

Mini-Digest of Education Statistics 2006

U.S. Department of Education
NCES 2007-067

Table 222. Bachelor's, master's, and doctor's degrees conferred by degree-granting institutions, by sex of student and field of study, 2004-05

Sex of student	Bachelor's degrees awarded 2004-05			Master's degrees			Doctoral degrees awarded 2004-05, Ph.D.		
	Total	Science	Humanities	Total	Science	Humanities	Total	Science	Humanities
All students	1,486,266	312,000	1,174,266	116,700	102,000	14,700	16,700	10,700	6,000
Male	722,100	150,000	572,100	57,000	50,000	7,000	8,000	5,000	3,000
Female	764,166	162,000	602,166	59,700	52,000	7,700	8,700	5,700	3,000
Science	312,000	312,000	0	102,000	102,000	0	10,700	10,700	0
Humanities	1,174,266	0	1,174,266	14,700	0	14,700	6,000	0	6,000





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August 2007

Thomas D. Snyder
National Center for
Education Statistics

U.S. Department of Education

Margaret Spellings, *Secretary*

Institute of Education Sciences

Grover J. Whitehurst, *Director*

National Center for Education Statistics

Mark Schneider, *Commissioner*

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National Center for Education Statistics

Institute of Education Sciences

U.S. Department of Education

1990 K Street NW

Washington, DC 20006-5651

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The NCES World Wide Web Home Page address is
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Foreword

Welcome to the 12th 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 kindergarten 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, 2006*.

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, 2006*. Unless indicated as a projection, all data presented in this report are actual.

Overview

In the fall of 2006, about 82.2 million people in the United States were either enrolled or employed in public and private schools and colleges (*Digest of Education Statistics, 2006*, table 1). Included in this total were 72.7 million students enrolled in American schools and colleges.¹ About 4.5 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 numbered 5.0 million. In a nation with a population of about 296 million, more than 1 out of every 4 persons participated in formal education (*Digest of Education Statistics, 2006*, 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 the National Center for Education Statistics (NCES) data. 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.

¹Tables 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 persons 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.

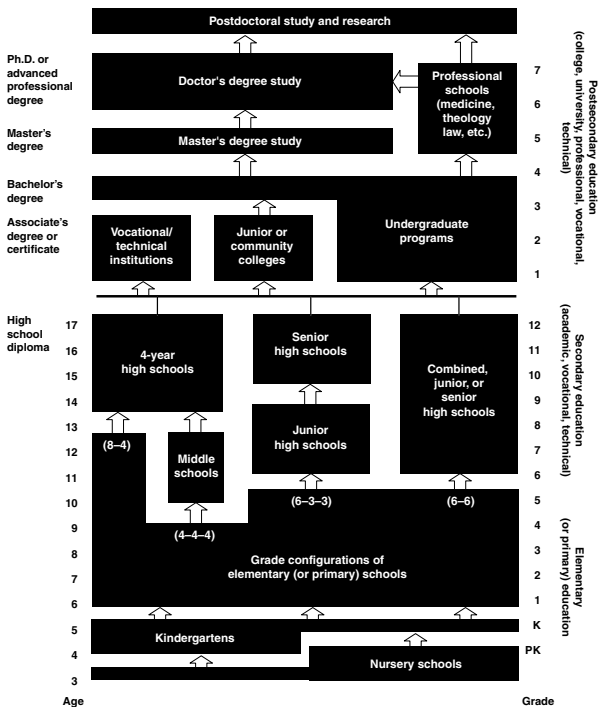
The term “degree-granting institutions” used in this report refers to colleges and universities that offer associate’s or higher degrees and whose students are eligible to participate in Title IV federal financial aid programs.

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: Adult education programs, while not separately delineated above, may provide instruction at the elementary, secondary, or postsecondary education level. Chart reflects typical patterns of progression rather than all possible variations.

Enrollment

Elementary and Secondary Schools

Public Schools

Overall, public school enrollment increased between 1985 and 2006. Elementary (prekindergarten through grade 8) enrollment rose from 27.0 million in fall 1985 to a projected 33.9 million in fall 2006. 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 2006
[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
1998	46,539	33,346	13,193
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 ¹	48,710	33,823	14,887
2006 ¹	48,948	33,906	15,042

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 2006. Total private school enrollment at the elementary and secondary levels was projected at 6.1 million in fall 2006.

Table 2. Enrollment in private elementary and secondary schools: Selected years, fall 1985 through fall 2006
[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
1996 ¹	5,933	4,755	1,178
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	6,151	4,812	1,338
2005 ²	6,062	4,702	1,360
2006 ²	6,127	4,752	1,375

¹ Estimated.

² Projected.

