



National Center for
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U.S. Department of Education
Institute of Education Sciences
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Thomas D. Snyder
Product Manager

U.S. Department of Education

Rod Paige

Secretary

Institute of Education Sciences

Grover J. Whitehurst

Director

National Center for Education Statistics

Robert Lerner

Commissioner

The National Center for Education Statistics

The purpose of the Center is to collect and report “statistics and information showing the condition and progress of education in the United States and other nations in order to promote and accelerate the improvement of American education.”—Section 402(b) of the National Education Statistics Act of 1994 (20 U.S.C. 9001)

October 2004

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Foreword

Welcome to the eleventh 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*.

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*.

Overview

Education was the occupation of about 80 million people in the United States in the fall of 2003. Included in this total were 70.7 million students enrolled in American schools and colleges. About 4.2 million people were employed as elementary and secondary school teachers and as college faculty. Other professional, administrative, and support staff of educational institutions numbered 4.8 million. In a nation with a population of about 291 million, about 1 out of every 4 persons participated in formal education.

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. Pupils ordinarily spend from 6 to 8 years in the elementary grades, preceded by 1 to 3 years in early childhood programs and kindergarten. The elementary school program is followed by a 4- to 6-year secondary school program. 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. Pupils normally complete the entire program through grade 12 by age 17 or 18.

High school graduates 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.

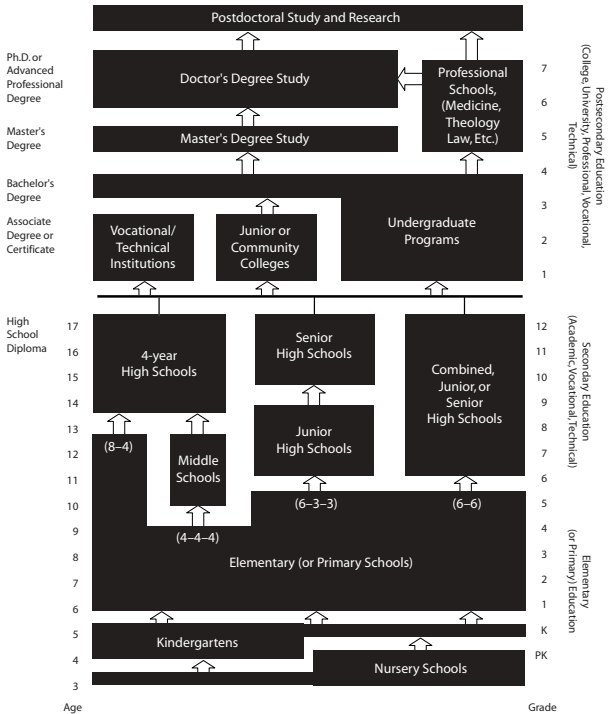
Academic courses completed at a 2-year college are usually transferable for credit at a 4-year college or university. A technical or vocational institution offers

postsecondary technical training leading to a specific career. Other types of educational opportunities for adults are offered by community organizations, libraries, religious institutions, and businesses.

An associate 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.

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.

SOURCE: U.S. Department of Education, National Center for Education Statistics.

Enrollment

Elementary and Secondary Schools

Public Schools

Overall, public school enrollment increased between 1985 and 2003. In kindergarten through grade eight, enrollment rose from 27.0 million in fall 1985 to an estimated 33.8 million in fall 2003. In the upper grades (9–12), the net result of changes in enrollment over the same period was a 15 percent increase in secondary students.

Table 1. Enrollment in public elementary and secondary schools: Fall 1985 to fall 2003
[In thousands]

| Year | Total | Prekindergarten through grades 8 | Grade 9 through 12 |
|-------------------|--------|----------------------------------|--------------------|
| 1985 | 39,422 | 27,034 | 12,388 |
| 1990 | 41,217 | 29,878 | 11,338 |
| 1993 | 43,465 | 31,504 | 11,961 |
| 1994 | 44,111 | 31,898 | 12,213 |
| 1995 | 44,840 | 32,341 | 12,500 |
| 1996 | 45,611 | 32,764 | 12,847 |
| 1997 | 46,127 | 33,073 | 13,054 |
| 1998 | 46,539 | 33,346 | 13,193 |
| 1999 | 46,857 | 33,488 | 13,369 |
| 2000 | 47,204 | 33,688 | 13,515 |
| 2001 | 47,688 | 33,952 | 13,736 |
| 2002 ¹ | 47,918 | 33,942 | 13,976 |
| 2003 ¹ | 48,040 | 33,843 | 14,198 |

¹ Projected.

NOTE: Detail may not sum to totals due to rounding.

Private Schools

Private school enrollment has risen over the past decade, with about 12 percent of all elementary and secondary students attending private schools in fall 2003. Total private school enrollment at the elementary and secondary levels was estimated at 6.3 million in fall 2003.

Table 2. Enrollment in private elementary and secondary schools: Fall 1985 to fall 2003
[In thousands]

| Year | Total | Prekinder- garten through grade 8 | Grade 9 through 12 |
|-------------------|-------|--|--------------------------|
| 1985 | 5,557 | 4,195 | 1,362 |
| 1990 | 5,234 | 4,084 | 1,150 |
| 1993 ¹ | 5,348 | 4,215 | 1,132 |
| 1994 ¹ | 5,498 | 4,335 | 1,163 |
| 1995 | 5,662 | 4,465 | 1,197 |
| 1996 ¹ | 5,764 | 4,551 | 1,213 |
| 1997 | 5,841 | 4,623 | 1,218 |
| 1998 ¹ | 5,937 | 4,702 | 1,235 |
| 1999 | 6,018 | 4,765 | 1,254 |
| 2000 ¹ | 6,162 | 4,875 | 1,287 |
| 2001 ¹ | 6,202 | 4,880 | 1,322 |
| 2002 ¹ | 6,241 | 4,885 | 1,356 |
| 2003 ¹ | 6,256 | 4,876 | 1,379 |

¹ Projected.

NOTE: Excludes home-schooled children. The National Center for Education Statistics estimated that approximately 850,000 children were home-schooled in spring 1999. Detail may not sum to totals due to rounding.

Projections

The National Center for Education Statistics forecasts that fall 2003 public school enrollment marked a new record for enrollment. Public and private elementary enrollment is projected to decrease slightly over the next few years, before growing again in 2006, with an overall increase of 5 percent between 2003 and 2013. Secondary enrollment is expected to be 1 percent higher in 2013 than in 2003, but it is projected to drop between 2007 and 2013.

Table 3. Projected enrollment in public and private elementary and secondary schools: Fall 2002 to fall 2013
[In thousands]

| Year | Total | Prekindergarten through grade 8 | Grades 9 through 12 |
|------|--------|---------------------------------|---------------------|
| 2002 | 54,158 | 38,827 | 15,331 |
| 2003 | 54,296 | 38,719 | 15,577 |
| 2004 | 54,455 | 38,541 | 15,914 |
| 2005 | 54,615 | 38,412 | 16,203 |
| 2006 | 54,907 | 38,522 | 16,385 |
| 2007 | 55,049 | 38,605 | 16,445 |
| 2008 | 55,124 | 38,766 | 16,358 |
| 2009 | 55,223 | 38,995 | 16,228 |
| 2010 | 55,386 | 39,283 | 16,103 |
| 2011 | 55,618 | 39,688 | 15,930 |
| 2012 | 55,946 | 40,154 | 15,792 |
| 2013 | 56,364 | 40,638 | 15,726 |

NOTE: Detail may not sum to totals due to rounding.

