

Mobile Digest of Education Statistics, 2017

Suggested Citation

Snyder, T.D. (2018). *Mobile Digest of Education Statistics, 2017* (NCES 2018-138). U.S. Department of Education. Washington, DC. National Center for Education Statistics



U.S. Department of Education
NCES 2018-138

Mobile Digest of Education Statistics, 2017

AUGUST 2018

Thomas D. Snyder
National Center for
Education Statistics

U.S. Department of Education

Betsy DeVos, *Secretary*

Institute of Education Sciences

Mark Schneider, *Director*

National Center for Education Statistics

James L. Woodworth, *Commissioner*

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.

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education
550 12th Street SW
Washington, DC 20202

August 2018

The NCES Home Page address is

<https://nces.ed.gov>.

Foreword

Welcome to the third 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, 2017*.

The *Mobile Digest* includes selections of data from many government sources, especially those of the National Center for Education Statistics (NCES). The *Mobile 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, 2017* (<https://nces.ed.gov/programs/digest/>). Unless indicated as a projection or estimate, all data presented in this report are the latest actual data available at the time of preparation of this document. Information on statistical procedures, definitions, and survey sources appears in the introduction, and appendixes A and B of the latest edition of *Digest of Education Statistics*.

For more information on education statistics, please go to <https://nces.ed.gov>. For further detail on the tools available through the NCES website, go to page 69 of this publication.

Contents

	Page
Foreword	iii
Overview	vii
The Structure of American Education	viii
Enrollment	1
Elementary and Secondary Schools	2
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
Degree-Granting Institutions	9
College Enrollment	9
Enrollment by Level	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
Teachers, Faculty, and Staff	17
Elementary and Secondary Schools	18
Number of Teachers	18
Teachers' Salaries	20

	Page
Teacher Characteristics, Public Schools	21
Teacher Characteristics, Private Schools	22
Degree-Granting Institutions	23
College Staff	23
Faculty Salaries for Males and Females	24
Faculty Salaries at Public and Private Institutions ...	25
Educational Outcomes	27
Reading Performance	28
Mathematics Performance	29
Science Performance	30
High School Coursetaking Patterns	31
Graduates	33
Dropouts	35
College Degrees	36
Educational Attainment	40
Finance	41
Total Expenditures	42
Public Elementary and Secondary Schools	44
Revenues	44
Expenditures	46
Degree-Granting Institutions	47
Revenues for Public Institutions	47
Revenues for Private Nonprofit Institutions	48
Revenues for Private For-Profit Institutions	49
Expenditures of Public Institutions	50
Expenditures of Private Nonprofit Institutions	51
Expenditures of Private For-Profit Institutions	52
College Costs	53

	Page
Financial Aid for Students	54
Federal Funding	56
Source Information	58
NCES Website Tools	65

Overview

In the fall of 2017, about 86.4 million people in the United States were either enrolled or employed in public and private schools and colleges (*Digest of Education Statistics, 2017*, table 105.10). Included in this total were 76.4 million students enrolled in American schools and colleges.¹ About 4.6 million people were employed as elementary and secondary school teachers or as college faculty, as measured in full-time equivalents (FTE). Other professional, administrative, and support staff of educational institutions totaled 5.5 million. In a nation with a population of about 325 million in 2017, more than 1 out of every 4 people participated in the education system (*Digest of Education Statistics, 2017*, table 101.10).

¹ Tables in this report on elementary and secondary schools do not include data on homeschooled children. In 2016, there were 1.7 million home-schooled children (*Digest of Education Statistics, 2017*, table 206.10).

The Structure of American Education

The structure of education in the United States includes three levels of education: elementary, secondary, and postsecondary. Students ordinarily spend 5 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.

This page intentionally left blank.

Enrollment

Elementary and Secondary Schools

Public Schools

Overall, public school enrollment increased 28 percent between 1985 and 2017. Elementary (prekindergarten through grade 8) enrollment rose from 27.0 million in fall 1985 to a projected 35.6 million in fall 2017, an increase of 32 percent. In the secondary grades (9 through 12), the net result of changes in enrollment over the same period was a 22 percent increase.

Table 1. Enrollment in public elementary and secondary schools: Selected years, fall 1985 through fall 2017

Year	[In thousands]		
	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
2005	49,113	34,204	14,909
2010	49,484	34,625	14,860
2012	49,771	35,018	14,753
2013	50,045	35,251	14,794
2014	50,313	35,370	14,943
2015	50,438	35,388	15,050
2016 ¹	50,580	35,504	15,076
2017 ¹	50,649	35,551	15,097

¹ 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 6 percent higher in 2017 than in 1985. Total private school enrollment at the elementary and secondary levels was projected at 5.9 million in fall 2017, amounting to about 10 percent of all elementary and secondary students (tables 1 and 2).

Table 2. Enrollment in private elementary and secondary schools: Selected years, fall 1985 through fall 2017

Year	[In thousands]		
	Total	Elementary (prekindergarten through grade 8)	Secondary (grades 9 through 12)
1985	5,557	4,195	1,362
1990 ¹	5,648	4,512	1,136
1995	5,918	4,756	1,163
2000 ¹	6,169	4,906	1,264
2005	6,099	4,724	1,349
2007	6,087	4,546	1,364
2009	5,488	4,179	1,309
2010 ¹	5,382	4,084	1,299
2012 ¹	5,333	4,031	1,302
2013	5,396	4,084	1,312
2014 ¹	5,575	4,202	1,373
2015	5,751	4,304	1,446
2016 ²	5,829	4,334	1,495
2017 ²	5,878	4,347	1,531

¹ Estimated.

² Projected.

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

Projections

Fall 2017 enrollment marked a new record for total public school enrollment, according to projections. Public elementary enrollments are expected to continue increasing, with an overall increase of 3 percent between 2017 and 2027. Secondary enrollment is expected to increase 2 percent between 2017 and 2027.

Table 3. Projected enrollment in public elementary and secondary schools: Fall 2017 to fall 2027
[In thousands]

Year	Total	Elementary (prekindergarten through grade 8)	Secondary (grades 9 through 12)
2017	50,649	35,551	15,097
2018	50,701	35,606	15,095
2019	50,803	35,683	15,120
2020	50,971	35,717	15,254
2021	51,146	35,711	15,435
2022	51,317	35,745	15,572
2023	51,488	35,902	15,585
2024	51,619	36,071	15,549
2025	51,712	36,245	15,467
2026	51,833	36,451	15,382
2027	52,059	36,668	15,391

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

Prekindergarten and Kindergarten Enrollment

In 2016, about 65 percent of 3- to 5-year-olds were enrolled in prekindergarten or kindergarten programs. About 65 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 2016

	[In thousands]			
Control, level of school, and attendance status	1990	2000	2010	2016
Total	6,659	7,592	8,246	7,776
Percent enrolled	59.4	64.0	63.7	64.6
Control				
Public	3,971	4,847	5,829	5,586
Private	2,688	2,745	2,417	2,190
Level of school				
Prekindergarten	3,379	4,326	4,797	4,701
Kindergarten	3,280	3,266	3,449	3,075
Attendance status				
Full-day	2,577	4,008	4,813	5,038
Part-day	4,082	3,584	3,432	2,738
Percent full-day	38.7	52.8	58.4	64.8

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

The school enrollment rate for 3- and 4-year-olds in 2016 (54 percent) was not measurably different from the rate in 2000, but rates for 5- and 6-year-olds decreased from 96 percent to 93 percent. There was no measurable change in the enrollment rates of 7- to 13-year-olds and 14- to 17-year-olds between 2000 and 2016.

