

**Mobile Digest of
Education
Statistics, 2014**

Suggested Citation:

Snyder, Thomas D. (2016). *Mobile Digest of Education Statistics, 2014* (NCES 2016-011). National Center for Education Statistics, U.S. Department of Education. Washington, DC.



U.S. Department of Education
NCES 2016-011

Mobile Digest of Education Statistics 2014

August 2016

Thomas D. Snyder
National Center for
Education Statistics

U.S. Department of Education

John B. King, Jr., *Secretary*

Institute of Education Sciences

Ruth Neild, *Deputy Director for Policy and Research*
Delegated Duties of the Director

National Center for Education Statistics

Peggy G. Carr, *Acting 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 2016

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

Contents

	Page
Foreword	v
Overview	vi
The Structure of American Education	vii
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 and Attendance.....	10
Enrollment Rates of 18- to 24-Year-Olds	11
Enrollment by Sex and Age	12
Enrollment by Race and Ethnicity	13
Undergraduate Enrollment.....	14
Postbaccalaureate Enrollment	15
Teachers, Faculty, and Staff	17
Elementary and Secondary Schools	18
Number of Teachers.....	18
Teachers' Salaries	20
Teacher Characteristics, Public Schools	21
Teacher Characteristics, Private Schools	22
Degree-Granting Institutions	23

	Page
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	39
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
Financial Aid for Students	54
Federal Funding.....	56
Source Information	58
NCES Website Tools	65

Foreword

Welcome to the second 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, 2014*.

The *Digest* includes selections of data from many government sources, especially those of the National Center for Education Statistics (NCES). The *Digest* includes information on schools and colleges, enrollments, teachers, graduates, finances, and educational outcomes. Unless otherwise stated, all data are extracted from the *Digest of Education Statistics, 2014* (<http://nces.ed.gov/programs/digest/>). Unless indicated as a projection or estimate, all data presented in this report are actual. Information on statistical procedures, definitions, and survey sources appears in the introduction, and appendixes A and B of the *Digest of Education Statistics, 2014*.

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

Overview

In the fall of 2014, about 85.1 million people in the United States were either enrolled or employed in public and private schools and colleges (*Digest of Education Statistics, 2014*, table 105.10). Included in this total were 75.2 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 5.3 million. In a nation with a population of about 319 million in 2014, more than 1 out of every 4 people participated in the education system (*Digest of Education Statistics, 2014*, table 106.60).

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

The Structure of American Education

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

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

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

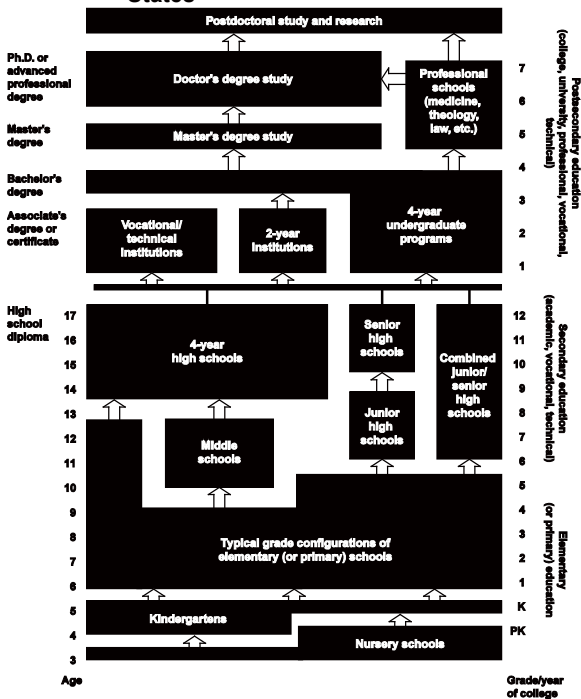
The term “degree-granting institutions” used in this report refers to colleges and universities that offer associate’s or higher degrees and whose students are eligible to participate in Title IV federal financial aid programs.

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

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

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

Figure 1. The structure of education in the United States



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

Enrollment

Elementary and Secondary Schools

Public Schools

Overall, public school enrollment increased 27 percent between 1985 and 2014. Elementary (prekindergarten through grade 8) enrollment rose from 27.0 million in fall 1985 to a projected 35.2 million in fall 2014, an increase of 30 percent. In the secondary grades (9 through 12), the net result of changes in enrollment over the same period was a 20 percent increase.

Table 1. Enrollment in public elementary and secondary schools: Selected years, fall 1985 through fall 2014

[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
2005	49,113	34,204	14,909
2008	49,266	34,286	14,980
2009	49,361	34,409	14,952
2010	49,484	34,625	14,860
2011	49,522	34,773	14,749
2012	49,771	35,018	14,753
2013 ¹	49,942	35,188	14,754
2014 ¹	49,986	35,159	14,826

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 10 percent lower in 2014 than in 1985. Total private school enrollment at the elementary and secondary levels was projected at 5.0 million in fall 2014, amounting to about 9 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 2014

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	6,073	4,724	1,349
2007	5,910	4,546	1,364
2008 ¹	5,707	4,365	1,342
2009	5,488	4,179	1,309
2010 ¹	5,382	4,084	1,299
2011	5,268	3,977	1,291
2012 ²	5,181	3,906	1,275
2013 ²	5,094	3,858	1,236
2014 ²	4,979	3,779	1,200

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 2014 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 7 percent between 2014 and 2024. Secondary enrollment is expected to increase 4 percent between 2014 and 2024.

Table 3. Projected enrollment in public elementary and secondary schools: Fall 2014 to fall 2024
[In thousands]

Year	Total	Elementary (prekindergarten through grade 8)	Secondary (grades 9 through 12)
2014	49,986	35,159	14,826
2015	50,094	35,182	14,912
2016	50,229	35,282	14,947
2017	50,584	35,595	14,989
2018	50,871	35,856	15,015
2019	51,183	36,125	15,058
2020	51,547	36,366	15,182
2021	51,910	36,587	15,324
2022	52,260	36,839	15,421
2023	52,601	37,223	15,378
2024	52,920	37,615	15,304

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

Prekindergarten and Kindergarten Enrollment

In 2013, about 65 percent of 3- to 5-year-olds were enrolled in prekindergarten or kindergarten programs. About 60 percent of these children in prekindergarten and kindergarten programs attended a full-day program, up from 53 percent in 2000.

