

Mini-Digest of Education Statistics 2007

U.S. Department of Education
NCES 2008-023

Table 236. Bachelor's, master's, and doctor's degrees conferred by degree-granting institutions, by sex of student and field of study, 2000-01

Field of study	Bachelor's degrees awarded in 2000-01			Master's degrees			Doctor's degrees	
	Male	Female	Total	Male	Female	Male	Female	
All fields, total	1,289,742	676,069	1,965,811	343,363	207,844	352,207	34,357	
Arts and design programs	23,542	13,301	36,843	1,343	3,390	2,380	1,168	
Business administration, general	74,231	37,118	111,349	8,211	3,133	7,111	2,211	
Business administration, management programs	1,412	228	1,640	29	127	154	43	
Business administration, other	1,412	228	1,640	29	127	154	43	
Business, other	1,412	228	1,640	29	127	154	43	
Education, general	1,012	424	1,436	244	104	348	112	
Education, other	1,012	424	1,436	244	104	348	112	
Engineering, general	1,112	524	1,636	344	144	488	162	
Engineering, other	1,112	524	1,636	344	144	488	162	
Health care programs	1,212	574	1,786	444	184	628	212	
Health care, other	1,212	574	1,786	444	184	628	212	
Humanities	1,312	624	1,936	484	204	688	232	
Humanities, other	1,312	624	1,936	484	204	688	232	
Life sciences, general	1,412	674	2,086	544	224	768	252	
Life sciences, other	1,412	674	2,086	544	224	768	252	
Mathematics and statistics	1,512	734	2,246	584	244	828	272	
Mathematics and statistics, other	1,512	734	2,246	584	244	828	272	
Natural sciences, general	1,612	794	2,406	624	264	888	292	
Natural sciences, other	1,612	794	2,406	624	264	888	292	
Physical sciences, general	1,712	854	2,566	664	284	948	312	
Physical sciences, other	1,712	854	2,566	664	284	948	312	
Professional programs	1,812	914	2,726	704	304	1,008	332	
Professional programs, other	1,812	914	2,726	704	304	1,008	332	
Social and behavioral sciences, general	1,912	974	2,886	744	324	1,068	352	
Social and behavioral sciences, other	1,912	974	2,886	744	324	1,068	352	
Total	1,289,742	676,069	1,965,811	343,363	207,844	352,207	34,357	



Suggested Citation:

Snyder, Thomas D. (2008). *Mini-Digest of Education Statistics, 2007* (NCES 2008-023). National Center for Education Statistics, Institute of Educational Sciences, U.S. Department of Education. Washington, D.C.



U.S. Department of Education
NCES 2008-023

Mini-Digest of Education Statistics 2007

March 2008

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The National Center for Education Statistics

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

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March 2008

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Foreword

Welcome to the 13th edition of the *Mini-Digest of Education Statistics*. The primary purpose of this publication is to provide a pocket-sized compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The statistical highlights provide a quantitative description of the current American education scene.

The *Mini-Digest* is designed as an easy reference for materials found in much greater detail in the *Digest of Education Statistics, 2007*.

These volumes include selections of data from many government sources, especially drawing on results of surveys and activities carried out by 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 are extracted from the *Digest of Education Statistics, 2007*. Unless indicated as a projection or estimate, all data presented in this report are actual.

Overview

In the fall of 2007, about 83.5 million people in the United States were either enrolled or employed in public and private schools and colleges (*Digest of Education Statistics, 2007*, table 1). Included in this total were 73.7 million students enrolled in American schools and colleges.¹ About 4.6 million people were employed as elementary and secondary school teachers and as college faculty and teaching assistants. Other professional, administrative, and support staff of educational institutions totaled 5.2 million. In a nation with a population of about 299 million in 2006, more than 1 out of every 4 people participated in formal education (*Digest of Education Statistics, 2007*, table 15).

For more information on education statistics please go to: <http://nces.ed.gov>. This website serves as your gateway to a rich source of data from the National Center for Education Statistics (NCES). A variety of information access tools help you find the education data you need, quickly and easily.

You can: (1) access nearly 2,000 publications and data products; (2) learn about the more than 40 NCES programs and surveys; (3) build your own tables using raw data from NCES surveys; (4) obtain information on individual schools, colleges, and libraries; and (5) explore Kids Zone with a child.

¹ Tables in this report on elementary and secondary schools do not include data on home-schooled children. In 2003, there were 1.1 million home-schooled children (*Homeschooling in the United States*, NCES 2006-042).

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 from 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 from 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 terminal vocational 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

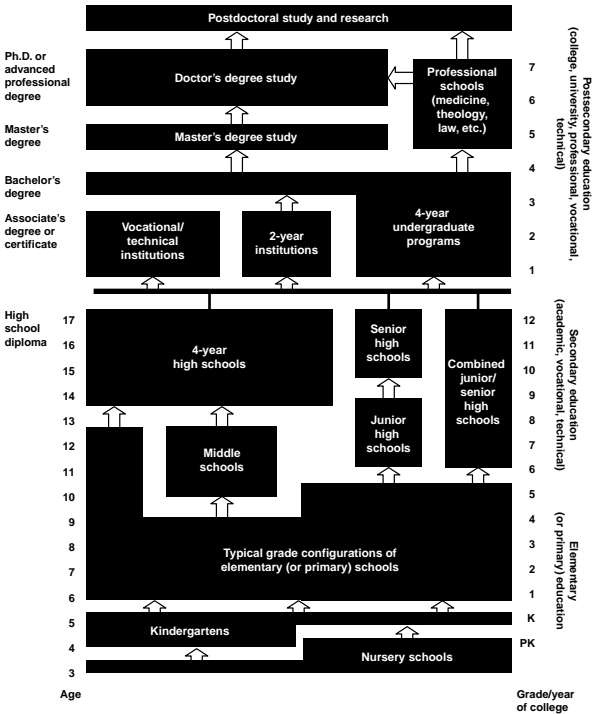
or higher degrees and whose students are eligible to participate in Title IV federal financial aid programs.

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

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

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

Figure 1. The structure of education in the United States



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

Enrollment

Elementary and Secondary Schools

Public Schools

Overall, public school enrollment increased 26 percent between 1985 and 2007. Elementary (prekindergarten through grade 8) enrollment rose from 27.0 million in fall 1985 to a projected 34.6 million in fall 2007, an increase of 28 percent. In the upper grades (9–12), the net result of changes in enrollment over the same period was a 21 percent increase.

Table 1. Enrollment in public elementary and secondary schools: Selected years, fall 1985 through fall 2007
[In thousands]

Year	Total	Elementary (prekindergarten through grade 8)	Secondary (grades 9 through 12)
1985	39,422	27,034	12,388
1990	41,217	29,878	11,338
1995	44,840	32,341	12,500
1999	46,857	33,488	13,369
2000	47,204	33,688	13,515
2001	47,672	33,938	13,734
2002	48,183	34,116	14,067
2003	48,540	34,202	14,338
2004	48,795	34,178	14,617
2005	49,113	34,205	14,909
2006 ¹	49,370	34,387	14,983
2007 ¹	49,610	34,592	15,018

¹ Projected.