Table 5. Percentage of 3- to 17-year-olds enrolled in school: Selected years, October 1990 through October 2016

Year	3 and 4 years	5 and 6 years	7 to 13 years	14 to 17 years
1990	44.4	96.5	99.6	95.8
2000	52.1	95.6	98.2	95.7
2001	52.4	95.3	98.3	95.8
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
2013	54.9	93.8	98.1	96.1
2014	54.5	93.4	97.6	95.4
2015	52.7	94.2	97.7	95.9
2016	53.8	93.3	98.2	95.5

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 65 to 49 percent between 1995 and 2015. The percentage of students who were Hispanic rose from 14 percent to 26 percent, and the percentage of students who were Asian/Pacific Islander rose from 4 to 5 percent. The percentage of students who were Black increased from 1995 to 2005, and then, decreased to 15 percent in 2015.

Table 6. Racial/ethnic percentage distribution of students in public elementary and secondary schools: Fall 1995, 2005, and 2015

Race/ethnicity of student	1995	2005	2015
Total	100.0	100.0	100.0
White	64.8	57.0	48.9
Black	16.8	17.2	15.4
Hispanic	13.5	19.9	25.9
Asian/Pacific Islander	3.7	4.6	5.3
American Indian/Alaska Native	1.1	1.2	1.0
Two or more races	—	—	3.4

— Not available.

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 decreased to 13 percent in 2015–16. Between 2004–05 and 2015–16, the percentage of students identified as having autism increased from 0.4 percent to 1.2 percent of enrollment; and the percentage of those with specific learning disabilities decreased from 5.7 percent to 4.6 percent of enrollment (see *Digest of Education Statistics, 2017*, 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 2015–16

Year	Number of students with disabilities, in thousands	Students with disabilities as a percent of public enrollment ¹	Students with specific learning disabilities as a percent of public enrollment ¹
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
2005–06	6,718	13.7	5.6
2015–16	6,677	13.2	4.6

¹ 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 6 percent to 19.8 million in fall 2016. In fall 2016, 8.6 million students were males and 11.2 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 2016

[In thousands]

Sex, attendance status, and control of institution	1990	2000	2010	2016
Total	13,819	15,312	21,019	19,841
Males	6,284	6,722	9,046	8,636
Full-time	3,808	4,111	5,838	5,473
Part-time	2,476	2,611	3,207	3,163
Females	7,535	8,591	11,974	11,205
Full-time	4,013	4,899	7,249	6,653
Part-time	3,521	3,692	4,725	4,552
Public	10,845	11,753	15,142	14,583
Males	4,875	5,132	6,679	6,513
Females	5,970	6,620	8,463	8,070
Private	2,974	3,560	5,877	5,258
Males	1,409	1,589	2,367	2,122
Females	1,565	1,970	3,510	3,136

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

Enrollment by Level

Enrollment at public institutions increased 29 percent from 2000 to 2010, but then decreased 4 percent between 2010 and 2016. Enrollment at private for-profit institutions grew by 349 percent from 2000 to 2010, and then decreased 42 percent between 2010 and 2016. Enrollment at private nonprofit institutions increased 24 percent from 2000 to 2010, and by another 6 percent between 2010 and 2016.

Table 9. Fall enrollment in degree-granting postsecondary institutions, by control and level of institution: Fall 1990, 2000, 2010, and 2016
[In thousands]

Control and level of institution	1990	2000	2010	2016
Total	13,819	15,312	21,019	19,841
4-year	8,579	9,364	13,336	13,751
2-year	5,240	5,948	7,684	6,090
Public	10,845	11,753	15,142	14,583
4-year	5,848	6,055	7,924	8,742
2-year	4,996	5,697	7,218	5,841
Private	2,974	3,560	5,877	5,258
Private, nonprofit	2,760	3,109	3,854	4,078
4-year	2,671	3,051	3,822	4,027
2-year	89	59	33	51
Private, for-profit	214	450	2,023	1,180
4-year	59	258	1,590	982
2-year	154	192	433	199

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 in 2016 (69 percent) was higher than in 2000 (61 percent). Also, the enrollment rates of 20- and 21-year-olds were higher in 2016 (55 percent) than in 2000 (44 percent). Similarly, enrollment rates for 22- to 24-year-olds were higher in 2016 (29 percent) than in 2000 (25 percent).

Table 10. Percentage of 18- to 24-year-olds enrolled in high school or postsecondary education: Selected years, October 1985 through October 2016

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
2005	67.6	48.7	27.3
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
2013	67.1	52.8	29.7
2014	68.4	51.4	29.6
2015	68.5	53.3	28.8
2016	69.5	55.5	28.8

Enrollment by Sex and Age

Between 2000 and 2016, the enrollment of people under age 25 grew 31 percent and enrollment of people age 25 and older increased 27 percent. Enrollment of females under age 25 grew by 31 percent, and enrollment of females age 25 and older grew by 29 percent. Enrollment of males under age 25 grew by 32 percent, and enrollment of males age 25 and older grew by 24 percent.

Table 11. Fall enrollment in degree-granting postsecondary institutions, by sex and age: 2000, 2010, and 2016

	[In thousands]		
Sex and age	2000	2010	2016
Total	15,312	21,019	19,841
19 years and younger	3,389	4,259	3,936
20 and 21 years old	3,005	4,103	4,197
22 to 24 years old	2,600	3,759	3,689
25 years and older	6,319	8,899	8,019
Males, total	6,722	9,046	8,636
19 years and younger	1,522	1,914	1,791
20 and 21 years old	1,411	1,948	1,948
22 to 24 years old	1,222	1,723	1,726
25 years and older	2,566	3,461	3,170
Females, total	8,591	11,974	11,205
19 years and younger	1,867	2,345	2,145
20 and 21 years old	1,593	2,155	2,249
22 to 24 years old	1,378	2,036	1,962
25 years and older	3,753	5,438	4,849

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 percentage of students who are Hispanic have been increasing. In 2016, 57 percent of college students were White, compared with 71 percent in 2000. Between 2000 and 2016, the percentage of students who were Hispanic rose from 10 percent to 18 percent. About 4 percent of students were of Two or more races in 2016.

