



Question: How much money does the U.S. spend on public elementary and secondary schools?

Response: In 1996-97, current expenditures for public elementary and secondary schools amounted to \$274.1 billion dollars. During the mid-1980s, the expenditure level per student in public schools rose rapidly from \$5,484 in 1985-86 to \$6,239 in 1990-91, growing at a rate of 14 percent. However, the rate slowed during the first part of the 1990s and expenditures per student increased by only five percent overall from 1990-91 to 1996-97. In 1996-97, the estimated current expenditure per student in average daily attendance was \$6,564.

During the 1994-95 school year, state sources accounted for 47 percent of spending, local sources accounted for an additional 46 percent of spending and federal sources accounted for the remaining seven percent.

<i>Current Expenditure Per Pupil in Public Elementary and Secondary Schools in <u>Average Daily Attendance</u>: 1961-62 to 1996-97</i>		
School Year	Current Expenditures in <u>Unadjusted Dollars</u>	Current Expenditures in <u>Constant 1996-97 Dollars</u>¹
1961-62	\$419	\$2,215
1970-71	911	3,645
1980-81	2,502	4,589
1985-86	3,756	5,484
1989-90	4,980	6,232
1990-91	5,258	6,239
1994-95	5,988	6,327
1995-96	6,255	6,434
1996-97	6,564	6,564

¹ Data based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

Source: National Center for Education Statistics, U.S. Department of Education, *Digest of Education Statistics*, 1997, Table 169, page 172.

For the complete version of the table, please click [here](#).

Related Tables and Figures:

[Current Expenditure per Pupil in Average Daily Attendance in Public Elementary and Secondary Schools, by State: 1959-60 to 1994-95](#)

[The Condition of Education 1998, Indicator 53: Public Elementary and Secondary Expenditures Per Student](#)

[Total and Current Expenditure per Pupil in Public Elementary and Secondary Schools: 1919-20 to 1996-97](#)

[Total Expenditures for Public Elementary and Secondary Education, by Function and Subfunction: 1989-90 to 1994-95](#)

[Total Expenditures for Public Elementary and Secondary Education, by Function and State: 1994-95](#)

Other Resources:

[Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1994-95](#)



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Title I: Key Performance and Evaluation Issues

As the largest single federal investment in schooling, Title I of the Elementary and Secondary Education Act (ESEA) [P.L. 103-382] provides almost \$7 billion to school systems across the country to improve education for children at risk of school failure who live in low-income communities. It reaches over 6 million children annually, primarily in the early elementary grades; one in every five first graders participates. Typically it supports supplemental instruction in reading and math.

Although Title I has operated for more than 30 years, its reauthorization in 1994 redesigns the program in fundamental ways. Congress also mandated a **National Assessment of Title I (NATI)** to evaluate the progress of the redesigned Title I in achieving its aim of helping children at risk of school failure to meet high standards.

Reauthorization of the Chapter 1 program as Title I relied heavily on the findings of the previous national assessment to help inform its redesign. Evaluation of the reauthorized Title I will necessarily examine:

- How the program has been restructured to support state and local efforts to help at-risk students meet high academic standards,
- The extent to which that support contributes to changes in schools and classrooms, and
- The extent to which academic performance of at-risk students improves as a result of the new program structure.

The NATI's Independent Review Panel, also mandated by Congress, has reiterated the importance of these concerns and has advised the Department of Education on evaluation questions and research strategies to address the most significant areas.

The redesign of the Title I program offers a challenge and an opportunity to rethink how the evaluation of the program is planned and conducted; changes to the program's structure and key provisions will mean changes in how the program is evaluated and how progress is assessed. In particular:

- The mandate in Title I requires the NATI to examine both student and system performance at the national level.** This involves mapping back from the key objective of the program—to improve student performance—to the kinds of supports that will be needed at the classroom, school, district, and state levels to achieve improvement.

Indicators that measure planning and early implementation are essential for providing policymakers at all levels—from the classroom up to the federal level—with information on where they are in the reform process, how far they need to go, and where they need to make mid-course corrections. These performance indicators, as required under the Government Performance and Results Act (P.L. 103-62), will be used to report the program's progress in achieving its objectives. The Department seeks the active participation of state and local school systems in developing indicators that provide information that is useful for continuous improvement at all levels.

- Title I is no longer conceived of as an isolated supplement, operating separately from regular instruction. Rather it is to serve as an integral support for states and local school systems as they seek to improve teaching and learning through standards-driven reforms.** Because Title I standards, curriculum, and instruction are tied to those developed within each state for all children, evaluations cannot assess the program in isolation from state and local reform efforts.