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

Private Schools

About 11 percent of all elementary and secondary students attended private schools in fall 2007 (tables 2 and 3). Total private school enrollment at the elementary and secondary levels was projected at 6.2 million in fall 2007.

Table 2. Enrollment in private elementary and secondary schools: Selected years, fall 1985 through fall 2007
[In thousands]

Year	Total	Elementary (prekindergarten through grade 8)	Secondary (grades 9 through 12)
1985	5,557	4,195	1,362
1990	5,648	4,514	1,134
1995	5,918	4,756	1,163
1997	5,944	4,759	1,185
1998 ¹	5,988	4,776	1,212
1999	6,018	4,789	1,229
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 ²	6,133	4,773	1,360
2005 ²	6,111	4,736	1,376
2006 ²	6,155	4,779	1,375
2007 ²	6,152	4,784	1,368

¹ Estimated.

² Projected.

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

Projections

Fall 2007 enrollment marked a new record for total school enrollment according to projections. Public and private elementary enrollment is projected to continue increasing, with an overall increase of 9 percent between 2007 and 2016. Secondary enrollment is expected to decrease between 2007 and 2011, before starting to increase again.

Table 3. Projected enrollment in public and private elementary and secondary schools: Fall 2007 to fall 2016
[In thousands]

Year	Total	Elementary (prekindergarten through grade 8)	Secondary (grades 9 through 12)
2007	55,762	39,376	16,386
2008	55,966	39,678	16,287
2009	56,186	40,029	16,158
2010	56,480	40,454	16,026
2011	56,857	40,915	15,943
2012	57,338	41,372	15,966
2013	57,872	41,873	16,000
2014	58,486	42,359	16,126
2015	59,147	42,711	16,436
2016	59,780	43,096	16,683

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

Prekindergarten and Kindergarten Enrollment

In 2006, about two-thirds of 3- to 5-year-olds were enrolled in prekindergarten or kindergarten programs. Between 2000 and 2006, the percentage of children in full-day programs rose from 53 to 59 percent.

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 2006
[In thousands]

Control, level of school, and attendance status	1980	1990	2000	2006
Total	4,878	6,659	7,592	8,010
Percent enrolled	52.5	59.4	64.0	65.7
Control				
Public	3,066	3,971	4,847	5,440
Private	1,812	2,688	2,745	2,569
Level				
Prekindergarten	1,981	3,379	4,326	4,637
Kindergarten	2,897	3,280	3,266	3,373
Attendance				
Full-day	1,551	2,577	4,008	4,723
Part-day	3,327	4,082	3,584	3,286
Percent full-day	31.8	38.7	52.8	59.0

NOTE: 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 remained relatively steady between 1996 and 2006. Enrollment rates for 3- and 4-year-olds rose between 1996 and 2006 from 48 percent to 56 percent.

Table 5. Percentage of 3- to 17-year-olds enrolled in school: Selected years, October 1970 through October 2006

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
1996	48.3	94.0	97.7	95.4
1997	52.6	96.5	99.1	96.6
1998	52.1	95.6	98.9	96.1
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

NOTE: Starting in 1994, preprimary 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 minority students in public elementary and secondary schools increased between 1986 and 2005. The percentage of students who were Hispanic rose from 10 percent to 20 percent; the percentage of students who were Black rose from 16 to 17 percent; and the percentage 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, 1995, and 2005

Race/ethnicity of student	1986 ¹	1995	2005
Total	100.0	100.0	100.0
White	70.4	64.8	57.1
Minority	29.6	35.2	42.9
Black	16.1	16.8	17.2
Hispanic	9.9	13.5	19.8
Asian/Pacific Islander	2.8	3.7	4.6
American Indian/Alaska Native	0.9	1.1	1.2

¹ *Digest of Education Statistics, 2002.*

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 in federally supported special education programs rose from 8 percent to 14 percent between 1976–77 and 2005–06. Much of the rise during this period may be attributed to the increase in the percentage of students identified with learning disabilities prior to 1990–91. Some of the increase between 2000–01 and 2005–06 can be attributed to the increasing percentage of students identified as having other health impairments, which rose from 0.6 percent to 1.2 percent of enrollment; autism, which rose from 0.2 to 0.5 percent of enrollment; and developmental delay, which rose from 0.4 percent to 0.7 percent of enrollment (see *Digest of Education Statistics, 2007*, table 47).

Table 7. Students 3 to 21 years old served in special education programs, and as a percentage of public elementary and secondary enrollment: Selected years, 1976–77 through 2005–06

Year	Number of students with any disabilities, in thousands	Students with disabilities as a percent of public enrollment ¹	Students with specific learning disabilities as a percent of those 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
2005–06	6,713	13.8	40.7

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

Degree-Granting Institutions

College Enrollment

College enrollment in fall 2005 was 17.5 million students. Of the fall 2005 students, 7.5 million were males and 10.0 million were females. Between fall 2000 and fall 2005, the enrollment of males rose by 11 percent and the enrollment of females rose by 17 percent.

Table 8. Fall enrollment in degree-granting institutions, by sex, control of institution, and attendance status: Fall 1990, 2000, and 2005

[In thousands]

Sex, control of institution, and attendance status	1990	2000	2005
Total	13,819	15,312	17,487
Males	6,284	6,722	7,456
Full-time	3,808	4,111	4,803
Part-time	2,476	2,611	2,653
Females	7,535	8,591	10,032
Full-time	4,013	4,899	5,994
Part-time	3,521	3,692	4,038
Public	10,845	11,753	13,022
Males	4,875	5,132	5,589
Females	5,970	6,620	7,433
Private	2,974	3,560	4,466
Males	1,409	1,589	1,867
Females	1,565	1,970	2,599

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

Enrollment by Level and Attendance

College enrollment rose from 13.8 million in fall 1990 to 17.5 million in fall 2005. In 2005, 11.0 million students attended 4-year colleges and universities and 6.5 million attended 2-year colleges. Between 1990 and 2005, full-time enrollment increased more than part-time enrollment, 38 percent and 12 percent, respectively.

Table 9. Fall enrollment in degree-granting institutions, by attendance status, type, and control of institution: Fall 1990, 2000, and 2005

[In thousands]

Type and control of institution and attendance status	1990	2000	2005
Total	13,819	15,312	17,487
4-year	8,579	9,364	10,999
2-year	5,240	5,948	6,488
Public	10,845	11,753	13,022
4-year	5,848	6,055	6,838
2-year	4,996	5,697	6,184
Full-time	5,750	6,371	7,409
Part-time	5,094	5,382	5,613
Private	2,974	3,560	4,466
4-year	2,730	3,308	4,162
2-year	244	251	304
Full-time	2,070	2,638	3,388
Part-time	903	921	1,077

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 62 percent in 1996 to 65 percent in 2006. Enrollment rates for those in their early 20s also increased. The enrollment rate of 20- and 21-year-olds rose from 44 percent in 1996 to 48 percent in 2006.

Table 10. Percentage of 18- to 24-year-olds enrolled in high school or college: Selected years, October 1985 through October 2006

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
1991	59.6	42.0	22.2
1992	61.4	44.0	23.7
1993	61.6	42.7	23.6
1994	60.2	44.9	24.0
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

Enrollment by Sex and Age

College enrollment has increased, both among traditional college-age students and older students, since 1990.