Table 12. Percentage of fall enrollment in degree-granting postsecondary institutions, by race and ethnicity: 1990, 2000, 2010, and 2016

Race/ethnicity	1990	2000	2010	2016
Total	100.0	100.0	100.0	100.0
White	79.9	70.8	62.6	56.9
Black	9.3	11.7	15.0	13.7
Hispanic	5.8	9.9	13.5	18.2
Asian/Pacific Islander	4.3	6.6	6.3	6.9
Asian	—	—	6.0	6.7
Pacific Islander	—	—	0.3	0.3
American Indian/Alaska Native	0.8	1.0	1.0	0.8
Two or more races	—	—	1.6	3.5

— 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 7 percent between 2010 and 2016. Full-time undergraduate enrollment rose by 45 percent and part-time rose by 27 percent between 2000 and 2010. From 2010 to 2016, full-time enrollment decreased 9 percent. Part-time enrollment decreased 3 percent between 2010 and 2016. The number of females rose by a higher percentage between 2000 and 2010 (39 percent) than the number of males (36 percent). Between 2010 and 2016, male enrollment decreased 5 percent and female enrollment decreased by 8 percent.

Table 13. Fall undergraduate enrollment in degree-granting postsecondary institutions, by sex and attendance status: Selected years, 1990 through 2016

Year	[In thousands]				
	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
2010	18,082	7,836	10,246	11,457	6,625
2011	18,077	7,823	10,254	11,365	6,712
2012	17,736	7,715	10,021	11,097	6,639
2013	17,476	7,660	9,816	10,939	6,537
2014	17,294	7,586	9,708	10,784	6,510
2015	17,047	7,502	9,544	11,603	6,444
2016	16,869	7,414	9,455	10,431	6,439

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

Postbaccalaureate Enrollment

Postbaccalaureate enrollment increased 36 percent between 2000 and 2010, and was 1 percent higher in 2016 than in 2010. Full-time enrollment rose by 50 percent between 2000 and 2010, and part-time enrollment rose by 22 percent. In 2016, full-time enrollment was 4 percent higher than in 2010, but part-time enrollment was 2 percent lower. The number of females enrolled rose by a higher percentage between 2000 and 2010 (42 percent) than the number of males (28 percent). In 2016, male enrollment was 1 percent higher than in 2010, and female enrollment also was 1 percent higher than in 2010.

Table 14. Fall postbaccalaureate enrollment in postsecondary degree-granting institutions, by sex and attendance status: Selected years, 1990 through 2016

Year	[In thousands]				
	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
2010	2,937	1,209	1,728	1,630	1,307
2011	2,933	1,211	1,722	1,637	1,296
2012	2,909	1,204	1,705	1,637	1,272
2013	2,900	1,201	1,699	1,657	1,243
2014	2,915	1,211	1,704	1,670	1,245
2015	2,942	1,222	1,720	1,684	1,257
2016	2,972	1,221	1,750	1,696	1,276

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

This page intentionally left blank.

Teachers, Faculty, and Staff

Elementary and Secondary Schools

Number of Teachers

Some 3.6 million elementary and secondary school teachers were engaged in classroom instruction in the fall of 2015, with about 3.2 million teachers in public schools and 0.5 million in private schools.

The number of public elementary and secondary school teachers was less than 1 percent higher in 2015 than in 2005. The number of public school teachers increased by a lower percentage than the number of students during that period (3 percent). The number of teachers in 2010 was 1 percent lower than in 2005, but the number increased 2 percent between 2010 and 2015.

In the fall of 2015 the pupil/teacher ratio for public schools was 16.0, compared to 15.6 in 2005. The pupil/teacher ratio in private schools was 11.9 pupils per teacher in 2015, compared to 13.5 in 2005.

Table 15. Teachers and pupil/teacher ratios in public and private elementary and secondary schools: Selected years, fall 1990 through fall 2015

[In full-time equivalents]

Year	Total	Public	Private
	Teachers, in thousands		
1990	2,759	2,398	361
2000	3,366	2,941	424 ¹
2005	3,593	3,143	450
2010	3,512	3,099	413 ¹
2011	3,508	3,103	405
2012	3,517	3,109	408 ¹
2013	3,555	3,114	441
2014	3,594	3,132	461 ¹
2015	3,633	3,151	482
	Pupil/teacher ratio		
1990	17.0	17.2	15.6 ¹
2000	15.9	16.0	14.5 ¹
2005	15.4	15.6	13.5
2010	15.6	16.0	13.0 ¹
2011	15.6	16.0	13.0
2012	15.7	16.0	13.1 ¹
2013	15.6	16.1	12.2
2014	15.6	16.1	12.1 ¹
2015	15.5	16.0	11.9

¹ 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 2015–16 than they were in 1999–2000. The average salary for teachers with a bachelor's degree in 2015–16 was 4 percent lower than in 1999–2000. Also, for teachers with a master's degree, the average salary in 2015–16 was 4 percent lower than in 1999–2000.

Table 16. Average annual base salary for public school teachers, by highest degree earned and years of experience: Selected years, 1990–91 through 2015–16

[In constant 2016–17 dollars]¹

Year and selected full- and part-time teaching experience	All teachers	Bachelor's degree	Master's degree
1990–91	\$56,770	\$50,260	\$63,340
1999–2000	57,190	50,610	64,110
2007–08	56,880	50,030	62,820
2011–12	56,590	49,420	61,670
2015–16 ²	56,140	48,650	61,250
1 year or less	42,380	40,260	47,750
6 to 9 years	49,720	45,390	52,750
10 to 14 years	56,480	49,770	59,910
15 to 19 years	62,290	54,640	65,940
20 to 24 years	65,640	58,050	69,080
25 to 29 years	66,690	58,330	70,470

¹ Constant 2016–17 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

² Includes other full-time experience levels not separately shown.