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

Projections

Fall 2006 public school enrollment marked a new record for enrollment according to projections. Public and private elementary enrollment is projected to continue increasing, with an overall increase of 5 percent between 2006 and 2015. Secondary enrollment is expected to decrease between 2007 and 2013, before starting to increase again.

Table 3. Projected enrollment in public and private elementary and secondary schools: Fall 2005 to fall 2015
[In thousands]

Year	Total	Elementary (prekindergarten through grade 8)	Secondary (grades 9 through 12)
2005	54,772	38,525	16,247
2006	55,075	38,658	16,417
2007	55,238	38,755	16,483
2008	55,333	38,945	16,387
2009	55,453	39,171	16,282
2010	55,630	39,478	16,152
2011	55,886	39,808	16,078
2012	56,232	40,251	15,982
2013	56,638	40,734	15,903
2014	57,137	41,209	15,928
2015	57,681	41,549	16,131

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

Prekindergarten and Kindergarten Enrollment

In 2005 64 percent of 3- to 5-year-olds were enrolled in prekindergarten or kindergarten programs, about the same percentage as in 2000. The percentage of children in full-day programs rose during this period from 53 to 58 percent.

Table 4. Enrollment of 3- to 5-year-olds in prekindergarten and kindergarten programs by control, level of school, and attendance status: Fall 1980, 1990, 2000, and 2005
[In thousands]

Control, level of school, and attendance status	Fall 1980	Fall 1990	Fall 2000	Fall 2005
Total	4,878	6,659	7,592	7,801
Percent enrolled	52.5	59.4	64.0	64.3
Control				
Public	3,066	3,971	4,847	5,213
Private	1,812	2,688	2,745	2,588
Level				
Prekindergarten	1,981	3,379	4,326	4,529
Kindergarten	2,897	3,280	3,266	3,272
Attendance				
Full-day	1,551	2,577	4,008	4,548
Part-day	3,327	4,082	3,584	3,253

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 have remained relatively steady between 1995 and 2005.

Table 5. Percentage of 3- to 17-year-olds enrolled in school: Selected years, October 1970 through October 2005

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
1975	31.5	94.7	99.3	93.6
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

NOTE: Starting in 1994, preprimary enrollment data were collected using new procedures, and may not be comparable to figures for earlier years. Includes enrollment in any school or college.

Enrollment, by Race and Ethnicity

The proportion of minority students in public elementary and secondary schools increased between 1986 and 2004. The proportion of Hispanics in public elementary and secondary schools increased at a greater rate than did the proportion of Blacks.

Table 6. Racial/ethnic distribution of students in public elementary and secondary schools: Fall 1986, 1994, and 2004

Race/ethnicity of student	Fall 1986 ¹	Fall 1994	Fall 2004
Total	100.0	100.0	100.0
White	70.4	65.6	57.9
Minority	29.6	34.4	42.1
Black	16.1	16.7	17.3
Hispanic	9.9	13.0	19.2
Asian/Pacific Islander	2.8	3.6	4.5
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 proportion of children served in federally supported special education programs rose between 1976–77 and 2005–06. In 1976–77, 8 percent of children (3 to 21 year olds) in public schools were served in special education programs compared with 14 percent in 2005–06. Much of the rise during this period may be attributed to the increase in the proportion of children identified with learning disabilities prior to 1990–91.

Table 7. Children 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
[In thousands]

Year	Children with disabilities	Children with disabilities as a percent of public enrollment ¹	Children with specific learning disabilities as a percent of children 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

¹Based 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.

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 schools and 6.5 million attended 2-year schools. 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 level 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 proportion of 18- and 19-year-olds attending high school or college rose from 59 percent in 1995 to 68 percent in 2005. Enrollment rates for those in their early 20s also increased. The enrollment rate of 20- and 21-year-olds rose from 45 percent in 1995 to 49 percent in 2005.

Table 10. Percentage of 18- to 24-year-olds enrolled in high school or college: Selected years, October 1985 through October 2005

Year	18- and 19- year-olds	20- and 21- year-olds	22- to 24- year-olds
1985	51.6	35.3	16.9
1987	55.6	38.7	17.5
1989	56.0	38.5	19.9
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

Enrollment by Sex and Age

College enrollment has increased, both among traditional college-age students and older students, since the 1980s. Between 1980 and 2005, enrollments of persons under 25 grew 40 percent and enrollments of persons 25 and older increased 52 percent. Enrollment of females under 25 grew by 54 percent and enrollment of females 25 and over grew by 72 percent. Enrollment of males under 25 grew by 26 percent.