Prekindergarten and Kindergarten Enrollment

Prekindergarten and kindergarten enrollment of 3- to 5-year-olds increased 14 percent between 1990 and 2001. The proportion of 5-year-olds enrolled in prekindergarten and kindergarten programs shows no pattern of measurable change since 1990; however, the enrollment rate of 4-year-olds in preprimary programs has risen (see *Digest of Education Statistics, 2003*, table 43).

Table 4. Enrollment of 3- to 5-year-olds in prekindergarten and kindergarten programs by control and level of school: Fall 1980, 1990, and 2001
[In thousands]

| Control and level of school | Fall 1980 | Fall 1990 | Fall 2001 |
|-----------------------------|-----------|-----------|-----------|
| Total | 4,878 | 6,659 | 7,602 |
| Percent enrolled | 52.5 | 59.4 | 63.9 |
| Control | | | |
| Public | 3,066 | 3,971 | 4,888 |
| Private | 1,812 | 2,688 | 2,714 |
| Level | | | |
| Prekindergarten | 1,981 | 3,379 | 4,365 |
| Kindergarten | 2,897 | 3,280 | 3,237 |

NOTE: Detail may not sum to totals due to rounding.

Enrollment Rates

School enrollment rates for 5- and 6-, and 14- to 17-year-olds have remained relatively steady over the past 10 years. Enrollment rates for 3- and 4-year-olds have increased while rates for 7- to 13-year-olds have decreased slightly.

Table 5. Percent of 5- to 17-year-olds enrolled in school: October 1970 to October 2002

| 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 |
| 1988 | 38.2 | 96.0 | 99.7 | 95.1 |
| 1989 | 39.1 | 95.2 | 99.3 | 95.7 |
| 1990 | 44.4 | 96.5 | 99.6 | 95.8 |
| 1991 | 40.5 | 95.4 | 99.6 | 96.0 |
| 1992 | 39.7 | 95.5 | 99.4 | 96.7 |
| 1993 | 40.4 | 95.4 | 99.5 | 96.5 |
| 1994 | 47.3 | 96.7 | 99.4 | 96.6 |
| 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 | 54.5 | 95.2 | 98.3 | 96.4 |

NOTE: Starting in 1994, preprimary enrollment was collected using new procedures, and may not be comparable to figures for earlier years.

Enrollment, by Race and Ethnicity

The proportion of minority students in public elementary and secondary schools increased between 1986 and 2001. The proportion of Hispanics in public elementary and secondary schools increased at a greater rate than the proportion for Blacks.

Table 6. Racial/ethnic distribution of students in public elementary and secondary schools: Fall 1986, 1991, and 2001

| Race/ethnicity of student | Fall 1986 ¹ | Fall 1991 | Fall 2001 |
|---|------------------------|-----------|-----------|
| Total | 100.0 | 100.0 | 100.0 |
| White, non-Hispanic | 70.4 | 67.4 | 60.3 |
| Minority | 29.6 | 32.6 | 39.7 |
| Black, non-Hispanic | 16.1 | 16.4 | 17.2 |
| Hispanic | 9.9 | 11.8 | 17.1 |
| Asian or Pacific Islander | 2.8 | 3.4 | 4.2 |
| American Indian/ Alaska Native | 0.9 | 1.0 | 1.2 |

¹ *Digest of Education Statistics, 1993.*

NOTE: Detail may not sum to totals due to rounding.

Enrollment in Programs for the Disabled

The proportion of children served in federally supported programs for the disabled rose between 1976–77 and 2001–02. In 1976–77, 8 percent of children in public schools were served in programs for the disabled compared with 13 percent in 2001–02. Much of the rise during this period may be attributed to the increase in the proportion of children identified as learning disabled prior to 1990–91.

Table 7. Children 0 to 21 years old served in programs for the disabled, and as a percent of public elementary and secondary enrollment: 1976–77 to 2001–02

[In thousands]

| Year | All disabilities | All disabilities as a percent of public enrollment ¹ | Percent of disabled children with specific learning 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 | 5,573 | 12.4 | 46.3 |
| 1999–2000 | 6,190 | 13.2 | 45.7 |
| 2000–01 | 6,296 | 13.3 | 45.2 |
| 2001–02 | 6,407 | 13.4 | 44.4 |

¹ Based on the enrollment in public schools, prekindergarten through 12th grade.

Degree-Granting Institutions

College Enrollment

College enrollment in fall 2003 was 16.4 million students. Of the fall 2003 students, 7.1 million are men and 9.3 million are women.

Table 8. Enrollment in degree-granting institutions, by sex, attendance status, and control of institution: Fall 1990, 2000, and 2003
[In thousands]

| Attendance status by sex and control of institution | 1990 | 2000 | 2003 ¹ |
|---|--------|--------|-------------------|
| Total | 13,819 | 15,312 | 16,361 |
| Men | 6,284 | 6,722 | 7,098 |
| Full-time | 3,808 | 4,111 | 4,484 |
| Part-time | 2,476 | 2,611 | 2,614 |
| Women | 7,535 | 8,591 | 9,263 |
| Full-time | 4,013 | 4,899 | 5,290 |
| Part-time | 3,521 | 3,692 | 3,972 |
| Public | 10,845 | 11,753 | 12,546 |
| Men | 4,875 | 5,132 | 5,410 |
| Women | 5,970 | 6,620 | 7,136 |
| Private | 2,974 | 3,560 | 3,814 |
| Men | 1,409 | 1,589 | 1,687 |
| Women | 1,565 | 1,970 | 2,126 |

¹ Projected. The source for 2003 is *Projections of Education Statistics to 2013*.

NOTE: Detail may not sum to totals due to rounding.

Enrollment, by Level and Attendance

College enrollment rose from 13.8 million in fall 1990 to 16.4 million in fall 2003. In 2003, 10.2 million students attended 4-year schools and 6.2 million attended 2-year schools. Between 1990 and 2003, full-time enrollment increased more than part-time enrollment, 25 percent and 10 percent, respectively.

Table 9. Enrollment in degree-granting institutions, by level and control of institution: Fall 1990, 2000 and 2003
[In thousands]

| Type and control of college, and attendance status | Fall 1990 | Fall 2000 | Fall 2003 ¹ |
|--|-----------|-----------|------------------------|
| Total | 13,819 | 15,312 | 16,361 |
| 4-year | 8,579 | 9,364 | 10,151 |
| 2-year | 5,240 | 5,948 | 6,209 |
| Public | 10,845 | 11,753 | 12,546 |
| 4-year | 5,848 | 6,055 | 6,611 |
| 2-year | 4,996 | 5,697 | 5,935 |
| Full-time | 5,750 | 6,371 | 6,950 |
| Part-time | 5,094 | 5,382 | 5,596 |
| Private | 2,974 | 3,560 | 3,814 |
| 4-year | 2,730 | 3,308 | 3,540 |
| 2-year | 244 | 251 | 274 |
| Full-time | 2,070 | 2,638 | 2,822 |
| Part-time | 903 | 921 | 991 |

¹ Projected. The source for 2003 is *Projections of Education Statistics to 2013*.

NOTE: Detail may not sum to totals due to rounding.