Between 1990 and 2005, enrollment of people under age 25 grew 33 percent and enrollment of people age 25 and older increased 18 percent. Enrollment of females under age 25 grew by 45 percent and enrollment of females age 25 and older grew by 20 percent. Enrollment of males under age 25 grew by 21 percent and enrollment of males age 25 and older grew by 15 percent.

Table 11. Fall enrollment in degree-granting institutions, by sex and age: 1990, 2000, and 2005
[In thousands]

Sex and age	1990	2000	2005
Total	13,819	15,312	17,487
19 years and younger	3,127	3,676	3,809
20 and 21 years old	2,761	3,045	3,778
22 to 24 years old	2,144	2,617	3,072
25 years and older	5,788	5,974	6,828
Males, total	6,284	6,722	7,456
19 years and younger	1,508	1,646	1,670
20 and 21 years old	1,368	1,382	1,778
22 to 24 years old	1,107	1,293	1,355
25 years and older	2,301	2,401	2,653
Females, total	7,535	8,591	10,032
19 years and younger	1,619	2,030	2,139
20 and 21 years old	1,392	1,663	2,000
22 to 24 years old	1,037	1,324	1,717
25 years and older	3,487	3,573	4,175

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

Enrollment by Race and Ethnicity

The percentage of American college students who are minorities has been increasing. In 1980, 16 percent were minorities, compared with 31 percent in 2005. Much of the change can be attributed to rising percentages of Hispanic and Asian or Pacific Islander students. Between 1980 and 2005, the percent of Hispanic students rose from 4 percent to 11 percent and the percent of Asian or Pacific Islander students rose from 2 percent to 6 percent.

Table 12. Racial/ethnic distribution of fall enrollment in degree-granting institutions: 1980, 1990, 2000, and 2005

Race/ethnicity	1980	1990	2000	2005
Total	100.0	100.0	100.0	100.0
White	81.4	77.6	68.3	65.7
Minority	16.1	19.6	28.2	30.9
Black	9.2	9.0	11.3	12.7
Hispanic	3.9	5.7	9.5	10.8
Asian/Pacific Islander	2.4	4.1	6.4	6.5
American Indian/Alaska Native	0.7	0.7	1.0	1.0
Nonresident alien	2.5	2.8	3.5	3.3

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.

Graduate School Enrollment

Graduate school enrollment was steady at about 1.3 million in the early 1980s, but rose 38 percent between 1990 and 2005. The number of full-time graduate students rose by 75 percent between 1990 and 2005, while the number of part-time graduate students rose by 15 percent. Since 1984, the number of females in graduate schools has exceeded the number of males. The number of females rose by a larger percentage between 1990 and 2005 (54 percent) than the number of males (19 percent).

Table 13. Fall graduate enrollment in degree-granting institutions, by sex and attendance status: Selected years, 1970 through 2005
[In thousands]

Year	Total	Males	Females	Full-time	Part-time
1970	1,031	630	400	379	651
1980	1,343	675	670	485	860
1985	1,376	677	700	509	867
1990	1,586	737	849	599	987
1995	1,732	768	965	717	1,015
2000	1,850	780	1,071	813	1,037
2001	1,904	796	1,108	843	1,061
2002	2,036	847	1,189	926	1,109
2003	2,102	867	1,235	985	1,117
2004	2,157	879	1,278	1,024	1,133
2005	2,186	877	1,309	1,047	1,139

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

First-Professional Enrollment

Enrollment in first-professional programs, after rising very rapidly during the 1970s, decreased during the 1980s, and showed an increase of 23 percent between 1990 and 2005.

Fewer females than males were enrolled in first-professional programs between 1970 and 2005; however, the number of females has increased more rapidly. Between 1990 and 2005, the number of females enrolled increased by 57 percent. The number of males enrolled was slightly higher in 2005 (2 percent change) than in 1990.

Table 14. Fall first-professional enrollment in degree-granting institutions, by sex: Selected years, 1970 through 2005

Year	Total	Males	Females
1970	173,411	158,649	14,762
1980	277,767	199,344	78,423
1985	274,200	179,792	94,408
1990	273,366	166,798	106,568
1994	294,713	173,956	120,757
1995	297,592	173,897	123,695
2000	306,625	163,885	142,740
2001	308,647	160,666	147,981
2002	318,982	162,881	156,101
2003	329,242	166,361	162,881
2004	334,529	168,438	166,091
2005	337,024	169,831	167,193

NOTE: First-professional includes chiropractic medicine, medicine, dentistry, optometry, osteopathic medicine, pharmacy, podiatry, veterinary medicine, law, and theology.

Teachers, Faculty, and Staff

Elementary and Secondary Schools

Number of Teachers

A projected 3.7 million elementary and secondary school teachers were engaged in classroom instruction in the fall of 2007, 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 17 percent between 1997 and 2007. The number of public school teachers has risen faster than the number of students during that period, resulting in declines in the pupil/teacher ratio. In the fall of 2007, there were 15.4 public school pupils per teacher compared with 16.8 public school pupils per teacher in 1997. The pupil/teacher ratio in private schools was projected at 13.2 pupils per teacher in fall 2007.

Table 15. Teachers and pupil/teacher ratios in public and private elementary and secondary schools: Selected years, fall 1980 through fall 2007
[In full-time equivalents]

Year	Total	Public	Private
		school	school
teachers			
Number in thousands			
1980	2,485	2,184	301
1990	2,759	2,398	361 ¹
1997	3,138	2,746	391
2000	3,366	2,941	424 ¹
2003	3,490	3,049	441
2004	3,537	3,090	447 ¹
2005	3,588	3,137	451 ¹
2006 ¹	3,637	3,177	460
2007 ²	3,679	3,213	466
Pupil/teacher ratios			
1980	18.6	18.7	17.7
1990	17.0	17.2	15.6 ¹
1997	16.6	16.8	15.2
2000	15.9	16.0	14.5 ¹
2003	15.7	15.9	13.8
2004	15.5	15.8	13.7 ¹
2005	15.4	15.7	13.5 ¹
2006 ¹	15.3	15.5	13.4
2007 ²	15.2	15.4	13.2

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.

Teachers' Salaries

The average salary for public school teachers was \$50,379 in 2005–06 (in 2006–07 dollars). After adjustment for inflation, teachers' salaries were 6 percent higher in 2005–06 than they were in 1970–71. This increase reflects the substantial decreases during the 1970s, substantial increases during the 1980s, and relatively small changes since 1990–91.

Table 16. Estimated average annual salary for public elementary and secondary school teachers: Selected years, 1970–71 through 2005–06 [In constant 2006–07 dollars]¹

Year	All teachers	Elementary teachers	Secondary teachers
1970–71	\$47,626	\$46,357	\$49,168
1975–76	46,380	45,202	47,620
1980–81	41,579	40,604	42,753
1985–86	47,273	46,370	48,486
1990–91	50,432	49,526	51,670
1995–96	49,736	49,070	50,733
2000–01	50,593	50,041	51,339
2002–03	51,177	50,857	51,532
2003–04	51,233	50,887	51,604
2004–05	50,769	50,498	51,082
2005–06	50,379	50,224	50,673

¹Constant 2006–07 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Teacher Characteristics, Public Schools

The teaching force in public elementary and secondary schools in 2003–04 was 75 percent female and 17 percent minority. Some 55 percent of teachers had at least 10 years of full-time teaching experience, and almost all teachers held at least a bachelor's degree.

