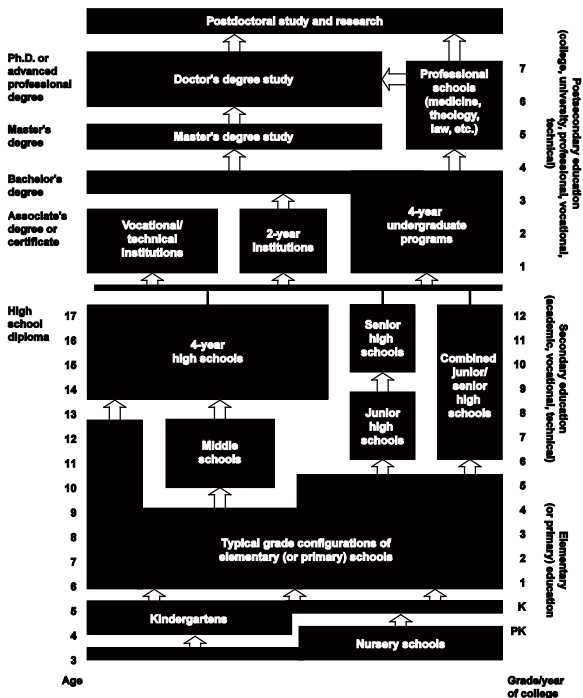
The term “degree-granting institutions” used in this report refers to colleges and universities that offer associate’s or higher degrees and whose students are eligible to participate in Title IV federal financial aid programs.

An associate’s degree requires the equivalent of at least 2 years of full-time college-level work; a bachelor’s degree normally can be earned in 4 years. At least 1 year beyond the bachelor’s is necessary for a master’s degree, while a doctor’s degree usually requires a minimum of 3 or 4 years beyond the bachelor’s.

Professional schools differ widely in admissions requirements and in program length. Medical students, for example, generally complete a 4-year program of premedical studies at a college or university before they can enter the 4-year program at a medical school. Law programs normally require 3 years of coursework beyond the bachelor’s degree level.

Other types of educational opportunities for adults are offered by community organizations, libraries, religious institutions, and businesses.

Figure 1. The structure of education in the United States



NOTE: Figure is not intended to show relative number of institutions nor relative size of enrollment for the different levels of education. Figure reflects typical patterns of progression rather than all possible variations. Adult education programs, while not separately delineated above, may provide instruction at the adult basic, adult secondary, or postsecondary education levels.

# Enrollment

# Elementary and Secondary Schools

## Public Schools

Overall, public school enrollment increased 26 percent between 1985 and 2013. Elementary (prekindergarten through grade 8) enrollment rose from 27.0 million in fall 1985 to a projected 35.1 million in fall 2013, an increase of 30 percent. In the secondary grades (9 through 12), the net result of changes in enrollment over the same period was an 18 percent increase.

**Table 1. Enrollment in public elementary and secondary schools: Selected years, fall 1985 through fall 2013**

[In thousands]			
Year	Total	Elementary (prekindergarten through grade 8)	Secondary (grades 9 through 12)
1985	39,422	27,034	12,388
1990	41,217	29,876	11,341
1995	44,840	32,338	12,502
2000	47,204	33,686	13,517
2006	49,316	34,235	15,081
2007	49,293	34,205	15,087
2008	49,266	34,286	14,980
2009	49,361	34,409	14,952
2010	49,484	34,625	14,860
2011	49,522	34,773	14,749
2012 <sup>1</sup>	49,652	34,968	14,684
2013 <sup>1</sup>	49,750	35,111	14,639

<sup>1</sup> Projected.

NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

## Private Schools

Overall, private school enrollment was 8 percent lower in 2013 than in 1985. Total private school enrollment at the elementary and secondary levels was projected at 5.1 million in fall 2013, amounting to about 9 percent of all elementary and secondary students (tables 2 and 3).

**Table 2. Enrollment in private elementary and secondary schools: Selected years, fall 1985 through fall 2013**

[In thousands]			
Year	Total	Elementary (prekindergarten through grade 8)	Secondary (grades 9 through 12)
1985	5,557	4,195	1,362
1990 <sup>1</sup>	5,648	4,512	1,136
1995	5,918	4,756	1,163
2000 <sup>1</sup>	6,169	4,906	1,264
2003	6,099	4,788	1,311
2005	6,099	4,724	1,349
2007	6,087	4,546	1,364
2008 <sup>1</sup>	5,707	4,365	1,342
2009	5,488	4,179	1,309
2010 <sup>1</sup>	5,382	4,084	1,299
2011	5,268	3,977	1,291
2012 <sup>2</sup>	5,181	3,906	1,275
2013 <sup>2</sup>	5,091	3,856	1,235

<sup>1</sup> Estimated.

<sup>2</sup> Projected.

NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

## Projections

Fall 2013 enrollment marked a new record for public elementary school enrollment, according to projections. Public elementary enrollments are expected to continue increasing, with an overall increase of 5 percent between 2013 and 2023. Secondary enrollment is expected to increase 3 percent between 2013 and 2023.

**Table 3. Projected enrollment in public elementary and secondary schools: Fall 2013 to fall 2023**

[In thousands]			
Year	Total	Elementary (prekindergarten through grade 8)	Secondary (grades 9 through 12)
2013	49,750	35,111	14,639
2014	49,751	35,062	14,689
2015	49,839	35,069	14,770
2016	49,951	35,142	14,810
2017	50,280	35,412	14,868
2018	50,543	35,642	14,901
2019	50,834	35,878	14,957
2020	51,165	36,115	15,050
2021	51,485	36,335	15,151
2022	51,804	36,585	15,219
2023	52,113	36,967	15,146

NOTE: Detail may not sum to totals because of rounding.

## Prekindergarten and Kindergarten Enrollment

In 2012, about 64 percent of 3- to 5-year-olds were enrolled in prekindergarten or kindergarten programs. About 60 percent of these children in prekindergarten and kindergarten programs attended a full-day program, up from 53 percent in 2000.

**Table 4. Enrollment of 3- to 5-year-olds in prekindergarten and kindergarten programs, by control, level of school, and attendance status: Selected years, October 1990 through October 2012**

	[Numbers in thousands]			
Control, level of school, and attendance status	1990	2000	2010	2012
<b>Total</b>	<b>6,659</b>	<b>7,592</b>	<b>8,246</b>	<b>7,883</b>
Percent enrolled	59.4	64.0	63.7	64.3
Control				
Public	3,971	4,847	5,829	5,638
Private	2,688	2,745	2,417	2,245
Level of school				
Prekindergarten	3,379	4,326	4,797	4,602
Kindergarten	3,280	3,266	3,449	3,281
Attendance status				
Full-day	2,577	4,008	4,813	4,760
Part-day	4,082	3,584	3,432	3,123
Percent full-day	38.7	52.8	58.4	60.4

NOTE: Starting in 1994, prekindergarten and kindergarten enrollment data were collected using new procedures and may not be comparable to figures for earlier years. This revision primarily affected rates for 3- and 4-year-olds. Detail may not sum to totals because of rounding.



## Enrollment Rates

There was no measurable change in the school enrollment rates for 3- and 4-, and 7- to 13-year-olds between 2000 and 2012. School enrollment rates for 5- and 6-year-olds declined from 96 percent in 2000 to 93 percent in 2012, while enrollment rates for 14- to 17-year-olds rose from 96 to 97 percent.

**Table 5. Percentage of 3- to 17-year-olds enrolled in school: Selected years, October 1990 through October 2012**

Year	3 and 4 years	5 and 6 years	7 to 13 years	14 to 17 years
1990	44.4	96.5	99.6	96.3
1995	48.7	96.0	98.9	95.8
2000	52.1	95.6	98.2	95.7
2001	52.4	95.3	98.3	95.8
2002	56.3	95.5	98.3	96.4
2003	55.1	94.5	98.3	96.2
2004	54.0	95.4	98.4	96.5
2005	53.6	95.4	98.6	96.5
2006	55.7	94.6	98.3	96.4
2007	54.5	94.7	98.4	96.4
2008	52.8	93.8	98.7	96.8
2009	52.4	94.1	98.2	96.3
2010	53.2	94.5	98.0	97.1
2011	52.4	95.1	98.3	97.1
2012	53.5	93.2	98.0	97.0

NOTE: Starting in 1994, prekindergarten and kindergarten enrollment data were collected using new procedures and may not be comparable to figures for earlier years. This revision primarily affected rates for 3- and 4-year-olds. Includes enrollment in any school or college.

## Enrollment by Race and Ethnicity

The percentage of students in public elementary and secondary schools who were White decreased from 67 to 52 percent between 1991 and 2011. The percentage of students who were Hispanic rose from 12 percent to 24 percent, and the percentage of students who were Asian/Pacific Islander rose from 3 to 5 percent. The percentage of students who were Black rose from 16 to 17 percent between 1991 and 2001, and then decreased to 16 percent in 2011.

**Table 6. Racial/ethnic percentage distribution of students in public elementary and secondary schools: Fall 1991, 2001, and 2011**

Race/ethnicity of student	1991 <sup>1</sup>	2001	2011
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
White	67.4	60.3	51.7
Black	16.4	17.1	15.8
Hispanic	11.8	17.1	23.7
Asian/Pacific Islander	3.4	4.3	5.1
American Indian/Alaska Native	1.0	1.2	1.1
Two or more races	—	—	2.6

— Not available.

<sup>1</sup> Digest of Education Statistics, 2003.

NOTE: Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

## Enrollment in Programs for Children With Disabilities

The percentage of students (3 to 21 years old) served by federally supported special education programs rose from 8 percent to 14 percent between 1976–77 and 2004–05, and then declined to 13 percent in 2011–12. Between 2004–05 and 2011–12, the percentage of students identified as having autism increased from 0.4 percent to 0.9 percent of enrollment; and the percentage of those with specific learning disabilities decreased from 5.7 percent to 4.7 percent of enrollment (see *Digest of Education Statistics, 2013*, table 204.30).

