# Digest of Education Statistics 2019 

55th Edition

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## 55th Edition

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## FOREWORD

The 2019 edition of the Digest of Education Statistics is the 55th in a series of publications initiated in 1962. The Digest has been issued annually except for combined editions for the years 1977-78, 1983-84, and 1985-86. Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The Digest includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES). To qualify for inclusion in the Digest, material must be nationwide in scope and of current interest and value. The publication contains information on a variety of subjects in the field of education statistics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to data on educational attainment, finances, federal funds for education, libraries, and international comparisons. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provides background for evaluating education data. Although the Digest contains important information on federal education funding, more detailed information on federal activities is available from federal education program offices.

The Digest contains seven chapters: All Levels of Education, Elementary and Secondary Education, Postsecondary Education, Federal Funds for Education and Related Activities, Outcomes of Education, International Comparisons of Education, and Libraries and Use of Technology. Each chapter is divided into a number of topical subsections. Preceding the seven chapters is an Introduction that provides a brief overview of current trends in American education, which supplements the tabular materials in chapters 1 through 7. The Digest concludes with two appendixes. The first appendix, Guide to Sources, provides a brief synopsis of the surveys used to generate the Digest tables; the second, Definitions, is included to help readers understand terms used in the Digest.

The Digest can be accessed from https://nces.ed.gov/ programs/digest. Tables from each Digest edition since 1995 can be viewed by selecting the edition year from a drop-down menu. All tables that appear in the print version of the Digest are also included in the online version. In
addition, the online version of recent editions includes a number of supplemental "web-only" tables. (Web-only tables are identified as such in the print version's comprehensive List of Reference Tables.) In the online version, Digest tables are available both in HTML format and as downloadable Excel files. The most current versions of Digest tables are posted to the NCES website on a rolling basis before the entire edition of the report has been completed. The "Most Current Digest Tables" page provides access to the most recent versions of all tables, including any tables already completed for an edition currently in progress.

In addition to providing updated versions of many statistics that have appeared in previous years, this edition incorporates new material on the following topics:

- Enrollment in public elementary and secondary schools, by level, grade, and race/ethnicity (table 203.65)
- Percentage distribution of teachers in public elementary and secondary schools, by school locale and selected teacher characteristics (web-only table 209.26)
- Unadjusted and geographically adjusted average base salary for full-time teachers in public elementary and secondary schools, by highest degree earned and school locale (web-only table 211.45)
- Percentage of fall 2010 first-time kindergartners whose school administrator in fifth grade reported that selected problems occurred at the school at least once a month or were a problem in the school's neighborhood, by selected child, family, and school characteristics in spring of fifth grade (web-only table 220.65a)
- Percentage distribution of fall 2010 first-time kindergartners in spring of fifth grade and fifth-grade scores on and standard deviations of various academic, social, and emotional scales, by frequency or extent of selected school or neighborhood problems reported by the school administrator (web-only table 220.65b)
- Percentage of fall 2010 first-time kindergartners who reported consistent positive feelings about school in fifth grade and percentage whose parents reported frequent avoidance of school by their child, by frequency or extent of selected school or neighborhood problems reported by school administrator (web-only table 220.65c)
- Average National Assessment of Educational Progress (NAEP) mathematics scale score and standard deviation, by selected student characteristics, percentile, and grade (web-only table 222.77)
- Number of casualties from shootings at elementary and secondary schools and number of school shootings, by type of casualty and level of school (web-only table 228.12)
- Number of school shootings at public and private elementary and secondary schools, by type of situation associated with shooting (web-only table 228.13)
- Number of hate crimes occurring at public schools, percentage of schools reporting any hate crimes, and percentage reporting hate crimes motivated by specific types of bias, by school level (web-only table 229.70)
- Percentage of lower secondary teachers in public schools who reported being able to manage various aspects of student behavior "quite a bit" or "a lot," by selected teacher and school characteristics (web-only table 230.94)
- Number and percentage of public schools providing diagnostic mental health assessments and treatment to students and, among schools providing these services, percentage providing them at school and outside of school, by selected school characteristics (web-only table 233.69a)
- Percentage of public schools reporting that various factors limited in a major way their efforts to provide mental health services to students, by selected school characteristics (web-only table 233.69b)
- Number and percentage distribution of 25- to 64-year-old bachelor's degree holders, percentage of degree holders among all 25- to 64-year-olds, and unemployment rates and median annual earnings of 25- to 64-year-old bachelor's degree holders, by age group, field of study, and science, technology, engineering, or mathematics (STEM) status of field (web-only table 505.06)
- Percentage of lower secondary teachers in public schools who reported being able to manage various aspects of student behavior "quite a bit" or "a lot," by country or other education system (web-only table 602.93)
- Percentage distribution of children ages 3 to 18 , by whether they have home internet access, whether they have access through computer or only smartphone, and selected child and family characteristics (web-only table 702.12)


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## READER'S GUIDE

## Data Sources

The data in this edition of the Digest of Education Statistics were obtained from many different sourcesincluding students and teachers, state education agencies, local elementary and secondary schools, and colleges and universities-using surveys and compilations of administrative records. Users should be cautious when comparing data from different sources. Differences in aspects such as procedures, timing, question phrasing, and interviewer training can affect the comparability of results across data sources.

Most of the tables present data from surveys conducted by the National Center for Education Statistics (NCES) or conducted by other agencies and organizations with support from NCES. Some tables also include other data published by federal and state agencies, private research organizations, or professional organizations. Totals reported in the Digest are for the 50 states and the District of Columbia unless otherwise noted. Brief descriptions of the surveys and other data sources used in this volume can be found in Appendix A: Guide to Sources. For each NCES and non-NCES data source, the Guide to Sources also provides information on where to obtain further details about that source.

Data are obtained primarily from two types of surveys: universe surveys and sample surveys. In universe surveys, information is collected from every member of the population. For example, in a survey regarding certain expenditures of public elementary and secondary schools, data would be obtained from each school district in the United States. When data from an entire population are available, estimates of the total population or a subpopulation are made by simply summing the units in the population or subpopulation. As a result, there is no sampling error, and observed differences are reported as true.

Since universe surveys are often expensive and time consuming, many surveys collect data from a sample of the population of interest (sample surveys). For example, the National Assessment of Educational Progress (NAEP) assesses a representative sample of students rather than the entire population of students. When a sample survey is used, statistical uncertainty is introduced, because the data come from only a portion of the entire population. This statistical uncertainty must be considered when reporting estimates and making comparisons. For information about how NCES accounts for statistical uncertainty when reporting sample survey results, see "Data Analysis and Interpretation," later in this Reader's Guide.

## Common Measures and Indexes

Various types of statistics derived from universe and sample surveys are reported. Many tables report the size of a population or a subpopulation, and often the size of a subpopulation is expressed as a percentage of the total population.

In addition, the average (or mean) value of some characteristic of the population or subpopulation may be reported. The average is obtained by summing the values for all members of the population and dividing the sum by the size of the population. An example is the average annual salary of full-time instructional faculty at degree-granting postsecondary institutions. Another measure that is sometimes used is the median. The median is the midpoint value of a characteristic at or above which 50 percent of the population is estimated to fall, and at or below which 50 percent of the population is estimated to fall. An example is the median annual earnings of young adults who are full-time yearround workers. Some tables also present an average per capita, or per person, which represents an average computed for every person in a specified group or population. It is derived by dividing the total for an item (such as income or expenditures) by the number of persons in the specified population. An example is the per capita expenditure on education in each state.

Many tables report financial data in dollar amounts. Unless otherwise noted, all financial data are in current dollars, meaning not adjusted for changes in the purchasing power of the dollar over time due to inflation. For example, 1996-97 teacher salaries in current dollars are the amounts that the teachers earned in 1996-97, without any adjustments to account for inflation. Constant dollar adjustments attempt to remove the effects of price changes (inflation) from statistical series reported in dollars. For example, if teacher salaries over a 20 -year period are adjusted to constant 2018-19 dollars, the salaries for all years are adjusted to the dollar values that presumably would exist if prices in each year were the same as in 2018-19 (in other words, as if the dollar had constant purchasing power over the entire period). Any changes in the constant dollar amounts would reflect only changes in real values. Constant dollar amounts are computed using price indexes. Price indexes for inflation adjustments can be found in web-only table 106.70. Each table that presents constant dollars includes a note indicating which index was used for the inflation adjustments; in most cases, the Consumer Price Index was used.

When presenting data for a time series, some tables include both actual and projected data. Actual data are data that have already been collected. Projected data can be used when data for a recent or future year are not yet available. Projections are estimates that are based on recent trends in relevant statistics and patterns associated with correlated variables. Unless otherwise noted, all data in this volume are actual.

## Standard Errors

Using estimates calculated from data based on a sample of the population requires consideration of several factors before the estimates can be interpreted. When using data from a sample, some margin of error will always be present in estimations of characteristics of the total population or subpopulation because the data are available from only a portion of the total population. Consequently, data from samples can provide only an approximation of the true or actual value. The margin of error of an estimate, or the range of potential true or actual values, depends on several factors such as the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed. The magnitude of this margin of error is measured by what statisticians call the standard error of an estimate.

When data from sample surveys are reported, the standard error is calculated for each estimate. In the tables, the standard error for each estimate generally appears in parentheses next to the estimate to which it applies. In order to caution the reader when interpreting findings, estimates from sample surveys are flagged with a "!" when the standard error is between 30 and 50 percent of the estimate and suppressed with a " $\ddagger$ " when the standard error is 50 percent of the estimate or greater. The term coefficient of variation $(\mathrm{CV})$ refers to the ratio of the standard error to the estimate; for example, if an estimate has a CV of 30 percent, this means that the standard error is equal to 30 percent of the value of the estimate.

## Nonsampling Errors

In addition to standard errors, which apply only to sample surveys, all surveys are subject to nonsampling errors. Nonsampling errors may arise when individual respondents or interviewers interpret questions differently; when respondents must estimate values, or when coders, keyers, and other processors handle answers differently; when people who should be included in the universe are not; or when people fail to respond, either totally or partially. Total nonresponse means that people do not respond to the survey at all, while partial nonresponse (or item nonresponse) means that people fail to respond to specific survey items. To compensate for nonresponse, adjustments are often made. For universe surveys, an adjustment made for either type of nonresponse, total or partial, is often referred to as an imputation, which is often
a substitution of the "average" questionnaire response for the nonresponse. For universe surveys, imputations are usually made separately within various groups of sample members that have similar survey characteristics. For sample surveys, total nonresponse is handled through nonresponse adjustments to the sample weights. For sample surveys, imputation for item nonresponse is usually made by substituting for a missing item the response to that item of a respondent having characteristics that are similar to those of the nonrespondent. For additional general information about imputations, see the NCES Statistical Standards (NCES 2014-097). Standard 4-1 provides information about imputation for item nonresponse. Appendix A: Guide to Sources includes some information about specific surveys' response rates, nonresponse adjustments, and other efforts to reduce nonsampling error. Although the magnitude of nonsampling error is frequently unknown, idiosyncrasies that have been identified are noted in the appropriate tables.

## Data Analysis and Interpretation

When estimates are from a sample, caution is warranted when drawing conclusions about one estimate in comparison to another or about whether a time series of estimates is increasing, decreasing, or staying the same. Although one estimate may appear to be larger than another, a statistical test may find that the apparent difference between them is not reliably measurable due to the uncertainty around the estimates. In this case, the estimates will be described as having "no measurable difference," meaning that the difference between them is not statistically significant.

Whether differences in means or percentages are statistically significant can be determined using the standard errors of the estimates. In reports produced by NCES, when differences are statistically significant, the probability that the difference occurred by chance is less than 5 percent, according to NCES standards.

Data presented in the text do not investigate more complex hypotheses, account for interrelationships among variables, or support causal inferences. We encourage readers who are interested in more complex questions and in-depth analysis to explore other NCES resources, including publications, online data tools, and public- and restricted-use datasets at https://nces.ed.gov.

In text that reports estimates based on samples, differences between estimates (including increases and decreases) are stated only when they are statistically significant. To determine whether differences reported are statistically significant, two-tailed $t$ tests at the .05 level are typically used. The $t$ test formula for determining statistical significance is adjusted when the samples being compared are dependent. The $t$ test formula is not adjusted for multiple comparisons, with the exception of statistical tests conducted using the NAEP Data Explorer (https://nces. ed.gov/nationsreportcard/data/). When the variables to be
tested are postulated to form a trend, the relationship may be tested using linear regression, logistic regression, or ANOVA trend analysis instead of a series of $t$ tests. These alternate methods of analysis test for specific relationships (e.g., linear, quadratic, or cubic) among variables. For more information on data analysis, please see the NCES Statistical Standards, Standard 5-1, available at https://nces.ed.gov/ statprog/2012/pdf/Chapter5.pdf.

A number of considerations influence the ultimate selection of the data years to include in the tables and to feature in the text. To make analyses as timely as possible, the latest year of available data is shown. The choice of comparison years is often also based on the need to show the earliest available survey year, as in the case of NAEP and the international assessment surveys. The text typically compares the most current year's data with those from the initial year and then with those from a more recent year. In the case of surveys with long time frames, such as surveys measuring enrollment, changes over the course of a decade may be noted in the text. Where applicable, the text may also note years in which the data begin to diverge from previous trends. In figures and tables, intervening years are selected in increments in order to show the general trend.

## Rounding and Other Considerations

All calculations are based on unrounded estimates. Therefore, the reader may find that a calculation, such as a difference or a percentage change, cited in the text or a figure may not be identical to the calculation obtained by using the rounded values shown in the accompanying tables. Although values reported in the tables are generally rounded to one decimal place (e.g., 76.5 percent), values reported in the text are generally rounded to whole numbers (with any value of 0.50 or above rounded to the next highest whole number). Due to rounding, cumulative percentages may sometimes equal 99 or 101 percent rather than 100 percent.

## Race and Ethnicity

The Office of Management and Budget (OMB) is responsible for the standards that govern the categories used to collect and present federal data on race and ethnicity. The OMB revised the guidelines on racial/ethnic categories used by the federal government in October 1997, with a January 2003 deadline for implementation. The revised standards require a minimum of these five categories for data on race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. The standards also require the collection of data on the ethnicity categories Hispanic or Latino and Not Hispanic or Latino. It is important to note that Hispanic origin is an ethnicity rather than a race, and therefore persons of Hispanic origin may be of any race.

Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. The race categories White, Black, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native exclude persons of Hispanic origin unless otherwise noted.

For a description of each racial/ethnic category, please see the "Racial/ethnic group" entry in Appendix B: Definitions. Some of the category labels are shortened for more concise presentation in text, tables, and figures. American Indian or Alaska Native is denoted as American Indian/ Alaska Native (except when separate estimates are available for American Indians alone or Alaska Natives alone); Black or African American is shortened to Black; and Hispanic or Latino is shortened to Hispanic. When discussed separately from Asian estimates, Native Hawaiian or Other Pacific Islander is shortened to Pacific Islander.

Many of the data sources used for this volume are federal surveys that collect data using the OMB standards for racial/ethnic classification described above; however, some sources have not fully adopted the standards, and some tables include historical data collected prior to the adoption of the OMB standards. Asians and Pacific Islanders are combined into a single category for years in which the data were not collected separately for the two groups. The combined category can sometimes mask significant differences between the two subgroups. For example, prior to 2011, NAEP collected data that did not allow for separate reporting of estimates for Asians and Pacific Islanders. The population counts presented in table 101.20, based on the U.S. Census Bureau's Current Population Reports, indicate that 96 percent of all Asian/Pacific Islander 5- to 17 -yearolds were Asian in 2010. Thus, the combined category for Asians/Pacific Islanders is more representative of Asians than of Pacific Islanders.

Some surveys give respondents the option of selecting more than one race category, an "other" race category, or a "Two or more races" or "more than one race" category. Where possible, tables present data on the "Two or more races" category; however, in some cases this category may not be separately shown because the information was not collected or due to other data issues. Some tables include the "other" category. Any comparisons made between persons of one racial/ethnic group and persons of "all other racial/ethnic groups" include only the racial/ethnic groups shown in the reference table. In some surveys, respondents are not given the option to select more than one race category and also are not given an option such as "other" or "more than one race." In these surveys, respondents of Two or more races must select a single race category. Any comparisons between data from surveys that give the option to select more than one race and surveys that do not offer such an option should take into account the fact that there is a potential for bias if members of one racial group are more likely than members of the others to identify themselves as
"Two or more races." ${ }^{1}$ For postsecondary data, foreign students are counted separately and are therefore not included in any racial/ethnic category.

In addition to the major racial/ethnic categories, several tables include Hispanic ancestry subgroups (such as Mexican, Puerto Rican, Cuban, Dominican, Salvadoran, Other Central American, and South American) and Asian ancestry subgroups (such as Asian Indian, Chinese, Filipino, Japanese, Korean, and Vietnamese). In addition, selected tables include "Two or more races" subgroups (such as White and Black, White and Asian, and White and American Indian/Alaska Native).

## Limitations of the Data

Due to large standard errors, some differences that seem substantial are not statistically significant and, therefore, are not cited in the text. This situation often applies to estimates involving American Indians/Alaska Natives and Pacific Islanders. The relatively small sizes of these populations pose many measurement difficulties when conducting statistical analysis. Even in larger surveys, the numbers of American Indians/Alaska Natives and Pacific Islanders included in a sample are often small. Researchers studying
${ }^{1}$ For discussion of such bias in responses to the 2000 Census, see Parker, J., et al. (2004). Bridging Between Two Standards for Collecting Information on Race and Ethnicity: An Application to Census 2000 and Vital Rates. Public Health Reports, 119(2): 192-205. Available at https:// www.ncbi.nlm.nih.gov/pmc/articles/PMC1497618/.
data on these two populations often face small sample sizes that increase the size of standard errors and reduce the reliability of results. Readers should keep these limitations in mind when comparing estimates presented in the tables.

As mentioned, caution should be exercised when comparing data from different sources. Differences in sampling, data collection procedures, coverage of target population, timing, phrasing of questions, scope of nonresponse, interviewer training, and data processing and coding mean that results from different sources may not be strictly comparable. For example, the racial/ethnic categories presented to a respondent, and the way in which the question is asked, can influence the response, especially for individuals who consider themselves of more than one race or ethnicity. In addition, data on American Indians/Alaska Natives are often subject to inaccuracies that can result from respondents self-identifying their race/ethnicity. Research on the collection of race/ethnicity data suggests that the categorization of American Indian and Alaska Native is the least stable self-identification (for example, the same individual may identify as American Indian when responding to one survey but may not do so on a subsequent survey). ${ }^{2}$

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## INTRODUCTION

The Introduction provides a brief overview of current trends in American education, highlighting key data that are presented in more detail later in this volume. Topics outlined include the participation of students, teachers, and faculty in U.S. educational institutions; the performance of U.S. elementary/secondary students overall and in comparison to students in other countries; the numbers of high school graduates and postsecondary degrees; and the amounts of expenditures on education at the elementary/ secondary and postsecondary levels. Data on enrollments, teachers, and faculty are for fall of the given year.

In fall 2019, about 76.1 million people were enrolled in American schools and colleges (table 105.10). About 4.7 million people were employed as elementary and secondary school teachers or as college faculty, in full-time equivalents (FTE). Other professional, administrative, and support staff at educational institutions totaled 5.7 million FTE employees. All data for 2019 in this Introduction are projected, except for data on student performance and educational attainment. Some data for other years are projected or estimated as noted. All projections were estimated prior to the coronavirus pandemic. In discussions of historical trends, different time periods and specific years are cited, depending on the timing of important changes as well as the availability of relevant data.

## Elementary/Secondary Education

## Enrollment

Overall, public school enrollment rose 28 percent, from 39.4 million to 50.6 million, between 1985 and 2019. This reflects a pattern of annual increases in total public elementary and secondary school enrollment, which began in 1985, but stalled at 49.3 million between 2006 and 2008, before beginning to increase again (table 105.30). Private school enrollment fluctuated during this period, with the fall 2019 enrollment of 5.7 million being 3 percent higher than the fall 1985 enrollment of 5.6 million. About 10 percent of elementary and secondary school students were enrolled in private schools in 2019, reflecting a decrease from 12 percent in 1985.

In public schools between 1985 and 2019, there was a 31 percent increase in elementary enrollment (prekindergarten through grade 8), compared with a 23 percent increase in secondary enrollment (grades 9 through 12;
table 105.30). Part of the higher growth in public elementary school enrollment resulted from the expansion of prekindergarten enrollment. Between 1985 and 2019, enrollment in prekindergarten increased 880 percent, while enrollment in other elementary grades (including kindergarten through grade 8 and ungraded elementary programs) increased 26 percent (table 203.10). The number of children enrolled in prekindergarten increased from 0.2 million in 1985 to 1.5 million in 2019 , and the number enrolled in other elementary grades increased from 26.9 million to 33.9 million. Public secondary school enrollment declined 8 percent from 1985 to 1990 but then increased 33 percent from 1990 to 2007. Over the most recent 10-year period (between 2009 and 2019), public school enrollment rose 3 percent. Elementary school enrollment increased 3 percent between 2009 and 2019, while secondary school enrollment increased 2 percent.

Since the enrollment rates of 5- and 6-year-olds (typical ages for preprimary grades) and 7 - to 13-year-olds (typical ages for elementary grades) decreased by fewer than 5 percentage points from 1985 to 2018 and the enrollment rate for 14- to 17-year-olds (typical ages for secondary grades) in 2018 was not measurably different from the rate in 1985, overall increases in public school enrollment primarily reflect increases in the number of children in these age groups (tables 101.10 and 103.20). For example, the enrollment rate of 7 - to 13 -year-olds decreased from 99 to 98 percent between 1985 and 2018, but the number of 7 - to 13 -year-olds increased 26 percent. Similarly, increases in public secondary school enrollment are more reflective of the 12 percent increase in the 14- to 17-year-old population between 1985 and 2018 than of the enrollment rates for these years, which were not measurably different (about 95 percent for both years). Increases in the enrollment rate of prekindergarten-age children (ages 3 and 4), from 39 percent in 1985 to 54 percent in 2018 , and in the number of 3- and 4-year-olds, from 7.1 million to 8.1 million, also contributed to overall increases in prekindergarten through grade 12 enrollment.

Before the coronavirus pandemic, the National Center for Education Statistics (NCES) projected near record levels of total public elementary and secondary school enrollment from 2019 ( 50.6 million) through 2029 ( 51.1 million; table 105.30). Public elementary school enrollment was projected to increase 2 percent between 2019 and 2029, while public secondary school enrollment was projected to be about 1 percent lower in 2029 than in
2019. Overall, total public school enrollment was projected to increase 1 percent between 2019 and 2029. However, as the impact of the coronavirus pandemic remains unknown, these projections are subject to revision.

## Teachers

A projected 3.7 million full-time-equivalent (FTE) elementary and secondary school teachers were engaged in classroom instruction in fall 2019, which was less than 1 percent higher than the number of FTE teachers in fall 2009 (table 105.40). Of these 3.7 million FTE elementary and secondary school teachers in 2019, about 3.2 million taught in public schools and 0.5 million taught in private schools.

Public school enrollment was 3 percent higher in 2019 than in 2009, while the number of public school teachers was 1 percent lower (table 208.20). The number of public school pupils per teacher was higher in 2019 (15.9) than in 2009 (15.4).

The average salary for public school teachers in 2018-19 was $\$ 61,730$ (table 211.50). In constant (i.e., inflationadjusted) dollars, the average teacher salary was 1 percent lower in 2018-19 than in 1990-91.

## Student Performance

## National Comparisons

Much of the student performance data in the Digest are drawn from the National Assessment of Educational Progress (NAEP). The NAEP assessments have been conducted using three basic designs: the national main NAEP, state NAEP, and long-term trend NAEP. The national main NAEP and state NAEP provide current information about student performance in subjects including reading, mathematics, science, and writing, while long-term trend NAEP provides information on performance since the early 1970s in reading and mathematics only. Results from long-term trend NAEP are included in the discussion in chapter 2 of the Digest, while the information in this Introduction includes only selected results from the national main NAEP. Readers should keep in mind that comparisons of NAEP scores in the text (like all comparisons of estimates in the Digest) are based on statistical testing of unrounded values.

The main NAEP reports current information for the nation and specific geographic regions of the country. The assessment program includes students drawn from both public and private schools and reports results for student achievement at grades 4,8 , and 12 . The main NAEP assessments follow the frameworks developed by the National Assessment Governing Board and use the latest advances in assessment methodology. The state NAEP is identical in content to the national main NAEP, but the state NAEP reports information only for public school students. Chapter 2 presents more information on the NAEP designs and methodology, and additional details appear in Appendix A: Guide to Sources.

## NAEP Reading

The main NAEP reading assessment data are reported on a scale of 0 to 500 . For 4th-grade students, the average reading score in 2019 (220) was lower than the score in 2017 (222) but was higher than the 1992 score (217; table 221.10). This pattern held for certain racial/ethnic groups (White and Black students), but not for others (Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students). Specifically, at grade 4, the 2019 reading scores for White (230) and Black (204) students were lower than the corresponding scores in 2017 (232 and 206, respectively), but higher than in 1992 (224 and 192, respectively). In contrast, the 4th-grade reading scores for Hispanic (209) and Asian/Pacific Islander (237) students were not measurably different in 2019 than in 2017, but the scores for both groups were higher in 2019 than in 1992 (197 and 216, respectively). For American Indian/Alaska Native students, the average 4th-grade reading score in 2019 (204) was not measurably different from the scores in either 2017 or 1994 (1994 was the first year data were available for 4th-grade American Indian/Alaska Native students).

From 1992 through 2019, the average reading scores for White 4th-graders were higher than those for their Black and Hispanic peers. Although the White-Black achievement gap did not change measurably from 2017 to 2019, the achievement gap narrowed from 32 points in 1992 to 27 points in 2019. The White-Hispanic achievement gap in 2019 (21 points) was smaller than the achievement gap in 2017 (23 points), but it was not measurably different from the achievement gap in 1992.

At grade 8, the average reading score in 2019 (263) was lower than the score in 2017 (267), but it was higher than the score in 1992 (260). The reading scores for White (272), Black (244), and Hispanic (252) 8th-grade students in 2019 were lower than the corresponding scores in 2017 (275, 249 , and 255 , respectively), but the score for each group was higher in 2019 than in 1992 ( 267,237 , and 241, respectively). The reading score for 8th-grade Asian/Pacific Islander students in 2019 (281) was not measurably different from the score in 2017, but it was higher than the score in 1992 (268). The reading score for 8th-grade American Indian/Alaska Native students in 2019 (248) was lower than the score in 2017 (253), but it was not measurably different from the score in 1994 (1994 was the first year data were available for 8th-grade American Indian/Alaska Native students).

From 1992 through 2019, the average reading score for White 8th-graders was higher than the scores for their Black and Hispanic peers. The White-Black achievement gap in 2019 (28 points) was larger than the White-Black achievement gap in 2017 ( 25 points), but it was not measurably different from the achievement gap in 1992. Although the White-Hispanic achievement gap at grade 8 did not change measurably from 2017 to 2019, the achievement gap narrowed from 26 points in 1992 to 20 points in 2019.

For 12th-grade students, the most recent scores available are from 2015. The average reading score for 12th-grade students in 2015 (287) was not measurably different from the score in 2013, but it was lower than the score in 1992 (292). At grade 12, the reading scores in 2015 for White (295), Hispanic (276), and Asian/Pacific Islander (297) students were not measurably different from the scores in 2013 and 1992. For Black students, the 2015 reading score (266) was lower than the 1992 score (273), but it was not measurably different from the 2013 score. The reading score for American Indian/Alaska Native students in 2015 (279) was not measurably different from the scores in 2013 and 1994 (1994 was the first year data were available for 12th-grade American Indian/Alaska Native students).

The White-Black achievement gap for 12th-grade students was larger in 2015 ( 30 points) than in 1992 (24 points), while the White-Hispanic achievement gap in 2015 (20 points) was not measurably different from the achievement gap in any previous assessment year.

## NAEP Mathematics

The main NAEP mathematics assessment data for 4thand 8th-graders are reported on a scale of 0 to 500 . The average mathematics score for 4th-grade students in 2019 (241) was higher than the scores in both 2017 (240) and 1990 (213; table 222.10). At grade 4, the average mathematics scores in 2019 for Asian/Pacific Islander (260), White (249), and Black (224) students were not measurably different from the corresponding scores in 2017, but the mathematics score for each group was higher in 2019 than in 1990 ( 225,220 , and 188 , respectively). The 2019 mathematics score for 4th-grade Hispanic students (231) was higher than the scores in both 2017 (229) and 1990 (200). The 2019 mathematics score for 4th-grade American Indian/Alaska Native students (227) was not measurably different from the scores in 2017 and 1996 (1996 was the first year data were available for 4th-grade American Indian/Alaska Native students).

In 2019 and in all assessment years since 1990, the average mathematics scores for White students in grade 4 have been higher than those of their Black and Hispanic peers. Although the White-Black and White-Hispanic achievement gaps at grade 4 did not change measurably from 2017 to 2019, the White-Black achievement gap narrowed from 32 points in 1990 to 25 points in 2019. The 4th-grade White-Hispanic achievement gap in 2019 (18 points) was not measurably different from the gap in 1990.

For 8th-grade students, the average mathematics score in 2019 (282) was lower than the score in 2017 (283), but it was higher than the score in 1990 (263). At grade 8, the mathematics scores for Asian/Pacific Islander (310), White (292), Hispanic (268), and Black (260) students in 2019 were not measurably different from the corresponding scores in 2017, but the score for each group was higher in 2019 than in 1990 ( $275,270,246$, and 237, respectively). The mathematics score for 8th-grade American Indian/ Alaska Native students in 2019 (262) was lower than the
score in 2017 (267), but it was not measurably different from the score in 2000 ( 2000 was the first year data were available for 8th-grade American Indian/Alaska Native students).

In 2019 and in all assessment years since 1990, the average mathematics scores for White students in grade 8 have been higher than the scores for their Black and Hispanic peers. At grade 8, the White-Black (32 points) and White-Hispanic ( 24 points) achievement gaps in 2019 were not measurably different from the corresponding gaps in 2017 and 1990.

For 12th-grade students, the average mathematics score in 2015 (152) was lower than the score in 2013 (153), but it was not measurably different from the score in 2005, the earliest year with comparable data. At grade 12, the mathematics scores for Asian/Pacific Islander (170), White (160), Hispanic (139), and Black (130) students in 2015 were not measurably different from the scores in 2013, but the score for each group was higher in 2015 than in 2005 ( $163,157,133$, and 127 , respectively). The mathematics score for American Indian/Alaska Native students in 2015 (138) was not measurably different from the scores in 2013 and 2005.

In 2015, the mathematics score for White 12th-grade students was 30 points higher than the score for their Black peers and 22 points higher than the score for their Hispanic peers. The White-Black and White-Hispanic gaps in 2015 were not measurably different from the corresponding gaps in 2005 and 2013.

## NAEP Science

NAEP has assessed the science abilities of students in grades 4,8 , and 12 in both public and private schools since 1996. As of 2009, however, NAEP science assessments are based on a new framework, so results from these assessments cannot be compared to results from earlier science assessments. Scores are based on a scale ranging from 0 to 300 (table 223.10). In 2015, the average 4th-grade science score (154) was higher than the score in 2009 (150). The 8th-grade science score in 2015 (154) was higher than the scores in 2009 (150) and in 2011 (152). The 12th-grade science score in 2015 (150) was not measurably different from the score in 2009.

While the scores for White 4th- and 8th-grade students remained higher than those for their Black and Hispanic peers in 2015, racial/ethnic achievement gaps in 2015 were smaller than in 2009. For example, at grade 4, the WhiteBlack achievement gap was 36 points in 2009 and 33 points in 2015, and the White-Hispanic achievement gap was 32 points in 2009 and 27 points in 2015. For 12th-grade students, in contrast, science scores for White students remained higher than those for their Black and Hispanic peers in 2015, and these racial/ethnic achievement gaps were not measurably different from 2009. In addition, the 5-point gender gap, which favored male 12th-graders, in 2015 was not measurably different from the gap in 2009.

## International Comparisons

## Trends in International Mathematics and Science Study (TIMSS)

The 2015 Trends in International Mathematics and Science Study (TIMSS) assessed students' mathematics and science performance at grades 4 and 8 . Mathematics performance was assessed in 43 countries at grade 4 and in 34 countries at grade 8 . Science performance was assessed in 42 countries at grade 4 and in 34 countries at grade 8. In addition, TIMSS Advanced data were collected by 9 countries from students in their final year of secondary school (grade 12 in the United States). At grades 4 and 8, several subnational entities also participated in TIMSS as separate education systems (e.g., Hong Kong, the U.S. state of Florida, England and Northern Ireland within the United Kingdom). However, the following paragraphs include results only from countries, not from subnational entities. At all three grades, TIMSS scores are reported on a scale of 0 to 1,000 , with a fixed scale centerpoint of 500 . The scale centerpoint represents the mean of the overall achievement distribution in 1995. The TIMSS scale is the same in each administration; thus, a value of 500 in 2015 equals 500 in 1995.

In 2015, the average mathematics scores of U.S. 4th-graders (539) and 8th-graders (518) were higher than the TIMSS centerpoint of 500 (tables 602.20 and 602.30). At grade 4, the average U.S. mathematics score was higher than the average score in 30 of the 42 other countries participating, lower than the average score in 6 countries, and not measurably different from the average score in the remaining 6 countries (table 602.20). The 6 countries that outperformed the United States in 4th-grade mathematics were Ireland, Japan, the Republic of Korea, Norway, the Russian Federation, and Singapore. At grade 8, the average U.S. mathematics score was higher than the average score in 21 of the 33 other participating countries, lower than the average score in 5 countries, and not measurably different from the average score in the remaining 7 countries (table 602.30). The 5 countries that outperformed the United States in eighth-grade mathematics were Canada, Japan, the Republic of Korea, the Russian Federation, and Singapore.

In science, the average scores of both U.S. 4th-graders (546) and U.S. 8th-graders (530) were higher than the TIMSS scale centerpoint of 500 in 2015 (tables 602.20 and 602.30). The average U.S. fourth-grade science score was higher than the average score in 30 of the 41 other countries participating in the science assessment at grade 4 , lower than the average score in 5 countries, and not measurably different from the average score in the remaining 6 countries (table 602.20). The 5 countries that outperformed the United States in 4th-grade science were Finland, Japan, the Republic of Korea, the Russian Federation, and Singapore. At grade 8, the average U.S. science score was higher than
the average score in 23 of the 33 other participating countries in 2015, lower than the average score in 5 countries, and not measurably different from the average score in the remaining 5 countries (table 602.30). The 5 countries that outperformed the United States in 8th-grade science were Japan, the Republic of Korea, the Russian Federation, Singapore, and Slovenia.

The TIMSS Advanced assessment measures the advanced mathematics and physics achievement of students in their final year of secondary school who are taking or have taken advanced courses in those two subjects (table 602.35). On TIMSS Advanced, the U.S. average advanced mathematics score (485) and physics score (437) in 2015 were lower than the TIMSS Advanced scale centerpoint of 500. However, the U.S. average scores in advanced mathematics and physics were not measurably different from the U.S. average scores in those subjects in 1995. No education systems had higher average advanced mathematics or physics scores in 2015 than in 1995, but three education systems (France, Italy, and Sweden) had lower average scores in advanced mathematics and four (France, Norway, Russian Federation, and Sweden) had lower average physics scores.

## Program for International Student Assessment (PISA)

The Program for International Student Assessment (PISA) assesses 15 -year-old students' application of reading, mathematics, and science literacy to problems within a real-life context. In 2018, PISA assessed students in all 37 Organization for Economic Cooperation and Development (OECD) countries as well as more than 40 other education systems. While data on mathematics literacy and science literacy were reported for all OECD countries, data on reading literacy were reported for only 36 countries due to data quality concerns. PISA scores are reported on a scale of 0 to 1,000 .

On the 2018 PISA assessment, U.S. 15-year-olds' average score in reading literacy was 505 , which was higher than the OECD average score of 487 (table 602.50). The average reading literacy score in the United States was lower than the average score in 4 other OECD countries, higher than the average score in 21 OECD countries, and not measurably different from the average score in 10 OECD countries. In all participating education systems, females outperformed males in reading literacy (table 602.40). The U.S. gender gap in reading (24 points) was not measurably different from the OECD average gap but was smaller than the gaps in 12 other OECD countries, larger than the gaps in 2 OECD countries, and not measurably different from the gaps in 21 other OECD countries.

In mathematics literacy, U.S. 15-year-olds' average score of 478 on the 2018 PISA assessment was lower than the OECD average score of 489 (table 602.60). The average mathematics literacy score in the United States was lower than the average score in 24 other OECD countries, higher
than the average score in 6 OECD countries, and not measurably different from the average score in 6 OECD countries. In 21 OECD countries, including the United States, males outperformed females in mathematics literacy; in 3 countries, females outperformed males in mathematics (table 602.40).

In science literacy, U.S. 15-year-olds' average score of 502 on the 2018 PISA assessment was higher than the OECD average score of 489 (table 602.70). The average science literacy score in the United States was lower than the average score in 6 other OECD countries, higher than the average score in 19 OECD countries, and not measurably different from the average score in 11 OECD countries. On average across OECD countries, females outperformed male students in science by 2 points. There was no measurable difference in the average science literacy scores for males and females in 22 OECD countries, including the United States. In 13 OECD countries, females outperformed males in science literacy; in 2 countries, males outperformed females in science literacy.

Progress in International Reading Literacy Study (PIRLS)
The Progress in International Reading Literacy Study (PIRLS) measures the reading knowledge and skills of 4th-graders over time. PIRLS scores are reported on a scale from 0 to 1,000 , with the scale centerpoint set at 500 . On the 2016 PIRLS, U.S. 4th-graders had an average reading literacy score of 549 (table 602.10). The U.S. average score in 2016 was 7 points lower than in 2011 but 10 points higher than in 2006. In all 4 assessment years, the U.S. average score was higher than the PIRLS scale centerpoint. The average reading literacy score of 4th-graders in the United States was higher than the average score in 24 of the 42 other countries participating in 2016, lower than the average score in 7 countries, and not measurably different from the average score in the remaining 11 countries.

## High School Graduates and Dropouts

About 3,663,000 high school students were projected to graduate during the 2020-21 school year (based on prepandemic data), including 3,302,000 public school graduates and 360,000 private school graduates (table 219.10). High school graduates include only recipients of diplomas, not recipients of equivalency credentials. The 2020-21 projection of high school graduates is slightly lower than the prior record-high projection of $3,674,000$ graduates in 2018-19, but it exceeds the baby boom era's high point in 1975-76, when $3,142,000$ students earned diplomas. In 2017-18, about 85 percent of public high school students graduated with a regular diploma within 4 years of first starting 9th grade, which reflects an increase since 2010-11 (79 percent; table 219.46). This rate is known as the 4 -year adjusted cohort graduation rate (ACGR).

The status dropout rate has decreased since 2000. The status dropout rate is the percentage of the civilian noninstitutionalized 16 - to 24 -year-old population who are not enrolled in school and who have not completed a high school program, regardless of when they left school. (People who left school but went on to receive a GED credential are not treated as dropouts.) Between 2000 and 2018, the status dropout rate declined from 10.9 to 5.7 percent (table 219.70). During this period, the status dropout rate for Black 16- to 24 -year-olds declined from 13.1 to 5.8 percent, and the rate for Hispanic 16- to 24 -yearolds declined from 27.8 to 9.0 percent. In 2018, the status dropout rate for White 16- to 24 -year-olds ( 4.5 percent) was lower than the rate for Hispanic 16- to 24 -year-olds, but it was not measurably different from the rate for Black 16- to 24-year-olds.

## Postsecondary Education

## Enrollment in Degree-Granting Institutions

College enrollment was 19.6 million in fall 2018, reflecting a 7 percent decrease from the record enrollment of 21.0 million in fall 2010 (table 105.30). College enrollment is expected to remain below the 2010 record through fall 2029, the last year for which NCES enrollment projections have been developed. Based on these pre-pandemic projections, enrollment is expected to increase 2 percent between fall 2018 and fall 2029.

Despite decreases in the size of the traditional college-age population (18 to 24 years old) during the late 1980s and early 1990s, total enrollment increased during this period (tables 101.10 and 105.30). The traditional college-age population was 1 percent higher in 2018 than in 2008, and total college enrollment was 3 percent higher in 2018 than in 2008. The number of full-time students was 2 percent higher in 2018 than in 2008, while the number of part-time students was 4 percent higher (table 303.10). Postsecondary enrollment was 3 percent higher in 2018 than in 2008 for both male and female students.

## Faculty

In fall 2018, degree-granting institutions-defined as postsecondary institutions that grant an associate's or higher degree and are eligible for Title IV federal financial aid programs-employed 1.5 million faculty members, including 0.8 million full-time and 0.7 million part-time faculty (table 314.30). In addition, degree-granting institutions employed 0.4 million graduate assistants.

## Degrees

During the 2019-20 academic year, postsecondary degrees conferred were projected to number 981,000 associate's degrees, $1,996,000$ bachelor's degrees, 832,000 master's degrees, and 186,000 doctor's degrees (table 318.10). The doctor's degree total includes most degrees that were classified as first-professional prior to 2010-11, such as M.D.'s, D.D.S.'s, and law degrees. Between 2007-08 and 2017-18 (the last year of actual data), the number of degrees conferred increased at all levels. Between 2007-08 and 2017-18, the number of associate's degrees increased 35 percent, the number of bachelor's degrees increased 27 percent, the number of master's degrees increased 30 percent, and the number of doctor's degrees increased 23 percent.

Between 2007-08 and 2017-18, the number of bachelor's degrees awarded to male students increased 26 percent, while the number of bachelor's degrees awarded to female students increased 27 percent (table 318.10). Female students earned 57 percent of all bachelor's degrees in 2017-18, which was the same as the percentage in 2007-08. Between 2007-08 and 2017-18, the number of bachelor's degrees awarded to White students increased 6 percent, which was smaller than the increases for Black students (28 percent), Hispanic students (118 percent), and Asian/ Pacific Islander students ( 38 percent; table 322.20). The number of bachelor's degrees awarded to American Indian/ Alaska Native students decreased 20 percent during this period. In 2017-18, White students earned 63 percent of all bachelor's degrees (compared with 74 percent in 2007-08), Black students earned 10 percent (the same percentage as 2007-08), Hispanic students earned 14 percent (compared with 8 percent in 2007-08), and Asian/Pacific Islander students earned 8 percent (compared with 7 percent in 2007-08). American Indian/Alaska Native students earned less than 1 percent of all bachelor's degrees in both years. In 2017-18, students of Two or more races earned 4 percent of all bachelor's degrees.

## Undergraduate Prices

For the 2018-19 academic year, average annual prices for undergraduate tuition, fees, room, and board were estimated to be $\$ 18,383$ at public institutions, $\$ 47,419$ at
private nonprofit institutions, and $\$ 27,040$ at private for-profit institutions (table 330.10). Between 2008-09 and 2018-19, prices for undergraduate tuition, fees, room, and board at public institutions rose 28 percent, and prices at private nonprofit institutions rose 19 percent, after adjustment for inflation. The average price for total tuition, fees, room, and board at private for-profit institutions was 6 percent lower in 2018-19 than in 2008-09.

## Educational Attainment

The U.S. Census Bureau collects annual statistics on the educational attainment of the population. Between 2009 and 2019, the percentage of the adult population age 25 and over who had completed at least high school (or an equivalency program) rose from 87 to 90 percent, and the percentage of adults with a bachelor's or higher degree increased from 30 to 36 percent (table 104.10). Among 25 - to 29-year-olds, the percentage who had completed at least high school increased from 89 to 94 percent between 2009 and 2019, and the percentage who had completed a bachelor's or higher degree increased from 31 percent to 39 percent (table 104.20). During this same period, the percentage of 25- to 29-year-olds who had completed a master's or higher degree increased from 7 to 9 percent.

Among employed adults age 25 and over 42 percent had a bachelor's or higher degree in 2019, and about half (53 percent) had an associate's or higher degree (table 502.10).

## Education Expenditures

U.S. expenditures for public and private education, from prekindergarten through graduate school (excluding postsecondary schools not awarding associate's or higher degrees), were an estimated $\$ 1.5$ trillion for 2018-19 (table 106.10). Expenditures of elementary and secondary schools totaled an estimated $\$ 832$ billion, while those of degree-granting postsecondary institutions totaled an estimated $\$ 620$ billion. Total expenditures for education were an estimated 7.1 percent of the gross domestic product (GDP) in 2018-19. Education spending as a percentage of GDP peaked at 7.6 percent in 2009-10 but declined between 2009-10 and 2014-15 (7.1 percent).

## CHAPTER 1

## All Levels of Education

This chapter provides a broad overview of education in the United States. It brings together material from preprimary, elementary, secondary, and postsecondary education, as well as from the general population, to present a composite picture of the American education system. Tables summarize the total number of people enrolled in school, the number of teachers, the number of schools, and the total expenditures for education at all levels. This chapter also includes statistics on education-related topics such as school-age resident populations, characteristics of households with children, and educational attainment. Economic indicators and price indexes have been added to facilitate analyses.

Many of the statistics in this chapter are derived from the statistical activities of the National Center for Education Statistics (NCES). In addition, substantial contributions have been drawn from the work of other groups, both governmental and nongovernmental, as shown in the source notes of the tables. Information on survey methodologies is contained in Appendix A: Guide to Sources and in the publications cited in the table source notes.

## The U.S. System of Education

The U.S. system of education can be described generally as having three levels of formal education: elementary, secondary, and postsecondary (figure 1). However, these levels can be defined quite differently across school districts. For example, students may spend 1 to 3 years in preprimary programs (prekindergarten [PK] and kindergarten [K]), which may be offered either in separate schools or in elementary schools that also offer higher grades. (For simplicity, in Digest of Education Statistics tables, prekindergarten and kindergarten are generally defined as a part of elementary education, although preprimary schooling is not universally included in the elementary level.) Following kindergarten, students ordinarily spend 6 to 8 years in elementary school. The elementary school program is followed by a 4- to 6-year program in secondary school. Students typically complete the entire program of elementary and secondary schooling by age 18 . This formal schooling is provided in a range of institutional settings-including elementary schools (preprimary schools, primary schools, middle schools, and other types of schools offering broader ranges of elementary grades); secondary schools (junior high schools, high schools, and senior high schools); and combined (multi-age, ungraded, and elementary/secondary schools)-that vary in structure from locality to locality.

High school graduates who decide to continue their education may enter a specialized career/technical institution,
a 2-year community or junior college, or a 4-year college or university. A 2-year college typically offers the first 2 years of a standard 4 -year college curriculum, awarding an associate's degree upon completion of at least 2 years of postsecondary coursework, as well as a selection of terminal career and technical education programs. Academic courses completed at a 2 -year college are usually transferable for credit at a 4-year college or university. A career/technical institution offers postsecondary technical training programs of varying lengths that lead to a specific career.

A 4-year college or university offers at least a bachelor's degree, which typically requires 4 years of postsecondary coursework, and some offer master's or doctor's degrees. At least 1 year of coursework beyond a bachelor's degree is necessary for a master's degree, while a doctor's degree (which comprises a wide variety of degrees, including doctor of medicine [M.D.], juris doctor [J.D.], and doctor of philosophy [Ph.D.]) usually requires a minimum of 3 or 4 years beyond a bachelor's degree.

Professional schools are pathways to licensed or ordained professions, such as dentistry, law, or ministry. They differ widely in admission requirements and program length. Medical students, for example, generally complete a bachelor's program of premedical studies at a college or university before they can enter the 4 -year program at a professional medical school. Law programs typically involve 3 years of coursework beyond a bachelor's degree. Depending on the length of the program and the degree awarded, degrees from professional schools are categorized as either master's or doctor's degrees.

## Enrollment: From Preprimary to Postsecondary

Total enrollment in public and private elementary and secondary schools (prekindergarten through grade 12) grew rapidly during the 1950s and 1960s, reaching a peak year in 1971 (table A, table 105.30, and figure 2). This growth in enrollment reflected what is known as the "baby boom," a dramatic increase in births following World War II. Between 1971 and 1984, total elementary and secondary school enrollment decreased every year, reflecting a decline in the size of the school-age population over that period. After these years of decline, enrollment in elementary and secondary schools started increasing in fall 1985, began hitting new record levels in the mid-1990s, and continued to reach new record levels every year through 2006. After
declining 1 percent between 2006 and 2011, enrollments in 2019 are projected to have increased 3 percent over 2011 levels. Enrollments since fall 2013 have remained above the fall 2006 enrollment of 55.3 million, the final year of the post "baby boom" record highs. Before the coronavirus pandemic, national changes in school enrollment were projected to remain relatively small through 2029, with annual percentage changes of less than 0.4 percent. However, as the impact of the coronavirus pandemic remains unknown, these projections are subject to revision.

## Table A. Total elementary and secondary school enrollment, by overall trends: Selected years, 1949-50 through fall 2029

| Trend and year | Number of <br> students <br> (in millions) |
| :--- | ---: |
| "Baby boom" increases |  |
| 1949-50 school year | 28.5 |
| Fall 1959 | 40.9 |
| Fall 1969 (peak) | 51.1 |
| Fall 1971 |  |
| 13 years with annual post "baby boom" declines | 51.3 |
| Fall 1972 (first year of decline) | 50.7 |
| Fall 1984 (final year of decline) | 44.9 |
| Annual increases from 1985 to 2006 |  |
| Fall 1985 | 45.0 |
| Fall 1996 (surpasses "baby boom" peak) | 51.5 |
| Fall 2006 (final year of post "baby boom" record highs) | 55.3 |
| Slight declines or stable enrollment |  |
| Fall 2007 | 55.2 |
| Fall 2010 | 54.9 |
| Fall 2011 | 54.8 |
| Annual increases with new record highs |  |
| Fall 2013 | 55.4 |
| Fall 2014 | 55.9 |
| Fall 2015 | 56.2 |
| Fall 2017 | 56.4 |
| Fall 2018 (projected) | 56.4 |
| Fall 2019 (projected) | 56.3 |
| Fall 2029 (projected) | $56.8^{\star}$ |

*Subject to revision once the impact of the coronavirus pandemic becomes known.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States, 1949-50; Statistics of Public Elementary and Secondary School Systems, 1959 through 1972; Common Core of Data (CCD), 1984 through 2017; Private School Universe Survey (PSS), 1997-98 through 2017-18; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2029.

Between 1985 and 2018, the total public and private elementary and secondary school enrollment rate decreased for 5- and 6-year-olds (typical ages for preprimary grades) from 96 to 94 percent, and for 7- to 13-year-olds (typical ages for elementary grades) from 99 to 98 percent (table 103.20). In contrast, the enrollment rate for 14 - to 17-year-olds (typical ages for secondary grades) in 2018 (95 percent) was not measurably different from the rate in 1985. As there were no measurable increases in enrollment rates between 1985 and 2018, increases in the total number of enrolled elementary and secondary students primarily reflect the increases in the number of children in these age groups. Between 1985 and 2018, the number of 5- and 6 -year-olds increased by 16 percent, the number of 7 - to 13 -year-olds increased by 26 percent, and the number of 14- to 17 -year-olds increased by 12 percent (table 101.10). Increases in the enrollment rate of prekindergarten-age children (ages 3 and 4), from 39 percent in 1985 to

54 percent in 2018, and in the number of 3 - and 4 -year-olds, from 7.1 million to 8.1 million, also contributed to overall increases in prekindergarten through grade 12 enrollment (tables 101.10 and 103.20).

The vast majority of elementary and secondary students in the United States attend public schools. Considering only these students, enrollment at the elementary level (prekindergarten through grade 8) rose from 29.9 million in fall 1990 to 34.2 million in fall 2003 (table 105.30). Public elementary school enrollment was lower in fall 2004 than in fall 2003 (by less than 1 percent) and then generally increased to a projected total of 35.4 million for fall 2019. From 2019 to 2029, public elementary school enrollment has been projected to increase 2 percent. At the secondary level (grades 9 through 12), public school enrollment rose from 11.3 million in 1990 to 15.1 million in 2007. After a decline of 2 percent to 14.7 million in 2011, public secondary enrollments are projected to have increased 3 percent by 2019.

The percentage of students opting out of public schools in favor of private elementary and secondary schools was lower in 2017 ( 10.1 percent) than in 2007 ( 10.7 percent; table 105.30). In fall 2019 , an estimated 5.7 million students were enrolled in private schools at the elementary and secondary levels, or 10.1 percent of students.

At the postsecondary level, total enrollment in public and private degree-granting institutions increased 47 percent between 1995 and 2010 (to 21.0 million) but declined 7 percent between 2010 and 2018 (to 19.6 million; table 105.30). Total enrollment is expected to increase 2 percent between fall 2018 and fall 2029, reaching 20.1 million. The percentage of students who attended private institutions (including both for-profit and nonprofit institutions) in fall 2018 ( 26 percent) was 1 percentage point lower than in 2008. During this period, the percentage of postsecondary students attending private nonprofit institutions increased from 19 to 21 percent and the percentage of students attending for-profit institutions decreased from 8 to 5 percent (table 303.10). In fall 2018, about 5.1 million students attended private institutions, with 4.1 million in nonprofit institutions and 1.0 million in for-profit institutions.

Despite a decrease since 2010, enrollment in postsecondary degree-granting institutions in fall 2018 was 3 percent higher than in fall 2008 (table 105.30). Changes in total enrollment may be affected by changes in enrollment rates, changes in the population, or both. While the postsecondary enrollment rate of 18- and 19-year-olds in 2018 (50 percent) was not measurably different from the percentage in 2008, the overall number of 18 - and 19-year-olds in the population decreased 5 percent, from 9.0 million in 2008 to 8.6 million in 2018 (tables 101.10 and 103.20). In contrast, although the enrollment rate of 20 - to 24 -year-olds in 2018 ( 39 percent) was also not measurably different from the rate in 2008, the number of 20 - to 24-year-olds was 3 percent higher in 2018 (21.9 million) than in 2008 ( 21.2 million).

## Educational Attainment

The percentage of people 25 years old and over who earned a high school degree (or equivalent) or higher has been increasing over the past decade. Between 2009 and 2019, the percentage of people 25 years old and over who had completed at least high school increased from 87 to 90 percent, and the percentage who had completed a bachelor's or higher degree increased from 30 to 36 percent (table 104.10 and figure 3). In 2019, about 10 percent of people 25 years old and over held a master's degree as their highest degree, and 3 percent held a doctor's or firstprofessional degree (table 104.30). Among 25- to 29-year-olds, the percentage who had completed at least high school increased from 89 to 94 percent between 2009 and 2019, and the percentage who had completed a bachelor's or higher degree increased from 31 to 39 percent (table 104.20 and figure 4). Overall, the percentage of 25 - to 29-year-olds who held a master's or higher degree rose from 7 percent in 2009 to 9 percent in 2019, including about 2 percent who held a doctor's or first-professional degree (tables 104.20 and 104.30 and figures 4 and 5).

These changes in the educational attainment of 25- to 29 -year-olds over the last decade varied by race/ethnicity. The percentages of Hispanic and White 25- to 29-year-olds who had completed at least high school increased between 2009 and 2019; however, there was no measurable change among Asian and Black 25- to 29-year-olds (table 104.20 and figure 6). The percentage of Hispanic 25- to 29-year-olds who had completed at least high school rose from 69 percent in 2009 to 86 percent in 2019, an increase of 17 percentage points. During the same period, the percentage of White 25- to 29-year-olds who had completed at least high school rose from 95 to 96 percent. Taken together, the gap between the high school completion percentages for these two groups decreased from 26 percentage points in 2009 to 10 percentage points in 2019. In contrast, the gap between the White and Black high school completion percentages in 2019 (5 percentage points) was not measurably different from the gap in 2009. Whereas high school completion rates were higher among White 25- to 29 -year-olds than among their Black or Hispanic peers in 2019, they were not measurably different from the high school completion rates of Asian 25- to 29-year-olds ( 97 percent).

The percentage of bachelor's degree holders also varied among 25- to 29-year-olds of different racial/ethnic groups. Between 2009 and 2019, the percentages who had
completed a bachelor's or higher degree showed no measurable change for those who were of Two or more races, Pacific Islander, and American Indian/Alaska Native (34 percent, 22 percent, and 14 percent, respectively, in 2019). In contrast, the percentage who had completed a bachelor's or higher degree increased for Asian, White, Black, and Hispanic 25- to 29 -year-olds during this 10 -year period. Between 2009 and 2019, the percentages who held a bachelor's or higher degree increased from 60 to 71 percent among Asian 25- to 29-year-olds, from 37 to 45 percent among White 25- to 29-year-olds, from 19 to 29 percent among Black 25- to 29 -year-olds, and from 12 to 21 percent among Hispanic 25- to 29 -year-olds (table 104.20 and figure 6). The gaps in bachelor's degree attainment percentages between White and Black 25- to 29-year-olds ( 16 percentage points) and White and Hispanic 25 - to 29-year-olds ( 24 percentage points) in 2019 were not measurably different from these gaps in 2009.

## Teachers and Faculty

A projected 3.7 million elementary and secondary school full-time-equivalent (FTE) teachers were engaged in classroom instruction in the fall of 2019, which was less than 1 percent higher than in 2009 (table 105.40). Of these 3.7 million FTE elementary and secondary school teachers in 2019 , about 3.2 million taught in public schools and 0.5 million taught in private schools.

FTE faculty at degree-granting postsecondary institutions totaled a projected 1.1 million in 2019 , including 0.7 million at public institutions and 0.4 million at private institutions (table 105.10).

## Expenditures

Expenditures of educational institutions were an estimated \$1.5 trillion for the 2018-19 school year (table 106.20 and figure 2). Elementary and secondary schools spent 57 percent of this total ( $\$ 832$ billion), and degreegranting postsecondary institutions spent the remaining 43 percent ( $\$ 620$ billion). After adjustment for inflation, total expenditures of all educational institutions rose by an estimated 13 percent between 2008-09 and 2018-19. Inflation-adjusted expenditures for public elementary and secondary schools increased by an estimated 7 percent during this period, while expenditures of degree-granting postsecondary institutions increased by an estimated 22 percent. In 2018-19, expenditures of educational institutions were an estimated 7.1 percent of the gross domestic product (table 106.10).

Figure 1. The structure of education in the United States


[^1]Figure 2. Fall enrollment, total expenditures, and expenditures as a percentage of the gross domestic product (GDP), by level of education: Selected years, 1965-66 through 2018-19

## Enrollment, in millions



## Expenditure, in billions of constant 2018-19 dollars



## Expenditure as a percent of GDP



[^2]Figure 3. Percentage of persons 25 years old and over, by highest level of educational attainment: Selected years, 1940 through 2019

${ }^{1}$ Includes high school completion through equivalency programs, such as a GED program. For years prior to 1993, includes all persons with 4 or more years of high school.
${ }^{2}$ For years prior to 1993 , includes all persons with 4 or more years of college.
SOURCE: U.S. Department of Commerce, Census Bureau, U.S. Census of Population: 1960, Vol. I, Part 1; J.K. Folger and C.B. Nam, Education of the American Population (1960 Census Monograph); Current Population Reports, Series P-20, various years; and Current Population Survey (CPS), Annual Social and Economic Supplement, 1961 through 2019.

Figure 4. Percentage of persons 25 to 29 years old, by highest level of educational attainment: Selected years, 1940 through 2019

${ }^{1}$ Includes high school completion through equivalency programs, such as a GED program. For years prior to 1993, includes all persons with 4 or more years of high school. ${ }^{2}$ For years prior to 1993, includes all persons with 4 or more years of college.
SOURCE: U.S. Department of Commerce, Census Bureau, U.S. Census of Population: 1960, Vol. I, Part 1; J.K. Folger and C.B. Nam, Education of the American Population (1960 Census Monograph); Current Population Reports, Series P-20, various years; and Current Population Survey (CPS), Annual Social and Economic Supplement, 1961 through 2019.

Figure 5. Percentage distribution of persons 25 to 29 years old, by highest level of educational attainment: 2019
Percent


Highest level of educational attainment
NOTE: High school completion includes equivalency programs, such as a GED program. Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2019

Figure 6. Percentage of persons 25 to 29 years old with selected levels of educational attainment, by race/ethnicity: 2009 and 2019


## Selected levels of educational attainment and race/ethnicity

[^3]Table 101.10. Estimates of resident population, by age group: 1970 through 2019
[In thousands]

| Year | Total, all ages | Total, 3 to 34 years old | 3 and 4 years old | $\begin{array}{r} 5 \text { and } 6 \\ \text { years old } \end{array}$ | $\begin{array}{r} 7 \text { to } 13 \\ \text { years old } \end{array}$ | $\begin{array}{r} 14 \text { to } 17 \\ \text { years old } \end{array}$ | 18 and 19 years old | 20 and 21 years old | $22 \text { to } 24$ <br> years old | $\begin{gathered} 25 \text { to } 29 \\ \text { years old } \end{gathered}$ | 30 to 34 years old |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1970 | 205,052 | 109,592 | 6,961 | 7,703 | 28,969 | 15,924 | 7,510 | 7,210 | 9,992 | 13,736 | 11,587 |
| 1971 | 207,661 | 111,202 | 6,805 | 7,344 | 28,892 | 16,328 | 7,715 | 7,350 | 10,809 | 14,041 | 11,917 |
| 1972 | 209,896 | 112,807 | 6,789 | 7,051 | 28,628 | 16,639 | 7,923 | 7,593 | 10,560 | 15,240 | 12,383 |
| 1973 | 211,909 | 114,426 | 6,938 | 6,888 | 28,158 | 16,867 | 8,114 | 7,796 | 10,725 | 15,786 | 13,153 |
| 1974 | 213,854 | 116,075 | 7,117 | 6,864 | 27,600 | 17,035 | 8,257 | 8,003 | 10,972 | 16,521 | 13,704 |
| 1975 | 215,973 | 117,435 | 6,912 | 7,013 | 26,905 | 17,128 | 8,478 | 8,196 | 11,331 | 17,280 | 14,191 |
| 1976 | 218,035 | 118,474 | 6,436 | 7,195 | 26,321 | 17,119 | 8,659 | 8,336 | 11,650 | 18,274 | 14,485 |
| 1977 | 220,239 | 119,261 | 6,190 | 6,978 | 25,877 | 17,045 | 8,675 | 8,550 | 11,949 | 18,277 | 15,721 |
| 1978 | 222,585 | 119,833 | 6,208 | 6,500 | 25,594 | 16,946 | 8,677 | 8,730 | 12,216 | 18,683 | 16,280 |
| 1979 | 225,055 | 120,544 | 6,252 | 6,256 | 25,175 | 16,611 | 8,751 | 8,754 | 12,542 | 19,178 | 17,025 |
| 1980 | 227,225 | 121,132 | 6,366 | 6,291 | 24,800 | 16,143 | 8,718 | 8,669 | 12,716 | 19,686 | 17,743 |
| 1981 | 229,466 | 121,999 | 6,535 | 6,315 | 24,396 | 15,609 | 8,582 | 8,759 | 12,903 | 20,169 | 18,731 |
| 1982 | 231,664 | 121,823 | 6,658 | 6,407 | 24,121 | 15,057 | 8,480 | 8,768 | 12,914 | 20,704 | 18,714 |
| 1983 | 233,792 | 122,302 | 6,877 | 6,572 | 23,709 | 14,740 | 8,290 | 8,652 | 12,981 | 21,414 | 19,067 |
| 1984 | 235,825 | 122,254 | 7,045 | 6,694 | 23,367 | 14,725 | 7,932 | 8,567 | 12,962 | 21,459 | 19,503 |
| 1985 | 237,924 | 122,512 | 7,134 | 6,916 | 22,976 | 14,888 | 7,637 | 8,370 | 12,895 | 21,671 | 20,025 |
| 1986 | 240,133 | 122,688 | 7,187 | 7,086 | 22,992 | 14,824 | 7,483 | 8,024 | 12,720 | 21,893 | 20,479 |
| 1987 | 242,289 | 122,672 | 7,132 | 7,178 | 23,325 | 14,502 | 7,502 | 7,742 | 12,450 | 21,857 | 20,984 |
| 1988 | 244,499 | 122,713 | 7,176 | 7,238 | 23,791 | 14,023 | 7,701 | 7,606 | 12,048 | 21,739 | 21,391 |
| 1989 | 246,819 | 122,655 | 7,315 | 7,184 | 24,228 | 13,536 | 7,898 | 7,651 | 11,607 | 21,560 | 21,676 |
| 1990 | 249,623 | 122,787 | 7,359 | 7,244 | 24,785 | 13,329 | 7,702 | 7,886 | 11,264 | 21,277 | 21,939 |
| 1991 | 252,981 | 123,210 | 7,444 | 7,393 | 25,216 | 13,491 | 7,208 | 8,029 | 11,205 | 20,923 | 22,301 |
| 1992 | 256,514 | 123,722 | 7,614 | 7,447 | 25,752 | 13,775 | 6,949 | 7,797 | 11,391 | 20,503 | 22,494 |
| 1993 | 259,919 | 124,371 | 7,887 | 7,549 | 26,212 | 14,096 | 6,985 | 7,333 | 11,657 | 20,069 | 22,584 |
| 1994 | 263,126 | 124,976 | 8,089 | 7,725 | 26,492 | 14,637 | 7,047 | 7,071 | 11,585 | 19,740 | 22,590 |
| 1995 | 266,278 | 125,478 | 8,107 | 8,000 | 26,825 | 15,013 | 7,182 | 7,103 | 11,197 | 19,680 | 22,372 |
| 1996 | 269,394 | 125,924 | 8,022 | 8,206 | 27,168 | 15,443 | 7,399 | 7,161 | 10,715 | 19,864 | 21,945 |
| 1997 | 272,647 | 126,422 | 7,915 | 8,232 | 27,683 | 15,769 | 7,569 | 7,309 | 10,601 | 19,899 | 21,446 |
| 1998 | 275,854 | 126,939 | 7,841 | 8,152 | 28,302 | 15,829 | 7,892 | 7,520 | 10,647 | 19,804 | 20,953 |
| 1999 | 279,040 | 127,446 | 7,772 | 8,041 | 28,763 | 16,007 | 8,094 | 7,683 | 10,908 | 19,575 | 20,603 |
| 2000 | 282,162 | 128,041 | 7,724 | 7,972 | 29,082 | 16,144 | 8,199 | 7,995 | 11,122 | 19,280 | 20,524 |
| 2001 | 284,969 | 128,467 | 7,630 | 7,883 | 29,210 | 16,280 | 8,235 | 8,290 | 11,467 | 18,819 | 20,652 |
| 2002 | 287,625 | 128,955 | 7,617 | 7,750 | 29,251 | 16,506 | 8,237 | 8,342 | 11,902 | 18,691 | 20,658 |
| 2003 | 290,108 | 129,346 | 7,678 | 7,661 | 29,153 | 16,694 | 8,325 | 8,324 | 12,267 | 18,772 | 20,472 |
| 2004 | 292,805 | 129,965 | 7,885 | 7,652 | 28,806 | 17,054 | 8,457 | 8,312 | 12,534 | 19,107 | 20,160 |
| 2005 | 295,517 | 130,280 | 7,973 | 7,721 | 28,527 | 17,358 | 8,482 | 8,392 | 12,568 | 19,535 | 19,724 |
| 2006 | 298,380 | 130,754 | 7,937 | 7,942 | 28,327 | 17,549 | 8,567 | 8,507 | 12,529 | 20,110 | 19,285 |
| 2007 | 301,231 | 131,417 | 8,002 | 8,040 | 28,256 | 17,597 | 8,730 | 8,500 | 12,578 | 20,543 | 19,171 |
| 2008 | 304,094 | 132,269 | 8,033 | 8,012 | 28,426 | 17,395 | 9,014 | 8,555 | 12,626 | 20,903 | 19,305 |
| 2009 | 306,772 | 133,202 | 8,059 | 8,088 | 28,569 | 17,232 | 9,146 | 8,691 | 12,693 | 21,078 | 19,645 |
| 2010 | 309,326 | 134,095 | 8,189 | 8,137 | 28,729 | 17,066 | 9,061 | 8,955 | 12,746 | 21,143 | 20,068 |
| 2011 | 311,580 | 134,886 | 8,223 | 8,162 | 28,753 | 16,870 | 8,920 | 9,192 | 12,968 | 21,282 | 20,516 |
| 2012 | 313,874 | 135,486 | 8,093 | 8,228 | 28,775 | 16,719 | 8,786 | 9,176 | 13,411 | 21,387 | 20,911 |
| 2013 | 316,058 | 136,040 | 7,984 | 8,263 | 28,808 | 16,650 | 8,677 | 9,027 | 13,788 | 21,573 | 21,271 |
| 2014 | 318,386 | 136,584 | 8,010 | 8,138 | 28,812 | 16,743 | 8,543 | 8,892 | 13,985 | 21,955 | 21,505 |
| 2015 | 320,743 | 136,885 | 7,995 | 8,035 | 28,864 | 16,802 | 8,463 | 8,791 | 13,881 | 22,415 | 21,638 |
| 2016 | 323,071 | 137,263 | 7,972 | 8,065 | 28,893 | 16,769 | 8,461 | 8,661 | 13,698 | 22,919 | 21,825 |
| 2017 | 325,147 | 137,518 | 8,003 | 8,049 | 28,898 | 16,745 | 8,483 | 8,574 | 13,492 | 23,336 | 21,938 |
| 2018 | 327,167 | 137,801 | 8,058 | 8,025 | 28,883 | 16,681 | 8,583 | 8,566 | 13,307 | 23,562 | 22,136 |
| 2019 | 329,159 | 138,091 | 8,057 | 8,056 | 28,825 | 16,668 | 8,618 | 8,589 | 13,156 | 23,612 | 22,510 |

NOTE: Resident population includes civilian population and armed forces personnel residing within the United States; it excludes armed forces personnel residing overseas. Detail may not sum to totals because of rounding. Population estimates as of July 1 of the indicated reference year. Some data have been revised from previously published figures. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, Nos. 1000, 1022, 1045, 1057, 1059, 1092, and 1095; 2000 through 2009

Population Estimates, retrieved August 14, 2012, from http://www.census.gov/popest/ data/national/asrh/2011/index.html; and 2010 through 2019 Population Estimates, retrieved November 29, 2019, from https://www.census.gov/data/datasets/time-series/ demo/popest/2010s-national-detail.html\#par_textimage_57373479. (This table was prepared November 2019.)

Table 101.20. Estimates of resident population, by race/ethnicity and age group: Selected years, 1980 through 2019

| Year and age group | Number (in thousands) |  |  |  |  |  |  |  | Percentage distribution |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian | Pacific Islander | American <br> Indian/ <br> Alaska <br> Native | Two or more races | Total | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 | 227,225 | 181,140 | 26,215 | 14,869 | 3,665 | (1) | 1,336 | - | 100.0 | 79.7 | 11.5 | 6.5 | 1.6 | (1) | 0.6 | - |
| 1990 | 249,623 | 188,725 | 29,439 | 22,573 | 7,092 | (') | 1,793 | - | 100.0 | 75.6 | 11.8 | 9.0 | 2.8 | (1) | 0.7 | - |
| 1995 | 266,278 | 194,389 | 32,500 | 28,158 | 9,188 | (') | 2,044 | - | 100.0 | 73.0 | 12.2 | 10.6 | 3.5 | (') | 0.8 | - |
| $200{ }^{2}$ | 282,162 | 195,702 | 34,406 | 35,662 | 10,469 | 370 | 2,102 | 3,452 | 100.0 | 69.4 | 12.2 | 12.6 | 3.7 | 0.1 | 0.7 | 1.2 |
| $2005^{2}$ | 295,517 | 196,621 | 36,147 | 43,024 | 12,658 | 434 | 2,186 | 4,447 | 100.0 | 66.5 | 12.2 | 14.6 | 4.3 | 0.1 | 0.7 | 1.5 |
| $2009^{2}$ | 306,772 | 197,275 | 37,657 | 49,327 | 14,361 | 488 | 2,252 | 5,411 | 100.0 | 64.3 | 12.3 | 16.1 | 4.7 | 0.2 | 0.7 | 1.8 |
| $2010^{2}$ | 309,326 | 197,387 | 38,014 | 50,747 | 14,762 | 500 | 2,269 | 5,647 | 100.0 | 63.8 | 12.3 | 16.4 | 4.8 | 0.2 | 0.7 | 1.8 |
| $2014{ }^{2}$ | 318,386 | 197,765 | 39,497 | 55,175 | 16,683 | 544 | 2,351 | 6,371 | 100.0 | 62.1 | 12.4 | 17.3 | 5.2 | 0.2 | 0.7 | 2.0 |
| $2015{ }^{2}$ | 320,743 | 197,794 | 39,873 | 56,364 | 17,227 | 555 | 2,369 | 6,561 | 100.0 | 61.7 | 12.4 | 17.6 | 5.4 | 0.2 | 0.7 | 2.0 |
| $2016{ }^{2}$ | 323,071 | 197,794 | 40,243 | 57,573 | 17,759 | 566 | 2,387 | 6,750 | 100.0 | 61.2 | 12.5 | 17.8 | 5.5 | 0.2 | 0.7 | 2.1 |
| $2017{ }^{2}$ | 325,147 | 197,699 | 40,580 | 58,707 | 18,249 | 576 | 2,403 | 6,933 | 100.0 | 60.8 | 12.5 | 18.1 | 5.6 | 0.2 | 0.7 | 2.1 |
| $2018{ }^{2}$ | 327,167 | 197,546 | 40,902 | 59,872 | 18,729 | 586 | 2,417 | 7,115 | 100.0 | 60.4 | 12.5 | 18.3 | 5.7 | 0.2 | 0.7 | 2.2 |
| $2019{ }^{2}$ | 329,159 | 197,395 | 41,222 | 60,998 | 19,210 | 596 | 2,432 | 7,305 | 100.0 | 60.0 | 12.5 | 18.5 | 5.8 | 0.2 | 0.7 | 2.2 |
| Under 5 years old |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 | 16,451 | 11,904 | 2,413 | 1,677 | 319 | (') | 137 | - | 100.0 | 72.4 | 14.7 | 10.2 | 1.9 | (1) | 0.8 | - |
| 1990 | 18,856 | 12,757 | 2,825 | 2,497 | 593 | (') | 184 | - | 100.0 | 67.7 | 15.0 | 13.2 | 3.1 | (1) | 1.0 | - |
| 1995 | 19,627 | 12,415 | 3,050 | 3,245 | 734 | (') | 182 | - | 100.0 | 63.3 | 15.5 | 16.5 | 3.7 | (') | 0.9 | - |
| $200{ }^{2}$ | 19,178 | 11,253 | 2,753 | 3,748 | 686 | 30 | 171 | 538 | 100.0 | 58.7 | 14.4 | 19.5 | 3.6 | 0.2 | 0.9 | 2.8 |
| $2005^{2}$ | 19,917 | 10,847 | 2,706 | 4,607 | 839 | 35 | 171 | 712 | 100.0 | 54.5 | 13.6 | 23.1 | 4.2 | 0.2 | 0.9 | 3.6 |
| $2009^{2}$ | 20,245 | 10,395 | 2,776 | 5,101 | 890 | 39 | 176 | 868 | 100.0 | 51.3 | 13.7 | 25.2 | 4.4 | 0.2 | 0.9 | 4.3 |
| $2010^{2}$ | 20,189 | 10,278 | 2,780 | 5,128 | 891 | 39 | 176 | 898 | 100.0 | 50.9 | 13.8 | 25.4 | 4.4 | 0.2 | 0.9 | 4.4 |
| $2014{ }^{2}$ | 19,872 | 9,931 | 2,736 | 5,135 | 931 | 39 | 171 | 931 | 100.0 | 50.0 | 13.8 | 25.8 | 4.7 | 0.2 | 0.9 | 4.7 |
| $2015{ }^{2}$ | 19,918 | 9,921 | 2,744 | 5,152 | 955 | 40 | 169 | 937 | 100.0 | 49.8 | 13.8 | 25.9 | 4.8 | 0.2 | 0.8 | 4.7 |
| $2016{ }^{2}$ | 19,922 | 9,883 | 2,745 | 5,162 | 979 | 40 | 167 | 946 | 100.0 | 49.6 | 13.8 | 25.9 | 4.9 | 0.2 | 0.8 | 4.7 |
| $2017{ }^{2}$ | 19,892 | 9,836 | 2,738 | 5,170 | 992 | 41 | 165 | 951 | 100.0 | 49.4 | 13.8 | 26.0 | 5.0 | 0.2 | 0.8 | 4.8 |
| $2018{ }^{2}$ | 19,810 | 9,767 | 2,724 | 5,172 | 992 | 41 | 162 | 952 | 100.0 | 49.3 | 13.8 | 26.1 | 5.0 | 0.2 | 0.8 | 4.8 |
| $2019{ }^{2}$ | 19,703 | 9,669 | 2,704 | 5,173 | 996 | 41 | 160 | 960 | 100.0 | 49.1 | 13.7 | 26.3 | 5.1 | 0.2 | 0.8 | 4.9 |
| 5 to 17 years old 1980 | 47,232 | 35,220 | 6,840 | 4,005 | 790 | (1) | 377 | - | 100.0 | 74.6 | 14.5 | 8.5 | 1.7 | (1) | 0.8 | - |
| 1990 | 45,359 | - | - | - | - | ( | - | - | - | - | - | - | - | () | - | - |
| 1995 | 49,838 | - | - | - |  | - | - |  | - | - | - | - | - | - | - | - |
| $2000^{2}$ | 53,198 | 33,008 | 7,994 | 8,700 | 1,829 | 85 | 522 | 1,059 | 100.0 | 62.0 | 15.0 | 16.4 | 3.4 | 0.2 | 1.0 | 2.0 |
| $2005{ }^{2}$ | 53,606 | 31,379 | 7,987 | 10,207 | 2,047 | 92 | 499 | 1,396 | 100.0 | 58.5 | 14.9 | 19.0 | 3.8 | 0.2 | 0.9 | 2.6 |
| $2009{ }^{2}$ | 53,890 | 29,851 | 7,726 | 11,717 | 2,290 | 99 | 478 | 1,729 | 100.0 | 55.4 | 14.3 | 21.7 | 4.2 | 0.2 | 0.9 | 3.2 |
| $2010^{2}$ | 53,932 | 29,496 | 7,644 | 12,057 | 2,350 | 101 | 475 | 1,809 | 100.0 | 54.7 | 14.2 | 22.4 | 4.4 | 0.2 | 0.9 | 3.4 |
| $2014{ }^{2}$ | 53,693 | 28,290 | 7,431 | 12,818 | 2,549 | 104 | 463 | 2,037 | 100.0 | 52.7 | 13.8 | 23.9 | 4.7 | 0.2 | 0.9 | 3.8 |
| $2015{ }^{2}$ | 53,702 | 28,010 | 7,410 | 13,022 | 2,599 | 105 | 461 | 2,095 | 100.0 | 52.2 | 13.8 | 24.2 | 4.8 | 0.2 | 0.9 | 3.9 |
| $2016{ }^{2}$ | 53,727 | 27,748 | 7,395 | 13,233 | 2,643 | 105 | 459 | 2,144 | 100.0 | 51.6 | 13.8 | 24.6 | 4.9 | 0.2 | 0.9 | 4.0 |
| $2017{ }^{2}$ | 53,691 | 27,476 | 7,378 | 13,395 | 2,689 | 106 | 457 | 2,190 | 100.0 | 51.2 | 13.7 | 24.9 | 5.0 | 0.2 | 0.9 | 4.1 |
| $2018{ }^{2}$ | 53,589 | 27,186 | 7,346 | 13,529 | 2,733 | 107 | 454 | 2,234 | 100.0 | 50.7 | 13.7 | 25.2 | 5.1 | 0.2 | 0.8 | 4.2 |
| $2019{ }^{2}$ | 53,550 | 26,953 | 7,334 | 13,654 | 2,769 | 107 | 452 | 2,280 | 100.0 | 50.3 | 13.7 | 25.5 | 5.2 | 0.2 | 0.8 | 4.3 |
| 18 to 24 years old 1980 | 30,103 | 23,278 | 3,872 | 2,284 | 468 | (1) | 201 | - | 100.0 | 77.3 | 12.9 | 7.6 | 1.6 | (1) | 0.7 | - |
| 1990 | 26,853 |  |  |  |  | - |  | - | - | - | - | - |  |  | - | - |
| 1995 | 25,482 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| $2000^{2}$ | 27,315 | 16,913 | 3,780 | 4,786 | 1,158 | 50 | 239 | 389 | 100.0 | 61.9 | 13.8 | 17.5 | 4.2 | 0.2 | 0.9 | 1.4 |
| $2005{ }^{2}$ | 29,442 | 17,741 | 4,092 | 5,406 | 1,351 | 57 | 263 | 531 | 100.0 | 60.3 | 13.9 | 18.4 | 4.6 | 0.2 | 0.9 | 1.8 |
| $2009^{2}$ | 30,530 | 17,705 | 4,363 | 6,006 | 1,481 | 64 | 266 | 645 | 100.0 | 58.0 | 14.3 | 19.7 | 4.9 | 0.2 | 0.9 | 2.1 |
| $2010^{2}$ | 30,763 | 17,616 | 4,436 | 6,182 | 1,519 | 66 | 266 | 678 | 100.0 | 57.3 | 14.4 | 20.1 | 4.9 | 0.2 | 0.9 | 2.2 |
| $2014{ }^{2}$ | 31,420 | 17,323 | 4,669 | 6,598 | 1,661 | 64 | 275 | 829 | 100.0 | 55.1 | 14.9 | 21.0 | 5.3 | 0.2 | 0.9 | 2.6 |
| $2015{ }^{2}$ | 31,136 | 17,025 | 4,588 | 6,647 | 1,682 | 62 | 271 | 860 | 100.0 | 54.7 | 14.7 | 21.3 | 5.4 | 0.2 | 0.9 | 2.8 |
| $2016{ }^{2}$ | 30,820 | 16,716 | 4,495 | 6,693 | 1,700 | 61 | 266 | 889 | 100.0 | 54.2 | 14.6 | 21.7 | 5.5 | 0.2 | 0.9 | 2.9 |
| $2017{ }^{2}$ | 30,549 | 16,463 | 4,402 | 6,731 | 1,715 | 60 | 261 | 916 | 100.0 | 53.9 | 14.4 | 22.0 | 5.6 | 0.2 | 0.9 | 3.0 |
| $2018{ }^{2}$ | 30,457 | 16,295 | 4,337 | 6,820 | 1,743 | 60 | 257 | 944 | 100.0 | 53.5 | 14.2 | 22.4 | 5.7 | 0.2 | 0.8 | 3.1 |
| $2019{ }^{2}$ | 30,362 | 16,122 | 4,274 | 6,908 | 1,775 | 60 | 255 | 968 | 100.0 | 53.1 | 14.1 | 22.8 | 5.8 | 0.2 | 0.8 | 3.2 |
| 25 years old and over |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 | 133,438 | 110,737 | 13,091 | 6,903 | 2,088 | (') | 620 | - | 100.0 | 83.0 | 9.8 | 5.2 | 1.6 | $\left.{ }^{1}\right)$ | 0.5 | - |
| 1990 | 158,555 | 125,653 | 16,322 | 11,447 | 4,190 | (') | 944 | - | 100.0 | 79.2 | 10.3 | 7.2 | 2.6 | (1) | 0.6 | - |
| 1995 | 171,332 | 131,839 | 18,250 | 14,519 | 5,628 | (') | 1,096 | - | 100.0 | 76.9 | 10.7 | 8.5 | 3.3 | (1) | 0.6 | - |
| $2000^{2}$ | 182,471 | 134,529 | 19,879 | 18,427 | 6,796 | 205 | 1,170 | 1,465 | 100.0 | 73.7 | 10.9 | 10.1 | 3.7 | 0.1 | 0.6 | 0.8 |
| $2005{ }^{2}$ | 192,551 | 136,655 | 21,361 | 22,804 | 8,421 | 250 | 1,253 | 1,808 | 100.0 | 71.0 | 11.1 | 11.8 | 4.4 | 0.1 | 0.7 | 0.9 |
| $2009^{2}$ | 202,107 | 139,324 | 22,792 | 26,504 | 9,700 | 285 | 1,332 | 2,170 | 100.0 | 68.9 | 11.3 | 13.1 | 4.8 | 0.1 | 0.7 | 1.1 |
| $2010^{2}$ | 204,443 | 139,997 | 23,154 | 27,381 | 10,002 | 294 | 1,352 | 2,262 | 100.0 | 68.5 | 11.3 | 13.4 | 4.9 | 0.1 | 0.7 | 1.1 |
| $2014{ }^{2}$ | 213,401 | 142,221 | 24,662 | 30,624 | 11,543 | 337 | 1,442 | 2,574 | 100.0 | 66.6 | 11.6 | 14.4 | 5.4 | 0.2 | 0.7 | 1.2 |
| $2015{ }^{2}$ | 215,987 | 142,838 | 25,131 | 31,542 | 11,991 | 348 | 1,467 | 2,669 | 100.0 | 66.1 | 11.6 | 14.6 | 5.6 | 0.2 | 0.7 | 1.2 |
| $2016{ }^{2}$ | 218,602 | 143,447 | 25,609 | 32,485 | 12,437 | 359 | 1,494 | 2,771 | 100.0 | 65.6 | 11.7 | 14.9 | 5.7 | 0.2 | 0.7 | 1.3 |
| $2017{ }^{2}$ | 221,015 | 143,923 | 26,062 | 33,412 | 12,853 | 369 | 1,520 | 2,877 | 100.0 | 65.1 | 11.8 | 15.1 | 5.8 | 0.2 | 0.7 | 1.3 |
| $2018{ }^{2}$ | 223,311 | 144,299 | 26,496 | 34,350 | 13,260 | 379 | 1,544 | 2,984 | 100.0 | 64.6 | 11.9 | 15.4 | 5.9 | 0.2 | 0.7 | 1.3 |
| $\underline{2019}{ }^{2}$ | 225,544 | 144,652 | 26,910 | 35,263 | 13,669 | 388 | 1,566 | 3,096 | 100.0 | 64.1 | 11.9 | 15.6 | 6.1 | 0.2 | 0.7 | 1.4 |

## —Not available.

${ }^{1}$ Included under Asian.
${ }^{2}$ Data on persons of Two or more races were collected beginning in 2000. Direct comparability of the data (other than Hispanic) prior to 2000 with the data for 2000 and later years is limited by the extent to which people reporting more than one race in later years had been reported in specific race groups in earlier years.
NOTE: Resident population includes civilian population and armed forces personnel residing within the United States; it excludes armed forces personnel residing overseas Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals
because of rounding. Some data have been revised from previously published figures. Population estimates as of July 1 of the indicated reference year.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, Nos. 1092 and 1095; 2000 through 2009 Population Estimates, retrieved August 14, 2012, from http://www.census.gov/popest/data/national/asrh/2011/index. html; and 2010 through 2019 Population Estimates, retrieved November 29, 2019, from https://www.census.gov/data/datasets/time-series/demo/popest/2010s-national-detail. html\#par textimage 57373479. (This table was prepared November 2019.)

Table 102.10. Number and percentage distribution of family households, by family structure and presence of own children under 18: Selected years, 1970 through 2018

$\dagger$ Not applicable.
!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
NOTE: A family household consists of two or more people who are related by birth, marriage, or adoption and are residing
epchildren and adopted children, of the householder

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P20, Household and Family Characteristics, 1994 and 1995; and Current Population Survey (CPS), Annual Social and Economic Supplement, America's Families and Living Arrangements (F table series), 2000 and 2010-2018. 2018 data retrieved May 24, 2019, from https://
www.census.gov/content/census/en/data/tables/2018/demo/families/cps-2018.html. (This table was prepared May 2019.)

Table 102.20. Number and percentage distribution of children under age 18 and under age 6, by living arrangements, race/ethnicity, and selected racial/ethnic subgroups: 2018

| Age and race/ethnicity | [Standard errors appear in parentheses] |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number of children (in thousands) |  | Percentage distribution of children |  | Percentage distribution of children, by living arrangements |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Children living with parent(s) or related to householder ${ }^{1}$ |  |  |  |  |  | All other children ${ }^{2}$ |  |
|  |  |  |  | Total | Married-couple household |  | Female householder, no spouse present |  | Male householder, no spouse present |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| All children under age 18 Total | 73,273 | (27.2) |  |  | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 63.7 | (0.12) | 26.4 | (0.11) | 7.9 | (0.06) | 2.0 | (0.03) |
| White | 36,797 | (8.0) | 50.2 | (0.02) | 100.0 | ( $\dagger$ | 73.8 | (0.15) | 16.8 | (0.11) | 7.3 | (0.10) | 2.0 | (0.04) |
| Black | 9,784 | (32.6) | 13.4 | (0.04) | 100.0 | ( $\dagger$ ) | 33.7 | (0.35) | 55.4 | (0.37) | 8.3 | (0.19) | 2.6 | (0.09) |
| Hispanic | 18,622 | (9.6) | 25.4 | (0.01) | 100.0 | ( $\dagger$ ) | 57.3 | (0.21) | 31.7 | (0.21) | 9.2 | (0.13) | 1.8 | (0.05) |
| Cuban | 467 | (11.5) | 0.6 | (0.02) | 100.0 | ( $\dagger$ ) | 59.2 | (1.36) | 30.6 | (1.30) | 8.5 | (0.61) | 1.7 | (0.24) |
| Dominican | 613 | (14.0) | 0.8 | (0.02) | 100.0 | (t) | 44.6 | (1.27) | 46.0 | (1.20) | 7.8 | (0.58) | 1.6 | (0.25) |
| Mexican | 12,360 | (36.7) | 16.9 | (0.05) | 100.0 | ( $\dagger$ ) | 59.0 | (0.26) | 30.2 | (0.27) | 9.1 | (0.17) | 1.7 | (0.06) |
| Puerto Rican | 1,731 | (21.2) | 2.4 | (0.03) | 100.0 | ( $\dagger$ ) | 46.0 | (0.83) | 43.0 | (0.75) | 9.1 | (0.42) | 1.9 | (0.18) |
| Spaniard | 190 | (7.6) | 0.3 | (0.01) | 100.0 | ( $\dagger$ ) | 67.4 | (1.87) | 22.0 | (1.52) | 9.0 | (1.25) | 1.6 | (0.40) |
| Central American ${ }^{3}$ | 1,685 | (26.4) | 2.3 | (0.04) | 100.0 | ( $\dagger$ ) | 54.1 | (0.73) | 31.3 | (0.70) | 12.0 | (0.54) | 2.6 | (0.21) |
| Costa Rican | 38 | (3.5) | 0.1 | (\#) | 100.0 | (t) | 73.7 | (3.87) | 20.2 | (3.89) | 4.8 ! | (1.50) | 1.3 ! | (0.65) |
| Guatemalan | 476 | (15.4) | 0.6 | (0.02) | 100.0 | ( $\dagger$ ) | 55.0 | (1.36) | 27.2 | (1.21) | 14.1 | (1.06) | 3.7 | (0.48) |
| Honduran | 338 | (13.4) | 0.5 | (0.02) | 100.0 | ( $\dagger$ ) | 49.2 | (1.81) | 36.9 | (1.84) | 11.5 | (1.08) | 2.5 | (0.43) |
| Nicaraguan | 95 | (6.0) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 60.1 | (2.79) | 32.0 | (3.15) | 6.8 | (1.48) | $\ddagger$ | ( $\dagger$ ) |
| Panamanian | 51 | (4.1) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 46.5 | (4.02) | 46.1 | (4.48) | 6.5 | (1.91) | $\ddagger$ | ( $\dagger$ ) |
| Salvadoran | 671 | (16.0) | 0.9 | (0.02) | 100.0 | ( $\dagger$ ) | 54.5 | (1.23) | 30.9 | (1.34) | 12.4 | (0.82) | 2.2 | (0.23) |
| South American | 881 | (18.0) | 1.2 | (0.02) | 100.0 | ( $\dagger$ ) | 69.8 | (0.96) | 22.0 | (0.94) | 7.0 | (0.45) | 1.1 | (0.14) |
| Chilean | 42 | (3.5) | 0.1 | (\#) | 100.0 | ( $\dagger$ ) | 82.0 | (2.61) | 12.2 | (2.25) | 4.0 ! | (1.51) | $\ddagger$ | ( $\dagger$ ) |
| Colombian | 268 | (10.8) | 0.4 | (0.01) | 100.0 | ( $\dagger$ ) | 66.4 | (2.08) | 25.3 | (2.03) | 7.3 | (0.90) | 0.9 | (0.24) |
| Ecuadorian | 182 | (8.9) | 0.2 | (0.01) | 100.0 | ( $\dagger$ ) | 65.2 | (1.98) | 23.9 | (1.87) | 9.2 | (1.18) | 1.6 | (0.41) |
| Peruvian | 145 | (8.2) | 0.2 | (0.01) | 100.0 | ( $\dagger$ ) | 68.3 | (2.12) | 23.1 | (2.05) | 7.9 | (1.42) | 0.7 ! | (0.21) |
| Venezuelan | 128 | (8.1) | 0.2 | (0.01) | 100.0 | ( $\dagger$ ) | 77.4 | (2.11) | 17.9 | (1.97) | 3.9 | (1.03) | 0.8 ! | (0.35) |
| Other South American | 116 | (6.3) | 0.2 | (0.01) | 100.0 | ( $\dagger$ | 74.1 | (2.35) | 18.0 | (2.19) | 6.3 | (1.17) | 1.6 ! | (0.62) |
| Other Hispanic | 696 | (16.9) | 0.9 | (0.02) | 100.0 | ( $\dagger$ ) | 53.4 | (1.04) | 32.8 | (1.07) | 9.8 | (0.64) | 4.0 | (0.34) |
| Asian | 3,472 | (16.8) | 4.7 | (0.02) | 100.0 | ( $\dagger$ | 84.4 | (0.32) | 9.9 | (0.25) | 4.3 | (0.22) | 1.4 | (0.08) |
| Chinese ${ }^{4}$ | 718 | (11.3) | 1.0 | (0.02) | 100.0 | ( $\dagger$ ) | 82.3 | (0.77) | 11.4 | (0.58) | 4.2 | (0.40) | 2.1 | (0.25) |
| Filipino | 419 | (9.2) | 0.6 | (0.01) | 100.0 | ( $\dagger$ ) | 79.1 | (1.03) | 14.1 | (0.79) | 5.0 | (0.57) | 1.8 | (0.29) |
| Japanese | 70 | (4.2) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 85.9 | (2.14) | 7.4 | (1.66) | 5.3 | (1.46) | 1.4 ! | (0.46) |
| Korean | 222 | (7.1) | 0.3 | (0.01) | 100.0 | ( $\dagger$ ) | 88.2 | (1.07) | 7.5 | (0.82) | 2.9 | (0.60) | 1.4 | (0.33) |
| South Asian ${ }^{5}$ | 1,205 | (16.1) | 1.6 | (0.02) | 100.0 | ( $\dagger$ ) | 92.8 | (0.41) | 4.6 | (0.33) | 2.0 | (0.22) | 0.6 | (0.10) |
| Asian Indian | 953 | (12.4) | 1.3 | (0.02) | 100.0 | ( $\dagger$ ) | 93.9 | (0.37) | 4.0 | (0.31) | 1.7 | (0.20) | 0.5 | (0.10) |
| Bangladeshi | 57 | (3.9) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 85.5 | (2.71) | 9.1 | (1.94) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Bhutanese | 8 | (1.5) | \# | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 88.7 | (5.30) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Nepalese | 45 | (3.8) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 88.8 | (2.16) | 7.5 | (1.91) | 3.1 ! | (1.32) | $\ddagger$ | ( $\dagger$ ) |
| Pakistani | 129 | (6.3) | 0.2 | (0.01) | 100.0 | ( $\dagger$ ) | 89.9 | (1.67) | 6.3 | (1.20) | 3.1 ! | (1.09) | 0.6 ! | (0.26) |
| Southeast Asian | 632 | (13.5) | 0.9 | (0.02) | 100.0 | ( $\dagger$ ) | 72.9 | (1.03) | 16.7 | (0.94) | 8.5 | (0.69) | 1.9 | (0.26) |
| Burmese | 65 | (5.2) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 82.0 | (3.59) | 11.0 | (3.00) | 6.2 ! | (2.06) | $\ddagger$ | ( $\dagger$ |
| Cambodian | 44 | (3.6) | 0.1 | (\#) | 100.0 | ( $\dagger$ ) | 56.2 | (4.62) | 33.6 | (4.55) | 8.8 | (2.06) | $\ddagger$ | ( $\dagger$ ) |
| Hmong | 97 | (5.4) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 59.3 | (3.33) | 20.1 | (2.73) | 19.4 | (2.69) | 1.2 ! | (0.43) |
| Laotian | 31 | (3.1) | \# | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 59.7 | (5.20) | 21.9 | (4.10) | 15.0 | (3.84) | $\ddagger$ | ( $\dagger$ ) |
| Thai | 29 | (3.2) | \# | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 67.8 | (4.64) | 18.8 | (3.95) | $\ddagger$ | (t) | 6.7 ! | (2.56) |
| Vietnamese | 352 | (8.3) | 0.5 | (0.01) | 100.0 | ( $\dagger$ ) | 78.2 | (1.16) | 14.3 | (1.07) | 5.7 | (0.69) | 1.8 | (0.26) |
| Other Southeast Asian ${ }^{6}$ | 14 | (2.3) |  | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 86.4 | (4.76) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Other Asian | 205 | (8.0) | 0.3 | (0.01) | 100.0 | ( $\dagger$ ) | 83.7 | (1.22) | 10.1 | (1.01) | 5.0 | (0.85) | 1.2 | (0.29) |
| Pacific Islander | 125 | (5.6) | 0.2 | (0.01) | 100.0 | ( $\dagger$ | 61.4 | (2.59) | 27.1 | (2.43) | 8.0 | (1.35) | 3.4 | (0.88) |
| American Indian/Alaska Native | 545 | (6.4) | 0.7 | (0.01) | 100.0 | ( $\dagger$ ) | 42.8 | (1.09) | 38.0 | (1.04) | 15.1 | (0.73) | 4.1 | (0.32) |
| Some other race ${ }^{7}$ | 269 | (11.6) | 0.4 | (0.02) | 100.0 | ( $\dagger$ ) | 56.7 | (1.81) | 31.8 | (1.62) | 8.7 | (0.94) | 2.8 | (0.49) |
| Two or more races | 3,660 | (30.2) | 5.0 | (0.04) | 100.0 | ( $\dagger$ | 59.0 | (0.52) | 31.5 | (0.50) | 7.6 | (0.26) | 1.9 | (0.10) |
| White and Black | 1,569 | (25.7) | 2.1 | (0.04) | 100.0 | ( $\dagger$ ) | 43.1 | (0.79) | 45.9 | (0.78) | 8.4 | (0.44) | 2.7 | (0.20) |
| White and Asian | 1,070 | (14.9) | 1.5 | (0.02) | 100.0 | ( $\dagger$ | 81.6 | (0.63) | 12.5 | (0.51) | 5.0 | (0.35) | 0.9 | (0.14) |
| White and American Indian/ Alaska Native | 360 | (10.1) | 0.5 | (0.01) | 100.0 | ( $\dagger$ | 63.4 | (1.11) | 25.2 | (1.11) | 9.7 | (0.70) | 1.7 | (0.28) |
| Other Two or more races | 661 | (12.1) | 0.9 | (0.02) | 100.0 | ( $\dagger$ ) | 57.7 | (1.04) | 31.7 | (1.03) | 8.8 | (0.66) | 1.8 | (0.23) |
| Children under age 6 Total | 23,423 | (29.5) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 63.9 | (0.15) | 26.2 | (0.15) | 8.2 | (0.10) | 1.7 | (0.04) |
| White | 11,616 | (13.3) | 49.6 | (0.06) | 100.0 | ( $\dagger$ ) | 75.5 | (0.22) | 15.6 | (0.19) | 7.2 | (0.13) | 1.7 | (0.06) |
| Black | 3,070 | (19.5) | 13.1 | (0.08) | 100.0 | ( $\dagger$ | 31.4 | (0.54) | 57.2 | (0.54) | 9.1 | (0.28) | 2.3 | (0.14) |
| Hispanic | 6,055 | (15.7) | 25.9 | (0.06) | 100.0 | ( $\dagger$ | 55.5 | (0.34) | 32.8 | (0.33) | 10.2 | (0.22) | 1.4 | (0.07) |
| Cuban | 171 | (7.0) | 0.7 | (0.03) | 100.0 | ( ${ }^{\text {) }}$ | 58.1 | (1.88) | 31.8 | (1.86) | 9.4 | (1.00) | 0.7 ! | (0.26) |
| Dominican | 213 | (6.7) | 0.9 | (0.03) | 100.0 | ( $\dagger$ | 45.5 | (1.91) | 45.8 | (1.85) | 7.4 | (0.92) | 1.3 | (0.35) |
| Mexican | 3,942 | (16.9) | 16.8 | (0.07) | 100.0 | ( $\dagger$ | 56.3 | (0.43) | 32.3 | (0.41) | 10.1 | (0.26) | 1.4 | (0.09) |
| Puerto Rican | 567 | (10.6) | 2.4 | (0.04) | 100.0 | ( ${ }^{\text {) }}$ | 46.4 | (1.25) | 42.0 | (1.27) | 10.0 | (0.73) | 1.6 | (0.29) |
| Spaniard | 58 | (3.9) | 0.2 | (0.02) | 100.0 | ( $\dagger$ ) | 69.2 | (3.26) | 20.6 | (2.89) | 9.6 | (2.42) | $\ddagger$ | ( $\dagger$ ) |
| Central American ${ }^{3}$ | 594 | (13.5) | 2.5 | (0.06) | 100.0 | ( $\dagger$ | 53.2 | (1.26) | 31.6 | (1.16) | 13.5 | (0.72) | 1.7 | (0.31) |
| Costa Rican | 13 | (2.0) | 0.1 | (0.01) | 100.0 | ( $\dagger$ | 81.1 | (5.60) | 15.7 ! | (5.17) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Guatemalan | 163 | (7.7) | 0.7 | (0.03) | 100.0 | ( $\dagger$ | 53.3 | (2.29) | 29.8 | (2.33) | 14.9 | (1.60) | 2.1 | (0.55) |
| Honduran | 130 | (7.6) | 0.6 | (0.03) | 100.0 | ( $\dagger$ | 45.3 | (2.54) | 38.5 | (2.45) | 14.0 | (1.86) | 2.2 ! | (0.74) |
| Nicaraguan | 30 | (3.0) | 0.1 | (0.01) | 100.0 | ( $\dagger$ | 65.6 | (4.39) | 25.6 | (4.13) | 8.0 | (2.35) | $\ddagger$ | ( $\dagger$ |
| Panamanian | 15 | (2.2) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 48.9 | (6.94) | 42.0 | (7.04) | 9.1 ! | (3.22) | $\ddagger$ | ( $\dagger$ |
| Salvadoran | 236 | (8.0) | 1.0 | (0.03) | 100.0 | ( $\dagger$ | 54.4 | (1.92) | 30.0 | (1.90) | 14.1 | (1.31) | 1.5 | (0.38) |
| South American | 295 | (9.1) | 1.3 | (0.04) | 100.0 | ( $\dagger$ ) | 72.1 | (1.33) | 19.7 | (1.24) | 7.5 | (0.69) | 0.7 | (0.20) |
| Chilean | 16 | (1.8) | 0.1 | (0.01) | 100.0 | (t) | 81.6 | (4.75) | 11.5 ! | (3.95) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Colombian | 82 | (4.7) | 0.3 | (0.02) | 100.0 | ( $\dagger$ ) | 70.5 | (2.99) | 20.4 | (2.91) | 8.4 | (1.52) | $\ddagger$ | ( $\dagger$ ) |
| Ecuadorian | 68 | (4.8) | 0.3 | (0.02) | 100.0 | ( $\dagger$ ) | 68.2 | (3.23) | 22.0 | (2.93) | 8.5 | (1.84) | 1.3 ! | (0.62) |
| Peruvian | 49 | (3.9) | 0.2 | (0.02) | 100.0 | ( $\dagger$ | 68.8 | (3.17) | 20.3 | (2.64) | 10.4 | (2.50) | $\ddagger$ | ( ${ }_{\text {( }}$ |
| Venezuelan | 42 | (3.3) | 0.2 | (0.01) | 100.0 | ( $)^{\text {( }}$ | 76.9 | (3.13) | 21.1 | (3.19) | $2.0!$ | (0.91) | $\ddagger$ | ( $\dagger$ |
| Other South American | 39 | (3.6) | 0.2 | (0.02) | 100.0 | ( $\dagger$ | 77.3 | (3.57) | 15.1 | (3.12) | 7.1 ! | (2.17) | $\ddagger$ | ( + ) |
| Other Hispanic | 215 | (9.0) | 0.9 | (0.04) | 100.0 | ( $\dagger$ | 53.2 | (1.77) | 31.5 | (1.67) | 12.1 | (1.15) | 3.1 | (0.50) |

See notes at end of table.

Table 102.20. Number and percentage distribution of children under age 18 and under age 6, by living arrangements, race/ethnicity, and selected racial/ethnic subgroups: 2018—Continued
[Standard errors appear in parentheses]

| Age and race/ethnicity | $\begin{array}{r} \text { Number } \\ \text { of children } \\ \text { (in thousands) } \end{array}$ |  | Percentage distribution of children |  | Percentage distribution of children, by living arrangements |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total |  | Children living with parent(s) or related to householder ${ }^{1}$ |  |  |  |  |  | All other children ${ }^{2}$ |  |
|  |  |  | Married-couple household | Female householder, no spouse present |  | Male householder, no spouse present |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| Asian | 1,074 | (9.3) | 4.6 | (0.04) | 100.0 | ( $\dagger$ | 87.3 | (0.44) | 7.8 | (0.35) | 4.1 | (0.27) | 0.8 | (0.11) |
| Chinese ${ }^{4}$ | 213 | (5.7) | 0.9 | (0.02) | 100.0 | ( $\dagger$ ) | 86.3 | (0.92) | 8.4 | (0.78) | 4.3 | (0.59) | 1.0 | (0.25) |
| Filipino | 101 | (4.2) | 0.4 | (0.02) | 100.0 | ( $\dagger$ ) | 78.4 | (2.08) | 14.7 | (1.56) | 5.3 | (1.09) | 1.6 ! | (0.51) |
| Japanese | 25 | (2.1) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 94.6 | (1.67) | 3.9 ! | (1.64) | $\ddagger$ | (t) | $\ddagger$ | ( + |
| Korean | 59 | (3.0) | 0.3 | (0.01) | 100.0 | (t) | 93.4 | (1.32) | 3.7 | (0.87) | $2.2!$ | (0.74) | $\ddagger$ | (t) |
| South Asian ${ }^{5}$ | 425 | (8.8) | 1.8 | (0.04) | 100.0 | ( $\dagger$ ) | 95.0 | (0.53) | 3.1 | (0.38) | 1.5 | (0.30) | 0.4 ! | (0.14) |
| Asian Indian | 338 | (7.2) | 1.4 | (0.03) | 100.0 | ( $\dagger$ ) | 96.0 | (0.50) | 2.4 | (0.34) | 1.2 | (0.32) | 0.4 ! | (0.17) |
| Bangladeshi | 19 | (1.8) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 93.4 | (3.19) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Bhutanese | $\ddagger$ | ( $\dagger$ ) | \# | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( + | $\ddagger$ | ( + |
| Nepalese | 16 | (2.2) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 86.9 | (3.85) | 9.4 ! | (3.59) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( + |
| Pakistani | 44 | (2.9) | 0.2 | (0.01) | 100.0 | ( $\dagger$ ) | 91.2 | (1.85) | 5.5 | (1.56) | 2.9 ! | (1.10) | $\ddagger$ | (t) |
| Southeast Asian | 178 | (5.3) | 0.8 | (0.02) | 100.0 | ( $\dagger$ ) | 71.7 | (1.61) | 16.8 | (1.29) | 10.2 | (1.13) | 1.4 ! | (0.54) |
| Burmese | 24 | (2.0) | 0.1 | (0.01) | 100.0 | (t) | 85.8 | (4.09) | 8.8 ! | (3.24) | $5.0!$ | (2.39) | $\ddagger$ | ( + |
| Cambodian | 11 | (1.2) | 1 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 57.4 | (6.06) | 33.0 | (6.02) | $9.4!$ | (3.30) | $\ddagger$ | ( + |
| Hmong | 33 | (2.6) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 51.2 | (4.55) | 23.6 | (3.91) | 24.0 | (3.62) | $\ddagger$ | ( + |
| Laotian | 11 | (1.6) | \# | (t) | 100.0 | ( $\dagger$ | 48.9 | (8.05) | 25.2 | (6.17) | 19.2! | (6.69) | $\ddagger$ | ( ${ }_{\text {+ }}$ |
| Thai | 7 | (1.2) | , | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 80.4 | (6.68) | 7.3 ! | (3.06) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( + ) |
| Vietnamese | 87 | (3.7) | 0.4 | (0.02) | 100.0 | ( $\dagger$ ) | 78.7 | (1.86) | 14.5 | (1.59) | 6.0 | (1.13) | 0.8 ! | (0.36) |
| Other Southeast Asian ${ }^{6}$ | $\ddagger$ | ( $\dagger$ ) | \# | (t) | 100.0 | ( $\dagger$ ) |  | ( $\dagger$ ) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Other Asian | 74 | (3.4) | 0.3 | (0.01) | 100.0 | ( $\dagger$ ) | 87.8 | (1.64) | 7.1 | (1.15) |  | (1.27) | $\ddagger$ | ( $\dagger$ |
| Pacific Islander | 39 | (2.8) | 0.2 | (0.01) | 100.0 | ( $\dagger$ | 65.1 | (3.30) | 23.7 | (2.77) | 8.0 | (1.90) | 3.2 ! | (1.42) |
| American Indian/Alaska Native | 160 | (3.7) | 0.7 | (0.02) | 100.0 | ( $\dagger$ ) | 41.2 | (1.62) | 40.0 | (1.58) | 16.2 | (1.41) | 2.6 | (0.46) |
| Some other race ${ }^{7}$ | 97 | (5.3) | 0.4 | (0.02) | 100.0 | ( $\dagger$ ) | 57.7 | (2.64) | 29.8 | (2.45) | 8.9 | (1.26) | 3.7 | (1.04) |
| Two or more races | 1,312 | (16.3) | 5.6 | (0.07) | 100.0 | ( $\dagger$ | 60.1 | (0.75) | 30.5 | (0.69) | 7.9 | (0.39) | 1.5 | (0.14) |
| White and Black | 585 | (12.8) | 2.5 | (0.05) | 100.0 | (t) | 41.9 | (1.21) | 46.5 | (1.17) | 9.2 | (0.68) | 2.4 | (0.30) |
| White and Asian | 395 | (8.1) | 1.7 | (0.03) | 100.0 | ( $\dagger$ ) | 87.1 | (0.62) | 7.7 | (0.54) | 4.6 | (0.45) | 0.6 | (0.14) |
| White and American Indian/ Alaska Native | 110 | (4.4) | 0.5 | (0.02) | 100.0 | ( $\dagger$ | 62.4 | (1.89) | 26.3 | (1.75) | 10.2 | (1.17) | 1.1! | (0.33) |
| Other Two or more races | 222 | (7.5) | 0.9 | (0.03) | 100.0 | ( $\dagger$ | 58.7 | (1.80) | 31.0 | (1.80) | 9.3 | (1.21) | 1.0 | (0.27) |

$\dagger$ Not applicable.
\#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
IIncludes all children who live either with their parent(s) or with a householder to whom they are related by birth, marriage, or adoption (except a child who is the spouse of the householder). Children are classified by their parents' marital status or, if no parents are present in the household, by the marital status of the householder who is related to the children. Living arrangements with only a "female householder" or "male householder" are those in which the parent or the householder who is related to the child does not have a spouse living in the household. The householder is the person (or one of the people) who owns or rents (maintains) the housing unit.
${ }^{2}$ Includes foster children, children in unrelated subfamilies, children living in group quarters, and children who were reported as the householder or spouse of the householder. ${ }_{3}$ Includes other Central American subgroups not shown separately.

## ${ }^{4}$ Includes Taiwanese

In addition to the subgroups shown, also includes Sri Lankan.
${ }^{6}$ Consists of Indonesian and Malaysian.
${ }^{7}$ Respondents who wrote in some other race that was not included as an option on the questionnaire.
NOTE: Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2018. (This table was prepared November 2019.)

Table 102.40. Poverty rates for all persons and poverty status of related children under age 18, by region and state: Selected years, 1990 through 2018
[Standard errors appear in parentheses]

| Region and state | Percent of persons in poverty ${ }^{1}$ |  |  |  |  | Poverty status of related children ${ }^{2}$ under age 18 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $1990^{3}$ | $2000{ }^{4}$ | $2010^{5}$ | $2015{ }^{5}$ | $2018{ }^{5}$ |  | 2000,4percent in poverty | $2010,{ }^{5}$percent in poverty | $2015{ }^{5}$ |  |  | $2018{ }^{5}$ |  |  |  |
|  |  |  |  |  |  |  |  |  | Number in poverty (in thousands) |  | Percent in poverty | Number in poverty (in thousands) |  | Percent in poverty |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |  | 10 | 11 |  | 12 |  | 13 |
| United States | 13.1 | 12.4 | 14.9 (0.06) | 14.3 (0.06) | 12.7 (0.05) | 17.9 (0.02) | 16.1 (0.01) | 21.1 (0.13) | 14,652 | 109.9) | 20.3 (0.15) | 12,575 | (92.5) | 17. | (0.12) |
| Region Northeast | 10.6 | 11.4 | 12.5 (0.09) | 12.5 (0.09) | 11.4 (0.10) | 14.3 (0.54) | 14.3 (0.39) | 17.4 (0.20) | 2,057 | (25.4) | 17.7 (0.22) | 1,772 | (25.5) | 15.7 | (0.22) |
| Midwest | 12.0 | 10.2 | 16.5 (0.08) | 15.6 (0.09) | 14.1 (0.08) | 14.9 (0.58) | 12.0 (0.37) | 23.8 (0.18) | 6,291 | (58.7) | 22.7 (0.21) | 5,619 | (53.1) | 20.1 | (0.19) |
| South | 15.7 | 13.9 | 14.1 (0.10) | 13.5 (0.12) | 12.2 (0.10) | 20.5 (0.90) | 17.6 (0.64) | 20.0 (0.24) | 2,878 | (41.4) | 18.8 (0.27) | 2,427 | (35.8) | 16.1 | (0.23) |
| West | 12.6 | 13.0 | 15.0 (0.09) | 14.4 (0.09) | 12.1 (0.08) | 16.2 (0.79) | 16.2 (0.54) | 20.6 (0.19) | 3,425 | (32.6) | 19.6 (0.18) | 2,758 | (32.8) | 15.8 | (0.18) |
| Alabama | 18.3 | 16.1 | 18.6 (0.39) | 18.4 (0.37) | 16.3 (0.31) | 24.0 (0.14) | 21.2 (0.10) | 27.6 (0.86) | 285 | (8.7) | 26.2 (0.79) | 257 | (8.2) | 24.1 | (0.77) |
| Alaska | 9.0 | 9.4 | 10.6 (0.75) | 9.9 (0.95) | 10.4 (0.79) | 10.9 (0.24) | 11.2 (0.16) | 13.5 (1.32) | 27 | (3.7) | 14.7 (2.03) | 22 | (2.9) | 12.5 | (1.62) |
| Arizona | 15.7 | 13.9 | 17.1 (0.35) | 16.9 (0.31) | 13.6 (0.27) | 21.7 (0.13) | 18.8 (0.10) | 24.0 (0.74) | 381 | (10.8) | 24.0 (0.67) | 313 | (10.7) | 19.5 | (0.66) |
| Arkansas | 19.1 | 15.8 | 18.2 (0.41) | 18.8 (0.44) | 16.9 (0.46) | 25.0 (0.17) | 21.4 (0.11) | 26.6 (1.00) | 185 | (6.7) | 26.9 (0.97) | 166 | (6.6) | 24.2 | (0.95) |
| California | 12.5 | 14.2 | 15.4 (0.13) | 15.0 (0.12) | 12.5 (0.12) | 17.8 (0.05) | 19.0 (0.04) | 21.5 (0.28) | 1,866 | (25.4) | 20.9 (0.28) | 1,490 | (23.8) | 16.9 | (0.27) |
| Colorado | 11.7 | 9.3 | 12.8 (0.33) | 11.3 (0.26) | 9.5 (0.26) | 15.0 (0.11) | 10.8 (0.07) | 16.6 (0.71) | 177 | (7.2) | 14.3 (0.58) | 144 | (7.8) | 11.6 | (0.62) |
| Connecticut | 6.8 | 7.9 | 9.6 (0.30) | 9.9 (0.33) | 10.0 (0.28) | 10.4 (0.13) | 10.0 (0.09) | 12.3 (0.63) | 100 | (5.6) | 13.4 (0.76) | 100 | (4.9) | 13.9 | (0.68) |
| Delaware | 8.7 | 9.2 | 11.7 (0.73) | 13.1 (0.87) | 11.5 (0.70) | 11.7 (0.23) | 11.9 (0.20) | 18.2 (1.59) | 42 | (4.4) | 21.0 (2.19) | 33 | (3.6) | 16.9 | (1.83) |
| District of Columbia | 16.9 | 20.2 | 18.3 (0.87) | 15.5 (0.76) | 15.8 (0.94) | 25.0 (0.49) | 31.1 (0.37) | 29.3 (2.58) | 29 | (2.6) | 25.4 (2.21) | 29 | (4.0) | 23.3 | (3.20) |
| Florida | 12.7 | 12.5 | 16.2 (0.16) | 15.3 (0.16) | 13.1 (0.14) | 18.3 (0.09) | 17.2 (0.06) | 23.2 (0.40) | 917 | (17.5) | 22.9 (0.43) | 780 | (14.8) | 18.9 | (0.36) |
| Georgia | 14.7 | 13.0 | 17.4 (0.27) | 16.6 (0.22) | 14.0 (0.22) | 19.8 (0.12) | 16.7 (0.07) | 24.4 (0.46) | 590 | (12.3) | 24.0 (0.50) | 491 | (12.2) | 20.0 | (0.49) |
| Hawaii | 8.3 | 10.7 | 10.1 (0.50) | 10.4 (0.52) | 9.0 (0.52) | 11.1 (0.21) | 13.5 (0.16) | 12.5 (1.29) | 41 | (3.8) | 13.4 (1.24) | 37 | (3.9) | 12.3 | (1.30) |
| Idaho | 13.3 | 11.8 | 15.0 (0.50) | 13.8 (0.63) | 11.8 (0.55) | 15.8 (0.21) | 13.8 (0.13) | 17.5 (0.96) | 66 | (4.9) | 15.6 (1.16) | 62 | (5.3) | 14.2 | (1.22) |
| Illinois | 11.9 | 10.7 | 13.6 (0.19) | 13.4 (0.21) | 11.7 (0.20) | 16.8 (0.07) | 14.0 (0.04) | 19.4 (0.41) | 560 | (14.7) | 19.3 (0.50) | 433 | (13.1) | 15.4 | (0.46) |
| Indiana | 10.7 | 9.5 | 14.9 (0.28) | 14.6 (0.29) | 12.7 (0.26) | 13.9 (0.09) | 11.7 (0.08) | 21.7 (0.63) | 332 | (10.8) | 21.6 (0.70) | 265 | (8.9) | 17.4 | (0.58) |
| lowa | 11.5 | 9.1 | 12.3 (0.41) | 12.5 (0.47) | 10.9 (0.35) | 14.0 (0.13) | 10.5 (0.08) | 16.7 (0.94) | 111 | (7.5) | 15.7 (1.07) | 95 | (6.2) | 13.2 | (0.86) |
| Kansas | 11.5 | 9.9 | 12.7 (0.42) | 12.6 (0.40) | 11.8 (0.36) | 13.9 (0.13) | 11.5 (0.09) | 17.4 (0.94) | 123 | (6.2) | 17.5 (0.85) | 100 | (6.0) | 14.6 | (0.86) |
| Kentucky | 19.0 | 15.8 | 18.1 (0.32) | 17.6 (0.32) | 16.2 (0.32) | 24.5 (0.14) | 20.4 (0.09) | 25.4 (0.76) | 245 | (7.7) | 25.0 (0.77) | 215 | (7.5) | 22.1 | (0.75) |
| Louisiana | 23.6 | 19.6 | 17.9 (0.31) | 18.8 (0.43) | 18.1 (0.34) | 31.2 (0.16) | 26.3 (0.10) | 26.9 (0.68) | 303 | (10.3) | 27.6 (0.94) | 284 | (8.9) | 26.3 | (0.81) |
| Maine | 10.8 | 10.9 | 13.3 (0.58) | 12.5 (0.56) | 10.8 (0.49) | 13.2 (0.18) | 13.0 (0.14) | 18.3 (1.28) | 35 | (2.8) | 14.3 (1.12) | 28 | (2.9) | 11.7 | (1.21) |
| Maryland | 8.3 | 8.5 | 9.8 (0.25) | 9.8 (0.28) | 8.6 (0.25) | 10.9 (0.10) | 10.3 (0.08) | 12.8 (0.51) | 173 | (8.5) | 13.2 (0.64) | 141 | (7.7) | 10.8 | (0.58) |
| Massachusetts | 8.9 | 9.3 | 11.0 (0.25) | 10.9 (0.22) | 9.7 (0.20) | 12.9 (0.10) | 11.6 (0.07) | 13.7 (0.55) | 194 | (7.1) | 14.2 (0.52) | 158 | (6.7) | 11.9 | (0.50) |
| Michigan | 13.1 | 10.5 | 16.2 (0.24) | 15.5 (0.28) | 13.7 (0.23) | 18.2 (0.08) | 13.4 (0.05) | 22.5 (0.52) | 472 | (13.3) | 22.0 (0.62) | 394 | (11.5) | 18.7 | (0.54) |
| Minnesota | 10.2 | 7.9 | 11.1 (0.32) | 9.7 (0.26) | 9.5 (0.29) | 12.4 (0.09) | 9.2 (0.06) | 14.6 (0.72) | 153 | (7.9) | 12.2 (0.62) | 143 | (9.5) | 11.2 | (0.74) |
| Mississippi | 25.2 | 19.9 | 21.5 (0.51) | 21.1 (0.51) | 19.3 (0.40) | 33.5 (0.18) | 26.7 (0.11) | 31.7 (1.05) | 224 | (7.7) | 31.2 (1.07) | 195 | (7.0) | 28.2 | (0.99) |
| Missouri | 13.3 | 11.7 | 15.1 (0.28) | 14.2 (0.28) | 12.8 (0.26) | 17.4 (0.10) | 15.3 (0.07) | 20.6 (0.59) | 266 | (10.5) | 19.6 (0.77) | 235 | (8.6) | 17.6 | (0.64) |
| Montana | 16.1 | 14.6 | 14.1 (0.70) | 14.2 (0.70) | 11.8 (0.52) | 19.9 (0.27) | 18.4 (0.18) | 19.8 (1.43) | 41 | (3.9) | 18.5 (1.74) | 28 | (3.2) | 12.8 | (1.44) |
| Nebraska | 11.1 | 9.7 | 12.7 (0.56) | 12.2 (0.43) | 11.2 (0.51) | 13.5 (0.16) | 11.8 (0.11) | 18.2 (1.32) | 71 | (4.2) | 15.4 (0.91) | 61 | (4.7) | 13.3 | (1.02) |
| Nevada | 10.2 | 10.5 | 14.9 (0.49) | 14.7 (0.46) | 12.8 (0.35) | 12.8 (0.22) | 13.5 (0.14) | 21.7 (0.97) | 136 | (7.3) | 20.8 (1.11) | 115 | (5.1) | 17.0 | (0.78) |
| New Hampshire | 6.4 | 6.5 | 8.0 (0.44) | 7.7 (0.49) | 7.0 (0.39) | 7.0 (0.14) | 7.3 (0.11) | 9.8 (1.09) | 26 | (3.0) | 9.9 (1.16) | 23 | (3.0) | 9.3 | (1.19) |
| New Jersey | 7.6 | 8.5 | 10.0 (0.22) | 10.4 (0.22) | 9.2 (0.21) | 11.0 (0.08) | 10.8 (0.06) | 14.0 (0.45) | 293 | (10.9) | 14.9 (0.55) | 257 | (10.3) | 13.4 | (0.53) |
| New Mexico | 20.6 | 18.4 | 19.9 (0.65) | 20.4 (0.66) | 19.6 (0.66) | 27.5 (0.21) | 24.6 (0.15) | 29.5 (1.22) | 150 | (7.0) | 30.5 (1.38) | 125 | (6.4) | 26.7 | (1.39) |
| New York | 13.0 | 14.6 | 14.6 (0.19) | 14.8 (0.17) | 13.4 (0.17) | 18.8 (0.07) | 19.6 (0.05) | 21.1 (0.36) | 879 | (17.8) | 21.4 (0.43) | 743 | (17.8) | 18.7 | (0.44) |
| North Carolina | 13.0 | 12.3 | 16.8 (0.24) | 16.2 (0.23) | 13.6 (0.23) | 16.9 (0.09) | 15.7 (0.06) | 24.1 (0.52) | 532 | (11.7) | 23.7 (0.51) | 442 | (11.1) | 19.7 | (0.49) |
| North Dakota | 14.4 | 11.9 | 11.8 (0.77) | 11.3 (0.57) | 9.8 (0.70) | 16.9 (0.26) | 13.5 (0.15) | 14.2 (1.92) | 19 | (2.2) | 11.0 (1.28) | 14 | (2.1) | . 3 | (1.23) |
| Ohio | 12.5 | 10.6 | 15.4 (0.21) | 14.5 (0.21) | 13.5 (0.24) | 17.6 (0.07) | 14.0 (0.05) | 22.9 (0.48) | 552 | (13.3) | 21.5 (0.51) | 484 | (14.6) | 19.1 | (0.58) |
| Oklahoma | 16.7 | 14.7 | 16.5 (0.39) | 15.7 (0.38) | 14.9 (0.40) | 21.4 (0.14) | 19.1 (0.09) | 24.9 (0.98) | 207 | (8.3) | 22.1 (0.88) | 195 | (8.3) | 21.0 | (0.87) |
| Oregon | 12.4 | 11.6 | 15.6 (0.34) | 14.8 (0.40) | 12.0 (0.35) | 15.2 (0.13) | 14.0 (0.09) | 21.0 (0.77) | 165 | (7.9) | 19.7 (0.95) | 124 | (7.4) | 14.6 | (0.86) |
| Pennsylvania | 11.1 | 11.0 | 12.8 (0.18) | 12.5 (0.21) | 11.8 (0.21) | 15.4 (0.07) | 14.3 (0.05) | 18.2 (0.44) | 480 | (13.2) | 18.3 (0.49) | 418 | (13.0) | 16.2 | (0.50) |
| Rhode Island | 9.6 | 11.9 | 14.0 (0.59) | 13.1 (0.61) | 12.0 (0.63) | 13.5 (0.26) | 16.5 (0.22) | 19.7 (1.49) | 38 | (3.3) | 18.5 (1.56) | 34 | (3.3) | 17.2 | (1.65) |
| South Carolina | 15.4 | 14.1 | 17.6 (0.33) | 16.0 (0.32) | 14.7 (0.32) | 20.8 (0.16) | 18.5 (0.10) | 25.5 (0.73) | 245 | (7.6) | 23.1 (0.70) | 235 | (9.0) | 21.6 | (0.82) |
| South Dakota | 15.9 | 13.2 | 14.4 (0.89) | 12.5 (0.69) | 12.8 (0.66) | 20.1 (0.28) | 16.7 (0.19) | 18.7 (1.97) | 29 | (3.2) | 14.0 (1.51) | 32 | (2.6) | 15.3 | (1.28) |
| Tennessee | 15.7 | 13.5 | 17.2 (0.30) | 16.4 (0.31) | 15.0 (0.28) | 20.7 (0.12) | 17.6 (0.09) | 25.3 (0.67) | 351 | (10.9) | 24.0 (0.74) | 326 | (10.7) | 22.1 | (0.72) |
| Texas | 18.1 | 15.4 | 17.3 (0.16) | 15.4 (0.17) | 14.5 (0.14) | 24.0 (0.08) | 20.2 (0.05) | 25.2 (0.31) | 1,591 | (25.1) | 22.4 (0.35) | 1,506 | (23.3) | 20.7 | (0.32) |
| Utah | 11.4 | 9.4 | 13.1 (0.46) | 11.2 (0.43) | 8.6 (0.34) | 12.2 (0.14) | 9.7 (0.08) | 15.8 (0.87) | 115 | (6.9) | 12.8 (0.77) | 78 | (5.5) | 8.5 | (0.59) |
| Vermont | 9.9 | 9.4 | 11.4 (0.76) | 9.2 (0.84) | 10.7 (0.71) | 11.5 (0.23) | 10.7 (0.15) | 14.8 (2.12) | 14 | (2.5) | 11.7 (2.16) | 10 | (1.7) | 9.5 | (1.58) |
| Virginia | 10.2 | 9.6 | 11.0 (0.18) | 11.0 (0.22) | 10.3 (0.22) | 13.0 (0.10) | 11.9 (0.07) | 15.0 (0.42) | 279 | (8.7) | 15.2 (0.47) | 239 | (8.4) | 13.0 | (0.46) |
| Washington | 10.9 | 10.6 | 13.2 (0.27) | 12.4 (0.25) | 10.2 (0.25) | 14.0 (0.09) | 13.2 (0.08) | 17.8 (0.58) | 248 | (9.8) | 15.8 (0.62) | 204 | (10.8) | 12.5 | (0.67) |
| West Virginia | 19.7 | 17.9 | 17.9 (0.54) | 17.3 (0.55) | 17.2 (0.59) | 25.9 (0.21) | 23.9 (0.15) | 25.9 (1.37) | 93 | (5.4) | 25.3 (1.44) | 84 | (5.1) | 23.8 | (1.44) |
| Wisconsin | 10.7 | 8.7 | 12.7 (0.31) | 11.3 (0.34) | 10.5 (0.28) | 14.6 (0.09) | 10.8 (0.07) | 18.1 (0.76) | 191 | (10.0) | 15.2 (0.79) | 172 | (8.1) | 13.8 | (0.64) |
| Wyoming | , | 11.4 | 10.4 (0.80) | 9.9 (0.80) | 10.8 (0.76) | 14.1 (0.30) | 13.8 (0.22) | 13.4 (1.69) | 15 | (2.5) | 10.9 (1.81) | 16 | (1.8) | 12. | (1.43) |

${ }^{1}$ Data exclude institutionalized persons (e.g., those living in prisons or nursing homes) as well as persons living in most types of noninstitutional group quarters (e.g., college housing or military barracks). Data include noninstitutionalized persons living in households as well as those living in group homes and shelters.
${ }^{2}$ Related children in a family include all children in the household who are related to the householder by birth, marriage, or adoption (except a child who is the spouse of the householder). The householder is the person (or one of the people) who owns or rents (maintains) the housing unit. This table excludes unrelated children and householders who are themselves under the age of 18.
${ }^{3}$ Based on 1989 incomes and family sizes collected in the 1990 census
"Based on 1999 incomes and family sizes collected in the 2000 census.
${ }^{5}$ Based on income and family size data from the American Community Survey (ACS). ACS respondents were interviewed throughout the given year and reported the income they received during the previous 12 months. Data are based on sample surveys of the entire population residing within the United States.

NOTE: Poverty status is determined by the Census Bureau using a set of money income thresholds that vary by family size and composition. For additional information about poverty status, see https://www.census.gov/topics/income-poverty/poverty/guidance/ poverty-measures.html. Poverty estimates in this table may differ from table 102.50's official national poverty estimates, which are based on a different data source (the Current Population Survey). Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, 1990 Summary Tape File 3 (STF 3), "Median Household Income in 1989" and "Poverty Status in 1989 by Family Type and Age"; Decennial Census, 1990, Minority Economic Profiles, unpublished data; Decennial Census, 2000, Summary Social, Economic, and Housing Characteristics; Census 2000 Summary File 4 (SF 4), "Poverty Status in 1999 of Related Children Under 18 Years by Family Type and Age"; and American Community Survey (ACS), 2010, 2015, and 2018. (This table was prepared November 2019.)

Table 102.62. Percentage of children under age 18 living in poverty, by parents' highest level of educational attainment, child's race/ ethnicity, and selected racial/ethnic subgroups: 2010 and 2018

| Year and race/ethnicity | Percent in poverty, all children under age 18 who resided with at least one parent ${ }^{1}$ |  | Percent of children in poverty, by highest level of education attained by any parent residing with child ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Less than high school completion |  | High school completion ${ }^{2}$ |  | Some college, no degree |  | Associate's degree |  | Bachelor's or higher degree |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  |  | helor's degree |  |  |  | Master's degree |  | Doctor's degree ${ }^{3}$ |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| $\begin{gathered} 2010 \\ \text { Total } \end{gathered}$ | 20.8 | (0.13) | 53.4 | (0.33) | 32.3 | (0.25) | 23.0 | (0.22) | 12.7 | (0.27) | 4.3 | (0.08) | 5.6 | (0.12) | 2.8 | (0.10) | 2.1 | (0.13) |
| White | 12.5 | (0.12) | 48.8 | (0.75) | 24.6 | (0.31) | 17.1 | (0.25) | 8.8 | (0.23) | 3.2 | (0.08) | 4.1 | (0.13) | 2.1 | (0.10) | 1.5 | (0.14) |
| Black | 37.6 | (0.39) | 72.8 | (0.76) | 49.0 | (0.65) | 36.9 | (0.72) | 23.9 | (0.99) | 8.0 | (0.37) | 10.0 | (0.51) | 4.6 | (0.57) | 4.7 | (1.12) |
| Hispanic | 31.8 | (0.23) | 50.6 | (0.42) | 34.1 | (0.44) | 24.8 | (0.50) | 16.4 | (0.68) | 7.9 | (0.33) | 9.5 | (0.45) | 4.9 | (0.55) | 4.9 | (0.73) |
| Cuban | 18.6 | (1.12) | 52.3 | (5.24) | 27.0 | (2.56) | 21.9 | (2.80) | 11.4 | (2.21) | 6.7 | (1.07) | 9.5 | (1.77) | 2.2 ! | (0.99) | 3.4 ! | (1.52) |
| Dominican | 33.9 | (1.22) | 50.9 | (3.29) | 46.5 | (2.73) | 32.2 | (2.61) | 11.1 | (2.60) | 11.1 | (1.91) | 14.2 | (2.60) | . | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Mexican | 33.8 | (0.28) | 50.7 | (0.49) | 34.4 | (0.53) | 24.9 | (0.62) | 15.8 | (0.90) | 8.1 | (0.44) | 9.1 | (0.58) | 5.7 | (0.91) | 5.9 | (1.19) |
| Puerto Rican | 33.3 | (0.78) | 68.6 | (2.06) | 38.7 | (1.44) | 29.0 | (1.42) | 23.7 | (2.50) | 7.9 | (0.83) | 9.9 | (1.20) | 5.1 ! | (1.58) | $\ddagger$ | ( $\dagger$ ) |
| Spaniard | 16.9 | (1.58) | 44.1 | (8.89) | 30.9 | (4.83) | 21.6 | (3.34) | 17.0! | (5.73) | 3.4 ! | (1.05) | 3.9 ! | (1.28) | , | ( $\dagger$ ) | $\ddagger$ | (t) |
| Central American ${ }^{4}$ | 26.8 | (0.79) | 40.0 | (1.44) | 26.8 | (1.63) | 19.7 | (1.62) | 10.0 | (1.87) | 9.5 | (1.33) | 11.8 | (1.86) | 4.4 ! | (1.85) | 8.1 ! | (3.51) |
| Costa Rican | 18.9 | (3.67) | $\ddagger$ | ( $\dagger$ | 28.7 ! | (9.73) | 29.7 | (8.13) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Guatemalan | 31.2 | (1.67) | 50.2 | (2.44) | 27.4 | (3.45) | 22.4 | (3.74) | 11.0! | (3.37) | 8.3 | (1.99) | 11.5 | (3.40) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) |
| Honduran | 33.5 | (2.15) | 41.0 | (3.44) | 37.0 | (4.44) | 25.8 | (4.58) | 12.4! | (5.46) | 19.4 | (4.59) | 24.5 | (6.06) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Nicaraguan | 21.6 | (2.96) | 51.2 | (7.70) | 29.2 | (5.70) | 20.1 | (5.13) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Panamanian | 15.5 | (3.54) | $\ddagger$ | ( $\dagger$ ) | 41.9! | (17.94) | 15.7! | (5.31) | $\ddagger$ | ( $\dagger$ ) | 8.9 ! | (3.92) | 18.3! | (7.25) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Salvadoran | 23.8 | (1.09) | 33.6 | (2.28) | 20.7 | (2.13) | 15.4 | (2.26) | 9.9 | (2.87) | 11.9 | (2.65) | 11.3 | (2.71) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) |
| South American | 17.0 | (0.77) | 41.7 | (3.69) | 25.7 | (1.99) | 18.4 | (1.80) | 16.5 | (2.61) | 7.4 | (0.82) | 9.8 | (1.22) | 3.6 | (0.94) | 5.1 ! | (1.58) |
| Chilean | 10.9 | (3.02) | $\ddagger$ | ( $\dagger$ ) | 13.2! | (5.94) | 23.0 ! | (10.50) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Colombian | 13.8 | (1.29) | 37.1 | (8.57) | 24.6 | (3.47) | 16.3 | (2.92) | 10.2! | (3.53) | 6.0 | (1.26) | 7.5 | (1.88) | 3.2 ! | (1.45) | $\ddagger$ | ( $\dagger$ ) |
| Ecuadorian | 24.2 | (2.05) | 42.4 | (4.95) | 29.8 | (4.40) | 21.9 | (4.73) | 17.2 | (4.90) | 9.8 | (2.85) | 11.5! | (4.06) | $\ddagger$ | ( ${ }^{\text {) }}$ | $\ddagger$ | ( $\dagger$ |
| Peruvian | 17.9 | (2.17) | 65.0 | (11.70) | 22.9 | (4.15) | 17.1 | (4.07) | 10.5! | (4.43) | 11.4 | (2.43) | 13.8 | (2.98) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Venezuelan | 17.1 | (3.20) | $\ddagger$ | ( $\dagger$ ) | 37.8 ! | (12.96) | $\ddagger$ | ( $\dagger$ | 61.0 | (11.07) | 7.3 | (1.84) | 8.3 ! | (2.75) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Other South American | 14.0 | (1.89) | 33.0 | (8.91) | 24.5 | (6.93) | 20.6 | (4.29) | 10.8! | (5.38) | 4.5 ! | (1.40) | 8.3 ! | (2.85) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Other Hispanic | 28.2 | (1.18) | 52.8 | (3.10) | 34.7 | (2.38) | 24.9 | (2.09) | 18.2 | (3.39) | 7.5 | (1.25) | 9.2 | (1.79) | 6.0 ! | (2.32) | 3.6 ! | (1.52) |
| Asian | 12.0 | (0.30) | 41.7 | (1.71) | 24.3 | (1.26) | 15.2 | (0.99) | 11.0 | (1.09) | 5.2 | (0.27) | 7.0 | (0.43) | 4.1 | (0.37) | 2.7 | (0.35) |
| Chinese ${ }^{5}$ | 9.5 | (0.53) | 32.0 | (2.77) | 23.5 | (2.60) | 12.8 | (2.11) | 9.5 | (2.17) | 3.8 | (0.39) | 6.1 | (0.92) | 3.1 | (0.66) | 2.4 | (0.56) |
| Filipino | 5.2 | (0.71) | 10.6! | (4.73) | 12.4 | (3.03) | 9.1 | (1.83) | 7.6! | (2.61) | 2.8 | (0.59) | 2.9 | (0.67) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Japanese | 4.5 | (1.14) | $\ddagger$ | ( $\dagger$ ) | 26.9 ! | (10.91) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | 2.7 ! | (0.91) | 3.7 ! | (1.45) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Korean | 12.9 | (0.99) | $\ddagger$ | ( $\dagger$ ) | 16.9 | (4.85) | 18.2 | (5.18) | 6.0 ! | (2.17) | 11.7 | (1.16) | 14.9 | (1.66) | 10.7 | (1.70) | 6.6 | (1.86) |
| South Asian ${ }^{6}$ | 9.9 | (0.63) | 50.7 | (4.76) | 26.9 | (3.38) | 22.7 | (3.92) | 17.7 | (3.66) | 4.9 | (0.49) | 8.7 | (1.16) | 3.2 | (0.53) | 1.6! | (0.50) |
| Asian Indian | 7.6 | (0.61) | 49.2 | (5.88) | 25.0 | (4.31) | 22.9 | (4.32) | 13.0! | (4.52) | 3.6 | (0.49) | 7.4 | (1.25) | 1.9 | (0.42) | 0.9 ! | (0.45) |
| Bangladeshi | 30.0 | (4.25) | 79.5 | (9.81) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) | 21.3 | (4.96) | 24.8! | (7.93) | 23.5 ! | (8.18) | $\ddagger$ | ( $\dagger$ |
| Bhutanese |  | ( $\dagger$ | - |  |  | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ |  | ( + |
| Nepalese | - | ( $\dagger$ ) | 5 | ( $\dagger$ ) | 9 | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Pakistani | 19.2 | (2.33) | 43.5 | (10.91) | 33.9 | (6.31) | $\ddagger$ | ( $\dagger$ | 30.5 ! | (10.37) | 11.1 | (2.00) | 12.2 | (3.16) | 12.0! | (3.80) | $\ddagger$ | ( $\dagger$ |
| Southeast Asian | 21.4 | (0.91) | 43.0 | (2.51) | 27.5 | (2.04) | 16.1 | (1.74) | 12.1 | (2.36) | 7.0 | (1.07) | 8.0 | (1.32) | 6.0 | (1.55) | $\ddagger$ | ( $\dagger$ |
| Burmese |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | (t) |  | ( $\dagger$ ) | + |  | - | ( $\dagger$ ) | - |  | - | ( $\dagger$ ) |  | ( $\dagger$ |
| Cambodian | 27.2 | (3.09) | 57.0 | (6.67) | 31.3 | (7.65) | 19.3! | (6.53) | $\ddagger$ | ( $\dagger$ ) | 4.7! | (2.22) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Hmong | 39.5 | (3.68) | 70.2 | (6.78) | 39.2 | (6.62) | 16.5 ! | (5.47) | 20.6 ! | (8.76) | 13.7! | (6.32) | 19.3! | (8.84) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) |
| Laotian | 19.0 | (3.16) | 27.7! | (8.40) | 26.7 | (6.08) | 14.4 | (4.29) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Thai | 23.2 | (6.73) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Vietnamese | 15.9 | (1.01) | 28.2 | (2.48) | 22.9 | (2.47) | 15.7 | (2.27) | 10.1 | (2.52) | 5.2 | (0.96) | 5.9 | (1.07) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( + |
| Other Southeast Asian ${ }^{7}$ | 22.9 | (5.69) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( + ) | $\ddagger$ | ( $\dagger$ ) | 17.1! | (5.22) | 15.2! | (7.06) | 22.8 ! | (8.78) | $\stackrel{+}{1}$ | (t) |
| Other Asian | 15.9 | (1.29) | 54.3 | (6.45) | 23.8 | (4.15) | 21.1 | (4.47) | 12.1 | (3.55) | 5.6 | (0.96) | 6.1 | (1.51) | 6.3 ! | (2.46) | 3.4 ! | (1.54) |
| Pacific Islander | 22.4 | (2.29) | 68.3 | (9.33) | 23.6 | (3.90) | 18.7 | (3.45) | 21.8 | (6.17) | 11.7! | (5.04) | 13.5! | (6.66) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| American Indian/Alaska Native ${ }^{8}$ | 33.9 | (1.16) | 65.0 | (2.96) | 42.0 | (2.30) | 29.8 | (1.88) | 20.1 | (2.76) | 12.6 | (2.24) | 14.6 | (3.03) | 6.0 ! | (2.77) | 15.2! | (5.64) |
| Amercian Indian | 35.4 | (1.24) | 66.7 | (2.92) | 44.5 | (2.58) | 31.1 | (2.16) | 19.8 | (2.96) | 12.6 | (2.63) | 14.5 | (3.55) | 3.6 ! | (1.81) | 22.1 ! | (8.12) |
| Alaska Native | 25.3 | (3.55) | 61.6 | (12.23) | 32.1 | (5.12) | 15.8! | (5.45) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\pm$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Some other race ${ }^{9}$ | 19.3 | (1.63) | 41.5 | (6.50) | 30.9 | (4.30) | 22.9 | (4.49) | 9.0 ! | (4.28) | 6.6 ! | (2.05) | 13.8 ! | (4.15) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Two or more races | 21.0 | (0.49) | 57.8 | (2.04) | 35.8 | (1.38) | 27.1 | (0.77) | 18.0 | (1.38) | 5.3 | (0.39) | 7.2 | (0.60) | 3.4 | (0.45) | 1.7! | (0.52) |
| 2018 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 17.1 | (0.13) | 46.2 | (0.41) | 29.9 | (0.32) | 21.2 | (0.20) | 12.4 | (0.26) | 4.1 | (0.08) | 5.5 | (0.12) | 2.7 | (0.10) | 1.8 | (0.13) |
| White | 10.0 | (0.12) | 43.0 | (0.78) | 23.4 | (0.45) | 15.6 | (0.24) | 8.6 | (0.25) | 2.7 | (0.07) | 3.8 | (0.12) | 1.7 | (0.09) | 1.3 | (0.14) |
| Black | 31.7 | (0.45) | 64.2 | (1.18) | 45.9 | (0.82) | 34.2 | (0.73) | 22.8 | (1.14) | 8.1 | (0.44) | 10.2 | (0.63) | 6.2 | (0.63) | 2.9 | (0.83) |
| Hispanic | 25.1 | (0.27) | 43.5 | (0.60) | 29.1 | (0.59) | 21.6 | (0.41) | 15.0 | (0.68) | 7.6 | (0.29) | 9.4 | (0.40) | 4.7 | (0.41) | 3.9 | (0.68) |
| Cuban | 16.8 | (1.13) | 43.1 | (5.74) | 24.4 | (3.19) | 23.8 | (3.21) | 20.2 | (4.28) | 6.1 | (0.90) | 8.2 | (1.42) | 4.3 ! | (1.34) | 2.0 ! | (0.96) |
| Dominican | 28.4 | (1.19) | 52.0 | (3.45) | 35.6 | (2.38) | 30.8 | (2.78) | 10.9 | (2.58) | 11.5 | (1.60) | 13.5 | (2.13) | 5.8 ! | (2.47) | 13.1! | (5.60) |
| Mexican | 25.9 | (0.31) | 42.3 | (0.69) | 28.7 | (0.68) | 20.4 | (0.51) | 15.2 | (0.82) | 7.5 | (0.40) | 9.0 | (0.59) | 4.4 | (0.63) | 5.1 | (1.14) |
| Puerto Rican | 28.2 | (0.87) | 68.9 | (2.71) | 37.6 | (1.77) | 27.1 | (1.36) | 20.1 | (2.11) | 8.0 | (0.81) | 10.9 | (1.23) | 4.3 | (1.13) | $\ddagger$ | ( $\dagger$ |
| Spaniard | 10.0 | (1.02) | 62.3 | (11.07) | 17.9 | (4.47) | 18.4 | (3.27) | 4.9 ! | (1.92) | 3.2 | (0.89) | 5.3 ! | (1.75) | 2.2 ! | (0.97) | $\ddagger$ | ( $\dagger$ |
| Central American ${ }^{4}$ | 26.6 | (0.74) | 42.0 | (1.48) | 23.8 | (1.37) | 23.5 | (1.71) | 8.0 | (1.59) | 8.4 | (1.12) | 10.3 | (1.52) | 6.8 ! | (2.08) | $\ddagger$ | (t) |
| Costa Rican | 9.9 ! | (3.63) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( + |
| Guatemalan | 34.0 | (1.58) | 49.7 | (2.54) | 28.0 | (3.04) | 24.0 | (3.78) | 8.5 ! | (3.17) | 11.7 | (2.73) | 16.3 | (3.83) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Honduran | 31.2 | (1.87) | 44.7 | (3.21) | 27.3 | (3.48) | 32.0 | (4.00) | $\ddagger$ | ( $\dagger$ ) | 8.8 | (2.26) | 11.1! | (3.50) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Nicaraguan | 16.0 | (2.32) | 49.7 | (9.22) | 13.3! | (4.26) | 19.0 | (4.87) | $\ddagger$ | ( $\dagger$ ) | 8.7 ! | (2.90) | 10.9! | (3.75) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Panamanian | 14.3 | (2.37) | $\ddagger$ | ( $\dagger$ ) | 22.1 ! | (6.85) | 21.7 ! | (6.68) | 7.5! | (3.47) | 5.6! | (2.53) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Salvadoran | 22.6 | (1.02) | 32.7 | (2.21) | 22.2 | (2.04) | 20.0 | (2.59) | 9.0 ! | (3.05) | 7.2 | (1.85) | 7.7 | (2.03) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| South American | 11.5 | (0.64) | 21.7 | (3.18) | 21.4 | (2.10) | 12.7 | (1.67) | 10.0 | (1.93) | 7.2 | (0.70) | 9.4 | (1.20) | 4.8 | (1.08) | 4.6 | (1.27) |
| Chilean | 7.0 | (1.92) | $\ddagger$ |  | 38.4 ! | (14.15) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Colombian | 9.3 | (0.99) | 14.0 ! | (5.83) | 22.0 | (4.78) | 12.1 | (2.81) | 3.2 ! | (1.56) | 5.8 | (1.02) | 7.7 | (1.70) | 3.2 ! | (1.58) | 3.3 ! | (1.41) |
| Ecuadorian | 14.3 | (1.96) | 24.0 | (4.80) | 21.2 | (4.16) | 14.4! | (4.62) | 14.6! | (7.14) | 4.8 ! | (1.49) | 6.0 ! | (2.19) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Peruvian | 10.0 | (1.48) | $\ddagger$ | ( $\dagger$ ) | 18.7 | (4.97) | 12.8 | (3.56) | $9.4!$ | (4.27) | 3.8! | (1.34) | 5.2 ! | (2.30) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Venezuelan | 19.6 | (2.08) | $\ddagger$ | ( $\dagger$ ) | 35.3 | (9.93) | 20.2 ! | (6.81) | 24.1! | (7.53) | 17.4 | (2.16) | 21.5 | (3.61) | 11.6 ! | (4.07) | 13.6 ! | (4.94) |
| Other South American | 6.5 | (1.37) | $\ddagger$ | ( $\dagger$ ) | 13.7! | (5.23) | 9.8 ! | (4.53) | $\ddagger$ | ( $\dagger$ ) | 3.0 ! | (0.96) | 3.1 ! | (1.55) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Other Hispanic | 24.7 | (1.08) | 45.6 | (3.75) | 32.9 | (2.47) | 23.0 | (2.10) | 15.2 | (2.42) | 7.3 | (1.31) | 8.7 | (1.82) | 7.0! | (2.59) | $\ddagger$ | ( $\dagger$ |

See notes at end of table.

Table 102.62. Percentage of children under age 18 living in poverty, by parents' highest level of educational attainment, child's race/ ethnicity, and selected racial/ethnic subgroups: 2010 and 2018-Continued
[Standard errors appear in parentheses]

| Year and race/ethnicity | Percent in poverty, all children under age 18 who resided with at least one parent ${ }^{1}$ |  | Percent of children in poverty, by highest level of education attained by any parent residing with child ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Less than high school completion |  | High school completion ${ }^{2}$ |  | Some college, no degree |  | Associate's degree |  | Bachelor's or higher degree |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  |  | helor's degree |  |  |  | Master's degree |  | Doctor's degree ${ }^{3}$ |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Asian | 9.3 | (0.26) | 33.7 | (2.07) | 22.4 | (1.44) | 14.9 | (1.08) | 10.5 | (1.00) | 4.4 | (0.24) | 6.1 | (0.44) | 3.7 | (0.29) | 2.4 | (0.30) |
| Chinese ${ }^{5}$ | 9.7 | (0.49) | 26.8 | (2.77) | 21.8 | (2.75) | 17.5 | (2.26) | 8.7 | (2.11) | 5.1 | (0.52) | 7.5 | (1.10) | 4.9 | (0.82) | 2.9 | (0.61) |
| Filipino | 4.3 | (0.54) | 19.5! | (9.23) | 10.2! | (3.13) | 7.5 | (1.79) | 3.3 ! | (1.50) | 2.8 | (0.50) | 3.1 | (0.57) | 2.9 ! | (1.01) | $\ddagger$ | ( $\dagger$ |
| Japanese | 7.6 | (1.90) | + | ( $\dagger$ | 38.8! | (13.66) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | 4.7 | (1.29) | 3.7 ! | (1.64) | 5.0 ! | (2.17) | $\ddagger$ | ( $\dagger$ ) |
| Korean | 7.8 | (0.78) | $\ddagger$ | ( $\dagger$ | 22.0 ! | (7.36) | 11.9 ! | (3.85) | $\ddagger$ | ( $\dagger$ ) | 6.2 | (0.72) | 6.7 | (1.35) | 7.4 | (1.43) | 4.1 | (0.97) |
| South Asian ${ }^{6}$ | 7.1 | (0.41) | 32.5 | (3.80) | 22.2 | (2.81) | 19.2 | (3.46) | 17.4 | (3.37) | 3.9 | (0.36) | 7.5 | (0.93) | 2.7 | (0.36) | 1.5 ! | (0.46) |
| Asian Indian | 4.2 | (0.36) | 26.4 | (5.00) | 20.3 | (4.16) | 14.0 | (3.32) | 17.4 | (3.63) | 2.3 | (0.31) | 4.3 | (0.78) | 1.8 | (0.32) | 0.8! | (0.34) |
| Bangladeshi | 21.0 | (2.82) | 32.6 ! | (12.83) | 36.7 | (8.52) | $\pm$ | ( $\dagger$ ) | 31.4 ! | (15.51) | 15.2 | (3.07) | 17.2 | (5.12) | 15.1! | (5.12) | $\ddagger$ | ( $\dagger$ |
| Bhutanese | 19.6! | (8.45) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Nepalese | 12.3 | (2.65) | 36.8 | (8.63) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ |  | $\ddagger$ | ( + |
| Pakistani | 19.7 | (2.50) | 42.8 | (9.73) | 28.9 | (7.29) | 39.8 | (9.27) | $\ddagger$ | ( $\dagger$ ) | 15.0 | (2.58) | 23.1 | (4.63) | 9.7 ! | (3.42) | $5.2!$ | (2.48) |
| Southeast Asian | 17.3 | (0.87) | 38.1 | (3.49) | 24.8 | (2.84) | 15.6 | (2.17) | 11.5 | (2.38) | 5.9 | (0.87) | 6.6 | (1.17) | 4.8 ! | (1.75) | 4.0 ! | (1.61) |
| Burmese | 27.7 | (4.45) | 46.7 | (7.24) | 17.7 ! | (7.33) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | + | ( $\dagger$ ) | $\pm$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Cambodian | 19.5 | (3.29) | 35.6 | (10.14) | 18.3! | (6.56) | 17.9! | (8.78) | $\ddagger$ | ( $\dagger$ ) | 15.6! | (5.73) | t | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Hmong | 21.3 | (2.73) | 52.2 | (11.53) | 26.3 | (6.75) | 16.4! | (5.00) | 26.1! | (8.83) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Laotian | 26.0 | (4.78) | $\ddagger$ | ( $\dagger$ ) | 46.3 | (10.38) | 33.7 | (9.77) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Thai | 24.5 | (4.67) | 57.3 | (13.51) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 16.2 ! | (5.21) | 27.3! | (8.88) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Vietnamese | 12.9 | (1.09) | 27.0 | (3.73) | 22.5 | (3.74) | 15.6 | (2.77) | 8.1 | (1.95) | 4.9 | (0.86) | 5.5 | (1.13) | 4.8! | (1.88) | $\ddagger$ | ( + |
| Other Southeast Asian ${ }^{7}$ | $\ddagger$ |  |  |  |  | ( $\dagger$ ) |  |  | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | $\ddagger$ | ( + ) |
| Other Asian | 9.2 | (1.02) | 32.0 | (7.76) | 25.9 | (6.37) | 21.0 | (4.70) | 15.3! | (7.07) | 3.3 | (0.76) | 4.3 | (1.26) | 4.4! | (1.56) | $\ddagger$ | ( $\dagger$ |
| Pacific Islander | 24.3 | (2.32) | 66.1 | (8.37) | 26.3 | (4.63) | 21.5 | (4.64) | 19.8! | (7.76) | 10.5! | (3.35) | 13.4! | (4.63) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| American Indian/Alaska Native ${ }^{8}$ | 29.8 | (1.06) | 60.8 | (3.07) | 36.2 | (2.13) | 29.7 | (2.01) | 19.4 | (2.66) | 9.3 | (1.51) | 8.6 | (1.82) | 13.8 | (3.70) | $\ddagger$ | ( $\dagger$ |
| Amercian Indian | 31.0 | (1.19) | 62.9 | (3.59) | 37.1 | (2.25) | 32.1 | (2.21) | 19.8 | (2.76) | 10.2 | (1.73) | 9.0 | (2.00) | 15.6 | (4.36) | $\ddagger$ | ( $\dagger$ |
| Alaska Native | 21.7 | (3.03) | 44.6 | (11.01) | 32.5 | (5.78) | 16.4! | (6.07) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Some other race ${ }^{9}$ | 18.2 | (1.59) | 40.4 | (6.52) | 28.8 | (3.76) | 22.0 | (4.22) | 23.2 | (5.80) | 4.2 | (1.05) | 7.0! | (2.14) | 1.8 ! | (0.85) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races | 16.4 | (0.39) | 54.3 | (2.32) | 33.5 | (1.22) | 24.5 | (1.01) | 14.0 | (1.04) | 4.5 | (0.31) | 6.3 | (0.46) | 3.0 | (0.46) | 2.0 | (0.58) |

## -Not available

$\dagger$ Not applicable
!lnterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Parents include adoptive and stepparents but exclude parents not residing in the same household as their children.
${ }^{2}$ Includes parents who completed high school through equivalency programs, such as a GED program
${ }^{3}$ Includes parents with professional degrees.
${ }^{4}$ Includes other Central American subgroups not shown separately.
${ }^{5}$ Includes Taiwanese.
${ }^{6}$ In addition to the subgroups shown, also includes Sri Lankan.
${ }^{7}$ Consists of Indonesian and Malaysian.
${ }^{8}$ Includes persons reporting American Indian alone, persons reporting Alaska Native alone, and persons from American Indian and/or Alaska Native tribes specified or not specified. ${ }^{9}$ Respondents who wrote in some other race that was not included as an option on the questionnaire.
NOTE: Table includes only children under the age of 18 who resided with at least one of their parents (including an adoptive or stepparent). Respondents were interviewed throughout the given year and reported the income they received during the previous 12 months. Data are based on sample surveys of the entire population residing within the United States. Poverty status is determined by the Census Bureau using a set of money income thresholds that vary by family size and composition. For additional information about poverty status, see https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures. html. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010 and 2018. (This table was prepared December 2019.)

Table 103.10. Percentage of the population 3 to 34 years old enrolled in school, by sex, race/ethnicity, and age group: Selected years, 1980 through 2018

| Year and age group | Total |  |  |  |  |  |  |  | Male |  |  |  |  |  |  |  | Female |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total |  | White |  | Black | Hispanic |  |  | Total |  | White |  | Black | Hispanic |  | Total White |  |  |  | Black |  | Hispanic |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| 1980 Total, 3 to 34 years old | 49.7 | (0.21) | 48.8 | (0.24) | 54.0 | (0.69) | 49.8 | (1.40) | 50.9 | (0.30) | 50.0 | (0.34) | 56.2 | (0.99) | 49.9 | (2.00) | 48.5 | (0.30) | 47.7 | (0.34) | 52.1 | (0.95) | 49.8 | (1.98) |
| 3 and 4 years old | 36.7 | (0.95) | 37.4 | (1.12) | 38.2 | (2.85) | 28.5 | (5.13) | 37.8 | (1.34) | 39.2 | (1.59) | 36.4 | (3.98) | 30.1 | (7.03) | 35.5 | (1.35) | 35.5 | (1.59) | 40.0 | (4.08) | 26.6 | (7.48) |
| 5 and 6 years old | 95.7 | (0.40) | 95.9 | (0.46) | 95.5 | (1.23) | 94.5 | (2.79) | 95.0 | (0.61) | 95.4 | (0.68) | 94.1 | (1.97) | 94.0 | (4.21) | 96.4 | (0.53) | 96.5 | (0.62) | 97.0 | (1.45) | 94.9 | (3.70) |
| 7 to 9 years old | 99.1 | (0.15) | 99.1 | (0.18) | 99.4 | (0.36) | 98.4 | (1.19) | 99.0 | (0.22) | 99.0 | (0.26) | 99.5 | (0.46) | 97.7 | (2.05) | 99.2 | (0.20) | 99.2 | (0.24) | 99.3 | (0.55) | 99.0 | (1.29) |
| 10 to 13 years old | 99.4 | (0.10) | 99.4 | (0.12) | 99.4 | (0.31) | 99.7 | (0.47) | 99.4 | (0.14) | 99.4 | (0.16) | 99.4 | (0.43) | 99.4 | (0.86) | 99.4 | (0.15) | 99.3 | (0.18) | 99.3 | (0.46) | 99.9 | (0.32) |
| 14 and 15 years old | 98.2 | (0.22) | 98.7 | (0.22) | 97.9 | (0.73) | 94.3 | (2.46) | 98.7 | (0.27) | 98.9 | (0.28) | 98.4 | (0.89) | 96.7 | (2.74) | 97.7 | (0.36) | 98.5 | (0.34) | 97.3 | (1.16) | 92.1 | (3.91) |
| 16 and 17 years old | 89.0 | (0.51) | 89.2 | (0.57) | 90.7 | (1.46) | 81.8 | (4.25) | 89.1 | (0.71) | 89.4 | (0.80) | 90.7 | (2.06) | 81.5 | (6.15) | 88.8 | (0.73) | 89.0 | (0.83) | 90.6 | (2.06) | 82.2 | (5.88) |
| 18 and 19 years old | 46.4 | (0.80) | 47.0 | (0.91) | 45.8 | (2.58) | 37.8 | (5.16) | 47.0 | (1.15) | 48.5 | (1.30) | 42.9 | (3.76) | 36.9 | (7.12) | 45.8 | (1.12) | 45.7 | (1.27) | 48.3 | (3.55) | 38.8 | (7.47) |
| 20 and 21 years old | 31.0 | (0.75) | 33.0 | (0.86) | 23.3 | (2.23) | 19.5 | (4.31) | 32.6 | (1.09) | 34.8 | (1.24) | 22.8 | (3.32) | 21.4 | (6.39) | 29.5 | (1.02) | 31.3 | (1.18) | 23.7 | (3.02) | 17.6! | (5.80) |
| 22 to 24 years old | 16.3 | (0.49) | 16.8 | (0.56) | 13.6 | (1.54) | 11.7 | (2.96) | 17.8 | (0.73) | 18.7 | (0.84) | 13.4 | (2.31) | 10.7! | (4.11) | 14.9 | (0.66) | 15.0 | (0.75) | 13.7 | (2.07) | 12.6 ! | (4.25) |
| 25 to 29 years old | 9.3 | (0.31) | 9.4 | (0.35) | 8.8 | (1.05) | 6.9 | (1.88) | 9.8 | (0.46) | 9.8 | (0.51) | 10.6 | (1.71) | $6.8!$ | (2.70) | 8.8 | (0.42) | 9.1 | (0.48) | 7.5 | (1.31) | 6.9 ! | (2.61) |
| 30 to 34 years old | 6.4 | (0.27) | 6.4 | (0.30) | 6.9 | (1.01) | 5.1! | (1.77) | 5.9 | (0.38) | 5.6 | (0.40) | 7.2 | (1.56) | 6.2 ! | (2.72) | 7.0 | (0.39) | 7.2 | (0.45) | 6.6 | (1.33) | $\ddagger$ | (t) |
| 1990 <br> Total, 3 to 34 years old | 50.2 | (0.23) | 49.8 | (0.27) | 52.2 | (0.71) | 47.2 | (1.06) | 50.9 | (0.32) | 50.4 | (0.38) | 54.3 | (1.02) | 46.8 | (1.48) | 49.5 | (0.32) | 49.2 | (0.38) | 50.3 | (0.99) | 47.7 | (1.52) |
| 3 and 4 years old | 44.4 | (0.99) | 47.2 | (1.19) | 41.8 | (2.97) | 30.7 | (4.08) | 43.9 | (1.38) | 47.9 | (1.66) | 38.1 | (4.14) | 28.0 | (5.57) | 44.9 | (1.41) | 46.6 | (1.70) | 45.5 | (4.25) | 33.6 | (5.95) |
| 5 and 6 years old | 96.5 | (0.37) | 96.7 | (0.43) | 96.5 | (1.05) | 94.9 | (1.96) | 96.5 | (0.51) | 96.8 | (0.59) | 96.2 | (1.53) | 95.8 | (2.48) | 96.4 | (0.53) | 96.7 | (0.62) | 96.9 | (1.43) | 93.9 | (3.05) |
| 7 to 9 years old | 99.7 | (0.09) | 99.7 | (0.11) | 99.8 | (0.19) | 99.5 | (0.52) | 99.7 | (0.13) | 99.7 | (0.16) | 99.9 | (0.24) | 99.5 | (0.70) | 99.6 | (0.14) | 99.7 | (0.15) | 99.8 | (0.31) | 99.4 | (0.79) |
| 10 to 13 years old | 99.6 | (0.09) | 99.7 | (0.10) | 99.9 | (0.15) | 99.1 | (0.64) | 99.6 | (0.13) | 99.6 | (0.14) | 99.9 | (0.19) | 99.0 | (0.93) | 99.7 | (0.12) | 99.7 | (0.13) | 99.8 | (0.24) | 99.1 | (0.87) |
| 14 and 15 years old | 99.0 | (0.19) | 99.0 | (0.23) | 99.4 | (0.46) | 99.0 | (0.90) | 99.1 | (0.25) | 99.2 | (0.30) | 99.7 | (0.48) | 99.1 | (1.10) | 98.9 | (0.29) | 98.9 | (0.35) | 99.1 | (0.79) | 98.8 | (1.47) |
| 16 and 17 years old | 92.5 | (0.52) | 93.5 | (0.58) | 91.7 | (1.59) | 85.4 | (3.22) | 92.6 | (0.72) | 93.4 | (0.82) | 93.0 | (2.09) | 85.5 | (4.39) | 92.4 | (0.74) | 93.7 | (0.81) | 90.5 | (2.41) | 85.3 | (4.73) |
| 18 and 19 years old | 57.2 | (0.94) | 59.1 | (1.11) | 55.0 | (2.83) | 44.0 | (4.36) | 58.2 | (1.33) | 59.7 | (1.56) | 60.4 | (3.99) | 40.7 | (6.23) | 56.3 | (1.32) | 58.5 | (1.57) | 49.8 | (3.96) | 47.2 | (6.08) |
| 20 and 21 years old | 39.7 | (0.92) | 43.1 | (1.10) | 28.3 | (2.56) | 27.2 | (3.82) | 40.3 | (1.32) | 44.2 | (1.59) | 31.0 | (3.81) | 21.7 | (4.94) | 39.2 | (1.28) | 42.0 | (1.53) | 25.8 | (3.45) | 33.1 | (5.79) |
| 22 to 24 years old | 21.0 | (0.63) | 21.9 | (0.75) | 19.7 | (2.01) | 9.9 | (2.05) | 22.3 | (0.92) | 23.7 | (1.11) | 19.3 | (3.03) | 11.2 | (2.98) | 19.9 | (0.86) | 20.3 | (1.02) | 20.0 | (2.68) | 8.41 | (2.77) |
| 25 to 29 years old | 9.7 | (0.33) | 10.4 | (0.39) | 6.1 | (0.87) | 6.3 | (1.29) | 9.2 | (0.46) | 10.0 | (0.55) | 4.7 | (1.14) | 4.6 ! | (1.55) | 10.2 | (0.47) | 10.7 | (0.56) | 7.3 | (1.27) | 8.1 | (2.05) |
| 30 to 34 years old | 5.8 | (0.25) | 6.2 | (0.30) | 4.5 | (0.75) | 3.6 | (0.99) | 4.8 | (0.33) | 5.0 | (0.38) | 2.3 ! | (0.80) | 4.0! | (1.45) | 6.9 | (0.38) | 7.4 | (0.46) | 6.3 | (1.19) | 3.1 ! | (1.32) |
| ${ }^{2000}$ Total, 3 to 34 years old | 55.9 | (0.22) | 56.0 | (0.27) | 59.3 | (0.59) | 51.3 | (0.63) | 55.8 | (0.31) | 55.8 | (0.38) | 59.7 | (0.85) | 50.5 | (0.88) | 56.0 | (0.31) | 56.1 | (0.38) | 59.0 | (0.83) | 52.2 | (0.89) |
| 3 and 4 years old ${ }^{1}$ | 52.1 | (0.93) | 54.6 | (1.19) | 59.8 | (2.50) | 35.9 | (2.36) | 50.8 | (1.30) | 54.1 | (1.66) | 58.0 | (3.53) | 31.9 | (3.23) | 53.4 | (1.32) | 55.2 | (1.70) | 61.8 | (3.55) | 40.0 | (3.43) |
| 5 and 6 years old | 95.6 | (0.38) | 95.5 | (0.49) | 96.7 | (0.89) | 94.3 | (1.13) | 95.1 | (0.56) | 94.5 | (0.76) | 96.0 | (1.38) | 95.4 | (1.41) | 96.1 | (0.51) | 96.4 | (0.63) | 97.5 | (1.12) | 93.1 | (1.79) |
| 7 to 9 years old | 98.1 | (0.20) | 98.4 | (0.24) | 97.5 | (0.61) | 97.5 | (0.65) | 98.0 | (0.29) | 98.1 | (0.36) | 98.2 | (0.72) | 96.6 | (1.09) | 98.2 | (0.28) | 98.6 | (0.32) | 96.7 | (1.01) | 98.4 | (0.74) |
| 10 to 13 years old | 98.3 | (0.17) | 98.5 | (0.19) | 98.5 | (0.42) | 97.4 | (0.59) | 98.3 | (0.23) | 98.2 | (0.30) | 98.8 | (0.52) | 98.4 | (0.65) | 98.3 | (0.24) | 98.8 | (0.25) | 98.1 | (0.66) | 96.4 | (1.01) |
| 14 and 15 years old | 98.7 | (0.20) | 98.9 | (0.22) | 99.6 | (0.30) | 96.2 | (0.99) | 98.7 | (0.27) | 98.8 | (0.33) | 99.6 | (0.42) | 96.9 | (1.26) | 98.6 | (0.29) | 99.0 | (0.31) | 99.6 | (0.42) | 95.4 | (1.54) |
| 16 and 17 years old | 92.8 | (0.45) | 94.0 | (0.50) | 91.7 | (1.32) | 87.0 | (1.77) | 92.7 | (0.63) | 94.7 | (0.66) | 88.9 | (2.09) | 85.7 | (2.60) | 92.9 | (0.64) | 93.3 | (0.76) | 94.6 | (1.54) | 88.3 | (2.40) |
| 18 and 19 years old | 61.2 | (0.84) | 63.9 | (1.02) | 57.2 | (2.34) | 49.5 | (2.47) | 58.3 | (1.19) | 61.2 | (1.46) | 51.5 | (3.45) | 48.0 | (3.40) | 64.2 | (1.16) | 66.7 | (1.42) | 62.2 | (3.14) | 51.1 | (3.59) |
| 20 and 21 years old | 44.1 | (0.88) | 49.2 | (1.10) | 37.4 | (2.38) | 26.1 | (2.22) | 41.0 | (1.23) | 45.8 | (1.54) | 31.3 | (3.42) | 24.2 | (3.02) | 47.3 | (1.26) | 52.7 | (1.58) | 42.3 | (3.26) | 28.1 | (3.26) |
| 22 to 24 years old | 24.6 | (0.63) | 24.9 | (0.78) | 24.0 | (1.76) | 18.2 | (1.64) | 23.9 | (0.88) | 25.0 | (1.12) | 22.0 | (2.46) | 15.2 | (2.08) | 25.3 | (0.89) | 24.8 | (1.09) | 25.8 | (2.51) | 21.6 | (2.55) |
| 25 to 29 years old | 11.4 | (0.37) | 11.1 | (0.45) | 14.5 | (1.18) | 7.4 | (0.88) | 10.0 | (0.50) | 10.5 | (0.62) | 11.6 | (1.63) | 5.1 | (1.06) | 12.7 | (0.53) | 11.8 | (0.65) | 16.7 | (1.66) | 9.5 | (1.38) |
| 30 to 34 years old | 6.7 | (0.27) | 6.1 | (0.32) | 9.9 | (0.97) | 5.6 | (0.75) | 5.6 | (0.36) | 4.7 | (0.41) | 8.5 | (1.34) | 5.7 | (1.06) | 7.7 | (0.41) | 7.4 | (0.50) | 11.2 | (1.39) | 5.5 | (1.05) |
| ${ }^{2005}$ Total, 3 to 34 years old | 56.5 | (0.20) | 57.6 | (0.26) | 58.5 | (0.57) | 50.9 | (0.53) | 55.8 | (0.28) | 57.1 | (0.37) | 58.8 | (0.82) | 48.4 | (0.73) | 57.2 | (0.29) | 58.0 | (0.37) | 58.1 | (0.80) | 53.7 | (0.76) |
| 3 and 4 years old ${ }^{1}$ | 53.6 | (0.86) | 58.5 | (1.14) | 52.4 | (2.39) | 43.0 | (2.07) | 52.8 | (1.21) | 56.8 | (1.61) | 54.8 | (3.42) | 43.0 | (2.91) | 54.4 | (1.23) | 60.3 | (1.63) | 50.1 | (3.32) | 43.0 | (2.96) |
| 5 and 6 years old | 95.4 | (0.37) | 95.9 | (0.47) | 95.9 | (0.97) | 93.8 | (1.06) | 94.8 | (0.54) | 95.4 | (0.68) | 94.8 | (1.50) | 92.4 | (1.62) | 96.1 | (0.50) | 96.3 | (0.63) | 97.1 | (1.18) | 95.3 | (1.34) |
| 7 to 9 years old | 98.6 | (0.17) | 99.0 | (0.19) | 98.7 | (0.45) | 97.4 | (0.58) | 98.2 | (0.27) | 98.9 | (0.27) | 98.0 | (0.81) | 96.0 | (1.00) | 99.0 | (0.20) | 99.0 | (0.27) | 99.5 | (0.41) | 98.8 | (0.57) |
| 10 to 13 years old | 98.6 | (0.14) | 99.0 | (0.16) | 98.5 | (0.40) | 97.9 | (0.46) | 98.4 | (0.22) | 99.1 | (0.21) | 97.6 | (0.70) | 97.2 | (0.72) | 98.9 | (0.18) | 98.8 | (0.24) | 99.5 | (0.33) | 98.6 | (0.54) |
| 14 and 15 years old | 98.0 | (0.22) | 98.6 | (0.24) | 96.1 | (0.83) | 97.3 | (0.70) | 97.5 | (0.34) | 98.4 | (0.35) | 93.3 | (1.52) | 97.8 | (0.90) | 98.4 | (0.28) | 98.7 | (0.33) | 98.8 | (0.66) | 96.7 | (1.09) |
| 16 and 17 years old | 95.1 | (0.33) | 96.1 | (0.38) | 93.6 | (1.05) | 92.6 | (1.14) | 95.1 | (0.47) | 95.9 | (0.55) | 93.6 | (1.51) | 92.5 | (1.61) | 95.1 | (0.47) | 96.3 | (0.53) | 93.6 | (1.47) | 92.6 | (1.60) |
| 18 and 19 years old | 67.6 | (0.79) | 71.6 | (0.95) | 62.0 | (2.30) | 54.3 | (2.33) | 66.5 | (1.11) | 69.8 | (1.35) | 66.9 | (3.20) | 51.8 | (3.22) | 68.8 | (1.12) | 73.5 | (1.34) | 57.4 | (3.27) | 57.2 | (3.37) |
| 20 and 21 years old | 48.7 | (0.80) | 54.4 | (1.01) | 37.9 | (2.25) | 30.0 | (1.96) | 45.3 | (1.11) | 50.5 | (1.42) | 35.5 | (3.12) | 25.2 | (2.56) | 52.3 | (1.15) | 58.5 | (1.43) | 40.4 | (3.23) | 35.3 | (2.99) |
| 22 to 24 years old | 27.3 | (0.59) | 27.8 | (0.76) | 28.6 | (1.75) | 19.5 | (1.41) | 25.2 | (0.83) | 26.4 | (1.07) | 24.0 | (2.45) | 17.5 | (1.85) | 29.2 | (0.85) | 29.1 | (1.09) | 32.5 | (2.45) | 21.8 | (2.17) |
| 25 to 29 years old | 11.9 | (0.34) | 12.5 | (0.45) | 11.9 | (1.00) | 7.8 | (0.70) | 9.6 | (0.43) | 10.2 | (0.58) | 9.1 | (1.32) | 5.6 | (0.82) | 14.2 | (0.51) | 14.7 | (0.67) | 14.2 | (1.47) | 10.4 | (1.19) |
| 30 to 34 years old | 6.9 | (0.27) | 6.9 | (0.34) | 9.8 | (0.94) | 4.2 | (0.54) | 5.9 | (0.35) | 6.5 | (0.47) | 6.3 | (1.15) | 2.6 | (0.58) | 7.9 | (0.40) | 7.4 | (0.50) | 12.7 | (1.42) | 6.1 | (0.94) |

Total, 3 to 34 years old
3 and 4 years old 5 and 6 years old 10 to 13 years old 14 and 15 years old 18 and 19 years old 20 and 21 years old 25 to 29 years old
${ }^{2000}$ Total, 3 to 34 years old
3 and 4 years old
7 to 9 years old
4 and 15 years old 16 and 17 years old 18 and 19 years old 22 to 24 years old 25 to 29 years old

2005
3 and 4 years old
5 and 6 years old
10 to 13 years old
14 and 15 years old 18 and 19 years old 20 and 21 years old
25 to 29 years old

See notes at end of table.

Table 103.10. Percentage of the population 3 to 34 years old enrolled in school, by sex, race/ethnicity, and age group: Selected years, 1980 through 2018—Continued
[Standard errors appear in parentheses]


Table 103.20. Percentage of the population 3 to 34 years old enrolled in school, by age group: Selected years, 1940 through 2018

| Year | Total, 3 to 34 years old | 3 and 4 years old | 5 and 6 years old | $\begin{array}{r} 7 \text { to } 13 \\ \text { years old } \end{array}$ | 14 to 17 years old |  |  | 18 and 19 years old |  |  | 20 to 24 years old |  |  | 25 to 29 years old | 30 to 34 years old |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total | 14 and 15 | 16 and 17 | Total | In secondary education | In higher education | Total | 20 and 21 | 22 to 24 |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |  | 16 |
| 1940 | - ( $\dagger$ ) | ( $\dagger$ | - (t) | 95.0 (-) | 79.3 (-) | - (t) | - ( $\dagger$ ) | 28.9 (-) | - ( $\dagger$ ) | - (t) | 6.6 (-) | - (t) | - (t) | - ( $\dagger$ ) |  | ( $\dagger$ |
| 1945 | ( $\dagger$ ) | ( $\dagger$ ) | - (t) | 98.1 (-) | 78.4 (-) | - (t) | - ( $\dagger$ ) | 20.7 (-) | - (t) | - (t) | 3.9 (-) | - (t) | ( $\dagger$ ) | - ( $\dagger$ ) | - | ( $\dagger$ ) |
| 1947 | ( $\dagger$ ) | ( $\dagger$ ) | 73.8 (-) | 98.5 (-) | 79.3 (-) | 91.6 (-) | 67.6 (-) | 24.3 (-) | - (t) | - (t) | 10.2 (-) | ( $\dagger$ ) | ( $\dagger$ ) | 3.0 (-) | 1.0 | (-) |
| 1948 | ( $\dagger$ ) | (t) | 74.7 (-) | 98.1 (-) | 81.8 (-) | 92.7 (-) | 71.2 (-) | 26.9 (-) | - (t) | (t) | 9.7 (-) | ( $\dagger$ ) | ( $\dagger$ ) | 2.6 (-) | 0.9 | (-) |
| 1949 | ( $\dagger$ ) | (t) | 76.2 (-) | 98.6 (-) | 81.6 (-) | 93.5 (-) | 69.5 (-) | 25.3 (-) | (t) | ( $\dagger$ ) | 9.2 | (t) | (t) | 3.8 (-) | 1.1 | ) |
| 1950 | (t) | ( $\dagger$ ) | 74.4 (-) | 98.7 (-) | 83.7 (-) | 94.7 (-) | 71.3 (-) | 29.4 (-) | (t) | ( $\dagger$ | 9.0 (-) | ( $\dagger$ | ( $\dagger$ ) | 3.0 (-) | 0.9 | (-) |
| 1951 | ( $\dagger$ ) | ( $\dagger$ ) | 73.6 (-) | 99.1 (-) | 85.2 (-) | 94.8 (-) | 75.1 (-) | 26.2 (-) | - (t) | - (t) | 8.6 (-) | - (t) | ( $\dagger$ ) | 2.5 (-) | 0.7 | (-) |
| 1952 | ( $\dagger$ ) | ( $\dagger$ ) | 75.2 (-) | 98.8 (-) | 85.2 (-) | 96.2 (-) | 73.4 (-) | 28.8 (-) | ( $\dagger$ ) | ( $\dagger$ ) | 9.7 (-) | ( $\dagger$ ) | ( $\dagger$ ) | 2.6 (-) | 1.2 | (-) |
| 1953 | (t) | ( $\dagger$ ) | 78.6 (-) | 99.4 (-) | 85.9 (-) | 96.5 (-) | 74.7 (-) | 31.2 (-) | ( $\dagger$ ) | (t) | 11.1 (-) | (t) | ( $\dagger$ ) | 2.9 (-) | 1.7 | (-) |
| 1954 |  | (t) | 77.3 (-) | 99.4 (-) | 87.1 (-) | 95.8 (-) | 78.0 (-) | 32.4 (-) | (t) | ( $\dagger$ ) | 11.2 | (t) | (t) | 4.1 (-) | 1.5 | (-) |
| 1955 |  | ( $\dagger$ ) | 78.1 (-) | 99.2 (-) | 86.9 (-) | 95.9 (-) | 77.4 (-) | 31.5 (-) | ( $\dagger$ ) | ( $\dagger$ ) | 11.1 (-) | ( $\dagger$ ) | ( $\dagger$ ) | 4.2 (-) | 1.6 | (-) |
| 1956 | ( $\dagger$ ) | ( $\dagger$ ) | 77.6 (-) | 99.3 (-) | 88.2 (-) | 96.9 (-) | 78.4 (-) | 35.4 (-) | (t) | (t) | 12.8 (-) | (t) | ( + ) | 5.1 (-) | 1.9 | (-) |
| 1957 | (t) | ( $\dagger$ ) | 78.6 (-) | 99.5 (-) | 89.5 (-) | 97.1 (-) | 80.5 (-) | 34.9 (-) | ( $\dagger$ ) | ( $\dagger$ ) | 14.0 (-) | (t) | (t) | 5.5 (-) | 1.8 | (-) |
| 1958 | (t) | (t) | 80.4 (-) | 99.5 (-) | 89.2 (-) | 96.9 (-) | 80.6 (-) | 37.6 (-) | ( $\dagger$ ) | (t) | 13.4 (-) | ( $\dagger$ | ( $\dagger$ ) | 5.7 (-) | 2.2 | (-) |
| 1959 | ( $\dagger$ ) | ( $\dagger$ ) | 80.0 (-) | 99.4 (-) | 90.2 (-) | 97.5 (-) | 82.9 (-) | 36.8 (-) | ( $\dagger$ ) | ( $\dagger$ ) | 12.7 (-) | 18.8 (-) | 8.6 (-) | 5.1 (-) | 2.2 | (-) |
| 1960 | ( $\dagger$ ) | ( $\dagger$ ) | 80.7 (-) | 99.5 (-) | 90.3 (-) | 97.8 (-) | 82.6 (-) | 38.4 (-) | (t) | ( $\dagger$ | 13.1 (-) | 19.4 (-) | 8.7 (-) | 4.9 (-) | 2.4 | (-) |
| 1961 | ( $\dagger$ ) | ( $\dagger$ ) | 81.7 (-) | 99.3 (-) | 91.4 (-) | 97.6 (-) | 83.6 (-) | 38.0 (-) | (t) | - (t) | 13.7 (-) | 21.5 (-) | 8.4 (-) | 4.4 (-) | 2.0 | (-) |
| 1962 | ( $\dagger$ ) | ( $\dagger$ ) | 82.2 (-) | 99.3 (-) | 92.0 (-) | 98.0 (-) | 84.3 (-) | 41.8 (-) | - ( $\dagger$ ) | - (t) | 15.6 (-) | 23.0 (-) | 10.3 (-) | 5.0 (-) | 2.6 | ( |
| 1963 | (t) | - (t) | 82.7 (-) | 99.3 (-) | 92.9 (-) | 98.4 (-) | 87.1 (-) | 40.9 (-) | 10.9 (-) | 29.8 (-) | 17.3 (-) | 25.0 (-) | 11.4 (-) | 4.9 (-) | 2.5 | (-) |
| $1964{ }^{1}$ | ( $\dagger$ ) | 9.5 (-) | 83.3 (-) | 99.0 (-) | 93.1 (-) | 98.6 (-) | 87.7 (-) | 41.6 (-) | 11.0 (-) | 30.6 (-) | 16.8 (-) | 26.3 (-) | 9.9 (-) | 5.2 (-) | 2.6 | (-) |
| 1965 | 55.5 (-) | 10.6 (-) | 84.9 (-) | 99.4 (-) | 93.2 (-) | 98.9 (-) | 87.4 (-) | 46.3 (-) | 11.2 (-) | 35.0 (-) | 19.0 (-) | 27.6 (-) | 13.2 (-) | 6.1 (-) | 3.2 | (-) |
| 1966 | 56.1 (-) | 12.5 (-) | 85.8 (-) | 99.3 (-) | 93.7 (-) | 98.6 (-) | 88.5 (-) | 47.2 (-) | 10.8 (-) | 36.3 (-) | 19.9 (-) | 29.9 (-) | 13.2 (-) | 6.5 (-) | 2.7 | (-) |
| 1967 | 56.6 (-) | 14.2 (-) | 87.4 (-) | 99.3 (-) | 93.7 (-) | 98.2 (-) | 88.8 (-) | 47.6 (-) | 11.7 (-) | 36.0 (-) | 22.0 (-) | 33.3 (-) | 13.6 (-) | 6.6 (-) | 4.0 | (-) |
| 1968 | 56.7 (-) | 15.7 (-) | 87.6 (-) | 99.1 (-) | 94.2 (-) | 98.0 (-) | 90.2 (-) | 50.4 (-) | 12.4 (-) | 38.0 (-) | 21.4 (-) | 31.2 (-) | 13.8 (-) | 7.0 (-) | 3.9 | (-) |
| 1969 | 57.0 (-) | 16.1 (-) | 88.4 (-) | 99.2 (-) | 94.0 (-) | 98.1 (-) | 89.7 (-) | 50.2 (-) | 11.2 (-) | 39.0 (-) | 23.0 (-) | 34.1 (-) | 15.4 (-) | 7.9 (-) | 4.8 | (-) |
| 1970 | 56.4 (0.22) | $20.5 \quad(0.74)$ | 89.5 (0.54) | 99.2 (0.08) | 94.1 (0.27) | 98.1 (0.22) | 90.0 (0.50) | 47.7 (0.87) | 10.5 (0.53) | 37.3 (0.84) | 21.5 (0.48) | 31.9 (0.87) | 14.9 (0.53) | 7.5 (0.33) | 4.2 | (0.27) |
| 1971 | 56.2 (0.22) | 21.2 (0.76) | 91.6 (0.50) | 99.1 (0.08) | 94.5 (0.26) | 98.6 (0.19) | 90.2 (0.49) | 49.2 (0.85) | 11.5 (0.54) | 37.7 (0.83) | 21.9 (0.47) | 32.2 (0.85) | 15.4 (0.52) | 8.0 (0.33) | 4.9 | (0.29) |
| 1972 | 54.9 (0.22) | 24.4 (0.81) | 91.9 (0.51) | 99.2 (0.08) | 93.3 (0.28) | 97.6 (0.24) | 88.9 (0.51) | 46.3 (0.84) | 10.4 (0.51) | 35.9 (0.81) | 21.6 (0.46) | 31.4 (0.81) | 14.8 (0.51) | 8.6 (0.34) | 4.6 | (0.28) |
| 1973 | 53.5 (0.22) | 24.2 (0.80) | 92.5 (0.50) | 99.2 (0.08) | 92.9 (0.29) | 97.5 (0.25) | 88.3 (0.52) | 42.9 (0.82) | 10.0 (0.50) | 32.9 (0.78) | 20.8 (0.44) | 30.1 (0.79) | 14.5 (0.50) | 8.5 (0.33) | 4.5 | (0.27) |
| 1974 | 53.6 (0.22) | 28.8 (0.85) | 94.2 (0.44) | 99.3 (0.08) | 92.9 (0.29) | 97.9 (0.23) | 87.9 (0.52) | 43.1 (0.81) | 9.9 (0.49) | 33.2 (0.77) | 21.4 (0.45) | 30.2 (0.77) | 15.1 (0.51) | 9.6 (0.34) | 5.7 | (0.29) |
| 1975 | 53.7 (0.22) | $31.5 \quad(0.89)$ | 94.7 (0.42) | 99.3 (0.08) | 93.6 (0.27) | 98.2 (0.21) | 89.0 (0.50) | 46.9 (0.81) | 10.2 (0.49) | 36.7 (0.78) | 22.4 (0.45) | 31.2 (0.77) | 16.2 (0.52) | 10.1 (0.34) | 6.6 | (0.31) |
| 1976 | 53.1 (0.21) | 31.3 (0.91) | 95.5 (0.38) | 99.2 (0.09) | 93.7 (0.27) | 98.2 (0.21) | 89.1 (0.50) | 46.2 (0.80) | 10.2 (0.49) | 36.0 (0.77) | 23.3 (0.45) | 32.0 (0.77) | 17.1 (0.52) | 10.0 (0.33) | 6.0 | (0.29) |
| 1977 | 52.5 (0.21) | 32.0 (0.94) | 95.8 (0.38) | 99.4 (0.07) | 93.7 (0.28) | 98.5 (0.20) | 88.9 (0.50) | 46.2 (0.80) | 10.4 (0.49) | 35.7 (0.77) | 22.9 (0.44) | 31.8 (0.76) | 16.5 (0.51) | 10.8 (0.34) | 6.9 | (0.30) |
| 1978 | 51.2 (0.21) | 34.2 (0.95) | 95.3 (0.42) | 99.1 (0.09) | 93.7 (0.28) | 98.4 (0.20) | 89.1 (0.50) | 45.4 (0.80) | 9.8 (0.48) | 35.6 (0.77) | 21.8 (0.43) | 29.5 (0.74) | 16.3 (0.50) | 9.4 (0.32) | 6.4 | (0.28) |
| 1979 | 50.3 (0.21) | 35.1 (0.95) | 95.8 (0.40) | 99.2 (0.09) | 93.6 (0.28) | 98.1 (0.22) | 89.2 (0.50) | 45.0 (0.80) | 10.3 (0.49) | 34.6 (0.76) | 21.7 (0.43) | 30.2 (0.74) | 15.8 (0.49) | 9.6 (0.32) | 6.4 | (0.28) |
| 1980 | 49.7 (0.21) | 36.7 (0.95) | 95.7 (0.40) | 99.3 (0.09) | 93.4 (0.29) | 98.2 (0.22) | 89.0 (0.51) | 46.4 (0.80) | 10.5 (0.49) | 35.9 (0.77) | 22.3 (0.43) | 31.0 (0.75) | 16.3 (0.49) | 9.3 (0.31) | 6.4 | (0.27) |
| 1981 | 48.9 (0.21) | 36.0 (0.93) | 94.0 (0.46) | 99.2 (0.09) | 94.1 (0.28) | 98.0 (0.24) | 90.6 (0.47) | 49.0 (0.81) | 11.5 (0.51) | 37.5 (0.78) | 22.5 (0.42) | 31.6 (0.74) | 16.5 (0.48) | 9.0 (0.30) | 6.9 | (0.27) |
| 1982 | 48.6 (0.22) | 36.4 (0.97) | 95.0 (0.45) | 99.2 (0.10) | 94.4 (0.29) | 98.5 (0.22) | 90.6 (0.51) | 47.8 (0.86) | 11.3 (0.54) | 36.5 (0.83) | 23.5 (0.45) | 34.0 (0.81) | 16.8 (0.51) | 9.6 (0.32) | 6.3 | (0.28) |
| 1983 | 48.4 (0.22) | 37.5 (0.96) | 95.4 (0.43) | 99.2 (0.10) | 95.0 (0.28) | 98.3 (0.23) | 91.7 (0.50) | 50.4 (0.87) | 12.8 (0.58) | 37.6 (0.84) | 22.7 (0.45) | 32.5 (0.80) | 16.6 (0.51) | 9.6 (0.32) | 6.4 | (0.28) |
| 1984 | 47.9 (0.22) | 36.3 (0.94) | 94.5 (0.46) | 99.2 (0.10) | 94.7 (0.29) | 97.8 (0.26) | 91.5 (0.51) | 50.1 (0.89) | 11.5 (0.57) | 38.6 (0.87) | 23.7 (0.46) | 33.9 (0.82) | 17.3 (0.52) | 9.1 (0.30) | 6.3 | (0.27) |
| 1985 | 48.3 (0.22) | 38.9 (0.95) | 96.1 (0.38) | 99.2 (0.09) | 94.9 (0.28) | 98.1 (0.24) | 91.7 (0.50) | 51.6 (0.91) | 11.2 (0.57) | 40.4 (0.89) | 24.0 (0.47) | 35.3 (0.84) | 16.9 (0.52) | 9.2 (0.31) | 6.1 | (0.26) |
| 1986 | 48.2 (0.22) | 38.9 (0.95) | 95.3 (0.41) | 99.2 (0.10) | 94.9 (0.28) | 97.6 (0.28) | 92.3 (0.48) | 54.6 (0.91) | 13.1 (0.62) | 41.5 (0.90) | 23.6 (0.47) | 33.0 (0.84) | 17.9 (0.54) | 8.8 (0.30) | 6.0 | (0.25) |
| 1987 | 48.6 (0.22) | 38.3 (0.95) | 95.1 (0.42) | 99.5 (0.07) | 95.0 (0.28) | 98.6 (0.22) | 91.7 (0.49) | 55.6 (0.90) | 13.1 (0.61) | 42.5 (0.90) | 25.5 (0.49) | 38.7 (0.89) | 17.5 (0.54) | 9.0 (0.30) | 5.8 | (0.25) |
| 1988 | 48.7 (0.24) | 38.2 (1.02) | 96.0 (0.41) | 99.7 (0.07) | 95.1 (0.31) | 98.9 (0.22) | 91.6 (0.55) | 55.6 (0.98) | 13.9 (0.68) | 41.8 (0.97) | 26.1 (0.54) | 39.1 (0.98) | 18.2 (0.60) | 8.3 (0.32) | 5.9 | (0.27) |
| 1989 | 49.0 (0.23) | 39.1 (0.97) | 95.2 (0.43) | 99.3 (0.09) | 95.7 (0.28) | 98.8 (0.21) | 92.7 (0.50) | 56.0 (0.92) | 14.4 (0.65) | 41.6 (0.91) | 27.0 (0.53) | 38.5 (0.94) | 19.9 (0.60) | 9.3 (0.32) | 5.7 | (0.25) |
| 1990 | 50.2 (0.23) | 44.4 (0.99) | 96.5 (0.37) | 99.6 (0.06) | 95.8 (0.28) | 99.0 (0.19) | 92.5 (0.52) | 57.2 (0.94) | 14.5 (0.67) | 42.7 (0.94) | 28.6 (0.54) | 39.7 (0.92) | 21.0 (0.63) | 9.7 (0.33) | 5.8 | (0.25) |
| 1991 | 50.7 (0.23) | 40.5 (0.96) | 95.4 (0.41) | 99.6 (0.06) | 96.0 (0.27) | 98.8 (0.22) | 93.3 (0.49) | 59.6 (0.96) | 15.6 (0.71) | 44.0 (0.97) | 30.2 (0.55) | 42.0 (0.92) | 22.2 (0.64) | 10.2 (0.34) | 6.2 | (0.26) |
| 1992 | 51.4 (0.23) | 39.7 (0.95) | 95.5 (0.41) | 99.4 (0.08) | 96.7 (0.25) | 99.1 (0.18) | 94.1 (0.46) | 61.4 (0.96) | 17.1 (0.74) | 44.3 (0.98) | 31.6 (0.56) | 44.0 (0.95) | 23.7 (0.65) | 9.8 (0.34) | 6.1 | (0.26) |
| 1993 | 51.8 (0.23) | 40.4 (0.93) | 95.4 (0.41) | 99.5 (0.07) | 96.5 (0.25) | 98.9 (0.20) | 94.0 (0.46) | 61.6 (0.95) | 17.2 (0.74) | 44.4 (0.97) | 30.8 (0.56) | 42.7 (0.97) | 23.6 (0.65) | 10.2 (0.35) | 5.9 | (0.25) |
| 1994 | 53.3 (0.23) | $47.3^{2}(0.94)$ | 96.7 (0.34) | 99.4 (0.08) | 96.6 (0.24) | 98.8 (0.20) | 94.4 (0.43) | 60.2 (0.94) | 16.2 (0.70) | 43.9 (0.95) | 32.0 (0.55) | 44.9 (0.95) | 24.0 (0.64) | 10.8 (0.36) | 6.7 | (0.27) |

Table 103.20. Percentage of the population 3 to 34 years old enrolled in school, by age group: Selected years, 1940 through 2018—Continued
[Standard errors appear in parentheses]

| Year | Total, 3 to 34 years old | $\begin{array}{r} 3 \text { and } 4 \\ \text { years old } \end{array}$ | 5 and 6 years old | $\begin{array}{r} 7 \text { to } 13 \\ \text { years old } \end{array}$ | 14 to 17 years old |  |  | 18 and 19 years old |  |  | 20 to 24 years old |  |  | $25 \text { to } 29$years old | 30 to 34 years old |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total | 14 and 15 | 16 and 17 | Total | In secondary education | In higher education | Total | 20 and 21 | 22 to 24 |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |  | 16 |
| 1995 | 53.7 (0.21) | $48.7^{2}(0.87)$ | 96.0 (0.34) | 98.9 (0.10) | 96.3 (0.23) | 98.9 (0.18) | 93.6 (0.42) | 59.4 (0.86) | 16.3 (0.64) | 43.1 (0.86) | 31.5 (0.52) | 44.9 (0.90) | 23.2 (0.60) | 11.6 (0.34) | 5.9 | (0.24) |
| 1996 | 54.1 (0.22) | $48.3^{2}(0.91)$ | 94.0 (0.43) | 97.7 (0.15) | 95.4 (0.26) | 98.0 (0.24) | 92.8 (0.45) | 61.5 (0.87) | 16.7 (0.67) | 44.9 (0.89) | 32.5 (0.55) | 44.4 (0.93) | 24.8 (0.65) | 11.9 (0.36) |  | 1 (0.25) |
| 1997 | 55.6 (0.22) | $52.6^{2}(0.92)$ | 96.5 (0.33) | 99.1 (0.09) | 96.6 (0.22) | 98.9 (0.18) | 94.3 (0.40) | 61.5 (0.86) | 16.7 (0.66) | 44.7 (0.88) | 34.3 (0.55) | 45.9 (0.91) | 26.4 (0.66) | 11.8 (0.36) | 5.7 | 7 (0.25) |
| 1998 | 55.8 (0.22) | $52.1^{2}(0.92)$ | 95.6 (0.37) | 98.9 (0.10) | 96.1 (0.24) | 98.4 (0.22) | 93.9 (0.41) | 62.2 (0.84) | 15.7 (0.63) | 46.4 (0.86) | 33.0 (0.54) | 44.8 (0.91) | 24.9 (0.65) | 11.9 (0.36) | 6.6 | (0.27) |
| 1999 | 56.0 (0.22) | $54.2^{2}$ (0.93) | 96.0 (0.36) | 98.7 (0.11) | 95.8 (0.24) | 98.2 (0.23) | 93.6 (0.42) | 60.6 (0.84) | 16.5 (0.64) | 44.1 (0.85) | 32.8 (0.54) | 45.3 (0.90) | 24.5 (0.64) | 11.1 (0.36) | 6.2 | (0.27) |
| 2000 | 55.9 (0.22) | $52.1^{2}(0.93)$ | 95.6 (0.38) | 98.2 (0.13) | 95.7 (0.25) | 98.7 (0.20) | 92.8 (0.45) | 61.2 (0.84) | 16.5 (0.64) | 44.7 (0.85) | 32.5 (0.53) | 44.1 (0.88) | 24.6 (0.63) | 11.4 (0.37) | 6.7 | 7 (0.27) |
| 2001 | 56.4 (0.20) | $52.4{ }^{2}(0.88)$ | 95.3 (0.37) | 98.3 (0.12) | 95.8 (0.23) | 98.1 (0.22) | 93.4 (0.40) | 61.1 (0.79) | 17.1 (0.61) | 44.0 (0.80) | 34.1 (0.50) | 46.1 (0.82) | 25.5 (0.61) | 11.8 (0.36) |  | (0.26) |
| 2002 | 56.2 (0.20) | $56.3^{2} \quad(0.89)$ | 95.5 (0.37) | 98.3 (0.12) | 96.4 (0.21) | 98.4 (0.20) | 94.3 (0.37) | 63.3 (0.79) | 18.0 (0.63) | 45.3 (0.82) | 34.4 (0.50) | 47.8 (0.83) | 25.6 (0.59) | 12.1 (0.35) | 6.6 | (0.25) |
| 2003 | 56.2 (0.20) | $55.1^{2} \quad(0.85)$ | 94.5 (0.40) | 98.3 (0.12) | 96.2 (0.21) | 97.5 (0.25) | 94.9 (0.34) | 64.5 (0.80) | 17.9 (0.64) | 46.6 (0.84) | 35.6 (0.50) | 48.3 (0.83) | 27.8 (0.59) | 11.8 (0.34) | 6.8 | 8 (0.26) |
| 2004 | 56.2 (0.20) | $54.0^{2}(0.85)$ | 95.4 (0.37) | 98.4 (0.12) | 96.5 (0.21) | 98.5 (0.19) | 94.5 (0.36) | 64.4 (0.80) | 16.6 (0.62) | 47.8 (0.83) | 35.2 (0.49) | 48.9 (0.82) | 26.3 (0.58) | 13.0 (0.35) | 6.6 | (0.26) |
| 2005 | 56.5 (0.20) | $53.6^{2}(0.86)$ | 95.4 (0.37) | 98.6 (0.11) | 96.5 (0.20) | 98.0 (0.22) | 95.1 (0.33) | 67.6 (0.79) | 18.3 (0.65) | 49.3 (0.84) | 36.1 (0.49) | 48.7 (0.80) | 27.3 (0.59) | 11.9 (0.34) |  | (0.27) |
| 2006 | 56.0 (0.20) | $55.7^{2}(0.86)$ | 94.6 (0.39) | 98.3 (0.12) | 96.4 (0.21) | 98.3 (0.21) | 94.6 (0.36) | 65.5 (0.77) | 19.3 (0.64) | 46.2 (0.81) | 35.0 (0.49) | 47.5 (0.81) | 26.7 (0.58) | 11.7 (0.33) |  | (0.27) |
| 2007 | 56.1 (0.20) | $54.5^{2}(0.86)$ | 94.7 (0.39) | 98.4 (0.12) | 96.4 (0.21) | 98.7 (0.18) | 94.3 (0.36) | 66.8 (0.75) | 17.9 (0.61) | 48.9 (0.80) | 35.7 (0.49) | 48.4 (0.81) | 27.3 (0.59) | 12.4 (0.33) | 7.2 | (0.27) |
| 2008 | 56.2 (0.20) | $52.8^{2}(0.85)$ | 93.8 (0.42) | 98.7 (0.11) | 96.8 (0.20) | 98.6 (0.19) | 95.2 (0.34) | 66.0 (0.75) | 17.4 (0.60) | 48.6 (0.79) | 36.9 (0.49) | 50.1 (0.81) | 28.2 (0.59) | 13.2 (0.34) | 7.3 | (0.27) |
| 2009 | 56.5 (0.20) | $52.4{ }^{2}(0.85)$ | 94.1 (0.40) | 98.2 (0.12) | 96.3 (0.22) | 98.0 (0.23) | 94.6 (0.36) | 68.9 (0.73) | 19.1 (0.62) | 49.8 (0.79) | 38.7 (0.50) | 51.7 (0.81) | 30.4 (0.60) | 13.5 (0.34) | 8.1 | 1 (0.28) |
| 2010 | 56.6 (0.17) | $53.2{ }^{2}(0.89)$ | 94.5 (0.46) | 98.0 (0.16) | 97.1 (0.21) | 98.1 (0.25) | 96.1 (0.33) | 69.2 (0.92) | 18.1 (0.71) | 51.2 (1.05) | 38.6 (0.71) | 52.4 (1.08) | 28.9 (0.79) | 14.6 (0.47) | 8.3 | (0.39) |
| 2011 | 56.8 (0.19) | $52.4^{2}(0.90)$ | 95.1 (0.43) | 98.3 (0.14) | 97.1 (0.22) | 98.6 (0.21) | 95.7 (0.38) | 71.1 (0.95) | 21.0 (0.78) | 50.1 (1.08) | 39.9 (0.68) | 52.7 (1.05) | 31.1 (0.82) | 14.8 (0.44) | 7.7 | 7 (0.32) |
| 2012 | 56.6 (0.22) | $53.5^{2}$ (1.11) | 93.2 (0.49) | 98.0 (0.17) | 97.0 (0.28) | 98.2 (0.31) | 95.8 (0.40) | 69.0 (0.98) | 21.7 (0.77) | 47.3 (0.96) | 40.2 (0.72) | 54.0 (1.04) | 30.7 (0.84) | 14.0 (0.48) | 7.5 | (0.33) |
| 2013 | 55.8 (0.18) | $54.9{ }^{2}(1.00)$ | 93.8 (0.45) | 98.1 (0.16) | 96.1 (0.28) | 98.4 (0.27) | 93.7 (0.50) | 67.1 (0.97) | 20.5 (0.80) | 46.6 (1.00) | 38.7 (0.76) | 52.8 (1.24) | 29.7 (0.81) | 13.3 (0.44) | 6.7 | 7 (0.32) |
| 2014 | 55.2 (0.21) | $54.5^{2}$ (0.98) | 93.4 (0.53) | 97.6 (0.19) | 95.4 (0.29) | 97.8 (0.26) | 92.9 (0.51) | 68.4 (0.92) | 19.6 (0.79) | 48.9 (1.09) | 38.0 (0.76) | 51.4 (1.24) | 29.6 (0.80) | 13.1 (0.44) | 6.4 | 4 (0.31) |
| 2015 | 55.2 (0.20) | $52.7^{2}$ (1.02) | 94.2 (0.46) | 97.7 (0.17) | 95.9 (0.28) | 98.0 (0.27) | 93.7 (0.49) | 68.5 (0.86) | 19.8 (0.79) | 48.8 (0.98) | 38.5 (0.80) | 53.3 (1.14) | 28.8 (0.81) | 13.2 (0.50) | 6.6 | (0.30) |
| 2016 | 55.2 (0.21) | $53.8{ }^{2}$ (1.04) | 93.3 (0.58) | 98.2 (0.15) | 95.5 (0.30) | 98.0 (0.27) | 93.0 (0.55) | 69.5 (1.05) | 19.0 (0.76) | 50.5 (1.15) | 39.0 (0.78) | 55.5 (1.12) | 28.8 (0.85) | 13.2 (0.46) | 6.4 | 4 (0.31) |
| 2017 | 54.6 (0.19) | $53.8^{2}$ (1.08) | 93.5 (0.54) | 97.5 (0.20) | 95.5 (0.31) | 98.2 (0.25) | 92.9 (0.55) | 68.2 (1.08) | 20.2 (0.85) | 48.0 (1.21) | 38.8 (0.71) | 55.0 (1.13) | 28.4 (0.92) | 12.1 (0.45) | 5.9 | (0.31) |
| 2018 | 54.6 (0.20) | $54.0^{2}$ (1.19) | 93.5 (0.60) | 97.7 (0.19) | 95.4 (0.34) | 98.6 (0.27) | 92.3 (0.58) | 69.1 (1.01) | 18.6 (0.78) | 50.5 (1.09) | 38.5 (0.82) | 54.6 (1.18) | 28.0 (0.88) | 12.7 (0.44) | 6.3 | 3 (0.33) |

-Not available.
It is not possible to compute a 1964 enrollment percentage for the total 3 - to 34 -year-old population because, although enrollment percentages are available for each component age group, underlying data on population size are not available for 3 - and 4 -year-olds.
"Beginning in 1994, preprimary enrollment data were collected using new procedures. Data may not be comparable to figures for earlier years.
noninstitutionalized population, which excludes persons in the military and persons living in institutions (e. prisons or
nursing facilities). Includes enrollment in any type of graded public, parochial, or other private schools. Includes nursery schools, kindergartens, elementary and secondary schools, colleges, universities, and professional schools. Attendance may generalized variance function methodology rather than the more precise replicate weight methodology used in later years. SOURCE: U.S. Department of Commerce, Census Bureau, Historical Statistics of the United States, Colonial Times to 1970 Current Population Reports, Series P-20, various years; CPS Historical Time Series Tables on School Enrollment, retrieved June 6, 2012, from http://www.census.gov/hhes/school/data/cps/historical/index.html; and Current Population Survey (CPS), October, 1970 through 2018. (This table was prepared November 2019.)

Table 104.10. Rates of high school completion and bachelor's degree attainment among persons age 25 and over, by race/ethnicity and sex: Selected years, 1910 through 2019

| Sex, high school or bachelor's degree attainment, and year | Total, percent of all persons age 25 and over | White ${ }^{1}$ | Black ${ }^{1}$ | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |  | 10 |
| Total |  |  |  |  |  |  |  |  |  |  |
| High school completion or higher ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |
| $1910^{3}$ | 13.5 (-) | ( $\dagger$ | (t) | - (t) | - (t) | ( $\dagger$ ) | - (t) | - (t) |  | (t) |
| $1920{ }^{3}$ | 16.4 (-) | (t) | (t) | ( $\dagger$ ) | - (t) | ( $\dagger$ ) | - (t) | - (t) |  | (t) |
| $1930{ }^{3}$ | 19.1 (-) | - ( $\dagger$ ) | $\overline{77}$ (t) | (t) | (t) | (t) | (t) | - $\quad+$ |  | (+) |
| 1940 | 24.5 (-) | 26.1 (-) | $\begin{array}{r}7.7 \\ \hline 137\end{array}$ | ( + | (t) | (t) | $\left(\begin{array}{c}\text { ( } \\ \text { ( }\end{array}\right.$ | - (t) |  | ( + |
| 1950 | 34.3 (-) | 36.4 (-) | 13.7 (-) | (t) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ | - (t) |  | ( $\dagger$ |
| 1960 | 41.1 (-) | 43.2 (-) | 21.7 (-) | - (t) | ( $\dagger$ ) | ( $\dagger$ ) | - (t) | - (t) |  | ( $\dagger$ |
| 1970 | 55.2 (-) | 57.4 (-) | 36.1 (-) | - ( $\dagger$ ) | - (t) | ( $\dagger$ ) | - (t) | - (t) |  | (t) |
| 1975 | 62.5 (-) | 65.8 (-) | 42.6 (-) | 38.5 (-) | ( $\dagger$ ) | ( $\dagger$ ) | - (t) | - (t) |  | (t) |
| 1980 | 68.6 (0.20) | 71.9 (0.21) | 51.4 (0.81) | 44.5 (1.18) | - (t) | (t) | - (t) | - (t) |  | ( + |
| 1985 | 73.9 (0.18) | 77.5 (0.19) | 59.9 (0.74) | 47.9 (0.99) | ( $\dagger$ ) | (t) | ( $\dagger$ ) | - (t) |  | ( $\dagger$ |
| 1986 | 74.7 (0.18) | 78.2 (0.19) | $62.5 \quad(0.72)$ | 48.5 (0.96) | (t) | (t) | (t) | - (t) |  | ( + |
| 1987 | 75.6 (0.17) | 79.0 (0.18) | 63.6 (0.71) | 50.9 (0.94) | (t) | ( $\dagger$ ) | ( $\dagger$ ) | - (t) |  | ( + |
| 1988 | 76.2 (0.17) | 79.8 (0.18) | 63.5 (0.70) | 51.0 (0.92) | - (t) | ( $\dagger$ ) | ( $\dagger$ ) | - (t) |  | ( + |
| 1989 | 76.9 (0.17) | 80.7 (0.18) | 64.7 (0.69) | 50.9 (0.89) | 82.3 (1.17) | ( $\dagger$ ) | (t) | - (t) |  | ( + |
| 1990 | 77.6 (0.17) | 81.4 (0.17) | 66.2 (0.67) | 50.8 (0.88) | 84.2 (1.09) | (t) | ( $\dagger$ ) | - (t) |  | ( $\dagger$ |
| 1991 | 78.4 (0.16) | 82.4 (0.17) | 66.8 (0.66) | 51.3 (0.86) | 84.2 (1.05) | (t) | (t) | - (t) |  | ( $\dagger$ |
| 1992 | 79.4 (0.16) | 83.4 (0.16) | 67.7 (0.65) | 52.6 (0.85) | 83.7 (1.02) | (t) | (t) | (t) |  | (t) |
| 1993 | 80.2 (0.16) | 84.1 (0.16) | 70.5 (0.63) | 53.1 (0.83) | 84.2 (1.00) | ( $\dagger$ ) | (t) | (t) |  | ( + |
| 1994 | 80.9 (0.15) | 84.9 (0.16) | 73.0 (0.61) | 53.3 (0.78) | 84.8 (0.98) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) |  | ( + |
| 1995 | 81.7 (0.15) | 85.9 (0.16) | 73.8 (0.61) | 53.4 (0.78) | 83.8 (1.06) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1996 | 81.7 (0.16) | 86.0 (0.16) | 74.6 (0.53) | 53.1 (0.68) | 83.5 (0.82) | ( $\dagger$ ) | (t) | - (t) |  | ( $\dagger$ |
| 1997 | 82.1 (0.14) | 86.3 (0.15) | 75.3 (0.52) | 54.7 (0.54) | 85.2 (0.75) | (t) | (t) | (t) |  | ( + |
| 1998 | 82.8 (0.14) | 87.1 (0.14) | 76.4 (0.50) | 55.5 (0.53) | 84.9 (0.74) | (t) | (t) | (t) |  | (+) |
| 1999 | 83.4 (0.14) | 87.7 (0.14) | 77.4 (0.49) | 56.1 (0.52) | 84.7 (0.73) | (t) | (t) | (t) |  | ( + |
| 2000 | 84.1 (0.13) | 88.4 (0.14) | 78.9 (0.48) | 57.0 (0.51) | 85.7 (0.71) | (t) | (t) | ( $\dagger$ |  | ( $\dagger$ |
| 2001 | 84.3 (0.13) | 88.7 (0.13) | $79.5 \quad(0.47)$ | 56.5 (0.50) | 87.8 (0.60) | (t) | ( $\dagger$ ) | - (t) |  | ( $\dagger$ |
| 2002 | 84.1 (0.09) | 88.7 (0.10) | 79.2 (0.34) | 57.0 (0.34) | 87.7 (0.44) | - (t) | - ( $\dagger$ ) | - (t) |  | ( + |
| 2003 | 84.6 (0.09) | 89.4 (0.09) | 80.3 (0.33) | 57.0 (0.33) | 87.8 (0.43) | 87.8 (0.44) | 88.2 (1.87) | 77.2 (1.64) | 86.1 | (0.97) |
| 2004 | 85.2 (0.09) | 90.0 (0.09) | 81.1 (0.32) | 58.4 (0.32) | 86.9 (0.43) | 86.9 (0.44) | 88.5 (1.91) | 77.8 (1.61) | 87.2 | (0.91) |
| 2005 | 85.2 (0.14) | 90.1 (0.16) | 81.4 (0.44) | 58.5 (0.53) | 87.8 (0.62) | 87.7 (0.62) | 90.1 (2.69) | 75.6 (2.02) | 88.6 | (0.83) |
| 2006 | 85.5 (0.15) | 90.5 (0.15) | 81.2 (0.43) | 59.3 (0.58) | 87.5 (0.71) | 87.5 (0.71) | 85.7 (2.51) | 78.5 (2.11) | 88.1 | (0.90) |
| 2007 | 85.7 (0.15) | 90.6 (0.15) | 82.8 (0.39) | 60.3 (0.56) | 88.0 (0.79) | 87.9 (0.81) | 88.6 (2.30) | 80.3 (2.27) | 89.3 | (0.87) |
| 2008 | 86.6 (0.15) | 91.5 (0.15) | 83.3 (0.40) | 62.3 (0.58) | 89.0 (0.62) | 88.8 (0.64) | 94.4 (1.00) | 78.4 (2.74) | 89.5 | (1.12) |
| 2009 | 86.7 (0.15) | 91.6 (0.15) | 84.2 (0.44) | 61.9 (0.56) | 88.4 (0.61) | 88.3 (0.63) | 90.8 (1.76) | 81.5 (1.83) | 87.4 | (0.96) |
| 2010 | 87.1 (0.13) | 92.1 (0.14) | 84.6 (0.41) | 62.9 (0.53) | 89.1 (0.67) | 89.1 (0.68) | 90.2 (1.95) | 80.8 (1.76) | 88.9 | (0.90) |
| 2011 | 87.6 (0.13) | 92.4 (0.14) | 84.8 (0.41) | 64.3 (0.54) | 88.8 (0.55) | 88.7 (0.57) | 90.4 (1.61) | 82.3 (1.77) | 89.4 | (1.00) |
| 2012 | 87.6 (0.15) | 92.5 (0.14) | 85.7 (0.40) | 65.0 (0.59) | 89.1 (0.59) | 89.0 (0.61) | 91.6 (1.33) | 81.8 (1.69) | 91.0 | (0.89) |
| 2013 | 88.2 (0.14) | 92.9 (0.13) | 85.9 (0.42) | 66.2 (0.52) | 90.2 (0.51) | 90.2 (0.53) | 89.5 (1.72) | 82.2 (1.68) | 92.6 | (0.75) |
| 2014 | 88.3 (0.15) | 93.1 (0.17) | 86.7 (0.45) | 66.5 (0.57) | 89.5 (0.62) | 89.5 (0.64) | 88.8 (2.15) | 81.0 (2.01) | 93.3 | (0.88) |
| 2015 | 88.4 (0.12) | 93.3 (0.13) | 87.7 (0.37) | 66.7 (0.48) | 88.9 (0.49) | 89.1 (0.51) | 85.1 (2.04) | 83.8 (1.64) | 91.6 | (0.87) |
| 2016 | 89.1 (0.13) | 93.8 (0.13) | 87.7 (0.34) | 68.5 (0.48) | 90.7 (0.49) | 90.6 (0.51) | 93.3 (1.38) | 84.7 (1.35) | 92.8 | (0.83) |
| 2017 | 89.6 (0.12) | 94.1 (0.13) | 88.1 (0.37) | 70.5 (0.47) | $90.9 \quad(0.47)$ | 90.9 (0.49) | 89.3 (2.03) | 85.3 (1.36) | 93.4 | (0.71) |
| 2018 | 89.8 (0.12) | 94.3 (0.13) | 88.6 (0.33) | 71.6 (0.40) | 90.6 (0.40) | 90.6 (0.41) | 90.6 (1.77) | 83.6 (1.32) | 93.2 | (0.61) |
| 2019 | 90.1 (0.12) | 94.6 (0.11) | 88.8 (0.38) | 71.8 (0.48) | 91.3 (0.45) | 91.2 (0.46) | 93.8 (1.32) | 87.9 (1.31) | 92.6 | (0.84) |
| Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |
| $1910^{3}$ | 2.7 (-) | ( $\dagger$ | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | - ( $\dagger$ ) |  | ( $\dagger$ ) |
| $1920^{3}$ | 3.3 (-) | (t) | ( $\dagger$ ) | ( $\dagger$ ) | (t) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) |  | (t) |
| $1930{ }^{3}$ | 3.9 (-) | - ( $\dagger$ ) | - (t) | (t) | (t) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) |  | ( + |
| 1940 | 4.6 (-) | 4.9 (-) | 1.3 (-) | (t) | (t) | (t) | (t) | (t) |  | ( + |
| 1950 | 6.2 (-) | 6.6 (-) | 2.2 (-) | ( $\dagger$ ) | (t) | (t) | ( $\dagger$ ) | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1960 | 7.7 (-) | 8.1 (-) | 3.5 (-) | (t) | (t) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1970 | 11.0 (-) | 11.6 (-) | 6.1 (-) | - (t) | (t) | ( $\dagger$ ) | (t) | ( $\dagger$ ) |  | ( + |
| 1975 | 13.9 (-) | 14.9 (-) | 6.4 (-) | 6.6 (-) | (t) | (t) | (t) | (t) |  | (t) |
| 1980 | 17.0 (0.16) | 18.4 (0.18) | 7.9 (0.44) | 7.6 (0.63) | (t) | (t) | (t) | (t) |  | ( + |
| 1985 | 19.4 (0.16) | 20.8 (0.19) | 11.1 (0.47) | 8.5 (0.55) | ( $\dagger$ ) | (t) | ( $\dagger$ ) | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1986 | 19.4 (0.16) | 20.9 (0.19) | 10.9 (0.47) | 8.4 (0.53) | (t) | ( $\dagger$ ) | ( $\dagger$ ) | - (t) |  | ( $\dagger$ ) |
| 1987 | 19.9 (0.16) | 21.4 (0.19) | 10.8 (0.46) | 8.6 (0.53) | - ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | - (t) |  | (t) |
| 1988 | 20.3 (0.16) | 21.8 (0.19) | 11.2 (0.46) | 10.0 (0.55) | $-\quad(t)$ | ( $\dagger$ ) | ( $\dagger$ ) | - (t) |  | ( + ) |
| 1989 | 21.1 (0.16) | 22.8 (0.19) | 11.7 (0.46) | 9.9 (0.53) | 41.5 (1.51) | (t) | (t) | - (t) |  | (t) |
| 1990 | 21.3 (0.16) | 23.1 (0.19) | 11.3 (0.45) | 9.2 (0.51) | 41.7 (1.47) | ( $\dagger$ ) | (t) | (t) |  | (t) |
| 1991 | 21.4 (0.16) | 23.3 (0.19) | $11.5 \quad(0.45)$ | 9.7 (0.51) | 40.3 (1.42) | ( $\dagger$ | ( $\dagger$ ) | - (t) |  | ( $\dagger$ |
| 1992 | 21.4 (0.16) | 23.2 (0.19) | 11.9 (0.45) | 9.3 (0.49) | 39.3 (1.35) | (t) | (t) | (t) |  | ( + |
| 1993 | 21.9 (0.16) | 23.8 (0.19) | 12.2 (0.45) | 9.0 (0.48) | 42.1 (1.35) | ( $\dagger$ ) | (t) | (t) |  | (t) |
| 1994 | 22.2 (0.16) | 24.3 (0.19) | 12.9 (0.46) | 9.1 (0.45) | 41.3 (1.34) | (t) | (t) | (t) |  | ( + ) |
| 1995 | 23.0 (0.16) | 25.4 (0.19) | 13.3 (0.47) | 9.3 (0.45) | 38.5 (1.40) | ( $\dagger$ ) | ( $\dagger$ ) | - (t) | - | ( $\dagger$ |
| 1996 | 23.6 (0.17) | 25.9 (0.20) | 13.8 (0.42) | 9.3 (0.40) | 42.3 (1.09) | (t) | ( $\dagger$ ) | - (t) |  | ( $\dagger$ |
| 1997 | 23.9 (0.16) | 26.2 (0.19) | 13.3 (0.41) | 10.3 (0.33) | 42.6 (1.04) | ( $\dagger$ ) | ( $\dagger$ ) | (t) |  | ( + |
| 1998 | 24.4 (0.16) | 26.6 (0.19) | 14.8 (0.42) | 11.0 (0.33) | 42.3 (1.02) | ( $\dagger$ ) | (t) | (t) |  | ( + ) |
| 1999 | 25.2 (0.16) | 27.7 (0.19) | 15.5 (0.43) | 10.9 (0.33) | 42.4 (1.01) | (t) | (t) | (t) |  | (t) |
| 2000 | 25.6 (0.16) | 28.1 (0.19) | 16.6 (0.44) | 10.6 (0.32) | 44.4 (1.00) | ( $\dagger$ ) | ( $\dagger$ ) | - (t) | - | (t) |
| 2001 | 26.1 (0.16) | 28.6 (0.19) | 16.1 (0.43) | 11.2 (0.32) | 48.0 (0.92) | ( $\dagger$ ) | ( $\dagger$ ) | - (t) |  | ( $\dagger$ ) |
| 2002 | 26.7 (0.11) | 29.4 (0.14) | 17.2 (0.31) | 11.1 (0.21) | 47.7 (0.66) | - (t) | - (t) | - ( $\dagger$ ) | - | (t) |
| 2003 | 27.2 (0.11) | 30.0 (0.14) | 17.4 (0.31) | 11.4 (0.21) | 48.8 (0.65) | 50.0 (0.67) | 27.0 (2.56) | 12.6 (1.30) | 22.0 | (1.17) |
| 2004 | 27.7 (0.11) | 30.6 (0.14) | 17.7 (0.31) | 12.1 (0.21) | 48.9 (0.64) | 49.7 (0.66) | 32.4 (2.81) | 14.3 (1.36) | 21.8 | (1.13) |
| 2005 | 27.7 (0.23) | 30.6 (0.29) | 17.6 (0.45) | 12.0 (0.31) | 49.3 (0.91) | 50.4 (0.93) | 24.6 (3.67) | 14.5 (1.51) | 23.2 | (1.19) |

[^4]Table 104.10. Rates of high school completion and bachelor's degree attainment among persons age $\mathbf{2 5}$ and over, by race/ethnicity and sex: Selected years, 1910 through 2019-Continued

| Sex, high school or bachelor's degree attainment, and year | Total, percent of all persons age 25 and over |  | White ${ }^{1}$ |  | Black ${ }^{1}$ |  | Hispanic |  | Asian/Pacific Islander |  |  |  |  |  | American Indian/ Alaska Native |  | Two or more races |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total |  |  |  | Asian | Pacific Is | lander |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| 2006 | 28.0 | (0.20) | 31.0 | (0.25) | 18.6 | (0.47) | 12.4 | (0.32) | 49.1 | (1.04) | 50.0 | (1.06) | 26.9 | (3.42) | 12.9 | (1.60) | 23.1 | (1.28) |
| 2007 | 28.7 | (0.21) | 31.8 | (0.27) | 18.7 | (0.51) | 12.7 | (0.31) | 51.2 | (1.02) | 52.5 | (1.03) | 23.8 | (3.30) | 13.1 | (1.24) | 23.7 | (1.30) |
| 2008 | 29.4 | (0.21) | 32.6 | (0.26) | 19.7 | (0.51) | 13.3 | (0.29) | 51.9 | (0.95) | 52.9 | (0.97) | 28.4 | (2.86) | 14.9 | (1.52) | 24.4 | (1.36) |
| 2009 | 29.5 | (0.21) | 32.9 | (0.26) | 19.4 | (0.45) | 13.2 | (0.34) | 51.6 | (0.91) | 52.8 | (0.95) | 28.3 | (2.68) | 17.5 | (2.08) | 25.5 | (1.34) |
| 2010 |  | (0.19) | 33.2 | (0.24) | 20.0 | (0.51) | 13.9 | (0.31) | 51.6 | (1.04) | 52.8 | (1.09) | 25.6 | (2.89) | 16.0 | (1.77) | 25.3 | (1.30) |
| 2011 | 30.4 | (0.19) | 34.0 | (0.24) | 20.2 | (0.50) | 14.1 | (0.34) | 49.5 | (0.92) | 50.8 | (0.96) | 22.1 | (2.73) | 16.1 | (1.73) | 27.4 | (1.27) |
| 2012 |  | (0.21) | 34.5 | (0.27) | 21.4 | (0.53) | 14.5 | (0.35) | 50.7 | (0.92) | 51.9 | (0.94) |  | (2.75) |  | (1.82) | 27.1 | (1.34) |
| 2013 | 31.7 | (0.21) | 35.2 | (0.26) | 22.0 | (0.49) | 15.1 | (0.34) | 52.5 | (0.92) | 53.9 | (0.93) |  | (2.66) |  | (1.72) | 30.6 | (1.35) |
| 2014 | 32.0 | (0.27) | 35.6 | (0.35) | 22.8 | (0.66) | 15.2 | (0.39) | 51.3 | (1.00) | 52.7 | (1.02) | 22.3 | (3.27) | 13.8 | (1.43) | 31.2 | (1.81) |
| 2015 | 32.5 | (0.22) | 36.2 | (0.28) | 22.9 | (0.52) | 15.5 | (0.31) | 52.9 | (0.84) | 54.4 | (0.87) | 22.8 | (2.39) | 19.8 | (1.32) | 30.6 | (1.52) |
| 2016 | 33.4 | (0.24) | 37.3 | (0.31) | 23.5 | (0.46) | 16.4 | (0.40) | 55.1 | (0.87) | 56.4 | (0.89) | 27.5 | (2.92) | 16.8 | (1.39) | 30.6 | (1.52) |
| 2017 | 34.2 | (0.24) | 38.1 | (0.31) | 24.3 | (0.49) | 17.2 | (0.35) | 53.9 | (0.84) | 55.4 | (0.88) | 25.1 | (2.81) | 20.5 | (1.92) | 32.6 | (1.39) |
| 2018 | 35.0 | (0.26) | 38.8 | (0.34) | 25.6 | (0.53) | 18.3 | (0.37) | 55.6 | (0.81) | 57.1 | (0.80) | 24.1 | (2.34) | 18.8 | (1.72) | 32.4 | (1.40) |
| 2019 |  | (0.23) | 40.1 | (0.33) | 26.3 | (0.51) | 18.8 | (0.35) | 57.3 | (0.78) | 58.6 | (0.79) |  | (2.78) |  | (1.40) | 34.1 | (1.38) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High school completion or higher ${ }^{2}$ 1940 | 22.7 | (-) | 24.2 | (-) | 6.9 | - | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ | - |  | - | ( $\dagger$ |  | ( $\dagger$ |
| 1950 | 32.6 | (-) | 34.6 | (-) | 12.6 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) |  | ( $\dagger$ ) |  | () |
| 1960 | 39.5 | (-) | 41.6 | (-) | 20.0 | (-) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1970 | 55.0 | (-) | 57.2 | (-) | 35.4 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) |
| 1980 | 69.2 | (0.29) | 72.4 | (0.31) | 51.2 | (1.21) | 44.9 | (1.71) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| 1990 | 77.7 | (0.24) | 81.6 | (0.25) | 65.8 | (1.01) | 50.3 | (1.25) | 86.0 | (1.49) | - | (t) | - | (t) | - | (t) | - | (t) |
| 1995 | 81.7 | (0.22) | 86.0 | (0.22) | 73.5 | (0.91) | 52.9 | (1.11) | 85.8 | (1.46) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |  | ( + |
| 1996 | 81.9 | (0.23) | 86.1 | (0.23) | 74.6 | (0.80) | 53.0 | (0.97) | 86.2 | (1.10) | - | ( $\dagger$ | - |  | - |  |  | ( $\dagger$ |
| 1997 | 82.0 | (0.21) | 86.3 | (0.21) | 73.8 | (0.79) | 54.9 | (0.76) | 87.5 | (1.00) | - | ( $\dagger$ | - | (t) |  | ( $\dagger$ ) |  | ( $\dagger$ |
| 1998 | 82.8 | (0.20) | 87.1 | (0.21) | 75.4 | (0.77) | 55.7 | (0.74) | 87.9 | (0.98) | - | ( $\dagger$ | - | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ |
| 1999 | 83.4 | (0.20) | 87.7 | (0.20) | 77.2 | (0.74) | 56.0 | (0.75) | 86.9 | (1.00) | - | ( $\dagger$ | - | (t) | - | ( $\dagger$ ) |  | (t) |
| 2000 | 84.2 | (0.19) | 88.5 | (0.20) | 79.1 | (0.72) | 56.6 | (0.73) | 88.4 | (0.94) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |  | ( $\dagger$ |
| 2001 | 84.4 | (0.19) | 88.6 | (0.19) | 80.6 | (0.69) | 55.6 | (0.72) | 90.6 | (0.78) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ |
| 2002 | 83.8 | (0.14) | 88.5 | (0.14) | 79.0 | (0.51) | 56.1 | (0.48) | 89.8 | (0.58) | - | (t) | . | ( $\dagger$ ) | - | ( + |  | ( + |
| 2003 | 84.1 | (0.13) | 89.0 | (0.14) | 79.9 | (0.50) | 56.3 | (0.46) | 89.8 | (0.58) | 89.8 | (0.59) | 89.8 | (2.61) | 76.5 | (2.33) | 87.2 | (1.36) |
| 2004 | 84.8 | (0.13) | 89.9 | (0.13) | 80.8 | (0.49) | 57.3 | (0.45) | 88.8 | (0.59) | 88.8 | (0.60) | 88.9 | (2.65) | 77.1 | (2.31) | 87.8 | (1.29) |
| 2005 | 84.9 | (0.19) | 89.9 | (0.20) | 81.4 | (0.60) | 57.9 | (0.69) | 90.4 | (0.65) | 90.5 | (0.66) | 88.5 | (3.62) | 75.6 | (2.57) | 89.0 | (1.19) |
| 2006 | 85.0 | (0.20) | 90.2 | (0.21) | 80.7 | (0.63) | 58.5 | (0.77) | 89.5 | (0.84) | 89.7 | (0.86) | 85.8 | (3.10) | 78.1 | (2.77) | 88.0 | (1.36) |
| 2007 | 85.0 | (0.21) | 90.2 | (0.22) | 82.5 | (0.55) | 58.2 | (0.80) | 90.0 | (0.81) | 90.1 | (0.82) | 88.1 | (2.75) | 78.3 | (3.58) | 89.4 | (1.28) |
| 2008 | 85.9 | (0.19) | 91.1 | (0.20) | 82.1 | (0.61) | 60.9 | (0.72) | 91.0 | (0.66) | 90.8 | (0.69) | 95.8 | (1.40) | 77.3 | (3.37) | 89.6 | (1.21) |
| 2009 | 86.2 | (0.19) | 91.4 | (0.20) | 84.2 | (0.60) | 60.6 | (0.72) | 90.8 | (0.66) | 90.7 | (0.68) | 92.1 | (2.18) | 80.0 | (2.33) | 87.3 | (1.26) |
| 2010 | 86.6 | (0.17) | 91.8 | (0.19) | 84.2 | (0.57) | 61.4 | (0.68) | 91.4 | (0.78) | 91.5 | (0.79) | 89.3 | (2.84) | 78.9 | (2.46) | 88.1 | (1.36) |
| 2011 | 87.1 | (0.18) | 92.0 | (0.17) | 84.2 | (0.55) | 63.6 | (0.71) | 90.6 | (0.68) | 90.6 | (0.69) | 91.5 | (2.22) | 80.6 | (2.35) | 88.1 | (1.40) |
| 2012 | 87.3 | (0.19) | 92.2 | (0.18) | 85.1 | (0.56) | 64.0 | (0.73) | 90.6 | (0.68) | 90.5 | (0.70) | 93.3 | (1.84) | 81.8 | (2.39) | 90.2 | (1.45) |
| 2013 | 87.6 | (0.17) | 92.7 | (0.17) | 84.9 | (0.62) | 64.6 | (0.66) | 91.6 | (0.57) | 91.7 | (0.57) | 89.3 | (2.48) | 81.0 | (2.11) | 93.3 | (1.03) |
| 2014 | 87.7 | (0.19) | 92.5 | (0.22) | 86.3 | (0.58) | 65.1 | (0.74) | 91.8 | (0.70) | 91.9 | (0.72) | 90.0 | (2.68) | 80.2 | (2.30) | 93.8 | (1.08) |
| 2015 | 88.0 | (0.16) | 93.0 | (0.16) | 87.2 | (0.48) | 65.5 | (0.63) | 90.9 | (0.56) | 91.3 | (0.58) | 84.9 | (2.83) | 81.9 | (2.12) | 92.5 | (1.23) |
| 2016 | 88.5 | (0.17) | 93.4 | (0.19) | 87.0 | (0.51) | 67.2 | (0.63) | 92.3 | (0.58) | 92.2 | (0.60) | 94.9 | (1.58) | 84.1 | (2.07) | 92.8 | (1.15) |
| 2017 | 89.1 | (0.16) | 93.7 | (0.18) | 87.4 | (0.53) | 69.5 | (0.59) | 92.5 | (0.55) | 92.7 | (0.55) | 89.1 | (2.77) | 83.0 | (1.96) | 93.2 | (1.15) |
| 2018 | 89.4 | (0.16) | 93.9 | (0.18) | 88.3 | (0.48) | 70.7 | (0.53) | 92.8 | (0.48) | 92.9 | (0.49) | 92.2 | (2.31) | 79.3 | (1.93) | 92.5 | (1.02) |
| 2019 | 89.6 | (0.16) | 94.2 | (0.15) | 88.1 | (0.54) | 70.8 | (0.59) | 92.8 | (0.52) | 92.8 | (0.54) | 93.3 | (2.11) | 84.1 | (1.96) | 91.0 | (1.17) |
| Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1940 | 5.5 | (-) | 5.9 | (-) | 1.4 | (-) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) |
| 1950 | 7.3 | (-) | 7.9 | (-) | 2.1 | (-) | - | (t) | - | (t) | - | ( + | - | (t) | - | ( + | - | (t) |
| 1960 | 9.7 | (-) | 10.3 | (-) | 3.5 | (-) | - | (t) | - | ( $\dagger$ ) | - | ( + | - | (t) | - | (t) | - | (t) |
| 1970 | 14.1 | (-) | 15.0 | (-) | 6.8 | (-) | - |  | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | (t) |
| 1980 | 20.9 | (0.26) | 22.7 | (0.29) | 7.7 | (0.65) | 9.2 | (0.99) | - |  | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |  | ( + |
| 1990 | 24.4 | (0.25) | 26.7 | (0.28) | 11.9 | (0.69) | 9.8 | (0.74) | 45.9 | (2.14) | - | ( $\dagger$ ) | - | (t) |  | ( $\dagger$ ) |  | (t) |
| 1995 | 26.0 | (0.25) | 28.9 | (0.29) | 13.7 | (0.71) | 10.1 | (0.67) | 42.3 | (2.06) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ |  | ( $\dagger$ ) |
| 1996 | 26.0 | (0.26) | 28.8 | (0.30) | 12.5 | (0.61) | 10.3 | (0.59) | 46.9 | (1.59) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| 1997 | 26.2 | (0.24) | 29.0 | (0.28) | 12.5 | (0.60) | 10.6 | (0.47) | 48.0 | (1.51) | - | ( $\dagger$ ) | - | (t) | - | ( ${ }_{\text {( }}$ | - | (t) |
| 1998 | 26.5 | (0.24) | 29.3 | (0.28) | 14.0 | (0.62) | 11.1 | (0.47) | 46.0 | (1.50) | - | ( + | - | (t) | - | ( $\dagger$ ) | - | (t) |
| 1999 | 27.5 | (0.24) | 30.6 | (0.28) | 14.3 | (0.62) | 10.7 | (0.46) | 46.3 | (1.48) | - | ( + | - | (t) | - | ( $\dagger$ ) | - | (t) |
| 2000 | 27.8 | (0.24) | 30.8 | (0.28) | 16.4 | (0.65) | 10.7 | (0.45) | 48.1 | (1.47) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| 2001 | 28.0 | (0.24) | 30.9 | (0.28) | 15.9 | (0.64) | 11.1 | (0.45) | 52.9 | (1.33) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ |
| 2002 | 28.5 | (0.17) | 31.7 | (0.20) | 16.5 | (0.47) | 11.0 | (0.30) | 51.5 | (0.96) | - | ( $\dagger$ | -7 | (t) | - | (t) | - | ( $\dagger$ ) |
| 2003 | 28.9 | (0.17) | 32.3 | (0.20) | 16.8 | (0.47) | 11.2 | (0.29) | 52.8 | (0.96) | 54.2 | (0.98) | 25.7 | (3.76) | 13.1 | (1.85) | 21.9 | (1.69) |
| 2004 | 29.4 | (0.17) | 32.9 | (0.20) | 16.6 | (0.46) | 11.8 | (0.30) | 52.9 | (0.93) | 54.0 | (0.95) | 31.9 | (3.94) | 15.6 | (1.99) | 20.7 | (1.60) |
| 2005 | 28.9 | (0.29) | 32.4 | (0.37) | 16.0 | (0.64) | 11.8 | (0.43) | 53.0 | (1.10) | 54.3 | (1.13) | 25.1 | (4.70) | 17.0 | (2.30) | 23.1 | (1.67) |
| 2006 | 29.2 | (0.24) | 32.8 | (0.31) | 17.5 | (0.63) | 11.9 | (0.40) | 51.9 | (1.33) | 53.1 | (1.35) | 26.6 | (4.67) | 13.7 | (2.07) | 22.6 | (1.75) |
| 2007 | 29.5 | (0.25) | 33.2 | (0.33) | 18.1 | (0.62) | 11.8 | (0.37) | 54.2 | (1.31) | 55.8 | (1.32) | 19.2 | (4.14) | 12.7 | (1.89) | 21.5 | (1.81) |
| 2008 | 30.1 | (0.25) | 33.8 | (0.33) | 18.7 | (0.67) | 12.6 | (0.39) | 54.9 | (1.24) | 56.1 | (1.24) | 27.5 | (3.64) | 14.6 | (2.15) | 22.7 | (1.62) |
| 2009 | 30.1 | (0.28) | 33.9 | (0.36) | 17.9 | (0.57) | 12.5 | (0.41) | 54.8 | (1.14) | 56.5 | (1.17) | 23.0 | (3.35) | 16.1 | (2.96) | 24.4 | (1.92) |
| 2010 | 30.3 | (0.23) | 34.2 | (0.30) | 17.9 | (0.59) | 12.9 | (0.37) | 54.6 | (1.26) | 56.2 | (1.30) | 18.0 | (3.74) | 13.5 | (2.61) | 24.8 | (1.86) |
| 2011 | 30.8 | (0.23) | 35.0 | (0.29) | 18.4 | (0.64) | 13.1 | (0.44) | 52.4 | (1.15) | 54.0 | (1.21) | 19.1 | (3.55) | 14.1 | (1.98) | 25.7 | (1.91) |
| 2012 | 31.4 | (0.27) | 35.5 | (0.33) | 19.5 | (0.62) | 13.3 | (0.45) | 53.0 | (1.26) | 54.4 | (1.29) | 24.1 | (3.34) | 16.1 | (2.27) | 25.2 | (1.85) |
| 2013 | 32.0 | (0.25) | 36.0 | (0.31) | 20.2 | (0.64) | 13.9 | (0.43) | 55.1 | (1.17) | 56.9 | (1.20) | 23.1 | (3.32) | 14.0 | (2.13) | 29.0 | (1.78) |
| 2014 | 31.9 | (0.32) | 35.9 | (0.41) | 21.0 | (0.88) | 14.2 | (0.51) | 53.7 | (1.33) | 55.5 | (1.34) | 16.7 | (3.42) | 14.8 | (2.46) | 29.2 | (2.56) |
| 2015 | 32.3 | (0.27) | 36.3 | (0.35) | 21.1 | (0.63) | 14.3 | (0.38) | 55.6 | (1.11) | 57.3 | (1.16) | 24.4 | (2.87) | 18.1 | (2.14) | 27.2 | (2.14) |

[^5]Table 104.10. Rates of high school completion and bachelor's degree attainment among persons age 25 and over, by race/ethnicity and sex: Selected years, 1910 through 2019-Continued

|  | Total, percent of all persons age 25 and over |  | White ${ }^{1}$ |  | Black ${ }^{1}$ |  | Hispanic |  | Asian/Pacific Islander |  |  |  |  |  | American Indian/ Alaska Native |  | Two or more races |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| degree attainment, and year |  |  |  | Total |  |  |  | Asian | Pacific Isl | slander |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| 2016 | 33.2 | (0.29) | 37.2 | (0.37) | 21.8 | (0.62) | 15.4 | (0.48) | 57.7 | (1.05) | 59.4 | (1.10) | 22.2 | (3.65) | 16.5 | (1.87) | 25.6 | (2.06) |
| 2017 | 33.7 | (0.28) | 37.8 | (0.37) | 22.6 | (0.61) | 15.8 | (0.41) | 55.7 | (1.10) | 57.2 | (1.14) | 26.2 | (3.61) | 17.7 | (1.93) | 30.3 | (1.87) |
| 2018 | 34.6 | (0.30) | 38.9 | (0.40) | 23.7 | (0.73) | 16.6 | (0.45) | 58.5 | (1.01) | 60.1 | (1.02) | 23.6 | (3.59) | 15.4 | (1.78) | 30.0 | (2.05) |
| 2019 | 35.4 | (0.30) | 39.9 | (0.43) | 24.4 | (0.72) | 16.9 | (0.43) | 59.4 | (1.00) | 60.9 | (1.01) | 24.8 | (4.02) | 12.9 | (1.59) | 31.1 | (2.11) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High school completion or higher ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1940 | 26.3 | (-) | 28.1 | (-) | 8.4 | (-) | - |  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1950 | 36.0 | (-) | 38.2 | (-) | 14.7 | (-) | - | (t) | - | ( $\dagger$ ) | - | (t) |  | (t) | - | (t) |  | (t) |
| 1960 | 42.5 | (-) | 44.7 | (-) | 23.1 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 1970 | 55.4 | (-) | 57.7 | (-) | 36.6 | (-) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) |
| 1980 | 68.1 | (0.28) | 71.5 | (0.30) | 51.5 | (1.08) | 44.2 | (1.63) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | (t) | - | ( $\dagger$ ) |
| 1990 | 77.5 | (0.23) | 81.3 | (0.24) | 66.5 | (0.90) | 51.3 | (1.23) | 82.5 | (1.57) | - | (t) | - | (t) | - | (t) |  | ( $\dagger$ ) |
| 1995 | 81.6 | (0.21) | 85.8 | (0.22) | 74.1 | (0.81) | 53.8 | (1.09) | 81.9 | (1.54) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |
| 1996 | 81.6 | (0.22) | 85.9 | (0.22) | 74.6 | (0.71) | 53.3 | (0.97) | 81.0 | (1.21) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1997 | 82.2 | (0.20) | 86.3 | (0.20) | 76.5 | (0.68) | 54.6 | (0.76) | 82.9 | (1.11) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1998 | 82.9 | (0.19) | 87.1 | (0.20) | 77.1 | (0.67) | 55.3 | (0.75) | 82.3 | (1.09) | - | (t) | - | (t) | - | (t) | - | (t) |
| 1999 | 83.3 | (0.19) | 87.6 | (0.19) | 77.5 | (0.66) | 56.3 | (0.73) | 82.8 | (1.06) | - | (t) | - | (t) | - | (t) | - | (t) |
| 2000 | 84.0 | (0.19) | 88.4 | (0.19) | 78.7 | (0.64) | 57.5 | (0.71) | 83.4 | (1.03) | - | (t) | - | (t) | - | (t) | - | (t) |
| 2001 | 84.2 | (0.18) | 88.8 | (0.19) | 78.6 | (0.64) | 57.4 | (0.70) | 85.2 | (0.91) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( + | - | ( $\dagger$ ) |
| 2002 | 84.4 | (0.13) | 88.9 | (0.13) | 79.4 | (0.45) | 57.9 | (0.48) | 85.7 | (0.64) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( + ) | - | ( $\dagger$ ) |
| 2003 | 85.0 | (0.13) | 89.7 | (0.13) | 80.7 | (0.44) | 57.8 | (0.46) | 86.1 | (0.62) | 86.1 | (0.64) | 86.9 | (2.63) | 77.9 | (2.30) | 85.1 | (1.38) |
| 2004 | 85.4 | (0.12) | 90.1 | (0.12) | 81.2 | (0.43) | 59.5 | (0.46) | 85.3 | (0.63) | 85.1 | (0.64) | 88.1 | (2.76) | 78.6 | (2.24) | 86.5 | (1.29) |
| 2005 | 85.5 | (0.15) | 90.3 | (0.18) | 81.5 | (0.53) | 59.1 | (0.63) | 85.4 | (0.76) | 85.2 | (0.78) | 91.7 | (2.46) | 75.6 | (2.29) | 88.1 | (1.12) |
| 2006 | 85.9 | (0.16) | 90.8 | (0.17) | 81.5 | (0.51) | 60.1 | (0.59) | 85.6 | (0.82) | 85.6 | (0.81) | 85.7 | (3.08) | 78.9 | (2.18) | 88.2 | (1.11) |
| 2007 | 86.4 | (0.15) | 91.0 | (0.16) | 83.0 | (0.49) | 62.5 | (0.56) | 86.1 | (0.93) | 86.0 | (0.97) | 89.1 | (2.40) | 81.9 | (1.91) | 89.2 | (1.22) |
| 2008 | 87.2 | (0.17) | 91.8 | (0.18) | 84.2 | (0.49) | 63.7 | (0.61) | 87.2 | (0.75) | 87.0 | (0.78) | 93.0 | (1.57) | 79.2 | (2.95) | 89.5 | (1.53) |
| 2009 | 87.1 | (0.16) | 91.9 | (0.17) | 84.2 | (0.48) | 63.3 | (0.59) | 86.4 | (0.73) | 86.3 | (0.75) | 89.7 | (2.33) | 82.7 | (1.96) | 87.6 | (1.16) |
| 2010 | 87.6 | (0.15) | 92.3 | (0.17) | 85.0 | (0.46) | 64.4 | (0.59) | 87.2 | (0.72) | 87.1 | (0.75) | 90.9 | (2.41) | 82.5 | (1.95) | 89.7 | (1.13) |
| 2011 | 88.0 | (0.15) | 92.8 | (0.16) | 85.3 | (0.50) | 65.1 | (0.57) | 87.1 | (0.64) | 87.0 | (0.66) | 89.5 | (2.25) | 83.8 | (2.00) | 90.7 | (1.22) |
| 2012 | 88.0 | (0.17) | 92.7 | (0.18) | 86.1 | (0.46) | 66.0 | (0.65) | 87.9 | (0.64) | 87.8 | (0.66) | 90.1 | (2.11) | 81.8 | (1.84) | 91.6 | (1.13) |
| 2013 | 88.6 | (0.16) | 93.2 | (0.16) | 86.6 | (0.46) | 67.9 | (0.55) | 89.0 | (0.61) | 88.9 | (0.63) | 89.6 | (2.01) | 83.1 | (2.16) | 92.0 | (0.95) |
| 2014 | 88.9 | (0.17) | 93.7 | (0.20) | 87.0 | (0.55) | 67.9 | (0.61) | 87.4 | (0.76) | 87.4 | (0.77) | 87.8 | (2.98) | 81.6 | (2.78) | 92.8 | (1.28) |
| 2015 | 88.8 | (0.14) | 93.5 | (0.15) | 88.2 | (0.43) | 67.8 | (0.53) | 87.1 | (0.60) | 87.2 | (0.62) | 85.3 | (2.46) | 85.6 | (2.10) | 90.9 | (1.14) |
| 2016 | 89.6 | (0.14) | 94.3 | (0.15) | 88.3 | (0.39) | 69.7 | (0.53) | 89.3 | (0.55) | 89.2 | (0.56) | 91.8 | (2.26) | 85.2 | (1.69) | 92.8 | (1.07) |
| 2017 | 90.0 | (0.14) | 94.5 | (0.14) | 88.6 | (0.43) | 71.6 | (0.52) | 89.4 | (0.54) | 89.4 | (0.56) | 89.5 | (2.20) | 87.2 | (1.52) | 93.6 | (0.92) |
| 2018 | 90.2 | (0.13) | 94.7 | (0.15) | 88.7 | (0.41) | 72.5 | (0.48) | 88.6 | (0.51) | 88.6 | (0.52) | 89.1 | (2.77) | 87.4 | (1.51) | 93.7 | (0.86) |
| 2019 | 90.5 | (0.13) | 95.0 | (0.14) | 89.3 | (0.43) | 72.8 | (0.49) | 90.0 | (0.52) | 89.8 | (0.54) | 94.2 | (1.63) | 91.3 | (1.30) | 93.9 | (1.02) |
| Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1940 | 3.8 | (-) | 4.0 | (-) | 1.2 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 1950 | 5.2 | (-) | 5.4 | (-) | 2.4 | (-) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |
| 1960 | 5.8 | (-) | 6.0 | (-) | 3.6 | (-) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |
| 1970 | 8.2 | (-) | 8.6 | (-) | 5.6 | (-) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |  | ( $\dagger$ |
| 1980 | 13.6 | (0.20) | 14.4 | (0.23) | 8.1 | (0.59) | 6.2 | (0.79) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 1990 | 18.4 | (0.21) | 19.8 | (0.25) | 10.8 | (0.59) | 8.7 | (0.69) | 37.8 | (2.01) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1995 | 20.2 | (0.22) | 22.1 | (0.26) | 13.0 | (0.62) | 8.4 | (0.61) | 35.0 | (1.90) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 1996 | 21.4 | (0.23) | 23.2 | (0.27) | 14.8 | (0.58) | 8.3 | (0.53) | 38.0 | (1.50) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| 1997 | 21.7 | (0.21) | 23.7 | (0.25) | 14.0 | (0.56) | 10.1 | (0.46) | 37.4 | (1.43) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |
| 1998 | 22.4 | (0.21) | 24.1 | (0.25) | 15.4 | (0.58) | 10.9 | (0.47) | 38.9 | (1.39) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 1999 | 23.1 | (0.22) | 25.0 | (0.26) | 16.5 | (0.59) | 11.0 | (0.46) | 39.0 | (1.37) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | (t) |
| 2000 | 23.6 | (0.22) | 25.5 | (0.26) | 16.8 | (0.59) | 10.6 | (0.44) | 41.0 | (1.37) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 2001 | 24.3 | (0.22) | 26.5 | (0.26) | 16.3 | (0.58) | 11.3 | (0.45) | 43.4 | (1.26) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 2002 | 25.1 | (0.15) | 27.3 | (0.19) | 17.7 | (0.42) | 11.2 | (0.31) | 44.2 | (0.91) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 2003 | 25.7 | (0.15) | 27.9 | (0.19) | 18.0 | (0.43) | 11.6 | (0.30) | 45.3 | (0.89) | 46.3 | (0.92) | 28.0 | (3.50) | 12.2 | (1.81) | 22.2 | (1.61) |
| 2004 | 26.1 | (0.15) | 28.4 | (0.19) | 18.5 | (0.43) | 12.3 | (0.31) | 45.2 | (0.88) | 45.7 | (0.90) | 32.9 | (4.01) | 13.1 | (1.84) | 22.7 | (1.59) |
| 2005 | 26.5 | (0.23) | 28.9 | (0.30) | 18.9 | (0.51) | 12.1 | (0.42) | 46.0 | (1.08) | 46.8 | (1.10) | 24.1 | (4.08) | 12.2 | (2.00) | 23.3 | (1.43) |
| 2006 | 26.9 | (0.22) | 29.3 | (0.28) | 19.5 | (0.55) | 12.9 | (0.39) | 46.6 | (1.11) | 47.3 | (1.15) | 27.2 | (4.03) | 12.3 | (1.81) | 23.6 | (1.70) |
| 2007 | 28.0 | (0.23) | 30.6 | (0.29) | 19.2 | (0.59) | 13.7 | (0.44) | 48.6 | (1.07) | 49.5 | (1.10) | 27.9 | (4.16) | 13.4 | (1.53) | 25.8 | (1.58) |
| 2008 | 28.8 | (0.24) | 31.5 | (0.29) | 20.5 | (0.58) | 14.1 | (0.37) | 49.3 | (0.99) | 50.1 | (1.02) | 29.3 | (3.82) | 15.1 | (1.75) | 26.1 | (1.92) |
| 2009 | 29.1 | (0.21) | 31.9 | (0.26) | 20.6 | (0.56) | 14.0 | (0.41) | 48.8 | (0.98) | 49.7 | (1.02) | 32.9 | (3.74) | 18.8 | (1.91) | 26.6 | (1.67) |
| 2010 | 29.6 | (0.21) | 32.4 | (0.26) | 21.6 | (0.63) | 14.9 | (0.42) | 49.1 | (1.12) | 49.9 | (1.19) | 32.2 | (4.11) | 18.2 | (1.83) | 25.7 | (1.59) |
| 2011 | 30.1 | (0.22) | 33.1 | (0.28) | 21.7 | (0.60) | 15.2 | (0.43) | 47.0 | (1.04) | 48.0 | (1.07) | 24.7 | (3.52) | 17.9 | (2.17) | 28.9 | (1.70) |
| 2012 | 30.6 | (0.23) | 33.5 | (0.30) | 22.9 | (0.61) | 15.8 | (0.45) | 48.6 | (0.93) | 49.7 | (0.94) | 24.9 | (3.70) | 17.2 | (2.13) | 28.8 | (1.88) |
| 2013 | 31.4 | (0.24) | 34.4 | (0.31) | 23.4 | (0.61) | 16.2 | (0.42) | 50.2 | (0.94) | 51.3 | (0.96) | 28.0 | (3.44) | 16.6 | (2.05) | 32.0 | (1.89) |
| 2014 | 32.0 | (0.32) | 35.3 | (0.42) | 24.2 | (0.75) | 16.1 | (0.50) | 49.3 | (1.12) | 50.4 | (1.15) | 27.1 | (4.38) | 13.1 | (1.92) | 33.1 | (2.08) |
| 2015 | 32.7 | (0.25) | 36.1 | (0.32) | 24.3 | (0.60) | 16.6 | (0.42) | 50.4 | (0.82) | 51.8 | (0.85) | 21.3 | (3.13) | 21.3 | (1.71) | 33.4 | (1.96) |
| 2016 | 33.7 | (0.27) | 37.3 | (0.32) | 24.8 | (0.54) | 17.4 | (0.47) | 52.9 | (0.96) | 53.8 | (0.97) | 32.4 | (3.94) | 17.0 | (1.78) | 35.0 | (2.17) |
| 2017 | 34.6 | (0.28) | 38.3 | (0.36) | 25.7 | (0.59) | 18.6 | (0.48) | 52.3 | (0.94) | 53.8 | (0.97) | 24.2 | (3.54) | 22.9 | (2.73) | 34.6 | (1.87) |
| 2018 | 35.3 | (0.30) | 38.8 | (0.37) | 27.1 | (0.63) | 20.1 | (0.47) | 53.1 | (0.90) | 54.4 | (0.88) | 24.6 | (3.34) | 21.7 | (2.26) | 34.4 | (1.84) |
| 2019 | 36.6 | (0.25) | 40.3 | (0.34) | 27.9 | (0.61) | 20.8 | (0.46) | 55.4 | (0.83) | 56.6 | (0.82) | 30.8 | (3.50) | 20.2 | (1.95) | 36.8 | (1.98) |

## -Not available.

$\dagger$ Not applicable.
1'Includes persons of Hispanic ethnicity for years prior to 1980.
${ }^{2}$ Data for years prior to 1993 are for persons with 4 or more years of high school. Data for later years are for high school completers-i.e., those persons who graduated from high school with a diploma as well as those who completed high school through equivalency programs, such as a GED program.
${ }^{3}$ Estimates based on Census Bureau reverse projection of 1940 census data on education by age.
${ }^{4}$ Data for years prior to 1993 are for persons with 4 or more years of college.

NOTE: Prior to 2005, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. For 1960 and prior years, data were collected in April. For later years, data were collected in March. Race categories exclude persons of Hispanic ethnicity except where otherwise noted.
SOURCE: U.S. Department of Commerce, Census Bureau, U.S. Census of Population: 1960, Vol. I, Part 1; J.K. Folger and C.B. Nam, Education of the American Population (1960 Census Monograph); Current Population Reports, Series P-20, various years; and Current Population Survey (CPS), Annual Social and Economic Supplement, 1970 through 2019. (This table was prepared October 2019.)

Table 104.20. Percentage of persons 25 to 29 years old with selected levels of educational attainment, by race/ethnicity and sex: Selected years, 1920 through 2019

| Sex, selected level of educational attainment, and year | Total |  | White ${ }^{1}$ |  | Black ${ }^{1}$ |  | Hispanic |  | Asian/Pacific Islander |  |  |  |  |  | $\begin{array}{r} \text { American } \\ \text { Indian/ } \\ \text { Alaska Native } \end{array}$ |  | Two or more races |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total |  |  |  | Asian |  | Pacific Islander |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High school completion or higher ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1920^{3}$ |  | ( $\dagger$ ) | 22.0 | (-) | 6.3 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 1940 | 38.1 | (-) | 41.2 | (-) | 12.3 | (-) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( + ) |
| 1950 | 52.8 | (-) | 56.3 | (-) | 23.6 | (-) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1960 | 60.7 | (-) | 63.7 | (-) | 38.6 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1970 | 75.4 | (-) | 77.8 | (-) | 58.4 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $)^{\text {) }}$ | - | ( $\dagger$ ) |  | ( + ) |
| 1980 | 85.4 | (0.40) | 89.2 | (0.40) | 76.7 | (1.64) | 58.0 | (2.59) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1990 | 85.7 | (0.38) | 90.1 | (0.37) | 81.7 | (1.37) | 58.2 | (1.94) | 91.5 | (2.09) | - | (t) | - | (t) | - | ( $\dagger$ ) |  | ( $\dagger$ |
| 1995 | 86.8 | (0.39) | 92.5 | (0.36) | 86.7 | (1.23) | 57.1 | (1.80) | 90.8 | (2.26) | - | (t) | - | (t) | 81.5 | (6.97) |  | (t) |
| 2000 | 88.1 | (0.37) | 94.0 | (0.33) | 86.8 | (1.13) | 62.8 | (1.22) | 93.7 | (1.27) | - | (t) |  | (t) | 79.2 | (5.19) |  | ( $\dagger$ ) |
| 2005 | 86.2 | (0.42) | 92.8 | (0.39) | 87.0 | (1.03) | 63.3 | (1.32) | 95.6 | (0.88) | 95.5 | (0.92) | 99.5 | (0.54) | 80.2 | (4.77) | 91.4 | (1.93) |
| 2006 | 86.4 | (0.36) | 93.4 | (0.35) | 86.3 | (1.09) | 63.2 | (1.17) | 96.4 | (0.88) | 96.6 | (0.86) | 93.4 | (3.70) | 79.8 | (5.19) | 89.3 | (2.70) |
| 2007 | 87.0 | (0.36) | 93.5 | (0.33) | 87.7 | (1.16) | 65.0 | (1.06) | 96.8 | (0.91) | 97.5 | (0.73) | 86.2 | (7.36) | 84.5 | (4.41) | 90.5 | (2.19) |
| 2008 | 87.8 | (0.36) | 93.7 | (0.38) | 87.5 | (1.29) | 68.3 | (1.16) | 95.9 | (0.86) | 95.8 | (0.91) | 97.5 | (2.09) | 86.7 | (3.36) | 94.2 | (1.72) |
| 2009 | 88.6 | (0.36) | 94.6 | (0.33) | 88.9 | (0.98) | 68.9 | (1.16) | 95.4 | (0.91) | 95.8 | (0.95) | 91.6 | (3.46) | 81.1 | (4.26) | 88.5 | (2.40) |
| 2010 | 88.8 | (0.32) | 94.5 | (0.31) | 89.6 | (0.93) | 69.4 | (1.22) | 93.7 | (1.18) | 94.0 | (1.24) | 89.7 | (5.05) | 89.9 | (2.98) | 88.5 | (2.76) |
| 2011 | 89.0 | (0.34) | 94.4 | (0.34) | 88.1 | (0.98) | 71.5 | (1.12) | 95.4 | (0.87) | 95.3 | (0.91) | 98.3 | (1.23) | 84.9 | (3.95) | 90.7 | (2.15) |
| 2012 | 89.7 | (0.38) | 94.6 | (0.37) | 88.5 | (0.96) | 75.0 | (1.16) | 96.2 | (0.73) | 96.1 | (0.77) | 98.6 | (0.83) | 84.5 | (3.94) | 92.8 | (2.22) |
| 2013 | 89.9 | (0.35) | 94.1 | (0.35) | 90.3 | (0.92) | 75.8 | (1.10) | 95.4 | (0.77) | 95.4 | (0.81) | 95.5 | (2.71) | 84.7 | (3.47) | 97.4 | (1.11) |
| 2014 | 90.8 | (0.39) | 95.6 | (0.41) | 91.9 | (0.93) | 74.7 | (1.31) | 96.6 | (0.76) | 96.6 | (0.79) | 96.0 | (2.19) | 83.9 | (4.67) | 96.0 | (2.01) |
| 2015 | 91.2 | (0.31) | 95.4 | (0.32) | 92.5 | (0.78) | 77.1 | (1.02) | 95.3 | (0.92) | 95.8 | (0.87) | 87.2 | (6.60) | 86.7 | (2.65) | 94.9 | (1.54) |
| 2016 | 91.7 | (0.34) | 95.2 | (0.33) | 91.1 | (0.92) | 80.6 | (1.01) | 96.7 | (0.68) | 96.8 | (0.68) | 94.0 | (3.90) | 84.5 | (4.13) | 94.8 | (1.49) |
| 2017 | 92.5 | (0.32) | 95.6 | (0.30) | 92.3 | (0.89) | 82.7 | (0.92) | 96.4 | (0.76) | 96.8 | (0.76) | 90.1 | (4.96) | 84.6 | (4.34) | 94.8 | (2.01) |
| 2018 | 92.9 | (0.32) | 95.6 | (0.37) | 92.0 | (0.86) | 85.2 | (0.89) | 97.0 | (0.70) | 97.5 | (0.71) | 90.7 | (3.86) | 89.1 | (3.06) | 93.3 | (1.68) |
| 2019 | 93.5 | (0.29) | 96.3 | (0.32) | 91.5 | (0.91) | 86.4 | (0.80) | 96.9 | (0.71) | 96.9 | (0.76) | 97.3 | (2.00) | 94.8 | (2.27) | 95.5 | (1.76) |
| Associate's or higher degree |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 33.0 | (0.54) | 38.3 | (0.67) | 22.5 | (1.52) | 13.0 | (1.23) | 51.1 | (3.91) | - | ( ${ }_{\text {( }}$ | - | (t) | 11.6 ! | (5.75) | - | ( $\dagger$ ) |
| 2000 | 37.7 | (0.55) | 43.7 | (0.70) | 26.0 | (1.47) | 15.4 | (0.91) | 60.8 | (2.55) | - | (t) | - | (t) | 29.7 | (5.84) |  | ( $\dagger$ ) |
| 2005 | 37.3 | (0.56) | 43.9 | (0.77) | 26.5 | (1.43) | 17.3 | (0.91) | 66.4 | (2.14) | 68.7 | (2.17) | 17.8! | (6.08) | 24.4 | (4.13) | 36.8 | (3.99) |
| 2006 | 37.6 | (0.51) | 45.1 | (0.75) | 25.3 | (1.48) | 16.1 | (0.77) | 66.7 | (2.27) | 68.6 | (2.33) | 33.5 | (8.26) | 18.2 | (5.17) | 31.6 | (3.67) |
| 2007 | 38.6 | (0.55) | 45.8 | (0.77) | 27.3 | (1.36) | 18.1 | (0.77) | 66.2 | (2.08) | 68.0 | (2.11) | 37.1 | (8.93) | 14.6 | (4.27) | 35.3 | (3.80) |
| 2008 | 39.7 | (0.55) | 47.6 | (0.72) | 27.6 | (1.39) | 18.7 | (0.90) | 65.1 | (2.21) | 66.9 | (2.19) | 35.3 | (7.53) | 20.9 | (3.60) | 33.5 | (3.84) |
| 2009 | 39.3 | (0.58) | 47.1 | (0.83) | 27.8 | (1.43) | 18.4 | (0.89) | 63.0 | (2.21) | 66.7 | (2.23) | 20.9 | (5.84) | 20.8 | (4.05) | 35.6 | (3.76) |
| 2010 | 41.1 | (0.51) | 48.9 | (0.69) | 29.4 | (1.41) | 20.5 | (0.99) | 60.5 | (2.33) | 63.4 | (2.45) | 22.0 ! | (7.92) | 28.9 | (6.19) | 36.9 | (3.57) |
| 2011 | 42.1 | (0.65) | 50.1 | (0.85) | 29.8 | (1.50) | 20.6 | (0.87) | 63.6 | (2.36) | 64.6 | (2.35) | 39.7 | (9.75) | 25.0 | (4.52) | 42.0 | (4.33) |
| 2012 | 42.8 | (0.58) | 49.9 | (0.80) | 31.6 | (1.40) | 22.7 | (1.01) | 66.3 | (1.96) | 68.3 | (2.01) | 32.4 | (6.33) | 23.6 | (4.32) | 47.6 | (3.76) |
| 2013 | 43.2 | (0.57) | 51.0 | (0.79) | 29.5 | (1.42) | 23.1 | (0.87) | 65.5 | (1.93) | 67.2 | (1.96) | 37.3 | (7.84) | 26.3 | (5.70) | 44.2 | (3.81) |
| 2014 | 44.1 | (0.75) | 51.9 | (1.01) | 32.0 | (1.98) | 23.4 | (1.18) | 67.8 | (2.35) | 70.3 | (2.40) | $\ddagger$ | (t) | 18.2 | (4.23) | 40.8 | (4.46) |
| 2015 | 45.7 | (0.53) | 54.0 | (0.78) | 31.1 | (1.41) | 25.7 | (1.01) | 68.9 | (2.09) | 71.7 | (2.13) | 24.9 | (6.58) | 22.3 | (3.65) | 38.4 | (3.56) |
| 2016 | 46.1 | (0.62) | 54.3 | (0.82) | 31.7 | (1.46) | 27.0 | (1.19) | 69.5 | (2.07) | 71.5 | (2.15) | 28.6 | (8.03) | 16.5 | (3.47) | 41.3 | (4.10) |
| 2017 | 46.1 | (0.61) | 53.5 | (0.83) | 32.7 | (1.35) | 27.7 | (1.00) | 68.0 | (2.11) | 69.9 | (2.10) | 35.8 | (8.65) | 27.1 | (5.97) | 45.6 | (3.86) |
| 2018 | 46.7 | (0.65) | 53.6 | (0.89) | 32.6 | (1.54) | 30.5 | (1.17) | 72.2 | (1.90) | 75.5 | (1.83) | 22.6 | (5.98) | 24.4 | (4.14) | 41.5 | (3.50) |
| 2019 | 49.1 | (0.65) | 55.7 | (0.87) | 39.6 | (1.90) | 31.3 | (1.04) | 75.0 | (1.67) | 77.5 | (1.71) | 36.5 | (7.07) | 22.7 | (4.34) | 44.7 | (3.81) |
| Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1920{ }^{3}$ | - | ( $\dagger$ ) | 4.5 | (-) | 1.2 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 1940 | 5.9 | (-) | 6.4 | (-) | 1.6 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 1950 | 7.7 | (-) | 8.2 | (-) | 2.8 | (-) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | ( + ) |
| 1960 | 11.0 | (-) | 11.8 | (-) | 5.4 | (-) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | (t) | - | (t) | - | ( $\dagger$ ) |
| 1970 | 16.4 | (-) | 17.3 | (-) | 10.0 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 1980 | 22.5 | (0.47) | 25.0 |  | 11.6 | (1.24) | 7.7 | (1.39) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | ( $\dagger$ ) |
| 1990 | 23.2 | (0.46) | 26.4 | (0.55) | 13.4 | (1.20) | 8.1 | (1.07) | 43.0 | (3.71) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |
| 1995 | 24.7 | (0.49) | 28.8 | (0.62) | 15.4 | (1.31) | 8.9 | (1.04) | 43.1 | (3.87) | - | (t) | - | (t) | $\ddagger$ | ( $\dagger$ ) | - | ( + ) |
| 2000 | 29.1 | (0.52) | 34.0 | (0.67) | 17.8 | (1.28) | 9.7 | (0.75) | 54.3 | (2.60) | - | (t) | 70. | ( $\dagger$ ) | 15.9 | (4.68) | - | (t) |
| 2005 | 28.8 | (0.55) | 34.5 | (0.78) | 17.6 | (1.21) | 11.2 | (0.81) | 60.0 | (2.20) | 62.1 | (2.25) | 17.0! | (6.01) | 16.4 | (3.56) | 28.0 | (3.79) |
| 2006 | 28.4 | (0.52) | 34.3 | (0.78) | 18.7 | (1.33) | 9.5 | (0.66) | 59.6 | (2.39) | 61.9 | (2.44) | 20.7 ! | (6.70) | 9.5 ! | (4.26) | 23.3 | (3.14) |
| 2007 | 29.6 | (0.54) | 35.5 | (0.75) | 19.5 | (1.21) | 11.6 | (0.61) | 59.4 | (2.24) | 61.5 | (2.26) | 26.5! | (8.25) | $6.4!$ | (2.99) | 26.3 | (3.44) |
| 2008 | 30.8 | (0.51) | 37.1 | (0.70) | 20.4 | (1.35) | 12.4 | (0.69) | 57.9 | (2.26) | 60.2 | (2.32) | 20.2 ! | (6.75) | 14.3 | (3.17) | 26.6 | (3.75) |
| 2009 | 30.6 | (0.57) | 37.2 | (0.85) | 18.9 | (1.36) | 12.2 | (0.80) | 56.4 | (2.25) | 60.3 | (2.28) | 12.5 ! | (4.44) | 15.9 | (3.73) | 29.7 | (3.84) |
| 2010 | 31.7 | (0.51) | 38.6 | (0.72) | 19.4 | (1.20) | 13.5 | (0.80) | 52.5 | (2.32) | 55.8 | (2.47) | 10.0! | (4.40) | 18.6 | (4.80) | 29.8 | (3.22) |
| 2011 | 32.2 | (0.62) | 39.2 | (0.88) | 20.1 | (1.25) | 12.8 | (0.73) | 56.0 | (2.50) | 57.2 | (2.52) | 28.8 ! | (9.04) | 17.3 | (4.45) | 32.4 | (3.85) |
| 2012 | 33.5 | (0.58) | 39.8 | (0.78) | 23.2 | (1.38) | 14.8 | (0.90) | 59.6 | (2.17) | 61.7 | (2.24) | 25.5 | (6.12) | 10.4 | (2.87) | 32.9 | (3.72) |
| 2013 | 33.6 | (0.55) | 40.4 | (0.77) | 20.5 | (1.38) | 15.7 | (0.82) | 58.0 | (2.16) | 60.1 | (2.18) | 24.7! | (7.54) | 16.6 | (4.89) | 29.6 | (3.45) |
| 2014 | 34.0 | (0.75) | 40.8 | (1.05) | 22.4 | (1.82) | 15.1 | (0.97) | 60.8 | (2.44) | 63.2 | (2.50) | $\ddagger$ | ( $\dagger$ | $5.6!$ | (2.24) | 32.4 | (4.12) |
| 2015 | 35.6 | (0.55) | 43.0 | (0.83) | 21.3 | (1.33) | 16.4 | (0.78) | 62.8 | (2.25) | 66.0 | (2.27) | 11.4! | (4.64) | 15.3 | (3.21) | 29.6 | (3.62) |
| 2016 | 36.1 | (0.61) | 42.9 | (0.87) | 22.7 | (1.26) | 18.7 | (1.06) | 63.5 | (2.11) | 65.6 | (2.20) | 20.4 ! | (6.62) | 10.2 | (2.57) | 28.3 | (3.76) |
| 2017 | 35.7 | (0.63) | 42.1 | (0.88) | 22.8 | (1.37) | 18.5 | (0.82) | 60.6 | (2.22) | 62.7 | (2.28) | 25.3 | (7.04) | 16.3 ! | (5.22) | 32.8 | (3.84) |
| 2018 | 37.0 | (0.66) | 43.5 | (0.96) | 22.6 | (1.39) | 20.7 | (1.03) | 67.1 | (2.10) | 70.5 | (2.08) | 15.1 | (4.53) | 15.5 | (3.30) | 26.9 | (3.01) |
| 2019 | 38.7 | (0.62) | 44.9 | (0.88) | 29.1 | (1.64) | 20.6 | (0.86) | 68.3 | (1.94) | 71.4 | (1.96) | 21.6 | (6.22) | 13.6 | (3.59) | 34.3 | (3.68) |

[^6]Table 104.20. Percentage of persons 25 to 29 years old with selected levels of educational attainment, by race/ethnicity and sex: Selected years, 1920 through 2019-Continued
[Standard errors appear in parentheses]

| Sex, selected level of educational attainment, and year | Total |  | White ${ }^{1}$ |  | Black ${ }^{1}$ |  | Hispanic |  | Asian/Pacific Islander |  |  |  |  |  | American Indian/ Alaska Native |  | Two or more races |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total |  |  |  | Asian |  | Pacific slander |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Master's or higher degree |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 4.5 | (0.24) | 5.3 | (0.31) | 1.8 | (0.48) | 1.6 | (0.46) | 10.9 | (2.43) | - | ( $\dagger$ ) | - | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |  | ( $\dagger$ |
| 2000 | 5.4 | (0.26) | 5.8 | (0.33) | 3.7 | (0.63) | 2.1 | (0.36) | 15.5 | (1.89) | - | ( $\dagger$ ) | - | ( ${ }^{\text {( }}$ | + | ( $\dagger$ | - | ( + |
| 2005 | 6.3 | (0.31) | 7.5 | (0.45) | 2.6 | (0.44) | 2.1 | (0.38) | 16.9 | (1.93) | 17.5 | (2.01) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 7.0! | (2.49) |
| 2006 | 6.4 | (0.29) | 7.5 | (0.42) | 3.2 | (0.58) | 1.5 | (0.25) | 20.1 | (2.00) | 21.1 | (2.10) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | 7.1 | (1.83) |
| 2007 | 6.3 | (0.30) | 7.6 | (0.42) | 3.5 | (0.59) | 1.5 | (0.25) | 17.5 | (1.84) | 18.5 | (1.93) | + | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | 6.2 ! | (2.38) |
| 2008 | 7.0 | (0.28) | 8.2 | (0.40) | 4.4 | (0.64) | 2.0 | (0.28) | 19.9 | (1.84) | 21.0 | (1.96) | + | ( $\dagger$ | $\pm$ | ( $\dagger$ | 6.9 ! | (2.57) |
| 2009 | 7.4 | (0.30) | 8.9 | (0.45) | 4.2 | (0.54) | 1.9 | (0.26) | 21.1 | (1.98) | 22.9 | (2.16) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ | 6.5 ! | (2.02) |
| 2010 | 6.8 | (0.26) | 7.7 | (0.38) | 4.7 | (0.60) | 2.5 | (0.37) | 17.9 | (1.87) | 19.2 | (1.99) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 5.3 ! | (1.63) |
| 2011 | 6.9 | (0.32) | 8.1 | (0.45) | 4.0 | (0.52) | 2.7 | (0.37) | 16.7 | (1.78) | 17.5 | (1.85) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | 6.1 | (1.59) |
| 2012 | 7.2 | (0.35) | 8.2 | (0.51) | 5.1 | (0.66) | 2.7 | (0.36) | 17.8 | (1.85) | 18.9 | (1.92) | $\pm$ | ( $\dagger$ |  | (1.28) | 4.1 ! | (1.49) |
| 2013 | 7.4 | (0.31) | 8.6 | (0.50) | 3.3 | (0.50) | 3.0 | (0.37) | 20.6 | (1.73) | 21.8 | (1.79) | $\ddagger$ | ( $\dagger$ | $\pm$ | ( $\dagger$ | 4.8 ! | (1.54) |
| 2014 | 7.6 | (0.41) | 9.0 | (0.58) | 3.9 | (0.77) | 2.9 | (0.43) | 17.9 | (1.84) | 18.8 | (1.92) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( + | 7.1! | (2.32) |
| 2015 | 8.7 | (0.33) | 10.1 | (0.51) | 5.0 | (0.60) | 3.2 | (0.41) | 21.6 | (1.85) | 22.8 | (1.97) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | 7.8 | (1.79) |
| 2016 | 9.2 | (0.33) | 10.5 | (0.52) | 5.2 | (0.69) | 4.1 | (0.49) | 23.8 | (1.95) | 24.9 | (2.01) | $\ddagger$ | ( $\dagger$ |  | (0.85) | $5.3!$ | (1.74) |
| 2017 | 9.2 | (0.34) | 10.1 | (0.55) | 5.5 | (0.71) | 3.9 | (0.40) | 24.5 | (1.76) | 25.6 | (1.89) | $\ddagger$ | ( $\dagger$ | + | ( ${ }^{\text {( }}$ | $5.0!$ | (1.72) |
| 2018 | 9.0 | (0.36) | 10.1 | (0.62) | 4.5 | (0.65) | 3.4 | (0.43) | 27.5 | (1.87) | 29.2 | (1.98) |  | ( + | $\ddagger$ | ( + | 2.9 ! | (1.44) |
| 2019 | 9.4 | (0.36) | 10.3 | (0.52) | 6.2 | (0.80) | 3.4 | (0.40) | 27.1 | (1.79) | 28.9 | (1.90) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | 10.4 | (2.52) |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High school completion or higher ${ }^{2}$ 1980 | 85.4 | (0.49) | 89.1 | (0.48) | 74.7 | (1.97) | 57.0 | (3.45) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ ) |
| 1990 | 84.4 | (0.56) | 88.6 | (0.57) | 81.4 | (2.03) | 56.6 | (2.69) | 95.3 | (1.78) | - | (t) | - | ( $\dagger$ ) | - | ( + | - | ( $\dagger$ ) |
| 1995 | 86.3 | (0.56) | 92.0 | (0.53) | 88.4 | (1.72) | 55.7 | (2.51) | 90.5 | (3.11) | - | ( + ) | - | ( $\dagger$ | 83.6 | (9.73) | - | ( $\dagger$ ) |
| 2000 | 86.7 | (0.55) | 92.9 | (0.51) | 87.6 | (1.67) | 59.2 | (1.76) | 92.1 | (2.03) | - | ( $\dagger$ ) |  | ( $\dagger$ | 68.5 | (9.40) | - | ( $\dagger$ |
| 2005 | 85.0 | (0.58) | 91.8 | (0.53) | 86.6 | (1.76) | 63.2 | (1.72) | 96.8 | (1.09) | 96.7 | (1.15) | 99.1 | (0.94) | 73.0 | (8.43) | 89.1 | (3.07) |
| 2006 | 84.4 | (0.54) | 92.3 | (0.52) | 84.2 | (2.02) | 60.5 | (1.64) | 97.2 | (1.01) | 97.2 | (1.06) | 97.8 | (1.60) | 75.0 | (6.34) | 89.2 | (3.81) |
| 2007 | 84.9 | (0.50) | 92.7 | (0.48) | 87.4 | (1.65) | 60.5 | (1.59) | 95.9 | (1.13) | 96.3 | (1.10) | $\ddagger$ | ( $\dagger$ ) | 76.6 | (8.90) | 92.9 | (2.64) |
| 2008 | 85.8 | (0.54) | 92.6 | (0.58) | 85.7 | (1.99) | 65.6 | (1.55) | 95.6 | (1.23) | 95.4 | (1.31) | 100.0 | (0.00) | 90.5 | (4.04) | 92.7 | (2.68) |
| 2009 | 87.5 | (0.51) | 94.4 | (0.46) | 88.8 | (1.56) | 66.2 | (1.54) | 96.4 | (1.17) | 96.2 | (1.25) | 98.2 | (1.81) | 77.5 | (8.59) | 92.0 | (3.01) |
| 2010 | 87.4 | (0.44) | 94.6 | (0.42) | 87.9 | (1.52) | 65.7 | (1.52) | 93.8 | (1.83) | 93.5 | (1.95) | 98.2 | (1.35) | 93.2 | (3.47) | 87.9 | (4.32) |
| 2011 | 87.5 | (0.49) | 93.4 | (0.48) | 88.0 | (1.43) | 69.2 | (1.62) | 94.2 | (1.30) | 93.9 | (1.36) | 98.5 | (1.46) | 84.5 | (5.28) | 86.2 | (4.41) |
| 2012 | 88.4 | (0.51) | 93.8 | (0.50) | 86.2 | (1.58) | 73.3 | (1.57) | 96.1 | (1.04) | 96.0 | (1.09) | 97.3 | (1.74) | 82.8 | (8.27) | 91.0 | (3.58) |
| 2013 | 88.3 | (0.52) | 93.3 | (0.53) | 87.8 | (1.60) | 73.1 | (1.64) | 94.4 | (1.12) | 94.3 | (1.21) | 96.3 | (3.04) | 89.0 | (3.25) | 96.8 | (1.77) |
| 2014 | 90.1 | (0.53) | 95.4 | (0.60) | 93.5 | (1.18) | 72.4 | (1.76) | 96.1 | (1.10) | 96.1 | (1.14) | $\ddagger$ | ( $\dagger$ ) | 83.5 | (7.17) | 96.9 | (2.02) |
| 2015 | 90.5 | (0.45) | 95.1 | (0.45) | 91.8 | (1.22) | 75.7 | (1.41) | 95.9 | (1.23) | 97.1 | (0.96) | 75.8 | (12.49) | 83.2 | (4.73) | 98.0 | (1.27) |
| 2016 | 90.9 | (0.46) | 94.8 | (0.44) | 91.7 | (1.19) | 78.3 | (1.34) | 96.0 | (1.06) | 96.2 | (1.05) | $\ddagger$ | ( $\dagger$ | 84.4 | (5.70) | 98.1 | (1.22) |
| 2017 | 91.5 | (0.48) | 94.8 | (0.46) | 92.0 | (1.19) | 80.7 | (1.31) | 97.3 | (0.77) | 97.7 | (0.75) | 89.3 | (6.87) | 76.5 | (8.11) | 95.9 | (2.38) |
| 2018 | 91.9 | (0.44) | 95.0 | (0.53) | 90.7 | (1.37) | 83.4 | (1.22) | 97.1 | (0.92) | 97.6 | (0.96) | 89.3 | (6.35) | 82.9 | (5.67) | 92.8 | (2.42) |
| 2019 | 92.7 | (0.39) | 96.2 | (0.42) | 89.8 | (1.41) | 84.6 | (1.11) | 96.8 | (0.98) | 96.9 | (1.00) | $\ddagger$ | ( $\dagger$ | 92.1 | (4.18) | 93.8 | (3.00) |
| Associate's or higher degree |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 32.1 | (0.76) | 37.1 | (0.94) | 23.5 | (2.28) | 11.6 | (1.62) | 49.8 | (5.30) | - | ( $\dagger$ ) | - | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | - | ( $\dagger$ ) |
| 2000 | 35.3 | (0.78) | 40.7 | (0.98) | 24.1 | (2.16) | 13.0 | (1.20) | 60.7 | (3.68) | - | ( $\dagger$ ) | - | ( $\dagger$ | 17.6! | (7.71) |  | ( $\dagger$ |
| 2005 | 33.4 | (0.74) | 39.6 | (1.05) | 22.7 | (1.77) | 16.1 | (1.12) | 64.0 | (3.16) | 66.7 | (3.19) | 18.5! | (7.78) | 19.9! | (7.06) | 31.0 | (5.10) |
| 2006 | 33.8 | (0.67) | 41.5 | (0.97) | 21.3 | (2.02) | 12.8 | (1.02) | 65.4 | (3.32) | 67.9 | (3.37) | 25.6 ! | (9.90) | 18.9! | (6.54) | 28.4 | (5.26) |
| 2007 | 34.1 | (0.76) | 40.8 | (1.01) | 26.4 | (2.06) | 13.8 | (0.96) | 64.5 | (3.04) | 66.3 | (3.12) |  | ( $\dagger$ ) | 14.9! | (6.39) | 30.8 | (5.22) |
| 2008 | 34.7 | (0.72) | 42.2 | (0.98) | 24.2 | (2.16) | 15.2 | (1.05) | 61.5 | (3.23) | 62.8 | (3.21) | 41.3 | (11.71) | $22.0!$ | (6.95) | 29.9 | (4.62) |
| 2009 | 34.5 | (0.66) | 41.8 | (1.04) | 21.9 | (1.97) | 15.9 | (1.16) | 63.0 | (2.86) | 66.6 | (2.99) | 17.4! | (8.42) | 17.1! | (7.26) | 31.7 | (5.35) |
| 2010 | 36.1 | (0.68) | 44.5 | (0.98) | 22.9 | (2.16) | 16.0 | (1.20) | 57.4 | (3.12) | 61.1 | (3.27) | + | ( $\dagger$ | 30.1 | (8.14) | 31.5 | (5.23) |
| 2011 | 37.0 | (0.88) | 45.2 | (1.17) | 25.9 | (2.24) | 16.1 | (1.18) | 57.9 | (3.40) | 58.8 | (3.48) | 42.9 | (12.13) | 22.0 | (5.29) | 38.4 | (7.04) |
| 2012 | 38.2 | (0.81) | 44.8 | (1.11) | 25.3 | (1.92) | 20.6 | (1.45) | 63.4 | (3.00) | 65.5 | (2.94) | 28.8 ! | (10.22) | 15.7! | (5.97) | 46.3 | (5.90) |
| 2013 | 38.5 | (0.69) | 46.0 | (1.03) | 24.8 | (1.76) | 20.0 | (1.20) | 61.2 | (2.74) | 62.6 | (2.80) | 39.3 | (11.03) | 27.5 | (7.59) | 42.8 | (5.00) |
| 2014 | 39.4 | (0.95) | 47.4 | (1.35) | 28.9 | (2.66) | 18.2 | (1.40) | 63.5 | (3.37) | 66.0 | (3.41) | $\ddagger$ | ( $\dagger$ ) | 23.7 ! | (8.06) | 33.5 | (6.67) |
| 2015 | 41.3 | (0.73) | 49.3 | (1.15) | 24.6 | (2.00) | 22.7 | (1.32) | 67.1 | (3.01) | 69.5 | (2.93) | 26.0! | (9.45) | 17.7! | (5.36) | 37.7 | (5.16) |
| 2016 | 41.8 | (0.87) | 49.9 | (1.19) | 28.3 | (2.21) | 23.4 | (1.56) | 66.1 | (2.83) | 68.2 | (2.90) |  | ( $\dagger$ | 13.7! | (4.53) | 27.7 | (5.03) |
| 2017 | 41.3 | (0.86) | 48.3 | (1.22) | 29.5 | (2.22) | 22.0 | (1.33) | 64.8 | (2.85) | 66.0 | (2.88) | 38.6! | (11.88) | 19.4! | (7.61) | 41.0 | (5.82) |
| 2018 | 42.0 | (0.85) | 47.8 | (1.22) | 29.1 | (2.36) | 27.3 | (1.49) | 71.2 | (2.69) | 74.1 | (2.67) | 21.2! | (8.56) | 15.6! | (4.70) | 34.9 | (5.45) |
| 2019 | 44.9 | (0.86) | 50.6 | (1.15) | 37.6 | (2.75) | 26.8 | (1.41) | 73.8 | (2.46) | 75.6 | (2.55) | $\ddagger$ | ( $\dagger$ ) | 16.1! | (5.28) | 45.2 | (5.46) |
| Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 | 24.0 | (0.59) | 26.8 | (0.69) | 10.5 | (1.39) | 8.4 | (1.94) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ ) |
| 1990 | 23.7 | (0.65) | 26.6 | (0.79) | 15.1 | (1.87) | 7.3 | (1.41) | 47.6 | (4.19) | - | (t) | - | ( ${ }^{\text {( }}$ | - | (t) | - | ( + |
| 1995 | 24.5 | (0.70) | 28.4 | (0.88) | 17.4 | (2.04) | 7.8 | (1.35) | 42.0 | (5.23) | - | (t) | - | (t) | $\ddagger$ | ( $\dagger$ ) | - | ( + |
| 2000 | 27.9 | (0.73) | 32.3 | (0.93) | 18.4 | (1.96) | 8.3 | (0.98) | 55.5 | (3.74) | - | ( $\dagger$ ) | - | ( + | $\ddagger$ | (t) | - | (t) |
| 2005 | 25.5 | (0.68) | 30.7 | (0.98) | 14.2 | (1.57) | 10.2 | (0.99) | 58.5 | (3.11) | 61.0 | (3.17) | 17.2! | (7.62) | 14.5! | (6.14) | 24.5 | (4.93) |
| 2006 | 25.3 | (0.67) | 31.4 | (0.98) | 15.2 | (1.66) | 6.9 | (0.70) | 58.7 | (3.46) | 60.9 | (3.52) | 23.3 ! | (9.77) | $\ddagger$ | ( $\dagger$ | 20.8 | (4.65) |
| 2007 | 26.3 | (0.72) | 31.9 | (0.98) | 18.9 | (1.86) | 8.6 | (0.71) | 58.5 | (3.45) | 60.4 | (3.54) | $\ddagger$ | ( + ) | $\ddagger$ | (t) | 23.3 | (4.88) |
| 2008 | 26.8 | (0.64) | 32.6 | (0.89) | 19.0 | (1.94) | 10.0 | (0.86) | 54.1 | (3.41) | 55.8 | (3.53) | 26.1! | (9.86) | 17.7! | (6.67) | 25.7 | (4.45) |
| 2009 | 26.6 | (0.66) | 32.6 | (1.04) | 14.8 | (1.82) | 11.0 | (1.04) | 55.2 | (3.07) | 59.2 | (3.24) | $\pm$ | ( $\dagger$ ) | 15.2! | (7.21) | 24.6 | (5.77) |
| 2010 | 27.8 | (0.68) | 34.8 | (0.96) | 15.0 | (1.72) | 10.8 | (1.06) | 49.0 | (3.12) | 52.3 | (3.31) | $\ddagger$ | ( $\dagger$ ) | 18.9! | (7.12) | 24.9 | (4.91) |
| 2011 | 28.4 | (0.82) | 35.5 | (1.16) | 17.0 | (1.83) | 9.6 | (0.90) | 50.8 | (3.42) | 52.1 | (3.55) | 28.11 | (11.40) | 15.4! | (4.80) | 34.1 | (6.62) |
| 2012 | 29.8 | (0.82) | 36.0 | (1.06) | 19.1 | (1.74) | 12.5 | (1.20) | 55.0 | (3.15) | 56.9 | (3.16) | 24.3 ! | (9.06) | $\ddagger$ | ( $\dagger$ ) | 30.4 | (5.43) |
| 2013 | 30.2 | (0.68) | 37.1 | (1.00) | 17.4 | (1.63) | 13.1 | (1.06) | 53.0 | (3.03) | 55.1 | (3.13) | 19.0! | (9.38) | 16.8! | (6.40) | 29.3 | (4.61) |
| 2014 | 30.9 | (0.93) | 37.7 | (1.36) | 20.8 | (2.40) | 12.4 | (1.22) | 56.9 | (3.55) | 59.0 | (3.59) | $\ddagger$ | (t) | $\ddagger$ | (t) | 26.4 | (6.13) |
| 2015 | 32.4 | (0.74) | 39.5 | (1.12) | 17.6 | (1.83) | 14.5 | (1.04) | 60.9 | (3.13) | 63.8 | (3.12) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | 26.7 | (5.07) |

See notes at end of table.

