

# The Mini-Digest of Education Statistics 1995

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# Help Using The Mini-Digest of Education Statistics 1995

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**The Mini-Digest of Education Statistics** has been arranged in the order as it appears in published form. It is a concise reference of materials found in other NCES publications, including *The Digest of Education Statistics 1995*, *The Condition of Education 1995*, and *Youth Indicators*.

To view any of the subject topics, use either the [clickable graphic](#) (the graphic that opens this document) or the text menu that is available by clicking [text version](#) underneath the graphic. To use the clickable graphic, position your mouse pointer at one of the subjects on the map and click once. The appropriate topic or destination will appear.

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Your questions or comments about the substantive content of this Web document should be addressed to:

Tom Snyder  
The National Center for Education Statistics

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## Foreword

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Welcome to the third 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*, *The Condition of Education*, and *Youth Indicators*.

These volumes include selections of data from many sources, both government and private, 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.

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## Overview

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Education was the primary occupation of about 73 million people in the United States in the fall of 1995. Included in this total were about 65.1 million students enrolled in American schools and colleges. About 3.8 million people were employed as elementary and secondary school teachers and as college faculty. Other professional, administrative, and support staff of educational institutions numbered 4.3 million. In a nation with a population of about 261 million, more than 1 out of every 4 persons participated in formal education.

Clearly, from the large number of participants, the 12 to 13 years that people spend in school, and the hundreds of billions of dollars expended by educational institutions, it is evident that the American people have a high regard for education.

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## The Structure of American Education

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**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 each level. Pupils ordinarily spend from 6 to 8 years in the elementary grades, preceded by 1 to 3 years in nursery school 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, 18, or 19.

High school graduates who decide to continue their education may enter a technical or vocational institution, a 2-year college, or a 4-year college or 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, churches, 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 American Education](#) **Note:** After viewing the figure, click your Web browser's Back button to return to this page.

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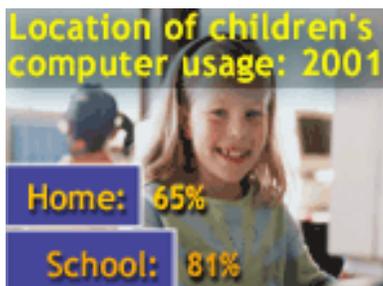
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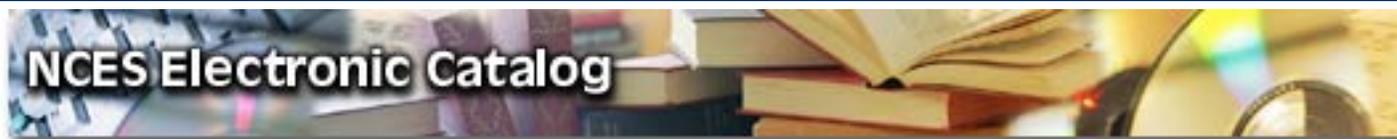
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# Finance

## Overall Expenditures

Expenditures for public and private education, from preprimary through graduate school, are estimated at \$508 billion for 1994-95. The expenditures of elementary and secondary schools are expected to total about \$308 billion for 1994-95, while institutions of higher education will spend about \$201 billion.

Viewed in another context, the total expenditures for education are expected to amount to about 7.5 percent of the gross domestic product in 1994-95. This is somewhat higher than the 1984-85 figure of 6.6 percent.

**Table 21.--Total expenditures of educational institutions related to the gross domestic product in current dollars: 1980-81 to 1994-95**

School year	Total expenditures in millions of dollars	As a percent of gross domestic product
1980-81	\$182,849	6.8
1981-82	197,801	6.5
1982-83	212,081	6.7
1983-84	228,597	6.7
1984-85	247,657	6.6
1985-86	269,485	6.7
1986-87	291,974	6.8
1987-88	313,375	6.9
1988-89	346,883	7.1

1989-90	381,228	7.3
1990-91	412,652	7.4
1991-92	434,102	7.6
1992-93 \1\	458,048	7.6
1993-94 \2\	486,100	7.7
1994-95 \2\	508,300	7.5

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\1\ Preliminary.

\2\ Estimated.

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## Public Elementary and Secondary School Revenues

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The state share of revenues for public elementary and secondary schools grew through most of the 1980s, but in 1987-88 the trend began to reverse. Between 1986-87 and 1992-93, the local share of school funding rose while the proportion from state governments fell. In 1992-93, 45.6 percent of all revenues came from state sources, 47.4 percent came from local sources, and 6.9 percent came from the federal government.

**Table 22.--Percent of revenues for public elementary and secondary schools from various sources: 1970-71 to 1992-93**

School year	Federal	State	Local*
1970-71	8.4	39.1	52.5
1973-74	8.5	41.4	50.1
1975-76	8.9	44.6	46.5

1980-81	9.2	47.4	43.4
1981-82	7.4	47.6	45.0
1982-83	7.1	47.9	45.0
1983-84	6.8	47.8	45.4
1984-85	6.6	48.9	44.4
1985-86	6.7	49.4	43.9
1986-87	6.4	49.7	43.9
1987-88	6.3	49.5	44.1
1988-89	6.2	47.8	46.0
1989-90	6.1	47.1	46.8
1990-91	6.2	47.2	46.7
1991-92	6.6	46.4	47.0
1992-93	6.9	45.6	47.4

\* Includes a relatively small amount from nongovernmental sources.

Note: Beginning in 1980-81, revenues for state education agencies are excluded.

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## Public Elementary and Secondary School Expenditures

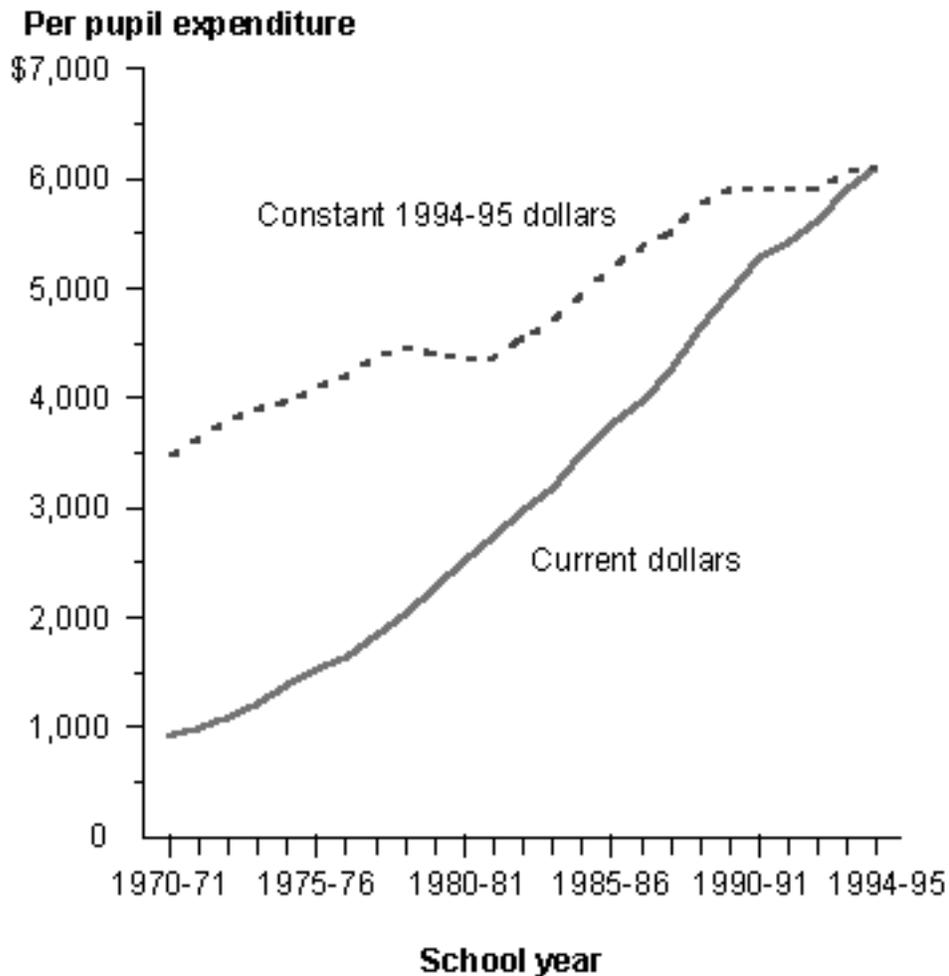
The expenditure per student in public schools has risen significantly in the past 10 years, especially during the mid-1980s. In 1994-95, the estimated current expenditure per student in average daily attendance was \$6,084. After adjustment for inflation, this represents an increase of 23 percent since 1983-84.

### Table 23.--Current expenditure per pupil in average daily attendance: 1980-81 to 1994-95

School year	Unadjusted dollars	Constant dollars (1994-95)
1980-81	\$2,502	\$4,344
1983-84	3,173	4,935
1985-86	3,756	5,191
1986-87	3,970	5,369
1987-88	4,240	5,505
1988-89	4,645	5,764
1989-90	4,962	5,889
1990-91	5,258	5,905
1991-92	5,421	5,900
1992-93	5,594	5,904
1993-94*	5,903	6,072
1994-95*	6,084	6,084

\* Estimated.