As a consequence, evaluations of Title I must assess the federal program in relation to the impact

of state and local content and performance standards on high-poverty schools and at-risk students. To the extent feasible, national evaluations need to be conducted in collaboration with state and local agencies responsible for overall educational improvement in the states.

• **Changes to key provisions of Title I should result in service to broader categories of children, substantial improvements in curriculum and instruction, and greater innovation in services provided.** These changes would be a radical departure for a program that has been characterized by narrow targeting on individual children, a remedial focus in instruction, and well-established procedural compliance. The extent to which changes in the Title I law will translate into changes in practice is largely unknown. Title I is expected to operate both as a fully mature program and as one in which basic components remain to be tried out and tested.

Adding uncertainty is the changing state and local context in which Title I operates. Schools, school systems, states, and federal officials will need to learn as they go. Several elements will be in transition throughout the reauthorization cycle. Standards are now in the process of being developed and adopted by states; assessments aligned to these standards are not required to be in place until the year 2001, after the next ESEA reauthorization.

Evaluations of Title I that summarize outcomes at the end of a five- or six-year reauthorization cycle come too late to affect changes in program implementation and operation that can have an impact on results. Consequently, evaluations of Title I must provide information throughout the reauthorization cycle so that policymakers and practitioners can make midcourse corrections to improve program performance.

• **Improved student performance will demonstrate the success of Title I, but improvement takes time.** Student performance will need to be assessed incrementally over the long term. We should not expect achievement gains to occur overnight, and not without sustained policy and programmatic changes at the federal, state, local, and school levels.

When large federal programs go through as radical a restructuring as Title I has, the full effects of reforms are not known for years. Indeed, the principles of systemwide improvement and the provisions new to the reauthorized program have yet to be fully implemented on a national scale or even—in their entirety—at the state, local, school, or classroom levels. In addition, many basic concepts such as "alignment" and "comprehensive approaches" are not yet well defined and are consequently difficult to measure. The challenge for the NATI is to first develop working definitions and to then translate these concepts into specific indicators, study questions, and analyses.

Accordingly, the NATI will need to be cautious in evaluating student performance and ascribing changes prematurely to the success or failure of the program. Tracking the implementation of the important changes in policy and program operations that support improved student learning will be essential to provide indicators of intermediate outcomes.

New Title I evaluations will emphasize obtaining information that can support continuous performance improvement. This means concentrating on the performance of key educational and administrative processes as well as on the end result—improved student learning. Monitoring these intermediate outcomes will provide early warning of problems in implementation and offer guidance on policies and practices that appear most promising.

The NATI will draw on a variety of evaluations, including: quick-turnaround surveys of Title I customers, program administrators, and representatives of families and communities; focused in-depth studies of the implementation of critical processes, including standards implementation and parent involvement; and analyses of program monitoring reports. While the NATI will collaborate with other data collectors to ensure that the work is conducted as efficiently as possible, it cannot proceed with planned studies without sufficient funds. The National Assessment of Chapter 1 and Prospects—the separately mandated longitudinal study used in the Assessment—were funded at about \$6 million annually, or approximately one-tenth of one percent of the funds for Part A. The NATI has estimated

that it will need at least an equivalent amount to carry out its mission. The intent is to provide results as quickly as possible to federal, state, and local policymakers, practitioners, parents, and the general public so that mid-course improvements can be made.

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This page last updated February 10, 1999 ([kdw](#)).



Question: How many educational institutions exist in the United States?

Response: The number of schools and postsecondary institutions has risen slowly over time. In 1980-81, there were 117,707 educational institutions and in 1993-94, the number rose to 121,855

<i>Educational Institutions in the United States</i>					
Characteristics	1980-81	1987-88	1990-91	1993-94	1995-96
All educational institutions	117,707	122,111	119,242	121,855	-

- Data not available.

Source: National Center for Education Statistics, U.S. Department of Education, *Digest of Education Statistics*, 1997, Table 5, page 14.

For the complete version of the tables, please click [here](#).

<i>Elementary and Secondary Schools in the United States</i>					
Characteristics	1980-81	1987-88	1990-91	1993-94	1995-96
All elementary and secondary schools	106,746	110,055	109,228	111,486	-
All public schools	85,982	83,248	84,538	85,393	87,125
All private schools	20,764	26,807	24,690	26,093	-

- Data not available.

Source: National Center for Education Statistics, U.S. Department of Education, *Digest of Education Statistics*, 1997, Table 5, page 14.

For the complete version of the tables, please click [here](#).