Enrollment Rates of 18- to 24-Year-Olds

The proportion of 18- and 19-year-olds attending high school or college rose from 48 percent in 1982 to 63 percent in 2002. Enrollment rates for those in their early 20s also increased. The enrollment rate of 20- and 21-year-olds rose from 34 percent in 1982 to 48 percent in 2002.

Table 10. Percent of 18- to 24-year-olds enrolled in school: October 1982 to October 2002

| Year | 18- and 19- year-olds | 20- and 21- year-olds | 22- to 24- year-olds |
|------------|-----------------------------|-----------------------------|----------------------------|
| 1982 | 47.8 | 34.0 | 16.8 |
| 1983 | 50.4 | 32.5 | 16.6 |
| 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 | 61.0 | 46.0 | 25.4 |
| 2002 | 63.3 | 47.8 | 25.6 |

Enrollment, by Sex and Age

Despite decreases in the size of the traditional college-age population, total college enrollment has grown since the 1980s. Some of the growth during the 1980s can be attributed to the increase in the number of women over 24 attending college. Between 1980 to 2003, enrollments of persons under 25 grew 34 percent and enrollments for persons 25 and older increased 37 percent. Enrollment of women over 24 grew 53 percent.

Table 11. Fall enrollment in degree-granting institutions, by sex and age: 1980, 2000, and 2003

[In thousands]

| Sex and age | 1980 | 2000 | 2003 ¹ |
|-------------------------------|--------|--------|-------------------|
| Men and women, total | 12,097 | 15,312 | 16,361 |
| 19 years and younger | 3,148 | 3,676 | 3,782 |
| 20 and 21 years old | 2,424 | 3,045 | 3,357 |
| 22 to 24 years old | 1,989 | 2,617 | 3,014 |
| 25 years and older | 4,535 | 5,974 | 6,208 |
| Men, total | 5,874 | 6,722 | 7,098 |
| 19 years and younger | 1,474 | 1,646 | 1,699 |
| 20 and 21 years old | 1,259 | 1,382 | 1,551 |
| 22 to 24 years old | 1,064 | 1,293 | 1,405 |
| 25 years and older | 2,076 | 2,401 | 2,443 |
| Women, total | 6,223 | 8,591 | 9,263 |
| 19 years and younger | 1,674 | 2,030 | 2,083 |
| 20 and 21 years old | 1,165 | 1,663 | 1,806 |
| 22 to 24 years old | 925 | 1,324 | 1,609 |
| 25 years and older | 2,459 | 3,573 | 3,765 |

¹ Projected.

NOTE: Detail may not sum to totals due to 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 28.8 percent in 2001. Much of the change can be attributed to rising proportions of Hispanic and Asian students. The proportion of students who are Black was 11.6 percent in 2001, an increase of 2.4 percentage points from 1980. The enrollment of Hispanic students rose by 5.9 percentage points during the same time period.

Table 12. Racial/ethnic distribution of fall enrollment in degree-granting institutions: 1980, 1990, and 2001

| Race/ethnicity | 1980 | 1990 | 2001 |
|---|-------|-------|-------|
| Total | 100.0 | 100.0 | 100.0 |
| White, non-Hispanic | 81.4 | 77.6 | 67.6 |
| Total minority | 16.1 | 19.6 | 28.8 |
| Black, non-Hispanic | 9.2 | 9.0 | 11.6 |
| Hispanic | 3.9 | 5.7 | 9.8 |
| Asian or Pacific Islander | 2.4 | 4.1 | 6.4 |
| American Indian or Alaska Native | 0.7 | 0.7 | 1.0 |
| Nonresident alien | 2.5 | 2.8 | 3.5 |

NOTE: Detail may not sum to totals due to rounding.

Graduate School Enrollment

Graduate enrollment was steady at about 1.3 million in the late 1970s and early 1980s, but rose 20 percent between 1990 and 2001.

Since 1984, the number of women in graduate schools has exceeded the number of men.

Table 13. Fall graduate enrollment in degree-granting institutions, by sex: 1970 to 2001

[In thousands]

| Year | Total | Men | Women |
|------------|-------|-----|-------|
| 1970 | 1,031 | 630 | 400 |
| 1978 | 1,312 | 682 | 630 |
| 1980 | 1,343 | 675 | 670 |
| 1982 | 1,322 | 670 | 653 |
| 1984 | 1,345 | 672 | 673 |
| 1986 | 1,435 | 693 | 742 |
| 1988 | 1,472 | 697 | 774 |
| 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 |

NOTE: Includes unclassified graduate students. Detail may not sum to totals due to rounding.

First-Professional Enrollment

Enrollment in first-professional programs, after rising very rapidly during the 1970s, stabilized in the early 1980s and showed an increase of 13 percent between 1990 and 2001.

Fewer women than men are enrolled in first-professional programs; however, between 1990 and 2001, the number of women increased 39 percent, while the number of men decreased.

Table 14. Fall first-professional enrollment in degree-granting institutions, by sex: 1970 to 2001

| Year | Total | Men | Women |
|------|---------|---------|---------|
| 1970 | 173,411 | 158,649 | 14,762 |
| 1978 | 256,904 | 192,221 | 64,683 |
| 1980 | 277,767 | 199,344 | 78,423 |
| 1982 | 278,425 | 191,200 | 87,225 |
| 1984 | 278,598 | 184,949 | 93,649 |
| 1988 | 267,109 | 166,912 | 100,197 |
| 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 |

Teachers, Faculty, and Staff

Elementary and Secondary Schools Number of Teachers

An estimated 3.4 million elementary and secondary school teachers were engaged in classroom instruction in the fall of 2002. About 3.0 million teachers were in public schools and 0.4 million taught in private schools.

The number of public elementary and secondary school teachers has risen in recent years, up about 24 percent between fall 1990 and fall 2002. 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 fall 2002, there were 16.1 public school pupils per teacher compared with 17.2 public school pupils per teacher in 1990. The pupil/teacher ratio in private schools was 16.2 pupils per teacher in fall 2002.

Table 15. Teachers and pupil/teacher ratios in public and private elementary and secondary schools: Fall 1980 to fall 2002
[In full-time equivalents]

| Year | Total | Public | Private |
|-----------------------------|-------|--------|-------------------|
| | | school | school |
| teachers | | | |
| Number in thousands | | | |
| 1980 | 2,485 | 2,184 | 301 |
| 1985 | 2,549 | 2,206 | 343 |
| 1990 | 2,753 | 2,398 | ¹ 355 |
| 1992 | 2,822 | 2,459 | ¹ 363 |
| 1995 | 2,978 | 2,598 | 380 |
| 1997 | 3,134 | 2,746 | 388 |
| 1998 | 3,221 | 2,830 | ¹ 391 |
| 1999 | 3,306 | 2,911 | 395 |
| 2000 | 3,332 | 2,941 | ¹ 390 |
| 2001 | 3,388 | 2,998 | 390 |
| 2002 ¹ | 3,369 | 2,983 | 385 |
| Pupil/teacher ratios | | | |
| 1980 | 18.6 | 18.7 | 17.7 |
| 1985 | 17.6 | 17.9 | 16.2 |
| 1990 | 16.9 | 17.2 | ¹ 14.7 |
| 1992 | 17.1 | 17.4 | ¹ 14.7 |
| 1995 | 17.0 | 17.3 | 14.9 |
| 1997 | 16.6 | 16.8 | 15.1 |
| 1998 | 16.3 | 16.4 | ¹ 15.2 |
| 1999 | 16.0 | 16.1 | 15.2 |
| 2000 | 16.0 | 16.0 | ¹ 15.8 |
| 2001 | 15.9 | 15.9 | 15.9 |
| 2002 ¹ | 16.1 | 16.1 | 16.2 |

¹ Projected.

