

PHOTOCOPY
PRESERVATION

THE WHITE HOUSE

WASHINGTON

August 18, 1999

BABY BOOM ECHO REPORT EVENT

DATE: August 19, 1999
LOCATION: Presidential Hall
OEOB Room 450
BRIEFING TIME: 12:10pm – 12:20pm
EVENT TIME: 12:30pm – 1:15pm
FROM: Bruce Reed, Gene Sperling, Thurgood Marshall, Jr.

I. PURPOSE

To announce the results of the Department of Education's special report *The Baby Boom Echo: No End in Sight*.

II. BACKGROUND

Today, you will announce the release of the Baby Boom Echo Report, which reveals a record high number of school-age children – and draws attention to the pressing need for investment in our schools. You will address an audience of approximately 130 representatives from education and student advocacy groups. You will take this opportunity to press Congress to enact a responsible budget that pays down the debt, strengthens Medicare and Social Security, and invests in national priorities like education. You will also point out that the Republican tax and budget plans could cause devastating cuts in key initiatives to keep schools safe and drug-free, help children learn to read, reduce class size in the early grades, support after-school programs, modernize our schools, and expand access to college.

Children of baby boomers continue to break school enrollment records

- **Total public and private school enrollment will reach a record 53.2 million students this year.** The 1996-97 school year was the first year that members of Baby Boom Echo broke their parents' record for school enrollment, and they have continued to enroll in the record-breaking numbers every year since then. In fact, it is expected that enrollment will continue to increase every year until 2008.
- **The most rapid increases over the next ten years will occur in America's high schools.** High school enrollment is expected to increase by 1.3 million students over the next decade, creating a pressing need for more well trained teachers. On average, high schools also cost more than twice as much to build as elementary schools.

- **College enrollment will rise to an all-time high of 14.9 million this year.** This is the second year in a row that college enrollment has set a new record. This number is expected to jump an additional 1.5 million in the next ten years, at a time when colleges and universities are already filled to capacity.

Higher enrollment underscores the need for greater investments in our schools

- **The size of the Baby Boom Echo underscores why we must act now to build new schools and fix old ones; and to recruit and hire high quality teachers to reduce the class size in the early grades.** As part of your balanced budget you have proposed to support state and local efforts to build or renovate up to 6,000 schools nationwide; and to fulfill the commitment you and Congress made to hire 100,000 new teachers to lower class size in the early grades.

Republican plans fail to address urgent need for school construction and modernization

- **The Republican plan denies local school districts vital support to build and modernize up to 6,000 public schools across the nation.** Your targeted tax cut would cover the interest on state and local efforts to build and modernize 6,000 public schools across the nation. The Republican tax cut provides marginal help to address the needs of only one-tenth that many schools. Your proposal to modernize our public schools could be fully funded using only about 1% of the Republican tax cut approved by the House.

Republican plans fail to provide smaller classes for America's children

- **Republican plans undermine a bipartisan effort to ensure funding for smaller classes.** Last year, a bipartisan agreement was reached to make a down payment on your plan to hire 100,000 teachers to reduce class size in the early grades to a nationwide average of 18; earlier this month the Education Department awarded funds to help local school districts begin hiring 30,000 teachers before school starts this fall. While you want to finish the job, House Republicans have passed a bill that undermines this class size initiative and fails to guarantee that one cent will be used to hire a single teacher to reduce the size of a single class.

Republican tax bill squeezes out other key investments in education

- **The Republican tax and budget plans could force dramatic cuts in funding for education.** You will cite Administration estimates of the long-term impact of the Republican plans on key investments to improve our schools and expand access to college. In the tenth year alone of the Republican tax and budget plans, the nation could be forced to deny support to nearly 6 million students in high-poverty communities; withhold from 520,000 children the assistance they need to learn to read; deny 430,000 kids access to Head Start; slash Pell grants, and block hundreds of thousands of students from the opportunity to work their way through college.

I. PARTICIPANTS

Briefing Participants:

The First Lady (T)
Secretary Richard Riley
Thurgood Marshall, Jr.
Bruce Reed
Gene Sperling or Brian Kennedy
Loretta Ucelli
Jeff Shesol

Stage Participants:

Iris T. Metts, Ed.D, Superintendent, Prince George's County Public Schools
Daniel Domenech, Ph.D., Superintendent, Fairfax County Public Schools
Dan Galloway, Principal, Adlai E. Stevenson High School, Lincolnshire, IL

Program Participants:

YOU

The First Lady (T)
Secretary Richard Riley
Wendell Greer, Principal, Manual Arts High School, Los Angeles, CA

II. PRESS PLAN

Open Press.

III. SEQUENCE OF EVENTS

- **YOU** will be announced, accompanied by the First Lady (T), Secretary Richard Riley, and Wendell Greer, onto the stage.
- The First Lady will make remarks and introduce Secretary Riley. (T)
- Secretary Riley will make remarks and introduce Wendell Greer, Principal, Manual Arts High School.
- Wendell Greer will make remarks and introduce **YOU**.
- **YOU** will make remarks, work a ropeline, and depart.

VI. REMARKS

To be provided by speechwriting.

I. ATTACHMENT

-Highlights from The Baby Boom Echo Report

Highlights from The Baby Boom Echo: No End in Sight

New records—

- Total public and private school enrollment will rise to a record 53.2 million.
- Total college enrollment will rise to a record 14.9 million.

Between 1989 and 2009—

- Elementary school enrollment will rise by 4.7 million, secondary enrollment by 3.6 million and college enrollment by 2.8 million.
- Public high school enrollment is expected to increase by 29 percent, while elementary enrollment is projected to increase by 15 percent.
- The number of public high school graduates will increase by 18 percent.
- Seventeen states will have at least a 15 percent increase in the number of public high school graduates, with a 146 percent increase projected for Nevada, 85 percent for Arizona, 56 percent for California, and 51 percent for Florida.
- Full-time college enrollment is projected to rise by 26 percent.

Between 1999 and 2009—

- Public high school enrollment is expected to increase by nearly 9 percent, while elementary enrollment is projected to decrease by less than one percent.
- The number of public high school graduates will increase by 16 percent.
- Fifteen states will have at least a 15 percent increase in the number of public high school graduates, with a 77 percent increase projected for

Nevada, 56 percent for Arizona, and 40 percent for North Carolina.

- The total number of public and private high school teachers is expected to rise by 75,000—a 6 percent increase; a total of 2.2 million public elementary and secondary school teachers will be needed over the period to accommodate the new students and replace those teachers who retire or leave the profession for other reasons.
- Full-time college enrollment is projected to rise by 14 percent.

Beyond 2009—

- Unlike the decline after the previous baby boom, where births dropped down to 3.1 million in the early 1970s, the number of births is not projected to fall off, but to increase slowly for the next 10 years. Long-range projections by the U.S. Bureau of the Census indicate that the number of births will continue to rise thereafter, from 4.2 million in 2009 to 4.8 million in 2028.

THE BABY BOOM ECHO: NO END IN SIGHT

A Back to School Special Report

By
U.S. Secretary of Education
Richard W. Riley

August 19, 1999



EMBARGOED for release until 7am EDT Thursday, Aug. 19, 1999

Highlights from The Baby Boom Echo: No End in Sight

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The Baby Boom Echo: No End in Sight

In the next few weeks, 53.2 million young people will start school and—for the fourth year in a row—set a new national enrollment record for elementary and secondary education. This new enrollment figure represents an increase of 447,000 children over last year. College enrollment also will reach a new milestone, climbing to a record 14.9 million students. This is the second year in a row that this nation has broken the college enrollment record.

The crush of young people entering our nation's public and private K-12 schools, as well as our system of higher education, reflects the continuing impact of the baby boom echo and the increasing recognition by many more Americans that investing in education is critical to individual success.

This is our fourth special report on the impact of baby boom echo, the 25 percent increase in our nation's birth rate that began in the mid-1970s and reached its peak in 1990 with the birth of 4.1 million children. Coupled with rising immigration and new efforts to expand pre-K programs, this extraordinary jump in the birth rate has led to an unprecedented pressure on our nation's education system.

As a result, many of our nation's schools are overcrowded and deteriorating. The sight of portable classrooms filling up school playgrounds is increasingly common. This year, as last year, educators will be working overtime to find the qualified teachers they need to prepare this next generation of Americans.

This enrollment increase once again reminds us that the current baby boom echo is unlike the post-World War II baby boom that was followed by a sharp decline in the birth rate in the early 1970s. While this report gives us only a snapshot of current enrollment increases, I believe that we are far better off seeing these figures as part of a "long, slow, rising wave" that shows no sign of stopping.

Enrollment has been rising since 1985—a total of 14 years—and it will continue to climb for another seven years until the year 2006. Enrollment will then plateau briefly before increases start showing up at the preprimary and elementary grades again. As Figure 1 indicates there is no end in sight to the rising number of births.

There is no short-term fix to the very long-term condition of increasing enrollment in our nation's school systems. While many school districts are using portable classrooms and resorting to double sessions, the fact remains that this nation simply has to build more schools. During the 20-year period from 1989 to 2009, this nation is being asked to provide a high-quality education to an additional 8.3 million children, and help an additional 2.8 million Americans acquire a college education.

A strong future perspective also suggests that we should be looking down the road to recognize that the children who make up the current baby boom echo will, in time, begin to have their own children and families. This is why it is so important for this nation to build new schools that will last for decades and truly be centers of community and learning for all Americans.

Several aspects of this baby boom echo picture deserve our attention.

Expanding Pre-K Opportunities

While many more young people are starting pre-K programs (Figure 3) we still are not meeting the national need for quality pre-primary education. Many more families want it for their 3- to 5-year old children. New research tells us that an early investment in helping young people prepare for their formal education can pay many educational dividends.

As a result, an increasing number of state governors, as well as the federal government, have been working hard to expand pre-K opportunities. In 1998, about two-thirds of children ages 3 to 5, or 7.8 million children, were enrolled in some form of pre-K program. A total of 4.3 million children in this age group are currently not enrolled in pre-K programs.

I believe that increasing pre-K opportunities for children, with particular attention to ensuring parent involvement and hiring high-quality teachers and child care providers, will be a major area of new educational investment in the coming decade.

While a new emphasis is being placed on expanding high-quality pre-K programs to serve our nation's youngest children, another changing enrollment pattern also deserves attention.

More High School Students than Ever Before

In the next 10 years (see Figure 4), the most rapid enrollment increases will take place in America's high schools and colleges and universities. Put simply, the children who make up the baby boom echo are getting older. Many of America's high schools will face years of intense pressure as they seek to ease overcrowding while raising standards of achievement for all of their students.

Between 1999 and 2009, secondary school enrollment will increase by 9 percent and the number of high school graduates will increase by 16 percent. Secondary school enrollment will rise from 14.9 million in 1999 to 16.2 million in 2009, an increase of 1.3 million high school students. The state of California will lead the rise in enrollment as it seeks to educate an additional 261,000 high school students (Table 7). Texas and Illinois will also see significant increases in their high school populations.

High school enrollment will increase by 50 percent in the state of Nevada, which will see a 77 percent jump in the number of high school graduates. Arizona, Georgia and North Carolina will encounter increases of over 20 percent in high school enrollment. As Figure 7 indicates, every region in the country will be facing enrollment increases in secondary education between 1999 and 2009.

Policy Implications of Increasing Enrollment

The increasing number of young people attending our nation's high schools presents several important policy implications. High schools, on average, cost more than double to build than elementary schools. According to a 1999 report on school construction by *School Planning and Management* magazine, the average elementary school costs \$7 million to build while the average high school costs \$18 million.

The increasing enrollment impacts the number of high schools we must build. Entering this equation is the recommended size of the schools we should build. Many school districts continue to build large high schools even though the National Association of Secondary School Principals suggests that the ideal high school should have a maximum of 600 students. About 71 percent of all high school students now go to schools with at least 1,000 students. The number of schools with more than 1,500 students increased by 45 percent between 1990-91 and 1997-98, and the number of students attending schools with enrollment exceeding 1,500 increased by 50 percent.