Table 4. Enrollment of 3- to 5-year-olds in prekindergarten and kindergarten programs, by control, level of school, and attendance status: Selected years, October 1990 through October 2013

[Numbers in thousands]

Control, level of school, and attendance status	1990	2000	2010	2013
Total	6,659	7,592	8,246	7,878
Percent enrolled	59.4	64.0	63.7	64.8
Control				
Public	3,971	4,847	5,829	5,448
Private	2,688	2,745	2,417	2,430
Level of school				
Prekindergarten	3,379	4,326	4,797	4,625
Kindergarten	3,280	3,266	3,449	3,254
Attendance status				
Full-day	2,577	4,008	4,813	4,753
Part-day	4,082	3,584	3,432	3,125
Percent full-day	38.7	52.8	58.4	60.3

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. Detail may not sum to totals because of rounding.

Enrollment Rates

School enrollment rates were higher for 3- and 4-year-olds in 2013 (55 percent) than in 2000 (52 percent), but rates for 5- and 6-year-olds decreased from 96 percent to 94 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 2013.

Table 5. Percentage of 3- to 17-year-olds enrolled in school: Selected years, October 1990 through October 2013

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
2002	56.3	95.5	98.3	96.4
2003	55.1	94.5	98.3	96.2
2004	54.0	95.4	98.4	96.5
2005	53.6	95.4	98.6	96.5
2006	55.7	94.6	98.3	96.4
2007	54.5	94.7	98.4	96.4
2008	52.8	93.8	98.7	96.8
2009	52.4	94.1	98.2	96.3
2010	53.2	94.5	98.0	97.1
2011	52.4	95.1	98.3	97.1
2012	53.5	93.2	98.0	97.0
2013	54.9	93.8	98.1	96.1

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

Enrollment by Race and Ethnicity

The percentage of students in public elementary and secondary schools who were White decreased from 67 to 51 percent between 1992 and 2012. The percentage of students who were Hispanic rose from 12 percent to 24 percent, and the percentage of students who were Asian/Pacific Islander rose from 3 to 5 percent. The percentage of students who were Black rose from 16 to 17 percent between 1992 and 2002, and then decreased to 16 percent in 2012.

Table 6. Racial/ethnic percentage distribution of students in public elementary and secondary schools: Fall 1992, 2002, and 2012

Race/ethnicity of student	1992 ¹	2002	2012
Total	100.0	100.0	100.0
White	66.7	59.4	51.0
Black	16.5	17.2	15.7
Hispanic	12.3	17.8	24.3
Asian/Pacific Islander	3.5	4.3	5.1
American Indian/Alaska Native	1.0	1.2	1.1
Two or more races	—	—	2.8

— Not available.

¹ *Digest of Education Statistics, 2004.*

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 2012–13. Between 2004–05 and 2012–13, the percentage of students identified as having autism increased from 0.4 percent to 1.0 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, 2014*, 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 2012–13

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
2004–05	6,720	13.8	5.7
2012–13	6,429	12.9	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 3 percent to 20.4 million in fall 2013. In fall 2013, 8.9 million students were males and 11.5 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 2013
[In thousands]

Sex, attendance status, and control of institution	1990	2000	2010	2013
Total	13,819	15,312	21,019	20,376
Males	6,284	6,722	9,046	8,861
Full-time	3,808	4,111	5,838	5,682
Part-time	2,476	2,611	3,207	3,179
Females	7,535	8,591	11,974	11,515
Full-time	4,013	4,899	7,249	6,915
Part-time	3,521	3,692	4,725	4,600
Public	10,845	11,753	15,142	14,746
Males	4,875	5,132	6,679	6,569
Females	5,970	6,620	8,463	8,177
Private	2,974	3,560	5,877	5,630
Males	1,409	1,589	2,367	2,292
Females	1,565	1,970	3,510	3,338

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

Enrollment by Level and Attendance

Enrollment at public institutions increased 29 percent from 2000 to 2010, but then decreased 3 percent between 2010 and 2013. Enrollment at private for-profit institutions grew by 349 percent from 2000 to 2010, and then decreased 18 percent between 2010 and 2013. Enrollment at private nonprofit institutions increased 24 percent from 2000 to 2010, and by another 3 percent between 2010 and 2013.

Table 9. Fall enrollment in degree-granting postsecondary institutions, by control and level of institution: Fall 1990, 2000, 2010, and 2013

	[In thousands]			
Control and level of institution	1990	2000	2010	2013
Total	13,819	15,312	21,019	20,376
4-year	8,579	9,364	13,336	13,407
2-year	5,240	5,948	7,684	6,969
Public	10,845	11,753	15,142	14,746
4-year	5,848	6,055	7,924	8,120
2-year	4,996	5,697	7,218	6,625
Private	2,974	3,560	5,877	5,630
Private, nonprofit	2,760	3,109	3,854	3,974
4-year	2,671	3,051	3,822	3,942
2-year	89	59	33	32
Private, for-profit	214	450	2,023	1,656
4-year	59	258	1,590	1,345
2-year	154	192	433	311

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 2013 (67 percent) was higher than in 2000 (61 percent). Also, the enrollment rates of 20- and 21-year-olds were higher in 2013 (53 percent) than in 2000 (44 percent). Similarly, enrollment rates for 22- to 24-year-olds were higher in 2013 (30 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 2013

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
2003	64.5	48.3	27.8
2004	64.4	48.9	26.3
2005	67.6	48.7	27.3
2006	65.5	47.5	26.7
2007	66.8	48.4	27.3
2008	66.0	50.1	28.2
2009	68.9	51.7	30.4
2010	69.2	52.4	28.9
2011	71.1	52.7	31.1
2012	69.0	54.0	30.7
2013	67.1	52.8	29.7

Enrollment by Sex and Age

Between 2000 and 2013, the enrollment of people under age 25 grew 35 percent and enrollment of people age 25 and older increased 30 percent. Enrollment of females under age 25 grew by 35 percent, and enrollment of females age 25 and older grew by 33 percent. Enrollment of males under age 25 grew by 36 percent, and enrollment of males age 25 and older grew by 25 percent.