**Table 7. Number and percentage of 3- to 21-year-olds served in programs for children with disabilities: Selected years, 1976–77 through 2011–12**

Year	Number of students with disabilities, in thousands	Students with disabilities as a percent of public enrollment <sup>1</sup>	Students with specific learning disabilities as a percent of public enrollment <sup>1</sup>
1976–77	3,694	8.3	1.8
1980–81	4,144	10.1	3.6
1990–91	4,710	11.4	5.2
2000–01	6,296	13.3	6.1
2004–05	6,719	13.8	5.7
2011–12	6,401	12.9	4.7

<sup>1</sup> Based on the enrollment in public elementary and secondary schools (prekindergarten through 12th grade).

# Degree-Granting Institutions

## College Enrollment

Enrollment in 2-year and 4-year colleges rose 37 percent from 15.3 million in fall 2000 to 21.0 million in fall 2010, and then decreased 2 percent to 20.6 million in fall 2012. In fall 2012, 8.9 million students were males and 11.7 million were females.

**Table 8. Fall enrollment in degree-granting postsecondary institutions, by sex, attendance status, and control of institution: Fall 1990, 2000, 2010, and 2012**

[In thousands]

Sex, attendance status, and control of institution	1990	2000	2010	2012
<b>Total</b>	<b>13,819</b>	<b>15,312</b>	<b>21,016</b>	<b>20,643</b>
Males	6,284	6,722	9,045	8,919
Full-time	3,808	4,111	5,837	5,710
Part-time	2,476	2,611	3,208	3,209
Females	7,535	8,591	11,971	11,724
Full-time	4,013	4,899	7,245	7,027
Part-time	3,521	3,692	4,726	4,697
Public	10,845	11,753	15,143	14,880
Males	4,875	5,132	6,680	6,581
Females	5,970	6,620	8,463	8,299
Private	2,974	3,560	5,873	5,762
Males	1,409	1,589	2,365	2,338
Females	1,565	1,970	3,508	3,425

NOTE: Detail may not sum to totals because of rounding.

## Enrollment by Level and Attendance

Enrollment at public institutions increased 29 percent from 2000 to 2010, but then decreased 2 percent between 2010 and 2012. Enrollment at private for-profit institutions grew by 348 percent from 2000 to 2010, and then decreased 10 percent between 2010 and 2012.

Enrollment at private nonprofit institutions increased 24 percent from 2000 to 2010, and by another 3 percent between 2010 and 2012.

**Table 9. Fall enrollment in degree-granting postsecondary institutions, by control and level of institution: Fall 1990, 2000, 2010, and 2012**

[In thousands]				
Control and level of institution	1990	2000	2010	2012
<b>Total</b>	<b>13,819</b>	<b>15,312</b>	<b>21,0168</b>	<b>20,6438</b>
4-year	8,579	9,364	13,335	13,479
2-year	5,240	5,948	7,681	7,164
Public	10,845	11,753	15,143	14,880
4-year	5,848	6,055	7,925	8,093
2-year	4,996	5,697	7,218	6,788
Private	2,974	3,560	5,873	5,762
Private, nonprofit	2,760	3,109	3,855	3,954
4-year	2,671	3,051	3,822	3,916
2-year	89	59	33	38
Private, for-profit	214	450	2,018	1,809
4-year	59	258	1,588	1,470
2-year	154	192	430	339

NOTE: Detail may not sum to totals because of rounding.

## Enrollment Rates of 18- to 24-Year-Olds

The percentage of 18- and 19-year-olds enrolled in high school or postsecondary education rose from 61 percent in 2000 to 69 percent in 2012. During the same time period, the enrollment rates of 20- and 21-year-olds rose from 44 to 54 percent and the rates for 22- to 24-year-olds rose from 25 to 31 percent.

**Table 10. Percentage of 18- to 24-year-olds enrolled in high school or postsecondary education: Selected years, October 1985 through October 2012**

Year	18- and 19- year-olds	20- and 21- year-olds	22- to 24- year-olds
1985	51.6	35.3	16.9
1990	57.2	39.7	21.0
1995	59.4	44.9	23.2
2000	61.2	44.1	24.6
2001	61.1	46.1	25.5
2002	63.3	47.8	25.6
2003	64.5	48.3	27.8
2004	64.4	48.9	26.3
2005	67.6	48.7	27.3
2006	65.5	47.5	26.7
2007	66.8	48.4	27.3
2008	66.0	50.1	28.2
2009	68.9	51.7	30.4
2010	69.2	52.4	28.9
2011	71.1	52.7	31.1
2012	69.0	54.0	30.7

## Enrollment by Sex and Age

Between 2000 and 2012, the enrollment of people under age 25 grew 35 percent and enrollment of people age 25 and older also increased 35 percent. Enrollment of females under age 25 grew by 34 percent, and enrollment of females age 25 and older grew by 40 percent. Enrollment of males under age 25 grew by 36 percent, and enrollment of males age 25 and older grew by 28 percent.

**Table 11. Fall enrollment in degree-granting postsecondary institutions, by sex and age: 1990, 2000, and 2012**  
[In thousands]

Sex and age	1990	2000	2012
<b>Total</b>	<b>13,819</b>	<b>15,312</b>	<b>20,643</b>
19 years and younger	2,930	3,389	4,006
20 and 21 years old	2,593	3,005	4,240
22 to 24 years old	2,202	2,600	3,871
25 years and older	6,094	6,319	8,526
Males, total	6,284	6,722	8,919
19 years and younger	1,364	1,522	1,821
20 and 21 years old	1,259	1,411	1,962
22 to 24 years old	1,129	1,222	1,862
25 years and older	2,532	2,566	3,275
Females, total	7,535	8,591	11,724
19 years and younger	1,566	1,867	2,185
20 and 21 years old	1,334	1,593	2,278
22 to 24 years old	1,073	1,378	2,009
25 years and older	3,562	3,753	5,251

NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

## Enrollment by Race and Ethnicity

The percentage of American college students (undergraduate and postbaccalaureate) who are White has been decreasing, while the percentages of students who are Black or Hispanic have been increasing. In 2012, 60 percent of college students were White, compared with 71 percent in 2000. Between 2000 and 2012, the percentage of students who were Black rose from 12 to 15 percent and the percentage who were Hispanic rose from 10 percent to 15 percent. About 3 percent of students were of two or more races in 2012.

**Table 12. Fall enrollment in degree-granting postsecondary institutions, by race and ethnicity: 1990, 2000, 2010, and 2012**

Race/ethnicity	1990	2000	2010	2012
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
White	79.9	70.8	62.7	60.3
Black	9.3	11.7	15.0	14.9
Hispanic	5.8	9.9	13.5	15.0
Asian/Pacific Islander	4.3	6.6	6.3	6.3
Asian	—	—	6.0	6.0
Pacific Islander	—	—	0.3	0.3
American Indian/Alaska Native	0.8	1.0	1.0	0.9
Two or more races	—	—	1.6	2.5

— Not available.

NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.



## Undergraduate Enrollment

Undergraduate enrollment increased 37 percent between 2000 and 2010, before decreasing 2 percent between 2010 and 2012. Full-time undergraduate enrollment rose by 45 percent and part-time undergraduate enrollment rose by 27 percent between 2000 and 2010. From 2010 to 2012, full-time enrollment decreased 3 percent, while part-time enrollment increased slightly (0.1 percent). The number of females rose by a higher percentage between 2000 and 2010 (39 percent) than the number of males (36 percent), but enrollment of both males and females decreased by 2 percent between 2010 and 2012.

**Table 13. Fall undergraduate enrollment in degree-granting postsecondary institutions, by sex and attendance status: Selected years, 1990 through 2012**

[In thousands]					
Year	Total	Males	Females	Full-time	Part-time
1990	11,959	5,380	6,579	6,976	4,983
1995	12,232	5,401	6,831	7,145	5,086
2000	13,155	5,778	7,377	7,923	5,232
2005	14,964	6,409	8,555	9,446	5,518
2006	15,184	6,514	8,671	9,571	5,613
2007	15,604	6,728	8,876	9,841	5,763
2008	16,366	7,067	9,299	10,255	6,111
2009	17,565	7,595	9,670	11,143	6,422
2010	18,079	7,835	10,244	11,452	6,627
2011	18,063	7,817	10,246	11,359	6,704
2012	17,732	7,714	10,019	11,098	6,635

NOTE: Detail may not sum to totals because of rounding.

## Postbaccalaureate Enrollment

Postbaccalaureate enrollment increased 36 percent between 2000 and 2010, before decreasing 1 percent between 2010 and 2012. Full-time postbaccalaureate enrollment rose by 50 percent and part-time postbaccalaureate enrollment rose by 22 percent between 2000 and 2010. From 2010 to 2012, full-time enrollment increased by 1 percent, while part-time decreased by 3 percent. The number of females enrolled rose by a higher percentage between 2000 and 2010 (42 percent) than the number of males (28 percent), but enrollment of both males and females decreased between 2010 and 2012.

**Table 14. Fall postbaccalaureate enrollment in postsecondary degree-granting institutions, by sex and attendance status: Selected years, 1990 through 2012**

[In thousands]					
Year	Total	Males	Females	Full-time	Part-time
1990	1,860	904	955	845	1,015
1995	2,030	941	1,089	984	1,047
2000	2,157	944	1,213	1,087	1,070
2005	2,524	1,047	1,476	1,351	1,173
2006	2,575	1,061	1,514	1,386	1,188
2007	2,644	1,088	1,556	1,429	1,215
2008	2,737	1,122	1,615	1,493	1,244
2009	2,862	1,174	1,688	1,579	1,283
2010	2,937	1,210	1,728	1,631	1,307
2011	2,931	1,210	1,722	1,642	1,289
2012	2,910	1,205	1,705	1,639	1,271

NOTE: Detail may not sum to totals because of rounding.