**Figure 10.--Current expenditure per student in average daily attendance in public elementary and secondary schools: 1970-71 to 1994-95**



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## Federal Aid for Public Elementary and Secondary Education

Thirty-three percent of public elementary and secondary school students in the United States received publicly funded free or reduced-price lunches in 1993-94. At public elementary schools the participation rate was 39 percent, compared with 22 percent for public secondary schools. About 13 percent of all public elementary and secondary school children received Chapter I services in 1993-94. Federally sponsored Chapter I programs are designed to assist poorly performing students in economically disadvantaged areas. Children in rural areas (14 percent) and central cities (16 percent) were more likely to receive services than those in suburban areas (10 percent).

**Table 24.--Percent of public school students participating in federal programs, by school characteristics: 1993-94**

School characteristics	Percent free or reduced price	Percent ECIA* Chapter I
Total	33.2	13.1
Community type		
Central city	42.5	16.0
Urban fringe/large town	24.3	9.5
Rural/small town	32.6	13.5
School size (students)		
Less than 150	38.6	9.8
150-299	38.1	13.1
300-499	37.0	14.7
500-749	33.5	14.7
750 or more	29.7	11.3
Minority students (percent)		
Less than 5	22.0	7.8
5 to 19	8.9	6.0
20 to 49	32.0	10.2
50 or more	57.3	27.8

\* Education Consolidation and Improvement Act.

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## Higher Education Revenues

Private colleges are heavily dependent on tuition for revenues, receiving 41 percent from this source. In contrast, public colleges receive much of their revenue--41 percent--from state and local governments.

**Table 25.--Sources of current-fund revenue for institutions of higher education: 1992-93**

Source	Public	Private
Total	100.0	100.0
Tuition and fees	18.0	41.2
Federal government	10.8	14.9
State governments	36.8	2.3
Local governments	3.7	0.6
Private gifts, grants, and contracts	4.0	8.5
Endowment income	0.6	4.7
Sales and services	23.4	23.2
Educational activities	3.0	2.9
Auxiliary enterprises	9.5	10.2
Hospitals	10.9	10.1
Other sources	2.7	4.4

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## Higher Education Expenditures

Trend data show some increases in the expenditures per student at institutions of higher education through the late 1980s and relatively small fluctuations thereafter. After adjustment for inflation, current-fund expenditures per student rose about 17 percent between 1981-82 and 1986-87, but increased only 3 percent between 1986-87 and 1992-93.

**Table 26.--Current-fund expenditure and expenditures per full-time-equivalent student in institutions of higher education: 1980-81 to 1992-93**

Year	Expenditures in millions		Per student, in constant 1992-93 dollars
	Unadjusted dollars	Constant 1992-93 dollars	
1980-81	\$ 64,053	\$117,965	\$13,376
1981-82	70,339	118,380	13,132
1985-86	97,536	133,479	14,925
1986-87	105,764	138,968	15,332
1987-88	113,786	143,092	15,503
1988-89	123,867	147,226	15,556
1989-90	134,656	151,296	15,469
1990-91	146,088	155,840	15,610
1991-92	156,189	161,392	15,577
1992-93*	165,241	165,241	15,834

\* Preliminary data.

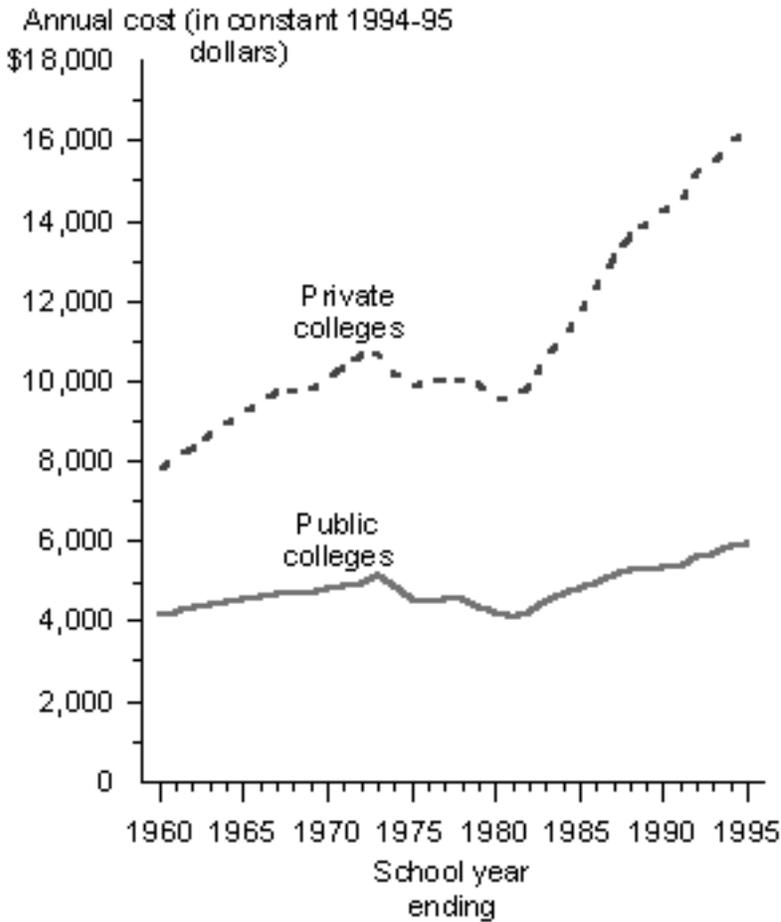
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## College Costs

For the 1994-95 academic year, annual undergraduate charges for tuition, room, and board were estimated to be \$5,962 at public colleges and \$16,222 at private colleges. Between 1984-85 and 1994-95, charges at public colleges increased by 23 percent and charges at private colleges by 39 percent, after

adjusting for inflation.

**Figure 11.--Average undergraduate tuition, room, and board charges at public and private colleges: 1959-60 to 1994-95**



**Table 27.--Average undergraduate tuition, room, and board charges:1980-81 to 1994-95**

Year and control of institution	Total tuition, room, and board		
	All institutions	4-year	2-year\1\
All			
1980-81	\$ 3,101	\$ 3,499	\$ 2,230

1984-85	4,563	5,160	3,179
1990-91	6,562	7,602	3,930
1991-92	7,074	8,252	4,089
1992-93	7,452	8,758	4,207
1993-94	7,931	9,296	4,449
1994-95 \2\	8,286	9,723	4,644

## Public

1980-81	2,373	2,550	2,027
1984-85	3,408	3,682	2,807
1990-91	4,757	5,243	3,467
1991-92	5,135	5,695	3,623
1992-93	5,379	6,020	3,799
1993-94	5,694	6,365	3,996
1994-95 \2\	5,962	6,674	4,149

## Private

1980-81	5,470	5,594	4,303
1984-85	8,202	8,451	6,203
1990-91	12,910	13,237	9,302
1991-92	13,907	14,273	9,631
1992-93	14,634	15,009	9,903
1993-94	15,496	15,904	10,406
1994-95 \2\	16,222	16,645	11,059

\1\ Due to a low response rate, data for private 2-year colleges must be interpreted with caution.

\2\ Preliminary data.

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## Scholarships and Fellowships

One of the most rapidly rising expenditures at institutions of higher education during the past decade was for scholarships and fellowships. The proportion of educational and general expenditures spent on scholarships rose from 3.0 percent at public colleges in 1982-83 to 4.5 percent in 1992-93. At private

colleges, the proportion expended for scholarships rose from 9.0 percent to 14.0 percent during the same time period.

On a per student basis, adjusted for inflation, expenditures for scholarships and fellowships rose by 85 percent at public universities between 1982-83 and 1992-93, compared with 13 percent for instructional expenditures. At private universities during the same period, the per student expenditures on scholarships and fellowships rose by 70 percent, and the instructional costs rose by 47 percent. Another rapidly rising expenditure in the public sector during the decade was for research, which rose by 43 percent per student at public universities and by 48 percent at other public 4-year colleges.

## Table 28.--Educational and general expenditures of institutions of higher education: 1982-83 to 1992-93

[In millions]

Year	Total expenditures	Scholarships and fellowships	Percent of total
-----			
Public			
1982-83	\$39,707	\$1,188	3.0
1985-86	50,873	1,576	3.1
1987-88	58,639	1,941	3.3
1988-89	63,445	2,150	3.4
1989-90	69,164	2,386	3.5
1990-91	74,395	2,689	3.6
1991-92	78,555	3,256	4.1
1992-93*	83,211	3,728	4.5
Private			
1982-83	\$19,222	\$1,735	9.0
1985-86	25,255	2,584	10.2
1987-88	30,518	3,384	11.1
1988-89	33,358	3,768	11.3
1989-90	36,421	4,269	11.7
1990-91	39,744	4,863	12.2
1991-92	43,013	5,804	13.5
1992-93*	45,767	6,421	14.0

\* Preliminary data.

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## Aid to Higher Education

About 41 percent of all undergraduates, including 58 percent of full-time students, received some form of financial aid in 1992. Students at private colleges were more likely to receive aid than students at public colleges. About 52 percent of full-time undergraduates at public colleges received aid compared with 70 percent at private nonprofit colleges. Students obtained aid through a variety of programs: 46 percent received some sort of federal aid, 5 percent participated in work-study programs, and 6 percent received aid through other types of programs. About 32 percent received aid through private sources. Private colleges provided aid from their own sources to about half of their full-time undergraduates. For all full-time undergraduates, the average student aid package from all sources totaled \$5,543 in 1992-93.

