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Thomas D. Snyder
National Center for
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U.S. Department of Education

Arne Duncan, *Secretary*

Institute of Education Sciences

John Q. Easton, *Director*

National Center for Education Statistics

Jack Buckley, *Commissioner*

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NCES, IES, U.S. Department of Education
1990 K Street NW
Washington, DC 20006-5651

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The NCES Home Page address is <http://nces.ed.gov>.

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Foreword

Welcome to the 16th edition of the *Mini-Digest of Education Statistics*. This pocket-sized compilation of statistical information covers prekindergarten through graduate school to describe the current American education scene. The *Mini-Digest* is designed as an easy reference for materials found in detail in the *Digest of Education Statistics*. These volumes include selections of data from many government sources, especially those of the National Center for Education Statistics (NCES). They include information on the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational outcomes, finances, and federal funds for education.

Unless otherwise stated, all data in the *Mini-Digest of Education Statistics, 2010* are extracted from the *Digest of Education Statistics, 2010*. Each edition of the *Digest* includes the most recent data available at the time the report was prepared. If no new data were available for a particular table, the table may be repeated without change from the previous edition. 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, 2010*.

Overview

In the fall of 2010, about 85.9 million people in the United States were either enrolled or employed in public and private schools and colleges (*Digest of Education Statistics, 2010*, table 1). Included in this total were 75.9 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 and teaching assistants, as measured in full-time equivalents (FTE). Other professional, administrative, and support staff of educational institutions totaled 5.4 million. In a nation with a population of about 310 million people in 2010, more than 1 out of every 4 participated in the education system (*Digest of Education Statistics, 2010*, table 20).

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

¹ Tables in this report on elementary and secondary schools do not include data on homeschooled children. In 2007, there were 1.5 million homeschooled children (*1.5 Million Homeschooled Students in the United States in 2007*, NCES 2009-030).

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 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 technical or vocational 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 technical or vocational institution offers postsecondary technical training leading to a specific career.

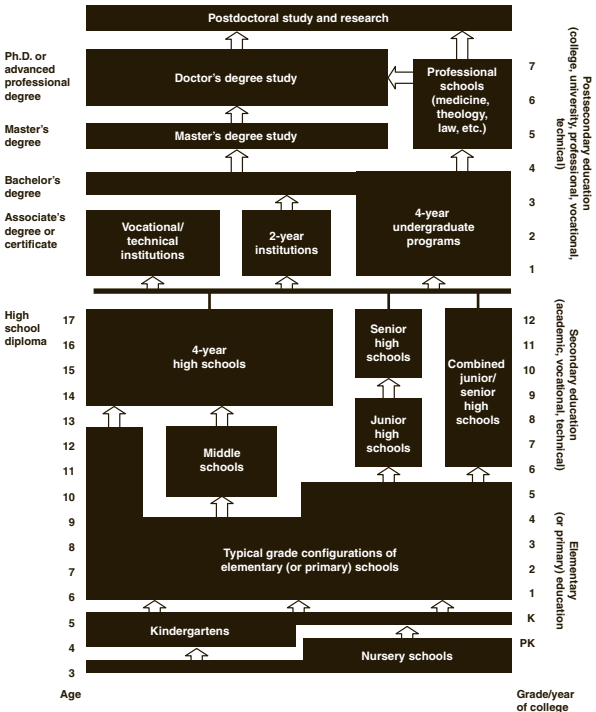
The term “degree-granting institutions” used in this report refers to colleges and universities that offer associate’s or higher degrees and whose students are eligible to participate in Title IV federal financial aid programs.

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 25 percent between 1985 and 2010. Elementary (prekindergarten through grade 8) enrollment rose from 27.0 million in fall 1985 to a projected 34.7 million in fall 2010, an increase of 28 percent. In the upper grades (9–12), 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 2010
[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
2003	48,540	34,201	14,339
2004	48,795	34,178	14,618
2005	49,113	34,204	14,909
2006	49,316	34,235	15,081
2007	49,293	34,205	15,087
2008	49,266	34,286	14,980
2009 ¹	49,312	34,505	14,807
2010 ¹	49,386	34,730	14,657

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 increased 7 percent between 1985 and 2010. Total private school enrollment at the elementary and secondary levels was projected at 6.0 million in fall 2010, or about 11 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 2010
[In thousands]

Year	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
2001	6,320	5,023	1,296
2002 ¹	6,220	4,915	1,306
2003	6,099	4,788	1,311
2004 ¹	6,087	4,756	1,331
2005	6,073	4,724	1,349
2006 ¹	5,991	4,631	1,360
2007	5,910	4,546	1,364
2008 ²	5,969	4,574	1,395
2009 ²	5,970	4,580	1,389
2010 ²	5,964	4,582	1,382

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 2010 enrollment marked a new record for total school enrollment, according to projections. Public and private elementary enrollment is expected to continue increasing, with an overall increase of 7 percent between 2010 and 2019. Secondary enrollment is expected to decrease between 2010 and 2012, and then start to increase again in 2013.

Table 3. Projected enrollment in public and private elementary and secondary schools: Fall 2010 to fall 2019
[In thousands]

Year	Total	Elementary (prekindergarten through grade 8)	Secondary (grades 9 through 12)
2010	55,350	39,312	16,038
2011	55,515	39,572	15,943
2012	55,757	39,828	15,929
2013	56,063	40,094	15,969
2014	56,442	40,338	16,104
2015	56,859	40,637	16,221
2016	57,273	41,006	16,267
2017	57,709	41,369	16,340
2018	58,129	41,723	16,407
2019	58,590	42,083	16,507

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

Prekindergarten and Kindergarten Enrollment

In 2009, about 63 percent of 3- to 5-year-olds were enrolled in prekindergarten or kindergarten programs. Also, about 61 percent of 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 1980 through October 2009
[In thousands]

Control, level of school, and attendance status	1980	1990	2000	2009
Total	4,878	6,659	7,592	8,076
Percent enrolled	52.5	59.4	64.0	63.5
Control				
Public	3,066	3,971	4,847	5,847
Private	1,812	2,688	2,745	2,229
Level				
Prekindergarten	1,981	3,379	4,326	4,648
Kindergarten	2,897	3,280	3,266	3,428
Attendance				
Full-day	1,551	2,577	4,008	4,916
Part-day	3,327	4,082	3,584	3,160
Percent full-day	31.8	38.7	52.8	60.9

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

School enrollment rates for 5- and 6-, 7- to 13-, and 14- to 17-year-olds changed by 2 percentage points or less between 1999 and 2009.

Table 5. Percentage of 3- to 17-year-olds enrolled in school: Selected years, October 1970 through October 2009

Year	3 and 4 years	5 and 6 years	7 to 13 years	14 to 17 years
1970	20.5	89.5	99.2	94.1
1980	36.7	95.7	99.3	93.4
1985	38.9	96.1	99.2	94.9
1990	44.4	96.5	99.6	95.8
1995	48.7	96.0	98.9	96.3
1999	54.2	96.0	98.7	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

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 70 to 55 percent between 1986 and 2008. The percentage of students who were Hispanic rose from 10 percent to 21 percent; the percentage of students who were Black rose from 16 to 17 percent; and the percentage of students who were Asian/Pacific Islander rose from 3 to 5 percent.