## **Teachers, Faculty, and Staff**

## Elementary and Secondary Schools

### Number of Teachers

Some 3.5 million elementary and secondary school teachers were engaged in classroom instruction in the fall of 2011, with about 3.1 million teachers in public schools and 0.4 million in private schools.

The number of public elementary and secondary school teachers rose by 3 percent between 2001 and 2011. The number of public school teachers increased by a slightly lower percentage than the number of students during that period (4 percent). Although the number of teachers in 2011 was higher than in 2001, there was a decrease in the number of public school teachers between 2008 and 2011, from 3.2 to 3.1 million.

In the fall of 2011, the pupil/teacher ratio for public schools was 16.0 compared to 15.9 in 2001. The pupil/teacher ratio in private schools was 12.5 pupils per teacher in 2011 compared to 14.3 in 2001.

**Table 15. Teachers and pupil/teacher ratios in public and private elementary and secondary schools: Selected years, fall 1990 through fall 2011**

[In full-time equivalents]			
Year	Total	Public	Private
	Teachers, in thousands		
1990	2,759	2,398	361
2000	3,366	2,941	424 <sup>1</sup>
2001	3,440	3,000	441
2005	3,593	3,143	450 <sup>1</sup>
2007	3,634	3,178	456
2008	3,670	3,222	448 <sup>1</sup>
2009	3,647	3,210	437
2010	3,529	3,099	429 <sup>1</sup>
2011	3,524	3,103	421
	Pupil/teacher ratio		
1990	17.0	17.2	15.6 <sup>1</sup>
2000	15.9	16.0	14.5 <sup>1</sup>
2001	15.7	15.9	14.3
2005	15.4	15.6	13.5
2007	15.2	15.5	13.0
2008	15.0	15.3	12.8 <sup>1</sup>
2009	15.0	15.4	12.5
2010	15.5	16.0	12.5 <sup>1</sup>
2011	15.5	16.0	12.5

<sup>1</sup> Estimated.

NOTE: Full-time-equivalent teachers are the sum of full-time teachers, plus the number of part-time teachers expressed as the fraction of their scheduled hours compared to the normal full-time teacher scheduled hours. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

## Teachers' Salaries

After adjustment for inflation, teachers' base salaries were 2 percent lower in 2011–12 than they were in 2003–04. There was no measurable difference in the average salary for all teachers for 1990–91 and 2011–12, but the average salary for teachers with a bachelor's or master's degree was lower in 2011–12 than in 1990–91.

**Table 16. Average annual base salary for public school teachers, by highest degree earned and years of experience: Selected years, 1990–91 through 2011–12**

[In constant 2012–13 dollars] <sup>1</sup>			
Year and selected full-time teaching experience	All teachers	Bachelor's degree	Master's degree
1990–91	\$54,130	\$47,920	\$60,390
1999–2000	54,510	48,250	61,090
2003–04	55,150	48,730	61,460
2007–08	54,230	47,700	59,900
2011–12 <sup>2</sup>	53,950	47,110	58,790
1 year or less	41,210	39,130	46,000
6 to 9 years	49,100	44,170	52,260
10 to 14 years	55,770	49,430	59,230
15 to 19 years	59,860	52,140	63,500
20 to 24 years	61,940	55,010	66,430
25 to 29 years	64,840	57,840	68,680

<sup>1</sup> Constant 2012–13 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

<sup>2</sup> Includes other full-time experience levels not separately shown.

## Teacher Characteristics, Public Schools

The teaching force in public elementary and secondary schools in 2011–12 was 76 percent female. Some 58 percent of teachers had at least 10 years of full-time teaching experience, and 56 percent of teachers held a master's or higher degree.

**Table 17. Characteristics of full-time and part-time teachers in public elementary and secondary schools: 2011–12**

Selected characteristic	Number, in thousands	Percent
<b>Total</b>	<b>3,385</b>	<b>100.0</b>
Sex		
Male	802	23.7
Female	2,584	76.3
Race/ethnicity		
White	2,773	81.9
Black	231	6.8
Hispanic	264	7.8
Other racial/ethnic groups	117	3.5
Full-time teaching experience		
Less than 3 years	305	9.0
3 to 9 years	1,128	33.3
10 to 20 years	1,232	36.4
More than 20 years	720	21.3
Highest degree		
Less than bachelor's	128	3.8
Bachelor's	1,350	39.9
Master's or above	1,907	56.3

NOTE: Excludes prekindergarten teachers. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

## Teacher Characteristics, Private Schools

The teaching force in private elementary and secondary schools in 2011–12 was 75 percent female. Some 49 percent of teachers had at least 10 years of full-time teaching experience, and 43 percent of all teachers held a master's or higher degree.

**Table 18. Characteristics of full-time and part-time teachers in private elementary and secondary schools: 2011–12**

Selected characteristic	Number, in thousands	Percent
<b>Total</b>	<b>465</b>	<b>100.0</b>
Sex		
Male	117	25.2
Female	348	74.8
Race/ethnicity		
White	411	88.3
Black	17	3.6
Hispanic	24	5.2
Other racial/ethnic groups	13	2.8
Experience		
Less than 3 years	91	19.5
3 to 9 years	145	31.3
10 to 20 years	129	27.7
More than 20 years	100	21.4
Highest degree		
Less than bachelor's	39	8.4
Bachelor's	225	48.5
Master's or above	200	43.1

NOTE: Excludes prekindergarten teachers. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.



# Degree-Granting Institutions

## College Staff

Approximately 3.8 million people were employed in colleges and universities in the fall of 2011, including 2.9 million professional and 0.9 million nonprofessional staff. About 49 percent of the staff were faculty or graduate assistants; 6 percent were managerial; 21 percent were other professional staff; and 24 percent were nonprofessional staff.

**Table 19. Employees in degree-granting institutions, by control of institution, primary occupation, and level of institution: Fall 2011**

[In thousands]				
Primary occupation and level of institution	Total	Public	Private, nonprofit	Private, for-profit
<b>Total</b>	<b>3,841</b>	<b>2,485</b>	<b>1,118</b>	<b>238</b>
Professional staff	2,924	1,865	844	215
Managerial	239	112	104	22
Faculty	1,524	953	433	138
Graduate assistants	356	286	69	1
Other professional	806	514	238	54
Nonprofessional staff	917	620	274	23
4-year	3,141	1,843	1,111	187
Full-time, total staff	2,097	1,238	773	86
Part-time, total staff	1,044	606	338	100
2-year	700	642	7	51
Full-time, total staff	338	301	4	33
Part-time, total staff	362	341	3	19

NOTE: Detail may not sum to totals because of rounding.

## Faculty Salaries for Males and Females

The average salary for faculty on 9-month contracts was \$77,301 in 2012–13. The average faculty salary was 1 percent higher in 2012–13 than in 1999–2000, after adjustment for inflation.

**Table 20. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by sex: Selected years, 1990–91 through 2012–13**

[In constant 2012–13 dollars] <sup>1</sup>			
Year	Total	Males	Females
1990–91	\$72,844	\$77,854	\$61,986
1995–96	73,837	79,085	64,196
1999–2000	76,376	82,110	66,958
2002–03	77,914	84,008	68,735
2003–04	77,799	83,898	68,846
2004–05	77,524	83,683	68,704
2005–06	76,933	83,208	68,205
2006–07	77,728	84,054	69,150
2007–08	77,683	84,076	69,227
2008–09	79,292	85,904	70,743
2009–10	79,658	86,340	71,148
2010–11	78,976	85,669	70,593
2011–12	77,845	84,537	69,609
2012–13	77,301	84,026	69,114

<sup>1</sup> Constant 2012–13 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

## Faculty Salaries at Public and Private Institutions

From 1999–2000 to 2012–13, faculty salaries increased by 7 percent at private 4-year institutions, after adjustment for inflation. Faculty salaries at public 4-year institutions were 1 percent lower in 2012–13 than in 1999–2000, and salaries in public 2-year institutions were 5 percent lower.

**Table 21. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by control and level of institution: Selected years, 1990–91 through 2012–13**

Year	[In constant 2012–13 dollars] <sup>1</sup>			
	Public 4-year	Public 2-year	Private 4-year	Private 2-year
1990–91	\$76,894	\$64,015	\$72,946	\$41,614
1995–96	76,627	64,831	76,098	47,790
1999–2000	79,193	65,925	79,703	49,094
2002–03	80,653	66,481	82,341	44,243
2003–04	79,989	65,985	83,210	45,155
2004–05	79,719	65,090	83,270	45,052
2005–06	79,001	64,415	82,852	44,817
2006–07	79,853	65,127	83,453	46,623
2007–08	79,619	65,182	83,427	47,431
2008–09	81,097	66,211	85,585	46,928
2009–10	81,289	66,464	86,039	47,766
2010–11	80,430	65,193	85,905	47,242
2011–12	79,138	63,610	85,088	48,601
2012–13	78,111	62,781	85,167	44,978

<sup>1</sup> Constant 2012–13 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

# **Educational Outcomes**

## Reading Performance

The 2013 average National Assessment of Educational Progress (NAEP) reading score for 4th-graders was 5 points higher than the 1992 score, and the average score for 8th-graders was 8 points higher (see *Digest of Education Statistics, 2013*, table 221.10). Females at both grade levels had higher average scores than males in 2013.