**Table 29.--Percent of full-time undergraduate and graduate students receiving financial aid, by type and source: 1992-93**

Selected student characteristics	Aid from all sources	Loans from all sources	All Federal Aid
All undergraduates	57.9	33.6	45.6
Public	51.9	26.9	40.0
4-year doctoral	53.7	33.0	39.3
Other 4-year	56.4	33.7	46.1
2-year	45.9	12.7	36.0
Less than 2-year	35.0	3.0	31.6
Private, nonprofit	69.5	46.5	53.4

4-year doctoral	62.7	41.6	44.5
Other 4-year	75.5	51.7	60.8
2-year	73.9	41.1	63.9
All graduate students	68.1	43.5	44.4
Master's degree	62.5	32.5	33.8
Public	65.4	32.2	33.9
Private	58.4	32.9	33.7
Doctor's degree	69.6	25.8	28.3
Public	69.7	20.6	22.3
Private	69.9	34.1	37.8
First professional	77.0	67.8	68.2
Public	79.3	71.8	72.5
Private	74.9	64.1	64.3

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

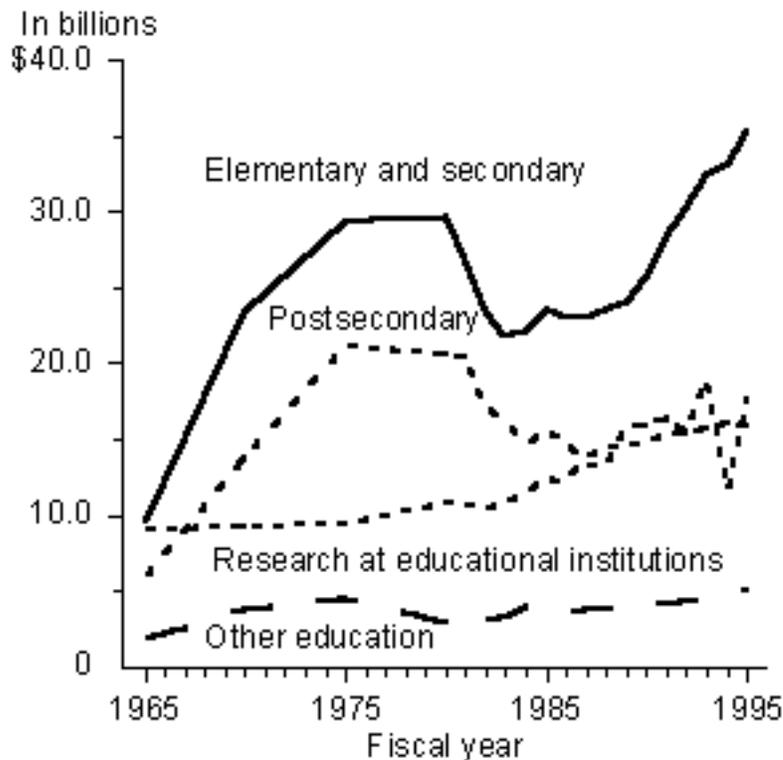
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## Federal Funding

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Federal on-budget support for education showed sizable growth between fiscal years 1965 and 1994, after adjustment for inflation. (On-budget support excludes education funds that are generated by federal subsidies, such as Guaranteed 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 15 percent between 1980 and 1985 after adjustment for inflation. From 1985 to 1995, federal funding for education increased by 36 percent.

### Figure 12.--Federal on-budget funds for education, by level: 1970 to 1995 (In constant 1995 dollars)



**Table 30.--Federal funds for education: Fiscal years 1965 to 1995**

[In millions of dollars]

Fiscal year	Total on-budget support	
	Unadjusted dollars	Constant 1995 dollars
1965	\$ 5,331.0	\$26,502.2
1970	12,526.5	50,281.6
1975	23,288.1	64,480.3
1980	34,493.5	63,984.4
1984	36,104.5	52,125.2
1985	39,027.9	54,396.2
1986	39,745.0	53,785.3
1988	43,216.0	54,949.1
1990	51,624.3	60,281.8

1991	57,595.7	64,394.9
1992	60,479.8	65,399.4
1993	67,657.9	71,232.0
1994	63,800.3	65,603.0
1995	73,828.1	73,828.1

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# Educational Outcomes

## 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 a 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 10 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 2.5 in 1982 to 3.3 in 1992, and the number of science credits rose from 2.2 to 3.0.

The proportion of graduates who completed the full college preparatory program recommended by the Commission on Excellence rose from 2 percent in 1982 to 23 percent in 1992.

**Table 14.--Percent of high school graduates earning selected combinations of academic credits: 1982 and 1992**

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.	1.9
4 Eng., 3 S.S., 3 Sci., 3 Math, & .5 Comp.	2.7
4 Eng., 3 S.S., 3 Sci., 3 Math, & 2 F.L.	8.8
4 Eng., 3 S.S., 3 Sci., 3 Math	13.4
4 Eng., 3 S.S., 2 Sci., 2 Math	29.2

## 1992 graduates

4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	23.2
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp.	29.2
4 Eng., 3 S.S., 3 Sci., 3 Math, 2 F.L.	36.9
4 Eng., 3 S.S., 3 Sci., 3 Math	46.8
4 Eng., 3 S.S., 2 Sci., 2 Math	72.8

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

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## Graduates

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The number of high school graduates in 1994-95 totaled about 2.6 million. About 2.3 million graduated from public schools and less than 0.3 million graduated from private schools. The number of high school graduates has declined from its peak in 1976-77 when approximately 3.2 million people earned their diplomas. Although the number of graduates has been lower in recent years, the ratio of high school graduates to 17-year-olds has remained relatively stable for more than two decades, declining slightly in the 1970s and increasing slightly in the late 1980s and early 1990s.

The actual graduation rate is higher than this ratio of 73.4 because many students complete high school through alternative programs, such as night schools and the GED. In 1994, about 86 percent of all 25- to 29-year-olds had completed high school.

### Table 15.--High school graduates compared with population of 17-year-olds: 1974-75 to 1994-95

[In thousands]

School year	Total 17-year-olds	High school graduates	Graduates as a percent of 17-year-olds
1974-75	4,256	3,133	73.6
1976-77	4,272	3,152	73.8
1978-79	4,327	3,101	71.7
1980-81	4,212	3,020	71.7
1981-82	4,134	2,995	72.4
1982-83	3,962	2,888	72.9
1983-84	3,784	2,767	73.1
1984-85	3,699	2,677	72.4
1985-86	3,670	2,643	72.0
1986-87	3,754	2,694	71.8
1987-88	3,849	2,773	72.1
1988-89	3,842	2,727	71.0
1989-90	3,574	2,588	72.4
1990-91	3,417	2,503	73.0
1991-92	3,381	2,482	73.4
1992-93	3,430	2,481	72.3
1993-94	3,446	2,479	71.5
1994-95*	3,477	2,553	73.4

\* Preliminary data.

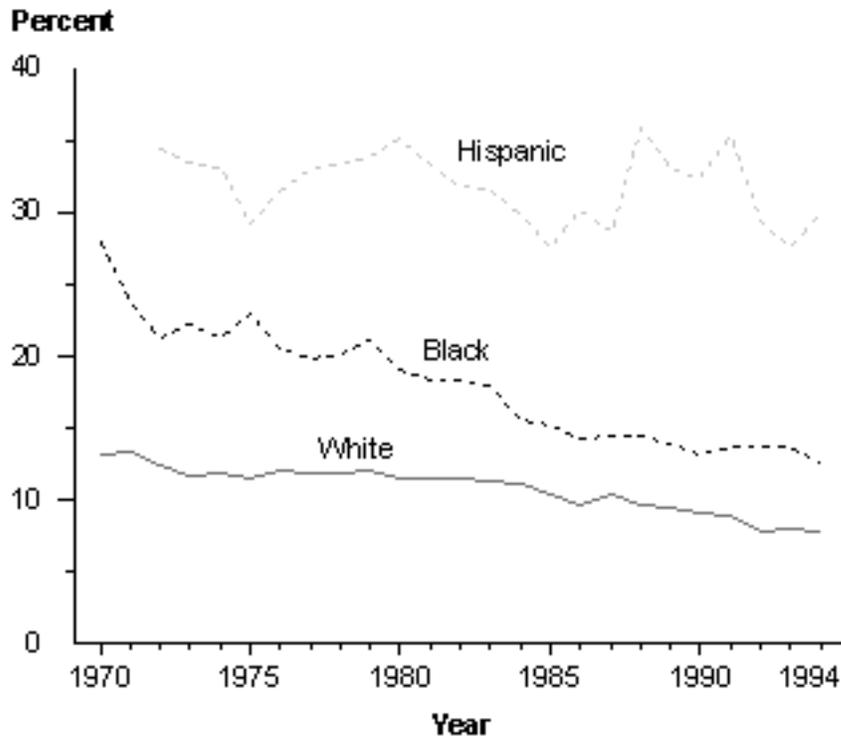
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## Dropouts

The dropout rate among 16- to 24-year-olds has fallen over the past 20 years. Having fallen more for blacks than for whites, the difference in dropout rates between the races has narrowed. The dropout rate for Hispanics remains relatively high at 30 percent, compared to 8 percent for whites and 13 percent for

blacks.