Table 11. Fall enrollment in degree-granting institutions, by sex and age: 1980, 2000, and 2005
[In thousands]

Sex and age	1980	2000	2005
Total	12,097	15,312	17,487
19 years and younger	3,148	3,676	3,836
20 and 21 years old	2,424	3,045	3,728
22 to 24 years old	1,989	2,617	3,047
25 years and older	4,535	5,974	6,877
Males, total	5,874	6,722	7,456
19 years and younger	1,474	1,646	1,663
20 and 21 years old	1,259	1,382	1,764
22 to 24 years old	1,064	1,293	1,376
25 years and older	2,076	2,401	2,653
Females, total	6,223	8,591	10,032
19 years and younger	1,674	2,030	2,173
20 and 21 years old	1,165	1,663	1,964
22 to 24 years old	925	1,324	1,671
25 years and older	2,459	3,573	4,223

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

Enrollment by Race and Ethnicity

The proportion of American college students who are minorities has been increasing. In 1980, 16.1 percent were minorities, compared with 30.9 percent in 2005. Much of the change can be attributed to rising proportions of Hispanic and Asian students. The proportion of students who are Black was 12.7 percent in 2005, an increase of 3.5 percentage points from 1980. The percentage of the total enrollment who are Hispanic rose by 6.9 percentage points during the same time period.

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 origin. 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.

Since 1984, the number of females in graduate schools has exceeded the number of males.

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

Year	Total	Males	Females
1970	1,031	630	400
1980	1,343	675	670
1984	1,345	672	673
1985	1,376	677	700
1990	1,586	737	849
1992	1,669	772	896
1994	1,721	776	946
1995	1,732	768	965
1996	1,742	759	983
1997	1,753	758	996
1998	1,768	754	1,013
1999	1,807	766	1,041
2000	1,850	780	1,071
2001	1,904	796	1,108
2002	2,036	847	1,189
2003	2,098	865	1,233
2004	2,157	879	1,278
2005	2,186	877	1,309

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; however, between 1990 and 2005, the number of females enrolled increased by 57 percent, while the number of males enrolled increased by 2 percent.

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
1992	280,922	168,620	112,302
1994	294,713	173,956	120,757
1995	297,592	173,897	123,695
1996	298,312	172,742	125,570
1997	298,258	169,627	128,631
1998	302,473	168,846	133,627
1999	303,190	165,134	138,056
2000	306,625	163,885	142,740
2001	308,647	160,666	147,981
2002	318,982	162,881	156,101
2003	329,076	166,227	162,849
2004	334,529	168,438	166,091
2005	337,024	169,831	167,193

Teachers, Faculty, and Staff

Elementary and Secondary Schools

Number of Teachers

A projected 3.6 million elementary and secondary school teachers were engaged in classroom instruction in the fall of 2006, 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 19 percent between 1996 and 2006.

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 2006, there were 15.4 public school pupils per teacher compared with 17.1 public school pupils per teacher in 1996. The pupil/teacher ratio in private schools was projected at 13.3 pupils per teacher in fall 2006.

Table 15. Teachers and pupil/teacher ratios in public and private elementary and secondary schools: Selected years, fall 1980 through fall 2006
[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
1995	2,974	2,598	376
1996	3,051	2,667	384 ¹
2000	3,366	2,941	424 ¹
2001	3,440	3,000	441
2002	3,476	3,034	442 ¹
2003	3,490	3,049	441
2004	3,537	3,091	447 ¹
2005 ²	3,593	3,139	454
2006 ²	3,635	3,176	459
Pupil/teacher ratios			
1980	18.6	18.7	17.7
1990	17.0	17.2	15.6 ¹
1995	17.1	17.3	15.7
1996	16.9	17.1	15.5 ¹
2000	15.9	16.0	14.5 ¹
2001	15.7	15.9	14.3
2002	15.7	15.9	14.1 ¹
2003	15.7	15.9	13.8
2004	15.5	15.8	13.8 ¹
2005 ²	15.2	15.5	13.4
2006 ²	15.2	15.4	13.3

¹ Estimated.

² Projected.

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

Teachers' Salaries

The average salary for public school teachers was \$49,568 in 2004–05 (in 2005–06 dollars). After adjustment for inflation, teachers' salaries were 7 percent higher in 2004–05 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 2004–05 [In constant 2005–06 dollars]¹

Year	All teachers	Elementary teachers	Secondary teachers
1970–71	\$46,426	\$45,188	\$47,928
1975–76	45,211	44,063	46,420
1980–81	40,531	39,580	41,675
1985–86	46,081	45,201	47,264
1990–91	49,161	48,278	50,367
1995–96	48,482	47,833	49,454
2000–01	49,318	48,789	50,021
2001–02	49,873	49,350	50,534
2002–03	50,020	49,697	50,369
2003–04	49,993	49,625	50,386
2004–05	49,568	49,295	49,932

¹ Constant 2005–06 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

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 origin. 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

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 origin. 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 and teaching assistants	1,608	1,099	508
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 2005–06 (\$71,569) was higher than the average for females (\$58,665).