A second major policy implication relates to hiring and retaining high-quality teachers. High schools will need more math and science teachers, and they are already hard pressed to find enough teachers for demanding subjects like physics and calculus.

A recent Education Department study entitled *Answers in the Tool Box* notes that "finishing a course beyond the level of Algebra 2 (for example, trigonometry or pre-calculus) more than doubles the odds that a student who enters postsecondary education will complete a bachelor's degree." The same study goes on to state "the impact of a high school curriculum of high academic intensity and quality on degree completion is far more pronounced—and positively—for African American and Latino students than any other pre-college indicator of academic resources. The impact for African American and Latino students is also much greater than it is for white students."

The implications of this study are profound. High schools with rigorous academic programs and high-quality teachers can help many more minority students reach our nation's college ranks. Yet high schools with large numbers of African American and Latino students are often the very schools that have the largest number of teachers teaching out of field—over 22 percent. Indeed, the teacher shortage in high-poverty schools for teachers in mathematics, physical science and biological/life sciences exceeds 50 percent.

The West and South Lead Nation's School Enrollment Growth

Regionally, the West and South will continue to lead the nation in enrollment increases in elementary and secondary education. Between 1989

and 2009, the West will see enrollment increase over 35 percent, while the South will see almost a 20 percent increase during the same period of time.

Some states will encounter enormous increases in enrollment over this 20-year period. Nevada, for example, will see a 105 percent jump and Arizona will see a 66 percent increase. In sheer numbers, California leads the nation as an additional 1.68 million students enter that state's classrooms between 1989 and 2009.

While many states went through their great periods of high growth during the last 10 years, some states, primarily in the West and Southwest, show no signs of slowing. California, for example, will see its student population increase by over 7 percent in the next 10 years, a total of 428,000 additional students (Table 3). Texas will have to educate an additional 316,000 students.

Idaho and New Mexico also will see continued enrollment pressures. Georgia will lead the enrollment growth in the Southeast, with an increase of 115,000 students over the next 10 years. Illinois will lead the Midwest with 60,000 more students expected between 1999 and 2009.

Crush of Students Comes from Both Cities and Suburbs

The New York City school system continues to have the largest enrollment increases in the nation followed by the Dade County School system (Miami) and the Los Angeles Unified School system in California (Table 5). The state of Florida, which saw its overall enrollment increase by 33 percent in the last 10 years, has 7 of the top 25 school districts when it comes to enrollment increases between 1987 and 1997.

As Table 5 indicates, the 25 school districts that have had the greatest growth between 1987 and 1997 are a mix of both urban and suburban school districts. Suburban school districts surrounding Atlanta (Gwinnett County, Cobb County, and Fulton County) and Washington, D.C. (Montgomery County and Prince Georges County), for example, have seen very rapid growth in their school populations.

Hiring and Keeping Enough Teachers

The increase in the numbers of young people going to school will accelerate the demand for well-trained teachers. A total of 2.2 million teachers are needed to meet enrollment increases in the next 10 years and to offset the large number of teachers who are about to retire. As Figure 12 indicates, we are on the verge of a massive wave of retirements as the large cohort of experienced teachers who were hired in the late 1960s and 1970s begins to leave the profession.

The shortage of teachers is already particularly pronounced in science, math, special education, bilingual education and foreign languages. While the effort of many urban school districts to recruit new teachers often makes headline news, one untold story is the increasing difficulty that many poor, rural communities continue to face in recruiting the teachers they need.

The need to find new teachers is leading some school districts to develop new incentive packages ranging from a \$1,000 signing bonus in Howard County, Maryland, to a \$20,000 signing bonus in the state of Massachusetts for certified teachers.

One of the greatest problems that school districts face once they hire new teachers is keeping them. New teachers are often compelled to sink or swim, often receiving the toughest assignments in addition to the responsibility for supervising extracurricular activities. As a result, 22 percent of all new teachers leave the profession in the first three years.

School Construction Still Lags Behind

Between 1990 and 1994 school construction in this nation remained essentially flat. Hit hard by the economic recession at the beginning of the decade, many school districts delayed building new schools and even delayed basic maintenance despite rising enrollment. School districts also faced stiff opposition from voters in passing school bonds. In 1991, half of all school bonds were defeated.

According to the National Clearinghouse for Educational Facilities, in 1990 school construction contracts totaled \$9.5 billion. By 1994, the amount of school construction contracts had increased only slightly to \$11.9 billion.

During that same period of time, an additional 2.8 million children entered our nation's public school system.

In a landmark 1995 report, *School Facilities: Condition of America's Schools*, the General Accounting Office (GAO) estimated that a total of \$112 billion was needed to repair and modernize this nation's schools. (Figure 13). The report stated,

“One third of all schools need extensive repair or replacement. Nearly 60 percent of schools have at least one major building problem, and more than half have inadequate environmental conditions.”

School construction finally began to pick up in 1995. Total contract awards for school construction increased from \$14 billion in 1995 to \$18 billion in 1998. The total number of school construction contracts increased from 7,185 in 1995 to 8,215 in 1998. Voters have increased their support for school bonds as well, with the percentage of schools bonds passing rising from 50 percent in 1991 to 67 percent in 1998.

In 1998, primary school construction accounted for 49 percent of these contracts; middle and junior high schools for 17.3 percent; senior high schools for 29.3 percent; and vocational schools for 4.4 percent. Four large states—Texas (\$1.9 billion), California (\$1.3 billion), Florida (\$1.1 billion) and New York (\$1.1 billion)—lead the nation in spending to repair, modernize and build schools.

The National Clearinghouse for Educational Facilities estimates that \$19.5 billion will be spent in 1999 to build and modernize our nation's schools. Despite this recent spurt, school construction and modernization badly lags behind other efforts to improve our nation's infrastructure. The average age of a public school building is 42 years old and school buildings begin rapid deterioration after 40 years. In 1998, the American Society of Civil Engineers gave school modernization and construction the lowest grade possible—an “F”—in its Report Card for America's Infrastructure.

While significant progress has been made in giving our nation's schools increased access to the Internet, with close to 90 percent of all schools connected in 1998 compared to just 30 percent in 1994, wiring classrooms still lags behind. According to the American Society of Civil Engineers 1998 report, “Forty-six percent lack basic wiring to support computer systems.”

Setting New College Enrollment Records

Our nation's colleges and universities also are setting a new national enrollment record. In 1999, 14.9 million Americans will be studying in our nation's higher education system. College and university enrollment will jump 10 percent in the next 10 years and an increasing majority of college students will be full-time students. Enrollment is projected to increase by 1.5 million between 1999 and 2009 and comes at a time when many colleges and universities are already at full capacity and becoming more selective in their admissions processes. Continuing a 20-year trend, the majority of these students will be women.

The projected enrollment increase in our nation's high schools, coupled with the fact that two-thirds of all high school graduates now go directly to college, will only increase the competition that American high school seniors already face to go to the college of their choice. Some college applicants already feel stranded on waiting lists, and a growing number of colleges and universities are adopting the unusual approach of admitting young people not just in the fall semester but in the spring and summer semesters as well.

Conclusion: Now Is the Time to Act

This report, like the previous three special reports on the baby boom echo, seeks to alert the American people that now is the time to invest in our nation's young people. We need to do this by expanding pre-K opportunities, building more schools, hiring more well-prepared teachers and keeping them in the field, and setting higher standards for all students.

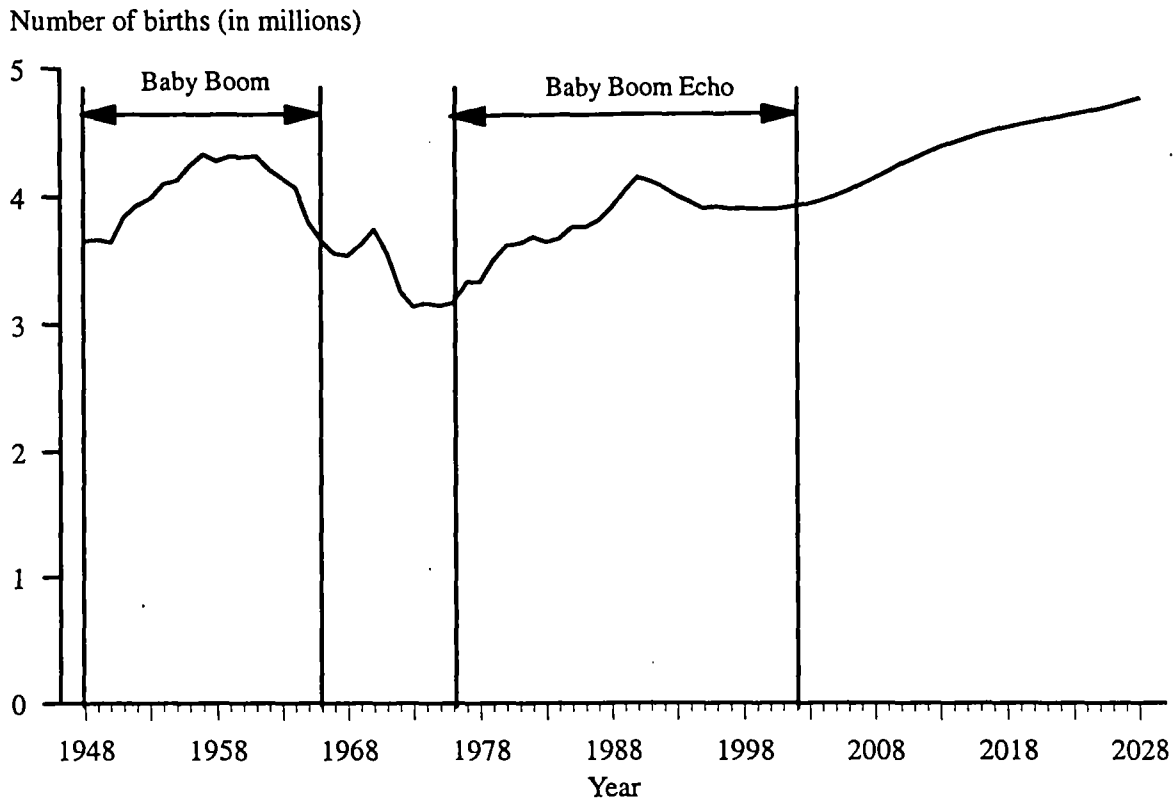
As I visit schools across the country local educators are often surprised to discover that they are not alone in confronting the problem of overcrowded schools and school buildings that are wearing out. Across the country from Broward County, Florida, dubbed the portable classroom capital of America, to Los Angeles, California, which is preparing to build over 50 new schools, the need to build more schools is immediate and real.

The fact of the matter is simply this: There is no end in sight to the number of children entering our nation's schools. This nation has a rare opportunity, in this time of peace and prosperity, to accept the challenge of educating the

millions of young people entering our schools this year and those who will be entering our schools for years to come. America's schools are full of optimistic young people who deserve the best education possible. Now is not the time to be short-sighted.