**Table 22. Performance of 8th-graders in NAEP reading assessments, by selected characteristics: 1992, 2011, and 2013**

Selected characteristic	1992	2011	2013
<b>Average scale score</b>	<b>260</b>	<b>265</b>	<b>268</b>
Sex			
Male	254	261	263
Female	267	270	273
Race/ethnicity			
White	267	274	276
Black	237	249	250
Hispanic	241	252	256
Asian/Pacific Islander	268	275	280
American Indian/Alaska Native	—	252	251
<b>Percent of students at performance levels</b>			
At or above <i>Basic</i>	69	76	78
At or above <i>Proficient</i>	29	34	36
At or above <i>Advanced</i>	3	3	4

— Not available.

NOTE: Scale ranges from 0 to 500. Race categories exclude persons of Hispanic ethnicity.

## Mathematics Performance

National Assessment of Educational Progress (NAEP) mathematics scores of 4th- and 8th-graders were higher in 2013 than in 1990 (see *Digest of Education Statistics, 2013*, table 222.10). White students had higher average scores than Black and Hispanic students at both grade levels in 2013, but lower average scores than Asian/Pacific Islander students.

**Table 23. Performance of 8th-graders in NAEP mathematics assessments, by selected characteristics: 1990, 2011, and 2013**

Selected characteristic	1990	2011	2013
<b>Average scale score</b>	<b>263</b>	<b>284</b>	<b>285</b>
Sex			
Male	263	284	285
Female	262	283	284
Race/ethnicity			
White	270	293	294
Black	237	262	263
Hispanic	246	270	272
Asian/Pacific Islander	275	305	309
American Indian/Alaska Native	‡	265	269
<b>Percent of students at performance levels</b>			
At or above <i>Basic</i>	52	73	74
At or above <i>Proficient</i>	15	35	35
At or above <i>Advanced</i>	2	8	9

‡ Reporting standards not met.

NOTE: Scale ranges from 0 to 500. Race categories exclude persons of Hispanic ethnicity.

## Science Performance

The average National Assessment of Educational Progress (NAEP) science scores were higher for males than females at the 4th, 8th, and 12th grades in the most recent assessments. White students had higher average scores than Black, Hispanic, and American Indian/Alaska Native students. White students had higher average scores than Asian/Pacific Islander students at grades 4 and 8.

**Table 24. Performance of 4th-, 8th-, and 12th-graders in NAEP science assessments, by selected characteristics: 2009 and 2011**

Selected characteristic	4th grade, 2009	8th grade, 2011	12th grade, 2009
<b>Average scale score</b>	<b>150</b>	<b>152</b>	<b>150</b>
Sex			
Male	151	154	153
Female	149	149	147
Race/ethnicity			
White	163	163	159
Black	127	129	125
Hispanic	131	137	134
Asian/Pacific Islander	160	159	164
American Indian/Alaska Native	135	141	144
<b>Percent of students at performance levels</b>			
At or above <i>Basic</i>	72	65	60
At or above <i>Proficient</i>	34	32	21
At or above <i>Advanced</i>	1	2	1

NOTE: Scale ranges from 0 to 300, but scores cannot be compared across grades. Race categories exclude persons of Hispanic ethnicity.

## High School Coursetaking Patterns

In 1983, the National Commission on Excellence in Education recommended that all students take 4 years of English; 3 years each of mathematics, science, and social studies; and half a year of computer science. For those going on to college, 2 years of foreign language study was also recommended.

The average number of science and mathematics credits earned by high school graduates increased between 1982 and 2009. The mean number of mathematics credits (Carnegie units) earned in high school rose from 2.6 in 1982 to 3.9 in 2009, and the number of science credits rose from 2.2 to 3.5 (see *Digest of Education Statistics, 2013*, table 225.10). During the same period, the average number of English credits increased from 3.9 to 4.4, and the number of social science credits increased from 3.2 to 4.2. The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1-year course.

The percentage of graduates who met or exceeded the college preparatory program recommended by the National Commission on Excellence in Education (excluding computer science) rose from 10 percent in 1982 to 62 percent in 2009.



**Table 25. Percentage of public and private high school graduates earning or exceeding selected combinations of academic credits: 1982, 1998, 2005, and 2009**

Year of graduation and course combinations taken	All graduates
1982 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, and 2 F.L.	9.5
4 Eng., 3 S.S., 3 Sci., and 3 Math	14.3
4 Eng., 3 S.S., 2 Sci., and 2 Math	31.5
1998 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, and 2 F.L.	44.2
4 Eng., 3 S.S., 3 Sci., and 3 Math	55.0
4 Eng., 3 S.S., 2 Sci., and 2 Math	74.5
2005 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, and 2 F.L.	54.7
4 Eng., 3 S.S., 3 Sci., and 3 Math	67.4
4 Eng., 3 S.S., 2 Sci., and 2 Math	83.0
2009 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, and 2 F.L.	61.8
4 Eng., 3 S.S., 3 Sci., and 3 Math	74.3
4 Eng., 3 S.S., 2 Sci., and 2 Math	87.7

NOTE: Eng. = English; S.S. = social studies; Sci. = science; and F.L. = foreign language.

## Graduates

About 3,366,000 high school students are expected to graduate during the 2013–14 school year, including 3,070,000 public school graduates and 295,000 private school graduates. High school graduates include only recipients of diplomas, not recipients of equivalency credentials. The 2013–14 projection of high school graduates is lower than the record high projection of 3,452,000 graduates for 2011–12, but exceeds the high point during the baby boom era in 1975–76, when 3,142,000 students earned diplomas.

The averaged freshman graduation rate is an estimate of the percentage of students in the incoming freshman class who graduate 4 years later. In 2011–12, the averaged freshman graduation rate was 80.8 percent for public schools. The 2011–12 averaged freshman graduation rate was 8.2 percentage points higher than the rate in 2001–02 (72.6 percent).

**Table 26. High school graduates, by control of school and averaged freshman graduation rate for public schools: Selected years, 1975–76 through 2013–14**

School year	High school graduates, in thousands			Averaged freshman graduation rate for public schools (percent)
	Total	Public	Private	
1975–76	3,142	2,837	305	74.9
1979–80	3,042	2,748	295	71.5
1989–90 <sup>1</sup>	2,574	2,320	254	73.6
1999–2000 <sup>1</sup>	2,833	2,554	279	71.7
2001–02	2,907	2,622	285	72.6
2002–03	3,016	2,720	296	73.9
2003–04 <sup>1</sup>	3,054	2,753	301	74.3
2004–05	3,106	2,799	307	74.7
2005–06 <sup>1</sup>	3,123	2,816	307	73.4
2006–07	3,200	2,893	307	73.9
2007–08 <sup>1</sup>	3,312	3,001	311	74.7
2008–09	3,348	3,039	309	75.5
2009–10 <sup>1</sup>	3,340	3,128	312	78.2
2010–11	3,450	3,144	306	79.6
2011–12 <sup>1</sup>	3,452	3,148	305	80.8
2012–13 <sup>2</sup>	3,409	3,110	298	—
2013–14 <sup>2</sup>	3,366	3,070	295	—

— Data not available.

<sup>1</sup> Private high school data are estimated.

<sup>2</sup> Projected.

NOTE: Graduates include diploma recipients only and exclude other completers. Some data have been revised from previously published figures.

## Dropouts

The dropout rate among 16- to 24-year-olds decreased from 10 to 7 percent between 2002 and 2012. Rates for Hispanics, Blacks, and Whites declined over this period. The dropout rate for Hispanics in 2012 (13 percent) was higher than the rates for Whites (4 percent) and Blacks (8 percent).

**Table 27. Percentage of high school dropouts (status dropouts) among persons 16 to 24 years old, by race/ethnicity: Selected years, 1980 through 2012**

Year	All races <sup>1</sup>	White	Black	Hispanic
1980	14.1	11.4	19.1	35.2
1985	12.6	10.4	15.2	27.6
1990	12.1	9.0	13.2	32.4
1995 <sup>2</sup>	12.0	8.6	12.1	30.0
2000 <sup>2</sup>	10.9	6.9	13.1	27.8
2002 <sup>2</sup>	10.5	6.5	11.3	25.7
2005 <sup>2</sup>	9.4	6.0	10.4	22.4
2007 <sup>2</sup>	8.7	5.3	8.4	21.4
2008 <sup>2</sup>	8.0	4.8	9.9	18.3
2009 <sup>2</sup>	8.1	5.2	9.3	17.6
2010 <sup>2</sup>	7.4	5.1	8.0	15.1
2011 <sup>2</sup>	7.1	5.0	7.3	13.6
2012 <sup>2</sup>	6.6	4.3	7.5	12.7

<sup>1</sup> Includes all other racial/ethnic groups not separately shown.

<sup>2</sup> Wording of questionnaire on educational attainment was changed in 1992.

NOTE: Status dropouts are persons not enrolled in school who neither completed high school nor received GED credentials. Race categories exclude persons of Hispanic ethnicity.

## College Degrees

Between 2001–02 and 2011–12, the number of people earning associate’s degrees increased by 71 percent; the number earning bachelor’s degrees, by 39 percent; the number earning master’s degrees, by 55 percent; and the number earning doctor’s degrees, by 42 percent. The number of associate’s, master’s, and doctor’s degrees conferred to females increased by a higher percentage than the number conferred to males between 2001–02 and 2011–12 (see *Digest of Education Statistics, 2013*, table 318.10). Between 2001–02 and 2011–12, the number of bachelor’s degrees awarded to males increased by 39 percent, while the number awarded to females increased by 38 percent.

In 2011–12, colleges and universities awarded 1,018,000 associate’s degrees; 1,791,000 bachelor’s degrees; 754,000 master’s degrees; and 170,000 doctor’s degrees. In 2011–12, females earned the majority of degrees at all degree levels.