Table 17. Characteristics of teachers in public elementary and secondary schools: 2003–04
[Number of full-time and part-time teachers]

Selected characteristic	Number, in thousands	Percent
Total	3,251	100.0
Sex		
Male	813	25.0
Female	2,438	75.0
Race/ethnicity		
White	2,702	83.1
Black	257	7.9
Hispanic	202	6.2
Other minorities	89	2.7
Experience		
Less than 3 years	396	12.2
3 to 9 years	1,070	32.9
10 to 20 years	924	28.4
More than 20 years	860	26.5
Highest degree		
Less than bachelor's	35	1.1
Bachelor's	1,651	50.8
Master's or above	1,564	48.1

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

Teacher Characteristics, Private Schools

The teaching force in private elementary and secondary schools in 2003–04 was 76 percent female and 12 percent minority. Some 42 percent of teachers had at least 10 years of full-time teaching experience, and 91 percent of all teachers held at least a bachelor's degree.

Table 18. Characteristics of teachers in private elementary and secondary schools: 2003–04
[Number of full-time and part-time teachers]

Selected characteristic	Number, in thousands	Percent
Total	467	100.0
Sex		
Male	110	23.6
Female	357	76.4
Race/ethnicity		
White	411	88.0
Black	19	4.0
Hispanic	23	4.8
Other minorities	15	3.1
Experience		
Less than 3 years	116	24.8
3 to 9 years	154	33.0
10 to 20 years	112	23.9
More than 20 years	86	18.3
Highest degree		
Less than bachelor's	43	9.2
Bachelor's	259	55.5
Master's or above	165	35.3

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 3.4 million people were employed in colleges and universities in the fall of 2005, including 2.5 million professional and 0.9 million nonprofessional staff. About 48 percent of the staff were faculty or teaching assistants; 6 percent were managerial; 19 percent were other professional staff; and 27 percent were nonprofessional staff.

Table 19. Employees in degree-granting institutions, by control of institution, primary occupation, and type of institution: Fall 2005

[In thousands]

Primary occupation and type of institution	Total	Public	Private
Total	3,379	2,268	1,111
Professional staff	2,460	1,641	819
Managerial	196	101	95
Faculty	1,290	841	449
Teaching assistants	317	258	59
Other professional	656	441	215
Nonprofessional staff	919	627	292
4-year	2,730	1,657	1,074
Full-time, total staff	1,858	1,134	725
Part-time, total staff	872	523	349
2-year	649	611	38
Full-time, total staff	322	296	26
Part-time, total staff	327	315	12

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

Faculty Salaries for Males and Females

The average faculty salary for males on 9-month contracts in 2006–07 (\$74,167) was higher than the average for females (\$61,016).

Table 20. Average salary of full-time instructional faculty on 9-month contracts in degree-granting institutions, by sex: Selected years, 1970–71 through 2006–07 [In constant 2006–07 dollars]¹

Year	Total	Males	Females
1970–71	\$65,312	—	—
1975–76	61,319	\$64,099	\$52,665
1980–81	54,913	57,734	47,122
1985–86	60,767	64,335	51,732
1990–91	64,275	68,696	54,695
1995–96	65,152	69,782	56,645
1999–2000	67,392	72,451	59,082
2001–02	68,440	73,686	60,330
2002–03	68,749	74,126	60,650
2003–04	68,647	74,029	60,748
2004–05	68,405	73,839	60,622
2005–06	67,883	73,420	60,182
2006–07	68,585	74,167	61,016

— Not available.

¹ Constant 2006–07 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Faculty Salaries for Public and Private Institutions

College faculty on 9-month contracts generally experienced losses in the purchasing power of their salaries from 1970–71 to 1980–81. During the 1980s, 1990s, and early 2000s, average salaries at public and private 4-year colleges rose and recouped their losses.

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 2006–07 [In constant 2006–07 dollars]¹

Year	Public 4-year	Public 2-year	Private 4-year	Private 2-year
1970–71	\$67,428	\$64,975	\$60,762	\$44,522
1975–76	64,049	58,231	59,324	40,125
1980–81	57,437	52,262	52,610	35,502
1985–86	63,845	55,510	59,528	36,461
1990–91	67,849	56,485	64,365	36,719
1995–96	67,613	57,205	67,146	42,169
1999–2000	69,877	58,170	70,328	43,319
2001–02	71,042	58,239	72,275	37,964
2002–03	71,166	58,661	72,655	39,039
2003–04	70,580	58,223	73,422	39,844
2004–05	70,341	57,434	73,475	39,753
2005–06	69,708	56,838	73,106	39,545
2006–07	70,460	57,466	73,636	41,138

¹ Constant 2006–07 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Educational Outcomes

Reading Performance

Long-term trends in reading achievement show improvements for the country's 9- and 13-year-old students between 1971 and 2004 (see *Digest of Education Statistics, 2007*, table 112). Seventeen-year-olds scored about the same in 2004 as in 1971. There was no measurable difference in the gender gaps favoring female 13- and 17-year-olds in 2004 compared to 1971. Significant gaps persist between White and Black and between White and Hispanic racial/ethnic groups.

Table 22. Performance of 17-year-olds in reading, by selected characteristics: 1971, 1988, and 2004

Selected characteristic	1971	1988	2004
Average scale score	285	290	285
Sex			
Male	279	286	278
Female	291	294	292
Race/ethnicity			
White	291	295	293
Black	239	274	264
Hispanic	—	271	264
Parents' highest education level			
Did not complete high school	—	267	259
Completed high school	—	282	274
Some postsecondary	—	299	286
Bachelor's or higher degree	—	300	298

— Not available.

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

Mathematics Performance

Average proficiency for 9- and 13-year-olds improved between 1973 and 2004 (see *Digest of Education Statistics, 2007*, table 125). The average score at age 17 in 2004 was not measurably different from the average score in 1973 or 1999. Gender gaps in mathematics among 17-year-olds narrowed between 1973 and 2004.

Table 23. Performance of 17-year-olds in mathematics, by selected characteristics: 1973, 1999, and 2004

Selected characteristic	1973	1999	2004
Average scale score	304	308	307
Sex			
Male	309	310	308
Female	301	307	305
Race/ethnicity			
White	310	315	313
Black	270	283	285
Hispanic	277	293	289
Parents' highest education level			
Did not complete high school	—	289	287
Completed high school	—	299	295
Some postsecondary	—	308	306
Bachelor's or higher degree	—	317	317

— Not available.

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

Science Performance

Between 1996 and 2005, the national average 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, 2007*, table 132).

Table 24. Performance of 12th-graders in science, 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
Bachelor's or higher degree	—	—	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 additionally recommended.