ATTACHED CHARTS DESCRIBE THE BABY BOOM ECHO

Figure 1.--Annual number of births, with projections: 1948 to 2028

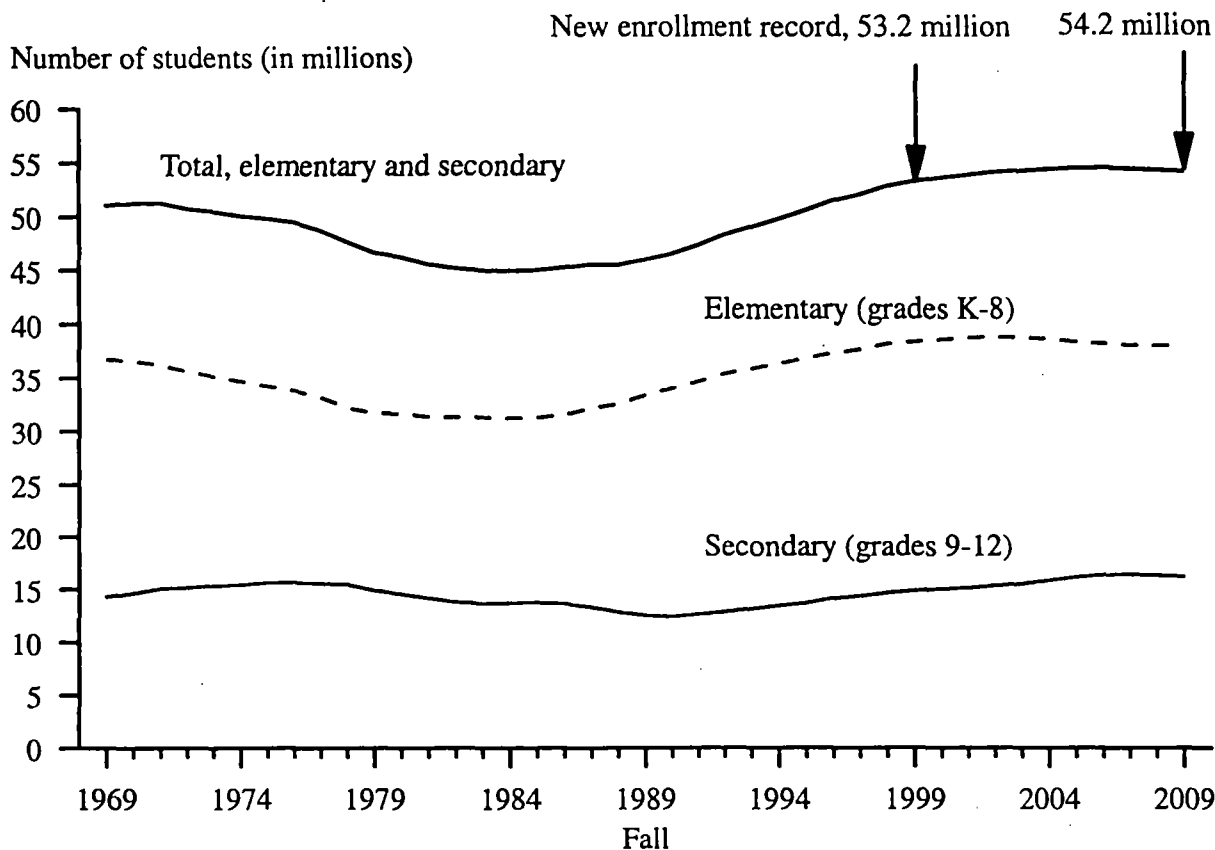


The surge in the number of births after World War II, nicknamed the "baby boom," lasted through the early 1960s. At the peak in 1957, 4.3 million births were recorded, an increase of 19 percent from 1948.

In contrast, the "baby boom echo," which began in the late 1970s, reached 4.1 million births at its peak in 1990, reflecting a 25 percent increase from 1977. Unlike the decline in the post-baby boom era, when births dropped down to 3.1 million in the early 1970s, the number of births in the post-baby boom echo era is expected to remain fairly stable at nearly 4 million for about a decade. Long-range projections by the U.S. Bureau of the Census indicate a rising number of births thereafter, from 4.2 million in 2009 to 4.8 million in 2028.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*; and U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050*.

Figure 2.--Enrollment in public and private elementary and secondary schools: Fall 1969 to fall 2009



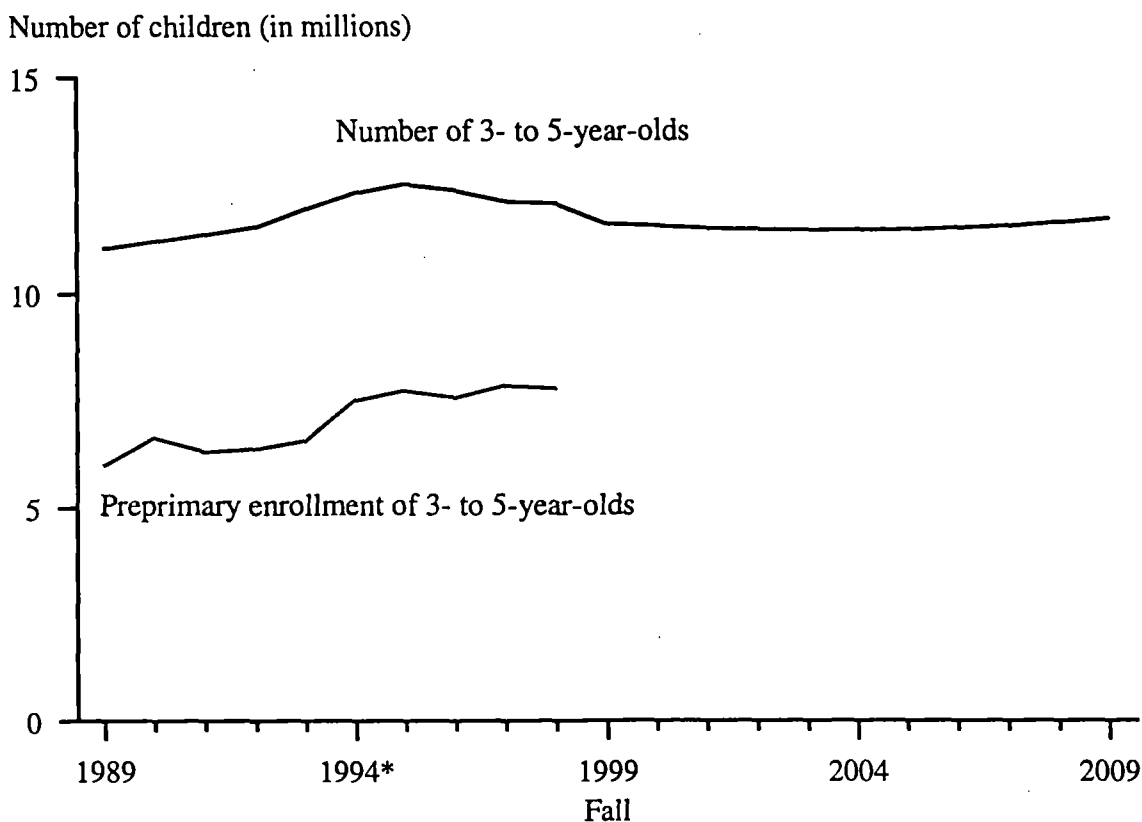
In fall 1999, public and private school enrollment is projected to surpass the previous high of 1998, and is expected to increase every year through 2006.

From fall 1972 to fall 1984, total elementary and secondary school enrollment decreased every year, reflecting a decline in the school-age population over that period.

From fall 1985 to fall 1999, the pattern changed again as enrollment increased significantly at the elementary school level. Elementary school enrollment is projected to continue growing slowly through 2002, and then decline slightly, ending at a level in 2009 similar to 1998. In contrast, secondary school enrollment is expected to rise by 9 percent between 1999 and 2009, from 14.9 million to 16.2 million, as current elementary school students move into high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1998*; and *Projections of Education Statistics to 2009*.

**Figure 3.--Number of 3- to 5-year-olds and preprimary enrollment:
1989 to 2009**

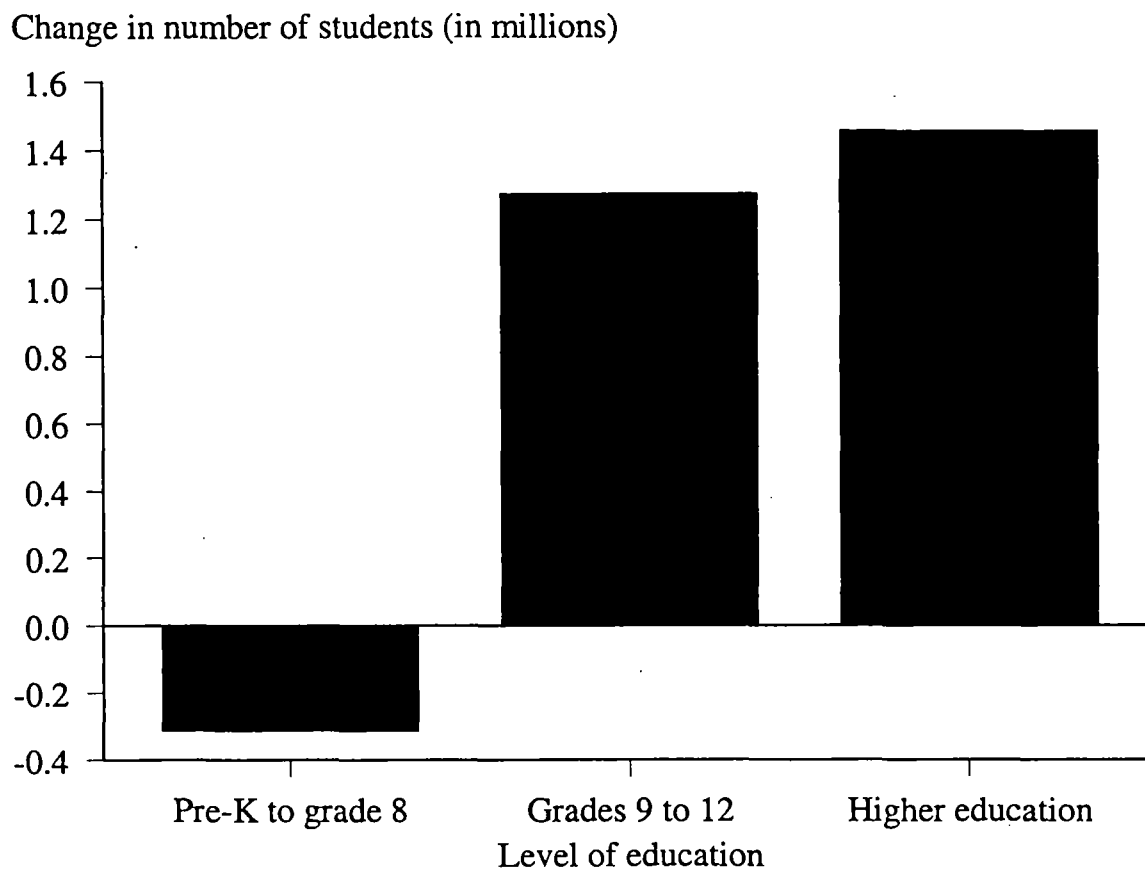


Enrollment in preprimary education has increased in recent years, reaching about 7.8 million in 1998. About two-thirds of 3- to 5-year-olds attended preprimary programs in 1998, but about 4.3 million were not enrolled. Enrollment rates differed by age, with about 39 percent of 3-year-olds, 67 percent of 4-year-olds, and 89 percent of 5-year-olds enrolled in preprimary programs.

*Some of the enrollment increase in 1994 is attributable to changes in survey procedures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1998*; and U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050*.