Of the 1,791,000 bachelor’s degrees conferred in 2011–12, the largest numbers of degrees were conferred in the fields of business (367,000), social sciences and history (179,000), health professions and related clinical sciences (163,000), psychology (109,000), and education (106,000) (see *Digest of Education Statistics, 2013*, tables 322.10, 323.10, and 324.10). At the master’s degree level, the largest numbers of degrees were in the fields of business (192,000) and education (178,000). The fields with the largest number of degrees at the doctor’s degree level were health professions and related programs (62,100), legal professions and studies (46,800), education (10,000), engineering and engineering technologies (8,900), biological and biomedical sciences (7,900), psychology (5,900), and physical sciences and science technologies (5,400).

**Table 28. Associate's and bachelor's degrees conferred and percentage of bachelor's degrees awarded to females by degree-granting institutions: Selected years, 1979–80 through 2011–12**

Year	Associate's degrees	Bachelor's degrees	Percent of bachelor's degrees awarded to females
1979–80	400,910	929,417	49.0
1984–85	454,712	979,477	50.7
1989–90	455,102	1,051,344	53.2
1994–95	539,691	1,160,134	54.6
1996–97	571,226	1,172,879	55.6
1997–98	558,555	1,184,406	56.1
1998–99	564,984	1,202,239	56.8
1999–2000	564,933	1,237,875	57.2
2000–01	578,865	1,244,171	57.3
2001–02	595,133	1,291,900	57.4
2002–03	634,016	1,348,811	57.5
2003–04	665,301	1,399,542	57.5
2004–05	696,660	1,439,264	57.4
2005–06	713,066	1,485,242	57.5
2006–07	728,114	1,524,092	57.4
2007–08	750,164	1,563,069	57.3
2008–09	787,325	1,601,368	57.2
2009–10	849,452	1,650,014	57.2
2010–11	942,327	1,715,913	57.2
2011–12	1,017,538	1,791,046	57.3

**Table 29. Master's and doctor's degrees conferred and percent of master's degrees awarded to females by degree-granting institutions: Selected years, 1979-80 through 2011-12**

Year	Master's degrees	Percent of master's degrees awarded to females	Doctor's degrees
1979-80	305,196	48.6	95,631
1984-85	293,472	49.1	100,785
1989-90	330,152	52.1	103,508
1994-95	403,609	54.6	114,266
1995-96	412,180	55.5	115,507
1996-97	425,260	56.4	118,747
1997-98	436,037	56.7	118,735
1998-99	446,038	57.4	116,700
1999-2000	463,185	57.7	118,736
2000-01	473,502	58.2	119,585
2001-02	487,313	58.4	119,663
2002-03	518,699	58.5	121,579
2003-04	564,272	58.7	126,087
2004-05	580,151	59.1	134,387
2005-06	599,731	59.7	138,056
2006-07	610,597	60.3	144,690
2007-08	630,666	60.3	149,378
2008-09	662,079	60.2	154,425
2009-10	693,025	60.3	158,558
2010-11	730,635	60.1	163,765
2011-12	754,229	59.9	170,062

## Educational Attainment

Americans are completing more years of education. The percentage of 25- to 29-year-olds who completed high school rose from 87 percent in 2003 to 90 percent in 2013. During the same time period, the percentage of young adults with a bachelor's or higher degree increased from 28 percent to 34 percent.

**Table 30. Percentage of persons 25 years and older who completed various years of school: Selected years, 1980 through 2013**

Year	25 years old and older		25- to 29-year-olds	
	High school completion or higher	Bachelor's or higher degree	High school completion or higher	Bachelor's or higher degree
1980	68.6	17.0	85.4	22.5
1985	73.9	19.4	86.1	22.2
1990	77.6	21.3	85.7	23.2
1995	81.7	23.0	86.8	24.7
2000	84.1	25.6	88.1	29.1
2003	84.6	27.2	86.5	28.4
2005	85.2	27.7	86.2	28.8
2008	86.6	29.4	87.8	30.8
2009	86.7	29.5	88.6	30.6
2010	87.1	29.9	88.8	31.7
2011	87.6	30.4	89.0	32.2
2012	87.6	30.9	89.7	33.5
2013	88.2	31.7	89.9	33.6

NOTE: High school completers include those earning a high school diploma or an equivalency credential such as a GED. The 25- to 29-year-old columns are a subset of the 25 years old and older group.



## **Finance**

## Total Expenditures

Expenditures for public and private education, from preprimary through graduate school, are projected at \$1,165 billion for 2012–13. The expenditures of elementary and secondary schools are expected to total \$669 billion for 2012–13, while colleges and universities will spend about \$496 billion (see *Digest of Education Statistics, 2013*, tables 106.10 and 106.20). After adjustment for inflation, total expenditures for all educational institutions rose by an estimated 15 percent between 2002–03 and 2012–13. Expenditures for elementary and secondary schools were 7 percent higher in 2012–13 than in 2002–03, while total expenditures for colleges and universities rose by 29 percent.

The total expenditures for education are estimated to amount to about 7.2 percent of the gross domestic product in 2012–13.

**Table 31. Total expenditures of educational institutions and percentage of gross domestic product: Selected years, 1980–81 through 2012–13**

Year	Expenditures in		Percent of gross domestic product <sup>2</sup>
	Expenditures in billions of current dollars	billions of constant 2012–13 dollars <sup>1</sup>	
1980–81	\$176	\$471	6.2
1985–86	259	551	6.0
1990–91	395	683	6.6
1995–96	509	761	6.6
1999–2000	649	887	6.7
2000–01	705	932	6.9
2001–02	753	977	7.1
2002–03	796	1,011	7.2
2003–04	830	1,032	7.2
2004–05	876	1,057	7.1
2005–06	925	1,076	7.1
2006–07	984	1,115	7.1
2007–08	1,055	1,153	7.3
2008–09	1,090	1,174	7.4
2009–10	1,101	1,175	7.6
2010–11	1,123	1,176	7.5
2011–12 <sup>3</sup>	1,140	1,159	7.3
2012–13 <sup>3</sup>	1,165	1,165	7.2

<sup>1</sup> Constant 2012–13 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

<sup>2</sup> Gross domestic product data from the Bureau of Economic Analysis, U.S. Department of Commerce.

<sup>3</sup> Projected.

NOTE: Includes expenditures for public and private education, from preprimary through graduate school. Some data have been revised from previously published figures.

## Public Elementary and Secondary Schools Revenues

The state share of revenues for public elementary and secondary schools generally grew from the 1930s through the mid-1980s, while the local share declined during the same time period (see *Digest of Education Statistics, 2013*, table 235.10). However, this pattern changed in the late 1980s, when the local share began to increase at the same time the state share decreased. Between 1986–87 and 1993–94, the state share declined from 49.7 percent to 45.2 percent, while the local share rose from 43.9 percent to 47.8 percent. Between 1993–94 and 2000–01, the state share rose again to 49.7 percent, the highest share since 1986–87, but declined every school year thereafter until 2005–06, when the state share was 46.5 percent.

Total revenues increased 19 percent between 2000–01 and 2010–11, after adjustment for inflation. Federal revenues increased 106 percent and local revenues increased 20 percent during this time period. Revenues from state sources were 6 percent higher in 2010–11 than in 2000–01. The federal revenue per student was \$1,527 in 2010–11, amounting to 12.5 percent of public school revenues.

**Table 32. Percentage distribution of revenues for public elementary and secondary schools, by source of funds: Selected years, 1979–80 through 2010–11**

Year	Federal	State	Local <sup>1</sup>
1979–80	9.8	46.8	43.4
1989–90	6.1	47.1	46.8
1992–93	7.0	45.8	47.2
1993–94	7.1	45.2	47.8
1994–95	6.8	46.8	46.4
1995–96	6.6	47.5	45.9
1996–97	6.6	48.0	45.4
1997–98	6.8	48.4	44.8
1998–99	7.1	48.7	44.2
1999–2000	7.3	49.5	43.2
2000–01	7.3	49.7	43.0
2001–02	7.9	49.2	42.9
2002–03	8.5	48.7	42.8
2003–04	9.1	47.1	43.9
2004–05	9.2	46.9	44.0
2005–06	9.1	46.5	44.4
2006–07	8.5	47.4	44.1
2007–08	8.2	48.3	43.5
2008–09	9.6	46.7	43.8
2009–10	12.7	43.4	43.9
2010–11	12.5	44.1	43.4

<sup>1</sup> Includes revenues from nongovernmental local sources (2.0 percent in 2010–11).

NOTE: Beginning in 1980–81, revenues for state education agencies are excluded. Beginning in 1988–89, new survey procedures were implemented. Detail may not sum to totals because of rounding.

## Expenditures

After an increase of 37 percent during the 1980s, current expenditure per pupil in public schools fluctuated during the early 1990s. Between 2000–01 and 2010–11, current expenditure per pupil rose 14 percent after adjustment for inflation. In 2010–11, the current expenditure per pupil in fall enrollment was \$10,658.

**Table 33. Total and current expenditure per pupil in fall enrollment in public schools: Selected years, 1979–80 through 2010–11**

Year	Total expenditure <sup>1</sup>		Current expenditure	
	Unad-justed dollars	Constant 2012–13 dollars <sup>2</sup>	Unad-justed dollars	Constant 2012–13 dollars <sup>2</sup>
1979–80	\$2,290	\$6,823	\$2,088	\$6,224
1989–90	5,172	9,423	4,643	8,459
1994–95	6,206	9,546	5,529	8,504
1999–2000	8,030	10,973	6,912	9,446
2000–01	8,572	11,326	7,380	9,751
2003–04	9,625	11,966	8,310	10,332
2004–05	10,078	12,164	8,711	10,513
2005–06	10,603	12,328	9,145	10,632
2006–07	11,252	12,752	9,679	10,969
2007–08	11,965	13,075	10,298	11,254
2008–09	12,222	13,173	10,540	11,359
2009–10	12,133	12,951	10,636	11,353
2010–11	12,048	12,608	10,658	11,153

<sup>1</sup> Includes current expenditures, capital outlay, and interest on school debt.