The average number of science and mathematics credits earned by high school graduates increased substantially 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, 2007*, table 140). The average number of English credits increased from 3.9 in 1982 to 4.4 in 2005, and the number of social science credits increased from 3.2 to 4.0 during the same period. 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, and 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 3.3 million high school students are expected to graduate during the 2007–08 school year, including 3.0 million public school graduates and 0.3 million private school graduates. The projected 2007–08 record number of high school graduates exceeds the former records of 2005–06 and 2006–07, as well as the high point during the baby boom era in 1976–77, when 3.2 million students earned diplomas.

The averaged freshman graduation rate is a measure of the percentage of the incoming freshman class who graduate 4 years later. In 2004–05, the averaged freshman graduation rate was 74.7 percent for public schools. The 2004–05 averaged freshman graduation rate was higher than in 1994–95 (71.8 percent), but about the same as the rate in 1984–85 (74.2 percent).

Table 26. High school graduates, by control of school and averaged freshman graduation rate: Selected years, 1976-77 through 2007-08

School year	High school graduates, in thousands			Averaged freshman graduation rate for public schools (percent)
	Total	Public	Private	
1976-77	3,152	2,837	315	74.4
1979-80	3,043	2,748	295	71.5
1984-85 ¹	2,677	2,414	263	74.2
1989-90 ¹	2,589	2,320	269	73.6
1990-91	2,493	2,235	258	73.7
1991-92 ¹	2,478	2,226	252	74.2
1992-93	2,480	2,233	247	73.8
1993-94 ¹	2,464	2,221	243	73.1
1994-95	2,520	2,274	246	71.8
1995-96 ¹	2,518	2,273	245	71.0
1996-97	2,612	2,358	254	71.3
1997-98 ¹	2,704	2,439	265	71.3
1998-99	2,759	2,486	273	71.1
1999-2000 ¹	2,833	2,554	279	71.7
2000-01	2,848	2,569	279	71.7
2001-02 ¹	2,907	2,622	285	72.6
2002-03	3,016	2,720	296	73.9
2003-04 ¹	3,052	2,753	299	74.3
2004-05 ¹	3,103	2,799	304	74.7
2005-06 ²	3,191	2,882	309	75.2
2006-07 ²	3,240	2,929	311	74.8
2007-08 ²	3,303	2,988	315	74.4

¹ Private high school data are estimated.

² Projected.

NOTE: Graduates include diploma recipients only and exclude other completers.

Dropouts

The dropout rate among 16- to 24-year-olds has declined over the past 20 years. Rates for Hispanics, Blacks, and Whites have declined over this period. The dropout rate for Hispanics in 2006 (22 percent) was higher than the rates for Whites (6 percent) or Blacks (11 percent).

Table 27. Percentage of high school dropouts (status dropouts) among persons 16 to 24 years old, by race/ethnicity: Selected years, 1975 through 2006

Year	All races	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
1986	12.2	9.7	14.2	30.1
1990	12.1	9.0	13.2	32.4
1995 ¹	12.0	8.6	12.1	30.0
1996 ¹	11.1	7.3	13.0	29.4
1999 ¹	11.2	7.3	12.6	28.6
2000 ¹	10.9	6.9	13.1	27.8
2001 ¹	10.7	7.3	10.9	27.0
2002 ¹	10.5	6.5	11.3	25.7
2003 ¹	9.9	6.3	10.9	23.5
2004 ¹	10.3	6.8	11.8	23.8
2005 ¹	9.4	6.0	10.4	22.4
2006 ¹	9.3	5.8	10.7	22.1

¹ 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 1995–96 and 2005–06, the number of people earning associate's degrees increased 28 percent, bachelor's degrees 28 percent, master's degrees 46 percent, first-professional degrees 14 percent, and doctor's degrees 26 percent. Also, females receiving all types of degrees increased at a faster rate than for males between 1995–96 and 2005–06 (see *Digest of Education Statistics, 2007*, table 258). Between 1995–96 and 2005–06, the number of bachelor's degrees awarded to males increased by 21 percent, while those awarded to females increased by 33 percent.

The number of degrees conferred by colleges and universities in 2005–06 was: 713,000 associate's degrees; 1,485,000 bachelor's degrees; 594,000 master's degrees; 88,000 first-professional degrees; and 56,000 doctor's degrees. In 2005–06, females earned the majority of degrees at the associate's, bachelor's, and master's degree levels (see *Digest of Education Statistics, 2007*, table 258).

Of the 1,485,000 bachelor's degrees conferred in 2005–06, the largest numbers of degrees were conferred in the fields of business (318,000), social sciences and history (161,000), and education (107,000) (see *Digest of Education Statistics, 2007*, table 261). At the master's degree level, the largest numbers of degrees were in the fields of education (175,000) and business (146,000) (see *Digest of Education Statistics, 2007*, table 262). The fields with the largest number of degrees at the doctor's degree level were education (7,600), engineering (7,400), health professions and related clinical sciences (7,100), biological and biomedical sciences (5,800), psychology (4,900), and physical sciences (4,500) (see *Digest of Education Statistics, 2007*, table 263).

Table 28. Associate's and bachelor's degrees conferred and percent of bachelor's degrees awarded to females by degree-granting institutions: Selected years, 1969-70 through 2005-06

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
1986-87	436,304	991,264	51.5
1987-88	435,085	994,829	52.0
1988-89	436,764	1,018,755	52.6
1989-90	455,102	1,051,344	53.2
1990-91	481,720	1,094,538	53.9
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

Table 29. Master's, first-professional, and doctor's degrees conferred by degree-granting institutions: Selected years, 1969-70 through 2005-06

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
1985-86	288,567	73,910	33,653
1986-87	289,349	71,617	34,041
1987-88	299,317	70,735	34,870
1988-89	310,621	70,856	35,720
1989-90	324,301	70,988	38,371
1990-91	337,168	71,948	39,294
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

Educational Attainment

Americans are completing more years of education. Between 1970 and 2007, the percentage of the adult population 25 years of age and over who completed high school or more rose from 55 percent to 86 percent. At the same time, the percentage of adults with a bachelor's or higher degree increased from 11 percent to 29 percent.

Table 30. Percentage of persons 25 years and older who completed various years of school: Selected years, 1970 through 2007

Year	Less than 5 years of elementary school	High school completion or higher	Bachelor's or higher degree
1970	5.3	55.2	11.0
1980	3.4	68.6	17.0
1985	2.7	73.9	19.4
1990	2.4	77.6	21.3
1995	1.8	81.7	23.0
2000	1.6	84.1	25.6
2001	1.6	84.3	26.1
2002	1.6	84.1	26.7
2003	1.6	84.6	27.2
2004	1.5	85.2	27.7
2005	1.6	85.2	27.6
2006	1.5	85.5	28.0
2007	1.5	85.7	28.7

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 \$972 billion for 2006–07. The expenditures of elementary and secondary schools are expected to total \$599 billion for 2006–07, while colleges and universities will spend about \$373 billion (see *Digest of Education Statistics, 2007*, table 26). After adjustment for inflation, total expenditures for all educational institutions rose by an estimated 40 percent between 1996–97 and 2006–07. Expenditures for elementary and secondary schools rose by an estimated 38 percent during this period, while total expenditures for colleges and universities rose by 45 percent.