Figure 4.--Change in number of students enrolled in elementary and secondary schools and higher education institutions: Fall 1999 to fall 2009



As elementary students move into the secondary school grades, enrollment will increase in grades 9 to 12. Projections for 1999 through 2009 indicate an additional 1.3 million high school students over the time period, a 9 percent increase. Decreases in preschool and lower elementary enrollments are expected before leveling out in the next five to ten years. At the higher education level, enrollment is project to rise by 1.5 million over the next 10 years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Table 1.--Enrollment in public elementary and secondary schools,
by grade: Fall 1983 to fall 2009**

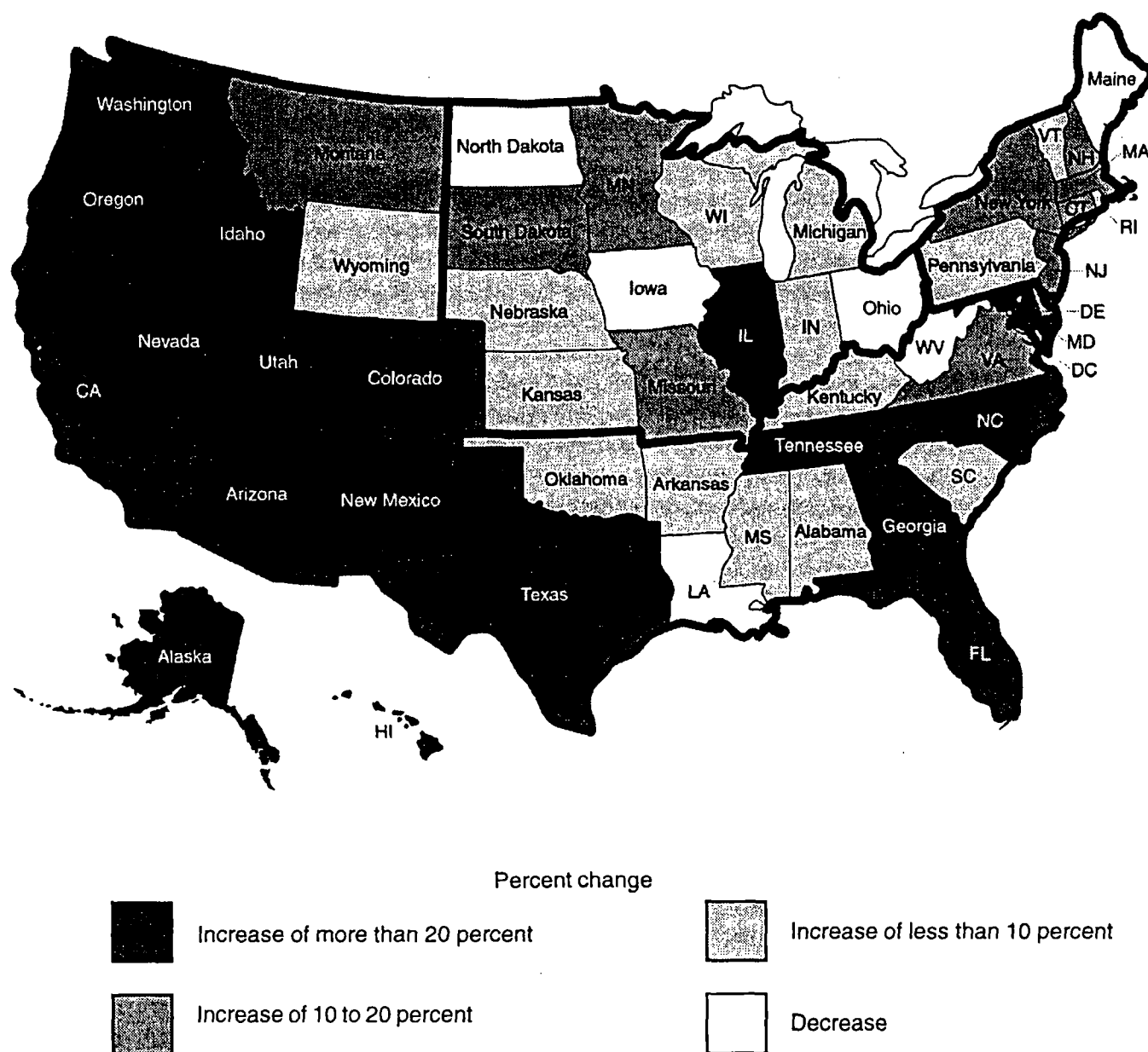
(Numbers in thousands)

Year	Total enrollment	Prekindergarten/ kindergarten		Grades 1 to 5		Grades 6 to 8		Grades 9 to 12	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1983	39,252	2,859	7.3	14,511	37.0	9,611	24.5	12,271	31.3
1984	39,208	3,010	7.7	14,638	37.3	9,257	23.6	12,304	31.4
1985	39,422	3,192	8.1	14,942	37.9	8,900	22.6	12,388	31.4
1986	39,753	3,310	8.3	15,347	38.6	8,764	22.0	12,333	31.0
1987	40,008	3,388	8.5	15,799	39.5	8,745	21.9	12,076	30.2
1988	40,189	3,433	8.5	16,187	40.3	8,882	22.1	11,687	29.1
1989	40,543	3,486	8.6	16,607	41.0	9,059	22.3	11,390	28.1
1990	41,217	3,610	8.8	16,919	41.0	9,350	22.7	11,338	27.5
1991	42,047	3,686	8.8	17,183	40.9	9,636	22.9	11,541	27.4
1992	42,823	3,817	8.9	17,344	40.5	9,927	23.2	11,735	27.4
1993	43,465	3,922	9.0	17,432	40.1	10,150	23.4	11,961	27.5
1994	44,111	4,047	9.2	17,582	39.9	10,269	23.3	12,213	27.7
1995	44,840	4,173	9.3	17,809	39.7	10,359	23.1	12,500	27.9
1996	45,611	4,203	9.1	18,054	39.7	10,508	23.0	12,847	28.2
1997	46,127	4,198	9.1	18,286	39.6	10,589	23.0	13,054	28.3
Projected									
1998	46,844	4,100	8.8	18,686	39.9	10,726	22.9	13,330	28.5
1999	47,244	4,053	8.6	18,837	39.9	10,811	22.9	13,543	28.7
2000	47,533	4,031	8.5	18,859	39.7	10,985	23.1	13,658	28.7
2001	47,785	4,009	8.4	18,782	39.3	11,228	23.5	13,767	28.8
2002	48,010	3,992	8.3	18,624	38.8	11,459	23.9	13,935	29.0
2003	48,154	3,982	8.3	18,461	38.3	11,593	24.1	14,119	29.3
2004	48,286	3,978	8.2	18,353	38.0	11,578	24.0	14,376	29.8
2005	48,392	3,979	8.2	18,286	37.8	11,456	23.7	14,669	30.3
2006	48,418	3,984	8.2	18,239	37.7	11,327	23.4	14,868	30.7
2007	48,362	3,995	8.3	18,215	37.7	11,245	23.3	14,907	30.8
2008	48,255	4,013	8.3	18,218	37.8	11,190	23.2	14,833	30.7
2009	48,126	4,037	8.4	18,245	37.9	11,144	23.2	14,699	30.5

NOTE.--Projected numbers may not add up to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*; and special tabulations.

**Figure 5.--Percent change in public elementary and secondary enrollment,
by state: Fall 1989 to fall 2009**



Over the twenty-year period from 1989 to 2009, public elementary and secondary school enrollment is projected to increase by 19 percent. The increases are most notable among the western states, with Nevada expecting the largest rate of increase at 105 percent.

SOURCE: U.S. Department of Education National Center for Education Statistics *Projections of Education Statistics to 2009*.

**Table 2.--Enrollment in public and private elementary and secondary schools,
by region and state: Fall 1989, 1999, 2004, and 2009**

(Numbers in thousands)

Region and state	1989	Projected 1999	Projected 2004	Projected 2009	Percent change, 1989 to 1999	Percent change, 1999 to 2009	Percent change, 1989 to 2009
Public and private.....	45,898	53,215	54,369	54,174	15.9	1.8	18.0
Private, total.....	5,355	5,971	6,082	6,048	11.5	1.3	12.9
	Public schools						
Public, total.....	40,543	47,244	48,286	48,126	16.5	1.9	18.7
Northeast.....	7,200	8,207	8,249	7,959	14.0	-3.0	10.5
Connecticut.....	462	547	545	519	18.5	-5.2	12.3
Maine.....	214	209	199	193	-2.2	-7.5	-9.6
Massachusetts.....	826	967	979	938	17.2	-3.1	13.6
New Hampshire.....	172	203	203	199	18.2	-1.9	15.9
New Jersey.....	1,076	1,252	1,279	1,253	16.4	0.0	16.4
New York.....	2,566	2,936	2,968	2,860	14.4	-2.6	11.5
Pennsylvania.....	1,655	1,833	1,821	1,753	10.8	-4.4	5.9
Rhode Island.....	136	153	151	145	12.7	-5.3	6.7
Vermont.....	95	106	103	100	12.0	-5.5	5.9
Midwest.....	9,849	10,842	10,867	10,681	10.1	-1.5	8.5
Illinois.....	1,797	2,154	2,245	2,215	19.8	2.8	23.2
Indiana.....	954	1,001	1,026	1,022	4.9	2.1	7.1
Iowa.....	478	497	482	473	3.8	-4.8	-1.2
Kansas.....	431	469	462	464	8.7	-1.0	7.6
Michigan.....	1,577	1,680	1,673	1,617	6.6	-3.8	2.5
Minnesota.....	740	854	843	829	15.5	-3.0	12.1
Missouri.....	808	913	915	902	13.0	-1.2	11.7
Nebraska.....	271	291	287	288	7.3	-1.0	6.1
North Dakota.....	118	117	111	110	-0.5	-6.5	-7.0
Ohio.....	1,764	1,839	1,810	1,760	4.2	-4.3	-0.3
South Dakota.....	127	143	141	144	12.1	1.0	13.2
Wisconsin.....	783	884	873	859	12.9	-2.8	9.7
South.....	14,605	17,002	17,428	17,421	16.4	2.5	19.3
Alabama.....	724	754	766	763	4.2	1.2	5.4
Arkansas.....	435	463	465	458	6.3	-1.0	5.3
Delaware.....	98	114	114	113	16.2	-0.7	15.4
District of Columbia.....	81	76	72	70	-6.3	-7.7	-13.5
Florida.....	1,790	2,381	2,440	2,396	33.0	0.6	33.9
Georgia.....	1,127	1,425	1,516	1,541	26.5	8.1	36.8
Kentucky.....	631	655	652	639	3.8	-2.5	1.3
Louisiana.....	783	785	760	751	0.3	-4.4	-4.1
Maryland.....	699	845	863	849	21.0	0.4	21.5
Mississippi.....	502	509	513	509	1.4	-0.1	1.3
North Carolina.....	1,081	1,317	1,388	1,354	21.9	2.8	25.2
Oklahoma.....	579	619	598	587	7.0	-5.2	1.4
South Carolina.....	616	650	637	621	5.5	-4.6	0.7
Tennessee.....	820	944	982	986	15.2	4.5	20.3
Texas.....	3,329	4,036	4,213	4,352	21.2	7.8	30.7
Virginia.....	985	1,132	1,160	1,150	14.9	1.6	16.8
West Virginia.....	328	297	291	283	-9.3	-4.7	-13.6
West.....	8,889	11,193	11,742	12,064	25.9	7.8	35.7
Alaska.....	109	133	136	142	21.5	7.1	30.1
Arizona.....	608	892	982	1,011	46.7	13.4	66.4
California.....	4,772	6,022	6,306	6,450	26.2	7.1	35.2
Colorado.....	563	706	733	750	25.4	6.2	33.2
Hawaii.....	169	201	214	227	18.3	13.0	33.7
Idaho.....	215	256	275	297	19.1	16.0	38.1
Montana.....	151	165	164	169	8.8	2.5	11.4
Nevada.....	187	325	372	383	74.1	17.6	104.8
New Mexico.....	296	348	367	390	17.7	12.0	31.8
Oregon.....	472	553	562	567	17.1	2.5	20.0
Utah.....	439	488	506	534	11.4	9.4	21.9
Washington.....	810	1,008	1,031	1,045	24.4	3.6	28.9
Wyoming.....	97	96	94	100	-0.8	4.2	3.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey;
Projections of Education Statistics to 2009.