<i>Higher Education Institutions in the United States</i>					
Characteristics	1980-81	1987-88	1990-91	1993-94	1995-96
<u>All Institutions of Higher Education</u>					
All institutions of higher education	3,231	3,587	3,559	3,632	3,706
<u>2-Year Colleges</u>					
All 2-year colleges	1,274	1,452	1,418	1,442	1,462
Public	945	992	972	1,021	1,047
Private, <u>nonprofit</u>	182	186	167	181	187
<u>Proprietary</u>	147	274	279	240	228
<u>4- Year Colleges</u>					
All 4-year colleges	1,957	2,135	2,141	2,190	2,244
Public	552	599	595	604	608
Private, <u>nonprofit</u>	1,387	1,487	1,482	1,506	1,519
<u>Proprietary</u>	18	49	64	80	117

Source: National Center for Education Statistics, U.S. Department of Education, *Digest of Education Statistics*, 1997, Table 5, page 14.

For the complete version of the tables, please click [here](#).

Other Postsecondary Institutions					
Characteristics	1980-81	1987-88	1990-91	1993-94	1995-96
All other postsecondary institutions	7,730	8,469	6,455	6,737	6,256
Public postsecondary institutions	896	659	529	527	534
Private, nonprofit postsecondary institutions	790	1,581	1,159	1,203	1,171
Proprietary institutions	6,044	6,229	4,767	5,007	4,551

Source: National Center for Education Statistics, U.S. Department of Education, *Digest of Education Statistics*, 1997, Table 5, page 14.

For the complete version of the tables, please click [here](#).

Related Tables and Figures:

[Institutions of Higher Education, by Control and Type of Institution: 1949-50 to 1995-96](#)

[Institutions of Higher Education and Branches, by Type, Control of Institution, and State: 1995-96](#)

[Number of Noncollegiate Institutions Offering Postsecondary Education, by Control and State: 1993-94, 1994-95, and 1995-96](#)

[Public Elementary and Secondary Schools, by Type of School: 1967-68 to 1995-96](#)

[Public Elementary and Secondary Schools, by Type and State: 1990-91 to 1995-96](#)

[Private Elementary and Secondary Enrollment and Schools, by Selected Characteristics: 1993-94](#)



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*The Condition of Education 1998, Indicator 53***Public elementary and secondary expenditures per student**

Public elementary and secondary spending can be divided into three main functional areas: instruction, support services, and capital outlay. How school districts spend the funds they receive is influenced by many factors, such as the overall level of funding; the organizational structure of district- and state-level goals, the differences in student needs (e.g., demand for special education services and programs for limited-English-proficient students); and the relative cost of educational resources (e.g., teacher salaries, building maintenance, and construction costs for new schools). The distribution of expenditures across functional areas is an indication of how different public school systems allocate funds to meet their specific needs.

- In the 1994-95 school year, public schools spent \$7,163 per pupil (in 1997 constant dollars). Of that amount, more than half (\$3,865) was spent on instruction, which includes teacher salaries and benefits, supplies, and purchased instructional services.
- Between the 1989-90 and 1994-95 school years, the percentage of total expenditures per pupil that public schools spent on instruction and capital outlay increased slightly, while the percentage spent on support services decreased.
- In the 1993-94 school year, relatively high wealth school districts (those with a median household income of \$35,000 or more) spent more per pupil than school districts with less wealth. The distribution of expenditures across functional areas was similar regardless of the wealth of the school district (see [supplemental table 53-1](#)).

Chart 1: Public school expenditures per pupil (in constant 1997 dollars), by function: Selected years 1989-90 to 1994-95

Chart 2: Public school expenditures per pupil (in constant 1997 dollars), by median household income: School year 1993-94

Chart 3: Public school expenditures per pupil (in constant 1997 dollars), by percentage of minority children: School year 1993-94

Public school expenditures per pupil (in 1997 constant dollars) and percentage distribution, by function: School years 1989-90 to 1994-95

School year	Total	Instruc- tion	Support services	Capital outlay	Other	Percentage distribution				
						Total	Instruc- tion	Support services	Capital outlay	Other
1989-90	\$6,381	\$3,405	\$2,240	\$533	\$203	100.0	53.4	35.1	8.4	3.2
1990-91	6,494	3,460	2,259	560	216	100.0	53.3	34.8	8.6	3.3
1991-92	6,493	3,461	2,229	546	257	100.0	53.3	34.3	8.4	4.0
1992-93	6,690	3,570	2,274	586	260	100.0	53.4	34.0	8.8	3.9
1993-94	6,913	3,690	2,343	619	261	100.0	53.4	33.9	9.0	3.8
1994-95	7,163	3,865	2,396	628	274	100.0	54.0	33.5	8.8	3.8

NOTE: Details may not add to totals due to rounding. See the [glossary](#) for definitions of specific expenditure functions. Percentages are revised from previously published figures. The number of pupils for a given school year includes those students enrolled in school as of October 1 of that school year. The Consumer Price Index (CPI) was used to adjust expenditures to 1997 constant dollars.