Table 20. Average salary of full-time instructional faculty on 9-month contracts in degree-granting institutions, by sex: Selected years, 1970–71 through 2005–06 [In constant 2005–06 dollars]¹

Year	Total	Males	Females
1970–71	\$63,665	—	—
1975–76	59,774	\$62,483	\$51,338
1980–81	53,529	56,278	45,934
1985–86	59,235	62,713	50,428
1990–91	62,655	66,964	53,316
1995–96	63,509	68,023	55,217
1999–2000	65,693	70,625	57,593
2001–02	66,715	71,828	58,809
2002–03	67,016	72,257	59,121
2003–04	66,956	72,188	59,267
2004–05	66,680	71,978	59,094
2005–06	66,172	71,569	58,665

— Not available.

¹ Constant 2005–06 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 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 2005–06 [In constant 2005–06 dollars]¹

Year	Public 4-year	Public 2-year	Private 4-year	Private 2-year
1970–71	\$65,729	\$63,337	\$59,230	\$43,400
1975–76	62,434	56,764	57,828	39,113
1980–81	55,989	50,944	51,284	34,607
1985–86	62,236	54,111	58,028	35,542
1990–91	66,139	55,061	62,743	35,793
1995–96	65,909	55,763	65,454	41,106
1999–2000	68,116	56,704	68,555	42,227
2001–02	69,252	56,771	70,453	37,007
2002–03	69,372	57,182	70,823	38,054
2003–04	68,863	56,759	71,594	38,955
2004–05	68,568	55,986	71,623	38,751
2005–06	67,951	55,405	71,263	38,549

¹ Constant 2005–06 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, 2006*, table 110). 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 continue to exist between 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 graduate high school	—	267	259
Graduated high school	—	282	274
Some education after high school	—	299	286
Graduated college	—	300	298

— Not available.

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

Mathematics Performance

Average proficiency for 9- and 13-year-olds improved between 1973 and 2004 (see *Digest of Education Statistics, 2006*, table 121). 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 13- and 17-year-olds narrowed between 1973 and 2004.

Table 23. Performance of 17-year-olds in mathematics, by selected characteristics: 1973, 1990, and 2004

Selected characteristic	1973	1990	2004
Average scale score	304	305	307
Sex			
Male	309	306	308
Female	301	303	305
Race/ethnicity			
White	310	309	313
Black	270	289	285
Hispanic	277	284	289
Parents' highest education level			
Did not graduate high school	—	285	287
Graduated high school	—	294	295
Some education after high school	—	308	306
Graduated college	—	316	317

— Not available.

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

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, 2006*, table 128).

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 graduate high school	—	—	125
Graduated high school	—	—	136
Some education after high school	—	—	148
Graduated college	—	—	157

— Not available.

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

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.

Over the past 23 years, the average number of science and mathematics credits earned by high school graduates increased substantially. 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, 2006*, table 137). The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1-year course.

The proportion 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

The projected number of high school graduates (diploma recipients only) in 2006–07 was 3.232 million, including 2.912 million public high school graduates and 0.321 million private high school graduates. The 2006–07 record number of high school graduates is higher than in 1976–77, when 3.152 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 2003–04, the averaged freshman graduation rate was 74.3 percent for public schools. The 2003–04 averaged freshman graduation rate was higher than in 1993–94 (73.1 percent), but about the same as the rate in 1983–84 (74.5 percent).

Table 26. High school graduates, by control of school and averaged freshman graduation rate: Selected years, 1976-77 through 2006-07

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
1983-84 ¹	2,767	2,495	272	74.5
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	2,908	2,622	286	72.6
2002-03	3,021	2,720	301	73.9
2003-04 ¹	3,057	2,753	304	74.3
2004-05 ²	3,109	2,801	307	74.7
2005-06 ²	3,176	2,861	315	74.6
2006-07 ²	3,232	2,912	321	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 2005 (22 percent) was higher than the rates for Whites (6 percent) or Blacks (10 percent).

Table 27. Percentage of high school dropouts (status dropouts) among persons 16 to 24 years old, by race/ethnicity: Selected years, 1975 through 2005

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
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
1997 ¹	11.0	7.6	13.4	25.3
1998 ¹	11.8	7.7	13.8	29.5
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

¹ Wording of questionnaire with respect to educational attainment was changed.

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

College Degrees

Between 1994–95 and 2004–05, the number of people earning associate's degrees increased 29 percent, bachelor's degrees 24 percent, master's degrees 45 percent, first-professional degrees 15 percent, and doctor's degrees 18 percent.