Table 3.--Fifteen states with the largest enrollment increases in public elementary and secondary schools: Fall 1999 to fall 2009

(Numbers in thousands)

State	Projected enrollment		Number of additional students, 1999 to 2009
	1999	2009	
California.....	6,022	6,450	428
Texas.....	4,036	4,352	316
Arizona.....	892	1,011	119
Georgia.....	1,425	1,541	115
Illinois.....	2,154	2,215	60
Nevada.....	325	383	57
Utah.....	488	534	46
Colorado.....	706	750	44
Tennessee.....	944	986	43
New Mexico.....	348	390	42
Idaho.....	256	297	41
North Carolina.....	1,317	1,354	37
Washington.....	1,008	1,045	36
Hawaii.....	201	227	26
Indiana.....	1,001	1,022	21

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

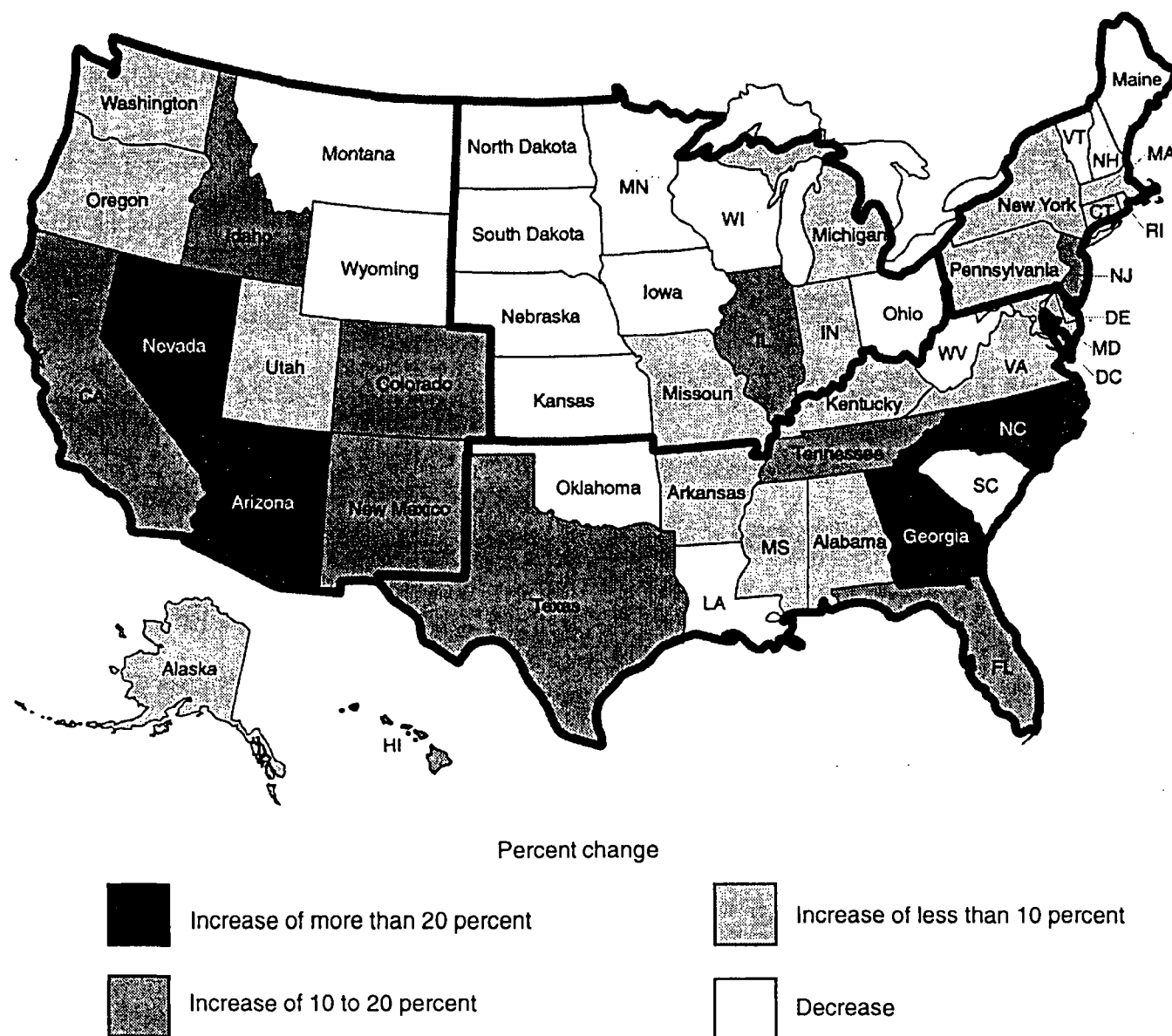
Table 4.--Fifteen states with the largest percent increases in public elementary and secondary enrollment: Fall 1999 to fall 2009

(Numbers in thousands)

State	Projected enrollment		Percent change, 1999 to 2009
	1999	2009	
Nevada.....	325	383	17.6
Idaho.....	256	297	16.0
Arizona.....	892	1,011	13.4
Hawaii.....	201	227	13.0
New Mexico.....	348	390	12.0
Utah.....	488	534	9.4
Georgia.....	1,425	1,541	8.1
Texas.....	4,036	4,352	7.8
California.....	6,022	6,450	7.1
Alaska.....	133	142	7.1
Colorado.....	706	750	6.2
Tennessee.....	944	986	4.5
Wyoming.....	96	100	4.2
Washington.....	1,008	1,045	3.6
Illinois.....	2,154	2,215	2.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

Figure 6.--Percent change in public secondary enrollment in grades 9 to 12, by state: Fall 1999 to fall 2009



Overall, public high school enrollment is projected to increase 9 percent over the next ten years. Nevada has the largest projected increase at 55 percent, from 1.6 million in 1999 to 1.9 million in 2009. Arizona, also a western state, has the second largest projected increase at 35 percent, from 243,000 students in 1998 to 329,000 in 2008.

Other states outside the western region with large public secondary enrollment increases expected by 2009 include North Carolina with a 22 percent projected increase, Illinois, with a 17 percent increase, and Georgia with a projected increase of about 21 percent.

SOURCE: U.S. Department of Education National Center for Education Statistics *Projections of Education Statistics to 2009*.

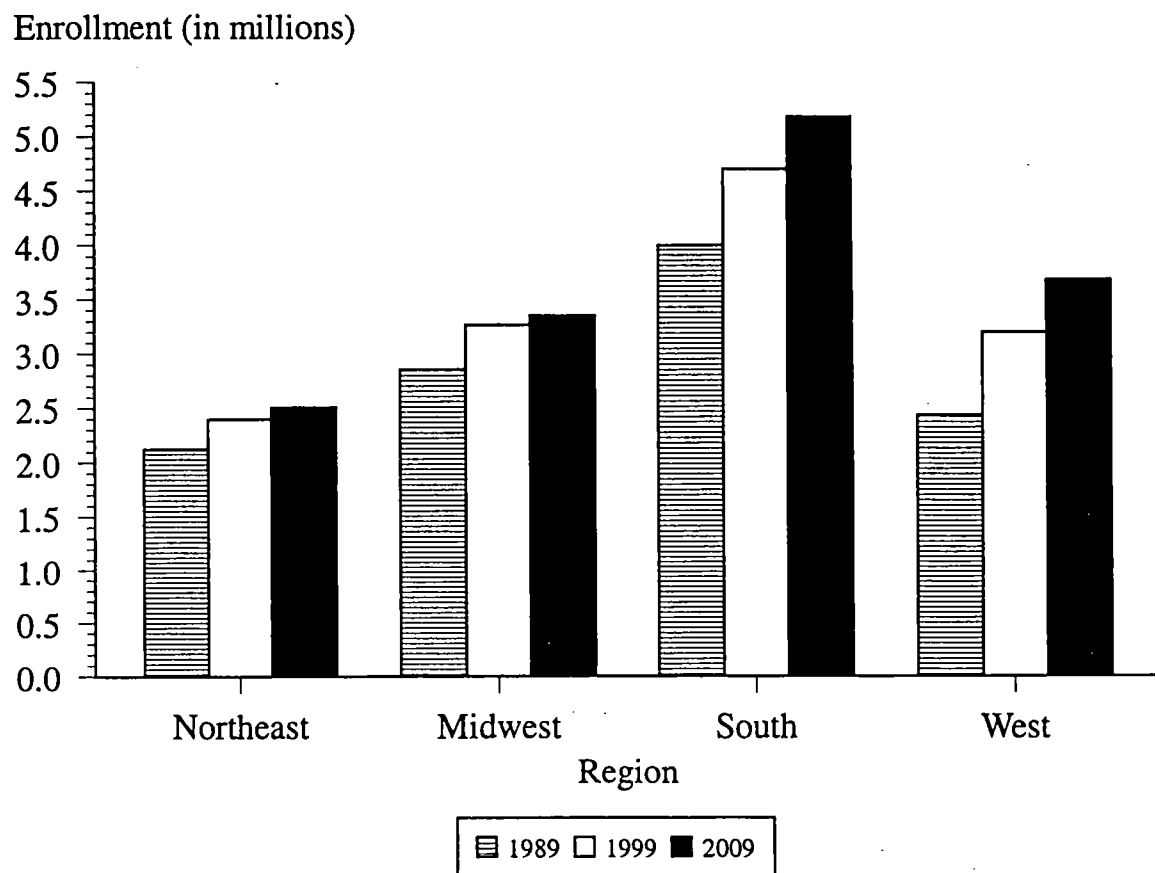
**Table 5.--Twenty-five school districts with the largest increases in enrollment:
Fall 1987 to fall 1997**

School district	City	State	Rank	Enrollment		Enrollment increase, 1987 to 1997	Percent change, 1987 to 1997
				1987	1997		
New York City	New York City	New York	1	939,933	1,071,853	131,920	14
Dade County School District	Miami	Florida	2	253,323	345,958	92,635	37
Los Angeles Unified	Los Angeles	California	3	589,311	680,430	91,119	15
Clark County School District	Las Vegas	Nevada	4	100,027	190,822	90,795	91
Broward County School District	Fort Lauderdale	Florida	5	137,366	224,799	87,433	64
City of Chicago	Chicago	Illinois	6	419,537	477,610	58,073	14
Palm Beach County School District ...	West Palm Beach	Florida	7	89,944	142,724	52,780	59
Orange County School District	Orlando	Florida	8	88,878	133,826	44,948	51
Guilford County Schools	Greensboro	North Carolina	9	23,984	59,903	35,919	150
Gwinnett County School District	Lawrenceville	Georgia	10	58,047	93,509	35,462	61
Hillsborough County School District ..	Tampa	Florida	11	118,031	152,781	34,750	29
Wake County Schools	Raleigh	North Carolina	12	59,687	89,772	30,085	50
Montgomery County Public Schools ..	Rockville	Maryland	13	96,271	125,023	28,752	30
Dallas Independent	Dallas	Texas	14	130,885	157,622	26,737	20
Cobb County School District	Marietta	Georgia	15	63,564	88,266	24,702	39
Prince Georges County Public Schools	Upper Marlboro	Maryland	16	104,412	128,347	23,935	23
Philadelphia City	Philadelphia	Pennsylvania	17	189,031	212,865	23,834	13
Hawaii Department of Education	Honolulu	Hawaii	18	166,139	189,887	23,748	14
Baltimore County Public Schools	Towson	Maryland	19	81,152	104,708	23,556	29
Fulton County School District	Atlanta	Georgia	20	39,709	62,798	23,089	58
Duval County School District	Jacksonville	Florida	21	105,049	126,979	21,930	21
Cypress-Fairbanks Independent	Houston	Texas	22	34,073	55,593	21,520	63
Charlotte-Mecklenburg	Charlotte	North Carolina	23	74,680	95,795	21,115	28
Pinellas County	Largo	Florida	24	88,866	109,309	20,443	23
Fort Bend	Sugar Land	Texas	25	28,738	49,093	20,355	71

NOTE.--Some changes may be affected by school district boundary changes. Selection of districts based on the most recent complete data on all school districts (1997), and the change from 1987.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data Survey.