Table 6. Racial/ethnic percentage distribution of students in public elementary and secondary schools: Fall 1986, 1998, and 2008

Race/ethnicity of student	1986 ¹	1998	2008
Total	100.0	100.0	100.0
White	70.4	63.0	54.9
Black	16.1	17.0	17.0
Hispanic	9.9	14.9	21.5
Asian/Pacific Islander	2.8	3.9	5.0
American Indian/Alaska Native	0.9	1.1	1.2
Other ²	—	—	0.5

— Not available.

¹ *Digest of Education Statistics, 2002.*

² Includes data for states reporting students of two or more races.

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 13 percent between 1976–77 and 2008–09. Between 2000–01 and 2008–09, the percentage of students identified as having other health impairments rose from 0.6 percent to 1.3 percent of enrollment; the percentage of those with autism rose from 0.2 percent to 0.7 percent of enrollment; and the percentage of those with developmental delay rose from 0.4 percent to 0.7 percent of enrollment (see *Digest of Education Statistics, 2010*, table 45).

Table 7. Number and percentage of 3- to 21-year-olds served in programs for children with disabilities: Selected years, 1976–77 through 2008–09

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 students with disabilities
1976–77	3,694	8.3	21.5
1980–81	4,144	10.1	35.3
1990–91	4,710	11.4	45.2
1995–96	5,572	12.4	46.3
2000–01	6,296	13.3	45.5
2008–09	6,483	13.2	38.2

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

Degree-Granting Institutions

College Enrollment

College enrollment rose from 15.3 million in fall 2000 to 20.4 million in fall 2009. In 2009, 8.8 million students were males and 11.7 million were females. Between fall 2000 and fall 2009, the enrollment of males rose by 30 percent and the enrollment of females rose by 36 percent.

Table 8. Fall enrollment in degree-granting institutions, by sex, attendance status, and control of institution: Fall 1990, 2000, and 2009

[In thousands]

Sex, attendance status, and control of institution	1990	2000	2009
Total	13,819	15,312	20,428
Males	6,284	6,722	8,770
Full-time	3,808	4,111	5,671
Part-time	2,476	2,611	3,099
Females	7,535	8,591	11,658
Full-time	4,013	4,899	7,052
Part-time	3,521	3,692	4,606
Public	10,845	11,753	14,811
Males	4,875	5,132	6,510
Females	5,970	6,620	8,301
Private	2,974	3,560	5,617
Males	1,409	1,589	2,260
Females	1,565	1,970	3,357

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

Enrollment by Level and Attendance

In 2009, 12.9 million students attended 4-year colleges and universities and 7.5 million attended 2-year colleges. Between 2000 and 2009, enrollment at private for-profit institutions grew by 311 percent compared to 26 percent at public institutions and 21 percent at private not-for-profit institutions.

Table 9. Fall enrollment in degree-granting institutions, by type and control of institution and attendance status: Fall 1990, 2000, and 2009
[In thousands]

Type and control of institution and attendance status	1990	2000	2009
Total	13,819	15,312	20,428
4-year	8,579	9,364	12,906
2-year	5,240	5,948	7,521
Public	10,845	11,753	14,811
4-year	5,848	6,055	7,709
2-year	4,996	5,697	7,101
Private	2,974	3,560	5,617
4-year	2,730	3,308	5,197
2-year	244	251	420
Private, not-for-profit	2,760	3,109	3,765
4-year	2,671	3,051	3,730
2-year	89	59	35
Private, for-profit	214	450	1,852
4-year	59	258	1,467
2-year	154	192	385

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 attending high school or college rose from 61 percent in 1999 to 69 percent in 2009. During the same time period, the enrollment rates of 20- and 21-year-olds rose from 45 to 52 percent and the rates for 22- to 24-year-olds rose from 25 to 30 percent.

Table 10. Percentage of 18- to 24-year-olds enrolled in high school or college: Selected years, October 1985 through October 2009

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
1996	61.5	44.4	24.8
1997	61.5	45.9	26.4
1998	62.2	44.8	24.9
1999	60.6	45.3	24.5
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

Enrollment by Sex and Age

College enrollment has increased since 2000, both among traditional college-age students and older students.

Between 2000 and 2009, enrollment of people under age 25 grew 27 percent and enrollment of people age 25 and older increased 43 percent. Enrollment of females under age 25 grew by 27 percent, and enrollment of females age 25 and older grew by 48 percent. Enrollment of males under age 25 grew by 26 percent, and enrollment of males age 25 and older grew by 37 percent.

Table 11. Fall enrollment in degree-granting institutions, by sex and age: 1990, 2000, and 2009

[In thousands]

Sex and age	1990	2000	2009
Total	13,819	15,312	20,428
19 years and younger	3,127	3,613	4,248
20 and 21 years old	2,761	3,104	3,891
22 to 24 years old	2,144	2,602	3,691
25 years and older	5,788	5,994	8,598
Males, total	6,284	6,722	8,770
19 years and younger	1,508	1,621	1,896
20 and 21 years old	1,368	1,427	1,854
22 to 24 years old	1,107	1,234	1,666
25 years and older	2,301	2,440	3,354
Females, total	7,535	8,591	11,658
19 years and younger	1,619	1,991	2,352
20 and 21 years old	1,392	1,677	2,037
22 to 24 years old	1,037	1,368	2,025
25 years and older	3,487	3,554	5,244

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 who are White has been decreasing, while the percentages of students who belong to other racial/ethnic groups have been increasing. In 2009, 62 percent of college students were White, compared with 68 percent in 2000. Between 2000 and 2009, the percentage of students who were Black rose from 11 to 14 percent; the percentage who were Hispanic rose from 10 percent to 12 percent; and the percentage who were Asian/Pacific Islander increased from 6 to 7 percent.

Table 12. Racial/ethnic distribution of fall enrollment in degree-granting institutions: 1990, 2000, 2005, and 2009

Race/ethnicity	1990	2000	2005	2009
Total	100.0	100.0	100.0	100.0
White	77.6	68.3	65.7	62.3
Black	9.0	11.3	12.7	14.3
Hispanic	5.7	9.5	10.8	12.5
Asian/Pacific Islander	4.1	6.4	6.5	6.5
American Indian/Alaska Native	0.7	1.0	1.0	1.0
Nonresident alien	2.8	3.5	3.3	3.4

NOTE: Race categories exclude persons of Hispanic ethnicity. The race/ethnicity of nonresident aliens was not identified. Detail may not sum to totals because of rounding.

Undergraduate Enrollment

Undergraduate enrollment increased by a larger percentage during the 1970s (42 percent) than during the 1980s (14 percent). Undergraduate enrollment rose an additional 10 percent during the 1990s, and by 34 percent between 2000 and 2009. Between 2000 and 2009, full-time undergraduate enrollment rose by 41 percent and part-time undergraduate enrollment rose by 23 percent. The number of females rose by a greater percentage between 2000 and 2009 (35 percent) than the number of males (31 percent).