The total expenditures for education are estimated to amount to about 7.4 percent of the gross domestic product in 2006–07.

Table 31. Total expenditures of educational institutions and percent of gross domestic product: Selected years, 1980-81 through 2006-07

Year	Expenditures in billions of current dollars	Expenditures in billions of constant 2006-07 dollars ¹	Percent of gross domestic product
1980-81	\$176.4	\$415.6	6.3
1985-86	259.3	486.5	6.1
1989-90	365.8	588.1	6.7
1990-91	395.3	602.6	6.8
1991-92	417.9	617.3	7.0
1992-93	439.9	630.0	6.9
1993-94	461.2	643.8	6.9
1994-95	485.4	658.8	6.9
1995-96	508.5	671.9	6.9
1996-97	538.9	692.2	6.9
1997-98	570.5	720.0	6.9
1998-99	603.8	749.2	6.9
1999-2000	649.3	783.0	7.0
2000-01	705.0	822.0	7.2
2001-02	752.8	862.4	7.4
2002-03	795.7	891.9	7.6
2003-04	830.3	910.8	7.6
2004-05	875.5	932.3	7.5
2005-06 ²	923.0	946.9	7.4
2006-07 ²	972.0	972.0	7.4

¹ Constant 2006-07 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

² Projected.

NOTE: Includes expenditures for public and private education, from preprimary through graduate school.

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, 2007*, table 162 and figure 9). 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 afterward until 2004–05, when the state share was 46.9 percent. Between 1994–95 and 2004–05, the federal share of revenues rose to 9.2 percent and the local share decreased to 44.0 percent.

Total revenues increased 79 percent between 1994–95 and 2004–05. Federal revenues increased 141 percent, state revenues increased 79 percent and local revenues rose 69 percent over the time period (see *Digest of Education Statistics, 2007*, table 162). In 2004–05, the federal revenue per student was \$918.

Table 32. Percentage distribution of revenues for public elementary and secondary schools, by source of funds: Selected years, 1970-71 through 2004-05

Year	Federal	State	Local ¹
1970-71	8.4	39.1	52.5
1980-81	9.2	47.4	43.4
1984-85	6.6	48.9	44.4
1985-86	6.7	49.4	43.9
1986-87	6.4	49.7	43.9
1988-89	6.2	47.8	46.0
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

¹Includes a relatively small (2.3 percent in 2004-05) amount from nongovernmental sources.

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 during the 1980s, current expenditure per student in public schools stabilized during the early 1990s. Between 1994–95 and 2004–05, current expenditure per student rose 23 percent after adjustment for inflation. In 2004–05, the current expenditure per student in fall enrollment was \$8,701 (\$9,266 in constant 2006–07 dollars).

Table 33. Total and current expenditure per pupil in fall enrollment in public schools: Selected years, 1970–71 through 2004–05

Year	Total expenditure ¹		Current expenditure	
	Unad-justed dollars	Constant 2006–07 dollars ²	Unad-justed dollars	Constant 2006–07 dollars ²
1970–71	\$970	\$4,986	\$842	\$4,328
1980–81	2,529 ³	5,961 ³	2,307	5,438
1990–91	5,486	8,363	4,902	7,472
1994–95	6,208	8,426	5,529	7,504
1995–96	6,443	8,513	5,689	7,517
1996–97	6,764	8,689	5,923	7,609
1997–98	7,142	9,014	6,189	7,811
1998–99	7,533	9,346	6,508	8,074
1999–2000	8,033	9,686	6,912	8,335
2000–01	8,575	9,997	7,380	8,604
2001–02	8,996	10,305	7,727	8,853
2002–03	9,299	10,423	8,044	9,017
2003–04	9,627	10,561	8,310	9,116
2004–05	10,071	10,725	8,701	9,266

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

² Constant 2006–07 dollars based on the Consumer Price Index prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

³ Estimated.

Degree-Granting Institutions

Revenues for Public Institutions

The largest single source of revenue for public 4-year and 2-year institutions was state appropriations, amounting to 24 percent of total revenue in 2004–05. Public institutions received 16 percent of their revenue from tuition and fees and 13 percent from federal grants and contracts.

Table 34. Revenues of public degree-granting institutions, by source: 2004-05

Source	Revenue, in billions	Percentage distribution	Revenue per full-time equivalent student ¹
Total revenues	\$234.8	100.0	\$25,122
Operating revenues	136.8	58.2	14,360
Tuition and fees ²	38.5	16.4	4,121
Grants and contracts	44.4	18.9	4,747
Federal (excludes FDSL ³)	30.1	12.8	3,217
State	6.8	2.9	729
Local	7.5	3.2	801
Other operating revenues	53.9	22.9	5,762
Nonoperating revenues	85.5	36.4	9,148
Federal appropriations	1.8	0.8	191
State appropriations	55.3	23.6	5,918
Local appropriations	7.7	3.3	822
Other nonoperating	20.7	8.8	2,217
Other revenues and additions	12.6	5.3	1,343

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: Includes data for public colleges reporting data according to the Financial Accounting Standards Board (FASB) financial questionnaire. 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 received 30 percent of their revenues from student tuition and fees in 2004–05. The next largest sources for 2004–05 were investment return (22 percent), federal government (14 percent), and private gifts and grants (12 percent).

Table 35. Revenues of private not-for-profit degree-granting institutions, by source: 2004–05

Source	Revenue, in billions	Percentage distribution	Revenue per full-time equivalent student ¹
Total	\$140.2	100.0	\$48,842
Tuition and fees	41.4	29.5	14,426
Federal government ²	19.7	14.1	6,865
State governments	1.5	1.0	512
Local governments	0.5	0.3	170
Private gifts and grants ³	16.7	11.9	5,833
Investment return	30.4	21.7	10,605
Educational activities	3.6	2.6	1,253
Auxiliary enterprises	10.8	7.7	3,772
Hospitals	10.4	7.4	3,617
Other	5.1	3.7	1,788

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 87 percent of their revenues from student tuition and fees in 2004–05. The next largest sources in 2004–05 were federal government (6 percent) and auxiliary enterprises (2 percent).

Table 36. Revenues of private for-profit degree-granting institutions, by source of funds: 2004–05

Source	Revenue, in billions	Percentage distribution	Revenue per full-time equivalent student ¹
Total	\$10.98	100.0	\$13,931
Tuition and fees	9.57	87.1	12,139
Federal government	0.67	6.1	855
State and local governments	0.06	0.6	80
Private gifts, grants, and contracts	0.01	0.1	9
Investment return	0.02	0.2	31
Educational activities	0.23	2.1	294
Auxiliary enterprises	0.25	2.3	320
Other	0.16	1.5	202

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 \$216 billion in 2004–05, amounting to \$23,353 per full-time-equivalent student. The largest category of expenditures was instruction.