**Figure 7.--Percent of high school dropouts among 16- to 24-year-olds, by race/ethnicity: 1970 to 1994**



**Table 16.--Percent of high school dropouts among persons 16 to 24 years old, by race/ethnicity: October 1975 to October 1994**

Year	All races	White non-Hispanic	Black non-Hispanic	Hispanic
1975	13.9	11.4	22.9	29.2
1977	14.1	11.9	19.8	33.0
1979	14.6	12.0	21.1	33.8
1980	14.1	11.4	19.1	35.2

1981	13.9	11.4	18.4	33.2
1982	13.9	11.4	18.4	31.7
1983	13.7	11.2	18.0	31.6
1984	13.1	11.0	15.5	29.8
1985	12.6	10.4	15.2	27.6
1986	12.2	9.7	14.2	30.1
1987	12.7	10.4	14.1	28.6
-----				
1988	12.9	9.6	14.5	35.8
1989	12.6	9.4	13.9	33.0
1990	12.1	9.0	13.2	32.4
1991	12.5	8.9	13.6	35.3
1992*	11.0	7.7	13.7	29.4
1993*	11.0	7.9	13.6	27.5
1994*	10.5	7.7	12.6	30.0

\* Wording of questionnaire was changed.

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

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## Literacy Rates

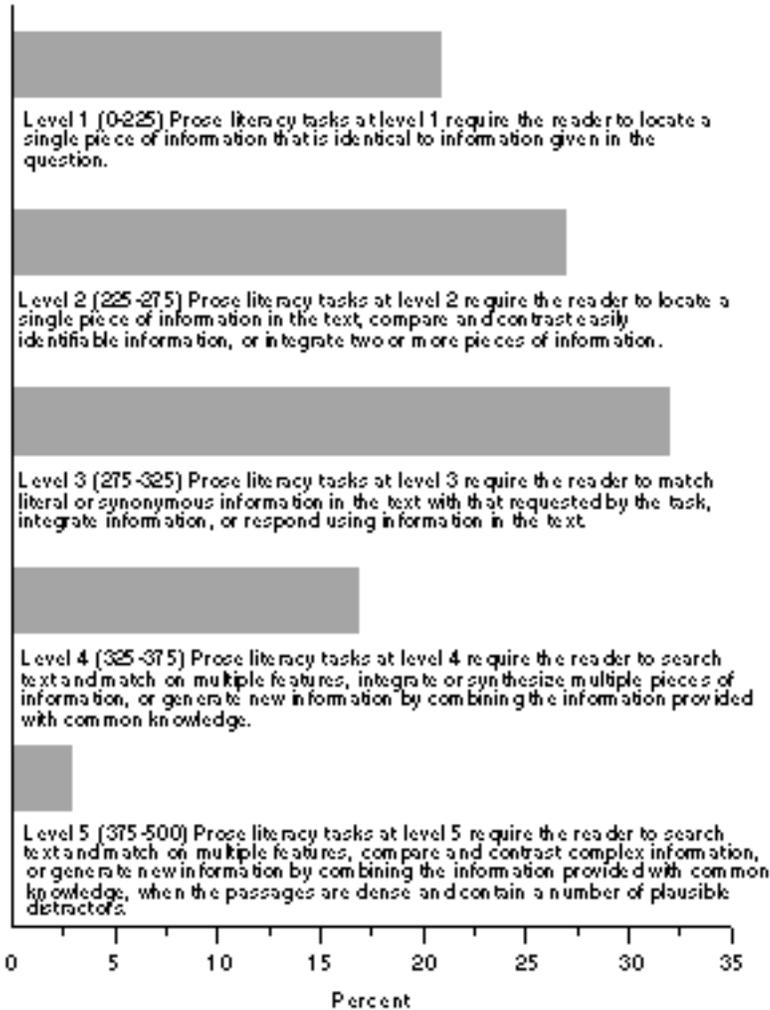
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Some 90 million adults--about 47 percent of the U.S. population--performed at the two lowest levels of literacy in 1992 on a national survey of adult literacy. Literacy was defined as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." Three scales were developed measuring different aspects of literacy: prose, quantitative, and document.

Adults with higher levels of educational attainment had higher average levels of prose literacy. Also, adults aged 19 to 54 had higher average literacy scores than those 55 and older. The differences in literacy between younger and older adults may be due to the higher level of educational attainment among younger adults.

On all three literacy scales, the average literacy scores for Hispanics were below that of blacks which were below that of whites. On the quantitative literacy scale, the difference between blacks and whites was larger than the difference between white high school and college graduates.

**Figure 8.—Literacy of adults aged 16 and older: 1992**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *National Adult Literacy Survey, 1992*



## Completions

Americans are becoming more educated. Between 1980 and 1994, the proportion of the adult population 25 years of age and over with 4 years of high school or more rose from 69 percent to 81 percent. At the same time, the proportion of adults with at least 4 years of college increased from 17 percent to 22 percent.

**Table 17.--Percent of persons 25 years and older who completed various years of school: 1970 to 1994**

Year	Less than 5 years of elementary school	4 years of high school or more	4 or more years of college
March 1970	5.3	55.2	11.0
March 1980	3.4	68.6	17.0
March 1985	2.7	73.9	19.4
March 1986	2.7	74.7	19.4
March 1987	2.4	75.6	19.9
March 1988	2.4	76.2	20.3
March 1989	2.5	76.9	21.1
March 1990	2.4	77.6	21.3
March 1991	2.4	78.4	21.4
March 1992	2.8	80.8	21.4
March 1993	2.1	81.5	21.9
March 1994	1.9	80.9	22.2

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## Reading Performance

Long-term trends in reading achievement show improvements for many of the country's 13- and 17-year-old students and for some groups of 9-year-olds. However, many of the advancements in performance that had been made prior to 1988 among black students have not continued--or have reversed between 1988 and 1992.

**Table 18.--Proficiency of 17-year-olds in reading, by selected characteristics: 1971, 1980, and 1992**

Selected characteristics of students	1971	1980	1992
Total	285.2	285.5	289.7
Sex			
Male	278.9	281.8	284.2
Female	291.3	289.2	295.7
Race/ethnicity			
White	291.4	292.8	297.4
Black	238.7	243.1	260.6
Hispanic	--	261.4	271.2
Control of school			
Public	--	284.4	287.8
Private	--	298.4	309.6
Parents' education level			
Not graduated high school	261.3	262.1	270.8
Graduated high school	283.0	277.5	280.5
Post high school	302.2	298.9	298.6

-- Data not available.

Note: Scale ranges from 0 to 500.

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# Mathematics Performance

Results from national assessments of mathematics achievement indicate that students have made some improvements in their basic computation skills. Average proficiency for 9- and 13-year-olds improved between 1982 and 1992. For 17-year-old students, average proficiency had declined between 1973 and 1982, but an upturn during the past decade returned their performance to the 1973 level. However, the performance of older students on advanced mathematical operations has shown little or no improvement.

**Table 19.--Percent of 17-year-old students performing at or above three mathematics proficiency levels, by race/ethnicity: 1978 to 1992**

Year and race/ethnicity	Numerical operations and beginning problem solving	Moderately complex procedures and reasoning	Multistep problem solving and algebra
-----			
Total			
1978	92	52	7
1982	93	48	6
1990	96	56	7
1992	97	59	7
White			
1978	96	58	9
1982	96	55	6
1990	98	63	8
1992	98	66	9
Black			
1978	71	17	0
1982	76	17	1
1990	92	33	2
1992	90	30	1

## Hispanic

1978	78	23	1
1982	81	22	1
1990	86	30	2
1992	94	39	1

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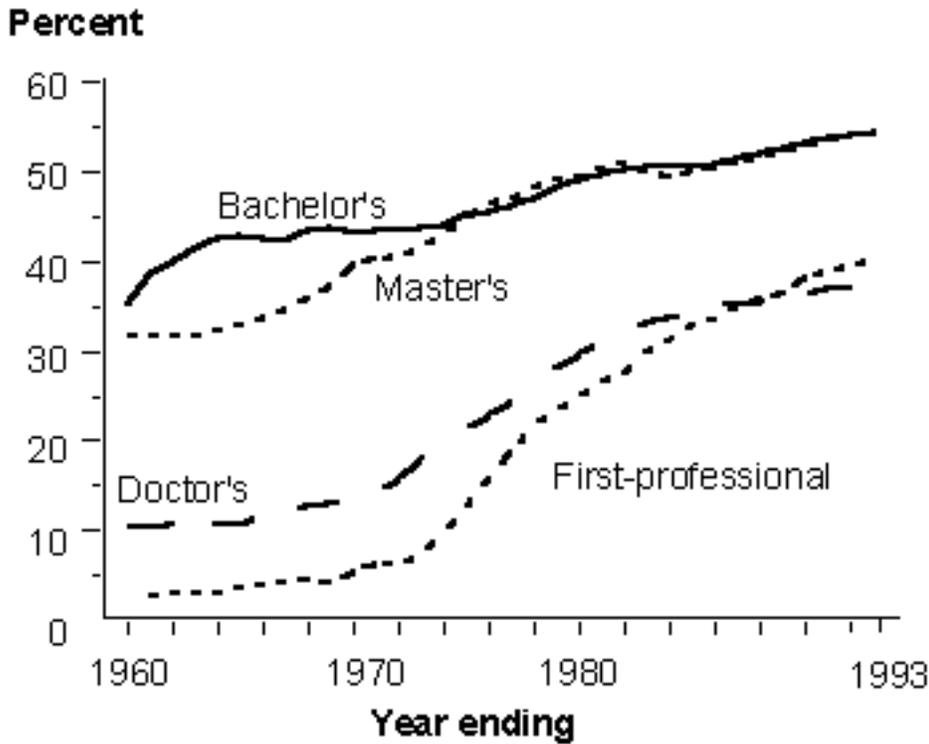
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## College Degrees

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The number of degrees conferred by institutions of higher education was estimated to be at an all-time high for all levels of degrees in 1994-95: 536,000 associate degrees; 1,179,000 bachelor's degrees; 399,000 master's degrees; 78,400 first-professional degrees; and 43,000 doctor's degrees. In 1992-93, women earned the majority of degrees at the associate, bachelor's, and master's degree levels.