SOURCE: U.S. Department of Education, National Center for Education Statistics, [Common Core of Data surveys](#).

Public school expenditures per pupil (in 1997 constant dollars), by function and selected district characteristics: School year 1993-94

Selected district characteristics	Total	Instruction	Support services	Capital outlay	Other
Median household income					
Less than \$20,000	\$5,634	\$3,052	\$1,745	\$407	\$430
20,000-24,999	5,899	3,190	1,772	470	466
25,000-29,999	6,361	3,480	1,849	551	482
30,000-34,999	6,124	3,292	1,851	545	436
35,000 or more	7,027	3,806	2,174	606	441
Percentage of minority school-age children					
Less than 5	6,347	3,492	1,838	509	508
5-19	6,362	3,426	1,923	620	393
20-49	6,018	3,204	1,878	536	400
50 or more	6,847	3,779	2,054	448	565

NOTE: Details may not add to totals due to rounding. The categories for median household income are based on 1990 Census data and are adjusted to 1993-94 constant dollars. See the [glossary](#) for definitions of specific expenditure functions. The number of pupils for a given school year includes those students enrolled in school as of October 1 of that school year. The Consumer Price Index (CPI) was used to adjust expenditures to 1997 constant dollars.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "School District Fiscal Data," 1993-94. U.S. Department of Commerce, Bureau of the Census, "1990 Census School District Special Tabulations."

Table 53-1: Percentage distribution of public school expenditures, by function and selected district characteristics: School year 1993-94

Table 53-2: Public school expenditures per pupil (in 1997 constant dollars), by function and selected district characteristics: School year 1993-94



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Digest of Education Statistics 1997

Table 166.--Total expenditures for public elementary and secondary education, by function and state: 1994-95 [In thousands]

State or other area	Total expend				
	C				
	Total	Current expenditures for public schools	Instruction	Total	Student
1	2	3	4	5	6
United States	\$278,965,657	\$243,844,646	\$150,521,920	\$82,355,354	\$11,679
Alabama	3,372,114	3,026,287	1,906,471	887,965	95
Alaska	1,208,525	1,020,675	574,167	414,601	46
Arizona	4,071,643	3,144,540	1,811,054	1,122,492	136
Arkansas	2,094,833	1,873,595	1,144,389	601,518	80
California	29,070,435	25,949,033	15,549,692	9,299,207	1,389
Colorado	3,867,788	3,232,976	1,970,908	1,138,810	134
Connecticut	4,501,537	4,247,327	2,721,552	1,308,873	205
Delaware	776,034	694,473	431,618	234,509	35
District of Columbia ..	706,728	666,938	336,543	301,372	68
Florida	13,756,867	11,019,735	6,395,934	4,085,932	493
Georgia	7,394,767	6,136,689	3,779,713	1,980,428	243
Hawaii	1,185,571	1,028,729	636,952	328,578	56
Idaho	1,110,948	951,350	602,232	304,596	47
Illinois	12,102,804	10,640,279	6,367,082	3,913,546	598
Indiana.....	6,297,458	5,243,761	3,262,523	1,746,052	220
Iowa	2,876,604	2,622,510	1,623,942	869,366	151
Kansas	2,651,153	2,406,580	1,387,198	901,603	122
Kentucky	3,228,465	2,988,892	1,787,624	1,048,826	114
Louisiana	3,811,767	3,475,926	2,071,476	1,092,851	129
Maine	1,402,024	1,281,706	859,560	375,712	37
Maryland	5,616,288	5,083,380	3,127,996	1,714,032	204
Massachusetts	6,255,672	6,062,303	3,994,523	1,867,028	280
Michigan	11,864,469	10,440,206	6,228,315	3,905,033	646
Minnesota	5,829,727	4,622,930	2,946,240	1,490,265	150
Mississippi	2,158,879	1,921,480	1,197,868	573,685	67
Missouri.....	4,970,915	4,275,217	2,597,027	1,491,719	177
Montana	917,118	844,257	525,617	283,019	38
Nebraska	1,858,791	1,594,928	997,580	464,411	61
Nevada	1,382,856	1,186,132	706,132	439,092	44
New Hampshire	1,165,598	1,053,966	679,046	337,455	57
New Jersey	11,785,829	10,776,982	6,467,203	3,962,515	711
New Mexico	1,675,685	1,443,789	837,029	527,597	109
New York	26,273,275	22,989,629	15,636,396	6,716,673	920
North Carolina	6,206,915	5,440,426	3,387,680	1,700,284	275
North Dakota	585,046	532,398	328,461	158,320	15
Ohio	11,711,711	10,030,956	5,960,083	3,696,226	494
Oklahoma	3,064,964	2,763,721	1,662,373	932,702	146
Oregon	3,327,032	2,948,539	1,776,148	1,071,438	144