Teacher Characteristics, Public Schools

The teaching force in public elementary and secondary schools in 2015–16 was 77 percent female. Some 62 percent of teachers had at least 10 years of full- and part-time teaching experience, and 57 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: 2015–16

Selected characteristic	Number, in thousands	Percent
Total	3,827	100.0
Sex		
Male	897	23.4
Female	2,930	76.6
Race/ethnicity		
White	3,067	80.1
Black	256	6.7
Hispanic	338	8.8
Other racial/ethnic groups	166	4.3
Teaching experience		
Less than 3 years	380	9.9
3 to 9 years	1,083	28.3
10 to 20 years	1,504	39.3
More than 20 years	860	22.5
Highest degree		
Less than bachelor's	93	2.4
Bachelor's	1,550	40.5
Master's or above	2,184	57.1

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 57 percent of teachers had at least 10 years of full- and part-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
Total	465	100.0
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
Teaching experience		
Less than 3 years	52	11.2
3 to 9 years	150	32.3
10 to 20 years	147	31.6
More than 20 years	116	24.9
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

About 3.9 million people were employed in colleges and universities in the fall of 2016, including 1.5 million faculty, 0.4 million graduate assistants, and 2.0 million other staff. About 64 percent of the staff worked full time and 36 percent worked part time. About 2.1 million, or 55 percent, of all staff were female (see *Digest of Education Statistics, 2017*, table 314.30).

Table 19. Employees in degree-granting institutions, by control of institution, primary occupation, and level of institution: Fall 2016

[In thousands]

Primary occupation and level of institution	Total	Public	Private, nonprofit	Private, for-profit
Total	3,927	2,577	1,196	154
Faculty	1,549	977	477	95
Full-time	816	533	264	19
Part-time	733	444	213	76
Graduate assistants	376	295	81	#
Other staff	2,002	1,306	638	58
4-year	3,295	1,986	1,187	122
Full-time, total staff	2,215	1,348	815	52
Part-time, total staff	1,080	638	372	70
2-year	632	591	9	32
Full-time, total staff	309	284	6	18
Part-time, total staff	323	307	3	14

#Rounds to zero.

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 \$84,630 in 2016–17. The average faculty salary was 6 percent higher in 2016–17 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 2016–17 [In constant 2016–17 dollars]¹

Year	Total	Males	Females
1990–91	\$76,403	\$81,658	\$65,015
1995–96	77,445	82,949	67,333
1999–2000	80,108	86,121	70,230
2005–06	80,692	87,273	71,537
2006–07	81,526	88,161	72,529
2007–08	81,478	88,184	72,609
2008–09	83,166	90,102	74,200
2009–10	83,545	90,555	74,618
2010–11	82,845	89,861	74,056
2011–12	81,645	88,665	73,009
2012–13	81,054	88,082	72,501
2013–14	81,310	88,345	72,900
2014–15	82,182	89,401	73,606
2015–16	83,737	91,005	75,208
2016–17	84,630	91,944	76,121

¹ Constant 2016–17 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 2016–17, faculty salaries increased by 11 percent at private 4-year institutions, after adjustment for inflation. Faculty salaries at public 4-year institutions were 3 percent higher in 2016–17 than in 1999–2000, and salaries in public 2-year institutions were 2 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 2016–17
[In constant 2016–17 dollars]¹

Year	Public 4-year	Public 2-year	Private 4-year	Private 2-year
1990–91	\$80,651	\$67,143	\$76,510	\$43,647
1995–96	80,371	67,999	79,816	50,125
1999–2000	83,062	69,146	83,598	51,493
2005–06	82,861	67,562	86,900	47,007
2006–07	83,755	68,309	87,530	48,901
2007–08	83,509	68,367	87,503	49,748
2008–09	85,059	69,446	89,767	49,221
2009–10	85,254	69,711	90,236	50,100
2010–11	84,355	68,443	90,108	49,550
2011–12	83,005	66,701	89,252	50,975
2012–13	81,824	65,981	89,254	47,176
2013–14	82,512	65,799	89,218	46,058
2014–15	83,427	65,736	90,441	39,133
2015–16	84,922	67,232	91,970	31,871
2016–17	85,612	67,684	92,639	53,017

¹ Constant 2016–17 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

This page intentionally left blank.

Educational Outcomes

Reading Performance

The 2017 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 7 points higher (see *Digest of Education Statistics, 2017*, table 221.10). Females at both grade levels had higher average scores than males in 2017.

Table 22. Performance of 8th-graders in NAEP reading assessments, by selected characteristics: 1992, 2013, and 2017

Selected characteristic	1992	2013	2017
Average scale score	260	268	267
Sex			
Male	254	263	262
Female	267	273	272
Race/ethnicity			
White	267	276	275
Black	237	250	249
Hispanic	241	256	255
Asian/Pacific Islander	268	280	282
American Indian/Alaska Native	‡	251	253
Two or more races	—	271	272

Percent of students at performance levels

At or above <i>Basic</i>	69	78	76
At or above <i>Proficient</i>	29	36	36

— Not available.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

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

Mathematics Performance

The average NAEP mathematics scores of 4th- and 8th-graders were higher in 2017 than in 1990 (see *Digest of Education Statistics, 2017*, table 222.10). White students had higher average scores than Black, Hispanic, American Indian/Alaska Native, and Pacific Islander students at both grade levels in 2017, but lower average scores than Asian students.

Table 23. Performance of 8th-graders in NAEP mathematics assessments, by selected characteristics: 1990, 2013, and 2017

Selected characteristic	1990	2013	2017
Average scale score	263	285	283
Sex			
Male	263	285	283
Female	262	284	282
Race/ethnicity			
White	270	294	293
Black	237	263	260
Hispanic	246	272	269
Asian	—	309	312
Pacific Islander	—	275	274
American Indian/Alaska Native	‡	269	267
Two or more races	—	288	287
Percent of students at performance levels			
At or above <i>Basic</i>	52	74	70
At or above <i>Proficient</i>	15	35	34

—Not available.

‡ Reporting standards not met.

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

Science Performance

The average NAEP science scores were higher for males than females at the 8th and 12th grade levels in 2015. White students had higher average scores than Black, Hispanic, and American Indian/Alaska Native students at all three grade levels. At grade 12, Asian students had higher science scores than students of other racial/ethnic groups.

Table 24. Performance of 4th-, 8th-, and 12th-graders in NAEP science assessments, by selected characteristics: 2015

Selected characteristic	4th grade	8th grade	12th grade
Average scale score	154	154	150
Sex			
Male	154	155	153
Female	154	152	148
Race/ethnicity			
White	166	166	160
Black	133	132	125
Hispanic	139	140	136
Asian/Pacific Islander	169	166	167
Pacific Islander	143	138	‡
American Indian/Alaska Native	139	139	135
Two or more races	158	159	156
Percent of students at performance levels			
At or above <i>Basic</i>	76	68	60
At or above <i>Proficient</i>	38	34	22

‡ Reporting standards not met.