<sup>2</sup> Constant 2012–13 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

# Degree-Granting Institutions

## Revenues for Public Institutions

In 2011–12, public institutions received 21 percent of their revenue from tuition and fees, 19 percent from state appropriations, and 9 percent from federal grants.

**Table 34. Revenues of public degree-granting institutions, by source: 2011–12**

Source	Revenue, in billions	Percentage distribution	Revenue per full-time-equivalent student <sup>1</sup>
<b>Total revenues</b>	<b>\$317.3</b>	<b>100.0</b>	<b>\$28,982</b>
Operating revenues	187.0	58.9	17,076
Tuition and fees <sup>2</sup>	65.4	20.6	5,972
Grants and contracts	46.1	14.5	4,215
Federal <sup>3</sup>	29.2	9.2	2,664
State	6.8	2.2	624
Local	10.1	3.2	927
Other operating revenues	75.4	23.8	6,889
Nonoperating revenues	114.7	36.2	10,480
Federal appropriations	1.8	0.6	168
State appropriations	58.8	18.5	5,370
Local appropriations	10.2	3.2	933
Other nonoperating	43.9	13.8	4,010
Other revenues and additions	15.6	4.9	1,425

<sup>1</sup> Full-time students plus the full-time-equivalent of the part-time students.

<sup>2</sup> Net of allowances and discounts.

<sup>3</sup> Excludes loans to students and parents.

NOTE: Detail may not sum to totals because of rounding.

## Revenues for Private Nonprofit Institutions

The largest sources of revenue for private nonprofit institutions in 2011–12 were tuition and fees (39 percent, or \$19,013 per student), federal government (15 percent, or \$7,285 per student), hospitals (12 percent, or \$5,632 per student), and private gifts and contributions (11 percent, or \$5,181 per student).

**Table 35. Revenues of private nonprofit degree-granting institutions, by source: 2011–12**

Source	Revenue, in billions	Percentage distribution	Revenue per full-time-equivalent student <sup>1</sup>
<b>Total</b>	<b>\$161.9</b>	<b>100.0</b>	<b>\$48,835</b>
Tuition and fees	63.0	38.9	19,013
Federal government <sup>2</sup>	24.1	14.9	7,285
State and local governments	2.0	1.2	593
Private grants/contracts	4.4	2.7	1,341
Private gifts/contributions	17.2	10.6	5,181
Investment return	4.5	2.8	1,371
Educational activities	5.1	3.1	1,533
Auxiliary enterprises	15.5	9.6	4,676
Hospitals	18.7	11.5	5,632
Other	7.3	4.5	2,209

<sup>1</sup> Full-time students plus the full-time-equivalent of the part-time students.

<sup>2</sup> Includes independent operations.

NOTE: Detail may not sum to totals because of rounding.



## Revenues for Private For-Profit Institutions

Private for-profit institutions received 89 percent of their revenues, or about \$14,927 per student, from student tuition and fees in 2011–12. The next largest sources in 2011–12 were federal government (6 percent), auxiliary enterprises (2 percent), and educational activities and other (1 percent from each source).

**Table 36. Revenues of private for-profit degree-granting institutions, by source: 2011–12**

Source	Revenue, in billions	Percentage distribution	Revenue per full-time-equivalent student <sup>1</sup>
<b>Total</b>	<b>\$26.92</b>	<b>100.0</b>	<b>\$16,721</b>
Tuition and fees	24.04	89.3	14,927
Federal government	1.53	5.7	949
State and local governments	0.10	0.4	64
Private gifts, grants, and contracts	0.01	#	6
Investment return	0.04	0.1	23
Educational activities	0.35	1.3	219
Auxiliary enterprises	0.51	1.9	318
Other	0.35	1.3	216

#Rounds to zero.

<sup>1</sup> Full-time students plus the full-time-equivalent of the part-time students.

NOTE: Detail may not sum to totals because of rounding.

## Expenditures of Public Institutions

Expenditures at public degree-granting institutions totaled \$306 billion in 2011–12, amounting to \$27,906 per full-time-equivalent student. Instruction expenditures accounted for 26 percent of total expenditures.

**Table 37. Expenditures of public degree-granting institutions, by purpose: 2011–12**

Purpose	Expenditures, in billions	Percentage distribution	Expenditures per full-time-equivalent student <sup>1</sup>
<b>Total</b>	<b>\$305.5</b>	<b>100.0</b>	<b>\$27,906</b>
Instruction	80.9	26.5	7,389
Research	29.7	9.7	2,709
Public service	11.9	3.9	1,091
Academic support	20.3	6.6	1,854
Student services	14.2	4.6	1,293
Institutional support	24.2	7.9	2,206
Operation and maintenance of plant	19.2	6.3	1,752
Depreciation	16.5	5.4	1,504
Scholarships and fellowships <sup>2</sup>	16.6	5.4	1,518
Auxiliary enterprises	22.2	7.3	2,027
Hospitals	30.9	10.1	2,822
Independent operations	1.2	0.4	110
Interest	6.1	2.0	560
Other	11.7	3.8	1,070

<sup>1</sup> Full-time students plus the full-time-equivalent of the part-time students.

<sup>2</sup> Excludes discounts and allowances.

NOTE: Detail may not sum to totals because of rounding.

## Expenditures of Private Nonprofit Institutions

Expenditures at private nonprofit degree-granting institutions totaled \$160 billion in 2011–12, amounting to \$48,233 per full-time-equivalent student. Nonprofit institutions' largest expenditure category was instruction, which accounted for 33 percent of their expenditures. The next largest expenditure was institutional support, which accounted for 13 percent.

**Table 38. Expenditures of private nonprofit degree-granting institutions, by purpose: 2011–12**

Purpose	Expenditures, in billions	Percentage distribution	Expenditures per full-time-equivalent student <sup>1</sup>
<b>Total</b>	<b>\$159.9</b>	<b>100.0</b>	<b>\$48,233</b>
Instruction	52.2	32.7	15,753
Research	17.4	10.9	5,259
Public service	2.3	1.5	704
Academic support	14.2	8.9	4,280
Student services	12.9	8.1	3,886
Institutional support	21.2	13.2	6,382
Auxiliary enterprises	14.9	9.3	4,510
Net grant aid to students <sup>2</sup>	0.8	0.5	255
Hospitals	15.5	9.7	4,671
Independent operations	5.5	3.4	1,644
Other	2.9	1.8	889

<sup>1</sup> Full-time students plus the full-time-equivalent of the part-time students.

<sup>2</sup> Excludes tuition and fee allowances and agency transactions, such as Pell grants.

NOTE: Detail may not sum to totals because of rounding.

## Expenditures of Private For-Profit Institutions

Expenditures at private for-profit 4-year and 2-year degree-granting institutions totaled \$23 billion in 2011–12, amounting to \$14,307 per full-time-equivalent student.

Private for-profit institutions' largest expenditure category was student services, academic and institutional support, which accounted for 67 percent of their expenditures in 2011–12. The next largest category was instruction, which accounted for 24 percent of their expenditures.

**Table 39. Expenditures of private for-profit degree-granting institutions, by purpose: 2011–12**

Purpose	Expenditures, in billions	Percentage distribution	Expenditures per full-time-equivalent student <sup>1</sup>
<b>Total</b>	<b>\$23.04</b>	<b>100.0</b>	<b>\$14,307</b>
Instruction	5.61	24.4	3,484
Research and public service	0.04	0.2	26
Student services, academic and institutional support	15.34	66.6	9,527
Auxiliary enterprises	0.49	2.1	304
Net grant aid to students <sup>2</sup>	0.05	0.2	34
Other	1.50	6.5	932

<sup>1</sup> Full-time students plus the full-time-equivalent of the part-time students.

<sup>2</sup> Excludes tuition and fee allowances and agency transactions, such as student awards made from contributed funds or grant funds.

NOTE: Detail may not sum to totals because of rounding.

## College Costs

For the 2012–13 academic year, average annual undergraduate charges for tuition, room, and board were \$17,474 at public 4-year institutions and \$35,074 at private 4-year institutions.

**Table 40. Average undergraduate tuition, room, and board charges, by level and control of institution: 1992–93, 2002–03, and 2012–13**

[In constant 2012–13<sup>1</sup> dollars]

Year and control of institution	Total tuition, room, and board charges		
	All institutions	4-year	2-year
<b>All</b>			
1992–93	\$12,097	\$14,216	\$6,830
2002–03	15,262	18,344	7,943
2012–13	20,234	23,872	9,574
<b>Public</b>			
1992–93	8,731	9,772	6,166
2002–03	10,800	12,434	7,116
2012–13	15,022	17,474	8,928
<b>Private</b>			
1992–93	23,754	24,364	16,076
2002–03	29,652	30,220	22,554
2012–13	34,483	35,074	23,328

<sup>1</sup> Constant 2012–13 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

## Financial Aid for Students

About 84 percent of all full-time undergraduates who attended for the full academic year (full-year) received some form of financial aid in 2011–12. A higher percentage of students at private institutions received aid than did students at public institutions. About 92 percent of full-time undergraduates at private nonprofit institutions and 95 percent at private for-profit institutions received aid, compared with 80 percent at public institutions. Full-time students obtained aid through a variety of programs: 73 percent received some sort of federal aid, 24 percent received state aid, 34 percent received institutional aid, and 28 percent received aid from other sources (see *Digest of Education Statistics, 2013*, table 331.50). Private nonprofit institutions provided institutional aid to 74 percent of their full-time undergraduates. For all full-time, full-year undergraduates, the average student aid package from all sources (including grants, loans, work-study, and other) totaled \$15,510 in 2011–12 (see *Digest of Education Statistics, 2013*, table 331.40).