Pennsylvania	13,135,222	11,587,027	7,460,973	3,674,151	520
Rhode Island	1,059,316	1,017,554	669,274	319,313	63
South Carolina	3,353,682	2,920,230	1,727,214	1,007,017	188
South Dakota	695,692	612,825	376,116	203,434	25
Tennessee	4,027,607	3,540,682	2,285,884	1,063,138	107
Texas	20,352,717	17,572,269	10,753,150	5,793,863	818
Utah	2,050,021	1,618,047	1,089,195	433,062	46
Vermont	727,870	665,559	434,933	209,344	39
Virginia	6,637,550	5,750,318	3,483,576	1,959,196	276
Washington	6,172,350	5,138,931	3,075,785	1,824,722	324
West Virginia.....	1,945,379	1,758,557	1,090,056	564,738	56
Wisconsin	6,030,769	5,422,264	3,441,286	1,816,370	227
Wyoming	638,647	577,144	358,131	198,676	32
=====					
Outlying areas					
American Samoa	34,511	28,643	11,796	11,453	3
Guam	158,302	157,913	79,336	68,478	19
Northern Marianas	41,546	38,427	35,613	0	
Puerto Rico	1,551,369	1,501,485	1,093,038	219,007	34
Virgin Islands	137,020	122,094	69,349	45,951	6

\1\Includes expenditures for adult education, community colleges, private school programs funded by local and state education agencies, and community services.

\2\Includes expenditures for property and for building and alterations completed by school district staff or contractors.

\3\Includes expenditures for health, attendance, and speech pathology services.

\4\Includes expenditures for curriculum development, staff training, libraries, and media and computer centers.

\5\Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time).

NOTE.--Excludes expenditures for state education agencies. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey. (This table was prepared May 1997.)

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*Projections of Education Statistics to 2008 / Table 1***Table 1.-- Enrollment in grades K-8¹ and 9-12 of elementary and secondary schools, by control of institution, with projections: 50 States and D.C., fall 1983 to fall 2008**

(In thousands)

Year	Total			Public			Private	
	K-12 ¹	K-8 ¹	9-12	K-12 ¹	K-8 ¹	9-12	K-12 ¹	K-8
1983	44,967	31,296	13,671	39,252	26,981	12,271	5,715	4,31
1984	44,908	31,205	13,704	39,208	26,905	12,304	5,700 ²	4,30
1985	44,979	31,229	13,750	39,422	27,034	12,388	5,557	4,19
1986	45,205	31,536	13,669	39,753	27,420	12,333	5,452 ²	4,11
1987	45,488	32,165	13,323	40,008	27,933	12,076	5,479 ³	4,23
1988	45,430	32,537	12,893	40,189	28,501	11,687	5,241 ³	4,03
1989	45,898	33,314	12,583	40,543	29,152	11,390	5,355 ³	4,16
1990	46,448	33,973	12,475	41,217	29,878	11,338	5,232 ³	4,09
1991	47,246	34,580	12,666	42,047	30,506	11,541	5,199 ³	4,07
1992	48,198	35,300	12,898	42,823	31,088	11,735	5,375 ³	4,21
1993	48,936	35,784	13,152	43,465	31,504	11,961	5,471 ⁴	4,28
1994	49,707	36,258	13,449	44,111	31,898	12,213	5,596 ⁴	4,36
1995	50,540	36,772	13,769	44,840	32,341	12,500	5,700 ⁴	4,43
1996 ⁴	51,413	37,264	14,149	45,630	32,778	12,852	5,783	4,48
Projected								
1997	52,175	37,751	14,424	46,308	33,206	13,103	5,867	4,54
1998	52,718	38,110	14,608	46,792	33,522	13,270	5,927	4,58
1999	53,112	38,338	14,774	47,143	33,722	13,420	5,970	4,61
2000	53,445	38,543	14,902	47,439	33,903	13,537	6,006	4,64
2001	53,736	38,716	15,020	47,698	34,055	13,643	6,038	4,66
2002	53,987	38,795	15,192	47,924	34,124	13,800	6,063	4,67
2003	54,153	38,795	15,358	48,075	34,124	13,951	6,078	4,67
2004	54,308	38,606	15,702	48,221	33,958	14,263	6,087	4,64
2005	54,426	38,376	16,050	48,335	33,756	14,579	6,091	4,62
2006	54,457	38,181	16,276	48,368	33,584	14,785	6,088	4,59
2007	54,425	38,073	16,352	48,342	33,489	14,854	6,082	4,58
2008	54,268	38,034	16,234	48,201	33,455	14,746	6,067	4,57

¹ Includes most kindergarten and some nursery school enrollment.² Estimated on the basis of past data.³ Estimate is from the Early Estimates survey.⁴ Projected.