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, 2017*, 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 3,651,000 high school students are expected to graduate during the 2017–18 school year, including 3,296,000 public school graduates and 355,000 private school graduates. High school graduates include only recipients of diplomas, not recipients of equivalency credentials. The 2017–18 projection of high school graduates 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 2012–13, the averaged freshman graduation rate was 81.9 percent for public schools. A new graduation rate, known as the Adjusted Cohort Graduation Rate (ACGR), measures the percentage of public high school students who graduate on time. The U.S. Department of Education first published the national ACGR in 2010–11. In 2015–16, the ACGR was 84 percent, up from 79 percent in 2010–11 (see *Digest of Education Statistics, 2017*, table 219.46)

Table 26. High school graduates, by control of school and averaged freshman graduation rate for public schools: Selected years, 1975–76 through 2017–18

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 ¹	2,574	2,320	254	73.6
1999–2000 ¹	2,833	2,554	279	71.7
2004–05	3,106	2,799	307	74.7
2009–10 ¹	3,439	3,128	311	78.2
2010–11	3,450	3,144	306	79.6
2011–12 ¹	3,455	3,149	306	80.8
2012–13	3,478	3,169	309	81.9
2013–14 ²	3,480	3,168	311	—
2014–15 ³	3,530	3,187	343	—
2015–16 ²	3,564	3,224	340	—
2016–17 ²	3,597	3,251	345	—
2017–18 ²	3,651	3,296	355	—

— Not available.

¹ Private high school data are estimated.

² Projected.

³ Public school data are projected; private school data are actual.

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 9 to 6 percent between 2006 and 2016. Rates for Hispanics and Blacks decreased over this period. The dropout rate for Hispanics in 2016 (9 percent) was higher than the rates for Whites (5 percent) and Blacks (6 percent).

Table 27. Percentage of high school dropouts (status dropouts) among persons 16 to 24 years old, by race/ethnicity: Selected years, 1980 through 2016

Year	All races ¹	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 ²	12.0	8.6	12.1	30.0
2000 ²	10.9	6.9	13.1	27.8
2005 ²	9.4	6.0	10.4	22.4
2006 ²	9.3	5.8	10.7	22.1
2010 ²	7.4	5.1	8.0	15.1
2011 ²	7.1	5.0	7.3	13.6
2012 ²	6.6	4.3	7.5	12.7
2013 ²	6.8	5.1	7.3	11.7
2014 ²	6.5	5.2	7.4	10.6
2015 ²	5.9	4.6	6.5	9.2
2016 ²	6.1	5.2	6.2	8.6

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

² 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 2005–06 and 2015–16, the number of people earning associate’s degrees increased by 41 percent; the number earning bachelor’s degrees, by 29 percent; the number earning master’s degrees, by 31 percent; and the number earning doctor’s degrees, by 29 percent. The number of associate’s, bachelor’s, and master’s degrees conferred to males increased by a higher percentage than the number conferred to females between 2005–06 and 2015–16 (see *Digest of Education Statistics, 2017*, table 318.10). In contrast, between 2005–06 and 2015–16, the number of doctor’s degrees awarded to males increased by 22 percent, while the number awarded to females increased by 36 percent.

In 2015–16, colleges and universities awarded 1,008,000 associate’s degrees; 1,921,000 bachelor’s degrees; 786,000 master’s degrees; and 178,000 doctor’s degrees. In 2015–16, females earned the majority of degrees at all degree levels.

Of the 1,921,000 bachelor’s degrees conferred in 2015–16, the largest numbers of degrees were conferred in the fields of business (372,000), health professions and related programs (229,000), social sciences and history (161,000), psychology (117,000), and biological and biomedical sciences (114,000) (see *Digest of Education Statistics, 2017*, 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 (187,000), education (146,000), and health professions and related programs (110,000). The fields with the largest number of degrees at the doctor's degree level were health professions and related programs (73,700), legal professions and studies (37,000), education (11,800), engineering and engineering technologies (10,300), biological and biomedical sciences (7,900), psychology (6,500), and physical sciences and science technologies (6,000).

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 2015-16

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
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	787,243	1,601,399	57.2
2009-10	848,856	1,649,919	57.2
2010-11	943,506	1,716,053	57.2
2011-12	1,021,718	1,792,163	57.3
2012-13	1,007,427	1,840,381	57.2
2013-14	1,005,155	1,870,150	57.1
2014-15	1,014,341	1,894,969	57.1
2015-16	1,008,314	1,920,718	57.2

Table 29. Master's and doctor's degrees conferred and percentage of master's degrees awarded to females by degree-granting institutions: Selected years, 1979–80 through 2015–16

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
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	662,082	60.2	154,564
2009–10	693,313	60.3	158,590
2010–11	730,922	60.1	163,827
2011–12	755,967	60.0	170,217
2012–13	751,718	59.9	175,026
2013–14	754,582	59.9	177,587
2014–15	758,804	59.6	178,548
2015–16	785,595	59.2	177,867

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 2007 to 92 percent in 2017. During the same time period, the percentage of young adults with a bachelor's or higher degree increased from 30 percent to 36 percent.

Table 30. Percentage of persons 25 years and older who completed various years of school: Selected years, 1980 through 2017

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
2005	85.2	27.7	86.2	28.8
2007	85.7	28.7	87.0	29.6
2010	87.1	29.9	88.8	31.7
2012	87.6	30.9	89.7	33.5
2013	88.2	31.7	89.9	33.6
2014	88.3	32.0	90.8	34.0
2015	88.4	32.5	91.2	35.6
2016	89.1	33.4	91.7	36.1
2017	89.6	34.2	92.5	35.7

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 \$1.3 trillion for 2016–17. The expenditures of elementary and secondary schools are expected to total \$759 billion for 2016–17, while colleges and universities will spend about \$583 billion (see *Digest of Education Statistics, 2017*, tables 106.10 and 106.20). After adjustment for inflation, total expenditures for all educational institutions rose by an estimated 15 percent between 2006–07 and 2016–17. Expenditures for elementary and secondary schools were 5 percent higher in 2016–17 than in 2006–07, while total expenditures for colleges and universities rose by 31 percent.

The total expenditures for education are estimated to amount to about 7.2 percent of the gross domestic product in 2016–17.

Table 31. Total expenditures of educational institutions and percentage of gross domestic product: Selected years, 1980–81 through 2016–17

Year	Expenditures		Percent of gross domestic product ²
	Expenditures in billions of current dollars	in billions of constant 2016–17 dollars ¹	
1980–81	\$176	\$494	6.2
1985–86	259	578	6.0
1990–91	395	716	6.6
1995–96	509	799	6.6
2000–01	705	977	6.9
2004–05	876	1,109	7.1
2005–06	925	1,128	7.1
2006–07	984	1,170	7.1
2007–08	1,055	1,209	7.3
2008–09	1,090	1,232	7.4
2009–10	1,101	1,233	7.6
2010–11	1,124	1,234	7.5
2011–12	1,137	1,212	7.3
2012–13	1,154	1,210	7.1
2013–14	1,193	1,232	7.1
2014–15	1,242	1,273	7.1
2015–16 ³	1,293	1,317	7.1
2016–17 ³	1,342	1,342	7.2

¹ Constant 2016–17 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

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

³ 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 decreased during the same time period (see *Digest of Education Statistics, 2017*, 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 decreased 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 decreased every school year thereafter until 2005–06, when the state share was 46.5 percent.