### Figure 9.--Percent of bachelor's, master's, first-professional, and doctor's degrees awarded to women: 1959-60 to 1992-93



**Table 20.--Degrees conferred by institutions of higher education, by level of degree: 1960-61 to 1994-95**

Year	Bachelor's degrees \1\	Master's degrees	Doctor's degrees
1960-61	365,174	84,609	10,575
1970-71	839,730	230,509	32,107
1975-76	925,746	311,771	34,064
1980-81	935,140	295,739	32,958
1981-82	952,998	295,546	32,707
1982-83	969,510	289,921	32,775
1983-84	974,309	284,263	33,209
1984-85	979,477	286,251	32,943
1985-86	987,823	288,567	33,653
1986-87	991,264	289,349	34,041
1987-88	994,829	299,317	34,870
1988-89	1,018,755	310,621	35,720
1989-90	1,051,344	324,301	38,371
1990-91	1,094,538	337,168	39,294

1991-92	1,136,553	352,838	40,659
1992-93	1,165,178	369,585	41,132
1993-94 \2\	1,165,000	386,000	42,900
1994-95 \2\	1,179,000	399,000	43,000

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\1\ First-professional degrees are included with bachelor's degrees in 1960-61.

\2\ Projected.

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# Teachers

## Number of Teachers

The number of elementary and secondary school teachers has risen in recent years, up about 16 percent since 1984. The number of public school teachers has grown at a slightly slower rate than the number of students in recent years, and the pupil-teacher ratio, after falling for many years, has remained relatively steady since 1988. In the fall of 1994, the ratio of pupils per public school teacher was 17.3 compared with 18.1 pupils per teacher 10 years earlier. During the same time period, the pupil-teacher ratio in private schools fell from 16.8 to 15.2 pupils per teacher.

Between 1988 and 1991, the supply sources of newly hired teachers shifted as both public and private schools hired a larger proportion of first-time teachers and a smaller proportion of former teachers reentering the field.

**Table 12.--Teachers and pupil-teacher ratios in public and private elementary and secondary schools: Fall 1980 to fall 1994**

Year	Total	Public school teachers	Private school teachers
----- Number in thousands -----			
1980	2,485	2,184	301
1984	2,508	2,168	340
1988	2,668	2,323	345
1989	2,679	2,357	322
1990	2,753	2,398	355

1991	2,787	2,432	355
1992	2,821	2,458	363
1993 \1\	2,871	2,507	364
1994 \2\	2,915	2,547	368

## Pupil-teacher ratios

1980	18.6	18.7	17.7
1984	17.9	18.1	16.8
1988	17.0	17.3	15.2
1989	17.1	17.2	16.6
1990	16.9	17.2	14.7
1991	17.0	17.3	14.6
1992	17.1	17.4	14.8
1993 \1\	17.0	17.3	15.0
1994 \2\	17.0	17.3	15.2

\1\ Preliminary.

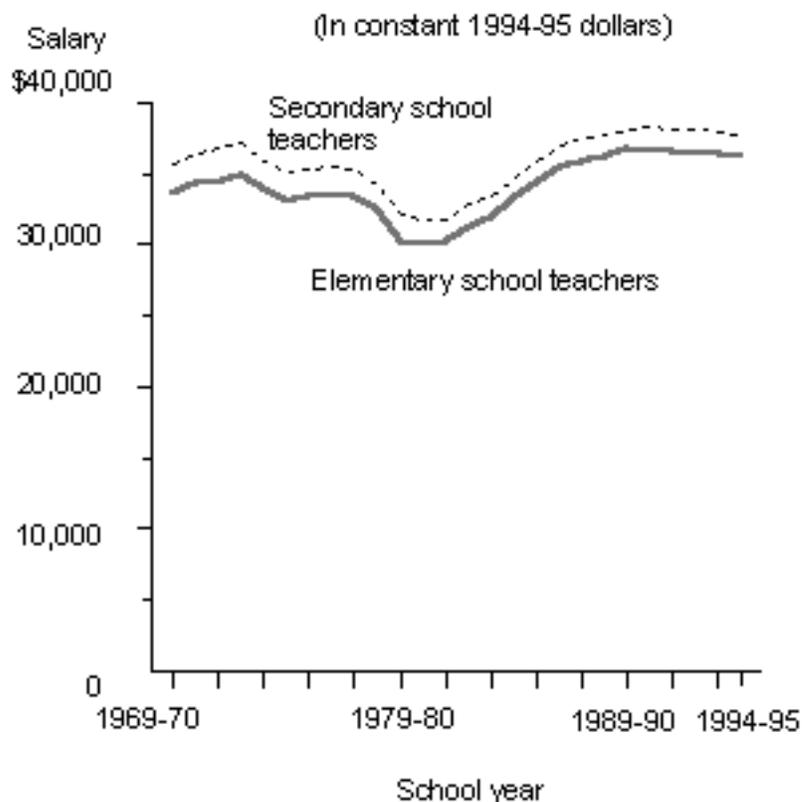
\2\ Estimated.

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## Teachers' Salaries

The average salary for public school teachers has grown rapidly over the past decade, reaching \$36,933 in 1994-95. After adjustment for inflation, teachers' salaries rose 9 percent between 1984-85 and 1994-95. Virtually all of this increase occurred during the mid-1980s. Since 1990-91, the average salary for teachers actually fell slightly, after adjusting for inflation.

### Figure 6.--Average annual salary for public elementary and secondary school teachers: 1969-70 to 1994-95



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# Teacher Characteristics

Teachers in public elementary and secondary schools in 1993-94 were made up of 73 percent women and 87 percent white non-Hispanics. Some 65 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 13.--Characteristics of teachers in public schools: 1993-94**

Selected characteristics	Number, in thousands	Percent
--------------------------	----------------------	---------

---

Total	2,561	100.0
Men	694	27.1
Women	1,867	72.9
Race/ethnicity		
White, non-Hispanic	2,217	86.5
Black, non-Hispanic	188	7.4
Hispanic	109	4.2
Other minorities	48	1.9
Experience		
Less than 3 years	249	9.7
3 to 9 years	653	25.5
10 to 20 years	897	35.0
More than 20 years	762	29.8
Highest degree		
Less than bachelor's	18	0.8
Bachelor's	1,331	52.0
Master's or above	1,212	47.3

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Note: Excludes prekindergarten teachers.

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# Enrollment

## *Elementary and Secondary Schools*

### Public Schools

Overall, public school enrollment increased between 1985 and 1995. In kindergarten through grade eight, enrollment rose from 27.0 million in fall 1985 to an estimated 32.3 million in fall 1995. In the upper grades (9-12), the net result of changes in enrollment over the same period was an overall increase in secondary students.

**Table 1.--Enrollment in public elementary and secondary schools:  
Fall 1985 to fall 1995**

[In thousands]

Year	Total	Kindergarten through grade 8	Grades 9 through 12
1985	39,422	27,034	12,388
1986	39,753	27,420	12,333
1987	40,008	27,933	12,076
1988	40,189	28,501	11,687
1989	40,543	29,152	11,390
1990	41,217	29,878	11,338

1991		42,047	30,506	11,541
1992		42,816	31,081	11,735
1993	\1\	43,476	31,515	11,961
1994	\1\	44,034	31,703	12,331
1995	\2\	45,037	32,293	12,744

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\1\ Preliminary data.

\2\ Projected.

Note : Because of rounding, details may not add to totals.



## Private Schools

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Private school enrollment has changed little over the past decade, with about 11 percent of all elementary and secondary students attending private schools. Total private school enrollment at the elementary and secondary levels was estimated at 5.7 million in fall 1995.

### Table 2.--Enrollment in private elementary and secondary schools: Fall 1985 to fall 1995

[In thousands]

Year	Total	Kindergarten through grade 8	Grades 9 through 12
------	-------	------------------------------------	------------------------

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1985		5,557	4,195	1,362
1986	\1\	5,452	4,116	1,336
1987		5,479	4,232	1,247
1988		5,241	4,036	1,206
1989		5,355	4,162	1,193
1990		5,232	4,095	1,137
1991		5,199	4,074	1,125
1992		5,375	4,212	1,163
1993	\2\	5,471	4,280	1,191
1994	\1\	5,576	4,345	1,232
1995	\3\	5,672	4,405	1,267

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\1\ Estimated.

\2\ Preliminary data.

\3\ Projected.

Note: Because of rounding, details may not add to totals.