Table 13. Fall undergraduate enrollment in degree-granting institutions, by sex and attendance status: Selected years, 1970 through 2009
[In thousands]

Year	Total	Males	Females	Full-time	Part-time
1970	7,369	4,250	3,119	5,280	2,089
1975	9,679	5,257	4,422	6,168	3,511
1980	10,475	5,000	5,475	6,362	4,113
1985	10,597	4,962	5,635	6,320	4,277
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
2004	14,781	6,340	8,441	9,284	5,496
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	9,970	11,143	6,422

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

Postbaccalaureate Enrollment

Postbaccalaureate enrollment, including graduate and first-professional programs, increased by a greater percentage during the 1970s (34 percent) than during the 1980s (15 percent). Postbaccalaureate enrollment rose an additional 16 percent during the 1990s, and by 33 percent between 2000 and 2009. Between 2000 and 2009, full-time enrollment rose by 45 percent and part-time enrollment rose by 20 percent. The number of females rose by a greater percentage between 2000 and 2009 (39 percent) than the number of males (24 percent).

Table 14. Fall postbaccalaureate enrollment in degree-granting institutions, by sex and attendance status: Selected years, 1970 through 2009
[In thousands]

Year	Total	Males	Females	Full-time	Part-time
1970	1,212	794	418	536	676
1975	1,505	892	613	673	832
1980	1,622	874	748	736	886
1985	1,650	856	794	756	895
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

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

Teachers, Faculty, and Staff

Elementary and Secondary Schools

Number of Teachers

A projected 3.6 million elementary and secondary school teachers were engaged in classroom instruction in the fall of 2010, 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 rose by 8 percent between 2000 and 2010. The number of public school teachers increased by a greater percentage than the number of students during that period (5 percent), resulting in a decline in the pupil/teacher ratio. In the fall of 2010, there was a projected ratio of 15.6 public school pupils per teacher, compared with the 2000 ratio of 16.0 public school pupils per teacher. The pupil/teacher ratio in private schools was projected at 13.0 pupils per teacher in fall 2010.

Table 15. Teachers and pupil/teacher ratios in public and private elementary and secondary schools: Selected years, fall 1980 through fall 2010
[In full-time equivalents]

Year	Total	Public	Private
	Teachers, in thousands		
1980	2,485	2,184	301
1990	2,759	2,398	361 ¹
2000	3,366	2,941	424 ¹
2005	3,593	3,143	450
2007	3,634	3,178	456
2008	3,674	3,219	455 ¹
2009 ²	3,617	3,161	457
2010 ²	3,633	3,174	460
	Pupil/teacher ratio		
1980	18.6	18.7	17.7
1990	17.0	17.2	15.6 ¹
2000	15.9	16.0	14.5 ¹
2005	15.4	15.6	13.5
2007	15.2	15.5	13.0
2008	15.0	15.3	13.1 ¹
2009 ²	15.3	15.6	13.1
2010 ²	15.2	15.6	13.0

¹ Estimated.

² Projected.

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

The average salary for public school teachers was \$55,350 in 2009–10 (\$54,819 in 2008–09 dollars). After adjustment for inflation, teachers' salaries were 9 percent higher in 2009–10 than they were in 1970–71. In part, this change reflects a decrease of 13 percent during the 1970s and an increase of 21 percent during the 1980s. During the 1990s, there was a change of less than 1 percent. The 2009–10 salary was 3 percent higher than in 2000–01.

Table 16. Estimated average annual salary for public elementary and secondary school teachers: Selected years, 1970–71 through 2009–10 [In constant 2008–09 dollars]¹

Year	All teachers	Elementary teachers	Secondary teachers
1970–71	\$50,081	\$48,746	\$51,702
1975–76	48,770	47,531	50,074
1980–81	43,722	42,696	44,956
1985–86	49,709	48,760	50,985
1990–91	53,031	52,079	54,332
1995–96	52,299	51,598	53,348
2000–01	53,180	52,606	54,008
2005–06	52,950	52,397	53,393
2006–07	53,683	53,355	54,184
2007–08	53,537	53,116	54,006
2008–09	54,319	53,998	54,552
2009–10	54,819	54,781	54,505

¹ Constant 2008–09 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor. Some data have been revised from previously published figures.

Teacher Characteristics, Public Schools

The teaching force in public elementary and secondary schools in 2007–08 was 76 percent female. Some 53 percent of teachers had at least 10 years of full-time teaching experience, and 52 percent of teachers held at least a master's degree.

Table 17. Characteristics of full-time and part-time teachers in public elementary and secondary schools: 2007–08

Selected characteristic	Number, in thousands	Percentage distribution
Total	3,405	100.0
Sex		
Male	821	24.1
Female	2,584	75.9
Race/ethnicity		
White	2,829	83.1
Black	239	7.0
Hispanic	240	7.1
Other racial/ethnic groups	96	2.8
Experience		
Less than 3 years	457	13.4
3 to 9 years	1,143	33.6
10 to 20 years	997	29.3
More than 20 years	808	23.7
Highest degree		
Less than bachelor's	27	0.8
Bachelor's	1,612	47.4
Master's or above	1,765	51.8

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 2007–08 was 74 percent female. Some 45 percent of teachers had at least 10 years of full-time teaching experience, and 38 percent of all teachers held at least a master’s degree.

Table 18. Characteristics of full-time and part-time teachers in private elementary and secondary schools: 2007–08

Selected characteristic	Number, in thousands	Percentage distribution
Total	490	100.0
Sex		
Male	127	26.0
Female	362	74.0
Race/ethnicity		
White	423	86.4
Black	20	4.0
Hispanic	29	5.9
Other racial/ethnic groups	18	3.6
Experience		
Less than 3 years	116	23.6
3 to 9 years	152	31.0
10 to 20 years	120	24.6
More than 20 years	102	20.8
Highest degree		
Less than bachelor’s	40	8.1
Bachelor’s	264	53.9
Master’s or above	186	38.0

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 3.7 million people were employed in colleges and universities in the fall of 2009, including 2.8 million professional and 0.9 million nonprofessional staff. About 48 percent of the staff were faculty or graduate assistants; 6 percent were managerial; 21 percent were other professional staff; and 25 percent were non-professional staff.

Table 19. Employees in degree-granting institutions, by control of institution, primary occupation, and type of institution: Fall 2009
[In thousands]

Primary occupation and type of institution	Total	Public	Private
Total	3,723	2,442	1,281
Professional staff	2,782	1,805	977
Managerial	231	112	118
Faculty	1,439	914	525
Graduate assistants	342	276	67
Other professional	770	503	267
Nonprofessional staff	941	637	304
4-year	3,034	1,804	1,230
Full-time, total staff	2,046	1,225	822
Part-time, total staff	987	579	408
2-year	690	638	52
Full-time, total staff	336	302	34
Part-time, total staff	354	336	18

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 \$74,625 in 2009–10 (\$73,910 in 2008–09 constant dollars). The average faculty salary increased 4 percent between 1999–2000 and 2009–10, after adjustment for inflation.