Table 104.20. Percentage of persons $\mathbf{2 5}$ to $\mathbf{2 9}$ years old with selected levels of educational attainment, by race/ethnicity and sex: Selected years, 1920 through 2019-Continued

| Sex, selected level of educational attainment, and year | Total |  | White ${ }^{1}$ |  | Black ${ }^{1}$ |  | Hispanic |  | Asian/Pacific Islander |  |  |  |  | American Indian/ Alaska Native |  | Two or more races |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total |  |  |  | Asian | Pacific Islander |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 | 8 |  | 9 |  | 10 |
| 2016 | 32.7 | (0.80) | 39.5 | (1.20) | 20.4 | (1.87) | 16.2 | (1.31) | 59.0 | (2.86) | 61.4 | (2.98) | ( $\dagger$ ) | 7.8! | (3.17) | 19.7 | (4.52) |
| 2017 | 32.0 | (0.81) | 37.7 | (1.19) | 21.7 | (1.79) | 15.0 | (1.13) | 57.7 | (2.92) | 59.2 | (3.00) | 26.4 ! (10.58) | 7.8. | ( $\dagger$ ) | 26.1 | (5.48) |
| 2018 | 33.2 | (0.85) | 38.8 | (1.32) | 18.7 | (1.95) | 18.4 | (1.34) | 66.7 | (2.97) | 69.6 | (2.97) | 17.3! (8.00) |  | (3.50) | 25.1 | (4.93) |
| 2019 | 35.7 | (0.83) | 40.8 | (1.17) | 28.3 | (2.30) | 18.2 | (1.23) | 67.6 | (2.73) | 70.1 | (2.79) | $\ddagger \quad(\mathrm{t})$ |  | (3.12) | 36.7 | (5.14) |
| Master's or higher degree |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 4.9 | (0.35) | 5.6 | (0.45) | 2.2 ! | (0.80) | $2.0!$ | (0.70) | 12.6 | (3.52) | - | ( $\dagger$ ) | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 2000 | 4.7 | (0.34) | 4.9 | (0.43) | 2.11 | (0.72) | 1.5 | (0.43) | 17.2 | (2.85) | - | ( $\dagger$ ) | (t) | $\ddagger$ | (t) | - | (t) |
| 2005 | 5.2 | (0.38) | 6.2 | (0.55) | 1.1! | (0.43) |  | (0.46) | 19.7 | (3.13) | 20.5 | (3.30) | $\ddagger \quad$ (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( + |
| 2006 | 5.1 | (0.37) | 5.8 | (0.51) | 1.7 ! | (0.52) | 1.1 | (0.32) | 20.5 | (2.68) | 21.8 | (2.83) | $\pm$ (t) | $\ddagger$ | (t) | 5.9 ! | (2.66) |
| 2007 | 5.0 | (0.39) | 5.7 | (0.50) | 3.3 | (0.99) | 0.6 ! | (0.19) | 18.4 | (2.89) | 19.3 | (3.00) | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger$ | (t) | $9.8!$ | (4.28) |
| 2008 | 5.3 | (0.34) | 5.9 | (0.49) | 3.4 | (0.90) | 1.2 | (0.32) | 20.9 | (2.94) | 22.1 | (3.07) | $\ddagger$ ( $\dagger$ | $\pm$ | (t) | 7.8 ! | (2.85) |
| 2009 | 6.1 | (0.37) | 7.4 | (0.60) | 3.2 | (0.73) | 1.2 | (0.28) | 20.4 | (2.48) | 22.0 | (2.69) | $\ddagger$ (t) | $\ddagger$ | (t) | 5.0 ! | (2.38) |
| 2010 | 5.2 | (0.32) | 6.3 | (0.50) | 2.9 | (0.69) |  | (0.39) | 15.0 | (2.19) | 16.2 | (2.36) | $\ddagger$ ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| 2011 | 5.1 | (0.38) | 5.9 | (0.49) | 1.9 | (0.54) | 1.8 | (0.41) | 18.0 | (2.58) | 19.1 | (2.71) | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| 2012 | 5.6 | (0.42) | 6.3 | (0.59) | 2.7 | (0.72) | 2.4 | (0.50) | 16.2 | (2.46) | 17.2 | (2.60) | $\ddagger \quad$ ( $\dagger$ | $\ddagger$ | (t) | $\ddagger$ | (t) |
| 2013 | 5.7 | (0.38) | 6.3 | (0.53) | $1.5!$ | (0.56) | 2.1 | (0.43) | 20.8 | (2.49) | 22.1 | (2.60) | $\ddagger$ ( $\dagger$ | $\ddagger$ | (t) | 5.9 ! | (2.47) |
| 2014 | 5.9 | (0.51) | 7.0 | (0.72) | $2.6!$ | (0.82) | 2.2 | (0.52) | 15.9 | (2.56) | 16.6 | (2.65) | $\ddagger$ (t) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| 2015 | 7.0 | (0.40) | 8.2 | (0.62) | 2.5 | (0.75) | 2.3 | (0.56) | 21.1 | (2.65) | 22.4 | (2.78) | $\ddagger \quad$ ( $\dagger$ ) | $\pm$ | (t) | 5.6 ! | (2.37) |
| 2016 | 7.2 | (0.43) | 8.7 | (0.68) | 3.9 | (0.87) | 2.1 | (0.43) | 19.7 | (2.73) | 20.6 | (2.85) | $\ddagger \quad$ (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ |
| 2017 | 7.8 | (0.42) | 8.5 | (0.64) | 3.9 | (0.89) | 2.8 | (0.52) | 24.3 | (2.52) | 25.4 | (2.63) | $\ddagger$ ( $\dagger$ | $\ddagger$ | (t) | $\ddagger$ | (t) |
| 2018 | 7.3 | (0.44) | 7.7 | (0.70) | 2.8 | (0.74) | 3.1 | (0.56) | 27.0 | (2.81) | 28.6 | (2.95) | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( + |
| 2019 | 7.7 | (0.43) | 8.0 | (0.61) | 3.8 | (0.90) |  | (0.45) | 29.1 | (2.86) | 30.3 | (2.96) | $\ddagger$ ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 11.7! | (3.59) |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High school completion or higher ${ }^{2}$ 1980 | 85.5 | (0.48) | 89.2 | (0.48) | 78.3 | (1.71) | 58.9 | (3.38) | - | (t) | - |  | ( $\dagger$ |  | ( + |  | ( + |
| 1990 | 87.0 | (0.51) | 91.7 | (0.49) | 82.0 | (1.85) | 59.9 | (2.79) | 85.1 | (2.82) | - | ( $\dagger$ ) | (t) | - | ( $\dagger$ ) | - | ( + |
| 1995 | 87.4 | (0.54) | 93.0 | (0.50) | 85.3 | (1.75) | 58.7 | (2.60) | 91.2 | (3.28) | - | (t) | (t) | 79.6 | (9.88) |  | ( + |
| 2000 | 89.4 | (0.49) | 95.2 | (0.43) | 86.2 | (1.53) | 66.4 | (1.69) | 95.2 | (1.55) | 4 | ( $\dagger$ ) | (t) | 86.3 | (5.68) |  | (t) |
| 2005 | 87.4 | (0.44) | 93.8 | (0.47) | 87.3 | (1.22) | 63.4 | (1.54) | 94.6 | (1.36) | 94.4 | (1.41) | $\ddagger \quad$ (t) | 87.1 | (5.12) | 94.2 | (2.26) |
| 2006 | 88.5 | (0.44) | 94.6 | (0.41) | 88.0 | (1.14) | 66.6 | (1.41) | 95.6 | (1.44) | 96.0 | (1.31) | $\ddagger$ ( $\dagger$ ) | 83.3 | (6.55) | 89.4 | (3.81) |
| 2007 | 89.1 | (0.45) | 94.2 | (0.44) | 87.9 | (1.46) | 70.7 | (1.30) | 97.7 | (1.05) | 98.5 | (0.68) | 86.0 (8.19) | 90.2 | (4.49) | 87.9 | (3.82) |
| 2008 | 89.9 | (0.39) | 94.7 | (0.44) | 89.2 | (1.43) | 71.9 | (1.34) | 96.1 | (1.12) | 96.2 | (1.18) | 95.2 (4.01) | 84.2 | (4.68) | 95.9 | (2.44) |
| 2009 | 89.8 | (0.41) | 94.8 | (0.44) | 89.0 | (1.12) | 72.5 | (1.34) | 94.5 | (1.20) | 95.3 | (1.18) | 86.2 (5.92) | 83.4 | (4.81) | 84.8 | (3.57) |
| 2010 | 90.2 | (0.39) | 94.4 | (0.42) | 91.1 | (0.96) | 74.1 | (1.53) | 93.6 | (1.25) | 94.5 | (1.27) | 81.2 (9.50) | 86.8 | (4.80) | 89.1 | (3.55) |
| 2011 | 90.7 | (0.36) | 95.5 | (0.42) | 88.2 | (1.24) | 74.3 | (1.26) | 96.6 | (0.89) | 96.6 | (0.92) | $\ddagger \quad(\dagger)$ | 85.3 | (6.02) | 94.0 | (2.52) |
| 2012 | 91.1 | (0.44) | 95.3 | (0.46) | 90.6 | (1.11) | 76.9 | (1.39) | 96.3 | (0.98) | 96.1 | (1.04) | $100.0 \quad(0.00)$ | 85.8 | (4.53) | 94.7 | (2.35) |
| 2013 | 91.5 | (0.38) | 94.9 | (0.43) | 92.5 | (0.95) | 78.8 | (1.17) | 96.2 | (0.96) | 96.3 | (1.01) | 94.8 (2.88) | 82.0 | (5.40) | 98.2 | (1.15) |
| 2014 | 91.5 | (0.50) | 95.9 | (0.54) | 90.5 | (1.62) | 77.4 | (1.56) | 97.1 | (0.96) | 97.1 | (0.99) | $\ddagger$ ( $\dagger$ ) | 84.1 | (6.05) | 95.2 | (3.44) |
| 2015 | 91.8 | (0.39) | 95.8 | (0.41) | 93.2 | (0.90) | 78.6 | (1.34) | 94.8 | (1.18) | 94.6 | (1.25) | 96.7 (1.86) | 89.3 | (3.52) | 91.5 | (2.99) |
| 2016 | 92.5 | (0.40) | 95.7 | (0.41) | 90.7 | (1.33) | 83.2 | (1.22) | 97.4 | (0.76) | 97.4 | (0.79) | $\ddagger$ ( $\dagger$ ) | 84.6 | (5.34) | 91.5 | (2.76) |
| 2017 | 93.4 | (0.34) | 96.4 | (0.39) | 92.6 | (1.22) | 84.8 | (1.04) | 95.5 | (1.10) | 95.8 | (1.16) | 90.7 (4.70) | 90.9 | (3.70) | 94.0 | (3.24) |
| 2018 | 94.0 | (0.39) | 96.3 | (0.44) | 93.2 | (0.95) | 87.2 | (1.13) | 97.0 | (0.91) | 97.4 | (0.85) | 91.8 (6.23) | 95.1 | (2.18) | 93.8 | (2.49) |
| 2019 | 94.3 | (0.36) | 96.4 | (0.41) | 93.1 | (1.06) | 88.4 | (0.98) | 97.1 | (0.95) | 96.9 | (1.02) | 98.9 (1.09) | 97.5 | (1.87) | 97.0 | (1.69) |
| Associate's or higher degree |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 34.0 | (0.77) | 39.5 | (0.95) | 21.6 | (2.03) | 14.6 | (1.86) | 52.6 | (5.77) | - | ( $\dagger$ ) | - ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | - | ( + |
| 2000 | 40.1 | (0.78) | 46.6 | (1.00) | 27.5 | (1.99) | 17.7 | (1.37) | 60.8 | (3.54) | - | ( $\dagger$ ) | - (t) | 37.7 | (8.00) |  | (t) |
| 2005 | 41.3 | (0.72) | 48.2 | (0.99) | 29.8 | (1.81) | 18.8 | (1.23) | 68.5 | (2.86) | 70.4 | (2.90) | $\ddagger \quad$ ( $\dagger$ ) | 28.7 | (6.96) | 43.7 | (6.04) |
| 2006 | 41.5 | (0.72) | 48.8 | (1.00) | 28.8 | (1.91) | 20.3 | (1.17) | 68.0 | (2.60) | 69.4 | (2.65) | $\ddagger \quad(\dagger)$ | 17.6! | (6.91) | 34.7 | (5.09) |
| 2007 | 43.2 | (0.72) | 50.8 | (1.02) | 28.0 | (1.61) | 23.5 | (1.25) | 67.7 | (2.73) | 69.6 | (2.88) | 42.5 (11.79) | 14.5! | (5.53) | 40.2 | (5.87) |
| 2008 | 44.9 | (0.77) | 53.0 | (1.00) | 30.7 | (1.79) | 23.2 | (1.43) | 68.5 | (2.80) | 70.8 | (2.82) | 29.5 ! (9.83) | 20.2 | (4.14) | 37.6 | (5.73) |
| 2009 | 44.4 | (0.75) | 52.5 | (1.02) | 33.0 | (1.79) | 21.7 | (1.22) | 63.0 | (3.19) | 66.8 | (3.13) | 23.6 ! (8.47) | 23.3 | (5.09) | 39.8 | (5.19) |
| 2010 | 46.3 | (0.71) | 53.5 | (0.92) | 35.2 | (1.77) | 26.2 | (1.48) | 63.3 | (2.68) | 65.6 | (2.80) | 31.4! (13.43) | 27.7 | (8.27) | 41.8 | (5.08) |
| 2011 | 47.4 | (0.74) | 55.2 | (1.00) | 33.3 | (1.92) | 26.2 | (1.29) | 69.1 | (2.50) | 70.2 | (2.48) | $\ddagger \quad(\dagger)$ | 28.7 | (7.46) | 44.5 | (5.08) |
| 2012 | 47.4 | (0.68) | 55.0 | (0.94) | 37.0 | (1.80) | 25.1 | (1.23) | 69.1 | (2.22) | 71.0 | (2.29) | 36.1 (9.80) | 29.2 | (6.04) | 49.0 | (5.15) |
| 2013 | 47.9 | (0.77) | 56.1 | (0.99) | 33.6 | (1.99) | 26.8 | (1.30) | 69.2 | (2.29) | 71.2 | (2.33) | 35.5 (10.28) | 25.6 | (7.48) | 46.0 | (6.22) |
| 2014 | 48.9 | (0.99) | 56.5 | (1.28) | 34.8 | (2.77) | 29.4 | (1.67) | 71.5 | (3.14) | 74.1 | (3.18) | $\ddagger$ | 15.7! | (5.27) | 48.2 | (6.06) |
| 2015 | 50.1 | (0.72) | 58.7 | (0.98) | 36.9 | (1.78) | 29.0 | (1.47) | 70.7 | (2.55) | 73.8 | (2.61) | 24.0! (9.77) | 25.8 | (4.73) | 39.2 | (5.20) |
| 2016 | 50.5 | (0.71) | 58.7 | (0.95) | 34.8 |  |  |  | 72.6 |  |  |  |  | 18.9 |  | 54.5 |  |
| 2017 | 51.0 | (0.73) | 58.8 | (1.04) | 35.5 | (1.69) | 33.9 | (1.34) | 71.2 | (2.77) | 73.9 | (2.71) | 34.0 ! (10.51) | 33.1 | (7.83) | 49.6 | (5.82) |
| 2018 | 51.5 | (0.82) | 59.6 | (1.17) | 35.8 | (1.86) | 34.2 | (1.56) | 73.1 | (2.31) | 76.9 | (2.21) | 23.6! (8.51) | 32.8 | (6.29) | 48.2 | (5.45) |
| 2019 | 53.5 | (0.77) | 60.9 | (1.12) | 41.4 | (2.20) | 36.2 | (1.44) | 76.1 | (2.03) | 79.5 | (2.12) | 38.1 (8.05) | 29.2 | (6.55) | 44.2 | (5.30) |
| Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 | 21.0 | (0.56) | 23.2 | (0.65) | 12.4 | (1.36) | 6.9 | (1.74) | - | ( $\dagger$ ) | - | ( $\dagger$ | (t) | - | ( $\dagger$ ) | - | ( + |
| 1990 | 22.8 | (0.64) | 26.2 | (0.78) | 11.9 | (1.56) | 9.1 | (1.64) | 37.4 | (3.83) | - | ( $\dagger$ ) | (t) | - | ( $\dagger$ ) | - | (t) |
| 1995 | 24.9 | (0.70) | 29.2 | (0.89) | 13.7 | (1.70) | 10.1 | (1.59) | 44.5 | (5.74) | - | ( $\dagger$ ) | ( ${ }^{\text {) }}$ | $\ddagger$ | ( $\dagger$ ) | - | ( + |
| 2000 | 30.1 | (0.73) | 35.8 | (0.96) | 17.4 | (1.69) | 11.0 | (1.12) | 53.1 | (3.62) | - | (t) | - (t) | 19.1! | (6.48) | - | ( $\dagger$ ) |
| 2005 | 32.2 | (0.75) | 38.2 | (1.00) | 20.5 | (1.68) | 12.4 | (1.07) | 61.4 | (3.06) | 63.1 | (3.11) | $\ddagger \quad$ ( $\dagger$ ) | 18.2! | (6.43) | 32.1 | (5.70) |
| 2006 | 31.6 | (0.70) | 37.2 | (0.99) | 21.7 | (1.77) | 12.8 | (1.05) | 60.4 | (2.76) | 62.8 | (2.82) | $\ddagger \quad(\dagger)$ | $\ddagger$ | ( $\dagger$ ) | 25.7 | (4.72) |
| 2007 | 33.0 | (0.72) | 39.2 | (1.03) | 20.0 | (1.38) | 15.4 | (1.10) | 60.3 | (2.83) | 62.5 | (2.88) | 32.1! (11.09) | $\ddagger$ | ( $\dagger$ ) | 29.6 | (5.17) |
| 2008 | 34.9 | (0.71) | 41.7 | (0.98) | 21.6 | (1.57) | 15.5 | (1.11) | 61.6 | (2.67) | 64.4 | (2.71) | $\ddagger$ ( $\dagger$ ) | 12.2! | (3.69) | 27.7 | (5.57) |
| 2009 | 34.8 | (0.78) | 42.0 | (1.12) | 22.6 | (1.75) | 13.8 | (1.09) | 57.6 | (3.00) | 61.3 | (3.03) | 18.2! (6.42) | 16.3 | (4.42) | 35.0 | (5.07) |
| 2010 | 35.7 | (0.68) | 42.4 | (0.96) | 23.3 | (1.72) | 16.8 | (1.20) | 55.8 | (2.93) | 58.9 | (3.00) | $\ddagger \quad(\mathrm{t})$ | 18.4! | (6.68) | 34.0 | (4.96) |

[^7]Table 104.20. Percentage of persons 25 to 29 years old with selected levels of educational attainment, by race/ethnicity and sex: Selected years, 1920 through 2019-Continued
[Standard errors appear in parentheses]

| Sex, selected level of educational attainment, and year | Total |  | White ${ }^{1}$ |  | Black ${ }^{1}$ |  | Hispanic |  | Asian/Pacific Islander |  |  |  |  |  | $\begin{array}{r} \text { American } \\ \text { Indian/ } \\ \text { Alaska Native } \end{array}$ |  | Two or more races |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Asian |  | Pacific Islander |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| 2011 | 36.1 | (0.71) | 43.0 | (1.03) |  |  | 22.9 | (1.62) | 16.8 | (1.10) | 61.0 | (2.74) | 62.0 | (2.75) | + | ( $\dagger$ | 19.7! | (6.64) | 31.2 | (4.36) |
| 2012 | 37.2 | (0.69) | 43.6 | (0.97) | 26.7 | (1.78) | 17.4 | (1.10) | 64.0 | (2.38) | 66.2 | (2.45) | 26.8 ! | (9.73) | 14.0! | (4.55) | 35.5 | (5.50) |
| 2013 | 37.0 | (0.71) | 43.8 | (0.95) | 23.2 | (2.03) | 18.6 | (1.10) | 62.4 | (2.51) | 64.3 | (2.54) | 29.7 ! | (10.58) | 16.4! | (6.57) | 30.0 | (5.26) |
| 2014 | 37.2 | (1.00) | 43.9 | (1.36) | 23.8 | (2.61) | 18.3 | (1.40) | 64.3 | (3.23) | 66.9 | (3.29) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 38.4 | (5.96) |
| 2015 | 38.9 | (0.74) | 46.6 | (1.06) | 24.6 | (1.72) | 18.5 | (1.21) | 64.5 | (2.74) | 68.1 | (2.73) | $\ddagger$ |  | 21.8 | (4.51) | 32.9 | (5.20) |
| 2016 | 39.5 | (0.75) | 46.3 | (1.03) | 24.9 | (1.55) | 21.5 | (1.44) | 67.7 | (2.66) | 69.6 | (2.72) | $\ddagger$ | ( $\dagger$ | 12.2! | (4.00) | 36.8 | (5.55) |
| 2017 | 39.3 | (0.78) | 46.5 | (1.11) | 23.8 | (1.79) | 22.4 | (1.16) | 63.5 | (2.88) | 66.3 | (2.85) | 24.6 ! | (9.17) | 18.7! | (6.83) | 38.5 | (5.84) |
| 2018 | 40.8 | (0.84) | 48.4 | (1.24) | 26.2 | (1.81) | 23.2 | (1.43) | 67.4 | (2.60) | 71.5 | (2.55) | 13.5 ! | (6.42) | 22.5 | (5.87) | 28.7 | (4.34) |
| 2019 | 41.8 | (0.76) | 49.2 | (1.14) | 29.8 | (1.97) | 23.1 | (1.26) | 69.0 | (2.38) | 72.7 | (2.38) | 27.0! | (8.25) | 20.6 ! | (6.21) | 32.1 | (4.87) |
| Master's or higher degree |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 4.1 | (0.32) | 5.0 | (0.42) | 1.4 ! | (0.59) | 1.2 ! | (0.58) | 8.9 ! | (3.29) | - | ( $\dagger$ | - | ( $\dagger$ | $\ddagger$ | (t) | - | ( $\dagger$ |
| 2000 | 6.2 | (0.38) | 6.7 | (0.50) | 4.9 | (0.96) | 2.7 | (0.58) | 13.9 | (2.51) | . | (t) | - | (t) | $\ddagger$ | (t) | $\overline{-1}$ | (t) |
| 2005 | 7.3 | (0.44) | 8.8 | (0.64) | 4.0 | (0.70) | 2.6 | (0.51) | 14.4 | (2.08) | 15.0 | (2.15) | $\ddagger$ |  | t |  | 10.0! | (4.26) |
| 2006 | 7.8 | (0.42) | 9.2 | (0.63) | 4.5 | (0.93) | 2.0 | (0.41) | 19.7 | (2.33) | 20.4 | (2.44) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( + ) | 8.3 ! | (2.89) |
| 2007 | 7.6 | (0.43) | 9.4 | (0.63) | 3.7 | (0.66) | 2.6 | (0.53) | 16.5 | (2.39) | 17.7 | (2.54) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| 2008 | 8.7 | (0.44) | 10.4 | (0.64) | 5.2 | (0.87) | 2.9 | (0.46) | 18.9 | (2.30) | 19.9 | (2.44) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| 2009 | 8.8 | (0.45) | 10.4 | (0.66) | 5.1 | (0.80) | 2.7 | (0.43) | 21.7 | (2.45) | 23.7 | (2.70) | + | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | 7.9! | (2.84) |
| 2010 | 8.5 | (0.39) | 9.2 | (0.56) | 6.2 | (0.94) | 3.8 | (0.56) | 20.6 | (2.60) | 21.8 | (2.75) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 10.0! | (3.06) |
| 2011 | 8.8 | (0.48) | 10.4 | (0.72) | 5.8 | (0.85) | 3.8 | (0.63) | 15.4 | (1.98) | 15.9 | (2.03) | $\ddagger$ | ( $\dagger$ | $\pm$ | ( + ) | 9.9 | (2.61) |
| 2012 | 8.8 | (0.45) | 10.0 | (0.67) | 7.1 | (1.00) | 3.0 | (0.45) | 19.3 | (2.23) | 20.4 | (2.31) | $\ddagger$ | ( ${ }_{\text {( }}$ | $\ddagger$ | ( $\dagger$ ) | 6.3 ! | (2.49) |
| 2013 | 9.2 | (0.44) | 10.8 | (0.71) | 4.8 | (0.74) | 4.0 | (0.59) | 20.4 | (1.91) | 21.6 | (2.00) | t | ( $\dagger$ ) | t | ( $\dagger$ ) | 3.3 ! | (1.56) |
| 2014 | 9.3 | (0.56) | 11.1 | (0.84) | 5.0 | (1.17) | 3.6 | (0.63) | 19.7 | (2.33) | 20.8 | (2.47) | $\ddagger$ | ( $\dagger$ | t | ( $\dagger$ ) | 7.5! | (3.00) |
| 2015 | 10.4 | (0.51) | 12.0 | (0.73) | 7.2 | (0.98) |  | (0.60) | 22.0 | (2.51) | 23.2 | (2.67) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 10.2! | (3.20) |
| 2016 | 11.2 | (0.51) | 12.3 | (0.74) | 6.3 | (1.02) | 6.3 | (0.89) | 27.5 | (2.51) | 28.8 | (2.58) | $\ddagger$ | ( $\dagger$ | + | ( $\dagger$ ) | $8.2!$ | (3.17) |
| 2017 | 10.5 | (0.49) | 11.8 | (0.75) | 6.8 | (1.06) | 5.0 | (0.67) | 24.8 | (2.38) | 25.8 | (2.54) | , | ( $\dagger$ ) | $\ddagger$ | (t) | $5.4!$ | (2.45) |
| 2018 | 10.7 | (0.50) | 12.6 | (0.83) | 6.2 | (1.02) | 3.8 | (0.54) | 27.9 | (2.40) | 29.9 | (2.56) | , | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 2019 | 11.2 | (0.55) | 12.6 | (0.81) | 8.5 | (1.23) | 4.6 | (0.62) | 25.2 | (2.27) | 27.5 | (2.47) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | 9.1 ! | (3.32) |

-Not available.
$\dagger$ Not applicable
!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{\text {I }}$ Includes persons of Hispanic ethnicity for years prior to 1980
${ }^{2}$ Data for years prior to 1993 are for persons with 4 or more years of high school. Data for later years are for high school completers-i.e., those persons who graduated from high school with a diploma as well as those who completed high school through equivalency programs, such as a GED program.
${ }^{3}$ Estimates based on Census Bureau reverse projection of 1940 census data on education by age.
${ }^{4}$ Data for years prior to 1993 are for persons with 4 or more years of college.

NOTE: Prior to 2005, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. For 1960 and prior years, data were collected in April. For later years, data were collected in March. Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); data include military personnel who live in households with civilians, but exclude those who live in military barracks. Race categories exclude persons of Hispanic ethnicity except where otherwise noted.
SOURCE: U.S. Department of Commerce, Census Bureau, U.S. Census of Population: 1960, Vol. I, Part 1; J.K. Folger and C.B. Nam, Education of the American Population (1960 Census Monograph); Current Population Reports, Series P-20, various years; and Current Population Survey (CPS), Annual Social and Economic Supplement, 1970 through 2019. (This table was prepared October 2019.)

Table 104.30. Number of persons age 18 and over, by highest level of educational attainment, sex, race/ethnicity, and age: 2019
[Numbers in thousands. Standard errors appear in parentheses]

| Sex, race/ethnicity, and age | Total |  | Elementary school (kindergarten8th grade) |  | High school |  |  |  |  |  | Postsecondary education |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 to 3 years | 4 years, no completion |  | Completion ${ }^{1}$ |  | Some college, no degree |  | Associate's degree |  | Bachelor's degree |  | Master's degree |  | First-professional or doctor's degree |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Total, 18 and over | 250,563 | (112.1) | 8,879 | (181.5) | 13,976 | (200.9) | 3,705 | (110.2) | 70,947 | (532.4) | 45,028 | (382.6) | 24,550 | (281.7) | 53,312 | (433.1) | 22,459 | (248.4) | 7,707 | (163.9) |
| 18 and 19 years old | 7,831 | (86.2) | 104 | (16.5) | 2,429 | (65.7) | 650 | (36.7) | 2,271 | (66.4) | 2,235 | (70.3) | 101 | (16.0) | $\ddagger$ | ( $)^{\text {) }}$ | $\ddagger$ | ( $)^{\text {) }}$ | $\ddagger$ | ( ${ }^{\text {) }}$ |
| 20 to 24 years old | 21,254 | (30.8) | 172 | (23.8) | 845 | (47.6) | 385 | (34.2) | 6,417 | (151.0) | 8,103 | (151.1) | 1,711 | (71.8) | 3,344 | (112.1) | 234 | (27.9) | $\pm$ | ( ${ }_{\text {) }}$ |
| 25 years old and over | 221,478 | (50.3) | 8,603 | (173.6) | 10,701 | (176.5) | 2,671 | (91.0) | 62,259 | (463.1) | 34,690 | (330.2) | 22,738 | (265.5) | 49,937 | (397.8) | 22,214 | (246.3) | 7,665 | (160.5) |
| 25 to 29 years old | 23,277 | (42.7) | 357 | (34.3) | 857 | (49.9) | 297 | (33.7) | 6,089 | (128.6) | 4,243 | (111.2) | 2,416 | (87.3) | 6,823 | (117.4) | 1,803 | (75.3) | 392 | (37.9) |
| 30 to 34 years old | 21,932 | (39.0) | 554 | (36.8) | 930 | (48.1) | 269 | (26.0) | 5,549 | (107.6) | 3,287 | (82.9) | 2,323 | (76.4) | 5,904 | (107.1) | 2,294 | (69.5) | 821 | (51.2) |
| 35 to 39 years old | 21,443 | (39.7) | 684 | (39.6) | 1,085 | (49.4) | 245 | (22.7) | 5,184 | (102.8) | 2,984 | (64.6) | 2,274 | (70.0) | 5,515 | (97.0) | 2,643 | (73.7) | 829 | (44.7) |
| 40 to 49 years old | 39,929 | (54.4) | 1,605 | (65.0) | 1,908 | (69.3) | 449 | (36.8) | 10,289 | (173.2) | 5,737 | (110.1) | 4,311 | (97.5) | 9,457 | (152.8) | 4,590 | (108.8) | 1,582 | (66.3) |
| 50 to 59 years old | 41,518 | (161.7) | 1,571 | (66.3) | 2,040 | (70.4) | 607 | (42.4) | 12,205 | (173.1) | 6,429 | (123.7) | 4,521 | (120.4) | 8,839 | (154.9) | 3,983 | (107.2) | 1,323 | (64.1) |
| 60 to 64 years old | 20,592 | (147.3) | 812 | (44.5) | 991 | (52.1) | 241 | (23.4) | 6,423 | (148.9) | 3,223 | (92.1) | 2,280 | (78.2) | 4,051 | (102.1) | 1,867 | (71.0) | 705 | (46.5) |
| 65 years old and over | 52,788 | (159.2) | 3,019 | (97.6) | 2,890 | (81.1) | 563 | (43.9) | 16,519 | (207.5) | 8,787 | (163.3) | 4,613 | (111.2) | 9,348 | (175.4) | 5,034 | (128.7) | 2,013 | (86.2) |
| Males, 18 and over | 121,301 | (98.0) | 4,458 | (104.8) | 7,156 | (137.6) | 2,003 | (80.6) | 36,076 | (347.6) | 21,500 | (260.7) | 10,758 | (163.9) | 25,206 | (269.8) | 9,721 | (167.1) | 4,423 | (111.4) |
| 18 and 19 years old | 3,890 | (68.2) | 50 | (10.1) | 1,274 | (46.0) | 367 | (26.0) | 1,167 | (48.6) | 976 | (48.5) | $\ddagger$ | ( ${ }_{5}$ |  | ( ${ }^{\text {( })}$ | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( + |
| 20 to 24 years old | 10,716 | (30.5) | 96 | (15.9) | 502 | (33.6) | 225 | (25.3) | 3,651 | (101.0) | 3,933 | (94.5) | 783 | (44.5) | 1,411 | (72.2) | 93 | (17.3) | $\ddagger$ | ( $\dagger$ ) |
| 25 years old and over | 106,695 | (50.8) | 4,313 | (102.3) | 5,380 | (120.1) | 1,412 | (65.3) | 31,257 | (307.9) | 16,591 | (222.8) | 9,936 | (159.5) | 23,785 | (253.9) | 9,621 | (166.0) | 4,400 | (110.6) |
| 25 to 29 years old | 11,792 | (44.0) | 210 | (24.5) | 466 | (33.3) | 182 | (24.7) | 3,416 | (99.1) | 2,227 | (83.1) | 1,079 | (59.7) | 3,302 | (90.7) | 734 | (46.6) | 176 | (25.4) |
| 30 to 34 years old | 10,935 | (38.9) | 316 | (26.8) | 492 | (30.7) | 163 | (20.4) | 3,178 | (81.0) | 1,632 | (61.4) | 1,000 | (51.1) | 2,841 | (78.3) | 858 | (41.3) | 454 | (39.4) |
| 35 to 39 years old | 10,629 | (39.5) | 373 | (29.5) | 611 | (38.2) | 134 | (18.3) | 2,951 | (81.9) | 1,512 | (56.5) | 1,018 | (46.6) | 2,566 | (71.6) | 1,068 | (50.8) | 396 | (30.1) |
| 40 to 49 years old | 19,621 | (54.5) | 840 | (44.1) | 1,042 | (53.6) | 231 | (23.8) | 5,680 | (117.2) | 2,822 | (75.6) | 2,053 | (62.0) | 4,206 | (93.3) | 1,952 | (62.6) | 796 | (42.4) |
| 50 to 59 years old | 19,976 | (156.9) | 838 | (45.4) | 1,093 | (48.8) | 329 | (29.5) | 6,173 | (122.9) | 2,957 | (88.7) | 1,935 | (75.1) | 4,137 | (98.0) | 1,755 | (63.9) | 760 | (44.1) |
| 60 to 64 years old | 9,819 | (140.9) | 395 | (29.6) | 464 | (36.6) | 122 | (18.6) | 3,171 | (100.5) | 1,487 | (62.9) | 972 | (48.3) | 1,949 | (75.2) | 817 | (49.6) | 443 | (32.7) |
| 65 years old and over | 23,923 | (159.2) | 1,341 | (56.5) | 1,213 | (51.6) | 252 | (28.4) | 6,689 | (124.1) | 3,953 | (104.3) | 1,879 | (70.0) | 4,783 | (116.2) | 2,437 | (88.4) | 1,376 | (62.6) |
| Females, 18 and over | 129,262 | (62.6) | 4,421 | (104.7) | 6,820 | (127.7) | 1,702 | (61.8) | 34,872 | (267.4) | 23,528 | (219.0) | 13,792 | (195.0) | 28,106 | (264.8) | 12,738 | (162.6) | 3,284 | (95.6) |
| 18 and 19 years old | 3,941 | (62.5) | $\ddagger$ | (t) | 1,155 | (46.5) | 283 | (22.8) | 1,104 | (43.8) | 1,258 | (52.3) | 61 | (12.7) | $\ddagger$ | ( ${ }_{( }$) | $\ddagger$ | (t) | $\ddagger$ | ( + |
| 20 to 24 years old | 10,538 | (3.5) | 76 | (16.2) | 344 | (32.2) | 160 | (22.5) | 2,766 | (88.3) | 4,171 | (96.2) | 928 | (51.9) | 1,934 | (73.8) | 141 | (20.9) |  | ( $\dagger$ ) |
| 25 years old and over | 114,783 | (11.5) | 4,290 | (98.4) | 5,321 | (105.7) | 1,259 | (51.7) | 31,002 | (246.9) | 18,099 | (206.8) | 12,802 | (183.5) | 26,151 | (245.3) | 12,593 | (160.2) | 3,265 | (93.5) |
| 25 to 29 years old | 11,485 | (7.4) | 147 | (20.4) | 391 | (32.4) | 116 | (18.7) | 2,674 | (76.6) | 2,015 | (67.6) | 1,337 | (59.5) | 3,521 | (85.4) | 1,069 | (58.2) | 216 | (23.9) |
| 30 to 34 years old | 10,997 | (3.9) | 237 | (23.5) | 439 | (32.5) | 106 | (16.2) | 2,372 | (62.6) | 1,655 | (53.0) | 1,323 | (51.1) | 3,063 | (69.6) | 1,436 | (54.0) | 367 | (28.1) |
| 35 to 39 years old | 10,814 | (6.1) | 312 | (23.7) | 475 | (30.1) | 111 | (14.6) | 2,232 | (58.5) | 1,472 | (41.0) | 1,256 | (47.3) | 2,949 | (62.6) | 1,574 | (51.3) | 433 | (29.7) |
| 40 to 49 years old | 20,307 | (4.0) | 766 | (37.0) | 866 | (38.2) | 217 | (24.0) | 4,609 | (90.6) | 2,915 | (71.6) | 2,258 | (73.0) | 5,251 | (105.8) | 2,639 | (80.7) | 786 | (41.6) |
| 50 to 59 years old | 21,542 | (44.9) | 734 | (36.9) | 947 | (43.6) | 278 | (25.7) | 6,032 | (104.9) | 3,472 | (84.3) | 2,586 | (87.3) | 4,702 | (102.5) | 2,228 | (71.1) | 563 | (35.1) |
| 60 to 64 years old | 10,773 | (44.9) | 417 | (26.4) | 527 | (37.7) | 119 | (17.7) | 3,252 | (85.6) | 1,736 | (60.0) | 1,308 | (54.5) | 2,102 | (62.4) | 1,050 | (53.2) | 262 | (27.9) |
| 65 years old and over | 28,865 | (0.8) | 1,678 | (63.5) | 1,678 | (58.9) | 311 | (27.8) | 9,830 | (138.5) | 4,834 | (106.2) | 2,735 | (81.7) | 4,565 | (106.9) | 2,597 | (84.5) | 637 | (48.5) |
| White, 18 and over | 158,197 | (130.4) | 1,951 | (92.5) | 6,398 | (139.4) | 1,528 | (73.3) | 43,449 | (423.1) | 28,674 | (293.6) | 16,743 | (244.1) | 37,806 | (356.7) | 16,000 | (223.0) | 5,647 | (152.3) |
| 18 and 19 years old | 4,215 | (65.2) | 58 | (13.7) | 1,382 | (49.7) | 289 | (25.3) | 1,192 | (52.9) | 1,223 | (54.3) | 57 | (12.3) |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 20 to 24 years old | 11,425 | (42.3) | $\pm$ |  | 317 | (29.8) | 109 | (19.4) | 3,163 | (101.2) | 4,533 | (106.2) | 980 | (58.3) | 2,150 | (81.7) | 104 | (19.3) | $\ddagger$ | ( $\dagger$ ) |
| 25 years old and over | 142,557 | (111.7) | 1,856 | (87.2) | 4,699 | (120.5) | 1,131 | (63.5) | 39,094 | (386.6) | 22,918 | (259.9) | 15,707 | (229.9) | 35,642 | (337.8) | 15,897 | (222.8) | 5,614 | (148.6) |
| 25 to 29 years old | 12,558 | (40.6) | 70 | (16.9) | 312 | (31.3) | 84 | (16.7) | 2,999 | (93.0) | 2,099 | (81.6) | 1,350 | (66.7) | 4,353 | (95.2) | 1,056 | (60.2) | 234 | (31.1) |
| 30 to 34 years old | 12,333 | (47.7) | 105 | (16.6) | 311 | (32.2) | 91 | (15.5) | 2,688 | (79.7) | 1,795 | (68.2) | 1,400 | (56.7) | 3,902 | (90.0) | 1,470 | (59.5) | 572 | (43.3) |
| 35 to 39 years old | 12,190 | (45.1) | 99 | (16.4) | 323 | (28.5) | 72 | (14.4) | 2,611 | (71.5) | 1,662 | (52.6) | 1,382 | (57.3) | 3,758 | (82.5) | 1,740 | (64.2) | 543 | (36.4) |
| 40 to 49 years old | 23,196 | (55.1) | 178 | (25.1) | 620 | (36.0) | 144 | (21.3) | 5,539 | (123.0) | 3,499 | (87.5) | 2,884 | (78.2) | 6,301 | (119.0) | 2,990 | (92.3) | 1,040 | (55.9) |
| 50 to 59 years old | 27,443 | (143.3) | 252 | (28.0) | 928 | (49.8) | 267 | (30.0) | 7,930 | (159.1) | 4,396 | (101.3) | 3,202 | (106.3) | 6,601 | (135.5) | 2,909 | (88.0) | 958 | (55.0) |
| 60 to 64 years old | 14,620 | (131.8) | 159 | (21.0) | 499 | (40.5) | 151 | (21.8) | 4,584 | (121.5) | 2,313 | (76.7) | 1,788 | (76.1) | 3,091 | (91.0) | 1,447 | (66.6) | 588 | (44.8) |
| 65 years old and over | 40,218 | (152.0) | 993 | (61.7) | 1,706 | (66.3) | 323 | (35.8) | 12,743 | (183.0) | 7,153 | (147.4) | 3,701 | (100.4) | 7,636 | (165.1) | 4,284 | (118.0) | 1,679 | (80.2) |
| Black, 18 and over | 29,618 | (83.0) | 666 | (46.6) | 2,180 | (76.8) | 681 | (51.6) | 9,912 | (163.2) | 6,148 | (125.3) | 2,919 | (87.5) | 4,610 | (112.4) | 2,036 | (73.5) | 467 | (37.8) |
| 18 and 19 years old | 1,015 | (31.7) | $\ddagger$ | (t) | 306 | (27.1) | 98 | (13.2) | 340 | (26.8) | 244 | (22.9) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| 20 to 24 years old | 2,875 | (28.6) | $\ddagger$ |  | 130 | (18.5) | $\ddagger$ | ( $\dagger$ | 1,151 | (55.1) | 1,010 | (52.5) | 154 | (23.0) | 321 | (32.7) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| 25 years old and over | 25,728 | (70.5) | 633 | (45.0) | 1,744 | (67.8) | 516 | (41.7) | 8,422 | (141.1) | 4,894 | (108.7) | 2,754 | (83.7) | 4,285 | (106.8) | 2,015 | (72.4) | 466 | (37.7) |
| 25 to 29 years old | 3,322 | (27.7) | + | ( $\dagger$ ) | 185 | (24.9) | $\ddagger$ | ( $\dagger$ ) | 964 | (54.8) | 759 | (46.9) | 349 | (35.0) | 758 | (45.6) | 186 | (25.7) | $\ddagger$ | ( $\dagger$ |
| 30 to 34 years old | 2,870 | (24.4) | $\ddagger$ | (t) | 108 | (17.5) | $\ddagger$ | ( $\dagger$ | 962 | (45.5) | 640 | (36.8) | 298 | (27.4) | 531 | (36.7) | 215 | (21.9) | $\ddagger$ | ( $\dagger$ ) |
| 35 to 39 years old | 2,624 | (23.4) | $\ddagger$ | ( $\dagger$ ) | 144 | (17.8) | 58 | (11.8) | 778 | (42.1) | 501 | (30.8) | 343 | (28.7) | 472 | (33.1) | 250 | (22.7) | 63 | (12.4) |
| 40 to 49 years old | 4,864 | (29.6) | $\ddagger$ | (t) | 225 | (25.9) | 81 | (16.1) | 1,538 | (57.5) | 881 | (40.7) | 519 | (35.7) | 918 | (45.3) | 518 | (34.9) | 134 | (18.6) |
| 50 to 59 years old | 4,999 | (56.7) | 95 | (17.9) | 357 | (31.8) | 110 | (17.5) | 1,685 | (56.3) | 895 | (41.8) | 598 | (38.2) | 761 | (43.4) | 394 | (33.3) | 105 | (19.9) |
| 60 to 64 years old | 2,247 | (63.7) | 52 | (14.0) | 206 | (22.5) | t | ( $\dagger$ | 833 | (46.9) | 416 | (26.9) | 232 | (21.7) | 285 | (24.2) | 160 | (20.3) | $\ddagger$ | ( $\dagger$ ) |
| 65 years old and over | 4,803 | (39.2) | 343 | (28.9) | 519 | (31.9) | 128 | (16.3) | 1,661 | (51.4) | 802 | (41.7) | 415 | (27.3) | 560 | (35.3) | 292 | (24.8) | 84 | (14.5) |

[^8]Table 104.30. Number of persons age 18 and over, by highest level of educational attainment, sex, race/ethnicity, and age: 2019—Continued
[Numbers in thousands. Standard errors appear in parentheses]

| Sex, race/ethnicity, and age | Total |  | Elementary school (kindergarten8th grade) |  | High school |  |  |  |  |  | Postsecondary education |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 to 3 years | 4 years, no completion |  | Completion ${ }^{1}$ |  | Some college, no degree |  | Associate's degree |  | Bachelor's degree |  | Master's degree |  | First-professional or doctor's degree |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Hispanic, 18 and over | 41,217 | (49.2) | 5,482 | (129.1) | 4,461 | (114.8) | 1,188 | (58.7) | 13,029 | (159.4) | 6,915 | (111.2) | 3,236 | (85.6) | 4,900 | (110.6) | 1,555 | (57.9) | 452 | (30.9) |
| 18 and 19 years old | 1,862 | (44.1) | $\ddagger$ |  | 549 | (30.3) | 196 | (22.0) | 544 | (30.8) | 518 | (29.4) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | + | ( $\dagger$ ) |
| 20 to 24 years old | 4,780 | (8.8) | 91 | (13.9) | 340 | (28.9) | 169 | (20.8) | 1,636 | (55.0) | 1,717 | (54.1) | 434 | (28.8) | 371 | (31.5) | $\ddagger$ | ( + | 7 | ( + ) |
| 25 years old and over | 34,575 | (15.1) | 5,367 | (125.6) | 3,572 | (101.2) | 823 | (47.8) | 10,848 | (137.6) | 4,680 | (84.5) | 2,775 | (82.3) | 4,527 | (107.2) | 1,532 | (57.6) | 452 | (30.9) |
| 25 to 29 years old | 4,963 | (31.3) | 223 | (25.6) | 308 | (25.9) | 144 | (19.8) | 1,693 | (54.5) | 1,042 | (46.5) | 532 | (35.5) | 853 | (42.5) | 131 | (17.3) | $\ddagger$ | ( $\dagger$ |
| 30 to 34 years old | 4,421 | (30.1) | 404 | (30.3) | 453 | (31.2) | 112 | (16.5) | 1,535 | (50.1) | 602 | (32.4) | 444 | (33.2) | 613 | (39.2) | 205 | (23.1) | 53 | (10.3) |
| 35 to 39 years old | 4,480 | (36.9) | 530 | (32.8) | 564 | (37.2) | 91 | (15.3) | 1,434 | (44.1) | 585 | (34.4) | 383 | (25.3) | 596 | (37.4) | 244 | (22.0) | 54 | (11.2) |
| 40 to 49 years old | 7,931 | (51.8) | 1,283 | (55.5) | 952 | (50.6) | 186 | (18.4) | 2,491 | (70.1) | 929 | (43.6) | 591 | (34.1) | 1,004 | (47.1) | 379 | (32.6) | 117 | (16.3) |
| 50 to 59 years old | 5,992 | (62.2) | 1,095 | (50.5) | 607 | (38.1) | 185 | (22.1) | 1,806 | (59.7) | 757 | (35.7) | 424 | (32.0) | 747 | (38.7) | 301 | (22.5) | 70 | (11.1) |
| 60 to 64 years old | 2,244 | (50.7) | 517 | (34.4) | 218 | (21.7) | $\ddagger$ | ( $\dagger$ ) | 630 | (34.5) | 305 | (22.0) | 145 | (16.0) | 264 | (22.7) | 95 | (12.2) | $\ddagger$ | ( $\dagger$ |
| 65 years old and over | 4,544 | (6.2) | 1,314 | (51.5) | 470 | (26.8) | 72 | (13.1) | 1,258 | (44.1) | 460 | (27.9) | 255 | (23.3) | 452 | (29.6) | 178 | (17.9) | 85 | (11.6) |
| Asian, 18 and over | 15,400 | (105.1) | 679 | (44.8) | 517 | (40.7) | 186 | (21.8) | 2,657 | (85.2) | 1,839 | (62.2) | 995 | (51.3) | 4,994 | (106.6) | 2,512 | (88.7) | 1,021 | (51.3) |
| 18 and 19 years old | 390 | (23.0) | $\ddagger$ | ( $\dagger$ ) | 92 | (13.5) | $\ddagger$ | ( ${ }^{\text {( }}$ | 93 | (14.6) | 142 | (15.4) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( ${ }^{\text {) }}$ |
| 20 to 24 years old | 1,327 | (32.4) | $\ddagger$ | ( $\left.{ }^{( }\right)$ | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | 178 | (21.5) | 519 | (33.5) | 90 | (16.3) | 397 | (35.3) | 85 | (17.4) | $\ddagger$ | ( $\dagger$ ) |
| 25 years old and over | 13,683 | (99.1) | 659 | (42.6) | 410 | (38.4) | 132 | (17.9) | 2,386 | (80.2) | 1,178 | (50.9) | 899 | (47.4) | 4,589 | (101.6) | 2,416 | (82.8) | 1,014 | (51.3) |
| 25 to 29 years old | 1,646 | (37.8) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | 162 | (20.7) | 157 | (19.2) | 101 | (18.3) | 699 | (37.3) | 391 | (30.9) | 85 | (15.4) |
| 30 to 34 years old | 1,659 | (37.8) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | + | ( $\dagger$ ) | 200 | (22.1) | 120 | (17.0) | 106 | (15.4) | 695 | (39.5) | 365 | (29.6) | 139 | (18.6) |
| 35 to 39 years old | 1,596 | (35.7) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | 208 | (22.1) | 125 | (17.5) | 98 | (14.3) | 577 | (31.7) | 363 | (26.7) | 150 | (18.8) |
| 40 to 49 years old | 2,970 | (56.5) | 87 | (14.2) | 69 | (14.6) | $\ddagger$ | ( $\dagger$ ) | 457 | (31.2) | 232 | (24.1) | 197 | (22.3) | 1,031 | (49.3) | 598 | (36.2) | 271 | (23.6) |
| 50 to 59 years old | 2,255 | (50.0) | 118 | (16.4) | 97 | (16.5) | $\ddagger$ | ( $\dagger$ ) | 516 | (35.3) | 210 | (21.3) | 183 | (19.6) | 622 | (33.1) | 313 | (27.6) | 166 | (18.8) |
| 60 to 64 years old | 1,115 | (42.6) | 80 | (13.7) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 242 | (23.1) | 106 | (15.1) | 55 | (10.8) | 373 | (30.4) | 150 | (20.9) | 55 | (10.1) |
| 65 years old and over | 2,443 | (37.9) | 313 | (26.7) | 131 | (18.1) | $\ddagger$ | ( $\dagger$ ) | 601 | (39.0) | 229 | (23.8) | 158 | (20.4) | 592 | (37.3) | 235 | (24.9) | 149 | (20.0) |

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater
${ }^{1}$ Includes completion of high school through equivalency programs, such as a GED program.

NOTE: Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic

Table 104.50. Persons age 25 and over who hold a bachelor's or higher degree, by sex, race/ethnicity, age group, and field of bachelor's degree: 2017
[Standard errors appear in parentheses]

| Field of bachelor's degree | Total |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  |  |  |  |  | Age |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Male |  | Female |  | White |  | Black |  | Hispanic |  | Asian/ <br> Pacific Islander |  | $\begin{array}{r} \text { American } \\ \text { Indian/ } \\ \text { Alaska Native } \end{array}$ |  | 25 to 29 years old |  | 30 to 49 years old |  | 50 years old and over |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Total population, 25 and over (in thousands) | 221,310 | (21.0) | 106,905 | (24.7) | 114,406 | (21.0) | 143,646 | (27.3) | 25,835 | (9.8) | 33,490 | (8.9) | 13,124 | (9.2) | 1,342 | (1.3) | 23,029 | (10.1) | 84,099 | (23.7) | 114,182 | (19.8) |
| Percent of population with bachelor's degree | 32.0 | (0.07) | 31.4 | (0.08) | 32.6 | (0.07) | 35.8 | (0.08) | 21.6 | (0.12) | 16.0 | (0.11) | 53.2 | (0.20) | 15.0 | (0.36) | 34.3 | (0.18) | 35.9 | (0.10) | 28.7 | (0.06) |
| Bachelor's degree holders | Number (in thousands) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 70,854 | (164.9) | 33,521 | (87.4) | 37,334 | (87.7) | 51,378 | (110.8) | 5,572 | (31.1) | 5,370 | (39.3) | 6,984 | (27.5) | 201 | (5.5) | 7,890 | (42.2) | 30,169 | (84.5) | 32,795 | (76.3) |
| Agriculture | 715 | (9.7) | 468 | (7.5) | 247 | (5.1) | 598 | (8.7) | 24 | (2.0) | 35 | (2.5) | 47 | (2.8) | $\ddagger$ | (t) | 75 | (3.5) | 274 | (6.3) | 366 | (6.0) |
| Architecture | 507 | (8.7) | 340 | (6.7) | 167 | (4.7) | 339 | (6.3) | 26 | (2.4) | 63 | (3.2) | 68 | (2.7) | + | (t) | 54 | (3.6) | 218 | (6.1) | 235 | (5.8) |
| Business/management | 14,355 | (50.2) | 7,912 | (39.1) | 6,443 | (30.9) | 10,231 | (38.5) | 1,300 | (16.1) | 1,225 | (16.6) | 1,313 | (13.3) | 41 | (3.0) | 1,381 | (17.4) | 6,378 | (35.8) | 6,596 | (26.8) |
| Communications and communications technologies | 2,737 | (19.5) | 1,129 | (12.9) | 1,608 | (15.2) | 2,087 | (16.8) | 244 | (6.6) | 213 | (6.8) | 133 | (4.1) | 6 | (0.9) | 427 | (7.8) | 1,424 | (15.6) | 886 | (9.6) |
| Computer and information sciences | 2,276 | (20.1) | 1,626 | (16.4) | 650 | (9.4) | 1,238 | (12.3) | 224 | (7.0) | 165 | (5.6) | 584 | (9.8) | 3 | (0.6) | 318 | (8.6) | 1,302 | (15.0) | 656 | (9.8) |
| Criminal justice and fire protection | 1,262 | (15.1) | 745 | (10.1) | 517 | (10.5) | 843 | (11.6) | 203 | (6.4) | 144 | (5.3) | 38 | (2.5) | 6 | (0.9) | 209 | (6.4) | 693 | (10.9) | 361 | (6.4) |
| Education | 8,973 | (39.1) | 2,129 | (17.6) | 6,844 | (30.2) | 7,255 | (31.7) | 677 | (11.2) | 577 | (9.8) | 325 | (7.1) | 35 | (2.2) | 559 | (10.0) | 2,775 | (22.8) | 5,639 | (27.1) |
| Engineering and engineering technologies | 6,357 | (35.0) | 5,359 | (30.3) | 998 | (12.0) | 4,076 | (26.2) | 310 | (7.4) | 548 | (10.7) | 1,294 | (13.5) | 11 | (1.2) | 705 | (10.1) | 2,657 | (23.7) | 2,995 | (19.8) |
| English language and literature | 2,254 | (17.9) | 762 | (11.2) | 1,492 | (12.6) | 1,807 | (15.1) | 124 | (4.5) | 110 | (5.1) | 162 | (4.5) | 4 | (0.6) | 217 | (6.2) | 920 | (11.3) | 1,117 | (12.6) |
| Foreign languages, literatures, and linguistics | 736 | (10.7) | 200 | (5.2) | 536 | (9.9) | 535 | (9.6) | 31 | (2.8) | 77 | (3.5) | 75 | (2.9) | $\ddagger$ | (t) | 75 | (2.8) | 291 | (5.9) | 369 | (7.5) |
| Health sciences | 5,365 | (24.0) | 954 | (9.8) | 4,411 | (21.3) | 3,792 | (18.1) | 482 | (10.9) | 356 | (7.3) | 622 | (9.8) | 18 | (1.3) | 618 | (8.2) | 2,252 | (17.1) | 2,496 | (16.4) |
| Liberal arts and humanities | ${ }^{982}$ | (12.7) | 388 | (7.9) | 594 | (9.3) | 710 | (10.1) | 71 | (3.4) | 89 | (3.6) | 85 | (3.7) | 4 | (0.9) | 85 | (3.6) | 432 | (7.8) | 465 | (7.1) |
| Mathematics/statistics | 1,071 | (12.2) | 614 | (8.3) | 456 | (8.1) | 782 | (10.0) | 64 | (3.1) | 51 | (3.1) | 152 | (4.6) | $\ddagger$ | ( $)^{\text {( }}$ | 107 | (3.9) | 375 | (7.5) | 589 | (9.3) |
| Natural sciences (biological, environmental, and physical) | 5,974 | (40.0) | 3,339 | (25.7) | 2,635 | (23.0) | 4,258 | (28.0) | 361 | (9.3) | 369 | (7.4) |  | (10.2) | 16 | (1.5) | 791 | (13.3) | 2,552 | (25.9) | 2,632 | (18.0) |
| Philosophy/religion/theology | 941 | (13.5) | 646 | (10.1) | 295 | (6.8) | 721 | (10.4) | 80 | (3.8) | 59 | (3.1) | 60 | (3.2) | 3 | (0.6) | 82 | (3.7) | 353 | (7.6) | 506 | (7.7) |
| Psychology | 3,403 | (22.5) | 1,024 | (12.3) | 2,380 | (17.9) | 2,462 | (17.8) | 333 | (7.0) | 312 | (7.5) | 201 | (5.0) | 10 | (1.3) | 482 | (8.9) | 1,607 | (14.6) | 1,314 | (13.2) |
| Social sciences and history | 6,638 | (35.1) | 3,701 | (24.7) | 2,937 | (21.0) | 4,990 | (27.3) | 485 | (9.8) | 471 | (8.9) | 528 | (9.2) | 16 | (1.3) | 743 | (11.6) | 2,767 | (22.9) | 3,129 | (20.5) |
| Social work and public administration | 1,005 | (11.8) | 220 | (5.7) | 785 | (10.1) | 652 | (8.9) | 182 | (6.4) | 97 | (4.0) | 48 | (2.7) | 6 | (0.9) | 115 | (4.3) | 437 | (8.6) | 453 | (7.4) |
| Visual and performing arts | 2,914 | (21.0) | 1,104 | (13.8) | 1,810 | (16.7) | 2,239 | (18.1) | 154 | (6.0) | 204 | (5.9) | 243 | (6.5) | 7 | (1.0) | 444 | (9.7) | 1,324 | (16.8) | 1,146 | (11.6) |
| Other fields ${ }^{1}$ | 2,389 | (18.6) | 861 | (11.3) | 1,528 | (13.0) | 1,761 | (15.2) | 196 | (6.5) | 205 | (5.1) | 165 | (4.9) | 9 | (1.1) | 404 | (9.1) | 1,139 | (14.6) | 846 | (11.5) |
|  | Percentage distribution, by field |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) |
| Agriculture | 1.0 | (0.01) | 1.4 | (0.02) | 0.7 | (0.01) | 1.2 | (0.02) | 0.4 | (0.04) | 0.7 | (0.05) |  | (0.04) | 1.0 | (0.25) | 0.9 | (0.04) | 0.9 | (0.02) | 1.1 | (0.02) |
| Architecture | 0.7 | (0.01) | 1.0 | (0.02) | 0.4 | (0.01) | 0.7 | (0.01) | 0.5 | (0.04) | 1.2 | (0.06) |  | (0.04) | 0.4 ! | (0.14) | 0.7 | (0.05) | 0.7 | (0.02) | 0.7 | (0.02) |
| Business/management | 20.3 | (0.06) | 23.6 | (0.10) | 17.3 | (0.08) | 19.9 | (0.06) | 23.3 | (0.26) | 22.8 | (0.28) | 18.8 | (0.17) | 20.5 | (1.30) | 17.5 | (0.19) | 21.1 | (0.12) | 20.1 | (0.07) |
| Communications and communications technologies | 3.9 | (0.03) | 3.4 | (0.04) | 4.3 | (0.04) | 4.1 | (0.03) | 4.4 | (0.12) | 4.0 | (0.12) | 1.9 | (0.06) | 2.8 | (0.45) | 5.4 | (0.10) | 4.7 | (0.05) | 2.7 | (0.03) |
| Computer and information sciences | 3.2 | (0.03) | 4.9 | (0.05) | 1.7 | (0.03) | 2.4 | (0.02) | 4.0 | (0.12) | 3.1 | (0.11) | 8.4 | (0.14) | 1.7 | (0.30) | 4.0 | (0.11) | 4.3 | (0.05) | 2.0 | (0.03) |
| Criminal justice and fire protection | 1.8 | (0.02) | 2.2 | (0.03) | 1.4 | (0.03) | 1.6 | (0.02) | 3.7 | (0.11) | 2.7 | (0.10) |  | (0.04) | 3.2 | (0.42) | 2.6 | (0.08) | 2.3 | (0.04) | 1.1 | (0.02) |
| Education | 12.7 | (0.04) | 6.4 | (0.05) | 18.3 | (0.06) | 14.1 | (0.05) | 12.1 | (0.20) | 10.7 | (0.17) |  | (0.10) | 17.4 | (0.97) | 7.1 | (0.12) | 9.2 | (0.07) | 17.2 | (0.06) |
| Engineering and engineering technologies | 9.0 | (0.04) | 16.0 | (0.08) | 2.7 | (0.03) | 7.9 | (0.05) | 5.6 | (0.13) | 10.2 | (0.18) |  | (0.18) | 5.4 | (0.60) | 8.9 | (0.12) | 8.8 | (0.07) | 9.1 | (0.05) |
| English language and literature | 3.2 | (0.02) | 2.3 | (0.03) | 4.0 | (0.03) | 3.5 | (0.03) | 2.2 | (0.08) | 2.0 | (0.09) | 2.3 | (0.06) | 1.8 | (0.28) | 2.8 | (0.08) | 3.0 | (0.04) | 3.4 | (0.04) |
| Foreign languages, literatures, and linguistics | 1.0 | (0.01) | 0.6 | (0.02) | 1.4 | (0.03) | 1.0 | (0.02) | 0.6 | (0.05) | 1.4 | (0.06) |  | (0.04) | 0.7! | (0.22) | 1.0 | (0.04) | 1.0 | (0.02) | 1.1 | (0.02) |
| Health sciences | 7.6 | (0.03) | 2.8 | (0.03) | 11.8 | (0.06) | 7.4 | (0.03) | 8.7 | (0.19) | 6.6 | (0.13) |  | (0.13) | 9.2 | (0.64) | 7.8 | (0.10) | 7.5 | (0.06) | 7.6 | (0.05) |
| Liberal arts and humanities | 1.4 | (0.02) | 1.2 | (0.02) | 1.6 | (0.02) | 1.4 | (0.02) | 1.3 | (0.06) | 1.7 | (0.07) |  | (0.05) | 2.1 | (0.46) | 1.1 | (0.05) | 1.4 | (0.03) | 1.4 | (0.02) |
| Mathematics/statistics | 1.5 | (0.02) | 1.8 | (0.02) | 1.2 | (0.02) | 1.5 | (0.02) | 1.1 | (0.05) | 0.9 | (0.06) |  | (0.07) | 0.9 ! | (0.27) | 1.4 | (0.05) | 1.2 | (0.02) | 1.8 | (0.03) |
| Natural sciences (biological, environmental, and physical) | 8.4 | (0.05) | 10.0 | (0.07) | 7.1 | (0.06) | 8.3 | (0.05) | 6.5 | (0.16) | 6.9 | (0.13) |  |  | 8.0 | (0.71) | 10.0 | (0.15) | 8.5 | (0.08) | 8.0 | (0.05) |
| Philosophy/religion/theology | 1.3 | (0.02) | 1.9 | (0.03) | 0.8 | (0.02) | 1.4 | (0.02) | 1.4 | (0.07) | 1.1 | (0.06) |  | (0.05) | 1.4 | (0.29) |  | (0.05) | 1.2 | (0.03) | 1.5 | (0.02) |
| Psychology | 4.8 | (0.03) | 3.1 | (0.04) | 6.4 | (0.04) | 4.8 | (0.03) | 6.0 | (0.12) | 5.8 | (0.13) | 2.9 | (0.07) | 4.9 | (0.63) | 6.1 | (0.11) | 5.3 | (0.05) | 4.0 | (0.04) |
| Social sciences and history | 9.4 | (0.04) | 11.0 | (0.07) | 7.9 | (0.05) | 9.7 | (0.05) | 8.7 | (0.17) | 8.8 | (0.15) |  | (0.13) | 8.1 | (0.64) | 9.4 | (0.13) | 9.2 | (0.07) | 9.5 | (0.06) |
| Social work and public administration | 1.4 | (0.02) | 0.7 | (0.02) | 2.1 | (0.03) | 1.3 | (0.02) | 3.3 | (0.11) | 1.8 | (0.07) |  | (0.04) | 2.9 | (0.43) | 1.5 | (0.06) | 1.4 | (0.03) | 1.4 | (0.02) |
| Visual and performing arts | 4.1 | (0.03) | 3.3 | (0.04) | 4.8 | (0.04) | 4.4 | (0.04) | 2.8 | (0.11) | 3.8 | (0.10) |  | (0.09) | 3.4 | (0.51) | 5.6 | (0.12) | 4.4 | (0.05) | 3.5 | (0.03) |
| Other fields ${ }^{1}$ | 3.4 | (0.02) | 2.6 | (0.03) | 4.1 | (0.03) | 3.4 | (0.03) | 3.5 | (0.11) | 3.8 | (0.09) | 2.4 | (0.07) | 4.3 | (0.53) | 5.1 | (0.11) | 3.8 | (0.05) | 2.6 | (0.03) |
| $\dagger$ Not applicable. |  |  |  |  |  |  |  |  | United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). The first bachelor's degree major reported by respondents was used to classify their field of study, even though they were able to report a second bachelor's degree major and may possess advanced degrees in other fields. Totals include other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. <br> SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2017. (This table was prepared May 2019.) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| !Interpret data with caution. The coefficient of varia | $\ddagger$ Reporting standards not met (too few cases for a reliable estimate). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{1}$ Includes area, ethnic, and civilization studies; family and consumer sciences; library sciences; military sciences; multi/ interdisciplinary studies; physical fitness, parks, recreation and leisure; precision production; transportation technologies; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| and other fields, not separately classified.NOTE: Data are based on sample surveys of the entire population age 25 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 104.80. Percentage of persons 18 to 24 years old and age 25 and over, by educational attainment and state: 2000 and 2018

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline \multirow[b]{4}{*}{State} \& \multicolumn{4}{|l|}{\multirow[b]{3}{*}{Percent of 18 - to 24 -year-olds who were high school completers}} \& \multicolumn{22}{|c|}{Percent of population 25 years old and over, by educational attainment} \\
\hline \& \& \& \& \& \multicolumn{10}{|c|}{000} \& \multicolumn{12}{|c|}{2018} \\
\hline \& \& \& \& \& \multicolumn{2}{|r|}{\multirow[t]{2}{*}{Less than high school completion}} \& \multicolumn{2}{|l|}{\multirow[t]{2}{*}{High school completion' or higher}} \& \multicolumn{6}{|c|}{Bachelor's or higher degree} \& \multicolumn{2}{|l|}{\multirow[t]{2}{*}{Less than high school completion}} \& \multicolumn{4}{|l|}{High school completion' or higher} \& \multicolumn{6}{|c|}{Bachelor's or higher degree} \\
\hline \& \& 2000 \& \& 2018 \& \& \& \& \& \& Total \& \& helor's degree \& \& \[
\begin{aligned}
\& \text { raduate } \\
\& \text { degree }
\end{aligned}
\] \& \& \& \& Total \& \& \[
\begin{gathered}
\text { school } \\
\text { only }
\end{gathered}
\] \& \& Total \& \& \[
\begin{gathered}
\text { chelor's } \\
\text { degree }
\end{gathered}
\] \& \& Graduate degree \\
\hline 1 \& \& 2 \& \& 3 \& \& \& \& 5 \& \& 6 \& \& 7 \& \& 8 \& \& 9 \& \& 10 \& \& 11 \& \& 12 \& \& 13 \& \& 14 \\
\hline United States \& 74.7 \& (0.02) \& 87.6 \& (0.08) \& 19.6 \& (0.01) \& 80.4 \& (0.01) \& 24.4 \& (0.01) \& 15.5 \& (0.01) \& 8.9 \& (\#) \& 11.7 \& (0.04) \& 88.3 \& (0.04) \& 26.9 \& (0.05) \& 32.6 \& (0.07) \& 20.0 \& (0.04) \& 12.7 \& (0.04) \\
\hline Alabama Arizona Arkansa Californi \& \[
\begin{aligned}
\& 72.2 \\
\& 76.9 \\
\& 69.2 \\
\& 75.4 \\
\& 70.7 \\
\& 7 \times 1
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.15) \\
\& (0.40 \\
\& (0.9 \\
\& (0.19 \\
\& 0.07) \\
\& 0
\end{aligned}
\] \& \[
\begin{aligned}
\& 87.2 \\
\& 87.6 \\
\& 84.9 \\
\& 88.5 \\
\& 89.9
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.709 \\
\& (1.67) \\
\& (.771) \\
\& (0.82) \\
\& (0.17)
\end{aligned}
\] \& \[
\begin{aligned}
\& 24.7 \\
\& 11.7 \\
\& 19.0 \\
\& 24.7 \\
\& 24.2 \\
\& \hline 10.2
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.06 \\
\& (0.12 \\
\& (0.06 \\
\& (0.07) \\
\& (0.03)
\end{aligned}
\] \& \[
\begin{aligned}
\& 75.3 \\
\& 88.3 \\
\& 81.0 \\
\& 75.3 \\
\& 76.8
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.06 \\
\& (0.12 \\
\& (0.06 \\
\& (0.07) \\
\& 0.03) \\
\& 0
\end{aligned}
\] \& 19.0
24.7
23.5
16.7
26.6 \& \[
\left.\begin{array}{l}
(0.05 \\
(0.16 \\
(0.07 \\
(0.06 \\
(0.03) \\
0
\end{array}\right)
\] \& \[
\begin{aligned}
\& 12.1 \\
\& 16.1 \\
\& 15.1 \\
\& 11.0 \\
\& 17.1
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.04 \\
\& (0.33 \\
\& (0.36 \\
\& (0.05 \\
\& (0.02) \\
\& 0.02)
\end{aligned}
\] \& \[
\begin{aligned}
\& 6.9 \\
\& 8.9 \\
\& 8.4 \\
\& 5.7 \\
\& 9.5 \\
\& \hline 1+1
\end{aligned}
\] \& \begin{tabular}{l}
\((0.03\) \\
\((0.10)\) \\
\((0.04\) \\
\((0.04)\) \\
\((0.02)\) \\
\\
\hline
\end{tabular} \& \[
\begin{array}{r}
13.5 \\
6.0 \\
12.4 \\
12.7 \\
16.1
\end{array}
\] \& \[
\begin{aligned}
\& (0.28 \\
\& (0.52 \\
\& (0.17 \\
\& (0.30 \\
\& (0.39)
\end{aligned}
\] \& \[
\begin{aligned}
\& 86.5 \\
\& 94.0 \\
\& 87.6 \\
\& 87.3 \\
\& 83.9
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.28) \\
\& \left(\begin{array}{l}
0.52 \\
(0.7) \\
(0.30 \\
(0.09) \\
0
\end{array}\right)
\end{aligned}
\] \& \[
\begin{aligned}
\& 30.8 \\
\& 27.9 \\
\& 24.9 \\
\& 34.1 \\
\& 20.3 \\
\& 20.7 \\
\& \hline
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.31) \\
\& (0.05) \\
\& (0.24) \\
\& (.42) \\
\& (0.09) \\
\& 0
\end{aligned}
\] \& \[
\begin{aligned}
\& 25.3 \\
\& 30.1 \\
\& 29.6 \\
\& 2.3 \\
\& 34.4
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.34 \\
\& (1.13 \\
\& (0.26 \\
\& (0.40 \\
\& (0.111) \\
\& (0.0
\end{aligned}
\] \& \[
\begin{aligned}
\& 15.8 \\
\& 18.6 \\
\& 18.5 \\
\& 14.8 \\
\& 21.4
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.28 \\
\& (0.88 \\
\& (0.21 \\
\& (0.28 \\
\& (0.10)
\end{aligned}
\] \& \[
\begin{array}{r}
9.5 \\
11.4 \\
11.1 \\
8.5 \\
13.0
\end{array}
\] \& \[
\begin{aligned}
\& (0.23) \\
\& (0.79 \\
\& (0.17 \\
\& (0.26 \\
\& (0.09)
\end{aligned}
\] \\
\hline \begin{tabular}{l}
Colorado \\
Connecticut \\
Delaware \\
District of Columbia \\
Florida
\end{tabular} \& \[
\begin{aligned}
\& 75.1 \\
\& 78.2 \\
\& 77.6 \\
\& 799.4 \\
\& 71.7
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.15) \\
\& (0.21) \\
\& (0.4) \\
\& (0.40 \\
\& (0.11) \\
\& 0
\end{aligned}
\] \& \[
\begin{aligned}
\& 87.2 \\
\& 90.3 \\
\& 88.2 \\
\& 90.4 \\
\& 84.9
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.63) \\
\& \left(\begin{array}{l}
(.74) \\
(1.77) \\
(1.42) \\
(0.37
\end{array}\right)
\end{aligned}
\] \& \[
\begin{aligned}
\& 13.1 \\
\& \text { 16.0 } \\
\& 16.4 \\
\& 27.2 \\
\& 20.2
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.05) \\
\& (0.06 \\
\& (0.4) \\
\& (0.18) \\
\& (0.04)
\end{aligned}
\] \& \[
\begin{aligned}
\& 86.9 \\
\& 84.0 \\
\& 82.6 \\
\& 77.8 \\
\& 79.9
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.05) \\
\& (0.06 \\
\& (0.14) \\
\& (0.18) \\
\& (0.04)
\end{aligned}
\] \& \[
\begin{aligned}
\& 32.7 \\
\& 31.4 .4 \\
\& \text { 32.0. } \\
\& 39.1 \\
\& 22.3
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.06 \\
\& (0.08 \\
\& (0.16 \\
\& (0.21 \\
\& (0.24) \\
\& (0.4)
\end{aligned}
\] \& \[
\begin{aligned}
\& 21.6 \\
\& 18.1 \\
\& 15.6 \\
\& 18.1 \\
\& 14.2
\end{aligned}
\] \& \begin{tabular}{l}
\((0.06)\) \\
\((0.07\) \\
\((0.14\) \\
\((0.17)\) \\
\((0.3)\) \\
\\
\hline
\end{tabular} \& \[
\begin{array}{r}
11.1 \\
13.3 \\
9.4 \\
91.0 \\
8.1
\end{array}
\] \& \[
\begin{aligned}
\& (0.04 \\
\& (0.06) \\
\& (0.11 \\
\& (0.18 \\
\& (0.02) \\
\& (0.02)
\end{aligned}
\] \& \[
\begin{array}{r}
7.8 \\
9.2 \\
10.4 \\
8.2 \\
11.5
\end{array}
\] \& \[
\begin{aligned}
\& (0.19 \\
\& (0.24 \\
\& (0.57 \\
\& (0.57 \\
\& (0.09)
\end{aligned}
\] \& \[
\begin{gathered}
92.2 .2 \\
90.8 \\
\hline 99.6 \\
99.8 \\
88.5
\end{gathered}
\] \& \[
\begin{aligned}
\& (0.19 \\
\& (0.24) \\
\& (0.5) \\
\& (0.57) \\
\& (0.09)
\end{aligned}
\] \& \[
\begin{aligned}
\& \begin{array}{l}
21.0 \\
37.0 \\
32.9 \\
\text { 16.9 } \\
\text { a8.5 }
\end{array}
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.34) \\
\& \left(\left.\begin{array}{l}
3.37) \\
(0.83 \\
(0.67) \\
(0.16)
\end{array} \right\rvert\,\right.
\end{aligned}
\] \& \[
\begin{aligned}
\& 42.0 \\
\& 39.7 \\
\& 31.2 \\
\& 60.2 \\
\& 30.5
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.29 \\
\& (0.55 \\
\& (0.75 \\
\& (0.61) \\
\& (0.15) \\
\& (0.15)
\end{aligned}
\] \& \[
\begin{aligned}
\& 26.1 \\
\& 21.8 \\
\& 18.2 \\
\& 25.4 \\
\& 19.2
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.27 \\
\& (0.27 \\
\& (0.64 \\
\& (0.62 \\
\& (0.62) \\
\& (0.14)
\end{aligned}
\] \& \[
\begin{array}{r}
15.9 \\
17.9 \\
17.0 \\
34.8 \\
11.3
\end{array}
\] \& \[
\begin{aligned}
\& (0.22) \\
\& (0.27 \\
\& (0.51) \\
\& (0.62 \\
\& (0.09)
\end{aligned}
\] \\
\hline Georgia
Hawaii
ldiaho
Illinois
Indiana \& \[
\begin{aligned}
\& 70.0 \\
\& 85.8 \\
\& 77.3 \\
\& 76.0 \\
\& 76.5
\end{aligned}
\] \& \((0.15)\)
\((0.25)\)
\(\left(\begin{array}{l}0.5) \\ (0.0) \\ (0.15) \\ ( \end{array}\right)\) \& \[
\begin{aligned}
\& 84.9 \\
\& 90.0 \\
\& 88.6 \\
\& 884.4 \\
\& 84.4
\end{aligned}
\] \& \begin{tabular}{c}
\((0.42)\) \\
\((0.99\) \\
\((1.88)\) \\
\((0.39)\) \\
\((0.66)\) \\
\hline
\end{tabular} \& \[
\begin{array}{r}
21.4 \\
15.4 \\
15.4 \\
15.3 \\
18.6 \\
17.9
\end{array}
\] \& \((0.05)\)
\((0.10)\)
\((0.09)\)
\((0.03)\)
\((0.05)\)
\((0\), \& \[
\begin{aligned}
\& 78.6 \\
\& 84.6 \\
\& 84.7 \\
\& 81.4 \\
\& 82.1
\end{aligned}
\] \& \((0.05)\)
\((0.10)\)
\((0.09)\)
\((0.03)\)
\((0.05)\)
\((0)\) \& 24.3
26.2
2.1
26.1
19.4 \& \[
\begin{aligned}
\& (0.05) \\
\& (0.12 \\
\& (0.10 \\
\& (0.03 \\
\& (0.05)
\end{aligned}
\] \& 16.0
17.8
14.9
12.6
12.2 \& \[
\begin{aligned}
\& (0.05) \\
\& (0.10 \\
\& (0.09 \\
\& (0.03) \\
\& (0.04)
\end{aligned}
\] \& \[
\begin{aligned}
\& 8.3 \\
\& 8.4 \\
\& 6.8 \\
\& 9.5
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.04 \\
\& (0.08 \\
\& (0.06 \\
\& (0.02 \\
\& (0.02) \\
\& (0.04
\end{aligned}
\] \& \[
\begin{array}{r}
12.5 .3 \\
8.3 \\
9.3 \\
90.6 \\
11.2
\end{array}
\] \& \[
\begin{aligned}
\& (0.18) \\
\& (0.42) \\
\& (0.39) \\
\& (.044) \\
\& (0.22)
\end{aligned}
\] \& 87.5
91.7
90.7
89.4
88.8 \& \((0.18)\)
\(\left(\left.\begin{array}{l}.42 \\ (3.39) \\ (.14) \\ (0.22) \\ (0)\end{array} \right\rvert\,\right.\) \& \[
\begin{aligned}
\& 27.7 \\
\& \begin{array}{c}
26.9 \\
28.9 \\
26.2 \\
36.2
\end{array} \\
\& \hline 2.2
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.21) \\
\& (0.63) \\
\& (0.63) \\
\& (0.21) \\
\& (0.28)
\end{aligned}
\] \& \[
\begin{aligned}
\& 32.0 \\
\& 33.2 \\
\& 23.4 \\
\& 35.2 \\
\& 26.9
\end{aligned}
\] \& \((0.21)\)
\((0.65)\)
\((.52)\)
\((0.2)\)
\((0.29)\)
\((0)\) \& \[
\begin{aligned}
\& 19.5 \\
\& \begin{array}{l}
21.7 \\
18.4 \\
21.1 \\
17.2
\end{array}
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.19 \\
\& (0.49 \\
\& (0.49 \\
\& (0.17) \\
\& (0.21)
\end{aligned}
\] \& 12.5
11.5
9.0
14.0
9.7 \& \((0.16)\)
\((0.40\)
\((0.41)\)
\((0.15)\)
\((0.19)\)
\((0.0\) \\
\hline lowa Kentucky Louisiana
Maine Maine \& \[
\begin{aligned}
\& 81.4 \\
\& 78.3 \\
\& 74.9 \\
\& 72.3 \\
\& 78.9
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.16 \\
\& (0.188 \\
\& (0.15) \\
\& (0.15) \\
\& (0.58) \\
\& (0.28)
\end{aligned}
\] \& 88.6
88.6
88.5
83.5
90.1 \& \[
\begin{aligned}
\& (0.82) \\
\& (0.85) \\
\& (0.75) \\
\& (0.810 \\
\& (1.23)
\end{aligned}
\] \& \[
\begin{aligned}
\& 13.9 \\
\& 14.9 \\
\& 25.9 \\
\& 25.2 \\
\& \text { 25.2 } \\
\& \hline 14.6
\end{aligned}
\] \& \begin{tabular}{l}
\((0.06)\) \\
\((0.066\) \\
\((0.06\) \\
\((0.06)\) \\
\((0.08)\) \\
\\
\hline
\end{tabular} \& \[
\begin{aligned}
\& 86.1 \\
\& 86.0 \\
\& 74.1 \\
\& 74.8 \\
\& 85.4
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.06 \\
\& (0.06 \\
\& (0.06 \\
\& (0.06) \\
\& 0.08) \\
\& 0
\end{aligned}
\] \& \[
\begin{aligned}
\& 21.2 .2 \\
\& 51.8 .1 \\
\& 17.7 \\
\& 18.7 \\
\& 22.9
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.07 \\
\& (0.08 \\
\& (0.05 \\
\& (0.05 \\
\& (0.05) \\
\& (0.10)
\end{aligned}
\] \& \[
\begin{aligned}
\& 14.7 \\
\& 17.1 \\
\& 10.2 \\
\& 12.2 \\
\& 15.0
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.06 \\
\& (0.06 \\
\& (0.04 \\
\& (0.04 \\
\& (0.04 \\
\& (0.09)
\end{aligned}
\] \& \[
\begin{aligned}
\& 6.5 \\
\& 8.7 \\
\& 6.9 \\
\& 6.5 \\
\& 7.9
\end{aligned}
\] \& \begin{tabular}{l}
\((0.04)\) \\
\((0.05)\) \\
\((0.03\) \\
\((0.03\) \\
\((0.06)\) \\
\\
\\
\hline
\end{tabular} \& \[
\begin{array}{r}
7.8 \\
9.1 \\
912.9 \\
144.0 \\
7.2
\end{array}
\] \& \[
\begin{aligned}
\& (0.27 \\
\& (0.27 \\
\& (0.28 \\
\& (0.33 \\
\& (0.43) \\
\& (0.43
\end{aligned}
\] \& \[
\begin{aligned}
\& 92.2 \\
\& 90.9 \\
\& 987.1 \\
\& 86.0 \\
\& 92.8
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.27 \\
\& (0.27) \\
\& (0.28 \\
\& (0.33 \\
\& (0.43) \\
\& (0.3)
\end{aligned}
\] \& \[
\begin{aligned}
\& 31.0 \\
\& 25.6 \\
\& 32.3 \\
\& 34.6 \\
\& 31.0 \\
\& \hline
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.42) \\
\& (0.38) \\
\& (0.31) \\
\& (0.4) \\
\& (0.67) \\
\& (0.4)
\end{aligned}
\] \& \[
\begin{aligned}
\& 28.6 \\
\& 3.4 \\
\& 25.2 \\
\& 24.3 \\
\& 30.6
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.49 \\
\& (0.38 \\
\& (0.38 \\
\& (0.31 \\
\& (031 \\
\& (0.62)
\end{aligned}
\] \& \[
\begin{aligned}
\& 19.4 \\
\& 20.9 \\
\& 14.8 \\
\& 15.9 \\
\& 19.1
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.38) \\
\& (0.34 \\
\& (0.23 \\
\& (0.28 \\
\& (0.48)
\end{aligned}
\] \& 9.2
92.
10.5
10.4
8.4
11.5 \& \[
\begin{aligned}
\& (0.35) \\
\& (0.30 \\
\& (0.22) \\
\& (0.19) \\
\& (0.44)
\end{aligned}
\] \\
\hline Maryland Massachusetts Michigan Minnesota sipi \& \[
\begin{aligned}
\& 79.6 \\
\& 82.2 \\
\& 76.5 \\
\& 79.3 \\
\& 71.3
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.16 \\
\& (0.13 \\
\& (0.10) \\
\& (0.13 \\
\& (0.18) \\
\& (0.18)
\end{aligned}
\] \& 89.7
89.7
87.8
88.5
86.0 \& \[
\begin{aligned}
\& (0.58) \\
\& (0.74) \\
\& (0.48 \\
\& (0.86 \\
\& (0.94) \\
\& (0.94)
\end{aligned}
\] \& \[
\begin{aligned}
\& 16.2 \\
\& 15.2 \\
\& 16.2 \\
\& 16.6 \\
\& 12.1 \\
\& 27.1
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.05) \\
\& (0.05) \\
\& (0.03 \\
\& (0.04 \\
\& (0.08)
\end{aligned}
\] \& \[
\begin{aligned}
\& 83.8 \\
\& 84.8 \\
\& 83.4 \\
\& 87.9 \\
\& 72.9
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.05) \\
\& (0.05) \\
\& (0.03) \\
\& (0.04) \\
\& 0.08) \\
\& 0
\end{aligned}
\] \& \[
\begin{aligned}
\& 31.4 \\
\& 33.2 \\
\& 21.8 \\
\& 27.4 \\
\& 16.9
\end{aligned}
\] \& \begin{tabular}{l}
\((0.07\) \\
\((0.06\) \\
\((0.04\) \\
\((0.06\) \\
\((0.06)\) \\
\\
\\
\\
\hline
\end{tabular} \& \[
\begin{array}{r}
8.0 \\
19.5 \\
13.7 \\
19.7 \\
19.1
\end{array}
\] \& \[
\begin{aligned}
\& (0.06) \\
\& (0.05 \\
\& (0.03 \\
\& (0.03 \\
\& (0.05) \\
\& (0.05)
\end{aligned}
\] \& \[
\begin{array}{r}
13.4 \\
13.7 \\
8.1 \\
8.3 \\
5.8
\end{array}
\] \& \begin{tabular}{l}
\((0.05)\) \\
\((0.04\) \\
\((0.02\) \\
\((0.03\) \\
\((0.04)\) \\
\\
\hline
\end{tabular} \& \[
\begin{array}{r}
9.5 \\
9.2 \\
9.0 \\
9.6 \\
6.6 \\
\hline 14.6
\end{array}
\] \& \[
\begin{aligned}
\& (0.21) \\
\& (0.18 \\
\& (0.16 \\
\& (0.16) \\
\& (0.34) \\
\& (0.34)
\end{aligned}
\] \& \[
\begin{gathered}
90.5 \\
90.8 \\
91.0 \\
93.4 \\
85.4
\end{gathered}
\] \& \[
\begin{aligned}
\& (0.21 \\
\& \left(\begin{array}{l}
181 \\
(0.16) \\
(0.6) \\
(0.20) \\
(0.34) \\
0
\end{array}\right) \\
\& \hline
\end{aligned}
\] \& \[
\begin{aligned}
\& 24.4 \\
\& \begin{array}{l}
33.5 \\
28.6 \\
28.0 \\
29.0
\end{array}
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.31 \\
\& \left(\begin{array}{l}
2.82 \\
(0.2) \\
(0.34 \\
(0.45) \\
(0.45) \\
0
\end{array}\right) \\
\& \hline
\end{aligned}
\] \& \[
\begin{aligned}
\& 40.7 \\
\& 42.4 \\
\& 42.6 \\
\& 39.6 \\
\& 33.4
\end{aligned}
\] \& \((0.33)\)
\((0.28)\)
\((0.7)\)
\((0.40\)
\((0.43)\)
\((0.80\) \& \[
\begin{aligned}
\& 21.7 \\
\& 24.4 \\
\& 18.1 \\
\& 24.2 \\
\& 14.5
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.26 \\
\& (0.23 \\
\& (0.20 \\
\& (0.26 \\
\& (0.34) \\
\& (0.34)
\end{aligned}
\] \& \[
\begin{array}{r}
19.0 \\
20.1 \\
11.5 \\
13.0 \\
8.9
\end{array}
\] \& \[
\begin{aligned}
\& (0.28) \\
\& (0.22) \\
\& (0.16 \\
\& (0.26 \\
\& (0.26)
\end{aligned}
\] \\
\hline \begin{tabular}{l}
Missouri \\
Montana \\
Nebraska \\
Nevada \\
New Hampshire
\end{tabular} \& \[
\begin{gathered}
76.5 \\
78.6 \\
88.0 \\
66.0 \\
77.8
\end{gathered}
\] \& \begin{tabular}{l}
\((0.13)\) \\
\((0.3)\) \\
\((0.21)\) \\
\((0.22)\) \\
\((0.29)\) \\
\((0.2)\) \\
\hline
\end{tabular} \& \[
\begin{aligned}
\& 88.1 \\
\& 87.5 \\
\& 89.1 \\
\& 85.5 \\
\& 90.5
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.60 \\
\& (1.160 \\
\& (1.04) \\
\& (0.97) \\
\& (1.17)
\end{aligned}
\] \& \[
\begin{aligned}
\& 18.7 \\
\& 12.8 \\
\& 13.8 \\
\& 13.4 \\
\& 19.3 \\
\& 12.6
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.05) \\
\& (0.10) \\
\& (0.07 \\
\& 0.10) \\
\& (0.08)
\end{aligned}
\] \& \[
\begin{aligned}
\& 81.3 \\
\& 87.2 \\
\& 88.6 \\
\& 80.7 \\
\& 87.4
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.05) \\
\& (0.10) \\
\& (0.07) \\
\& (0.10) \\
\& (0.08)
\end{aligned}
\] \& \[
\begin{aligned}
\& 21.6 \\
\& 24.4 \\
\& 23.7 \\
\& 18.2 \\
\& 28.7
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.05) \\
\& (0.13 \\
\& (0.09 \\
\& (0.10) \\
\& (0.11)
\end{aligned}
\] \& \[
\begin{aligned}
\& 14.0 \\
\& 17.2 \\
\& 16.4 \\
\& 16.4 \\
\& 12.1 \\
\& 18.7
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.04) \\
\& (0.11 \\
\& (0.08 \\
\& (0.08) \\
\& (0.10)
\end{aligned}
\] \& \[
\begin{array}{r}
7.6 \\
7.2 \\
7.3 \\
7.1 \\
6.1 \\
\hline 10.0
\end{array}
\] \& \((0.03)\)
\((0.08\)
\((0.06\)
\((0.06\)
\((0.07)\) \& \[
\begin{array}{r}
9.7 \\
6.6 \\
8.2 \\
83.2 \\
7.1
\end{array}
\] \& \[
\begin{aligned}
\& (0.22) \\
\& (0.39) \\
\& (0.24) \\
\& (0.29) \\
\& (0.31)
\end{aligned}
\] \& \[
\begin{aligned}
\& 90.3 \\
\& 93.4 \\
\& 91.4 \\
\& 96.8 \\
\& 92.9
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.22) \\
\& (0.39 \\
\& (0.24) \\
\& (0.29) \\
\& (0.31)
\end{aligned}
\] \& \[
\begin{aligned}
\& 30.0 \\
\& 28.3 \\
\& 25.4 \\
\& 27.7 \\
\& 27.4
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.26) \\
\& (0.70 \\
\& (0.55) \\
\& (0.46 \\
\& (0.54)
\end{aligned}
\] \& \[
\begin{aligned}
\& 29.6 \\
\& 30.4 \\
\& 32.9 \\
\& 34.9 \\
\& 37.2
\end{aligned}
\] \& \begin{tabular}{l}
\((0.26)\) \\
\((0.80\) \\
\((0.53)\) \\
\((0.41)\) \\
\((0.59)\) \\
\\
\hline
\end{tabular} \& \[
\begin{aligned}
\& 17.8 \\
\& 20.0 \\
\& 21.8 \\
\& \hline 16.1 \\
\& 22.5
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.277 \\
\& (0.72 \\
\& (0.43 \\
\& (0.33 \\
\& (0.32) \\
\& (0.52)
\end{aligned}
\] \& 11.7
10.4
11.1
8.8
14.7 \& \((0.19\)
\((0.4)\)
\((0.36)\)
\((0.25)\)
\((0.42)\)

a <br>
\hline New Jersey New Mexico New York North Carolina

North Dakota \& $$
\begin{aligned}
& 76.3 \\
& 70.5 \\
& 76.1 \\
& 74.2 \\
& 84.4
\end{aligned}
$$ \& \[

$$
\begin{aligned}
& (0.144 \\
& (0.24 \\
& (0.091 \\
& (0.11) \\
& (0.24)
\end{aligned}
$$

\] \& \[

$$
\begin{array}{r}
89.5 \\
88.3 \\
88.9 \\
87.1 \\
93.1
\end{array}
$$

\] \& \[

$$
\begin{aligned}
& (0.45) \\
& (1.57 \\
& \left(\begin{array}{l}
1.31) \\
(0.3) \\
(1.52) \\
(1.03)
\end{array}\right.
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 17.9 \\
& 12.1 \\
& 20.9 \\
& 20.9 \\
& 16.1
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.04 \\
& (0.09) \\
& (0.03 \\
& (0.04) \\
& (0.10)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 82.1 \\
& 78.9 \\
& 79.1 \\
& 78.1 \\
& 83.9
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.04) \\
& (0.09) \\
& (0.03) \\
& (0.04) \\
& (0.10)
\end{aligned}
$$

\] \& \[

$$
\begin{array}{r}
29.8 \\
23.5 \\
27.4 .4 \\
27.5 \\
22.5
\end{array}
$$

\] \& \[

$$
\begin{aligned}
& (0.05) \\
& (0.09 \\
& (0.04 \\
& (0.04 \\
& (0.42)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 18.8 \\
& 13.7 \\
& 15.6 \\
& 15.6 \\
& 15.3 \\
& 16.5
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.04 \\
& (0.0) \\
& (0.03) \\
& (0.034 \\
& (0.10)
\end{aligned}
$$

\] \& \[

$$
\begin{array}{r}
11.0 \\
9.8 \\
11.8 \\
7.2 \\
7.2 \\
5.5
\end{array}
$$

\] \& \[

$$
\begin{aligned}
& (0.04 \\
& (0.06 \\
& (0.03 \\
& (0.03) \\
& (0.06)
\end{aligned}
$$

\] \& \[

$$
\begin{array}{r}
9.9 .9 \\
14.7 \\
12.8 \\
11.7 \\
7.4
\end{array}
$$

\] \& \[

$$
\begin{aligned}
& (0.177 \\
& (0.43 \\
& (0.12 \\
& (0.17 \\
& (0.51)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 90.1 \\
& 85.3 \\
& 87.2 \\
& 88.3 \\
& 92.6
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.177 \\
& (0.43 \\
& (0.12) \\
& (0.17) \\
& (0.51)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 26.3 \\
& \begin{array}{c}
26.6 \\
25.8 \\
25.4 \\
25.4 \\
\text { a6.3 }
\end{array}
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.21) \\
& \left(\begin{array}{l}
(025) \\
(0.16) \\
(0.20) \\
(0.80) \\
\hline
\end{array}\right)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 40.6 \\
& 27.5 \\
& 23.3 .3 \\
& 33.9 \\
& 28.8
\end{aligned}
$$

\] \& \[

\left.$$
\begin{array}{l}
(0.24) \\
(.050 \\
(0.188 \\
(0.23 \\
(1.00) \\
(1.0
\end{array}
$$\right)

\] \& \[

$$
\begin{aligned}
& 24.5 \\
& \begin{array}{l}
5.8 \\
20.8 \\
20.8 \\
20.5 \\
21.2
\end{array}
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.22) \\
& (0.39 \\
& (0.15 \\
& (0.17) \\
& (0.87) \\
& \hline
\end{aligned}
$$
\] \& 16.1

11.7
16.5
11.4

7.6 \& | $(0.18)$ |
| :--- |
| $(0.34)$ |
| $(0.14$ |
| $(0.5)$ |
| $(0.40)$ | <br>

\hline Ohio Oregon Pennsylvania \& $$
\begin{aligned}
& 76.8 \\
& 74.8 \\
& 74.8 \\
& 79.8 \\
& 81.3
\end{aligned}
$$ \& \[

$$
\begin{aligned}
& (0.09) \\
& (0.16) \\
& (0.17) \\
& (0.09) \\
& (0.32)
\end{aligned}
$$
\] \& 87.7

83.9
86.8
88.2
91.2 \& $(0.38)$
$(0.9)$
$(.76)$
$(0.44)$
$(1.32)$

$(102)$ \& $$
\begin{aligned}
& 17.0 \\
& 19.4 \\
& 19.4 \\
& 14.9 \\
& 18.1 \\
& 22.0
\end{aligned}
$$ \& $(0.03)$

$(0.06)$
$(0.05)$
$(0.03)$
$0.13)$

$($ \& \[
$$
\begin{aligned}
& 83.0 \\
& 80.6 \\
& 85.1 \\
& 81.9 \\
& 78.0
\end{aligned}
$$

\] \&  \& \[

$$
\begin{aligned}
& 21.1 \\
& 20.3 \\
& 25.1 \\
& 22.4 .4 \\
& 25.6
\end{aligned}
$$

\] \& | $(0.03)$ |
| :--- |
| $(0.06)$ |
| $(0.06)$ |
| $(0.03)$ |
| $(0.14)$ |
| $(0.0$ | \& \[

$$
\begin{aligned}
& 13.7 \\
& \begin{array}{l}
33.5 \\
16.4 \\
14.0 \\
14.0
\end{array} \\
& \hline 15.9
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.03 \\
& (0.05 \\
& (0.56 \\
& (0.03) \\
& (0.12)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 7.4 \\
& 6.8 \\
& 8.8 \\
& 8.4 \\
& 9.7
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.02 \\
& (0.04 \\
& (0.04) \\
& (0.04) \\
& (0.02) \\
& (0.10)
\end{aligned}
$$
\] \& 9.5

11.5
9.8
8.8

11.2 \& $$
\begin{aligned}
& (0.13) \\
& (0.28) \\
& (0.26) \\
& (0.15) \\
& (0.45)
\end{aligned}
$$ \& \[

$$
\begin{aligned}
& 90.5 \\
& 88.5 \\
& 90.2 \\
& 91.1 \\
& 88.8
\end{aligned}
$$
\]

$$
88 .
$$ \& \[

$$
\begin{aligned}
& (0.13) \\
& (0.28 \\
& (0.26) \\
& (0.15) \\
& (0.45)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& \begin{array}{l}
31.8 \\
31.5 \\
21.9 \\
34.9 \\
28.4
\end{array}
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.21) \\
& (0.4) \\
& (0.4) \\
& (0.20) \\
& (0.68)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 28.8 \\
& \text { an.8 } \\
& 34.2 \\
& 34.8 .8 \\
& 34.5
\end{aligned}
$$
\] \& $(0.21)$

$(0.38)$
$(.08)$
$(0.22)$
$(0.71)$
$(0)$ \& 17.6
16.7
21.1
19.0

20.0 \& $$
\begin{aligned}
& (0.15) \\
& (0.33 \\
& (0.32 \\
& (0.19 \\
& (0.50)
\end{aligned}
$$ \& \[

$$
\begin{aligned}
& 11.2 \\
& 9.2 \\
& 91.1 \\
& 11.9 .9 \\
& 14.5
\end{aligned}
$$
\] \& $(0.16)$

$(0.8)$
$(0.268$
$(0.51$
$(0.53)$
$(0)$ <br>

\hline South Carolina South Dakota Tennessee Texas Utah \& $$
\begin{aligned}
& 74.3 \\
& 78.2 \\
& 75.1 \\
& 78.6 \\
& 80.3
\end{aligned}
$$ \& \[

$$
\begin{aligned}
& (0.18 \\
& (0.33 \\
& (0.16 \\
& (0.68 \\
& (0.86) \\
& (0.16)
\end{aligned}
$$
\] \& 86.5

83.7
87.5
85.6

89.6 \& $$
\begin{aligned}
& (0.70) \\
& (1.65 \\
& (.65) \\
& (.588 \\
& (0.80) \\
& (0.70)
\end{aligned}
$$ \& \[

$$
\begin{aligned}
& 23.7 \\
& 15.4 \\
& 24.1 \\
& 24.4 \\
& 12.3
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.07) \\
& (0.12 \\
& \left(\begin{array}{l}
0.06 \\
(0.03 \\
(0.07)
\end{array}\right)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 76.3 \\
& 84.6 \\
& 75.9 \\
& 75.7 \\
& 87.7
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.07) \\
& (0.12 \\
& \left(\begin{array}{l}
0.06 \\
(0.03 \\
(0.07)
\end{array}\right)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 20.4 \\
& 20.5 \\
& 19.6 \\
& 19.6 \\
& 2.2 .1 \\
& 26.1
\end{aligned}
$$

\] \& | $(0.07)$ |
| :--- |
| $(0.13$ |
| $(0.06$ |
| $(0.03$ |
| $(0.09)$ |
|  | \& \[

$$
\begin{aligned}
& 13.5 \\
& \begin{array}{l}
15.5 \\
12.8 \\
15.6 \\
17.6
\end{array}
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.06 \\
& (0.12 \\
& (0.25 \\
& (0.05 \\
& (0.03) \\
& (0.08)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 6.9 \\
& 6.0 \\
& 6.8 \\
& 7.6 \\
& 8.3
\end{aligned}
$$
\] \& $(0.04$

$(0.08$
$(0.33$
$(0.02$

$(0.06)$ \& \[
$$
\begin{aligned}
& 11.9 \\
& 7.8 \\
& 72.2 \\
& 16.1 \\
& 7.1 \\
& 7.3
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.25) \\
& (0.46) \\
& (0.020 \\
& (0.13) \\
& (0.33)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 88.1 \\
& 92.2 \\
& 87.8 \\
& 83.9 \\
& 92.7
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.25) \\
& (0.46 \\
& (0.20 \\
& (0.13) \\
& (0.33)
\end{aligned}
$$
\] \& 29.9

30.5
32.0
25.0

22.8 \& $$
\begin{aligned}
& (0.36) \\
& (0.97 \\
& (0.28) \\
& (0.14) \\
& (0.44)
\end{aligned}
$$ \& \[

$$
\begin{aligned}
& 28.2 \\
& 28.9 \\
& 27.4 \\
& 33.4 \\
& 35.0
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.31) \\
& (0.92 \\
& (0.29 \\
& (0.144 \\
& (0.51)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 17.8 \\
& 20.1 \\
& 17.4 \\
& 19.6 \\
& 22.9
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.277 \\
& (0.71 \\
& (0.20 \\
& (0.11 \\
& (0.38) \\
& (0.38)
\end{aligned}
$$
\] \& 10.5

8.7
10.0
10.7
12.2 \& $(0.19$
$(0.60)$
$(0.21)$
$(0.10)$
$(0.33)$ <br>
\hline Vermont Virginia

Washington West Virginia Wyoming \& $$
\begin{aligned}
& 83.0 \\
& 79.4 \\
& 75.4 \\
& 78.3 \\
& 78.9 \\
& 79.0
\end{aligned}
$$ \& $(0.28)$

$(0.13$
$(.166$
$(0.22$
$(0.13)$

$(0.41)$ \& \[
$$
\begin{aligned}
& \begin{array}{l}
1.3 \\
89.7 \\
88.2 \\
87.3 \\
89.2 \\
88.2
\end{array} \\
& \hline
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (1.85) \\
& \left(\begin{array}{l}
(.46) \\
(0.57) \\
(1.26 \\
(0.52) \\
(2.02)
\end{array}\right) \\
& \hline
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 13.6 \\
& 18.5 \\
& 12.9 \\
& 24.8 \\
& 14.9 \\
& 12.1 \\
& \hline
\end{aligned}
$$
\] \& $(0.10)$

$(0.05)$
$0.05)$
$(0.09)$
$(0.04$

$(0.13)$ \& \[
$$
\begin{aligned}
& 86.4 \\
& 88.5 \\
& 87.1 \\
& 75.2 \\
& 85.1 \\
& 87.9 \\
& \hline
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.10) \\
& (0.05) \\
& (0.05) \\
& (0.09 \\
& (0.04 \\
& (0.13) \\
& \hline
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 29.4 \\
& 29.5 \\
& 27.7 \\
& 14.8 \\
& 22.4 \\
& 21.9
\end{aligned}
$$
\] \& $(0.13)$

$(0.06$
$(0.06$
$(0.07$
$(0.05)$

$(0.16)$ \& \[
$$
\begin{array}{r}
18.3 \\
18.9 \\
18.4 \\
8.4 \\
8.9 \\
15.2 \\
14.9
\end{array}
$$

\] \& | $(0.11)$ |
| :--- |
| $(0.5)$ |
| $(0.55$ |
| $(0.06$ |
| $(0.04$ |
| $(0.14)$ | \& \[

$$
\begin{array}{r}
11.1 \\
11.6 \\
9.3 \\
5.9 \\
7.2 \\
7.0 \\
\hline
\end{array}
$$

\] \& \[

$$
\begin{aligned}
& (0.09 \\
& (0.04 \\
& (0.04 \\
& (0.04 \\
& (0.05 \\
& (0.03 \\
& (0.10) \\
& \hline
\end{aligned}
$$

\] \& \[

$$
\begin{array}{r}
6.6 \\
10.0 \\
8.4 \\
11.9 \\
7.7 \\
7.3 \\
\hline
\end{array}
$$
\] \& $(0.61)$

$(0.17$
$(0.15)$
$(0.39$
$(0.19)$

$(0.60)$ \& \[
$$
\begin{aligned}
& 93.4 \\
& 90.0 \\
& 91.6 \\
& 98.1 \\
& 92.3 \\
& 92.7
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.61) \\
& (0.17) \\
& (0.15) \\
& (0.39) \\
& (0.19) \\
& (0.60)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 29.0 \\
& 24.0 \\
& 21.8 \\
& 40.1 \\
& 30.9 \\
& 28.9
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.81) \\
& (0.04 \\
& (0.23) \\
& (0.59 \\
& (0.3) \\
& (1.03)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 39.1 \\
& 39.5 \\
& 36.7 \\
& 21.4 \\
& 30.2 \\
& 27.0
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (1.00) \\
& (0.29 \\
& (0.31) \\
& (0.56 \\
& (0.37 \\
& (0.83) \\
& (0.83)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& \begin{array}{l}
23.4 \\
22.4 \\
22.7 \\
12.7 \\
19.8 \\
19.3
\end{array}{ }^{2} 8
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.83 \\
& (0.26 \\
& (0.24 \\
& (0.38 \\
& (0.28 \\
& (0.81 \\
& (0.81)
\end{aligned}
$$

\] \& \[

$$
\begin{array}{r}
15.7 \\
17.2 \\
13.9 \\
8.6 \\
10.4 \\
9.7
\end{array}
$$
\] \& $(0.58)$

$(0.22)$
$(0.19)$
$(0.22)$
$(0.21$
$(0.73)$ <br>
\hline
\end{tabular}

\#Rounds to zero.
High school completers include those graduating from high school with a diploma as well as those completing high school through equivalency programs, such as a GED program.
OTE. Data for 2018 are based on sample surveys of the entire population in the given age range residing within the United
States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing
located within the United States) and institutionalized persons (e.
facilities), while data for 2000 are based on sample surveys of the population residing in individual housing units only. SOURCE: U.S. Department of Commerce, Census Bureau, Census 2000 Summary File 3, retrieved October 11, 2006, from https://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC 00 SF3 QTP20\&prodType=table Census Briefs, Educational Attainment: 2000; and American Community Survey (ACS), 2018. (This table was prepared
February 2020.)

Table 104.85. Rates of high school completion and bachelor's degree attainment among persons age 25 and over, by race/ethnicity and state: 2018
[Standard errors appear in parentheses]

|  | Percent with high school completion ${ }^{1}$ or higher |  |  |  |  |  |  |  |  |  |  | Percent with bachelor's or higher degree |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State | Total ${ }^{2}$ | White |  | Black |  | Hispanic |  | Asian |  | Two or more races |  | Total ${ }^{2}$ |  | White |  | Black |  | Hispanic |  | Asian |  | Two or more races |  |
| 1 | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| United States | 88.3 (0.04) | 93.1 | (0.04) | 86.6 | (0.09) | 69.7 | (0.15) | 87.7 | (0.12) | 92.0 | (0.22) | 32.6 | (0.07) | 36.3 | (0.08) | 22.1 | (0.14) | 17.0 | (0.12) | 55.3 | (0.21) | 35.9 | (0.39) |
| Alabama | 86.5 (0.28) | 88.6 | (0.31) | 83.4 | (0.56) | 65.9 | (2.38) | 84.3 | (2.45) | 88.2 | (2.32) | 25.3 | (0.34) | 28.0 | (0.41) | 17.2 | (0.58) | 18.3 | (2.13) | 52.9 | (3.14) | 25.6 | (2.89) |
| Alaska | 94.0 | 96.5 | (0.48) | 98.2 | (1.53) | 88.5 | (4.23) | 91.6 | (3.68) | 95.7 | (1.78) | 30.1 | (1.13) | 36.5 | (1.39) | 23.5 | (6.04) | 23.1 | (4.42) | 24.6 | (4.05) | 24.6 | (3.95) |
| Arizona | 87.6 (0.17) | 94.6 | (0.18) | 89.8 | (1.02) | 71.3 | (0.51) | 89.3 | (1.05) | 93.7 | (1.04) | 29.6 | (0.26) | 36.0 | (0.31) | 25.0 | (1.33) | 13.7 | (0.40) | 57.7 | (1.84) | 37.7 | (2.76) |
| Arkansas California | $\begin{array}{ll}87.3 & (0.30) \\ 83.9 & (0.09)\end{array}$ | 89.5 95.1 | $(0.33)$ $(0.08)$ | 86.2 91.0 | $(0.79)$ $(0.30)$ | 59.7 66.1 | $(2.38)$ $(0.23)$ | 88.7 88.4 | $(3.40)$ $(0.19)$ | $\begin{aligned} & 85.3 \\ & 93.4 \end{aligned}$ | (2.59) | 23.3 34.4 | $(0.40)$ $(0.11)$ | 25.0 44.6 | $(0.46)$ $(0.17)$ | 16.8 27.0 | $(1.02)$ $(0.54)$ | 11.5 13.6 | (1.40) | 44.3 53.8 | $(3.84)$ $(0.33)$ | 20.4 41.9 | (2.72) $(0.84)$ |
| Colorado | 92.2 (0.19) | 96.8 | (0.14) | 90.4 | (1.14) | 73.7 | (0.79) | 90.4 | (0.98) | 95.4 | (0.84) | 42.0 | (0.29) | 48.3 | (0.32) | 28.6 | (1.94) | 17.0 | (0.64) | 56.6 | (1.54) | 44.2 | (2.24) |
| Connecticut | 90.8 (0.24) | 94.6 | (0.23) | 88.0 | (0.83) | 73.9 | (1.10) | 89.4 | (1.04) | 89.6 | (2.38) | 39.7 | (0.35) | 44.6 | (0.43) | 22.9 | (1.19) | 16.9 | (0.82) | 65.3 | (1.70) | 45.4 | (4.54) |
| Delaware | 89.6 (0.57) | 93.2 | (0.52) | 88.7 | (1.15) | 61.9 | (3.18) | 85.3 | (4.30) | 89.2 | (4.91) | 31.2 | (0.77) | 34.2 | (0.93) | 22.1 | (1.65) | 17.2 | (2.24) | 55.2 | (4.92) | 23.4 | (5.21) |
| District of Columbia | 91.8 (0.57) | 99.3 | (0.23) | 87.6 | (1.05) | 76.0 | (3.32) | 96.8 | (1.72) | 96.2 | (1.82) | 60.2 | (0.61) | 92.9 | (0.62) | 27.8 | (1.29) | 53.9 | (3.67) | 88.9 | (2.61) | 70.4 | (5.35) |
| Florida | 88.5 (0.09) | 93.1 | (0.12) | 83.7 | (0.41) | 80.0 | (0.28) | 87.9 | (0.63) | 92.2 | (0.88) | 30.5 | (0.15) | 34.0 | (0.17) | 20.0 | (0.48) | 25.5 | (0.29) | 50.0 | (1.16) | 35.0 | (1.57) |
| Georgia | 87.5 (0.18) | 90.8 | (0.20) | 87.6 | (0.27) | 61.8 | (1.05) | 87.1 | (0.88) | 92.6 | (1.31) | 32.0 | (0.21) | 35.9 | (0.26) | 24.6 | (0.47) | 18.1 | (0.75) | 56.4 | (1.17) | 39.5 | (2.41) |
| Hawaii | 91.7 (0.42) | 97.1 | (0.42) | 95.8 | (2.16) | 89.1 | (1.37) | 88.9 | (0.78) | 95.3 | (0.64) | 33.2 | (0.65) | 44.1 | (1.56) | 30.8 | (4.63) | 27.2 | (2.02) | 35.0 | (1.01) | 26.3 | (1.39) |
| Idaho | 90.7 (0.39) | 93.8 | (0.34) | 92.4 | (5.30) | 64.3 | (2.56) | 90.2 | (3.78) | 96.8 | (1.73) | 27.4 | (0.52) | 29.3 | (0.56) | 24.5 | (7.26) | 11.0 | (1.42) | 41.5 | (5.73) | 22.8 | (4.37) |
| Illinois | 89.4 (0.14) | 94.2 | (0.11) | 86.7 | (0.46) | 69.2 | (0.70) | 90.9 | (0.62) | 91.5 | (1.47) | 35.2 | (0.21) | 39.5 | (0.24) | 22.1 | (0.57) | 14.4 | (0.43) | 66.4 | (0.97) | 41.0 | (2.25) |
| Indiana | 88.8 (0.22) | 90.5 | (0.21) | 86.0 | (0.74) | 68.6 | (1.81) | 83.5 | (1.94) | 88.2 | (2.08) | 26.9 | (0.29) | 27.7 | (0.33) | 18.6 | (0.90) | 14.0 | (1.07) | 58.8 | (2.45) | 31.2 | (2.68) |
| lowa | 92.2 (0.27) | 94.3 | (0.24) | 81.5 | (3.21) | 62.1 | (2.73) | 82.3 | (2.95) | 93.1 | (2.23) | 28.6 | (0.49) | 29.4 | (0.47) | 12.0 | (2.22) | 14.3 | (1.79) | 48.0 | (3.98) | 26.6 | (5.26) |
| Kansas | 90.9 (0.27) | 94.4 | (0.26) | 86.5 | (1.83) | 63.8 | (1.68) | 87.7 | (2.08) | 94.2 | (1.57) | 33.4 | (0.38) | 35.9 | (0.45) | 20.3 | (2.07) | 13.8 | (1.29) | 58.1 | (2.42) | 25.4 | (3.29) |
| Kentucky | 87.1 (0.28) | 87.7 | (0.27) | 87.0 | (0.98) | 70.6 | (2.65) | 82.1 | (2.61) | 86.4 | (2.35) | 25.2 | (0.30) | 25.6 | (0.33) | 17.0 | (1.25) | 21.1 | (2.30) | 50.6 | (3.39) | 28.5 | (3.78) |
| Louisiana | 86.0 (0.33) | 89.3 | (0.32) | 81.5 | (0.57) | 73.2 | (1.90) | 83.4 | (2.09) | 91.1 | (2.15) | 24.3 | (0.31) | 28.4 | (0.43) | 15.3 | (0.48) | 19.1 | (1.61) | 44.7 | (2.86) | 29.8 | (2.86) |
| Maine | 92.8 (0.43) | 93.0 | (0.44) | 74.0 | (11.31) | 92.1 | (2.27) | 87.0 | (4.35) | 98.1 | (1.24) | 30.6 | (0.62) | 30.7 | (0.61) | 20.2 ! | (7.30) | 41.3 | (6.33) | 34.8 | (6.26) | 24.1 | (5.34) |
| Maryland | 90.5 (0.21) | 94.2 | (0.21) | 90.0 | (0.34) | 68.5 | (1.15) | 89.9 | (1.06) | 92.4 | (1.11) | 40.7 | (0.33) | 46.3 | (0.40) | 30.0 | (0.53) | 23.3 | (0.99) | 64.4 | (1.34) | 43.2 | (2.14) |
| Massachusetts | 90.8 (0.18) | 94.3 | (0.18) | 86.6 | (0.83) | 70.5 | (0.85) | 86.6 | (0.80) | 92.6 | (1.57) | 44.4 | (0.28) | 47.3 | (0.31) | 30.2 | (1.07) | 21.5 | (0.86) | 62.7 | (1.24) | 47.8 | (2.63) |
| Michigan | 91.0 | 92.8 | (0.16) | 86.2 | (0.49) | 75.1 | (1.28) | 89.8 | (0.99) | 88.2 | (1.50) | 29.6 | (0.27) | 30.7 | (0.27) | 17.8 | (0.73) | 19.7 | (1.15) | 65.5 | (1.54) | 26.8 | (1.94) |
| Minnesota | 93.4 (0.20) | 96.0 | (0.14) | 81.7 | (1.65) | 70.6 | (2.42) | 84.0 | (1.30) | 91.7 | (2.05) | 37.2 | (0.40) | 38.5 | (0.45) | 23.0 | (1.98) | 21.9 | (1.61) | 48.1 | (2.19) | 35.3 | (3.68) |
| Mississippi | 85.4 (0.34) | 88.4 | (0.39) | 81.4 | (0.60) | 68.0 | (3.11) | 88.8 | (2.33) | 88.1 | (3.25) | 23.4 | (0.43) | 27.2 | (0.53) | 16.7 | (0.54) | 17.8 | (2.69) | 47.4 | (4.15) | 33.5 | (5.85) |
| Missouri | 90.3 (0.22) | 91.4 | (0.21) | 86.6 | (0.78) | 75.6 | (1.93) | 91.8 | (1.32) | 89.1 | (2.10) | 29.6 | (0.26) | 30.4 | (0.33) | 19.2 | (0.93) | 23.1 | (1.42) | 63.0 | (2.72) | 26.5 | (2.12) |
| Montana | 93.4 (0.39) | 94.2 | (0.40) | $\ddagger$ | ( $\dagger$ ) | 90.3 | (3.20) | 80.9 | (7.21) | 88.8 | (4.05) | 30.4 | (0.80) | 31.4 | (0.78) | $\ddagger$ | ( $\dagger$ ) | 31.2 | (7.44) | 40.5 | (11.17) | 13.8 | (3.51) |
| Nebraska | 91.8 (0.24) | 95.0 | (0.22) | 88.6 | (2.13) | 66.0 | (2.15) | 80.3 | (3.10) | 84.3 | (4.77) | 32.9 | (0.53) | 35.2 | (0.55) | 22.6 | (3.13) | 13.8 | (1.65) | 44.7 | (4.58) | 25.4 | (4.45) |
| Nevada | 86.8 (0.29) | 93.9 | (0.27) | 89.5 | (1.09) | 67.3 | (0.89) | 90.3 | (0.88) | 91.9 | (1.67) | 24.9 | (0.41) | 29.6 | (0.59) | 17.3 | (1.29) | 11.6 | (0.64) | 38.3 | (1.54) | 28.4 | (2.87) |
| New Hampshire | 92.9 (0.31) | 94.0 | (0.30) | 72.8 | (5.01) | 74.6 | (3.34) | 89.4 | (2.42) | 90.2 | (4.02) | 37.2 | (0.59) | 37.3 | (0.61) | 13.8! | (4.81) | 20.4 | (3.30) | 62.7 | (3.85) | 35.0 | (5.51) |
| New Jersey | 90.1 (0.17) | 94.7 | (0.14) | 88.0 | (0.55) | 75.2 | (0.63) | 92.4 | (0.39) | 94.1 | (0.95) | 40.6 | (0.24) | 44.8 | (0.29) | 25.4 | (0.71) | 20.6 | (0.52) | 70.9 | (0.74) | 48.9 | (2.15) |
| New Mexico | 85.3 (0.43) | 95.5 | (0.28) | 89.1 | (3.37) | 76.5 | (0.84) | 87.1 | (3.02) | 95.3 | (1.68) | 27.5 | (0.50) | 42.2 | (0.78) | 22.6 | (3.61) | 15.3 | (0.64) | 56.2 | (4.40) | 33.7 | (4.10) |
| New York | 87.2 (0.12) | 93.5 | (0.12) | 84.7 | (0.42) | 71.7 | (0.44) | 80.0 | (0.47) | 89.9 | (0.95) | 37.3 31.9 | (0.18) | 43.5 | (0.21) | 25.0 | (0.46) | 20.1 | (0.42) | 48.5 | (0.66) | 44.8 | (1.52) |
| North Carolina | 88.3 (0.17) | 91.7 | (0.17) | 86.6 | (0.35) | 62.7 | (1.16) | 86.5 | (1.31) | 90.2 | (1.47) | 31.9 | (0.23) | 35.8 | (0.25) | 21.4 | (0.54) | 16.2 | (0.88) | 58.6 | (1.68) | 34.2 | (2.07) |
| North Dakota | 92.6 (0.51) | 94.1 | (0.41) | 80.4 | (7.18) | 86.6 | (4.34) | 67.6 | (8.97) | 91.0 | (5.22) | 28.8 | (1.00) | 29.8 | (1.11) | 23.3 ! | (8.35) | 19.4 | (4.75) | 38.2 | (8.59) | 23.2 ! | (7.29) |
| Ohio | 90.5 (0.13) | 91.9 | (0.13) | 85.4 | (0.57) | 77.4 | (1.26) | 86.8 | (1.18) | 89.1 | (1.50) | 28.8 | (0.21) | 29.9 | (0.21) | 17.6 | (0.57) | 20.3 |  | 59.6 |  | 27.7 |  |
| Oklahoma | 88.5 (0.28) | 91.3 | (0.25) | 90.6 | (0.89) | 61.7 | (1.67) | 86.0 | (2.16) | 89.3 | (1.01) | 25.8 | (0.38) | 28.3 | (0.44) | 19.4 | (1.39) | 9.9 | (0.98) | 53.5 | $(3.84)$ | 25.2 | (1.82) |
| Oregon | 90.2 (0.26) | 94.0 | (0.22) | 88.6 | (2.22) | 62.5 | (1.58) | 86.9 | (1.29) | 90.5 | (1.43) | 34.2 | (0.38) | 36.1 | (0.42) | 27.6 | (2.61) | 15.9 | (0.96) | 51.0 | (1.88) | 30.6 | (1.95) |
| Pennsylvania | 91.1 (0.15) | 93.2 | (0.10) | 87.6 | (0.59) | 71.4 | (1.03) | 85.7 | (1.03) | 92.1 888 | (1.25) | 31.8 34.5 | (0.22) | 33.3 37.9 | (0.24) | 19.8 | (0.79) | 16.8 | (0.79) | 59.2 | $(1.36)$ | 28.7 35 | (2.17) |
| Rhode Island | 88.8 (0.45) |  | (0.40) |  | (1.94) |  | (2.30) |  | (2.81) | 88.8 | (4.31) |  | (0.71) | 37.9 | (0.81) | 23.6 | (2.99) | 16.1 | (1.75) | 45.7 | (4.23) | 35.3 | (5.65) |
| South Carolina | 88.1 (0.25) | 91.0 | (0.28) | 83.5 | (0.66) | 69.2 | (1.73) | 91.7 | (1.83) | 90.2 | (1.78) | 28.2 | (0.31) | 33.0 | (0.40) | 15.6 | (0.65) | 18.3 | (1.35) | 52.4 | (3.04) | 31.5 | (3.14) |
| South Dakota | 92.2 (0.46) | 94.7 | (0.39) | 76.1 | (7.61) | 68.5 | (6.39) | 68.3 | (9.62) | 83.8 | (7.59) | 28.9 | (0.92) | 31.1 | (0.99) | 12.1 ! | (5.65) | 15.0 | (4.32) | 44.5 | (8.72) | 25.8 ! | (7.75) |
| Tennessee | 87.8 (0.20) | 89.4 | (0.20) | 85.9 | (0.54) | 65.0 | (1.66) | 83.4 | (1.83) | 90.6 | (1.52) | 27.4 | (0.29) | 28.7 | (0.31) | 20.0 | (0.72) | 17.4 | (1.25) | 51.4 | (2.45) | 35.7 | (2.39) |
| Texas | 83.9 (0.13) | 94.4 | (0.10) | 90.0 | (0.27) | 66.7 | (0.28) | 87.7 | (0.47) | 93.7 | (0.72) | 30.3 | (0.14) | 39.3 | (0.20) | 25.1 | (0.44) | 15.1 | (0.21) | 59.8 | (0.71) | 39.6 | (1.21) |
| Utah | 92.7 (0.33) | 95.7 | (0.24) | 88.5 | (4.08) | 73.7 | (1.79) | 91.4 | (1.79) | 96.2 | (1.74) | 35 | (0.51) | 37 | (0.54) | 22.5 | (5.57) | 16 | (1.23) | 51.1 | (3.62) | 35.5 | (3.63) |
| Vermont | 93.4 (0.61) | 93.6 | (0.61) |  |  | 89.0 | (4.72) | 90.1 | (7.83) | 85.6 | (6.87) | 39.1 | (1.00) | 38.2 | (0.97) |  |  | 35.9 | (8.92) | 80.9 | (6.90) | 51.8 | (10.40) |
| Virginia | 90.0 | 93.1 | (0.15) | 86.1 | (0.47) | 72.0 | (1.13) | 90.7 | (0.52) | 92.2 | (1.10) | 39.5 | (0.29) | 43.0 | (0.32) | 24.5 | (0.65) | 24.9 | (0.92) | 63.5 | (1.01) | 39.6 | (2.03) |
| Washington | 91.6 (0.15) | 95.2 | (0.14) | 90.0 | (1.02) | 66.8 | (0.93) | 89.6 | (0.48) | 94.0 | (0.69) | 36.7 | (0.31) | 37.9 | (0.32) | 27.3 | (1.55) | 16.2 | (0.63) | 55.0 | (1.03) | 36.7 | (1.58) |
| West Virginia | 88.1 (0.39) | 88.0 | (0.40) | 91.4 | (1.78) | 76.2 | (5.27) | 98.7 | (1.06) | 82.0 | (4.38) | 21.4 | (0.56) | 21.4 | (0.58) | 13.4 | (1.77) | 24.4 | (4.66) | 61.6 | (7.39) | 18.3 | (4.52) |
| Wisconsin | 92.3 (0.19) | 94.3 | (0.16) | 85.2 | (1.10) | 71.6 | (1.77) | 83.0 | (2.13) | 95.3 | (1.65) | 30.2 | (0.37) | 31.6 | (0.37) | 15.8 | (1.45) | 16.5 | (1.34) | 45.8 | (2.92) | 36.8 | (3.72) |
| Wyoming | 92.7 (0.60) | 93.8 | (0.53) | + | (t) | 81.0 | (3.83) | $\pm$ | ( $\dagger$ ) | 95.1 | (3.64) | 27.0 | (0.83) | 28.5 | (0.94) | $\ddagger$ | ( $\dagger$ ) | 10.1 | (2.12) | $\ddagger$ | (t) | $\pm$ | ( $\dagger$ |
| $\dagger$ Not applicable. <br> !Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. <br> $\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is <br> 50 percent or greater. <br> ${ }^{1}$ Includes completion of high school through equivalency programs, such as a GED program. <br> ${ }^{2}$ Total includes racial/ethnic groups not shown separately. |  |  |  |  |  |  |  |  |  | NOTE: Data are based on sample surveys of the entire population in the given age range residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity. <br> SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2018 (This table was prepared February 2020.) |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 105.10. Projected number of participants in educational institutions, by level and control of institution: Fall 2019 [In millions]

| Participants | All levels (elementary, secondary, and degree-granting postsecondary) | Elementary and secondary schools |  |  | Degree-granting postsecondary institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Public | Private | Total | Public | Private |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Total | 86.5 | 63.8 | 57.2 | 6.6 | 22.7 | 16.6 | 6.2 |
| Enrollment | 76.1 | 56.3 | 50.6 | 5.7 | 19.7 | 14.6 | 5.1 |
| Teachers and faculty | 4.7 | 3.7 | 3.2 | 0.5 | 1.1 | 0.7 | 0.4 |
| Other professional, administrative, and support staff | 5.7 | 3.8 | 3.4 | 0.4 | 1.9 | 1.3 | 0.7 |

NOTE: Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes federal Bureau of Indian Education schools and Department of Defense Education Activity schools. Excludes private preprimary enrollment in schools that do not offer kindergarten or above. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data for teachers and other staff in public and private elementary and secondary schools and colleges and universities are reported in terms of full-time equivalents. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Elementary and Secondary Enrollment Projection Model, 1972 through 2029; Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029; Elementary and Secondary Teacher Projection Model, 1973 through 2029; and unpublished projections and estimates. (This table was prepared January 2020.)

Table 105.20. Enrollment in elementary, secondary, and degree-granting postsecondary institutions, by level and control of institution, enrollment level, and attendance status and sex of student: Selected years, fall 1990 through fall 2029
[In thousands]

| Level and control of institution, enrollment level, and attendance status and sex of student | Actual |  |  |  | Projected |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1990 | 2000 | 2010 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| All levels <br> Elementary and secondary schools ${ }^{2}$ | 60,683 | 68,685 | 75,886 | 76,184 ${ }^{1}$ | 76,013 | 76,070 | 76,112 | 76,122 | 76,247 | 76,342 | 76,386 | 76,397 | 76,441 | 76,538 | 76,714 | 76,921 |
|  | 46,864 | 53,373 | 54,867 | 56,406 ${ }^{1}$ | 56,367 | 56,350 | 56,368 | 56,343 | 56,434 | 56,480 | 56,460 | 56,404 | 56,370 | 56,439 | 56,605 | 56,806 |
| Public Private | 41,217 | 47,204 | 49,484 | 50,686 ${ }^{1}$ | 50,650 | 50,634 | 50,654 | 50,643 | 50,721 | 50,768 | 50,758 | 50,704 | 50,672 | 50,734 | 50,885 | 51,068 |
|  | 5,648 ${ }^{3}$ | 6,169 ${ }^{3}$ | 5,382 ${ }^{3}$ | 5,720 | 5,717 | 5,716 | 5,714 | 5,700 | 5,713 | 5,712 | 5,702 | 5,700 | 5,699 | 5,704 | 5,720 | 5,738 |
| Prekindergarten to grade 8 Public ${ }^{4}$ Private | 34,388 | 38,592 | 38,708 | 39,748 ${ }^{1}$ | 39,656 | 39,605 | 39,476 | 39,256 | 39,190 | 39,196 | 39,309 | 39,470 | 39,676 | 39,886 | 40,082 | 40,268 |
|  | 29,876 | 33,686 | 34,625 | 35,4961 | 35,443 | 35,402 | 35,293 | 35,094 | 35,019 | 35,022 | 35,123 | 35,267 | 35,452 | 35,641 | 35,818 | 35,987 |
|  | $4,512^{3}$ | 4,906 ${ }^{3}$ | 4,084 ${ }^{3}$ | 4,252 | 4,213 | 4,203 | 4,183 | 4,161 | 4,171 | 4,174 | 4,187 | 4,204 | 4,224 | 4,245 | 4,263 | 4,281 |
| Grades 9 to 12 <br> Public ${ }^{4,5}$ <br> Private <br> Degree-granting postsecondary institutions | 12,476 | 14,781 | 16,159 | 16,658 | 16,711 | 16,745 | 16,892 | 17,088 | 17,245 | 17,285 | 17,150 | 16,934 | 16,694 | 16,553 | 16,523 | 16,539 |
|  | 11,341 | 13,517 | 14,860 | 15,190 | 15,206 | 15,232 | 15,361 | 15,549 | 15,703 | 15,746 | 15,635 | 15,438 | 15,220 | 15,093 | 15,067 | 15,081 |
|  | 1,136 ${ }^{3}$ | 1,264 ${ }^{3}$ | 1,299 ${ }^{3}$ | 1,468 | 1,504 | 1,512 | 1,531 | 1,539 | 1,542 | 1,538 | 1,515 | 1,496 | 1,474 | 1,460 | 1,456 | 1,457 |
|  | 13,819 | 15,312 | 21,019 | 19,778 | 19,646 ${ }^{6}$ | 19,720 | 19,744 | 19,778 | 19,813 | 19,862 | 19,926 | 19,993 | 20,070 | 20,099 | 20,110 | 20,115 |
| Undergraduate | 11,959 | 13,155 | 18,082 | 16,773 | 16,610 ${ }^{6}$ | 16,673 | 16,692 | 16,721 | 16,750 | 16,790 | 16,845 | 16,901 | 16,967 | 16,991 | 16,999 | 17,003 |
| Full-time Part-time | 6,976 | 7,923 | 11,457 | 10,372 | 10,267 ${ }^{6}$ | 10,296 | 10,293 | 10,292 | 10,297 | 10,312 | 10,341 | 10,377 | 10,415 | 10,419 | 10,410 | 10,397 |
|  | 4,983 | 5,232 | 6,625 | 6,401 | 6,343 ${ }^{6}$ | 6,377 | 6,399 | 6,428 | 6,452 | 6,478 | 6,504 | 6,524 | 6,551 | 6,572 | 6,589 | 6,606 |
| Male Female | 5,380 | 5,778 | 7,836 | 7,351 | 7,226 ${ }^{6}$ | 7,250 | 7,254 | 7,263 | 7,273 | 7,288 | 7,312 | 7,338 | 7,367 | 7,378 | 7,383 | 7,385 |
|  | 6,579 | 7,377 | 10,246 | 9,422 | 9,384 ${ }^{6}$ | 9,423 | 9,438 | 9,457 | 9,477 | 9,503 | 9,533 | 9,564 | 9,600 | 9,613 | 9,616 | 9,618 |
| $\begin{aligned} & \text { 2-year } \\ & \text { 4-vear } \end{aligned}$ | 5,240 | 5,948 | 7,684 | 5,953 | 5,745 ${ }^{6}$ | 5,770 | 5,783 | 5,799 | 5,814 | 5,832 | 5,853 | 5,872 | 5,895 | 5,907 | 5,915 | 5,922 |
|  | 6,719 | 7,207 | 10,399 | 10,820 | 10,865 ${ }^{6}$ | 10,902 | 10,910 | 10,921 | 10,936 | 10,958 | 10,992 | 11,030 | 11,072 | 11,083 | 11,084 | 11,080 |
| Public Private | 9,710 | 10,539 | 13,703 | 13,113 | 13,049 ${ }^{6}$ | 13,100 | 13,118 | 13,142 | 13,167 | 13,201 | 13,244 | 13,289 | 13,340 | 13,361 | 13,370 | 13,375 |
|  | 2,250 | 2,616 | 4,379 | 3,660 | 3,561 ${ }^{6}$ | 3,573 | 3,575 | 3,578 | 3,582 | 3,590 | 3,600 | 3,613 | 3,626 | 3,630 | 3,629 | 3,628 |
| Postbaccalaureate Full-time Part-time | 1,860 | 2,157 | 2,937 | 3,005 | 3,036 ${ }^{6}$ | 3,048 | 3,052 | 3,058 | 3,064 | 3,071 | 3,081 | 3,092 | 3,104 | 3,109 | 3,111 | 3,112 |
|  | 845 | 1,087 | 1,630 | 1,704 | 1,725 ${ }^{6}$ | 1,729 | 1,729 | 1,729 | 1,730 | 1,732 | 1,737 | 1,743 | 1,750 | 1,750 | 1,749 | 1,747 |
|  | 1,015 | 1,070 | 1,307 | 1,301 | 1,311 ${ }^{6}$ | 1,318 | 1,323 | 1,329 | 1,334 | 1,339 | 1,344 | 1,349 | 1,354 | 1,358 | 1,362 | 1,365 |
| Male Female | 904 | 944 | 1,209 | 1,220 | 1,217 ${ }^{6}$ | 1,221 | 1,222 | 1,223 | 1,225 | 1,228 | 1,232 | 1,236 | 1,241 | 1,243 | 1,244 | 1,245 |
|  | 955 | 1,213 | 1,728 | 1,785 | 1,819 ${ }^{6}$ | 1,827 | 1,830 | 1,834 | 1,838 | 1,844 | 1,850 | 1,856 | 1,863 | 1,865 | 1,866 | 1,867 |

IIncludes imputations for public school prekindergarten enrollment in California and Oregon. ${ }^{2}$ Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes homeschooled children who were not also enrolled in public and private schools. Private elementary enrollment includes preprimary students in schools offering kindergarten or higher grades.
${ }^{3}$ Estimated.
${ }^{4}$ Includes prorated proportion of students classified as ungraded. The total ungraded counts of students were prorated to the elementary level (prekindergarten to grade 8) and the secondary level (grades 9 to 12) based on prior reports.
${ }^{5}$ In addition to students in grades 9 to 12 and ungraded secondary students, includes a small number of students reported as being enrolled in grade 13.
${ }^{6}$ Data are actual.

NOTE: Postsecondary data for 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1990-91 through 2017-18; Private School Universe Survey (PSS), 1995-96 through 2017-18; National Elementary and Secondary Enrollment Projection Model, 1972 through 2029; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. (This table was prepared December 2019.)

Summary of Enrollment, Teachers, and Schools
Table 105.30. Enrollment in elementary, secondary, and degree-granting postsecondary institutions, by level and control of institution: Selected years, 1869-70 through fall 2029

| Year | Total enrollment, all levels | Elementary and secondary, total | Public elementary and secondary schools |  |  | Private elementary and secondary schools ${ }^{1}$ |  |  | Degree-granting postsecondary institutions ${ }^{2}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Prekindergarten through grade $8^{3}$ | Grades 9 through $12^{3}$ | Total | Prekindergarten through grade 8 | Grades 9 through 12 | Total | Public | Private |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1869-70 | - | - | 6,872 | 6,792 | 80 | - | - | - | 52 | - |  |
| 1879-80 | - | - | 9,868 | 9,757 | 110 | - | - | - | 116 | - |  |
| 1889-90 | 14,491 | 14,334 | 12,723 | 12,520 | 203 | 1,611 | 1,516 | 95 | 157 | - |  |
| 1899-1900 | 17,092 | 16,855 | 15,503 | 14,984 | 519 | 1,352 | 1,241 | 111 | 238 | - | - |
| 1909-10 | 19,728 | 19,372 | 17,814 | 16,899 | 915 | 1,558 | 1,441 | 117 | 355 | - | - |
| 1919-20 | 23,876 | 23,278 | 21,578 | 19,378 | 2,200 | 1,699 | 1,486 | 214 | 598 | - | - |
| 1929-30 | 29,430 | 28,329 | 25,678 | 21,279 | 4,399 | 2,651 | 2,310 | 341 | 1,101 | - | - |
| 1939-40 | 29,539 | 28,045 | 25,434 | 18,832 | 6,601 | 2,611 | 2,153 | 458 | 1,494 | 797 | 698 |
| 1949-50 | 31,151 | 28,492 | 25,111 | 19,387 | 5,725 | 3,380 | 2,708 | 672 | 2,659 | 1,355 | 1,304 |
| Fall 1959 | 44,497 | 40,857 | 35,182 | 26,911 | 8,271 | 5,675 | 4,640 | 1,035 | 3,640 | 2,181 | 1,459 |
| Fall 1969 | 59,055 | 51,050 | 45,550 | 32,513 | 13,037 | 5,500 ${ }^{4}$ | 4,200 ${ }^{4}$ | 1,3004 | 8,005 | 5,897 | 2,108 |
| Fall 1985 | 57,226 | 44,979 | 39,422 | 27,034 | 12,388 | 5,557 | 4,195 | 1,362 | 12,247 | 9,479 | 2,768 |
| Fall 1990 | 60,683 | 46,864 | 41,217 | 29,876 | 11,341 | 5,6484 | 4,512 ${ }^{4}$ | 1,136 ${ }^{4}$ | 13,819 | 10,845 | 2,974 |
| Fall 1991 | 62,087 | 47,728 | 42,047 | 30,503 | 11,544 | 5,681 | 4,550 | 1,131 | 14,359 | 11,310 | 3,049 |
| Fall 1992 | 63,181 | 48,694 | 42,823 | 31,086 | 11,737 | 5,870 ${ }^{4}$ | 4,746 ${ }^{4}$ | 1,125 ${ }^{4}$ | 14,487 | 11,385 | 3,103 |
| Fall 1993 | 63,837 | 49,532 | 43,465 | 31,502 | 11,963 | 6,067 | 4,950 | 1,118 | 14,305 | 11,189 | 3,116 |
| Fall 1994 | 64,385 | 50,106 | 44,111 | 31,896 | 12,215 | 5,994 ${ }^{4}$ | 4,856 ${ }^{4}$ | 1,138 ${ }^{4}$ | 14,279 | 11,134 | 3,145 |
| Fall 1995 | 65,020 | 50,759 | 44,840 | 32,338 | 12,502 | 5,918 | 4,756 | 1,163 | 14,262 | 11,092 | 3,169 |
| Fall 1996 | 65,911 | 51,544 | 45,611 | 32,762 | 12,849 | 5,933 ${ }^{4}$ | 4,755 ${ }^{4}$ | 1,178 ${ }^{4}$ | 14,368 | 11,120 | 3,247 |
| Fall 1997 | 66,574 | 52,071 | 46,127 | 33,071 | 13,056 | 5,944 | 4,759 | 1,185 | 14,502 | 11,196 | 3,306 |
| Fall 1998 | 67,033 | 52,526 | 46,539 | 33,344 | 13,195 | 5,9884 | 4,776 ${ }^{4}$ | 1,212 ${ }^{4}$ | 14,507 | 11,138 | 3,369 |
| Fall 1999 | 67,725 | 52,875 | 46,857 | 33,486 | 13,371 | 6,018 | 4,789 | 1,229 | 14,850 | 11,376 | 3,474 |
| Fall 2000 | 68,685 | 53,373 | 47,204 | 33,686 | 13,517 | 6,169 ${ }^{4}$ | 4,906 ${ }^{4}$ | 1,264 ${ }^{4}$ | 15,312 | 11,753 | 3,560 |
| Fall 2001 | 69,920 | 53,992 | 47,672 | 33,936 | 13,736 | 6,320 | 5,023 | 1,296 | 15,928 | 12,233 | 3,695 |
| Fall 2002 | 71,015 | 54,403 | 48,183 | 34,114 | 14,069 | 6,220 ${ }^{4}$ | 4,915 ${ }^{4}$ | 1,306 ${ }^{4}$ | 16,612 | 12,752 | 3,860 |
| Fall 2003 | 71,551 | 54,639 | 48,540 | 34,201 | 14,339 | 6,099 | 4,788 | 1,311 | 16,911 | 12,859 | 4,053 |
| Fall 2004 | 72,154 | 54,882 | 48,795 | 34,178 | 14,618 | 6,087 ${ }^{4}$ | $4,756^{4}$ | 1,331 ${ }^{4}$ | 17,272 | 12,980 | 4,292 |
| Fall 2005 | 72,674 | 55,187 | 49,113 | 34,204 | 14,909 | 6,073 | 4,724 | 1,349 | 17,487 | 13,022 | 4,466 |
| Fall 2006 | 73,061 | 55,307 | 49,316 | 34,235 | 15,081 | 5,9914 | 4,631 ${ }^{4}$ | 1,360 ${ }^{\text {a }}$ | 17,754 | 13,175 | 4,579 |
| Fall 2007 | 73,459 | 55,201 | 49,291 | 34,204 | 15,086 | 5,910 | 4,546 | 1,364 | 18,258 | 13,501 | 4,757 |
| Fall 2008 | 74,055 | 54,973 | 49,266 | 34,286 | 14,980 | $5,707^{4}$ | 4,365 ${ }^{4}$ | 1,342 ${ }^{4}$ | 19,082 | 13,971 | 5,111 |
| Fall 2009 | 75,163 | 54,849 | 49,361 | 34,409 | 14,952 | 5,488 | 4,179 | 1,309 | 20,314 | 14,811 | 5,503 |
| Fall 2010 | 75,886 | 54,867 | 49,484 | 34,625 | 14,860 | 5,382 ${ }^{4}$ | 4,084 ${ }^{4}$ | 1,299 ${ }^{4}$ | 21,019 | 15,142 | 5,877 |
| Fall 2011 | 75,800 | 54,790 | 49,522 | 34,773 | 14,749 | 5,268 | 3,977 | 1,291 | 21,011 | 15,116 | 5,894 |
| Fall 2012 | 75,748 | 55,104 | 49,771 | 35,018 | 14,753 | 5,3334 | 4,031 ${ }^{4}$ | 1,302 ${ }^{4}$ | 20,644 | 14,885 | 5,760 |
| Fall 2013 | 75,817 | 55,440 | 50,045 | 35,251 | 14,794 | 5,396 | 4,084 | 1,312 | 20,377 | 14,747 | 5,630 |
| Fall 2014 | 76,097 | 55,888 | 50,313 | 35,370 | 14,943 | 5,575 ${ }^{4}$ | 4,202 ${ }^{4}$ | 1,373 ${ }^{4}$ | 20,209 | 14,655 | 5,554 |
| Fall 2015 | 76,177 ${ }^{5}$ | 56,189 ${ }^{5}$ | 50,438 ${ }^{5}$ | 35,388 ${ }^{5}$ | 15,050 | 5,751 | 4,304 | 1,446 | 19,988 | 14,573 | 5,415 |
| Fall 2016 | 76,216 ${ }^{6}$ | 56,369 ${ }^{6}$ | 50,615 ${ }^{6}$ | 35,477 ${ }^{6}$ | 15,138 | 5,754 ${ }^{4}$ | 4,272 ${ }^{4}$ | 1,482 ${ }^{4}$ | 19,847 | 14,586 | 5,261 |
| Fall 2017 | 76,184 ${ }^{5}$ | 56,406 ${ }^{5}$ | 50,686 ${ }^{5}$ | 35,496 ${ }^{5}$ | 15,190 | 5,720 | 4,252 | 1,468 | 19,778 | 14,572 | 5,206 |
| Fall $2018{ }^{7}$ | 76,013 | 56,367 | 50,650 | 35,443 | 15,206 | 5,717 | 4,213 | 1,504 | 19,646 | 14,529 | 5,117 |
| Fall $2019{ }^{7}$ | 76,070 | 56,350 | 50,634 | 35,402 | 15,232 | 5,716 | 4,203 | 1,512 | 19,720 | 14,586 | 5,135 |
| Fall $2020{ }^{7}$ | 76,112 | 56,368 | 50,654 | 35,293 | 15,361 | 5,714 | 4,183 | 1,531 | 19,744 | 14,605 | 5,139 |
| Fall $2021{ }^{7}$ | 76,122 | 56,343 | 50,643 | 35,094 | 15,549 | 5,700 | 4,161 | 1,539 | 19,778 | 14,633 | 5,145 |
| Fall $2022^{7}$ | 76,247 | 56,434 | 50,721 | 35,019 | 15,703 | 5,713 | 4,171 | 1,542 | 19,813 | 14,661 | 5,152 |
| Fall $2023{ }^{7}$ | 76,342 | 56,480 | 50,768 | 35,022 | 15,746 | 5,712 | 4,174 | 1,538 | 19,862 | 14,698 | 5,163 |
| Fall $2024^{7}$ | 76,386 | 56,460 | 50,758 | 35,123 | 15,635 | 5,702 | 4,187 | 1,515 | 19,926 | 14,747 | 5,179 |
| Fall $2025{ }^{7}$ | 76,397 | 56,404 | 50,704 | 35,267 | 15,438 | 5,700 | 4,204 | 1,496 | 19,993 | 14,796 | 5,197 |
| Fall $2026{ }^{7}$ | 76,441 | 56,370 | 50,672 | 35,452 | 15,220 | 5,699 | 4,224 | 1,474 | 20,070 | 14,854 | 5,217 |
| Fall $2027^{7}$ | 76,538 | 56,439 | 50,734 | 35,641 | 15,093 | 5,704 | 4,245 | 1,460 | 20,099 | 14,877 | 5,222 |
| Fall $2028{ }^{7}$ | 76,714 | 56,605 | 50,885 | 35,818 | 15,067 | 5,720 | 4,263 | 1,456 | 20,110 | 14,887 | 5,223 |
| Fall 2029 ${ }^{7}$ | 76,921 | 56,806 | 51,068 | 35,987 | 15,081 | 5,738 | 4,281 | 1,457 | 20,115 | 14,893 | 5,222 |

-Not available.
${ }^{1}$ Beginning in fall 1985, data include estimates for an expanded universe of private schools. Therefore, direct comparisons with earlier years should be avoided.
${ }^{2}$ Data for 1869-70 through 1949-50 include resident degree-credit students enrolled at any time during the academic year. Beginning in 1959, data include all resident and extension students enrolled at the beginning of the fall term.
${ }^{3}$ Total counts of ungraded students were prorated to prekindergarten through grade 8 and grades 9 through 12 based on prior reports
${ }^{4}$ Estimated.
${ }^{5}$ Includes imputations for public school prekindergarten enrollment in California and Oregon. ${ }^{6}$ Includes imputations for public school prekindergarten enrollment in California. Projected data. Fall 2017 data for degree-granting institutions are actual.
NOTE: Data for 1869-70 through 1949-50 reflect enrollment for the entire school year Elementary and secondary enrollment includes students in local public school systems and in most private schools (religiously affiliated and nonsectarian), but generally excludes homeschooled children and students in subcollegiate departments of colleges and in federal schools. Excludes preprimary students in private schools that do not offer kindergarten or higher grades. Postsecondary data through 1995 are for institutions of
higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Report of the Commissioner of Education, 1870 to 1910; Biennial Survey of Education in the United States, 1919-20 through 1949-50; Statistics of Public Elementary and Secondary School Systems, 1959 through 1979; Statistics of Nonpublic Elementary and Secondary Schools, 1959 through 1980; 1985-86 Private School Survey; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1985-86 through 2017-18; Private School Universe Survey (PSS), 1991-92 through 2017-18; National Elementary and Secondary Enrollment Projection Model, 1972 through 2029; Opening (Fall) Enrollment in Higher Education, 1959; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education" surveys, 1969 and 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. (This table was prepared December 2019.)

Table 105.40. Number of teachers in elementary and secondary schools, and faculty in degree-granting postsecondary institutions, by control of institution: Selected years, fall 1970 through fall 2029
[In thousands]

|  | All levels |  |  | Elementary and secondary teachers ${ }^{1}$ |  |  | Degree-granting institutions instructional staff ${ }^{2}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year | Total | Public | Private | Total | Public | Private | Total | Public | Private |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1970 | 2,766 | 2,373 | 393 | 2,292 | 2,059 | 233 | 474 | 314 | 160 |
| 1975 | 3,081 | 2,641 | 440 | 2,453 | 2,198 | $255^{3}$ | 628 | 443 | 185 |
| 1980 | 3,171 | 2,679 | 492 | 2,485 | 2,184 | 301 | $6866^{3,4}$ | $495{ }^{3,4}$ | $1913{ }^{3,4}$ |
| 1981 | 3,145 | 2,636 | 509 | 2,440 | 2,127 | $313^{3}$ | 705 | 509 | 196 |
| 1982 | 3,168 | 2,639 | 529 | 2,458 | 2,133 | $325{ }^{3}$ | $710^{3,4}$ | $506{ }^{3,4}$ | 2043 , |
| 1983 | 3,200 | 2,651 | 549 | 2,476 | 2,139 | 337 | 724 | 512 | 212 |
| 1984 | 3,225 | 2,673 | 552 | 2,508 | 2,168 | $340^{3}$ | $717^{3,4}$ | $505^{3,4}$ | $212^{3,4}$ |
| 1985 | 3,264 | 2,709 | 555 | 2,549 | 2,206 | 343 | $715^{3,4}$ | $503^{3,4}$ | $212^{3,4}$ |
| 1986 | 3,314 | 2,754 | 560 | 2,592 | 2,244 | $348^{3}$ | $722^{3,4}$ | $510^{3,4}$ | $212^{3,4}$ |
| 1987 | 3,424 | 2,832 | 592 | 2,631 | 2,279 | 352 | 793 | 553 | 240 |
| 1988 | 3,472 | 2,882 | 590 | 2,668 | 2,323 | 345 | $804{ }^{3}$ | $559{ }^{3}$ | $245{ }^{3}$ |
| 1989 | 3,537 | 2,934 | 603 | 2,713 | 2,357 | 356 | 824 | 577 | 247 |
| 1990 | 3,577 | 2,972 | 604 | 2,759 | 2,398 | $361{ }^{3}$ | $817^{3}$ | $574{ }^{3}$ | $244{ }^{3}$ |
| 1991 | 3,623 | 3,013 | 610 | 2,797 | 2,432 | 365 | 826 | 581 | 245 |
| 1992 | 3,700 | 3,080 | 621 | 2,823 | 2,459 | $364{ }^{3}$ | $877{ }^{3}$ | $621^{3}$ | $257{ }^{3}$ |
| 1993 | 3,784 | 3,154 | 629 | 2,868 | 2,504 | 364 | 915 | 650 | 265 |
| 1994 | 3,846 | 3,205 | 640 | 2,922 | 2,552 | $370^{3}$ | $923{ }^{3}$ | $653{ }^{3}$ | $270^{3}$ |
| 1995 | 3,906 | 3,255 | 651 | 2,974 | 2,598 | 376 | 932 | 657 | 275 |
| 1996 | 4,006 | 3,339 | 666 | 3,051 | 2,667 | $384{ }^{3}$ | $954{ }^{3}$ | $672^{3}$ | $282{ }^{3}$ |
| 1997 | 4,127 | 3,441 | 687 | 3,138 | 2,746 | 391 | 990 | 695 | 295 |
| 1998 | 4,230 | 3,527 | 703 | 3,230 | 2,830 | $400^{3}$ | $999{ }^{3}$ | $697{ }^{3}$ | $303{ }^{3}$ |
| 1999 | 4,347 | 3,624 | 723 | 3,319 | 2,911 | 408 | 1,028 | 713 | 315 |
| 2000 | 4,432 | 3,683 | 750 | 3,366 | 2,941 | $424{ }^{3}$ | 1,067 ${ }^{3}$ | $741^{3}$ | $325{ }^{3}$ |
| 2001 | 4,554 | 3,771 | 783 | 3,440 | 3,000 | 441 | 1,113 | 771 | 342 |
| 2002 | 4,631 | 3,829 | 802 | 3,476 | 3,034 | $442^{3}$ | 1,1553 | $794{ }^{3}$ | $361{ }^{3}$ |
| 2003 | 4,663 | 3,840 | 823 | 3,490 | 3,049 | 441 | 1,174 | 792 | 382 |
| 2004 | 4,773 | 3,909 | 863 | 3,536 | 3,091 | $445{ }^{3}$ | 1,237 ${ }^{3}$ | $818^{3}$ | $418{ }^{3}$ |
| 2005 | 4,883 | 3,984 | 899 | 3,593 | 3,143 | 450 | 1,290 | 841 | 449 |
| 2006 | 4,944 | 4,020 | 924 | 3,622 | 3,166 | $456{ }^{3}$ | 1,322 ${ }^{3}$ | $853^{3}$ | $468{ }^{3}$ |
| 2007 | 5,028 | 4,077 | 951 | 3,656 | 3,200 | 456 | 1,372 | 877 | 495 |
| 2008 | 5,063 | 4,106 | 957 | 3,670 | 3,222 | $448{ }^{3}$ | 1,393 ${ }^{3}$ | $884{ }^{3}$ | $509{ }^{3}$ |
| 2009 | 5,086 | 4,123 | 963 | 3,647 | 3,210 | 437 | 1,439 | 914 | 525 |
| 2010 | 5,022 | 4,044 | 978 | 3,512 | 3,099 | $413{ }^{3}$ | 1,510 ${ }^{3}$ | $945{ }^{3}$ | $565{ }^{3}$ |
| 2011 | 5,032 | 4,057 | 975 | 3,508 | 3,103 | 405 | 1,524 | 954 | 570 |
| 2012 | 5,049 | 4,067 | 981 | 3,517 | 3,109 | $408^{3}$ | $1,531^{3}$ | $958{ }^{3}$ | $573{ }^{3}$ |
| 2013 | 5,101 | 4,082 | 1,018 | 3,555 | 3,114 | 441 |  | 969 | 577 |
| 2014 | 5,146 | 4,102 | 1,044 | 3,594 | 3,132 | $461{ }^{3}$ | 1,552 ${ }^{3}$ | $970^{3}$ | $582^{3}$ |
| 2015 | 5,185 | 4,122 | 1,063 | 3,633 | 3,151 | 482 | 1,552 | 971 | 581 |
| 2016 | 5,199 | 4,144 | 1,055 | 3,653 | 3,169 | $483{ }^{3}$ | 1,546 | 974 | 572 |
| 2017 | 5,198 | 4,142 | 1,055 | 3,652 | 3,170 | 482 | 1,546 | 973 | 573 |
| $2018{ }^{5}$ | 5,182 | 4,137 | 1,044 | 3,639 | 3,157 | 482 | 1,543 | 981 | 562 |
| $2019{ }^{6}$ | - | - | - | 3,661 | 3,176 | 485 | - | - | - |
| $2020{ }^{6}$ | - | - | - | 3,670 | 3,184 | 486 | - | - | - |
| $2021{ }^{6}$ | - | - | - | 3,684 | 3,197 | 488 | - |  |  |
| $2022^{6}$ | - | - | - | 3,708 | 3,217 | 491 | - | - |  |
| $2023{ }^{6}$ | - | - | - | 3,731 | 3,237 | 494 | - | - | - |
| $2024{ }^{6}$ | - | - | - | 3,758 | 3,260 | 498 | - | - | - |
| $2025{ }^{6}$ | - | - | - | 3,786 | 3,284 | 502 | - | - | - |
| $2026{ }^{6}$ | - | - | - | 3,813 | 3,307 | 506 | - | - | - |
| $2027{ }^{6}$ | - | - | - | 3,842 | 3,332 | 510 | - | - | - |
| $2028{ }^{6}$ | - | - | - | 3,880 | 3,364 | 516 | - | - |  |
| $\underline{2029}{ }^{6}$ | - | - | - | 3,909 | 3,390 | 520 | - | - | - |

## -Not available.

${ }^{1}$ Includes teachers in local public school systems and in most private schools (religiously affiliated and nonsectarian). Teachers are reported in terms of full-time equivalents.
${ }^{2}$ Includes full-time and part-time faculty with the rank of instructor or above in colleges, universities, professional schools, and 2-year roll og. Excludes teaboving assistants Headcounts are used to report data for faculty. Data through 1995 are for institutions of Headcounts are used to repor data for facult. Datathing 19ys are for institutions of institutions grant associate's or higher degrees and participate in Title IV federal financial aid instions gran associate's programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees.
${ }^{3}$ Estimated on the basis of enrollment and staff counts in adjacent years.
${ }^{4}$ Inclusion of institutions is not consistent with surveys for 1987 and later years.
${ }^{5}$ Data for elementary and secondary schools are projected; data for degree-granting institutions are actual.
${ }^{6}$ Projected.
NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, 1970 and 1975; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1980 through 2017; Private School Universe Survey (PSS), 1989-90 through 2017-18; Elementary and Secondary Teacher Projection Model, 1973 through 2029; Higher Education General Secondary Teacher Projection Model, 1973 through 2029; Higher Education General Information Survey (HEGIS), "Fall Staff" survey, 1970 and 1975; Integrated Postsecondary Education Data System (IPEDS), "Fall Staff Survey" (IPEDS-S:87-99); IPEDS Winter 2001-02 through Winter 2011-12, Human Resources component, Fall Staff section; IPEDS Spring 2014 through Spring 2019, Human Resources component, Fall Staff section; U.S. Equal Opportunity Commission, EEO-6, 1981 and 1983; and unpublished data. (This table was prepared December 2019.)

Table 105.50. Number of educational institutions, by level and control of institution: Selected years, 1980-81 through 2017-18

| Level and control of institution | 1980-81 | 1990-91 | $\begin{gathered} 1999- \\ 2000 \end{gathered}$ | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| All institutions | - | - | 131,414 | 139,207 | - | 138,925 | - | 136,423 | - | 139,126 | - | 139,874 | - | 137,432 |
| Elementary and secondary schools | 106,746 | 109,228 | 125,007 | 132,656 | - | 132,183 | - | 129,189 | - | 131,890 | - | 132,853 | - | 130,930 |
| Elementary | 72,659 | 74,716 | 86,433 | 88,982 | - | 88,565 | - | 86,386 | - | 89,543 | - | 88,665 | - | 87,498 |
| Secondary | 24,856 | 23,602 | 24,903 | 27,575 | - | 27,427 | - | 27,034 | - | 26,767 | - | 26,986 | - | 26,727 |
| Combined | 5,202 | 8,847 | 12,197 | 14,837 |  | 14,895 | - | 14,799 | - | 14,599 | - | 16,511 | - | 15,804 |
| Other ${ }^{1}$ | 4,029 | 2,063 | 1,474 | 1,262 | - | 1,296 | - | 971 | - | 981 | - | 691 | - | 901 |
| Public schools | 85,982 | 84,538 | 92,012 | 98,916 | 98,706 | 98,817 | 98,817 | 98,328 | 98,454 | 98,271 | 98,176 | 98,277 | 98,158 | 98,469 |
| Elementary | 59,326 | 59,015 | 64,131 | 67,112 | 67,148 | 67,140 | 67,086 | 66,689 | 66,708 | 67,034 | 67,073 | 66,758 | 66,837 | 67,408 |
| Secondary | 22,619 | 21,135 | 22,365 | 24,643 | 24,348 | 24,651 | 24,544 | 24,357 | 24,294 | 24,067 | 24,181 | 24,040 | 23,814 | 23,882 |
| Combined | 1,743 | 2,325 | 4,042 | 5,899 | 5,623 | 5,730 | 6,137 | 6,311 | 6,329 | 6,189 | 6,347 | 6,788 | 6,783 | 6,278 |
| Other ${ }^{1}$ | 2,294 | 2,063 | 1,474 | 1,262 | 1,587 | 1,296 | 1,050 | 971 | 1,123 | 981 | 575 | 691 | 724 | 901 |
| Private schools ${ }^{2}$ | 20,764 | 24,690 | 32,995 | 33,740 | - | 33,366 | - | 30,861 | - | 33,619 | - | 34,576 | - | 32,461 |
| Elementary | 13,333 | 15,701 | 22,302 | 21,870 | - | 21,425 | - | 19,697 | - | 22,509 | - | 21,907 | - | 20,090 |
| Schools with highest grade of kindergarten | $\dagger$ | t | 5,952 | 5,522 | - | 5,275 | - | 4,658 | - | 5,255 | - | 5,147 | - | 4,320 |
| Secondary | 2,237 | 2,467 | 2,538 | 2,932 | - | 2,776 | - | 2,677 | - | 2,700 | - | 2,946 | - | 2,845 |
| Combined | 3,459 | 6,522 | 8,155 | 8,938 | 二 | 9,165 | - | 8,488 | - | 8,410 | - | 9,723 | - | 9,526 |
| Other ${ }^{1}$ | 1,735 | ${ }^{(3)}$ | (3) | $(3)$ | - | ${ }^{(3)}$ | - | (3) | - | $\left.{ }^{3}\right)$ | - | ${ }^{(3)}$ |  | $\left.{ }^{3}\right)$ |
| Postsecondary Title IV institutions | - | - | 6,407 | 6,551 | 6,632 | 6,742 | 7,021 | 7,234 | 7,253 | 7,236 | 7,151 | 7,021 | 6,606 | 6,502 |
| Public | - | - | 2,078 | 2,004 | 1,997 | 1,989 | 2,015 | 2,011 | 1,981 | 1,980 | 1,964 | 1,965 | 1,958 | 1,955 |
| Private | - | - | 4,329 | 4,547 | 4,635 | 4,753 | 5,006 | 5,223 | 5,272 | 5,256 | 5,187 | 5,056 | 4,648 | 4,547 |
| Nonprofit | - | - | 1,936 | 1,815 | 1,809 | 1,809 | 1,812 | 1,830 | 1,820 | 1,834 | 1,827 | 1,859 | 1,823 | 1,826 |
| For-profit | - | - | 2,393 | 2,732 | 2,826 | 2,944 | 3,194 | 3,393 | 3,452 | 3,422 | 3,360 | 3,197 | 2,825 | 2,721 |
| Title IV non-degree-granting institutions | - | - | 2,323 | 2,199 | 2,223 | 2,247 | 2,422 | 2,528 | 2,527 | 2,512 | 2,524 | 2,438 | 2,246 | 2,189 |
| Public |  | - | 396 | 319 | 321 | 317 | 359 | 362 | 358 | 255 | 343 | , 345 | , 335 | , 329 |
| Private | - | - | 1,927 | 1,880 | 1,902 | 1,930 | 2,063 | 2,166 | 2,169 | 2,157 | 2,181 | 2,093 | 1,911 | 1,860 |
| Nonprofit | - | - | 255 | 191 | 180 | 185 | 182 | 177 | 168 | 159 | 155 | 158 | 141 | 137 |
| For-profit | - | - | 1,672 | 1,689 | 1,722 | 1,745 | 1,881 | 1,989 | 2,001 | 1,998 | 2,026 | 1,935 | 1,770 | 1,723 |
| Title IV degree-granting institutions | 3,231 | 3,559 | 4,084 | 4,352 | 4,409 | 4,495 | 4,599 | 4,706 | 4,726 | 4,724 | 4,627 | 4,583 | 4,360 | 4,313 |
| 2-year colleges | 1,274 | 1,418 | 1,721 | 1,677 | 1,690 | 1,721 | 1,729 | 1,738 | 1,700 | 1,685 | 1,616 | 1,579 | 1,528 | 1,485 |
| Public | 945 | 972 | 1,068 | 1,032 | 1,024 | 1,000 | 978 | 967 | 934 | 934 | 920 | 910 | 886 | 876 |
| Private | 329 | 446 | 653 | 645 | 666 | 721 | 751 | 771 | 766 | 751 | 696 | 669 | 642 | 609 |
| Nonprofit | 182 | 167 | 150 | 92 | 92 | 85 | 87 | 100 | 97 | 88 | 88 | 107 | 101 | 99 |
| For-profit | 147 | 279 | 503 | 553 | 574 | 636 | 664 | 671 | 669 | 663 | 608 | 562 | 541 | 510 |
| 4-year colleges | 1,957 | 2,141 | 2,363 | 2,675 | 2,719 | 2,774 | 2,870 | 2,968 | 3,026 | 3,039 | 3,011 | 3,004 | 2,832 | 2,828 |
| Public | 552 | 595 | 614 | 653 | 652 | 672 | 678 | 682 | 689 | 691 | 701 | 710 | 737 | 750 |
| Private | 1,405 | 1,546 | 1,749 | 2,022 | 2,067 | 2,102 | 2,192 | 2,286 | 2,337 | 2,348 | 2,310 | 2,294 | 2,095 | 2,078 |
| Nonprofit | 1,387 | 1,482 | 1,531 | 1,532 | 1,537 | 1,539 | 1,543 | 1,553 | 1,555 | 1,587 | 1,584 | 1,594 | 1,581 | 1,590 |
| For-profit | 18 | 64 | 218 | 490 | 530 | 563 | 649 | 733 | 782 | 761 | 726 | 700 | 514 | 488 |

-Not available.
$\dagger$ Not applicable.
${ }^{1}$ Includes special education, alternative, and other schools not classified by grade span Because of changes in survey definitions, figures for "other" schools are not comparable from year to year.
2Data for 1980-81 and 1990-91 include schools with first or higher grades. Data for later years include schools with kindergarten or higher grades.
${ }^{3}$ Included in the elementary, secondary, and combined categories.
NOTE: Postsecondary data for 1980-81 and 1990-91 are for institutions of higher education, while later data are for Title IV degree-granting and non-degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar
o the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1989-90 through 2017-18; Private Schools in American Education; Statistics of Public Elementary and Secondary Day Schools, 1980-81; Schools and Staffing Survey (SASS),
"Private School Data File," 1990-91; Private School Universe Survey (PSS), 1995-96 "Private Schoo Data File, 1990-91; Private School Universe Survey (PSS), 1995-96
through 2017-18; Higher Education General Information Survey (HEGIS), "Institutional through 2017-18; Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities" survey, 1980-81; Integrated Postsecondary Education Data System (IPEDS), "Institutional Characteristics Survey" (IPEDS-IC:90-99); and IPEDS Fall 2001 through Fall 2017, Institutional Characteristics component. (This table was prepared January 2020.)

Table 106.10. Expenditures of educational institutions related to the gross domestic product, by level of institution: Selected years, 1929-30 through 2018-19

| Year | Gross domestic product (GDP) (in billions of current dollars) | School year | Expenditures for education in current dollars |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | All educational institutions |  | All elementary and secondary schools |  | All degree-granting postsecondary institutions |  |
|  |  |  | Amount (in millions) | $\begin{array}{r} \text { As a } \\ \text { percent of GDP } \end{array}$ | Amount (in millions) | $\begin{array}{r} \text { As a } \\ \text { percent of GDP } \end{array}$ | Amount (in millions) | $\begin{array}{r} \text { As a } \\ \text { percent of GDP } \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1929 | \$104.6 | 1929-30 | - | - | - | - | \$632 | 0.6 |
| 1939 | 93.4 | 1939-40 |  |  |  |  | 758 | 0.8 |
| 1949 | 272.5 | 1949-50 | \$8,494 | 3.1 | \$6,249 | 2.3 | 2,246 | 0.8 |
| 1959 | 521.7 | 1959-60 | 22,314 | 4.3 | 16,713 | 3.2 | 5,601 | 1.1 |
| 1961 | 562.2 | 1961-62 | 26,828 | 4.8 | 19,673 | 3.5 | 7,155 | 1.3 |
| 1963 | 637.5 | 1963-64 | 32,003 | 5.0 | 22,825 | 3.6 | 9,178 | 1.4 |
| 1965 | 742.3 | 1965-66 | 40,558 | 5.5 | 28,048 | 3.8 | 12,509 | 1.7 |
| 1967 | 860.0 | 1967-68 | 51,558 | 6.0 | 35,077 | 4.1 | 16,481 | 1.9 |
| 1969 | 1,017.6 | 1969-70 | 64,227 | 6.3 | 43,183 | 4.2 | 21,043 | 2.1 |
| 1970 | 1,073.3 | 1970-71 | 71,575 | 6.7 | 48,200 | 4.5 | 23,375 | 2.2 |
| 1971 | 1,164.9 | 1971-72 | 76,510 | 6.6 | 50,950 | 4.4 | 25,560 | 2.2 |
| 1972 | 1,279.1 | 1972-73 | 82,908 | 6.5 | 54,952 | 4.3 | 27,956 | 2.2 |
| 1973 | 1,425.4 | 1973-74 | 91,084 | 6.4 | 60,370 | 4.2 | 30,714 | 2.2 |
| 1974 | 1,545.2 | 1974-75 | 103,903 | 6.7 | 68,846 | 4.5 | 35,058 | 2.3 |
| 1975 | 1,684.9 | 1975-76 | 114,004 | 6.8 | 75,101 | 4.5 | 38,903 | 2.3 |
| 1976 | 1,873.4 | 1976-77 | 121,793 | 6.5 | 79,194 | 4.2 | 42,600 | 2.3 |
| 1977 | 2,081.8 | 1977-78 | 132,515 | 6.4 | 86,544 | 4.2 | 45,971 | 2.2 |
| 1978 | 2,351.6 | 1978-79 | 143,733 | 6.1 | 93,012 | 4.0 | 50,721 | 2.2 |
| 1979 | 2,627.3 | 1979-80 | 160,075 | 6.1 | 103,162 | 3.9 | 56,914 | 2.2 |
| 1980 | 2,857.3 | 1980-81 | 176,378 | 6.2 | 112,325 | 3.9 | 64,053 | 2.2 |
| 1981 | 3,207.0 | 1981-82 | 190,825 | 6.0 | 120,486 | 3.8 | 70,339 | 2.2 |
| 1982 | 3,343.8 | 1982-83 | 204,661 | 6.1 | 128,725 | 3.8 | 75,936 | 2.3 |
| 1983 | 3,634.0 | 1983-84 | 220,993 | 6.1 | 139,000 | 3.8 | 81,993 | 2.3 |
| 1984 | 4,037.6 | 1984-85 | 239,351 | 5.9 | 149,400 | 3.7 | 89,951 | 2.2 |
| 1985 | 4,339.0 | 1985-86 | 259,336 | 6.0 | 161,800 | 3.7 | 97,536 | 2.2 |
| 1986 | 4,579.6 | 1986-87 | 280,964 | 6.1 | 175,200 | 3.8 | 105,764 | 2.3 |
| 1987 | 4,855.2 | 1987-88 | 301,786 | 6.2 | 187,999 | 3.9 | 113,787 | 2.3 |
| 1988 | 5,236.4 | 1988-89 | 333,245 | 6.4 | 209,377 | 4.0 | 123,867 | 2.4 |
| 1989 | 5,641.6 | 1989-90 | 365,825 | 6.5 | 231,170 | 4.1 | 134,656 | 2.4 |
| 1990 | 5,963.1 | 1990-91 | 395,318 | 6.6 | 249,230 | 4.2 | 146,088 | 2.4 |
| 1991 | 6,158.1 | 1991-92 | 417,944 | 6.8 | 261,755 | 4.3 | 156,189 | 2.5 |
| 1992 | 6,520.3 | 1992-93 | 439,676 | 6.7 | 274,435 | 4.2 | 165,241 | 2.5 |
| 1993 | 6,858.6 | 1993-94 | 460,756 | 6.7 | 287,407 | 4.2 | 173,351 | 2.5 |
| 1994 | 7,287.2 | 1994-95 | 485,169 | 6.7 | 302,200 | 4.1 | 182,969 | 2.5 |
| 1995 | 7,639.7 | 1995-96 | 508,523 | 6.7 | 318,046 | 4.2 | 190,476 | 2.5 |
| 1996 | 8,073.1 | 1996-97 | 538,854 | 6.7 | 338,951 | 4.2 | 199,903 ${ }^{1}$ | 2.5 |
| 1997 | 8,577.6 | 1997-98 | 570,471 | 6.7 | 361,615 | 4.2 | 208,856 ${ }^{1}$ | 2.4 |
| 1998 | 9,062.8 | 1998-99 | 603,847 | 6.7 | 384,638 | 4.2 | 219,209 | 2.4 |
| 1999 | 9,630.7 | 1999-2000 | 649,322 | 6.7 | 412,538 | 4.3 | 236,784 | 2.5 |
| 2000 | 10,252.3 | 2000-01 | 705,017 | 6.9 | 444,811 | 4.3 | 260,206 | 2.5 |
| 2001 | 10,581.8 | 2001-02 | 752,780 | 7.1 | 472,064 | 4.5 | 280,715 | 2.7 |
| 2002 | 10,936.4 | 2002-03 | 795,691 | 7.3 | 492,807 | 4.5 | 302,884 | 2.8 |
| 2003 | 11,458.2 | 2003-04 | 830,293 | 7.2 | 513,542 | 4.5 | 316,751 | 2.8 |
| 2004 | 12,213.7 | 2004-05 | 875,988 | 7.2 | 540,969 | 4.4 | 335,019 | 2.7 |
| 2005 | 13,036.6 | 2005-06 | 925,249 | 7.1 | 571,669 | 4.4 | 353,580 | 2.7 |
| 2006 | 13,814.6 | 2006-07 | 984,048 | 7.1 | 608,495 | 4.4 | 375,553 | 2.7 |
| 2007 | 14,451.9 | 2007-08 | 1,054,901 | 7.3 | 646,414 | 4.5 | 408,487 | 2.8 |
| 2008 | 14,712.8 | 2008-09 | 1,089,683 | 7.4 | 658,926 | 4.5 | 430,757 | 2.9 |
| 2009 | 14,448.9 | 2009-10 | 1,100,897 | 7.6 | 654,418 | 4.5 | 446,479 | 3.1 |
| 2010 | 14,992.1 | 2010-11 | 1,124,352 | 7.5 | 652,356 | 4.4 | 471,997 | 3.1 |
| 2011 | 15,542.6 | 2011-12 | 1,136,876 | 7.3 | 648,794 | 4.2 | 488,083 | 3.1 |
| 2012 | 16,197.0 | 2012-13 | 1,153,874 | 7.1 | 655,013 | 4.0 | 498,861 | 3.1 |
| 2013 | 16,784.9 | 2013-14 | 1,192,886 | 7.1 | 675,818 | 4.0 | 517,067 | 3.1 |
| 2014 | 17,527.3 | 2014-15 | 1,241,626 | 7.1 | 706,135 | 4.0 | 535,491 | 3.1 |
| 2015 | 18,224.8 | 2015-16 | 1,296,371 | 7.1 | 736,905 | 4.0 | 559,466 | 3.1 |
| 2016 | 18,715.0 | 2016-17 | 1,352,976 | 7.2 | 769,401 | 4.1 | 583,574 | 3.1 |
| 2017 | 19,519.4 | 2017-18 ${ }^{2}$ | 1,404,000 | 7.2 | 800,000 | 4.1 | 604,000 | 3.1 |
| 2018 | 20,580.2 | 2018-19 ${ }^{3}$ | 1,453,000 | 7.1 | 832,000 | 4.0 | 620,000 | 3.0 |

-Not available.
${ }^{1}$ Estimated by the National Center for Education Statistics based on enrollment data for the given year and actual expenditures for prior years.
${ }^{2}$ Data for elementary and secondary education are estimated; data for degree-granting institutions are actual.
${ }^{3}$ Estimated by the National Center for Education Statistics based on teacher and enrollment data, and actual expenditures for prior years.
NOTE: Total expenditures for public elementary and secondary schools include current expenditures, interest on school debt, and capital outlay. Data for private elementary and secondary schools are estimated. Expenditures for colleges and universities in 1929-30 and 1939-40 include current-fund expenditures and additions to plant value. Public and private degree-granting institutions data for 1949-50 through 1995-96 are for current-fund expenditures. Data for private degree-granting institutions for 1996-97 and later years are for total expenditures. Data for public degree-granting institutions for 1996-97 through 2000-01 are for current expenditures; data for later years are for total expenditures. Postsecondary data through 1995-96 are for institutions of higher education,
while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States, 1929-30 through 1949-50; Statistics of State School Systems, 1959-60 through 1969-70; Revenues and Expenditures for Public Elementary and Secondary Education, 1970-71 through 1986-87; Common Core of Data (CCD), "National Public Education Financial Survey," 1987-88 through 2016-17; Higher Education General Information Survey (HEGIS), Financial Statistics of Institutions of Higher Education, 1965-66 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Finance Survey" (IPEDS-F:FY87-99); and IPEDS Spring 2001 through Spring 2019, Finance component. U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts Tables, retrieved December 31, 2019, from https://apps.bea.gov/itable/index.cfm. (This table was prepared December 2019.)

Table 106.20. Expenditures of educational institutions, by level and control of institution: Selected years, 1899-1900 through 2018-19
[In millions]

| Year | Current dollars |  |  |  |  |  |  | Constant 2018-19 dollars ${ }^{1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Elementary and secondary schools |  |  | Degree-granting postsecondary institutions |  |  | Total | Elementary and secondary schools |  | Degreegranting postsecondary institutions |
|  |  | Total | Public | Private ${ }^{2}$ | Total | Public | Private |  | Total | Public |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1899-1900 | - | - | \$215 | - | - | - | - | - | - |  |  |
| 1909-10 | - | - | 426 |  | - | - | - | - | - | - - | - |
| 1919-20 | - | - | 1,036 | - | - | - | - | - | - | \$13,770 |  |
| 1929-30 | - | - | 2,317 | - | \$632 | \$292 | \$341 | - | - | 34,280 | \$9,355 |
| 1939-40 | - | - | 2,344 | - | 758 | 392 | 367 | - | - | 42,481 | 13,745 |
| 1949-50 | \$8,494 | \$6,249 | 5,838 | \$411 | 2,246 | 1,154 | 1,092 | \$90,839 | \$66,824 | 62,428 | 24,015 |
| 1959-60 | 22,314 | 16,713 | 15,613 | 1,100 | 5,601 | 3,131 | 2,470 | 192,337 | 144,061 | 134,579 | 48,276 |
| 1969-70 | 64,227 | 43,183 | 40,683 | 2,500 | 21,043 | 13,250 | 7,794 | 430,616 | 289,530 | 272,768 | 141,087 |
| 1970-71 | 71,575 | 48,200 | 45,500 | 2,700 | 23,375 | 14,996 | 8,379 | 456,329 | 307,300 | 290,086 | 149,029 |
| 1971-72 | 76,510 | 50,950 | 48,050 | 2,900 | 25,560 | 16,484 | 9,075 | 470,899 | 313,586 | 295,738 | 157,313 |
| 1972-73 | 82,908 | 54,952 | 51,852 | 3,100 | 27,956 | 18,204 | 9,752 | 490,514 | 325,118 | 306,777 | 165,396 |
| 1973-74 | 91,084 | 60,370 | 56,970 | 3,400 | 30,714 | 20,336 | 10,377 | 494,770 | 327,933 | 309,464 | 166,837 |
| 1974-75 | 103,903 | 68,846 | 64,846 | 4,000 | 35,058 | 23,490 | 11,568 | 508,098 | 336,663 | 317,103 | 171,435 |
| 1975-76 | 114,004 | 75,101 | 70,601 | 4,500 | 38,903 | 26,184 | 12,719 | 520,637 | 342,973 | 322,422 | 177,665 |
| 1976-77 | 121,793 | 79,194 | 74,194 | 5,000 | 42,600 | 28,635 | 13,965 | 525,564 | 341,737 | 320,161 | 183,827 |
| 1977-78 | 132,515 | 86,544 | 80,844 | 5,700 | 45,971 | 30,725 | 15,246 | 535,849 | 349,958 | 326,909 | 185,891 |
| 1978-79 | 143,733 | 93,012 | 86,712 | 6,300 | 50,721 | 33,733 | 16,988 | 531,429 | 343,896 | 320,603 | 187,533 |
| 1979-80 | 160,075 | 103,162 | 95,962 | 7,200 | 56,914 | 37,768 | 19,146 | 522,225 | 336,552 | 313,063 | 185,673 |
| 1980-81 | 176,378 | 112,325 | 104,125 | 8,200 | 64,053 | 42,280 | 21,773 | 515,681 | 328,408 | 304,433 | 187,273 |
| 1981-82 | 190,825 | 120,486 | 111,186 | 9,300 | 70,339 | 46,219 | 24,120 | 513,559 | 324,258 | 299,229 | 189,301 |
| 1982-83 | 204,661 | 128,725 | 118,425 | 10,300 | 75,936 | 49,573 | 26,363 | 528,110 | 332,164 | 305,586 | 195,946 |
| 1983-84 | 220,993 | 139,000 | 127,500 | 11,500 | 81,993 | 53,087 | 28,907 | 549,901 | 345,876 | 317,260 | 204,025 |
| 1984-85 | 239,351 | 149,400 | 137,000 | 12,400 | 89,951 | 58,315 | 31,637 | 573,147 | 357,751 | 328,058 | 215,396 |
| 1985-86 | 259,336 | 161,800 | 148,600 | 13,200 | 97,536 | 63,194 | 34,342 | 603,595 | 376,584 | 345,862 | 227,011 |
| 1986-87 | 280,964 | 175,200 | 160,900 | 14,300 | 105,764 | 67,654 | 38,110 | 639,730 | 398,915 | 366,355 | 240,815 |
| 1987-88 | 301,786 | 187,999 | 172,699 | 15,300 | 113,787 | 72,641 | 41,145 | 659,802 | 411,026 | 377,576 | 248,776 |
| 1988-89 | 333,245 | 209,377 | 192,977 | 16,400 | 123,867 | 78,946 | 44,922 | 696,417 | 437,559 | 403,286 | 258,859 |
| 1989-90 | 365,825 | 231,170 | 212,770 | 18,400 | 134,656 | 85,771 | 48,885 | 729,685 | 461,097 | 424,396 | 268,588 |
| 1990-91 | 395,318 | 249,230 | 229,430 | 19,800 | 146,088 | 92,961 | 53,127 | 747,637 | 471,351 | 433,905 | 276,286 |
| 1991-92 | 417,944 | 261,755 | 241,055 | 20,700 | 156,189 | 98,847 | 57,342 | 765,888 | 479,669 | 441,736 | 286,219 |
| 1992-93 | 439,676 | 274,435 | 252,935 | 21,500 | 165,241 | 104,570 | 60,671 | 781,307 | 487,673 | 449,467 | 293,635 |
| 1993-94 | 460,757 | 287,407 | 265,307 | 22,100 | 173,351 | 109,310 | 64,041 | 798,095 | 497,828 | 459,548 | 300,267 |
| 1994-95 | 485,169 | 302,200 | 279,000 | 23,200 | 182,969 | 115,465 | 67,504 | 816,963 | 508,867 | 469,801 | 308,096 |
| 1995-96 | 508,523 | 318,046 | 293,646 | 24,400 | 190,476 | 119,525 | 70,952 | 833,609 | 521,366 | 481,367 | 312,243 |
| 1996-97 | 538,854 | 338,951 | 313,151 | 25,800 | 199,903 ${ }^{2}$ | 125,978 | 73,925 ${ }^{2}$ | 858,827 | 540,221 | 499,101 | 318,606 ${ }^{2}$ |
| 1997-98 | 570,471 | 361,615 | 334,315 | 27,300 | 208,856 ${ }^{2}$ | 132,846 | 76,010 ${ }^{2}$ | 893,287 | 566,244 | 523,496 | 327,043 ${ }^{2}$ |
| 1998-99 | 603,847 | 384,638 | 355,838 | 28,800 | 219,209 | 140,539 | 78,670 | 929,459 | 592,046 | 547,716 | 337,413 |
| 1999-2000 | 649,322 | 412,538 | 381,838 | 30,700 | 236,784 | 152,325 | 84,459 | 971,414 | 617,175 | 571,246 | 354,239 |
| 2000-01 | 705,017 | 444,811 | 410,811 | 34,000 | 260,206 | 170,345 | 89,861 | 1,019,796 | 643,413 | 594,232 | 376,384 |
| 2001-02 | 752,780 | 472,064 | 435,364 | 36,700 | 280,715 | 183,436 | 97,280 | 1,069,941 | 670,955 | 618,792 | 398,987 |
| 2002-03 | 795,691 | 492,807 | 454,907 | 37,900 | 302,884 | 197,026 | 105,858 | 1,106,613 | 685,375 | 632,665 | 421,239 |
| 2003-04 | 830,293 | 513,542 | 474,242 | 39,300 | 316,751 | 205,069 | 111,682 | 1,130,014 | 698,921 | 645,435 | 431,093 |
| 2004-05 | 875,988 | 540,969 | 499,569 | 41,400 | 335,019 | 215,794 | 119,225 | 1,157,376 | 714,741 | 660,042 | 442,635 |
| 2005-06 | 925,249 | 571,669 | 528,269 | 43,400 | 353,580 | 226,550 | 127,030 | 1,177,615 | 727,594 | 672,357 | 450,021 |
| 2006-07 | 984,048 | 608,495 | 562,195 | 46,300 | 375,553 | 238,829 | 136,724 | 1,220,879 | 754,942 | 697,499 | 465,938 |
| 2007-08 | 1,054,901 | 646,414 | 597,314 | 49,100 | 408,487 | 261,046 | 147,441 | 1,262,022 | 773,332 | 714,592 | 488,690 |
| 2008-09 | 1,089,683 | 658,926 | 610,326 | 48,600 | 430,757 | 273,019 | 157,739 | 1,285,682 | 777,445 | 720,104 | 508,237 |
| 2009-10 | 1,100,897 | 654,418 | 607,018 | 47,400 | 446,479 | 281,390 | 165,088 | 1,286,465 | 764,727 | 709,338 | 521,737 |
| 2010-11 | 1,124,352 | 652,356 | 604,356 | 48,000 | 471,997 | 296,863 | 175,134 | 1,288,011 | 747,312 | 692,325 | 540,699 |
| 2011-12 | 1,136,876 | 648,794 | 601,994 | 46,800 | 488,083 | 305,538 | 182,545 | 1,265,284 | 722,073 | 669,988 | 543,211 |
| 2012-13 | 1,153,874 | 655,013 | 606,813 | 48,200 | 498,861 | 311,421 | 187,439 | 1,263,180 | 717,063 | 664,297 | 546,118 |
| 2013-14 | 1,192,886 | 675,818 | 625,018 | 50,800 | 517,067 | 323,893 | 193,174 | 1,285,802 | 728,459 | 673,702 | 557,343 |
| 2014-15 | 1,241,626 | 706,135 | 651,135 | 55,000 | 535,491 | 335,630 | 199,861 | 1,328,664 | 755,635 | 696,780 | 573,028 |
| 2015-16 | 1,296,371 | 736,905 | 677,605 | 59,300 | 559,466 | 354,776 | 204,690 | 1,377,954 | 783,280 | 720,248 | 594,674 |
| 2016-17 | 1,352,976 | 769,401 | 707,601 | 61,800 | 583,574 | 371,705 | 211,869 | 1,412,145 | 803,049 | 738,547 | 609,096 |
| 2017-183 | 1,404,000 | 800,000 | 736,000 | 64,000 | 604,000 | 385,000 | 219,000 | 1,433,000 | 817,000 | 751,000 | 617,000 |
| 2018-19 ${ }^{4}$ | 1,453,000 | 832,000 | 765,000 | 67,000 | 620,000 | 395,000 | 225,000 | 1,453,000 | 832,000 | 765,000 | 620,000 |

## -Not available

${ }^{1}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
${ }^{2}$ Estimated by the National Center for Education Statistics based on enrollment data for the given year and actual expenditures for prior years.
${ }^{3}$ Data for elementary and secondary education are estimated; data for degree-granting institutions are actual.
${ }^{4}$ Estimated by the National Center for Education Statistics based on teacher and enrollment data, and actual expenditures for prior years.
NOTE: Total expenditures for public elementary and secondary schools include current expenditures, interest on school debt, and capital outlay. Expenditures for public and private colleges and universities in 1929-30 and 1939-40 include current-fund expenditures and additions to plant value. Public and private degree-granting institutions data for 1949-50 through 1995-96 are for current-fund expenditures. Data for private degree-granting institutions for 1996-97 and later years are for total expenditures. Data for public degreegranting institutions for 1996-97 through 2000-01 are for current expenditures; data for later
years are for total expenditures. Postsecondary data through 1995-96 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financia aid programs. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Report of the Commissioner of Education, 1899-1900 and 1909-10; Biennial Survey of Education in the United States, 1919-20 through 1949-50; Statistics of State School Systems, 1959-60 and 1969-70; Revenues and Expenditures for Public Elementary and Secondary Education, 1970-71 through 1986-87; Common Core of Data (CCD), "National Public Education Financial Survey," 1987-88 through 2016-17; Higher Education Genera Information Survey (HEGIS), Financial Statistics of Institutions of Higher Education, 1965-66 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Finance Survey," (IPEDS-F:FY87-99); IPEDS Spring 2001 through Spring 2019, Finance component; and unpublished tabulations. (This table was prepared December 2019.)

Table 106.30. Amount and percentage distribution of direct general expenditures of state and local governments, by function: Selected years, 1970-71 through 2016-17

| Function | 1970-71 | 1980-81 | 1990-91 | 2000-01 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Amount (in millions of current dollars) |  |  |  |  |  |  |  |  |  |  |  |
| Total direct general expenditures | \$150,674 | \$407,449 | \$908,109 | \$1,621,757 | \$2,579,509 | \$2,589,246 | \$2,623,305 | \$2,710,967 | \$2,839,458 | \$2,961,032 | \$3,071,187 |
| Education and public libraries | 60,174 | 147,649 | 313,744 | 571,374 | 872,969 | 879,294 | 888,240 | 916,301 | 947,318 | 985,051 | 1,022,721 |
| Education | 59,413 | 145,784 | 309,302 | 563,572 | 862,271 | 867,839 | 877,059 | 905,213 | 935,754 | 973,025 | 1,010,131 |
| Public libraries | 761 | 1,865 | 4,442 | 7,802 | 10,699 | 11,455 | 11,181 | 11,088 | 11,564 | 12,026 | 12,590 |
| Social services and income maintenance | 30,376 | 92,555 | 214,919 | 396,086 | 729,846 | 732,663 | 765,511 | 805,538 | 883,060 | 935,325 | 973,903 |
| Public welfare | 18,226 | 54,121 | 130,402 | 257,380 | 490,645 | 484,025 | 515,296 | 543,511 | 614,553 | 652,514 | 678,238 |
| Hospitals and health | 11,205 | 36,101 | 81,110 | 134,010 | 233,018 | 242,684 | 244,290 | 256,553 | 263,420 | 277,324 | 290,962 |
| Social insurance administration | 945 | 2,276 | 3,250 | 4,359 | 5,256 | 5,116 | 4,901 | 4,415 | 4,114 | 4,107 | 3,914 |
| Veterans' services | $\dagger$ | 57 | 157 | 337 | 927 | 838 | 1,024 | 1,060 | 973 | 1,381 | 789 |
| Transportation ${ }^{1}$ | 19,819 | 39,231 | 75,410 | 130,422 | 183,282 | 188,344 | 186,324 | 191,924 | 198,621 | 210,140 | 216,458 |
| Pu | 9,416 | 31,233 | 79,932 | 146,544 | 225,202 | 225,666 | 228,400 | 235,042 | 241,787 | 249,346 | 257,967 |
| Police and fire protection | 7,531 | 21,283 | 46,568 | 84,554 | 138,147 | 139,344 | 141,308 | 145,952 | 151,011 | 157,098 | 164,961 |
| Correction | 1,885 | 7,393 | 27,356 | 52,370 | 73,243 | 72,766 | 73,040 | 74,943 | 77,058 | 77,885 | 78,733 |
| Protective inspection and regulation | $\dagger$ | 2,557 | 6,008 | 9,620 | 13,812 | 13,556 | 14,052 | 14,147 | 13,718 | 14,363 | 14,273 |
| Environment and housing | 11,832 | 35,223 | 76,167 | 124,203 | 200,491 | 196,193 | 190,321 | 190,175 | 193,912 | 202,636 | 211,184 |
| Natural resources, parks, and recreation | 5,191 | 13,239 | 28,505 | 50,082 | 67,053 | 66,455 | 65,472 | 65,544 | 68,358 | 72,553 | 77,037 |
| Housing and community development | 2,554 | 7,086 | 16,648 | 27,402 | 56,284 | 53,647 | 50,586 | 50,244 | 49,916 | 49,871 | 52,401 |
| Sewerage and sanitation | 4,087 | 14,898 | 31,014 | 46,718 | 77,154 | 76,090 | 74,263 | 74,387 | 75,638 | 80,213 | 81,746 |
| Governmental administration | 6,703 | 20,001 | 48,461 | 85,910 | 123,851 | 123,245 | 123,580 | 127,676 | 130,458 | 139,139 | 144,245 |
| Financial administration | 2,271 | 7,230 | 16,995 | 30,007 | 39,351 | 38,620 | 39,785 | 40,501 | 41,920 | 44,187 | 45,508 |
| General control ${ }^{2}$ | 4,432 | 12,771 | 31,466 | 55,903 | 84,500 | 84,624 | 83,796 | 87,175 | 88,538 | 94,952 | 98,738 |
| Interest on general debt | 5,089 | 17,131 | 52,234 | 73,836 | 108,478 | 110,219 | 108,614 | 106,940 | 105,258 | 105,221 | 106,323 |
| Other direct general expenditures | 7,265 | 24,426 | 47,242 | 93,382 | 135,388 | 133,622 | 132,314 | 137,371 | 139,043 | 134,174 | 138,387 |
|  | Amount (in millions of constant 2018-19 dollars) ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |
| Total direct general expenditures | \$960,627 | \$1,191,270 | \$1,717,444 | \$2,345,848 | \$2,954,977 | \$2,881,696 | \$2,871,811 | \$2,922,130 | \$3,038,504 | \$3,147,376 | \$3,205,499 |
| Education and public libraries | 383,641 | 431,686 | 593,362 | 826,484 | 1,000,037 | 978,609 | 972,383 | 987,673 | 1,013,725 | 1,047,042 | 1,067,448 |
| Education | 378,789 | 426,233 | 584,962 | 815,199 | 987,781 | 965,860 | 960,143 | 975,722 | 1,001,350 | 1,034,259 | 1,054,307 |
| Public libraries | 4,852 | 5,453 | 8,401 | 11,286 | 12,256 | 12,749 | 12,240 | 11,951 | 12,375 | 12,783 | 13,140 |
| Social services and income maintenance | 193,663 | 270,606 | 406,462 | 572,932 | 836,081 | 815,416 | 838,028 | 868,284 | 944,963 | 994,187 | 1,016,494 |
| Public welfare | 116,200 | 158,235 | 246,620 | 372,297 | 562,062 | 538,695 | 564,110 | 585,846 | 657,633 | 693,578 | 707,899 |
| Hospitals and health | 71,438 | 105,550 | 153,398 | 193,844 | 266,936 | 270,094 | 267,431 | 276,536 | 281,886 | 294,776 | 303,687 |
| Social insurance administration | 6,025 | 6,654 | 6,147 | 6,305 | 6,021 | 5,694 | 5,365 | 4,759 | 4,402 | 4,366 | 4,085 |
| Veterans' services | $\dagger$ | 167 | 297 | 487 | 1,062 | 933 | 1,122 | 1,142 | 1,041 | 1,468 | 823 |
| Transportation ${ }^{1}$ | 126,357 | 114,701 | 142,618 | 188,654 | 209,960 | 209,617 | 203,975 | 206,873 | 212,544 | 223,364 | 225,924 |
| Public safety | 60,032 | 91,317 | 151,170 | 211,974 | 257,982 | 251,154 | 250,037 | 253,350 | 258,736 | 265,038 | 269,248 |
| Police and fire protection | 48,014 | 62,226 | 88,071 | 122,307 | 158,255 | 155,082 | 154,694 | 157,320 | 161,597 | 166,985 | 172,175 |
| Correction | 12,018 | 21,615 | 51,737 | 75,753 | 83,905 | 80,985 | 79,959 | 80,781 | 82,459 | 82,786 | 82,176 |
| Protective inspection and regulation | $\dagger$ | 7,476 | 11,363 | 13,915 | 15,822 | 15,087 | 15,383 | 15,249 | 14,680 | 15,267 | 14,897 |
| Environment and housing | 75,435 | 102,982 | 144,049 | 179,658 | 229,674 | 218,352 | 208,350 | 204,988 | 207,505 | 215,389 | 220,420 |
| Natural resources, parks, and recreation | 33,095 | 38,707 | 53,910 | 72,444 | 76,814 | 73,961 | 71,674 | 70,649 | 73,150 | 77,119 | 80,406 |
| Housing and community development | 16,283 | 20,718 | 31,485 | 39,637 | 64,476 | 59,707 | 55,378 | 54,157 | 53,415 | 53,009 | 54,693 |
| Sewerage and sanitation | 26,057 | 43,558 | 58,655 | 67,577 | 88,385 | 84,685 | 81,298 | 80,181 | 80,940 | 85,261 | 85,321 |
| Governmental administration | 42,735 | 58,477 | 91,651 | 124,267 | 141,879 | 137,165 | 135,287 | 137,621 | 139,604 | 147,895 | 150,554 |
| Financial administrationGeneral control | 14,479 | 21,139 | 32,141 | 43,405 | 45,079 | 42,982 | 43,553 | 43,656 | 44,859 | 46,967 | 47,498 |
|  | 28,256 | 37,339 | 59,509 | 80,862 | 96,800 | 94,183 | 91,734 | 93,965 | 94,745 | 100,928 | 103,056 |
| Interest on general debt | 32,445 | 50,086 | 98,787 | 106,803 | 124,268 | 122,668 | 118,903 | 115,270 | 112,637 | 111,843 | 110,973 |
| Other direct general expenditures | 46,318 | 71,415 | 89,346 | 135,076 | 155,095 | 148,714 | 144,848 | 148,072 | 148,790 | 142,617 | 144,439 |
| Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |
| Total direct general expenditures | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Education and public libraries | 39.9 | 36.2 | 34.5 | 35.2 | 33.8 | 34.0 | 33.9 | 33.8 | 33.4 | 33.3 | 33.3 |
| Education | 39.4 | 35.8 | 34.1 | 34.8 | 33.4 | 33.5 | 33.4 | 33.4 | 33.0 | 32.9 | 32.9 |
| Public libraries | 0.5 | 0.5 | 0.5 | 0.5 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 |
| Social services and income maintenance | 20.2 | 22.7 | 23.7 | 24.4 | 28.3 | 28.3 | 29.2 | 29.7 | 31.1 | 31.6 | 31.7 |
| Public welfare | 12.1 | 13.3 | 14.4 | 15.9 | 19.0 | 18.8 | 19.6 | 20.0 | 21.6 | 22.0 | 22.1 |
| Hospitals and health | 7.4 | 8.9 | 8.9 | 8.3 | 9.0 | 9.3 | 9.3 | 9.5 | 9.3 | 9.4 | 9.5 |
| Social insurance administration | 0.6 | 0.6 | 0.4 | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 |
| Veterans' services | $\dagger$ | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# |
| Transportation ${ }^{1}$ | 13.2 | 9.6 | 8.3 | 8.0 | 7.1 | 7.3 | 7.1 | 7.1 | 7.0 | 7.1 | 7.0 |
| Public safety | 6.2 | 7.7 | 8.8 | 9.0 | 8.7 | 8.7 | 8.7 | 8.7 | 8.5 | 8.4 | 8.4 |
| Police and fire protection | 5.0 | 5.2 | 5.1 | 5.2 | 5.4 | 5.4 | 5.4 | 5.4 | 5.3 | 5.3 | 5.4 |
| Correction | 1.3 | 1.8 | 3.0 | 3.2 | 2.8 | 2.8 | 2.8 | 2.8 | 2.7 | 2.6 | 2.6 |
| Protective inspection and regulation | $\dagger$ | 0.6 | 0.7 | 0.6 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Environment and housing | 7.9 | 8.6 | 8.4 | 7.7 | 7.8 | 7.6 | 7.3 | 7.0 | 6.8 | 6.8 | 6.9 |
| Natural resources, parks, and recreation | 3.4 | 3.2 | 3.1 | 3.1 | 2.6 | 2.6 | 2.5 | 2.4 | 2.4 | 2.5 | 2.5 |
| Housing and community development | 1.7 | 1.7 | 1.8 | 1.7 | 2.2 | 2.1 | 1.9 | 1.9 | 1.8 | 1.7 | 1.7 |
| Sewerage and sanitation | 2.7 | 3.7 | 3.4 | 2.9 | 3.0 | 2.9 | 2.8 | 2.7 | 2.7 | 2.7 | 2.7 |

See notes at end of table.

Table 106.30. Amount and percentage distribution of direct general expenditures of state and local governments, by function: Selected years, 1970-71 through 2016-17-Continued

| Function | 1970-71 | 1980-81 | 1990-91 | 2000-01 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Governmental administration | 4.4 | 4.9 | 5.3 | 5.3 | 4.8 | 4.8 | 4.7 | 4.7 | 4.6 | 4.7 | 4.7 |
| Financial administration | 1.5 | 1.8 | 1.9 | 1.9 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 |
| General control ${ }^{2}$ | 2.9 | 3.1 | 3.5 | 3.4 | 3.3 | 3.3 | 3.2 | 3.2 | 3.1 | 3.2 | 3.2 |
| Interest on general debt | 3.4 | 4.2 | 5.8 | 4.6 | 4.2 | 4.3 | 4.1 | 3.9 | 3.7 | 3.6 | 3.5 |
| Other direct general expenditures | 4.8 | 6.0 | 5.2 | 5.8 | 5.2 | 5.2 | 5.0 | 5.1 | 4.9 | 4.5 | 4.5 |

## $\dagger$ Not applicable.

\#Rounds to zero.
${ }^{1}$ Includes highways, air transportation (airports), parking facilities, and sea and inland port
facilities. For 2000-01 and earlier years, also includes transit subsidies.
${ }^{2}$ Includes judicial and legal expenditures, expenditures on general public buildings, and other governmental administration expenditures.
${ }^{3}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

NOTE: Excludes monies paid by states to the federal government. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Commerce, Census Bureau, Governmental Finances. Retrieved April 15, 2020, from https://www.census.gov/data/datasets/2017/econ/local/ public-use-datasets.html. (This table was prepared April 2020.)

Table 106.40. Direct general expenditures of state and local governments for all functions and for education, by level of education and state: 2015-16 and 2016-17
[In millions of current dollars. Standard errors appear in parentheses]

| State | Direct general expenditures, 2015-16 |  |  |  | Total ${ }^{1}$ | Direct general expenditures, 2016-17 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total for education | For education |  |  |  |  |  | Other education ${ }^{2}$ |
|  |  |  |  |  | Elementary and secondary education | Colleges and universities |  |  |  |
|  |  | Total ${ }^{1}$ | For education |  |  | Total for elementary and secondary | Current expenditure | Capital outlay | Total for colleges and universities | Current expenditure | Capital outlay |  |
| 1 |  | 2 |  | 3 |  | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | \$2,961,032 | $(1,480.5)$ | \$973,025 | (389.2) | \$3,071,187 | \$1,010,131 | \$660,443 | \$596,772 | \$63,671 | \$296,452 | \$262,477 | \$33,975 | \$53,236 |
| Alabama | 40,186 | (84.4) | 13,602 | (9.5) | 41,515 | 14,067 | 7,854 | 7,218 | 636 | 5,112 | 4,497 | 615 | 1,101 |
| Alaska | 13,642 | (24.6) | 3,543 | (16.6) | 12,723 | 3,279 | 2,347 | 2,177 | 170 | 847 | 692 | 155 | 85 |
| Arizona | 45,853 | (82.5) | 14,540 | (\#) | 48,201 | 15,107 | 8,244 | 7,670 | 574 | 6,052 | 5,392 | 660 | 811 |
| Arkansas | 23,797 | (42.8) | 8,359 | (\#) | 24,703 | 8,310 | 5,132 | 4,613 | 519 | 2,635 | 2,414 | 221 | 542 |
| California | 444,897 | (934.3) | 124,675 | (149.6) | 455,469 | 131,236 | 83,377 | 75,980 | 7,397 | 41,476 | 37,667 | 3,809 | 6,383 |
| Colorado | 47,388 | (199.0) | 16,331 | (\#) | 50,315 | 17,409 | 9,950 | 8,780 | 1,170 | 6,452 | 5,576 | 876 | 1,007 |
| Connecticut | 34,774 | (69.5) | 13,639 | (57.3) | 33,914 | 13,481 | 9,358 | 8,905 | 453 | 3,400 | 2,851 | 549 | 723 |
| Delaware | 9,939 | (\#) | 3,678 | (\#) | 10,688 | 3,984 | 2,052 | 1,921 | 131 | 1,453 | 1,281 | 172 | 479 |
| District of Columbia | 12,771 | (\#) | 2,766 | (\#) | 13,255 | 2,907 | 2,782 | 2,360 | 422 | 125 | 125 | 0 | 0 |
| Florida | 145,405 | (290.8) | 41,501 | (\#) | 154,092 | 42,787 | 28,350 | 26,055 | 2,295 | 11,010 | 10,262 | 748 | 3,427 |
| Georgia | 68,700 | (158.0) | 26,726 | (\#) | 71,554 | 28,063 | 19,869 | 17,920 | 1,949 | 6,013 | 5,207 | 806 | 2,181 |
| Hawaii | 13,708 |  | 3,390 | (\#) | 14,006 | 3,410 | 2,069 | 1,871 | 198 | 1,207 | 1,031 | 176 | ${ }^{134}$ |
| Idaho | 11,009 | (30.8) | 3,357 | (\#) | 11,630 | 3,563 | 2,205 | 2,093 | 111 | 1,127 | 1,079 | 47 | 232 |
| Illinois | 111,475 | (345.6) | 37,607 | (\#) | 117,229 | 37,803 | 26,590 | 24,704 | 1,886 | 9,200 | 8,616 | 584 | 2,013 |
| Indiana | 51,842 | (124.4) | 17,490 | (\#) | 53,022 | 17,820 | 10,220 | 9,171 | 1,049 | 6,427 | 5,672 | 755 | 1,173 |
| lowa | 30,565 | (103.9) | 11,006 | (\#) | 31,010 | 11,067 | 6,682 | 5,875 | 807 | 3,868 | 3,404 | 464 | 517 |
| Kansas | 25,208 | (93.3) | 9,391 | (\#) | 26,928 | 9,811 | 6,026 | 5,170 | 856 | 3,491 | 2,845 | 647 | 294 |
| Kentucky | 38,917 | (46.7) | 12,550 | (\#) | 39,402 | 12,876 | 7,322 | 6,566 | 756 | 4,480 | 3,872 | 608 | 1,074 |
| Louisiana | 40,616 | (28.4) | 12,307 | (\#) | 42,713 | 12,351 | 8,085 | 7,411 | 674 | 3,478 | 3,142 | 336 | 788 |
| Maine | 11,364 | (27.3) | 3,418 | (15.4) | 11,619 | 3,549 | 2,561 | 2,413 | 148 | 782 | 733 | 50 | 206 |
| Maryland | 58,597 | (29.3) | 20,041 | (\#) | 60,525 | 20,807 | 13,698 | 12,459 | 1,239 | 6,276 | 5,572 | 704 | 833 |
| Massachusetts | 75,269 | (143.0) | 21,962 | (107.6) | 77,578 | 23,162 | 16,240 | 15,001 | 1,239 | 5,542 | 4,577 | 965 | 1,380 |
| Michigan | 82,626 | (272.7) | 29,997 | (\#) | 85,081 | 30,736 | 17,434 | 16,108 | 1,326 | 11,861 | 10,176 | 1,685 | 1,441 |
| Minnesota | 56,579 | (147.1) | 18,246 | (\#) | 59,022 | 19,717 | 13,005 | 10,863 | 2,141 | 5,693 | 5,256 | +437 | 1,020 |
| Mississippi | 25,830 | (43.9) | 8,273 | (\#) | 26,154 | 8,180 | 4,621 | 4,242 | 379 | 3,020 | 2,653 | 367 | 538 |
| Missouri | 45,936 | (119.4) | 15,082 | (\#) | 47,162 | 15,328 | 10,434 | 9,634 | 799 | 3,979 | 3,611 | 369 | 915 |
| Montana | 8,707 | (15.7) | 2,880 | (\#) | 9,443 | 2,942 | 1,864 | 1,682 | 182 | 972 | , 876 | 96 | 106 |
| Nebraska | 17,154 | (72.0) | 7,198 | (\#) | 17,597 | 7,325 | 4,708 | 4,019 | 689 | 2,365 | 2,101 | 264 | 252 |
| Nevada | 20,279 | (137.9) | 6,085 | (\#) | 21,947 | 6,676 | 4,632 | 4,169 | 463 | 1,498 | 1,334 | 164 | 546 |
| New Hampshire | 10,792 | (14.0) | 4,131 | (8.3) | 11,098 | 4,160 | 2,972 | 2,828 | 144 | 940 | 830 | 110 | 248 |
| New Jersey | 92,683 | (231.7) | 36,311 | (39.9) | 93,169 | 36,871 | 27,266 | 25,482 | 1,784 | 7,457 | 6,232 | 1,226 | 2,147 |
| New Mexico | 21,893 | (10.9) | 6,671 | (\#) | 21,367 | 6,814 | 3,714 | 3,164 | 550 | 2,680 | 2,291 | , 389 | 420 |
| New York | 269,058 | (269.1) | 82,516 | (82.5) | 281,743 | 85,161 | 68,901 | 63,617 | 5,284 | 14,180 | 12,526 | 1,654 | 2,080 |
| North Carolina | 78,824 9,487 | (228.6) | 25,803 | (183.2) | 80,603 | 27,126 | 15,045 1,807 | 13,714 | $\begin{array}{r}1,330 \\ \\ \\ \hline 87\end{array}$ | 10,175 | 9,373 | 802 107 | 1,906 |
| North Dakota | 9,487 | (17.1) | 3,221 | (\#) | 9,698 | 3,044 | 1,807 | 1,521 | 287 | 1,113 | 1,006 | 107 | 124 |
| Ohio | 103,095 | (309.3) | 34,100 | (112.5) | 107,318 | 35,724 | 24,341 | 22,414 | 1,927 | 9,866 | 8,481 | 1,386 | 1,517 |
| Oklahoma | 29,318 | (67.4) | 10,556 | (\#) | 29,331 | 10,474 | 5,753 | 5,121 | 633 | 4,103 | 3,524 | 578 | 618 |
| Oregon | 43,542 | (91.4) | 13,380 | (\#) | 44,814 | 13,631 | 7,582 | 6,755 | 827 | 4,777 | 4,112 | 665 | 1,273 |
| Pennsylvania | 122,289 | (207.9) | 41,545 | (4.2) | 129,206 | 43,396 | 29,533 | 27,646 | 1,887 | 11,091 | 9,797 | 1,294 | 2,771 |
| Rhode Island | 10,618 | (6.4) | 3,340 | (\#) | 10,884 | 3,451 | 2,510 | 2,428 | 82 | 692 | 683 | 9 | 248 |
| South Carolina | 40,754 | (65.2) | 14,309 | (\#) | 43,253 | 15,061 | 9,018 | 7,837 | 1,181 | 4,444 | 3,887 | 556 | 1,599 |
| South Dakota | 6,991 | (18.2) | 2,454 | (\#) | 7,066 | 2,424 | 1,513 | 1,362 | 151 | 749 | 668 | 81 | 162 |
| Tennessee | 45,045 | (202.7) | 13,914 | (153.1) | 46,413 | 14,513 | 9,788 | 9,011 | 777 | 3,752 | 3,380 | 372 | 973 |
| Texas | 214,444 | (321.7) | 83,343 | (16.7) | 226,090 | 89,473 | 56,489 | 46,657 | 9,832 | 30,528 | 26,623 | 3,905 | 2,455 |
| Utah | 23,939 | (150.8) | 9,533 | (\#) | 26,000 | 9,949 | 5,123 | 4,293 | 830 | 4,573 | 4,067 | 506 | 253 |

See notes at end of table.

Table 106.40. Direct general expenditures of state and local governments for all functions and for education, by level of education and state: 2015-16 and 2016-17-Continued [In millions of current dollars. Standard errors appear in parentheses]

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline \multirow[b]{4}{*}{State} \& \multicolumn{2}{|l|}{\multirow[b]{4}{*}{Direct general expen

Total}} \& \& \& \multirow[b]{4}{*}{Total ${ }^{1}$} \& \multicolumn{8}{|c|}{Direct general expenditures, 2016-17} <br>
\hline \& \& \& \& \& \& \& \& \& For edu \& ation \& \& \& <br>

\hline \& \& \& 015-16 \& \& \& \multirow[b]{2}{*}{Total for education} \& \multicolumn{3}{|l|}{Elementary and secondary education} \& \multicolumn{3}{|c|}{Colleges and universities} \& \multirow[b]{2}{*}{$$
\begin{array}{r}
\text { Other } \\
\text { education }^{2}
\end{array}
$$} <br>

\hline \& \& \& \multicolumn{2}{|r|}{For education} \& \& \& Total for
elementary
and secondary \& Current expenditure \& Capital outlay \& Total for colleges and universities \& Current expenditure \& Capital outlay \& <br>
\hline 1 \& \& 2 \& \& 3 \& 4 \& 5 \& 6 \& 7 \& 8 \& 9 \& 10 \& 11 \& 12 <br>
\hline Vermont \& 7,232 \& (12.3) \& 2,752 \& (\#) \& 7,353 \& 2,839 \& 1,651 \& 1,595 \& 56 \& 893 \& 785 \& 108 \& 296 <br>
\hline Virginia \& 71,279 \& (256.6) \& 25,549 \& (150.7) \& 73,689 \& 26,959 \& 17,618 \& 15,994 \& 1,624 \& 8,199 \& 7,259 \& 940 \& 1,141 <br>
\hline Washington \& 70,327 \& (211.0) \& 23,368 \& (39.7) \& 74,531 \& 24,596 \& 15,749 \& 13,409 \& 2,340 \& 7,464 \& 6,480 \& 984 \& 1,383 <br>
\hline West Virginia \& 16,227 \& (26.0) \& 5,359 \& (\#) \& 16,375 \& 5,394 \& 3,100 \& 2,900 \& 200 \& 1,769 \& 1,583 \& 187 \& 524 <br>
\hline Wisconsin \& 51,084 \& (122.6) \& 18,086 \& (5.4) \& 53,799 \& 18,251 \& 11,351 \& 10,415 \& 936 \& 6,254 \& 5,659 \& 595 \& 647 <br>
\hline Wyoming \& 9,079 \& (30.0) \& 3,149 \& (\#) \& 8,889 \& 3,066 \& 1,909 \& 1,558 \& 351 \& 911 \& 721 \& 190 \& 246 <br>
\hline
\end{tabular}

\#Rounds to zero.
'Includes state and local government expenditures for education and public libraries, social services and income maintenance, transportation, public safety, environment and housing, governmental administration, interest on general debt, and other direct general expenditures.
bsidies to individuals, private elementary and secondary schools, and private colleges and universities, as well as miscellaneous education expenditures. Does not include expenditures for public libraries.

NOTE: Current expenditure data in this table differ from figures appearing in other tables because of silightly varying definitions used in the Governmental Finances and Common Core of Data surveys. In 2016-17, a census of state and local governments was conducted; therefore, standard errors are not applicable. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures
, Governmental Finances. Retrieved April 15, 2020, from https:// www.census.gov/data/datasets/2016/econ/local/public-use-datasets.html. (This table was prepared June 2020.)

Table 106.50. Direct general expenditures of state and local governments per capita for all functions and for education, by level of education and state: 2015-16 and 2016-17

| State | Direct general expenditures, 2015-16 |  |  | Direct general expenditures, 2016-17 |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total amount per capita ${ }^{1}$ | For education |  | Total amount per capita ${ }^{1}$ | For education |  |  |  |  |  |  |  |
|  |  |  |  | All education | Elementary and secondary education |  | Colleges and universities |  | Other education ${ }^{2}$ |  |
|  |  | Amount per capita | As a percent of all functions |  | Amount per capita | As a percent of all functions | Amount per capita | As a percent of all functions | Amount per capita | As a percent of all functions | Amount per capita | As a percent of all functions |
| 1 | 2 | 3 | 4 |  | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | \$9,169 | \$3,013 | 32.9 | \$9,450 | \$3,108 | 32.9 | \$2,032 | 21.5 | \$912 | 9.7 | \$164 | 1.7 |
| Alabama | 8,263 | 2,797 | 33.8 | 8,517 | 2,886 | 33.9 | 1,611 | 18.9 | 1,049 | 12.3 | 226 | 2.7 |
| Alaska | 18,400 | 4,778 | 26.0 | 17,200 | 4,433 | 25.8 | 3,173 | 18.4 | 1,146 | 6.7 | 115 | 0.7 |
| Arizona | 6,606 | 2,095 | 31.7 | 6,843 | 2,145 | 31.3 | 1,170 | 17.1 | 859 | 12.6 | 115 | 1.7 |
| Arkansas | 7,959 | 2,796 | 35.1 | 8,231 | 2,769 | 33.6 | 1,710 | 20.8 | 878 | 10.7 | 181 | 2.2 |
| California | 11,359 | 3,183 | 28.0 | 11,572 | 3,334 | 28.8 | 2,118 | 18.3 | 1,054 | 9.1 | 162 | 1.4 |
| Colorado | 8,555 | 2,948 | 34.5 | 8,966 | 3,102 | 34.6 | 1,773 | 19.8 | 1,150 | 12.8 | 180 | 2.0 |
| Connecticut | 9,719 | 3,812 | 39.2 | 9,491 | 3,773 | 39.8 | 2,619 | 27.6 | 951 | 10.0 | 202 | 2.1 |
| Delaware | 10,474 | 3,876 | 37.0 | 11,170 | 4,164 | 37.3 | 2,145 | 19.2 | 1,519 | 13.6 | 501 | 4.5 |
| District of Columbia | 18,621 | 4,033 | 21.7 | 19,075 | 4,183 | 21.9 | 4,004 | 21.0 | 179 | 0.9 | 0 | 0.0 |
| Florida | 7,054 | 2,013 | 28.5 | 7,350 | 2,041 | 27.8 | 1,352 | 18.4 | 525 | 7.1 | 163 | 2.2 |
| Georgia | 6,669 | 2,594 | 38.9 | 6,873 | 2,696 | 39.2 | 1,909 | 27.8 | 578 | 8.4 | 210 | 3.0 |
| Hawaii | 9,603 | 2,375 | 24.7 | 9,833 | 2,394 | 24.3 | 1,452 | 14.8 | 847 | 8.6 | 94 | 1.0 |
| Idaho | 6,544 | 1,995 | 30.5 | 6,771 | 2,074 | 30.6 | 1,283 | 19.0 | 656 | 9.7 | 135 | 2.0 |
| Illinois | 8,695 | 2,933 | 33.7 | 9,174 | 2,958 | 32.2 | 2,081 | 22.7 | 720 | 7.8 | 158 | 1.7 |
| Indiana | 7,814 | 2,636 | 33.7 | 7,964 | 2,677 | 33.6 | 1,535 | 19.3 | 965 | 12.1 | 176 | 2.2 |
| lowa | 9,761 | 3,515 | 36.0 | 9,871 | 3,523 | 35.7 | 2,127 | 21.5 | 1,231 | 12.5 | 165 | 1.7 |
| Kansas | 8,660 | 3,226 | 37.3 | 9,258 | 3,373 | 36.4 | 2,072 | 22.4 | 1,200 | 13.0 | 101 | 1.1 |
| Kentucky | 8,769 | 2,828 | 32.2 | 8,850 | 2,892 | 32.7 | 1,645 | 18.6 | 1,006 | 11.4 | 241 | 2.7 |
| Louisiana | 8,682 | 2,631 | 30.3 | 9,145 | 2,644 | 28.9 | 1,731 | 18.9 | 745 | 8.1 | 169 | 1.8 |
| Maine | 8,536 | 2,567 | 30.1 | 8,706 | 2,659 | 30.5 | 1,919 | 22.0 | 586 | 6.7 | 154 | 1.8 |
| Maryland | 9,761 | 3,338 | 34.2 | 10,048 | 3,454 | 34.4 | 2,274 | 22.6 | 1,042 | 10.4 | 138 | 1.4 |
| Massachusetts | 11,031 | 3,219 | 29.2 | 11,309 | 3,376 | 29.9 | 2,367 | 20.9 | , 808 | 7.1 | 201 | 1.8 |
| Michigan | 8,304 | 3,015 | 36.3 | 8,531 | 3,082 | 36.1 | 1,748 | 20.5 | 1,189 | 13.9 | 145 | 1.7 |
| Minnesota | 10,245 | 3,304 | 32.2 | 10,604 | 3,542 | 33.4 | 2,336 | 22.0 | 1,023 | 9.6 | 183 | 1.7 |
| Mississippi | 8,645 | 2,769 | 32.0 | 8,752 | 2,737 | 31.3 | 1,546 | 17.7 | 1,011 | 11.5 | 180 | 2.1 |
| Missouri | 7,546 | 2,478 | 32.8 | 7,723 | 2,510 | 32.5 | 1,709 | 22.1 | 652 | 8.4 | 150 | 1.9 |
| Montana | 8,365 | 2,767 | 33.1 | 8,972 | 2,795 | 31.2 | 1,771 | 19.7 | 924 | 10.3 | 101 | 1.1 |
| Nebraska | 9,002 | 3,777 | 42.0 | 9,184 | 3,823 | 41.6 | 2,457 | 26.8 | 1,234 | 13.4 | 132 | 1.4 |
| Nevada | 6,951 | 2,086 | 30.0 | 7,390 | 2,248 | 30.4 | 1,560 | 21.1 | 505 | 6.8 | 184 | 2.5 |
| New Hampshire | 8,040 | 3,077 | 38.3 | 8,228 | 3,084 | 37.5 | 2,203 | 26.8 | 697 | 8.5 | 184 | 2.2 |
| New Jersey | 10,448 | 4,093 | 39.2 | 10,485 | 4,150 | 39.6 | 3,069 | 29.3 | 839 | 8.0 | 242 | 2.3 |
| New Mexico | 10,467 | 3,189 | 30.5 | 10,215 | 3,257 | 31.9 | 1,775 | 17.4 | 1,281 | 12.5 | 201 | 2.0 |
| New York | 13,704 | 4,203 | 30.7 | 14,382 | 4,347 | 30.2 | 3,517 | 24.5 | 724 | 5.0 | 106 | 0.7 |
| North Carolina | 7,762 | 2,541 | 32.7 | 7,850 | 2,642 | 33.7 | 1,465 | 18.7 | 991 | 12.6 | 186 | 2.4 |
| North Dakota | 12,576 | 4,269 | 34.0 | 12,846 | 4,032 | 31.4 | 2,394 | 18.6 | 1,474 | 11.5 | 164 | 1.3 |
| Ohio | 8,861 | 2,931 | 33.1 | 9,204 | 3,064 | 33.3 | 2,088 | 22.7 | 846 | 9.2 | 130 | 1.4 |
| Oklahoma | 7,467 | 2,688 | 36.0 | 7,461 | 2,664 | 35.7 | 1,463 | 19.6 | 1,044 | 14.0 | 157 | 2.1 |
| Oregon | 10,646 | 3,271 | 30.7 | 10,815 | 3,290 | 30.4 | 1,830 | 16.9 | 1,153 | 10.7 | 307 | 2.8 |
| Pennsylvania | 9,567 | 3,250 | 34.0 | 10,104 | 3,394 | 33.6 | 2,310 | 22.9 | 867 | 8.6 | 217 | 2.1 |
| Rhode Island | 10,048 | 3,160 | 31.5 | 10,310 | 3,269 | 31.7 | 2,378 | 23.1 | 656 | 6.4 | 235 | 2.3 |
| South Carolina | 8,220 | 2,886 | 35.1 | 8,614 | 2,999 | 34.8 | 1,796 | 20.9 | 885 | 10.3 | 318 | 3.7 |
| South Dakota | 8,101 | 2,844 | 35.1 | 8,095 | 2,778 | 34.3 | 1,734 | 21.4 | 858 | 10.6 | 186 | 2.3 |
| Tennessee | 6,778 | 2,094 | 30.9 | 6,918 | 2,163 | 31.3 | 1,459 | 21.1 | 559 | 8.1 | 145 | 2.1 |
| Texas | 7,682 | 2,986 | 38.9 | 7,990 | 3,162 | 39.6 | 1,996 | 25.0 | 1,079 | 13.5 | 87 | 1.1 |
| Utah | 7,870 | 3,134 | 39.8 | 8,384 | 3,208 | 38.3 | 1,652 | 19.7 | 1,475 | 17.6 | 82 | 1.0 |
| Vermont | 11,595 | 4,413 | 38.1 | 11,778 | 4,548 | 38.6 | 2,644 | 22.5 | 1,430 | 12.1 | 473 | 4.0 |
| Virginia | 8,475 | 3,038 | 35.8 | 8,707 | 3,185 | 36.6 | 2,082 | 23.9 | , 969 | 11.1 | 135 | 1.5 |
| Washington | 9,641 | 3,203 | 33.2 | 10,040 | 3,313 | 33.0 | 2,122 | 21.1 | 1,006 | 10.0 | 186 | 1.9 |
| West Virginia | 8,862 | 2,927 | 33.0 | 9,012 | 2,969 | 32.9 | 1,706 | 18.9 | 974 | 10.8 | 288 | 3.2 |
| Wisconsin | 8,849 | 3,133 | 35.4 | 9,291 | 3,152 | 33.9 | 1,960 | 21.1 | 1,080 | 11.6 | 112 | 1.2 |
| Wyoming | 15,540 | 5,389 | 34.7 | 15,354 | 5,296 | 34.5 | 3,298 | 21.5 | 1,574 | 10.2 | 424 | 2.8 |

${ }^{1}$ Includes state and local government expenditures for education and public libraries, social services and income maintenance, transportation, public safety, environment and housing, governmental administration, interest on general debt, and other direct general expenditures.
${ }^{2}$ Includes assistance and subsidies to individuals, private elementary and secondary schools, and private colleges and universities, as well as miscellaneous education expenditures. Does not include expenditures for public libraries.
NOTE: Per capita amounts for 2016-17 are based on population estimates for July 2017.
Per capita amounts for 2015-16 are based on the latest population estimates for July

2016 and have been revised from previously published figures. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Commerce, Census Bureau, Governmental Finances, retrieved April 15, 2020, from https://www.census.gov/data/datasets/2016/econ/local/ public-use-datasets.html; and Population Estimates, retrieved June 15, 2020, from https://www.census.gov/data/tables/time-series/demo/popest/2010s-state-total. html\#par textimage 1574439295. (This table was prepared June 2020.)

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## CHAPTER 2 <br> Elementary and Secondary Education

This chapter contains a variety of statistics on public and private elementary and secondary education. Data are presented for enrollments, teachers and other school staff, schools, dropouts, achievement, school violence, and revenues and expenditures. These data are derived from surveys, censuses, and administrative data collections conducted by the National Center for Education Statistics (NCES) and other public and private organizations. The information ranges from counts of students and schools to state graduation requirements. Public school enrollment data are for fall of the given year. Private school data are available only for odd-numbered years. Information on enrollments is also available in Chapter 1. Discussion in this chapter typically focuses on more recent years, although longer trends are available in the tables.

## Enrollments

## Public Elementary/Secondary

In fall of 2017-the most recent year of data collec-tion- 50.7 million students were enrolled in public elementary and secondary schools, an increase of 2 percent from 49.8 million over the preceding 5 years (table 203.10 and figure 7). At the elementary level, public school enrollment increased 1 percent between 2012 and 2017 (from 35.0 million to 35.5 million), while public secondary enrollment increased 3 percent (from 14.8 million to 15.2 million). ${ }^{1}$

Although public school enrollment increased overall between 2012 and 2017, this was not true of all racial/ethnic groups. Increases occurred in Hispanic student enrollment (12 percent), Asian student enrollment (11 percent), and enrollment of students of Two or more races (41 percent; table 203.50). Also, the enrollment of Pacific Islander students was 3 percent higher in 2017 than in 2012. In contrast, the enrollment of American Indian/Alaska Native students decreased 7 percent, the enrollment of White students decreased 5 percent, and the enrollment of Black students decreased 1 percent between these years.

From 2012 to 2017, changes in public elementary and secondary school enrollment also varied from state to state. Thirty-four states and the District of Columbia had higher

[^9]enrollment in 2017 than in 2012, while 16 states had lower enrollment in 2017 than in 2012 (table 203.20 and figure 8). The largest public school enrollment increases occurred in the District of Columbia (15 percent), North Dakota (11 percent), Nevada (9 percent), and Utah (9 percent). The largest decrease in public school enrollment occurred in New Hampshire (5 percent); decreases of 3 percent or more occurred in 4 other states (West Virginia, Connecticut, Illinois, and Mississippi; table 203.20).

## Private Elementary/Secondary

Enrollment in private elementary and secondary schools in 2017 ( 5.7 million) was 9 percent higher than in 2011 ( 5.3 million; table 105.30). In 2017, private school students made up 10.1 percent of all elementary and secondary school students, which was 0.5 percentage points higher than in 2011.

## Preprimary

Sixty-four percent of 3- to 5-year-olds were enrolled in preprimary education (prekindergarten and kindergarten) in 2018, which was not measurably different from the percentage enrolled in 2008 (table 202.10 and figure 9). However, among 3- to 5-year-olds who were enrolled in preprimary education, the percentage enrolled in full-day programs increased from 58 percent in 2008 to 65 percent in 2018. Among 3- to 5-year-old children not yet enrolled in kindergarten, a higher percentage were cared for primarily in center-based programs (49 percent) than had no regular nonparental care (27 percent) or were cared for primarily in home-based settings by relatives (14 percent) or by nonrelatives (8 percent), according to the most recent data from 2016 (table 202.30).

An earlier survey in 2005-06 found that there were differences in the average quality of care 4-year-old children received in these settings. A higher percentage of children in Head Start and other center-based programs (35 percent) received high-quality care than those in home-based relative and nonrelative care (9 percent), according to the ratings of trained observers (web-only table 202.60).

## Individuals with Disabilities

The Individuals with Disabilities Education Act (IDEA), enacted in 1975, mandates that children and youth ages 3-21 with disabilities be provided a free and appropriate public
school education. The overall percentage of students being served by federally supported special education programs was 14.1 percent in 2018-19 (table 204.30). This was slightly higher than in 2004-05 (13.8 percent), but reflected a 5.8 percentage point increase from 8.3 percent in 1976-77, immediately following the passage of IDEA (table 204.30 and Digest of Education Statistics 2016, table 204.30). Much of the growth in the percentage of students served in programs for those with disabilities is attributable to concurrent increases in the percentage of students identified as having specific learning disabilities, from 1.8 percent in 1976-77 to 5.7 percent in 2004-05. After 2004-05, the percentage of children identified as having specific learning disabilities declined from 5.7 percent of total public school enrollment to 4.7 percent in 2018-19. However, there were different patterns of change in the percentages of students served with some specific conditions between 2004-05 and 2018-19. The percentage of children identified as having autism rose from 0.4 to 1.5 percent of total public school enrollment; the percentage identified as having a developmental delay rose from 0.7 to 0.9 percent; and the percentage with other health impairments (limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes) rose from 1.1 to 2.1 percent. In contrast, the percentage identified as having speech or language impairments decreased from 3.0 to 2.7 percent and the percentage with intellectual disabilities decreased from 1.2 to 0.9 percent.

In fall 2018, some 95 percent of 6- to 21-year-old students with disabilities were served in regular schools; 3 percent were served in a separate school for students with disabilities; 1 percent were placed in regular private schools by their parents; and less than 1 percent each were served in one of the following environments: homebound or in a hospital, in a separate residential facility, or in a correctional facility (web-only table 204.60).

## Teachers and Other School Staff

## Teachers

During the 1970s and early 1980s, public school enrollment decreased while the number of teachers generally increased. For public schools, the number of pupils per teacher-that is, the pupil/teacher ratio ${ }^{2}$-declined from 22.3 in 1970 to 17.9 in 1985 (table 208.20 and figure 7). After enrollment started increasing in 1985, the public school pupil/teacher ratio continued to decline, reaching 17.2 in 1989. After a period of relative stability from the late 1980s through the mid-1990s, the ratio declined from 17.3 in 1995 to 15.3 in 2008, before increasing again to 16.1 in 2013. Following this increase, there was a decrease in the

[^10]pupil/teacher ratio to 16.0 in 2017. Because some classrooms have multiple teachers, the pupil/teacher ratio is smaller than average class size. The average class size was 21.2 pupils for public elementary schools and 26.8 pupils for public secondary schools in 2011-12, when the most recent data were obtained (table 209.30).

The demographic composition of public school teachers has changed over the last 20 years. In 2017-18, 76 percent of public school teachers were female, up from 75 percent in 1999-2000 (table 209.10). Over the same period, the percentage of public school teachers who were White decreased from 84 percent to 79 percent. The percentage of public school teachers who were Black was 1 percentage point lower in 2017-18 than in 1999-2000 (7 vs. 8 percent). In contrast, the percentage of Hispanic teachers increased from 6 percent of all teachers to 9 percent of all teachers. In 2017-18, about 2 percent of public school teachers were Asian, 2 percent were of Two or more races, 1 percent were American Indian/Alaska Native, and less than 1 percent were Pacific Islander. Changes in the percentage of teachers from different racial/ethnic backgrounds did not mirror demographic changes among students. For instance, although the percentage of teachers who were White decreased by 5 percentage points between 1999-2000 and 2017-18, White teachers still constituted the vast majority of teachers (79 percent). In contrast, the percentage of students who were White decreased 14 percentage points (from 61 percent in 2000 to 48 percent in 2017).

Teachers acquire skills both during formal training and in the classroom. The majority of public school teachers now have formal training culminating in a postbaccalaureate degree (table 209.10). Specifically, the percentage of public school teachers with a master's or higher degree increased from 47 percent in 1999-2000 to 58 percent in 2017-18. During the same time period, there were shifts in the average experience of public school teachers, with an increase in mid-career teachers. Specifically, the percentage of public school teachers with 10 to 20 years of teaching experience increased from 29 percent in 1999-2000 to 40 percent in 2017-18, while the percentage of teachers with more than 20 years of teaching experience decreased from 32 to 23 percent. The percentage of public school teachers with less than 3 years of teaching experience was lower in 2017-18 (9 percent) than in 1999-2000 (11 percent).

There were differences in the demographics of public and private school teachers in 2017-18. The percentage of private school teachers who were female ( 74 percent) was lower than the corresponding percentage for public school teachers (76 percent; table 209.10). The percentage of private school teachers who were White (85 percent) was higher than the percentage for public school teachers (79 percent). The percentage of private school teachers with a master's or higher degree ( 48 percent) was lower than the percentage for public school teachers (58 percent). However, although there are no comparable figures on teacher experience, the percentage of private school teachers who were age 60 and over ( 15 percent) was higher than the percentage for public school teachers ( 7 percent) in 2017-18.

Public school teachers with more years of teaching experience and those with higher levels of education earn higher average salaries than their peers with less experience or lower levels of education. In 2017-18, the average salary among public school teachers who had completed a bachelor's degree as their highest degree was $\$ 50,920$ (in constant 2018-19 dollars), compared with $\$ 64,430$ among those who had completed a master's degree, \$67,890 among those who had an education specialist degree, and \$70,960 among those who had a doctor's degree as their highest degree (table 211.20). Within each level of education, teachers who had more teaching experience had higher salaries than those who had taught for fewer years. For example, average salaries for those who had completed a bachelor's degree ranged from $\$ 43,010$ for those with 1 year or less of teaching experience to $\$ 65,340$ for those who had 30 to 34 years of teaching experience.

Average salaries for public school teachers in 2017-18 were lower than in 1999-2000 for teachers overall, and at the bachelor's, master's, and specialist degree levels (after adjusting for inflation in 2018-19 dollars). For example, the average salary for teachers with a master's degree was \$64,430 in 2017-18 compared with \$66,910 in 1999-2000 (table 211.20). However, this pattern was not consistent across all combinations of experience and educational attainment.

## Public School Principals

Public school principals tend to be older and have more advanced credentials than public school teachers. In 2017-18, some 83 percent of public school principals were over age 40, and 98 percent had a master's or higher degree (table 212.08). In comparison, only 57 percent of public school teachers were over age 40, and 58 percent had a master's or higher degree (table 209.10). Relative to the composition of the teacher workforce, principals were also disproportionately male: only 54 percent of principals were female, compared with 76 percent of teachers (tables 209.10 and 212.08).

There were changes in the characteristics of public school principals between 1999-2000 and 2017-18. The percentage of principals who were female increased from 44 percent in 1999-2000 to 54 percent in 2017-18 (table 212.08). The percentage of principals who were White decreased from 82 to 78 percent, while the percentage of principals who were Hispanic increased from 5 to 9 percent. The percentage of principals who were under age 40 was higher in 2017-18 (17 percent) than in 1999-2000 ( 10 percent), and the percentage who were ages 40 to 44 was also higher in 2017-18 (20 percent) than in 1999-2000 (13 percent). In contrast, the percentage who were ages 50 to 54 in 2017-18 (18 percent) was lower than in 1999-2000 ( 32 percent). The percentage of principals who had 20 or more years of experience as a principal was lower in 2017-18 (4 percent) than in 1999-2000 (11 percent). The percentage of principals with 3 or fewer years of experience as a principal was higher in 2017-18 (37 percent) than in 1999-2000 ( 30 percent). The average salary for public school principals in 2017-18 was $\$ 100,340$ (in 2018-19 dollars; web-only table 212.10).

## School Staff

From 1969-70 to 1980, there was an 8 percent increase in the number of public school teachers, compared with a 48 percent increase in the number of all other public school staff $^{3}$ (table B and table 213.10). Consequently, the percentage of staff who were teachers declined from 60 percent in 1969-70 to 52 percent in 1980. From 1980 to 2017, the number of teachers and the number of all other staff grew at more similar rates ( 45 and 70 percent, respectively) than they did in the 1970s. As a result, the proportion of teachers among total staff was 4 percentage points lower in 2017 than in 1980, in contrast to the decrease of 8 percentage points during the 1970s. The numbers of staff in two categories increased more than 100 percent between 1980 and 2017: the number of instructional aides rose 153 percent, and the number of instruction coordinators rose 366 percent. Taken together, the percentage of staff with direct instructional responsibilities (teachers and instructional aides) was higher in 2017 (61 percent) than in 1980 (60 percent). In 2017, there were 8 pupils per staff member (total staff) at public schools, compared with 10 pupils per staff member in 1980 (table 213.10). At private schools in 2011-12, the number of pupils per staff member was 6 (web-only table 205.60).

Table B. Number of public school staff, by selected categories: 1969-70, fall 1980, fall 2010, and fall 2017

| [In thousands] |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: |
| Selected staff category | $1969-70$ | 1980 | 2010 | 2017 |
| Total | $\mathbf{3 , 3 6 1}$ | $\mathbf{4 , 1 6 8}$ | $\mathbf{6 , 1 9 5}$ | $\mathbf{6 , 5 4 5}$ |
|  | 2,016 | 2,184 | 3,099 | 3,170 |
| Teachers | 57 | 326 | 732 | 824 |
| Instructional aides | 32 | 21 | 69 | 96 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1969-70; Statistics of Public Elementary and Secondary Schools, 1980; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/ Secondary Education," 2010-11 and 2017-18.

In more recent years, the numbers of most types of staff have increased. Overall, the number of public school staff increased 6 percent between fall 2012 and fall 2017 (table 213.10). The number of officials and administrators rose 14 percent during this period, and the number of principals and assistant principals rose 12 percent. Also, the number of instruction coordinators rose 35 percent, the number of instructional aides rose 13 percent, and the number of support staff rose 8 percent. The number of teachers rose 2 percent between fall 2012 and fall 2017, and the number of guidance counselors increased 11 percent. In contrast, the number of librarians decreased by 9 percent during this period.

## Schools

## Total Schools

Despite an increase in the number of students, the number of public schools declined in the United States, reflecting a trend toward consolidating small schools during

[^11]most of the last century. In 1929-30, there were approximately 248,000 public schools, compared with about 98,500 in 2017-18 (table 214.10). However, the number of public schools has increased in recent decades: Between 1988-89 and 2006-07, there was an increase of approximately 15,600 schools, up to a total of 98,800 . Since 2006-07, the number of public schools has remained relatively stable, varying by fewer than 500 schools from year to year.

While the total number of public schools in the country has remained relatively stable in recent years, new schools have opened and some schools have closed. In 2017-18, there were 1,310 school closures (web-only table 216.95). The schools that closed had enrolled about 267,000 students in the prior school year (2016-17). Of the schools that closed, 889 were regular schools, 217 were special education schools, 13 were vocational schools, and 191 were alternative schools. Of these closed schools, 247 were classified as charter schools. The number of schools that closed in 2017-18 was higher than the number in 2015-16 $(1,160)$ or 2016-17 (1,098); however, the number of annual school closures fluctuated during the 2000-01 to 2017-18 period, ranging from 1,098 to 2,168 . School closures do not necessarily reflect the number of school buildings that have been closed, since a school may share a building with another school, or one school may have multiple buildings.

## School Structure

Since the early 1970s, public school systems have been shifting away from junior high schools (schools consisting of either grades 7 and 8 or grades $7-9$ ) and moving toward middle schools (a subset of elementary schools beginning with grade 4,5 , or 6 and ending with grade 6,7 , or 8 ). The number of all public elementary schools (schools beginning with grade 6 or below and ending with grade 8 or below) increased 5 percent between 1970-71 and 2017-18 (from 64,000 to 67,400 ), and the number of middle schools increased by 546 percent (from 2,100 in 1970-71 to 13,400 in 2017-18; table 216.10). During the same period, the number of junior high schools declined by 68 percent (from 7,800 in 1970-71 to 2,500 in 2017-18). Compared over more recent years, the number of all elementary schools was less than 1 percent higher in 2017-18 than in 2007-08, while the subset of middle schools rose by 3 percent, from 13,000 to 13,400 . During the same period, the number of junior high schools declined by 20 percent, from 3,100 to 2,500 . The total number of secondary schools decreased 3 percent, from 24,600 in 2007-08 to 23,900 in 2017-18.

The average number of students in public elementary schools increased from 469 in 2007-08 to 483 in 2017-18 (table 216.45). The average enrollment size of public secondary schools was also higher in 2017-18 (709) than in 2007-08 (704). However, considering only regular public secondary schools-which exclude alternative, special education, and vocational education schools-average enrollment size was lower in 2017-18 (804) than in 2007-08 (816).

## School Choice

Over the past two decades, the range of options that parents have for the education of their children has expanded. Private schools have been a traditional alternative to public school education, but there are now more options for parents to choose public charter schools, and more parents are also homeschooling their children. Between fall 1999 and fall 2017, enrollment in private elementary and secondary schools decreased from 6.0 million to 5.7 million, a decline of 0.3 million or 5 percent (table 105.30). Although private school enrollment declined through much of this period, it was higher in fall 2017 ( 5.7 million) than in fall 2011 ( 5.3 million). From fall 1999 to fall 2017, the percentage of students who were enrolled in private schools declined from 11.4 percent to 10.1 percent. In contrast, enrollment in public charter schools increased between fall 1999 and fall 2017, rising from 0.3 million to 3.1 million, an increase of 2.8 million students or 825 percent (table 216.20). During this period, the percentage of public elementary and secondary school students who were in charter schools increased from 0.7 percent to 6.2 percent. In addition, there has been an increase in the number and percentage of 5- to 17-year-olds who are homeschooled (table 206.10 and web-only table 206.20). About 1.7 million children were homeschooled in 2016, compared with 0.9 million in 1999. ${ }^{4}$ This also reflects an increase in the percentage of 5 - to 17-year-olds who were homeschooled, from 1.7 percent in 1999 to 3.3 percent in 2016.

Today, charter schools are the archetypical form of school choice available to parents within the public education sector; however, there is also opportunity for school choice among traditional public schools. In 2016, the parents of 41 percent of all students in grades $1-12$ indicated that public school choice was available to them (webonly table 206.40). Also in 2016, some 20 percent of the students in grades $1-12$ were enrolled in public schools chosen by their families (Digest of Education Statistics 2017, table 206.30). Of the remaining 80 percent of students, 71 percent attended an assigned public school and 9 percent attended a private school. Not all school choice options are equally accessible to all families-private schools require personal financial investments for tuition, while public choice options are more prevalent in urban districts-and there were differences by some characteristics in the percentages of students who attended public schools chosen by their parents and the percentages of students who attended private schools in 2016. The percentage of students attending chosen public schools was

[^12]higher for students living in cities (31 percent) than for students in suburban areas (17 percent), towns (14 percent), and rural areas (11 percent). Meanwhile, the percentage of students attending private schools was higher for students whose parents had a bachelor's degree (13 percent) or graduate degree (18 percent) than for students whose parents had less than a high school diploma (5 percent), only a high school diploma (4 percent), or only some college or a vocational degree ( 6 percent). Conversely, a lower percentage of students whose parents had completed only a bachelor's degree (18 percent) were enrolled in chosen schools, compared with students whose parents had not completed high school (23 percent) or who had only completed high school (21 percent). There were also some differences in the percentage of students in chosen public versus private schools by student race. The percentage of students attending chosen public schools was higher for Black students ( 32 percent) and Hispanic students (25 percent) than for White students (14 percent). In contrast, the percentage attending private schools was higher for White students (11 percent) than for Black students (8 percent) and Hispanic students (6 percent).

Compared with students in assigned public schools, a higher percentage of students in chosen public schools had parents who were very satisfied with some elements of their children's education in 2016 (web-only table 206.50). Specifically, among students in grades 3 through 12, the percentage of students whose parents were very satisfied with their school was higher for students in chosen schools (60 percent) than for students in assigned schools (54 percent). Similarly, the percentage of students whose parents were very satisfied with their school's academic standards was higher for students in chosen schools (60 percent) than for students in assigned schools (53 percent). Also, higher percentages of students in chosen schools than in assigned schools had parents who were very satisfied with school order and discipline ( 57 vs. 53 percent) as well as with staff interaction with parents (51 vs. 47 percent). There was no measurable difference in the percentage of students who had parents who were highly satisfied with the teachers in their school, whether assigned or chosen.

## High School Graduates and Dropouts

About 3,663,000 high school students were projected to graduate during the 2020-21 school year (based on pre-pandemic data), including 3,302,000 public school graduates and 360,000 private school graduates (table 219.10). High school graduates include only recipients of diplomas, not recipients of equivalency credentials. The 2020-21 projection of high school graduates is slightly lower than the prior record high projection of $3,674,000$ graduates for 2018-19, but it exceeds the baby boom era's high point in 1975-76, when $3,142,000$ students earned diplomas. In 2017-18, about 85 percent of public high
school students graduated with a regular diploma within 4 years of first starting 9th grade, which reflects an increase since 2010-11 (79 percent; table 219.46). This rate is known as the 4 -year adjusted cohort graduation rate (ACGR).

The status dropout rate has decreased since 2000. The status dropout rate is the percentage of the civilian noninstitutionalized 16 - to 24 -year-old population who are not enrolled in school and who have not completed a high school program, regardless of when they left school. (People who left school but went on to receive a GED credential are not treated as dropouts.) Between 2000 and 2018, the status dropout rate declined from 10.9 to 5.7 percent (table 219.70). During this period, the status dropout rate for Black 16- to 24-year-olds declined from 13.1 to 5.8 percent and the rate for Hispanic 16- to 24-yearolds declined from 27.8 to 9.0 percent. In 2018, the status dropout rate for White 16 - to 24 -year-olds ( 4.5 percent) was lower than the rate for Hispanic 16- to 24-year-olds, but it was not measurably different from the rate for Black 16- to 24-year-olds.

## Achievement

Much of the student performance data in the Digest are drawn from the National Assessment of Educational Progress (NAEP). The NAEP assessments have been conducted using three basic designs: the national main NAEP, state NAEP (which includes the Trial Urban District Assessment), and national long-term trend NAEP. The main NAEP reports current information for the nation and specific geographic regions of the country. The assessment program includes students drawn from both public and private schools and reports results for student achievement at grades 4,8 , and 12 . The main NAEP assessments follow the frameworks developed by the National Assessment Governing Board and use the latest advances in assessment methodology. Because the assessment items reflect curricula associated with specific grade levels, the main NAEP uses samples of students at those grade levels.

Since 1990, NAEP assessments have also been conducted at the state level. Each participating state receives assessment results that report on the performance of students in that state. In its content, the state assessment is identical to the assessment conducted nationally. From 1990 through 2001, the national sample was a subset of the combined sample of students assessed in each participating state along with an additional sample from the states that did not participate in the state assessment. For mathematics, reading, science, and writing assessments since 2002, a combined sample of public schools has been selected for 4th- and 8th-grade national NAEP and state NAEP (including the Trial Urban District Assessment).

NAEP long-term trend assessments are designed to give information on the changes in the basic achievement level of America's youth since the early 1970s. They are
administered nationally and report student performance in reading and mathematics at ages 9,13 , and 17 . Measuring long-term trends of student achievement requires the precise replication of past procedures. For example, students of specific ages are sampled in order to maintain consistency with the original sample design. Similarly, the long-term trend instrument does not evolve based on changes in curricula or in educational practices. The differences in procedures between the main NAEP and the long-term trend NAEP mean that their results cannot be compared directly.

The following paragraphs discuss results for the national main NAEP, state NAEP, and long-term trend NAEP. Readers should keep in mind that comparisons of NAEP scores in the text (like all comparisons of estimates in the Digest) are based on statistical testing of unrounded values.

## Reading

## Main NAEP

The main NAEP reading assessment data are reported on a scale of 0 to 500 . For 4th-grade students, the average reading score in 2019 (220) was lower than the score in 2017 (222) but was higher than the 1992 score (217; table 221.10). This pattern held for certain racial/ethnic groups (White and Black students), but not for others (Hispanic, Asian/Pacific Islander, and American Indian/ Alaska Native students). Specifically, at grade 4, the 2019 reading scores for White (230) and Black (204) students were lower than the corresponding scores in 2017 (232 and 206, respectively), but higher than in 1992 (224 and 192, respectively). In contrast, the 4th-grade reading scores for Hispanic (209) and Asian/Pacific Islander (237) students were not measurably different in 2019 than in 2017, but the scores for both groups were higher in 2019 than in 1992 (197 and 216, respectively). For American Indian/Alaska Native students, the average 4th-grade reading score in 2019 (204) was not measurably different from the scores in either 2017 or 1994 (1994 was the first year data were available for 4th-grade American Indian/Alaska Native students).

From 1992 through 2019, the average reading scores for White 4th-graders were higher than those for their Black and Hispanic peers. Although the White-Black achievement gap did not change measurably from 2017 to 2019, the achievement gap narrowed from 32 points in 1992 to 27 points in 2019. The White-Hispanic achievement gap in 2019 (21 points) was smaller than the achievement gap in 2017 (23 points), but it was not measurably different from the achievement gap in 1992.

At grade 8, the average reading score in 2019 (263) was lower than the score in 2017 (267), but it was higher than the score in 1992 (260). The reading scores for White (272), Black (244), and Hispanic (252) 8th-grade students in 2019 were lower than the corresponding scores in 2017 (275, 249 , and 255 , respectively), but the score for each group
was higher in 2019 than in 1992 (267, 237, and 241, respectively). The reading score for 8th-grade Asian/Pacific Islander students in 2019 (281) was not measurably different from the score in 2017, but it was higher than the score in 1992 (268). The reading score for 8th-grade American Indian/Alaska Native students in 2019 (248) was lower than the score in 2017 (253), but it was not measurably different from the score in 1994 (1994 was the first year data were available for 8th-grade American Indian/ Alaska Native students).

From 1992 through 2019, the average reading score for White 8th-graders was higher than the scores for their Black and Hispanic peers. The White-Black achievement gap in 2019 (28 points) was larger than the White-Black achievement gap in 2017 ( 25 points), but it was not measurably different from the achievement gap in 1992. Although the White-Hispanic achievement gap at grade 8 did not change measurably from 2017 to 2019, the achievement gap narrowed from 26 points in 1992 to 20 points in 2019.

The average reading scores for 4th- and 8th-grade students varied by state. Although 4th-grade reading scores fell nationally from 2017 to 2019, they were higher in 2019 than in 2017 in one state (Mississippi) and showed no measurable change in 32 states and the District of Columbia (table 221.40). In the remaining 17 states, 4th-grade reading scores were lower in 2019 than in 2017. The reading score for 8th-grade students was higher in 2019 than in 2017 in the District of Columbia, but the scores showed no measurable change in 19 states (table 221.60). In the remaining 31 states, the reading scores for 8th-grade students were lower in 2019 than in 2017.

For 12th-grade students, the most recent scores available are from 2015. The reading score for 12th-grade students in 2015 (287) was not measurably different from the score in 2013, but it was lower than the score in 1992 (292; table 221.10). At grade 12, the reading scores in 2015 for White (295), Hispanic (276), and Asian/Pacific Islander (297) students were not measurably different from the scores in 2013 and 1992. For Black students, the 2015 reading score (266) was lower than the 1992 score (273), but it was not measurably different from the 2013 score. The reading score for American Indian/Alaska Native students in 2015 (279) was not measurably different from the scores in 2013 and 1994 (1994 was the first year data were available for 12th-grade American Indian/Alaska Native students).

The White-Black achievement gap for 12th-grade students was larger in 2015 (30 points) than in 1992 (24 points), while the White-Hispanic achievement gap in 2015 (20 points) was not measurably different from the achievement gap in any previous assessment year.

## Long-Term NAEP

Reported on a scale of 0 to 500 , NAEP long-term trend results in reading are available for 13 assessment years going back to the first in 1971. The average reading score for 9-year-olds was higher in 2012 (221) than in assessment
years prior to 2008, increasing 5 points since 2004 and 13 points since 1971 (web-only table 221.85). The score for 13-year-olds in 2012 (263) was higher than in all previous assessment years except for 1992. The score for 17-yearolds was higher in 2012 (287) than in 2004 (283), but it was not measurably different from the score in 1971 (285).

White, Black, and Hispanic 9-, 13-, and 17-year-old students all had higher average reading scores in 2012 than they did in the first assessment year (which was 1975 for Hispanic students because separate data for Hispanics were not collected in 1971). The scores were higher in 2012 than in 2004 for White, Black, and Hispanic students at all three ages (web-only table 221.85). Reading results for 2012 continued to show gaps in scores between White and Black students (ranging from 23 to 26 points, depending on age) and between White and Hispanic students (about 21 points at all three ages). The WhiteBlack and White-Hispanic achievement gaps were smaller in 2012 than in the first assessment year at all three ages. For example, the White-Black reading gap for 17-yearolds was 53 points in 1971 compared with 26 points in 2012. Similarly, the White-Hispanic gap for 17 -year-olds narrowed from 41 points in 1975 to 21 points in 2012.

In 2012, female 9-, 13 -, and 17 -year-old students continued to have higher average reading scores than male students at all three ages (web-only table 221.85). The gap between male and female 9 -year-olds was 5 points in 2012; this was narrower than the gap in 1971 (13 points). The 8-point gender gap for 13-year-olds in 2012 was not measurably different from the gap in 1971. At age 17, the 8 -point gap between males and females in 2012 was not measurably different from the gap in 1971.

## Mathematics

## Main NAEP

The main NAEP mathematics assessment data for 4thand 8th-graders are reported on a scale of 0 to 500 . The average mathematics score for 4th-grade students in 2019 (241) was higher than the scores in both 2017 (240) and 1990 (213; table 222.10). At grade 4, the average mathematics scores in 2019 for Asian/Pacific Islander (260), White (249), and Black (224) students were not measurably different from the corresponding scores in 2017, but the mathematics score for each group was higher in 2019 than in 1990 (225, 220, and 188, respectively). The 2019 mathematics score for 4th-grade Hispanic students (231) was higher than the scores in both 2017 (229) and 1990 (200). The 2019 mathematics score for 4th-grade American Indian/Alaska Native students (227) was not measurably different from the scores in 2017 and 1996 (1996 was the first year data were available for 4th-grade American Indian/Alaska Native students).

In 2019 and in all assessment years since 1990, the average mathematics scores for White students in grade 4 have been higher than those of their Black and Hispanic peers. Although the White-Black and White-Hispanic achievement gaps at grade 4 did not change measurably from

2017 to 2019, the White-Black achievement gap narrowed from 32 points in 1990 to 25 points in 2019. The 4th-grade White-Hispanic achievement gap in 2019 (18 points) was not measurably different from the gap in 1990.

For 8th-grade students, the average mathematics score in 2019 (282) was lower than the score in 2017 (283), but it was higher than the score in 1990 (263). At grade 8, the mathematics scores for Asian/Pacific Islander (310), White (292), Hispanic (268), and Black (260) students in 2019 were not measurably different from the corresponding scores in 2017, but the score for each group was higher in 2019 than in 1990 (275, 270, 246, and 237, respectively). The mathematics score for 8th-grade American Indian/Alaska Native students in 2019 (262) was lower than the score in 2017 (267), but it was not measurably different from the score in 2000 (2000 was the first year data were available for 8th-grade American Indian/Alaska Native students).

In 2019 and in all assessment years since 1990, the average mathematics scores for White students in grade 8 have been higher than the scores for their Black and Hispanic peers. At grade 8, the White-Black ( 32 points) and White-Hispanic (24 points) achievement gaps in 2019 were not measurably different from the corresponding gaps in 2017 and 1990.

For 12th-grade students, the average mathematics score in 2015 (152) was lower than the score in 2013 (153), but it was not measurably different from the score in 2005, the earliest year with comparable data. At grade 12, the mathematics scores for Asian/Pacific Islander (170), White (160), Hispanic (139), and Black (130) students in 2015 were not measurably different from the scores in 2013, but the score for each group was higher in 2015 than in 2005 (163, 157, 133, and 127, respectively). The mathematics score for American Indian/Alaska Native students in 2015 (138) was not measurably different from the scores in 2013 and 2005.

In 2015, the mathematics score for White 12th-grade students was 30 points higher than the score for their Black peers and 22 points higher than the score for their Hispanic peers. The White-Black and White-Hispanic gaps in 2015 were not measurably different from the corresponding gaps in 2005 and 2013.

## Long-Term NAEP

NAEP long-term trend mathematics results, reported on a scale of 0 to 500, are available for 12 assessment years, going back to the first in 1973. In 2012, the average mathematics score for 9-year-olds (244) was higher than in all assessment years prior to 2008 (web-only table 222.85). The score for 9 -year-olds in 2012 was 5 points higher than in 2004 and 25 points higher than in 1973. The score for 13-year-olds in 2012 (285) was higher than in all previous assessment years. For 13-year-olds, the score in 2012 was 6 points higher than in 2004 and 19 points higher than in 1973. In contrast, the score for 17 -year-olds in 2012 (306) was not measurably different from the scores in 2004 and in 1973.

White, Black, and Hispanic 9-, 13-, and 17-year-olds all had higher average mathematics scores in 2012 than in 1973 (web-only table 222.85). In comparison to 2004, scores were higher in 2012 for White 9- and 13-year-olds; Hispanic 13-year-olds; and Black 13-year-olds. Mathematics results for 2012 continued to show achievement gaps between White and Hispanic students (ranging from 17 to 21 points [based on unrounded scores], depending on age) and between White and Black students (ranging from 25 to 28 points). For 9-year-olds, the White-Black gap was lower in 2012 than in 1973. For 13- and 17-year-olds, both the White-Black and the White-Hispanic gaps were lower in 2012 than in 1973. For example, among 17-year-olds, the White-Black gap was 40 points in 1973 compared with 26 points in 2012, and the White-Hispanic gap was 33 points in 1973 compared with 19 points in 2012.

While there was no significant difference between the average mathematics scores of male and female 9- and 13-year-olds in 2012, among students still in high school at age 17, male students scored higher than female students (web-only table 222.85). At age 17, the 4-point gender score gap in 2012 was smaller than the gap in 1973 (8 points).

## Science

## Main NAEP

NAEP has assessed the science abilities of students in grades 4, 8, and 12 in both public and private schools since 1996. As of 2009, however, NAEP science assessments are based on a new framework, so results from these assessments cannot be compared with results from earlier science assessments. Scores are based on a scale ranging from 0 to 300 (table 223.10). In 2015, the average 4th-grade science score (154) was higher than the score in 2009 (150). The 8th-grade science score in 2015 (154) was higher than the scores in 2009 (150) and in 2011 (152). The 12th-grade science score in 2015 (150) was not measurably different from the score in 2009.

While the scores for White 4th- and 8th-grade students remained higher than those for their Black and Hispanic peers in 2015, racial/ethnic achievement gaps in 2015 were smaller than in 2009. For example, at grade 4, the WhiteBlack achievement gap was 36 points in 2009 and 33 points in 2015, and the White-Hispanic achievement gap was 32 points in 2009 and 27 points in 2015. For 12th-grade students, in contrast, science scores for White students remained higher than those for their Black and Hispanic peers in 2015, and these racial/ethnic achievement gaps were not measurably different from 2009. In addition, the 5-point gender gap, which favored male 12th-graders, in 2015 was not measurably different from the gap in 2009.

## Skills of Young Children

In addition to student performance data available through NAEP, the Digest presents data from other surveys to provide additional perspectives on student achievement. Differences among demographic groups in
the acquisition of cognitive skills have been demonstrated at relatively early ages in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011). Possible scores for the mathematics assessment range from 0 to 159, and possible scores for the reading assessment range from 0 to 167 .

Children who enrolled in kindergarten for the first time in 2010-11 showed similar patterns of score differences across racial/ethnic and socioeconomic status (SES) groups for both mathematics and reading. In fall 2010, average mathematics scores were higher for first-time kindergartners from high-SES families (43) than for those from low-SES families (29). White (39) and Asian (41) first-time kindergartners had higher mathematics scores than their Black (32), Hispanic (31), and American Indian/ Alaska Native (33) peers (table 220.40 and web-only table 220.41). Similarly, average early reading scores in fall 2010 were higher for White (56) and Asian (59) first-time kindergartners than for their Black (53), Hispanic (51), and American Indian/Alaska Native (50) peers. High-SES children (61) had higher early reading scores than low-SES children (49).

## School Violence

In 2017-18, some 71 percent of public schools reported one or more violent incidents, such as a serious violent incident, a physical attack, or a threat of a physical attack (table 229.10). This 2017-18 percentage was not measurably different from the percentage of schools reporting violent incidents in 1999-2000. Serious violent incidents is a subcategory of violent incidents that includes the crimes of rape, sexual assault, robbery, and aggravated assault. The percentage of schools reporting a serious violent incident in 2017-18 (21 percent) also was not measurably different from the percentage reporting a serious violent incident in 1999-2000. The percentage of schools reporting a physical attack or fight without a weapon in 2017-18 (66 percent) was not measurably different from the percentage in 1999-2000; however, the percentage of schools reporting a physical attack or fight with a weapon in 2017-18 (3 percent) was lower than the percentage in 1999-2000 (5 percent). Also, the percentage of schools reporting a threat of a physical attack without a weapon in 2017-18 (41 percent) was lower than the percentage in 1999-2000 (52 percent). One percent of public schools reported that a rape had occurred in 2017-18, which was not measurably different from the percentage in 1999-2000; however, the percentage of schools that reported that some other type of sexual assault had occurred in 2017-18 (5 percent) was higher than the percentage in 1999-2000 (2 percent). The percentage of schools reporting that a theft/ larceny had occurred in 2017-18 (33 percent) was lower than in 1999-2000 ( 46 percent), and also the percentage reporting that vandalism had occurred in 2017-18 ( 33 percent) was lower than in 1999-2000 (51 percent). Overall, schools reported 20 violent incidents per 1,000
students in 2017-18, which was lower than the 31 violent incidents per 1,000 students reported in 1999-2000 (webonly table 229.20).

On the National Crime Victimization Survey, students ages 12 to 18 reported a decrease in victimizations at school between 2000 and 2018 (web-only table 228.20). The total victimization rates for students ages 12 to 18 declined 61 percent, from 85 victimizations per 1,000 students in 2000 to 33 victimizations per 1,000 students in 2018. This pattern of decline in total victimization rates between 2000 and 2018 also held for thefts and violent victimizations overall. Thefts at school declined from a rate of 49 thefts per 1,000 students to 9 thefts per 1,000 students. The rate of violent victimization at school declined overall from 36 victimizations per 1,000 students in 2000 to 24 victimizations per 1,000 students in 2018. The rate of violent victimizations excluding simple assault at school was 6 per 1,000 students in 2018, which was not measurably different from the rate in 2000. The victimization rates for theft declined more rapidly than the victimization rates for violent crimes. In 2000, the victimization rates for theft were higher than the rates for violent crimes, but in 2018 the victimization rates for theft were lower than the rates for violent crimes.

## Revenues and Expenditures

After adjustment for inflation, current expenditures per student at public schools (based on fall enrollment) rose during the 1980s but remained stable during the first part of the 1990s. There was an increase of 37 percent from 1980-81 to 1990-91, followed by minor fluctuations from 1990-91 to 1994-95 (table 236.55 and figure 10). Current expenditures per student increased 34 percent from 1994-95 to 2008-09 but declined 5 percent from 2008-09 to 2012-13. Current expenditures per student increased 9 percent between 2012-13 and 2016-17, reaching \$12,258 in unadjusted dollars.

The federal share of public school revenues in 2016-17 (8.1 percent) was lower than in 2006-07 ( 8.5 percent; table 235.10 and figure 11). Also, the state share in 2016-17 (47.0 percent) was lower than in 2006-07 (47.4 percent). The remaining, local, share in 2016-17 (44.9 percent) was higher than in 2006-07 (44.1 percent).

Figure 7. Fall enrollment, number of teachers, pupil/teacher ratio, and expenditures in public elementary and secondary schools: Selected years, 1960-61 through 2017-18
Fall enrollment, in millions


School year beginning


School year beginning
Current expenditures, in billions


NOTE: Expenditure data for school year 2017 (2017-18) are projected. Constant dollars 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: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1959-60 through 1969-70; Statistics of Public Elementary and Secondary Day Schools, 1959-60 through 1980-81; Revenues and Expenditures for Public Elementary and Secondary Education, 1970-71 through 1980-81; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2017-18; "National Public Education Financial Survey," 1989-90 through 2016-17; and Public Elementary and Secondary Education Current Expenditure Projection Model, 1973-74 through 2029-30.

Figure 8. Percentage change in public elementary and secondary enrollment, by state: Fall 2012 to fall 2017


Percent change
Increase of 5 percent or more ( 12 states \& DC) Increase of less than 5 percent ( 22 states)
Decrease of less than 5 percent ( 15 states)Decrease of 5 percent or more (1 state)

NOTE: Includes imputations for prekindergarten enrollment in California and Oregon. Graphic display was generated using unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2012-13 and 2017-18.

Figure 9. Total and full-day preprimary enrollment of 3- to 5-year-olds: October 1970 through October 2018 Enrollment, in millions


NOTE: Data prior to 1994 may not be comparable to later years. Preprimary programs include kindergarten and preschool (or nursery school) programs. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1970 through October 2018.

Figure 10. Current expenditure per pupil in fall enrollment in public elementary and secondary schools: 1970-71 through 2016-17


NOTE: Current expenditures include instruction, support services, food services, and enterprise operations. Beginning in 1988-89, extensive changes were made in the data collection procedures. As a result, data collected from 1988-89 onward may not be comparable to earlier data. Constant dollars 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: U.S. Department of Education, National Center for Education Statistics, Revenues and Expenditures for Public Elementary and Secondary Education, 1970-71 through 1986-87; and Common Core of Data (CCD), "National Public Education Financial Survey," 1987-88 through 2016-17.