In 2011–12, some 86 percent of all full-time, full-year graduate students received at least one form of financial aid. About 62 percent of graduate students received loans, 26 percent received fellowship grants, 21 percent received assistantships, 10 percent received tuition waivers, and 10

percent received support through their employers (see *Digest of Education Statistics, 2013*, table 332.30).

**Table 41. Percentage of full-time, full-year undergraduate and graduate students receiving financial aid, by type of aid, level of student, and level and control of institution: 2011–12**

Level of student and level and control of institution	Aid from		
	any source	Grants	Loans
<b>All undergraduate students</b>	<b>84.4</b>	<b>72.4</b>	<b>56.7</b>
Public	80.4	67.3	48.5
4-year doctoral-granting	83.9	67.8	61.6
Other 4-year institutions	83.5	69.2	55.5
2-year institutions	74.5	65.7	27.5
Less than 2-year institutions	71.6	68.6	20.5
Private, nonprofit	91.6	85.4	68.4
4-year doctoral-granting	90.4	84.2	66.7
Other 4-year institutions	93.1	87.2	70.7
Less than 4-year institutions	90.2	77.8	61.2
Private, for-profit institutions	94.8	78.6	84.1
<b>All graduate students</b>	<b>86.1</b>	—	<b>61.6</b>
Master's degree students	82.6	—	62.6
Public institutions	83.8	—	57.5
Private institutions	81.8	—	66.4
Doctor's degree students	93.4	—	25.4
Public institutions	94.1	—	22.2
Private institutions	92.5	—	29.5
First-professional students	90.7	—	84.2
Public institutions	91.1	—	83.9
Private institutions	90.4	—	84.4

— Not available.

## Federal Funding

Federal on-budget support for education increased 389 percent from fiscal year (FY) 1965 to FY 2011, after adjustment for inflation. (On-budget support excludes education funds that are generated by federal subsidies, such as Federal Family Education Loans and the Federal Direct Student Loans.) Increases occurred between 1965 and 1975. After a decrease of less than 1 percent between 1975 and 1980, federal funding for education declined approximately 16 percent between 1980 and 1985, when adjusted for inflation. Thereafter, federal on-budget funding for education generally increased, showing a rise of 142 percent from 1985 to 2011, after adjustment for inflation.

For FY 2012, estimates show federal program funds for elementary and secondary education at \$79.0 billion, for postsecondary education at \$69.9 billion, and for other programs at \$9.6 billion (see *Digest of Education Statistics, 2012*, table 419).

In FY 2011, an estimated \$93.8 billion (about 51 percent of the \$185.2 billion spent by the federal government on education) came from the U.S. Department of Education (see *Digest of Education Statistics, 2012*, table 420). The other agencies with the largest amounts of education funding included the U.S. Department of Health and Human Services (\$29.3 billion), the U.S. Department of



Agriculture (\$20.4 billion), and the U.S. Department of Defense (\$6.8 billion).

**Table 42. Federal on-budget funds for education: Selected fiscal years 1965 through 2011**

[In billions of dollars]

Year	Total on-budget support	
	Unadjusted dollars	Constant 2012 dollars <sup>1</sup>
1965	\$5.3	\$38.9
1970	12.5	74.3
1975	23.3	95.2
1980	34.5	94.4
1985	39.0	78.6
1990	51.6	89.1
1995	71.6	105.9
1996	71.3	102.9
1997	73.7	104.2
1998	76.9	107.7
1999	82.9	114.4
2000	85.9	115.8
2001	94.8	124.6
2002	109.2	141.2
2003	124.4	156.7
2004	132.4	162.2
2005	146.2	172.7
2006	166.5	190.0
2007	145.7	161.8
2008	145.0	155.3
2009	260.7	277.9
2010	183.3	193.1
2011	185.2	189.9

<sup>1</sup> Data adjusted by the federal funds composite deflator prepared by the data source.

**NOTE: Some data have been revised from previously published figures.**

## Source Information

The following reports and surveys from the National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education (except where noted otherwise) were used as sources for this document.

Table 1: *Digest of Education Statistics, 2013* (table 105.30), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1985–86 through 2011–12; National Elementary and Secondary Enrollment Projection Model, 1972 through 2023.

Table 2: *Digest of Education Statistics, 2013* (table 105.30), *Private Schools in American Education*; Private School Universe Survey (PSS), 1989–90 through 2011–12; National Elementary and Secondary Enrollment Projection Model, 1972 through 2023.

Table 3: *Digest of Education Statistics, 2013* (table 105.30), National Elementary and Secondary Enrollment Projection Model, 1972 through 2023.

Table 4: *Digest of Education Statistics, 2013* (table 202.10), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1990 through October 2012.

Table 5: *Digest of Education Statistics, 2013* (table 103.20), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1990 through October 2012.

Table 6: *Digest of Education Statistics, 2003* (table 42), *Digest of Education Statistics, 2013* (table 203.50), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1991–92, 2001–02, and 2011–12.

- Table 7: *Digest of Education Statistics, 2013* (table 204.30), *Statistics of Public Elementary and Secondary School Systems, 1977–78 and 1980–81*; Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 1990–91 through 2011–12. U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act*, selected years, 1977 through 1996; and Individuals with Disabilities Education Act (IDEA) database, retrieved March 21, 2013, from <http://tadnet.public.tadnet.org/pages/712>.
- Table 8: *Digest of Education Statistics, 2013* (table 303.30), Integrated Postsecondary Education Data System (IPEDS), “Fall Enrollment Survey” (IPEDS-EF:90), and Spring 2001, Spring 2011, and Spring 2013, Enrollment component.
- Table 9: *Digest of Education Statistics, 2013* (table 303.25), Integrated Postsecondary Education Data System (IPEDS), “Fall Enrollment Survey” (IPEDS-EF:90), and Spring 2001, Spring 2011, and Spring 2013, Enrollment component.
- Table 10: *Digest of Education Statistics, 2013* (table 103.20), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1985 through October 2012.
- Table 11: *Digest of Education Statistics, 2013* (table 303.40), Integrated Postsecondary Education Data System (IPEDS), “Fall Enrollment Survey” (IPEDS-EF:90), Spring 2001 and Spring 2013, Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 1972 through 2023. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1990, 2000, and 2012.

- Table 12: *Digest of Education Statistics, 2013* (table 306.10), Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90), Spring 2001, Spring 2011, and Spring 2013, Enrollment component.
- Table 13: *Digest of Education Statistics, 2013* (table 303.70), Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99), and Spring 2001 through Spring 2013, Enrollment component.
- Table 14: *Digest of Education Statistics, 2013* (table 303.80), Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99), and Spring 2001 through Spring 2013, Enrollment component.
- Table 15: *Digest of Education Statistics, 2013* (table 208.20), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990-91 through 2011-12; Private School Universe Survey (PSS), 1989-90 through 2011-12.
- Table 16: *Digest of Education Statistics, 2013* (table 211.20), Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1990-91, 1999-2000, 2003-04, 2007-08, and 2011-12; and "Charter School Teacher Data File," 1999-2000. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.
- Table 17: *Digest of Education Statistics, 2013* (table 209.20), Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011-12.
- Table 18: *Digest of Education Statistics, 2013* (table 209.20), Schools and Staffing Survey (SASS), "Private School Teacher Data File," 2011-12.
- Table 19: *Digest of Education Statistics, 2013* (table 314.30), Integrated Postsecondary Education Data System (IPEDS), Winter 2011-12, Human Resources component, Fall Staff section.

Tables 20 and 21: *Digest of Education Statistics, 2013* (table 316.10), Integrated Postsecondary Education Data System (IPEDS), "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:90-99), and Winter 2002-03 through Winter 2012-13, Human Resources component, Salaries section. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.

Table 22: *Digest of Education Statistics, 2013* (table 221.10), National Assessment of Educational Progress (NAEP), 1992, 2011, and 2013 Reading Assessments, retrieved April 4, 2014, from the Main NAEP Data Explorer (<http://nces.ed.gov/nationsreportcard/naepdata/>).

Table 23: *Digest of Education Statistics, 2013* (table 222.10), National Assessment of Educational Progress (NAEP), 1990, 2011, and 2013 Mathematics Assessments, retrieved April 4, 2014, from the Main NAEP Data Explorer (<http://nces.ed.gov/nationsreportcard/naepdata/>).

Table 24: *Digest of Education Statistics, 2010* (table 223.10), National Assessment of Educational Progress (NAEP), 2009 and 2011 Science Assessments.

Table 25: *Digest of Education Statistics, 2013* (table 225.50), High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "High School Transcript Study"; and 1998, 2005, and 2009 High School Transcript Study (HSTS).

Table 26: *Digest of Education Statistics, 2013* (table 219.10), *Statistics of Public Elementary and Secondary School Systems, 1976-77 and 1979-80; Statistics of Nonpublic Elementary and Secondary Schools, 1976 through 1980; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1984-85 through 2009-10; "State Dropout and Completion Data File," 2005-06 through 2011-12; Private School Universe*

Survey (PSS), 1989 through 2011; and National High School Graduates Projection Model, 1972–73 through 2023–24.

Table 27: *Digest of Education Statistics, 2013* (table 219.70), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1975 through October 2013.

Tables 28 and 29: *Digest of Education Statistics, 2013* (table 318.10), Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1979–80 and 1984–85; and Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:90–98), and Fall 2000 through Fall 2012, Completions component.

Table 30: *Digest of Education Statistics, 2013* (table 104.10 and 104.20), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 1980 through March 2013.