Table 37. Expenditures of public degree-granting institutions, by purpose: 2004–05

Purpose	Expenditures, in billions	Percentage distribution	Expenditures per full-time equivalent student ¹
Total	\$215.8	100.0	\$23,353
Instruction	59.7	27.6	6,456
Research	22.6	10.5	2,440
Public service	9.5	4.4	1,026
Academic support	14.3	6.6	1,543
Student services	10.0	4.7	1,087
Institutional support	17.5	8.1	1,889
Operation and maintenance of plant	13.6	6.3	1,469
Depreciation	9.6	4.4	1,038
Scholarships and fellowships ²	8.4	3.9	909
Auxiliary enterprises	16.7	7.7	1,803
Hospitals	20.1	9.3	2,176
Other operating expenditures and deductions	6.7	3.1	725
Nonoperating expenses	7.3	3.4	791

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 \$110 billion in 2004–05, amounting to \$38,472 per full-time-equivalent student.

Private (not-for-profit) institutions' largest expenditure category was instruction, which accounted for 33 percent of their expenditures in 2004–05. The next largest expenditure was institutional support, which accounted for 13 percent.

Table 38. Total expenditures of private not-for-profit degree-granting institutions, by purpose: 2004–05

Purpose	Expenditures, in billions	Percentage distribution	Expenditures per full-time equivalent student ¹
Total	\$110.4	100.0	\$38,472
Instruction	36.3	32.8	12,636
Research	12.8	11.6	4,465
Public service	2.0	1.8	697
Academic support	9.3	8.5	3,256
Student services	8.2	7.4	2,855
Institutional support	14.7	13.3	5,120
Auxiliary enterprises	10.9	9.9	3,814
Net grant aid to students ²	1.1	1.0	373
Hospitals	9.2	8.3	3,199
Independent operations	4.2	3.8	1,472
Other	1.7	1.5	585

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.

Expenditures of Private (for-profit) Institutions

Expenditures at private (for-profit) 4-year and 2-year degree-granting institutions totaled \$9 billion in 2004–05, amounting to \$11,205 per full-time-equivalent student. Private (for-profit) institutions' largest expenditure category was student services, academic and institutional support, which accounted for 64 percent of their expenditures in 2004–05. The next largest expenditure was instruction, which accounted for 26 percent of their expenditures.

Table 39. Total expenditures of private for-profit degree-granting institutions, by purpose: 2004–05

Purpose	Expenditures, in billions	Percentage distribution	Expenditures per full-time equivalent student ¹
Total	\$8.83	100.0	\$11,205
Instruction	2.31	26.2	2,936
Research and public service	0.01	0.1	10
Student services, academic and institutional support	5.69	64.5	7,224
Auxiliary enterprises	0.27	3.1	342
Net grant aid to students ²	0.05	0.6	70
Other	0.49	5.6	624

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 2006–07 academic year, average annual undergraduate charges for tuition, room, and board were \$12,805 at public 4-year institutions and \$28,896 at private 4-year institutions.

Table 40. Average undergraduate tuition, room, and board charges, by type and control of institution: 1986–87, 1996–97, and 2006–07
[In constant 2006–07¹ dollars]

Year and control of institution	Total tuition, room, and board		
	All institutions	4-year	2-year
All			
1986–87	\$9,554	\$10,945	\$6,047
1996–97	11,826	13,927	6,288
2006–07	15,434	18,445	7,497
Public			
1986–87	6,983	7,594	5,485
1996–97	8,389	9,421	5,658
2006–07	11,034	12,805	6,810
Private			
1986–87	17,758	18,424	11,716
1996–97	23,173	23,691	15,356
2006–07	28,384	28,896	20,167

¹ Constant 2006–07 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Financial Aid for Students

About 76 percent of all full-time undergraduate students received some form of financial aid in 2003–04. A higher percentage of students at private institutions received aid than students at public institutions. About 89 percent of full-time undergraduates at private not-for-profit institutions received aid compared with 71 percent at public institutions. Full-time students obtained aid through a variety of programs: 62 percent received some sort of federal aid, 23 percent received state aid, 31 percent received institutional aid, and 23 percent received aid from other sources (see *Digest of Education Statistics, 2007*, table 327). Private not-for-profit institutions provided institutional aid to 65 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 \$9,899 in 2003–04 (see *Digest of Education Statistics, 2007*, table 325).

In 2003–04, 87 percent of all full-time graduate students received some form of financial aid. About 64 percent of graduate students received loans, 38 percent received fellowships, and 22 percent received assistantships (see *Digest of Education Statistics, 2007*, table 334).

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: 2003-04

Level of student and control and highest level of offering of institution	Aid from all sources	Grants	Loans
All undergraduates	76.1	62.2	49.9
Public	71.1	56.0	42.6
4-year doctoral	75.5	58.5	51.6
Other 4-year	77.0	58.8	52.2
2-year	62.3	51.5	26.4
Less than 2-year	66.7	49.7	24.8
Private, not-for-profit	88.6	81.0	66.0
4-year doctoral	84.1	75.9	60.8
Other 4-year	91.8	85.0	70.3
Less than 4-year	88.8	76.3	56.4
Private, for-profit	92.1	69.7	79.4
All graduate students	87.0	—	63.6
Master's degree	81.0	—	58.4
Public	79.2	—	48.5
Private	82.9	—	68.7
Doctor's degree	92.9	—	38.4
Public	93.7	—	34.1
Private	91.7	—	44.2
First-professional	92.1	—	84.7
Public	92.2	—	84.1
Private	91.9	—	85.1

— Not available.

Federal Funding

Federal on-budget support for education showed sizable growth between fiscal years (FY) 1965 and 2006, 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.) Particularly large increases occurred between 1965 and 1975. After a period of relative stability between 1975 and 1980, federal funding for education declined approximately 16 percent between 1980 and 1985 after adjustment for inflation. Thereafter, federal on-budget funding for education generally increased, showing a rise of 145 percent from 1985 to 2006, after adjustment for inflation.

For FY 2007, estimates show federal program funds for elementary and secondary education at \$71.7 billion, for postsecondary education at \$36.6 billion, and for other programs at \$7.6 billion (see *Digest of Education Statistics, 2007*, table 360).

According to FY 2006 estimates, \$93.6 billion (about 56 percent of the \$166.5 billion spent by the federal government on education) came from the U.S. Department of Education (see *Digest of Education Statistics, 2007*, table 361). Large amounts of money also came from the U.S. Department of Health and Human Services (\$25.9 billion), the U.S. Department of Agriculture (\$14.5 billion), the U.S. Department of Defense (\$5.9 billion), the U.S. Department of Labor (\$5.4 billion), the U.S. Department of Veterans Affairs (\$4.5 billion), the National Science Foundation (\$4.1 billion), and the U.S. Department of Energy (\$4.0 billion).

**Table 42. Federal on-budget funds for education:
Selected fiscal years 1965 through 2006
[In billions of dollars]**

Year	Total on-budget support	
	Unadjusted dollars	Constant 2007 dollars ¹
1965	\$5.3	\$33.4
1970	12.5	64.0
1975	23.3	83.1
1980	34.5	82.8
1985	39.0	69.5
1990	51.6	79.1
1992	60.5	85.9
1993	67.7	93.8
1994	68.3	92.6
1995	71.6	94.9
1996	71.3	92.3
1997	73.7	93.7
1998	76.9	96.7
1999	82.9	102.7
2000	85.9	103.8
2001	94.8	111.9
2002	109.2	126.5
2003	124.4	140.3
2004	132.4	145.2
2005	146.0	154.6
2006	166.5	170.1

¹ Data adjusted by the federal funds composite deflator prepared by the U.S. Office of Management and Budget.