**Figure 7.-Enrollment in grades 9 to 12 in public schools, by region:
Fall 1989, 1999, and 2009**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Table 6.--Enrollment in grades 9 to 12 in public and private secondary schools,
by region and state: Fall 1989, 1999, 2004, and 2009**

(Numbers in thousands)

Region and state	1989	Projected 1999	Projected 2004	Projected 2009	Percent change, 1989 to 1999	Percent change, 1999 to 2009	Percent change, 1989 to 2009
Public and private.....	12,583	14,891	15,808	16,163	18.3	8.5	28.4
Private.....	1,193	1,348	1,431	1,464	13.0	8.6	22.7
	Public schools						
Public, total.....	11,390	13,543	14,376	14,699	18.9	8.5	29.0
Northeast.....	2,124	2,399	2,575	2,509	13.0	4.6	18.1
Connecticut.....	123	152	168	158	23.0	4.3	28.3
Maine.....	62	61	59	52	-1.1	-13.7	-14.7
Massachusetts.....	235	268	300	284	13.7	6.2	20.7
New Hampshire.....	47	60	64	59	26.9	-1.6	24.9
New Jersey.....	310	337	366	372	8.5	10.4	19.8
New York.....	776	882	948	943	13.7	7.0	21.6
Pennsylvania.....	507	564	593	568	11.1	0.7	12.0
Rhode Island.....	37	43	45	42	15.9	-2.2	13.4
Vermont.....	26	33	33	30	30.4	-10.2	17.1
Midwest.....	2,852	3,262	3,379	3,345	14.4	2.5	17.3
Illinois.....	517	640	724	750	23.8	17.1	45.0
Indiana.....	283	292	303	315	3.0	8.1	11.4
Iowa.....	140	163	155	151	16.1	-7.4	7.5
Kansas.....	117	144	140	140	22.9	-2.9	19.3
Michigan.....	449	473	498	472	5.3	0.0	5.3
Minnesota.....	211	273	277	265	29.3	-2.9	25.6
Missouri.....	232	268	277	273	15.6	2.0	17.9
Nebraska.....	77	91	89	87	19.0	-4.3	13.9
North Dakota.....	33	39	36	34	19.3	-13.8	2.9
Ohio.....	525	547	549	536	4.1	-2.0	2.0
South Dakota.....	34	45	43	43	34.5	-5.5	27.0
Wisconsin.....	234	287	289	279	22.7	-2.9	19.2
South.....	3,988	4,691	4,959	5,171	17.6	10.2	29.7
Alabama.....	198	203	204	216	2.4	6.6	9.1
Arkansas.....	124	135	137	139	9.1	2.8	12.2
Delaware.....	27	34	35	36	27.1	4.2	32.5
District of Columbia.....	21	17	18	16	-17.1	-8.8	-24.4
Florida.....	486	667	740	748	37.0	12.3	53.8
Georgia.....	298	379	424	458	27.1	20.9	53.7
Kentucky.....	179	187	183	189	4.4	0.9	5.4
Louisiana.....	201	218	205	207	8.4	-5.3	2.6
Maryland.....	192	236	255	254	22.8	7.9	32.5
Mississippi.....	133	138	134	144	3.9	4.3	8.4
North Carolina.....	311	356	420	432	14.3	21.5	39.0
Oklahoma.....	158	183	177	171	15.9	-6.2	8.7
South Carolina.....	172	187	184	181	8.5	-3.3	5.0
Tennessee.....	230	256	274	292	11.3	14.3	27.2
Texas.....	885	1,093	1,152	1,262	23.5	15.4	42.5
Virginia.....	273	313	331	341	14.8	8.9	25.0
West Virginia.....	100	90	86	86	-10.2	-4.8	-14.5
West.....	2,427	3,191	3,464	3,674	31.5	15.1	51.4
Alaska.....	28	38	39	39	37.9	2.3	41.1
Arizona.....	156	243	294	329	55.7	35.1	110.4
California.....	1,302	1,664	1,829	1,926	27.8	15.7	47.9
Colorado.....	155	203	215	227	31.0	11.4	45.9
Hawaii.....	46	56	59	65	21.5	16.8	41.9
Idaho.....	58	78	78	90	33.3	16.1	54.8
Montana.....	41	52	49	49	24.4	-4.4	19.0
Nevada.....	49	89	117	133	79.3	50.4	169.6
New Mexico.....	93	110	112	123	18.3	11.9	32.4
Oregon.....	132	167	174	175	26.8	4.6	32.6
Utah.....	115	151	149	163	31.8	8.1	42.5
Washington.....	224	308	322	326	37.2	5.9	45.4
Wyoming.....	27	32	28	28	18.3	-12.0	4.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys;
Projections of Education Statistics to 2009.

Table 7.--Fifteen states with the largest enrollment increases in grades 9 to 12 in public schools: Fall 1999 to fall 2009

(Numbers in thousands)

State	Projected enrollment		Number of additional students, 1999 to 2009
	1999	2009	
California.....	1,664	1,926	261
Texas.....	1,093	1,262	168
Illinois.....	640	750	110
Arizona.....	243	329	85
Florida.....	667	748	82
Georgia.....	379	458	79
North Carolina.....	356	432	77
New York.....	882	943	62
Nevada.....	89	133	45
Tennessee.....	256	292	37
New Jersey.....	337	372	35
Virginia.....	313	341	28
Indiana.....	292	315	24
Colorado.....	203	227	23
Maryland.....	236	254	19

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

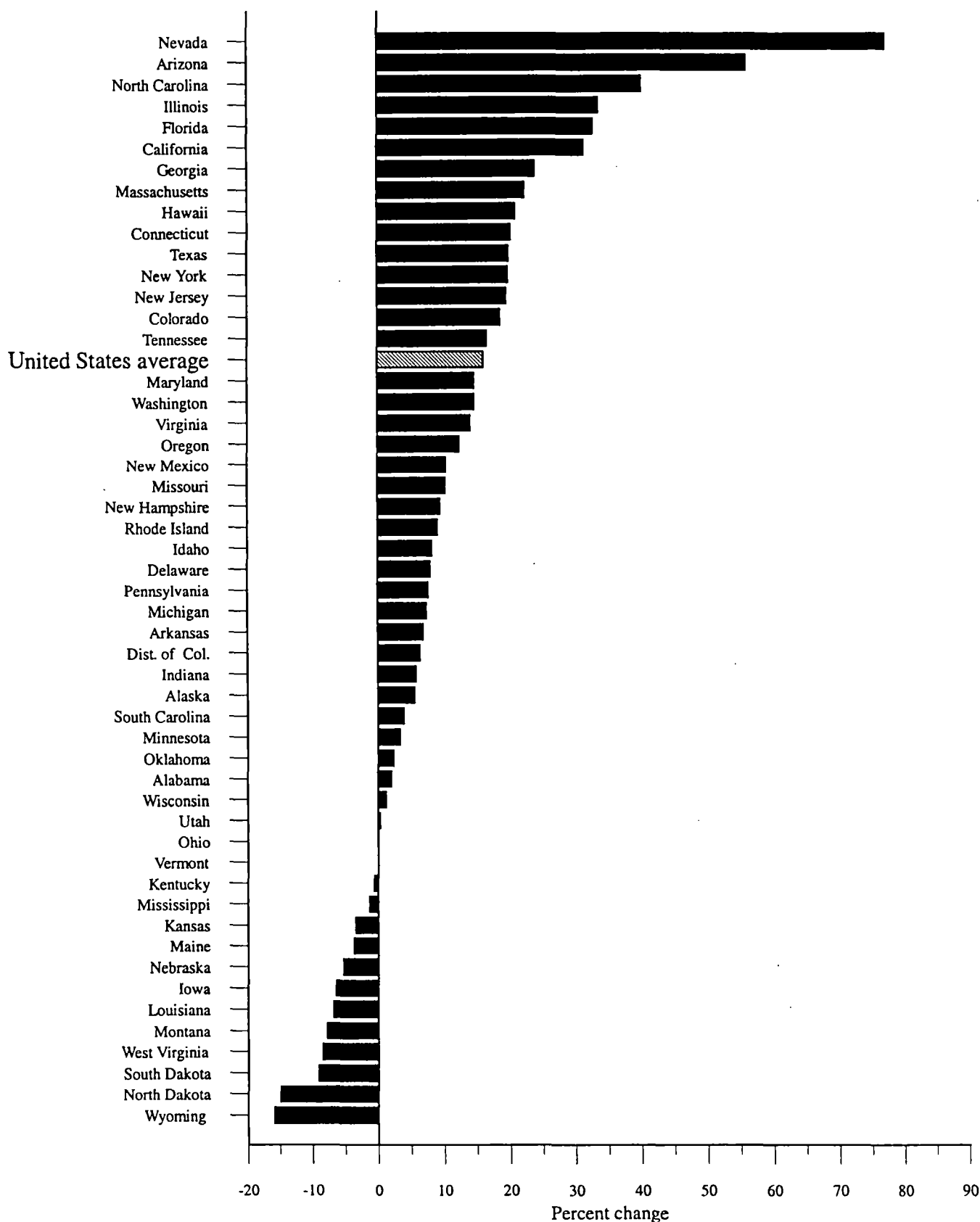
Table 8.--Fifteen states with the largest percent increases in enrollment in grades 9 to 12 in public schools: Fall 1999 to fall 2009

(Numbers in thousands)

State	Projected enrollment		Percent change, 1999 to 2009
	1999	2009	
Nevada.....	89	133	50.4
Arizona.....	243	329	35.1
North Carolina.....	356	432	21.5
Georgia.....	379	458	20.9
Illinois.....	640	750	17.1
Hawaii.....	56	65	16.8
Idaho.....	78	90	16.1
California.....	1,664	1,926	15.7
Texas.....	1,093	1,262	15.4
Tennessee.....	256	292	14.3
Florida.....	667	748	12.3
New Mexico.....	110	123	11.9
Colorado.....	203	227	11.4
New Jersey.....	337	372	10.4
Virginia.....	313	341	8.9

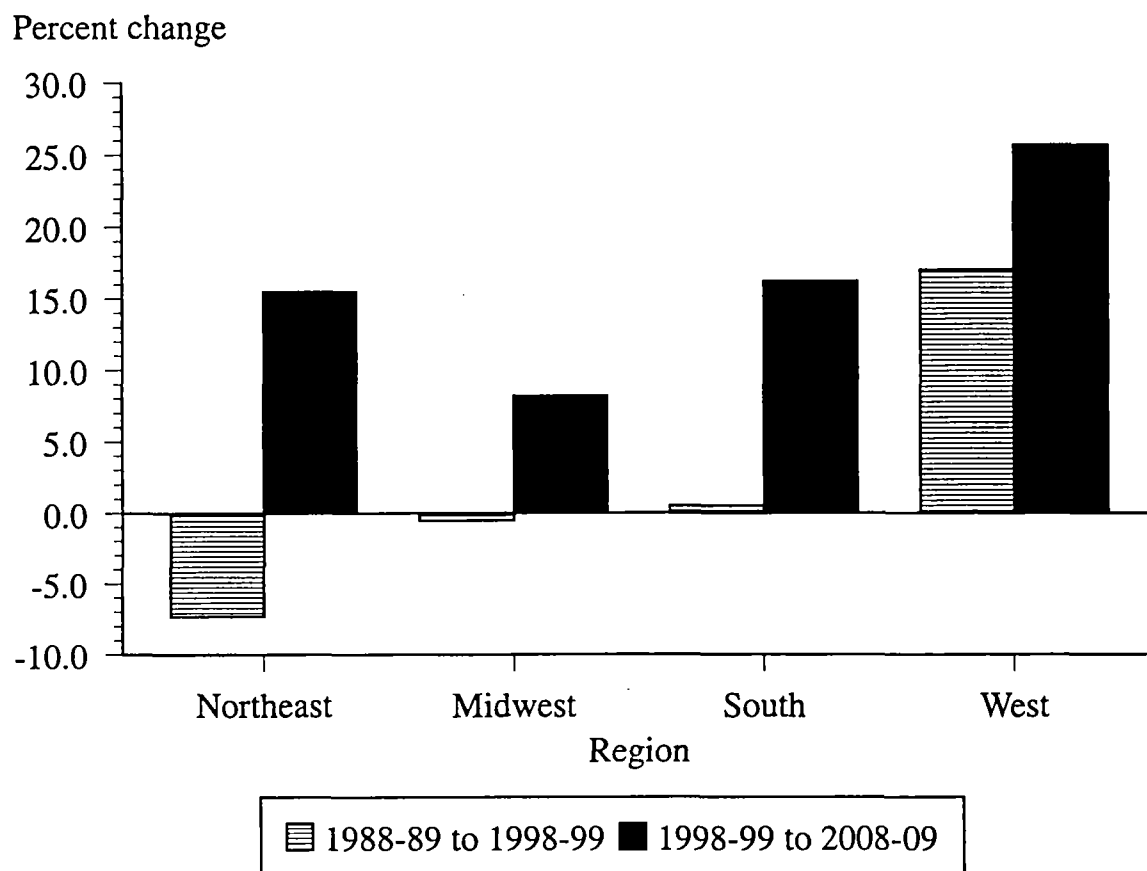
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Figure 8.--Percent change in number of public high school graduates,
by state: 1998-99 to 2008-09**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Figure 9.-Percent change in public high school graduates, by region:
1988-89 to 1998-99 and 1998-99 to 2008-09**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Table 9.--Graduates of public and private high schools, by region and state:
1988-89, 1998-99, 2003-04, and 2008-09**