Table 11. Fall enrollment in degree-granting postsecondary institutions, by sex and age: 1990, 2000, and 2013
[In thousands]

Sex and age	1990	2000	2013
Total	13,819	15,312	20,376
19 years and younger	2,930	3,389	3,980
20 and 21 years old	2,593	3,005	4,248
22 to 24 years old	2,202	2,600	3,949
25 years and older	6,094	6,319	8,199
Males, total	6,284	6,722	8,861
19 years and younger	1,364	1,522	1,812
20 and 21 years old	1,259	1,411	1,956
22 to 24 years old	1,129	1,222	1,879
25 years and older	2,532	2,566	3,214
Females, total	7,535	8,591	11,515
19 years and younger	1,566	1,867	2,168
20 and 21 years old	1,334	1,593	2,293
22 to 24 years old	1,073	1,378	2,070
25 years and older	3,562	3,753	4,985

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

Enrollment by Race and Ethnicity

The percentage of American college students (undergraduate and postbaccalaureate) who are White has been decreasing, while the percentages of students who are Black or Hispanic have been increasing. In 2013, 59 percent of college students were White, compared with 71 percent in 2000. Between 2000 and 2013, the percentage of students who were Black rose from 12 to 15 percent and the percentage who were Hispanic rose from 10 percent to 16 percent. About 3 percent of students were of Two or more races in 2013.

Table 12. Percentage of fall enrollment in degree-granting postsecondary institutions, by race and ethnicity: 1990, 2000, 2010, and 2013

Race/ethnicity	1990	2000	2010	2013
Total	100.0	100.0	100.0	100.0
White	79.9	70.8	62.6	59.3
Black	9.3	11.7	15.0	14.7
Hispanic	5.8	9.9	13.5	15.8
Asian/Pacific Islander	4.3	6.6	6.3	6.4
Asian	—	—	6.0	6.1
Pacific Islander	—	—	0.3	0.3
American Indian/Alaska Native	0.8	1.0	1.0	0.8
Two or more races	—	—	1.6	2.9

— 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 3 percent between 2010 and 2013. Full-time undergraduate enrollment rose by 45 percent and part-time rose by 27 percent between 2000 and 2010. From 2010 to 2013, full-time enrollment decreased 5 percent. Part-time enrollment was 1 percent lower in 2013 than in 2010. The number of females rose by a higher percentage between 2000 and 2010 (39 percent) than the number of males (36 percent). In contrast, male enrollment was 2 percent lower in 2013 than 2010 and female enrollment was 4 percent lower.

Table 13. Fall undergraduate enrollment in degree-granting postsecondary institutions, by sex and attendance status: Selected years, 1990 through 2013
[In thousands]

Year	Total	Males	Females	Full-time	Part-time
1990	11,959	5,380	6,579	6,976	4,983
1995	12,232	5,401	6,831	7,145	5,086
2000	13,155	5,778	7,377	7,923	5,232
2005	14,964	6,409	8,555	9,446	5,518
2007	15,604	6,728	8,876	9,841	5,763
2008	16,366	7,067	9,299	10,255	6,111
2009	17,464	7,563	9,901	11,038	6,426
2010	18,082	7,836	10,246	11,457	6,625
2011	18,077	7,823	10,254	11,365	6,712
2012	17,732	7,714	10,019	11,098	6,635
2013	17,475	7,660	9,815	10,938	6,536

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, before decreasing 1 percent between 2010 and 2013. Full-time enrollment rose by 50 percent between 2000 and 2010, and part-time enrollment rose by 22 percent. In 2013, full-time enrollment was 2 percent higher than in 2010, but part-time enrollment was 5 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 2013, male enrollment was 1 percent lower than in 2010, and female enrollment was 2 percent lower than in 2010.

Table 14. Fall postbaccalaureate enrollment in postsecondary degree-granting institutions, by sex and attendance status: Selected years, 1990 through 2013 [In thousands]

Year	Total	Males	Females	Full-time	Part-time
1990	1,860	904	955	845	1,015
1995	2,030	941	1,089	984	1,047
2000	2,157	944	1,213	1,087	1,070
2005	2,524	1,047	1,476	1,351	1,173
2007	2,644	1,088	1,556	1,429	1,215
2008	2,737	1,122	1,615	1,493	1,244
2009	2,849	1,170	1,680	1,567	1,282
2010	2,937	1,209	1,728	1,630	1,307
2011	2,933	1,211	1,722	1,637	1,296
2012	2,910	1,205	1,705	1,639	1,271
2013	2,901	1,201	1,700	1,659	1,242

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 3.5 million elementary and secondary school teachers were engaged in classroom instruction in the fall of 2012, with about 3.1 million teachers in public schools and 0.4 million in private schools.

The number of public elementary and secondary school teachers rose by 2 percent between 2002 and 2012. The number of public school teachers increased by a slightly lower percentage than the number of students during that period (3 percent). Although the number of teachers in 2012 was higher than in 2002, the number of teachers in 2012 (3.1 million) was slightly lower than the number in 2008 (3.2 million).

In the fall of 2012 the pupil/teacher ratio for public schools was 16.0, compared to 15.9 in 2002. The pupil/teacher ratio in private schools was 12.5 pupils per teacher in 2012, compared to 14.1 in 2002.

Table 15. Teachers and pupil/teacher ratios in public and private elementary and secondary schools: Selected years, fall 1990 through fall 2012

[In full-time equivalents]

Year	Total	Public	Private
	Teachers, in thousands		
1990	2,759	2,398	361
2000	3,366	2,941	424 ¹
2002	3,476	3,034	442
2005	3,593	3,143	450 ¹
2008	3,670	3,222	448 ¹
2009	3,647	3,210	437
2010	3,529	3,099	429 ¹
2011	3,524	3,103	421
2012	3,523	3,109	414 ¹
	Pupil/teacher ratio		
1990	17.0	17.2	15.6 ¹
2000	15.9	16.0	14.5 ¹
2002	15.7	15.9	14.1
2005	15.4	15.6	13.5
2008	15.0	15.3	12.8 ¹
2009	15.0	15.4	12.5
2010	15.5	16.0	12.5 ¹
2011	15.5	16.0	12.5
2012	15.6	16.0	12.5 ¹

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 2011–12 than they were in 2003–04.

There was no measurable difference between 1990–91 and 2011–12 in the average salary for all teachers, but the average salary for teachers with a bachelor's or master's degree was lower in 2011–12 than in 1990–91.