NOTE: Detail may not sum to totals due to rounding.

Teachers' Salaries

The average salary for public school teachers was \$45,822 in 2002–03. After adjustment for inflation, teachers' salaries rose 19 percent between 1982–83 and 2002–03. Much of this increase occurred during the mid- to late-1980s.

Table 16. Average annual salary for public elementary and secondary school teachers: 1970–71 to 2002–03
[In constant 2002–03 dollars]¹

| Year | All teachers | Elementary teachers | Secondary teachers |
|---------------------|--------------|---------------------|--------------------|
| 1970–71 | \$42,489 | \$41,356 | \$43,864 |
| 1975–76 | 41,377 | 40,326 | 42,483 |
| 1980–81 | 37,094 | 36,224 | 38,141 |
| 1982–83 | 38,399 | 37,531 | 39,505 |
| 1985–86 | 42,173 | 41,368 | 43,256 |
| 1990–91 | 44,992 | 44,184 | 46,096 |
| 1995–96 | 44,370 | 43,776 | 45,260 |
| 1999–2000 | 44,996 | 44,457 | 45,796 |
| 2000–01 | 45,141 | 44,660 | 45,794 |
| 2001–02 | 45,667 | 45,284 | 46,243 |
| 2002–03 | 45,822 | 45,658 | 46,119 |

¹ Constant 2002–03 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 1999–2000 was 75 percent female and 16 percent minority. Some 58 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 schools: 1999–2000

| Selected characteristics | Number, in thousands | Percent |
|--------------------------------|----------------------|---------|
| Total | 3,002 | 100.0 |
| Men | 754 | 25.1 |
| Women | 2,248 | 74.9 |
| Race/ethnicity | | |
| White, non-Hispanic | 2,532 | 84.3 |
| Black, non-Hispanic | 228 | 7.6 |
| Hispanic | 169 | 5.6 |
| Other minorities | 74 | 2.5 |
| Experience | | |
| Less than 3 years | 387 | 12.9 |
| 3 to 9 years | 865 | 28.8 |
| 10 to 20 years | 854 | 28.5 |
| More than 20 years | 896 | 29.8 |
| Highest degree | | |
| Less than bachelor's | 20 | 0.7 |
| Bachelor's | 1,560 | 52.0 |
| Master's or above | 1,422 | 47.4 |

NOTE: Excludes prekindergarten teachers. Detail may not sum to totals due to rounding.

Teacher Characteristics, Private Schools

The teaching force in private elementary and secondary schools in 1999–2000 was 76 percent female and 10 percent minority. Some 45 percent of teachers had at least 10 years of full-time teaching experience and 93 percent of all teachers held at least a bachelor's degree.

Table 18. Characteristics of teachers in private schools: 1999–2000

| Selected characteristics | Number, in thousands | Percent |
|--------------------------------|----------------------|---------|
| Total | 449 | 100.0 |
| Men | 107 | 23.9 |
| Women | 342 | 76.1 |
| Race/ethnicity | | |
| White, non-Hispanic | 402 | 89.5 |
| Black, non-Hispanic | 17 | 3.7 |
| Hispanic | 21 | 4.7 |
| Other minorities | 9 | 2.1 |
| Experience | | |
| Less than 3 years | 108 | 23.9 |
| 3 to 9 years | 139 | 31.0 |
| 10 to 20 years | 122 | 27.2 |
| More than 20 years | 80 | 17.8 |
| Highest degree | | |
| Less than bachelor's | 33 | 7.3 |
| Bachelor's | 258 | 57.5 |
| Master's or above | 158 | 35.2 |

NOTE: Excludes prekindergarten teachers. Detail may not sum to totals due to rounding.

Degree-Granting Institutions Staff

Approximately 3.1 million people were employed in colleges and universities in the fall of 2001, including 2.1 million professional and 1.0 million nonprofessional staff. About 45 percent of the staff were faculty or teaching assistants; 5 percent were managerial; 20 percent were other non-teaching professional; and 31 percent were nonprofessional staff.

Table 19. Employees in degree-granting institutions, by primary occupation and by type and control of institution: 2001
[In thousands]

| Primary occupation | Total | Public | Private |
|---|-------|--------|---------|
| Total, all employees | 3,083 | 2,137 | 946 |
| Professional staff | 2,132 | 1,478 | 654 |
| Managerial | 152 | 83 | 69 |
| Faculty and teaching assistants | 1,374 | 991 | 384 |
| Non-faculty | 606 | 405 | 201 |
| Nonprofessional staff | 951 | 659 | 292 |
| Type of institution | 3,083 | 2,137 | 946 |
| 4-year | 2,472 | 1,559 | 913 |
| Full-time, total staff | 1,736 | 1,090 | 647 |
| Part-time, total staff | 735 | 469 | 266 |
| 2-year | 612 | 578 | 33 |
| Full-time, total staff | 307 | 284 | 23 |
| Part-time, total staff | 305 | 295 | 10 |

Faculty Salaries for Men and Women

Average faculty salaries for men in 2001–02 (\$64,320) were considerably higher than the average for women (\$52,662).

Table 20. Average salary of full-time instructional faculty on 9-month contracts in degree-granting institutions, by sex: 1972–73 to 2001–02
[In constant 2001–02 dollars]¹

| Year | Total | Men | Women |
|---------------------|----------|----------|----------|
| 1972–73 | \$57,677 | \$60,033 | \$49,637 |
| 1975–76 | 53,526 | 55,952 | 45,972 |
| 1978–79 | 51,559 | 54,047 | 44,431 |
| 1980–81 | 47,933 | 50,396 | 41,133 |
| 1982–83 | 49,375 | 52,040 | 42,231 |
| 1985–86 | 53,043 | 56,158 | 45,157 |
| 1987–88 | 55,218 | 58,625 | 46,915 |
| 1990–91 | 56,106 | 59,965 | 47,743 |
| 1995–96 | 56,871 | 60,913 | 49,445 |
| 1997–98 | 57,658 | 61,823 | 50,431 |
| 1998–99 | 58,584 | 62,863 | 51,355 |
| 1999–2000 | 58,826 | 63,242 | 51,573 |
| 2001–02 | 59,742 | 64,320 | 52,662 |

¹ Constant 2001–02 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 1972–73 to 1980–81. During the 1980s and 1990s, 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: 1972–73 to 2001–02
[In constant 2001–02 dollars]¹

| Year | Public 4-year | Public 2-year | Private 4-year | Private 2-year |
|---------------------|------------------|------------------|-------------------|-------------------|
| 1972–73 | \$60,011 | \$53,775 | \$56,702 | \$38,663 |
| 1975–76 | 55,908 | 50,830 | 51,784 | 35,025 |
| 1978–79 | 53,905 | 49,019 | 49,450 | 32,506 |
| 1980–81 | 50,136 | 45,619 | 45,924 | 30,989 |
| 1985–86 | 55,730 | 48,455 | 51,962 | 31,827 |
| 1987–88 | 58,207 | 49,545 | 54,370 | 33,637 |
| 1990–91 | 59,226 | 49,306 | 56,184 | 32,052 |
| 1995–96 | 59,019 | 49,934 | 58,612 | 36,809 |
| 1998–99 | 60,589 | 51,207 | 60,953 | 37,709 |
| 1999–2000 | 60,996 | 50,776 | 61,389 | 37,813 |
| 2001–02 | 62,013 | 50,837 | 63,088 | 33,139 |

¹ Constant 2001–02 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 (see *Digest of Education Statistics, 2003*, table 110). Seventeen year-olds scored about the same in 1999 as in 1973. Despite increases for Black and Hispanic students between 1980 and 1999, significant gaps continue to exist between White and Black and Hispanic students. Gender gaps favoring female 13- and 17-year-olds were about the same in 1999 as in 1971.