The number of degrees conferred by colleges and universities in 2004–05 was 697,000 associate's degrees; 1,439,000 bachelor's degrees; 575,000 master's degrees; 87,000 first-professional degrees; and 53,000 doctor's degrees. In 2004–05, females earned the majority of degrees at the associate's, bachelor's, and master's degree levels. Also, females receiving all types of degrees increased at a faster rate than for males between 1971–72 and 2004–05 (see *Digest of Education Statistics, 2006*, table 251).

Table 28. Associate's and bachelor's degrees conferred to males and females and percent of bachelor's degrees awarded to females by degree-granting institutions: Selected years, 1970-71 through 2004-05

Year	Associate's degrees	Bachelor's degrees	Percent of bachelor's degrees awarded to females
1970-71	252,311	839,730	43.4
1980-81	416,377	935,140	49.8
1984-85	454,712	979,477	50.7
1985-86	446,047	987,823	50.8
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	632,912	1,348,503	57.5
2003-04	665,301	1,399,542	57.5
2004-05	696,660	1,439,264	57.4

Table 29. Master's, first-professional, and doctor's degrees conferred by degree-granting institutions: Selected years, 1970-71 through 2004-05

Year	Master's degrees	First-professional degrees	Doctor's degrees
1970-71	230,509	37,946	32,107
1980-81	295,739	71,956	32,958
1983-84	284,263	74,468	33,209
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	512,645	80,810	46,024
2003-04	558,940	83,041	48,378
2004-05	574,618	87,289	52,631

Educational Attainment

Americans are completing more years of education. Between 1970 and 2006, the proportion of the adult population 25 years of age and over who completed high school or more rose from 55 percent to 85 percent. At the same time, the proportion of adults with a bachelor's or higher degree increased from 11 percent to 28 percent.

Table 30. Percentage of persons 25 years and older who completed various years of school: Selected years, 1970 through 2006

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
1996	1.8	81.7	23.6
1999	1.6	83.4	25.2
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

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 estimated at about \$922 billion for 2005–06. The expenditures of elementary and secondary schools are expected to total \$558 billion for 2005–06, while colleges and universities will spend about \$364 billion (see *Digest of Education Statistics, 2006*, table 26).

The total expenditures for education are estimated to amount to about 7.4 percent of the gross domestic product in 2005–06.

Table 31. Total expenditures of educational institutions related to the gross domestic product: Selected years, 1980-81 through 2005-06

Year	Expenditures in billions of current dollars	Expenditures in billions of constant 2005-06 dollars ¹	Percent of gross domestic product
1980-81	\$176.4	\$405.2	6.3
1985-86	259.3	474.2	6.1
1989-90	365.8	573.3	6.7
1990-91	395.3	587.4	6.8
1991-92	417.9	601.8	7.0
1992-93	439.9	614.2	6.9
1993-94	461.2	627.6	6.9
1994-95	485.4	642.2	6.9
1995-96	508.5	655.0	6.9
1996-97	538.9	674.8	6.9
1997-98	570.5	701.9	6.9
1998-99	603.8	730.3	6.9
1999-2000	649.3	763.2	7.0
2000-01	705.0	801.3	7.2
2001-02	752.8	840.7	7.4
2002-03	795.6	869.3	7.6
2003-04	829.9	887.4	7.6
2004-05 ²	878.3	911.7	7.5
2005-06 ²	921.8	921.8	7.4

¹ Constant 2005-06 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

² Projected.

NOTE: Includes public and private elementary and secondary schools and colleges and universities.

Public Elementary and Secondary Schools

Revenues

The state share of revenues for public elementary and secondary schools grew through most of the 1980s, but the trend reversed after 1986–87. Between 1986–87 and 1993–94, the local share of school funding rose while the proportion from state governments decreased. Between 1993–94 and 2000–01, the state share rose to 49.7 percent, the highest share since 1986–87, but decreased every school year afterward until 2003–04, when the state share was 47.1 percent. Between 1993–94 and 2003–04, the federal share of revenues rose to 9.1 percent and the local share decreased to 43.9 percent.

Total revenues increased 78 percent between 1993–94 and 2003–04. Federal revenues increased 129 percent, state revenues increased 85 percent, and local revenues rose 63 percent during that same time period (see *Digest of Education Statistics, 2006*, table 158).

Table 32. Percentage distribution of revenues for public elementary and secondary schools, by source of funds: Selected years, 1970-71 through 2003-04

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

¹Includes a relatively small 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 1993–94 and 2003–04, current expenditure per student rose 23 percent after adjustment for inflation. In 2003–04, the current expenditure per student in fall enrollment was \$8,310.