Table 20. Average salary of full-time instructional faculty on 9-month contracts in degree-granting institutions, by sex: Selected years, 1970–71 through 2009–10
[In constant 2008–09 dollars]¹

Year	Total	Males	Females
1970–71	\$68,677	—	—
1975–76	64,479	\$67,402	\$55,379
1980–81	57,743	60,709	49,550
1985–86	63,898	67,650	54,398
1990–91	67,588	72,236	57,514
1995–96	68,509	73,379	59,564
1999–2000	70,865	76,185	62,127
2002–03	72,292	77,946	63,775
2003–04	72,185	77,844	63,878
2004–05	71,930	77,644	63,746
2005–06	71,382	77,203	63,283
2006–07	72,119	77,989	64,160
2007–08	72,077	78,010	64,232
2008–09	73,570	79,706	65,638
2009–10	73,910	80,110	66,014

— Not available.

¹ Constant 2008–09 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

Salaries of college faculty on 9-month contracts increased 3 percent between 1970–71 and 1999–2000, after adjusting for inflation. From 1999–2000 to 2009–10, faculty salaries increased by 8 percent at private 4-year institutions.

Faculty salaries at public 4-year institutions were 3 percent higher in 2009–10 than in 1999–2000, and salaries in public 2-year institutions were 1 percent higher.

Table 21. Average salary of full-time instructional faculty on 9-month contracts in degree-granting institutions, by control and type of institution: Selected years, 1970–71 through 2009–10 [In constant 2008–09 dollars]¹

Year	Public 4-year	Public 2-year	Private 4-year	Private 2-year
1970–71	\$70,903	\$68,323	\$63,894	\$46,817
1975–76	67,349	61,232	62,381	42,193
1980–81	60,397	54,955	55,322	37,331
1985–86	67,135	58,371	62,596	38,340
1990–91	71,346	59,396	67,682	38,611
1995–96	71,097	60,153	70,607	44,342
1999–2000	73,479	61,168	73,952	45,551
2005–06	73,301	59,767	76,874	41,583
2006–07	74,091	60,428	77,431	43,258
2007–08	73,874	60,479	77,407	44,008
2008–09	75,245	61,433	79,410	43,542
2009–10	75,424	61,668	79,830	44,319

¹ Constant 2008–09 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Educational Outcomes

Reading Performance

On the 2009 National Assessment of Educational Progress (NAEP), both 4th-graders and 8th-graders scored 4 points higher in reading, on average, than they did in 1992. The 2009 reading score for 12th-graders was 4 points lower than their 1992 score. Females at each grade scored higher than males in 2009. At each grade, White students had higher scores than Black and Hispanic students (see *Digest of Education Statistics, 2010*, table 125).

Table 22. Performance of 8th-graders in NAEP reading assessments, by selected characteristics: 1992, 2002, and 2009

Selected characteristic	1992	2002	2009
Average scale score	260	264	264
Sex			
Male	254	260	259
Female	267	269	269
Race/ethnicity			
White	267	272	273
Black	237	245	246
Hispanic	241	247	249
Asian/Pacific Islander	268	267	274
American Indian/Alaska Native	‡	250	251
Parents' highest education level			
Did not complete high school	243	248	248
Completed high school	251	257	254
Some postsecondary	265	268	267
Graduated college	271	274	274

‡ Reporting standards not met.

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 2009 than in 1990 (see *Digest of Education Statistics, 2010*, table 146). Males at the 4th, 8th, and 12th grades scored higher than females in 2009. Also, at the 4th, 8th, and 12th grades, White students scored higher than Black and Hispanic students, but lower than Asian/Pacific Islander students.

Table 23. Performance of 8th-graders in NAEP mathematics assessments, by selected characteristics: 1990, 2000, and 2009

Selected characteristic	1990	2000	2009
Average scale score	263	273	283
Sex			
Male	263	274	284
Female	262	272	282
Race/ethnicity			
White	270	284	293
Black	237	244	261
Hispanic	246	253	266
Asian/Pacific Islander	275	288	301
American Indian/Alaska Native	‡	259	266
Parents' highest education level			
Did not complete high school	242	253	265
Completed high school	255	261	270
Some postsecondary	267	277	284
Graduated college	274	286	295

‡ Reporting standards not met.

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

Science Performance

Between 1996 and 2005, the National Assessment of Educational Progress (NAEP) 4th-grade science score increased from 147 to 151; there was no measurable change in the 8th-grade score; and the 12th-grade score decreased from 150 to 147 (see *Digest of Education Statistics, 2010*, table 148).

Table 24. Performance of 12th-graders in NAEP science assessments, by selected characteristics: 1996, 2000, and 2005

Selected characteristic	1996	2000	2005
Average scale score	150	146	147
Sex			
Male	154	148	149
Female	147	145	145
Race/ethnicity			
White	159	153	156
Black	123	122	120
Hispanic	131	128	128
Asian/Pacific Islander	147	149	153
American Indian/Alaska Native	144	151	139
Parents' highest education level			
Did not complete high school	—	—	125
Completed high school	—	—	136
Some postsecondary	—	—	148
Graduated college	—	—	157

— Not available.

NOTE: Scale ranges from 0 to 500. 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 2005. The mean number of mathematics credits (Carnegie units) earned in high school rose from 2.6 in 1982 to 3.7 in 2005, and the number of science credits rose from 2.2 to 3.3 (see *Digest of Education Statistics, 2010*, table 157). 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 4.0. 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 52 percent in 2005.

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

Year of graduation and course combinations taken	All graduates
1982 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	2.0
4 Eng., 3 S.S., 3 Sci., 3 Math, & 2 F.L.	9.5
4 Eng., 3 S.S., 3 Sci., 3 Math	14.3
4 Eng., 3 S.S., 2 Sci., 2 Math	31.5
1998 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	28.6
4 Eng., 3 S.S., 3 Sci., 3 Math, & 2 F.L.	44.2
4 Eng., 3 S.S., 3 Sci., 3 Math	55.0
4 Eng., 3 S.S., 2 Sci., 2 Math	74.5
2005 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	36.2
4 Eng., 3 S.S., 3 Sci., 3 Math, & 2 F.L.	52.1
4 Eng., 3 S.S., 3 Sci., 3 Math	64.7
4 Eng., 3 S.S., 2 Sci., 2 Math	81.8

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

Graduates

About 3,252,000 high school students are expected to graduate during the 2010–11 school year, including 2,937,000 public school graduates and 315,000 private school graduates. High school graduates include only recipients of diplomas, not recipients of equivalency credentials. The 2010–11 projection of high school graduates is lower than the record-high projection of 3,319,000 graduates for 2008–09, 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 2007–08, the averaged freshman graduation rate was 74.7 percent for public schools. The 2007–08 averaged freshman graduation rate was 3.4 percentage points higher than the rate in 1997–98 (71.3 percent), and about 0.5 percentage points higher than the rate in 1987–88 (74.2 percent).

Table 26. High school graduates, by control of school and averaged freshman graduation rate for public schools: Selected school years, 1975-76 through 2010-11

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
1987-88 ¹	2,773	2,500	273	74.2
1989-90 ¹	2,574	2,320	254	73.6
1994-95	2,519	2,274	246	71.8
1997-98	2,704	2,439	265	71.3
1999-2000 ¹	2,833	2,554	279	71.7
2000-01	2,848	2,569	279	71.7
2002-03	3,016	2,720	296	73.9
2003-04 ¹	3,054	2,753	301	74.3
2004-05	3,106	2,799	307	74.7
2005-06 ¹	3,123	2,816	307	73.4
2006-07	3,199	2,892	307	73.9
2007-08 ¹	3,314	3,000	314	74.7
2008-09 ²	3,319	3,005	314	74.7
2009-10 ²	3,306	2,991	315	75.6
2010-11 ²	3,252	2,937	315	—

— Not available.