Figure 11. Percentage of revenue for public elementary and secondary schools, by source of funds: 1970-71 through 2016-17


| Selected characteristic | 1869-70 | 1879-80 | 1889-90 | $\begin{array}{r} 1899- \\ 1900 \end{array}$ | 1909-10 | 1919-20 | 1929-30 | 1939-40 | 1949-50 | 1959-60 | 1969-70 | 1979-80 | 1989-90 | $\begin{gathered} 1999- \\ 2000 \end{gathered}$ | 2009-10 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Population, pupils, and instructional staff Total population (in thousands) ${ }^{1}$ | 38,558 | 50,156 | 62,622 | 75,995 | 90,490 | 104,514 | 121,878 | 131,028 | 149,188 | 177,830 | 201,385 | 225,055 | 246,819 | 279,040 | 306,772 | 316,058 | 318,386 | 320,743 | 323,071 |
| 5 - to 17-year-olds (in thousands) ${ }^{1}$ | 11,683 | 15,066 | 18,473 | 21,573 | 24,011 | 27,571 | 31,414 | 30,151 | 30,223 | 43,881 | 52,386 | 48,043 | 44,947 | 52,811 | 53,890 | 53,721 | 53,693 | 53,702 | 53,727 |
| 5 - to 17-year-olds as a percent of total population | 30.3 | 30.0 | 29.5 | 28.4 | 26.5 | 26.4 | 25.8 | 23.0 | 20.3 | 24.7 | 26.0 | 21.3 | 18.2 | 18.9 | 17.6 | 17.0 | 16.9 | 16.7 | 16.6 |
| Total enrollment in elementary and secondary schools (in thousands) ${ }^{2}$ | 7,562 ${ }^{3}$ | 9,867 | 12,723 | 15,503 | 17,814 | 21,578 | 25,678 | 25,434 | 25,112 | 36,087 | 45,550 | 41,651 | 40,543 | 46,857 | 49,361 | 50,045 | 50,313 | 50,438 | 50,615 |
| Prekindergarten through grade 8 (in thousands) | 7,481 ${ }^{3}$ | 9,757 | 12,520 | 14,984 | 16,899 | 19,378 | 21,279 | 18,833 | 19,387 | 27,602 | 32,513 | 28,034 | 29,152 | 33,486 | 34,409 | 35,251 | 35,370 | 35,388 | 35,477 |
| Grades 9-12 (in thousands) | $80^{3}$ | 110 | 203 | 519 | 915 | 2,200 | 4,399 | 6,601 | 5,725 | 8,485 | 13,037 | 13,616 | 11,390 | 13,371 | 14,952 | 14,794 | 14,943 | 15,050 | 15,138 |
| Enrollment as a percent of total population | $19.6{ }^{3}$ | 19.7 | 20.3 | 20.4 | 19.7 | 20.6 | 21.1 | 19.4 | 16.8 | 20.3 | 22.6 | 18.5 | 16.4 | 16.8 | 16.1 | 15.8 | 15.8 | 15.7 | 15.7 |
| Enrollment as a percent of 5- to 17-year-olds | $64.7{ }^{3}$ | 65.5 | 68.9 | 71.9 | 74.2 | 78.3 | 81.7 | 84.4 | 83.1 | 82.2 | 87.0 | 86.7 | 90.2 | 88.7 | 91.6 | 93.2 | 93.7 | 93.9 | 94.2 |
| Percent of total enrollment in grades 9-12 | $1.1^{3}$ | 1.1 | 1.6 | 3.3 | 5.1 | 10.2 | 17.1 | 26.0 | 22.8 | 23.5 | 28.6 | 32.7 | 28.1 | 28.5 | 30.3 | 29.6 | 29.7 | 29.8 | 29.9 |
| High school graduates (in thousands) |  | - | 22 | 62 | 111 | 231 | 592 | 1,143 | 1,063 | 1,627 | 2,589 | 2,748 | 2,320 | 2,554 | 3,128 |  | - |  | - |
| Average daily attendance (in thousands) | 4,077 | 6,144 | 8,154 | 10,633 | 12,827 | 16,150 | 21,265 | 22,042 | 22,284 | 32,477 | 41,934 | 38,289 | 37,799 | 43,807 | 45,919 | 46,830 | 47,064 | 47,248 | 47,286 |
| Total number of days attended by pupils enrolled (in millions) | 539 | 801 | 1,098 | 1,535 | 2,011 | 2,615 | 3,673 | 3,858 | 3,964 | 5,782 | 7,501 | 6,835 ${ }^{4}$ | - | 7,858 | 8,199 | 8,404 | 8,434 | 8,467 | 8,474 |
| Percent of enrolled pupils attending daily | 59.3 | 62.3 | 64.1 | 68.6 | 72.1 | 74.8 | 82.8 | 86.7 | 88.7 | 90.0 | 90.4 | $90.1^{4}$ | - | 94.3 | - | - | - | 93.0 | - |
| Average length of school term, in days | 132.2 | 130.3 | 134.7 | 144.3 | 157.5 | 161.9 | 172.7 | 175.0 | 177.9 | 178.0 | 178.9 | $178.5^{4}$ | - | 179.4 | 178.6 | 179.5 | 179.2 | 179.2 | 179.2 |
| Average number of days attended per pupil | 78.4 | 81.1 | 86.3 | 99.0 | 113.0 | 121.2 | 143.0 | 151.7 | 157.9 | 160.2 | 161.7 | $160.8^{4}$ | - | 169.2 | - | - | - | 166.6 | - |
| Total full-time-equivalent (FTE) instructional staff (in thousands) | - | - | - | - | - | 678 | 880 | 912 | 963 | 1,457 | 2,286 | 2,406 | 2,986 | 3,819 | 4,279 | 4,167 | 4,205 | 4,250 | 4,294 |
| Supervisors (in thousands) | - | - | - | - | - | 1 | 1 | 5 | - | - | - | - | - | - | - | - | - | - | - |
| Principals (in thousands) | - | - | - | - | - | 14 | 31 | 32 | 43 | 64 | 91 | 106 | 126 | 137 | 168 | 168 | 175 | 182 | 184 |
| Teachers, teacher aides, librarians, and guidance counselors (in thousands) ${ }^{5}$ | 201 | 287 | 364 | 423 | 523 | 657 | 843 | 875 | 920 | 1,393 | 2,195 | 2,300 | 2,860 | 3,682 | 4,111 | 3,999 | 4,030 | 4,068 | 4,111 |
| Males (in thousands) | 78 | 123 | 126 | 127 | 110 | 93 | 140 | 195 | 196 | $404{ }^{4}$ | $711^{4}$ | $782^{4}$ | - | - | - | - | - | - | - |
| Females (in thousands) | 123 | 164 | 238 | 296 | 413 | 585 | 703 | 681 | 724 | 9894 | 1,484 ${ }^{4}$ | 1,518 ${ }^{4}$ | - | - | - | - | - | - | - |
| Percent male | 38.7 | 42.8 | 34.5 | 29.9 | 21.1 | 14.1 | 16.6 | 22.2 | 21.3 | 29.04 | $32.4{ }^{4}$ | $34.0{ }^{4}$ | - |  | - | - |  |  | - |
|  | Amounts in current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total revenues and expenditures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total revenue receipts (in millions) | - | - | \$143 | \$220 | \$433 | \$970 | \$2,089 | \$2,261 | \$5,437 | \$14,747 | \$40,267 | \$96,881 | \$208,548 | \$372,944 | \$596,391 | \$623,650 | \$647,679 | \$677,219 | \$705,267 |
| Federal government | - |  | - | - | - | 2 | 7 | 40 | 156 | 652 | 3,220 | 9,504 | 12,701 | 27,098 | 75,998 | 54,506 | 55,003 | 55,975 | 57,311 |
| State governments | - | - | - | - | - | 160 | 354 | 684 | 2,166 | 5,768 | 16,063 | 45,349 | 98,239 | 184,613 | 258,864 | 288,637 | 301,530 | 317,660 | 331,322 |
| Local sources, including intermediate | - | - | - | - | - | 808 | 1,728 | 1,536 | 3,116 | 8,327 | 20,985 | 42,029 | 97,608 | 161,233 | 261,529 | 280,507 | 291,147 | 303,583 | 316,635 |
| Percentage distribution of revenue receipts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Federal government | - | - | - | - | - | 0.3 | 0.4 | 1.8 | 2.9 | 4.4 | 8.0 | 9.8 | 6.1 | 7.3 | 12.7 | 8.7 | 8.5 | 8.3 | 8.1 |
| State governments | - | - | - | - | - | 16.5 | 16.9 | 30.3 | 39.8 | 39.1 | 39.9 | 46.8 | 47.1 | 49.5 | 43.4 | 46.3 | 46.6 | 46.9 | 47.0 |
| Local sources, including intermediate | - | - | - | - | - | 83.2 | 82.7 | 68.0 | 57.3 | 56.5 | 52.1 | 43.4 | 46.8 | 43.2 | 43.9 | 45.0 | 45.0 | 44.8 | 44.9 |
| Total expenditures for public schools (in millions) | \$63 | \$78 | \$141 | \$215 | \$426 | \$1,036 | \$2,317 | \$2,344 | \$5,838 | \$15,613 | \$40,683 | \$95,962 | \$212,770 | \$381,838 | \$607,018 | \$625,018 | \$651,135 | \$677,605 | \$707,601 |
| Current expenditures ${ }^{6}$ | - | - | 114 | 180 | 356 | 861 | 1,844 | 1,942 | 4,687 | 12,329 ${ }^{7}$ | 34,218 ${ }^{7}$ | 86,984 ${ }^{7}$ | 188,229 ${ }^{7}$ | $323,889^{7}$ | 524,715 ${ }^{7}$ | 553,501 ${ }^{7}$ | 575,332 ${ }^{7}$ | 596,202 ${ }^{7}$ | 619,165 ${ }^{7}$ |
| Capital outlay ${ }^{8}$ | - | - | 26 | 35 | 70 | 154 | 371 | 258 | 1,014 | 2,662 | 4,659 | 6,506 | 17,781 | 43,357 | 56,715 | 46,438 | 50,610 | 55,989 | 61,442 |
| Interest on school debt | - | - | - | - | - | 18 | 93 | 131 | 101 | 490 | 1,171 | 1,874 | 3,776 | 9,135 | 17,232 | 17,152 | 17,479 | 17,501 | 18,334 |
| Other current expenditures ${ }^{9}$ | - | - | - | - | - | 3 | 10 | 13 | 36 | 133 | 636 | $598{ }^{10}$ | 2,983 | 5,457 | 8,356 | 7,926 | 7,714 | 7,914 | 8,661 |
| Percentage distribution of total expenditures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Current expenditures ${ }^{6}$ | - | - | 81.3 | 83.5 | 83.6 | 83.1 | 79.6 | 82.8 | 80.3 | 79.07 | $84.1{ }^{7}$ | $90.6{ }^{7}$ | $88.5{ }^{7}$ | $84.8{ }^{7}$ | $86.4{ }^{7}$ | $88.6{ }^{7}$ | $88.4{ }^{7}$ | $88.0{ }^{7}$ | $87.5{ }^{7}$ |
| Capital outlay ${ }^{8}$ | - | - | 18.7 | 16.5 | 16.4 | 14.8 | 16.0 | 11.0 | 17.4 | 17.0 | 11.5 | 6.8 | 8.4 | 11.4 | 9.3 | 7.4 | 7.8 | 8.3 | 8.7 |
| Interest on school debt | - | - | - | - | - | 1.8 | 4.0 | 5.6 | 1.7 | 3.1 | 2.9 | 2.0 | 1.8 | 2.4 | 2.8 | 2.7 | 2.7 | 2.6 | 2.6 |
| Other current expenditures ${ }^{9}$ | - | - | - | - | - | 0.3 | 0.4 | 0.6 | 0.6 | 0.8 | 1.6 | $0.6{ }^{10}$ | 1.4 | 1.4 | 1.4 | 1.3 | 1.2 | 1.2 | 1.2 |


| Selected characteristic | 1869-70 | 1879-80 | 1889-90 | $\begin{array}{r} 1899- \\ 1900 \end{array}$ | 1909-10 | 1919-20 | 1929-30 | 1939-40 | 1949-50 | 1959-60 | 1969-70 | 1979-80 | 1989-90 | $\begin{gathered} 1999- \\ 2000 \end{gathered}$ | 2009-10 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Teacher salaries; income and expenditures per pupil and per capita |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Annual salary of classroom teachers ${ }^{11}$ | \$189 | \$195 | \$252 | \$325 | \$485 | \$871 | \$1,420 | \$1,441 | \$3,010 | \$4,995 | \$8,626 | \$15,970 | \$31,367 | \$41,807 | \$55,370 | \$56,826 | \$57,626 | \$58,316 | \$59,539 |
| Personal income per member of labor force ${ }^{1}$ |  |  |  |  | - | - | 1,734 | 1,333 | 3,445 | 5,893 | 9,913 | 19,842 | 37,343 | 57,416 | 78,234 | 91,262 | 96,149 | 100,031 | 101,272 |
| Total school expenditures per capita of total population | 2 | 2 | 2 | 3 | 5 | 10 | 19 | 18 | 39 | 88 | 202 | 426 | 862 | 1,368 | 1,979 | 1,978 | 2,045 | 2,113 | 2,190 |
| National income per capita ${ }^{1}$ |  |  | - | - | - |  | 773 | 629 | 1,607 | 2,580 | 4,455 | 9,954 | 19,286 | 29,710 | 39,206 | 45,861 | 47,874 | 49,223 | 49,691 |
| Current expenditure per pupil in ADA ${ }^{6,12,13}$ |  |  | 14 | 17 | 28 | 53 | 87 | 88 | 210 | 375 | 816 | 2,272 | 4,980 | 7,394 | 11,427 | 11,819 | 12,224 | 12,619 | 13,094 |
| Total expenditure per pupil in ADA ${ }^{13,14}$ | 16 | 13 | 17 | 20 | 33 | 64 | 108 | 106 | 260 | 471 | 955 | 2,491 | 5,547 | 8,589 | 13,035 | 13,174 | 13,668 | 14,171 | 14,778 |
| National income per pupil in ADA ${ }^{13}$ | - |  |  |  |  | - | 4,430 | 3,738 | 10,757 | 14,127 | 21,396 | 58,510 | 125,931 | 189,249 | 261,921 | 309,519 | 323,865 | 334,149 | 339,501 |
| Current expenditure per day per pupil in ADA ${ }^{6,13,15}$ |  |  | 0.10 | 0.12 | 0.18 | 0.33 | 0.50 | 0.50 | 1.17 | 2.11 | 4.56 | 12.73 | - | 41.22 | 64.00 | 65.86 | 68.22 | 70.42 | 73.07 |
| Total expenditure per day per pupil in ADA ${ }^{13}$ | 0.12 | 0.10 | 0.13 | 0.14 | 0.21 | 0.40 | 0.63 | 0.60 | 1.46 | 2.65 | 5.34 | 13.95 | - | 47.90 | 73.02 | 73.43 | 76.29 | 79.10 | 82.49 |
|  | Amounts in constant 2018-19 dollars ${ }^{16}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total revenues and expenditures | - | - | - | - | - | \$12,892 | \$30,903 | \$40,967 | \$58,144 | \$127,109 | \$269,975 | \$316,063 | \$415,975 | \$557,940 | \$696,919 | \$672,227 | \$693,081 | \$719,837 | \$736,111 |
| Total revenue receipts (in millions) | - | - | - | - | - | 33 | 109 | 721 | 1,667 | 5,617 | 21,586 | 31,004 | 25,333 | 40,540 | 88,808 | 58,752 | 58,859 | 59,498 | 59,817 |
| Federal government | - | - | - | - | - | 2,127 | 5,233 | 12,403 | 23,160 | 49,718 | 107,695 | 147,945 | 195,950 | 276,189 | 302,498 | 311,120 | 322,667 | 337,651 | 345,812 |
| State governments Local sources, including intermediate | - | - | - | - | - | 10,732 | 25,561 | 27,843 | 33,317 | 71,774 | 140,694 | 137,114 | 194,692 | 241,211 | 305,612 | 302,356 | 311,556 | 322,688 | 330,482 |
| Total expenditures for public schools (in millions) | - | - | - | - | - | \$13,770 | \$34,280 | \$42,481 | \$62,428 | \$134,579 | \$272,768 | \$313,063 | \$424,396 | \$571,246 | \$709,338 | \$673,702 | \$696,780 | \$720,248 | \$738,547 |
| Current expenditures ${ }^{6}$ | - | - | - | - | - | 11,444 | 27,278 | 35,191 | 50,126 | 106,274 ${ }^{7}$ | 229,4187 | 283,775 ${ }^{7}$ | 375,448 ${ }^{7}$ | 484,551 ${ }^{7}$ | 613,162 ${ }^{7}$ | 596,615 ${ }^{7}$ | 615,662 ${ }^{7}$ | 633,722 ${ }^{7}$ | 646,242 ${ }^{7}$ |
| Capital outlay ${ }^{8}$ | - | - | - | - | - | 2,040 | 5,488 | 4,675 | 10,846 | 22,943 | 31,237 | 21,226 | 35,467 | 64,864 | 66,275 | 50,056 | 54,158 | 59,513 | 64,129 |
| Interest on school debt | - | - | - | - | - | 242 | 1,369 | 2,372 | 1,076 | 4,219 | 7,850 | 6,113 | 7,532 | 13,667 | 20,137 | 18,489 | 18,705 | 18,602 | 19,136 |
| Other current expenditures ${ }^{9}$ | - | - | - | - | - | 44 | 145 | , 242 | 381 | 1,143 | 4,263 | 1,950 ${ }^{10}$ | 5,949 | 8,164 | 9,764 | 8,544 | 8,255 | 8,412 | 9,040 |
| Teacher salaries; income and expenditures per pupil and per capita |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Annual salary of classroom teachers ${ }^{11}$ | - | - | - | - | - | \$11,575 | \$21,011 | \$26,115 | \$32,189 | \$43,055 | \$57,834 | \$52,100 | \$62,566 | \$62,545 | \$64,703 | \$61,252 | \$61,666 | \$61,986 | \$62,143 |
| Personal income per member of labor force ${ }^{1}$ | - | - | - | - | - | - | 25,663 | 24,151 | 36,836 | 50,795 | 66,462 | 64,733 | 74,485 | 85,896 | 91,421 | 98,371 | 102,889 | 106,326 | 105,701 |
| Total school expenditures per capita of total population | - | - | - | - | - | 132 | 281 | 324 | 418 | 757 | 1,354 | 1,391 | 1,719 | 2,047 | 2,312 | 2,132 | 2,188 | 2,246 | 2,286 |
| National income per capita ${ }^{1}$ | - | - | - | - | - | - | 11,436 | 11,397 | 17,182 | 22,238 | 29,870 | 32,475 | 38,468 | 44,448 | 45,814 | 49,433 | 51,230 | 52,321 | 51,864 |
| Current expenditure per pupil in ADD ${ }^{6,12,13}$ | - | - | - | - | - | 709 | 1,283 | 1,597 | 2,249 | 3,234 | 5,471 | 7,411 | 9,933 | 11,061 | 13,353 | 12,740 | 13,081 | 13,413 | 13,667 |
| Total expenditure per pupil in ADA ${ }^{13,14}$ | - | - | - | - | - | 850 | 1,605 | 1,916 | 2,784 | 4,060 | 6,403 | 8,125 | 11,064 | 12,849 | 15,232 | 14,201 | 14,626 | 15,063 | 15,424 |
| National income per pupil in ADA ${ }^{13}$ | - | - | - | - | - | - | 65,545 | 67,749 | 115,032 | 121,768 | 143,449 | 190,883 | 251,185 | 283,125 | 306,070 | 333,628 | 346,568 | 355,178 | 354,348 |
| Current expenditure per day per pupil in ADA ${ }^{6,13,15}$ | - | - | - | - | - | 4.4 | 7.4 | 9.1 | 12.5 | 18.2 | 30.6 | 41.5 | - | 61.7 | 74.8 | 71.0 | 73.0 | 74.8 | 76.3 |
| Total expenditure per day per pupil in ADA ${ }^{13}$ | - | - | - | - | - | 5.3 | 9.3 | 10.9 | 15.6 | 22.8 | 35.8 | 45.5 | - | 71.7 | 85.3 | 79.1 | 81.6 | 84.1 | 86.1 |

'Data on population and labor force are from the Census Bureau, and data on personal income and national income are from the Bureau of Economic Analysis, U.S. Department of Commerce. Population data through 1900 are based on total population from the decennial census. From 1909-10 to 1959-60, population data are total population, including armed forces overseas, as of July 1. Data for later years are for resident population that excludes armed forces overseas. ${ }^{2}$ Data for 1869-70 through 1959-60 are school year enrollment. Data for later years are fall enrollment. Total counts of ungraded students were prorated to prekindergarten through grade 8 and grades 9 through 12 based on prior reports
stimated by the
SPrior to 1919-20, data are for the number of different persons employed rather than number of positions.
${ }^{6}$ Prior to 1919-20, includes interest on school debt.
Because of the modification of the scope of "current expenditures for elementary and secondary schools," data for 1959-60 and later years are not entirely comparable with prior years.
Beginning in 1969-70, includes capital outlay by state and local school building authorities.
${ }^{\text {I }}$ Includes summer schools, community colleges, and adult education. Beginning in 1959-60, also includes community services, formerly classified with "current expenditures for elementary and secondary schools."
Excludes community colleges and adult education.
ncipals, teachers, and other nonsupervisory instructional staff. Data for 1959-60 and later years are estimated by the National Education Association.

Excludes current expenditures not allocable to pupil costs.
${ }^{3}$ "ADA" means average daily attendance in elementary and secondary schools.
${ }^{4}$ Expenditure figure is the sum of current expenditures allocable to pupil costs, capital outlay, and interest on school debt. ${ }^{5}$ Per-day rates derived by dividing annual rates by average length of term.
${ }^{16}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department o Labor, adjusted to a school-year basis. No Consumer Price Index data available for years prior to 1919-20.
NOTE: Some data have been revised from previously published figures. Beginning in 1959-60, data include Alaska and WRCE: US. Department of Eductionse of rounding
Commissioner of Education, 1869-70 through 1909-10; Bienniar Education Statistics, Annual Report of the United State 1949-50; Statistics of State School Systems, 1959-60 and 1969-70; Statistics of Public Elementary States, 1919-20 throug Systems, 1979-80; Revenues and Expenditures for Public Elementary and Secondary Education, FY 1980; Schools and Staffing Survey (SASS), "Public School Questionnaire," 1999-2000, 2007-08, and 2011-12; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1989-90 through 2017-18; "National Public Education Financial Survey," 1989-90 through 2016-17; and "State Dropout and Completion Data File," 2012-13. U.S. Department o Commerce, Census Bureau, retrieved November 29, 2019, from https://www.census.gov/data/datasets/time-series/demo/ retrieved January 1,2020 , from https://www.bea.gov/itable/. U.S. Department of Labor, Bureau of Labor Statistics, retrieved January 1, 2020, from https://stats.bls.gov/cps/tables.htm\#empstat. (This table was prepared January 2020.)

Table 201.20. Enrollment in grades 9 through 12 in public and private schools compared with population 14 to 17 years of age: Selected years, 1889-90 through fall 2019

| Year | Enrollment, grades 9 to 12 |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{array}{\|r\|} \hline \text { Population } \\ 14 \text { to } 17 \\ \text { years of } \\ \text { age }^{2} \\ \hline \end{array}$ | Enrollment as ratio 0 population 14 to 17 years of age |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Public schools |  |  |  |  |  | Private schools |  |  |  |  |  |  |  |
|  | $\begin{array}{r} \text { All } \\ \text { schools } \end{array}$ | Total | $\begin{array}{r} \text { 9th } \\ \text { grade } \end{array}$ | $\begin{aligned} & \text { 10th } \\ & \text { grade } \end{aligned}$ | $\begin{array}{r} \text { 11th } \\ \text { grade } \end{array}$ | $\begin{aligned} & \text { 12th } \\ & \text { grade } \end{aligned}$ | Secondary ungraded ${ }^{1}$ | Total | $\begin{array}{r} \text { 9th } \\ \text { grade } \end{array}$ | $\begin{aligned} & \text { 10th } \\ & \text { grade } \end{aligned}$ | $\begin{aligned} & \text { 11th } \\ & \text { grade } \end{aligned}$ | $\begin{array}{r} \text { 12th } \\ \text { grade } \end{array}$ | Secondary ungraded |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 1889-90 | 298 | 203 |  |  |  |  |  | 95 |  |  | - | - | - | 5,355 | 5.6 |
| 1899-1900 | 630 | 519 | - | - | - | - | - | 111 | - | - | - | - | - | 6,152 | 10.2 |
| 1909-10 | 1,032 | 915 | 二 | - |  |  | - | 117 | - | - | - | - | - | 7,220 | 14.3 |
| 1919-20 | 2,414 | 2,200 | 917 | 576 | 396 | 312 | 0 | 214 | - | - | - | - | - | 7,736 | 31.2 |
| 1929-30 | 4,741 | 4,399 | 1,627 | 1,192 | 880 | 701 | 0 | $341^{4}$ | - | - | - | - | - | 9,341 | 50.7 |
| 1939-40 | 7,059 | 6,601 | 2,011 | 1,767 | 1,486 | 1,282 | 55 | $458{ }^{5}$ | - | - | - | - | - | 9,720 | 72.6 |
| 1949-50 | 6,397 | 5,725 | 1,761 | 1,513 | 1,275 | 1,134 | 42 | 672 | - | - | - | - | - | 8,405 | 76.1 |
| Fall 1959 | 9,306 | 8,271 |  |  |  |  |  | 1,035 | - | - | - | - | - | 11,155 | 83.4 |
| Fall 1969 | 14,337 | 13,037 | 3,568 | 3,405 | 3,047 | 2,732 | 285 | 1,300 ${ }^{6}$ | - | - | - | - | - | 15,549 | 92.2 |
| Fall 1970 | 14,647 | 13,336 | 3,654 | 3,458 | 3,128 | 2,775 | 321 | 1,311 | - | - | - | - | - | 15,924 | 92.0 |
| Fall 1971 | 15,053 | 13,753 | 3,781 | 3,571 | 3,200 | 2,864 | 337 | 1,300 ${ }^{6}$ | - | - | - | - | - | 16,328 | 92.2 |
| Fall 1972 | 15,148 | 13,848 | 3,779 | 3,648 | 3,248 | 2,873 | 299 | 1,300 ${ }^{6}$ | - | - | - | - | - | 16,639 | 91.0 |
| Fall 1973 | 15,344 | 14,044 | 3,801 | 3,650 | 3,323 | 2,918 | 352 | 1,300 ${ }^{6}$ | - | - | - | - | - | 16,867 | 91.0 |
| Fall 1974 | 15,403 | 14,103 | 3,832 | 3,675 | 3,302 | 2,955 | 339 | 1,300 ${ }^{6}$ | - | - | - | - | - | 17,035 | 90.4 |
| Fall 1975 | 15,604 | 14,304 | 3,879 | 3,723 | 3,354 | 2,986 | 362 | 1,300 ${ }^{6}$ | - | - | - | - | - | 17,128 | 91.1 |
| Fall 1976 | 15,656 | 14,314 | 3,825 | 3,738 | 3,373 | 3,015 | 363 | 1,342 | - | - | - | - | - | 17,119 | 91.5 |
| Fall 1977 | 15,546 | 14,203 | 3,779 | 3,686 | 3,388 | 3,026 | 324 | 1,343 | - | - | - | - | - | 17,045 | 91.2 |
| Fall 1978 | 15,441 | 14,088 | 3,726 | 3,610 | 3,312 | 3,023 | 416 | 1,353 | - | - | - | - | - | 16,946 | 91.1 |
| Fall 1979 | 14,916 | 13,616 | 3,526 | 3,532 | 3,241 | 2,969 | 348 | 1,300 ${ }^{6}$ | - | - | - | - | - | 16,611 | 89.8 |
| Fall 1980 | 14,570 | 13,231 | 3,377 | 3,368 | 3,195 | 2,925 | 366 | 1,339 | - | - | - | - | - | 16,143 | 90.3 |
| Fall 1981 | 14,164 | 12,764 | 3,286 | 3,218 | 3,039 | 2,907 | 314 | 1,400 ${ }^{6}$ | - | - | - | - | - | 15,609 | 90.7 |
| Fall 1982 | 13,805 | 12,405 | 3,248 | 3,137 | 2,917 | 2,787 | 315 | 1,400 ${ }^{6}$ | - | - | - | - | - | 15,057 | 91.7 |
| Fall 1983 | 13,671 | 12,271 | 3,330 | 3,103 | 2,861 | 2,678 | 299 | 1,400 | - | - | - | - | - | 14,740 | 92.7 |
| Fall 1984 | 13,704 | 12,304 | 3,440 | 3,145 | 2,819 | 2,599 | 300 | 1,400 ${ }^{6}$ | - | - | - | - | - | 14,725 | 93.1 |
| Fall 1985 | 13,750 | 12,388 | 3,439 | 3,230 | 2,866 | 2,550 | 303 | 1,362 | - | - | - | - | - | 14,888 | 92.4 |
| Fall 1986 | 13,669 | 12,333 | 3,256 | 3,215 | 2,954 | 2,601 | 308 | 1,336 ${ }^{6}$ | - | - | - | - | - | 14,824 | 92.2 |
| Fall 1987 | 13,323 | 12,076 | 3,143 | 3,020 | 2,936 | 2,681 | 296 | 1,247 | - | - | - | - | - | 14,502 | 91.9 |
| Fall 1988 | 12,893 | 11,687 | 3,106 | 2,895 | 2,749 | 2,650 | 288 | 1,206 ${ }^{6}$ | - |  |  |  | - | 14,023 | 91.9 |
| Fall 1989 | 12,524 | 11,393 | 3,141 | 2,868 | 2,629 | 2,473 | 281 | 1,131 | 303 | 284 | 267 | 273 | 5 | 13,536 | 92.5 |
| Fall 1990 | 12,476 | 11,341 | 3,169 | 2,896 | 2,612 | 2,381 | 284 | 1,136 ${ }^{6}$ |  |  |  |  | - | 13,329 | 93.6 |
| Fall 1991 | 12,675 | 11,544 | 3,313 | 2,915 | 2,645 | 2,392 | 278 | 1,131 | 309 | 286 | 272 | 260 | 4 | 13,491 | 94.0 |
| Fall 1992 | 12,862 | 11,737 | 3,352 | 3,027 | 2,656 | 2,431 | 272 | 1,125 ${ }^{6}$ |  |  |  |  |  | 13,775 | 93.4 |
| Fall 1993 | 13,081 | 11,963 | 3,487 | 3,050 | 2,751 | 2,424 | 250 | 1,118 | 312 | 286 | 266 | 249 | 5 | 14,096 | 92.8 |
| Fall 1994 | 13,354 | 12,215 | 3,604 | 3,131 | 2,748 | 2,488 | 244 | 1,138 ${ }^{6}$ |  |  |  |  | - | 14,637 | 91.2 |
| Fall 1995 | 13,665 | 12,502 | 3,704 | 3,237 | 2,826 | 2,487 | 247 | 1,163 | 325 | 304 | 276 | 255 | 2 | 15,013 | 91.0 |
| Fall 1996 | 14,027 | 12,849 | 3,801 | 3,323 | 2,930 | 2,586 | 208 | 1,178 ${ }^{6}$ |  |  |  |  | - | 15,443 | 90.8 |
| Fall 1997 | 14,241 | 13,056 | 3,819 | 3,376 | 2,972 | 2,673 | 216 | 1,185 | 326 | 306 | 283 | 266 | 4 | 15,769 | 90.3 |
| Fall 1998 | 14,407 | 13,195 | 3,856 | 3,382 | 3,021 | 2,722 | 214 | 1,212 ${ }^{6}$ |  |  |  |  | - | 15,829 | 91.0 |
| Fall 1999 | 14,600 | 13,371 | 3,935 | 3,415 | 3,034 | 2,782 | 205 | 1,229 | 336 | 313 | 295 | 280 | 5 | 16,007 | 91.2 |
| Fall 2000 | 14,781 | 13,517 | 3,963 | 3,491 | 3,083 | 2,803 | 177 | 1,264 ${ }^{6}$ |  |  |  |  | - | 16,144 | 91.6 |
| Fall 2001 | 15,032 | 13,736 | 4,012 | 3,528 | 3,174 | 2,863 | 159 | 1,296 | 350 | 333 | 316 | 293 | 3 | 16,280 | 92.3 |
| Fall 2002 | 15,374 | 14,069 | 4,105 | 3,584 | 3,229 | 2,990 | 161 | 1,306 ${ }^{6}$ |  |  |  |  |  | 16,506 | 93.1 |
| Fall 2003 | 15,651 | 14,339 | 4,190 | 3,675 | 3,277 | 3,046 | 150 | 1,311 | 351 | 334 | 317 | 304 | 5 | 16,694 | 93.8 |
| Fall 2004 | 15,949 | 14,618 | 4,281 | 3,750 | 3,369 | 3,094 | 122 | 1,331 ${ }^{6}$ |  |  |  |  | - | 17,054 | 93.5 |
| Fall 2005 | 16,258 | 14,909 | 4,287 | 3,866 | 3,454 | 3,180 | 121 | 1,349 | 356 | 348 | 326 | 315 | 3 | 17,358 | 93.7 |
| Fall 2006 | 16,441 | 15,081 | 4,260 | 3,882 | 3,551 | 3,277 | 110 | 1,360 ${ }^{6}$ |  |  |  |  |  | 17,549 | 93.7 |
| Fall 2007 | 16,451 | 15,086 | 4,200 | 3,863 | 3,557 | 3,375 | 92 | 1,364 | 357 | 347 | 334 | 324 | 2 | 17,597 | 93.5 |
| Fall 2008 | 16,322 | 14,980 | 4,123 | 3,822 | 3,548 | 3,400 | 87 | 1,342 ${ }^{6}$ | - | - |  |  | - | 17,395 | 93.8 |
| Fall 2009 | 16,261 | 14,952 | 4,080 | 3,809 | 3,541 | 3,432 | 90 | 1,309 | 333 | 330 | 324 | 319 | 3 | 17,232 | 94.4 |
| Fall 2010 | 16,159 | 14,860 | 4,008 | 3,800 | 3,538 | 3,472 | 42 | 1,299 ${ }^{6}$ | - | - | - | - | - | 17,066 | 94.7 |
| Fall 2011 | 16,040 | 14,749 | 3,957 | 3,751 | 3,546 | 3,452 | 43 | 1,291 | 330 | 325 | 318 | 315 | 4 | 16,870 | 95.1 |
| Fall 2012 | 16,055 | 14,753 | 3,975 | 3,730 | 3,528 | 3,477 | 43 | 1,302 ${ }^{6}$ | - | - |  | - | - | 16,719 | 96.0 |
| Fall 2013 | 16,106 | 14,794 | 3,980 | 3,761 | 3,526 | 3,476 | 52 | 1,312 | 334 | 331 | 325 | 320 | 3 | 16,650 | 96.7 |
| Fall 2014 | 16,316 | 14,943 | 4,033 | 3,794 | 3,568 | 3,496 | 52 | 1,373 ${ }^{6}$ |  |  |  |  | - | 16,743 | 97.4 |
| Fall 2015 | 16,496 | 15,050 | 4,019 | 3,846 | 3,598 | 3,537 | 49 | 1,446 | 368 | 367 | 356 | 349 | 6 | 16,802 | 98.2 |
| Fall 2016 | 16,620 | 15,138 | 3,986 | 3,860 | 3,669 | 3,571 | 52 | 1,482 ${ }^{6}$ |  |  |  |  | - | 16,769 | 99.1 |
| Fall 2017 | 16,658 | 15,190 | 3,996 | 3,834 | 3,677 | 3,631 | 52 | 1,468 | 374 | 366 | 365 | 359 | 5 | 16,745 | 99.5 |
| Fall $2018{ }^{7}$ | 16,711 | 15,206 | 4,021 | 3,843 | 3,652 | 3,639 | 52 | 1,504 |  |  |  |  | - | 16,681 | 100.2 |
| Fall $2019{ }^{7}$ | 16,745 | 15,232 | 4,038 | 3,867 | 3,661 | 3,615 | 52 | 1,512 | - | - | - | - | - | 16,668 | 100.5 |

-Not available.
Includes students reported as being enrolled in grade 13
${ }^{2}$ Data for 1890 through 1950 are from the decennial censuses of population. Later data are Census Bureau estimates as of July 1 preceding the opening of the school year
${ }^{3}$ Gross enrollment ratio (GER) based on school enrollment of all ages in grades 9 to 12 divided by the 14- to 17-year-old population. The GER allows for comparisons over time but is not intended to provide a precise measure of enrollment for any single year. Because some high school students are younger than 14 or older than 17, the GER is likely higher than the enrollment rate for the 14- to 17-year-old population. The GER differs from enrollment rates in other tables, which compare the population in a given age group with enrollment of persons in that age group only.
${ }^{4}$ Data are for 1927-28.
Data are for 1940-41.
${ }^{6}$ Estimated
Projected
NOTE: Includes enrollment in public schools that are a part of state and local schoo systems and also in most private schools, both religiously affiliated and nonsectarian. The enrollment for ungraded public school students was estimated based on the secondary proportion of ungraded students in prior years. The enrollment of ungraded private school
students was estimated based on the secondary proportion of ungraded students in students was estimated based on the secondary proportion of ungraded students in Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics Annual Report of the Commissioner of Education, 1890 through 1910; Biennial Survey Systems, 1951-52 through 1957-58; Statistics of Public Elementary and Secondary School Systems, 1959 through 1980; Statistics of Nonpublic Elementary and Secondary Schools, 1959 through 1980; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2017-18; Schools and Staffing Survey, Private School Data File, 1987-88; Private School Universe Survey (PSS), 1989-90 through 2017-18; National Elementary and Secondary Enrollment Projection Model, 1972 through 2029; and unpublished data. U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, Nos. 1000, 1022, 1045, 1057, 1059, 1092, and 1095; 2000 through 2009 Population Estimates, retrieved August 14, 2012, from http:// www.census.gov/popest/data/national/asrh/2011/index.html; and 2010 through 2019 Population Estimates, retrieved November 29, 2019, from https://www.census.gov/data/ datasets/time-series/demo/popest/2010s-national-detail.html\#par textimage 57373479 .

Table 202.10. Enrollment of 3-, 4-, and 5-year-old children in preprimary programs, by age of child, level of program, control of program, and attendance status: Selected years, 1970 through 2018

| [Standard errors appear in parentheses] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Age of child, level and control of program, and attendance status |  | 1970 |  | 1980 |  | 1990 |  | $2000{ }^{1}$ |  | $2003{ }^{1}$ |  | $2005{ }^{1}$ |  | $2010^{1}$ |  | $2015{ }^{1}$ |  | $2016{ }^{1}$ |  | $2017{ }^{1}$ |  | $2018{ }^{1}$ |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| 3 to 5 years old ${ }^{2}$ <br> Total population (in thousands) | 10,949 | (131.4) | 9,284 | (121.0) | 11,207 | (145.5) | 11,858 | (155.3) | 12,204 | (149.6) | 12,134 | (149.1) | 12,949 | (80.4) | 11,958 | (79.8) | 12,032 | (113.7) | 12,001 | (133.4) | 12,109 | (112.5) |
| Enrollment of 3- to 5 -year-olds (in thousands) Total <br> Level and attendance status | 4,104 | (78.9) | 4,878 | (75.0) | 6,659 | (88.8) | 7,592 | (86.2) | 7,921 | (82.6) | 7,801 | (82.7) | 8,246 | (107.3) | 7,681 | (107.3) | 7,776 | (103.5) | 7,716 | (117.0) | 7,747 | (118.5) |
| Preschool | 1,094 | (48.9) | 1,981 | (61.5) | 3,379 | (83.0) | 4,326 | (86.5) | 4,859 | (84.7) | 4,529 | (83.4) | 4,797 | (94.5) | 4,475 | (96.9) | 4,701 | (116.0) | 4,620 | (141.8) | 4,735 | (98.3) |
| Full-day | 291 | (26.2) | 681 | (39.1) | 1,150 | (54.9) | 2,049 | (67.9) | 2,479 | (69.6) | 2,275 | (67.3) | 2,297 | (81.4) | 2,264 | (73.0) | 2,544 | (91.0) | 2,584 | (108.0) | 2,579 | (85.6) |
| Part-day | 803 | (42.5) | 1,301 | (52.1) | 2,229 | (72.2) | 2,277 | (70.8) | 2,380 | (68.5) | 2,255 | (67.1) | 2,500 | (75.4) | 2,211 | (81.3) | 2,157 | (86.7) | 2,036 | (90.2) | 2,156 | (86.2) |
| Kindergarten | 3,010 | (72.8) | 2,897 | (69.6) | 3,280 | (82.3) | 3,266 | (80.3) | 3,062 | (75.0) | 3,272 | (76.6) | 3,449 | (75.9) | 3,207 | (84.3) | 3,075 | (92.9) | 3,097 | (90.2) | 3,013 | (101.4) |
| Full-day | 407 | (30.9) | 870 | (43.8) | 1,428 | (60.3) | 1,959 | (66.7) | 1,950 | (63.4) | 2,274 | (67.3) | 2,516 | (69.7) | 2,613 | (77.3) | 2,494 | (86.7) | 2,438 | (83.4) | 2,436 | (86.0) |
| Part-day | 2,603 | (69.4) | 2,026 | (62.0) | 1,853 | (67.2) | 1,307 | (56.3) | 1,112 | (49.8) | 998 | (47.4) | 932 | (53.4) | 594 | (42.3) | 581 | (44.8) | 659 | (48.6) | 577 | (43.9) |
| Control Public | 2,830 | (71.4) | 3,066 | (70.6) | 3,971 | (86.5) | 4,847 | (88.3) | 5,051 | (85.2) | 5,213 | (85.4) | 5,829 | (105.5) | 5,426 | (95.6) | 5,586 | (98.7) | 5,501 | (105.4) | 5,398 | (117.5) |
| Private | 1,274 | (52.3) | 1,812 | (59.5) | 2,688 | (77.2) | 2,745 | (75.8) | 2,870 | (73.4) | 2,588 | (70.7) | 2,417 | (77.1) | 2,255 | (70.5) | 2,190 | (83.4) | 2,216 | (100.2) | 2,349 | (88.6) |
| Attendance status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-day | 698 | (39.8) | 1,551 | (56.0) | 2,577 | (76.1) | 4,008 | (85.0) | 4,429 | (83.2) | 4,548 | (83.5) | 4,813 | (98.5) | 4,877 | (101.5) | 5,038 | (105.0) | 5,022 | (109.8) | 5,015 | (118.0) |
| Part-day | 3,406 | (75.5) | 3,327 | (72.0) | 4,082 | (87.0) | 3,584 | (82.5) | 3,492 | (78.2) | 3,253 | (76.4) | 3,432 | (88.5) | 2,804 | (91.6) | 2,738 | (87.7) | 2,694 | (93.9) | 2,733 | (85.2) |
| Percent of 3 - to 5 -year-olds enrolled Total | 37.5 | (0.72) | 52.5 | (0.81) | 59.4 | (0.79) | 64.0 | (0.73) | 64.9 | (0.68) | 64.3 | (0.68) | 63.7 | (0.66) | 64.2 | (0.79) | 64.6 | (0.81) | 64.3 | (0.77) | 64.0 | (0.98) |
| Full-day as a percent of total enrollment | 17.0 | (0.91) | 31.8 | (1.04) | 38.7 | (1.02) | 52.8 | (0.95) | 55.9 | (0.87) | 58.3 | (0.87) | 58.4 | (0.92) | 63.5 | (1.04) | 64.8 | (1.03) | 65.1 | (1.08) | 64.7 | (1.04) |
| Full-day preschool as a percent of total preschool enrollment | 26.6 | (2.08) | 34.3 | (1.66) | 34.0 | (1.39) | 47.4 | (1.25) | 51.0 | (1.12) | 50.2 | (1.16) | 47.9 | (1.31) | 50.6 | (1.34) | 54.1 | (1.45) | 55.9 | (1.51) | 54.5 | (1.49) |
| Full-day kindergarten as a percent of total kindergarten enrollment | 13.5 | (0.97) | 30.0 | (1.33) | 43.5 | (1.48) | 60.0 | (1.41) | 63.7 | (1.36) | 69.5 | (1.26) | 73.0 | (1.38) | 81.5 | (1.21) | 81.1 | (1.34) | 78.7 | (1.42) | 80.8 | (1.25) |
| 3 and 4 years old |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total population (in thousands) | 7,135 | (106.1) | 6,215 | (99.0) | 7,415 | (118.3) | 7,869 | (126.5) | 8,336 | (123.6) | 8,179 | (122.4) | 8,850 | (63.8) | 7,971 | (80.7) | 7,971 | (156.9) | 8,030 | (186.2) | 8,138 | (175.8) |
| 3 years old | 3,516 | (74.4) | 3,143 | (70.4) | 3,692 | (83.5) | 3,929 | (89.4) | 4,260 | (88.4) | 4,151 | (87.2) | 4,492 | (59.4) | 3,937 | (92.3) | 3,978 | (71.2) | 4,086 | (81.1) | 3,986 | (193.1) |
| 4 years old | 3,620 | (75.5) | 3,072 | (69.6) | 3,723 | (83.8) | 3,940 | (89.5) | 4,076 | (86.4) | 4,028 | (85.9) | 4,358 | (57.7) | 4,034 | (76.3) | 3,993 | (137.5) | 3,943 | (158.3) | 4,152 | (77.0) |
| Enrollment of 3- and 4-year-olds (in thousands) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 1,461 | (53.1) | 2,280 | (59.2) | 3,292 | (73.1) | 4,097 | (73.1) | 4,590 | (71.1) | 4,383 | (70.6) | 4,706 | (84.1) | 4,203 | (91.5) | 4,289 | (121.2) | 4,319 | (148.1) | 4,393 | (103.5) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 years old | 454 | (31.0) | 857 | (38.9) | 1,205 | (48.7) | 1,541 | (50.5) | 1,806 | (50.5) | 1,715 | (49.7) | 1,718 | (59.5) | 1,512 | (70.2) | 1,656 | (63.8) | 1,641 | (76.5) | 1,583 | (92.9) |
| 4 years old | 1,007 | (42.0) | 1,423 | (43.1) | 2,087 | (51.7) | 2,556 | (49.4) | 2,785 | (46.5) | 2,668 | (47.0) | 2,988 | (67.2) | 2,691 | (72.1) | 2,633 | (87.9) | 2,678 | (121.9) | 2,811 | (82.4) |
| Level and attendance status Preschool | 1,003 | (45.8) | 1,889 | (56.5) | 3,026 | (72.3) | 3,762 | (73.1) | 4,198 | (71.5) | 4,024 | (70.8) | 4,245 | (85.3) | 3,855 | (88.9) | 4,034 | (110.7) | 3,966 | (145.2) | 4,065 | (98.5) |
| Full-day | -263 | (24.8) | 649 | (37.6) | 1,028 | (50.8) | 1,763 | (61.0) | 2,135 | (62.4) | 1,986 | (60.7) | 2,018 | (70.6) | 1,914 | (70.3) | 2,178 | (81.4) | 2,223 | (106.3) | 2,215 | (82.7) |
| Part-day | 741 | (40.1) | 1,240 | (49.1) | 1,998 | (65.3) | 1,999 | (63.7) | 2,063 | (61.7) | 2,038 | (61.3) | 2,226 | (73.0) | 1,941 | (75.5) | 1,856 | (80.9) | 1,742 | (87.8) | 1,849 | (75.1) |
| Kindergarten | 458 | (32.3) | 391 | (29.8) | 266 | (27.3) | 335 | (29.6) | 392 | (30.3) | 359 | (29.0) | 462 | (44.6) | 348 | (36.5) | 254 | (32.0) | 353 | (34.3) | 329 | (35.6) |
| Full-day | 110 | (16.2) | 139 | (18.2) | 135 | (19.7) | 181 | (21.9) | 245 | (24.1) | 247 | (24.2) | 247 | (31.4) | 253 | (32.2) | 202 | (26.7) | 216 | (29.5) | 215 | (27.4) |
| Part-day | 348 | (28.3) | 252 | (24.2) | 131 | (19.4) | 154 | (20.3) | 147 | (18.8) | 112 | (16.5) | 214 | (28.5) | 95 | (17.4) | $\ddagger$ | ( $\dagger$ ) | 137 | (23.4) | 114 | (22.5) |
| Control Public |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public | 617 | (37.0) | 838 | (42.0) | 1,211 | (54.4) | 2,042 | (64.2) | 2,374 | (64.5) | 2,341 | (64.0) | 2,795 | (82.2) | 2,477 | (80.6) | 2,532 | (86.5) | 2,630 | (111.8) | 2,492 | (103.5) |
| Private | 844 | (42.5) | 1,441 | (51.9) | 2,081 | (66.1) | 2,055 | (64.3) | 2,216 | (63.2) | 2,042 | (61.3) | 1,911 | (64.0) | 1,726 | (68.7) | 1,757 | (80.9) | 1,689 | (86.4) | 1,901 | (73.4) |
| Attendance status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-day | 373 | (29.3) |  | (40.9) | 1,163 | (53.5) | 1,944 | (63.1) | 2,380 | (64.6) | 2,233 | (63.1) | 2,265 | (69.0) | 2,167 | (75.0) | 2,381 | (87.8) | 2,439 | (108.0) | 2,430 | (87.8) |
| Part-day | 1,088 | (47.3) | 1,492 | (52.5) | 2,129 | (66.6) | 2,153 | (65.3) | 2,211 | (63.1) | 2,150 | (62.4) | 2,441 | (76.5) | 2,036 | (75.3) | 1,908 | (83.3) | 1,879 | (91.8) | 1,963 | (78.9) |

See notes at end of table.

Table 202.10. Enrollment of 3-, 4-, and 5-year-old children in preprimary programs, by age of child, level of program, control of program, and attendance status: Selected years, 1970 through 2018-Continued

| Age of child, level and control of program, and attendance status |  | 1970 |  | 1980 |  | 1990 |  | $2000{ }^{1}$ |  | $2003{ }^{1}$ |  | $2005{ }^{1}$ |  | $2010{ }^{1}$ |  | $2015{ }^{1}$ |  | $2016{ }^{1}$ |  | $2017{ }^{1}$ |  | $2018{ }^{1}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Percent of 3-and 4-year-olds enrolled Total Age | 20.5 | (1.65) | 36.7 | (1.57) | 44.4 | (1.48) | 52.1 | (1.29) | 55.1 | (1.15) | 53.6 | (1.18) | 53.2 | (0.89) | 52.7 | (1.02) | 53.8 | (1.04) | 53.8 | (1.08) | 54.0 | (1.19) |
| 3 years old | 12.9 | (2.45) | 27.3 | (2.37) | 32.6 | (2.31) | 39.2 | (2.05) | 42.4 | (1.82) | 41.3 | (1.86) | 38.2 | (1.25) | 38.4 | (1.45) | 41.6 | (1.49) | 40.2 | (1.67) | 39.7 | (1.50) |
| 4 years old | 27.8 | (2.20) | 46.3 | (2.06) | 56.1 | (1.86) | 64.9 | (1.56) | 68.3 | (1.38) | 66.2 | (1.43) | 68.6 | (1.25) | 66.7 | (1.32) | 65.9 | (1.50) | 67.9 | (1.35) | 67.7 | (1.43) |
| Full-day as a percent of total enrollment | 25.5 | (1.78) | 34.5 | (1.55) | 35.3 | (1.42) | 47.4 | (1.29) | 51.8 | (1.16) | 50.9 | (1.18) | 48.1 | (1.26) | 51.6 | (1.42) | 55.5 | (1.42) | 56.5 | (1.57) | 55.3 | (1.48) |
| Full-day preschool as a percent of total preschool enrollment | 26.2 | (2.16) | 34.3 | (1.70) | 34.0 | (1.47) | 46.9 | (1.34) | 50.9 | (1.21) | 49.3 | (1.23) | 47.5 | (1.36) | 49.6 | (1.49) | 54.0 | (1.49) | 56.1 | (1.64) | 54.5 | (1.51) |
| Full-day kindergarten as a percent of total kindergarten enrollment | 24.0 | (3.11) | 35.6 | (3.77) | 50.8 | (5.24) | 54.0 | (4.49) | 62.4 | (3.83) | 68.8 | (3.83) | 53.6 | (4.30) | 72.8 | (4.53) | 79.6 | (5.44) | 61.2 | (5.69) | 65.3 | (5.32) |
| 5 years old ${ }^{2}$ Total population (in thousands) | 3,814 | (77.5) | 3,069 | (69.6) | 3,792 | (84.6) | 3,989 | (90.1) | 3,867 | (84.2) | 3,955 | (85.1) | 4,099 | (57.9) | 3,987 | (73.9) | 4,061 | (90.5) | 3,972 | (100.6) | 3,971 | (123.3) |
| Enrollment of 5-year-olds (in thousands) Total Level and attendance status | 2,643 | (44.4) | 2,598 | (31.1) | 3,367 | (33.2) | 3,495 | (34.3) | 3,331 | (33.7) | 3,418 | (33.7) | 3,540 | (56.2) | 3,478 | (74.8) | 3,488 | (96.5) | 3,398 | (90.4) | 3,354 | (104.9) |
| Preschool | 91 | (14.7) | 93 | (14.8) | 352 | (30.5) | 565 | (36.3) | 661 | (36.7) | 505 | (32.9) | 552 | (35.8) | 620 | (46.1) | 667 | (45.3) | 654 | (48.1) | 670 | (47.9) |
| Full-day | 28 | (8.3) | 32 | (8.8) | 122 | (18.5) | 286 | (26.9) | 344 | (27.7) | 289 | (25.6) | 279 | (29.2) | 350 | (31.8) | 366 | (36.8) | 361 | (32.0) | 364 | (35.8) |
| Part-day | 62 | (12.2) | 61 | (12.0) | 231 | (25.2) | 278 | (26.6) | 316 | (26.7) | 216 | (22.4) | 274 | (26.9) | 270 | (32.1) | 301 | (31.2) | 293 | (36.5) | 306 | (35.7) |
| Kindergarten | 2,552 | (45.3) | 2,505 | (33.4) | 3,015 | (42.5) | 2,931 | (46.0) | 2,670 | (45.0) | 2,913 | (43.4) | 2,987 | (59.8) | 2,859 | (75.1) | 2,821 | (93.5) | 2,744 | (88.2) | 2,684 | (95.0) |
| Full-day | 297 | (25.8) | 731 | (36.8) | 1,293 | (49.9) | 1,778 | (51.8) | 1,705 | (48.4) | 2,027 | (49.2) | 2,269 | (60.2) | 2,360 | (70.9) | 2,292 | (85.3) | 2,222 | (77.4) | 2,221 | (80.8) |
| Part-day Control | 2,255 | (47.3) | 1,774 | (42.6) | 1,722 | (52.4) | 1,152 | (47.2) | 965 | (42.1) | 886 | (41.1) | 718 | (43.0) | 499 | (39.8) | 529 | (46.5) | 522 | (42.7) | 463 | (40.6) |
| Control Public | 2,214 | (47.5) | 2,228 | (38.5) | 2,760 | (46.8) | 2,806 | (47.6) | 2,677 | (45.0) | 2,872 | (43.9) | 3,034 | (57.8) | 2,950 | (70.7) | 3,055 | (89.2) | 2,871 | (90.7) | 2,906 | (99.9) |
| Private | 429 | (30.4) | 370 | (28.1) | 607 | (38.6) | 690 | (39.4) | 654 | (36.5) | 546 | (34.0) | 506 | (35.0) | 529 | (37.6) | 433 | (37.3) | 527 | (39.7) | 448 | (38.1) |
| Attendance status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-day Part-day | 326 2,317 | (26.9) | 763 1,835 | $(37.3)$ $(42.3)$ | 1,414 1,953 | $(50.9)$ $(52.6)$ | 2,065 1,431 | $(52.1)$ $(50.0)$ | 2,050 1,281 | $(48.6)$ $(45.8)$ | 2,316 1,102 | $(48.5)$ $(44.2)$ | 2,548 992 | $(60.1)$ $(44.6)$ | 2,710 768 | $(72.4)$ $(51.7)$ | 2,657 830 | (87.4) (52.5) | 2,583 815 | (78.4) $(56.2)$ | $\begin{array}{r}2,585 \\ \hline 769\end{array}$ | $(91.3)$ (51.4) |
| Percent of 5-year-olds enrolled Total | 69.3 | (1. | 84.7 | (1.01) | 88.8 | (0.88) | 87.6 | (0.86) | 86.1 | (0.87) | 86.4 | (0.85) | 86.3 | .92) | 87.2 | .95) | 85.9 | (1.05) | 85 | (1.08) | 84.5 | (14) |
| Full-day as a percent of total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| enrollment | 12.3 | (1.00) | 29.4 | (1.39) | 42.0 | (1.45) | 59.1 | (1.37) | 61.5 | (1.32) | 67.7 | (1.25) | 72.0 | (1.20) | 77.9 | (1.38) | 76.2 | (1.34) | 76.0 | (1.42) | 77.1 | (1.35) |
| Full-day preschool as a percent of total preschool enrollment | 31.3 | (7.58) | 34.6 | (7.70) | 34.5 | (4.33) | 50.7 | (3.47) | 52.1 | (3.04) | 57.2 | (3.45) | 50.5 | (3.90) | 56.5 | (3.60) | 54.9 | (3.82) | 55.2 | (3.76) | 54.3 | (4.00) |
| Full-day kindergarten as a percent of total kindergarten enrollment | 11.6 | (0.99) | 29.2 | (1.42) | 42.9 | (1.54) | 60.7 | (1.49) | 63.9 | (1.46) | 69.6 | (1.34) | 76.0 | (1.35) | 82.6 | (1.30) | 81.2 | (1.48) | 81.0 | (1.36) | 82.8 | (1.31) |

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
'Beginning in 1994, preprimary enrollment data were collected using new procedures. Data may not be comparable to figures for earlier years.
Enrollment data for 5-year-olds include only those students in preprimary programs and do not include those enrolled in primary programs.

NOTE: Preprimary programs include kindergarten and preschool (or nursery school) programs. "Preschool," which was referred to as "nursery school" in previous versions of this table, is defined as a group or class that is organized to provid educational experiences for children during the year or years preceding kindergarten. Data are based on sample surveys of the or nursing facilities). Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Detail may not sum to totals because of rounding OURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2018 (This table was prepared July 2019.)
[Standard errors appear in parentheses]

| Selected child or family characteristic | Total 3- to <br> 5 -year-old population (in thousands) |  | Total enrollment (in thousands) |  | Total |  | Percent of 3- to 5-year-old population enrolled |  |  |  |  |  |  |  |  |  |  |  | Percentage distribution of enrollment |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Preschool | Kindergarten |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  | Full-day |  | Part-day |  |  | Total | Full-day |  | Part-day |  | Full-day |  | Part-day |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Total | 12,109 | (112.5) |  |  | 7,747 | (118.5) | 64.0 | (0.98) | 39.1 | (0.74) | 21.3 | (0.71) | 17.8 | (0.67) | 24.9 | (0.88) | 20.1 | (0.74) | 4.8 | (0.37) | 64.7 | (1.04) | 35.3 | (1.04) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 6,147 | (95.1) | 3,945 | (140.3) |  |  | 64.2 | (1.61) | 39.1 | (1.08) | 21.3 | (1.02) | 17.8 | (1.07) | 25.0 | (1.62) | 20.4 | (1.31) | 4.7 | (0.57) | 64.9 | (1.76) | 35.1 | (1.76) |
| Female | 5,962 | (138.8) | 3,803 | (107.6) | 63.8 | (1.14) | 39.1 | (1.15) | 21.3 | (1.06) | 17.8 | (0.95) | 24.7 | (0.79) | 19.8 | (0.76) | 4.9 | (0.49) | 64.5 | (1.45) | 35.5 | (1.45) |
| Age of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 and 4 years old | 8,138 | (175.8) | 4,393 | (103.5) | 54.0 | (1.19) | 49.9 | (1.13) | 27.2 | (1.05) | 22.7 | (0.83) | 4.0 | (0.43) | 2.6 | (0.34) | 1.4 | (0.27) | 55.3 | (1.48) | 44.7 | (1.48) |
| 3 years old | 3,986 | (193.1) | 1,583 | (92.9) | 39.7 | (1.50) | 38.0 | (1.49) | 21.4 | (1.32) | 16.6 | (1.15) | 1.7 | (0.41) | 0.8 ! | (0.28) | 0.9 ! | (0.32) | 55.9 | (2.60) | 44.1 | (2.60) |
| 4 years old | 4,152 | (77.0) | 2,811 | (82.4) | 67.7 | (1.43) | 61.4 | (1.51) | 32.8 | (1.42) | 28.6 | (1.31) | 6.3 | (0.72) | 4.4 | (0.59) | 1.9 | (0.41) | 55.0 | (1.75) | 45.0 | (1.75) |
| 5 years old | 3,971 | (123.3) | 3,354 | (104.9) | 84.5 | (1.14) | 16.9 | (1.12) | 9.2 | (0.83) | 7.7 | (0.92) | 67.6 | (1.45) | 55.9 | (1.51) | 11.7 | (0.92) | 77.1 | (1.35) | 22.9 | (1.35) |
| Race/ethnicity of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 5,915 | (109.3) | 4,009 | (67.6) | 67.8 | (1.42) | 42.9 | (1.13) | 20.6 | (0.97) | 22.2 | (1.00) | 24.9 | (1.08) | 19.7 | (0.92) | 5.2 | (0.53) | 59.5 | (1.48) | 40.5 | (1.48) |
| Black | 1,614 | (62.7) | 1,011 | (55.9) | 62.6 | (2.50) | 37.9 | (2.52) | 25.7 | (2.44) | 12.2 | (1.81) | 24.8 | (2.22) | 22.5 | (2.18) | 2.3 ! | (0.78) | 76.8 | (2.92) | 23.2 | (2.92) |
| Hispanic | 3,150 | (58.8) | 1,871 | (74.3) | 59.4 | (2.13) | 34.4 | (1.72) | 21.2 | (1.47) | 13.2 | (1.32) | 25.0 | (2.04) | 19.3 | (1.86) | 5.7 | (0.87) | 68.3 | (2.51) | 31.7 | (2.51) |
| Asian | 662 | (42.8) | 384 | (33.2) | 57.9 | (3.49) | 35.9 | (3.39) | 20.3 | (2.88) | 15.6 | (2.58) | 22.0 | (2.98) | 18.6 | (2.74) | 3.4! | (1.21) | 67.1 | (4.24) | 32.9 | (4.24) |
| Paciific Islander | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native | 132 | (22.4) | 71 | (15.5) | 53.5 | (8.53) | 38.4 | (9.02) | 17.4 ! | (6.02) | 21.0 ! | (8.25) | 15.1! | (4.60) | 12.3 ! | (4.52) | $\ddagger$ | (t) | 55.5 | (12.28) | 44.5 | (12.28) |
| Two or more races |  | (45.4) |  | (37.1) | 64.8 | (3.74) | 34.4 | (3.91) | 18.6 | (3.24) | 15.8 | (3.05) | 30.4 | (2.89) | 25.9 | (3.03) | 4.5 ! | (1.59) | 68.7 | (4.78) | 31.3 | (4.78) |
| Number of parents or guardians in household |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| One parent or guardian | 3,320 | (110.9) | 2,082 | (87.5) | 62.7 | (1.74) | 36.1 | (1.50) | 21.7 | (1.49) | 14.4 | (1.22) | 26.7 | (1.44) | 22.6 | (1.40) | 4.1 | (0.67) | 70.6 | (2.12) | 29.4 | (2.12) |
| Two parents or guardians | 8,790 | (130.7) | 5,665 | (109.6) | 64.5 | (1.13) | 40.2 | (0.91) | 21.2 | (0.80) | 19.1 | (0.82) | 24.2 | (1.10) | 19.2 | (0.91) | 5.0 | (0.45) | 62.6 | (1.23) | 37.4 | (1.23) |
| Mother's current employment status ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Employed | 7,499 | (147.6) | 5,085 | (117.8) | 67.8 | (1.24) | 42.6 | (0.97) | 25.1 | (0.99) | 17.4 | (0.91) | 25.3 | (1.03) | 20.8 | (0.92) | 4.4 | (0.41) | 67.8 | (1.41) | 32.2 | (1.41) |
| Unemployed | 258 | (33.6) | 163 | (25.5) | 63.3 | (5.60) | 35.1 | (6.22) | 18.8 | (5.09) | 16.4 | (4.85) | 28.2 | (5.87) | 20.6 | (4.88) | 7.6 ! | (3.41) | 62.2 | (8.37) | 37.8 | (8.37) |
| Not in the labor force | 3,820 | (113.0) | 2,162 | (92.8) | 56.6 | (1.66) | 33.2 | (1.27) | 14.0 | (1.01) | 19.2 | (1.19) | 23.4 | (1.41) | 18.1 | (1.26) | 5.3 | (0.70) | 56.8 | (2.08) | 43.2 | (2.08) |
| No mother in household | 533 | (47.4) |  | (40.7) | 63.2 | (4.32) | 34.6 | (3.75) | 20.7 | (3.08) | 13.9 | (2.53) | 28.6 | (4.15) | 24.2 | (3.67) | 4.4 ! | (1.88) | 71.0 | (4.26) | 29.0 | (4.26) |
| Father's current employment status ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Employed | 8,517 | (137.2) | 5,527 | (106.3) | 64.9 | (1.16) | 40.6 | (0.93) | 21.5 | (0.83) | 19.1 | (0.83) | 24.3 | (1.06) | 19.2 | (0.90) | 5.1 | (0.44) | 62.7 | (1.21) | 37.3 | (1.21) |
| Unemployed | 233 | (37.3) | 145 | (28.2) | 62.1 | (6.48) | 40.1 | (6.95) | 21.5 | (6.14) | 18.6 | (5.24) | 22.0 | (5.29) | 18.5 | (5.53) | $\ddagger$ | (t) | 64.4 | (7.74) | 35.6 | (7.74) |
| Not in the labor force | 572 | (47.8) | 330 | (36.1) | 57.7 | (4.32) | 30.3 | (3.80) | 15.7 | (3.01) | 14.6 | (2.84) | 27.3 | (3.60) | 23.3 | (3.45) | 4.0 ! | (1.55) | 67.7 | (4.87) | 32.3 | (4.87) |
| No father in household | 2,787 | (99.7) | 1,745 | (76.7) | 62.6 | (1.88) | 36.3 | (1.70) | 21.9 | (1.64) | 14.5 | (1.41) | 26.3 | (1.50) | 22.3 | (1.50) | 4.0 | (0.73) | 70.5 | (2.41) | 29.5 | (2.41) |
| Every parent or guardian employed | 7,493 | (143.9) | 5,090 | (117.1) | 67.9 | (1.23) | 42.4 | (0.95) | 25.2 | (0.96) | 17.2 | (0.88) | 25.5 | (1.04) | 21.1 | (0.92) | 4.4 | (0.40) | 68.2 | (1.35) | 31.8 | (1.35) |
| No parent or guardian employed ${ }^{1}$ | 1,149 | (72.6) | 603 | (48.3) | 52.4 | (2.98) | 31.0 | (2.64) | 17.0 | (2.04) | 14.0 | (1.86) | 21.4 | (2.40) | 18.1 | (2.24) | 3.3 ! | (1.02) | 67.0 | (3.42) | 33.0 | (3.42) |
| Highest educational attainment of parents or guardians ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school | 979 | (65.7) | 566 | (48.6) | 57.8 | (3.24) | 30.5 | (2.80) | 19.5 | (2.55) | 11.1 | (1.73) | 27.3 | (2.69) | 23.5 | (2.55) | 3.8 ! | (1.28) | 74.3 | (3.36) | 25.7 | (3.36) |
| High school completion ${ }^{2}$ | 2,683 | (101.8) | 1,526 | (80.0) | 56.9 | (2.01) | 32.7 | (1.75) | 19.3 | (1.65) | 13.3 | (1.27) | 24.2 | (1.72) | 19.8 | (1.53) | 4.4 | (0.85) | 68.8 | (2.39) | 31.2 | (2.39) |
| Some college, no degree | 1,778 | (77.5) | 1,050 | (62.9) | 59.0 | (2.55) | 35.8 | (2.29) | 19.3 | (1.82) | 16.4 | (1.50) | 23.2 | (1.87) | 18.8 | (1.62) | 4.5 | (0.84) | 64.6 | (2.44) | 35.4 | (2.44) |
| Associate's degree | 1,289 | (71.9) | 821 | (56.8) | 63.7 | (2.85) | 37.7 | (2.69) | 20.5 | (2.34) | 17.2 | (1.86) | 26.0 | (2.13) | 22.7 | (2.03) | 3.3 | (0.89) | 67.7 | (3.02) | 32.3 | (3.02) |
| Bachelor's degree Graduate or professional degree | 2,823 | (102.6) | 1,922 | (78.7) | 68.1 | (1.67) | 42.9 | (1.77) | 21.7 | (1.55) | 21.2 | (1.55) | 25.1 | (1.55) | 19.0 | (1.25) | 6.2 | (0.89) | 59.8 | (2.11) | 40.2 | (2.11) |
| Graduate or professional degree | 2,557 | (101.7) | 1,862 | (88.7) | 72.8 | (1.82) | 47.9 | (1.83) | 25.4 | (1.69) | 22.5 | (1.80) | 24.9 | (1.87) | 20.1 | (1.74) | 4.9 | (0.73) | 62.4 | (2.59) | 37.6 | (2.59) |

educational experiences for children during the year or years preceding kindergarten. Enrollment data for 5 -year-olds include only those students in preprimary programs and do not include those enrolled in primary programs. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Detail may not sum to totals because of rounding

Commerce, Census Bureau, Current Population Survey (CPS), October, 2018. (This table was prepared July 2019.)

Table 202.30. Number of children under 6 years old and not yet enrolled in kindergarten, percentage participating in center-based programs, average weekly hours in nonparental care, and percentage in various types of primary care arrangements, by selected child and family characteristics: 2016
[Standard errors appear in parentheses]


See notes at end of table.

Table 202.30. Number of children under 6 years old and not yet enrolled in kindergarten, percentage participating in center-based programs, average weekly hours in nonparental care, and percentage in various types of primary care arrangements, by selected child and family characteristics: 2016-Continued
[Standard errors appear in parentheses]

$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs.
${ }^{2}$ Mean hours per week per child, among preschool children enrolled in any type of nonparental care arrangement. For children with more than one arrangement, the hours of each weekly arrangement were summed to calculate the total amount of time in child care per week.
${ }^{3}$ A child's primary arrangement is the regular nonparental care arrangement or early childhood education program in which the child spent the most time per week.
${ }^{4}$ Children who spent an equal number of hours per week in multiple nonparental care arrangements.
${ }^{5}$ Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and
nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was $\$ 24,257$. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.
${ }^{6}$ Excludes children living apart from their parents.
${ }^{7}$ Excludes children living in households with no mother or female guardian present.
NOTE: For the 2016 administration of the National Household Education Surveys Program (NHES), initial contact with all respondents was by mail, and the majority of respondents received paper-and-pencil questionnaires. However, as an experiment with web use, a small sample of NHES:2016 respondents received mailed invitations to complete the survey online. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPP-NHES:2016). (This table was prepared December 2017.)

Table 203.10. Enrollment in public elementary and secondary schools, by level and grade: Selected years, fall 1980 through fall 2029
[In thousands]

| Year | $\begin{array}{r} \text { All } \\ \text { grades } \end{array}$ | Elementary |  |  |  |  |  |  |  |  |  |  |  | Secondary |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Pre-kindergarten | Kindergarten | $\begin{array}{r} 1 s t \\ \text { grade } \end{array}$ | $\begin{array}{r} 2 n d \\ \text { grade } \end{array}$ | $\begin{array}{r} 3 \mathrm{rd} \\ \text { grade } \end{array}$ | $\begin{array}{r} \text { 4th } \\ \text { grade } \end{array}$ | $\begin{array}{r} 5 \text { th } \\ \text { grade } \end{array}$ | $\begin{array}{r} 6 \text { th } \\ \text { grade } \end{array}$ | $\begin{array}{r} 7 \text { th } \\ \text { grade } \end{array}$ | $\begin{array}{r} 8 \text { th } \\ \text { grade } \end{array}$ | $\begin{aligned} & \text { Un- } \\ & \text { graded } \end{aligned}$ | Total | $\begin{array}{r} \text { 9th } \\ \text { grade } \end{array}$ | $\begin{aligned} & \text { 10th } \\ & \text { grade } \end{aligned}$ | $\begin{aligned} & \text { 11th } \\ & \text { grade } \end{aligned}$ | $\begin{aligned} & \text { 12th } \\ & \text { grade } \end{aligned}$ | $\begin{gathered} \text { Un- } \\ \text { graded }^{1} \end{gathered}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1980 | 40,877 | 27,647 | 96 | 2,593 | 2,894 | 2,800 | 2,893 | 3,107 | 3,130 | 3,038 | 3,085 | 3,086 | 924 | 13,231 | 3,377 | 3,368 | 3,195 | 2,925 | 366 |
| 1985 | 39,422 | 27,034 | 151 | 3,041 | 3,239 | 2,941 | 2,895 | 2,771 | 2,776 | 2,789 | 2,938 | 2,982 | 511 | 12,388 | 3,439 | 3,230 | 2,866 | 2,550 | 303 |
| 1990 | 41,217 | 29,876 | 303 | 3,306 | 3,499 | 3,327 | 3,297 | 3,248 | 3,197 | 3,110 | 3,067 | 2,979 | 541 | 11,341 | 3,169 | 2,896 | 2,612 | 2,381 | 284 |
| 1991 | 42,047 | 30,503 | 375 | 3,311 | 3,556 | 3,360 | 3,334 | 3,315 | 3,268 | 3,239 | 3,181 | 3,020 | 542 | 11,544 | 3,313 | 2,915 | 2,645 | 2,392 | 278 |
| 1992 | 42,823 | 31,086 | 505 | 3,313 | 3,542 | 3,431 | 3,361 | 3,342 | 3,325 | 3,303 | 3,299 | 3,129 | 536 | 11,737 | 3,352 | 3,027 | 2,656 | 2,431 | 272 |
| 1993 | 43,465 | 31,502 | 545 | 3,377 | 3,529 | 3,429 | 3,437 | 3,361 | 3,350 | 3,356 | 3,355 | 3,249 | 513 | 11,963 | 3,487 | 3,050 | 2,751 | 2,424 | 250 |
| 1994 | 44,111 | 31,896 | 603 | 3,444 | 3,593 | 3,440 | 3,439 | 3,426 | 3,372 | 3,381 | 3,404 | 3,302 | 492 | 12,215 | 3,604 | 3,131 | 2,748 | 2,488 | 244 |
| 1995 | 44,840 | 32,338 | 637 | 3,536 | 3,671 | 3,507 | 3,445 | 3,431 | 3,438 | 3,395 | 3,422 | 3,356 | 500 | 12,502 | 3,704 | 3,237 | 2,826 | 2,487 | 247 |
| 1996 | 45,611 | 32,762 | 670 | 3,532 | 3,770 | 3,600 | 3,524 | 3,454 | 3,453 | 3,494 | 3,464 | 3,403 | 399 | 12,849 | 3,801 | 3,323 | 2,930 | 2,586 | 208 |
| 1997 | 46,127 | 33,071 | 695 | 3,503 | 3,755 | 3,689 | 3,597 | 3,507 | 3,458 | 3,492 | 3,520 | 3,415 | 440 | 13,056 | 3,819 | 3,376 | 2,972 | 2,673 | 216 |
| 1998 | 46,539 | 33,344 | 729 | 3,443 | 3,727 | 3,681 | 3,696 | 3,592 | 3,520 | 3,497 | 3,530 | 3,480 | 449 | 13,195 | 3,856 | 3,382 | 3,021 | 2,722 | 214 |
| 1999 | 46,857 | 33,486 | 751 | 3,397 | 3,684 | 3,656 | 3,691 | 3,686 | 3,604 | 3,564 | 3,541 | 3,497 | 415 | 13,371 | 3,935 | 3,415 | 3,034 | 2,782 | 205 |
| 2000 | 47,204 | 33,686 | 776 | 3,382 | 3,636 | 3,634 | 3,676 | 3,711 | 3,707 | 3,663 | 3,629 | 3,538 | 334 | 13,517 | 3,963 | 3,491 | 3,083 | 2,803 | 177 |
| 2001 | 47,672 | 33,936 | 865 | 3,379 | 3,614 | 3,593 | 3,653 | 3,695 | 3,727 | 3,769 | 3,720 | 3,616 | 304 | 13,736 | 4,012 | 3,528 | 3,174 | 2,863 | 159 |
| 2002 | 48,183 | 34,114 | 915 | 3,434 | 3,594 | 3,565 | 3,623 | 3,669 | 3,711 | 3,788 | 3,821 | 3,709 | 285 | 14,069 | 4,105 | 3,584 | 3,229 | 2,990 | 161 |
| 2003 | 48,540 | 34,201 | 950 | 3,503 | 3,613 | 3,544 | 3,611 | 3,619 | 3,685 | 3,772 | 3,841 | 3,809 | 255 | 14,339 | 4,190 | 3,675 | 3,277 | 3,046 | 150 |
| 2004 | 48,795 | 34,178 | 990 | 3,544 | 3,663 | 3,560 | 3,580 | 3,612 | 3,635 | 3,735 | 3,818 | 3,825 | 215 | 14,618 | 4,281 | 3,750 | 3,369 | 3,094 | 122 |
| 2005 | 49,113 | 34,204 | 1,036 | 3,619 | 3,691 | 3,606 | 3,586 | 3,578 | 3,633 | 3,670 | 3,777 | 3,802 | 205 | 14,909 | 4,287 | 3,866 | 3,454 | 3,180 | 121 |
| 2006 | 49,316 | 34,235 | 1,084 | 3,631 | 3,751 | 3,641 | 3,627 | 3,586 | 3,602 | 3,660 | 3,716 | 3,766 | 170 | 15,081 | 4,260 | 3,882 | 3,551 | 3,277 | 110 |
| 2007 | 49,291 | 34,204 | 1,081 | 3,609 | 3,750 | 3,704 | 3,659 | 3,624 | 3,600 | 3,628 | 3,700 | 3,709 | 139 | 15,086 | 4,200 | 3,863 | 3,557 | 3,375 | 92 |
| 2008 | 49,266 | 34,286 | 1,180 | 3,640 | 3,708 | 3,699 | 3,708 | 3,647 | 3,629 | 3,614 | 3,653 | 3,692 | 117 | 14,980 | 4,123 | 3,822 | 3,548 | 3,400 | 87 |
| 2009 | 49,361 | 34,409 | 1,223 | 3,678 | 3,729 | 3,665 | 3,707 | 3,701 | 3,652 | 3,644 | 3,641 | 3,651 | 119 | 14,952 | 4,080 | 3,809 | 3,541 | 3,432 | 90 |
| 2010 | 49,484 | 34,625 | 1,279 | 3,682 | 3,754 | 3,701 | 3,686 | 3,711 | 3,718 | 3,682 | 3,676 | 3,659 | 77 | 14,860 | 4,008 | 3,800 | 3,538 | 3,472 | 42 |
| 2011 | 49,522 | 34,773 | 1,291 | 3,746 | 3,773 | 3,713 | 3,703 | 3,672 | 3,699 | 3,724 | 3,696 | 3,679 | 77 | 14,749 | 3,957 | 3,751 | 3,546 | 3,452 | 43 |
| 2012 | 49,771 | 35,018 | 1,307 | 3,831 | 3,824 | 3,729 | 3,719 | 3,690 | 3,673 | 3,723 | 3,746 | 3,699 | 76 | 14,753 | 3,975 | 3,730 | 3,528 | 3,477 | 43 |
| 2013 | 50,045 | 35,251 | 1,328 | 3,834 | 3,885 | 3,791 | 3,738 | 3,708 | 3,697 | 3,684 | 3,748 | 3,753 | 85 | 14,794 | 3,980 | 3,761 | 3,526 | 3,476 | 52 |
| 2014 | 50,313 | 35,370 | 1,369 | 3,772 | 3,863 | 3,857 | 3,806 | 3,719 | 3,719 | 3,710 | 3,710 | 3,757 | 87 | 14,943 | 4,033 | 3,794 | 3,568 | 3,496 | 52 |
| $2015{ }^{2}$ | 50,438 | 35,388 | 1,402 | 3,713 | 3,768 | 3,842 | 3,869 | 3,793 | 3,733 | 3,731 | 3,732 | 3,719 | 87 | 15,050 | 4,019 | 3,846 | 3,598 | 3,537 | 49 |
| $2016{ }^{3}$ | 50,615 | 35,477 | 1,426 | 3,699 | 3,694 | 3,761 | 3,874 | 3,858 | 3,814 | 3,754 | 3,761 | 3,749 | 88 | 15,138 | 3,986 | 3,860 | 3,669 | 3,571 | 52 |
| $2017{ }^{2}$ | 50,686 | 35,496 | 1,471 | 3,684 | 3,667 | 3,684 | 3,788 | 3,859 | 3,877 | 3,827 | 3,777 | 3,772 | 89 | 15,190 | 3,996 | 3,834 | 3,677 | 3,631 | 52 |
|  | Projected |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2018 | 50,650 | 35,443 | 1,474 | 3,691 | 3,639 | 3,658 | 3,709 | 3,777 | 3,872 | 3,893 | 3,852 | 3,789 | 89 | 15,206 | 4,021 | 3,843 | 3,652 | 3,639 | 52 |
| 2019 | 50,634 | 35,402 | 1,483 | 3,714 | 3,645 | 3,629 | 3,683 | 3,699 | 3,790 | 3,888 | 3,919 | 3,864 | 89 | 15,232 | 4,038 | 3,867 | 3,661 | 3,615 | 52 |
| 2020 | 50,654 | 35,293 | 1,489 | 3,728 | 3,665 | 3,636 | 3,654 | 3,672 | 3,711 | 3,805 | 3,914 | 3,931 | 88 | 15,361 | 4,119 | 3,884 | 3,683 | 3,623 | 52 |
| 2021 | 50,643 | 35,094 | 1,484 | 3,716 | 3,679 | 3,655 | 3,661 | 3,644 | 3,684 | 3,726 | 3,830 | 3,926 | 88 | 15,549 | 4,190 | 3,961 | 3,700 | 3,646 | 52 |
| 2022 | 50,721 | 35,019 | 1,517 | 3,798 | 3,667 | 3,669 | 3,680 | 3,650 | 3,656 | 3,700 | 3,750 | 3,842 | 88 | 15,703 | 4,185 | 4,030 | 3,773 | 3,662 | 53 |
| 2023 | 50,768 | 35,022 | 1,525 | 3,819 | 3,749 | 3,658 | 3,695 | 3,670 | 3,662 | 3,671 | 3,724 | 3,763 | 89 | 15,746 | 4,095 | 4,025 | 3,839 | 3,735 | 52 |
| 2024 | 50,758 | 35,123 | 1,532 | 3,838 | 3,769 | 3,739 | 3,683 | 3,684 | 3,682 | 3,677 | 3,695 | 3,736 | 89 | 15,635 | 4,010 | 3,939 | 3,834 | 3,799 | 52 |
| 2025 | 50,704 | 35,267 | 1,539 | 3,854 | 3,787 | 3,759 | 3,764 | 3,672 | 3,696 | 3,697 | 3,701 | 3,707 | 89 | 15,438 | 3,982 | 3,857 | 3,752 | 3,795 | 52 |
| 2026 | 50,672 | 35,452 | 1,545 | 3,868 | 3,804 | 3,777 | 3,785 | 3,753 | 3,685 | 3,711 | 3,721 | 3,713 | 90 | 15,220 | 3,951 | 3,829 | 3,674 | 3,714 | 52 |
| 2027 | 50,734 | 35,641 | 1,549 | 3,879 | 3,817 | 3,794 | 3,803 | 3,774 | 3,766 | 3,700 | 3,735 | 3,733 | 90 | 15,093 | 3,958 | 3,800 | 3,648 | 3,637 | 52 |
| 2028 | 50,885 | 35,818 | 1,552 | 3,888 | 3,828 | 3,807 | 3,820 | 3,792 | 3,786 | 3,782 | 3,724 | 3,748 | 91 | 15,067 | 3,979 | 3,806 | 3,620 | 3,610 | 52 |
| 2029 | 51,068 | 35,987 | 1,555 | 3,894 | 3,837 | 3,818 | 3,834 | 3,809 | 3,805 | 3,802 | 3,806 | 3,736 | 91 | 15,081 | 3,994 | 3,827 | 3,626 | 3,582 | 52 |

'Includes students reported as being enrolled in grade 13.
${ }^{2}$ The prekindergarten, elementary total, and "all grades" counts include imputations for prekindergarten enrollment in California and Oregon.
${ }^{3}$ The prekindergarten, elementary total, and "all grades" counts include imputations for prekindergarten enrollment in California.
NOTE: Due to changes in reporting and imputation practices, prekindergarten enrollment for years prior to 1992 represent an undercount compared to later years. The total ungraded counts of students were prorated to the elementary and secondary levels based on prior
reports. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary School Systems, 1980-81; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1985-86 through 2017-18; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2029. (This table was prepared December 2019.)

| Region, state, and jurisdiction | Actual total enrollment |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{array}{r} \text { Percent } \\ \text { change } \\ \text { in total } \\ \text { enroll- } \\ \text { ment, } \\ 2012 \text {, to } \\ 2017 \\ \hline \end{array}$ | Projected enrollment |  |  |  |  |  | $\begin{array}{r} \text { Percent } \\ \text { change } \\ \text { in total } \\ \text { enroll- } \\ \text { ment, } \\ 2017 \text { to } \\ 2029 \\ \hline \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Fall 1990 | Fall 2000 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall $2015{ }^{1}$ | Fall 2016 ${ }^{2}$ | Fall $2017{ }^{1}$ |  | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2029 |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| United States | 41,216,683 | 47,203,539 | 49,290,559 | 49,265,572 | 49,360,982 | 49,484,181 | 49,521,669 | 49,771,118 | 50,044,522 | 50,312,581 | 50,438,043 | 50,615,189 | 50,685,567 | 1.8 | 50,649,800 | 50,634,000 | 50,654,200 | 50,643,100 | 50,721,200 | 51,068,100 | 0.8 |
| Region |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Northeast | 7,281,763 | 8,222,127 | 8,122,022 | 8,052,985 | 8,092,029 | 8,071,335 | 7,953,981 | 7,959,128 | 7,961,243 | 7,979,856 | 7,933,762 | 7,959,304 | 7,946,536 | -0.2 | 7,915,600 | 7,889,500 | 7,866,800 | 7,838,300 | 7,824,100 | 7,705,000 | -3.0 |
| Midwest | 9,943,761 | 10,729,987 | 10,770,210 | 10,742,973 | 10,672,171 | 10,609,604 | 10,573,792 | 10,559,230 | 10,572,920 | 10,560,539 | 10,555,579 | 10,538,947 | 10,523,753 | -0.3 | 10,488,200 | 10,455,400 | 10,437,400 | 10,413,800 | 10,400,300 | 10,300,900 | -2.1 |
| South | 14,807,016 | 17,007,261 | 18,422,773 | 18,490,770 | 18,651,889 | 18,805,000 | 18,955,932 | 19,128,376 | 19,298,714 | 19,506,193 | 19,641,472 | 19,749,816 | 19,824,469 | 3.6 | 19,849,000 | 19,878,600 | 19,926,300 | 19,975,000 | 20,065,800 | 20,519,200 | 3.5 |
| West | 9,184,143 | 11,244,164 | 11,975,554 | 11,978,844 | 11,944,893 | 11,998,242 | 12,037,964 | 12,124,384 | 12,211,645 | 12,265,993 | 12,307,230 | 12,367,122 | 12,390,809 | 2.2 | 12,397,100 | 12,410,500 | 12,423,700 | 12,416,000 | 12,431,000 | 12,543,100 | 1.2 |
| State |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alabama | 721,806 | 739,992 | 742,919 | 745,668 | 748,889 | 755,552 | 744,621 | 744,637 | 746,204 | 744,164 | 743,789 | 744,930 | 742,444 | -0.3 | 737,200 | 733,500 | 732,900 | 733,500 | 735,200 | 743,900 | 0.2 |
| Alaska | 113,903 | 133,356 | 131,029 | 130,662 | 131,661 | 132,104 | 131,167 | 131,489 | 130,944 | 131,176 | 132,477 | 132,737 | 132,872 | 1.1 | 133,200 | 133,500 | 134,100 | 134,600 | 135,500 | 138,100 | 4.0 |
| Arizona | 639,853 | 877,696 | 1,087,447 | 1,087,817 | 1,077,831 | 1,071,751 | 1,080,319 | 1,089,384 | 1,102,445 | 1,111,695 | 1,109,040 | 1,123,137 | 1,110,851 | 2.0 | 1,111,000 | 1,112,600 | 1,113,200 | 1,113,400 | 1,115,400 | 1,139,300 | 2.6 |
| Arkansas | 436,286 | 449,959 | 479,016 | 478,965 | 480,559 | 482,114 | 483,114 | 486,157 | 489,979 | 490,917 | 492,132 | 493,447 | 496,085 | 2.0 | 496,100 | 496,300 | 496,600 | 497,400 | 499,400 | 510,900 | 3.0 |
| California | 4,950,474 | 6,140,814 | 6,343,471 | 6,322,528 | 6,263,438 | 6,289,578 | 6,287,834 | 6,299,451 | 6,312,623 | 6,312,161 | 6,305,347 | 6,309,138 | 6,304,266 | 0.1 | 6,285,300 | 6,269,700 | 6,251,900 | 6,220,500 | 6,200,300 | 6,112,700 | -3.0 |
| Colorado | 574,213 | 724,508 | 801,867 | 818,443 | 832,368 | 843,316 | 854,265 | 863,561 | 876,999 | 889,006 | 899,112 | 905,019 | 910,280 | 5.4 | 912,600 | 915,000 | 917,600 | 918,300 | 921,800 | 951,100 | 4.5 |
| Connecticut | 469,123 | 562,179 | 570,626 | 567,198 | 563,968 | 560,546 | 554,437 | 550,954 | 546,200 | 542,678 | 537,933 | 535,118 | 531,288 | -3.6 | 524,300 | 517,900 | 511,900 | 505,600 | 501,100 | 478,000 | -10.0 |
| Delaware | 99,658 | 114,676 | 122,574 | 125,430 | 126,801 | 129,403 | 128,946 | 129,026 | 131,687 | 134,042 | 134,847 | 136,264 | 136,293 | 5.6 | 136,900 | 137,500 | 138,000 | 138,200 | 138,800 | 138,800 | 1.8 |
| District of Columbia | 80,694 | 68,925 | 78,422 | 68,681 | 69,433 | 71,284 | 73,911 | 76,140 | 78,153 | 80,958 | 84,024 | 85,850 | 87,315 | 14.7 | 87,200 | 89,700 | 91,800 | 94,000 | 96,100 | 99,800 | 14.3 |
| Florida | 1,861,592 | 2,434,821 | 2,666,811 | 2,631,020 | 2,634,522 | 2,643,347 | 2,668,156 | 2,692,162 | 2,720,744 | 2,756,944 | 2,792,234 | 2,816,791 | 2,832,424 | 5.2 | 2,849,400 | 2,865,200 | 2,887,200 | 2,908,600 | 2,935,700 | 3,109,900 | 9.8 |
| Georgia | 1,151,687 | 1,444,937 | 1,649,589 | 1,655,792 | 1,667,685 | 1,677,067 | 1,685,016 | 1,703,332 | 1,723,909 | 1,744,437 | 1,757,237 | 1,764,346 | 1,768,642 | 3.8 | 1,767,200 | 1,765,600 | 1,765,900 | 1,767,200 | 1,770,700 | 1,785,300 | 0.9 |
| Hawaii | 171,708 | 184,360 | 179,897 | 179,478 | 180,196 | 179,601 | 182,706 | 184,760 | 186,825 | 182,384 | 181,995 | 181,550 | 180,837 | -2.1 | 180,600 | 180,300 | 179,500 | 178,500 | 177,400 | 168,600 | -6.8 |
| Idaho | 220,840 | 245,117 | 272,119 | 275,051 | 276,299 | 275,859 | 279,873 | 284,834 | 296,476 | 290,885 | 292,277 | 297,200 | 301,186 | 5.7 | 303,500 | 305,900 | 308,100 | 310,300 | 312,600 | 326,200 | 8.3 |
| Illinois | 1,821,407 | 2,048,792 | 2,112,805 | 2,119,707 | 2,104,175 | 2,091,654 | 2,083,097 | 2,072,880 | 2,066,990 | 2,050,239 | 2,041,779 | 2,026,718 | 2,005,153 | -3.3 | 2,000,200 | 1,991,600 | 1,984,800 | 1,976,800 | 1,966,000 | 1,872,000 | -6.6 |
| Indiana | 954,525 | 989,267 | 1,046,764 | 1,046,147 | 1,046,661 | 1,047,232 | 1,040,765 | 1,041,369 | 1,047,385 | 1,046,269 | 1,046,757 | 1,049,547 | 1,054,187 | 1.2 | 1,053,400 | 1,050,400 | 1,050,200 | 1,051,100 | 1,052,500 | 1,065,700 | 1.1 |
| lowa | 483,652 | 495,080 | 485,115 | 487,559 | 491,842 | 495,775 | 495,870 | 499,825 | 502,964 | 505,311 | 508,014 | 509,831 | 511,850 | 2.4 | 511,700 | 512,600 | 513,800 | 514,100 | 516,400 | 521,800 | 1.9 |
| Kansas | 437,034 | 470,610 | 468,295 | 471,060 | 474,489 | 483,701 | 486,108 | 489,043 | 496,440 | 497,275 | 495, 884 | 494,347 | 497,088 | 1.6 | 495,100 | 493,700 | 492,400 | 490,300 | 489,200 | 478,900 | -3.7 |
| Kentucky | 636,401 | 665,850 | 666,225 | 670,030 | 680,089 | 673,128 | 681,987 | 685,167 | 677,389 | 688,640 | 686,598 | 684,017 | 680,978 | -0.6 | 678,900 | 677,000 | 676,000 | 674,800 | 675,300 | 683,100 | 0.3 |
| Louisiana | 784,757 | 743,089 | 681,038 | 684,873 | 690,915 | 696,558 | 703,390 | 710,903 | 711,491 | 716,800 | 718,711 | 716,293 | 715,135 | 0.6 | 710,600 | 706,800 | 703,900 | 702,800 | 702,700 | 700,900 | -2.0 |
| Maine | 215,149 | 207,037 | 196,245 | 192,935 | 189,225 | 189,077 | 188,969 | 185,739 | 183,995 | 182,470 | 181,613 | 180,512 | 180,473 | -2.8 | 179,200 | 178,100 | 177,300 | 176,700 | 176,100 | 174,500 | -3.3 |
| Maryland | 715,176 | 852,920 | 845,700 | 843,861 | 848,412 | 852,211 | 854,086 | 859,638 | 866,169 | 874,514 | 879,601 | 886,221 | 893,684 | 4.0 | 898,800 | 904,800 | 908,300 | 911,000 | 914,600 | 910,500 | 1.9 |
| Massachusetts | 834,314 | 975,150 | 962,958 | 958,910 | 957,053 | 955,563 | 953,369 | 954,773 | 955,739 | 955,844 | 964,026 | 964,514 | 964,791 | 1.0 | 963,100 | 960,800 | 958,400 | 955,100 | 953,600 | 945,400 | -2.0 |
| Michigan | 1,584,431 | 1,720,626 | 1,692,739 | 1,659,921 | 1,649,082 | 1,587,067 | 1,573,537 | 1,555,370 | 1,548,841 | 1,537,922 | 1,536,231 | 1,528,666 | 1,516,398 | -2.5 | 1,499,800 | 1,484,200 | 1,473,200 | 1,461,600 | 1,452,300 | 1,421,500 | -6.3 |
| Minnesota | 756,374 | 854,340 | 837,578 | 836,048 | 837,053 | 838,037 | 839,738 | 845,404 | 850,973 | 857,235 | 864,384 | 875,021 | 884,944 | 4.7 | 892,200 | 897,200 | 903,300 | '907,800 | 912,200 | 929,300 | 5.0 |
| Mississippi | 502,417 | 497,871 | 494,122 | 491,962 | 492,481 | 490,526 | 490,619 | 493,650 | 492,586 | 490,917 | 487,200 | 483,150 | 478,321 | -3.1 | 471,400 | 465,500 | 460,600 | 456,400 | 452,500 | 427,100 | -10.7 |
| Missouri | 816,558 | 912,744 | 917,188 | 917,871 | 917,982 | 918,710 | 916,584 | 917,900 | 918,288 | 917,785 | 919,234 | 915,040 | 915,472 | -0.3 | 913,100 | 911,800 | 911,700 | 911,100 | 912,600 | 918,100 | 0.3 |
| Montana | 152,974 | 154,875 | 142,823 | 141,899 | 141,807 | 141,693 | 142,349 | 142,908 | 144,129 | 144,532 | 145,319 | 146,375 | 149,474 | 4.6 | 150,400 | 151,500 | 152,400 | 153,100 | 154,100 | 159,500 | 6.7 |
| Nebraska | 274,081 | 286,199 | 291,244 | 292,590 | 295,368 | 298,500 | 301,296 | 303,505 | 307,677 | 312,635 | 316,014 | 319,194 | 323,766 | 6.7 | 325,900 | 328,300 | 330,400 | 331,900 | 333,800 | 345,700 | 6.8 |
| Nevada | 201,316 | 340,706 | 429,362 | 433,371 | 428,947 | 437,149 | 439,634 | 445,707 | 451,831 | 459,189 | 467,527 | 473,744 | 485,785 | 9.0 | 492,200 | 499,300 | 506,200 | 512,600 | 519,700 | 554,000 | 14.0 |
| New Hampshire | 172,785 | 208,461 | 200,772 | 197,934 | 197,140 | 194,711 | 191,900 | 188,974 | 186,310 | 184,670 | 182,425 | 180,888 | 179,433 | -5.0 | 177,900 | 176,400 | 174,600 | 173,000 | 171,600 | 166,100 | -7.4 |
| New Jersey | 1,089,646 | 1,313,405 | 1,382,348 | 1,381,420 | 1,396,029 | 1,402,548 | 1,356,431 | 1,372,203 | 1,370,295 | 1,400,579 | 1,408,845 | 1,410,421 | 1,408,102 | 2.6 | 1,402,200 | 1,396,800 | 1,392,000 | 1,385,600 | 1,381,300 | 1,353,100 | -3.9 |
| New Mexico | 301,881 | 320,306 | 329,040 | 1,330,245 | 334,419 | 338,122 | 337,225 | 338,220 | 339,244 | 340,365 | 335,694 | 336,263 | 1, 334,345 | -1.1 | 330,600 | 327,200 | 323,700 | 320,100 | 317,000 | 294,200 | -12.0 |
| New York | 2,598,337 | 2,882,188 | 2,765,435 | 2,740,592 | 2,766,052 | 2,734,955 | 2,704,718 | 2,710,703 | 2,732,770 | 2,741,185 | 2,711,626 | 2,729,776 | 2,724,663 | 0.5 | 2,718,900 | 2,715,500 | 2,710,800 | 2,704,500 | 2,704,400 | 2,661,500 | -2.3 |
| North Carolina | 1,086,871 | 1,293,638 | 1,489,492 | 1,488,645 | 1,483,397 | 1,490,605 | 1,507,864 | 1,518,465 | 1,530,857 | 1,548,895 | 1,544,934 | 1,550,062 | 1,553,513 | 2.3 | 1,550,400 | 1,548,600 | 1,550,200 | 1,551,800 | 1,563,200 | 1,598,400 | 2.9 |
| North Dakota | 117,825 | 109,201 | 95,059 | 94,728 | 95,073 | 96,323 | 97,646 | 101,111 | 103,947 | 106,586 | 108,644 | 109,706 | 111,920 | 10.7 | 111,100 | 113,000 | 115,100 | 117,000 | 119,000 | 130,300 | 16.5 |
| Ohio | 1,771,089 | 1,835,049 | 1,827,184 | 1,817,163 | 1,764,297 | 1,754,191 | 1,740,030 | 1,729,916 | 1,724,111 | 1,724,810 | 1,716,585 | 1,710,143 | 1,704,399 | -1.5 | 1,690,900 | 1,679,900 | 1,671,100 | 1,662,400 | 1,657,200 | 1,631,400 | -4.3 |
| Oklahoma | 579,087 | 623,110 | 642,065 | 645,108 | 654,802 | 659,911 | 666,120 | 673,483 | 681,848 | 688,511 | 692,878 | 693,903 | 695,092 | 3.2 | 697,400 | 698,500 | 699,900 | 700,100 | 702,500 | 709,900 | 2.1 |
| Oregon | 472,394 | 546,231 | 565,586 | 575,393 | 582,839 | 570,720 | 568,208 | 587,564 | 593,000 | 601,318 | 608,825 | 606,277 | 608,014 | 3.5 | 610,200 | 612,600 | 616,200 | 619,000 | 623,000 | 637,100 | 4.8 |
| Pennsylvania | 1,667,834 | 1,814,311 | 1,801,971 | 1,775,029 | 1,785,993 | 1,793,284 | 1,771,395 | 1,763,677 | 1,755,236 | 1,743,160 | 1,717,414 | 1,727,497 | 1,726,809 | -2.1 | 1,719,900 | 1,714,700 | 1,713,800 | 1,711,000 | 1,709,800 | 1,704,500 | -1.3 |
| Rhode Island | 138,813 | 157,347 | 147,629 | 145,342 | 145,118 | 143,793 | 142,854 | 142,481 | 142,008 | 141,959 | 142,014 | 142,150 | 142,949 | 0.3 | 143,200 | 142,800 | 142,100 | 141,600 | 141,200 | 139,900 | -2.1 |

Table 203．20．Enrollment in public elementary and secondary schools，by region，state，and jurisdiction：Selected years，fall 1990 through fall 2029－Continued

| Region，state，and jurisdiction | Actual total enrollment |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{array}{r} \text { Percent } \\ \text { change } \\ \text { in total } \\ \text { enroll- } \\ \text { ment, } \\ 2012 \text { to } \\ 2017 \end{array}$ | Projected enrollment |  |  |  |  |  | $\begin{gathered} \hline \text { Percent } \\ \text { change } \\ \text { in total } \\ \text { enroll- } \\ \text { ment, } \\ 2017 \text { to } \\ 2029 \\ \hline \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Fall 1990 | Fall 2000 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall $2015{ }^{1}$ | Fall $2016{ }^{2}$ | Fall $2017{ }^{1}$ |  | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2029 |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| South Carolina | 622，112 | 677，411 | 712，317 | 718，113 | 723，143 | 725，838 | 727，186 | 735，998 | 745，657 | 756，523 | 763，533 | 771，250 | 777，507 | 5.6 | 780，200 | 783，800 | 787，900 | 792，500 | 797，700 | 812，500 | 4.5 |
| South Dakota | 129，164 | 128，603 | 121，606 | 126，429 | 123，713 | 126，128 | 128，016 | 130，471 | 130，890 | 133，040 | 134，253 | 136，302 | 137，823 | 5.6 | 139，000 | 140，500 | 142，000 | 143，200 | 144，500 | 149，800 | 8.7 |
| Tennessee | 824，595 | 909，161 | 964，259 | 971，950 | 972，549 | 987，422 | 999，693 | 993，496 | 993，556 | 995，475 | 1，001，235 | 1，001，562 | 1，001，967 | 0.9 | 1，000，200 | 999，000 | 1，000，200 | 1，002，300 | 1，006，800 | 1，043，600 | 4.2 |
| Texas | 3，382，887 | 4，059，619 | 4，674，832 | 4，752，148 | 4，850，210 | 4，935，715 | 5，000，470 | 5，077，659 | 5，153，702 | 5，233，765 | 5，301，477 | 5，360，849 | 5，401，341 | 6.4 | 5，425，200 | 5，447，000 | 5，468，800 | 5，488，000 | 5，517，300 | 5，674，500 | 5.1 |
| Utah | 446，652 | 481，485 | 576，244 | 559，778 | 571，586 | 585，552 | 598，832 | 613，279 | 625，461 | 635，577 | 647，870 | 659，801 | 668，274 | 9.0 | 675，400 | 681，700 | 687，800 | 692，300 | 697，700 | 736，700 | 10.2 |
| Vermont | 95，762 | 102，049 | 94，038 | 93，625 | 91，451 | 96，858 | 89，908 | 89，624 | 88，690 | 87，311 | 87，866 | 88，428 | 88，028 | －1．8 | 87，000 | 86，500 | 85，900 | 85，300 | 85，000 | 82，000 | －6．9 |
| Virginia | 998，601 | 1，144，915 | 1，230，857 | 1，235，795 | 1，245，340 | 1，251，440 | 1，257，883 | 1，265，419 | 1，273，825 | 1，280，381 | 1，283，590 | 1，287，026 | 1，291，462 | 2.1 | 1，292，600 | 1，293，900 | 1，295，600 | 1，297，000 | 1，299，900 | 1，323，800 | 2.5 |
| Washington | 839，709 | 1，004，770 | 1，030，247 | 1，037，018 | 1，035，347 | 1，043，788 | 1，045，453 | 1，051，694 | 1，058，936 | 1，073，638 | 1，087，030 | 1，101，711 | 1，110，367 | 5.6 | 1，118，400 | 1，127，800 | 1，139，700 | 1，150，600 | 1，163，700 | 1，234，000 | 11.1 |
| West Virginia | 322，389 | 286，367 | 282，535 | 282，729 | 282，662 | 282，879 | 282，870 | 283，044 | 280，958 | 280，310 | 277，452 | 273，855 | 272，266 | －3．8 | 269，200 | 265，900 | 262，500 | 259，600 | 257，400 | 246，200 | －9．6 |
| Wisconsin | 797，621 | 879，476 | 874，633 | 873，750 | 872，436 | 872，286 | 871，105 | 872，436 | 874，414 | 871，432 | 867，800 | 864，432 | 860，753 | －1．3 | 855，700 | 852，100 | 849，500 | 846，300 | 844，700 | 836，200 | －2．8 |
| Wyoming | 98，226 | 89，940 | 86，422 | 87，161 | 88，155 | 89，009 | 90，099 | 91，533 | 92，732 | 94，067 | 94，717 | 94，170 | 94，258 | 3.0 | 93，700 | 93，400 | 93，200 | 92，800 | 92，700 | 91，500 | －3．0 |
| Jurisdiction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bureau of Indian Education | － | 46，938 |  |  | 41，351 | 41，962 | － | － | － | － |  | 45，399 | 46，330 | － | － | － | － | － | － | － | － |
| DoDEA ${ }^{3}$ | － | 107，755 | 84，795 | 84，781 |  |  | － | － | － | － | 74，970 |  |  | － | － | － | － | － | － | － | － |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa Guam | 12,463 26,391 | 15,702 32,473 | － |  |  | 31，618 | 31，243 | 31，186 | 33，414 | 31，144 | 30，821 | 30，758 | 12,620 30,112 | $-3.4$ | 二 | 二 | 二 | 二 | 二 | 二 | － |
| Northern Marianas | 6，449 | 10，004 | 11，299 | 10，913 | 10，961 | 11，105 | 11，011 | 10，646 | 10，638 |  |  |  |  |  | － | － | － | － | － | － |  |
| Puerto Rico | 644，734 | 612，725 | 526，565 | 503，635 | 493，393 | 473，735 | 452，740 | 434，609 | 423，934 | 410，950 | 379，818 | 365，181 | 346，096 | －20．4 | － | － | － | － | － | － |  |
| U．S．Virgin Islands | 21，750 | 19，459 | 15，903 | 15，768 | 15，493 | 15，495 | 15，711 | 15，192 | 14，953 | 14，241 | 13，805 | 13，194 | 10，868 | －28．5 | － | － | － | － | － | － |  |

## －Not available

${ }^{1}$ Includes imputations for prekindergarten enrollment in California and Oregon
ncludes imputations for prekindergarten enrollment in California
${ }^{3}$ DoDEA $=$ Department of Defense Education Activity．Includes both domestic and overseas schools

NOTE：Detail may not sum to totals because of rounding．Some data have been revised from previously published figures SOURCE：U．S．Department of Education，National Center for Education Statistics，Common Core of Data（CCD），＂State Nonfiscal Survey of Public Elementary／Secondary Education，＂1990－91 through 2017－18；and State Public Elementary and Secondary Enrollment Projection Model， 1980 through 2029．（This table was prepared December 2019．）

|  |  | Elementary |  |  |  |  |  |  |  |  |  |  |  | Secondary |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | Total, all grades | Total | Prekindergarten | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Elementary ungraded | Total | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Secondary ungraded ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| United States | 50,685,567 | 35,496,055 | 1,471,216 | 3,684,238 | 3,667,166 | 3,684,091 | 3,787,970 | 3,859,475 | 3,877,267 | 3,827,023 | 3,776,565 | 3,772,276 | 88,768 | 15,189,512 | 3,995,574 | 3,833,718 | 3,676,753 | 3,631,450 | 52,017 |
| Alabama | 742,444 | 523,057 | 15,520 | 54,985 | 56,414 | 55,606 | 57,526 | 58,541 | 57,928 | 55,711 | 55,600 | 55,226 | 0 | 219,387 | 57,301 | 55,318 | 53,920 | 52,848 | 0 |
| Alaska | 132,872 | 94,618 | 3,586 | 10,196 | 10,243 | 10,331 | 10,409 | 10,398 | 10,229 | 10,007 | 9,741 | 9,478 | 0 | 38,254 | 9,584 | 9,285 | 9,503 | 9,882 | 0 |
| Arizona | 1,110,851 | 777,744 | 14,124 | 79,520 | 80,377 | 81,200 | 84,933 | 88,092 | 88,849 | 87,512 | 86,544 | 86,287 | 306 | 333,107 | 86,236 | 83,999 | 78,514 | 84,330 | 28 |
| Arkansas | 496,085 | 352,513 | 16,827 | 36,942 | 36,820 | 36,915 | 37,797 | 38,800 | 38,844 | 36,305 | 36,431 | 36,631 | 201 | 143,572 | 37,758 | 37,245 | 35,387 | 33,097 | 85 |
| California | 6,304,266 | 4,357,267 | 83,853 ${ }^{2}$ | 531,725 | 456,175 | 455,523 | 447,253 | 466,660 | 472,202 | 486,261 | 477,308 | 474,828 | 5,479 | 1,946,999 | 495,277 | 483,745 | 475,696 | 489,221 | 3,060 |
| Colorado | 910,280 | 639,875 | 33,048 | 63,574 | 64,967 | 65,616 | 67,991 | 69,784 | 69,821 | 69,321 | 67,899 | 67,854 | 0 | 270,405 | 70,017 | 67,140 | 65,136 | 68,112 | 0 |
| Connecticut | 531,288 | 365,546 | 18,579 | 36,225 | 36,783 | 36,848 | 38,020 | 38,873 | 40,145 | 39,621 | 40,142 | 40,310 | 0 | 165,742 | 43,232 | 41,092 | 40,616 | 40,802 | 0 |
| Delaware | 136,293 | 95,390 | 1,802 | 9,943 | 10,048 | 10,327 | 10,602 | 10,838 | 10,754 | 10,498 | 10,362 | 10,216 | 0 | 40,903 | 11,806 | 10,476 | 9,521 | 9,100 | 0 |
| District of Columbia | 87,315 | 68,142 | 12,727 | 7,465 | 7,222 | 6,820 | 6,602 | 6,339 | 6,159 | 5,270 | 4,971 | 4,567 | , | 19,173 | 6,085 | 4,725 | 4,259 | 4,104 | 0 |
| Florida | 2,832,424 | 1,980,941 | 61,241 | 200,185 | 207,590 | 207,609 | 226,346 | 220,504 | 215,793 | 219,942 | 210,658 | 211,073 | , | 851,483 | 219,313 | 216,578 | 212,640 | 202,952 | 0 |
| Georgia | 1,768,642 | 1,246,608 | 47,726 | 126,400 | 128,192 | 130,015 | 135,911 | 138,249 | 139,160 | 135,448 | 132,993 | 132,514 |  | 522,034 | 147,677 | 135,406 | 123,273 | 115,678 | 0 |
| Hawaii | 180,837 | 130,255 | 1,582 | 14,316 | 14,755 | 14,981 | 11,986 | 15,443 | 15,308 | 14,425 | 13,996 | 13,226 | 237 | 50,582 | 14,408 | 13,143 | 11,766 | 11,068 | 197 |
| Idaho | 301,186 | 210,927 | 2,845 | 21,111 | 22,148 | 22,376 | 23,146 | 24,003 | 24,147 | 23,732 | 24,005 | 23,414 | 0 | 90,259 | 23,599 | 22,935 | 22,210 | 21,512 | 3 |
| Illinois | 2,005,153 | 1,388,977 | 83,664 | 132,075 | 137,580 | 139,991 | 145,553 | 148,792 | 151,331 | 149,568 | 149,227 | 151,180 | 16 | 616,176 | 159,550 | 155,612 | 150,969 | 150,045 | 0 |
| Indiana | 1,054,187 | 728,666 | 19,198 | 77,944 | 76,301 | 76,468 | 78,722 | 80,111 | 80,201 | 79,338 | 78,616 | 80,163 | 1,604 | 325,521 | 80,535 | 80,799 | 83,712 | 80,475 | 0 |
| lowa | 511,850 | 363,718 | 30,454 | 38,293 | 34,934 | 36,056 | 36,683 | 37,980 | 38,071 | 37,618 | 37,138 | 36,491 | 0 | 148,132 | 37,728 | 37,111 | 36,238 | 37,055 | 0 |
| Kansas | 497,088 | 353,430 | 21,281 | 35,661 | 35,554 | 36,462 | 36,888 | 37,687 | 37,715 | 36,808 | 36,210 | 36,269 | 2,895 | 143,658 | 37,510 | 35,904 | 34,718 | 34,437 | 1,089 |
| Kentucky | 680,978 | 481,962 | 29,493 | 44,058 | 50,518 | 49,479 | 51,350 | 52,328 | 52,669 | 51,102 | 50,249 | 50,293 | 423 | 199,016 | 53,687 | 50,822 | 48,739 | 45,593 | 175 |
| Louisiana | 715,135 | 514,159 | 27,491 | 53,070 | 54,585 | 53,478 | 55,396 | 55,835 | 55,456 | 53,698 | 52,928 | 52,222 | 0 | 200,976 | 56,596 | 51,715 | 47,551 | 45,114 | 0 |
| Maine | 180,473 | 124,937 | 5,617 | 12,586 | 12,569 | 12,688 | 13,246 | 13,343 | 13,727 | 13,513 | 13,852 | 13,796 | 0 | 55,536 | 13,814 | 13,846 | 13,946 | 13,930 | 0 |
| Maryland | 893,684 | 633,791 | 30,422 | 64,045 | 66,082 | 66,879 | 68,516 | 70,330 | 69,515 | 67,059 | 65,571 | 65,372 | 0 | 259,893 | 71,633 | 67,738 | 60,336 | 60,186 | 0 |
| Massachusetts | 964,791 | 668,415 | 30,684 | 66,122 | 68,195 | 68,491 | 70,416 | 72,620 | 73,012 | 71,892 | 71,705 | 72,860 | 2,418 | 296,376 | 77,572 | 74,170 | 72,950 | 71,684 | 0 |
| Michigan | 1,516,398 | 1,037,784 | 44,258 | 116,636 | 105,819 | 103,930 | 105,399 | 107,959 | 112,263 | 112,397 | 111,842 | 114,521 | 2,760 | 478,614 | 123,324 | 121,134 | 115,646 | 117,197 | 1,313 |
| Minnesota | 884,944 | 614,476 | 22,692 | 64,111 | 63,518 | 64,385 | 65,710 | 67,226 | 67,694 | 66,560 | 66,152 | 66,428 | 0 | 270,468 | 67,007 | 65,975 | 66,653 | 70,833 | 0 |
| Mississippi | 478,321 | 341,927 | 5,732 | 35,988 | 36,391 | 36,409 | 37,952 | 38,880 | 38,842 | 35,783 | 35,864 | 35,613 | 4,473 | 136,394 | 35,716 | 34,365 | 32,230 | 30,933 | 3,150 |
| Missouri | 915,472 | 648,697 | 33,054 | 66,010 | 66,399 | 67,231 | 69,041 | 70,749 | 71,042 | 69,214 | 68,224 | 67,733 | 0 | 266,775 | 69,398 | 67,397 | 65,697 | 64,283 | 0 |
| Montana | 149,474 | 106,075 | 2,321 | 11,702 | 11,407 | 11,144 | 11,559 | 11,971 | 11,721 | 11,804 | 11,239 | 11,207 | 0 | 43,399 | 11,556 | 11,245 | 10,667 | 9,931 | 0 |
| Nebraska | 323,766 | 228,831 | 17,513 | 23,232 | 22,892 | 23,559 | 24,173 | 24,169 | 22,553 | 23,661 | 23,357 | 23,722 | 0 | 94,935 | 23,832 | 23,747 | 23,007 | 24,349 | 0 |
| Nevada | 485,785 | 343,807 | 8,908 | 35,083 | 36,354 | 36,375 | 36,959 | 38,624 | 39,062 | 38,004 | 37,216 | 36,389 | 833 | 141,978 | 36,452 | 36,510 | 35,532 | 33,456 | 28 |
| New Hampshire | 179,433 | 122,657 | 3,907 | 11,419 | 12,745 | 12,514 | 13,003 | 13,456 | 13,694 | 13,801 | 13,895 | 14,223 | , | 56,776 | 14,992 | 14,567 | 13,779 | 13,435 | 3 |
| New Jersey | 1,408,102 | 987,988 | 64,351 | 91,077 | 94,920 | 95,253 | 98,425 | 99,443 | 100,606 | 99,986 | 99,191 | 100,919 | 43,817 | 420,114 | 103,655 | 100,781 | 99,613 | 98,845 | 17,220 |
| New Mexico | -334,345 | 235,839 | 9,689 | 23,709 | 24,166 | 24,309 | 25,880 | 26,363 | 26,248 | 25,343 | 25,304 | 24,828 | 0 | 98,506 | 28,522 | 25,597 | 22,814 | 21,573 | 0 |
| New York | 2,724,663 | 1,880,208 | 65,558 | 193,045 | 197,155 | 198,490 | 200,783 | 202,149 | 203,385 | 199,743 | 197,715 | 198,879 | 23,306 | 844,455 | 218,826 | 212,490 | 195,169 | 194,079 | 23,891 |
| North Carolina | 1,553,513 | 1,080,861 | 18,734 | 115,064 | 115,584 | 117,037 | 121,228 | 122,866 | 122,997 | 119,927 | 117,127 | 110,297 | - 0 | 472,652 | 129,965 | 120,884 | 114,820 | 105,208 | 1,775 |
| North Dakota | 111,920 | 81,031 | 2,778 | 9,273 | 8,739 | 8,713 | 8,876 | 8,781 | 8,746 | 8,575 | 8,307 | 8,243 | 0 | 30,889 | 8,199 | 7,760 | 7,561 | 7,369 | 0 |
| Ohio | 1,704,399 | 1,187,254 | 38,310 | 123,036 | 123,188 | 123,921 | 131,207 | 128,118 | 130,839 | 129,831 | 128,323 | 130,481 | 0 | 517,145 | 141,280 | 133,705 | 120,359 | 121,801 | 0 |
| Oklahoma | 695,092 | 503,796 | 41,727 | 51,920 | 52,328 | 51,834 | 53,565 | 52,385 | 52,257 | 50,368 | 47,950 | 49,462 | 0 | 191,296 | 52,268 | 49,055 | 46,439 | 43,534 | 0 |
| Oregon | 608,014 | 427,690 | 27,330 ${ }^{2}$ | 41,884 | 43,156 | 43,504 | 44,827 | 46,543 | 46,542 | 45,378 | 44,151 | 44,375 | , | 180,324 | 44,819 | 44,257 | 44,003 | 47,245 | 0 |
| Pennsylvania | 1,726,809 | 1,182,944 | 8,498 | 121,043 | 126,361 | 126,616 | 129,812 | 134,060 | 134,805 | 133,628 | 133,276 | 134,845 | 0 | 543,865 | 141,407 | 136,286 | 133,081 | 133,091 | 0 |
| Rhode Island | 142,949 | 98,737 | 2,477 | 10,006 | 10,297 | 10,434 | 10,583 | 11,003 | 11,119 | 10,913 | 10,853 | 11,052 | 0 | 44,212 | 11,580 | 11,470 | 10,867 | 10,295 | 0 |
| South Carolina | 777,507 | 553,414 | 27,006 | 55,598 | 57,183 | 57,012 | 60,334 | 60,890 | 61,389 | 59,112 | 57,857 | 57,033 | 0 | 224,093 | 63,516 | 57,755 | 52,722 | 50,100 | 0 |
| South Dakota | 137,823 | 99,878 | 3,393 | 11,720 | 10,432 | 10,494 | 10,655 | 10,966 | 10,921 | 10,677 | 10,516 | 10,104 | 0 | 37,945 | 10,600 | 9,649 | 8,913 | 8,783 | 0 |
| Tennessee | 1,001,967 | 710,398 | 28,379 | 75,482 | 74,633 | 74,145 | 74,844 | 78,085 | 78,681 | 76,941 | 75,058 | 74,150 | 0 | 291,569 | 75,784 | 74,234 | 72,053 | 69,498 | 0 |
| Texas | 5,401,341 | 3,852,952 | 256,222 | 371,638 | 388,650 | 394,381 | 409,998 | 413,843 | 414,412 | 402,634 | 402,512 | 398,662 | 0 | 1,548,389 | 433,521 | 397,573 | 372,052 | 345,243 | 0 |
| Utah | 668,274 | 475,107 | 15,904 | 47,591 | 49,791 | 50,429 | 51,635 | 52,970 | 53,368 | 51,951 | 50,841 | 50,627 | 0 | 193,167 | 50,184 | 48,968 | 47,499 | 46,516 | 0 |
| Vermont | 88,028 | 63,052 | 8,818 | 5,789 | 5,814 | 5,871 | 5,848 | 6,236 | 6,265 | 6,040 | 6,240 | 6,131 | 0 | 24,976 | 6,447 | 6,430 | 6,192 | 5,907 | 0 |
| Virginia | 1,291,462 | 900,027 | 33,617 | 91,002 | 94,312 | 94,166 | 96,946 | 99,305 | 99,548 | 97,617 | 96,633 | 96,881 | 0 | 391,435 | 103,925 | 99,531 | 94,858 | 93,121 | 0 |
| Washington | 1,110,367 | 769,992 | 15,754 | 80,917 | 82,843 | 83,077 | 85,583 | 87,366 | 86,667 | 83,947 | 82,040 | 81,798 | 0 | 340,375 | 83,131 | 82,138 | 83,214 | 91,892 | 0 |
| West Virginia | 272,266 | 193,961 | 16,665 | 19,521 | 19,402 | 19,150 | 19,659 | 20,069 | 20,218 | 19,539 | 19,780 | 19,958 | 0 | 78,305 | 21,317 | 20,164 | 18,547 | 18,277 | 0 |
| Wisconsin | 860,753 | 598,837 | 55,186 | 56,832 | 57,517 | 58,370 | 60,783 | 61,913 | 62,743 | 61,551 | 61,583 | 62,359 | 0 | 261,916 | 65,980 | 64,354 | 64,556 | 67,026 | 0 |
| Wyoming | 94,258 | 66,897 | 671 | 7,469 | 7,118 | 7,179 | 7,411 | 7,537 | 7,604 | 7,449 | 7,373 | 7,086 | 0 | 27,361 | 7,453 | 6,893 | 6,610 | 6,405 | 0 |

[^13]Table 203.40. Enrollment in public elementary and secondary schools, by level, grade, and state or jurisdiction: Fall 2017—Continued

| State or jurisdiction | Total, all grades | Elementary |  |  |  |  |  |  |  |  |  |  |  | Secondary |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Prekindergarten | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Elementary ungraded | Total | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Secondary ungraded' |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Bureau of Indian Education | 46,330 | 35,064- | - | 4,601 | $\begin{gathered} 4,064 \\ - \end{gathered}$ | $\begin{gathered} 3,899 \\ - \end{gathered}$ |  | $\begin{array}{r} 3,962 \\ - \end{array}$ | $\begin{gathered} 3,774 \\ - \end{gathered}$ | 3,756 | 3,614 | 3,463 | 0 | 11,266 | 3,315 | 2,990 | 2,470 | 2,491 | ${ }^{0}$ |
| Dodea ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  | - | - | - | - |  |  |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa |  | 8,877 | 1,128 | 729 | 800 | 817 | 850 | 845 | 855 | 873 | 1,010 | 970 |  |  | 1,007 | 946 | 982 | 808 |  |
| Guam | 30,112 | 20,227 | , 602 | 1,953 | 2,153 | 2,164 | 2,181 | 2,327 | 2,315 | 2,139 | 2,159 | 2,234 | 0 | 9,885 | 2,888 | 2,834 | 2,350 | 1,813 | 0 |
| Northern |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Puerto Rico |  |  | 2,536 | 22,189 |  | 24,247 |  | 25,360 |  |  |  |  | 8,431 |  |  |  | 25,627 |  |  |
| U.S. Virgin Isands | 10,868 | 7,427 |  | ${ }^{22}$ | 745 | 780 | 898 | 865 | 833 | 848 | 955 | 771 | 0 | 3,441 | 1,196 | 875 | 676 | 694 | , |

- Not available.

Includes students reported as being enrolled in grade 13
Inputed by the National Center for Education Statistics.
DoDEA = Department of Defense Education Activity. Includes both domestic and overseas schools.

NOTE: The total ungraded counts of students were prorated to the elementary and secondary levels based on prior state reports of the percentage of elementary and of secondary ungraded students.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2017-18. (This table was prepared August 2019.)

Table 203.50. Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region: Selected years, fall 1995 through fall 2029

| Region and year | Enrollment (in thousands) |  |  |  |  |  |  |  | Percentage distribution |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races | Total | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| United States |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 44,840 | 29,044 | 7,551 | 6,072 | 1,668 ${ }^{1}$ | - | 505 | - | 100.0 | 64.8 | 16.8 | 13.5 | $3.7{ }^{1}$ | - | 1.1 | - |
| 2000 | 47,204 | 28,878 | 8,100 | 7,726 | 1,950 ${ }^{1}$ | - | 550 | - | 100.0 | 61.2 | 17.2 | 16.4 | $4.1^{1}$ | - | 1.2 | - |
| 2001 | 47,672 | 28,735 | 8,177 | 8,169 | 2,028 ${ }^{1}$ | - | 564 | - | 100.0 | 60.3 | 17.2 | 17.1 | $4.3{ }^{1}$ | - | 1.2 | - |
| 2002 | 48,183 | 28,618 | 8,299 | 8,594 | 2,088 ${ }^{1}$ | - | 583 | - | 100.0 | 59.4 | 17.2 | 17.8 | $4.3{ }^{1}$ | - | 1.2 | - |
| 2003 | 48,540 | 28,442 | 8,349 | 9,011 | 2,145 ${ }^{1}$ | - | 593 | - | 100.0 | 58.6 | 17.2 | 18.6 | $4.4{ }^{1}$ | - | 1.2 | - |
| 2004 | 48,795 | 28,318 | 8,386 | 9,317 | 2,183 ${ }^{1}$ | - | 591 | - | 100.0 | 58.0 | 17.2 | 19.1 | $4.5{ }^{1}$ | - | 1.2 | - |
| 2005 | 49,113 | 28,005 | 8,445 | 9,787 | 2,279 ${ }^{1}$ | - | 598 | - | 100.0 | 57.0 | 17.2 | 19.9 | $4.6{ }^{1}$ | - | 1.2 | - |
| 2006 | 49,316 | 27,801 | 8,422 | 10,166 | 2,332 ${ }^{1}$ | - | 595 | - | 100.0 | 56.4 | 17.1 | 20.6 | $4.7{ }^{1}$ | - | 1.2 | - |
| 2007 | 49,291 | 27,454 | 8,392 | 10,454 | 2,396 ${ }^{1}$ | - | 594 | - | 100.0 | 55.7 | 17.0 | 21.2 | $4.9{ }^{1}$ | - | 1.2 | - |
| 2008 | 49,266 | 27,057 | 8,358 | 10,563 | 2,405 | 46 | 589 | $247^{2}$ | 100.0 | 54.9 | 17.0 | 21.4 | 4.9 | 0.1 | 1.2 | $0.5^{2}$ |
| 2009 | 49,361 | 26,702 | 8,245 | 10,991 | 2,435 | 49 | 601 | $338^{2}$ | 100.0 | 54.1 | 16.7 | 22.3 | 4.9 | 0.1 | 1.2 | $0.7^{2}$ |
| 2010 | 49,484 | 25,933 | 7,917 | 11,439 | 2,296 | 171 | 566 | 1,164 | 100.0 | 52.4 | 16.0 | 23.1 | 4.6 | 0.3 | 1.1 | 2.4 |
| 2011 | 49,522 | 25,602 | 7,827 | 11,759 | 2,334 | 179 | 547 | 1,272 | 100.0 | 51.7 | 15.8 | 23.7 | 4.7 | 0.4 | 1.1 | 2.6 |
| 2012 | 49,771 | 25,386 | 7,803 | 12,104 | 2,372 | 180 | 534 | 1,393 | 100.0 | 51.0 | 15.7 | 24.3 | 4.8 | 0.4 | 1.1 | 2.8 |
| 2013 | 50,045 | 25,160 | 7,805 | 12,452 | 2,417 | 176 | 523 | 1,511 | 100.0 | 50.3 | 15.6 | 24.9 | 4.8 | 0.4 | 1.0 | 3.0 |
| 2014 | 50,313 | 24,923 | 7,807 | 12,805 | 2,470 | 176 | 519 | 1,612 | 100.0 | 49.5 | 15.5 | 25.4 | 4.9 | 0.3 | 1.0 | 3.2 |
| $2015{ }^{3}$ | 50,438 | 24,644 | 7,784 | 13,080 | 2,521 | 177 | 510 | 1,723 | 100.0 | 48.9 | 15.4 | 25.9 | 5.0 | 0.4 | 1.0 | 3.4 |
| $2016{ }^{4}$ | 50,615 | 24,413 | 7,765 | 13,329 | 2,571 | 184 | 511 | 1,842 | 100.0 | 48.2 | 15.3 | 26.3 | 5.1 | 0.4 | 1.0 | 3.6 |
| $2017{ }^{3}$ | 50,686 | 24,124 | 7,709 | 13,571 | 2,640 | 185 | 498 | 1,959 | 100.0 | 47.6 | 15.2 | 26.8 | 5.2 | 0.4 | 1.0 | 3.9 |
| $2018{ }^{5}$ | 50,650 | 23,846 | 7,671 | 13,704 | 2,691 | 187 | 491 | 2,060 | 100.0 | 47.1 | 15.1 | 27.1 | 5.3 | 0.4 | 1.0 | 4.1 |
| $2019{ }^{5}$ | 50,634 | 23,597 | 7,639 | 13,831 | 2,737 | 188 | 484 | 2,160 | 100.0 | 46.6 | 15.1 | 27.3 | 5.4 | 0.4 | 1.0 | 4.3 |
| $2020{ }^{5}$ | 50,654 | 23,376 | 7,616 | 13,952 | 2,787 | 189 | 477 | 2,257 | 100.0 | 46.1 | 15.0 | 27.5 | 5.5 | 0.4 | 0.9 | 4.5 |
| $2021{ }^{5}$ | 50,643 | 23,170 | 7,598 | 14,044 | 2,823 | 190 | 471 | 2,347 | 100.0 | 45.8 | 15.0 | 27.7 | 5.6 | 0.4 | 0.9 | 4.6 |
| $2022{ }^{5}$ | 50,721 | 23,041 | 7,636 | 14,070 | 2,882 | 189 | 464 | 2,439 | 100.0 | 45.4 | 15.1 | 27.7 | 5.7 | 0.4 | 0.9 | 4.8 |
| $2023{ }^{5}$ | 50,768 | 22,910 | 7,657 | 14,082 | 2,939 | 187 | 458 | 2,535 | 100.0 | 45.1 | 15.1 | 27.7 | 5.8 | 0.4 | 0.9 | 5.0 |
| $2024{ }^{5}$ | 50,758 | 22,779 | 7,665 | 14,057 | 2,999 | 186 | 452 | 2,619 | 100.0 | 44.9 | 15.1 | 27.7 | 5.9 | 0.4 | 0.9 | 5.2 |
| $2025{ }^{5}$ | 50,704 | 22,639 | 7,664 | 14,016 | 3,060 | 186 | 446 | 2,694 | 100.0 | 44.6 | 15.1 | 27.6 | 6.0 | 0.4 | 0.9 | 5.3 |
| $2026{ }^{5}$ | 50,672 | 22,522 | 7,664 | 13,975 | 3,122 | 185 | 441 | 2,762 | 100.0 | 44.4 | 15.1 | 27.6 | 6.2 | 0.4 | 0.9 | 5.5 |
| $2027{ }^{5}$ | 50,734 | 22,446 | 7,675 | 13,967 | 3,192 | 186 | 437 | 2,832 | 100.0 | 44.2 | 15.1 | 27.5 | 6.3 | 0.4 | 0.9 | 5.6 |
| $2028{ }^{5}$ | 50,885 | 22,401 | 7,707 | 13,995 | 3,260 | 186 | 434 | 2,901 | 100.0 | 44.0 | 15.1 | 27.5 | 6.4 | 0.4 | 0.9 | 5.7 |
| $2029{ }^{5}$ | 51,068 | 22,359 | 7,746 | 14,049 | 3,327 | 186 | 433 | 2,967 | 100.0 | 43.8 | 15.2 | 27.5 | 6.5 | 0.4 | 0.8 | 5.8 |
| Northeast |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 7,894 | 5,497 | 1,202 | 878 | $295{ }^{1}$ | - | 21 | - | 100.0 | 69.6 | 15.2 | 11.1 | 3.71 | - | 0.3 | - |
| 2000 | 8,222 | 5,545 | 1,270 | 1,023 | $361{ }^{1}$ | - | 24 | - | 100.0 | 67.4 | 15.4 | 12.4 | $4.4{ }^{1}$ | - | 0.3 | - |
| 2005 | 8,240 | 5,317 | 1,282 | 1,189 | $425{ }^{1}$ | - | 27 | - | 100.0 | 64.5 | 15.6 | 14.4 | $5.2{ }^{1}$ | - | 0.3 | - |
| 2010 | 8,071 | 4,876 | 1,208 | 1,364 | 494 | 6 | 27 | 96 | 100.0 | 60.4 | 15.0 | 16.9 | 6.1 | 0.1 | 0.3 | 1.2 |
| 2014 | 7,980 | 4,507 | 1,155 | 1,566 | 538 | 7 | 28 | 179 | 100.0 | 56.5 | 14.5 | 19.6 | 6.7 | 0.1 | 0.4 | 2.2 |
| 2015 | 7,934 | 4,409 | 1,136 | 1,610 | 547 | 7 | 29 | 197 | 100.0 | 55.6 | 14.3 | 20.3 | 6.9 | 0.1 | 0.4 | 2.5 |
| 2016 | 7,959 | 4,345 | 1,132 | 1,668 | 558 | 13 | 30 | 214 | 100.0 | 54.6 | 14.2 | 21.0 | 7.0 | 0.2 | 0.4 | 2.7 |
| 2017 | 7,947 | 4,269 | 1,117 | 1,714 | 570 | 13 | 30 | 232 | 100.0 | 53.7 | 14.1 | 21.6 | 7.2 | 0.2 | 0.4 | 2.9 |
| Midwest |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 10,512 | 8,335 | 1,450 | 438 | $197{ }^{1}$ | - | 92 | - | 100.0 | 79.3 | 13.8 | 4.2 | $1.9{ }^{1}$ | - | 0.9 | - |
| 2000 | 10,730 | 8,208 | 1,581 | 610 | 2391 | - | 92 | - | 100.0 | 76.5 | 14.7 | 5.7 | $2.2{ }^{1}$ | - | 0.9 | - |
| 2005 | 10,819 | 7,950 | 1,654 | 836 | $283{ }^{1}$ | - | 96 | - | 100.0 | 73.5 | 15.3 | 7.7 | $2.6{ }^{1}$ | - | 0.9 | - |
| 2010 | 10,610 | 7,327 | 1,505 | 1,077 | 303 | 9 | 94 | 294 | 100.0 | 69.1 | 14.2 | 10.2 | 2.9 | 0.1 | 0.9 | 2.8 |
| 2014 | 10,561 | 7,037 | 1,459 | 1,249 | 338 | 11 | 86 | 380 | 100.0 | 66.6 | 13.8 | 11.8 | 3.2 | 0.1 | 0.8 | 3.6 |
| 2015 | 10,556 | 6,968 | 1,458 | 1,284 | 348 | 12 | 84 | 400 | 100.0 | 66.0 | 13.8 | 12.2 | 3.3 | 0.1 | 0.8 | 3.8 |
| 2016 | 10,539 | 6,893 | 1,449 | 1,312 | 360 | 12 | 86 | 426 | 100.0 | 65.4 | 13.8 | 12.4 | 3.4 | 0.1 | 0.8 | 4.0 |
| 2017 | 10,524 | 6,825 | 1,446 | 1,340 | 372 | 13 | 82 | 447 | 100.0 | 64.9 | 13.7 | 12.7 | 3.5 | 0.1 | 0.8 | 4.2 |
| South |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 16,118 | 9,565 | 4,236 | 1,890 | $280{ }^{1}$ | - | 148 | - | 100.0 | 59.3 | 26.3 | 11.7 | $1.7{ }^{1}$ | - | 0.9 | - |
| 2000 | 17,007 | 9,501 | 4,516 | 2,468 | $352{ }^{1}$ | - | 170 | - | 100.0 | 55.9 | 26.6 | 14.5 | $2.1^{1}$ | - | 1.0 | - |
| 2005 | 18,103 | 9,381 | 4,738 | 3,334 | $456{ }^{1}$ | - | 194 | - | 100.0 | 51.8 | 26.2 | 18.4 | $2.5{ }^{1}$ | - | 1.1 | - |
| 2010 | 18,805 | 8,869 | 4,545 | 4,206 | 533 | 22 | 207 | 424 | 100.0 | 47.2 | 24.2 | 22.4 | 2.8 | 0.1 | 1.1 | 2.3 |
| 2014 | 19,506 | 8,681 | 4,577 | 4,846 | 613 | 28 | 184 | 579 | 100.0 | 44.5 | 23.5 | 24.8 | 3.1 | 0.1 | 0.9 | 3.0 |
| 2015 | 19,641 | 8,601 | 4,583 | 4,994 | 637 | 29 | 181 | 615 | 100.0 | 43.8 | 23.3 | 25.4 | 3.2 | 0.1 | 0.9 | 3.1 |
| 2016 | 19,750 | 8,513 | 4,571 | 5,142 | 665 | 30 | 177 | 652 | 100.0 | 43.1 | 23.1 | 26.0 | 3.4 | 0.2 | 0.9 | 3.3 |
| 2017 | 19,824 | 8,439 | 4,555 | 5,249 | 689 | 32 | 174 | 688 | 100.0 | 42.6 | 23.0 | 26.5 | 3.5 | 0.2 | 0.9 | 3.5 |
| West |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 10,316 | 5,648 | 662 | 2,866 | $896{ }^{1}$ | - | 244 | - | 100.0 | 54.7 | 6.4 | 27.8 | $8.7{ }^{1}$ | - | 2.4 | - |
| 2000 | 11,244 | 5,624 | 733 | 3,625 | $998{ }^{1}$ | - | 264 | - | 100.0 | 50.0 | 6.5 | 32.2 | $8.9{ }^{1}$ | - | 2.4 | - |
| 2005 | 11,951 | 5,356 | 771 | 4,428 | 1,115 ${ }^{1}$ | - | 281 | - | 100.0 | 44.8 | 6.5 | 37.1 | $9.3{ }^{1}$ | - | 2.4 | - |
| 2010 | 11,998 | 4,861 | 659 | 4,792 | 966 | 133 | 237 | 349 | 100.0 | 40.5 | 5.5 | 39.9 | 8.1 | 1.1 | 2.0 | 2.9 |
| 2014 | 12,266 | 4,698 | 616 | 5,144 | 982 | 130 | 221 | 475 | 100.0 | 38.3 | 5.0 | 41.9 | 8.0 | 1.1 | 1.8 | 3.9 |
| $2015{ }^{3}$ | 12,307 | 4,665 | 606 | 5,192 | 988 | 129 | 216 | 511 | 100.0 | 37.9 | 4.9 | 42.2 | 8.0 | 1.1 | 1.8 | 4.2 |
| $2016{ }^{4}$ | 12,367 | 4,662 | 612 | 5,208 | 989 | 128 | 217 | 550 | 100.0 | 37.7 | 5.0 | 42.1 | 8.0 | 1.0 | 1.8 | 4.4 |
| $\underline{2017}{ }^{3}$ | 12,391 | 4,592 | 592 | 5,268 | 1,009 | 127 | 211 | 592 | 100.0 | 37.1 | 4.8 | 42.5 | 8.1 | 1.0 | 1.7 | 4.8 |

## -Not available.

${ }^{1}$ Includes Pacific Islanders
${ }^{2}$ For this year, data on Pacific Islanders and students of Two or more races were reported by only a small number of states. Therefore, the data are not comparable to figures for 2010 and later years.
${ }^{3}$ Includes imputations for prekindergarten enrollment in California and Oregon.
${ }^{4}$ Includes imputations for prekindergarten enrollment in California.
${ }^{5}$ Projected.

NOTE: Race categories exclude persons of Hispanic ethnicity. Enrollment data for students not reported by race/ethnicity were prorated by state and grade to match state totals. Prior to 2008, data on students of Two or more races were not collected. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1995-96 through 2017-18; and National Elementary and Secondary Enrollment by Race/Ethnicity Projection Model, 1972 through 2029. (This table was prepared December 2019.)

Table 203.60. Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and level of education: Fall 1999 through fall 2029

| Level of education and year | Enrollment (in thousands) |  |  |  |  |  |  |  |  | Percentage distribution |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | Total | White | Black | $\begin{gathered} \text { His- } \\ \text { panic } \end{gathered}$ | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |  |  | Total | Asian | Pacific Islander |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999 | 46,857 | 29,035 | 8,066 | 7,327 | 1,887 |  | - | 542 | - | 100.0 | 62.0 | 17.2 | 15.6 | 4.0 | $\dagger$ | † | 1.2 | $\dagger$ |
| 2000 | 47,204 | 28,878 | 8,100 | 7,726 | 1,950 |  |  | 550 | - | 100.0 | 61.2 | 17.2 | 16.4 | 4.1 |  |  | 1.2 | $\dagger$ |
| 2001 | 47,672 | 28,735 | 8,177 | 8,169 | 2,028 |  |  | 564 | - | 100.0 | 60.3 | 17.2 | 17.1 | 4.3 |  |  | 1.2 | † |
| 2002 | 48,183 | 28,618 | 8,299 | 8,594 | 2,088 |  |  | 583 | - | 100.0 | 59.4 | 17.2 | 17.8 | 4.3 |  |  | 1.2 | $\dagger$ |
| 2003 | 48,540 | 28,442 | 8,349 | 9,011 | 2,145 |  |  | 593 | - | 100.0 | 58.6 | 17.2 | 18.6 | 4.4 | $\dagger$ | $\dagger$ | 1.2 | $\dagger$ |
| 2004 | 48,795 | 28,318 | 8,386 | 9,317 | 2,183 |  | - | 591 | - | 100.0 | 58.0 | 17.2 | 19.1 | 4.5 | t | $\dagger$ | 1.2 | $\dagger$ |
| 2005 | 49,113 | 28,005 | 8,445 | 9,787 | 2,279 |  |  | 598 | - | 100.0 | 57.0 | 17.2 | 19.9 | 4.6 |  |  | 1.2 | + |
| 2006 | 49,316 | 27,801 | 8,422 | 10,166 | 2,332 |  |  | 595 | - | 100.0 | 56.4 | 17.1 | 20.6 | 4.7 | $\dagger$ |  | 1.2 | $\dagger$ |
| 2007 | 49,291 | 27,454 | 8,392 | 10,454 | 2,396 |  |  | 594 | - | 100.0 | 55.7 | 17.0 | 21.2 | 4.9 | $\dagger$ |  | 1.2 | $\dagger$ |
| 2008 | 49,266 | 27,057 | 8,358 | 10,563 | 2,451 | 2,405 | 46 | 589 | 2471 | 100.0 | 54.9 | 17.0 | 21.4 | 5.0 | 4.9 | 0.1 | 1.2 | $0.5{ }^{1}$ |
| 2009 | 49,361 | 26,702 | 8,245 | 10,991 | 2,484 | 2,435 | 49 | 601 | $338{ }^{1}$ | 100.0 | 54.1 | 16.7 | 22.3 | 5.0 | 4.9 | 0.1 | 1.2 | $0.7{ }^{1}$ |
| 2010 | 49,484 | 25,933 | 7,917 | 11,439 | 2,466 | 2,296 | 171 | 566 | 1,164 | 100.0 | 52.4 | 16.0 | 23.1 | 5.0 | 4.6 | 0.3 | 1.1 | 2.4 |
| 2011 | 49,522 | 25,602 | 7,827 | 11,759 | 2,513 | 2,334 | 179 | 547 | 1,272 | 100.0 | 51.7 | 15.8 | 23.7 | 5.1 | 4.7 | 0.4 | 1.1 | 2.6 |
| 2012 | 49,771 | 25,386 | 7,803 | 12,104 | 2,552 | 2,372 | 180 | 534 | 1,393 | 100.0 | 51.0 | 15.7 | 24.3 | 5.1 | 4.8 | 0.4 | 1.1 | 2.8 |
| 2013 | 50,045 | 25,160 | 7,805 | 12,452 | 2,593 | 2,417 | 176 | 523 | 1,511 | 100.0 | 50.3 | 15.6 | 24.9 | 5.2 | 4.8 | 0.4 | 1.0 | 3.0 |
| 2014 | 50,313 | 24,923 | 7,807 | 12,805 | 2,646 | 2,470 | 176 | 519 | 1,612 | 100.0 | 49.5 | 15.5 | 25.4 | 5.3 | 4.9 | 0.3 | 1.0 | 3.2 |
| $2015{ }^{2}$ | 50,438 | 24,644 | 7,784 | 13,080 | 2,697 | 2,521 | 177 | 510 | 1,723 | 100.0 | 48.9 | 15.4 | 25.9 | 5.3 | 5.0 | 0.4 | 1.0 | 3.4 |
| $2016{ }^{3}$ | 50,615 | 24,413 | 7,765 | 13,329 | 2,756 | 2,571 | 184 | 511 | 1,842 | 100.0 | 48.2 | 15.3 | 26.3 | 5.4 | 5.1 | 0.4 | 1.0 | 3.6 |
| $2017{ }^{2}$ | 50,686 | 24,124 | 7,709 | 13,571 | 2,825 | 2,640 | 185 | 498 | 1,959 | 100.0 | 47.6 | 15.2 | 26.8 | 5.6 | 5.2 | 0.4 | 1.0 | 3.9 |
| $2018{ }^{4}$ | 50,650 | 23,846 | 7,671 | 13,704 | 2,878 | 2,691 | 187 | 491 | 2,060 | 100.0 | 47.1 | 15.1 | 27.1 | 5.7 | 5.3 | 0.4 | 1.0 | 4.1 |
| $2019{ }^{4}$ | 50,634 | 23,597 | 7,639 | 13,831 | 2,925 | 2,737 | 188 | 484 | 2,160 | 100.0 | 46.6 | 15.1 | 27.3 | 5.8 | 5.4 | 0.4 | 1.0 | 4.3 |
| $2020{ }^{4}$ | 50,654 | 23,376 | 7,616 | 13,952 | 2,976 | 2,787 | 189 | 477 | 2,257 | 100.0 | 46.1 | 15.0 | 27.5 | 5.9 | 5.5 | 0.4 | 0.9 | 4.5 |
| $2021{ }^{4}$ | 50,643 | 23,170 | 7,598 | 14,044 | 3,013 | 2,823 | 190 | 471 | 2,347 | 100.0 | 45.8 | 15.0 | 27.7 | 5.9 | 5.6 | 0.4 | 0.9 | 4.6 |
| $2022{ }^{4}$ | 50,721 | 23,041 | 7,636 | 14,070 | 3,071 | 2,882 | 189 | 464 | 2,439 | 100.0 | 45.4 | 15.1 | 27.7 | 6.1 | 5.7 | 0.4 | 0.9 | 4.8 |
| $2023{ }^{4}$ | 50,768 | 22,910 | 7,657 | 14,082 | 3,126 | 2,939 | 187 | 458 | 2,535 | 100.0 | 45.1 | 15.1 | 27.7 | 6.2 | 5.8 | 0.4 | 0.9 | 5.0 |
| $2024{ }^{4}$ | 50,758 | 22,779 | 7,665 | 14,057 | 3,185 | 2,999 | 186 | 452 | 2,619 | 100.0 | 44.9 | 15.1 | 27.7 | 6.3 | 5.9 | 0.4 | 0.9 | 5.2 |
| $2025{ }^{4}$ | 50,704 | 22,639 | 7,664 | 14,016 | 3,246 | 3,060 | 186 | 446 | 2,694 | 100.0 | 44.6 | 15.1 | 27.6 | 6.4 | 6.0 | 0.4 | 0.9 | 5.3 |
| $2026{ }^{4}$ | 50,672 | 22,522 | 7,664 | 13,975 | 3,307 | 3,122 | 185 | 441 | 2,762 | 100.0 | 44.4 | 15.1 | 27.6 | 6.5 | 6.2 | 0.4 | 0.9 | 5.5 |
| $2027{ }^{4}$ | 50,734 | 22,446 | 7,675 | 13,967 | 3,378 | 3,192 | 186 | 437 | 2,832 | 100.0 | 44.2 | 15.1 | 27.5 | 6.7 | 6.3 | 0.4 | 0.9 | 5.6 |
| $2028{ }^{4}$ | 50,885 | 22,401 | 7,707 | 13,995 | 3,446 | 3,260 | 186 | 434 | 2,901 | 100.0 | 44.0 | 15.1 | 27.5 | 6.8 | 6.4 | 0.4 | 0.9 | 5.7 |
| $2029{ }^{4}$ | 51,068 | 22,359 | 7,746 | 14,049 | 3,514 | 3,327 | 186 | 433 | 2,967 | 100.0 | 43.8 | 15.2 | 27.5 | 6.9 | 6.5 | 0.4 | 0.8 | 5.8 |
| Prekindergarten through grade 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999 | 33,486 | 20,327 | 5,952 | 5,512 | 1,303 | - | - | 391 | - | 100.0 | 60.7 | 17.8 | 16.5 | 3.9 | $\dagger$ | $\dagger$ | 1.2 | $\dagger$ |
| 2000 | 33,686 | 20,130 | 5,981 | 5,830 | 1,349 | - | - | 397 | - | 100.0 | 59.8 | 17.8 | 17.3 | 4.0 | $\dagger$ | $\dagger$ | 1.2 | $\dagger$ |
| 2001 | 33,936 | 19,960 | 6,004 | 6,159 | 1,409 |  | - | 405 | - | 100.0 | 58.8 | 17.7 | 18.1 | 4.2 | $\dagger$ |  | 1.2 | $\dagger$ |
| 2002 | 34,114 | 19,764 | 6,042 | 6,446 | 1,447 |  |  | 415 | - | 100.0 | 57.9 | 17.7 | 18.9 | 4.2 |  |  | 1.2 | $\dagger$ |
| 2003 | 34,201 | 19,558 | 6,015 | 6,729 | 1,483 |  | - | 415 | - | 100.0 | 57.2 | 17.6 | 19.7 | 4.3 | $\dagger$ | $\dagger$ | 1.2 | $\dagger$ |
| 2004 | 34,178 | 19,368 | 5,983 | 6,909 | 1,504 | - | - | 413 | - | 100.0 | 56.7 | 17.5 | 20.2 | 4.4 | $\dagger$ | $\dagger$ | 1.2 | $\dagger$ |
| 2005 | 34,204 | 19,051 | 5,954 | 7,216 | 1,569 | - | - | 412 | - | 100.0 | 55.7 | 17.4 | 21.1 | 4.6 | $\dagger$ | $\dagger$ | 1.2 | $\dagger$ |
| 2006 | 34,235 | 18,863 | 5,882 | 7,465 | 1,611 | - | - | 414 | - | 100.0 | 55.1 | 17.2 | 21.8 | 4.7 | $\dagger$ | $\dagger$ | 1.2 | t |
| 2007 | 34,204 | 18,679 | 5,821 | 7,632 | 1,660 | 1, $\overline{74}$ | $\overline{31}$ | 412 | - 181 | 100.0 | 54.6 | 17.0 | 22.3 | 4.9 | $\dagger$ | 0. | 1.2 | $\dagger$ |
| 2008 | 34,286 | 18,501 | 5,793 | 7,689 | 1,705 | 1,674 | 31 | 410 | $187{ }^{1}$ | 100.0 | 54.0 | 16.9 | 22.4 | 5.0 | 4.9 | 0.1 | 1.2 | $0.5{ }^{1}$ |
| 2009 | 34,409 | 18,316 | 5,713 | 7,977 | 1,730 | 1,697 | 33 | 419 | 2541 | 100.0 | 53.2 | 16.6 | 23.2 | 5.0 | 4.9 | 0.1 | 1.2 | $0.7{ }^{1}$ |
| 2010 | 34,625 | 17,823 | 5,495 | 8,314 | 1,711 | 1,589 | 122 | 394 | 887 | 100.0 | 51.5 | 15.9 | 24.0 | 4.9 | 4.6 | 0.4 | 1.1 | 2.6 |
| 2011 | 34,773 | 17,654 | 5,470 | 8,558 | 1,744 | 1,616 | 128 | 384 | 963 | 100.0 | 50.8 | 15.7 | 24.6 | 5.0 | 4.6 | 0.4 | 1.1 | 2.8 |
| 2012 | 35,018 | 17,535 | 5,473 | 8,804 | 1,773 | 1,644 | 129 | 375 | 1,057 | 100.0 | 50.1 | 15.6 | 25.1 | 5.1 | 4.7 | 0.4 | 1.1 | 3.0 |
| 2013 | 35,251 | 17,390 | 5,483 | 9,054 | 1,809 | 1,683 | 126 | 367 | 1,148 | 100.0 | 49.3 | 15.6 | 25.7 | 5.1 | 4.8 | 0.4 | 1.0 | 3.3 |
| 2014 | 35,370 | 17,193 | 5,471 | 9,273 | 1,842 | 1,718 | 124 | 363 | 1,227 | 100.0 | 48.6 | 15.5 | 26.2 | 5.2 | 4.9 | 0.4 | 1.0 | 3.5 |
| $2015{ }^{2}$ | 35,388 | 16,972 | 5,448 | 9,424 | 1,878 | 1,754 | 124 | 356 | 1,311 | 100.0 | 48.0 | 15.4 | 26.6 | 5.3 | 5.0 | 0.4 | 1.0 | 3.7 |
| $2016{ }^{3}$ | 35,477 | 16,823 | 5,440 | 9,544 | 1,914 | 1,784 | 129 | 358 | 1,399 | 100.0 | 47.4 | 15.3 | 26.9 | 5.4 | 5.0 | 0.4 | 1.0 | 3.9 |
| $2017{ }^{2}$ | 35,496 | 16,623 | 5,409 | 9,678 | 1,956 | 1,827 | 129 | 347 | 1,482 | 100.0 | 46.8 | 15.2 | 27.3 | 5.5 | 5.1 | 0.4 | 1.0 | 4.2 |
| $2018{ }^{4}$ | 35,443 | 16,442 | 5,401 | 9,718 | 1,992 | 1,862 | 130 | 342 | 1,549 | 100.0 | 46.4 | 15.2 | 27.4 | 5.6 | 5.3 | 0.4 | 1.0 | 4.4 |
| $2019{ }^{4}$ | 35,402 | 16,291 | 5,393 | 9,748 | 2,023 | 1,894 | 129 | 336 | 1,610 | 100.0 | 46.0 | 15.2 | 27.5 | 5.7 | 5.3 | 0.4 | 0.9 | 4.5 |
| $2020{ }^{4}$ | 35,293 | 16,130 | 5,371 | 9,745 | 2,060 | 1,930 | 130 | 330 | 1,658 | 100.0 | 45.7 | 15.2 | 27.6 | 5.8 | 5.5 | 0.4 | 0.9 | 4.7 |
| $2021{ }^{4}$ | 35,094 | 15,968 | 5,324 | 9,700 | 2,086 | 1,956 | 130 | 323 | 1,693 | 100.0 | 45.5 | 15.2 | 27.6 | 5.9 | 5.6 | 0.4 | 0.9 | 4.8 |
| $2022{ }^{4}$ | 35,019 | 15,900 | 5,332 | 9,603 | 2,135 | 2,007 | 129 | 318 | 1,730 | 100.0 | 45.4 | 15.2 | 27.4 | 6.1 | 5.7 | 0.4 | 0.9 | 4.9 |
| $2023{ }^{4}$ | 35,022 | 15,856 | 5,336 | 9,549 | 2,187 | 2,058 | 129 | 313 | 1,780 | 100.0 | 45.3 | 15.2 | 27.3 | 6.2 | 5.9 | 0.4 | 0.9 | 5.1 |
| $2024{ }^{4}$ | 35,123 | 15,852 | 5,365 | 9,529 | 2,238 | 2,109 | 129 | 310 | 1,828 | 100.0 | 45.1 | 15.3 | 27.1 | 6.4 | 6.0 | 0.4 | 0.9 | 5.2 |
| $2025{ }^{4}$ | 35,267 | 15,858 | 5,406 | 9,531 | 2,290 | 2,161 | 129 | 309 | 1,872 | 100.0 | 45.0 | 15.3 | 27.0 | 6.5 | 6.1 | 0.4 | 0.9 | 5.3 |
| $2026{ }^{4}$ | 35,452 | 15,868 | 5,449 | 9,567 | 2,338 | 2,209 | 129 | 309 | 1,922 | 100.0 | 44.8 | 15.4 | 27.0 | 6.6 | 6.2 | 0.4 | 0.9 | 5.4 |
| $2027{ }^{4}$ | 35,641 | 15,872 | 5,493 | 9,617 | 2,376 | 2,248 | 128 | 308 | 1,975 | 100.0 | 44.5 | 15.4 | 27.0 | 6.7 | 6.3 | 0.4 | 0.9 | 5.5 |
| $2028{ }^{4}$ | 35,818 | 15,855 | 5,533 | 9,672 | 2,421 | 2,293 | 128 | 308 | 2,030 | 100.0 | 44.3 | 15.4 | 27.0 | 6.8 | 6.4 | 0.4 | 0.9 | 5.7 |
| $2029{ }^{4}$ | 35,987 | 15,832 | 5,572 | 9,726 | 2,462 | 2,335 | 127 | 308 | 2,087 | 100.0 | 44.0 | 15.5 | 27.0 | 6.8 | 6.5 | 0.4 | 0.9 | 5.8 |

See notes at end of table.

Table 203.60. Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and level of education: Fall 1999 through fall 2029-Continued

| Level of education and year | Enrollment (in thousands) |  |  |  |  |  |  |  |  | Percentage distribution |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | $\begin{gathered} \text { His- } \\ \text { panic } \end{gathered}$ | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | Total | White | Black | $\begin{gathered} \text { His- } \\ \text { panic } \end{gathered}$ | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |  |  | Total | Asian | Pacific Islander |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Grades 9 through 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999 | 13,371 | 8,708 | 2,114 | 1,815 | 584 |  |  | 151 | - | 100.0 | 65.1 | 15.8 | 13.6 | 4.4 | $\dagger$ | $\dagger$ | 1.1 | $\dagger$ |
| 2000 | 13,517 | 8,747 | 2,119 | 1,896 | 601 |  |  | 153 | - | 100.0 | 64.7 | 15.7 | 14.0 | 4.4 |  |  | 1.1 | + |
| 2001 | 13,736 | 8,774 | 2,173 | 2,011 | 619 |  |  | 159 | - | 100.0 | 63.9 | 15.8 | 14.6 | 4.5 |  |  | 1.2 | + |
| 2002 | 14,069 | 8,854 | 2,257 | 2,148 | 642 |  |  | 168 | - | 100.0 | 62.9 | 16.0 | 15.3 | 4.6 |  |  | 1.2 | $\dagger$ |
| 2003 | 14,339 | 8,884 | 2,334 | 2,282 | 663 |  |  | 177 | - | 100.0 | 62.0 | 16.3 | 15.9 | 4.6 | $\dagger$ | $\dagger$ | 1.2 | + |
| 2004 | 14,618 | 8,950 | 2,403 | 2,408 | 679 | - | - | 178 | - | 100.0 | 61.2 | 16.4 | 16.5 | 4.6 | $\dagger$ | $\dagger$ | 1.2 | $\dagger$ |
| 2005 | 14,909 | 8,954 | 2,490 | 2,570 | 709 |  |  | 186 | - | 100.0 | 60.1 | 16.7 | 17.2 | 4.8 | $\dagger$ |  | 1.2 | $\dagger$ |
| 2006 | 15,081 | 8,938 | 2,540 | 2,701 | 720 |  |  | 181 | - | 100.0 | 59.3 | 16.8 | 17.9 | 4.8 |  |  | 1.2 | $\dagger$ |
| 2007 | 15,086 | 8,775 | 2,571 | 2,821 | 736 |  |  | 183 | 5 | 100.0 | 58.2 | 17.0 | 18.7 | 4.9 |  | $\dagger$ | 1.2 | $\dagger$ |
| 2008 | 14,980 | 8,556 | 2,565 | 2,874 | 746 | 731 | 15 | 179 | $59^{1}$ | 100.0 | 57.1 | 17.1 | 19.2 | 5.0 | 4.9 | 0.1 | 1.2 | $0.4{ }^{1}$ |
| 2009 | 14,952 | 8,385 | 2,532 | 3,014 | 754 | 738 | 16 | 182 | $84^{1}$ | 100.0 | 56.1 | 16.9 | 20.2 | 5.0 | 4.9 | 0.1 | 1.2 | $0.6{ }^{1}$ |
| 2010 | 14,860 | 8,109 | 2,422 | 3,125 | 755 | 707 | 49 | 171 | 277 | 100.0 | 54.6 | 16.3 | 21.0 | 5.1 | 4.8 | 0.3 | 1.2 | 1.9 |
| 2011 | 14,749 | 7,948 | 2,357 | 3,202 | 769 | 719 | 50 | 163 | 309 | 100.0 | 53.9 | 16.0 | 21.7 | 5.2 | 4.9 | 0.3 | 1.1 | 2.1 |
| 2012 | 14,753 | 7,851 | 2,330 | 3,300 | 779 | 727 | 51 | 158 | 335 | 100.0 | 53.2 | 15.8 | 22.4 | 5.3 | 4.9 | 0.3 | 1.1 | 2.3 |
| 2013 | 14,794 | 7,770 | 2,322 | 3,398 | 784 | 733 | 51 | 156 | 363 | 100.0 | 52.5 | 15.7 | 23.0 | 5.3 | 5.0 | 0.3 | 1.1 | 2.5 |
| 2014 | 14,943 | 7,730 | 2,336 | 3,532 | 804 | 753 | 52 | 156 | 385 | 100.0 | 51.7 | 15.6 | 23.6 | 5.4 | 5.0 | 0.3 | 1.0 | 2.6 |
| $2015{ }^{2}$ | 15,050 | 7,672 | 2,336 | 3,656 | 819 | 767 | 52 | 154 | 412 | 100.0 | 51.0 | 15.5 | 24.3 | 5.4 | 5.1 | 0.3 | 1.0 | 2.7 |
| $2016{ }^{3}$ | 15,138 | 7,590 | 2,324 | 3,786 | 842 | 787 | 55 | 153 | 443 | 100.0 | 50.1 | 15.4 | 25.0 | 5.6 | 5.2 | 0.4 | 1.0 | 2.9 |
| $2017{ }^{2}$ | 15,190 | 7,501 | 2,300 | 3,892 | 869 | 813 | 56 | 150 | 477 | 100.0 | 49.4 | 15.1 | 25.6 | 5.7 | 5.4 | 0.4 | 1.0 | 3.1 |
| $2018{ }^{4}$ | 15,206 | 7,405 | 2,270 | 3,986 | 885 | 829 | 57 | 149 | 511 | 100.0 | 48.7 | 14.9 | 26.2 | 5.8 | 5.4 | 0.4 | 1.0 | 3.4 |
| $2019{ }^{4}$ | 15,232 | 7,305 | 2,245 | 4,083 | 902 | 843 | 58 | 147 | 550 | 100.0 | 48.0 | 14.7 | 26.8 | 5.9 | 5.5 | 0.4 | 1.0 | 3.6 |
| $2020{ }^{4}$ | 15,361 | 7,245 | 2,245 | 4,208 | 916 | 857 | 59 | 147 | 600 | 100.0 | 47.2 | 14.6 | 27.4 | 6.0 | 5.6 | 0.4 | 1.0 | 3.9 |
| $2021{ }^{4}$ | 15,549 | 7,202 | 2,274 | 4,345 | 927 | 867 | 60 | 148 | 654 | 100.0 | 46.3 | 14.6 | 27.9 | 6.0 | 5.6 | 0.4 | 0.9 | 4.2 |
| $2022^{4}$ | 15,703 | 7,142 | 2,304 | 4,467 | 935 | 875 | 60 | 146 | 709 | 100.0 | 45.5 | 14.7 | 28.5 | 6.0 | 5.6 | 0.4 | 0.9 | 4.5 |
| $2023{ }^{4}$ | 15,746 | 7,054 | 2,321 | 4,533 | 939 | 881 | 58 | 145 | 755 | 100.0 | 44.8 | 14.7 | 28.8 | 6.0 | 5.6 | 0.4 | 0.9 | 4.8 |
| $2024{ }^{4}$ | 15,635 | 6,927 | 2,300 | 4,528 | 947 | 889 | 58 | 141 | 791 | 100.0 | 44.3 | 14.7 | 29.0 | 6.1 | 5.7 | 0.4 | 0.9 | 5.1 |
| $2025{ }^{4}$ | 15,438 | 6,781 | 2,259 | 4,485 | 956 | 899 | 57 | 136 | 821 | 100.0 | 43.9 | 14.6 | 29.0 | 6.2 | 5.8 | 0.4 | 0.9 | 5.3 |
| $2026{ }^{4}$ | 15,220 | 6,655 | 2,214 | 4,408 | 970 | 913 | 56 | 132 | 841 | 100.0 | 43.7 | 14.5 | 29.0 | 6.4 | 6.0 | 0.4 | 0.9 | 5.5 |
| $2027{ }^{4}$ | 15,093 | 6,574 | 2,182 | 4,349 | 1,001 | 944 | 58 | 129 | 858 | 100.0 | 43.6 | 14.5 | 28.8 | 6.6 | 6.3 | 0.4 | 0.9 | 5.7 |
| $2028{ }^{4}$ | 15,067 | 6,546 | 2,173 | 4,323 | 1,026 | 967 | 58 | 126 | 872 | 100.0 | 43.4 | 14.4 | 28.7 | 6.8 | 6.4 | 0.4 | 0.8 | 5.8 |
| $\underline{2029}{ }^{4}$ | 15,081 | 6,527 | 2,174 | 4,323 | 1,052 | 993 | 59 | 125 | 880 | 100.0 | 43.3 | 14.4 | 28.7 | 7.0 | 6.6 | 0.4 | 0.8 | 5.8 |
| -Not available. $\dagger$ Not applicable. |  |  |  |  |  |  |  |  | Prior to 2008, data on students of Two or more races were not collected. Total counts of ungraded students were prorated to prekindergarten through grade 8 and grades 9 |  |  |  |  |  |  |  |  |  |
| ${ }^{1}$ For this year, data on students of Two or more races were reported by only a small number |  |  |  |  |  |  |  |  | through | 12 base | d on pria | reports | Some d | have | en revis | ed from | previously | ublished |
| of states. Therefore, the data are not comparable to figures for 2010 and later years. |  |  |  |  |  |  |  |  | figures | Detail m | ay not | $m$ to to | as beca | se of ro | ding. |  |  |  |
| ${ }^{2}$ Includes imputations for prekindergarten enrollment in California and Oregon. |  |  |  |  |  |  |  |  | SOUR | CE: U.S. | Depart | ment of | ducatio | , Natio | al Cent | er for Ed | ducation | atistics, |
| ${ }^{3}$ Includes imputations for prekindergarten enrollment in California. |  |  |  |  |  |  |  |  | Comm | on Core | Data (C | D), "St | Nonfis | al Surve | of Publ | ic Elemen | ntary and | condary |
| ${ }^{4}$ Projected. |  |  |  |  |  |  |  |  | Educat | ion," 199 | -99 thro | gh 201 | -18; and | National | lementa | tary and S | econdary | rollment |
| NOTE: Race categories exclude persons of Hispanic ethnicity. Enrollment data for students not reported by race/ethnicity were prorated by state and grade to match state totals. |  |  |  |  |  |  |  |  | by Ra Decem | e/Ethni ber 2019.) | ity Proj | ction | del, 19 | 2 throu | h 2029 | (This | able was | repared |

Table 203.65. Enrollment in public elementary and secondary schools, by level, grade, and race/ethnicity: Selected years, fall 1999 through fall 2017

## [In thousands]

| Year | $\begin{array}{r} \text { All } \\ \text { grades } \end{array}$ | Elementary |  |  |  |  |  |  |  |  |  |  |  | Secondary |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Pre-kindergarten | Kindergarten | $\begin{array}{r} 1 s t \\ \text { grade } \end{array}$ | $\begin{array}{r} 2 \text { nd } \\ \text { grade } \end{array}$ | $\begin{array}{r} 3 \mathrm{rd} \\ \text { grade } \end{array}$ | $\begin{array}{r} \text { 4th } \\ \text { grade } \end{array}$ | $\begin{array}{r} 5 \text { th } \\ \text { grade } \end{array}$ | $\begin{array}{r} 6 \text { th } \\ \text { grade } \end{array}$ | $\begin{array}{r} 7 \text { th } \\ \text { grade } \end{array}$ | $\begin{array}{r} \text { 8th } \\ \text { grade } \end{array}$ | Ungraded | Total | $\begin{array}{r} \text { 9th } \\ \text { grade } \end{array}$ | $\begin{array}{r} \text { 10th } \\ \text { grade } \end{array}$ | $\begin{array}{r} \text { 11th } \\ \text { grade } \end{array}$ | $\begin{array}{r} \text { 12th } \\ \text { grade } \end{array}$ | Ungraded ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| $\begin{gathered} 1999 \\ \text { Total } \end{gathered}$ | 46,857 | 33,486 | 751 | 3,397 | 3,684 | 3,656 | 3,691 | 3,686 | 3,604 | 3,564 | 3,541 | 3,497 | 415 | 13,371 | 3,935 | 3,415 | 3,034 | 2,782 | 205 |
| White | 29,035 | 20,327 | 354 | 2,010 | 2,159 | 2,175 | 2,219 | 2,261 | 2,240 | 2,231 | 2,243 | 2,254 | 183 | 8,708 | 2,438 | 2,214 | 2,045 | 1,920 | 90 |
| Black | 8,066 | 5,952 | 181 | , 590 | 679 | 660 | 666 | ,644 | 622 | 610 | +595 | , 564 | 141 | 2,114 | -695 | , 537 | 432 | 380 | 70 |
| Hispanic | 7,327 | 5,512 | 180 | 627 | 662 | 636 | 620 | 594 | 556 | 538 | 522 | 499 | 79 | 1,815 | 598 | 474 | 382 | 321 | 39 |
| Asian/Pacific Islander | 1,887 | 1,303 | 27 | 132 | 142 | 142 | 143 | 145 | 143 | 144 | 138 | 138 | 9 | , 584 | 156 | 151 | 141 | 131 | 4 |
| American Indian/Alaska Native | 542 | 391 | 9 | 39 | 43 | 43 | 43 | 43 | 43 | 42 | 43 | 41 | 3 | 151 | 47 | 40 | 33 | 29 | 2 |
| $2001 \text { Total }$ | 47,672 | 33,936 | 865 | 3,379 | 3,614 | 3,593 | 3,653 | 3,695 | 3,727 | 3,769 | 3,720 | 3,616 | 304 | 13,736 | 4,012 | 3,528 | 3,174 | 2,863 | 159 |
| White | 28,732 | 19,959 | 404 | 1,955 | 2,073 | 2,063 | 2,114 | 2,178 | 2,228 | 2,285 | 2,282 | 2,248 | 129 | 8,773 | 2,408 | 2,247 | 2,108 | 1,943 | 67 |
| Black | 8,181 | 6,006 | 192 | 558 | 630 | 642 | 665 | 661 | 655 | 658 | 646 | 602 | 97 | 2,175 | 723 | 555 | 453 | 393 | 51 |
| Hispanic | 8,168 | 6,158 | 225 | 683 | 717 | 696 | 680 | 658 | 645 | 627 | 593 | 566 | 68 | 2,010 | 667 | 526 | 427 | 354 | 36 |
| Asian/Pacific Islander | 2,027 | 1,409 | 33 | 144 | 152 | 152 | 152 | 153 | 153 | 154 | 153 | 155 | 8 | 619 | 165 | 157 | 151 | 142 | 4 |
| American Indian/Alaska Native | 564 | 405 | 11 | 40 | 42 | 41 | 43 | 44 | 45 | 46 | 46 | 44 | 3 | 159 | 49 | 42 | 35 | 31 | 1 |
| 2003 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 48,540 | 34,201 | 950 | 3,503 | 3,613 | 3,544 | 3,611 | 3,619 | 3,685 | 3,772 | 3,841 | 3,809 | 255 | 14,339 | 4,190 | 3,675 | 3,277 | 3,046 | 150 |
| White | 28,442 | 19,558 | 437 | 1,975 | 2,022 | 2,006 | 2,045 | 2,069 | 2,127 | 2,203 | 2,271 | 2,297 | 107 | 8,884 | 2,442 | 2,255 | 2,106 | 2,017 | 63 |
| Black | 8,349 | 6,015 | 198 | 588 | 619 | 600 | 633 | 641 | 654 | 677 | 681 | 652 | 73 | 2,334 | 774 | 600 | 487 | 430 | 43 |
| Hispanic | 9,011 | 6,729 | 264 | 748 | 767 | 735 | 730 | 706 | 699 | 686 | 679 | 650 | 65 | 2,282 | 740 | 602 | 487 | 414 | 38 |
| Asian/Pacific Islander | 2,145 | 1,483 | 38 | 151 | 161 | 162 | 161 | 160 | 160 | 160 | 161 | 162 | 7 | 663 | 178 | 172 | 158 | 150 | 4 |
| American Indian/Alaska Native | 593 | 415 | 13 | 42 | 44 | 42 | 42 | 43 | 45 | 47 | 48 | 47 | 2 | 177 | 56 | 46 | 39 | 35 | 1 |
| 2005 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 28,005 | 19,051 |  |  | 2,023 | 1,692 |  | 2,5014 |  | 2,683 | 2,158 | 2,212 | 73 | 8,954 | 2,418 | 2,304 | 2,153 | 2035 |  |
| White | 28,005 | 19,051 | 465 | 1,989 | 2,023 | 1,992 | 1,991 | 2,014 | 2,051 | 2,083 | 2,158 | 2,212 | 73 | 8,954 | 2,418 | 2,304 | 2,153 | 2,035 | 43 |
| Hispanic | 9,787 | 7,216 | 301 | 815 | 825 | 788 | 770 | 747 | 747 | 726 | 729 | 708 | 60 | 2,570 | 824 | 680 | 552 | 479 | 35 |
| Asian/Pacific Islander | 2,279 | 1,569 | 43 | 169 | 168 | 168 | 170 | 171 | 170 | 168 | 168 | 169 | 7 | -709 | 186 | 181 | 173 | 165 | 4 |
| American Indian/Alaska Native | 598 | 412 | 14 | 43 | 45 | 43 | 42 | 43 | 43 | 45 | 47 | 47 | 2 | 186 | 56 | 49 | 42 | 38 | 1 |
| 2007 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 27,454 | 18,679 | 491 | 1,944 | 2,009 | 2,000 | 1,996 | 1,995 | 1,997 | 2,028 | 2,076 | 2,098 | 46 | 8,775 | 2,291 | 2,221 | 2,143 | 2,091 | 30 |
| Black | 8,392 | 5,821 | 224 | 582 | 627 | 623 | 620 | 611 | 600 | 610 | 634 | 642 | 48 | 2,571 | 797 | 669 | 564 | 509 | 32 |
| Hispanic | 10,454 | 7,632 | 310 | 863 | 886 | 850 | 821 | 797 | 781 | 769 | 769 | 748 | 39 | 2,821 | 868 | 739 | 627 | 560 | 26 |
| Asian/Pacific Islander | 2,396 | 1,660 | 42 | 177 | 184 | 187 | 177 | 177 | 179 | 178 | 177 | 176 | 5 | 736 | 190 | 186 | 181 | 175 | 3 |
| American Indian/Alaska Native | 594 | 412 | 14 | 43 | 45 | 44 | 44 | 44 | 43 | 43 | 45 | 45 | 1 | 183 | 52 | 48 | 42 | 40 | 1 |
| 2009 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 49,361 | 34,409 | 1,223 | 3,678 | 3,729 | 3,665 | 3,707 | 3,701 | 3,652 | 3,644 | 3,641 | 3,651 | 119 | 14,952 | 4,080 | 3,809 | 3,541 | 3,432 | 90 |
| White | 26,702 | 18,316 | 556 | 1,932 | 1,952 | 1,924 | 1,960 | 1,978 | 1,977 | 1,984 | 1,995 | 2,021 | 35 | 8,385 | 2,188 | 2,116 | 2,034 | 2,022 | 26 |
| Black | 8,245 | 5,713 | 244 | 576 | 600 | 602 | 617 | 617 | 604 | 609 | 604 | 602 | 38 | 2,532 | 741 | 656 | 573 | 534 | 29 |
| Hispanic | 10,991 | 7,977 | 351 | 903 | 907 | 876 | 867 | 843 | 819 | 802 | 792 | 779 | 39 | 3,014 | 882 | 778 | 689 | 636 | 30 |
| Asian | 2,435 | 1,697 | 47 | 184 | 191 | 186 | 185 | 188 | 177 | 176 | 179 | 179 | 5 | 738 | 191 | 187 | 180 | 176 | 4 |
| Pacific Islander | 49 | 33 | 1 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | , | 16 | 4 | 4 | 4 | 4 | 0 |
| American Indian/Alaska Native | 601 | 419 | 18 | 45 | 45 | 44 | 44 | 44 | 45 | 45 | 44 | 44 | 1 | 182 | 50 | 47 | 42 | 42 | 1 |
| Two or more races ${ }^{2}$ | 338 | 254 | 6 | 34 | 31 | 29 | 29 | 27 | 26 | 24 | 23 | 22 | 0 | 84 | 24 | 21 | 20 | 19 | 0 |

See notes at end of table.

Table 203.65. Enrollment in public elementary and secondary schools, by level, grade, and race/ethnicity: Selected years, fall 1999 through fall 2017-Continued

|  |  | Elementary |  |  |  |  |  |  |  |  |  |  |  | Secondary |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year | $\begin{array}{r} \text { All } \\ \text { grades } \end{array}$ | Total | $\begin{array}{r} \text { Pre- } \\ \text { kinder- } \\ \text { garten } \end{array}$ | $\begin{gathered} \text { Kinder- } \\ \text { garten } \end{gathered}$ | $\begin{array}{r} \text { 1st } \\ \text { grade } \end{array}$ | $\begin{array}{r} 2 \text { nd } \\ \text { grade } \end{array}$ | $\begin{array}{r} 3 \mathrm{rd} \\ \text { grade } \end{array}$ | $\begin{array}{r} 4 \text { th } \\ \text { grade } \end{array}$ | $\begin{array}{r} 5 \text { th } \\ \text { grade } \end{array}$ | $\begin{array}{r} \text { 6th } \\ \text { grade } \end{array}$ | $\begin{array}{r} 7 \text { th } \\ \text { grade } \end{array}$ | $\begin{array}{r} 8 \text { th } \\ \text { grade } \end{array}$ | Ungraded | Total | $\begin{array}{r} \text { 9th } \\ \text { grade } \end{array}$ | $\begin{array}{r} \text { 10th } \\ \text { grade } \end{array}$ | $\begin{array}{r} \text { 11th } \\ \text { grade } \end{array}$ | $\begin{array}{r} \text { 12th } \\ \text { grade } \end{array}$ | Ungraded' |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| ${ }^{2011} \text { Total }$ | 49,522 | 34,773 | 1,291 | 3,746 | 3,773 | 3,713 | 3,703 | 3,672 | 3,699 | 3,724 | 3,696 | 3,679 | 77 | 14,749 | 3,957 | 3,751 | 3,546 | 3,452 | 43 |
| White <br> Black <br> Hispanic <br> Asian <br> Pacific Islander <br> American Indian/Alaska Native <br> Two or more races | $\begin{array}{r} 25,602 \\ 7,827 \\ 11,759 \\ 2,734 \\ 1199 \\ 547 \\ 1,472 \end{array}$ | $\begin{array}{r} 17,564 \\ 5,470 \\ 8,558 \\ 1,516 \\ 128 \\ 384 \\ 963 \end{array}$ | $\begin{array}{r} 563 \\ 247 \\ 249 \\ 34 \\ 44 \\ 3 \\ 19 \\ 37 \end{array}$ | $\begin{array}{r} 1,845 \\ 566 \\ 986 \\ 164 \\ 14 \\ 41 \\ 430 \end{array}$ | $\begin{array}{r} 1,865 \\ 576 \\ 981 \\ 176 \\ 15 \\ 40 \\ 119 \end{array}$ | $\begin{array}{r} 1,866 \\ 563 \\ 936 \\ 181 \\ 14 \\ 40 \\ 112 \end{array}$ | $\begin{array}{r} 1,875 \\ 571 \\ 919 \\ 181 \\ 14 \\ 40 \\ 105 \end{array}$ | $\begin{array}{r} 1,872 \\ 575 \\ 896 \\ 176 \\ 14 \\ 40 \\ 99 \end{array}$ | $\begin{array}{r} 1,908 \\ 579 \\ 887 \\ 175 \\ 13 \\ 40 \\ 96 \end{array}$ | $\begin{array}{r} 1,933 \\ 595 \\ 871 \\ 177 \\ 13 \\ 41 \\ 93 \\ 93 \end{array}$ | 1,944 590 850 168 13 42 89 | 1,951 <br> 586 <br> 834 <br> 169 <br> 13 <br> 41 <br> 84 | $\begin{array}{r} 31 \\ 21 \\ 19 \\ 3 \\ 0 \\ 1 \\ 1 \\ 1 \end{array}$ | $\begin{array}{r} 7,948 \\ 2,357 \\ 3,202 \\ 719 \\ 50 \\ 163 \\ 309 \end{array}$ | $\begin{array}{r} 2,049 \\ 670 \\ 908 \\ 182 \\ 14 \\ 44 \\ 90 \end{array}$ | $\begin{array}{r} 2,008 \\ 602 \\ 823 \\ 183 \\ 13 \\ 41 \\ 82 \end{array}$ | 1,946 547 751 179 12 39 72 | 1,928 526 709 174 11 39 65 | 18 12 11 11 2 0 |
| ${ }^{2013}{ }_{\text {Total }}$ | 50,045 | 35,251 | 1,328 | 3,834 | 3,885 | 3,791 | 3,738 | 3,708 | 3,697 | 3,684 | 3,748 | 3,753 | 85 | 14,794 | 3,980 | 3,761 | 3,526 | 3,476 | 52 |
| White <br> Black <br> Hispanic <br> Asian <br> Pacific Islander <br> American Indian/Alaska Native <br> Two or more races | $\begin{array}{r} 25,160 \\ 7,805 \\ 12,452 \\ 1,417 \\ 176 \\ 523 \\ 5,511 \end{array}$ | $\begin{array}{r} 17,930 \\ 5,483 \\ 9,054 \\ 1,183 \\ 126 \\ 367 \\ 1,148 \end{array}$ | $\begin{array}{r} 577 \\ 248 \\ 392 \\ 47 \\ 3 \\ 3 \\ 17 \\ 44 \\ \hline \end{array}$ | $\begin{array}{r} 1,828 \\ 587 \\ 1,038 \\ 174 \\ 14 \\ 39 \\ 154 \end{array}$ | $\begin{array}{r} 1,861 \\ 605 \\ 1,039 \\ 178 \\ 14 \\ 40 \\ 148 \end{array}$ | $\begin{array}{r} 1,832 \\ 581 \\ 1,008 \\ 180 \\ 13 \\ 39 \\ 137 \end{array}$ | $\begin{array}{r} 1,831 \\ 571 \\ 975 \\ 183 \\ 14 \\ 38 \\ 125 \end{array}$ | $\begin{array}{r} 1,851 \\ 558 \\ 941 \\ 187 \\ 14 \\ 38 \\ 119 \end{array}$ | $\begin{array}{r} 1,863 \\ 557 \\ 927 \\ 187 \\ 14 \\ 38 \\ 112 \end{array}$ | $\begin{array}{r} 1,864 \\ 573 \\ 909 \\ 180 \\ 13 \\ 39 \\ 109 \end{array}$ | $\begin{array}{r} 1,912 \\ 588 \\ 912 \\ 180 \\ 13 \\ 39 \\ 103 \end{array}$ | 1,934 592 892 183 13 40 99 | $\begin{array}{r} 37 \\ 22 \\ 21 \\ 4 \\ 0 \\ 0 \\ 1 \\ 1 \end{array}$ | $\begin{array}{r} 7,770 \\ 2,322 \\ 3,398 \\ 733 \\ 51 \\ 156 \\ 363 \end{array}$ | $\begin{array}{r} 2,018 \\ 665 \\ 954 \\ 181 \\ 14 \\ 43 \\ 105 \end{array}$ | $\begin{array}{r} 1,960 \\ 597 \\ 872 \\ 183 \\ 13 \\ 40 \\ 95 \end{array}$ | 1,884 534 792 184 12 36 84 | $\begin{array}{r} 1,886 \\ 513 \\ 767 \\ 184 \\ 11 \\ 36 \\ 79 \end{array}$ | 22 13 13 13 2 0 |
| ${ }_{\text {Total }}^{2015^{3}}$ | 50,438 | 35,388 | 1,402 | 3,713 | 3,768 | 3,842 | 3,869 | 3,793 | 3,733 | 3,731 | 3,732 | 3,719 | 87 | 15,050 | 4,019 | 3,846 | 3,598 | 3,537 | 49 |
| White <br> Black <br> Hispanic <br> Asian <br> Pacific Islander <br> American Indian/Alaska Native <br> Two or more races | $\begin{array}{r} 24,644 \\ 7,784 \\ 13,080 \\ 2,521 \\ 177 \\ 510 \\ 1,723 \\ \hline \hline \end{array}$ | $\begin{array}{r} 16,972 \\ 5,448 \\ 9,424 \\ 1,754 \\ 124 \\ 356 \\ 1,311 \\ \hline \hline \end{array}$ | $\begin{array}{r} 600 \\ 263 \\ 413 \\ 54 \\ 3 \\ 16 \\ 52 \\ \hline \hline \end{array}$ | $\begin{array}{r} 1,742 \\ 556 \\ 1,019 \\ 183 \\ 13 \\ 37 \\ 164 \\ \hline 164 \\ \hline \hline \end{array}$ | $\begin{array}{r} 1,768 \\ 590 \\ 1,021 \\ 180 \\ 12 \\ 38 \\ 159 \\ \hline \hline \end{array}$ | $\begin{array}{r} 1,804 \\ 598 \\ 1,043 \\ 189 \\ 13 \\ 38 \\ 158 \\ \hline \hline \end{array}$ | $\begin{array}{r} 1,829 \\ 600 \\ 1,047 \\ 189 \\ 14 \\ 38 \\ 152 \\ \hline \hline \end{array}$ | $\begin{array}{r} 1,814 \\ 575 \\ 1,022 \\ 190 \\ 14 \\ 37 \\ 142 \\ \hline \hline \end{array}$ | $\begin{array}{r} 1,816 \\ 558 \\ 987 \\ 191 \\ 14 \\ 37 \\ 130 \\ \hline \hline \end{array}$ | $\begin{array}{r} 1,842 \\ 558 \\ 961 \\ 194 \\ 14 \\ 38 \\ 125 \\ \hline \hline \end{array}$ | $\begin{array}{r} 1,860 \\ 561 \\ 950 \\ 192 \\ 13 \\ 38 \\ 118 \\ \hline \hline \end{array}$ | $\begin{array}{r} 1,863 \\ 569 \\ 937 \\ 188 \\ 13 \\ 38 \\ 111 \\ \hline \hline \end{array}$ | $\begin{array}{r} 34 \\ 22 \\ 24 \\ 5 \\ 0 \\ 1 \\ 1 \\ 1 \\ \hline \hline \end{array}$ | $\begin{array}{r} 7,672 \\ 2,336 \\ 3,656 \\ 767 \\ 52 \\ 154 \\ 412 \\ \hline \hline \end{array}$ | $\begin{array}{r} 1,978 \\ 656 \\ 1,018 \\ 195 \\ 14 \\ 41 \\ 117 \\ \hline 17 \\ \hline \hline \end{array}$ | $\begin{array}{r} 1,942 \\ 602 \\ 944 \\ 198 \\ 14 \\ 39 \\ 107 \\ \hline \hline \end{array}$ | $\begin{array}{r} 1,872 \\ 542 \\ 854 \\ 185 \\ 13 \\ 36 \\ 97 \\ \hline \hline \end{array}$ | $\begin{array}{r} 1,860 \\ 525 \\ 827 \\ 187 \\ 12 \\ 36 \\ 91 \\ \hline \hline \end{array}$ | 20 12 14 3 0 0 |
| ${ }^{2017^{3}}{ }_{\text {Total }}$ | 50,686 | 35,496 | 1,471 | 3,684 | 3,667 | 3,684 | 3,788 | 3,859 | 3,877 | 3,827 | 3,777 | 3,772 | 89 | 15,190 | 3,996 | 3,834 | 3,677 | 3,631 | 52 |
| White | 24,124 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Black | 7,709 | 5,409 | 263 | , 539 | 557 | 563 | 592 | 592 | ,589 | ,576 | 561 | 556 | 21 | 2,300 | 622 | 585 | 546 | 536 | 12 |
| Hispanic | 13,571 | 9,678 | 439 | 1,008 | 996 | 1,006 | 1,039 | 1,059 | 1,060 | 1,043 | 1,012 | 990 | 26 | 3,892 | 1,058 | 1,000 | 930 | 889 | 15 |
| Asian | 2,640 | 1,827 | 62 | 199 | 190 | 191 | 191 | 198 | 197 | 196 | 197 | 201 | 5 | 813 | 206 | 202 | 200 | 202 |  |
| Paciicic Islander | 185 | 129 | 3 | 13 | 14 | 14 | 13 | 14 | 14 | 14 | 15 | 14 | 0 | 56 | 15 | 14 | 13 | 13 | 0 |
| American Indian/Alaska Native Two or more races |  |  |  |  |  |  |  |  |  | 38 149 |  |  | 2 | 150 477 | 40 135 | $\begin{array}{r}38 \\ 122 \\ \hline\end{array}$ | 36 112 | $\begin{array}{r}36 \\ 107 \\ \hline\end{array}$ | 1 |

'Includes students reported as being enrolled in grade 13.
${ }^{2}$ For 2009, data on students of Two or more races were reported by only a small number of states. Therefore, the data are not comparable to the figures for later years.
Includes imputations for prekindergarten enrollment in California and Oregon.
NOTE: Race categories
 were prorated by state and grade to match state totals. Prior to 2008, the survey did not yet include separate categories
for "Asian" and "Pacific Islander" or a "Two or more races" category; each student could be assigned to only one of the for "Asian" and "Pacific Islander" or a "Two or more races" category; each student could be assigned to only one of the based on prior reports. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1999-2000 through 2017-18. (This table was prepared August 2019.)

Table 203.70. Percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and state or jurisdiction: Fall 2000 and fall 2017

| State or jurisdiction | Percentage distribution, fall 2000 |  |  |  |  |  | Percentage distribution, fall 2017 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/ Pacific Islander | American Indian/ Alaska Native | Total | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States | 100.0 | 61.2 | 17.2 | 16.3 | 4.1 | 1.2 | 100.0 | 47.6 | 15.2 | 26.7 | 5.2 | 0.4 | 1.0 | 3.9 |
| Alabama | 100.0 | 60.8 | 36.5 | 1.3 | 0.7 | 0.7 | 100.0 | 54.5 | 32.8 | 7.9 | 1.5 | 0.1 | 0.9 | 2.2 |
| Alaska | 100.0 | 61.5 | 4.6 | 3.4 | 5.5 | 25.0 | 100.0 | 47.6 | 2.9 | 6.7 | 5.9 | 2.9 | 22.9 | 11.1 |
| Arizona | 100.0 | 52.8 | 4.6 | 33.9 | 2.1 | 6.6 | 100.0 | 38.2 | 5.4 | 45.5 | 2.9 | 0.4 | 4.5 | 3.1 |
| Arkansas | 100.0 | 71.7 | 23.3 | 3.6 | 0.9 | 0.5 | 100.0 | 60.8 | 20.4 | 13.1 | 1.6 | 0.8 | 0.6 | 2.6 |
| California | 100.0 | 36.1 | 8.5 | 43.4 | 11.1 | 0.9 | 100.0 | 23.2 | 5.5 | 54.3 | 11.6 | 0.5 | 0.5 | 4.5 |
| Colorado | 100.0 | 68.2 | 5.7 | 22.0 | 2.9 | 1.2 | 100.0 | 53.4 | 4.6 | 33.7 | 3.2 | 0.3 | 0.7 | 4.2 |
| Connecticut | 100.0 | 70.1 | 13.7 | 13.1 | 2.8 | 0.3 | 100.0 | 53.6 | 12.8 | 24.8 | 5.1 | 0.1 | 0.3 | 3.3 |
| Delaware | 100.0 | 60.7 | 30.8 | 6.0 | 2.3 | 0.3 | 100.0 | 44.2 | 30.3 | 17.4 | 3.9 | 0.1 | 0.4 | 3.7 |
| District of Columbia | 100.0 | 4.5 | 84.6 | 9.2 | 1.6 | 0.1 | 100.0 | 11.1 | 68.5 | 16.3 | 1.6 | 0.1 | 0.2 | 2.2 |
| Florida | 100.0 | 53.3 | 25.2 | 19.4 | 1.9 | 0.3 | 100.0 | 38.0 | 22.1 | 33.1 | 2.7 | 0.2 | 0.3 | 3.5 |
| Georgia | 100.0 | 54.7 | 38.2 | 4.8 | 2.2 | 0.2 | 100.0 | 39.7 | 36.7 | 15.6 | 4.1 | 0.1 | 0.2 | 3.7 |
| Hawaii | 100.0 | 20.4 | 2.3 | 4.5 | 72.3 | 0.4 | 100.0 | 12.2 | 1.7 | 14.2 | 28.6 | 28.6 | 0.2 | 14.4 |
| Idaho | 100.0 | 86.0 | 0.7 | 10.7 | 1.2 | 1.4 | 100.0 | 75.4 | 1.1 | 18.1 | 1.2 | 0.3 | 1.1 | 2.7 |
| Illinois | 100.0 | 59.8 | 21.3 | 15.4 | 3.4 | 0.2 | 100.0 | 48.0 | 16.8 | 26.2 | 5.1 | 0.1 | 0.3 | 3.5 |
| Indiana | 100.0 | 83.6 | 11.7 | 3.5 | 1.0 | 0.2 | 100.0 | 67.9 | 12.6 | 11.9 | 2.4 | 0.1 | 0.2 | 4.9 |
| Iowa | 100.0 | 90.2 | 4.0 | 3.6 | 1.7 | 0.5 | 100.0 | 75.9 | 6.1 | 10.8 | 2.5 | 0.3 | 0.4 | 4.0 |
| Kansas | 100.0 | 78.7 | 8.9 | 8.9 | 2.2 | 1.3 | 100.0 | 64.2 | 6.9 | 19.8 | 2.8 | 0.2 | 1.0 | 5.2 |
| Kentucky | 100.0 | 87.5 | 10.7 | 1.0 | 0.6 | 0.2 | 100.0 | 76.8 | 10.5 | 6.7 | 1.8 | 0.1 | 0.1 | 3.9 |
| Louisiana | 100.0 | 48.9 | 47.8 | 1.4 | 1.3 | 0.6 | 100.0 | 44.7 | 43.6 | 6.9 | 1.6 | 0.1 | 0.7 | 2.5 |
| Maine | 100.0 | 96.5 | 1.2 | 0.6 | 1.0 | 0.7 | 100.0 | 89.3 | 3.6 | 2.2 | 1.5 | 0.1 | 0.8 | 2.5 |
| Maryland | 100.0 | 53.4 | 37.1 | 4.8 | 4.4 | 0.4 | 100.0 | 37.3 | 33.7 | 17.4 | 6.6 | 0.1 | 0.3 | 4.6 |
| Massachusetts | 100.0 | 76.1 | 8.5 | 10.7 | 4.4 | 0.3 | 100.0 | 60.2 | 9.0 | 20.0 | 6.8 | 0.1 | 0.2 | 3.6 |
| Michigan | 100.0 | 73.8 | 19.8 | 3.5 | 1.8 | 1.0 | 100.0 | 66.2 | 18.0 | 7.9 | 3.4 | 0.1 | 0.6 | 3.9 |
| Minnesota | 100.0 | 82.9 | 6.6 | 3.4 | 5.1 | 2.0 | 100.0 | 66.5 | 11.0 | 9.3 | 6.8 | 0.1 | 1.6 | 4.7 |
| Mississippi | 100.0 | 47.3 | 51.1 | 0.8 | 0.7 | 0.1 | 100.0 | 44.2 | 48.5 | 3.7 | 1.1 | 0.1 | 0.2 | 2.1 |
| Missouri | 100.0 | 79.3 | 17.4 | 1.8 | 1.2 | 0.3 | 100.0 | 71.1 | 15.9 | 6.4 | 2.0 | 0.3 | 0.4 | 3.9 |
| Montana | 100.0 | 86.2 | 0.6 | 1.7 | 1.0 | 10.5 | 100.0 | 78.3 | 0.9 | 4.6 | 0.8 | 0.2 | 11.6 | 3.6 |
| Nebraska | 100.0 | 83.0 | 6.7 | 7.3 | 1.5 | 1.5 | 100.0 | 66.5 | 6.7 | 18.8 | 2.8 | 0.1 | 1.4 | 3.8 |
| Nevada | 100.0 | 56.7 | 10.2 | 25.7 | 5.7 | 1.7 | 100.0 | 32.5 | 11.1 | 42.4 | 5.5 | 1.4 | 0.9 | 6.2 |
| New Hampshire | 100.0 | 95.5 | 1.1 | 1.8 | 1.3 | 0.2 | 100.0 | 85.5 | 2.0 | 5.6 | 3.3 | 0.1 | 0.3 | 3.3 |
| New Jersey | 100.0 | 60.3 | 17.9 | 15.3 | 6.3 | 0.2 | 100.0 | 43.6 | 15.3 | 28.7 | 10.0 | 0.2 | 0.1 | 2.0 |
| New Mexico | 100.0 | 35.3 | 2.4 | 50.2 | 1.1 | 11.1 | 100.0 | 23.2 | 1.9 | 61.7 | 1.1 | 0.1 | 10.0 | 1.9 |
| New York | 100.0 | 54.9 | 20.2 | 18.5 | 6.0 | 0.4 | 100.0 | 43.2 | 17.2 | 27.0 | 9.3 | 0.3 | 0.7 | 2.4 |
| North Carolina | 100.0 | 61.0 | 31.3 | 4.4 | 1.9 | 1.5 | 100.0 | 48.2 | 25.3 | 17.5 | 3.3 | 0.1 | 1.2 | 4.3 |
| North Dakota | 100.0 | 89.4 | 1.0 | 1.2 | 0.8 | 7.6 | 100.0 | 77.4 | 4.9 | 4.9 | 1.6 | 0.3 | 8.5 | 2.4 |
| Ohio | 100.0 | 80.7 | 16.3 | 1.7 | 1.1 | 0.1 | 100.0 | 69.9 | 16.6 | 5.7 | 2.4 | 0.1 | 0.1 | 5.2 |
| Oklahoma | 100.0 | 64.9 | 10.8 | 6.0 | 1.4 | 16.9 | 100.0 | 48.9 | 8.6 | 17.2 | 2.0 | 0.4 | 13.6 | 9.3 |
| Oregon | 100.0 | 80.4 | 2.9 | 10.5 | 4.0 | 2.1 | 100.0 | 62.4 | 2.3 | 23.0 | 4.0 | 0.7 | 1.3 | 6.1 |
| Pennsylvania | 100.0 | 78.2 | 15.1 | 4.5 | 2.0 | 0.1 | 100.0 | 65.8 | 14.7 | 11.4 | 3.9 | 0.1 | 0.2 | 3.9 |
| Rhode Island | 100.0 | 74.3 | 7.9 | 14.0 | 3.3 | 0.5 | 100.0 | 57.7 | 8.6 | 25.3 | 3.3 | 0.2 | 0.7 | 4.2 |
| South Carolina | 100.0 | 54.9 | 42.1 | 1.9 | 1.0 | 0.2 | 100.0 | 50.8 | 33.6 | 9.5 | 1.6 | 0.1 | 0.3 | 4.1 |
| South Dakota | 100.0 | 86.5 | 1.2 | 1.2 | 0.9 | 10.1 | 100.0 | 73.9 | 3.2 | 6.0 | 1.8 | 0.1 | 11.1 | 4.0 |
| Tennessee | 100.0 | 72.4 | 24.5 | 1.8 | 1.1 | 0.2 | 100.0 | 62.8 | 21.9 | 10.3 | 2.0 | 0.1 | 0.2 | 2.7 |
| Texas | 100.0 | 42.0 | 14.4 | 40.6 | 2.7 | 0.3 | 100.0 | 27.9 | 12.6 | 52.4 | 4.4 | 0.1 | 0.4 | 2.3 |
| Utah | 100.0 | 85.8 | 1.0 | 8.9 | 2.8 | 1.6 | 100.0 | 74.4 | 1.4 | 17.1 | 1.7 | 1.6 | 1.1 | 2.7 |
| Vermont | 100.0 | 96.3 | 1.1 | 0.6 | 1.4 | 0.6 | 100.0 | 90.2 | 2.1 | 2.0 | 2.0 | 0.1 | 0.2 | 3.5 |
| Virginia | 100.0 | 63.6 | 27.1 | 4.9 | 4.1 | 0.3 | 100.0 | 48.9 | 22.4 | 15.7 | 7.0 | 0.2 | 0.3 | 5.5 |
| Washington | 100.0 | 74.4 | 5.3 | 10.2 | 7.3 | 2.7 | 100.0 | 54.4 | 4.4 | 23.2 | 7.7 | 1.1 | 1.2 | 8.0 |
| West Virginia | 100.0 | 94.7 | 4.3 | 0.4 | 0.5 | 0.1 | 100.0 | 90.1 | 4.3 | 1.8 | 0.7 | \# | 0.1 | 3.1 |
| Wisconsin | 100.0 | 80.7 | 10.0 | 4.5 | 3.3 | 1.4 | 100.0 | 69.9 | 9.2 | 12.0 | 4.0 | 0.1 | 1.1 | 3.8 |
| Wyoming | 100.0 | 87.9 | 1.2 | 6.9 | 0.9 | 3.1 | 100.0 | 77.9 | 1.1 | 13.7 | 0.8 | 0.1 | 3.7 | 2.6 |
| Bureau of Indian Education | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 |
| DoDEA ${ }^{1}$ | 100.0 | 56.9 | 23.1 | 11.4 | 7.9 | 0.8 | - | - | - | - | - | - | - | - |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa | 100.0 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 | 100.0 | 0.1 | \# | \# | 0.4 | 99.4 | \# | 0.0 |
| Guam | 100.0 | 1.7 | 0.3 | 0.2 | 97.7 | 0.1 | 100.0 | 0.6 | 0.1 | 0.1 | 22.3 | 74.3 | 0.1 | 2.5 |
| Northern Marianas | 100.0 | 0.3 | \# | 0.0 | 99.7 | 0.0 | - | - | - | - | - | - | - | - |
| Puerto Rico | 100.0 | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 100.0 | 0.1 | \# | 99.8 | \# | \# | 0.1 | 0.0 |
| U.S. Virgin Islands | 100.0 | 0.8 | 85.8 | 13.1 | 0.2 | 0.1 | 100.0 | 1.7 | 77.0 | 20.2 | 0.6 | 0.1 | 0.1 | 0.3 |

${ }^{1}$ DoDEA = Department of Defense Education Activity. Includes both domestic and overseas schools
NOTE: Percentage distribution based on students for whom race/ethnicity was reported
which may be less than the total number of students in the state. Race categories exclude
persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

Table 204.10. Number and percentage of public school students eligible for free or reduced-price lunch, by state: Selected years, 2000-01 through 2017-18

| State | Number of students enrolled |  |  |  | Number of students eligible for free/reduced-price lunch |  |  |  | Percent of students eligible for free/reduced-price lunch |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2000-01 | 2010-11 | 2016-17 | 2017-18 | 2000-01 | 2010-11 | 2016-17 | 2017-18 | 2000-01 | 2010-11 | 2016-17 | 2017-18 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | 46,579,068 ${ }^{1}$ | 48,941,267 | 49,944,748 | 50,044,716 | 17,839,867 ${ }^{1}$ | 23,544,479 | 26,113,604 ${ }^{1}$ | 26,341,970 ${ }^{1}$ | $38.3{ }^{1}$ | 48.1 | $52.3{ }^{1}$ | $52.6{ }^{1}$ |
| Alabama | 728,351 | 730,427 | 744,809 | 742,437 | 335,143 | 402,386 | 384,199 | 415,423 | 46.0 | 55.1 | 51.6 | 56.0 |
| Alaska | 105,333 | 132,104 | 132,709 | 132,820 | 32,468 | 50,701 | 60,182 | 72,080 | 30.8 | 38.4 | 45.3 | 54.3 |
| Arizona | 877,696 ${ }^{2}$ | 1,067,210 | 993,129 | 977,571 | 274,277 ${ }^{2}$ | 482,044 | 566,549 | 538,290 | $31.2^{2}$ | 45.2 | 57.0 | 55.1 |
| Arkansas | 449,959 | 482,114 | 492,802 | 495,773 | 205,058 | 291,608 | $313,314^{3}$ | 315,203 ${ }^{3}$ | 45.6 | 60.5 | $63.6{ }^{3}$ | $63.6{ }^{3}$ |
| California | 6,050,753 | 6,169,427 | 6,214,620 | 6,195,446 | 2,820,611 | 3,335,885 | 3,611,597 | 3,726,495 | 46.6 | 54.1 | 58.1 | 60.1 |
| Colorado | 724,349 | 842,864 | 904,798 | 910,050 | 195,148 | 336,426 | 381,537 | 380,318 | 26.9 | 39.9 | 42.2 | 41.8 |
| Connecticut | 562,179 ${ }^{2}$ | 552,919 | 529,616 | 519,710 | 143,030 ${ }^{2}$ | 190,554 | 188,877 | 188,482 | $25.4{ }^{2}$ | 34.5 | 35.7 | 36.3 |
| Delaware | 114,676 | 128,342 | 136,217 | 136,041 | 37,766 | 61,564 | 65,563 ${ }^{4}$ | 47,580 ${ }^{4}$ | 32.9 | 48.0 | $48.1^{4}$ | $35.0{ }^{4}$ |
| District of Columbia | 68,380 | 71,263 | 84,970 | 86,360 | 47,839 | 52,027 | 64,900 ${ }^{3,4}$ | 65,961 ${ }^{3,4}$ | 70.0 | 73.0 | $76.4{ }^{3,4}$ | $76.4{ }^{3,4}$ |
| Florida | 2,434,755 | 2,641,555 | 2,811,090 | 2,832,766 | 1,079,009 | 1,479,519 | 1,633,226 | 1,622,871 | 44.3 | 56.0 | 58.1 | 57.3 |
| Georgia | 1,444,937 | 1,676,419 | 1,763,540 | 1,768,562 | 624,511 | 961,954 | 1,092,777 | 1,076,613 | 43.2 | 57.4 | 62.0 | 60.9 |
| Hawaii | 184,357 | 179,601 | 181,550 | 180,837 | 80,657 | 84,106 | 86,376 | 85,219 | 43.8 | 46.8 | 47.6 | 47.1 |
| Idaho | 244,755 | 275,815 | 297,118 | 301,118 | 85,824 | 124,104 | 136,058 | 132,442 | 35.1 | 45.0 | 45.8 | 44.0 |
| Illinois | 2,048,792 ${ }^{2}$ | 1,973,401 | 2,009,331 | 1,992,111 | 759,973 ${ }^{2}$ | 921,471 | 1,008,830 | 983,855 | $37.1^{2}$ | 46.7 | 50.2 | 49.4 |
| Indiana | 977,219 | 1,038,817 | 1,048,952 | 1,053,841 | 285,267 | 485,728 | 502,844 | 525,526 | 29.2 | 46.8 | 47.9 | 49.9 |
| lowa | 492,021 | 484,856 | 500,960 | 502,877 | 131,553 | 188,486 | 204,841 | 201,627 | 26.7 | 38.9 | 40.9 | 40.1 |
| Kansas | 462,594 | 479,953 | 489,706 | 490,629 | 154,693 | 228,852 | 235,849 | 233,302 | 33.4 | 47.7 | 48.2 | 47.6 |
| Kentucky | 626,723 | 673,128 | 683,844 | 680,860 | 298,334 | 380,773 | 401,614 | 406,314 | 47.6 | 56.6 | 58.7 | 59.7 |
| Louisiana | 741,162 | 695,772 | 716,248 | 715,096 | 433,068 | 460,546 | 451,173 | 387,083 | 58.4 | 66.2 | 63.0 | 54.1 |
| Maine | 198,532 | 183,477 | 175,383 | 175,304 | 60,162 | 78,915 | 79,819 | 78,522 | 30.3 | 43.0 | 45.5 | 44.8 |
| Maryland | 852,911 | 852,202 | 886,187 | 893,679 | 255,872 | 341,557 | 413,580 | 415,367 | 30.0 | 40.1 | 46.7 | 46.5 |
| Massachusetts | 979,590 | 955,301 | 953,693 | 953,645 | 237,871 | 326,849 | 380,744 ${ }^{4,5}$ | 380,725 ${ }^{4,5}$ | 24.3 | 34.2 | $39.94{ }^{4,5}$ | $39.9{ }^{4,5}$ |
| Michigan | 1,703,260 | 1,551,861 | 1,477,193 | 1,471,209 | 504,044 | 719,800 | 675,696 | 740,066 | 29.6 | 46.4 | 45.7 | 50.3 |
| Minnesota | 854,154 | 837,930 | 874,432 | 884,397 | 218,867 | 306,136 | 329,341 | 328,701 | 25.6 | 36.5 | 37.7 | 37.2 |
| Mississippi | 497,421 | 489,462 | 483,148 | 478,124 | 319,670 | 345,734 | 362,296 | 356,365 | 64.3 | 70.6 | 75.0 | 74.5 |
| Missouri | 912,247 | 902,375 | 913,838 | 910,283 | 315,608 | 406,358 | 481,683 | 478,503 | 34.6 | 45.0 | 52.7 | 52.6 |
| Montana | 154,438 | 140,497 | 146,213 | 146,550 | 47,415 | 57,836 | 66,649 | 64,961 | 30.7 | 41.2 | 45.6 | 44.3 |
| Nebraska | 286,138 | 298,276 | 319,147 | 323,728 | 87,045 | 127,114 | 142,555 | 148,540 | 30.4 | 42.6 | 44.7 | 45.9 |
| Nevada | 282,621 | 436,840 | 472,790 | 481,005 | 92,978 | 219,904 | 287,510 | 282,776 | 32.9 | 50.3 | 60.8 | 58.8 |
| New Hampshire | 206,919 | 194,001 | 179,762 | 178,306 | 31,212 | 48,904 | 49,058 | 47,169 | 15.1 | 25.2 | 27.3 | 26.5 |
| New Jersey | 1,312,983 | 1,356,882 | 1,370,824 | 1,370,584 | 357,728 | 444,735 | 519,298 | 519,524 | 27.2 | 32.8 | 37.9 | 37.9 |
| New Mexico | 320,303 | 335,810 | 332,184 | 333,879 | 174,939 | 227,077 | 237,331 | 245,797 | 54.6 | 67.6 | 71.4 | 73.6 |
| New York | 2,859,927 | 2,722,761 | 2,701,730 | 2,697,327 | 1,236,945 | 1,315,564 | 1,422,290 | 1,477,753 | 43.3 | 48.3 | 52.6 | 54.8 |
| North Carolina | 1,194,371 | 1,487,699 | 1,549,452 | 1,553,494 | 470,316 | 747,978 | 889,189 | 868,117 | 39.4 | 50.3 | 57.4 | 55.9 |
| North Dakota | 109,201 | 94,273 | 107,460 | 109,688 | 31,840 | 29,929 | 33,248 | 33,001 | 29.2 | 31.7 | 30.9 | 30.1 |
| Ohio | 1,745,237 | 1,747,851 | 1,707,469 | 1,701,472 | 494,829 | 745,121 | 757,120 | 782,651 | 28.4 | 42.6 | 44.3 | 46.0 |
| Oklahoma | 623,110 | 659,376 | 693,747 | 694,932 | 300,179 | 398,917 | 433,509 | 432,732 | 48.2 | 60.5 | 62.5 | 62.3 |
| Oregon | 535,617 | 553,468 | 552,350 | 553,257 | 186,203 | 280,174 | 279,145 | 272,748 | 34.8 | 50.6 | 50.5 | 49.3 |
| Pennsylvania | 1,798,977 | 1,742,608 | 1,572,026 | 1,601,823 | 510,121 | 686,641 | 747,388 | 794,648 | 28.4 | 39.4 | 47.5 | 49.6 |
| Rhode Island | 157,347 | 142,575 | 140,469 | 141,448 | 52,209 | 61,127 | 66,895 | 66,156 | 33.2 | 42.9 | 47.6 | 46.8 |
| South Carolina | 677,411 | 722,203 | 770,800 | 777,254 | 320,254 | 395,033 | 516,520 | 514,156 | 47.3 | 54.7 | 67.0 | 66.2 |
| South Dakota | 128,598 | 125,883 | 135,762 | 137,251 | 37,857 | 46,718 | 51,430 | 51,412 | 29.4 | 37.1 | 37.9 | 37.5 |
| Tennessee | 909,161 ${ }^{2}$ | 987,078 | 997,148 | 994,568 | 436,298 ${ }^{2}$ | 542,953 | 586,427 ${ }^{3,4}$ | 584,910 ${ }^{3,4}$ | $48.0^{2}$ | 55.0 | $58.8{ }^{3,4}$ | $58.8{ }^{3,4}$ |
| Texas | 4,059,353 | 4,916,401 | 5,360,055 | 5,400,720 | 1,823,029 | 2,471,212 | 3,159,896 | 3,169,088 | 44.9 | 50.3 | 59.0 | 58.7 |
| Utah | 470,265 | 585,552 | 645,030 | 666,841 | 135,428 | 223,943 | 235,042 | 227,388 | 28.8 | 38.2 | 36.4 | 34.1 |
| Vermont | 102,049 | 85,144 | 84,325 | 84,334 | 23,986 | 31,339 | 32,507 | 32,171 | 23.5 | 36.8 | 38.5 | 38.1 |
| Virginia | 1,067,710 | 1,250,206 | 1,273,127 | 1,278,044 | 320,233 | 458,879 | 525,022 | 560,281 | 30.0 | 36.7 | 41.2 | 43.8 |
| Washington | 1,004,770 ${ }^{2}$ | 1,043,466 | 1,101,514 | 1,110,163 | 326,295 ${ }^{2}$ | 418,065 | 480,171 | 477,543 | $32.5{ }^{2}$ | 40.1 | 43.6 | 43.0 |
| West Virginia | 286,285 | 282,879 | 273,845 | 272,253 | 143,446 | 145,605 | 122,257 | 151,490 ${ }^{4}$ | 50.1 | 51.5 | 44.6 | $55.6{ }^{4}$ |
| Wisconsin | 859,276 | 872,164 | 863,557 | 860,067 | 219,276 | 342,660 | 323,368 | 319,045 | 25.5 | 39.3 | 37.4 | 37.1 |
| Wyoming | 89,895 | 88,779 | 94,079 | 94,182 | 43,483 | 32,968 | 36,314 | 34,980 | 48.4 | 37.1 | 38.6 | 37.1 |

U.S. total includes imputation for nonreporting states.
${ }^{2}$ Imputation for survey nonresponse. State-level imputations for 2000-01 were based on the reported percentages for 2001-02 applied to the 2000-01 enrollments.
${ }^{3}$ Imputation for survey nonresponse. State-level imputations for 2016-17 and 2017-18 were based on the reported percentages for 2015-16 applied to the 2016-17 and 2017-18 enrollments.
${ }^{4}$ This state reported only the count of students who were eligible based on direct certification. Direct certification is the process by which children are certified for free meals based on household participation in one or more means-tested federal assistance programs-such as the Supplemental Nutrition Assistance Program (SNAP)-without the need for a household application.
${ }^{5}$ Imputation for survey nonresponse. State-level imputations for 2016-17 and 2017-18 were based on the reported percentages for 2014-15 (the most recent year for which percentages were reported) applied to the 2016-17 and 2017-18 enrollments
NOTE: The National School Lunch Program (NSLP) is a federally assisted meal program. Table reflects counts of students enrolled in all schools for which both enrollment data and free/reduced-price lunch eligibility data were reported. Data for 2016-17 and 2017-18 include students whose NSLP eligibility has been determined through direct certification.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000-01, 2010-11, 2016-17, and 2017-18. (This table was prepared February 2020.)

Table 204.20. English language learner (ELL) students enrolled in public elementary and secondary schools, by state: Selected years, fall 2000 through fall 2017

| State | Number of ELL students |  |  |  |  |  |  | Number of ELL students as a percent of total enrollment |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2000 | 2005 | 2010 | 2014 | 2015 | 2016 | 2017 | 2000 | 2005 | 2010 | 2014 | 2015 | 2016 | 2017 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States | 3,793,764 ${ }^{1}$ | 4,471,300 ${ }^{1}$ | 4,455,860 ${ }^{1}$ | 4,670,356 | 4,794,994 | 4,858,377 | 4,952,708 | $8.1{ }^{1}$ | $9.2{ }^{1}$ | $9.2{ }^{1}$ | 9.5 | 9.8 | 9.9 | 10.1 |
| Alabama | 7,226 | 16,550 | 17,559 | 18,651 | 20,228 | 20,725 | 25,212 | 1.0 | 2.3 | 2.4 | 2.5 | 2.8 | 2.8 | 3.5 |
| Alaska | 19,337 | 20,743 | 14,963 | 15,089 | 15,203 | 14,662 | 15,623 | 14.5 | 15.4 | 11.3 | 11.8 | 11.8 | 11.3 | 12.1 |
| Arizona | 131,933 | 174,856 | 76,320 | 67,389 | 67,195 | 70,546 | 88,629 | 15.0 | 18.2 | 7.3 | 6.1 | 6.1 | 6.3 | 8.1 |
| Arkansas | 11,850 | 20,709 | 31,537 | 37,799 | 38,376 | 41,482 | 39,836 | 2.6 | 4.6 | 6.8 | 7.9 | 8.1 | 8.7 | 8.3 |
| California | 1,479,819 | 1,571,463 | 1,474,250 ${ }^{2}$ | 1,392,295 | 1,307,804 | 1,260,672 | 1,197,296 | 24.5 | 25.2 | $23.3{ }^{2}$ | 22.3 | 21.0 | 20.2 | 19.2 |
| Colorado | 60,852 | 99,797 | 99,804 | 104,979 | 104,289 | 105,810 | 104,299 | 8.4 | 13.3 | 13.0 | 12.2 | 12.0 | 12.1 | 11.9 |
| Connecticut | 20,499 | 29,789 | 30,428 | 34,855 | 35,064 | 36,573 | 38,089 | 3.6 | 5.2 | 5.3 | 6.6 | 6.7 | 7.1 | 7.4 |
| Delaware | 2,081 | 5,919 | 6,858 | 8,482 | 9,704 | 10,831 | 12,296 | 1.8 | 5.1 | 5.8 | 6.4 | 7.3 | 8.1 | 9.1 |
| District of Columbia | 8,594 | 5,001 | 5,261 | 7,330 | 6,215 | 6,574 | 8,145 | 12.5 | 6.6 | 6.9 | 10.6 | 8.7 | 9.0 | 10.9 |
| Florida | 187,566 | 221,705 | 229,758 | 252,318 | 268,189 | 288,921 | 280,540 | 7.7 | 8.7 | 8.7 | 9.4 | 9.8 | 10.5 | 10.1 |
| Georgia | 54,444 | 86,615 | 81,409 | 97,768 | 112,006 | 114,427 | 113,605 | 3.8 | 5.8 | 5.2 | 5.8 | 6.5 | 6.7 | 6.6 |
| Hawaii | 12,718 | 18,106 | 19,092 | 14,425 | 13,619 | 12,658 | 14,773 | 6.9 | 9.8 | 10.4 | 8.0 | 7.5 | 7.0 | 8.2 |
| Idaho | 18,097 | 18,184 | 15,393 | 12,755 | 13,492 | 16,187 | 17,849 | 7.4 | 7.3 | 6.0 | 4.4 | 4.7 | 5.5 | 6.0 |
| Illinois | 126,475 | 172,049 ${ }^{3}$ | 174,340 | 210,221 | 194,040 | 197,496 | 217,790 | 6.2 | $8.3^{3}$ | 8.3 | 10.7 | 9.9 | 10.2 | 11.3 |
| Indiana | 30,953 | 56,510 | 49,573 | 57,839 | 50,717 | 47,676 | 55,607 | 3.1 | 5.6 | 4.9 | 5.6 | 4.9 | 4.6 | 5.4 |
| lowa | 11,253 | 15,156 | 21,733 | 25,875 | 27,300 | 28,659 | 29,473 | 2.3 | 3.1 | 4.5 | 5.4 | 5.7 | 6.0 | 6.1 |
| Kansas | 14,878 | 24,671 | 39,323 | 47,209 | 52,789 | 54,667 | 49,238 | 3.2 | 5.2 | 8.4 | 9.9 | 11.1 | 11.5 | 10.3 |
| Kentucky | 4,030 | 10,138 | 16,351 | 20,716 | 22,067 | 21,897 | 25,653 | 0.6 | 1.5 | 2.4 | 3.1 | 3.3 | 3.3 | 3.9 |
| Louisiana | 10,293 | 12,006 | 11,698 | 18,665 | 23,924 | 22,843 | 25,060 | 1.4 | 1.6 | 1.6 | 2.7 | 3.5 | 3.3 | 3.6 |
| Maine | 2,410 ${ }^{3}$ | 3,353 | 4,792 | 5,177 | 5,091 | 5,295 | 5,775 | $1.1{ }^{3}$ | 1.6 | 2.4 | 2.9 | 2.9 | 3.0 | 3.3 |
| Maryland | 24,213 | 31,416 | 45,500 | 60,705 | 63,349 | 69,079 | 79,656 | 2.8 | 3.6 | 5.3 | 7.2 | 7.5 | 8.1 | 9.2 |
| Massachusetts | 49,077 | 51,618 | 54,988 | 75,531 | 82,779 | 86,658 | 93,217 | 5.0 | 5.3 | 5.6 | 8.1 | 8.9 | 9.3 | 10.0 |
| Michigan | 49,279 ${ }^{3}$ | 65,419 | 56,474 | 81,678 | 89,597 | 94,921 | 97,837 | $2.9{ }^{3}$ | 3.7 | 3.2 | 5.5 | 6.0 | 6.4 | 6.6 |
| Minnesota | 44,360 | 57,831 | 48,428 | 66,934 | 71,162 | 72,128 | 73,203 | 5.2 | 6.8 | 5.8 | 7.9 | 8.4 | 8.4 | 8.5 |
| Mississippi | 2,176 | 2,859 | 5,620 | 7,773 | 9,588 | 13,042 | 12,865 | 0.4 | 0.6 | 1.1 | 1.6 | 2.0 | 2.7 | 2.7 |
| Missouri | 10,238 | 18,745 | 21,918 | 29,144 | 29,690 | 30,950 | 33,925 | 1.1 | 2.0 | 2.4 | 3.3 | 3.4 | 3.5 | 3.8 |
| Montana | 7,713 ${ }^{3}$ | 6,711 | 3,300 | 3,299 | 3,202 | 3,000 | 3,191 | $5.0^{3}$ | 4.5 | 2.2 | 2.3 | 2.2 | 2.1 | 2.2 |
| Nebraska | 11,276 | 17,449 | 20,077 | 17,528 | 20,900 | 22,507 | 23,332 | 3.9 | 6.1 | 7.0 | 5.9 | 7.0 | 7.4 | 7.6 |
| Nevada | $38,301{ }^{3}$ | 63,856 | 83,352 | 75,282 | 78,416 | 75,430 | 81,635 | $11.2^{3}$ | 17.3 | 20.8 | 16.6 | 17.0 | 16.1 | 17.1 |
| New Hampshire | 2,728 | 2,876 ${ }^{3}$ | 3,965 | 3,605 | 4,116 | 4,321 | 4,988 | 1.3 | $1.4^{3}$ | 1.9 | 2.0 | 2.3 | 2.4 | 2.8 |
| New Jersey | 55,463 ${ }^{3}$ | 50,515 | 52,771 | 66,748 | 68,725 | 70,941 | 79,574 | $4.2{ }^{3}$ | 3.7 | 3.8 | 5.0 | 5.1 | 5.3 | 5.9 |
| New Mexico | 68,679 | 62,682 | 52,557 | 48,906 | 52,821 | 44,899 | 52,892 | 21.4 | 19.6 | 16.1 | 14.7 | 16.1 | 13.7 | 16.3 |
| New York | 230,625 | 194,123 | 208,125 | 187,445 | 216,378 | 236,792 | 243,737 | 8.0 | 6.7 | 7.3 | 7.0 | 8.1 | 8.9 | 9.2 |
| North Carolina | 44,165 | 73,634 | 103,249 | 94,093 | 102,090 | 92,388 | 105,801 | 3.4 | 5.5 | 7.5 | 6.2 | 6.7 | 6.0 | 6.9 |
| North Dakota | $925{ }^{3}$ | 2,213 ${ }^{3}$ | 2,788 | 3,111 | 3,171 | 3,198 | 3,669 | $0.8^{3}$ | $2.1^{3}$ | 2.8 | 3.0 | 3.0 | 3.0 | 3.4 |
| Ohio | 25,658 ${ }^{3}$ | 29,804 | 37,116 | 46,766 | 51,441 | 56,945 | 53,392 | $1.4{ }^{3}$ | 1.6 | 2.0 | 2.8 | 3.1 | 3.4 | 3.2 |
| Oklahoma | 38,042 | 47,381 | 41,812 | 49,102 | 46,831 | 46,396 | 52,200 | 6.1 | 7.6 | 6.6 | 7.6 | 7.2 | 7.1 | 8.0 |
| Oregon | 43,416 | 64,676 | 58,946 | 49,485 | 52,786 | 56,598 | 51,036 | 7.9 | 11.7 | 10.7 | 8.7 | 9.2 | 9.8 | 8.8 |
| Pennsylvania | $42,412^{3}$ | $42,795^{3}$ | 47,014 | 51,623 | 52,624 | 56,454 | 61,724 | $2.3{ }^{3}$ | $2.4{ }^{3}$ | 2.6 | 3.0 | 3.1 | 3.3 | 3.6 |
| Rhode Island | 10,245 | 7,468 | 7,655 | 10,066 | 10,550 | 11,057 | 12,620 | 6.5 | 4.7 | 4.9 | 7.2 | 7.6 | 7.9 | 9.0 |
| South Carolina | 5,121 | 14,388 | 36,379 | 42,480 | 42,574 | 44,301 | 45,574 | 0.8 | 2.1 | 5.2 | 5.8 | 5.8 | 5.9 | 6.1 |
| South Dakota | 4,270 | 5,110 | 4,383 | 4,679 | 4,598 | 4,678 | 5,452 | 3.3 | 4.0 | 3.5 | 3.6 | 3.5 | 3.5 | 4.1 |
| Tennessee | 26,452 ${ }^{3}$ | 28,2513 | 29,681 | 36,398 | 40,637 | 43,277 | 44,790 | $3.0^{3}$ | $3.1^{3}$ | 3.2 | 3.8 | 4.2 | 4.4 | 4.6 |
| Texas | 570,453 | 711,737 | 738,663 | 814,945 | 892,082 | 922,012 | 926,325 | 14.1 | 16.7 | 16.8 | 16.3 | 17.6 | 18.0 | 18.0 |
| Utah | 38,998 | 49,973 | 42,804 | 38,543 | 42,815 | 41,339 | 46,220 | 8.2 | 10.3 | 8.7 | 6.2 | 6.8 | 6.4 | 7.1 |
| Vermont | 942 | 1,775 | 1,510 | 1,439 | 1,448 | 1,506 | 1,770 | 0.9 | 1.8 | 1.5 | 1.8 | 1.8 | 1.9 | 2.2 |
| Virginia | 36,802 | 72,420 | 88,033 | 97,871 | 109,104 | 100,814 | 114,739 | 3.2 | 6.2 | 7.3 | 7.8 | 8.7 | 8.0 | 9.1 |
| Washington | 70,431 ${ }^{3}$ | 75,103 | 90,282 | 107,197 | 112,763 | 122,408 | 127,777 | $7.0^{3}$ | 7.4 | 8.9 | 10.1 | 10.5 | 11.3 | 11.7 |
| West Virginia | 920 | 1,944 | 1,788 | 2,707 | 2,812 | 2,546 | 2,035 | 0.3 | 0.7 | 0.6 | 1.0 | 1.1 | 1.0 | 0.8 |
| Wisconsin | 22,542 | 30,130 | 43,638 | 42,729 | 45,669 | 46,342 | 49,905 | 2.6 | 3.4 | 5.0 | 5.2 | 5.6 | 5.7 | 6.2 |
| Wyoming | 2,534 | 3,077 | 2,602 | 2,707 | 2,964 | 2,849 | 2,839 | 2.8 | 3.6 | 3.1 | 2.9 | 3.1 | 3.0 | 3.0 |

[^14]reporting. Data for 2014 and earlier years include only those ELL students who participated in ELL programs. Starting with 2015, data include all ELL students, regardless of program participation. Counts and percentages in this table are aggregated from data collected at the school district level and may differ from those in tables based on data collected at other levels
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2000-01 through 2017-18. (This table was prepared September 2019.)

Table 204.30. Children 3 to 21 years old served under Individuals with Disabilities Education Act (IDEA), Part B, by type of disability: Selected years, 1976-77 through 2018-19

| Type of disability | 1976-77 | 1980-81 | 1990-91 | 2000-01 | 2008-091 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-172,3 | 2017-183,4 | 2018-19 ${ }^{2}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Number of children served (in thousands) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All disabilities | 3,694 | 4,144 | 4,710 | 6,296 | 6,483 | 6,481 | 6,436 | 6,401 | 6,429 | 6,464 | 6,555 | 6,677 | 6,802 | 6,964 | 7,134 |
| Autism |  | - |  | 93 | 336 | 378 | 417 | 455 | 498 | 538 | 576 | 617 | 661 | 710 | 762 |
| Deaf-blindness |  | 3 | 1 | 1 | 2 | 2 | 2 | , | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| Developmental delay |  |  |  | 213 | 354 | 368 | 382 | 393 | 402 | 410 | 419 | 434 | 446 | 461 | 479 |
| Emotional disturbance | 283 | 347 | 389 | 480 | 420 | 407 | 390 | 373 | 362 | 354 | 349 | 347 | 348 | 353 | 358 |
| Hearing impairment | 88 | 79 | 58 | 77 | 78 | 79 | 78 | 78 | 77 | 77 | 76 | 75 | 75 | 75 | 74 |
| Intellectual disability | 961 | 830 | 534 | 624 | 478 | 463 | 448 | 435 | 430 | 425 | 423 | 425 | 431 | 436 | 439 |
| Multiple disabilities |  | 68 | 96 | 131 | 130 | 131 | 130 | 132 | 133 | 132 | 132 | 131 | 132 | 132 | 133 |
| Orthopedic impairment | 87 | 58 | 49 | 82 | 70 | 65 | 63 | 61 | 59 | 56 | 52 | 47 | 42 | 41 | 39 |
| Other health impairment ${ }^{5}$ | 141 | 98 | 55 | 303 | 659 | 689 | 716 | 743 | 779 | 817 | 862 | 909 | 955 | 1,002 | 1,049 |
| Preschool disabled ${ }^{6}$ |  |  | 390 |  |  |  |  |  |  |  | ${ }^{\dagger}{ }^{\text {¢ }}$ | 29 | ${ }_{\text {¢ }}{ }^{\text {¢ }}$ |  |  |
| Specific learning disability | 796 | 1,462 | 2,129 | 2,860 | 2,476 | 2,431 | 2,361 | 2,303 | 2,277 | 2,264 | 2,278 | 2,298 | 2,318 | 2,342 | 2,368 |
| Speech or language impairment | 1,302 | 1,168 | 985 | 1,388 | 1,426 | 1,416 | 1,396 | 1,373 | 1,356 | 1,334 | 1,332 | 1,337 | 1,337 | 1,357 | 1,378 |
| Traumatic brain injury |  |  |  | 16 | 26 | 25 | 26 | 26 | 26 | 26 | 26 | 27 | 27 | 27 | 27 |
| Visual impairment | 38 | 31 | 23 | 29 | 29 | 29 | 28 | 28 | 28 | 28 | 28 | 27 | 27 | 27 | 27 |
| Percentage distribution of children served |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All disabilities | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Autism | - |  | - | 1.5 | 5.2 | 5.8 | 6.5 | 7.1 | 7.8 | 8.3 | 8.8 | 9.2 | 9.7 | 10.2 | 10.7 |
| Deaf-blindness | - | 0.1 | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# |
| Developmental delay | - |  |  | 3.4 | 5.5 | 5.7 | 5.9 | 6.1 | 6.2 | 6.3 | 6.4 | 6.5 | 6.6 | 6.6 | 6.7 |
| Emotional disturbance | 7.7 | 8.4 | 8.3 | 7.6 | 6.5 | 6.3 | 6.1 | 5.8 | 5.6 | 5.5 | 5.3 | 5.2 | 5.1 | 5.1 | 5.0 |
| Hearing impairment | 2.4 | 1.9 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | 1.1 | 1.1 | 1.1 | 1.0 |
| Intellectual disability | 26.0 | 20.0 | 11.3 | 9.9 | 7.4 | 7.1 | 7.0 | 6.8 | 6.7 | 6.6 | 6.4 | 6.4 | 6.3 | 6.3 | 6.2 |
| Multiple disabilities | - | 1.6 | 2.0 | 2.1 | 2.0 | 2.0 | 2.0 | 2.1 | 2.1 | 2.0 | 2.0 | 2.0 | 1.9 | 1.9 | 1.9 |
| Orthopedic impairment | 2.4 | 1.4 | 1.0 | 1.3 | 1.1 | 1.0 | 1.0 | 1.0 | 0.9 | 0.9 | 0.8 | 0.7 | 0.6 | 0.6 | 0.5 |
| Other health impairment ${ }^{5}$ | 3.8 | 2.4 | 1.2 | 4.8 | 10.2 | 10.6 | 11.1 | 11.6 | 12.1 | 12.6 | 13.2 | 13.6 | 14.0 | 14.4 | 14.7 |
| Preschool disabled ${ }^{6}$ | $\dagger$ | $\dagger$ | 8.3 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | ${ }_{6}^{\dagger}$ | ${ }^{\dagger}{ }^{+}$ | ${ }^{\dagger}$ | ${ }_{\text {+ }}^{+}$ | ${ }_{\dagger}^{\dagger}$ | ${ }^{\dagger}{ }^{\dagger}$ | ${ }^{\dagger}$ |  |
| Specific learning disability Speech or language | 21.5 | 35.3 | 45.2 | 45.4 | 38.2 | 37.5 | 36.7 | 36.0 | 35.4 | 35.0 | 34.8 | 34.4 | 34.1 | 33.6 | 33.2 |
| Speech or language impairment | 35.2 | 28.2 | 20.9 | 22.0 | 22.0 | 21.8 | 21.7 | 21.4 | 21.1 | 20.6 | 20.3 | 20.0 | 19.7 | 19.5 | 19.3 |
| Traumatic brain injury |  |  |  | 0.2 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 |
| Visual impairment | 1.0 | 0.7 | 0.5 | 0.5 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 |
| Number of children served as a percent of total enrollment ${ }^{7}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All disabilities | 8.3 | 10.1 | 11.4 | 13.3 | 13.2 | 13.1 | 13.0 | 12.9 | 12.9 | 12.9 | 13.0 | 13.2 | 13.4 | 13.7 | 14.1 |
| Autism | - | - | - | 0.2 | 0.7 | 0.8 | 0.8 | 0.9 | 1.0 | 1.1 | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 |
| Deaf-blindness | - | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# |
| Developmental delay | - |  |  | 0.5 | 0.7 | 0.7 | 0.8 | 0.8 | 0.8 | 0.8 | 0.8 | 0.9 | 0.9 | 0.9 | 0.9 |
| Emotional disturbance | 0.6 | 0.8 | 0.9 | 1.0 | 0.9 | 0.8 | 0.8 | 0.8 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 |
| Hearing impairment | 0.2 | 0.2 | 0.1 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 |
| Intellectual disability | 2.2 | 2.0 | 1.3 | 1.3 | 1.0 | 0.9 | 0.9 | 0.9 | 0.9 | 0.9 | 0.8 | 0.8 | 0.9 | 0.9 | 0.9 |
| Multiple disabilities | - | 0.2 | 0.2 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| Orthopedic impairment | 0.2 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Other health impairment ${ }^{5}$ | 0.3 | 0.2 | 0.1 | 0.6 | 1.3 | 1.4 | 1.4 | 1.5 | 1.6 | 1.6 | 1.7 | 1.8 | 1.9 | 2.0 | 2.1 |
| Preschool disabled ${ }^{6}$ | $\dagger$ | , | 0.9 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Specific learning disability | 1.8 | 3.6 | 5.2 | 6.1 | 5.0 | 4.9 | 4.8 | 4.7 | 4.6 | 4.5 | 4.5 | 4.6 | 4.6 | 4.6 | 4.7 |
| Speech or language impairment | 2.9 | 2.9 | 2.4 | 2.9 | 2.9 | 2.9 | 2.8 | 2.8 | 2.7 | 2.7 | 2.6 | 2.7 | 2.6 | 2.7 | 2.7 |
| Traumatic brain injury | - |  |  | \# | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Visual impairment | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |

## -Not available.

$\dagger$ Not applicable.
\#Rounds to zero.
${ }^{1}$ Data do not include Vermont, for which 2007-08 and 2008-09 data were not available. In 2006-07, the total number of 3- to 21-year-olds served in Vermont was 14,010
${ }^{2}$ Data in the 2016-17, 2017-18, and 2018-19 columns include 2015-16 data for 3 - to 21-year-olds in Wisconsin because 2016-17, 2017-18, and 2018-19 data were not available for children served in Wisconsin
${ }^{3}$ Data in the 2016-17 column include 2015-16 data for 3- to 5-year-olds in Nebraska because 2016-17 data were not available for children in that age group served in Nebraska ${ }^{4}$ Data in the 2017-18 column include 2016-17 data for 3- to 5 -year-olds in Minnesota and 6 - to 21-year-olds in Maine and Vermont because 2017-18 data were not available for children in those age groups served in those states.
${ }^{5}$ Other health impairments include having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes
${ }^{6}$ For 1990-91, preschool children are not included in the counts by disability condition but are separately reported. For other years, preschool children are included in the counts by disability condition.

Based on total public school enrollment in prekindergarten through grade 12. For total public school enrollment, see table 203.20.
NOTE: Prior to October 1994, children and youth with disabilities were served under Chapter 1 of the Elementary and Secondary Education Act (ESEA) as well as under the Individuals with Disabilities Education Act (IDEA), Part B. Data reported in this table for years prior to 1994-95 include children ages 0-21 served under Chapter 1 of ESEA. Data are for the 50 states and the District of Columbia only. Increases since 1987-88 are due in part to new legislation enacted in fall 1986, which added a mandate for public school special education services for 3 - to 5 -year-old children with disabilities. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, Office of Special Education Programs, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, selected years, 1979 through 2006; and Individuals with Disabilities Education Act (IDEA) database, retrieved February 20, 2020, from https://www2.ed.gov/programs/ osepidea/618-data/state-level-data-files/index.htm|\#bcc. National Center for Education Statistics, Statistics of Public Elementary and Secondary School Systems, 1977-78 and 1980-81; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/ Secondary Education," 1990-91 through 2018-19; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2029. (This table was prepared February 2020.)

Table 204.40. Children 3 to 21 years old served under Individuals with Disabilities Education Act (IDEA), Part B, by race/ethnicity and age group: 2000-01 through 2018-19

| Age group and year | Total | White | Black | Hispanic | Asian | Pacific Islander | $\begin{array}{r} \text { American } \\ \text { Indian/ } \\ \text { Alaska Native } \\ \hline \end{array}$ | Two or more races |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|  | Number of children served |  |  |  |  |  |  |  |
| 3 to 21 years old |  |  |  |  |  |  |  |  |
| 2000-01 | 6,295,709 | 3,957,589 | 1,259,348 | 877,655 | 121,044 | (1) | 80,073 | - |
| 2001-02 | 6,407,417 | 3,989,528 | 1,281,803 | 928,776 | 123,434 | ( ${ }^{1}$ ) | 83,876 | - |
| 2002-03 | 6,522,977 | 4,014,340 | 1,311,270 | 980,590 | 130,252 | ( ${ }^{1}$ | 86,525 | - |
| 2003-04 | 6,633,902 | 4,035,880 | 1,334,666 | 1,035,463 | 137,544 | ( ${ }^{1}$ | 90,349 | - |
| 2004-05 | 6,718,630 | 4,044,491 | 1,355,550 | 1,081,697 | 144,339 | ( ${ }^{1}$ | 92,553 | - |
| 2005-06 | 6,712,614 | 4,003,865 | 1,346,177 | 1,119,140 | 149,954 | ( ${ }^{1}$ | 93,478 | - |
| 2006-07 | 6,686,386 | 3,948,853 | 1,335,870 | 1,154,217 | 153,265 | $\left.{ }^{1}\right)$ | 94,181 | - |
| 2007-08 ${ }^{2}$ | 6,574,368 | 3,833,922 | 1,307,462 | 1,181,130 | 158,623 | (1) | 93,231 | - |
| 2008-09 ${ }^{2}$ | 6,461,938 | 3,725,896 | 1,273,996 | 1,200,290 | 162,630 | ( ${ }^{1}$ | 93,672 | $5,454^{3}$ |
| 2009-10 | 6,461,226 | 3,659,194 | 1,262,799 | 1,252,493 | 167,144 | ( ${ }^{1}$ | 92,646 | $26,950{ }^{3}$ |
| 2010-11 | 6,435,141 | 3,518,169 | 1,214,849 | 1,310,031 | 145,896 | 19,581 | 91,258 | 135,357 |
| 2011-12 ${ }^{4}$ | 6,401,238 | 3,436,105 | 1,196,679 | 1,352,435 | 147,697 | 19,203 | 88,665 | 160,458 |
| 2012-13 ${ }^{4}$ | 6,429,331 | 3,396,135 | 1,189,148 | 1,406,540 | 150,913 | 20,343 | 86,884 | 180,268 |
| 2013-14 ${ }^{4}$ | 6,464,096 | 3,356,261 | 1,191,817 | 1,469,282 | 155,668 | 19,606 | 86,307 | 185,274 |
| 2014-15 ${ }^{4}$ | 6,555,291 | 3,350,084 | 1,199,743 | 1,531,923 | 161,250 | 20,227 | 86,226 | 205,980 |
| 2015-16 ${ }^{4}$ | 6,676,974 | 3,366,701 | 1,208,510 | 1,602,140 | 167,263 | 20,408 | 87,870 | 224,911 |
| 2016-17 ${ }^{4,5,6}$ | 6,802,402 | 3,374,045 | 1,219,376 | 1,679,626 | 174,486 | 20,525 | 87,724 | 247,278 |
| 2017-184,5,7,8 | 6,964,424 | 3,409,308 | 1,234,609 | 1,758,498 | 184,409 | 20,807 | 88,870 | 268,565 |
| 2018-19 ${ }^{4,5}$ | 7,134,248 | 3,443,719 | 1,251,038 | 1,844,017 | 192,918 | 20,640 | 90,489 | 291,673 |
| 3 to 5 years old |  |  |  |  |  |  |  |  |
| 2000-01 | 592,090 | 400,650 | 93,281 | 78,070 | 13,203 | $\left.{ }^{1}\right)$ | 6,886 | - |
| 2010-11 | 723,793 | 416,034 | 102,097 | 153,033 | 23,189 | 2,159 | 9,141 | 18,140 |
| 2017-184,5,7 | 793,039 | 416,222 | 104,229 | 195,242 | 32,242 | 1,964 | 8,775 | 34,378 |
| 2018-19 ${ }^{4,5}$ | 818,575 | 423,308 | 106,370 | 206,795 | 33,591 | 2,065 | 9,554 | 36,960 |
| 6 to 21 years old |  |  |  |  |  |  |  |  |
| 2000-01 | 5,703,619 | 3,556,939 | 1,166,067 | 799,585 | 107,841 | ${ }^{(1)}$ | 73,187 | - - |
| 2010-11 | 5,711,348 | 3,102,135 | 1,112,752 | 1,156,998 | 122,707 | 17,422 | 82,117 | 117,217 |
| 2017-184,5,8 | 6,171,385 | 2,993,086 | 1,130,380 | 1,563,256 | 152,167 | 18,843 | 80,095 | 234,187 |
| 2018-19 ${ }^{4,5}$ | 6,315,673 | 3,020,411 | 1,144,668 | 1,637,222 | 159,327 | 18,575 | 80,935 | 254,713 |
|  | Percentage distribution of children served |  |  |  |  |  |  |  |
| 3 to 21 years old |  |  |  |  |  |  |  |  |
| 2000-01 | 100.0 | 62.9 | 20.0 | 13.9 | 1.9 | (1) | 1.3 | - |
| 2001-02 | 100.0 | 62.3 | 20.0 | 14.5 | 1.9 | (1) | 1.3 | - |
| 2002-03 | 100.0 | 61.5 | 20.1 | 15.0 | 2.0 | $\left.{ }^{1}\right)$ | 1.3 | - |
| 2003-04 | 100.0 | 60.8 | 20.1 | 15.6 | 2.1 | (1) | 1.4 | - |
| 2004-05 | 100.0 | 60.2 | 20.2 | 16.1 | 2.1 | ${ }^{1}$ ) | 1.4 | - |
| 2005-06 | 100.0 | 59.6 | 20.1 | 16.7 | 2.2 | $\left.{ }^{1}\right)$ | 1.4 | - |
| 2006-07 | 100.0 | 59.1 | 20.0 | 17.3 | 2.3 | $\left.{ }^{1}\right)$ | 1.4 | - |
| 2007-08 ${ }^{2}$ | 100.0 | 58.3 | 19.9 | 18.0 | 2.4 | ( ${ }^{1}$ | 1.4 | - |
| 2008-09 ${ }^{2}$ | 100.0 | 57.7 | 19.7 | 18.6 | 2.5 | (') | 1.4 | $0.1^{3}$ |
| 2009-10 | 100.0 | 56.6 | 19.5 | 19.4 | 2.6 | ${ }^{1}$ ) | 1.4 | $0.4{ }^{3}$ |
| 2010-11 | 100.0 | 54.7 | 18.9 | 20.4 | 2.3 | 0.3 | 1.4 | 2.1 |
| 2011-12 | 100.0 | 53.7 | 18.7 | 21.1 | 2.3 | 0.3 | 1.4 | 2.5 |
| 2012-13 | 100.0 | 52.8 | 18.5 | 21.9 | 2.3 | 0.3 | 1.4 | 2.8 |
| 2013-14 | 100.0 | 51.9 | 18.4 | 22.7 | 2.4 | 0.3 | 1.3 | 2.9 |
| 2014-15 | 100.0 | 51.1 | 18.3 | 23.4 | 2.5 | 0.3 | 1.3 | 3.1 |
| 2015-16 | 100.0 | 50.4 | 18.1 | 24.0 | 2.5 | 0.3 | 1.3 | 3.4 |
| 2016-17 ${ }^{5,6}$ | 100.0 | 49.6 | 17.9 | 24.7 | 2.6 | 0.3 | 1.3 | 3.6 |
| 2017-18 ${ }^{5,7,8}$ | 100.0 | 49.0 | 17.7 | 25.2 | 2.6 | 0.3 | 1.3 | 3.9 |
| 2018-19 ${ }^{5}$ | 100.0 | 48.3 | 17.5 | 25.8 | 2.7 | 0.3 | 1.3 | 4.1 |
|  |  |  | Number of | n served as | t of total | rrollment ${ }^{9}$ |  |  |
|  |  |  |  |  |  |  |  |  |
| 2000-01 | 13.3 | 13.7 | 15.5 | 11.4 | 6.2 | (1) | 14.6 | - |
| 2001-02 | 13.4 | 13.9 | 15.7 | 11.4 | 6.1 | $\left.{ }^{1}\right)$ | 14.9 | - |
| 2002-03 | 13.5 | 14.0 | 15.8 | 11.4 | 6.2 | $\left.{ }^{1}\right)$ | 14.8 | - |
| 2003-04 | 13.7 | 14.2 | 16.0 | 11.5 | 6.4 | $\left.{ }^{1}\right)$ | 15.2 | - |
| 2004-05 | 13.8 | 14.3 | 16.1 | 11.5 | 6.5 | $\left.{ }^{1}\right)$ | 15.7 | - |
| 2005-06 | 13.7 | 14.3 | 15.9 | 11.4 | 6.6 | (') | 15.6 | - |
| 2006-07 | 13.6 | 14.2 | 15.9 | 11.3 | 6.6 | $\left.{ }^{1}\right)$ | 15.8 | - |
| 2007-08 ${ }^{2}$ | 13.3 | 14.0 | 15.6 | 11.3 | 6.6 | (1) | 15.7 | - |
| 2008-09 ${ }^{2}$ | 13.1 | 13.8 | 15.2 | 11.4 | 6.6 | ${ }^{(1)}$ | 15.9 | $2.2{ }^{3}$ |
| 2009-10 | 13.1 | 13.7 | 15.2 | 11.5 | 6.7 | (') | 15.6 | $8.0^{3}$ |
| 2010-11 | 13.0 | 13.6 | 15.4 | 11.5 | 6.4 | 11.5 | 16.2 | 11.7 |
| 2011-12 | 12.9 | 13.4 | 15.3 | 11.5 | 6.4 | 10.8 | 16.2 | 12.6 |
| 2012-13 | 12.9 | 13.4 | 15.2 | 11.7 | 6.4 | 11.3 | 16.3 | 13.0 |
| 2013-14 | 12.9 | 13.4 | 15.3 | 11.8 | 6.5 | 11.2 | 16.5 | 12.3 |
| 2014-15 | 13.0 | 13.4 | 15.4 | 12.0 | 6.5 | 11.5 | 16.6 | 12.8 |
| 2015-16 | 13.2 | 13.7 | 15.5 | 12.2 | 6.6 | 11.6 | 17.2 | 13.0 |
| 2016-17 ${ }^{5,6}$ | 13.4 | 13.8 | 15.7 | 12.6 | 6.8 | 11.1 | 17.2 | 13.4 |
| 2017-18 ${ }^{5,7,8}$ | 13.7 | 14.1 | 16.0 | 13.0 | 7.1 | 10.9 | 17.5 | 13.8 |
| 2018-19 ${ }^{5}$ | 14.1 | 14.4 | 16.3 | 13.5 | 7.2 | 11.1 | 18.4 | 14.2 |

-Not available.
Included under Asian
2Data do not include Vermont, for which 2007-08 and 2008-09 data were not available. ${ }^{3}$ For 2008-09 and 2009-10, data on children of Two or more races were reported by only a ${ }_{4}$ For 2011-12 and lates. Therefore, these data are not comparable to figures for lateryears reported by the 50 states and the District of Columbia rather than the sum of counts reported for individual racialethnic groups. (Due to data limitations, summing the data for the racial/ethnic groups can result in overcounts. For 2017-18, summing these data would result in a total overcount of 13 children in the 3 - to 5 -year-old age group and 629 children in the 6 -to 21 -year-old age group. For 2018 -19 summing these data would 2 cult in a total overcount of 68 children in the 3 -to 5 -year-old age group and 178 children esult 6 to 21 vear-old age group) Includes 2015-16 data for chip.)
Inclat in Wisconsin. More recent data were not available for children in any age group served in Wisconsin.
data for 3- to 5-year-olds served in Nebraska because 2016-17 data were not available.
${ }^{7}$ Includes 2016-17 data for 3- to 5-year-olds served in Minnesota because 2017-18 data were not available.
${ }^{3}$ Includes 2016-17 data for 6- to 21-year-olds served in Maine and Vermont because 2017-18 data were not available
Based on total public school enrollment in prekindergarten through grade 12 by race/ ethnicity. For total public school enrollment by race/ethnicity, see table 203.60.
NOTE: Data include only those children served for whom race/ethnicity was reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved February 20, 2020, from https:// www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html\#bcc. Survey of Public Elementary and Secondary Education," 2000-01 through 2018-19; and Survey of Public Elementary and Secondary Education, $2000-011$ In 1972 through 2029 National Elementary and Secondary Enrollment Projection Model, 1972 through 2029. (This table was prepared February 2020.)

Table 204.70. Number and percentage of children served under Individuals with Disabilities Education Act (IDEA), Part B, by age group and state or jurisdiction: Selected years, 1990-91 through 2018-19

|  | 3- to 21-year-olds served |  |  |  |  |  |  |  | 3- to 5-year-olds served |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | 1990-91 | 2000-01 | 2010-11 | 2015-16 | 2017-18 ${ }^{1}$ | 2018-19 ${ }^{1}$ | As a percent of public school enrollment, 2018-19 ${ }^{2}$ | $\begin{array}{r} \text { Percent } \\ \text { change in } \\ \text { number } \\ \text { served, } \\ 2000-01 \\ \text { to } 2018-19 \end{array}$ | 1990-91 | 2000-01 | 2010-11 | 2015-16 | 2017-18 ${ }^{1}$ | 2018-19 ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States | 4,710,089 | 6,295,816 | 6,434,916 | 6,676,974 | 6,964,424 | 7,134,248 | 14.1 | 13.3 | 389,751 | 592,087 | 723,738 | 746,499 | 793,039 | 818,575 |
| Alabama | 94,601 | 99,828 | 82,286 | 84,278 | 90,319 | 93,472 | 12.7 | -6.4 | 7,154 | 7,554 | 7,492 | 7,368 | 7,827 | 8,036 |
| Alaska | 14,390 | 17,691 | 18,048 | 18,390 | 19,148 | 19,479 | 14.6 | 10.1 | 1,458 | 1,637 | 2,104 | 2,115 | 2,430 | 2,477 |
| Arizona | 56,629 | 96,442 | 125,816 | 132,592 | 140,702 | 144,812 | 13.0 | 50.2 | 4,330 | 9,144 | 14,756 | 15,328 | 16,517 | 16,746 |
| Arkansas | 47,187 | 62,222 | 64,881 | 68,178 | 72,835 | 74,863 | 15.1 | 20.3 | 4,626 | 9,376 | 13,034 | 12,981 | 13,716 | 13,497 |
| California | 468,420 | 645,287 | 672,174 | 727,718 | 767,562 | 788,268 | 12.5 | 22.2 | 39,627 | 57,651 | 72,404 | 78,610 | 83,853 | 86,456 |
| Colorado | 56,336 | 78,715 | 84,710 | 95,101 | 102,240 | 105,186 | 11.5 | 33.6 | 4,128 | 8,202 | 11,797 | 12,774 | 14,293 | 14,471 |
| Connecticut | 63,886 | 73,886 | 68,167 | 75,030 | 79,758 | 82,336 | 15.7 | 11.4 | 5,466 | 7,172 | 7,933 | 8,691 | 9,120 | 9,785 |
| Delaware | 14,208 | 16,760 | 18,608 | 20,742 | 23,196 | 24,382 | 17.8 | 45.5 | 1,493 | 1,652 | 2,123 | 2,030 | 2,616 | 2,801 |
| District of Columbia | 6,290 | 10,559 | 11,947 | 12,258 | 13,399 | 14,113 | 16.2 | 33.7 | 411 | 374 | 957 | 1,471 | 1,789 | 1,895 |
| Florida | 234,509 | 367,335 | 368,808 | 372,476 | 389,626 | 405,796 | 14.2 | 10.5 | 14,883 | 30,660 | 36,027 | 39,359 | 39,862 | 42,076 |
| Georgia | 101,762 | 171,292 | 177,544 | 202,314 | 214,267 | 219,111 | 12.4 | 27.9 | 7,098 | 16,560 | 15,911 | 18,201 | 18,833 | 18,661 |
| Hawaii | 12,705 | 23,951 | 19,716 | 19,223 | 19,276 | 19,592 | 10.8 | -18.2 | 809 | 1,919 | 2,398 | 2,444 | 2,469 | 2,555 |
| Idaho | 21,703 | 29,174 | 27,388 | 29,718 | 32,908 | 34,310 | 11.3 | 17.6 | 2,815 | 3,591 | 3,596 | 3,331 | 3,733 | 3,866 |
| Illinois | 236,060 | 297,316 | 302,830 | 296,784 | 295,066 | 297,960 | 14.9 | 0.2 | 22,997 | 28,787 | 36,488 | 37,878 | 37,137 | 38,046 |
| Indiana | 112,949 | 156,320 | 166,073 | 171,368 | 176,104 | 178,511 | 16.9 | 14.2 | 7,243 | 15,101 | 18,725 | 18,049 | 18,644 | 18,914 |
| Iowa | 59,787 | 72,461 | 68,501 | 63,822 | 65,935 | 67,990 | 13.3 | -6.2 | 5,421 | 5,580 | 7,378 | 6,226 | 6,976 | 7,429 |
| Kansas | 44,785 | 61,267 | 66,873 | 70,762 | 73,729 | 75,511 | 15.3 | 23.2 | 3,881 | 7,728 | 10,604 | 11,387 | 11,772 | 12,105 |
| Kentucky | 78,853 | 94,572 | 102,370 | 99,283 | 104,270 | 106,158 | 15.6 | 12.3 | 10,440 | 16,372 | 17,963 | 17,044 | 18,070 | 18,232 |
| Louisiana | 72,825 | 97,938 | 82,943 | 84,221 | 84,473 | 86,829 | 12.2 | -11.3 | 6,703 | 9,957 | 10,427 | 10,430 | 9,885 | 10,484 |
| Maine | 27,987 | 35,633 | 32,261 | 32,531 | 33,004 ${ }^{3}$ | 34,382 | 19.2 | -3.5 | 2,895 | 3,978 | 3,824 | 3,512 | 3,384 | 3,642 |
| Maryland | 88,017 | 112,077 | 103,490 | 105,440 | 108,491 | 110,563 | 12.3 | -1.4 | 7,163 | 10,003 | 12,875 | 13,473 | 14,300 | 14,645 |
| Massachusetts | 149,743 | 162,216 | 167,526 | 168,199 | 173,762 | 176,627 | 18.3 | 8.9 | 12,141 | 14,328 | 16,662 | 16,802 | 18,022 | 18,377 |
| Michigan | 166,511 | 221,456 | 218,957 | 197,316 | 198,751 | 199,794 | 13.3 | -9.8 | 14,547 | 19,937 | 23,183 | 20,573 | 21,624 | 22,073 |
| Minnesota | 79,013 | 109,880 | 122,850 | 128,218 | 135,386 ${ }^{4}$ | 141,454 | 15.9 | 28.7 | 8,646 | 11,522 | 15,076 | 15,843 | 16,586 ${ }^{4}$ | 18,353 |
| Mississippi | 60,872 | 62,281 | 64,038 | 66,799 | 69,197 | 69,433 | 14.7 | 11.5 | 5,642 | 6,944 | 10,191 | 8,660 | 8,400 | 8,261 |
| Missouri | 101,166 | 137,381 | 127,164 | 126,328 | 131,114 | 132,286 | 14.5 | -3.7 | 4,100 | 11,307 | 15,891 | 17,123 | 18,400 | 18,253 |
| Montana | 16,955 | 19,313 | 16,761 | 17,387 | 18,803 | 19,380 | 12.9 | 0.3 | 1,751 | 1,635 | 1,656 | 1,592 | 1,660 | 1,722 |
| Nebraska | 32,312 | 42,793 | 44,299 | 47,795 | 50,415 | 52,005 | 16.0 | 21.5 | 2,512 | 3,724 | 5,050 | 5,557 | 6,217 | 6,551 |
| Nevada | 18,099 | 38,160 | 48,148 | 55,452 | 60,123 | 60,120 | 12.2 | 57.5 | 1,401 | 3,676 | 6,947 | 8,838 | 8,984 | 8,443 |
| New Hampshire | 19,049 | 30,077 | 29,920 | 28,806 | 29,233 | 29,920 | 16.8 | -0.5 | 1,468 | 2,387 | 3,135 | 3,335 | 3,519 | 3,677 |
| New Jersey | 178,870 | 221,715 | 232,002 | 232,401 | 238,178 | 241,063 | 17.2 | 8.7 | 14,741 | 16,361 | 17,073 | 18,674 | 19,846 | 20,701 |
| New Mexico | 36,000 | 52,256 | 46,628 | 49,667 | 52,838 | 53,996 | 16.3 | 3.3 | 2,210 | 4,970 | 5,224 | 4,245 | 4,413 | 6,607 |
| New York | 307,366 | 441,333 | 454,542 | 499,551 | 522,221 | 530,702 | 19.5 | 20.2 | 26,266 | 51,665 | 64,923 | 67,067 | 71,893 | 73,348 |
| North Carolina | 122,942 | 173,067 | 185,107 | 198,808 | 200,905 | 201,658 | 13.0 | 16.5 | 10,516 | 17,361 | 18,433 | 19,070 | 19,899 | 20,111 |
| North Dakota | 12,294 | 13,652 | 13,170 | 13,953 | 15,153 | 15,902 | 14.3 | 16.5 | 1,164 | 1,247 | 1,714 | 1,972 | 2,189 | 2,343 |
| Ohio | 205,440 | 237,643 | 259,454 | 253,896 | 266,670 | 271,090 | 16.0 | 14.1 | 12,487 | 18,664 | 22,454 | 21,897 | 25,247 | 26,419 |
| Oklahoma | 65,457 | 85,577 | 97,250 | 108,459 | 112,080 | 115,289 | 16.5 | 34.7 | 5,163 | 6,393 | 8,298 | 9,023 | 9,751 | 10,309 |
| Oregon | 54,422 | 75,204 | 81,050 | 84,517 | 87,156 | 89,125 | 14.6 | 18.5 | 2,854 | 6,926 | 9,392 | 10,374 | 11,331 | 11,693 |
| Pennsylvania | 214,254 | 242,655 | 295,080 | 303,633 | 320,817 | 327,908 | 19.1 | 35.1 | 17,982 | 21,477 | 31,072 | 33,022 | 36,340 | 37,012 |
| Rhode Island | 20,646 | 30,727 | 25,332 | 23,515 | 23,748 | 24,170 | 16.9 | -21.3 | 1,682 | 2,614 | 2,945 | 3,022 | 3,168 | 3,235 |
| South Carolina | 77,367 | 105,922 | 100,289 | 101,776 | 104,698 | 106,521 | 13.7 | 0.6 | 7,948 | 11,775 | 11,083 | 9,432 | 9,568 | 9,792 |
| South Dakota | 14,726 | 16,825 | 18,026 | 19,527 | 21,190 | 21,712 | 15.6 | 29.0 | 2,105 | 2,286 | 2,738 | 2,627 | 2,941 | 2,923 |
| Tennessee | 104,853 | 125,863 | 120,263 | 129,386 | 129,319 | 130,229 | 13.0 | 3.5 | 7,487 | 10,699 | 13,096 | 12,905 | 13,950 | 14,592 |
| Texas | 344,529 | 491,642 | 442,019 | 463,238 | 498,588 | 532,185 | 9.8 | 8.2 | 24,848 | 36,442 | 41,494 | 43,787 | 49,681 | 53,750 |
| Utah | 46,606 | 53,921 | 70,278 | 79,932 | 84,196 | 86,532 | 12.8 | 60.5 | 3,424 | 5,785 | 8,990 | 10,007 | 10,731 | 10,741 |
| Vermont | 12,160 | 13,623 | 13,936 | 13,903 | $14,482^{3}$ | 14,911 | 17.1 | 9.5 | 1,097 | 1,237 | 1,762 | 1,774 | 2,005 | 2,050 |
| Virginia | 112,072 | 162,212 | 162,338 | 164,757 | 172,370 | 175,450 | 13.6 | 8.2 | 9,892 | 14,444 | 17,081 | 16,755 | 18,296 | 18,807 |
| Washington | 83,545 | 118,851 | 127,978 | 135,757 | 143,498 | 147,628 | 13.2 | 24.2 | 9,558 | 11,760 | 14,275 | 15,361 | 16,425 | 17,140 |
| West Virginia | 42,428 | 50,333 | 45,007 | 45,297 | 46,810 | 47,183 | 17.5 | -6.3 | 2,923 | 5,445 | 5,607 | 5,004 | 5,219 | 5,245 |
| Wisconsin | 85,651 | 125,358 | 124,722 | 120,864 | 120,864 ${ }^{5}$ | 120,864 ${ }^{5}$ | 14.1 | -3.6 | 10,934 | 14,383 | 16,079 | 16,089 | 16,089 ${ }^{5}$ | 16,089 ${ }^{5}$ |
| Wyoming | 10,852 | 13,154 | 15,348 | 15,608 | 15,551 | 15,487 | 16.5 | 17.7 | 1,221 | 1,695 | 3,398 | 3,367 | 3,419 | 3,419 |
| Bureau of Indian Education | 6,997 | 8,448 | 6,801 | 6,309 | 6,285 | 6,754 | - | -20.1 | 1,092 | 338 | 396 | 266 | 250 | 240 |
| Other jurisdictions | 38,986 | 70,670 | 131,847 | 128,268 | 110,613 | 107,736 | - | 52.4 | 3,892 | 8,168 | 14,505 | 16,743 | 12,840 | 12,203 |
| American Samoa | 363 | 697 | 935 | 666 | 636 | 561 | - | -19.5 | 48 | 48 | 142 | 50 | 37 | 56 |
| Guam | 1,750 | 2,267 | 2,003 | 2,036 | 2,015 | 1,929 | - | -14.9 | 198 | 205 | 165 | 159 | 167 | 149 |
| Northern Marianas | 411 | 569 | 944 | 886 | 956 | 964 | - | 69.4 | 211 | 53 | 104 | 93 | 116 | 108 |
| Palau | - | 131 | - | 97 | 74 | 81 | - | -38.2 | - | 10 | - | 6 | 3 | 1 |
| Puerto Rico | 35,129 | 65,504 | 126,560 | 123,376 | 105,827 | 103,137 | - | 57.5 | 3,345 | 7,746 | 13,952 | 16,303 | 12,391 | 11,799 |
| U.S. Virgin Islands | 1,333 | 1,502 | 1,405 | 1,207 | 1,105 | 1,064 | - | -29.2 | 90 | 106 | 142 | 132 | 126 | 90 |

## -Not available.

${ }^{1}$ Includes some data for 2015-16 or 2016-17 due to unavailability of 2017-18 and 2018-19 data for specific states, as noted below.
${ }^{2}$ Based on projected total public school enrollment in prekindergarten through grade 12
For total public school enrollment, see table 203.20.
${ }^{3}$ Data for 6 - to 21-year-olds are for 2016-17 instead of 2017-18 because 2017-18 data for this age group were not available for this state.
${ }^{4}$ Data for 3- to 5-year-olds are for 2016-17 instead of 2017-18 because 2017-18 data for
this age group were not available for this state.
${ }^{5}$ Data are for 2015-16 because 2017-18 and 2018-19 data were not available for this state.

NOTE: Prior to October 1994, children and youth with disabilities were served under Chapter 1 of the Elementary and Secondary Education Act (ESEA) as well as under the Individuals with Disabilities Education Act (IDEA), Part B. Data reported in this table for 1990-91 include children ages 0-21 served under Chapter 1 of ESEA.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, selected years, 1992 through 2006; and Individuals with Disabilities Education Act (IDEA) database, retrieved February 20, 2020, from https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html. National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2018-19; and State Public Elementary and Secondary Enrollment Projection Model, 1980 through 2029. (This table was prepared February 2020.)

Table 204.75a. Homeless students enrolled in public elementary and secondary schools, by grade, primary nighttime residence, and selected student characteristics: 2009-10 through 2016-17

| Grade, primary nighttime residence, or selected student characteristic | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 ${ }^{1}$ | 2015-16 | 2016-17 ${ }^{2}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Total number of homeless students ${ }^{3}$ | 910,439 | 1,047,397 | 1,128,503 | 1,216,117 | 1,285,641 | 1,260,721 | 1,301,238 | 1,351,120 |
| As a percent of total public school enrollment | 1.8 | 2.1 | 2.3 | 2.4 | 2.6 | 2.5 | 2.6 | 2.7 |
| Total number, by grade and nighttime residence Grade |  |  |  |  |  |  |  |  |
| Prekindergarten ${ }^{4}$ | 28,871 | 32,966 | 32,866 | 38,281 | 47,976 | 39,381 | 42,580 | 43,333 |
| Kindergarten | 82,378 | 89,589 | 105,795 | 115,943 | 112,343 | 118,470 | 109,852 | 115,653 |
| Grade 1 | 83,675 | 92,153 | 104,554 | 113,226 | 121,159 | 116,464 | 116,517 | 115,312 |
| Grade 2 | 80,437 | 88,125 | 96,845 | 105,311 | 113,238 | 111,189 | 115,054 | 114,772 |
| Grade 3 | 77,594 | 86,253 | 93,214 | 99,446 | 107,574 | 105,739 | 110,868 | 115,200 |
| Grade 4 | 73,942 | 82,570 | 88,809 | 94,303 | 99,005 | 98,221 | 103,859 | 108,411 |
| Grade 5 | 69,605 | 79,314 | 85,224 | 89,769 | 93,912 | 91,647 | 97,068 | 102,560 |
| Grade 6 | 65,238 | 75,867 | 80,962 | 86,880 | 89,965 | 87,844 | 90,716 | 94,806 |
| Grade 7 | 61,009 | 71,412 | 76,481 | 82,159 | 86,659 | 83,924 | 86,480 | 89,234 |
| Grade 8 | 60,186 | 69,406 | 73,528 | 79,516 | 83,404 | 82,122 | 85,327 | 88,326 |
| Grade 9 | 66,474 | 79,897 | 81,262 | 90,139 | 97,129 | 94,508 | 95,662 | 99,880 |
| Grade 10 | 54,510 | 68,484 | 69,396 | 72,673 | 77,486 | 76,951 | 82,040 | 85,644 |
| Grade 11 | 47,835 | 59,120 | 63,078 | 66,519 | 69,619 | 68,729 | 73,881 | 78,969 |
| Grade 12 | 54,030 | 68,532 | 73,687 | 79,260 | 83,671 | 83,022 | 88,452 | 95,723 |
| Ungraded ${ }^{5}$ | 4,655 | 3,709 | 2,802 | 2,692 | 2,501 | 2,510 | 2,882 | 3,297 |
| Primary nighttime residence ${ }^{6}$ |  |  |  |  |  |  |  |  |
| Doubled-up or shared housing ${ }^{7}$ | 648,233 | 741,460 | 849,684 | 917,122 | 978,463 | 957,053 | 983,782 | 1,022,425 |
| Hotels or motels | 45,727 | 53,499 | 62,530 | 69,179 | 78,767 | 82,187 | 84,978 | 90,013 |
| Shelters, transitional housing, or awaiting foster care placement | 172,644 | 177,028 | 174,472 | 173,397 | 183,653 | 180,302 | 185,596 | 186,141 |
| Unsheltered ${ }^{8}$ | 38,450 | 74,044 | 40,151 | 39,108 | 41,738 | 39,327 | 43,014 | 49,864 |
| Number with selected characteristics |  |  |  |  |  |  |  |  |
| Unaccompanied homeless youth ${ }^{9}$ | - | - | - | 78,654 | 88,390 | 94,800 | 111,720 | 118,362 |
| English language learners ${ }^{10}$ | - | - | - | 174,821 | 190,256 | 181,764 | 201,099 | 216,245 |
| Migrant students ${ }^{11}$ | - | - | - | 16,231 | 18,588 | 17,748 | 16,700 | 16,170 |
| Students with disabilities ${ }^{12}$ | - | - | - | 190,050 | 217,048 | 215,630 | 232,764 | 245,130 |

-Not available.
${ }^{1}$ The decrease in homeless students in 2014-15 was caused in part by changes to California's data collection systems. For more information, see section 1.9.1.1 of California's 2014-15 Consolidated State Performance Report, available at https://www2.ed.gov/admins/lead/ account/consolidated/sy14-15part1/ca.pdf.
${ }^{2}$ Includes imputed data for Kansas
${ }^{3}$ The sum of counts by grade.
Homeless children 3 to 5 years old who are not in kindergarten.
${ }^{5}$ Includes students reported as being enrolled in grade 13.
${ }^{6}$ Does not sum to the total number of homeless students because of missing data on primary nighttime residence. (Counts by primary nighttime residence differ from those shown in the total row by less than 2 percent for 2012-13 and less than 1 percent for all other years.)
${ }^{7}$ Refers to temporarily sharing the housing of other persons due to loss of housing, economic hardship, or other reasons (such as domestic violence)
${ }^{8}$ Includes living in cars, parks, campgrounds, temporary trailers-including Federal
Emergency Management Agency (FEMA) trailers-or abandoned buildings.
Youth who are not in the physical custody of a parent or guardian. Includes youth living on their own and youth living with a caregiver who is not their legal guardian.
${ }^{10}$ Students who met the definition of limited English proficient students as outlined in the EDFacts workbook. For more information, see https://www2.ed.gov/about/inits/ed/edfacts/ eden-workbook.html
${ }^{11}$ Students who met the definition of eligible migrant children as outlined in the EDFacts workbook. Such students are either migratory workers or the children or spouses of
migratory workers and have moved within the preceding 36 months in order to obtain, or to accompany parents or spouses who moved in order to obtain, temporary or seasonal employment in agricultural or fishing work. For more information, see https://www2.ed.gov/ about/inits/ed/edfacts/eden-workbook.html. Connecticut, the District of Columbia, Rhode Island, and West Virginia did not operate a migrant education program during the 2012-13, 2013-14, 2014-15, 2015-16, and 2016-17 school years and therefore had no data to provide on migrant homeless students.
${ }^{12}$ Includes only students with disabilities who were served under the Individuals with Disabilities Education Act (IDEA).
NOTE: Homeless students are defined as children/youth who lack a fixed, regular, and adequate nighttime residence. For more information, see "C118-Homeless Students Enrolled" at https://www2.ed.gov/about/inits/ed/edfacts/sy-16-17-nonxml.html. Data include all homeless students enrolled at any time during the school year. Data exclude Puerto Rico and the Bureau of Indian Education. This table is based on state-level data unless otherwise noted.
SOURCE: U.S. Department of Education, National Center for Education Statistics, EDFacts file 118, Data Group 655, extracted June 5, 2019, from the EDFacts Data Warehouse (internal U.S. Department of Education Source); and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2009-10 through 2016-17. (This table was prepared June 2019.)

Table 204.90. Percentage of public school students enrolled in gifted and talented programs, by sex, race/ethnicity, and state: Selected years, 2004 through 2013-14

| State | 2004, total |  | 2006, total |  | $\begin{aligned} & \text { 2011-12, } \\ & \text { total } \end{aligned}$ | 2013-14 ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Sex | Race/ethnicity |  |  |  |  |  |  |
|  |  |  | Total | Male |  | Female | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 |  | 2 |  |  |  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| United States | 6.7 | (0.05) |  |  | 6.7 | (0.04) | 6.4 | 6.7 | 6.4 | 7.0 | 7.7 | 4.3 | 4.9 | 13.3 | 4.4 | 5.2 | 6.9 |
| Alabama | 4.8 | (0.11) | 5.5 | (0.06) |  | 8.4 | 8.4 | 8.0 | 8.9 | 11.2 | 3.9 | 4.9 | 17.6 | 6.9 | 11.7 | 5.7 |
| Alaska | 4.1 | (0.19) | 4.1 | (0.19) | 4.7 | 4.9 | 4.7 | 5.2 | 6.8 | 3.0 | 4.3 | 6.3 | 2.3 | 0.9 | 6.5 |
| Arizona | 5.9 | (0.17) | 6.3 | (0.11) | 5.8 | 4.8 | 5.0 | 4.6 | 6.6 | 2.3 | 3.4 | 9.9 | 3.3 | 1.7 | 5.5 |
| Arkansas | 9.9 | (0.65) | 9.5 | (0.43) | 9.8 | 9.8 | 8.9 | 10.9 | 11.1 | 8.5 | 5.5 | 16.2 | 2.2 | 6.2 | 6.3 |
| California | 8.4 | (0.18) | 8.3 | (0.21) | 8.2 | 7.8 | 7.6 | 8.1 | 9.7 | 4.5 | 5.8 | 15.1 | 8.1 | 5.3 | 9.0 |
| Colorado | 6.7 | (0.11) | 6.8 | (0.11) | 6.5 | 7.7 | 7.9 | 7.5 | 9.6 | 4.1 | 4.4 | 12.8 | 6.4 | 4.3 | 9.0 |
| Connecticut | 3.0 | (0.32) | 3.8 | (0.41) | 2.3 | 2.2 | 2.0 | 2.4 | 2.7 | 1.1 | 1.0 | 4.6 | 0.5 | 1.1 | 2.4 |
| Delaware | $4.6{ }^{1}$ | ( $\dagger$ ) | $5.6{ }^{1}$ | ( $\dagger$ ) | 2.0 | 2.3 | 2.1 | 2.5 | 2.9 | 1.4 | 1.2 | 6.1 | 0.7-2.0 | 1.8 | 2.4 |
| District of Columbia |  | ( $\dagger$ | - | ( $\dagger$ ) | 0.1 | \# | \# | \# | 0.1 | \# | \# | 0.1-0.3 | 0.0 | 0.0 | 0.0 |
| Florida | 4.5 | (0.06) | 4.7 | (0.05) | 5.4 | 5.8 | 5.6 | 5.9 | 7.6 | 2.3 | 5.3 | 13.3 | 4.1 | 4.3 | 6.2 |
| Georgia | 8.9 | (0.30) | 9.3 | (0.35) | 10.4 | 12.9 | 12.1 | 13.8 | 16.1 | 10.4 | 6.5 | 26.5 | 9.0 | 10.5 | 12.5 |
| Hawaii | 5.7 | (0.57) | $6.2^{1}$ | ( $\dagger$ ) | 1.4 | 3.0 | 2.4 | 3.5 | 4.4 | 2.1 | 1.6 | 4.2 | 1.7 | 4.2 | 2.5 |
| Idaho | 3.9 | (0.23) | 4.2 | (0.20) | 3.0 | 3.6 | 3.5 | 3.7 | 4.1 | 2.2 | 1.4 | 7.1 | 2.7 | 1.9 | 2.9 |
| Illinois | 5.4 | (0.22) | 5.8 | (0.24) | 3.5 | 6.8 | 6.5 | 7.1 | 5.7 | 7.7 | 6.7 | 15.4 | 10.9 | 6.4 | 7.1 |
| Indiana | 7.1 | (0.49) | 7.9 | (0.40) | 12.6 | 12.1 | 11.6 | 12.6 | 14.0 | 4.9 | 6.5 | 20.8 | 8.7 | 9.5 | 9.8 |
| Iowa | 8.5 | (0.38) | 8.2 | (0.26) | 9.3 | 9.4 | 9.2 | 9.7 | 10.5 | 3.2 | 4.2 | 13.9 | 4.4 | 4.1 | 7.9 |
| Kansas | 3.3 | (0.11) | 3.0 | (0.12) | 2.9 | 2.7 | 2.8 | 2.5 | 3.2 | 0.9 | 0.9 | 6.8 | 1.9 | 1.6 | 2.5 |
| Kentucky | 13.0 | (0.54) | 14.6 | (0.50) | 12.7 | 15.8 | 14.7 | 17.0 | 17.3 | 7.9 | 7.5 | 26.8 | 14.6 | 10.9 | 11.7 |
| Louisiana | 3.9 | (0.32) | 3.4 | (0.13) | 3.0 | 4.2 | 3.7 | 4.8 | 5.8 | 2.3 | 3.6 | 14.8 | 5.2 | 2.8 | 4.3 |
| Maine | 3.0 | (0.36) | 3.2 | (0.19) | 4.6 | 4.9 | 4.5 | 5.3 | 5.0 | 2.4 | 2.6 | 8.0 | 3.5 | 3.1 | 3.7 |
| Maryland | $13.8{ }^{1}$ | ( $\dagger$ ) | $16.1^{1}$ | ( $\dagger$ ) | 15.8 | 16.0 | 14.7 | 17.4 | 17.5 | 11.1 | 14.0 | 39.4 | 10.1 | 10.2 | 17.2 |
| Massachusetts | 0.8 | (0.13) | 0.7 | (0.10) | 0.7 | 0.5 | 0.4 | 0.5 | 0.4 | 0.6 | 0.4 | 1.0 | 0.4 | 0.3 | 0.5 |
| Michigan | 3.9 | (0.37) | 3.4 | (0.29) | 1.9 | 1.3 | 1.2 | 1.4 | 1.5 | 0.7 | 0.6 | 3.0 | 1.6 | 1.0 | 0.7 |
| Minnesota | 8.1 | (0.37) | 8.8 | (0.28) | 8.0 | 7.2 | 7.1 | 7.4 | 7.2 | 6.0 | 4.7 | 14.9 | 4.6 | 2.5 | 5.8 |
| Mississippi | 6.0 | (0.19) | 6.1 | (0.20) | 6.7 | 6.7 | 6.3 | 7.1 | 10.2 | 3.5 | 5.7 | 14.7 | 10.7 | 3.3 | 4.8 |
| Missouri | 3.8 | (0.12) | 3.6 | (0.11) | 4.0 | 4.2 | 4.1 | 4.3 | 4.5 | 2.2 | 2.7 | 11.6 | 2.2 | 3.0 | 3.9 |
| Montana | 5.6 | (0.28) | 5.2 | (0.20) | 4.2 | 3.8 | 3.9 | 3.7 | 4.2 | 2.4 | 2.0 | 6.5 | 3.4 | 1.7 | 2.5 |
| Nebraska | 11.4 | (0.31) | 11.4 | (0.24) | 11.8 | 12.0 | 11.5 | 12.6 | 13.5 | 8.3 | 6.9 | 19.9 | 8.7 | 5.6 | 11.7 |
| Nevada | 1.9 | (0.01) | $1.9^{1}$ | ( $\dagger$ ) | 2.0 | 3.3 | 3.3 | 3.3 | 5.4 | 0.9 | 1.7 | 5.5 | 2.0 | 1.8 | 4.6 |
| New Hampshire | 2.3 | (0.55) | 2.6 | (0.54) | 1.4 | 1.2 | 1.2 | 1.2 | 1.2 | 0.4 | 0.3 | 1.6 | 0.0 | 0.7 | 1.1 |
| New Jersey | 6.9 | (0.38) | 7.0 | (0.35) | 6.5 | 5.9 | 5.4 | 6.5 | 7.1 | 3.1 | 2.9 | 11.9 | 7.5 | 2.9 | 4.6 |
| New Mexico | 10.7 | (0.26) | 4.0 | (0.14) | 4.6 | 4.5 | 4.6 | 4.3 | 8.2 | 3.3 | 3.1 | 13.4 | 5.7 | 2.6 | 5.8 |
| New York | 2.2 | (0.18) | 2.9 | (0.13) | 1.5 | 1.7 | 1.6 | 1.9 | 2.2 | 0.9 | 0.6 | 3.6 | 1.9 | 1.1 | 2.1 |
| North Carolina | 10.9 | (0.83) | 10.8 | (0.42) | 10.6 | 10.0 | 9.8 | 10.3 | 14.4 | 4.0 | 4.5 | 18.7 | 7.9 | 5.9 | 9.8 |
| North Dakota | 3.1 | (0.30) | 2.8 | (0.18) | 3.3 | 2.3 | 2.3 | 2.2 | 2.2 | 1.7 | 0.7 | 6.2 | 3.1 | 3.1 | 0.1-0.2 |
| Ohio | 7.4 | (0.40) | 7.3 | (0.33) | 3.7 | 4.3 | 4.2 | 4.3 | 4.9 | 1.4 | 1.9 | 11.2 | 1.8 | 3.5 | 3.5 |
| Oklahoma | 14.0 | (0.45) | 13.7 | (0.39) | 13.9 | 13.7 | 13.1 | 14.3 | 16.5 | 7.6 | 7.7 | 26.5 | 8.5 | 13.3 | 11.1 |
| Oregon | 7.1 | (0.20) | 6.9 | (0.16) | 6.8 | 6.5 | 6.7 | 6.3 | 7.4 | 3.1 | 2.6 | 16.6 | 3.0 | 2.5 | 7.6 |
| Pennsylvania | 4.8 | (0.19) | 4.5 | (0.17) | 3.8 | 3.7 | 3.7 | 3.7 | 4.4 | 1.0 | 1.2 | 8.8 | 3.3 | 2.0 | 2.7 |
| Rhode Island | 1.8 | (0.38) | 1.4 | (0.21) | 0.5 | 0.3 | 0.3 | 0.3 | 0.2 | 0.5 | 0.6 | 0.6 | 0.0 | 0.1-0.2 | 0.1 |
| South Carolina | 12.7 | (0.98) | 11.0 | (0.57) | 12.0 | 13.4 | 12.0 | 14.9 | 18.7 | 6.5 | 7.2 | 25.6 | 14.1 | 8.2 | 11.7 |
| South Dakota | 2.2 | (0.20) | 2.7 | (0.17) | 2.0 | 2.0 | 2.0 | 1.9 | 2.3 | 0.8 | 0.7 | 4.5 | 3.0 | 0.4 | 1.3 |
| Tennessee | 3.3 | (0.18) | 1.7 | (0.10) | 2.5 | 1.6 | 1.6 | 1.6 | 2.0 | 0.6 | 0.7 | 4.0 | 1.8 | 1.3 | 1.5 |
| Texas | 8.0 | (0.10) | 7.6 | (0.07) | 7.7 | 7.6 | 7.4 | 7.9 | 10.6 | 4.0 | 6.0 | 18.3 | 6.6 | 5.8 | 8.2 |
| Utah | 4.6 | (0.29) | 5.0 | (0.05) | 3.9 | 4.7 | 4.4 | 5.0 | 4.9 | 3.7 | 3.4 | 10.7 | 5.6 | 2.2 | 3.4 |
| Vermont | 0.8 | (0.17) | 0.8 | (0.15) | 0.3 | 0.4 | 0.4 | 0.4 | 0.4 | 0.3 | 0.1-0.3 | 0.6 | 0.9-2.6 | 0.2-0.6 | 0.1-0.2 |
| Virginia | 12.1 | (0.38) | 12.6 | (0.32) | 11.8 | 12.1 | 11.6 | 12.6 | 14.6 | 6.0 | 7.5 | 22.6 | 11.3 | 8.4 | 13.4 |
| Washington | 3.8 | (0.10) | 3.9 | (0.13) | 3.5 | 3.3 | 3.2 | 3.4 | 3.7 | 1.3 | 1.9 | 6.7 | 1.3 | 1.2 | 3.1 |
| West Virginia | 2.2 | (0.19) | 2.2 | (0.21) | 1.9 | 2.1 | 2.1 | 2.1 | 2.1 | 1.3 | 1.1 | 10.2 | 5.4 | 1.9 | 1.7 |
| Wisconsin | 6.8 | (0.47) | 6.4 | (0.35) | 6.0 | 6.2 | 6.0 | 6.4 | 6.5 | 5.2 | 4.7 | 8.8 | 3.0 | 2.1 | 5.5 |
| Wyoming | 3.2 ! | (1.04) | 2.2 | (0.35) | 3.3 | 3.6 | 3.6 | 3.7 | 4.2 | 2.4 | 1.3 | 5.6 | 3.1 | 0.9 | 1.8 |

—Not available.
$\dagger$ Not applicable
\#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between
30 and 50 percent.
${ }^{1}$ Data are based on universe counts of schools and school districts; therefore, these figures
do not have standard errors.

NOTE: Race categories exclude persons of Hispanic ethnicity. Percentages based on counts of between 1 and 3 gifted and talented students are displayed as ranges to protect student privacy.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection: 2004, 2006, 2011-12, and 2013-14. (This table was prepared June 2018.)