Table 33. Total and current expenditure per pupil in fall enrollment in public schools: Selected years, 1970–71 through 2003–04

Year	Total expenditure ¹		Current expenditure	
	Unad-justed dollars	Constant 2005-06 dollars ²	Unad-justed dollars	Constant 2005-06 dollars ²
1970–71	\$970	\$4,860	\$842	\$4,219
1980–81	2,529 ³	5,810 ³	2,307	5,301
1985–86	3,724 ³	6,810 ³	3,479	6,363
1990–91	5,486	8,153	4,902	7,284
1991–92	5,629	8,104	5,023	7,232
1992–93	5,804	8,104	5,160	7,204
1993–94	5,996	8,160	5,327	7,250
1994–95	6,208	8,214	5,529	7,315
1995–96	6,443	8,299	5,689	7,328
1996–97	6,764	8,470	5,923	7,418
1997–98	7,142	8,787	6,189	7,615
1998–99	7,533	9,111	6,508	7,871
1999–2000	8,033	9,442	6,912	8,125
2000–01	8,575	9,745	7,380	8,387
2001–02	8,996	10,046	7,727	8,629
2002–03	9,299	10,161	8,044	8,790
2003–04	9,620	10,286	8,310	8,886

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

²Constant 2005-06 dollars based on the Consumer Price Index prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

³Estimated.

Degree-Granting Institutions

Revenues for Public Institutions

The largest single source of revenue for public colleges was state appropriations, amounting to 24 percent of total revenue in 2003–04. Public colleges 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: 2003-04

Source	Revenue, in billions	Percent- age distri- bution	Revenue per full-time equiva- lent student
Total revenues	\$221.9	100.0	\$24,026
Operating revenues	128.7	58.0	13,931
Tuition and fees ¹	35.2	15.8	3,806
Grants and contracts	42.6	19.2	4,607
Federal (excludes FDSL ² loans)	28.9	13.0	3,127
State	6.6	3.0	713
Local	7.1	3.2	767
Other operating revenues	51.0	23.0	5,519
Nonoperating revenues	81.2	36.6	8,792
Federal appropriations	1.6	0.7	174
State appropriations	53.9	24.3	5,834
Local appropriations	7.7	3.5	835
Other nonoperating revenues	18.0	8.1	1,950
Other revenues and additions	12.0	5.4	1,303

¹Net of allowances and discounts.

²Federal 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) colleges received 29 percent of their revenues from student tuition and fees in 2003–04. The next largest sources for 2003–04 were investment return (23 percent), federal government (14 percent), and private gifts and grants (12 percent).

Table 35. Total revenue for private not-for-profit degree-granting institutions, by source of funds: 2003–04

Source	Revenue, in billions	Percent- age distri- bution	Revenue per full-time equivalent student
Total	\$134.2	100.0	\$47,918
Tuition and fees	38.5	28.7	13,746
Federal government ¹	18.3	13.7	6,546
State governments	1.5	1.1	520
Local governments	0.5	0.4	173
Private gifts and grants ²	15.8	11.8	5,657
Investment return	30.9	23.0	11,030
Educational activities	3.3	2.5	1,175
Auxiliary enterprises	10.3	7.7	3,686
Hospitals	9.7	7.2	3,448
Other	5.4	4.0	1,938

¹Includes independent operations.

²Includes contributions from affiliated entities.

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

Revenues for Private (for-profit) Institutions

Private (for-profit) colleges received 90 percent of their revenues from student tuition and fees in 2003–04. The next largest sources in 2003–04 were federal government (4 percent) and auxiliary enterprises (3 percent).

Table 36. Total revenue of private for-profit degree-granting institutions, by source of funds: 2003–04

Source	Revenue, in billions	Percentage distribution	Revenue per full-time equivalent student
Total	\$8.99	100.0	\$14,092
Tuition and fees	8.05	89.5	12,617
Federal government	0.40	4.4	624
State and local governments	0.06	0.7	93
Private gifts, grants, and contracts	0.01	0.1	11
Investment return	0.02	0.2	26
Educational activities	0.14	1.5	218
Auxiliary enterprises	0.24	2.7	374
Other	0.08	0.9	128

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

Expenses of Public Institutions

Expenses at public 4-year and 2-year degree-granting institutions totaled \$205 billion in 2003–04, amounting to \$22,202 per full-time-equivalent student. The largest category of expenses was instruction.

Table 37. Expenses of public degree-granting institutions, by purpose: 2003–04

Type of expense	Expenses, in billions	Percentage distribution	Expense per full-time equivalent student ¹
Total expenses	\$205.1	100.0	\$22,202
Operating expenses	198.3	96.7	21,471
Instruction	56.8	27.7	6,146
Research	21.4	10.4	2,318
Public service	9.0	4.4	972
Academic support	13.6	6.6	1,474
Student services	9.4	4.6	1,021
Institutional support	16.8	8.2	1,824
Operation and maintenance of plant	12.6	6.1	1,365
Depreciation	9.0	4.4	974
Scholarships and fellowships ²	8.2	4.0	885
Auxiliary enterprises	15.7	7.7	1,700
Hospitals	18.5	9.0	2,000
Other operating expenses and deductions	7.3	3.6	792
Nonoperating expenses	6.7	3.3	730

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

²Excludes discounts and allowances.