Table 22. Performance of 17-year-olds in reading, by selected characteristics: 1971, 1980, and 1999

| Selected characteristics of students | 1971 | 1980 | 1999 |
|--|-------|-------|-------|
| Total | 285.2 | 285.5 | 287.8 |
| Sex | | | |
| Male | 278.9 | 281.8 | 281.5 |
| Female | 291.3 | 289.2 | 294.6 |
| Race/ethnicity | | | |
| White | 291.4 | 292.8 | 294.6 |
| Black | 238.7 | 243.1 | 263.9 |
| Hispanic | — | 261.4 | 270.7 |
| Control of school | | | |
| Public | — | 284.4 | 285.6 |
| Private | — | 298.4 | 307.2 |
| Parents' education level | | | |
| Did not graduate high school | 261.3 | 262.1 | 264.8 |
| Graduated high school | 283.0 | 277.5 | 273.9 |
| Post high school | 302.2 | 298.9 | 297.5 |

— Not available.

NOTE: Scale ranges from 0 to 500.

Mathematics Performance

Average proficiency for 9- and 13-year-olds improved between 1982 and 1999 (see *Digest of Education Statistics, 2003*, table 121). For 17-year-old students, average performance had declined between 1973 and 1982, but an upturn during the past decade brought the performance above the 1973 level. Gender gaps in mathematics among 17-year-olds narrowed between 1973 and 1999. Mathematics performance for Black and Hispanic students increased between 1973 and 1999.

Table 23. Performance of 17-year-olds in mathematics, by selected characteristics: 1973, 1982, and 1999

| Selected characteristics of students | 1973 | 1982 | 1999 |
|--|------|------|------|
| Total | 304 | 299 | 308 |
| Sex | | | |
| Male | 309 | 302 | 310 |
| Female | 301 | 296 | 307 |
| Race/ethnicity | | | |
| White | 310 | 304 | 315 |
| Black | 270 | 272 | 283 |
| Hispanic | 277 | 277 | 293 |
| Control of school | | | |
| Public | — | 297 | 307 |
| Private | — | 311 | 321 |
| Parents' education level | | | |
| Did not graduate high school | — | 279 | 289 |
| Graduated high school | — | 293 | 299 |
| Graduated college | — | 312 | 317 |

— Not available.

NOTE: Scale ranges from 0 to 500.

Science Performance

Long-term trends in science achievement have been mixed. Science achievement was higher for 9-year-olds in 1999 than in 1970, but achievement for 13-year-olds was about the same (see *Digest of Education Statistics, 2003*, table 127). In 1999, science performance among 17-year-olds was lower than in 1969, but higher than in 1990. Significant gaps continue to exist between racial/ethnic groups, and the gender gap favoring male 17-year-olds in 1999 was smaller than in 1969.

Table 24. Performance of 17-year-olds in science, by selected characteristics: 1969, 1990, and 1999

| Selected characteristics of students | 1969 | 1990 | 1999 |
|--------------------------------------|------|------|------|
| Total | 305 | 290 | 295 |
| Sex | | | |
| Male | 314 | 296 | 300 |
| Female | 297 | 285 | 291 |
| Race/ethnicity | | | |
| White | 312 | 301 | 306 |
| Black | 258 | 253 | 254 |
| Hispanic | — | 262 | 276 |
| Control of school | | | |
| Public | — | 289 | 293 |
| Private | — | 308 | 311 |
| Parents' education level | | | |
| Did not graduate high school . . . | — | 261 | 264 |
| Graduated high school | — | 276 | 281 |
| Graduated college | — | 306 | 307 |

— Not available.

NOTE: Scale ranges from 0 to 500.

High School Course-Taking 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, an additional 2 years of foreign language study was highly recommended.

Over the past 18 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 3.6 in 2000, and the number of science credits rose from 2.2 to 3.2 (see *Digest of Education Statistics*, 2003, table 137).

The proportion of graduates who completed the college preparatory program recommended by the Commission on Excellence (excluding computer science) rose from 10 percent in 1982 to 47 percent in 2000, and the proportion who completed the full recommended program (including computer science) rose from 2 percent in 1982 to 31 percent in 2000.

Table 25. Percent of high school graduates earning selected combinations of academic credits: 1982, 1998, and 2000

| 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 |
| 2000 graduates | |
| 4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L. | 31.0 |
| 4 Eng., 3 S.S., 3 Sci., 3 Math, & 2 F.L. | 46.5 |
| 4 Eng., 3 S.S., 3 Sci., 3 Math | 57.2 |
| 4 Eng., 3 S.S., 2 Sci., 2 Math | 77.6 |

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

Graduates

The number of high school graduates in 2002–03 totaled about 3.0 million. About 2.7 million graduated from public schools and about 0.3 million graduated from private schools. The number of high school graduates declined from its peak of 3.2 million in 1976–77 to 2.5 million in 1991–92, but it has been increasing in recent years. The ratio of high school graduates to 17-year-olds declined in the 1970s, increased slightly in the late 1980s and decreased slightly during the 1990s; but by 2001–02, the ratio of high school graduates to 17-year-olds reached 72.0 percent.

The actual completion rate is higher than this ratio of 72.0 percent because many students complete high school through alternative programs, such as night schools and the General Educational Development (GED) program (see *Digest of Education Statistics, 2003*, table 106). In 2002, about 86 percent of all 25- to 29-year-olds had completed high school or its equivalent (see *Digest of Education Statistics, 2003*, table 8).

Table 26. High school graduates compared with population of 17-year-olds: 1976-77 to 2002-03

[In thousands]

| School year | Total ¹ 17-year-olds | High school graduates | Graduates as a percent of 17-year-olds |
|--------------------------------|------------------------------------|-----------------------|--|
| 1976-77 | 4,272 | 3,152 | 73.8 |
| 1978-79 | 4,327 | 3,101 | 71.7 |
| 1981-82 | 4,134 | 2,995 | 72.4 |
| 1983-84 | 3,784 | 2,767 | 73.1 |
| 1985-86 | 3,670 | 2,643 | 72.0 |
| 1987-88 | 3,849 | 2,773 | 72.0 |
| 1988-89 | 3,842 | 2,744 | 71.4 |
| 1989-90 | 3,505 | 2,589 | 73.9 |
| 1990-91 | 3,418 | 2,493 | 72.9 |
| 1991-92 | 3,399 | 2,478 | 72.9 |
| 1992-93 | 3,449 | 2,480 | 71.9 |
| 1993-94 | 3,443 | 2,464 | 71.6 |
| 1994-95 | 3,636 | 2,520 | 69.3 |
| 1995-96 | 3,640 | 2,518 | 69.2 |
| 1996-97 | 3,792 | 2,612 | 68.9 |
| 1997-98 | 4,008 | 2,704 | 67.5 |
| 1998-99 | 3,918 | 2,759 | 70.4 |
| 1999-2000 | 4,057 | 2,831 | 69.8 |
| 2000-01 | 4,006 | 2,852 | 71.2 |
| 2001-02 ² | 4,052 | 2,917 | 72.0 |
| 2002-03 ³ | — | 2,986 | — |

— Not available.