¹ Private high school data are estimated.

² 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 11 to 8 percent between 1999 and 2009. Rates for Hispanics, Blacks, and Whites declined over this period. The dropout rate for Hispanics in 2009 (18 percent) was higher than the rates for Whites (5 percent) and Blacks (9 percent).

Table 27. Percentage of high school dropouts (status dropouts) among persons 16 to 24 years old, by race/ethnicity: Selected years, 1975 through 2009

Year	All races ¹	White	Black	Hispanic
1975	13.9	11.4	22.9	29.2
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
1999 ²	11.2	7.3	12.6	28.6
2000 ²	10.9	6.9	13.1	27.8
2003 ²	9.9	6.3	10.9	23.5
2004 ²	10.3	6.8	11.8	23.8
2005 ²	9.4	6.0	10.4	22.4
2006 ²	9.3	5.8	10.7	22.1
2007 ²	8.7	5.3	8.4	21.4
2008 ²	8.0	4.8	9.9	18.3
2009 ²	8.1	5.2	9.3	17.6

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 1998–99 and 2008–09, the number of people earning associate’s degrees increased by 41 percent; the number earning bachelor’s degrees, by 33 percent; the number earning master’s degrees, by 49 percent; the number earning first-professional degrees, by 17 percent; and the number earning doctor’s degrees, by 54 percent. Also, the number of degrees of all types conferred to females increased at a faster rate than the number conferred to males between 1998–99 and 2008–09 (see *Digest of Education Statistics, 2010*, table 279). Between 1998–99 and 2008–09, the number of bachelor’s degrees awarded to males increased by 32 percent, while the number awarded to females increased by 34 percent.

In 2008–09, colleges and universities awarded 787,000 associate’s degrees; 1,601,000 bachelor’s degrees; 657,000 master’s degrees; 92,000 first-professional degrees; and 68,000 doctor’s degrees. In 2008–09, females earned the majority of degrees at the associate’s, bachelor’s, master’s, and doctor’s degree levels.

Of the 1,601,000 bachelor’s degrees conferred in 2008–09, the largest numbers of degrees were conferred in the fields of business (348,000), social sciences and history (169,000), health professions and related clinical sciences (120,000), and education (102,000) (see *Digest of Education Statistics, 2010*, tables 282, 283, and 284). At the master’s degree level, the largest numbers of degrees were in the fields of education (179,000) and business (168,000). The fields with the largest number of degrees at the doctor’s degree level were health professions and related clinical sciences (12,100), education (9,000), engineering and engineering technologies (8,000), biological and biomedical sciences (7,000), psychology (5,500), and physical sciences and science technologies (5,000).

Table 28. Associate's and bachelor's degrees conferred and percentage of bachelor's degrees awarded to females by degree-granting institutions: Selected years, 1969-70 through 2008-09

Year	Associate's degrees	Bachelor's degrees	Percent of bachelor's degrees awarded to females
1969-70	206,023	792,316	43.1
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
1991-92	504,231	1,136,553	54.2
1992-93	514,756	1,165,178	54.3
1993-94	530,632	1,169,275	54.5
1994-95	539,691	1,160,134	54.6
1995-96	555,216	1,164,792	55.1
1996-97	571,226	1,172,879	55.6
1997-98	558,555	1,184,406	56.1
1998-99	559,954	1,200,303	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

Table 29. Master's, first-professional, and doctor's degrees conferred by degree-granting institutions: Selected years, 1969-70 through 2008-09

Year	Master's degrees	First-professional degrees	Doctor's degrees
1969-70	208,291	34,918	29,866
1979-80	298,081	70,131	32,615
1984-85	286,251	75,063	32,943
1988-89	310,621	70,856	35,720
1989-90	324,301	70,988	38,371
1991-92	352,838	74,146	40,659
1992-93	369,585	75,387	42,132
1993-94	387,070	75,418	43,185
1994-95	397,629	75,800	44,446
1995-96	406,301	76,734	44,652
1996-97	419,401	78,730	45,876
1997-98	430,164	78,598	46,010
1998-99	439,986	78,439	44,077
1999-2000	457,056	80,057	44,808
2000-01	468,476	79,707	44,904
2001-02	482,118	80,698	44,160
2002-03	513,339	80,897	46,042
2003-04	558,940	83,041	48,378
2004-05	574,618	87,289	52,631
2005-06	594,065	87,655	56,067
2006-07	604,607	90,064	60,616
2007-08	625,023	91,309	63,712
2008-09	656,784	92,004	67,716

Educational Attainment

Americans are completing more years of education. The percentage of the adult population 25 years of age and older who completed high school or more was 87 percent in 2010, compared to 84 percent in 2000. During the same time period, the percentage of adults with a bachelor's or higher degree increased from 26 percent to 30 percent.

Table 30. Percentage of persons 25 years and older who completed various years of school: Selected years, 1970 through 2010

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
1970	55.2	11.0	75.4	16.4
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
2004	85.2	27.7	86.6	28.7
2005	85.2	27.6	86.2	28.8
2006	85.5	28.0	86.4	28.4
2007	85.7	28.7	87.0	29.6
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

NOTE: High school completers include those earning a high school diploma or an equivalency credential such as a GED.

Finance

Total Expenditures

Expenditures for public and private education, from preprimary through graduate school, are projected at \$1.1 trillion for 2009–10. The expenditures of elementary and secondary schools are expected to total \$650 billion for 2009–10, while colleges and universities will spend about \$461 billion (see *Digest of Education Statistics, 2010*, table 29). After adjustment for inflation, total expenditures for all educational institutions rose by an estimated 34 percent between 1999–2000 and 2009–10. Expenditures for elementary and secondary schools rose by an estimated 23 percent during this period, while total expenditures for colleges and universities rose by 52 percent.

The total expenditures for education are estimated to amount to about 7.9 percent of the gross domestic product in 2009–10.

Table 31. Total expenditures of educational institutions and percentage of gross domestic product: Selected years, 1980-81 through 2009-10

Year	Expenditures in billions of current dollars	Expenditures of constant 2008-09 dollars ¹	Percent of gross domestic product ²
1980-81	\$176	\$437	6.3
1985-86	259	512	6.1
1990-91	395	634	6.8
1994-95	485	692	6.8
1995-96	509	707	6.9
1997-98	570	757	6.8
1998-99	604	788	6.9
1999-2000	649	823	6.9
2000-01	705	864	7.1
2001-02	753	907	7.3
2002-03	796	938	7.5
2003-04	830	958	7.5
2004-05	876	981	7.4
2005-06	926	999	7.3
2006-07	984	1,035	7.3
2007-08 ³	1,054	1,069	7.5
2008-09 ³	1,080	1,080	7.5
2009-10 ³	1,111	1,100	7.9

¹ Constant 2008-09 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 declined during the same time period (see *Digest of Education Statistics, 2010*, table 180). 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. Between 1995–96 and 2005–06, the federal share of revenues rose from 6.6 to 9.1 percent. The local share declined from 45.9 percent in 1995–96 to 42.8 in 2002–03 and then increased each year, reaching 44.4 percent in 2005–06. Between 2005–06 and 2007–08, these patterns shifted. The federal percentage declined from 9.1 to 8.2 percent and the local percentage declined from 44.4 to 43.5 percent.