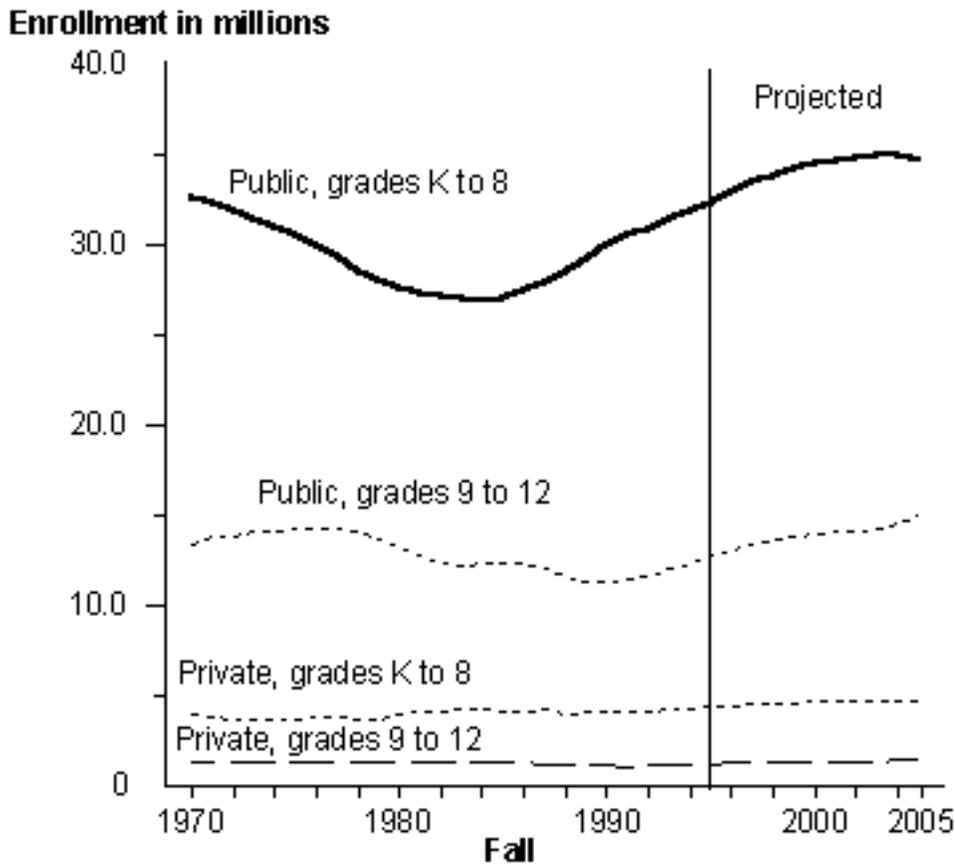
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## Projections

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The National Center for Education Statistics (NCES) forecasts record levels of enrollment by the late 1990s. It is anticipated that by the year 1996, elementary and secondary school enrollments will surpass the previous high set in 1971 and will continue to climb into the next century. Elementary school enrollment is expected to reach 37.3 million and secondary school enrollment will reach 14.4 million in 1996. Between fall 1995 and fall 2000, elementary school enrollment is projected to grow by 7 percent, while secondary school enrollment is expected to rise by 9 percent.

**Figure 2.--Enrollment in elementary and secondary schools, by level and control: Fall 1970 to fall 2005**



**Table 3.--Projected enrollment in public and private elementary and secondary schools: Fall 1995 to fall 2005**

[In thousands]

Year	Total	Kindergarten through grade 8	Grades 9 through 12
1995	50,709	36,698	14,011
1996	51,745	37,346	14,399
1997	52,686	37,979	14,707
1998	53,367	38,439	14,928
1999	53,937	38,789	15,148

2000	54,402	39,152	15,250
2001	54,807	39,412	15,395
2002	55,155	39,611	15,544
2003	55,413	39,733	15,680
2004	55,681	39,696	16,985
2005	55,871	39,437	16,434

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Note: Because of rounding, details may not add to totals.

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## Preprimary Enrollment

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Prekindergarten and kindergarten enrollments of 3- to 5-year-olds increased 37 percent between 1984 and 1994. The proportion of 5-year-olds enrolled in kindergarten programs has changed little since 1985.

### Table 4.--Enrollment of 3- to 5-year-olds in prekindergarten and kindergarten programs: Fall 1984, 1989, and 1994

[In thousands]

Level and control of school	Fall 1984	Fall 1989	Fall 1994
Total	5,480	6,026	7,514
Percent enrolled	51.6	54.6	61.0
Control			
Public	3,410	3,635	4,667
Private	2,069	2,391	2,848

## Level

Prekindergarten	2,335	2,825	4,162
Kindergarten	3,144	3,201	3,352

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Note: Because of rounding, details may not add to totals.

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## Enrollment Rates

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School enrollment rates for 5- to 17-year-olds have remained relatively steady over the past 10 years--at about 98 percent. Nearly all elementary-age children are enrolled in school.

**Table 5.--Percent of 5- to 17-year-olds enrolled in school: October 1965 to October 1994**

Year	5 and 6 years	7 to 13 years	14 to 17 years
1965	84.9	99.4	93.2
1970	89.5	99.2	94.1
1975	94.7	99.3	93.6
1980	95.7	99.3	93.4
1981	94.0	99.2	94.1
1982	95.0	99.2	94.4
1983	95.4	99.2	95.0
1984	94.5	99.2	94.7
1985	96.1	99.2	94.9
1986	95.3	99.2	94.9
1987	95.1	99.5	95.0

1988	96.0	99.7	95.1
1989	95.2	99.3	95.7
1990	96.5	99.6	95.8
1991	95.4	99.6	96.0
1992	95.5	99.4	96.7
1993	95.4	99.5	96.5
1994	96.7	99.3	96.6

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## Enrollment by Race and Ethnicity

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The proportion of minority students in elementary and secondary schools increased between 1984 and 1994. The proportion of Hispanics in elementary and secondary schools increased at a greater rate than the proportion of blacks.

**Table 6.--Racial/ethnic distribution of 5- to 17-year-olds in elementary and secondary schools: Fall 1984, 1989, and 1994**

Race/ethnicity of student	Fall 1984	Fall 1989	Fall 1994
Total	100.0	100.0	100.0
White, non-Hispanic	73.3	69.6	67.6
Minority	26.7	30.4	32.4
Black, non-Hispanic	15.0	15.8	15.8
Hispanic	8.2	10.6	12.7

Other, non-Hispanic	3.5	4.0	3.8
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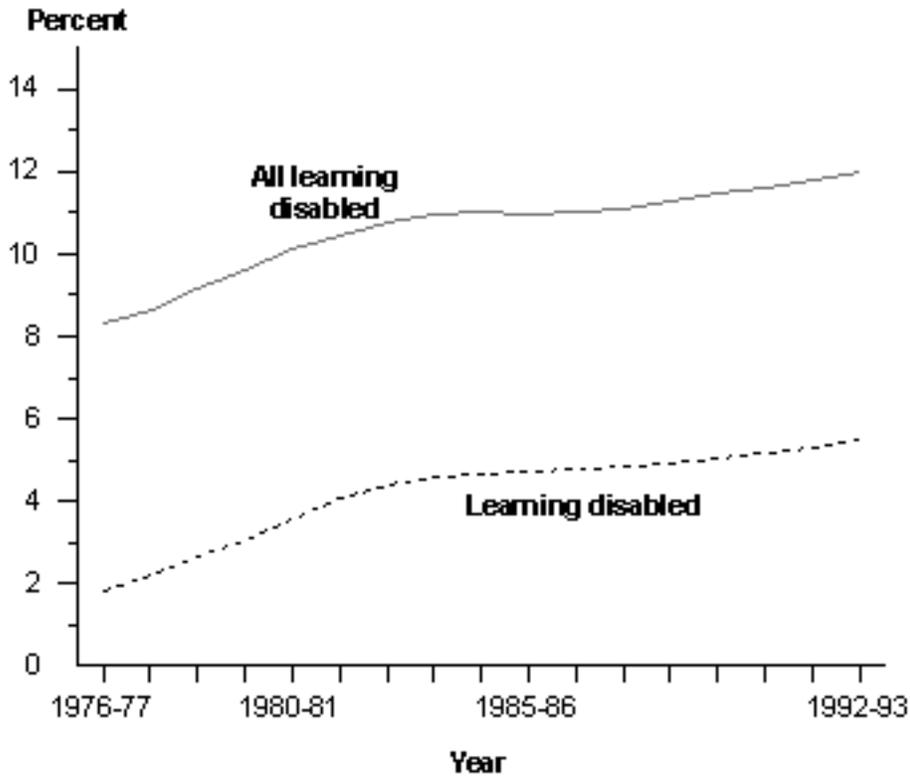
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## Enrollment in Programs for the Disabled

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During the late 1970s and early 1980s, increasing proportions of children were served in federal programs for the disabled. Much of the rise during this period may be attributed to the increasing proportion of children identified as learning disabled. In 1976-77, 8 percent of children were served in programs for the disabled compared with nearly 12 percent in 1992-93. However, since 1983-84, the increases have been relatively small.