NOTE: Historical numbers may differ from those in previous editions. Projections are based on data through 1995. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Schools; Common Core of Data surveys; "Private Elementary and Secondary Education, 1983: Enrollment, Teachers, and Schools," NCES Bulletin, December 1984; 1985 Private School Survey; "Key Statistics for Private Elementary and Secondary Education: School Year 1988-89," Early Estimates; "Key Statistics for Private Elementary and Secondary Education: School Year 1989-90," Early Estimates; "Key Statistics for Public and Private Elementary and Secondary Education: School Year 1990-91," Early Estimates; "Public and*

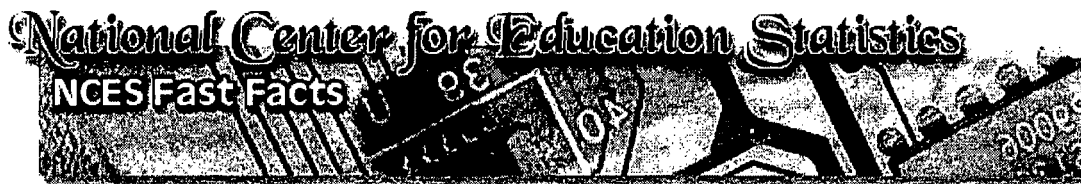
Private Elementary and Secondary Education Statistics: School Year 1991-92, " *Early Estimates*; and "Public and Private Elementary and Secondary Education Statistics: School Year 1992-93, " *Early Estimates*.
(This table was prepared October 1997.)

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Question: What are the elementary and secondary school enrollment trends?

Response: Enrollment in elementary and secondary schools grew rapidly during the 1950s and 1960s, reaching a peak in 1971. This surge in enrollment was caused by the "baby boom," a dramatic increase in births following World War II. From 1971 to 1984, total elementary and secondary school enrollment decreased every year, reflecting the decline in the school-age population over that period.

After years of decline, enrollment in elementary and secondary schools started to rise. In response to an increase in the 5- to 17-year-old population, total enrollment in public and private elementary and secondary schools increased from 44.9 million in 1984 to 51.4 million in 1996, an increase of 14 percent. Total enrollment is projected to increase for most of the projection period to 54.3 million by the year 2008, an increase of 6 percent from 1996.

Related Tables and Figures:

[Enrollment in Public Elementary and Secondary Schools, by Level and State: Fall 1981 to Fall 1996](#)

[Enrollment in Grades K-8 and 9-12 of Elementary and Secondary Schools, by Control of Institution, with Projections: 50 States and D.C, Fall 1983 to Fall 2008](#)

[Enrollment in Educational Institutions, by Level and by Control of Institution: 1869-70 to Fall 2007](#)

[Private Elementary and Secondary Enrollment and Schools, by Selected Characteristics: 1993-94](#)

[The Condition of Education 1998, Indicator 42: Public Elementary and Secondary School Enrollment](#)

Other Resources:

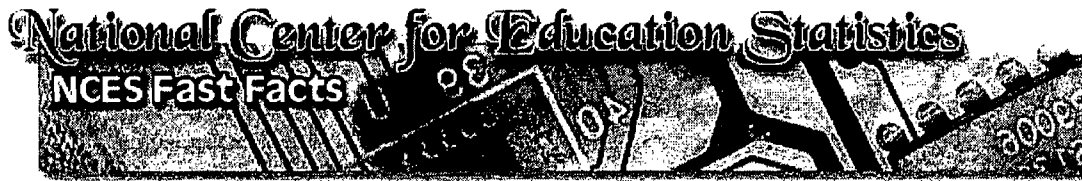
[Public School Student, Staff and Graduate Counts by State, School Year, 1994-95](#)

[State Indicators in Education 1997](#)



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Question: What are public school choice programs and what percentage of schools offer them?

Response: Since the late 1980s, school choice has become a popular education reform strategy because it permits parents and students to select among instructional offerings within public schools. While over 47 percent of schools in the West and 42 percent of districts in the Midwest offer school choice programs, only 13 percent of districts in the Northeast reported having any such programs. The availability of public school choice programs in the South fell in between these extremes, with about 30 percent of districts offering some type of choice program.