Table 16. Average annual base salary for public school teachers, by highest degree earned and years of experience: Selected years, 1990–91 through 2011–12
[In constant 2013–14 dollars]¹

Year and selected full-time teaching experience	All teachers	Bachelor's degree	Master's degree
1990–91	\$54,970	\$48,670	\$61,330
1999–2000	55,370	49,000	62,050
2003–04	56,010	49,490	62,420
2007–08	55,080	48,440	60,830
2011–12 ²	54,790	47,850	59,710
1 year or less	41,850	39,750	46,720
6 to 9 years	49,870	44,860	53,080
10 to 14 years	56,640	50,200	60,150
15 to 19 years	60,790	52,960	64,490
20 to 24 years	62,910	55,870	67,460
25 to 29 years	65,850	58,740	69,750

¹ Constant 2013–14 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 2011–12 was 76 percent female. Some 58 percent of teachers had at least 10 years of full-time teaching experience, and 56 percent of teachers held a master's or higher degree.

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

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

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

Teacher Characteristics, Private Schools

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

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

Selected characteristic	Number, in thousands	Percent
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
Experience		
Less than 3 years	91	19.5
3 to 9 years	145	31.3
10 to 20 years	129	27.7
More than 20 years	100	21.4
Highest degree		
Less than bachelor's	39	8.4
Bachelor's	225	48.5
Master's or above	200	43.1

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

Degree-Granting Institutions

College Staff

About 3.9 million people were employed in colleges and universities in the fall of 2013, 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 54 percent, of all staff were female (see *Digest of Education Statistics, 2014*, table 314.30).

Table 19. Employees in degree-granting institutions, by control of institution, primary occupation, and level of institution: Fall 2013
[In thousands]

Primary occupation and level of institution	Total	Public	Private, nonprofit	Private, for-profit
Total	3,896	2,527	1,157	212
Faculty	1,544	968	449	128
Full-time	791	512	253	26
Part-time	753	455	195	102
Graduate assistants	360	284	76	#
Other staff	1,993	1,276	633	84
4-year	3,203	1,885	1,151	168
Full-time, total staff	2,145	1,272	799	74
Part-time, total staff	1,059	612	352	94
2-year	693	643	6	44
Full-time, total staff	331	300	4	28
Part-time, total staff	362	343	2	16

#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 \$78,625 in 2013–14. The average faculty salary was 1 percent higher in 2013–14 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 2013–14 [In constant 2013–14 dollars]¹

Year	Total	Males	Females
1990–91	\$73,982	\$79,070	\$62,955
1995–96	74,991	80,321	65,199
1999–2000	77,569	83,392	68,004
2002–03	79,131	85,320	69,809
2003–04	79,014	85,208	69,922
2004–05	78,735	84,990	69,777
2005–06	78,135	84,507	69,270
2006–07	78,942	85,367	70,230
2007–08	78,896	85,390	70,308
2008–09	80,530	87,246	71,848
2009–10	80,897	87,685	72,253
2010–11	80,220	87,013	71,709
2011–12	79,058	85,855	70,695
2012–13	78,485	85,291	70,203
2013–14	78,625	85,528	70,355

¹ Constant 2013–14 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 2013–14, faculty salaries increased by 7 percent at private 4-year institutions, after adjustment for inflation. Faculty salaries at public 4-year institutions were 1 percent lower in 2013–14 than in 1999–2000, and salaries in public 2-year institutions were 6 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 2013–14
[In constant 2013–14 dollars]¹

Year	Public 4-year	Public 2-year	Private 4-year	Private 2-year
1990–91	\$78,096	\$65,015	\$74,085	\$42,264
1995–96	77,824	65,844	77,287	48,537
1999–2000	80,430	66,954	80,948	49,861
2003–04	81,238	67,016	84,510	45,861
2004–05	80,964	66,107	84,571	45,756
2005–06	80,235	65,421	84,147	45,517
2006–07	81,100	66,144	84,756	47,351
2007–08	80,863	66,201	84,730	48,172
2008–09	82,363	67,245	86,922	47,661
2009–10	82,552	67,502	87,376	48,512
2010–11	81,681	66,274	87,252	47,980
2011–12	80,375	64,587	86,423	49,360
2012–13	79,230	63,890	86,426	45,681
2013–14	79,711	63,198	86,467	44,566

¹ Constant 2013–14 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 2013 average National Assessment of Educational Progress (NAEP) reading score for 4th-graders was 5 points higher than the 1992 score, and the average score for 8th-graders was 8 points higher (see *Digest of Education Statistics, 2013*, table 221.10). Females at both grade levels had higher average scores than males in 2013.

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

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

— Not available.

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

Mathematics Performance

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

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

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

‡ Reporting standards not met.

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

Science Performance

The average NAEP science scores were higher for males than females at the 4th, 8th, and 12th grades in the most recent assessments. White students had higher average scores than Black, Hispanic, and American Indian/Alaska Native students at all three grade levels. White students had higher average scores than Asian/Pacific Islander students at grades 4 and 8.

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

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

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

High School Coursetaking Patterns

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

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

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

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

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

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

Graduates

About 3,430,000 high school students are expected to graduate during the 2014–15 school year, including 3,137,000 public school graduates and 293,000 private school graduates. High school graduates include only recipients of diplomas, not recipients of equivalency credentials. The 2014–15 projection of high school graduates is lower than the record high projection of 3,471,000 graduates for 2012–13, but exceeds the high point during the baby boom era in 1975–76, when 3,142,000 students earned diplomas.

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

Table 26. High school graduates, by control of school and averaged freshman graduation rate for public schools: Selected years, 1975–76 through 2014–15

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
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	3,200	2,893	307	73.9
2007–08 ¹	3,312	3,001	311	74.7
2008–09	3,348	3,039	309	75.5
2009–10 ¹	3,439	3,128	311	78.2
2010–11	3,450	3,144	306	79.6
2011–12 ¹	3,454	3,148	306	80.8
2012–13 ²	3,471	3,171	300	—
2013–14 ²	3,452	3,155	297	—
2014–15 ²	3,430	3,137	293	—

— Data 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 10 to 7 percent between 2003 and 2013. Rates for Hispanics, Blacks, and Whites decreased over this period. The dropout rate for Hispanics in 2013 (12 percent) was higher than the rates for Whites (5 percent) and Blacks (7 percent).