### **Figure 3.--Percent of public elementary and secondary students enrolled in federal programs for the disabled: 1976-77 to 1992-93**



## Higher Education

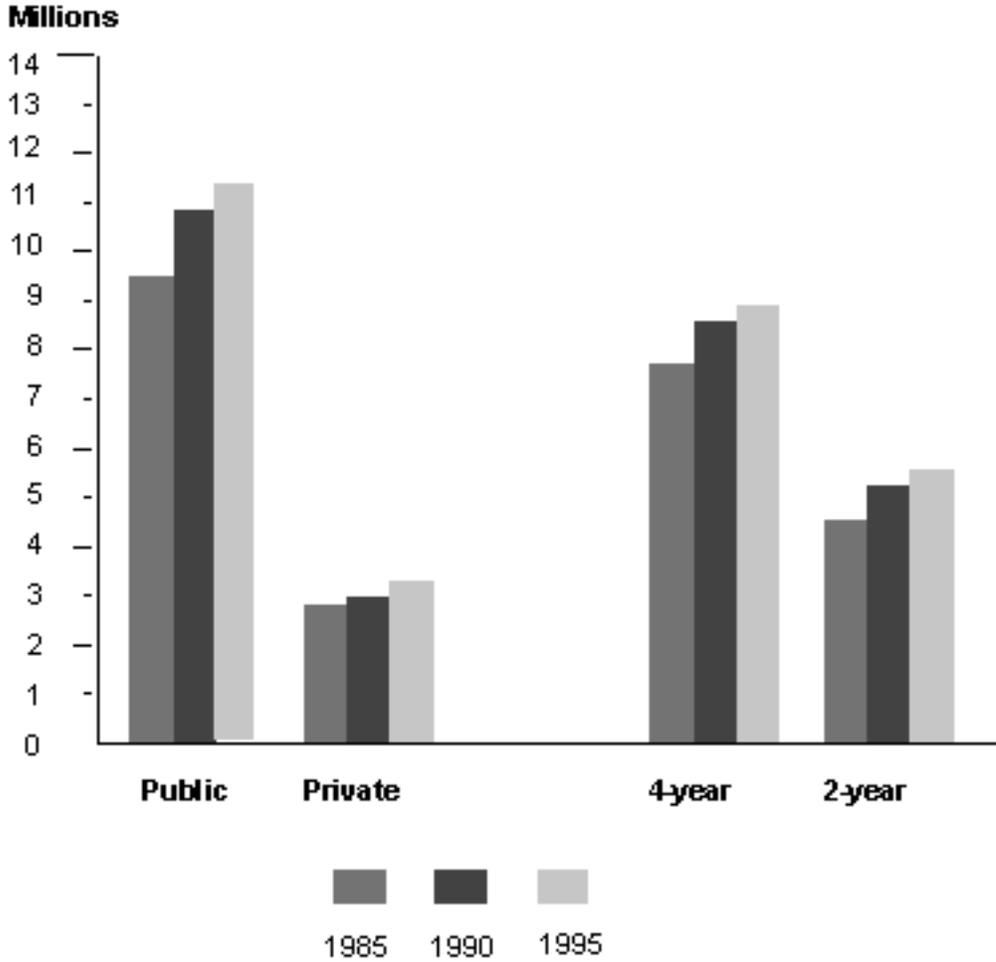
### College Enrollment

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College enrollment fell somewhat to 14.3 million in fall 1993 and was expected to rise to slightly by fall 1995. Of the 1995 students, about 9 million attend 4-year schools and nearly 6 million attend 2-year schools. Between 1985 and 1995, part-time enrollment increased at a greater rate than full-time enrollment, 23 percent and 14 percent, respectively.

**Figure 4.--Fall enrollment in institutions of higher**

## education: 1985, 1990, and 1995



**Table 7.--Enrollment in higher education: Fall 1985, 1990, and 1995**

[In thousands]

Type and control of school, and attendance status	Fall 1985	Fall 1990	Fall 1995*
Total	12,247	13,819	14,439
4-year	7,716	8,579	8,884
2-year	4,531	5,240	5,555
Full-time	7,075	7,821	8,074

Part-time	5,172	5,998	6,365
Public	9,479	10,845	11,311
4-year	5,210	5,848	6,007
2-year	4,270	4,996	5,304
Full-time	5,120	5,750	5,926
Part-time	4,359	5,094	5,385
Private	2,768	2,974	3,128
4-year	2,506	2,730	2,877
2-year	261	244	251
Full-time	1,955	2,070	2,148
Part-time	813	903	980

\* Estimated.

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## Enrollment Rates of 18- to 24-Year-Olds

The proportion of 18- and 19-year-olds attending high school or college rose from 50 percent in 1984 to 60 percent in 1994. Enrollment rates for those in their early 20s also increased. The enrollment rate of 20- and 21-year-olds rose from 34 percent in 1984 to 44 percent in 1994.

**Table 8.--Percent of 18- to 24-year-olds enrolled in school: October 1980 to October 1994**

Year	18- and 19-year-olds	20- and 21-year-olds	22- and 24-year-olds
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1980	46.4	31.0	16.3
1981	49.0	31.6	16.5
1982	47.8	34.0	16.8
1983	50.4	32.5	16.6
1984	50.1	33.9	17.3
1985	51.6	35.3	16.9
1986	54.6	33.0	17.9
1987	55.6	38.7	17.5
1988	55.6	39.1	18.2
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	59.7	44.0	23.2

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## Enrollment by Gender

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Despite decreases in the traditional college-age population, total college enrollment has continued to grow since 1980. Much of this growth can be attributed to the increase in the proportion of recent high school graduates and the number of women over 24 attending college.

### Table 9.--Fall enrollment in institutions of higher education, by sex, and age: 1980, 1990, and 1993

[In thousands]

Sex and age	1980	1990	1993
-------------	------	------	------

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Men and women, total	12,097	13,819	14,306
19 years and younger	3,148	2,967	2,815
20 and 21 years old	2,423	2,619	2,708
22 to 24 years old	1,989	2,166	2,524
25 years and older	4,536	6,067	6,259
Men, total	5,874	6,284	6,428
19 years and younger	1,474	1,433	1,307
20 and 21 years old	1,259	1,304	1,294
22 to 24 years old	1,064	1,107	1,260
25 years and older	2,077	2,441	2,567
Women, total	6,223	7,535	7,878
19 years and younger	1,674	1,534	1,508
20 and 21 years old	1,165	1,315	1,414
22 to 24 years old	925	1,059	1,203
25 years and older	2,459	3,627	3,692

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Note: Because of rounding, details may not add to totals.

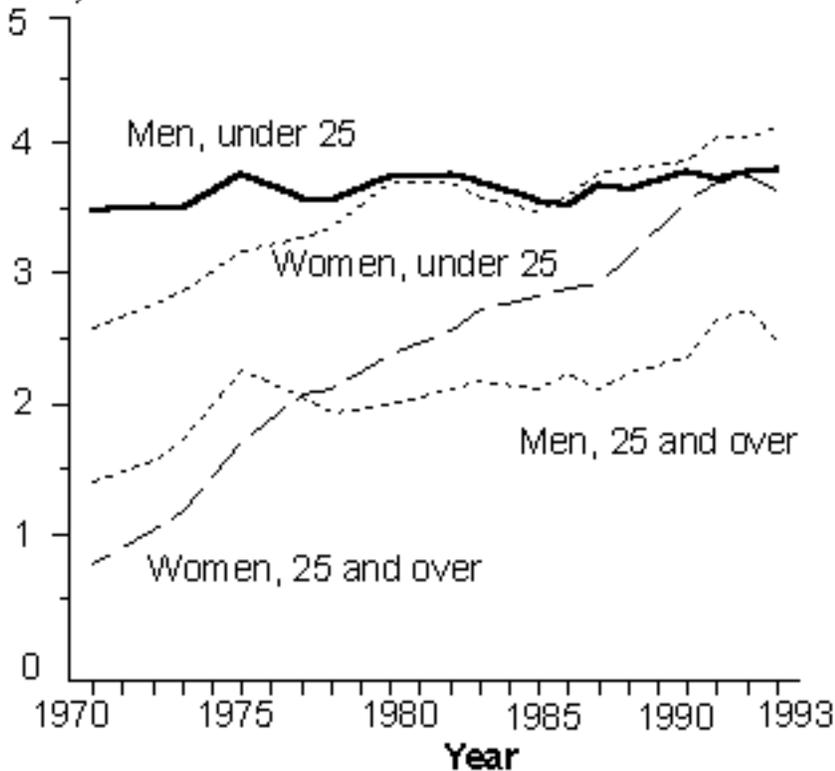
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## Enrollment by Age

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The number of older students in college has been growing more than the number of younger students. Between 1980 and 1990, the enrollment of students under age 25 increased by 3 percent. During the same period, enrollment of persons 25 and over rose by 34 percent. From 1990 to 1998, NCES projects a 14 percent growth in enrollments of persons over 25 and an increase of 6 percent in the number under 25.

### Figure 5.--Fall enrollment in institutions of higher education, by age: 1970 to 1993

**Enrollment, in millions**

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## Enrollment by Race and Ethnicity

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The proportion of American college students who are minorities has been increasing. In 1976, 15.7 percent were minorities, compared with 23.4 percent in 1993. Much of the change can be attributed to rising proportions of Hispanic and Asian students. The proportion of students who are black has fluctuated over the past 15 years and was 10.2 percent in 1993, slightly up from the 1980 level of 9.4 percent. (These percentages exclude foreign students enrolled in American colleges and universities who are not permanent residents.)

### Table 10.--Racial/ethnic distribution of fall enrollment in institutions of higher education: 1980, 1990, and 1993

Race/ethnicity	1980	1990	1993*
Total	100.0	100.0	100.0
White, non-Hispanic	83.5	79.9	76.6
Total minority	16.5	20.1	23.4
Black, non-Hispanic	9.4	9.3	10.2
Hispanic	4.0	5.8	7.1
Asian or Pacific Islander	2.4	4.3	5.2
American Indian or Alaskan Native	0.7	0.8	0.9

\* Preliminary data.