Table 205.10. Private elementary and secondary school enrollment and private enrollment as a percentage of total enrollment in public and private schools, by region and grade level: Selected years, fall 1995 through fall 2017


Table 205.15. Private elementary and secondary school enrollment, percentage distribution of private school enrollment, and private school enrollment as a percentage of total enrollment in public and private schools, by school orientation and grade: Selected years, fall 1999 through fall 2017
[Standard errors appear in parentheses]

| Grade | 1999 |  | 2005 |  | 2011 |  | 2013 |  | 2015 |  | 2017 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total |  |  |  | Catholic |  |  | Othe | religious |  | sectarian |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Total, all grades <br> Prekindergarten through grade 8 | Enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 6,018,280 | $(30,179)$ | 6,073,240 | $(42,446)$ | 5,268,090 | $(24,908)$ | 5,395,740 | $(50,342)$ | 5,750,520 $\quad(85,729)$ |  | 5,719,990 | $(74,133)$ | 2,137,330 | $(40,520)$ | 2,188,240 | $(40,106)$ | 1,394,420 | $(26,889)$ |
|  | 4,788,990 | $(23,055)$ | 4,724,310 | $(33,034)$ | 3,976,960 | $(18,241)$ | 4,083,860 | $(42,441)$ | 4,304,470 | $(69,171)$ | 4,251,960 | $(69,049)$ | 1,478,040 | $(37,641)$ | 1,727,280 | $\begin{aligned} & (36,077) \\ & (12,883) \end{aligned}$ | $1,394,420$ $(26,089)$ <br> $\mathbf{1 , 0 4 6 , 6 4 0}$ $(24,548)$ |  |
| Prekindergarten | 763,790 | $(6,261)$ | 926,430 | $(15,701)$ | 773,240 | $(2,420)$ | 819,320 | $(10,185)$ | 846,920 | $(17,898)$ | 821,830 | $(17,849)$ | 175,660 | $(4,995)$ | 330,470 $(12,883)$ <br> 186,250 $(4,149)$ |  | 315,710125,630 | $(8,956)$ |
| Kindergarten | 593,690 | $(4,053)$ | 547,590 | $(4,887)$ | 449,820 | $(2,989)$ | 461,730 | $(5,429)$ | 466,470 | $(8,411)$ | 456,880 | $(7,890)$ | 144,990 | $(3,694)$ |  |  |  |  | $(3,870)$ |
| 1st grade | 472,110 | $(2,080)$ | 421,120 | $(2,826)$ | 348,730 | $(2,191)$ | 357,860 | $(4,963)$ | 373,850 | $(6,901)$ | 361,030 | $(6,042)$ | 137,970 | $(3,863)$ | 156,640 (3,450) |  | $\begin{array}{r} 125,630 \\ 66,410 \end{array}$ | $\begin{aligned} & (1,772) \\ & (1,563) \end{aligned}$ |
| 2nd grade | 449,090 | $(2,248)$ | 405,470 | $(2,659)$ | 340,230 | $(2,008)$ | 344,520 | $(4,887)$ | 368,450 | $(6,625)$ | 352,130 | $(5,906)$ | 138,210 | $(3,904)$ | 151,220 (3,214) |  | 62,700 |  |
| 3 rd grade | 436,730 | $(1,962)$ | 398,120 | $(2,462)$ | 336,150 | $(1,850)$ | 338,840 | $(4,193)$ | 364,290 | $(6,479)$ | 354,400 | $(6,167)$ | 141,640 | $(4,058)$ | 149,980 (3,217) |  | 62,780 | $(1,287)$ |
| 4th grade | 425,140 | $(1,956)$ | 391,530 | $(2,297)$ | 328,950 | $(1,921)$ | 337,440 | $(4,508)$ | 357,820 | $(6,202)$ | 355,650 | $(5,831)$ | 142,810 | $(4,008)$ | 149,900 (3,174) |  | 62,950 (1,294) |  |
| 5 th grade | 407,590 | $(2,019)$ | 389,720 | $(2,379)$ | 330,390 | $(1,832)$ | 337,950 | $(4,192)$ | 354,710 | $(5,903)$ | 358,720 | $(5,811)$ | 145,550 | $(4,032)$ | 146,790 (2,955) |  | 66,380 (1,669) |  |
| 6 th grade | 403,110 | $(2,094)$ | 393,220 | $(2,280)$ | 341,690 | $(1,766)$ | 344,960 | $(4,820)$ | 372,750 | $(7,276)$ | 374,200 | $(6,861)$ | 148,490 | $(4,091)$ | 151,830 (3,558) |  | 73,870 (2,066) |  |
| 7th grade | 384,140 | $(2,140)$ | 390,550 | $(4,093)$ | 336,770 | $(1,684)$ | 343,370 | $(4,317)$ | 367,920 | $(6,574)$ | 370,920 | $(6,791)$ | 147,790 | $(4,249)$ | 146,020 (3,417) |  | 77,100 (2,028) |  |
| 8th grade | 369,580 | $(2,285)$ | 387,720 | $(4,024)$ | 336,670 | $(1,951)$ | 343,500 | $(3,717)$ | 363,840 | $(7,047)$ | 374,210 | $(6,444)$ | 148,740 | $(3,812)$ | $\begin{array}{cc} 145,060 & (3,494) \\ 13,130! & (4,668) \end{array}$ |  | 80,410 (2,007) |  |
| Elementary ungraded | 84,000 | $(1,267)$ | 72,830 | $(1,916)$ | 54,300 | (672) | 54,380 | $(1,061)$ | 67,440 | $(11,164)$ | 72,000 | $(12,109)$ | 6,190 | ( $\dagger$ ) |  |  | $52,680$ | $(11,179)$ |
| Grades 9 through 12 | 1,229,290 | $(8,260)$ | 1,348,930 | $(18,073)$ | 1,291,130 | $(15,396)$ | 1,311,880 | $(14,936)$ | 1,446,060 | $(23,777)$ | 1,468,020 | $(17,378)$ | 659,290 | $(15,189)$ | 460,960 (6,962) |  | 347,780 | $(4,172)$ |
| 9 th grade | 336,220 | $(2,131)$ | 356,130 | $(4,333)$ | 329,600 | $(3,875)$ | 333,610 | $(3,612)$ | 367,810 | $(6,279)$ | 373,950 | $(4,554)$ | 168,010 | $(3,729)$ | 120,140 (2,073) |  | 85,800 | $(1,322)$ |
| 10th grade | 313,310 | $(1,919)$ | 348,190 | $(5,949)$ | 324,540 | $(4,161)$ | 330,710 | $(3,780)$ | 367,250 | $(6,041)$ | 365,940 | $(4,257)$ | 165,130 | $(3,681)$ | 116,280 (1,662) |  | 84,530 (1,060) |  |
| 11th grade | 294,650 | $(2,193)$ | 326,260 | $(4,456)$ | 318,310 | $(3,647)$ | 324,680 | $(3,850)$ | 356,150 | $(5,906)$ | 364,600 | $(4,572)$ | 163,880 | $(4,110)$ | 113,570 (1,639) |  | 87,150 (1,169) |  |
| 12th grade | 280,380 | $(1,958)$ | 315,290 | $(4,850)$ | 314,500 | $(3,769)$ | 319,720 | $(3,787)$ | 348,600 | $(5,652)$ | 359,030 | $(4,200)$ | 162,050 | $(3,683)$ | $\begin{array}{rr} 109,540 & (1,778) \\ 1,430 & (t) \\ \hline \end{array}$ |  | $\begin{array}{r} 87,440 \\ 2,860 \end{array}$ | $\begin{array}{r} (1,011) \\ (t) \\ \hline \end{array}$ |
| Secondary ungraded | 4,720 | $(1,404)$ | 3,070 | (t) | 4,180 | (92) | 3,160 | (14) | 6,240 | ( $\dagger$ ) | 4,500 | (t) | 210 | (t) |  |  |  |  |  |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total, all grades <br> Prekindergarten through grade 8 | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 ( $\dagger$ ) |  | 100.0 | ( ${ }^{\text {) }}$ |
|  | 79.6 | (0.06) | 77.8 | (0.22) | 75.5 | (0.23) | 75.7 | (0.22) | 74.9 | (0.27) | 74.3 | (0.35) | 69.2 | (0.73) | 78.9 (0.31) |  | $\begin{array}{ll}75.1 & (0.38)\end{array}$ |  |
| Prekindergarten | 12.7 | (0.08) | 15.3 | (0.21) | 14.7 | (0.08) | 15.2 | (0.15) | 14.7 | (0.22) | 14.4 | (0.22) | 8.2 | (0.17) | 15.1 (0.45) |  | 22.6 (0.49) |  |
| Kindergarten | 9.9 | (0.04) | 9.0 | (0.06) | 8.5 | (0.04) | 8.6 | (0.08) | 8.1 | (0.08) | 8.0 | (0.06) | 6.8 | (0.08) |  |  | 9.0 (0.16) |  |
| 1st grade | 7.8 | (0.02) | 6.9 | (0.03) | 6.6 | (0.02) | 6.6 | (0.05) | 6.5 | (0.07) | 6.3 | (0.06) | 6.5 | (0.09) | $\begin{array}{ll}8.5 & (0.08) \\ 7.2 & (0.09)\end{array}$ |  | 4.8 (0.08) |  |
| 2nd grade | 7.5 | (0.01) | 6.7 | (0.03) | 6.5 | (0.02) | 6.4 | (0.05) | 6.4 | (0.06) | 6.2 | (0.05) | 6.5 | (0.09) | $6.9)(0.07)$ |  | $\begin{array}{ll}4.5 & (0.08) \\ 4.5 & (0.07)\end{array}$ |  |
| 3 rd grade | 7.3 | (0.02) | 6.6 | (0.03) | 6.4 | (0.02) | 6.3 | (0.04) | 6.3 | (0.05) | 6.2 | (0.06) | 6.6 | (0.10) | $\begin{array}{ll} 6.9 & (0.07) \\ 6.9 & (0.07) \end{array}$ |  |  |  |  |
| 4th grade | 7.1 | (0.01) | 6.4 | (0.03) | 6.2 | (0.02) | 6.3 | (0.04) | 6.2 | (0.05) | 6.2 | (0.05) | 6.7 | (0.08) |  |  | 4.5 $(0.07)$ <br> 4.5 $(0.08)$ <br> 4.8 $(0.09)$ |  |
| 5 th grade | 6.8 | (0.01) | 6.4 | (0.04) | 6.3 | (0.02) | 6.3 | (0.04) | 6.2 | (0.05) | 6.3 | (0.05) | 6.8 | (0.09) | 6.7 (0.08) |  |  |  |  |
| 6 th grade | 6.7 | (0.02) | 6.5 | (0.03) | 6.5 | (0.02) | 6.4 | (0.05) | 6.5 | (0.07) | 6.5 | (0.06) | 6.9 | (0.09) | $\begin{array}{ll} 6.9 & (0.10) \\ 6.7 & (0.11) \end{array}$ |  |  |  |
| 7th grade | 6.4 | (0.02) | 6.4 | (0.04) | 6.4 | (0.02) | 6.4 | (0.05) | 6.4 | (0.06) | 6.5 | (0.07) | 6.9 | (0.12) |  |  | 5.3 $(0.12)$ <br> 5.5 $(0.11)$ <br> 5.8 $(0.10)$ |  |
| 8th grade | 6.1 | (0.02) | 6.4 | (0.04) | 6.4 | (0.02) | 6.4 | (0.04) | 6.3 | (0.06) | 6.5 | (0.07) | 7.0 | (0.11) | 6.6 (0.11) |  |  |  |  |
| Elementary ungraded | 1.4 | (0.02) | 1.2 | (0.03) | 1.0 | (0.01) | 1.0 | (0.02) | 1.2 | (0.19) | 1.3 | (0.21) | 0.3 | (0.01) | $\begin{array}{rr}0.6! & (0.21) \\ 21.1 & (0.31)\end{array}$ |  | 3.8 (0.77) |  |
| Grades 9 through 12 | 20.4 | (0.06) | 22.2 | (0.22) | 24.5 | (0.23) | 24.3 | (0.22) | 25.1 | (0.27) | 25.7 | (0.35) | 30.8 | (0.73) |  |  | $24.9 \quad$ (0.38) |  |
| 9 9th grade | 5.6 | (0.02) | 5.9 | (0.05) | 6.3 | (0.06) | 6.2 | (0.05) | 6.4 | (0.07) | 6.5 | (0.09) | 7.9 | (0.18) | 5.5 | (0.08) | 6.2 | (0.11) |
| 10th grade | 5.2 | (0.01) | 5.7 | (0.08) | 6.2 | (0.06) | 6.1 | (0.06) | 6.4 | (0.07) | 6.4 | (0.09) | 7.7 | (0.18) | 5.3 | (0.08) | 6.1 | (0.09) |
| 11th grade | 4.9 | (0.02) | 5.4 | (0.06) | 6.0 | (0.05) | 6.0 | (0.06) | 6.2 | (0.07) | 6.4 | (0.09) | 7.7 | (0.19) | 5.2 | (0.08) | 6.3 | (0.10) |
| 12th grade | 4.7 | (0.02) | 5.2 |  | 6.0 | (0.06) | 5.9 | (0.06) | 6.1 | (0.07) | 6.3 | (0.09) | 7.6 | (0.18) | 5.0 | (0.08) | 6.3 | (0.10) |
| Secondary ungraded | $0.1 \quad(0.02)$ |  | 0.10 |  | 0.1 | (\#) | 0.1 | (\#) | 0.1 | (\#) | 0.1 | (\#) | \# | ( $\dagger$ ) | 0.1 | (\#) | 0.2 | (\#) |

See notes at end of table.

Table 205.15. Private elementary and secondary school enrollment, percentage distribution of private school enrollment, and private enrollment as a percentage of total enrollment in public and private schools, by school orientation and grade: Selected years, fall 1999 through fall 2017-Continued
[Standard errors appear in parentheses]

| Grade | 1999 |  | 2005 |  | 2011 |  | 2013 |  | 2015 |  | 2017 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Catholic |  | Other religious |  | Nonsectarian |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Private enrollment as a percent of total enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total, all grades Prekindergarten through grade 8 | 11.4 | (0.05) | 11.0 | (0.07) |  |  | 9.7 | (0.04) |  |  | 9.8 | (0.08) | 10.3 | (0.14) | 10.2 | (0.12) | 3.8 | (0.07) | 3.9 | (0.07) | 2.5 | (0.05) |
|  | 12.6 | (0.05) | 12.2 | (0.07) | 10.3 | (0.04) | 10.4 | (0.10) | 10.9 | (0.16) | 10.8 | (0.16) | 3.7 | (0.09) | 4.4 | (0.09) | 2.7 | (0.06) |
| Prekindergarten | 55.4 | (0.20) | 52.3 | (0.42) | 40.4 | (0.08) | 41.5 | (0.30) | 41.6 | (0.51) | 39.6 | (0.52) | 8.5 | (0.23) | 15.9 | (0.51) | 15.2 | (0.37) |
| Kindergarten | 14.9 | (0.09) | 13.2 | (0.10) | 10.7 | (0.06) | 10.8 | (0.11) | 11.2 | (0.18) | 11.0 | (0.17) | 3.5 | (0.09) | 4.5 | (0.09) | 3.0 | (0.09) |
| 1st grade | 11.4 | (0.04) | 10.2 | (0.06) | 8.5 | (0.08) | 8.4 | (0.11) | 9.0 | (0.15) | 9.0 | (0.14) | 3.4 | (0.09) | 3.9 | (0.08) | 1.7 | (0.04) |
| 2 nd grade | 10.9 | (0.05) | 10.1 | (0.06) | 8.4 | (0.05) | 8.3 | (0.11) | 8.8 | (0.14) | 8.7 | (0.13) | 3.4 | (0.09) | 3.8 | (0.08) | 1.6 | (0.04) |
| 3 rd grade | 10.6 | (0.04) | 10.0 | (0.06) | 8.3 | (0.05) | 8.3 | (0.09) | 8.6 | (0.14) | 8.6 | (0.14) | 3.4 | (0.09) | 3.6 | (0.07) | 1.5 | (0.03) |
| 4th grade | 10.3 | (0.04) | 9.9 | (0.05) | 8.2 | (0.04) | 8.4 | (0.10) | 8.6 | (0.14) | 8.4 | (0.13) | 3.4 | (0.09) | 3.6 | (0.07) | 1.5 | (0.03) |
| 5 th grade | 10.2 | (0.05) | 9.7 | (0.05) | 8.2 | (0.04) | 8.4 | (0.10) | 8.7 | (0.13) | 8.5 | (0.13) | 3.4 | (0.09) | 3.5 | (0.07) | 1.6 | (0.04) |
| 6 th grade | 10.2 | (0.05) | 9.7 | (0.05) | 8.4 | (0.04) | 8.6 | (0.11) | 9.1 | (0.16) | 8.9 | (0.15) | 3.5 | (0.09) | 3.6 | (0.08) | 1.8 | (0.05) |
| 7th grade | 9.8 | (0.05) | 9.4 | (0.09) | 8.4 | (0.04) | 8.4 | (0.10) | 9.0 | (0.15) | 9.0 | (0.15) | 3.6 | (0.10) | 3.5 | (0.08) | 1.9 | (0.05) |
| 8th grade | 9.5 | (0.05) | 9.3 | (0.09) | 8.4 | (0.04) | 8.4 | (0.08) | 8.9 | (0.16) | 9.0 | (0.14) | 3.6 | (0.09) | 3.5 | (0.08) | 1.9 | (0.05) |
| Elementary ungraded | 16.8 | (0.21) | 22.8 | (0.46) | 40.3 | (0.30) | 38.6 | (0.46) | 46.6 | (4.19) | 48.5 | (4.26) | 4.2 | ( $\dagger$ | 8.8! | (2.98) | 35.5 | (5.03) |
| Grades 9 through 12 | 8.4 | (0.05) | 8.3 | (0.10) | 8.1 | (0.09) | 8.2 | (0.09) | 8.8 | (0.13) | 8.8 | (0.10) | 4.0 | (0.09) | 2.8 | (0.04) | 2.1 | (0.02) |
| 9 9th grade | 7.9 | (0.05) | 7.7 | (0.09) | 7.7 | (0.08) | 7.8 | (0.08) | 8.4 | (0.13) | 8.6 | (0.10) | 3.9 | (0.08) | 2.8 | (0.05) | 2.0 | (0.03) |
| 10th grade | 8.4 | (0.05) | 8.3 | (0.13) | 8.0 | (0.09) | 8.1 | (0.09) | 8.7 | (0.13) | 8.7 | (0.09) | 3.9 | (0.08) | 2.8 | (0.04) | 2.0 | (0.02) |
| 11th grade | 8.8 | (0.06) | 8.6 | (0.11) | 8.3 | (0.09) | 8.5 | (0.09) | 9.0 | (0.14) | 9.1 | (0.10) | 4.1 | (0.10) | 2.8 | (0.04) | 2.2 | (0.03) |
| 12th grade | 9.1 | (0.06) | 9.0 | (0.13) | 8.4 | (0.09) | 8.5 | (0.09) | 9.0 | (0.13) | 9.0 | (0.10) | 4.1 | (0.09) | 2.8 | (0.04) | 2.2 | (0.02) |
| Secondary ungraded | 3.6 | (1.03) | 3.2 | ( $\dagger$ ) | 9.5 | (0.19) | 6.8 | (0.03) | 11.7 | ( $\dagger$ | 8.7 | ( $\dagger$ | 0.4 | ( $\dagger$ | 2.8 | ( $\dagger$ ) | 5.5 | ( $\dagger$ ) |

[^15]SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1999-2000 through 2017-18; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999-2000 through 2017-18. (This table was prepared August 2019.)

Table 205.20. Enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school orientation and grade level: Selected years, fall 1995
through fall 2017
[Standard errors appear in parentheses]

| Grade level and year | Total private enrollment |  | Catholic |  |  |  |  |  |  |  | Other religious |  |  |  |  |  |  |  | Nonsectarian |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total |  | Parochial |  | Diocesan |  | Private |  | Total |  | Conservative Christian |  | Affiliated ${ }^{1}$ |  | Unaffiliated ${ }^{1}$ |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
|  | Enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total, all grades |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 5,918,040 | $(31,815)$ | 2,660,450 | $(6,878)$ | 1,458,990 | $(2,079)$ | 850,560 | $(5,674)$ | 350,900 | $(1,176)$ | 2,094,690 | $(16,956)$ | 786,660 | $(8,815)$ | 697,280 | $(4,886)$ | 610,750 | $(11,831)$ | 1,162,900 | $(18,443)$ |
| 1997 | 5,944,320 | $(18,543)$ | 2,665,630 | $(5,472)$ | 1,438,860 | $(5,331)$ | 873,780 | (761) | 352,990 | $(1,405)$ | 2,097,190 | $(13,733)$ | 823,610 | $(7,342)$ | 646,500 | $(3,104)$ | 627,080 | $(11,133)$ | 1,181,510 | $(12,013)$ |
| 1999 | 6,018,280 | $(30,179)$ | 2,660,420 | $(4,831)$ | 1,397,570 | $(4,421)$ | 880,650 | ( $\dagger$ ) | 382,190 | $(1,945)$ | 2,193,370 | $(27,176)$ | 871,060 | $(4,827)$ | 646,280 | $(4,894)$ | 676,030 | $(24,593)$ | 1,164,500 | $(8,156)$ |
| 2001 | 6,319,650 | $(40,272)$ | 2,672,650 | $(12,460)$ | 1,309,890 | $(5,626)$ | 979,050 | $(6,976)$ | 383,710 | $(3,152)$ | 2,328,160 | $(17,281)$ | 937,420 | $(6,070)$ | 663,190 | $(8,636)$ | 727,550 | $(13,303)$ | 1,318,840 | $(27,300)$ |
| 2003 | 6,099,220 | $(41,219)$ | 2,520,120 | $(10,580)$ | 1,183,250 | $(9,937)$ | 963,140 | $(4,754)$ | 373,740 | $(3,996)$ | 2,228,230 | $(19,674)$ | 889,710 | $(8,852)$ | 650,530 | $(5,860)$ | 688,000 | $(14,805)$ | 1,350,870 | $(29,197)$ |
| 2005 | 6,073,240 | $(42,446)$ | 2,402,800 | $(9,293)$ | 1,062,950 | $(6,355)$ | 956,610 | $(6,325)$ | 383,230 | $(3,996)$ | 2,303,330 | $(22,368)$ | 957,360 | $(9,561)$ | 696,910 | $(6,677)$ | 649,050 | $(14,200)$ | 1,367,120 | $(27,558)$ |
| 2007 | 5,910,210 | $(28,363)$ | 2,308,150 | $(6,083)$ | 945,860 | $(5,361)$ | 969,940 | $(1,788)$ | 392,340 | $(3,432)$ | 2,283,210 | $(20,628)$ | 883,180 | $(6,616)$ | 527,040 | $(3,512)$ | 872,990 | $(18,217)$ | 1,318,850 | $(18,235)$ |
| 2009 | 5,488,490 | $(35,857)$ | 2,160,220 | $(3,494)$ | 856,440 | $(3,088)$ | 909,010 | $(4,393)$ | 394,770 | $(1,087)$ | 2,076,220 | $(32,751)$ | 737,020 | $(1,891)$ | 516,310 | $(4,366)$ | 822,890 | $(31,180)$ | 1,252,050 | $(8,849)$ |
| 2011 | 5,268,090 | $(24,908)$ | 2,087,870 | $(14,426)$ | 804,410 | $(3,686)$ | 899,810 | $(14,320)$ | 383,650 | (459) | 1,991,950 | $(21,814)$ | 730,570 | $(4,721)$ | 565,340 | $(2,990)$ | 696,040 | $(20,419)$ | 1,188,270 | $(5,376)$ |
| 2013 | 5,395,740 | $(50,342)$ | 2,055,140 | $(37,142)$ | 739,850 | $(18,829)$ | 936,320 | $(32,000)$ | 378,970 | (980) | 2,030,930 | $(30,090)$ | 707,100 | $(7,544)$ | 565,490 | $(5,884)$ | 758,350 | $(28,152)$ | 1,309,670 | $(14,800)$ |
| 2015 | 5,750,520 | $(85,729)$ | 2,082,660 | $(42,791)$ | 716,120 | $(24,336)$ | 960,590 | $(22,533)$ | 405,950 | $(14,453)$ | 2,268,820 | $(68,162)$ | 760,790 | $(53,772)$ | 587,490 | $(23,414)$ | 920,550 | $(45,692)$ | 1,399,030 | $(29,132)$ |
| 2017 | 5,719,990 | $(74,133)$ | 2,137,330 | $(40,520)$ | 648,580 | $(26,112)$ | 1,052,150 | $(32,312)$ | 436,590 | $(7,204)$ | 2,188,240 | $(40,106)$ | 685,070 | $(13,085)$ | 633,310 | $(24,576)$ | 869,850 | $(30,669)$ | 1,394,420 | $(26,889)$ |
| Prekindergarten through grade 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 4,755,540 | $(28,435)$ | 2,041,990 | $(5,249)$ | 1,368,340 | $(2,079)$ | 575,190 | $(3,528)$ | 98,460 | (1,176) | 1,752,510 | $(14,834)$ | 651,050 | $(7,219)$ | 574,820 | $(4,581)$ | 526,630 | $(11,121)$ | 961,040 | $(17,471)$ |
| 1997 | 4,759,060 | $(17,323)$ | 2,046,620 | $(5,469)$ | 1,352,620 | $(5,331)$ | 598,380 | (761) | 95,620 | $(1,393)$ | 1,744,500 | $(12,194)$ | 678,660 | $(5,957)$ | 529,050 | $(2,504)$ | 536,790 | $(10,120)$ | 967,940 | $(11,050)$ |
| 1999 | 4,788,990 | $(23,055)$ | 2,033,900 | $(4,830)$ | 1,317,300 | $(4,421)$ | 607,860 | ( $\dagger$ ) | 108,740 | $(1,943)$ | 1,818,260 | $(19,897)$ | 713,020 | $(3,748)$ | 529,280 | $(3,866)$ | 575,970 | $(17,632)$ | 936,820 | $(7,302)$ |
| 2001 | 5,023,160 | $(36,096)$ | 2,032,080 | $(10,751)$ | 1,226,960 | $(4,494)$ | 687,540 | $(6,976)$ | 117,580 | $(2,978)$ | 1,926,870 | $(15,459)$ | 765,080 | $(5,110)$ | 535,850 | $(7,370)$ | 625,940 | $(12,240)$ | 1,064,210 | $(24,703)$ |
| 2003 | 4,788,070 | $(30,338)$ | 1,886,530 | $(11,055)$ | 1,108,320 | $(9,937)$ | 670,910 | $(4,754)$ | 107,300 | (337) | 1,835,930 | $(16,931)$ | 722,460 | $(6,517)$ | 519,310 | $(4,134)$ | 594,160 | $(13,504)$ | 1,065,620 | $(15,379)$ |
| 2005 | 4,724,310 | $(33,034)$ | 1,779,830 | $(9,318)$ | 993,390 | $(6,355)$ | 673,110 | $(6,286)$ | 113,330 | $(2,896)$ | 1,865,430 | $(19,380)$ | 764,920 | $(8,028)$ | 561,320 | $(5,730)$ | 539,190 | $(12,633)$ | 1,079,050 | $(15,497)$ |
| 2007 | 4,545,910 | $(21,853)$ | 1,685,220 | $(5,288)$ | 878,830 | $(4,562)$ | 688,260 | $(1,640)$ | 118,130 | $(3,104)$ | 1,833,540 | $(18,364)$ | 698,930 | $(5,885)$ | 417,610 | $(3,218)$ | 717,000 | $(16,573)$ | 1,027,150 | $(11,379)$ |
| 2009 | 4,179,060 | $(33,168)$ | 1,541,830 | $(3,250)$ | 782,050 | $(3,085)$ | 642,720 | (846) | 117,050 | (578) | 1,665,680 | $(30,216)$ | 579,190 | $(1,685)$ | 401,430 | $(3,952)$ | 685,050 | $(28,928)$ | 971,550 | $(8,113)$ |
| 2011 | 3,976,960 | $(18,241)$ | 1,481,620 | $(3,867)$ | 737,090 | $(3,675)$ | 630,970 | (321) | 113,560 | (459) | 1,583,610 | $(16,558)$ | 568,150 | $(3,607)$ | 443,780 | $(2,604)$ | 571,690 | $(15,197)$ | 911,730 | $(3,469)$ |
| 2013 | 4,083,860 | $(42,441)$ | 1,466,550 | $(27,646)$ | 680,370 | $(18,826)$ | 666,260 | $(20,228)$ | 119,930 | (843) | 1,615,120 | $(29,311)$ | 544,610 | $(5,638)$ | 446,050 | $(5,316)$ | 624,470 | $(27,948)$ | 1,002,180 | $(11,849)$ |
| 2015 | 4,304,470 | $(69,171)$ | 1,487,620 | $(42,646)$ | 662,670 | $(24,233)$ | 677,540 | $(22,542)$ | 147,410 | $(14,387)$ | 1,771,440 | $(47,422)$ | 576,570 | $(38,496)$ | 445,620 | $(15,105)$ | 749,250 | $(33,313)$ | 1,045,410 | $(27,611)$ |
| 2017 | 4,251,960 | $(69,049)$ | 1,478,040 | $(37,641)$ | 593,910 | $(24,950)$ | 738,980 | $(27,007)$ | 145,150 | $(7,204)$ | 1,727,280 | $(36,077)$ | 518,200 | $(10,946)$ | 486,720 | $(19,828)$ | 722,360 | $(29,984)$ | 1,046,640 | $(24,548)$ |
| Grades 9 through 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 1,162,500 | $(4,625)$ | 618,460 | $(2,786)$ | 90,650 | ( $\dagger$ | 275,370 | $(2,786)$ | 252,440 | ( $\dagger$ ) | 342,180 | $(3,174)$ | 135,610 | $(2,338)$ | 122,460 | (645) | 84,120 | $(1,720)$ | 201,860 | $(1,495)$ |
| 1997 | 1,185,260 | $(2,374)$ | 619,010 | (96) | 86,240 | ( $\dagger$ ) | 275,400 | (t) | 257,370 | (96) | 352,690 | $(2,261)$ | 144,950 | $(1,660)$ | 117,450 | (848) | 90,290 | $(1,221)$ | 213,560 | $(1,860)$ |
| 1999 | 1,229,290 | $(8,260)$ | 626,520 | (70) | 80,270 | ( $\dagger$ ) | 272,790 | (t) | 273,460 | (70) | 375,100 | $(7,920)$ | 158,040 | $(1,640)$ | 117,000 | $(1,237)$ | 100,060 | $(7,461)$ | 227,670 | $(2,208)$ |
| 2001 | 1,296,480 | $(6,669)$ | 640,570 | $(2,317)$ | 82,930 | $(2,293)$ | 291,520 | (t) | 266,130 | (338) | 401,290 | $(3,527)$ | 172,340 | $(2,633)$ | 127,340 | $(1,625)$ | 101,600 | $(1,852)$ | 254,620 | $(4,465)$ |
| 2003 | 1,311,150 | $(24,733)$ | 633,590 | $(3,888)$ | 74,930 | ( $\dagger$ ) | 292,230 | (t) | 266,430 | $(3,888)$ | 392,310 | $(4,195)$ | 167,250 | $(3,144)$ | 131,220 | $(1,924)$ | 93,840 | $(2,031)$ | 285,250 | $(23,952)$ |
| 2005 | 1,348,930 | $(18,073)$ | 622,970 | $(1,538)$ | 69,560 | ( $\dagger$ ) | 283,510 | (700) | 269,900 | $(1,341)$ | 437,900 | $(6,541)$ | 192,440 | $(3,404)$ | 135,590 | $(1,493)$ | 109,860 | $(5,190)$ | 288,070 | $(16,551)$ |
| 2007 | 1,364,300 | $(11,958)$ | 622,930 | $(1,377)$ | 67,030 | $(1,201)$ | 281,680 | (566) | 274,210 | (364) | 449,680 | $(3,796)$ | 184,260 | $(1,768)$ | 109,430 | (374) | 156,000 | $(3,052)$ | 291,700 | $(11,156)$ |
| 2009 | 1,309,430 | $(6,480)$ | 618,390 | $(4,409)$ | 74,380 | (42) | 266,290 | $(4,311)$ | 277,720 | (920) | 410,540 | $(4,285)$ | 157,830 | (362) | 114,880 | $(1,074)$ | 137,840 | $(4,111)$ | 280,500 | $(1,880)$ |
| 2011 | 1,291,130 | $(15,396)$ | 606,250 | $(14,313)$ | 67,320 | (10) | 268,840 | $(14,313)$ | 270,090 | (t) | 408,330 | $(5,747)$ | 162,420 | $(1,349)$ | 121,560 | (513) | 124,350 | $(5,792)$ | 276,550 | $(3,485)$ |
| 2013 | 1,311,880 | $(14,936)$ | 588,580 | $(13,452)$ | 59,480 | (358) | 270,060 | $(13,416)$ | 259,040 | (905) | 415,810 | $(2,774)$ | 162,490 | $(1,942)$ | 119,440 | $(1,862)$ | 133,880 | $(1,762)$ | 307,490 | $(6,938)$ |
| 2015 | 1,446,060 | $(23,777)$ | 595,050 | $(2,166)$ | 53,450 | $(1,662)$ | 283,050 |  | 258,550 | $(1,388)$ | 497,390 | $(23,622)$ | 184,220 | $(15,411)$ | 141,870 | $(9,045)$ | 171,300 | $(16,438)$ | 353,620 | $(5,530)$ |
| 2017 | 1,468,020 | $(17,378)$ | 659,290 | $(15,189)$ | 54,670 | $(3,818)$ | 313,180 | $(14,701)$ | 291,440 | ( $\dagger$ ) | 460,960 | $(6,962)$ | 166,870 | $(2,664)$ | 146,600 | $(5,627)$ | 147,490 | $(2,665)$ | 347,780 | $(4,172)$ |

[^16]Table 205.20. Enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school orientation and grade level: Selected years, fall 1995 through fall 2017-Continued


Table 205.30. Percentage distribution of students enrolled in private elementary and secondary schools, by school orientation and selected characteristics: Selected years, fall 2005 through fall 2017
[Standard errors appear in parentheses]


## -Not available.

$\dagger$ Not applicable.
!lnterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
'Affiliated schools belong to associations of schools with a specific religious orientation other than Catholic or conservative Christian. Unaffiliated schools have a religious orientation or purpose but are not classified as Catholic, conservative Christian, or affiliated.
${ }^{2}$ Elementary schools have grade 6 or lower and no grade higher than 8 . Secondary schools have no grade lower than 7 Combined schools include those that have grades lower than 7 and higher than 8 , as well as those that do not classify students by grade level.
${ }^{3}$ Race categories exclude persons of Hispanic ethnicity. Race/ethnicity was not collected for prekindergarten students ( 821,800 out of $5,719,990$ students in 2017). Percentage distribution is based on the students for whom race/ethnicity was reported ${ }^{4}$ Prior to 2009 , Pacific Islander data are included with Asian data. Separate data on Pacific Islander students and data on
NOTE: Includes enrollment in prekindergarten through grade 12 in schools that offer kindergarten or higher grade. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS) 2005-06 through 2017-18. (This table was prepared August 2019.)

Table 205.40. Number and percentage distribution of private elementary and secondary students, teachers, and schools, by orientation of school and selected characteristics: Fall 1999, fall 2009, and fall 2017
[Standard errors appear in parentheses]

| Selected characteristic | Fall 1999 |  |  |  | Fall 2009 |  |  |  | Fall 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total |  |  |  | Total |  |  |  | Total |  |  |  | Catholic |  |  |  | Other religious |  |  |  | Nonsectarian |  |  |  |
|  |  | Number |  | Percent |  | Number |  | ercent |  | Number |  | Percent |  | Number |  | ercent |  | Number |  | ercent |  | Number |  | Percent |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School level ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary | $3,595,020$ 806,640 | $(11,516)$ | 59.7 13.4 | (0.22) | 2,937,090 | $(26,807)$ |  |  | 2,846,020 | $(56,267)$ | 49.8 |  | $1,346,850$ 578300 | $(36,078)$ | 63.0 |  | 867,760 119880 | $(29,313)$ |  | (0.95) | 631,410 110,450 | $(15,274)$ | 45.3 79 |  |
| Secondary Combined | r 806,640 | $(2,395)$ $(23,949)$ |  | $(0.08)$ $(0.28)$ | 785,810 $1,765,590$ | $\begin{array}{r} (4,810) \\ (15,909) \end{array}$ | 14.3 32.2 | (0.11) | 8,085,630 | $\begin{aligned} & (16,013) \\ & (35,992) \end{aligned}$ | 14.1 36.1 | $(0.32)$ $(0.46)$ | 578,300 212,190 | $\begin{array}{r} (15,841) \\ (9,771) \end{array}$ | 27.1 9.9 | $(0.77)$ $(0.42)$ | 119,880 $1,200,600$ | $\begin{array}{r} (1,910) \\ (27,105) \end{array}$ | 5.5 54.9 | $(0.13)$ $(0.92)$ | 110,450 652,550 | $\begin{array}{r} (1,338) \\ (16,618) \end{array}$ | 7.9 46.8 | $(0.18)$ $(0.62)$ |
| School enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 50 | 238,980 | $(5,691)$ | 4.0 | (0.09) | 296,000 | $(22,889)$ | 5.4 | (0.39) | 277,530 | $(9,120)$ | 4.9 | (0.15) | 7,490 | (0) | 0.4 | (0.01) | 155,760 | $(6,968)$ | 7.1 | (0.30) | 114,280 | $(6,141)$ | 8.2 | (0.42) |
| 50 to 149 | 939,110 | $(10,717)$ | 15.6 | (0.14) | 950,050 | $(12,053)$ | 17.3 | (0.18) | 924,490 | $(25,783)$ | 16.2 | (0.37) | 157,680 | $(9,882)$ | 7.4 | (0.44) | 399,970 | $(16,510)$ | 18.3 | (0.65) | 366,830 | $(14,385)$ | 26.3 | (0.90) |
| 150 to 299 | 1,615,970 | $(7,315)$ | 26.9 | (0.16) | 1,423,220 | $(9,951)$ | 25.9 | (0.17) | 1,441,670 | $(38,720)$ | 25.2 | (0.54) | 618,050 | $(25,586)$ | 28.9 | (0.96) | 529,270 | $(20,288)$ | 24.2 | (0.80) | 294,350 | $(13,550)$ | 21.1 | (0.85) |
| 300 to 499 | 1,419,360 | $(13,203)$ | 23.6 | (0.18) | 1,154,950 | $(10,730)$ | 21.0 | (0.19) | 1,158,950 | $(31,868)$ | 20.3 | (0.52) | 551,610 | $(15,687)$ | 25.8 | (0.74) | 407,920 | $(23,904)$ | 18.6 | (0.94) | 199,410 | $(8,974)$ | 14.3 | (0.65) |
| 500 to 749 | 917,670 | $(2,330)$ | 15.2 | (0.08) | 768,540 |  | 14.0 | (0.09) | 848,140 | $(30,584)$ | 14.8 | (0.49) | 415,130 | $(24,969)$ | 19.4 | (0.99) | 280,450 | $(7,412)$ | 12.8 | (0.39) | 152,570 | $(9,627)$ | 10.9 | (0.59) |
| 750 or more | 887,190 | $(18,232)$ |  | (0.26) | 895,720 | $(6,538)$ |  | (0.12) | 1,069,210 | $(19,363)$ |  | (0.34) | 387,370 | $(\mathrm{t})$ | 18.1 | (0.44) | 414,870 | $(12,135)$ |  | (0.54) | 266,970 | $(6,355)$ | 19.1 | (0.37) |
| Student race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 4,061,870 | $(24,242)$ | 77.3 | (0.12) | 3,410,360 | $(31,067)$ | 72.6 | (0.20) | 3,267,740 | $(46,018)$ | 66.7 | (0.40) | 1,285,900 | $(30,147)$ | 65.6 | (0.48) | 1,312,690 | $(26,032)$ | 70.7 | (0.50) | 669,160 | $(10,377)$ | 62.0 | (0.62) |
| Black | 494,530 | $(5,079)$ |  | (0.09) | 430,970 | $(2,579)$ |  | (0.07) | 453,670 | $(11,354)$ | 9.3 | (0.23) | 149,800 | $(2,761)$ | 7.6 | (0.15) | 193,510 | $(7,194)$ | 10.4 | (0.37) | 110,360 | $(5,814)$ | 10.2 | (0.45) |
| Hispanic | 435,890 | $(1,592)$ | 8.3 | (0.04) | 443,290 | $(4,113)$ | 9.4 | (0.09) | 552,000 | $(13,863)$ | 11.3 | (0.22) | 307,230 | $(7,087)$ | 15.7 | (0.29) | 148,190 | $(6,890)$ | 8.0 | (0.33) | 96,580 | $(4,916)$ | 9.0 | (0.33) |
| Asian | 239,510 | (877) | 4.6 | (0.02) | 239,320 | $(1,894)$ | 5.1 | (0.05) | 315,970 | $(8,834)$ | 6.5 | (0.15) | 104,030 | $(1,531)$ | 5.3 | (0.07) | 98,660 | $(3,190)$ | 5.3 | (0.16) | 113,270 | $(6,348)$ | 10.5 | (0.45) |
| Pacific Islander | [ $\left.{ }^{4}\right]$ | ( $\dagger$ ) |  |  | 28,020 | (884) | 0.6 | (0.02) | 40,960 | $(1,418)$ | 0.8 | (0.03) | 13,510 | $(1,387)$ | 0.7 | (0.07) | 17,590 | (188) | 0.9 | (0.02) | 9,860 | (94) | 0.9 | (0.02) |
| American Indian/ | 22,690 | (164) | 0.4 | (\#) | 21,080 | (162) |  |  | 26,840 | $(1,659)$ | 0.5 | (0.03) | 10,340 | (126) | 0.5 | (0.01) | 10,060 | $(1,650)$ | 0.5 |  | 6,440 | (117) | 0.6 | (0.01) |
| Two or more races |  | ( $\dagger$ ) |  |  | 127,090 | (781) |  | (0.02) | 240,970 | $(3,881)$ |  | (0.06) | 90,870 | $(1,792)$ | 4.6 | (0.08) | 77,070 | $(2,904)$ |  | (0.13) | 73,020 | $(1,049)$ | 6.8 | (0.09) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | - | (t) | - |  | 2,252,780 | $(12,708)$ | 41.0 | (0.31) | 2,463,590 | $(50,197)$ | 43.1 | (0.63) | 985,600 | $(23,753)$ | 46.1 | (1.02) | 874,720 | $(26,907)$ | 40.0 | (0.97) | 603,270 | $(20,872)$ | 43.3 | (0.92) |
| Suburban |  | (t) | - |  | 2,137,800 | $(20,891)$ | 39.0 | (0.34) | 2,284,510 | $(35,510)$ | 39.9 | (0.58) | 873,070 | $(26,231)$ | 40.8 | (1.01) | 825,600 | $(16,957)$ | 37.7 | (0.79) | 585,830 | $(11,623)$ | 42.0 | (0.79) |
| Town | - | (t) | - |  | 387,920 | $(9,565)$ | 7.1 | (0.17) | 371,150 | $(25,577)$ | 6.5 | (0.42) | 186,510 | $(23,522)$ | 8.7 | (1.02) | 125,930 | (730) | 5.8 | (0.12) | 58,710 | $(10,017)$ | 4.2 | (0.69) |
| Rural | - | ( $\dagger$ ) | - | (t) | 709,990 | $(26,462)$ | 12.9 | (0.42) | 600,740 | $(25,531)$ | 10.5 | (0.41) | 92,150 | $(2,740)$ | 4.3 | (0.15) | 361,990 | $(24,792)$ | 16.5 | (0.96) | 146,590 | $(5,414)$ | 10.5 | (0.46) |
| Teachers ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School level ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary | 200,910 | (735) |  | (0.31) | 194,480 | $(1,878)$ | 44.5 | (0.25) | 200,120 | $(3,691)$ | 41.5 | (0.56) | 88,590 | $(2,249)$ | 57.9 | (1.17) | 60,840 | $(1,641)$ | 33.3 | (0.79) | 50,700 | $(1,339)$ | 34.6 | (0.63) |
| Secondary | 62,740 | (229) |  | (0.12) | 67,530 | (553) |  | (0.14) | 73,690 | $(2,330)$ | 15.3 | (0.48) | 45,780 | $(2,271)$ | 29.9 | (1.23) | 12,920 | (443) |  | (0.26) | 14,990 | (276) | 10.2 | (0.24) |
| Combined | 144,750 | $(2,682)$ | 35.4 | (0.41) | 175,410 | $(1,853)$ | 40.1 | (0.26) | 208,520 | $(3,496)$ | 43.2 | (0.47) | 18,530 | (653) | 12.1 | (0.41) | 109,110 | $(2,639)$ | 59.7 | (0.82) | 80,870 | $(1,787)$ | 55.2 | (0.64) |
| School enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 50 | 25,970 | (488) |  | (0.11) | 34,120 | $(1,642)$ |  | (0.34) | 35,760 | $(1,330)$ |  | (0.25) | 1,100 |  | 0.7 | (0.01) | 19,020 | $(1,077)$ |  | (0.53) | 15,640 | (782) | 10.7 | (0.50) |
| 50 to 149 | 70,800 | (983) |  | (0.21) | 82,460 | $(1,102)$ |  | (0.23) | 85,130 | $(2,523)$ | 17.6 | (0.42) | 15,010 | $(1,508)$ | 9.8 | (0.89) | 34,680 | $(1,158)$ |  | (0.56) | 35,440 | $(1,440)$ | 24.2 | (0.81) |
| 150 to 299 | 102,240 | (486) | 25.0 | (0.20) | 107,490 | $(1,873)$ |  | (0.33) | 114,100 | $(2,944)$ | 23.7 | (0.53) | 43,360 | $(1,706)$ | 28.4 | (0.93) | 41,420 | $(1,498)$ | 22.6 | (0.74) | 29,330 | $(1,504)$ | 20.0 | (0.94) |
| 300 to 499 | 90,010 | $(1,316)$ | 22.0 | (0.28) | 86,850 | (751) | 19.9 | (0.19) | 91,470 | $(2,245)$ | 19.0 | (0.46) | 37,920 | $(1,185)$ | 24.8 | (0.91) | 31,580 | $(1,443)$ | 17.3 | (0.70) | 21,970 | (680) | 15.0 | (0.47) |
| 500 to 749 | 57,930 | (79) | 14.2 | (0.10) | 56,920 | ( $\dagger$ ) | 13.0 | (0.10) | 68,790 | $(2,335)$ | 14.3 | (0.46) | 28,290 | $(2,018)$ | 18.5 | (1.17) | 23,260 | (610) |  | (0.36) | 17,240 | (506) | 11.8 | (0.27) |
| 750 or more | 61,440 | $(2,143)$ | 15.0 | (0.45) | 69,570 | (566) | 15.9 | (0.13) | 87,090 | $(1,768)$ |  | (0.34) | 27,230 | ( $\dagger$ ) | 17.8 | (0.43) | 32,910 | $(1,244)$ | 18.0 | (0.61) | 26,950 | (553) | 18.4 | (0.31) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | - | (t) | - | (t) | 176,740 | (799) | 40.4 | (0.33) | 206,880 | $(3,770)$ | 42.9 | (0.58) | 69,920 | $(1,760)$ | 45.7 | (1.23) | 73,510 | $(2,032)$ | 40.2 | (0.87) | 63,450 | $(1,782)$ | 43.3 | (0.76) |
| Suburban | - | (t) | - | (t) | 166,170 | $(2,463)$ | 38.0 | (0.41) | 185,400 | $(2,704)$ | 38.4 | (0.53) | 60,840 | $(2,145)$ | 39.8 | (1.23) | 65,780 | $(1,336)$ | 36.0 | (0.74) | 58,770 | $(1,342)$ | 40.1 | (0.64) |
| Town | - | (t) | - | (t) | 30,390 | (663) |  | (0.15) | 31,410 | $(2,294)$ |  | (0.45) | 14,830 | $(2,040)$ | 9.7 | (1.21) | 10,910 | (125) | 6.0 | (0.13) | 5,660 | $(1,041)$ | 3.9 | (0.70) |
| Rural | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 64,120 | $(1,960)$ | 14.7 | (0.39) | 58,640 | $(2,235)$ | 12.2 | (0.43) | 7,310 | (173) | 4.8 | (0.14) | 32,660 | $(1,970)$ | 17.9 | (0.92) | 18,670 | $(1,036)$ | 12.7 | (0.74) |

Table 205.40. Number and percentage distribution of private elementary and secondary students, teachers, and schools, by orientation of school and selected characteristics: Fall 1999, fall 2009, and fall 2017-Continued
[Standard errors appear in parentheses]

| Selected characteristic | Fall 1999 |  |  |  | Fall 2009 |  |  |  | Fall 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total |  |  |  | Total |  |  |  | Total |  |  |  | Catholic |  |  |  | Other religious |  |  |  | Nonsectarian |  |  |  |
|  | Number |  | Percent |  | Number |  | Percent |  | Number |  | Percent |  | Number |  | Percent |  | Number |  | Percent |  | Number |  | Percent |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School level ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary | 22,300 | (242) | 67.6 | (0.43) | 21,420 | (745) | 64.2 | (0.70) | 20,090 | (460) | 61.9 | (0.82) | 5,410 | (134) | 76.7 | (0.78) | 8,010 | (329) | 55.2 | (1.53) | 6,670 | (241) | 61.1 | (1.18) |
| Secondary | 2,540 | (62) | 7.7 | (0.19) | 2,780 | (39) | 8.3 | (0.23) | 2,840 | (92) | 8.8 | (0.30) | 1,130 | (57) | 16.1 | (0.74) | 810 | (63) | 5.6 | (0.45) | 900 | (28) | 8.2 | (0.30) |
| Combined | 8,150 | (160) | 24.7 | (0.40) | 9,160 | (153) | 27.5 | (0.54) | 9,530 | (300) | 29.3 | (0.76) | 510 | (16) | 7.2 | (0.26) | 5,680 | (206) | 39.1 | (1.42) | 3,340 | (176) | 30.6 | (1.13) |
| School enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 50 | 9,160 | (210) | 27.8 | (0.44) | 11,070 | (801) | 33.2 | (1.61) | 10,300 | (323) | 31.7 | (0.67) | 240 | (0) | 3.4 | (0.07) | 5,780 | (207) | 39.9 | (0.93) | 4,280 | (259) | 39.2 | (1.46) |
| 50 to 149 | 10,260 | (134) | 31.1 | (0.29) | 10,470 | (154) | 31.4 | (0.81) | 9,970 | (261) | 30.7 | (0.57) | 1,480 | (76) | 21.0 | (0.92) | 4,310 | (165) | 29.7 | (0.78) | 4,180 | (162) | 38.3 | (1.28) |
| 150 to 299 | 7,440 | (34) | 22.5 | (0.21) | 6,690 | (46) | 20.1 | (0.49) | 6,790 | (196) | 20.9 | (0.54) | 2,840 | (113) | 40.3 | (1.11) | 2,510 | (97) | 17.3 | (0.70) | 1,450 | (79) | 13.3 | (0.68) |
| 300 to 499 | 3,730 | (41) | 11.3 | (0.13) | 3,010 | (30) | 9.0 | (0.24) | 3,030 | (89) | 9.3 | (0.27) | 1,420 | (37) | 20.2 | (0.62) | 1,090 | (73) | 7.5 | (0.50) | 520 | (22) | 4.8 | (0.25) |
| 500 to 749 | 1,530 | (3) | 4.6 | (0.04) | 1,280 | (t) | 3.8 | (0.10) | 1,410 | (51) | 4.4 | (0.17) | 690 | (42) | 9.8 | (0.56) | 470 | (12) | 3.2 | (0.11) | 250 | (16) | 2.3 | (0.17) |
| 750 or more | 870 | (20) | 2.6 | (0.06) | 850 | (7) | 2.5 | (0.06) | 950 | (21) | 2.9 | (0.08) | 370 | ( $\dagger$ | 5.2 | (0.16) | 350 | (12) | 2.4 | (0.10) | 230 | (8) | 2.1 | (0.10) |
| Racial/ethnic enrollment concentration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| More than 50 percent White | 26,490 | (290) | 80.3 | (0.21) | 25,110 | (818) | 75.2 | (0.74) | 23,250 | (434) | 71.6 | (0.60) | 5,180 | ( $\dagger$ |  | (0.58) | 10,940 | (303) | 75.4 | (0.77) | 7,120 | (259) | 65.3 | (1.14) |
| More than 50 percent Black | 2,660 | (34) | 8.0 | (0.11) | 2,640 | (70) | 7.9 | (0.28) | 2,220 | (79) |  | (0.26) | 290 | ( $\dagger$ |  | (0.13) | 1,240 | (55) |  | (0.40) | 690 | (49) | 6.3 | (0.47) |
| More than 50 percent Hispanic | 1,220 | (20) | 3.7 | (0.07) | 1,550 | (72) | 4.6 | (0.23) | 1,990 | (153) |  | (0.42) | 680 | ( $\dagger$ |  | (0.32) | 620 | (100) |  | (0.68) | 680 | (90) | 6.2 | (0.74) |
| No racial/ethnic group more than 50 percent | 2,150 | (36) | 6.5 | (0.11) | 3,300 | (103) | 9.9 | (0.36) | 4,080 | (121) | 12.6 | (0.32) | 790 | ( $\dagger$ | 11.2 | (0.30) | 1,350 | (45) | 9.3 | (0.34) | 1,940 | (113) | 17.8 | (0.87) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | - | ( $\dagger$ | - | ( $\dagger$ | 10,810 | (171) | 32.4 | (0.88) | 10,530 | (221) |  | (0.61) | 2,830 | (69) |  | (0.99) | 3,910 | (117) | 26.9 | (0.93) | 3,790 | (128) | 34.8 | (0.98) |
| Suburban | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 11,610 | (176) | 34.8 | (0.94) | 12,150 | (300) | 37.4 | (0.76) | 2,660 | (69) | 37.7 | (0.97) | 4,420 | (144) | 30.5 | (1.00) | 5,070 | (180) | 46.5 | (1.11) |
| Town | - | ( $\dagger$ | - | ( $\dagger$ | 3,340 | (154) | 10.0 | (0.50) | 2,750 | (150) | 8.5 | (0.43) | 1,020 | (110) | 14.5 | (1.35) | 1,180 | (43) | 8.1 | (0.36) | 550 | (92) | 5.0 | (0.77) |
| Rural | - | ( $\dagger$ | - | ( $\dagger$ | 7,610 | (799) | 22.8 | (1.86) | 7,020 | (336) | 21.6 | (0.86) | 530 | (35) | 7.5 | (0.48) | 4,990 | (301) | 34.4 | (1.47) | 1,500 | (148) | 13.8 | (1.19) |

-Not available.
\#Not applicable.
\#Rounds to zero.
Includes students in prekindergarten through grade 12 in schools that offer kindergarten or higher grade.
${ }^{2}$ Elementary schools have grade 6 or lower and no grade higher than 8 . Secondary schools have no grade lower than 7 . Combined schools include those that have grades lower than 7 and higher than 8 , as well as those that do not classify students by grade level.
${ }^{3}$ Race/ethnicity was not collected for prekindergarten students ( 821,800 in fall 2017). Percentage distribution is based on the students for whom race/ethnicity was reported.

For 1999, Pacific Islander students are included under Asian. Prior to 2009, data were not collected on Pacific Islander tudents as a separate category.
${ }^{5}$ Reported in full-time equivalents (FTE). Excludes teachers who teach only prekindergarten students
NOTE: Tabulation includes schools that offer kindergarten or higher grade. Detail may not sum to totals because of rounding SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1999-2000, 2009-10, and 2017-18. (This table was prepared August 2019.)

Table 205.80. Private elementary and secondary schools, enrollment, teachers, and high school graduates, by state: Selected years, 2007 through 2017

| State | Schools, fall 2017 |  | Enrollment in prekindergarten through grade 12 |  |  |  |  |  |  |  |  |  |  |  | Teachers, ${ }^{1}$ fall 2017 |  | High school graduates, 2016-17 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Fall 2007 |  | Fall 2009 |  | Fall 2011 |  | Fall 2013 |  | Fall 2015 |  | Fall 2017 |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| United States | 32,460 | (559) | 5,910,210 | $(28,363)$ | 5,488,490 | $(35,857)$ | 5,268,090 | $(24,908)$ | 5,395,740 | $(50,342)$ | 5,750,520 | $(85,729)$ | 5,719,990 | $(74,133)$ | 482,320 | $(5,669)$ | 348,230 | $(3,751)$ |
| Alabama | 370 | (35) | 83,840 | (103) | 95,570 | $(11,745)$ | 81,070 | (49) | 76,400 | (295) | 75,070 | ( $\dagger$ | 70,840 | $(2,360)$ | 5,890 | (212) | 4,580 | (35) |
| Alaska | 50 | ( $\dagger$ ) | 4,990 | ( $\dagger$ | 7,510! | ! (2,740) | 5,170 | ( $\dagger$ ) | 5,080 | ( $\dagger$ ) | 5,540 | ( $\dagger$ ) | 4,470 | ( $\dagger$ ) | 410 | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Arizona | 330 | (32) | 64,910 | ( $\dagger$ ) | 55,390 | ( $\dagger$ ) | 53,120 | (229) | 55,070 | ( $\dagger$ ) | 56,610 | ( $\dagger$ ) | 56,800 | $(1,153)$ | 4,300 | (128) | 3,570 | ( $\dagger$ |
| Arkansas | 230! | (85) | 40,120 | $(11,961)$ | 28,900 | $(1,371)$ | 29,930 | $(1,245)$ | 30,340 | $(1,496)$ | 37,930 | $(6,108)$ | 30,530 | $(1,872)$ | 2,460 | (85) | 1,680 | ( $\dagger$ |
| California | 3,340 | (47) | 703,810 | $(6,129)$ | 623,150 | $(4,185)$ | 608,070 | (69) | 596,160 | $(3,500)$ | 627,170 | $(10,231)$ | 643,010 | $(22,494)$ | 51,490 | $(2,007)$ | 41,310 | (398) |
| Colorado | 410 | (62) | 64,740 | ( $\dagger$ | 63,720 | $(3,486)$ | 61,140 | (148) | 60,690 | $(4,498)$ | 68,140 | $(9,589)$ | 56,420 | $(2,338)$ | 5,070 | (529) | 2,960 | (62) |
| Connecticut | 370 | (38) | 85,150 | $(9,241)$ | 72,540 | (464) | 66,320 | (142) | 72,770 | $(8,293)$ | 66,710 | $(2,671)$ | 62,680 | $(4,763)$ | 7,840 | $(1,070)$ | 5,950 | ( $\dagger$ ) |
| Delaware | $160!$ | (59) | 32,520 | $(2,701)$ | 26,640 | ( $\dagger$ ) | 25,090 | ( $\dagger$ ) | 23,640 | ( $\dagger$ ) | 19,660 | ( $\dagger$ ) | 28,130! | ( 9,939$)$ | 2,530! | (832) | 1,390 | (147) |
| District of Columbia | 60 | ( $\dagger$ ) | 19,640 | ( $\dagger$ ) | 17,810 | (t) | 16,950 | ( $\dagger$ ) | 19,790 | (277) | 17,110 | $(1,939)$ | 14,280 | ( $\dagger$ ) | 1,700 | ( $\dagger$ ) | 1,060 | ( $\dagger$ |
| Florida | 2,870 | (271) | 391,660 | $(6,123)$ | 343,990 | $(1,023)$ | 340,960 | (230) | 372,790 | $(2,812)$ | 389,310 | (207) | 471,580 | $(26,070)$ | 37,960 | $(2,449)$ | 26,900 | (215) |
| Georgia | 840 | (111) | 157,430 | $(9,185)$ | 150,300 | $(6,251)$ | 138,080 | ( $\dagger$ ) | 150,360 | $(2,250)$ | 189,630 | $(27,662)$ | 166,310 | $(16,140)$ | 14,990 | (209) | 10,100 | ( $\dagger$ |
| Hawaii | 130 | ( $\dagger$ ) | 37,300 | (290) | 37,130 | ( $\dagger$ ) | 37,530 | ( $\dagger$ ) | 33,820 | (32) | 45,600 | $(7,730)$ | 40,840 | ( $\dagger$ ) | 3,570 | ( $\dagger$ ) | 3,510 | ( $\dagger$ ) |
| Idaho | 280 | (81) | 24,700! | $(11,608)$ | 18,680 | $(4,814)$ | 13,670 | (193) | 18,580 | $(3,090)$ | 20,230 | $(3,947)$ | 26,040 | $(5,656)$ | 1,820 | (441) | 890 | (129) |
| Illinois | 1,350 | (70) | 312,270 | $(6,638)$ | 289,720 | $(9,237)$ | 271,030 | $(1,289)$ | 281,360 | $(6,026)$ | 280,440 | $(19,662)$ | 258,280 | $(16,148)$ | 19,200 | (973) | 14,450 | (192) |
| Indiana | 910 | (118) | 119,910 | $(2,284)$ | 120,770 | $(5,919)$ | 129,120 | $(12,177)$ | 121,230 | $(3,928)$ | 171,570 | $(4,510)$ | 144,780 | $(16,314)$ | 10,370 | $(1,117)$ | 6,610 | (291) |
| lowa | 320 | (80) | 47,820 | ( $\dagger$ | 45,160 | ( $\dagger$ | 63,840 | $(14,665)$ | 56,150 | $(9,338)$ | 70,870 | $(16,178)$ | 51,040 | $(1,661)$ | 4,030 | (289) | 2,810 | ( $\dagger$ |
| Kansas | 200 | ( $\dagger$ ) | 47,780 | $(2,414)$ | 44,680 | $(1,668)$ | 43,100 | $(1,640)$ | 41,520 | $(3,286)$ | 42,270 | ( $\dagger$ ) | 43,660 | ( $\dagger$ | 3,350 | ( $\dagger$ | 2,870 | ( $\dagger$ |
| Kentucky | 420 | (79) | 76,140 | $(2,074)$ | 70,590 | $(2,132)$ | 69,410 | (12) | 74,750 | $(4,226)$ | 70,090 | ( $\dagger$ ) | 86,880 | $(19,678)$ | 7,300 | $(1,962)$ | 7,260! | $(2,868)$ |
| Louisiana | 530 | (71) | 137,460 | ( $\dagger$ ) | 147,040 | $(9,890)$ | 125,720 | (108) | 129,720 | $(2,606)$ | 166,560 | $(33,949)$ | 146,100 | $(16,303)$ | 10,940 | $(1,060)$ | 8,700 | (164) |
| Maine | 140 | ( $\dagger$ ) | 21,260 | (143) | 18,310 | ( $\dagger$ | 18,350 | ( $\dagger$ ) | 18,380 | (272) | 18,600 | ( $\dagger$ ) | 18,340 | ( $\dagger$ ) | 1,990 | ( $\dagger$ | 2,530 | ( $\dagger$ ) |
| Maryland | 750 | (53) | 165,760 | $(1,160)$ | 145,690 | (160) | 137,450 | (564) | 143,530 | $(2,030)$ | 142,630 | $(3,549)$ | 157,180 | $(14,193)$ | 14,050 | (673) | 9,830 | ( $\dagger$ ) |
| Massachusetts | 660 | (22) | 151,640 | $(2,516)$ | 137,110 | $(1,169)$ | 130,940 | $(1,596)$ | 134,560 | (943) | 123,230 | (865) | 121,040 | (658) | 14,540 | (61) | 10,700 | ( $\dagger$ ) |
| Michigan | 840 | (94) | 159,100 | $(2,047)$ | 153,230 | $(5,828)$ | 135,580 | (544) | 141,590 | $(6,240)$ | 172,130 | $(34,196)$ | 147,650 | $(10,736)$ | 10,940 | (983) | 7,930 | (124) |
| Minnesota | 810 | (220) | 101,740 | $(3,903)$ | 89,530 | ( $\dagger$ ) | 87,620 | ( $\dagger$ ) | 85,260 | ( $\dagger$ ) | 75,630 | ( $\dagger$ ) | 128,690 | $(30,057)$ | 9,640 | $(2,104)$ | 6,260 | (922) |
| Mississippi | 200 | ( $\dagger$ ) | 55,270 | ( $\dagger$ ) | 54,650 | $(2,458)$ | 52,060 | ( $\dagger$ ) | 50,330 | $(3,333)$ | 43,580 | ( $\dagger$ ) | 47,450 | ( $\dagger$ ) | 3,800 | ( $\dagger$ ) | 3,030 | ( $\dagger$ |
| Missouri | 780 | (182) | 125,610 | $(3,685)$ | 117,970 | $(2,065)$ | 130,130 | $(8,715)$ | 139,570 | $(25,980)$ | 125,290 | $(8,723)$ | 132,030 | $(16,277)$ | 10,100 | $(1,442)$ | 8,250 | (401) |
| Montana | 120 | ( $\dagger$ ) | 15,030! | $(5,465)$ | 10,390 | $(1,221)$ | 10,550 | ( $\dagger$ ) | 10,560 | (521) | 11,690 | ( $\dagger$ ) | 10,390 | ( $\dagger$ ) | 1,040 | ( $\dagger$ ) | 530 | ( $\dagger$ ) |
| Nebraska | 270 | (53) | 40,320 | ( $\dagger$ ) | 39,040 | ( $\dagger$ ) | 40,750 | ( $\dagger$ ) | 42,300 | ( $\dagger$ ) | 48,960 | $(5,442)$ | 50,940 | $(7,667)$ | 4,420! | $(1,451)$ | 3,900! | $(1,348)$ |
| Nevada | 140 | ( $\dagger$ ) | 29,820 | $(2,009)$ | 25,060 | ( $\dagger$ ) | 26,130 | ( $\dagger$ ) | 21,980 | ( $\dagger$ ) | 23,910 | ( $\dagger$ ) | 26,330 | ( $\dagger$ ) | 1,830 | ( $\dagger$ ) | 1,330 | ( $\dagger$ |
| New Hampshire | 350 | (97) | 30,920 | ( $\dagger$ ) | 26,470 | ( $\dagger$ | 27,350 | ( $\dagger$ ) | 26,700 | ( $\dagger$ ) | 25,330 | ( $\dagger$ ) | 32,490 | $(7,282)$ | 3,460 | (983) | 2,840 | (343) |
| New Jersey | 1,100 | (83) | 253,250 | $(5,016)$ | 232,020 | $(16,536)$ | 210,220 | $(1,211)$ | 211,150 | $(4,607)$ | 213,170 | $(13,684)$ | 214,840 | $(12,022)$ | 18,990 | (564) | 15,070 | ( $\dagger$ ) |
| New Mexico | $\ddagger$ | ( $\dagger$ ) | 27,290 | $(1,388)$ | 23,730 | (507) | 22,680 | (10) | 21,750 | ( $\dagger$ ) | 22,230 | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 1,080 | ( $\dagger$ ) |
| New York | 1,690 | (4) | 518,850 | $(7,196)$ | 486,310 | $(5,211)$ | 487,810 | $(19,574)$ | 452,380 | (901) | 520,660 | $(16,620)$ | 469,720 | $(2,192)$ | 43,290 | (118) | 31,020 | ( $\dagger$ |
| North Carolina | 640 | (9) | 121,660 | $(2,226)$ | 110,740 | $(1,851)$ | 119,070 | ( $\dagger$ ) | 118,090 | (492) | 124,030 | ( $\dagger$ ) | 122,060 | $(3,653)$ | 11,730 | (254) | 6,820 | (28) |
| North Dakota | 50 | ( $\dagger$ ) | 7,430 | ( $\dagger$ | 7,750 | ( $\dagger$ | 7,770 | ( $\dagger$ ) | 8,290 | ( $\dagger$ ) | 7,830 | ( $\dagger$ ) | 9,260 | ( $\dagger$ ) | 790 | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Ohio | 1,430 | (186) | 239,520 | $(2,741)$ | 246,250 | $(24,214)$ | 213,990 | $(3,419)$ | 238,620 | $(19,487)$ | 255,690 | $(40,837)$ | 247,790 | $(24,684)$ | 18,190 | $(1,508)$ | 14,640 | (730) |
| Oklahoma | 150 | ( $\dagger$ ) | 40,320 | $(5,032)$ | 34,000 | (716) | 35,750 | (847) | 32,740 | ( $\dagger$ ) | 32,160 | $(1,061)$ | 31,550 | ( $\dagger$ ) | 2,790 | ( $\dagger$ ) | 1,770 | ( $\dagger$ ) |
| Oregon | 400 | (49) | 66,260 | $(5,188)$ | 56,820 | $(3,502)$ | 53,200 | ( $\dagger$ ) | 58,830 | $(3,109)$ | 57,310 | ( $\dagger$ ) | 52,960 | (787) | 4,410 | (394) | 3,260 | (197) |
| Pennsylvania | 2,500 | (126) | 324,020 | $(6,253)$ | 301,640 | $(5,036)$ | 276,300 | $(3,668)$ | 253,800 | (756) | 315,830 | $(38,974)$ | 282,330 | $(13,928)$ | 23,630 | (793) | 18,060 | (244) |
| Rhode Island | 110 | ( $\dagger$ ) | 28,260 | $(1,096)$ | 24,940 | ( $\dagger$ ) | 25,420 | ( $\dagger$ ) | 22,180 | ( $\dagger$ ) | 20,620 | $(2,711)$ | 18,770 | ( $\dagger$ ) | 1,750 | ( $\dagger$ | 1,780 | ( $\dagger$ ) |
| South Carolina | 390 | (33) | 71,430 | $(1,043)$ | 62,320 | (311) | 60,890 | ( $\dagger$ ) | 65,350 | $(4,447)$ | 62,830 | ( $\dagger$ ) | 65,200 | $(2,438)$ | 5,620 | (367) | 3,260 | (33) |
| South Dakota | 80 | ( $\dagger$ ) | 12,280 | (t) | 11,470 | ( $\dagger$ ) | 12,490 | ( $\dagger$ ) | 9,950 | ( $\dagger$ ) | 10,740 | ( $\dagger$ ) | 12,170 | ( $\dagger$ ) | 1,000 | ( $\dagger$ ) | 690 | (t) |
| Tennessee | 490 | (9) | 117,540 | $(12,851)$ | 98,310 | $(4,176)$ | 92,430 | (34) | 93,990 | $(3,210)$ | 91,950 | ( $\dagger$ ) | 99,110 | $(7,467)$ | 9,200 | (674) | 7,790 | (583) |
| Texas | 2,090 | (180) | 296,540 | $(4,132)$ | 313,360 | $(11,968)$ | 285,320 | $(2,046)$ | 312,640 | $(5,896)$ | 351,270 | $(26,334)$ | 347,430 | $(28,896)$ | 31,300 | $(2,472)$ | 17,390 | $(1,399)$ |
| Utah | 150 | ( $\dagger$ ) | 20,860 | ( $\dagger$ ) | 21,990 | $(1,558)$ | 18,660 | (55) | 23,310 | ( $\dagger$ ) | 21,140 | ( $\dagger$ ) | 22,650 | ( $\dagger$ ) | 1,820 | ( $\dagger$ | 1,690 | ( $\dagger$ ) |
| Vermont | 100 | ( $\dagger$ ) | 12,600 | (232) | 10,350 | ( $\dagger$ ) | 9,030 | ( $\dagger$ ) | 8,890 | ( $\dagger$ ) | 10,040 | ( $\dagger$ ) | 9,090 | ( $\dagger$ ) | 1,120 | ( $\dagger$ ) | 870 | ( $\dagger$ ) |
| Virginia | 820 | (40) | 143,140 | $(7,988)$ | 128,140 | $(2,581)$ | 123,780 | (82) | 131,330 | $(1,828)$ | 140,350 | $(12,832)$ | 131,290 | (281) | 11,710 | (80) | 7,440 | (160) |
| Washington | 620 | (20) | 104,070 | $(3,054)$ | 94,340 | (625) | 93,630 | (234) | 119,730 | $(17,349)$ | 100,140 | (479) | 99,620 | (762) | 7,870 | (78) | 4,330 | ( $\dagger$ ) |
| West Virginia | 120 | ( $\dagger$ ) | 14,980 | ( $\dagger$ ) | 13,860 | ( $\dagger$ ) | 13,430 | (1) | 14,350 | ( $\dagger$ ) | 14,780 | ( $\dagger$ ) | 14,310 | ( $\dagger$ ) | 1,280 | ( $\dagger$ ) | 860 | ( $\dagger$ |
| Wisconsin | 910 | (67) | 138,290 | $(1,597)$ | 130,510 | ( $\dagger$ | 127,250 | ( $\dagger$ ) | 160,650 | (32,980) | 144,020 | $(11,405)$ | 151,990 | $(15,852)$ | 11,280 | (896) | 6,160 | ( $\dagger$ |
| Wyoming | 40 | ( $\dagger$ ) | 2,930 | ( $\dagger$ | 2,910 | ( $\dagger$ | 2,740 | ( $\dagger$ ) | 2,780 | ( $\dagger$ ) | 2,240 | ( $\dagger$ ) | 2,320 | ( $\dagger$ ) | 220 | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |

## $\dagger$ Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Reported in full-time equivalents (FTE). Excludes teachers who teach only prekindergarten students.
NOTE: Includes special education, vocational/technical education, and alternative schools. Tabulation includes schools that offer kindergarten or higher grade. Includes enrollment of
students in prekindergarten through grade 12 in schools that offer kindergarten or higher grade. Some state counts are based on a census of schools in that state rather than a sample; for these counts, standard errors are not applicable. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2007-08 through 2017-18. (This table was prepared August 2019.)

Table 206．10．Number and percentage of homeschooled students ages 5 through 17 with a grade equivalent of kindergarten through 12th grade，by selected child，parent，and household characteristics：Selected years， 1999 through 2016
［Standard errors appear in parentheses］

| Selected child，parent，or household characteristic | 1999 |  |  |  | 2003 |  |  |  | 2007 |  |  |  | 2012 |  |  |  | 2016 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number homeschooled ${ }^{1}$ （in thousands） |  | Percent homeschooled ${ }^{1}$ |  | Number homeschooled （in thousands） |  | Percent homeschooled ${ }^{1}$ |  | Numberhomeschooled（in thousands） |  | Percent homeschooled ${ }^{1}$ |  | $\begin{array}{r} \text { Number } \\ \text { homeschooled }{ }^{1,2} \\ \text { (in thousands) } \end{array}$ |  | Percent <br> homeschooled ${ }^{1,2}$ |  | Number homeschooled ${ }^{1}$ （in thousands） |  | Percent homeschooled ${ }^{1}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Total <br> Sex of child Male Female | 850 | （71．1） | 1.7 | （0．14） | 1，096 | （92．3） | 2.2 | （0．18） | 1，520 | （118．0） | 3.0 | （0．23） | 1，773 | （115．7） | 3.4 | （0．23） | 1，690 | （118．4） | 3.3 | （0．23） |
|  | 417 434 | （43．9） | 1.6 | （0．17） | 569 527 | $\begin{aligned} & (61.9) \\ & (58.2) \end{aligned}$ | 2.1 | $(0.24)$ $(0.23)$ | 639 881 | $(75.1)$ $(97.4)$ | 2.4 3.5 | $(0.28)$ $(0.39)$ | 875 898 | $\begin{aligned} & (73.7) \\ & (80.3) \end{aligned}$ | 3.3 3.6 | $\begin{aligned} & (0.28) \\ & (0.32) \end{aligned}$ | 807 882 | $\binom{(79.2)}{74.8}$ | 3.0 3.5 | $(0.30)$ $(0.29)$ |
| Race／ethnicity of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White Black | 640 84 | （62．3） | 1.0 | （0．19） | 843 $103!$ | （77．5） | 2.71 | （0．25） | 1，171 $61!$ | $\begin{aligned} & (102.2) \\ & (21.2) \end{aligned}$ | 3.9 | （0．34） | 1，205 | （95．7） | 4.5 | （0．35） | 998 | $\left.{ }^{9} 92.6\right)$ | 3.8 | （0．35） |
| Hispanic | 77 | （17．7） | 1.1 | （0．25） | $59!$ | （21．1） | 0.7 | （0．26） | 147 | （27．5） | 1.5 | （0．29） | 265 | （41．1） | 2.3 | （0．35） | 444 | 62．2） | 3.5 | （0．50） |
| Asian／Pacific Islander | ＋ |  | $\ddagger$ | （t） | $\ddagger$ |  | $\ddagger$ |  | $\ddagger$ |  | $\ddagger$ | （ | 73 ！ | （21．9） | 2.8 ！ | （0．90） | 44 | 12.6 | 1.4 | （0．40） |
| Asian Pacific Islander | － |  | 二 |  | 二 |  | 二 |  | 青 |  | 青 |  | 表 |  | 表 | （t） | 42 | （12．0） | 1.4 | （0．40） |
| American Indian／Alaska Native Other ${ }^{3}$ | 16！ |  | 1.7 | $\begin{gathered} (T) \\ (0.62) \end{gathered}$ | 59 | （26．9） | 4.7 | $\begin{gathered} (7) \\ (2.13) \end{gathered}$ | 11青 | $\begin{gathered} (4) \\ (29.5) \end{gathered}$ | 4.8 | $\begin{aligned} & (5) \\ & (1.30) \end{aligned}$ | $8{ }^{\text {青 }}$ | $\begin{gathered} \left(\begin{array}{c} ( \\ ) \\ (16.3) \end{array}\right) \end{gathered}$ | 3.2 | $\begin{gathered} (47) \\ (0.61) \end{gathered}$ | 青 | $\begin{gathered} \left(T_{4}\right) \\ (15.2) \end{gathered}$ | $2.7$ | （0．62） |
| Grade equivalent ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Kindergarten through grade 5 | 428 | （48．1） | 1.8 | （0．20） | 472 | （55．3） | 1.9 |  |  |  |  |  | 833 | （84．8） | 3.2 | （0．33） | 767 | （74．4） | 3.0 | （0．29） |
| Kindergarten Grades 1 through 3 | 92 199 | $\begin{array}{r}19.7 \\ 36.7 \\ \hline\end{array}$ | 2.4 | （0．52） | $\stackrel{\ddagger}{\ddagger}$ | （ ${ }_{(+)}$ | 1.8 | （\％） | $\pm$ | $\begin{aligned} & (64.5) \\ & \hline \end{aligned}$ | 3.4 | （0）${ }_{(+)}$ | 212 353 | （47．3） | 4.0 2.9 | （0．90） | 181 300 | （40．7） | 3.5 2.4 | $(0.80$ 0.28 |
| Grades 4 and 5 | 136 | （22．5） | 1.7 | （0．28） | 160 | （30．1） | 1.9 | 0.35 | 197 | （41．4） | 2.5 | 0．52） | 268 | （44．2） | 3.2 | （0．52） | 287 | （51．8） | 3.4 | （0．62） |
| Grades 6 through 8 Grades 9 through 12 | 186 235 | （28．0） | 1.6 | $(0.24)$ $(0.24)$ | 302 315 | （44．9） | 2.4 | （0．36） $0.33)$ | 371 422 | （68．2） | 3.0 2.8 | $(0.53$ $(0.38)$ | 424 516 | （49．0） | 3.5 3.8 | （0．41） | 398 525 | （49．1） | 3.3 3.8 | （0．41） $(0.40)$ |
| Number of children in the household |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| One child Two children | 132 | （18．0） | 1.3 | （0．17） | 110 |  |  |  | 197 | （32．5） | 2.3 |  | 418 |  |  | （0．23） | 338 |  | 2.7 | （0．27） |
| Two children <br> Three or more children | 248 470 | （28．4） | 1.3 2.3 | （0．15） | 306 679 | （45．1） | 1.5 3.1 | $(0.22)$ $0.36)$ | 414 909 | （102．4） | 2.1 | （0．32） | 493 862 | （51．5） | 2.5 4.5 | （0．26） | 475 877 | （55．3） | 4.7 | $(0.27)$ $(0.45)$ |
| Number of parents in the household |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Two parents | 683 | （68．3） | 2.1 | （0．21） | 886 | （82．7） | 2.5 | （0．23） | 1，357 | （111．5） | 3.6 | （0．30） | 1，354 | （104．2） | 3.8 | （0．29） | 1，358 | （103．7） | 3.7 | （0．28） |
| One parent | 142 | （25．0） | 0.9 | （0．16） | 196 | （42．6） | 1.5 | （0．32） | 118 | （28．4） | 1.0 | （0．24） | 342 | （51．6） | 2.5 | （0．37） | 293 | （38．4） | 2.3 | （0．30） |
| Nonparental guardians | 25 ！ | （14．4） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | （ $\dagger$ | $\pm$ | （ $\dagger$ | $\pm$ | （t） | $\pm$ | （ $\dagger$ ） | $77!$ | （31．9） | 4.0 ！ | （1．60） | 38 | （9．9） | 2.0 | （0．54） |
| Parent participation in the labor force |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Two parents－both in labor force | 237 444 | （39．8） | 1.0 | （0．17） | 274 | （44．1） | 1.1 | $\left(\begin{array}{l} (0.18) \\ (0.67) \end{array}\right.$ | 518 | （76．2） | 2.0 | （0．29） | 588 | （63．5） | 2.5 | （0．27） | 427 | （56．5） | 1.7 | （0．23） |
| Two parents－one in labor force One parent in labor force | －984 | （21．8） | 0.7 | （0．16） | 174 | （39．8） | 1.4 | （0．33） | 127 | （29．5） | 1.3 | （0．30） | 247 | （40．9） | 2.2 | （0．36） | 189 | （29．6） | 1.8 | （0．29） |
| No parent participation in labor force | 71 | （18．8） | 1.9 | （0．48） | ＋ | （ $\dagger$ ） | $\ddagger$ | （ $\dagger$ ） | $\pm$ | （ $\dagger$ ） | $\pm$ | （ $\dagger$ ） | 130 | （31．9） | 4.8 | （1．15） | 139 | （23．9） | 4.0 | （0．72） |
| Highest education level of parents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High school diploma or less | 160 |  | 0.9 |  | 269 |  | 1.7 |  | 208 |  | 1.5 |  | 560 | （81．7） | 3.4 |  | 510 | （66．1） | 3.3 | （0．43） |
| Vocational／technical，associate＇s degree，or some college Bachelor＇s degree／some graduate school | 287 213 | （37．3） | 1.9 | （0．24） | 338 309 | （57．7） | 2.1 | （0．36 | 549 | （77．5） | 3.8 3.9 | （0．52） | 525 434 | （45．6） | 3.4 | （0．29） | 418 501 | （49．2） | 3.1 3.6 | （0．36） |
| Graduate／professional degree | 190 | （39．8） | 2.3 | （0．46） | 180 | （41．6） | 2.3 | （0．55） | 309 | （50．0） | 3.9 | （0．46） | 255 | （27．3） | 3.3 | （0．36） | 260 | （30．7） | 3.0 | （0．35） |
| Household income ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \＄20，000 or less | 184 |  |  |  |  |  | 1.8 |  | 186 |  | 2.2 |  | 219 |  | 2.9 |  | 184 | （29．0） | 2.9 | （0．46） |
| \＄20，001 to \＄50，000 | 356 162 | （42．9） | 1.8 | （0．22） | 436 | （60．3） | 2.6 | （0．36） | 420 | （59．8） | 4.1 | （0．42） | S28 | （65．5） | 3.8 | （0．47） | 483 | －59．4 | 4.7 | （0．46） |
| \＄75，001 to \＄100，000 | 148 | （26．5） | 1.5 | （0．28） | 169 | （42．9） | 2.6 | （0．66） | 264 | （57．2） | 3.8 | （0．83） | 288 | （47．3） | 4.2 | （0．69） | 268 | （38．4） | 3.8 | （0．55） |
| Over \＄100，000 |  | （ + |  | （t） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | （t） | 236 | （57．5） | 2.0 | （0．49） | 367 | （42．8） | 2.7 | （0．31） | 319 | （39．0） | 1.9 | （0．24） |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | － | （t） | － |  | － | （t） | － |  | 327 | （40．4） | 2.0 | （0．26） | 493 | （59．5） | 3.3 | （0．40） | 493 | （56．0） | 3.0 | （0．33） |
| Suburban | 二 | （ | － | ¢ | － | （ | 二 | （t） | 503 | （78．8） | 2.6 | （0．41） | 601 | 66．8） | 3.1 | （0．34） | 651 | 76.2 | 2.9 | 0.33 |
| Town | － | （ |  | ＋ | － | （t） | － | （ + | 168 523 | $\begin{array}{r}\text {（37．1）} \\ \hline 75.9\end{array}$ | 3.0 4.9 | （0．65） | 127 552 | （30．8） | 2.6 4.5 | （0．63） | 177 368 | 30．0） | 4.3 | 0.70 |

－Not available．
Not applicable．
Unterpret data with caution．The coefficient of variation（CV）for this estimate is between 30 and 50 percent．
Reporting standards not met（too few cases for a reliable estimate）．
Excludes students who were enrolled in school for more than 25 hours a week．Also excludes students who were ${ }^{\text {The }}$ National Center for Education Statistics uses a statistical adjustment for estimates of homeschoolers in 2012．Fo more information about this adjustment，please see Homeschooling in the United States： 2012 （NCES 2016－096REV） Students whose grade equivalent was＂ungraded＂were en．
with an＂ungraded＂grade equivalent was 0.02 percent in 2003 and 2007．There were no students with an＂ungraded＂ grade equivalent in 2012.

For 1999，estimates combine the $\$ 75,001$ to $\$ 100,000$ and＂Over $\$ 100,000$ categories
NOTE：While National Household Education Surveys Program（NHES）administrations prior to 2012 were administered via telephone with an interviewer，NHES：2012 and NHES：2016 used self－administered paper－and－pencil questionnaires that
were mailed to respondents．Measurable differences between estimates for years prior to 2012 and estimates for later years could reflect actual changes in the population，or the changes could be due to the mode change from telephone to mail．Race categories exclude persons of Hispanic ethnicity．Detail may not sum to totals because of rounding．Some data have been revised from previously published figures．
SOURCE：U．S．Department of Education，National Center for Education Statistics，Parent Survey and Parent and Family NHES：2003 ，2007，2012，and 2016）．（This table was prepared February 2018）．Program（Parent－NHES：1999 and PFI NHES：2003，2007，2012，and 2016）．（This table was prepared February 2018．）

Table 206.30. Percentage distribution of students enrolled in grades 1 through 12, by public school type and charter status, private school orientation, and selected child and household characteristics: 2016
[Standard errors appear in parentheses]

| Selected child or household characteristic and public school type | Total, all schools |  | Public school, total |  | Public school type ${ }^{1}$ |  |  |  | Public school charter status |  |  |  | Private <br> school, total |  | Private school orientation |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Assigned | Chosen |  | Traditional ${ }^{2}$ |  | Charter |  | Religious |  | Nonsectarian |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  |  |  | 7 |  | 8 |  | 9 |  | 10 |
| Percentage distribution of all enrolled students, by school type and charter status | 100.0 | ( $\dagger$ ) | 90.5 | (0.32) | 70.6 | (0.61) | 19.8 | (0.52) | 85.9 | (0.44) | 4.6 | (0.31) | 9.5 | (0.32) | 7.6 | (0.32) | 1.9 | (0.18) |
| Percentage distribution of students in schools of each type or status, by characteristic Total, all students | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | (t) | 100.0 | (t) | 100.0 | (t) | 100.0 | (t) |
| Sex of child Male Female |  | $(0.67)$ $(0.67)$ | 52.0 48.0 | $(0.72)$ $(0.72)$ | 52.2 47.8 | $(0.87)$ $(0.87)$ | 51.2 48.8 | (1.69) | 52.0 48.0 | $(0.78)$ $(0.78)$ | 51.4 48.6 | (3.38) <br> $(3.38)$ | 50.3 49.7 | (1.92) $(1.92)$ | 50.2 49.8 | (2.18) (2.18) | 50.9 49.1 | $(5.01)$ $(5.01)$ |
| Race/ethnicity of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Black | 14.3 | (0.19) | 14.5 | (0.26) | 12.1 | (0.41) | 23.2 | (1.27) | 13.9 | (0.31) | 26.2 | (3.63) | 12.2 | (1.34) | 12.3 | (1.57) | 11.6 | (2.75) |
| Hispanic | 23.8 | (0.28) | 24.7 | (0.35) | 23.3 | (0.52) | 29.9 | (1.43) | 24.1 | (0.37) | 36.0 | (3.09) | 15.0 | (1.38) | 15.4 | (1.51) | 13.5 | (3.25) |
| Asian/Pacific Islander | 5.7 | (0.26) | 5.6 | (0.29) | 5.6 | (0.30) | 5.7 | (0.63) | 5.6 | (0.30) | 4.7 | (1.37) | 6.3 | (1.05) | 4.4 | (0.90) | 13.7 | (3.54) |
| Asian | 5.4 | (0.25) | 5.3 | (0.28) | 5.3 | (0.29) | 5.3 | (0.60) | 5.4 | (0.28) | 4.0 | (1.15) | 6.0 | (1.02) | 4.1 | (0.85) | 13.7 | (3.54) |
| Pacific Islander | 0.3 | (0.05) | 0.3 | (0.06) | 0.2 | (0.06) | 0.4! | (0.19) | 0.2 | (0.05) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Other ${ }^{3}$ | 4.5 | (0.26) | 4.5 | (0.29) | 4.5 | (0.33) | 4.3 | (0.49) | 4.6 | (0.30) | 2.7 | (0.71) | 4.4 | (0.63) | 3.9 | (0.64) | 6.7 | (1.85) |
| Disability status of child as reported by parent Has a disability | 16.9 | (0.57) | 17.3 | (0.61) | 17.4 | (0.68) | 17.0 | (1.04) | 17.3 | (0.61) | 15.9 | (2.00) | 13.3 | (1.20) | 12.7 | (1.40) | 15.8 | (2.86) |
| Does not have a disability | 83.1 | (0.57) | 82.7 | (0.61) | 82.6 | (0.68) | 83.0 | (1.04) | 82.7 | (0.61) | 84.1 | (2.00) | 86.7 | (1.20) | 87.3 | (1.40) | 84.2 | (2.86) |
| Grade level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Grades 1 through 5 | 43.5 | (0.33) | 43.6 | (0.35) | 44.2 | (0.51) | 41.3 | (1.15) | 43.2 | (0.40) | 51.6 | (3.23) | 42.7 | (1.89) | 43.2 | (2.14) | 40.9 | (4.79) |
| Grades 6 through 8 | 25.2 | (0.33) | 24.9 | (0.34) | 25.3 | (0.52) | 23.8 | (1.11) | 24.8 | (0.37) | 27.9 | (2.89) | 27.4 | (1.55) | 27.8 | (1.74) | 25.8 | (3.80) |
| Grades 9 through 12 | 31.3 | (0.27) | 31.5 | (0.32) | 30.5 | (0.44) | 34.8 | (1.09) | 32.0 | (0.35) | 20.5 | (2.13) | 29.9 | (1.60) | 29.0 | (1.84) | 33.4 | (3.54) |
| Number of parents in the household |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| One parent | 25.7 | (0.55) | 26.6 | (0.62) | 25.4 | (0.73) | 30.7 | (1.29) | 26.4 | (0.62) | 28.7 | (3.43) | 17.7 | (1.46) | 18.2 | (1.67) | 15.4 | (2.46) |
| Nonparental guardians | 3.9 | (0.26) | 4.2 | (0.28) | 4.1 | (0.37) | 4.5 | (0.62) | 4.2 | (0.30) | 3.0 | (0.59) | 1.8 | (0.37) | 1.8 | (0.36) | $\pm$ | ( $\dagger$ |
| Highest education level of parents Less than a high school diploma | 10.7 | (0.30) | 11.3 | (0.34) | 10.9 | (0.44) | 12.4 | (1.13) | 11.0 | (0.35) | 17.1 | (3.53) | 5.5 | (1.27) | 5.8 | (1.37) | $\ddagger$ |  |
| High school diploma or GED | 20.0 | (0.27) | 21.3 | (0.30) | 21.3 | (0.48) | 21.4 | (1.28) | 21.5 | (0.36) | 17.7 | (3.26) | 8.0 | (1.43) | 8.9 | (1.62) | $\pm$ | ( $\dagger$ |
| Vocational/technical, associate's degree, or some college | 25.7 | (0.44) | 26.6 | (0.45) | 26.7 | (0.58) | 26.0 | (1.07) | 26.7 | (0.47) | 25.0 | (2.57) | 17.5 | (1.57) | 19.5 | (1.76) | 9.7 | (2.46) |
| Bachelor's degree/some graduate school | 26.7 | (0.46) | 25.6 | (0.47) | 26.0 | (0.60) | 24.2 | (0.99) | 25.8 | (0.50) | 22.8 | (1.96) | 37.2 | (1.60) | 38.2 | (1.89) | 33.1 | (3.76) |
| Graduate/professional degree | 16.8 | (0.18) | 15.2 | (0.19) | 15.0 | (0.27) | 16.0 | (0.78) | 15.1 | (0.19) | 17.4 | (1.87) | 31.8 | (1.68) | 27.5 | (1.75) | 49.0 | (5.11) |
| Poverty status of household ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor | 17.3 | (0.42) | 18.3 | (0.47) | 18.1 | (0.50) | 18.8 | (1.26) | 18.2 | (0.46) | 19.9 | (2.80) | 7.6 | (1.36) | 7.0 | (1.38) | 9.9 ! | (4.05) |
| Near-poor | 21.4 | (0.45) | 22.2 | (0.51) | 21.3 | (0.59) | 25.6 | (1.50) | 21.9 | (0.52) | 28.2 | (4.09) | 13.1 | (1.59) | 14.9 | (1.90) | 6.0 | (1.70) |
| Nonpoor | 61.4 | (0.46) | 59.5 | (0.49) | 60.6 | (0.66) | 55.6 | (1.33) | 59.9 | (0.51) | 51.8 | (3.60) | 79.3 | (1.79) | 78.1 | (2.07) | 84.1 | (3.83) |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | 31.2 | (0.74) | 30.5 | (0.79) | 25.6 | (0.80) | 48.1 | (1.58) | 29.1 | (0.74) | 57.8 | (3.20) | 37.2 | (1.76) | 36.8 | (2.02) | 38.6 | (3.24) |
| Suburban | 44.5 | (0.73) | 44.1 | (0.77) | 46.0 | (0.82) | 37.7 | (1.47) | 44.6 | (0.76) | 34.8 | (2.90) | 48.1 | (1.90) | 47.9 | (2.19) | 48.6 | (3.38) |
| Town | 7.9 | (0.37) | 8.5 | (0.40) | 9.3 | (0.47) | 5.4 | (0.56) | 8.7 | (0.42) | 3.4 | (0.95) | 3.0 | (0.42) | 3.0 | (0.49) | 2.6 ! | (0.89) |
| Rural | 16.4 | (0.42) | 16.9 | (0.45) | 19.1 | (0.51) | 8.7 | (0.66) | 17.5 | (0.46) | 4.0 | (1.14) | 11.8 | (1.19) | 12.2 | (1.33) | 10.2 | (2.42) |
| Region |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Northeast | 19.9 | (0.50) | 19.3 | (0.57) | 20.8 | (0.65) | 13.8 | (1.23) | 19.4 | (0.57) | 16.8 | (2.93) | 26.1 | (1.81) | 25.0 | (2.02) | 30.4 | (4.34) |
| South | 23.9 | (0.53) | 24.0 | (0.56) | 23.2 | (0.65) | 26.8 | (1.57) | 24.4 | (0.56) | 16.7 | (2.15) | 23.3 | (1.51) | 21.8 | (1.73) | 29.2 | (3.50) |
| Midwest | 21.9 | (0.55) | 21.5 | (0.60) | 22.3 | (0.66) | 18.2 | (1.42) | 21.5 | (0.58) | 20.6 | (3.61) | 26.5 | (1.65) | 31.0 | (1.83) | 8.4 | (1.65) |
| West | 34.2 | (0.63) | 35.3 | (0.68) | 33.7 | (0.79) | 41.2 | (1.73) | 34.7 | (0.71) | 45.9 | (3.25) | 24.1 | (1.59) | 22.2 | (1.82) | 32.1 | (3.71) |
| Public school type ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assigned | 70.6 | (0.61) | 78.0 | (0.57) | 100.0 | ( ${ }_{\text {( }}$ | $\dagger$ | ( ${ }_{\text {( }}$ ) | 82.1 | (0.53) | 100.0 | ( $\dagger$ ) | $\dagger$ | (t) | $\dagger$ | ( $\dagger$ ) | $\dagger$ |  |
| Chosen | 19.8 | (0.52) | 21.8 | (0.58) | $\dagger$ | ( + | 100.0 | ( $\dagger$ | 17.6 | (0.54) | $\dagger$ | (t) | $\dagger$ | ( $)$ | $\dagger$ | ( $\dagger$ ) | $\dagger$ |  |

## $\dagger$ Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
${ }^{1}$ In 31 cases, questions about whether a student's school was assigned were not asked because parents reported the school as a private school, and it was only later identified as a public school based on administrative data. Due to the missing data on whether the school was assigned or chosen, these cases were included neither with assigned public schools nor with chosen public schools. These cases were included in the public school totals, however, and they could still be accurately classified as either traditional or charter schools based on administrative data.
${ }^{2}$ Includes all types of public noncharter schools.
${ }^{3}$ Includes American Indian/Alaska Native, Two or more races, and race/ethnicity not reported.
${ }^{4}$ Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was $\$ 24,257$. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation
NOTE: Data exclude homeschooled children. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016). (This table was prepared February 2018.)
[Standard errors appear in parentheses]
Percent of children participating in literacy activity with family member ${ }^{1}$

| Selected child or family characteristic | Number of children (in thousands) |  |  |  |  |  | Percent of children participating in literacy activity with family member ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Read to by family member three or more times in past week |  |  |  | At least once in past week |  |  |  |  |  |  |  |  |  | Visited a library at least once in past month |  |  |  |  |  |
|  |  |  |  |  |  |  | Told a story by family member | Taught letters, words, or numbers |  |  | Did arts and crafts |  |  |  |  |  |  |  |  |  |
|  |  | 2001 |  | 2012 |  | 2016 |  |  |  |  | 2001 | 2012 |  | 2016 | 2001 | 2012 | 2016 | 2001 | 2012 | 2016 |  | 2001 | 2012 | 2016 |  | 2001 |  | 2012 |  | 2016 |
| 1 |  | 2 |  | 3 |  | 4 | 5 | 6 |  | 7 | 8 | 9 | 10 | 11 | 12 | 13 |  | 14 | 15 | 16 |  | 17 |  | 18 |  | 19 |
| Total | 8,551 | (11.0) | 8,244 | (85.1) | 8,087 | (91.1) | 84 (0.8) | 83 (0.8) |  | (1.1) | 84 (0.8) | 83 (0.9) | 84 (1.2) | 94 (0.6) | 98 (0.3) | 97 (0.6) |  | (0.9) | 86 (0.8) | 87 (1.1) |  | (1.1) |  | (1.2) | 41 | (1.4) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 years old | 3,795 | (91.4) | 3,674 | (89.8) | 3,404 | (123.0) | 84 (1.1) | 82 (1.3) |  | (1.7) | 83 (1.2) | 82 (1.4) | 84 (1.6) | 93 (1.0) | 97 (0.5) | 96 (1.1) |  | (1.3) | 85 (1.1) | 85 (1.7) | 35 | (1.9) | 38 | (1.6) | 39 | (2.1) |
| 4 years old | 3,861 | (89.0) | 3,508 | (90.4) | 3,379 (1 | (109.8) | 85 (1.2) | 84 (1.3) | 81 | (2.1) | 84 (1.1) | 85 (1.3) | 85 (1.9) | 95 (0.7) | 98 (0.3) | 96 (0.8) | 82 | (1.2) | 87 (1.2) | 89 (1.3) | 37 | (1.4) | 43 | (1.8) | 40 | (2.1) |
| 5 years old | 896 | (47.0) | 1,062 | (59.6) | 1,303 | (84.9) | 81 (2.7) | 80 (2.7) |  | (3.3) | 82 (2.4) | 81 (2.6) | 82 (3.8) | 93 (1.8) | 98 (0.7) | 97 (1.0) | 80 | (2.4) | 88 (1.9) | 85 (3.9) | 37 | (3.4) | 49 | (3.8) | 46 | (3.6) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 4,292 | (79.9) | 4,251 | (103.9) | 4,184 | (118.8) | 82 (1.2) | 82 (1.2) |  | (1.5) | 82 (1.1) | 82 (1.4) | 82 (1.5) | 94 (0.7) | 97 (0.4) | 96 (1.0) | 76 | (1.3) | 84 (1.1) | 85 (1.4) | 35 | (1.4) |  | (1.7) | 40 | (2.1) |
| Female | 4,260 | (79.6) | 3,993 | (104.2) | 3,903 (117 | (117.5) | 86 (1.0) | 84 (1.4) |  | (1.9) | 85 (1.0) | 85 (1.0) | 86 (1.9) | 94 (0.8) | 98 (0.4) | 97 (0.6) |  | (1.3) | 88 (1.1) | 89 (1.7) | 37 | (1.6) |  | (1.4) | 42 | (2.0) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 5,313 | (68.0) | 4,062 | (97.4) | 4,003 | (96.8) | 89 (0.8) | 90 (1.0) |  | (1.2) | 86 (1.0) | 87 (1.1) | 86 (1.1) | 95 (0.7) | 98 (0.4) | 96 (0.9) | 85 | (1.0) | 90 (0.9) | 90 (1.2) | 39 | (1.3) |  | (1.4) | 44 | (1.7) |
| Black | 1,251 | (55.1) | 1,154 | (63.4) | 1,086 | (67.4) | 77 (2.6) | 77 (3.3) | 79 | (3.3) | 81 (2.1) | 80 (2.3) | 85 (3.0) | 94 (1.8) | 99 (0.6) | 98 (1.2) | 70 | (3.1) | 83 (2.8) | 85 (3.2) | 31 | (2.6) |  | (3.8) | 42 | (4.5) |
| Hispanic | 1,506 | (43.5) | 2,100 | (76.1) | 2,133 | (84.9) | 71 (1.9) | 71 (2.0) |  | (3.4) | 75 (2.0) | 78 (2.2) | 78 (3.6) | 92 (1.1) | 97 (0.7) | 97 (1.0) | 67 | (2.2) | 80 (1.9) | 82 (2.7) | 30 | (2.0) |  | (2.2) | 33 | (3.0) |
| Asian/Pacific Islander ${ }^{2}$ | 202 | (29.0) | 420 | (32.7) | 400 | (44.7) | 87 (4.1) | 77 (3.3) |  |  | 81 (5.8) | 85 (2.7) | 88 (3.2) | 96 (2.2) | 98 (1.1) | 98 (0.9) | 74 | (6.9) | 86 (2.6) | 79 (6.6) | 47 | (7.5) |  | (4.4) | 49 | (5.8) |
| Asian | - | ( $\dagger$ ) | 374 | (30.3) | 386 | (43.4) | - ( $\dagger$ ) | 75 (3.5) | 74 |  | - ( $\dagger$ ) | 83 (3.0) | 88 (3.2) | - (t) | 98 (1.2) | 98 (0.9) | - |  | 84 (2.9) | 78 (6.7) | - | (t) | 55 | (4.4) | 49 | (5.9) |
| Pacific Islander | - |  | $\ddagger$ | ( $\dagger$ ) |  |  | - (t) | $\ddagger \quad(\mathrm{t})$ |  | (t) | - ( $\dagger$ ) | $\ddagger$ (t) | $\ddagger$ (t) | - (t) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(t)$ |  |  | $\ddagger \quad(\mathrm{t})$ | $\ddagger \quad(t)$ |  |  |  |  | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native |  |  |  |  |  |  |  |  |  |  |  |  |  | $\ddagger$ (t) | $\ddagger$ (t) | $\ddagger$ ( $\dagger$ ) |  |  | $\ddagger$ (t) | $\ddagger$ (t) |  |  |  |  | $\ddagger$ | ( $\dagger$ ) |
| Two or more races | 240 | (26.9) | 463 | (41.1) | 418 | (47.8) | 84 (3.9) | 87 (3.2) |  | (4.0) | 92 (2.7) | 83 (3.8) | 83 (5.0) | 93 (3.1) | 99 (0.8) | 97 (1.3) | 86 | (3.7) | 88 (3.8) | 90 (2.6) | 31 | (5.8) |  | (4.2) | 38 | (5.0) |
| Mother's highest level of education ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school | 996 | (54.5) | 1,291 | (71.9) |  | (90.7) | 69 (2.8) | 73 (3.1) |  |  |  |  | 77 (6.1) | 91 (2.0) | 98 (0.8) | 94 (2.9) | 62 |  | 82 (2.6) | 77 (5.4) | 21 |  |  |  | 27 | (4.1) |
| High school/GED | 2,712 | (89.0) | 1,614 | (64.0) | 1,482 | (87.1) | 81 (1.6) | 75 (2.5) |  | (2.7) | 83 (1.3) | 83 (1.8) | 78 (2.9) | 95 (0.9) | 97 (0.9) | 96 (1.4) |  |  | 84 (1.8) | 86 (2.3) | 30 |  |  |  | 35 | (4.4) |
| Vocational/technical or some college | 1,833 | (73.9) | 1,663 | (77.3) | 1,400 | (64.0) | 85 (1.8) | 85 (1.7) | 80 |  | 85 (1.7) | 83 (1.5) | 83 (2.4) | 94 (1.2) | 97 (0.8) | 97 (1.1) | 81 |  | 86 (1.6) | 88 (2.2) | 38 |  |  |  | 38 | (2.7) |
| Associate's degree | 573 | (40.9) | 678 | (50.0) | 700 | (53.7) | 89 (2.5) | 85 (2.3) |  | (2.7) | 84 (2.7) | 84 (2.2) | 87 (2.4) | 92 (2.3) | 98 (0.7) | 97 (1.3) |  | (3.2) | 86 (2.3) | 89 (2.2) | 42 | (4.3) |  | (3.9) | 42 | (3.2) |
| Bachelor's degree/some graduate school | 1,553 | (68.4) | 1,870 | (65.9) | 2,078 | (75.4) | 93 (1.2) | 92 (1.2) |  | (1.4) | 88 (1.5) | 90 (1.2) | 89 (1.6) | 95 (1.1) | 99 (0.3) | 98 (0.5) |  | (1.4) | 92 (1.0) | 89 (1.4) | 46 | (2.4) |  |  | 47 | (2.2) |
| Graduate/professional degree | 685 | (45.7) | 680 | (30.8) | 1,036 | (45.0) | 96 (1.1) | 95 (1.0) |  | (1.4) | 89 (2.3) | 89 (1.5) | 89 (1.5) | 95 (1.3) | 97 (0.8) | 97 (0.8) |  |  | 91 (1.5) | 91 (1.4) | 55 | (3.8) |  |  | 56 | (2.0) |
| Mother's employment status ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Employed | 5,148 | (84.2) | 4,491 | (88.6) | 4,782 (1 | (116.5) | 86 (1.0) | 84 (1.1) | 83 |  | 84 (1.0) | 84 (1.2) | 85 (1.3) | 94 (0.7) | 98 (0.3) | 96 (0.8) | 80 | (1.2) | 86 (0.9) | 86 (1.3) | 36 | (1.2) |  | (1.5) | 41 | (1.8) |
| Unemployed | 396 | (36.9) | 550 | (52.0) | 269 | (37.7) | 77 (5.0) | 80 (4.4) | 91 | (3.9) | 80 (4.7) | 84 (3.5) | 82 (6.5) | 94 (3.3) | 98 (1.1) | 98 (1.8) |  | (5.5) | 89 (4.0) | 88 (5.4) | 37 | (4.8) |  | (4.2) | 36 | (7.6) |
| Not in labor force | 2,809 | (73.3) | 2,756 | (86.9) | 2,737 | (104.2) | 83 (1.4) | 84 (1.7) |  | (2.7) | 82 (1.5) | 84 (1.6) | 82 (2.6) | 94 (0.9) | 97 (0.7) | 97 (0.8) |  | (1.3) | 87 (1.4) | 87 (2.0) | 38 | (1.9) |  |  | 41 | (2.6) |
| Family income (in current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \$20,000 or less | 2,106 | (58.4) | 1,480 | (60.3) | 1,162 | (63.5) | 74 (2.1) | 76 (2.3) |  | (3.1) | 81 (1.6) | 83 (1.9) | 82 (2.9) | 92 (1.5) | 97 (0.9) | 95 (2.1) |  |  | 84 (1.6) | 85 (2.5) | 27 |  |  |  | 40 | (3.9) |
| \$20,001 to \$50,000 | 2,934 | (86.6) | 2,372 | (77.4) | 2,211 | (93.6) | 83 (1.4) | 78 (2.1) | 76 | (2.7) | 83 (1.4) | 82 (1.6) | 83 (1.9) | 95 (0.7) | 98 (0.5) | 96 (1.3) |  | (1.4) | 83 (1.8) | 85 (2.2) | 35 | (1.8) |  | (2.2) | 35 | (2.9) |
| \$50,001 to \$75,000 | 1,724 | (74.4) | 1,510 | (67.2) | 1,342 | (84.5) | 88 (1.4) | 82 (2.3) | 79 | (4.0) | 87 (1.6) | 82 (2.4) | 82 (4.4) | 95 (1.1) | 98 (0.6) | 96 (0.9) |  | (1.7) | 85 (2.3) | 87 (2.4) | 38 | (2.3) |  | (2.5) | 37 | (3.4) |
| \$75,001 to \$100,000 | 879 | (49.4) | 1,082 | (46.5) | 1,047 | (58.6) | 91 (1.6) | 86 (2.5) | 88 | (2.3) | 85 (2.2) | 89 (2.1) | 83 (3.5) | 93 (1.7) | 98 (0.6) | 98 (0.6) |  | (2.1) | 91 (2.2) | 87 (3.6) | 47 | (3.1) | 44 | (2.9) | 41 | (3.5) |
| Over \$100,000 | 909 | (43.2) | 1,800 | (66.3) | 2,325 | (70.0) | 96 (1.2) | 93 (1.0) | 90 | (1.5) | 84 (2.3) | 83 (2.0) | 87 (1.7) | 96 (1.2) | 98 (0.7) | 98 (0.6) | 87 | (2.1) | 89 (1.4) | 89 (1.4) | 45 | (2.7) | 48 | (2.4) | 48 | (2.2) |

Table 207.10. Number of 3 - to 5 -year-olds not yet enrolled in kindergarten and percentage participating in home literacy activities with a family member, by type and frequency of activity and selected child and family characteristics: 2001, 2012, and 2016-Continued
[Standard errors appear in parentheses]

-Not available.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
'The respondent was the parent most knowledgeable about the child's care and education. Responding parents reported on their own activities and the activities of their spouse/other adults in the household.
The 2001 questionnaire included a single item for "Asian or Pacific Islander," whereas questionnaires for later years included one item for Asian and a separate item for Pacific Islander.
${ }^{3}$ Excludes children living in households with no mother or female guardian present.
4Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data
collection; near-poor children are those whose family incomes ranged from the collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty
threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually
to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was $\$ 24,257$ Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount o NOTE- Prio, therefore, the measure of poverty status is an approximation.
an interviewer. NHES:2012 used self-administered paper-and-pencil questionnaires that were mailed to respondents. For NHES:2016, initial contact with all respondents was by mail, and the majority of respondents received paper-and-pencil questionnaires. However, as an experiment with web use, a small sample of NHES:2016 respondents received mailed invitations to complete the survey online. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and suppression of estimates that did not meet reporting standards. Some data have been revised from previously published figures.
Survey of the National Household Education Surveys Pror Education Statistics, Early Chilahood Program Participation prepared October 2017.)

| Selected child, parent, or school characteristic | Number of children (in thousands) |  |  |  |  |  | Percent of children whose parents reported doing education-related activities with them in the past week |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Told child a story |  |  |  |  |  | Did arts and crafts |  |  |  |  |  | Discussed family history/ethnic heritage |  |  |  |  |  | Played board games or did puzzles |  |  |  |  |  |
|  | 2003 |  | 2012 |  | 2016 |  | 2003 |  | 2012 |  | 2016 |  | 2003 |  | 2012 |  | 2016 |  | 2003 |  | 2012 |  | 2016 |  | 2003 |  | 2012 |  | 2016 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| Total | 23,887 | (55.7) | 25,331 | (137.9) | 25,085 | (167.1) | 74.9 | (0.66) | 68.8 | (0.91) | 72.0 | (0.94) | 74.9 | (0.70) | 67.0 | (0.84) | 68.8 | (1.11) | 53.1 | (0.89) | 49.4 | (1.00) | 50.8 | (0.99) | 72.9 | (0.68) | 64.0 | (0.94) | 67.4 | (1.13) |
| Sex of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 12,192 | (215.7) | 13,103 | (241.4) | 12,925 | (281.3) | 73.3 | (0.86) | 68.2 | (1.27) | 71.3 | (1.59) | 69.7 | (0.98) | 60.7 | (1.19) | 61.8 | (1.62) | 51.1 | (1.16) | 47.6 | (1.10) | 47.9 | (1.49) | 71.8 | (0.92) | 63.0 | (1.20) | 66.5 | (1.73) |
| Female | 11,695 | (207.6) | 12,228 | (234.7) | 12,160 | (221.5) | 76.6 | (0.96) | 69.5 | (1.22) | 72.8 | (1.27) |  | (1.01) | 73.8 | (1.25) | 76.3 | (1.29) | 55.1 | (1.28) | 51.2 | (1.47) | 53.9 | (1.35) | 74.1 | (1.05) | 65.2 | (1.14) | 68.2 | (1.37) |
| Race/ethnicity of child | 14.419 | (155.8) | 12600 | (173.4) | 12.190 | (262.3) | 76.0 | (0.96) | 71.9 | (0.98) | 72.8 | (121) | 75.4 | (089) | 67.5 | (1.08) | 68.3 |  | 44.7 | (1.13) | 37.3 | (121) | 36.7 | (1.18) | 73.8 | (0.87) |  | (103) | 68.2 | (119) |
| Black | 3,765 | (111.4) | 3,642 | (107.8) | 3,450 | (136.5) | 69.6 | (2.00) | 64.3 | (2.40) | 73.8 | (2.41) | 68.1 | (2.14) | 64.0 | (2.76) | 66.1 | (3.01) | 66.6 | (2.45) | 67.4 | (2.44) | 69.9 | (3.10) | 72.9 | (1.92) | 60.1 | (2.94) | 64.7 | (3.83) |
| Hispanic | 4,220 | (98.3) | 6,051 | (126.3) | 6,234 | (183.7) | 74.2 | (1.55) | 65.4 | (2.15) | 69.9 | (1.99) | 79.6 | (1.45) | 67.7 | (1.69) | 71.9 | (2.22) | 64.5 | (1.71) | 58.1 | (2.09) | 64.5 | (2.14) | 68.5 | (1.82) | 62.2 | (1.88) | 69.2 | (1.99) |
| Asian/Pacific Islander ${ }^{1}$ | 709 | (82.9) | 1,398 | (93.2) | 1,735 | (171.4) | 75.8 | (3.73) | 69.2 | (3.38) | 66.8 | (6.31) | 70.9 | (4.34) | 63.4 | (3.45) | 63.0 | (7.10) | 68.2 | (4.83) | 69.8 | (3.56) | 56.2 | (5.10) | 77.0 | (3.82) | 61.5 | (3.87) | 60.4 | (6.54) |
| Asian | - | (t) | 1,331 | (88.9) | 1,676 | (172.0) | - | ( $\dagger$ ) | 68.0 | (3.52) | 66.6 | (6.54) | - | (t) | 62.7 | (3.52) | 62.8 | (7.33) | - | (t) | 68.8 | (3.78) | 55.3 | (5.19) | . | (t) | 60.6 | (3.94) | 61.1 | (6.87) |
| Pacific Islander |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | + | ( $\dagger$ ) |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | - | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |  | ( $\dagger$ ) | $\ddagger$ | (t) |  | (t) |  | ( $\dagger$ ) | + | ( $\dagger$ ) | $\pm$ | ( $\dagger$ |
| American Indian/Alaska Native | 171 | (36.3) | 228 | (54.2) | $\ddagger$ | ( $\dagger$ | 84.1 | (7.22) | 70.3 |  | $\ddagger$ | ( $\dagger$ | 77.9 | (8.06) | 76.5 | (9.66) |  |  | 82.4 | (6.82) |  | (12.17) |  |  | 72.6 | (10.24) |  | (11.34) | $\ddagger$ | ( $\dagger$ |
| Two or more races | 603 | (62.8) | 1,411 | (93.6) | 1,410 | (124.7) | 83.5 | (5.40) | 66.4 | (3.35) | 77.5 | (3.58) | 75.7 | (3.86) | 69.7 | (2.91) | 73.6 | (3.47) | 63.3 | (5.82) | 51.7 | (3.79) | 58.5 | (4.64) | 77.8 | (4.54) | 64.2 | (3.93) | 67.0 | (4.08) |
| Grade of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Kindergarten and grade 1 | 7,823 | (32.5) | 9,219 | (140.6) | 9,130 | (174.2) | 84.5 | (0.93) | 78.0 | (1.60) | 79.1 | (1.72) | 89.3 | (0.84) | 81.2 | (1.14) | 79.2 | (2.22) | 47.7 | (1.38) | 44.4 | (1.89) | 43.9 | (2.00) | 77.5 | (1.17) | 69.3 | (1.56) | 71.9 | (2.28) |
| Grades 2 and 3 | 7,696 | (24.5) | 7,965 | (155.5) | 7,922 | (183.1) | 74.5 | (1.21) | 66.9 | (1.51) | 72.6 | (1.68) | 74.0 | (1.12) | 66.7 | (1.54) | 69.3 | (1.57) | 54.7 | (1.34) | 52.1 | (1.53) | 52.5 | (1.88) | 72.7 | (1.09) | 65.5 | (1.44) | 68.1 | (1.99) |
| Grades 4 and 5 | 8,368 | (30.1) | 8,146 | (130.5) | 8,033 | (167.3) | 66.4 | (1.20) | 60.2 | (1.55) | 63.4 | (1.55) | 62.2 | (1.36) | 51.2 | (1.45) | 56.6 | (1.56) | 56.5 | (1.42) | 52.3 | (1.44) | 56.9 | (1.59) | 68.9 | (1.18) | 56.6 | (1.50) | 61.4 | (1.62) |
| Language spoken most at home by child ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English | 21,595 | (104.8) | 21,763 | (198.7) | 20,716 | (269.5) | 75.4 | (0.73) | 69.4 | (1.00) | 73.2 | (0.92) | 74.4 | (0.72) | 67.2 | (0.81) | 68.5 | (1.11) | 51.5 | (0.93) | 46.8 | (1.13) | 47.2 | (1.06) | 73.7 | (0.73) | 64.0 | (1.06) | 67.0 | (1.08) |
| Spanish | 1,272 | (69.2) | 1,145 | (78.2) | 1,438 | (151.4) | 65.6 | (2.85) | 56.4 | (5.08) | 62.3 | (5.94) | 81.7 | (2.16) | 70.7 | (3.63) | 66.5 | (5.88) | 60.2 | (3.11) | 64.7 | (4.04) | 70.9 | (5.69) | 58.1 | (3.10) | 60.2 | (4.36) | 69.7 | (5.49) |
| English and Spanish equally | 559 | (47.9) | 1,310 | (104.9) | 1,398 | (117.1) | 76.6 | (3.83) | 68.7 | (4.01) | 69.0 | (4.54) | 78.7 | (3.88) | 64.5 | (4.01) | 78.3 | (3.78) | 77.3 | (4.18) | 64.0 | (3.84) | 75.9 | (4.22) | 75.2 | (3.73) | 67.0 | (3.51) | 72.8 | (4.14) |
| English and other language equally |  |  |  | (60.9) | 1,038 | (176.8) |  |  | 74.6 | (3.94) | 66.0 | (8.87) |  |  | 66.9 | (4.78) | 66.9 | (9.27) |  |  | 72.2 | (4.54) | 63.3 | (8.85) |  | ( $\dagger$ ) | 68.2 | (3.67) | 63.8 | (8.86) |
| Other language | 375 | (60.5) | 335 | (68.9) | 415 | (91.7) | 81.7 | (6.95) | 66.1 | (9.93) | 77.6 | (7.42) | 76.7 | (4.81) | 55.2 | (10.98) | 70.1 | (7.17) | 75.1 | (6.13) | 63.1 | (11.51) | 47.6 | (8.04) | 74.8 | (7.43) | 65.5 | (11.12) | 66.9 | (10.08) |
| Highest education level of parents/guardians in the household ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than a high school diploma | 1,664 | (120.3) | 2,933 | (115.7) | 2,690 | (173.3) | 67.2 | (3.16) | 65.0 | (3.19) | 59.6 | (5.53) | 74.8 | (3.20) | 67.2 | (3.32) | 66.1 | (4.93) | 60.4 | (2.98) | 60.7 | (3.45) | 59.6 | (5.02) | 66.8 | (3.16) | 61.7 | (3.09) | 59.3 | (5.46) |
| High school diploma/ equivalent (e.g., GED) | 5,604 | (163.6) | 4,898 | (146.9) | 4,819 | (168.4) | 71.3 | (1.59) | 65.7 | (2.45) | 72.4 | (2.45) | 75.5 | (1.32) | 70.3 | (2.50) | 71.4 | (2.76) | 54.9 | (1.91) | 50.8 | (2.04) | 56.1 | (3.27) | 73.2 | (1.39) | 64.8 | (2.32) | 68.8 | (2.40) |
| Vocational/technical or some college | 5,466 | (189.4) | 5,044 | (129.5) | 4,043 | (166.7) | 75.9 | (1.54) | 69.1 | (1.56) | 70.3 | (2.32) | 76.2 | (1.51) | 64.4 | (1.87) | 68.9 | (2.33) | 50.8 | (1.75) | 47.0 | (1.90) | 49.0 | (2.44) | 71.6 | (1.58) | 63.9 | (1.72) | 70.8 | (2.05) |
| Associate's degree | 2,320 | (139.6) | 2,617 | (141.8) | 2,392 | (138.2) | 76.0 | (2.00) | 67.0 | (3.80) | 71.6 | (2.57) | 73.6 | (2.47) | 66.0 | (2.45) | 72.2 | (2.69) | 50.9 | (3.16) | 44.6 | (3.22) | 51.5 | (3.36) | 70.1 | (2.50) | 57.9 | (3.69) | 67.1 | (2.70) |
| Bachelor's degree/some graduate school | 5,214 | (179.1) | 6,485 | (152.8) | 6,688 | (198.9) | 77.3 | (1.60) | 71.3 | (1.37) | 76.0 | (1.47) | 74.0 | (1.48) | 66.8 | (1.47) | 68.4 | (1.72) | 47.3 | (1.74) | 45.6 | (1.49) | 46.3 | (1.98) | 75.8 | (1.27) | 65.1 | (1.67) | 67.8 | (1.76) |
| Graduate/professional degree | 3,618 | (149.8) | 3,354 | (69.8) | 4,452 | (110.9) | 78.6 | (1.64) | 72.7 | (1.41) | 75.0 | (1.64) | 73.9 | (1.72) | 67.3 | (1.41) | 66.4 | (1.66) | 60.1 | (2.16) | 51.9 | (1.74) | 47.8 | (1.76) | 74.9 | (1.82) | 67.8 | (1.39) | 67.0 | (1.87) |
| Family income (in current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \$20,000 or less | 4,418 | (150.4) | 3,838 | (112.7) | 3,324 | (160.2) | 73.9 | (1.61) | 68.7 | (1.81) | 65.6 | (3.67) | 76.0 | (1.87) | 71.4 | (2.08) | 67.1 | (3.82) | 61.6 | (2.05) | 54.3 | (2.17) | 57.9 | (3.38) | 73.3 | (1.70) | 61.7 | (2.22) | 64.7 | (3.81) |
| \$20,001 to \$50,000 | 7,857 | (230.1) | 7,166 | (155.7) | 6,535 | (154.9) | 74.0 | (1.31) | 68.6 | (1.87) | 70.6 | (1.94) | 75.3 | (1.05) | 68.1 | (1.86) | 70.3 | (2.41) | 53.5 | (1.59) | 53.6 | (2.07) | 55.4 | (2.38) | 72.3 | (1.45) | 63.6 | (1.80) | 67.4 | (2.16) |
| \$50,001 to \$75,000 | 5,024 | (187.5) | 4,380 | (123.2) | 4,159 | (140.3) | 74.9 | (1.53) | 68.5 | (2.31) | 71.9 | (2.17) | 75.3 | (1.55) | 67.5 | (1.86) | 68.8 | (2.31) | 49.6 | (1.99) | 47.7 | (2.35) | 54.7 | (3.01) | 72.1 | (1.51) | 63.3 | (2.35) | 68.1 | (2.64) |
| \$75,001 to \$100,000 | 3,044 | (127.1) | 3,279 | (81.0) | 3,277 | (99.8) | 74.7 | (2.02) | 68.4 | (2.03) | 75.1 | (2.30) | 71.2 | (1.98) | 64.7 | (2.13) | 68.4 | (2.78) | 48.8 | (2.28) | 46.3 | (2.46) | 46.4 | (2.39) | 73.3 | (2.30) | 65.6 | (2.29) | 65.8 | (2.46) |
| Over \$100,000 | 3,543 | (139.6) | 6,668 | (133.0) | 7,790 | (166.4) | 78.6 | (1.52) | 69.4 | (1.35) | 74.7 | (1.48) | 75.1 | (1.87) | 64.1 | (1.62) | 68.6 | (1.53) | 50.1 | (1.93) | 44.5 | (1.48) | 43.8 | (1.58) | 74.7 | (1.81) | 65.5 | (1.50) | 68.7 | (1.39) |

Table 207.30. Number of kindergartners through fifth-graders and percentage whose parents reported doing education-related activities with their children in the past week, by selected child, parent, and school characteristics: 2003, 2012, and 2016-Continued
[Standard errors appear in parentheses]


## -Not available.

$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
The 2003 questionnaire included a single item for "Asian or Pacific Islander," whereas questionnaires for later years included one item for Asian and a separate item for Pacific Islander.
${ }^{2}$ The 2012 and 2016 questionnaires included an item specifying that the child was not able to speak. Children who were not able to speak are excluded from this analysis.
In 2003 ,
data collection; near-poor children are those whose family incomes ranged from the poverty threshold to the year prior to the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, or example, the poverty threshold for a family of four with two children was
$\$ 24,257$. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.
${ }^{5}$ Based on zip code of the household.
NOTE: While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 and NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences between estimates for years prior to 2012 and estimates for later years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. The respondent was the parent most knowledgeable about the child's education. Responding parents reported on their based on parent reports. Excludd data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2003, 2012, and 2016). (This table
was prepared April 2019.)

Table 207.40. Percentage of elementary and secondary school children whose parents were involved in school activities, by selected child, parent, and school characteristics: 2003, 2012, and 2016
[Standard errors appear in parentheses]

| Selected child, parent, or school characteristic | Percent of children whose parents reported the following types of involvement in school activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 |  |  |  |  |  |  |  | 2012 |  |  |  |  |  |  |  | 2016 |  |  |  |  |  |  |  |
|  | $\begin{array}{r} \text { Attended } \\ \text { a general } \\ \text { school or PT0/ } \\ \text { PTA' meeting } \end{array}$ |  | Attended a parent-teacher conference |  | Attended a class event |  | Volunteered at school |  | Attended <br> a general school or PTO/ PTA ${ }^{1}$ meeting |  | Attended a parent-teacher conference |  | Attended a class event |  | Volunteered at school |  | Attended <br> a general school or PTO/ PTA' meeting |  | Attended a parent-teacher conference |  | Attended a class event |  | Volunteered at school |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sex of child Male Female | $\begin{aligned} & 87.4 \\ & 87.9 \end{aligned}$ | $(0.49)$ $(0.56)$ | $\begin{aligned} & 77.7 \\ & 76.5 \end{aligned}$ | $\begin{aligned} & (0.63) \\ & (0.63) \end{aligned}$ | 67.4 72.6 | $(0.75)$ $(0.62)$ |  | $(0.88)$ $(0.83)$ |  | $(0.66)$ $(0.50)$ |  | $(0.61)$ $(0.61)$ | 72.3 76.7 | $\begin{aligned} & (0.65) \\ & (0.68) \end{aligned}$ | 40.0 43.5 | $\begin{aligned} & (0.71) \\ & (0.88) \end{aligned}$ |  | $(0.80)$ $(0.56)$ | 78.6 76.6 | $\begin{aligned} & (0.74) \\ & (0.76) \end{aligned}$ | 77.2 81.6 | $\begin{gathered} (0.97) \\ (0.60) \end{gathered}$ | 41.9 45.0 | $\begin{aligned} & (0.82) \\ & (0.87) \end{aligned}$ |
| Race/ethnicity of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Black | 88.7 | (0.85) | 78.7 | (1.35) | 63.3 | (1.54) | 31.9 | (1.64) | 85.0 | (1.35) | 76.1 | (1.35) | 68.0 | (1.66) | 30.3 | (1.33) | 87.2 | (1.72) | 78.9 | (1.60) | 72.2 | (2.02) | 33.9 | (1.81) |
| Hispanic | 82.6 | (1.05) | 78.1 | (1.10) | 60.9 | (1.36) | 27.7 | (1.23) | 85.7 | (0.98) | 72.8 | (1.08) | 64.0 | (1.34) | 31.7 | (1.14) | 86.7 | (0.98) | 74.6 | (1.38) | 71.3 | (1.29) | 35.9 | (1.49) |
| Asian/Pacific Islander ${ }^{2}$ | 88.5 | (2.14) | 77.7 | (3.03) | 65.1 | (3.65) | 33.8 | (2.69) |  | (1.72) | 71.5 | (2.01) | 65.8 | (2.21) | 35.2 | (2.22) | 80.0 | (3.59) | 76.4 | (2.25) | 71.1 | (2.49) | 41.7 | (2.96) |
| Asian |  |  |  |  | . | ( $\dagger$ ) | . |  | 82.5 | (1.80) | 71.5 | (2.03) | 65.0 | (2.30) | 34.0 | (2.33) | 79.5 | (3.71) | 76.4 | (2.36) | 71.9 | (2.57) | 41.4 | (3.07) |
| Pacific Islander |  | ( ${ }^{\text {) }}$ |  | ( + ) |  | (t) |  | ( $\dagger$ ) | 90.7 | (3.96) | 71.4 | (8.97) | 79.0 | (6.32) | 54.3 | (11.37) | 92.0 | (5.24) | 78.7 | (10.09) | 52.3 | (11.66) | 48.2 | (10.95) |
| American Indian/Alaska Native | 85.1 | (5.22) | 85.1 | (6.68) | 69.5 | (7.37) | 18.9 | (5.57) | 85.1 | (4.91) | 79.9 | (6.85) | 75.6 | (6.61) | 42.3 | (8.61) | 93.0 | (3.05) | 87.5 | (4.36) | 80.1 | (7.45) | 59.4 | (10.56) |
| Two or more races | 87.2 | (2.45) | 74.9 | (3.63) | 72.3 | (2.84) | 47.7 | (3.79) | 88.8 | (1.30) | 78.4 | (2.31) | 76.0 | (2.52) | 45.3 | (2.57) | 91.2 | (1.37) | 78.1 | (2.29) | 83.1 | (2.07) | 48.0 | (3.17) |
| Highest education level of parents/guardians in the household ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than a high school diploma | 69.8 | (2.04) | 67.8 | (2.50) | 42.4 | (2.42) | 15.6 | (2.04) | 77.0 | (1.79) | 63.3 | (1.88) | 48.0 | (2.04) | 18.3 | (1.72) | 76.4 | (2.98) | 69.8 | (2.74) | 54.3 | (2.75) | 25.0 | (2.70) |
| High school diploma or equivalent | 83.8 | (0.91) | 75.4 | (0.94) | 62.1 | (1.28) | 30.3 | (1.27) | 82.1 | (1.42) | 72.2 | (1.23) | 62.3 | (1.45) | 27.6 | (1.38) | 82.2 | (1.34) | 73.1 | (1.55) | 69.5 | (1.70) | 26.5 | (1.99) |
| Vocational/technical or some college | 88.5 | (0.67) | 78.0 | (1.02) | 69.1 | (0.94) | 38.8 | (1.25) | 87.5 | (0.62) | 75.4 | (1.02) | 76.1 | (0.99) | 39.0 | (1.14) | 89.2 | (0.75) | 75.7 | (1.08) | 78.2 | (1.21) | 34.7 | (1.20) |
| Associate's degree | 88.6 | (1.27) | 76.6 | (1.68) | 73.0 | (1.76) | 39.7 | (1.67) | 88.9 | (0.91) | 79.5 | (1.13) | 80.5 | (1.37) | 44.9 | (1.77) | 90.2 | (1.08) | 77.6 | (1.30) | 83.4 | (1.45) | 44.8 | (1.70) |
| Bachelor's degree/some graduate school | 92.0 | (0.73) | 79.8 | (0.89) | 80.1 | (0.94) | 53.9 | (1.30) | 92.1 | (0.53) | 79.9 | (0.62) | 85.0 | (0.63) | 55.0 | (1.11) | 92.9 | (0.57) | 81.5 | (0.96) | 87.3 | (0.71) | 54.0 | (1.18) |
| Graduate/professional degree | 94.6 | (0.74) | 79.5 | (1.00) | 80.8 | (1.10) | 61.7 | (1.57) | 95.1 | (0.47) | 83.0 | (0.68) | 90.1 | (0.59) | 61.8 | (1.30) | 95.3 | (0.47) | 83.8 | (0.75) | 92.7 | (0.60) | 64.9 | (1.05) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\$ 20,000$ or less $\$ 20,001$ to $\$ 50,000$ | 79.8 85.1 | $(1.43)$ $(0.67)$ | 74.6 77.3 | $(1.33)$ $(0.85)$ | 56.6 66.2 | $(1.42)$ $(0.94)$ | 26.1 34.6 | (1.45) | 79.9 84.3 | $(1.15)$ $(0.73)$ | 69.4 74.5 | $(1.36)$ $(1.04)$ | 57.2 67.2 | (1.31) | 24.1 31.1 | (1.18) | 79.5 85.0 | (2.18) | 73.7 76.0 | (1.89) | 61.4 70.2 | (1.98) | 24.2 31.9 | (1.78) $(1.63)$ |
| \$20,001 to \$50,000 | 85.1 89.9 | $(0.67)$ $(0.79)$ | 77.3 76.8 | $(0.85)$ $(0.96)$ | 66.2 74.5 | (1.03) | 34.6 46.0 | (1.26) | 84.3 88.7 | $(0.73)$ $(0.97)$ | 77.3 | (1.23) | 77.2 | (1.19) | 43.7 | (1.40) | 85.0 88.7 | (1.02) | 78.3 | (1.13) | 81.2 | (1.35) | 31.9 39.7 | (1.65) |
| \$75,001 to \$100,000 | 94.0 | (0.80) | 79.4 | (1.28) | 77.6 | (1.34) | 51.5 | (1.71) | 89.9 | (0.88) | 77.3 | (1.15) | 81.9 | (1.13) | 47.8 | (1.24) | 91.4 | (0.87) | 75.9 | (1.23) | 83.5 | (1.32) | 49.2 | (1.53) |
| Over \$100,000 | 93.9 | (0.71) | 77.9 | (1.21) | 80.7 | (1.03) | 61.1 | (1.19) | 92.5 | (0.92) | 79.0 | (0.80) | 85.5 | (0.96) | 57.6 | (1.05) | 93.6 | (0.62) | 80.8 | (0.95) | 90.5 | (0.70) | 59.1 | (0.99) |
| Poverty status ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor | 79.4 | (1.55) | 74.5 | (1.37) | 56.7 | (1.57) | 26.8 | (1.55) | 82.5 | (1.08) | 71.3 | (1.29) | 60.0 | (1.52) | 26.8 | (1.28) | 81.1 | (1.68) | 74.8 | (1.90) | 62.3 | (1.78) | 26.6 | (1.77) |
| Near-poor | 85.1 | (0.89) | 77.9 | (1.05) | 64.8 | (0.98) | 32.5 | (1.31) | 83.7 | (0.78) | 75.2 | (0.97) | 66.5 | (1.22) | 31.2 | (1.35) | 85.8 | (1.14) | 76.4 | (1.24) | 71.4 | (1.42) | 33.0 | (1.86) |
| Nonpoor | 91.0 | (0.46) | 77.6 | (0.58) | 75.7 | (0.51) | 49.5 | (0.76) | 90.4 | (0.51) | 77.5 | (0.55) | 82.2 | (0.61) | 50.6 | (0.71) | 91.7 | (0.48) | 78.9 | (0.66) | 86.9 | (0.57) | 51.7 | (0.78) |
| Control of school and enrollment level of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary (kindergarten to grade 8) | 90.9 | (0.40) | 85.1 | (0.42) | 71.7 | (0.57) | 42.8 | (0.75) | 90.0 | (0.42) | 82.4 | (0.47) | 76.0 | (0.64) | 44.1 | (0.69) | 91.0 | (0.59) | 84.8 | (0.62) | 80.5 | (0.70) | 44.6 | $(0.69)$ $(0.89)$ |
| Secondary (grades 9 to 12) | 76.9 | (1.06) | 54.8 | (1.03) | 59.4 | (1.06) | 28.5 | (0.98) | 77.8 | (0.92) | 55.5 | (1.04) | 65.1 | (0.90) | 26.2 | (0.71) | 81.2 | (0.88) | 56.1 | (1.21) | 71.0 | (1.01) | 29.4 | (0.95) |
| Private school | 95.8 | (0.61) | 86.6 | (1.02) | 85.8 | (1.20) | 68.6 | (1.57) | 96.2 | (0.58) | 86.9 | (1.13) | 90.1 | (1.18) | 69.5 | (1.63) | 92.2 | (1.39) | 87.3 | (1.21) | 93.5 | (1.14) | 72.6 | (1.91) |
| Elementary (kindergarten to grade 8) | 96.6 | (0.70) | 91.6 | (0.93) | 88.4 | (1.23) | 73.3 | (1.91) | 97.4 | (0.63) | 91.2 | (1.47) | 91.8 | (1.39) | 74.4 | (1.87) | 92.1 | (1.76) | 90.5 | (1.51) | 94.2 | (1.41) | 78.2 | (2.27) |
| Secondary (grades 9 to 12) | 93.3 | (1.55) | 72.3 | (2.49) | 78.3 | (2.77) | 54.8 | (2.82) | 92.5 | (1.20) | 73.6 | (2.19) | 84.9 | (2.08) | 54.6 | (2.44) | 92.5 | (2.36) | 78.7 | (1.89) | 91.5 | (1.30) | 57.5 | (2.80) |
| Locale of household ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | - | (t) | - | ( $\dagger$ ) | - | (t) | - |  | 86.1 | (0.76) | 74.9 | (0.84) | 68.4 | (0.93) | 36.3 | (0.98) | 86.4 | (1.02) | 78.7 | (1.10) | 75.5 | (1.25) | 42.2 | (1.39) |
| Suburban | - | (t) | - | (t) | - | (t) | - | (t) | 88.3 | (0.63) | 74.9 | (0.74) | 74.5 | (0.76) | 44.2 | (0.83) | 90.0 | (0.65) | 77.5 | (0.88) | 80.9 | (0.79) | 45.5 | (0.88) |
| Town | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | (t) | 87.3 | (1.27) | 76.9 | (1.78) | 76.5 | (1.92) | 37.3 | (1.90) | 87.4 | (1.51) | 77.0 | (1.72) | 76.3 | (1.76) | 34.9 | (1.99) |
| Rural | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 87.6 | (0.87) | 78.0 | (0.76) | 81.0 | (0.97) | 46.1 | (1.15) | 89.8 | (1.02) | 76.3 | (1.34) | 84.2 | (1.15) | 44.0 | (1.75) |

Table 207.40. Percentage of elementary and secondary school children whose parents were involved in school activities, by selected child, parent, and school characteristics: 2003, 2012, and 2016-Continued
[Standard errors appear in parentheses]

| Selected child, parent, or school characteristic | Percent of children whose parents reported the following types of involvement in school activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 |  |  |  | 2012 |  |  |  |  | 2016 |  |  |  |  |  |  |  |
|  | $\begin{array}{r} \text { Attended } \\ \text { a general } \\ \text { school or PTO/ } \\ \text { PTA' }^{1} \text { meeting } \end{array}$ | Attended a parent-teacher conference | Attended a class event | Volunteered at school | Attended <br> a general school or PTO/ PTA ${ }^{1}$ meeting | Attended a parent-teacher conference | Attended a class event | Volunteered at school |  | $\begin{array}{r} \text { A } \\ a \\ \text { school } \\ \text { PTA } \end{array}$ | tended general or PTO/ meeting | Attended a parent-teacher conference |  | Attended a class event |  | Volunteered at school |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Enrollment level of child and locale of household Elementary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | (t) | ( $\dagger$ ) | (t) | (t) | 88.9 (0.77) | 81.1 (0.93) | $71.7 \quad$ (1.15) | 40.4 | (1.25) | 88.8 | (1.25) | 86.9 | (1.13) | 78.3 | (1.41) | 46.4 | (1.85) |
| Suburban | (t) | (t) | (t) | (t) | 91.8 (0.62) | 83.6 (0.71) | 77.8 (0.97) | 50.6 | (0.96) | 92.4 | (0.75) | 85.4 | (0.95) | 83.4 | (0.96) | 51.1 | (1.13) |
| Town | (t) | (t) | (t) | (t) | 91.2 (1.39) | 83.4 (2.30) | 77.9 (2.37) | 41.2 | (2.41) | 90.9 | (1.74) | 84.8 | (1.98) | 79.5 | (2.52) | 37.4 | (2.58) |
| Rural | (t) | ( $\dagger$ ) | ( $\dagger$ ) | (t) | 91.0 (0.74) | 85.0 (0.84) | 84.1 (1.00) | 51.6 | (1.41) | 92.4 | (1.17) | 82.2 | (1.67) | 86.1 | (1.57) | 47.5 | (2.10) |
| Secondary | (t) | _ (t) | _ (t) | - (t) | 78.0 (1.47) | 57.2 (1.64) | 59.1 (1.81) | 24.8 | (1.38) | 79.6 | (1.66) | 55.6 | (1.92) | 67.3 | (1.74) | 30.4 | (1.57) |
| Suburban | (t) | ( $\dagger$ ) | (t) | - ( + ) | 79.8 (1.47) | 54.0 (1.58) | 66.3 (1.55) | 28.7 | (1.35) | 84.1 | (1.18) | 58.7 | (1.61) | 74.8 | (1.35) | 32.2 | (1.26) |
| Town | ( + ) | (t) | (t) | - ( $\dagger$ ) | 76.6 (2.38) | 59.2 (2.81) | $72.6 \quad$ (2.35) | 26.6 | (2.24) | 78.1 | (3.12) | 55.9 | (3.63) | 67.8 | (3.32) | 28.1 | (3.18) |
| Rural | - (t) | - (t) | - (t) | - (t) | 79.2 (2.05) | 60.6 (1.86) | 73.5 (2.20) | 32.7 | (1.76) | 83.6 | (1.72) | 61.9 | (1.87) | 79.7 | (1.68) | 35.5 | (2.07) |

-Not available.
PTO stands for Parent Teacher Organization and PTA stands for Parent Teacher Association.
The 2003 questionnaire included a single item for "Asian or Pacific Islander," whereas questionnaires for later years included one item for Asian and a separate item for Pacific Islander.
${ }^{3}$ In 2003, education level was not collected for the second parent in a same sex couple.
${ }^{4}$ Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was $\$ 24,257$. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

Bate: While Node of he telephone with an interviewer, NHES:2012 and NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences between estimates for years prior to 2012 and estimates for later years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail Includes children enrolled in kindergarten through grade 12 and ungraded students. Excludes homeschooled children. The
respondent was the parent most knowledgeable about the child's education. Responding parents reported on their own activities and the activities of their spouse/other adults in the household. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2003, 2012, and 2016). (This table was prepared April 2019.)

Table 208.10. Public elementary and secondary pupil/teacher ratios, by selected school characteristics: Selected years, fall 1990 through fall 2017

| Selected school characteristic | 1990 | 1995 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | $2010{ }^{1}$ | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| All schools Enrollment size of school | 17.4 | 17.8 | 16.6 | 16.4 | 16.3 | 16.2 | 16.4 | 16.2 | 16.0 | 15.8 | 15.7 | 15.7 | 16.0 | 16.4 | 16.3 | 16.4 | 16.3 | 16.2 | 16.2 | 16.2 | 16.1 |
|  | 14.0 | 14.1 | 13.3 | 13.1 | 12.9 | 12.8 | 13.0 | 12.8 | 12.7 | 12.7 | 12.7 | 12.5 | 12.6 | 12.9 | 12.8 | 12.8 | 12.7 | 12.7 | 12.8 | 12.8 | 12.7 |
| 300 to 499 | 17.0 | 17.1 | 15.8 | 15.5 | 15.4 | 15.3 | 15.5 | 15.2 | 15.0 | 14.9 | 15.0 | 14.8 | 15.2 | 15.4 | 15.4 | 15.5 | 15.4 | 15.3 | 15.3 | 15.2 | 15.2 |
| 500 to 999 | 18.0 | 18.2 | 16.8 | 16.7 | 16.5 | 16.5 | 16.6 | 16.4 | 16.2 | 15.9 | 15.9 | 15.9 | 16.3 | 16.7 | 16.7 | 16.7 | 16.7 | 16.5 | 16.5 | 16.5 | 16.4 |
| 1,000 to 1,499 | 17.9 | 18.7 | 17.6 | 17.4 | 17.4 | 17.4 | 17.6 | 17.3 | 16.9 | 16.7 | 16.5 | 16.5 | 16.8 | 17.3 | 17.1 | 17.1 | 17.1 | 16.9 | 16.9 | 17.0 | 16.8 |
| 1,500 or more | 19.2 | 20.0 | 19.3 | 19.1 | 19.0 | 18.9 | 19.2 | 19.1 | 18.8 | 18.6 | 18.1 | 18.3 | 18.7 | 19.5 | 19.0 | 19.0 | 19.1 | 19.0 | 19.0 | 18.9 | 18.8 |
| Type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Regular schools | 17.6 | 17.9 | 16.7 | 16.5 | 16.4 | 16.3 | 16.5 | 16.3 | 16.1 | 15.9 | 15.8 | 15.8 | 16.1 | 16.5 | 16.4 | 16.5 | 16.5 | 16.3 | 16.3 | 16.3 | 16.2 |
| Alternative | 14.2 | 16.6 | 15.8 | 15.2 | 14.9 | 14.9 | 15.0 | 14.4 | 14.0 | 14.7 | 13.5 | 14.2 | 14.3 | 14.8 | 14.7 | 14.8 | 14.3 | 14.5 | 14.4 | 14.4 | 13.9 |
| Special education | 6.5 | 7.2 | 7.2 | 7.0 | 6.4 | 7.0 | 7.3 | 7.4 | 6.2 | 6.6 | 7.1 | 6.8 | 7.1 | 6.9 | 7.1 | 7.2 | 6.6 | 7.0 | 7.4 | 7.2 | 7.3 |
| Vocational | 13.0 | 12.7 | 13.0 | 12.7 | 12.7 | 9.9 | 10.3 | 11.5 | 12.0 | 13.3 | 11.3 | 10.7 | 10.2 | 11.7 | 11.8 | 11.6 | 11.8 | 11.8 | 11.9 | 11.8 | 11.7 |
| Percent of students eligible for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 25 percent or less | - |  | 16.9 | 16.7 | 16.7 | 16.6 | 16.8 | 16.8 | 16.5 | 16.4 | 16.3 | 16.1 | 16.5 | 16.8 | 16.9 | 16.5 | 16.5 | 16.4 | 16.5 | 16.5 | 16.2 |
| 26 percent to 50 percent |  |  | 16.4 | 16.2 | 16.1 | 16.2 | 16.4 | 16.2 | 16.1 | 15.8 | 15.7 | 15.7 | 16.1 | 16.5 | 16.2 | 16.4 | 16.3 | 16.2 | 16.2 | 16.1 | 16.0 |
| 51 percent to 75 percent |  |  | 16.2 | 16.1 | 16.0 | 16.0 | 16.0 | 15.9 | 15.6 | 15.3 | 15.2 | 15.4 | 15.8 | 16.2 | 15.8 | 16.2 | 16.1 | 16.0 | 16.0 | 15.9 | 15.9 |
| More than 75 percent |  |  | 16.3 | 16.1 | 16.0 | 16.0 | 16.1 | 15.9 | 15.5 | 15.4 | 15.0 | 15.1 | 15.6 | 16.0 | 15.5 | 16.3 | 16.5 | 16.4 | 16.4 | 16.4 | 16.2 |
| Level and size |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary schools | 18.1 | 18.1 | 16.7 | 16.5 | 16.3 | 16.2 | 16.3 | 16.0 | 15.8 | 15.6 | 15.6 | 15.5 | 15.9 | 16.3 | 16.3 | 16.4 | 16.3 | 16.1 | 16.1 | 16.1 | 16.0 |
| Regular | 18.2 | 18.1 | 16.7 | 16.5 | 16.3 | 16.2 | 16.3 | 16.0 | 15.8 | 15.6 | 15.6 | 15.5 | 15.9 | 16.3 | 16.3 | 16.4 | 16.4 | 16.2 | 16.1 | 16.1 | 16.0 |
| Under 300 | 16.0 | 15.7 | 14.6 | 14.4 | 14.1 | 13.9 | 14.0 | 13.7 | 13.6 | 13.5 | 13.7 | 13.5 | 13.7 | 14.0 | 14.0 | 14.0 | 14.0 | 13.8 | 13.8 | 13.7 | 13.8 |
| 300 to 499 | 17.6 | 17.5 | 16.1 | 15.8 | 15.6 | 15.5 | 15.6 | 15.3 | 15.2 | 15.1 | 15.2 | 15.0 | 15.4 | 15.6 | 15.7 | 15.7 | 15.6 | 15.5 | 15.4 | 15.4 | 15.3 |
| 500 to 999 | 18.8 | 18.6 | 17.1 | 16.9 | 16.8 | 16.7 | 16.8 | 16.5 | 16.3 | 16.0 | 16.0 | 16.0 | 16.5 | 16.9 | 16.9 | 17.0 | 17.0 | 16.7 | 16.7 | 16.7 | 16.5 |
| 1,000 to 1,499 | 19.5 | 19.7 | 18.3 | 18.1 | 18.0 | 18.0 | 18.1 | 17.7 | 17.2 | 17.0 | 16.7 | 16.8 | 17.2 | 17.8 | 17.7 | 17.8 | 17.7 | 17.5 | 17.4 | 17.4 | 17.3 |
| 1,500 or more | 19.9 | 20.9 | 20.0 | 20.5 | 20.2 | 20.3 | 20.8 | 20.5 | 19.6 | 19.4 | 18.0 | 18.1 | 18.5 | 19.3 | 19.0 | 18.9 | 19.1 | 19.0 | 18.8 | 18.6 | 18.0 |
| Secondary schools | 16.6 | 17.6 | 16.8 | 16.6 | 16.6 | 16.7 | 16.9 | 16.8 | 16.6 | 16.4 | 16.3 | 16.2 | 16.4 | 16.8 | 16.5 | 16.6 | 16.6 | 16.6 | 16.6 | 16.6 | 16.5 |
| Regular | 16.7 | 17.7 | 16.9 | 16.7 | 16.7 | 16.8 | 17.0 | 16.9 | 16.8 | 16.6 | 16.4 | 16.3 | 16.6 | 16.9 | 16.7 | 16.7 | 16.7 | 16.7 | 16.7 | 16.7 | 16.6 |
| Under 300 | 12.3 | 12.8 | 12.0 | 12.0 | 11.9 | 12.0 | 12.3 | 12.0 | 12.2 | 12.0 | 12.1 | 11.9 | 11.9 | 12.2 | 12.0 | 12.1 | 12.1 | 11.9 | 12.1 | 12.2 | 12.1 |
| 300 to 499 | 14.9 | 15.7 | 14.6 | 14.5 | 14.4 | 14.4 | 14.7 | 14.7 | 14.6 | 14.4 | 14.4 | 14.3 | 14.3 | 14.6 | 14.6 | 14.5 | 14.4 | 14.6 | 14.6 | 14.5 | 14.5 |
| 500 to 999 | 16.1 | 16.9 | 16.0 | 15.8 | 15.7 | 15.8 | 16.0 | 15.9 | 15.8 | 15.6 | 15.4 | 15.4 | 15.6 | 15.8 | 15.7 | 15.7 | 15.7 | 15.7 | 15.7 | 15.8 | 15.7 |
| 1,000 to 1,499 | 17.2 | 18.0 | 17.1 | 16.8 | 16.8 | 16.9 | 17.2 | 17.0 | 16.8 | 16.5 | 16.5 | 16.3 | 16.6 | 16.9 | 16.6 | 16.6 | 16.6 | 16.5 | 16.5 | 16.6 | 16.5 |
| 1,500 or more | 19.3 | 20.0 | 19.2 | 18.9 | 18.8 | 18.8 | 19.0 | 19.0 | 18.8 | 18.5 | 18.2 | 18.2 | 18.6 | 19.3 | 18.8 | 18.9 | 18.9 | 18.9 | 18.7 | 18.7 | 18.6 |
| Combined schools | 14.5 | 15.0 | 13.4 | 13.7 | 13.4 | 13.5 | 13.8 | 13.9 | 14.1 | 14.7 | 13.4 | 13.9 | 14.0 | 15.4 | 14.4 | 14.4 | 14.7 | 14.2 | 15.2 | 15.0 | 14.8 |
| Under 300 | 8.9 | 9.0 | 9.1 | 9.2 | 9.1 | 9.1 | 9.5 | 9.2 | 9.5 | 10.1 | 9.2 | 8.9 | 9.1 | 9.2 | 9.4 | 9.3 | 9.1 | 9.2 | 9.6 | 9.7 | 9.4 |
| 300 to 499 | 14.2 | 14.7 | 13.8 | 13.5 | 13.1 | 13.1 | 14.4 | 13.4 | 13.9 | 14.3 | 13.7 | 13.9 | 13.8 | 13.6 | 13.3 | 13.3 | 13.5 | 13.6 | 14.3 | 14.0 | 13.6 |
| 500 to 999 | 16.3 | 16.6 | 14.9 | 15.8 | 15.6 | 16.0 | 15.4 | 15.8 | 15.9 | 16.0 | 15.2 | 15.6 | 15.8 | 16.9 | 15.6 | 15.5 | 15.5 | 15.1 | 16.3 | 15.9 | 15.7 |
| 1,000 to 1,499 | 17.8 | 18.2 | 16.9 | 17.5 | 18.1 | 17.7 | 17.5 | 17.4 | 16.4 | 17.3 | 15.9 | 16.7 | 17.9 | 19.2 | 18.1 | 17.8 | 17.9 | 17.3 | 17.5 | 17.3 | 16.9 |
| 1,500 or more | 17.7 | 19.6 | 19.2 | 18.6 | 18.9 | 19.1 | 19.2 | 18.7 | 20.0 | 20.3 | 18.0 | 21.7 | 21.7 | 25.7 | 23.4 | 23.3 | 24.7 | 20.9 | 23.6 | 22.9 | 22.9 |
| Ungraded | 6.4 | 6.9 | 5.3 | 7.0 | 6.3 | 6.8 | 9.6 | 8.0 | 7.7 | 7.2 | 7.3 | 5.5 | 8.5 | 5.3 | 6.0 | 5.9 | 3.0 | 8.1 | 9.0 | 5.1 | 5.7 |
| Level, type, and percent of students eligible for free or reducedprice lunch Elementary, regular |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 26 to 50 percent | - | - | 16.5 | 16.3 | 16.2 | 16.1 | 16.2 | 16.0 | 15.8 | 15.5 | 15.6 | 15.6 | 16.0 | 16.4 | 16.3 | 16.4 | 16.3 | 16.1 | 16.1 | 16.0 | 15.9 |
| 51 to 75 percent | - | - | 16.3 | 16.2 | 16.1 | 16.0 | 16.0 | 15.7 | 15.5 | 15.1 | 15.2 | 15.2 | 15.7 | 16.0 | 15.9 | 16.2 | 16.1 | 15.8 | 15.8 | 15.8 | 15.7 |
| More than 75 percent | - | - | 16.6 | 16.4 | 16.2 | 16.1 | 16.3 | 16.0 | 15.6 | 15.4 | 15.1 | 15.2 | 15.8 | 16.1 | 15.7 | 16.5 | 16.6 | 16.5 | 16.4 | 16.4 | 16.3 |
| Secondary, regular |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 25 percent or less | - | - | 17.0 | 16.9 | 16.9 | 16.9 | 17.2 | 17.5 | 17.0 | 16.9 | 16.8 | 16.6 | 16.8 | 17.1 | 17.4 | 16.7 | 16.8 | 16.7 | 16.9 | 16.8 | 16.4 |
| 26 to 50 percent | - | - | 16.6 | 16.4 | 16.3 | 16.5 | 16.9 | 16.9 | 16.8 | 16.4 | 16.4 | 16.2 | 16.5 | 16.8 | 16.4 | 16.6 | 16.5 | 16.5 | 16.6 | 16.6 | 16.5 |
| 51 to 75 percent | - | - | 16.8 | 16.6 | 16.6 | 16.6 | 17.0 | 16.9 | 16.7 | 16.3 | 16.1 | 16.4 | 16.5 | 17.1 | 16.1 | 16.7 | 16.8 | 16.9 | 16.9 | 16.8 | 16.8 |
| More than 75 percent | - | - | 16.8 | 16.5 | 16.5 | 16.3 | 16.6 | 16.2 | 16.7 | 16.2 | 15.7 | 15.9 | 16.0 | 16.5 | 15.5 | 16.6 | 17.0 | 17.0 | 17.1 | 17.1 | 17.0 |

## —Not available

${ }^{1}$ Includes imputations for California and Wyoming
NOTE: Includes only schools that reported both enrollment and teacher data. Ratios are
based on data reported by schools and may differ from data reported in other tables that reflect aggregate totals reported by states

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990-91 through 2017-18. (This table was prepared February 2020. )

Table 208.20. Public and private elementary and secondary teachers, enrollment, pupil/teacher ratios, and new teacher hires: Selected years, fall 1955 through fall 2029

|  | Teachers (in thousands) |  |  | Enrollment (in thousands) |  |  | Pupi//teacher ratio |  |  | Number of new teacher hires (in thousands) ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year | Total | Public | Private | Total | Public | Private | Total | Public | Private | Total | Public | Private |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 1955 | 1,286 | 1,141 | $145{ }^{2}$ | 35,280 | 30,680 | 4,600 ${ }^{2}$ | 27.4 | 26.9 | $31.7^{2}$ | - | - | - |
| 1960 | 1,600 | 1,408 | $192{ }^{2}$ | 42,181 | 36,281 | 5,900 ${ }^{2}$ | 26.4 | 25.8 | $30.7^{2}$ | - | - | - |
| 1965 | 1,933 | 1,710 | 223 | 48,473 | 42,173 | 6,300 | 25.1 | 24.7 | 28.3 | - | - | - |
| 1970 | 2,292 | 2,059 | 233 | 51,257 | 45,894 | 5,363 | 22.4 | 22.3 | 23.0 | - | - | - |
| 1975 | 2,453 | 2,198 | $255{ }^{2}$ | 49,819 | 44,819 | 5,000 ${ }^{2}$ | 20.3 | 20.4 | $19.6{ }^{2}$ | - | - | - |
| 1976 | 2,457 | 2,189 | 268 | 49,478 | 44,311 | 5,167 | 20.1 | 20.2 | 19.3 | - | - | - |
| 1977 | 2,488 | 2,209 | 279 | 48,717 | 43,577 | 5,140 | 19.6 | 19.7 | 18.4 | - | - | - |
| 1978 | 2,479 | 2,207 | 272 | 47,637 | 42,551 | 5,086 | 19.2 | 19.3 | 18.7 | - | - | - |
| 1979 | 2,461 | 2,185 | $276{ }^{2}$ | 46,651 | 41,651 | 5,000 ${ }^{2}$ | 19.0 | 19.1 | $18.1^{2}$ | - | - | - |
| 1980 | 2,485 | 2,184 | 301 | 46,208 | 40,877 | 5,331 | 18.6 | 18.7 | 17.7 | - | - | - |
| 1981 | 2,440 | 2,127 | $313^{2}$ | 45,544 | 40,044 | 5,500 ${ }^{2}$ | 18.7 | 18.8 | $17.6^{2}$ | - | - | - |
| 1982 | 2,458 | 2,133 | $325^{2}$ | 45,166 | 39,566 | 5,600 ${ }^{2}$ | 18.4 | 18.6 | $17.2^{2}$ | - | - | - |
| 1983 | 2,476 | 2,139 | 337 | 44,967 | 39,252 | 5,715 | 18.2 | 18.4 | 17.0 | - | - | - |
| 1984 | 2,508 | 2,168 | $340^{2}$ | 44,908 | 39,208 | 5,700 ${ }^{2}$ | 17.9 | 18.1 | $16.8{ }^{2}$ | - | - | - |
| 1985 | 2,549 | 2,206 | 343 | 44,979 | 39,422 | 5,557 | 17.6 | 17.9 | 16.2 | - | - | - |
| 1986 | 2,592 | 2,244 | $348{ }^{2}$ | 45,205 | 39,753 | 5,452 ${ }^{2}$ | 17.4 | 17.7 | $15.7^{2}$ | - | - | - |
| 1987 | 2,631 | 2,279 | 352 | 45,488 | 40,008 | 5,479 | 17.3 | 17.6 | 15.6 | - | - | - |
| 1988 | 2,668 | 2,323 | $345{ }^{2}$ | 45,430 | 40,189 | 5,242 ${ }^{2}$ | 17.0 | 17.3 | $15.2{ }^{2}$ | - | - | - |
| 1989 | 2,713 | 2,357 | ${ }_{361}{ }^{2}$ | 46,141 | 40,543 | 5,599 | 17.0 | 17.2 | 15.7 15.6 | 二 | - | - |
| 1990 | 2,759 | 2,398 | $361{ }^{2}$ | 46,864 | 41,217 | 5,648 ${ }^{2}$ | 17.0 | 17.2 | $15.6^{2}$ | - | - | - |
| 1991 | 2,797 | 2,432 | 365 | 47,728 | 42,047 | 5,681 | 17.1 | 17.3 | 15.6 | - | - | - |
| 1992 | 2,823 | 2,459 | $364{ }^{2}$ | 48,694 | 42,823 | 5,870 ${ }^{2}$ | 17.2 | 17.4 | $16.1^{2}$ | - | - | - |
| 1993 | 2,868 | 2,504 | 364 | 49,532 | 43,465 | 6,067 | 17.3 | 17.4 | 16.7 | - | - | - |
| 1994 | 2,922 | 2,552 | $370^{2}$ | 50,106 | 44,111 | 5,994 ${ }^{2}$ | 17.1 | 17.3 | $16.2^{2}$ | - | - | - |
| 1995 | 2,974 | 2,598 | 376 | 50,759 | 44,840 | 5,918 | 17.1 | 17.3 | 15.7 | - | - | - |
| 1996 | 3,051 | 2,667 | $384{ }^{2}$ | 51,544 | 45,611 | 5,933 ${ }^{2}$ | 16.9 | 17.1 | $15.5{ }^{2}$ | - | - | - |
| 1997 | 3,138 | 2,746 | 391 | 52,071 | 46,127 | 5,944 | 16.6 | 16.8 | 15.2 | - | - | - |
| 1998 | 3,230 | 2,830 | $400^{2}$ | 52,526 | 46,539 | 5,988 ${ }^{2}$ | 16.3 | 16.4 | $15.0{ }^{2}$ | - | - |  |
| 1999 | 3,319 | 2,911 | 408 | 52,875 | 46,857 | 6,018 | 15.9 | 16.1 | 14.7 | 305 | 222 | 83 |
| 2000 | 3,366 | 2,941 | $424{ }^{2}$ | 53,373 | 47,204 | 6,169 ${ }^{2}$ | 15.9 | 16.0 | $14.5{ }^{2}$ | - | - | - |
| 2001 | 3,440 | 3,000 | 441 | 53,992 | 47,672 | 6,320 | 15.7 | 15.9 | 14.3 | - | - | - |
| 2002 | 3,476 | 3,034 | $442^{2}$ | 54,403 | 48,183 | 6,220 ${ }^{2}$ | 15.7 | 15.9 | $14.1{ }^{2}$ | - |  |  |
| 2003 | 3,490 | 3,049 | 441 | 54,639 | 48,540 | 6,099 | 15.7 | 15.9 | 13.8 | 311 | 236 | 74 |
| 2004 | 3,536 | 3,091 | $445^{2}$ | 54,882 | 48,795 | 6,087 ${ }^{2}$ | 15.5 | 15.8 | $13.7{ }^{2}$ | - |  | - |
| 2005 | 3,593 | 3,143 | 450 | 55,187 | 49,113 | 6,073 | 15.4 | 15.6 | 13.5 | - | - | - |
| 2006 | 3,622 | 3,166 | $456{ }^{2}$ | 55,307 | 49,316 | 5,991 ${ }^{2}$ | 15.3 | 15.6 | $13.2{ }^{2}$ | - | - |  |
| 2007 | 3,656 | 3,200 | 456 | 55,201 | 49,291 | 5,910 | 15.1 | 15.4 | 13.0 | 327 | 246 | 80 |
| 2008 | 3,670 | 3,222 | $448{ }^{2}$ | 54,973 | 49,266 | 5,707 ${ }^{2}$ | 15.0 | 15.3 | $12.8{ }^{2}$ | - |  |  |
| 2009 | 3,647 | 3,210 | 437 | 54,849 | 49,361 | 5,488 | 15.0 | 15.4 | 12.5 | - |  |  |
| 2010 | 3,512 | 3,099 | $413{ }^{2}$ | 54,867 | 49,484 | 5,382 ${ }^{2}$ | 15.6 | 16.0 | $13.0{ }^{2}$ | - | - | - |
| 2011 | 3,508 | 3,103 | 405 | 54,790 | 49,522 | 5,268 | 15.6 | 16.0 | 13.0 | 241 | 173 | 68 |
| 2012 | 3,517 | 3,109 | $408{ }^{2}$ | 55,104 | 49,771 | 5,333 ${ }^{2}$ | 15.7 | 16.0 | $13.1{ }^{2}$ | - |  |  |
| 2013 | 3,555 | 3,114 | 441 | 55,440 | 50,045 | 5,396 | 15.6 | 16.1 | 12.2 | - | - | - |
| 2014 | 3,594 | 3,132 | $461{ }^{2}$ | 55,888 | 50,313 | 5,575 ${ }^{2}$ | 15.6 | 16.1 | $12.1{ }^{2}$ | - | - | - |
| 2015 | 3,633 | 3,151 | 482 | 56,189 | 50,438 | 5,751 | 15.5 | 16.0 | 11.9 | 325 | 218 | 107 |
| 2016 | 3,653 | 3,169 | $483{ }^{2}$ | 56,369 | 50,615 | 5,754 ${ }^{2}$ | 15.4 | 16.0 | $11.9^{2}$ | 351 | 257 | 94 |
| 2017 | 3,652 | 3,170 | 482 | 56,406 | 50,686 | 5,720 | 15.4 | 16.0 | 11.9 | 329 | 241 | 89 |
| $2018{ }^{3}$ | 3,639 | 3,157 | 482 | 56,367 | 50,650 | 5,717 | 15.5 | 16.0 | 11.9 | 317 | 226 | 91 |
| $2019{ }^{3}$ | 3,661 | 3,176 | 485 | 56,350 | 50,634 | 5,716 | 15.4 | 15.9 | 11.8 | 351 | 258 | 93 |
| $2020^{3}$ | 3,670 | 3,184 | 486 | 56,368 | 50,654 | 5,714 | 15.4 | 15.9 | 11.8 | 340 | 248 | 92 |
| $2021{ }^{3}$ | 3,684 | 3,197 | 488 | 56,343 | 50,643 | 5,700 | 15.3 | 15.8 | 11.7 | 346 | 253 | 92 |
| $2022^{3}$ | 3,708 | 3,217 | 491 | 56,434 | 50,721 | 5,713 | 15.2 | 15.8 | 11.6 | 357 | 263 | 94 |
| $2023{ }^{3}$ | 3,731 | 3,237 | 494 | 56,480 | 50,768 | 5,712 | 15.1 | 15.7 | 11.6 | 357 | 262 | 95 |
| $2024{ }^{3}$ | 3,758 | 3,260 | 498 | 56,460 | 50,758 | 5,702 | 15.0 | 15.6 | 11.5 | 363 | 267 | 96 |
| $2025{ }^{3}$ | 3,786 | 3,284 | 502 | 56,404 | 50,704 | 5,700 | 14.9 | 15.4 | 11.4 | 367 | 269 | 97 |
| $2026{ }^{3}$ | 3,813 | 3,307 | 506 | 56,370 | 50,672 | 5,699 | 14.8 | 15.3 | 11.3 | 368 | 270 | 98 |
| $2027{ }^{3}$ | 3,842 | 3,332 | 510 | 56,439 | 50,734 | 5,704 | 14.7 | 15.2 | 11.2 | 373 | 274 | 99 |
| $2028{ }^{3}$ | 3,880 | 3,364 | 516 | 56,605 | 50,885 | 5,720 | 14.6 | 15.1 | 11.1 | 384 | 283 | 101 |
| $\underline{2029}{ }^{3}$ | 3,909 | 3,390 | 520 | 56,806 | 51,068 | 5,738 | 14.5 | 15.1 | 11.0 | 377 | 280 | 97 |

## -Not available.

${ }^{1}$ A teacher is considered to be a new hire for a public or private school if the teacher had not taught in that control of school in the previous year. A teacher who moves from a public to private or a private to public school is considered a new teacher hire, but a teacher who moves from one public school to another public school or one private school to another private school is not considered a new teacher hire.
${ }^{2}$ Estimated
${ }^{3}$ Projected.
NOTE: Data for teachers are expressed in full-time equivalents (FTE). Counts of private school teachers and enrollment include prekindergarten through grade 12 in schools offering kindergarten or higher grades. Counts of public school teachers and enrollment include prekindergarten through grade 12. The pupil/teacher ratio includes teachers for students with disabilities and other special teachers, while these teachers are generally excluded from class size calculations. Ratios for public schools reflect totals reported
by states and differ from totals reported for schools or school districts. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, 1955-56 through 1980-81; Statistics of Nonpublic Elementary and Secondary Schools, 1955 through 1980; 1983-84, 1985-86, and 1987-88 Private School Survey; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2017-18; Private School Universe Survey (PSS), 1989-90 through 2017-18; Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1999-2000 through 2011-12. National Teacher and Principal Survey (NTPS) 2015-16; Elementary and Secondary Teacher Projection Model, 1973 through 2029; and New Teacher Hires Projection Model, 1988 through 2029. (This table was prepared December 2019.)

Table 208.30. Public elementary and secondary teachers, by level and state or jurisdiction: Selected years, fall 2000 through fall 2017
[In full-time equivalents]

| State or jurisdiction | Fall 2000 | Fall 2005 | Fall 2010 | Fall 2014 | Fall 2015 | Fall 2016 |  |  |  | Fall 2017 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Total | Elementary | Secondary | Ungraded | Total | Elementary | Secondary | Ungraded |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| United States | 2,941,461 ${ }^{1}$ | 3,143,003 ${ }^{1}$ | 3,099,095 ${ }^{1}$ | 3,132,351 ${ }^{1}$ | 3,151,497 ${ }^{1}$ | 3,169,499 ${ }^{1}$ | 1,759,610 ${ }^{1}$ | 1,232,805 ${ }^{1}$ | 177,083 ${ }^{1}$ | 3,169,750 ${ }^{1}$ | 1,746,538 ${ }^{1}$ | 1,233,360 ${ }^{1}$ | 189,851 ${ }^{1}$ |
| Alabama | 48,194 ${ }^{2}$ | 57,757 | 49,363 | 42,737 | 40,766 | 42,533 | 22,476 | 20,057 | 0 | 41,802 | 22,301 | 19,501 | 0 |
| Alaska | 7,880 | 7,912 | 8,171 | 7,759 | 7,832 | 7,825 | 4,070 | 3,754 | 0 | 7,743 | 4,070 | 3,673 | O |
| Arizona | 44,438 | 51,376 | 50,031 | 48,124 | 47,944 | 48,220 | 33,135 | 15,085 | 0 | 47,868 | 33,299 | 14,569 |  |
| Arkansas | 31,947 | 32,997 | 34,273 | 35,430 | 35,804 | 35,730 | 18,317 | 14,768 | 2,645 | 35,800 | 18,177 | 14,862 | 2,760 |
| California | 298,021 ${ }^{2}$ | $309,222^{2}$ | 260,806 ${ }^{2}$ | 267,685 ${ }^{2}$ | 263,475 | 271,287 ${ }^{2}$ | 182,600 ${ }^{2}$ | 86,140 | 2,547 | 271,523 ${ }^{2}$ | 181,402 ${ }^{2}$ | 85,849 | 4,272 |
| Colorado | 41,983 | 45,841 | 48,543 | 51,388 | 51,798 | 52,014 | 29,401 | 22,613 | 0 | 52,373 | 29,341 | 23,033 | 0 |
| Connecticut | 41,044 | 39,687 | 42,951 | 42,062 | 43,772 | 42,343 | 26,744 | 15,373 | 226 | 45,081 | 29,414 | 15,428 | 239 |
| Delaware | 7,469 | 7,998 | 8,933 | 9,649 | 8,962 | 9,208 | 4,678 | 4,530 | 0 | 9,399 | 4,788 | 4,611 | 0 |
| District of Columbia | 4,949 | 5,481 ${ }^{3}$ | 5,925 | 6,565 | 6,789 | 6,727 | 3,990 | 2,713 | 24 | 6,659 | 4,078 | 2,581 | 0 |
| Florida | 132,030 | 158,962 | 175,609 | 180,442 | 182,586 | 186,339 | 76,301 | 67,849 | 42,190 | 186,128 | 75,746 | 67,474 | 42,908 |
| Georgia | 91,043 | 108,535 | 112,460 | 111,470 | 113,031 | 114,763 | 52,918 | 44,721 | 17,124 | 116,022 | 53,116 | 45,502 | 17,403 |
| Hawaii | 10,927 | 11,226 | 11,396 | 11,663 | 11,747 | 11,782 | 6,397 | 5,315 | 70 | 12,033 | 6,518 | 5,450 | 66 |
| Idaho | 13,714 | 14,521 | 15,673 | 15,609 | 15,656 | 16,204 | 7,648 | 8,556 | 0 | 16,592 | 7,764 | 8,828 | 0 |
| Illinois | 127,620 | 133,857 | 132,983 | 132,456 ${ }^{4}$ | 129,948 | 128,893 | 90,125 | 38,506 | 263 | 128,204 | 89,854 | 38,018 | 332 |
| Indiana | 59,226 | 60,592 | 58,121 ${ }^{2}$ | 56,547 | 57,675 | 60,162 | 31,163 | 28,999 | 0 | 61,018 | 31,621 | 29,398 | 0 |
| lowa | 34,636 | 35,181 | 34,642 | 35,684 | 35,687 | 35,808 | 25,205 | 10,603 | 0 | 35,553 | 25,007 | 10,546 | 0 |
| Kansas | 32,742 | 33,608 | 34,644 | 37,659 | 40,035 | 36,193 | 18,496 | 17,697 | 0 | 36,387 | 18,729 | 17,658 | 0 |
| Kentucky | 39,589 | 42,413 | 42,042 | 41,586 | 41,902 | 42,029 | 24,772 | 10,058 | 7,199 | 42,064 | 24,701 | 10,092 | 7,270 |
| Louisiana | 49,915 | 44,660 | 48,655 | 46,340 | 58,469 | 48,408 | 32,806 | 15,602 | 0 | 40,281 | 27,409 | 12,872 | 0 |
| Maine | 16,559 | 16,684 | 15,384 | 14,937 | 14,857 | 14,750 | 10,284 | 4,467 | 0 | 14,760 | 10,329 | 4,431 | 0 |
| Maryland | 52,433 | 56,685 | 58,428 | 59,194 | 59,414 | 59,703 | 36,442 | 23,261 | 0 | 60,175 | 36,657 | 23,518 | 0 |
| Massachusetts | 67,432 | 73,596 | 68,754 | 71,859 | 71,969 | 72,413 | 47,382 | 25,031 | 0 | 73,381 | 47,733 | 25,648 | 0 |
| Michigan | 97,031 | 98,069 | 88,615 | 85,038 | 84,181 | 83,597 | 34,756 | 32,785 | 16,057 | 84,473 | 35,276 | 32,978 | 16,219 |
| Minnesota | 53,457 | 51,107 | 52,672 | 55,690 | 55,985 | 56,715 | 30,555 | 24,270 | 1,889 | 57,260 | 30,816 | 24,497 | 1,947 |
| Mississippi | 31,006 | 31,433 | 32,255 | 32,311 | 32,175 | 31,924 | 14,907 | 13,196 | 3,822 | 31,625 | 14,795 | 13,117 | 3,713 |
| Missouri | 64,735 | 67,076 | 66,735 | 67,356 | 67,635 | 67,926 | 35,235 | 32,691 | 0 | 68,496 | 35,725 | 32,771 | 0 |
| Montana | 10,411 | 10,369 | 10,361 | 10,234 | 10,412 | 10,555 | 7,391 | 3,127 | 36 | 10,515 | 7,383 | 3,097 | 35 |
| Nebraska | 20,983 | 21,359 | 22,345 | 22,988 | 23,308 | 23,611 | 15,221 | 8,390 | 0 | 23,771 | 15,321 | 8,450 | 0 |
| Nevada | 18,293 | 21,744 | 21,839 | 21,656 | 22,702 | 23,705 | 11,422 | 8,486 | 3,797 | 23,709 | 11,348 | 8,453 | 3,908 |
| New Hampshire | 14,341 | 15,536 | 15,365 | 14,773 | 14,770 | 14,760 | 9,761 | 4,999 | 0 | 14,589 | 9,859 | 4,730 | 0 |
| New Jersey | 99,061 | 112,673 | 110,202 | 115,067 | 114,968 | 115,729 | 61,286 | 37,911 | 16,532 | 115,496 | 61,197 | 37,635 | 16,664 |
| New Mexico | 21,042 | 22,021 | 22,437 | 22,411 | 21,722 | 21,331 | 9,454 | 8,123 | 3,754 | 21,092 | 9,387 | 7,960 | 3,745 |
| New York | 206,961 | 218,989 | 211,606 | 203,781 | 206,086 | 209,151 | 105,341 | 93,792 | 10,018 | 213,159 | 108,893 | 95,744 | 8,522 |
| North Carolina | 83,680 | 95,664 | 98,357 | 99,320 | 99,355 | 100,220 | 69,663 | 29,741 | 816 | 100,401 | 70,004 | 29,641 | 756 |
| North Dakota | 8,141 | 8,003 | 8,417 | 9,049 | 9,195 | 9,265 | 6,122 | 3,143 | 0 | 9,284 | 6,163 | 3,121 | 0 |
| Ohio | 118,361 | 117,982 | 109,282 | 106,526 ${ }^{3}$ | 101,742 | 102,600 | 57,122 | 41,128 | 4,350 | 98,912 | 43,987 | 41,543 | 13,382 |
| Oklahoma | 41,318 | 41,833 | 41,278 | 42,073 | 42,452 | 41,090 | 23,119 | 17,970 | 0 | 41,597 | 23,643 | 17,954 | 0 |
| Oregon | 28,094 | 28,346 | 28,109 | 27,850 | 29,086 | 29,756 | 21,089 | 8,667 | 0 | 29,909 | 21,158 | 8,752 | 0 |
| Pennsylvania | 116,963 | 122,397 | 129,911 | 122,030 | 120,893 | 122,552 | 58,732 | 52,965 | 10,855 | 121,918 | 58,334 | 52,638 | 10,946 |
| Rhode Island | 10,645 | 14,180 ${ }^{2}$ | 11,212 | 9,471 | 10,631 | 10,689 | 5,965 | 4,724 | 0 | 10,687 | 5,939 | 4,748 | 0 |
| South Carolina | 45,380 | 48,212 | 45,210 | 49,475 | 50,237 | 50,789 | 35,712 | 15,078 | 0 | 52,467 | 36,969 | 15,498 | 0 |
| South Dakota | 9,397 | 9,129 | 9,512 | 9,618 | 9,638 | 9,777 | 6,364 | 2,499 | 914 | 9,833 | 6,250 | 2,495 | 1,087 |
| Tennessee | 57,164 | 59,596 | 66,558 | 65,341 | 66,488 | 64,270 | 45,296 | 18,975 | 0 | 64,019 | 45,462 | 18,558 | 0 |
| Texas | 274,826 | 302,425 | 334,997 | 342,257 | 347,329 | 352,809 | 175,290 | 153,142 | 24,377 | 356,877 | 176,132 | 155,342 | 25,403 |
| Utah | 22,008 | 22,993 | 25,677 | 27,374 ${ }^{3}$ | 28,348 ${ }^{3}$ | $28,841^{3}$ | 14,050 ${ }^{3}$ | 11,882 ${ }^{3}$ | 2,909 ${ }^{3}$ | 29,212 ${ }^{3}$ | 14,230 ${ }^{3}$ | 12,035 ${ }^{3}$ | 2,946 ${ }^{3}$ |
| Vermont | 8,414 | 8,851 | 8,382 | 8,276 | 8,338 | 8,187 | 3,326 | 2,736 | 2,124 | 8,313 | 3,176 | 2,745 | 2,392 |
| Virginia | 86,977 ${ }^{2}$ | 103,944 | 70,947 | 89,968 | 90,255 | 91,628 | 42,155 | 49,473 | 0 | 85,936 | 37,097 | 48,840 | 0 |
| Washington | 51,098 | 53,508 | 53,934 | 59,555 | 57,942 | 58,815 | 32,242 | 24,507 | 2,067 | 60,183 | 33,057 | 24,810 | 2,316 |
| West Virginia | 20,930 | 19,940 | 20,338 | 20,029 | 19,664 | 19,356 | 9,168 | 10,167 | 21 | 19,239 | 9,951 | 9,083 | 205 |
| Wisconsin | 60,165 | 60,127 | 57,625 | 58,376 ${ }^{3}$ | 58,185 | 59,011 | 29,429 | 29,125 | 457 | 58,598 | 28,986 | 29,198 | 414 |
| Wyoming | 6,783 | 6,706 | 7,127 | 7,615 | 7,653 | 7,506 | 4,089 | 3,417 | 0 | 7,335 | 3,948 | 3,387 | 0 |
| Jurisdiction Bureau of Indian Education DoDEA ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | - | - | - | - | - | - | - | - | - | - | - |
|  | 7,504 | 7,759 | - | - | - | - | - | - | - | - | - | - | - |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa Guam | 820 1,975 | 989 1,804 | 1,843 | 2,286 | 2,336 | 2,289 | 1,154 | 1,135 | 0 | 2,202 | 1,068 | 1,134 | 0 |
| Northern Marianas | 526 | 614 | 607 |  |  |  |  |  |  |  |  |  |  |
| Puerto Rico | 37,620 | 42,036 | 36,506 | 31,186 | 30,438 | 28,899 | 13,097 | 10,140 | 5,661 | 28,039 | 16,617 | 6,275 | 5,147 |
| U.S. Virgin Islands | 1,511 | 1,434 | 1,457 | 1,131 | 1,106 | 1,154 | 546 | 593 | 15 | 1,066 | 500 | 553 | 13 |

## -Not available.

${ }^{1}$ Includes imputed values for states.
${ }^{2}$ Includes imputations to correct for underreporting of prekindergarten teachers.
${ }^{3}$ Imputed.
${ }^{4}$ Includes imputations to correct for underreporting of prekindergarten, kindergarten, and ungraded teachers.
${ }^{5}$ DoDEA $=$ Department of Defense Education Activity. Includes both domestic and overseas schools.
NOTE: Distribution of elementary and secondary teachers determined by reporting units
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2000-01 through 2017-18. (This table was prepared August 2019.)

Table 208．40．Public elementary and secondary teachers，enrollment，and pupil／teacher ratios，by state or jurisdiction：Selected years，fall 2000 through fall 2017

|  | Pupil／teacher ratio |  |  |  | Fall 2015 |  |  | Fall 2016 |  |  | Fall 2017 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | Fall 2000 | Fall 2005 | Fall 2010 | Fall 2014 | Teachers | Enrollment | Pupil／ teacher ratio | Teachers | Enrollment | Pupil／ teacher ratio | Teachers | Enrollment | Pupil／ teacher ratio |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| United Stat | $16.0{ }^{1}$ | $15.6{ }^{1}$ | $16.0{ }^{1}$ | $16.1{ }^{1}$ | 3，151，497 ${ }^{1}$ | 50，438，043 ${ }^{1}$ | $16.0{ }^{1}$ | 3，169，499 ${ }^{1}$ | 50，615，189 ${ }^{1}$ | $16.0{ }^{1}$ | 3，169，750 ${ }^{1}$ | 50，685，567 ${ }^{1}$ | $16.0{ }^{1}$ |
| Alabama | $15.4{ }^{2}$ | 12.8 | 15.3 | 17.4 | 40，766 | 743，789 | 18.2 | 42，533 | 744，930 | 17.5 | 41，802 | 742，444 | 17.8 |
| Alaska | 16.9 | 16.8 | 16.2 | 16.9 | 7，832 | 132，477 | 16.9 | 7，825 | 132，737 | 17.0 | 7，743 | 132，872 | 17.2 |
| Arizona | 19.8 | 21.3 | 21.4 | 23.1 | 47，944 | 1，109，040 | 23.1 | 48，220 | 1，123，137 | 23.3 | 47，868 | 1，110，851 | 23.2 |
| Arkansas | 14.1 | 14.4 | 14.1 | 13.9 | 35，804 | 492，132 | 13.7 | 35，730 | 493，447 | 13.8 | 35，800 | 496，085 | 13.9 |
| California | $20.6{ }^{2}$ | $20.8{ }^{2}$ | $24.1^{2}$ | $23.6{ }^{2}$ | 263，475 | 6，305，347 ${ }^{2}$ | $23.9{ }^{2}$ | 271，287 ${ }^{2}$ | 6，309，138 ${ }^{2}$ | $23.3^{2}$ | 271，523 ${ }^{2}$ | 6，304，266 ${ }^{2}$ | $23.2{ }^{2}$ |
| Colorado | 17.3 | 17.0 | 17.4 | 17.3 | 51，798 | 899，112 | 17.4 | 52，014 | 905，019 | 17.4 | 52，373 | 910，280 | 17.4 |
| Connecticut | 13.7 | 14.5 | 13.1 | 12.9 | 43，772 | 537，933 | 12.3 | 42，343 | 535，118 | 12.6 | 45，081 | 531，288 | 11.8 |
| Delaware | 15.4 | 15.1 | 14.5 | 13.9 | 8，962 | 134，847 | 15.0 | 9，208 | 136，264 | 14.8 | 9，399 | 136，293 | 14.5 |
| District of Columbia | 13.9 | $14.0{ }^{3}$ | 12.0 | 12.3 | 6，789 | 84，024 | 12.4 | 6，727 | 85，850 | 12.8 | 6，659 | 87，315 | 13.1 |
| Florida | 18.4 | 16.8 | 15.1 | 15.3 | 182，586 | 2，792，234 | 15.3 | 186，339 | 2，816，791 | 15.1 | 186，128 | 2，832，424 | 15.2 |
| Georgia | 15.9 | 14.7 | 14.9 | 15.6 | 113，031 | 1，757，237 | 15.5 | 114，763 | 1，764，346 | 15.4 | 116，022 | 1，768，642 | 15.2 |
| Hawaii | 16.9 | 16.3 | 15.8 | 15.6 | 11，747 | 181，995 | 15.5 | 11，782 | 181，550 | 15.4 | 12，033 | 180，837 | 15.0 |
| Idaho | 17.9 | 18.0 | 17.6 | 18.6 | 15，656 | 292，277 | 18.7 | 16，204 | 297，200 | 18.3 | 16，592 | 301，186 | 18.2 |
| Illinois | 16.1 | 15.8 | 15.7 | $15.5{ }^{4}$ | 129，948 | 2，041，779 | 15.7 | 128，893 | 2，026，718 | 15.7 | 128，204 | 2，005，153 | 15.6 |
| Indiana | 16.7 | 17.1 | $18.0^{2}$ | 18.5 | 57，675 | 1，046，757 | 18.1 | 60，162 | 1，049，547 | 17.4 | 61，018 | 1，054，187 | 17.3 |
| Iowa | 14.3 | 13.7 | 14.3 | 14.2 | 35，687 | 508，014 | 14.2 | 35，808 | 509，831 | 14.2 | 35，553 | 511，850 | 14.4 |
| Kansas | 14.4 | 13.9 | 14.0 | 13.2 | 40，035 | 495，884 | 12.4 | 36，193 | 494，347 | 13.7 | 36，387 | 497，088 | 13.7 |
| Kentucky | 16.8 | 16.0 | 16.0 | 16.6 | 41，902 | 686，598 | 16.4 | 42，029 | 684，017 | 16.3 | 42，064 | 680，978 | 16.2 |
| Louisiana | 14.9 | 14.7 | 14.3 | 15.5 | 58，469 | 718，711 | 12.3 | 48，408 | 716，293 | 14.8 | 40，281 | 715，135 | 17.8 |
| Maine | 12.5 | 11.7 | 12.3 | 12.2 | 14，857 | 181，613 | 12.2 | 14，750 | 180，512 | 12.2 | 14，760 | 180，473 | 12.2 |
| Maryland | 16.3 | 15.2 | 14.6 | 14.8 | 59，414 | 879，601 | 14.8 | 59，703 | 886，221 | 14.8 | 60，175 | 893，684 | 14.9 |
| Massachusetts | 14.5 | 13.2 | 13.9 | 13.3 | 71，969 | 964，026 | 13.4 | 72，413 | 964，514 | 13.3 | 73，381 | 964，791 | 13.1 |
| Michigan | $17.7^{2}$ | 17.8 | 17.9 | 18.1 | 84，181 | 1，536，231 | 18.2 | 83，597 | 1，528，666 | 18.3 | 84，473 | 1，516，398 | 18.0 |
| Minnesota | 16.0 | 16.4 | 15.9 | 15.4 | 55，985 | 864，384 | 15.4 | 56，715 | 875，021 | 15.4 | 57，260 | 884，944 | 15.5 |
| Mississippi | 16.1 | 15.7 | 15.2 | 15.2 | 32，175 | 487，200 | 15.1 | 31，924 | 483，150 | 15.1 | 31，625 | 478，321 | 15.1 |
| Missouri | 14.1 | 13.7 | 13.8 | 13.6 | 67，635 | 919，234 | 13.6 | 67，926 | 915，040 | 13.5 | 68，496 | 915，472 | 13.4 |
| Montana | 14.9 | 14.0 | 13.7 | 14.1 | 10，412 | 145，319 | 14.0 | 10，555 | 146，375 | 13.9 | 10，515 | 149，474 | 14.2 |
| Nebraska | 13.6 | 13.4 | 13.4 | 13.6 | 23，308 | 316，014 | 13.6 | 23，611 | 319，194 | 13.5 | 23，771 | 323，766 | 13.6 |
| Nevada | 18.6 | 19.0 | 20.0 | 21.2 | 22，702 | 467，527 | 20.6 | 23，705 | 473，744 | 20.0 | 23，709 | 485，785 | 20.5 |
| New Hampshire | 14.5 | 13.2 | 12.7 | 12.5 | 14，770 | 182，425 | 12.4 | 14，760 | 180，888 | 12.3 | 14，589 | 179，433 | 12.3 |
| New Jersey | 13.3 | 12.4 | 12.7 | 12.2 | 114，968 | 1，408，845 | 12.3 | 115，729 | 1，410，421 | 12.2 | 115，496 | 1，408，102 | 12.2 |
| New Mexico | 15.2 | 14.8 | 15.1 | 15.2 | 21，722 | 335，694 | 15.5 | 21，331 | 336，263 | 15.8 | 21，092 | 334，345 | 15.9 |
| New York | 13.9 | 12.9 | 12.9 | 13.5 | 206，086 | 2，711，626 | 13.2 | 209，151 | 2，729，776 | 13.1 | 213，159 | 2，724，663 | 12.8 |
| North Carolina | 15.5 | 14.8 | 15.2 | 15.6 | 99，355 | 1，544，934 | 15.5 | 100，220 | 1，550，062 | 15.5 | 100，401 | 1，553，513 | 15.5 |
| North Dakota | 13.4 | 12.3 | 11.4 | 11.8 | 9，195 | 108，644 | 11.8 | 9，265 | 109，706 | 11.8 | 9，284 | 111，920 | 12.1 |
| Ohio | 15.5 | 15.6 | 16.1 | $16.2^{3}$ | 101，742 | 1，716，585 | 16.9 | 102，600 | 1，710，143 | 16.7 | 98，912 | 1，704，399 | 17.2 |
| Oklahoma | 15.1 | 15.2 | 16.0 | 16.4 | 42，452 | 692，878 | 16.3 | 41，090 | 693，903 | 16.9 | 41，597 | 695，092 | 16.7 |
| Oregon | 19.4 | 19.5 | 20.3 | 21.6 | 29，086 | 608，825 ${ }^{2}$ | $20.9{ }^{2}$ | 29，756 | 606，277 ${ }^{2}$ | $20.4{ }^{2}$ | 29，909 | 608，014 ${ }^{2}$ | $20.3{ }^{2}$ |
| Pennsylvania | 15.5 | 15.0 | 13.8 | 14.3 | 120，893 | 1，717，414 | 14.2 | 122，552 | 1，727，497 | 14.1 | 121，918 | 1，726，809 | 14.2 |
| Rhode Island | 14.8 | 10.8 | 12.8 | 15.0 | 10，631 | 142，014 | 13.4 | 10，689 | 142，150 | 13.3 | 10，687 | 142，949 | 13.4 |
| South Carolina | 14.9 | 14.6 | 16.1 | 15.3 | 50，237 | 763，533 | 15.2 | 50，789 | 771，250 | 15.2 | 52，467 | 777，507 | 14.8 |
| South Dakota | 13.7 | 13.4 | 13.3 | 13.8 | 9，638 | 134，253 | 13.9 | 9，777 | 136，302 | 13.9 | 9，833 | 137，823 | 14.0 |
| Tennessee | $15.9{ }^{2}$ | 16.0 | 14.8 | 15.2 | 66，488 | 1，001，235 | 15.1 | 64，270 | 1，001，562 | 15.6 | 64，019 | 1，001，967 | 15.7 |
| Texas | 14.8 | 15.0 | 14.7 | 15.3 | 347，329 | 5，301，477 | 15.3 | 352，809 | 5，360，849 | 15.2 | 356，877 | 5，401，341 | 15.1 |
| Utah | 21.9 | 22.1 | 22.8 | $23.2{ }^{3}$ | $28,348^{3}$ | 647，870 | $22.9{ }^{3}$ | $28,841^{3}$ | 659，801 | 22.9 | 29，212 ${ }^{3}$ | 668，274 | 22.9 |
| Vermont | 12.1 | 10.9 | 11.6 | 10.6 | 8，338 | 87，866 | 10.5 | 8，187 | 88，428 | 10.8 | 8，313 | 88，028 | 10.6 |
| Virginia | $13.2{ }^{2}$ | 11.7 | 17.6 | 14.2 | 90，255 | 1，283，590 | 14.2 | 91，628 | 1，287，026 | 14.0 | 85，936 | 1，291，462 | 15.0 |
| Washington | 19.7 | 19.3 | 19.4 | 18.0 | 57，942 | 1，087，030 | 18.8 | 58，815 | 1，101，711 | 18.7 | 60，183 | 1，110，367 | 18.4 |
| West Virginia | 13.7 | 14.1 | 13.9 | 14.0 | 19，664 | 277，452 | 14.1 | 19，356 | 273，855 | 14.1 | 19，239 | 272，266 | 14.2 |
| Wisconsin | 14.6 | 14.6 | 15.1 | $14.9{ }^{3}$ | 58，185 | 867，800 | 14.9 | 59，011 | 864，432 | 14.6 | 58，598 | 860，753 | 14.7 |
| Wyoming | 13.3 | 12.6 | 12.5 | 12.4 | 7，653 | 94，717 | 12.4 | 7，506 | 94，170 | 12.5 | 7，335 | 94，258 | 12.9 |
| Jurisdiction Bureau of Indian Education DoDEA ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 14.4 | 11.7 | 二 | 二 | 二 | 74，970 | 二 | 二 | 45，399 | 二 | 二 | 46,330 71,134 | 二 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa | 19.1 | 16.6 | ， | － |  | － | － | － | － | － | － | 12，620 | － |
| Guam | 16.4 | － | 17.2 | 13.6 | 2，336 | 30，821 | 13.2 | 2，289 | 30，758 | 13.4 | 2，202 | 30，112 | 13.7 |
| Northern Marianas | 19.0 | 19.1 | 18.3 | － |  |  | － |  | － |  | － | － | － |
| Puerto Rico | 16.3 | 13.4 | 13.0 | 13.2 | 30，438 | 379，818 | 12.5 | 28，899 | 365，181 | 12.6 | 28，039 | 346，096 | 12.3 |
| U．S．Virgin |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Islands | 12.9 | 11.7 | 10.6 | 12.6 | 1，106 | 13，805 | 12.5 | 1，154 | 13，194 | 11.4 | 1，066 | 16，139 | 15.1 |

[^17]NOTE：Teachers reported in full－time equivalents（FTE）．Ratios reflect totals reported by states and differ from totals reported for schools or school districts．
SOURCE：U．S．Department of Education，National Center for Education Statistics，Common Core of Data（CCD），＂State Nonfiscal Survey of Public Elementary／Secondary Education，＂ 2000－01 through 2017－18．（This table was prepared February 2020．）

Table 209.10. Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987-88 through 2017-18

| Selected teacher characteristic | Number of teachers (in thousands) |  |  |  |  |  |  |  |  |  |  |  |  |  | Percentage distribution of teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1987-88 |  | 1990-91 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | 2017-18 |  | 1987-88 |  | 1990-91 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | 2017-18 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |
| Public schools Total | 2,323 | (13.2) | 2,559 | (20.7) | 3,002 | (19.4) | 3,251 | (29.2) | 3,405 | (44.0) | 3,385 | (41.4) | 3,545 | (23.5) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | (t) | 100.0 | ( $\dagger$ ) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 685 | (6.8) | 719 | (11.2) | 754 | (10.7) | 813 | (13.3) | 821 | (20.4) | 802 | (22.2) | 834 | (11.6) | 29.5 | (0.22) | 28.1 | (0.31) | 25.1 | (0.30) | 25.0 | (0.32) | 24.1 | (0.47) | 23.7 | (0.49) | 23.5 | (0.28) |
| Female | 1,638 | (10.1) | 1,840 | (14.7) | 2,248 | (16.0) | 2,438 | (23.5) | 2,584 | (34.6) | 2,584 | (30.5) | 2,712 | (20.2) | 70.5 | (0.22) | 71.9 | (0.31) | 74.9 | (0.30) | 75.0 | (0.32) | 75.9 | (0.47) | 76.3 | (0.49) | 76.5 | (0.28) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ${ }^{1}$ | 2,018 | (12.6) | 2,214 | (20.0) | 2,532 | (17.2) | 2,702 | (30.1) | 2,829 | (38.7) | 2,773 | (30.5) | 2,811 | (22.7) | 86.9 | (0.24) | 86.5 | (0.29) | 84.3 | (0.30) | 83.1 | (0.53) | 83.1 | (0.53) | 81.9 | (0.53) | 79.3 | (0.35) |
| Black ${ }^{1}$ | 191 | (4.6) | 212 | (6.4) | 228 | (6.0) | 257 | (11.0) | 239 | (15.8) | 231 | (12.1) | 239 | (7.4) | 8.2 | (0.19) | 8.3 | (0.25) | 7.6 | (0.19) | 7.9 | (0.34) | 7.0 | (0.45) | 6.8 | (0.31) | 6.7 | (0.20) |
| Hispanic ${ }^{1}$ | 69 | (2.6) | 87 | (4.5) | 169 | (6.4) | 202 | (11.3) | 240 | (16.6) | 264 | (13.4) | 331 | (9.2) | 3.0 | (0.11) | 3.4 | (0.17) | 5.6 | (0.20) | 6.2 | (0.34) | 7.1 | (0.46) | 7.8 | (0.37) | 9.3 | (0.26) |
| Asian ${ }^{1,2}$ | 21 | (1.1) | 27 | (1.7) | 48 | (2.7) | 42 | (2.5) | 42 | (7.2) | 61 | (7.3) | 75 | (3.5) | 0.9 | (0.05) | 1.0 | (0.06) | 1.6 | (0.09) | 1.3 | (0.08) | 1.2 | (0.21) | 1.8 | (0.21) | 2.1 | (0.10) |
| Pacific Islander |  |  |  | (t) |  | ( $\dagger$ ) |  | (0.8) | 6 | (1.3) | 5 | (1.4) | 8 | (1.0) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 0.2 | (0.03) | 0.2 | (0.04) | 0.1 | (0.04) | 0.2 | (0.03) |
| American Indian/ Alaska Native ${ }^{1}$ | 24 | (1.3) | 20 | (1.4) | 26 | (1.9) | 17 | (1.2) | 17 | (1.9) | 17 | (2.9) | 18 | (1.7) | 1.0 | (0.06) | 0.8 | (0.05) | 0.9 | (0.06) | 0.5 | (0.04) | 0.5 | (0.06) | 0.5 | (0.08) | 0.5 | (0.05) |
| Two or more races |  |  |  |  |  |  | 24 | (2.2) |  | (2.9) | 35 | (3.7) | 63 | (3.1) |  | (t) |  | (t) |  | (t) | 0.7 | (0.07) | 0.9 | (0.09) | 1.0 | (0.11) | 1.8 | (0.09) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under 30 | 313 | (5.0) | 257 | (5.7) | 509 | (9.2) | 540 | (27.4) | 612 | (22.4) | 518 | (15.9) | 531 | (9.4) | 13.5 | (0.19) | 10.0 | (0.23) | 17.0 | (0.28) | 16.6 | (0.84) | 18.0 | (0.61) | 15.3 | (0.44) | 15.0 | (0.24) |
| 30 to 39 | 823 | (7.7) | 684 | (10.8) | 661 | (9.8) | 798 | (14.5) | 898 | (16.8) | 979 | (19.3) | 991 | (12.9) | 35.4 | (0.30) | 26.7 | (0.35) | 22.0 | (0.29) | 24.5 | (0.38) | 26.4 | (0.39) | 28.9 | (0.53) | 27.9 | (0.29) |
| 40 to 49 | 762 | (7.4) | 1,034 | (13.3) | 953 | (10.3) | 840 | (14.3) | 808 | (19.2) | 849 | (19.2) | 1,028 | (12.3) | 32.8 | (0.25) | 40.4 | (0.37) | 31.8 | (0.32) | 25.9 | (0.38) | 23.7 | (0.47) | 25.1 | (0.51) | 29.0 | (0.32) |
| 50 to 59 | 357 | (5.7) | 477 | (8.6) | 786 | (12.6) | 942 | (26.0) | 879 | (21.1) | 783 | (20.5) | 732 | (11.6) | 15.4 | (0.23) | 18.7 | (0.29) | 26.2 | (0.35) | 29.0 | (0.74) | 25.8 | (0.51) | 23.1 | (0.49) | 20.7 | (0.29) |
| 60 and over | 68 | (2.5) | 107 | (4.1) | 93 | (4.0) | 131 | (4.8) | 207 | (10.3) | 256 | (13.2) | 263 | (6.1) |  | (0.11) | 4.2 | (0.16) | 3.1 | (0.13) | 4.0 | (0.14) | 6.1 | (0.29) | 7.6 | (0.34) | 7.4 | (0.17) |
| Highest degree earned |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than bachelor's | 15 | (1.0) | 17 | (1.2) | 20 | (1.3) | 35 | (2.5) | 27 | (2.1) | 128 | (8.6) | 97 | (3.6) | 0.7 | (0.04) | 0.7 | (0.05) | 0.7 | (0.04) | 1.1 | (0.08) | 0.8 | (0.06) | 3.8 | (0.24) | 2.7 | (0.10) |
| Bachelor's | 1,214 | (9.8) | 1,327 | (11.7) | 1,560 | (15.8) | 1,651 | (22.8) | 1,612 | (28.8) | 1,350 | (21.1) | 1,393 | (15.8) | 52.3 | (0.28) | 51.9 | (0.31) | 52.0 | (0.40) | 50.8 | (0.56) | 47.4 | (0.59) | 39.9 | (0.52) | 39.3 | (0.36) |
| Master's | 932 | (8.5) | 1,077 | (13.5) | 1,257 | (13.9) | 1,331 | (21.7) | 1,517 | (27.8) | 1,614 | (29.1) | 1,744 | (17.5) | 40.1 | (0.30) | 42.1 | (0.34) | 41.9 | (0.38) | 40.9 | (0.56) | 44.5 | (0.55) | 47.7 | (0.57) | 49.2 | (0.36) |
| Education specialist ${ }^{3}$ | 146 | (3.4) | 118 | (5.3) | 143 | (5.2) | 195 | (6.8) | 218 | (8.6) | 257 | (9.7) | 271 | (6.8) | 6.3 | (0.14) | 4.6 | (0.20) | 4.7 | (0.17) | 6.0 | (0.19) | 6.4 | (0.25) | 7.6 | (0.27) | 7.6 | (0.18) |
| Doctor's | 16 | (1.2) | 20 | (1.7) | 22 | (1.8) | 38 | (3.5) |  | (2.7) | 37 | (4.0) | 41 | (2.5) |  | (0.05) | 0.8 | (0.07) | 0.7 | (0.06) | 1.2 | (0.11) | 0.9 | (0.08) | 1.1 | (0.11) | 1.2 | (0.07) |
| Years of teaching experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 3 | 145 | (3.2) | 185 | (4.8) | 325 | (7.7) | 339 | (36.6) | 392 | (18.1) | 244 | (8.5) | 318 | (7.2) | 6.2 | (0.14) | 7.2 | (0.19) | 10.8 | (0.24) | 10.4 | (1.13) | 11.5 | (0.48) | 7.2 | (0.24) | 9.0 | (0.19) |
| 3 to 9 | 568 | (6.3) | 596 | (9.4) | 854 | (12.3) | 1,043 | (14.1) | 1,125 | (19.6) | 1,104 | (20.6) | 1,003 | (14.1) | 24.4 | (0.22) | 23.3 | (0.30) | 28.5 | (0.37) | 32.1 | (0.33) | 33.0 | (0.52) | 32.6 | (0.52) | 28.3 | (0.34) |
| 10 to 20 | 1,072 | (8.7) | 1,056 | (11.8) | 865 | (10.1) | 946 | (21.5) | 1,017 | (24.3) | 1,265 | (21.0) | 1,416 | (14.4) | 46.1 | (0.27) | 41.3 | (0.35) | 28.8 | (0.33) | 29.1 | (0.58) | 29.9 | (0.57) | 37.4 | (0.53) | 39.9 | (0.35) |
| Over 20 | 539 | (6.1) | 721 | (10.6) | 958 | (13.5) | 922 | (27.9) | 871 | (23.9) | 772 | (23.8) | 808 | (11.8) | 23.2 | (0.23) | 28.2 | (0.30) | 31.9 | (0.36) | 28.4 | (0.81) | 25.6 | (0.62) | 22.8 | (0.54) | 22.8 | (0.29) |
| Level of instruction ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary | 1,292 | (9.5) | 1,442 | (11.8) | 1,602 | (13.5) | 1,716 | (25.8) | 1,725 | (37.1) | 1,726 | (20.2) | 1,779 | (24.5) | 55.6 | (0.33) | 56.3 | (0.40) | 53.3 | (0.42) | 52.8 | (0.66) | 50.7 | (0.91) | 51.0 | (0.65) | 50.2 | (0.62) |
| General | 788 | (7.4) | 887 | (10.6) | 1,042 | (12.5) | 1,130 | (29.8) | 1,100 | (26.5) | 1,078 | (22.1) | 1,097 | (17.3) | 33.9 | (0.29) | 34.6 | (0.39) | 34.7 | (0.41) | 34.8 | (0.86) | 32.3 | (0.70) | 31.8 | (0.71) | 30.9 | (0.45) |
| Arts/music | 116 | (3.0) | 110 | (4.3) | 99 | (3.7) | 101 | (5.3) | 103 | (6.6) | 82 | (5.4) | 99 | (4.2) | 5.0 | (0.13) | 4.3 | (0.17) | 3.3 | (0.12) | 3.1 | (0.17) | 3.0 | (0.19) | 2.4 | (0.16) | 2.8 | (0.11) |
| English | 60 | (2.3) | 72 | (3.8) | 66 | (3.8) | 70 | (5.1) | 104 | (9.9) | 92 | (6.9) | 117 | (4.6) | 2.6 | (0.10) | 2.8 | (0.14) | 2.2 | (0.13) | 2.2 | (0.16) | 3.0 | (0.29) | 2.7 | (0.21) | 3.3 | (0.13) |
| ESL/bilingual | 18 | (1.1) | 20 | (1.3) | 28 | (1.8) | 25 | (3.6) | 24 | (3.3) | 51 | (6.8) | 48 | (3.4) | 0.8 | (0.05) | 0.8 | (0.05) | 0.9 | (0.06) | 0.8 | (0.11) | 0.7 | (0.10) | 1.5 | (0.20) | 1.4 | (0.10) |
| Health/physical ed | 56 | (2.0) | 66 | (3.2) | 57 | (3.5) | 73 | (5.0) | 63 | (6.0) | 79 | (8.1) | 65 | (3.5) | 2.4 | (0.09) | 2.6 | (0.12) | 1.9 | (0.12) | 2.2 | (0.15) | 1.8 | (0.18) | 2.3 | (0.23) | 1.8 | (0.10) |
| Mathematics | 31 | (2.0) | 30 | (1.9) | 23 | (2.4) | 19 | (2.3) | 28 | (3.8) | 32 | (6.5) | 36 | (2.3) | 1.3 | (0.09) | 1.2 | (0.08) | 0.8 | (0.08) | 0.6 | (0.07) | 0.8 | (0.11) | 0.9 | (0.19) | 1.0 | (0.07) |
| Science | 18 | (1.5) | 21 | (1.9) | 11 | (1.3) | 19 | (3.0) | 15 | (3.4) | 18 | (3.3) | 23 | (1.8) | 0.8 | (0.06) | 0.8 | (0.07) | 0.4 | (0.04) | 0.6 | (0.09) | 0.4 | (0.10) | 0.5 | (0.10) | 0.6 | (0.05) |
| Special education | 168 | (3.9) | 176 | (5.9) | 227 | (5.6) | 240 | (20.6) | 230 | (13.0) | 239 | (10.3) | 235 | (6.3) | 7.2 | (0.16) | 6.9 | (0.23) | 7.6 | (0.18) | 7.4 | (0.63) | 6.7 | (0.37) | 7.1 | (0.31) | 6.6 | (0.17) |
| Other elementary | 37 | (2.4) | 60 | (3.2) | 49 | (3.5) | 40 | (3.5) | 58 | (4.2) | 55 | (5.2) | 60 | (3.0) | 1.6 | (0.10) | 2.4 | (0.12) | 1.6 | (0.12) | 1.2 | (0.11) | 1.7 | (0.12) | 1.6 | (0.15) | 1.7 | (0.08) |
| Secondary | 1,031 | (10.5) | 1,118 | (16.5) | 1,401 | (17.7) | 1,534 | (26.0) | 1,680 | (39.0) | 1,659 | (37.8) | 1,766 | (25.2) | 44.4 | (0.33) | 43.7 | (0.40) | 46.7 | (0.42) | 47.2 | (0.66) | 49.3 | (0.91) | 49.0 | (0.65) | 49.8 | (0.62) |
| Arts/music | 73 | (2.0) | 74 | (2.3) | 110 | (3.4) | 112 | (4.1) | 121 | (6.2) | 121 | (5.6) | 130 | (4.5) | 3.1 | (0.09) | 2.9 | (0.08) | 3.7 | (0.11) | 3.4 | (0.12) | 3.6 | (0.18) | 3.6 | (0.14) | 3.7 | (0.13) |
| English | 171 | (3.2) | 195 | (5.1) | 245 | (5.1) | 269 | (9.0) | 306 | (10.0) | 289 | (9.9) | 294 | (6.6) | 7.4 | (0.12) | 7.6 | (0.18) | 8.2 | (0.15) | 8.3 | (0.27) | 9.0 | (0.27) | 8.5 | (0.25) | 8.3 | (0.18) |
| ESL/bilingual | 6 | (0.5) | 10 | (0.7) | 16 | (1.2) | 18 | (2.5) | 21 | (2.5) | 20 | (2.4) | 24 | (1.9) | 0.3 | (0.02) | 0.4 | (0.03) | 0.5 | (0.04) | 0.6 | (0.08) | 0.6 | (0.07) | 0.6 | (0.07) | 0.7 | (0.05) |
| Foreign language | 43 | (1.2) | 52 | (2.4) | 71 | (2.4) | 73 | (3.3) | 78 | (5.0) | 88 | (4.5) | 85 | (3.5) | 1.9 | (0.05) | 2.0 | (0.09) | 2.4 | (0.08) | 2.3 | (0.10) | 2.3 | (0.14) | 2.6 | (0.12) | 2.4 | (0.10) |
| Health/physical ed | 76 | (2.4) | 76 | (2.2) | 99 | (3.1) | 102 | (4.3) | 119 | (5.7) | 101 | (3.9) | 97 | (3.2) | 3.3 | (0.10) | 3.0 | (0.08) | 3.3 | (0.10) | 3.1 | (0.12) | 3.5 | (0.16) | 3.0 | (0.11) | 2.7 | (0.09) |
| Mathematics | 139 | (2.5) | 155 | (4.3) | 207 | (4.5) | 213 | (5.5) | 252 | (9.1) | 250 | (7.5) | 265 | (6.6) | 6.0 | (0.10) | 6.0 | (0.15) | 6.9 | (0.14) | 6.5 | (0.17) | 7.4 | (0.25) | 7.4 | (0.19) | 7.5 | (0.18) |
| Science | 115 | (2.9) | 128 | (4.0) | 169 | (4.0) | 189 | (6.8) | 195 | (8.3) | 209 | (6.1) | 220 | (5.6) | 4.9 | (0.11) | 5.0 | (0.15) | 5.6 | (0.12) | 5.8 | (0.20) | 5.7 | (0.24) | 6.2 | (0.16) | 6.2 | (0.15) |
| Social studies | 118 | (2.4) | 124 | (3.3) | 163 | (4.4) | 178 | (5.7) | 209 | (9.9) | 197 | (6.3) | 214 | (5.2) | 5.1 | (0.10) | 4.8 | (0.12) | 5.4 | (0.14) | 5.5 | (0.16) | 6.1 | (0.27) | 5.8 | (0.16) | 6.0 | (0.14) |
| Special education | 100 | (2.2) | 113 | (3.5) | 113 | (2.8) | 174 | (7.5) | 165 | (9.7) | 191 | (12.2) | 199 | (5.5) | 4.3 | (0.09) | 4.4 | (0.13) | 3.8 | (0.09) | 5.4 | (0.23) | 4.9 | (0.28) | 5.7 | (0.32) | 5.6 | (0.15) |
| Vocational/technical | 166 | (3.0) | 160 | (3.7) | 161 | (3.5) | 169 | (5.7) | 164 | (6.3) | 147 | (5.7) | 139 | (4.4) |  | (0.12) | 6.3 | (0.12) | 5.4 | (0.10) | 5.2 | (0.17) | 4.8 | (0.17) | 4.3 | (0.16) | 3.9 | (0.12) |
| Other secondary | 25 | (1.3) | 30 | (1.5) | 47 | (2.0) | 36 | (2.1) | 47 | (3.4) | 46 | (4.0) | 98 | (3.9) | 1.1 | (0.06) | 1.2 | (0.06) | 1.6 | (0.07) | 1.1 | (0.06) | 1.4 | (0.10) | 1.4 | (0.12) | 2.8 | (0.11) |

Table 209.10. Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987-88 through 2017-18-Continued
[Standard errors appear in parentheses]

| Selected teacher characteristic | Number of teachers (in thousands) |  |  |  |  |  |  |  |  |  |  |  |  |  | Percentage distribution of teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1987-88 |  | 1990-91 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | 2017-18 |  | 1987-88 |  | 1990-91 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | 2017-18 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sex <br> Male Female | 67 240 | (3.3) | 82 275 | (3.3) <br> $(5.8)$ | 107 342 | $(3.8)$ | 110 357 | (14.3) | 127 362 | (4.6) | 117 348 | (10.1) | 133 377 | (4.1) | 21.8 78.2 | $(0.86)$ $(0.86)$ | 22.9 | $(0.74)$ $(0.74)$ | 23.9 | $(0.48)$ $(0.48)$ | 23.6 76.4 | (1.93) | 26.0 74.0 | $(0.78)$ $(0.78)$ | 25.2 74.8 | (1.33) | 26.0 74.0 | $\begin{aligned} & (0.63) \\ & (0.63) \end{aligned}$ |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Black ${ }^{1}$ | 285 7 | (0.8) | 329 9 | (1.0) | 402 17 | (1.4) | 419 | (2.9) | 423 | (2.2) | 17 | (2.4) | 433 16 | (1.5) | 92.8 2.3 | $(0.50)$ $(0.27)$ | 92.2 2.7 | $(0.46)$ $(0.28)$ | 89.5 3.7 | $(0.42)$ $(0.29)$ | 88.0 4.0 | (0.99) | 86.4 4.0 | $(0.80)$ $(0.44)$ | 88.3 3.6 | $(0.69)$ $(0.54)$ | 85.1 3.2 | $(0.61)$ $(0.29)$ |
| Hispanic ${ }^{1}$ | 9 | (1.1) | 12 | (1.0) | 21 | (1.5) | 23 | (3.1) | 29 | (2.1) | 24 | (2.4) | 37 | (2.2) | 2.8 | (0.36) | 3.3 | (0.26) | 4.7 | (0.30) | 4.8 | (0.71) | 5.9 | (0.38) | 5.2 | (0.51) | 7.2 | (0.43) |
| Asian ${ }^{1,2}$ | 4 | (0.8) | 5 | (0.6) | 7 | (0.6) | 9 | (1.0) | 11 | (1.5) | 9 | (1.4) | 14 | (1.4) | 1.2 | (0.26) | 1.5 | (0.18) | 1.6 | (0.14) | 1.8 | (0.20) | 2.2 | (0.29) | 1.8 | (0.31) | 2.7 | (0.27) |
| Pacific Islander |  |  |  |  | - |  | + |  | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 0.2 ! | (0.07) | 0.3! | (0.14) | $\pm$ | ( $\dagger$ ) | 0.1 ! | (0.04) |
| American Indian/Alaska Native <br> Two or more races | 3 | $\underset{(0.4)}{(+)}$ | 1 | $\underset{(+)}{(0.3)}$ |  |  |  |  | $\stackrel{\ddagger}{4}$ | (t) | $\pm$ | $\begin{gathered} (\dagger) \\ (0.9) \end{gathered}$ | $\ddagger$ | $\begin{gathered} (\stackrel{( }{4}) \\ (0.9) \end{gathered}$ | 0.9 | $\begin{array}{r} (0.12) \\ (\mathrm{t}) \end{array}$ | 0.4 | $\begin{array}{r} (0.09) \\ (\dagger) \end{array}$ | 0.6 | (0.08) <br> ( $\dagger$ | $\stackrel{\ddagger}{\ddagger}$ | $\begin{gathered} \left(\begin{array}{l} (t) \\ (0.28) \end{array}\right. \end{gathered}$ | 0.7 | $\begin{array}{r} \left(\begin{array}{l} (+) \\ (0.12) \end{array}\right. \end{array}$ | $\ddagger$ 0.8 | $\begin{array}{r} \left(\left.\begin{array}{l} (+) \\ (0.19) \end{array} \right\rvert\,\right. \end{array}$ | $\begin{aligned} & 0.3! \\ & 1.3 \end{aligned}$ | $\left(\begin{array}{l} (0.10) \\ (0.17) \end{array}\right.$ |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under 30 | 67 | (2.6) | 60 | (2.2) | 87 | (3.1) | 88 | (3.7) | 80 | (3.9) | 78 | (6.8) | 83 | (3.5) | 21.8 | (0.77) | 16.7 | (0.61) | 19.3 | (0.43) | 18.9 | (0.78) | 16.3 | (0.67) | 16.7 | (1.48) | 16.2 | (0.65) |
| 30 to 39 | 106 | (3.6) | 100 | (4.0) | 101 | (3.2) | 103 | (5.8) | 109 | (5.2) | 112 | (6.2) | 124 | (4.1) | 34.5 | (0.81) | 28.1 | (0.78) | 22.4 | (0.50) | 22.0 | (1.36) | 22.3 | (0.91) | 24.0 | (1.07) | 24.4 | (0.66) |
| 40 to 49 | 84 | (3.4) | 121 | (3.1) | 131 | (4.2) | 119 | (7.1) | 116 | (3.6) | 110 | (6.3) | 115 | (4.0) | 27.4 | (0.78) | 33.9 | (0.74) | 29.2 | (0.62) | 25.4 | (1.41) | 23.8 | (0.65) | 23.8 | (1.06) | 22.7 | (0.68) |
| 50 to 59 | 34 | (2.2) | 53 | (2.3) | 106 | (3.2) | 121 | (11.1) | 128 | (4.5) | 99 | (5.0) | 108 | (3.8) | 11.1 | (0.57) | 14.8 | (0.55) | 23.5 | (0.46) | 25.8 | (2.07) | 26.2 | (0.87) | 21.3 | (1.06) | 21.2 | (0.64) |
| 60 and over | 16 | (1.7) | 23 | (1.6) | 25 | (1.2) |  | (4.7) | 56 | (3.1) | 66 | (5.0) | 79 | (3.4) | 5.3 | (0.49) | 6.4 | (0.41) | 5.7 | (0.24) | 8.0 | (0.99) | 11.5 | (0.62) | 14.2 | (1.05) | 15.5 | (0.58) |
| Highest degree earned |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than bachelor's | 13 | (1.4) | 23 | (1.6) | 33 | (2.3) | $43!$ | (21.5) | 40 | (2.9) | 39 | (5.2) | 51 | (2.8) | 4.4 | (0.42) | 6.4 | (0.45) | 7.3 | (0.46) | 9.2 ! | (4.41) | 8.1 | (0.58) | 8.4 | (1.07) | 10.0 | (0.53) |
| Bachelor's | 189 | (5.1) | 221 | (5.7) | 258 | (5.8) | 259 | (11.2) | 264 | (6.8) | 225 | (6.7) | 216 | (5.3) | 61.4 | (0.75) | 61.9 | (0.90) | 57.5 | (0.64) | 55.5 | (2.90) | 53.9 | (0.95) | 48.5 | (1.37) | 42.4 | (0.83) |
| Master's | 92 | (3.8) | 96 | (3.1) | 136 | (4.5) | 138 | (6.1) | 161 | (5.3) | 166 | (7.5) | 204 | (5.9) | 29.8 | (0.73) | 27.0 | (0.71) | 30.3 | (0.58) | 29.5 | (1.35) | 32.8 | (0.84) | 35.8 | (1.16) | 40.0 | (0.80) |
| Education specialist ${ }^{3}$ | 9 | (0.9) | 11 | (0.9) | 14 | (1.0) | 17 | (2.4) | 14 | (1.3) | 23 | (2.3) | 25 | (1.8) | 3.0 | (0.30) | 2.9 | (0.24) | 3.1 | (0.19) | 3.6 | (0.54) | 2.8 | (0.25) | 5.0 | (0.48) | 4.8 | (0.33) |
| Doctor's | 4 | (0.7) | 6 | (0.8) | 8 | (0.8) |  | (1.2) | 12 | (1.9) | 11 | (2.0) | 14 | (1.2) | 1.5 | (0.23) | 1.8 | (0.22) | 1.8 | (0.16) | 2.2 | (0.26) | 2.4 | (0.38) | 2.3 | (0.41) | 2.8 | (0.23) |
| Years of teaching experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 3 | 38 | (1.4) | 47 | (1.8) | 73 | (3.0) | 71 | (17.5) | 72 | (4.8) | 52 | (7.1) | 62 | (2.4) | 12.4 | (0.44) | 13.2 | (0.47) | 16.3 | (0.44) | 15.2 | (3.50) | 14.7 | (0.92) | 11.2 | (1.54) | 12.1 | (0.45) |
| 3 to 9 | 111 | (3.4) | 123 | (3.6) | 144 | (4.1) | 162 | (7.1) | 163 | (5.9) | 150 | (6.3) | 152 | (4.8) | 36.1 | (0.85) | 34.6 | (0.67) | 32.0 | (0.56) | 34.6 | (1.65) | 33.2 | (1.05) | 32.3 | (1.07) | 29.8 | (0.74) |
| 10 to 20 | 109 | (4.3) | 122 | (3.9) | 137 | (4.1) | 130 | (7.3) | 133 | (4.8) | 147 | (7.6) | 167 | (4.7) | 35.6 | (0.78) | 34.4 | (0.77) | 30.6 | (0.54) | 27.9 | (1.63) | 27.1 | (0.83) | 31.6 | (1.38) | 32.9 | (0.71) |
| Over 20 | 49 | (2.8) | 63 | (2.8) | 95 | (2.8) | 105 | (7.0) | 122 | (4.7) | 116 | (7.2) | 128 | (4.2) | 15.8 | (0.65) | 17.8 | (0.73) | 21.2 | (0.47) | 22.4 | (1.62) | 24.9 | (0.88) | 24.9 | (1.44) | 25.2 | (0.67) |
| Level of instruction ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary | 179 | (5.6) | 225 | (4.7) | 261 | (5.8) | 263 | (17.5) | 258 | (6.5) | 245 | (9.3) | 262 | (6.1) | 58.3 | (0.92) | 63.2 | (0.72) | 58.1 | (0.66) | 56.4 | (3.06) | 52.8 | (1.03) | 52.8 | (1.67) | 51.4 | (0.85) |
| Secondary | 128 | (4.7) | 131 | (4.0) | 188 | (6.2) | 204 | (13.4) | 231 | (7.1) | 219 | (9.9) | 247 | (6.5) | 41.7 | (0.92) | 36.8 | (0.72) | 41.9 | (0.66) | 43.6 | (3.06) | 47.2 | (1.03) | 47.2 | (1.67) | 48.6 | (0.78) |

## -Not available.

!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
'Data for 1987-88 through 1999-2000 are only roughly comparable to data for later years, because the new category of Two or more races was introduced in 2003-04.
${ }^{2}$ Includes Pacific Islander for 1987-88 through 1999-2000.
Education specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes certificate of advanced graduate studies.
4Teachers were classified as elementary o
school in which they taught. In general, elementary teachers include those teaching prekindergarten through grade 6 and those
teaching multiple grades, with a preponderance of grades taught being kindergarten through grade 6 . In general, secondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance o
grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5 . grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5 .
rather than on the number of full-time-equivalent teachers reported in other tables. Detail may not sum to totals because of rounding and cell suppression. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1987-88 through 2011-12; SASS, "Charter Schoo Teacher Data File," 1999-2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File" and "Private School Teacher Data File," 2017-18. (This table was prepared November 2019.)

Table 209.20. Number, highest degree, and years of teaching experience of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1999-2000 through 2017-18
[Standard errors appear in parentheses]

| Selected teacher characteristic | Number of teachers (in thousands) |  |  |  |  |  |  |  | Percent of teachers, by highest degree earned, 2017-18 |  |  |  |  |  |  |  |  |  | Percent of teachers, by years of full-time and part-time teaching experience, 2017-18 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1999-2000 |  | 2007-08 |  | 2011-12 |  | 2017-18 |  | Less than bachelor's |  | Bachelor's |  | Master's |  | Education specialist ${ }^{1}$ |  | Doctor's |  | Less than 3 |  | 3 to 9 |  | 10 to 20 |  | Over 20 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| Public schools Total | 3,002 | (19.4) | 3,405 | (44.0) | 3,385 | (41.4) | 3,545 | (23.5) | 2.7 | (0.10) | 39.3 | (0.36) | 49.2 | (0.36) | 7.6 | (0.18) | 1.2 | (0.07) | 9.0 | (0.19) | 28.3 | (0.34) | 39.9 | (0.35) | 22.8 | (0.29) |
| Sex <br> Mal <br> Fema | $\begin{array}{r} 754 \\ 2,248 \end{array}$ | $\begin{aligned} & (10.7) \\ & (16.0) \end{aligned}$ | 821 2,584 | $(20.4)$ $(34.6)$ | 802 2,584 | (22.2) | 2,712 | $\begin{aligned} & (11.6) \\ & (20.2) \end{aligned}$ |  | $(0.24)$ $(0.11)$ |  | $(0.64)$ $(0.39)$ |  | $\begin{aligned} & (0.65) \\ & (0.40) \end{aligned}$ |  | $\begin{aligned} & (0.26) \\ & (0.22) \end{aligned}$ | 1.7 1.0 | $(0.18)$ $(0.07)$ | 8.9 9.0 | $(0.38)$ $(0.21)$ | 27.4 | $\begin{aligned} & (0.60) \\ & (0.39) \end{aligned}$ | 40.6 39.7 | $\begin{gathered} (0.68) \\ (0.40) \end{gathered}$ | 23.2 22.7 | $\begin{aligned} & (0.52) \\ & (0.38) \end{aligned}$ |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Black ${ }^{2}$ | -228 | (6.0) | -239 | (15.8) | 231 | (12.1) | -239 | (7.4) | 3.0 | (0.42) | 32.9 | (1.23) | 50.7 | (1.40) | 11.3 | (0.85) | 2.1 | (0.37) | 10.8 | (0.75) | 30.3 | (1.27) | 38.7 | (1.25) | 20.2 | (1.03) |
| Hispanic ${ }^{2}$ | 169 | (6.4) | 240 | (16.6) | 263 | (13.4) | 331 | (9.2) | 3.6 | (0.41) | 51.1 | (1.20) | 37.9 | (1.06) | 6.1 | (0.49) | 1.3 | (0.20) | 11.8 | (0.71) | 34.0 | (0.99) | 39.6 | (1.03) | 14.6 | (0.75) |
| Asian ${ }^{2,3}$ | 48 | (2.7) | 42 | (7.2) | 61 | (7.3) | 75 | (3.5) | 1.7 | (0.45) | 29.0 | (1.85) | 55.1 | (2.00) | 11.3 | (1.24) | 2.8 | (0.77) | 12.0 | (1.33) | 31.1 | (2.01) | 42.1 | (2.06) | 14.8 | (1.44) |
| Pacific Islander |  | ( $\dagger$ ) | 6 | (1.3) | 5 | (1.4) | 8 | (1.0) |  | ( $\dagger$ ) | 44.2 | (6.46) | 38.6 | (6.15) | 8.7 ! | (2.64) | $\pm$ | ( $\dagger$ ) | 6.7 ! | (2.41) | 24.0 | (5.02) | 44.2 | (6.58) | 25.1 | (5.45) |
| American Indian/Alaska Native ${ }^{2}$ | 26 | (1.9) | 17 | (1.9) | 17 | (2.9) | 18 | (1.7) | 5.3 ! | (2.63) | 51.6 | (3.93) | 36.2 | (4.05) | 6.2 | (1.63) | $\ddagger$ | (t) | 9.0 | (2.03) | 20.9 | (2.68) | 42.5 | (4.31) | 27.6 | (3.92) |
| Two or more races | - | ( $\dagger$ ) | 31 | (2.9) | 35 | (3.8) |  | (3.1) |  | (0.92) | 40.8 | (2.33) | 47.0 | (2.50) | 7.8 | (1.35) | 1.2! | (0.41) | 12.5 | (1.40) | 35.5 | (2.41) | 34.6 | (2.13) | 17.4 | (1.86) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under 30 | 509 | (9.2) | 612 | (22.4) | 518 | (15.9) | 531 | (9.4) | 2.7 | (0.29) | 64.8 | (0.88) | 30.3 | (0.85) | 2.1 | (0.24) | $\stackrel{+}{+}$ | ( ${ }^{\text {( ) }}$ | 37.1 | (0.80) | 62.8 | (0.79) | $\ddagger$ | ( $\dagger$ ) | + | ( + |
| 30 to 39 | 661 | (9.8) | 898 | (16.8) | 979 | (19.3) | 991 | (12.9) | 2.2 | (0.18) | 37.9 | (0.62) | 52.9 | (0.65) | 6.5 | (0.34) | 0.6 | (0.08) | 6.7 | (0.29) | 42.9 | (0.65) | 50.3 | (0.65) | $\ddagger$ | (t) |
| 40 to 49 | 953 | (10.3) | 808 | (19.2) | 849 | (19.2) | 1,028 | (12.3) | 2.9 | (0.19) | 33.5 | (0.60) | 53.3 | (0.67) | 9.2 | (0.34) | 1.1 | (0.12) | 3.4 | (0.23) | 15.5 | (0.45) | 58.1 | (0.57) | 23.0 | (0.49) |
| 50 to 59 | 786 | (12.6) | 879 | (21.1) | 783 | (20.5) | 732 | (11.6) | 2.9 | (0.25) | 33.4 | (0.69) | 52.1 | (0.75) | 9.5 | (0.40) | 2.1 | (0.22) | 2.0 | (0.19) | 9.2 | (0.39) | 33.5 | (0.68) | 55.2 | (0.72) |
| 60 and over | 93 | (4.0) | 207 | (10.3) | 256 | (13.2) | 263 | (6.1) | 3.6 | (0.38) | 32.1 | (1.05) | 49.2 | (1.08) | 12.0 | (0.75) | 3.1 | (0.39) | 1.7 | (0.30) | 6.5 | (0.54) | 28.2 | (1.07) | 63.6 | (1.05) |
| Level of instruction ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary | 1,602 | (13.5) | 1,725 | (37.1) | 1,726 | (20.2) | 1,779 | (24.5) | 2.1 | (0.15) | 42.6 | (0.53) | 47.1 | (0.53) | 7.6 | (0.27) | 0.7 | (0.08) | 9.4 | (0.30) | 29.2 | (0.50) | 39.0 | (0.51) | 22.4 | (0.42) |
| General | 1,019 | (13.6) | 1,100 | (26.5) | 1,078 | (22.1) | 1,097 | (17.3) | 2.1 | (0.21) | 45.0 | (0.68) | 45.5 | (0.67) | 6.9 | (0.33) | 0.5 | (0.10) | 9.4 | (0.40) | 28.8 | (0.58) | 39.9 | (0.66) | 21.9 | (0.55) |
| Arts/music | [5] | ( $\dagger$ ) | 103 | (6.6) | 82 | (5.4) | 99 | (4.2) | 1.4 | (0.34) | 49.1 | (2.12) | 42.9 | (2.10) | 5.5 | (0.90) | 1.1 ! | (0.53) | 9.1 | (1.12) | 29.7 | (1.94) | 37.0 | (2.15) | 24.2 | (1.77) |
| English | 33 | (2.8) | 104 | (9.9) | 92 | (6.9) | 117 | (4.6) | 1.9 | (0.50) | 35.4 | (1.78) | 51.3 | (1.84) | 10.4 | (1.01) | 1.0 ! | (0.39) | 7.7 | (1.02) | 25.5 | (1.64) | 39.0 | (1.77) | 27.8 | (1.54) |
| ESL/bilingual | ${ }^{[5]}$ | ( + | 24 | (3.3) | 51 | (6.8) | 48 | (3.4) | 1.8 ! | (0.81) | 32.9 | (3.15) | 51.2 | (3.15) | 13.3 | (2.03) | 0.9 ! | (0.35) | 8.8 | (1.52) | 29.8 | (3.27) | 39.3 | (3.26) | 22.1 | (2.76) |
| Health/physical ed | ${ }^{[5]}$ | ( $\dagger$ ) | 63 | (6.0) | 79 | (8.1) | 65 | (3.5) | 5.1 | (1.27) | 50.2 | (2.32) | 41.5 | (2.40) | 3.0 | (0.76) | $\ddagger$ | ( $\dagger$ ) | 7.6 | (1.25) | 24.1 | (2.07) | 38.9 | (2.59) | 29.4 | (2.24) |
| Mathematics | 26 | (2.5) | 28 | (3.8) | 32 | (6.5) | 36 | (2.3) | 2.7 ! | (0.88) | 43.1 | (3.17) | 48.0 | (3.31) | 6.2 | (1.60) | $\ddagger$ | (t) | 7.5 | (1.44) | 31.2 | (3.18) | 41.4 | (3.31) | 19.8 | (2.40) |
| Science | ${ }^{[5]}$ | ( $\dagger$ ) | 15 | (3.4) | 18 | (3.3) | 23 | (1.8) | 4.3 ! | (1.48) | 45.8 | (3.88) | 44.9 | (3.98) | 3.8 ! | (1.23) | $\ddagger$ | (t) | 8.6 ! | (2.62) | 29.3 | (3.61) | 42.9 | (3.52) | 19.2 | (3.37) |
| Special education | 210 | (5.8) | 230 | (13.0) | 239 | (10.3) | 235 | (6.3) | 1.2 | (0.23) | 33.9 | (1.34) | 53.2 | (1.40) | 10.3 | (0.82) | 1.3 | (0.35) | 11.8 | (0.82) | 33.6 | (1.29) | 34.8 | (1.31) | 19.8 | (1.05) |
| Other elementary | 314 | (8.4) | 58 | (4.2) | 55 | (5.2) | 60 | (3.0) | 2.3 | (0.49) | 32.4 | (2.47) | 54.2 | (2.66) | 9.5 | (1.38) | 1.4 ! | (0.65) | 6.8 | (1.23) | 29.9 | (2.31) | 38.9 | (2.46) | 24.4 | (2.08) |
| Secondary | 1,401 | (17.7) | 1,680 | (39.0) | 1,659 | (37.8) | 1,766 | (25.2) | 3.4 | (0.16) | 36.0 | (0.49) | 51.3 | (0.49) | 7.7 | (0.26) | 1.6 | (0.11) | 8.6 | (0.23) | 27.4 | (0.41) | 40.9 | (0.45) | 23.2 | (0.43) |
| Arts/music | [ ${ }^{6}$ ] | ( $\dagger$ ) | 121 | (6.2) | 121 | (5.6) | 130 | (4.5) | 3.3 | (0.69) | 44.8 | (1.58) | 44.6 | (1.59) | 5.8 | (0.72) | 1.4 | (0.28) | 9.7 | (1.03) | 28.6 | (1.39) | 35.9 | (1.31) | 25.9 | (1.38) |
| English | 235 | (5.0) | 306 | (10.0) | 289 | (9.9) | 294 | (6.6) | 1.5 | (0.28) | 34.1 | (0.98) | 54.2 | (0.95) | 8.4 | (0.64) | 1.8 | (0.27) | 8.4 | (0.55) | 27.6 | (0.98) | 41.2 | (1.06) | 22.7 | (0.87) |
| ESL/bilingual | ${ }^{[6]}$ | (t) | 21 | (2.5) | 20 | (2.4) | 24 | (1.9) | $\ddagger$ | ( $\dagger$ ) | 24.0 | (3.58) | 58.1 | (3.98) | 14.7 | (2.79) | $1.7!$ | (0.85) | 6.8 | (1.33) | 25.8 | (3.30) | 43.7 | (3.66) | 23.6 | (3.35) |
| Foreign language | ${ }^{[6]}$ | ( + | 78 | (5.0) | 88 | (4.5) | 85 | (3.5) | 0.8 | (0.22) | 31.3 | (1.89) | 57.5 | (1.90) | 7.5 | (0.99) | 2.9 | (0.65) | 8.7 | (1.47) | 26.0 | (1.62) | 43.8 | (1.93) | 21.5 | (1.55) |
| Health/physical ed | $\left.{ }^{6}{ }^{6}\right]$ | ( $\dagger$ ) | 119 | (5.7) | 101 | (3.9) | 97 | (3.2) | 2.8 | (0.57) | 45.0 | (1.73) | 47.7 | (1.66) | 4.0 | (0.85) | 0.4 ! | (0.17) | 5.6 | (0.69) | 22.3 | (1.19) | 41.7 | (1.59) | 30.4 | (1.46) |
| Mathematics | 191 | (4.3) | 252 | (9.1) | 250 | (7.5) | 265 | (6.6) | 2.5 | (0.35) | 37.5 | (1.10) | 53.1 | (1.12) | 5.8 | (0.48) | 1.1 | (0.21) | 8.9 | (0.62) | 28.3 | (0.93) | 40.9 | (1.09) | 21.8 | (0.94) |
| Science | 159 | (3.7) | 195 | (8.3) | 209 | (6.1) | 220 | (5.6) | 2.9 | (0.41) | 33.7 | (1.27) | 54.5 | (1.32) | 6.4 | (0.64) | 2.5 | (0.32) | 9.1 | (0.67) | 27.1 | (1.12) | 42.5 | (1.20) | 21.3 | (1.05) |
| Social studies | 147 | (4.3) | 209 | (9.9) | 197 | (6.3) | 214 | (5.2) | 2.2 | (0.29) | 35.9 | (1.28) | 53.3 | (1.31) | 6.8 | (0.59) | 1.8 | (0.34) | 8.0 | (0.60) | 27.3 | (1.13) | 42.8 | (1.19) | 21.9 | (0.97) |
| Special education | 99 | (2.3) | 165 | (9.7) | 191 | (12.2) | 199 | (5.5) | 2.6 | (0.43) | 30.7 | (1.13) | 50.9 | (1.32) | 14.6 | (0.97) | 1.2 | (0.30) | 9.3 | (0.73) | 30.6 | (1.14) | 37.3 | (1.36) | 22.8 | (1.31) |
| Vocational/technical | 125 | (3.2) | 164 | (6.3) | 147 | (5.7) | 139 | (4.4) | 14.4 | (1.14) | 37.8 | (1.59) | 40.1 | (1.40) | 6.0 | (0.68) | 1.7 | (0.32) | 9.3 | (0.76) | 27.6 | (1.34) | 40.9 | (1.39) | 22.2 | (1.19) |
| Other secondary | 443 | (8.5) | 47 | (3.4) | 46 | (4.0) | 98 | (3.9) | 4.3 | (0.71) | 37.6 | (1.66) | 49.0 | (1.72) | 8.4 | (1.01) | 0.7! | (0.23) | 7.6 | (0.89) | 23.5 | (1.42) | 41.4 | (1.82) | 27.6 | (1.60) |

Table 209.20. Number, highest degree, and years of teaching experience of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1999-2000 through 2017-18-Continued
[Standard errors appear in parentheses]

| Selected teacher characteristic | Number of teachers (in thousands) |  |  |  |  |  |  |  | Percent of teachers, by highest degree earned, 2017-18 |  |  |  |  |  |  |  |  |  | Percent of teachers, by years of full-time and part-time teaching experience, 2017-18 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1999-2000 |  | 2007-08 |  | 2011-12 |  | 2017-18 |  | Less than bachelor's |  | Bachelor's |  | Master's |  | Education specialist ${ }^{1}$ |  | Doctor's |  | Less than 3 |  | 3 to 9 |  | 10 to 20 |  | Over 20 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| Private schools |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sex Male Female |  |  | 127 362 | (4.6) |  | $(6.9)$ $(10.1)$ | 133 377 | (4.1) | 8.7 10.4 | $(0.87)$ $(0.60)$ | 37.6 44.1 | $(1.39)$ $(0.97)$ | 44.0 38.5 | $(1.42)$ $(0.90)$ |  | $(0.53)$ $(0.41)$ | 5.9 1.7 | $(0.65)$ $(0.19)$ | 12.0 12.2 | $(0.90)$ $(0.54)$ | 30.1 29.7 | $(1.32)$ $(0.86)$ | 31.6 33.3 | $(1.21)$ $(0.86)$ | 26.3 24.8 | $\begin{aligned} & (1.25) \\ & (0.77) \end{aligned}$ |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Black ${ }^{2}$ |  | (1.4) | 20 | (2.2) |  | (2.4) | 16 | (1.5) | 10.1 | (2.26) | 48.1 | (4.12) | 34.4 | (3.77) | 5.4 ! | (1.71) | , | ( $\dagger$ ) | 16.2 | (3.56) | 35.6 | (4.14) | 30.9 | (3.99) | 17.3 | (2.94) |
| Hispanic ${ }^{2}$ |  | (1.5) | 29 | (2.1) | 24 | (2.4) | 37 | (2.2) | 15.1 | (2.07) | 45.2 | (2.70) | 33.0 | (2.78) | 5.1 | (1.37) | 1.7 ! | (0.53) | 17.7 | (2.31) | 34.3 | (2.78) | 30.2 | (2.64) | 17.8 | (2.44) |
| Asian |  |  | 11 | (1.5) |  | (1.4) | 14 | (1.4) | 10.0 | (2.25) | 37.2 | (4.40) | 44.1 | (4.38) | $\ddagger$ | ( $\dagger$ ) | 3.3 ! | (1.41) | 15.3 | (2.69) | 37.9 | (4.12) | 32.2 | (4.21) | 14.5 | (3.49) |
| Pacific Islander |  |  | $\ddagger$ | (t) |  |  | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( + ) | + | ( $\dagger$ ) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native |  |  | $\pm$ | ( $\dagger$ ) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | + | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Two or more races |  |  | 4 | (0.6) | 4 | (0.9) | 7 | (0.9) | 12.5 ! | (5.41) | 43.4 | (6.37) | 37.9 | (6.04) | $\pm$ |  | 3.9 ! | (1.75) | 15.5! | (5.38) | 41.1 | (6.64) | 24.3 | (5.49) | 19.2 | (4.34) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under 30 |  | (3.1) | 80 | (3.9) | 78 | (6.8) | 83 | (3.5) | 26.5 | (1.64) | 46.7 | (1.80) | 25.3 | (1.42) | 1.4 ! | (0.41) | $\ddagger$ | ( + | 42.2 | (1.87) | 57.6 | (1.87) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 30 to 39 | 101 | (3.2) | 109 | (5.2) | 112 | (6.2) | 124 | (4.1) | 7.3 | (0.88) | 40.9 | (1.44) | 44.3 | (1.52) | 4.2 | (0.56) | 3.3 | (0.49) | 11.7 | (0.98) | 46.9 | (1.53) | 41.3 | (1.60) | $\ddagger$ | ( $\dagger$ |
| 40 to 49 | 131 | (4.2) | 116 | (3.6) | 110 | (6.3) | 115 | (4.0) | 5.0 | (0.67) | 43.1 | (1.56) | 43.9 | (1.56) | 5.4 | (0.65) | 2.6 | (0.39) | 5.9 | (0.60) | 23.8 | (1.39) | 53.8 | (1.64) | 16.5 | (1.19) |
| 50 to 59 | 106 | (3.2) | 128 | (4.5) | 99 | (5.0) | 108 | (3.8) | 7.9 | (0.85) | 42.8 | (1.69) | 39.6 | (1.72) | 6.4 | (0.82) | 3.3 | (0.52) | 3.6 | (0.49) | 12.3 | (0.99) | 36.6 | (1.51) | 47.5 | (1.51) |
| 60 and over |  | (1.2) |  | (3.1) |  | (5.0) | 79 | (3.4) | 6.8 | (1.14) | 38.7 | (1.92) | 43.4 | (1.95) | 6.4 | (0.88) | 4.6 | (0.80) | 2.0 | (0.53) | 6.6 | (1.05) | 18.3 | (1.43) | 73.1 | (1.75) |
| Level of instruction ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary | 261 | (5.8) | 258 | (6.5) | 245 | (9.3) | 262 | (6.1) | 11.7 | (0.76) | 48.3 | (1.20) | 34.2 | (1.12) | 5.1 | (0.51) | 0.8 | (0.18) | 12.6 | (0.69) | 29.5 | (1.07) | 33.3 | (1.07) | 24.6 | (0.96) |
| General | 168 | (4.0) | 163 | (3.9) | 151 | (7.0) | 154 | (4.7) | 11.5 | (0.91) | 51.1 | (1.51) | 32.8 | (1.36) | 4.1 | (0.60) | 0.6 ! | (0.20) | 12.3 | (0.97) | 30.4 | (1.35) | 33.1 | (1.39) | 24.2 | (1.21) |
| Arts/music |  |  | 20 | (1.6) | 20 | (1.8) | 23 | (1.8) | 8.0 | (1.97) | 47.5 | (3.81) | 41.9 | (3.87) | 1.9 ! | (0.85) | , | (t) | 10.0 | (2.05) | 22.5 | (3.03) | 37.2 | (3.65) | 30.4 | (3.60) |
| English |  |  | 13 | (1.2) | 16 | (2.8) | 12 | (1.3) | 13.1 | (3.61) | 38.1 | (5.07) | 33.3 | (5.01) | 14.5 | (3.29) | $\ddagger$ | (t) | 13.1 | (3.25) | 26.0 | (4.37) | 27.9 | (3.98) | 33.1 | (4.74) |
| ESL/bilingual |  |  | $\left.{ }^{5}\right]$ | (t) | ${ }^{[5]}$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Health/physical ed |  |  | 14 | (1.7) |  | (1.2) | 13 | (1.1) | 10.3! | (3.11) | 57.9 | (4.39) | 27.0 | (3.86) | 4.4! | (2.02) | $\ddagger$ | ( $\dagger$ ) | 8.9 | (2.26) | 33.1 | (4.34) | 31.7 | (4.33) | 26.3 | (3.96) |
| Mathematics |  |  |  | (1.0) |  | (1.1) | 8 | (1.2) | 15.0 | (4.04) | 56.2 | (6.27) | 24.0 | (4.92) | 4.0! | (1.85) | $\ddagger$ | (t) | 18.3 | (4.59) | 26.2 | (5.11) | 35.9 | (7.62) | 19.6 | (4.94) |
| Science |  | ( $\dagger$ ) | 6 | (0.8) | 5 | (1.0) | 8 | (1.0) | $\ddagger$ | ( $\dagger$ ) | 55.1 | (6.75) | 38.3 | (6.64) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 28.7 | (6.12) | 42.2 | (7.22) | 20.6 | (4.46) |
| Special education | 16 | (1.6) | 9 | (1.0) | 10 | (1.9) | 16 | (1.7) | 10.0 | (2.84) | 33.2 | (3.66) | 44.5 | (3.75) | 11.8 | (2.52) | $\ddagger$ | ( $\dagger$ ) | 16.1 | (2.84) | 42.0 | (3.73) | 19.8 | (3.31) | 22.1 | (3.44) |
| Other elementary |  | (2.2) | 27 | (2.3) | 25 | (2.8) | 26 | (2.0) | 18.8 | (3.29) | 37.7 | (3.74) | 34.9 | (4.09) | 6.3 | (1.88) | 2.2 ! | (1.00) | 15.1 | (3.23) | 24.2 | (2.96) | 39.0 | (3.83) | 21.8 | (3.16) |
| Secondary | 188 | (6.2) | 231 | (7.1) | 219 | (9.9) | 247 | (6.5) | 8.1 | (0.55) | 36.2 | (0.98) | 46.1 | (1.07) | 4.5 | (0.40) | 5.0 | (0.40) | 11.7 | (0.64) | 30.1 | (0.99) | 32.4 | (0.93) | 25.8 | (0.90) |
| Arts/music |  | (t) |  | (1.8) |  | (2.2) | 24 | (1.7) | 10.3 | (1.85) | 41.7 | (3.04) | 39.4 | (3.07) | 4.7 | (1.28) | 3.8 | (1.10) | 10.4 | (1.65) | 31.3 | (3.00) | 35.4 | (3.14) | 22.9 | (2.90) |
| English |  |  | 39 | (2.8) | 39 | (4.1) | 43 | (2.1) | 6.1 | (1.27) | 32.3 | (2.19) | 52.6 | (2.45) | 4.7 | (0.82) | 4.2 | (0.89) | 10.3 | (1.44) | 31.8 | (2.44) | 33.0 | (2.16) | 24.9 | (2.22) |
| ESL/bilingual |  |  |  | ( $\dagger$ ) | [ $\left.{ }^{6}\right]$ | (t) | $\pm$ | (t) |  |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (†) | ${ }^{+}$ | ( $\dagger$ ) | , | ( $\dagger$ ) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Foreign language |  |  |  | (2.6) |  | (3.5) | 24 | (1.7) |  | (1.45) | 35.9 | (3.15) | 47.8 | (3.30) | 4.7 | (1.37) | 4.6 | (0.89) | 11.5 | (2.17) | 26.1 | (3.07) | 34.0 | (3.04) | 28.3 | (2.96) |
| Health/physical ed |  | (t) |  | (1.8) |  | (1.8) | 10 | (0.9) | 13.3! | (4.32) | 47.2 | (4.92) | 36.2 | (4.49) | $\ddagger$ | (t) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 24.9 | (3.94) | 33.5 | (4.56) | 21.6 | (3.99) |
| Mathematics |  | (1.6) |  | (2.6) |  | (5.1) | 41 | (2.0) | 6.4 | (1.17) | 39.5 | (2.44) | 45.5 | (2.65) |  | (1.13) | 5.3 | (1.13) | 9.4 | (1.48) | 30.5 | (2.35) | 31.8 | (2.26) | 28.4 | (2.36) |
| Science |  | (1.3) |  | (1.9) |  | (2.7) | 31 | (1.7) |  | (1.23) | 37.9 | (2.90) | 43.3 | (2.98) | 2.8 | (0.82) | 8.8 | (1.31) | 11.4 | (1.52) | 32.2 | (2.85) | 29.3 | (2.53) | 27.1 | (2.63) |
| Social studies |  | (1.1) |  | (2.6) |  | (2.9) | 29 | (1.6) | 5.3 | (1.23) | 31.4 | (2.73) | 51.7 | (2.99) |  | (0.99) | 7.9 | (1.59) | 10.9 | (1.60) | 29.0 | (2.61) | 33.2 | (2.84) | 27.0 | (2.42) |
| Special education |  | (1.0) |  | (1.0) |  | (1.5) | 10 | (1.4) |  | (2.15) | 31.1 | (4.01) | 50.7 | (4.01) | 7.8 | (2.05) | , |  | 12.4 | (2.76) | 37.8 | (5.21) | 32.7 | (4.38) | 17.1 | (3.47) |
| Vocational/technical |  | (0.6) |  | (0.8) |  | (1.2) |  | (0.7) | 13.8 ! | (4.54) | 44.4 | (7.28) | 30.9 | (7.02) | 7.7! | (3.27) | $\ddagger$ | ( $\dagger$ ) | 19.9 | (5.06) | 17.0! | (5.80) | 36.3 | (5.93) | 26.7 | (5.30) |
| Other secondary |  | (2.6) | 29 | (2.3) | 20 | (2.2) | 30 | (1.7) | 12.5 | (2.03) | 33.6 | (2.69) | 43.3 | (2.61) | 6.9 | (1.45) | 3.6 | (0.86) | 14.1 | (1.86) | 30.7 | (2.47) | 29.4 | (2.17) | 25.8 | (2.43) |
| -Not available. <br> $\dagger$ Not applicable. <br> ! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. <br> $\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater. <br> ${ }^{1}$ Education specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes certificate of advanced graduate studies. <br> ${ }^{2}$ Data for 1999-2000 are only roughly comparable to data for later years, because the new category of Two or more races was introduced in 2003-04. <br> ${ }^{3}$ Includes Pacific Islander for 1999-2000. <br> ${ }^{4}$ Teachers were classified as elementary or secondary on the basis of the grades they taught, rather than on the level of the school in which they taught. In general, elementary teachers include those teaching prekindergarten through grade 6 and those <br> teaching multiple grades, with a preponderance of grades taught being kindergarten through grade 6. In general, secondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5 . <br> ${ }^{5}$ Included under Other elementary. <br> ${ }^{6}$ Included under Other secondary. <br> NOTE: Excludes teachers who teach only prekindergarten. Data are based on a head count of full-time and part-time teachers rather than on the number of full-time-equivalent teachers reported in other tables. Detail may not sum to totals because of rounding and cell suppression. Race categories exclude persons of Hispanic ethnicity. <br> SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1999-2000, 2003-04, 2007-08, and 2011-12; <br> SASS, "Charter School Teacher Data File," 1999-2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File" and "Private School Teacher File," 2017-18. (This table was prepared November 2019.) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 209.30. Highest degree earned, years of full-time teaching experience, and average class size for teachers in public elementary and secondary schools, by state: 2011-12

| State | Total number of teachers (in thousands) | Percent of teachers, by highest degree earned |  |  |  |  |  |  | Percent of teachers, by years of full-time teaching experience |  |  |  |  |  |  |  | Average class size, by level of instruction ${ }^{1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Less than bachelor's | Bachelor's |  | Master's |  | Education specialist ${ }^{2}$ or doctor's |  | Less than 3 |  |  | 3 to 9 | 10 to 20 |  | Over 20 |  | Elementary |  | Secondary |  |
| 1 | 2 | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| United States | 3,385.2 (41.42) | 3.8 (0.24) | 39.9 | (0.52) | 47.7 | (0.57) | 8.7 | (0.28) | 9.0 | (0.29) | 33.3 | (0.52) | 36.4 | (0.51) | 21.3 | (0.54) | 21.2 | (0.18) | 26.8 | (0.22) |
| Alabama | 45.0 (2.61) | 3.8! (1.51) | 34.5 | (2.69) | 52.8 | (2.81) | 8.9 | (1.64) | 8.0 | (1.28) | 30.9 | (2.75) | 39.2 | (2.85) | 21.9 | (2.34) | 19.2 | (0.42) | 27.4 | (0.94) |
| Alaska | 7.5 (0.70) | 4.4 ! (1.78) | 45.6 | (4.44) | 41.9 | (4.01) | 8.2 | (2.37) | 12.9 | (3.30) | 30.8 | (4.15) | 39.6 | (4.16) | 16.7 | (3.76) | 18.3 | (1.35) | 18.7 | (1.22) |
| Arizona | 61.7 (2.61) | 4.6 (1.16) | 44.4 | (3.67) | 44.1 | (3.49) | 6.9 | (1.71) | 16.4 | (2.29) | 38.0 | (2.75) | 28.5 | (2.60) | 17.2 | (2.02) | 24.1 | (0.67) | 27.7 | (0.96) |
| Arkansas | 37.7 (2.01) | 3.7 ! (1.45) | 54.7 | (3.36) | 35.0 | (3.13) | 6.6 | (1.72) | 11.5 | (2.03) | 28.9 | (3.38) | 32.3 | (3.93) | 27.3 | (3.37) | 20.4 | (0.73) | 25.4 | (1.69) |
| California | 285.5 (7.27) | 4.8 (0.91) | 43.4 | (2.33) | 39.2 | (2.18) | 12.7 | (1.56) | 9.4 | (1.29) | 29.1 | (2.13) | 42.3 | (2.25) | 19.1 | (1.89) | 25.0 | (0.52) | 32.0 | (0.53) |
| Colorado | 55.9 (3.14) | 2.8! (1.00) | 36.1 | (3.51) | 49.9 | (4.26) | 11.2 | (2.79) | 10.8 | (2.25) | 33.4 | (3.50) | 42.9 | (3.96) | 12.9 | (2.51) | 22.8 | (1.29) | 29.1 | (1.25) |
| Connecticut | 44.9 (2.51) | $\ddagger \quad(\dagger)$ | 15.3 | (1.86) | 64.4 | (3.01) | 17.7 | (2.37) | 10.0 | (1.43) | 29.1 | (2.66) | 37.1 | (2.43) | 23.8 | (3.34) | 19.6 | (0.68) | 22.0 | (0.71) |
| Delaware | 9.3 (0.70) | 4.0! (1.50) | 34.5 | (4.36) | 49.7 | (4.55) | 11.8 | (2.85) | 12.6 | (3.31) | 35.0 | (3.59) | 33.8 | (4.04) | 18.6 | (2.75) | 20.3 | (0.82) | 25.8 | (2.09) |
| District of Columbia | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Florida | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Georgia | 123.3 (3.97) | 3.4! (1.15) | 29.5 | (3.48) | 43.5 | (3.79) | 23.6 | (3.00) | 6.3 | (1.70) | 34.2 | (3.42) | 39.8 | (3.34) | 19.7 | (2.58) | 21.0 | (0.91) | 27.5 | (1.42) |
| Hawaii | $\ddagger$ ¢ ( $\dagger$ ) | $\ddagger$ ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Idaho | 16.3 (1.83) | 4.6 (1.37) | 55.6 | (3.30) | 35.3 | (3.18) | 4.4 | (1.20) | 10.4 | (1.93) | 30.4 | (3.18) | 35.2 | (3.02) | 24.0 | (2.89) | 24.5 | (0.63) | 25.4 | (2.13) |
| Illinois | 140.9 (9.09) | 2.7 ! (0.81) | 32.6 | (2.53) | 57.8 | (2.44) | 7.0 | (1.34) | 9.3 | (1.56) | 36.4 | (2.59) | 34.4 | (2.85) | 20.0 | (2.51) | 22.9 | (1.26) | 27.7 | (1.00) |
| Indiana | 64.0 (2.98) | 2.2 (0.52) | 43.6 | (3.04) | 47.4 | (3.29) | 6.9 | (1.45) | 10.0 | (1.92) | 26.1 | (2.42) | 35.6 | (3.01) | 28.3 | (3.02) | 21.4 | (0.45) | 27.3 | (1.07) |
| lowa | 36.1 (2.28) | 3.5 ! (1.22) | 52.8 | (3.89) | 39.7 | (3.60) | 4.1 ! | (1.26) | 8.8 | (1.85) | 29.0 | (2.98) | 33.0 | (2.77) | 29.2 | (2.55) | 20.3 | (0.93) | 27.4 | (1.35) |
| Kansas | 36.5 (2.27) | 3.8 (0.83) | 43.8 | (3.52) | 47.0 | (3.66) | 5.4 | (1.38) | 12.5 | (2.98) | 27.4 | (3.00) | 32.7 | (3.15) | 27.4 | (2.83) | 20.4 | (0.86) | 24.6 | (1.21) |
| Kentucky | 46.8 (2.51) | 5.1 (1.22) | 17.5 | (2.24) | 57.5 | (2.58) | 20.0 | (2.11) | 10.1 | (1.83) | 32.2 | (2.82) | 38.5 | (2.81) | 19.2 | (2.02) | 23.3 | (1.92) | 26.6 | (1.09) |
| Louisiana | 44.5 (2.39) | 3.5 ! (1.72) | 61.9 | (3.12) | 27.0 | (2.68) | 7.6 | (1.55) | 8.6 | (1.51) | 31.2 | (3.13) | 33.4 | (3.31) | 26.8 | (3.10) | 19.0 | (0.80) | 23.4 | (0.78) |
| Maine | 18.4 (0.90) | 4.9! (1.60) | 46.3 | (3.41) | 42.8 | (3.30) | 6.0 | (1.36) | 5.8 | (1.47) | 24.1 | (2.57) | 39.4 | (3.32) | 30.6 | (2.81) | 17.6 | (0.64) | 19.9 | (1.76) |
| Maryland | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Massachusetts | 79.2 (4.42) | 3.9 (1.08) | 21.8 | (2.33) | 67.5 | (2.54) | 6.8 | (1.48) | 12.4 | (1.96) | 33.4 | (3.04) | 36.8 | (3.02) | 17.4 | (3.09) | 19.9 | (1.72) | 24.5 | (1.18) |
| Michigan | 96.7 (3.73) | 2.3 (0.55) | 29.8 | (2.50) | 62.9 | (2.52) | 5.0 | (1.40) | 7.3 | (1.00) | 31.4 | (2.68) | 42.7 | (2.44) | 18.7 | (2.12) | 23.8 | (0.93) | 28.9 | (0.81) |
| Minnesota | 62.3 (2.99) | 4.4 (0.77) | 35.3 | (2.06) | 50.1 | (1.87) | 10.2 | (1.40) | 9.5 | (1.20) | 27.4 | (2.05) | 40.3 | (2.14) | 22.9 | (2.00) | 22.8 | (0.70) | 29.9 | (0.86) |
| Mississippi | $37.6 \quad$ (2.11) | 5.3 (1.45) | 54.4 | (3.87) | 35.2 | (3.57) | 5.1 | (1.51) | 10.3 | (1.97) | 41.0 | (3.45) | 30.5 | (3.35) | 18.2 | (3.18) | 21.6 | (1.01) | 22.8 | (1.15) |
| Missouri | 68.7 (2.34) | $4.4 \quad(0.91)$ | 33.3 | (2.90) | 57.5 | (2.96) | 4.8 | (0.94) | 10.4 | (1.90) | 35.3 | (2.21) | 35.2 | (2.31) | 19.2 | (2.31) | 20.2 | (0.83) | 26.8 | (1.18) |
| Montana | 12.4 (0.90) | 6.4 (1.52) | 55.2 | (3.34) | 34.6 | (3.39) | 3.8 ! | (1.66) | 9.6 | (2.33) | 31.3 | (3.17) | 30.5 | (3.04) | 28.6 | (3.65) | 18.9 | (0.80) | 21.7 | (1.81) |
| Nebraska | 23.9 (1.73) | 5.5 (1.31) | 44.9 | (3.29) | 45.9 | (3.15) | 3.7 | (0.98) | 10.6 | (1.74) | 27.2 | (2.52) | 34.6 | (2.63) | 27.6 | (2.54) | 17.9 | (0.72) | 23.5 | (0.99) |
| Nevada | 25.2 (2.63) | 4.5 ! (1.85) | 25.1 | (3.92) | 49.8 | (4.26) | 20.6 | (3.23) | 6.5 ! | (2.17) | 39.0 | (4.02) | 36.2 | (4.29) | 18.2 | (3.55) | 25.3 | (1.41) | 34.5 | (1.54) |
| New Hampshire | 15.7 (1.05) | 3.0 ! (1.12) | 40.2 | (3.49) | 48.7 | (3.55) | 8.1 | (1.82) | 8.1 | (1.54) | 32.8 | (3.41) | 31.5 | (3.57) | 27.5 | (3.54) | 20.4 | (3.09) | 21.7 | (1.16) |
| New Jersey | 125.2 (4.16) | $3.0 \quad$ (0.74) | 48.5 | (2.47) | 40.8 | (2.30) | 7.6 | (1.60) | 7.3 | (1.24) | 35.4 | (2.45) | 37.4 | (2.66) | 20.0 | (2.03) | 18.5 | (0.81) | 23.9 | (0.68) |
| New Mexico | 21.7 (2.83) | 4.3! (2.01) | 43.3 | (3.80) | 42.1 | (3.72) | 10.3 | (2.82) | 8.0 ! | (2.46) | 30.9 | (3.73) | 40.3 | (5.11) | 20.8 | (5.19) | 19.8 | (0.76) | 23.7 | (1.58) |
| New York | 241.4 (14.58) | $2.8!$ (1.00) | 4.4 | (1.09) | 84.2 | (1.56) | 8.6 | (1.32) | 5.3 | (1.38) | 30.0 | (2.81) | 45.5 | (2.35) | 19.1 | (2.41) | 20.7 | (1.36) | 25.1 | (0.96) |
| North Carolina | 104.3 (5.71) | 4.1! (1.57) | 54.2 | (3.16) | 33.8 | (2.80) | 7.8 | (1.84) | 8.4 | (1.52) | 35.8 | (3.13) | 34.8 | (3.05) | 21.1 | (2.74) | 18.8 | (0.65) | 25.8 | (1.25) |
| North Dakota | $10.3 \quad(0.74)$ | 6.9 (1.63) | 59.2 | (3.08) | 30.1 | (2.60) | 3.9 | (1.13) | 12.2 | (2.09) | 24.6 | (3.06) | 30.6 | (3.28) | 32.6 | (3.45) | 17.8 | (0.60) | 19.2 | (1.41) |
| Ohio | 122.1 (4.29) | 5.3 (1.17) | 24.0 | (1.79) | 64.5 | (2.16) | 6.2 | (1.28) | 7.1 | (1.11) | 28.8 | (2.48) | 40.8 | (2.67) | 23.3 | (2.00) | 21.3 | (0.99) | 26.7 | (0.85) |
| Oklahoma | 46.2 (2.49) | 4.3 (1.04) | 65.6 | (2.66) | 26.9 | (2.56) | 3.2 ! | (1.12) | 9.8 | (1.84) | 30.1 | (2.58) | 36.9 | (2.93) | 23.3 | (2.27) | 20.7 | (0.56) | 23.7 | (0.88) |
| Oregon | 31.8 (1.28) | 4.2 ! (1.53) | 26.3 | (3.18) | 59.8 | (3.62) | 9.7 | (1.94) | 7.2 | (1.54) | 37.0 | (3.58) | 35.6 | (3.58) | 20.2 | (2.45) | 26.4 | (0.96) | 30.0 | (1.05) |
| Pennsylvania | 148.8 (7.48) | 4.5! (1.94) | 32.9 | (2.52) | 53.9 | (3.34) | 8.7 | (1.77) | 6.2 | (1.78) | 37.0 | (2.55) | 35.8 | (2.17) | 21.0 | (2.30) | 22.4 | (0.99) | 25.2 | (0.96) |
| Rhode Island | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| South Carolina | 51.8 (1.76) | 3.0 ! (1.34) | 28.8 | (3.14) | 57.9 | (3.95) | 10.3 | (2.15) | 8.4 | (1.58) | 30.5 | (3.22) | 32.3 | (3.54) | 28.9 | (3.38) | 19.1 | (0.75) | 26.0 | (1.98) |
| South Dakota | 10.8 (0.92) | 2.3 ! (0.73) | 68.8 | (3.52) | 26.6 | (3.13) | 2.3 ! | (1.14) | 8.8 | (1.65) | 24.6 | (2.76) | 32.9 | (3.63) | 33.7 | (3.38) | 20.4 | (0.66) | 22.3 | (1.31) |
| Tennessee | 76.5 (2.91) | 4.4! (1.52) | 35.1 | (3.54) | 46.3 | (3.44) | 14.2 | (2.83) | 10.6 | (1.80) | 34.0 | (3.66) | 34.1 | (3.48) | 21.3 | (3.28) | 17.7 | (0.52) | 26.9 | (1.60) |
| Texas | 350.8 (22.99) | 3.3 (0.65) | 66.4 | (2.09) | 25.8 | (2.12) | 4.6 | (0.77) | 8.9 | (0.95) | 40.4 | (2.05) | 31.1 | (1.88) | 19.7 | (1.74) | 18.2 | (0.82) | 26.9 | (1.07) |
| Utah | 27.9 (1.67) | 4.2 (1.10) | 56.8 | (3.96) | 27.3 | (3.88) | 11.7! | (3.94) | 15.0 | (2.43) | 39.9 | (4.49) | 25.6 | (4.52) | 19.5 | (3.12) | 27.4 | (2.09) | 31.5 | (1.29) |
| Vermont | 9.4 (0.34) | 6.6 (1.46) | 35.4 | (2.78) | 52.0 | (2.87) | 6.0 | (1.59) | 12.9 | (1.60) | 22.1 | (2.38) | 37.0 | (2.56) | 28.0 | (2.73) | 16.6 | (0.40) | 19.8 | (1.25) |
| Virginia | 88.5 (3.35) | 3.3 ! (1.07) | 47.5 | (3.08) | 41.6 | (3.17) | 7.6 | (1.26) | 9.1 | (1.68) | 31.5 | (3.20) | 34.2 | (2.73) | 25.2 | (2.43) | 20.4 | (1.27) | 23.8 | (0.90) |
| Washington | 55.5 (3.15) | 2.9 (0.59) | 23.1 | (2.61) | 62.9 | (2.92) | 11.1 | (1.96) | 6.2 | (1.45) | 32.2 | (3.00) | 34.8 | (2.82) | 26.8 | (3.03) | 23.7 | (0.60) | 29.7 | (0.99) |
| West Virginia | 24.2 (0.79) | 3.1 (0.90) | 46.6 | (4.82) | 43.2 | (4.71) | 7.1 | (1.73) | 12.0 | (2.26) | 31.2 | (4.12) | 30.5 | (3.82) | 26.3 | (3.24) | 18.7 | (1.00) | 24.0 | (1.65) |
| Wisconsin | 66.8 (3.42) | 2.7 (0.79) | 36.7 | (2.96) | 55.1 | (2.98) | 5.5 | (1.41) | 10.5 | (1.67) | 26.2 | (3.12) | 42.1 | (3.24) | 21.3 | (2.73) | 20.8 | (0.55) | 27.9 | (0.95) |
| Wyoming | 8.5 (0.57) | 7.0! (3.08) | 44.3 | (4.47) | 41.2 | (4.18) | 7.5! | (2.74) | 7.6! | (2.62) | 25.2 | (4.09) | 35.1 | (3.73) | 32.1 | (4.30) | 17.0 | (1.05) | 19.6 | (1.22) |

## $\dagger$ Not applicable.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Elementary teachers are those who taught self-contained classes at the elementary level, and secondary teachers are those who taught departmentalized classes (e.g., science, art, social science, or other course subjects) at the secondary level. Teachers were classified as elementary or secondary on the basis of the grades they taught, rather than on the level of the school in which they taught. In general, elementary teachers include those teaching prekindergarten through grade 5 and those teaching multiple grades, with a
preponderance of grades taught being kindergarten through grade 6 . In general, secondary eachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5 .
${ }^{2}$ Education specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes certificate of advanced graduate studies.
NOTE: Data are based on a head count of all teachers rather than on the number of full-time-equivalent teachers appearing in other tables. Excludes prekindergarten teachers. Detail may not sum to totals because of rounding and cell suppression.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011-12. (This table was prepared May 2013.)

Table 211.20. Average base salary for full-time teachers in public elementary and secondary schools, by highest degree earned and years of teaching experience: Selected years, 1990-91 through 2017-18

| Years of full- and part-time teaching experience ${ }^{1}$ | Number of full-time teachers |  | Base salary ${ }^{2}$ (current dollars) |  |  |  |  |  |  |  |  |  | Base salary ${ }^{2}$ (constant 2018-19 dollars) ${ }^{3}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Highest degree earned |  |  |  |  |  |  |  |  |  | Highest degree earned |  |  |  |  |  |  |  |  |  |
|  |  |  | All teachers ${ }^{4}$ |  | Bachelor's degree |  | Master's degree |  | Education specialist ${ }^{5}$ |  | Doctor's degree |  | All teachers ${ }^{4}$ |  | Bachelor's degree |  | Master's degree |  | Education specialist ${ }^{5}$ |  | Doctor's degree |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| $\begin{gathered} \hline \text { 1990-91 } \\ \text { Total } \end{gathered}$ | 2,336,750 | $(20,958)$ | \$31,330 | (97) | \$27,740 | (103) | \$34,960 | (125) | \$37,230 | (391) | \$40,070 | (817) | \$59,250 | (184) | \$52,460 | (194) | \$66,110 | (237) | \$70,410 | (739) | \$75,770 | $(1,544)$ |
| 1 year or less | 80,770 | $(2,952)$ | 21,640 | (182) | 21,170 | (172) | 25,330 | (772) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 40,920 | (345) | 40,040 | (324) | 47,910 | $(1,461)$ | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ |
| 2 years | 80,330 | $(2,981)$ | 21,990 | (166) | 21,590 | (157) | 24,650 | (527) | $\ddagger$ | (t) | $\ddagger$ | (t) | 41,590 | (314) | 40,820 | (297) | 46,620 | (997) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| 3 years | 77,380 | $(2,796)$ | 22,770 | (189) | 22,170 | (179) | 25,980 | (760) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 43,060 | (357) | 41,940 | (339) | 49,130 | $(1,438)$ | + | (t) | $\ddagger$ | ( + |
| 4 years | 75,400 | $(3,346)$ | 23,690 | (228) | 23,090 | (232) | 25,570 | (425) | 30,280 | $(1,601)$ | $\ddagger$ | (t) | 44,810 | (430) | 43,660 | (438) | 48,350 | (804) | 57,270 | $(3,028)$ | $\ddagger$ | ( $\dagger$ ) |
| 5 years | 77,130 | $(3,280)$ | 24,710 | (182) | 23,840 | (216) | 26,530 | (394) | 29,280 | $(1,325)$ | $\ddagger$ | (t) | 46,740 | (344) | 45,090 | (409) | 50,170 | (746) | 55,380 | $(2,506)$ | $\ddagger$ | ( + |
| 6 to 9 years | 299,950 | $(6,518)$ | 26,180 | (114) | 24,650 | (135) | 28,570 | (215) | 29,810 | (765) | 30,060 | $(1,551)$ | 49,510 | (216) | 46,620 | (255) | 54,040 | (406) | 56,380 | $(1,448)$ | 56,860 | $(2,934)$ |
| 10 to 14 years | 406,650 | $(7,245)$ | 29,120 | (120) | 26,980 | (156) | 31,240 | (217) | 32,940 | (601) | 35,430 | $(1,665)$ | 55,070 | (226) | 51,020 | (296) | 59,080 | (410) | 62,300 | $(1,137)$ | 67,000 | $(3,149)$ |
| 15 to 19 years | 459,540 | $(7,922)$ | 33,350 | (191) | 30,580 | (234) | 35,110 | (251) | 37,460 | (836) | 39,890 | $(1,495)$ | 63,080 | (360) | 57,830 | (443) | 66,410 | (474) | 70,850 | $(1,582)$ | 75,440 | $(2,827)$ |
| 20 to 24 years | 404,020 | $(8,354)$ | 36,750 | (214) | 33,750 | (280) | 38,330 | (243) | 39,190 | (840) | 43,500 | $(1,387)$ | 69,500 | (406) | 63,830 | (529) | 72,500 | (459) | 74,110 | $(1,588)$ | 82,280 | $(2,622)$ |
| 25 to 29 years | 233,620 | $(6,196)$ | 38,070 | (279) | 34,960 | (358) | 39,730 | (362) | 42,320 | $(1,106)$ | 43,070 | $(2,031)$ | 72,010 | (527) | 66,120 | (677) | 75,140 | (684) | 80,040 | $(2,092)$ | 81,460 | $(3,841)$ |
| 30 to 34 years | 106,160 | $(4,942)$ | 38,430 | (379) | 34,840 | (461) | 40,510 | (450) | 41,460 | $(1,591)$ | $\ddagger$ | ( $\dagger$ ) | 72,680 | (717) | 65,900 | (871) | 76,610 | (850) | 78,410 | $(3,010)$ |  | (t) |
| 35 years or more | 35,790 | $(2,404)$ | 39,180 | (744) | 34,650 | $(1,013)$ | 41,430 | (983) | 48,740 | $(3,767)$ | $\ddagger$ | (t) | 74,100 | $(1,408)$ | 65,540 | $(1,916)$ | 78,360 | $(1,859)$ | 92,180 | $(7,125)$ | $\ddagger$ | ( $\dagger$ ) |
| $\begin{gathered} \text { 1999-2000 } \\ \text { Total } \end{gathered}$ | 2,742,210 | $(20,301)$ | \$39,900 | (118) | \$35,310 | (116) | \$44,730 | (174) | \$48,000 | (438) | \$48,180 | $(1,418)$ | \$59,690 | (177) | \$52,820 | (173) | \$66,910 | (260) | \$71,810 | (656) | \$72,070 | $(2,122)$ |
| 1 year or less | 143,610 | $(4,949)$ | 29,090 | (179) | 28,110 | (160) | 33,170 | (543) | 33,680 | $(1,012)$ | $\ddagger$ | ( $)$ | 43,520 | (268) | 42,060 | (239) | 49,620 | (812) | 50,380 | $(1,514)$ | $\ddagger$ | ( $\dagger$ |
| 2 years | 150,130 | $(5,012)$ | 29,420 | (186) | 28,560 | (178) | 32,990 | (423) | $\pm$ | ( $)^{\text {( }}$ | $\ddagger$ | (t) | 44,010 | (279) | 42,730 | (266) | 49,360 | (633) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 3 years | 144,250 | $(4,943)$ | 30,270 | (150) | 29,240 | (190) | 34,020 | (298) | 34,050 | $(1,629)$ | $\ddagger$ | (t) | 45,290 | (225) | 43,750 | (285) | 50,900 | (446) | 50,940 | $(2,437)$ | $\ddagger$ | ( $\dagger$ ) |
| 4 years | 127,330 | $(5,613)$ | 31,810 | (249) | 30,540 | (213) | 35,380 | (735) | 33,960 | $(1,089)$ | $\ddagger$ | (t) | 47,590 | (372) | 45,700 | (319) | 52,930 | $(1,099)$ | 50,800 | $(1,629)$ | $\ddagger$ | ( $\dagger$ |
| 5 years | 121,310 | $(4,583)$ | 32,220 | (272) | 30,940 | (273) | 34,750 | (412) | 37,240 | $(2,225)$ | $\ddagger$ | ( $\dagger$ ) | 48,210 | (407) | 46,280 | (408) | 51,990 | (617) | 55,710 | $(3,329)$ | $\ddagger$ | ( + |
| 6 to 9 years | 387,160 | $(8,145)$ | 34,640 | (154) | 32,350 | (173) | 37,480 | (227) | 39,980 | (753) | 39,610 | $(2,802)$ | 51,830 | (231) | 48,400 | (259) | 56,070 | (339) | 59,810 | $(1,127)$ | 59,260 | $(4,192)$ |
| 10 to 14 years | 375,830 | $(6,514)$ | 38,710 | (254) | 35,510 | (364) | 41,430 | (330) | 44,560 | $(1,022)$ | 43,370 | $(2,096)$ | 57,910 | (380) | 53,130 | (545) | 61,980 | (494) | 66,660 | $(1,529)$ | 64,890 | $(3,135)$ |
| 15 to 19 years | 325,840 | $(7,677)$ | 42,940 | (222) | 39,930 | (334) | 45,380 | (341) | 47,150 | (942) | 46,470 | $(1,481)$ | 64,250 | (332) | 59,740 | (499) | 67,890 | (511) | 70,540 | $(1,409)$ | 69,510 | $(2,216)$ |
| 20 to 24 years | 361,420 | $(7,306)$ | 45,300 | (252) | 41,160 | (290) | 48,260 | (392) | 47,970 | (874) | 47,150 | $(1,410)$ | 67,770 | (376) | 61,580 | (434) | 72,200 | (587) | 71,770 | $(1,308)$ | 70,540 | $(2,110)$ |
| 25 to 29 years | 349,650 | $(7,057)$ | 48,550 | (267) | 44,540 | (320) | 50,400 | (390) | 53,330 | (743) | 60,790 | $(2,519)$ | 72,630 | (400) | 66,630 | (478) | 75,390 | (584) | 79,790 | $(1,112)$ | 90,940 | $(3,768)$ |
| 30 to 34 years | 199,420 | $(5,990)$ | 51,910 | (375) | 47,040 | (601) | 53,940 | (435) | 56,590 | $(1,381)$ | $\pm$ | (t) | 77,660 | (561) | 70,380 | (900) | 80,700 | (651) | 84,660 | $(2,066)$ | $\ddagger$ | (t) |
| 35 years or more | 56,270 | $(3,030)$ | 50,640 | (635) | 46,440 | $(1,234)$ | 52,270 | (878) | 57,160 | $(2,395)$ | $\ddagger$ | (t) | 75,760 | (950) | 69,470 | $(1,847)$ | 78,200 | $(1,314)$ | 85,520 | $(3,582)$ | t | ( + |
| $\begin{array}{r} 2007-08 \\ \text { Total } \end{array}$ | 3,114,690 | $(41,111)$ | \$49,630 | (203) | \$43,650 | (220) | \$54,810 | (281) | \$58,420 | (722) | \$59,150 | $(1,620)$ | \$59,370 | (243) | \$52,220 | (263) | \$65,570 | (336) | \$69,890 | (863) | \$70,770 | $(1,938)$ |
| 1 year or less | 181,340 | $(10,618)$ | 37,660 | (296) | 36,210 | (301) | 42,370 | (855) | 45,930 | $(3,571)$ | $\ddagger$ | (t) | 45,060 | (354) | 43,310 | (361) | 50,680 | $(1,022)$ | 54,950 | $(4,272)$ | $\ddagger$ | ( $\dagger$ ) |
| 2 years | 176,370 | $(10,008)$ | 38,420 | (365) | 36,860 | (372) | 42,230 | (792) | 46,720 | $(4,534)$ | $\ddagger$ | (t) | 45,960 | (436) | 44,100 | (445) | 50,520 | (947) | 55,900 | $(5,424)$ | $\ddagger$ | ( + |
| 3 years | 174,150 | $(8,827)$ | 39,720 | (344) | 37,570 | (366) | 44,210 | (627) | 51,270 | $(4,903)$ | $\ddagger$ | (t) | 47,520 | (412) | 44,940 | (438) | 52,890 | (750) | 61,340 | $(5,865)$ | $\ddagger$ | ( $\dagger$ ) |
| 4 years | 172,750 | $(7,679)$ | 41,000 | (413) | 38,440 | (416) | 45,090 | (640) | 48,460 | $(2,574)$ | $\ddagger$ | (t) | 49,050 | (494) | 45,990 | (497) | 53,950 | (766) | 57,970 | $(3,079)$ | $\ddagger$ | ( $\dagger$ |
| 5 years | 147,760 | $(7,678)$ | 42,370 | (515) | 39,200 | (449) | 46,170 | (883) | 47,630 | $(3,308)$ | $\ddagger$ | (t) | 50,690 | (616) | 46,900 | (537) | 55,230 | $(1,057)$ | 56,980 | $(3,958)$ | $\ddagger$ | ( $\dagger$ ) |
| 6 to 9 years | 546,350 | $(12,759)$ | 46,020 | (265) | 41,640 | (372) | 49,860 | (500) | 51,030 | $(1,128)$ | 52,390 | $(2,491)$ | 55,060 | (317) | 49,820 | (445) | 59,650 | (598) | 61,050 | $(1,349)$ | 62,670 | $(2,980)$ |
| 10 to 14 years | 515,020 | $(14,623)$ | 49,920 | (369) | 44,880 | (443) | 52,920 | (544) | 56,120 | $(1,259)$ | 60,920 | $(4,249)$ | 59,720 | (441) | 53,690 | (530) | 63,310 | (651) | 67,140 | $(1,506)$ | 72,880 | $(5,083)$ |
| 15 to 19 years | 351,510 | $(13,286)$ | 54,550 | (465) | 48,000 | (549) | 58,590 | (684) | 59,930 | $(1,397)$ | 63,190 | $(3,501)$ | 65,260 | (557) | 57,430 | (657) | 70,090 | (818) | 71,690 | $(1,671)$ | 75,600 | $(4,188)$ |
| 20 to 24 years | 297,710 | $(12,318)$ | 57,570 | (591) | 52,550 | (811) | 60,530 | (739) | 63,620 | $(1,960)$ | 66,600 | $(6,196)$ | 68,870 | (707) | 62,870 | (970) | 72,420 | (885) | 76,110 | $(2,345)$ | 79,670 | $(7,412)$ |
| 25 to 29 years | 236,280 | $(9,186)$ | 59,890 | (676) | 54,090 | (822) | 63,460 | $(1,025)$ | 64,410 | $(2,199)$ | $\ddagger$ | (t) | 71,640 | (808) | 64,720 | (983) | 75,920 | $(1,226)$ | 77,060 | $(2,631)$ | $\ddagger$ | ( $\dagger$ |
| 30 to 34 years | 208,120 | $(9,566)$ | 60,940 | (656) | 55,080 | $(1,007)$ | 63,380 | (848) | 66,540 | $(2,552)$ | 71,350 | $(4,668)$ | 72,900 | (785) | 65,890 | $(1,204)$ | 75,820 | $(1,015)$ | 79,600 | $(3,053)$ | 85,360 | $(5,584)$ |
| 35 years or more | 107,310 | $(6,873)$ | 62,530 | $(1,002)$ | 55,230 | $(1,467)$ | 65,570 | $(1,488)$ | 67,740 | $(2,872)$ | + | (t) | 74,800 | $(1,198)$ | 66,080 | $(1,755)$ | 78,450 | $(1,780)$ | 81,040 | $(3,436)$ | $\ddagger$ | ( $\dagger$ ) |
| $\begin{array}{r} \text { 2011-12 } \\ \text { Total } \end{array}$ | 3,139,250 | $(38,342)$ | \$53,070 | (213) | \$46,340 | (225) | \$57,830 | (352) | \$59,680 | (642) | \$60,230 | $(1,775)$ | \$59,060 | (237) | \$51,580 | (250) | \$64,360 | (392) | \$66,420 | (714) | \$67,030 | $(1,975)$ |
| 1 year or less | 109,060 | $(6,116)$ | 38,310 | (483) | 37,140 | (496) | 41,650 | $(1,134)$ | 45,970 | $(4,231)$ | $\ddagger$ | (t) | 42,640 | (538) | 41,340 | (552) | 46,350 | $(1,263)$ | 51,160 | $(4,709)$ | $\ddagger$ | ( ${ }^{\text {) }}$ |
| 2 years | 113,470 | $(5,654)$ | 39,490 | (348) | 38,180 | (399) | 42,690 | (695) | 41,470 | $(2,831)$ | $\ddagger$ | (t) | 43,950 | (387) | 42,490 | (444) | 47,510 | (773) | 46,150 | $(3,151)$ | $\ddagger$ | ( ${ }_{\text {) }}$ |
| 3 years | 127,030 | $(7,212)$ | 41,170 | (451) | 38,950 | (494) | 45,250 | (786) | 48,160 | $(2,529)$ | $\ddagger$ | (t) | 45,820 | (502) | 43,340 | (550) | 50,360 | (875) | 53,600 | $(2,814)$ | $\ddagger$ | ( + ) |
| 4 years | 148,720 | $(8,316)$ | 42,530 | (422) | 39,900 | (423) | 45,780 | (653) | 46,530 | $(2,181)$ | $\ddagger$ | (+) | 47,340 | (470) | 44,400 | (471) | 50,950 | (727) | 51,790 | $(2,427)$ | $\ddagger$ | ( + |
| 5 years | 169,220 | $(8,284)$ | 43,420 | (805) | 40,020 | (398) | 47,220 | $(1,647)$ | 46,960 | $(1,639)$ | $\ddagger$ | ( $\dagger$ ) | 48,320 | (895) | 44,540 | (443) | 52,560 | $(1,833)$ | 52,270 | $(1,824)$ | $\ddagger$ | ( + |
| 6 to 9 years | 597,980 | $(16,175)$ | 47,820 | (322) | 43,020 | (334) | 50,960 | (464) | 51,940 | $(1,177)$ | 51,330 | $(2,288)$ | 53,220 | (358) | 47,880 | (371) | 56,710 | (516) | 57,800 | $(1,309)$ | 57,120 | $(2,547)$ |
| 10 to 14 years | 655,560 | $(17,292)$ | 54,370 | (390) | 48,360 | (542) | 57,750 | (553) | 57,280 | $(1,075)$ | 60,940 | $(2,880)$ | 60,510 | (434) | 53,820 | (604) | 64,270 | (616) | 63,750 | $(1,196)$ | 67,830 | $(3,205)$ |
| 15 to 19 years | 435,300 | $(15,477)$ | 58,800 | (600) | 51,410 | (759) | 62,410 | (809) | 65,390 | $(1,611)$ | 63,350 | $(3,950)$ | 65,440 | (668) | 57,210 | (845) | 69,460 | (900) | 72,780 | $(1,793)$ | 70,500 | $(4,397)$ |
| 20 to 24 years | 312,010 | $(10,430)$ | 60,880 | (599) | 54,230 | (788) | 65,160 | (845) | 64,460 | $(1,666)$ | 66,930 | $(4,546)$ | 67,760 | (667) | 60,350 | (877) | 72,520 | (940) | 71,740 | $(1,855)$ | 74,490 | $(5,059)$ |
| 25 to 29 years | 230,570 | $(10,871)$ | 63,300 | (778) | 56,430 | $(1,023)$ | 67,330 | $(1,246)$ | 67,840 | $(1,906)$ | + | (t) | 70,450 | (866) | 62,800 | $(1,139)$ | 74,930 | $(1,386)$ | 75,500 | $(2,121)$ | $\ddagger$ | ( $\dagger$ |
| 30 to 34 years | 153,840 | $(9,375)$ | 65,770 | (796) | 58,570 | $(1,080)$ | 69,180 | $(1,117)$ | 70,100 | $(4,586)$ | $\ddagger$ | (t) | 73,190 | (886) | 65,180 | $(1,202)$ | 76,990 | $(1,244)$ | 78,020 | $(5,104)$ | $\ddagger$ | ( + |
| 35 years or more | 86,470 | $(5,303)$ | 63,570 | (953) | 59,740 | $(1,472)$ | 66,250 | $(1,136)$ | 65,560 | $(2,379)$ | $\ddagger$ | (t) | 70,750 | $(1,061)$ | 66,490 | $(1,639)$ | 73,730 | $(1,264)$ | 72,960 | $(2,648)$ | t | ( + |

See notes at end of table.