¹ Derived from *Current Population Reports*, Series P-25. Seventeen-year-old population adjusted to reflect October seventeen-year-old population.

² Preliminary data.

³ Projected.

Dropouts

The dropout rate among 16- to 24-year-olds has declined over the past 21 years. Rates for both Blacks and Whites have declined over this period. The dropout rate for Hispanics remains relatively high at 27 percent, compared to 7 percent for Whites and 11 percent for Blacks.

Table 27. Percent of high school dropouts among persons 16 to 24 years old, by race/ethnicity: October 1975 to October 2001

| Year | All races | White, non-Hispanic | Black, non-Hispanic | 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 |
| 1991 | 12.5 | 8.9 | 13.6 | 35.3 |
| 1992 ¹ | 11.0 | 7.7 | 13.7 | 29.4 |
| 1993 ¹ | 11.0 | 7.9 | 13.6 | 27.5 |
| 1994 ¹ | 11.4 | 7.7 | 12.6 | 30.0 |
| 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 |

¹ Wording of questionnaire was changed.

NOTE: Dropouts are persons not enrolled in school who neither graduated from high school, nor received GED credentials.

College Degrees

Between 1992–93 and 2002–03, the number of people earning associate degrees increased 29 percent, bachelor's degrees 13 percent, master's degrees 33 percent, first-professional degrees 7 percent, and doctor's degrees 3 percent.

The number of degrees conferred by colleges and universities in 2002–03 was estimated to be 662,000 associate degrees; 1,311,000 bachelor's degrees; 492,000 master's degrees; 80,400 first-professional degrees; and 43,300 doctor's degrees. In 2002–03, women earned the majority of degrees at the associate, bachelor's, and master's degree levels. Also, women receiving all types of degrees increased at a faster rate than for men between 1971–72 and 2002–03 (see *Digest of Education Statistics, 2003*, table 249).

Table 28. Associate and bachelor's degrees conferred by degree-granting institutions: 1971-72 to 2002-03

| School year | Associate degrees | Bachelor's degrees | Percent of bachelor's degrees to women |
|--------------------------------|-------------------|--------------------|--|
| 1971-72 | 292,014 | 887,273 | 43.6 |
| 1980-81 | 416,377 | 935,140 | 49.8 |
| 1983-84 | 452,240 | 974,309 | 50.5 |
| 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 ¹ | 662,000 | 1,311,000 | 58.2 |

¹ Projected.

Table 29. Master's, first-professional, and doctor's degrees conferred by degree-granting institutions: 1971-72 to 2002-03

| School year | Master's degrees | First-professional degrees | Doctor's degrees |
|--------------------------------|------------------|----------------------------|------------------|
| 1971-72 | 251,633 | 43,411 | 33,363 |
| 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 ¹ | 492,000 | 80,400 | 43,300 |

¹ Projected.

Educational Attainment

Americans are becoming more educated. Between 1970 and 2002, the proportion of the adult population 25 years of age and over who completed high school or more rose from 55 percent to 84 percent. At the same time, the proportion of adults with a bachelor's or higher degree increased from 11 percent to 27 percent.

Table 30. Percent of persons 25 years and older who completed various years of school: March 1970 to March 2002

| 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 |
| 1993 | 2.1 | 80.2 | 21.9 |
| 1994 | 1.9 | 80.9 | 22.2 |
| 1995 | 1.8 | 81.7 | 23.0 |
| 1996 | 1.8 | 81.7 | 23.6 |
| 1997 | 1.7 | 82.1 | 23.9 |
| 1998 | 1.6 | 82.8 | 24.4 |
| 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 |

Finance

Total Expenditures

Expenditures for public and private education, from preprimary through graduate school, are estimated at about \$780 billion for 2001–02. The expenditures of elementary and secondary schools are expected to total \$463 billion for 2001–02, while colleges and universities will spend about \$317 billion (see *Digest of Education Statistics, 2003*, table 30).

The total expenditures for education are estimated to amount to about 7.7 percent of the gross domestic product in 2001–02.

Table 31. Total expenditures of educational institutions related to the gross domestic product: 1980-81 to 2001-02

| School Year | Expenditures in billions of current dollars | Expenditures in billions of constant 2001-02 dollars ¹ | As a percent of gross domestic product |
|----------------------|---|---|--|
| 1980-81 | \$182.8 | \$376.1 | 6.5 |
| 1982-83 | 212.1 | 385.0 | 6.5 |
| 1984-85 | 247.7 | 417.2 | 6.3 |
| 1985-86 | 269.5 | 441.3 | 6.4 |
| 1986-87 | 292.0 | 467.7 | 6.6 |
| 1988-89 | 346.9 | 510.0 | 6.8 |
| 1989-90 | 381.5 | 535.4 | 7.0 |
| 1990-91 | 412.7 | 549.1 | 7.1 |
| 1991-92 | 433.0 | 558.3 | 7.2 |
| 1992-93 | 456.1 | 570.2 | 7.2 |
| 1993-94 | 477.2 | 581.6 | 7.2 |
| 1994-95 | 503.9 | 597.0 | 7.1 |
| 1995-96 | 529.6 | 610.8 | 7.2 |
| 1996-97 | 562.8 | 631.1 | 7.2 |
| 1997-98 | 594.8 | 655.3 | 7.2 |
| 1998-99 | 634.2 | 686.8 | 7.2 |
| 1999-2000 | 682.8 | 718.7 | 7.4 |
| 2000-01 ² | 737.9 | 751.0 | 7.5 |
| 2001-02 ³ | 780.1 | 780.1 | 7.7 |

¹ Constant 2001-02 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

² Preliminary.

³ Estimated.

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 fell. By 1994–95, a greater share shifted back to the states. In 2000–01, 49.7 percent of revenues came from state sources, 43.1 percent came from local sources, and 7.3 percent came from the federal government.

Total revenues increased 80 percent between 1990–91 and 2000–01. Federal revenues increased 111 percent; state revenues increased 89 percent; and local revenues rose 66 percent between that same time period (see *Digest of Education Statistics*, table 156).

Table 32. Percentage distribution of revenues for public elementary and secondary schools from various sources: 1970-71 to 2000-01

| School year | Federal | State | Local ¹ |
|-----------------|---------|-------|--------------------|
| 1970-71 | 8.4 | 39.1 | 52.5 |
| 1980-81 | 9.2 | 47.4 | 43.4 |
| 1982-83 | 7.1 | 47.9 | 45.0 |
| 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 | 43.1 |

¹ Includes 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 due to rounding.

Expenditures

After an increase during the 1980s, expenditure per student in public schools stabilized during the early 1990s. Between 1991–92 and 2001–02, expenditure per student rose 18 percent after adjustment for inflation. In 2001–02, the estimated current expenditure per student in fall enrollment was \$7,661.