Total revenues were 8 percent higher in 2014–15 than in 2004–05, after adjustment for inflation. Federal revenues were 1 percent lower in 2014–15 than in 2004–05. In contrast, revenues from state sources were 7 percent higher in 2014–15 than in 2004–05, and revenues from local sources were 10 percent higher. The federal revenue per student was \$1,094 in 2014–15, amounting to 8.5 percent of public school revenues. In comparison, state sources accounted for 46.6 percent of revenue in 2014–15, and local sources accounted for 45.0 percent.

Table 32. Percentage distribution of revenues for public elementary and secondary schools, by source of funds: Selected years, 1979–80 through 2014–15

Year	Federal	State	Local ¹
1979–80	9.8	46.8	43.4
1986–87	6.4	49.7	43.9
1989–90	6.1	47.1	46.8
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	44.2	43.3
2011–12	10.2	45.0	44.8
2012–13	9.3	45.3	45.5
2013–14	8.7	46.3	45.0
2014–15	8.5	46.6	45.0

¹ Includes revenues from nongovernmental local sources (1.7 percent in 2014–15).

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. Current expenditures per pupil increased 25 percent between 1994–95 and 2005–06. In 2014–15, the current expenditure per pupil in fall enrollment was \$11,734 (in 2016–17 dollars), about 5 percent higher than in 2005–06.

Table 33. Total and current expenditure per pupil in fall enrollment in public schools: Selected years, 1979–80 through 2014–15

Year	Total expenditure ¹		Current expenditure	
	Unadjusted dollars	Constant 2016–17 dollars ²	Unadjusted dollars	Constant 2016–17 dollars ²
1979–80	\$2,290	\$7,157	\$2,088	\$6,528
1989–90	5,172	9,883	4,643	8,873
1994–95	6,206	10,012	5,529	8,919
1999–2000	8,030	11,510	6,912	9,908
2005–06	10,603	12,930	9,145	11,151
2007–08	11,965	13,714	10,298	11,804
2008–09	12,222	13,816	10,540	11,914
2009–10	12,133	13,584	10,636	11,908
2010–11	12,054	13,230	10,663	11,703
2011–12	11,991	12,786	10,648	11,354
2012–13	12,033	12,621	10,771	11,297
2013–14	12,335	12,739	11,066	11,429
2014–15	12,796	13,119	11,445	11,734

¹ Includes current expenditures, capital outlay, and interest on school debt.

² Constant 2016–17 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 2015–16, public institutions received 21 percent of their revenue from tuition and fees.

Table 34. Revenues of public degree-granting institutions, by source: 2015–16

Source	Revenue, in billions	Percentage distribution	Revenue per full-time-equivalent student in constant 2016–17 dollars ¹
Total revenues	\$364.4	100.0	\$35,110
Operating revenues	221.0	60.6	21,292
Tuition and fees ²	76.6	21.0	7,380
Grants and contracts	48.4	13.3	4,668
Federal ³	27.7	7.6	2,667
State	7.8	2.1	750
Local	13.0	3.6	1,250
Other operating revenues	95.9	26.3	9,244
Nonoperating revenues	124.7	34.2	12,016
Federal appropriations	1.7	0.5	161
State appropriations	67.2	18.4	6,475
Local appropriations	12.2	3.4	1,177
Other nonoperating	43.6	12.0	4,204
Other revenues	18.7	5.1	1,802

¹ Full-time students plus the full-time-equivalent of the part-time students.

² Net of allowances and discounts.

³ 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 2015–16 were tuition and fees (39 percent, or \$21,394 per student in constant 2016–17 dollars), hospitals (13 percent, or \$7,152 per student), and the federal government (13 percent, or \$6,959 per student).

Table 35. Revenues of private nonprofit degree-granting institutions, by source: 2015–16

Source	Revenue, in billions	Percentage distribution	Revenue per full-time-equivalent student in constant 2016–17 dollars ¹
Total	\$182.6	100.0	\$54,164
Tuition and fees	72.1	39.5	21,394
Federal government ²	23.5	12.8	6,959
State and local governments	2.2	1.2	641
Private grants/contracts	5.8	3.2	1,726
Private gifts/contributions	22.8	12.5	6,765
Investment return	-2.7	-1.5	-812
Educational activities	7.0	3.9	2,090
Auxiliary enterprises	17.6	9.6	5,219
Hospitals	24.1	13.2	7,152
Other	10.2	5.6	3,029

¹ Full-time students plus the full-time-equivalent of the part-time students.

² Includes independent operations.

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

Revenues for Private For-Profit Institutions

Private for-profit institutions received 90 percent of their revenues, or about \$15,806 per student, from student tuition and fees in 2015–16 (in constant 2016–17 dollars). The next largest sources in 2015–16 were the federal government (4 percent), educational activities, auxiliary enterprises, and other (2 percent from each source).

Table 36. Revenues of private for-profit degree-granting institutions, by source: 2015–16

Source	Revenue, in billions	Percentage distribution	Revenue per full-time-equivalent student in constant 2016–17 dollars ¹
Total	\$17.06	100.0	\$17,568
Tuition and fees	15.35	90.0	15,806
Federal government	0.71	4.2	735
State and local governments	0.05	0.3	48
Private gifts, grants, and contracts	0.01	0.1	15
Investment return	0.03	0.2	28
Educational activities	0.33	1.9	339
Auxiliary enterprises	0.31	1.8	321
Other	0.27	1.6	275

¹ 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 \$355 billion in 2015–16, amounting to \$34,176 per full-time-equivalent student in constant 2016–17 dollars. Instruction expenditures accounted for 30 percent of total expenditures.

Table 37. Expenditures of public degree-granting institutions, by purpose: 2015–16

Purpose	Expenditures, in billions	Percentage distribution	Expenditures per full-time-equivalent student in constant 2016–17 dollars ¹
Total	\$354.7	100.0	\$34,176
Instruction	108.2	30.5	10,422
Research	36.1	10.2	3,477
Public service	14.7	4.2	1,420
Academic support	29.6	8.3	2,851
Student services	20.3	5.7	1,951
Institutional support	34.4	9.7	3,318
Net grant aid to students ²	15.5	4.4	1,495
Auxiliary enterprises	31.4	8.8	3,023
Hospitals	45.1	12.7	4,341
Independent operations	1.7	0.5	163
Other	17.8	5.0	1,716

¹ Full-time students plus the full-time-equivalent of the part-time students.