After adjustment for inflation, total revenues increased 37 percent between 1997–98 and 2007–08. Federal revenues increased 64 percent, state revenues increased 37 percent, and local revenues increased 33 percent over the time period. In 2007–08, the federal revenue per student was \$969.

Table 32. Percentage distribution of revenues for public elementary and secondary schools, by source of funds: Selected years, 1970-71 through 2007-08

Year	Federal	State	Local ¹
1970-71	8.4	39.1	52.5
1980-81	9.2	47.4	43.4
1985-86	6.7	49.4	43.9
1989-90	6.1	47.1	46.8
1990-91	6.2	47.2	46.7
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

¹ Includes revenues from nongovernmental sources (2.1 percent in 2007-08).

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. Some data have been revised from previously published figures.

Expenditures

After an increase of 37 percent during the 1980s, current expenditure per pupil in public schools fluctuated during the early 1990s. Between 1997–98 and 2007–08, current expenditure per pupil rose 27 percent after adjustment for inflation. In 2007–08, the current expenditure per pupil in fall enrollment was \$10,297.

Table 33. Total and current expenditure per pupil in fall enrollment in public schools: Selected years, 1970–71 through 2007–08

Year	Total expenditure ¹		Current expenditure	
	Unad-justed dollars	Constant 2008–09 dollars ²	Unad-justed dollars	Constant 2008–09 dollars ²
1970–71	\$970	\$5,243	\$842	\$4,552
1980–81	2,529 ³	6,268 ³	2,307	5,718
1990–91	5,484	8,790	4,902	7,857
1995–96	6,441	8,949	5,689	7,904
1997–98	7,139	9,475	6,189	8,214
2000–01	8,572	10,508	7,380	9,048
2001–02	8,993	10,833	7,727	9,309
2002–03	9,296	10,958	8,044	9,482
2003–04	9,625	11,103	8,310	9,586
2004–05	10,078	11,286	8,711	9,754
2005–06	10,603	11,438	9,145	9,865
2006–07	11,252	11,832	9,679	10,178
2007–08	11,950	12,117	10,297	10,441

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

² Constant 2008–09 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

³ Estimated.

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

Degree-Granting Institutions

Revenues for Public Institutions

The largest single source of revenue in 2008–09 for public 4-year and 2-year institutions was state appropriations, amounting to 24 percent of total revenue in that year. Public institutions received 19 percent of their revenue from tuition and fees and 10 percent from federal grants.

Table 34. Revenues of public degree-granting institutions, by source: 2008–09

Source	Revenue, in billions	Percentage distribution	Revenue per full-time equivalent student ¹
Total revenues	\$267.4	100.0	\$26,574
Operating revenues	158.8	59.4	15,782
Tuition and fees ²	51.8	19.4	5,152
Grants and contracts	43.1	16.1	4,283
Federal (excludes FDSL ³)	26.1	9.8	2,593
State	7.4	2.8	736
Local	9.6	3.6	954
Other operating revenues	63.9	23.9	6,347
Nonoperating revenues	92.4	34.6	9,188
Federal appropriations	2.0	0.8	200
State appropriations	65.5	24.5	6,508
Local appropriations	9.8	3.7	973
Other nonoperating	15.2	5.7	1,507
Other revenues and additions	16.1	6.0	1,604

¹ Enrollment of full-time students, plus the full-time-equivalent of the part-time students.

² Net of allowances and discounts.

³ Federal Direct Student Loans.

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

Revenues for Private (not-for-profit) Institutions

Private (not-for-profit) 4-year and 2-year institutions lost \$64.2 billion on investments in 2008–09. The largest sources of revenue for 2008–09 were tuition and fees (\$17,422 per student), federal government (\$6,820 per student), and private gifts and grants (\$5,733 per student).

Table 35. Revenues of private not-for-profit degree-granting institutions, by source: 2008–09

Source	Revenue, in billions	Percentage distribution	Revenue per full-time equivalent student ¹
Total	\$69.1	100.0	\$22,404
Tuition and fees	53.7	77.8	17,422
Federal government ²	21.0	30.4	6,820
State governments	1.8	2.6	589
Local governments	0.6	0.8	186
Private gifts and grants ³	17.7	25.6	5,733
Investment return	-64.2	-93.0	-20,828
Educational activities	4.8	6.9	1,554
Auxiliary enterprises	13.6	19.6	4,398
Hospitals	14.8	21.4	4,802
Other	5.3	7.7	1,726

¹ Enrollment of full-time students, plus the full-time-equivalent of the part-time students.

² Includes independent operations.

³ Includes contracts and contributions from affiliated entities.

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

Revenues for Private (for-profit) Institutions

Private (for-profit) 4-year and 2-year institutions received 86 percent of their revenues, or about \$13,143 per student, from student tuition and fees in 2008–09. The next largest sources in 2008–09 were federal government (7 percent), auxiliary enterprises (2 percent), and educational activities (2 percent).

Table 36. Revenues of private for-profit degree-granting institutions, by source: 2008–09

Source	Revenue, in billions	Percentage distribution	Revenue per full-time equivalent student ¹
Total	\$19.37	100.0	\$15,211
Tuition and fees	16.74	86.4	13,143
Federal government	1.41	7.3	1,105
State and local governments	0.13	0.7	102
Private gifts, grants, and contracts	0.08	0.4	63
Investment return	0.04	0.2	30
Educational activities	0.37	1.9	289
Auxiliary enterprises	0.40	2.0	311
Other	0.21	1.1	167

¹ Enrollment of 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 4-year and 2-year degree-granting institutions totaled \$273 billion in 2008–09, amounting to \$27,135 per full-time-equivalent student. The largest category of expenditures was instruction, which accounted for 27 percent of total expenditures.

Table 37. Expenditures of public degree-granting institutions, by purpose: 2008–09

Purpose	Expenditures, in billions	Percentage distribution	Expenditures per full-time equivalent student ¹
Total	\$273.0	100.0	\$27,135
Instruction	75.1	27.5	7,462
Research	26.7	9.8	2,649
Public service	11.2	4.1	1,118
Academic support	18.8	6.9	1,869
Student services	12.9	4.7	1,286
Institutional support	23.1	8.5	2,294
Operation and maintenance of plant	17.8	6.5	1,773
Depreciation	13.7	5.0	1,364
Scholarships and fellowships ²	11.1	4.1	1,104
Auxiliary enterprises	20.6	7.5	2,046
Hospitals	25.9	9.5	2,579
Other operating expenditures and deductions	5.8	2.1	574
Nonoperating expenses	10.3	3.8	1,020

¹ Enrollment of full-time students, plus the full-time-equivalent of the part-time students.

² Excludes discounts and allowances.