Table 33. Total and current expenditure per pupil in fall enrollment: 1979–80 to 2001–02

| School year | Total expenditure | | Current expenditure | |
|----------------------|---------------------|---------------------------------------|---------------------|---------------------------------------|
| | Un-adjusted dollars | Constant 2001–02 dollars ¹ | Un-adjusted dollars | Constant 2001–02 dollars ¹ |
| 1979–80 | \$2,290 | \$5,255 | \$2,088 | \$4,794 |
| 1985–86 | 3,724 | 6,099 | 3,479 | 5,698 |
| 1989–90 | 5,174 | 7,262 | 4,643 | 6,515 |
| 1990–91 | 5,486 | 7,300 | 4,902 | 6,522 |
| 1991–92 | 5,629 | 7,257 | 5,023 | 6,476 |
| 1994–95 | 6,208 | 7,355 | 5,529 | 6,550 |
| 1995–96 | 6,443 | 7,431 | 5,689 | 6,562 |
| 1996–97 | 6,764 | 7,585 | 5,923 | 6,642 |
| 1997–98 | 7,142 | 7,868 | 6,189 | 6,819 |
| 1998–99 | 7,533 | 8,158 | 6,508 | 7,048 |
| 1999–2000 | 8,033 | 8,455 | 6,912 | 7,276 |
| 2000–01 ² | 8,589 | 8,742 | 7,376 | 7,507 |
| 2001–02 ² | 8,922 | 8,922 | 7,661 | 7,661 |

¹ Constant 2001–02 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

² Estimated.

NOTE: Total expenditures include current expenditures, plus capital outlay and interest on school debt.

Degree-Granting Institutions

Revenues for Public Institutions

Public colleges are heavily dependent on state government for revenues, receiving 36 percent from this source in 2001. This number has dropped since 1986 where it was 45 percent. Sales and services and tuition and fees, respectively, are the next highest funding sources for public institutions.

Table 34. Percentage distribution of current-fund revenue for public degree-granting institutions, by source: 1985–86, 1990–91, 1997–98, 1999–2000, and 2000–01

| Source | 1985–86 | 1990–91 | 1997–98 | 1999–2000 | 2000–01 |
|---|---------|---------|---------|-----------|---------|
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Tuition and fees | 14.5 | 16.1 | 18.9 | 18.5 | 18.1 |
| Federal government | 10.5 | 10.3 | 10.6 | 10.8 | 11.2 |
| State governments | 45.0 | 40.3 | 35.7 | 35.8 | 35.6 |
| Local governments | 3.6 | 3.7 | 3.8 | 3.8 | 4.0 |
| Private gifts, grants, and contracts | 3.2 | 3.8 | 4.5 | 4.8 | 5.1 |
| Endowment income | 0.6 | 0.5 | 0.6 | 0.7 | 0.8 |
| Sales and services | 20.0 | 22.7 | 22.2 | 21.6 | 21.7 |
| Educational activities | 2.5 | 2.8 | 3.0 | 3.1 | 2.8 |
| Auxiliary enterprises | 10.3 | 9.5 | 9.5 | 9.6 | 9.3 |
| Hospitals | 7.2 | 10.3 | 9.7 | 8.9 | 9.5 |
| Other sources | 2.6 | 2.6 | 3.7 | 3.9 | 3.7 |

NOTE: Excludes Pell Grants. Detail may not sum to totals due to rounding.

Revenues for Private Institutions

Private, not-for-profit, colleges received 38 percent of their revenues from student tuition and fees in 2001. The next largest sources for 2001 were private gifts and grants, 19 percent, and the federal government, 16 percent.

Table 35. Total revenue for private not-for-profit degree-granting institutions, by source of funds: 2000-01

| Source | In billions | Percentage distribution | Revenue per full-time equivalent student |
|---|-------------|-------------------------|--|
| Total | \$82.2 | 100.0 | \$31,737 |
| Tuition and fees | 31.3 | 38.1 | 12,095 |
| Federal government ¹ | 13.4 | 16.3 | 5,167 |
| State governments | 1.2 | 1.4 | 454 |
| Local governments | 0.5 | 0.6 | 196 |
| Private gifts and grants ² | 15.9 | 19.3 | 6,125 |
| Investment return | -3.6 | -4.4 | -1,391 |
| Educational activities | 3.5 | 4.2 | 1,340 |
| Auxiliary enterprises | 8.7 | 10.6 | 3,376 |
| Hospitals | 7.1 | 8.7 | 2,752 |
| Other | 4.2 | 5.1 | 1,622 |

¹ Includes independent operations.

² Includes contributions from affiliated entities.

NOTE: Detail may not sum to totals due to rounding.

Expenditures of Public Institutions

Trend data show increases in the expenditures per student at public degree-granting institutions. After adjustment for inflation, current-fund expenditures per student rose 25 percent between 1980–81 and 1990–91, and increased another 28 percent between 1990–91 and 2000–01.

Table 36. Current-fund expenditures and expenditures per full-time-equivalent student in public degree-granting institutions: 1980–81 to 2000–01

| Year | Expenditures in millions | | Per student, in constant 2000–01 dollars ¹ |
|---------------------|-----------------------------|---|---|
| | Unadjusted dollars | Constant 2000–01 dollars ¹ | |
| 1980–81 | \$42,280 | \$85,459 | \$12,866 |
| 1985–86 | 63,194 | 101,682 | 15,250 |
| 1990–91 | 92,961 | 121,544 | 16,081 |
| 1995–96 | 119,525 | 135,455 | 17,474 |
| 1996–97 | 125,429 | 138,203 | 17,730 |
| 1997–98 | 132,846 | 143,811 | 18,274 |
| 1998–99 | 140,539 | 149,550 | 18,978 |
| 1999–2000 | 152,325 | 157,544 | 19,644 |
| 2000–01 | 170,345 | 170,345 | 20,606 |

¹ Constant dollars adjusted by the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Expenditures of Private Institutions

Private, not-for-profit, colleges' largest expenditure category is instruction, which accounts for 32 percent of their expenses. The next largest expense is institutional support, which accounts for 13 percent.

Table 37. Total expenditures of private not-for-profit degree-granting institutions, by purpose: 2000–01

| Purpose | In billions | Percentage distribution | Expenditure per full-time equivalent student |
|--|-------------|-------------------------|--|
| Total | \$85.6 | 100.0 | \$33,069 |
| Instruction | 27.6 | 32.2 | 10,662 |
| Research | 9.0 | 10.5 | 3,486 |
| Public service | 1.5 | 1.7 | 569 |
| Academic support | 7.4 | 8.6 | 2,846 |
| Student services | 6.1 | 7.1 | 2,363 |
| Institutional support | 11.4 | 13.4 | 4,416 |
| Auxiliary enterprises ¹ | 9.0 | 10.5 | 3,480 |
| Net grant aid to students ² | 1.2 | 1.4 | 454 |
| Hospitals | 7.3 | 8.5 | 2,802 |
| Independent operations | 3.1 | 3.7 | 1,211 |
| Other | 2.0 | 2.4 | 781 |

¹ Essentially self-supporting operations of institutions that furnish a service to students, faculty, or staff, such as residence halls and food services.

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 due to rounding.