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, 2007* (table 3), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1985–86 through 2005–06; *Projections of Education Statistics to 2016*.

Table 2: *Digest of Education Statistics, 2007* (table 3), Private School Universe Survey (PSS), 1989–90 through 2003–04; *Projections of Education Statistics to 2016*.

Table 3: *Digest of Education Statistics, 2007* (table 3), *Projections of Education Statistics to 2016*.

Table 4: *Digest of Education Statistics, 2007* (table 41), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1980 through October 2006.

Table 5: *Digest of Education Statistics, 2007* (table 7), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1970 through October 2006.

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, 2007* (table 40), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1995–96 and 2005–06.

Table 7: *Digest of Education Statistics, 2007* (table 47), *Statistics of Public Elementary and Secondary School Systems, 1976–77 and 1980–81*; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990–91 through 2005–06; and

Projections of Education Statistics to 2016. 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) data base, retrieved on September 22, 2005 from <http://www.ideadata.org/partBdata.asp>.

Table 8: *Digest of Education Statistics, 2007* (table 187), 1990, 2000, and 2005 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90), and Spring 2001 and Spring 2006.

Table 9: *Digest of Education Statistics, 2007* (table 187), 1990, 2000, and 2005 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90), and Spring 2001 and Spring 2006.

Table 10: *Digest of Education Statistics, 2007* (table 7), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1985 through October 2006.

Table 11: *Digest of Education Statistics, 2007* (table 181), 1990, 2000, and 2005 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90), Spring 2001 and Spring 2006; and *Projections of Education Statistics to 2016*. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1990, 2000, and 2005.

Table 12: *Digest of Education Statistics, 2007* (table 216), Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1980; 1990, 2000, and 2005 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90), Spring 2001 and Spring 2006.

Table 13: *Digest of Education Statistics, 2007* (table 197), Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; 1990 through 2005 Integrated Postsecondary Education Data System (IPEDS), "Fall

Enrollment Survey" (IPEDS-EF:90-99), and Spring 2001 through Spring 2006.

Table 14: *Digest of Education Statistics, 2007* (table 198), Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; 1990 through 2005 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99), and Spring 2001 through Spring 2006.

Table 15: *Digest of Education Statistics, 2007* (table 61), *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 2005-06; Private School Universe Survey (PSS), 1989-90 through 2003-04; *Projections of Education Statistics to 2016*; and unpublished data.

Table 16: *Digest of Education Statistics, 2007* (table 75), National Education Association, *Estimates of School Statistics, 1970-71* through 2005-06; and unpublished tabulations.

Table 17: *Digest of Education Statistics, 2007* (table 65), Schools and Staffing Survey (SASS), "Public Teacher Questionnaire," 2003-04.

Table 18: *Digest of Education Statistics, 2007* (table 65), Schools and Staffing Survey (SASS), "Private Teacher Questionnaire," 2003-04.

Table 19: *Digest of Education Statistics, 2007* (table 235), 2005 Integrated Postsecondary Education Data System (IPEDS), Winter 2005-06.

Tables 20 and 21: *Digest of Education Statistics, 2007* (table 247), Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits" surveys, 1970-71 through 1985-86; and 1990-91 through 2006-07 Integrated Postsecondary Education Data System (IPEDS), "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:90-99), and Winter 2001 through Winter 2006.

- Table 22: *Digest of Education Statistics, 2007* (table 112), National Assessment of Educational Progress (NAEP), *NAEP 2004 Trends in Academic Progress*.
- Table 23: *Digest of Education Statistics, 2007* (table 125), National Assessment of Educational Progress (NAEP), *NAEP 2004 Trends in Academic Progress*.
- Table 24: *Digest of Education Statistics, 2007* (table 132), National Assessment of Educational Progress (NAEP), NAEP Data Explorer (<http://nces.ed.gov/nationsreportcard/nde/>), retrieved November 2006.
- Table 25: *Digest of Education Statistics, 2007* (table 144), 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, 2007* (table 100), *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 2005–06; Private School Universe Survey (PSS), 1989 through 2003; and Projections of Education Statistics to 2016*.
- Table 27: *Digest of Education Statistics, 2007* (table 105), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1975 through October 2006.
- Tables 28 and 29: *Digest of Education Statistics, 2007* (table 258), Higher Education General Information Survey (HEGIS), "Degrees and other Formal Awards Conferred" surveys, 1969–70 through 1985–86; and 1986–87 through 2005–06 Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:87–99), and Fall 2000 through Fall 2006.
- Table 30: *Digest of Education Statistics, 2007* (table 8), U.S. Department of Commerce, Census Bureau, *Current*

Population Reports, Series P-20, Current Population Survey (CPS), March 1970 through March 2007.

Table 31: *Digest of Education Statistics, 2007* (tables 25 and 26), *Revenues and Expenditures for Public Elementary and Secondary Education, 1980–81 and 1985–86; Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 through 2004–05; Higher Education General Information Survey (HEGIS), Financial Statistics of Institutions of Higher Education, 1980–81 and 1985–86; 1989–90 through 2004–05 Integrated Postsecondary Education Data System (IPEDS), "Finance Survey" (IPEDS-F:FY89–99), and Spring 2002 through Spring 2005.* U.S. Department of Commerce, Bureau of Economic Analysis, unpublished data.

Tables 32 and 33: *Digest of Education Statistics, 2007* (tables 162 and 171), *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 2004–05.*

Table 34: *Digest of Education Statistics, 2007* (table 338), 2004–05 Integrated Postsecondary Education Data System (IPEDS), Spring 2005 and Spring 2006.

Table 35: *Digest of Education Statistics, 2007* (table 341), 2004–05 Integrated Postsecondary Education Data System (IPEDS), Spring 2005 and Spring 2006.

Table 36: *Digest of Education Statistics, 2007* (table 344), 2004–05 Integrated Postsecondary Education Data System (IPEDS), Spring 2005 and Spring 2006.

Table 37: *Digest of Education Statistics, 2007* (table 348), 2004–05 Integrated Postsecondary Education Data System (IPEDS), Spring 2005 and Spring 2006.

Table 38: *Digest of Education Statistics, 2007* (table 350), 2004–05 Integrated Postsecondary Education Data System (IPEDS), Spring 2005 and Spring 2006.

Table 39: *Digest of Education Statistics, 2007* (table 352), 2004–05 Integrated Postsecondary Education Data System (IPEDS), Spring 2005 and Spring 2006.

- Table 40: *Digest of Education Statistics, 2007* (tables 31 and 320), Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities" survey, 1986–87; "Fall Enrollment in Institutions of Higher Education" survey, 1986; and 1996–97 and 2006–07 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:96), "Institutional Characteristics Survey" (IPEDS-C:96), Spring 2006, and Fall 2006. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.
- Table 41: *Digest of Education Statistics, 2007* (tables 328 and 334), 2003–04 National Postsecondary Student Aid Study (NPSAS:04).
- Table 42: *Digest of Education Statistics, 2007* (table 360), 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 2008. National Science Foundation, *Federal Funds for Research and Development*, fiscal years 1967 through 2007.