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

Expenditures of Private (not-for-profit) Institutions

Expenditures at private (not-for-profit) 4-year and 2-year degree-granting institutions totaled \$141 billion in 2008–09, amounting to \$45,853 per full-time-equivalent student. Not-for-profit institutions' largest expenditure category was instruction, which accounted for 33 percent of their expenditures. The next largest expenditure was institutional support, which accounted for 14 percent.

Table 38. Expenditures of private not-for-profit degree-granting institutions, by purpose: 2008–09

Purpose	Expenditures, in billions	Percentage distribution	Expenditures per full-time equivalent student ¹
Total	\$141.3	100.0	\$45,853
Instruction	46.5	32.9	15,069
Research	15.3	10.8	4,951
Public service	2.3	1.6	746
Academic support	12.6	8.9	4,081
Student services	11.0	7.8	3,572
Institutional support	19.4	13.7	6,294
Auxiliary enterprises	13.7	9.7	4,447
Net grant aid to students ²	0.8	0.5	246
Hospitals	11.9	8.4	3,870
Independent operations	5.2	3.6	1,673
Other	2.8	2.0	904

¹ Enrollment of full-time students, plus the full-time-equivalent of the part-time students.

² 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 \$16 billion in 2008–09, amounting to \$12,848 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 2008–09. 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: 2008–09

Purpose	Expenditures, in billions	Percentage distribution	Expenditures per full-time equivalent student ¹
Total	\$16.36	100.0	\$12,848
Instruction	3.87	23.7	3,039
Research and public service	0.01	0.1	8
Student services, academic and institutional support	11.00	67.2	8,640
Auxiliary enterprises	0.40	2.4	311
Net grant aid to students ²	0.04	0.3	35
Other	1.04	6.3	815

¹ Enrollment of full-time students, plus the full-time-equivalent of the part-time students.

² 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 2009–10 academic year, average annual undergraduate charges for tuition, room, and board were \$15,014 (\$14,870 in constant 2008–09 dollars) at public 4-year institutions and \$32,790 (\$32,475 in constant 2008–09 dollars) at private 4-year institutions.

Table 40. Average undergraduate tuition, room, and board charges, by type and control of institution: 1989–90, 1999–2000, and 2009–10
[In constant 2008–09¹ dollars]

Year and control of institution	Total tuition, room, and board charges		
	All institutions	4-year	2-year
All			
1989–90	\$10,494	\$12,192	\$6,263
1999–2000	13,243	15,662	6,857
2009–10	17,464	20,986	8,451
Public			
1989–90	7,614	8,411	5,577
1999–2000	9,269	10,492	5,985
2009–10	12,681	14,870	7,629
Private			
1989–90	20,317	20,767	14,658
1999–2000	25,595	26,255	17,707
2009–10	31,876	32,475	24,248

¹ Constant 2008–09 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Financial Aid for Students

About 80 percent of all full-time undergraduate students received some form of financial aid in 2007–08. A higher percentage of students at private institutions received aid than did students at public institutions. About 89 percent of full-time undergraduates at private not-for-profit institutions and 97 percent at private for-profit institutions received aid, compared with 74 percent at public institutions. Full-time students obtained aid through a variety of programs: 63 percent received some sort of federal aid, 28 percent received state aid, 34 percent received institutional aid, and 32 percent received aid from other sources (see *Digest of Education Statistics, 2010*, table 353). Private not-for-profit institutions provided institutional aid to 66 percent of their full-time undergraduates. For all full-time undergraduates, the average student aid package from all sources (including grants, loans, work-study, and other) totaled \$12,740 in 2007–08 (see *Digest of Education Statistics, 2010*, table 355).

In 2007–08, 87 percent of all full-time graduate students received some form of financial aid. About 58 percent of graduate students received loans, 24 percent received fellowship grants, and 25 percent received assistantships (see *Digest of Education Statistics, 2010*, table 360).

Table 41. Percentage of full-time undergraduate and graduate students receiving financial aid, by level of student and control and highest level of offering of institution: 2007–08

Level of student and control and highest level of offering of institution	Aid from any source	Grants	Loans
All undergraduates	79.5	64.4	53.3
Public	74.0	58.0	44.3
4-year doctoral	76.7	58.9	52.7
Other 4-year	80.9	62.1	54.6
2-year	65.4	53.9	24.8
Less than 2-year	68.1	55.1	26.2
Private, not-for-profit	89.1	80.6	64.9
4-year doctoral	84.8	75.9	61.6
Other 4-year	93.3	85.7	68.8
Less than 4-year	93.4	72.3	44.9
Private, for-profit	96.9	72.3	92.0
All graduate students	87.0	—	58.2
Master's degree	84.8	—	60.1
Public	86.3	—	52.4
Private	83.7	—	65.4
Doctor's degree	93.0	—	35.8
Public	92.1	—	28.3
Private	94.0	—	43.8
First-professional	88.1	—	81.3
Public	88.0	—	81.1
Private	88.2	—	81.5

— Not available.

Federal Funding

Federal on-budget support for education increased 349 percent from fiscal year (FY) 1965 to FY 2009, 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 122 percent from 1985 to 2009, after adjustment for inflation.

For FY 2010, estimates show federal program funds for elementary and secondary education at \$115.4 billion, for postsecondary education at \$47.9 billion, and for other programs at \$10.6 billion (see *Digest of Education Statistics, 2010*, table 380).

According to FY 2009 estimates, \$85.2 billion (about 52 percent of the \$163.1 billion spent by the federal government on education) came from the U.S.

Department of Education (see *Digest of Education Statistics, 2010*, table 381). Money also came from other agencies, including the U.S. Department of Health and Human Services (\$28.5 billion), the U.S. Department of Agriculture (\$16.4 billion), and the U.S. Department of Defense (\$6.7 billion).

**Table 42. Federal on-budget funds for education:
Selected fiscal years 1965 through 2009
[In billions of dollars]**

Year	Total on-budget support	
	Unadjusted dollars	Constant 2010 dollars ¹
1965	\$5.3	\$36.9
1970	12.5	70.6
1975	23.3	90.5
1980	34.5	89.7
1985	39.0	74.6
1990	51.6	84.7
1994	68.3	98.5
1995	71.6	100.6
1996	71.3	97.8
1997	73.7	99.0
1998	76.9	102.3
1999	82.9	108.7
2000	85.9	110.0
2001	94.8	118.4
2002	109.2	134.2
2003	124.4	148.9
2004	132.4	154.1
2005	146.2	164.1
2006	166.5	180.4
2007	145.7	153.7
2008	146.1	148.7
2009	163.1	165.8

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, 2010* (table 3), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1985–86 through 2008–09; *Projections of Education Statistics to 2019*.

Table 2: *Digest of Education Statistics, 2010* (table 3), Private Schools in American Education; Private School Universe Survey (PSS), 1989–90 through 2007–08; *Projections of Education Statistics to 2019*.

Table 3: *Digest of Education Statistics, 2010* (table 3), *Projections of Education Statistics to 2019*.

Table 4: *Digest of Education Statistics, 2010* (table 52), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1980 through October 2009.

Table 5: *Digest of Education Statistics, 2010* (table 7), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1970 through October 2009.