## Table 211.20. Average base salary for full-time teachers in public elementary and secondary schools, by highest degree earned and years of teaching experience: Selected years, 1990-91

 through 2017-18-Continued[Standard errors appear in parentheses]

| Years of full- and part-time teaching experience ${ }^{1}$ | Number of full-time teachers |  | Base salary ${ }^{2}$ (current dollars) |  |  |  |  |  |  |  |  |  | Base salary ${ }^{2}$ (constant 2018-19 dollars) ${ }^{3}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Highest degree earned |  |  |  |  |  |  |  |  |  | Highest degree earned |  |  |  |  |  |  |  |  |  |
|  |  |  | All teachers ${ }^{4}$ |  | Bachelor's degree |  | Master's degree |  | Education specialist ${ }^{5}$ |  | Doctor's degree |  | All teachers ${ }^{4}$ |  | Bachelor's degree |  | Master's degree |  | Education specialist ${ }^{5}$ |  | Doctor's degree |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| $\begin{array}{r} \hline \text { 2017-18 } \\ \text { Total } \end{array}$ | 3,323,200 | $(22,973)$ | \$57,950 | (174) | \$49,890 | (164) | \$63,120 | (240) | \$66,510 | (511) | \$69,520 | $(1,220)$ | \$59,150 | (177) | \$50,920 | (167) | \$64,430 | (245) | \$67,890 | (521) | \$70,960 | $(1,246)$ |
| 1 year or less | 230,500 | $(6,131)$ | 44,150 | (327) | 42,130 | (317) | 49,310 | (692) | 49,480 | $(1,197)$ | 50,100 | $(2,205)$ | 45,070 | (334) | 43,010 | (323) | 50,330 | (707) | 50,500 | $(1,221)$ | 51,140 | $(2,250)$ |
| 2 years | 171,770 | $(4,940)$ | 46,000 | (337) | 42,890 | (330) | 51,180 | (669) | 52,600 | $(1,786)$ | $\ddagger$ | ( ( $)^{\text {( }}$ | 46,960 | (344) | 43,780 | (337) | 52,240 | (683) | 53,690 | $(1,823)$ | , | ( ${ }_{\text {( })}$ |
| 3 years | 154,040 | $(4,999)$ | 47,370 | (370) | 44,350 | (398) | 51,440 | (598) | 52,690 | $(2,710)$ | $\ddagger$ | (t) | 48,350 | (378) | 45,260 | (406) | 52,500 | (610) | 53,780 | $(2,766)$ | $\ddagger$ | ( + |
| 4 years | 159,610 | $(4,784)$ | 47,320 | (337) | 44,180 | (345) | 50,950 | (513) | 55,590 | $(2,471)$ | $\ddagger$ | ( $\dagger$ ) | 48,300 | (344) | 45,100 | (352) | 52,000 | (524) | 56,740 | $(2,523)$ | $\ddagger$ | ( + ) |
| 5 years | 144,770 | $(4,745)$ | 48,780 | (334) | 45,070 | (359) | 52,180 | (588) | 51,430 | $(1,404)$ | $\ddagger$ | (t) | 49,790 | (341) | 46,010 | (367) | 53,270 | (600) | 52,500 | $(1,433)$ | $\ddagger$ | ( + |
| 6 to 9 years | 452,970 | $(8,407)$ | 51,380 | (242) | 46,410 | (277) | 54,950 | (358) | 57,690 | $(1,035)$ | 60,220 | $(3,440)$ | 52,450 | (247) | 47,380 | (282) | 56,090 | (366) | 58,890 | $(1,057)$ | 61,470 | $(3,512)$ |
| 10 to 14 years | 647,230 | $(8,907)$ | 57,860 | (277) | 50,630 | (358) | 61,040 | (337) | 65,040 | $(1,037)$ | 66,160 | $(1,856)$ | 59,060 | (282) | 51,680 | (365) | 62,300 | (344) | 66,390 | $(1,058)$ | 67,530 | $(1,895)$ |
| 15 to 19 years | 556,500 | $(9,214)$ | 64,980 | (361) | 56,600 | (509) | 68,490 | (454) | 69,750 | $(1,013)$ | 79,120 | $(3,183)$ | 66,320 | (369) | 57,770 | (520) | 69,910 | (464) | 71,200 | $(1,034)$ | 80,760 | $(3,249)$ |
| 20 to 24 years | 384,560 | $(7,078)$ | 68,440 | (468) | 59,690 | (702) | 72,500 | (637) | 72,940 | $(1,331)$ | 73,100 | $(2,559)$ | 69,860 | (477) | 60,930 | (716) | 74,010 | (650) | 74,450 | $(1,359)$ | 74,610 | $(2,612)$ |
| 25 to 29 years | 237,750 | $(6,543)$ | 69,170 | (616) | 59,960 | (712) | 73,450 | (827) | 73,240 | $(1,952)$ | 74,570 | $(2,633)$ | 70,610 | (629) | 61,200 | (727) | 74,970 | (844) | 74,760 | $(1,993)$ | 76,120 | $(2,687)$ |
| 30 to 34 years | 119,120 | $(4,303)$ | 71,000 | (729) | 64,010 | $(1,207)$ | 74,040 | (991) | 74,680 | $(2,562)$ | $\ddagger$ | (t) | 72,470 | (744) | 65,340 | $(1,232)$ | 75,580 | $(1,012)$ | 76,230 | $(2,615)$ | $\pm$ | (t) |
| 35 years or more | 64,380 | $(2,845)$ | 69,420 | (964) | 61,090 | $(1,256)$ | 73,090 | $(1,339)$ | 72,240 | $(2,775)$ | $\ddagger$ | ( $\dagger$ ) | 70,860 | (984) | 62,350 | $(1,282)$ | 74,600 | $(1,367)$ | 73,740 | $(2,832)$ | $\pm$ | (t) |

## $\dagger$ Not applicable.

$\ddagger$ Reporting standards not met (too few cases for a reliable estimate)
Teachers were asked how many school years they had worked as a teacher. In 2011-12 and earlier years, teachers were longer asked how many years were full time versus part time. Throughout this table, all school years are counted, regardless of whether teachers taught full time or part time.
${ }^{2}$ Teachers' base salary does not include any supplemental contracts for additional work at a school during the school year (e.g., coaching) or during the summer (e.g., teaching summer sessions). Also does not include any income from nonschool
${ }^{3}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
ncludes teachers with levels of education below the bachelor's degree (not shown separately)
${ }^{5}$ Education specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes ertificate of advanced graduate studies.
NOTE: This table includes regular full-time teachers only; it excludes other staff even when they have full-time teaching duties (regular part-time teachers, itinerant teachers, long-term substitutes, administrators, library media specialists, other professional staff, and support staff). Detail may not sum to totals because of rounding.
OURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), Public School Teacher Data File," 1990-91, 1999-2000, 2007-08, and 2011-12; and "Charter School Teacher Data File," 1999-2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2017-18. (This table
was prepared November 2019.) was prepared November 2019 .

Table 211.50. Estimated average annual salary of teachers in public elementary and secondary schools: Selected years, 1959-60 through 2018-19

| School year | Current dollars |  |  |  |  | Average public school teachers' salary in constant 2018-19 dollars ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Average public school teachers' salary |  |  | Wage and salary accruals per full-time-equivalent (FTE) employee ${ }^{2}$ | Ratio of average teachers' salary to accruals per FTE employee |  |  |  |
|  | All teachers | Elementary teachers ${ }^{3}$ | Secondary teachers ${ }^{4}$ |  |  | All teachers | Elementary teachers ${ }^{3}$ | Secondary teachers ${ }^{4}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1959-60 | \$4,995 | \$4,815 | \$5,276 | \$4,749 | 1.05 | \$43,055 | \$41,503 | \$45,477 |
| 1961-62 | 5,515 | 5,340 | 5,775 | 5,063 | 1.09 | 46,469 | 44,995 | 48,660 |
| 1963-64 | 5,995 | 5,805 | 6,266 | 5,478 | 1.09 | 49,230 | 47,669 | 51,455 |
| 1965-66 | 6,485 | 6,279 | 6,761 | 5,934 | 1.09 | 51,474 | 49,839 | 53,665 |
| 1967-68 | 7,423 | 7,208 | 7,692 | 6,533 | 1.14 | 55,281 | 53,680 | 57,285 |
| 1969-70 | 8,626 | 8,412 | 8,891 | 7,486 | 1.15 | 57,834 | 56,399 | 59,611 |
| 1970-71 | 9,268 | 9,021 | 9,568 | 7,998 | 1.16 | 59,088 | 57,514 | 61,001 |
| 1971-72 | 9,705 | 9,424 | 10,031 | 8,521 | 1.14 | 59,732 | 58,002 | 61,738 |
| 1972-73 | 10,174 | 9,893 | 10,507 | 9,056 | 1.12 | 60,193 | 58,531 | 62,163 |
| 1973-74 | 10,770 | 10,507 | 11,077 | 9,667 | 1.11 | 58,503 | 57,074 | 60,171 |
| 1974-75 | 11,641 | 11,334 | 12,000 | 10,411 | 1.12 | 56,926 | 55,424 | 58,681 |
| 1975-76 | 12,600 | 12,280 | 12,937 | 11,194 | 1.13 | 57,542 | 56,081 | 59,081 |
| 1976-77 | 13,354 | 12,989 | 13,776 | 11,971 | 1.12 | 57,625 | 56,050 | 59,446 |
| 1977-78 | 14,198 | 13,845 | 14,602 | 12,811 | 1.11 | 57,412 | 55,985 | 59,046 |
| 1978-79 | 15,032 | 14,681 | 15,450 | 13,808 | 1.09 | 55,578 | 54,281 | 57,124 |
| 1979-80 | 15,970 | 15,569 | 16,459 | 15,051 | 1.06 | 52,100 | 50,792 | 53,695 |
| 1980-81 | 17,644 | 17,230 | 18,142 | 16,462 | 1.07 | 51,586 | 50,376 | 53,042 |
| 1981-82 | 19,274 | 18,853 | 19,805 | 17,838 | 1.08 | 51,871 | 50,738 | 53,300 |
| 1982-83 | 20,695 | 20,227 | 21,291 | 18,962 | 1.09 | 53,402 | 52,194 | 54,940 |
| 1983-84 | 21,935 | 21,487 | 22,554 | 19,892 | 1.10 | 54,581 | 53,466 | 56,121 |
| 1984-85 | 23,600 | 23,200 | 24,187 | 20,840 | 1.13 | 56,512 | 55,554 | 57,918 |
| 1985-86 | 25,199 | 24,718 | 25,846 | 21,767 | 1.16 | 58,650 | 57,530 | 60,156 |
| 1986-87 | 26,569 | 26,057 | 27,244 | 22,700 | 1.17 | 60,495 | 59,330 | 62,032 |
| 1987-88 | 28,034 | 27,519 | 28,798 | 23,777 | 1.18 | 61,291 | 60,165 | 62,962 |
| 1988-89 | 29,564 | 29,022 | 30,218 | 24,752 | 1.19 | 61,783 | 60,650 | 63,150 |
| 1989-90 | 31,367 | 30,832 | 32,049 | 25,762 | 1.22 | 62,566 | 61,498 | 63,926 |
| 1990-91 | 33,084 | 32,490 | 33,896 | 26,935 | 1.23 | 62,569 | 61,446 | 64,105 |
| 1991-92 | 34,063 | 33,479 | 34,827 | 28,207 | 1.21 | 62,421 | 61,351 | 63,821 |
| 1992-93 | 35,029 | 34,350 | 35,880 | 29,266 | 1.20 | 62,247 | 61,040 | 63,759 |
| 1993-94 | 35,737 | 35,233 | 36,566 | 29,956 | 1.19 | 61,901 | 61,028 | 63,337 |
| 1994-95 | 36,675 | 36,088 | 37,523 | 30,726 | 1.19 | 61,756 | 60,768 | 63,184 |
| 1995-96 | 37,642 | 37,138 | 38,397 | 31,732 | 1.19 | 61,706 | 60,879 | 62,943 |
| 1996-97 | 38,443 | 38,039 | 39,184 | 33,057 | 1.16 | 61,271 | 60,627 | 62,452 |
| 1997-98 | 39,350 | 39,002 | 39,944 | 34,651 | 1.14 | 61,617 | 61,072 | 62,547 |
| 1998-99 | 40,544 | 40,165 | 41,203 | 36,280 | 1.12 | 62,407 | 61,823 | 63,421 |
| 1999-2000 | 41,807 | 41,306 | 42,546 | 38,144 | 1.10 | 62,545 | 61,796 | 63,651 |
| 2000-01 | 43,378 | 42,910 | 44,053 | 39,729 | 1.09 | 62,746 | 62,069 | 63,722 |
| 2001-02 | 44,655 | 44,177 | 45,310 | 40,600 | 1.10 | 63,469 | 62,790 | 64,400 |
| 2002-03 | 45,686 | 45,408 | 46,106 | 41,659 | 1.10 | 63,538 | 63,151 | 64,122 |
| 2003-04 | 46,542 | 46,187 | 46,976 | 43,303 | 1.07 | 63,343 | 62,860 | 63,934 |
| 2004-05 | 47,516 | 47,122 | 47,688 | 44,957 | 1.06 | 62,779 | 62,259 | 63,007 |
| 2005-06 | 49,086 | 48,573 | 49,496 | 46,690 | 1.05 | 62,474 | 61,822 | 62,996 |
| 2006-07 | 51,052 | 50,740 | 51,529 | 48,816 | 1.05 | 63,339 | 62,952 | 63,931 |
| 2007-08 | 52,800 | 52,385 | 53,262 | 50,649 | 1.04 | 63,167 | 62,670 | 63,720 |
| 2008-09 | 54,368 | 53,998 | 54,552 | 51,594 | 1.05 | 64,147 | 63,710 | 64,364 |
| 2009-10 | 55,370 | 54,918 | 55,595 | 52,512 | 1.05 | 64,703 | 64,175 | 64,966 |
| 2010-11 | 55,495 | 55,217 | 56,225 | 53,966 | 1.03 | 63,573 | 63,254 | 64,409 |
| 2011-12 | 55,871 | 54,704 | 56,226 | 55,391 | 1.01 | 62,182 | 60,883 | 62,577 |
| 2012-13 | 56,212 | 55,344 | 57,077 | 56,373 | 1.00 | 61,537 | 60,587 | 62,484 |
| 2013-14 | 56,826 | 56,395 | 56,886 | 57,501 | 0.99 | 61,252 | 60,788 | 61,317 |
| 2014-15 | 57,626 | 57,092 | 57,678 | 59,147 | 0.97 | 61,666 | 61,094 | 61,721 |
| 2015-16 | 58,316 | 58,225 | 58,385 | 60,382 | 0.97 | 61,986 | 61,889 | 62,059 |
| 2016-17 | 59,539 | 58,773 | 58,978 | 61,740 | 0.96 | 62,143 | 61,343 | 61,557 |
| 2017-18 | 60,477 | - | - | 63,674 | 0.95 | 61,730 | - | - |
| 2018-19 | 61,730 | - | - |  | - | 61,730 | - | - |

## -Not available.

${ }^{1}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
${ }^{2}$ The average monetary remuneration earned by FTE employees across all industries in a given year, including wages, salaries, commissions, tips, bonuses, voluntary employee contributions to certain deferred compensation plans, and receipts in kind that represent income. Calendar-year data from the U.S. Department of Commerce, Bureau of Economic Analysis, have been converted to a school-year basis by averaging the two appropriate calendar years in each case.
${ }^{3}$ Teachers at schools that are classified as elementary by state and local practice and composed of any span of grades not above grade 8. Preschool or kindergarten schools are included only if they are an integral part of an elementary school or a regularly established school system.
${ }^{4}$ Teachers at schools comprising any span of grades beginning with the next grade following elementary or middle school (usually 7,8 , or 9 ) and ending with or below grade 12 . Includes both junior high schools and senior high schools.
NOTE: Some data have been revised from previously published figures. Standard errors are not available for these estimates, which are based on state reports.
SOURCE: National Education Association, Estimates of School Statistics, 1960 through 2019; and unpublished tabulations. U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts, table 6.6D, retrieved September 4, 2019, from $h$ ttps://apps.bea.gov/iTable/iTable.cfm?reaid=19\&step=2\#reqid=19\&step $=$ 2\&isuri=1\&1921=survey. (This table was prepared September 2019.)

Table 212.08. Number and percentage distribution of principals in public and private elementary and secondary schools, by selected characteristics: Selected years, 1993-94 through

2017-18

| [Standard errors appear in parentheses] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Selected characteristic | Number of principals |  |  |  |  |  |  |  |  |  | Percentage distribution of principals |  |  |  |  |  |  |  |  |  |
|  | 1993-94 |  | 1999-2000 |  | 2011-12 |  | 2015-16 |  | 2017-18 |  | 1993-94 |  | 1999-2000 |  | 2011-12 |  | 2015-16 |  | 2017-18 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sex Male Female | 52,110 27,500 | $(613)$ $(542)$ | 47,130 36,660 | (604) $(598)$ | 43,450 46,360 | $(901)$ $(801)$ | 41,380 49,030 | (690) $(672)$ | 42,100 48,750 | (540) (559) | 65.5 34.5 | $(0.70)$ $(0.70)$ | 56.2 43.8 | $(0.69)$ $(0.69)$ | 48.4 51.6 | $(0.92)$ $(0.92)$ | 45.8 54.2 | $(0.74)$ $(0.74)$ | 46.3 53.7 | $(0.59)$ $(0.59)$ |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ${ }^{1}$ | 67,080 | (540) | 68,930 | (579) | 72,070 | (723) | 70,340 | (541) | 70,580 | (498) | 84.3 | (0.54) | 82.3 | (0.57) | 80.3 | (0.66) | 77.8 | (0.52) | 77.7 | (0.49) |
| Black ${ }^{1}$ | 8,020 | (351) | 9,240 | (321) | 9,110 | (394) | 9,550 | (354) | 9,570 | (367) | 10.1 | (0.45) | 11.0 | (0.39) | 10.1 | (0.43) | 10.6 | (0.39) | 10.5 | (0.41) |
| Hispanic ${ }^{1}$ | 3,270 | (258) | 4,330 | (300) | 6,130 | (404) | 7,430 | (361) | 8,090 | (328) | 4.1 | (0.33) | 5.2 | (0.36) | 6.8 | (0.46) | 8.2 | (0.40) | 8.9 | (0.36) |
| Asian ${ }^{1,2}$ | 620 | (109) | 630 | (124) | 820 | (154) | 1,290 | (192) | 860 | (111) | 0.8 | (0.14) | 0.8 | (0.15) | 0.9 | (0.17) | 1.4 | (0.21) | 0.9 | (0.12) |
| Paciific Islander | 3 | (t) | - | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | \# | (t) | 0.2 | (0.06) | 0.2 | (0.04) |
| American Indian/Alaska Native ${ }^{1}$ | 630 | (67) | 660 | (60) | 650 | (123) | 620 | (114) | 630 | (97) | 0.8 | (0.08) | 0.8 | (0.07) | 0.7 | (0.14) | 0.7 | (0.13) | 0.7 | (0.11) |
| Two or more races |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 1,010 | (183) | 980 | (131) | 930 | (118) | - | ( $\dagger$ ) |  | ( $\dagger$ ) | 1.1 | (0.20) | 1.1 | (0.15) | 1.0 | (0.13) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under 40 | 5,940 | (273) | 8,440 | (302) | 18,040 | (523) | 17,360 | (507) | 15,210 | (445) | 7.5 | (0.34) | 10.1 | (0.35) | 20.1 | (0.58) | 19.2 | (0.56) | 16.7 | (0.48) |
| 40 to 44 | 14,570 | (496) | 10,510 | (317) | 17,650 | (565) | 19,150 | (515) | 18,330 | (472) | 18.3 | (0.61) | 12.5 | (0.37) | 19.7 | (0.62) | 21.2 | (0.56) | 20.2 | (0.52) |
| 45 to 49 | 25,430 | (429) | 19,600 | (535) | 14,700 | (541) | 19,460 | (599) | 21,100 | (447) | 31.9 | (0.55) | 23.4 | (0.63) | 16.4 | (0.60) | 21.5 | (0.65) | 23.2 | (0.49) |
| 50 to 54 | 18,870 | (539) | 27,120 | (606) | 15,060 | (668) | 13,910 | (438) | 15,980 | (498) | 23.7 | (0.68) | 32.4 | (0.71) | 16.8 | (0.73) | 15.4 | (0.49) | 17.6 | (0.55) |
| 55 or over | 14,820 | (441) | 18,130 | (500) | 24,350 | (655) | 20,540 | (631) | 20,230 | (468) | 18.6 | (0.55) | 21.6 | (0.60) | 27.1 | (0.74) | 22.7 | (0.70) | 22.3 | (0.51) |
| School level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary | 53,680 ${ }^{4}$ | (294) | 60,110 | (253) | 61,250 | (443) | 62,090 | (276) | 62,030 | (273) | 71.9 | (0.21) | 71.7 | (0.21) | 68.2 | (0.38) | 68.7 | (0.31) | 68.3 | (0.28) |
| Secondary | 18,260 ${ }^{4}$ | (161) | 20,450 | (197) | 20,470 | (537) | 20,280 | (395) | 20,240 | (275) | 24.4 | (0.20) | 24.4 | (0.20) | 22.8 | (0.56) | 22.4 | (0.41) | 22.3 | (0.29) |
| Combined | 2,750 ${ }^{4}$ | (143) | 3,230 | (146) | 8,090 | (658) | 8,050 | (332) | 8,570 | (239) | 3.7 | (0.19) | 3.9 | (0.17) | 9.0 | (0.74) | 8.9 | (0.37) | 9.4 | (0.26) |
| Highest degree earned |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bachelor's or less | 1,150 | (167) | 1,540 | (182) | 1,960 | (272) | 2,030 | (212) | 1,670 | (201) | 1.4 | (0.21) | 1.8 | (0.22) | 2.2 | (0.30) | 2.2 | (0.23) | 1.8 | (0.22) |
| Master's | 50,470 | (536) | 45,440 | (579) | 55,420 | (678) | 55,390 | (682) | 56,110 | (602) | 63.4 | (0.65) | 54.2 | (0.63) | 61.7 | (0.71) | 61.3 | (0.73) | 61.8 | (0.65) |
| Education specialist ${ }^{3}$ | 20,570 | (459) | 28,280 | (493) | 23,560 | (492) | 24,020 | (570) | 23,500 | (551) | 25.8 | (0.57) | 33.8 | (0.60) | 26.2 | (0.54) | 26.6 | (0.62) | 25.9 | (0.60) |
| Doctor's or first professional | 7,430 | (263) | 8,530 | (386) | 8,870 | (442) | 8,970 | (415) | 9,580 | (372) | 9.3 | (0.33) | 10.2 | (0.46) | 9.9 | (0.49) | 9.9 | (0.46) | 10.5 | (0.41) |
| Number of years as a principal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 or fewer | 24,450 | (451) | 25,080 | (513) | 29,520 | (758) | 35,420 | (644) | 33,390 | (633) | 30.7 | (0.56) | 29.9 | (0.60) | 32.9 | (0.84) | 39.2 | (0.71) | 36.7 | (0.69) |
| 4 to 9 | 26,600 | (548) | 25,900 | (524) | 35,500 | (886) | 31,370 | (618) | 32,420 | (597) | 33.4 | (0.68) | 30.9 | (0.61) | 39.5 | (0.96) | 34.7 | (0.67) | 35.7 | (0.65) |
| 10 to 19 | 19,730 | (412) | 23,230 | (525) | 19,870 | (634) | 19,960 | (533) | 21,600 | (548) | 24.8 | (0.52) | 27.7 | (0.62) | 22.1 | (0.70) | 22.1 | (0.58) | 23.8 | (0.60) |
| 20 or more | 8,840 | (377) | 9,580 | (331) | 4,920 | (273) | 3,670 | (285) | 3,450 | (233) | 11.1 | (0.47) | 11.4 | (0.39) | 5.5 | (0.31) | 4.1 | (0.31) | 3.8 | (0.26) |
| Years of full- and part-time teaching experience prior to becoming a principal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 or fewer | 5,690 | (251) | 3,210 | (186) | 4,040 | (264) | 3,360 | (235) | 4,190 | (233) | 7.1 | (0.31) | 3.8 | (0.22) | 4.5 | (0.30) | 3.7 | (0.26) | 4.6 | (0.26) |
| 4 to 9 | 29,500 | (516) | 22,510 | (491) | 34,240 | (792) | 34,970 | (639) | 34,600 | (575) | 37.1 | (0.63) | 26.9 | (0.57) | 38.1 | (0.84) | 38.7 | (0.69) | 38.1 | (0.62) |
| 10 to 19 | 36,680 | (558) | 38,110 | (597) | 39,160 | (752) | 41,970 | (710) | 41,910 | (547) | 46.1 | (0.70) | 45.5 | (0.69) | 43.6 | (0.82) | 46.4 | (0.77) | 46.1 | (0.60) |
| 20 or more | 7,740 | (275) | 19,960 | (485) | 12,380 | (519) | 10,110 | (418) | 10,160 | (367) | 9.7 | (0.34) | 23.8 | (0.57) | 13.8 | (0.58) | 11.2 | (0.46) | 11.2 | (0.40) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | - | ( $\dagger$ | 20,100 | (328) | 23,440 | (274) | 24,770 | (190) | 25,360 | (091) | 27.4 | (0.34) | 24.0 | (0.40) | 26.1 | (0.28) | 27.4 | (0.17) | 27.9 | (0.10) |
| Suburban | - | (t) | 30,640 | (440) | 24,520 | (356) | 29,120 | (180) | 29,640 | (123) | 25.9 | (0.45) | 36.6 | (0.53) | 27.3 | (0.36) | 32.2 | (0.17) | 32.6 | (0.12) |
| Town | - | ( $\dagger$ ) | 10,860 | (228) | 12,330 | (341) | 12,360 | (372) | 12,060 | (101) | 22.0 | (0.43) | 13.0 | (0.26) | 13.7 | (0.40) | 13.7 | (0.41) | 13.3 | (0.10) |
| Rural | - | ( $)$ | 22,200 | (404) | 29,520 | (430) | 24,170 | (399) | 23,800 | (145) | 24.7 | (0.43) | 26.5 | (0.44) | 32.9 | (0.43) | 26.7 | (0.43) | 26.2 | (0.13) |

See notes at end of table.

Table 212．08．Number and percentage distribution of principals in public and private elementary and secondary schools，by selected characteristics：Selected years，1993－94 through 2017－18－Continued

| Selected characteristic | Number of principals |  |  |  |  |  |  |  |  |  | Percentage distribution of principals |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1993－94 |  | 1999－2000 |  | 2011－12 |  | 2015－16 |  | 2017－18 |  | 1993－94 |  | 1999－2000 |  | 2011－12 |  | 2015－16 |  | 2017－18 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Private schools Total | 25，020 | （198） | 26，230 | （259） | 25，730 | （605） | － | （ $\dagger$ ） | 26，260 | （149） | 100.0 | （ $\dagger$ ） | 100.0 | （ $\dagger$ ） | 100.0 | （ $\dagger$ ） | － | （ $\dagger$ ） | 100.0 | （ $\dagger$ ） |
| Sex <br> Male Female | $\begin{aligned} & 11,610 \\ & 13,410 \end{aligned}$ | （301） （283） | 11,900 14,330 | （308） $(307)$ | 11,490 14,240 | （501） $(462)$ | 二 | （ $\dagger$ ） $(+)$ | 11,030 15,230 | $(327)$ $(335)$ | 46.4 53.6 | $(1.10)$ $(1.10)$ | 45.4 54.6 | $(1.06)$ $(1.06)$ | 44.6 55.4 | $(1.48)$ $(1.48)$ | － | （ （ $\dagger$ ） | 42.0 58.0 | （1．23） （1．23） |
| Race／ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ${ }^{1}$ | 23，130 | （270） | 23，320 | （309） | 22，470 | （628） | － | （ + | 22，620 | ${ }^{(232)}$ | 92.5 | （0．70） | 88.9 | （0．76） | 87.3 | （1．08） | － | （ $\dagger$ ） | 86.2 | （0．81） |
| Black ${ }^{1}$ | 1，060 | （124） | 1，570 | （164） | 1，750 | （193） | － | （ $\dagger$ ） | 1，410 | （168） | 4.2 | （0．50） | 6.0 | （0．62） | 6.8 | （0．75） | － | （ $)^{\text {a }}$ | 5.4 | （0．64） |
| Hispanic ${ }^{1}$ | 520 | （91） | 830 | （135） | 860 | （141） | － | （ $\dagger$ ） | 1，260 | （118） | 2.1 | （0．37） | 3.2 | （0．52） | 3.3 | （0．56） | － | （t） | 4.8 | （0．45） |
| Asian ${ }^{1,2}$ | $\ddagger$ | （t） | 350 | （64） | $\ddagger$ | （ $\dagger$ ） | － | （ + ） | 510 | （87） | 0.7 | （0．17） | 1.3 | （0．25） | 1.8 | （0．38） | － | （ + | 1.9 | （0．33） |
| Pacific Islander | － | （ $\dagger$ ） | － | （ $\dagger$ ） | $\ddagger$ | （ $\dagger$ ） | － | （ $\dagger$ ） | $\ddagger$ | （t） | － | （ $\dagger$ ） | － | （ $\dagger$ ） | $\ddagger$ | （ $\dagger$ ） | － | （ $\dagger$ ） | 0.3 ！ | （0．12） |
| American Indian／Alaska Native ${ }^{1}$ | $\ddagger$ | （t） | $\ddagger$ | （t） | $\ddagger$ | （ $\dagger$ ） | － | （ + ） | $\ddagger$ | （t） | 0.5 | （0．15） | 0.6 | （0．15） | $\ddagger$ | （t） | － | （t） | 0.3 ！ | （0．12） |
| Two or more races |  |  |  | （ $\dagger$ ） | $90!$ | （45） | － | （ $\dagger$ ） | $\ddagger$ | （ $\dagger$ ） |  | （ $\dagger$ ） |  | （t） | 0.4 ！ | （0．17） | － | （ $\dagger$ ） | 1.2 | （0．27） |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under 40 | 4，790 | （302） | 3，750 | （223） | 4，360 | （392） | － | （t） | 4，470 | （298） | 19.2 | （1．21） | 14.3 | （0．80） | 16.9 | （1．44） | － | （t） | 17.0 | （1．14） |
| 40 to 44 | 4，400 | （217） | 3，450 | （212） | 3，130 | （300） | － | （t） | 3，130 | （217） | 17.6 | （0．83） | 13.2 | （0．83） | 12.2 | （1．05） | － | （t） | 11.9 | （0．83） |
| 45 to 49 | 5，140 | （216） | 5，210 | （261） | 2，630 | （281） | － | （ $\dagger$ ） | 3，610 | （240） | 20.6 | （0．87） | 19.9 | （0．96） | 10.2 | （1．00） | － | （ + ） | 13.8 | （0．91） |
| 50 to 54 | 4，120 | （228） | 5，840 | （291） | 3，480 | （247） | － | （ $\dagger$ ） | 3，610 | （237） | 16.5 | （0．90） | 22.3 | （1．11） | 13.5 | （0．93） | － | （t） | 13.7 | （0．89） |
| 55 or over | 6，550 | （244） | 7，980 | （276） | 12，120 | （424） | － | （ $\dagger$ ） | 11，430 | （372） | 26.2 | （0．95） | 30.4 | （1．01） | 47.1 | （1．66） | － | （ $\dagger$ ） | 43.5 | （1．38） |
| School level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary | 13，3504 | （244） | 15，810 | （245） | 14，510 | （505） | － | （t） | 14，380 | （223） | 59.5 | （0．74） | 60.3 | （0．85） | 56.4 | （0．90） | － | （t） | 54.8 | （0．80） |
| Secondary | 2，3004 | （115） | 2，630 | （133） | 2，660 | （138） | － | （t） | 3，900 | （209） | 10.3 | （0．52） | 10.0 | （0．51） | 10.3 | （0．57） | － | （ ${ }_{(+)}$ | 14.9 | （0．78） |
| Combined | 6，770 ${ }^{4}$ | （174） | 7，800 | （265） | 8，570 | （210） | － | （t） | 7，980 | （209） | 30.2 | （0．77） | 29.7 | （0．89） | 33.3 | （0．71） | － | （ $\dagger$ ） | 30.4 | （0．78） |
| Highest degree earned |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bachelor＇s or less Master＇s | 8,590 12,900 | $(337)$ $(292)$ | 8,050 13,370 | $(334)$ $(288)$ | 7,990 12,800 | $(570)$ $(363)$ | － | （ $)$ <br> $(+)$ | 8,080 13,280 | $(397)$ $(399)$ | 34.3 51.6 |  | 30.7 51.0 | （1．16） $(1.09)$ | 31.0 49.7 | $(1.73)$ $(1.49)$ | 二 | （ $(+)$ | 30.8 50.6 |  |
| Master＇s Education specialist ${ }^{3}$ | 12,900 2,050 | （292） | 13,370 2,600 | （288） | 12,800 2,610 | $(363)$ <br> $(200)$ | 二 | （t） $(+)$ | 13,280 2,830 | （399） | 51.6 8.2 | $(1.28)$ $(0.41)$ | 51.0 9.9 | （1．09） $(0.60)$ | 49.7 10.1 | $(1.49)$ $(0.80)$ | 二 | $\left(\begin{array}{c}\text {（ } \\ (+)\end{array}\right.$ | 50.6 10.8 | （1．47） $(0.66)$ |
| Doctor＇s or first professional | 1，480 | （138） | 2，220 | （167） | 2，340 | （224） | － | （ $\dagger$ ） | 2，060 | （179） | 5.9 | （0．54） | 8.5 | （0．64） | 9.1 | （0．87） | 二 | （ $\dagger$ ） | 7.9 | （0．68） |
| Number of years as a principal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 or fewer | 8，270 | （341） | 7，540 | （327） | 7，100 | （516） | － | （ $\dagger$ ） | 9，380 | （422） | 33.1 | （1．32） | 28.7 | （1．19） | 27.6 | （1．74） | － | （t） | 35.7 | （1．63） |
| 4 to 9 | 7，080 | （269） | 6，990 | （320） | 6，750 | （415） | － | （ $\dagger$ ） | 6，430 | （318） | 28.3 | （1．03） | 26.6 | （1．16） | 26.2 | （1．45） | － | （ ${ }_{\text {）}}$ | 24.5 | （1．17） |
| 10 to 19 | 6，950 | （310） | 7，340 | （250） | 6，910 | （350） | － | （ $\dagger$ ） | 6，340 | （285） | 27.8 | （1．23） | 28.0 | （0．93） | 26.8 | （1．33） | － | （t） | 24.2 | （1．08） |
| 20 or more | 2，710 | （189） | 4，360 | （230） | 4，970 | （318） | － | （ $\dagger$ ） | 4，100 | （257） | 10.8 | （0．77） | 16.6 | （0．90） | 19.3 | （1．27） | － | （ $\dagger$ ） | 15.6 | （0．97） |
| Years of full－and part－time teaching experience prior to becoming a principal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 or fewer | 6，290 | （335） | 3，610 | （241） | 6，820 | （473） | 二 | （ ${ }_{(+)}^{(+)}$ |  |  | 25.2 |  |  |  |  | （1．48） | － | （ ${ }_{\text {（ })}$ |  |  |
| 4 to 9 10 to 19 | 6,940 9,240 | （268） | 5，560 9,070 | $\begin{array}{r}(244) \\ (260) \\ \hline\end{array}$ | 6,810 7,790 | $(363)$ <br> $(403)$ | － | $(+)$ $(+)$ | 5,220 9,220 | （255） | 27.8 36.9 | $(1.05)$ $(1.03)$ | 21.2 34.6 | $(0.88)$ $(1.04)$ | 26.5 30.3 | $(1.36)$ $(1.50)$ | － | （ <br> $(+)$ <br> ） | 19.9 35.1 | （0．97） $(1.19)$ |
| 20 or more | 2，540 | （136） | 7，990 | （265） | 4，310 | （249） | － | （ $\dagger$ ） | 6，680 | （292） | 10.1 | （0．54） | 30.4 | （0．98） | 16.7 | （0．99） | － | （ $\dagger$ ） | 25.4 | （1．08） |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | － | （t） | 11，250 | （226） | 8，590 | （267） | － | （t） | 8，870 | （107） | － | （ $\dagger$ ） | 42.9 | （0．78） | 33.4 | （1．28） | － | （ $\dagger$ ） | 33.8 | （0．33） |
| Suburban | － | （ $\dagger$ ） | 9，190 | （229） | 8，110 | （298） | － | （ $\dagger$ ） | 9，030 | （84） | － | （ $\dagger$ ） | 35.0 | （0．80） | 31.5 | （1．27） | － | （ $\dagger$ ） | 34.4 | （0．28） |
| Town | － | （t） | 3，250 | （190） | 2，630 | （323） | － | （ $\dagger$ ） | 2，440 | （60） | － | （ $\dagger$ ） | 12.4 | （0．73） | 10.2 | （1．16） | － | （ $\dagger$ ） | 9.3 | （0．22） |
| Rural | － | （ $\dagger$ ） | 2，540 | （211） | 6，390 | （510） | － | （ $\dagger$ ） | 5，910 | （93） | － | （ $\dagger$ ） | 9.7 | （0．78） | 24.8 | （1．57） | － | （ $\dagger$ ） | 22.5 | （0．34） |

－Not available．
\＃Rounds to zero．
Unterpret data with caution．The coefficient of variation（CV）for this estimate is between 30 and 50 percent
Reporting standards not met．Either there are too few cases for a reliable estimate or the coefficient of variation（CV）is 0 percent or greater．
Data for 1993－94 and 1999－2000 are only roughly comparable to data for later years，because the new category of Two or more races was introduced in 2003－04
Education specialist degrees or certificates are generally awarded for 1 year＇s work beyond the master＇s level．Includes certificate of advanced graduate studies．
${ }^{4}$ Excludes data for 4，930 public and 2，690 private school principals whose school level could not be determined NOTE：Data are based on a head count of full－time and part－time principals rather than on the number of full－time－equivalent principals reported in other tables．Detail may not sum to totals because of rounding and cell suppression．Some data have been revised from previously published figures．Race categories exclude persons of Hispanic ethnicity．
SOURCE：U．S．Department of Education，National Center for Education Statistics，Schools and Staffing Survey（SASS）， ＂Public School Principal Data File＂and＂Private School Principal Data File，＂1993－94，1999－2000，and 2011－12；SASS File，＂2015－16 and 2017－18；and NTPS，＂Private School Principal Data File，＂2017－18．（This table was prepared November 2019．）

Table 213.10. Staff employed in public elementary and secondary school systems, by type of assignment: Selected years, 1949-50 through fall 2017
[In full-time equivalents]

| School year | Total | School district administrative staff |  |  | Instructional staff |  |  |  |  |  | Support staff ${ }^{1}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Officials and administrators | Instruction coordinators | Total | Principals and assistant principals | Teachers | Instructional aides | Librarians | Guidance counselors |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|  | Number |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & 1949-50^{2} \\ & 1959-60^{2} \\ & 1969-70^{2} \\ & \text { Fall } 1980^{2} \\ & \text { Fall } 1990 \end{aligned}$ | 1,300,031 | 33,642 | 23,868 | 9,774 | 956,808 | 43,137 | 913,671 | $\begin{array}{r} \mathbf{3}^{3} \\ 3 \\ 57,418 \\ 325,755 \\ 395,959 \end{array}$ | $\left({ }^{3}\right)$17,63342,68948,01849,909 | $\left({ }^{3}\right)$14,64348,76363,97379,950 | 309,582597,929$1,039,774$$1,36,479$$1,366,804$ |
|  | 2,089,283 | 42,423 | 28,648 | 13,775 | 1,448,931 | 63,554 | 1,353,372 |  |  |  |  |
|  | 3,360,763 | 65,282 | 33,745 | 31,537 | 2,255,707 | 90,593 | 2,016,244 |  |  |  |  |
|  | 4,168,286 | 78,784 | 58,230 | 20,554 | 2,729,023 | 107,061 | 2,184,216 |  |  |  |  |
|  | 4,494,076 | 75,868 |  |  | 3,051,404 | 127,417 | 2,398,169 |  |  |  |  |
| Fall 2000 <br> Fall 2002 <br> Fall 2004 <br> Fall 2005 | $\begin{aligned} & 5,709,753 \\ & 5,954,661 \\ & 5,953,667 \\ & 6,058,174 \\ & 6,130,686 \end{aligned}$ |  | $\begin{aligned} & 62,71 \\ & 63,418 \\ & 64,101 \\ & 62,464 \end{aligned}$ | $\begin{aligned} & 39,433 \\ & 4,996 \\ & 44,065 \\ & 47,731 \\ & 58,700 \end{aligned}$ | $\begin{aligned} & 3,876,628 \\ & 4,016,963 \\ & 4,052,739 \\ & 4,120,063 \\ & 4,151,236 \end{aligned}$ | $\begin{aligned} & 141,792 \\ & 164,171 \\ & 165,233 \\ & 165,657 \\ & 156,454 \end{aligned}$ | $2,941,461$$3,043,123$$3,048,652$$3,090,925$$3,143,003$ | 641,392663,552685,118707,514693,792 | $\begin{aligned} & 54,246 \\ & 54,25 \\ & 54,349 \\ & 54,145 \\ & 54,057 \end{aligned}$ | $\begin{array}{r} 97,737 \\ 100,912 \\ 99,387 \\ 101,822 \\ 103,930 \end{array}$ | $\begin{aligned} & 1,735,855 \\ & 1,826,921 \\ & 1,793,445 \\ & 1,86,279 \\ & 1,858,286 \end{aligned}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { Fall } 2006 \\ & \text { Falll } 2007 \\ & \text { Fall } 2008 \\ & \text { Fall } 2009 \\ & \text { Fall } 2010 \end{aligned}$ | $\begin{aligned} & 6,153,735 \\ & 6,23,911 \\ & 6,326,702 \\ & 6,351,157 \\ & 6,195,207 \end{aligned}$ | $\begin{aligned} & 118,707 \\ & 130,044 \\ & 135,706 \\ & 138,471 \\ & 133,833 \end{aligned}$ | 53,72259,36162,15363,69964,597 | 64,98570,68373,55374,50269,236 | $\begin{aligned} & 4,186,968 \\ & 4,235,238 \\ & 4,277,674 \\ & 4,279,488 \\ & 4,151,225 \end{aligned}$ | 153,673157,539159,897168,450165,047 | $\begin{aligned} & 3,166,391 \\ & 3,199,995 \\ & 3,222,154 \\ & 3,209,672 \\ & 3,099,095 \end{aligned}$ | $\begin{aligned} & 709,715 \\ & 717,806 \\ & 734,010 \\ & 741,337 \\ & 731,705 \end{aligned}$ | $\begin{aligned} & 54,444 \\ & 54,386 \\ & 53,805 \\ & 52,545 \\ & 50,300 \end{aligned}$ | $\begin{aligned} & 102,745 \\ & 105,512 \\ & 107,808 \\ & 107,484 \\ & 105,079 \end{aligned}$ | $1,848,060$$1,87,629$$1,913,322$$1,933,198$$1,910,150$ |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2011 <br> Fall 2012 <br> Fall 2014 <br> Fall 2015 | $\begin{aligned} & 6,138,890 \\ & 6,181,238 \\ & 6,187,901 \\ & 6,255,543 \\ & 6,373,406 \end{aligned}$ | $\begin{aligned} & 130,595 \\ & 136,387 \\ & 139,667 \\ & 148,229 \\ & 155,273 \end{aligned}$ | 62,88465,42066,73268,96267,778 | $\begin{aligned} & 67,711 \\ & 70,96 \\ & 72,935 \\ & 79,267 \\ & 87,495 \end{aligned}$ | $\begin{aligned} & 4,133,767 \\ & 4,158,000 \\ & 4,167,118 \\ & 4,25,, 088 \\ & 4,249,784 \end{aligned}$ | 166,416169,240168,101174,664182,006 | $\begin{aligned} & 3,103,263 \\ & 3,109,101 \\ & 3,113,764 \\ & 3,132,351 \\ & 3,151,497 \end{aligned}$ | $\begin{aligned} & 710,335 \\ & 729,756 \\ & 738,226 \\ & 749,143 \\ & 764,537 \end{aligned}$ | $\begin{aligned} & 48,402 \\ & 46,685 \\ & 45,106 \\ & 44,624 \\ & 43,368 \end{aligned}$ | 105,351103,218101,920104,306108,376 | 1,874,528 <br> 1,886,851 <br> 1,881,116 <br> $1,905,226$ $1,968,350$ |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2016 <br> Fall 2017 | $\begin{aligned} & 6,484,723 \\ & 6,544,767 \end{aligned}$ | $\begin{aligned} & 160,540 \\ & 170,158 \\ & \hline \end{aligned}$ | $\begin{aligned} & 70,357 \\ & 74,411 \\ & \hline \end{aligned}$ | $\begin{aligned} & 90,183 \\ & 95,746 \end{aligned}$ | $\begin{array}{r} 4,294,185 \\ 4,340,264 \end{array}$ | $\begin{array}{r} 183,671 \\ 189,155 \\ \hline \end{array}$ | $\begin{array}{r} 3,169,499 \\ 3,169,750 \\ \hline \end{array}$ | $\begin{aligned} & 786,773 \\ & 824,051 \end{aligned}$ | $\begin{aligned} & 42,964 \\ & 42,605 \end{aligned}$ | $\begin{aligned} & 111,278 \\ & 114,703 \end{aligned}$ | $\begin{array}{r} 2,029,998 \\ 2,034,346 \\ \hline \end{array}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & 1949-50^{2} \\ & 1959-60^{2} \\ & 1969-70^{2} \\ & \text { Fall } 1980^{2} \\ & \text { Fall } 1990 \end{aligned}$ | 100.0 | 2.6 | 1.8 | 0.8 | 73.6 | 3.3 | 70.3 | ${ }^{(3)}$ | ${ }^{(3)}$ | $\left.{ }^{3}\right)$ | 23.8 |
|  | 100.0 | 2.0 | 1.4 | 0.7 | 69.4 | 3.0 | 64.8 | (3) | 0.8 | 0.7 | 28.6 |
|  | 100.0 | 1.9 | 1.0 | 0.9 | 67.1 | 2.7 | 60.0 | 1.7 | 1.3 | 1.5 | 30.9 |
|  | 100.0 | 1.9 | 1.4 | 0.5 | 65.5 | 2.6 | 52.4 | 7.8 | 1.2 | 1.5 | 32.6 |
|  | 100.0 | 1.7 |  |  | 67.9 | 2.8 | 53.4 | 8.8 | 1.1 | 1.8 | 30.4 |
| Fall 2000 | 100.0 | 1.7 | 1.0 | 0.7 | 67.9 | 2.5 | 51.5 | 11.2 | 1.0 | 1.7 | 30.4 |
| Fall 2002 | 100.0 | 1.9 | 1.1 | 0.8 | 67.5 | 2.8 | 51.0 | 11.1 | 0.9 | 1.7 | 30.7 |
| Fall 2003 | 100.0 | 1.8 | 1.1 | 0.7 | 68.1 | 2.8 | 51.2 | 11.5 | 0.9 | 1.7 | 30.1 |
| Fall 2004 | 100.0 | 1.8 | 1.1 | 0.8 | 68.0 | 2.7 | 51.0 | 11.7 | 0.9 | 1.7 | 30.1 |
| Fall 2005 | 100.0 | 2.0 | 1.0 | 1.0 | 67.7 | 2.6 | 51.3 | 11.3 | 0.9 | 1.7 | 30.3 |
| Fall 2006 | 100.0 | 1.9 | 0.9 | 1.1 | 68.0 | 2.5 | 51.5 | 11.5 | 0.9 | 1.7 | 30.0 |
| Fall 2007 | 100.0 | 2.1 | 1.0 | 1.1 | 67.9 | 2.5 | 51.3 | 11.5 | 0.9 | 1.7 | 30.0 |
| Fall 2008 | 100.0 | 2.1 | 1.0 | 1.2 | 67.6 | 2.5 | 50.9 | 11.6 | 0.9 | 1.7 | 30.2 |
| Fall 2009 | 100.0 | 2.2 | 1.0 | 1.2 | 67.4 | 2.7 | 50.5 | 11.7 | 0.8 | 1.7 | 30.4 |
| Fall 2010 | 100.0 | 2.2 | 1.0 | 1.1 | 67.0 | 2.7 | 50.0 | 11.8 | 0.8 | 1.7 | 30.8 |
| Fall 2011 | 100.0 | 2.1 | 1.0 | 1.1 | 67.3 | 2.7 | 50.6 | 11.6 | 0.8 | 1.7 | 30.5 |
| Fall 2012 | 100.0 | 2.2 | 1.1 | 1.1 | 67.3 | 2.7 | 50.3 | 11.8 | 0.8 | 1.7 | 30.5 |
| Fall 2013 | 100.0 | 2.3 | 1.1 | 1.2 | 67.3 | 2.7 | 50.3 | 11.9 | 0.7 | 1.6 | 30.4 |
| Fall 2014 | 100.0 | 2.4 | 1.1 | 1.3 | 67.2 | 2.8 | 50.0 | 12.0 | 0.7 | 1.7 | 30.4 |
| Fall 2015 | 100.0 | 2.4 | 1.1 | 1.4 | 66.7 | 2.9 | 49.4 | 12.0 | 0.7 | 1.7 | 30.9 |
| Fall 2016Fall 2017 | 100.0 | 2.5 | 1.1 | 1.4 | 66.2 | 2.8 | 48.9 | 12.1 | 0.7 | 1.7 | 31.3 |
|  | 100.0 | 2.6 | 1.1 | 1.5 | 66.3 | 2.9 | 48.4 | 12.6 | 0.7 | 1.8 | 31.1 |
|  | Pupils per staff member |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & 1949-50^{2} \\ & 1959-60^{2} \\ & 1969-70^{2} \\ & \text { Fall } 1980^{2} \\ & \text { Fall } 1990 \end{aligned}$ | 19.316.813.69.89.2 | 746.4 | 1,052.1 | 2,569.2 | 26.2 | 582.1 | 27.5 | ${ }^{3}$ ) | (3) | (3) | 81.1 |
|  |  | 829.3 | 1,228.1 | 2,554.1 | 24.3 | 553.6 | 26.0 | (3) | 2,026.3 | 2,402.7 | 58.8 |
|  |  | 697.7 | 1,349.8 | 1,444.3 | 20.2 | 502.8 | 22.6 | 793.3 | 1,067.0 | 934.1 | 43.8 |
|  |  | 518.9 | 702.0 | 1,988.8 | 15.0 | 381.8 | 18.7 | 125.5 | 851.3 | 639.0 | 30.0 |
|  |  | 543.3 |  | - 1197 | 13.5 | 323.5 | 17.2 | 104.1 | 825.8 | 515.5 | 30.2 |
| Fall 2000 <br> Fall 2002 <br> Fall 2003 <br> Fall 2004 <br> Fall 2005 | $\begin{aligned} & 8.3 \\ & 8.1 \\ & 8.2 \\ & 8.1 \\ & 8.0 \end{aligned}$ | 485.3 | 816.1 |  | 12.2 | 332.9 | 16.0 | 73.6 | 870.2 | 483.0 | 27.2 |
|  |  | 435.0 | 767.5 | 1,003.9 | 12.0 | 293.5 | 15.9 | 72.6 | 888.9 | 477.5 | 26.4 |
|  |  | 451.6 | 765.4 | 1,101.6 | 12.0 | 293.8 | 15.9 | 70.8 | 893.1 | 488.4 | 27.1 |
|  |  | 436.3 | 761.2 | 1,022.3 | 11.8 | 294.6 | 15.8 | 69.0 | 901.2 | 479.2 | 26.7 |
|  |  | 405.3 | 786.3 | 836.7 | 11.8 | 313.9 | 15.6 | 70.8 | 908.5 | 472.6 | 26.4 |
| Fall 2006 <br> Fall 2007 <br> Fall 2008 <br> Fall 2010 | $\begin{aligned} & 8.0 \\ & 7.9 \\ & 7.8 \\ & 7.8 \\ & 8.0 \end{aligned}$ | $\begin{aligned} & 415.4 \\ & 379.0 \\ & 363.0 \\ & 356.5 \\ & 369.7 \end{aligned}$ | $\begin{aligned} & 918.0 \\ & 830.4 \\ & 79.6 \\ & 771.6 \\ & 766.0 \end{aligned}$ | $\begin{aligned} & 758.9 \\ & 697.3 \\ & 669.8 \\ & 662.5 \\ & 714.7 \end{aligned}$ | 11.8 | $\begin{aligned} & 320.9 \\ & 312.9 \\ & 308.1 \\ & 293.0 \\ & 299.8 \end{aligned}$ | $\begin{aligned} & 15.6 \\ & 15.4 \\ & 15.3 \\ & 15.4 \\ & 16.0 \end{aligned}$ | $\begin{aligned} & 69.5 \\ & 68.7 \\ & 67.1 \\ & 66.6 \\ & 67.6 \end{aligned}$ | $\begin{aligned} & 905.8 \\ & 906.3 \\ & 915.6 \\ & 939.4 \\ & 983.8 \end{aligned}$ | $\begin{aligned} & 480.0 \\ & 467.2 \\ & 457.0 \\ & 459.2 \\ & 470.9 \end{aligned}$ | 26.726.425.725.725.9 |
|  |  |  |  |  | 11.6 |  |  |  |  |  |  |
|  |  |  |  |  | 11.5 |  |  |  |  |  |  |
|  |  |  |  |  | 11.5 |  |  |  |  |  |  |
|  |  |  |  |  | 11.9 |  |  |  |  |  |  |
| Fall 2011 <br> Fall 2012 <br> Fall 2013 <br> Fall 2015 | $\begin{aligned} & 8.1 \\ & 8.1 \\ & 8.1 \\ & 8.0 \\ & 7.9 \end{aligned}$ | $\begin{aligned} & 379.2 \\ & 364.9 \\ & 355.3 \\ & 339.4 \\ & 324.8 \end{aligned}$ | $\begin{aligned} & 787.5 \\ & 760.8 \\ & 749.9 \\ & 729.6 \\ & 744.2 \end{aligned}$ | 731.4 <br> 701.3 <br> 686.2 <br> 634.7 <br> 576.5 | 12.0 | $\begin{aligned} & 297.6 \\ & 294.1 \\ & 297.7 \\ & 288.1 \\ & 277.1 \end{aligned}$ | $\begin{aligned} & 16.0 \\ & 16.0 \\ & 16.1 \\ & 16.1 \\ & 16.0 \end{aligned}$ | $\begin{aligned} & 69.7 \\ & 68.2 \\ & 67.8 \\ & 67.2 \\ & 66.0 \end{aligned}$ | $\begin{aligned} & 1,023.1 \\ & 1,066.1 \\ & 1,109.5 \\ & 1,127.5 \\ & 1,176.0 \end{aligned}$ | $\begin{aligned} & 470.1 \\ & 482.2 \\ & 491.0 \\ & 482.4 \\ & 465.4 \end{aligned}$ | 26.426.426.626.425.6 |
|  |  |  |  |  | 12.0 |  |  |  |  |  |  |
|  |  |  |  |  | 12.0 |  |  |  |  |  |  |
|  |  |  |  |  | 12.0 |  |  |  |  |  |  |
|  |  |  |  |  | 11.9 |  |  |  |  |  |  |
| Fall 2016 <br> Fall 2017 | 7.87.7 | $\begin{aligned} & 315.3 \\ & 297.9 \\ & \hline \end{aligned}$ | $\begin{aligned} & 719.4 \\ & 681.2 \\ & \hline \end{aligned}$ | $\begin{array}{r} 561.2 \\ 529.4 \\ \hline \end{array}$ | 11.8 | 275.6 | 16.0 | 64.3 | 1,178.1 | 454.9 | 24.9 |
|  |  |  |  |  | 11.7 | 268.0 | 16.0 | 61.5 | 1,189.7 | 441.9 | 24.9 |

-Not available.
${ }^{1}$ Includes school district administrative support staff, school and library support staff,
student support staff, and other support services staff.
${ }^{2}$ Because of classification revisions, categories other than teachers, principals, librarians and guidance counselors are only roughly comparable to figures for years after 1980. ${ }^{3}$ Data included in column 8 .

NOTE: Data for 1949-50 through 1969-70 are cumulative for the entire school year, rather than counts as of the fall of the year. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, various years; Statistics of Public Elementary and Secondary Schools, various years; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986-87 through 2017-18. (This table was prepared August 2019. )

Table 213.20. Staff employed in public elementary and secondary school systems, by type of assignment and state or jurisdiction: Fall 2017

| State or jurisdiction | Total | School district staff |  |  | School staff |  |  |  |  |  | Student support staff | Other support services staff |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Officials and administrators | Administrative support staff | Instruction coordinators | Principals and assistant principals | School and library support staff | Teachers | Instructional aides | Guidance counselors | Librarians |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States ${ }^{1}$ | 6,544,767 | 74,411 | 194,312 | 95,746 | 189,155 | 284,192 | 3,169,750 | 824,051 | 114,703 | 42,605 | 356,959 | 1,198,883 |
| Alabama | 91,778 | 1,789 | 1,895 | 122 | 3,930 | 3,289 | 41,802 | 7,028 | 1,796 | 1,323 | 8,004 | 20,801 |
| Alaska | 17,154 | 707 | 813 | 0 | 646 | 1,165 | 7,743 | 2,608 | 312 | 136 | 688 | 2,337 |
| Arizona | 103,508 | 1,409 | 4,093 | 629 | 2,452 | 3,851 | 47,868 | 15,694 | 1,201 | 419 | 11,812 | 14,080 |
| Arkansas | 73,587 | 643 | 2,587 | 986 | 1,880 | 3,088 | 35,800 | 9,128 | 1,288 | 954 | 7,461 | 9,772 |
| California ${ }^{2}$ | 604,248 | 3,821 | 21,873 | 25,495 | 17,719 | 35,181 | 271,523 | 81,898 | 9,794 | 93 | 20,544 | 116,308 |
| Colorado | 113,320 | 1,400 | 4,707 | 3,325 | 3,629 | 6,078 | 52,373 | 17,199 | 2,598 | 551 | 7,429 | 14,031 |
| Connecticut | 97,989 | 2,052 | 1,572 | 5,119 | 2,311 | 3,451 | 45,081 | 16,039 | 1,204 | 768 | 2,931 | 17,460 |
| Delaware | 18,398 | 469 | 340 | 336 | 505 | 402 | 9,399 | 2,572 | 344 | 114 | 841 | 3,076 |
| District of Columbia | 14,171 | 663 | 930 | 85 | 561 | 739 | 6,659 | 1,983 | 156 | 118 | 1,465 | 811 |
| Florida | 352,746 | 2,318 | 15,597 | 759 | 8,826 | 16,780 | 186,128 | 33,375 | 5,931 | 1,972 | 12,049 | 69,012 |
| Georgia | 231,644 | 2,711 | 2,683 | 3,882 | 6,590 | 10,325 | 116,022 | 25,882 | 3,854 | 2,075 | 8,841 | 48,780 |
| Hawaii | 23,141 | 324 | 735 | 613 | 712 | 1,020 | 12,033 | 2,626 | 653 | 143 | 1,748 | 2,534 |
| Idaho | 28,860 | 143 | 713 | 238 | 728 | 1,245 | 16,592 | 3,164 | 572 | 47 | 550 | 4,868 |
| Illinois | 248,682 | 3,475 | 6,379 | 1,513 | 6,818 | 10,130 | 128,204 | 28,848 | 2,963 | 1,475 | 31,020 | 27,856 |
| Indiana | 142,014 | 604 | 749 | 4,832 | 3,504 | 7,489 | 61,018 | 16,541 | 2,140 | 643 | 8,680 | 35,815 |
| Iowa | 75,694 | 1,898 | 1,931 | 2,527 | 1,744 | 2,685 | 35,553 | 12,868 | 1,296 | 407 | 4,595 | 10,191 |
| Kansas | 69,442 | 450 | 1,392 | 1,056 | 1,899 | 2,657 | 36,387 | 8,969 | 1,068 | 567 | 4,566 | 10,432 |
| Kentucky | 98,363 | 961 | 2,314 | 1,661 | 3,522 | 5,610 | 42,064 | 13,134 | 1,592 | 1,053 | 3,255 | 23,197 |
| Louisiana | 81,650 | 95 | 427 | 1,376 | 3,282 | 3,589 | 40,281 | 11,617 | 1,567 | 984 | 3,887 | 14,547 |
| Maine | 35,983 | 639 | 714 | 515 | 956 | 1,737 | 14,760 | 6,171 | 566 | 195 | 4,249 | 5,482 |
| Maryland | 118,384 | 3,740 | 1,969 | 1,998 | 3,612 | 5,997 | 60,175 | 11,434 | 2,415 | 1,162 | 6,550 | 19,333 |
| Massachusetts | 132,727 | 2,640 | 2,880 | 469 | 5,051 | 6,761 | 73,381 | 26,065 | 2,377 | 644 | 10,648 | 1,809 |
| Michigan | 184,986 | 4,232 | 1,149 | 1,289 | 6,741 | 11,786 | 84,473 | 20,410 | 2,092 | 437 | 14,653 | 37,725 |
| Minnesota | 121,035 | 2,451 | 2,084 | 2,934 | 2,572 | 4,576 | 57,260 | 19,975 | 1,323 | 537 | 14,402 | 12,920 |
| Mississippi | 67,521 | 1,012 | 2,077 | 670 | 2,044 | 2,568 | 31,625 | 8,265 | 1,072 | 766 | 3,225 | 14,198 |
| Missouri | 125,779 | 898 | 6,200 | 1,449 | 3,379 | 329 | 68,496 | 14,305 | 2,706 | 1,383 | 5,725 | 20,909 |
| Montana | 21,223 | 483 | 687 | 208 | 527 | 734 | 10,515 | 2,717 | 478 | 375 | 749 | 3,749 |
| Nebraska | 48,012 | 673 | 1,302 | 767 | 1,094 | 1,910 | 23,771 | 6,544 | 842 | 540 | 1,633 | 8,936 |
| Nevada ${ }^{3}$ | 35,848 | 38 | 79 | 36 | 1,194 | 1,822 | 23,709 | 6,196 | 1,016 | 298 | 369 | 1,092 |
| New Hampshire ${ }^{4}$ | 31,618 | 758 | 763 | 271 | 527 | 777 | 14,589 | 7,143 | 825 | 323 | 687 | 4,957 |
| New Jersey | 238,785 | 1,455 | 5,503 | 3,836 | 5,215 | 9,587 | 115,496 | 39,356 | 3,810 | 1,333 | 13,452 | 39,742 |
| New Mexico | 36,473 | 206 | 32 | 360 | 1,125 | 2,052 | 21,092 | 5,818 | 690 | 217 | 1,345 | 3,536 |
| New York | 425,292 | 4,384 | 21,058 | 2,671 | 13,075 | 11,450 | 213,159 | 67,567 | 9,347 | 2,593 | 15,116 | 64,872 |
| North Carolina | 193,798 | 1,711 | 5,688 | 1,209 | 5,933 | 7,252 | 100,401 | 22,366 | 4,300 | 2,127 | 11,420 | 31,390 |
| North Dakota | 18,599 | 516 | 287 | 202 | 498 | 770 | 9,284 | 2,849 | 369 | 190 | 942 | 2,691 |
| Ohio | 323,566 | 2,610 | 14,785 | 2,374 | 5,458 | 13,965 | 98,912 | 23,002 | 3,844 | 803 | 27,170 | 130,643 |
| Oklahoma | 85,021 | 833 | 3,088 | 334 | 2,273 | 4,455 | 41,597 | 10,232 | 1,604 | 900 | 4,771 | 14,933 |
| Oregon | 68,520 | 481 | 2,575 | 553 | 1,741 | 4,838 | 29,909 | 11,516 | 1,255 | 159 | 3,063 | 12,431 |
| Pennsylvania | 244,015 | 2,447 | 7,256 | 1,738 | 5,319 | 10,645 | 121,918 | 31,419 | 4,550 | 1,633 | 9,633 | 47,456 |
| Rhode Island | 20,376 | 297 | 540 | 212 | 549 | 747 | 10,687 | 2,662 | 340 | 202 | 2,130 | 2,011 |
| South Carolina | 88,410 | 864 | 2,585 | 1,533 | 3,336 | 3,000 | 52,467 | 11,835 | 2,205 | 1,113 | 2,926 | 6,547 |
| South Dakota | 19,787 | 710 | 353 | 141 | 459 | 611 | 9,833 | 2,877 | 354 | 96 | 1,010 | 3,343 |
| Tennessee | 131,312 | 401 | 1,494 | 974 | 3,860 | 5,385 | 64,019 | 17,396 | 3,045 | 1,536 | 4,152 | 29,051 |
| Texas | 713,764 | 7,232 | 22,770 | 4,245 | 27,347 | 28,622 | 356,877 | 72,123 | 12,546 | 4,626 | 25,990 | 151,385 |
| Utah ${ }^{5}$ | 60,086 | 925 | 1,671 | 2,199 | 1,545 | 2,709 | 29,212 | 10,061 | 1,032 | 229 | 2,086 | 8,417 |
| Vermont | 18,268 | 132 | 488 | 281 | 497 | 860 | 8,313 | 4,043 | 449 | 204 | 1,030 | 1,971 |
| Virginia | 183,485 | 1,876 | 4,411 | 2,082 | 4,333 | 8,640 | 85,936 | 19,676 | 3,576 | 1,782 | 12,436 | 38,736 |
| Washington | 99,520 | 1,456 | 3,368 | 3,734 | 3,499 | 4,956 | 60,183 | 12,883 | 2,285 | 1,067 | 3,648 | 2,441 |
| West Virginia | 37,603 | 872 | 1,355 | 373 | 1,119 | 465 | 19,239 | 3,612 | 726 | 243 | 1,154 | 8,445 |
| Wisconsin | 112,001 | 1,132 | 2,907 | 1,289 | 2,640 | 4,458 | 58,598 | 9,938 | 2,050 | 960 | 9,332 | 18,697 |
| Wyoming | 16,580 | 376 | 466 | 247 | 381 | 952 | 7,335 | 2,424 | 282 | 88 | 896 | 3,133 |
| Bureau of Indian Education | - | - | - | - | - | - | - | - | - | - | - | - |
| DoDEA ${ }^{6}$ | - | - | - | - | - | - | - | - | - | - | - | - |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa | - | - | - | - | - | - | - | - | - | - | - | - |
| Guam | 3,852 | 44 | 145 | 143 | 87 | 173 | 2,202 | 641 | 85 | 38 | 126 | 168 |
| Northern Marianas |  |  |  | - | - | - | - |  |  | - |  |  |
| Puerto Rico | 39,301 | 267 | 1,111 | 266 | 1,153 | 1,013 | 28,039 | 61 | 607 | 697 | 1,607 | 4,480 |
| U.S. Virgin Islands | 2,238 | 4 | 51 | 20 | 76 | 197 | 1,066 | 271 | 58 | 0 | 63 | 432 |

-Not available.
${ }^{1}$ Includes imputations to correct for undercounts in states as designated in footnotes 2 through 5.
${ }^{2}$ Includes imputations for prekindergarten teachers
${ }^{3}$ Includes imputations for school district administrative support staff, school and library support staff, and instructionar aides
${ }^{4}$ Distributions of school district administrators and instruction coordinators, school support staff, and student support staff were estimated.
${ }^{5}$ Imputed.
${ }^{6}$ DoDEA $=$ Department of Defense Education Activity. Includes both domestic and overseas schools.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2017-18. (This table was prepared March 2020.)

Table 213．40．Staff，teachers，and teachers as a percentage of staff in public elementary and secondary school systems，by state or jurisdiction：Selected years，fall 2000 through fall 2017

|  | Teachers as a percent of staff |  |  |  |  |  | Fall 2015 |  |  | Fall 2016 |  |  | Fall 2017 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | $\begin{array}{r} \text { Fall } \\ 2000 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2005 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2010 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2012 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2013 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2014 \end{array}$ | All staff | Teachers | Teachers as a percent of staff | All staff | Teachers | Teachers as a percent of staff | All staff | Teachers | Teachers as a percent of staff |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| United States ${ }^{1}$ | 51.5 | 51.3 | 50.0 | 50.3 | 50.3 | 50.0 | 6，373，406 | 3，151，497 | 49.4 | 6，484，723 | 3，169，499 | 48.9 | 6，544，767 | 3，169，750 | 48.4 |
| Alabama | $53.7^{2}$ | 55.7 | 51.9 | $53.8{ }^{2}$ | 51.4 | 48.9 | 71，628 ${ }^{2}$ | 40，766 | $56.9{ }^{2}$ | 87，251 ${ }^{2}$ | 42，533 | $48.7^{2}$ | 91，778 | 41，802 | 45.5 |
| Alaska | $49.3{ }^{2}$ | $44.1^{2}$ | $45.1^{2}$ | $44.9^{2}$ | $46.1^{2}$ | $45.4{ }^{2}$ | 16，982 | 7，832 | 46.1 | 17，231 | 7，825 | 45.4 | 17，154 | 7，743 | 45.1 |
| Arizona | 49.3 | 51.3 | 51.8 | 47.3 | 46.8 | 47.0 | 103，175 | 47，944 | 46.5 | 104，170 | 48，220 | 46.3 | 103，508 | 47，868 | 46.2 |
| Arkansas | 50.6 | 46.7 | 47.5 | 47.9 | 49.6 | 47.8 | 73，658 | 35，804 | 48.6 | 73，599 | 35，730 | 48.5 | 73，587 | 35，800 | 48.6 |
| California | $54.1^{2}$ | $53.4{ }^{2}$ | $49.2^{2}$ | $48.9{ }^{2}$ | $47.9^{2}$ | $46.8{ }^{2}$ | 577，836 | 263，475 | 45.6 | 599，786 | 271，287 ${ }^{2}$ | $45.2^{2}$ | 604，248 | 271，523 ${ }^{2}$ | $44.9{ }^{2}$ |
| Colorado | 50.7 | 49.2 | 47.9 | 47.7 | 48.2 | 47.3 | 111，939 | 51，798 | 46.3 | 111，293 | 52，014 | 46.7 | 113，320 | 52，373 | 46.2 |
| Connecticut | 50.0 | 46.9 | 46.1 | 48.1 | 46.1 | 44.7 | 98，166 | 43，772 | 44.6 | 96，047 | 42，343 | 44.1 | 97，989 | 45，081 | 46.0 |
| Delaware | 59.2 | 51.7 | 54.2 | 52.7 | 51.4 | 52.0 | 17，097 | 8，962 | 52.4 | 17，142 | 9，208 | 53.7 | 18，398 | 9，399 | 51.1 |
| District of Columbia | 46.2 | $44.3{ }^{2}$ | 52.1 | 47.5 | 52.5 | 48.2 | 14，106 | 6，789 | 48.1 | 13，402 | 6，727 | 50.2 | 14，171 | 6，659 | 47.0 |
| Florida | 47.8 | 50.6 | 52.7 | 52.7 | 53.1 | 52.8 | 345，645 | 182，586 | 52.8 | 351，531 | 186，339 | 53.0 | 352，746 | 186，128 | 52.8 |
| Georgia | 49.2 | 49.6 | 49.5 | 49.6 | 50.2 | 50.2 | 224，488 | 113，031 | 50.4 | 228，523 | 114，763 | 50.2 | 231，644 | 116，022 | 50.1 |
| Hawaii | 59.5 | 53.3 | 52.5 | 52.2 | 52.5 | 52.0 | 22，596 | 11，747 | 52.0 | 22，598 | 11，782 ${ }^{2}$ | $52.1^{2}$ | 23，141 | 12，033 | 52.0 |
| Idaho | 56.2 | 55.8 | 56.4 | $55.3{ }^{2}$ | $63.0{ }^{2}$ | 56.9 | 27，186 | 15，656 | 57.6 | 28，079 | 16，204 | 57.7 | 28，860 | 16，592 | 57.5 |
| Illinois | $51.1^{2}$ | $53.2^{2}$ | $61.6^{2}$ | $51.5^{2}$ | $51.1^{2}$ | 50.6 | 260，463 | 129，948 | 49.9 | 259，560 | 128，893 | 49.7 | 248，682 | 128，204 | 51.6 |
| Indiana | 46.7 | 45.5 | $41.9^{2}$ | 40.5 | 41.4 | 40.5 | 143，417 | 57，675 | 40.2 | 144，997 | 60，162 | 41.5 | 142，014 | 61，018 | 43.0 |
| lowa | 51.1 | 50.9 | 49.8 | 49.3 | 49.5 | 49.5 | 72，887 | 35，687 | 49.0 | 73，495 | 35，808 | 48.7 | 75，694 | 35，553 | 47.0 |
| Kansas | 50.9 | 51.3 | 51.1 | 56.5 | 53.0 | 52.9 | 73，272 | 40，035 | 54.6 | 68，847 | 36，193 | 52.6 | 69，442 | 36，387 | 52.4 |
| Kentucky | 44.1 | 43.3 | 42.4 | 43.1 | 42.8 | 42.8 | 97，712 | 41，902 | 42.9 | 97，694 | 42，029 | 43.0 | 98，363 | 42，064 | 42.8 |
| Louisiana | 49.3 | 48.2 | 48.2 | 48.6 | 48.5 | 54.3 | 107，600 | 58，469 | 54.3 | 97，152 | 48，408 | 49.8 | 81，650 | 40，281 | 49.3 |
| Maine | 49.7 | 47.3 | 47.3 | 46.3 | 45.1 | 46.4 | 35，241 | 14，857 | 42.2 | 35，607 | 14，750 | 41.4 | 35，983 | 14，760 | 41.0 |
| Maryland | 54.3 | 51.0 | 50.6 | 51.0 | 50.9 | 50.5 | 115，517 | 59，414 | 51.4 | 117，750 | 59，703 | 50.7 | 118，384 | 60，175 | 50.8 |
| Massachusetts | 55.1 | $53.0{ }^{2}$ | 56.3 | 56.4 | 55.5 | 55.8 | 128，291 | 71，969 | 56.1 | 130，732 | 72，413 | 55.4 | 132，727 | 73，381 | 55.3 |
| Michigan | 46.1 | $47.9^{2}$ | 45.8 | 46.3 | 46.6 | 46.3 | 181，468 | 84，181 | 46.4 | 181，556 | 83，597 | 46.0 | 184，986 | 84，473 | 45.7 |
| Minnesota | $51.6^{2}$ | 48.9 | 48.3 | 48.2 | 48.3 | 48.0 | 117，236 | 55，985 | 47.8 | 118，632 | 56，715 | 47.8 | 121，035 | 57，260 | 47.3 |
| Mississippi | 47.9 | 46.5 | 47.5 | 47.8 | 47.3 | 47.5 | 67，757 | 32，175 | 47.5 | 67，583 | 31，924 | 47.2 | 67，521 | 31，625 | 46.8 |
| Missouri | 53.2 | 52.1 | 52.0 | 52.2 | 54.0 | 53.0 | 128，938 | 67，635 | 52.5 | 124，666 | 67，926 | 54.5 | 125，779 | 68，496 | 54.5 |
| Montana | $53.5^{2}$ | $52.9{ }^{2}$ | $53.8^{2}$ | $54.0{ }^{2}$ | $49.4{ }^{2}$ | $50.0^{2}$ | 21，330 | 10，412 | 48.8 | 21，233 | 10，555 ${ }^{2}$ | $49.7{ }^{2}$ | 21，223 | 10，515 | 49.5 |
| Nebraska | 52.6 | 51.9 | 49.1 | 48.7 | 48.8 | 49.0 | 47，292 | 23，308 | 49.3 | 47，979 | 23，611 ${ }^{2}$ | $49.2{ }^{2}$ | 48，012 | 23，771 | 49.5 |
| Nevada | 58.6 | $67.2^{2}$ | $65.4^{2}$ | $63.3^{2}$ | $64.5^{2}$ | $64.2^{2}$ | 26，430 | 22，702 | 85.9 | 35，878 ${ }^{2}$ | 23，705 | $66.1^{2}$ | 35，848 ${ }^{2}$ | 23，709 | $66.1^{2}$ |
| New Hampshire | 51.1 | 48.5 | 46.6 | 47.0 | 46.6 | 46.4 | 31，980 | 14，770 | 46.2 | 31，622 ${ }^{2}$ | 14，760 | $46.7^{2}$ | 31，618 | 14，589 | 46.1 |
| New Jersey | 53.4 | $53.2^{2}$ | $54.4{ }^{2}$ | $49.7^{2}$ | $49.6{ }^{2}$ | $48.9^{2}$ | 236，558 | 114，968 | 48.6 | 237，561 | 115，729 | 48.7 | 238，785 | 115，496 | 48.4 |
| New Mexico | 46.8 | 45.9 | 48.2 | 48.0 | 47.9 | 47.8 | 37，573 | 21，722 | 57.8 | 36，506 | 21，331 | 58.4 | 36，473 | 21，092 | 57.8 |
| New York | 49.7 | 58.6 | 51.1 | 55.9 | 57.5 | 57.2 | 372，692 | 206，086 | 55.3 | 386，801 | 209，151 | 54.1 | 425，292 | 213，159 | 50.1 |
| North Carolina | 51.5 | 52.5 | 51.0 | 51.4 | 51.6 | 51.9 | 190，855 | 99，355 | 52.1 | 193，031 | 100，220 | 51.9 | 193，798 | 100，401 | 51.8 |
| North Dakota | 53.9 | 52.9 | 51.8 | 51.9 | 51.7 | 51.4 | 17，983 | 9，195 | 51.1 | 18，412 | 9，265 | 50.3 | 18，599 | 9，284 | 49.9 |
| Ohio | 53.1 | 49.4 | 45.3 | 43.7 | 42.7 | $42.6{ }^{2}$ | 322，611 | 101，742 | 31.5 | 325，387 | 102，600 | 31.5 | 323，566 | 98，912 | 30.6 |
| Oklahoma | 55.0 | 51.1 | 50.2 | 49.5 | 49.3 | 49.0 | 85，915 | 42，452 | 49.4 | 84，115 | 41，090 | 48.8 | 85，021 | 41，597 | 48.9 |
| Oregon | 50.0 | 47.0 | 44.2 | 44.2 | 44.7 | 44.2 | 65，928 | 29，086 | 44.1 | 68，089 | 29，756 | 43.7 | 68，520 | 29，909 | 43.7 |
| Pennsylvania | 52.2 | 50.9 | 48.7 | 48.8 | $49.9{ }^{2}$ | 50.2 | 241，548 | 120，893 | 50.0 | 247，299 | 122，552 | 49.6 | 244，015 | 121，918 | 50.0 |
| Rhode Island | 60.0 | $58.4{ }^{2}$ | 60.2 | 58.3 | 56.7 | 60.3 | 19，483 | 10，631 | 54.6 | 20，233 | 10，689 | 52.8 | 20，376 | 10，687 | 52.4 |
| South Carolina | $65.7^{2}$ | $70.9{ }^{2}$ | 69.0 | 66.3 | 66.5 | 65.3 | 78，108 | 50，237 | 64.3 | 87，314 | 50，789 | 58.2 | 88，410 | 52，467 | 59.3 |
| South Dakota | 52.0 | 48.0 | 48.7 | 48.8 | 49.5 | 49.8 | 19，543 | 9，638 | 49.3 | 19，732 | 9，777 | 49.5 | 19，787 | 9，833 | 49.7 |
| Tennessee | 52.1 | 52.2 | 51.9 | 52.0 | 52.5 | 51.4 | 128，469 | 66，488 | 51.8 | 128，323 | 64，270 | 50.1 | 131，312 | 64，019 | 48.8 |
| Texas | 50.6 | 50.5 | 50.3 | 50.8 | 50.8 | 50.7 | 690，077 | 347，329 | 50.3 | 707，173 | 352，809 | 49.9 | 713，764 | 356，877 | 50.0 |
| Utah | 54.1 | 50.2 | 49.1 | 49.5 | 49.6 | $49.5^{2}$ | 56，146 ${ }^{3}$ | 28，348 ${ }^{3}$ | 50.53 | 59，325 | 28，841 | 48.6 | 60，086 ${ }^{3}$ | 29，212 ${ }^{3}$ | $48.6^{3}$ |
| Vermont | 47.3 | 46.5 | 45.3 | 45.6 | 45.8 | 45.6 | 18，183 | 8，338 | 45.9 | 18，048 | 8，187 | 45.4 | 18，268 | 8，313 | 45.5 |
| Virginia | $54.1^{2}$ | 44.4 | 35.3 | 50.4 | 50.6 | 50.6 | 178，551 | 90，255 | 50.5 | 180，091 | 91，628 | 50.9 | 183，485 | 85，936 | 46.8 |
| Washington | 52.3 | 47.0 | 52.0 | 52.4 | 52.1 | 53.3 | 94，883 ${ }^{2}$ | 57，942 | $61.1^{2}$ | 94，685 | 58，815 | 62.1 | 99，520 | 60，183 | 60.5 |
| West Virginia | 54.3 | 52.3 | $51.8{ }^{2}$ | $51.2^{2}$ | $51.1^{2}$ | $51.0^{2}$ | 38，452 | 19，664 | 51.1 | 36，885 | 19，356 | 52.5 | 37，603 | 19，239 | 51.2 |
| Wisconsin | 56.3 | 57.0 | 55.5 | 56.6 | 56.6 | $56.6^{2}$ | 101，250 | 58，185 | 57.5 | 113，145 | 59，011 | 52.2 | 112，001 | 58，598 | 52.3 |
| Wyoming | 48.6 | 46.2 | 43.4 | 44.3 | 44.6 | 44.9 | 17，269 | 7，653 | 44.3 | 16，933 | 7，506 | 44.3 | 16，580 | 7，335 | 44.2 |
| Bureau of Indian Education | － | － | － | $42.9{ }^{4}$ | － | － | － | － | － | － | － | － | － | － | － |
| DoDEA，${ }^{5}$ overseas | 66.0 | 62.9 | － | 二 | 二 | － | 二 | － | － | － | － | － | － | － | － |
|  |  |  |  |  |  |  |  |  |  |  |  |  | － |  |  |
| Other jurisdictions American Samoa | 50.0 | 68.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Guam | 51.5 | 52.2 | 54.5 | 58.4 | 58.4 | 58.0 | 4，019 | 2，336 | 58.1 | 3，954 | 2，289 | 57.9 | 3，852 | 2，202 | 57.2 |
| Northern Marianas | 50.2 | 49.8 | 50.0 | 45.9 | 47.6 |  |  | －3， |  |  |  |  |  |  |  |
| Puerto Rico | 54.4 | 56.0 | 61.6 | 57.0 | 61.4 | 62.2 | 48，820 | 30，438 | 62.3 | 41，012 | 28，899 ${ }^{2}$ | $70.5^{2}$ | 39，301 | 28，039 | 71.3 |
| U．S．Virgin Islands | 52.1 | 53.8 | 49.9 | 51.1 | 49.9 | 51.1 | 2，284 | 1，106 | 48.4 | 2，377 | 1，154 | 48.5 | 2，238 | 1，066 | 47.6 |

—Not available．
${ }^{1}$ U．S．totals include imputations for underreporting and nonreporting states．
${ }^{2}$ Includes imputations to correct for underreporting．
${ }^{3}$ Imputed．State did not report staff data．
${ }^{4}$ Total staff count excludes officials and administrators and administrative support staff，
so computed percentage of teachers may be overstated．
${ }^{5}$ DoDEA＝Department of Defense Education Activity．
SOURCE：U．S．Department of Education，National Center for Education Statistics，Common Core of Data（CCD），＂State Nonfiscal Survey of Public Elementary／Secondary Education，＂ 2000－01 through 2017－18．（This table was prepared February 2020．）

Table 213.50. Staff, enrollment, and pupil/staff ratios in public elementary and secondary school systems, by state or jurisdiction: Selected years, fall 2000 through fall 2017

|  | Pupil/staff ratio |  |  |  |  |  | Fall 2015 |  |  | Fall 2016 |  |  | Fall 2017 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | $\begin{array}{r} \text { Fall } \\ 2000 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2005 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2010 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2012 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2013 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2014 \end{array}$ | Staff | Enrollment | Pupil/ <br> staff <br> ratio | Staff | Enrollment | Pupil/ <br> staff <br> ratio | Staff | Enrollment | Pupil/ staff ratio |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| United States ${ }^{1}$ | 8.3 | 8.0 | 8.0 | 8.1 | 8.1 | 8.0 | 6,373,406 | 50,438,043 | 7.9 | 6,484,723 | 50,615,189 | 7.8 | 6,544,767 | 50,685,567 | 7.7 |
| Alabama | $8.2^{2}$ | 7.1 | 7.9 | $7.7^{2}$ | 8.1 | 8.5 | 71,628 ${ }^{2}$ | 743,789 | $10.4{ }^{2}$ | 87,251 ${ }^{2}$ | 744,930 | $8.5^{2}$ | 91,778 | 742,444 | 8.1 |
| Alaska | $8.3^{2}$ | $7.4^{2}$ | $7.3^{2}$ | $7.7^{2}$ | $7.6^{2}$ | $7.7^{2}$ | 16,982 | 132,477 | 7.8 | 17,231 | 132,737 | 7.7 | 17,154 | 132,872 | 7.7 |
| Arizona | 9.7 | 10.9 | 11.1 | 10.6 | 10.7 | 10.9 | 103,175 | 1,109,040 | 10.7 | 104,170 | 1,123,137 | 10.8 | 103,508 | 1,110,851 | 10.7 |
| Arkansas | 7.1 | 6.7 | 6.7 | 6.8 | 7.0 | 6.6 | 73,658 | 492,132 | 6.7 | 73,599 | 493,447 | 6.7 | 73,587 | 496,085 | 6.7 |
| California | $11.1^{2}$ | $11.1^{2}$ | $11.9^{2}$ | $11.6^{2}$ | $11.7^{2}$ | $11.0^{2}$ | 577,836 | 6,305,347 | 10.9 | 599,786 ${ }^{2}$ | 6,309,138 | $10.5{ }^{2}$ | 604,248 ${ }^{2}$ | 6,304,266 | $10.4{ }^{2}$ |
| Colorado | 8.7 | 8.4 | 8.3 | 8.4 | 8.4 | 8.2 | 111,939 | 899,112 | 8.0 | 111,293 | 905,019 | 8.1 | 113,320 | 910,280 | 8.0 |
| Connecticut | 6.8 | 6.8 | 6.0 | 6.0 | 5.8 | 5.8 | 98,166 | 537,933 | 5.5 | 96,047 | 535,118 | 5.6 | 97,989 | 531,288 | 5.4 |
| Delaware | 9.1 | 7.8 | 7.9 | 7.4 | 7.2 | 7.2 | 17,097 | 134,847 | 7.9 | 17,142 | 136,264 | 7.9 | 18,398 | 136,293 | 7.4 |
| District of Columbia | 6.4 | $6.2^{3}$ | 6.3 | 6.1 | 6.9 | 5.9 | 14,106 | 84,024 | 6.0 | 13,402 | 85,850 | 6.4 | 14,171 | 87,315 | 6.2 |
| Florida | 8.8 | 8.5 | 7.9 | 8.0 | 8.1 | 8.1 | 345,645 | 2,792,234 | 8.1 | 351,531 | 2,816,791 | 8.0 | 352,746 | 2,832,424 | 8.0 |
| Georgia | 7.8 | 7.3 | 7.4 | 7.7 | 7.9 | 7.9 | 224,488 | 1,757,237 | 7.8 | 228,523 | 1,764,346 | 7.7 | 231,644 | 1,768,642 | 7.6 |
| Hawaii | 10.0 | 8.7 | 8.3 | 8.3 | 8.3 | 8.1 | 22,596 | 181,995 | 8.1 | 22,598 ${ }^{2}$ | 181,550 | $8.0^{2}$ | 23,141 | 180,837 | 7.8 |
| Idaho | 10.1 | 10.1 | 9.9 | $10.8{ }^{2}$ | $12.5{ }^{2}$ | 10.6 | 27,186 | 292,277 | 10.8 | 28,079 | 297,200 | 10.6 | 28,860 | 301,186 | 10.4 |
| Illinois | $8.2^{2}$ | $8.4{ }^{2}$ | $9.7^{2}$ | $7.9^{2}$ | $7.8^{2}$ | 7.8 | 260,463 | 2,041,779 | 7.8 | 259,560 | 2,026,718 | 7.8 | 248,682 | 2,005,153 | 8.1 |
| Indiana | 7.8 | 7.8 | $7.5^{2}$ | 7.0 | 7.3 | 7.5 | 143,417 | 1,046,757 | 7.3 | 144,997 | 1,049,547 | 7.2 | 142,014 | 1,054,187 | 7.4 |
| lowa | 7.3 | 7.0 | 7.1 | 7.0 | 7.0 | 7.0 | 72,887 | 508,014 | 7.0 | 73,495 | 509,831 | 6.9 | 75,694 | 511,850 | 6.8 |
| Kansas | 7.3 | 7.1 | 7.1 | 6.7 | 6.9 | 7.0 | 73,272 | 495,884 | 6.8 | 68,847 | 494,347 | 7.2 | 69,442 | 497,088 | 7.2 |
| Kentucky | 7.4 | 6.9 | 6.8 | 6.9 | 6.9 | 7.1 | 97,712 | 686,598 | 7.0 | 97,694 | 684,017 | 7.0 | 98,363 | 680,978 | 6.9 |
| Louisiana | 7.3 | 7.1 | 6.9 | 7.4 | 7.4 | 8.4 | 107,600 | 718,711 | 6.7 | 97,152 | 716,293 | 7.4 | 81,650 | 715,135 | 8.8 |
| Maine | 6.2 | 5.5 | 5.8 | 5.7 | 5.4 | 5.7 | 35,241 | 181,613 | 5.2 | 35,607 | 180,512 | 5.1 | 35,983 | 180,473 | 5.0 |
| Maryland | 8.8 | 7.7 | 7.4 | 7.6 | 7.5 | 7.5 | 115,517 | 879,601 | 7.6 | 117,750 | 886,221 | 7.5 | 118,384 | 893,684 | 7.5 |
| Massachusetts | 8.0 | $7.0^{2}$ | 7.8 | 7.6 | 7.5 | 7.4 | 128,291 | 964,026 | 7.5 | 130,732 | 964,514 | 7.4 | 132,727 | 964,791 | 7.3 |
| Michigan | $8.2{ }^{2}$ | $8.5^{2}$ | 8.2 | 8.4 | 8.4 | 8.4 | 181,468 | 1,536,231 | 8.5 | 181,556 | 1,528,666 | 8.4 | 184,986 | 1,516,398 | 8.2 |
| Minnesota | $8.2^{2}$ | 8.0 | 7.7 | 7.6 | 7.5 | 7.4 | 117,236 | 864,384 | 7.4 | 118,632 | 875,021 | 7.4 | 121,035 | 884,944 | 7.3 |
| Mississippi | 7.7 | 7.3 | 7.2 | 7.2 | 7.2 | 7.2 | 67,757 | 487,200 | 7.2 | 67,583 | 483,150 | 7.1 | 67,521 | 478,321 | 7.1 |
| Missouri | 7.5 | 7.1 | 7.2 | 7.2 | 7.4 | 7.2 | 128,938 | 919,234 | 7.1 | 124,666 | 915,040 | 7.3 | 125,779 | 915,472 | 7.3 |
| Montana | $8.0^{2}$ | $7.4^{2}$ | $7.4{ }^{2}$ | $7.6^{2}$ | $6.9{ }^{2}$ | $7.1^{2}$ | 21,330 | 145,319 | 6.8 | 21,233 ${ }^{2}$ | 146,375 | $6.9{ }^{2}$ | 21,223 | 149,474 | 7.0 |
| Nebraska | 7.2 | 7.0 | 6.6 | 6.7 | 6.7 | 6.7 | 47,292 | 316,014 | 6.7 | 47,979 ${ }^{2}$ | 319,194 | $6.7^{2}$ | 48,012 | 323,766 | 6.7 |
| Nevada | 10.9 | $12.7^{2}$ | $13.1{ }^{2}$ | $13.6{ }^{2}$ | $13.3{ }^{2}$ | $13.6{ }^{2}$ | 26,430 | 467,527 | 17.7 | 35,878 ${ }^{2}$ | 473,744 | $13.2{ }^{2}$ | 35,848 ${ }^{2}$ | 485,785 | $13.6{ }^{2}$ |
| New Hampshire | 7.4 | 6.4 | 5.9 | 6.0 | 5.9 | 5.8 | 31,980 | 182,425 | 5.7 | 31,622 ${ }^{2}$ | 180,888 | $5.7^{2}$ | 31,618 | 179,433 | 5.7 |
| New Jersey | 7.1 | $6.6{ }^{2}$ | $6.9^{2}$ | $6.1^{2}$ | $5.9{ }^{2}$ | $6.0^{2}$ | 236,558 | 1,408,845 | 6.0 | 237,561 | 1,410,421 | 5.9 | 238,785 | 1,408,102 | 5.9 |
| New Mexico | 7.1 | 6.8 | 7.3 | 7.3 | 7.3 | 7.3 | 37,573 | 335,694 | 8.9 | 36,506 | 336,263 | 9.2 | 36,473 | 334,345 | 9.2 |
| New York | 6.9 | 7.5 | 6.6 | 7.3 | 7.6 | 7.7 | 372,692 | 2,711,626 | 7.3 | 386,801 | 2,729,776 | 7.1 | 425,292 | 2,724,663 | 6.4 |
| North Carolina | 8.0 | 7.8 | 7.7 | 7.9 | 8.0 | 8.1 | 190,855 | 1,544,934 | 8.1 | 193,031 | 1,550,062 | 8.0 | 193,798 | 1,553,513 | 8.0 |
| North Dakota | 7.2 | 6.5 | 5.9 | 6.0 | 6.1 | 6.1 | 17,983 | 108,644 | 6.0 | 18,412 | 109,706 | 6.0 | 18,599 | 111,920 | 6.0 |
| Ohio | 8.2 | 7.7 | 7.3 | 7.1 | 6.9 | $6.9^{3}$ | 322,611 | 1,716,585 | 5.3 | 325,387 | 1,710,143 | 5.3 | 323,566 | 1,704,399 | 5.3 |
| Oklahoma | 8.3 | 7.8 | 8.0 | 8.0 | 8.0 | 8.0 | 85,915 | 692,878 | 8.1 | 84,115 | 693,903 | 8.2 | 85,021 | 695,092 | 8.2 |
| Oregon | 9.7 | 9.2 | 9.0 | 9.8 | 9.9 | 9.6 | 65,928 | 608,825 | 9.2 | 68,089 | 606,277 | 8.9 | 68,520 | 608,014 | 8.9 |
| Pennsylvania | 8.1 | 7.6 | 6.7 | 7.0 | $7.2^{2}$ | 7.2 | 241,548 | 1,717,414 | 7.1 | 247,299 | 1,727,497 | 7.0 | 244,015 | 1,726,809 | 7.1 |
| Rhode Island | 8.9 | $6.3^{2}$ | 7.7 | 8.4 | 8.2 | 9.0 | 19,483 | 142,014 | 7.3 | 20,233 | 142,150 | 7.0 | 20,376 | 142,949 | 7.0 |
| South Carolina | $9.8{ }^{2}$ | $10.3^{2}$ | 11.1 | 10.2 | 10.3 | 10.0 | 78,108 | 763,533 | 9.8 | 87,314 | 771,250 | 8.8 | 88,410 | 777,507 | 8.8 |
| South Dakota | 7.1 | 6.4 | 6.5 | 6.8 | 6.8 | 6.9 | 19,543 | 134,253 | 6.9 | 19,732 | 136,302 | 6.9 | 19,787 | 137,823 | 7.0 |
| Tennessee | $8.3{ }^{2}$ | 8.4 | 7.7 | 7.8 | 7.9 | 7.8 | 128,469 | 1,001,235 | 7.8 | 128,323 | 1,001,562 | 7.8 | 131,312 | 1,001,967 | 7.6 |
| Texas | 7.5 | 7.6 | 7.4 | 7.9 | 7.8 | 7.8 | 690,077 | 5,301,477 | 7.7 | 707,173 | 5,360,849 | 7.6 | 713,764 | 5,401,341 | 7.6 |
| Utah | 11.8 | 11.1 | 11.2 | 11.4 | 11.4 | $11.5^{3}$ | 56,146 ${ }^{3}$ | 647,870 | $11.5^{3}$ | 59,325 | 659,801 | 11.1 | 60,086 ${ }^{3}$ | 668,274 | $11.1^{3}$ |
| Vermont | 5.7 | 5.1 | 5.2 | 4.9 | 4.8 | 4.8 | 18,183 | 87,866 | 4.8 | 18,048 | 88,428 | 4.9 | 18,268 | 88,028 | 4.8 |
| Virginia | $7.1^{2}$ | 5.2 | 6.2 | 7.1 | 7.1 | 7.2 | 178,551 | 1,283,590 | 7.2 | 180,091 | 1,287,026 | 7.1 | 183,485 | 1,291,462 | 7.0 |
| Washington | 10.3 | 9.1 | 10.1 | 10.3 | 10.1 | 9.6 | 94,883 ${ }^{2}$ | 1,087,030 | $11.5^{2}$ | 94,685 | 1,101,711 | 11.6 | 99,520 | 1,110,367 | 11.2 |
| West Virginia | 7.4 | 7.4 | $7.2^{2}$ | $7.2^{2}$ | $7.2^{2}$ | $7.1^{2}$ | 38,452 | 277,452 | 7.2 | 36,885 | 273,855 | 7.4 | 37,603 | 272,266 | 7.2 |
| Wisconsin | 8.2 | 8.3 | 8.4 | 8.6 | 8.5 | 8.43 | 101,250 | 867,800 | 8.6 | 113,145 | 864,432 | 7.6 | 112,001 | 860,753 | 7.7 |
| Wyoming | 6.4 | 5.8 | 5.4 | 5.5 | 5.5 | 5.6 | 17,269 | 94,717 | 5.5 | 16,933 | 94,170 | 5.6 | 16,580 | 94,258 | 5.7 |
| Bureau of Indian Education | - | - | - | - | - | - | - | - | - | - | 45,399 | - | - | 46,330 | - |
| DoDEA, ${ }^{4}$ overseas | 9.5 | 6.9 | - | - | - | - | - | 74,970 | - | - | - | - | - | - | - |
| DoDEA, ${ }^{4}$ domestic | 8.4 | 7.7 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa | 9.6 | 11.4 | - | - | - | - | - | - | - | - | - | - | - | 12,620 | - |
| Guam | 8.5 | 9.0 | 9.3 | 7.9 | 8.5 | 7.9 | 4,019 | 30,821 | 7.7 | 3,954 | 30,758 | 7.8 | 3,852 | 30,112 | 7.8 |
| Northern Marianas | 9.6 | 9.5 | 9.1 | 11.9 | 12.1 | , |  |  | - |  |  | - | - | - | - |
| Puerto Rico | 8.9 | 7.5 | 8.0 | 8.0 | 7.8 | 8.2 | 48,820 | 379,818 | 7.8 | 41,012 | 365,181 | 8.9 | 39,301 | 346,096 | 8.8 |
| U.S. Virgin Islands | 6.7 | 6.3 | 5.3 | 6.9 | 6.9 | 6.4 | 2,284 | 13,805 | 6.0 | 2,377 | 13,194 | 5.6 | 2,238 | 10,868 | 4.9 |

-Not available.
${ }^{1}$ U.S. totals include imputations for underreporting and nonreporting states.
${ }^{2}$ Includes imputations to correct for underreporting.
${ }^{3}$ Staff data imputed.
${ }^{4}$ DoDEA $=$ Department of Defense Education Activity.

NOTE: Staff reported in full-time equivalents.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common
Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2000-01 through 2017-18. (This table was prepared February 2020.)

Table 214.10. Number of public school districts and public and private elementary and secondary schools: Selected years, 1869-70 through 2017-18

| School year | Regular public school districts ${ }^{1}$ | Total, <br> all public and private schools | Public schools ${ }^{2}$ |  |  |  |  | Private schools ${ }^{2,3}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total, all public schools ${ }^{4}$ | Total, schools with reported grade spans ${ }^{5}$ | Schools with elementary grades |  | Schools with secondary grades | Total, all private schools | Schools with elementary grades | Schools with secondary grades |
|  |  |  |  |  | Total | One-teacher ${ }^{6}$ |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1869-70 | - | - | 116,312 | - | - | - | - | - | - | - |
| 1879-80 | - | - | 178,122 | - | - | - | - | - | - |  |
| 1889-90 | - | - | 224,526 | - | - | - | - | - | - | - |
| 1899-1900 | - | - | 248,279 | - | - | - $\overline{-12}$ | - | - | - | - |
| 1909-10 | - | - | 265,474 | - | - | 212,448 | - | - | - | - |
| 1919-20 | - | - | 271,319 | - | - | 187,948 | - | - | - | - |
| 1929-30 | - | - | 248,117 | - | 238,306 | 148,712 | 23,930 | - | 9,275 ${ }^{7}$ | 3,2587 |
| 1939-40 | 117,108 ${ }^{8}$ | - | 226,762 | - |  | 113,600 |  | - | 11,306 ${ }^{7}$ | 3,5687 |
| 1949-50 | $83,718^{8}$ | - | - | - | 128,225 | 59,652 | 24,542 | - | 10,375 ${ }^{7}$ | 3,331 ${ }^{7}$ |
| 1959-60 | 40,520 ${ }^{8}$ | - | - | - | 91,853 | 20,213 | 25,784 | - | $13,574^{7}$ | 4,061 ${ }^{7}$ |
| 1961-62 | 35,676 ${ }^{8}$ | 125,634 | 107,260 | - | 81,910 | 13,333 | 25,350 | 18,374 | 14,762 ${ }^{7}$ | 4,1297 |
| 1963-64 | 31,705 ${ }^{8}$ | - | 104,015 | - | 77,584 | 9,895 | 26,431 | - | - | 4,4517 |
| 1965-66 | 26,983 ${ }^{8}$ | 117,662 | 99,813 |  | 73,216 | 6,491 | 26,597 | 17,849 ${ }^{7}$ | $15,340^{7}$ | 4,606 ${ }^{7}$ |
| 1967-68 | 22,010 ${ }^{8}$ | - |  | 94,197 | 70,879 | 4,146 | 27,011 | - | - |  |
| 1970-71 | 17,995 ${ }^{8}$ | - | - | 89,372 | 65,800 | 1,815 | 25,352 | - | 14,372 ${ }^{7}$ | $3,770{ }^{7}$ |
| 1973-74 | $16,730^{8}$ | - | - | 88,655 | 65,070 | 1,365 | 25,906 | - | - | - |
| 1975-76 | 16,376 ${ }^{8}$ | - | 88,597 | 87,034 | 63,242 | 1,166 | 25,330 | - | - |  |
| 1976-77 | 16,271 ${ }^{8}$ | - | - | 86,501 | 62,644 | 1,111 | 25,378 | 19,910 ${ }^{7}$ | 16,385 ${ }^{7}$ | 5,904 ${ }^{7}$ |
| 1978-79 | 16,014 ${ }^{8}$ | - |  | 84,816 | 61,982 | 1,056 | 24,504 | 19,489 ${ }^{7}$ | 16,097 ${ }^{7}$ | $5,766^{7}$ |
| 1979-80 | 15,944 ${ }^{8}$ | - | 87,004 |  |  |  |  |  |  |  |
| 1980-81 | 15,912 ${ }^{8}$ | 106,746 | 85,982 | 83,688 | 61,069 | 921 | 24,362 | 20,764 ${ }^{7}$ | 16,792 ${ }^{7}$ | 5,6787 |
| 1982-83 | 15,824 ${ }^{8}$ |  | 84,740 | 82,039 | 59,656 | 798 | 23,988 | - - | -20 |  |
| 1983-84 | 15,747 ${ }^{8}$ | 111,872 | 84,178 | 81,418 | 59,082 | 838 | 23,947 | 27,694 | 20,872 | 7,862 |
| 1984-85 | - | - | 84,007 | 81,147 | 58,827 | 825 | 23,916 | - - | - - |  |
| 1985-86 | - | - | - |  | - | - | - | 25,616 | 20,252 | 7,387 |
| 1986-87 | 15,713 | - - | 83,421 | 82,316 | 60,811 | 763 | 23,481 | - | - | - |
| 1987-88 | 15,577 | 110,055 | 83,248 | 81,416 | 59,754 | 729 | 23,841 | 26,807 | 22,959 | 8,418 |
| 1988-89 | 15,376 |  | 83,165 | 81,579 | 60,176 | 583 | 23,638 |  | - |  |
| 1989-90 | 15,367 | 110,137 | 83,425 | 81,880 | 60,699 | 630 | 23,461 | 26,712 | 24,221 | 10,197 |
| 1990-91 | 15,358 | 109,228 | 84,538 | 82,475 | 61,340 | 617 | 23,460 | 24,690 | 22,223 | 8,989 |
| 1991-92 | 15,173 | 110,576 | 84,578 | 82,506 | 61,739 | 569 | 23,248 | 25,998 | 23,523 | 9,282 |
| 1992-93 | 15,025 | - | 84,497 | 82,896 | 62,225 | 430 | 23,220 | - | - |  |
| 1993-94 | 14,881 | 111,486 | 85,393 | 83,431 | 62,726 | 442 | 23,379 | 26,093 | 23,543 | 10,555 |
| 1994-95 | 14,772 |  | 86,221 | 84,476 | 63,572 | 458 | 23,668 |  | - |  |
| 1995-96 | 14,766 | 121,519 | 87,125 | 84,958 | 63,961 | 474 | 23,793 | 34,394 | 32,401 | 10,942 |
| 1996-97 | 14,841 | - | 88,223 | 86,092 | 64,785 | 487 | 24,287 | - | - | -79 |
| 1997-98 | 14,805 | 123,403 | 89,508 | 87,541 | 65,859 | 476 | 24,802 | 33,895 | 31,408 | 10,779 |
| 1998-99 | 14,891 | - | 90,874 | 89,259 | 67,183 | 463 | 25,797 |  | - |  |
| 1999-2000 | 14,928 | 125,007 | 92,012 | 90,538 | 68,173 | 423 | 26,407 | 32,995 | 30,457 | 10,693 |
| 2000-01 | 14,859 |  | 93,273 | 91,691 | 69,697 | 411 | 27,090 | - | - |  |
| 2001-02 | 14,559 | 130,007 | 94,112 | 92,696 | 70,516 | 408 | 27,468 | 35,895 | 33,191 | 11,846 |
| 2002-03 | 14,465 | - | 95,615 | 93,869 | 71,270 | 366 | 28,151 | - -1 | - | 11,188 |
| 2003-04 | 14,383 | 130,407 | 95,726 | 93,977 | 71,195 | 376 | 28,219 | 34,681 | 31,988 | 11,188 |
| 2004-05 | 14,205 |  | 96,513 | 95,001 | 71,556 | 338 | 29,017 |  | - |  |
| 2005-06 | 14,166 | 132,436 | 97,382 | 95,731 | 71,733 | 326 | 29,705 | 35,054 | 32,127 | 12,184 |
| 2006-07 | 13,856 | - | 98,793 | 96,362 | 72,442 | 313 | 29,904 | - | - | - |
| 2007-08 | 13,838 | 132,656 | 98,916 | 97,654 | 73,011 | 288 | 30,542 | 33,740 | 30,808 | 11,870 |
| 2008-09 | 13,809 |  | 98,706 | 97,119 | 72,771 | 237 | 29,971 | - | - |  |
| 2009-10 | 13,625 | 132,183 | 98,817 | 97,521 | 72,870 | 217 | 30,381 | 33,366 | 30,590 | 11,941 |
| 2010-11 | 13,588 |  | 98,817 | 97,767 | 73,223 | 224 | 30,681 | - | - |  |
| 2011-12 | 13,567 | 129,189 | 98,328 | 97,357 | 73,000 | 205 | 30,668 | 30,861 | 28,184 | 11,165 |
| 2012-13 | 13,515 |  | 98,454 | 97,331 | 73,037 | 196 | 30,623 | - | - |  |
| 2013-14 | 13,491 | 131,890 | 98,271 | 97,290 | 73,223 | 193 | 30,256 | 33,619 | 30,919 | 11,110 |
| 2014-15 | 13,601 |  | 98,176 | 97,601 | 73,420 | 165 | 30,528 | - | - |  |
| 2015-16 | 13,584 | 132,853 | 98,277 | 97,586 | 73,546 | 197 | 30,828 | 34,576 | 31,630 | 12,669 |
| 2016-17 | 13,598 | - | 98,158 | 97,434 | 73,620 | 203 | 30,597 | - | - | - |
| 2017-18 | 13,551 | 130,930 | 98,469 | 97,568 | 73,686 | 188 | 30,160 | 32,461 | 29,616 | 12,371 |

[^18]${ }^{8}$ Because of expanded survey coverage, data are not directly comparable with data for years after 1983-84.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Report of the Commissioner of Education, 1870 through 1910; Biennial Survey of Education in the United States, 1919-20 through 1949-50; Statistics of State School Systems, 1951-52 through 1967-68; Statistics of Public Elementary and Secondary School Systems, 1970-71 through 1980-81; Statistics of Public and Nonpublic Elementary and Secondary Day Schools, 1968-69; Statistics of Nonpublic Elementary and Secondary Schools, 1970-71; Private Schools in American Education; Schools and Staffing Survey (SASS), "Private School Questionnaire," 1987-88 and 1990-91; Private School Universe Survey (PSS), 1989-90 through 2017-18; and Common Core of Data (CCD), "Local Education Agency Universe Survey" and "Public Elementary/Secondary School Universe Survey," 1982-83 through 2017-18. (This table was prepared February 2020.)

Table 214.20. Number and percentage distribution of regular public school districts and students, by enrollment size of district: Selected years, 1979-80 through 2017-18

| Year | Enrollment size of district |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | $\begin{gathered} 25,000 \\ \text { or more } \end{gathered}$ | $\begin{array}{r} 10,000 \text { to } \\ 24,999 \end{array}$ | $\begin{array}{r} 5,000 \text { to } \\ 9,999 \end{array}$ | $\begin{array}{r} 2,500 \text { to } \\ 4,999 \end{array}$ | $\begin{array}{r} 1,000 \text { to } \\ 2,499 \end{array}$ | 600 to 999 | 300 to 599 | 1 to 299 | Size not reported |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Number of districts |  |  |  |  |  |  |  |  |  |  |
| 1979-80 ${ }^{1}$ | 15,944 | 181 | 478 | 1,106 | 2,039 | 3,475 | 1,841 | 2,298 | 4,223 | 303 |
| 1989-90 | 15,367 | 179 | 479 | '913 | 1,937 | 3,547 | 1,801 | 2,283 | 3,910 | 318 |
| 1999-2000 | 14,928 | 238 | 579 | 1,036 | 2,068 | 3,457 | 1,814 | 2,081 | 3,298 | 357 |
| 2005-06 | 14,166 | 269 | 594 | 1,066 | 2,015 | 3,335 | 1,768 | 1,895 | 2,857 | 367 |
| 2006-07 | 13,856 | 275 | 598 | 1,066 | 2,006 | 3,334 | 1,730 | 1,898 | 2,685 | 264 |
| 2007-08 | 13,838 | 281 | 589 | 1,062 | 2,006 | 3,292 | 1,753 | 1,890 | 2,692 | 273 |
| 2008-09 | 13,809 | 280 | 594 | 1,049 | 1,995 | 3,272 | 1,766 | 1,886 | 2,721 | 246 |
| 2009-10 | 13,625 | 284 | 598 | 1,044 | 1,985 | 3,242 | 1,750 | 1,891 | 2,707 | 124 |
| 2010-11 | 13,588 | 282 | 600 | 1,052 | 1,975 | 3,224 | 1,738 | 1,887 | 2,687 | 143 |
| 2011-12 | 13,567 | 286 | 592 | 1,044 | 1,952 | 3,222 | 1,755 | 1,911 | 2,676 | 129 |
| 2012-13 | 13,515 | 290 | 588 | 1,048 | 1,924 | 3,227 | 1,751 | 1,908 | 2,678 | 101 |
| 2013-14 | 13,491 | 286 | 596 | 1,046 | 1,920 | 3,186 | 1,791 | 1,894 | 2,668 | 104 |
| 2014-15 | 13,601 | 288 | 609 | 1,046 | 1,898 | 3,221 | 1,766 | 1,880 | 2,687 | 206 |
| 2015-16 | 13,584 | 287 | 613 | 1,040 | 1,888 | 3,214 | 1,782 | 1,909 | 2,643 | 208 |
| 2016-17 | 13,598 | 287 | 613 | 1,044 | 1,908 | 3,236 | 1,776 | 1,926 | 2,647 | 161 |
| 2017-18 | 13,551 | 288 | 618 | 1,034 | 1,918 | 3,218 | 1,773 | 1,936 | 2,561 | 205 |
| Percentage distribution of districts |  |  |  |  |  |  |  |  |  |  |
| 1979-80 ${ }^{1}$ | 100.0 | 1.1 | 3.0 | 6.9 | 12.8 | 21.8 | 11.5 | 14.4 | 26.5 | 1.9 |
| 1989-90 | 100.0 | 1.2 | 3.1 | 5.9 | 12.6 | 23.1 | 11.7 | 14.9 | 25.4 | 2.1 |
| 1999-2000 | 100.0 | 1.6 | 3.9 | 6.9 | 13.9 | 23.2 | 12.2 | 13.9 | 22.1 | 2.4 |
| 2005-06 | 100.0 | 1.9 | 4.2 | 7.5 | 14.2 | 23.5 | 12.5 | 13.4 | 20.2 | 2.6 |
| 2006-07 | 100.0 | 2.0 | 4.3 | 7.7 | 14.5 | 24.1 | 12.5 | 13.7 | 19.4 | 1.9 |
| 2007-08 | 100.0 | 2.0 | 4.3 | 7.7 | 14.5 | 23.8 | 12.7 | 13.7 | 19.5 | 2.0 |
| 2008-09 | 100.0 | 2.0 | 4.3 | 7.6 | 14.4 | 23.7 | 12.8 | 13.7 | 19.7 | 1.8 |
| 2009-10 | 100.0 | 2.1 | 4.4 | 7.7 | 14.6 | 23.8 | 12.8 | 13.9 | 19.9 | 0.9 |
| 2010-11 | 100.0 | 2.1 | 4.4 | 7.7 | 14.5 | 23.7 | 12.8 | 13.9 | 19.8 | 1.1 |
| 2011-12 | 100.0 | 2.1 | 4.4 | 7.7 | 14.4 | 23.7 | 12.9 | 14.1 | 19.7 | 1.0 |
| 2012-13 | 100.0 | 2.1 | 4.4 | 7.8 | 14.2 | 23.9 | 13.0 | 14.1 | 19.8 | 0.7 |
| 2013-14 | 100.0 | 2.1 | 4.4 | 7.8 | 14.2 | 23.6 | 13.3 | 14.0 | 19.8 | 0.8 |
| 2014-15 | 100.0 | 2.1 | 4.5 | 7.7 | 14.0 | 23.7 | 13.0 | 13.8 | 19.8 | 1.5 |
| 2015-16 | 100.0 | 2.1 | 4.5 | 7.7 | 13.9 | 23.7 | 13.1 | 14.1 | 19.5 | 1.5 |
| 2016-17 | 100.0 | 2.1 | 4.5 | 7.7 | 14.0 | 23.8 | 13.1 | 14.2 | 19.5 | 1.2 |
| 2017-18 | 100.0 | 2.1 | 4.6 | 7.6 | 14.2 | 23.7 | 13.1 | 14.3 | 18.9 | 1.5 |
| Number of students |  |  |  |  |  |  |  |  |  |  |
| 1979-80 ${ }^{1}$ | 41,882,000 | 11,415,000 | 7,004,000 | 7,713,000 | 7,076,000 | 5,698,000 | 1,450,000 | 1,005,000 | 521,000 | $\dagger$ |
| 1989-90 | 40,069,756 | 11,209,889 | 7,107,362 | 6,347,103 | 6,731,334 | 5,763,282 | 1,402,623 | 997,434 | 510,729 | $\dagger$ |
| 1999-2000 | 46,318,635 | 14,886,636 | 8,656,672 | 7,120,704 | 7,244,407 | 5,620,962 | 1,426,280 | 911,127 | 451,847 | $\dagger$ |
| 2005-06 | 48,013,931 | 16,376,213 | 9,055,547 | 7,394,010 | 7,114,942 | 5,442,588 | 1,391,314 | 835,430 | 403,887 | $\dagger$ |
| 2006-07 | 48,105,666 | 16,496,573 | 9,083,944 | 7,395,889 | 7,092,532 | 5,433,770 | 1,363,287 | 840,032 | 399,639 | $\dagger$ |
| 2007-08 | 48,096,140 | 16,669,611 | 8,946,432 | 7,408,553 | 7,103,274 | 5,358,492 | 1,381,342 | 834,295 | 394,141 | $\dagger$ |
| 2008-09 | 48,033,126 | 16,634,807 | 9,043,665 | 7,324,565 | 7,079,061 | 5,329,406 | 1,392,110 | 832,262 | 397,250 | $\dagger$ |
| 2009-10 | 48,021,335 | 16,788,789 | 9,053,144 | 7,265,111 | 7,034,640 | 5,266,945 | 1,381,415 | 835,035 | 396,256 |  |
| 2010-11 | 48,059,830 | 16,803,247 | 9,150,912 | 7,318,413 | 6,973,720 | 5,215,389 | 1,372,759 | 833,764 | 391,626 | $\dagger$ |
| 2011-12 | 47,973,834 | 16,934,369 | 9,031,528 | 7,266,770 | 6,907,658 | 5,218,533 | 1,381,289 | 842,134 | 391,553 | $\dagger$ |
| 2012-13 | 48,033,002 | 17,101,040 | 8,967,874 | 7,300,285 | 6,817,724 | 5,232,487 | 1,377,490 | 841,150 | 394,952 | $\dagger$ |
| 2013-14 | 48,124,386 | 17,125,416 | 9,128,194 | 7,270,070 | 6,792,172 | 5,169,748 | 1,412,987 | 832,091 | 393,708 | $\dagger$ |
| 2014-15 | 48,390,432 | 17,267,232 | 9,275,438 | 7,270,961 | 6,740,298 | 5,214,007 | 1,393,249 | 831,703 | 397,544 | $\dagger$ |
| 2015-16 | 48,413,211 | 17,301,641 | 9,347,240 | 7,223,779 | 6,693,454 | 5,202,470 | 1,405,851 | 844,470 | 394,306 | $\dagger$ |
| 2016-17 | 48,599,865 | 17,353,942 | 9,363,219 | 7,274,211 | 6,748,580 | 5,214,673 | 1,397,636 | 851,548 | 396,056 |  |
| 2017-18 | 48,560,014 | 17,366,407 | 9,397,505 | 7,196,218 | 6,780,881 | 5,187,521 | 1,396,908 | 852,353 | 382,221 | t |
| Percentage distribution of students |  |  |  |  |  |  |  |  |  |  |
| 1979-80 ${ }^{1}$ | 100.0 | 27.3 | 16.7 | 18.4 | 16.9 | 13.6 | 3.5 | 2.4 | 1.2 | $\dagger$ |
| 1989-90 | 100.0 | 28.0 | 17.7 | 15.8 | 16.8 | 14.4 | 3.5 | 2.5 | 1.3 | $\dagger$ |
| 1999-2000 | 100.0 | 32.1 | 18.7 | 15.4 | 15.6 | 12.1 | 3.1 | 2.0 | 1.0 | $\dagger$ |
| 2005-06 | 100.0 | 34.1 | 18.9 | 15.4 | 14.8 | 11.3 | 2.9 | 1.7 | 0.8 | $\dagger$ |
| 2006-07 | 100.0 | 34.3 | 18.9 | 15.4 | 14.7 | 11.3 | 2.8 | 1.7 | 0.8 | $\dagger$ |
| 2007-08 | 100.0 | 34.7 | 18.6 | 15.4 | 14.8 | 11.1 | 2.9 | 1.7 | 0.8 | $\dagger$ |
| 2008-09 | 100.0 | 34.6 | 18.8 | 15.2 | 14.7 | 11.1 | 2.9 | 1.7 | 0.8 | $\dagger$ |
| 2009-10 | 100.0 | 35.0 | 18.9 | 15.1 | 14.6 | 11.0 | 2.9 | 1.7 | 0.8 | $\dagger$ |
| 2010-11 | 100.0 | 35.0 | 19.0 | 15.2 | 14.5 | 10.9 | 2.9 | 1.7 | 0.8 | + |
| 2011-12 | 100.0 | 35.3 | 18.8 | 15.1 | 14.4 | 10.9 | 2.9 | 1.8 | 0.8 | $\dagger$ |
| 2012-13 | 100.0 | 35.6 | 18.7 | 15.2 | 14.2 | 10.9 | 2.9 | 1.8 | 0.8 | $\dagger$ |
| 2013-14 | 100.0 | 35.6 | 19.0 | 15.1 | 14.1 | 10.7 | 2.9 | 1.7 | 0.8 | $\dagger$ |
| 2014-15 | 100.0 | 35.7 | 19.2 | 15.0 | 13.9 | 10.8 | 2.9 | 1.7 | 0.8 | $\dagger$ |
| 2015-16 | 100.0 | 35.7 | 19.3 | 14.9 | 13.8 | 10.7 | 2.9 | 1.7 | 0.8 | $\dagger$ |
| 2016-17 | 100.0 | 35.7 | 19.3 | 15.0 | 13.9 | 10.7 | 2.9 | 1.8 | 0.8 | $\dagger$ |
| 2017-18 | 100.0 | 35.8 | 19.4 | 14.8 | 14.0 | 10.7 | 2.9 | 1.8 | 0.8 | $\dagger$ |

## $\dagger$ Not applicable

${ }^{1}$ Because of expanded survey coverage, data for 1979-89 are not directly comparable with figures for later years.
NOTE: Size not reported (column 11) includes school districts reporting enrollment of zero and school districts whose enrollment counts were suppressed because they failed data quality edits. Regular districts exclude regional education service agencies and supervisory union administrative centers, state-operated agencies, federally operated agencies, and
other types of local education agencies, such as independent charter schools. Enrollment totals differ from other tables because this table represents data reported by regular school districts rather than states or schools. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 1979-80 through 2017-18. (This table was prepared March 2020.)

Table 214.30. Number of public elementary and secondary education agencies, by type of agency and state or jurisdiction: 2016-17 and 2017-18

| State or jurisdiction | Total agencies |  | Type of agency |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Regular school districts ${ }^{1}$ |  | Regional education service agencies and supervisory union administrative centers |  | State-operated agencies |  | Federally operated agencies |  | Independent charter schools |  | Other agencies ${ }^{2}$ |  |
|  | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States | 18,343 | 18,297 | 13,598 | 13,551 | 1,350 | 1,338 | 254 | 244 | 4 | 4 | 2,998 | 3,021 | 139 | 139 |
| Alabama | 178 | 176 | 134 | 137 | 0 | 2 | 43 | 34 | 0 | 0 | 1 | 1 | 0 | 2 |
| Alaska | 54 | 54 | 53 | 53 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arizona | 699 | 700 | 226 | 225 | 16 | 19 | 9 | 9 | 0 | 0 | 434 | 433 | 14 | 14 |
| Arkansas | 292 | 293 | 234 | 234 | 15 | 15 | 5 | 5 | 0 | 0 | 25 | 26 | 13 | 13 |
| California | 1,159 | 1,156 | 1,057 | 1,051 | 73 | 71 | 4 | 4 | 0 | 0 | 25 | 30 | 0 | 0 |
| Colorado | 267 | 270 | 178 | 178 | 83 | 86 | 4 | 4 | 0 | 0 | 2 | 2 | 0 | 0 |
| Connecticut | 205 | 205 | 169 | 169 | 6 | 6 | 6 | 6 | 0 | 0 | 24 | 24 | 0 | 0 |
| Delaware | 49 | 46 | 19 | 19 | 1 | 1 | 2 | 2 | 0 | 0 | 27 | 24 | 0 | 0 |
| District of Columbia | 61 | 63 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 59 | 61 | 0 | 0 |
| Florida | 76 | 77 | 67 | 67 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 3 | 5 | 5 |
| Georgia | 226 | 232 | 180 | 180 | 16 | 16 | 7 | 7 | 0 | 0 | 23 | 29 | 0 | 0 |
| Hawaii | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Idaho | 160 | 162 | 115 | 115 | 2 | 2 | 3 | 3 | 0 | 0 | 40 | 42 | 0 | 0 |
| Illinois | 1,057 | 1,056 | 854 | 854 | 187 | 186 | 6 | 6 | 0 | 0 | 8 | 8 | 2 | 2 |
| Indiana | 423 | 427 | 294 | 294 | 30 | 29 | 4 | 3 | 0 | 0 | 93 | 99 | 2 | 2 |
| Iowa | 342 | 342 | 333 | 333 | 9 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kansas | 317 | 317 | 307 | 307 | 0 | 0 | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kentucky | 186 | 186 | 173 | 173 | 9 | 9 | 3 | 3 | 0 | 0 | 0 | 0 | 1 | 1 |
| Louisiana | 185 | 201 | 69 | 69 | 0 | 0 | 6 | 7 | 0 | 0 | 105 | 121 | 5 | 4 |
| Maine | 268 | 271 | 249 | 252 | 8 | 8 | 2 | 2 | 0 | 0 | 9 | 9 | 0 | 0 |
| Maryland | 25 | 25 | 24 | 24 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Massachusetts | 431 | 432 | 326 | 326 | 26 | 25 | 1 | 1 | 0 | 0 | 78 | 80 | 0 | 0 |
| Michigan | 901 | 892 | 540 | 537 | 56 | 56 | 4 | 4 | 0 | 0 | 301 | 295 | 0 | 0 |
| Minnesota | 567 | 564 | 332 | 331 | 65 | 66 | 4 | 3 | 0 | 0 | 166 | 164 | 0 | 0 |
| Mississippi | 158 | 157 | 144 | 144 | 0 | 0 | 11 | 10 | 0 | 0 | 3 | 3 | 0 | 0 |
| Missouri | 566 | 566 | 518 | 518 | 0 | 0 | 6 | 6 | 0 | 0 | 38 | 38 | 4 | 4 |
| Montana | 487 | 485 | 401 | 399 | 77 | 77 | 4 | 4 | 0 | 0 | 0 | 0 | 5 | 5 |
| Nebraska | 284 | 279 | 245 | 244 | 34 | 30 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Nevada | 19 | 21 | 18 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 |
| New Hampshire | 301 | 305 | 180 | 180 | 97 | 101 | 0 | 0 | 0 | 0 | 24 | 24 | 0 | 0 |
| New Jersey | 678 | 681 | 565 | 567 | 20 | 21 | 4 | 4 | 0 | 0 | 88 | 89 | 1 | 0 |
| New Mexico | 157 | 151 | 89 | 89 | 0 | 0 | 6 | 6 | 0 | 0 | 62 | 56 | 0 | 0 |
| New York ${ }^{3}$ | 999 | 1,011 | 689 | 689 | 37 | 37 | 6 | 6 | 0 | 0 | 267 | 279 | 0 | 0 |
| North Carolina | 306 | 314 | 115 | 117 | 1 | 1 | 4 | 4 | 3 | 3 | 167 | 173 | 16 | 16 |
| North Dakota | 226 | 225 | 178 | 178 | 45 | 44 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ohio | 1,088 | 1,064 | 620 | 619 | 102 | 101 | 4 | 4 | 0 | 0 | 362 | 340 | 0 | 0 |
| Oklahoma | 600 | 595 | 513 | 512 | 0 | 0 | 3 | 3 | 0 | 0 | 31 | 28 | 53 | 52 |
| Oregon | 221 | 222 | 179 | 178 | 19 | 19 | 5 | 6 | 0 | 0 | 18 | 19 | 0 | 0 |
| Pennsylvania | 789 | 788 | 500 | 500 | 102 | 102 | 7 | 6 | 0 | 0 | 179 | 179 | 1 | 1 |
| Rhode Island | 63 | 63 | 32 | 32 | 4 | 4 | 8 | 8 | 0 | 0 | 19 | 19 | 0 | 0 |
| South Carolina | 101 | 101 | 84 | 84 | 11 | 11 | 3 | 3 | 0 | 0 | 1 | 1 | 2 | 2 |
| South Dakota | 167 | 166 | 150 | 149 | 14 | 14 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tennessee | 146 | 147 | 146 | 147 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Texas | 1,228 | 1,225 | 1,025 | 1,025 | 20 | 20 | 3 | 3 | 0 | 0 | 180 | 177 | 0 | 0 |
| Utah | 156 | 160 | 41 | 41 | 4 | 4 | 3 | 2 | 0 | 0 | 108 | 113 | 0 | 0 |
| Vermont | 342 | 298 | 278 | 235 | 63 | 62 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Virginia | 222 | 210 | 130 | 132 | 71 | 57 | 20 | 20 | 1 | 1 | 0 | 0 | 0 | 0 |
| Washington | 332 | 334 | 299 | 299 | 10 | 10 | 0 | 0 | 0 | 0 | 8 | 10 | 15 | 15 |
| West Virginia | 57 | 57 | 55 | 55 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Wisconsin | 461 | 462 | 421 | 421 | 17 | 17 | 3 | 3 | 0 | 0 | 20 | 21 | 0 | 0 |
| Wyoming | 60 | 62 | 48 | 48 | 0 | 0 | 12 | 14 | 0 | 0 | 0 | 0 | 0 | 0 |
| Jurisdiction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bureau of Indian Education | 174 | 174 | 0 | 0 | 174 | 174 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DoDEA ${ }^{4}$ | 8 | - | 0 | 0 | 0 | 0 | 0 | 0 | 8 | - | 0 | 0 | 0 | 0 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Puerto Rico | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| U.S. Virgin Islands | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

## -Not available

${ }^{1}$ Includes both independent districts and those that are a dependent segment of a local government. Also includes components of supervisory unions that operate schools but share superintendent services with other districts.
${ }^{2}$ Includes public agencies that provide education but are not school districts, such as juvenile correctional institutions, sheriff's offices, hospitals, residential treatment centers,
and university lab schools.
${ }^{3}$ New York City is counted as one school district.
${ }^{4}$ DoDEA $=$ Department of Defense Education Activity. Includes both domestic and overseas schools.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2016-17 and 2017-18. (This table was prepared February 2020.)

Table 214.40. Public elementary and secondary school enrollment, number of schools, and other selected characteristics, by locale: Fall 2014 through fall 2017

| Enrollment, number of schools, and other characteristics | Total | City |  |  |  | Suburban |  |  |  | Town |  |  |  | Rural |  |  |  | Locale unknown |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Large ${ }^{1}$ | Mid-size ${ }^{2}$ | Small ${ }^{3}$ | Total | Large ${ }^{4}$ | Mid-size ${ }^{5}$ | Small ${ }^{6}$ | Total | Fringe ${ }^{7}$ | Distant ${ }^{8}$ | Remote ${ }^{9}$ | Total | Fringe ${ }^{10}$ | Distant ${ }^{11}$ | Remote ${ }^{12}$ |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Fall 2014 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 50,010 | 15,235 | 8,042 | 3,319 | 3,874 | 19,882 | 17,072 | 1,821 | 989 | 5,680 | 1,436 | 2,694 | 1,549 | 9,213 | 5,310 | 2,881 | 1,022 | $\dagger$ |
| Percentage distribution of enrollment, by race/ethnicity | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ |
| White | 49.6 | 29.5 | 20.4 | 32.5 | 45.8 | 50.6 | 48.7 | 60.7 | 64.4 | 64.2 | 67.8 | 65.4 | 58.9 | 71.6 | 66.9 | 79.6 | 73.3 |  |
| Black | 15.5 | 23.7 | 26.1 | 25.0 | 17.5 | 13.7 | 14.4 | 10.1 | 8.4 | 10.0 | 7.0 | 11.6 | 10.1 | 9.4 | 10.9 | 7.5 | 6.8 | $\dagger$ |
| Hispanic | 25.4 | 35.6 | 42.0 | 32.1 | 25.4 | 25.4 | 26.2 | 21.0 | 19.8 | 18.9 | 19.0 | 17.3 | 21.6 | 12.7 | 15.9 | 8.1 | 9.5 | $\dagger$ |
| Asian | 4.9 | 6.8 | 7.6 | 5.5 | 6.2 | 6.1 | 6.6 | 3.0 | 3.2 | 1.3 | 1.5 | 1.0 | 1.6 | 1.4 | 2.1 | 0.5 | 0.5 |  |
| Pacific Islander | 0.3 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.5 | 0.2 | 0.4 | 0.4 | 0.1 | 0.9 | 0.2 | 0.2 | 0.1 | 0.3 |  |
| American Indian/Alaska Native | 1.0 | 0.7 | 0.7 | 0.6 | 0.8 | 0.5 | 0.4 | 0.7 | 0.7 | 2.2 | 1.2 | 1.6 | 4.1 | 2.1 | 1.1 | 2.0 | 7.5 | $\dagger$ |
| Two or more races | 3.2 | 3.4 | 2.9 | 3.9 | 4.0 | 3.4 | 3.3 | 4.1 | 3.4 | 3.0 | 3.1 | 3.0 | 2.8 | 2.6 | 2.9 | 2.2 | 2.1 | $\dagger$ |
| Students participating in English language learner (ELL) programs (in thousands) ${ }^{13}$ | 4,670 | 2,186 | 1,358 | 441 | 387 | 1,879 | 1,696 | 116 | 67 | 352 | 79 | 160 | 113 | 255 | 159 | 61 | 35 | $\dagger$ |
| ELL program participants as a percent of enrollment ${ }^{13}$ | 9.3 | 13.8 | 16.2 | 12.2 | 10.2 | 8.8 | 9.1 | 6.2 | 6.7 | 6.2 | 5.9 | 5.9 | 6.8 | 3.5 | 4.5 | 2.2 | 3.6 | $\dagger$ |
| Schools Average school size ${ }^{14}$ Pupil/teacher ratio ${ }^{15}$ | 98,176 | 26,560 | 13,870 | 5,745 | 6,945 | 31,099 | 25,966 | 3,217 | 1,916 | 13,391 | 2,949 | 6,299 | 4,143 | 27,126 | 10,422 | 10,315 | 6,389 | $\dagger$ |
|  | 525 | 591 | 593 | 599 | 579 | 655 | 673 | 579 | 537 | 445 | 500 | 448 | 398 | 350 | 528 | 286 | 165 | $\dagger$ |
|  | 16.2 | 16.9 | 17.1 | 17.0 | 16.3 | 16.5 | 16.5 | 16.2 | 16.9 | 15.8 | 16.4 | 15.6 | 15.5 | 14.9 | 15.9 | 14.2 | 12.5 | $\dagger$ |
| Enrollment (percentage distribution) Schools (percentage distribution) | 100.0 | 30.5 | 16.1 | 6.6 | 7.7 | 39.8 | 34.1 | 3.6 | 2.0 | 11.4 | 2.9 | 5.4 | 3.1 | 18.4 | 10.6 | 5.8 | 2.0 | $\dagger$ |
|  | 100.0 | 27.1 | 14.1 | 5.9 | 7.1 | 31.7 | 26.4 | 3.3 | 2.0 | 13.6 | 3.0 | 6.4 | 4.2 | 27.6 | 10.6 | 10.5 | 6.5 | $\dagger$ |
| Fall 2015 Enrollment (in thousands) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 50,112 | 15,276 | 8,276 | 3,368 | 3,632 | 19,903 | 17,095 | 1,819 | 989 | 5,630 | 1,422 | 2,670 | 1,538 | 9,303 | 5,434 | 2,855 | 1,014 | 3 |
| Percentage distribution of enrollment, by race/ethnicity | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 48.9 | 29.1 | 20.2 | 32.6 | 46.0 | 49.7 | 47.8 | 59.9 | 63.6 | 63.6 | 67.1 | 64.8 | 58.3 | 70.8 | 65.9 | 79.3 | 73.1 | 48.7 |
| Black | 15.4 | 23.4 | 25.7 | 24.2 | 17.4 | 13.7 | 14.4 | 10.2 | 8.4 | 10.0 | 7.0 | 11.5 | 10.1 | 9.4 | 11.0 | 7.3 | 6.6 | 11.5 |
| Hispanic | 25.9 | 36.0 | 42.4 | 32.4 | 24.8 | 25.9 | 26.7 | 21.5 | 20.3 | 19.4 | 19.5 | 17.8 | 22.1 | 13.2 | 16.4 | 8.4 | 9.7 | 30.1 |
| Asian | 5.0 | 6.8 | 7.6 | 5.6 | 6.4 | 6.3 | 6.8 | 3.0 | 3.2 | 1.3 | 1.5 | 1.0 | 1.6 | 1.5 | 2.3 | 0.5 | 0.5 | 5.5 |
| Pacific Islander | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.5 | 0.2 | 0.4 | 0.4 | 0.1 | 0.9 | 0.2 | 0.2 | 0.1 | 0.3 | 0.2 |
| American Indian/Alaska Native | 1.0 | 0.7 | 0.7 | 0.6 | 0.8 | 0.4 | 0.4 | 0.6 | 0.7 | 2.1 | 1.1 | 1.5 | 4.0 | 2.1 | 1.1 | 2.0 | 7.5 | 0.3 |
| Two or more races | 3.4 | 3.6 | 3.0 | 4.2 | 4.3 | 3.6 | 3.5 | 4.4 | 3.6 | 3.2 | 3.3 | 3.2 | 3.0 | 2.8 | 3.1 | 2.4 | 2.3 | 3.6 |
| Number of English language learner (ELL) students (in thousands) ${ }^{13}$ | 4,795 | 2,217 | 1,402 | 452 | 363 | 1,941 | 1,754 | 119 | 68 | 365 | 81 | 164 | 120 | 272 | 173 | 64 | 36 | \# |
| ELL students as a percent of enrollment ${ }^{13}$ | 9.5 | 14.0 | 16.3 | 12.4 | 10.0 | 9.1 | 9.5 | 6.5 | 6.7 | 6.5 | 6.2 | 6.1 | 7.4 | 3.6 | 4.5 | 2.4 | 3.7 | 0.9 |
| Schools | 98,277 | 26,636 | 14,214 | 5,828 | 6,594 | 31,081 | 25,963 | 3,209 | 1,909 | 13,307 | 2,922 | 6,279 | 4,106 | 27,146 | 10,546 | 10,262 | 6,338 | 107 |
| Average school siz ${ }^{14}$Pupil/teacher ratio | 526 | 591 | 595 | 598 | 575 | 657 | 675 | 582 | 538 | 445 | 500 | 447 | 401 | 354 | 535 | 285 | 165 | 26 |
|  | 16.2 | 16.8 | 17.1 | 16.8 | 16.3 | 16.5 | 16.5 | 16.4 | 16.8 | 15.8 | 16.3 | 15.7 | 15.4 | 14.9 | 15.9 | 14.3 | 12.5 | 11.8 |
| Enrollment (percentage distribution) Schools (percentage distribution) | 100.0 | 30.5 | 16.5 | 6.7 | 7.2 | 39.7 | 34.1 | 3.6 | 2.0 | 11.2 | 2.8 | 5.3 | 3.1 | 18.6 | 10.8 | 5.7 | 2.0 | \# |
|  | 100.0 | 27.1 | 14.5 | 5.9 | 6.7 | 31.6 | 26.4 | 3.3 | 1.9 | 13.5 | 3.0 | 6.4 | 4.2 | 27.6 | 10.7 | 10.4 | 6.4 | 0.1 |
| Fall 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Enrollment (in thousands) | 50,283 | 15,316 | 8,356 | 3,386 | 3,573 | 19,918 | 17,107 | 1,822 | 989 | 5,560 | 1,415 | 2,631 | 1,513 | 9,489 | 5,635 | 2,845 | 1,010 | $\dagger$ |
| Percentage distribution of enrollment, by race/ethnicity | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ |
| WhiteBlack | 48.2 | 28.7 | 20.1 | 32.2 | 45.3 | 48.7 | 46.9 | 58.9 | 62.8 | 63.1 | 66.4 | 64.2 | 58.0 | 69.9 | 64.9 | 78.9 | 72.8 | $\dagger$ |
|  | 15.3 | 23.2 | 25.3 | 23.9 | 17.4 | 13.6 | 14.3 | 10.3 | 8.3 | 9.9 | 7.0 | 11.3 | 10.0 | 9.4 | 11.0 | 7.2 | 6.4 | $\dagger$ |
| Hispanic | 26.4 | 36.4 | 42.5 | 33.3 | 25.0 | 26.5 | 27.3 | 22.1 | 20.8 | 19.8 | 19.9 | 18.3 | 22.2 | 13.8 | 17.2 | 8.7 | 9.8 | $\dagger$ |
| Asian | 5.1 | 6.9 | 7.8 | 5.2 | 6.4 | 6.4 | 7.0 | 3.1 | 3.3 | 1.3 | 1.5 | 1.0 | 1.6 | 1.6 | 2.4 | 0.5 | 0.5 | $\dagger$ |
| Pacific Islander | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.2 | 0.4 | 0.4 | 0.1 | 0.9 | 0.2 | 0.3 | 0.1 | 0.3 |  |
| American Indian/Alaska NativeTwo or more races | 1.0 | 0.7 | 0.7 | 0.6 | 0.8 | 0.4 | 0.4 | 0.6 | 0.6 | 2.1 | 1.1 | 1.6 | 4.1 | 2.0 | 1.0 | 2.0 | 7.7 | $\dagger$ |
|  | 3.6 | 3.8 | 3.2 | 4.4 | 4.6 | 3.9 | 3.8 | 4.7 | 3.9 | 3.4 | 3.6 | 3.4 | 3.2 | 3.0 | 3.3 | 2.6 | 2.5 | $\dagger$ |
| Number of English language learner (ELL) students (in thousands) ${ }^{13}$ | 4,857 | 2,238 | 1,420 | 459 | 360 | 1,974 | 1,795 | 111 | 68 | 358 | 80 | 160 | 118 | 286 | 187 | 64 | 35 |  |
| ELL students as a percent of enrollment ${ }^{13}$ | 9.6 | 14.0 | 16.2 | 12.4 | 10.1 | 9.3 | 9.7 | 6.3 | 6.9 | 6.5 | 6.4 | 6.0 | 7.4 | 3.8 | 4.7 | 2.4 | 3.6 | $\dagger$ |
| Number of students with disabilities (in thousands) ${ }^{13}$ | 6,756 | 2,127 | 1,183 | 465 | 479 | 2,793 | 2,417 | 242 | 135 | 773 | 171 | 380 | 222 | 1,063 | 549 | 374 | 141 | $\dagger$ |
| Students with disabilities as a percent of enrollment ${ }^{13}$ | 13.4 | 13.3 | 13.5 | 12.6 | 13.4 | 13.1 | 13.0 | 13.6 | 13.6 | 14.0 | 13.6 | 14.3 | 13.9 | 13.9 | 13.8 | 13.9 | 14.6 | $\dagger$ |

[^19]See notes at end of table.

| Enrollment, number of schools, and other characteristics | Total | City |  |  |  | Suburban |  |  |  | Town |  |  |  | Rural |  |  |  | Locale unknown |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Large ${ }^{1}$ | Mid-size ${ }^{2}$ | Small ${ }^{3}$ | Total | Large ${ }^{4}$ | Mid-size ${ }^{5}$ | Small\| ${ }^{6}$ | Total | Fringe ${ }^{7}$ | Distant ${ }^{8}$ | Remote ${ }^{9}$ | Total | Fringe ${ }^{10}$ | Distant ${ }^{11}$ | Remote ${ }^{12}$ |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Schools <br> Average school size ${ }^{14}$ <br> Pupil/teacher ratio ${ }^{15}$ | $\begin{array}{r} 98,169 \\ 528 \\ 16.2 \end{array}$ | $\begin{array}{r} 26,658 \\ 591 \\ 16.8 \end{array}$ | $\begin{array}{r} 14,315 \\ 596 \\ 16.9 \end{array}$ | 5,865 597 16.8 | $\begin{array}{r} 6,478 \\ 574 \\ 16.3 \end{array}$ | 31,068 656 16.5 | 25,950 674 16.5 | $\begin{array}{r} 3,218 \\ 580 \\ 16.3 \end{array}$ | $\begin{array}{r} 1,900 \\ 538 \\ 17.0 \end{array}$ | 13,148 444 15.8 | $\begin{array}{r} 2,912 \\ 500 \\ 16.3 \end{array}$ | $\begin{array}{r} 6,205 \\ 446 \\ 15.7 \end{array}$ | 4,031 399 15.5 | 27,295 358 15.0 | $\begin{array}{r} 10,791 \\ 541 \\ 15.9 \end{array}$ | 10,193 285 14.3 | $\begin{array}{r} 6,311 \\ 165 \\ 12.6 \end{array}$ | $\dagger$ |
| Enrollment (percentage distribution) Schools (percentage distribution) | $\begin{aligned} & 100.0 \\ & 100.0 \end{aligned}$ | $\begin{aligned} & 30.5 \\ & 27.2 \end{aligned}$ | $\begin{aligned} & 16.6 \\ & 14.6 \end{aligned}$ | $\begin{aligned} & 6.7 \\ & 6.0 \end{aligned}$ | $\begin{array}{r} 7.1 \\ 6.6 \\ \hline \end{array}$ | $\begin{array}{r} 39.6 \\ 31.6 \end{array}$ | 34.0 26.4 | 3.6 3.3 | 2.0 1.9 | 11.1 13.4 | 2.8 3.0 | 5.2 6.3 | 3.0 4.1 | $\begin{aligned} & 18.9 \\ & 27.8 \end{aligned}$ | $\begin{aligned} & 11.2 \\ & 11.0 \end{aligned}$ | 5.7 10.4 | $\begin{aligned} & 2.0 \\ & 6.4 \end{aligned}$ | $\dagger$ |
| Fall 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Enrollment (in thousands) | 50,345 | 15,283 | 8,386 | 3,313 | 3,584 | 19,939 | 17,123 | 1,826 | 990 | 5,522 | 1,409 | 2,614 | 1,500 | 9,601 | 5,755 | 2,841 | 1,005 | $\dagger$ |
| Percentage distribution of enrollment, by race/ethnicity | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ |
| White | 47.6 | 28.4 | 20.1 | 31.7 | 44.6 | 47.9 | 46.0 | 58.0 | 62.0 | 62.6 | 65.8 | 63.7 | 57.6 | 69.2 | 64.0 | 78.5 | 72.6 | $\dagger$ |
| Black | 15.2 | 22.9 | 24.9 | 24.0 | 17.3 | 13.7 | 14.3 | 10.4 | 8.4 | 9.7 | 6.9 | 11.2 | 9.9 | 9.3 | 11.0 | 7.1 | 6.3 |  |
| Hispanic | 26.7 | 36.6 | 42.6 | 33.4 | 25.4 | 27.0 | 27.8 | 22.5 | 21.2 | 20.2 | 20.4 | 18.8 | 22.6 | 14.3 | 17.7 | 9.0 | 10.0 |  |
| Asian | 5.2 | 7.0 | 7.8 | 5.3 | 6.5 | 6.6 | 7.2 | 3.1 | 3.4 | 1.3 | 1.5 | 1.0 | 1.5 | 1.7 | 2.5 | 0.5 | 0.5 |  |
| Pacific Islander | 0.4 | 0.4 | 0.4 | 0.5 | 0.4 | 0.4 | 0.4 | 0.4 | 0.2 | 0.4 | 0.4 | 0.2 | 0.9 | 0.2 | 0.3 | 0.1 | 0.3 |  |
| American Indian/Alaska Native | 1.0 | 0.7 | 0.7 | 0.6 | 0.8 | 0.4 | 0.4 | 0.6 | 0.6 | 2.1 | 1.0 | 1.5 | 4.0 | 2.0 | 1.0 | 2.0 | 7.7 |  |
| Two or more races | 3.9 | 4.0 | 3.4 | 4.6 | 4.9 | 4.1 | 4.0 | 4.9 | 4.1 | 3.6 | 3.8 | 3.6 | 3.5 | 3.2 | 3.6 | 2.8 | 2.6 | $\dagger$ |
| Number of English language learner (ELL) students (in thousandS) ${ }^{13}$ | 4,953 | 2,275 | 1,451 | 456 | 367 | 2,015 | 1,831 | 116 | 68 | 360 | 80 | 163 | 117 | 303 | 196 | 68 | 39 |  |
| ELL students as a percent of enrollment ${ }^{13}$ | 10.1 | 14.7 | 17.1 | 13.1 | 10.5 | 9.6 | 10.0 | 6.6 | 7.1 | 6.8 | 6.6 | 6.4 | 7.6 | 4.1 | 5.1 | 2.6 | 4.2 | $\dagger$ |
| Number of students with disabilities (in thousands) ${ }^{13}$ | 6,953 | 2,195 | 1,227 | 468 | 499 | 2,870 | 2,481 | 252 | 137 | 789 | 173 | 390 | 226 | 1,100 | 564 | 389 | 147 | $\dagger$ |
| Students with disabilities as a percent of enrollment ${ }^{13}$ | 13.8 | 13.8 | 14.0 | 13.1 | 13.9 | 13.4 | 13.3 | 13.9 | 14.0 | 14.4 | 13.9 | 14.7 | 14.2 | 14.4 | 14.2 | 14.4 | 15.0 | $\dagger$ |
| Schools | 98,480 | 26,781 | 14,564 | 5,731 | 6,486 | 31,217 | 26,112 | 3,208 | 1,897 | 13,098 | 2,890 | 6,198 | 4,010 | 27,384 | 10,943 | 10,175 | 6,266 | $\dagger$ |
| Average school size14 | 528 | 589 | 588 | 599 | 580 | 657 | 674 | 586 | 543 | 445 | 502 | 445 | 400 | 362 | 546 | 286 | 165 |  |
| Pupil/teacher ratio ${ }^{15}$ | 16.1 | 16.7 | 16.8 | 16.9 | 16.2 | 16.3 | 16.3 | 16.3 | 16.9 | 15.7 | 16.2 | 15.7 | 15.4 | 15.0 | 15.9 | 14.3 | 12.7 | $\dagger$ |
| Enrollment (percentage distribution) | 100.0 | 30.4 | 16.7 | 6.6 | 7.1 | 39.6 | 34.0 | 3.6 | 2.0 | 11.0 | 2.8 | 5.2 | 3.0 | 19.1 | 11.4 | 5.6 | 2.0 |  |
| Schools (percentage distribution) | 100.0 | 27.2 | 14.8 | 5.8 | 6.6 | 31.7 | 26.5 | 3.3 | 1.9 | 13.3 | 2.9 | 6.3 | 4.1 | 27.8 | 11.1 | 10.3 | 6.4 | $\dagger$ |

## Not applicable.

'Located inside an urbanized area and inside a principal city with a population of 250,000 or more.
Located inside an urbanized area and inside a principal city with a population of at least 100,000, but less than 250,000 LLocated inside an urbanized area and inside a principal city with a population less than 100,000.
Located inside an urbanized area and outside a principal city with a population of 250,000 or more. Located inside an urbanized area and outside a principal city with a population less than 100,000.
Located inside an urban cluster that is 10 miles or less from an urbanized area.
${ }^{8}$ Located inside an urban cluster that is more than 10 but less than or equal to 35 miles from an urbanized area
${ }^{2}$ Located inside an urban cluster that is more than 35 miles from an urbanized area.
Located outside any urbanized area or urban cluster, but 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster.
${ }^{1}$ Located outside any urbanized area or urban cluster and more than 5 miles but less than or equal to 25 miles from an ${ }^{2}$ Located outsid or more than 2.5 miles but less than or equal to 10 miles from an urban cluster
from an urb 10 miles from an urban cluster.

Data are based on locales of school districts rather than locales of schools as in the rest of the table. Data for 2014 and earlier years include only those ELL students who participated in ELL programs. Starting with 2015, data include all ELL students, regardless of program participation. Data exclude ELL students who are enrolled in prekindergarten.
${ }^{4}$ Average for schools reporting enrollment. Enrollment data were available for 95,230 out of 98,176 schools in 2014-15 95,240 out of 98,277 schools in 2015-16, 95,306 out of 98,169 schools in 2016-17, and 95,265 out of 98,480 schools in 217-18.
NOTE: Detail may not sum tot lis because of rounding. Race categories exclude persons of Hispanic ethnicity. Enrollment and ratios are based on data reported by schools and may differ from data reported in other tables that reflect aggregate otals reported by states
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2014-15, 2015-16, 2016-17, and 2017-18; CCD, "Local Education Agency Universe Survey," 2014-15, 2015-16, 2016-17, and 2017-18; and Education Demographic and Geographic Estimates (EDGE), "Public School File," 2015-16, 2016-17, and 2017-18. (This table was prepared November 2019.)

Table 216.10. Public elementary and secondary schools, by level of school: Selected years, 1967-68 through 2017-18

| Year | Total, all public schools | Schools with reported grade spans |  |  |  |  |  |  |  |  |  |  | Other schools ${ }^{1}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Elementary schools |  |  |  | Secondary schools |  |  |  |  | Combined elementary/ secondary schools ${ }^{2}$ |  |
|  |  | Total | Total ${ }^{3}$ | Middle schools ${ }^{4}$ | Oneteacher schools | Other elementary schools | Total ${ }^{5}$ | Junior high ${ }^{6}$ | 3 -year or 4-year high schools | 5-year or 6-year high schools | Other secondary schools |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| $\begin{aligned} & 1967-68 \\ & 1970-71 \\ & 1972-73 \\ & 1974-75 \\ & 1975-76 \end{aligned}$ | 88,597 | 94,197 <br> 89,372 <br> 88,864 <br> 87,456 <br> 87,034 | 67,186 <br> 64,020 <br> 62,942 <br> 61,759 <br> 61,704 | 2,080 2,308 3,224 3,916 | 4,146 1,815 1,475 1,247 1,166 | $\begin{aligned} & 63,040 \\ & 60,125 \\ & 59,159 \\ & 57,288 \\ & 56,622 \end{aligned}$ | $\begin{aligned} & 23,318 \\ & 23,572 \\ & 23,919 \\ & 23,837 \\ & 23,792 \end{aligned}$ | $\begin{aligned} & 7,437 \\ & 7,750 \\ & 7,878 \\ & 7,690 \\ & 7,521 \end{aligned}$ | 10,751 <br> 11,265 <br> 11,550 <br> 11,480 <br> 11,572 | $\begin{aligned} & \hline 4,650 \\ & 3,887 \\ & 3,962 \\ & 4,122 \\ & 4,113 \end{aligned}$ | 480 670 529 545 586 | $\begin{aligned} & 3,693 \\ & 1,780 \\ & 2,003 \\ & 1,860 \\ & 1,538 \end{aligned}$ | 1,563 |
| $\begin{aligned} & 1976-77 \\ & 1978-79 \\ & 1980-81 \\ & 1982-83 \\ & 1983-84 \end{aligned}$ | 85,982 84,740 84,178 | 86,501 84,816 83,688 82,039 81,418 | $\begin{aligned} & 61,123 \\ & 60,312 \\ & 59,326 \\ & 58,051 \\ & 57,471 \end{aligned}$ | 4,180 5,879 6,003 6,875 6,885 | 1,111 1,056 921 798 838 | 55,832 53,377 52,402 50,378 49,748 | $\begin{aligned} & 23,857 \\ & 22,834 \\ & 22,619 \\ & 22,383 \\ & 22,336 \end{aligned}$ | 7,434 6,282 5,890 5,948 5,936 | $\begin{aligned} & 11,658 \\ & 11,410 \\ & 10,758 \\ & 11,678 \\ & 11,670 \end{aligned}$ | 4,130 4,429 4,193 4,067 4,046 | 635 713 1,778 690 684 | $\begin{aligned} & 1,521 \\ & 1,670 \\ & 1,743 \\ & 1,605 \\ & 1,611 \end{aligned}$ | 2,294 2,701 2,760 |
| $\begin{aligned} & 1984-85 \\ & 1986-87 \\ & 1987-88 \\ & 1988-89 \\ & 1989-90 \end{aligned}$ | 84,007 83,421 83,248 83,165 83,425 | 81,147 82,316 81,416 81,579 81,880 | $\begin{aligned} & 57,231 \\ & 58,835 \\ & 57,575 \\ & 57,941 \\ & 58,419 \end{aligned}$ | 6,893 7,483 7,641 7,957 8,272 | 825 763 729 583 630 | 49,513 50,589 49,205 49,401 49,517 | $\begin{aligned} & 22,320 \\ & 21,505 \\ & 21,662 \\ & 21,403 \\ & 21,181 \end{aligned}$ | $\begin{aligned} & 5,916 \\ & 5,109 \\ & 4,900 \\ & 4,687 \\ & 4,512 \end{aligned}$ | $\begin{aligned} & 11,671 \\ & 11,430 \\ & 11,279 \\ & 11,350 \\ & 11,492 \end{aligned}$ | $\begin{aligned} & 4,021 \\ & 4,196 \\ & 4,048 \\ & 3,994 \\ & 3,812 \end{aligned}$ | 712 770 1,435 1,372 1,365 | $\begin{aligned} & 1,596 \\ & 1,976 \\ & 2,179 \\ & 2,235 \\ & 2,280 \end{aligned}$ | $\begin{aligned} & 2,860 \\ & 1,105^{7} \\ & 1,832^{7} \\ & 1,586^{7} \\ & 1,545^{7} \end{aligned}$ |
| $\begin{aligned} & 1990-91 \\ & 1991-92 \\ & 1992-93 \\ & 1993-94 \\ & 1994-95 \end{aligned}$ | 84,538 84,578 84,497 85,393 86,221 | 82,475 82,506 82,896 83,431 84,476 | $\begin{aligned} & 59,015 \\ & 59,258 \\ & 59,676 \\ & 60,052 \\ & 60,808 \end{aligned}$ | 8,545 8,829 9,152 9,573 9,954 | 617 569 430 442 458 | $\begin{aligned} & 49,853 \\ & 49,860 \\ & 50,094 \\ & 50,037 \\ & 50,396 \end{aligned}$ | $\begin{aligned} & 21,135 \\ & 20,767 \\ & 20,671 \\ & 20,705 \\ & 20,904 \end{aligned}$ | $\begin{aligned} & 4,561 \\ & 4,298 \\ & 4,115 \\ & 3,970 \\ & 3,859 \end{aligned}$ | $\begin{aligned} & 11,537 \\ & 11,528 \\ & 11,651 \\ & 11,858 \\ & 12,058 \end{aligned}$ | $\begin{aligned} & 3,723 \\ & 3,699 \\ & 3,613 \\ & 3,595 \\ & 3,628 \end{aligned}$ | 1,314 1,242 1,292 1,282 1,359 | $\begin{aligned} & 2,325 \\ & 2,481 \\ & 2,549 \\ & 2,674 \\ & 2,764 \end{aligned}$ | $\begin{aligned} & 2,063 \\ & 2,072 \\ & 1,601 \\ & 1,962 \\ & 1,745 \end{aligned}$ |
| $\begin{aligned} & 1995-96 \\ & 1996-97 \\ & 1997-98 \\ & 1998-99 \\ & 1999-2000 \end{aligned}$ | 87,125 88,223 89,508 90,874 92,012 | 84,958 86,092 87,541 89,259 90,538 | 61,165 <br> 61,805 <br> 62,739 <br> 63,462 <br> 64,131 | 10,205 10,499 10,944 11,202 11,521 | 474 487 476 463 423 | 50,486 50,819 51,319 51,797 52,187 | $\begin{aligned} & 20,997 \\ & 21,307 \\ & 21,682 \\ & 22,076 \\ & 22,365 \end{aligned}$ | 3,743 3,707 3,599 3,607 3,566 | 12,168 12,424 12,734 13,457 13,914 | 3,621 3,614 3,611 3,707 3,686 | 1,465 1,562 1,738 1,305 1,199 | 2,796 2,980 3,120 3,721 4,042 | $\begin{aligned} & 2,167 \\ & 2,131 \\ & 1,967 \\ & 1,615 \\ & 1,474 \end{aligned}$ |
| $\begin{aligned} & 2000-01 \\ & 2001-02 \\ & 2002-03 \\ & 2003-04 \\ & 2004-05 \end{aligned}$ | 93,273 94,112 95,615 95,726 96,513 | 91,691 92,696 93,869 93,977 95,001 | 64,601 65,228 65,718 65,758 65,984 | 11,696 11,983 12,174 12,341 12,530 | 411 408 366 376 338 | 52,494 52,837 53,178 53,041 53,116 | 21,994 22,180 22,599 22,782 23,445 | 3,318 3,285 3,263 3,251 3,250 | $\begin{aligned} & 13,793 \\ & 14,070 \\ & 14,330 \\ & 14,595 \\ & 14,854 \end{aligned}$ | 3,974 3,917 4,017 3,840 3,945 | 909 908 989 1,096 1,396 | 5,096 5,288 5,552 5,437 5,572 | $\begin{aligned} & 1,582 \\ & 1,416 \\ & 1,746 \\ & 1,749 \\ & 1,512 \end{aligned}$ |
| $\begin{aligned} & 2005-06 \\ & 2006-07 \\ & 2007-08 \\ & 2008-09 \\ & 2009-10 \end{aligned}$ | 97,382 98,793 98,916 98,706 98,817 | 95,731 96,362 97,654 97,119 97,521 | 66,026 66,458 67,112 67,148 67,140 | 12,545 12,773 13,014 13,060 13,163 | 326 313 288 237 217 | 53,155 53,372 53,810 53,851 53,760 | 23,998 23,920 24,643 24,348 24,651 | 3,249 3,112 3,117 3,037 2,953 | 15,103 <br> 15,043 <br> 16,146 <br> 16,246 <br> 16,706 | 3,910 4,048 3,981 3,761 3,778 | 1,736 1,717 1,399 1,304 1,214 | 5,707 5,984 5,899 5,623 5,730 | 1,651 2,431 1,262 1,587 1,296 |
| $\begin{aligned} & 2010-11 \\ & 2011-12 \\ & 2012-13 \\ & 2013-14 \\ & 2014-15 \end{aligned}$ | 98,817 98,328 98,454 98,271 98,176 | 97,767 97,357 97,331 97,290 97,601 | 67,086 66,689 66,708 67,034 67,073 | 13,045 12,963 13,064 13,324 13,250 | $\begin{aligned} & 224 \\ & 205 \\ & 196 \\ & 193 \\ & 165 \end{aligned}$ | 53,817 53,521 53,448 53,517 53,658 | $\begin{aligned} & 24,544 \\ & 24,357 \\ & 24,294 \\ & 24,067 \\ & 24,181 \end{aligned}$ | 2,855 2,865 2,816 2,721 2,706 | $\begin{aligned} & 16,321 \\ & 16,586 \\ & 16,393 \\ & 16,704 \\ & 16,603 \end{aligned}$ | $\begin{aligned} & 4,047 \\ & 3,899 \\ & 3,875 \\ & 3,467 \\ & 3,585 \end{aligned}$ | $\begin{aligned} & 1,321 \\ & 1,007 \\ & 1,210 \\ & 1,175 \\ & 1,287 \end{aligned}$ | 6,137 6,311 6,329 6,189 6,347 | 1,050 971 1,123 981 575 |
| $\begin{aligned} & 2015-16 \\ & 2016-17 \\ & 2017-18 \\ & \hline \end{aligned}$ | 98,277 98,158 98,469 | 97,586 <br> 97,434 <br> 97,568 | 66,758 66,837 67,408 |  | $\begin{aligned} & 197 \\ & 203 \\ & 188 \\ & \hline \end{aligned}$ | 53,539 53,381 53,783 |  | $\begin{aligned} & 2,594 \\ & 2,527 \\ & 2,479 \end{aligned}$ | 16,243 16,514 16,677 | $\begin{aligned} & 3,995 \\ & 3,523 \\ & 3,390 \end{aligned}$ | $\begin{aligned} & 1,208 \\ & 1,250 \\ & 1,336 \end{aligned}$ | 6,788 <br> 6,783 <br> 6,278 | 691 724 901 |

[^20]${ }^{7}$ Because of revision in data collection procedures, figures not comparable to data for other years.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1967-68 and 1975-76; Statistics of Public Elementary and Secondary Day Schools, 1970-71, 1972-73, 1974-75, and 1976-77 through 1980-81; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1982-83 through 2017-18. (This table was prepared December 2019.)


## -Not available.

Includes schools that provide nontraditional education, address needs of students that typically cannot be met in regular schools, serve as adjuncts to regular schools, or fall outside the categories of regular, special education, or vocational ducation.
Includes schools beginning with grade 6 or below and with no grade higher than 8 .
Includes schools with no grade lower than 7 .
Includes schools beginning with grade 6 or below and ending with grade 9 or above.
${ }^{5}$ Magnet, charter, and virtual schools are also included under regular, special education, vocational, or alternative schools ${ }_{6}$ as appropriate.
Virtual schools are defined as having instruction during which students and teachers are separated by time and/or location SOURCE: U.S. Dialernet-connected computers or other electronic devices.
Elementary/Secondary School Universe Survey," 1990-91 through 2017-18. (This table was prepared November 2019.)

Table 216.30. Number and percentage distribution of public elementary and secondary students and schools, by traditional or charter school status and selected characteristics: Selected years, 1999-2000 through 2017-18

| Selected characteristic | 1999-2000 |  |  | 2000-01 |  |  | 2010-11 |  |  | 2017-18 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, all public schools | Traditional (noncharter) schools | Charter schools | Total, all public schools | Traditional (noncharter) schools | Charter schools | Total, all public schools | Traditional (noncharter) schools | Charter schools | Total, all public schools | Traditional (noncharter) schools | Charter schools |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Fall enrollment (in thousands) | 46,689 | 46,350 | 340 | 47,061 | 46,612 | 448 | 49,178 | 47,391 | 1,787 | 50,330 | 47,187 | 3,143 |
| Percentage distribution of students |  |  |  |  |  |  |  |  |  |  |  |  |
| Sex | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Male | 51.4 | 51.4 | 51.1 | 51.4 | 51.4 | 51.2 | 51.4 | 51.4 | 49.5 | 51.4 | 51.5 | 49.6 |
| Female | 48.6 | 48.6 | 48.9 | 48.6 | 48.6 | 48.8 | 48.6 | 48.6 | 50.5 | 48.6 | 48.5 | 50.4 |
| Race/ethnicity | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 61.8 | 61.9 | 42.5 | 61.0 | 61.2 | 42.7 | 52.5 | 53.1 | 36.2 | 47.6 | 48.7 | 32.1 |
| Black | 17.1 | 16.9 | 33.5 | 17.0 | 16.9 | 33.2 | 16.0 | 15.5 | 28.9 | 15.2 | 14.5 | 25.8 |
| Hispanic | 15.9 | 15.9 | 19.6 | 16.6 | 16.6 | 19.4 | 23.1 | 22.9 | 27.3 | 26.7 | 26.3 | 33.1 |
| Asian/Pacific Islander | 4.1 | 4.1 | 2.8 | 4.2 | 4.2 | 2.9 | 5.0 | 5.0 | 3.7 | 5.6 | 5.6 | 4.4 |
| Asian | - | - | - | - | - | - | 4.6 | 4.7 | 3.3 | 5.2 | 5.3 | 4.0 |
| Pacific Islander | - | - | - | - | - | - | 0.3 | 0.3 | 0.5 | 0.4 | 0.4 | 0.4 |
| American Indian/Alaska Native | 1.2 | 1.2 | 1.5 | 1.2 | 1.2 | 1.8 | 1.1 | 1.1 | 0.9 | 1.0 | 1.0 | 0.7 |
| Two or more races | - | - | - | - | - | - | 2.4 | 2.3 | 2.9 | 3.9 | 3.9 | 3.9 |
| Percent of students eligible for free or reduced-price lunch program ${ }^{1}$ | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 0 to 25.0 | 44.9 | 45.0 | 36.9 | 34.3 | 34.3 | 39.3 | 23.9 | 23.8 | 26.7 | 21.0 | 21.2 | 18.2 |
| 25.1 to 50.0 | 25.4 | 25.5 | 12.7 | 24.7 | 24.8 | 12.7 | 28.9 | 29.2 | 18.9 | 28.3 | 28.9 | 19.5 |
| 50.1 to 75.0 | 16.0 | 16.1 | 13.0 | 16.0 | 16.1 | 14.9 | 26.6 | 26.8 | 20.4 | 25.3 | 25.6 | 21.6 |
| More than 75.0 | 12.2 | 12.2 | 14.3 | 12.4 | 12.4 | 14.7 | 20.1 | 19.7 | 30.7 | 24.8 | 24.2 | 34.5 |
| Missing/school does not participate | 1.4 | 1.2 | 23.2 | 12.5 | 12.4 | 18.4 | 0.5 | 0.4 | 3.2 | 0.6 | 0.2 | 6.2 |
| Number of teachers | 2,636,277 | 2,622,678 | 13,599 | 2,747,649 | 2,729,033 | 18,616 | 3,001,994 | 2,910,869 | 91,126 | 3,079,590 | 2,922,634 | 156,956 |
| Pupil/teacher ratio ${ }^{2}$ | 16.6 | 16.6 | 18.8 | 16.4 | 16.4 | 18.2 | 16.4 | 16.4 | 18.0 | 16.1 | 16.0 | 17.7 |
| Total number of schools | 92,012 | 90,488 | 1,524 | 93,273 | 91,280 | 1,993 | 98,817 | 93,543 | 5,274 | 98,469 | 91,276 | 7,193 |
| Percentage distribution of schools |  |  |  |  |  |  |  |  |  |  |  |  |
| School level | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Elementary ${ }^{3}$ | 69.7 | 70.0 | 54.6 | 69.3 | 69.7 | 50.7 | 67.9 | 68.7 | 54.3 | 68.5 | 69.4 | 56.5 |
| Secondary ${ }^{4}$ | 24.3 | 24.3 | 25.9 | 23.6 | 23.6 | 23.4 | 24.8 | 24.8 | 25.9 | 24.3 | 24.3 | 23.2 |
| Combined ${ }^{5}$ | 4.4 | 4.2 | 18.6 | 5.5 | 5.1 | 22.5 | 6.2 | 5.5 | 19.5 | 6.4 | 5.3 | 20.3 |
| Ungraded | 1.6 | 1.6 | 0.9 | 1.7 | 1.7 | 3.4 | 1.1 | 1.1 | 0.2 | 0.9 | 1.0 | 0.1 |
| Size of enrollment | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Less than 300 | 31.3 | 30.5 | 77.0 | 31.9 | 31.0 | 75.2 | 30.9 | 29.3 | 59.0 | 29.8 | 28.6 | 44.8 |
| 300 to 499 | 26.5 | 26.7 | 12.0 | 26.5 | 26.8 | 12.7 | 27.8 | 28.1 | 22.3 | 28.1 | 28.3 | 25.5 |
| 500 to 999 | 32.8 | 33.2 | 8.7 | 32.0 | 32.5 | 9.7 | 32.3 | 33.4 | 14.8 | 32.7 | 33.5 | 23.3 |
| 1,000 or more | 9.5 | 9.7 | 2.4 | 9.6 | 9.8 | 2.4 | 9.0 | 9.3 | 3.9 | 9.4 | 9.6 | 6.3 |
| Racial/ethnic concentration |  |  |  |  |  |  |  |  |  |  |  |  |
| More than 50 percent White | 70.9 | 71.2 | 51.1 | 70.2 | 70.6 | 51.6 | 60.4 | 61.7 | 38.4 | 54.8 | 56.6 | 32.3 |
| More than 50 percent Black | 11.1 | 10.8 | 26.5 | 11.1 | 10.8 | 25.1 | 10.7 | 9.8 | 25.4 | 9.8 | 8.7 | 22.8 |
| More than 50 percent Hispanic | 8.8 | 8.7 | 11.4 | 9.2 | 9.1 | 11.5 | 14.5 | 14.1 | 20.8 | 17.3 | 16.6 | 26.6 |
| No majority racial/ethnic group | 7.8 | 7.8 | 9.1 | 8.0 | 8.0 | 9.7 | 13.1 | 13.0 | 14.1 | 16.5 | 16.4 | 16.8 |
| Percent of students eligible for free or reduced-price lunch program ${ }^{1}$ | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 0 to 25.0 | 42.3 | 42.3 | 44.5 | 29.9 | 29.8 | 33.1 | 23.2 | 22.9 | 27.7 | 17.9 | 18.0 | 16.6 |
| 25.1 to 50.0 | 25.6 | 25.9 | 11.1 | 25.0 | 25.3 | 11.5 | 26.9 | 27.4 | 17.4 | 26.6 | 27.3 | 18.2 |
| 50.1 to 75.0 | 16.8 | 16.9 | 10.2 | 16.8 | 16.9 | 11.1 | 26.4 | 26.8 | 20.1 | 25.1 | 25.4 | 21.5 |
| More than 75.0 | 11.9 | 11.9 | 12.4 | 12.2 | 12.2 | 13.1 | 21.3 | 20.7 | 33.1 | 25.8 | 24.9 | 37.0 |
| Missing/school does not participate | 3.3 | 3.0 | 21.9 | 16.2 | 15.8 | 31.1 | 2.2 | 2.3 | 1.7 | 4.6 | 4.4 | 6.6 |
| Locale | - | - | - | - | - | - | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| City | - | - | - | - | - | - | 26.2 | 24.5 | 55.5 | 27.2 | 24.9 | 56.1 |
| Suburban | - | - | - | - | - | - | 27.4 | 27.8 | 21.3 | 31.7 | 32.1 | 26.3 |
| Town | - | - | - | - | - | - | 14.0 | 14.4 | 7.6 | 13.3 | 13.9 | 6.1 |
| Rural | - | - | - | - | - | - | 32.3 | 33.3 | 15.6 | 27.8 | 29.1 | 11.5 |
| Region | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Northeast | 16.1 | 16.3 | 7.2 | 16.2 | 16.3 | 10.9 | 15.5 | 15.9 | 9.5 | 15.2 | 15.6 | 10.1 |
| Midwest | 28.9 | 29.0 | 24.9 | 28.7 | 28.8 | 23.3 | 26.4 | 26.6 | 23.1 | 26.0 | 26.5 | 20.6 |
| South | 33.1 | 33.2 | 28.9 | 33.1 | 33.2 | 27.5 | 34.7 | 35.0 | 29.5 | 34.8 | 35.0 | 32.6 |
| West | 21.8 | 21.6 | 38.9 | 22.0 | 21.6 | 38.3 | 23.4 | 22.5 | 37.9 | 23.9 | 22.9 | 36.7 |

## —Not available.

${ }^{1}$ The National School Lunch Program (NSLP) is a federally assisted meal program. To be eligible for free lunch under the program, a student must be from a household with an income at or below 130 percent of the poverty threshold; to be eligible for reduced-price lunch, a student must be from a household with an income between 130 percent and 185 percent of the poverty threshold. Data for 2017-18 include students whose NSLP eligibility has been determined through direct certification.
${ }^{2}$ Pupil/teacher ratio based on schools that reported both enrollment and teacher data
${ }^{3}$ Includes schools beginning with grade 6 or below and with no grade higher than 8 .

Includes schools with no grade lower than 7.
${ }^{5}$ Includes schools beginning with grade 6 or below and ending with grade 9 or above. NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999-2000 through 2017-18; and Education Demographic and Geographic Estimates (EDGE), "Public School File," 2017-18. (This table was prepared January 2020.)

Table 216.40. Number and percentage distribution of public elementary and secondary schools and enrollment, by level, type, and enrollment size of school: 2015-16, 2016-17, and 2017-18

| Enrollment size of school | Number and percentage distribution of schools, by level and type |  |  |  |  |  | Enrollment totals and percentage distribution, by level and type of school ${ }^{1}$ |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{2}$ | Elementary ${ }^{3}$ | Secondary ${ }^{4}$ |  | Combined elementary/ secondary ${ }^{5}$ | Other ${ }^{6}$ | Total ${ }^{2}$ | Elementary ${ }^{3}$ | Secondary ${ }^{4}$ |  | Combined elementary/ secondary ${ }^{5}$ | Other ${ }^{6}$ |
|  |  |  | All schools | Regular schools ${ }^{7}$ |  |  |  |  | All schools | Regular schools ${ }^{7}$ |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 2015-16 |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 98,277 | 66,758 | 24,040 | 19,325 | 6,788 | 691 | 50,115,178 | 32,035,708 | 15,748,184 | 15,296,173 | 2,329,346 | 1,940 |
| Percent ${ }^{8}$ | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Under 100 | 10.14 | 5.32 | 17.94 | 9.39 | 33.11 | 88.89 | 0.86 | 0.55 | 1.07 | 0.64 | 3.57 | 18.87 |
| 100 to 199 | 8.91 | 7.62 | 11.04 | 10.15 | 15.03 | 0.00 | 2.53 | 2.40 | 2.32 | 1.88 | 5.76 | 0.00 |
| 200 to 299 | 10.94 | 11.59 | 9.28 | 9.75 | 10.06 | 0.00 | 5.25 | 6.10 | 3.31 | 3.05 | 6.64 | 0.00 |
| 300 to 399 | 13.48 | 15.88 | 7.84 | 8.61 | 8.24 | 5.56 | 8.97 | 11.56 | 3.92 | 3.77 | 7.64 | 20.26 |
| 400 to 499 | 14.11 | 17.13 | 7.15 | 8.13 | 7.03 | 0.00 | 12.02 | 15.95 | 4.58 | 4.56 | 8.40 | 0.00 |
| 500 to 599 | 11.63 | 14.21 | 5.71 | 6.46 | 5.65 | 0.00 | 12.10 | 16.12 | 4.48 | 4.44 | 8.23 | 0.00 |
| 600 to 699 | 8.67 | 10.32 | 4.85 | 5.51 | 4.98 | 0.00 | 10.66 | 13.84 | 4.51 | 4.48 | 8.62 | 0.00 |
| 700 to 799 | 6.10 | 7.02 | 3.96 | 4.56 | 4.02 | 0.00 | 8.65 | 10.87 | 4.24 | 4.28 | 7.99 | 0.00 |
| 800 to 999 | 6.73 | 6.91 | 6.69 | 7.75 | 4.97 | 0.00 | 11.31 | 12.63 | 8.55 | 8.68 | 11.77 | 0.00 |
| 1,000 to 1,499 | 5.53 | 3.67 | 11.28 | 13.03 | 4.53 | 5.56 | 12.54 | 8.79 | 19.86 | 20.09 | 14.44 | 60.88 |
| 1,500 to 1,999 | 2.05 | 0.28 | 7.46 | 8.71 | 1.34 | 0.00 | 6.72 | 0.95 | 18.52 | 18.93 | 6.17 | 0.00 |
| 2,000 to 2,999 | 1.42 | 0.04 | 5.72 | 6.70 | 0.58 | 0.00 | 6.36 | 0.19 | 19.30 | 19.79 | 3.62 | 0.00 |
| 3,000 or more | 0.29 | + | 1.07 | 1.25 | 0.45 | 0.00 | 2.03 | 0.04 | 5.34 | 5.41 | 7.16 | 0.00 |
| Average enrollment ${ }^{8}$ | 526 | 482 | 698 | 797 | 376 | 108 | 526 | 482 | 698 | 797 | 376 | 108 |
| 2016-17 |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 98,158 | 66,837 | 23,814 | 19,264 | 6,783 | 724 | 50,274,747 | 32,132,682 | 15,798,446 | 15,355,391 | 2,335,618 | 8,001 |
| Percent ${ }^{\text {8 }}$ | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Under 100 | 10.02 | 5.25 | 17.22 | 9.38 | 33.67 | 81.74 | 0.85 | 0.54 | 1.05 | 0.64 | 3.61 | 48.09 |
| 100 to 199 | 8.93 | 7.60 | 11.11 | 10.06 | 15.24 | 14.78 | 2.54 | 2.40 | 2.32 | 1.87 | 5.92 | 28.52 |
| 200 to 299 | 10.95 | 11.59 | 9.23 | 9.60 | 10.42 | 1.74 | 5.24 | 6.10 | 3.25 | 2.98 | 7.03 | 5.36 |
| 300 to 399 | 13.68 | 16.05 | 8.04 | 8.80 | 8.79 | 0.87 | 9.09 | 11.66 | 3.97 | 3.84 | 8.27 | 3.97 |
| 400 to 499 | 14.12 | 17.10 | 7.14 | 8.02 | 7.55 | 0.00 | 12.00 | 15.89 | 4.51 | 4.47 | 9.08 | 0.00 |
| 500 to 599 | 11.57 | 14.08 | 5.94 | 6.70 | 5.32 | 0.00 | 12.01 | 15.96 | 4.60 | 4.58 | 7.88 | 0.00 |
| 600 to 699 | 8.62 | 10.36 | 4.71 | 5.32 | 4.24 | 0.00 | 10.58 | 13.88 | 4.32 | 4.31 | 7.44 | 0.00 |
| 700 to 799 | 6.03 | 6.99 | 3.95 | 4.50 | 3.38 | 0.00 | 8.54 | 10.81 | 4.18 | 4.20 | 6.85 | 0.00 |
| 800 to 999 | 6.72 | 6.96 | 6.82 | 7.86 | 4.04 | 0.00 | 11.28 | 12.71 | 8.61 | 8.76 | 9.70 | 0.00 |
| 1,000 to 1,499 | 5.54 | 3.69 | 11.33 | 12.97 | 4.67 | 0.87 | 12.54 | 8.85 | 19.69 | 19.89 | 15.02 | 14.05 |
| 1,500 to 1,999 | 2.02 | 0.28 | 7.38 | 8.54 | 1.40 | 0.00 | 6.59 | 0.98 | 18.04 | 18.42 | 6.40 | 0.00 |
| 2,000 to 2,999 | 1.49 | 0.04 | 6.04 | 7.01 | 0.78 | 0.00 | 6.66 | 0.18 | 20.11 | 20.62 | 4.87 | 0.00 |
| 3,000 or more | 0.29 | 0.01 | 1.08 | 1.24 | 0.51 | 0.00 | 2.08 | 0.04 | 5.35 | 5.42 | 7.93 | 0.00 |
| Average enrollment ${ }^{8}$ | 528 | 483 | 708 | 802 | 371 | 70 | 528 | 483 | 708 | 802 | 371 | 70 |
| 2017-18 |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 98,469 | 67,408 | 23,882 | 19,231 | 6,278 | 901 | 50,330,241 | 32,346,383 | 15,811,242 | 15,374,566 | 2,164,868 | 7,748 |
| Percent ${ }^{8}$ | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Under 100 | 9.86 | 5.04 | 17.40 | 9.46 | 34.98 | 85.25 | 0.85 | 0.53 | 1.07 | 0.65 | 3.84 | 53.41 |
| 100 to 199 | 8.82 | 7.53 | 10.96 | 9.88 | 15.44 | 10.66 | 2.50 | 2.37 | 2.28 | 1.83 | 6.01 | 22.73 |
| 200 to 299 | 11.01 | 11.71 | 9.17 | 9.68 | 10.15 | 3.28 | 5.26 | 6.16 | 3.21 | 3.00 | 6.70 | 10.74 |
| 300 to 399 | 13.86 | 16.31 | 8.13 | 8.94 | 7.77 | 0.00 | 9.19 | 11.85 | 4.01 | 3.89 | 7.25 | 0.00 |
| 400 to 499 | 14.26 | 17.28 | 7.29 | 8.10 | 6.41 | 0.00 | 12.10 | 16.07 | 4.60 | 4.50 | 7.76 | 0.00 |
| 500 to 599 | 11.53 | 14.04 | 5.66 | 6.40 | 5.37 | 0.00 | 11.95 | 15.92 | 4.37 | 4.36 | 7.86 | 0.00 |
| 600 to 699 | 8.56 | 10.20 | 4.73 | 5.35 | 4.45 | 0.00 | 10.48 | 13.67 | 4.32 | 4.31 | 7.76 | 0.00 |
| 700 to 799 | 6.10 | 7.02 | 4.13 | 4.68 | 3.18 | 0.00 | 8.62 | 10.86 | 4.36 | 4.36 | 6.39 | 0.00 |
| 800 to 999 | 6.64 | 6.89 | 6.53 | 7.53 | 4.40 | 0.00 | 11.14 | 12.62 | 8.22 | 8.38 | 10.54 | 0.00 |
| 1,000 to 1,499 | 5.49 | 3.61 | 11.42 | 13.10 | 4.59 | 0.82 | 12.41 | 8.67 | 19.75 | 19.99 | 14.79 | 13.13 |
| 1,500 to 1,999 | 2.07 | 0.32 | 7.42 | 8.57 | 1.82 | 0.00 | 6.76 | 1.10 | 18.13 | 18.48 | 8.28 | 0.00 |
| 2,000 to 2,999 | 1.50 | 0.04 | 6.04 | 7.02 | 0.93 | 0.00 | 6.66 | 0.16 | 20.10 | 20.62 | 5.66 | 0.00 |
| 3,000 or more | 0.30 | \# | 1.13 | 1.30 | 0.50 | 0.00 | 2.08 | 0.02 | 5.58 | 5.63 | 7.16 | 0.00 |
| Average enrollment ${ }^{8}$ | 528 | 483 | 709 | 804 | 372 | 64 | 528 | 483 | 709 | 804 | 372 | 64 |

\#Rounds to zero.
${ }^{1}$ Because the data reflect reports by schools, totals differ from those in tables based on reports by states or school districts. Percentage distribution and average enrollment calculations exclude data for schools not reporting enrollment.
${ }^{2}$ Includes elementary, secondary, combined elementary/secondary, and other schools ${ }^{3}$ Includes schools beginning with grade 6 or below and with no grade higher than 8. ${ }^{4}$ Includes schools with no grade lower than 7 .
${ }^{5}$ Includes schools beginning with grade 6 or below and ending with grade 9 or above. ${ }^{6}$ Includes special education, alternative, and other schools not reported by grade span.
'Excludes special education schools, vocational schools, and alternative schools.
${ }^{8}$ Data are for schools reporting enrollments greater than zero. Enrollments greater than zero were reported for 95,240 out of 98,277 schools in 2015-16, 95,283 out of 98,158 in 2016-17, and 95,240 out of 98,469 in 2017-18.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common
Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2015-16, 2016-17, and 2017-18. (This table was prepared December 2019.)

Table 216.45. Average enrollment and percentage distribution of public elementary and secondary schools, by level, type, and enrollment size: Selected years, 1982-83 through 2017-18

| Year | Average enrollment in schools, by level and type |  |  |  |  |  | Percentage distribution of schools, by enrollment size |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{1}$ | Elementary ${ }^{2}$ | Secondary ${ }^{3}$ |  | Combined elementary/ secondary ${ }^{4}$ | Other ${ }^{5}$ |  |  |  |  |  |  |  |  |
|  |  |  | schools | Regular schools ${ }^{6}$ |  |  | Under 200 | 200 to 299 | 300 to 399 | 400 to 499 | 500 to 599 | 600 to 699 | 700 to 999 | $\begin{array}{r} 1,000 \\ \text { or more } \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 1982-83 | 478 | 399 | 719 | - | 478 | 142 | 21.9 | 13.8 | 15.5 | 13.1 | 10.2 | 7.1 | 10.2 | 8.3 |
| 1983-84 | 480 | 401 | 720 | - | 475 | 145 | 21.7 | 13.7 | 15.5 | 13.2 | 10.2 | 7.1 | 10.3 | 8.3 |
| 1984-85 | 482 | 403 | 721 | - | 476 | 146 | 21.5 | 13.6 | 15.5 | 13.2 | 10.3 | 7.1 | 10.4 | 8.4 |
| 1986-87 | 489 | 416 | 707 | 714 | 426 | 118 | 21.1 | 13.1 | 15.0 | 13.5 | 10.8 | 7.5 | 10.7 | 8.1 |
| 1987-88 | 490 | 424 | 695 | 711 | 420 | 122 | 20.3 | 12.9 | 14.9 | 13.8 | 11.1 | 7.8 | 11.2 | 8.0 |
| 1988-89 | 494 | 433 | 689 | 697 | 412 | 142 | 20.0 | 12.5 | 14.7 | 13.8 | 11.4 | 8.0 | 11.6 | 8.0 |
| 1989-90 | 493 | 441 | 669 | 689 | 402 | 142 | 19.8 | 12.2 | 14.5 | 13.7 | 11.5 | 8.3 | 12.0 | 7.9 |
| 1990-91 | 497 | 449 | 663 | 684 | 398 | 150 | 19.7 | 11.9 | 14.2 | 13.6 | 11.7 | 8.5 | 12.3 | 8.1 |
| 1991-92 | 507 | 458 | 677 | 717 | 407 | 152 | 19.1 | 11.7 | 14.1 | 13.5 | 11.8 | 8.6 | 12.8 | 8.5 |
| 1992-93 | 513 | 464 | 688 | 733 | 423 | 135 | 18.6 | 11.6 | 13.9 | 13.5 | 11.9 | 8.7 | 13.1 | 8.7 |
| 1993-94 | 518 | 468 | 693 | 748 | 418 | 136 | 18.6 | 11.5 | 13.6 | 13.5 | 11.7 | 8.8 | 13.3 | 9.0 |
| 1994-95 | 520 | 471 | 696 | 759 | 412 | 131 | 18.6 | 11.4 | 13.6 | 13.4 | 11.8 | 8.7 | 13.3 | 9.2 |
| 1995-96 | 525 | 476 | 703 | 771 | 401 | 136 | 18.5 | 11.2 | 13.5 | 13.4 | 11.8 | 8.8 | 13.4 | 9.4 |
| 1996-97 | 527 | 478 | 703 | 777 | 387 | 135 | 18.7 | 11.3 | 13.2 | 13.2 | 11.8 | 8.8 | 13.6 | 9.5 |
| 1997-98 | 525 | 478 | 699 | 779 | 374 | 121 | 19.3 | 11.2 | 13.1 | 13.3 | 11.6 | 8.6 | 13.4 | 9.6 |
| 1998-99 | 524 | 478 | 707 | 786 | 290 | 135 | 19.6 | 11.2 | 13.1 | 13.2 | 11.5 | 8.5 | 13.3 | 9.6 |
| 1999-2000 | 521 | 477 | 706 | 785 | 282 | 123 | 20.0 | 11.3 | 13.3 | 13.2 | 11.2 | 8.4 | 13.1 | 9.5 |
| 2000-01 | 519 | 477 | 714 | 795 | 274 | 136 | 20.4 | 11.4 | 13.2 | 13.3 | 11.0 | 8.2 | 12.9 | 9.6 |
| 2001-02 | 520 | 477 | 718 | 807 | 270 | 138 | 20.5 | 11.5 | 13.3 | 13.1 | 10.9 | 8.1 | 12.7 | 9.7 |
| 2002-03 | 519 | 476 | 720 | 813 | 265 | 136 | 20.7 | 11.6 | 13.4 | 13.0 | 10.9 | 8.1 | 12.4 | 9.8 |
| 2003-04 | 521 | 476 | 722 | 816 | 269 | 142 | 20.7 | 11.6 | 13.5 | 13.2 | 10.8 | 8.0 | 12.3 | 9.9 |
| 2004-05 | 521 | 474 | 713 | 815 | 298 | 143 | 20.7 | 11.6 | 13.5 | 13.2 | 10.8 | 8.1 | 12.2 | 9.9 |
| 2005-06 | 521 | 473 | 709 | 819 | 318 | 128 | 20.7 | 11.5 | 13.6 | 13.2 | 11.0 | 8.1 | 12.2 | 9.8 |
| 2006-07 | 521 | 473 | 711 | 818 | 325 | 138 | 20.3 | 11.5 | 13.8 | 13.4 | 11.0 | 8.2 | 12.2 | 9.6 |
| 2007-08 | 516 | 469 | 704 | 816 | 292 | 136 | 20.4 | 11.5 | 13.9 | 13.6 | 11.1 | 8.1 | 12.0 | 9.3 |
| 2008-09 | 517 | 470 | 704 | 807 | 308 | 177 | 20.0 | 11.4 | 13.8 | 13.9 | 11.3 | 8.3 | 12.2 | 9.1 |
| 2009-10 | 516 | 473 | 692 | 796 | 300 | 191 | 20.0 | 11.3 | 13.7 | 13.9 | 11.4 | 8.5 | 12.3 | 9.0 |
| 2010-11 | 517 | 475 | 684 | 790 | 343 | 57 | 19.8 | 11.0 | 13.9 | 13.9 | 11.5 | 8.5 | 12.5 | 9.0 |
| 2011-12 | 520 | 479 | 690 | 788 | 322 | 84 | 19.4 | 11.0 | 13.8 | 13.9 | 11.7 | 8.6 | 12.7 | 9.0 |
| 2012-13 | 522 | 481 | 689 | 785 | 337 | 84 | 19.3 | 10.9 | 13.6 | 13.9 | 11.7 | 8.6 | 12.8 | 9.1 |
| 2013-14 | 525 | 483 | 693 | 788 | 340 | 238 | 19.2 | 10.9 | 13.4 | 13.9 | 11.8 | 8.7 | 13.0 | 9.1 |
| 2014-15 | 525 | 483 | 694 | 791 | 354 | 131 | 19.2 | 10.9 | 13.4 | 13.9 | 11.8 | 8.6 | 12.9 | 9.2 |
| 2015-16 | 526 | 482 | 698 | 797 | 376 | 108 | 19.0 | 10.9 | 13.5 | 14.1 | 11.6 | 8.7 | 12.8 | 9.3 |
| 2016-17 | 528 | 483 | 708 | 802 | 371 | 70 | 19.0 | 11.0 | 13.7 | 14.1 | 11.6 | 8.6 | 12.8 | 9.3 |
| 2017-18 | 528 | 483 | 709 | 804 | 372 | 64 | 18.7 | 11.0 | 13.9 | 14.3 | 11.5 | 8.6 | 12.7 | 9.4 |

## -Not available.

${ }^{1}$ Includes elementary, secondary, combined elementary/secondary, and other schools.
${ }^{2}$ Includes schools beginning with grade 6 or below and with no grade higher than 8 .
${ }^{3}$ Includes schools with no grade lower than 7.
${ }^{4}$ Includes schools beginning with grade 6 or below and ending with grade 9 or above.
${ }^{5}$ Includes special education, alternative, and other schools not reported by grade span.
${ }^{6}$ Excludes special education schools, vocational schools, and alternative schools.

NOTE: Data reflect reports by schools rather than by states or school districts. Percentage distribution and average enrollment calculations include data only for schools reporting enrollments greater than zero. Enrollments greater than zero were reported for 95,240 out of 98,469 schools in 2017-18. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common SOURCE: U.S. Department of Education, National Center for Education Statistics, Common
Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1982-83 through 2017-18. (This table was prepared December 2019.)

Table 216.50. Number and percentage distribution of public elementary and secondary school students, by percentage of minority enrollment in the school and student's racial/ethnic group: Selected years, fall 1995 through fall 2017

|  | Number of students in racial/ethnic group, by percent minority enrollment in the school |  |  |  |  |  |  | Percentage distribution of students in racial/ethnic group, by percent minority enrollment in the school |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year and racial/ ethnic group | Total | $\begin{array}{r} \text { Less } \\ \text { than } 10 \\ \text { percent } \end{array}$ | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | 75 to 89 percent |  | Total | $\begin{array}{r} \text { Less } \\ \text { than } 10 \\ \text { percent } \end{array}$ | $\begin{gathered} 10 \text { to } 24 \\ \text { percent } \end{gathered}$ | 25 to 49 percent | 50 to 74 percent | 75 to 89 percent | 90 <br> percent or more |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Total, 1995 | 44,424,467 | 14,508,573 | 8,182,484 | 8,261,110 | 5,467,784 | 2,876,302 | 5,128,214 | 100.0 | 32.7 | 18.4 | 18.6 | 12.3 | 6.5 | 11.5 |
| White | 28,736,961 | 13,939,633 | 6,812,196 | 5,246,785 | 2,094,440 | 499,884 | 144,023 | 100.0 | 48.5 | 23.7 | 18.3 | 7.3 | 1.7 | 0.5 |
| Minority | 15,687,506 | 568,940 | 1,370,288 | 3,014,325 | 3,373,344 | 2,376,418 | 4,984,191 | 100.0 | 3.6 | 8.7 | 19.2 | 21.5 | 15.1 | 31.8 |
| Black | 7,510,678 | 198,386 | 598,716 | 1,588,850 | 1,622,448 | 941,335 | 2,560,943 | 100.0 | 2.6 | 8.0 | 21.2 | 21.6 | 12.5 | 34.1 |
| Hispanic | 6,016,293 | 174,140 | 415,761 | 932,949 | 1,289,184 | 1,099,109 | 2,105,150 | 100.0 | 2.9 | 6.9 | 15.5 | 21.4 | 18.3 | 35.0 |
| Asian/Pacific Islander | 1,656,787 | 142,886 | 259,335 | 367,888 | 379,110 | 297,680 | 209,888 | 100.0 | 8.6 | 15.7 | 22.2 | 22.9 | 18.0 | 12.7 |
| American Indian/ Alaska Native | 503,748 | 53,528 | 96,476 | 124,638 | 82,602 | 38,294 | 108,210 | 100.0 | 10.6 | 19.2 | 24.7 | 16.4 | 7.6 | 21.5 |
| Total, 2000 | 46,120,425 | 12,761,478 | 8,736,252 | 8,760,300 | 6,013,131 | 3,472,083 | 6,377,181 | 100.0 | 27.7 | 18.9 | 19.0 | 13.0 | 7.5 | 13.8 |
| White | 28,146,613 | 12,218,862 | 7,271,285 | 5,566,681 | 2,303,106 | 596,478 | 190,201 | 100.0 | 43.4 | 25.8 | 19.8 | 8.2 | 2.1 | 0.7 |
| Minority | 17,973,812 | 542,616 | 1,464,967 | 3,193,619 | 3,710,025 | 2,875,605 | 6,186,980 | 100.0 | 3.0 | 8.2 | 17.8 | 20.6 | 16.0 | 34.4 |
| Black | 7,854,032 | 178,185 | 561,488 | 1,485,130 | 1,652,393 | 1,043,907 | 2,932,929 | 100.0 | 2.3 | 7.1 | 18.9 | 21.0 | 13.3 | 37.3 |
| Hispanic | 7,649,728 | 181,685 | 505,612 | 1,121,809 | 1,542,982 | 1,432,639 | 2,865,001 | 100.0 | 2.4 | 6.6 | 14.7 | 20.2 | 18.7 | 37.5 |
| Asian/Pacific Islander American Indian/ | 1,924,875 | 132,813 | 295,437 | 441,769 | 423,175 | 353,395 | 278,286 | 100.0 | 6.9 | 15.3 | 23.0 | 22.0 | 18.4 | 14.5 |
| Alaska Native | 545,177 | 49,933 | 102,430 | 144,911 | 91,475 | 45,664 | 110,764 | 100.0 | 9.2 | 18.8 | 26.6 | 16.8 | 8.4 | 20.3 |
| Total, 2005 | 48,584,980 | 10,711,307 | 9,283,783 | 9,865,121 | 6,839,850 | 4,149,802 | 7,735,117 | 100.0 | 22.0 | 19.1 | 20.3 | 14.1 | 8.5 | 15.9 |
| White | 27,742,612 | 10,208,608 | 7,720,632 | 6,259,485 | 2,604,846 | 707,603 | 241,438 | 100.0 | 36.8 | 27.8 | 22.6 | 9.4 | 2.6 | 0.9 |
| Minority | 20,842,368 | 502,699 | 1,563,151 | 3,605,636 | 4,235,004 | 3,442,199 | 7,493,679 | 100.0 | 2.4 | 7.5 | 17.3 | 20.3 | 16.5 | 36.0 |
| Black | 8,366,722 | 162,455 | 560,928 | 1,513,020 | 1,752,207 | 1,176,649 | 3,201,463 | 100.0 | 1.9 | 6.7 | 18.1 | 20.9 | 14.1 | 38.3 |
| Hispanic | 9,638,712 | 182,039 | 581,533 | 1,388,496 | 1,873,877 | 1,803,567 | 3,809,200 | 100.0 | 1.9 | 6.0 | 14.4 | 19.4 | 18.7 | 39.5 |
| Asian/Pacific Islander | 2,242,628 | 115,084 | 319,524 | 543,952 | 496,515 | 406,788 | 360,765 | 100.0 | 5.1 | 14.2 | 24.3 | 22.1 | 18.1 | 16.1 |
| American Indian/ Alaska Native | 594,306 | 43,121 | 101,166 | 160,168 | 112,405 | 55,195 | 122,251 | 100.0 | 7.3 | 17.0 | 27.0 | 18.9 | 9.3 | 20.6 |
| Total, 2010 | 49,212,031 | 7,395,549 | 9,177,649 | 11,236,328 | 7,904,340 | 4,718,126 | 8,780,039 | 100.0 | 15.0 | 18.6 | 22.8 | 16.1 | 9.6 | 17.8 |
| White | 25,801,021 | 6,987,898 | 7,614,557 | 7,097,284 | 3,003,599 | 808,637 | 289,046 | 100.0 | 27.1 | 29.5 | 27.5 | 11.6 | 3.1 | 1.1 |
| Minority | 23,411,010 | 407,651 | 1,563,092 | 4,139,044 | 4,900,741 | 3,909,489 | 8,490,993 | 100.0 | 1.7 | 6.7 | 17.7 | 20.9 | 16.7 | 36.3 |
| Black | 7,873,809 | 95,108 | 415,807 | 1,335,674 | 1,697,727 | 1,236,333 | 3,093,160 | 100.0 | 1.2 | 5.3 | 17.0 | 21.6 | 15.7 | 39.3 |
| Hispanic | 11,367,157 | 142,927 | 583,019 | 1,654,084 | 2,238,071 | 2,063,492 | 4,685,564 | 100.0 | 1.3 | 5.1 | 14.6 | 19.7 | 18.2 | 41.2 |
| Asian | 2,281,908 | 63,974 | 259,910 | 585,447 | 552,633 | 390,731 | 429,213 | 100.0 | 2.8 | 11.4 | 25.7 | 24.2 | 17.1 | 18.8 |
| Pacific Islander | 169,678 | 4,958 | 13,772 | 27,478 | 32,241 | 41,652 | 49,577 | 100.0 | 2.9 | 8.1 | 16.2 | 19.0 | 24.5 | 29.2 |
| American Indian/ Alaska Native | 561,126 | 26,066 | 77,990 | 157,300 | 116,787 | 58,476 | 124,507 | 100.0 | 4.6 | 13.9 | 28.0 | 20.8 | 10.4 | 22.2 |
| Two or more races | 1,157,332 | 74,618 | 212,594 | 379,061 | 263,282 | 118,805 | 108,972 | 100.0 | 6.4 | 18.4 | 32.8 | 22.7 | 10.3 | 9.4 |
| Total, 2015 | 50,115,178 | 5,396,946 | 8,879,198 | 11,705,331 | 9,039,153 | 5,397,826 | 9,696,724 | 100.0 | 10.8 | 17.7 | 23.4 | 18.0 | 10.8 | 19.3 |
| White | 24,505,632 | 5,072,523 | 7,350,271 | 7,372,017 | 3,444,117 | 927,072 | 339,632 | 100.0 | 20.7 | 30.0 | 30.1 | 14.1 | 3.8 | 1.4 |
| Minority | 25,609,546 | 324,423 | 1,528,927 | 4,333,314 | 5,595,036 | 4,470,754 | 9,357,092 | 100.0 | 1.3 | 6.0 | 16.9 | 21.8 | 17.5 | 36.5 |
| Black | 7,731,426 | 57,618 | 326,861 | 1,195,388 | 1,705,877 | 1,334,427 | 3,111,255 | 100.0 | 0.7 | 4.2 | 15.5 | 22.1 | 17.3 | 40.2 |
| Hispanic | 12,982,345 | 121,565 | 612,478 | 1,800,949 | 2,628,585 | 2,392,367 | 5,426,401 | 100.0 | 0.9 | 4.7 | 13.9 | 20.2 | 18.4 | 41.8 |
| Asian | 2,504,848 | 38,098 | 222,680 | 606,969 | 685,774 | 458,658 | 492,669 | 100.0 | 1.5 | 8.9 | 24.2 | 27.4 | 18.3 | 19.7 |
| Pacific Islander | 175,646 | 3,654 | 13,358 | 28,769 | 37,209 | 36,554 | 56,102 | 100.0 | 2.1 | 7.6 | 16.4 | 21.2 | 20.8 | 31.9 |
| American Indian/ Alaska Native | 504,365 | 15,229 | 54,626 | 136,002 | 109,499 | 58,998 | 130,011 | 100.0 | 3.0 | 10.8 | 27.0 | 21.7 | 11.7 | 25.8 |
| Two or more races | 1,710,916 | 88,259 | 298,924 | 565,237 | 428,092 | 189,750 | 140,654 | 100.0 | 5.2 | 17.5 | 33.0 | 25.0 | 11.1 | 8.2 |
| Total, 2016 | 50,274,747 | 5,022,678 | 8,774,358 | 11,786,119 | 9,298,054 | 5,573,066 | 9,820,472 | 100.0 | 10.0 | 17.5 | 23.4 | 18.5 | 11.1 | 19.5 |
| White | 24,237,835 | 4,718,110 | 7,259,945 | 7,417,761 | 3,541,807 | 953,713 | 346,499 | 100.0 | 19.5 | 30.0 | 30.6 | 14.6 | 3.9 | 1.4 |
| Minority | 26,036,912 | 304,568 | 1,514,413 | 4,368,358 | 5,756,247 | 4,619,353 | 9,473,973 | 100.0 | 1.2 | 5.8 | 16.8 | 22.1 | 17.7 | 36.4 |
| Black | 7,698,283 | 51,649 | 309,819 | 1,168,994 | 1,714,844 | 1,360,977 | 3,092,000 | 100.0 | 0.7 | 4.0 | 15.2 | 22.3 | 17.7 | 40.2 |
| Hispanic | 13,262,558 | 114,844 | 615,713 | 1,823,154 | 2,708,043 | 2,475,126 | 5,525,678 | 100.0 | 0.9 | 4.6 | 13.7 | 20.4 | 18.7 | 41.7 |
| Asian | 2,560,906 | 32,890 | 213,564 | 612,963 | 720,640 | 472,524 | 508,325 | 100.0 | 1.3 | 8.3 | 23.9 | 28.1 | 18.5 | 19.8 |
| Pacific Islander | 183,415 | 3,708 | 13,567 | 29,378 | 38,580 | 38,780 | 59,402 | 100.0 | 2.0 | 7.4 | 16.0 | 21.0 | 21.1 | 32.4 |
| American Indian/ Alaska Native | 502,152 | 13,441 | 51,288 | 133,381 | 108,048 | 62,795 | 133,199 | 100.0 | 2.7 | 10.2 | 26.6 | 21.5 | 12.5 | 26.5 |
| Two or more races | 1,829,598 | 88,036 | 310,462 | 600,488 | 466,092 | 209,151 | 155,369 | 100.0 | 4.8 | 17.0 | 32.8 | 25.5 | 11.4 | 8.5 |
| Total, 2017 | 50,330,241 | 4,721,887 | 8,591,274 | 11,880,887 | 9,541,134 | 5,696,069 | 9,898,990 | 100.0 | 9.4 | 17.1 | 23.6 | 19.0 | 11.3 | 19.7 |
| White | 23,976,394 | 4,432,804 | 7,106,209 | 7,478,286 | 3,630,789 | 975,815 | 352,491 | 100.0 | 18.5 | 29.6 | 31.2 | 15.1 | 4.1 | 1.5 |
| Minority | 26,353,847 | 289,083 | 1,485,065 | 4,402,601 | 5,910,345 | 4,720,254 | 9,546,499 | 100.0 | 1.1 | 5.6 | 16.7 | 22.4 | 17.9 | 36.2 |
| Black | 7,657,704 | 46,803 | 293,409 | 1,147,199 | 1,724,050 | 1,371,883 | 3,074,360 | 100.0 | 0.6 | 3.8 | 15.0 | 22.5 | 17.9 | 40.1 |
| Hispanic | 13,461,088 | 110,151 | 609,252 | 1,850,857 | 2,772,521 | 2,519,689 | 5,598,618 | 100.0 | 0.8 | 4.5 | 13.7 | 20.6 | 18.7 | 41.6 |
| Asian | 2,619,963 | 29,465 | 200,698 | 615,105 | 756,748 | 499,451 | 518,496 | 100.0 | 1.1 | 7.7 | 23.5 | 28.9 | 19.1 | 19.8 |
| Pacific Islander | 183,919 | 3,479 | 13,333 | 29,568 | 39,929 | 39,258 | 58,352 | 100.0 | 1.9 | 7.2 | 16.1 | 21.7 | 21.3 | 31.7 |
| American Indian/ Alaska Native | 490,714 | 11,993 | 47,979 | 129,037 | 108,045 | 63,294 | 130,366 | 100.0 | 2.4 | 9.8 | 26.3 | 22.0 | 12.9 | 26.6 |
| Two or more races | 1,940,459 | 87,192 | 320,394 | 630,835 | 509,052 | 226,679 | 166,307 | 100.0 | 4.5 | 16.5 | 32.5 | 26.2 | 11.7 | 8.6 |

NOTE: Data reflect racial/ethnic data reported by schools. Because some schools do not report complete racial/ethnic data, totals may differ from figures in other tables. Excludes 1995 data for Idaho and 2000 data for Tennessee because racial/ethnic data were not reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1995-96 through 2017-18. (This table was prepared December 2019.)

Table 216.55. Number and percentage distribution of public elementary and secondary school students, by percentage of student's racial/ ethnic group enrolled in the school and student's racial/ethnic group: Selected years, fall 1995 through fall 2017

|  | Number of students in each racial/ethnic group, by percent of that racial/ethnic group in the school |  |  |  |  |  |  | Percentage distribution of students in each racial/ethnic group, by percent of that racial/ethnic group in the school |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year and racial/ ethnic group | Total | $\begin{gathered} \text { Less } \\ \text { than } 10 \\ \text { percent } \end{gathered}$ | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | 75 to 89 percent |  | Total | $\begin{gathered} \text { Less } \\ \text { than } 10 \\ \text { percent } \end{gathered}$ | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | 75 to 89 percent | 90 percent or more |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 1995 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 28,736,961 | 143,787 | 498,649 | 2,084,689 | 5,244,015 | 6,813,804 | 13,952,017 | 100.0 | 0.5 | 1.7 | 7.3 | 18.2 | 23.7 | 48.6 |
| Black | 7,510,678 | 657,403 | 1,119,556 | 1,873,303 | 1,386,802 | 811,898 | 1,661,716 | 100.0 | 8.8 | 14.9 | 24.9 | 18.5 | 10.8 | 22.1 |
| Hispanic | 6,016,293 | 646,364 | 847,792 | 1,359,649 | 1,360,020 | 874,878 | 927,590 | 100.0 | 10.7 | 14.1 | 22.6 | 22.6 | 14.5 | 15.4 |
| Asian/Pacific Islander | 1,656,787 | 703,101 | 435,495 | 301,984 | 135,001 | 67,558 | 13,648 | 100.0 | 42.4 | 26.3 | 18.2 | 8.1 | 4.1 | 0.8 |
| American Indian/Alaska Native | 503,748 | 223,244 | 75,019 | 63,070 | 39,200 | 15,084 | 88,131 | 100.0 | 44.3 | 14.9 | 12.5 | 7.8 | 3.0 | 17.5 |
| 2000 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 28,146,613 | 189,779 | 595,137 | 2,294,232 | 5,556,108 | 7,279,301 | 12,232,056 | 100.0 | 0.7 | 2.1 | 8.2 | 19.7 | 25.9 | 43.5 |
| Black | 7,854,032 | 735,459 | 1,199,865 | 1,899,982 | 1,366,363 | 871,399 | 1,780,964 | 100.0 | 9.4 | 15.3 | 24.2 | 17.4 | 11.1 | 22.7 |
| Hispanic | 7,649,728 | 738,509 | 1,054,396 | 1,696,944 | 1,739,038 | 1,134,466 | 1,286,375 | 100.0 | 9.7 | 13.8 | 22.2 | 22.7 | 14.8 | 16.8 |
| Asian/Pacific Islander | 1,924,875 | 799,220 | 524,279 | 331,576 | 171,739 | 81,461 | 16,600 | 100.0 | 41.5 | 27.2 | 17.2 | 8.9 | 4.2 | 0.9 |
| American Indian/Alaska Native | 545,177 | 251,983 | 81,119 | 75,831 | 39,944 | 15,363 | 80,937 | 100.0 | 46.2 | 14.9 | 13.9 | 7.3 | 2.8 | 14.8 |
| 2005 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 27,742,612 | 240,614 | 705,300 | 2,596,310 | 6,256,109 | 7,718,175 | 10,226,104 | 100.0 | 0.9 | 2.5 | 9.4 | 22.6 | 27.8 | 36.9 |
| Black | 8,366,722 | 849,399 | 1,396,670 | 2,004,856 | 1,453,759 | 884,663 | 1,777,375 | 100.0 | 10.2 | 16.7 | 24.0 | 17.4 | 10.6 | 21.2 |
| Hispanic | 9,638,712 | 848,160 | 1,316,558 | 2,071,303 | 2,218,616 | 1,545,322 | 1,638,753 | 100.0 | 8.8 | 13.7 | 21.5 | 23.0 | 16.0 | 17.0 |
| Asian/Pacific Islander | 2,242,628 | 925,411 | 616,762 | 363,562 | 214,304 | 100,845 | 21,744 | 100.0 | 41.3 | 27.5 | 16.2 | 9.6 | 4.5 | 1.0 |
| American Indian/Alaska Native | 594,306 | 276,846 | 86,978 | 84,665 | 43,272 | 21,275 | 81,270 | 100.0 | 46.6 | 14.6 | 14.2 | 7.3 | 3.6 | 13.7 |
| 2010 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 25,801,021 | 288,136 | 807,107 | 2,991,928 | 7,090,581 | 7,620,071 | 7,003,198 | 100.0 | 1.1 | 3.1 | 11.6 | 27.5 | 29.5 | 27.1 |
| Black | 7,873,809 | 904,777 | 1,453,068 | 1,907,158 | 1,328,164 | 859,843 | 1,420,799 | 100.0 | 11.5 | 18.5 | 24.2 | 16.9 | 10.9 | 18.0 |
| Hispanic | 11,367,157 | 896,796 | 1,603,546 | 2,473,080 | 2,657,108 | 1,791,161 | 1,945,466 | 100.0 | 7.9 | 14.1 | 21.8 | 23.4 | 15.8 | 17.1 |
| Asian | 2,281,908 | 944,657 | 633,149 | 431,446 | 219,381 | 43,509 | 9,766 | 100.0 | 41.4 | 27.7 | 18.9 | 9.6 | 1.9 | 0.4 |
| Pacific Islander | 169,678 | 104,646 | 15,170 | 27,558 | 14,860 | 5,146 | 2,298 | 100.0 | 61.7 | 8.9 | 16.2 | 8.8 | 3.0 | 1.4 |
| American Indian/Alaska Native | 561,126 | 276,859 | 76,874 | 78,978 | 38,349 | 21,156 | 68,910 | 100.0 | 49.3 | 13.7 | 14.1 | 6.8 | 3.8 | 12.3 |
| Two or more races | 1,157,332 | 996,181 | 128,813 | 15,347 | 6,709 | 3,286 | 6,996 | 100.0 | 86.1 | 11.1 | 1.3 | 0.6 | 0.3 | 0.6 |
| 2015 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 24,505,632 | 338,854 | 925,174 | 3,433,953 | 7,370,748 | 7,349,746 | 5,087,157 | 100.0 | 1.4 | 3.8 | 14.0 | 30.1 | 30.0 | 20.8 |
| Black | 7,731,426 | 926,749 | 1,501,089 | 1,921,738 | 1,359,513 | 867,967 | 1,154,370 | 100.0 | 12.0 | 19.4 | 24.9 | 17.6 | 11.2 | 14.9 |
| Hispanic | 12,982,345 | 917,357 | 1,853,764 | 2,853,336 | 3,113,283 | 2,063,469 | 2,181,136 | 100.0 | 7.1 | 14.3 | 22.0 | 24.0 | 15.9 | 16.8 |
| Asian | 2,504,848 | 958,423 | 688,104 | 525,789 | 264,939 | 51,494 | 16,099 | 100.0 | 38.3 | 27.5 | 21.0 | 10.6 | 2.1 | 0.6 |
| Pacific Islander | 175,646 | 115,753 | 16,543 | 26,626 | 12,225 | 4,398 | 101 | 100.0 | 65.9 | 9.4 | 15.2 | 7.0 | 2.5 | 0.1 |
| American Indian/Alaska Native | 504,365 | 244,771 | 70,672 | 70,002 | 31,830 | 20,554 | 66,536 | 100.0 | 48.5 | 14.0 | 13.9 | 6.3 | 4.1 | 13.2 |
| Two or more races | 1,710,916 | 1,441,131 | 257,234 | 9,985 | 1,644 | 915 | 7 | 100.0 | 84.2 | 15.0 | 0.6 | 0.1 | 0.1 |  |
| 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 24,237,835 | 345,391 | 951,004 | 3,526,424 | 7,414,830 | 7,269,692 | 4,730,494 | 100.0 | 1.4 | 3.9 | 14.5 | 30.6 | 30.0 | 19.5 |
| Black | 7,698,283 | 934,011 | 1,525,821 | 1,918,536 | 1,370,443 | 847,520 | 1,101,952 | 100.0 | 12.1 | 19.8 | 24.9 | 17.8 | 11.0 | 14.3 |
| Hispanic | 13,262,558 | 915,163 | 1,908,509 | 2,959,009 | 3,184,219 | 2,112,281 | 2,183,377 | 100.0 | 6.9 | 14.4 | 22.3 | 24.0 | 15.9 | 16.5 |
| Asian | 2,560,906 | 957,860 | 699,521 | 554,255 | 277,419 | 56,823 | 15,028 | 100.0 | 37.4 | 27.3 | 21.6 | 10.8 | 2.2 | 0.6 |
| Pacific Islander | 183,415 | 124,482 | 18,105 | 25,524 | 12,050 | 3,142 | 112 | 100.0 | 67.9 | 9.9 | 13.9 | 6.6 | 1.7 | 0.1 |
| American Indian/Alaska Native | 502,152 | 243,356 | 69,973 | 70,719 | 32,069 | 21,969 | 64,066 | 100.0 | 48.5 | 13.9 | 14.1 | 6.4 | 4.4 | 12.8 |
| Two or more races | 1,829,598 | 1,510,009 | 301,306 | 15,955 | 808 | 1,074 | 446 | 100.0 | 82.5 | 16.5 | 0.9 | 0.0 | 0.1 | \# |
| 2017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 23,976,394 | 351,591 | 972,907 | 3,617,008 | 7,478,175 | 7,104,442 | 4,452,271 | 100.0 | 1.5 | 4.1 | 15.1 | 31.2 | 29.6 | 18.6 |
| Black | 7,657,704 | 937,456 | 1,540,064 | 1,930,181 | 1,347,953 | 841,625 | 1,060,425 | 100.0 | 12.2 | 20.1 | 25.2 | 17.6 | 11.0 | 13.8 |
| Hispanic | 13,461,088 | 909,319 | 1,958,390 | 3,020,258 | 3,251,806 | 2,108,336 | 2,212,979 | 100.0 | 6.8 | 14.5 | 22.4 | 24.2 | 15.7 | 16.4 |
| Asian | 2,619,963 | 960,701 | 714,338 | 574,139 | 292,198 | 64,730 | 13,857 | 100.0 | 36.7 | 27.3 | 21.9 | 11.2 | 2.5 | 0.5 |
| Pacific Islander | 183,919 | 127,122 | 18,381 | 23,397 | 11,678 | 3,237 | 104 | 100.0 | 69.1 | 10.0 | 12.7 | 6.3 | 1.8 | 0.1 |
| American Indian/Alaska Native | 490,714 | 239,389 | 68,775 | 65,205 | 32,948 | 20,172 | 64,225 | 100.0 | 48.8 | 14.0 | 13.3 | 6.7 | 4.1 | 13.1 |
| Two or more races | 1,940,459 | 1,573,163 | 343,041 | 21,498 | 2,752 | 0 | 5 | 100.0 | 81.1 | 17.7 | 1.1 | 0.1 | 0.0 | \# |

\#Rounds to zero.
NOTE: Data reflect racial/ethnic data reported by schools. Because some schools do not report complete racial/ethnic data, totals may differ from figures in other tables. Excludes 1995 data for Idaho and 2000 data for Tennessee because racial/ethnic data were not reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1995-96 through 2017-18. (This table was prepared December 2019.)

Table 216.60. Number and percentage distribution of public school students, by percentage of students in school who are eligible for free or reduced-price lunch, school level, locale, and student race/ethnicity: Fall 2017

|  | Number of students, by percent of students in school eligible for free or reduced-price lunch |  |  |  |  |  | Percentage distribution of students, by percent of students in school eligible for free or reduced-price lunch |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School level, locale, and student race/ethnicity | Total | $0 \text { to } 25.0$ percent | $\begin{array}{r} 25.1 \text { to } \\ 50.0 \\ \text { percent } \end{array}$ | $\begin{array}{r} 50.1 \text { to } \\ 75.0 \\ \text { percent } \end{array}$ | $\begin{array}{r} \text { More } \\ \text { than } 75.0 \\ \text { percent } \end{array}$ | Missing/ school does not participate | Total | 0 to 25.0 percent | $\begin{array}{r} 25.1 \mathrm{to} \\ 50.0 \\ \text { percent } \end{array}$ | $\begin{array}{r} 50.1 \text { to } \\ 75.0 \\ \text { percent } \end{array}$ | $\begin{array}{r} \text { More } \\ \text { than } 75.0 \\ \text { percent } \end{array}$ | Missing/ school does not participate |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Total | 50,330,241 | 10,575,788 | 14,236,362 | 12,740,656 | 12,491,910 | 285,525 | 100.0 | 21.0 | 28.3 | 25.3 | 24.8 | 0.6 |
| White | 23,976,394 | 7,378,741 | 8,876,623 | 5,520,817 | 2,033,096 | 167,117 | 100.0 | 30.8 | 37.0 | 23.0 | 8.5 | 0.7 |
| Black | 7,657,704 | 567,654 | 1,438,606 | 2,159,919 | 3,457,276 | 34,249 | 100.0 | 7.4 | 18.8 | 28.2 | 45.1 | 0.4 |
| Hispanic | 13,461,088 | 1,097,002 | 2,476,376 | 3,839,382 | 5,996,254 | 52,074 | 100.0 | 8.1 | 18.4 | 28.5 | 44.5 | 0.4 |
| Asian | 2,619,963 | 1,013,918 | 673,157 | 513,707 | 403,943 | 15,238 | 100.0 | 38.7 | 25.7 | 19.6 | 15.4 | 0.6 |
| Pacific Islander | 183,919 | 22,183 | 51,720 | 64,784 | 44,348 | 884 | 100.0 | 12.1 | 28.1 | 35.2 | 24.1 | 0.5 |
| American Indian/Alaska Native | 490,714 | 40,556 | 109,998 | 133,764 | 202,716 | 3,680 | 100.0 | 8.3 | 22.4 | 27.3 | 41.3 | 0.7 |
| Two or more races | 1,940,459 | 455,734 | 609,882 | 508,283 | 354,277 | 12,283 | 100.0 | 23.5 | 31.4 | 26.2 | 18.3 | 0.6 |
| School level ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary ${ }^{2}$ | 32,346,383 | 6,398,292 | 8,262,515 | 8,264,994 | 9,310,792 | 109,790 | 100.0 | 19.8 | 25.5 | 25.6 | 28.8 | 0.3 |
| White | 15,070,919 | 4,407,423 | 5,213,146 | 3,813,266 | 1,577,427 | 59,657 | 100.0 | 29.2 | 34.6 | 25.3 | 10.5 | 0.4 |
| Black | 4,976,996 | 310,931 | 786,604 | 1,308,539 | 2,554,563 | 16,359 | 100.0 | 6.2 | 15.8 | 26.3 | 51.3 | 0.3 |
| Hispanic | 8,847,659 | 663,432 | 1,401,848 | 2,335,243 | 4,426,259 | 20,877 | 100.0 | 7.5 | 15.8 | 26.4 | 50.0 | 0.2 |
| Asian | 1,672,851 | 674,378 | 384,908 | 315,435 | 291,864 | 6,266 | 100.0 | 40.3 | 23.0 | 18.9 | 17.4 | 0.4 |
| Pacific Islander | 113,715 | 12,792 | 26,892 | 40,366 | 33,319 | 346 | 100.0 | 11.2 | 23.6 | 35.5 | 29.3 | 0.3 |
| American Indian/Alaska Native | 304,152 | 21,452 | 56,800 | 84,578 | 140,243 | 1,079 | 100.0 | 7.1 | 18.7 | 27.8 | 46.1 | 0.4 |
| Two or more races | 1,360,091 | 307,884 | 392,317 | 367,567 | 287,117 | 5,206 | 100.0 | 22.6 | 28.8 | 27.0 | 21.1 | 0.4 |
| Secondary ${ }^{3}$ | 15,811,242 | 3,802,293 | 5,429,067 | 3,891,915 | 2,618,320 | 69,647 | 100.0 | 24.0 | 34.3 | 24.6 | 16.6 | 0.4 |
| White | 7,867,081 | 2,715,719 | 3,325,684 | 1,418,598 | 363,107 | 43,973 | 100.0 | 34.5 | 42.3 | 18.0 | 4.6 | 0.6 |
| Black | 2,290,686 | 224,518 | 596,962 | 746,768 | 716,801 | 5,637 | 100.0 | 9.8 | 26.1 | 32.6 | 31.3 | 0.2 |
| Hispanic | 4,066,826 | 389,982 | 972,105 | 1,357,831 | 1,333,044 | 13,864 | 100.0 | 9.6 | 23.9 | 33.4 | 32.8 | 0.3 |
| Asian | 872,396 | 318,616 | 268,325 | 184,948 | 97,431 | 3,076 | 100.0 | 36.5 | 30.8 | 21.2 | 11.2 | 0.4 |
| Pacific Islander | 61,639 | 8,218 | 23,022 | 21,584 | 8,667 | 148 | 100.0 | 13.3 | 37.3 | 35.0 | 14.1 | 0.2 |
| American Indian/Alaska Native | 152,289 | 15,752 | 49,246 | 40,909 | 45,267 | 1,115 | 100.0 | 10.3 | 32.3 | 26.9 | 29.7 | 0.7 |
| Two or more races | 500,325 | 129,488 | 193,723 | 121,277 | 54,003 | 1,834 | 100.0 | 25.9 | 38.7 | 24.2 | 10.8 | 0.4 |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |
| City | 15,282,104 | 1,877,136 | 3,169,673 | 3,735,112 | 6,408,206 | 91,977 | 100.0 | 12.3 | 20.7 | 24.4 | 41.9 | 0.6 |
| White | 4,335,254 | 1,081,252 | 1,492,990 | 1,049,836 | 671,185 | 39,991 | 100.0 | 24.9 | 34.4 | 24.2 | 15.5 | 0.9 |
| Black | 3,504,501 | 143,097 | 479,468 | 861,979 | 2,003,035 | 16,922 | 100.0 | 4.1 | 13.7 | 24.6 | 57.2 | 0.5 |
| Hispanic | 5,591,844 | 250,427 | 748,011 | 1,362,064 | 3,206,857 | 24,485 | 100.0 | 4.5 | 13.4 | 24.4 | 57.3 | 0.4 |
| Asian | 1,066,561 | 278,047 | 248,414 | 252,068 | 283,292 | 4,740 | 100.0 | 26.1 | 23.3 | 23.6 | 26.6 | 0.4 |
| Pacific Islander | 66,516 | 5,666 | 15,017 | 21,965 | 23,587 | 281 | 100.0 | 8.5 | 22.6 | 33.0 | 35.5 | 0.4 |
| American Indian/Alaska Native | 104,866 | 8,458 | 23,341 | 27,386 | 44,305 | 1,376 | 100.0 | 8.1 | 22.3 | 26.1 | 42.2 | 1.3 |
| Two or more races | 612,562 | 110,189 | 162,432 | 159,814 | 175,945 | 4,182 | 100.0 | 18.0 | 26.5 | 26.1 | 28.7 | 0.7 |
| Suburban | 19,928,348 | 6,364,619 | 5,651,985 | 4,301,976 | 3,491,758 | 118,010 | 100.0 | 31.9 | 28.4 | 21.6 | 17.5 | 0.6 |
| White | 9,541,064 | 4,421,808 | 3,174,211 | 1,411,315 | 460,394 | 73,336 | 100.0 | 46.3 | 33.3 | 14.8 | 4.8 | 0.8 |
| Black | 2,721,131 | 330,255 | 655,582 | 860,948 | 860,778 | 13,568 | 100.0 | 12.1 | 24.1 | 31.6 | 31.6 | 0.5 |
| Hispanic | 5,376,104 | 662,692 | 1,152,655 | 1,593,642 | 1,950,577 | 16,538 | 100.0 | 12.3 | 21.4 | 29.6 | 36.3 | 0.3 |
| Asian | 1,316,933 | 648,967 | 350,005 | 211,562 | 97,703 | 8,696 | 100.0 | 49.3 | 26.6 | 16.1 | 7.4 | 0.7 |
| Pacific Islander | 73,645 | 13,177 | 23,422 | 23,780 | 12,898 | 368 | 100.0 | 17.9 | 31.8 | 32.3 | 17.5 | 0.5 |
| American Indian/Alaska Native | 83,531 | 17,259 | 28,067 | 22,436 | 15,059 | 710 | 100.0 | 20.7 | 33.6 | 26.9 | 18.0 | 0.8 |
| Two or more races | 815,940 | 270,461 | 268,043 | 178,293 | 94,349 | 4,794 | 100.0 | 33.1 | 32.9 | 21.9 | 11.6 | 0.6 |
| Town | 5,522,279 | 509,799 | 1,903,810 | 1,941,965 | 1,135,097 | 31,608 | 100.0 | 9.2 | 34.5 | 35.2 | 20.6 | 0.6 |
| White | 3,456,185 | 422,645 | 1,473,381 | 1,189,836 | 347,423 | 22,900 | 100.0 | 12.2 | 42.6 | 34.4 | 10.1 | 0.7 |
| Black | 536,796 | 15,348 | 87,609 | 171,478 | 260,459 | 1,902 | 100.0 | 2.9 | 16.3 | 31.9 | 48.5 | 0.4 |
| Hispanic | 1,117,990 | 40,363 | 216,053 | 434,378 | 423,008 | 4,188 | 100.0 | 3.6 | 19.3 | 38.9 | 37.8 | 0.4 |
| Asian | 71,937 | 9,416 | 26,307 | 23,453 | 12,359 | 402 | 100.0 | 13.1 | 36.6 | 32.6 | 17.2 | 0.6 |
| Pacific Islander | 23,123 | 834 | 7,401 | 10,652 | 4,163 | 73 | 100.0 | 3.6 | 32.0 | 46.1 | 18.0 | 0.3 |
| American Indian/Alaska Native | 114,712 | 5,004 | 26,386 | 34,621 | 48,021 | 680 | 100.0 | 4.4 | 23.0 | 30.2 | 41.9 | 0.6 |
| Two or more races | 201,536 | 16,189 | 66,673 | 77,547 | 39,664 | 1,463 | 100.0 | 8.0 | 33.1 | 38.5 | 19.7 | 0.7 |
| Rural | 9,597,510 | 1,824,234 | 3,510,894 | 2,761,603 | 1,456,849 | 43,930 | 100.0 | 19.0 | 36.6 | 28.8 | 15.2 | 0.5 |
| White | 6,643,891 | 1,453,036 | 2,736,041 | 1,869,830 | 554,094 | 30,890 | 100.0 | 21.9 | 41.2 | 28.1 | 8.3 | 0.5 |
| Black | 895,276 | 78,954 | 215,947 | 265,514 | 333,004 | 1,857 | 100.0 | 8.8 | 24.1 | 29.7 | 37.2 | 0.2 |
| Hispanic | 1,375,150 | 143,520 | 359,657 | 449,298 | 415,812 | 6,863 | 100.0 | 10.4 | 26.2 | 32.7 | 30.2 | 0.5 |
| Asian | 164,532 | 77,488 | 48,431 | 26,624 | 10,589 | 1,400 | 100.0 | 47.1 | 29.4 | 16.2 | 6.4 | 0.9 |
| Pacific Islander | 20,635 | 2,506 | 5,880 | 8,387 | 3,700 | 162 | 100.0 | 12.1 | 28.5 | 40.6 | 17.9 | 0.8 |
| American Indian/Alaska Native | 187,605 | 9,835 | 32,204 | 49,321 | 95,331 | 914 | 100.0 | 5.2 | 17.2 | 26.3 | 50.8 | 0.5 |
| Two or more races | 310,421 | 58,895 | 112,734 | 92,629 | 44,319 | 1,844 | 100.0 | 19.0 | 36.3 | 29.8 | 14.3 | 0.6 |

${ }^{1}$ Combined elementary/secondary schools and schools not reported by grade span are not shown separately.
${ }^{2}$ Includes schools beginning with grade 6 or below and with no grade higher than 8 . ${ }^{3}$ Includes schools with no grade lower than 7.
NOTE: Students with household incomes under 185 percent of the poverty threshold are eligible for free or reduced-price lunch under the National School Lunch Program (NSLP). In addition, some groups of children-such as foster children, children participating in the Head Start and Migrant Education programs, and children receiving services under the Runaway and Homeless Youth Act-are assumed to be categorically eligible to participate in the NSLP. Data include students whose NSLP eligibility has been determined through
direct certification. Also, under the Community Eligibility option, some nonpoor children who attend school in a low-income area may participate if the district decides that it would be more efficient to provide free lunch to all children in the school. For more information, see https://www.fns.usda.gov/nslp. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2017-18; and Education Demographic and Geographic Estimates (EDGE), "Public School File," 2017-18. (This table was prepared November 2019.)

Public Schools
Table 216.70. Public elementary and secondary schools, by level, type, and state or jurisdiction: 1990-91, 2000-01, 2010-11, and 2017-18

| State or jurisdiction | $\begin{gathered} \text { Total, all } \\ \text { schools, } \\ 1990-91 \end{gathered}$ | $\begin{gathered} \text { Total, all } \\ \text { schools, } \\ 2000-01 \end{gathered}$ | Total, all schools, 2010-11 | Schools by level, 2017-18 |  |  |  |  |  |  |  | Selected types of schools, 2017-18 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total, all  <br> schools Elemen- <br> tary |  | Secondary ${ }^{2}$ | Combined elementary/secondary ${ }^{3}$ |  |  |  | Other ${ }^{4}$ | Alternative ${ }^{5}$ | Special education ${ }^{5}$ | Oneteacher schools ${ }^{5}$ |
|  |  |  |  |  |  | Total | Prekindergarten, kindergarten, or grade 1 to grade 12 | Other schools ending with grade 12 | Other combined schools |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 |  | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States | 84,538 | 93,273 | 98,817 | 98,469 | 67,408 | 23,882 | 6,278 | 3,267 | 2,509 | 502 | 901 | 5,185 | 1,903 | 188 |
| Alabama | 1,297 | 1,517 | 1,600 | 1,474 | 922 | 399 | 149 | 96 | 49 | 4 | 4 | 63 | 23 | 0 |
| Alaska | 498 | 515 | 509 | 509 | 198 | 79 | 232 | 216 | 15 | 1 | 0 | 22 | 3 | 4 |
| Arizona | 1,049 | 1,724 | 2,265 | 2,330 | 1,391 | 762 | 162 | 89 | 58 | 15 | 15 | 59 | 20 | 4 |
| Arkansas | 1,098 | 1,138 | 1,110 | 1,086 | 689 | 373 | 23 | 8 | 10 | 5 | 1 | 5 | 4 | 0 |
| California | 7,913 | 8,773 | 10,124 | 10,319 | 7,028 | 2,488 | 651 | 503 | 139 | 9 | 152 | 1,075 | 155 | 34 |
| Colorado | 1,344 | 1,632 | 1,796 | 1,900 | 1,337 | 396 | 167 | 78 | 82 | 7 | 0 | 97 | 6 | 0 |
| Connecticut | 985 | 1,248 | 1,157 | 1,031 | 784 | 222 | 23 | 10 | 12 | 1 | 2 | 5 | 6 | 0 |
| Delaware | 173 | 191 | 214 | 227 | 165 | 38 | 19 | 11 | 5 | 3 | 5 | 6 | 19 | 0 |
| District of Columbia | 181 | 198 | 228 | 224 | 177 | 37 | 10 | 1 | 7 | 2 | 0 | 4 | 2 | 0 |
| Florida | 2,516 | 3,316 | 4,131 | 4,322 | 2,843 | 679 | 662 | 288 | 356 | 18 | 138 | 388 | 163 | 0 |
| Georgia | 1,734 | 1,946 | 2,449 | 2,307 | 1,775 | 457 | 68 | 17 | 38 | 13 | 7 | 39 | 19 | 0 |
| Hawaii | 235 | 261 | 289 | 292 | 212 | 53 | 27 | 22 | 3 | 2 | 0 | 1 | 1 | 0 |
| Idaho | 582 | 673 | 748 | 741 | 466 | 189 | 86 | 44 | 41 | 1 | 0 | 72 | 11 | 11 |
| Illinois | 4,239 | 4,342 | 4,361 | 4,241 | 3,086 | 989 | 73 | 19 | 49 | 5 | 93 | 144 | 113 | 1 |
| Indiana | 1,915 | 1,976 | 1,936 | 1,920 | 1,370 | 458 | 92 | 49 | 37 | 6 | 0 | 8 | 22 | 0 |
| lowa | 1,588 | 1,534 | 1,436 | 1,322 | 935 | 348 | 39 | 4 | 35 | 0 | 0 | 17 | 3 | 1 |
| Kansas | 1,477 | 1,430 | 1,378 | 1,319 | 917 | 342 | 57 | 21 | 36 | 0 | 3 | 1 | 4 | 0 |
| Kentucky | 1,400 | 1,526 | 1,554 | 1,533 | 966 | 423 | 142 | 44 | 93 | 5 | 2 | 184 | 8 | 0 |
| Louisiana | 1,533 | 1,530 | 1,471 | 1,390 | 959 | 281 | 150 | 99 | 44 | 7 | 0 | 5 | 30 | 0 |
| Maine | 747 | 714 | 631 | 599 | 439 | 145 | 15 | 9 | 6 | 0 | 0 | 0 | 1 | 2 |
| Maryland | 1,220 | 1,383 | 1,449 | 1,420 | 1,120 | 240 | 48 | 19 | 23 | 6 | 12 | 44 | 37 | 0 |
| Massachusetts | 1,842 | 1,905 | 1,829 | 1,854 | 1,413 | 372 | 61 | 20 | 34 | 7 | 8 | 22 | 11 | 0 |
| Michigan | 3,313 | 3,998 | 3,877 | 3,730 | 2,272 | 959 | 453 | 257 | 188 | 8 | 46 | 378 | 269 | 5 |
| Minnesota | 1,590 | 2,362 | 2,392 | 2,525 | 1,379 | 851 | 292 | 140 | 140 | 12 | 3 | 493 | 314 | 0 |
| Mississippi | 972 | 1,030 | 1,083 | 1,060 | 614 | 329 | 44 | 36 | 7 | 1 | 73 | 67 | 0 | 0 |
| Missouri | 2,199 | 2,368 | 2,410 | 2,414 | 1,611 | 628 | 155 | 74 | 81 | 0 | 20 | 59 | 52 | 0 |
| Montana | 900 | 879 | 827 | 820 | 496 | 324 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 60 |
| Nebraska | 1,506 | 1,326 | 1,096 | 1,095 | 731 | 305 | 12 | 11 | 0 | 1 | 47 | 47 | 27 | 4 |
| Nevada | 354 | 511 | 645 | 691 | 513 | 127 | 50 | 17 | 28 | 5 | 1 | 32 | 14 | 14 |
| New Hampshire | 439 | 526 | 480 | 490 | 382 | 108 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| New Jersey | 2,272 | 2,410 | 2,607 | 2,594 | 1,952 | 539 | 82 | 45 | 26 | 11 | 21 | 89 | 65 | 0 |
| New Mexico | 681 | 765 | 862 | 881 | 600 | 229 | 33 | 13 | 17 | 3 | 19 | 41 | 5 | 0 |
| New York | 4,010 | 4,336 | 4,757 | 4,795 | 3,286 | 1,121 | 385 | 175 | 154 | 56 | 3 | 53 | 133 | 0 |
| North Carolina | 1,955 | 2,207 | 2,567 | 2,647 | 1,939 | 553 | 155 | 73 | 63 | 19 | 0 | 73 | 25 | 0 |
| North Dakota | 663 | 579 | 516 | 516 | 305 | 178 | 0 | 0 | 0 | 0 | 33 | 0 | 32 | 7 |
| Ohio | 3,731 | 3,916 | 3,758 | 3,604 | 2,430 | 989 | 148 | 42 | 69 | 37 | 37 | 0 | 47 | 0 |
| Oklahoma | 1,880 | 1,821 | 1,785 | 1,800 | 1,234 | 564 | 2 | 1 | 1 | 0 | 0 | 5 | 4 | 0 |
| Oregon | 1,199 | 1,273 | 1,296 | 1,249 | 890 | 274 | 85 | 57 | 24 | 4 | 0 | 35 | 1 | 13 |
| Pennsylvania | 3,260 | 3,252 | 3,233 | 2,982 | 2,102 | 783 | 97 | 47 | 40 | 10 | 0 | 6 | 4 | 0 |
| Rhode Island | 309 | 328 | 317 | 317 | 241 | 70 | 6 | 5 | 1 | 0 | 0 | 2 | 1 | 0 |
| South Carolina | 1,097 | 1,127 | 1,214 | 1,255 | 933 | 282 | 40 | 13 | 22 | 5 | 0 | 12 | 7 | 0 |
| South Dakota | 802 | 769 | 710 | 697 | 442 | 240 | 15 | 8 | 7 | 0 | 0 | 30 | 12 | 12 |
| Tennessee | 1,543 | 1,624 | 1,784 | 1,782 | 1,351 | 351 | 80 | 30 | 40 | 10 | 0 | 19 | 16 | 0 |
| Texas | 5,991 | 7,519 | 8,732 | 8,905 | 6,156 | 2,076 | 673 | 274 | 242 | 157 | 0 | 874 | 12 | 0 |
| Utah | 714 | 793 | 1,016 | 1,051 | 688 | 282 | 81 | 42 | 10 | 29 | 0 | 29 | 59 | 0 |
| Vermont | 397 | 393 | 320 | 311 | 228 | 65 | 18 | 11 | 7 | 0 | 0 | 1 | 0 | 1 |
| Virginia | 1,811 | 1,969 | 2,175 | 2,113 | 1,490 | 436 | 35 | 25 | 10 | 0 | 152 | 125 | 33 | 0 |
| Washington | 1,936 | 2,305 | 2,338 | 2,425 | 1,583 | 625 | 217 | 135 | 71 | 11 | 0 | 312 | 89 | 3 |
| West Virginia | 1,015 | 840 | 757 | 730 | 544 | 155 | 31 | 11 | 19 | 1 | 0 | 33 | 3 | 0 |
| Wisconsin | 2,018 | 2,182 | 2,238 | 2,261 | 1,577 | 568 | 112 | 45 | 64 | 3 | 4 | 95 | 13 | 2 |
| Wyoming | 415 | 393 | 360 | 369 | 247 | 101 | 21 | 13 | 6 | 2 | 0 | 10 | 3 | 10 |
| Jurisdiction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bureau of Indian Education DoDEA ${ }^{6}$ | - | 189 227 | 173 191 | 174 | 111 | 19 | 44 | 37 | 5 | 2 | 0 | 0 | 0 | 0 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa | 30 | 31 | 28 | 28 | 22 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam | 35 | 38 | 40 | - | - | - | - | - | - | - | - | - | - | - |
| Northern Marianas | 26 | 29 | 30 | 41 | 34 | 7 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | - |
| Puerto Rico | 1,619 | 1,543 | 1,473 | 1,121 | 855 | 182 | 60 | 7 | 26 | 27 | 24 | 0 | 17 | 0 |
| U.S. Virgin Islands | 33 | 36 | 32 | 28 | 19 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

-Not available.
${ }^{1}$ Includes schools beginning with grade 6 or below and with no grade higher than 8 .
${ }^{2}$ Includes schools with no grade lower than 7.
${ }^{3}$ Includes schools beginning with grade 6 or below and ending with grade 9 or above.
${ }^{4}$ Includes schools not reported by grade span.
${ }^{5}$ Schools are also included under elementary, secondary, combined, or other as appropriate.
${ }^{6}$ DoDEA $=$ Department of Defense Education Activity. Includes both domestic and overseas schools.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990-91, 2000-01, 2010-11, and 2017-18. (This table was prepared December 2019.)

Table 216.75. Public elementary schools, by grade span, average school enrollment, and state or jurisdiction: 2017-18

| State or jurisdiction | Total, all elementary schools | Total, all regular elementary schools ${ }^{1}$ | Schools, by grade span |  |  |  |  |  | Average school enrollment ${ }^{2}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Prekindergarten, kindergarten, or grade 1 to grade 3 or 4 | Prekindergarten, kindergarten, or grade 1 to grade 5 | Prekindergarten, kindergarten, or grade 1 to grade 6 | Prekindergarten, kindergarten, or grade 1 to grade 8 | $\begin{array}{r} \text { Grade } \\ 4,5, \text { or } 6 \\ \text { to grade } \\ 6,7, \text { or } 8 \end{array}$ | Other grade spans | $\begin{array}{r} \text { All } \\ \text { elementary } \\ \text { schools } \end{array}$ | Regular elementary schools |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| United States | 67,408 | 66,436 | 4,985 | 25,906 | 9,470 | 6,826 | 13,437 | 6,784 | 483 | 487 |
| Alabama | 922 | 913 | 95 | 288 | 140 | 62 | 215 | 122 | 498 | 500 |
| Alaska | 198 | 198 | 0 | 42 | 96 | 22 | 25 | 13 | 335 | 335 |
| Arizona | 1,391 | 1,374 | 48 | 236 | 376 | 484 | 174 | 73 | 505 | 507 |
| Arkansas | 689 | 687 | 129 | 142 | 154 | 7 | 153 | 104 | 450 | 452 |
| California | 7,028 | 6,882 | 118 | 2,569 | 2,043 | 1,068 | 1,057 | 173 | 545 | 553 |
| Colorado | 1,337 | 1,332 | 26 | 641 | 188 | 137 | 246 | 99 | 434 | 435 |
| Connecticut | 784 | 779 | 87 | 270 | 67 | 104 | 155 | 101 | 425 | 427 |
| Delaware | 165 | 156 | 14 | 83 | 4 | 7 | 38 | 19 | 538 | 553 |
| District of Columbia | 177 | 177 | 21 | 73 | 1 | 33 | 33 | 16 | 369 | 369 |
| Florida | 2,843 | 2,786 | 31 | 1,656 | 123 | 338 | 568 | 127 | 670 | 682 |
| Georgia | 1,775 | 1,774 | 36 | 1,060 | 22 | 42 | 464 | 151 | 684 | 684 |
| Hawaii | 212 | 212 | 0 | 87 | 85 | 10 | 28 | 2 | 534 | 534 |
| Idaho | 466 | 454 | 34 | 163 | 126 | 33 | 86 | 24 | 393 | 402 |
| Illinois | 3,086 | 3,058 | 283 | 774 | 285 | 660 | 580 | 504 | 426 | 429 |
| Indiana | 1,370 | 1,367 | 167 | 469 | 294 | 44 | 267 | 129 | 476 | 477 |
| Iowa | 935 | 934 | 112 | 322 | 137 | 10 | 226 | 128 | 355 | 355 |
| Kansas | 917 | 915 | 67 | 371 | 180 | 51 | 190 | 58 | 350 | 350 |
| Kentucky | 966 | 954 | 31 | 466 | 104 | 76 | 194 | 95 | 476 | 481 |
| Louisiana | 959 | 958 | 79 | 307 | 108 | 133 | 201 | 131 | 474 | 474 |
| Maine | 439 | 439 | 46 | 96 | 55 | 90 | 77 | 75 | 269 | 269 |
| Maryland | 1,120 | 1,107 | 11 | 685 | 51 | 102 | 222 | 49 | 558 | 563 |
| Massachusetts | 1,413 | 1,408 | 178 | 486 | 115 | 103 | 285 | 246 | 435 | 435 |
| Michigan | 2,272 | 2,175 | 218 | 760 | 185 | 246 | 453 | 410 | 421 | 424 |
| Minnesota | 1,379 | 1,201 | 115 | 433 | 238 | 80 | 274 | 239 | 427 | 468 |
| Mississippi | 614 | 614 | 69 | 140 | 87 | 40 | 153 | 125 | 495 | 495 |
| Missouri | 1,611 | 1,603 | 143 | 517 | 294 | 115 | 322 | 220 | 372 | 373 |
| Montana | 496 | 493 | 17 | 76 | 185 | 110 | 74 | 34 | 193 | 194 |
| Nebraska | 731 | 727 | 46 | 198 | 239 | 19 | 110 | 119 | 298 | 298 |
| Nevada | 513 | 504 | 11 | 283 | 72 | 32 | 98 | 17 | 633 | 643 |
| New Hampshire | 382 | 382 | 51 | 113 | 37 | 54 | 83 | 44 | 313 | 313 |
| New Jersey | 1,952 | 1,932 | 263 | 555 | 133 | 287 | 369 | 345 | 456 | 460 |
| New Mexico | 600 | 596 | 20 | 250 | 109 | 33 | 130 | 58 | 361 | 363 |
| New York | 3,286 | 3,262 | 287 | 1,293 | 343 | 292 | 716 | 355 | 514 | 516 |
| North Carolina | 1,939 | 1,927 | 77 | 1,100 | 53 | 141 | 468 | 100 | 527 | 530 |
| North Dakota | 305 | 305 | 13 | 88 | 95 | 67 | 33 | 9 | 247 | 247 |
| Ohio | 2,430 | 2,408 | 351 | 608 | 328 | 229 | 529 | 385 | 437 | 440 |
| Oklahoma | 1,234 | 1,230 | 82 | 308 | 157 | 275 | 257 | 155 | 387 | 387 |
| Oregon | 890 | 887 | 27 | 411 | 113 | 127 | 178 | 34 | 416 | 416 |
| Pennsylvania | 2,102 | 2,102 | 298 | 671 | 312 | 191 | 424 | 206 | 494 | 494 |
| Rhode Island | 241 | 240 | 35 | 103 | 17 | 3 | 50 | 33 | 391 | 392 |
| South Carolina | 933 | 931 | 45 | 479 | 33 | 49 | 230 | 97 | 567 | 568 |
| South Dakota | 442 | 432 | 29 | 128 | 57 | 95 | 107 | 26 | 218 | 220 |
| Tennessee | 1,351 | 1,342 | 179 | 528 | 48 | 180 | 327 | 89 | 504 | 506 |
| Texas | 6,156 | 6,047 | 607 | 2,933 | 430 | 149 | 1,381 | 656 | 570 | 577 |
| Utah | 688 | 651 | 5 | 124 | 433 | 33 | 45 | 48 | 541 | 562 |
| Vermont | 228 | 228 | 15 | 24 | 97 | 63 | 17 | 12 | 243 | 243 |
| Virginia | 1,490 | 1,490 | 40 | 845 | 148 | 11 | 311 | 135 | 578 | 578 |
| Washington | 1,583 | 1,504 | 62 | 736 | 248 | 84 | 315 | 138 | 457 | 473 |
| West Virginia | 544 | 543 | 70 | 251 | 28 | 39 | 113 | 43 | 349 | 350 |
| Wisconsin | 1,577 | 1,570 | 171 | 601 | 125 | 148 | 340 | 192 | 359 | 360 |
| Wyoming | 247 | 246 | 26 | 64 | 72 | 18 | 46 | 21 | 242 | 242 |
| Jurisdiction |  |  |  |  |  |  |  |  |  |  |
| Bureau of Indian Education | 111 | 111 | 7 | 6 | 28 | 62 | 4 | 4 | 212 | 212 |
|  |  |  |  |  |  |  |  |  |  |  |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |
| American Samoa | 22 | 22 | 0 | 0 | 0 | 22 | 0 | 0 | 349 | 349 |
| Guam | 34 | 34 | 0 | 24 | 0 | 0 | 8 | 2 | 595 | 595 |
| Northern Marianas | - 85 | - | - | - | - | - | - | - | - |  |
| Puerto Rico | 855 | 854 | 10 | 449 | 79 | 183 | 125 | 9 | 263 | 263 |
| U.S. Virgin Islands | 19 | 19 | 1 | 1 | 14 | 1 | 2 | 0 | 326 | 326 |

-Not available.
${ }^{1}$ Excludes special education and alternative schools.
${ }^{2}$ Average for schools reporting enrollment data. Enrollment data were available for 67,010
out of 67,408 public elementary schools in 2017-18.
${ }^{3}$ DoDEA = Department of Defense Education Activity. Includes both domestic and overseas schools.

NOTE: Includes schools beginning with grade 6 or below and with no grade higher than 8 . Excludes schools not reported by grade level, such as some special education schools for students with disabilities.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2017-18. (This table was prepared December 2019.)

Table 216.80. Public secondary schools, by grade span, average school enrollment, and state or jurisdiction: 2017-18

| State or jurisdiction | Total, all secondary schools | Total, all regular secondary schools ${ }^{1}$ | Schools, by grade span |  |  |  |  |  |  | Vocational schools ${ }^{2}$ | Average school enrollment ${ }^{3}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | $\begin{array}{r} \text { Grades } \\ 7 \text { and } 8 \text { or } \\ \text { grades } 7 \text { to } 9 \end{array}$ | $\begin{aligned} & \text { Grades } \\ & 7 \text { to } 12 \end{aligned}$ | Grades 8 to 12 | Grades 9 to 12 | $\begin{array}{r} \text { Grades } \\ 10 \text { to } 12 \end{array}$ | Other spans ending with grade 12 | Other grade spans |  | secondary schools | Regular secondary schools ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | 23,882 | 19,231 | 2,479 | 2,864 | 526 | 16,119 | 558 | 401 | 935 | 1,467 | 709 | 804 |
| Alabama | 399 | 317 | 40 | 68 | 10 | 245 | 28 | 1 | 7 | 65 | 702 | 712 |
| Alaska | 79 | 62 | 12 | 19 | 2 | 41 | 2 | 2 | 1 | 3 | 448 | 525 |
| Arizona | 762 | 473 | 54 | 78 | 25 | 575 | 12 | 3 | 15 | 260 | 654 | 732 |
| Arkansas | 373 | 344 | 50 | 117 | 10 | 136 | 36 | 1 | 23 | 24 | 514 | 520 |
| California | 2,488 | 1,657 | 354 | 269 | 13 | 1,752 | 67 | 23 | 10 | 66 | 878 | 1,215 |
| Colorado | 396 | 336 | 35 | 42 | 2 | 299 | 4 | 2 | 12 | 7 | 669 | 748 |
| Connecticut | 222 | 201 | 29 | 4 | 3 | 182 | 2 | 2 | 0 | 17 | 772 | 798 |
| Delaware | 38 | 32 | 1 | 1 | 9 | 25 | 0 | 0 | 2 | 6 | 996 | 961 |
| District of Columbia | 37 | 33 | 0 | 0 | 2 | 33 | 0 | 0 | 2 | 0 | 429 | 462 |
| Florida | 679 | 508 | 18 | 32 | 28 | 558 | 6 | 20 | 17 | 50 | 1,293 | 1,585 |
| Georgia | 457 | 427 | 15 | 7 | 11 | 388 | 5 | 0 | 31 | 0 | 1,131 | 1,206 |
| Hawaii | 53 | 52 | 12 | 7 | 0 | 33 | 0 | 0 | 1 | 0 | 1,105 | 1,125 |
| Idaho | 189 | 142 | 26 | 33 | 1 | 124 | 5 | 0 | 0 | 6 | 526 | 653 |
| Illinois | 989 | 855 | 125 | 55 | 8 | 647 | 34 | 70 | 50 | 0 | 671 | 767 |
| Indiana | 458 | 436 | 72 | 74 | 8 | 275 | 11 | 8 | 10 | 28 | 818 | 827 |
| Iowa | 348 | 332 | 33 | 68 | 1 | 229 | 10 | 0 | 7 | 0 | 466 | 484 |
| Kansas | 342 | 339 | 34 | 96 | 3 | 207 | 1 | 1 | 0 | 0 | 456 | 459 |
| Kentucky | 423 | 236 | 26 | 35 | 6 | 227 | 5 | 5 | 119 | 122 | 684 | 858 |
| Louisiana | 281 | 260 | 28 | 39 | 54 | 141 | 12 | 0 | 7 | 11 | 730 | 759 |
| Maine | 145 | 117 | 8 | 17 | 1 | 92 | 0 | 0 | 27 | 27 | 459 | 463 |
| Maryland | 240 | 184 | 4 | 5 | 3 | 201 | 2 | 7 | 18 | 25 | 1,120 | 1,309 |
| Massachusetts | 372 | 318 | 28 | 36 | 13 | 283 | 5 | 6 | 1 | 37 | 810 | 830 |
| Michigan | 959 | 629 | 54 | 99 | 44 | 702 | 24 | 31 | 5 | 57 | 540 | 696 |
| Minnesota | 851 | 435 | 28 | 274 | 34 | 432 | 32 | 48 | 3 | 8 | 394 | 622 |
| Mississippi | 329 | 236 | 31 | 43 | 1 | 149 | 4 | 2 | 99 | 93 | 630 | 630 |
| Missouri | 628 | 551 | 57 | 174 | 2 | 367 | 13 | 8 | 7 | 63 | 542 | 544 |
| Montana | 324 | 321 | 153 | 0 | 0 | 171 | 0 | 0 | 0 | 0 | 158 | 159 |
| Nebraska | 305 | 294 | 25 | 157 | 1 | 115 | 1 | 6 | 0 | 0 | 380 | 380 |
| Nevada | 127 | 112 | 12 | 7 | 6 | 95 | 1 | 6 | 0 | 0 | 1,107 | 1,221 |
| New Hampshire | 108 | 108 | 13 | 0 | 0 | 93 | 1 | 0 | 1 | 0 | 549 | 549 |
| New Jersey | 539 | 406 | 54 | 38 | 12 | 409 | 6 | 6 | 14 | 69 | 832 | 1,027 |
| New Mexico | 229 | 207 | 32 | 26 | 2 | 149 | 8 | 0 | 12 | 0 | 465 | 498 |
| New York | 1,121 | 1,030 | 57 | 146 | 29 | 840 | 23 | 5 | 21 | 20 | 716 | 745 |
| North Carolina | 553 | 522 | 19 | 9 | 4 | 488 | 1 | 10 | 22 | 9 | 839 | 874 |
| North Dakota | 178 | 166 | 4 | 85 | 0 | 75 | 0 | 1 | 13 | 12 | 208 | 208 |
| Ohio | 989 | 915 | 128 | 142 | 41 | 624 | 16 | 20 | 18 | 73 | 597 | 606 |
| Oklahoma | 564 | 559 | 88 | 2 | 3 | 439 | 24 | 0 | 8 | 0 | 387 | 390 |
| Oregon | 274 | 250 | 25 | 40 | 4 | 203 | 1 | 1 | 0 | 0 | 645 | 695 |
| Pennsylvania | 783 | 694 | 96 | 153 | 11 | 502 | 13 | 2 | 6 | 84 | 807 | 815 |
| Rhode Island | 70 | 59 | 5 | 2 | 0 | 54 | 0 | 0 | 9 | 10 | 714 | 722 |
| South Carolina | 282 | 229 | 19 | 2 | 1 | 235 | 7 | 4 | 14 | 42 | 927 | 969 |
| South Dakota | 240 | 220 | 59 | 0 | 1 | 176 | 1 | 3 | 0 | 2 | 174 | 184 |
| Tennessee | 351 | 337 | 11 | 21 | 8 | 271 | 11 | 12 | 17 | 4 | 810 | 842 |
| Texas | 2,076 | 1,526 | 248 | 130 | 47 | 1,376 | 37 | 45 | 193 | 0 | 813 | 1,067 |
| Utah | 282 | 252 | 90 | 48 | 7 | 74 | 51 | 1 | 11 | 6 | 945 | 1,008 |
| Vermont | 65 | 49 | 7 | 17 | 0 | 41 | 0 | 0 | 0 | 15 | 469 | 479 |
| Virginia | 436 | 344 | 34 | 6 | 24 | 282 | 1 | 0 | 89 | 89 | 1,202 | 1,212 |
| Washington | 625 | 417 | 54 | 48 | 25 | 446 | 22 | 20 | 10 | 18 | 628 | 860 |
| West Virginia | 155 | 106 | 1 | 21 | 3 | 129 | 0 | 1 | 0 | 33 | 690 | 716 |
| Wisconsin | 568 | 498 | 54 | 57 | 3 | 420 | 13 | 18 | 3 | 6 | 487 | 536 |
| Wyoming | 101 | 98 | 17 | 15 | 0 | 69 | 0 | 0 | 0 | 0 | 325 | 334 |
| Jurisdiction |  |  |  |  |  |  |  |  |  |  |  |  |
| Bureau of Indian Education | 19 | 19 | 1 | 4 | 2 | 12 | 0 | 0 | 0 | 0 | 337 | 337 |
| DoDEA ${ }^{4}$ | - | - | - | - | 0 | - | - | - | - | - | - | - |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa | 6 | 5 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 1 | 623 | 679 |
| Guam | 7 | 6 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 1,412 | 1,619 |
| Northern Marianas | 182 | - | - | $\checkmark$ | 0 | 159 | - | - | - | - | - | 517 |
| Puerto Rico | 182 | 151 | 7 | 5 | 0 | 159 | 6 | 0 | 5 | 31 | 545 | 517 |
| U.S. Virgin Islands | 9 | 8 | 4 | 0 | 0 | 5 | 0 | 0 | 0 | 1 | 585 | 585 |

-Not available.
${ }^{1}$ Excludes vocational, special education, and alternative schools
${ }^{2}$ Vocational schools are also included under appropriate grade span.
${ }^{3}$ Average for schools reporting enrollment data. Enrollment data were available for 22,293
out of 23,882 public secondary schools in 2017-18.
${ }^{4}$ DoDEA = Department of Defense Education Activity. Includes both domestic and
overseas schools.

NOTE: Includes schools with no grade lower than 7. Excludes schools not reported by grade level, such as some special education schools for students with disabilities
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2017-18. (This table was prepared December 2019.)

Table 216.90. Public elementary and secondary charter schools and enrollment, and charter schools and enrollment as a percentage of total public schools and total enrollment in public schools, by state: Selected years, 2000-01 through 2017-18

| State | Number of charter schools |  |  |  |  | Fall enrollment in charter schools |  |  |  |  | Charter schools as a percent of total public schools |  |  |  | Charter school enrollment as a percent of total fall enrollment in public schools |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2000-01 | 2010-11 | 2015-16 | 2016-17 | 2017-18 | 2000-01 | 2010-11 | 2015-16 | 2016-17 | 2017-18 | 2000-01 | 2010-11 | 2016-17 | 2017-18 | 2000-01 | 2010-11 | 2016-17 | 2017-18 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| United States | 1,993 | 5,274 | 6,855 | 7,011 | 7,193 | 448,343 | 1,787,091 | 2,845,322 | 3,010,287 | 3,143,269 | 2.1 | 5.3 | 7.1 | 7.3 | 1.0 | 3.6 | 6.0 | 6.2 |
| Alabama | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |  | 245 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 |  | \# |
| Alaska | 19 | 27 | 28 | 28 | 29 | 2,594 | 5,751 | 6,343 | 6,677 | 7,007 | 3.7 | 5.3 | 5.5 | 5.7 | 1.9 | 4.4 | 5.0 | 5.3 |
| Arizona | 313 | 519 | 552 | 550 | 557 | 45,596 | 124,467 | 176,894 | 185,588 | 189,686 | 18.2 | 22.9 | 23.8 | 23.9 | 5.4 | 11.6 | 16.6 | 17.2 |
| Arkansas | 3 | 40 | 65 | 75 | 82 | 708 | 10,209 | 24,182 | 27,896 | 31,545 | 0.3 | 3.6 | 6.9 | 7.6 | 0.2 | 2.1 | 5.7 | 6.4 |
| California | 302 | 908 | 1,224 | 1,248 | 1,268 | 115,582 | 363,916 | 568,774 | 602,837 | 626,982 | 3.4 | 9.0 | 12.1 | 12.3 | 1.9 | 5.9 | 9.7 | 10.1 |
| Colorado | 77 | 168 | 226 | 238 | 250 | 20,155 | 74,685 | 108,793 | 114,694 | 120,739 | 4.7 | 9.4 | 12.6 | 13.2 | 2.8 | 8.9 | 12.7 | 13.3 |
| Connecticut | 16 | 18 | 24 | 24 | 24 | 2,429 | 5,139 | 9,132 | 9,573 | 10,187 | 1.3 | 1.6 | 1.9 | 2.3 | 0.4 | 0.9 | 1.8 | 2.0 |
| Delaware | 7 | 19 | 28 | 27 | 24 | 2,716 | 9,525 | 13,622 | 14,722 | 15,337 | 3.7 | 8.9 | 11.8 | 10.6 | 2.4 | 7.4 | 10.8 | 11.3 |
| District of Columbia | 33 | 97 | 109 | 110 | 111 |  | 26,910 | 35,798 | 37,151 | 38,696 | 16.7 | 42.5 | 49.3 | 49.6 | - | 37.8 | 43.7 | 44.8 |
| Florida | 148 | 458 | 653 | 655 | 654 | 26,893 | 154,703 | 270,953 | 283,560 | 295,814 | 4.5 | 11.1 | 15.7 | 15.1 | 1.1 | 5.9 | 10.1 | 10.4 |
| Georgia | 30 | 67 | 82 | 84 | 93 | 20,066 | 41,981 | 72,170 | 66,905 | 72,716 | 1.5 | 2.7 | 3.7 | 4.0 | 1.4 | 2.5 | 3.8 | 4.1 |
| Hawaii | 6 | 31 | 34 | 34 | 36 | 1,343 | 8,289 | 10,444 | 10,669 | 11,168 | 2.3 | 10.7 | 11.7 | 12.3 | 0.7 | 4.6 | 5.9 | 6.2 |
| Idaho | 9 | 40 | 54 | 57 | 59 | 1,083 | 15,330 | 19,381 | 20,579 | 21,070 | 1.3 | 5.3 | 7.7 | 8.0 | 0.4 | 5.6 | 6.9 | 7.0 |
| Illinois | 20 | 50 | 64 | 63 | 142 | 7,552 | 43,049 | 64,108 | 65,169 | 64,925 | 0.5 | 1.1 | 1.5 | 3.3 | 0.4 | 2.1 | 3.2 | 3.3 |
| Indiana | 0 | 60 | 88 | 93 | 99 | 0 | 22,472 | 39,671 | 43,079 | 47,089 | 0.0 | 3.1 | 4.8 | 5.2 | 0.0 | 2.2 | 4.1 | 4.5 |
| lowa | 0 | 7 | 3 | 3 | 3 | 0 | 298 | 430 | 398 | 428 | 0.0 | 0.5 | 0.2 | 0.2 | 0.0 | 0.1 | 0.1 | 0.1 |
| Kansas | 1 | 25 | 10 | 10 | 10 | 67 | 4,618 | 3,186 | 3,159 | 3,191 | 0.1 | 1.8 | 0.8 | 0.8 | \# | 1.0 | 0.6 | 0.7 |
| Kentucky | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Louisiana | 19 | 78 | 138 | 151 | 150 | 3,212 | 29,199 | 74,030 | 79,022 | 80,726 | 1.2 | 5.3 | 10.8 | 10.8 | 0.4 | 4.2 | 11.0 | 11.3 |
| Maine | 1 | 0 | 7 | 9 | 11 | 154 | 0 | 1,518 | 1,955 | 2,240 | 0.1 | 0.0 | 1.5 | 1.8 | 0.1 | 0.0 | 1.1 | 1.3 |
| Maryland | 0 | 44 | 50 | 49 | 50 | 0 | 14,492 | 20,988 | 22,366 | 23,819 | 0.0 | 3.0 | 3.4 | 3.5 | 0.0 | 1.7 | 2.5 | 2.7 |
| Massachusetts | 41 | 63 | 81 | 78 | 80 | 13,712 | 28,422 | 40,199 | 42,596 | 45,238 | 2.2 | 3.4 | 4.2 | 4.3 | 1.4 | 3.0 | 4.5 | 4.7 |
| Michigan | 205 | 300 | 370 | 376 | 366 | 54,751 | 111,344 | 145,483 | 147,061 | 145,948 | 5.1 | 7.7 | 10.9 | 9.8 | 3.3 | 7.2 | 10.0 | 9.9 |
| Minnesota | 73 | 176 | 216 | 220 | 221 | 9,395 | 37,253 | 50,812 | 54,211 | 56,769 | 3.1 | 7.4 | 8.8 | 8.8 | 1.1 | 4.4 | 6.2 | 6.4 |
| Mississippi | 1 | , | 2 | 3 | 3 | 367 | 0 | 226 | 523 | 944 | 0.1 | 0.0 | 0.3 | 0.3 | 0.1 | 0.0 | 0.1 | 0.2 |
| Missouri | 21 | 53 | 70 | 72 | 68 | 7,061 | 20,076 | 21,619 | 22,803 | 23,624 | 0.9 | 2.2 | 3.0 | 2.8 | 0.8 | 2.2 | 2.5 | 2.6 |
| Montana | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Nebraska | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Nevada | 8 | 34 | 47 | 49 | 72 | 1,255 | 14,127 | 35,130 | 40,074 | 45,270 | 1.6 | 5.3 | 7.5 | 10.4 | 0.4 | 3.2 | 8.5 | 9.3 |
| New Hampshire | 0 | 14 | 31 | 31 | 31 | 0 | 983 | 3,011 | 3,422 | 3,543 | 0.0 | 2.9 | 6.3 | 6.3 | 0.0 | 0.5 | 1.9 | 2.0 |
| New Jersey | 53 | 76 | 89 | 88 | 89 | 10,179 | 24,591 | 41,026 | 46,274 | 49,447 | 2.2 | 2.9 | 3.4 | 3.4 | 0.8 | 1.8 | 3.4 | 3.6 |
| New Mexico | 10 | 81 | 99 | 99 | 97 | 1,335 | 15,290 | 22,079 | 25,139 | 26,116 | 1.3 | 9.4 | 11.4 | 11.0 | 0.4 | 4.6 | 7.6 | 7.8 |
| New York | 38 | 170 | 256 | 267 | 279 | 0 | 54,443 | 117,710 | 128,784 | 139,385 | 0.9 | 3.6 | 5.6 | 5.8 | 0.0 | 2.0 | 4.8 | 5.2 |
| North Carolina | 90 | 99 | 158 | 167 | 173 | 15,523 | 42,141 | 82,521 | 92,281 | 100,986 | 4.1 | 3.9 | 6.4 | 6.5 | 1.2 | 2.8 | 6.0 | 6.5 |
| North Dakota | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Ohio | 66 | 339 | 373 | 362 | 340 | 14,745 | 96,669 | 118,603 | 116,279 | 113,162 | 1.7 | 9.0 | 10.1 | 9.4 | 0.8 | 5.5 | 6.8 | 6.6 |
| Oklahoma | 6 | 18 | 45 | 48 | 58 | 1,208 | 6,585 | 19,893 | 24,248 | 29,033 | 0.3 | 1.0 | 2.7 | 3.2 | 0.2 | 1.0 | 3.5 | 4.2 |
| Oregon | 12 | 108 | 126 | 124 | 127 | 559 | 20,372 | 30,728 | 32,323 | 33,677 | 0.9 | 8.3 | 10.0 | 10.2 | 0.1 | 3.7 | 5.7 | 5.9 |
| Pennsylvania | 65 | 145 | 175 | 179 | 179 | 18,981 | 90,613 | 130,940 | 132,979 | 137,712 | 2.0 | 4.5 | 6.0 | 6.0 | 1.0 | 5.1 | 7.8 | 8.1 |
| Rhode Island | 3 | 16 | 29 | 30 | 31 | 557 | 3,971 | 7,310 | 8,137 | 8,859 | 0.9 | 5.0 | 9.5 | 9.8 | 0.4 | 2.8 | 5.8 | 6.3 |
| South Carolina | 8 | 44 | 68 | 70 | 70 | 484 | 16,390 | 29,470 | 32,343 | 34,857 | 0.7 | 3.6 | 5.6 | 5.6 | 0.1 | 2.3 | 4.2 | 4.5 |
| South Dakota | 0 | 0 | 0 | 0 | 0 | 0 |  | 0 |  | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Tennessee | 0 | 29 | 100 | 104 | 110 | 0 | 6,517 | 29,274 | 34,984 | 37,713 | 0.0 | 1.6 | 5.9 | 6.2 | 0.0 | 0.7 | 3.5 | 3.8 |
| Texas | 201 | 561 | 702 | 753 | 759 | 37,978 | 164,940 | 284,617 | 310,846 | 325,165 | 2.7 | 6.4 | 8.5 | 8.5 | 1.0 | 3.3 | 5.8 | 6.0 |
| Utah | 8 | 78 | 117 | 124 | 131 | 537 | 39,862 | 67,398 | 71,417 | 75,467 | 1.0 | 7.7 | 12.0 | 12.5 | 0.1 | 6.8 | 10.8 | 11.3 |
| Vermont | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Virginia | 2 | 4 | 7 | 8 | 8 | 55 | 348 | 1,001 | 1,176 | 1,178 | 0.1 | 0.2 | 0.4 | 0.4 | \# | \# | 0.1 | 0.1 |
| Washington | 0 | 0 | 9 | 8 | 10 | 0 | 0 | 1,225 | 1,676 | 2,498 | 0.0 | 0.0 | 0.3 | 0.4 | 0.0 | 0.0 | 0.2 | 0.2 |
| West Virginia | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Wisconsin | 78 | 207 | 242 | 237 | 233 | 9,511 | 36,863 | 44,162 | 44,209 | 42,499 | 3.6 | 9.2 | 10.5 | 10.3 | 1.1 | 4.2 | 5.1 | 4.9 |
| Wyoming | 0 | 3 | 4 | 5 | 5 | 0 | 258 | 468 | 503 | 569 | 0.0 | 0.8 | 1.3 | 1.4 | 0.0 | 0.3 | 0.5 | 0.6 |

Table 218.16. Percentage of students ages 5 through 17 enrolled in kindergarten through grade 12 who took any school-related courses online and, among those taking courses online, percentage who took courses from various providers, by selected child, parent, and household characteristics: 2016
[Standard errors appear in parentheses]

| Selected child, parent, or household characteristic | Percent who took any school-related courses online |  | Among those taking school-related courses online, percent taking courses from various providers ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Local <br> public school |  | State |  | Charter school, another public school, or private school |  | College, community college, or university |  | Someplace else |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |
| Total |  | (0.20) | 55.3 | (2.96) | 11.6 | (1.62) | 16.0 | (2.80) | 13.9 | (1.64) | 13.6 | (2.33) |
| Sex of child |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 3.0 | (0.26) | 55.9 | (4.74) | 10.0 | (2.25) | 19.4 | (4.16) | 10.5 | (2.11) | 15.3 | (3.27) |
| Female |  | (0.29) | 54.7 | (3.96) | 13.2 | (2.64) | 12.7 | (3.51) | 17.3 | (2.91) | 11.9 | (2.89) |
| Race/ethnicity of child |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 2.5 | (0.21) | 50.6 | (3.90) | 10.1 | (1.80) | 12.8 | (2.40) | 23.7 | (3.25) | 11.1 | (2.48) |
| Black | 4.5 | (0.74) | 61.2 | (8.91) | 7.1! | (3.12) | 27.6 ! | (9.89) | $\ddagger$ | ( $\dagger$ ) | 12.1! | (4.98) |
| Hispanic | 2.8 | (0.47) | 51.4 | (5.96) | 17.4 | (5.02) | 18.5 | (5.53) | $\ddagger$ | ( $\dagger$ ) | 18.0! | (5.83) |
| Asian/Pacific Islander | 5.9 | (1.04) | 52.7 | (8.08) | 18.7 ! | (6.92) | 9.5 ! | (3.53) | 13.7! | (4.92) | 18.8! | (5.70) |
| Asian | 5.6 | (0.99) | 55.6 | (8.52) | 12.6! | (5.41) | 8.8! | (3.46) | 15.2! | (5.40) | 20.9 | (6.19) |
| Pacific Islander | $\ddagger$ | (t) | $\ddagger$ | ( + | $\ddagger$ | ( + | $\ddagger$ |  | $\ddagger$ | ( ${ }_{\text {( }}$ ) | $\ddagger$ | ( + |
| American Indian/Alaska Native | $\ddagger$ | (t) | $\ddagger$ | ( ${ }_{\text {( }}$ | $\ddagger$ | ( ${ }_{\text {( }}$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) | $\ddagger$ | (t) |
| Two or more races |  | (1.10) | $\pm$ | ( $\dagger$ | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Grade equivalent |  |  |  |  |  |  |  |  |  |  |  |  |
| Kindergarten through grade 5 | 2.1 | (0.27) | 66.5 | (6.17) | $\ddagger$ | ( $\dagger$ ) | 21.1! | (6.59) | $\ddagger$ | ( $\dagger$ ) | 17.5 | (4.93) |
| Kindergarten and grade 1 | 1.7 | (0.47) | $\ddagger$ | (t) | $\ddagger$ | ( ${ }^{\text {( }}$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( ${ }_{\text {( }}$ |
| Grades 2 and 3 | 2.3 | (0.48) | 76.7 | (8.55) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | 18.1! | (7.57) |
| Grades 4 and 5 | 2.3 | (0.55) | 66.1 | (12.02) | $\ddagger$ | ( + | 31.2 ! | (13.53) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Grades 6 through 8 | 1.6 | (0.30) | 55.0 | (9.85) | $\ddagger$ | ( + ) | 16.0 ! | (5.85) | $\ddagger$ | (t) | 25.9 | (7.66) |
| Grades 9 through 12 | 6.6 | (0.43) | 48.8 | (3.48) | 16.0 | (2.29) | 13.0 | (2.44) | 23.2 | (2.56) | 8.7 | (2.02) |
| Number of children in the household |  |  |  |  |  |  |  |  |  |  |  |  |
| One child | 4.0 | (0.29) | 46.5 | (4.00) | 15.4 | (2.46) | 16.3 | (2.73) | 17.7 | (2.55) | 14.1 | (2.98) |
| Two children | 3.3 | (0.29) | 58.8 | (4.70) | 14.3 | (3.45) | 10.6 | (2.11) | 12.1 | (2.58) | 14.2 | (3.52) |
| Three or more children | 2.4 | (0.42) | 60.1 | (8.50) | $\pm$ | ( $\dagger$ | 23.8! | (9.37) | 12.4! | (4.23) | 12.1! | (4.53) |
| Number of parents in the household |  |  |  |  |  |  |  |  |  |  |  |  |
| Two parents | 3.4 | (0.24) | 53.9 | (3.53) | 11.2 | (1.84) | 17.4 | (3.71) | 15.3 | (1.98) | 13.2 | (2.63) |
| One parent | 2.7 | (0.36) | 58.9 | (5.75) | 12.6 | (2.91) | 12.1! | (3.75) | 8.2 ! | (2.64) | 15.5 | (4.10) |
| Nonparental guardians |  | (0.66) | $\ddagger$ | ( $\dagger$ | $\pm$ | ( $\dagger$ | + | ( $\dagger$ | $\pm$ | ( $\dagger$ | $\pm$ | ( $\dagger$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than a high school diploma |  | (0.72) | 67.6 54.4 | (12.15) | $\stackrel{\ddagger}{\ddagger}$ |  | ${ }_{15}^{\ddagger}$ | (t) (7.33) | $\stackrel{\text { ¢ }}{\ddagger}$ | ( $(4.48)$ | $\stackrel{\text { ¢ }}{\ddagger}$ | $(\dagger)$ (7.31) |
| High school diploma/equivalent (e.g., GED) | 2.2 2.9 | $(0.48)$ $(0.38)$ | 54.4 63.9 | (9.62) (6.24) | 14.6 ! 10.1 | (7.13) | $15.1!$ $18.9!$ | (7.33) (6.22) | $11.7!$ 7.3 | (4.48) | 17.1! | (7.31) (2.84) |
| Bachelor's degree/some graduate school | 3.8 | (0.41) | 46.4 | (4.88) | 13.0 | (2.99) | 12.7 | (3.18) | 19.0 | (3.36) | 15.7 | (3.45) |
| Graduate/professional degree | 3.7 | (0.43) | 54.1 | (6.42) | 9.9 | (2.89) | 13.1 | (3.83) | 17.1 | (3.55) | 17.7 | (4.12) |
| Household income |  |  |  |  |  |  |  |  |  |  |  |  |
| \$20,000 or less | 3.0 | (0.59) | 72.8 | (7.06) | $\ddagger$ | ( $\dagger$ | 13.8! | (5.42) | 8.0 ! | (2.68) | $\ddagger$ | ( $\dagger$ |
| \$20,001 to \$50,000 | 2.9 | (0.46) | 59.7 | (8.71) | 10.2 ! | (3.23) | 16.1! | (6.62) | $\ddagger$ | ( $\dagger$ ) | 18.7! | (6.38) |
| \$50,001 to \$75,000 | 2.9 | (0.47) | 49.6 | (7.06) | 15.0! | (5.30) | 18.2! | (7.04) | 10.3 ! | (4.10) | 14.2! | (5.65) |
| \$75,001 to \$100,000 | 3.5 | (0.68) | 44.3 | (9.74) | 9.8 ! | (3.48) | 33.6 ! | (11.93) | 16.3 ! | (5.44) | 8.4 ! | (3.78) |
| Over \$100,000 | 3.4 | (0.33) | 53.8 | (4.30) | 11.2 | (2.08) | 8.2 | (2.07) | 20.4 | (3.33) | 14.9 | (3.25) |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |
| City | 2.9 | (0.35) | 47.1 | (5.73) | 11.0 | (2.58) | 26.4 | (6.33) | 7.1 | (1.89) | 19.2 | (4.44) |
| Suburban | 3.5 | (0.30) | 56.5 | (3.74) | 12.6 | (2.48) | 10.5 | (2.35) | 15.1 | (2.73) | 14.5 | (3.26) |
| Town | 2.6 | (0.58) | 43.8 | (13.06) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) | 33.1 ! | (13.40) | $\ddagger$ | ( + |
| Rural | 3.0 | (0.50) | 71.6 | (6.45) | 8.7! | (3.26) | $\ddagger$ | ( $\dagger$ | 14.7 | (4.03) | $\ddagger$ | ( $\dagger$ |

## $\dagger$ Not applicable.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between
30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ One student could take courses from more than one provider. Therefore, the percentages sum to more than 100.

NOTE: Excludes homeschooled students and any enrolled students whose parents filled out the questionnaire that was intended for homeschooled students. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016). (This table was prepared April 2019.)