Table 27. Percentage of high school dropouts (status dropouts) among persons 16 to 24 years old, by race/ethnicity: Selected years, 1980 through 2013

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
2003 ²	9.9	6.3	10.9	23.5
2005 ²	9.4	6.0	10.4	22.4
2008 ²	8.0	4.8	9.9	18.3
2009 ²	8.1	5.2	9.3	17.6
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

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 2002–03 and 2012–13, the number of people earning associate’s degrees increased by 59 percent; the number earning bachelor’s degrees, by 36 percent; the number earning master’s degrees, by 45 percent; and the number earning doctor’s degrees, by 44 percent. The number of associate’s, master’s, and doctor’s degrees conferred to females increased by a higher percentage than the number conferred to males between 2002–03 and 2012–13 (see *Digest of Education Statistics, 2014*, table 318.10). Between 2002–03 and 2012–13, the number of bachelor’s degrees awarded to males increased by 37 percent, while the number awarded to females increased by 36 percent.

In 2012–13, colleges and universities awarded 1,007,000 associate’s degrees; 1,840,000 bachelor’s degrees; 752,000 master’s degrees; and 175,000 doctor’s degrees. In 2012–13, females earned the majority of degrees at all degree levels.

Of the 1,840,000 bachelor’s degrees conferred in 2012–13, the largest numbers of degrees were conferred in the fields of business (361,000), health professions and related programs (181,000), social sciences and history (178,000), psychology (114,000), and education (105,000) (see *Digest of Education Statistics, 2014*, 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 (189,000) and education (165,000). The fields with the largest number of degrees at the doctor’s degree level were health professions and related programs (64,200), legal professions and studies (47,200), education (10,600), engineering and engineering technologies (9,500), biological and biomedical sciences (7,900), psychology (6,300), and physical sciences and science technologies (5,500).

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 2012–13

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
1997–98	558,555	1,184,406	56.1
1998–99	564,984	1,202,239	56.8
1999–2000	564,933	1,237,875	57.2
2000–01	578,865	1,244,171	57.3
2001–02	595,133	1,291,900	57.4
2002–03	634,016	1,348,811	57.5
2003–04	665,301	1,399,542	57.5
2004–05	696,660	1,439,264	57.4
2005–06	713,066	1,485,242	57.5
2006–07	728,114	1,524,092	57.4
2007–08	750,164	1,563,069	57.3
2008–09	787,243	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	1,006,961	1,840,164	57.2

Table 29. Master's and doctor's degrees conferred and percent of master's degrees awarded to females by degree-granting institutions: Selected years, 1979–80 through 2012–13

Year	Master's degrees	Percent of master's degrees awarded to females	Doctor's degrees
1979–80	305,196	48.6	95,631
1984–85	293,472	49.1	100,785
1989–90	330,152	52.1	103,508
1994–95	403,609	54.6	114,266
1995–96	412,180	55.5	115,507
1997–98	436,037	56.7	118,735
1998–99	446,038	57.4	116,700
1999–2000	463,185	57.7	118,736
2000–01	473,502	58.2	119,585
2001–02	487,313	58.4	119,663
2002–03	518,699	58.5	121,579
2003–04	564,272	58.7	126,087
2004–05	580,151	59.1	134,387
2005–06	599,731	59.7	138,056
2006–07	610,597	60.3	144,690
2007–08	630,666	60.3	149,378
2008–09	662,082	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	751,751	59.9	175,038

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 2004 to 91 percent in 2014. During the same time period, the percentage of young adults with a bachelor's or higher degree increased from 29 percent to 34 percent.

Table 30. Percentage of persons 25 years and older who completed various years of school: Selected years, 1980 through 2014

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
2004	85.2	27.7	86.6	28.7
2005	85.2	27.7	86.2	28.8
2009	86.7	29.5	88.6	30.6
2010	87.1	29.9	88.8	31.7
2011	87.6	30.4	89.0	32.2
2012	87.6	30.9	89.7	33.5
2013	88.2	31.7	89.9	33.6
2014	88.3	32.0	90.8	34.0

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.

This page intentionally left blank

Finance

Total Expenditures

Expenditures for public and private education, from preprimary through graduate school, are projected at \$1.2 trillion for 2013–14. The expenditures of elementary and secondary schools are expected to total \$682 billion for 2013–14, while colleges and universities will spend about \$512 billion (see *Digest of Education Statistics, 2014*, tables 106.10 and 106.20). After adjustment for inflation, total expenditures for all educational institutions rose by an estimated 14 percent between 2003–04 and 2013–14. Expenditures for elementary and secondary schools were 5 percent higher in 2013–14 than in 2003–04, while total expenditures for colleges and universities rose by 28 percent.

The total expenditures for education are estimated to amount to about 7.1 percent of the gross domestic product in 2013–14.

Table 31. Total expenditures of educational institutions and percentage of gross domestic product: Selected years, 1980–81 through 2013–14

Year	Expenditures		Percent of gross domestic product ²
	Expenditures in billions of current dollars	in billions of constant 2013–14 dollars ¹	
1980–81	\$176	\$478	6.2
1985–86	259	560	6.0
1990–91	395	694	6.6
1995–96	509	773	6.6
2000–01	705	946	6.9
2001–02	753	993	7.1
2002–03	796	1,027	7.2
2003–04	830	1,048	7.2
2004–05	876	1,074	7.1
2005–06	925	1,093	7.1
2006–07	984	1,133	7.1
2007–08	1,055	1,171	7.3
2008–09	1,090	1,193	7.4
2009–10	1,101	1,194	7.6
2010–11	1,124	1,194	7.5
2011–12	1,137	1,174	7.3
2012–13 ³	1,165	1,183	7.2
2013–14 ³	1,194	1,194	7.1

¹ Constant 2013–14 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, 2014*, 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 increased 12 percent between 2001–02 and 2011–12, after adjustment for inflation. Federal revenues increased 44 percent and local revenues increased 17 percent during this time period. Revenues from state sources were 3 percent higher in 2011–12 than in 2001–02. The federal revenue per student was \$1,235 in 2011–12, amounting to 10.2 percent of public school revenues.