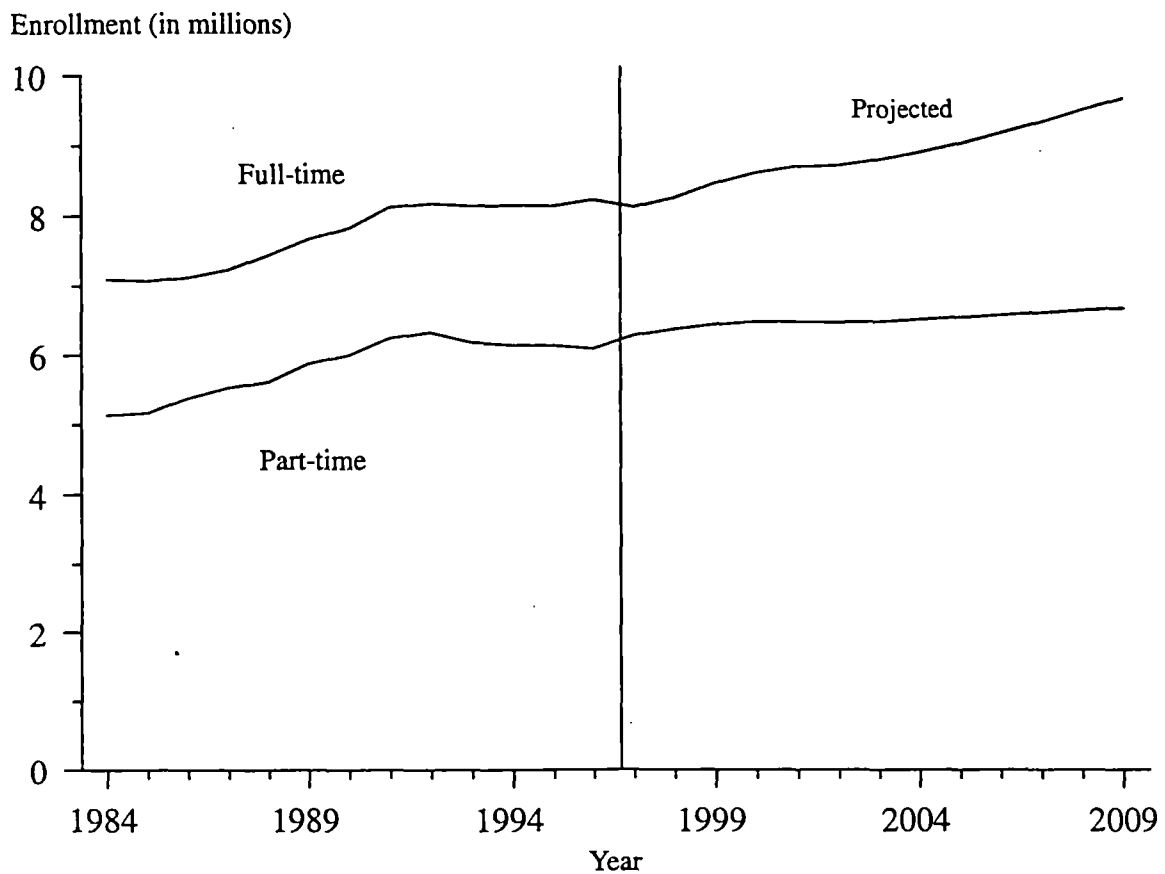
(Numbers in thousands)

Region and state	1988-89	Projected 1989-99	Projected 2003-04	Projected 2008-09	Percent change, 1988-89 to 1998-99	Percent change, 1998-99 to 2008-09	Percent change, 1988-89 to 2008-09
Public and private.....	2,727	2,798	2,982	3,248	2.6	16.1	19.1
Private.....	268	291	311	338	8.6	16.2	26.1
	Public Schools						
Public, total.....	2,459	2,507	2,672	2,910	2.0	16.0	18.3
Northeast.....	478	443	480	511	-7.3	15.5	7.0
Connecticut.....	31	29	33	35	-6.4	20.1	12.4
Maine.....	14	12	13	11	-14.6	-3.7	-17.8
Massachusetts.....	57	52	59	63	-10.1	22.2	9.8
New Hampshire.....	11	12	13	13	2.5	9.4	12.1
New Jersey.....	76	71	76	85	-6.5	19.4	11.6
New York.....	155	139	149	166	-10.1	19.7	7.7
Pennsylvania.....	119	114	122	122	-4.4	7.6	2.9
Rhode Island.....	9	8	9	9	-4.8	9.0	3.7
Vermont.....	6	7	7	7	10.5	0.0	10.5
Midwest.....	663	660	691	714	-0.5	8.2	7.6
Illinois.....	117	126	149	169	8.4	33.5	44.7
Indiana.....	64	59	57	62	-7.7	5.7	-2.5
Iowa.....	34	35	34	33	2.2	-6.4	-4.4
Kansas.....	27	29	29	28	7.8	-3.4	4.2
Michigan.....	102	90	94	97	-11.3	7.3	-4.8
Minnesota.....	53	57	61	59	7.6	3.3	11.2
Missouri.....	52	52	55	57	0.4	10.2	10.6
Nebraska.....	19	20	20	19	8.6	-5.3	2.9
North Dakota.....	8	9	9	7	8.3	-14.9	-7.8
Ohio.....	125	114	113	114	-8.7	0.0	-8.6
South Dakota.....	8	10	10	9	17.1	-9.1	6.5
Wisconsin.....	55	58	62	59	6.3	1.2	7.6
South.....	837	841	890	977	0.5	16.2	16.7
Alabama.....	43	38	36	39	-12.8	2.0	-11.1
Arkansas.....	28	27	27	29	-3.3	6.8	3.3
Delaware.....	6	6	7	7	6.0	7.9	14.4
District of Columbia.....	4	3	2	3	-29.0	6.3	-24.5
Florida.....	91	103	120	137	13.7	32.7	50.9
Georgia.....	62	64	69	80	4.0	23.8	28.7
Kentucky.....	39	37	35	37	-4.0	-0.6	-4.6
Louisiana.....	37	38	37	35	1.4	-6.8	-5.4
Maryland.....	46	47	50	54	2.1	14.6	17.0
Mississippi.....	24	24	22	24	-1.1	-1.3	-2.3
North Carolina.....	70	62	73	87	-11.0	40.0	24.5
Oklahoma.....	37	36	36	37	-2.8	2.3	-0.6
South Carolina.....	37	32	33	34	-12.3	3.9	-9.0
Tennessee.....	49	46	48	54	-5.2	16.5	10.5
Texas.....	177	194	209	233	9.7	19.8	31.4
Virginia.....	65	63	67	72	-2.8	14.0	10.8
West Virginia.....	23	20	18	18	-12.9	-8.5	-20.3
West.....	481	563	611	708	17.0	25.7	47.1
Alaska.....	6	7	7	7	19.9	5.5	26.4
Arizona.....	32	38	47	59	18.6	55.9	85.0
California.....	245	291	315	382	18.9	31.3	56.0
Colorado.....	36	38	42	45	6.6	18.5	26.3
Hawaii.....	10	10	11	12	-2.2	20.8	18.1
Idaho.....	13	16	15	17	25.9	8.1	36.1
Montana.....	10	11	11	10	5.9	-7.8	-2.4
Nevada.....	9	13	17	23	38.6	77.1	145.6
New Mexico.....	15	17	17	18	8.3	10.3	19.4
Oregon.....	27	29	31	33	8.4	12.3	21.7
Utah.....	23	30	28	30	30.0	0.3	30.4
Washington.....	49	57	61	65	16.7	14.6	33.8
Wyoming.....	6	6	6	5	6.3	-15.9	-10.7

NOTE.--Percents computed on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys;
Projections of Education Statistics to 2009.

**Figure 10.--Enrollment in public and private 2-year and 4-year colleges,
by attendance status: Fall 1984 to fall 2009**



Total college enrollment is expected to reach a record 14.9 million students in 1999. From 1989 to 1999, full-time and part-time enrollment increased at fairly similar rates, 10 and 9 percent, respectively. That situation is projected to change as large numbers of high school graduates enter college during the late 1990s and early 2000s. Between 1999 and 2009, full-time enrollment is projected to increase by close to 14 percent, while part-time enrollment is projected to increase by 4 percent.

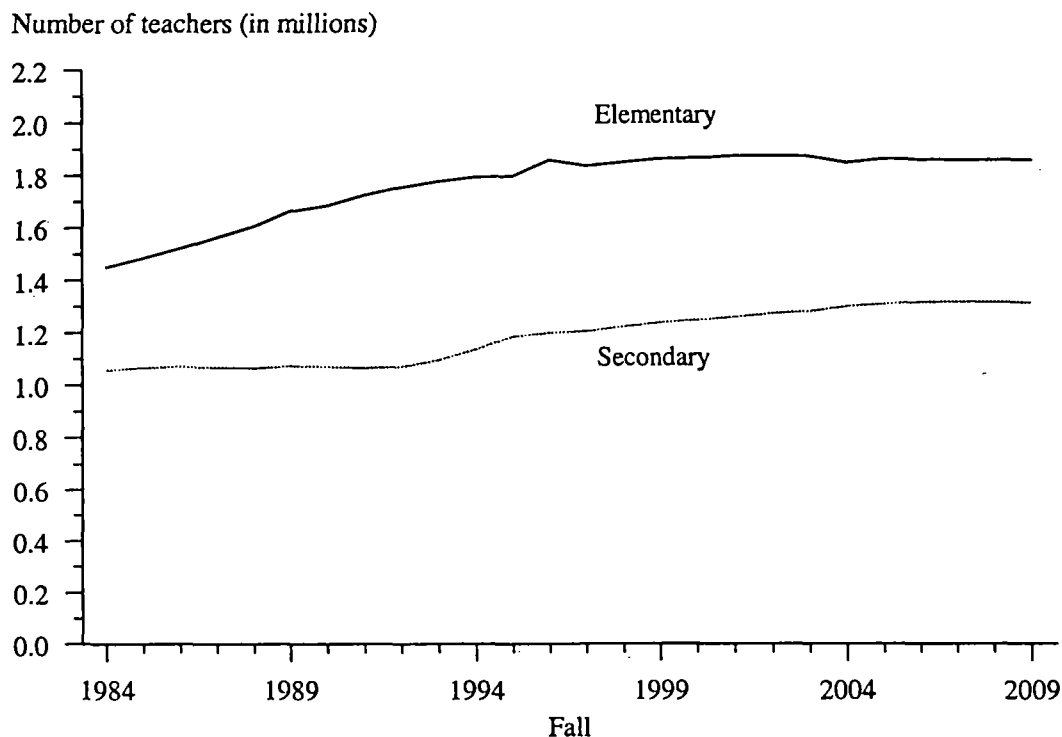
Table 10.--Total enrollment in public and private 2-year and 4-year colleges, by sex, attendance status, and control of institution: Fall 1979 to fall 2009

(Numbers in thousands)