Proponents believe that allowing parents to choose a school for their child promotes greater parental involvement in education. They also argue that the competition for students encourages schools to improve in order to retain their current students and to attract new students. Choice opponents argue that less desirable schools will neither improve nor close due to lack of resources, but that students in those schools will have access to fewer resources than before.

Public school choice programs offer within- and outside-district flexibility in meeting student needs. There are three types of programs:

- *Intradistrict* choice programs, which constitute one type of public school choice, give students the opportunity to attend other public schools within their district of residence. In some intradistrict choice programs, parents and students are required to select the schools in their district to attend, including their neighborhood schools.
- In contrast, *interdistrict* choice programs allow parents and students to choose public schools outside of their district of residence.
- *Magnet* schools, which may or may not be offered in conjunction with intradistrict or interdistrict choice programs, constitute a third form of public school choice. Magnet schools offer distinctive educational programs and/or instructional approaches that are designed to attract students with particular interests.

Other Resources:

[Public School Choice Programs, 1993-94: Availability and Participation](#)

[Use of School Choice \(Education Policy Issues: Statistical Perspectives\)](#)



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Question: What are the current trends in the teaching profession?

Response: While the number of teachers in the United States rose during the 1970s and the early 1980s, public school enrollment levels decreased. As a result, the pupil/teacher ratio dropped from 22:1 in 1970 to 18:1 in 1985. Since then, enrollment has risen nearly as fast as the number of teachers, with only a small drop to 17:1 in the pupil/teacher ratio.

Characteristics

- The proportion of minority teachers lags far behind that of minority students. For example, in 1993-94, black, non-Hispanic students comprised 16 percent of public school students, while black, non-Hispanic teachers comprised 9 percent.

Teacher Demand

- Virtually all of the teaching positions approved by public school districts were filled in 1993-94. On average, less than 1 percent of teaching positions were vacant or temporarily filled by substitute teachers because suitable candidates could not be found.
- The attrition rate for the teaching profession between school years 1993-94 and 1994-95 was 7 percent in public schools and 12 percent in private schools. Teacher turnover varied by teacher's age. The rate for teachers in the 25 to 29 age category was 10 percent for public school teachers and 13 percent for private school teachers; the rate for the 60 to 64 age category was 30 and 13 percent for public and private school teachers, respectively.
- The two main reasons public school teachers cited for leaving the teaching profession in the 1994-95 school year were retirement (27.4 percent) and pregnancy/child rearing (14.3 percent). For private school teachers, the two main reasons cited for leaving the teaching profession were to pursue another career (16.3 percent) and for a family or personal move (16.2 percent).

Salaries

- On average, public school teachers earn between about 25 to 119 percent more than private school teachers earn, depending upon the private subsector. In 1993-94, the average salary of public school teachers in 1993-94 was \$36,498 and \$24,053 for private school teachers.
- Conservative Christian, Catholic parochial, and other religious-unaffiliated schools are the lowest paying nonpublic schools, while Catholic, nonsectarian private, and special education schools pay their teachers the highest salaries.

Related Tables and Figures:

[Average Salaries for Full-Time Teachers in Public and Private Elementary and Secondary Schools, by Selected Characteristics: 1993-94](#)

[Estimated Average Annual Salary of Teachers in Public Elementary and Secondary Schools: 1959-60 to 1996-97](#)

[Estimated Average Annual Salary of Teachers in Public Elementary and Secondary Schools, by State: 1969-70 to 1996-97](#)

[Highest Degree Earned and Number of Years Teaching Experience for Teachers in Public Elementary and Secondary Schools by State: 1993-94](#)

[Mobility of Public and Private Elementary and Secondary Teachers, by Selected School and Teacher Characteristics: 1988-89 to 1994-95](#)

[Teachers, Enrollment and Pupil-Teacher Ratios in Public Elementary Schools, by State: Fall 1990 to Fall 1995](#)

[Teachers in Public and Private Elementary and Secondary Schools, by Selected Characteristics: 1993-94](#)

Other Resources:

[Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Follow-Up Survey: 1994-95](#)

[Statistical Analysis Report: The Patterns of Teacher Compensation: January 1996](#)



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Question: What are the characteristics of the children attending early childhood programs?

Response: According to the 1997 *The Condition of Education*, children from higher income families are more likely to attend early childhood programs. Overall, white and black children are more likely to attend programs than Hispanics. In 1995, of the 37 percent of three year olds enrolled in center-based programs, a smaller proportion of Hispanic students (21 percent) participated in these programs than their white (40 percent) or black (41 percent) counterparts.