Table 219.10. High school graduates, by sex and control of school; public high school averaged freshman graduation rate (AFGR); and total graduates as a ratio of 17-year-old population: Selected years, 1869-70 through 2029-30

| School year | High school graduates |  |  |  |  |  |  | Public school AFGR ${ }^{3}$ | Population 17 years old ${ }^{4}$ | Graduates as a ratio of 17-year-old population ${ }^{5}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{1}$ | Sex |  | Control |  |  |  |  |  |  |
|  |  | Males | Females | Public ${ }^{2}$ |  |  | Private, total |  |  |  |
|  |  |  |  | Total | Males | Females |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1869-70 | 16,000 | 7,064 | 8,936 | - | - | - | - | - | 815,000 | 2.0 |
| 1879-80 | 23,634 | 10,605 | 13,029 |  | - | - | - |  | 946,026 | 2.5 |
| 1889-90 | 43,731 | 18,549 | 25,182 | 21,882 | - | - | 21,849 ${ }^{6}$ |  | 1,259,177 | 3.5 |
| 1899-1900 | 94,883 | 38,075 | 56,808 | 61,737 | - | - | 33,146 ${ }^{6}$ | - | 1,489,146 | 6.4 |
| 1909-10 | 156,429 | 63,676 | 92,753 | 111,363 | - | - | 45,066 ${ }^{6}$ |  | 1,786,240 | 8.8 |
| 1919-20 | 311,266 | 123,684 | 187,582 | 230,902 | - | - | 80,364 ${ }^{6}$ | - | 1,855,173 | 16.8 |
| 1929-30 | 666,904 | 300,376 | 366,528 | 591,719 | - | - | 75,185 ${ }^{6}$ | - | 2,295,822 | 29.0 |
| 1939-40 | 1,221,475 | 578,718 | 642,757 | 1,143,246 | 538,273 | 604,973 | 78,229 ${ }^{6}$ | - | 2,403,074 | 50.8 |
| 1949-50 | 1,199,700 | 570,700 | 629,000 | 1,063,444 | 505,394 | 558,050 | 136,256 ${ }^{6}$ | - | 2,034,450 | 59.0 |
| 1959-60 | 1,858,023 | 895,000 | 963,000 | 1,627,050 | 791,426 | 835,624 | 230,973 |  | 2,672,000 | 69.5 |
| 1969-70 | 2,888,639 | 1,430,000 | 1,459,000 | 2,588,639 | 1,285,895 | 1,302,744 | 300,000 ${ }^{6}$ | 78.7 | 3,757,000 | 76.9 |
| 1975-76 | 3,142,120 | 1,552,000 | 1,590,000 | 2,837,129 | 1,401,064 | 1,436,065 | 304,991 | 74.9 | 4,272,000 | 73.6 |
| 1979-80 | 3,042,214 | 1,503,000 | 1,539,000 | 2,747,678 | - | - | 294,536 | 71.5 | 4,262,000 | 71.4 |
| 1985-86 | 2,642,616 |  |  | 2,382,616 | - | - | 260,000 ${ }^{6}$ | 74.3 | 3,670,000 | 72.0 |
| 1986-87 | 2,693,803 | - | - | 2,428,803 | - | - | 265,000 ${ }^{6}$ | 74.3 | 3,754,000 | 71.8 |
| 1987-88 | 2,773,020 | - | - | 2,500,020 | - | - | 273,000 ${ }^{6}$ | 74.2 | 3,849,000 | 72.0 |
| 1988-89 | 2,743,743 | - | - | 2,458,800 | - | - | 284,943 | 73.4 | 3,842,000 | 71.4 |
| 1989-90 ${ }^{7}$ | 2,574,162 | - | - | 2,320,337 | - | - | 253,825 ${ }^{8}$ | 73.6 | 3,505,000 | 73.4 |
| 1990-91 | 2,492,988 | - | - | 2,234,893 | - | - | 258,095 | 73.7 | 3,417,913 | 72.9 |
| 1991-92 | 2,480,399 | - | - | 2,226,016 | - | - | 254,383 ${ }^{8}$ | 74.2 | 3,398,884 | 73.0 |
| 1992-93 | 2,480,519 | - |  | 2,233,241 | - | - | 247,278 | 73.8 | 3,449,143 | 71.9 |
| 1993-94 | 2,463,849 | - | - | 2,220,849 | - | - | 243,000 ${ }^{6}$ | 73.1 | 3,442,521 | 71.6 |
| 1994-95 | 2,519,084 | - | - | 2,273,541 | - | - | 245,543 | 71.8 | 3,635,803 | 69.3 |
| 1995-96 | 2,518,109 | - | - | 2,273,109 | - | - | $245,000^{6}$ | 71.0 | 3,640,132 | 69.2 |
| 1996-97 | 2,611,988 | - | - | 2,358,403 |  |  | 253,585 | 71.3 | 3,792,207 | 68.9 |
| 1997-98 | 2,704,050 | - |  | 2,439,050 | 1,187,647 | 1,251,403 | $265,000^{6}$ | 71.3 | 4,008,416 | 67.5 |
| 1998-99 | 2,758,655 | - | - | 2,485,630 | 1,212,924 | 1,272,706 | 273,025 | 71.1 | 3,917,885 | 70.4 |
| 1999-2000 | 2,832,844 | - | - | 2,553,844 | 1,241,631 | 1,312,213 | 279,000 ${ }^{6}$ | 71.7 | 4,056,639 | 69.8 |
| 2000-01 | 2,847,973 | - | - | 2,569,200 | 1,251,931 | 1,317,269 | 278,773 | 71.7 | 4,023,686 | 70.8 |
| 2001-02 | 2,906,534 | - | - | 2,621,534 | 1,275,813 | 1,345,721 | 285,000 ${ }^{6}$ | 72.6 | 4,023,968 | 72.2 |
| 2002-03 | 3,015,735 | - | - | 2,719,947 | 1,330,973 | 1,388,974 | 295,788 | 73.9 | 4,125,087 | 73.1 |
| 2003-04 ${ }^{7,9}$ | 3,054,438 | - | - | 2,753,438 | 1,347,800 | 1,405,638 | 301,000 ${ }^{6}$ | 74.3 | 4,113,074 | 74.3 |
| 2004-05 | 3,106,499 | - | - | 2,799,250 | 1,369,749 | 1,429,501 | 307,249 | 74.7 | 4,120,073 | 75.4 |
| 2005-067 | 3,122,544 | - | - | 2,815,544 | 1,376,458 | 1,439,086 | 307,000 ${ }^{6}$ | 73.4 | 4,200,554 | 74.3 |
| 2006-07 | 3,199,650 | - | - | 2,893,045 | 1,414,069 | 1,478,976 | 306,605 | 73.9 | 4,297,239 | 74.5 |
| 2007-08 | 3,312,337 | - | - | 3,001,337 | 1,467,180 | 1,534,157 | 311,000 ${ }^{6}$ | 74.7 | 4,436,955 | 74.7 |
| 2008-09 ${ }^{7}$ | 3,347,828 | - |  | 3,039,015 | 1,490,317 | 1,548,698 | 308,813 | 75.5 | 4,336,950 | 77.2 |
| 2009-10 | 3,435,022 | - | - | 3,128,022 | 1,542,684 ${ }^{10}$ | 1,585,338 ${ }^{10}$ | 307,000 ${ }^{6}$ | 78.2 | 4,311,831 | 79.7 |
| 2010-11 | 3,449,940 | - | - | 3,144,100 | 1,552,981 | 1,591,113 | 305,840 | 79.6 | 4,367,816 | 79.0 |
| 2011-12 | 3,454,095 | - | - | 3,149,185 | 1,558,489 | 1,590,694 | 304,910 ${ }^{6}$ | 80.8 | 4,294,110 | 80.4 |
| 2012-13 | 3,478,027 | - |  | 3,169,257 | 1,569,675 | 1,599,579 | 308,770 | 81.9 | 4,255,798 | 81.7 |
| 2013-14 ${ }^{11}$ | 3,488,310 | - | - | 3,168,450 |  | , | 319,860 | 83.1 | 4,184,556 | 83.4 |
| 2014-15 ${ }^{12}$ | 3,530,250 | - | - | 3,187,000 | - | - | 343,250 | - | 4,170,348 | 84.7 |
| 2015-1611 | 3,574,730 | - | - | 3,224,140 | - | - | 350,590 | - | 4,203,329 | 85.0 |
| 2016-1712 | 3,603,550 | - | - | 3,255,320 | - | - | 348,230 | - | 4,217,905 | 85.4 |
| 2017-18 ${ }^{11}$ | 3,663,530 | - |  | 3,310,020 | - | - | 353,510 |  | 4,291,210 | 85.4 |
| 2018-19 ${ }^{11}$ | 3,674,130 | - | - | 3,316,970 | - | - | 357,160 | - | 4,223,346 | 87.0 |
| 2019-2011 | 3,652,130 | - | - | 3,294,660 | - | - | 357,460 | - | 4,179,612 | 87.4 |
| 2020-2111 | 3,662,860 | 二 | - | 3,302,430 | - | - | 360,430 | - |  |  |
| 2021-2111 | 3,688,550 | - | - | 3,323,040 | - | - | 365,510 | - | - | - |
| 2022-2311 | 3,703,000 | - |  | 3,337,740 |  |  | 365,260 | - |  |  |
| 2023-24 ${ }^{11}$ | 3,779,770 | - | - | 3,404,190 | - | - | 375,580 | - | - | - |
| 2024-2511 | 3,831,290 | - | - | 3,463,190 | - | - | 368,100 | - | - |  |
| 2025-2611 | 3,827,340 | - | - | 3,458,860 | - | - | 368,480 | - | - | - |
| 2026-2711 | 3,746,800 | - | - | 3,384,860 | - | - | 361,940 | - | - | - |
| 2027-2811 | 3,667,760 | - | - | 3,314,690 | - | - | 353,070 | - | - | - |
| 2028-2911 | 3,640,620 | - | - | 3,290,850 | - | - | 349,770 | - | - | - |
| 2029-3011 | 3,612,400 | - | - | 3,265,340 | - | - | 347,060 | - | - | - |

[^21]${ }^{10}$ Includes estimate for Connecticut, which did not report graduates by sex. ${ }^{11}$ Projected by the National Center for Education Statistics (NCES).
${ }^{12}$ Public school data are projected by NCES; private school data are actual. NOTE: Includes graduates of regular day school programs. Excludes graduates of other programs, when separately reported, and recipients of high school equivalency certificates Some data have been revised from previously published figures. Detail may not sum to totals because of rounding and adjustments to protect student privacy.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Report of the Commissioner of Education, 1870 through 1910; Biennial Survey of Education in the United States, 1919-20 through 1949-50; Statistics of Public Elementary and Secondary School Systems, 1958-59 through 1979-80; Statistics of Nonpublic Elementary Survey of Public Elementary/Secondary Education," 1985-86 through 2009-10; "State Dropout and Completion Data File," 2005-06 through 2012-13; Public School Graduates and Dropouts from the Common Core of Data, 2007-08 and 2008-09; Private School Universe Survey (PSS), 1989 through 2017; and National High School Graduates Projection Model, 1972-73 through 2029-30. U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, Nos. 1000, 1022, 1045, 1057, 1059, 1092, and 1095; 2000 through 2009 Population Estimates, retrieved August 14, 2012, from https:// www.census.gov/popest/data/national/asrh/2011/index.html; and 2010 through 2019 Population Estimates, retrieved November 29, 2019, from https://www.census gov/data datasets/time-series/demo/popest/2010s-national-detail.html\#par textimage 57373479. $\frac{\text { datasets/time-series/demo/popest/2010s-national-detail.htmi\#par textim }}{\text { (This table was prepared December 2019.) }}$

Table 219．20．Public high school graduates，by region，state，and jurisdiction：Selected years，1980－81 through 2029－30

|  | Actual data |  |  |  |  |  | Projected data |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Region，state， and jurisdiction | 1980－81 | 1989－90 | 1999－2000 | 2009－10 | 2011－12 | 2012－13 | 2013－14 | 2014－15 | 2015－16 | 2016－17 | 2017－18 | 2018－19 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | 2，725，285 | 2，320，337 ${ }^{1}$ | 2，553，844 | 3，128，022 | 3，149，185 | 3，169，257 | 3，168，450 | 3，187，000 | 3，224，140 | 3，255，320 | 3，310，020 | 3，316，970 |
| Region Northeast Midwest South West | $\begin{aligned} & 593,727 \\ & 784,071 \\ & 868,068 \\ & 479,419 \end{aligned}$ | $\begin{aligned} & 446,045 \\ & 616,700 \\ & 796,385 \\ & 461,207 \end{aligned}$ | $\begin{aligned} & 453,814 \\ & 648,020 \\ & 861,498 \\ & 590,512 \end{aligned}$ | $\begin{array}{r} 556,400 \\ 726,844 \\ 1,104,770 \\ 740,008 \end{array}$ | $\begin{array}{r} 554,705 \\ 71,072 \\ 1,121,400 \\ 757,008 \end{array}$ | $\begin{array}{r} 555,202 \\ 713,662 \\ 1,138,965 \\ 761,428 \end{array}$ | $\begin{array}{r} 546,910 \\ 70,550 \\ 1,145,570 \\ 770,420 \end{array}$ | $\begin{array}{r} 543,080 \\ 708,240 \\ 1,162,950 \\ 772,720 \end{array}$ | $\begin{array}{r} 545,820 \\ 714,040 \\ 1,189,220 \\ 775,060 \end{array}$ | $\begin{array}{r} 551,480 \\ 71,240 \\ 1,211,650 \\ 772,950 \end{array}$ | $\begin{array}{r} 553,700 \\ 728,420 \\ 1,247,860 \\ 700,030 \end{array}$ | $\begin{array}{r} 550,610 \\ 728,250 \\ 1,260,960 \\ 777,150 \end{array}$ |
| State Alabama Alaska Arizona Arkansas California | 44,894 5,343 28,416 29,577 242,172 | $\begin{array}{r} 40,485 \\ 52,386 \\ 32,103 \\ 26,475 \\ 236,291 \end{array}$ | 37,819 6,615 38,304 27,335 309,866 | $\begin{array}{r} 43,166 \\ 81,245 \\ 61,145 \\ 28,276 \\ 404,987 \end{array}$ | $\begin{array}{r} 45,394 \\ 73,989 \\ 63,208 \\ 28,419 \\ 418,664 \end{array}$ | $\begin{array}{r} 44,233 \\ 72,860 \\ 62,208 \\ 28,928 \\ 422,125 \end{array}$ | $\begin{array}{r} 44,540 \\ 7,720 \\ 66,700 \\ 29,610 \\ 424,080 \end{array}$ | $\begin{array}{r} 45,420 \\ 77,860 \\ 67,200 \\ 30,350 \\ 422,830 \end{array}$ | $\begin{array}{r} 46,070 \\ 77,840 \\ 67,120 \\ 30,290 \\ 419,190 \end{array}$ | $\begin{array}{r} 47,560 \\ 78,910 \\ 68,770 \\ 30,750 \\ 411,710 \end{array}$ | $\begin{array}{r} 48,030 \\ 86,030 \\ 66,670 \\ 30,940 \\ 415,890 \end{array}$ | $\begin{array}{r} 47,610 \\ 7,910 \\ 66,370 \\ 31,260 \\ 411,260 \end{array}$ |
| Colorado <br> Connecticut <br> Delaware <br> District of Columbia ${ }^{2}$ <br> Florida | $\begin{array}{r} 35,897 \\ 38,369 \\ 7,349 \\ 4,488 \\ 88,755 \end{array}$ | $\begin{array}{r} 32,967 \\ 27,878 \\ 5,550 \\ 3,626 \\ 88,934 \end{array}$ | $\begin{array}{r} 38,924 \\ 31,562 \\ 6,108 \\ 2,695 \\ 106,708 \end{array}$ | $\begin{array}{r} 49,321 \\ 34,495 \\ 8,133 \\ 3,602 \\ 156,130 \end{array}$ | $\begin{array}{r} 50,087 \\ 38,681 \\ 8,247 \\ 31,860 \\ 151,964 \end{array}$ | $\begin{array}{r} 50,968 \\ 38,722 \\ 8,070 \\ 3,961 \\ 158,029 \end{array}$ | $\begin{array}{r} 51,310 \\ 37,860 \\ 8,240 \\ 3,880 \\ 158,440 \end{array}$ | $\begin{array}{r} 51,450 \\ 37,160 \\ 8,390 \\ 3,990 \\ 163,740 \end{array}$ | $\begin{array}{r} 53,310 \\ 37,420 \\ 8,480 \\ 4,510 \\ 166,540 \end{array}$ | $\begin{array}{r} 54,060 \\ 37,890 \\ 8,690 \\ 4,430 \\ 170,820 \end{array}$ | $\begin{array}{r} 55,560 \\ 37,850 \\ 8,780 \\ 4,780 \\ 175,140 \end{array}$ | $\begin{array}{r} 56,330 \\ 37,310 \\ 8,940 \\ 47,660 \\ 177,240 \end{array}$ |
| Georgia Hawaii Idaho Illinois Indiana | $\begin{array}{r} 62,963 \\ 11,472 \\ 12,679 \\ 136,795 \\ 73,381 \end{array}$ | $\begin{array}{r} 56,605 \\ 10,325 \\ 11,971 \\ 108,, 119 \\ 60,012 \end{array}$ | $\begin{array}{r} 62,563 \\ 10,437 \\ 16,170 \\ 111,835 \\ 57,012 \end{array}$ | $\begin{array}{r} 91,561 \\ 10,998 \\ 17,793 \\ 139,035 \\ 64,551 \end{array}$ | $\begin{array}{r} 90,582 \\ 11,360 \\ 17,568 \\ 139,575 \\ 65,667 \end{array}$ | $\begin{array}{r} 92,416 \\ 10,790 \\ 17,198 \\ 139,228 \\ 66,595 \end{array}$ | $\begin{array}{r} 94,380 \\ 11,050 \\ 19,120 \\ 137,640 \\ 67,560 \end{array}$ | $\begin{array}{r} 97,420 \\ 10,760 \\ 18,050 \\ 140,520 \\ 66,750 \end{array}$ | $\begin{array}{r} 100,070 \\ 10,860 \\ 18,230 \\ 140,850 \\ 66,720 \end{array}$ | $\begin{array}{r} 102,050 \\ 10,690 \\ 19,130 \\ 141,250 \\ 68,970 \end{array}$ | $\begin{array}{r} 105,810 \\ 11,180 \\ 19,510 \\ 142,720 \\ 71,590 \end{array}$ | $\begin{array}{r} 107,740 \\ 10,550 \\ 19,780 \\ 142,810 \\ 74,270 \end{array}$ |
| lowa <br> Kansas <br> Kentucky <br> Louisiana <br> Maine | $\begin{aligned} & 42,635 \\ & 29,397 \\ & 41,714 \\ & 46,199 \\ & 15,554 \end{aligned}$ | $\begin{aligned} & 31,796 \\ & 25,367 \\ & 38,005 \\ & 36,053 \\ & 13,839 \end{aligned}$ | $\begin{aligned} & 33,926 \\ & 29,102 \\ & 36,830 \\ & 38,430 \\ & 12,211 \end{aligned}$ | 34,462 31,642 42,664 36,573 14,069 | $\begin{aligned} & 33,230 \\ & 31,998 \\ & 42,642 \\ & 36,675 \\ & 13,473 \end{aligned}$ | $\begin{aligned} & 32,548 \\ & 31,222 \\ & 42,888 \\ & 37,508 \\ & 13,170 \end{aligned}$ | $\begin{aligned} & 32,590 \\ & 32,150 \\ & 42,400 \\ & 38,180 \\ & 12,730 \end{aligned}$ | $\begin{aligned} & 32,450 \\ & 31,900 \\ & 42,530 \\ & 37,720 \\ & 12,560 \end{aligned}$ | $\begin{aligned} & 32,700 \\ & 32,790 \\ & 43,280 \\ & 38,790 \\ & 12,790 \end{aligned}$ | $\begin{aligned} & 32,850 \\ & 32,900 \\ & 43,280 \\ & 39,380 \\ & 12,640 \end{aligned}$ | $\begin{aligned} & 33,280 \\ & 33,530 \\ & 44,160 \\ & 41,860 \\ & 12,690 \end{aligned}$ | $\begin{aligned} & 33,050 \\ & 33,270 \\ & 44,240 \\ & 41,730 \\ & 12,60 \end{aligned}$ |
| Maryland <br> Massachusetts <br> Michigan <br> Minnesota <br> Mississippi | $\begin{array}{r} 54,050 \\ 74,831 \\ 124,372 \\ 64,166 \\ 28,083 \end{array}$ | 41,566 $55,941^{3}$ 93,807 49,087 25,182 | $\begin{aligned} & 47,849 \\ & 52,950 \\ & 97,679 \\ & 57,372 \\ & 24,232 \end{aligned}$ | $\begin{array}{r} 59,078 \\ 64,462 \\ 110,682 \\ 59,667 \\ 25,478 \end{array}$ | $\begin{array}{r} 58,811 \\ 65,157 \\ 10,446 \\ 57,501 \\ 26,158 \end{array}$ | $\begin{array}{r} 58,896 \\ 66,360 \\ 104,210 \\ 58,255 \\ 26,502 \end{array}$ | $\begin{array}{r} 58,120 \\ 65,200 \\ 102,520 \\ 56,370 \\ 26,650 \end{array}$ | $\begin{array}{r} 57,650 \\ 65,790 \\ 102,020 \\ 56,800 \\ 26,260 \end{array}$ | $\begin{array}{r} 57,490 \\ 68,630 \\ 100,800 \\ 56,640 \\ 26,770 \end{array}$ | $\begin{array}{r} 57,290 \\ 68,610 \\ 101,570 \\ 57,250 \\ 26,900 \end{array}$ | $\begin{array}{r} 59,120 \\ 69,250 \\ 102,940 \\ 57,740 \\ 28,000 \end{array}$ | $\begin{array}{r} 58,430 \\ 69,610 \\ 101,830 \\ 58,850 \\ 27,360 \end{array}$ |
| Missouri <br> Montana <br> Nebraska <br> Nevada <br> New Hampshire | $\begin{array}{r} 60,359 \\ 11,634 \\ 21,411 \\ 9,069 \\ 11,552 \end{array}$ | $\begin{array}{r} 48,957 \\ 9,370 \\ 17,664 \\ 9,47 \\ 10,766 \end{array}$ | $\begin{aligned} & 52,848 \\ & 10,903 \\ & 20,149 \\ & 14,51 \\ & 11,829 \end{aligned}$ | $\begin{aligned} & 63,994 \\ & 10,075 \\ & 19,370 \\ & 20,956 \\ & 15,034 \end{aligned}$ | $\begin{array}{r} 61,313 \\ 9,750 \\ 20,464 \\ 21,991 \\ 14,426 \end{array}$ | $\begin{array}{r} 61,407 \\ 9,369 \\ 20,442 \\ 23,038 \\ 14,262 \end{array}$ | $\begin{array}{r} 60,900 \\ 9,970 \\ 20,580 \\ 22,720 \\ 13,790 \end{array}$ | $\begin{array}{r} 60,590 \\ 9,390 \\ 20,650 \\ 23,040 \\ 13,520 \end{array}$ | $\begin{array}{r} 61,600 \\ 9,320 \\ 21,090 \\ 23,190 \\ 13,600 \end{array}$ | $\begin{array}{r} 60,890 \\ 9,380 \\ 21,130 \\ 23,700 \\ 13,160 \end{array}$ | 61,380 9,480 21,800 24,140 13,100 | $\begin{array}{r} 60,990 \\ 9,950 \\ 21,900 \\ 24,610 \\ 12,910 \end{array}$ |
| New Jersey <br> New Mexico <br> New York <br> North Carolina <br> North Dakota | $\begin{array}{r} 93,168 \\ 17,915 \\ 198,465 \\ 69,395 \\ 9,924 \end{array}$ | $\begin{array}{r} 69,824 \\ 14,884 \\ 143,318 \\ 64,782 \\ 7,690 \end{array}$ | $\begin{array}{r} 74,420 \\ 18,031 \\ 141,731 \\ 62,140 \\ 8,606 \end{array}$ | $\begin{array}{r} 96,225 \\ 18,595 \\ 183,826 \\ 88,704 \\ 7,155 \end{array}$ | $\begin{array}{r} 93,819 \\ 20,315 \\ 180,806 \\ 93,977 \\ 6,942 \end{array}$ | $\begin{array}{r} 96,490 \\ 19,232 \\ 180,351 \\ 94,339 \\ 6,900 \end{array}$ | $\begin{array}{r} 95,220 \\ 18,590 \\ 178,810 \\ 96,210 \\ 6,960 \end{array}$ | $\begin{array}{r} 95,250 \\ 19,530 \\ 179,110 \\ 97,020 \\ 7,040 \end{array}$ | $\begin{array}{r} 97,130 \\ 19,480 \\ 178,260 \\ 98,970 \\ 7,020 \end{array}$ | $\begin{array}{r} 97,990 \\ 19,770 \\ 181,790 \\ 101,710 \\ 6,940 \end{array}$ | $\begin{array}{r} 98,320 \\ 19,900 \\ 182,400 \\ 104,850 \\ 6,940 \end{array}$ | $\begin{array}{r} 97,940 \\ 19,730 \\ 181,210 \\ 106,870 \\ 7,120 \end{array}$ |
| Ohio <br> Oklahoma <br> Oregon Pennsylvania Rhode Island | $\begin{array}{r} 143,503 \\ 38,875 \\ 28,729 \\ 144,645 \\ 10,719 \end{array}$ | $\begin{array}{r} 114,513 \\ 35,606 \\ 25,473 \\ 110,527 \\ 7,825 \end{array}$ | $\begin{array}{r} 111,668 \\ 37,646 \\ 30,151 \\ 113,959 \\ 8,477 \end{array}$ | $\begin{array}{r} 123,437 \\ 38,503 \\ 34,671 \\ 131,182 \\ 9,908 \end{array}$ | $\begin{array}{r} 123,135 \\ 37,305 \\ 34,261 \\ 131,733 \\ 9,751 \end{array}$ | $\begin{array}{r} 122,491 \\ 37,033 \\ 33,899 \\ 129,777 \\ 9,579 \end{array}$ | $\begin{array}{r} 119,520 \\ 37,260 \\ 34440 \\ 127,400 \\ 9,730 \end{array}$ | $\begin{array}{r} 120,940 \\ 38,420 \\ 34,800 \\ 123,560 \\ 9,900 \end{array}$ | $\begin{array}{r} 125,050 \\ 39,690 \\ 35,650 \\ 121,840 \\ 10,050 \end{array}$ | $\begin{array}{r} 126,590 \\ 40,230 \\ 34,700 \\ 123,990 \\ 9,390 \end{array}$ | $\begin{array}{r} 126,900 \\ 41,030 \\ 34,540 \\ 124,750 \\ 9,620 \end{array}$ | $\begin{array}{r} 125,270 \\ 41,350 \\ 34,920 \\ 123,070 \\ 10,250 \end{array}$ |
| South Carolina South Dakota Tennessee Texas Utah | $\begin{array}{r} 38,347 \\ 10,385 \\ 50,648 \\ 171,665 \\ 19,886 \end{array}$ | $\begin{array}{r} 32,483 \\ 7,650 \\ 46,094 \\ 172,480 \\ 21,196 \end{array}$ | $\begin{array}{r} 31,617 \\ 9,278 \\ 41,568 \\ 212,925 \\ 32,501 \end{array}$ | $\begin{array}{r} 40,438 \\ 8,162 \\ 62,408 \\ 280,894 \\ 31,481 \end{array}$ | $\begin{array}{r} 41,442 \\ 8,196 \\ 62,454 \\ 292,531 \\ 31,157 \end{array}$ | $\begin{array}{r} 42,246 \\ 81,239 \\ 61,323 \\ 301,390 \\ 33,186 \end{array}$ | $\begin{array}{r} 41,720 \\ 7,960 \\ 60,970 \\ 304,360 \\ 33,400 \end{array}$ | $\begin{array}{r} 42,650 \\ 8,140 \\ 62,010 \\ 309,280 \\ 34,070 \end{array}$ | $\begin{array}{r} 43,840 \\ 8,080 \\ 63,480 \\ 318,660 \\ 35,400 \end{array}$ | $\begin{array}{r} 45,090 \\ 83,160 \\ 63710 \\ 327,690 \\ 36,560 \end{array}$ | $\begin{array}{r} 46,790 \\ 84,230 \\ 64,290 \\ 339,670 \\ 37,550 \end{array}$ | $\begin{array}{r} 47,060 \\ 8,200 \\ 65,110 \\ 346,980 \\ 38,160 \end{array}$ |
| Vermont <br> Virginia <br> Washington <br> West Virginia <br> Wisconsin <br> Wyoming | 6,424 67,126 50,046 23,580 67,743 6,161 | 6,127 60,605 45,941 21,854 52,038 5,823 | 6,675 65,559 57,597 19,437 58,445 6,462 | $\begin{array}{r} 7,199 \\ 81,511 \\ 66,046 \\ 17,651 \\ 64,687 \\ 5,695 \end{array}$ | 6,859 83,326 65,205 17,603 62,705 5,553 | $\begin{array}{r} 6,491 \\ 83,279 \\ 66,066 \\ 17,924 \\ 61,425 \\ 5,489 \end{array}$ | $\begin{array}{r} 6,360 \\ 83,100 \\ 66,240 \\ 17,510 \\ 60,10 \\ 5,590 \end{array}$ | $\begin{array}{r} 6,240 \\ 82,680 \\ 68,200 \\ 17,460 \\ 60,460 \\ 5,550 \\ \hline \end{array}$ | $\begin{array}{r} 6,090 \\ 84,640 \\ 69,770 \\ 17,640 \\ 60,710 \\ 5,700 \\ \hline \end{array}$ | $\begin{array}{r} 6,010 \\ 84,720 \\ 70,840 \\ 17,370 \\ 60,740 \\ 5,660 \end{array}$ | $\begin{array}{r} 5,740 \\ 87,150 \\ 71,590 \\ 17,480 \\ 61,380 \\ 5,790 \end{array}$ | $\begin{array}{r} 5,700 \\ 87,20 \\ 71,850 \\ 17,140 \\ 60,700 \\ 5,840 \\ \hline \end{array}$ |
| Jurisdiction Bureau of Indian Education | － | － | － | － | － | － | － | － | － |  |  |  |
| DoDEA ${ }^{4}$ | － | － | 3，202 | － | － | － | － | － | － | － | － | － |
| Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U．S．Virgin Islands | 二 | $\begin{array}{r} 703 \\ 1,033 \\ 227 \\ 29,049 \\ 1,260 \end{array}$ | $\begin{array}{r} 698 \\ 1,406 \\ 360 \\ 30,856 \\ 1,060 \end{array}$ | $\begin{array}{r} \text { 二 } \\ 25,514 \\ 958 \\ \hline \end{array}$ | $\begin{array}{r} \text { 二 } \\ 25,720 \\ 1,046 \end{array}$ | 897 | 二 | 二 | 二 | 二 | 二 | 二 |

See notes at end of table．

Table 219．2．Public high school graduates，by region，state，and jurisdiction：Selected years，1980－81 through 2029－30—Continued

| Region，state， and jurisdiction | Projected data |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019－20 | 2020－21 | 2021－22 | 2022－23 | 2023－24 | 2024－25 | 2025－26 | 2026－27 | 2027－28 | 2028－29 | 2029－30 | $\begin{array}{r} \text { Percent } \\ \text { change, } \\ 2012-13 \text { to } \\ 2029-30 \end{array}$ |
| 1 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| United States | 3，294，660 | 3，302，430 | 3，323，040 | 3，337，740 | 3，404，190 | 3，463，190 | 3，458，860 | 3，384，860 | 3，314，690 | 3，290，850 | 3，265，340 | 3.0 |
| Region Northeast Midwest South West | 545,780 715,220 $1,255,600$ 778,050 | 546,720 715,460 $1,250,40$ 789,810 | 547,000 727,280 $1,255,270$ 793,490 | 543,310 721,220 $1,22,010$ 801,200 | 549,940 731,350 $1,32,070$ 820,840 | 559,110 746,070 $1,339,300$ 818,720 | 554,400 741,560 $1,36,660$ 816,440 | 544,550 726,570 $1,323,500$ 790,240 | 532,560 709,840 $1,280,680$ 791,620 | 530,600 6988,670 $1,270,240$ 791,350 | 525,610 694,010 $1,262,520$ 783,210 | -5.3 -2.8 10.8 2.9 |
| State |  |  |  |  |  |  |  |  |  |  |  |  |
| Alabama | 45，440 | 44，150 | 44，470 | 44，640 | 44，970 | 46，610 | 46，950 | 46，080 | 44，370 | 44，160 | 43，750 | －1．1 |
| Alaska | 7，710 | 7，700 | 7，740 | 7，860 | 8，060 | 8，230 | 8，450 | 8，460 | 8，400 | 8，270 | 8，210 | 4.4 |
| Arizona | 67，510 | 67，700 | 67，890 | 67，580 | 69，090 | 71，250 | 71，800 | 70，290 | 68，130 | 67，090 | 66，470 | 6.9 |
| Arkansas | 31，640 | 31，140 | 31，290 | 31，160 | 31，380 | 33，640 | 33，580 | 32，800 | 31，940 | 31，580 | 31，160 | 7.7 |
| California | 410，090 | 416，980 | 418，020 | 421，720 | 431，060 | 417，610 | 412，760 | 396，860 | 405，510 | 406，210 | 400，550 | －5．1 |
| Colorado | 57，010 | 58，350 | 58，360 | 58，680 | 60，270 | 61，040 | 61，290 | 60，170 | 58，470 | 58，190 | 57，450 | 12.7 |
| Connecticut | 36，670 | 36，510 | 35，750 | 35，710 | 35，400 | 35，790 | 34，580 | 33，770 | 32，820 | 32，760 | 32，100 | －17．1 |
| Delaware | 8，930 | 9，130 | 9，050 | 9，130 | 9，260 | 9，690 | 9，910 | 9，770 | 9，530 | 9，380 | 9，320 | 15.4 |
| District of Columbia ${ }^{2}$ | 4，750 | 4，390 | 4，590 | 4，890 | 5，140 | 5，760 | 5，830 | 5，840 | 5，830 | 5，970 | 6，220 | 57.0 |
| Florida | 174，180 | 174，830 | 176，640 | 179，000 | 188，030 | 186，200 | 192，520 | 187，610 | 182，600 | 184，380 | 184，370 | 16.7 |
| Georgia | 107，290 | 105，750 | 106，870 | 107，910 | 110，690 | 113，680 | 113，570 | 111，590 | 107，580 | 106，390 | 104，890 | 13.5 |
| Hawaii | 10，820 | 10，840 | 10，930 | 11，070 | 11，150 | 11，410 | 11，400 | 8，750 | 10，850 | 10，600 | 10，580 | －2．0 |
| Idaho | 19，960 | 19，940 | 20，410 | 21，160 | 21，290 | 22，100 | 22，250 | 21，790 | 21，410 | 21，440 | 21，390 | 24.3 |
| Illinois | 140，130 | 139，520 | 145，620 | 144，750 | 144，650 | 150，190 | 149，490 | 144，900 | 141，730 | 136，270 | 135，930 | －2．4 |
| Indiana | 72，010 | 70，760 | 72，520 | 71，730 | 73，170 | 74，570 | 76，020 | 72，880 | 71，890 | 71，250 | 70，600 | 6.0 |
| lowa | 33，300 | 33，780 | 33，660 | 34，460 | 35，300 | 35，980 | 36，020 | 34，960 | 34，490 | 33，520 | 33，090 | 1.7 |
| Kansas | 33，250 | 33，560 | 33，760 | 33，740 | 34，380 | 35，030 | 34，930 | 34，220 | 33，810 | 32，790 | 32，270 | 1.1 |
| Kentucky | 43，510 | 43，670 | 43，730 | 43，700 | 44，490 | 45，800 | 45，400 | 44，570 | 42，730 | 42，320 | 42，020 | －2．0 |
| Louisiana | 41，500 | 39，860 | 40，290 | 40，330 | 40，760 | 42，750 | 42，100 | 41，430 | 39，400 | 39，020 | 38，690 | 3.2 |
| Maine | 12，310 | 12，190 | 12，420 | 12，490 | 12，350 | 12，590 | 12，340 | 12，280 | 11，830 | 11，760 | 11，590 | －12．0 |
| Maryland | 60，940 | 61，140 | 61，920 | 62，350 | 64，270 | 66，460 | 67，230 | 65，980 | 64，730 | 64，490 | 63，770 | 8.3 |
| Massachusetts | 69，390 | 69，720 | 69，840 | 69，170 | 69，930 | 71，090 | 70，870 | 69，120 | 67，430 | 67，330 | 67，270 | 1.4 |
| Michigan | 97，340 | 97，200 | 97，780 | 94，520 | 95，430 | 96，050 | 92，160 | 89，790 | 88，410 | 89，440 | 88，440 | －15．1 |
| Minnesota | 58，170 | 59，290 | 61，150 | 61，270 | 62，660 | 64，450 | 64，510 | 63，740 | 63，050 | 62，390 | 62，410 | 7.1 |
| Mississippi | 26，620 | 25，880 | 26，230 | 25，950 | 25，830 | 27，810 | 27，500 | 26，080 | 24，590 | 23，900 | 23，470 | －11．4 |
| Missouri | 60，180 | 60，340 | 60，580 | 60，920 | 61，860 | 63，380 | 63，220 | 61，880 | 60，610 | 59，880 | 59，120 | －3．7 |
| Montana | 10，110 | 10，310 | 10，420 | 10，460 | 11，030 | 10，980 | 11，240 | 10，860 | 10，480 | 10，740 | 10，630 | 13.5 |
| Nebraska | 22，390 | 22，880 | 23，350 | 23，120 | 23，640 | 22，600 | 24，330 | 24，460 | 23，980 | 23，490 | 23，690 | 15.9 |
| Nevada | 25，080 | 25，340 | 25，590 | 26，510 | 27，540 | 29，000 | 29，020 | 28，190 | 28，200 | 28，630 | 28，620 | 24.2 |
| New Hampshire | 13，010 | 12，740 | 12，780 | 12，490 | 12，520 | 12，450 | 12，260 | 11，930 | 11，490 | 11，770 | 11，650 | －18．3 |
| New Jersey | 96，730 | 97，140 | 98，150 | 96，730 | 98，320 | 99，260 | 98，050 | 96，830 | 94，110 | 93，630 | 92，680 | －3．9 |
| New Mexico | 19，540 | 19，430 | 19，380 | 19，710 | 19，730 | 20，150 | 20，240 | 19，840 | 18，430 | 18，050 | 17，630 | －8．3 |
| New York | 182，650 | 182，770 | 181，350 | 181，310 | 183，920 | 187，960 | 186，630 | 184，630 | 181，070 | 178，810 | 177，180 | －1．8 |
| North Carolina | 104，980 | 104，950 | 97，800 | 104，330 | 107，290 | 110，360 | 110，710 | 109，090 | 105，350 | 103，470 | 102，970 | 9.2 |
| North Dakota | 7，070 | 7，260 | 7，540 | 7，640 | 8，090 | 8，380 | 8，450 | 8，560 | 8，400 | 8，390 | 8，570 | 24.2 |
| Ohio | 123，090 | 122，280 | 121，570 | 119，450 | 122，070 | 123，670 | 121，360 | 121，300 | 115，910 | 114，420 | 113，900 | －7．0 |
| Oklahoma | 41，390 | 42，270 | 42，160 | 40，930 | 43，180 | 44，880 | 44，840 | 44，530 | 43，390 | 42，170 | 42，060 | 13.6 |
| Oregon | 34，500 | 35，000 | 35，340 | 35，370 | 36，760 | 37，880 | 38，160 | 37，020 | 36，230 | 36，320 | 35，980 | 6.1 |
| Pennsylvania | 118，860 | 119，840 | 120，690 | 119，480 | 121，600 | 123，690 | 123，520 | 120，490 | 118，390 | 119，080 | 117，900 | －9．2 |
| Rhode Island | 10，500 | 10，280 | 10，490 | 10，300 | 10，410 | 10，580 | 10，490 | 10，170 | 10，040 | 10，110 | 9，940 | 3.7 |
| South Carolina | 47，100 | 46，220 | 46，980 | 47，850 | 49，410 | 52，020 | 51，900 | 51，650 | 49，050 | 49，110 | 48，770 | 15.4 |
| South Dakota | 8，230 | 8，520 | 8，800 | 9，140 | 9，310 | 9，610 | 9，650 | 9，440 | 9，300 | 9，240 | 9，250 | 12.3 |
| Tennessee | 63，860 | 62，930 | 63，270 | 63，910 | 65，630 | 66，960 | 66，380 | 63，660 | 63，020 | 63，090 | 62，560 | 2.0 |
| Texas | 349，340 | 350，570 | 355，170 | 361，120 | 365，740 | 378，180 | 379，960 | 377，200 | 363，850 | 357，810 | 356，220 | 18.2 |
| Utah | 39，000 | 40，170 | 40，920 | 41，400 | 42，780 | 44，110 | 43，880 | 43，050 | 42，330 | 42，080 | 42，190 | 27.1 |
| Vermont | 5，670 | 5，530 | 5，540 | 5，640 | 5，490 | 5，700 | 5，670 | 5，330 | 5，380 | 5，360 | 5，290 | －18．5 |
| Virginia | 87，080 | 87，070 | 88，330 | 88，640 | 90，150 | 92，180 | 91，980 | 89，990 | 87，630 | 88，000 | 87，480 | 5.0 |
| Washington | 70，920 | 72，030 | 72，530 | 73，490 | 75，810 | 78，550 | 79，670 | 78，850 | 77，280 | 77，980 | 77，960 | 18.0 |
| West Virginia | 17，070 | 16，500 | 16，500 | 16，180 | 15，860 | 16，320 | 16，070 | 15，660 | 15，090 | 14，980 | 14，820 | －17．3 |
| Wisconsin | 60，060 | 60，090 | 60，970 | 60，490 | 60，800 | 62，160 | 61，430 | 60，440 | 58，260 | 57，590 | 56，710 | －7．7 |
| Wyoming | 5，810 | 6，020 | 5，960 | 6，210 | 6，280 | 6，400 | 6，290 | 6，110 | 5，900 | 5，740 | 5，560 | 1.4 |
| Jurisdiction |  |  |  |  |  |  |  |  |  |  |  |  |
| Bureau of Indian Education | － | － | － | － | － | － | － | － | － | － | － | － |
| DoDEA ${ }^{4}$ | － | － | － | － | － | － | － | － | － | － | － | － |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa | － | － | － | － | － | － | － | － | － | － | － |  |
| Guam | － | － | － | － | － | － | － | － | － | － | － | － |
| Northern Marianas | 二 | 二 | 二 | 二 | 二 | 二 | － | － | － | － | － | － |
| Puerto Rico U．S．Virgin Islands | － |  |  | － | － | 二 | 二 | － | － | － |  | － |
| U．S．Virgin Islands | － | － | － | － | － | － | － | － | － | － | － | － |

## －Not available．

＇U．S．total includes estimates for nonreporting states
${ }^{2}$ Beginning in 1989－90，graduates from adult programs are excluded．
${ }^{3}$ Projected data from NCES 91－490，Projections of Education Statistics to 2002
${ }^{4}$ DoDEA $=$ Department of Defense Education Activity．Includes both domestic and overseas schools．
NOTE：Data include regular diploma recipients，but exclude students receiving a certificate
of attendance and persons receiving high school equivalency certificates．Some data have
been revised from previously published figures．Detail may not sum to totals because of rounding．
SOURCE：U．S．Department of Education，National Center for Education Statistics，Common Core of Data（CCD），＂State Nonfiscal Survey of Public Elementary／Secondary Education，＂ 1981－82 through 2005－06；＂State Dropout and Completion Data File，＂2005－06 through 2012－13；and State High School Graduates Projection Model，1980－81 through 2029－30． （This table was prepared December 2019．）

Table 219.30. Public high school graduates, by race/ethnicity: 1998-99 through 2029-30

|  | Number of high school graduates |  |  |  |  |  |  | Percentage distribution of graduates |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year | Total | White | Black | Hispanic | Asian/ Pacific Islander | American Indian/ Alaska Native | Two or more races | Total | White | Black | Hispanic | Asian/ <br> Pacific <br> Islander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 1998-99 | 2,485,630 | 1,749,561 | 325,708 | 270,836 | 115,216 | 24,309 | - | 100.0 | 70.4 | 13.1 | 10.9 | 4.6 | 1.0 | $\dagger$ |
| 1999-2000 | 2,553,844 | 1,778,370 | 338,116 | 289,139 | 122,344 | 25,875 | - | 100.0 | 69.6 | 13.2 | 11.3 | 4.8 | 1.0 | $\dagger$ |
| 2000-01 | 2,569,200 | 1,775,036 | 339,578 | 301,740 | 126,465 | 26,381 | - | 100.0 | 69.1 | 13.2 | 11.7 | 4.9 | 1.0 | $\dagger$ |
| 2001-02 | 2,621,534 | 1,796,110 | 348,969 | 317,197 | 132,182 | 27,076 | - | 100.0 | 68.5 | 13.3 | 12.1 | 5.0 | 1.0 | $\dagger$ |
| 2002-03 | 2,719,947 | 1,856,454 | 359,920 | 340,182 | 135,588 | 27,803 | - | 100.0 | 68.3 | 13.2 | 12.5 | 5.0 | 1.0 | $\dagger$ |
| 2003-04 | 2,753,438 | 1,829,177 | 383,443 | 374,492 | 137,496 | 28,830 | - | 100.0 | 66.4 | 13.9 | 13.6 | 5.0 | 1.0 | $\dagger$ |
| 2004-05 | 2,799,250 | 1,855,198 | 385,987 | 383,714 | 143,729 | 30,622 | - | 100.0 | 66.3 | 13.8 | 13.7 | 5.1 | 1.1 | $\dagger$ |
| 2005-06 | 2,815,544 | 1,838,765 | 399,406 | 396,820 | 150,925 | 29,628 | - | 100.0 | 65.3 | 14.2 | 14.1 | 5.4 | 1.1 | $\dagger$ |
| 2006-07 | 2,893,045 | 1,868,056 | 418,113 | 421,036 | 154,837 | 31,003 | - | 100.0 | 64.6 | 14.5 | 14.6 | 5.4 | 1.1 | $\dagger$ |
| 2007-08 | 3,001,337 | 1,898,367 | 429,840 | 448,887 | 159,410 | 32,036 | 32,797 ${ }^{1}$ | 100.0 | 63.3 | 14.3 | 15.0 | 5.3 | 1.1 | $1.1^{1}$ |
| 2008-09 | 3,039,015 | 1,883,382 | 451,384 | 481,698 | 163,575 | 32,213 | 26,763 ${ }^{1}$ | 100.0 | 62.0 | 14.9 | 15.9 | 5.4 | 1.1 | $0.9{ }^{1}$ |
| 2009-10 | 3,128,022 | 1,871,980 | 472,261 | 545,518 | 167,840 | 34,131 | 36,292 ${ }^{1}$ | 100.0 | 59.8 | 15.1 | 17.4 | 5.4 | 1.1 | $1.2{ }^{1}$ |
| 2010-11 | 3,144,100 | 1,835,332 | 471,461 | 583,907 | 168,875 | 32,768 | 51,748 | 100.0 | 58.4 | 15.0 | 18.6 | 5.4 | 1.0 | 1.6 |
| 2011-12 | 3,149,185 | 1,807,528 | 467,932 | 608,726 | 173,835 | 32,450 | 58,703 | 100.0 | 57.4 | 14.9 | 19.3 | 5.5 | 1.0 | 1.9 |
| 2012-13 | 3,169,257 | 1,791,147 | 461,919 | 640,413 | 179,101 | 31,100 | 65,569 | 100.0 | 56.5 | 14.6 | 20.2 | 5.7 | 1.0 | 2.1 |
| 2013-14 ${ }^{2}$ | 3,168,450 | 1,765,670 | 441,190 | 678,020 | 181,550 | 30,120 | 71,890 | 100.0 | 55.7 | 13.9 | 21.4 | 5.7 | 1.0 | 2.3 |
| 2014-15 ${ }^{2}$ | 3,187,000 | 1,746,730 | 446,000 | 703,430 | 184,780 | 29,990 | 76,060 | 100.0 | 54.8 | 14.0 | 22.1 | 5.8 | 0.9 | 2.4 |
| 2015-16 ${ }^{2}$ | 3,224,140 | 1,742,530 | 451,780 | 731,860 | 184,660 | 30,160 | 83,160 | 100.0 | 54.0 | 14.0 | 22.7 | 5.7 | 0.9 | 2.6 |
| 2016-17 ${ }^{2}$ | 3,255,320 | 1,737,890 | 455,260 | 755,350 | 186,390 | 30,120 | 90,310 | 100.0 | 53.4 | 14.0 | 23.2 | 5.7 | 0.9 | 2.8 |
| 2017-18 ${ }^{2}$ | 3,310,020 | 1,733,070 | 461,460 | 787,440 | 200,160 | 29,920 | 97,970 | 100.0 | 52.4 | 13.9 | 23.8 | 6.0 | 0.9 | 3.0 |
| 2018-19 ${ }^{2}$ | 3,316,970 | 1,708,880 | 457,520 | 816,590 | 201,210 | 29,420 | 103,350 | 100.0 | 51.5 | 13.8 | 24.6 | 6.1 | 0.9 | 3.1 |
| 2019-20 ${ }^{2}$ | 3,294,660 | 1,669,470 | 450,140 | 833,680 | 203,790 | 28,640 | 108,950 | 100.0 | 50.7 | 13.7 | 25.3 | 6.2 | 0.9 | 3.3 |
| 2020-21 ${ }^{2}$ | 3,302,430 | 1,659,350 | 438,840 | 847,220 | 210,500 | 28,010 | 118,520 | 100.0 | 50.2 | 13.3 | 25.7 | 6.4 | 0.8 | 3.6 |
| 2021-22 ${ }^{2}$ | 3,323,040 | 1,644,960 | 437,670 | 867,260 | 215,970 | 28,630 | 128,550 | 100.0 | 49.5 | 13.2 | 26.1 | 6.5 | 0.9 | 3.9 |
| 2022-23 ${ }^{2}$ | 3,337,740 | 1,619,670 | 437,020 | 897,540 | 216,500 | 28,350 | 138,660 | 100.0 | 48.5 | 13.1 | 26.9 | 6.5 | 0.8 | 4.2 |
| 2023-24 ${ }^{2}$ | 3,404,190 | 1,617,130 | 448,210 | 938,810 | 217,600 | 28,450 | 154,000 | 100.0 | 47.5 | 13.2 | 27.6 | 6.4 | 0.8 | 4.5 |
| 2024-25 ${ }^{2}$ | 3,463,190 | 1,621,480 | 460,190 | 964,330 | 220,810 | 28,420 | 167,960 | 100.0 | 46.8 | 13.3 | 27.8 | 6.4 | 0.8 | 4.8 |
| 2025-26 ${ }^{2}$ | 3,458,860 | 1,593,110 | 461,810 | 974,170 | 224,280 | 27,780 | 177,720 | 100.0 | 46.1 | 13.4 | 28.2 | 6.5 | 0.8 | 5.1 |
| 2026-27 ${ }^{2}$ | 3,384,860 | 1,545,340 | 453,610 | 957,640 | 220,380 | 27,160 | 180,730 | 100.0 | 45.7 | 13.4 | 28.3 | 6.5 | 0.8 | 5.3 |
| 2027-28 ${ }^{2}$ | 3,314,690 | 1,503,860 | 435,320 | 937,280 | 225,420 | 25,930 | 186,900 | 100.0 | 45.4 | 13.1 | 28.3 | 6.8 | 0.8 | 5.6 |
| 2028-29 ${ }^{2}$ | 3,290,850 | 1,486,770 | 428,000 | 927,090 | 229,260 | 24,670 | 195,070 | 100.0 | 45.2 | 13.0 | 28.2 | 7.0 | 0.7 | 5.9 |
| 2029-30² | 3,265,340 | 1,475,140 | 425,170 | 908,160 | 237,300 | 24,420 | 195,160 | 100.0 | 45.2 | 13.0 | 27.8 | 7.3 | 0.7 | 6.0 |

-Not available.
$\dagger$ Not applicable
${ }^{1}$ Data on students of Two or more races were not reported by all states; therefore, the data are not comparable to figures for 2010-11 and later years.
${ }^{2}$ Projected.
NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2007-08, data on students of Two or more races were not collected separately. Some data have been revised

[^22]DIGEST OF EDUCATION STATISTICS 2019

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See notes at end of table．

## -Not available.

$\ddagger$ Reporting standards not met (too few cases).
fReporting standards not met (too few cases).
'The time when students are identified as having certain characteristics varies by state. Depending on the state, a student may be included in a category if the relevant characteristic is reported in 9th-grade data, if the characteristic is reported in 12th-grade data, or if it is reported at any point during the student's high school years.
Students identified as children with disabilities under the Individuals with Disabilities Education Act (IDEA).
${ }^{3}$ Students who met the definition of limited English proficient students as outlined in the EDFacts workbook. For more information, see https://www2.ed.gov/about/inits/ed/edfacts/eden-workbook.html.
${ }^{5}$ States either report data for a combined "Asian/Pacific Islander" group or report the "Asian" and "Pacific Islander" groups separately. Total represents either a single value reported by the state for "Asian/Pacific Islander" or an aggregation of separate values reported for "Asian" and "Pacific Islander." "Asian/Pacific Islander" includes the "Filipino" group, which only California and Hawaii report separately.
, Kentucky, and Oklahoma. Data were not available for these states because they had not yet started reporting ACGR data in 2010-11 and 2011-12.
${ }^{7}$ Includes imputed data for Idaho. Data were not available for Idaho because this state had not yet started reporting ACGR data in 2012-13.
IUse data with caution. The Alabama State Department of Education has indicated that their ACGR data for some years was misstated. For more information, please see the following press release issued by the state: https://www.alsde.edu/ $\mathrm{sec} / \mathrm{comm} /$ News \%20Releases $/ 12-08$-2016\%20Graduation\%20Rate\%20Review.pdf.
NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9 th grade. Students who are entering 9 th grade for the first time form a cohort for the graduating class. This cohort is "adjusted by adding any students who subsequently transfer into the cohort and symbol have been "blurred" (rounded) to protect student privacy. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2010-11 through 2017-18. (This table was prepared February 2020.)

Table 219.55. Among 15- to 24 -year-olds enrolled in grades 10 through 12, percentage who dropped out (event dropout rate), by sex and race/ethnicity: 1972 through 2018
[Standard errors appear in parentheses]

| Year | Event dropout rate ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{2}$ |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  |
|  |  |  |  | Male |  | Female |  | White |  | Black |  | Hispanic |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |
| 1972 | 6.1 | (0.34) | 5.9 | (0.47) | 6.3 | (0.49) | 5.3 | (0.35) | 9.6 | (1.36) | 11.2! | (3.70) |
| 1973 | 6.3 | (0.34) | 6.8 | (0.50) | 5.7 | (0.46) | 5.5 | (0.35) | 10.0 | (1.39) | 10.0 ! | (3.50) |
| 1974 | 6.7 | (0.35) | 7.4 | (0.52) | 6.0 | (0.47) | 5.8 | (0.36) | 11.6 | (1.44) | 9.9 ! | (3.34) |
| 1975 | 5.8 | (0.32) | 5.4 | (0.45) | 6.1 | (0.47) | 5.1 | (0.34) | 8.7 | (1.28) | 10.9! | (3.30) |
| 1976 | 5.9 | (0.33) | 6.6 | (0.49) | 5.2 | (0.44) | 5.6 | (0.36) | 7.4 | (1.18) | 7.3! | (2.71) |
| 1977 | 6.5 | (0.34) | 6.9 | (0.49) | 6.1 | (0.47) | 6.1 | (0.37) | 8.6 | (1.21) | 7.8! | (2.79) |
| 1978 | 6.7 | (0.35) | 7.5 | (0.52) | 5.9 | (0.46) | 5.8 | (0.36) | 10.2 | (1.32) | 12.3 | (3.60) |
| 1979 | 6.7 | (0.35) | 6.8 | (0.50) | 6.7 | (0.49) | 6.1 | (0.37) | 10.0 | (1.34) | 9.8 ! | (3.20) |
| 1980 | 6.1 | (0.33) | 6.7 | (0.49) | 5.5 | (0.45) | 5.3 | (0.35) | 8.3 | (1.22) | 11.7 | (3.36) |
| 1981 | 5.9 | (0.33) | 6.0 | (0.47) | 5.8 | (0.46) | 4.9 | (0.34) | 9.7 | (1.30) | 10.7 | (3.00) |
| 1982 | 5.5 | (0.34) | 5.8 | (0.50) | 5.2 | (0.47) | 4.8 | (0.37) | 7.8 | (1.23) | 9.2 ! | (3.04) |
| 1983 | 5.2 | (0.34) | 5.8 | (0.50) | 4.7 | (0.46) | 4.4 | (0.36) | 7.0 | (1.20) | 10.1! | (3.18) |
| 1984 | 5.1 | (0.34) | 5.5 | (0.50) | 4.8 | (0.47) | 4.5 | (0.37) | 5.8 | (1.08) | 11.1 | (3.28) |
| 1985 | 5.3 | (0.35) | 5.4 | (0.51) | 5.1 | (0.49) | 4.4 | (0.37) | 7.8 | (1.29) | 9.8 | (2.58) |
| 1986 | 4.7 | (0.33) | 4.7 | (0.46) | 4.7 | (0.46) | 3.8 | (0.34) | 5.5 | (1.08) | 11.9 | (2.70) |
| 1987 | 4.1 | (0.31) | 4.4 | (0.45) | 3.8 | (0.42) | 3.6 | (0.33) | 6.4 | (1.16) | $5.6!$ | (1.94) |
| 1988 | 4.8 | (0.37) | 5.4 | (0.55) | 4.6 | (0.53) | 4.4 | (0.42) | 6.3 | (1.28) | 11.0 | (3.08) |
| 1989 | 4.5 | (0.35) | 4.6 | (0.50) | 4.6 | (0.50) | 3.6 | (0.37) | 8.2 | (1.40) | 8.1 | (2.43) |
| 1990 | 4.0 | (0.33) | 4.2 | (0.49) | 4.1 | (0.49) | 3.5 | (0.37) | 5.2 | (1.17) | 8.4 | (2.41) |
| 1991 | 4.0 | (0.33) | 3.9 | (0.47) | 4.4 | (0.51) | 3.3 | (0.37) | 6.4 | (1.27) | 7.8 | (2.33) |
| 1992 | 4.4 | (0.35) | 3.9 | (0.46) | 4.9 | (0.53) | 3.7 | (0.38) | 5.0 | (1.09) | 8.2 | (2.23) |
| 1993 | 4.5 | (0.36) | 4.6 | (0.51) | 4.3 | (0.50) | 3.9 | (0.40) | 5.8 | (1.20) | 6.7 ! | (2.02) |
| 1994 | 5.3 | (0.37) | 5.2 | (0.51) | 5.4 | (0.53) | 4.2 | (0.40) | 6.6 | (1.21) | 10.0 | (2.18) |
| 1995 | 5.7 | (0.35) | 6.2 | (0.51) | 5.3 | (0.48) | 4.5 | (0.38) | 6.4 | (1.01) | 12.4 | (1.62) |
| 1996 | 5.0 | (0.34) | 5.0 | (0.48) | 5.1 | (0.49) | 4.1 | (0.38) | 6.7 | (1.05) | 9.0 | (1.49) |
| 1997 | 4.6 | (0.32) | 5.0 | (0.47) | 4.1 | (0.43) | 3.6 | (0.35) | 5.0 | (0.91) | 9.5 | (1.45) |
| 1998 | 4.8 | (0.33) | 4.6 | (0.45) | 4.9 | (0.47) | 3.9 | (0.36) | 5.2 | (0.91) | 9.4 | (1.46) |
| 1999 | 5.0 | (0.33) | 4.6 | (0.44) | 5.4 | (0.49) | 4.0 | (0.36) | 6.5 | (0.99) | 7.8 | (1.27) |
| 2000 | 4.8 | (0.33) | 5.5 | (0.49) | 4.1 | (0.43) | 4.1 | (0.37) | 6.1 | (1.00) | 7.4 | (1.24) |
| 2001 | 5.0 | (0.32) | 5.6 | (0.46) | 4.3 | (0.42) | 4.1 | (0.35) | 6.3 | (0.96) | 8.8 | (1.31) |
| 2002 | 3.5 | (0.27) | 3.7 | (0.39) | 3.4 | (0.37) | 2.6 | (0.28) | 4.9 | (0.87) | 5.8 | (1.01) |
| 2003 | 4.0 | (0.28) | 4.2 | (0.40) | 3.8 | (0.38) | 3.2 | (0.31) | 4.8 | (0.85) | 7.1 | (1.06) |
| 2004 | 4.7 | (0.30) | 5.1 | (0.44) | 4.3 | (0.41) | 3.7 | (0.34) | 5.7 | (0.94) | 8.9 | (1.20) |
| 2005 | 3.8 | (0.27) | 4.2 | (0.40) | 3.4 | (0.36) | 2.8 | (0.29) | 7.3 | (1.03) | 5.0 | (0.87) |
| 2006 | 3.8 | (0.27) | 4.1 | (0.39) | 3.4 | (0.36) | 2.9 | (0.30) | 3.8 | (0.77) | 7.0 | (1.01) |
| 2007 | 3.5 | (0.26) | 3.7 | (0.37) | 3.3 | (0.35) | 2.2 | (0.26) | 4.5 | (0.80) | 6.0 | (0.98) |
| 2008 | 3.5 | (0.26) | 3.1 | (0.34) | 4.0 | (0.39) | 2.3 | (0.27) | 6.4 | (0.94) | 5.3 | (0.85) |
| 2009 | 3.4 | (0.25) | 3.5 | (0.36) | 3.4 | (0.35) | 2.4 | (0.28) | 4.8 | (0.83) | 5.8 | (0.87) |
| 2010 | 3.0 | (0.26) | 3.0 | (0.36) | 2.9 | (0.35) | 2.3 | (0.29) | 3.6 | (0.88) | 4.1 | (0.73) |
| 2011 | 3.4 | (0.30) | 3.6 | (0.43) | 3.1 | (0.37) | 2.7 | (0.38) | 4.4 | (0.87) | 4.6 | (0.81) |
| 2012 | 3.4 | (0.32) | 3.6 | (0.48) | 3.3 | (0.49) | 1.6 | (0.24) | 6.8 | (1.35) | 5.4 | (0.93) |
| 2013 | 4.7 | (0.40) | 4.8 | (0.53) | 4.5 | (0.55) | 4.3 | (0.51) | 5.8 | (1.17) | 5.7 | (0.95) |
| 2014 | 5.2 | (0.38) | 5.4 | (0.58) | 5.0 | (0.53) | 4.7 | (0.43) | 5.7 | (1.21) | 7.9 | (1.05) |
| 2015 | 4.9 | (0.43) | 5.1 | (0.60) | 4.6 | (0.57) | 3.8 | (0.47) | 6.8 | (1.37) | 6.2 | (1.12) |
| 2016 | 4.8 | (0.36) | 5.4 | (0.57) | 4.1 | (0.52) | 4.5 | (0.45) | 5.9 | (1.19) | 4.7 | (0.76) |
| 2017 | 4.7 | (0.37) | 5.4 | (0.52) | 3.9 | (0.49) | 3.9 | (0.43) | 5.5 | (1.16) | 6.5 | (0.98) |
| 2018 | 4.7 | (0.43) | 4.2 | (0.48) | 5.2 | (0.66) | 3.6 | (0.50) | 6.8 | (1.35) | 6.1 | (1.03) |

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
${ }^{1}$ The event dropout rate is the percentage of 15 - to 24 -year-olds in grades 10 through ${ }^{1}$ The event dropout rate is the percentage of 15- to 24 -year-olds in grades 10 through
12 who dropped out between one October and the next (e.g., the 2018 data refer to 12 who dropped out between one October and the next (e.g., the 2018 data refer to
10th- through 12th-graders who were enrolled in October 2017 but had dropped out by October 2018). Dropping out is defined as leaving school without a high school diploma or alternative credential such as a GED certificate.
${ }^{2}$ Includes other racial/ethnic groups not separately shown.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Because of changes in data collection procedures, data for 1992 and later years may not be comparable with figures for prior years. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1972 through 2018. (This table was prepared October 2019.)

Table 219.57. Among 15- to 24-year-olds enrolled in grades 10 through 12, percentage who dropped out (event dropout rate), and number and percentage distribution of 15 - to 24 -year-olds in grades 10 through 12, by selected characteristics: Selected years, 2008 through 2018
[Standard errors appear in parentheses]

| Selected characteristic | Event dropout rate ${ }^{1}$ |  |  |  |  |  |  |  | 2018 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  | Number of 15- to 24-year-olds enrolled in grades 10 through 12 (in thousands) |  |  |  | Percentage distribution of 15 - to 24 -year-olds enrolled in grades 10 through 12 |  |  |  |
|  | 2008 |  | 2013 |  | 2017 |  | 2018 |  | Total population ${ }^{2}$ |  | Event dropouts only ${ }^{3}$ |  | Total population ${ }^{2}$ |  | Event dropouts only ${ }^{3}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Total | 3.5 | (0.26) | 4.7 | (0.40) | 4.7 | (0.37) | 4.7 | (0.43) | 11,033 | (155.2) | 518 | (46.0) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ |
| Sex Male Female |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 3.1 | (0.34) | 4.8 | (0.53) | 5.4 | (0.52) | 4.2 | (0.48) | 5,646 | (92.2) | 236 | (27.1) | 51.2 | (0.54) | 45.6 | (4.09) |
|  | 4.0 | (0.39) | 4.5 | (0.55) | 3.9 | (0.49) | 5.2 | (0.66) | 5,387 | (103.5) | 282 | (34.9) | 48.8 | (0.54) | 54.4 | (4.09) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 2.3 | (0.27) | 4.3 | (0.51) | 3.9 | (0.43) | 3.6 | (0.50) | 5,878 | (110.2) | 213 | (29.4) | 53.3 | (0.61) | 41.1 | (4.52) |
| Black | 6.4 | (0.94) | 5.8 | (1.17) | 5.5 | (1.16) | 6.8 | (1.35) | 1,508 | (58.8) | $\ddagger$ | ( $\dagger$ | 13.7 | (0.51) | 19.9 | (3.73) |
| Hispanic | 5.3 | (0.85) | 5.7 | (0.95) | 6.5 | (0.98) | 6.1 | (1.03) | 2,513 | (65.3) | 153 | (26.4) | 22.8 | (0.64) | 29.5 | (4.32) |
| Asian | 4.2 ! | (1.57) | 1.8! | (0.78) | 4.7! | (1.53) | 4.7! | (1.79) | 588 | (47.8) | $\ddagger$ | ( $\dagger$ ) | 5.3 | (0.40) | 5.4 ! | (2.03) |
| Paciific Islander | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | + | ( $\dagger$ ) | 0.4 | (0.10) | $\ddagger$ | ( ${ }^{\text {) }}$ |
| American Indian/Alaska Native | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ | 4.4 ! | (1.86) | $\ddagger$ | ( $\dagger$ ) | 100 | (18.8) | $\ddagger$ | ( $\dagger$ ) | 0.9 | (0.17) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races | $\ddagger$ | ( $\dagger$ ) | 5.0 ! | (2.34) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 399 | (39.9) | $\pm$ | ( $\dagger$ ) | 3.6 | (0.34) | $\ddagger$ | ( $\dagger$ |
| Age ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 and 16 | 2.4 | (0.40) | 5.2 | (0.73) | 4.5 | (0.64) | 5.6 | (0.94) | 3,047 | (96.6) | 169 | (27.2) | 27.6 | (0.69) | 32.7 | (4.11) |
| 17 | 3.1 | (0.41) | 4.0 | (0.62) | 4.1 | (0.55) | 4.2 | (0.59) | 3,657 | (70.3) | 153 | (21.9) | 33.1 | (0.55) | 29.6 | (3.53) |
| 18 | 3.6 | (0.50) | 2.9 | (0.58) | 5.2 | (0.79) | 3.5 | (0.64) | 3,046 | (72.6) | 108 | (19.4) | 27.6 | (0.54) | 20.8 | (3.22) |
| 19 | 4.9 | (1.11) | 7.2 | (1.61) | 6.11 | (1.89) | 6.5 | (1.62) | 877 | (55.9) | $\ddagger$ | ( $\dagger$ ) | 8.0 | (0.49) | 11.1 | (2.87) |
| 20 to 24 | 14.9 | (2.79) | 14.4 | (3.41) | 5.8 ! | (2.31) | 7.5 ! | (2.71) | 406 | (47.3) | $\pm$ | ( $\dagger$ ) | 3.7 | (0.43) | 5.9 ! | (2.04) |
| Recency of immigration ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Born outside the United States | 6.3 | (1.49) | 4.8 | (1.24) | 8.0 | (1.72) | 10.4 | (2.48) | 721 | (50.1) | $\ddagger$ | ( $\dagger$ | 6.5 | (0.44) | 14.5 | (3.32) |
| Hispanic | 7.2 ! | (2.18) | 5.5 ! | (2.19) | 5.9 ! | (2.27) | 15.6 | (4.53) | 345 | (35.7) | $\ddagger$ | ( $\dagger$ ) | 3.1 | (0.33) | 10.4 | (3.09) |
| Non-Hispanic | $5.3!$ | (1.98) | 4.1 ! | (1.52) | 9.6 | (2.53) | $5.7!$ | (2.30) | 376 | (35.2) | $\ddagger$ | ( $\dagger$ ) | 3.4 | (0.31) | 4.1! | (1.68) |
| First generation | 2.5 | (0.58) | 4.4 | (0.86) | 4.2 | (0.85) | 6.4 | (1.30) | 2,208 | (86.0) | 142 | (29.0) | 20.0 | (0.75) | 27.4 | (4.74) |
| Hispanic | $3.6!$ | (1.11) | 6.5 | (1.48) | 4.7 | (1.17) | 5.2 | (1.21) | 1,239 | (62.4) | $\ddagger$ | ( $\dagger$ ) | 11.2 | (0.59) | 12.5 | (2.69) |
| Non-Hispanic | 1.4 ! | (0.60) | 1.9 ! | (0.74) | 3.5 | (1.04) | 8.0 | (2.20) | 969 | (62.5) | $\ddagger$ | ( $\dagger$ ) | 8.8 | (0.53) | 14.9 | (3.90) |
| Second or later generation | 3.5 | (0.29) | 4.8 | (0.46) | 4.5 | (0.45) | 3.7 | (0.40) | 8,103 | (150.5) | 301 | (32.0) | 73.4 | (0.78) | 58.1 | (4.98) |
| Hispanic | 6.1 | (1.47) | 5.0 | (1.16) | 8.8 | (1.93) | 3.7 ! | (1.29) | 929 | (57.1) | $\ddagger$ | ( $\dagger$ ) | 8.4 | (0.51) | 6.7 ! | (2.37) |
| Non-Hispanic | 3.2 | (0.29) | 4.7 | (0.47) | 4.0 | (0.40) | 3.7 | (0.43) | 7,175 | (144.9) | 266 | (30.4) | 65.0 | (0.80) | 51.4 | (4.81) |
| Disability status ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| With a disability | - | ( $\dagger$ ) | 7.8 ! | (2.84) | 6.2 ! | (2.10) | 7.3 | (1.83) | 426 | (39.8) | $\ddagger$ | ( $\dagger$ | 3.9 | (0.36) | 6.0 | (1.67) |
| Without a disability | - | ( $\dagger$ ) | 4.6 | (0.39) | 4.6 | (0.39) | 4.6 | (0.44) | 10,607 | (154.3) | 487 | (45.2) | 96.1 | (0.36) | 94.0 | (1.67) |
| Region |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Northeast | 2.3 | (0.50) | 2.2 | (0.57) | 4.9 | (1.01) | 3.8 | (0.99) | 1,878 | (86.6) | $\ddagger$ | ( $\dagger$ | 17.0 | (0.71) | 13.7 | (3.44) |
| Midwest | 2.7 | (0.47) | 4.5 | (0.85) | 3.2 | (0.63) | 2.7 | (0.57) | 2,512 | (85.0) | $\ddagger$ | ( $\dagger$ ) | 22.8 | (0.69) | 13.2 | (2.69) |
| South | 4.3 | (0.50) | 5.8 | (0.79) | 5.2 | (0.62) | 5.6 | (0.76) | 4,016 | (105.7) | 225 | (31.5) | 36.4 | (0.88) | 43.4 | (4.61) |
| West | 4.1 | (0.58) | 4.9 | (0.68) | 5.1 | (0.73) | 5.8 | (0.93) | 2,627 | (84.3) | 154 | (24.5) | 23.8 | (0.70) | 29.6 | (4.06) |

—Not available.
$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater
${ }^{1}$ The event dropout rate is the percentage of 15 - to 24 -year-olds in grades 10 through 12 who dropped out between one October and the next (e.g., the 2018 data refer to 10th- through 12th-graders who were enrolled in October 2017 but had dropped out by October 2018). Dropping out is defined as leaving school without a high school diploma or alternative credential such as a GED certificate
${ }^{2}$ Includes all 15- to 24-year-olds who were enrolled in grades 10 through 12 in October 2017 ${ }^{3}$ Includes only those 15 - to 24 -year-olds who dropped out of grades 10 through 12 between October 2017 and October 2018. Dropping out is defined as leaving school without a high school diploma or alternative credential such as a GED certificate.
${ }^{4}$ Age at the time of data collection. A person's age at the time of dropping out may be
1 year younger, because the dropout event could occur at any time over the previous 12-month period

United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas. Children born abroad to U.S.-citizen parents are counted as born in the United States. Individuals defined as "first generation" were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as "second generation or higher" were born in the United States, as were both of their parents.
${ }^{6}$ Individuals identified as having a disability reported difficulty with at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2008 through 2018. (This table was prepared October 2019.)

Table 219.65. High school completion rate of 18- to 24 -year-olds not enrolled in high school (status completion rate), by sex and race/ ethnicity: 1972 through 2018
[Standard errors appear in parentheses]

| Year | Status completion rate ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  |  |  |
|  |  |  |  | Male |  | Female |  | White |  | Black |  | Hispanic |  | Asian ${ }^{2}$ |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| 1972 | 82.8 | (0.36) | 83.0 | (0.52) | 82.7 | (0.49) | 86.0 | (0.36) | 72.1 | (1.45) | 56.2 | (3.67) | - | ${ }^{\dagger}$ |
| 1973 | 83.7 | (0.34) | 84.0 | (0.50) | 83.4 | (0.48) | 87.0 | (0.35) | 71.6 | (1.42) | 58.7 | (3.68) | - | ( $\dagger$ ) |
| 1974 | 83.6 | (0.34) | 83.4 | (0.50) | 83.8 | (0.47) | 86.7 | (0.35) | 72.9 | (1.41) | 60.1 | (3.40) | - | ( $\dagger$ ) |
| 1975 | 83.8 | (0.34) | 84.1 | (0.48) | 83.6 | (0.47) | 87.2 | (0.34) | 70.2 | (1.43) | 62.2 | (3.45) | - | ( $\dagger$ |
| 1976 | 83.5 | (0.33) | 83.0 | (0.49) | 84.0 | (0.46) | 86.4 | (0.34) | 73.5 | (1.36) | 60.3 | (3.36) | - | ( $\dagger$ ) |
| 1977 | 83.6 | (0.33) | 82.8 | (0.49) | 84.4 | (0.45) | 86.7 | (0.34) | 73.9 | (1.34) | 58.6 | (3.50) | - | ( $\dagger$ |
| 1978 | 83.6 | (0.33) | 82.8 | (0.48) | 84.2 | (0.45) | 86.9 | (0.34) | 73.4 | (1.33) | 58.8 | (3.21) |  | ( $\dagger$ |
| 1979 | 83.1 | (0.33) | 82.1 | (0.49) | 84.0 | (0.45) | 86.5 | (0.34) | 72.6 | (1.33) | 58.5 | (3.15) | - | ( $\dagger$ |
| 1980 | 83.9 | (0.32) | 82.3 | (0.48) | 85.3 | (0.43) | 87.5 | (0.33) | 75.2 | (1.28) | 57.1 | (2.99) | - | ( $\dagger$ ) |
| 1981 | 83.8 | (0.32) | 82.0 | (0.48) | 85.4 | (0.43) | 87.1 | (0.33) | 76.7 | (1.22) | 59.1 | (2.90) | - | ( $\dagger$ |
| 1982 | 83.8 | (0.34) | 82.7 | (0.50) | 84.9 | (0.46) | 87.0 | (0.35) | 76.4 | (1.28) | 60.9 | (2.61) | - | ( $\dagger$ |
| 1983 | 83.9 | (0.34) | 82.1 | (0.51) | 85.6 | (0.45) | 87.4 | (0.35) | 76.8 | (1.27) | 59.4 | (3.13) | - | ( $\dagger$ |
| 1984 | 84.7 | (0.34) | 83.3 | (0.50) | 85.9 | (0.45) | 87.5 | (0.35) | 80.3 | (1.19) | 63.7 | (3.03) | - | ( $\dagger$ |
| 1985 | 85.4 | (0.34) | 84.0 | (0.50) | 86.7 | (0.45) | 88.2 | (0.35) | 81.0 | (1.20) | 66.6 | (2.40) | - | ( $\dagger$ |
| 1986 | 85.5 | (0.34) | 84.2 | (0.51) | 86.7 | (0.45) | 88.8 | (0.35) | 81.8 | (1.19) | 63.5 | (2.30) | - | ( $\dagger$ |
| 1987 | 84.7 | (0.35) | 83.6 | (0.52) | 85.8 | (0.47) | 87.7 | (0.37) | 81.9 | (1.20) | 65.1 | (2.24) | - | ( $\dagger$ |
| 1988 | 84.5 | (0.39) | 83.2 | (0.58) | 85.8 | (0.52) | 88.6 | (0.40) | 80.9 | (1.35) | 58.2 | (2.56) | - | ( $\dagger$ |
| 1989 | 84.7 | (0.37) | 83.2 | (0.55) | 86.2 | (0.49) | 89.0 | (0.38) | 81.9 | (1.25) | 59.4 | (2.29) | 89.3 | (2.46) |
| 1990 | 85.6 | (0.36) | 85.1 | (0.53) | 86.0 | (0.50) | 89.6 | (0.37) | 83.2 | (1.22) | 59.1 | (2.35) | 94.2 | (1.72) |
| 1991 | 84.9 | (0.37) | 83.8 | (0.55) | 85.9 | (0.51) | 89.4 | (0.38) | 82.5 | (1.26) | 56.5 | (2.32) | 95.2 | (1.42) |
| 1992 | 86.4 | (0.36) | 85.3 | (0.53) | 87.4 | (0.49) | 90.7 | (0.36) | 82.0 | (1.26) | 62.1 | (2.32) | 93.1 | (1.73) |
| 1993 | 86.2 | (0.36) | 85.4 | (0.53) | 86.9 | (0.50) | 90.1 | (0.37) | 81.9 | (1.27) | 64.4 | (2.26) | 93.9 | (1.66) |
| 1994 | 85.8 | (0.36) | 84.5 | (0.53) | 87.0 | (0.49) | 90.7 | (0.36) | 83.3 | (1.19) | 61.8 | (2.06) | 92.4 | (1.83) |
| 1995 | 85.0 | (0.34) | 84.3 | (0.50) | 85.7 | (0.47) | 89.5 | (0.36) | 84.1 | (1.01) | 62.6 | (1.40) | 94.8 | (1.43) |
| 1996 | 86.2 | (0.35) | 85.7 | (0.50) | 86.8 | (0.48) | 91.5 | (0.34) | 83.0 | (1.08) | 61.9 | (1.49) | 93.5 | (1.24) |
| 1997 | 85.9 | (0.35) | 84.6 | (0.51) | 87.2 | (0.47) | 90.5 | (0.36) | 82.0 | (1.10) | 66.7 | (1.42) | 90.6 | (1.58) |
| 1998 | 84.8 | (0.36) | 82.6 | (0.53) | 87.0 | (0.47) | 90.2 | (0.36) | 81.4 | (1.11) | 62.8 | (1.37) | 94.2 | (1.22) |
| 1999 | 85.9 | (0.34) | 84.8 | (0.50) | 87.0 | (0.46) | 91.2 | (0.34) | 83.5 | (1.04) | 63.4 | (1.39) | 94.0 | (1.19) |
| 2000 | 86.5 | (0.33) | 84.9 | (0.49) | 88.1 | (0.44) | 91.8 | (0.33) | 83.7 | (1.01) | 64.1 | (1.36) | 94.6 | (1.13) |
| 2001 | 86.5 | (0.31) | 84.6 | (0.47) | 88.3 | (0.41) | 91.1 | (0.32) | 85.7 | (0.92) | 65.7 | (1.24) | 96.1 | (0.91) |
| 2002 | 86.6 | (0.31) | 84.8 | (0.46) | 88.4 | (0.41) | 91.8 | (0.31) | 84.7 | (0.95) | 67.3 | (1.15) | 95.7 | (0.89) |
| 2003 | 87.1 | (0.30) | 85.1 | (0.46) | 89.2 | (0.40) | 91.9 | (0.31) | 85.0 | (0.96) | 69.2 | (1.15) | 94.8 | (1.06) |
| 2004 | 86.9 | (0.30) | 84.9 | (0.46) | 88.8 | (0.40) | 91.7 | (0.31) | 83.5 | (0.98) | 69.9 | (1.12) | 95.2 | (1.00) |
| 2005 | 87.6 | (0.30) | 85.4 | (0.45) | 89.8 | (0.38) | 92.3 | (0.30) | 86.0 | (0.91) | 70.3 | (1.12) | 96.0 | (0.93) |
| 2006 | 87.8 | (0.29) | 86.5 | (0.43) | 89.2 | (0.39) | 92.6 | (0.30) | 84.9 | (0.93) | 70.9 | (1.11) | 95.8 | (0.95) |
| 2007 | 89.0 | (0.28) | 87.4 | (0.42) | 90.6 | (0.37) | 93.5 | (0.28) | 88.8 | (0.80) | 72.7 | (1.07) | 92.8 | (1.23) |
| 2008 | 89.9 | (0.27) | 89.3 | (0.39) | 90.5 | (0.37) | 94.2 | (0.26) | 86.9 | (0.86) | 75.5 | (1.03) | 95.5 | (1.01) |
| 2009 | 89.8 | (0.27) | 88.3 | (0.40) | 91.2 | (0.35) | 93.8 | (0.27) | 87.1 | (0.84) | 76.8 | (1.00) | 97.6 | (0.72) |
| 2010 | 90.4 | (0.35) | 89.2 | (0.53) | 91.6 | (0.38) | 93.7 | (0.38) | 89.2 | (1.08) | 79.4 | (1.21) | 95.3 | (1.26) |
| 2011 | 90.8 | (0.35) | 89.9 | (0.50) | 91.8 | (0.46) | 93.8 | (0.39) | 90.1 | (0.98) | 82.2 | (1.04) | 94.1 | (1.48) |
| 2012 | 91.3 | (0.33) | 90.3 | (0.47) | 92.3 | (0.45) | 94.6 | (0.38) | 90.0 | (1.01) | 82.8 | (1.02) | 95.3 | (1.24) |
| 2013 | 92.0 | (0.35) | 91.4 | (0.47) | 92.6 | (0.45) | 94.3 | (0.38) | 91.5 | (1.13) | 85.0 | (0.98) | 96.3 | (1.27) |
| 2014 | 92.4 | (0.32) | 91.8 | (0.46) | 93.1 | (0.38) | 94.2 | (0.40) | 91.7 | (0.91) | 87.1 | (0.88) | 98.8 | (0.47) |
| 2015 | 93.0 | (0.33) | 92.5 | (0.44) | 93.4 | (0.45) | 94.7 | (0.36) | 91.9 | (0.91) | 88.4 | (0.93) | 97.3 | (0.75) |
| 2016 | 92.9 | (0.32) | 91.6 | (0.46) | 94.3 | (0.37) | 94.5 | (0.36) | 92.2 | (1.02) | 89.1 | (0.81) | 96.8 | (0.75) |
| 2017 | 93.3 | (0.33) | 92.3 | (0.44) | 94.3 | (0.41) | 94.8 | (0.38) | 93.8 | (0.84) | 88.3 | (0.90) | 98.6 | (0.51) |
| 2018 | 93.6 | (0.32) | 92.3 | (0.46) | 94.9 | (0.39) | 94.9 | (0.37) | 94.4 | (0.85) | 89.2 | (0.85) | 96.9 | (0.92) |

-Not available.
$\dagger$ Not applicable.
The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18 - to 24 -year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED. ${ }^{2}$ Prior to 2003, Asian data include Pacific Islanders.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Race categories exclude persons of Hispanic ethnicity. Totals include other racial/ethnic groups not separately shown. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1972 through 2018. (This table was prepared November 2019.)

Table 219.67. High school completion rate of 18- to 24-year-olds not enrolled in high school (status completion rate), number of 18- to $\mathbf{2 4}$-year-olds not in high school, and number who are high school completers (status completers), by selected characteristics: Selected years, 2008 through 2018
[Standard errors appear in parentheses]

| Selected characteristic | 2008 |  |  |  |  |  |  |  |  |  |  | 20 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | s comp | ion rate |  |  |  |  |  | er of Ids not en in thousa |  | $\begin{gathered} \text { Per } \\ 18-\mathrm{to} \end{gathered}$ | ntage -year-o in high | tribution s not en hool |  |
|  |  |  | 2013 |  | 2017 |  | 2018 |  | population ${ }^{2}$ |  | Status <br> completers only ${ }^{3}$ |  | Total population ${ }^{2}$ |  | Status completers only ${ }^{3}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Tota | 89.9 | (0.27) | 92.0 | (0.35) | 93.3 | (0.33) | 93.6 | (0.32) | 27,713 | (198.9) | 25,950 | (209.8) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ |
| Sex | 89.3 | (0.39) | 91.4 | (0.47) | 92.3 | (0.44) | 92.3 | (0.46) | 13,811 | (111.7) | 12,754 | (125.5) | 49.8 | (0.16) | 49.1 | (0.23) |
| Female | 90.5 | (0.37) | 92.6 | (0.45) | 94.3 | (0.41) | 94.9 | (0.39) | 13,902 | (106.5) | 13,196 | (115.4) | 50.2 | (0.16) | 50.9 | (0.23) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 94.2 | (0.26) | 94.3 | (0.38) | 94.8 | (0.38) | 94.9 | (0.37) | 14,887 | (96.7) | 14,134 | (107.8) | 53.7 | (0.39) | 54.5 | (0.40) |
| Black | 86.9 | (0.86) | 91.5 | (1.13) | 93.8 | (0.84) | 94.4 | (0.85) | 3,801 | (89.9) | 3,588 | (91.5) | 13.7 | (0.26) | 13.8 | (0.29) |
| Hispanic | 75.5 | (1.03) | 85.0 | (0.98) | 88.3 | (0.90) | 89.2 | (0.85) | 6,316 | (80.9) | 5,636 | (87.8) | 22.8 | (0.22) | 21.7 | (0.27) |
| Asian | 95.5 | (1.01) | 96.3 | (1.27) | 98.6 | (0.51) | 96.9 | (0.92) | 1,694 | (55.5) | 1,642 | (55.7) | 6.1 | (0.18) | 6.3 | (0.19) |
| Pacific Islander | 95.9 | (3.99) | 99.3 | (0.79) | 89.2 | (7.65) | 93.1 | (4.39) | 99 | (18.3) | 92 | (17.3) | 0.4 | (0.07) | 0.4 | (0.07) |
| American Indian/Alaska Native | 82.5 | (4.03) | 91.7 | (2.97) | 86.3 | (3.21) | 91.1 | (2.21) | 233 | (31.7) | 212 | (30.4) | 0.8 | (0.11) | 0.8 | (0.12) |
| Two or more races | 94.2 | (1.72) | 93.6 | (1.83) | 96.4 | (1.28) | 94.5 | (1.85) | 683 | (40.3) | 646 | (41.3) | 2.5 | (0.15) | 2.5 | (0.16) |
| Race/ethnicity by sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 93.6 | (0.39) | 93.8 | (0.48) | 94.3 | (0.51) | 93.9 | (0.57) | 7,461 | (88.3) | 7,008 | (95.9) | 54.0 | (0.47) | 54.9 | (0.53) |
| Black | 89.1 | (1.15) | 90.3 | (1.41) | 92.1 | (1.48) | 93.0 | (1.19) | 1,814 | (48.7) | 1,688 | (51.6) | 13.1 | (0.31) | 13.2 | (0.36) |
| Hispanic | 73.2 | (1.48) | 83.8 | (1.35) | 85.9 | (1.22) | 86.9 | (1.19) | 3,192 | (48.7) | 2,774 | (56.1) | 23.1 | (0.33) | 21.8 | (0.40) |
| Asian | 95.3 | (1.49) | 97.6 | (1.17) | 99.3 | (0.41) | 97.0 | (1.17) | 876 | (34.8) | 849 | (37.2) | 6.3 | (0.24) | 6.7 | (0.27) |
| Pacific Islander | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | 0.3 ! | (0.09) | 0.3 ! | (0.09) |
| American Indian/Alaska Native | 74.7 | (7.04) | 90.5 | (6.44) | 85.8 | (5.00) | 91.9 | (3.13) | 108 | (20.3) | 99 | (19.5) | 0.8 | (0.15) | 0.8 | (0.15) |
| Two or more races | 95.2 | (2.18) | 94.7 | (2.65) | 95.1 | (2.14) | 94.1 | (2.99) | 319 | (37.0) | 300 | (37.3) | 2.3 | (0.27) | 2.4 | (0.30) |
| Female |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 94.9 | (0.35) | 94.7 | (0.45) | 95.2 | (0.49) | 96.0 | (0.46) | 7,426 | (67.6) | 7,126 | (71.5) | 53.4 | (0.69) | 54.0 | (0.70) |
| Black | 85.0 | (1.25) | 92.6 | (1.39) | 95.3 | (0.96) | 95.7 | (1.06) | 1,987 | (57.6) | 1,901 | (57.6) | 14.3 | (0.34) | 14.4 | (0.37) |
| Hispanic | 77.9 | (1.42) | 86.2 | (1.30) | 90.7 | (1.16) | 91.6 | (1.03) | 3,124 | (60.7) | 2,862 | (63.8) | 22.5 | (0.34) | 21.7 | (0.38) |
| Asian | 95.6 | (1.36) | 94.9 | (1.94) | 97.9 | (0.90) | 96.8 | (1.45) | 818 | (37.6) | 793 | (37.3) | 5.9 | (0.26) | 6.0 | (0.27) |
| Pacific Islander | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 0.4 | (0.11) | 0.4 | (0.11) |
| American Indian/Alaska Native | 88.2 | (4.51) | 92.5 | (4.02) | 87.0 | (5.29) | 90.4 | (3.31) | 125 | (19.7) | 113 | (18.5) | 0.9 | (0.14) | 0.9 | (0.14) |
| Two or more races | 93.1 | (2.69) | 92.5 | (2.88) | 97.4 | (1.41) | 94.9 | (1.70) | 364 | (28.1) | 346 | (28.2) | 2.6 | (0.20) | 2.6 | (0.21) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18 and 19 | 89.0 | (0.55) | 91.4 | (0.69) | 90.6 | (0.70) | 91.4 | (0.62) | 6,802 | (86.5) | 6,218 | (92.8) | 24.5 | (0.37) | 24.0 | (0.41) |
| 20 and 21 | 91.0 | (0.47) | 92.4 | (0.63) | 94.2 | (0.54) | 94.3 | (0.51) | 8,185 | (194.5) | 7,720 | (189.3) | 29.5 | (0.59) | 29.8 | (0.61) |
| 22 to 24 | 89.7 | (0.40) | 92.1 | (0.51) | 94.2 | (0.41) | 94.4 | (0.44) | 12,725 | (163.6) | 12,011 | (167.5) | 45.9 | (0.51) | 46.3 | (0.54) |
| Recency of immigration ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Born outside the United States | 73.9 | (1.33) | 82.2 | (1.52) | 86.6 | (1.34) | 87.2 | (1.43) | 2,780 | (110.5) | 2,425 | (105.4) | 10.0 | (0.38) | 9.3 | (0.39) |
| Hispanic | 59.0 | (1.97) | 71.8 | (2.53) | 78.1 | (2.25) | 79.1 | (2.46) | 1,296 | (75.0) | 1,025 | (64.4) | 4.7 | (0.27) | 3.9 | (0.25) |
| Non-Hispanic | 93.4 | (1.15) | 92.7 | (1.50) | 94.7 | (1.23) | 94.3 | (1.39) | 1,485 | (82.0) | 1,401 | (83.3) | 5.4 | (0.29) | 5.4 | (0.31) |
| First generation | 91.3 | (0.73) | 92.3 | (0.86) | 94.3 | (0.75) | 94.1 | (0.79) | 5,073 | (135.8) | 4,771 | (134.2) | 18.3 | (0.47) | 18.4 | (0.49) |
| Hispanic | 85.4 | (1.51) | 89.9 | (1.29) | 91.7 | (1.18) | 91.4 | (1.22) | 2,801 | (94.5) | 2,561 | (91.4) | 10.1 | (0.33) | 9.9 | (0.34) |
| Non-Hispanic | 96.4 | (0.66) | 95.5 | (1.15) | 97.9 | (0.64) | 97.3 | (0.73) | 2,272 | (90.3) | 2,210 | (91.1) | 8.2 | (0.32) | 8.5 | (0.34) |
| Second generation or higher | 92.0 | (0.27) | 93.3 | (0.38) | 94.1 | (0.37) | 94.4 | (0.34) | 19,860 | (196.8) | 18,754 | (200.7) | 71.7 | (0.57) | 72.3 | (0.60) |
| Hispanic | 84.0 | (1.53) | 88.7 | (1.47) | 90.8 | (1.37) | 92.4 | (1.25) | 2,219 | (108.4) | 2,051 | (104.5) | 8.0 | (0.39) | 7.9 | (0.40) |
| Non-Hispanic | 92.6 | (0.27) | 93.8 | (0.38) | 94.5 | (0.37) | 94.7 | (0.36) | 17,640 | (163.2) | 16,703 | (171.6) | 63.7 | (0.47) | 64.4 | (0.52) |
| Disability ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| With a disability | - | (t) | 81.3 | (2.27) | 84.8 | (2.28) | 84.7 | (2.00) | 1,104 | (71.7) | 935 | (62.3) | 4.0 | (0.26) | 3.6 | (0.24) |
| Without a disability | - | ( $\dagger$ ) | 92.4 | (0.33) | 93.6 | (0.34) | 94.0 | (0.32) | 26,609 | (207.0) | 25,014 | (215.0) | 96.0 | (0.26) | 96.4 | (0.24) |
| Region |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Northeast | 92.7 | (0.56) | 93.4 | (0.79) | 94.9 | (0.64) | 94.7 | (0.82) | 4,753 | (149.8) | 4,500 | (150.4) | 17.1 | (0.52) | 17.3 | (0.56) |
| Midwest | 90.3 | (0.58) | 93.2 | (0.71) | 93.3 | (0.73) | 93.0 | (0.75) | 5,649 | (126.0) | 5,256 | (120.7) | 20.4 | (0.46) | 20.3 | (0.46) |
| South | 89.1 | (0.47) | 91.2 | (0.60) | 92.8 | (0.56) | 93.5 | (0.55) | 10,770 | (190.9) | 10,071 | (189.5) | 38.9 | (0.61) | 38.8 | (0.65) |
| West | 88.7 | (0.57) | 91.2 | (0.70) | 93.1 | (0.71) | 93.6 | (0.52) | 6,542 | (155.3) | 6,123 | (149.4) | 23.6 | (0.53) | 23.6 | (0.53) |

## —Not available

$\dagger$ Not applicable
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ The status completion rate is the number of 18 - to 24 -year-olds who are high schoo completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED.
${ }^{2}$ Includes all 18- to 24-year-olds who are not enrolled in high school or a lower level of education.
${ }^{3}$ Status completers are 18- to 24-year-olds who are not enrolled in high school or a lowe level of education and who also are high school completers-that is, have either a high school diploma or an alternative credential, such as a GED.
${ }^{4}$ United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas. Children born abroad
to U.S.-citizen parents are counted as born in the United States. Individuals defined as "first generation" were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as "second generation or higher" were born in the United States, as were both of their parents.
${ }^{5}$ Individuals identified as having a disability reported difficulty in at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing doing errands alone, concentrating, remembering, or making decisions.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and the suppression of cells that do not meet National Center for Education Statistics reporting standards.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2008 through 2018. (This table was prepared October 2019.)

Table 219.70. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate), by sex and race/ethnicity: Selected years, 1960 through 2018
[Standard errors appear in parentheses]

|  | Total |  |  |  |  |  | Male |  |  |  |  |  |  |  | Female |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year | All races/ ethnicities ${ }^{1}$ | White | Black |  | Hispanic |  | All races/ ethnicities ${ }^{1}$ |  | White |  | Black |  | Hispanic |  | All races/ ethnicities ${ }^{1}$ |  | White |  | Black |  | Hispanic |  |
| 1 | 2 | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| $1960{ }^{2}$ | 27.2 | (t) |  | ( $\dagger$ |  | ( $\dagger$ | 27.8 | (-) |  | ( $\dagger$ ) |  | ( $\dagger$ |  | ( + | 26.7 |  |  | (t) |  | ( $\dagger$ |  | †) |
| $1967^{3}$ | 17.0 | 15.4 (-) | 28.6 | (-) | - | ( $\dagger$ | 16.5 | (-) | 14.7 | (-) | 30.6 | (-) | - | (t) | 17.3 | (-) | 16.1 | (-) | 26.9 | (-) |  | ( ) |
| $1968{ }^{3}$ | 16.2 (-) | 14.7 (-) | 27.4 | - |  | ( $\dagger$ | 15.8 | (-) | 14.4 | (-) | 27.1 | (-) |  | ( $\dagger$ ) | 16.5 | (-) | 15.0 | (-) | 27.6 | -) |  | ( |
| $1969{ }^{3}$ | 15.2 (-) | 13.6 (-) | 26.7 | (-) |  | ( $\dagger$ | 14.3 | (-) | 12.6 | (-) | 26.9 | (-) | - | ( $\dagger$ ) | 16.0 | (-) | 14.6 | (-) | 26.7 | -) |  | () |
| $1970^{3}$ | 15.0 (0.30) | 13.2 (0.30) | 27.9 | (1.25) |  | ( $\dagger$ | 14.2 | (0.42) | 12.2 | (0.43) | 29.4 | (1.87) | - | ( $\dagger$ ) | 15.7 | (0.42) | 14.1 | (0.43) | 26.6 | (1.69) |  | () |
| $1971{ }^{3}$ | 14.7 (0.29) | 13.4 (0.30) | 24.0 | (1.17) |  | ( $\dagger$ ) | 14.2 | (0.41) | 12.6 | (0.42) | 25.5 | (1.74) |  | ( $\dagger$ | 15.2 | (0.41) | 14.2 | (0.42) | 22.6 | (1.58) |  | (t) |
| 1972 | 14.6 (0.28) | 12.3 (0.29) | 21.3 | (1.09) | 34.3 | (2.93) | 14.1 | (0.40) | 11.6 | (0.41) | 22.3 | (1.63) | 33.7 | (4.26) | 15.1 | (0.40) | 12.8 | (0.42) | 20.5 | (1.48) | 34.8 | (4.03) |
| 1973 | 14.1 (0.28) | 11.6 (0.28) | 22.2 | (1.09) | 33.5 | (2.96) | 13.7 | (0.39) | 11.5 | (0.40) | 21.5 | (1.57) | 30.4 | (4.17) | 14.5 | (0.39) | 11.8 | (0.40) | 22.8 | (1.51) | 36.4 | (4.18) |
| 1974 | 14.3 (0.28) | 11.9 (0.28) | 21.2 | (1.07) | 33.0 | (2.74) | 14.2 | (0.39) | 12.0 | (0.41) | 20.1 | (1.55) | 33.8 | (3.94) | 14.3 | (0.39) | 11.8 | (0.40) | 22.1 | (1.49) | 32.2 | (3.82) |
| 1975 | 13.9 (0.27) | 11.4 (0.28) | 22.9 | (1.08) | 29.2 | (2.67) | 13.3 | (0.38) | 11.0 | (0.39) | 23.0 | (1.60) | 26.7 | (3.75) | 14.5 | (0.38) | 11.8 | (0.39) | 22.9 | (1.48) | 31.6 | (3.78) |
| 1976 | 14.1 (0.27) | 12.0 (0.28) | 20.5 | (1.03) | 31.4 | (2.66) | 14.1 | (0.39) | 12.1 | (0.40) | 21.2 | (1.53) | 30.3 | (3.88) | 14.2 | (0.38) | 11.8 | (0.39) | 19.9 | (1.39) | 32.3 | (3.64) |
| 1977 | 14.1 (0.27) | 11.9 (0.28) | 19.8 | (1.00) | 33.0 | (2.65) | 14.5 | (0.39) | 12.6 | (0.41) | 19.5 | (1.47) | 31.6 | (3.79) | 13.8 | (0.37) | 11.2 | (0.38) | 20.0 | (1.38) | 34.3 | (3.71) |
| 1978 | 14.2 (0.27) | 11.9 (0.28) | 20.2 | (1.01) | 33.3 | (2.62) | 14.6 | (0.39) | 12.2 | (0.40) | 22.5 | (1.54) | 33.6 | (3.77) | 13.9 | (0.37) | 11.6 | (0.39) | 18.3 | (1.32) | 33.1 | (3.65) |
| 1979 | 14.6 (0.27) | 12.0 (0.28) | 21.1 | (1.02) | 33.8 | (2.60) | 15.0 | (0.39) | 12.6 | (0.40) | 22.4 | (1.53) | 33.0 | (3.71) | 14.2 | (0.37) | 11.5 | (0.39) | 20.0 | (1.36) | 34.5 | (3.63) |
| 1980 | 14.1 (0.27) | $11.4 \quad(0.27)$ | 19.1 | (0.98) | 35.2 | (2.47) | 15.1 | (0.39) | 12.3 | (0.40) | 20.8 | (1.48) | 37.2 | (3.57) | 13.1 | (0.36) | 10.5 | (0.37) | 17.7 | (1.29) | 33.2 | (3.42) |
| 1981 | 13.9 (0.26) | 11.3 (0.27) | 18.4 | (0.94) | 33.2 | (2.36) | 15.1 | (0.39) | 12.5 | (0.40) | 19.9 | (1.41) | 36.0 | (3.42) | 12.8 | (0.35) | 10.2 | (0.37) | 17.1 | (1.25) | 30.4 | (3.25) |
| 1982 | 13.9 (0.28) | 11.4 (0.29) | 18.4 | (0.99) | 31.7 | (2.51) | 14.5 | (0.40) | 12.0 | (0.43) | 21.2 | (1.52) | 30.5 | (3.57) | 13.3 | (0.38) | 10.8 | (0.40) | 15.9 | (1.28) | 32.8 | (3.53) |
| 1983 | 13.7 (0.28) | 11.1 (0.29) | 18.0 | (0.98) | 31.6 | (2.51) | 14.9 | (0.41) | 12.2 | (0.43) | 19.9 | (1.48) | 34.3 | (3.71) | 12.5 | (0.38) | 10.1 | (0.40) | 16.2 | (1.30) | 29.1 | (3.41) |
| 1984 | 13.1 (0.28) | 11.0 (0.29) | 15.5 | (0.93) | 29.8 | (2.49) | 14.0 | (0.41) | 11.9 | (0.43) | 16.8 | (1.39) | 30.6 | (3.62) | 12.3 | (0.38) | 10.1 | (0.40) | 14.3 | (1.24) | 29.0 | (3.42) |
| 1985 | 12.6 (0.28) | 10.4 (0.29) | 15.2 | (0.93) | 27.6 | (1.93) | 13.4 | (0.40) | 11.1 | (0.43) | 16.1 | (1.39) | 29.9 | (2.77) | 11.8 | (0.37) | 9.8 | (0.40) | 14.3 | (1.25) | 25.2 | (2.68) |
| 1986 | 12.2 (0.27) | 9.7 (0.29) | 14.2 | (0.91) | 30.1 | (1.88) | 13.1 | (0.40) | 10.3 | (0.42) | 15.0 | (1.36) | 32.8 | (2.67) | 11.4 | (0.37) | 9.1 | (0.39) | 13.5 | (1.23) | 27.2 | (2.64) |
| 1987 | 12.6 (0.28) | 10.4 (0.30) | 14.1 | (0.92) | 28.6 | (1.85) | 13.2 | (0.41) | 10.8 | (0.43) | 15.0 | (1.37) | 29.1 | (2.58) | 12.1 | (0.39) | 10.0 | (0.41) | 13.3 | (1.23) | 28.1 | (2.65) |
| 1988 | 12.9 (0.31) | 9.6 (0.32) | 14.5 | (1.01) | 35.8 | (2.17) | 13.5 | (0.45) | 10.3 | (0.47) | 15.0 | (1.50) | 36.0 | (3.02) | 12.2 | (0.42) | 8.9 | (0.43) | 14.0 | (1.38) | 35.4 | (3.13) |
| 1989 | 12.6 (0.30) | 9.4 (0.31) | 13.9 | (0.94) | 33.0 | (1.92) | 13.6 | (0.43) | 10.3 | (0.45) | 14.9 | (1.41) | 34.4 | (2.70) | 11.7 | (0.40) | 8.5 | (0.41) | 13.0 | (1.27) | 31.6 | (2.73) |
| 1990 | 12.1 (0.29) | 9.0 (0.30) | 13.2 | (0.94) | 32.4 | (1.91) | 12.3 | (0.42) | 9.3 | (0.44) | 11.9 | (1.30) | 34.3 | (2.71) | 11.8 | (0.41) | 8.7 | (0.42) | 14.4 | (1.34) | 30.3 | (2.70) |
| 1991 | 12.5 (0.30) | 8.9 (0.31) | 13.6 | (0.95) | 35.3 | (1.93) | 13.0 | (0.43) | 8.9 | (0.44) | 13.5 | (1.37) | 39.2 | (2.74) | 11.9 | (0.41) | 8.9 | (0.43) | 13.7 | (1.31) | 31.1 | (2.70) |
| $1992{ }^{4}$ | 11.0 (0.28) | 7.7 (0.29) | 13.7 | (0.95) | 29.4 | (1.86) | 11.3 | (0.41) | 8.0 | (0.42) | 12.5 | (1.31) | 32.1 | (2.67) | 10.7 | (0.39) | 7.4 | (0.40) | 14.8 | (1.35) | 26.6 | (2.56) |
| $1993{ }^{4}$ | 11.0 (0.28) | 7.9 (0.29) | 13.6 | (0.94) | 27.5 | (1.79) | 11.2 | (0.40) | 8.2 | (0.42) | 12.6 | (1.32) | 28.1 | (2.54) | 10.9 | (0.40) | 7.6 | (0.41) | 14.4 | (1.34) | 26.9 | (2.51) |
| $1994{ }^{4}$ | 11.4 (0.28) | 7.7 (0.29) | 12.6 | (0.89) | 30.0 | (1.66) | 12.3 | (0.41) | 8.0 | (0.41) | 14.1 | (1.34) | 31.6 | (2.30) | 10.6 | (0.38) | 7.5 | (0.40) | 11.3 | (1.17) | 28.1 | (2.38) |
| $1995{ }^{4}$ | 12.0 (0.27) | 8.6 (0.28) | 12.1 | (0.75) | 30.0 | (1.15) | 12.2 | (0.38) | 9.0 | (0.40) | 11.1 | (1.05) | 30.0 | (1.59) | 11.7 | (0.37) | 8.2 | (0.39) | 12.9 | (1.06) | 30.0 | (1.66) |
| $1996{ }^{4}$ | 11.1 (0.27) | 7.3 (0.27) | 13.0 | (0.80) | 29.4 | (1.19) | 11.4 | (0.38) | 7.3 | (0.38) | 13.5 | (1.18) | 30.3 | (1.67) | 10.9 | (0.38) | 7.3 | (0.39) | 12.5 | (1.08) | 28.3 | (1.69) |
| 19974 | 11.0 (0.27) | 7.6 (0.28) | 13.4 | (0.80) | 25.3 | (1.11) | 11.9 | (0.39) | 8.5 | (0.41) | 13.3 | (1.16) | 27.0 | (1.55) | 10.1 | (0.36) | 6.7 | (0.37) | 13.5 | (1.11) | 23.4 | (1.59) |
| $1998{ }^{4}$ | 11.8 (0.27) | 7.7 (0.28) | 13.8 | (0.81) | 29.5 | (1.12) | 13.3 | (0.40) | 8.6 | (0.41) | 15.5 | (1.23) | 33.5 | (1.59) | 10.3 | (0.36) | 6.9 | (0.37) | 12.2 | (1.05) | 25.0 | (1.56) |
| $1999{ }^{4}$ | 11.2 (0.26) | 7.3 (0.27) | 12.6 | (0.77) | 28.6 | (1.11) | 11.9 | (0.38) | 7.7 | (0.39) | 12.1 | (1.10) | 31.0 | (1.58) | 10.5 | (0.36) | 6.9 | (0.37) | 13.0 | (1.08) | 26.0 | (1.54) |
| $2000^{4}$ | 10.9 (0.26) | 6.9 (0.26) | 13.1 | (0.78) | 27.8 | (1.08) | 12.0 | (0.38) | 7.0 | (0.37) | 15.3 | (1.20) | 31.8 | (1.56) | 9.9 | (0.35) | 6.9 | (0.37) | 11.1 | (1.00) | 23.5 | (1.48) |
| 20014 | 10.7 (0.24) | 7.3 (0.25) | 10.9 | (0.68) | 27.0 | (1.01) | 12.2 | (0.36) | 7.9 | (0.37) | 13.0 | (1.06) | 31.6 | (1.47) | 9.3 | (0.32) | 6.7 | (0.34) | 9.0 | (0.86) | 22.1 | (1.35) |
| $2002{ }^{4}$ | 10.5 (0.24) | 6.5 (0.24) | 11.3 | (0.70) | 25.7 | (0.93) | 11.8 | (0.35) | 6.7 | (0.35) | 12.8 | (1.07) | 29.6 | (1.32) | 9.2 | (0.32) | 6.3 | (0.34) | 9.9 | (0.91) | 21.2 | (1.27) |
| $2003{ }^{4,5}$ | 9.9 (0.23) | 6.3 (0.24) | 10.9 | (0.69) | 23.5 | (0.90) | 11.3 | (0.34) | 7.1 | (0.35) | 12.5 | (1.05) | 26.7 | (1.29) | 8.4 | (0.30) | 5.6 | (0.32) | 9.5 | (0.89) | 20.1 | (1.23) |
| $2004{ }^{4,5}$ | 10.3 (0.23) | 6.8 (0.24) | 11.8 | (0.70) | 23.8 | (0.89) | 11.6 | (0.34) | 7.1 | (0.35) | 13.5 | (1.08) | 28.5 | (1.30) | 9.0 | (0.31) | 6.4 | (0.34) | 10.2 | (0.92) | 18.5 | (1.18) |
| 20054,5 | 9.4 (0.22) | 6.0 (0.23) | 10.4 | (0.66) | 22.4 | (0.87) | 10.8 | (0.33) | 6.6 | (0.34) | 12.0 | (1.02) | 26.4 | (1.26) | 8.0 | (0.29) | 5.3 | (0.31) | 9.0 | (0.86) | 18.1 | (1.16) |
| $2006{ }^{4,5}$ | 9.3 (0.22) | 5.8 (0.23) | 10.7 | (0.66) | 22.1 | (0.86) | 10.3 | (0.33) | 6.4 | (0.33) | 9.7 | (0.91) | 25.7 | (1.25) | 8.3 | (0.30) | 5.3 | (0.31) | 11.7 | (0.96) | 18.1 | (1.15) |
| 20074.5 | 8.7 (0.21) | 5.3 (0.22) | 8.4 | (0.59) | 21.4 | (0.83) | 9.8 | (0.32) | 6.0 | (0.32) | 8.0 | (0.82) | 24.7 | (1.22) | 7.7 | (0.29) | 4.5 | (0.28) | 8.8 | (0.84) | 18.0 | (1.13) |
| 20084,5 | 8.0 (0.20) | 4.8 (0.21) | 9.9 | (0.63) | 18.3 | (0.78) | 8.5 | (0.30) | 5.4 | (0.30) | 8.7 | (0.85) | 19.9 | (1.12) | 7.5 | (0.28) | 4.2 | (0.28) | 11.1 | (0.93) | 16.7 | (1.08) |
| 20094,5 | 8.1 (0.20) | 5.2 (0.21) | 9.3 | (0.61) | 17.6 | (0.76) | 9.1 | (0.31) | 6.3 | (0.33) | 10.6 | (0.93) | 19.0 | (1.10) | 7.0 | (0.27) | 4.1 | (0.27) | 8.1 | (0.80) | 16.1 | (1.06) |
| $2010^{4,5}$ | 7.4 (0.27) | 5.1 (0.30) | 8.0 | (0.76) | 15.1 | (0.87) | 8.5 | (0.40) | 5.9 | (0.42) | 9.5 | (1.11) | 17.3 | (1.24) | 6.3 | (0.28) | 4.2 | (0.35) | 6.7 | (0.85) | 12.8 | (0.97) |
| $2011{ }^{4,5}$ | 7.1 (0.26) | 5.0 (0.31) | 7.3 | (0.67) | 13.6 | (0.78) | 7.7 | (0.36) | 5.4 | (0.41) | 8.3 | (0.98) | 14.6 | (1.09) | 6.5 | (0.34) | 4.6 | (0.38) | 6.4 | (0.94) | 12.4 | (0.97) |
| $2012{ }^{4,5}$ | 6.6 (0.25) | 4.3 (0.31) | 7.5 | (0.76) | 12.7 | (0.72) | 7.3 | (0.36) | 4.8 | (0.40) | 8.1 | (1.15) | 13.9 | (1.04) | 5.9 | (0.33) | 3.8 | (0.37) | 7.0 | (1.01) | 11.3 | (1.00) |
| $2013{ }^{4,5}$ | 6.8 (0.28) | 5.1 (0.31) | 7.3 | (0.87) | 11.7 | (0.74) | 7.2 | (0.37) | 5.5 | (0.39) | 8.2 | (1.11) | 12.6 | (1.01) | 6.3 | (0.34) | 4.7 | (0.36) | 6.6 | (1.07) | 10.8 | (0.98) |
| $2014{ }^{4,5}$ | 6.5 (0.25) | 5.2 (0.32) | 7.4 | (0.74) | 10.6 | (0.68) | 7.1 | (0.37) | 5.7 | (0.42) | 7.1 | (1.02) | 11.8 | (1.04) | 5.9 | (0.29) | 4.8 | (0.41) | 7.7 | (1.02) | 9.3 | (0.84) |
| 20154,5 | 5.9 (0.26) | 4.6 (0.29) | 6.5 | (0.70) | 9.2 | (0.71) | 6.3 | (0.37) | 5.0 | (0.40) | 6.4 | (1.04) | 9.9 | (0.93) | 5.4 | (0.33) | 4.1 | (0.37) | 6.5 | (0.98) | 8.4 | (0.97) |
| $2016{ }^{4,5}$ | 6.1 (0.27) | 5.2 (0.31) | 6.2 | (0.80) | 8.6 | (0.64) | 7.1 | (0.38) | 5.8 | (0.42) | 8.2 | (1.22) | 10.1 | (1.06) | 5.1 | (0.31) | 4.6 | (0.39) | 4.3 | (0.84) | 7.0 | (0.76) |
| $2017{ }^{4,5}$ | 5.8 (0.26) | 4.6 (0.30) | 5.7 | (0.66) | 9.5 | (0.67) | 6.6 | (0.36) | 5.0 | (0.43) | 7.0 | (1.08) | 11.5 | (0.95) | 5.0 | (0.31) | 4.3 | (0.36) | 4.4 | (0.78) | 7.4 | (0.83) |
| $\underline{2018}{ }^{4,5}$ | 5.7 (0.27) | (0.29) | 5.8 | (0.74) | 9.0 | (0.69) | 6.3 | (0.35) | 5.1 | (0.42) | 6.0 | (0.92) | 10.4 | (0.93) | 5.1 | (0.34) | 3.8 | (0.38) | 5.6 | (1.04) | 7.5 | (0.83) |

## -Not available.

$\dagger$ Not applicable
${ }^{1}$ Includes other racial/ethnic groups not separately shown
${ }^{2}$ Based on the April 1960 decennial census.
${ }^{3}$ For 1967 through 1971, White and Black include persons of Hispanic ethnicity.
${ }^{4}$ Because of changes in data collection procedures, data may not be comparable with figures for years prior to 1992.
${ }^{5}$ After 2002, White and Black exclude persons of Two or more races.
NOTE: Status dropouts are 16- to 24-year-olds who are not enrolled in school and who
have not completed a high school program, regardless of when they left school. People
who have received equivalency credentials, such as the GED, are counted as high school completers. All data except for 1960 are based on October counts. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Race categories exclude persons of Hispanic ethnicity except where otherwise noted.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1967 through 2018. (This table was prepared November 2019.)

Table 219.75. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate) and percentage distribution of status dropouts, by labor force status and years of school completed: Selected years, 1970 through 2018
[Standard errors appear in parentheses]

—Not available.
$\dagger$ Not applicable
'Data are not comparable to employment and unemployment rate data produced by the Bureau of Labor Statistics because the percentage distributions presented here include persons who are not in the labor force. The labor force consists of those who are employed and those who are unemployed (i.e., seeking employment); persons who are neither employed nor seeking employment are not in the labor force.
${ }^{2}$ Includes persons who were employed but not at work during the survey week.
${ }^{3}$ Because of changes in data collection procedures, data may not be comparable with figures for years prior to 1992.

NOTE: Status dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received equivalency credentials, such as the GED, are counted as high school completers. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2018. (This table was prepared November 2019.)

158 CHAPTER 2: Elementary and Secondary Education
High School Completers and Dropouts
Table 219.90. Number and percentage distribution of 14-through 21-year-old students served under Individuals with Disabilities Education Act (IDEA), Part B, who exited school, by exit reason, sex, race/ethnicity, age, and type of disability: 2016-17 and 2017-18

| Year, sex, race/ethnicity, age, and type of disability | Exited school |  |  |  |  |  | Transferred to regular education ${ }^{4}$ | Moved, known to be continuing ${ }^{5}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Graduated with regular diploma | Received alternative certificate ${ }^{1}$ | Reached maximum age ${ }^{2}$ | Dropped out ${ }^{3}$ | Died |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 2016-17 |  |  |  |  |  |  |  |  |
| Total number | 413,353 | 293,096 | 42,857 | 5,219 | 70,636 | 1,545 | 64,962 | 157,645 |
| Percentage distribution of total | 100.0 | 70.9 | 10.4 | 1.3 | 17.1 | 0.4 | $\dagger$ | $\dagger$ |
| Number by sex |  |  |  |  |  |  |  |  |
| Male | 268,210 | 187,865 | 27,314 | 3,433 | 48,518 | 1,080 | 42,570 | 103,784 |
| Female | 145,140 | 105,229 | 15,543 | 1,786 | 22,117 | 465 | 22,392 | 53,860 |
| Number by race/ethnicity |  |  |  |  |  |  |  |  |
| White | 203,362 | 151,159 | 19,663 | 2,357 | 29,433 | 750 | 36,414 | 72,481 |
| Black | 86,180 | 54,857 | 11,714 | 984 | 18,258 | 367 | 9,584 | 40,169 |
| Hispanic | 96,796 | 68,017 | 9,114 | 1,448 | 17,907 | 310 | 12,932 | 34,662 |
| Asian | 7,365 | 5,634 | 885 | 252 | 559 | 35 | 1,629 | 1,724 |
| Pacific Islander | 1,736 | 1,205 | 110 | 37 | 372 | 12 | 353 | 513 |
| American Indian/Alaska Native | 6,511 | 4,449 | 271 | 35 | 1,726 | 30 | 1,817 | 2,381 |
| Two or more races | 11,403 | 7,775 | 1,100 | 106 | 2,381 | 41 | 2,233 | 5,715 |
| Number by age ${ }^{6}$ |  |  |  |  |  |  |  |  |
| 14 | 3,468 | 18 | 2 | $\dagger$ | 3,236 | 211 | 16,805 | 36,133 |
| 15 | 5,989 | 64 | 40 | $\dagger$ | 5,647 | 238 | 15,302 | 36,814 |
| 16 | 18,179 | 4,876 | 455 | $\dagger$ | 12,536 | 312 | 15,179 | 36,156 |
| 17 | 172,682 | 141,114 | 11,815 | 1 | 19,428 | 324 | 11,406 | 27,703 |
| 18 | 149,070 | 115,314 | 15,630 | 1 | 17,919 | 206 | 4,601 | 14,061 |
| 19 | 34,341 | 20,738 | 5,735 | 10 | 7,730 | 128 | 1,006 | 4,414 |
| 20 | 16,986 | 7,563 | 5,037 | 1,242 | 3,062 | 82 | 457 | 1,686 |
| 21 | 12,638 | 3,409 | 4,143 | 3,964 | 1,078 | 44 | 206 | 678 |
| Number by type of disability |  |  |  |  |  |  |  |  |
| Autism | 29,295 | 20,568 | 5,596 | 1,083 | 1,985 | 63 | 2,966 | 7,972 |
| Deaf-blindness | 77 | 42 | 19 | 9 | 4 | 3 | 3 | 34 |
| Emotional disturbance | 37,891 | 22,017 | 2,355 | 250 | 13,128 | 141 | 5,844 | 23,402 |
| Hearing impairment | 4,667 | 3,734 | 468 | 52 | 404 | 9 | 733 | 1,293 |
| Intellectual disability | 35,338 | 15,180 | 12,446 | 2,069 | 5,407 | 236 | 1,773 | 12,313 |
| Multiple disabilities | 8,506 | 3,878 | 2,684 | 649 | 969 | 326 | 404 | 2,671 |
| Orthopedic impairment | 2,697 | 1,730 | 562 | 149 | 198 | 58 | 246 | 528 |
| Other health impairment ${ }^{7}$ | 71,481 | 53,396 | 4,940 | 279 | 12,558 | 308 | 11,463 | 30,029 |
| Specific learning disability | 207,649 | 159,563 | 12,910 | 540 | 34,282 | 354 | 31,558 | 73,438 |
| Speech or language impairment | 11,314 | 9,600 | 388 | 30 | 1,283 | 13 | 9,473 | 4,898 |
| Traumatic brain injury | 2,641 | 1,933 | 317 | 74 | 295 | 22 | 282 | 645 |
| Visual impairment | 1,797 | 1,455 | 172 | 35 | 123 | 12 | 217 | 422 |
| 2017-18 |  |  |  |  |  |  |  |  |
| Total number | 414,051 | 301,035 | 40,313 | 4,948 | 66,301 | 1,454 | 60,474 | 159,665 |
| Percentage distribution of total | 100.0 | 72.7 | 9.7 | 1.2 | 16.0 | 0.4 | $\dagger$ | $\dagger$ |
| Number by sex |  |  |  |  |  |  |  |  |
| Male | 268,660 | 192,705 | 26,156 | 3,251 | 45,541 | 1,007 | 39,673 | 104,974 |
| Female | 145,385 | 108,329 | 14,157 | 1,697 | 20,755 | 447 | 20,801 | 54,690 |
| Number by race/ethnicity |  |  |  |  |  |  |  |  |
| White | 199,998 | 153,184 | 17,265 | 2,265 | 26,612 | 672 | 34,598 | 71,788 |
| Black | 86,203 | 56,745 | 10,651 | 832 | 17,602 | 373 | 8,209 | 39,870 |
| Hispanic | 99,834 | 70,593 | 10,245 | 1,399 | 17,311 | 286 | 12,445 | 36,992 |
| Asian | 7,623 | 6,017 | 816 | 248 | 508 | 34 | 1,565 | 1,859 |
| Pacific Islander | 1,779 | 1,209 | 102 | 43 | 415 | 10 | 432 | 512 |
| American Indian/Alaska Native | 6,229 | 4,429 | 225 | 48 | 1,493 | 34 | 1,088 | 2,508 |
| Two or more races | 12,385 | 8,858 | 1,009 | 113 | 2,360 | 45 | 2,137 | 6,136 |
| Number by age ${ }^{6}$ |  |  |  |  |  |  |  |  |
| 14 | 3,675 | 3 | 1 | 0 | 3,464 | 207 | 15,650 | 38,731 |
| 15 | 5,749 | 60 | 13 | 0 | 5,429 | 247 | 13,237 | 36,702 |
| 16 | 16,954 | 4,862 | 400 | 0 | 11,415 | 277 | 13,300 | 35,511 |
| 17 | 172,234 | 142,437 | 11,067 | 1 | 18,451 | 279 | 11,001 | 27,120 |
| 18 | 146,347 | 115,063 | 14,680 | 11 | 16,373 | 220 | 5,152 | 14,039 |
| 19 | 38,517 | 25,938 | 5,208 | 29 | 7,227 | 115 | 1,203 | 4,895 |
| 20 | 17,980 | 8,657 | 5,050 | 1,301 | 2,900 | 72 | 634 | 1,909 |
| 21 | 12,595 | 4,016 | 3,894 | 3,606 | 1,042 | 37 | 297 | 758 |

See notes at end of table.

Table 219.90. Number and percentage distribution of 14-through 21-year-old students served under Individuals with Disabilities Education Act (IDEA), Part B, who exited school, by exit reason, sex, race/ethnicity, age, and type of disability: 2016-17 and 2017-18-Continued

| Year, sex, race/ethnicity, age, and type of disability | Exited school |  |  |  |  |  | Transferred to regular education ${ }^{4}$ | Moved, known to be continuing ${ }^{5}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Graduated with regular diploma | Received alternative certificate ${ }^{1}$ | Reached maximum age ${ }^{2}$ | Dropped out ${ }^{3}$ | Died |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Number by type of disability |  |  |  |  |  |  |  |  |
| Autism | 32,617 | 23,494 | 5,837 | 1,113 | 2,090 | 83 | 3,196 | 9,385 |
| Deaf-blindness | 82 | 56 | 14 | 6 | 4 | 2 | 5 | 31 |
| Emotional disturbance | 36,754 | 22,204 | 2,238 | 246 | 11,934 | 132 | 5,159 | 22,299 |
| Hearing impairment | 4,502 | 3,753 | 353 | 45 | 340 | 11 | 691 | 1,230 |
| Intellectual disability | 35,194 | 16,760 | 11,136 | 1,967 | 5,141 | 190 | 1,600 | 12,583 |
| Multiple disabilities | 8,672 | 4,041 | 2,734 | 562 | 1,042 | 293 | 397 | 2,816 |
| Orthopedic impairment | 2,444 | 1,637 | 484 | 114 | 159 | 50 | 221 | 528 |
| Other health impairment ${ }^{7}$ | 74,103 | 56,183 | 4,832 | 289 | 12,496 | 303 | 11,161 | 31,832 |
| Specific learning disability | 203,805 | 159,620 | 11,918 | 483 | 31,440 | 345 | 28,942 | 72,981 |
| Speech or language impairment | 11,429 | 9,820 | 303 | 30 | 1,256 | 20 | 8,647 | 4,897 |
| Traumatic brain injury | 2,667 | 1,990 | 321 | 66 | 274 | 16 | 256 | 663 |
| Visual impairment | 1,782 | 1,478 | 143 | 27 | 125 | 9 | 199 | 420 |

$\dagger$ Not applicable
${ }^{1}$ Received a certificate of completion, modified diploma, or some similar document, but did not meet the same standards for graduation as those for students without disabilities, ${ }^{2}$ Each state determines its maximum age to receive special education services. At the time these data were collected, the maximum age across states generally ranged from 20 to 22 years old
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit for any of the other reasons described. Includes students previously categorized as "moved, not known to continue."
4"Transferred to regular education" was previously labeled "no longer receives specia education."
5"Moved, known to be continuing" is the total number of students who moved out of the administrative area or transferred to another district and are known to be continuing in an educational program.
${ }^{6}$ Age data are as of fall of the school year, so some students may have been 1 year older at the time they exited school.
Other health impairments include having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.

NOTE: Data are for the 50 states, the District of Columbia, the Bureau of Indian Education, American Samoa, the Federated States of Micronesia, Guam, the Northern Marianas, Puerto Rico, the Republic of Palau, the Republic of the Marshall Islands, and the U.S. Virgin Islands. Includes imputations for missing or unavailable data from Illinois in 2016-17 and Vermont in 2017-18. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of reporting anomalies and rounding
SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) Section 618 Data Products: State Level Data Files. Retrieved February 20, 2020, from https://www2.ed.gov/programs/osepidea/618-data/ state-level-data-files/index.html. (This table was prepared February 2020.)

Table 220.40. Fall 2010 first-time kindergartners' reading scale scores and standard deviations through spring of fifth grade, by selected child, family, and school characteristics during the kindergarten year: Fall 2010 and spring 2011 through spring 2016
[Standard errors appear in parentheses]

| Selected child, family, or school characteristic during the kindergarten year | Kindergarten |  |  |  | First grade, spring 2012 |  | Second grade, spring 2013 |  | Third grade, spring 2014 |  | Fourth grade, spring 2015 |  | Fifth grade, spring 2016 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Fall 2010 |  | Spring 2011 |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
|  | Mean reading score ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 54.5 | (0.24) | 69.3 | (0.34) | 95.3 | (0.40) | 112.8 | (0.37) | 121.4 | (0.32) | 129.7 | (0.28) | 136.8 | (0.30) |
| Sex of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 54.0 | (0.30) | 68.6 | (0.41) | 93.7 | (0.45) | 111.1 | (0.44) | 119.8 | (0.40) | 128.8 | (0.34) | 136.1 | (0.36) |
| Female | 55.0 | (0.26) | 70.1 | (0.39) | 97.0 | (0.48) | 114.5 | (0.42) | 123.0 | (0.37) | 130.7 | (0.32) | 137.5 | (0.36) |
| Age of child at kindergarten entry, fall 2010 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 5 years old | 50.7 | (0.62) | 63.8 | (0.96) | 87.9 | (1.40) | 107.1 | (1.22) | 117.3 | (1.02) | 126.2 | (0.98) | 134.0 | (1.07) |
| 5 years old to $51 / 2$ years old | 53.0 | (0.32) | 67.7 | (0.41) | 93.5 | (0.48) | 111.3 | (0.40) | 119.8 | (0.38) | 128.7 | (0.35) | 135.6 | (0.37) |
| More than $51 / 2$ years old to 6 years old | 55.5 | (0.30) | 70.6 | (0.37) | 96.9 | (0.52) | 114.1 | (0.49) | 122.6 | (0.41) | 130.6 | (0.36) | 137.8 | (0.38) |
| More than 6 years old | 57.9 | (0.45) | 73.1 | (0.63) | 99.6 | (0.74) | 115.9 | (0.74) | 124.0 | (0.61) | 131.9 | (0.68) | 138.4 | (0.74) |
| Race/ethnicity of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 56.1 | (0.33) | 71.4 | (0.45) | 98.6 | (0.50) | 116.1 | (0.43) | 124.8 | (0.38) | 132.8 | (0.32) | 140.0 | (0.35) |
| Black | 53.0 | (0.44) | 66.5 | (0.58) | 91.0 | (0.90) | 107.7 | (0.80) | 115.3 | (0.62) | 123.8 | (0.68) | 130.5 | (0.57) |
| Hispanic | 50.8 | (0.32) | 65.3 | (0.33) | 89.2 | (0.52) | 107.1 | (0.61) | 116.0 | (0.56) | 125.0 | (0.56) | 132.0 | (0.53) |
| Asian | 59.2 | (0.66) | 74.4 | (0.82) | 100.4 | (1.00) | 117.1 | (0.88) | 125.2 | (0.70) | 134.3 | (0.81) | 141.3 | (0.76) |
| Pacific Islander | 52.7 | (2.00) | 69.9 | (2.96) | 97.7 | (2.87) | 115.4 | (2.82) | 123.2 | (2.61) | 131.3 | (1.87) | 138.8 | (2.09) |
| American Indian/Alaska Native | 50.3 | (0.61) | 64.2 | (1.08) | 91.3 | (1.39) | 107.5 | (1.33) | 117.6 | (1.21) | 126.7 | (1.33) | 134.0 | (1.59) |
| Two or more races | 56.2 | (0.74) | 70.8 | (1.01) | 97.0 | (1.12) | 114.6 | (1.08) | 123.6 | (0.82) | 132.0 | (0.84) | 139.2 | (0.82) |
| How often child exhibited positive learning behaviors, fall $2010^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Never | 45.6 | (0.81) | 55.3 | (1.41) | 71.8 | (1.86) | 91.5 | (2.15) | 103.4 | (1.89) | 113.9 | (1.75) | 119.8 | (1.97) |
| Sometimes | 49.9 | (0.35) | 63.5 | (0.38) | 87.0 | (0.59) | 105.1 | (0.54) | 114.4 | (0.46) | 123.8 | (0.48) | 130.7 | (0.47) |
| Often | 54.3 | (0.26) | 69.5 | (0.43) | 96.4 | (0.48) | 114.0 | (0.41) | 122.5 | (0.38) | 130.7 | (0.35) | 137.9 | (0.39) |
| Very often | 59.2 | (0.45) | 75.4 | (0.62) | 103.0 | (0.62) | 119.4 | (0.60) | 127.3 | (0.49) | 134.8 | (0.46) | 141.8 | (0.44) |
| Primary type of nonparental care arrangement prior to kindergarten entry ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No regular nonparental arrangement Home-based care | 52.1 | (0.34) | 67.1 | (0.43) | 92.0 | (0.61) | 109.6 | (0.59) | 118.9 | (0.54) | 127.3 | (0.46) | 135.0 | (0.45) |
| Relative care | 52.4 | (0.37) | 68.0 | (0.40) | 93.8 | (0.54) | 111.4 | (0.57) | 119.9 | (0.49) | 128.8 | (0.42) | 135.2 | (0.46) |
| Nonrelative care | 54.7 | (0.62) | 70.3 | (0.82) | 98.4 | (0.78) | 115.3 | (0.74) | 123.6 | (0.71) | 132.2 | (0.58) | 139.5 | (0.64) |
| Center-based care | 56.0 | (0.28) | 70.5 | (0.42) | 96.7 | (0.50) | 114.1 | (0.41) | 122.5 | (0.37) | 130.6 | (0.35) | 137.7 | (0.38) |
| Multiple arrangements | 55.1 | (0.61) | 70.8 | (0.82) | 96.5 | (1.05) | 114.2 | (1.08) | 121.2 | (1.00) | 130.8 | (0.92) | 137.4 | (0.94) |
| Household type, fall $2010^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Two-parent household | 55.6 | (0.27) | 70.8 | (0.38) | 97.3 | (0.45) | 114.8 | (0.40) | 123.3 | (0.35) | 131.6 | (0.31) | 138.7 | (0.34) |
| Mother-only household | 51.7 | (0.32) | 65.6 | (0.44) | 90.4 | (0.60) | 108.0 | (0.53) | 116.9 | (0.51) | 125.3 | (0.49) | 132.1 | (0.50) |
| Father-only household | 51.6 | (0.69) | 65.6 | (1.01) | 89.0 | (1.30) | 107.0 | (1.22) | 115.4 | (1.06) | 123.8 | (1.20) | 132.2 | (1.24) |
| Other household type | 49.4 | (0.83) | 63.5 | (0.86) | 87.0 | (1.79) | 103.5 | (1.51) | 112.6 | (1.57) | 120.8 | (1.86) | 127.0 | (1.53) |
| Primary home language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English | 55.3 | (0.25) | 70.3 | (0.39) | 96.8 | (0.42) | 114.1 | (0.37) | 122.6 | (0.33) | 130.8 | (0.26) | 137.8 | (0.29) |
| Non-English | 49.9 | (0.44) | 63.9 | (0.55) | 87.4 | (0.81) | 105.5 | (0.72) | 115.0 | (0.63) | 124.1 | (0.63) | 131.2 | (0.68) |
| Primary language not identified ${ }^{5}$ | 51.6 | (1.24) | 66.8 | (1.52) | 91.0 | (1.96) | 107.5 | (2.22) | 115.6 | (1.68) | 126.2 | (1.95) | 131.3 | (1.81) |
| Parents' highest level of education ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school | 47.5 | (0.43) | 61.4 | (0.48) | 83.5 | (0.80) | 101.0 | (0.81) | 110.6 | (0.67) | 119.2 | (0.70) | 126.0 | (0.67) |
| High school completion | 50.3 | (0.31) | 64.5 | (0.33) | 88.7 | (0.53) | 106.1 | (0.51) | 115.6 | (0.44) | 124.3 | (0.41) | 131.2 | (0.44) |
| Some college/vocational | 53.4 | (0.27) | 68.1 | (0.39) | 94.3 | (0.42) | 111.7 | (0.41) | 120.1 | (0.42) | 128.7 | (0.36) | 135.9 | (0.36) |
| Bachelor's degree | 57.6 | (0.34) | 73.1 | (0.48) | 100.3 | (0.58) | 118.1 | (0.40) | 126.2 | (0.35) | 134.3 | (0.35) | 141.5 | (0.35) |
| Any graduate education | 61.1 | (0.51) | 76.8 | (0.60) | 104.7 | (0.52) | 122.2 | (0.41) | 130.0 | (0.41) | 137.8 | (0.39) | 144.7 | (0.36) |
| Poverty status, spring 20117 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Below poverty threshold | 50.0 | (0.30) | 63.7 | (0.37) | 86.6 | (0.58) | 104.4 | (0.58) | 113.6 | (0.56) | 122.3 | (0.49) | 129.4 | (0.51) |
| 100 to 199 percent of poverty threshold | 53.0 | (0.31) | 67.9 | (0.53) | 93.8 | (0.64) | 111.0 | (0.58) | 119.9 | (0.55) | 128.3 | (0.55) | 135.5 | (0.55) |
| 200 percent or more of poverty threshold | 57.7 | (0.31) | 73.0 | (0.41) | 100.7 | (0.44) | 118.2 | (0.36) | 126.3 | (0.35) | 134.4 | (0.27) | 141.5 | (0.30) |
| Two risk factors ${ }^{8}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Both risk factors: No parent completed high school ${ }^{9}$ and family below poverty threshold ${ }^{7}$ | 47.4 | (0.50) | 61.2 | (0.63) | 83.2 | (0.99) | 101.0 | (0.98) | 110.2 | (0.82) | 118.8 | (0.87) | 125.7 | (0.90) |
| One risk factor: No parent completed high school | 49.0 | (0.81) | 62.4 | (0.77) | 85.6 | (1.09) | 103.8 | (1.20) | 113.3 | (1.09) | 122.9 | (1.05) | 130.2 | (1.21) |
| One risk factor: Family below poverty threshold | 50.7 | (0.33) | 64.5 | (0.41) | 87.6 | (0.58) | 105.4 | (0.65) | 114.6 | (0.62) | 123.4 | (0.55) | 130.5 | (0.57) |
| Neither risk factor | 56.4 | (0.27) | 71.7 | (0.40) | 99.0 | (0.41) | 116.4 | (0.36) | 124.6 | (0.33) | 132.8 | (0.27) | 140.0 | (0.30) |
| Socioeconomic status ${ }^{10}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lowest 20 percent | 48.8 | (0.35) | 62.4 | (0.38) | 85.0 | (0.60) | 102.8 | (0.58) | 112.2 | (0.54) | 120.9 | (0.52) | 127.8 | (0.51) |
| Middle 60 percent | 54.0 | (0.22) | 69.0 | (0.34) | 95.4 | (0.37) | 112.7 | (0.34) | 121.2 | (0.29) | 129.7 | (0.27) | 136.9 | (0.28) |
| Highest 20 percent | 61.0 | (0.46) | 76.7 | (0.58) | 104.6 | (0.54) | 122.0 | (0.45) | 130.1 | (0.40) | 137.9 | (0.33) | 144.8 | (0.32) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public Private | 54.1 | (0.27) | 68.9 | (0.38) | 94.8 | (0.44) | 112.1 | (0.41) | 120.7 | (0.37) | 129.1 | (0.32) | 136.1 | (0.34) |
|  | 57.4 | (0.66) | 72.4 | (1.06) | 99.6 | (1.25) | 118.5 | (0.90) | 126.5 | (0.86) | 134.8 | (0.76) | 141.9 | (0.68) |
|  | Standard deviation of the reading score |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 10.5 | (0.22) | 13.2 | (0.26) | 16.5 | (0.25) | 15.6 | (0.26) | 14.0 | (0.24) | 13.3 | (0.25) | 14.0 | (0.24) |

[^23]Table 220.40. Fall 2010 first-time kindergartners' reading scale scores and standard deviations through spring of fifth grade, by selected child, family, and school characteristics during the kindergarten year: Fall 2010 and spring 2011 through spring 2016Continued
${ }^{1}$ Reflects performance on questions measuring basic skills (e.g., word recognition); vocabulary knowledge; and reading comprehension, including identifying information specifically stated in text (e.g., definitions, facts, and supporting details), making complex inferences from texts, and considering the text objectively and judging its appro
${ }^{2}$ Derived from child's approaches to learning scale score in fall of the kindergarten year. 'Derived from child's approaches to learning scale score in fall of the kindergarten year This score is based on teachers' reports on how often students exhibit positive learning behaviors in seven areas: attentiveness, task persistence, eagerness to learn, learning independence, ability to adapt easily to changes in routine, organization, and ability to a child exhibits positive learning behaviors more often. Fall 2010 scores were categorized into the four anchor points on the original scale-1 (never), 2 (sometimes), 3 (often), and 4 (very often)-by rounding the mean score to the nearest whole number.
${ }^{3}$ The type of nonparental care in which the child spent the most hours. "Multiple arrangements" refers to children who spent an equal amount of time in each of two or more arrangements.
${ }^{4}$ A two-parent household may have two biological parents, two adoptive parents, or one biological/adoptive parent and one other parent/partner. A mother-only or father-only household has one biological or adoptive parent only, without another parent/partner. In other household types, which do not include biological or adoptive parents, the guardian or guardians may be related or unrelated to the child.
${ }^{5}$ Two or more languages (which could include English) were spoken in the child's home and the parent respondent was unable to specify which language was the primary one (the one spoken most of the time).
Parents' highest level of education is the highest level of education achieved by either o the parents or guardians in a two-parent household, by the only parent in a single-parent household, or by any guardian in a household with no parents.

Poverty status is based on preliminary U.S. Census income thresholds for 2010, which identify incomes determined to meet household needs, given family size and composition For example, a family of three with one child was below the poverty threshold if its income was less than \$17,552 in 2010.
Includes only children for whom information about both risk factors is available. Excludes children with missing information about parental education or poverty status
${ }^{10}$ High school not completed by any parent or guardian living with the child. education and occupations and household income during the child's kindergarten year. NOTE: Estimates weighted by W9C9P 20. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010-11 school year. The same children were assessed in spring 2012 (when the majority were in first grade), spring 2013 (when the majority were in second grade), spring 2014 (when the majority were in third grade), spring 2015 (when the majority were in fourth grade), and spring 2016 (when the majority were in fifth grade). Estimates differ from previously published figures because reading scale scores were recalculated to represent he kindergarten through fifth-grade assessment item pools and because weights were adjusted to account for survey nonresponse a each data collection wave, including the latest round of data collection (spring 2016). Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergarten-Fifth Grade Restricted-Use Data File. (This table was prepared March 2019.)

Table 221.10. Average National Assessment of Educational Progress (NAEP) reading scale score, by sex, race/ethnicity, and grade: Selected years, 1992 through 2019
[Standard errors appear in parentheses]


## —Not available.

$\dagger$ Not applicable
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Prior to 2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.
${ }^{2}$ Accommodations were not permitted for this assessment.
NOTE: Scale ranges from 0 to 500. Includes public, private, Bureau of Indian Education, and Department of Defense Education Activity schools. For 1998 and later years, includes students tested with accommodations (2 to 14 percent of all students, depending on
grade level and year); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (2 to 6 percent of all students). Data on race/ethnicity are based on school reports. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019 Reading Assessments, retrieved October 30, 2019, from the Main NAEP Data Explorer (https://nces.ed.gov/ nationsreportcard/naepdata/). (This table was prepared October 2019.)

Table 221.20. Percentage of students at or above selected National Assessment of Educational Progress (NAEP) reading achievement levels, by grade and selected student characteristics: Selected years, 2005 through 2019


- Not available.
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
NAEP Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.
${ }^{2}$ NAEP Proficient represents solid academic performance. Students reaching this level have demonstrated competency over hallenging subject matter.
students tested with accommodations (2 to 14 percent of all students, depending grade land yea); excludes only
hose students with disabilities and English language learners who were unable to be tested even with accommodation (2 to 6 percent of all students). Race categories exclude persons of Hispanic ethnicity. Prior to 2011, separate data for Asian SOURCE. US. Isar SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational 2019, from the Main NAEP Data Explorer (https://nces.ed.gov/nationsreportcard/naepdata). (This table was prepared November 2019.)

Table 221.40. Average National Assessment of Educational Progress (NAEP) reading scale score of 4th-grade public school students, by state: Selected years, 1992 through 2019


[^24][^25]Table 221.60. Average National Assessment of Educational Progress (NAEP) reading scale score of 8th-grade public school students, by state: Selected years, 1998 through 2019

| State | 1998 |  | 2002 |  | 2003 |  | 2005 |  | 2007 |  | 2009 |  | 2011 |  | 2013 |  | 2015 |  | 2017 |  | 2019 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| United States | 261 | (0.8) | 263 | (0.5) | 261 | (0.2) | 260 | (0.2) | 261 | (0.2) | 262 | (0.3) | 264 | (0.2) | 266 | (0.2) | 264 | (0.2) | 265 | (0.3) | 262 | (0.3) |
| Alabama | 255 | (1.4) | 253 | (1.3) | 253 | (1.5) | 252 | (1.4) | 252 | (1.0) | 255 | (1.1) | 258 | (1.5) | 257 | (1.2) | 259 | (1.1) | 258 | (1.0) | 253 | (1.4) |
| Alaska |  | ( $\dagger$ |  | ( + | 256 | (1.1) | 259 | (0.9) | 259 | (1.0) | 259 | (0.9) | 261 | (0.9) | 261 | (0.8) | 260 | (1.1) | 258 | (0.8) | 252 | (1.1) |
| Arizona | 260 | (1.1) | 257 | (1.3) | 255 | (1.4) | 255 | (1.0) | 255 | (1.2) | 258 | (1.2) | 260 | (1.2) | 260 | (1.1) | 263 | (1.2) | 263 | (0.9) | 259 | (1.2) |
| Arkansas | 256 | (1.3) | 260 | (1.1) | 258 | (1.3) | 258 | (1.1) | 258 | (1.0) | 258 | (1.2) | 259 | (0.9) | 262 | (1.1) | 259 | (1.2) | 260 | (0.8) | 259 | (1.1) |
| California ${ }^{1,2}$ | 252 | (1.6) | 250 | (1.8) | 251 | (1.3) | 250 | (0.6) | 251 | (0.8) | 253 | (1.2) | 255 | (1.0) | 262 | (1.2) | 259 | (1.2) | 263 | (1.2) | 259 | (1.4) |
| Colorado | 264 | (1.0) | - | ( $\dagger$ | 268 | (1.2) | 265 | (1.1) | 266 | (1.0) | 266 | (0.8) | 271 | (1.4) | 271 | (1.1) | 268 | (1.4) | 270 | (1.3) | 267 | (0.9) |
| Connecticut | 270 | (1.0) | 267 | (1.2) | 267 | (1.1) | 264 | (1.3) | 267 | (1.6) | 272 | (0.9) | 275 | (0.9) | 274 | (1.0) | 273 | (1.1) | 273 | (0.9) | 270 | (1.2) |
| Delaware | 254 | (1.3) | 267 | (0.5) | 265 | (0.7) | 266 | (0.6) | 265 | (0.6) | 265 | (0.7) | 266 | (0.6) | 266 | (0.7) | 263 | (0.8) | 263 | (0.8) | 260 | (0.8) |
| District of Columbia | 236 | (2.1) | 240 | (0.9) | 239 | (0.8) | 238 | (0.9) | 241 | (0.7) | 242 | (0.9) | 242 | (0.9) | 248 | (0.9) | 248 | (1.0) | 247 | (1.0) | 250 | (0.9) |
| Florida | 255 | (1.4) | 261 | (1.6) | 257 | (1.3) | 256 | (1.2) | 260 | (1.2) | 264 | (1.2) | 262 | (1.0) | 266 | (1.1) | 263 | (1.0) | 267 | (1.1) | 263 | (1.1) |
| Georgia | 257 | (1.4) | 258 | (1.0) | 258 | (1.1) | 257 | (1.3) | 259 | (1.0) | 260 | (1.0) | 262 | (1.1) | 265 | (1.2) | 262 | (1.3) | 266 | (1.1) | 262 | (1.0) |
| Hawaii | 249 | (1.0) | 252 | (0.9) | 251 | (0.9) | 249 | (0.9) | 251 | (0.8) | 255 | (0.6) | 257 | (0.7) | 260 | (0.8) | 257 | (0.9) | 261 | (0.8) | 258 | (1.0) |
| Idaho |  | ( $\dagger$ | 266 | (1.1) | 264 | (0.9) | 264 | (1.1) | 265 | (0.9) | 265 | (0.9) | 268 | (0.7) | 270 | (0.8) | 269 | (0.9) | 270 | (0.9) | 266 | (0.9) |
| Illinois | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | 266 | (1.0) | 264 | (1.0) | 263 | (1.0) | 265 | (1.2) | 266 | (0.8) | 267 | (1.0) | 267 | (1.0) | 267 | (1.1) | 265 | (1.0) |
| Indiana |  | ( $\dagger$ | 265 | (1.3) | 265 | (1.0) | 261 | (1.1) | 264 | (1.1) | 266 | (1.0) | 265 | (1.0) | 267 | (1.2) | 268 | (1.1) | 272 | (1.0) | 266 | (1.3) |
| lowa |  | ( $\dagger$ | - | ( $\dagger$ | 268 | (0.8) | 267 | (0.9) | 267 | (0.9) | 265 | (0.9) | 265 | (1.0) | 269 | (0.8) | 268 | (1.0) | 268 | (1.1) | 262 | (1.1) |
| Kansas ${ }^{1,2}$ | 268 | (1.4) | 269 | (1.3) | 266 | (1.5) | 267 | (1.0) | 267 | (0.8) | 267 | (1.1) | 267 | (1.0) | 267 | (1.0) | 267 | (1.2) | 267 | (1.0) | 263 | (0.9) |
| Kentucky | 262 | (1.4) | 265 | (1.0) | 266 | (1.3) | 264 | (1.1) | 262 | (1.0) | 267 | (0.9) | 269 | (0.8) | 270 | (0.8) | 268 | (1.0) | 265 | (0.8) | 263 | (1.0) |
| Louisiana | 252 | (1.4) | 256 | (1.5) | 253 | (1.6) | 253 | (1.6) | 253 | (1.1) | 253 | (1.6) | 255 | (1.5) | 257 | (1.0) | 255 | (1.2) | 257 | (1.5) | 257 | (1.4) |
| Maine | 271 | (1.2) | 270 | (0.9) | 268 | (1.0) | 270 | (1.0) | 270 | (0.8) | 268 | (0.7) | 270 | (0.8) | 269 | (0.8) | 268 | (0.9) | 269 | (0.9) | 265 | (0.9) |
| Maryland ${ }^{1}$ | 261 | (1.8) | 263 | (1.7) | 262 | (1.4) | 261 | (1.2) | 265 | (1.2) | 267 | (1.1) | 271 | (1.2) | 274 | (1.1) | 268 | (1.1) | 267 | (1.0) | 264 | (1.0) |
| Massachusetts | 269 | (1.4) | 271 | (1.3) | 273 | (1.0) | 274 | (1.0) | 273 | (1.0) | 274 | (1.2) | 275 | (1.0) | 277 | (1.0) | 274 | (1.1) | 278 | (1.1) | 273 | (1.0) |
| Michigan | - | ( $\dagger$ | 265 | (1.6) | 264 | (1.8) | 261 | (1.2) | 260 | (1.2) | 262 | (1.4) | 265 | (0.9) | 266 | (1.0) | 264 | (1.2) | 265 | (1.1) | 263 | (1.2) |
| Minnesota ${ }^{1}$ | 265 | (1.4) | $\ddagger$ | ( $\dagger$ | 268 | (1.1) | 268 | (1.2) | 268 | (0.9) | 270 | (1.0) | 270 | (1.0) | 271 | (1.0) | 270 | (1.1) | 269 | (1.0) | 264 | (1.1) |
| Mississippi | 251 | (1.2) | 255 | (0.9) | 255 | (1.4) | 251 | (1.3) | 250 | (1.1) | 251 | (1.0) | 254 | (1.2) | 253 | (1.0) | 252 | (1.0) | 256 | (0.7) | 256 | (1.0) |
| Missouri | 262 | (1.3) | 268 | (1.0) | 267 | (1.0) | 265 | (1.0) | 263 | (1.0) | 267 | (1.0) | 267 | (1.1) | 267 | (1.1) | 267 | (1.1) | 266 | (1.2) | 263 | (1.2) |
| Montana ${ }^{1,2}$ | 271 | (1.3) | 270 | (1.0) | 270 | (1.0) | 269 | (0.7) | 271 | (0.8) | 270 | (0.6) | 273 | (0.6) | 272 | (0.8) | 270 | (0.8) | 267 | (0.8) | 265 | (0.8) |
| Nebraska |  | ( $\dagger$ ) | 270 | (0.9) | 266 | (0.9) | 267 | (0.9) | 267 | (0.9) | 267 | (0.9) | 268 | (0.7) | 269 | (0.8) | 269 | (0.9) | 269 | (0.7) | 264 | (0.9) |
| Nevada | 258 | (1.0) | 251 | (0.8) | 252 | (0.8) | 253 | (0.9) | 252 | (0.8) | 254 | (0.9) | 258 | (0.9) | 262 | (0.7) | 259 | (0.9) | 260 | (0.8) | 258 | (0.9) |
| New Hampshire | - | ( $\dagger$ ) | - | ( $\dagger$ | 271 | (0.9) | 270 | (1.2) | 270 | (0.9) | 271 | (1.0) | 272 | (0.7) | 274 | (0.8) | 275 | (0.9) | 275 | (0.9) | 268 | (1.0) |
| New Jersey |  | ( $\dagger$ | - | ( $\dagger$ | 268 | (1.2) | 269 | (1.2) | 270 | (1.1) | 273 | (1.3) | 275 | (1.2) | 276 | (1.1) | 271 | (1.0) | 275 | (1.1) | 270 | (1.2) |
| New Mexico | 258 | (1.2) | 254 | (1.0) | 252 | (0.9) | 251 | (1.0) | 251 | (0.8) | 254 | (1.2) | 256 | (0.9) | 256 | (0.8) | 253 | (0.9) | 256 | (0.9) | 252 | (1.0) |
| New York ${ }^{1,2}$ | 265 | (1.5) | 264 | (1.5) | 265 | (1.3) | 265 | (1.0) | 264 | (1.1) | 264 | (1.2) | 266 | (1.1) | 266 | (1.1) | 263 | (1.4) | 264 | (1.0) | 262 | (1.2) |
| North Carolina | 262 | (1.1) | 265 | (1.1) | 262 | (1.0) | 258 | (0.9) | 259 | (1.1) | 260 | (1.2) | 263 | (0.9) | 265 | (1.1) | 261 | (1.3) | 263 | (1.2) | 263 | (1.1) |
| North Dakota ${ }^{2}$ |  | ( $\dagger$ | 268 | (0.8) | 270 | (0.8) | 270 | (0.6) | 268 | (0.7) | 269 | (0.6) | 269 | (0.7) | 268 | (0.6) | 267 | (0.6) | 265 | (0.8) | 263 | (0.9) |
| Ohio | - | ( $\dagger$ | 268 | (1.6) | 267 | (1.3) | 267 | (1.3) | 268 | (1.2) | 269 | (1.3) | 268 | (1.1) | 269 | (1.0) | 266 | (1.5) | 268 | (1.9) | 267 | (1.2) |
| Oklahoma | 265 | (1.2) | 262 | (0.8) | 262 | (0.9) | 260 | (1.1) | 260 | (0.8) | 259 | (0.9) | 260 | (1.1) | 262 | (0.9) | 263 | (1.3) | 261 | (1.0) | 258 | (0.9) |
| Oregon ${ }^{2}$ | 266 | (1.5) | 268 | (1.3) | 264 | (1.2) | 263 | (1.1) | 266 | (0.9) | 265 | (1.0) | 264 | (0.9) | 268 | (0.9) | 268 | (1.3) | 266 | (1.2) | 264 | (1.1) |
| Pennsylvania |  | ( $\dagger$ | 265 | (1.0) | 264 | (1.2) | 267 | (1.3) | 268 | (1.2) | 271 | (0.8) | 268 | (1.3) | 272 | (1.0) | 269 | (1.5) | 270 | (1.1) | 264 | (1.1) |
| Rhode Island | 264 | (0.9) | 262 | (0.8) | 261 | (0.7) | 261 | (0.7) | 258 | (0.9) | 260 | (0.6) | 265 | (0.7) | 267 | (0.6) | 265 | (0.7) | 266 | (0.8) | 262 | (0.9) |
| South Carolina | 255 | (1.1) | 258 | (1.1) | 258 | (1.3) | 257 | (1.1) | 257 | (0.9) | 257 | (1.2) | 260 | (0.9) | 261 | (1.0) | 260 | (1.2) | 260 | (1.0) | 259 | (0.9) |
| South Dakota |  | ( $\dagger$ |  | ( $\dagger$ | 270 | (0.8) | 269 | (0.6) | 270 | (0.7) | 270 | (0.5) | 269 | (0.8) | 268 | (0.8) | 267 | (1.0) | 267 | (0.7) | 263 | (0.9) |
| Tennessee ${ }^{2}$ | 258 | (1.2) | 260 | (1.4) | 258 | (1.2) | 259 | (0.9) | 259 | (1.0) | 261 | (1.1) | 259 | (1.0) | 265 | (1.1) | 265 | (1.4) | 262 | (1.1) | 262 | (1.1) |
| Texas | 261 | (1.4) | 262 | (1.4) | 259 | (1.1) | 258 | (0.6) | 261 | (0.9) | 260 | (1.1) | 261 | (1.0) | 264 | (1.1) | 261 | (1.0) | 260 | (1.2) | 256 | (1.2) |
| Utah | 263 | (1.0) | 263 | (1.1) | 264 | (0.8) | 262 | (0.8) | 262 | (1.0) | 266 | (0.8) | 267 | (0.8) | 270 | (0.9) | 269 | (1.0) | 269 | (0.9) | 267 | (1.2) |
| Vermont | - | ( $\dagger$ | 272 | (0.9) | 271 | (0.8) | 269 | (0.7) | 273 | (0.8) | 272 | (0.6) | 274 | (0.9) | 274 | (0.7) | 274 | (0.8) | 273 | (0.8) | 268 | (0.8) |
| Virginia | 266 | (1.1) | 269 | (1.0) | 268 | (1.1) | 268 | (1.0) | 267 | (1.1) | 266 | (1.1) | 267 | (1.2) | 268 | (1.3) | 267 | (1.2) | 268 | (1.3) | 262 | (1.3) |
| Washington ${ }^{2}$ | 264 | (1.2) | 268 | (1.2) | 264 | (0.9) | 265 | (1.3) | 265 | (0.9) | 267 | (1.1) | 268 | (1.0) | 272 | (1.0) | 267 | (1.2) | 272 | (1.4) | 266 | (1.3) |
| West Virginia | 262 | (1.0) | 264 | (1.0) | 260 | (1.0) | 255 | (1.2) | 255 | (1.0) | 255 | (0.9) | 256 | (0.9) | 257 | (0.9) | 260 | (0.9) | 259 | (0.9) | 256 | (1.0) |
| Wisconsin ${ }^{1}$ | 265 | (1.8) | $\ddagger$ | ( $\dagger$ | 266 | (1.3) | 266 | (1.1) | 264 | (1.0) | 266 | (1.0) | 267 | (0.9) | 268 | (0.9) | 270 | (1.1) | 269 | (1.0) | 267 | (0.9) |
| Wyoming | 263 | (1.3) | 265 | (0.7) | 267 | (0.5) | 268 | (0.7) | 266 | (0.7) | 268 | (1.0) | 270 | (1.0) | 271 | (0.6) | 269 | (0.7) | 269 | (0.7) | 265 | (0.8) |
| Department of Defense Education Activity (DoDEA) ${ }^{3}$ | 269 | (1.3) | 273 | (0.5) | 272 | (0.6) | 271 | (0.7) | 273 | (1.0) | 272 | (0.7) | 272 | (0.7) | 277 | (0.7) | 277 | (0.7) | 280 | (0.8) | 280 | (0.7) |

## —Not available.

$\dagger$ Not applicable
$\ddagger$ Reporting standards not met. Participation rates fell below the required standards for reporting.
${ }^{1}$ Did not meet one or more of the guidelines for school participation in 1998. Data are subject to appreciable nonresponse bias.
${ }^{2}$ Did not meet one or more of the guidelines for school participation in 2002. Data are subject to appreciable nonresponse bias.
${ }^{3}$ Prior to 2005, NAEP divided the DoDEA schools into two jurisdictions, domestic and overseas. In 2005, NAEP began combining the domestic and overseas schools into a single jurisdiction. Data shown in this table for years prior to 2005 were recalculated for comparability.

NOTE: Scale ranges from 0 to 500. State-level data for 1992 and 1994 are not available. Table does not include private schools, Bureau of Indian Education schools, or (except in the final row) DoDEA schools. Includes public school students who were tested with accommodations; excludes only those students with disabilities (SD) and English language learners (ELL) who were unable to be tested even with accommodations. SD and ELL populations, accommodation rates, and exclusion rates vary from state to state.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019 Reading Assessments, retrieved November 3, 2019, from the Main NAEP Data Explorer (https://nces.ed.gov/nationsreportcard/naepdata/). (This table was prepared November 2019.)

Table 222.10. Average National Assessment of Educational Progress (NAEP) mathematics scale score, by sex, race/ethnicity, and grade: Selected years, 1990 through 2019


## -Not available

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater
${ }^{1}$ Prior to 2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.
${ }^{2}$ Accommodations were not permitted for this assessment.
${ }^{3}$ Because of major changes to the framework and content of the grade 12 assessment, scores from 2005 and later assessment years cannot be compared with scores from earlier assessment years. Therefore, this table does not include scores from the earlier grade 12 assessment years (1990, 1992, 1996, and 2000). For data pertaining to scale score comparisons between earlier years, see the Digest of Education Statistics 2009 table 138 (https://nces.ed.gov/programs/digest/d09/tables/dt09 138.asp)

NOTE: For the grade 4 and grade 8 assessments, the scale ranges from 0 to 500 . For the grade 12 assessment, the scale ranges from 0 to 300. Includes public, private, Bureau of Indian Education, and Department of Defense Education Activity schools. For 1996 and later years, includes students tested with accommodations (3 to 14 percent of all students, depending on grade level and year); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations ( 1 to 4 percent of all students). Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019 Mathematics Assessments, retrieved November 6, 2019, from the Main NAEP Data Explorer (https://nces.ed.gov/nationsreportcard/ naepdata). (This table was prepared November 2019.)

Table 222.20. Percentage of students at or above selected National Assessment of Educational Progress (NAEP) mathematics achievement levels, by grade and selected student characteristics: Selected years, 2005 through 2019
[Standard errors appear in parentheses]


## -Not available.

$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
NAEP Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.
${ }^{2}$ NAEP Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
students tested with accommodations (3 to 14 percent of all students, depending on grade level and year); excludes only
those students with disabilities and English language learners who were unable to be tested even with accommodations 1 to 4 percent of all students). Race categories exclude persons of Hispanic ethnicity. Prior to 2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019 Mathematics Assessments, retrieved November 8 ,
2019, from the Main NAEP Data Explorer (https.///nces.ed. gov//nationsreportcard/naedatal 2019, from the Main NAEP Data Explorer (https://nces.ed.gov/nationsreportcard/naepdata). (This table was prepared November 2019.)

Table 222.50. Average National Assessment of Educational Progress (NAEP) mathematics scale score of 4th-grade public school students, by state: Selected years, 1992 through 2019

| State |  | $1992{ }^{1}$ |  | $1996{ }^{2}$ |  | 2000 |  | 2003 |  | 2005 |  | 2007 |  | 2009 |  | 2011 |  | 2013 |  | 2015 |  | 2017 |  | 2019 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| United States | 219 | (0.8) | 222 | (1.0) | 224 | (1.0) | 234 | (0.2) | 237 | (0.2) | 239 | (0.2) | 239 | (0.2) | 240 | (0.2) | 241 | (0.2) | 240 | (0.3) | 239 | (0.2) | 240 | (0.2) |
| Alabama | 208 | (1.6) | 212 | (1.2) | 217 | (1.2) | 223 | (1.2) | 225 | (0.9) | 229 | (1.3) | 228 | (1.1) | 231 | (1.0) | 233 | (1.0) | 231 | (0.9) | 232 | (1.0) | 230 | (1.0) |
| Alaska ${ }^{3}$ |  | ( $\dagger$ ) | 224 | (1.3) |  | ( $\dagger$ ) | 233 | (0.8) | 236 | (1.0) | 237 | (1.0) | 237 | (0.9) | 236 | (0.9) | 236 | (0.8) | 236 | (1.1) | 230 | (0.9) | 232 | (0.7) |
| Arizona | 215 | (1.1) | 218 | (1.7) | 219 | (1.3) | 229 | (1.1) | 230 | (1.1) | 232 | (1.0) | 230 | (1.1) | 235 | (1.1) | 240 | (1.2) | 238 | (1.0) | 234 | (1.1) | 238 | (0.8) |
| Arkansas ${ }^{3}$ | 210 | (0.9) | 216 | (1.5) | 216 | (1.1) | 229 | (0.9) | 236 | (0.9) | 238 | (1.1) | 238 | (0.9) | 238 | (0.8) | 240 | (0.9) | 235 | (0.8) | 234 | (0.9) | 233 | (1.0) |
| California ${ }^{4}$ | 208 | (1.6) | 209 | (1.8) | 213 | (1.6) | 227 | (0.9) | 230 | (0.6) | 230 | (0.7) | 232 | (1.2) | 234 | (1.4) | 234 | (1.2) | 232 | (1.4) | 232 | (1.2) | 235 | (0.8) |
| Colorado | 221 | (1.0) | 226 | (1.0) | - | ( $\dagger$ | 235 | (1.0) | 239 | (1.1) | 240 | (1.0) | 243 | (1.0) | 244 | (0.9) | 247 | (0.8) | 242 | (1.0) | 241 | (1.1) | 242 | (0.9) |
| Connecticut | 227 | (1.1) | 232 | (1.1) | 234 | (1.1) | 241 | (0.8) | 242 | (0.8) | 243 | (1.1) | 245 | (1.0) | 242 | (1.3) | 243 | (0.9) | 240 | (0.9) | 239 | (1.1) | 243 | (0.8) |
| Delaware | 218 | (0.8) | 215 | (0.6) | - | ( $\dagger)$ | 236 | (0.5) | 240 | (0.5) | 242 | (0.4) | 239 | (0.5) | 240 | (0.6) | 243 | (0.7) | 239 | (0.6) | 236 | (0.8) | 239 | (0.7) |
| District of Columbia | 193 | (0.5) | 187 | (1.1) | 192 | (1.1) | 205 | (0.7) | 211 | (0.8) | 214 | (0.8) | 219 | (0.7) | 222 | (0.7) | 229 | (0.7) | 231 | (0.6) | 231 | (0.7) | 235 | (0.7) |
| Florida | 214 | (1.5) | 216 | (1.2) |  | ( $\dagger$ | 234 | (1.1) | 239 | (0.7) | 242 | (0.8) | 242 | (1.0) | 240 | (0.8) | 242 | (0.8) | 243 | (1.0) | 246 | (0.7) | 246 | (0.8) |
| Georgia | 216 | (1.2) | 215 | (1.5) | 219 | (1.1) | 230 | (1.0) | 234 | (1.0) | 235 | (0.8) | 236 | (0.9) | 238 | (0.7) | 240 | (1.0) | 236 | (1.2) | 236 | (1.1) | 238 | (1.0) |
| Hawaii | 214 | (1.3) | 215 | (1.5) | 216 | (1.0) | 227 | (1.0) | 230 | (0.8) | 234 | (0.8) | 236 | (1.1) | 239 | (0.7) | 243 | (0.8) | 238 | (0.9) | 238 | (0.8) | 239 | (0.7) |
| Idaho ${ }^{4}$ | 222 | (1.0) |  | ( $\dagger$ | 224 | (1.4) | 235 | (0.7) | 242 | (0.7) | 241 | (0.7) | 241 | (0.8) | 240 | (0.6) | 241 | (0.9) | 239 | (0.9) | 240 | (0.9) | 242 | (0.9) |
| Illinois ${ }^{4}$ |  | ( $\dagger$ |  | ( $\dagger$ | 223 | (1.9) | 233 | (1.1) | 233 | (1.0) | 237 | (1.1) | 238 | (1.0) | 239 | (1.1) | 239 | (1.2) | 237 | (1.2) | 238 | (1.0) | 237 | (1.2) |
| Indiana ${ }^{4}$ | 221 | (1.0) | 229 | (1.0) | 233 | (1.1) | 238 | (0.9) | 240 | (0.8) | 245 | (0.8) | 243 | (0.9) | 244 | (1.0) | 249 | (0.9) | 248 | (1.1) | 247 | (1.1) | 245 | (1.1) |
| lowa ${ }^{3,4}$ | 230 | (1.0) | 229 | (1.1) | 231 | (1.2) | 238 | (0.7) | 240 | (0.7) | 243 | (0.8) | 243 | (0.8) | 243 | (0.8) | 246 | (0.9) | 243 | (0.9) | 243 | (1.1) | 241 | (1.1) |
| Kansas ${ }^{4}$ | - | ( $\dagger$ | - | ( $\dagger$ | 232 | (1.6) | 242 | (1.0) | 246 | (1.0) | 248 | (0.9) | 245 | (1.0) | 246 | (0.9) | 246 | (0.8) | 241 | (1.0) | 241 | (0.9) | 239 | (0.8) |
| Kentucky | 215 | (1.0) | 220 | (1.1) | 219 | (1.4) | 229 | (1.1) | 231 | (0.9) | 235 | (0.9) | 239 | (1.1) | 241 | (0.8) | 241 | (0.9) | 242 | (1.1) | 239 | (0.9) | 239 | (1.1) |
| Louisiana | 204 | (1.5) | 209 | (1.1) | 218 | (1.4) | 226 | (1.0) | 230 | (0.9) | 230 | (1.0) | 229 | (1.0) | 231 | (1.0) | 231 | (1.2) | 234 | (1.1) | 229 | (1.2) | 231 | (1.1) |
| Maine ${ }^{4}$ | 232 | (1.0) | 232 | (1.0) | 230 | (1.0) | 238 | (0.7) | 241 | (0.8) | 242 | (0.8) | 244 | (0.8) | 244 | (0.7) | 246 | (0.7) | 242 | (0.8) | 240 | (0.9) | 241 | (1.0) |
| Maryland | 217 | (1.3) | 221 | (1.6) | 222 | (1.2) | 233 | (1.3) | 238 | (1.0) | 240 | (0.9) | 244 | (0.9) | 247 | (0.9) | 245 | (1.3) | 239 | (1.0) | 241 | (1.1) | 239 | (1.2) |
| Massachuse | 227 | (1.2) | 229 | (1.3) | 233 | (1.2) | 242 | (0.8) | 247 | (0.8) | 252 | (0.8) | 252 | (0.9) | 253 | (0.8) | 253 | (1.0) | 251 | (1.2) | 249 | (1.0) | 247 | (1.1) |
| Michigan ${ }^{3,4}$ | 220 | (1.7) | 226 | (1.3) | 229 | (1.6) | 236 | (0.9) | 238 | (1.2) | 238 | (1.3) | 236 | (1.0) | 236 | (1.1) | 237 | (1.1) | 236 | (1.2) | 236 | (1.3) | 236 | (1.2) |
| Minnesota ${ }^{4}$ | 228 | (0.9) | 232 | (1.1) | 234 | (1.3) | 242 | (0.9) | 246 | (1.0) | 247 | (1.0) | 249 | (1.1) | 249 | (0.9) | 253 | (1.1) | 250 | (1.2) | 249 | (1.2) | 248 | (1.0) |
| Mississippi | 202 | (1.1) | 208 | (1.2) | 211 | (1.1) | 223 | (1.0) | 227 | (0.9) | 228 | (1.0) | 227 | (1.0) | 230 | (0.9) | 231 | (0.7) | 234 | (0.9) | 235 | (0.8) | 241 | (0.8) |
| Missouri | 222 | (1.2) | 225 | (1.1) | 228 | (1.2) | 235 | (0.9) | 235 | (0.9) | 239 | (0.9) | 241 | (1.2) | 240 | (0.9) | 240 | (0.8) | 239 | (0.9) | 240 | (1.1) | 238 | (1.0) |
| Montana ${ }^{3,4}$ |  | ( $\dagger$ | 228 | (1.2) | 228 | (1.7) | 236 | (0.8) | 241 | (0.8) | 244 | (0.8) | 244 | (0.7) | 244 | (0.6) | 244 | (0.6) | 241 | (0.7) | 241 | (0.8) | 241 | (0.8) |
| Nebraska | 225 | (1.2) | 228 | (1.2) | 225 | (1.8) | 236 | (0.8) | 238 | (0.9) | 238 | (1.1) | 239 | (1.0) | 240 | (1.0) | 243 | (1.0) | 244 | (0.9) | 246 | (0.9) | 244 | (0.7) |
| Nevada ${ }^{3}$ |  | (t) | 218 | (1.3) | 220 | (1.0) | 228 | (0.8) | 230 | (0.8) | 232 | (0.9) | 235 | (0.9) | 237 | (0.8) | 236 | (0.8) | 234 | (1.1) | 232 | (1.2) | 236 | (0.8) |
| New Hampshire | 230 | (1.2) |  | ( $\dagger$ | - | ( $\dagger$ ) | 243 | (0.9) | 246 | (0.8) | 249 | (0.8) | 251 | (0.8) | 252 | (0.6) | 253 | (0.8) | 249 | (0.8) | 245 | (0.9) | 245 | (0.8) |
| New Jersey ${ }^{3}$ | 227 | (1.5) | 227 | (1.5) | - | ( $\dagger$ ) | 239 | (1.1) | 244 | (1.1) | 249 | (1.1) | 247 | (1.0) | 248 | (0.9) | 247 | (1.1) | 245 | (1.2) | 248 | (1.3) | 246 | (1.1) |
| New Mexico | 213 | (1.4) | 214 | (1.8) | 213 | (1.5) | 223 | (1.1) | 224 | (0.8) | 228 | (0.9) | 230 | (1.0) | 233 | (0.8) | 233 | (0.7) | 231 | (0.8) | 230 | (0.8) | 231 | (0.8) |
| New York ${ }^{3,4}$ | 218 | (1.2) | 223 | (1.2) | 225 | (1.4) | 236 | (0.9) | 238 | (0.9) | 243 | (0.8) | 241 | (0.7) | 238 | (0.8) | 240 | (1.0) | 237 | (0.9) | 236 | (1.0) | 237 | (1.1) |
| North Carolina | 213 | (1.1) | 224 | (1.2) | 230 | (1.1) | 242 | (0.8) | 241 | (0.9) | 242 | (0.8) | 244 | (0.8) | 245 | (0.7) | 245 | (0.9) | 244 | (1.0) | 241 | (1.0) | 241 | (1.0) |
| North Dakota | 229 | (0.8) | 231 | (1.2) | 230 | (1.2) | 238 | (0.7) | 243 | (0.5) | 245 | (0.5) | 245 | (0.6) | 245 | (0.4) | 246 | (0.5) | 245 | (0.5) | 244 | (0.7) | 243 | (0.7) |
| Ohio ${ }^{4}$ | 219 | (1.2) |  | (t) | 230 | (1.5) | 238 | (1.0) | 242 | (1.0) | 245 | (1.0) | 244 | (1.1) | 244 | (0.8) | 246 | (1.1) | 244 | (1.2) | 241 | (1.0) | 241 | (1.0) |
| Oklahoma | 220 | (1.0) | - | ( $\dagger$ | 224 | (1.0) | 229 | (1.0) | 234 | (1.0) | 237 | (0.8) | 237 | (0.9) | 237 | (0.8) | 239 | (0.7) | 240 | (1.0) | 237 | (0.9) | 237 | (0.8) |
| Oregon ${ }^{4}$ |  | ( $\dagger$ ) | 223 | (1.4) | 224 | (1.8) | 236 | (0.9) | 238 | (0.8) | 236 | (1.0) | 238 | (0.9) | 237 | (0.9) | 240 | (1.3) | 238 | (1.1) | 233 | (1.1) | 236 | (1.0) |
| Pennsylvania ${ }^{3}$ | 224 | (1.3) | 226 | (1.2) |  | ( $\dagger$ ) | 236 | (1.1) | 241 | (1.2) | 244 | (0.8) | 244 | (1.1) | 246 | (1.1) | 244 | (1.0) | 243 | (1.4) | 242 | (1.0) | 244 | (1.1) |
| Rhode Island | 215 | (1.5) | 220 | (1.4) | 224 | (1.1) | 230 | (1.0) | 233 | (0.9) | 236 | (0.9) | 239 | (0.8) | 242 | (0.7) | 241 | (0.8) | 238 | (0.7) | 238 | (0.7) | 239 | (0.8) |
| South Carolina ${ }^{3}$ | 212 | (1.1) | 213 | (1.3) | 220 | (1.4) | 236 | (0.9) | 238 | (0.9) | 237 | (0.8) | 236 | (0.9) | 237 | (1.0) | 237 | (1.0) | 237 | (1.1) | 234 | (1.0) | 237 | (1.1) |
| South Dakota |  | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 237 | (0.7) | 242 | (0.5) | 241 | (0.7) | 242 | (0.5) | 241 | (0.6) | 241 | (0.5) | 240 | (0.7) | 242 | (0.8) | 241 | (0.7) |
| Tennessee | 211 | (1.4) | 219 | (1.4) | 220 | (1.4) | 228 | (1.0) | 232 | (1.2) | 233 | (0.9) | 232 | (1.1) | 233 | (0.9) | 240 | (0.9) | 241 | (1.1) | 237 | (1.0) | 240 | (1.0) |
| Texas | 218 | (1.2) | 229 | (1.4) | 231 | (1.1) | 237 | (0.9) | 242 | (0.6) | 242 | (0.7) | 240 | (0.7) | 241 | (1.1) | 242 | (0.9) | 244 | (1.3) | 241 | (1.2) | 244 | (1.0) |
| Utah | 224 | (1.0) | 227 | (1.2) | 227 | (1.3) | 235 | (0.8) | 239 | (0.8) | 239 | (0.9) | 240 | (1.0) | 243 | (0.8) | 243 | (0.9) | 243 | (1.0) | 242 | (1.0) | 244 | (1.0) |
| Vermont ${ }^{\text {3,4 }}$ | - |  | 225 | (1.2) | 232 | (1.6) | 242 | (0.8) | 244 | (0.5) | 246 | (0.5) | 248 | (0.4) | 247 | (0.5) | 248 | (0.6) | 243 | (0.7) | 241 | (0.7) | 239 | (0.7) |
| Virginia | 221 | (1.3) | 223 | (1.4) | 230 | (1.0) | 239 | (1.1) | 240 | (0.9) | 244 | (0.9) | 243 | (1.0) | 245 | (0.8) | 246 | (1.1) | 247 | (1.3) | 248 | (1.0) | 247 | (1.2) |
| Washington | - | ( $\dagger$ ) | 225 | (1.2) | - | ( $\dagger$ ) | 238 | (1.0) | 242 | (0.9) | 243 | (1.0) | 242 | (0.8) | 243 | (0.9) | 246 | (1.1) | 245 | (1.3) | 242 | (1.3) | 240 | (1.2) |
| West Virginia | 215 | (1.1) | 223 | (1.0) | 223 | (1.3) | 231 | (0.8) | 231 | (0.7) | 236 | (0.9) | 233 | (0.8) | 235 | (0.7) | 237 | (0.8) | 235 | (0.8) | 236 | (1.0) | 231 | (0.9) |
| Wisconsin | 229 | (1.1) | 231 | (1.0) |  | ( $\dagger$ | 237 | (0.9) | 241 | (0.9) | 244 | (0.9) | 244 | (0.9) | 245 | (0.8) | 245 | (1.0) | 243 | (1.1) | 240 | (0.9) | 242 | (1.1) |
| Wyoming | 225 | (0.9) | 223 | (1.4) | 229 | (1.1) | 24 | (0.6) | 243 | (0.6) | 244 | (0.5) | 242 | (0.6) | 244 | (0.4) | 24 | (0.4) | 24 | (0.6) | 248 | (0.6) | 246 | (0.7) |
| Department of Defense Education Activity (DoDEA) ${ }^{5}$ | - | ( $\dagger$ ) | 224 | (0.6) | 227 | (0.6) | 237 | (0.4) | 239 | (0.5) | 240 | (0.4) | 240 | (0.5) | 241 | (0.4) | 245 | (0.4) | 248 | (0.5) | 249 | (0.5) | 250 | (0.5) |

-Not available.
$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met. Participation rates fell below the required standards for reporting.
${ }^{1}$ Accommodations were not permitted for this assessment.
${ }^{2}$ The 1996 data in this table do not include students who were tested with accommodations Data for students tested with accommodations are not available at the state level for 1996. ${ }^{3}$ Did not meet one or more of the guidelines for school participation in 1996. Data are subject to appreciable nonresponse bias.
${ }^{4}$ Did not meet one or more of the guidelines for school participation in 2000. Data are subject to appreciable nonresponse bias.
${ }^{5}$ Prior to 2005, NAEP divided the DoDEA schools into two jurisdictions, domestic and overseas. In 2005, NAEP began combining the domestic and overseas schools into a
single jurisdiction. Data shown in this table for years prior to 2005 were recalculated for comparability.
NOTE: Scale ranges from 0 to 500. State-level data for 1990 are not available. Table does not include private schools, Bureau of Indian Education schools, or (except in the final row) DoDEA schools. For 2000 and later years, includes public school students who were tested with accommodations; excludes only those students with disabilities (SD) and English language learners (ELL) who were unable to be tested even with accommodations. SD and ELL populations, accommodation rates, and exclusion rates vary from state to state. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1996, 2000, 2003, 2005, 2007, 2009 , 2011, 2013, 2015, 2017, and 2019 Mathematics Assessments, retrieved October 30, 2019, from the Main NAEP Data Explorer (https://nces.ed.gov/nationsreportcard/naepdata/). (This table was prepared November 2019.)

Table 222.60. Average National Assessment of Educational Progress (NAEP) mathematics scale score of 8th-grade public school students, by state: Selected years, 1990 through 2019


## -Not available.

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met. Participation rates fell below the required standards for reporting.
Accommodations were not permitted for this assessment.
${ }^{2}$ The 1996 data in this table do not include students who were tested with accommodations. Data for students tested with accommodations are not available at the state level for 1996.
${ }^{3}$ Did not meet one or more of the guidelines for school participation in 1996. Data are subject to appreciable nonresponse bias.
${ }^{4}$ Did not meet one or more of the guidelines for school participation in 2000. Data are subject to appreciable nonresponse bias.
${ }^{5}$ Prior to 2005, NAEP divided the DoDEA schools into two jurisdictions, domestic and overseas. In 2005, NAEP began combining the domestic and overseas schools into a
single jurisdiction. Data shown in this table for years prior to 2005 were recalculated for comparability.
NOTE: Scale ranges from 0 to 500. Table does not include private schools, Bureau of Indian Education schools, or (except in the final row) DoDEA schools. For 2000 and later years, includes public school students who were tested with accommodations; excludes only those students with disabilities (SD) and English language learners (ELL) who were unable to be tested even with accommodations. SD and ELL populations, accommodation rates, and exclusion rates vary from state to state.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, 2003, 2005, 2007 2009, 2011, 2013, 2015, 2017, and 2019 Mathematics Assessments, retrieved October 30, 2019, from the Main NAEP Data Explorer (https://nces.ed.gov/nationsreportcard/ naepdata). (This table was prepared November 2019.)

Table 223.10. Average National Assessment of Educational Progress (NAEP) science scale score, standard deviation, and percentage of students attaining science achievement levels, by grade level, selected student and school characteristics, and percentile: 2009, 2011, and 2015

| Selected characteristic, percentile, and achievement level | Grade 4 |  |  |  |  |  | Grade 8 |  |  |  |  |  | Grade 12 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2009 |  | 011 |  | 2015 |  | 2009 |  | 2011 |  | 2015 |  | 2009 |  | 211 |  | 2015 |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Average science scale score ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All students |  | (0.3) |  | ( $\dagger$ | 154 | (0.3) | 150 | (0.3) | 152 | (0.3) | 154 | (0.3) | 150 | (0.8) | - | ( $\dagger$ | 150 | (0.6) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 151 | (0.3) | - | ( $\dagger$ ) | 154 | (0.4) | 152 | (0.4) | 154 | (0.3) | 155 | (0.3) | 153 | (0.9) | - | ( $\dagger$ | 153 | (0.8) |
| Female | 149 | (0.3) | - | (t) | 154 | (0.3) | 148 | (0.3) | 149 | (0.3) | 152 | (0.4) | 147 | (0.9) | - | ( $\dagger$ ) | 148 | (0.7) |
| Gap between male and female score | 1 | (0.4) | - | ( $\dagger$ ) | 1 | (0.5) | 4 | (0.5) |  | (0.5) | 3 | (0.5) | 6 | (1.3) | - | ( $\dagger$ ) | 5 | (1.0) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 163 | (0.2) | - | ( $\dagger$ ) | 166 | (0.3) | 162 | (0.2) | 163 | (0.2) | 166 | (0.3) | 159 | (0.7) | - | ( $\dagger$ | 160 | (0.7) |
| Black | 127 | (0.4) | - | (t) | 133 | (0.4) | 126 | (0.4) | 129 | (0.5) | 132 | (0.5) | 125 | (1.2) | - | ( $\dagger$ ) | 125 | (1.5) |
| Hispanic | 131 | (0.5) | - | (t) | 139 | (0.7) | 132 | (0.6) | 137 | (0.5) | 140 | (0.5) | 134 | (1.3) | - | ( $\dagger$ ) | 136 | (1.0) |
| Asian/Pacific Islander | 160 | (1.2) | - | (t) | 167 | (1.4) | 160 | (1.0) | 159 | (1.3) | 164 | (0.9) | 164 | (3.0) | - | ( $\dagger$ | 166 | (2.3) |
| Asian | - | (t) | - | ( $\dagger$ ) | 169 | (1.4) | - | ( $\dagger$ ) |  | (1.3) | 166 | (0.9) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 167 | (2.3) |
| Pacific Islander | - | ( $\dagger$ ) | - | (t) | 143 | (2.2) | - | (t) |  | (1.9) | 138 | (2.5) | - | (t) | - | ( $\dagger$ ) | $\ddagger$ | ( + |
| American Indian/Alaska Native | 135 | (1.3) | - | ( $\dagger$ ) | 139 | (1.5) | 137 | (1.4) |  | (1.4) | 139 | (1.6) | 144 | (3.7) | - | ( $\dagger$ | 135 | (5.3) |
| Two or more races ${ }^{2}$ | 154 | (1.1) | - | ( $\dagger$ ) | 158 | (1.0) | 151 | (1.2) |  | (1.3) | 159 | (1.3) | 151 | (3.7) | - | ( $\dagger$ ) | 156 | (2.5) |
| Gap between White and Black score | 36 | (0.4) | - | ( $\dagger$ ) | 33 | (0.5) | 36 | (0.5) | 35 | (0.6) | 34 | (0.5) | 34 | (1.4) | - | ( $\dagger$ | 36 | (1.6) |
| Gap between White and Hispanic score | 32 | (0.6) | - | ( $\dagger$ ) | 27 | (0.7) | 30 | (0.6) | 27 | (0.6) | 26 | (0.6) | 25 | (1.5) | - | ( $\dagger$ ) | 24 | (1.2) |
| English language learner (ELL) status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 114 | (0.8) | - | ( $\dagger$ ) | 121 | (1.0) | 103 | (1.0) | 106 | (1.2) | 110 | (1.1) | 104 | (2.4) | - | ( $\dagger$ | 105 | (2.7) |
| Non-ELL | 154 | (0.2) | - | ( $\dagger$ ) | 158 | (0.3) | 153 | (0.3) | 154 | (0.2) | 157 | (0.3) | 151 | (0.8) | - | (t) | 152 | (0.5) |
| Gap between ELL and non-ELL score | 39 | (0.8) | - | ( $\dagger$ ) | 36 | (1.0) | 49 | (1.0) |  | (1.3) | 46 | (1.2) | 47 | (2.6) | - | ( $\dagger$ | 47 | (2.7) |
| Disability status ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Identified as student with disability (SD) | 129 | (0.6) | - | ( $\dagger$ ) | 131 | (0.6) | 123 | (0.5) | 124 | (0.6) | 124 | (0.6) | 121 | (1.8) | - | ( $\dagger$ | 124 | (1.8) |
| Not identified as SD | 153 | (0.3) | - | ( $\dagger$ ) | 157 | (0.3) | 153 | (0.3) | 155 | (0.3) | 158 | (0.3) | 153 | (0.8) | - | ( + | 153 | (0.6) |
| Gap between SD and non-SD score | 23 | (0.7) |  | ( $\dagger$ ) | 26 | (0.7) | 31 | (0.6) |  | (0.7) | 34 | (0.7) | 31 | (2.0) | - | ( $\dagger$ ) | 29 | (1.9) |
| Highest education level of either parent |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Graduated high school | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - |  | 139 | (0.4) | 140 | (0.4) | 142 | (0.5) | 138 | (1.2) | - | ( $\dagger$ ) | 136 | (1.2) |
| Some education after high school | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 152 | (0.4) | 153 | (0.4) | 155 | (0.5) | 147 | (0.9) | - | (t) | 148 | (0.9) |
| Graduated college | - | ( $\dagger$ ) |  | ( $\dagger$ ) | - | ( $\dagger$ ) | 161 | (0.4) | 162 | (0.3) | 165 | (0.3) | 161 | (0.7) | - | ( $\dagger$ ) | 162 | (0.7) |
| Percent of students in school eligible for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $0-25$ percent eligible (low poverty) | 167 | (0.4) | - | ( $\dagger$ ) | 172 | (0.6) | 165 | (0.5) | 167 | (0.4) | 170 | (0.6) | 163 | (1.2) | - | ( $\dagger$ | 165 | (1.1) |
| 26-50 percent eligible | 155 | (0.5) | - | ( $\dagger$ ) | 161 | (0.7) | 154 | (0.5) | 157 | (0.5) | 161 | (0.5) | 148 | (1.1) | - | (t) | 154 | (1.0) |
| 51-75 percent eligible | 144 | (0.5) | - | ( $\dagger$ ) | 151 | (0.7) | 141 | (0.6) | 146 | (0.5) | 150 | (0.6) | 136 | (1.7) | - | ( $\dagger$ ) | 143 | (1.1) |
| 76-100 percent eligible (high poverty) | 126 | (0.6) | - | (t) | 134 | (0.6) | 124 | (0.7) | 129 | (0.7) | 134 | (0.8) | 124 | (2.1) | - | ( $\dagger$ ) | 126 | (1.7) |
| Gap between low- and high-poverty score | 41 | (0.8) | - | ( $\dagger$ ) | 38 | (0.8) | 41 | (0.9) | 38 | (0.8) | 36 | (1.0) | 38 | (2.5) | - | ( $\dagger$ ) | 39 | (2.0) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | 142 | (0.6) | - | ( $\dagger$ ) | 148 | (0.6) | 142 | (0.6) | 144 | (0.6) | 148 | (0.6) | 146 | (1.8) | - | ( $\dagger$ | 145 | (1.2) |
| Suburban | 154 | (0.4) | - | ( $\dagger$ ) | 157 | (0.6) | 154 | (0.5) | 155 | (0.5) | 158 | (0.4) | 154 | (1.4) | - | (t) | 153 | (1.0) |
| Town | 150 | (0.6) | - | ( $\dagger$ ) | 153 | (0.8) | 149 | (1.0) | 153 | (0.7) | 154 | (0.7) | 150 | (1.2) | - | (t) | 150 | (2.1) |
| Rural | 155 | (0.5) | - | ( $\dagger$ ) | 157 | (0.7) | 154 | (0.4) | 156 | (0.5) | 156 | (0.6) | 150 | (1.2) | - | ( $\dagger$ ) | 152 | (1.3) |
| Percentile ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10th | 104 | (0.6) | - | ( $\dagger$ | 108 | (0.6) | 103 | (0.6) | 106 | (0.5) | 109 | (0.6) | 104 | (1.2) | - | ( $\dagger$ | 103 | (1.0) |
| 25th | 128 | (0.4) | - | ( $\dagger$ ) | 132 | (0.4) | 128 | (0.4) | 131 | (0.4) | 133 | (0.5) | 126 | (0.8) | - | (t) | 126 | (0.9) |
| 50th | 153 | (0.3) | - | ( $\dagger$ ) | 157 | (0.4) | 153 | (0.3) | 155 | (0.3) | 157 | (0.4) | 151 | (1.1) | - | (t) | 151 | (0.6) |
| 75th | 175 | (0.3) | - | ( $\dagger$ ) | 178 | (0.3) | 175 | (0.2) | 176 | (0.4) | 178 | (0.4) | 174 | (1.0) | - | ( + | 176 | (0.6) |
| 90th | 192 | (0.3) | - | ( $\dagger$ ) | 196 | (0.4) | 192 | (0.3) | 193 | (0.4) | 195 | (0.3) | 194 | (1.0) | - | ( $\dagger$ ) | 196 | (0.6) |
|  | Standard deviation of the science scale score ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All students | 35 | (0.2) | - | ( $\dagger$ | 35 | (0.2) | 35 | (0.2) |  | (0.2) | 34 | (0.2) | 35 | (0.4) | - | ( $\dagger$ | 36 | (0.4) |
|  | Percent of students attaining science achievement levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Achievement level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Below Basic | 28 | (0.3) | - | ( $\dagger$ ) | 24 | (0.3) | 37 | (0.4) | 35 | (0.3) | 32 | (0.4) | 40 | (1.0) | - | ( $\dagger$ | 40 | (0.7) |
| At or above Basic ${ }^{6}$ | 72 | (0.3) | - | ( $\dagger$ ) | 76 | (0.3) | 63 | (0.4) | 65 | (0.3) | 68 | (0.4) | 60 | (1.0) | - | ( + | 60 | (0.7) |
| At or above Proficient ${ }^{7}$ | 34 | (0.3) | - | ( $\dagger$ ) | 38 | (0.4) | 30 | (0.3) | 32 | (0.4) | 34 | (0.4) | 21 | (0.8) | - | ( + | 22 | (0.6) |
| At Advanced ${ }^{8}$ | 1 | (0.1) | - | (t) | 1 | (0.1) | 2 | (0.1) | 2 | (0.1) | 2 | (0.1) | 1 | (0.2) | - | ( $\dagger$ | 2 | (0.2) |

-Not available.
$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ Scale ranges from 0 to 300 for all three grades, but scores cannot be compared across grades. For example, the average score of 166 for White 4th-graders in 2015 does not denote higher performance than the score of 160 for White 12th-graders.
"Prior to 2011, students in the "Two or more races" category were categorized as "Unclassified."
${ }^{3}$ The student with disability (SD) variable used in this table includes students who have a 504 plan, even if they do not have an Individualized Education Plan (IEP).
${ }^{4}$ The percentile represents a specific point on the percentage distribution of all students ranked by their science score from low to high. For example, 10 percent of students scored at or below the 10th percentile score, while 90 percent of students scored above it ${ }^{5}$ The standard deviation provides an indication of how much the test scores varied. The lower the standard deviation, the closer the scores were clustered around the average score. About two-thirds of the student scores can be expected to fall within the range of one standard deviation above and one standard deviation below the average score. In 2015, for example, the average score for all 4th-graders was 154, and the standard
deviation was 35 . This means that one would expect about two-thirds of the students to have scores between 189 (one standard deviation above the average) and 119 (one standard deviation below). Standard errors also must be taken into account when making comparisons of these ranges.
${ }^{6}$ Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work.
${ }^{7}$ Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
${ }^{8}$ Advanced signifies superior performance.
NOTE: In 2011, only 8th-grade students were assessed in science. Includes students tested with accommodations ( 7 to 14 percent of all students, depending on grade level and year); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations ( 1 to 3 percent of all students). Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, and 2015 Science Assessments, retrieved January 10, 2017, from the Main NAEP Data Explorer (http://nces.ed.gov/ nationsreportcard/naepdata/). (This table was prepared January 2017.)

Table 224.10. Average National Assessment of Educational Progress (NAEP) music and visual arts scale scores of 8th-graders, percentage distribution by frequency of instruction at their school, and percentage participating in selected musical activities in school, by selected characteristics: 2016
[Standard errors appear in parentheses]


Table 224.70. Average National Assessment of Educational Progress (NAEP) technology and engineering literacy (TEL) overall and content area scale scores of 8th-graders and percentage of 8th-graders attaining TEL achievement levels, by selected student and school characteristics: 2018
[Standard errors appear in parentheses]

| Selected student or school characteristic | Average scale score ${ }^{1}$ |  |  |  |  |  |  |  | Percent attaining TEL achievement levels ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Overall TEL score |  | Content area |  |  |  |  |  | Below Basic ${ }^{3}$ |  | At or above $\mathrm{Basic}^{3}$ |  |  |  |  |  |  |  |  |  |
|  |  |  | Technology and society |  | Design and systems |  | Information and communication technology |  |  |  | Total at or above Basic ${ }^{3}$ |  | At Basic ${ }^{3}$ |  | At or above Proficient ${ }^{4}$ |  |  |  |  |  |
|  |  |  | Total at or above Proficient ${ }^{4}$ | At Proficient ${ }^{4}$ |  | At Advanced ${ }^{5}$ |  |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| All students | 152 | (0.6) | 152 | (0.7) |  |  | 153 | (0.8) | 153 | (0.7) | 16 | (0.6) | 84 | (0.6) | 38 | (0.7) | 46 | (0.8) | 42 | (0.7) | 5 | (0.3) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 150 | (0.7) | 151 | (0.7) | 152 | (0.9) | 149 | (0.7) | 18 | (0.7) | 82 | (0.7) | 38 | (0.8) | 44 | (0.9) | 40 | (0.9) | 4 | (0.4) |
| Female |  | (0.8) |  | (0.8) | 154 | (0.9) | 156 | (0.9) | 14 | (0.6) | 86 | (0.6) | 37 | (0.8) | 49 | (1.0) | 44 | (1.0) | 5 | (0.4) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 163 | (0.7) | 163 | (0.7) | 164 | (1.0) | 162 | (0.8) | 8 | (0.6) | 92 | (0.6) | 33 | (0.9) | 59 | (1.0) | 52 | (1.0) | 7 | (0.5) |
| Black | 132 | (1.1) | 132 | (1.1) | 131 | (1.3) | 133 | (1.3) | 32 | (1.4) | 68 | (1.4) | 44 | (1.4) | 23 | (1.3) | 23 | (1.2) | 1 | (0.3) |
| Hispanic | 139 | (0.8) | 139 | (0.9) | 141 | (1.0) | 140 | (0.9) | 24 | (0.9) | 76 | (0.9) | 45 | (1.0) | 31 | (1.0) | 29 | (1.0) | 2 | (0.3) |
| Asian | 169 | (2.0) | 167 | (2.4) | 168 | (2.4) | 172 | (2.7) | 8 | (1.0) | 92 | (1.0) | 25 | (2.7) | 66 | (2.8) | 53 | (2.4) | 13 | (1.4) |
| Pacific Islander | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| American Indian/Alaska Native | 133 | (6.2) | 135 | (6.4) | 135 | (5.7) | 131 | (5.0) | 33 | (6.6) | 67 | (6.6) | 38 | (4.2) | 29 | (5.8) | 27 | (5.6) | 2 | ( $\dagger$ ) |
| Two or more races |  | (1.9) |  | (2.2) | 156 | (2.7) | 157 | (2.0) | 13 | (1.9) | 87 | (1.9) | 34 | (2.9) | 53 | (3.2) | 48 | (3.3) | 5 | (1.2) |
| English language learner (ELL) status ELL | 106 | (1.3) | 109 | (1.4) | 106 | (1.8) | 106 | (1.5) | 61 | (2.1) | 39 | (2.1) | 34 | (2.1) | 5 | (0.9) | 5 | (0.9) | \# | ( $\dagger$ |
| Non-ELL |  | (0.6) |  | (0.7) | 156 | (0.8) | 156 | (0.7) | 13 | (0.6) | 87 | (0.6) | 38 | (0.7) | 49 | (0.8) | 44 | (0.7) | 5 | (0.3) |
| Disability status ${ }^{6}$ Identified as student with a disability (SD) | 118 | (1.1) | 120 | (1.1) | 120 | (1.4) | 117 | (1.3) | 48 | (1.4) | 52 | (1.4) | 39 | (1.5) | 13 | (1.2) | 13 | (1.1) | 1 | (0.2) |
| Not identified as SD | 157 | (0.6) | 157 | (0.6) | 158 | (0.8) | 158 | (0.7) | 11 | (0.5) | 89 | (0.5) | 37 | (0.7) | 51 | (0.8) | 46 | (0.7) | 5 | (0.3) |
| Access to desktop or laptop computer at home |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Yes | 156 | (0.6) | 155 | (0.6) | 156 | (0.8) | 156 | (0.7) | 13 | (0.5) | 87 | (0.5) | 37 | (0.7) | 50 | (0.8) | 44 | (0.7) | 5 | (0.3) |
| No | 134 | (1.1) |  | (1.1) | 134 | (1.4) | 134 | (1.0) | 31 | (1.5) | 69 | (1.5) | 43 | (1.5) | 26 | (1.4) | 25 | (1.4) | 1 | (0.4) |
| Access to Internet at home |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Yes | 153 | (0.7) | 153 | (0.6) | 154 | (0.8) | 154 | (0.7) | 15 | (0.6) | 85 | (0.6) | 37 | (0.7) | 47 |  | 42 | (0.7) | 5 | (0.3) |
| No |  | (2.0) |  | (2.2) |  | (2.9) | 126 | (2.2) | 38 | (3.0) | 62 | (3.0) | 41 | (3.4) | 21 |  | 21 | (2.9) | 1 | ( $\dagger$ ) |
| Highest education level of either parent ${ }^{7}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Did not finish high school | 138 | (1.3) | 138 | (1.3) | 138 | (1.5) |  | (1.5) |  | (1.9) |  |  | 47 |  | 29 |  | 28 |  | 1 |  |
| Graduated high school | 138 | (1.0) |  | (1.0) | 139 | (1.3) | 138 | (1.0) | 26 | (1.4) |  | (1.4) | 45 | (1.6) | 29 | (1.2) | 28 | (1.2) | 1 | (0.4) |
| Some education after high school | 151 | (1.1) |  | (1.2) | 152 | (1.5) | 152 | (1.2) | 14 | (0.9) | 86 | (0.9) | 42 | (1.4) | 44 | (1.7) | 41 | (1.6) | 3 | (0.7) |
| Graduated college | 163 | (0.7) |  | (0.7) | 163 | (1.0) | 163 | (0.8) | 9 | (0.5) | 91 | (0.5) | 32 | (0.8) | 59 | (0.9) | 51 | (0.9) | 7 | (0.5) |
| Percent of students in school eligible for free or reduced-price lunch ${ }^{8}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 to 25 percent eligible | 170 | (1.4) | 169 | (1.8) | 169 | (1.8) | 170 | (1.7) | 6 | (0.8) | 94 | (0.8) | 27 | (1.7) | 67 | (2.0) | 57 | (1.8) | 10 | (1.2) |
| 26 to 50 percent eligible | 157 | (1.3) | 157 | (1.5) | 159 | (1.7) | 157 | (1.4) | 12 | (0.9) | 88 | (0.9) | 37 | (1.4) | 51 | (1.9) | 46 | (1.5) | 5 | (0.7) |
| 51 to 75 percent eligible | 148 | (1.0) | 148 | (0.9) | 148 | (1.2) | 148 | (1.1) | 17 | (1.1) | 83 | (1.1) | 42 | (1.3) | 41 | (1.5) | 39 | (1.4) | 2 | (0.4) |
| 76 to 100 percent eligible |  | (1.2) |  | (1.3) | 134 | (1.5) | 135 | (1.4) | 30 | (1.4) | 70 | (1.4) | 45 | (1.2) | 26 | (1.2) | 25 | (1.1) | 1 | (0.3) |
| School control ${ }^{9}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public | 151 | (0.7) | 151 | (0.7) | 151 | (0.8) | 151 | (0.7) | 17 | (0.6) | 83 | (0.6) | 38 | (0.7) | 45 | (0.9) | 40 | (0.8) | 4 | (0.3) |
| Private |  | ( $\dagger$ ) |  |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | 147 | (1.4) | 148 | (1.3) | 148 | (1.6) | 148 | (1.5) | 21 | (1.2) | 79 | (1.2) | 38 | (1.2) | 42 | (1.8) | 37 | (1.5) | 4 | (0.5) |
| Suburb | 156 | (0.8) | 156 | (1.0) | 156 | (0.9) | 157 | (0.9) | 13 | (0.7) | 87 | (0.7) | 36 | (1.0) | 51 | (1.2) | 45 | (1.1) | 6 | (0.5) |
| Town | 153 | (2.6) | 153 | (2.3) | 156 | (2.8) | 153 | (2.6) | 14 | (2.4) | 86 | (2.4) | 41 | (1.8) | 46 | (3.1) | 42 | (2.4) | 4 | (1.1) |
| Rural | 152 | (1.7) | 153 | (2.0) | 153 | (2.5) | 152 | (1.8) | 15 | (1.2) | 85 | (1.2) | 40 | (1.5) | 45 | (2.1) | 41 | (1.7) | 4 | (0.8) |

## $\dagger$ Not applicable.

\#Rounds to zero.
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate) or the standard error could not be accurately determined.
${ }^{1}$ Scale ranges from 0 to 300.
${ }^{2}$ TEL achievement levels are for performance on the TEL assessment overall, rather than performance on any specific content area.
${ }^{3}$ Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.
${ }^{4}$ Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
${ }^{5}$ Advanced signifies superior performance.
${ }^{6}$ In addition to students with an Individualized Education Program (IEP), also includes students with a 504 plan.
'These data are based on students' responses to questions about their parents' education level. Data for students whose parents have an unknown level of education are included in table totals, but not shown separately.
${ }^{8}$ Nonresponse rate for this item was greater than 15 percent but not greater than 50 percent ${ }^{9}$ Bureau of Indian Education and Department of Defense schools are excluded from the Public category but included elsewhere in this table. The Private category includes Catholic and Other private schools.
NOTE: Includes students tested with accommodations (11 percent of all 8th-graders); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (2 percent of all 8th-graders). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2018 Technology and Engineering Literacy (TEL) Assessment, retrieved February 12, 2019, from the Main NAEP Data Explorer (http:// nces.ed.gov/nationsreportcard/naepdata). (This table was prepared February 2019.)

## Table 225.10. Average number of Carnegie units earned by public high school graduates in various subject fields, by sex and race/ethnicity: Selected years, 1982 through 2009

[Standard errors appear in parentheses]


Table 225.10. Average number of Carnegie units earned by public high school graduates in various subject fields, by sex and race/ethnicity: Selected years, 1982 through 2009 -Continued
[Standard errors appear in parentheses]

${ }^{4}$ Includes all science credits earned outside of biology, chemistry, and physics.
NOTE: The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1 -year course. criteria. Race categories exclude persons of Hispanic ethnicity. Totalse of differences in taxonomies and case exclusion shown. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS\&B-So:80/82), "High School Transcript Study"; and 1987, 1990, 1994, 1998, 2000, 2005,
and 2009 High School Transcript Study (HSTS). (This table was prepared September 2011), and 2009 High School Transcript Study (HSTS). (This table was prepared September 2011.)

## -Not available.

IInterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
${ }^{1}$ Includes occupational education in agriculture; business and marketing; communications and design; computer and information sciences; construction and architecture; engineering technologies; health sciences; manufacturing; repair and transportation; and personal, public, and legal servi
family and consumer sciences education courses.
2Includes general labor market preparation courses and family and consumer sciences education courses.
Includes general skills, personal health and physical education, religion, military sciences, special education, and other courses not included in other academic subject fields. Some personal-use courses are also included in the Career/technical (occupational) education column and the Labor market, family, and consumer education column.

Table 225.30. Percentage of public and private high school graduates taking selected mathematics and science courses in high school, by sex and race/ethnicity: Selected years, 1982 through 2009

| Course (Carnegie units) | 1982 |  | 1990 |  | 1994 |  | 1998 |  | 2000 |  | 2005 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total |  |  |  | Sex <br> Male <br>  <br> Female |  |  |  |  |  | White |  | Black |  | Race/ | ethnicity |  |  |  |  |
|  |  |  | Hispanic | Asian/Pacific Islander |  | American Indian/ Alaska Native |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |
| Mathematics ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Any mathematics ( $\geq 10$ ) | 98.5 | (0.21) | 99.6 | (0.07) |  |  | 99.5 | (0.07) |  |  | 99.9 | (0.05) | 99.8 | (0.05) | 99.9 | (0.02) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $)^{\text {) }}$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $)^{\text {) }}$ | 100.0 | ( $\dagger$ |
| Algebra I $(\geq 10)^{2}$ | 55.2 | (1.01) | 64.5 | (1.55) | 66.9 | (1.33) | 63.4 | (1.44) | 66.5 | (1.75) | 68.4 | (0.99) | 68.9 | (0.94) | 68.5 | (0.98) | 69.3 | (1.01) | 67.0 | (1.09) | 77.2 | (1.26) | 75.4 | (1.60) | 53.3 | (3.52) | 74.8 | (5.85) |
| Geometry ( $\geq 10$ ) | 47.1 | (0.99) | 64.1 | (1.33) | 70.6 | (1.25) | 75.3 | (1.06) | 78.3 | (1.08) | 83.8 | (0.63) | 88.3 | (0.53) | 86.6 | (0.75) | 89.9 | (0.54) | 88.8 | (0.73) | 88.4 | (1.07) | 87.0 | (0.96) | 86.1 | (1.47) | 81.6 | (4.09) |
| Algebra II ( $\geq 05)^{3}$ | 39.9 | (0.93) | 48.8 | (1.39) | 61.5 | (1.38) | 61.7 | (1.77) | 67.6 | (1.43) | 70.3 | (1.01) | 75.5 | (0.92) | 73.5 | (1.09) | 77.6 | (0.91) | 77.1 | (1.09) | 70.5 | (1.68) | 71.1 | (1.83) | 82.8 | (2.57) | 66.3 | (4.12) |
| Trigonometry ( $\geq 05$ ) | 8.1 | (0.54) | 18.2 | (1.28) | 11.8 | (1.16) | 8.9 | (1.06) | 7.9 | (1.33) | 8.4 | (0.88) | 6.1 | (0.77) | 5.8 | (0.78) | 6.4 | (0.81) | 7.1 | (1.01) | 3.2 | (0.55) | 3.6 | (0.69) | 8.5 | (1.96) | 6.5 | (1.84) |
| Analysis/precalculus ( $\geq 05$ ) | 6.2 | (0.46) | 13.4 | (0.95) | 17.4 | (0.87) | 23.2 | (1.44) | 26.6 | (1.40) | 29.4 | (0.98) | 35.3 | (0.84) | 33.8 | (1.02) | 36.6 | (0.89) | 37.9 | (0.98) | 22.7 | (1.29) | 26.5 | (1.36) | 60.5 | (2.88) | 18.5 | (2.98) |
| Statistics/probability ( $\geq 05$ ) | 1.0 | (0.16) | 1.0 | (0.21) | 2.0 | (0.33) | 3.7 | (0.54) | 5.7 | (0.85) | 7.7 | (0.53) | 10.8 | (0.49) | 10.7 | (0.51) | 10.9 | (0.58) | 11.6 | (0.64) | 7.9 | (1.04) | 7.5 | (0.77) | 17.6 | (1.69) | 5.9 ! | (2.07) |
| Calculus ( $\geq 10$ ) | 5.0 | (0.43) | 6.5 | (0.46) | 9.4 | (0.56) | 11.0 | (0.85) | 11.6 | (0.72) | 13.6 | (0.53) | 15.9 | (0.66) | 16.1 | (0.75) | 15.7 | (0.69) | 17.5 | (0.69) | 6.1 | (0.59) | 8.6 | (0.64) | 42.2 | (3.11) | 6.3 | (1.60) |
| AP/honors calculus ( $\geq 10)^{4}$ | 1.6 | (0.26) | 4.2 | (0.44) | 7.0 | (0.54) | 6.8 | (0.49) | 7.8 | (0.58) | 9.2 | (0.44) | 11.0 | (0.55) | 11.3 | (0.65) | 10.7 | (0.54) | 11.5 | (0.52) | 4.0 | (0.37) | 6.3 | (0.46) | 34.8 | (2.77) | 4.9 | (1.44) |
| Science ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Any science ( $\geq 10$ ) | 96.4 | (0.39) | 99.4 | (0.13) | 99.5 | (0.09) | 99.5 | (0.10) | 99.4 | (0.12) | 99.7 | (0.05) | 99.9 | (0.02) | 99.8 | (0.04) | 99.9 | (0.02) | 99.9 | (0.03) | 99.9 | (0.04) | 99.8 | (0.06) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) |
| Biology ( $\geq 10$ ) | 77.4 | (0.87) | 91.3 | (0.98) | 93.7 | (0.98) | 92.9 | (0.68) | 91.1 | (1.01) | 92.5 | (0.60) | 95.6 | (0.40) | 94.9 | (0.45) | 96.2 | (0.43) | 95.6 | (0.51) | 96.3 | (0.56) | 94.8 | (0.67) | 95.8 | (0.95) | 94.5 | (1.64) |
| AP/honors biology ( $\geq 10)^{4}$ | 10.0 | (0.64) | 5.0 | (0.76) | 12.0 | (0.93) | 16.3 | (1.32) | 16.3 | (1.45) | 16.0 | (0.83) | 22.4 | (0.78) | 19.7 | (0.76) | 25.0 | (0.89) | 24.2 | (0.88) | 14.1 | (0.80) | 16.1 | (0.88) | 39.7 | (3.58) | 15.4 | (3.38) |
| Chemistry ( $\geq 10$ ) | 32.1 | (0.84) | 49.2 | (1.22) | 56.1 | (1.01) | 60.5 | (1.29) | 61.8 | (1.48) | 66.4 | (0.94) | 70.4 | (0.75) | 67.4 | (0.95) | 73.4 | (0.76) | 71.5 | (0.87) | 65.3 | (1.80) | 65.7 | (1.41) | 84.8 | (1.72) | 44.5 | (4.78) |
| AP/honors chemistry ( $\geq 10)^{4}$ | 3.0 | (0.33) | 3.5 | (0.47) | 3.9 | (0.53) | 4.8 | (0.50) | 5.7 | (0.84) | 7.6 | (0.53) | 5.9 | (0.43) | 6.1 | (0.52) | 5.8 | (0.39) | 6.5 | (0.47) | 2.5 | (0.46) | 2.6 | (0.35) | 17.0 | (2.36) | 3.4 ! | (1.39) |
| Physics ( $\geq 10$ ) | 15.0 | (0.62) | 21.3 | (0.84) | 24.8 | (0.86) | 28.8 | (1.49) | 31.3 | (1.16) | 32.9 | (0.91) | 36.1 | (1.01) | 39.2 | (1.29) | 33.0 | (0.92) | 37.6 | (1.24) | 26.9 | (1.72) | 28.6 | (1.33) | 61.1 | (2.35) | 19.8 | (3.89) |
| AP/honors physics ( $\geq 10)^{4}$ | 1.2 | (0.17) | 2.0 | (0.38) | 2.7 | (0.34) | 3.0 | (0.37) | 3.9 | (0.60) | 5.3 | (0.33) | 5.7 | (0.46) | 7.7 | (0.63) | 3.7 | (0.38) | 6.1 | (0.54) | 2.5 | (0.39) | 3.4 | (0.39) | 15.1 | (2.51) | $\ddagger$ | ( $\dagger$ |
| Engineering ( $\geq 10$ ) | 1.2 | (0.21) | 0.1 | (0.04) | 4.5 | (0.80) | 6.7 | (1.76) | 4.1 | (0.98) | 4.8 | (0.56) | 8.2 | (0.93) | 9.0 | (1.02) | 7.4 | (0.93) | 8.2 | (1.18) | 10.1 | (1.75) | 7.1 | (1.06) | 6.4 | (1.17) | 9.0 ! | (3.15) |
| Astronomy ( $\geq 05$ ) | 1.2 | (0.24) | 1.2 | (0.31) | 1.7 | (0.50) | 1.9 | (0.46) | 2.8 | (0.59) | 2.8 | (0.37) | 3.3 | (0.40) | 3.9 | (0.51) | 2.7 | (0.33) | 4.0 | (0.57) | 1.8 | (0.38) | 2.0 | (0.36) | 1.9 | (0.43) | 5.3 ! | (2.51) |
| Geology/earth science ( $\geq 05$ ) | 13.6 | (1.04) | 25.3 | (2.47) | 23.1 | (2.44) | 20.9 | (2.35) | 18.5 | (1.92) | 24.7 | (1.43) | 27.7 | (1.70) | 28.9 | (1.88) | 26.5 | (1.66) | 28.2 | (2.04) | 30.1 | (2.57) | 27.1 | (2.15) | 19.1 | (2.38) | 26.0 | (5.25) |
| Biology and chemistry ( $\geq 20)^{5}$ | 29.3 | (0.83) | 47.8 | (1.23) | 53.8 | (1.18) | 59.1 | (1.22) | 59.2 | (1.50) | 64.3 | (0.97) | 68.3 | (0.77) | 65.0 | (0.91) | 71.4 | $(0.84)$ | 68.9 | (0.93) | 64.3 | (1.74) | 64.2 | (1.45) | 82.7 | (1.93) | 43.9 | (4.77) |
| Biology, chemistry, and physics $(\geq 30)^{5}$ | 11.2 | (0.51) | 18.7 | (0.71) | 21.4 | (0.83) | 25.6 | (1.34) | 25.0 | (1.10) | 27.4 | (0.89) | 30.1 | (0.87) | 31.9 | (1.08) | 28.3 | (0.85) | 31.4 | (1.04) | 21.9 | (1.48) | 22.7 | (1.19) | 54.4 | (2.77) | 13.6 | (2.87) |

## $\dagger$ Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\not$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
'For each course category, percentages include only students who earned at least the number of credits shown in parentheses. Excludes prealgebra.
${ }^{4}$ For 2000 and later years, includes International Baccalaureate (IB) courses in addition to Advanced Placement (AP) and honors courses.
${ }^{\text {s }}$ Percentages include only students who earned at least one credit in each of the indicated courses.

NOTE: For a transcript to be included in the analyses, it had to meet three requirements: (1) the student graduated with either a standard or honors diploma, (2) the student's transcript contained 16 or more Carnegie units, and (3) the student's transcript contained more than 0 Carnegie units in English courses. The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1 -year course $(0.5=$ one semester; $1.0=$ one academic year). Data differ slightly
from figures appearing in other National Center for Education Statistics reports because of differences in taxonomies and from figures appearing in other National Center for Education Statistics reports because of differences in taxonomies and separately shown. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudina Study of 1980 Sophomores (HS\&B-So:80/82), "High School Transcript Study"; and 1990, 1994, 1998, 2000, 2005, and 2009 High School Transcript Study (HSTS). (This table was prepared October 2012.)

Table 225.70. Number and percentage of high school graduates who took foreign language courses in high school and average number of credits earned, by language and number of credits: 2000, 2005, and 2009
[Standard errors appear in parentheses]

| Language and number of credits | 2000 |  |  |  | 2005 |  |  |  |  |  | 2009 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{array}{r} \text { Number of } \\ \text { graduates } \\ \text { (in thousands) } \end{array}$ | Percent of graduates | Average credits ${ }^{1}$ |  | $\begin{array}{r} \text { Number of } \\ \text { graduates } \\ \text { (in thousands) } \end{array}$ |  | Percent of graduates |  | Average credits ${ }^{1}$ |  | Number of graduates (in thousands) |  | Percent of graduates |  | Average credits ${ }^{1}$ |  |
| 1 | 2 | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| All foreign languages Any credit | 2,487 (33.8) | 84.0 (0.92) | 2.5 | (0.03) | 2,295 | (51.1) | 85.7 | (0.49) | 2.5 | (0.02) | 2,599 | (52.7) | 88.5 | (0.45) | 2.6 | (0.02) |
| Spanish |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Any credit | 1,780 (31.9) | 60.1 (0.90) | 2.2 | (0.03) | 1,705 | (42.2) | 63.7 | (0.66) | 2.2 | (0.02) | 2,032 | (45.0) | 69.2 | (0.70) | 2.3 | (0.02) |
| 2 or more credits | 1,369 (32.2) | 46.2 (1.04) | 2.6 | (0.03) | 1,344 | (35.9) | 50.2 | (0.67) | 2.6 | (0.01) | 1,638 | (39.2) | 55.8 | (0.73) | 2.6 | (0.02) |
| 3 or more credits | 554 (26.3) | 18.7 (0.90) | 3.4 | (0.03) | 531 | (20.1) | 19.8 | (0.57) | 3.4 | (0.01) | 721 | (30.2) | 24.5 | (0.78) | 3.4 | (0.02) |
| French |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Any credit | 528 (21.5) | 17.8 (0.73) | 2.3 | (0.05) | 414 | (14.1) | 15.5 | (0.49) | 2.3 | (0.03) | 411 | (16.1) | 14.0 | (0.47) | 2.4 | (0.04) |
| 2 or more credits | 398 (17.8) | 13.4 (0.61) | 2.7 | (0.04) |  | (11.1) | 11.5 | (0.38) | 2.7 | (0.03) | 314 | (14.1) | 10.7 | (0.42) | 2.8 | (0.03) |
| 3 or more credits | 190 (12.1) | 6.4 (0.42) | 3.5 | (0.04) | 143 | (7.2) |  | (0.25) | 3.5 | (0.03) | 167 | (10.6) | 5.7 | (0.32) | 3.5 | (0.03) |
| German |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Any credit | 142 (17.2) | 4.8 (0.57) | 2.3 | (0.08) | 139 | (10.0) |  | (0.36) | 2.3 | (0.04) | 122 | (8.6) | 4.2 | (0.29) | 2.3 | (0.06) |
| 2 or more credits | 104 (14.6) | $3.5 \quad(0.49)$ | 2.8 | (0.07) | 102 | (8.2) |  | (0.29) | 2.8 | (0.04) | 91 | (7.8) | 3.1 | (0.27) | 2.8 | (0.05) |
| 3 or more credits | 55 (8.6) | 1.8 (0.29) |  | (0.06) |  | (4.7) |  | (0.17) | 3.5 | (0.04) | 46 | (5.3) | 1.6 | (0.18) | 3.5 | (0.03) |
| Latin Any credit | 120 (15.3) | 4.0 (0.52) |  | (0.08) | 106 | (10.4) |  | (0.36) |  | (0.05) | 108 | (10.6) | 3.7 | (0.35) | 2.2 | (0.07) |
| Italian Any credit | 29 (5.5) | $1.0 \quad$ (0.19) |  | (0.20) |  | (5.3) |  | (0.20) | 2.4 | (0.16) | 36 | (7.0) | 1.2 | (0.23) | 2.3 | (0.18) |
| Japanese Any credit | 36 (7.3) | 1.2 (0.25) |  | (0.15) |  | (4.4) |  | (0.16) |  | (0.12) | 28 | (4.3) |  | (0.15) | 2.5 | (0.12) |
| Chinese Any credit | 12 (3.1) | 0.4 (0.10) |  | (0.20) |  |  |  | (0.08) |  | (0.23) | 20 | (4.1) |  | (0.14) | 1.9 | (0.13) |
| Arabic Any credit | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger \quad$ ( $\dagger$ |  | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 2.8 | (0.36) |
| Russian Any credit | $10 \quad(2.7)$ | 0.3 (0.09) |  | (0.24) |  |  |  | (0.05) |  | (0.17) | $3!$ |  |  | (0.04) | 2.4 | (0.14) |
| Other foreign languages Any credit | 106 (12.0) | 3.6 (0.40) |  | (0.17) |  | (5.9) |  | (0.23) | 2.8 | (0.10) | 105 | (10.6) |  | (0.37) | 2.5 | (0.18) |
| AP/IB/honors foreign languages Any credit | 183 (23.9) | 6.2 (0.81) | 1.2 | (0.04) | 157 | (10.3) | 5.9 | (0.38) | 1.2 | (0.02) | 233 | (15.9) | 7.9 | (0.52) | 1.2 | (0.02) |

## $\dagger$ Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Average credits earned are shown only for those graduates who earned any credit in the specified language while in high school. For these students, however, credits earned include both courses taken in high school and courses taken prior to entering high school.

Credits are shown in Carnegie units. The Carnegie unit is a standard unit of measurement that represents one credit for the completion of a 1-year course.
NOTE: For a transcript to be included in the analyses, it had to meet three requirements. (1) the graduate received either a standard or honors diploma, (2) the graduate's transcript contained 16 or more Carnegie credits, and (3) the graduate's transcript contained more than 0 Carnegie credits in English courses.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000, 2005, and 2009 High School Transcript Study (HSTS). (This table was prepared April 2014.)

Table 225.80. Percentage distribution of elementary and secondary school children, by average grades and selected child and school characteristics: 2003,2012, and 2016

| Selected child or school characteristic | Percentage distribution of children, by parental reports of average grades in all subjects |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 |  |  |  |  |  |  |  | 2012 |  |  |  |  |  |  |  | 2016 |  |  |  |  |  |  |  |
|  | Mostly A's |  | Mostly B's |  | Mostly C's |  | Mostly D's or F's |  | Mostly A's |  | Mostly B's |  | Mostly C's |  | Mostly D's or F's |  | Mostly A's |  | Mostly B's |  | Mostly C's |  | Mostly D's or F's |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| All students | 43.6 | (0.62) | 37.0 | (0.58) | 15.9 | (0.52) | 3.6 | (0.24) | 49.2 | (0.53) | 35.6 | (0.57) | 12.8 | (0.37) | 2.5 | (0.21) | 49.2 | (0.60) | 34.6 | (0.69) | 13.0 | (0.56) | 3.2 | (0.30) |
| Sex of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 36.4 | (0.72) | 38.6 | (0.86) | 19.8 | (0.74) | 5.2 | (0.40) | 42.9 | (0.74) | 37.7 | (0.78) | 16.1 | (0.58) | 3.3 | (0.34) | 42.8 | (0.97) | 36.8 | (1.08) | 16.0 | (0.86) | 4.3 | (0.50) |
| Female | 51.0 | (0.84) | 35.3 | (0.76) | 11.9 | (0.61) | 1.9 | (0.24) | 55.9 | (0.82) | 33.3 | (0.80) | 9.3 | (0.51) | 1.5 | (0.22) | 56.1 | (0.95) | 32.1 | (0.95) | 9.7 | (0.70) | 2.1 | (0.23) |
| Race/ethnicity of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 47.8 | (0.86) | 35.2 | (0.75) | 14.0 | (0.63) | 3.1 | (0.25) | 53.6 | (0.74) | 33.5 | (0.77) | 10.8 | (0.48) | 2.1 | (0.22) | 55.3 | (0.82) | 32.0 | (0.87) | 10.3 | (0.59) | 2.4 | (0.29) |
| Black | 34.5 | (1.75) | 39.5 | (1.65) | 20.9 | (1.33) | 5.0 | (0.82) | 37.0 | (1.88) | 39.7 | (1.97) | 19.9 | (1.19) | 3.4 | (0.75) | 36.7 | (2.18) | 37.6 | (1.99) | 20.4 | (1.51) | 5.3 | (1.40) |
| Hispanic | 34.9 | (1.14) | 42.3 | (1.24) | 18.6 | (1.03) | 4.2 | (0.48) | 43.2 | (1.09) | 39.9 | (1.05) | 14.3 | (0.83) | 2.6 | (0.41) | 40.2 | (1.37) | 40.5 | (1.58) | 15.2 | (1.40) | 4.1 | (0.60) |
| Asian/Pacific Islander ${ }^{1}$ | 62.0 | (3.47) | 25.5 | (2.76) | 11.3 | (3.06) | $\ddagger$ | (t) | 60.9 | (2.74) | 32.5 | (2.83) | 5.9 | (0.98) | 0.7 ! | (0.28) | 64.6 | (4.52) | 23.7 | (2.54) | 10.9 ! | (4.81) | $\ddagger$ | ( + |
| Asian Pacific Islander |  | (t) |  | ( $\dagger$ ) | - | (t) | - | (+) | 63.2 | (2.82) | 31.8 | (2.86) | 4.6 | (0.98) | 0.4 ! | (0.20) | 64.9 | (4.64) | 23.3 | (2.42) | 11.2! | (5.02) | $\ddagger$ | (t) |
| Pacific Islander American Indian/Alaska Native | 29.5 | (t) $(6.53)$ | 53.3 | (t) (6.42) | 12.1! | (t) $(4.90)$ | 5.11 | $(\dagger)$ $(2.54)$ | 23.7 ! 54.6 | $(7.70)$ $(8.07)$ | 43.4 28.2 | $(10.65)$ $(6.56)$ | $27.5!$ $16.3!$ | $(8.38)$ $(5.26)$ | $\pm$ | $\left(\begin{array}{c}\text { ( }) \\ (+) \\ \hline\end{array}\right.$ | 59.2 36.5 | (12.85) | 32.3 ! 45.8 | $(13.31)$ $(10.14)$ | $\stackrel{\ddagger}{\ddagger}$ | ( $)$ $(+)$ | $\ddagger$ | $\stackrel{+}{+}$ |
| Two or more races ${ }^{2}$ | 41.4 | (4.34) | 36.2 | (3.91) | 18.8 | (2.81) | 3.5 ! | (1.38) | 55.7 | (2.79) | 28.2 | (2.68) | 11.1 | (1.68) | 5.0 ! | (2.28) | 53.7 | (3.55) | 33.9 | (4.00) | 8.6 | (1.53) | 3.8 | (1.07) |
| Highest education level of parents/ guardians in the household ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school | 27.8 | (2.17) | 41.6 | (2.05) | 22.7 | (2.27) | 7.8 | (1.46) | 39.5 | (2.25) | 39.7 | (2.02) | 16.8 | (1.73) | 4.0 | (0.93) | 30.2 | (2.46) | 36.3 | (2.75) | 26.0 | (3.28) | 7.5 | (1.88) |
| High school/GED | 32.1 | (1.20) | 41.4 | (1.23) | 21.7 | (1.12) | 4.8 | (0.57) | 37.7 | (1.51) | 40.8 | (1.62) | 17.6 | (1.31) | 4.0 | (0.71) | 35.3 | (1.91) | 43.0 | (1.96) | 17.1 | (1.63) | 4.6 | (0.64) |
| Vocational/technical or some college | 39.8 | (1.34) | 38.3 | (1.36) | 17.2 | (0.95) | 4.7 | (0.58) | 43.5 | (1.07) | 38.1 | (1.05) | 15.6 | (0.87) | 2.8 | (0.32) | 41.5 | (1.59) | 38.0 | (1.62) | 16.2 | (1.25) | 4.3 | (0.68) |
| Associate's degree | 46.7 | (2.13) | 34.5 | (1.94) | 16.4 | (1.51) | 2.4 | (0.57) | 47.0 | (1.82) | 34.9 | (1.78) | 15.4 | (1.29) | 2.7 | (0.52) | 49.4 | (1.89) | 35.0 | (1.98) | 12.6 | (1.32) | 3.0 | (0.62) |
| Bachelor's degree/some graduate school | 53.0 | (1.26) | 34.2 | (1.29) | 11.1 | (0.85) | 1.7 | (0.28) | 60.1 | (1.05) | 31.4 | (1.02) | 7.5 | (0.53) | 1.0 | (0.19) | 60.2 | (1.04) | 31.1 | (0.94) | 7.6 | (0.69) | 1.2 | (0.21) |
| Graduate/professional degree | 61.9 | (1.71) | 30.5 | (1.75) | 6.7 | (0.67) | 0.9 | (0.24) | 68.1 | (1.04) | 27.3 | (1.04) | 4.2 | (0.36) | 0.5 | (0.10) | 69.4 | (1.07) | 25.0 | (0.98) | 4.7 | (0.39) | 0.9 | (0.24) |
| Family income (in current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \$20,000 or less | 33.1 | (1.53) | 38.9 | (1.56) | 22.0 | (1.30) | 6.0 | (0.85) | 37.2 | (1.35) | 40.2 | (1.19) | 18.3 | (1.04) | 4.4 | (0.59) | 31.4 | (2.04) | 36.4 | (2.32) | 25.8 | (2.49) | 6.5 | (1.03) |
| \$20,001 to \$50,000 | 37.8 | (1.20) | 40.0 | (1.19) | 17.7 | (0.85) | 4.5 | (0.42) | 41.3 | (1.22) | 38.9 | (1.19) | 16.7 | (0.90) | 3.1 | (0.44) | 37.6 | (1.41) | 40.9 | (1.61) | 16.6 | (1.15) | 4.9 | (0.90) |
| \$50,001 to \$75,000 | 48.0 | (1.29) | 35.0 | (1.22) | 14.0 | (0.81) | 3.0 | (0.45) | 49.3 | (1.45) | 35.8 | (1.37) | 12.9 | (1.07) | 1.9 | (0.32) | 48.6 | (1.84) | 34.7 | (1.85) | 13.5 | (1.25) | 3.2 | (0.59) |
| \$75,001 to \$100,000 | 51.8 | (1.66) | 33.7 | (1.45) | 13.3 | (1.23) | 1.3 | (0.32) | 53.7 | (1.64) | 33.5 | (1.42) | 10.6 | (1.03) | 2.3 | (0.50) | 54.3 | (1.70) | 33.4 | (1.73) | 9.8 | (0.98) | 2.5 | (0.55) |
| Over \$100,000 | 55.8 | (1.74) | 33.9 | (1.72) |  | (1.09) | 1.2 | (0.24) | 61.8 | (1.15) | 30.4 | (1.19) | 6.6 | (0.61) | 1.1! | (0.41) | 63.9 | (1.09) | 29.2 | (1.12) | 6.0 | (0.63) | 0.9 | (0.23) |
| Poverty status ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor | 33.1 | (1.61) | 39.4 | (1.65) | 21.9 | (1.39) | 5.6 | (0.91) | 39.1 | (1.39) | 38.9 | (1.33) | 17.8 | (1.06) | 4.2 | (0.54) | 32.7 | (1.78) | 37.0 | (1.83) | 24.5 | (2.07) | 5.8 | (0.78) |
| Near-poor | 34.8 | (1.39) | 42.0 | (1.26) | 18.2 | (1.08) | 5.0 | (0.59) | 40.1 | (1.19) | 40.3 | (1.07) | 17.0 | (0.93) | 2.7 | (0.45) | 38.5 | (1.57) | 40.8 | (1.44) | 15.2 | (1.08) | 5.5 | (1.00) |
| Nonpoor | 49.9 | (0.83) | 34.5 | (0.76) | 13.2 | (0.54) | 2.4 | (0.23) | 56.0 | (0.75) | 32.7 | (0.75) | 9.5 | (0.45) | 1.8 | (0.25) | 57.9 | (0.75) | 31.6 | (0.79) | 8.8 | (0.42) | 1.7 | (0.20) |
| Control of school and enrollment level of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary (kindergarten to grade 8) | 46.1 | (0.80) | 35.9 | (0.84) | 14.6 | (0.74) | 3.4 | (0.32) | 52.9 | (0.69) | 34.2 | (0.73) | 11.0 | (0.49) | 1.8 | (0.22) | 50.5 | (0.83) | 34.6 | (1.00) | 11.9 | (0.76) | 3.0 | (0.41) |
| Secondary (grades 9 to 12) | 34.6 | (0.96) | 40.2 | (0.97) | 20.6 | (0.94) | 4.6 | (0.46) | 37.5 | (0.83) | 39.7 | (1.03) | 18.4 | (0.84) | 4.4 | (0.54) | 41.1 | (0.99) | 37.2 | (1.20) | 17.1 | (1.01) | 4.5 | (0.50) |
| Private school | 57.6 | (1.72) | 33.0 | (1.68) | 8.1 | (0.91) | 1.3 ! | (0.45) | 63.4 | (1.63) | 30.8 | (1.51) | 5.4 | (0.68) | 0.4 ! | (0.20) | 66.4 | (1.81) | 26.2 | (1.49) | 7.0 | (1.17) | 0.4 ! | (0.14) |
| Elementary (kindergarten to grade 8) | 61.6 | (2.39) | 30.3 | (2.28) | 7.3 | (1.03) | 0.8 ! | (0.28) | 67.8 | (1.95) | 28.2 | (1.91) | 3.5 | (0.61) | $\pm$ | ( $\dagger$ ) | 71.2 | (2.45) | 22.4 | (2.11) | 6.1 | (1.52) | $\ddagger$ | ( $\dagger$ ) |
| Secondary (grades 9 to 12) | 48.8 | (3.22) | 38.9 | (2.94) | 10.0 | (1.77) | $\pm$ | ( $\dagger$ ) | 52.8 | (2.70) | 37.2 | (2.58) | 9.9 | (1.60) | $\ddagger$ | ( $\dagger$ ) | 55.6 | (2.76) | 34.6 | (2.42) | 9.0 | (1.95) | 0.7 ! | (0.32) |
| -Not available. $\dagger$ Not applicable. |  |  |  |  |  |  |  |  |  |  | The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was \$24,257. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| !!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. <br> $\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 |  |  |  |  |  |  |  |  |  |  | Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | one item for Asian and a separate item for Pacific Islander. | telephone with an interviewer, NHES:2012 and NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences between estimates for years prior to 2012 and estimates for later years |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{2}$ For 2003, the "Two or more races" row also includes children whose race was reported as "Other." The "Other" race category was not included on the 2012 and 2016 questionnaires. |  |  |  |  |  |  |  |  |  |  | could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{3} \mathrm{In} 2003$, education level was not collected for the second parent in a same sex couple. |  |  |  |  |  |  |  |  |  |  | Excludes children whose programs have no classes with lettered grades. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{4}$ Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data |  |  |  |  |  |  |  |  |  |  | SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in |  |  |  |  |  |  |  |  |  |  |  |  |  |
| collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. |  |  |  |  |  |  |  |  |  |  | Education Survey of the National Household Education Surveys Program (PFI-NHES:2003, 2012, and 2016). was prepared June 2018.) |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 228.30. Percentage of students ages 12-18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Selected years, 1995 through 2017
[Standard errors appear in parentheses]

| Type of victimization and student or school characteristic | 1995 | 2001 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 |  | 2017 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  | 11 |
| Total | 9.1 (0.33) | 5.5 (0.31) | 5.1 (0.24) | 4.3 (0.31) | 4.3 (0.29) | 3.9 (0.28) | 3.5 (0.28) | 3.0 (0.25) | 2.7 (0.25) | 2.2 | (0.22) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |
| Male | 9.6 (0.44) | 6.1 (0.41) | 5.3 (0.33) | 4.6 (0.43) | 4.5 (0.43) | 4.6 (0.40) | 3.7 (0.35) | 3.2 (0.40) | 2.6 (0.35) | 2.6 | (0.34) |
| Female | 8.5 (0.45) | 4.9 (0.39) | 4.8 (0.36) | 3.9 (0.38) | 3.9 (0.38) | 3.2 (0.35) | 3.4 (0.38) | 2.8 (0.34) | 2.8 (0.38) | 1.8 | (0.28) |
| Race/ethnicity ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |
| White | 9.4 (0.36) | 5.7 (0.40) | 5.4 (0.32) | 4.6 (0.36) | 4.2 (0.38) | 3.9 (0.37) | 3.6 (0.35) | 3.0 (0.32) | 2.9 (0.36) | 2.2 | (0.27) |
| Black | 9.6 (1.02) | 6.1 (0.78) | 5.1 (0.78) | 3.9 (0.80) | 4.3 (0.83) | 4.4 (0.74) | 4.6 (0.89) | 3.2 (0.71) | 2.2 ! (0.77) | 2.6 | (0.52) |
| Hispanic | 7.1 (0.96) | 4.6 (0.64) | 3.9 (0.50) | 3.9 (0.70) | 3.6 (0.54) | 3.9 (0.75) | 2.9 (0.47) | 3.2 (0.46) | 2.3 (0.47) | 2.0 | (0.45) |
| Asian/Pacific Islander | 8.3 (1.63) | 3.7 (1.08) | 3.2 (0.93) | 1.4! (0.64) | 3.4 ! (1.33) | $\ddagger \quad(\dagger)$ | 2.3! (1.13) | 2.4 ! (0.99) | $\ddagger \quad(\dagger)$ | 2.11 | (1.02) |
| Asian | (t) | ( $\dagger$ ) | 3.3! (1.00) | 1.5! (0.69) | 3.6! (1.38) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | 2.5! (1.23) | 2.6 ! (1.08) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | 2.1! | (1.05) |
| Pacific Islander | ( $\dagger$ ) | ( $\dagger$ ) | $\ddagger \quad(\mathrm{t})$ | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad(\mathrm{t})$ | $\ddagger$ | ( $\dagger$ |
| American Indian/Alaska Native | 9.6! (3.27) | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger \quad(\dagger)$ | $\ddagger \quad$ ( $\dagger$ | $\ddagger \quad(\dagger)$ | ( $\dagger$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | 11.1! | (4.80) |
| Two or more races | ( $\dagger$ ) | ( $\dagger$ ) | 9.8 (2.85) | $\ddagger \quad$ ( $\dagger$ | 10.1 (2.59) | $\ddagger \quad(\dagger)$ | 4.9! (1.77) | 3.0 ! (1.46) | $6.5!$ (2.24) | $\ddagger$ | ( $\dagger$ |
| Grade |  |  |  |  |  |  |  |  |  |  |  |
| 6th | 8.8 (0.92) | 5.9 (0.90) | 3.8 (0.77) | 4.6 (0.83) | 3.9 (0.86) | 3.7 (0.91) | 3.8 (0.85) | 4.1 (0.92) | 3.1 (0.79) | 3.1 | (0.75) |
| 7th | 10.6 (0.79) | 5.8 (0.67) | 6.3 (0.74) | 5.4 (0.71) | 4.7 (0.69) | 3.4 (0.70) | 3.1 (0.61) | 2.5 (0.51) | 3.4 (0.70) | 2.6 | (0.60) |
| 8th | 10.1 (0.76) | 4.3 (0.61) | 5.2 (0.65) | 3.6 (0.63) | 4.4 (0.63) | 3.8 (0.78) | 3.8 (0.67) | 2.3 (0.52) | 2.3 (0.57) | 1.8 | (0.51) |
| 9th | 11.4 (0.86) | 7.9 (0.81) | 6.3 (0.70) | 4.7 (0.69) | 5.3 (0.75) | 5.3 (0.85) | 5.1 (0.83) | 4.1 (0.76) | 3.0 (0.62) | 2.7 | (0.67) |
| 10th | 8.7 (0.73) | 6.5 (0.77) | 4.7 (0.63) | 4.3 (0.71) | 4.4 (0.67) | 4.2 (0.79) | 3.0 (0.58) | 3.3 (0.57) | 1.6 (0.47) | 2.7 | (0.49) |
| 11th | 7.0 (0.72) | 4.8 (0.62) | 5.0 (0.69) | 3.6 (0.51) | 4.0 (0.75) | 4.7 (0.88) | 3.1 (0.65) | 3.3 (0.65) | 4.4 (1.04) | 1.4 | (0.40) |
| 12th | 5.8 (0.73) | 2.9 (0.52) | 3.6 (0.71) | 3.7 (0.85) | 2.7 (0.70) | 2.0 (0.52) | 2.9 (0.68) | 2.0 ! (0.67) | 1.3! (0.45) | 1.4 | (0.41) |
| Urbanicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |
| Urban | 8.6 (0.59) | 5.9 (0.58) | 6.0 (0.58) | 5.3 (0.66) | 4.5 (0.58) | 4.2 (0.56) | 4.3 (0.56) | 3.3 (0.47) | 3.3 (0.51) | 2.7 | (0.45) |
| Suburban | 9.9 (0.48) | 5.6 (0.41) | 4.7 (0.32) | 4.2 (0.34) | 4.1 (0.38) | 4.0 (0.36) | 3.3 (0.34) | 3.2 (0.35) | 2.8 (0.35) | 2.1 | (0.25) |
| Rural | 8.1 (0.78) | 4.7 (0.93) | 4.7 (0.75) | 2.8 (0.69) | 4.4 (0.55) | 3.1 (0.66) | 2.8 (0.57) | 2.0 (0.58) | 1.5 (0.37) | 1.6 ! | (0.49) |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |
| Public | 9.3 (0.37) | 5.7 (0.34) | 5.1 (0.26) | 4.4 (0.32) | 4.5 (0.32) | 4.1 (0.30) | 3.7 (0.29) | 3.1 (0.27) | 2.8 (0.26) | 2.3 | (0.23) |
| Private | 6.2 (0.89) | 3.4 (0.72) | 4.9 (0.79) | 2.7 (0.77) | 1.1! (0.50) | 1.8! (0.76) | 1.9! (0.68) | 2.8! (0.89) | $\ddagger \quad(t)$ | $\ddagger$ | ( $\dagger$ ) |
| Theft | 7.0 (0.28) | 4.2 (0.24) | 4.0 (0.20) | 3.1 (0.27) | 3.0 (0.23) | 2.8 (0.23) | 2.6 (0.23) | 1.9 (0.20) | 1.9 (0.22) | 1.5 | (0.17) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |
| Male | 7.0 (0.37) | 4.5 (0.34) | 3.9 (0.27) | 3.1 (0.34) | 3.0 (0.34) | 3.4 (0.36) | 2.6 (0.29) | 2.0 (0.30) | 1.7 (0.26) | 1.6 | (0.27) |
| Female | 7.0 (0.41) | 3.8 (0.33) | 4.1 (0.31) | 3.2 (0.36) | 3.0 (0.32) | 2.1 (0.28) | 2.6 (0.33) | 1.8 (0.28) | 2.0 (0.34) | 1.3 | (0.24) |
| Race/ethnicity ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |
| White | 7.3 (0.32) | 4.1 (0.31) | 4.3 (0.28) | 3.4 (0.32) | 3.1 (0.29) | 2.9 (0.31) | 2.5 (0.28) | 1.6 (0.22) | 2.0 (0.28) | 1.3 | (0.20) |
| Black | 6.9 (0.87) | 5.0 (0.68) | 3.8 (0.64) | 2.7 (0.66) | 3.1 (0.70) | 2.5 (0.61) | 3.7 (0.78) | 2.7 (0.67) | 1.3! (0.63) | 1.8 | (0.51) |
| Hispanic | 5.7 (0.79) | 3.7 (0.69) | 3.0 (0.41) | 3.1 (0.64) | 2.2 (0.47) | 3.0 (0.63) | 2.0 (0.41) | 1.8 (0.39) | 1.6 (0.39) | 1.4 | (0.36) |
| Asian/Pacific Islander | 6.4 (1.47) | 3.5 (1.03) | 3.2 (0.93) | $\ddagger \quad$ ( $\dagger$ | $3.0!(1.27)$ | $\ddagger \quad(\dagger)$ | 2.3 ! (1.13) | $2.4!$ (0.99) | $\ddagger \quad(t)$ | 2.11 | (1.02) |
| Asian | (t) | (t) | 3.3! (1.00) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | 3.2! (1.32) | $\ddagger$ (t) | 2.5! (1.23) | 2.6 ! (1.08) | $\ddagger$ (t) | 2.1! | (1.05) |
| Pacific Islander | ( $\dagger$ ) | ( $\dagger$ ) | $\ddagger$ ( $\dagger$ ) | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad$ ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) |
| American Indian/Alaska Native | 7.2! (3.04) | $\ddagger \quad(\dagger)$ | $\ddagger \quad$ ( $\dagger$ | $\ddagger \quad$ ( $\dagger$ ) |  | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad$ ( $\dagger$ ) | 7.2! | (3.37) |
| Two or more races | ( $\dagger$ ) | ( $\dagger$ ) | 8.3! (2.72) | $\ddagger \quad$ ( $\dagger$ | 5.3! (2.01) | $\ddagger \quad(\dagger)$ | 3.7 ! (1.56) | $\ddagger \quad(\dagger)$ | 4.3! (1.80) | $\ddagger$ | ( $\dagger$ |
| Grade |  |  |  |  |  |  |  |  |  |  |  |
| 6th | 5.4 (0.66) | 4.0 (0.70) | 2.2 (0.63) | 2.8 (0.75) | 2.6 (0.75) | 1.3 ! (0.52) | 2.7 (0.70) | $1.4!$ (0.57) | 1.6! (0.65) | $1.0!$ | (0.42) |
| 7th | 8.1 (0.72) | 3.4 (0.51) | 4.8 (0.67) | 2.9 (0.50) | 2.7 (0.54) | 2.1 (0.57) | 1.9 (0.44) | 1.4 (0.38) | 1.6! (0.54) | 1.3 ! | (0.39) |
| 8th | 7.8 (0.72) | 3.3 (0.50) | 4.1 (0.57) | 2.4 (0.53) | 2.5 (0.54) | 2.0 (0.55) | 2.0 (0.48) | 1.0 ! (0.33) | 1.8 (0.50) | 1.1 ! | (0.41) |
| 9th | 8.8 (0.76) | 6.2 (0.76) | 5.2 (0.63) | 3.7 (0.61) | 4.6 (0.70) | 4.9 (0.80) | 4.4 (0.78) | 2.7 (0.58) | 2.1 (0.52) | 2.4 | (0.60) |
| 10th | 7.6 (0.70) | 5.7 (0.72) | 3.7 (0.59) | 3.8 (0.66) | 3.6 (0.63) | 3.5 (0.72) | 2.1 (0.50) | 2.6 (0.48) | 1.4! (0.43) | 2.1 | (0.39) |
| 11th | 5.4 (0.66) | 3.8 (0.57) | 4.1 (0.64) | 2.8 (0.45) | 2.6 (0.61) | 3.3 (0.74) | 2.7 (0.58) | 2.3 (0.50) | 3.4 (0.85) | 1.11 | (0.36) |
| 12th | 4.5 (0.67) | 2.3 (0.45) | 3.1 (0.68) | 3.4 (0.84) | 1.9 (0.55) | 1.5 (0.44) | 2.4 (0.62) | 1.6! (0.62) | 1.0! (0.40) | 1.2 ! | (0.42) |
| Urbanicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |
| Urban | 6.4 (0.51) | 4.5 (0.52) | 4.5 (0.46) | 3.6 (0.52) | 2.8 (0.48) | 2.9 (0.45) | 3.0 (0.45) | 2.4 (0.44) | 2.3 (0.45) | 1.8 | (0.39) |
| Suburban | $7.5 \quad(0.40)$ | 4.3 (0.32) | 3.8 (0.26) | 3.2 (0.31) | 3.0 (0.31) | 2.8 (0.32) | 2.5 (0.30) | 1.9 (0.27) | 1.8 (0.30) | 1.4 | (0.18) |
| Rural | 6.8 (0.66) | 3.4 (0.65) | 3.9 (0.66) | 2.2! (0.68) | 3.2 (0.46) | 2.3 (0.59) | 2.0 (0.47) | 0.8 (0.24) | 1.2 (0.32) | 0.9 ! | (0.35) |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |
| Public | 7.2 (0.31) | 4.4 (0.26) | 4.0 (0.22) | 3.3 (0.28) | 3.2 (0.25) | $2.9 \quad$ (0.25) | 2.7 (0.24) | 1.9 (0.21) | $1.9 \quad$ (0.22) | 1.6 | (0.19) |
| Private | 4.9 (0.73) | 2.4 (0.67) | 4.0 (0.77) | 1.3! (0.48) | 1.1! (0.50) | ( $\dagger$ ) | 1.2! (0.52) | 2.0! (0.76) | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Violent | 2.5 (0.19) | 1.8 (0.19) | 1.3 (0.15) | 1.2 (0.15) | 1.6 (0.18) | 1.4 (0.17) | 1.1 (0.15) | 1.2 (0.15) | 0.9 (0.15) | 0.7 | (0.12) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |
| Male | 3.0 (0.26) | 2.1 (0.26) | 1.7 (0.23) | 1.6 (0.25) | 1.7 (0.26) | 1.6 (0.25) | 1.2 (0.21) | 1.3 (0.23) | 1.0 (0.21) | 1.0 | (0.20) |
| Female | 2.0 (0.22) | 1.4 (0.24) | 0.9 (0.16) | 0.8 (0.15) | 1.4 (0.23) | 1.1 (0.21) | 0.9 (0.17) | 1.1 (0.23) | 0.9 (0.19) | 0.5 | (0.14) |
| Race/ethnicity ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |
| White | 2.5 (0.21) | 2.0 (0.24) | 1.4 (0.17) | 1.3 (0.21) | 1.5 (0.22) | 1.2 (0.21) | 1.2 (0.17) | 1.5 (0.24) | 1.0 (0.22) | 0.9 | (0.19) |
| Black | 3.0 (0.57) | 1.3! (0.40) | 1.5 (0.41) | 1.3! (0.47) | 1.6 ! (0.50) | 2.3 (0.62) | 1.1! (0.42) | $\ddagger \quad(t)$ | 0.9 ! (0.44) | 0.8 ! | (0.31) |
| Hispanic | 2.0 (0.47) | 1.5 (0.41) | 1.1 (0.28) | 0.9 (0.24) | 1.4 (0.42) | 1.3! (0.40) | $1.0 \quad$ (0.28) | 1.5 (0.26) | 0.6! (0.23) | 0.5 ! | (0.23) |
| Asian/Pacific Islander | 2.2! (0.98) | $\ddagger \quad(t)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(t)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger$ | ( $\dagger$ ) |
| Asian | - (t) | - (t) | $\ddagger \quad(\dagger)$ | $\ddagger \quad$ (t) | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger$ (t) | $\ddagger \quad(\dagger)$ | $\ddagger$ | (t) |
| Pacific Islander | ( $\dagger$ ) | ( $\dagger$ ) | $\ddagger \quad(\dagger)$ | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger \quad(\mathrm{t})$ | $\ddagger \quad(t)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad$ (t) | $\ddagger \quad(\mathrm{t})$ | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger \quad$ (t) | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad$ ( $\dagger$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger$ | ( $\dagger$ ) |
| Two or more races | - (t) | - (t) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | 5.3! (1.90) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | 3.6 ! (1.64) | $\ddagger$ | ( $\dagger$ |

See notes at end of table.

Table 228.30. Percentage of students ages 12-18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Selected years, 1995 through 2017-Continued
[Standard errors appear in parentheses]

| Type of victimization and student or school characteristic | 1995 | 2001 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 |  | 2017 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  | 11 |
| Grade |  |  |  |  |  |  |  |  |  |  |  |
| 6th | 4.3 (0.68) | 2.6 (0.66) | 1.9 (0.53) | $1.9 \quad(0.55)$ | 1.5! (0.54) | 2.6! (0.83) | 1.3! (0.49) | 2.7 (0.73) | 1.6! (0.65) | 2.1 | (0.60) |
| 7th | 3.1 (0.50) | 2.6 (0.46) | 1.7 (0.43) | 2.6 (0.53) | 2.4 (0.50) | 1.2! (0.42) | 1.2! (0.41) | 1.2! (0.38) | $1.9 \quad$ (0.47) | 1.4! | (0.45) |
| 8th | 2.7 (0.39) | 1.3 (0.34) | 1.4 (0.34) | 1.4 (0.39) | 2.1 (0.47) | 2.0 (0.60) | 2.1 (0.50) | 1.4 (0.42) | 0.6! (0.30) | 0.7 ! | (0.29) |
| 9th | 2.9 (0.47) | 2.4 (0.46) | 1.5 (0.31) | $1.0 \quad$ (0.29) | 1.2! (0.37) | 0.9 ! (0.37) | 1.1! (0.35) | $1.4!$ (0.44) | 0.8! (0.34) | $\ddagger$ | ( + |
| 10th | 1.8 (0.35) | 1.2 (0.31) | 1.3 (0.36) | 0.5! (0.24) | 1.2 ! (0.39) | 1.0! (0.37) | 0.9! (0.34) | 1.0! (0.35) | $\ddagger$ ( $\dagger$ ) | 0.7 ! | (0.32) |
| 11th | 1.6 | 1.6 (0.39) | $0.9!$ (0.32) | 0.7! (0.31) | 1.5 (0.46) | 1.5! (0.51) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | 1.0! (0.43) | 1.3! (0.49) | $\ddagger$ | ( $\dagger$ ) |
| 12th | 1.6 (0.36) | 0.9! (0.31) | 0.5! (0.26) | $\ddagger \quad(\dagger)$ | 0.8 ! (0.35) | $\ddagger \quad(\mathrm{t})$ | $\ddagger \quad(\mathrm{t})$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger$ | ( $\dagger$ |
| Urbanicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |
| Urban | 2.6 (0.34) | 1.7 (0.29) | 1.8 (0.31) | 1.8 (0.34) | 2.0 (0.35) | 1.8 (0.41) | 1.4 (0.31) | 0.9 (0.21) | $1.0 \quad$ (0.27) | 0.9 | (0.21) |
| Suburban | 3.0 (0.29) | 1.7 (0.20) | 1.2 (0.19) | 1.1 (0.18) | 1.3 (0.23) | 1.3 (0.23) | 0.9 (0.16) | 1.4 (0.21) | $1.0 \quad(0.20)$ | 0.6 | (0.17) |
| Rural | 1.5 (0.27) | 2.0! (0.64) | 0.9! (0.31) | 0.6! (0.26) | 1.7 (0.36) | 0.8! (0.32) | 1.0! (0.31) | 1.1! (0.46) | 0.5! (0.22) | 0.7 ! | (0.33) |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |
| Public | 2.6 (0.19) | 1.8 (0.20) | 1.4 (0.15) | 1.2 (0.15) | $1.7 \quad(0.20)$ | 1.4 (0.19) | $1.1 \quad(0.15)$ | 1.2 (0.16) | $1.0 \quad$ (0.15) | 0.8 | (0.12) |
| Private | 1.6 (0.44) | 1.0! (0.32) | 0.9! (0.39) | 1.4! (0.60) | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger \quad(\mathrm{t})$ | $\ddagger \quad(t)$ |  | $\ddagger$ | ( $\dagger$ ) |
| Serious violent ${ }^{3}$ | 0.5 (0.08) | 0.4 (0.08) | 0.2 (0.05) | 0.3 (0.07) | 0.4 (0.08) | 0.3 (0.09) | 0.1! (0.05) | 0.2! (0.07) | 0.2! (0.07) | 0.2! | (0.06) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |
| Male | 0.7 (0.12) | $0.5 \quad$ (0.11) | 0.3! (0.09) | $0.3!$ (0.10) | 0.5! (0.14) | 0.6 (0.16) | 0.2! (0.08) | $0.2!$ (0.10) | 0.2! (0.12) | 0.2 ! | (0.10) |
| Female | 0.3 (0.08) | 0.4! (0.12) |  | 0.3 (0.07) | 0.2! (0.08) | $\ddagger \quad(\dagger)$ |  | 0.2! (0.10) |  | 0.2 ! | (0.08) |
| Race/ethnicity ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |
| White | 0.5 (0.08) | 0.4 (0.08) | 0.2! (0.07) | 0.3! (0.09) | 0.2! (0.08) | 0.3! (0.10) | 0.2! (0.07) | 0.2! (0.09) | 0.3! (0.10) | 0.3! | (0.11) |
| Black | 0.8! (0.28) | 0.5 ! (0.25) | $\ddagger$ (t) | $\ddagger$ (t) | $\ddagger$ (t) | $\ddagger \quad(t)$ | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger \quad\left(\begin{array}{l}\text { ( })\end{array}\right.$ | $\ddagger \quad$ ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Hispanic | 0.4! (0.18) | 0.8! (0.33) | 0.4! (0.18) | 0.4! (0.16) | 0.8 ! (0.32) | $\ddagger \quad(t)$ | $\ddagger$ (t) | 0.4 ! (0.17) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger$ | (t) |
| Asian/Pacific Islander | $\ddagger \quad(t)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger \quad$ (t) | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger$ | (t) |
| Asian | - (t) | - (t) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger$ (t) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger$ (t) | $\ddagger$ (t) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger$ | (t) |
| Pacific Islander | ( $\dagger$ ) | ( $\dagger$ ) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\mathrm{t})$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\mathrm{t})$ | $\ddagger$ | ( $\dagger$ |
| American Indian/Alaska Native | $\ddagger \quad$ ( $\dagger$ | $\ddagger \quad(\dagger)$ | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger$ (†) | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad$ (t) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races | ( $\dagger$ ) | ( $\dagger$ ) | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(t)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger$ | ( $\dagger$ ) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |
| 6th | 1.2! (0.38) | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger \quad\left(\begin{array}{r}\text { ( }\end{array}\right.$ | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger$ ( $\dagger$ ) | 0.8! (0.42) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger$ | ( $\dagger$ ) |
| 7th | $0.5!$ (0.19) | $0.6!(0.24)$ | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | 0.4! (0.20) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | 0.5! (0.23) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger$ | ( $\dagger$ |
| 8th | $0.6!(0.19)$ | 0.3 ! (0.14) | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | \# (t) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger$ | ( $\dagger$ |
| 9th | $0.5!(0.19)$ | $0.8!(0.31)$ | 0.6! (0.21) | $\pm \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\pm$$\ddagger$ | $\pm$( | $\pm \begin{array}{ll}\ddagger \\ \\ \\ \text { ( })\end{array}$ | $\pm \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\pm \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger$ | ( $\dagger$ |
| 10th | $0.2!$ (0.11) | 0.4! (0.18) | $\pm$$\ddagger$ | $\pm \quad\left(\begin{array}{r}\text { ( }\end{array}\right.$ | $\ddagger$ | $\pm$( | \# (t) | $\pm \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\pm \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger$ | (t) |
| 11th | 0.3! (0.16) | $\pm$ (t) | $\pm \begin{aligned} & \ddagger \\ & \\ & \text { ( }\end{aligned}$ | $\pm \begin{aligned} & \ddagger \\ & \\ & \text { ( }\end{aligned}$ | 0.6! (0.27) | $\pm$$\ddagger$ | \# (t) | $\pm \begin{array}{ll}\ddagger \\ \text { ( }\end{array}$ | $\pm \begin{aligned} & \ddagger \\ & \text { ( }\end{aligned}$ | $\ddagger$ | (t) |
| 12th | $\ddagger$ ( $\dagger$ |  |  | $\ddagger$ ( $\dagger$ ) | $\ddagger$ ( $\dagger$ | $\ddagger \quad(\dagger)$ |  | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger$ | ( $\dagger$ |
| Urbanicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |
| Urban | 0.9 (0.20) | 0.5 (0.15) | 0.3! (0.14) | $0.4!$ (0.17) | 0.7 ! (0.23) | 0.6! (0.22) | $\pm \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | 0.3 ! (0.16) | $\ddagger$ ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Suburban | 0.4 (0.10) | 0.4 (0.09) | 0.1! (0.05) | 0.3! (0.08) | 0.2! (0.09) | 0.3! (0.11) | $\pm$ (t) | 0.2! (0.08) | $0.3!$ (0.12) | 0.2 ! | (0.09) |
| Rural | 0.2! (0.09) | 0.5! (0.24) | $\ddagger \quad(\mathrm{t})$ | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad(\mathrm{t})$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad(\dagger)$ | $\ddagger$ | ( $\dagger$ |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |
| Public | 0.5 (0.08) | 0.5 (0.09) | 0.2 (0.06) | 0.3 (0.06) | 0.4 (0.09) | 0.4 (0.10) | 0.1! (0.06) | 0.2 ! (0.08) | 0.2! (0.08) | 0.2 ! | (0.07) |
| Private | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger \quad(\mathrm{t})$ | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | \# (t) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\mathrm{t})$ | $\ddagger$ | ( $\dagger$ |

-Not available.
$\dagger$ Not applicable.
Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Race categories exclude persons of Hispanic ethnicity. Prior to 2003, separate data for
Asian students, Pacific Islander students, and students of Two or more races were not Asian stud
collected.
${ }^{2}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural).
${ }^{3}$ Serious violent victimization is also included in violent victimization.

NOTE: "Total victimization" includes theft and violent victimization. A single student could report more than one type of victimization. In the total victimization section, students who reported both theft and violent victimization are counted only once. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes the serious violenterien as ons assault. "At school" includes in the school building, onschool prom bus, and, from 2001 onward, going to and from school Some data have been revised from previously published figures
(Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2017. (This table was prepared September 2018.)

Table 229.10. Percentage of public schools recording incidents of crime at school, percentage reporting incidents of crime at school to police, and number of incidents recorded or reported, by type of crime: Selected years, 1999-2000 through 2017-18
[Standard errors appear in parentheses]

| [Standard errors appear in parentheses] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Percent of schools |  |  |  |  |  |  |  |  |  |  |  | 2015-16 |  |  |  | 2017-18 |  |  |  |
| Type of crime recorded or reported to police | 1999-2000 |  | 2003-04 |  | 2005-06 |  | 2007-08 |  | 2009-10 |  | 2013-14 ${ }^{1}$ |  | Percent ofschools |  | Number of incidents |  | Percent of schools |  | Number of incidents |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Violent incidents | 71.4 | (1.37) | 81.4 | (1.05) | 77.7 | (1.11) | 75.5 | (1.09) | 73.8 | (1.07) | 65.0 | (1.46) | 68.9 | (1.30) | 864,900 | $(42,950)$ | 70.7 | (1.38) | 962,300 | $(45,850)$ |
| Serious violent incidents | 19.7 | (0.98) | 18.3 | (0.99) | 17.1 | (0.91) | 17.2 | (1.06) | 16.4 | (0.94) | 13.1 | (1.00) | 15.5 | (0.93) | 40,800 | $(3,460)$ | 21.3 | (0.98) | 54,400 | (7,770) |
| Rape or attempted rape | 0.7 | (0.10) | 0.8 | (0.17) | 0.3 | (0.07) | 0.8 | (0.17) | 0.5 | (0.10) | 0.2 ! | (0.10) | 0.9 | (0.19) | 1,100 | (190) | 0.9 | (0.16) | 1,100 | (200) |
| Sexual assault other than rape ${ }^{2}$ | 2.5 | (0.33) | 3.0 | (0.32) | 2.8 | (0.24) | 2.5 | (0.33) | 2.3 | (0.34) | 1.7 | (0.37) | 3.4 | (0.38) | 6,100 | $(1,360)$ | 5.2 | (0.46) | 7,100 | (590) |
| Physical attack or fight with a weapon | 5.2 | (0.60) | 4.0 | (0.46) | 3.0 | (0.38) | 3.0 | (0.33) | 3.9 | (0.48) | 1.8 | (0.34) | 2.6 | (0.38) | 5,300 | $(1,280)$ | 3.0 | (0.42) | 10,500 | $(2,850)$ |
| Threat of physical attack with a weapon | 11.1 | (0.70) | 8.6 | (0.71) | 8.8 | (0.66) | 9.3 | (0.77) | 7.7 | (0.72) | 8.7 | (0.78) | 8.5 | (0.79) | 18,300 | $(2,420)$ | 13.2 | (0.86) | 26,700 | $(4,460)$ |
| Robbery with a weapon | 0.5 ! | (0.15) | 0.6 | (0.15) | 0.4 | (0.12) | 0.4 ! | (0.14) | 0.2 | (0.05) | $\ddagger$ | ( $\dagger$ ) | 0.5 ! | (0.16) | 600 | (160) | 0.4 | (0.10) | 500 | (140) |
| Robbery without a weapon | 5.3 | (0.56) | 6.3 | (0.60) | 6.4 | (0.59) | 5.2 | (0.56) | 4.4 | (0.49) | 2.5 | (0.42) | 2.7 | (0.36) | 9,500 | $(1,440)$ | 3.5 | (0.39) | 8,500 | $(1,050)$ |
| Physical attack or fight without a weapon | 63.7 | (1.52) | 76.7 | (1.21) | 74.3 | (1.20) | 72.7 | (1.07) | 70.5 | (1.11) | 57.5 | (1.43) | 64.9 | (1.28) | 567,000 | $(36,780)$ | 65.7 | (1.39) | 597,300 | $(34,030)$ |
| Threat of physical attack without a weapon | 52.2 | (1.47) | 53.0 | (1.34) | 52.2 | (1.27) | 47.8 | (1.19) | 46.4 | (1.33) | 47.1 | (1.50) | 39.4 | (1.48) | 257,000 | $(15,630)$ | 41.4 | (1.38) | 310,700 | $(18,050)$ |
| Theft/larceny ${ }^{3}$ | 45.6 | (1.37) | 46.0 | (1.29) | 46.0 | (1.07) | 47.3 | (1.29) | 44.1 | (1.31) | - | ( $\dagger$ ) | 38.7 | (1.29) | 166,000 | $(5,190)$ | 33.4 | (1.31) | 132,500 | $(6,130)$ |
| Other incidents ${ }^{4}$ | 72.7 | (1.30) | 64.0 | (1.27) | 68.2 | (1.07) | 67.4 | (1.13) | 68.1 | (1.12) | - | (t) | 58.5 | (1.68) | 350,400 | $(10,710)$ | 59.8 | (1.18) | 343,700 | $(9,270)$ |
| Possession of a firearm/explosive device | 5.5 | (0.44) | 6.1 | (0.49) | 7.2 | (0.60) | 4.7 | (0.38) | 4.7 | (0.52) | - | ( $\dagger$ ) | 4.0 | (0.50) | 10,500! | ! (3,220) | 3.3 | (0.37) | 3,600 | (390) |
| Possession of a knife or sharp object | 42.6 | (1.28) | - | (t) | 42.8 | (1.23) | 40.6 | (1.10) | 39.7 | (1.06) | - | (t) | 38.4 | (1.26) | 70,600 | $(3,210)$ | 38.2 | (1.12) | 69,100 | $(2,220)$ |
| Distribution of illegal drugs ${ }^{5}$ a ${ }^{\text {a }}$ | 12.3 | (0.50) | 12.9 | (0.55) | - |  | - |  |  |  | - |  | - |  | - | ( + | - | (t) | , | ( $\dagger$ |
| Possession or use of alcohol or illegal drugs ${ }^{5}$ | 26.6 | (0.72) | 29.3 | (0.87) |  |  |  | (t) |  |  | - | (t) | - | (t) |  | ( $\dagger$ ) | - | (t) |  | (t) |
| Distribution, possession, or use of illegal drugs ${ }^{6}$ | - | (t) | - |  | 25.9 | (0.68) | 23.2 | (0.68) | 24.6 | (0.57) | - | ( $\dagger$ ) | 24.9 | (0.85) | 112,100 | $(4,250)$ | 24.9 | (0.69) | 120,300 | $(4,480)$ |
| Inappropriate distribution, possession, or use of prescription drugs ${ }^{7}$ | - | ( $\dagger$ ) | - |  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 12.1 | (0.47) | - | ( $\dagger$ ) | 9.5 | (0.55) | 20,100 | $(1,580)$ | 9.7 | (0.46) | 21,100 | $(1,350)$ |
| Distribution, possession, or use of alcohol ${ }^{6}$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 16.2 | (0.68) | 14.9 | (0.57) | 14.1 | (0.50) | - | ( $\dagger$ ) | 13.3 | (0.50) | 29,900 | $(1,620)$ | 13.4 | (0.45) | 29,000 | $(1,420)$ |
| Sexual harassment | 36.3 | (1.26) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  |  | - | (t) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  |  |
| Vandalism | 51.4 | (1.61) | 51.4 | (1.17) | 50.5 | (1.17) | 49.3 | (1.16) | 45.8 | (1.12) |  | ( $\dagger$ ) | 33.4 | (1.25) | 107,200 | $(7,040)$ | 33.1 | (1.10) | 100,600 | $(5,720)$ |
| Reported incidents to police Total | 62.5 | (1.37) | 65.2 | (1.35) | 60.9 | (1.15) | 62.0 | (1.24) | 60.0 | (1.58) | - | ( $\dagger$ ) | 47.4 | (1.54) | 448,900 | $(13,330)$ | 46.9 | (1.04) | 422,800 | $(12,650)$ |
| Violent incidents | 36.0 | (0.82) | 43.6 | (1.15) | 37.7 | (1.09) | 37.8 | (1.16) | 39.9 | (1.13) | - | (t) | 32.7 |  | 195,600 | $(9,620)$ | 32.5 | (1.08) | 192,100 | $(8,050)$ |
| Serious violent incidents | 14.8 | (0.10) | 13.3 | (0.88) | 12.6 | (0.70) | 12.6 | (0.86) | 10.4 | (0.62) | - | ( $\dagger$ ) | 10.0 | (0.68) | 20,000 | $(1,700)$ | 14.9 | (0.86) | 26,100 | $(1,680)$ |
| Rape or attempted rape | 0.6 | (0.34) | 0.8 | (0.17) | 0.3 | (0.07) | 0.8 | (0.17) | 0.5 | (0.10) | - | ( $\dagger$ ) | 0.7 | (0.14) | 900 | (160) | 0.8 | (0.16) | 1,000 | (190) |
| Sexual assault other than rape ${ }^{2}$ | 2.3 | (0.50) | 2.6 | (0.28) | 2.6 | (0.26) | 2.1 | (0.29) | 1.4 | (0.20) | - | (t) | 2.7 | (0.28) | 3,600 | (490) | 4.3 | (0.42) | 5,600 | (440) |
| Physical attack or fight with a weapon | 3.9 | (0.59) | 2.8 | (0.38) | 2.2 | (0.27) | 2.1 | (0.27) | 2.2 | (0.32) | - | (t) | 1.3 | (0.24) | 2,500! | ! (830) | 1.5 | (0.23) | 2,400 | (390) |
| Threat of physical attack with a weapon | 8.5 | (0.09) | 6.0 | (0.55) | 5.9 | (0.49) | 5.7 | (0.59) | 4.5 | (0.43) | - | (t) | 5.3 | (0.53) | 7,500 | (770) | 9.0 | (0.67) | 12,400 | $(1,290)$ |
| Robbery with a weapon | 0.3 ! | (0.41) | 0.6 | (0.15) | 0.4 | (0.12) | 0.4 | (0.14) | 0.2 | (0.05) | - | (t) | 0.3 ! | (0.13) | 400! | ! (140) | 0.3 | (0.08) | 400 | (90) |
| Robbery without a weapon | 3.4 | (0.91) | 4.2 | (0.51) | 4.9 | (0.48) | 4.1 | (0.42) | 3.5 | (0.40) | - |  | 1.9 | (0.28) | 5,000 | (690) | 2.4 | (0.33) | 4,300 | (560) |
| Physical attack or fight without a weapon | 25.8 | (0.94) | 35.6 | (0.98) | 29.2 | (1.00) | 28.2 | (0.90) | 34.3 | (0.90) | - | (t) | 25.1 | (1.03) | 121,500 | $(8,560)$ | 21.7 | (0.70) | 107,600 | $(5,570)$ |
| Threat of physical attack without a weapon | 18.9 | (0.94) | 21.0 | (0.82) | 19.7 | (0.69) | 19.5 | (0.76) | 15.2 | (0.79) | - | (t) | 12.9 | (0.65) | 54,200 | $(3,680)$ | 14.3 | (0.63) | 58,400 | $(4,090)$ |
| Theft/larceny ${ }^{3}$ | 28.5 | (1.04) | 30.5 | (1.17) | 27.9 | (0.97) | 31.0 | (1.12) | 25.4 | (1.01) | - | (t) | 18.1 | (0.80) | 71,600 | $(3,280)$ | 14.9 | (0.75) | 53,900 | $(2,780)$ |
| Other incidents ${ }^{4}$ | 52.0 | (1.14) | 50.0 | (1.18) | 50.6 | (1.00) | 48.7 | (1.17) | 46.3 | (1.23) | - | (t) | 33.5 | (1.15) | 181,700 | $(5,500)$ | 35.1 | (0.86) | 176,900 | $(5,210)$ |
| Possession of a firearm/explosive device | 4.5 | (0.41) | 4.9 | (0.44) | 5.5 | (0.51) | 3.6 | (0.32) | 3.1 | (0.39) | - | (t) | 1.9 | (0.29) | 7,500! | ! (2,760) | 2.1 | (0.30) | 2,300 | (320) |
| Possession of a knife or sharp object | 23.0 | (0.84) |  |  | 25.0 | (1.00) | 23.3 | (0.69) | 20.0 | (0.88) |  | ( $\dagger$ ) | 15.8 | (0.66) | 27,700 | $(1,330)$ | 18.0 | (0.68) | 30,500 | $(1,260)$ |
| Distribution of illegal drugs ${ }^{5}$ | 11.4 | (0.48) | 12.4 | (0.57) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  |  | - | ( $\dagger$ ) |  | (t) | - | (t) |  | ( $\dagger$ ) |  | ( $\dagger$ |
| Possession or use of alcohol or illegal drugs ${ }^{5}$ | 22.2 | (0.67) | 26.0 | (0.76) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - |  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Distribution, possession, or use of illegal drugs $^{6}$ | - | ( $\dagger$ ) | - |  | 22.8 | (0.62) | 20.7 | (0.60) | 21.4 | (0.57) | - | ( $\dagger$ ) | 19.9 | (0.71) | 82,200 | $(3,300)$ | 19.9 | (0.52) | 84,800 | $(3,380)$ |
| Inappropriate distribution, possession, or use of prescription drugs ${ }^{7}$ | - | ( $\dagger$ ) | - |  | - |  | - | ( $\dagger$ ) | 9.6 | (0.42) | - | ( $\dagger$ ) | 7.4 | (0.56) | 15,100 | $(1,270)$ | 7.1 | (0.36) | 15,100 | (960) |
| Distribution, possession, or use of alcohol ${ }^{6}$ | - | (t) | - | (t) | 11.6 | (0.61) | 10.6 | (0.55) | 10.0 | (0.41) | - | (t) | 8.6 | (0.41) | 17,800 | $(1,330)$ | 8.0 | (0.39) | 16,900 | (950) |
| Sexual harassment | 14.7 | (0.78) | - |  | - |  | - | ( $\dagger$ ) | - |  | - | (t) | - | ( $\dagger$ ) | - | (t) | -120 | (t) |  | ( ${ }^{\text {) }}$ |
| Vandalism | 32.7 | (1.10) | 34.3 | (1.06) | 31.9 | (1.02) | 30.8 | (1.18) | 26.8 | (1.09) | - | ( $\dagger$ ) | 12.9 | (0.86) | 31,600 | $(2,370)$ | 12.0 | (0.66) | 27,300 | $(2,220)$ |

Table 229.10. Percentage of public schools recording incidents of crime at school, percentage reporting incidents of crime at school to police, and number of incidents recorded or reported, by type of crime: Selected years, 1999-2000 through 2017-18-Continued

[^26]The survey items "Distribution of illegal drugs" and "Possession or use of alcohol or illegal drugs" appear only on the 1999-2000 and 2003-04 questionnaires. Different alcohol- and drug-related survey items were used on the SSOCS questionnaires for later years.
${ }^{6}$ The survey items "Distribution, possession, or use of illegal drugs" and "Distribution, possession, or use of alcohol" appear only on the SSOCS questionnaires for 2005-06 and later years.
The survey item "Inappropriate distribution, possession, or use of prescription drugs" appears only on the SSOCS questionnaires for 2009-10 and later years.
school. "At school" was defined to include activities the person most knowledgeable about crime and safety issues at the and at places that hold school-sponsored events or activities in school buildings, on school grounds, on school buses, occurred before, during, and after normal school hours or when school activities ore events were in session. Detail may no sum to totals because of rounding and because schools that recorded or reported more than one type of crime inciden were counted only once in the total percentage of schools recording or reporting incidents.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, 2005-06, 2007-08 2009-10, 2015-16, and 2017-18 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, 2016, and (This table was prepared July 2019.)

## Table 230.10. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999-2000

 through 2017-18

[^27]
# Table 230.10. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999-2000 through 2017-18-Continued 

- Not available.

IInterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. $\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Includes schools that reported the problem happens either at least once a week or daily.
Includes schools that reported the problem happens at all at their school during the school year. In the 1999-2000 survey administration, the questionnaire specified "undesirable" gang activities and "undesirable" cult or extremist group activities As of 2013-14, to the 2007-08 survey administration, the questionnaire wording was "student racial
${ }^{4}$ The 2015-16 and 2017-18 questionnaires defined bullying as "any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated." The term was not defined for respondents in previous survey administrations.
Prior to 2015-16, the questionnaire asked about "student harassment of other students based on sexual orientation or gender dentity (i.e., lesbian, gay, bisexual, transgender, questioning)" in one single item. The 2015-16 and 2017-18 questionnaires item asking about "student harassment of other students based on gender identity." For 2015-16 and 2017-18, schools are included in this column if they responded "daily" or "at least once a week" to either or both of these items; each school is counted only once, even if it indicated daily/weekly frequency for both items. The 2015-16 and 2017-18 questionnaires provided definitions for sexual orientation-"one's emotional or physical attraction to the same and/or opposite sex"一-and gender identity-"one's inner sense of one's own gender, which may or may not match the sex assigned at birth." These erms were not defined for respondents in previous survey administrations.
using the School Survey on Crime and Safety (SSOCS). The 2013-14 FRSS
with SSOCS data. However, all respondents to the 2013-14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas all respondents to SSOCS had only the option of completing 2013-14 FRSS survey to 2017-18, when SSOCS experimented with offering an online option os somple size and difference in survey administration may have impacted the 2013-14 results.
Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the grade is not lower than rade 9. Combined schools include all other combinations of grades, including K-12 schools.

信 tudents of Two or more races
Violent incidents" include rape or attempted rape, sexual assault other than rape, physical attack or fight with or withou weapon, threat of physical attack or fight with or without a weapon, and robbery with or without a weapon. Respondent were instructed to include violent incidents that occurred before, during, or after normal school hours or when schoo activities or events were in session.
Ne. " Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, 2005-06, 2007-08 2009-10, 2015-16, and 2017-18 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, 2016, and
 was prepared July 2019.)

Table 230.40. Percentage of students ages 12-18 who reported being bullied at school during the school year, by selected student and school characteristics: Selected years, 2005 through 2017
[Standard errors appear in parentheses]

| Student or school characteristic | 20051 |  | 2007 |  | 2009 |  | 2011 |  | 2013 |  | 2015 |  | 2017 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| Total | 28.5 | (0.70) | 31.7 | (0.74) | 28.0 | (0.83) | 27.8 | (0.76) | 21.5 | (0.66) | 20.8 | (0.99) | 20.2 | (0.71) |
| Sex Male Female | $\begin{aligned} & 27.5 \\ & 29.7 \end{aligned}$ | $\begin{aligned} & (0.90) \\ & (0.85) \end{aligned}$ | 30.3 33.2 | $\begin{aligned} & (0.96) \\ & (0.99) \end{aligned}$ | 26.6 29.5 | $(1.04)$ $(1.08)$ | 24.5 31.4 | $(0.91)$ $(0.99)$ | 19.5 23.7 | $(0.81)$ $(0.98)$ | 18.8 22.8 | $(1.31)$ $(1.39)$ | 16.7 23.8 | $(0.87)$ $(1.01)$ |
| Race/ethnicity White | 30.3 | (0.85) | 34.1 | (0.97) | 29.3 | (1.03) | 31.5 | (1.07) | 23.7 | (0.93) | 21.6 | (1.43) | 22.8 | (1.02) |
| Black | 29.2 | (2.23) | 30.4 | (2.18) | 29.1 | (2.29) | 27.2 | (1.97) | 20.3 | (1.81) | 24.7 | (3.29) | 22.9 | (1.98) |
| Hispanic | 22.3 | (1.29) | 27.3 | (1.53) | 25.5 | (1.71) | 21.9 | (1.07) | 19.2 | (1.30) | 17.2 | (1.58) | 15.7 | (1.12) |
| Asian/Pacific Islander | 20.8 | (2.61) | 17.2 | (2.47) | 17.8 | (2.79) | 13.8 | (2.48) | 9.3 | (1.67) | 19.4 | (4.45) | 7.3 | (1.54) |
| Asian | 20.9 | 2.7 | 18.1 | (2.60) | 17.3 | (3.01) | 14.9 | (2.70) | 9.2 | (1.67) | 15.6 | (4.02) | 7.3 | (1.56) |
| Pacific Islander | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native | $\ddagger$ | ( $\dagger$ | 29.8 | (7.40) | $\ddagger$ | ( $\dagger$ | 21.1! | (6.72) | 24.3 ! | (9.87) | $\ddagger$ | ( $\dagger$ | 27.2 | (5.93) |
| Two or more races | 34.6 | (4.44) | 38.2 | (3.95) | 27.3 | (5.56) | 26.9 | (4.30) | 27.6 | (4.50) | 17.7 | (3.96) | 23.2 | (3.03) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6th | 37.0 | (2.06) | 42.7 | (2.23) | 39.4 | (2.60) | 37.0 | (2.17) | 27.8 | (2.31) | 31.0 | (3.53) | 29.5 | (2.79) |
| 7th | 35.1 | (1.70) | 35.6 | (1.78) | 33.1 | (1.87) | 30.3 | (1.64) | 26.4 | (1.65) | 25.1 | (2.48) | 24.4 | (1.60) |
| 8th | 31.3 | (1.60) | 36.9 | (1.84) | 31.7 | (1.85) | 30.7 | (1.68) | 21.7 | (1.42) | 22.2 | (2.41) | 25.3 | (1.69) |
| 9th | 28.3 | (1.59) | 30.6 | (1.72) | 28.0 | (1.90) | 26.5 | (1.66) | 23.0 | (1.42) | 19.0 | (2.11) | 19.3 | (1.52) |
| 10th | 25.1 | (1.42) | 27.7 | (1.44) | 26.6 | (1.71) | 28.0 | (1.56) | 19.5 | (1.48) | 21.2 | (2.13) | 18.9 | (1.67) |
| 11th | 23.5 | (1.62) | 28.5 | (1.48) | 21.1 | (1.69) | 23.8 | (1.72) | 20.0 | (1.50) | 15.8 | (2.24) | 14.7 | (1.45) |
| 12th | 20.8 | (1.83) | 23.0 | (1.60) | 20.4 | (1.63) | 22.0 | (1.34) | 14.1 | (1.51) | 14.9 | (2.18) | 12.2 | (1.34) |
| Urbanicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban | 26.2 | (1.32) | 30.7 | (1.36) | 27.4 | (1.25) | 24.8 | (1.28) | 20.7 | (1.10) | 21.5 | (1.84) | 18.3 | (1.32) |
| Suburban | 29.4 | (0.80) | 31.2 | (1.07) | 27.5 | (1.06) | 29.0 | (1.07) | 22.0 | (0.90) | 21.1 | (1.22) | 19.7 | (0.80) |
| Rural | 29.5 | (1.97) | 35.2 | (1.73) | 30.7 | (1.99) | 29.7 | (1.82) | 21.4 | (1.86) | 18.2 | (2.86) | 26.7 | (2.13) |
| Control of school ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public | 29.0 | (0.74) | 32.0 | (0.76) | 28.8 | (0.88) | 28.4 | (0.82) | 21.5 | (0.67) | 21.1 | (1.06) | 20.6 | (0.73) |
| Private | 23.3 | (2.16) | 29.1 | (2.10) | 18.9 | (2.16) | 21.5 | (1.91) | 22.4 | (2.71) | 16.1 | (3.40) | 16.0 | (2.39) |

$\dagger$ Not applicable
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ In 2005, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for 2005 are comparable to those for 2007 and later years.
${ }^{2}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." These data by metropolitan status were based on the location of households and differ from those published in Student Reports of Bullying: Results From the 2015 School Crime

Supplement to the National Crime Victimization Survey, which were based on the urbancentric measure of the location of the school that the child attended.
${ }^{3}$ Control of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private School Survey, as reported in Student Reports of Bullying: Results From the 2015 School Crime Supplement to the National Crime Victimization Survey.
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2005 through 2017. (This table was prepared September 2018.)

Table 231.10. Percentage of students in grades 9-12 who reported having been in a physical fight at least one time during the previous 12 months, by location and selected student characteristics: Selected years, 1993 through 2017

-Not available.
†Not applicable.
Interpret data with caution. The coefficient of variation (CV for this estimate is between 30 and 50 percent.
"Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. many times in the past 12 months they had been in a physical fight.
${ }^{2}$ Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing
data on race from 1993 and 1997 with data from later years.