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

Expenditures of Private (not-for-profit) Institutions

Private (not-for-profit) colleges' largest expenditure category was instruction, which accounted for 33 percent of their expenditures in 2003–04. The next largest expense was institutional support, which accounted for 13 percent.

Table 38. Total expenditures of private not-for-profit degree-granting institutions, by purpose: 2003–04

Purpose	Expenditure, in billions	Percentage distribution	Expenditures per full-time equivalent student
Total	\$104.3	100.0	\$37,240
Instruction	33.9	32.5	12,105
Research	12.0	11.5	4,298
Public service	2.0	1.9	704
Academic support	8.8	8.4	3,127
Student services	7.5	7.2	2,693
Institutional support	14.0	13.4	4,980
Auxiliary enterprises	10.5	10.1	3,751
Net grant aid to students ¹	1.1	1.1	393
Hospitals	8.4	8.0	2,989
Independent operations	4.2	4.0	1,508
Other	1.9	1.9	690

¹ 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

Private (for-profit) colleges' largest expenditure category was student services, academic and institutional support, which accounted for 62 percent of their expenditures in 2003–04. 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: 2003–04

Purpose	Expenditure, in billions	Percentage distribution	Expenditure per full-time equivalent student
Total	\$7.36	100.0	\$11,543
Instruction	1.88	25.6	2,953
Research and public service	0.01	0.1	13
Student services, academic and institutional support	4.59	62.4	7,199
Auxiliary enterprises	0.25	3.4	391
Net grant aid to students ¹	0.06	0.8	89
Other	0.57	7.8	898

¹ 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 2005–06 academic year, average annual undergraduate charges for tuition, room, and board were \$12,108 at public 4-year colleges and \$27,317 at private 4-year colleges.

Table 40. Average undergraduate tuition, room, and board charges, by type and control of institution: 1985–86, 1995–96, and 2005–06
[In constant 2005–06¹ dollars]

Year and control of institution	Total tuition, room, and board		
	All institutions	4-year	2-year
All			
1985–86	\$8,933	\$10,065	\$6,157
1995–96	11,334	13,305	6,086
2005–06	14,629	17,447	7,231
Public			
1985–86	6,530	7,057	5,451
1995–96	8,058	9,034	5,431
2005–06	10,454	12,108	6,492
Private			
1985–86	16,248	16,875	11,908
1995–96	22,163	22,684	14,893
2005–06	26,889	27,317	21,170

¹ Constant 2005–06 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. Students at private colleges were more likely to receive aid than students at public colleges. About 89 percent of full-time undergraduates at private not-for-profit colleges received aid compared with 71 percent at public colleges. 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, 2006*, table 326). Private not-for-profit colleges provided aid from their own sources 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, 2006*, table 324).

Table 41. Percentage of full-time undergraduate and graduate students receiving financial aid, by level of student and control and type of institution: 2003-04

Level of student and type 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
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 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 146 percent from 1985 to 2006, after adjustment for inflation.

**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 2006 dollars ¹
1965	\$5.3	\$32.3
1970	12.5	62.1
1975	23.3	80.6
1980	34.5	80.3
1985	39.0	67.4
1990	51.6	76.7
1991	57.6	82.0
1992	60.5	83.3
1993	67.7	90.9
1994	68.2	89.7
1995	71.6	92.0
1996	71.3	89.6
1997	73.7	90.8
1998	76.9	93.8
1999	82.9	99.6
2000	85.9	100.7
2001	94.8	108.6
2002	109.2	122.7
2003	124.4	136.3
2004	132.4	141.3
2005	146.0	150.7
2006 ²	166.1	166.1

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

² Estimated.

SOURCE INFORMATION

The following reports 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, 2006* (table 3), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1985–86 through 2004–05; *Projections of Education Statistics to 2015*.

Table 2: *Digest of Education Statistics, 2006* (table 3), Private School Universe Survey (PSS), 1989–90 through 2003–04; *Projections of Education Statistics to 2015*.

Table 3: *Digest of Education Statistics, 2006* (table 3), *Projections of Education Statistics to 2015*.

Table 4: *Digest of Education Statistics, 2006* (table 41), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1980 through October 2005.

Table 5: *Digest of Education Statistics, 2006* (table 7), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1970 through October 2005.

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 Right Survey*. *Digest of Education Statistics, 2006* (table 40), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1994–95 and 2004–05.