Table 32. Percentage distribution of revenues for public elementary and secondary schools, by source of funds: Selected years, 1979–80 through 2011–12

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
1992–93	7.0	45.8	47.2
1993–94	7.1	45.2	47.8
1994–95	6.8	46.8	46.4
1995–96	6.6	47.5	45.9
1996–97	6.6	48.0	45.4
1997–98	6.8	48.4	44.8
1998–99	7.1	48.7	44.2
1999–2000	7.3	49.5	43.2
2000–01	7.3	49.7	43.0
2001–02	7.9	49.2	42.9
2002–03	8.5	48.7	42.8
2003–04	9.1	47.1	43.9
2004–05	9.2	46.9	44.0
2005–06	9.1	46.5	44.4
2006–07	8.5	47.4	44.1
2007–08	8.2	48.3	43.5
2008–09	9.6	46.7	43.8
2009–10	12.7	43.4	43.9
2010–11	12.5	44.2	43.3
2011–12	10.2	45.2	44.6

¹ Includes revenues from nongovernmental local sources (2.0 percent in 2011–12).

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

Expenditures

After an increase of 37 percent during the 1980s, current expenditure per pupil in public schools fluctuated during the early 1990s. Between 2001–02 and 2011–12, current expenditure per pupil rose 8 percent after adjustment for inflation. In 2011–12, the current expenditure per pupil in fall enrollment was \$11,014 (in 2013–14 dollars).

Table 33. Total and current expenditure per pupil in fall enrollment in public schools: Selected years, 1979–80 through 2011–12

Year	Total expenditure ¹		Current expenditure	
	Unad-justed dollars	Constant 2013–14 dollars ²	Unad-justed dollars	Constant 2013–14 dollars ²
1979–80	\$2,290	\$6,930	\$2,088	\$6,321
1989–90	5,172	9,570	4,643	8,591
1994–95	6,206	9,695	5,529	8,637
1999–2000	8,030	11,145	6,912	9,594
2001–02	8,993	11,858	7,727	10,189
2003–04	9,625	12,153	8,310	10,493
2004–05	10,078	12,354	8,711	10,677
2005–06	10,603	12,520	9,145	10,798
2006–07	11,252	12,951	9,679	11,141
2007–08	11,965	13,280	10,298	11,430
2008–09	12,222	13,379	10,540	11,537
2009–10	12,133	13,154	10,636	11,531
2010–11	12,054	12,811	10,663	11,332
2011–12	12,010	12,401	10,667	11,014

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

² Constant 2013–14 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 2012–13, public institutions received 21 percent of their revenue from tuition and fees, 18 percent from state appropriations, and 9 percent from federal grants.

Table 34. Revenues of public degree-granting institutions, by source: 2012–13

Source	Revenue, in billions	Percentage distribution	Revenue per full-time equivalent student ¹
Total revenues	\$327.9	100.0	\$30,388
Operating revenues	192.3	58.6	17,819
Tuition and fees ²	68.1	20.8	6,310
Grants and contracts	45.9	14.0	4,253
Federal ³	28.4	8.7	2,635
State	6.7	2.0	620
Local	10.8	3.3	999
Other operating revenues	78.3	23.9	7,256
Nonoperating revenues	121.0	36.9	11,214
Federal appropriations	1.7	0.5	162
State appropriations	58.6	17.9	5,433
Local appropriations	10.7	3.3	994
Other nonoperating	49.9	15.2	4,625
Other revenues and additions	14.6	4.5	1,355

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 2012–13 were tuition and fees (32 percent, or \$19,560 per student), investment return (19 percent, or \$11,492 per student) federal government (12 percent, or \$7,072 per student), hospitals (9 percent, or \$5,669 per student), and private gifts and contributions (9 percent, or \$5,219 per student).

Table 35. Revenues of private nonprofit degree-granting institutions, by source: 2012–13

Source	Revenue, in billions	Percentage distribution	Revenue per full-time-equivalent student ¹
Total	\$202.1	100.0	\$60,261
Tuition and fees	65.6	32.5	19,560
Federal government ²	23.7	11.7	7,072
State and local governments	1.9	1.0	578
Private grants/contracts	4.8	2.4	1,442
Private gifts/contributions	17.5	8.7	5,219
Investment return	38.5	19.1	11,492
Educational activities	5.5	2.7	1,650
Auxiliary enterprises	16.0	7.9	4,759
Hospitals	19.0	9.4	5,669
Other	9.5	4.7	2,820

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 91 percent of their revenues, or about \$15,887 per student, from student tuition and fees in 2012–13. The next largest sources in 2012–13 were federal government (4 percent), auxiliary enterprises (2 percent), and educational activities and other (1 percent from each source).

Table 36. Revenues of private for-profit degree-granting institutions, by source: 2012–13

Source	Revenue, in billions	Percentage distribution	Revenue per full-time-equivalent student ¹
Total	\$24.78	100.0	\$17,510
Tuition and fees	22.48	90.7	15,887
Federal government	1.09	4.4	772
State and local governments	0.10	0.4	68
Private gifts, grants, and contracts	0.01	0.1	10
Investment return	0.06	0.2	41
Educational activities	0.31	1.3	220
Auxiliary enterprises	0.48	2.0	343
Other	0.24	1.0	168

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 \$311 billion in 2012–13, amounting to \$28,887 per full-time-equivalent student. Instruction expenditures accounted for 27 percent of total expenditures.

Table 37. Expenditures of public degree-granting institutions, by purpose: 2012–13

Purpose	Expenditures, in billions	Percentage distribution	Expenditures per full-time-equivalent student ¹
Total	\$311.4	100.0	\$28,887
Instruction	82.9	26.6	7,694
Research	29.9	9.6	2,770
Public service	11.9	3.8	1,104
Academic support	21.3	6.8	1,972
Student services	14.7	4.7	1,363
Institutional support	25.3	8.1	2,344
Operation and maintenance of plant	19.7	6.3	1,829
Depreciation	17.4	5.6	1,617
Scholarships and fellowships ²	16.2	5.2	1,505
Auxiliary enterprises	22.5	7.2	2,086
Hospitals	31.8	10.2	2,953
Independent operations	1.2	0.4	114
Interest	6.4	2.0	590
Other	10.2	3.3	946

¹ 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 Nonprofit Institutions

Expenditures at private nonprofit degree-granting institutions totaled \$166 billion in 2012–13, amounting to \$49,373 per full-time-equivalent student. Nonprofit institutions' largest expenditure category was instruction, which accounted for 33 percent of their expenditures. The next largest expenditure was institutional support, which accounted for 13 percent.