Table 6: *Digest of Education Statistics, 2002* (table 42), U.S. Department of Education, Office for Civil Rights, *1986 State Summaries of Elementary and Secondary School Civil Rights Survey*. *Digest of Education Statistics, 2010* (table 43), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1998–99 and 2008–09.

Table 7: *Digest of Education Statistics, 2010* (table 45), *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 2008–09;

and *Projections of Education Statistics to 2019*. 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 on September 13, 2010, from <http://www.ideadata.org/partBdata.asp>.

Table 8: *Digest of Education Statistics, 2010* (tables 201 and 204), 1990, 2000, and 2009 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90), and Spring 2001 and Spring 2010.

Table 9: *Digest of Education Statistics, 2010* (table 204), 1990, 2000, and 2009 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90), and Spring 2001 and Spring 2010.

Table 10: *Digest of Education Statistics, 2010* (table 7), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1985 through October 2009.

Table 11: *Digest of Education Statistics, 2010* (table 199), 1990, 2000, and 2009 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90), Spring 2001 and Spring 2010; and *Projections of Education Statistics to 2019*. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1990, 2000, and 2009.

Table 12: *Digest of Education Statistics, 2010* (table 235), Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1990, 2000, 2005, and 2009 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90), Spring 2001 and Spring 2010.

Table 13: *Digest of Education Statistics, 2010* (table 213), Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; 1990 through 2009 Integrated Postsecondary Education Data System (IPEDS), "Fall

Enrollment Survey" (IPEDS-EF:90-99), and Spring 2001 through Spring 2010.

Table 14: *Digest of Education Statistics, 2010* (table 214), Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; 1990 through 2009 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99), and Spring 2001 through Spring 2010.

Table 15: *Digest of Education Statistics, 2010* (table 68), *Statistics of Public Elementary and Secondary Day Schools, 1980-81*; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990-91 through 2008-09; Private School Universe Survey (PSS), 1989-90 through 2007-08; and *Projections of Education Statistics to 2019*.

Table 16: *Digest of Education Statistics, 2010* (table 82), National Education Association, *Estimates of School Statistics, 1970-71 through 2009-10*; and unpublished tabulations.

Table 17: *Digest of Education Statistics, 2010* (table 72), Schools and Staffing Survey (SASS), "Public Teacher Questionnaire," 2007-08.

Table 18: *Digest of Education Statistics, 2010* (table 72), Schools and Staffing Survey (SASS), "Private Teacher Questionnaire," 2007-08.

Table 19: *Digest of Education Statistics, 2010* (table 255), 2009 Integrated Postsecondary Education Data System (IPEDS), Winter 2009-10.

Tables 20 and 21: *Digest of Education Statistics, 2010* (table 267), Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits" surveys, 1970-71 through 1985-86; and 1990-91 through 2009-10 Integrated Postsecondary Education Data System (IPEDS), "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:90-99), and Winter 2001-02 through Winter 2009-10.

- Table 22: *Digest of Education Statistics, 2010* (tables 125 and 126), National Assessment of Educational Progress (NAEP), 1992, 2002, and 2009 Reading Assessments, retrieved May 19, 2010, from the Main NAEP Data Explorer (<http://nces.ed.gov/nationsreportcard/naepdata/>).
- Table 23: *Digest of Education Statistics, 2010* (table 146), National Assessment of Educational Progress (NAEP), 1990, 2000, and 2009 Mathematics Assessments, retrieved November 18, 2009, from the Main NAEP Data Explorer (<http://nces.ed.gov/nationsreportcard/naepdata/>).
- Table 24: *Digest of Education Statistics, 2010* (table 148), National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, retrieved November 2006, from the NAEP Data Explorer (<http://nces.ed.gov/nationsreportcard/nde/>).
- Table 25: *Digest of Education Statistics, 2010* (table 161), High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "High School Transcript Study"; and 1998 and 2005 High School Transcript Study (HSTS).
- Table 26: *Digest of Education Statistics, 2010* (table 110), *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 2008–09; Private School Universe Survey (PSS), 1989 through 2007; and Projections of Education Statistics to 2019.*
- Table 27: *Digest of Education Statistics, 2010* (table 115), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1975 through October 2009.
- Tables 28 and 29: *Digest of Education Statistics, 2010* (table 279), Higher Education General Information Survey

(HEGIS), "Degrees and other Formal Awards Conferred" surveys, 1969–70 through 1985–86; and 1986–87 through 2008–09 Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:87–99), and Fall 2000 through Fall 2009.

Table 30: *Digest of Education Statistics, 2010* (table 8), U.S. Department of Commerce, Census Bureau, *Current Population Reports*, Series P-20, various years; and Current Population Survey (CPS), March 1970 through March 2010.

Table 31: *Digest of Education Statistics, 2010* (tables 28 and 29), *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 2007–08; Higher Education General Information Survey (HEGIS), *Financial Statistics of Institutions of Higher Education*, 1980–81 and 1985–86; 1990–91 through 2008–09 Integrated Postsecondary Education Data System (IPEDS), "Finance Survey" (IPEDS-F:FY91–99), and Spring 2002 through Spring 2010. U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts Tables, retrieved September 17, 2010, from <http://www.bea.gov/national/nipaweb/SelectTable.asp?Selected=N>.

Table 32: *Digest of Education Statistics, 2010* (table 180), *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 2007–08.

Table 33: *Digest of Education Statistics, 2010* (table 190), *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 2007–08.

Table 34: *Digest of Education Statistics, 2010* (table 362), 2008–09 Integrated Postsecondary Education Data System (IPEDS), Spring 2009 and Spring 2010.

- Table 35: *Digest of Education Statistics, 2010* (table 366), 2008–09 Integrated Postsecondary Education Data System (IPEDS), Spring 2009 and Spring 2010.
- Table 36: *Digest of Education Statistics, 2010* (table 368), 2008–09 Integrated Postsecondary Education Data System (IPEDS), Spring 2009 and Spring 2010.
- Table 37: *Digest of Education Statistics, 2010* (table 373), 2008–09 Integrated Postsecondary Education Data System (IPEDS), Spring 2009 and Spring 2010.
- Table 38: *Digest of Education Statistics, 2010* (table 375), 2008–09 Integrated Postsecondary Education Data System (IPEDS), Spring 2009 and Spring 2010.
- Table 39: *Digest of Education Statistics, 2010* (table 377), 2008–09 Integrated Postsecondary Education Data System (IPEDS), Spring 2009 and Spring 2010.
- Table 40: *Digest of Education Statistics, 2010* (table 345), Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities" survey, 1988–89; "Fall Enrollment in Institutions of Higher Education" survey, 1989; and 1999–2000 and 2009–10 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:99), "Institutional Characteristics Survey" (IPEDS-IC:99), Spring 2009, and Fall 2009. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.
- Table 41: *Digest of Education Statistics, 2010* (tables 354, 358, and 360), 2007–08 National Postsecondary Student Aid Study (NPSAS:08).
- Table 42: *Digest of Education Statistics, 2010* (table 380), U.S. Department of Education, Budget Service, unpublished tabulations. 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 2011. National Science Foundation, *Federal Funds for Research and Development*, fiscal years 1967 through 2009.

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