Note : Distribution excludes nonresident aliens.

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## Graduate School Enrollment

Graduate enrollment had been steady at about 1.3 million in the late 1970s and early 1980s, but rose about 18 percent between 1986 and 1993. Enrollment in first-professional programs, after rising very rapidly during the 1970s, stabilized in the early 1980s and showed a small increase between 1986 and 1993.

Since 1984, the number of women in graduate schools has exceeded the number of men. Between 1983 and 1993, the number of male full-time graduate students increased by 24 percent, compared with 58 percent for full-time women. Among part-time graduate students, enrollments for men increased by only 7 percent compared with 29 percent for women. However, men continue to seek first-professional degrees more than do women.

**Table 11.--Fall graduate enrollment \1\ in institutions of higher education, by sex:1970 to 1993**

[In thousands]

Year	Total	Men	Women
1970	1,031	630	400
1972	1,066	626	439
1974	1,190	663	526
1976	1,333	714	619
1978	1,312	682	630
1980	1,344	675	669
1981	1,343	674	669
1982	1,322	670	653
1983	1,340	677	663
1984	1,345	672	673
1985	1,376	677	700
1986	1,435	693	742
1987	1,452	693	759
1988	1,472	697	774
1989	1,522	710	811
1990	1,586	737	849
1991	1,639	761	878
1992	1,669	772	896
1993 \2\	1,689	771	918

\1\ Includes full-time and part-time unclassified postbaccalaureate students, but excludes first-professional enrollment.

\2\ Preliminary data.

Note: Because of rounding, details may not add to totals.

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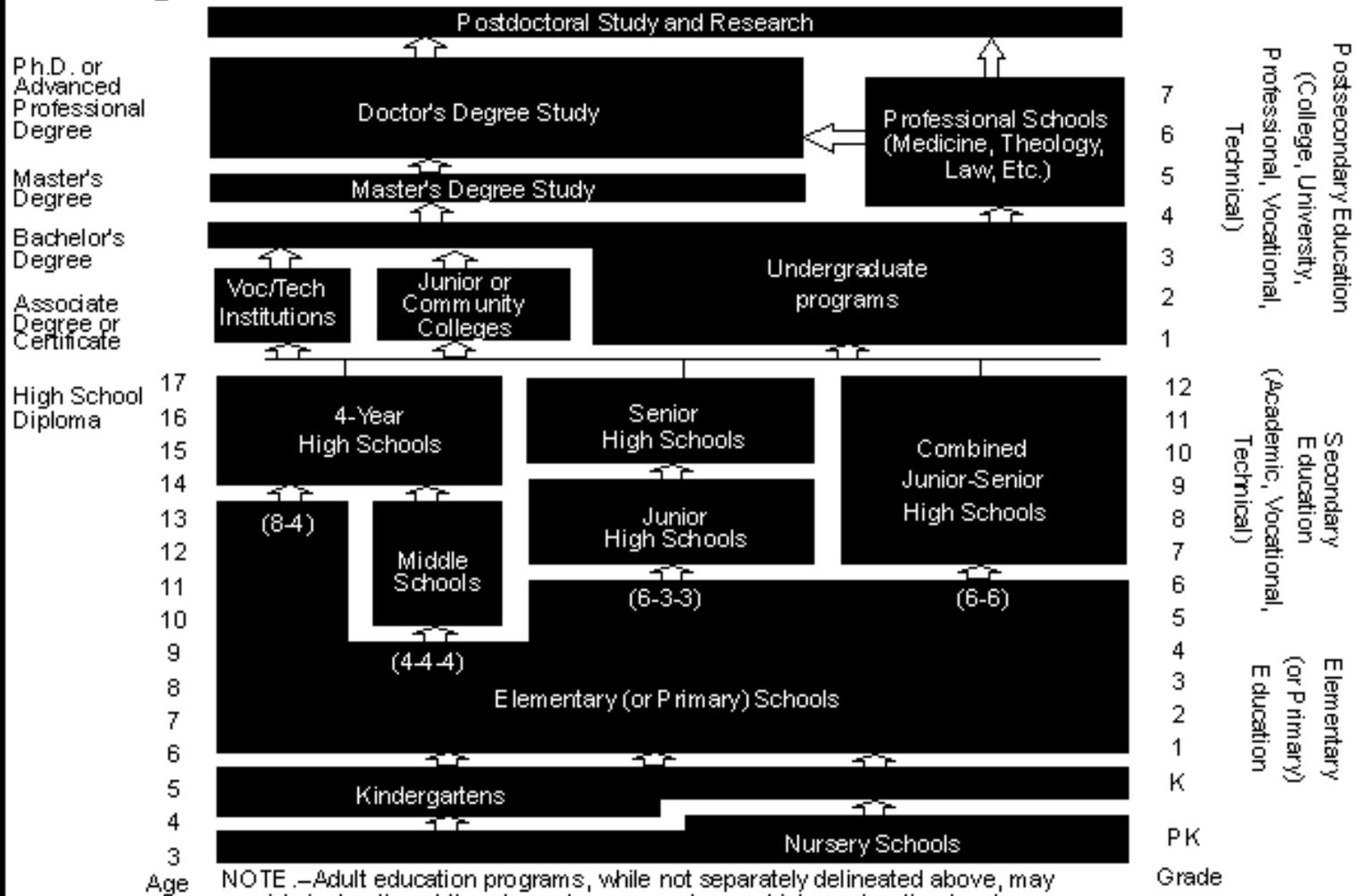
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**Figure 1.--The structure of education in the United States**



NOTE.—Adult education programs, while not separately delineated above, may provide instruction at the elementary, secondary, or higher education level. Chart reflects typical patterns of progression rather than all possible variations. SOURCE: U.S. Department of Education, National Center for Education Statistics.



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- Print Release:** Currently only available online, print version forthcoming.
- Publication #:** (NCES 2004062)
- Authors:** Stephen Provasnik, Linda L. Shafer
- Type of Product:** [ED TAB](#)
- Survey/Program Areas:** [Integrated Postsecondary Education Data System \(IPEDS\)](#)
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### [Assessments](#)

NCES collects and reports information on the academic performance of the nation's students as well as the literacy level of the adult population. The National Assessment of Educational Progress (NAEP) is NCES' primary assessment of what American elementary/secondary students know and can do in academic subjects. This NCES program also assesses the proficiency of adults in performing basic literacy and mathematical tasks through the National Assessments of Adult Literacy (NAAL). NCES also participates in international assessments (see international).

### [Early Childhood](#)

The NCES survey program for early childhood provides detailed information on children's health, early care and early school experiences through two cohorts, the Kindergarten Cohort and the Birth Cohort. This is one of the first nationally representative studies to capture a picture of early childhood development and educational experiences.

### [Elementary/Secondary](#)

The NCES survey program at the elementary/secondary education level provides information on the condition of public and private education. Through the Common Core of Data (CCD) survey national, state, and local data on public elementary and secondary education is collected. Important additions to NCES' data collection programs in the last decade include the Schools and Staffing Survey, the Private School Universe Survey, and the National Household Education Survey.

### [International](#)

Insights into the educational practices and outcomes of the United States are obtained by comparing them with those of other countries. This is achieved through the International Activities Program at NCES, which provides statistical information comparing the educational experiences and trends in other countries to those of the United States. International assessment studies provide answers to questions of how other countries educate their children and with what success. The work that NCES conducts within the International Activities Program is designed to provide comparable indicator data about the activities and outcomes of educational systems and institutions in other nations.

## Library

Libraries represent an educational resource that is available to individuals regardless of age, social status, or educational background. In an effort to provide more complete information on this aspect of the education spectrum, the National Center for Education Statistics (NCES) initiated a formal library statistics program in 1989 that now includes surveys on academic libraries, public libraries, school library media centers, state library agencies, and library cooperatives.

## Postsecondary

The NCES survey program at the postsecondary education level provides statistical information used by planners, policymakers, and educators in addressing a multitude of issues. One major source of this information is the annual Integrated Postsecondary Education Data System (IPEDS) Survey which provides a variety of data on the nation's 9,800 public and private postsecondary institutions. Special studies of students, financial aid, postsecondary faculty, and bachelor's degree recipients, doctoral degree recipients, transcript studies, and various longitudinal studies, complement IPEDS.

## References/Other

In order to fulfill the NCES mission, "...to collect, analyze, and disseminate statistics and other information related to education in the United States and in other nations...", NCES must strive to develop high quality, customer-driven products and to be fully engaged with the education community to gain a full understanding of the data needs and interests of our customers. As such, several activities have been designed to fulfill that part of our mission including a statistical standards program which sets standards for all of NCES' activities.

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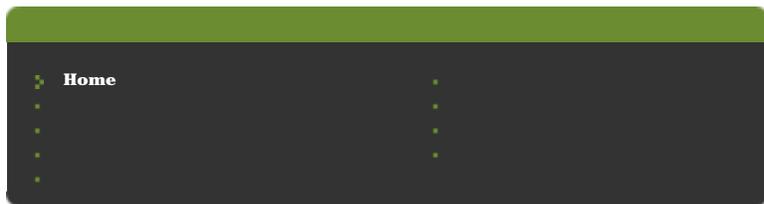
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The organizational structure of the Institute will be taking shape over the next several months. In the meantime, an ambitious series of research, evaluation, and statistics activities is moving forward.

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