² Net of 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 \$189 billion in 2015–16, amounting to \$55,980 per full-time-equivalent student in constant 2016–17 dollars. Nonprofit institutions' largest expenditure category was instruction, which accounted for 32 percent of their expenditures.

Table 38. Expenditures of private nonprofit degree-granting institutions, by purpose: 2015–16

Purpose	Expenditures, in billions	Percentage distribution	Expenditures per full-time-equivalent student in constant 2016–17 dollars ¹
Total	\$188.7	100.0	\$55,980
Instruction	60.2	31.9	17,860
Research	18.4	9.7	5,454
Public service	2.7	1.4	810
Academic support	16.0	8.5	4,749
Student services	16.0	8.5	4,760
Institutional support	24.8	13.2	7,366
Auxiliary enterprises	16.7	8.9	4,960
Hospitals	21.3	11.3	6,309
Independent operations	6.2	3.3	1,842
Other	6.3	3.3	1,870

¹ 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 Private For-Profit Institutions

Expenditures at private for-profit 4-year and 2-year degree-granting institutions totaled \$16 billion in 2015–16, amounting to \$16,487 per full-time-equivalent student in constant 2016–17 dollars. Private for-profit institutions' largest expenditure category was student services, academic and institutional support, which accounted for 63 percent of their expenditures in 2015–16. The next largest category was instruction, which accounted for 27 percent of their expenditures.

Table 39. Expenditures of private for-profit degree-granting institutions, by purpose: 2015–16

Purpose	Expenditures, in billions	Percentage distribution	Expenditures per full-time-equivalent student in constant 2016–17 dollars ¹
Total	\$16.01	100.0	\$16,487
Instruction	4.25	26.6	4,378
Research and public service	.02	0.1	18
Student services, academic and institutional support	10.1	63.1	10,398
Auxiliary enterprises	0.40	2.5	411
Hospitals and other	1.24	7.8	1,282

¹ Full-time students plus the full-time-equivalent of the part-time students.

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

College Costs

For the 2016–17 academic year, average annual undergraduate charges for tuition, room, and board were \$19,488 at public 4-year institutions and \$41,468 at private 4-year institutions.

Table 40. Average undergraduate tuition, room, and board charges, by level and control of institution: 1996–97, 2006–07, and 2016–17
[In constant 2016–17¹ dollars]

Year and control of institution	Total tuition, room, and board charges		
	All institutions	4-year	2-year
All			
1996–97	\$14,057	\$16,554	\$7,475
2006–07	18,404	21,956	8,874
2016–17	23,091	26,593	10,598
Public			
1996–97	9,971	11,200	6,725
2006–07	13,134	15,212	8,101
2016–17	17,237	19,488	10,091
Private			
1996–97	27,546	28,162	18,255
2006–07	33,805	34,375	24,111
2016–17	40,925	41,468	24,882

¹ Constant 2016–17 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Financial Aid for Students

About 86 percent of all full-time undergraduates who attended postsecondary institutions for the full academic year (full-year) received some form of financial aid in 2015–16. 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 93 percent at private for-profit institutions received aid, compared with 84 percent at public institutions. For all full-time, full-year undergraduates, the average student aid package from all sources (including grants, loans, work-study, and other) totaled \$18,210 in 2015–16 (see *Digest of Education Statistics, 2017*, table 331.40).

In 2015–16, some 83 percent of all full-time, full-year graduate students received at least one form of financial aid. About 49 percent of graduate students received grants and 55 percent of students received loans. For all full-time, full-year graduate students, the average student aid package from all sources (including grants, loans, work-study, and other) totaled \$33,460 in 2015–16 (see *Digest of Education Statistics, 2017*, 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: 2015-16

Level of student and level and control of institution	Aid from		
	any source	Grants	Loans
All undergraduate students	86.4	76.7	54.7
Public	84.0	72.5	48.5
4-year doctoral-granting	86.7	73.7	59.7
Other 4-year institutions	85.3	71.8	53.2
2-year institutions	77.8	70.3	23.4
Less than 2-year institutions	82.0	72.2	25.1
Private, nonprofit institutions	91.7	87.1	65.9
4-year doctoral-granting	91.0	87.1	62.9
Other 4-year institutions	92.9	87.6	69.8
Less than 4-year institutions	86.9	78.4	72.9
Private, for-profit institutions	92.9	82.9	78.1
All graduate students	83.0	49.1	54.9
Master's degree students	80.1	44.9	53.4
Public institutions	78.3	43.8	49.2
Private, nonprofit institutions	81.0	45.8	54.8
Private, for-profit institutions	85.2	45.6	68.0
Doctor's degree, research	90.1	66.6	26.5
Public institutions	89.1	65.7	19.7
Private, nonprofit institutions	92.0	75.2	20.2
Doctor's degree, professional	86.0	49.3	74.5
Public institutions	84.1	50.3	73.7
Private, nonprofit institutions	86.9	49.7	73.9
Private, for-profit institutions	92.3	35.5	88.2

Federal Funding

Federal on-budget support for education increased 388 percent from fiscal year (FY) 1965 to FY 2016, 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 from 1965 to 1975. After a change of 1 percent from 1975 to 1980, federal funding for education decreased approximately 16 percent from 1980 to 1985. Federal on-budget funding for education increased 131 percent from 1985 to 2016.

Federal support for education in FY 2016 was estimated at \$82.1 billion for elementary and secondary education, \$63.3 billion for postsecondary education, and \$9.0 billion for other programs (see *Digest of Education Statistics, 2016*, table 401.10). Research support at educational institutions was estimated at \$34.5 billion.

In FY 2015, an estimated \$100.4 billion (about 51 percent of the \$195.8 billion spent by the federal government on education) came from the U.S. Department of Education (see *Digest of Education Statistics, 2016*, table 401.20). The other agencies with the largest amounts of education funding included the U.S. Department of Health and Human Services (\$27.2 billion), the U.S. Department of Agriculture (\$23.9 billion), U.S. Department of Veterans Affairs (\$13.6 billion) and the U.S. Department of Defense (\$7.0 billion).

**Table 42. Federal on-budget funds for education:
Selected fiscal years 1965 through 2016
[In billions of dollars]**

Year	Total on-budget support	
	Unadjusted dollars	Constant 2016 dollars ¹
1965	\$5.3	\$38.7
1970	12.5	74.2
1975	23.3	97.4
1980	34.5	98.3
1985	39.0	81.9
1990	51.6	93.2
1995	71.6	110.5
2000	86.2	121.9
2002	109.2	147.9
2003	124.4	163.8
2004	132.4	170.0
2005	148.3	184.0
2006	166.5	199.7
2007	145.7	170.3
2008	144.3	163.0
2009	271.3	305.7
2010	170.6	189.3
2011	182.1	197.4
2012	188.0	199.8
2013	178.9	187.7
2014	188.4	194.7
2015	195.8	199.5
2016	188.9	188.9

¹ 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, 2017* (table 105.30), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1985–86 through 2015–16; National Elementary and Secondary Enrollment Projection Model, 1972 through 2027.