## ${ }^{3}$ Students were a

${ }^{4}$ Refers to the Stand Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)," In the question asking students about physical fights at school, "on school property" was not defined for survey respondents, NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavio Surveillance System (YRBSS), 1993 through 2017. (This table was prepared July 2018.)
［Standard errors appear in parentheses］

| Location and student characteristic |  | 1993 |  | 1997 |  | 1999 |  | 2001 |  | 2003 |  | 2005 |  | 2007 |  | 2009 |  | 2011 |  | 2013 |  | 2015 |  | 2017 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Anywhere（including on school property）${ }^{1}$ Total | 48.0 | （1．06） | 50.8 | （1．43） | 50.0 | （1．30） | 47.1 | （1．11） | 44.9 | （1．21） | 43.3 | （1．38） | 44.7 | （1．15） | 41.8 | （0．80） | 38.7 | （0．75） | 34.9 | （1．08） | 32.8 | （1．18） | 29.8 | （1．27） |
| Sex Male Female | 50.1 45.9 | （1．23） | 53.3 47.8 | （1．22） | 52.3 47.7 | （1．47） | 49.2 45.0 | （1．42） | 43.8 45.8 | （1．31） | 43.8 42.8 | （1．40） | 44.7 44.6 | （1．39） | 40.8 42.9 | $(1.11)$ $(0.85)$ | 39.5 37.9 | $(0.93)$ $(0.91)$ | 34.4 35.5 | （1．30） | 32.2 33.5 | $\begin{aligned} & (0.89) \\ & (1.89) \end{aligned}$ | 27.6 31.8 | （1．24） |
| Race／ethnicity White | 49.9 | （1．26） | 54.0 | （1．51） | 52.5 | （1．62） | 50.4 | （1．12） | 47.1 | （1．51） | 46.4 | （1．84） | 47.3 | （1．67） | 44.7 | （1．16） | 40.3 | （0．97） | 36.3 | （1．63） | 35.2 | （2．00） | 32.4 | （1．73） |
| Black | 42.5 | （1．82） | 36.9 | （1．46） | 39.9 | （4．07） | 32.7 | （2．33） | 37.4 | （1．67） | 31.2 | （1．05） | 34.5 | （1．65） | 33.4 | （1．45） | 30.5 | （1．40） | 29.6 | （1．65） | 23.8 | （2．82） | 20.8 | （2．27） |
| Hispanic | 50.8 | （2．82） | 53.9 | （1．96） | 52.8 | （2．41） | 49.2 | （1．52） | 45.6 | （1．39） | 46.8 | （1．39） | 47.6 | （1．80） | 42.9 | （1．43） | 42.3 | （1．38） | 37.5 | （2．11） | 34.4 | （1．28） | 31.3 | （1．53） |
| Asian ${ }^{2}$ | － | （ $\dagger$ ） | － | （ $\dagger$ | 25.7 | （2．24） | 28.4 | （3．22） | 27.5 | （3．47） | 21.5 | （1．98） | 25.4 | （2．17） | 18.3 | （1．60） | 25.6 | （2．90） | 21.7 | （1．80） | 13.1 | （1．83） | 12.2 | （1．74） |
| Pacific Islander ${ }^{2}$ |  | （ $\dagger$ ） |  | （ $\dagger$ ） | 60.8 | （5．11） | 52.3 | （8．54） | 40.0 | （7．04） | 38.7 | （8．43） | 48.8 | （6．58） | 34.8 | （4．36） | 38.4 | （6．40） | 26.8 | （5．84） | 36.9 | （10．62） | 18.7 | （3．17） |
| American Indian／Alaska Native | 45.3 | （7．18） | 57.6 | （3．79） | 49.4 | （6．43） | 51.4 | （3．97） | 51.9 | （5．29） | 57.4 | （4．13） | 34.5 | （1．77） | 42.8 | （5．43） | 44.9 | （2．26） | 33.4 | （5．13） | 46.0 | （8．12） | 31.8 | （8．15） |
| Two or more races ${ }^{2}$ |  | （t） |  | （ $\dagger$ ） | 51.1 | （3．98） | 45.4 | （4．11） | 47.1 | （3．59） | 39.0 | （3．59） | 46.2 | （2．89） | 44.3 | （2．42） | 36.9 | （3．08） | 36.1 | （2．87） | 39.6 | （2．68） | 32.7 | （2．50） |
| Sexual orientation ${ }^{3}$ Heterosexual Gay，lesbian，or bisexual Not sure | 二 | （t） $(+)$ （t） | 二 | （t） $(+)$ （t） | 二 | （t） （t） （ $)$ | 二 | （t） $(+)$ （t） | 二 | （＋） （t） （ | 二 | （t） $(+)$ （t） | 二 | （＋） $(+)$ （ + ） | 二 | （t） $(+)$ （t） | 二 | （t） （t） （t） | 二 | （ （ （ （ | 32.1 40.5 34.6 | （1．30） $(2.07)$ $(2.81)$ | 29.7 37.4 21.5 | （1．02） $(2.39$ $(2.77)$ |
| 10th | 40.5 | （1．79） | 44.2 | （3．12） | 40.6 | （2．17） | 41.1 | （1．82） | 36.2 | （1．43） | 36.2 | （1．23） | 35.7 | （1．15） | 31.5 | （1．28） | 29.8 | （1．35） | 24.4 | （1．13） | 23.4 | （1．28） | 18.8 | （1．23） |
| 10th | 44.0 | （2．00） | 47.2 | （2．19） | 49.7 | （1．89） | 45.2 | （1．29） | 43.5 | （1．66） | 42.0 | （1．95） |  | （1．68） | 40.6 | （1．42） | 35.7 | （1．37） | 30.9 | （1．84） | 29.0 | （2．49） | 27.0 | （1．60） |
| 11th | 49.7 | （1．73） | 53.2 | （1．49） | 50.9 | （1．98） | 49.3 | （1．70） | 47.0 | （2．08） | 46.0 | （1．98） | 49.0 | （1．83） | 45.7 | （2．05） | 42.7 | （1．28） | 39.2 | （1．52） | 38.0 | （1．68） | 34.4 | （1．68） |
| 12th | 56.4 | （1．35） | 57.3 | （2．50） | 61.7 | （2．25） | 55.2 | （1．53） | 55.9 | （1．65） | 50.8 | （2．12） | 54.9 | （2．09） | 51.7 | （1．37） | 48.4 | （1．29） | 46.8 | （1．85） | 42.4 | （2．00） | 40.8 | （1．92） |
| Urbanicity ${ }^{4}$ Urban | － | （ $\dagger$ | 48.9 | （2．07） | 46.5 | （2．75） | 45.2 | （1．97） | 41.5 | （1．48） | － | （ $\dagger$ | － | （ $\dagger$ | － | （ $\dagger$ ） | － | （ $\dagger$ | － | （ $\dagger$ | － | （ $\dagger$ | － | （ $\dagger$ |
| Suburban | － | （t） | 50.5 | （2．11） | 51.4 | （1．32） | 47.6 | （1．26） | 46.5 | （2．10） | － | （ $\dagger$ ） | － | （ $\dagger$ ） | － | （ $\dagger$ ） | － | （ + ） | － | （ $\dagger$ ） |  | （ $\dagger$ ） |  | （t） |
| Rural | － | （ $\dagger$ ） | 55.4 | （5．36） | 52.2 | （4．51） | 50.2 | （1．91） | 45.3 | （2．35） | － | （ $\dagger$ ） | － | （ $\dagger$ ） | － | （ $\dagger$ ） | － | （ $\dagger$ ） | － | （t） | － | （ $\dagger$ ） | － | （ + |
| On school property ${ }^{5}$ Total | 5.2 | （0．39） | 5.6 | （0．34） | 4.9 | （0．39） | 4.9 | （0．28） | 5.2 | （0．46） | 4.3 | （0．30） | 4.1 | （0．32） | 4.5 | （0．29） | 5.1 | （0．33） | － | （t） | － | （t） | － | （t） |
| Sex | 6.2 | （0．39） | 7.2 | （0．66） | 6.1 |  | 6.1 |  | 6.0 |  | 5.3 | （0．39） | 4.6 |  | 5.3 |  | 5.4 | （0．43） | － | （ + | － | （ + | － | （ + |
| Female | 4.2 | （0．54） | 3.6 | （0．37） | 3.6 | （0．39） | 3.8 | （0．39） | 4.2 | （0．41） | 3.3 | （0．32） | 3.6 | （0．37） | 3.6 | （0．34） | 4.7 | （0．35） | － | （t） | － | （t） | － | （ $\dagger$ |
| Race／ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 4.6 | （0．44） | 4.8 | （0．42） | 4.8 | （0．55） | 4.2 | （0．26） | 3.9 | （0．45） | 3.8 | （0．38） | 3.2 | （0．35） | 3.3 | （0．27） | 4.0 | （0．38） | － | （ $\dagger$ | － | （ $\dagger$ | － | （ $\dagger$ ） |
| Black | 6.9 | （0．98） | 5.6 | （0．72） | 4.3 | （0．52） | 5.3 | （0．65） | 5.8 | （0．80） | 3.2 | （0．45） | 3.4 | （0．63） | 5.4 | （0．59） | 5.1 | （0．50） | － | （t） | － | （t） | － | （t） |
| Hispanic | 6.8 | （0．84） | 8.2 | （0．96） | 7.0 | （0．88） | 7.0 | （0．71） | 7.6 | （1．08） | 7.7 | （1．04） | 7.5 | （0．86） | 6.9 | （0．70） | 7.3 | （0．68） | － | （t） | － | （t） | － | （ + |
| Asian ${ }^{\text {c }}$ | － | （ $\dagger$ | － | （ $\dagger$ | 2.0 | （0．42） | 6.8 | （1．42） | 5.6 | （1．55） | 1．3！ | （0．62） | 4.4 | （1．17） | 2.9 | （0．65） | $3.5!$ | （1．21） | － | （ $\dagger$ | － | （ + | － | （t） |
| Pacific Islander ${ }^{2}$ | － | （ $\dagger$ ） | － | （ $\dagger$ ） | 6.7 | （1．59） | 12.4 | （3．50） | 8.5 ！ | （3．29） | $\ddagger$ | （ $\dagger$ | $\ddagger$ | （ $\dagger$ | 10.0 | （2．34） | 8．3！ | （3．61） | － | （t） | － | （t） |  | （ $\dagger$ |
| American Indian／Alaska Native | 6.7 ！ | （3．06） | 8．6！ | （4．15） | $\ddagger$ | （t） | 8.2 | （1．69） | 7．1！ | （2．61） | 6.2 ！ | （2．05） | 5.0 | （0．89） | 4.3 ！ | （1．58） | 20.9 | （4．15） |  | （t） |  | （t） |  | （ $\dagger$ ） |
| Two or more races ${ }^{2}$ | － | （ $\dagger$ |  | （ $\dagger$ | 5.2 | （1．09） | 7.0 ！ | （2．36） | 13.3 | （2．93） | 3.5 | （1．02） | 5.4 | （1．25） | 6.7 | （1．37） | 5.8 | （1．32） | － | （ $\dagger$ | － | （ $\dagger$ ） | － | （t） |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th | 5.2 | （0．38） | 5.9 | （0．83） | 4.4 | （0．60） | 5.3 | （0．47） | 5.1 | （0．69） | 3.7 | （0．48） | 3.4 | （0．43） | 4.4 | （0．37） | 5.4 | （0．56） | － | （ $\dagger$ | － | （ $\dagger$ | － | （ + |
| 10th | 4.7 | （0．43） | 4.6 | （0．71） | 5.0 | （0．67） | 5.1 | （0．45） | 5.6 | （0．60） | 4.5 | （0．45） | 4.1 | （0．50） | 4.8 | （0．46） | 4.4 | （0．51） | － | （t） | － | （t） | － | （t） |
| 11th | 5.2 | （0．80） | 6.0 | （0．86） | 4.7 | （0．57） | 4.7 | （0．45） | 5.0 | （0．57） | 4.0 | （0．47） | 4.2 | （0．54） | 4.6 | （0．44） | 5.2 | （0．56） | － | （ $\dagger$ | － | （ $\dagger$ | － | （t） |
| 12th | 5.5 | （0．64） | 5.9 | （0．66） | 5.0 | （0．89） | 4.3 | （0．44） | 4.5 | （0．68） | 4.8 | （0．57） | 4.8 | （0．55） | 4.1 | （0．44） | 5.1 | （0．48） | － | （ $\dagger$ ） | － | （ $\dagger$ ） | － | （t） |
| Urbanicity ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban |  | （t） | 6.4 | （0．85） | 5.0 | （0．60） | 5.4 | （0．61） | 6.1 | （0．94） | － | （ + | － | （ $\dagger$ | － | （t） | － | （ + | － | （ ${ }_{\text {）}}$ | － | （ ${ }_{\text {（ }}$ |  | （＋） |
| Suburban | － | （t） | 5.2 | （0．43） | 4.6 | （0．61） | 4.9 | （0．37） | 4.8 | （0．54） | － | （t） | － | （t） | － | （t） | － | （t） | － | （t） | － | （t） |  | （t） |
| Rural | － | （t） | 5.3 | （0．55） | 5.6 | （0．67） | 4.0 | （0．83） | 4.7 | （0．49） | － | （t） | － | （t） | － | （t） | － | （ + | － | （t） | － | （t） | － | （t） |

－Not available．
！！nterpret data with caution．The coefficient of variation（CV）for this estimate is between 30 and 50 percent．
$\ddagger$ Reporting standards not met．The coefficient of variation（CV）for this estimate is 50 percent or greater．
The term＂anywhere＂is not used in the Youth Risk Behavior Survey（YRBS）questionnaire；students were simply asked how many days during the previous 30 days they had at least one drink of alcohol．
Bassified as Two or more races．Because the respories changed in 1999，carately，and students could not be data on race from 1993 and 1997 with data from later years．
${ }^{3}$ Students were asked which sexual orientation－＂heterosexual（straight），＂＂gay or lesbian，＂＂bisexual，＂or＂not sure＂－best escribed them．
${ }^{4}$ Refers to the Standard Metropolitan Statistical Area（MSA）status of the respondent＇s household as defined by the U．S． Census Bureau．Categories include＂central city of an MSA（Urban），＂＂in MSA but not in central city（Suburban），＂and＂not MSA（Rural）．＂
SIn the question about drinking alcohol at school，＂on school property＂was not defined for survey respondents．Data on use at school were not collected from 2013 onward．
NOTE：Race categories exclude persons of Hispanic ethnicity．
SOURCE：Centers for Disease Control and Prevention，Division of Adolescent and School Health，Youth Risk Behavior Surveillance System（YRBSS）， 1993 through 2017．（This table was prepared July 2018．）

Table 232.40. Percentage of students in grades 9-12 who reported using marijuana at least one time during the previous $\mathbf{3 0}$ days, by location and selected student characteristics: Selected years, 1993 through 2017

| Location and student characteristic |  | 1993 |  | 1997 |  | 1999 |  | 2001 |  | 2003 |  | 2005 |  | 2007 |  | 2009 |  | 2011 |  | 2013 |  | 2015 |  | 2017 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Anywhere (including on school property) ${ }^{1}$ Total | 17.7 | (1.22) | 26.2 | (1.11) | 26.7 | (1.30) | 23.9 | (0.77) | 22.4 | (1.09) | 20.2 | (0.84) | 19.7 | (0.97) | 20.8 | (0.70) | 23.1 | (0.80) | 23.4 | (1.08) | 21.7 | (1.22) | 19.8 | (0.84) |
| Sex <br> Male Female | 20.6 14.6 | $(1.61)$ $(1.02)$ | 30.2 21.4 | (1.46) | 30.8 22.6 | $(1.92)$ $(0.96)$ | 27.9 20.0 | $(0.81)$ $(0.87)$ | 25.1 19.3 | $(1.25)$ $(0.96)$ | 22.1 18.2 | (0.98) | 22.4 17.0 | (1.02) | 23.4 17.9 | $(0.80)$ $(0.87)$ | 25.9 20.1 | $(1.01)$ $(0.95)$ | 25.0 21.9 | $(1.14)$ $(1.28)$ | 23.2 20.1 | (1.46) | 20.0 19.6 | $(0.89)$ $(1.14)$ |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 17.3 | (1.41) | 25.0 | (1.56) | 26.4 | (1.59) | 24.4 | (1.04) | 21.7 | (1.20) | 20.3 | (1.11) | 19.9 | (1.28) | 20.7 | (0.93) | 21.7 | (1.09) | 20.4 | (1.36) | 19.9 | (1.67) | 17.7 | (1.12) |
| Black | 18.6 | (1.84) | 28.2 | (1.67) | 26.4 | (3.49) | 21.8 | (2.12) | 23.9 | (1.58) | 20.4 | (1.11) | 21.5 | (1.64) | 22.2 | (1.44) | 25.1 | (1.35) | 28.9 | (1.30) | 27.1 | (1.57) | 25.3 | (1.24) |
| Hispanic | 19.4 | (1.33) | 28.6 | (2.06) | 28.2 | (2.29) | 24.6 | (0.81) | 23.8 | (1.16) | 23.0 | (1.22) | 18.5 | (1.41) | 21.6 | (1.04) | 24.4 | (1.27) | 27.6 | (1.50) | 24.5 | (1.49) | 23.4 | (1.85) |
| Asian ${ }^{2}$ |  | (t) | - | (t) | 13.5 | (2.04) | 10.9 | (2.12) | 9.5 | (2.21) | 6.7 | (1.64) | 9.4 | (1.63) | 7.5 | (1.40) | 13.6 | (3.75) | 16.4 | (2.99) | 8.2 | (1.58) | 7.3 | (1.79) |
| Pacific Islander ${ }^{2}$ |  | (t) | - | ( $\dagger$ ) | 33.8 | (4.11) | 21.9 | (4.07) | 28.1 | (6.47) | 12.4 ! | (3.87) | 28.7 | (6.14) | 24.8 | (5.50) | 31.1 | (7.08) | 23.4 ! | (7.35) | 17.4 | (4.88) | 16.1 | (4.08) |
| American Indian/Alaska Native | 17.4 | (4.77) | 44.2 | (4.31) | 36.2 | (6.55) | 36.4 | (5.48) | 32.8 | (5.29) | 30.3 | (4.36) | 27.4 | (3.50) | 31.6 | (5.26) | 47.4 | (3.20) | 35.5 | (6.37) | 26.9 | (5.20) | 29.7 | (6.30) |
| Two or more races ${ }^{2}$ |  | ( $\dagger$ ) | - | ( $\dagger$ ) | 29.1 | (4.00) | 31.8 | (3.22) | 28.3 | (5.57) | 16.9 | (2.43) | 20.5 | (2.73) | 21.7 | (2.33) | 26.8 | (2.10) | 28.8 | (2.55) | 23.5 | (2.18) | 20.3 | (2.27) |
| Sexual orientation ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Heterosexual | - | (t) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 20.7 | (1.29) | 19.1 | (0.83) |
| Gay, lesbian, or bisexual | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | ( $\dagger$ ) | 32.0 | (1.64) | 30.6 | (1.68) |
| Not sure | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 26.0 | (2.28) | 18.9 | (2.76) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th | 13.2 | (1.10) | 23.6 | (1.95) | 21.7 | (1.84) | 19.4 | (1.25) | 18.5 | (1.52) | 17.4 | (1.16) | 14.7 | (1.02) | 15.5 | (0.97) | 18.0 | (1.11) | 17.7 | (1.13) | 15.2 | (0.98) | 13.1 | (1.07) |
| 10th | 16.5 | (1.79) | 25.0 | (1.29) | 27.8 | (2.21) | 24.8 | (1.12) | 22.0 | (1.47) | 20.2 | (1.27) | 19.3 | (1.12) | 21.1 | (1.11) | 21.6 | (1.15) | 23.5 | (1.89) | 20.0 | (1.87) | 18.7 | (0.93) |
| 11th | 18.4 | (1.77) | 29.3 | (1.81) | 26.7 | (2.47) | 25.8 | (1.33) | 24.1 | (1.56) | 21.0 | (1.24) | 21.4 | (1.49) | 23.2 | (1.52) | 25.5 | (1.44) | 25.5 | (1.37) | 24.8 | (1.27) | 22.6 | (1.23) |
| 12th | 22.0 | (1.40) | 26.6 | (2.09) | 31.5 | (2.81) | 26.9 | (1.77) | 25.8 | (1.19) | 22.8 | (1.23) | 25.1 | (1.96) | 24.6 | (1.49) | 28.0 | (1.08) | 27.7 | (1.58) | 27.6 | (1.93) | 25.7 | (1.43) |
| Urbanicity ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban | - | ( $\dagger$ ) | 26.8 | (1.50) | 27.5 | (2.32) | 25.6 | (1.23) | 23.4 | (1.65) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Suburban | - | (t) | 27.0 | (1.05) | 26.1 | (1.60) | 22.5 | (0.96) | 22.8 | (1.90) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | ( + |
| Rural | - | (t) | 21.9 | (3.23) | 28.0 | (4.36) | 26.2 | (2.49) | 19.9 | (2.80) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) |
| On school property ${ }^{5}$ Total | 5.6 | (0.65) | 7.0 | (0.52) | 7.2 | (0.73) | 5.4 | (0.37) | 5.8 | (0.68) | 4.5 | (0.32) | 4.5 | (0.46) | 4.6 | (0.35) | 5.9 | (0.39) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 7.8 | (0.83) | 9.0 | (0.68) | 10.1 | (1.30) | 8.0 | (0.54) | 7.6 | (0.88) | 6.0 | (0.44) | 5.9 | (0.61) | 6.3 | (0.54) | 7.5 | (0.56) | - | (t) | - | (t) | - | (t) |
| Female | 3.3 | (0.48) | 4.6 | (0.56) | 4.4 | (0.40) | 2.9 | (0.28) | 3.7 | (0.48) | 3.0 | (0.31) | 3.0 | (0.39) | 2.8 | (0.32) | 4.1 | (0.32) | - | ( $\dagger$ ) | - | ( $)^{\text {) }}$ | - | ( + |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 5.0 | (0.72) | 5.8 | (0.69) | 6.5 | (0.84) | 4.8 | (0.45) | 4.5 | (0.66) | 3.8 | (0.41) | 4.0 | (0.63) | 3.8 | (0.38) | 4.5 | (0.42) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( + |
| Black |  | (1.23) |  | (1.07) | 7.2 | (1.10) | 6.1 | (0.60) | 6.6 | (0.89) | 4.9 | (0.65) | 5.0 | (0.73) | 5.6 | (0.64) | 6.7 | (0.77) | - | ( + | - | (t) | - | (t) |
| Hispanic | 7.5 | (1.10) | 10.4 | (1.03) | 10.7 | (1.21) | 7.4 | (0.58) | 8.2 | (0.72) | 7.7 | (0.76) | 5.4 | (0.80) | 6.5 | (0.76) | 7.7 | (0.54) | - | ( ${ }_{\text {( }}$ ) | - | (t) |  | (t) |
| Asian ${ }^{2}$ | - | (t) | - | (t) | 4.3 | (0.71) | 4.7 ! | (1.56) | 4.3 ! | (1.38) | $\ddagger$ | (t) | $2.7!$ | (1.06) | 2.0 | (0.54) | 4.5 | (1.34) | - | (t) | - | (t) | - | (t) |
| Pacific Islander ${ }^{2}$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 11.0 | (3.21) | $6.4!$ | (2.46) | 9.1 ! | (3.17) | $\ddagger$ | ( $\dagger$ ) | 13.4! | (5.38) | 9.0 | (2.40) | 12.5! | (4.94) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| American Indian/Alaska Native | $\ddagger$ | ( $\dagger$ | 16.2! | (5.56) | $\ddagger$ |  | 21.5 ! | (6.55) | $11.4!$ | (4.42) | 9.2 | (1.85) | 8.2 | (2.30) | $2.9!$ | (1.25) | 20.9 | (4.05) | - | (t) | - | (t) | - | (t) |
| Two or more races ${ }^{2}$ | - | ( $\dagger$ ) |  | ( $\dagger$ ) | 7.8 | (1.81) | 5.2 | (1.24) | 11.4! | (5.49) | 3.6 | (0.91) | 3.6 ! | (1.08) | 5.4 | (1.34) | 8.1 | (1.79) | - | ( $)^{\text {( }}$ | - | ( $)^{\text {( }}$ | - | ( $\dagger$ |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 9th | 4.4 | (0.40) | 8.1 | (0.90) | 6.6 | (0.97) | 5.5 | (0.62) | 6.6 | (1.03) | 5.0 | (0.59) | 4.0 | (0.52) | 4.3 | (0.38) | 5.4 | (0.65) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ |
| 10th | 6.5 | (0.94) | 6.4 | (0.73) | 7.6 | (1.14) | 5.8 | (0.51) | 5.2 | (0.70) | 4.6 | (0.54) | 4.8 | (0.60) | 4.6 | (0.50) | 6.2 | (0.63) | - | ( $\dagger$ ) | - | (t) | - | ( + |
| 11th | 6.5 | (1.07) | 7.9 | (1.17) | 7.0 | (0.72) | 5.1 | (0.48) | 5.6 | (0.71) | 4.1 | (0.49) | 4.1 | (0.73) | 5.0 | (0.55) | 6.2 | (0.70) | - | (t) | - | (t) | - | ( $\dagger$ |
| 12th | 5.1 | (0.78) | 5.7 | (0.61) | 7.3 | (1.14) | 4.9 | (0.71) | 5.0 | (0.75) | 4.1 | (0.45) | 5.1 | (0.73) | 4.6 | (0.49) | 5.4 | (0.39) | - | (t) | - | (t) | - | ( $\dagger$ |
| Urbanicity ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban | - | ( ${ }_{\text {+ }}$ | 8.0 | (1.11) | 8.5 | (1.03) | 6.8 | (0.56) | 6.8 | (1.05) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | ( + |
| Suburban | - | (t) | 7.0 | (0.67) | 6.4 | (1.03) | 4.7 | (0.46) | 6.0 | (1.03) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | (+) | - | (t) |
| Rural | - | ( $\dagger$ ) | 4.9 ! | (2.02) | 8.1 | (1.57) | 5.3 | (0.93) | 3.9 | (0.64) | - | ( $)$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $)^{\text {( }}$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( + |

-Not available.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana.
Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Awo or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
${ }^{3}$ Students were asked which sexual orientation - "heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure" -best escribed them.
${ }^{4}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
In the question about using marijuana at school, "on school property" was not defined for survey respondents. Data on marijuana use at school were not collected from 2013 onward
NOTE: Race categories exclude persons of Hispanic ethnicity
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared August 2018.)

Table 233.40. Percentage of students suspended and expelled from public elementary and secondary schools, by sex, race/ethnicity, and state: 2013-14

|  |  |  |  |  | cent rec | ing out-o | -school sus | nsions ${ }^{1}$ |  |  |  |  |  |  |  | Percen | expelled ${ }^{2}$ |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  | ethnicity |  |  |  |  | Se |  |  |  |  | ace/ethnicit |  |  |  |
|  | State | Total | Male | Female | White | Black | Hispanic | Asian | Pacific Islander ${ }^{4}$ | American Indian/ Alaska Native | Two or more races | Total | Male | Female | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|  | United States | 5.28 | 7.25 | 3.20 | 3.43 | 13.68 | 4.54 | 1.11 | 4.53 | 6.74 | 5.26 | 0.22 | 0.32 | 0.12 | 0.20 | 0.44 | 0.15 | 0.03 | 0.12 | 0.37 | 0.31 |
|  | Alabama | 7.98 | 10.50 | 5.30 | 4.51 | 15.25 | 2.97 | 1.58 | 4.03 | 3.87 | 5.90 | 0.19 | 0.28 | 0.09 | 0.09 | 0.36 | 0.06 | 0.00 | 0.14-0.43 | 0.02-0.05 | 0.49 |
|  | Alaska | 5.06 | 7.24 | 2.72 | 3.47 | 8.81 | 4.80 | 2.03 | 6.49 | 8.48 | 4.82 | 0.08 | 0.13 | 0.03 | 0.05 | 0.21 | 0.16 | 0.00 | 0.03-0.09 | 0.12 | 0.11 |
|  | Arizona | 5.18 | 7.45 | 2.78 | 3.90 | 11.54 | 5.50 | 1.54 | 4.81 | 8.90 | 5.02 | 0.04 | 0.06 | 0.02 | 0.04 | 0.07 | 0.04 | 0.00-0.01 | - 0.10 | 0.04 | 0.05 |
|  | Arkansas | 7.00 | 9.63 | 4.25 | 4.47 | 17.87 | 3.82 | 1.45 | 3.11 | 4.83 | 4.34 | 0.18 | 0.25 | 0.09 | 0.17 | 0.23 | 0.10 | 0.07 | 0.04-0.11 | 0.46 | 0.10 |
|  | California | 3.99 | 5.74 | 2.14 | 3.25 | 11.24 | 4.03 | 1.18 | 4.80 | 7.11 | 3.43 | 0.14 | 0.22 | 0.06 | 0.13 | 0.35 | 0.14 | 0.04 | 0.13 | 0.26 | 0.12 |
|  | Colorado | 4.41 | 6.27 | 2.45 | 3.13 | 11.04 | 5.84 | 1.35 | 3.64 | 6.80 | 4.87 | 0.15 | 0.24 | 0.06 | 0.11 | 0.41 | 0.18 | 0.06 | 0.35 | 0.38 | 0.15 |
|  | Connecticut | 3.94 | 5.23 | 2.57 | 1.99 | 9.02 | 6.61 | 0.82 | ${ }^{(4)}$ | 6.23 | 3.31 | 0.22 | 0.36 | 0.08 | 0.16 | 0.49 | 0.27 | 0.04 | 0.00 | 0.26 | 0.16 |
|  | Delaware | 8.48 | 10.72 | 6.05 | 4.43 | 15.64 | 5.83 | 1.68 | 6.08 | 9.18 | 6.25 | 0.09 | 0.12 | 0.05 | 0.06 | 0.15 | 0.06 | 0.00 | 0.00 | 0.00 | 0.03-0.09 |
| 0 | District of Columbia | 12.44 | 15.52 | 9.37 | 0.90 | 15.98 | 4.26 | 1.52 | 10.00 | 9.86 | 3.83 | 0.15 | 0.18 | 0.12 | 0.01-0.04 | 0.19 | 0.04 | 0.00 | 0.00 | 1.41-4.23 | 0.00 |
| W | Florida | 5.04 | 7.06 | 2.90 | 3.67 | 9.89 | 3.86 | 1.00 | 2.92 | 4.65 | 4.91 | 0.01 | 0.01 | \# | \# | 0.01 | \# | 0.00 | 0.00 | 0.01-0.03 | 0.01 |
|  | Georgia | 7.29 | 9.86 | 4.59 | 3.52 | 13.38 | 4.46 | 1.28 | 6.53 | 4.57 | 6.71 | 0.16 | 0.23 | 0.08 | 0.11 | 0.26 | 0.06 | 0.02 | 0.86 | 0.19 | 0.19 |
| 유 | Hawaii | 3.47 | 4.76 | 2.06 | 2.54 | 4.53 | 2.96 | 2.05 | 5.58 | 6.16 | 2.22 | \# | 0.01 | \# | 0.00 | 0.00 | 0.01-0.02 | 0.00-0.01 | 0.00-0.01 | 0.00 | 0.00 |
| ! | Idaho | 2.57 | 3.82 | 1.25 | 2.37 | 3.61 | 3.43 | 1.27 | 2.38 | 4.66 | 2.33 | 0.06 | 0.09 | 0.02 | 0.05 | 0.13 | 0.10 | 0.03-0.08 | 0.00 | 0.22 | 0.02-0.05 |
| - | Illinois | 6.83 | 9.02 | 4.51 | 2.88 | 21.91 | 5.45 | 0.87 | 3.56 | 4.57 | 5.78 | 0.13 | 0.18 | 0.08 | 0.11 | 0.35 | 0.05 | 0.02 | 0.00 | 0.18 | 0.19 |
| $\bigcirc$ | Indiana | 6.79 | 9.35 | 4.09 | 4.50 | 20.58 | 6.21 | 1.44 | 2.78 | 5.93 | 10.00 | 0.51 | 0.69 | 0.31 | 0.38 | 1.26 | 0.53 | 0.10 | 0.70 | 0.63 | 0.53 |
| $\bar{\square}$ | lowa | 2.60 | 3.68 | 1.45 | 1.96 | 11.03 | 2.99 | 1.08 | 2.57 | 4.27 | 4.66 | 0.04 | 0.06 | 0.01 | 0.03 | 0.09 | 0.04 | 0.01-0.03 | 0.00 | 0.00 | 0.03 |
| 2 | Kansas | 4.04 | 5.73 | 2.24 | 2.82 | 14.03 | 4.40 | 1.22 | 3.41 | 6.21 | 5.51 | 0.16 | 0.24 | 0.08 | 0.13 | 0.34 | 0.16 | 0.05 | 0.12-0.35 | 0.32 | 0.29 |
| 0 | Kentucky | 4.87 | 6.91 | 2.71 | 4.08 | 12.21 | 3.08 | 0.90 | 3.12 | 5.67 | 5.82 | 0.05 | 0.08 | 0.02 | 0.05 | 0.06 | 0.04 | 0.00 | 0.00 | 0.12-0.35 | 0.06 |
| - | Louisiana | 8.38 | 11.08 | 5.54 | 4.70 | 12.61 | 4.22 | 1.83 | 5.68 | 6.44 | 5.90 | 0.62 | 0.89 | 0.34 | 0.31 | 1.00 | 0.17 | 0.07 | 0.22-0.66 | 0.49 | 0.36 |
| $\stackrel{1}{1}$ | Maine | 3.45 | 4.96 | 1.84 | 3.36 | 6.62 | 4.56 | 1.26 | 2.08 | 3.51 | 2.75 | 0.11 | 0.16 | 0.05 | 0.11 | 0.14 | 0.14 | 0.00 | 0.00 | 0.00 | 0.25 |
| $\bigcirc$ | Maryland | 5.19 | 6.95 | 3.34 | 2.89 | 9.26 | 3.34 | 0.76 | 2.69 | 5.86 | 4.56 | 0.09 | 0.13 | 0.05 | 0.02 | 0.20 | 0.03 | 0.00-0.01 | 0.08-0.24 | 0.16 | 0.04 |
| © | Massachusetts | 4.28 | 5.92 | 2.55 | 2.61 | 10.46 | 8.60 | 1.26 | 2.13 | 5.94 | 5.34 | 0.03 | 0.05 | 0.02 | 0.03 | 0.06 | 0.04 | 0.00-0.01 | 0.00 | 0.04-0.13 | 0.09 |
| N | Michigan | 7.34 | 9.91 | 4.62 | 4.51 | 19.23 | 6.60 | 1.69 | 3.22 | 7.96 | 7.48 | 0.14 | 0.21 | 0.07 | 0.12 | 0.27 | 0.14 | 0.04 | 0.00 | 0.12 | 0.12 |
| $\bigcirc$ | Minnesota | 3.30 | 4.57 | 1.95 | 2.00 | 12.29 | 4.04 | 1.11 | 2.69 | 9.50 | 4.00 | 0.10 | 0.15 | 0.05 | 0.08 | 0.21 | 0.10 | 0.03 | 0.00 | 0.20 | 0.17 |
| $\bullet$ | Mississippi | 9.67 | 12.83 | 6.35 | 4.77 | 14.80 | 4.08 | 1.76 | 3.85 | 6.03 | 3.77 | 0.29 | 0.42 | 0.14 | 0.15 | 0.43 | 0.06 | 0.12 | 0.00 | 0.09-0.27 | 0.45 |
|  | Missouri | 5.74 | 7.86 | 3.48 | 3.87 | 17.02 | 4.38 | 1.62 | 2.90 | 5.96 | 5.33 | 0.35 | 0.45 | 0.23 | 0.34 | 0.37 | 0.51 | 0.01-0.02 | 0.41 | 0.47 | 0.45 |
|  | Montana | 3.66 | 5.12 | 2.10 | 2.54 | 4.44 | 2.85 | 1.14 | 1.99 | 11.84 | 2.26 | 0.14 | 0.19 | 0.09 | 0.07 | 0.07-0.21 | 0.11 | 0.00 | 0.00 | 0.52 | 0.61 |
|  | Nebraska | 4.27 | 5.95 | 2.48 | 2.88 | 16.20 | 4.68 | 1.83 | 3.26 | 9.23 | 6.82 | 0.30 | 0.43 | 0.17 | 0.17 | 1.37 | 0.35 | 0.17 | 0.00 | 0.64 | 0.54 |
|  | Nevada | 4.60 | 6.38 | 2.70 | 3.52 | 10.87 | 4.42 | 1.55 | 3.33 | 6.47 | 4.41 | 0.42 | 0.61 | 0.21 | 0.22 | 1.23 | 0.43 | 0.14 | 0.24 | 0.31 | 0.38 |
|  | New Hampshire | 4.88 | 6.95 | 2.67 | 4.29 | 19.21 | 14.21 | 2.22 | 7.51 | 7.30 | 3.71 | 0.02 | 0.03 | 0.01 | 0.02 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | New Jersey | 4.44 | 5.95 | 2.84 | 2.21 | 12.79 | 5.59 | 0.80 | 1.26 | 3.70 | 3.10 | 0.01 | 0.02 | 0.01 | 0.01 | 0.04 | 0.01 | \# | 0.00 | 0.00 | 0.03 |
|  | New Mexico | 6.25 | 8.20 | 4.19 | 4.82 | 10.22 | 6.78 | 2.83 | 2.52 | 6.03 | 8.55 | 0.58 | 0.80 | 0.35 | 0.36 | 1.24 | 0.69 | 0.33 | 0.00 | 0.29 | 1.13 |
|  | New York | 3.22 | 4.36 | 2.01 | 2.68 | 7.05 | 2.29 | 0.49 | 1.20 | 4.00 | 4.23 | 0.09 | 0.13 | 0.05 | 0.11 | 0.13 | 0.05 | 0.01 | 0.00 | 0.13 | 0.14 |
|  | North Carolina | 6.67 | 9.19 | 4.00 | 3.77 | 13.42 | 4.92 | 1.17 | 4.68 | 11.57 | 7.01 | 0.06 | 0.08 | 0.03 | 0.03 | 0.11 | 0.04 | 0.01 | 0.06-0.17 | 0.09 | 0.08 |
|  | North Dakota | 2.21 | 3.09 | 1.27 | 1.49 | 5.21 | 2.50 | 0.74 | 0.31-0.93 | 8.13 | 0.50 | 0.09 | 0.13 | 0.04 | 0.03 | 0.61 | 0.17 | 0.00 | 0.00 | 0.41 | 0.00 |
|  | Ohio | 7.14 | 9.71 | 4.42 | 4.68 | 18.70 | 6.79 | 1.47 | 3.47 | 7.73 | 9.24 | 1.76 | 2.49 | 0.99 | 1.53 | 2.83 | 1.31 | 0.28 | 1.84 | 2.58 | 2.23 |
|  | Oklahoma | 5.64 | 7.86 | 3.29 | 4.33 | 16.99 | 5.75 | 1.22 | 4.22 | 4.42 | 4.29 | 1.07 | 1.46 | 0.65 | 0.72 | 3.68 | 0.98 | 0.12 | 0.63 | 0.84 | 1.29 |
|  | Oregon | 4.12 | 6.03 | 2.11 | 3.86 | 9.24 | 4.46 | 1.22 | 4.18 | 6.45 | 4.52 | 0.20 | 0.31 | 0.09 | 0.20 | 0.26 | 0.22 | 0.04 | 0.23 | 0.45 | 0.21 |
|  | Pennsylvania | 5.62 | 7.52 | 3.61 | 3.01 | 17.13 | 7.53 | 1.28 | 4.23 | 4.43 | 7.30 | 0.11 | 0.16 | 0.06 | 0.08 | 0.19 | 0.18 | 0.01 | 0.08-0.23 | 0.21 | 0.17 |
|  | Rhode Island | 6.24 | 8.57 | 3.75 | 4.28 | 12.41 | 9.29 | 2.93 | 4.69 | 9.33 | 6.95 | 0.04 | 0.06 | 0.03 | 0.04 | 0.04 | 0.05 | 0.00 | 0.00 | 0.08-0.23 | 0.11 |

Table 233.40. Percentage of students suspended and expelled from public elementary and secondary schools, by sex, race/ethnicity, and state: 2013-14-Continued

|  |  |  |  | cent rec | ng out-o | -school su | nsions ${ }^{1}$ |  |  |  |  |  |  |  | Percent | expelled ${ }^{2}$ |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Se |  |  |  |  | ethnicity |  |  |  |  | Se |  |  |  |  | ace/ethnicity |  |  |  |
| State | Total | Male | Female | White | Black | Hispanic | Asian | Pacific Islander ${ }^{4}$ | American Indian/ Alaska Native | Two or more races | Total | Male | Female | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| South Carolina | 10.29 | 13.68 | 6.72 | 6.17 | 17.88 | 5.88 | 1.94 | 5.43 | 9.22 | 8.56 | 0.38 | 0.57 | 0.19 | 0.23 | 0.68 | 0.15 | 0.09 | 0.00 | 0.65 | 0.28 |
| South Dakota | 2.70 | 3.77 | 1.55 | 1.93 | 7.03 | 3.95 | 1.43 | 0.76-2.27 | 6.20 | 2.88 | 0.03 | 0.04 | 0.01 | 0.01 | 0.11 | 0.02-0.05 | 0.00 | 0.76-2.27 | 0.09 | 0.00 |
| Tennessee | 6.70 | 8.97 | 4.30 | 3.55 | 17.10 | 4.22 | 1.69 | $\begin{array}{r} \\ \hline\end{array}$ | 5.19 | 4.52 | 0.43 | 0.63 | 0.22 | 0.25 | 1.01 | 0.29 | 0.08 | 0.40 | 0.22 | 0.34 |
| Texas | 4.77 | 6.53 | 2.91 | 2.49 | 12.14 | 4.57 | 0.91 | 3.60 | 4.38 | 3.51 | 0.15 | 0.23 | 0.07 | 0.12 | 0.30 | 0.14 | 0.03 | 0.11 | 0.36 | 0.12 |
| Utah | 1.70 | 2.53 | 0.82 | 1.32 | 4.29 | 3.00 | 1.19 | 2.52 | 5.17 | 1.72 | 0.02 | 0.04 | 0.01 | 0.02 | 0.05 | 0.04 | 0.07 | 0.01-0.03 | 0.07 | 0.01-0.02 |
| Vermont | 3.88 | 5.48 | 2.17 | 3.79 | 6.59 | 3.49 | 0.68 | 0.90-2.70 | 12.60 | 2.83 | 0.05 | 0.08 | 0.03 | 0.05 | 0.27 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Virginia | 5.68 | 7.80 | 3.43 | 3.74 | 12.72 | 3.40 | 0.82 | 3.81 | 4.65 | 4.95 | 0.06 | 0.10 | 0.03 | 0.05 | 0.11 | 0.07 | 0.01 | 0.05-0.16 | 0.15 | 0.08 |
| Washington | 4.58 | 6.68 | 2.34 | 3.89 | 10.52 | 5.35 | 1.44 | 6.42 | 9.31 | 5.34 | 0.33 | 0.49 | 0.15 | 0.26 | 0.55 | 0.45 | 0.11 | 0.48 | 0.84 | 0.39 |
| WestVirginia | 7.30 | 10.27 | 4.12 | 7.11 | 13.60 | 4.35 | 1.04 | 3.60 | 4.53 | 5.72 | 0.17 | 0.27 | 0.06 | 0.17 | 0.33 | 0.15 | 0.05-0.16 | 0.00 | 0.32-0.97 | 0.07 |
| Wisconsin | 3.96 | 5.46 | 2.36 | 2.27 | 17.03 | 4.22 | 0.76 | 3.01 | 6.53 | 4.82 | 0.12 | 0.18 | 0.06 | 0.08 | 0.53 | 0.11 | $0.05-0.02$ 0.02 | 0.00 | $\begin{array}{r}0.32-21 \\ 0.21 \\ \hline\end{array}$ | 0.07 |
| Wyoming | 3.12 | 4.61 | 1.51 | 2.92 | 6.05 | 3.79 | 1.69 | 3.17 | 5.18 | 3.03 | 0.11 | 0.19 | 0.03 | 0.10 | 0.09-0.28 | 0.15 | 0.00 | 0.00 | 0.24 | 0.06-0.17 |

\#Rounds to zero.
An out-of-school suspension is an instance in which a student is temporarily removed from his or her regular school for disciplinary purposes for at least half a day (but less than the remainder of the school year) to another setting (e.g., home or behavior center).
xxpulsions are actions taken by a local education agency that result in the removal of a student from his or her regular school for disciplinary purposes, with or without the continuation of educational services, for the remainder of the schoo year or longer in accordance with local education agency policy. Expulsions and ${ }^{3}$ Data by race/ethnicity exclude students with disabilities served only under Section 504 (not receiving services under IDEA).
 quality review.
tudents receiving of students receiving a disciplinary action is calculated by dividing the cumulative number of students receiving that type of disciplinary action for the entire 2013-14 school year by the student enrollment based on
a count of students taken on a single day between September 27 and December 31. Percentages based on suspension or expulsion counts of between 1 and 3 students are displayed as ranges to protect student privacy. Race categories exclude persons of Hispanic ethnicity.
Estimations by Discipline Type" and "2013-14 Estimations for Enrollment." (This table was prepared January 2018.)

Table 233.50. Percentage of public schools with various safety and security measures: Selected years, 1999-2000 through 2017-18
[Standard errors appear in parentheses]

| School safety and security measures | 1999-2000 |  | 2003-04 |  | 2005-06 |  | 2007-08 |  | 2009-10 |  | 2013-141 |  | 2015-16 |  | 2017-18 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Controlled access during school hours |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Buildings (e.g., locked or monitored doors, loading docks) ${ }^{2}$ | 74.6 | (1.35) | 83.0 | (1.04) | 84.9 | (0.89) | 89.5 | (0.80) | 91.7 | (0.80) | 93.3 | (0.95) | 94.1 | (0.64) | 95.4 | (0.52) |
| Grounds (e.g., locked or monitored gates) | 33.7 | (1.26) | 36.2 | (1.08) | 41.1 | (1.25) | 42.6 | (1.41) | 46.0 | (1.26) | 42.7 | (1.53) | 49.9 | (1.53) | 50.8 | (1.38) |
| Visitors required to sign or check in and wear badges ${ }^{3}$ |  | (0.54) |  | (0.40) | 97.6 | (0.42) | 98.7 | (0.37) | 99.3 | (0.27) | 98.6 | (0.49) | 93.5 | (0.69) | 94.6 | (0.65) |
| Classrooms equipped with locks so that doors can be locked from inside |  |  |  |  |  |  |  |  | - |  | - |  | 66.7 | (1.34) | 64.8 | (1.01) |
| Student dress, IDs, and school supplies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Required students to wear uniforms | 11.8 | (0.82) | 13.8 | (0.85) | 13.8 | (0.78) | 17.5 | (0.70) | 18.9 | (1.02) | 20.4 | (1.27) | 21.5 | (1.36) | 19.8 | (0.87) |
| Enforced a strict dress code | 47.4 | (1.50) | 55.1 | (1.24) | 55.3 | (1.18) | 54.8 | (1.20) | 56.9 | (1.56) | 58.5 | (1.60) | 53.1 | (1.22) | 48.8 | (1.32) |
| Required students to wear badges or picture IDs |  | (0.32) |  | (0.64) | 6.2 | (0.47) | 7.6 | (0.60) | 6.9 | (0.57) | 8.9 | (0.81) | 7.0 | (0.53) | 9.2 | (0.60) |
| Required faculty and staff to wear badges or picture IDs |  | (1.39) | 48.0 | (1.21) | 47.9 | (1.12) | 58.3 | (1.37) | 62.9 | (1.14) | 68.0 | (1.65) | 67.9 | (1.36) | 69.9 | (1.18) |
| Required clear book bags or banned book bags on school grounds | 5.9 | (0.50) | 6.2 | (0.63) | 6.4 | (0.43) | 6.0 | (0.48) | 5.5 | (0.53) | 6.3 | (0.81) | 3.9 | (0.44) | 3.5 | (0.42) |
| Provided school lockers to students | 46.5 | (1.07) | 49.5 | (1.24) | 50.5 | (1.08) | 48.9 | (1.17) | 52.1 | (1.10) | 49.9 | (1.35) | 50.4 | (1.24) | 49.0 | (1.25) |
| Drug testing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students participating in athletics or other extracurricular activities ${ }^{4}$ | - |  | 4.3 | (0.44) | 5.0 | (0.46) | 6.6 | (0.53) | 6.2 | (0.51) | 6.7 | (0.61) | 7.7 | (0.57) | 8.9 | (0.57) |
| Athletes | - |  |  | (0.44) | 5.0 | (0.46) | 6.4 | (0.48) | 6.0 | (0.52) | 6.6 | (0.59) | 7.2 | (0.55) | - | ( $\dagger$ ) |
| Students in extracurricular activities (other than athletes) | - |  | 2.6 | (0.37) | 3.4 | (0.32) | 4.5 | (0.51) | 4.6 | (0.47) | 4.3 | (0.47) | 6.0 | (0.53) | - | ( + |
| Any other students |  |  |  |  | 3.0 | (0.34) | 3.0 | (0.42) | 3.0 | (0.26) | 3.5 | (0.44) |  | ( $\dagger$ ) |  | ( $\dagger$ |
| Metal detectors, dogs, and sweeps |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Metal detector checks on students every day ${ }^{5}$ | 0.9 | (0.16) | 1.1 | (0.16) | 1.1 | (0.18) | 1.3 | (0.20) | 1.4 | (0.24) | 2.0 | (0.40) | 1.8 | (0.32) | 2.2 | (0.35) |
| Random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or weapons) ${ }^{6}$ | 25.3 | (0.77) | 26.6 | (0.73) | 28.0 | (0.89) | 26.3 | (0.77) | 27.7 | (0.86) | 28.2 | (1.02) | 28.2 | (0.89) | 27.4 | (0.88) |
| Random dog sniffs to check for drugs | 20.6 | (0.75) | 21.3 | (0.77) | 23.0 | (0.79) | 21.5 | (0.59) | 22.9 | (0.71) | 24.1 | (0.97) | 24.6 | (0.85) | - | ( $\dagger$ |
| Random sweeps (not including dog sniffs) for contraband |  | (0.54) |  | (0.58) | 13.1 | (0.76) | 11.4 | (0.71) | 12.1 | (0.68) | 11.4 | (0.86) | 11.9 | (0.78) | - | ( $\dagger$ ) |
| Communication systems and technology Provided telephones in most classrooms | 44.6 | (1.80) | 60.8 | (1.48) | 66.9 | (1.30) | 71.6 | (1.16) | 74.0 | (1.13) | 78.7 | (1.34) | 79.3 | (1.14) | - | ( $\dagger$ |
| Provided electronic notification system for schoolwide emergency |  |  |  |  | - | ( $\dagger$ ) | 43.2 | (1.26) | 63.1 | (1.40) | 81.6 | (1.12) | 73.0 | (1.35) | 71.6 | (1.17) |
| Provided structured anonymous threat reporting system ${ }^{7}$ | - |  | - |  | - |  | 31.2 | (1.22) | 35.9 | (1.19) | 46.5 | (1.63) | 43.9 | (1.58) | 49.3 | (1.32) |
| Had silent alarms directly connected to law enforcement |  |  |  |  | - |  | - |  | - |  | - |  | 27.1 | (1.23) | 29.1 | (1.15) |
| Used security cameras to monitor the school | 19.4 | (0.88) | 36.0 | (1.28) | 42.8 | (1.29) | 55.0 | (1.37) | 61.1 | (1.16) | 75.1 | (1.31) | 80.6 | (0.96) | 83.5 | (1.09) |
| Provided two-way radios to any staff |  | ( $\dagger$ |  | (1.18) | 70.9 | (1.22) | 73.1 | (1.15) | 73.3 | (1.33) | 74.2 | (1.42) | 73.3 | (1.22) | 77.8 | (1.06) |
| Limited access to social networking sites from school computers | - |  |  |  | - |  |  |  | 93.4 | (0.59) | 91.9 | (0.80) | 89.1 | (0.88) |  | ( $\dagger$ ) |
| Prohibited non-academic use of cell phones or smartphones during school hours ${ }^{8}$ | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ | 90.9 | (0.67) | 75.9 | (1.07) | 65.8 | (1.36) | 70.3 | (1.30) |

—Not available.
$\dagger$ Not applicable
${ }^{1}$ Data for 2013-14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013-14 FRSS survey was designed to allow comparisons with SSOCS data. However, all respondents to the 2013-14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas all respondents to SSOCS had only the option of completing a paper survey prior to 2017-18, when SSOCS experimented with offering an online option to some respondents. The 2013-14 FRSS survey also relied on a smaller sample than SSOCS. The FRSS survey's smaller sample size and difference in survey administration may have impacted the 2013-14 results.
${ }^{2}$ Prior to 2017-18, the examples of controlled access to buildings included only "locked or monitored doors" and did not include loading docks.
${ }^{3}$ Prior to 2015-16, the questionnaire asked only if visitors were required "to sign or check in" and did not include the requirement to wear badges.
${ }^{4}$ In the 2017-18 questionnaire, a single item asked about drug testing "for students participating in athletics or other extracurricular activities." Prior to 2017-18, the questionnaire included one item about testing for athletes, followed by a separate item about testing for students in other extracurricular activities. For years prior to 2017-18, schools are included in this row if they answered "yes" to either or both of these items; each school is counted only once in this row, even if it answered "yes" to both items.
${ }^{5}$ The wording of this item was revised in 2015-16. Prior to 2015-16, the item asked whether students were required "to pass through metal detectors each day."
${ }^{6}$ The 2017-18 questionnaire included only a single item about random sweeps for contraband, and it provided locker checks and dog sniffs as examples of types of sweeps. Prior to 2017-18, the questionnaire included one item about dog sniffs for drugs, followed by a separate item about sweeps not including dog sniffs. For years prior to 2017-18 schools are included in this row if they answered "yes" to either or both of these items each school is counted only once in this row, even if it answered "yes" to both items.
${ }^{7}$ For example, a system for reporting threats through online submission, telephone hotline, or written submission via drop box.
${ }^{8}$ Prior to 2017-18, the questionnaire asked about prohibiting the "use of cell phones and text messaging devices during school hours." It did not refer to "nonacademic" use or "smartphones."
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, 2005-06, 2007-08, 2009-10, 2015-16, and 2017-18 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, 2016, and 2018; and Fast Response Survey System (FRSS), "School Safety and Discipline: 2013-14," FRSS 106, 2014. (This table was prepared August 2019.)

Table 234.10. Age range for compulsory school attendance and special education services, and policies on year-round schools and kindergarten programs, by state: Selected years, 2000 through 2018

| State | Compulsory attendance |  |  |  |  |  |  | Compulsory special education services, $2004^{1}$ | Year-round schools, 2008 |  | Kindergarten programs, 2018 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  | Has policy | Has districts | School required | tricts offer |  |
|  | 2000 | 2002 | 2004 | 2006 | 2010 | 2015 | 2017 |  | round schools | round schools | Program | Full-day program | Attendance required |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Alabama | 7 to 16 | 7 to 16 | 7 to $16^{2}$ | 7 to 16 | 7 to 17 | 6 to $17^{3}$ | 6 to $17^{3}$ | 6 to 21 |  | Yes | X | X |  |
| Alaska | 7 to 16 | 7 to 16 | 7 to $16^{2}$ | 7 to 16 | 7 to 16 | 7 to $16^{2}$ | 7 to $16^{2}$ | 3 to 22 |  | Yes |  |  |  |
| Arizona | 6 to $16^{2}$ | 6 to $16^{2}$ | 6 to $16^{2}$ | 6 to $16^{2}$ | 6 to $16^{2}$ | 6 to $16^{2}$ | 6 to $16^{2}$ | 3 to 21 | - | - | X |  |  |
| Arkansas | 5 to $17^{2,3}$ | 5 to $17^{2,3}$ | 5 to $17^{2,3}$ | 5 to $17^{2,3}$ | 5 to $17^{2,3}$ | 5 to 18 | 5 to 18 | 5 to 21 | X | Yes | X | X | X |
| California | 6 to $18^{2}$ | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | Birth to $21{ }^{4}$ | X | Yes | X |  |  |
| Colorado | - | - | 7 to 16 | 7 to 16 | 6 to 17 | 6 to 17 | 6 to 17 | 3 to 21 |  | Yes | x |  |  |
| Connecticut | 7 to 16 | 7 to $18^{2}$ | 7 to $18^{2}$ | 5 to $18^{3}$ | 5 to $18^{3}$ | 5 to $18{ }^{3}$ | 5 to $18^{3}$ | 3 to 21 |  | - | X |  | $\chi$ |
| Delaware | 5 to 16 | 5 to 16 | 5 to $16^{2}$ | 5 to 16 | 5 to 16 | 5 to 16 | 5 to 16 | Birth to 20 |  | Yes | X | X | X |
| District of Columbia |  | 5 to 18 | 5 to 18 | 5 to 18 | 5 to 18 | 5 to 18 | 5 to 18 | 3 - 21 | $\bar{x}$ | - | X | X | X |
| Florida | 6 to $16^{5}$ | 6 to $16^{5}$ | 6 to $16^{5}$ | 6 to $16^{5}$ | 6 to $16^{5}$ | 6 to 16 | 6 to 16 | 3 to 21 | X | Yes | X |  |  |
| Georgia | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | Birth to $21^{6}$ |  | Yes | X |  |  |
| Hawaii | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 5 to 18 | 5 to 18 | Birth to 19 |  | (7) | X | X | X |
| Idaho | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 3 to 21 |  | Yes |  |  |  |
| Illinois | 7 to 16 | 7 to 16 | 7 to 17 | 7 to 17 | 7 to 17 | 6 to 17 | 6 to 17 | 3 to 21 | X | Yes | X | $\left({ }^{8}\right)$ |  |
| Indiana | 7 to 16 | 7 to 16 | 7 to 16 | 7 to $18^{2}$ | 7 to $18^{2}$ | 7 to 18 | 7 to 18 | 3 to 22 |  | Yes | X |  |  |
| lowa | 6 to $16^{2}$ | 6 to $16^{2}$ | 6 to 16 | 6 to 16 | 6 to 16 | 6 to $16^{9}$ | 6 to $16^{9}$ | Birth to 21 | $X$ | Yes | $\chi$ |  | $\left({ }^{10}\right)$ |
| Kansas | 7 to $18^{2}$ | 7 to $18^{2}$ | 7 to $18{ }^{2}$ | 7 to $18^{2}$ | 7 to $18^{2}$ | 7 to 18 | 7 to 18 | 3 to $21^{11}$ |  | - | X |  |  |
| Kentucky | 6 to 16 | 6 to 16 | 6 to $16^{2}$ | 6 to 16 | 6 to 16 | 6 to $18^{12}$ | 6 to 18 | Birth to 21 |  | Yes | X |  |  |
| Louisiana | 7 to 17 | 7 to 17 | 7 to $17^{2}$ | 7 to $18^{2}$ | 7 to $18^{2}$ | 7 to 18 | 7 to 18 | 3 to $21^{13}$ |  | Yes | X | X | $\mathrm{X}^{14}$ |
| Maine | 7 to 17 | 7 to 17 | 7 to $17^{2}$ | 7 to $17^{2}$ | 7 to $17^{2}$ | 7 to 17 | 7 to 17 | 5 to 19 ${ }^{13,15}$ |  | - | X |  | $\left({ }^{10}\right)$ |
| Maryland | 5 to 16 | 5 to 16 | 5 to 16 | 5 to 16 | 5 to $16^{3}$ | 5 to 17 | $5 \text { to } 18$ | Birth to 21 |  | - | X | X |  |
| Massachusetts | 6 to 16 | 6 to 16 | 6 to 16 | 6 to $16^{2}$ | 6 to $16^{2}$ | 6 to 16 | 6 to $16^{16}$ | $3 \text { to } 21^{6}$ | $\left({ }^{17}\right)$ | - | X |  | $\left({ }^{10}\right)$ |
| Michigan | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 18 | 6 to 18 | 6 to 18 | Birth to 25 | X | Yes |  |  |  |
| Minnesota | 7 to $18^{2}$ | 7 to 16 | 7 to 16 | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to 17 | 7 to 17 | Birth to 21 | X | Yes |  |  |  |
| Mississippi | 6 to 17 | 6 to 17 | 6 to 16 | 6 to 16 | 6 to 17 | 6 to 17 | 6 to 17 | Birth to 20 |  | - | X | X | $\left({ }^{10}\right)$ |
| Missouri | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 17 | 7 to $17^{2,3}$ | 7 to $17^{2,3}$ | Birth to 20 |  | Yes ${ }^{18}$ | $\chi$ |  |  |
| Montana | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 3 to $18^{13}$ |  | - | X | ${ }^{(8)}$ |  |
| Nebraska | 7 to 16 | 7 to 16 | 7 to 16 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | Birth to 20 |  | Yes | X | ( |  |
| Nevada | 7 to 17 | 7 to 17 | 7 to 17 | 7 to 17 | 7 to $18^{2}$ | 7 to 18 | 7 to 18 | Birth to $21^{4}$ |  | Yes | X |  | $X^{14}$ |
| New Hampshire | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 18 | 6 to 18 | 6 to 18 | 3 to 21 |  | - |  |  |  |
| New Jersey | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 5 to 21 |  | $\overline{\text { Yes }}$ |  | $\left({ }^{19}\right)$ | $\left({ }^{19}\right)$ |
| New Mexico | 5 to 18 | 5 to 18 | 5 to $18^{2}$ | 5 to $18^{2}$ | 5 to $18^{2}$ | 5 to 18 | 5 to 18 | 3 to 21 | X | Yes | X |  | X |
| New York | 6 to $16^{2}$ | 6 to 16 | 6 to 16 | 6 to $16^{20}$ | 6 to $16^{20}$ | 6 to $16^{20}$ | 6 to $16^{20}$ | Birth to 20 |  | - |  | $\left({ }^{20}\right)$ | $\left({ }^{20}\right)$ |
| North Carolina | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 5 to 20 | X | Yes | X | X |  |
| North Dakota | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 3 to 21 |  | No | X |  |  |
| Ohio | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 3 to 21 | $X$ | - | X |  | X |
| Oklahoma | 5 to 18 | 5 to 18 | 5 to 18 | 5 to 18 | 5 to 18 | 5 to 18 | 5 to 18 | Birth to $21^{13}$ |  | Yes | X | X | X |
| Oregon | 7 to 18 | 7 to 18 | 7 to $18^{2}$ | 7 to 18 | 7 to 18 | 7 to 18 | 6 to 18 | 3 to 20 |  | Yes ${ }_{18}$ | X |  |  |
| Pennsylvania | 8 to 17 | 8 to 17 | 8 to $17^{2}$ | 8 to $17^{2}$ | 8 to $17^{2}$ | 8 to 17 | 8 to 17 | 6 to 21 | $X^{18}$ | - ${ }^{18}$ |  |  |  |
| Rhode Island | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to $18^{2}$ | 5 to $18^{2}$ | 3 to 21 |  | - | X | X | X |
| South Carolina | 5 to 16 | 5 to 16 | 5 to 16 | 5 to $17^{3}$ | 5 to $17^{3}$ | 5 to 17 | 5 to 17 | 3 to $21^{21}$ |  | - | X | $X$ |  |
| South Dakota | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to $18^{2}$ | 6 to $18^{2}$ | 6 to $18^{2}$ | Birth to 21 |  | - | X |  | $\mathrm{X}^{22}$ |
| Tennessee | 6 to 17 | 6 to 17 | 6 to 17 | 6 to $17^{3}$ | 6 to $17^{3}$ | 6 to 18 | 6 to 18 | 3 to $21{ }^{4}$ | X | Yes | X | X | X |
| Texas | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 19 | 3 to 21 | X | Yes | X |  |  |
| Utah | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 3 to 22 |  | Yes | X |  |  |
| Vermont | 7 to 16 | 6 to 16 | 6 to 16 | 6 to $16^{2}$ | 6 to $16^{2}$ | 6 to $16^{2}$ | 6 to $16^{2}$ | 3 to 21 |  | - ${ }^{18}$ | X |  |  |
| Virginia | 5 to 18 | 5 to 18 | 5 to 18 | 5 to $18^{2}$ | 5 to $18^{2,3}$ | 5 to 18 | 5 to 18 | 2 to 21 | X | Yes | X |  | X |
| Washington | 8 to $17^{2}$ | 8 to $17^{2}$ | 8 to $16^{2}$ | 8 to 18 | 8 to 18 | 8 to 18 | 8 to 18 | 3 to $21^{21}$ |  | Yes | X | X |  |
| West Virginia | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 17 | 6 to 17 | 6 to 17 | 5 to $21{ }^{23}$ | X | Yes | X | X | $X$ |
| Wisconsin | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 3 to 21 |  | Yes | X |  | $\mathrm{X}^{24}$ |
| Wyoming | 6 to $16^{2}$ | 6 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 3 to 21 |  | - | X | $\left({ }^{25}\right)$ | $\left({ }^{10}\right)$ |

## -Not available.

X Denotes that the state has a policy. A blank denotes that the state does not have a policy. ${ }^{1}$ Most states have a provision whereby education is provided up to a certain age or completion of secondary school, whichever comes first
${ }^{2}$ Child may be exempted from compulsory attendance if he/she meets state requirements for early withdrawal with or without meeting conditions for a diploma or equivalency
Parent/guardian may delay child's miry und a later age per staw lagulation.
Student may continue in the programe 18 for Manaty
${ }^{5}$ Attendance is compulsory until age 18 forn a high school diploma prior to reaching their 18th birthday
${ }^{\circ}$ Through age 21 or until child graduates with a high school or special education diploma Sequa
Some schools operate on a multitrack system; the schools are open year round, but inferent cohorts start and end at different times.
${ }^{3}$ District must offer either a half-day or full-day program
${ }^{9}$ Children enrolled in preschool programs (who must be 4 years old on or before September 15) are considered to be of compulsory school attendance age
${ }^{10}$ Not specified in statute, rules, or regulations.
${ }^{11}$ To be determined by rules and regulations adopted by the state board.
${ }^{12}$ All districts adopted a policy to raise the upper compulsory school age from 16 to 18
${ }_{13}$ Thildren from birth fhrough
${ }^{14}$ Children from birth through age 2 are eligible for addional
${ }^{14}$ Attendance is required unless the student otherwise satisfactorily passes an academic readiness screeng upon enrolment in grade 1

作 15 and not age 20 before start of school year
${ }^{16}$ Each school committee is permitted to establish its own minimum age for school attendance, provided that it is not older than the mandatory minimum age established by the state.
Policies about year-round schools are decided locally.
${ }^{18}$ State did not participate in 2008 online survey. Data are from 2006.
${ }^{19}$ Abbott Districts are required to offer full-day kindergarten and students are required to attend.
${ }^{20}$ Local boards of education can require school attendance until age 17 unless employed In Syracuse, New York City, Rochester, Utica, Buffalo, Cohoes, Watervliet, and Yonkers districts are required to offer full-day kindergarten and children are required to attend full-day kindergarten
Student may complete school year if 21st birthday occurs while attending school. ${ }^{22}$ All children must attend kindergarten before age 7.
${ }^{23}$ Children with severe disabilities may begin receiving services at age 3.
${ }^{24}$ Children must attend in districts that offer kindergarten.
${ }^{25}$ School districts must establish and maintain relationships with a district that offers fullNOTE. The Educ
NOTE: The Education of the Handicapped Act (EHA) Amendments of 1986 make it SOURCE: Council of Chief State Schal Officers, Key State Education Policies on PK-12 E. Counch on SK-12 Education, 2000, 2002, 2004, 2006, and 2008; Education Commission of the 9 , Special Education: State Special Education Definitions, Ages Served, retrieved August 9 , specio from Compulsory $\frac{h t t p: / / w w w . e c s . o r g / c l e a r i n g h o u s e / 52 / 29 / 5229 . p d f ; ~ E C S ~ S t a t e N o t e s, ~}{\text { School Age Requirements, retrieved May } 19 \text { 2015, from }}$ org/claringhouse/01/18/68/11868 pdf; ECS StateNotes, Age Requirements for Free and org/clearinghouse/01/18/68/11868.pdf; ECS StateNotes, Age Requirements for Free and Compulsory Education, retrieved July 2, 2018, from https://www.ecs.org/age-requirements-for-free-and-compulsory-education/; ESC StateNotes, Does the state require the district to offer kindergarten and if so, full day or half day? What exemptions exist for districts?, retrieved July 2, 2018, from http://ecs.force.com/mbdata/MBQuest2RTanw?rep=KK3Q1805; ESC StateNotes, Does the state require children to attend kindergarten?, retrieved July 2, 2018, information retrieved from various state websites. (This table was prepared July 2018.)
DIGEST OF EDUCATION STATISTICS 2019

| State | Minimum amount of instructional time per year |  |  |  |  |  | Policies on textbooks, 2014 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | In days |  |  |  |  | In hours | Textbook selection level |  | Free textbooks provided to students |
|  | 2000 | 2006 | 2011 | 2014 | 2020 | 2020 | State | Local education agency |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Alabama | 175 | 175 | 180 | $180{ }^{1}$ | $180{ }^{1}$ | 1,080 | X |  |  |
| Alaska | 180 | 180 | $170^{2}$ | $180^{3}$ | $180^{1}$ | 740 (K-3); 900 (4-12) |  | X | $\chi$ |
| Arizona | - | 180 | $180{ }^{1}$ | $180{ }^{1}$ | $180{ }^{1}$ | 712 (1-3); 890 (4-8); 720 (9-12) |  | X | $\chi^{4}$ |
| Arkansas | 178 | 178 | $178{ }^{2}$ | $178{ }^{3}$ | 178 | (1-3): 000 (4-8), 1,080 (0-12) $\dagger$ |  | $\chi^{5}$ | X |
| California | 175 | 180 | 180/175 ${ }^{6}$ | 180/175 ${ }^{6}$ | $180{ }^{7}$ | 600 (K); 840 (1-3); 900 (4-8); 1,080 (9-12) | $\mathrm{X}^{8}$ |  | X |
| Colorado | [9] | 160 | 160 | 160 | 160 | 450/900 (K); 990 (1-5); 1,080 (6-12) |  | x |  |
| Connecticut | 180 | 180 | 180 | 180 | 180 | 450/900 (K); 900 (1-12) |  | X | $x$ |
| Delaware | $\left.{ }^{[9]}{ }^{9}\right]$ | ${ }^{\dagger}$ | $\dagger$ | $\dagger$ | $\dagger$ | 1,060 (K-11); 1,032 (12) |  | X | x |
| District of Columbia | $180^{10}$ | 180 | 178 | 180 | 180 | , |  |  | X |
| Florida | 180 | 180 | 180 | 180 | $180{ }^{1}$ | 720 (K-3); 900 (4-12) | X |  | X |
| Georgia | $180^{10}$ | 180 | 180 | 180 | $180^{1}$ |  | x |  | X |
| Hawaii | 184 | 179 | $180{ }^{11}$ | $180^{11}$ | $180^{2,11}$ | 1,08011 | X |  | $\mathrm{X}^{12}$ |
| Idaho | 180 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $450^{3}(\mathrm{~K}) ; 810^{3}(1-3) ; 900^{3}(4-8) ; 990^{3}(9-12)$ | X |  | X |
| Illinois | $180^{13}$ | 176 | 176 | $180^{3}$ | 185 |  |  | $x$ | [ ${ }^{14}$ ] |
| Indiana | 180 | 180 | 180 | 180 | 180 | $\dagger$ |  | X |  |
| lowa | 180 | 180 | 180 | 180 | 180 | 1,080 |  | X |  |
| Kansas | 186 | 186 (K-11); 181 (12) | 186 (K-11); 181 (12) | 186 (K-11); 181 (12) | 186 (1-11); 181 (12) | 465 (K); 1,116 (1-11); 1,086 (12) |  | X |  |
| Kentucky | 175 | (17) 175 | (175 ${ }^{2}$ | (170 | (86) $170^{3}$ | (k), 1,16 (1,1); 1,062 | $x$ |  | $\chi^{15}$ |
| Louisiana | 175 | 177 | $177{ }^{2}$ | $1777^{2,16}$ $175{ }^{2}$ | 1771 | 1,062 | X |  | X |
| Maine | 175 | 175 | $175^{2}$ | $175{ }^{2}$ | $180^{16}$ |  |  | $x$ | X |
| Maryland | 180 | 180 | 180 | 180 | 180 | 1,080; 1,170 (High) |  | x | X |
| Massachusetts | 180 | 180 | 180 | 180 | $180^{16}$ | 425 (K); 900 (1-5); 990 (6-12) |  | X | X |
| Michigan | 180 | $\dagger$ | 165 | 175 | 180 | (K), 1,098 |  | X | $\mathrm{X}^{17}$ |
| Minnesota | ${ }^{[9]}$ | ${ }^{[9]}$ | $\dagger$ | $\dagger$ | 165 (1-11) | 425/850 (K); 935 (1-6); 1,020 (7-12) |  | X | X |
| Mississippi | 180 | 180 | 180 | 180 | 180 |  | X |  | X |
| Missouri | 174 | 174 | 174/142 ${ }^{18}$ | 174/142 ${ }^{18}$ | $\dagger$ | 522 (K); 1,044 (1-12) |  | X | X |
| Montana | 180 | 90 (K); 180 (K-12) |  | $\dagger$ | $\dagger$ | 360/720 (K); 720 (1-3); $1,080{ }^{16}(4-12)$ |  | x | X |
| Nebraska | ${ }^{[9]}$ |  | $\dagger$ | $\dagger$ | $\dagger$ | 400 (K); 1,032 (1-8); 1,080 (9-12) |  | X | X |
| Nevada | 180 | 180 | 180 | 180 | 180 |  | x |  | $\chi^{12}$ |
| New Hampshire | 180 | 180 | 180 | 180 | $180{ }^{1,16}$ | 450 (K); 945 (Elementary); 990 (Middle); 990 (High) |  | X | X |
| New Jersey | 180 | 180 | 180 | 180 | 180 |  |  | X | X |
| New Mexico | 180 | 180 | 180 | $\dagger$ | $\dagger$ | 450/990 (K); 990 (1-6); 1,080 (7-12) | X |  | x |
| New York | $180{ }^{10}$ | 180 | 180 | 180 | 180 | 450/900 (K); 900 (1-6); 990 (7-12) |  | $x$ | X |
| North Carolina | 180 | 180 | 180 | 185 | $185{ }^{1}$ | (181.2506.53 (k); 062.53 (1-5); 1,050 1,025 | X |  | X |
| North Dakota | 173 | 173 | $175^{2}$ | $175{ }^{2}$ | $\dagger$ | 481.25/962.53 ${ }^{(\mathrm{K}) ; 962.53{ }^{3}(1-5) ; 1,050^{3}(6-12)}$ |  | $x$ | $\mathrm{X}^{17}$ |
| Ohio | 182 | 182 | $182^{3}$ |  |  | 450/910 (K); 910 (1-6); 1,001 (7-12) |  | x | X |
| Oklahoma | 180 | 180 | $180^{3}$ | 180 | $180^{1}$ | (k) | $x$ |  | X |
| Oregon | ${ }^{[9]}$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 450/900 (K); 900 (1-8); 990 (9-11); 966 (12) | X |  | X |
| Pennsylvania | 180 | 180 | 180 | 180 | $180{ }^{1}$ | 450 (K); 900 (1-6); 990 (7-12) |  | $x$ | X |
| Rhode Island | 180 | 180 | 180 | 180 | $180{ }^{1}$ | 1,080 |  | X | $\mathrm{X}^{17}$ |
| South Carolina | 180 | 180 | $180^{2}$ | $180^{2}$ | $180^{3}$ |  | x |  |  |
| South Dakota | - | ${ }_{\text {t }}+$ | $\stackrel{\dagger}{\dagger}$ | $\stackrel{\dagger}{\dagger}$ | ${ }_{\text {¢ }}{ }^{3}$ | 437.5 (K); 875 (1-5); 962.5 ${ }^{16}$ (6-12) |  | X |  |
| Tennessee | 180 187 | 180 180 | $180^{2}$ 180 | $180^{2}$ 180 | $180^{3}$ | ( $\begin{array}{r}\text { ( } \\ 1,260 \\ \hline\end{array}$ | X X x |  | X $\times$ |
| Texas | 187 180 | 180 180 | 180 180 | 180 180 | ${ }_{180}^{\dagger}$ | 1,260 990 | X | $\left[{ }^{19}\right]$ | X |

Table 234.20. Minimum amount of instructional time per year and policies on textbooks, by state: Selected years, 2000 through 2020—Continued

|  |  |  |  | mount of | per yea |  | Policies | on textbook | , 2014 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | day |  |  | In hours | Textbook sel | ection level |  |
| State | 2000 | 2006 | 2011 | 2014 | 2020 | 2020 | State | Local education agency | textbooks provided to students |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Vermont Virginia Washington West Virginia Wisconsin Wyoming | 175 180 $180^{13}$ 180 180 175 | 175 <br> 180 <br> 180 <br> 180 <br> 180 <br> 175 | $\begin{aligned} & 175 \\ & 180 \\ & 180 \\ & 180 \\ & 180 \\ & 180 \end{aligned}$ | $\begin{array}{r} 175 \\ 180 \\ 180 \\ 180 \\ \dagger \\ 175 \end{array}$ | $\begin{aligned} & 175^{3} \\ & 180^{1} \\ & 180^{20} \\ & 180 \\ & \dagger \\ & 175 \end{aligned}$ | $\begin{array}{r} 540(\mathrm{~K}) ; 990(1-12) \\ 450(\mathrm{~K}) ; 1,000(1-8) ; 1,080(9-12) \\ \dagger \\ 437(\mathrm{~K}) ; 1,050(1-6) ; 1,137(7-12) \\ 450(\mathrm{~K}) ; 900(1-5) ; 1,050(6-8) ; 1,100(9-12) \end{array}$ | $\begin{aligned} & x \\ & x \end{aligned}$ | X <br> X <br> X <br> X | $\begin{array}{r} x \\ x \\ {\left[{ }^{2} 1\right]} \\ X \\ X \\ x \end{array}$ |

## - Not available.

Not applicable.
X Denotes that the state has a policy. A blank denotes that the state does not have a policy.
Or an equivalent number of hours or minutes of instruction per year.
Includes time for in-service or staff development or parent-teacher conferences. No more than 22 hours of staff development can be counted toward Idaho's instructional time requirement, and no more than 30 hours of staff development can be counted toward Oklahoma's requirement.
${ }^{\circ}$ Fees permitted at the high school level for nonrequired or supplementary textbooks.
${ }^{5}$ State Department of Education prepares a list of suggestions, but the districts choose
Through 2014-15, districts were allowed to shorten the 180-day instructional year to 175 days without fiscal penalty
Select dists.
school year.
${ }^{\circ}$ No statewide policy; varies by distric.
${ }^{10} 1996$ data.
${ }^{11}$ Does not apply to charter and multitrack schools.
${ }^{12}$ Fees for lost or damaged books permitted.
${ }^{131} 1998$ data.
${ }^{1}$ Fees permitted, but if 5 percent or more of the voters in a district petition the school board, a majority of the district's voters may decide to furnish free textbooks to students.
${ }^{\circ}$ Fees permitted for students in grades 9-12, but students who qualify for free or reduced-price lunch are exempted Instructional time for graduating seniors may be reduce
Refundable or security deposits permitted.
Local districts may select textbooks not on the
he state recommended list provided the textbooks meet specific criteria and e selection is based on recommendations by the district's curriculum materials review committee.
A district
Adistrict may provide free textbooks to students when, in its judgment, the best interests of the district will be served. NOTE: Minimum number of instructional days refers to the actual number of days that pupils have contact with a teacher Some states allow for different types of school calendars by setting instructional time in both days and hours, while others use only days or only hours. For states in which the number of days or hours varies by grade, the relevant grade(s) appear
in parentheses. For states that specify minimum hours both for part-day kindergarten and for full-day kindergarten, a slash separates the part-day hours from the full-day hours. SOURCE: Council of Chief State School Officers, Key State Education Policies on PK-12 Education, 2000 and 2006 Education Commission of the States, StateNotes, Number of Instructional Days/Hours in the School Year (August 2011 and October 2014 revisions), retrieved September 22, 2011, from http://www.ecs.org/clearinghouse/95/05/9505.pdf and
May 9, 2015, from http://www.ecs.org/clearinghouse/01/15/05/11505.pdf; State Textbook Adoption (September 2013 May 9, 2015, from http://www.ecs.org/clearinghouse/01/15/05/11505.pdf; State Textbook Adoption (September 2013
edition), retrieved May 19, 2015, from http://www.ecs.org/clearinghouse/01/09/23/10923.pdf; Instructional Time: What's the State's Requirement of Minimum Number of Days or Hours/Minutes in a School Year?, retrieved May 20, 2020, from https:// www.ecs.org/50-state-comparison-instructional-time-policies/; and supplemental information retrieved from various state websites. (This table was prepared May 2020.)

Table 235．10．Revenues for public elementary and secondary schools，by source of funds：Selected years，1919－20 through 2016－17

| School year | Revenues（in thousands） |  |  |  |  |  |  | Revenues per pupil |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Federal | State | Local（including intermediate sources below the state level） |  |  |  | Total | Federal | State | Local（including intermediate sources below the state level） |  |  |  |
|  |  |  |  | Total | Property taxes | Other public revenue | Private ${ }^{1}$ |  |  |  | Total | Property taxes | Other public revenue | Private ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1919－20 | \＄970，121 | \＄2，475 | \＄160，085 | \＄807，561 |  | － | － | \＄45 | \＃ | \＄7 | \＄37 | － | － | － |
| 1929－30 | 2，088，557 | 7，334 | 353，670 | 1，727，553 | － | － | － | 81 | \＃ | 14 | 67 | － | － |  |
| 1939－40 | 2，260，527 | 39，810 | 684，354 | 1，536，363 |  | － | － | 89 | \＄2 | 27 | 60 | － | － |  |
| 1949－50 | 5，437，044 | 155，848 | 2，165，689 | 3，115，507 | － | － | － | 217 | 6 | 86 | 124 | － | － |  |
| 1959－60 | 14，746，618 | 651，639 | 5，768，047 | 8，326，932 |  |  | － | 419 | 19 | 164 | 237 |  |  | 二 |
| 1969－70 | 40，266，922 | 3，219，557 | 16，062，776 | 20，984，589 |  |  |  | 884 2.326 | 71 | 353 | 461 |  |  | 二 |
| $1979-80$ $1989-90$ | 96，881，164 | 9，503，537 | 45，348，814 | 42，028，813 |  | \＄17，084，494 | \＄5，656，036 | 2,326 5,144 | 228 313 | 1,089 2,423 | 1,009 2,408 | \＄1，847 | \＄421 | \＄140 |
| 1989－90 | 208，547，573 | 12，700，784 | 98，238，633 | 97，608，157 | \＄74，867，627 | \＄17，084，494 | \＄5，656，036 |  | 313 | 2，423 |  | \＄1，847 | \＄421 | \＄140 |
| 1994－95 | 273，149，449 | 18，582，157 | 127，729，576 | 126，837，717 | 97，978，129 | 21，560，162 | 7，299，425 | 6，192 | 421 | 2，896 | 2，875 | 2，221 | 489 | 165 |
| 1996－97 | 305，065，192 | 20，081，287 | 146，435，584 | 138，548，321 | 106，545，881 | 24，288，693 | 7，713，747 | 6，688 | 440 | 3，211 | 3，038 | 2，336 | 533 | 169 |
| 1997－98 | 325，925，708 | 22，201，965 | 157，645，372 | 146，078，370 | 111，184，150 | 26，676，244 | 8，217，977 | 7，066 | 481 | 3，418 | 3，167 | 2，410 | 578 | 178 |
| 1998－99 | 347，377，993 | 24，521，817 | 169，298，232 | 153，557，944 | 119，483，487 | 25，348，879 | 8，725，578 | 7，464 | 527 | 3，638 | 3，300 | 2，567 | 545 | 187 |
| 1999－2000 | 372，943，802 | 27，097，866 | 184，613，352 | 161，232，584 | 124，735，516 | 27，628，923 | 8，868，145 | 7，959 | 578 | 3，940 | 3，441 | 2，662 | 590 | 189 |
| 2000－01 | 401，356，120 | 29，100，183 | 199，583，097 | 172，672，840 | 132，575，925 | 30，889，273 | 9，207，643 | 8，503 | 616 | 4，228 | 3，658 | 2，809 | 654 | 195 |
| 2001－02 | 419，501，976 | 33，144，633 | 206，541，793 | 179，815，551 | 141，095，685 | 28，924，825 | 9，795，041 | 8，800 | 695 | 4，333 | 3，772 | 2，960 | 607 | 205 |
| 2002－03 | 440，111，653 | 37，515，909 | 214，277，407 | 188，318，337 | 148，511，786 | 29，579，240 | 10，227，310 | 9，134 | 779 | 4，447 | 3，908 | 3，082 | 614 | 212 |
| 2003－04 | 462，026，099 | 41，923，435 | 217，384，191 | 202，718，474 | 160，602，055 | 31，651，489 | 10，464，930 | 9，518 | 864 | 4，478 | 4，176 | 3，309 | 652 | 216 |
| 2004－05 | 487，753，525 | 44，809，532 | 228，553，579 | 214，390，414 | 167，909，883 | 35，433，486 | 11，047，044 | 9，996 | 918 | 4，684 | 4，394 | 3，441 | 726 | 226 |
| 2005－06 | 520，621，788 | 47，553，778 | 242，151，076 | 230，916，934 | 178，279，408 | 41，111，066 | 11，526，460 | 10，600 | 968 | 4，930 | 4，702 | 3，630 | 837 | 235 |
| 2006－07 | 555，710，762 | 47，150，608 | 263，608，741 | 244，951，413 | 188，287，298 | 44，806，422 | 11，857，694 | 11，281 | 957 | 5，351 | 4，972 | 3，822 | 910 | 241 |
| 2007－08 | 584，683，686 | 47，788，467 | 282，622，523 | 254，272，697 | 196，521，569 | 45，314，965 | 12，436，163 | 11，879 | 971 | 5，742 | 5，166 | 3，993 | 921 | 253 |
| 2008－09 | 592，422，033 | 56，670，261 | 276，525，603 | 259，226，169 | 205，821，844 | 41，195，313 | 12，209，012 | 12，032 | 1，151 | 5，616 | 5，265 | 4，180 | 837 | 248 |
| 2009－10 | 596，390，664 | 75，997，858 | 258，863，973 | 261，528，833 | 210，837，095 | 38，771，186 | 11，920，551 | 12，089 | 1，540 | 5，247 | 5，301 | 4，274 | 786 | 242 |
| 2010－11 | 604，228，585 | 75，549，471 | 266，786，402 | 261，892，711 | 211，649，523 | 38，558，755 | 11，684，433 | 12，218 | 1，528 | 5，395 | 5，296 | 4，280 | 780 | 236 |
| 2011－12 | 597，885，111 | 60，921，462 | 269，043，077 | 267，920，572 | 215，830，316 | 40，290，007 | 11，800，249 | 12，075 | 1，230 | 5，434 | 5，411 | 4，359 | 814 | 238 |
| 2012－13 | 603，769，917 | 55，860，888 | 273，215，485 | 274，693，545 | 221，970，384 | 41，129，568 | 11，593，592 | 12，137 | 1，123 | 5，492 | 5，522 | 4，462 | 827 | 233 |
| 2013－14 | 623，649，738 | 54，505，981 | 288，637，122 | 280，506，635 | 227，019，185 | 41，943，022 | 11，544，428 | 12，469 | 1，090 | 5，771 | 5，608 | 4，539 | 839 | 231 |
| 2014－15 | 647，679，130 | 55，002，853 | 301，529，692 | 291，146，585 | 235，870，943 | 43，978，246 | 11，297，396 | 12，884 | 1，094 | 5，998 | 5，792 | 4，692 | 875 | 225 |
| $\begin{aligned} & 2015-16 \\ & 2016-17 \end{aligned}$ | 677，218，527 | 55，975，104 | 317，660，406 | 303，583，016 | 246，997，299 | 45，057，328 | 11，528，389 | 13，451 | 1，112 | 6，310 | 6，030 | 4，906 | 895 | 229 |
|  | 705，267，398 | 57，310，693 | 331，322，010 | 316，634，696 | 258，159，622 | 46，809，893 | 11，665，181 | 13，962 | 1，135 | 6，559 | 6，268 | 5，111 | 927 | 231 |
|  | Constant 2018－19 dollars ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1919－20 | \＄12，892，256 | \＄32，891 | \＄2，127，422 | \＄10，731，942 | － | － | － | \＄597 | \＄2 | \＄99 | \＄497 | － | － | － |
| 1929－30 | 30，902，883 | 108，516 | 5，233，002 | 25，561，365 | － | － | － | 1，203 | 4 | 204 | 995 | － | － | － |
| 1939－40 | 40，967，381 | 721，474 | 12，402，502 | 27，843，405 | － | － | － | 1，611 | 28 | 488 | 1，095 | － | － |  |
| 1949－50 | 58，144，207 | 1，666，652 | 23，160，061 | 33，317，495 |  |  | － | 2，315 | 66 | 922 | 1，327 | － | － |  |
| 1959－60 | 127，109，092 | 5，616，830 | 49，717，923 | 71，774，339 | － | － | － | 3，613 | 160 | 1，413 | 2，040 | － | － |  |
| 1969－70 | 269，975，455 | 21，585，990 | 107，695，226 | 140，694，239 | － | － | － | 5，927 | 474 | 2，364 | 3，089 | 二 | 二 | 二 |
| 1979－80 | 316，062，739 | 31，004，107 | 147，944，861 | 137，113，771 | \＄149，333，130 | \＄34，077， 226 | \＄11， 281,692 | －7，588 | 744 625 | 3,552 4,833 | 3,292 4,802 |  | \＄841 |  |
| 1989－90 | 415，975，009 | 25，333，350 | 195，949，612 | 194，692，047 | \＄149，333，130 | \＄34，077，226 | \＄11，281，692 | 10，260 | 625 | 4，833 | 4，802 | \＄3，683 | \＄841 | \＄278 |
| 1994－95 | 459，949，037 | 31，289，996 | 215，080，409 | 213，578，631 | 164，982，745 | 36，304，580 | 12，291，306 | 10，427 | 709 | 4，876 | 4，842 | 3，740 | 823 | 279 |
| 1996－97 | 486，213，727 | 32，005，609 | 233，389，429 | 220，818，689 | 169，813，113 | 38，711，385 | 12，294，191 | 10，660 | 702 | 5，117 | 4，841 | 3，723 | 849 | 270 |
| 1997－98 | 510，359，413 | 34，765，536 | 246，853，187 | 228，740，690 | 174，100，649 | 41，771，703 | 12，868，337 | 11，064 | 754 | 5，352 | 4，959 | 3，774 | 906 | 279 |
| 1998－99 | 534，694，665 | 37，744，720 | 260，588，935 | 236，361，011 | 183，912，580 | 39，017，758 | 13，430，672 | 11，489 | 811 | 5，599 | 5，079 | 3，952 | 838 | 289 |
| 1999－2000 | 557，939，718 | 40，539，555 | 276，189，391 | 241，210，772 | 186，609，613 | 41，334，038 | 13，267，121 | 11，907 | 865 | 5，894 | 5，148 | 3，983 | 882 | 283 |
| 2000－01 | 580，555，718 | 42，092，986 | 288，694，012 | 249，768，721 | 191，769，123 | 44，680，878 | 13，318，719 | 12，299 | 892 | 6，116 | 5，291 | 4，063 | 947 | 282 |
| 2001－02 | 596，246，894 | 47，109，157 | 293，562，151 | 255，575，586 | 200，542，235 | 41，111，456 | 13，921，895 | 12，507 | 988 | 6，158 | 5，361 | 4，207 | 862 | 292 |
| 2002－03 | 612，088，421 | 52，175，518 | 298，007，832 | 261，905，070 | 206，543，826 | 41，137，540 | 14，223，704 | 12，703 | 1，083 | 6，185 | 5，436 | 4，287 | 854 | 295 |
| 2003－04 | 628，809，546 | 57，057，071 | 295，856，131 | 275，896，344 | 218，576，624 | 43，077，131 | 14，242，589 | 12，954 | 1，175 | 6，095 | 5，684 | 4，503 | 887 | 293 |
| 2004－05 | 644，431，482 | 59，203，412 | 301，970，389 | 283，257，681 | 221，846，505 | 46，815，559 | 14，595，616 | 13，207 | 1，213 | 6，188 | 5，805 | 4，546 | 959 | 299 |

Table 235.10. Revenues for public elementary and secondary schools, by source of funds: Selected years, 1919-20 through 2016-17—Continued

| School year | Revenues (in thousands) |  |  |  |  |  |  | Revenues per pupil |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Federal | State | Local (including intermediate sources below the state level) |  |  |  | Total | Federal | State | Local (including intermediate sources below the state level) |  |  |  |
|  |  |  |  | Total | Property taxes | Other public revenue | Private ${ }^{1}$ |  |  |  | Total | Property taxes | Other public revenue | Private ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 2005-06 | 662,623,819 | 60,524,294 | 308,198,916 | 293,900,609 | 226,905,951 | 52,324,301 | 14,670,356 | 13,492 | 1,232 | 6,275 | 5,984 | 4,620 | 1,065 | 299 |
| 2006-07 | 689,453,964 | 58,498,370 | 327,051,595 | 303,903,999 | 233,602,501 | 55,590,007 | 14,711,491 | 13,996 | 1,187 | 6,639 | 6,169 | 4,742 | 1,128 | 299 |
| 2007-08 | 699,481,666 | 57,171,351 | 338,113,202 | 304,197,114 | 235,107,012 | 54,212,197 | 14,877,905 | 14,211 | 1,162 | 6,869 | 6,180 | 4,777 | 1,101 | 302 |
| 2008-09 | 698,979,509 | 66,863,400 | 326,263,575 | 305,852,534 | 242,842,507 | 48,605,011 | 14,405,016 | 14,197 | 1,358 | 6,627 | 6,212 | 4,932 | 987 | 293 |
| 2009-10 | 696,918,683 | 88,808,109 | 302,498,262 | 305,612,312 | 246,375,941 | 45,306,484 | 13,929,887 | 14,127 | 1,800 | 6,132 | 6,195 | 4,994 | 918 | 282 |
| 2010-11 | 692,178,940 | 86,546,307 | 305,619,320 | 300,013,313 | 242,456,821 | 44,171,294 | 13,385,197 | 13,997 | 1,750 | 6,180 | 6,067 | 4,903 | 893 | 271 |
| 2011-12 | 665,415,008 | 67,802,416 | 299,430,941 | 298,181,651 | 240,207,908 | 44,840,680 | 13,133,063 | 13,439 | 1,369 | 6,047 | 6,022 | 4,851 | 906 | 265 |
| 2012-13 | 660,965,107 | 61,152,596 | 299,097,217 | 300,715,294 | 242,997,662 | 45,025,777 | 12,691,855 | 13,287 | 1,229 | 6,012 | 6,045 | 4,885 | 905 | 255 |
| 2013-14 | 672,227,138 | 58,751,568 | 311,119,679 | 302,355,891 | 244,702,191 | 45,210,053 | 12,443,648 | 13,440 | 1,175 | 6,220 | 6,045 | 4,892 | 904 | 249 |
| 2014-15 | 693,081,279 | 58,858,539 | 322,666,850 | 311,555,890 | 252,405,439 | 47,061,110 | 12,089,340 | 13,787 | 1,171 | 6,419 | 6,198 | 5,021 | 936 | 240 |
| 2015-16 | 719,837,253 | 59,497,730 | 337,651,416 | 322,688,107 | 262,541,337 | 47,892,877 | 12,253,894 | 14,298 | 1,182 | 6,707 | 6,409 | 5,215 | 951 | 243 |
| 2016-17 | 736,110,640 | 59,817,043 | 345,811,613 | 330,481,984 | 269,449,637 | 48,857,016 | 12,175,331 | 14,573 | 1,184 | 6,846 | 6,543 | 5,334 | 967 | 241 |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1919-20 | 100.0 | 0.3 | 16.5 | 83.2 | - | - | - | 100.0 | 0.3 | 16.5 | 83.2 | - | - | - |
| 1929-30 | 100.0 | 0.4 | 16.9 | 82.7 | - | - | - | 100.0 | 0.4 | 16.9 | 82.7 | - | - | - |
| 1939-40 | 100.0 | 1.8 | 30.3 | 68.0 | - | - | - | 100.0 | 1.8 | 30.3 | 68.0 | - | - |  |
| 1949-50 | 100.0 | 2.9 | 39.8 | 57.3 |  | - | 二 | 100.0 | 2.9 | 39.8 | 57.3 | - | - |  |
| 1959-60 | 100.0 | 4.4 | 39.1 | 56.5 |  | - | - | 100.0 | 4.4 | 39.1 | 56.5 | - | - |  |
| 1969-70 | 100.0 | 8.0 | 39.9 | 52.1 | - | - | - | 100.0 | 8.0 | 39.9 | 52.1 | - | - |  |
| 1979-80 | 100.0 | 9.8 | 46.8 | 43.4 | - | - | - | 100.0 | 9.8 | 46.8 | 43.4 | - | - |  |
| 1989-90 | 100.0 | 6.1 | 47.1 | 46.8 | 35.9 | 8.2 | 2.7 | 100.0 | 6.1 | 47.1 | 46.8 | 35.9 | 8.2 | 2.7 |
| 1994-95 | 100.0 | 6.8 | 46.8 | 46.4 | 35.9 | 7.9 | 2.7 | 100.0 | 6.8 | 46.8 | 46.4 | 35.9 | 7.9 | 2.7 |
| 1996-97 | 100.0 | 6.6 | 48.0 | 45.4 | 34.9 | 8.0 | 2.5 | 100.0 | 6.6 | 48.0 | 45.4 | 34.9 | 8.0 | 2.5 |
| 1997-98 | 100.0 | 6.8 | 48.4 | 44.8 | 34.1 | 8.2 | 2.5 | 100.0 | 6.8 | 48.4 | 44.8 | 34.1 | 8.2 | 2.5 |
| 1998-99 | 100.0 | 7.1 | 48.7 | 44.2 | 34.4 | 7.3 | 2.5 | 100.0 | 7.1 | 48.7 | 44.2 | 34.4 | 7.3 | 2.5 |
| 1999-2000 | 100.0 | 7.3 | 49.5 | 43.2 | 33.4 | 7.4 | 2.4 | 100.0 | 7.3 | 49.5 | 43.2 | 33.4 | 7.4 | 2.4 |
| 2000-01 | 100.0 | 7.3 | 49.7 | 43.0 | 33.0 | 7.7 | 2.3 | 100.0 | 7.3 | 49.7 | 43.0 | 33.0 | 7.7 | 2.3 |
| 2001-02 | 100.0 | 7.9 | 49.2 | 42.9 | 33.6 | 6.9 | 2.3 | 100.0 | 7.9 | 49.2 | 42.9 | 33.6 | 6.9 | 2.3 |
| 2002-03 | 100.0 | 8.5 | 48.7 | 42.8 | 33.7 | 6.7 | 2.3 | 100.0 | 8.5 | 48.7 | 42.8 | 33.7 | 6.7 | 2.3 |
| 2003-04 | 100.0 | 9.1 | 47.1 | 43.9 | 34.8 | 6.9 | 2.3 | 100.0 | 9.1 | 47.1 | 43.9 | 34.8 | 6.9 | 2.3 |
| 2004-05 | 100.0 | 9.2 | 46.9 | 44.0 | 34.4 | 7.3 | 2.3 | 100.0 | 9.2 | 46.9 | 44.0 | 34.4 | 7.3 | 2.3 |
| 2005-06 | 100.0 | 9.1 | 46.5 | 44.4 | 34.2 | 7.9 | 2.2 | 100.0 | 9.1 | 46.5 | 44.4 | 34.2 | 7.9 | 2.2 |
| 2006-07 | 100.0 | 8.5 | 47.4 | 44.1 | 33.9 | 8.1 | 2.1 | 100.0 | 8.5 | 47.4 | 44.1 | 33.9 | 8.1 | 2.1 |
| 2007-08 | 100.0 | 8.2 | 48.3 | 43.5 | 33.6 | 7.8 | 2.1 | 100.0 | 8.2 | 48.3 | 43.5 | 33.6 | 7.8 | 2.1 |
| 2008-09 | 100.0 | 9.6 | 46.7 | 43.8 | 34.7 | 7.0 | 2.1 | 100.0 | 9.6 | 46.7 | 43.8 | 34.7 | 7.0 | 2.1 |
| 2009-10 | 100.0 | 12.7 | 43.4 | 43.9 | 35.4 | 6.5 | 2.0 | 100.0 | 12.7 | 43.4 | 43.9 | 35.4 | 6.5 | 2.0 |
| 2010-11 | 100.0 | 12.5 | 44.2 | 43.3 | 35.0 | 6.4 | 1.9 | 100.0 | 12.5 | 44.2 | 43.3 | 35.0 | 6.4 | 1.9 |
| 2011-12 | 100.0 | 10.2 | 45.0 | 44.8 | 36.1 | 6.7 | 2.0 | 100.0 | 10.2 | 45.0 | 44.8 | 36.1 | 6.7 | 2.0 |
| 2012-13 | 100.0 | 9.3 | 45.3 | 45.5 | 36.8 | 6.8 | 1.9 | 100.0 | 9.3 | 45.3 | 45.5 | 36.8 | 6.8 | 1.9 |
| 2013-14 | 100.0 | 8.7 | 46.3 | 45.0 | 36.4 | 6.7 | 1.9 | 100.0 | 8.7 | 46.3 | 45.0 | 36.4 | 6.7 | 1.9 |
| 2014-15 | 100.0 | 8.5 | 46.6 | 45.0 | 36.4 | 6.8 | 1.7 | 100.0 | 8.5 | 46.6 | 45.0 | 36.4 | 6.8 | 1.7 |
| 2015-16 | 100.0 | 8.3 | 46.9 | 44.8 | 36.5 | 6.7 | 1.7 | 100.0 | 8.3 | 46.9 | 44.8 | 36.5 | 6.7 | 1.7 |
| 2016-17 | 100.0 | 8.1 | 47.0 | 44.9 | 36.6 | 6.6 | 1.7 | 100.0 | 8.1 | 47.0 | 44.9 | 36.6 | 6.6 | 1.7 |

## -Not avalable.

Includes revenues from gifts, and tuition and fees from patrons.
Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of
NOTE: Beginning in 1989-90, revenues for state education agencies were excluded and new survey collection procedures were initiated; data may not be entirely comparable with figures for earlier years. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States, 1919-20 through 1949-50; Statistics of State School Systems, 1959-60 and 1969-70; Revenues and Expenditures
for Public Elementary and Secondary Education, 1979-80; and Common Core of Data (CCD), "National Public Education for Public Elementary and Secondary Education, 1979-80; and Common Core of Data
Financial Survey," 1989-90 through 2016-17. (This table was prepared August 2019.)

Table 235.20. Revenues for public elementary and secondary schools, by source of funds and state or jurisdiction: 2016-17
[In current dollars]

| State or jurisdiction | Total (in thousands) | Federal |  |  | State |  | Local (including intermediate sources below the state level) |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Amount (in thousands) | Per pupil | Percent of total | Amount (in thousands) | Percent of total | Amount (in thousands) $^{1}$ | Percent of total | Property taxes |  | Private ${ }^{2}$ |  |
|  |  |  |  |  |  |  |  |  | Amount (in thousands) | Percent of total | Amount (in thousands) | Percent of total |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | \$705,267,398 | \$57,310,693 | \$1,135 | 8.1 | \$331,322,010 | 47.0 | \$316,634,696 | 44.9 | \$258,159,622 | 36.6 | \$11,665,181 | 1.7 |
| Alabama | 7,889,120 | 863,637 | 1,159 | 10.9 | 4,350,890 | 55.2 | 2,674,593 | 33.9 | 1,223,602 | 15.5 | 325,777 | 4.1 |
| Alaska | 2,508,281 | 354,045 | 2,667 | 14.1 | 1,600,510 | 63.8 | 553,726 | 22.1 | 319,889 | 12.8 | 18,951 | 0.8 |
| Arizona | 10,259,496 | 1,326,469 | 1,191 | 12.9 | 4,778,454 | 46.6 | 4,154,572 | 40.5 | 3,182,393 | 31.0 | 248,513 | 2.4 |
| Arkansas | 5,619,332 | 625,993 | 1,269 | 11.1 | 2,950,895 | 52.5 | 2,042,443 | 36.3 | 1,782,061 | 31.7 | 158,048 | 2.8 |
| California | 88,108,864 | 7,455,046 | 1,182 | 8.5 | 50,841,072 | 57.7 | 29,812,746 | 33.8 | 24,101,208 | 27.4 | 394,460 | 0.4 |
| Colorado | 10,600,561 | 706,162 | 780 | 6.7 | 4,602,299 | 43.4 | 5,292,101 | 49.9 | 4,287,369 | 40.4 | 393,355 | 3.7 |
| Connecticut | 11,583,918 | 503,812 | 941 | 4.3 | 4,494,453 | 38.8 | 6,585,653 | 56.9 | 6,431,528 | 55.5 | 92,242 | 0.8 |
| Delaware | 2,729,986 | 188,717 | 1,385 | 6.9 | 1,323,678 | 48.5 | 1,217,591 | 44.6 | 646,622 | 23.7 | 17,771 | 0.7 |
| District of Columbia | 2,526,099 | 237,820 | 2,770 | 9.4 |  | , | 2,288,279 | 90.6 | 767,117 | 30.4 | 11,358 | 0.4 |
| Florida | 28,808,723 | 3,288,570 | 1,167 | 11.4 | 11,346,675 | 39.4 | 14,173,479 | 49.2 | 11,738,747 | 40.7 | 935,775 | 3.2 |
| Georgia | 20,443,717 | 1,925,205 | 1,091 | 9.4 | 9,439,804 | 46.2 | 9,078,707 | 44.4 | 6,020,224 | 29.4 | 474,428 | 2.3 |
| Hawaii | 2,844,167 | 252,145 | 1,389 | 8.9 | 2,534,177 | 89.1 | 57,844 | 2.0 | 0 | 0.0 | 28,852 | 1.0 |
| Idaho | 2,575,178 | 252,533 | 850 | 9.8 | 1,706,894 | 66.3 | 615,751 | 23.9 | 517,769 | 20.1 | 35,395 | 1.4 |
| Illinois | 35,480,443 | 2,312,325 | 1,141 | 6.5 | 13,710,764 | 38.6 | 19,457,354 | 54.8 | 17,082,907 | 48.1 | 480,875 | 1.4 |
| Indiana | 11,952,546 | 974,150 | 928 | 8.2 | 7,087,311 | 59.3 | 3,891,085 | 32.6 | 3,005,433 | 25.1 | 342,023 | 2.9 |
| lowa | 6,904,458 | 497,385 | 976 | 7.2 | 3,732,324 | 54.1 | 2,674,750 | 38.7 | 2,187,985 | 31.7 | 145,240 | 2.1 |
| Kansas | 6,344,151 | 537,797 | 1,088 | 8.5 | 4,031,070 | 63.5 | 1,775,284 | 28.0 | 1,103,725 | 17.4 | 152,835 | 2.4 |
| Kentucky | 7,782,860 | 912,224 | 1,334 | 11.7 | 4,229,780 | 54.3 | 2,640,856 | 33.9 | 1,975,137 | 25.4 | 85,541 | 1.1 |
| Louisiana | 8,949,726 | 1,168,690 | 1,632 | 13.1 | 3,903,101 | 43.6 | 3,877,936 | 43.3 | 1,689,558 | 18.9 | 50,474 | 0.6 |
| Maine | 2,820,246 | 195,168 | 1,081 | 6.9 | 1,093,382 | 38.8 | 1,531,696 | 54.3 | 1,457,658 | 51.7 | 36,636 | 1.3 |
| Maryland | 15,045,717 | 851,860 | 961 | 5.7 | 6,625,703 | 44.0 | 7,568,154 | 50.3 | 3,703,439 | 24.6 | 115,109 | 0.8 |
| Massachusetts | 18,423,533 | 929,798 | 964 | 5.0 | 6,999,777 | 38.0 | 10,493,958 | 57.0 | 9,766,156 | 53.0 | 273,640 | 1.5 |
| Michigan | 20,163,387 | 1,734,557 | 1,135 | 8.6 | 12,224,090 | 60.6 | 6,204,741 | 30.8 | 5,289,166 | 26.2 | 273,047 | 1.4 |
| Minnesota | 13,242,082 | 743,953 | 850 | 5.6 | 8,762,296 | 66.2 | 3,735,833 | 28.2 | 2,449,514 | 18.5 | 350,318 | 2.6 |
| Mississippi | 4,753,225 | 672,881 | 1,393 | 14.2 | 2,415,769 | 50.8 | 1,664,576 | 35.0 | 1,393,467 | 29.3 | 110,153 | 2.3 |
| Missouri | 11,485,402 | 1,003,289 | 1,096 | 8.7 | 3,749,129 | 32.6 | 6,732,984 | 58.6 | 5,286,304 | 46.0 | 349,579 | 3.0 |
| Montana | 1,841,286 | 225,892 | 1,543 | 12.3 | 867,286 | 47.1 | 748,107 | 40.6 | 476,318 | 25.9 | 62,801 | 3.4 |
| Nebraska | 4,470,153 | 349,144 | 1,094 | 7.8 | 1,450,774 | 32.5 | 2,670,235 | 59.7 | 2,369,879 | 53.0 | 161,587 | 3.6 |
| Nevada | 4,919,401 | 444,730 | 939 | 9.0 | 1,780,380 | 36.2 | 2,694,292 | 54.8 | 1,201,302 | 24.4 | 28,596 | 0.6 |
| New Hampshire | 3,132,306 | 173,816 | 961 | 5.5 | 1,007,310 | 32.2 | 1,951,180 | 62.3 | 1,859,886 | 59.4 | 46,040 | 1.5 |
| New Jersey | 30,368,383 | 1,269,661 | 900 | 4.2 | 12,920,845 | 42.5 | 16,177,878 | 53.3 | 15,304,628 | 50.4 | 581,364 | 1.9 |
| New Mexico | 4,023,795 | 589,017 | 1,752 | 14.6 | 2,726,305 | 67.8 | 708,473 | 17.6 | 572,792 | 14.2 | 54,087 | 1.3 |
| New York | 69,228,226 | 3,657,578 | 1,373 | 5.3 | 28,253,045 | 40.8 | 37,317,603 | 53.9 | 34,657,273 | 50.1 | 305,467 | 0.4 |
| North Carolina | 14,481,275 | 1,641,260 | 1,059 | 11.3 | 9,057,842 | 62.5 | 3,782,173 | 26.1 | 3,290,986 | 22.7 | 166,817 | 1.2 |
| North Dakota | 1,757,100 | 163,446 | 1,490 | 9.3 | 1,014,779 | 57.8 | 578,875 | 32.9 | 423,505 | 24.1 | 69,564 | 4.0 |
| Ohio | 24,762,785 | 1,949,822 | 1,140 | 7.9 | 10,538,278 | 42.6 | 12,274,685 | 49.6 | 10,070,121 | 40.7 | 642,876 | 2.6 |
| Oklahoma | 6,361,194 | 726,159 | 1,046 | 11.4 | 3,007,742 | 47.3 | 2,627,292 | 41.3 | 2,007,824 | 31.6 | 281,400 | 4.4 |
| Oregon | 7,689,411 | 550,627 | 951 | 7.2 | 4,018,900 | 52.3 | 3,119,884 | 40.6 | 2,524,905 | 32.8 | 137,680 | 1.8 |
| Pennsylvania | 31,353,132 | 2,152,130 | 1,246 | 6.9 | 12,104,094 | 38.6 | 17,096,908 | 54.5 | 13,601,256 | 43.4 | 385,862 | 1.2 |
| Rhode Island | 2,561,477 | 192,929 | 1,357 | 7.5 | 1,087,361 | 42.5 | 1,281,187 | 50.0 | 1,242,366 | 48.5 | 25,406 | 1.0 |
| South Carolina | 9,992,973 | 913,225 | 1,184 | 9.1 | 4,867,687 | 48.7 | 4,212,060 | 42.2 | 3,195,782 | 32.0 | 245,374 | 2.5 |
| South Dakota | 1,580,004 | 205,299 | 1,506 | 13.0 | 540,408 | 34.2 | 834,297 | 52.8 | 716,885 | 45.4 | 44,816 | 2.8 |
| Tennessee | 10,077,253 | 1,161,636 | 1,160 | 11.5 | 4,629,304 | 45.9 | 4,286,312 | 42.5 | 2,008,470 | 19.9 | 438,170 | 4.3 |
| Texas | 60,006,975 | 6,298,581 | 1,175 | 10.5 | 23,339,969 | 38.9 | 30,368,425 | 50.6 | 27,675,817 | 46.1 | 1,022,545 | 1.7 |
| Utah | 5,757,609 | 459,308 | 696 | 8.0 | 3,183,265 | 55.3 | 2,115,036 | 36.7 | 1,598,326 | 27.8 | 241,408 | 4.2 |
| Vermont | 1,742,206 | 113,778 | 1,287 | 6.5 | 1,560,743 | 89.6 | 67,685 | 3.9 | 2,385 | 0.1 | 21,859 | 1.3 |
| Virginia | 16,611,639 | 1,131,683 | 879 | 6.8 | 6,565,661 | 39.5 | 8,914,296 | 53.7 | 5,399,824 | 32.5 | 241,647 | 1.5 |
| Washington | 15,654,623 | 1,071,035 | 972 | 6.8 | 9,846,364 | 62.9 | 4,737,224 | 30.3 | 4,056,493 | 25.9 | 299,337 | 1.9 |
| WestVirginia | 3,526,416 | 404,295 | 1,476 | 11.5 | 1,917,056 | 54.4 | 1,205,066 | 34.2 | 1,115,409 | 31.6 | 19,618 | 0.6 |
| Wisconsin | 11,591,278 | 832,985 | 964 | 7.2 | 5,360,746 | 46.2 | 5,397,548 | 46.6 | 4,891,353 | 42.2 | 224,031 | 1.9 |
| Wyoming | 1,931,277 | 118,429 | 1,258 | 6.1 | 1,141,567 | 59.1 | 671,281 | 34.8 | 486,856 | 25.2 | 16,436 | 0.9 |
| Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 73,876 | 62,906 | - | 85.2 | 10,738 | 14.5 | 232 | 0.3 | 0 | 0.0 | 14 | \# |
|  | 332,552 | 60,166 | 1,956 | 18.1 |  | 0.0 | 272,386 | 81.9 | 0 | 0.0 | 147 | \# |
|  | 87,683 | 39,503 |  | 45.1 | 47,227 | 53.9 | 953 | 1.1 | 0 | 0.0 | 711 | 0.8 |
|  | 2,819,791 | 935,887 | 2,563 | 33.2 | 1,883,850 | 66.8 | 55 | \# | 0 | 0.0 | 55 | \# |
|  | 193,314 | 26,259 | 1,990 | 13.6 | 0 | 0.0 | 167,056 | 86.4 | 0 | 0.0 | 5 | \# |

## -Not available.

$\dagger$ Not applicable.
\#Rounds to zero.
${ }^{1}$ Includes other categories of revenue not separately shown.
${ }^{2}$ Includes revenues from gifts, and tuition and fees from patrons.

NOTE: Excludes revenues for state education agencies. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2016-17. (This table was prepared August 2019.)

Table 235.40. Public elementary and secondary revenues and expenditures, by locale, source of revenue, and purpose of expenditure: 2016-17

| Source of revenue and purpose of expenditure | Total | City, large | $\begin{gathered} \text { City, } \\ \text { midsize } \end{gathered}$ | City, small | Suburban, large | Suburban, midsize | Suburban, small | Town, fringe | Town, distant | Town, remote | Rural, fringe | Rural, distant | Rural, remote |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Revenue amounts (in millions of current dollars) <br> Total revenue ${ }^{1}$ | \$708,834 | \$135,044 | \$50,112 | \$48,905 | \$266,735 | \$23,599 | \$13,138 | \$16,533 | \$33,777 | \$19,814 | \$51,673 | \$35,081 | \$14,423 |
| Federal | 56,838 | 13,752 | 5,051 | 4,236 | 16,072 | 1,650 | -945 | -1,225 | 3,155 | 2,278 | 4,020 | 2,854 | 1,600 |
| Title I | 14,602 | 4,392 | 1,289 | 1,098 | 3,597 | 401 | 214 | 272 | 812 | 531 | 916 | 715 | 366 |
| Child Nutrition Act | 16,553 | 3,849 | 1,396 | 1,235 | 4,850 | 520 | 272 | 366 | 992 | 556 | 1,231 | 914 | 371 |
| Children with disabilities (IDEA) | 11,473 | 1,983 | 991 | 880 | 4,192 | 369 | 230 | 249 | 615 | 362 | 883 | 525 | 194 |
| Impact aid | 1,363 | 122 | 78 | 64 | 165 | 27 | 8 | 67 | 45 | 232 | 139 | 89 | 329 |
| Bilingual education | 338 | 93 | 37 | 30 | 122 | 8 | 6 | 6 | 11 | 7 | 13 | 4 | 2 |
| Indian education | 98 | 11 | 3 | 4 | 7 | 2 | 3 | 2 | 9 | 17 | 5 | 9 | 27 |
| Math, science, and professional development | 1,470 | 338 | 134 | 114 | 369 | 44 | 30 | 32 | 97 | 67 | 105 | 91 | 49 |
| Safe and drug-free schools | 70 | 16 | 4 | 6 | 16 | 2 | \# | 2 | 5 | 5 | 9 | 3 |  |
| Vocational and technical education | 556 | 119 | 46 | 42 | 169 | 17 | 12 | 12 | 36 | 24 | 47 | 23 | 10 |
| Other and unclassified | 10,313 | 2,828 | 1,074 | 762 | 2,588 | 260 | 171 | 219 | 533 | 477 | 671 | 481 | 249 |
| State | 331,912 | 59,083 | 25,082 | 24,371 | 115,524 | 11,817 | 6,493 | 8,828 | 18,350 | 10,340 | 25,694 | 19,058 | 7,271 |
| Special education programs | 20,889 | 4,365 | 1,619 | 1,421 | 8,132 | 650 | 304 | 445 | 921 | 505 | 1,418 | 815 | 293 |
| Compensatory and basic skills | 5,282 | 824 | 407 | 476 | 1,910 | 263 | 79 | 99 | 281 | 130 | 418 | 286 | 110 |
| Bilingual education | 1,185 | 108 | 67 | 68 | 784 | 36 | 10 | 6 | 32 | 12 | 47 | 10 |  |
| Gifted and talented | 1,193 | 42 | 100 | 53 | 749 | 19 | 10 | 11 | 34 | 9 | 131 | 28 |  |
| Vocational education | 1,241 | 47 | 82 | 85 | 497 | 49 | 27 | 22 | 93 | 56 | 159 | 91 | 33 |
| Other ${ }^{2}$ | 302,122 | 53,698 | 22,808 | 22,267 | 103,451 | 10,800 | 6,063 | 8,245 | 16,989 | 9,628 | 23,521 | 17,829 | 6,823 |
| Local ${ }^{1}$ | 320,084 | 62,209 | 19,978 | 20,299 | 135,139 | 10,132 | 5,700 | 6,480 | 12,272 | 7,196 | 21,960 | 13,168 | 5,553 |
| Property tax ${ }^{3}$ | 203,125 | 29,852 | 12,357 | 13,070 | 92,794 | 5,741 | 3,998 | 4,635 | 8,490 | 5,242 | 13,839 | 9,126 | 3,983 |
| Parent government contribution ${ }^{3}$ | 57,983 | 21,085 | 3,298 | 2,732 | 21,882 | 2,565 | 557 | 389 | 871 | 190 | 3,126 | 986 | 301 |
| Private ${ }^{4}$ | 13,905 | 1,519 | 862 | 809 | 5,897 | 486 | 263 | 361 | 727 | 443 | 1,276 | 892 | 369 |
| Other ${ }^{5}$ | 45,071 | 9,753 | 3,461 | 3,688 | 14,565 | 1,340 | 883 | 1,095 | 2,184 | 1,320 | 3,718 | 2,163 | 900 |
| Percentage distribution of revenue |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total revenue | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Federal | 8.0 | 10.2 | 10.1 | 8.7 | 6.0 | 7.0 | 7.2 | 7.4 | 9.3 | 11.5 | 7.8 | 8.1 | 11.1 |
| State | 46.8 | 43.8 | 50.1 | 49.8 | 43.3 | 50.1 | 49.4 | 53.4 | 54.3 | 52.2 | 49.7 | 54.3 | 50.4 |
| Local | 45.2 | 46.1 | 39.9 | 41.5 | 50.7 | 42.9 | 43.4 | 39.2 | 36.3 | 36.3 | 42.5 | 37.5 | 38.5 |
| Expenditure amounts (in millions of current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total expenditures | \$725,239 | \$138,911 | \$51,060 | \$50,310 | \$272,398 | \$23,958 | \$13,265 | \$17,379 | \$34,861 | \$20,411 | \$52,621 | \$35,254 | \$14,811 |
| Current expenditures for schools | 609,072 | 113,540 | 42,997 | 42,147 | 229,779 | 20,522 | 11,486 | 14,338 | 29,453 | 17,223 | 44,769 | 30,367 | 12,451 |
| Instruction | 368,949 | 70,341 | 25,043 | 25,301 | 140,942 | 12,287 | 6,878 | 8,656 | 17,563 | 10,110 | 26,782 | 17,917 | 7,128 |
| Student support ${ }^{6}$ | 35,605 | 5,372 | 2,848 | 2,705 | 14,707 | 1,255 | 734 | 798 | 1,623 | 1,008 | 2,550 | 1,462 | 542 |
| Instructional staff support services ${ }^{7}$ | 28,706 | 5,189 | 2,605 | 2,239 | 10,614 | 1,032 | 530 | 614 | 1,372 | 802 | 1,953 | 1,225 | 531 |
| General and school administration | 46,120 | 7,784 | 3,252 | 3,110 | 16,823 | 1,497 | 880 | 1,165 | 2,471 | 1,483 | 3,581 | 2,814 | 1,260 |
| Operation and maintenance | 56,489 | 11,066 | 3,861 | 3,858 | 20,662 | 1,936 | 1,059 | 1,343 | 2,728 | 1,702 | 4,126 | 2,866 | 1,283 |
| Student transportation | 25,523 | 4,363 | 1,627 | 1,509 | 9,529 | 849 | 498 | 642 | 1,262 | 667 | 2,275 | 1,672 | 630 |
| Food services | 23,723 | 4,481 | 1,761 | 1,691 | 7,762 | 811 | 439 | 580 | 1,393 | 821 | 1,920 | 1,450 | 612 |
| Other | 23,957 | 4,943 | 1,999 | 1,734 | 8,739 | 855 | 469 | 539 | 1,041 | 629 | 1,583 | 961 | 464 |
| Other current expenditures | 33,921 | 9,361 | 2,568 | 2,215 | 11,967 | 858 | 424 | 617 | 1,231 | 671 | 2,064 | 1,328 | 615 |
| Interest on school debt | 18,271 | 4,076 | 1,270 | 1,209 | 7,021 | 508 | 324 | 500 | 755 | 388 | 1,328 | 690 | 202 |
| Capital outlay | 63,975 | 11,935 | 4,225 | 4,738 | 23,632 | 2,070 | 1,030 | 1,924 | 3,421 | 2,128 | 4,459 | 2,869 | 1,543 |
| Percentage distribution of current expenditures for schools |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All current expenditures for schools | 100.0 60.6 | 100.0 62.0 | 100.0 58.2 |  |  |  |  |  |  |  |  |  |  |
| Instruction Support services | 60.6 10.6 | 62.0 9.3 | 58.2 12.7 | 60.0 11.7 | 61.3 11.0 | 59.9 11.1 | 59.9 11.0 | 60.4 9.8 | 59.6 10.2 | 58.7 10.5 | 59.8 10.1 | 59.0 8.8 | 57.3 8.6 |
| General and school administration | 7.6 | 6.9 | 7.6 | 7.4 | 7.3 | 7.3 | 7.7 | 8.1 | 8.4 | 8.6 | 8.0 | 9.3 | 10.1 |
| Operation and maintenance | 9.3 | 9.7 | 9.0 | 9.2 | 9.0 | 9.4 | 9.2 | 9.4 | 9.3 | 9.9 | 9.2 | 9.4 | 10.3 |
| Student transportation | 4.2 | 3.8 | 3.8 | 3.6 | 4.1 | 4.1 | 4.3 | 4.5 | 4.3 | 3.9 | 5.1 | 5.5 | 5.1 |
| Food service and other | 7.8 | 8.3 | 8.7 | 8.1 | 7.2 | 8.1 | 7.9 | 7.8 | 8.3 | 8.4 | 7.8 | 7.9 | 8.6 |
| Per student amounts (in current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Current expenditure per student | \$12,089 | \$12,980 | \$11,648 | \$11,869 | \$12,397 | \$11,550 | \$11,698 | \$11,523 | \$11,083 | \$10,801 | \$11,301 | \$11,336 | \$12,954 |
| Instruction expenditure per student | 7,323 | 8,041 | 6,784 | 7,125 | 7,604 | 6,915 | 7,005 | 6,957 | 6,609 | 6,340 | 6,760 | 6,689 | 7,416 |

## \#Rounds to zero.

'Excludes revenues from other in-state school systems
${ }^{2}$ Includes general formula assistance, staff improvement programs, school lunch programs capital outlay and debt service programs, transportation programs, all other revenues from state sources, state payments on behalf of the local education agency, Census state NCES local revenue, and unspecified state revenue.
${ }^{3}$ Property tax and parent government contributions are determined on the basis of independence or dependence of the local school system and are mutually exclusive.
${ }^{4}$ Includes tuition fees, transportation fees, textbook sales and rentals, school lunch revenues, district activity receipts, other student fees, and private contributions.
${ }^{5}$ Includes revenues from other taxes, rents and royalties, sales and services, interest earnings, and other local revenues.
${ }^{6}$ Includes expenditures for guidance, health, attendance, social work, student accounting, counseling, student appraisal, information, record maintenance, placement services, and medical, dental, nursing, psychological, and speech pathology services.
Includes expenditures for curriculum development, staff training, supervision of instruction service improvements, academic assessment, and media, library, and instruction-related technology services
NOTE: Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (F33), Fiscal year 2017"; and Education Demographic and Geographic Estimates (EDGE) program, "Public Local Education Agency Geocode File," 2016-17. (This table was prepared April 2020.)

Table 236.10. Summary of expenditures for public elementary and secondary education and other related programs, by purpose: Selected years, 1919-20 through 2016-17

| School year | Total expenditures | Current expenditures for public elementary and secondary education |  |  |  |  |  |  | Current expenditures for other programs ${ }^{1}$ | Capital outlay ${ }^{2}$ | Interest on school debt |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Administration | Instruction | Plant operation | Plant maintenance | Fixed charges | Other school services ${ }^{3}$ |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|  | Amounts in thousands of current dollars |  |  |  |  |  |  |  |  |  |  |
| 1919-20 | \$1,036,151 | \$861,120 | \$36,752 | \$632,556 | \$115,707 | \$30,432 | \$9,286 | \$36,387 | \$3,277 | \$153,543 | \$18,212 |
| 1929-30 | 2,316,790 | 1,843,552 | 78,680 | 1,317,727 | 216,072 | 78,810 | 50,270 | 101,993 | 9,825 | 370,878 | 92,536 |
| 1939-40 | 2,344,049 | 1,941,799 | 91,571 | 1,403,285 | 194,365 | 73,321 | 50,116 | 129,141 | 13,367 | 257,974 | 130,909 |
| 1949-50 | 5,837,643 | 4,687,274 | 220,050 | 3,112,340 | 427,587 | 214,164 | 261,469 | 451,663 | 35,614 | 1,014,176 | 100,578 |
| 1959-60 | 15,613,254 | 12,329,388 | 528,408 | 8,350,738 | 1,085,036 | 422,586 | 909,323 | 1,033,297 | 132,566 | 2,661,786 | 489,514 |
| 1969-70 | 40,683,429 | 34,217,773 | 1,606,646 | 23,270,158 | 2,537,257 | 974,941 | 3,266,920 | 2,561,856 | 635,803 | 4,659,072 | 1,170,782 |
| 1979-80 | 95,961,561 | 86,984,142 | 4,263,757 | 53,257,937 | 9,744,785 | $\left.{ }^{4}\right)$ | 11,793,934 | 7,923,729 | 597,585 | 6,506,167 | 1,873,666 |
| 1989-90 | 212,769,564 | 188,229,359 | 16,346,991 ${ }^{5}$ | 113,550,405 ${ }^{5}$ | 20,261,415 ${ }^{5}$ | (4) |  | 38,070,548 ${ }^{5}$ | 2,982,543 | 17,781,342 | 3,776,321 |
| 1999-2000 | 381,838,155 | 323,888,508 | 25,079,298 ${ }^{5}$ | 199,968,1385 | 31,190,295 ${ }^{5}$ | (4) | - | 67,650,776 ${ }^{5}$ | 5,457,015 | 43,357,186 | 9,135,445 |
| 2000-01 | 410,811,185 | 348,360,841 | 26,689,182 ${ }^{5}$ | 214,333,003 ${ }^{5}$ | $34,034,158^{5}$ | $\left(^{4}\right)$ | - | 73,304,498 ${ }^{5}$ | 6,063,700 | 46,220,704 | 10,165,940 |
| 2006-07 | 562,194,807 | 476,814,206 | 36,213,814 ${ }^{5}$ | 290,678,482 ${ }^{5}$ | 46,828,916 ${ }^{5}$ | $\left.{ }^{4}\right)$ | - | 103,092,995 ${ }^{5}$ | 7,804,253 | 62,863,465 | 14,712,882 |
| 2007-08 | 597,313,726 | 506,884,219 | 38,203,3415 ${ }^{5}$ | 308,238,664 ${ }^{5}$ | 49,362,661 ${ }^{5}$ | ${ }^{4}$ ) | - | 111,079,554 ${ }^{5}$ | 8,307,720 | 66,426,299 | 15,695,488 |
| 2008-09 | 610,326,007 | 518,922,842 | 38,811,325 ${ }^{5}$ | 316,075,710 ${ }^{5}$ | 50,559,027 ${ }^{5}$ | $\left.{ }^{4}\right)$ | - | 113,476,779 ${ }^{5}$ | 8,463,793 | 65,890,367 | 17,049,004 |
| 2009-10 | 607,018,292 | 524,715,242 | 38,972,700 ${ }^{5}$ | 321,213,401 ${ }^{5}$ | 50,023,919 ${ }^{5}$ | $\left({ }^{4}\right)$ | - | 114,505,223 ${ }^{5}$ | 8,355,761 | 56,714,992 | 17,232,297 |
| 2010-11 | 604,355,852 | 527,291,339 | 39,154,833 ${ }^{5}$ | 322,536,983 ${ }^{5}$ | 50,214,709 ${ }^{5}$ | $(4)$ | - | 115,384,813 ${ }^{5}$ | 8,161,474 | 50,968,815 | 17,934,224 |
| 2011-12 | 601,993,584 | 527,207,246 | 39,491,926 ${ }^{5}$ | 320,994,474 ${ }^{5}$ | 49,834,165 ${ }^{5}$ | $\left.{ }^{4}\right)$ | - | 116,886,681 ${ }^{5}$ | 8,188,640 | 48,793,436 | 17,804,262 |
| 2012-13 | 606,813,352 | 535,795,823 | 40,349,598 ${ }^{5}$ | 325,682,380 ${ }^{5}$ | 50,674,499 ${ }^{5}$ | $\left({ }^{4}\right)$ |  | 119,089,346 ${ }^{5}$ | 8,031,416 | 45,720,570 | 17,265,542 |
| 2013-14 | 625,018,277 | 553,501,209 | 41,538,042 ${ }^{5}$ | 336,426,927 ${ }^{5}$ | 53,051,141 ${ }^{5}$ | (4) |  | 122,485,100 ${ }^{5}$ | 7,926,285 | 46,438,323 | 17,152,459 |
| 2014-15 | 651,135,383 | 575,311,825 | 43,328,198 ${ }^{5}$ | 349,453,2585 | 54,200,172 ${ }^{5}$ | $\left.{ }^{4}\right)$ |  | 128,350,197 ${ }^{5}$ | 7,713,966 | 50,610,125 | 17,479,466 |
| 2015-16 | 677,605,095 | 596,201,554 | 45,252,877 ${ }^{5}$ | 363,106,915 ${ }^{5}$ | 55,045,039 ${ }^{5}$ | $(4)$ |  | 132,796,722 ${ }^{5}$ | 7,913,839 | 55,989,128 | 17,500,574 |
| 2016-17 | 707,601,350 | 619,164,572 | $46,874,132^{5}$ | 376,069,486 ${ }^{\text {5 }}$ | 57,433,468 ${ }^{5}$ | (4) | - | 138,787,485 ${ }^{5}$ | 8,660,874 | 61,441,963 | 18,333,942 |
|  | Amounts in thousands of constant 2018-19 dollars ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |
| 1919-20 | \$13,769,750 | \$11,443,706 | \$488,409 | \$8,406,244 | \$1,537,668 | \$404,421 | \$123,405 | \$483,559 | \$43,549 | \$2,040,483 | \$242,025 |
| 1929-30 | 34,279,884 | 27,277,720 | 1,164,172 | 19,497,463 | 3,197,063 | 1,166,095 | 743,809 | 1,509,117 | 145,373 | 5,487,616 | 1,369,189 |
| 1939-40 | 42,481,045 | 35,191,095 | 1,659,535 | 25,431,641 | 3,522,464 | 1,328,792 | 908,249 | 2,340,414 | 242,249 | 4,675,246 | 2,372,455 |
| 1949-50 | 62,428,247 | 50,126,093 | 2,353,233 | 33,283,627 | 4,572,651 | 2,290,288 | 2,796,172 | 4,830,122 | 380,859 | 10,845,684 | 1,075,590 |
| 1959-60 | 134,579,097 | 106,273,677 | 4,554,635 | 71,979,536 | 9,352,513 | 3,642,498 | 7,837,948 | 8,906,547 | 1,142,658 | 22,943,376 | 4,219,386 |
| 1969-70 | 272,767,987 | 229,418,086 | 10,771,993 | 156,018,170 | 17,011,410 | 6,536,634 | 21,903,542 | 17,176,337 | 4,262,834 | 31,237,428 | 7,849,679 |
| 1979-80 | 313,062,649 | 283,774,937 | 13,909,977 | 173,747,391 | 31,791,148 | ${ }^{4}$ ) | 38,476,242 | 25,850,180 | 1,949,547 | 21,225,560 | 6,112,602 |
| 1989-90 | 424,396,314 | 375,447,713 | 32,606,180 ${ }^{5}$ | 226,490,915 ${ }^{5}$ | 40,414,003 ${ }^{5}$ | $\left.{ }^{4}\right)$ |  | 75,936,614 ${ }^{5}$ | 5,949,066 | 35,467,178 | 7,532,359 |
| 1999-2000 | 571,246,047 | 484,550,921 | 37,519,692 ${ }^{5}$ | 299,160,8015 | 46,662,001 ${ }^{5}$ | ${ }^{4}$ ) | - | 101,208,425 ${ }^{5}$ | 8,163,926 | 64,864,187 | 13,667,013 |
| 2000-01 | 594,232,331 | 503,898,830 | 38,605,508 ${ }^{5}$ | 310,029,533 ${ }^{5}$ | 49,229,909 ${ }^{5}$ | $\left.{ }^{4}\right)$ | - | 106,033,877 ${ }^{5}$ | 8,771,053 | 66,857,568 | 14,704,882 |
| 2006-07 | 697,498,527 | 591,569,332 | 44,929,412 ${ }^{5}$ | 360,636,225 ${ }^{5}$ | 58,099,255 ${ }^{5}$ | $\left.{ }^{4}\right)$ | - | 127,904,440 ${ }^{5}$ | 9,682,507 | 77,992,848 | 18,253,840 |
| 2007-08 | 714,591,514 | 606,406,895 | 45,704,263 ${ }^{5}$ | 368,758,868 ${ }^{5}$ | 59,054,626 ${ }^{5}$ | $\left({ }^{4}\right)$ | - | 132,889,139 ${ }^{5}$ | 9,938,874 | 79,468,573 | 18,777,172 |
| 2008-09 | 720,103,826 | 612,260,201 | 45,792,222 ${ }^{5}$ | 372,927,461 ${ }^{5}$ | 59,652,954 ${ }^{5}$ | $\left.{ }^{4}\right)$ | - | 133,887,565 ${ }^{5}$ | 9,986,155 | 77,741,904 | 20,115,566 |
| 2009-10 | 709,337,711 | 613,161,603 | 45,541,965 ${ }^{5}$ | 375,357,3515 | 58,455,985 ${ }^{5}$ | $\left({ }^{4}\right)$ | - | 133,806,302 ${ }^{5}$ | 9,764,214 | 66,274,909 | 20,136,985 |
| 2010-11 | 692,324,731 | 604,042,855 | 44,854,135 ${ }^{5}$ | 369,484,848 ${ }^{5}$ | 57,523,866 ${ }^{5}$ | $\left({ }^{4}\right)$ | - | 132,180,006 ${ }^{5}$ | 9,349,442 | 58,387,738 | 20,544,696 |
| 2011-12 | 669,987,525 | 586,754,223 | 43,952,458 ${ }^{5}$ | 357,250,142 ${ }^{5}$ | 55,462,831 ${ }^{5}$ | $\left.{ }^{4}\right)$ | - | 130,088,792 ${ }^{5}$ | 9,113,530 | 54,304,555 | 19,815,217 |
| 2012-13 | 664,296,846 | 586,551,819 | 44,171,920 ${ }^{5}$ | 356,534, $307^{5}$ | $55,474,900^{5}$ | $(4)$ | - | 130,370,693 ${ }^{5}$ | 8,792,233 | 50,051,685 | 18,901,109 |
| 2013-14 | 673,702,276 | 596,614,592 | 44,773,528 ${ }^{5}$ | 362,631,933 ${ }^{5}$ | 57,183,406 ${ }^{5}$ | ${ }^{4}$ ) | - | 132,025,724 ${ }^{5}$ | 8,543,681 | 50,055,503 | 18,488,500 |
| 2014-15 | 696,779,814 | 615,662,446 | 46,365,494 ${ }^{5}$ | 373,949,847 ${ }^{5}$ | 57,999,590 ${ }^{5}$ | ${ }^{4}$ ) |  | 137,347,5145 | 8,254,713 | 54,157,883 | 18,704,773 |
| 2015-16 | 720,248,149 | 633,721,719 | 48,100,732 ${ }^{5}$ | 385,957,965 ${ }^{5}$ | 58,509,134 ${ }^{5}$ | ${ }^{4}$ ) |  | 141,153,887 ${ }^{5}$ | 8,411,873 | 59,512,637 | 18,601,920 |
| 2016-17 | 738,546,661 | 646,242,305 | 48,924, $064{ }^{5}$ | 392,516,017 ${ }^{5}$ | 59,945,188 ${ }^{5}$ | (4) | - | 144,857,035 ${ }^{5}$ | 9,039,637 | 64,128,985 | 19,135,734 |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |
| 1919-20 | 100.0 | 83.1 | 3.5 | 61.0 | 11.2 | 2.9 | 0.9 | 3.5 | 0.3 | 14.8 | 1.8 |
| 1929-30 | 100.0 | 79.6 | 3.4 | 56.9 | 9.3 | 3.4 | 2.2 | 4.4 | 0.4 | 16.0 | 4.0 |
| 1939-40 | 100.0 | 82.8 | 3.9 | 59.9 | 8.3 | 3.1 | 2.1 | 5.5 | 0.6 | 11.0 | 5.6 |
| 1949-50 | 100.0 | 80.3 | 3.8 | 53.3 | 7.3 | 3.7 | 4.5 | 7.7 | 0.6 | 17.4 | 1.7 |
| 1959-60 | 100.0 | 79.0 | 3.4 | 53.5 | 6.9 | 2.7 | 5.8 | 6.6 | 0.8 | 17.0 | 3.1 |
| 1969-70 | 100.0 | 84.1 | 3.9 | 57.2 | 6.2 | 2.4 | 8.0 | 6.3 | 1.6 | 11.5 | 2.9 |
| 1979-80 | 100.0 | 90.6 | 4.4 | 55.5 | 10.2 | (4) | 12.3 | 8.3 | 0.6 | 6.8 | 2.0 |
| 1989-90 | 100.0 | 88.5 | $7.7{ }^{5}$ | $53.4{ }^{5}$ | $9.5{ }^{5}$ | $\left({ }^{4}\right)$ | - | $17.9{ }^{5}$ | 1.4 | 8.4 | 1.8 |
| 1999-2000 | 100.0 | 84.8 | $6.6{ }^{5}$ | 52.45 | $8.2{ }^{5}$ | $\left({ }^{4}\right)$ | - | $17.7{ }^{5}$ | 1.4 | 11.4 | 2.4 |
| 2000-01 | 100.0 | 84.8 | $6.5{ }^{5}$ | $52.2{ }^{5}$ | $8.3{ }^{5}$ | $\left.{ }^{4}\right)$ | - | $17.8{ }^{5}$ | 1.5 | 11.3 | 2.5 |
| 2006-07 | 100.0 | 84.8 | 6.45 | 51.75 | 8.35 | $\left({ }^{4}\right)$ | - | $18.3{ }^{5}$ | 1.4 | 11.2 | 2.6 |
| 2007-08 | 100.0 | 84.9 | 6.45 | $51.6^{5}$ | $8.3{ }^{5}$ | (4) | - | $18.6{ }^{5}$ | 1.4 | 11.1 | 2.6 |
| 2008-09 | 100.0 | 85.0 | 6.45 | $51.8{ }^{5}$ | $8.3{ }^{5}$ | ${ }^{4}$ ) | - | $18.6{ }^{5}$ | 1.4 | 10.8 | 2.8 |
| 2009-10 | 100.0 | 86.4 | $6.4{ }^{5}$ | 52.95 | $8.2{ }^{5}$ | $\left({ }^{4}\right)$ | - | 18.95 | 1.4 | 9.3 | 2.8 |
| 2010-11 | 100.0 | 87.2 | $6.5{ }^{5}$ | $53.4{ }^{5}$ | $8.3{ }^{5}$ | $\left.{ }^{4}\right)$ | - | $19.1{ }^{5}$ | 1.4 | 8.4 | 3.0 |
| 2011-12 | 100.0 | 87.6 | 6.65 | $53.3{ }^{5}$ | $8.3^{5}$ | $\left.{ }^{4}\right)$ | - | $19.4{ }^{5}$ | 1.4 | 8.1 | 3.0 |
| 2012-13 | 100.0 | 88.3 | $6.6{ }^{5}$ | $53.7{ }^{5}$ | $8.4{ }^{5}$ | $\left({ }^{4}\right)$ | - | $19.6{ }^{5}$ | 1.3 | 7.5 | 2.8 |
| 2013-14 | 100.0 | 88.6 | $6.6{ }^{5}$ | $53.8{ }^{5}$ | $8.5{ }^{5}$ | $\left({ }^{4}\right)$ | - | $19.6{ }^{5}$ | 1.3 | 7.4 | 2.7 |
| 2014-15 | 100.0 | 88.4 | $6.7^{5}$ | $53.7{ }^{5}$ | $8.3{ }^{5}$ | $\left.{ }^{4}\right)$ | - | $19.7{ }^{5}$ | 1.2 | 7.8 | 2.7 |
| 2015-16 | 100.0 | 88.0 | 6.75 | $53.6^{5}$ | $8.1^{5}$ | $\left({ }^{4}\right)$ | - | $19.6{ }^{5}$ | 1.2 | 8.3 | 2.6 |
| 2016-17 | 100.0 | 87.5 | $6.6^{5}$ | $53.1^{5}$ | $8.1^{5}$ | $\left({ }^{4}\right)$ | - | $19.6{ }^{5}$ | 1.2 | 8.7 | 2.6 |

## -Not available.

${ }^{1}$ Includes expenditures for summer schools, adult education, community colleges, and community services.
${ }^{2}$ Prior to 1969-70, excludes capital outlay by state and local school housing authorities ${ }^{3}$ Prior to 1959-60, items included under "other school services" were listed under "auxiliary services," a more comprehensive classification that also included community services. ${ }^{5}$ Plant operation also includes plant maintenance.
Data not comparable to figures prior to 1989-90.
${ }^{6}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

NOTE: Beginning in 1959-60, includes Alaska and Hawaii. Beginning in 1989-90, state administration expenditures were excluded from both "total" and "current" expenditures. Beginning in 1989-90, extensive changes were made in the data collection procedures. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States, 1919-20 through 1949-50; Statistics of State School Systems, 1959-60 and 1969-70; Revenues and Expenditures for Public Elementary and Secondary Education, 1979-80; and Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2016-17. (This table was prepared August 2019.)

Table 236.15. Current expenditures and current expenditures per pupil in public elementary and secondary schools: 1989-90 through 2029-30

| School year | Current expenditures in unadjusted dollars ${ }^{1}$ |  |  | Current expenditures in constant 2018-19 dollars ${ }^{2}$ |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total current expenditures |  | Per pupil in fall enrollment |  | Per pupil in average daily attendance (ADA) |  |
|  | Total, in billions | Per pupil in fall enrollment | Per pupil in average daily attendance (ADA) | In billions | Annual percentage change | Per pupil enrolled | Annual percentage change | Per pupil in ADA | Annual percentage change |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1989-90 | \$188.2 | \$4,643 | \$4,980 | \$375.4 | 3.8 | \$9,261 | 2.9 | \$9,933 | 2.3 |
| 1990-91 | 202.0 | 4,902 | 5,258 | 382.1 | 1.8 | 9,271 | 0.1 | 9,944 | 0.1 |
| 1991-92 | 211.2 | 5,023 | 5,421 | 387.0 | 1.3 | 9,205 | -0.7 | 9,934 | -0.1 |
| 1992-93 | 220.9 | 5,160 | 5,584 | 392.6 | 1.4 | 9,169 | -0.4 | 9,922 | -0.1 |
| 1993-94 | 231.5 | 5,327 | 5,767 | 401.1 | 2.1 | 9,227 | 0.6 | 9,990 | 0.7 |
| 1994-95 | 243.9 | 5,529 | 5,989 | 410.7 | 2.4 | 9,310 | 0.9 | 10,085 | 0.9 |
| 1995-96 | 255.1 | 5,689 | 6,147 | 418.2 | 1.8 | 9,326 | 0.2 | 10,076 | -0.1 |
| 1996-97 | 270.2 | 5,923 | 6,393 | 430.6 | 3.0 | 9,441 | 1.2 | 10,189 | 1.1 |
| 1997-98 | 285.5 | 6,189 | 6,676 | 447.0 | 3.8 | 9,691 | 2.7 | 10,453 | 2.6 |
| 1998-99 | 302.9 | 6,508 | 7,013 | 466.2 | 4.3 | 10,017 | 3.4 | 10,795 | 3.3 |
| 1999-2000 | 323.9 | 6,912 | 7,394 | 484.6 | 3.9 | 10,341 | 3.2 | 11,061 | 2.5 |
| 2000-01 | 348.4 | 7,380 | 7,904 | 503.9 | 4.0 | 10,675 | 3.2 | 11,433 | 3.4 |
| 2001-02 | 368.4 | 7,727 | 8,259 | 523.6 | 3.9 | 10,983 | 2.9 | 11,738 | 2.7 |
| 2002-03 | 387.6 | 8,044 | 8,610 | 539.0 | 3.0 | 11,188 | 1.9 | 11,974 | 2.0 |
| 2003-04 | 403.4 | 8,310 | 8,900 | 549.0 | 1.8 | 11,310 | 1.1 | 12,112 | 1.2 |
| 2004-05 | 425.0 | 8,711 | 9,316 | 561.6 | 2.3 | 11,509 | 1.8 | 12,309 | 1.6 |
| 2005-06 | 449.1 | 9,145 | 9,778 | 571.6 | 1.8 | 11,639 | 1.1 | 12,445 | 1.1 |
| 2006-07 | 476.8 | 9,679 | 10,336 | 591.6 | 3.5 | 12,009 | 3.2 | 12,823 | 3.0 |
| 2007-08 | 506.9 | 10,298 | 10,982 | 606.4 | 2.5 | 12,320 | 2.6 | 13,138 | 2.5 |
| 2008-09 | 518.9 | 10,540 | 11,239 | 612.3 | 1.0 | 12,435 | 0.9 | 13,260 | 0.9 |
| 2009-10 | 524.7 | 10,636 | 11,427 | 613.2 | 0.1 | 12,429 | -0.1 | 13,353 | 0.7 |
| 2010-11 | 527.3 | 10,663 | 11,433 | 604.0 | -1.5 | 12,215 | -1.7 | 13,098 | -1.9 |
| 2011-12 | 527.2 | 10,648 | 11,362 | 586.8 | -2.9 | 11,850 | -3.0 | 12,645 | -3.5 |
| 2012-13 | 535.8 | 10,771 | 11,509 | 586.6 | \# | 11,791 | -0.5 | 12,599 | -0.4 |
| 2013-14 | 553.5 | 11,066 | 11,819 | 596.6 | 1.7 | 11,928 | 1.2 | 12,740 | 1.1 |
| 2014-15 | 575.3 | 11,445 | 12,224 | 615.7 | 3.2 | 12,247 | 2.7 | 13,081 | 2.7 |
| 2015-16 | 596.2 | 11,842 | 12,619 | 633.7 | 2.9 | 12,587 | 2.8 | 13,413 | 2.5 |
| 2016-17 | 619.2 | 12,258 | 13,094 | 646.2 | 2.0 | 12,794 | 1.6 | 13,667 | 1.9 |
| 2017-18 ${ }^{3}$ | 643.8 | 12,700 | 13,590 | 657.1 | 1.7 | 12,970 | 1.4 | 13,870 | 1.5 |
| 2018-19 ${ }^{3}$ | 669.6 | 13,220 | 14,140 | 669.6 | 1.9 | 13,220 | 1.9 | 14,140 | 1.9 |
| 2019-203 | 691.8 | 13,660 | 14,610 | 678.4 | 1.3 | 13,400 | 1.3 | 14,330 | 1.3 |
| 2020-21 ${ }^{3}$ | 709.2 | 14,000 | 14,980 | 684.1 | 0.8 | 13,500 | 0.8 | 14,450 | 0.8 |
| 2021-22 ${ }^{3}$ | 731.5 | 14,440 | 15,450 | 690.1 | 0.9 | 13,630 | 0.9 | 14,570 | 0.9 |
| 2022-23 ${ }^{3}$ | 757.1 | 14,930 | 15,970 | 696.9 | 1.0 | 13,740 | 0.8 | 14,700 | 0.8 |
| 2023-24 ${ }^{3}$ | 783.4 | 15,430 | 16,500 | 703.6 | 1.0 | 13,860 | 0.9 | 14,820 | 0.9 |
| 2024-25 ${ }^{3}$ | 810.9 | 15,980 | 17,090 | 711.2 | 1.1 | 14,010 | 1.1 | 14,990 | 1.1 |
| 2025-263 | 838.8 | 16,540 | 17,690 | 718.5 | 1.0 | 14,170 | 1.1 | 15,160 | 1.1 |
| 2026-27 ${ }^{3}$ | 867.2 | 17,110 | 18,310 | 725.7 | 1.0 | 14,320 | 1.1 | 15,320 | 1.1 |
| 2027-28 ${ }^{3}$ | 898.4 | 17,710 | 18,940 | 734.8 | 1.3 | 14,480 | 1.1 | 15,490 | 1.1 |
| 2028-293 | 932.7 | 18,330 | 19,610 | 746.0 | 1.5 | 14,660 | 1.2 | 15,680 | 1.2 |
| 2029-303 | 959.0 | 18,780 | 20,090 | 754.6 | 1.2 | 14,780 | 0.8 | 15,810 | 0.8 |

\#Rounds to zero.
${ }^{1}$ Unadjusted (or "current") dollars have not been adjusted to compensate for inflation.
${ }^{2}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. ${ }^{3}$ Projected.
NOTE: Current expenditures include instruction, support services, food services, and enterprise operations. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2016-17; National Elementary and Secondary Enrollment Projection Model, 1972 through 2029; and Public Elementary and Secondary Education Current Expenditure Projection Model, 1973-74 through 2029-30. (This table was prepared December 2019.)

Table 236.20. Total expenditures for public elementary and secondary education and other related programs, by function and subfunction: Selected years, 1990-91 through
2016-17

| Function and subfunction | Expenditures (in thousands of current dollars) |  |  |  |  |  |  |  | Percentage distribution of current expenditures for public schools |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1990-91 | 2000-01 | 2006-07 | 2010-11 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 1990-91 | 2000-01 | 2006-07 | 2010-11 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Total expenditures Current expenditures for public schools | \$229,429,715 | \$410,811,185 | \$562,194,807 | \$604,355,852 | \$625,018,277 | \$651,135,383 | \$677,605,095 | \$707,601,350 | $\dagger$ | $\dagger$ | t | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
|  | 202,037,752 | 348,360,841 | 476,814,206 | 527,291,339 | 553,501,209 | 575,331,825 | 596,201,554 | 619,164,572 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Salaries | 132,730,931 ${ }^{1}$ | 224,305,806 | 288,146,674 | 311,541,792 | 318,705,822 | 328,252,700 | 339,731,757 | 349,913,306 | 65.70 | 64.39 | 60.43 | 59.08 | 57.58 | 57.05 | 56.98 | 56.51 |
| Employee benefits | 33,954,456 ${ }^{1}$ | 57,976,490 | 95,308,994 | 111,750,200 | 123,655,529 | 130,868,877 | 136,788,690 | 145,381,103 | 16.81 | 16.64 | 19.99 | 21.19 | 22.34 | 22.75 | 22.94 | 23.48 |
| Purchased services | 16,380,643 ${ }^{1}$ | 31,778,754 | 46,266,516 | 53,498,786 | 58,171,703 | 61,118,818 | 64,572,861 | 66,905,790 | 8.11 | 9.12 | 9.70 | 10.15 | 10.51 | 10.62 | 10.83 | 10.81 |
| Tuition | 1,192,505 ${ }^{1}$ | 2,458,366 | 3,951,411 | 4,988,203 | 5,296,241 | 5,572,087 | 5,743,719 | 6,135,308 | 0.59 | 0.71 | 0.83 | 0.95 | 0.96 | 0.97 | 0.96 | 0.99 |
| Supplies | 14,805,956 ${ }^{1}$ | 28,262,078 | 38,378,936 | 40,417,163 | 42,895,737 | 43,793,547 | 43,774,032 | 44,771,753 | 7.33 | 8.11 | 8.05 | 7.67 | 7.75 | 7.61 | 7.34 | 7.23 |
| Other | 2,973,261 ${ }^{1}$ | 3,579,347 | 4,761,675 | 5,095,195 | 4,776,178 | 5,725,796 | 5,590,495 | 6,057,312 | 1.47 | 1.03 | 1.00 | 0.97 | 0.86 | 1.00 | 0.94 | 0.98 |
| Instruction | 122,223,362 | 214,333,003 | 290,678,482 | 322,536,983 | 336,426,927 | 349,453,258 | 363,106,915 | 376,069,486 | 60.50 | 61.53 | 60.96 | 61.17 | 60.78 | 60.74 | 60.90 | 60.74 |
| Salaries | 90,742,284 | 154,512,089 | 196,900,968 | 212,998,609 | 217,274,753 | 223,044,251 | 230,477,780 | 236,792,085 | 44.91 | 44.35 | 41.30 | 40.39 | 39.25 | 38.77 | 38.66 | 38.24 |
| Employee benefits | 22,347,524 | 39,522,678 | 64,153,369 | 75,248,811 | 83,946,609 | 88,840,559 | 92,808,865 | 98,321,490 | 11.06 | 11.35 | 13.45 | 14.27 | 15.17 | 15.44 | 15.57 | 15.88 |
| Purchased services | 2,722,639 | 6,430,708 | 10,997,609 | 14,694,620 | 15,177,204 | 16,559,278 | 18,048,424 | 18,476,414 | 1.35 | 1.85 | 2.31 | 2.79 | 2.74 | 2.88 | 3.03 | 2.98 |
| Tuition | 1,192,505 | 2,458,366 | 3,951,411 | 4,988,203 | 5,296,241 | 5,572,087 | 5,743,719 | 6,135,308 | 0.59 | 0.71 | 0.83 | 0.95 | 0.96 | 0.97 | 0.96 | 0.99 |
| Supplies | 4,584,754 | 10,377,554 | 13,359,899 | 13,135,284 | 13,344,523 | 14,060,733 | 14,602,677 | 14,900,908 | 2.27 | 2.98 | 2.80 | 2.49 | 2.41 | 2.44 | 2.45 | 2.41 |
| Textbooks |  |  | 2,779,800 | 2,324,846 | 2,321,424 | 2,438,331 | 2,540,299 | 2,636,445 |  |  | 0.58 | 0.44 | 0.42 | 0.42 | 0.43 | 0.43 |
| Other | 633,656 | 1,031,608 | 1,315,226 | 1,471,457 | 1,387,596 | 1,376,350 | 1,425,450 | 1,443,281 | 0.31 | 0.30 | 0.28 | 0.28 | 0.25 | 0.24 | 0.24 | 0.23 |
| Student support ${ }^{2}$ | 8,926,010 | 17,292,756 | 25,207,881 | 29,368,646 | 30,754,056 | 32,363,375 | 34,013,896 | 35,946,038 | 4.42 | 4.96 | 5.29 | 5.57 | 5.56 | 5.63 | 5.71 | 5.81 |
| Salaries | 6,565,965 | 12,354,464 | 16,868,875 | 19,367,865 | 19,823,136 | 20,658,101 | 21,598,398 | 22,550,036 | 3.25 | 3.55 | 3.54 | 3.67 | 3.58 | 3.59 | 3.62 | 3.64 |
| Employee benefits | 1,660,082 | 3,036,037 | 5,352,820 | 6,533,691 | 7,315,689 | 7,872,711 | 8,360,099 | 9,135,154 | 0.82 | 0.87 | 1.12 | 1.24 | 1.32 | 1.37 | 1.40 | 1.48 |
| Purchased services | 455,996 | 1,328,600 | 2,141,301 | 2,583,714 | 2,850,087 | 3,024,871 | 3,202,463 | 3,390,784 | 0.23 | 0.38 | 0.45 | 0.49 | 0.51 | 0.53 | 0.54 | 0.55 |
| Supplies | 191,482 | 421,838 | 521,050 | 521,729 | 564,419 | 599,269 | 628,105 | 645,129 | 0.09 | 0.12 | 0.11 | 0.10 | 0.10 | 0.10 | 0.11 | 0.10 |
| Other | 52,485 | 151,817 | 323,835 | 361,647 | 200,727 | 208,422 | 224,831 | 224,936 | 0.03 | 0.04 | 0.07 | 0.07 | 0.04 | 0.04 | 0.04 | 0.04 |
| Instructional staff services ${ }^{3}$ | 8,467,142 | 15,926,856 | 23,156,534 | 24,893,140 | 25,354,104 | 26,953,637 | 28,015,976 | 29,169,348 | 4.19 | 4.57 | 4.86 | 4.72 | 4.58 | 4.68 | 4.70 | 4.71 |
| Salaries | 5,560,129 | 9,790,767 | 13,753,355 | 14,490,521 | 14,685,427 | 15,490,102 | 16,082,881 | 16,712,372 | 2.75 | 2.81 | 2.88 | 2.75 | 2.65 | 2.69 | 2.70 | 2.70 |
| Employee benefits | 1,408,217 | 2,356,440 | 4,225,114 | 4,933,118 | 5,234,451 | 5,640,401 | 5,899,056 | 6,354,157 | 0.70 | 0.68 | 0.89 | 0.94 | 0.95 | 0.98 | 0.99 | 1.03 |
| Purchased services | 622,487 | 2,003,598 | 3,071,613 | 3,438,979 | 3,444,243 | 3,659,324 | 3,942,599 | 3,966,323 | 0.31 | 0.58 | 0.64 | 0.65 | 0.62 | 0.64 | 0.66 | 0.64 |
| Supplies | 776,863 | 1,566,954 | 1,894,927 | 1,810,950 | 1,786,877 | 1,950,698 | 1,875,189 | 1,920,987 | 0.38 | 0.45 | 0.40 | 0.34 | 0.32 | 0.34 | 0.31 | 0.31 |
| Other | 99,445 | 209,097 | 211,525 | 219,573 | 203,106 | 213,112 | 216,251 | 215,509 | 0.05 | 0.06 | 0.04 | 0.04 | 0.04 | 0.04 | 0.04 | 0.03 |
| General administration | 5,791,253 | 7,108,291 | 9,338,308 | 10,494,526 | 11,117,393 | 11,535,748 | 12,052,726 | 12,305,191 | 2.87 | 2.04 | 1.96 | 1.99 | 2.01 | 2.01 | 2.02 | 1.99 |
| Salaries | 2,603,562 | 3,351,554 | 4,024,030 | 4,401,697 | 4,622,952 | 4,746,838 | 4,883,367 | 5,074,357 | 1.29 | 0.96 | 0.84 | 0.83 | 0.84 | 0.83 | 0.82 | 0.82 |
| Employee benefits | 777,381 | 1,000,698 | 1,560,360 | 1,856,221 | 1,915,512 | 2,036,756 | 2,089,102 | 2,243,394 | 0.38 | 0.29 | 0.33 | 0.35 | 0.35 | 0.35 | 0.35 | 0.36 |
| Purchased services | 1,482,427 | 2,099,032 | 2,902,431 | 3,236,857 | 3,585,418 | 3,735,708 | 4,037,348 | 3,903,190 | 0.73 | 0.60 | 0.61 | 0.61 | 0.65 | 0.65 | 0.68 | 0.63 |
| Supplies | 172,898 | 206,137 | 227,885 | 228,417 | 237,184 | 249,401 | 265,647 | 276,833 | 0.09 | 0.06 | 0.05 | 0.04 | 0.04 | 0.04 | 0.04 | 0.04 |
| Other | 754,985 | 450,870 | 623,601 | 771,334 | 756,327 | 767,045 | 777,262 | 807,418 | 0.37 | 0.13 | 0.13 | 0.15 | 0.14 | 0.13 | 0.13 | 0.13 |
| School administration | 11,695,344 | 19,580,890 | 26,875,507 | 28,660,307 | 30,420,650 | 31,792,450 | 33,200,151 | 34,568,941 | 5.79 | 5.62 | 5.64 | 5.44 | 5.50 | 5.53 | 5.57 | 5.58 |
| Salaries | 8,935,903 | 14,817,213 | 19,209,872 | 20,191,545 | 21,132,933 | 21,921,938 | 22,759,806 | 23,536,654 | 4.42 | 4.25 | 4.03 | 3.83 | 3.82 | 3.81 | 3.82 | 3.80 |
| Employee benefits | 2,257,783 | 3,689,689 | 6,092,292 | 6,972,708 | 7,718,180 | 8,194,129 | 8,633,567 | 9,222,994 | 1.12 | 1.06 | 1.28 | 1.32 | 1.39 | 1.42 | 1.45 | 1.49 |
| Purchased services | 247,750 | 611,638 | 947,665 | 931,765 | 973,307 | 1,067,751 | 1,159,015 | 1,145,693 | 0.12 | 0.18 | 0.20 | 0.18 | 0.18 | 0.19 | 0.19 | 0.19 |
| Supplies | 189,711 | 369,257 | 481,794 | 426,864 | 435,766 | 443,385 | 475,970 | 485,616 | 0.09 | 0.11 | 0.10 | 0.08 | 0.08 | 0.08 | 0.08 | 0.08 |
| Other | 64,197 | 93,093 | 143,884 | 137,426 | 160,463 | 165,248 | 171,794 | 177,984 | 0.03 | 0.03 | 0.03 | 0.03 | 0.03 | 0.03 | 0.03 | 0.03 |
| Operation and maintenance | 21,290,655 | 34,034,158 | 46,828,916 | 50,214,709 | 53,051,141 | 54,200,172 | 55,045,039 | 57,433,468 | 10.54 | 9.77 | 9.82 | 9.52 | 9.58 | 9.42 | 9.23 | 9.28 |
| Salaries | 8,849,559 | 13,461,242 | 16,837,148 | 17,604,634 | 17,846,272 | 18,205,576 | 18,735,694 | 19,288,241 | 4.38 | 3.86 | 3.53 | 3.34 | 3.22 | 3.16 | 3.14 | 3.12 |
| Employee benefits | 2,633,075 | 3,778,520 | 6,276,703 | 7,195,927 | 7,694,270 | 8,024,419 | 8,293,750 | 8,794,259 | 1.30 | 1.08 | 1.32 | 1.36 | 1.39 | 1.39 | 1.39 | 1.42 |
| Purchased services | 5,721,125 | 9,642,217 | 12,650,704 | 13,351,922 | 15,022,138 | 15,514,037 | 15,895,748 | 16,881,488 | 2.83 | 2.77 | 2.65 | 2.53 | 2.71 | 2.70 | 2.67 | 2.73 |
| Supplies | 3,761,738 | 6,871,845 | 10,648,015 | 11,638,187 | 12,078,609 | 12,047,041 | 11,728,040 | 12,075,145 | 1.86 | 1.97 | 2.23 | 2.21 | 2.18 | 2.09 | 1.97 | 1.95 |
| Other | 325,157 | 280,334 | 416,345 | 424,039 | 409,852 | 409,098 | 391,807 | 394,335 | 0.16 | 0.08 | 0.09 | 0.08 | 0.07 | 0.07 | 0.07 | 0.06 |
| Student transportation | 8,678,954 | 14,052,654 | 19,979,068 | 22,370,807 | 23,845,036 | 23,961,692 | 24,325,727 | 25,350,286 | 4.30 | 4.03 | 4.19 | 4.24 | 4.31 | 4.16 | 4.08 | 4.09 |
| Salaries | 3,285,127 | 5,406,092 | 7,080,752 | 7,527,611 | 7,683,616 | 7,897,110 | 8,198,056 | 8,513,080 | 1.63 | 1.55 | 1.49 | 1.43 | 1.39 | 1.37 | 1.38 | 1.37 |
| Employee benefits | 892,985 | 1,592,127 | 2,719,742 | 3,124,937 | 3,296,150 | 3,412,883 | 3,599,805 | 3,808,782 | 0.44 | 0.46 | 0.57 | 0.59 | 0.60 | 0.59 | 0.60 | 0.62 |
| Purchased services | 3,345,232 | 5,767,462 | 8,085,392 | 9,153,621 | 9,926,270 | 10,063,360 | 10,392,864 | 10,819,968 | 1.66 | 1.66 | 1.70 | 1.74 | 1.79 | 1.75 | 1.74 | 1.75 |
| Supplies | 961,447 | 1,159,350 | 1,937,360 | 2,370,182 | 2,695,508 | 2,356,982 | 1,886,842 | 1,955,427 | 0.48 | 0.33 | 0.41 | 0.45 | 0.49 | 0.41 | 0.32 | 0.32 |
| Other | 194,163 | 127,623 | 155,822 | 194,456 | 243,492 | 231,357 | 248,160 | 253,029 | 0.10 | 0.04 | 0.03 | 0.04 | 0.04 | 0.04 | 0.04 | 0.04 |

Table 236.20. Total expenditures for public elementary and secondary education and other related programs, by function and subfunction: Selected years, 1990-91 through 2016-17-Continued

| Function and subfunction | Expenditures (in thousands of current dollars) |  |  |  |  |  |  |  | Percentage distribution of current expenditures for public schools |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1990-91 | 2000-01 | 2006-07 | 2010-11 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 1990-91 | 2000-01 | 2006-07 | 2010-11 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Other support services ${ }^{4}$ | 5,587,837 | 11,439,134 | 15,514,445 | 17,246,807 | 19,034,045 | 20,885,114 | 21,595,016 | 22,981,403 | 2.77 | 3.28 | 3.25 | 3.27 | 3.44 | 3.63 | 3.62 | 3.71 |
| Salaries | 2,900,394 | 5,521,381 | 7,140,671 | 8,139,084 | 8,618,767 | 9,104,041 | 9,565,073 | 9,879,480 | 1.44 | 1.58 | 1.50 | 1.54 | 1.56 | 1.58 | 1.60 | 1.60 |
| Employee benefits | 980,859 | 1,594,540 | 2,658,808 | 3,295,052 | 3,694,720 | 3,912,721 | 4,061,850 | 4,313,953 | 0.49 | 0.46 | 0.56 | 0.62 | 0.67 | 0.68 | 0.68 | 0.70 |
| Purchased services | 798,922 | 2,783,176 | 3,664,598 | 3,876,650 | 4,671,337 | 4,853,416 | 5,120,351 | 5,442,999 | 0.40 | 0.80 | 0.77 | 0.74 | 0.84 | 0.84 | 0.86 | 0.88 |
| Supplies | 294,527 | 626,889 | 874,764 | 876,293 | 1,097,951 | 1,163,493 | 1,241,221 | 1,337,399 | 0.15 | 0.18 | 0.18 | 0.17 | 0.20 | 0.20 | 0.21 | 0.22 |
| Other | 613,135 | 913,148 | 1,175,605 | 1,059,728 | 951,270 | 1,851,443 | 1,606,520 | 2,007,572 | 0.30 | 0.26 | 0.25 | 0.20 | 0.17 | 0.32 | 0.27 | 0.32 |
| Food services | 8,430,490 | 13,816,635 | 18,150,488 | 20,394,768 | 22,342,085 | 23,064,706 | 23,643,250 | 24,095,216 | 4.17 | 3.97 | 3.81 | 3.87 | 4.04 | 4.01 | 3.97 | 3.89 |
| Salaries |  | 4,966,092 | 6,092,744 | 6,482,085 | 6,699,499 | 6,873,015 | 7,098,376 | 7,215,563 | - | 1.43 | 1.28 | 1.23 | 1.21 | 1.19 | 1.19 | 1.17 |
| Employee benefits | - | 1,381,923 | 2,186,495 | 2,492,673 | 2,731,484 | 2,818,033 | 2,923,479 | 3,055,407 | - | 0.40 | 0.46 | 0.47 | 0.49 | 0.49 | 0.49 | 0.49 |
| Purchased services | 二 | 923,091 | 1,558,949 | 2,058,018 | 2,335,017 | 2,460,967 | 2,566,875 | 2,671,160 | - | 0.26 | 0.33 | 0.39 | 0.42 | 0.43 | 0.43 | 0.43 |
| Supplies | - | 6,420,201 | 8,123,362 | 9,118,886 | 10,333,931 | 10,628,481 | 10,753,015 | 10,843,608 | - | 1.84 | 1.70 | 1.73 | 1.87 | 1.85 | 1.80 | 1.75 |
| Other | - | 125,327 | 188,937 | 243,105 | 242,155 | 284,209 | 301,505 | 309,478 | - | 0.04 | 0.04 | 0.05 | 0.04 | 0.05 | 0.05 | 0.05 |
| Enterprise operations ${ }^{5}$ | 946,705 | 776,463 | 1,084,578 | 1,110,646 | 1,155,773 | 1,121,673 | 1,202,858 | 1,245,194 | 0.47 | 0.22 | 0.23 | 0.21 | 0.21 | 0.19 | 0.20 | 0.20 |
| Salaries |  | 124,913 | 238,259 | 338,141 | 318,467 | 311,727 | 332,327 | 351,440 |  | 0.04 | 0.05 | 0.06 | 0.06 | 0.05 | 0.06 | 0.06 |
| Employee benefits | - | 23,837 | 83,290 | 97,063 | 108,464 | 116,266 | 119,116 | 131,513 | - | 0.01 | 0.02 | 0.02 | 0.02 | 0.02 | 0.02 | 0.02 |
| Purchased services | - | 189,230 | 246,253 | 172,641 | 186,682 | 180,106 | 207,176 | 207,769 | - | 0.05 | 0.05 | 0.03 | 0.03 | 0.03 | 0.03 | 0.03 |
| Supplies | - | 242,052 | 309,881 | 290,372 | 320,969 | 294,064 | 317,326 | 330,702 | - | 0.07 | 0.06 | 0.06 | 0.06 | 0.05 | 0.05 | 0.05 |
| Other | - | 196,430 | 206,895 | 212,430 | 221,191 | 219,510 | 226,914 | 223,771 | - | 0.06 | 0.04 | 0.04 | 0.04 | 0.04 | 0.04 | 0.04 |
| Current expenditures for other |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| programs | 3,295,717 | 6,063,700 | 7,804,253 | 8,161,474 | 7,926,285 | 7,713,966 | 7,913,839 | 8,660,874 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Community services | 964,370 | 2,426,189 | 3,105,955 | 3,269,802 | 3,187,692 | 3,279,485 | 3,426,859 | 3,576,730 | $\dagger$ | $\dagger$ | $\dagger$ | + | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Private school programs | 527,609 | 1,026,695 | 1,445,984 | 1,427,539 | 1,431,807 | 1,590,684 | 1,662,359 | 1,674,995 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  | + | $\dagger$ |  |
| Adult education | 1,365,523 | 1,838,265 | 2,047,409 | 2,013,156 | 1,804,646 | 1,815,963 | 1,946,215 | 2,039,281 | $\dagger$ | $\dagger$ | $\dagger$ | + | + | + | $\dagger$ |  |
| Community colleges | 5,356 | 351 | 31,352 | 34,045 | 30,906 | 28,238 | 29,113 | 10,659 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | + | + | $\dagger$ |  |
| Other | 432,858 | 772,200 | 1,173,552 | 1,416,931 | 1,471,234 | 999,597 | 849,293 | 1,359,209 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Capital outlay ${ }^{6}$ | 19,771,478 | 46,220,704 | 62,863,465 | 50,968,815 | 46,438,323 | 50,610,125 | 55,989,128 | 61,441,963 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | , |  |
| Public schools | 19,655,496 | 46,078,494 | 62,763,411 | 50,888,951 | 46,297,257 | 50,448,404 | 55,841,211 | 61,280,584 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Other current expenditures | 115,982 | 142,210 | 100,054 | 79,864 | 141,066 | 161,722 | 147,917 | 161,379 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Interest on school debt | 4,324,768 | 10,165,940 | 14,712,882 | 17,934,224 | 17,152,459 | 17,479,466 | 17,500,574 | 18,333,942 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | + |

## -Not available.

$\dagger$ Not applicable.
Includes estimated data for subfunctions of food services and enterprise operations.
Includes expenditures for guidance, health, attendance, and speech pathology services
ncludes expenditures for curriculum development, staff training, libraries, and media and computer centers.
ncludes business support services concerned with paying, transporting, exchanging, and maintaining goods and services for local education agencies; central support servic
processing services; and other support services.
${ }^{5}$ Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time) Includes very small amounts for direct program support made by state education agencies for local school districts ${ }^{\circ}$ Includes expenditures for property and for buildings and alterations completed by school district staff or contractors. NOTE: Excludes expenditures for state education agen
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Nationa Public Education Financial Survey," 1990-91 through 2016-17. (This table was prepared August 2019.)

## Table 236．25．Current expenditures for public elementary and secondary education，by state or jurisdiction：Selected years，1969－70 through 2016－17

| State or jurisdiction | 1969－70 | 1979－80 | 1989－90 | 1999－2000 | 2004－05 | 2006－07 | 2007－08 | 2008－09 | 2009－10 | 2010－11 | 2011－12 | 2012－13 | 2013－14 | 2014－15 | 2015－16 | 2016－17 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 16 | 17 |
| United States | \＄34，217，773 | \＄86，984，142 | \＄188，229，359 | \＄323，888，508 | \＄425，047，565 | \＄476，814，206 | \＄506，884，219 | \＄518，922，842 | \＄524，715，242 | \＄527，291，339 | \＄527，207，246 | \＄535，795，823 | \＄553，501，209 | \＄575，331，825 | \＄596，201，554 | \＄619，164，572 |
| Alabama | 422，730 | 1，146， | 2，275，233 | 4，1 | 5，164，406 | 6，245，031 | 6，832，439 | 6，683，843 | 6，670，517 | 25 | 17 | 58 | 29 | 67 | 77 | 72 |
| Alaska | 81，374 | 377，947 | 828，051 | 1，183，499 | 1，442，269 | 1，634，316 | 1，918，375 | 2，007，319 | 2，084，019 | 2，201，270 | 2，292，205 | 54 | 418，000 | 648，552 | 319，662 | 07 |
| Arizona Arkansas | 281,941 2351 283 | 949,753 66694 | $2,258,660$ $1,404,545$ | 4，288，739 | $\begin{aligned} & 6,579,95 \\ & 3 \\ & 3 \end{aligned}$ | $\begin{aligned} & 7,815,720 \\ & 3997701 \end{aligned}$ | $\begin{aligned} & 8,403,221 \\ & 4155368 \end{aligned}$ | $8,726,755$ | $\begin{aligned} & 8,48,552 \\ & 4,459910 \end{aligned}$ | 8，340，211 | $\begin{aligned} & 7,96,089 \\ & 466995 \end{aligned}$ | $\begin{aligned} & 8,164,59 \\ & 4637169 \end{aligned}$ | $\begin{aligned} & 8,187,607 \\ & 4778,074 \end{aligned}$ | $8,37,884$ | $\begin{aligned} & 8,551,673 \\ & 487214 \end{aligned}$ | 8，966，684 |
| Arkansas California | 3，831，595 | $\begin{array}{r}\text { 9，176，949 } \\ \hline 9,158\end{array}$ | 1，404，545 | 38，129，479 | $\begin{array}{r} 3,546,999 \\ 50,918,654 \end{array}$ | $\begin{array}{r} 3,997,701 \\ 57,352,599 \end{array}$ | $4,156,368$ $61,570,555$ | $\begin{array}{r} 4,240,839 \\ 60,080,929 \end{array}$ | $\begin{array}{r} 4,459,910 \\ 58,248,662 \end{array}$ | $\begin{array}{r} 4,578,136 \\ 57,526,835 \end{array}$ | $\begin{array}{r} 4,606,995 \\ 57,975,189 \end{array}$ | $\begin{array}{r} 4,637,169 \\ 58,323,458 \end{array}$ | $\begin{array}{r} 4,778,074 \\ 61,050,894 \end{array}$ | $\begin{array}{r} 4,813,321 \\ 65,953,946 \end{array}$ | $\begin{array}{r} 4,872,214 \\ 72,003,129 \end{array}$ | $\begin{array}{r} 4,936,465 \\ 76,663,731 \end{array}$ |
| Colorado | 369，218 | 1，243，049 | 2，451，833 | 4，401，010 | 5，994，440 | 6，579，053 | 7，338，766 | 7，187 | 7，429，302 | 7，409，462 | 7，341，585 | 7，506，978 | 7，924，319 | 8，260，461 | 8，648，369 | 331 |
| Connecticu | 588，710 | 1，227，892 | 3，444，520 | 5，402，836 | 7，080，396 | 7，855， | 8，336，789 | 8，708， | 8，853，337 | 9，094，036 | 9，344，999 | 9，543，010 | 10，050，439 | 10，321，511 | 10，551，327 | 56 |
| Delaware | 108，747 | 269，108 | 520，953 | 937，630 | 1，299，349 | 1，437，707 | 1，489，594 | 1，518，786 | 1，549，812 | 1，613，304 | 1，751，143 | 1，761，559 | 1，816，383 | 1，860，732 | 1，941，408 | 2，029，229 |
| District of Columbia | 141,138 961273 | 298，448 | 639，983 | 780,192 1388598 | 1，067，500 | 1，130，006 | 1，282，437 | 1，352，905 | 1，451，870 | 1，482，202 | 1，466，888 | 1，557，117 | 1，605，030 | 1，668，528 | 1，778，057 | $1,936,852$ $26,404,135$ |
| Florida | 961，273 | 2，766，468 | 8，228，531 | 13，885，988 | 19，042，877 | 22，887，024 | 24，224，114 | 23，328，028 | 23，349，314 | 23，870，090 | 22，732，752 | 23，214，634 | 24，363，817 | 25，123，548 | 25，621，239 | 26，404，135 |
| Georgia | 599，371 | 1，608，028 | 4，505，962 | 9，158，624 | 12，528，856 | 14，828，715 | 16，030，039 | 15，976，945 | 15，730，409 | 15，527，907 | 15，623，633 | 15，536，733 | 15，921，673 | 16，530，506 | 17，283，295 | 18，126，272 |
| Hawaii Idaho | 141，324 | 351,889 31327 | 700,012 627 | 1，213，695 | 1，648，086 | 2，045，198 | 2，122，779 | 2，225，438 | 2，136，144 | 2，141，561 | 2，187，480 | 2，178，284 | 2，316，586 | 2，344，496 | 2，502，117 | 2，600，074 |
| Illinois | 1，896，067 | 4，579，355 | 8，125，493 | 14，462，773 | 18，658，428 | 20，326，591 | 21，874，484 | 23，495，271 | 24，695，773 | 24，554，467 | 25，042，915 | 25，783，911 | 27，289，963 | 28，545，089 | 29，253，457 | 31，449，028 |
| Indiana | ＇809，105 | 1，851，292 | 4，074，578 | 7，110，930 | 9，108，931 | 9，497，077 | 9，281，709 | 9，680，895 | 9，921，243 | 9，687，949 | 9，978，491 | 9，811，166 | 9，841，337 | 9，970，350 | 10，140，639 | 10，309，827 |
| lowa | 527 | 1，186 | 2，004，742 | 3，2 | 3，808 | 4，2 | 4，499，236 | 4,7 | 4，794，308 | 4，855，871 | 4，971，944 | 5, | 43 | 77 |  |  |
| Kansas | 362，593 | 830，133 | 1，848，302 | 2，971，814 | 3，718，153 | 4，339，477 | 4，633，517 | 4，806，603 | 4，731，676 | 4，741，372 | 4，871，381 | 4，895，863 | 5，083，374 | 5，136，532 | 5，065，968 |  |
| Kentucky | 353，265 | 1，054，459 | 2，134，011 | 3，837，794 | 4，812，591 | 5，424，621 | 5，822，550 | 5，886，890 | 6，091，814 | 6，211，453 | 6，360，799 | 6，354，306 | 6，375，119 | 6，583，287 | 6，750，052 | 897，155 |
| Louisiana | 503，217 | 1，303，902 | 2，838，283 | 4，391，189 | 5，554，766 | 6，040，368 | 6，814，455 $2,308,071$ | 7，276，651 | 7，393，452 | 7，522，098 | 7，544，782 | 7，492，539 | 7，721，469 | 7，960，448 | 8，027，058 | 8，150，463 |
| Maine | 155，907 | 385，492 | 1，048，195 | 1，604，438 | 2，056，266 | 2，258，764 | 2，308，071 | 2，3 | 2，370，085 | 2，377，878 | 2，330，842 | 2，357，739 | 2，441，064 | 2，538，313 | 2，579，299 | 2，641，420 |
| Maryland | 721，794 | $1,783,056$ 2638 | 3，894，644 | $6,545,135$ | 8,682,586 | 10，210，303 | 11，211，176 |  | $\begin{aligned} & 11,883,677 \\ & 12,256^{2} 72 \end{aligned}$ | 11，885，333 | $11,850,634$ | $12,108,546$ | 12,314,446 | $12,620,036$ | 12,774,063 |  |
| Massachusetts Michigan | 1，799，945 | 2，638，734 4 | 8，760，390 | 88，564，039 | $\begin{aligned} & 11,357,857 \\ & 16,353,921 \end{aligned}$ | 17，383，447 | 13，182，987 |  | $\begin{array}{r} 13,356,373 \\ 17,227,515 \end{array}$ |  | 14，151，659 | $14,627,898$ $16,354,807$ | $\begin{aligned} & 15,183,018 \\ & 16,493,575 \end{aligned}$ | 15，723，617 <br> 16，849，135 | $16,374,676$ $16,977,163$ |  |
| Michigan | 1，791，943 | ＋1，642，847 | 3，025，621 <br>  | ＋ $6,140,442$ | ＋ $7,310,284$ | 8，060，410 | 8，426，264 | －${ }^{1}, 182,281$ | 8，927，288 | － 8 8，944，867 | ${ }^{1} 9$ | $10,354,87$ 9 | － 9 9，733，759 | 10，222，017 | 10，687，048 | 11，056， 228 |
| Mississippi | 262，760 | 756，018 | 1，472，710 | 2，510，376 | 3，243，888 | 3，692，358 | 3，898，401 | 3，967，232 | 3，990，876 | 3，887，981 | 3，972，787 | 4，006，798 | 4，071，006 | 4，145，632 | 4，234，977 | 4，229，767 |
| Mi | 64 | 1，50 | 3，288，738 | 5，6 | 7 | 7，957 | 8，526， | 8，8 | 8，9 | 8，691，887 | 8，719，925 | 8，905，756 | 9，125，949 | 9，390，061 | 6 | 8 |
| Montana | 127，176 | 358，118 | 641，345 | 994，770 | 1，193，182 | 1，320，112 | 1，392，449 | 1，436，062 | 1，498，252 | 1，518，818 | 1，504，531 | 1，523，696 | 1，576，937 | 1，601，097 | ，652，848 | 944 |
| Nebrask | 231，612 | 581,615 | 1，233，431 | 1，926，500 | 2，512，914 | 2，825，608 | 2，970，323 | 3，053，575 | 3，213，646 | 3，345，530 | 3，462，575 | 3，563，939 | 3，654，376 | 3，805，871 | 3，911，805 | ，041，479 |
| Nevada | 87，273 | 281，901 | 712，898 | 1，875，467 | 2，722，264 | 3，311，471 | 3，515，004 | 3，606，035 | 3，592，994 | 3，676，997 | 3，574，233 | 3，577，346 | 3，738，777 | 3，880，472 | 4，092，457 | 4，320，504 |
| New Hampshire | 101，370 | 295，400 | 821，671 | 1，418，503 | 2，021，144 | 2，246，692 | 2，399，330 | 2，490，623 | 2，576，956 | 2，637，911 | 2，643，256 | 2，655，077 | 2，720，225 | 2，764，233 | 2，833，893 | 2，886，649 |
| New J | 1，343 | 3，638 | 8，119，336 | 13，327， | 19，665 | 22，448 | 24，357，079 | 23，446 | 24，261，392 | 23，639，281 | 24，391，278 | 25，417，320 | 25，733，921 | 25，993，208 | 26，825，114 | 27，622，861 |
| New | 183，736 | 515，451 | 1，020，48 | 1，890，274 | 2，554，638 | ， 3 ，904，444 | 3，057，061 | 3，186，252 | 5，217，328 | 51，127，463 | 5，${ }^{3} 939,461$ | －3，099，308 | 3， 189,842 | 3，309，622 | 3，343，152 | 3，345，338 |
|  |  | 8，760 | 18，090，978 | 28，433，240 | 38，866 | 43，679， | 46，443 | 48，635 | 50， |  | 52，460 | 52，938，586 | 55，080，662 |  |  |  |
| North Carolina North Dakota | $\begin{array}{r} 676,193 \\ 97,895 \end{array}$ | $\begin{array}{r} 1,880,862 \\ 228,483 \end{array}$ | $\begin{array}{r} 4,342,826 \\ 459,391 \end{array}$ | $\begin{array}{r} 7,713,293 \\ 638,946 \end{array}$ | $\begin{array}{r} 9,835,550 \\ 832,157 \end{array}$ | $\begin{array}{r} 11,248,336 \\ 838,221 \end{array}$ | $\begin{array}{r} 11,482,912 \\ 886,317 \end{array}$ | $\begin{array}{r} 12,598,382 \\ 928,528 \end{array}$ | $\begin{array}{r} 12,200,362 \\ 1,000,095 \end{array}$ | $\begin{array}{r} 12,322,555 \\ 1,049,772 \end{array}$ | $\begin{array}{r} 12,303,426 \\ 1,098,090 \end{array}$ | $\begin{array}{r} 12,666,607 \\ 1,174,364 \end{array}$ | $\begin{array}{r} 12,685,461 \\ 1,287,133 \end{array}$ | $\begin{array}{r} 13,210,839 \\ 1,373,266 \end{array}$ | $13,466,942$ $1,451,309$ | $\begin{array}{r} 13,943,070 \\ 1,510,292 \end{array}$ |
| Oh | 1，639 | 3，8 | 7,9 | 12 | 17，167 | 18，251 | 18，892 | 19，38 | 19，80 | 19，988 | 19，701 | ，50 | 19，714 | 20，23 | 20，484，182 | ，494，254 |
| Oklahoma |  | 1，05 | 硣 |  | 4，161，024 | ，750， | 4，932，913 |  | ， | 5，036 | ， |  | ， | 5，560 | 5，606，044 | 5，496，402 |
| Oregon | 403，844 | 1，126，812 | 2，297，944 | 3，896，287 | 4，458，028 | 5，039，632 | 5，409，630 | 5，529，831 | 5，401，667 | 5，430，888 | 5，389，273 | 5，395，742 | 5，647，470 | 5，969，321 | 6，238，574 | 6，514，334 |
| Pennsylvania | 1，912，644 | 4，584，320 | 9，496，788 | 14，120，112 | 18，711，100 | 20，404，304 | 21，157，430 | 21，831，816 | 22，733，518 | 23，485，203 | 23，190，198 | 23，712，931 | 24，264，551 | 25，109，991 | 26，045，127 | 27，263，106 |
| Rhode Island | 145，443 | 362，046 | 801，908 | 1，393，143 | 1，825，900 | 2，039，633 | 2，134，609 | 2，139，317 | 2，136，582 | 2，149，366 | 2，167，450 | 2，121，403 | 2，182，976 | 2，242，486 | 2，283，927 | 2，362，463 |
| South C |  |  | 2，322 | 4，0 | 5，3 | 6，023 | 6，4 | 6，6 | 6，56 | 6，465 | 6，619，072 | 6，9 | 7, | 7，437 | 7，727，135 | 8，035，426 |
| South D |  |  | 447，074 |  |  |  | ，${ }^{\text {，}}$ 37， | ， 700 | ， 18 ， 6 | 1，126，503 | 1，100，100 | ， 51.929 | ，＇82， | 1，211，080 | 1，253，268 | 1，379，026 |
| Tennessee | 473，226 | 1，319，303 | 2，790，808 | 4，931，734 | 6，446，691 | 6，975，099 | 7，540，306 | 7，768，063 | 7，894，661 | 8，225，374 | 8，345，584 | 8，531，675 | 8，606，624 | 8，736，367 | 8，886，994 | 9，260，615 |
| Texas | 1，518，181 | 4，997，689 | 12，763，954 | 25，098，703 | 31，919，107 | 36，105，784 | 39，033，235 | 40，688，181 | 42，621，886 | 42，864，291 | 41，067，619 | 42，066，035 | 44，330，579 | 47，527，971 | 49，577，688 | 51，033，537 |
| Utah | 179，981 | 518，251 | 1，130，135 | 2，102，655 | 2，627，022 | 2，987，810 | 3，444，936 | 3，638，775 | 3，635，085 | 3，704，133 | 3，779，760 | 3，944，736 | 4，094，074 | 4，290，876 | 4，539，291 | 4，754，714 |
| Vermont | 921 |  | 546，9 | 870，198 | 1，177 | 1，300， | 1，356 | 1，4 | 1，432，6 | 1，424 | 1，497，093 | 1，549，228 | 1，602，256 | 1，638，720 | 1，671，433 | 1，722，621 |
| Virginia | 704，677 | 1，881，519 | 4，621，071 | 7，757，598 | 10，705，162 | 12，465，858 | 13，125，666 | 13，505，290 | 13，193，633 | 12，968，457 | 13，403，576 | 13，868，587 | 13，955，249 | 14，384，705 | 14，677，698 | 15，296，646 |
| Washington | 699，984 | 1，825，782 | 3，550，819 | 6，399，885 | 7，870，979 | 8，752，007 | 9，331，539 | 9，940，325 | 9，832，913 | 10，040，312 | 10，040，607 | 10，216，676 | 10，911，929 | 11，470，245 | 12，483，668 | 13，188，097 |
| West Virginia | 249，404 | 678，386 | 1，316，637 | 2，086，937 | 2，527，767 | 2，742，344 | 2，841，962 | 2，998，657 | 3，328，177 | 3，388，294 | 3，275，246 | 3，188，181 | 3，194，770 | 3，226，918 | 3，169，684 | 3，216，323 |
| Wisconsin | 777，288 | 1，908，523 | 3，929，920 | 6，852，178 | 8，435，359 | 9，029，660 | 9，366，134 | 9，696，228 | 9，966，244 | 10，333，016 | 9，704，932 | 9，758，650 | 9，920，370 | 10，054，346 | 10，122，041 | 10，340，697 |
| Wyoming | 69，584 | 226，067 | 509，084 | 683，918 | 863，423 | 1，124，564 | 1，191，736 | 1，268，407 | 1，334，655 | 1，398，444 | 1，432，216 | 1，439，041 | 1，466，579 | 1，509，532 | 1，556，321 | 1，555，016 |
| Other jurisdict |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa |  |  | 21，838 | 42，395 | 58，163 | 57，093 | 63，105 | 65，436 | 70，305 | 75，355 | 80，105 | 65，039 | 71，709 | 63，693 | 58，675 | 65，490 |
| Guam | 16，652 |  | 101，130 |  |  | 219，881 | 229，243 | 235，711 | 235，639 | 266，952 | 290，575 | 279，077 | 286，844 | 293，713 | 298，708 | 298，340 |
| Northern Marianas |  |  | 20，476 | 49，832 | 58，400 | 55，048 | 51，241 | 62，787 | 62，210 | 84，657 | 68，775 | 61，029 | 62，502 | 65，304 | 75，562 | 87，920 |
| Puerto Rico |  |  | 1，045，407 | 2，086，414 | 2，865，945 | 3，268，200 | 3，433，229 | 3，502，757 | 3，464，044 | 3，519，547 | 3，351，423 | 3，676，880 | 3，510，706 | 3，247，136 | 2，970，386 | 2，789，459 |
| U．S．Virgin Islands |  |  | 128，065 | 135，174 | 137，793 | 157，446 | 196，533 | 201，326 | 220，234 | 204，932 | 183，333 | 161，955 | 175，022 | 158，652 | 160，559 | 171，521 |

[^28]SOURCE：U．S．Department of Education，National Center for Education Statistics，Statistics of State School Systems， 1969－70；Revenues and Expenditures for Public Elementary and Secondary Education，1979－80；and Common Core of Data

Table 236.30. Total expenditures for public elementary and secondary education and other related programs, by function and state or jurisdiction: 2016-17
[In thousands of current dollars]

| State or jurisdiction | Total expenditures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Current expenditures for elementary and secondary programs |  |  |  |  |  |  |  |  |  |  |  |  | Current expenditures for other programs ${ }^{1}$ | Capital outlay ${ }^{2}$ | Interest on school debt |
|  | Total | Elementary/ secondary current expenditures, total | Instruction | Support services |  |  |  |  |  |  |  | Foodservices | Enterprise operations ${ }^{3}$ |  |  |  |
|  |  |  |  | Support services, total | Student support ${ }^{4}$ | Instructional staff ${ }^{5}$ | General administration | School administration | $\begin{array}{r} \text { Operation } \\ \text { and } \\ \text { maintenance } \end{array}$ | Student transportation | Other support services |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| United States | \$707,601,350 | \$619,164,572 | \$376,069,486 | \$217,754,675 | \$35,946,038 | \$29,169,348 | \$12,305,191 | \$34,568,941 | \$57,433,468 | \$25,350,286 | \$22,981,403 | \$24,095,216 | \$1,245,194 | \$8,660,874 | \$61,441,963 | \$18,333,942 |
| Alabama | 8,030,225 | 7,097,472 | 4,049,192 | 2,563,159 | 446,175 | 298,519 | 182,443 | 442,733 | 660,054 | 366,671 | 166,563 | 485,121 | 0 | 122,765 | 637,471 | 172,517 |
| Alaska | 2,582,582 | 2,367,707 | 1,266,042 | 1,013,894 | 183,607 | 196,525 | 33,856 | 144,766 | 283,842 | 80,673 | 90,624 | 76,820 | 10,952 | 7,959 | 169,582 | 37,334 |
| Arizona | 10,530,826 | 8,966,684 | 4,828,965 | 3,669,286 | 687,666 | 434,553 | 173,941 | 502,905 | 1,098,094 | 371,832 | 400,295 | 467,132 | 1,301 | 92,293 | 1,220,401 | 251,447 |
| Arkansas | 5,622,673 | 4,936,465 | 2,769,224 | 1,898,530 | 266,940 | 415,124 | 124,843 | 258,857 | -500,434 | 181,436 | 150,896 | 263,084 | 5,627 | 30,111 | -529,540 | 126,558 |
| California | 87,968,218 | 76,663,731 | 45,442,062 | 28,155,354 | 4,598,429 | 4,880,880 | 753,775 | 5,082,339 | 7,573,197 | 1,679,133 | 3,587,603 | 2,878,381 | 187,935 | 924,523 | 7,470,798 | 2,909,165 |
| Colorado | 10,632,736 | 8,913,931 | 4,989,814 | 3,570,698 | 502,458 | 513,143 | 144,538 | 679,279 | 814,583 | 265,301 | 651,397 | 305,496 | 47,923 | 77,653 | 1,183,120 | 458,032 |
| Connecticut | 11,573,665 | 10,664,567 | 6,722,928 | 3,614,923 | 684,769 | 335,452 | 239,206 | 624,118 | 915,695 | 537,460 | 278,224 | 234,506 | 92,211 | 146,121 | +641,349 | 121,628 |
| Delaware | 2,247,039 | 2,029,229 | 1,269,553 | 691,907 | 90,650 | 37,248 | 31,895 | 128,691 | 216,676 | 100,560 | 86,188 | 67,769 | 0 | 53,793 | 141,956 | 22,062 |
| District of Columbia | 2,625,829 | 1,936,852 | 1,039,933 | 826,686 | 86,016 | 97,241 | 141,543 | 134,950 | 190,735 | 117,259 | 58,942 | 69,429 | 804 | 39,350 | 510,487 | 139,140 |
| Florida | 29,875,971 | 26,404,135 | 16,305,281 | 8,782,010 | 1,161,081 | 1,660,734 | 242,525 | 1,470,634 | 2,548,825 | 1,017,779 | 680,431 | 1,316,843 | 0 | 566,061 | 2,292,633 | 613,143 |
| Georgia | 20,344,480 | 18,126,272 | 11,061,068 | 6,035,059 | 943,009 | 941,356 | 231,190 | 1,144,159 | 1,361,543 | 847,547 | 566,256 | 977,222 | 52,922 | 33,899 | 1,959,953 | 224,356 |
| Hawaii | 2,778,688 | 2,600,074 | 1,520,054 | 949,131 | 244,802 | 87,772 | 13,048 | 186,738 | 289,131 | 63,216 | 64,424 | 130,889 | 0 | 16,960 | 161,655 | 0 |
| Idaho | 2,560,406 | 2,245,167 | 1,323,118 | 811,616 | 125,438 | 130,399 | 56,390 | 129,058 | 212,304 | 97,989 | 60,038 | 109,263 | 1,170 | 4,852 | 251,888 | 58,499 |
| Illinois | 34,588,140 | 31,449,028 | 19,603,947 | 11,068,443 | 2,214,977 | 1,134,511 | 1,182,158 | 1,638,178 | 2,440,415 | 1,334,997 | 1,123,207 | 776,639 | 0 | 162,530 | 2,018,535 | 958,047 |
| Indiana | 11,866,554 | 10,309,827 | 5,939,926 | 3,872,427 | 537,800 | 414,873 | 212,946 | 671,823 | 1,161,592 | 623,109 | 250,283 | 497,474 | 0 | 167,568 | 1,095,237 | 293,922 |
| lowa | 6,809,987 | 5,840,808 | 3,524,206 | 2,050,887 | 341,231 | 364,865 | 148,834 | 330,146 | 484,172 | 205,084 | 176,556 | 258,951 | 6,764 | 38,180 | 813,457 | 117,542 |
| Kansas | 6,279,467 | 5,154,894 | 3,074,527 | 1,836,380 | 328,022 | 212,934 | 138,347 | 299,424 | 503,876 | 209,520 | 144,257 | 243,986 | 0 | 4,285 | 877,514 | 242,774 |
| Kentucky | 7,878,382 | 6,897,155 | 3,954,611 | 2,472,297 | 336,798 | 384,692 | 155,583 | 401,723 | 614,507 | 393,211 | 185,782 | 451,699 | 18,548 | 77,289 | 721,214 | 182,724 |
| Louisiana | 8,983,530 | 8,150,463 | 4,551,129 | 3,169,566 | 495,861 | 406,228 | 211,453 | 523,649 | 822,880 | 465,492 | 244,002 | 429,670 | 99 | 28,511 | 690,293 | 114,263 |
| Maine | 2,838,337 | 2,641,420 | 1,545,474 | 989,537 | 180,995 | 149,247 | 89,805 | 139,360 | 265,690 | 129,800 | 34,641 | 106,085 | 324 | 27,954 | 123,321 | 45,642 |
| Maryland | 14,669,628 | 13,233,589 | 8,432,187 | 4,424,391 | 595,713 | 610,473 | 128,514 | 893,341 | 1,116,465 | 691,807 | 388,078 | 377,011 | 0 | 39,956 | 1,237,379 | 158,705 |
| Massachusetts | 17,909,571 | 17,089,142 | 10,912,548 | 5,698,222 | 1,270,086 | 788,946 | 275,981 | 731,675 | 1,437,462 | 776,589 | 417,483 | 478,372 | 0 | 76,127 | 507,504 | 236,798 |
| Michigan | 19,612,463 | 17,206,122 | 9,875,810 | 6,695,573 | 1,360,804 | 871,777 | 386,016 | 960,612 | 1,510,634 | 720,147 | 885,583 | 634,739 | 0 | 290,037 | 1,393,502 | 722,803 |
| Minnesota | 14,127,456 | 11,056,128 | 7,153,109 | 3,388,197 | 323,867 | 565,322 | 415,002 | 444,288 | 746,716 | 625,079 | 267,924 | 467,516 | 47,304 | 513,373 | 2,160,797 | 397,158 |
| Mississippi | 4,673,532 | 4,229,767 | 2,400,216 | 1,570,271 | 224,419 | 196,756 | 142,223 | 257,398 | 433,815 | 202,096 | 113,565 | 259,057 | 223 | 29,715 | 360,550 | 53,501 |
| Missouri | 11,189,561 | 9,776,478 | 5,767,922 | 3,552,049 | 441,238 | 447,079 | 362,602 | 573,398 | 977,605 | 505,638 | 244,489 | 456,507 | 0 | 259,729 | 841,235 | 312,118 |
| Montana | 1,908,339 | 1,688,944 | 991,322 | 619,787 | 115,746 | 59,838 | 53,622 | 94,081 | 169,682 | 79,292 | 47,525 | 75,187 | 2,638 | 10,712 | 185,247 | 23,436 |
| Nebraska | 4,844,039 | 4,041,479 | 2,616,805 | 1,150,951 | 154,575 | 129,927 | 118,339 | 191,203 | 345,168 | 119,441 | 92,298 | 168,307 | 105,416 | 2,062 | 704,266 | 96,233 |
| Nevada | 4,987,380 | 4,320,504 | 2,554,828 | 1,597,247 | 237,070 | 238,700 | 69,977 | 317,085 | 400,038 | 169,077 | 165,299 | 168,244 | 185 | 25,125 | 477,784 | 163,967 |
| New Hampshire | 3,082,887 | 2,886,649 | 1,839,343 | 977,914 | 222,126 | 94,964 | 103,951 | 160,992 | 231,303 | 127,292 | 37,285 | 69,392 | 0 | 6,427 | 144,183 | 45,629 |
| New Jersey | 29,839,108 | 27,622,861 | 16,589,382 | 10,140,298 | 2,858,018 | 864,829 | 563,247 | 1,369,401 | 2,686,395 | 1,139,284 | 659,124 | 617,300 | 275,881 | 248,666 | 1,301,715 | 665,866 |
| New Mexico | 3,901,217 | 3,345,338 | 1,914,568 | 1,268,925 | 337,928 | 91,409 | 79,625 | 198,495 | 349,245 | 103,752 | 108,472 | 159,640 | 2,205 | 1,959 | 553,767 | 152 |
| New York | 67,194,754 | 60,905,055 | 42,389,679 | 17,303,620 | 1,950,611 | 1,567,910 | 984,799 | 2,332,684 | 5,600,964 | 3,073,409 | 1,793,244 | 1,211,757 | 0 | 2,236,181 | 2,588,199 | 1,465,319 |
| North Carolina | 15,389,536 | 13,943,070 | 8,718,633 | 4,488,163 | 758,525 | 479,501 | 241,840 | 826,515 | 1,146,436 | 568,542 | 466,805 | 736,274 | 0 | 65,366 | 1,359,657 | 21,444 |
| North Dakota | 1,824,684 | 1,510,292 | 906,313 | 491,975 | 60,781 | 51,919 | 65,204 | 78,090 | 129,557 | 60,165 | 46,259 | 70,245 | 41,759 | 11,520 | 270,221 | 32,651 |
| Ohio | 24,503,675 | 21,494,254 | 12,703,608 | 8,083,921 | 1,454,986 | 856,705 | 674,296 | 1,188,192 | 1,840,935 | 1,020,880 | 1,047,926 | 705,533 | 1,192 | 468,613 | 1,921,438 | 619,370 |
| Oklahoma | 6,228,822 | 5,496,402 | 3,072,797 | 2,004,138 | 374,211 | 221,748 | 164,623 | 306,275 | 576,296 | 173,226 | 187,759 | 363,634 | 55,833 | 28,946 | 637,138 | 66,337 |
| Oregon | 7,731,996 | 6,514,334 | 3,807,508 | 2,478,957 | 494,587 | 262,616 | 91,127 | 415,589 | 516,505 | 286,763 | 411,770 | 224,745 | 3,123 | 32,995 | 827,259 | 357,408 |
| Pennsylvania | 30,765,985 | 27,263,106 | 16,871,795 | 9,385,807 | 1,538,734 | 976,882 | 823,115 | 1,214,207 | 2,495,880 | 1,297,216 | 1,039,772 | 889,644 | 115,861 | 568,044 | 1,992,715 | 942,120 |
| Rhode Island | 2,591,928 | 2,362,463 | 1,428,107 | 869,618 | 248,744 | 90,506 | 35,431 | 112,808 | 183,344 | 102,335 | 96,450 | 64,216 | 522 | 57,258 | 132,829 | 39,378 |
| South Carolina | 9,721,717 | 8,035,426 | 4,455,636 | 3,147,018 | 619,625 | 497,997 | 78,239 | 520,441 | 788,674 | 303,877 | 338,165 | 412,078 | 20,694 | 61,891 | 1,286,658 | 337,743 |
| South Dakota | 1,571,670 | 1,379,026 | 816,490 | 484,102 | 76,803 | 48,890 | 46,268 | 66,995 | 143,576 | 49,059 | 52,510 | 71,486 | 6,948 | 7,171 | 152,374 | 33,099 |
| Tennessee | 10,418,228 | 9,260,615 | 5,652,110 | 3,091,904 | 416,268 | 546,464 | 192,701 | 560,592 | 767,734 | 347,912 | 260,232 | 516,601 | 0 | 82,703 | 849,531 | 225,379 |
| Texas | 64,601,315 | 51,033,537 | 29,431,662 | 18,755,366 | 2,515,067 | 2,622,675 | 750,018 | 2,926,014 | 5,379,370 | 1,485,564 | 3,076,659 | 2,846,509 | 0 | 349,734 | 9,830,252 | 3,387,792 |
| Utah | 5,813,157 | 4,754,714 | 3,019,473 | 1,485,927 | 185,373 | 190,712 | 53,508 | 312,558 | 432,719 | 140,222 | 170,835 | 238,818 | 10,496 | 10,557 | 929,100 | 118,786 |

Table 236.30. Total expenditures for public elementary and secondary education and other related programs, by function and state or jurisdiction: 2016-17-Continued

| State or jurisdiction | Total expenditures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Current expenditures for elementary and secondary programs |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{array}{r} \text { Current } \\ \text { expenditures } \\ \text { for other } \\ \text { programs }{ }^{1} \end{array}$ | Capital outlay ${ }^{2}$ | Interest on school debt |
|  |  | Elementary/ secondary current expenditures, total |  | Support services |  |  |  |  |  |  |  | Food services | Enterprise operations ${ }^{3}$ |  |  |  |
|  | Total |  | Instruction | Support services, total | Student support ${ }^{4}$ | Instructional staff | General administration | School administration | $\begin{array}{r} \text { Operation } \\ \text { and } \\ \text { maintenance } \end{array}$ | Student transportation | Other support services |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Vermont | 1,797,465 | 1,722,621 | 1,107,391 | 570,073 | 133,216 | 71,370 | 36,224 | 108,604 | 128,666 | 56,760 | 35,234 | 43,217 | 1,940 | 10,448 | 55,204 | 9,193 |
| Virginia | 16,798,809 | 15,296,646 | 9,313,749 | 5,390,585 | 774,800 | 1,013,488 | 247,977 | 897,282 | 1,365,285 | 787,814 | 303,939 | 588,958 | 3,354 | 77,176 | 1,328,791 | 96,197 |
| Washington | 16,007,632 | 13,188,097 | 7,646,339 | 5,018,087 | 967,929 | 854,897 | 225,675 | 800,156 | 1,118,968 | 493,731 | 556,730 | 401,398 | 122,273 | 50,814 | 2,329,122 | 439,599 |
| West Virginia | 3,487,741 | 3,216,323 | 1,842,144 | 1,167,027 | 166,921 | 127,203 | 55,147 | 172,428 | 346,891 | 238,828 | 59,608 | 207,152 | 0 | 46,028 | 210,863 | 14,527 |
| Wisconsin | 11,876,059 | 10,340,697 | 6,136,689 | 3,824,345 | 516,870 | 545,466 | 298,849 | 521,086 | 958,276 | 438,470 | 545,329 | 379,585 | 78 | 363,949 | 1,011,285 | 160,128 |
| Wyoming | 1,913,258 | 1,555,016 | 920,260 | 588,428 | 93,676 | 86,084 | 32,731 | 82,920 | 150,621 | 77,950 | 64,448 | 45,637 | 691 | 4,935 | 350,996 | 2,312 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa | 76,797 | 65,490 | 31,446 | 14,110 | 35 | 7,235 | 891 | 4,188 | 0 | 531 | 1,231 | 19,934 | 0 | 1,800 | 9,507 | 0 |
| Guam | 361,502 | 298,340 | 142,210 | 136,084 | 28,008 | 16,535 | 4,802 | 18,225 | 38,523 | 7,948 | 22,043 | 20,046 | 0 | 0 | 50,806 | 12,356 |
| Northern Marianas | 92,633 | 87,920 | 41,483 | 33,459 | 6,742 | 8,246 | 1,727 | 4,276 | 7,083 | 1,443 | 3,942 | 12,977 | 0 | 2,993 | 1,720 | 0 |
| Puerto Rico | 2,891,749 | 2,789,459 | 1,128,669 | 1,262,150 | 317,681 | 166,391 | 79,112 | 121,196 | 407,424 | 93,059 | 77,287 | 398,641 | 0 | 67,690 | 34,600 | 0 |
| U.S. Virgin Islands | 172,940 | 171,521 | 100,419 | 59,708 | 14,841 | 4,219 | 8,199 | 9,465 | 6,854 | 7,536 | 8,592 | 11,236 | 158 | 1,303 | 116 | 0 |

Includes expenditures for adult education, community colleges, private school programs funded by local and state education agencies, and community services.
Includes expenditures for property and for buildings and alterations completed by school district staff or contractors. Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time). Also includes small amounts for direct program support made by state education agencies for local school districts.

Includes expenditures for guidance, health, attendance, and speech pathology services.
Includes expenditures for curriculum development, staff training, libraries, and media and computer centers. NOTE: Excludes expenditures for state education agencies. Detail may not sum to totals because of rounding.
SOURC: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Nationa Public Education Financial Survey," 2016-17. (This table was prepared August 2019. .

Table 236.50. Expenditures for instruction in public elementary and secondary schools, by subfunction and state or jurisdiction: 2015-16 and 2016-17


[^29]Table 236.50. Expenditures for instruction in public elementary and secondary schools, by subfunction and state or jurisdiction: 2015-16 and 2016-17-Continued


[^30]Table 236．55．Total and current expenditures per pupil in public elementary and secondary schools：Selected years，1919－20 through 2016－17

| School year | Expenditure per pupil in average daily attendance |  |  |  | Expenditure per pupil in fall enrollment ${ }^{1}$ |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Unadjusted dollars ${ }^{2}$ |  | Constant 2018－19 dollars ${ }^{3}$ |  | Unadjusted dollars ${ }^{2}$ |  | Constant 2018－19 dollars ${ }^{3}$ |  |  |
|  | $\begin{array}{r} \text { Total } \\ \text { expenditure } \end{array}$ | Current expenditure | Total expenditure ${ }^{4}$ | Current expenditure | $\begin{array}{r} \text { Total } \\ \text { expenditure } \end{array}$ | Current expenditure | Total expenditure ${ }^{4}$ | Current expenditure | Annual percent change in current expenditure |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| $\begin{aligned} & 1919-20 \\ & 1929-30 \\ & 1931-32 \\ & 1933-34 \\ & 1935-36 \end{aligned}$ | $\begin{array}{r} \$ 64 \\ 108 \\ 97 \\ 76 \\ 88 \end{array}$ | $\begin{array}{r} \hline \$ 53 \\ 87 \\ 81 \\ 67 \\ 74 \end{array}$ | $\$ 850$ 1,605 1,702 1,458 1,621 | $\begin{array}{r} \$ 709 \\ 1,283 \\ 1,424 \\ 1,291 \\ 1,369 \end{array}$ | $\$ 48$ 90 82 65 74 | $\$ 40$ 72 69 57 63 | $\begin{array}{r} \$ 636 \\ 1,329 \\ 1,441 \\ 1,239 \\ 1,371 \end{array}$ | $\begin{array}{r} \$ 530 \\ 1,062 \\ 1,206 \\ 1,097 \\ 1,158 \end{array}$ | 二 |
| $\begin{aligned} & 1937-38 \\ & 1939-40 \\ & 1941-42 \\ & 1943-44 \\ & 1945-46 \end{aligned}$ | 100 106 110 125 146 | $\begin{array}{r} 84 \\ 88 \\ 98 \\ 117 \\ 136 \end{array}$ | 1,763 1,916 1,787 1,812 2,025 | 1,483 1,597 1,597 1,700 1,894 1 | $\begin{array}{r} 86 \\ 92 \\ 94 \\ 105 \\ 124 \end{array}$ | 72 76 84 99 116 | 1,513 1,661 1,530 1,527 1,725 | 1,273 1,284 1,367 1,433 1,613 | 二 |
| $\begin{aligned} & 1947-48 \\ & 1949-50 \\ & 1951-52 \\ & 1953-54 \\ & 1955-56 \end{aligned}$ | $\begin{aligned} & 205 \\ & 260 \\ & 314 \\ & 351 \\ & 387 \end{aligned}$ | $\begin{aligned} & 181 \\ & 210 \\ & 246 \\ & 265 \\ & 294 \end{aligned}$ | 2,227 2,784 3,030 3,305 3,646 | 1,973 2,249 2,371 2,494 2,772 | $\begin{aligned} & 179 \\ & 231 \\ & 275 \\ & 312 \\ & 354 \end{aligned}$ | 158 187 215 236 269 | 1,7245 2，471 2，653 2,939 3,333 | 1,723 1,996 2,076 2,218 2,534 | 二 |
| $\begin{aligned} & 1957-58 \\ & 1959-60 \\ & 1961-62 \\ & 1963-64 \\ & 1965-66 \end{aligned}$ | $\begin{aligned} & 447 \\ & 471 \\ & 517 \\ & 569 \\ & 654 \end{aligned}$ | $\begin{aligned} & 341 \\ & 375 \\ & 419 \\ & 460 \\ & 538 \end{aligned}$ | 3,968 4,060 4,357 4,588 5,190 | $\begin{aligned} & 3,025 \\ & 3,234 \\ & 3,530 \\ & 3,780 \\ & 4,268 \end{aligned}$ | $\begin{aligned} & 408 \\ & 440 \\ & 485 \\ & 520 \\ & 607 \end{aligned}$ | 311 350 393 428 499 | 3,619 3,793 4,089 4,270 4,818 | 2,759 3,021 3,313 3,518 3,962 | 二 |
| $\begin{aligned} & 1967-68 \\ & 1969-70 \\ & 1970-71 \\ & 1971-72 \\ & 1972-73 \end{aligned}$ | $\begin{array}{r} 786 \\ 955 \\ 1,049 \\ 1,128 \\ 1,211 \end{array}$ | $\begin{array}{r} 658 \\ 816 \\ 911 \\ 990 \\ 1,077 \end{array}$ | 5,857 6,403 6,691 6,941 7,162 | 4,903 4,471 5,809 6,091 6,371 | $\begin{array}{r} 732 \\ 879 \\ 970 \\ 1,034 \\ 1,117 \end{array}$ | 612 751 842 908 993 | 5,448 5,895 6,186 6,366 6,607 | 4,560 5,037 5,370 5,587 5,877 | 6.6 4.0 5.2 |
| $\begin{aligned} & 1973-74 \\ & 1974-75 \\ & 1975-76 \\ & 196-77 \\ & 1977-78 \end{aligned}$ | 1,364 1,545 1,697 1,816 2,002 | 1,207 1,265 1,504 1,638 1,823 | 7,409 7,554 7,751 78388 8,097 | 6,558 6,673 6,867 7,066 7,371 | 1,244 1,423 1,563 1,674 1,842 | 1,101 1,257 1,385 1,509 1,677 | 6,756 6,959 7,137 7,222 7,447 | 5,979 5,979 6,147 6,323 6,512 6,779 | 1.7 2.8 2.9 3.0 4.1 |
| $\begin{aligned} & 1978-79 \\ & 1989-80 \\ & 1980-81 \\ & 1981-82 \\ & 1982-83 \end{aligned}$ | 2,210 2,491 $2,742^{5}$ $2,933^{5}$ $3,203{ }^{5}$ | 2,020 2,272 2,502 2,726 2,955 | 8,171 8,125 $8,0188^{5}$ $8,002^{5}$ $8,266^{5}$ | 7,470 7,411 7,314 7,336 7,626 | 2,029 2,290 2,595 2,754 $2,964^{5}$ 2, | 1,855 2,088 2,307 2,525 2,736 | $\begin{aligned} & 7,504 \\ & 7,470 \\ & 7,395^{5} \\ & 7,413^{5} \\ & 7,6544^{5} \end{aligned}$ | 6,860 6,813 6,746 6,795 7,061 | 1.2 -0.7 -1.0 0.7 3.9 |
| $\begin{aligned} & 1983-84 \\ & 1984-85 \\ & 1985-86 \\ & 1986-87 \\ & 1987-88 \end{aligned}$ | $3,4711^{5}$ $3,722^{5}$ $4,0200^{5}$ 4,3085 $4,6544^{5}$ | 3,173 3,470 3,756 3,970 4,240 | $8,638^{5}$ $8,912^{5}$ $9,356^{5}$ $9,809^{5}$ $10,1755^{5}$ | 7,896 8,310 8,741 9,040 9,270 | $3,216^{5}$ $3,456^{5}$ $3,7244^{5}$ 3,959 $4,310^{5}$ | 2,940 3,222 3,479 3,682 3,927 | $\begin{aligned} & 8,002^{5} \\ & 8,275{ }^{5} \\ & 8,668^{5} \\ & 9,096^{5} \\ & 9,43^{5} \end{aligned}$ | 7,315 7,716 8,098 8,383 8,585 | 3.6 5.5 5.0 3.5 2.4 |
| $\begin{aligned} & 1988-89 \\ & 1989-90 \\ & 1990-91 \\ & 1991-92 \\ & 1992-93 \end{aligned}$ | 5,108 5,547 5,882 6,072 6,279 | 4,645 4,980 5,258 5,421 5,584 | $\begin{aligned} & 10,674 \\ & 11,064 \\ & 11,124 \\ & 11,127 \\ & 11,158 \end{aligned}$ | $\begin{aligned} & 9,707 \\ & 9,933 \\ & 9,944 \\ & 9,934 \\ & 9,922 \end{aligned}$ | 4,737 5,172 5,484 5,626 5,802 | 4,307 4,643 4,902 5,023 5,160 | $\begin{array}{r} 9,899 \\ 10,316 \\ 10,371 \\ 10,310 \\ 10,311 \end{array}$ | 9,001 9,261 9,271 9,205 9,169 | 4.8 2.9 0.1 -0.7 -0.4 |
| $\begin{aligned} & 1993-94 \\ & 1994-95 \\ & 1995-96 \\ & 1996-97 \\ & 1997-98 \end{aligned}$ | 6,489 6,723 6,959 7,297 7,701 | 5,767 5,989 6,147 6,393 6,676 | $\begin{aligned} & 11,240 \\ & 11,320 \\ & 11,408 \\ & 11,630 \\ & 12,058 \end{aligned}$ | $\begin{array}{r} 9,990 \\ 10,005 \\ 10,076 \\ 10,189 \\ 10,453 \end{array}$ | 5,994 6,206 6,441 6,761 7,139 | 5,327 5,529 5,689 5,923 6,189 | $\begin{aligned} & 10,382 \\ & 10,450 \\ & 10,559 \\ & 10,776 \\ & 11,179 \end{aligned}$ | 9,227 9,310 9,326 9,441 9,691 | 0.6 0.9 0.2 1.2 2.7 |
| $\begin{aligned} & 1998-99 \\ & 1999-2000 \\ & 2000-01 \\ & 2001-02 \\ & 2002-03 \end{aligned}$ | 8,115 8,589 9,180 9,611 9,950 | 7,013 7,394 7,904 8,259 8,610 | $\begin{aligned} & 12,492 \\ & 12,489 \\ & 13,278 \\ & 13,61 \\ & 13,638 \end{aligned}$ | $\begin{aligned} & 10,795 \\ & 11,061 \\ & 11,433 \\ & 11,738 \\ & 11,974 \end{aligned}$ | 7,531 8,030 8,572 8,993 9,296 | 6,508 6,912 7,380 7,727 8,044 | $\begin{aligned} & 11,592 \\ & 12,013 \\ & 12,399 \\ & 12,782 \\ & 12,929 \end{aligned}$ | $\begin{aligned} & 10,017 \\ & 10,341 \\ & 10,675 \\ & 10,983 \\ & 11,188 \end{aligned}$ | 3.4 3.2 3.2 2.9 1.9 |
| $\begin{aligned} & 2003-04 \\ & 2004-05 \\ & 2005-06 \\ & 2006-07 \\ & 2007-08 \end{aligned}$ | $\begin{aligned} & 10,308 \\ & 10,79 \\ & 11,338 \\ & 12,015 \\ & 12,759 \end{aligned}$ | $\begin{array}{r} 8,900 \\ 9,316 \\ 9,778 \\ 10,336 \\ 10,982 \end{array}$ | $\begin{aligned} & 14,029 \\ & 14,241 \\ & 14,430 \\ & 14,907 \\ & 15,264 \end{aligned}$ | $\begin{aligned} & 12,112 \\ & 12,309 \\ & 12,445 \\ & 12,823 \\ & 13,138 \end{aligned}$ | $\begin{array}{r} 9,625 \\ 10,078 \\ 10,603 \\ 11,252 \\ 11,965 \end{array}$ | $\begin{array}{r} 8,310 \\ 8,711 \\ 9,145 \\ 9,679 \\ 10,298 \end{array}$ | $\begin{aligned} & 13,100 \\ & 13,16 \\ & 13,495 \\ & 13,600 \\ & 14,314 \end{aligned}$ | $\begin{aligned} & 11,310 \\ & 11,509 \\ & 11,639 \\ & 12,09 \\ & 12,320 \end{aligned}$ | 1.1 1.8 1.1 .2 2.6 |
| $\begin{aligned} & 2008-09 \\ & 200-10 \\ & 2010-11 \\ & 2011-12 \\ & 2012-13 \end{aligned}$ | $\begin{aligned} & 13,033 \\ & 13,035 \\ & 12,926 \\ & 12,796 \\ & 12,859 \end{aligned}$ | $\begin{aligned} & 11,239 \\ & 11,42 \\ & 11,433 \\ & 11,362 \\ & 11,59 \end{aligned}$ | $\begin{aligned} & 15,377 \\ & 15,232 \\ & 14,807 \\ & 14,241 \\ & 14,077 \end{aligned}$ | $\begin{aligned} & 13,260 \\ & 13,353 \\ & 13,098 \\ & 12,645 \\ & 12,599 \end{aligned}$ | $\begin{aligned} & 12,222 \\ & 12,33 \\ & 12,054 \\ & 11,91 \\ & 12,933 \end{aligned}$ | $\begin{aligned} & 10,540 \\ & 10,663 \\ & 10,663 \\ & 10,648 \\ & 10,771 \end{aligned}$ | $\begin{aligned} & 14,421 \\ & 14,178 \\ & 13,809 \\ & 33,346 \\ & 13,173 \end{aligned}$ | $\begin{aligned} & 12,435 \\ & 12,429 \\ & 12,215 \\ & 11,850 \\ & 11,791 \end{aligned}$ | 0.9 0.9 -0.1 -1.7 -3.0 -0.5 |
| $\begin{array}{r} 2013-14 \\ 2014-15 \\ 2015-16 \\ 2016-17 \\ \hline \end{array}$ | $\begin{aligned} & 13,174 \\ & 13,668 \\ & 14,171 \\ & 14,778 \end{aligned}$ | $\begin{aligned} & 11,819 \\ & 12,24 \\ & 22,619 \\ & 13,094 \end{aligned}$ | $\begin{aligned} & 14,201 \\ & 14,626 \\ & 15,063 \\ & 15,424 \end{aligned}$ | $\begin{aligned} & 12,740 \\ & 13,081 \\ & 33,41 \\ & 13,667 \end{aligned}$ | $\begin{aligned} & 12,335 \\ & 12,96 \\ & 13,299 \\ & 13,834 \end{aligned}$ | $\begin{aligned} & 11,066 \\ & 11,44 \\ & 11,84 \\ & 12,258 \end{aligned}$ | $\begin{aligned} & 13,296 \\ & 13,693 \\ & 14,136 \\ & 14,439 \end{aligned}$ | $\begin{aligned} & 11,928 \\ & 12,247 \\ & 12,587 \\ & 12,794 \end{aligned}$ | 1.2 <br> 2.7 <br> 2.8 <br> 1.6 |

－Not available．
＇Data for 1919－20 to 1953－54 are based on school－year enrollment．
${ }^{2}$ Unadjusted（or＂current＂）dollars have not been adjusted to compensate for inflation． ${ }^{3}$ Constant dollars based on the Consumer Price Index，prepared by the Bureau of Labor Statistics，U．S．Department of Labor，adjusted to a school－year basis．
${ }^{4}$ Excludes＂Other current expenditures，＂such as community services，private schoo programs，adult education，and other programs not allocable to expenditures per student at public schools．
${ }^{5}$ Estimated．
NOTE：Beginning in 1980－81，state administration expenditures are excluded from both ＂total＂and＂current＂expenditures．Current expenditures include instruction，support
services，food services，and enterprise operations．Total expenditures include current expenditures，capital outlay，and interest on debt．Beginning in 1988－89，extensive changes were made in the data collection procedures．Some data have been revised from previously published figures．
SOURCE：U．S．Department of Education，National Center for Education Statistics，Biennial Survey of Education in the United States，1919－20 through 1955－56；Statistics of State School Systems，1957－58 through 1969－70；Revenues and Expenditures for Public Elementary and Secondary Education，1970－71 through 1986－87；and Common Core of Data（CCD），＂National Public Education Financial Survey，＂1987－88 through 2016－17 （This table was prepared August 2019．）

| Function and subfunction | Expenditures per pupil in current dollars |  |  |  |  |  |  |  |  | Expenditures per pupil in constant 2018-19 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1990-91 | 2000-01 | 2006-07 | 2010-11 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 1990-91 | 2000-01 | 2006-07 | 2010-11 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Total expenditures | \$5,484 | \$8,572 | \$11,252 | \$12,054 | \$12,033 | \$12,335 | \$12,796 | \$13,299 | \$13,834 | \$10,371 | \$12,399 | \$13,960 | \$13,809 | \$13,173 | \$13,296 | \$13,693 | \$14,136 | \$14,439 |
| Current expenditures for public schools | 4,902 | 7,380 | 9,679 | 10,663 | 10,771 | 11,066 | 11,445 | 11,842 | 12,258 | 9,271 | 10,675 | 12,009 | 12,215 | 11,791 | 11,928 | 12,247 | 12,587 | 12,794 |
| Salaries | 3,220 ${ }^{2}$ | 4,752 | 5,849 | 6,300 | 6,265 | 6,372 | 6,530 | 6,748 | 6,927 | 6,090 ${ }^{2}$ | 6,874 | 7,257 | 7,217 | 6,858 | 6,868 | 6,987 | 7,173 | 7,230 |
| Employee benefits | 824 ${ }^{2}$ | 1,228 | 1,935 | 2,260 | 2,372 | 2,472 | 2,603 | 2,717 | 2,878 | 1,558 ${ }^{2}$ | 1,777 | 2,400 | 2,589 | 2,596 | 2,665 | 2,786 | 2,888 | 3,004 |
| Purchased services | $397{ }^{2}$ | 673 | 939 | 1,082 | 1,121 | 1,163 | 1,216 | 1,283 | 1,325 | $752^{2}$ | 974 | 1,165 | 1,239 | 1,228 | 1,254 | 1,301 | 1,363 | 1,382 |
| Tuition | $29^{2}$ | 52 | 80 | 101 | 102 | 106 | 111 | 114 | 121 | $55^{2}$ | 75 | 100 | 116 | 112 | 114 | 119 | 121 | 127 |
| Supplies | $359{ }^{2}$ | 599 | 779 | 817 | 817 | 858 | 871 | 869 | 886 | $679^{2}$ | 866 | 967 | 936 | 895 | 924 | 932 | 924 | 925 |
| Other | $72^{2}$ | 76 | 97 | 103 | 93 | 95 | 114 | 111 | 120 | $136{ }^{2}$ | 110 | 120 | 118 | 102 | 103 | 122 | 118 | 125 |
| Instruction | 2,965 | 4,541 | 5,901 | 6,522 | 6,547 | 6,726 | 6,951 | 7,212 | 7,445 | 5,608 | 6,568 | 7,321 | 7,471 | 7,167 | 7,250 | 7,439 | 7,666 | 7,771 |
| Salaries | 2,202 | 3,273 | 3,997 | 4,307 | 4,273 | 4,344 | 4,437 | 4,578 | 4,688 | 4,164 | 4,735 | 4,959 | 4,934 | 4,678 | 4,682 | 4,748 | 4,866 | 4,893 |
| Employee benefits | 542 | 837 | 1,302 | 1,522 | 1,598 | 1,678 | 1,767 | 1,843 | 1,946 | 1,025 | 1,211 | 1,616 | 1,743 | 1,750 | 1,809 | 1,891 | 1,959 | 2,032 |
| Purchased services | 66 | 136 | 223 | 297 | 297 | 303 | 329 | 358 | 366 | 125 | 197 | 277 | 340 | 325 | 327 | 352 | 381 | 382 |
| Tuition | 29 | 52 | 80 | 101 | 102 | 106 | 111 | 114 | 121 | 55 | 75 | 100 | 116 | 112 | 114 | 119 | 121 | 127 |
| Supplies | 111 | 220 | 271 | 266 | 250 | 267 | 280 | 290 | 295 | 210 | 318 | 336 | 304 | 273 | 288 | 299 | 308 | 308 |
| Textbooks | - | - | - | 47 | 43 | 46 | 49 | 50 | 52 | - | - | - | 54 | 47 | 50 | 52 | 54 | 54 |
| Other | 15 | 22 | 27 | 30 | 27 | 28 | 27 | 28 | 29 | 29 | 32 | 33 | 34 | 30 | 30 | 29 | 30 | 30 |
| Student support ${ }^{3}$ | 217 | 366 | 512 | 594 | 601 | 615 | 644 | 676 | 712 | 410 | 530 | 635 | 680 | 658 | 663 | 689 | 718 | 743 |
| Salaries | 159 | 262 | 342 | 392 | 389 | 396 | 411 | 429 | 446 | 301 | 379 | 425 | 449 | 425 | 427 | 440 | 456 | 466 |
| Employee benefits | 40 | 64 | 109 | 132 | 142 | 146 | 157 | 166 | 181 | 76 | 93 | 135 | 151 | 155 | 158 | 168 | 177 | 189 |
| Purchased services | 11 | 28 | 43 | 52 | 56 | 57 | 60 | 64 | 67 | 21 | 41 | 54 | 60 | 61 | 61 | 64 | 68 | 70 |
| Supplies | 5 | 9 | 11 | 11 | 11 | 11 | 12 | 12 | 13 | 9 | 13 | 13 | 12 | 12 | 12 | 13 | 13 | 13 |
| Other | 1 | 3 | 7 | 7 | 4 | 4 | 4 | , | 4 | 2 | 5 | 8 | 8 | 4 | 4 | 4 | 5 | 5 |
| Instructional staff services ${ }^{4}$ | 205 | 337 | 470 | 503 | 501 | 507 | 536 | 556 | 577 | 389 | 488 | 583 | 577 | 549 | 546 | 574 | 591 | 603 |
| Salaries | 135 | 207 | 279 | 293 | 291 | 294 | 308 | 319 | 331 | 255 | 300 | 346 | 336 | 319 | 316 | 330 | 340 | 345 |
| Employee benefits | 34 | 50 | 86 | 100 | 102 | 105 | 112 | 117 | 126 | 65 | 72 | 106 | 114 | 112 | 113 | 120 | 125 | 131 |
| Purchased services | 15 | 42 | 62 | 70 | 70 | 69 | 73 | 78 | 79 | 29 | 61 | 77 | 80 | 77 | 74 | 78 | 83 | 82 |
| Supplies | 19 | 33 | 38 | 37 | 33 | 36 | 39 | 37 | 38 | 36 | 48 | 48 | 42 | 37 | 39 | 42 | 40 | 40 |
| Other | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 6 | 5 | 5 | 5 | 4 | 5 | 5 | 4 |
| General administration | 141 | 151 | 190 | 212 | 218 | 222 | 229 | 239 | 244 | 266 | 218 | 235 | 243 | 238 | 240 | 246 | 254 | 254 |
| Salaries | 63 | 71 | 82 | 89 | 90 | 92 | 94 | 97 | 100 | 119 | 103 | 101 | 102 | 98 | 100 | 101 | 103 | 105 |
| Employee benefits | 19 | 21 | 32 | 38 | 39 | 38 | 41 | 41 | 44 | 36 | 31 | 39 | 43 | 43 | 41 | 43 | 44 | 46 |
| Purchased services | 36 | 44 | 59 | 65 | 69 | 72 | 74 | 80 | 77 | 68 | 64 | 73 | 75 | 76 | 77 | 80 | 85 | 81 |
| Supplies | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 8 | 6 | 6 | 5 | 5 | 5 | 5 | 6 | 6 |
| Other | 18 | 10 | 13 | 16 | 14 | 15 | 15 | 15 | 16 | 35 | 14 | 16 | 18 | 16 | 16 | 16 | 16 | 17 |
| School administration | 284 | 415 | 546 | 580 | 593 | 608 | 632 | 659 | 684 | 537 | 600 | 677 | 664 | 650 | 656 | 677 | 701 | 714 |
| Salaries | 217 | 314 | 390 | 408 | 414 | 423 | 436 | 452 | 466 | 410 | 454 | 484 | 468 | 453 | 455 | 467 | 481 | 486 |
| Employee benefits | 55 | 78 | 124 | 141 | 149 | 154 | 163 | 171 | 183 | 104 | 113 | 153 | 162 | 163 | 166 | 174 | 182 | 191 |
| Purchased services | 6 | 13 | 19 | 19 | 19 | 19 | 21 | 23 | 23 | 11 | 19 | 24 | 22 | 21 | 21 | 23 | 24 | 24 |
| Supplies | 5 | 8 | 10 | 9 | 9 | 9 | 9 | 9 | 10 | 9 | 11 | 12 | 10 | 10 | 9 | 9 | 10 | 10 |
| Other | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | , | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 |
| Operation and maintenance | 517 | 721 | 951 | 1,015 | 1,019 | 1,061 | 1,078 | 1,093 | 1,137 | 977 | 1,043 | 1,179 | 1,163 | 1,115 | 1,143 | 1,154 | 1,162 | 1,187 |
| Salaries | 215 | 285 | 342 | 356 | 351 | 357 | 362 | 372 | 382 | 406 | 413 | 424 | 408 | 384 | 385 | 388 | 396 | 399 |
| Employee benefits | 64 | 80 | 127 | 146 | 150 | 154 | 160 | 165 | 174 | 121 | 116 | 158 | 167 | 164 | 166 | 171 | 175 | 182 |
| Purchased services | 139 | 204 | 257 | 270 | 282 | 300 | 309 | 316 | 334 | 263 | 295 | 319 | 309 | 308 | 324 | 330 | 336 | 349 |
| Supplies | 91 | 146 | 216 | 235 | 228 | 241 | 240 | 233 | 239 | 173 | 211 | 268 | 270 | 250 | 260 | 256 | 248 | 250 |
| Other | 8 | 6 | 8 | 9 | 7 | 8 | 8 | 8 | 8 | 15 | 9 | 10 | 10 | 8 | 9 | 9 | 8 | 8 |

Table 236.60. Total and current expenditures per pupil in fall enrollment in public elementary and secondary schools, by function and subfunction: Selected years, 1990-91 through 2016-17-Continued

| Function and subfunction | Expenditures per pupil in current dollars |  |  |  |  |  |  |  |  | Expenditures per pupil in constant 2018-19 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1990-91 | 2000-01 | 2006-07 | 2010-11 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 1990-91 | 2000-01 | 2006-07 | 2010-11 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Student transportation | 211 | 298 | 406 | 452 | 467 | 477 | 477 | 483 | 502 | 398 | 431 | 503 | 518 | 511 | 514 | 510 | 514 | 524 |
| Salaries | 80 | 115 | 144 | 152 | 151 | 154 | 157 | 163 | 169 | 151 | 166 | 178 | 174 | 166 | 166 | 168 | 173 | 176 |
| Employee benefits | 22 | 34 | 55 | 63 | 65 | 66 | 68 | 72 | 75 | 41 | 49 | 68 | 72 | 72 | 71 | 73 | 76 | 79 |
| Purchased services | 81 | 122 | 164 | 185 | 193 | 198 | 200 | 206 | 214 | 153 | 177 | 204 | 212 | 211 | 214 | 214 | 219 | 224 |
| Supplies | 23 | 25 | 39 | 48 | 53 | 54 | 47 | 37 | 39 | 44 | 36 | 49 | 55 | 58 | 58 | 50 | 40 | 40 |
| Other | 5 | 3 | 3 | 4 | 5 | 5 | 5 | 5 | 5 | 9 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 |
| Other support services ${ }^{5}$ | 136 | 242 | 315 | 349 | 363 | 381 | 415 | 429 | 455 | 256 | 351 | 391 | 400 | 397 | 410 | 445 | 456 | 475 |
| Salaries | 70 | 117 | 145 | 165 | 167 | 172 | 181 | 190 | 196 | 133 | 169 | 180 | 189 | 183 | 186 | 194 | 202 | 204 |
| Employee benefits | 24 | 34 | 54 | 67 | 70 | 74 | 78 | 81 | 85 | 45 | 49 | 67 | 76 | 77 | 80 | 83 | 86 | 89 |
| Purchased services | 19 | 59 | 74 | 78 | 87 | 93 | 97 | 102 | 108 | 37 | 85 | 92 | 90 | 95 | 101 | 103 | 108 | 112 |
| Supplies | 7 | 13 | 18 | 18 | 19 | 22 | 23 | 25 | 26 | 14 | 19 | 22 | 20 | 21 | 24 | 25 | 26 | 28 |
| Other | 15 | 19 | 24 | 21 | 19 | 19 | 37 | 32 | 40 | 28 | 28 | 30 | 25 | 21 | 21 | 39 | 34 | 41 |
| Food services | 205 | 293 | 368 | 412 | 439 | 447 | 459 | 470 | 477 | 387 | 423 | 457 | 472 | 481 | 481 | 491 | 499 | 498 |
| Salaries | - | 105 | 124 | 131 | 133 | 134 | 137 | 141 | 143 | - | 152 | 153 | 150 | 145 | 144 | 146 | 150 | 149 |
| Employee benefits | - | 29 | 44 | 50 | 52 | 55 | 56 | 58 | 60 | - | 42 | 55 | 58 | 57 | 59 | 60 | 62 | 63 |
| Purchased services | - | 20 | 32 | 42 | 46 | 47 | 49 | 51 | 53 | - | 28 | 39 | 48 | 50 | 50 | 52 | 54 | 55 |
| Supplies | - | 136 | 165 | 184 | 203 | 207 | 211 | 214 | 215 | - | 197 | 205 | 211 | 223 | 223 | 226 | 227 | 224 |
| Other | - | 3 | 4 | 5 | 5 | 5 | 6 | 6 | 6 | - | 4 | 5 | 6 | 5 | 5 | 6 | 6 | 6 |
| Enterprise operations ${ }^{6}$ | 23 | 16 | 22 | 22 | 22 | 23 | 22 | 24 | 25 | 43 | 24 | 27 | 26 | 24 | 25 | 24 | 25 | 26 |
| Salaries | - | 3 | 5 | 7 | 6 | 6 | 6 | 7 | 7 | - | 4 | 6 | 8 | 7 | 7 | 7 | 7 | 7 |
| Employee benefits | - | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | - | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 |
| Purchased services | - | 4 | 5 | 3 | 4 | 4 | 4 | 4 | 4 | - | 6 | 6 | 4 | 4 | 4 | 4 | 4 | 4 |
| Supplies | - | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 7 | - | 7 | 8 | 7 | 7 | 7 | 6 | 7 | 7 |
| Other | - | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | - | 6 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Capital outlay ${ }^{7}$ | 477 | 976 | 1,274 | 1,029 | 916 | 926 | 1,004 | 1,109 | 1,213 | 902 | 1,412 | 1,581 | 1,179 | 1,003 | 998 | 1,074 | 1,179 | 1,266 |
| Interest on school debt | 105 | 215 | 299 | 363 | 347 | 343 | 348 | 348 | 363 | 198 | 312 | 371 | 415 | 380 | 370 | 372 | 369 | 379 |

-Not available.
Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of abor, adjusted to a school-year basis
Includes estimated data for subfunctions of food services and enterprise operations.
Includes expenditures for curriculum development, staff training, libraries, and media and computer centers.
${ }^{5}$ Includes business support services concerned with paying, transporting, exchanging, and maintaining goods and services for local education agencies; central support services, including planning, research, evaluation, information, staff, and data processing services; and other support services.
${ }^{\top}$ Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time), ${ }^{7}$ Includes expenditures for property and for buildings and alterations completed by school district staff or contractors. NOTE: Excludes expenditures for state education agencies. Detail may not sum to totals because of rounding. Some data ave bee. revised from previously published figures. Public Education Financial Survey," 1990-91 through 2016-17. (This table was prepared August 2019.)
DIGEST OF EDUCATION STATISTICS 2019

| State or jurisdiction | Unadjusted dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1969-70 | 1979-80 | 1989-90 | 1999-2000 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| United States | \$751 | \$2,088 | \$4,643 | \$6,912 | \$9,679 | \$10,298 | \$10,540 | \$10,636 | \$10,663 | \$10,648 | \$10,771 | \$11,066 | \$11,445 | \$11,842 | \$12,258 |
| Alabama | 512 | 1,520 | 3,144 | 5,638 | 8,398 | 9,197 | 8,964 | 8,907 | 8,726 | 8,577 | 8,773 | 9,036 | 9,146 | 9,258 | 9,528 |
| Alaska | 1,059 | 4,267 | 7,577 | 8,806 | 12,324 | 14,641 | 15,363 | 15,829 | 16,663 | 17,475 | 18,217 | 18,466 | 20,191 | 17,510 | 17,838 |
| Arizona | 674 | 1,865 | 3,717 | 5,030 | 7,316 | 7,727 | 8,022 | 7,870 | 7,782 | 7,383 | 7,495 | 7,427 | 7,590 | 7,772 | 8,053 |
| Arkansas | 511 | 1,472 | 3,229 | 5,277 | 8,391 | 8,677 | 8,854 | 9,281 | 9,496 | 9,536 | 9,538 | 9,752 | 9,805 | 9,900 | 10,004 |
| California | 833 | 2,227 | 4,502 | 6,314 | 8,952 | 9,706 | 9,503 | 9,300 | 9,146 | 9,220 | 9,258 | 9,671 | 10,449 | 11,420 | 12,151 |
| Colorado | 686 | 2,258 | 4,357 | 6,215 | 8,286 | 9,152 | 8,782 | 8,926 | 8,786 | 8,594 | 8,693 | 9,036 | 9,292 | 9,619 | 9,849 |
| Connecticut | 911 | 2,167 | 7,463 | 9,753 | 13,659 | 14,610 | 15,353 | 15,698 | 16,224 | 16,855 | 17,321 | 18,401 | 19,020 | 19,615 | 19,929 |
| Delaware | 833 | 2,587 | 5,326 | 8,310 | 11,760 | 12,153 | 12,109 | 12,222 | 12,467 | 13,580 | 13,653 | 13,793 | 13,882 | 14,397 | 14,892 |
| District of Columbia | 947 | 2,811 | 7,872 | 10,107 | 15,511 | 16,353 | 19,698 | 20,910 | 20,793 | 19,847 | 20,451 | 20,537 | 20,610 | 21,161 | 22,561 |
| Florida | 683 | 1,834 | 4,597 | 5,831 | 8,567 | 9,084 | 8,867 | 8,863 | 9,030 | 8,520 | 8,623 | 8,955 | 9,113 | 9,176 | 9,374 |
| Georgia | 539 | 1,491 | 4,000 | 6,437 | 9,102 | 9,718 | 9,649 | 9,432 | 9,259 | 9,272 | 9,121 | 9,236 | 9,476 | 9,835 | 10,274 |
| Hawaii | 792 | 2,086 | 4,130 | 6,530 | 11,316 | 11,800 | 12,400 | 11,855 | 11,924 | 11,973 | 11,790 | 12,400 | 12,855 | 13,748 | 14,322 |
| Idaho | 573 | 1,548 | 2,921 | 5,315 | 6,648 | 6,951 | 7,118 | 7,100 | 6,821 | 6,626 | 6,761 | 6,577 | 6,929 | 7,211 | 7,554 |
| Illinois | 816 | 2,241 | 4,521 | 7,133 | 9,596 | 10,353 | 11,097 | 11,739 | 11,742 | 12,011 | 12,443 | 13,213 | 13,935 | 14,327 | 15,517 |
| Indiana | 661 | 1,708 | 4,270 | 7,192 | 9,080 | 8,867 | 9,254 | 9,479 | 9,251 | 9,588 | 9,421 | 9,396 | 9,529 | 9,688 | 9,823 |
| lowa | 798 | 2,164 | 4,190 | 6,564 | 8,791 | 9,520 | 9,704 | 9,748 | 9,795 | 10,027 | 10,291 | 10,647 | 10,938 | 11,148 | 11,456 |
| Kansas | 699 | 1,963 | 4,290 | 6,294 | 9,243 | 9,894 | 10,204 | 9,972 | 9,802 | 10,021 | 10,011 | 10,240 | 10,329 | 10,216 | 10,428 |
| Kentucky | 502 | 1,557 | 3,384 | 5,921 | 7,941 | 8,740 | 8,786 | 8,957 | 9,228 | 9,327 | 9,274 | 9,411 | 9,560 | 9,831 | 10,083 |
| Louisiana | 589 | 1,629 | 3,625 | 5,804 | 8,937 | 10,006 | 10,625 | 10,701 | 10,799 | 10,726 | 10,539 | 10,853 | 11,106 | 11,169 | 11,379 |
| Maine | 649 | 1,692 | 4,903 | 7,667 | 11,644 | 11,761 | 12,183 | 12,525 | 12,576 | 12,335 | 12,694 | 13,267 | 13,976 | 14,202 | 14,633 |
| Maryland | 809 | 2,293 | 5,573 | 7,731 | 11,989 | 13,257 | 13,737 | 14,007 | 13,946 | 13,875 | 14,086 | 14,217 | 14,431 | 14,523 | 14,933 |
| Massachusetts | 791 | 2,548 | 5,766 | 8,816 | 12,784 | 13,690 | 14,534 | 13,956 | 14,612 | 14,844 | 15,321 | 15,886 | 16,450 | 16,986 | 17,718 |
| Michigan | 841 | 2,495 | 5,090 | 8,110 | 9,876 | 10,075 | 10,373 | 10,447 | 10,577 | 10,477 | 10,515 | 10,649 | 10,956 | 11,051 | 11,256 |
| Minnesota | 855 | 2,296 | 4,698 | 7,190 | 9,589 | 10,060 | 10,983 | 10,665 | 10,674 | 10,781 | 11,065 | 11,427 | 11,924 | 12,364 | 12,635 |
| Mississippi | 457 | 1,568 | 2,934 | 5,014 | 7,459 | 7,890 | 8,064 | 8,104 | 7,926 | 8,097 | 8,117 | 8,265 | 8,445 | 8,692 | 8,755 |
| Missouri | 596 | 1,724 | 4,071 | 6,187 | 8,848 | 9,532 | 9,617 | 9,721 | 9,461 | 9,514 | 9,702 | 9,938 | 10,231 | 10,385 | 10,684 |
| Montana | 728 | 2,264 | 4,240 | 6,314 | 9,191 | 9,786 | 10,120 | 10,565 | 10,719 | 10,569 | 10,662 | 10,941 | 11,078 | 11,374 | 11,538 |
| Nebraska | 700 | 2,025 | 4,553 | 6,683 | 10,068 | 10,565 | 10,846 | 11,339 | 11,704 | 11,492 | 11,743 | 11,877 | 12,174 | 12,379 | 12,662 |
| Nevada | 706 | 1,908 | 3,816 | 5,760 | 7,796 | 8,187 | 8,321 | 8,376 | 8,411 | 8,130 | 8,026 | 8,275 | 8,451 | 8,753 | 9,120 |
| New Hampshire | 666 | 1,732 | 4,786 | 6,860 | 11,036 | 11,951 | 12,583 | 13,072 | 13,548 | 13,774 | 14,050 | 14,601 | 14,969 | 15,535 | 15,958 |
| New Jersey | 924 | 2,825 | 7,546 | 10,337 | 16,163 | 17,620 | 16,973 | 17,379 | 16,855 | 17,982 | 18,523 | 18,780 | 18,559 | 19,041 | 19,585 |
| New Mexico | 665 | 1,870 | 3,446 | 5,825 | 8,849 | 9,291 | 9,648 | 9,621 | 9,250 | 9,013 | 9,164 | 9,403 | 9,724 | 9,959 | 9,949 |
| New York | 1,194 | 2,950 | 7,051 | 9,846 | 15,546 | 16,794 | 17,746 | 18,167 | 18,857 | 19,396 | 19,529 | 20,156 | 20,744 | 22,231 | 22,861 |
| North Carolina | 570 | 1,635 | 4,018 | 6,045 | 7,878 | 7,798 | 8,463 | 8,225 | 8,267 | 8,160 | 8,342 | 8,287 | 8,529 | 8,717 | 8,995 |
| North Dakota | 662 | 1,941 | 3,899 | 5,667 | 8,671 | 9,324 | 9,802 | 10,519 | 10,898 | 11,246 | 11,615 | 12,383 | 12,884 | 13,358 | 13,767 |
| Ohio | 677 | 1,894 | 4,531 | 7,065 | 9,937 | 10,340 | 10,669 | 11,224 | 11,395 | 11,323 | 11,276 | 11,434 | 11,730 | 11,933 | 12,569 |
| Oklahoma | 554 | 1,810 | 3,293 | 5,395 | 7,430 | 7,683 | 7,878 | 7,929 | 7,631 | 7,763 | 7,914 | 7,995 | 8,075 | 8,091 | 7,921 |
| Oregon | 843 | 2,412 | 4,864 | 7,149 | 8,958 | 9,565 | 9,611 | 9,268 | 9,516 | 9,485 | 9,572 | 9,959 | 10,457 | 10,823 | 11,252 |
| Pennsylvania | 815 | 2,328 | 5,737 | 7,772 | 10,905 | 11,741 | 12,299 | 12,729 | 13,096 | 13,091 | 13,445 | 13,824 | 14,405 | 15,165 | 15,782 |
| Rhode Island | 807 | 2,340 | 5,908 | 8,904 | 13,453 | 14,459 | 14,719 | 14,723 | 14,948 | 15,172 | 14,889 | 15,372 | 15,797 | 16,082 | 16,620 |
| South Carolina | 567 | 1,597 | 3,769 | 6,130 | 8,507 | 9,060 | 9,228 | 9,080 | 8,908 | 9,102 | 9,444 | 9,608 | 9,831 | 10,120 | 10,419 |
| South Dakota | 656 | 1,781 | 3,511 | 5,632 | 8,064 | 8,535 | 8,543 | 9,020 | 8,931 | 8,593 | 8,630 | 9,036 | 9,103 | 9,335 | 10,117 |
| Tennessee | 531 | 1,523 | 3,405 | 5,383 | 7,129 | 7,820 | 7,992 | 8,117 | 8,330 | 8,348 | 8,588 | 8,662 | 8,776 | 8,876 | 9,246 |
| Texas | 551 | 1,740 | 3,835 | 6,288 | 7,850 | 8,350 | 8,562 | 8,788 | 8,685 | 8,213 | 8,285 | 8,602 | 9,081 | 9,352 | 9,520 |
| Utah | 595 | 1,556 | 2,577 | 4,378 | 5,709 | 5,978 | 6,612 | 6,452 | 6,440 | 6,312 | 6,432 | 6,546 | 6,751 | 7,006 | 7,206 |
| Vermont | 790 | 1,930 | 5,770 | 8,323 | 13,629 | 14,421 | 15,096 | 15,666 | 14,707 | 16,651 | 17,286 | 18,066 | 18,769 | 19,023 | 19,480 |
| Virginia | 654 | 1,824 | 4,690 | 6,841 | 10,214 | 10,664 | 10,928 | 10,594 | 10,363 | 10,656 | 10,960 | 10,955 | 11,235 | 11,435 | 11,885 |
| Washington | 853 | 2,387 | 4,382 | 6,376 | 8,524 | 9,058 | 9,585 | 9,497 | 9,619 | 9,604 | 9,714 | 10,305 | 10,684 | 11,484 | 11,971 |
| West Virginia | 621 | 1,749 | 4,020 | 7,152 | 9,727 | 10,059 | 10,606 | 11,774 | 11,978 | 11,579 | 11,264 | 11,371 | 11,512 | 11,424 | 11,745 |
| Wisconsin | 793 | 2,225 | 5,020 | 7,806 | 10,372 | 10,791 | 11,183 | 11,507 | 11,947 | 11,233 | 11,186 | 11,345 | 11,538 | 11,664 | 11,962 |
| Wyoming | 805 | 2,369 | 5,239 | 7,425 | 13,266 | 13,856 | 14,628 | 15,232 | 15,815 | 15,988 | 15,815 | 15,903 | 16,047 | 16,431 | 16,513 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa |  | - | 1,781 | 2,739 | 3,481 | - | - |  |  |  |  |  |  |  |  |
| Guam Northern Marianas | 766 | - | 3,817 3,356 |  |  |  |  |  | 8,443 | 9,300 | 8,949 | 8,585 | 9,431 | 9,692 | 9,700 |
| Northern Marianas Puerto Rico | 二 | - | 1,605 | 5,120 3,404 | 4,707 6,006 | 6,535 | 5,753 6,955 | 7,021 | 7,429 | 7,403 | 5,733 8,460 | 8,8281 | 7,902 | 7,821 | 7,639 |
| U.S. Virgin Islands | - | - | 6,043 | 6,478 | 9,669 | 12,358 | 12,768 | 14,215 | 13,226 | 11,669 | 10,661 | 11,705 | 11,141 | 11,631 | 13,000 |

See notes at end of table.

Table 236.65. Current expenditure per pupil in fall enrollment in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969-70 through 2016-17-Continued

-Not available.
Unadjusted (or "current") dollars have not been adjusted to compensate for inflation.
based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department
of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state.

NOTE: Current expenditures include instruction, support services, food services, and enterprise operations. Expenditures for state administration are excluded in all years except 1969-70 and 1979-80. Beginning in 1989-90, extensive changes Were made in the data collection procedures. Some data have been revised from previously published figures. Revenues and Expenditures for Public Elementary and Secondary Schools, 1979-80; and Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through through 2016-17. (This and Common Core of Data (arepared August 2019),

Table 236.70. Current expenditure per pupil in average daily attendance in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969-70 through 2016-17

| State or jurisdiction | Unadjusted dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1969-70 | 1979-80 | 1989-90 | 1999-2000 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| United States | \$816 | \$2,272 | \$4,980 | \$7,394 | \$10,336 | \$10,982 | \$11,239 | \$11,427 | \$11,433 | \$11,362 | \$11,509 | \$11,819 | \$12,224 | \$12,619 | \$13,094 |
| Alabama | 544 | 1,612 | 3,327 | 5,758 | 8,743 | 9,345 | 9,385 | 9,554 | 9,296 | 8,927 | 9,486 | 9,543 | 9,690 | 9,870 | 10,161 |
| Alaska | 1,123 | 4,728 | 8,431 | 9,668 | 13,508 | 16,002 | 16,822 | 17,350 | 18,352 | 19,134 | 19,982 | 20,254 | 22,161 | 19,242 | 19,550 |
| Arizona | 720 | 1,971 | 4,053 | 5,478 | 8,038 | 8,630 | 8,732 | 8,756 | 8,646 | 8,224 | 8,388 | 8,278 | 8,426 | 8,572 | 8,867 |
| Arkansas | 568 | 1,574 | 3,485 | 5,628 | 9,152 | 9,460 | 9,651 | 10,237 | 10,332 | 10,397 | 9,853 | 10,622 | 10,756 | 10,837 | 10,968 |
| California | 867 | 2,268 | 4,391 | 6,401 | 9,029 | 9,673 | 9,439 | 9,680 | 9,540 | 9,608 | 9,686 | 10,094 | 10,924 | 11,937 | 12,730 |
| Colorado | 738 | 2,421 | 4,720 | 6,702 | 9,110 | 9,977 | 9,611 | 9,747 | 9,709 | 9,415 | 9,572 | 9,924 | 10,349 | 10,619 | 10,946 |
| Connecticut | 951 | 2,420 | 7,837 | 10,122 | 14,143 | 15,063 | 15,840 | 16,133 | 16,932 | 17,472 | 17,859 | 19,029 | 19,731 | 20,380 | 20,731 |
| Delaware | 900 | 2,861 | 5,799 | 8,809 | 12,612 | 12,789 | 12,753 | 12,928 | 13,228 | 14,253 | 14,129 | 14,203 | 14,556 | 15,150 | 15,824 |
| District of Columbia | 1,018 | 3,259 | 8,955 | 11,935 | 18,285 | 20,807 | 19,766 | 21,283 | 21,304 | 20,399 | 20,333 | 21,629 | 21,362 | 22,340 | 23,632 |
| Florida | 732 | 1,889 | 4,997 | 6,383 | 9,055 | 9,711 | 9,452 | 9,363 | 9,394 | 8,825 | 8,925 | 9,189 | 9,295 | 9,337 | 9,571 |
| Georgia | 588 | 1,625 | 4,275 | 6,903 | 9,615 | 10,263 | 10,178 | 9,855 | 9,577 | 9,492 | 9,437 | 9,529 | 9,809 | 10,185 | 10,722 |
| Hawaii | 841 | 2,322 | 4,448 | 7,090 | 12,364 | 12,774 | 13,397 | 12,887 | 12,603 | 12,735 | 12,585 | 13,219 | 13,849 | 14,728 | 15,325 |
| Idaho | 603 | 1,659 | 3,078 | 5,644 | 7,074 | 7,402 | 7,567 | 7,481 | 7,155 | 7,041 | 7,273 | 7,215 | 7,409 | 7,642 | 8,024 |
| Illinois | 909 | 2,587 | 5,118 | 8,084 | 10,816 | 11,624 | 12,489 | 13,083 | 13,180 | 13,459 | 13,808 | 14,682 | 15,473 | 15,909 | 17,332 |
| Indiana | 728 | 1,882 | 4,606 | 7,652 | 9,727 | 9,569 | 9,946 | 10,160 | 9,924 | 10,220 | 10,037 | 10,078 | 10,202 | 10,368 | 10,472 |
| lowa | 844 | 2,326 | 4,453 | 6,925 | 8,789 | 9,128 | 10,482 | 10,524 | 10,565 | 10,748 | 10,915 | 11,359 | 11,698 | 11,846 | 12,167 |
| Kansas | 771 | 2,173 | 4,752 | 6,962 | 10,280 | 11,065 | 11,485 | 10,859 | 10,700 | 10,712 | 10,789 | 11,180 | 11,106 | 10,815 | 11,159 |
| Kentucky | 545 | 1,701 | 3,745 | 6,784 | 9,303 | 9,940 | 10,054 | 10,376 | 10,469 | 10,700 | 10,269 | 10,248 | 10,659 | 10,912 | 11,193 |
| Louisiana | 648 | 1,792 | 3,903 | 6,256 | 9,650 | 10,797 | 11,410 | 11,492 | 11,500 | 11,352 | 11,118 | 11,415 | 11,697 | 11,775 | 12,051 |
| Maine | 692 | 1,824 | 5,373 | 8,247 | 12,628 | 13,177 | 13,558 | 14,090 | 14,406 | 14,000 | 14,347 | 14,926 | 15,839 | 16,060 | 16,103 |
| Maryland | 918 | 2,598 | 6,275 | 8,273 | 12,836 | 14,122 | 14,612 | 14,937 | 14,876 | 14,746 | 15,010 | 15,109 | 15,403 | 15,478 | 15,982 |
| Massachusetts | 859 | 2,819 | 6,237 | 9,375 | 13,263 | 14,373 | 15,249 | 14,632 | 15,334 | 15,607 | 16,111 | 16,646 | 17,311 | 18,026 | 18,853 |
| Michigan | 904 | 2,640 | 5,546 | 8,886 | 10,932 | 11,155 | 11,493 | 11,661 | 11,560 | 11,462 | 11,495 | 11,678 | 12,048 | 12,243 | 12,448 |
| Minnesota | 904 | 2,387 | 4,971 | 7,499 | 10,185 | 10,663 | 11,602 | 11,366 | 11,368 | 11,424 | 11,754 | 12,140 | 12,707 | 13,169 | 13,496 |
| Mississippi | 501 | 1,664 | 3,094 | 5,356 | 7,988 | 8,448 | 8,610 | 8,670 | 8,436 | 8,623 | 8,685 | 8,926 | 9,129 | 9,380 | 9,467 |
| Missouri | 709 | 1,936 | 4,507 | 6,764 | 9,266 | 10,007 | 10,341 | 10,468 | 10,348 | 10,370 | 10,555 | 10,764 | 11,079 | 11,233 | 11,527 |
| Montana | 782 | 2,476 | 4,736 | 6,990 | 10,244 | 10,541 | 10,881 | 11,463 | 11,599 | 11,290 | 11,493 | 11,840 | 11,999 | 12,379 | 12,489 |
| Nebraska | 736 | 2,150 | 4,842 | 7,360 | 10,711 | 11,217 | 11,457 | 11,920 | 12,324 | 12,114 | 12,374 | 12,502 | 12,825 | 13,700 | 14,062 |
| Nevada | 769 | 2,088 | 4,117 | 6,148 | 8,372 | 8,891 | 8,865 | 8,869 | 9,035 | 8,677 | 8,525 | 8,734 | 8,939 | 9,233 | 9,620 |
| New Hampshire | 723 | 1,916 | 5,304 | 7,082 | 11,347 | 12,280 | 12,912 | 13,424 | 13,964 | 14,215 | 14,463 | 15,013 | 15,380 | 15,934 | 16,360 |
| New Jersey | 1,016 | 3,191 | 8,139 | 10,903 | 16,650 | 18,174 | 17,466 | 18,060 | 17,654 | 18,197 | 19,020 | 19,282 | 19,296 | 20,055 | 20,735 |
| New Mexico | 707 | 2,034 | 3,515 | 5,835 | 8,876 | 9,377 | 9,727 | 9,716 | 9,356 | 9,069 | 9,230 | 9,546 | 9,891 | 9,954 | 9,978 |
| New York | 1,327 | 3,462 | 8,062 | 10,957 | 17,182 | 18,423 | 19,373 | 19,965 | 20,517 | 20,881 | 21,172 | 22,048 | 22,771 | 23,678 | 24,480 |
| North Carolina | 612 | 1,754 | 4,290 | 6,505 | 8,373 | 8,415 | 9,167 | 8,930 | 8,943 | 8,828 | 9,041 | 8,948 | 9,245 | 9,347 | 9,708 |
| North Dakota | 690 | 1,920 | 4,189 | 6,078 | 9,203 | 9,637 | 10,113 | 10,976 | 11,356 | 11,643 | 12,090 | 12,952 | 13,552 | 14,002 | 14,443 |
|  | 730 | 2,075 | 5,045 | 7,816 | 10,792 | 11,374 | 11,905 | 12,307 | 12,484 | 12,271 | 12,284 | 12,447 | 12,285 | 12,488 | 13,019 |
| Oklahoma | ${ }_{604}^{604}$ | 1,926 | 3,508 | 5,770 | 7,968 | 8,270 | 8,423 | 8,511 | 8,165 | 8,281 | 8,450 | 8,526 | 8,633 | 8,624 | 8,469 |
| Oregon | 925 | 2,692 | 5,474 | 8,129 | 9,762 | 10,487 | 10,673 | 10,476 | 10,497 | 10,386 | 10,370 | 10,739 | 11,356 | 11,856 | 12,320 |
| Pennsylvania | 882 | 2,535 | 6,228 | 8,380 | 11,995 | 12,493 | 12,989 | 13,678 | 14,072 | 13,973 | 14,378 | 14,789 | 15,405 | 15,997 | 16,828 |
| Rhode Island | 891 | 2,601 | 6,368 | 9,646 | 14,674 | 15,843 | 16,211 | 16,243 | 16,346 | 16,498 | 16,187 | 16,702 | 17,151 | 17,332 | 17,929 |
| South Carolina | 613 | 1,752 | 4,082 | 6,545 | 9,226 | 9,823 | 10,007 | 9,887 | 9,735 | 9,823 | 10,200 | 10,408 | 10,670 | 10,910 | 11,306 |
| South Dakota | 690 | 1,908 | 3,731 | 6,037 | 8,506 | 9,047 | 9,457 | 9,683 | 9,431 | 9,095 | 9,138 | 9,539 | 9,637 | 9,897 | 10,905 |
| Tennessee | 566 | 1,635 | 3,664 | 5,837 | 7,843 | 8,459 | 8,676 | 8,810 | 9,146 | 9,235 | 9,370 | 9,431 | 9,549 | 9,719 | 10,106 |
| Texas | 624 | 1,916 | 4,150 | 6,771 | 8,484 | 9,029 | 9,260 | 9,528 | 9,418 | 8,862 | 8,951 | 9,273 | 9,789 | 10,067 | 10,264 |
| Utah | 626 | 1,657 | 2,764 | 4,692 | 6,116 | 6,841 | 7,081 | 6,877 | 6,851 | 6,787 | 7,023 | 7,156 | 7,375 | 7,659 | 7,892 |
| Vermont | 807 | 1,997 | 6,227 | 8,799 | 14,219 | 15,089 | 16,073 | 16,586 | 16,661 | 17,575 | 18,372 | 19,032 | 19,793 |  |  |
| Virginia | 708 | 1,970 | 4,672 | 6,491 | 10,913 | 11,410 | 11,696 | 11,383 | 11,123 | 11,385 | 11,748 | 11,716 | 11,810 | 12,022 | 12,535 |
| Washington | 915 | 2,568 | 4,702 | 6,914 | 9,233 | 9,846 | 10,423 | 10,242 | 10,402 | 10,413 | 10,553 | 11,199 | 11,648 | 12,533 | 13,099 |
| West Virginia | 670 | 1,920 | 4,360 | 7,637 | 10,080 | 10,605 | 11,122 | 12,378 | 12,505 | 11,982 | 11,665 | 11,800 | 12,414 | 12,299 | 12,649 |
| Wisconsin | 883 | 2,477 | 5,524 | 8,299 | 10,813 | 11,370 | 11,773 | 12,194 | 12,515 | 11,750 | 11,768 | 11,963 | 12,227 | 12,312 | 12,716 |
| Wyoming | 856 | 2,527 | 5,577 | 7,944 | 14,219 | 14,936 | 15,658 | 16,535 | 17,126 | 17,228 | 17,135 | 17,165 | 17,445 | 17,796 | 17,950 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa |  | - | 1,908 | 2,807 | 3,909 | 4,309 | 4,468 | 4,881 | 4,877 | 5,154 | 4,870 | 5,504 | 5,120 | 5,235 | 5,817 |
| Guam | 820 | - | 4,234 |  | 7,450 | 8,084 | 8,264 | 8,393 | 9,280 | 10,112 | 9,431 | 9,914 | 10,120 | 9,983 | 9,939 |
| Northern Marianas |  | - | 3,007 | 5,720 | 5,356 | 5,162 | 6,397 | 6,284 | 8,495 | 7,068 | 6,381 | 6,548 | 6,921 | 8,127 | 9,529 |
| Puerto Ric0 U.S. Virgin Islands | - | 二 | 1,750 6,767 | 3,859 7238 | 6,152 10,548 | re,937 | 7,329 12,768 | -7,426 | 8,560 | 7,798 | 8,701 | 8,822 | 8,025 | 8,124 | 7,697 |
| U.S. Virgin Islands | - | - | 6,767 | 7,238 | 10,548 | 12,358 | 12,68 | 14,215 | 13,014 | 11,669 | 10,661 | 14,372 | 14,849 | 15,805 | 16,117 |

Table 236.70. Current expenditure per pupil in average daily attendance in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969-70 through 2016-17-Continued

| State or jurisdiction | Constant 2018-19 dollars ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1969-70 | 1979-80 | 1989-90 | 1999-2000 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| 1 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| United States | \$5,471 | \$7,411 | \$9,933 | \$11,061 | \$12,823 | \$13,138 | \$13,260 | \$13,353 | \$13,098 | \$12,645 | \$12,599 | \$12,740 | \$13,081 | \$13,413 | \$13,667 |
| Alabama <br> Alaska <br> Arizona <br> Arkansas <br> California | 3,647 7,526 4,828 3,806 5,814 | $\begin{array}{r} 5,258 \\ 15,423 \\ 6,430 \\ 5,136 \\ 7,398 \end{array}$ | $\begin{array}{r} 6,636 \\ 16,817 \\ 8,085 \\ 6,951 \\ 8,758 \end{array}$ | 8,615 14,464 8,96 8,49 9,575 | 10,847 16,759 9,972 11,355 11,202 | 11,179 19,144 10,325 11,38 11,572 | 11,073 19,847 10,303 11,38 11,137 | 11,164 20,274 10,232 11,962 11,312 | $\begin{array}{r} 10,649 \\ 21,023 \\ 9,904 \\ 11,835 \\ 10,929 \end{array}$ | 9,935 21,295 9,153 11,51 10,693 | $\begin{array}{r} 10,385 \\ 21,875 \\ 9,182 \\ 10,786 \\ 10,603 \end{array}$ | $\begin{array}{r} 10,286 \\ 21,832 \\ 81,923 \\ 11,450 \\ 10,880 \end{array}$ | $\begin{array}{r} 10,369 \\ 23,74 \\ 9,017 \\ 11,510 \\ 11,690 \end{array}$ | $\begin{array}{r} 10,491 \\ 20,453 \\ 9,111 \\ 11,519 \\ 12,688 \end{array}$ | $\begin{array}{r} 10,605 \\ 20,405 \\ 9,255 \\ 11,448 \\ 13,287 \end{array}$ |
| Colorado <br> Connecticut <br> Delaware <br> District of Columbia Florida | $\begin{aligned} & 4,947 \\ & 6,378 \\ & 6,035 \\ & 6,827 \\ & 4,910 \end{aligned}$ | $\begin{array}{r} 7,898 \\ 7,895 \\ 9,334 \\ 10,632 \\ 6,163 \end{array}$ | $\begin{array}{r} 9,415 \\ 15,632 \\ 11,566 \\ 17,862 \\ 9,968 \end{array}$ | 10,026 15,43 13,178 17,555 9,549 | 11,303 17,547 15,648 22,686 11,235 | 11,936 18,021 15,300 24,892 11,618 | 11,339 18,689 15,047 23,21 11,152 | 11,390 18,852 15,107 24,871 10,942 | $\begin{aligned} & 11,122 \\ & 19,96 \\ & 15,154 \\ & 24,05 \\ & 10,761 \end{aligned}$ | $\begin{array}{r} 10,479 \\ 19,446 \\ 15,863 \\ 2,73 \\ 9,822 \end{array}$ | $\begin{array}{r} 10,479 \\ 19,51 \\ 15,468 \\ 22,660 \\ 9,771 \end{array}$ | $\begin{array}{r} 10,697 \\ 20,511 \\ 15,309 \\ 23,14 \\ 9,905 \end{array}$ | $\begin{array}{r} 11,075 \\ 21,115 \\ 15,576 \\ 2,859 \\ 9,947 \end{array}$ | 11,287 21,62 16,104 23,746 9,925 | $\begin{array}{r} 11,424 \\ 21,637 \\ 16,516 \\ 24,665 \\ 9,989 \end{array}$ |
| Georgia <br> Hawaii <br> Idaho <br> Illinois <br> Indiana | 3,942 5,635 4,045 6,098 4,881 | 5,302 7,574 5,413 8,438 6,141 | $\begin{array}{r} 8,526 \\ 8,873 \\ 6,139 \\ 10,208 \\ 9,188 \end{array}$ | $\begin{array}{r} 10,328 \\ 10,607 \\ 8,444 \\ 12,094 \\ 11,448 \end{array}$ | $\begin{array}{r} 11,929 \\ 15,340 \\ 8,776 \\ 13,419 \\ 12,068 \end{array}$ | $\begin{array}{r} 12,278 \\ 15,282 \\ 8,856 \\ 13,906 \\ 11,448 \end{array}$ | $\begin{array}{r} 12,009 \\ 15,86 \\ 8,928 \\ 14,735 \\ 11,735 \end{array}$ | $\begin{array}{r} 11,516 \\ 15,059 \\ 8,742 \\ 15,289 \\ 11,873 \end{array}$ | $\begin{array}{r} 10,971 \\ 14,437 \\ 8,996 \\ 15,909 \\ 11,368 \end{array}$ | $\begin{array}{r} 10,564 \\ 14,74 \\ 7,837 \\ 14,980 \\ 11,375 \end{array}$ | $\begin{array}{r} 10,331 \\ 13,777 \\ 7,962 \\ 15,116 \\ 10,988 \end{array}$ | $\begin{array}{r} 10,271 \\ 14,49 \\ 7,777 \\ 15,825 \\ 10,863 \end{array}$ | $\begin{array}{r} 10,496 \\ 14,819 \\ 7,928 \\ 16,557 \\ 10,917 \end{array}$ | $\begin{array}{r} 10,826 \\ 15,654 \\ 8,523 \\ 16,910 \\ 11,021 \end{array}$ | $\begin{array}{r} 11,191 \\ 15,995 \\ 8,374 \\ 18,090 \\ 10,930 \end{array}$ |
| lowa <br> Kansas <br> Kentucky <br> Louisiana <br> Maine | 5,660 5,169 3,655 4,345 4,643 | 7,590 7,089 5,550 5,846 5,949 | 8,882 9,478 7,470 7,786 10,717 | $\begin{array}{r} 10,360 \\ 10,116 \\ 10,150 \\ 9,559 \\ 12,337 \end{array}$ | $\begin{aligned} & 10,904 \\ & 12,754 \\ & 11,542 \\ & 11,973 \\ & 15,667 \end{aligned}$ | $\begin{aligned} & 10,920 \\ & 13,238 \\ & 11,892 \\ & 12,917 \\ & 15,764 \end{aligned}$ | $\begin{aligned} & 12,367 \\ & 13,551 \\ & 11,862 \\ & 13,462 \\ & 15,997 \end{aligned}$ | $\begin{aligned} & 12,297 \\ & 12,689 \\ & 12,125 \\ & 13,429 \\ & 16,465 \end{aligned}$ | $\begin{aligned} & 12,103 \\ & 12,257 \\ & 11,993 \\ & 13,174 \\ & 16,502 \end{aligned}$ | $\begin{aligned} & 11,962 \\ & 11,922 \\ & 11,969 \\ & 12,634 \\ & 15,582 \end{aligned}$ | $\begin{aligned} & 11,949 \\ & 11,81 \\ & 11,242 \\ & 12,171 \\ & 15,706 \end{aligned}$ | $\begin{array}{r} 12,243 \\ 12,051 \\ 11,046 \\ 12,304 \\ 16,089 \end{array}$ | $\begin{aligned} & 12,518 \\ & 11,884 \\ & 11,406 \\ & 12,517 \\ & 16,949 \end{aligned}$ | $\begin{aligned} & 12,592 \\ & 11,496 \\ & 11,598 \\ & 12,516 \\ & 17,071 \end{aligned}$ | $\begin{aligned} & 12,699 \\ & 11,647 \\ & 11,683 \\ & 12,587 \\ & 16,807 \end{aligned}$ |
| Maryland <br> Massachusetts <br> Michigan <br> Minnesota <br> Mississippi | 6,157 5,760 6,061 6,058 3,358 | 8,475 9,198 8,614 7,787 5,428 | $\begin{array}{r} 12,517 \\ 12,41 \\ 11,063 \\ 9,914 \\ 6,171 \end{array}$ | $\begin{array}{r} 12,377 \\ 14,025 \\ 33,294 \\ 11,219 \\ 8,012 \end{array}$ | $\begin{array}{r} 15,925 \\ 16,455 \\ 13,563 \\ 12,636 \\ 9,910 \end{array}$ | $\begin{array}{r} 16,895 \\ 17,195 \\ 13,345 \\ 12,757 \\ 10,107 \end{array}$ | $\begin{array}{r} 17,240 \\ 17,992 \\ 13,560 \\ 13,689 \\ 10,158 \end{array}$ | $\begin{array}{r} 17,455 \\ 17,09 \\ 13,627 \\ 13,82 \\ 10,131 \end{array}$ | $\begin{array}{r} 17,041 \\ 17,566 \\ 13,243 \\ 13,23 \\ 9,664 \end{array}$ | $\begin{array}{r} 16,411 \\ 17,710 \\ 12,766 \\ 12,715 \\ 9,597 \end{array}$ | $\begin{array}{r} 16,432 \\ 17,637 \\ 22,584 \\ 12,868 \\ 9,508 \end{array}$ | $\begin{array}{r} 16,286 \\ 17,943 \\ 12,588 \\ 13,086 \\ 9,621 \end{array}$ | $\begin{array}{r} 16,483 \\ 18,524 \\ 12,893 \\ 13,597 \\ 9,769 \end{array}$ | $\begin{array}{r} 16,452 \\ 19,161 \\ 13,014 \\ 13,997 \\ 9,970 \end{array}$ | $\begin{array}{r} 16,681 \\ 19,678 \\ 12,993 \\ 14,087 \\ 9,881 \end{array}$ |
| Missouri <br> Montana <br> Nebraska Nevada New Hampshire | 4,751 5,242 4,937 5,159 4,848 | 6,317 8,079 7,014 6,813 6,250 | 8,990 9,447 9,657 8,212 10,580 | $\begin{array}{r} 10,119 \\ 10,457 \\ 11,010 \\ 9,197 \\ 10,596 \end{array}$ | $\begin{aligned} & 11,496 \\ & 12,709 \\ & 13,289 \\ & 10,37 \\ & 14,078 \end{aligned}$ | $\begin{aligned} & 11,971 \\ & 12,610 \\ & 13,419 \\ & 10,663 \\ & 14,691 \end{aligned}$ | $\begin{aligned} & 12,201 \\ & 12,838 \\ & 13,517 \\ & 10,499 \\ & 15,235 \end{aligned}$ | $\begin{array}{r} 12,232 \\ 13,395 \\ 13,930 \\ 10,65 \\ 15,687 \end{array}$ | $\begin{array}{r} 11,854 \\ 3,287 \\ 14,818 \\ 10,350 \\ 15,996 \end{array}$ | $\begin{array}{r} 11,541 \\ 12,565 \\ 13,482 \\ 9,657 \\ 15,821 \end{array}$ | $\begin{array}{r} 11,555 \\ 12,581 \\ 13,546 \\ 9,332 \\ 15,834 \end{array}$ | $\begin{array}{r} 11,602 \\ 12,762 \\ 13,476 \\ 9,414 \\ 16,182 \end{array}$ | $\begin{array}{r} 11,856 \\ 12,840 \\ 13,724 \\ 9,566 \\ 16,458 \end{array}$ | $\begin{array}{r} 11,940 \\ 13,158 \\ 14,562 \\ 9,814 \\ 16,937 \end{array}$ | $\begin{aligned} & 12,031 \\ & 13,035 \\ & 14,677 \\ & 10,0,04 \\ & 17,076 \end{aligned}$ |
| New Jersey <br> New Mexico <br> New York <br> North Carolina <br> North Dakota | 6,813 4,740 8,895 4,105 4,623 | $\begin{array}{r} 10,411 \\ 6,635 \\ 11,295 \\ 5,723 \\ 6,265 \end{array}$ | $\begin{array}{r} 16,235 \\ 7,011 \\ 16,080 \\ 8,55 \\ 8,356 \end{array}$ | $\begin{array}{r} 16,311 \\ 8,729 \\ 16,392 \\ 9,732 \\ 9,093 \end{array}$ | $\begin{aligned} & 20,657 \\ & 11,012 \\ & 21,317 \\ & 10,389 \\ & 11,418 \end{aligned}$ | $\begin{aligned} & 21,742 \\ & 11,18 \\ & 22,040 \\ & 10,067 \\ & 11,529 \end{aligned}$ | $\begin{aligned} & 20,608 \\ & 11,47 \\ & 22,857 \\ & 10,16 \\ & 11,932 \end{aligned}$ | $\begin{aligned} & 21,104 \\ & 11,533 \\ & 23,331 \\ & 10,436 \\ & 12,826 \end{aligned}$ | $\begin{aligned} & 20,224 \\ & 10,778 \\ & 23,503 \\ & 10,245 \\ & 13,009 \end{aligned}$ | $\begin{array}{r} 20,253 \\ 10,093 \\ 23,240 \\ 9,826 \\ 12,959 \end{array}$ | $\begin{aligned} & 20,822 \\ & 10,105 \\ & 23,178 \\ & 9,898 \\ & 13,235 \end{aligned}$ | $\begin{array}{r} 20,784 \\ 10,290 \\ 23,766 \\ 9,645 \\ 13,960 \end{array}$ | $\begin{array}{r} 20,649 \\ 10,584 \\ 24,368 \\ 9,894 \\ 14,502 \end{array}$ | 21,317 10,581 25,168 9,936 14,883 | $\begin{aligned} & 21,642 \\ & 10,414 \\ & 25,551 \\ & 10,133 \\ & 15,075 \end{aligned}$ |
| Ohio <br> Oklahoma <br> Oregon <br> Pennsylvania <br> Rhode Island | 4,894 4,053 6,200 5,912 5,975 | 6,768 6,285 8,782 8,269 8,485 | $\begin{array}{r} 10,062 \\ 6,997 \\ 10,919 \\ 12,423 \\ 12,701 \end{array}$ | $\begin{array}{r} 11,694 \\ 8,632 \\ 82,161 \\ 12,537 \\ 14,431 \end{array}$ | $\begin{array}{r} 13,389 \\ 9,86 \\ 12,111 \\ 14,882 \\ 18,206 \end{array}$ | $\begin{array}{r} 13,607 \\ 9,84 \\ 12,546 \\ 14,496 \\ 18,953 \end{array}$ | $\begin{array}{r} 14,046 \\ 9,938 \\ 12,593 \\ 15,325 \\ 19,127 \end{array}$ | $\begin{array}{r} 14,381 \\ 9,964 \\ 12,241 \\ 15,984 \\ 18,981 \end{array}$ | $\begin{array}{r} 14,301 \\ 9,354 \\ 12,525 \\ 16,120 \\ 18,725 \end{array}$ | $\begin{array}{r} 13,657 \\ 9,17 \\ 11,599 \\ 15,551 \\ 18,361 \end{array}$ | $\begin{array}{r} 13,448 \\ 9,250 \\ 11,352 \\ 15,740 \\ 17,720 \end{array}$ | $\begin{array}{r} 13,416 \\ 9,910 \\ 11,576 \\ 15,941 \\ 18,002 \end{array}$ | $\begin{array}{r} 13,146 \\ 9,238 \\ 12,152 \\ 16,485 \\ 18,354 \end{array}$ | $\begin{array}{r} 13,273 \\ 9,167 \\ 12,602 \\ 17,004 \\ 18,422 \end{array}$ | $\begin{array}{r} 13,588 \\ 8,839 \\ 12,859 \\ 17,564 \\ 18,713 \end{array}$ |
| South Carolina <br> South Dakota <br> Tennessee <br> Texas <br> Utah | 4,107 4,625 3,795 4,185 4,199 | 5,716 6,224 5,335 6,250 5,405 | 8,142 7,442 7,308 8,279 5,513 | $\begin{array}{r} 9,792 \\ 9,031 \\ 8,733 \\ 10,130 \\ 7,020 \end{array}$ | $\begin{array}{r} 11,447 \\ 10,553 \\ 9,731 \\ 10,525 \\ 7,588 \end{array}$ | $\begin{array}{r} 11,752 \\ 10,823 \\ 10,119 \\ 10,80 \\ 8,184 \end{array}$ | $\begin{array}{r} 11,807 \\ 11,158 \\ 10,237 \\ 10,926 \\ 8,355 \end{array}$ | $\begin{array}{r} 11,553 \\ 11,35 \\ 10,295 \\ 11,34 \\ 8,036 \end{array}$ | $\begin{array}{r} 11,152 \\ 10,80 \\ 10,477 \\ 10,799 \\ 7,848 \end{array}$ | $\begin{array}{r} 10,932 \\ 10,123 \\ 10,278 \\ 9,863 \\ 7,554 \end{array}$ | $\begin{array}{r} 11,166 \\ 10,003 \\ 10,258 \\ 9,799 \\ 7,688 \end{array}$ | $\begin{array}{r} 11,219 \\ 10,282 \\ 10,166 \\ 9,995 \\ 7,714 \end{array}$ | $\begin{array}{r} 11,418 \\ 10,312 \\ 10,219 \\ 10,475 \\ 7,892 \end{array}$ | $\begin{array}{r} 11,596 \\ 10,520 \\ 10,330 \\ 10,700 \\ 8,141 \end{array}$ | 11,800 1,382 10,548 10,713 8,237 |
| Vermont <br> Virginia <br> Washington <br> West Virginia <br> Wisconsin <br> Wyoming | 5,412 4,746 6,137 4,492 5,918 5,739 | 6,515 6,427 8,378 6,265 8,080 8,243 | $\begin{array}{r} 12,420 \\ 9,318 \\ 9,379 \\ 8,698 \\ 11,018 \\ 11,125 \\ \hline \end{array}$ | $\begin{array}{r} 13,164 \\ 9,711 \\ 10,343 \\ 11,425 \\ 12,415 \\ 11,885 \\ \hline \end{array}$ | $\begin{array}{r} 17,641 \\ 3,39 \\ 11,456 \\ 12,50 \\ 13,415 \\ 17,641 \end{array}$ | $\begin{aligned} & 18,051 \\ & 13,651 \\ & 11,779 \\ & 22,687 \\ & 13,602 \\ & 17,869 \end{aligned}$ | $\begin{array}{r} 18,964 \\ 13,800 \\ 12,207 \\ 13,122 \\ 13,891 \\ 18,475 \\ \hline \end{array}$ | 19,382 13,301 11,968 14,465 14,250 19,322 | 19,086 12,742 11,917 14,25 14,337 19,619 | $\begin{array}{r} 19,560 \\ 12,671 \\ 11,589 \\ 3,335 \\ 13,, 77 \\ 19,174 \\ \hline \end{array}$ | $\begin{array}{r} 20,112 \\ 12,861 \\ 11,512 \\ 12,770 \\ 12,883 \\ 18,758 \\ \hline \end{array}$ | $\begin{aligned} & 20,515 \\ & 12,629 \\ & 12,071 \\ & 12,719 \\ & 12,895 \\ & 18,502 \end{aligned}$ | $\begin{aligned} & 21,181 \\ & 12,638 \\ & 12,464 \\ & 13,284 \\ & 13,084 \\ & 18,668 \end{aligned}$ | $\begin{array}{r} 21,467 \\ 12,778 \\ 13,31 \\ 3,073 \\ 13,087 \\ 18,916 \end{array}$ | 21,845 13,083 13,672 13,202 13,272 18,735 |
| Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands | 5, $\overline{\text { - }}$ 二 | - | $\begin{array}{r} 3,805 \\ 8,46 \\ 5,998 \\ 3,49 \\ 13,498 \end{array}$ | $\begin{array}{r} 4,200 \\ 8,557 \\ 5,773 \\ 10,828 \end{array}$ | $\begin{array}{r} 4,850 \\ 9,243 \\ 6,646 \\ 7,632 \\ 13,086 \\ \hline \end{array}$ | $\begin{array}{r} 5,155 \\ 9,671 \\ 6,175 \\ 8,300 \\ 14,785 \\ \hline \end{array}$ | $\begin{array}{r} 5,271 \\ 9,751 \\ 7,548 \\ 8,647 \\ 15,065 \end{array}$ | $\begin{array}{r} 5,704 \\ 9,08 \\ 7,343 \\ 8,678 \\ 16,611 \end{array}$ | $\begin{array}{r} 5,587 \\ 10,631 \\ 9,732 \\ 9,86 \\ 14,908 \end{array}$ | $\begin{array}{r} 5,737 \\ 11,54 \\ 7,866 \\ 8,678 \\ 12,987 \end{array}$ | $\begin{array}{r} 5,331 \\ 10,325 \\ 6,986 \\ 9,566 \\ 11,670 \end{array}$ | $\begin{array}{r} 5,933 \\ 10,67 \\ 7,058 \\ 9,509 \\ 15,491 \end{array}$ | $\begin{array}{r} 5,479 \\ 10,830 \\ 7,406 \\ 8,588 \\ 15,890 \end{array}$ | $\begin{array}{r} 5,565 \\ 10,611 \\ 8,638 \\ 8,635 \\ 16,799 \end{array}$ | $\begin{array}{r} 6,071 \\ 10,374 \\ 9,945 \\ 8,033 \\ 16,822 \end{array}$ |

[^31]Unadjusted (or "current") dollars have not been adjusted to compensate for inflation.
${ }^{2}$ Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state. for state administration are excluded in all years except 1969-70 and 1979-80. Beginning in 1989-90, extensive changes

Table 236.75. Total and current expenditures per pupil in fall enrollment in public elementary and secondary schools, by function and state or jurisdiction: 2016-17

| Current expenditures, capital expenditures, and interest on school debt per pupil |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Current exp | itures |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Support s | ces |  |  |  |  |  |  |  |
| State or jurisdiction | Total' | Total | Instruction | Total | Student suppor support | $\begin{array}{r} \text { Instructional } \\ \text { staff } \end{array}$ | $\begin{array}{\|c} \text { General } \\ \text { adminis- } \\ \text { tration } \end{array}$ | $\begin{gathered} \text { School } \\ \text { adminis- } \\ \text { tration } \end{gathered}$ | $\begin{array}{r} \text { Operation } \\ \text { and } \\ \text { maintenance } \end{array}$ | $\begin{array}{r} \text { Student } \\ \text { transpor- } \\ \text { tation } \end{array}$ | $\begin{gathered} \text { Other } \\ \text { support } \\ \text { services } \end{gathered}$ | $\begin{array}{r} \text { Food } \\ \text { services } \end{array}$ | Enterprise operations ${ }^{3}$ | Capital outlay ${ }^{2}$ | Interest on school debt |
| T | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| United States | \$13,834 | \$12,258 | \$7,445 | \$4,311 | \$712 | \$577 | \$244 | \$684 | \$1,137 | \$502 | \$455 | \$477 | \$25 | \$1,213 | \$363 |
| Alabama <br> Alaska <br> Arizona <br> Arkansas <br> Callom |  |  | $\begin{aligned} & 5,4,46 \\ & 5,436 \\ & 9,538 \\ & 4,537 \\ & 5,6612 \\ & 7,203 \end{aligned}$ | $\begin{array}{r} 14,041 \\ 3,441 \\ 7,638 \\ 3,295 \\ 3,847 \\ 4,463 \end{array}$ | $\begin{array}{r} 599 \\ 1,383 \\ 618 \\ 641 \\ 541 \\ 729 \end{array}$ | $\begin{array}{r} 401 \\ 1,481 \\ 390 \\ 841 \\ 774 \end{array}$ |  | $\begin{array}{r} 5004 \\ 1,091 \\ 1092 \\ 452 \\ 806 \\ 806 \end{array}$ | $\begin{aligned} & 886 \\ & 2,138 \\ & 1,986 \\ & 1,014 \\ & 1,200 \end{aligned}$ | $\begin{aligned} & 4002 \\ & 4008 \\ & 334 \\ & 368 \\ & 266 \end{aligned}$ | $\begin{gathered} 2454 \\ \hline 28 \\ 683 \\ 380 \\ 306 \\ 569 \end{gathered}$ | 651 579 420 533 456 | $\begin{array}{r} 0 \\ 83 \\ 81 \\ 11 \\ 11 \\ 30 \end{array}$ | $\begin{aligned} & 1,256 \\ & \begin{array}{l} 8,277 \\ 1,275 \\ 1 \\ 1,0,072 \\ 1,184 \end{array} \end{aligned}$ | 232 281 281 286 256 461 |
| Colorado <br> Connecticut <br> Delaware <br> District of Columbia Florida | $\begin{aligned} & 11,62 \\ & 21,35 \\ & 1,6,50 \\ & 30,115 \\ & 10,405 \end{aligned}$ | $\begin{aligned} & 9,949 \\ & 19,999 \\ & 14,892 \\ & 22,561 \\ & 9,374 \end{aligned}$ | $\begin{array}{r} 5,513 \\ 5,5,53 \\ 12,563 \\ 9,3,17 \\ 5,1+789 \\ 5,789 \end{array}$ | $\begin{aligned} & 3,945 \\ & 6,755 \\ & 5,078 \\ & 9,629 \\ & 3,118 \end{aligned}$ | $\begin{array}{r} 555 \\ 1,280 \\ 665 \\ 1,002 \\ 412 \end{array}$ | $\begin{array}{r} 567 \\ 627 \\ 273 \\ 1,133 \\ 1,590 \end{array}$ | $\begin{array}{r} 160 \\ 447 \\ 434 \\ 1,649 \\ \hline 86 \end{array}$ | $\begin{array}{r} 751 \\ 1,166 \\ 944 \\ 1,572 \\ 522 \end{array}$ | $\begin{array}{r} 900 \\ 1,711 \\ 1,7,590 \\ 1,222 \\ \hline, 905 \end{array}$ | $\begin{array}{r} 293 \\ 1,004 \\ 738 \\ 1,366 \\ 361 \end{array}$ | $\begin{aligned} & 720 \\ & 520 \\ & 633 \\ & 687 \\ & 242 \end{aligned}$ | $\begin{aligned} & 338 \\ & 338 \\ & 497 \\ & 809 \\ & 467 \end{aligned}$ | $\begin{array}{r} 53 \\ 172 \\ 17 \\ 0 \\ 0 \end{array}$ | $\begin{aligned} & 1,306 \\ & 1,197 \\ & 1,042 \\ & 1,934 \\ & 5,934 \end{aligned}$ | $\begin{array}{r} 506 \\ 2027 \\ 162 \\ 1,621 \end{array}$ |
| Georgia Hawaii ldind Illinois Indiana | $\begin{aligned} & 11,512 \\ & 15,210 \\ & 7,599 \\ & 1,9995 \\ & 11,145 \end{aligned}$ | 10,274 14.322 7,554 15,517 9,823 | $\begin{aligned} & 6,269 \\ & 8,373 \\ & 4,452 \\ & 9,673 \\ & 5,660 \end{aligned}$ | $\begin{aligned} & 3,421 \\ & 5,228 \\ & 5,731 \\ & 5,461 \\ & 5,690 \\ & 3,690 \end{aligned}$ | $\begin{array}{r} 534 \\ 1,348 \\ 422 \\ 1,093 \\ 512 \end{array}$ | $\begin{aligned} & 533 \\ & 483 \\ & 439 \\ & 500 \\ & 395 \end{aligned}$ | $\begin{aligned} & 131 \\ & 12 \\ & 190 \\ & 583 \\ & 503 \end{aligned}$ | $\begin{array}{r} 648 \\ 1,029 \\ 434 \\ 808 \\ 640 \end{array}$ | $\begin{array}{r} 772 \\ 1,593 \\ 1,514 \\ 1,204 \\ 1,107 \end{array}$ | $\begin{aligned} & 480 \\ & 348 \\ & 330 \\ & 699 \\ & 594 \end{aligned}$ | $\begin{aligned} & 321 \\ & 355 \\ & 302 \\ & \hline 254 \\ & 535 \\ & 238 \end{aligned}$ | $\begin{aligned} & 554 \\ & 524 \\ & 368 \\ & 383 \\ & 374 \end{aligned}$ | $\begin{array}{r} 30 \\ 0 \\ 4 \\ 0 \\ 0 \end{array}$ | $\begin{array}{r} 1,111 \\ 889 \\ 847 \\ 995 \\ 1,042 \end{array}$ | 127 0 197 473 280 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Kansas | - 112,694 | (10,428 |  | 3,715 3,614 | 6694 492 | $\begin{aligned} & 43 \\ & 562 \\ & 562 \end{aligned}$ | 280 227 228 | $\begin{aligned} & 606 \\ & 587 \\ & 587 \end{aligned}$ | 1,019 | 424 575 5 | $\begin{array}{r}346 \\ 292 \\ 272 \\ \hline\end{array}$ | 498 460 660 | [130 | li,775 | 439 467 |
| Lousisiana Maine | 12,502 15,568 | 11,379 14,633 | 6,354 <br> 8,562 | li,425 | r 692 | 567 827 | 295 498 | 731 772 | 1,149 1,472 | 650 719 | 341 192 | 600 588 |  | $\begin{array}{r}1964 \\ 682 \\ \hline 68\end{array}$ | 160 253 |
| Maryland | 16,508 | 14,933 | 9,515 | 4,992 | 672 | 689 | 145 | 1,008 | 1,260 | 781 | 438 | 425 | 0 |  | 179 |
| Massachusetts | 18,490 | 17,718 | 11,314 | 5,908 | 1,317 | 818 | 286 | ,759 | 1,490 | 805 | 433 | 496 | 0 | 1,526 | 246 |
| Michigan |  | 11,256 12.635 | 6,460 <br> 8,175 | 4,380 <br> 3 <br> 3 | 1890 370 3 | 570 646 | 253 474 | 628 508 50 | $\begin{array}{r}\text {, } 988 \\ 853 \\ \hline 8\end{array}$ | 471 714 | 579 306 | 445 534 | 54 | +910 | 473 454 |
| Mississiopipi | 9,611 | 8,755 | 4,968 | 3,250 | 464 | 646 407 | 494 294 | 508 533 | 893 898 | 14 418 | 306 235 | 534 536 | 5 | 2,465 | 411 1184 |
| Missouri Montana Nebraska Nevada New Hampshire | $\begin{aligned} & 11,93 \\ & 1,94 \\ & 1,964 \\ & 1,64 \\ & 10,45 \\ & 17,006 \end{aligned}$ | $\begin{aligned} & 10,684 \\ & 11,538 \\ & 12,5620 \\ & 9,9620 \\ & 95,958 \\ & 15,958 \end{aligned}$ | $\begin{array}{r} 6,303 \\ 6,773 \\ 8,9,98 \\ 5,993 \\ 10,168 \end{array}$ | $\begin{aligned} & 3,882 \\ & 4,234 \\ & 4,634 \\ & 3,606 \\ & 3,472 \\ & 5,406 \end{aligned}$ | $\begin{array}{r} 482 \\ 791 \\ 484 \\ 500 \\ 1,228 \end{array}$ | $\begin{aligned} & 489 \\ & 409 \\ & 407 \\ & 504 \\ & 525 \end{aligned}$ | $\begin{aligned} & 396 \\ & 366 \\ & 371 \\ & 148 \\ & 575 \end{aligned}$ | $\begin{aligned} & 627 \\ & 643 \\ & 5999 \\ & 699 \\ & 899 \end{aligned}$ | $\begin{aligned} & 1,068 \\ & 1,159 \\ & 1,081 \\ & 1,084 \\ & 1,279 \end{aligned}$ | $\begin{aligned} & 553 \\ & 542 \\ & 547 \\ & 357 \\ & 704 \end{aligned}$ | $\begin{aligned} & 232 \\ & 325 \\ & 289 \\ & 349 \\ & 206 \end{aligned}$ | $\begin{aligned} & 499 \\ & 514 \\ & 527 \\ & 355 \\ & 384 \end{aligned}$ | $\begin{array}{r} 0 \\ 18 \\ 330 \\ 0 \\ 0 \\ 0 \end{array}$ | 917 1,265 1,266 1,2009 796 | 341 160 300 346 252 |
| New Jersey New Mexico New York North Carolina North Dakota North Dakota | $\begin{aligned} & 20,980 \\ & 11,56 \\ & 24,37 \\ & 9,868 \\ & 16,526 \\ & 11020 \end{aligned}$ | $\begin{aligned} & 19,585 \\ & 9,949 \\ & 2,2,89 \\ & 8,969 \\ & 13,767 \\ & 10560 \end{aligned}$ | $\begin{aligned} & 11,762 \\ & 5,564 \\ & 15,911 \\ & 15,625 \\ & 8,261 \\ & 8,261 \\ & 7,108 \end{aligned}$ | $\begin{aligned} & 7,190 \\ & 7,790 \\ & 3,774 \\ & 6,495 \\ & 2,895 \\ & 4,484 \\ & 1727 \end{aligned}$ | $\begin{array}{r} 2,026 \\ 1,005 \\ 732 \\ 489 \\ 554 \\ 951 \end{array}$ | $\begin{aligned} & 613 \\ & 272 \\ & 2589 \\ & 309 \\ & 473 \end{aligned}$ | $\begin{gathered} 399 \\ 237 \\ 370 \\ 156 \\ 594 \\ 594 \\ 301 \end{gathered}$ | $\begin{aligned} & 971 \\ & 590 \\ & 876 \\ & 53 \\ & 712 \end{aligned}$ | $\begin{aligned} & 1,905 \\ & 1,039 \\ & 1,102 \\ & 1,740 \\ & 1,181 \\ & 1,1876 \end{aligned}$ | $\begin{array}{r} 808 \\ 308 \\ 3,154 \\ 1,1567 \\ 548 \\ 507 \\ 507 \end{array}$ | $\begin{aligned} & 467 \\ & 323 \\ & 673 \\ & 301 \\ & 422 \end{aligned}$ | $\begin{aligned} & 438 \\ & 475 \\ & 455 \\ & 475 \\ & 640 \end{aligned}$ | $\begin{array}{r} 196 \\ 7 \\ 0 \\ 0 \\ 381 \end{array}$ | $\begin{array}{r} 923 \\ 1,647 \\ 967 \\ 877 \\ 2,462 \\ 1007 \end{array}$ | 472 0 550 14 298 |
| Ohio <br> Oklahoma <br> Pennsylvania <br> Rhode Island | $\begin{aligned} & 14,028 \\ & 8,095 \\ & 1,3,28 \\ & 17,49 \\ & 17,345 \\ & 1,525 \end{aligned}$ | $\begin{aligned} & 12,569 \\ & 1,9,99^{2} \\ & 11,252 \\ & 15,782 \\ & 16,620 \end{aligned}$ | $\begin{array}{r} 7,428 \\ 4,428 \\ 6,577 \\ 0,777 \\ 10,046 \\ 5777 \\ 5,97 \end{array}$ | $\begin{aligned} & 4,727 \\ & \begin{array}{l} 4,888 \\ 4,282 \\ 4,233 \\ 6,418 \\ 6 \\ 4 \end{array} 1880 \end{aligned}$ | $\begin{array}{r} 851 \\ 539 \\ 854 \\ 894 \\ 1,750 \end{array}$ | $\begin{aligned} & 501 \\ & 320 \\ & 454 \\ & 556 \\ & 637 \end{aligned}$ | $\begin{aligned} & 399 \\ & 237 \\ & \text { 257 } \\ & \text { 576 } \\ & 249 \end{aligned}$ | $\begin{aligned} & 695 \\ & 441 \\ & 718 \\ & 793 \\ & 794 \end{aligned}$ | $\begin{array}{r} 1,076 \\ 831 \\ 892 \\ 1,445 \\ 1,290 \\ 1,202 \end{array}$ | $\begin{aligned} & 597 \\ & \begin{array}{l} 250 \\ 459 \\ 451 \\ 720 \\ 720 \\ 390 \end{array} \end{aligned}$ | $\begin{aligned} & 663 \\ & 671 \\ & 771 \\ & 602 \\ & 679 \end{aligned}$ | $\begin{aligned} & 413 \\ & 524 \\ & 388 \\ & 515 \\ & 452 \end{aligned}$ | $\begin{array}{r} 1 \\ 80 \\ 5 \\ 67 \\ 4 \\ 27 \end{array}$ | $\begin{array}{r} 1,097 \\ 1,918 \\ 1,429 \\ 1,152 \\ 449 \\ 1668 \end{array}$ | 362 996 617 545 277 |
| South Carolina South Dakota Tennessee Utah | $\begin{aligned} & 12,525 \\ & 11,48 \\ & 10,38 \\ & 10,188 \\ & 1,185 \\ & 8,994 \end{aligned}$ | $\begin{array}{r} 10,419 \\ 10,417 \\ 9,246 \\ 9,520 \\ 7,206 \end{array}$ | $\begin{aligned} & 5,777 \\ & 5,990 \\ & 5,643 \\ & 5,490 \\ & 4,576 \end{aligned}$ | $\begin{aligned} & 4,080 \\ & 3,552 \\ & 3,587 \\ & 3,499 \\ & 2,252 \end{aligned}$ | $\begin{aligned} & 803 \\ & 563 \\ & 416 \\ & 469 \\ & \hline 489 \end{aligned}$ | $\begin{aligned} & 646 \\ & 359 \\ & 346 \\ & 549 \\ & 889 \end{aligned}$ | $\begin{gathered} 101 \\ 399 \\ 392 \\ 140 \\ 81 \end{gathered}$ | $\begin{aligned} & 675 \\ & 492 \\ & 560 \\ & 546 \\ & 474 \end{aligned}$ | $\begin{aligned} & 1,023 \\ & 1,053 \\ & 1,767 \\ & 1,003 \\ & 656 \end{aligned}$ | $\begin{aligned} & 394 \\ & 390 \\ & 347 \\ & 377 \\ & 213 \end{aligned}$ | $\begin{aligned} & 438 \\ & 385 \\ & 260 \\ & 574 \\ & 259 \end{aligned}$ | $\begin{aligned} & 534 \\ & 524 \\ & 516 \\ & 531 \\ & 362 \end{aligned}$ | $\begin{array}{r} 27 \\ 51 \\ 0 \\ 0 \\ 16 \end{array}$ | $\begin{aligned} & 1,668 \\ & 1,118 \\ & 1,847 \\ & 1,833 \\ & 1,408 \end{aligned}$ | 438 423 225 633 180 |
| Vermont <br> Virginia <br> Washington West Virginia <br> Wisconsin Wyoming <br> Wyoming | 20,207 <br> 12,992 <br> 14,483 <br> 12.566 <br> 13,315 <br> 20,264 | $\begin{array}{r} 19,480 \\ 1,1,85 \\ 11,71 \\ 11,745 \\ 11,962 \\ 16,513 \\ \hline 16,513 \\ \hline \hline \end{array}$ | $\begin{array}{r} 12,523 \\ 7,237 \\ 6,940 \\ 6,727 \\ 7,099 \\ 9,772 \\ \hline \hline \end{array}$ | 6,447 4,188 4,555 4,261 4,424 4,249 6,24 | $\begin{array}{r} 1,506 \\ 602 \\ 879 \\ 610 \\ 598 \\ 995 \\ \hline \hline \end{array}$ | $\begin{aligned} & 807 \\ & 787 \\ & 776 \\ & \hline 64 \\ & 631 \\ & 914 \\ & \hline \end{aligned}$ | $\begin{aligned} & 410 \\ & 193 \\ & 205 \\ & 201 \\ & 346 \\ & 348 \\ & \hline \hline \end{aligned}$ | $\begin{array}{r} 1,228 \\ 697 \\ 726 \\ 630 \\ 603 \\ \hline 881 \\ \hline \hline \end{array}$ |  | $\begin{aligned} & 642 \\ & 642 \\ & 648 \\ & 872 \\ & 507 \\ & 828 \\ & \hline 8 \end{aligned}$ | $\begin{aligned} & 398 \\ & 236 \\ & 505 \\ & 218 \\ & 631 \\ & 684 \\ & \hline \hline \end{aligned}$ | 489 <br> 458 <br> 364 <br> 756 <br> 439 <br> 485 | $\begin{array}{r} 22 \\ 3 \\ 111 \\ 0 \\ 0 \\ 0 \\ \hline \end{array}$ | $\begin{array}{r} 623 \\ 1,032 \\ 2,114 \\ 2,768 \\ 1,167 \\ 3,727 \\ \hline \hline \end{array}$ | $\begin{array}{r}104 \\ 75 \\ 399 \\ 53 \\ \hline 185 \\ \hline 25 \\ \hline\end{array}$ |
| Other jurisdictions American Samoa Guam | 11,753 | 9,700 | 4,624 | 4,424 | 911 | 538 | 156 | 593 | 1,252 | 258 | 717 | 652 | 0 | 1,652 | 402 |
| Mertr Mimarianas uent rico U.S. Virgin Islands | $7, \overline{31}$ 13,009 | $\begin{array}{r} 7, \overline{699} \\ 13,000 \end{array}$ | 3,0991 | $\begin{aligned} & 3, \overline{456} \\ & 4,525 \end{aligned}$ | $\begin{array}{r} 8 \overline{870} \\ 1,125 \end{array}$ | $\begin{aligned} & 4 \overline{466} \\ & 320 \end{aligned}$ | $\begin{aligned} & 2 \overline{217} \\ & 621 \end{aligned}$ | $\begin{aligned} & 3 \overline{32} \\ & 717 \end{aligned}$ | $\begin{aligned} & 1,1 \overline{116} \\ & 519 \end{aligned}$ | $\begin{aligned} & 2 \overline{255} \\ & 571 \end{aligned}$ | $\begin{aligned} & 2 \overline{212} \\ & 651 \end{aligned}$ | $\begin{aligned} & 1, \overline{992} \\ & 852 \end{aligned}$ | 0 12 12 | 93 <br> 9 | - |

[^32]Includes expenditures for curriculum development, staff training, libraries, and media and computer centers.
NOTE: Excludes expenditures for state education agencies. " 0 " indicates none or less than $\$ 0.50$. Detail may not sum to totals because of rounding.
Public Education Financial Survey," 2016-17. (This table was prepared August 2019.)