College Costs

For the 2002–03 academic year, annual undergraduate charges for tuition, room, and board were estimated to be \$9,828 at public 4-year colleges and \$23,940 at private 4-year colleges.

Table 38. Average undergraduate tuition, room, and board charges: 1972–73 to 2002–03
[In constant 2002–03¹ dollars]

| Year and control of institution | Total tuition, room, and board | | |
|---------------------------------|--------------------------------|---------|---------------------|
| | All institutions | 4-year | 2-year ² |
| All | | | |
| 1982–83 | \$7,193 | \$8,175 | \$5,035 |
| 1992–93 | 9,522 | 11,190 | 5,376 |
| 2002–03 ³ | 12,111 | 14,504 | 6,238 |
| Public | | | |
| 1972–73 | 6,202 | — | 5,092 |
| 1982–83 | 5,464 | 5,930 | 4,434 |
| 1992–93 | 6,872 | 7,692 | 4,854 |
| 2002–03 ³ | 8,556 | 9,828 | 5,596 |
| Private | | | |
| 1972–73 | 12,924 | — | 9,669 |
| 1982–83 | 12,839 | 13,222 | 9,953 |
| 1992–93 | 18,698 | 19,178 | 12,654 |
| 2002–03 ³ | 23,503 | 23,940 | 17,760 |

— Not available.

¹ Constant 2002–03 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

² Due to a low response rate, data for private 2-year colleges must be interpreted with caution.

³ Preliminary data.

Scholarships and Fellowships

One of the most rapidly rising expenditures at institutions of higher education between 1985–86 and 2000–01 was for scholarships and fellowships. The proportion of educational and general expenditures spent on scholarships rose from 3.1 percent at public institutions in 1985–86 to 5.7 percent in 2000–01.

Table 39. Educational and general expenditures and scholarships and fellowships at public degree-granting institutions: 1980-81 to 2000-01
 [In millions of dollars]

| Year | Educational and general expenditures | Scholarships and fellowships | Percent of total | Research |
|---|--------------------------------------|------------------------------|------------------|----------|
| Current dollars | | | | |
| 1980-81 | \$34,173 | \$1,065 | 3.1 | \$3,813 |
| 1985-86 | 50,873 | 1,576 | 3.1 | 5,705 |
| 1990-91 | 74,395 | 2,689 | 3.6 | 9,364 |
| 1995-96 | 96,086 | 5,085 | 5.3 | 12,076 |
| 1996-97 | 101,027 | 5,554 | 5.5 | 12,708 |
| 1997-98 | 106,741 | 5,948 | 5.6 | 13,415 |
| 1998-99 | 113,594 | 6,418 | 5.6 | 14,308 |
| 1999-2000 | 122,709 | 6,785 | 5.5 | 15,999 |
| 2000-01 | 136,613 | 7,766 | 5.7 | 18,032 |
| Constant 2000-01 dollars¹ | | | | |
| 1980-81 | \$69,073 | \$2,152 | 3.1 | \$7,708 |
| 1985-86 | 81,857 | 2,536 | 3.1 | 9,180 |
| 1990-91 | 97,270 | 3,515 | 3.6 | 12,243 |
| 1995-96 | 108,892 | 5,762 | 5.3 | 13,686 |
| 1996-97 | 111,316 | 6,120 | 5.5 | 14,003 |
| 1997-98 | 115,551 | 6,438 | 5.6 | 14,523 |
| 1998-99 | 120,878 | 6,829 | 5.6 | 15,226 |
| 1999-2000 | 126,913 | 7,018 | 5.5 | 16,547 |
| 2000-01 | 136,613 | 7,766 | 5.7 | 18,032 |

¹ Constant dollars adjusted by the Consumer Price Index.

Financial Aid for Students

About 73 percent of all full-time undergraduate students received some form of financial aid in 2000. Students at private colleges were more likely to receive aid than students at public colleges. About 84 percent of full-time undergraduates at private not-for-profit colleges received aid compared with 68 percent at public colleges. Students obtained aid through a variety of programs: 58 percent received some sort of federal aid, 23 percent received state aid, 31 percent received institutional aid, and 10 percent received aid from other sources (see *Digest of Education Statistics, 2003*, table 322). Private not-for-profit colleges provided aid from their own sources to over half of their full-time undergraduates (see *Digest of Education Statistics, 2003*, table 322). For all full-time undergraduates, the average student aid package from all sources totaled \$8,474 in 1999–2000 (see *Digest of Education Statistics, 2003*, table 320).

Table 40. Percent of full-time undergraduate and graduate students receiving financial aid, by type and control of institution and level of degree: 1999–2000

| Type of institution and level of student | Aid | Grants | Loans |
|---|---------------------|--------|-------|
| | from all sources | | |
| All undergraduates | 72.5 | 58.7 | 45.4 |
| Public | 67.5 | 53.0 | 38.9 |
| 4-year doctoral | 71.0 | 53.1 | 48.3 |
| Other 4-year | 75.0 | 57.7 | 49.1 |
| 2-year | 58.2 | 49.9 | 20.5 |
| Less than 2-year | 60.7 | 49.2 | 11.0 |
| Private, not-for-profit | 84.0 | 74.7 | 59.3 |
| 4-year doctoral | 78.8 | 69.7 | 57.3 |
| Other 4-year | 88.3 | 78.7 | 62.2 |
| Less than 4-year | 81.1 | 73.9 | 40.3 |
| All graduate students | 82.2 | — | 53.7 |
| Master's degree | 79.4 | — | 50.2 |
| Public | 78.5 | — | 44.4 |
| Private | 80.6 | — | 57.7 |
| Doctor's degree | 88.6 | — | 29.5 |
| Public | 89.4 | — | 26.2 |
| Private | 87.3 | — | 34.4 |
| First professional | 88.5 | — | 80.8 |
| Public | 88.6 | — | 81.8 |
| Private | 88.4 | — | 79.9 |

— Comparable data not available.

NOTE: Data include students in all types of postsecondary institutions.

Federal Funding

Federal on-budget support for education showed sizable growth between fiscal years 1965 and 2003, 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 107 percent from 1985 to 2003, after adjustment for inflation.

Table 41. Federal on-budget funds for education: Fiscal years 1965 to 2003
 [In billions of dollars]

| Year | Total on-budget support | |
|-------------------------|-------------------------|------------------------------------|
| | Unadjusted dollars | Constant 2003 dollars ¹ |
| 1965 | \$5.3 | \$29.4 |
| 1970 | 12.5 | 56.3 |
| 1975 | 23.3 | 73.1 |
| 1980 | 34.5 | 72.9 |
| 1985 | 39.0 | 61.1 |
| 1988 | 43.5 | 62.7 |
| 1990 | 51.6 | 69.6 |
| 1991 | 57.6 | 74.4 |
| 1992 | 60.5 | 75.5 |
| 1993 | 67.7 | 82.5 |
| 1994 | 68.3 | 81.5 |
| 1995 | 71.6 | 83.5 |
| 1996 | 71.3 | 81.2 |
| 1997 | 73.7 | 82.3 |
| 1998 | 76.9 | 85.1 |
| 1999 | 82.9 | 90.3 |
| 2000 | 85.9 | 91.3 |
| 2001 | 94.8 | 98.5 |
| 2002 | 109.4 | 111.6 |
| 2003 ² | 124.7 | 124.7 |

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

² Estimated.

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