Year	Total enrollment	Sex		Attendance status		Control		First-time freshmen
		Males	Females	Full-time	Part-time	Public	Private	
1979	11,570	5,683	5,887	6,794	4,776	9,037	2,533	2,503
1980	12,097	5,874	6,223	7,098	4,999	9,457	2,640	2,588
1981	12,372	5,975	6,397	7,181	5,190	9,647	2,725	2,595
1982	12,426	6,031	6,394	7,221	5,205	9,696	2,730	2,505
1983	12,465	6,024	6,441	7,261	5,204	9,683	2,782	2,444
1984	12,242	5,864	6,378	7,098	5,144	9,477	2,765	2,357
1985	12,247	5,818	6,429	7,075	5,172	9,479	2,768	2,292
1986	12,504	5,885	6,619	7,120	5,384	9,714	2,790	2,219
1987	12,767	5,932	6,835	7,231	5,536	9,973	2,793	2,246
1988	13,055	6,002	7,053	7,437	5,619	10,161	2,894	2,379
1989	13,539	6,190	7,349	7,661	5,878	10,578	2,961	2,341
1990	13,819	6,284	7,535	7,821	5,998	10,845	2,974	2,257
1991	14,359	6,502	7,857	8,115	6,244	11,310	3,049	2,278
1992	14,487	6,524	7,963	8,162	6,325	11,385	3,103	2,184
1993	14,305	6,427	7,877	8,128	6,177	11,189	3,116	2,161
1994	14,279	6,372	7,907	8,138	6,141	11,134	3,145	2,133
1995	14,262	6,343	7,919	8,129	6,133	11,092	3,169	2,169
1996	14,300	6,344	7,956	8,213	6,087	11,090	3,210	2,193
Projected								
1997	14,390	6,313	8,077	8,114	6,276	11,214	3,175	2,278
1998	14,608	6,297	8,311	8,242	6,366	11,390	3,218	2,349
1999	14,881	6,370	8,511	8,449	6,432	11,602	3,279	2,408
2000	15,072	6,432	8,639	8,600	6,471	11,750	3,322	2,481
2001	15,158	6,471	8,688	8,690	6,469	11,816	3,342	2,492
2002	15,168	6,486	8,682	8,702	6,466	11,823	3,345	2,505
2003	15,262	6,525	8,736	8,787	6,475	11,894	3,368	2,568
2004	15,400	6,577	8,823	8,895	6,505	12,000	3,400	2,567
2005	15,556	6,628	8,928	9,019	6,537	12,119	3,437	2,577
2006	15,739	6,691	9,048	9,169	6,570	12,258	3,481	2,629
2007	15,929	6,763	9,166	9,325	6,604	12,403	3,526	2,693
2008	16,144	6,852	9,291	9,503	6,640	12,568	3,576	2,750
2009	16,336	6,937	9,399	9,666	6,670	12,715	3,621	2,795

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009: Digest of Education Statistics, 1998*; and special tabulations.

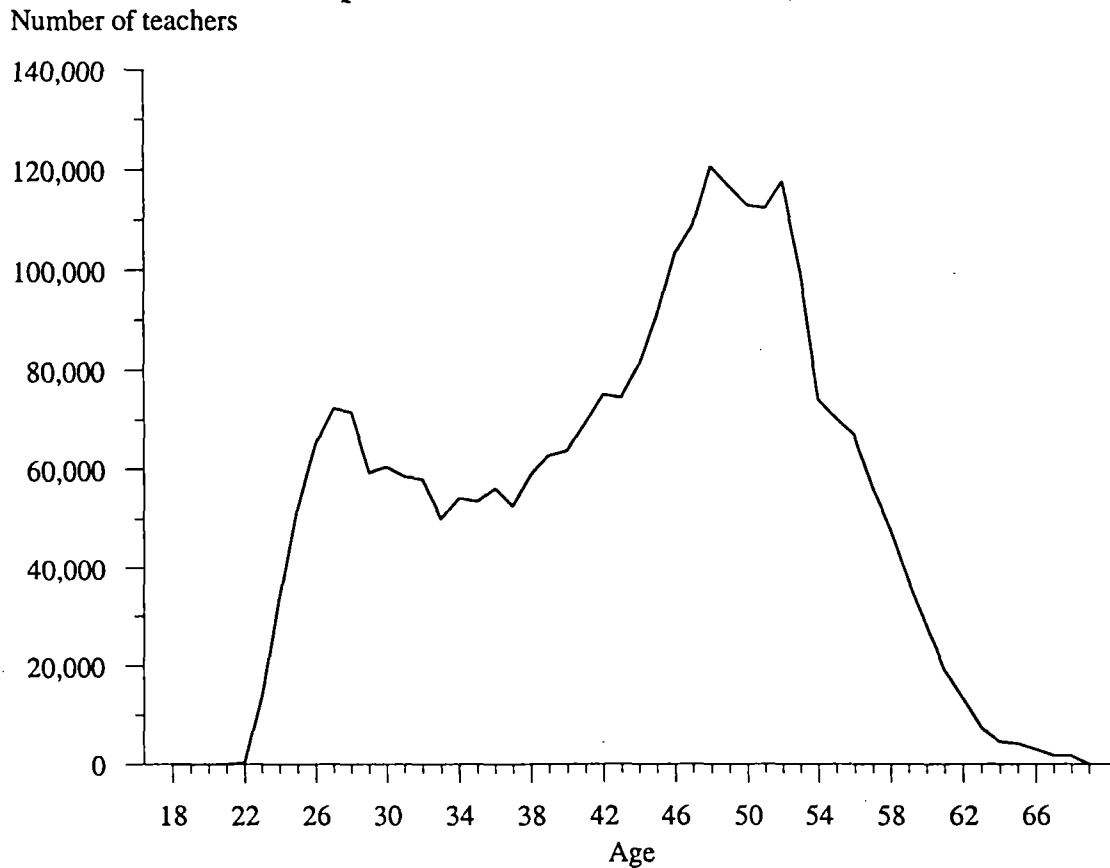
Figure 11.--Classroom teachers in public and private elementary and secondary schools: Fall 1984 to fall 2009



The number of secondary school teachers is projected to increase at a greater rate than the number of elementary school teachers. Assuming a relatively stable pupil/teacher ratio between 1999 and 2009, the number of elementary teachers is expected to hold steady at about 1.9 million. The number of secondary teachers is projected to increase 6 percent, rising from 1.2 million to 1.3 million teachers.

Filling teaching positions with qualified teachers, particularly in specific subjects, is an important issue for many schools. Most public school teachers (92 percent of departmentalized and 93 percent of general elementary teachers) were fully certified in their main teaching assignment in 1998. However, emergency and temporary certification was higher among teachers with 3 or fewer years of experience. About 12 percent of general elementary teachers with 3 or fewer years of experience had emergency or temporary certification. The results were similar for departmentalized teachers.

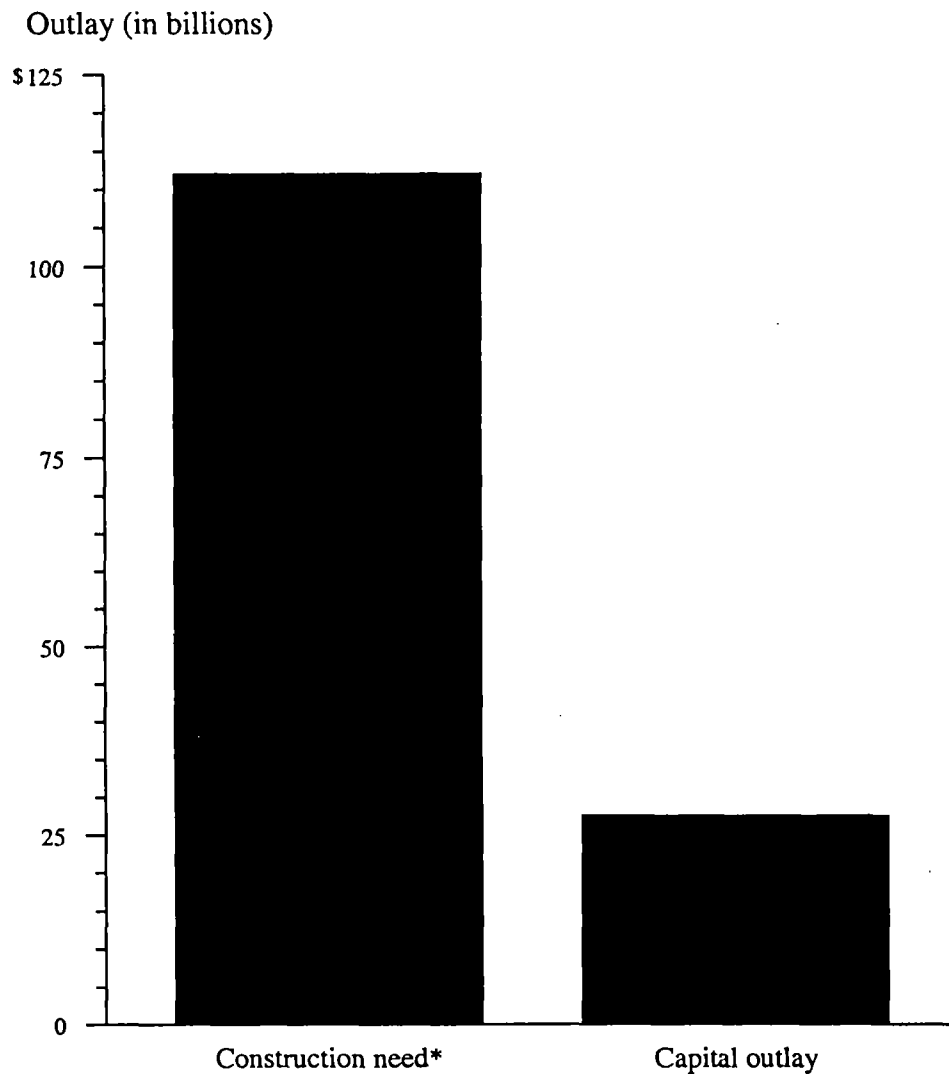
Figure 12.--Estimated age distribution of full-time-equivalent public school teachers: 1998-99



The influx of the baby boom echo students into classrooms creates a need for more teachers as these students move from elementary school through high school. However, the highest concentration of teachers in the 1998-99 school year is in the mid-40s to early 50s age range, many of whom were originally hired during the earlier rise in enrollment during the late 1960s and early 1970s. This means that a large number of teachers will be nearing the end of their teaching career within the next five to ten years. An estimated 2.2 million public school teachers will need to be hired over the next ten years to both meet enrollment increases and replace those teachers who retire or leave the profession for other reasons.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey," *Projections of Education Statistics to 2008*, *Digest of Education Statistics*, "Common Core of Data," and unpublished data.

Figure 13.--Comparison of need for school construction and modernization and capital outlay for schools: 1995-96



In a 1995 report, the General Accounting Office estimated that \$112 billion was needed to upgrade and retrofit America's school buildings. According to the report, some 14 million students are enrolled in 25,000 of the nation's schools reporting extensive repair or replacement needs. In comparison, public schools spent about \$28 billion on capital outlay in 1995-96.

*Need as reported in General Accounting Office report, *School Facilities: Condition of America's Schools*.

SOURCE: General Accounting Office, *School Facilities: Condition of America's Schools*; and *Digest of Education Statistics*, 1998.

General Projection Methodology

Total enrollment is projected using expected grade retention rates and college enrollment rates drawn from institutional data from the National Center for Education Statistics (NCES); demographic data and population projections from the Bureau of the Census; and historical and projected economic data from Standard & Poor's DRI Economic Forecasting Service. Grade retention rate (cohort survival), exponential smoothing, and multiple linear regression are the major projection techniques used to forecast these rates.

For school enrollment, the grade retention rates were projected using exponential smoothing. State-level public school enrollment projections were based on the grade retention rate and the enrollment rate methods, yielding a composite projection that takes into account shifts in state migration patterns. Individual state governments produce projections based on additional or alternative factors which may lead to more accurate projections for their own state. The NCES state projections program is designed to use a consistent model for all states that enables state to state comparisons.

For college enrollment, the age-specific enrollment rates were projected using econometric models by taking into account the effects of demographic changes and economic conditions. For graduates of public high schools by state, projections were developed on the basis of grade 12 enrollment.

Demographic assumptions used by NCES are consistent with Bureau of the Census middle series of population projections which assumes a fertility rate of 2.10 births per woman by the year 2009, a net immigration of 820,000 per year, and a further reduction in the mortality rate. Economic assumptions for disposable income and unemployment rates are consistent with from Standard & Poor's DRI long-term forecast scenario.

For more information on the methodological details on the assumptions and methods used to develop these projections, and details on data sources, see *Projections of Education Statistics to 2009*, pages 125 through 128.