In both 1993 and 1995, blacks and Hispanics were more likely than whites to be enrolled in kindergarten at age five. In 1991, 1993, and 1995, 3-and 4-year-olds from families with incomes of more than \$50,000 were more likely to be enrolled than 3-and 4-year-olds from families with incomes of \$50,000 or less. There was a positive relationship between parents' educational attainment and preprimary education enrollment rates of 3-and 4-year olds. As parents' educational attainment increased, so did the preprimary enrollment rates of their children. Additionally, in both 1993 and 1995, preprimary education enrollment rates for children aged 3 and 4 who lived with one biological or adoptive parent were similar to those children who lived with two biological or adoptive parents.

<i>Percentage of Three Year Olds Enrolled in <u>Center-based</u> Programs , by Race: 1991, 1993, 1995</i>			
Characteristics	1991	1993	1995
Total students	31.4	34.1	37.4
White	33.4	33.7	40.2
Black	31.6	41.9	41.1
Hispanic	19.8	27.2	21.2

Source: National Center for Education Statistics, U. S. Department of Education, *The Condition of Education*, 1997, Indicator 1, page 48.

For the complete version of the table, please click [here](#).

<i>Percentage of Three Year Olds Enrolled in Center- based Programs, by Income: 1991, 1993, 1995</i>			
Income	1991	1993	1995
\$10,000 or less	25.4	32.7	26.2
10,001-20,000	23.2	21.6	27.0
20,001-35,000¹	21.3	22.2	27.7
35,001-50,000¹	33.4	37.9	38.1
50,001 or more	52.9	58.7	61.2

¹ The middle two income ranges in 1991 were \$20,001-\$30,001 and \$30,001-\$50,001, respectively.

Source: National Center for Education Statistics, U. S. Department of Education, *The Condition of Education*, 1997, Indicator 1, page 48.

For the complete version of the table, please click [here](#).

Percentage of Three Year Olds Enrolled in <u>Center-based Programs</u> , by Family Structure: 1991, 1993, 1995			
Family Structure	1991	1993	1995
Two biological or adoptive parents	-	34.4	38.6
One biological or adoptive parent	-	33.8	36.9
One biological and one step parent	-	32.7	23.1
Other relatives	-	34.8	20.8

- Data not available.

Source: National Center for Education Statistics, U. S. Department of Education, *The Condition of Education*, 1997, Indicator 1, page 48.

For the complete version of the table, please click [here](#).

Related Tables and Figures:

Children of Prekindergarten through Second Grade Age, by Enrollment Status, Maternal Characteristics, and Household Income: 1991, 1993, and 1995

Enrollment of 3-, 4-, and 5-year-old Children in Preprimary Programs, by Level and Control of Program and By Attendance Status: October 1965 to October 1996

Other Resources:

Characteristics of Children's Early Care and Education Programs: Data from the 1995 National Household Education Survey



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Question: What are the most popular forms of child care?

Response: In 1995 the majority of children, 55 percent, ages three to five were enrolled in a center-based program. Parents cared for 26 percent of children, relatives cared for 19 percent of children and non-relatives cared for 17 percent of children. According to the 1997 *Condition of Education*, black children and white children were more likely to be enrolled in center-based programs than their Hispanic counterparts.

Child Care Arrangements of Preschool Children, by Age and Household Characteristics: 1995, Percent of Children in Non-Parental Arrangements ¹			
Characteristics	Relative Care	Non-relative Care	Center-based Program
<u>By Age</u>			
Total	19.4	16.9	55.1
3 years old	21.4	18.5	40.7
4 years old	18.3	15.3	64.7
5 years old	15.1	17.2	74.5
<u>By Race/Ethnicity</u>			
White, non-Hispanic	16.5	19.4	56.9
Black, non-Hispanic	28.6	11.3	59.5
Hispanic	22.8	12.5	37.4
Other	22.6	10.5	56.7

¹ Columns do not add up to total because some children participated in more than one type of nonparental arrangement.

Source: National Center for Education Statistics, U. S. Department of Education, *Digest of Education Statistics*, 1997, Table 49, page 63.

For the complete version of the table, please click [here](#).

<i>Child Care Arrangements of Preschool Children, by Age and Household Characteristics: 1995: Percent of Children in Parental Arrangements</i>	
Characteristics	Percent of Children with Parental Care Only
<u>By Age</u>	
Total	25.9
3 years old	32.0
4 years old	22.2
5 years old	16.2
<u>By Race/Ethnicity</u>	
White, non-Hispanic	25.2
Black, non-Hispanic	20.3
Hispanic	38.4
Other	24.2

Source: National Center for Education Statistics, U. S. Department of Education, *Digest of Education Statistics*, 1997, Table 49, page 63.

For the complete version of the table, please click [here](#).

Other Resources:

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