Table 2: *Digest of Education Statistics, 2017* (table 105.30), *Private Schools in American Education*; Private School Universe Survey (PSS), 1989–90 through 2015–16; National Elementary and Secondary Enrollment Projection Model, 1972 through 2027.

Table 3: *Digest of Education Statistics, 2017* (table 105.30), National Elementary and Secondary Enrollment Projection Model, 1972 through 2027.

Table 4: *Digest of Education Statistics, 2017* (table 202.10), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1990 through October 2016.

Table 5: *Digest of Education Statistics, 2017* (table 103.20), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1990 through October 2016.

Table 6: *Digest of Education Statistics, 2017* (table 203.50), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1995–96, 2005–06, and 2015–16.

Table 7: *Digest of Education Statistics, 2017* (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 2015–16. 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 July 10, 2017, from <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bcc>.

Table 8: *Digest of Education Statistics, 2017* (table 303.30), Integrated Postsecondary Education Data System (IPEDS), “Fall Enrollment Survey” (IPEDS-EF:90), Spring 2001, Spring 2011, and Spring 2017, Enrollment component.

Table 9: *Digest of Education Statistics, 2017* (table 303.25), Integrated Postsecondary Education Data System (IPEDS), “Fall Enrollment Survey” (IPEDS-EF:90), Spring 2001, Spring 2011, and Spring 2017, Enrollment component.

Table 10: *Digest of Education Statistics, 2017* (table 103.20), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1985 through October 2016.

Table 11: *Digest of Education Statistics, 2017* (table 303.40), Integrated Postsecondary Education Data System (IPEDS), Spring 2001, Spring 2011, and Spring 2017, Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2027. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2000, 2010, and 2016.

Table 12: *Digest of Education Statistics, 2017* (table 306.10), Integrated Postsecondary Education Data System (IPEDS), “Fall Enrollment Survey” (IPEDS-EF:90), Spring 2001, Spring 2011, and Spring 2017, Enrollment component.

- Table 13: *Digest of Education Statistics, 2017* (table 303.70), Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90–99), and Spring 2001 through Spring 2017, Enrollment component.
- Table 14: *Digest of Education Statistics, 2017* (table 303.80), Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90–99), and Spring 2001 through Spring 2017, Enrollment component.
- Table 15: *Digest of Education Statistics, 2017* (table 208.20), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990–91 through 2015–16; Private School Universe Survey (PSS), 1989–90 through 2015–16.
- Table 16: *Digest of Education Statistics, 2017* (table 211.20), Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1990–91, 1999–2000, 2003–04, 2007–08, and 2011–12; "Charter School Teacher Data File," 1999–2000, and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.
- Table 17: *Digest of Education Statistics, 2017* (table 209.20), National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16.
- Table 18: *Digest of Education Statistics, 2017* (table 209.20), Schools and Staffing Survey (SASS), "Private School Teacher Data File," 2011–12.
- Table 19: *Digest of Education Statistics, 2017* (table 314.30), Integrated Postsecondary Education Data System (IPEDS), Spring 2017, Human Resources component, Fall Staff section.
- Tables 20 and 21: *Digest of Education Statistics, 2017* (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 2011–12, Spring 2013 through Spring 2017, Human Resources component, Salaries section. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.

Table 22: *Digest of Education Statistics, 2017* (tables 221.10 and 221.12), National Assessment of Educational Progress (NAEP), 1992, 2013, and 2017 Reading Assessments, retrieved April 20, 2017, from the NAEP Data Explorer (<https://www.nationsreportcard.gov/ndecore/landing>).

Table 23: *Digest of Education Statistics, 2017* (tables 222.10 and 222.12), National Assessment of Educational Progress (NAEP), 1990, 2013, and 2017 Mathematics Assessments, retrieved April 20, 2017, from the Main NAEP Data Explorer (<https://www.nationsreportcard.gov/ndecore/landing>).

Table 24: *Digest of Education Statistics, 2017* (table 223.10), National Assessment of Educational Progress (NAEP), 2015 Science Assessment, retrieved January 10, 2017, from the Main NAEP Data Explorer (<https://www.nationsreportcard.gov/ndecore/landing>).

Table 25: *Digest of Education Statistics, 2017* (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, 2017* (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 2012–13; Private School Universe Survey (PSS), 1989 through 2015; and National High School Graduates Projection Model, 1972–73 through 2027–28.*

Table 27: *Digest of Education Statistics, 2017* (table 219.70), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1975 through October 2016.

Tables 28 and 29: *Digest of Education Statistics, 2017* (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 2016, Completions component.

Table 30: *Digest of Education Statistics, 2017* (tables 104.10 and 104.20), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 1980 through March 2017.

Table 31: *Digest of Education Statistics, 2017* (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 2014–15; 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 2017. U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts Tables, retrieved May 1, 2018, from https://www.bea.gov/iTable/index_nipa.cfm.

Table 32: *Digest of Education Statistics, 2017* (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 2014–15.

- Table 33: *Digest of Education Statistics, 2017* (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 2014–15.* U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.
- Table 34: *Digest of Education Statistics, 2017* (table 333.10), *Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Enrollment component and Spring 2017, Finance component.* U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.
- Table 35: *Digest of Education Statistics, 2017* (table 333.40), *Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Enrollment component and Spring 2017, Finance component.* U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.
- Table 36: *Digest of Education Statistics, 2017* (table 333.55), *Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Enrollment component and Spring 2017, Finance component.* U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.
- Table 37: *Digest of Education Statistics, 2017* (table 334.10), *Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Enrollment component and Spring 2017, Finance component.* U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.
- Table 38: *Digest of Education Statistics, 2017* (table 334.30), *Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Enrollment component and Spring 2017, Finance component.* U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.

Table 39: *Digest of Education Statistics, 2017* (table 334.50), Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Enrollment component and Spring 2017, Finance component. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.

Table 40: *Digest of Education Statistics, 2017* (table 330.10), Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:96), "Institutional Characteristics Survey" (IPEDS-IC:96), Spring 2007 and Spring 2017, Enrollment component, and Fall 2006 and Fall 2016, Institutional Characteristics component. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.

Table 41: *Digest of Education Statistics, 2017* (tables 331.60 and 332.30), 2015–16 National Postsecondary Student Aid Study (NPSAS:16).

Table 42: *Digest of Education Statistics, 2016* (table 401.10), 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 2017. National Science Foundation, *Federal Funds for Research and Development*, fiscal years 1967 through 2016.

NCES Website Tools

<https://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:

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

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

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

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

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

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

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

(5) explore Kids' Zone with a child:

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