Table 7: *Digest of Education Statistics, 2006* (table 48), *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 2004–05; and *Projections of Education Statistics to 2015*. 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, 2006* (table 182), 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, 2006* (table 182), 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, 2006* (table 7), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1985 through October 2005

Table 11: *Digest of Education Statistics, 2006* (table 177), Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1980; 2000 and 2005 Integrated Postsecondary Education Data System (IPEDS), Spring 2001 and Spring 2006; and *Projections of Education Statistics to 2015*. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1980, 2000, and 2005.

Table 12: *Digest of Education Statistics, 2006* (table 210), 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, 2006* (table 191), 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, 2006* (table 192), 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, 2006* (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 2004-05; Private School Universe Survey (PSS), 1989-90 through 2003-04; *Projections of Education Statistics to 2015*; and unpublished data.
- Table 16: *Digest of Education Statistics, 2006* (table 75), National Education Association, *Estimates of School Statistics, 1970-71* through 2004-05; and unpublished tabulations.
- Table 17: *Digest of Education Statistics, 2006* (table 65), Schools and Staffing Survey (SASS), "Public Teacher Questionnaire," 2003-04.
- Table 18: *Digest of Education Statistics, 2006* (table 65), Schools and Staffing Survey (SASS), "Private Teacher Questionnaire," 2003-04.
- Table 19: *Digest of Education Statistics, 2006* (table 228), 2005 Integrated Postsecondary Education Data System (IPEDS), Winter 2005-06.
- Tables 20 and 21: *Digest of Education Statistics, 2006* (table 240), Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits" surveys, 1970-71 through 1985-86; and 1990-91 through 2005-06 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 2005.
- Table 22: *Digest of Education Statistics, 2006* (table 110), National Assessment of Educational Progress (NAEP), *NAEP 2004 Trends in Academic Progress*.

- Table 23: *Digest of Education Statistics, 2006* (table 121), National Assessment of Educational Progress (NAEP), *NAEP 2004 Trends in Academic Progress*.
- Table 24: *Digest of Education Statistics, 2006* (table 128), National Assessment of Educational Progress (NAEP), *The Nation's Report Card: Science 2005*.
- Table 25: *Digest of Education Statistics, 2006* (table 140), 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, 2006* (table 99), *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," 1983-84 through 2004-05; Private School Universe Survey (PSS), 1989 through 2003; and *Projections of Education Statistics to 2015*.
- Table 27: *Digest of Education Statistics, 2006* (table 104), U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1975 through October 2005.
- Tables 28 and 29: *Digest of Education Statistics, 2006* (table 251), Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1970-71 through 1985-86; and 1986-87 through 2004-05 Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:87-99), and Fall 2000 through Fall 2005.
- Table 30: *Digest of Education Statistics, 2006* (table 8), U.S. Department of Commerce, Census Bureau, *Current Population Reports*, Series P-20, Current Population Surveys, March 1970 through March 2006.
- Table 31: *Digest of Education Statistics, 2006* (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 2003–04; Higher Education General Information Survey (HEGIS), *Financial Statistics of Institutions of Higher Education*, 1980–81 and 1985–86; 1989–90 through 2003–04 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, 2006* (tables 158 and 167), *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 2003–04.

Table 34: *Digest of Education Statistics, 2006* (table 337), 2003–04 Integrated Postsecondary Education Data System (IPEDS), Spring 2004 and Spring 2005.

Table 35: *Digest of Education Statistics, 2006* (table 341), 2003–04 Integrated Postsecondary Education Data System (IPEDS), Spring 2004 and Spring 2005.

Table 36: *Digest of Education Statistics, 2006* (table 343), 2003–04 Integrated Postsecondary Education Data System (IPEDS), Spring 2004 and Spring 2005.

Table 37: *Digest of Education Statistics, 2006* (table 347), 2003–04 Integrated Postsecondary Education Data System (IPEDS), Spring 2004 and Spring 2005.

Table 38: *Digest of Education Statistics, 2006* (table 352), 2003–04 Integrated Postsecondary Education Data System (IPEDS), Spring 2004 and Spring 2005.

Table 39: *Digest of Education Statistics, 2006* (table 354), 2003–04 Integrated Postsecondary Education Data System (IPEDS), Spring 2004 and Spring 2005.

Table 40: *Digest of Education Statistics, 2006* (tables 31 and 319), Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities" surveys, 1985–86; "Fall Enrollment in Institutions of Higher Education" survey, 1985; and 1995–96 and 2005–06 Integrated Postsecondary Education Data

System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:95), "Institutional Characteristics Survey" (IPEDS-C:95), Spring 2006, and Fall 2005. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.

Table 41: *Digest of Education Statistics, 2006* (tables 327 and 332), 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 42: *Digest of Education Statistics, 2006* (table 362), 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 2007. National Science Foundation, *Federal Funds for Research and Development*, fiscal years 1967 through 2006.