Table 38. Expenditures of private nonprofit degree-granting institutions, by purpose: 2012–13

Purpose	Expenditures, in billions	Percentage distribution	Expenditures per full-time-equivalent student ¹
Total	\$165.6	100.0	\$49,373
Instruction	54.3	32.8	16,180
Research	17.5	10.6	5,223
Public service	2.3	1.4	691
Academic support	14.9	9.0	4,450
Student services	13.7	8.3	4,081
Institutional support	21.9	13.2	6,518
Auxiliary enterprises	15.3	9.3	4,572
Net grant aid to students ²	0.9	0.5	254
Hospitals	16.7	10.1	4,980
Independent operations	5.4	3.3	1,621
Other	2.7	1.6	804

¹ 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 \$22 billion in 2012–13, amounting to \$15,502 per full-time-equivalent student. Private for-profit institutions' largest expenditure category was student services, academic and institutional support, which accounted for 65 percent of their expenditures in 2012–13. The next largest category was instruction, which accounted for 25 percent of their expenditures.

Table 39. Expenditures of private for-profit degree-granting institutions, by purpose: 2012–13

Purpose	Expenditures, in billions	Percentage distribution	Expenditures per full-time-equivalent student ¹
Total	\$21.94	100.0	\$15,502
Instruction	5.42	24.7	3,833
Research and public service	0.03	0.1	20
Student services, academic and institutional support	14.36	65.4	10,145
Auxiliary enterprises	0.46	2.1	328
Net grant aid to students ²	0.05	0.2	38
Other	1.61	7.3	1,139

¹ 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 2013–14 academic year, average annual undergraduate charges for tuition, room, and board were \$18,110 at public 4-year institutions and \$36,589 at private 4-year institutions.

Table 40. Average undergraduate tuition, room, and board charges, by level and control of institution: 1993–94, 2003–04, and 2013–14 [In constant 2013–14¹ dollars]

Year and control of institution	Total tuition, room, and board charges		
	All institutions	4-year	2-year
All			
1993–94	\$12,745	\$14,939	\$7,149
2003–04	16,355	19,578	8,466
2013–14	21,003	24,706	9,888
Public			
1993–94	9,151	10,229	6,421
2003–04	11,675	13,478	7,591
2013–14	15,640	18,110	9,282
Private			
1993–94	24,901	25,557	16,723
2003–04	31,091	31,654	24,695
2013–14	35,987	36,589	23,860

¹ Constant 2013–14 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Financial Aid for Students

About 84 percent of all full-time undergraduates who attended postsecondary institutions for the full academic year (full-year) received some form of financial aid in 2011–12. A higher percentage of students at private institutions received aid than did students at public institutions. About 92 percent of full-time undergraduates at private nonprofit institutions and 95 percent at private for-profit institutions received aid, compared with 80 percent at public institutions. Full-time students obtained aid through a variety of programs: 73 percent received some sort of federal aid, 24 percent received state aid, 34 percent received institutional aid, and 28 percent received aid from other sources (see *Digest of Education Statistics, 2014*, table 331.50). Private nonprofit institutions provided institutional aid to 74 percent of their full-time undergraduates. For all full-time, full-year undergraduates, the average student aid package from all sources (including grants, loans, work-study, and other) totaled \$15,510 in 2011–12 (see *Digest of Education Statistics, 2014*, table 331.40).

In 2011–12, some 86 percent of all full-time, full-year graduate students received at least one form of financial aid. About 62 percent of graduate students received loans, 26 percent received fellowship grants, 21 percent received assistantships, 10 percent received tuition waivers, and 10 percent received support through their employers (see *Digest of Education Statistics, 2014*, table 332.30).

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

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

— Not available.

Federal Funding

Federal on-budget support for education increased 383 percent from fiscal year (FY) 1965 to FY 2014, 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 128 percent from 1985 to 2014.

Federal support for education in FY 2014 was estimated at \$80.1 billion for elementary and secondary education, \$57.0 billion for postsecondary education, and \$9.5 billion for other programs (see *Digest of Education Statistics, 2014*, table 401.10). Research support at educational institutions was estimated at \$32.9 billion.

In FY 2013, an estimated \$91.1 billion (about 50 percent of the \$183.4 billion spent by the federal government on education) came from the U.S. Department of Education (see *Digest of Education Statistics, 2014*, table 401.20). The other agencies with the largest amounts of education funding included the U.S. Department of Health and Human Services (\$28.8 billion), the U.S. Department of Agriculture (\$23.3 billion), U.S. Department of Veterans Affairs (\$11.7 billion) and the U.S. Department of Defense (\$7.1 billion).

**Table 42. Federal on-budget funds for education:
Selected fiscal years 1965 through 2014
[In billions of dollars]**

Year	Total on-budget support	
	Unadjusted dollars	Constant 2014 dollars ¹
1965	\$5.3	\$37.2
1970	12.5	71.4
1975	23.3	93.5
1980	34.5	94.5
1985	39.0	78.6
1990	51.6	89.6
1995	71.6	106.1
2000	85.9	116.7
2001	94.8	125.5
2002	109.2	142.1
2003	124.4	157.4
2004	132.4	163.3
2005	147.9	176.2
2006	166.5	191.8
2007	145.7	163.5
2008	144.3	156.5
2009	271.3	293.7
2010	183.2	196.0
2011	183.7	192.7
2012	189.8	195.5
2013	183.4	186.2
2014	179.3	179.3

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, 2014* (table 105.30), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1985–86 through 2012–13; National Elementary and Secondary Enrollment Projection Model, 1972 through 2024.

Table 2: *Digest of Education Statistics, 2014* (table 105.30), *Private Schools in American Education*; Private School Universe Survey (PSS), 1989–90 through 2011–12; National Elementary and Secondary Enrollment Projection Model, 1972 through 2024.

Table 3: *Digest of Education Statistics, 2014* (table 105.30), National Elementary and Secondary Enrollment Projection Model, 1972 through 2024.

Table 4: *Digest of Education Statistics, 2014* (table 202.10), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1990 through October 2013.

Table 5: *Digest of Education Statistics, 2014* (table 103.20), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1990 through October 2013.

Table 6: *Digest of Education Statistics, 2004* (table 42), *Digest of Education Statistics, 2014* (table 203.50), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1992–93, 2002–03, and 2012–13.