Table 31: *Digest of Education Statistics, 2013* (table 106.10), *Revenues and Expenditures for Public Elementary and Secondary Education, 1980–81 and 1985–86*; Common Core of Data (CCD), "National Public Education Financial Survey," 1990–91 through 2010–11; Higher Education General Information Survey (HEGIS), *Financial Statistics of Institutions of Higher Education, 1980–81 and 1985–86*; Integrated Postsecondary Education Data System (IPEDS), "Finance Survey" (IPEDS-F:FY91–99), and Spring 2002 through Spring 2013. U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts Tables, retrieved February 5, 2014, from [http://www.bea.gov/iTable/index\\_nipa.cfm](http://www.bea.gov/iTable/index_nipa.cfm).

Table 32: *Digest of Education Statistics, 2013* (table 235.10), *Revenues and Expenditures for Public Elementary and Secondary Education, 1970–71 through 1985–86*;

- Common Core of Data (CCD), "National Public Education Financial Survey," 1986–87 through 2010–11.
- Table 33: *Digest of Education Statistics, 2013* (table 236.55), *Revenues and Expenditures for Public Elementary and Secondary Education, 1970–71 through 1985–86*; Common Core of Data (CCD), "National Public Education Financial Survey," 1986–87 through 2010–11.
- Table 34: *Digest of Education Statistics, 2013* (table 333.10), Integrated Postsecondary Education Data System (IPEDS), Spring 2012, Enrollment component and Spring 2013, Finance component.
- Table 35: *Digest of Education Statistics, 2013* (table 333.50), Integrated Postsecondary Education Data System (IPEDS), Spring 2012, Enrollment component and Spring 2013, Finance component.
- Table 36: *Digest of Education Statistics, 2013* (table 333.60), Integrated Postsecondary Education Data System (IPEDS), Spring 2012, Enrollment component and Spring 2013, Finance component.
- Table 37: *Digest of Education Statistics, 2013* (table 334.10), Integrated Postsecondary Education Data System (IPEDS), Spring 2012, Enrollment component and Spring 2013, Finance component.
- Table 38: *Digest of Education Statistics, 2013* (table 334.40), Integrated Postsecondary Education Data System (IPEDS), Spring 2012, Enrollment component and Spring 2013, Finance component.
- Table 39: *Digest of Education Statistics, 2013* (table 334.60), Integrated Postsecondary Education Data System (IPEDS), Spring 2012, Enrollment component and Spring 2013, Finance component.
- Table 40: *Digest of Education Statistics, 2013* (table 330.10), Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:92), "Institutional Characteristics Survey" (IPEDS-IC:92), Spring



2003 and Spring 2013, Enrollment component, and Fall 2002 and Fall 2012, Institutional Characteristics component. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.

Table 41: *Digest of Education Statistics, 2013* (tables 331.60 and 332.30), 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table 42: *Digest of Education Statistics, 2012* (table 419), U.S. Department of Education, Budget Service. U.S. Department of Education, National Center for Education Statistics, unpublished tabulations. U.S. Office of Management and Budget, *Budget of the U.S. Government, Appendix*, fiscal years 1967 through 2014. National Science Foundation, *Federal Funds for Research and Development*, fiscal years 1967 through 2011.

# NCES Website Tools

<http://nces.ed.gov>

The NCES website serves as your gateway to a rich source of data. A variety of information access tools help you find the education data you need, quickly and easily.

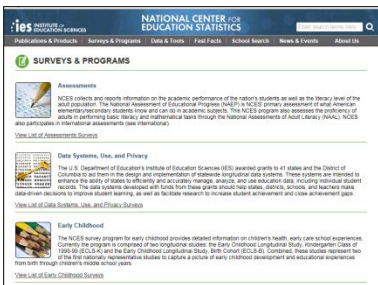
You can...

(1) access thousands of publications and data products:

The screenshot shows the 'PUBLICATIONS & PRODUCTS SEARCH' interface on the NCES website. At the top, there is a navigation bar with the NCES logo and the text 'INSTITUTE OF EDUCATION SCIENCES' and 'NATIONAL CENTER FOR EDUCATION STATISTICS'. Below this is a search bar with the placeholder text 'Enter search terms here'. The main content area is titled 'PUBLICATIONS & PRODUCTS' and contains a search form. The search form includes a search box, a 'SEARCH' button, and radio buttons for 'All Words' and 'Any Words'. Below the search box are options for 'Search by' (Title, Description, Subject, Author, PUP) and 'Results per page' (15, 30). There are also options for 'Release Date' (Dropdown, After, Before, During) and 'Type of Product' (Dropdown). A 'Survey/Program Area' dropdown is also present. To the right of the search form, there is a section titled 'Other publication resources' with links to 'Education Publications (ED Pubs)', 'Education Resources Information Center (ERIC)', 'Federal Depository Library', 'Government Printing Office (GPO)', and 'America Reads! Products'. At the bottom of the page, there is a footer with the text 'U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics' and a logo for 'www.ies.ed.gov'.

<http://nces.ed.gov/pubsearch/>

(2) learn about the more than 40 NCES programs and surveys, including those shown below:

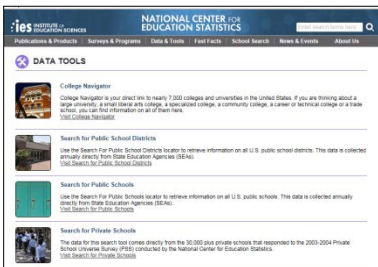


The screenshot shows the 'SURVEYS & PROGRAMS' section of the National Center for Education Statistics website. It features three main categories:

- Assessments:** NCEC collects and reports information on the academic performance of the nation's students as well as the literacy level of the adult population. The National Assessment of Educational Progress (NAEP) is NCEC's primary assessment of what American elementary/secondary students know and can do in academic subjects. This NCEC program also assesses the proficiency of adults in performing basic literacy and mathematical tasks through the National Assessments of Adult Literacy (NAAL). NCEC also participates in international assessments (see international).
- Data Systems, Use, and Privacy:** The U.S. Department of Education's Institute of Education Sciences (IES) awarded grants to 41 states and the District of Columbia to aid them in the design and implementation of statewide longitudinal data systems. These systems are intended to enhance the ability of states to efficiently and accurately manage, analyze, and use education data, including individual student records. The data systems developed with funds from these grants should help states, districts, schools, and teachers make data-driven decisions to improve student learning, as well as facilitate research to increase student achievement and close achievement gaps.
- Early Childhood:** The NCEC survey program for early childhood provides detailed information on children's health, early care school experiences. Currently the program is comprised of two longitudinal studies, the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) and the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B). Combined, these studies represent two of the first nationally representative studies to capture a picture of early childhood development and educational experiences from birth through children's middle school years.

<http://nces.ed.gov/surveys/>

(3) build your own tables using raw data from NCES surveys:



The screenshot shows the 'DATA TOOLS' section of the National Center for Education Statistics website. It features four main categories:

- College Navigator:** College Navigator is your direct link to nearly 7,000 colleges and universities in the United States. If you are thinking about a large university, a small liberal arts college, a specialized college, a community college, a career or technical college or a trade school, you can find information on all of them here.
- Search for Public School Districts:** Use the Search For Public School Districts locator to retrieve information on all U.S. public school districts. This data is collected annually directly from State Education Agencies (SEAs).
- Search for Public Schools:** Use the Search For Public Schools locator to retrieve information on all U.S. public schools. This data is collected annually directly from State Education Agencies (SEAs).
- Search for Private Schools:** The data for this search tool comes directly from the 30,000 plus private schools that responded to the 2003-2004 Private School Universe Survey (PSES) conducted by the National Center for Education Statistics.

<http://nces.ed.gov/datatools/>

(4) obtain information on individual schools, colleges, and libraries:

**Search for Schools and Colleges**

State:  City:  Institutions:  Public Schools  Private Schools  Colleges

Zip:  Distance:  Name:

Sort by:  Name  State  City

**Search Tips**

Here are some tips to begin your search.

- You must enter a name, city, or zip code to begin searching.
- You must select at least one of the four types of institutions found on the right side of the search tool.
- When doing a name search keep it as simple as possible to make sure you get results. For example, use Mary instead of Saint Mary's College in case spelling or abbreviations are different.
- To better target your search use more search parameters.
- To find an NCES ID for public schools, private schools, or colleges click on the name of the institution in the search results.
- By default, search results are sorted by name within institution, however, you may select to sort by state or city.
- To find information about Public Libraries, please visit Institute of Museum and Library Services (IMLS).

<http://nces.ed.gov/globallocator/>

(5) explore Kids' Zone with a child:

**KIDS' ZONE**

Home Math Science History Art

**Welcome to Kids' ZONE**

The NCES Kids' Zone provides information to help you learn about schools, decide on a college, find a public library, engage in several games, quizzes and skill building about math, probability, graphing, and mathematics, and to learn many interesting facts about education.

**Did You Know?**  
Public school students in 28 states scored higher than they peers in the nation, students in 22 states and the District of Columbia scored lower than their peers nationally. The interactive map provides details. [Learn More](#)

**THE WORD OF THE DAY**  
**abstinence** (n.) A gesture or bodily movement, as a sign, expressing defiance or respect, an attitude of defiance or respect.

**SEEKING YOUR SUGGESTIONS**  
Calling All Kids! We would like to hear from you to find out what other types of activities you would like to see on the NCES Kids' Zone! Please send your comments or suggestions to [kidzone@ed.gov](mailto:kidzone@ed.gov).

**CREATE A GRAPH**

**Data Search**

**US 508 OECD 500**

The U.S. **Worldwide Score** on **Public 30th** **Progress** **International** **Study** **2008**, which was higher than the OECD-PIB average of 508. [Learn More](#)

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This site uses Adobe Flash Player to provide a more rich web experience. [Download a free version.](#)

<http://nces.ed.gov/nceskids/>