Table 7: *Digest of Education Statistics, 2014* (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 2012–13. 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 October 3, 2014, from <https://inventory.data.gov/dataset/8715a3e8-bf48-4eef-9deb-fd9bb76a196e/resource/a68a23f3-3981-47db-ac75-98a167b65259>.

Table 8: *Digest of Education Statistics, 2014* (table 303.30), Integrated Postsecondary Education Data System (IPEDS), “Fall Enrollment Survey” (IPEDS-EF:90), and Spring 2001, Spring 2011, and Spring 2014, Enrollment component.

Table 9: *Digest of Education Statistics, 2014* (table 303.25), Integrated Postsecondary Education Data System (IPEDS), “Fall Enrollment Survey” (IPEDS-EF:90), and Spring 2001, Spring 2011, and Spring 2014, Enrollment component.

Table 10: *Digest of Education Statistics, 2014* (table 103.20), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1985 through October 2013.

Table 11: *Digest of Education Statistics, 2014* (table 303.40), Integrated Postsecondary Education Data System (IPEDS), “Fall Enrollment Survey” (IPEDS-EF:90), Spring 2001 and Spring 2014, Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 1972 through 2024. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1990, 2000, and 2013.

- Table 12: *Digest of Education Statistics, 2014* (table 306.10), Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90), Spring 2001, Spring 2011, and Spring 2014, Enrollment component.
- Table 13: *Digest of Education Statistics, 2014* (table 303.70), Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90–99), and Spring 2001 through Spring 2014, Enrollment component.
- Table 14: *Digest of Education Statistics, 2014* (table 303.80), Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90–99), and Spring 2001 through Spring 2014, Enrollment component.
- Table 15: *Digest of Education Statistics, 2014* (table 208.20), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990–91 through 2012–13; Private School Universe Survey (PSS), 1989–90 through 2011–12.
- Table 16: *Digest of Education Statistics, 2014* (table 211.20), Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1990–91, 1999–2000, 2003–04, 2007–08, and 2011–12; and "Charter School Teacher Data File," 1999–2000. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.
- Table 17: *Digest of Education Statistics, 2014* (table 209.20), Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12.
- Table 18: *Digest of Education Statistics, 2014* (table 209.20), Schools and Staffing Survey (SASS), "Private School Teacher Data File," 2011–12.
- Table 19: *Digest of Education Statistics, 2014* (table 314.30), Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Human Resources component, Fall Staff section.

Tables 20 and 21: *Digest of Education Statistics, 2014* (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 and Spring 2014, Human Resources component, Salaries section. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.

Table 22: *Digest of Education Statistics, 2014* (table 221.10), National Assessment of Educational Progress (NAEP), 1992, 2011, and 2013 Reading Assessments, retrieved June 16, 2014, from the Main NAEP Data Explorer (<http://nces.ed.gov/nationsreportcard/naepdata/>).

Table 23: *Digest of Education Statistics, 2014* (table 222.10), National Assessment of Educational Progress (NAEP), 1990, 2011, and 2013 Mathematics Assessments, retrieved June 16, 2014, from the Main NAEP Data Explorer (<http://nces.ed.gov/nationsreportcard/naepdata/>).

Table 24: *Digest of Education Statistics, 2014* (table 223.10), National Assessment of Educational Progress (NAEP), 2009 and 2011 Science Assessments.

Table 25: *Digest of Education Statistics, 2014* (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, 2014* (table 219.10), *Statistics of Public Elementary and Secondary School Systems, 1976–77 and 1979–80; Statistics of Nonpublic Elementary and Secondary Schools, 1976 through 1980; Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 1984–85 through 2009–10; “State Dropout and Completion Data File,” 2005–06 through 2011–12; Private School Universe Survey (PSS), 1989 through 2011; and National High School Graduates Projection Model, 1972–73 through 2023–24.*

Table 27: *Digest of Education Statistics, 2014* (table 219.70), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1975 through October 2014.

Tables 28 and 29: *Digest of Education Statistics, 2014* (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 2013, Completions component.

Table 30: *Digest of Education Statistics, 2014* (table 104.10 and 104.20), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 1980 through March 2014.

Table 31: *Digest of Education Statistics, 2014* (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 2011–12; 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 2014. U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts Tables, retrieved May 1, 2015, from http://www.bea.gov/iTable/index_nipa.cfm.

Table 32: *Digest of Education Statistics, 2014* (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 2011–12.

Table 33: *Digest of Education Statistics, 2014* (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 2011–12.

Table 34: *Digest of Education Statistics, 2014* (table 333.10), Integrated Postsecondary Education Data System (IPEDS), Spring 2013, Enrollment component and Spring 2014, Finance component.

Table 35: *Digest of Education Statistics, 2014* (table 333.50), Integrated Postsecondary Education Data System (IPEDS), Spring 2013, Enrollment component and Spring 2014, Finance component.

Table 36: *Digest of Education Statistics, 2014* (table 333.60),

Integrated Postsecondary Education Data System (IPEDS), Spring 2013, Enrollment component and Spring 2014, Finance component.

Table 37: *Digest of Education Statistics, 2014* (table 334.10), Integrated Postsecondary Education Data System (IPEDS), Spring 2013, Enrollment component and Spring 2014, Finance component.

Table 38: *Digest of Education Statistics, 2014* (table 334.40), Integrated Postsecondary Education Data System (IPEDS), Spring 2013, Enrollment component and Spring 2014, Finance component.

Table 39: *Digest of Education Statistics, 2014* (table 334.60), Integrated Postsecondary Education Data System (IPEDS), Spring 2013, Enrollment component and Spring 2014, Finance component.

Table 40: *Digest of Education Statistics, 2014* (table 330.10), Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:92), "Institutional Characteristics Survey" (IPEDS-IC:92), Spring 2004 and Spring 2014, Enrollment component, and Fall 2003 and Fall 2013, Institutional Characteristics component. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.

Table 41: *Digest of Education Statistics, 2014* (tables 331.60 and 332.30), 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table 42: *Digest of Education Statistics, 2014* (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 2015. National Science Foundation, *Federal Funds for Research and Development*, fiscal years 1967 through 2014.

NCES Website Tools

<http://nces.ed.gov>

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

You can...

(1) access thousands of publications and data products:

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

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

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

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

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

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

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

(5) explore Kids' Zone with a child:

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