## CHAPTER 3 Postsecondary Education

Postsecondary education includes academic, career and technical, and continuing professional education programs after high school. American colleges and universities and career/technical institutions offer a diverse array of postsecondary educational experiences. For example, a community college normally offers the first 2 years of a standard college curriculum as well as a selection of terminal career and technical education programs. A university typically offers a full undergraduate course of study leading to a bachelor's degree, as well as programs leading to advanced degrees. A specialized career/technical institution offers training programs of varying lengths that are designed to prepare students for specific careers.

This chapter provides an overview of the latest statistics on postsecondary education, including data on various types of postsecondary institutions and programs. However, to maintain comparability over time, most of the data in the Digest are for degree-granting institutions, which are defined as postsecondary institutions that grant an associate's or higher degree and whose students are eligible to participate in Title IV federal financial aid programs. ${ }^{1}$ These include almost all 2- and 4-year colleges and universities. Non-degree-granting institutions are those that offer only career and technical programs of less than 2 years' duration and continuing education programs, and therefore do not award associate's or bachelor's degrees. The degree-granting institution classification currently used by the National Center for Education Statistics (NCES) includes approximately the same set of institutions as the higher education institution classification that was used by NCES prior to 1996-97. ${ }^{2}$ This chapter highlights historical data that enable the reader to observe long-range trends in postsecondary education in America.

Other chapters provide related information on postsecondary education. Data on price indexes and on the number of degrees held by the general population are shown in chapter 1. Chapter 4 contains tabulations on federal

[^33]funding for postsecondary education. Information on employment outcomes for college graduates is shown in chapter 5. Chapter 7 contains data on college libraries. Further information on survey methodologies is presented in Appendix A: Guide to Sources and in the publications cited in the table source notes. See chapter 5 for information on adults' participation in nonpostsecondary education, such as adult secondary education classes (e.g., to prepare for the GED test) or English as a Second Language (ESL) classes.

## Enrollment

In 2018, 19.6 million students were enrolled in degreegranting postsecondary institutions. In addition to the students enrolled in degree-granting institutions, about 363,000 students attended non-degree-granting Title IV-eligible postsecondary institutions in fall 2018 (table 303.20). The remainder of this chapter focuses primarily on degree-granting institutions.

## Who Enrolls?-Enrollment and Enrollment Rates

Fall enrollment in degree-granting postsecondary institutions increased 32 percent between 1998 and 2008 (table 303.10 and figure 12). In 2018, fall enrollment in degree-granting postsecondary institutions (19.6 million) was 3 percent higher than in 2008 ( 19.1 million). However, during this period, enrollment reached a peak in 2010 ( 21.0 million or 10 percent higher than in 2008), followed by a decrease of 7 percent between 2010 and 2018. Similar patterns held for different groups of students, including by sex and enrollment status. For example, postsecondary enrollment was 3 percent higher in 2018 than in 2008 for both male and female students. For each, this overall increase reflects annual increases during the early part of the period followed by decreases during the most recent part of the period (a decrease of 7 percent for males and 6 percent for females from 2010 to 2018).

Such trends in overall enrollment are shaped both by the size of the college-age population and by rates of enrollment. While the traditional college-age population (18- to 24 -yearolds) was about 1 percent higher in 2018 ( 30.5 million) than in 2008 ( 30.2 million), the percentage of this age group who enrolled in degree-granting postsecondary institutions (41 percent) was not measurably different from the percentage in 2008 (tables 101.10 and 302.60). However, whereas percentage increases in total enrollment were similar for male and female students, trends in enrollment
rates differed. Like the general population, the enrollment rate for male 18- to 24-year-olds in 2018 ( 38 percent) was not measurably different from the rate in 2008. For females, in contrast, the enrollment rate in 2018 (44 percent) was 2 percentage points higher than the rate in 2008 (42 percent). Additional differences in enrollment rates were observed by race. The enrollment rate for Hispanic 18- to 24-year-olds rose from 26 percent in 2008 to 36 percent in 2018. The enrollment rate for Black 18- to 24-year-olds in 2018 ( 37 percent) was 5 percentage points higher than in 2008 ( 32 percent). Meanwhile, the rate for White 18 - to 24 -year-olds in 2018 ( 42 percent) was 2 percentage points lower than in 2008 ( 44 percent).

Although 18- to 24-year-olds are our best approximation of the college-age population, not all college students are part of this age group and trends in enrollment differ by age. The number of students under age 25 enrolled in degree-granting institutions was 6 percent higher in 2018 than in 2008, while the number of students age 25 and over decreased 2 percent (table 303.40 and figure 14). A similar pattern is expected to continue in the coming years. NCES projects that enrollment for students under age 25 will increase 5 percent between 2018 and 2029, while the enrollment of students age 25 and over will be 1 percent lower in 2029 than in 2018.

Postsecondary enrollment also differs across states. Overall, fall enrollment in degree-granting institutions declined 4 percent between 2013 and 2018, driven by declines across 40 states (table 304.10 and figure 13). The largest declines were in Alaska ( -26 percent) and Iowa (-25 percent). In contrast, enrollment was higher in 2018 than in 2013 in 10 states and the District of Columbia. The largest increases were in New Hampshire ( 74 percent), ${ }^{3}$ followed by Utah ( 37 percent), Idaho ( 13 percent), the District of Columbia ( 10 percent), and Texas ( 7 percent). The overall enrollment decline in Iowa between 2013 and 2018 resulted primarily from declines among private forprofit institutions, while the enrollment increases in New Hampshire, Utah, and Idaho during the same period resulted primarily from increases among private nonprofit institutions (tables 304.15, 304.21, and 304.22).

## Characteristics of Enrolled Students

As enrollment has changed at different rates for different groups of students, the composition of colleges and universities has shifted. The percentage of U.S. resident postsecondary students who are Hispanic, Asian/Pacific Islander, and Black has been increasing (table 306.30). From fall 1976 to fall 2018, the percentage of Hispanic students rose from 4 to 20 percent of all U.S. residents enrolled in degree-granting postsecondary institutions, and the percentage of Asian/Pacific Islander students rose from 2 to 7 percent. The percentage of Black students increased

[^34]overall from 10 percent in 1976 to 13 percent in 2018, but the 2018 percentage reflects a decrease since 2011, when Black students made up 15 percent of all enrolled U.S. residents. The percentage of American Indian/Alaska Native students in 2018 ( 0.7 percent) was about the same as in 1976 ( 0.7 percent). During the same period, the percentage of White students fell from 84 to 55 percent. Four percent of students in 2018 were of Two or more races. Race/ethnicity is not reported for nonresident aliens, who made up 5 percent of total enrollment in 2018 (table 306.10).

Nineteen percent of undergraduates in 2015-16 reported having a disability (table 311.10). In 2015-16, the percentage of undergraduates who reported having a disability was 19 percent for male students and 20 percent for female students. There were some differences in the percentages of undergraduates with disabilities by characteristics such as veteran status, age, dependency status, and race/ethnicity. For example, 26 percent of undergraduates who were veterans reported having a disability, compared with 19 percent of undergraduates who were not veterans. The percentage of undergraduates having a disability was higher among those age 30 and over ( 23 percent) than among 15- to 23 -year-olds (18 percent). Among dependent undergraduates, 17 percent reported having a disability, which was lower than the percentages for independent undergraduates who were married (21 percent) or unmarried (24 percent). A lower percentage of Asian undergraduates (15 percent) had a disability than White, Hispanic, and Black undergraduates ( 21,18 , and 17 percent, respectively).

Of the 19.6 million students enrolled in degree-granting postsecondary institutions in fall 2018, some 35 percent took at least one distance education course, including 17 percent who took their courses exclusively through distance education programs (table 311.15). Distance learning varied across the level and control of institutions. Twelve percent of students at public institutions took their coursework exclusively through distance education courses, compared with 20 percent of students at private nonprofit institutions and 63 percent of students at private for-profit institutions. Fourteen percent of undergraduates took their coursework exclusively through distance education courses, compared with 31 percent of postbaccalaureate students.

In fall 2018, the five institutions with the highest enrollment (including distance education as well as in-person enrollment) were Western Governors University (121,400 students); Southern New Hampshire University (104,100 students); University of Phoenix, Arizona (95,800 students); Grand Canyon University (90,300 students); and Liberty University (79,200 students; table 312.10). Enrollments in these institutions were predominantly students enrolled in distance learning only. Overall, despite the sizable numbers of small degree-granting postsecondary institutions, most students attend larger colleges and universities. Although only 14 percent of campuses enrolled 10,000 or more students, these institutions accounted for 61 percent of total
postsecondary enrollment in fall 2018. In contrast, some 39 percent of institutions had fewer than 1,000 students; however, these campuses enrolled 3 percent of all postsecondary students (table 317.40).

## Changes in Undergraduate and Postbaccalaureate Enrollment

Enrollment trends have differed at the undergraduate and postbaccalaureate levels. Undergraduate enrollment increased 47 percent between fall 1970 and fall 1983, when it reached 10.8 million (table 303.70 and Digest of Education Statistics 2016, table 303.70). Undergraduate enrollment dipped to 10.6 million in 1984 and 1985 but then increased each year from 1985 to 1992, rising 18 percent before stabilizing between 1992 and 1998. Undergraduate enrollment increased every year between 1998 and 2008. Undergraduate enrollment was 2 percent higher in 2018 ( 16.6 million) than in 2008 ( 16.3 million). This overall change reflects increases in undergraduate enrollment in 2008, 2009, and 2010 (when undergraduate enrollment reached 18.1 million), followed by an 8 percent decrease between 2010 and 2018.

Postbaccalaureate enrollment increased 34 percent between 1970 and 1984, with most of this increase occurring in the early and mid-1970s (table 303.80). Postbaccalaureate enrollment increased between 1985 and 2018, rising a total of 84 percent. During the last decade of this period, between 2008 and 2018, postbaccalaureate enrollment rose 11 percent, from 2.7 million to 3.0 million. Unlike undergraduate enrollment, which was lower in 2018 than in 2010, postbaccalaureate enrollment was higher in 2018 than in 2010.

Since fall 1988, the number of female students in postbaccalaureate programs has exceeded the number of male students (table 303.80). Between 2008 and 2018, the number of full-time male postbaccalaureate students increased 12 percent, compared with an 18 percent increase in the number of full-time female postbaccalaureate students. Among part-time postbaccalaureate students, the number of males enrolled in 2018 was 3 percent higher than in 2008, while the number of females was 6 percent higher.

The percentage of postbaccalaureate students who reported having a disability ( 12 percent) was lower than the percentage for undergraduates (19 percent).

## Faculty, Staff, and Salaries

## Characteristics of Faculty and Staff

Approximately 3.9 million people were employed in degree-granting postsecondary institutions in fall 2018, including 1.5 million faculty, 0.4 million graduate assistants, and 2.0 million other staff (table 314.20). Out of the 1.5 million faculty in 2018 , about 0.8 million were full-time and 0.7 million were part-time. In 2019 , the proportion of
staff who were faculty was 39 percent, about the same as in 2009. During the same period, the proportion of staff who were graduate assistants increased from 9 to 10 percent. The proportion of staff who were not engaged in teachingthat is, staff in any occupational category except the faculty and graduate assistant categories-decreased from 52 percent in 2009 to 51 percent in 2018. The full-time-equivalent (FTE) student/FTE staff ratio at degree-granting institutions in 2018 (4.9) was lower than in 2009 (5.4; table 314.10 and figure 15). Also, the FTE student/FTE faculty ratio was lower in 2018 (13.8) than in 2009 (15.9).

Degree-granting postsecondary institutions differ in their practices of employing part-time and full-time staff. In fall 2018, some 45 percent of the employees at private forprofit 4 -year institutions and 49 percent at public 2-year institutions were employed full time, compared with 61 percent at private for-profit 2-year institutions, 68 percent at public 4-year institutions, 69 percent at private nonprofit 4 -year institutions, and 70 percent at private nonprofit 2 -year institutions (table 314.30). Between 2009 and 2018, the number of full-time staff increased 7 percent, while the number of part-time staff was 2 percent higher in 2018 than in 2009 (table 314.20). For faculty specifically, the percentage employed full time was higher at public 4-year institutions ( 66 percent) than at private nonprofit 4-year institutions (56 percent), private nonprofit 2-year institutions (46 percent), private for-profit 2 -year institutions (41 percent), public 2-year institutions ( 33 percent), and private for-profit 4 -year institutions ( 18 percent; table 314.30). The number of full-time faculty increased 14 percent between 2009 and 2018, while the number of part-time faculty was less than 1 percent higher in 2018 than in 2009 (table 314.20). The number of part-time graduate assistants increased 12 percent during this period.

In fall 2018, some 9 percent of faculty at degree-granting institutions were Asian (based on a faculty count that excludes nonresident aliens and other persons whose race/ ethnicity was unknown), 8 percent were Black, 6 percent were Hispanic, 1 percent were of Two or more races, 0.5 percent were American Indian/Alaska Native, and 0.2 percent were Pacific Islander (table 314.40). About 76 percent of all faculty were White: 38 percent were White males and 38 percent were White females. Staff who were Black, Hispanic, Asian, Pacific Islander, American Indian/ Alaska Native, or of Two or more races made up 30 percent of graduate assistants and 32 percent of other staff in nonfaculty positions in 2018, compared with 24 percent of faculty. The proportion of total staff who were Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and of Two or more races was similar at public 4-year institutions (29 percent), public 2-year institutions (28 percent), and private nonprofit 4 -year institutions (27 percent), but the proportion was higher at private forprofit 2-year institutions (43 percent), private nonprofit 2 -year institutions ( 36 percent), and private for-profit 4 -year institutions ( 35 percent).

## Salary and Tenure

Faculty salaries generally lost purchasing power during the 1970s. In constant 2018-19 dollars, average salaries for faculty on 9-month contracts declined 16 percent during the period from 1970-71 (\$81,000 in constant 2018-19 dollars) to $1980-81$ ( $\$ 68,100$; table 316.10 ). During the 1980s, average salaries rose and recouped most of the losses. Between 1990-91 and 2018-19, there was a further increase in average faculty salaries, resulting in an average salary in 2018-19 $(\$ 88,700)$ that was 9 percent higher than the average salary in 1970-71. The average salary for male faculty in 2018-19 $(\$ 96,400)$ was 2 percent higher than in 2008-09 (\$94,100). The average salary for female faculty in 2018-19 $(\$ 80,000)$ was 3 percent higher than in 2008-09 $(\$ 77,500)$. The average salary for male faculty was higher than the average salary for female faculty in all years for which data are available. In 2018-19, average salaries for male faculty were 20 percent higher than for female faculty, nearly the same percentage difference as in 2008-09 (21 percent).

The percentage of faculty with tenure has declined since 1993-94, both because of declines in the percentage of institutions with tenure systems and declines in the percentage of faculty receiving tenure at these institutions. The percentage of institutions with tenure systems in 2018-19 ( 57 percent) was lower than in 1993-94 ( 63 percent; table 316.80). Part of this change was due to the expansion in the number of for-profit institutions, relatively few of which have tenure systems ( 1.3 percent in 2018-19; tables 316.80 and 317.10). Between 1993-94 and 2011-12, the percentage of institutions with tenure systems decreased from 63 to 45 percent, while the number of for-profit institutions increased from 320 to 1,404 . In more recent years, the growth of for-profit institutions has reversed, declining to 742 in 2018-19. During the same period as this decline, the percent of institutions with tenure systems increased from 45 percent in 2011-12 to 57 percent in 2018-19. In addition to the compositional change in postsecondary institutions, there was also an increase in the percentage of public institutions with a tenure system, from 71 percent in 2009-10 to 74 percent in 2018-19.

At institutions with tenure systems, the percentage of full-time faculty with tenure decreased from 56 percent in 1993-94 to 45 percent in 2018-19 (table 316.80). Among these institutions, there were differences between males and females in the percentage of full-time instructional faculty having tenure: 54 percent of males had tenure in 2018-19, compared with 40 percent of females. In 2018-19, about 49 percent of full-time instructional faculty had tenure at public institutions with tenure systems, compared with 44 percent at private nonprofit institutions with tenure systems and 13 percent at private for-profit institutions with tenure systems.

## Degrees

During the 2018-19 academic year, 4,042 accredited institutions offered degrees at the associate's level or above (table 317.10). These included 1,636 public institutions, 1,664 private nonprofit institutions, and 742 private forprofit institutions. Of the 4,042 degree-granting institutions, 2,703 were 4 -year institutions that awarded degrees at the bachelor's or higher level, and 1,339 were 2-year institutions that offered associate's degrees as their highest award. In 2017-18, associate's degrees were awarded by 2,457 institutions, bachelor's degrees by 2,335 institutions, master's degrees by 1,884 institutions, and doctor's degrees by 1,011 institutions (table 318.60 ). In addition to degreegranting institutions, 2,096 institutions offered postsecondary education in 2018-19 but did not grant degrees at the associate's level or higher (web-only table 317.30).

A growing number of people are completing postsecondary degrees. Between 2007-08 and 2017-18, the number of associate's, bachelor's, master's, and doctor's degrees that were conferred increased (table 318.10). During this period, the number of associate's degrees increased 35 percent (from 750,000 to $1,011,000$ ), the number of bachelor's degrees increased 27 percent (from $1,564,000$ to $1,981,000$ ), the number of master's degrees increased 30 percent (from 631,000 to 820,000), and the number of doctor's degrees increased 23 percent (from 149,000 to 184,000 ). The doctor's degree total includes most degrees formerly classified as first-professional, such as M.D. (medical), D.D.S. (dental), and J.D. (law) degrees. In addition to degrees awarded at the associate's level or higher, 955,000 certificates were awarded by postsecondary institutions participating in federal Title IV financial aid programs in 2017-18 (table 320.20).

Since the mid-1980s, more females than males have earned associate's, bachelor's, and master's degrees (table 318.10). Beginning in 2005-06, the number of females earning doctor's degrees has also exceeded the number of males. Between 2007-08 and 2017-18, the numbers of associate's and master's degrees awarded to males increased at higher rates than the numbers awarded to females, while the numbers of bachelor's and doctor's degrees have increased by higher percentages for females. The number of associate's degrees awarded to males increased 41 percent during this period, while the number awarded to females increased 31 percent. The number of master's degrees awarded to males increased 31 percent, while the number awarded to females increased 30 percent. In contrast, the number of bachelor's degrees awarded to males increased 26 percent, while the number awarded to females increased 27 percent. Also, the number of doctor's degrees awarded to females increased 30 percent between 2007-08 and 2017-18, while the number awarded to males increased 17 percent.

Of the 1,981,000 bachelor's degrees conferred in 2017-18, the greatest numbers of degrees were conferred in the fields of business $(386,000)$, health professions and related programs $(245,000)$, social sciences and history $(160,000)$, engineering $(122,000)$, biological and biomedical sciences $(119,000)$, psychology $(116,000)$, communication, journalism, and related programs $(92,000)$, and visual and performing arts $(89,000$; table 322.10). At the master's degree level, the greatest numbers of degrees were conferred in the fields of business $(192,000)$, education $(146,000)$, and health professions and related programs $(125,000$; table 323.10$)$. At the doctor's degree level, the greatest numbers of degrees were conferred in the fields of health professions and related programs $(80,300)$, legal professions and studies $(34,500)$, education $(12,800)$, engineering $(10,800)$, biological and biomedical sciences ( 8,200 ), psychology $(6,300)$, and physical sciences and science technologies (6,200; table 324.10).

In recent years, the numbers of bachelor's degrees conferred have followed patterns that differed significantly by field of study. While the number of bachelor's degrees conferred increased 27 percent overall between 2007-08 and 2017-18, there was substantial variation among the different fields of study, as well as shifts in the patterns of change during this time period (table 322.10 and figure 16). For example, the number of degrees conferred in foreign languages, literatures, and linguistics increased 3 percent between 2007-08 and 2012-13 but then decreased 22 percent between 2012-13 and 2017-18. Also, the number of degrees in social sciences and history increased 6 percent between 2007-08 and 2012-13 but then decreased 10 percent between 2012-13 and 2017-18. In a number of other major fields, the number of bachelor's degrees increased by higher percentages in the second half of the 10-year period than in the first half. The number of bachelor's degrees conferred in the combined fields of engineering and engineering technologies increased 23 percent between 2007-08 and 2012-13 and then increased a further 37 percent between 2012-13 and 2017-18. Also, computer and information sciences increased 32 percent between 2007-08 and 2012-13 and then increased 56 percent between 2012-13 and 2017-18. Some other major fields had smaller increases between 2012-13 and 2017-18 than between 2007-08 and 2012-13. For example, the number of degrees conferred in agriculture and natural resources increased 39 percent between 2007-08 and 2012-13 and then 17 percent between 2012-13 and 2017-18. The number of degrees conferred in health professions and related programs increased 62 percent between 2007-08 and 2012-13 and then 35 percent between 2012-13 and 2017-18. Also, the number of degrees conferred in public administration and social services increased 36 percent between 2007-08 and 2012-13 and then 12 percent between 2012-13 and 2017-18. The other field with a large number of degrees (over 10,000 in 2017-18) that showed increases of 25 percent or more between 2012-13 and 2017-18 was parks, recreation, leisure, and fitness studies
(26 percent). Some other fields with sizable numbers of degrees saw decreases during the 2012-13 to 2017-18 period. For example, the number of degrees in philosophy and religious studies decreased 25 percent between 2012-13 and 2017-18. Also, the number of degrees in English language and literature/letters decreased 24 percent; the number of degrees in education decreased 21 percent; and the number of degrees in visual and performing arts decreased 9 percent. Additionally, the number of degrees in liberal arts and sciences, general studies, and humanities was 5 percent lower in 2017-18 than in 2012-13, and the number of degrees in homeland security, law enforcement, and firefighting was 4 percent lower in 2017-18 than in 2012-13.

Among first-time students who were seeking a bachelor's degree or its equivalent and attending a 4 -year institution full time in 2012, about 44 percent completed a bachelor's degree or its equivalent at that institution within 4 years, while 59 percent did so within 5 years, and 62 percent did so within 6 years (web-only table 326.10). These graduation rates were calculated as the total number of completers within the specified time to degree attainment divided by the cohort of students who first enrolled at that institution in 2012. Graduation rates were higher at private nonprofit institutions than at public or private for-profit institutions. For example, the 6-year graduation rate for the 2012 cohort at private nonprofit institutions was 67 percent, compared with 61 percent at public institutions and 25 percent at private for-profit institutions. Graduation rates also varied by race/ethnicity. At 4-year institutions overall, the 6-year graduation rate for Asian students in the 2012 cohort was 75 percent, compared with 66 percent for White students, 58 percent for students of Two or more races, 57 percent for Hispanic students, 49 percent for Pacific Islander students, 42 percent for Black students, and 41 percent for American Indian/Alaska Native students.

## Finances and Financial Aid

For the 2018-19 academic year, annual current dollar prices for undergraduate tuition, fees, room, and board were estimated to be $\$ 18,383$ at public institutions, $\$ 47,419$ at private nonprofit institutions, and $\$ 27,040$ at private forprofit institutions (table 330.10). Between 2008-09 and 2018-19, prices for undergraduate tuition, fees, room, and board at public institutions rose 28 percent, and prices at private nonprofit institutions rose 19 percent, after adjustment for inflation. In contrast, the price for undergraduate tuition, fees, room, and board at private for-profit institutions were 6 percent lower in 2018-19 than in 2008-09, after adjustment for inflation.

In 2015-16, about 86 percent of full-time undergraduate students received financial aid (grants, loans, work-study, or aid of multiple types; table 331.10). About 70 percent of full-time undergraduates received financial aid in 2015-16 from federal sources, and 67 percent received aid from
nonfederal sources. (Many students receive aid from both federal and nonfederal sources.) Section 484(r) of the Higher Education Act of 1965, as amended, suspends a student's eligibility for Title IV federal financial aid if the student is convicted of certain drug-related offenses that were committed while the student was receiving Title IV aid. For 2016-17, less than 0.01 percent of postsecondary students had their eligibility to receive aid suspended due to a conviction (table C).

## Table C. Suspension of eligibility for Title IV federal student financial aid due to a drug-related conviction or failure to report conviction status on aid application form: 2007-08 through 2016-17

| Award year | $\begin{array}{r} \text { No } \\ \text { suspension } \\ \text { of eligibility } \end{array}$ | Suspension of eligibility |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | For part of award year | For full award year |  |
|  |  |  | Due to conviction | Due to failure to report |
| 2007-08 |  |  |  |  |
| Number | 14,610,371 | 361 | 2,832 | 2,433 |
| Percent | 99.96 | \# | 0.02 | 0.02 |
| 2008-09 |  |  |  |  |
| Number | 16,410,285 | 398 | 1,064 | 724 |
| Percent | 99.99 | \# | 0.01 | \# |
| 2009-10 |  |  |  |  |
| Number | 19,487,370 | 666 | 1,751 | 879 |
| Percent | 99.98 | \# | 0.01 | \# |
| 2010-11 |  |  |  |  |
| Number | 21,114,404 | 606 | 1,284 | 406 |
| Percent | 99.99 | \# | 0.01 | \# |
| 2011-12 |  |  |  |  |
| Number | 21,947,204 | 404 | 968 | 732 |
| Percent | 99.99 | \# | \# | \# |
| 2012-13 |  |  |  |  |
| Number | 21,803,176 | 322 | 778 | 432 |
| Percent | 99.99 | \# | \# | \# |
| 2013-14 |  |  |  |  |
| Number | 21,192,389 | 257 | 572 | 535 |
| Percent | 99.99 | \# | \# | \# |
| 2014-15 |  |  |  |  |
| Number | 20,560,709 | 242 | 474 | 504 |
| Percent | 99.99 | \# | \# | \# |
| 2015-16 |  |  |  |  |
| Number | 19,756,619 | 273 | 564 | 308 |
| Percent | 99.99 | \# | \# | \# |
| 2016-17 |  |  |  |  |
| Number | 18,739,769 | 254 | 657 | 375 |
| Percent | 99.99 | \# | \# | \# |

\# Rounds to zero.
NOTE: It is not possible to determine whether a student who lost eligibility due to a drug conviction otherwise would have received Title IV aid, since there are other reasons why an applicant may not receive aid. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, Federal Student Aid, Free Application for Federal Student Aid (FAFSA), unpublished data.

In 2017-18, total revenue was $\$ 409$ billion at public institutions, $\$ 248$ billion at private nonprofit institutions, and $\$ 13$ billion at private for-profit institutions (tables $333.10,333.40$, and 333.55 and figures 17,18 , and 19). The category of student tuition and fees typically accounts for a significant percentage of total revenue and was the largest single revenue source at both private nonprofit and for-profit institutions in 2017-18 (31 and 94 percent, respectively). Tuition and fees accounted for 20 percent of revenue at public institutions in 2017-18. Public institutions typically report Pell grants as revenue from federal grants, while private institutions report Pell grants as revenue
from tuition and fees; this difference in reporting contributes to the smaller percentage of revenue reported as tuition and fees at public institutions compared with private institutions. At public institutions, the share of revenue from tuition and fees in 2017-18 (20 percent) was higher than the share from state appropriations ( 18 percent), while in 2007-08 the share from tuition and fees (18 percent) was lower than the share from state appropriations ( 25 percent; table 333.10). In 2017-18, tuition and fees constituted the largest single revenue category at private nonprofit 2-year and 4-year institutions, private for-profit 2-year and 4-year institutions, and public 4 -year institutions (tables 333.10, 333.40, and 333.55). At public 2-year institutions, tuition and fees ( 16 percent) constituted the third-largest revenue category, below state (26 percent) and local (21 percent) appropriations.

Average total expenditures per full-time-equivalent (FTE) student in 2017-18-shown in constant 2018-19 dollars throughout this paragraph—varied by institution control and level, as did changes in average total expenditures per FTE student between 2009-10 and 2017-18 (after adjustment for inflation). In 2017-18, average total expenditures per FTE student at public degree-granting institutions were $\$ 37,200$, reflecting an increase of 22 percent from $\$ 30,600$ in 2009-10 (table 334.10). At public 4-year institutions, the average total expenditures per FTE student were $\$ 46,200$ in 2017-18, compared with $\$ 16,900$ at public 2 -year institutions. At private nonprofit institutions, the average total expenditures per FTE student increased 14 percent between 2009-10 and 2017-18, from \$53,600 to $\$ 60,900$ (table 334.30). In 2017-18, average total expenditures per FTE student at private nonprofit institutions were $\$ 61,400$ at 4 -year institutions and $\$ 19,500$ at 2-year institutions. The average total expenditures per FTE student at private for-profit institutions in 2017-18 $(\$ 16,500)$ were 6 percent higher than in 2009-10 (\$15,700; table 334.50). In 2017-18, average total expenditures per FTE student at private for-profit institutions were $\$ 16,400$ at 4-year institutions and $\$ 17,000$ at 2-year institutions. This difference in expenditures per FTE student between 4 -year and 2-year private for-profit institutions was relatively small compared with the differences between 4-year and 2-year institutions in the public and private nonprofit sectors, due to relatively low spending at 4 -year private for-profit institutions.

At the end of fiscal year 2018, the market value of the endowment funds of colleges and universities was $\$ 648$ billion, reflecting an increase of 9 percent since the beginning of the fiscal year, when the total was $\$ 597$ billion (web-only table 333.90). At the end of fiscal year 2018, the 120 institutions with the largest endowments accounted for $\$ 482$ billion, or about three-fourths of the national total. The five institutions with the largest endowments at the end of fiscal year 2018 were Harvard University ( $\$ 39$ billion), the University of Texas System ( $\$ 31$ billion), Yale University ( $\$ 29$ billion), Stanford University (\$26 billion), and Princeton University ( $\$ 25$ billion).

Figure 12. Fall enrollment, degrees conferred, and total expenditures in degree-granting postsecondary institutions: 1960-61 through 2018-19


Total expenditures, in billions of constant 2018-19 dollars


NOTE: Expenditure data for the school year beginning in 2018 (2018-19) are estimated. Degree data for the school year beginning in 2018 are projected. Doctor's degrees include Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were classified as first-professional degrees prior to 2010-11. Constant dollars 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: U.S. Department of Education, National Center for Education Statistics, Opening Fall Enrollment in Higher Education, 1960 through 1965; Financial Statistics of Higher Education, 1959-60 through 1964-65; Earned Degrees Conferred, 1959-60 through 1964-65; Degrees Conferred Projection Model, 1980-81 through 2029-30; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education," "Degrees and Other Formal Awards Conferred," and "Financial Statistics of Institutions of Higher Education" surveys, 1965-66 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99), "Completions Survey" (IPEDS-C:87-99), and "Finance Survey" (IPEDS-F:FY87-99); IPEDS Fall 2000 through Fall 2018, Completions component; and IPEDS Spring 2001 through Spring 2019, Fall Enrollment and Finance components.

Figure 13. Percentage change in total enrollment in degree-granting postsecondary institutions, by state: Fall 2013 to fall 2018


Percent change


NOTE: Graphic display was generated using unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014 and Spring 2019 , Fall Enrollment component.

Figure 14. Fall enrollment in degree-granting postsecondary institutions, by age of student: 1970 through 2029


Figure 15. Ratio of full-time-equivalent (FTE) students to total FTE staff and to FTE faculty in degree-granting postsecondary institutions, by control of institution: 1999, 2009, and 2018
FTE students per FTE staff member


## Control of institution and type of staff

NOTE: Graphic display was generated using unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:99) and "Fall Staff Survey" (IPEDS-S:99); IPEDS Spring 2010 and Spring 2019, Fall Enrollment component; IPEDS Winter 2009-10, Human Resources component, Fall Staff section; and IPEDS Spring 2019, Human Resources component, Fall Staff section.

Figure 16. Number of bachelor's degrees conferred by postsecondary institutions in selected fields of study: 2007-08, 2012-13, and 2017-18


[^35]Figure 17. Percentage distribution of total revenues of public degree-granting postsecondary institutions, by source of funds: 2017-18


[^36]Figure 18. Percentage distribution of total revenues of private nonprofit degree-granting postsecondary institutions, by source of funds: 2017-18

${ }^{1}$ Includes appropriations, grants, and contracts.
${ }^{2}$ Includes appropriations, grants, contracts, and independent operations.
${ }^{3}$ Private institutions typically report Pell grants as tuition revenues rather than as revenues from federal grants.
NOTE: Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Finance component.

Figure 19. Percentage distribution of total revenues of private for-profit degree-granting postsecondary institutions, by source of funds: 2017-18

${ }^{1}$ Includes appropriations, grants, and contracts.
${ }^{2}$ Private institutions typically report Pell grants as tuition revenues rather than as revenues from federal grants
NOTE: Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Finance component.

Table 301.10. Enrollment, staff, and degrees/certificates conferred in degree-granting and non-degree-granting postsecondary institutions, by control and level of institution, sex of student, type of staff, and level of degree: Fall 2018 and 2017-18

| Level of institution, sex of student, type of staff, and level of degree | Total ${ }^{1}$ | Degree-granting institutions |  |  |  |  | Non-degree-granting institutions |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Public | Private |  |  | Total | Public | Private |  |  |
|  |  |  |  | Total | Nonprofit | For-profit |  |  | Total | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Enrollment, fall 2018 <br> Total |  |  |  |  |  |  |  |  |  |  |  |
| 4 -year institutions | 13,901,011 | 13,900,710 | 8,982,560 | 4,918,150 | 4,089,090 | 829,060 | 301 | 5 | 296 | 296 | 0 |
| Males | 5,991,066 | 5,990,993 | 4,005,748 | 1,985,245 | 1,711,257 | 273,988 | 73 | 2 | 71 | 71 | 0 |
| Females | 7,909,945 | 7,909,717 | 4,976,812 | 2,932,905 | 2,377,833 | 555,072 | 228 | 3 | 225 | 225 | 0 |
| 2-year institutions | 5,849,184 | 5,745,208 | 5,546,704 | 198,504 | 45,154 | 153,350 | 103,976 | 57,824 | 46,152 | 5,468 | 40,684 |
| Males | 2,506,453 | 2,451,669 | 2,385,723 | 65,946 | 11,260 | 54,686 | 54,784 | 34,485 | 20,299 | 1,289 | 19,010 |
| Females | 3,342,731 | 3,293,539 | 3,160,981 | 132,558 | 33,894 | 98,664 | 49,192 | 23,339 | 25,853 | 4,179 | 21,674 |
| Less-than-2-year institutions | 258,239 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 258,239 | 52,588 | 205,651 | 7,596 | 198,055 |
| Males | 83,005 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 83,005 | 26,283 | 56,722 | 2,949 | 53,773 |
| Females | 175,234 | $\dagger$ | $\dagger$ | , |  | $\dagger$ | 175,234 | 26,305 | 148,929 | 4,647 | 144,282 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty (instruction/research/public service) | 1,573,995 | 1,542,613 | 980,835 | 561,778 | 491,014 | 70,764 | 31,382 | 11,815 | 19,567 | 1,473 | 18,094 |
| Instruction | 1,454,136 | 1,422,754 | 905,307 | 517,447 | 446,789 | 70,658 | 31,382 | 11,815 | 19,567 | 1,473 | 18,094 |
| Research | 90,489 | 90,489 | 55,909 | 34,580 | 34,526 | 54 |  |  |  | $\dagger$ |  |
| Public service | 29,370 | 29,370 | 19,619 | 9,751 | 9,699 | 52 |  | † | + | $\dagger$ |  |
| Graduate assistants | 382,715 | 382,715 | 299,271 | 83,444 | 83,077 | 367 | $\dagger$ |  | $\dagger$ | $\dagger$ |  |
|  | 41,637 | 41,495 | 24,166 | 17,329 | 16,470 | 859 | 142 | 41 | 101 | 43 | 58 |
| Student and academic affairs and other education services | 188,440 | 182,831 | 122,638 | 60,193 | 50,369 | 9,824 | 5,609 | 2,573 | 3,036 | 338 | 2,698 |
| Management | 268,530 | 262,919 | 152,673 | 110,246 | 101,042 | 9,204 | 5,611 | 1,299 | 4,312 | 339 | 3,973 |
| Business and financial operations | 222,388 | 219,793 | 147,797 | 71,996 | 67,858 | 4,138 | 2,595 | 567 | 2,028 | 132 | 1,896 |
| Computer, engineering, and science | 238,588 | 238,073 | 162,518 | 75,555 | 73,695 | 1,860 | 515 | 321 | 194 | 34 | 160 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 186,297 | 185,765 | 113,130 | 72,635 | 69,534 | 3,101 | 532 | 310 | 222 | 54 | 168 |
| Healthcare practitioners and technicians | 111,519 | 111,076 | 75,116 | 35,960 | 35,692 | 268 | 443 | 332 | 111 | 23 | 88 |
| Service occupations | 244,842 | 242,151 | 161,701 | 80,450 | 78,364 | 2,086 | 2,691 | 1,534 | 1,157 | 150 | 1,007 |
| Sales and related occupations | 14,533 | 12,534 | 4,748 | 7,786 | 3,970 | 3,816 | 1,999 | 110 | 1,889 | 81 | 1,808 |
| Office and administrative support | 417,271 | 409,591 | 273,892 | 135,699 | 126,783 | 8,916 | 7,680 | 2,582 | 5,098 | 334 | 4,764 |
| Natural resources, construction, and maintenance | 74,097 | 73,098 | 53,940 | 19,158 | 18,686 | 472 | 999 | 542 | 457 | 43 | 414 |
| Production, transportation, and material moving | 19,008 | 18,720 | 13,730 | 4,990 | 4,824 | 166 | 288 | 236 | 52 | 8 | 44 |
| Degrees/certificates conferred, 2017-18 Total | 4,951,142 | 4,714,760 | 3,285,726 | 1,429,034 | 1,100,383 | 328,651 | 236,382 | 59,796 | 176,586 | 8,722 | 167,864 |
| Less-than-1-year and 1- to less-than-4-year certificates | 954,738 | 718,453 | 612,084 | 106,369 | 17,067 | 89,302 | 236,285 | 59,796 | 176,489 | 8,722 | 167,767 |
| 4 -year institutions | 166,318 | 166,278 | 125,608 | 40,670 | 11,264 | 29,406 | 40 | 3 | 37 | 37 | 0 |
| Males | 75,999 | 75,996 | 62,780 | 13,216 | 4,406 | 8,810 | 3 | 2 | 1 | 1 | 0 |
| Females | 90,319 | 90,282 | 62,828 | 27,454 | 6,858 | 20,596 | 37 | 1 | 36 | 36 | 0 |
| 2-year institutions | 608,547 | 552,175 | 486,476 | 65,699 | 5,803 | 59,896 | 56,372 | 30,446 | 25,926 | 2,236 | 23,690 |
| Males | 289,774 | 263,875 | 241,157 | 22,718 | 2,073 | 20,645 | 25,899 | 15,436 | 10,463 | 639 | 9,824 |
| Females | 318,773 | 288,300 | 245,319 | 42,981 | 3,730 | 39,251 | 30,473 | 15,010 | 15,463 | 1,597 | 13,866 |
| Less-than-2-year institutions | 179,873 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 179,873 | 29,347 | 150,526 | 6,449 | 144,077 |
| Males | 54,411 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 54,411 | 11,891 | 42,520 | 2,762 | 39,758 |
| Females | 125,462 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 125,462 | 17,456 | 108,006 | 3,687 | 104,319 |
| Associate's degrees | 1,011,582 | 1,011,487 | 885,870 | 125,617 | 56,187 | 69,430 | 95 | 0 | 95 | 0 | 95 |
| 4 -year institutions | 297,139 | 297,139 | 209,841 | 87,298 | 43,666 | 43,632 | 0 | 0 | 0 | 0 | 0 |
| Males | 115,054 | 115,054 | 83,613 | 31,441 | 16,742 | 14,699 | 0 | 0 | 0 | 0 | 0 |
| Females | 182,085 | 182,085 | 126,228 | 55,857 | 26,924 | 28,933 | 0 | 0 | 0 | 0 | 0 |
| 2-year institutions | 714,348 | 714,348 | 676,029 | 38,319 | 12,521 | 25,798 | 0 | 0 | 0 | 0 | 0 |
| Males | 283,546 | 283,546 | 270,799 | 12,747 | 2,593 | 10,154 | 0 | 0 | 0 | 0 | 0 |
| Females | 430,802 | 430,802 | 405,230 | 25,572 | 9,928 | 15,644 | 0 | 0 | 0 | 0 | 0 |
| Less-than-2-year institutions | 95 |  |  | $\dagger$ | $\dagger$ | $\dagger$ | 95 | 0 | 95 | 0 | 95 |
| Males | 34 |  |  | $\dagger$ | $\dagger$ | $\dagger$ | 34 | 0 | 34 | 0 | 34 |
| Females | 61 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 61 | 0 | 61 | 0 | 61 |
| Bachelor's degrees | 1,980,646 | 1,980,644 | 1,310,988 | 669,656 | 571,155 | 98,501 | 2 | 0 | 2 | 0 | 2 |
| Males | 844,961 | 844,960 | 574,520 | 270,440 | 233,670 | 36,770 | 1 | 0 | 1 | 0 | 1 |
| Females | 1,135,685 | 1,135,684 | 736,468 | 399,216 | 337,485 | 61,731 | 1 | 0 | 1 | 0 | 1 |
| Master's degrees | 820,102 | 820,102 | 383,929 | 436,173 | 372,086 | 64,087 | 0 | 0 | 0 | 0 | 0 |
| Males | 326,870 | 326,870 | 159,310 | 167,560 | 147,892 | 19,668 | 0 | 0 | 0 | 0 | 0 |
| Females | 493,232 | 493,232 | 224,619 | 268,613 | 224,194 | 44,419 | 0 | 0 | 0 | 0 | 0 |
| Doctor's degrees | 184,074 | 184,074 | 92,855 | 91,219 | 83,888 | 7,331 | 0 | 0 | 0 | 0 | 0 |
| Males | 85,568 | 85,568 | 44,521 | 41,047 | 38,497 | 2,550 | 0 | 0 | 0 | 0 | 0 |
| Females | 98,506 | 98,506 | 48,334 | 50,172 | 45,391 | 4,781 | 0 | 0 | 0 | 0 | 0 |

## $\dagger$ Not applicable.

${ }^{1}$ Includes both degree-granting and non-degree-granting institutions.
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Degree-granting institutions grant degrees at the associate's or higher level, while non-degree-granting institutions grant only awards below that level. The non-degreegranting classification includes some institutions transitioning to higher level program
offerings, though still classified at a lower level; therefore, a small number of associate's degrees are shown as awarded by non-degree-granting institutions.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component; Spring 2019, Human Resources component; and Fall 2018, Completions component. (This table was prepared February 2020.)

| Selected characteristic | 1869－70 | 1879－80 | 1889－90 | 1899－1900 | 1909－10 | 1919－20 | 1929－30 | 1939－40 | 1949－50 | 1959－60 | 1969－70 | 1979－80 | 1989－90 | 1999－2000 | 2009－10 | 2017－18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Total institutions ${ }^{1}$ | 563 | 811 | 998 | 977 | 951 | 1，041 | 1，409 | 1，708 | 1，851 | 2，004 | 2，525 | 3，152 | 3，535 | 4，084 | 4，495 | 4，313 |
| Total faculty ${ }^{2}$ Males Females | $\begin{aligned} & 5,553^{3} \\ & 4,877^{3} \\ & 666^{3} \end{aligned}$ | $\begin{array}{r} 11,522^{3} \\ 7,328^{3} \\ 4,194^{3} \end{array}$ | $\begin{array}{r} 15,809 \\ 12,704^{3} \\ 3,105^{3} \end{array}$ | $\begin{array}{r} 23,868 \\ 19,151 \\ 4,717 \end{array}$ | $\begin{array}{r} 36,480 \\ 29,132 \\ 7,348 \end{array}$ | $\begin{aligned} & 48,615 \\ & 35,807 \\ & 12,808 \end{aligned}$ | $\begin{aligned} & 82,386 \\ & 60,017 \\ & 22,369 \end{aligned}$ | $\begin{array}{r} 146,929 \\ 106,328 \\ 40,601 \end{array}$ | $\begin{array}{r} 246,722 \\ 186,189 \\ 60,533 \end{array}$ | $\begin{array}{r} 380,554 \\ 296,773 \\ 83,781 \end{array}$ | $\begin{aligned} & 450,000^{4} \\ & 346,000^{4} \\ & 104,000^{4} \end{aligned}$ | $\begin{aligned} & 675,000^{4} \\ & 479,000^{4} \\ & 196,000^{4} \end{aligned}$ | $\begin{aligned} & 824,220^{5} \\ & 534,254^{5} \\ & 289,966^{5} \end{aligned}$ | $\begin{array}{r} 1,027,830^{5} \\ 602,469^{5} \\ 425,361^{5} \end{array}$ | $\begin{array}{r} 1,439,074^{5} \\ 761,002^{5} \\ 68,072^{5} \end{array}$ | $\begin{array}{r} 1,545,653^{5} \\ 778,873^{5} \\ 766,780^{5} \end{array}$ |
| Total fall enrollment ${ }^{6}$ Males Females | 52，286 41，160 ${ }^{3}$ $11,126^{3}$ | $\begin{gathered} 115,817 \\ 77,972^{3} \\ 37,845^{3} \end{gathered}$ | $\begin{array}{r} 156,756 \\ 100,453^{3} \\ 56,303^{3} \end{array}$ | $\begin{array}{r} 237,592 \\ 152,254 \\ 85,338 \end{array}$ | $\begin{aligned} & 355,213 \\ & 214,648^{3} \\ & 140,565^{3} \end{aligned}$ | $\begin{aligned} & 597,880 \\ & 314,938 \\ & 282,942 \end{aligned}$ | $\begin{array}{r} 1,100,737 \\ 619,935 \\ 480,802 \end{array}$ | $\begin{array}{r} 1,494,203 \\ 893,250 \\ 600,953 \end{array}$ | $\begin{array}{r} 2,444,900 \\ 1,721,572 \\ 723,328 \end{array}$ | $\begin{aligned} & 3,639,847 \\ & 2,332,617 \\ & 1,307,230 \end{aligned}$ | $\begin{aligned} & 8,004,660 \\ & 4,746,201 \\ & 3,258,459 \end{aligned}$ | $\begin{array}{r} 11,569,899 \\ 5,68,877 \\ 5,887,022 \end{array}$ | $\begin{array}{r} 13,538,560 \\ 6,190,015 \\ 7,348,545 \end{array}$ | $\begin{array}{r} 14,791,224 \\ 6,490,646 \\ 8,300,578 \end{array}$ | $\begin{array}{r} 20,313,594 \\ 8,73,953 \\ 11,580,641 \end{array}$ | $\begin{array}{r} 19,778,151 \\ 8,571,314 \\ 11,206,837 \end{array}$ |
| Degrees conferred Associate＇s，total Males Females | 二 | 二 | － | 二 | 二 | 二 | 二 | 二 | 二 | 二 | $\begin{array}{r} 206,023 \\ 117,432 \\ 88,591 \end{array}$ | $\begin{aligned} & 400,910 \\ & 183,737 \\ & 217,173 \end{aligned}$ | $\begin{aligned} & 455,102 \\ & 191,195 \\ & 263,907 \end{aligned}$ | $\begin{aligned} & 564,933 \\ & 224,721 \\ & 340,212 \end{aligned}$ | $\begin{aligned} & 848,856 \\ & 322,747 \\ & 526,109 \end{aligned}$ | $\begin{array}{r} 1,011,487 \\ 398,600 \\ 612,887 \end{array}$ |
| Bachelor＇s，total ${ }^{7}$ Males Females | $\begin{aligned} & 9,371 \\ & 7,993 \\ & 1,378 \end{aligned}$ | $\begin{array}{r} 12,896 \\ 10,411 \\ 2,485 \end{array}$ | $\begin{array}{r} 15,539 \\ 12,857 \\ 2,682 \end{array}$ | $\begin{array}{r} 27,410 \\ 22,173 \\ 5,237 \end{array}$ | $\begin{array}{r} 37,199 \\ 28,762 \\ 8,437 \end{array}$ | $\begin{aligned} & 48,622 \\ & 31,980 \\ & 16,642 \end{aligned}$ | $\begin{array}{r} 122,484 \\ 73,615 \\ 48,869 \end{array}$ | $\begin{array}{r} 186,500 \\ 109,546 \\ 76,954 \end{array}$ | $\begin{aligned} & 432,058 \\ & 328,841 \\ & 103,217 \end{aligned}$ | $\begin{aligned} & 392,440 \\ & 254,063 \\ & 138,377 \end{aligned}$ | $\begin{aligned} & 792,316 \\ & 451,097 \\ & 341,219 \end{aligned}$ | $\begin{aligned} & 929,417 \\ & 473,611 \\ & 455,806 \end{aligned}$ | $\begin{array}{r} 1,051,344 \\ 491,696 \\ 559,648 \end{array}$ | $\begin{array}{r} 1,237,875 \\ 530,367 \\ 707,508 \end{array}$ | 1，649，919 706，660 943，259 | $\begin{array}{r} 1,980,644 \\ 844,960 \\ 1,135,684 \end{array}$ |
| Master＇s，total ${ }^{8}$ Males Females | 二 | $\begin{array}{r} 879 \\ 868 \\ 11 \end{array}$ | $\begin{array}{r} 1,015 \\ 821 \\ 194 \end{array}$ | $\begin{array}{r} 1,583 \\ 1,280 \\ 303 \end{array}$ | $\begin{array}{r} 2,113 \\ 1,555 \\ 558 \end{array}$ | $\begin{aligned} & 4,279 \\ & 2,985 \\ & 1,294 \end{aligned}$ | $\begin{array}{r} 14,969 \\ 8,925 \\ 6,044 \end{array}$ | $\begin{aligned} & 26,731 \\ & 16,508 \\ & 10,223 \end{aligned}$ | $\begin{aligned} & 58,183 \\ & 41,220 \\ & 16,963 \end{aligned}$ | $\begin{aligned} & 74,435 \\ & 50,898 \\ & 23,537 \end{aligned}$ | $\begin{array}{r} 213,589 \\ 130,799 \\ 82,790 \end{array}$ | $\begin{aligned} & 305,196 \\ & 156,882 \\ & 148,314 \end{aligned}$ | $\begin{aligned} & 330,152 \\ & 158,052 \\ & 172,100 \end{aligned}$ | $\begin{aligned} & 463,185 \\ & 196,129 \\ & 267,056 \end{aligned}$ | $\begin{aligned} & 693,313 \\ & 275,317 \\ & 417,996 \end{aligned}$ | $\begin{aligned} & 820,102 \\ & 326,870 \\ & 493,232 \end{aligned}$ |
| Doctor＇s，total ${ }^{9}$ Males Females | $\begin{aligned} & 1 \\ & 1 \\ & 0 \end{aligned}$ | $\begin{array}{r} 54 \\ 51 \\ 3 \end{array}$ | $\begin{array}{r} 149 \\ 147 \\ 2 \end{array}$ | $\begin{array}{r} 382 \\ 359 \\ 23 \end{array}$ | $\begin{array}{r} 443 \\ 399 \\ 44 \end{array}$ | $\begin{array}{r} 615 \\ 522 \\ 93 \end{array}$ | $\begin{array}{r} 2,299 \\ 1,946 \\ 353 \end{array}$ | $\begin{array}{r} 3,290 \\ 2,861 \\ 429 \end{array}$ | $\begin{array}{r} 6,420 \\ 5,804 \\ 616 \end{array}$ | $\begin{aligned} & 9,829 \\ & 8,801 \\ & 1,028 \end{aligned}$ | $\begin{array}{r} 59,486 \\ 53,792 \\ 5,694 \end{array}$ | $\begin{aligned} & 95,631 \\ & 69,526 \\ & 26,105 \end{aligned}$ | $\begin{array}{r} 103,508 \\ 63,963 \\ 39,545 \end{array}$ | $\begin{array}{r} 118,736 \\ 64,930 \\ 53,806 \end{array}$ | $\begin{array}{r} 158,590 \\ 76,610 \\ 81,980 \end{array}$ | $\begin{array}{r} 184,074 \\ 8,568 \\ 98,506 \end{array}$ |
| Finances <br> Revenue ${ }^{10}$ <br> Educational and general income ${ }^{11}$ <br> Expenditures ${ }^{12}$ <br> Value of physical property Market value of endowment funds | In thousands of current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | － | － | － | － | \＄76，883 | \＄199，922 | \＄554，511 | \＄715，211 | \＄2，374，645 | \＄5，785，537 | \＄21，515，242 | \＄58，519，982 | \＄139，635，477 | \＄282，261，000 | \＄496，720，000 | \＄670，555，000 |
|  | － | － | \＄21，464 | \＄35，084 | 67，917 | 172，929 | 483，065 | 571，288 | 1，833，845 | 4，688，352 | 16，486，177 | 50.7 | 71 | － | －－ |  |
|  | － | － |  |  |  |  | 507，142 | 674，688 | 2，245，661 | 5，601，376 | 21，043，113 | 56，913，588 | 134，655，571 | 236，784，000 | 446，479，000 | 603，915，000 |
|  | － | － | 95，426 | 253，599 | 457，594 | 747，333 | 2，065，049 | 2，753，780 ${ }^{13}$ | 4，799，964 | 13，548，548 | 42，093，580 | 83，733，387 | 164，635，000 | － |  |  |
|  | － | － | 78，788 ${ }^{14}$ | 194，998 ${ }^{14}$ | 323，661 ${ }^{14}$ | 569，071 ${ }^{14}$ | 1，372，068 ${ }^{14}$ | 1，686，283 ${ }^{14}$ | 2，601，223 ${ }^{14}$ | 5，322，080 ${ }^{14}$ | 11，206，632 | 20，743，045 | 67，978，726 | － | 355，910，203 | 648，043，000 |


| - | - | - | - | - | - | $\$ 8,204,702$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - | - | - | - | - | - | $7,147,567$ |
| - | - | - | - | - | - | $7,503,817$ |
| - | - | - | - | - | - | $30,555,052$ |
| - | - | - | - | - | - | $20,301,508{ }^{14}$ |


| \＄12，961，722 | \＄25，394，654 | \＄49，868，679 | \＄144，252，080 | \＄190，914，158 | \＄278，520，953 | \＄422，275，000 | \＄580，447，000 | \＄684，451，000 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 10，353，415 | 19，611，293 | 40，411，447 | 110，533，980 |  | － | － | － |  |
| 12，227，326 | 24，015，288 | 48，281，295 | 141，086，622 | 185，673，497 | 268，587，889 | 354，239，000 | 521，737，000 | 616，430，000 |
| 49，906，573 ${ }^{13}$ | 51，331，220 | 116，782，277 | 282，222，550 | 273，169，753 | 328，385，723 |  |  |  |
| $30,560,395{ }^{14}$ | 27，817，698 ${ }^{14}$ | 45，873，892 ${ }^{14}$ | 75，136，500 | 67，671，603 | 135，592，329 | － | 415，902，671 | 661，473，000 |

## －Not available．

1Prior to 1979－80，excludes branch campuses．
${ }^{2}$ Total number of different individuals（not reduced to full－time equivalent）．Beginning in 1959－60，data are for the first term ${ }^{3}$ Estimated．
${ }^{4}$ Estimated number of senior instructional staff based on actual enrollment data for the designated year and enrollment／staff ratios for the prior staff survey．Excludes graduate assistants．
${ }^{5}$ Because of revised survey procedures，data may not be directly comparable with figures prior to 1989－90．Excludes graduate assistants．
＇Data for 1869－70 to 1939－40 are for resident degree－credit students who enrolled at any time during the academic year From 1869－70 to 1959－60，bachelor＇s degrees include degrees that were classified as first－professional prior to 2010－11 such as M．D．，D．D．S．，and law degrees
Includes Ph．D．，Ed．D．，and comparable degreise professional prior to 2010－11，such as M．D．，D．D．S．，and law degrees．
＇Data for 1929－30 through 1989－90 are current－fund revenues only．Data for 1999－2000 include total revenues for private institutions and current－fund revenues for public institutions．Data for later years are for total revenues
＇Includes revenues from student tuition payments，government appropriations，endowment income，private gifts，sponsored
${ }^{12}$ Data for 1929－30 and 1939－40 include current－fund expenditures and additions to
1989－90 are current－fund expenditures only．Data for 1999－2000 include total expenditures for private institutions and current－fund expenditures for public institutions．Data for later years are for total expenditures
${ }^{13}$ Includes unexpended plant funds
${ }^{15}$ Constant dollars based on the Consumer Price Index，prepared by the Bureau of Labor Statistics，U．S．Department of Labor，adjusted to a school－year basis．
NOTE：Data through 1989－90 are for institutions of higher education，while later data are for degree－granting institutions Degree－granting institutions grant associate＇s or higher degrees and participate in Title IV federal financial aid programs．The degree－granting classification is very similar to the earlier higher education classification，but it includes more 2 －year colleges and excludes a few higher education institutions that did not grant degrees．Detail may not sum to totals because of rounding States；Education Directory，Colleges and Universities；Faculty and Other Professional Staff in Institutions of Higher Education Fall Enrollment in Colleges and Universities；Earned Degrees Conferred；Financial Statistics of Institutions of Higher Education Higher Education General Information Survey（HEGIS），＂Fall Enrollment in Institutions of Higher Education，＂＂Degrees and Other Formal Awards Conferred，＂and＂Financial Statistics of Institutions of Higher Education＂surveys；Integrated Postsecondary Education Data System（IPEDS），＂Fall Enrollment Survey＂（IPEDS－EF：89－99），＂Fall Staff Survey＂（IPEDS－S：89－99），＂Finance Survey＂（IPEDS－F：FY90－00），＂Completions Survey＂（IPEDS－C：90－00），and＂Institutional Characteristics Survey＂（IPEDS IC：89－99）；IPEDS Winter 2009－10 and Spring 2018，Human Resources component，Fall Staff section；IPEDS Spring 2010 2011 and Spring 2019，Finance component．（This table was prepared February 2020．）

Table 302.10. Recent high school completers and their enrollment in college, by sex and level of institution: 1960 through 2018
[Standard errors appear in parentheses]

| Year | Number of high school completers ${ }^{1}$ (in thousands) |  |  |  |  |  | Percent of recent high school completers ${ }^{1}$ enrolled in college ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Total |  |  |  |  |  | Males |  |  |  |  |  | Females |  |  |  |  |  |
|  |  | Total |  | Males | Females |  | Total2-year <br> college |  |  |  | 4-year college or university |  | Total2-year <br> college |  |  |  | 4-year college or university |  | Total2-year <br> college |  |  |  | 4 -year college or university |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| 1960 | 1,679 | (44.5) | 756 | (32.3) | 923 | (30.1) | 45.1 | (2.16) |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 54.0 | (3.23) |  | ( $\dagger$ ) |  | ( $\dagger$ | 37.9 | (2.85) |  | ( $\dagger$ |  | ( $\dagger$ ) |
| 1961 | 1,763 | (46.7) | 790 | (33.7) | 973 | (31.8) | 48.0 | (2.12) |  | ( $\dagger$ | - | ( $\dagger$ | 56.3 | (3.14) |  | ( $\dagger$ | - | ( $\dagger$ | 41.3 | (2.81) | - | ( $\dagger$ |  | ( $\dagger$ |
| 1962 | 1,838 | (44.3) | 872 | (32.0) | 966 | (30.4) | 49.0 | (2.08) |  | ( $\dagger$ | - | ( $\dagger$ | 55.0 | (3.00) |  | ( $\dagger$ ) | - | ( $\dagger$ | 43.5 | (2.84) | - | ( $\dagger$ |  | ( $\dagger$ ) |
| 1963 | 1,741 | (44.9) | 794 | (32.6) | 947 | (30.5) | 45.0 | (2.12) |  | ( $\dagger$ |  | ( $\dagger$ ) | 52.3 | (3.16) |  | ( $\dagger$ ) | - | ( $\dagger$ | 39.0 | (2.82) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1964 | 2,145 | (43.6) | 997 | (32.3) | 1,148 | (28.9) | 48.3 | (1.92) |  | ( $\dagger$ | - | ( $\dagger$ ) | 57.2 | (2.79) |  | ( $\dagger$ ) | - | ( $\dagger$ | 40.7 | (2.58) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1965 | 2,659 | (48.5) | 1,254 | (35.7) | 1,405 | (32.5) | 50.9 | (1.73) |  | ( $\dagger$ ) | - | ( $\dagger$ ) | 57.3 | (2.49) |  | ( $\dagger$ ) | - |  | 45.3 | (2.37) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1966 | 2,612 | (45.7) | 1,207 | (34.4) | 1,405 | (29.5) | 50.1 | (1.74) |  | ( $\dagger$ | - | ( $\dagger$ ) | 58.7 | (2.53) |  | ( $\dagger$ ) | - | ( $\dagger$ | 42.7 | (2.35) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1967 | 2,525 | (38.5) | 1,142 | (28.9) | 1,383 | (24.7) | 51.9 | (1.44) |  | ( $\dagger$ | - | ( $\dagger$ ) | 57.6 | (2.12) | - | ( $\dagger$ ) | - | ( $\dagger$ | 47.2 | (1.95) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1968 | 2,606 | (38.0) | 1,184 | (28.7) | 1,422 | (24.2) | 55.4 | (1.41) |  | ( $\dagger$ | - | ( $\dagger$ ) | 63.2 | (2.04) |  | ( $\dagger$ ) | - | ( $\dagger$ | 48.9 | (1.93) | - | ( $\dagger$ ) |  | ( $\dagger$ |
| 1969 | 2,842 | (36.6) | 1,352 | (27.3) | 1,490 | (24.2) | 53.3 | (1.36) |  | ( $\dagger$ | - | ( $\dagger$ | 60.1 | (1.93) |  | ( $\dagger$ ) | - | ( $\dagger$ | 47.2 | (1.88) | - | ( $\dagger$ ) |  | ( $\dagger$ |
| 1970 | 2,758 | (38.1) | 1,343 | (26.6) | 1,415 | (27.3) | 51.7 | (1.38) |  | ( $\dagger$ |  | ( $\dagger$ | 55.2 | (1.97) |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 48.5 | (1.93) |  | ( $\dagger$ ) |  | $\dagger$ † |
| 1971 | 2,875 | (38.7) | 1,371 | (27.1) | 1,504 | (27.6) | 53.5 | (1.35) |  | ( $\dagger$ ) | - | ( $\dagger$ | 57.6 | (1.94) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 49.8 | (1.87) | - | ( $\dagger$ ) |  | ( $\dagger$ |
| 1972 | 2,964 | (38.5) | 1,423 | (27.5) | 1,542 | (26.9) | 49.2 | (1.33) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 52.7 | (1.92) | - | ( $\dagger$ ) | - | ( $\dagger$ | 46.0 | (1.84) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 1973 | 3,058 | (37.7) | 1,460 | (28.0) | 1,599 | (25.0) | 46.6 | (1.31) | 14.9 | (0.94) | 31.6 | (1.22) | 50.0 | (1.90) | 14.6 | (1.34) | 35.4 | (1.82) | 43.4 | (1.80) | 15.2 | (1.30) | 28.2 | (1.63) |
| 1974 | 3,101 | (39.3) | 1,491 | (28.2) | 1,611 | (27.3) | 47.6 | (1.30) | 15.2 | (0.94) | 32.4 | (1.22) | 49.4 | (1.88) | 16.6 | (1.40) | 32.8 | (1.77) | 45.9 | (1.80) | 13.9 | (1.25) | 32.0 | (1.69) |
| 1975 | 3,185 | (39.3) | 1,513 | (27.8) | 1,672 | (27.7) | 50.7 | (1.29) | 18.2 | (0.99) | 32.6 | (1.21) | 52.6 | (1.86) | 19.0 | (1.47) | 33.6 | (1.76) | 49.0 | (1.78) | 17.4 | (1.35) | 31.6 | (1.65) |
| 1976 | 2,986 | (40.5) | 1,451 | (29.4) | 1,535 | (27.8) | 48.8 | (1.33) | 15.6 | (0.96) | 33.3 | (1.25) | 47.2 | (1.90) | 14.5 | (1.34) | 32.7 | (1.79) | 50.3 | (1.85) | 16.6 | (1.38) | 33.8 | (1.75) |
| 1977 | 3,141 | (41.0) | 1,483 | (29.8) | 1,659 | (27.9) | 50.6 | (1.30) | 17.5 | (0.98) | 33.1 | (1.22) | 52.1 | (1.88) | 17.2 | (1.42) | 35.0 | (1.80) | 49.3 | (1.78) | 17.8 | (1.36) | 31.5 | (1.66) |
| 1978 | 3,163 | (40.0) | 1,485 | (29.4) | 1,677 | (26.8) | 50.1 | (1.29) | 17.0 | (0.97) | 33.1 | (1.22) | 51.1 | (1.88) | 15.6 | (1.37) | 35.5 | (1.80) | 49.3 | (1.77) | 18.3 | (1.37) | 31.0 | (1.64) |
| 1979 | 3,160 | (40.3) | 1,475 | (29.4) | 1,685 | (27.4) | 49.3 | (1.29) | 17.5 | (0.98) | 31.8 | (1.20) | 50.4 | (1.89) | 16.9 | (1.42) | 33.5 | (1.79) | 48.4 | (1.77) | 18.1 | (1.36) | 30.3 | (1.63) |
| 1980 | 3,088 | (39.6) | 1,498 | (28.5) | 1,589 | (27.5) | 49.3 | (1.31) | 19.4 | (1.03) | 29.9 | (1.20) | 46.7 | (1.87) | 17.1 | (1.41) | 29.7 | (1.71) | 51.8 | (1.82) | 21.6 | (1.50) | 30.2 | (1.67) |
| 1981 | 3,056 | (42.4) | 1,491 | (30.6) | 1,565 | (29.3) | 53.9 | (1.31) | 20.5 | (1.06) | 33.5 | (1.24) | 54.8 | (1.87) | 20.9 | (1.53) | 33.9 | (1.78) | 53.1 | (1.83) | 20.1 | (1.47) | 33.0 | (1.73) |
| 1982 | 3,100 | (41.0) | 1,509 | (29.4) | 1,592 | (28.6) | 50.6 | (1.38) | 19.1 | (1.09) | 31.5 | (1.28) | 49.1 | (1.98) | 17.5 | (1.50) | 31.6 | (1.84) | 52.0 | (1.93) | 20.6 | (1.56) | 31.4 | (1.79) |
| 1983 | 2,963 | (42.2) | 1,389 | (30.8) | 1,573 | (28.6) | 52.7 | (1.41) | 19.2 | (1.11) | 33.5 | (1.33) | 51.9 | (2.06) | 20.2 | (1.66) | 31.7 | (1.92) | 53.4 | (1.93) | 18.4 | (1.50) | 35.1 | (1.85) |
| 1984 | 3,012 | (37.0) | 1,429 | (29.1) | 1,584 | (22.2) | 55.2 | (1.39) | 19.4 | (1.11) | 35.8 | (1.34) | 56.0 | (2.02) | 17.7 | (1.55) | 38.4 | (1.98) | 54.5 | (1.92) | 21.0 | (1.57) | 33.5 | (1.82) |
| 1985 | 2,668 | (40.7) | 1,287 | (29.1) | 1,381 | (28.3) | 57.7 | (1.47) | 19.6 | (1.18) | 38.1 | (1.45) | 58.6 | (2.11) | 19.9 | (1.71) | 38.8 | (2.09) | 56.8 | (2.05) | 19.3 | (1.63) | 37.5 | (2.00) |
| 1986 | 2,786 | (39.2) | 1,332 | (28.9) | 1,454 | (26.4) | 53.8 | (1.45) | 19.2 | (1.15) | 34.5 | (1.39) | 55.8 | (2.09) | 21.3 | (1.73) | 34.5 | (2.00) | 51.9 | (2.02) | 17.3 | (1.53) | 34.6 | (1.92) |
| 1987 | 2,647 | (41.5) | 1,278 | (30.2) | 1,369 | (28.4) | 56.8 | (1.48) | 18.9 | (1.17) | 37.9 | (1.45) | 58.3 | (2.12) | 17.3 | (1.63) | 41.0 | (2.12) | 55.3 | (2.07) | 20.3 | (1.67) | 35.0 | (1.98) |
| 1988 | 2,673 | (47.7) | 1,334 | (34.6) | 1,339 | (32.8) | 58.9 | (1.60) | 21.9 | (1.34) | 37.1 | (1.57) | 57.1 | (2.27) | 21.3 | (1.88) | 35.8 | (2.20) | 60.7 | (2.24) | 22.4 | (1.91) | 38.3 | (2.23) |
| 1989 | 2,450 | (44.8) | 1,204 | (31.7) | 1,246 | (31.7) | 59.6 | (1.58) | 20.7 | (1.30) | 38.9 | (1.57) | 57.6 | (2.27) | 18.3 | (1.77) | 39.3 | (2.24) | 61.6 | (2.19) | 23.1 | (1.90) | 38.5 | (2.20) |
| 1990 | 2,362 | (43.0) | 1,173 | (30.6) | 1,189 | (30.2) | 60.1 | (1.60) | 20.1 | (1.31) | 40.0 | (1.61) | 58.0 | (2.29) | 19.6 | (1.85) | 38.4 | (2.26) | 62.2 | (2.24) | 20.6 | (1.87) | 41.6 | (2.28) |
| 1991 | 2,276 | (41.1) | 1,140 | (29.0) | 1,136 | (29.0) | 62.5 | (1.62) | 24.9 | (1.44) | 37.7 | (1.62) | 57.9 | (2.33) | 22.9 | (1.98) | 35.0 | (2.25) | 67.1 | (2.22) | 26.8 | (2.09) | 40.3 | (2.32) |
| 1992 | 2,397 | (40.5) | 1,216 | (29.1) | 1,180 | (28.1) | 61.9 | (1.58) | 23.0 | (1.37) | 38.9 | (1.59) | 60.0 | (2.24) | 22.1 | (1.89) | 37.8 | (2.21) | 63.8 | (2.23) | 23.9 | (1.98) | 40.0 | (2.27) |
| 1993 | 2,342 | (41.4) | 1,120 | (30.6) | 1,223 | (27.7) | 62.6 | (1.59) | 22.8 | (1.38) | 39.8 | (1.61) | 59.9 | (2.33) | 22.9 | (2.00) | 37.0 | (2.30) | 65.2 | (2.17) | 22.8 | (1.91) | 42.4 | (2.25) |
| 1994 | 2,517 | (41.1) | 1,244 | (30.1) | 1,273 | (27.9) | 61.9 | (1.54) | 21.0 | (1.29) | 40.9 | (1.56) | 60.6 | (2.21) | 23.0 | (1.90) | 37.5 | (2.19) | 63.2 | (2.15) | 19.1 | (1.75) | 44.1 | (2.22) |
| 1995 | 2,599 | (41.0) | 1,238 | (30.0) | 1,361 | (27.7) | 61.9 | (1.41) | 21.5 | (1.19) | 40.4 | (1.43) | 62.6 | (2.04) | 25.3 | (1.83) | 37.4 | (2.04) | 61.3 | (1.96) | 18.1 | (1.55) | 43.2 | (1.99) |
| 1996 | 2,660 | (40.5) | 1,297 | (29.5) | 1,363 | (27.7) | 65.0 | (1.42) | 23.1 | (1.26) | 41.9 | (1.47) | 60.1 | (2.09) | 21.5 | (1.76) | 38.5 | (2.08) | 69.7 | (1.91) | 24.6 | (1.79) | 45.1 | (2.07) |
| 1997 | 2,769 | (41.8) | 1,354 | (31.0) | 1,415 | (27.9) | 67.0 | (1.37) | 22.8 | (1.23) | 44.3 | (1.45) | 63.6 | (2.01) | 21.4 | (1.71) | 42.2 | (2.06) | 70.3 | (1.87) | 24.1 | (1.75) | 46.2 | (2.04) |
| 1998 | 2,810 | (43.9) | 1,452 | (31.0) | 1,358 | (31.0) | 65.6 | (1.38) | 24.4 | (1.25) | 41.3 | (1.43) | 62.4 | (1.96) | 24.4 | (1.73) | 38.0 | (1.96) | 69.1 | (1.93) | 24.3 | (1.79) | 44.8 | (2.08) |
| 1999 | 2,897 | (41.5) | 1,474 | (29.9) | 1,423 | (28.8) | 62.9 | (1.38) | 21.0 | (1.16) | 41.9 | (1.41) | 61.4 | (1.95) | 21.0 | (1.63) | 40.5 | (1.97) | 64.4 | (1.95) | 21.1 | (1.66) | 43.3 | (2.02) |
| 2000 | 2,756 | (45.3) | 1,251 | (33.6) | 1,505 | (29.7) | 63.3 | (1.41) | 21.4 | (1.20) | 41.9 | (1.45) | 59.9 | (2.13) | 23.1 | (1.83) | 36.8 | (2.10) | 66.2 | (1.88) | 20.0 | (1.59) | 46.2 | (1.98) |
| 2001 | 2,549 | (44.1) | 1,277 | (32.0) | 1,273 | (30.3) | 61.8 | (1.41) | 19.6 | (1.15) | 42.1 | (1.43) | 60.1 | (2.00) | 18.6 | (1.59) | 41.4 | (2.01) | 63.5 | (1.97) | 20.6 | (1.66) | 42.8 | (2.02) |
| 2002 | 2,796 | (42.7) | 1,412 | (31.3) | 1,384 | (29.0) | 65.2 | (1.31) | 21.6 | (1.14) | 43.6 | (1.37) | 62.1 | (1.88) | 20.4 | (1.57) | 41.7 | (1.92) | 68.4 | (1.82) | 22.8 | (1.65) | 45.6 | (1.95) |
| 2003 | 2,677 | (42.2) | 1,306 | (29.9) | 1,372 | (29.7) | 63.9 | (1.35) | 21.5 | (1.16) | 42.5 | (1.39) | 61.2 | (1.97) | 21.9 | (1.67) | 39.3 | (1.97) | 66.5 | (1.86) | 21.0 | (1.61) | 45.5 | (1.96) |
| 2004 | 2,752 | (40.0) | 1,327 | (29.1) | 1,425 | (27.3) | 66.7 | (1.31) | 22.4 | (1.16) | 44.2 | (1.38) | 61.4 | (1.95) | 21.8 | (1.65) | 39.6 | (1.96) | 71.5 | (1.74) | 23.1 | (1.63) | 48.5 | (1.93) |
| 2005 | 2,675 | (40.8) | 1,262 | (31.5) | 1,414 | (24.9) | 68.6 | (1.31) | 24.0 | (1.21) | 44.6 | (1.40) | 66.5 | (1.94) | 24.7 | (1.77) | 41.8 | (2.03) | 70.4 | (1.77) | 23.4 | (1.64) | 47.0 | (1.94) |
| 2006 | 2,692 | (44.6) | 1,328 | (32.7) | 1,363 | (30.1) | 66.0 | (1.33) | 24.7 | (1.21) | 41.3 | (1.39) | 65.8 | (1.90) | 24.9 | (1.73) | 40.9 | (1.97) | 66.1 | (1.87) | 24.5 | (1.70) | 41.7 | (1.95) |
| 2007 | 2,955 | (42.6) | 1,511 | (30.0) | 1,444 | (30.3) | 67.2 | (1.26) | 24.1 | (1.15) | 43.1 | (1.33) | 66.1 | (1.78) | 22.7 | (1.57) | 43.4 | (1.86) | 68.3 | (1.79) | 25.5 | (1.67) | 42.8 | (1.90) |
| 2008 | 3,151 | (42.8) | 1,640 | (29.6) | 1,511 | (30.9) | 68.6 | (1.21) | 27.7 | (1.16) | 40.9 | (1.28) | 65.9 | (1.71) | 24.9 | (1.56) | 41.0 | (1.77) | 71.6 | (1.69) | 30.6 | (1.73) | 40.9 | (1.85) |
| 2009 | 2,937 | (45.0) | 1,407 | (32.8) | 1,531 | (30.6) | 70.1 | (1.23) | 27.7 | (1.21) | 42.4 | (1.33) | 66.0 | (1.84) | 25.1 | (1.69) | 40.9 | (1.91) | 73.8 | (1.64) | 30.1 | (1.71) | 43.8 | (1.85) |
| 2010 | 3,160 | (91.8) | 1,679 | (64.6) | 1,482 | (58.4) | 68.1 | (1.49) | 26.7 | (1.52) | 41.4 | (1.61) | 62.8 | (1.88) | 28.5 | (2.03) | 34.3 | (1.97) | 74.0 | (2.31) | 24.6 | (2.32) | 49.5 | (2.59) |
| 2011 | 3,079 | (88.3) | 1,611 | (60.6) | 1,468 | (58.4) | 68.2 | (1.45) | 25.9 | (1.49) | 42.3 | (1.44) | 64.7 | (2.16) | 24.7 | (1.79) | 40.0 | (2.10) | 72.2 | (1.98) | 27.3 | (2.17) | 44.9 | (2.37) |
| 2012 | 3,203 | (96.2) | 1,622 | (70.1) | 1,581 | (54.0) | 66.2 | (1.59) | 28.8 | (1.57) | 37.5 | (1.60) | 61.3 | (2.17) | 26.9 | (2.20) | 34.4 | (2.15) | 71.3 | (2.11) | 30.7 | (2.09) | 40.6 | (2.21) |
| 2013 | 2,977 | (84.4) | 1,524 | (62.9) | 1,453 | (57.0) | 65.9 | (1.58) | 23.8 | (1.44) | 42.1 | (1.76) | 63.5 | (2.20) | 24.5 | (2.14) | 39.0 | (2.48) | 68.4 | (2.17) | 23.0 | (2.15) | 45.3 | (2.21) |
| 2014 | 2,868 | (78.5) | 1,423 | (58.1) | 1,445 | (57.5) | 68.4 | (1.67) | 24.6 | (1.56) | 43.7 | (1.81) | 64.0 | (2.32) | 21.2 | (2.07) | 42.8 | (2.69) | 72.6 | (2.50) | 28.0 | (2.35) | 44.6 | (2.57) |
| 2015 | 2,965 | (87.5) | 1,448 | (64.6) | 1,516 | (56.6) | 69.2 | (1.54) | 25.2 | (1.48) | 44.0 | (1.61) | 65.8 | (2.27) | 24.3 | (2.00) | 41.5 | (2.27) | 72.5 | (2.18) | 26.2 | (2.08) | 46.4 | (2.42) |
| 2016 | 3,137 | (102.3) | 1,517 | (70.6) | 1,620 | (66.7) | 69.8 | (1.64) | 23.7 | (1.56) | 46.0 | (1.85) | 67.5 | (2.12) | 25.3 | (2.26) | 42.2 | (2.47) | 71.9 | (2.40) | 22.3 | (1.99) | 49.6 | (2.46) |
| 2017 | 2,870 | (95.9) | 1,345 | (60.2) | 1,525 | (71.3) | 66.7 | (1.68) | 22.6 | (1.50) | 44.2 | (1.83) | 61.1 | (2.57) | 23.9 | (2.36) | 37.2 | (2.32) | 71.7 | (2.29) | 21.4 | (2.09) | 50.3 | (2.70) |
| $\underline{2018}$ | 3,212 | (94.6) | 1,614 | (61.2) | 1,598 | (69.9) | 69.1 | (1.62) | 25.5 | (1.54) | 43.6 | (1.76) | 66.9 | (2.22) | 24.9 | (1.92) | 42.0 | (2.23) | 71.4 | (2.32) | 26.1 | (2.19) | 45.2 | (2.75) |

## -Not available.

$\dagger$ Not applicable.
${ }^{1}$ Individuals ages 16 to 24 who graduated from high school or completed a GED or other high school equivalency credential.
${ }^{2}$ Enrollment in college as of October of each year for individuals ages 16 to 24 who had completed high school earlier in the calendar year.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population. High school completion data in this table differ from figures appearing in other tables
because of varying survey procedures and coverage. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Detail may not sum to totals because of rounding.
SOURCE: American College Testing Program, unpublished tabulations, derived from statistics collected by the Census Bureau, 1960 through 1969. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2018. (This table was prepared August 2019.)

Table 302.20. Percentage of recent high school completers enrolled in college, by race/ethnicity: 1960 through 2018
[Standard errors appear in parentheses]

| Year | Percent of recent high school completers ${ }^{1}$ enrolled in college ${ }^{2}$ (annual data) |  |  |  |  | 3 -year moving averages ${ }^{3}$ |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Percent of recent high school completers ${ }^{1}$ enrolled in college ${ }^{2}$ |  |  |  |  | Difference between percent enrolled |  |  |  |
|  | Total | White | Black | Hispanic | Asian ${ }^{4}$ | Total | White | Black | Hispanic | Asian ${ }^{4}$ | WhiteBlack | WhiteHispanic |  | White Asian |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |  | 14 |
| $1960{ }^{5}$ | 45.1 (2.16) | 45.8 (2.24) | - ( $\dagger$ ) | ( $\dagger$ | ( $\dagger$ | 46.6 (1.52) | 47.7 (1.58) | ( $\dagger$ |  |  | - ( $\dagger$ ) | ( $\dagger$ |  | ( $\dagger$ |
| $1961{ }^{5}$ | 48.0 (2.12) | 49.5 (2.22) | ( $\dagger$ | ( $\dagger$ ) | ( $\dagger$ ) | 47.4 (1.22) | 48.7 (1.28) | ( $\dagger$ ) | ( $\dagger$ | - ( $\dagger$ ) | †) | ( $\dagger$ ) | - | ) |
| $1962{ }^{5}$ | 49.0 (2.08) | 50.6 (2.19) | ( $\dagger$ | ( $\dagger$ ) | ( $\dagger$ ) | 47.4 (1.22) | 48.6 (1.27) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | - | ( $\dagger$ |
| $1963{ }^{5}$ | 45.0 (2.12) | 45.6 (2.21) | ( $\dagger$ | ( $\dagger$ ) | ( $\dagger$ ) | 47.5 (1.18) | 48.5 (1.23) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ | - | ( $\dagger$ |
| $1964{ }^{5}$ | 48.3 (1.92) | 49.2 (2.01) | ( $\dagger$ | ( $\dagger$ ) | ( $\dagger$ ) | 48.5 (1.10) | 49.2 (1.15) | ( $\dagger$ ) | - ( $\dagger$ ) | - ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | - | ( $\dagger$ |
| $1965{ }^{5}$ | 50.9 (1.73) | 51.7 (1.81) | †) | ( $\dagger$ | ( $\dagger$ | 49.9 (1.03) | 51.0 (1.08) | ( $\dagger$ |  | - ( $\dagger$ ) | †) | +) | - | $\dagger)$ |
| $1966{ }^{5}$ | 50.1 (1.74) | 51.7 (1.82) | ( $\dagger$ | ( $\dagger$ ) | ( $\dagger$ ) | 51.0 (1.01) | 52.1 (1.06) | ( $\dagger$ ) | - ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | - | t) |
| $1967{ }^{5}$ | 51.9 (1.44) | 53.0 (1.52) | ( $\dagger$ | ( $\dagger$ ) | ( $\dagger$ ) | 52.5 (0.82) | 53.8 (0.87) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) |  | †) |
| $1968{ }^{5}$ | 55.4 (1.41) | 56.6 (1.50) | ( $\dagger$ | ( $\dagger$ ) | ( $\dagger$ ) | 53.6 (0.81) | 55.0 (0.86) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | - | $\dagger$ ) |
| $1969{ }^{5}$ | 53.3 (1.36) | 55.2 (1.43) | ( $\dagger$ | ( $\dagger$ ) | ( $\dagger$ ) | 53.5 (0.80) | 54.6 (0.85) | ( $\dagger$ ) | - ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | - | ( $\dagger$ |
| $1970{ }^{5}$ | 51.7 (1.38) | 52.0 (1.46) | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | 52.9 (0.79) | 53.8 (0.83) | - ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | - ( $\dagger$ ) | ( $\dagger$ ) | - | ( $\dagger$ |
| $1971{ }^{5}$ | 53.5 (1.35) | 54.0 (1.42) | - ( $\dagger$ ) | - ( $\dagger$ ) | ( $\dagger$ ) | 51.5 (0.78) | 51.9 (0.83) | - ( $\dagger$ ) | $-\quad(\dagger)$ | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | - | t) |
| 1972 | 49.2 (1.33) | 49.7 (1.45) | 44.6 (4.74) | 45.0 (12.85) | ( $\dagger$ ) | 49.7 (0.77) | 50.5 (0.83) | 38.4 (3.26) | 49.9 (8.76) | ( $\dagger$ | 12.1 (3.36) | $\ddagger \quad(\dagger)$ | - | †) |
| 1973 | 46.6 (1.31) | 47.8 (1.43) | 32.5 (4.40) | 54.1 (11.89) | ( $\dagger$ ) | 47.8 (0.76) | 48.2 (0.83) | 41.4 (2.68) | 48.8 (7.04) | ( $\dagger$ ) | 6.8 ! (2.81) | $\ddagger \quad(\dagger)$ |  | ( $\dagger$ |
| 1974 | 47.6 (1.30) | 47.2 (1.42) | 47.2 (4.69) | 46.9 (11.79) | ( $\dagger$ ) | 48.3 (0.75) | 48.7 (0.82) | 40.5 (2.69) | 53.1 (6.72) | †) | 8.3! (2.82) | $\ddagger \quad(\dagger)$ | - | ( $\dagger$ |
| 1975 | 50.7 (1.29) | 51.1 (1.40) | 41.7 (4.81) | 58.0 (11.14) | ( $\dagger$ ) | 49.1 (0.75) | 49.1 (0.82) | 44.5 (2.78) | 52.7 (6.44) | ( $\dagger$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | - | ( $\dagger$ |
| 1976 | 48.8 (1.33) | 48.8 (1.45) | 44.4 (4.94) | 52.7 (10.52) | ( $\dagger$ ) | 50.1 (0.75) | 50.3 (0.82) | 45.3 (2.78) | 53.6 (6.18) | ( $\dagger$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | - | †) |
| 1977 | 50.6 (1.30) | 50.8 (1.42) | 49.5 (4.70) | 50.8 (10.43) | ( $\dagger)$ | 49.9 (0.75) | 50.1 (0.83) | 46.8 (2.73) | 48.8 (6.18) | ( $\dagger$ ) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ |  | +) |
| 1978 | 50.1 (1.29) | 50.5 (1.42) | 46.4 (4.55) | 42.0 (11.06) | ( $\dagger$ ) | 50.0 (0.75) | 50.4 (0.82) | 47.5 (2.69) | 46.1 (6.14) | †) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | - | ( $\dagger$ |
| 1979 | 49.3 (1.29) | 49.9 (1.42) | 46.7 (4.73) | 45.0 (10.37) | ( $\dagger$ ) | 49.6 (0.75) | 50.1 (0.82) | 45.2 (2.65) | 46.3 (6.32) | ( $\dagger$ ) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | - | ( $\dagger$ |
| 1980 | 49.3 (1.31) | 49.8 (1.44) | 42.7 (4.48) | 52.3 (11.39) | ( $\dagger$ ) | 50.8 (0.75) | 51.5 (0.83) | 44.0 (2.64) | 49.6 (6.25) | ( $\dagger$ | 7.5! (2.76) | $\ddagger \quad(\dagger)$ | - | ( $\dagger$ |
| 1981 | 53.9 (1.31) | 54.9 (1.45) | 42.7 (4.48) | 52.1 (10.73) | ( $\dagger$ ) | 51.3 (0.76) | 52.4 (0.84) | 40.3 (2.53) | 48.7 (6.13) | ( $\dagger$ | 12.2 (2.66) | $\ddagger \quad(\dagger)$ |  | ( $\dagger$ |
| 1982 | 50.6 (1.38) | 52.7 (1.54) | 35.8 (4.39) | 43.2 (10.37) | ( $\dagger$ ) | 52.4 (0.80) | 54.2 (0.90) | 38.8 (2.61) | 49.4 (6.44) | ( $\dagger$ | 15.4 (2.76) | $\ddagger \quad(\dagger)$ | - | t) |
| 1983 | 52.7 (1.41) | 55.0 (1.57) | 38.2 (4.41) | 54.2 (11.69) | ( $\dagger$ ) | 52.8 (0.81) | 55.5 (0.90) | 38.0 (2.50) | 46.7 (6.16) | ( $\dagger$ ) | 17.5 (2.66) | $\ddagger \quad(\dagger)$ |  | ( $\dagger$ |
| 1984 | 55.2 (1.39) | 59.0 (1.57) | 39.8 (4.21) | 44.3 (10.00) | ( $\dagger$ ) | 55.1 (0.82) | 57.9 (0.92) | 39.9 (2.58) | 49.3 (6.38) | ( $\dagger$ ) | 18.0 (2.74) | $\ddagger \quad(\dagger)$ | - | ( $\dagger$ |
| 1985 | 57.7 (1.47) | 60.1 (1.64) | 42.2 (4.86) | $51.0 \quad$ (9.79) | ( $\dagger$ ) | 55.5 (0.83) | 58.6 (0.93) | 39.5 (2.59) | 46.1 (5.20) | ( $\dagger$ ) | 19.1 (2.75) | 12.5! (5.28) | - | ( $\dagger$ |
| 1986 | 53.8 (1.45) | 56.8 (1.64) | 36.9 (4.44) | 44.0 (8.88) | ( $\dagger$ ) | 56.1 (0.85) | 58.5 (0.96) | 43.5 (2.75) | 42.3 (5.21) | ( $\dagger$ | 15.0 (2.91) | 16.2! (5.30) | - | † |
| 1987 | 56.8 (1.48) | 58.6 (1.68) | 52.2 (4.90) | 33.5 (8.28) | ( $\dagger$ ) | 56.5 (0.85) | 58.8 (0.96) | 44.2 (2.69) | 45.0 (5.06) | ( $\dagger$ ) | 14.6 (2.86) | 13.8! (5.15) |  | ( $\dagger$ |
| 1988 | 58.9 (1.60) | 61.1 (1.82) | 44.4 (4.98) | 57.1 (9.60) | ( $\dagger$ ) | 58.4 (0.94) | 60.1 (1.07) | 49.7 (3.02) | 48.5 (5.67) | ( $\dagger$ ) | 10.4! (3.20) | 11.6! (5.77) | - | ( $\dagger$ |
| 1989 | 59.6 (1.58) | 60.7 (1.79) | 53.4 (5.07) | $55.1 \quad$ (9.21) | 81.1 (10.23) | 59.5 (0.90) | 61.6 (1.02) | 48.0 (2.87) | 52.7 (5.54) | 81.4 (6.36) | 13.6 (3.04) | $\ddagger \quad(\dagger)$ | -19.8! | (6.44) |
| 1990 | 60.1 (1.60) | 63.0 (1.80) | 46.8 (5.08) | 42.7 (10.82) | 81.7 (8.12) | 60.7 (0.92) | 63.0 (1.04) | 48.9 (2.97) | 52.5 (5.70) | 81.4 (6.36) | 14.0 (3.14) | $\ddagger$ ( $\dagger$ ) | -18.5 | (6.44) |
| 1991 | 62.5 (1.62) | 65.4 (1.82) | 46.4 (5.24) | 57.2 (9.57) | 78.9 (9.04) | 61.5 (0.92) | 64.2 (1.05) | 47.2 (2.93) | 52.6 (5.52) | 80.6 (5.21) | 17.0 (3.11) | 11.7! (5.62) | -16.3 | (5.31) |
| 1992 | 61.9 (1.58) | 64.3 (1.84) | 48.2 (4.91) | 55.0 (8.50) | 81.7 (7.00) | 62.3 (0.92) | 64.2 (1.06) | 50.0 (2.97) | 58.2 (5.04) | 80.9 (4.58) | 14.2 (3.16) | $\ddagger \quad(\dagger)$ | -16.7 | (4.70) |
| 1993 | 62.6 (1.59) | 62.9 (1.86) | 55.6 (5.27) | 62.2 (8.21) | 86.2 (6.63) | 62.1 (0.91) | 63.9 (1.04) | 51.3 (2.96) | 55.7 (4.97) | 82.5 (4.30) | 12.6 | $\ddagger \quad$ ( $\dagger$ | -18.6 | (4.42) |
| 1994 | 61.9 (1.54) | 64.5 (1.74) | 50.8 (5.20) | $49.1 \quad(9.00)$ | $78.3 \quad(8.55)$ | 62.1 (0.89) | 64.0 (1.03) | 52.4 (2.97) | 55.0 (4.63) | 82.2 (4.25) | $11.5 \quad(3.14)$ | $\ddagger \quad(\dagger)$ | -18.2 | (4.37) |
| 1995 | 61.9 (1.41) | 64.3 (1.65) | 51.2 (4.22) | 53.7 (4.94) | 83.0 (6.94) | 63.0 (0.81) | 65.4 (0.94) | 52.9 (2.40) | 51.6 (3.19) | 82.7 (4.47) | 12.5 (2.58) | 13.8 (3.33) | -17.3 | (4.57) |
| 1996 | 65.0 (1.42) | 67.4 (1.66) | 56.0 (4.03) | 50.8 (5.79) | 85.3 (5.21) | 64.7 (0.82) | 66.6 (0.97) | 55.4 (2.41) | 57.6 (2.96) | 82.7 (3.59) | 11.3 (2.60) | 9.0! (3.11) | -16.0 | (3.72) |
| 1997 | 67.0 (1.37) | 68.2 (1.64) | 58.5 (4.11) | 65.6 (4.52) | 80.5 (6.09) | 65.9 (0.80) | 68.1 (0.94) | 58.8 (2.35) | 55.3 (2.93) | 83.0 (3.49) | 9.3 (2.53) | 12.8 (3.08) | -15.0 | (3.62) |
| 1998 | 65.6 (1.38) | 68.5 (1.61) | 61.9 (4.04) | $47.4 \quad(4.92)$ | 85.5 (5.71) | 65.2 (0.80) | 67.7 (0.94) | 59.8 (2.31) | 51.9 (2.79) | 83.8 (3.28) | 7.9! (2.49) | $15.7 \quad(2.94)$ | -16.1 | (3.41) |
| 1999 | 62.9 (1.38) | 66.3 (1.63) | 58.9 (3.85) | $42.3 \quad(4.76)$ | $78.3 \quad(5.73)$ | 64.0 (0.80) | 66.8 (0.94) | 58.6 (2.31) | 47.4 (2.84) | 81.1 (3.40) | 8.3! (2.50) | $19.5 \quad$ (2.99) | -14.3 | (3.53) |
| 2000 | 63.3 (1.41) | 65.7 (1.66) | 54.9 (4.10) | 52.9 (5.03) | 81.0 (6.29) | 62.7 (0.82) | 65.4 (0.96) | 56.4 (2.33) | 48.6 (2.96) | 81.3 (3.44) | 9.1 (2.52) | 16.9 (3.11) | -15.8 | (3.57) |
| 2001 | 61.8 (1.41) | 64.3 (1.63) | 55.0 (3.96) | $51.7 \quad(5.33)$ | 73.8 (8.71) | 63.5 (0.78) | 66.3 (0.92) | 56.4 (2.26) | 52.8 (2.78) | 78.4 (3.87) | 10.0 (2.44) | $13.5 \quad(2.93)$ | -12.0! | (3.97) |
| 2002 | 65.2 (1.31) | 69.1 (1.55) | 59.4 (3.90) | 53.6 (4.46) | 63.7 (6.51) | 63.7 (0.78) | 66.5 (0.92) | 57.3 (2.33) | 54.8 (2.75) | 71.9 (4.05) | 9.3 (2.50) | 11.7 (2.90) | $\ddagger$ | ( $\dagger$ |
| $2003{ }^{6}$ | 63.9 (1.35) | 66.2 (1.61) | 57.5 (4.25) | 58.6 (4.61) | 84.1 (5.10) | 65.3 (0.77) | 68.0 (0.91) | 59.9 (2.29) | 57.7 (2.66) | 74.2 (3.51) | 8.1! (2.46) | 10.3 (2.81) | $\ddagger$ | ( $\dagger$ ) |
| $2004{ }^{6}$ | 66.7 (1.31) | 68.8 (1.57) | 62.5 (3.77) | $61.8 \quad(4.76)$ | $75.6 \quad(6.13)$ | 66.4 (0.77) | 69.4 (0.91) | 58.8 (2.34) | 57.7 (2.60) | 81.6 (3.37) | 10.6 (2.51) | $11.7 \quad(2.75)$ | -12.2 | (3.49) |
| $2005{ }^{6}$ | 68.6 (1.31) | 73.2 (1.52) | 55.7 (4.15) | 54.0 (4.18) | 86.7 (5.99) | 67.1 (0.76) | 70.2 (0.90) | 58.2 (2.35) | 57.5 (2.52) | 80.9 (3.64) | 12.0 (2.52) | 12.6 (2.67) | -10.7! | (3.75) |
| $2006{ }^{6}$ | 66.0 (1.33) | 68.5 (1.60) | 55.5 (4.33) | 57.9 (4.18) | 82.3 (5.32) | 67.2 (0.75) | 70.4 (0.89) | 55.6 (2.35) | 58.5 (2.43) | 85.1 (3.64) | 14.7 (2.51) | 11.9 (2.59) | -14.7 | (3.74) |
| $2007{ }^{6}$ | 67.2 (1.26) | 69.5 (1.49) | 55.7 (3.78) | 64.0 (4.22) | 88.8 (6.26) | 67.3 (0.73) | 70.0 (0.87) | 55.7 (2.27) | 62.0 (2.33) | 85.8 (3.45) | 14.3 (2.43) | 8.0! (2.48) | -15.8 | (3.56) |
| $2008{ }^{6}$ | 68.6 (1.21) | 71.7 (1.44) | 55.7 (3.78) | 63.9 (3.72) | 88.4 (5.08) | 68.6 (0.71) | 70.8 (0.86) | 60.3 (2.15) | 62.3 (2.25) | 90.1 (3.01) | $10.5 \quad$ (2.31) | 8.6 (2.41) | -19.2 | (3.13) |
| $2009^{6}$ | 70.1 (1.23) | 71.3 (1.53) | 69.5 (3.51) | $59.3 \quad(3.80)$ | $92.1 \quad(3.90)$ | 68.9 (0.70) | 71.2 (0.86) | 62.4 (2.09) | 60.9 (2.14) | 88.1 (2.85) | 8.8 (2.26) | $10.3 \quad(2.31)$ | -16.9 | (2.98) |
| $2010^{6}$ | 68.1 (1.49) | 70.5 (1.68) | 62.0 (4.81) | $59.7 \quad(4.18)$ | 84.7 (5.27) | 68.8 (0.71) | 70.1 (0.90) | 66.1 (2.01) | 62.3 (2.01) | 87.4 (2.78) | $\ddagger$ ( $\dagger$ ) | 7.8 (2.21) | -17.3 | (2.92) |
| $2011{ }^{6}$ | 68.2 (1.45) | 68.3 (1.86) | 67.1 (4.01) | 66.6 (3.50) | 86.1 (4.25) | 67.5 (0.89) | 68.2 (1.03) | 62.1 (2.86) | 66.1 (2.17) | 83.9 (2.79) | 6.1! (3.04) | $\ddagger \quad(\dagger)$ | -15.7 | (2.97) |
| $2012{ }^{6}$ | 66.2 (1.59) | 65.7 (1.94) | 56.4 (4.84) | 70.3 (3.22) | 81.5 (5.15) | 66.8 (0.94) | 67.6 (1.12) | 60.5 (2.64) | 65.9 (1.99) | 82.3 (3.59) | 7.1! (2.87) | $\ddagger \quad(\dagger)$ | -14.7 | (3.76) |
| $2013{ }^{6}$ | 65.9 (1.58) | 68.8 (1.90) | 56.7 (5.59) | 59.8 (3.62) | 80.1 (6.52) | 66.8 (0.98) | 67.4 (1.26) | 60.7 (3.09) | 65.5 (2.06) | 83.6 (3.20) | 6.7! (3.34) | $\ddagger$ (†) | -16.2 | (3.44) |
| $2014{ }^{6}$ | 68.4 (1.67) | 67.7 (2.25) | 70.2 (4.56) | $65.2 \quad(4.08)$ | $90.9 \quad(3.91)$ | 67.8 (1.00) | 69.3 (1.17) | 60.6 (3.40) | 64.7 (2.16) | 84.2 (3.16) | 8.8! (3.59) | $\ddagger \quad(\dagger)$ | -14.9 | (3.37) |
| $2015{ }^{6}$ | 69.2 (1.54) | 71.3 (1.74) | 55.6 (5.69) | $68.9 \quad(3.64)$ | 83.2 (4.65) | 69.1 (1.07) | 69.6 (1.32) | 60.8 (3.41) | 69.0 (2.05) | 88.5 (2.48) | 8.8! (3.66) | $\ddagger \quad$ ( $\dagger$ | -18.9 | (2.81) |
| $2016{ }^{6}$ | 69.8 (1.64) | 69.7 (2.34) | 57.3 (6.11) | 72.0 | $91.9 \quad(3.65)$ | 68.6 (1.02) | 70.1 (1.28) | 57.5 (3.44) | 67.6 (2.20) | 85.7 (2.60) | 12.6 (3.67) | $\ddagger \quad$ ( $\dagger$ | -15.7 | (2.90) |
| $2017{ }^{6}$ | 66.7 (1.68) | 69.1 (2.09) | 59.4 (4.79) | $61.0 \quad$ (3.98) | $82.7 \quad$ (5.20) | 68.6 (1.00) | 69.9 (1.23) | 60.7 (2.86) | 66.5 (2.19) | 82.0 (2.96) | 9.2! (3.11) | $\ddagger$ ( $\dagger$ ) | -12.1 | (3.20) |
| $2018{ }^{6}$ | 69.1 (1.62) | 70.9 (1.93) | 64.5 (4.37) | $65.4 \quad(3.59)$ | $73.6 \quad$ (5.64) | 68.0 (1.19) | 70.0 (1.42) | 62.1 (3.22) | 63.4 (2.58) | 77.9 (3.74) | 7.9! (3.52) | 6.6 ! (2.95) | $\ddagger$ | ( $\dagger$ ) |

[^37]${ }^{4}$ Prior to 2003, Asian data include Pacific Islanders.
${ }^{5}$ Prior to 1972, White data include persons of Hispanic ethnicity.
${ }^{6}$ After 2002, White, Black, and Asian data exclude persons of Two or more races.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population. Includes enrollment in 2-year colleges and in 4-year colleges and universities. Race categories exclude persons of Hispanic ethnicity except where otherwise noted. Total includes persons of other racial/ethnic groups not separately shown. Prior to 2010 standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Some data have been revised from previously published figures.
SOURCE: American College Testing Program, unpublished tabulations, derived from statistics collected by the Census Bureau, 1960 through 1969. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2018. (This table was prepared August 2019.)

Table 302.40. Number of high schools with 12th-graders and percentage of high school graduates attending 4-year colleges, by selected high school characteristics: Selected years, 1998-99 through 2011-12
[Standard errors appear in parentheses]

| Selected high school characteristic | Number of high schools with 12th-graders |  |  |  |  |  |  |  | Graduation rate of 12th-graders in 2010-111 |  | Percent of graduates attending 4-year colleges |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1998-99 |  | 2002-03 |  | 2006-07 |  | 2010-11 |  |  |  | 1998-99 <br> graduates attending in 1999-2000 |  | 2002-03 <br> graduates attending in 2003-04 |  | 2006-07 graduates attending in 2007-08 |  | 2010-11 graduates attending in 2011-12 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Public high schools | 20,000 | (230) | 22,500 | (400) | 24,100 | (540) | 23,300 | (330) | 88.7 | (0.90) | 35.4 | (0.43) | 35.0 | (0.61) | 39.5 | (0.91) | 39.4 | (0.59) |
| Percent of students who are Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, or of Two or more races |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 5 percent | 6,400 | (170) | 6,100 | (220) | 5,200 | (270) | 3,600 | (140) | 94.7 | (1.19) | 41.3 | (0.67) | 42.6 | (0.96) | 46.8 | (1.54) | 43.9 | (1.40) |
| 5 to 19 percent | 4,800 | (180) | 5,200 | (270) | 5,400 | (320) | 5,700 | (310) | 92.4 | (2.55) | 36.6 | (0.88) | 38.0 | (1.77) | 48.4 | (2.06) | 44.9 | (1.02) |
| 20 to 49 percent | 4,000 | (170) | 4,700 | (180) | 6,200 | (440) | 5,900 | (270) | 91.2 | (1.14) | 32.5 | (0.92) | 34.1 | (1.27) | 35.0 | (1.89) | 39.6 | (1.31) |
| 50 percent or more | 4,800 | (150) | 6,500 | (280) | 7,300 | (430) | 8,100 | (320) | 81.7 | (1.58) | 28.7 | (0.89) | 25.8 | (1.43) | 30.8 | (2.00) | 33.0 | (1.17) |
| Percent of students approved for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School does not participate | 2,400 | (130) | 2,400 | (230) | 2,800 | (320) | 1,900 | (250) | 72.8 | (7.11) | 30.0 | (1.75) | 23.2 | (2.26) | 25.4 | (4.12) | 27.6 | (5.24) |
| 0 to 25 percent | 8,600 | (180) | 6,800 | (230) | 6,700 | (360) | 5,100 | (220) | 93.3 | (1.02) | 42.6 | (0.67) | 46.9 | (0.78) | 52.1 | (1.63) | 50.7 | (1.42) |
| 26 to 50 percent | 4,800 | (160) | 6,700 | (220) | 7,300 | (350) | 6,800 | (230) | 92.8 | (0.91) | 33.4 | (0.81) | 36.7 | (1.08) | 41.5 | (1.44) | 42.5 | (1.00) |
| 51 to 75 percent | 2,300 | (140) | 4,000 | (270) | 4,100 | (290) | 5,100 | (260) | 90.3 | (1.06) | 29.1 | (1.57) | 27.3 | (1.58) | 33.2 | (1.91) | 35.8 | (1.35) |
| 76 to 100 percent | 2,000 | (100) | 2,600 | (260) | 3,300 | (360) | 4,300 | (230) | 82.3 | (1.93) | 22.2 | (1.35) | 20.7 | (2.79) | 26.0 | (2.93) | 29.1 | (1.66) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | - | (t) | 4,500 | (240) | 4,800 | (300) | 5,100 | (220) | 81.3 | (3.11) | - | (t) | 32.5 | (1.61) | 36.1 | (2.73) | 38.6 | (1.53) |
| Suburb |  | (t) | 4,800 | (200) | 5,400 | (360) | 4,800 | (160) | 86.1 | (1.50) | - | (t) | 40.3 | (1.11) | 41.2 | (2.35) | 42.2 | (1.42) |
| Town |  | ( $\dagger$ ) | 3,700 | (200) | 3,900 | (310) | 3,300 | (260) | 89.9 | (2.21) | - | (t) | 31.1 | (1.65) | 35.2 | (2.28) | 35.3 | (1.76) |
| Rural | - | (t) | 9,500 | (390) | 10,000 | (460) | 10,100 | (260) | 93.4 | (0.67) | - | ( $\dagger$ ) | 35.2 | (1.28) | 41.9 | (1.47) | 39.8 | (0.88) |
| Private high schools | 7,600 | (240) | 8,200 | (260) | 8,900 | (280) | 8,900 | (310) | 92.4 | (1.34) | 55.6 | (1.74) | 56.2 | (1.77) | 66.5 | (1.57) | 64.3 | (2.10) |
| Percent of students who are Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, or of Two or more races |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 5 percent | 2,700 | (150) | 2,500 | (180) | 2,100 | (160) | 1,600 | (190) | 96.1 | (1.72) | 53.3 | (2.85) | 54.4 | (3.31) | 68.2 | (3.81) | 58.0 | (6.31) |
| 5 to 19 percent | 2,500 | (130) | 2,900 | (170) | 3,500 | (200) | 3,100 | (230) | 95.1 | (1.90) | 63.6 | (2.37) | 64.2 | (2.71) | 70.3 | (2.24) | 67.9 | (3.40) |
| 20 to 49 percent | 1,400 | (100) | 1,700 | (140) | 2,000 | (190) | 2,200 | (200) | 90.4 | (2.33) | 55.3 | (3.29) | 56.7 | (3.70) | 58.7 | (3.39) | 69.4 | (3.89) |
| 50 percent or more | 1,000 | (110) | 1,100 | (140) | 1,400 | (130) | 1,900 | (190) | 87.1 | (3.49) | 41.6 | (5.34) | 38.3 | (4.52) | 65.3 | (3.37) | 57.6 | (5.18) |
| Percent of students approved for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School does not participate | 6,700 | (230) | 7,100 | (250) | 7,300 | (280) | 7,400 | (280) | 93.3 | (1.27) | 57.0 | (1.74) | 56.2 | (2.00) | 68.3 | (1.77) | 66.5 | (2.29) |
| 0 to 25 percent | 700 | (70) | 600 | (80) | 700 | (100) | 600 | (80) | 96.8 | (2.45) | 53.8 | (5.69) | 66.2 | (4.35) | 73.2 | (4.64) | 74.6 | (5.23) |
| 26 to 100 percent | $\pm$ | ( $\dagger$ ) | 400 | (80) | 1,000 | (130) | 900 | (140) | 83.0 | (5.65) | $\ddagger$ | ( $\dagger$ ) | 38.9 | (6.70) | 46.7 | (6.86) | 37.8 | (8.06) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | - | (t) | - | ( ${ }_{\text {) }}$ | 3,100 | (170) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | - | (t) | - | (t) | 71.8 | (2.62) | $\ddagger$ | ( $\dagger$ |
| Suburb | - | ( $\dagger$ ) | - | ( ${ }^{\text {) }}$ | 2,800 | (180) | $\ddagger$ | ( ${ }^{\text {) }}$ | $\ddagger$ | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | 67.0 | (2.99) | $\ddagger$ | ( + |
| Town | - | (t) | - | (t) | 1,000 | (150) | $\ddagger$ | ( + | $\ddagger$ | (t) | - | (t) | - | (t) | 63.8 | (5.02) | $\ddagger$ | (t) |
| Rural | - | ( $\dagger$ ) | - | ( $\dagger$ | 2,000 | (190) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | 58.9 | (3.54) | , | (t) |

-Not available.
Not applicable.
Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ The 12 th-grade graduation rate is the number of students who graduated from grade 12 with a diploma during the 2010-11 school year divided by 12 th-grade enrollment in October 2010.

NOTE: Data are based on a sample survey and may not be strictly comparable with data reported elsewhere. Includes all schools, including combined schools, with students enrolled in the 12 th grade. Some data have been revised from previously figures. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1999-2000, 2003-04, 2007-08, and 2011-12; and "Charter School Teacher Data File," 1999-2000. (This table was prepared April 2014.)

Table 302.50. Estimated rate of 2011-12 high school graduates attending degree-granting postsecondary institutions, by state: 2012

| State | Number of graduates from high schools located in the state |  |  | Number of fall 2012 first-time freshmen graduating from high school in the previous 12 months |  | Estimated rate of high school graduates going to college |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{1}$ | Public, 2011-12 | Private, 2012-13 | State residents enrolled in institutions in any state ${ }^{2}$ | State residents enrolled in institutions in their home state ${ }^{3}$ | In any state | In their home state |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| United States | 3,457,955 | 3,149,185 | 308,770 | 2,132,264 ${ }^{4}$ | 1,729,792 | 61.7 | 50.0 |
| Alabama | 50,164 | 45,394 | 4,770 | 29,728 | 26,567 | 59.3 | 53.0 |
| Alaska | 8,189 | 7,989 | 200 | 3,732 | 2,413 | 45.6 | 29.5 |
| Arizona | 66,218 | 63,208 | 3,010 | 35,181 | 31,132 | 53.1 | 47.0 |
| Arkansas | 30,019 | 28,419 | 1,600 | 20,185 | 18,244 | 67.2 | 60.8 |
| California | 451,364 | 418,664 | 32,700 | 263,843 | 231,215 | 58.5 | 51.2 |
| Colorado | 52,607 | 50,087 | 2,520 | 31,139 | 23,268 | 59.2 | 44.2 |
| Connecticut | 44,751 | 38,681 | 6,070 | 31,662 | 17,396 | 70.8 | 38.9 |
| Delaware | 10,037 | 8,247 | 1,790 | 6,500 | 4,632 | 64.8 | 46.1 |
| District of Columbia ${ }^{5}$ | 5,680 | 3,860 | 1,820 | 2,463 | 450 | 43.4 | 7.9 |
| Florida | 171,404 | 151,964 | 19,440 | 107,716 | 94,985 | 62.8 | 55.4 |
| Georgia | 99,952 | 90,582 | 9,370 | 66,494 | 55,399 | 66.5 | 55.4 |
| Hawaii | 13,970 | 11,360 | 2,610 | 9,040 | 6,091 | 64.7 | 43.6 |
| Idaho | 18,238 | 17,568 | 670 | 8,782 | 6,179 | 48.2 | 33.9 |
| Illinois | 153,605 | 139,575 | 14,030 | 92,394 | 63,610 | 60.2 | 41.4 |
| Indiana | 70,767 | 65,667 | 5,100 | 44,612 | 38,812 | 63.0 | 54.8 |
| lowa | 41,550 | 33,230 | 2,400 | 23,488 | 20,340 | 56.5 | 49.0 |
| Kansas | 34,078 | 31,898 | 2,180 | 22,239 | 19,058 | 65.3 | 55.9 |
| Kentucky | 47,442 | 42,642 | 4,800 | 29,830 | 26,624 | 62.9 | 56.1 |
| Louisiana | 44,575 | 36,675 | 7,900 | 28,831 | 26,024 | 64.7 | 58.4 |
| Maine | 16,103 | 13,473 | 2,630 | 8,681 | 5,829 | 53.9 | 36.2 |
| Maryland | 67,781 | 58,811 | 8,970 | 41,033 | 25,773 | 60.5 | 38.0 |
| Massachusetts | 76,177 | 65,157 | 11,020 | 53,836 | 36,132 | 70.7 | 47.4 |
| Michigan | 115,256 | 105,446 | 9,810 | 70,843 | 63,296 | 61.5 | 54.9 |
| Minnesota | 61,891 | 57,501 | 4,390 | 43,264 | 30,237 | 69.9 | 48.9 |
| Mississippi | 29,748 | 26,158 | 3,590 | 23,436 | 21,752 | 78.8 | 73.1 |
| Missouri | 69,053 | 61,313 | 7,740 | 42,762 | 35,648 | 61.9 | 51.6 |
| Montana | 10,140 | 9,750 | 390 | 5,907 | 4,598 | 58.3 | 45.3 |
| Nebraska | 22,844 | 20,464 | 2,380 | 14,750 | 11,969 | 64.6 | 52.4 |
| Nevada | 22,731 | 21,891 | 840 | 12,288 | 9,310 | 54.1 | 41.0 |
| New Hampshire | 16,886 | 14,426 | 2,460 | 10,418 | 5,618 | 61.7 | 33.3 |
| New Jersey | 106,919 | 93,819 | 13,100 | 72,631 | 41,204 | 67.9 | 38.5 |
| New Mexico | 21,375 | 20,315 | 1,060 | 14,831 | 12,903 | 69.4 | 60.4 |
| New York | 209,216 | 180,806 | 28,410 | 146,458 | 117,960 | 70.0 | 56.4 |
| North Carolina | 101,097 | 93,977 | 7,120 | 62,531 | 55,578 | 61.9 | 55.0 |
| North Dakota | 7,322 | 6,942 | 380 | 4,751 | 3,527 | 64.9 | 48.2 |
| Ohio | 135,885 | 123,135 | 12,750 | 81,428 | 69,039 | 59.9 | 50.8 |
| Oklahoma | 39,295 | 37,305 | 1,990 | 22,667 | 20,207 | 57.7 | 51.4 |
| Oregon | 37,301 | 34,261 | 3,040 | 17,509 | 13,343 | 46.9 | 35.8 |
| Pennsylvania | 146,493 | 131,733 | 14,760 | 87,075 | 70,625 | 59.4 | 48.2 |
| Rhode Island | 11,501 | 9,751 | 1,750 | 7,715 | 5,056 | 67.1 | 44.0 |
| South Carolina | 44,452 | 41,442 | 3,010 | 29,023 | 26,154 | 65.3 | 58.8 |
| South Dakota | 8,456 | 8,196 | 260 | 5,825 | 4,443 | 68.9 | 52.5 |
| Tennessee | 67,964 | 62,454 | 5,510 | 41,027 | 34,318 | 60.4 | 50.5 |
| Texas | 306,591 | 292,531 | 14,060 | 176,871 | 156,566 | 57.7 | 51.1 |
| Utah | 32,757 | 31,157 | 1,600 | 16,650 | 15,101 | 50.8 | 46.1 |
| Vermont | 7,789 | 6,859 | 930 | 4,142 | 2,040 | 53.2 | 26.2 |
| Virginia | 89,866 | 83,336 | 6,530 | 58,035 | 47,582 | 64.6 | 52.9 |
| Washington | 71,165 | 65,205 | 5,960 | 34,168 | 25,854 | 48.0 | 36.3 |
| West Virginia | 18,383 | 17,603 | 780 | 10,241 | 9,110 | 55.7 | 49.6 |
| Wisconsin | 71,225 | 62,705 | 8,520 | 41,715 | 33,972 | 58.6 | 47.7 |
| Wyoming | 5,603 | 5,553 | 50 | 3,170 | 2,426 | 56.6 | 43.3 |

${ }^{1}$ Total includes public high school graduates for 2011-12 and private high school graduates for 2012-13. Data on private high school graduates are not available for 2011-12.
${ }^{2}$ All U.S. resident students living in a particular state when admitted to an institution in any state. Students may be enrolled in any state.
${ }^{3}$ Students who attend institutions in their home state. Total includes 183 students attending U.S. Service Academies in their home state, not shown separately.
${ }^{4}$ U.S. total includes some U.S. residents whose home state is unknown.
${ }^{5} \mathrm{~A}$ percentage of the private high school graduates are not residents of the District of Columbia

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," 2011-12; Private School Universe Survey (PSS), 2013-14; and Integrated Postsecondary Education Data System (IPEDS), Spring 2013, Fall Enrollment component. (This table was prepared January 2016.)

Table 302.60. Percentage of 18- to 24-year-olds enrolled in college, by level of institution and sex and race/ethnicity of student: 1970 through 2018

| Year | Total, all students | Level of institution |  | Sex |  | Race/ethnicity |  |  |  |  |  |  | Race/ethnicity, by sex |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\begin{array}{r} 2 \text {-year } \\ \text { college } \end{array}$ | 4-year college or university | Male | Female | White | Black | Hispanic | Asian ${ }^{1}$ | Pacific Islander | $\begin{array}{r} \text { American } \\ \text { Indian/ } \\ \text { Alaska Native } \end{array}$ | Two or more races | White |  | Black |  | Hispanic |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | Male | Female | Male | Female | Male |  | Female |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |  | 19 |
| $1970{ }^{2}$ | 25.7 (0.42) | (t) | (t) | 32.1 (0.67) | 20.3 (0.53) | 27.1 (0.46) | 15.5 (1.18) | (t) | (t) | () | (t) | ( $\dagger$ | †) | - ( $\dagger$ ) | †) | (t) | ( $\dagger$ ) |  | ( $\dagger$ |
| $1971{ }^{2}$ | 26.2 (0.42) |  | (t) | 32.5 (0.65) | 20.8 (0.53) | 27.2 (0.45) | 18.2 (1.22) | ( | (t) | (t) | (t) | (t) | ( $\dagger$ ) |  | (t) | (t) | - (t) |  | ( $\dagger$ ) |
| 1972 | 25.5 (0.40) | - (t) |  | 30.2 (0.62) | 21.2 (0.52) | 27.2 (0.46) | 18.3 (1.20) | 13.4 (2.42) | (t) | ( $\dagger$ ) |  |  | 32.3 (0.69) | 22.5 (0.60) | . 1 (1.87) | 15.9 (1.55) | 15.1 (3.77) | 12.0 | (3.13) |
| 1973 | 24.0 (0.39) | 6.9 (0.23) | 17.1 (0.34) | 27.7 (0.59) | 20.5 | 25.5 (0.44) | 15.9 (1.11) | 16.1 (2.66) | (t) | (t) | (t) | (t) | 29.6 (0.67) | 21.8 (0.58) | 18.7 (1.75) | 13.5 (1.42) | 16.7 (3.88) | 15.5 | (3.66) |
| 1974 | 24.6 (0.39) | 7.6 (0.24) | 17.0 (0.34) | 27.7 (0.59) | 21.7 (0.52) | 25.8 (0.44) | 17.6 (1.17) | 18.0 (2.57) |  | (t) | (t) | (t) | 28.9 (0.66) | 22.9 (0.59) | 19.8 (1.82) | 15.9 (1.51) | 19.7 (3.85) | 16.5 | (3.44) |
| 1975 | 26.3 (0.39) | 9.0 (0.26) | 17.3 (0.34) | 29.0 (0.58) | 23.7 (0.53) | 27.4 (0.44) | 20.4 (1.21) | 20.4 (2.75) | ( $\dagger$ | ( $)$ | ( $\dagger$ | ( $\dagger$ ) | 30.7 (0.66) | 24.3 (0.60) | 19.9 (1.78) | 20.8 (1.65) | 21.4 (4.10) | 19.5 | (3.71) |
| 1976 | 26.7 (0.39) | 6.4 (0.22) | 20.2 (0.36) | 28.2 (0.57) | 25.2 (0.53) | 27.6 (0.44) | 22.5 (1.23) | 20.0 (2.64) | (t) | (t) | (t) | (t) | 29.3 (0.64) | 26.1 (0.61) | 22.0 (1.82) | 22.9 (1.68) | 21.3 (4.02) | 18.8 | (3.48) |
| 1977 | 26.1 (0.39) | 6.8 (0.22) | 19.4 (0.35) | 28.1 (0.57) | 24.3 (0.52) | 27.2 (0.44) | 21.1 (1.19) | 17.2 (2.45) | (t) | ( $\dagger$ ) | (t) | (t) | 29.4 (0.64) | 25.1 (0.60) | 20.3 (1.74) | 21.9 (1.63) | 18.3 (3.66) | 16.3 | (3.28) |
| 1978 | 25.3 (0.38) | 6.6 (0.22) | 18.7 (0.34) | 27.1 (0.56) | 23.6 (0.52) | 26.5 (0.43) | 20.1 (1.16) | 15.2 (2.28) | (t) | (t) | (t) | (t) | 28.4 (0.63) | 24.6 (0.59) | 19.7 (1.72) | 20.4 (1.57) | 16.1 (3.42) | 14.3 | (3.05) |
| 1979 | 25.0 (0.38) | 6.3 (0.21) | 18.7 (0.34) | 25.9 (0.55) | 24.2 (0.52) | 26.3 (0.43) | 19.8 (1.14) | 16.7 (2.31) |  | ( $\dagger$ ) | ( $\dagger$ ) | ( $\dagger$ ) | 27.1 (0.62) | 25.5 (0.60) | 19.1 (1.69) | 20.3 (1.55) | 18.3 (3.47) | 15.2 | (3.08) |
| 1980 | 25.7 (0.38) | 7.1 (0.22) | 18.6 (0.34) | 26.4 (0.55) | 25.0 (0.52) | 27.3 (0.44) | 19.4 (1.13) | 16.1 (2.15) | (t) | (t) | (t) | ( + | 28.4 (0.63) | 26.3 (0.60) | 17.5 (1.62) | 20.9 (1.57) | 15.9 (3.05) | 16.2 | (3.04) |
| 1981 | 26.1 (0.38) | 7.5 (0.22) | 18.6 (0.33) | 27.1 (0.54) | 25.2 (0.52) | 27.7 (0.43) | 19.9 (1.10) | 16.6 (2.14) | (t) | (t) | (t) | (t) | 28.7 (0.62) | 26.6 (0.60) | 18.9 (1.60) | 20.7 (1.52) | 16.6 (3.08) | 16.7 | (2.97) |
| 1982 | 26.6 (0.40) | 7.7 (0.24) | 18.9 (0.35) | 27.2 (0.58) | 26.0 (0.56) | 28.1 (0.46) | 19.9 (1.16) | 16.8 (2.30) | (t) | (t) | (t) | (t) | 28.9 (0.67) | 27.4 (0.64) | 18.7 (1.66) | 21.0 (1.61) | 14.9 (3.19) | 18.6 | (3.29) |
| 1983 | 26.2 (0.40) | 7.4 (0.24) | 18.8 (0.36) | 27.3 (0.58) | 25.1 (0.55) | 27.9 (0.47) | 19.2 (1.14) | 17.3 (2.31) | (t) | (t) | (t) | (t) | 29.4 (0.67) | 26.5 (0.64) | 18.1 (1.63) | 20.1 (1.59) | 15.6 (3.21) | 18.8 | (3.31) |
| 1984 | 27.1 (0.41) | 7.3 (0.24) | 19.8 (0.37) | 28.6 (0.59) | 25.6 (0.56) | 28.9 (0.48) | 20.3 (1.16) | 17.9 (2.35) |  | ( $\dagger$ ) | (t) | ( $\dagger$ | 30.8 (0.69) | 27.1 (0.66) | 20.3 (1.70) | 20.3 (1.60) | 16.1 (3.27) | 19.6 | (3.35) |
| 1985 | 27.8 (0.42) | 7.4 (0.24) | 20.4 (0.38) | 28.4 (0.60) | 27.2 (0.58) | 30.0 (0.49) | 19.6 (1.17) | 16.9 (1.85) | (t) | (t) | (t) | ( $\dagger$ | 30.9 (0.71) | 29.2 (0.68) | 20.2 (1.74) | 19.1 (1.58) | 14.9 (2.46) | 18.9 | (2.75) |
| 1986 | 27.9 (0.42) | 7.6 (0.25) | 20.3 (0.38) | 28.2 (0.61) | 27.6 (0.59) | 29.7 (0.50) | 21.9 (1.23) | 17.6 (1.77) | ( + ) | (t) | (t) | ( + ) | 30.6 (0.73) | 28.8 (0.69) | 20.0 (1.75) | 23.4 (1.72) | 16.7 (2.37) | 18.7 | (2.65) |
| 1987 | 29.6 (0.44) | 8.1 (0.26) | 21.5 (0.39) | 30.6 (0.63) | 28.7 (0.60) | 31.9 (0.52) | 22.8 (1.26) | 17.5 (1.74) | (t) | (t) | (t) | (t) | 33.0 (0.75) | 30.8 (0.72) | 22.6 (1.86) | 22.9 (1.72) | 18.5 (2.47) | 16.5 | (2.44) |
| 1988 | 30.3 (0.48) | 8.8 (0.30) | 21.5 (0.43) | 30.2 (0.69) | 30.4 (0.67) | 33.2 (0.58) | 21.2 | 17.0 (1.90) | (t) | (t) | (t) | (t) | 33.4 (0.83) | 33.0 (0.80) | 18.5 (1.90) | 23.5 (1.91) | 16.5 | 17.6 | (2.77) |
| 1989 | 30.9 (0.46) | 8.0 (0.27) | 22.9 (0.42) | 30.2 (0.66) | 31.6 (0.65) | 34.2 (0.56) | 23.4 (1.32) | 16.1 (1.66) | 46.1 (3.77) | (t) | 15.7! (5.13) | ( $\dagger$ ) | 34.1 (0.80) | 34.4 (0.79) | 19.7 (1.82) | 26.7 (1.89) | 14.6 (2.23) | 17.6 | (2.47) |
| 1990 | 32.0 (0.47) | 8.7 (0.28) | 23.3 (0.43) | 32.3 (0.68) | 31.8 (0.66) | 35.1 (0.57) | 25.4 (1.37) | 15.8 (1.67) | 56.9 (3.56) | ( $)$ | 15.8! (5.07) | (t) | 35.5 (0.82) | 34.7 (0.80) | 26.0 (2.03) | 24.8 (1.85) | 15.3 (2.31) | 16.4 | (2.42) |
| 1991 | 33.3 (0.48) | 9.7 (0.30) | 23.6 (0.43) | 32.8 (0.68) | 33.6 (0.67) | 36.8 (0.58) | 23.5 (1.34) | 17.9 (1.72) | 57.1 (3.19) | (t) | 15.9! (5.45) | (t) | 36.5 (0.83) | 37.0 (0.82) | 23.2 (1.95) | 23.8 (1.84) | 14.0 (2.15) | 22.2 | (2.70) |
| 1992 | 34.4 (0.49) | 9.9 (0.31) | 24.4 (0.44) | 32.7 (0.68) | 36.0 (0.69) | 37.3 (0.59) | 25.2 (1.36) | 21.3 (1.87) | 58.4 (3.27) | (t) | 18.5! (6.17) | (t) | 36.2 (0.83) | 38.3 (0.83) | 21.3 (1.87) | 28.8 (1.96) | 17.8 (2.47) | 24.7 | (2.80) |
| 1993 | 34.0 (0.49) | 9.8 (0.30) | 24.2 (0.44) | 33.6 (0.69) | 34.4 (0.68) | 36.8 (0.59) | 24.5 | 21.7 (1.88) | 61.2 (3.26) |  | 18.9 (5.65) |  | 36.5 (0.84) | 37.1 (0.83) | 22.9 (1.92) | 26.0 (1.90) | 19.7 (2.59) | 23.7 | (2.71) |
| 1994 | 34.6 (0.48) | 9.1 (0.29) | 25.5 (0.44) | 33.1 (0.67) | 36.0 (0.68) | 38.1 (0.59) | 27.7 (1.38) | 18.8 (1.58) | 62.7 (3.31) | ( $\dagger$ ) | 29.4 (6.65) | ( $\dagger$ | 37.0 (0.84) | 39.2 (0.84) | 25.6 (1.95) | 29.5 (1.94) | 16.5 (2.04) | 21.5 | (2.44) |
| 1995 | 34.3 (0.45) | 8.9 (0.27) | 25.4 (0.41) | 33.1 (0.63) | 35.5 (0.63) | 37.9 (0.55) | 27.5 (1.18) | 20.7 (1.13) | 54.6 (3.11) | ( + | 27.6 (6.16) | ( $\dagger$ | 37.0 (0.78) | 38.8 (0.78) | 26.0 (1.72) | 28.7 (1.63) | 18.7 (1.50) | 23.0 | (1.72) |
| 1996 | 35.5 (0.47) | 9.5 (0.29) | 26.1 (0.43) | 34.1 (0.66) | 37.0 (0.67) | 39.5 (0.59) | 27.4 (1.23) | 20.1 (1.18) | 53.9 (2.47) |  | 30.3 (5.24) |  | 38.3 (0.83) | 40.6 (0.84) | 25.7 (1.77) | 28.8 (1.70) | 16.5 (1.52) | 24.0 | (1.81) |
| 1997 | 36.8 (0.47) | 9.9 (0.29) | 27.0 (0.43) | 35.0 (0.66) | 38.7 (0.67) | 40.6 (0.59) | 29.8 (1.25) | 22.4 (1.21) | 55.1 (2.60) | (t) | 27.1 (4.62) | (t) | 39.3 (0.82) | 41.8 (0.84) | 25.4 (1.75) | 33.7 (1.77) | 19.2 (1.56) | 26.1 | (1.88) |
| 1998 | 36.5 (0.46) | 10.2 (0.29) | 26.3 (0.42) | 34.5 (0.65) | 38.6 (0.66) | 40.6 (0.59) | 29.8 (1.24) | 20.4 (1.11) | 60.4 (2.49) | (t) | 20.3 (4.90) | (t) | 39.4 (0.82) | 41.9 (0.84) | 26.1 (1.76) | 32.9 (1.73) | 16.4 (1.41) | 24.9 | (1.73) |
| 1999 | 35.6 (0.46) | 9.1 (0.27) | 26.5 (0.42) | 34.1 (0.64) | 37.0 (0.65) | 39.4 (0.58) | 30.4 (1.24) | 18.7 (1.08) | 55.7 (2.42) | ( $\dagger$ | 19.5 (4.70) | ( $\dagger$ ) | 38.3 (0.81) | 40.6 (0.82) | 28.9 (1.81) | 31.6 (1.69) | 15.8 (1.41) | 21.9 | (1.65) |
| 2000 | 35.5 (0.45) | 9.4 (0.27) | 26.0 (0.41) | 32.6 (0.62) | 38.4 (0.65) | 38.7 (0.57) | 30.5 (1.21) | 21.7 (1.12) | 55.9 (2.42) | ( $)$ | 15.9 (4.30) | (t) | 36.2 (0.79) | 41.3 (0.81) | 25.1 (1.67) | 35.2 (1.72) | 18.5 (1.45) | 25.4 | (1.71) |
| 2001 | 36.3 (0.43) | 9.8 (0.26) | 26.6 (0.39) | 33.6 (0.59) | 39.0 (0.61) | 39.5 (0.54) | 31.4 (1.15) | 21.7 (1.04) | 61.3 (2.23) | ( $\dagger$ ) | 23.3 (4.07) | (t) | 37.2 (0.75) | 41.9 (0.77) | 26.7 (1.62) | 35.5 (1.62) | 17.4 (1.35) | 26.1 | (1.58) |
| 2002 | 36.7 (0.43) | 9.7 (0.26) | 27.0 (0.39) | 33.7 (0.59) | 39.7 (0.61) | 40.9 (0.55) | 31.9 (1.18) | 19.9 (0.94) | 60.9 (2.10) |  | 23.6 (3.96) |  | 38.9 (0.77) | 42.8 (0.78) | 26.3 (1.63) | 36.9 (1.68) | 16.2 (1.17) | 24.4 | (1.51) |
| $2003{ }^{3}$ | 37.8 (0.43) | 10.2 (0.27) | 27.7 (0.39) | 34.3 (0.59) | 41.3 (0.61) | 41.6 (0.55) | 32.3 (1.20) | 23.5 | 61.2 (2.27) | 43.3 (9.97) | 17.7 (4.45) | 41.6 (3.58) | 38.5 (0.77) | 44.5 (0.78) | 28.2 (1.68) | 36.0 (1.69) | 18.3 (1.27) | 29.4 | (1.60) |
| $2004{ }^{3}$ | 38.0 (0.42) | 9.4 (0.25) | 28.6 (0.39) | 34.7 (0.59) | 41.2 (0.61) | 41.7 (0.55) | 31.8 (1.18) | 24.7 (1.02) | 60.6 (2.24) | 55.8 (8.99) | 24.4 (4.52) | 36.8 (3.44) | 38.4 (0.76) | 45.0 (0.78) | 26.5 (1.63) | 36.6 (1.67) | 21.7 (1.33) | 28.2 | (1.56) |
| $2005{ }^{3}$ | 38.9 (0.43) | 9.6 (0.26) | 29.2 (0.40) | 35.3 (0.59) | 42.5 (0.61) | 42.8 (0.55) | 33.1 (1.18) | 24.8 (1.02) | 61.0 (2.26) | 50.6 (10.95) | 27.8 (4.88) | 41.8 (3.48) | 39.4 (0.76) | 46.1 (0.79) | 28.2 (1.64) | 37.6 (1.69) | 20.7 (1.31) | 29.5 | (1.58) |
| $2006{ }^{3}$ | 37.3 (0.42) | 9.6 (0.25) | 27.8 (0.39) | 34.1 (0.58) | 40.6 (0.60) | 41.0 (0.54) | 32.6 (1.16) | 23.6 (0.99) | 58.3 (2.28) | 39.1 (8.36) | 26.2 (5.18) | 38.5 | 37.9 (0.75) | 44.1 (0.78) | 28.1 (1.60) | 36.9 (1.65) | 20.0 (1.29) | 27.6 | (1.52) |
| $2007{ }^{3}$ | 38.8 (0.42) | 10.9 (0.27) | 27.9 (0.39) | 35.5 (0.58) | 42.1 (0.60) | 42.6 (0.54) | 33.1 (1.15) | 26.6 (1.02) | 57.2 (2.28) | $37.1 \quad$ (9.07) | 24.7 (4.63) | 39.2 (3.48) | 39.6 (0.76) | 45.7 (0.78) | 32.2 (1.63) | 34.0 (1.61) | 20.7 (1.29) | 33.0 | (1.57) |
| $2008{ }^{3}$ | 39.6 (0.42) | 11.8 (0.28) | 27.8 (0.38) | 37.0 (0.58) | 42.3 (0.60) | 44.2 (0.54) | 32.1 (1.13) | 25.8 (1.01) | 59.3 (2.32) | 27.3 ( (8.92) | 21.9 (4.22) | 45.7 (3.55) | 41.7 (0.76) | 46.9 (0.78) | 29.7 (1.61) | 34.2 (1.59) | 23.0 (1.35) | 28.9 | (1.50) |
| $2009{ }^{3}$ | 41.3 (0.42) | 11.7 (0.27) | 29.6 (0.39) | 38.4 (0.59) | 44.2 (0.60) | 45.0 (0.55) | 37.7 (1.17) | 27.5 (1.01) | 65.2 (2.17) | 33.4 (7.45) | 29.8 (5.10) | 39.3 (3.32) | 42.3 (0.76) | 47.7 (0.78) | 33.2 (1.64) | 41.9 (1.64) | 24.2 (1.35) | 31.0 | (1.50) |
| $2010^{3}$ | 41.2 (0.57) | 12.9 (0.36) | 28.2 (0.53) | 38.3 (0.78) | 44.1 (0.84) | 43.3 (0.81) | 38.4 (1.66) | 31.9 (1.15) | 63.6 (2.70) | $36.0 \quad$ (8.36) | 41.4 (6.60) | 38.3 (4.38) | 40.6 (1.00) | 46.1 (1.17) | 35.2 (2.13) | 41.4 (2.16) | 27.9 (1.57) | 36.1 | (1.60) |
| $2011{ }^{3}$ | 42.0 (0.59) | 12.0 (0.35) | 30.0 (0.58) | 39.1 (0.80) | 44.9 (0.80) | 44.7 (0.77) | 37.1 (1.53) | 34.8 (1.20) | 60.1 (2.45) | 37.8 (7.93) | 23.5 (5.30) | 38.8 (3.60) | 42.4 (0.96) | 47.1 (1.08) | 34.0 (2.29) | 39.9 (1.90) | 31.0 (1.63) | 39.4 | (1.58) |
| $2012{ }^{3}$ | 41.0 (0.62) | 12.7 (0.38) | 28.3 (0.58) | 37.6 (0.79) | 44.5 (0.86) | 42.1 (0.83) | 36.4 (1.62) | 37.5 (1.18) | 59.8 (2.61) | 50.3 (9.60) | 27.8 (4.43) | 39.4 | 38.3 (1.06) | 46.0 (1.08) | 33.9 (2.04) | 38.7 (2.33) | 33.5 (1.58) | 41.7 | (1.73) |
| $2013{ }^{3}$ | 39.9 (0.63) | 11.6 (0.36) | 28.3 (0.57) | 36.6 (0.85) | 43.3 (0.80) | 41.6 (0.90) | 34.2 (1.58) | 33.8 (1.24) | 62.3 (2.62) | $32.9 \quad$ (8.26) | 31.8 (5.58) | 44.7 (3.99) | 38.1 (1.11) | 45.3 (1.11) | 30.6 (2.13) | 37.6 | 29.1 (1.72) | 38.8 | (1.58) |
| $2014{ }^{3}$ | 40.0 (0.65) | 10.6 (0.40) | 29.4 (0.61) | 37.3 (0.89) | 42.8 (0.79) | 42.2 (0.87) | 32.6 (1.48) | 34.7 (1.21) | 65.2 (2.27) | 41.0 (11.29) | 35.4 (4.63) | 31.6 (3.20) | 40.2 (1.28) | 44.2 (0.99) | 28.5 (1.95) | 36.6 (2.04) | 30.3 (1.65) | 4 | (1.70) |
| $2015{ }^{3}$ | 40.5 (0.70) | 10.6 (0.35) | 29.9 (0.69) | 37.8 (0.91) | 43.2 (0.93) | 41.8 (0.88) | 34.9 (1.54) | 36.6 (1.31) | 62.6 (2.65) | 24.1! (7.29) | 23.0 (4.45) | 38.3 (3.86) | 39.1 (1.16) | 44.5 (1.10) | 34.1 (2.21) | 35.7 (2.17) | 32.8 (1.76) | 40.5 | (1.91) |
| $2016{ }^{3}$ | 41.2 (0.71) | 10.1 (0.36) | 31.1 (0.64) | 38.6 (0.83) | 43.9 (0.91) | 42.1 (0.88) | 36.2 (1.69) | 39.2 (1.28) | 57.6 (2.17) | 20.7 ! (8.02) | 18.6 (3.72) | 42.3 (3.64) | 39.8 (1.09) | 44.5 (1.12) | 33.0 (2.18) | 39.4 (2.51) | 34.9 (1.67) | 43.6 | (1.76) |
| $2017{ }^{3}$ | 40.4 (0.66) | 10.0 (0.37) | 30.4 (0.64) | 36.8 (0.84) | 44.0 (0.91) | 41.0 (0.76) | 36.5 (1.71) | 36.2 (1.50) | 64.7 (2.49) | 32.6! (10.94) | 20.1 (4.47) | 41.5 (3.66) | 37.8 (1.05) | 44.4 (1.12) | 33.1 (2.45) | 39.6 (2.18) | 31.1 (1.82) | 41.4 | (2.02) |
| $2018{ }^{3}$ | 40.9 (0.68) | 9.9 (0.37) | 31.0 (0.64) | 37.6 (0.90) | 44.3 (0.80) | 42.3 (0.86) | 37.2 (1.58) | 35.9 (1.25) | 59.0 (3.20) | 23.8! (8.62) | 24.2 (5.60) | 44.3 (3.86) | 39.1 (1.08) | 45.4 (1.08) | 33.3 (1.86) | 40.9 (2.43) | 31.6 (1.59) | 40.4 | (1.80) |

-Not applicable.
Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent Prior to 2003, Asian data include Pacific Islanders.
${ }^{3}$ After 2002, data for individual race categories exclude persons of Two or more races. In 2002 and earlier years, the questionnaire did not include the "Two or more races" category, and each respondent could select only one race category.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population. Totals include other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity except where otherwise noted. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise
replicate weight methodology used in later years.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2018 (This table was prepared August 2019.)

Table 303.10. Total fall enrollment in degree-granting postsecondary institutions, by attendance status, sex of student, and control of institution: Selected years, 1947 through 2029

| Year | Total enrollment | Attendance status |  |  | Sex of student |  |  | Control of institution |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  | Private |  |
|  |  | Full-time | Part-time | part-time | Male | Female | male | Public | Total | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $1947{ }^{1}$ | 2,338,226 | - | - | - | 1,659,249 | 678,977 | 29.0 | 1,152,377 | 1,185,849 |  |  |
| $1948{ }^{1}$ | 2,403,396 |  | - |  | 1,709,367 | 694,029 | 28.9 | 1,185,588 | 1,217,808 |  |  |
| $1949{ }^{1}$ | 2,444,900 |  |  |  | 1,721,572 | 723,328 | 29.6 | 1,207,151 | 1,237,749 |  |  |
| $1950{ }^{1}$ | 2,281,298 |  |  |  | 1,560,392 | 720,906 | 31.6 | 1,139,699 | 1,141,599 |  |  |
| $1951{ }^{1}$ | 2,101,962 |  |  | - | 1,390,740 | 711,222 | 33.8 | 1,037,938 | 1,064,024 |  | - |
| $1952^{1}$ | 2,134,242 |  | - | - | 1,380,357 | 753,885 | 35.3 | 1,101,240 | 1,033,002 | - | - |
| $1953{ }^{1}$ | 2,231,054 |  | - | - | 1,422,598 | 808,456 | 36.2 | 1,185,876 | 1,045,178 |  |  |
| $1954{ }^{1}$ | 2,446,693 |  | - | - | 1,563,382 | 883,311 | 36.1 | 1,353,531 | 1,093,162 |  |  |
| $1955{ }^{1}$ | 2,653,034 |  | - | - | 1,733,184 | 919,850 | 34.7 | 1,476,282 | 1,176,752 |  | - |
| $1956{ }^{1}$ | 2,918,212 |  | - | - | 1,911,458 | 1,006,754 | 34.5 | 1,656,402 | 1,261,810 | - | - |
| 1957 | 3,323,783 |  |  |  | 2,170,765 | 1,153,018 | 34.7 | 1,972,673 | 1,351,110 | - |  |
| 1959 | 3,639,847 | 2,421,016 | 1,218,831 ${ }^{2}$ | 33.5 | 2,332,617 | 1,307,230 | 35.9 | 2,180,982 | 1,458,865 |  |  |
| 1961 | 4,145,065 | 2,785,133 | 1,359,932 ${ }^{2}$ | 32.8 | 2,585,821 | 1,559,244 | 37.6 | 2,561,447 | 1,583,618 |  |  |
| 1963 | 4,779,609 | 3,183,833 | 1,595,776 ${ }^{2}$ | 33.4 | 2,961,540 | 1,818,069 | 38.0 | 3,081,279 | 1,698,330 |  |  |
| 1964 | 5,280,020 | 3,573,238 | 1,706,782 ${ }^{2}$ | 32.3 | 3,248,713 | 2,031,307 | 38.5 | 3,467,708 | 1,812,312 | - |  |
| 1965 | 5,920,864 | 4,095,728 | 1,825,136 ${ }^{2}$ | 30.8 | 3,630,020 | 2,290,844 | 38.7 | 3,969,596 | 1,951,268 | - | - |
| 1966 | 6,389,872 | 4,438,606 | 1,951,266 ${ }^{2}$ | 30.5 | 3,856,216 | 2,533,656 | 39.7 | 4,348,917 | 2,040,955 |  |  |
| 1967 | 6,911,748 | 4,793,128 | 2,118,620 ${ }^{2}$ | 30.7 | 4,132,800 | 2,778,948 | 40.2 | 4,816,028 | 2,095,720 | 2,074,041 | 21,679 |
| 1968 | 7,513,091 | 5,210,155 | 2,302,936 | 30.7 | 4,477,649 | 3,035,442 | 40.4 | 5,430,652 | 2,082,439 | 2,061,211 | 21,228 |
| 1969 | 8,004,660 | 5,498,883 | 2,505,777 | 31.3 | 4,746,201 | 3,258,459 | 40.7 | 5,896,868 | 2,107,792 | 2,087,653 | 20,139 |
| 1970 | 8,580,887 | 5,816,290 | 2,764,597 | 32.2 | 5,043,642 | 3,537,245 | 41.2 | 6,428,134 | 2,152,753 | 2,134,420 | 18,333 |
| 1971 | 8,948,644 | 6,077,232 | 2,871,412 | 32.1 | 5,207,004 | 3,741,640 | 41.8 | 6,804,309 | 2,144,335 | 2,121,913 | 22,422 |
| 1972 | 9,214,860 | 6,072,389 | 3,142,471 | 34.1 | 5,238,757 | 3,976,103 | 43.1 | 7,070,635 | 2,144,225 | 2,123,245 | 20,980 |
| 1973 | 9,602,123 | 6,189,493 | 3,412,630 | 35.5 | 5,371,052 | 4,231,071 | 44.1 | 7,419,516 | 2,182,607 | 2,148,784 | 33,823 |
| 1974 | 10,223,729 | 6,370,273 | 3,853,456 | 37.7 | 5,622,429 | 4,601,300 | 45.0 | 7,988,500 | 2,235,229 | 2,200,963 | 34,266 |
| 1975 | 11,184,859 | 6,841,334 | 4,343,525 | 38.8 | 6,148,997 | 5,035,862 | 45.0 | 8,834,508 | 2,350,351 | 2,311,448 | 38,903 |
| 1976 | 11,012,137 | 6,717,058 | 4,295,079 | 39.0 | 5,810,828 | 5,201,309 | 47.2 | 8,653,477 | 2,358,660 | 2,314,298 | 44,362 |
| 1977 | 11,285,787 | 6,792,925 | 4,492,862 | 39.8 | 5,789,016 | 5,496,771 | 48.7 | 8,846,993 | 2,438,794 | 2,386,652 | 52,142 |
| 1978 | 11,260,092 | 6,667,657 | 4,592,435 | 40.8 | 5,640,998 | 5,619,094 | 49.9 | 8,785,893 | 2,474,199 | 2,408,331 | 65,868 |
| 1979 | 11,569,899 | 6,794,039 | 4,775,860 | 41.3 | 5,682,877 | 5,887,022 | 50.9 | 9,036,822 | 2,533,077 | 2,461,773 | 71,304 |
| 1980 | 12,096,895 | 7,097,958 | 4,998,937 | 41.3 | 5,874,374 | 6,222,521 | 51.4 | 9,457,394 | 2,639,501 | 2,527,787 | 111,714 ${ }^{3}$ |
| 1981 | 12,371,672 | 7,181,250 | 5,190,422 | 42.0 | 5,975,056 | 6,396,616 | 51.7 | 9,647,032 | 2,724,640 | 2,572,405 | 152,235 ${ }^{3}$ |
| 1982 | 12,425,780 | 7,220,618 | 5,205,162 | 41.9 | 6,031,384 | 6,394,396 | 51.5 | 9,696,087 | 2,729,693 | 2,552,739 | 176,954 ${ }^{3}$ |
| 1983 | 12,464,661 | 7,261,050 | 5,203,611 | 41.7 | 6,023,725 | 6,440,936 | 51.7 | 9,682,734 | 2,781,927 | 2,589,187 | 192,740 |
| 1984 | 12,241,940 | 7,098,388 | 5,143,552 | 42.0 | 5,863,574 | 6,378,366 | 52.1 | 9,477,370 | 2,764,570 | 2,574,419 | 190,151 |
| 1985 | 12,247,055 | 7,075,221 | 5,171,834 | 42.2 | 5,818,450 | 6,428,605 | 52.5 | 9,479,273 | 2,767,782 | 2,571,791 | 195,991 |
| 1986 | 12,503,511 | 7,119,550 | 5,383,961 | 43.1 | 5,884,515 | 6,618,996 | 52.9 | 9,713,893 | 2,789,618 | 2,572,479 | 217,139 ${ }^{4}$ |
| 1987 | 12,766,642 | 7,231,085 | 5,535,557 | 43.4 | 5,932,056 | 6,834,586 | 53.5 | 9,973,254 | 2,793,388 | 2,602,350 | 191,038 ${ }^{4}$ |
| 1988 | 13,055,337 | 7,436,768 | 5,618,569 | 43.0 | 6,001,896 | 7,053,441 | 54.0 | 10,161,388 | 2,893,949 | 2,673,567 | 220,382 |
| 1989 | 13,538,560 | 7,660,950 | 5,877,610 | 43.4 | 6,190,015 | 7,348,545 | 54.3 | 10,577,963 | 2,960,597 | 2,731,174 | 229,423 |
| 1990 | 13,818,637 | 7,820,985 | 5,997,652 | 43.4 | 6,283,909 | 7,534,728 | 54.5 | 10,844,717 | 2,973,920 | 2,760,227 | 213,693 |
| 1991 | 14,358,953 | 8,115,329 | 6,243,624 | 43.5 | 6,501,844 | 7,857,109 | 54.7 | 11,309,563 | 3,049,390 | 2,819,041 | 230,349 |
| 1992 | 14,487,359 | 8,162,118 | 6,325,241 | 43.7 | 6,523,989 | 7,963,370 | 55.0 | 11,384,567 | 3,102,792 | 2,872,523 | 230,269 |
| 1993 | 14,304,803 | 8,127,618 | 6,177,185 | 43.2 | 6,427,450 | 7,877,353 | 55.1 | 11,189,088 | 3,115,715 | 2,888,897 | 226,818 |
| 1994 | 14,278,790 | 8,137,776 | 6,141,014 | 43.0 | 6,371,898 | 7,906,892 | 55.4 | 11,133,680 | 3,145,110 | 2,910,107 | 235,003 |
| 1995 | 14,261,781 | 8,128,802 | 6,132,979 | 43.0 | 6,342,539 | 7,919,242 | 55.5 | 11,092,374 | 3,169,407 | 2,929,044 | 240,363 |
| 1996 | 14,367,520 | 8,302,953 | 6,064,567 | 42.2 | 6,352,825 | 8,014,695 | 55.8 | 11,120,499 | 3,247,021 | 2,942,556 | 304,465 |
| 1997 | 14,502,334 | 8,438,062 | 6,064,272 | 41.8 | 6,396,028 | 8,106,306 | 55.9 | 11,196,119 | 3,306,215 | 2,977,614 | 328,601 |
| 1998 | 14,506,967 | 8,563,338 | 5,943,629 | 41.0 | 6,369,265 | 8,137,702 | 56.1 | 11,137,769 | 3,369,198 | 3,004,925 | 364,273 |
| 1999 | 14,849,691 | 8,803,139 | 6,046,552 | 40.7 | 6,515,164 | 8,334,527 | 56.1 | 11,375,739 | 3,473,952 | 3,055,029 | 418,923 |
| 2000 | 15,312,289 | 9,009,600 | 6,302,689 | 41.2 | 6,721,769 | 8,590,520 | 56.1 | 11,752,786 | 3,559,503 | 3,109,419 | 450,084 |
| 2001 | 15,927,987 | 9,447,502 | 6,480,485 | 40.7 | 6,960,815 | 8,967,172 | 56.3 | 12,233,156 | 3,694,831 | 3,167,330 | 527,501 |
| 2002 | 16,611,711 | 9,946,359 | 6,665,352 | 40.1 | 7,202,116 | 9,409,595 | 56.6 | 12,751,993 | 3,859,718 | 3,265,476 | 594,242 |
| 2003 | 16,911,481 | 10,326,133 | 6,585,348 | 38.9 | 7,260,264 | 9,651,217 | 57.1 | 12,858,698 | 4,052,783 | 3,341,048 | 711,735 |
| 2004 | 17,272,044 | 10,610,177 | 6,661,867 | 38.6 | 7,387,262 | 9,884,782 | 57.2 | 12,980,112 | 4,291,932 | 3,411,685 | 880,247 |
| 2005 | 17,487,475 | 10,797,011 | 6,690,464 | 38.3 | 7,455,925 | 10,031,550 | 57.4 | 13,021,834 | 4,465,641 | 3,454,692 | 1,010,949 |
| 2006 | 17,754,230 | 10,957,538 | 6,796,692 | 38.3 | 7,572,265 | 10,181,965 | 57.3 | 13,175,350 | 4,578,880 | 3,512,929 | 1,065,951 |
| 2007 | 18,258,138 | 11,270,929 | 6,987,209 | 38.3 | 7,819,938 | 10,438,200 | 57.2 | 13,500,894 | 4,757,244 | 3,571,395 | 1,185,849 |
| 2008 | 19,081,686 | 11,734,636 | 7,347,050 | 38.5 | 8,177,714 | 10,903,972 | 57.1 | 13,970,862 | 5,110,824 | 3,660,827 | 1,449,997 |
| 2009 | 20,313,594 | 12,605,355 | 7,708,239 | 37.9 | 8,732,953 | 11,580,641 | 57.0 | 14,810,768 | 5,502,826 | 3,767,672 | 1,735,154 |
| 2010 | 21,019,438 | 13,087,182 | 7,932,256 | 37.7 | 9,045,759 | 11,973,679 | 57.0 | 15,142,171 | 5,877,267 | 3,854,482 | 2,022,785 |
| 2011 | 21,010,590 | 13,002,531 | 8,008,059 | 38.1 | 9,034,256 | 11,976,334 | 57.0 | 15,116,303 | 5,894,287 | 3,926,819 | 1,967,468 |
| 2012 | 20,644,478 | 12,734,404 | 7,910,074 | 38.3 | 8,919,006 | 11,725,472 | 56.8 | 14,884,667 | 5,759,811 | 3,951,388 | 1,808,423 |
| 2013 | 20,376,677 | 12,596,610 | 7,780,067 | 38.2 | 8,861,197 | 11,515,480 | 56.5 | 14,746,848 | 5,629,829 | 3,971,390 | 1,658,439 |
| 2014 | 20,209,092 | 12,454,464 | 7,754,628 | 38.4 | 8,797,530 | 11,411,562 | 56.5 | 14,654,660 | 5,554,432 | 3,997,249 | 1,557,183 |

See notes at end of table.

Table 303.10. Total fall enrollment in degree-granting postsecondary institutions, by attendance status, sex of student, and control of institution: Selected years, 1947 through 2029—Continued

| Year | Total enrollment | Attendance status |  |  | Sex of student |  |  | Control of institution |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Full-time | Part-time | Percent part-time | Male | Female | Percent female | Public | Private |  |  |
|  |  |  |  |  |  |  |  |  | Total | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2015 | 19,988,204 | 12,287,512 | 7,700,692 | 38.5 | 8,723,819 | 11,264,385 | 56.4 | 14,572,843 | 5,415,361 | 4,065,891 | 1,349,470 |
| 2016 | 19,846,904 | 12,125,314 | 7,721,590 | 38.9 | 8,638,422 | 11,208,482 | 56.5 | 14,585,840 | 5,261,064 | 4,078,956 | 1,182,108 |
| 2017 | 19,778,151 | 12,076,141 | 7,702,010 | 38.9 | 8,571,314 | 11,206,837 | 56.7 | 14,571,739 | 5,206,412 | 4,108,489 | 1,097,923 |
| 2018 | 19,645,918 | 11,991,721 | 7,654,197 | 39.0 | 8,442,662 | 11,203,256 | 57.0 | 14,529,264 | 5,116,654 | 4,134,244 | 982,410 |
| $2019{ }^{5}$ | 19,720,000 | 12,025,000 | 7,695,000 | 39.0 | 8,470,000 | 11,250,000 | 57.0 | 14,586,000 | 5,135,000 |  |  |
| $2020^{5}$ | 19,744,000 | 12,022,000 | 7,722,000 | 39.1 | 8,476,000 | 11,268,000 | 57.1 | 14,605,000 | 5,139,000 | - | - |
| $2021{ }^{5}$ | 19,778,000 | 12,021,000 | 7,757,000 | 39.2 | 8,487,000 | 11,292,000 | 57.1 | 14,633,000 | 5,145,000 | - |  |
| $2022^{5}$ | 19,813,000 | 12,027,000 | 7,786,000 | 39.3 | 8,498,000 | 11,315,000 | 57.1 | 14,661,000 | 5,152,000 | - | - |
| $2023{ }^{5}$ | 19,862,000 | 12,045,000 | 7,817,000 | 39.4 | 8,515,000 | 11,346,000 | 57.1 | 14,698,000 | 5,163,000 | - |  |
| $2024{ }^{5}$ | 19,926,000 | 12,078,000 | 7,848,000 | 39.4 | 8,544,000 | 11,382,000 | 57.1 | 14,747,000 | 5,179,000 | - | - |
| $2025{ }^{5}$ | 19,993,000 | 12,120,000 | 7,873,000 | 39.4 | 8,574,000 | 11,419,000 | 57.1 | 14,796,000 | 5,197,000 | - | - |
| $2026{ }^{5}$ | 20,070,000 | 12,165,000 | 7,905,000 | 39.4 | 8,608,000 | 11,463,000 | 57.1 | 14,854,000 | 5,217,000 | - |  |
| $2027{ }^{5}$ | 20,099,000 | 12,169,000 | 7,930,000 | 39.5 | 8,621,000 | 11,478,000 | 57.1 | 14,877,000 | 5,222,000 | - |  |
| $2028{ }^{5}$ | 20,110,000 | 12,159,000 | 7,951,000 | 39.5 | 8,627,000 | 11,483,000 | 57.1 | 14,887,000 | 5,223,000 | - | - |
| $\underline{2029}{ }^{5}$ | 20,115,000 | 12,144,000 | 7,971,000 | 39.6 | 8,630,000 | 11,485,000 | 57.1 | 14,893,000 | 5,222,000 | - | - |

## —Not available

${ }^{1}$ Degree-credit enrollment only.
${ }^{2}$ Includes part-time resident students and all extension students (students attending courses at sites separate from the primary reporting campus). In later years, part-time student enrollment was collected as a distinct category.
${ }^{3}$ Large increases are due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology
${ }^{4}$ Because of imputation techniques, data are not consistent with figures for other years. ${ }^{5}$ Projected.
NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting
classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States; Opening Fall Enrollment in Higher Education, 1963 through 1965; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1966 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in DegreeGranting Institutions Projection Model, 2000 through 2029. (This table was prepared December 2019.)

Table 303.20. Total fall enrollment in all postsecondary institutions participating in Title IV aid programs and annual percentage change in enrollment, by degree-granting status and control of institution: 1995 through 2018

| Year | All Title IV institutions ${ }^{1}$ |  |  |  | Degree-granting institutions ${ }^{2}$ |  |  |  |  | Non-degree-granting institutions ${ }^{3}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Public | Private |  | Total | Public | Private |  |  | Total | Public | Private |  |
|  |  |  | Nonprofit | For-profit |  |  | Total | Nonprofit | For-profit |  |  | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|  | Enrollment |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 14,836,338 | 11,312,491 | 2,977,794 | 546,053 | 14,261,781 | 11,092,374 | 3,169,407 | 2,929,044 | 240,363 | 574,557 | 220,117 | 48,750 | 305,690 |
| 1996 | 14,809,897 | 11,312,775 | 2,976,850 | 520,272 | 14,367,520 | 11,120,499 | 3,247,021 | 2,942,556 | 304,465 | 442,377 | 192,276 | 34,294 | 215,807 |
| 1997 | 14,900,416 | 11,370,755 | 3,012,106 | 517,555 | 14,502,334 | 11,196,119 | 3,306,215 | 2,977,614 | 328,601 | 398,082 | 174,636 | 34,492 | 188,954 |
| 1998 | 14,923,839 | 11,330,811 | 3,040,251 | 552,777 | 14,506,967 | 11,137,769 | 3,369,198 | 3,004,925 | 364,273 | 416,872 | 193,042 | 35,326 | 188,504 |
| 1999 | 15,262,888 | 11,556,731 | 3,088,233 | 617,924 | 14,849,691 | 11,375,739 | 3,473,952 | 3,055,029 | 418,923 | 413,197 | 180,992 | 33,204 | 199,001 |
| 2000 | 15,701,409 | 11,891,450 | 3,137,108 | 672,851 | 15,312,289 | 11,752,786 | 3,559,503 | 3,109,419 | 450,084 | 389,120 | 138,664 | 27,689 | 222,767 |
| 2001 | 16,334,134 | 12,370,079 | 3,198,354 | 765,701 | 15,927,987 | 12,233,156 | 3,694,831 | 3,167,330 | 527,501 | 406,147 | 136,923 | 31,024 | 238,200 |
| 2002 | 17,035,027 | 12,883,071 | 3,299,094 | 852,862 | 16,611,711 | 12,751,993 | 3,859,718 | 3,265,476 | 594,242 | 423,316 | 131,078 | 33,618 | 258,620 |
| 2003 | 17,330,775 | 12,965,502 | 3,372,647 | 992,626 | 16,911,481 | 12,858,698 | 4,052,783 | 3,341,048 | 711,735 | 419,294 | 106,804 | 31,599 | 280,891 |
| 2004 | 17,710,798 | 13,081,358 | 3,440,559 | 1,188,881 | 17,272,044 | 12,980,112 | 4,291,932 | 3,411,685 | 880,247 | 438,754 | 101,246 | 28,874 | 308,634 |
| 2005 | 17,921,804 | 13,115,177 | 3,484,013 | 1,322,614 | 17,487,475 | 13,021,834 | 4,465,641 | 3,454,692 | 1,010,949 | 434,329 | 93,343 | 29,321 | 311,665 |
| 2006 | 18,198,370 | 13,276,881 | 3,543,064 | 1,378,425 | 17,754,230 | 13,175,350 | 4,578,880 | 3,512,929 | 1,065,951 | 444,140 | 101,531 | 30,135 | 312,474 |
| 2007 | 18,677,469 | 13,603,772 | 3,595,466 | 1,478,231 | 18,258,138 | 13,500,894 | 4,757,244 | 3,571,395 | 1,185,849 | 419,331 | 102,878 | 24,071 | 292,382 |
| 2008 | 19,553,784 | 14,090,863 | 3,684,190 | 1,778,731 | 19,081,686 | 13,970,862 | 5,110,824 | 3,660,827 | 1,449,997 | 472,098 | 120,001 | 23,363 | 328,734 |
| 2009 | 20,853,423 | 14,936,402 | 3,793,751 | 2,123,270 | 20,313,594 | 14,810,768 | 5,502,826 | 3,767,672 | 1,735,154 | 539,829 | 125,634 | 26,079 | 388,116 |
| 2010 | 21,591,742 | 15,279,455 | 3,881,630 | 2,430,657 | 21,019,438 | 15,142,171 | 5,877,267 | 3,854,482 | 2,022,785 | 572,304 | 137,284 | 27,148 | 407,872 |
| 2011 | 21,573,798 | 15,251,185 | 3,954,173 | 2,368,440 | 21,010,590 | 15,116,303 | 5,894,287 | 3,926,819 | 1,967,468 | 563,208 | 134,882 | 27,354 | 400,972 |
| 2012 | 21,148,181 | 15,000,302 | 3,973,422 | 2,174,457 | 20,644,478 | 14,884,667 | 5,759,811 | 3,951,388 | 1,808,423 | 503,703 | 115,635 | 22,034 | 366,034 |
| 2013 | 20,848,050 | 14,856,309 | 3,990,858 | 2,000,883 | 20,376,677 | 14,746,848 | 5,629,829 | 3,971,390 | 1,658,439 | 471,373 | 109,461 | 19,468 | 342,444 |
| 2014 | 20,664,180 | 14,764,741 | 4,016,240 | 1,883,199 | 20,209,092 | 14,654,660 | 5,554,432 | 3,997,249 | 1,557,183 | 455,088 | 110,081 | 18,991 | 326,016 |
| 2015 | 20,400,164 | 14,682,321 | 4,088,450 | 1,629,393 | 19,988,204 | 14,572,843 | 5,415,361 | 4,065,891 | 1,349,470 | 411,960 | 109,478 | 22,559 | 279,923 |
| 2016 | 20,230,012 | 14,695,538 | 4,097,022 | 1,437,452 | 19,846,904 | 14,585,840 | 5,261,064 | 4,078,956 | 1,182,108 | 383,108 | 109,698 | 18,066 | 255,344 |
| 2017 | 20,151,151 | 14,681,145 | 4,125,316 | 1,344,690 | 19,778,151 | 14,571,739 | 5,206,412 | 4,108,489 | 1,097,923 | 373,000 | 109,406 | 16,827 | 246,767 |
| 2018 | 20,008,434 | 14,639,681 | 4,147,604 | 1,221,149 | 19,645,918 | 14,529,264 | 5,116,654 | 4,134,244 | 982,410 | 362,516 | 110,417 | 13,360 | 238,739 |
|  | Annual percentage change |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 to 1996 | -0.2 | \# | \# | -4.7 | 0.7 | 0.3 | 2.4 | 0.5 | 26.7 | -23.0 | -12.6 | -29.7 | -29.4 |
| 1996 to 1997 | 0.6 | 0.5 | 1.2 | -0.5 | 0.9 | 0.7 | 1.8 | 1.2 | 7.9 | -10.0 | -9.2 | 0.6 | -12.4 |
| 1997 to 1998 | 0.2 | -0.4 | 0.9 | 6.8 | \# | -0.5 | 1.9 | 0.9 | 10.9 | 4.7 | 10.5 | 2.4 | -0.2 |
| 1998 to 1999 | 2.3 | 2.0 | 1.6 | 11.8 | 2.4 | 2.1 | 3.1 | 1.7 | 15.0 | -0.9 | -6.2 | -6.0 | 5.6 |
| 1999 to 2000 | 2.9 | 2.9 | 1.6 | 8.9 | 3.1 | 3.3 | 2.5 | 1.8 | 7.4 | -5.8 | -23.4 | -16.6 | 11.9 |
| 2000 to 2001 | 4.0 | 4.0 | 2.0 | 13.8 | 4.0 | 4.1 | 3.8 | 1.9 | 17.2 | 4.4 | -1.3 | 12.0 | 6.9 |
| 2001 to 2002 | 4.3 | 4.1 | 3.1 | 11.4 | 4.3 | 4.2 | 4.5 | 3.1 | 12.7 | 4.2 | -4.3 | 8.4 | 8.6 |
| 2002 to 2003 | 1.7 | 0.6 | 2.2 | 16.4 | 1.8 | 0.8 | 5.0 | 2.3 | 19.8 | -1.0 | -18.5 | -6.0 | 8.6 |
| 2003 to 2004 | 2.2 | 0.9 | 2.0 | 19.8 | 2.1 | 0.9 | 5.9 | 2.1 | 23.7 | 4.6 | -5.2 | -8.6 | 9.9 |
| 2004 to 2005 | 1.2 | 0.3 | 1.3 | 11.2 | 1.2 | 0.3 | 4.0 | 1.3 | 14.8 | -1.0 | -7.8 | 1.5 | 1.0 |
| 2005 to 2006 | 1.5 | 1.2 | 1.7 | 4.2 | 1.5 | 1.2 | 2.5 | 1.7 | 5.4 | 2.3 | 8.8 | 2.8 | 0.3 |
| 2006 to 2007 | 2.6 | 2.5 | 1.5 | 7.2 | 2.8 | 2.5 | 3.9 | 1.7 | 11.2 | -5.6 | 1.3 | -20.1 | -6.4 |
| 2007 to 2008 | 4.7 | 3.6 | 2.5 | 20.3 | 4.5 | 3.5 | 7.4 | 2.5 | 22.3 | 12.6 | 16.6 | -2.9 | 12.4 |
| 2008 to 2009 | 6.6 | 6.0 | 3.0 | 19.4 | 6.5 | 6.0 | 7.7 | 2.9 | 19.7 | 14.3 | 4.7 | 11.6 | 18.1 |
| 2009 to 2010 | 3.5 | 2.3 | 2.3 | 14.5 | 3.5 | 2.2 | 6.8 | 2.3 | 16.6 | 6.0 | 9.3 | 4.1 | 5.1 |
| 2010 to 2011 | -0.1 | -0.2 | 1.9 | -2.6 | \# | -0.2 | 0.3 | 1.9 | -2.7 | -1.6 | -1.7 | 0.8 | -1.7 |
| 2011 to 2012 | -2.0 | -1.6 | 0.5 | -8.2 | -1.7 | -1.5 | -2.3 | 0.6 | -8.1 | -10.6 | -14.3 | -19.4 | -8.7 |
| 2012 to 2013 | -1.4 | -1.0 | 0.4 | -8.0 | -1.3 | -0.9 | -2.3 | 0.5 | -8.3 | -6.4 | -5.3 | -11.6 | -6.4 |
| 2013 to 2014 | -0.9 | -0.6 | 0.6 | -5.9 | -0.8 | -0.6 | -1.3 | 0.7 | -6.1 | -3.5 | 0.6 | -2.5 | -4.8 |
| 2014 to 2015 | -1.3 | -0.6 | 1.8 | -13.5 | -1.1 | -0.6 | -2.5 | 1.7 | -13.3 | -9.5 | -0.5 | 18.8 | -14.1 |
| 2015 to 2016 | -0.8 | 0.1 | 0.2 | -11.8 | -0.7 | 0.1 | -2.8 | 0.3 | -12.4 | -7.0 | 0.2 | -19.9 | -8.8 |
| 2016 to 2017 | -0.4 | -0.1 | 0.7 | -6.5 | -0.3 | -0.1 | -1.0 | 0.7 | -7.1 | -2.6 | -0.3 | -6.9 | -3.4 |
| $\underline{2017}$ to 2018 | -0.7 | -0.3 | 0.5 | -9.2 | -0.7 | -0.3 | -1.7 | 0.6 | -10.5 | -2.8 | 0.9 | -20.6 | -3.3 |

\#Rounds to zero.
${ }^{1}$ Includes degree-granting and non-degree-granting institutions.
2Data for 1995 are for institutions of higher education, while later data are for degreegranting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees.
${ }^{3}$ Data are for institutions that did not offer accredited 4-year or 2-year programs, but were participating in Title IV federal financial aid programs. Includes some institutions transitioning to higher level program offerings, though still classified at a lower level.
NOTE: Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:95-99); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared November 2019.)

Table 303.25. Total fall enrollment in degree-granting postsecondary institutions, by control and level of institution: 1970 through 2018

| Year | All institutions |  |  | Public institutions |  |  | Private institutions |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | All private institutions | Nonprofit |  |  | For-profit |  |  |
|  | Total | 4-year | 2-year |  |  |  | Total | 4 -year | 2-year | Total | 4 -year | 2-year | Total | 4 -year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| $\begin{aligned} & \hline 1970 \\ & 1971 \\ & 1972 \\ & 1973 \\ & 1974 \end{aligned}$ | $8,580,887$ $8,948,644$ $9,214,860$ $9,602,123$ $10,223,729$ | $6,261,502$ $6,369,355$ $6,458,674$ $6,590,023$ $6,819,735$ | $2,319,385$ $2,579,289$ $2,756,186$ $3,012,100$ $3,403,994$ | $6,428,134$ $6,804,309$ $7,070,635$ $7,419,516$ $7,988,500$ | $4,232,722$ $4,346,990$ $4,429,696$ $4,59,985$ $4,703,018$ | $2,195,412$ $2,457,319$ $2,640,939$ $2,889,621$ $3,285,482$ | $2,152,753$ $2,144,335$ $2,144,225$ $2,182,607$ $2,235,229$ | $2,028,780$ $2,022,365$ $2,028,978$ $2,060,128$ $2,116,717$ | $\begin{aligned} & 123,973 \\ & 121,970 \\ & 115,247 \\ & 122,479 \\ & 118,512 \end{aligned}$ | $2,134,420$ $2,121,913$ $2,123,245$ $2,148,784$ $2,200,963$ | $2,021,121$ $2,01,682$ $2,019,380$ $2,045,04$ $2,098,599$ | $\begin{aligned} & 113,299 \\ & 110,231 \\ & 103,865 \\ & 102,980 \\ & 102,364 \end{aligned}$ | 18,333 22,422 20,980 33,823 34,266 | $\begin{array}{r} \hline 7,659 \\ 10,683 \\ 9,598 \\ 14,324 \\ 18,118 \end{array}$ | 10,674 11,739 11,382 19,499 16,148 |
| $\begin{aligned} & 1975 \\ & 1976 \\ & 1977 \\ & 1978 \\ & 1979 \end{aligned}$ | $\begin{aligned} & 11,184,859 \\ & 11,012,137 \\ & 11,285,787 \\ & 11,260,092 \\ & 11,569,899 \end{aligned}$ | $\begin{aligned} & 7,214,740 \\ & 7,128,816 \\ & 7,242,845 \\ & 7,231,65 \\ & 7,353,233 \end{aligned}$ | $\begin{aligned} & 3,970,119 \\ & 3,883,321 \\ & 4,042,942 \\ & 4,028,467 \\ & 4,216,666 \end{aligned}$ | $\begin{aligned} & 8,834,508 \\ & 8,653,477 \\ & 8,846,993 \\ & 8,785,893 \\ & 9,036,822 \end{aligned}$ | $\begin{aligned} & 4,998,142 \\ & 4,901,961 \\ & 4,945,224 \\ & 4,912,03 \\ & 4,980,012 \end{aligned}$ | $\begin{aligned} & 3,836,366 \\ & 3,751,766 \\ & 3,901,769 \\ & 3,873,690 \\ & 4,056,810 \end{aligned}$ | $\begin{aligned} & 2,350,351 \\ & 2,358,660 \\ & 2,438,794 \\ & 2,474,199 \\ & 2,533,077 \end{aligned}$ | $\begin{aligned} & 2,216,598 \\ & 2,227,125 \\ & 2,297,621 \\ & 2,19,422 \\ & 2,373,221 \end{aligned}$ | $\begin{aligned} & 133,753 \\ & 131,535 \\ & 141,173 \\ & 154,777 \\ & 159,856 \end{aligned}$ | $\begin{aligned} & 2,311,448 \\ & 2,314,298 \\ & 2,386,652 \\ & 2,408,331 \\ & 2,461,773 \end{aligned}$ | $2,198,451$ $2,206,45$ $2,277,072$ $2,299,132$ $2,351,364$ | $\begin{aligned} & 112,997 \\ & 107,841 \\ & 109,580 \\ & 109,199 \\ & 110,409 \end{aligned}$ | $\begin{aligned} & 38,903 \\ & 44,362 \\ & 52,142 \\ & 6,468 \\ & 71,304 \end{aligned}$ | $\begin{aligned} & 18,147 \\ & 20,668 \\ & 20,549 \\ & 20,29 \\ & 21,857 \end{aligned}$ | $\begin{aligned} & 20,756 \\ & 23,694 \\ & 31,593 \\ & 45,578 \\ & 49,447 \end{aligned}$ |
| $\begin{aligned} & 1980 \\ & 1981 \\ & 1982 \\ & 1983 \\ & 1984 \end{aligned}$ | $\begin{aligned} & 12,096,895 \\ & 12,371,672 \\ & 12,425,780 \\ & 12,464,661 \\ & 12,241,940 \end{aligned}$ | $7,570,608$ $7,655,461$ $7,654,074$ $7,741,195$ $7,711,167$ | $\begin{aligned} & 4,526,287 \\ & 4,76,11 \\ & 4,771,706 \\ & 4,72,436 \\ & 4,530,773 \end{aligned}$ | $\begin{aligned} & 9,457,394 \\ & 9,64,032 \\ & 9,696,087 \\ & 9,682,734 \\ & 9,477,370 \end{aligned}$ | $\begin{aligned} & 5,128,612 \\ & 5,166,324 \\ & 5,176434 \\ & 5,23,404 \\ & 5,198,273 \end{aligned}$ | $4,328,782$ $4,480,708$ $4,519,653$ $4,495,330$ $4,279,097$ | $\begin{aligned} & 2,639,501 \\ & 2,724,640 \\ & 2,729,693 \\ & 2,781,927 \\ & 2,764,570 \end{aligned}$ | $2,441,996$ $2,489,137$ $2,477,640$ $2,517,791$ $2,512,894$ | $\begin{aligned} & 197,505^{1} \\ & 235,503^{1} \\ & 252,053^{1} \\ & 2641,136 \\ & 251,676 \end{aligned}$ | $\begin{aligned} & 2,527,787 \\ & 2,572,405 \\ & 2,552,739 \\ & 2,589,187 \\ & 2,574,419 \end{aligned}$ | $2,413,693$ $2,435,239$ $2,437,763$ $2,472,84$ $2,466,172$ | $\begin{aligned} & 114,094 \\ & 119,166 \\ & 114,976 \\ & 116,293 \\ & 108,247 \end{aligned}$ | $\begin{aligned} & 111,714 \\ & 152,235 \\ & 176,954 \\ & 192,740 \\ & 190,151 \end{aligned}$ | $\begin{aligned} & 28,303 \\ & 35,898 \\ & 39,877 \\ & 44,897 \\ & 46,922 \end{aligned}$ | $\begin{array}{r} 83,4111 \\ 116,37^{1} \\ 137,077{ }^{1} \\ 144,843 \\ 143,429 \end{array}$ |
| $\begin{aligned} & 1985 \\ & 1986 \\ & 1987 \\ & 1988 \\ & 1989 \end{aligned}$ | $\begin{aligned} & 12,247,055 \\ & 12,503,511 \\ & 12,766,642 \\ & 13,055,337 \\ & 13,538,560 \end{aligned}$ | 7,715,978 <br> 7,823,963 <br> 8,180,182 <br> 8,387,671 | $\begin{aligned} & 4,531,077 \\ & 4,69,548 \\ & 4,776,222 \\ & 4,87,155 \\ & 5,150,889 \end{aligned}$ | $\begin{array}{r} 9,479,273 \\ 9,713,893 \\ 9,973,254 \\ 10,161,388 \\ 10,577,963 \end{array}$ | $\begin{aligned} & 5,209,540 \\ & 5,300,20 \\ & 5,432,200 \\ & 5,54,94,901 \\ & 5,694,303 \end{aligned}$ | $\begin{aligned} & 4,269,733 \\ & 4,43,691 \\ & 4,541,054 \\ & 4,615,487 \\ & 4,883,660 \end{aligned}$ | $\begin{aligned} & 2,767,782 \\ & 2,789,618 \\ & 2,793,388 \\ & 2,839,949 \\ & 2,960,597 \end{aligned}$ | $\begin{aligned} & 2,506,438 \\ & 2,523,761 \\ & 2,558,220 \\ & 2,634,281 \\ & 2,693,368 \end{aligned}$ | $\begin{aligned} & 261,344 \\ & 265,857^{2} \\ & 235,168^{2} \\ & 259,668 \\ & 267,229 \end{aligned}$ | $\begin{aligned} & 2,571,791 \\ & 2,572,499 \\ & 2,602,350 \\ & \hline \end{aligned}$ | $\begin{aligned} & 2,463,000 \\ & 2,470,981 \\ & 2,512,448 \end{aligned}$ | $\begin{array}{r} 108,791 \\ 101,498 \\ 90,102 \end{array}$ | $\begin{aligned} & 195,991 \\ & 217,139 \\ & 191,038 \end{aligned}$ | $\begin{aligned} & 43,438 \\ & 5,780 \\ & 45,972 \end{aligned}$ | $\begin{aligned} & 152,553 \\ & 164,359^{2} \\ & 145,066^{2} \end{aligned}$ |
| $\begin{aligned} & 1990 \\ & 1991 \\ & 1992 \\ & 1993 \\ & 1994 \end{aligned}$ | $\begin{aligned} & 13,818,637 \\ & 14,358,953 \\ & 14,487,359 \\ & 14,304,803 \\ & 14,278,790 \end{aligned}$ | $\begin{aligned} & 8,578,554 \\ & 8,707,053 \\ & 8,764,969 \\ & 8,738,936 \\ & 8,749,080 \end{aligned}$ | $\begin{aligned} & 5,240,083 \\ & 5,651,900 \\ & 5,722,390 \\ & 5,565,867 \\ & 5,529,710 \end{aligned}$ | $\begin{aligned} & 10,844,717 \\ & 11,309,563 \\ & 11,384,567 \\ & 11,189,088 \\ & 11,133,680 \end{aligned}$ | $\begin{aligned} & 5,848,242 \\ & 5,904,748 \\ & 5,900,012 \\ & 5,85,760 \\ & 5,825,213 \end{aligned}$ | $4,996,475$ $5,404,15$ $5,484,555$ $5,33,328$ $5,308,467$ | $\begin{aligned} & 2,973,920 \\ & 3,049,39 \\ & 3,102,792 \\ & 3,115,715 \\ & 3,145,110 \end{aligned}$ | $\begin{aligned} & 2,730,312 \\ & 2,802,305 \\ & 2,864,957 \\ & 2,887,176 \\ & 2,923,867 \end{aligned}$ | $\begin{aligned} & 243,608 \\ & 247,085 \\ & 237,835 \\ & 228,539 \\ & 221,243 \end{aligned}$ | $\begin{aligned} & 2,760,227 \\ & 2,819,041 \\ & 2,872,523 \\ & 2,888,897 \\ & 2,910,107 \end{aligned}$ | $\begin{aligned} & 2,671,069 \\ & 2,729,752 \\ & 2,789,235 \\ & 2,802,540 \\ & 2,824,500 \end{aligned}$ | $\begin{aligned} & 89,158 \\ & 89,289 \\ & 83,288 \\ & 86,357 \\ & 85,607 \end{aligned}$ | $\begin{aligned} & 213,693 \\ & 230,349 \\ & 230,269 \\ & 226,818 \\ & 235,003 \end{aligned}$ | $\begin{aligned} & 59,243 \\ & 72,53 \\ & 75,722 \\ & 84,636 \\ & 99,367 \end{aligned}$ | $\begin{aligned} & 154,450 \\ & 15,796 \\ & 154,547 \\ & 142,182 \\ & 135,636 \end{aligned}$ |
| $\begin{aligned} & 1995 \\ & 1996 \\ & 1997 \\ & 1998 \\ & 1999 \end{aligned}$ | $\begin{aligned} & 14,261,781 \\ & 14,367,520 \\ & 14,502,334 \\ & 14,506,967 \\ & 14,849,691 \end{aligned}$ | $8,769,252$ $8,804,93$ $8,896,765$ $9,01,653$ $9,196,160$ | $5,492,529$ $5,53,327$ $5,605,569$ $5,49,314$ $5,653,531$ | $\begin{aligned} & 11,092,374 \\ & 11,120,499 \\ & 11,196,119 \\ & 11,137,769 \\ & 11,375,739 \end{aligned}$ | $\begin{aligned} & 5,814,545 \\ & 5,86,036 \\ & 5,835,433 \\ & 5,81,806 \\ & 5,977,678 \end{aligned}$ | $\begin{aligned} & 5,277,829 \\ & 5,34,463 \\ & 5,360,686 \\ & 5,245,, 663 \\ & 5,398,061 \end{aligned}$ | $\begin{aligned} & 3,169,407 \\ & 3,24,021 \\ & 3,306,215 \\ & 3,369,198 \\ & 3,473,952 \end{aligned}$ | $\begin{aligned} & 2,954,707 \\ & 2,98,57 \\ & 3,061,332 \\ & 3,15,347 \\ & 3,218,482 \end{aligned}$ | $\begin{aligned} & 214,700 \\ & 248,864 \\ & 244,883 \\ & 243,351 \\ & 255,470 \end{aligned}$ | $\begin{aligned} & 2,929,044 \\ & 2,944,556 \\ & 2,977,614 \\ & 3,004,925 \\ & 3,055,029 \end{aligned}$ | $2,853,890$ $2,867,81$ $2,905,820$ $2,939,555$ $2,991,728$ | $\begin{aligned} & 75,154 \\ & 75,375 \\ & 71,794 \\ & 65,870 \\ & 63,301 \end{aligned}$ | 240,363 304,465 328,601 364,273 418,923 | $\begin{aligned} & 100,817 \\ & 130,976 \\ & 155,512 \\ & 186,792 \\ & 226,754 \end{aligned}$ | $\begin{aligned} & 139,546 \\ & 173,489 \\ & 173,089 \\ & 177,481 \\ & 192,169 \end{aligned}$ |
| $\begin{aligned} & 2000 \\ & 2001 \\ & 2002 \\ & 2003 \\ & 2004 \end{aligned}$ | $\begin{aligned} & 15,312,289 \\ & 15,927,987 \\ & 16,611,711 \\ & 16,911,481 \\ & 17,272,044 \end{aligned}$ | $\begin{array}{r} 9,363,858 \\ 9,677,408 \\ 10,082,332 \\ 10,417,24 \\ 10,726,181 \end{array}$ | $\begin{aligned} & 5,948,431 \\ & 6,250,579 \\ & 6,529,379 \\ & 6,494,234 \\ & 6,545,863 \end{aligned}$ | $\begin{aligned} & 11,752,786 \\ & 12,233,156 \\ & 12,751,993 \\ & 12,858,698 \\ & 12,980,112 \end{aligned}$ | $\begin{aligned} & 6,055,398 \\ & 6,26,455 \\ & 6,481,613 \\ & 6,649,441 \\ & 6,736,536 \end{aligned}$ | $5,697,388$ $5,966,701$ $6,270,380$ $6,209,257$ $6,243,576$ | $\begin{aligned} & 3,559,503 \\ & 3,694,831 \\ & 3,859,718 \\ & 4,052,783 \\ & 4,291,932 \end{aligned}$ | $\begin{aligned} & 3,308,460 \\ & 3,440,953 \\ & 3,600,719 \\ & 3,767,806 \\ & 3,989,645 \end{aligned}$ | $\begin{aligned} & 251,043 \\ & 253,878 \\ & 258,999 \\ & 284,977 \\ & 302,287 \end{aligned}$ | $\begin{aligned} & 3,109,419 \\ & 3,167,330 \\ & 3,265,476 \\ & 3,341,048 \\ & 3,411,685 \end{aligned}$ | $\begin{aligned} & 3,050,575 \\ & 3,11,781 \\ & 3,218,389 \\ & 3,297,80 \\ & 3,369,435 \end{aligned}$ | $\begin{aligned} & 58,844 \\ & 47,549 \\ & 47,087 \\ & 43,868 \\ & 42,250 \end{aligned}$ | $\begin{aligned} & 450,084 \\ & 527,501 \\ & 594,242 \\ & 711,735 \\ & 880,247 \end{aligned}$ | $\begin{aligned} & 257,885 \\ & 321,172 \\ & 382,330 \\ & 470,626 \\ & 620,210 \end{aligned}$ | $\begin{aligned} & 192,199 \\ & 206,329 \\ & 211,912 \\ & 241,109 \\ & 260,037 \end{aligned}$ |
| $\begin{aligned} & 2005 \\ & 2006 \\ & 2007 \\ & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 17,487,475 \\ & 17,754,230 \\ & 18,258,138 \\ & 19,081,686 \\ & 20,313,594 \end{aligned}$ | $\begin{aligned} & 10,999,420 \\ & 11,240,678 \\ & 11,628,893 \\ & 12,110,487 \\ & 12,791,012 \end{aligned}$ | 6,488,055 <br> 6,513,552 <br> $6,629,245$ 6,971199 <br> 7,522,582 | $\begin{aligned} & 13,021,834 \\ & 13,175,350 \\ & 13,500,894 \\ & 13,970,862 \\ & 14,810,768 \end{aligned}$ | $\begin{aligned} & 6,837,605 \\ & 6,95,, 21 \\ & 7,164,759 \\ & 7,30,682 \\ & 7,709,198 \end{aligned}$ | $\begin{aligned} & 6,184,229 \\ & 6,20,129 \\ & 6,336,135 \\ & 6,64,180 \\ & 7,101,570 \end{aligned}$ | $4,465,641$ $4,58,880$ $4,757,244$ $5,110,824$ $5,502,826$ | $\begin{aligned} & 4,161,815 \\ & 4,285,457 \\ & 4,464,134 \\ & 4,779,805 \\ & 5,081,814 \end{aligned}$ | $\begin{aligned} & 303,826 \\ & 293,423 \\ & 293,110 \\ & 331,019 \\ & 421,012 \end{aligned}$ | $\begin{aligned} & 3,454,692 \\ & 3,51,, 29 \\ & 3,571,395 \\ & 3,66,827 \\ & 3,767,672 \end{aligned}$ | $\begin{aligned} & 3,411,170 \\ & 3,473,773 \\ & 3,537,903 \\ & 3,625,49 \\ & 3,732,900 \end{aligned}$ | $\begin{aligned} & 43,522 \\ & 39,156 \\ & 33,492 \\ & 35,358 \\ & 34,772 \end{aligned}$ | $\begin{aligned} & 1,010,949 \\ & 1,065,951 \\ & 1,185,849 \\ & 1,49,997 \\ & 1,735,154 \end{aligned}$ | $\begin{array}{r} 750,645 \\ 811,684 \\ 926,231 \\ 1,154,336 \\ 1,348,914 \end{array}$ | $\begin{aligned} & 260,304 \\ & 254,267 \\ & 259,618 \\ & 295,661 \\ & 386,240 \end{aligned}$ |
| $\begin{aligned} & 2010 \\ & 2011 \\ & 2012 \\ & 2013 \\ & 2014 \end{aligned}$ | $21,019,438$ $21,010,590$ $20,644,478$ $20,376,677$ $20,209,092$ | $\begin{aligned} & 13,335,841 \\ & 13,499,440 \\ & 13,476,638 \\ & 13,406,033 \\ & 13,494,414 \end{aligned}$ | $\begin{aligned} & 7,683,597 \\ & 7,511,150 \\ & 7,167,840 \\ & 6,970,644 \\ & 6,714,678 \end{aligned}$ | $\begin{aligned} & 15,142,171 \\ & 15,116,303 \\ & 14,884,667 \\ & 14,746,648 \\ & 14,654,660 \end{aligned}$ | $\begin{aligned} & 7,924,108 \\ & 8,048,145 \\ & 8,092,602 \\ & 8,120,437 \\ & 8,257,108 \end{aligned}$ | $7,218,063$ $7,068,158$ $6,792,065$ $6,626,41$ $6,397,552$ | $\begin{array}{r} 5,877,267 \\ 5,89,287 \\ 5,759,811 \\ 5,62,829 \\ 5,554,432 \end{array}$ | $5,411,733$ $5,41,295$ $5,384,036$ $5,25,596$ $5,237,306$ | $\begin{aligned} & 465,534 \\ & 442,992 \\ & 375,775 \\ & 344,233 \\ & 317,126 \end{aligned}$ | $\begin{aligned} & 3,854,482 \\ & 3,526,819 \\ & 3,951,388 \\ & 3,971,390 \\ & 3,997,249 \end{aligned}$ | $\begin{aligned} & 3,821,799 \\ & 3,886,964 \\ & 3,913,690 \\ & 3,939,199 \\ & 3,966,873 \end{aligned}$ | $\begin{aligned} & 32,683 \\ & 39,855 \\ & 37,698 \\ & 32,191 \\ & 30,376 \end{aligned}$ | $\begin{array}{r} 2,022,785 \\ 1,967,48 \\ 1,808,423 \\ 1,658,439 \\ 1,557,83 \end{array}$ | $\begin{aligned} & 1,589,934 \\ & 1,54,931 \\ & 1,470,346 \\ & 1,34,397 \\ & 1,270,433 \end{aligned}$ | $\begin{aligned} & 432,851 \\ & 403,137 \\ & 338,077 \\ & 312,042 \\ & 286,750 \end{aligned}$ |
| $\begin{aligned} & 2015 \\ & 2016 \\ & 2017 \\ & 2018 \end{aligned}$ | $\begin{aligned} & 19,988,204 \\ & 19,846,904 \\ & 19,778,151 \\ & 19,645,91 \end{aligned}$ | $\begin{aligned} & 13,488,743 \\ & 13,754,486 \\ & 13,825,380 \\ & 13,900,710 \end{aligned}$ | 6,499,461 <br> 6,092,418 <br> 5,745,208 | $\begin{aligned} & 14,572,843 \\ & 14,585,840 \\ & 14,571,739 \\ & 14,529,264 \end{aligned}$ | $\begin{aligned} & 8,348,539 \\ & 8,74,931 \\ & 8,854,279 \\ & 8,982,560 \end{aligned}$ | $\begin{aligned} & 6,224,304 \\ & 5,84,909 \\ & 5,717,460 \\ & 5,546,704 \end{aligned}$ | $\begin{aligned} & 5,415,361 \\ & 5,21,064 \\ & 5,20,412 \\ & 5,116,654 \end{aligned}$ | $5,140,204$ $5,01,555$ $4,971,01$ $4,918,150$ | $\begin{aligned} & 275,157 \\ & 249,509 \\ & 235,311 \\ & 198,504 \end{aligned}$ | $4,065,891$ $4,078,956$ $4,108,489$ $4,134,244$ | $\begin{aligned} & 4,015,882 \\ & 4,028,401 \\ & 4,060,094 \\ & 4,089,090 \end{aligned}$ | $\begin{aligned} & 50,009 \\ & 50,55 \\ & 48,395 \\ & 45,154 \end{aligned}$ | $\begin{array}{r} 1,349,470 \\ 1,182,08 \\ 1,097,923 \\ 982,410 \end{array}$ | $\begin{array}{r} 1,124,322 \\ 933,154 \\ 911,007 \\ 829,060 \end{array}$ | $\begin{aligned} & 225,148 \\ & 198,954 \\ & 186,916 \\ & 153,350 \end{aligned}$ |

-Not available.
Large increases are due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.
Because of imputation techniques, data are not consistent with figures for other years
. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.

The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-yea colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education" surveys, 1970 through 1985; Integrated Postsecondary Fall Enrollment component. (This table was prepared November 2019.)

Table 303.30. Total fall enrollment in degree-granting postsecondary institutions, by level and control of institution, attendance status, and sex of student: Selected years, 1970 through 2029

| Level and control of institution, attendance status, and sex of student | Actual |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1970 | 1975 | $1980{ }^{1}$ | 1985 | 1990 | 1995 | 2000 | 2005 | 2010 | 2014 | 2015 | 2016 | 2017 | 2018 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Total | 8,580,887 | 11,184,859 | 12,096,895 | 12,247,055 | 13,818,637 | 14,261,781 | 15,312,289 | 17,487,475 | 21,019,438 | 20,209,092 | 19,988,204 | 19,846,904 | 9,778,151 | 19,645,918 |
| Full-time | 5,816,290 | 6,841,334 | 7,097,958 | 7,075,221 | 7,820,985 | 8,128,802 | 9,009,600 | 0,797,011 | 13,087,182 | 12,454,464 | 12,287,512 | 12,125,314 | 12,076,141 | 11,991,721 |
| Males | 3,504,095 | 3,926,753 | 3,689,244 | 3,607,720 | 3,807,752 | 3,807,392 | 4,111,093 | 4,803,388 | 5,838,383 | 5,619,778 | 5,558,447 | 5,472,798 | 5,423,955 | 5,338,934 |
| Females | 2,312,195 | 2,914,581 | 3,408,714 | 3,467,501 | 4,013,233 | 4,321,410 | 4,898,507 | 5,993,623 | 7,248,799 | 6,834,686 | 6,729,065 | 6,652,516 | 6,652,186 | 6,652,787 |
| Part-time | 2,764,597 | 4,343,525 | 4,998,937 | 5,171,834 | 5,997,652 | 6,132,979 | 6,302,689 | 6,690,464 | 7,932,256 | 7,754,628 | 7,700,692 | 7,721,590 | 7,702,010 | 7,654,197 |
| Males | 1,539,547 | 2,222,244 | 2,185,130 | 2,210,730 | 2,476,157 | 2,535,147 | 2,610,676 | 2,652,537 | 3,207,376 | 3,177,752 | 3,165,372 | 3,165,624 | 3,147,359 | 3,103,728 |
| Females | 1,225,050 | 2,121,281 | 2,813,807 | 2,961,104 | 3,521,495 | 3,597,832 | 3,692,013 | 4,037,927 | 4,724,880 | 4,576,876 | 4,535,320 | 4,555,966 | 4,554,651 | 4,550,469 |
| 4-year | 6,261,502 | 7,214,740 | 7,570,608 | 7,715,978 | 8,578,554 | 8,769,252 | 9,363,858 | 10,999,420 | 13,335,841 | 13,494,414 | 13,488,743 | 13,754,486 | 13,825,380 | 13,900,710 |
| Full-time | 4,587,379 | 5,080,256 | 5,344,163 | 5,384,614 | 5,937,023 | 6,151,755 | 6,792,551 | 8,150,209 | 9,721,803 | 9,793,357 | 9,776,828 | 9,815,967 | 9,848,817 | 9,880,953 |
| Males | 2,732,796 | 2,891,192 | 2,809,528 | 2,781,412 | 2,926,360 | 2,929,177 | 3,115,252 | 3,649,622 | 4,355,153 | 4,419,130 | 4,414,743 | 4,414,959 | 4,410,360 | 4,385,208 |
| Females | 1,854,583 | 2,189,064 | 2,534,635 | 2,603,202 | 3,010,663 | 3,222,578 | 3,677,299 | 4,500,587 | 5,366,650 | 5,374,227 | 5,362,085 | 5,401,008 | 5,438,457 | 5,495,745 |
| Part-time | 1,674,123 | 2,134,484 | 2,226,445 | 2,331,364 | 2,641,531 | 2,617,497 | 2,571,307 | 2,849,211 | 3,614,038 | 3,701,057 | 3,711,915 | 3,938,519 | 3,976,563 | 4,019,757 |
| Males | 936,189 | 1,092,461 | 1,017,813 | 1,034,804 | 1,124,780 | 1,084,753 | 1,047,917 | 1,125,935 | 1,424,721 | 1,484,380 | 1,491,001 | 1,586,069 | 1,594,427 | 1,605,785 |
| Females | 737,934 | 1,042,023 | 1,208,632 | 1,296,560 | 1,516,751 | 1,532,744 | 1,523,390 | 1,723,276 | 2,189,317 | 2,216,677 | 2,220,914 | 2,352,450 | 2,382,136 | 2,413,972 |
| Public 4-year | 4,232,722 | 4,998,142 | 5,128,612 | 5,209,540 | 5,848,242 | 5,814,545 | 6,055,398 | 6,837,605 | 7,924,108 | 8,257,108 | 8,348,539 | 8,742,931 | 8,854,279 | 8,982,560 |
| Full-time | 3,086,491 | 3,469,821 | 3,592,193 | 3,623,341 | 4,033,654 | 4,084,711 | 4,371,218 | 5,021,745 | 5,811,214 | 6,011,908 | 6,081,177 | 6,236,018 | 6,309,569 | 6,336,978 |
| Males | 1,813,584 | 1,947,823 | 1,873,397 | 1,863,689 | 1,982,369 | 1,951,140 | 2,008,618 | 2,295,456 | 2,707,307 | 2,806,792 | 2,833,998 | 2,894,232 | 2,911,441 | 2,895,088 |
| Females | 1,272,907 | 1,521,998 | 1,718,796 | 1,759,652 | 2,051,285 | 2,133,571 | 2,362,600 | 2,726,289 | 3,103,907 | 3,205,116 | 3,247,179 | 3,341,786 | 3,398,128 | 3,441,890 |
| Part-time | 1,146,231 | 1,528,321 | 1,536,419 | 1,586,199 | 1,814,588 | 1,729,834 | 1,684,180 | 1,815,860 | 2,112,894 | 2,245,200 | 2,267,362 | 2,506,913 | 2,544,710 | 2,645,582 |
| Males | 609,422 | 760,469 | 685,051 | 693,115 | 764,248 | 720,402 | 683,100 | 724,375 | 860,968 | 941,104 | 955,658 | 1,065,112 | 1,077,611 | 1,110,660 |
| Females | 536,809 | 767,852 | 851,368 | 893,084 | 1,050,340 | 1,009,432 | 1,001,080 | 1,091,485 | 1,251,926 | 1,304,096 | 1,311,704 | 1,441,801 | 1,467,099 | 1,534,922 |
| Private 4-year | 2,028,780 | 2,216,598 | 2,441,996 | 2,506,438 | 2,730,312 | 2,954,707 | 3,308,460 | 4,161,815 | 5,411,733 | 5,237,306 | 5,140,204 | 5,011,555 | 4,971,101 | 4,918,150 |
| Full-time | 1,500,888 | 1,610,435 | 1,751,970 | 1,761,273 | 1,903,369 | 2,067,044 | 2,421,333 | 3,128,464 | 3,910,589 | 3,781,449 | 3,695,651 | 3,579,949 | 3,539,248 | 3,543,975 |
| Males | 919,212 | 943,369 | 936,131 | 917,723 | 943,991 | 978,037 | 1,106,634 | 1,354,166 | 1,647,846 | 1,612,338 | 1,580,745 | 1,520,727 | 1,498,919 | 1,490,120 |
| Females | 581,676 | 667,066 | 815,839 | 843,550 | 959,378 | 1,089,007 | 1,314,699 | 1,774,298 | 2,262,743 | 2,169,111 | 2,114,906 | 2,059,222 | 2,040,329 | 2,053,855 |
| Part-time | 527,892 | 606,163 | 690,026 | 745,165 | 826,943 | 887,663 | 887,127 | 1,033,351 | 1,501,144 | 1,455,857 | 1,444,553 | 1,431,606 | 1,431,853 | 1,374,175 |
| Males | 326,767 | 331,992 | 332,762 | 341,689 | 360,532 | 364,351 | 364,817 | 401,560 | 563,753 | 543,276 | 535,343 | 520,957 | 516,816 | 495,125 |
| Females | 201,125 | 274,171 | 357,264 | 403,476 | 466,411 | 523,312 | 522,310 | 631,791 | 937,391 | 912,581 | 909,210 | 910,649 | 915,037 | 879,050 |
| Nonprofit 4-yea | 2,021,121 | 2,198,451 | 2,413,693 | 2,463,000 | 2,671,069 | 2,853,890 | 3,050,575 | 3,411,170 | 3,821,799 | 3,966,873 | 4,015,882 | 4,028,401 | 4,060,094 | 4,089,090 |
| Full-time | 1,494,625 | 1,596,074 | 1,733,014 | 1,727,707 | 1,859,124 | 1,989,457 | 2,226,028 | 2,534,793 | 2,864,640 | 2,981,188 | 3,009,240 | 3,019,342 | 3,040,980 | 3,088,150 |
| Males | 914,020 | 930,842 | 921,253 | 894,080 | 915,100 | 931,956 | 996,113 | 1,109,075 | 1,259,638 | 1,313,286 | 1,320,947 | 1,318,323 | 1,318,131 | 1,328,444 |
| Females | 580,605 | 665,232 | 811,761 | 833,627 | 944,024 | 1,057,501 | 1,229,915 | 1,425,718 | 1,605,002 | 1,667,902 | 1,688,293 | 1,701,019 | 1,722,849 | 1,759,706 |
| Part-time | 526,496 | 602,377 | 680,679 | 735,293 | 811,945 | 864,433 | 824,547 | 876,377 | 957,159 | 985,685 | 1,006,642 | 1,009,059 | 1,019,114 | 1,000,940 |
| Males | 325,693 | 329,662 | 327,986 | 336,168 | 352,106 | 351,874 | 332,814 | 339,572 | 366,735 | 379,513 | 385,942 | 385,008 | 389,975 | 382,813 |
| Females | 200,803 | 272,715 | 352,693 | 399,125 | 459,839 | 512,559 | 491,733 | 536,805 | 590,424 | 606,172 | 620,700 | 624,051 | 629,139 | 618,127 |
| For-profit 4-year | 7,659 | 18,147 | 28,303 | 43,438 | 59,243 | 100,817 | 257,885 | 750,645 | 1,589,934 | 1,270,433 | 1,124,322 | 983,154 | 911,007 | 829,060 |
| 2-year | 2,319,385 | 3,970,119 | 4,526,287 | 4,531,077 | 5,240,083 | 5,492,529 | 5,948,431 | 6,488,055 | 7,683,597 | 6,714,678 | 6,499,461 | 6,092,418 | 5,952,771 | 5,745,208 |
| Full-time | 1,228,911 | 1,761,078 | 1,753,795 | 1,690,607 | 1,883,962 | 1,977,047 | 2,217,049 | 2,646,802 | 3,365,379 | 2,661,107 | 2,510,684 | 2,309,347 | 2,227,324 | 2,110,768 |
| Male | 771,299 | 1,035,561 | 879,716 | 826,308 | 881,392 | 878,215 | 995,841 | 1,153,766 | 1,483,230 | 1,200,648 | 1,143,704 | 1,057,839 | 1,013,595 | 953,726 |
| Females | 457,612 | 725,517 | 874,079 | 864,299 | 1,002,570 | 1,098,832 | 1,221,208 | 1,493,036 | 1,882,149 | 1,460,459 | 1,366,980 | 1,251,508 | 1,213,729 | 1,157,042 |
| Part-time | 1,090,474 | 2,209,041 | 2,772,492 | 2,840,470 | 3,356,121 | 3,515,482 | 3,731,382 | 3,841,253 | 4,318,218 | 4,053,571 | 3,988,777 | 3,783,071 | 3,725,447 | 3,634,440 |
| Males | 603,358 | 1,129,783 | 1,167,317 | 1,175,926 | 1,351,377 | 1,450,394 | 1,562,759 | 1,526,602 | 1,782,655 | 1,693,372 | 1,674,371 | 1,579,555 | 1,552,932 | 1,497,943 |
| Females | 487,116 | 1,079,258 | 1,605,175 | 1,664,544 | 2,004,744 | 2,065,088 | 2,168,623 | 2,314,651 | 2,535,563 | 2,360,199 | 2,314,406 | 2,203,516 | 2,172,515 | 2,136,497 |
| Public 2-year | 2,195,412 | 3,836,366 | 4,328,782 | 4,269,733 | 4,996,475 | 5,277,829 | 5,697,388 | 6,184,229 | 7,218,063 | 6,397,552 | 6,224,304 | 5,842,909 | 5,717,460 | 5,546,704 |
| Full-time | 1,129,165 | 1,662,621 | 1,595,493 | 1,496,905 | 1,716,843 | 1,840,590 | 2,000,008 | 2,387,016 | 2,950,024 | 2,385,023 | 2,272,769 | 2,091,361 | 2,016,905 | 1,931,842 |
| Males | 720,440 | 988,701 | 811,871 | 742,673 | 810,664 | 818,605 | 891,282 | 1,055,029 | 1,340,820 | 1,107,410 | 1,062,633 | 983,567 | 945,990 | 892,853 |
| Females | 408,725 | 673,920 | 783,622 | 754,232 | 906,179 | 1,021,985 | 1,108,726 | 1,331,987 | 1,609,204 | 1,277,613 | 1,210,136 | 1,107,794 | 1,070,915 | 1,038,989 |
| Part-time | 1,066,247 | 2,173,745 | 2,733,289 | 2,772,828 | 3,279,632 | 3,437,239 | 3,697,380 | 3,797,213 | 4,268,039 | 4,012,529 | 3,951,535 | 3,751,548 | 3,700,555 | 3,614,862 |
| Males | 589,439 | 1,107,680 | 1,152,268 | 1,138,011 | 1,317,730 | 1,417,488 | 1,549,407 | 1,514,363 | 1,769,737 | 1,683,249 | 1,665,373 | 1,571,824 | 1,546,504 | 1,492,870 |
| Females | 476,808 | 1,066,065 | 1,581,021 | 1,634,817 | 1,961,902 | 2,019,751 | 2,147,973 | 2,282,850 | 2,498,302 | 2,329,280 | 2,286,162 | 2,179,724 | 2,154,051 | 2,121,992 |
| Private 2-year | 123,973 | 133,753 | 197,505 | 261,344 | 243,608 | 214,700 | 251,043 | 303,826 | 465,534 | 317,126 | 275,157 | 249,509 | 235,311 | 198,504 |
| Full-time | 99,746 | 98,457 | 158,302 | 193,702 | 167,119 | 136,457 | 217,041 | 259,786 | 415,355 | 276,084 | 237,915 | 217,986 | 210,419 | 178,926 |
| Males | 50,859 | 46,860 | 67,845 | 83,635 | 70,728 | 59,610 | 104,559 | 98,737 | 142,410 | 93,238 | 81,071 | 74,272 | 67,605 | 60,873 |
| Females | 48,887 | 51,597 | 90,457 | 110,067 | 96,391 | 76,847 | 112,482 | 161,049 | 272,945 | 182,846 | 156,844 | 143,714 | 142,814 | 118,053 |
| Part-time | 24,227 | 35,296 | 39,203 | 67,642 | 76,489 | 78,243 | 34,002 | 44,040 | 50,179 | 41,042 | 37,242 | 31,523 | 24,892 | 19,578 |
| Males | 13,919 | 22,103 | 15,049 | 37,915 | 33,647 | 32,906 | 13,352 | 12,239 | 12,918 | 10,123 | 8,998 | 7,731 | 6,428 | 5,073 |
| Females | 10,308 | 13,193 | 24,154 | 29,727 | 42,842 | 45,337 | 20,650 | 31,801 | 37,261 | 30,919 | 28,244 | 23,792 | 18,464 | 14,505 |
| Nonprofit 2-year | 113,299 | 112,997 | 114,094 | 108,791 | 89,158 | 75,154 | 58,844 | 43,522 | 32,683 | 30,376 | 50,009 | 50,555 | 48,395 | 45,154 |
| Full-time | 91,514 | 82,158 | 83,009 | 76,547 | 62,003 | 54,033 | 46,670 | 28,939 | 23,127 | 22,789 | 36,027 | 39,513 | 41,091 | 37,980 |
| Males | 46,030 | 40,548 | 34,968 | 30,878 | 25,946 | 23,265 | 21,950 | 12,086 | 9,944 | 9,074 | 11,972 | 11,950 | 10,794 | 9,397 |
| Females | 45,484 | 41,610 | 48,041 | 45,669 | 36,057 | 30,768 | 24,720 | 16,853 | 13,183 | 13,715 | 24,055 | 27,563 | 30,297 | 28,583 |
| Part-time | 21,785 | 30,839 | 31,085 | 32,244 | 27,155 | 21,121 | 12,174 | 14,583 | 9,556 | 7,587 | 13,982 | 11,042 | 7,304 | 7,174 |
| Males | 12,097 | 18,929 | 11,445 | 10,786 | 7,970 | 6,080 | 4,499 | 3,566 | 2,585 | 2,198 | 2,707 | 2,547 | 1,925 | 1,863 |
| Females | 9,688 | 11,910 | 19,640 | 21,458 | 19,185 | 15,041 | 7,675 | 11,017 | 6,971 | 5,389 | 11,275 | 8,495 | 5,379 | 5,311 |
| For-profit 2-year | 10,674 | 20,756 | 83,411 | 152,553 | 154,450 | 139,546 | 192,199 | 260,304 | 432,851 | 286,750 | 225,148 | 198,954 | 186,916 | 153,350 |

See notes at end of table.

Table 303．30．Total fall enrollment in degree－granting postsecondary institutions，by level and control of institution，attendance status， and sex of student：Selected years， 1970 through 2029—Continued

| Level and control of institution，attendance status，and sex of student | Projected |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 |
| 1 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| Total | 19，720，000 | 19，744，000 | 19，778，000 | 19，813，000 | 19，862，000 | 19，926，000 | 19，993，000 | 20，070，000 | 20，099，000 | 20，110，000 | 20，115，000 |
| Full－time | 12，025，000 | 12，022，000 | 12，021，000 | 12，027，000 | 12，045，000 | 12，078，000 | 12，120，000 | 12，165，000 | 12，169，000 | 12，159，000 | 12，144，000 |
| Males | 5，350，000 | 5，345，000 | 5，343，000 | 5，343，000 | 5，347，000 | 5，361，000 | 5，381，000 | 5，400，000 | 5，403，000 | 5，400，000 | 5，395，000 |
| Females | 6，676，000 | 6，677，000 | 6，678，000 | 6，685，000 | 6，698，000 | 6，716，000 | 6，740，000 | 6，765，000 | 6，767，000 | 6，759，000 | 6，748，000 |
| Part－timeMales | 7，695，000 | 7，722，000 | 7，757，000 | 7，786，000 | 7，817，000 | 7，848，000 | 7，873，000 | 7，905，000 | 7，930，000 | 7，951，000 | 7，971，000 |
|  | 3，121，000 | 3，131，000 | 3，143，000 | 3，155，000 | 3，169，000 | 3，182，000 | 3，193，000 | 3，207，000 | 3，219，000 | 3，226，000 | 3，235，000 |
| Males <br> Females | 4，574，000 | 4，591，000 | 4，614，000 | 4，631，000 | 4，648，000 | 4，666，000 | 4，680，000 | 4，698，000 | 4，711，000 | 4，724，000 | 4，736，000 |
| 4－year | 13，950，000 | 13，961，000 | 13，979，000 | 13，999，000 | 14，030，000 | 14，074，000 | 14，122，000 | 14，175，000 | 14，192，000 | 14，194，000 | 14，192，000 |
| Full－time | 9，909，000 | 9，906，000 | 9，905，000 | 9，910，000 | 9，925，000 | 9，952，000 | 9，987，000 | 10，024，000 | 10，027，000 | 10，019，000 | 10，006，000 |
|  | 4，394，000 | 4，390，000 | 4，389，000 | 4，388，000 | 4，392，000 | 4，404，000 | 4，420，000 | 4，436，000 | 4，438，000 | 4，436，000 | 4，431，000 |
| Females | 5，515，000 | 5，516，000 | 5，517，000 | 5，522，000 | 5，533，000 | 5，548，000 | 5，567，000 | 5，588，000 | 5，590，000 | 5，583，000 | 5，575，000 |
| Part－time | 4，041，000 | 4，055，000 | 4，074，000 | 4，089，000 | 4，105，000 | 4，122，000 | 4，134，000 | 4，152，000 | 4，165，000 | 4，175，000 | 4，186，000 |
| MalesFemales | 1，615，000 | 1，620，000 | 1，626，000 | 1，632，000 | 1，639，000 | 1，646，000 | 1，652，000 | 1，659，000 | 1，665，000 | 1，669，000 | 1，674，000 |
|  | 2，427，000 | 2，436，000 | 2，447，000 | 2，457，000 | 2，466，000 | 2，475，000 | 2，483，000 | 2，492，000 | 2，499，000 | 2，506，000 | 2，513，000 |
| Public 4－year | 9，014，000 | 9，022，000 | 9，033，000 | 9，046，000 | 9，066，000 | 9，095，000 | 9，126，000 | 9，161，000 | 9，171，000 | 9，173，000 | 9，172，000 |
| Full－timeMales | 6，355，000 | 6，353，000 | 6，352，000 | 6，355，000 | 6，365，000 | 6，382，000 | 6，405，000 | 6，428，000 | 6，430，000 | 6，425，000 | 6，417，000 |
|  | 2，901，000 | 2，898，000 | 2，897，000 | 2，897，000 | 2，899，000 | 2，907，000 | 2，918，000 | 2，928，000 | 2，930，000 | 2，928，000 | 2，926，000 |
| Males Females | 3，454，000 | 3，454，000 | 3，455，000 | 3，458，000 | 3，465，000 | 3，475，000 | 3，487，000 | 3，500，000 | 3，501，000 | 3，497，000 | 3，491，000 |
| Part－timeMales | 2，660，000 | 2，669，000 | 2，681，000 | 2，691，000 | 2，702，000 | 2，713，000 | 2，721，000 | 2，732，000 | 2，741，000 | 2，748，000 | 2，755，000 |
|  | 1，117，000 | 1，120，000 | 1，125，000 | 1，129，000 | 1，134，000 | 1，139，000 | 1，143，000 | 1，148，000 | 1，152，000 | 1，155，000 | 1，158，000 |
| Females | 1，543，000 | 1，549，000 | 1，556，000 | 1，562，000 | 1，568，000 | 1，574，000 | 1，579，000 | 1，585，000 | 1，589，000 | 1，594，000 | 1，598，000 |
| Private 4－year | 4，935，000 | 4，940，000 | 4，946，000 | 4，953，000 | 4，964，000 | 4，979，000 | 4，996，000 | 5，015，000 | 5，021，000 | 5，021，000 | 5，020，000 |
| Full－timeMales | 3，554，000 | 3，553，000 | 3，553，000 | 3，555，000 | 3，560，000 | 3，570，000 | 3，582，000 | 3，596，000 | 3，597，000 | 3，594，000 | 3，589，000 |
|  | 1，493，000 | 1，492，000 | 1，491，000 | 1，491，000 | 1，492，000 | 1，496，000 | 1，502，000 | 1，507，000 | 1，508，000 | 1，507，000 | 1，506，000 |
| Males Females | 2，061，000 | 2，061，000 | 2，062，000 | 2，064，000 | 2，068，000 | 2，073，000 | 2，081，000 | 2，088，000 | 2，089，000 | 2，087，000 | 2，083，000 |
| Part－time | 1，381，000 | 1，386，000 | 1，393，000 | 1，398，000 | 1，403，000 | 1，409，000 | 1，413，000 | 1，419，000 | 1，424，000 | 1，427，000 | 1，431，000 |
| Males | 498，000 | 499，000 | 501，000 | 503，000 | 505，000 | 508，000 | 509，000 | 512，000 | 513，000 | 515，000 | 516，000 |
| Females | 884，000 | 887，000 | 891，000 | 895，000 | 898，000 | 901，000 | 904，000 | 908，000 | 910，000 | 913，000 | 915，000 |
| Nonprofit 4 －yearFull－time | － | － | － | － | － | － | － | － | － | － | － |
|  | － |  |  |  |  |  |  |  |  | － |  |
| Full－time | － | － | － | － |  |  | － |  |  | － | － |
| Females | － |  |  |  |  |  |  |  |  |  |  |
| Part－time Males | 二 | 二 | － | 二 | 二 | 二 | 二 | － | － | － | － |
| Females | － | － |  | － | － |  | － | － |  | － | － |
| For－profit 4－year |  |  |  | － |  |  | － |  |  |  |  |
| 2－year | 5，770，000 | 5，783，000 | 5，799，000 | 5，814，000 | 5，832，000 | 5，853，000 | 5，872，000 | 5，895，000 | 5，907，000 | 5，915，000 | 5，922，000 |
| Full－time | 2，117，000 | 2，116，000 | 2，116，000 | 2，117，000 | 2，120，000 | 2，126，000 | 2，133，000 | 2，141，000 | 2，142，000 | 2，140，000 | 2，137，000 |
| Males | 956，000 | 955，000 | 955，000 | 954，000 | 955，000 | 958，000 | 961，000 | 965，000 | 965，000 | 965，000 | 964，000 |
| Females | 1，161，000 | 1，161，000 | 1，161，000 | 1，163，000 | 1，165，000 | 1，168，000 | 1，172，000 | 1，176，000 | 1，177，000 | 1，175，000 | 1，174，000 |
| Part－time | 3，654，000 | 3，667，000 | 3，683，000 | 3，697，000 | 3，712，000 | 3，727，000 | 3，738，000 | 3，754，000 | 3，765，000 | 3，775，000 | 3，785，000 |
| Males | 1，506，000 | 1，511，000 | 1，517，000 | 1，523，000 | 1，529，000 | 1，536，000 | 1，541，000 | 1，548，000 | 1，553，000 | 1，557，000 | 1，561，000 |
| Females | 2，148，000 | 2，156，000 | 2，166，000 | 2，174，000 | 2，183，000 | 2，191，000 | 2，197，000 | 2，206，000 | 2，212，000 | 2，218，000 | 2，224，000 |
| Public 2－year | 5，571，000 | 5，584，000 | 5，600，000 | 5，614，000 | 5，632，000 | 5，652，000 | 5，670，000 | 5，693，000 | 5，705，000 | 5，714，000 | 5，721，000 |
| Full－time | 1，937，000 | 1，937，000 | 1，937，000 | 1，937，000 | 1，940，000 | 1，946，000 | 1，952，000 | 1，960，000 | 1，960，000 | 1，959，000 | 1，956，000 |
| Males | 895，000 | 894，000 | 894，000 | 893，000 | 894，000 | 897，000 | 900，000 | 903，000 | 904，000 | 903，000 | 902，000 |
| Females | 1，043，000 | 1，043，000 | 1，043，000 | 1，044，000 | 1，046，000 | 1，049，000 | 1，053，000 | 1，056，000 | 1，057，000 | 1，056，000 | 1，054，000 |
| Part－time | 3，634，000 | 3，647，000 | 3，663，000 | 3，677，000 | 3，692，000 | 3，707，000 | 3，718，000 | 3，734，000 | 3，745，000 | 3，755，000 | 3，765，000 |
| Males | 1，501，000 | 1，506，000 | 1，512，000 | 1，518，000 | 1，524，000 | 1，531，000 | 1，536，000 | 1，543，000 | 1，548，000 | 1，552，000 | 1，556，000 |
| Females | 2，133，000 | 2，141，000 | 2，151，000 | 2，159，000 | 2，168，000 | 2，176，000 | 2，182，000 | 2，191，000 | 2，197，000 | 2，203，000 | 2，209，000 |
| Private 2－year | 199，000 | 199，000 | 199，000 | 199，000 | 200，000 | 200，000 | 201，000 | 202，000 | 202，000 | 202，000 | 202，000 |
| Full－time | 179，000 | 179，000 | 179，000 | 180，000 | 180，000 | 180，000 | 181，000 | 182，000 | 182，000 | 182，000 | 181，000 |
| Males | 61，000 | 61，000 | 61，000 | 61，000 | 61，000 | 61，000 | 61，000 | 62，000 | 62，000 | 62，000 | 62，000 |
| Females | 118，000 | 118，000 | 119，000 | 119，000 | 119，000 | 119，000 | 120，000 | 120，000 | 120，000 | 120，000 | 120，000 |
| Part－time | 20，000 | 20，000 | 20，000 | 20，000 | 20，000 | 20，000 | 20，000 | 20，000 | 20，000 | 20，000 | 20，000 |
| Males | 5，000 | 5，000 | 5，000 | 5，000 | 5，000 | 5，000 | 5，000 | 5，000 | 5，000 | 5，000 | 5，000 |
| Females | 15，000 | 15，000 | 15，000 | 15，000 | 15，000 | 15，000 | 15，000 | 15，000 | 15，000 | 15，000 | 15，000 |
| Nonprofit 2－year | － | － | － | － | － | － | － | － | － | － | － |
| Full－time |  | － | － | － | － | － | － | － |  | － |  |
| Males |  | － |  | － | － | － | － | － |  | － |  |
| Females |  | － |  | － | － | － | － | － |  | 二 |  |
| Part－time |  | － | － | － | － | － | － | － | － | － | － |
| Males |  | － | － | － | － | － | － | － | － | － | － |
| FemalesFor－profit 2－year |  | － | － | － | － | － | － | － | － | － | － |
|  |  | － | － | － | － | － | － | － | － | － | － |

## －Not available．

${ }^{1}$ Large increase in private 2－year institutions in 1980 is due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology． NOTE：Data through 1995 are for institutions of higher education，while later data are for degree－granting institutions．Degree－granting institutions grant associate＇s or higher degrees and participate in Title IV federal financial aid programs．The degree－granting classification is very similar to the earlier higher education classification，but it includes more 2－year colleges and excludes a few higher education institutions that did not grant degrees．Some data have been revised from previously published figures．

SOURCE：U．S．Department of Education，National Center for Education Statistics， Higher Education General Information Survey（HEGIS），＂Fall Enrollment in Colleges and Universities＂surveys， 1970 through 1985；Integrated Postsecondary Education Data System（IPEDS），＂Fall Enrollment Survey＂（IPEDS－EF：90－99）；IPEDS Spring 2001 through Spring 2019，Fall Enrollment component；and Enrollment in Degree－Granting Institutions Projection Model， 2000 through 2029．（This table was prepared December 2019．）

Table 303.40. Total fall enrollment in degree-granting postsecondary institutions, by attendance status, sex, and age of student: Selected years, 1970 through 2029
[In thousands]

| Attendance status, sex, and age |  | 1980 | 1990 | 2000 | 2005 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | Projected |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1970 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2019 | 2020 | 2021 | 2029 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| All students | 8,581 | 12,097 | 13,819 | 15,312 | 17,487 | 20,314 | 21,019 | 21,011 | 20,644 | 20,377 | 20,209 | 19,988 | 19,847 | 19,778 | 19,646 | 19,720 | 19,744 | 19,778 | 20,115 |
| 14 to 17 years old | 263 | 257 | 153 | 131 | 187 | 215 | 202 | 221 | 242 | 256 | 239 | 214 | 214 | 210 | 206 | 204 | 205 | 207 | 204 |
| 18 and 19 years old | 2,579 | 2,852 | 2,777 | 3,258 | 3,444 | 4,009 | 4,057 | 3,956 | 3,782 | 3,720 | 3,720 | 3,732 | 3,738 | 3,782 | 3,768 | 4,091 | 4,029 | 3,996 | 4,025 |
| 20 and 21 years old | 1,885 | 2,395 | 2,593 | 3,005 | 3,563 | 3,916 | 4,103 | 4,269 | 4,235 | 4,183 | 4,163 | 4,148 | 4,204 | 4,160 | 4,142 | 4,467 | 4,519 | 4,537 | 4,517 |
| 22 to 24 years old | 1,469 | 1,947 | 2,202 | 2,600 | 3,114 | 3,571 | 3,759 | 3,793 | 3,951 | 3,964 | 3,910 | 3,785 | 3,736 | 3,691 | 3,666 | 3,551 | 3,540 | 3,547 | 3,619 |
| 25 to 29 years old | 1,091 | 1,843 | 2,083 | 2,044 | 2,469 | 3,082 | 3,254 | 3,272 | 3,155 | 3,050 | 3,084 | 3,165 | 3,192 | 3,226 | 3,194 | 3,058 | 3,033 | 2,996 | 2,957 |
| 30 to 34 years old | 527 | 1,227 | 1,384 | 1,333 | 1,438 | 1,735 | 1,805 | 1,788 | 1,684 | 1,606 | 1,586 | 1,600 | 1,589 | 1,587 | 1,562 | 1,565 | 1,597 | 1,632 | 1,625 |
| 35 years old and over | 767 | 1,577 | 2,627 | 2,942 | 3,272 | 3,785 | 3,840 | 3,712 | 3,597 | 3,597 | 3,507 | 3,344 | 3,174 | 3,123 | 3,107 | 2,785 | 2,821 | 2,864 | 3,166 |
| Males | 5,044 | 5,874 | 6,284 | 6,722 | 7,456 | 8,733 | 9,046 | 9,034 | 8,919 | 8,861 | 8,798 | 8,724 | 8,638 | 8,571 | 8,443 | 8,470 | 8,476 | 8,487 | 8,630 |
| 14 to 17 years old | 125 | 106 | 66 | 58 | 68 | 103 | 94 | 104 | 119 | 125 | 117 | 94 | 83 | 75 | 77 | 81 | 81 | 82 | 81 |
| 18 and 19 years old | 1,355 | 1,368 | 1,298 | 1,464 | 1,523 | 1,795 | 1,820 | 1,782 | 1,707 | 1,661 | 1,673 | 1,684 | 1,688 | 1,686 | 1,654 | 1,815 | 1,784 | 1,769 | 1,786 |
| 20 and 21 years old | 1,064 | 1,219 | 1,259 | 1,411 | 1,658 | 1,866 | 1,948 | 1,985 | 1,960 | 1,955 | 1,960 | 1,954 | 1,945 | 1,915 | 1,889 | 2,025 | 2,048 | 2,055 | 2,044 |
| 22 to 24 years old | 1,004 | 1,075 | 1,129 | 1,222 | 1,410 | 1,599 | 1,723 | 1,769 | 1,864 | 1,846 | 1,789 | 1,746 | 1,739 | 1,690 | 1,653 | 1,613 | 1,606 | 1,608 | 1,639 |
| 25 to 29 years old | 796 | 983 | 1,024 | 908 | 1,057 | 1,378 | 1,410 | 1,404 | 1,353 | 1,356 | 1,379 | 1,382 | 1,366 | 1,385 | 1,378 | 1,299 | 1,291 | 1,276 | 1,251 |
| 30 to 34 years old | 333 | 564 | 605 | 581 | 591 | 707 | 731 | 700 | 661 | 634 | 643 | 655 | 670 | 667 | 662 | 623 | 636 | 651 | 652 |
| 35 years old and over | 366 | 559 | 902 | 1,077 | 1,149 | 1,285 | 1,320 | 1,290 | 1,255 | 1,283 | 1,237 | 1,208 | 1,148 | 1,154 | 1,131 | 1,015 | 1,030 | 1,047 | 1,177 |
| Females | 3,537 | 6,223 | 7,535 | 8,591 | 10,032 | 11,581 | 11,974 | 11,976 | 11,725 | 11,515 | 11,412 | 11,264 | 11,208 | 11,207 | 11,203 | 11,250 | 11,268 | 11,292 | 11,485 |
| 14 to 17 years old | 137 | 151 | +87 | 8,73 | 119 | 113 | 108 | 11, 116 | 123 | 131 | 121 | 120 | 131 | 135 | 130 | 123 | 124 | 125 | 123 |
| 18 and 19 years old | 1,224 | 1,484 | 1,479 | 1,794 | 1,920 | 2,214 | 2,237 | 2,173 | 2,074 | 2,059 | 2,047 | 2,049 | 2,050 | 2,096 | 2,115 | 2,276 | 2,244 | 2,227 | 2,239 |
| 20 and 21 years old | 821 | 1,177 | 1,334 | 1,593 | 1,905 | 2,050 | 2,155 | 2,284 | 2,276 | 2,228 | 2,203 | 2,194 | 2,259 | 2,245 | 2,253 | 2,442 | 2,470 | 2,482 | 2,473 |
| 22 to 24 years old | 464 | 871 | 1,073 | 1,378 | 1,704 | 1,972 | 2,036 | 2,024 | 2,087 | 2,118 | 2,122 | 2,038 | 1,997 | 2,001 | 2,014 | 1,937 | 1,934 | 1,939 | 1,980 |
| 25 to 29 years old | 296 | 859 | 1,059 | 1,136 | 1,413 | 1,704 | 1,844 | 1,868 | 1,802 | 1,694 | 1,706 | 1,783 | 1,826 | 1,841 | 1,816 | 1,759 | 1,743 | 1,720 | 1,706 |
| 30 to 34 years old | 194 | , 663 | 779 1725 | $\begin{array}{r}752 \\ 1 \\ \hline\end{array}$ | -847 | 1,028 | 1,074 | 1,088 | 1,022 | , 972 | 943 | 945 | 919 | 920 | +899 | + 943 | 961 1 | + 981 | + 973 |
| 35 years old and over | 401 | 1,018 | 1,725 | 1,865 | 2,123 | 2,500 | 2,520 | 2,422 | 2,341 | 2,314 | 2,270 | 2,136 | 2,026 | 1,969 | 1,976 | 1,770 | 1,791 | 1,816 | 1,990 |
| Full-time | 5,816 | 7,098 | 7,821 | 9,010 | 10,797 | 12,605 | 13,087 | 13,003 | 12,734 | 12,597 | 12,454 | 12,288 | 12,125 | 12,076 | 11,992 | 12,025 | 12,022 | 12,021 | 12,144 |
| 14 to 17 years old | 246 | 231 | 134 | 121 | 152 | 179 | 170 | 185 | 207 | 210 | 200 | 182 | 186 | 183 | 179 | 178 | 179 | 181 | 178 |
| 18 and 19 years old | 2,374 | 2,544 | 2,471 | 2,823 | 3,026 | 3,481 | 3,496 | 3,351 | 3,226 | 3,199 | 3,174 | 3,188 | 3,161 | 3,242 | 3,238 | 3,390 | 3,339 | 3,313 | 3,337 |
| 20 and 21 years old | 1,649 | 2,007 | 2,137 | 2,452 | 2,976 | 3,241 | 3,364 | 3,427 | 3,386 | 3,327 | 3,326 | 3,290 | 3,365 | 3,332 | 3,361 | 3,419 | 3,460 | 3,471 | 3,455 |
| 22 to 24 years old | 904 | 1,181 | 1,405 | 1,714 | 2,122 | 2,511 | 2,585 | 2,580 | 2,603 | 2,650 | 2,597 | 2,568 | 2,502 | 2,433 | 2,374 | 2,244 | 2,238 | 2,243 | 2,290 |
| 25 to 29 years old | 426 | 641 | 791 | 886 | 1,174 | 1,506 | 1,605 | 1,600 | 1,555 | 1,528 | 1,525 | 1,519 | 1,478 | 1,480 | 1,453 | 1,385 | 1,375 | 1,358 | 1,339 |
| 30 to 34 years old | 113 | 272 | 383 | 418 | 547 | 657 | 745 | 763 | 711 | 664 | 626 | 601 | 583 | 570 | 563 | 564 | 575 | 588 | 586 |
| 35 years old and over | 104 | 221 | 500 | 596 | 800 | 1,030 | 1,122 | 1,096 | 1,047 | 1,018 | 1,005 | 941 | 852 | 835 | 824 | 844 | 855 | 868 | 959 |
| Males | 3,504 | 3,689 | 3,808 | 4,111 | 4,803 | 5,632 | 5,838 | 5,793 | 5,708 | 5,682 | 5,620 | 5,558 | 5,473 | 5,424 | 5,339 | 5,350 | 5,345 | 5,343 | 5,395 |
| 14 to 17 years old | 121 | 95 | 55 | 51 | 53 | 77 | 71 | 85 | 102 | 106 | 100 | 81 | 71 | 65 | 66 | 68 | 69 | 69 | 69 |
| 18 and 19 years old | 1,261 | 1,219 | 1,171 | 1,252 | 1,339 | 1,570 | 1,574 | 1,510 | 1,461 | 1,423 | 1,402 | 1,414 | 1,416 | 1,435 | 1,407 | 1,458 | 1,433 | 1,422 | 1,436 |
| 20 and 21 years old | 955 | 1,046 | 1,035 | 1,156 | 1,398 | 1,536 | 1,586 | 1,586 | 1,537 | 1,542 | 1,549 | 1,546 | 1,552 | 1,536 | 1,546 | 1,564 | 1,582 | 1,587 | 1,579 |
| 22 to 24 years old | 686 | 717 | 768 | 834 | 982 | 1,169 | 1,215 | 1,217 | 1,254 | 1,270 | 1,236 | 1,208 | 1,173 | 1,129 | 1,099 | 1,032 | 1,028 | 1,030 | 1,050 |
| 25 to 29 years old | 346 | 391 | 433 | 410 | 506 | 661 | 715 | 727 | 728 | 734 | 732 | 709 | 689 | 693 | 683 | 672 | 667 | 660 | 647 |
| 30 to 34 years old | 77 | 142 | 171 | 186 | 225 | 279 | 301 | 299 | 278 | 257 | 242 | 251 | 253 | 256 | 244 | 249 | 255 | 261 | 261 |
| 35 years old and over | 58 | 80 | 174 | 222 | 300 | 341 | 376 | 369 | 349 | 351 | 360 | 349 | 320 | 310 | 293 | 306 | 310 | 315 | 354 |
| Females | 2,312 | 3,409 | 4,013 | 4,899 | 5,994 | 6,973 | 7,249 | 7,210 | 7,026 | 6,914 | 6,835 | 6,729 | 6,653 | 6,652 | 6,653 | 6,676 | 6,677 | 6,678 | 6,748 |
| 14 to 17 years old | 125 | 136 | 78 | 70 | 98 | 102 | 99 | 100 | 105 | 104 | 101 | 101 | 115 | 118 | 113 | 110 | 111 | 111 | 110 |
| 18 and 19 years old | 1,113 | 1,325 | 1,300 | 1,571 | 1,687 | 1,911 | 1,922 | 1,842 | 1,765 | 1,776 | 1,773 | 1,774 | 1,745 | 1,807 | 1,831 | 1,932 | 1,906 | 1,891 | 1,901 |
| 20 and 21 years old | 693 | 961 | 1,101 | 1,296 | 1,578 | 1,705 | 1,778 | 1,840 | 1,849 | 1,785 | 1,777 | 1,744 | 1,813 | 1,795 | 1,815 | 1,855 | 1,878 | 1,885 | 1,876 |
| 22 to 24 years old | 218 | 464 | 638 | 880 | 1,140 | 1,343 | 1,370 | 1,364 | 1,349 | 1,380 | 1,362 | 1,359 | 1,329 | 1,305 | 1,275 | 1,212 | 1,210 | 1,213 | 1,240 |
| 25 to 29 years old | 80 | 250 | 358 | 476 | 668 | 845 | 891 | 873 | 827 | 794 | 793 | 810 | 789 | 788 | 769 | 714 | 707 | 698 | 692 |
| 30 to 34 years old | 37 | 130 | 212 | 232 | 322 | 378 | 444 | 464 | 433 | 408 | 384 | 350 | 330 | 314 | 318 | 314 | 320 | 327 | 325 |
| 35 years old and over | 46 | 141 | 326 | 374 | 500 | 690 | 746 | 727 | 698 | 667 | 645 | 592 | 532 | 526 | 531 | 538 | 545 | 552 | 605 |
| Part-time | 2,765 | 4,999 | 5,998 | 6,303 | 6,690 | 7,708 | 7,932 | 8,008 | 7,910 | 7,780 | 7,755 | 7,701 | 7,722 | 7,702 | 7,654 | 7,695 | 7,722 | 7,757 | 7,971 |
| 14 to 17 years old | 16 | 26 | 19 | 10 | 36 | 36 | 32 | 36 | 35 | 47 | 38 | 32 | 28 | 27 | 27 | 26 | 26 | 26 | 26 |
| 18 and 19 years old | 205 | 308 | 306 | 435 | 417 | 528 | 561 | 604 | 556 | 521 | 546 | 545 | 577 | 540 | 531 | 700 | 690 | 683 | 688 |
| 20 and 21 years old | 236 | 388 | 456 | 553 | 586 | 675 | 738 | 842 | 850 | 855 | 836 | 858 | 839 | 828 | 781 | 1,048 | 1,058 | 1,065 | 1,062 |
| 22 to 24 years old | 564 | 765 | 796 | 886 | 992 | 1,059 | 1,174 | 1,212 | 1,348 | 1,314 | 1,313 | 1,217 | 1,235 | 1,257 | 1,292 | 1,306 | 1,302 | 1,304 | 1,330 |
| 25 to 29 years old | 665 | 1,202 | 1,291 | 1,158 | 1,296 | 1,576 | 1,648 | 1,672 | 1,600 | 1,522 | 1,560 | 1,646 | 1,715 | 1,745 | 1,741 | 1,672 | 1,659 | 1,638 | 1,618 |
| 30 to 34 years old | 414 | , 954 | 1,001 | + 915 | , 891 | 1,079 | 1,060 | 1,025 | , 973 | 942 | 960 | 1,000 | 1,006 | 1,016 | 999 | 1,002 | 1,022 | 1,044 | 1,040 |
| 35 years old and over | 663 | 1,356 | 2,127 | 2,345 | 2,472 | 2,754 | 2,718 | 2,616 | 2,550 | 2,579 | 2,502 | 2,404 | 2,322 | 2,288 | 2,283 | 1,941 | 1,966 | 1,996 | 2,207 |
| Males | 1,540 | 2,185 | 2,476 | 2,611 | 2,653 | 3,101 | 3,207 | 3,241 | 3,211 | 3,179 | 3,178 | 3,165 | 3,166 | 3,147 | 3,104 | 3,121 | 3,131 | 3,143 | 3,235 |
| 14 to 17 years old | 4 | 12 | 11 | 7 | 15 | 25 | 23 | 20 | 17 | 20 | 18 | 13 | 12 | 10 | 10 | 12 | 12 | 12 | 12 |
| 18 and 19 years old | 94 | 149 | 127 | 212 | 184 | 226 | 245 | 273 | 246 | 239 | 271 | 270 | 272 | 251 | 247 | 357 | 351 | 347 | 351 |
| 20 and 21 years old | 108 | 172 | 224 | 255 | 260 | 330 | 362 | 398 | 423 | 413 | 411 | 408 | 393 | 378 | 342 | 461 | 466 | 468 | 465 |
| 22 to 24 years old | 318 | 359 | 361 | 388 | 428 | 430 | 508 | 552 | 610 | 576 | 553 | 538 | 566 | 561 | 554 | 581 | 578 | 578 | 589 |
| 25 to 29 years old | 450 | 592 | 591 | 498 | 551 | 718 | 695 | 677 | 625 | 622 | 646 | 673 | 677 | 692 | 695 | 627 | 623 | 616 | 604 |
| 30 to 34 years old | 257 | 422 | 435 | 395 | 365 | 428 | 430 | 401 | 383 | 377 | 401 | 405 | 417 | 410 | 418 | 373 | 381 | 390 | 391 |
| 35 years old and over | 309 | 479 | 728 | 855 | 850 | 944 | 944 | 921 | 906 | 932 | 877 | 859 | 829 | 845 | 838 | 710 | 720 | 732 | 822 |
| Females | 1,225 | 2,814 | 3,521 | 3,692 | 4,038 | 4,607 | 4,725 | 4,767 | 4,699 | 4,601 | 4,577 | 4,535 | 4,556 | 4,555 | 4,550 | 4,574 | 4,591 | 4,614 | 4,736 |
| 14 to 17 years old | 1,22 | 2,814 | 3,529 | 3,692 | 21 | +11 | 4,7 | +16 | , 18 | 27 | 20 | +19 | 16 | 17 | 16 | 14 | , 14 | , 14 | 14 |
| 18 and 19 years old | 112 | 159 | 179 | 223 | 233 | 303 | 316 | 332 | 310 | 283 | 274 | 275 | 305 | 289 | 284 | 343 | 339 | 336 | 338 |
| 20 and 21 years old | 128 | 216 | 233 | 298 | 327 | 345 | 377 | 444 | 427 | 443 | 425 | 450 | 446 | 450 | 439 | 587 | 592 | 598 | 597 |
| 22 to 24 years old | 246 | 407 | 435 | 497 | 564 | 629 | 666 | 660 | 738 | 738 | 760 | 679 | 668 | 696 | 738 | 725 | 724 | 725 | 741 |
| 25 to 29 years old | 216 | 609 | 700 | 660 | 745 | 859 | 953 | 995 | 975 | 900 | 913 | 973 | 1,037 | 1,053 | 1,047 | 1,045 | 1,036 | 1,022 | 1,014 |
| 30 to 34 years old | 158 | 532 | 567 | 520 | 526 | 651 | 630 | 624 | 589 | 565 | 559 | 595 | 589 | 606 | 581 | 629 | 641 | 654 | 649 |
| 35 years old and over | 354 | 876 | 1,399 | 1,491 | 1,623 | 1,810 | 1,774 | 1,695 | 1,643 | 1,647 | 1,625 | 1,544 | 1,493 | 1,443 | 1,445 | 1,232 | 1,247 | 1,264 | 1,385 |

NOTE: Distributions by age are estimates based on samples of the civilian noninstitutionalized population from the U.S. Census Bureau's Current Population Survey. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. U.S. Department of Commerce, Census Bureau Current Population Survey (CPS), October, selected years, 1970 through 2018. (This table was prepared April 2020.)

Table 303.45. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex, attendance status, and age of student: 2013, 2015, and 2017

| Attendance status and age of student | Fall 2013 | Fall 2015 |  |  | Fall 2017 |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All levels | All levels |  |  | All levels |  |  | Undergraduate |  |  | Postbaccalaureate |  |  |
|  | Total | Total | Males | Females | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| All students | 20,376,677 | 19,988,204 | 8,723,819 | 11,264,385 | 19,778,151 | 8,571,314 | 11,206,837 | 16,773,036 | 7,351,259 | 9,421,777 | 3,005,115 | 1,220,055 | 1,785,060 |
| Under 18 | 878,766 | 1,053,854 | 435,452 | 618,402 | 1,233,155 | 506,387 | 726,768 | 1,233,021 | 506,327 | 726,694 | 134 | 60 | 74 |
| 18 and 19 | 4,265,916 | 4,341,382 | 1,954,795 | 2,386,587 | 4,446,105 | 1,994,211 | 2,451,894 | 4,445,215 | 1,993,914 | 2,451,301 | 890 | 297 | 593 |
| 20 and 21 | 4,086,686 | 4,078,990 | 1,849,082 | 2,229,908 | 4,096,336 | 1,844,738 | 2,251,598 | 4,059,944 | 1,831,887 | 2,228,057 | 36,392 | 12,851 | 23,541 |
| 22 to 24 | 3,431,880 | 3,324,891 | 1,540,990 | 1,783,901 | 3,204,527 | 1,471,011 | 1,733,516 | 2,541,944 | 1,208,478 | 1,333,466 | 662,583 | 262,533 | 400,050 |
| 25 to 29 | 2,856,287 | 2,778,912 | 1,227,002 | 1,551,910 | 2,694,183 | 1,167,840 | 1,526,343 | 1,732,765 | 752,678 | 980,087 | 961,418 | 415,162 | 546,256 |
| 30 to 34 | 1,641,631 | 1,511,847 | 644,424 | 867,423 | 1,421,657 | 597,664 | 823,993 | 946,325 | 389,598 | 556,727 | 475,332 | 208,066 | 267,266 |
| 35 to 39 | 1,033,809 | 973,402 | 384,395 | 589,007 | 933,343 | 366,653 | 566,690 | 634,889 | 246,082 | 388,807 | 298,454 | 120,571 | 177,883 |
| 40 to 49 | 1,346,668 | 1,190,153 | 428,681 | 761,472 | 1,090,103 | 389,284 | 700,819 | 727,226 | 260,318 | 466,908 | 362,877 | 128,966 | 233,911 |
| 50 to 64 | 717,355 | 627,528 | 214,632 | 412,896 | 560,173 | 192,051 | 368,122 | 372,091 | 128,351 | 243,740 | 188,082 | 63,700 | 124,382 |
| 65 and over | 66,202 | 66,683 | 28,234 | 38,449 | 67,094 | 28,537 | 38,557 | 53,541 | 22,728 | 30,813 | 13,553 | 5,809 | 7,744 |
| Age unknown | 51,477 | 40,562 | 16,132 | 24,430 | 31,475 | 12,938 | 18,537 | 26,075 | 10,898 | 15,177 | 5,400 | 2,040 | 3,360 |
| Full-time | 12,596,610 | 12,287,512 | 5,558,447 | 6,729,065 | 12,076,141 | 5,423,955 | 6,652,186 | 10,371,863 | 4,683,715 | 5,688,148 | 1,704,278 | 740,240 | 964,038 |
| Under 18 | 185,285 | 206,770 | 83,135 | 123,635 | 220,590 | 86,108 | 134,482 | 220,547 | 86,084 | 134,463 | 43 | 24 | 19 |
| 18 and 19 | 3,549,171 | 3,612,294 | 1,612,557 | 1,999,737 | 3,695,990 | 1,644,606 | 2,051,384 | 3,695,241 | 1,644,373 | 2,050,868 | 749 | 233 | 516 |
| 20 and 21 | 3,245,703 | 3,241,515 | 1,470,848 | 1,770,667 | 3,267,198 | 1,475,104 | 1,792,094 | 3,234,340 | 1,463,343 | 1,770,997 | 32,858 | 11,761 | 21,097 |
| 22 to 24 | 2,240,365 | 2,156,073 | 1,033,642 | 1,122,431 | 2,068,425 | 983,041 | 1,085,384 | 1,538,218 | 768,645 | 769,573 | 530,207 | 214,396 | 315,811 |
| 25 to 29 | 1,497,997 | 1,442,151 | 681,881 | 760,270 | 1,372,010 | 636,740 | 735,270 | 761,468 | 353,742 | 407,726 | 610,542 | 282,998 | 327,544 |
| 30 to 34 | 724,235 | 649,695 | 296,410 | 353,285 | 591,317 | 266,301 | 325,016 | 361,865 | 156,078 | 205,787 | 229,452 | 110,223 | 119,229 |
| 35 to 39 | 408,932 | 368,319 | 151,776 | 216,543 | 338,499 | 138,827 | 199,672 | 221,791 | 87,570 | 134,221 | 116,708 | 51,257 | 65,451 |
| 40 to 49 | 483,716 | 403,959 | 151,610 | 252,349 | 350,409 | 129,668 | 220,741 | 229,041 | 83,394 | 145,647 | 121,368 | 46,274 | 75,094 |
| 50 to 64 | 226,402 | 177,157 | 64,530 | 112,627 | 148,671 | 53,859 | 94,812 | 91,788 | 33,175 | 58,613 | 56,883 | 20,684 | 36,199 |
| 65 and over | 9,105 | 10,556 | 4,747 | 5,809 | 8,951 | 3,941 | 5,010 | 5,161 | 2,318 | 2,843 | 3,790 | 1,623 | 2,167 |
| Age unknown | 25,699 | 19,023 | 7,311 | 11,712 | 14,081 | 5,760 | 8,321 | 12,403 | 4,993 | 7,410 | 1,678 | 767 | 911 |
| Part-time | 7,780,067 | 7,700,692 | 3,165,372 | 4,535,320 | 7,702,010 | 3,147,359 | 4,554,651 | 6,401,173 | 2,667,544 | 3,733,629 | 1,300,837 | 479,815 | 821,022 |
| Under 18 | 693,481 | 847,084 | 352,317 | 494,767 | 1,012,565 | 420,279 | 592,286 | 1,012,474 | 420,243 | 592,231 | 91 | 36 | 55 |
| 18 and 19 | 716,745 | 729,088 | 342,238 | 386,850 | 750,115 | 349,605 | 400,510 | 749,974 | 349,541 | 400,433 | 141 | 64 | 77 |
| 20 and 21 | 840,983 | 837,475 | 378,234 | 459,241 | 829,138 | 369,634 | 459,504 | 825,604 | 368,544 | 457,060 | 3,534 | 1,090 | 2,444 |
| 22 to 24 | 1,191,515 | 1,168,818 | 507,348 | 661,470 | 1,136,102 | 487,970 | 648,132 | 1,003,726 | 439,833 | 563,893 | 132,376 | 48,137 | 84,239 |
| 25 to 29 | 1,358,290 | 1,336,761 | 545,121 | 791,640 | 1,322,173 | 531,100 | 791,073 | 971,297 | 398,936 | 572,361 | 350,876 | 132,164 | 218,712 |
| 30 to 34 | 917,396 | 862,152 | 348,014 | 514,138 | 830,340 | 331,363 | 498,977 | 584,460 | 233,520 | 350,940 | 245,880 | 97,843 | 148,037 |
| 35 to 39 | 624,877 | 605,083 | 232,619 | 372,464 | 594,844 | 227,826 | 367,018 | 413,098 | 158,512 | 254,586 | 181,746 | 69,314 | 112,432 |
| 40 to 49 | 862,952 | 786,194 | 277,071 | 509,123 | 739,694 | 259,616 | 480,078 | 498,185 | 176,924 | 321,261 | 241,509 | 82,692 | 158,817 |
| 50 to 64 | 490,953 | 450,371 | 150,102 | 300,269 | 411,502 | 138,192 | 273,310 | 280,303 | 95,176 | 185,127 | 131,199 | 43,016 | 88,183 |
| 65 and over | 57,097 | 56,127 | 23,487 | 32,640 | 58,143 | 24,596 | 33,547 | 48,380 | 20,410 | 27,970 | 9,763 | 4,186 | 5,577 |
| Age unknown | 25,778 | 21,539 | 8,821 | 12,718 | 17,394 | 7,178 | 10,216 | 13,672 | 5,905 | 7,767 | 3,722 | 1,273 | 2,449 |
| Percentage distribution of students with known age ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All studentsUnder 18 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
|  | 4.3 | 5.3 | 5.0 | 5.5 | 6.2 | 5.9 | 6.5 | 7.4 | 6.9 | 7.7 | \# | \# | \# |
| 18 and 19 | 21.0 | 21.8 | 22.4 | 21.2 | 22.5 | 23.3 | 21.9 | 26.5 | 27.2 | 26.1 | \# | \# | \# |
| 20 and 21 | 20.1 | 20.4 | 21.2 | 19.8 | 20.7 | 21.6 | 20.1 | 24.2 | 25.0 | 23.7 | 1.2 | 1.1 | 1.3 |
| 22 to 24 | 16.9 | 16.7 | 17.7 | 15.9 | 16.2 | 17.2 | 15.5 | 15.2 | 16.5 | 14.2 | 22.1 | 21.6 | 22.5 |
| 25 to 29 | 14.1 | 13.9 | 14.1 | 13.8 | 13.6 | 13.6 | 13.6 | 10.3 | 10.3 | 10.4 | 32.1 | 34.1 | 30.7 |
| 30 to 34 | 8.1 | 7.6 | 7.4 | 7.7 | 7.2 | 7.0 | 7.4 | 5.7 | 5.3 | 5.9 | 15.8 | 17.1 | 15.0 |
| 35 to 39 | 5.1 | 4.9 | 4.4 | 5.2 | 4.7 | 4.3 | 5.1 | 3.8 | 3.4 | 4.1 | 9.9 | 9.9 | 10.0 |
| 40 to 49 | 6.6 | 6.0 | 4.9 | 6.8 | 5.5 | 4.5 | 6.3 | 4.3 | 3.5 | 5.0 | 12.1 | 10.6 | 13.1 |
| 50 to 64 | 3.5 | 3.1 | 2.5 | 3.7 | 2.8 | 2.2 | 3.3 | 2.2 | 1.7 | 2.6 | 6.3 | 5.2 | 7.0 |
| 65 and over | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.5 | 0.5 | 0.4 |
| Full-time | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 | 1.5 | 1.7 | 1.5 | 1.8 | 1.8 | 1.6 | 2.0 | 2.1 | 1.8 | 2.4 | \# | \# | \# |
| 18 and 19 | 28.2 | 29.4 | 29.0 | 29.8 | 30.6 | 30.4 | 30.9 | 35.7 | 35.1 | 36.1 | \# | \# | 0.1 |
| 20 and 21 | 25.8 | 26.4 | 26.5 | 26.4 | 27.1 | 27.2 | 27.0 | 31.2 | 31.3 | 31.2 | 1.9 | 1.6 | 2.2 |
| 22 to 24 | 17.8 | 17.6 | 18.6 | 16.7 | 17.1 | 18.1 | 16.3 | 14.8 | 16.4 | 13.5 | 31.1 | 29.0 | 32.8 |
| 25 to 29 | 11.9 | 11.8 | 12.3 | 11.3 | 11.4 | 11.8 | 11.1 | 7.4 | 7.6 | 7.2 | 35.9 | 38.3 | 34.0 |
| 30 to 34 | 5.8 | 5.3 | 5.3 | 5.3 | 4.9 | 4.9 | 4.9 | 3.5 | 3.3 | 3.6 | 13.5 | 14.9 | 12.4 |
| 35 to 39 | 3.3 | 3.0 | 2.7 | 3.2 | 2.8 | 2.6 | 3.0 | 2.1 | 1.9 | 2.4 | 6.9 | 6.9 | 6.8 |
| 40 to 49 | 3.8 | 3.3 | 2.7 | 3.8 | 2.9 | 2.4 | 3.3 | 2.2 | 1.8 | 2.6 | 7.1 | 6.3 | 7.8 |
| 50 to 64 | 1.8 | 1.4 | 1.2 | 1.7 | 1.2 | 1.0 | 1.4 | 0.9 | 0.7 | 1.0 | 3.3 | 2.8 | 3.8 |
| 65 and over | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | \# | \# | 0.1 | 0.2 | 0.2 | 0.2 |
| Part-time | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 | 8.9 | 11.0 | 11.2 | 10.9 | 13.2 | 13.4 | 13.0 | 15.9 | 15.8 | 15.9 | * | \# | \# |
| 18 and 19 | 9.2 | 9.5 | 10.8 | 8.6 | 9.8 | 11.1 | 8.8 | 11.7 | 13.1 | 10.7 | \# | \# | \# |
| 20 and 21 | 10.8 | 10.9 | 12.0 | 10.2 | 10.8 | 11.8 | 10.1 | 12.9 | 13.8 | 12.3 | 0.3 | 0.2 | 0.3 |
| 22 to 24 | 15.4 | 15.2 | 16.1 | 14.6 | 14.8 | 15.5 | 14.3 | 15.7 | 16.5 | 15.1 | 10.2 | 10.1 | 10.3 |
| 25 to 29 | 17.5 | 17.4 | 17.3 | 17.5 | 17.2 | 16.9 | 17.4 | 15.2 | 15.0 | 15.4 | 27.1 | 27.6 | 26.7 |
| 30 to 34 | 11.8 | 11.2 | 11.0 | 11.4 | 10.8 | 10.6 | 11.0 | 9.2 | 8.8 | 9.4 | 19.0 | 20.4 | 18.1 |
| 35 to 39 | 8.1 | 7.9 | 7.4 | 8.2 | 7.7 | 7.3 | 8.1 | 6.5 | 6.0 | 6.8 | 14.0 | 14.5 | 13.7 |
| 40 to 49 | 11.1 | 10.2 | 8.8 | 11.3 | 9.6 | 8.3 | 10.6 | 7.8 | 6.6 | 8.6 | 18.6 | 17.3 | 19.4 |
| 50 to 64 | 6.3 | 5.9 | 4.8 | 6.6 | 5.4 | 4.4 | 6.0 | 4.4 | 3.6 | 5.0 | 10.1 | 9.0 | 10.8 |
| 65 and over | 0.7 | 0.7 | 0.7 | 0.7 | 0.8 | 0.8 | 0.7 | 0.8 | 0.8 | 0.8 | 0.8 | 0.9 | 0.7 |

\#Rounds to zero.
'Percentage distributions exclude students whose age is unknown
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding.

Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, 2016, and 2018, Fall Enrollment component. (This table was prepared September 2019.)

Table 303.50. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, control and level of institution, attendance status, and age of student: 2017

| Attendance status and age of student | Undergraduate |  |  |  |  |  |  |  |  |  | Postbaccalaureate |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Public |  |  | Private nonprofit |  |  | Private for-profit |  |  | Total | Public | Private nonprofit | $\begin{gathered} \text { Private } \\ \text { for-profit } \end{gathered}$ |
|  |  | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year | 2-year |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| All students | 16,773,036 | 13,112,594 | 7,395,134 | 5,717,460 | 2,819,080 | 2,770,685 | 48,395 | 841,362 | 654,446 | 186,916 | 3,005,115 | 1,459,145 | 1,289,409 | 256,561 |
| Under 18 | 1,233,021 | 1,132,042 | 379,252 | 752,790 | 96,410 | 95,753 | 657 | 4,569 | 3,457 | 1,112 | 134 | 40 | 92 | 2 |
| 18 and 19 | 4,445,215 | 3,526,795 | 2,172,927 | 1,353,868 | 859,865 | 852,685 | 7,180 | 58,555 | 36,666 | 21,889 | 890 | 449 | 413 | 28 |
| 20 and 21 | 4,059,944 | 3,132,168 | 2,171,402 | 960,766 | 847,338 | 841,906 | 5,432 | 80,438 | 54,061 | 26,377 | 36,392 | 19,785 | 16,146 | 461 |
| 22 to 24 | 2,541,944 | 2,063,145 | 1,293,776 | 769,369 | 362,913 | 355,868 | 7,045 | 115,886 | 82,912 | 32,974 | 662,583 | 358,913 | 290,793 | 12,877 |
| 25 to 29 | 1,732,765 | 1,339,447 | 630,619 | 708,828 | 209,967 | 200,300 | 9,667 | 183,351 | 143,343 | 40,008 | 961,418 | 492,261 | 422,550 | 46,607 |
| 30 to 34 | 946,325 | 674,873 | 283,074 | 391,799 | 134,710 | 128,665 | 6,045 | 136,742 | 113,202 | 23,540 | 475,332 | 234,815 | 195,546 | 44,971 |
| 35 to 39 | 634,889 | 432,454 | 172,682 | 259,772 | 103,114 | 98,923 | 4,191 | 99,321 | 83,715 | 15,606 | 298,454 | 134,762 | 121,331 | 42,361 |
| 40 to 49 | 727,226 | 487,302 | 185,390 | 301,912 | 128,754 | 123,608 | 5,146 | 111,170 | 94,363 | 16,807 | 362,877 | 146,499 | 150,493 | 65,885 |
| 50 to 64 | 372,091 | 262,585 | 88,723 | 173,862 | 62,440 | 59,712 | 2,728 | 47,066 | 39,662 | 7,404 | 188,082 | 66,177 | 81,872 | 40,033 |
| 65 and over | 53,541 | 47,310 | 13,167 | 34,143 | 4,421 | 4,206 | 215 | 1,810 | 1,464 | 346 | 13,553 | 5,014 | 5,734 | 2,805 |
| Age unknown | 26,075 | 14,473 | 4,122 | 10,351 | 9,148 | 9,059 | 89 | 2,454 | 1,601 | 853 | 5,400 | 430 | 4,439 | 531 |
| Full-time | 10,371,863 | 7,515,398 | 5,498,493 | 2,016,905 | 2,300,518 | 2,259,427 | 41,091 | 555,947 | 386,619 | 169,328 | 1,704,278 | 811,076 | 781,553 | 111,649 |
| Under 18 | 220,547 | 185,310 | 103,906 | 81,404 | 33,098 | 32,834 | 264 | 2,139 | 1,052 | 1,087 | 43 | 18 | 24 | 1 |
| 18 and 19 | 3,695,241 | 2,812,605 | 1,983,407 | 829,198 | 830,043 | 823,231 | 6,812 | 52,593 | 31,590 | 21,003 | 749 | 404 | 327 | 18 |
| 20 and 21 | 3,234,340 | 2,354,762 | 1,921,413 | 433,349 | 813,857 | 809,134 | 4,723 | 65,721 | 41,211 | 24,510 | 32,858 | 18,007 | 14,515 | 336 |
| 22 to 24 | 1,538,218 | 1,161,147 | 924,814 | 236,333 | 293,846 | 288,032 | 5,814 | 83,225 | 53,388 | 29,837 | 530,207 | 285,663 | 236,769 | 7,775 |
| 25 to 29 | 761,468 | 515,303 | 320,680 | 194,623 | 124,840 | 116,701 | 8,139 | 121,325 | 85,420 | 35,905 | 610,542 | 302,408 | 285,291 | 22,843 |
| 30 to 34 | 361,865 | 208,220 | 112,487 | 95,733 | 69,373 | 64,304 | 5,069 | 84,272 | 63,342 | 20,930 | 229,452 | 106,932 | 103,218 | 19,302 |
| 35 to 39 | 221,791 | 114,346 | 57,303 | 57,043 | 49,018 | 45,528 | 3,490 | 58,427 | 44,532 | 13,895 | 116,708 | 46,004 | 52,918 | 17,786 |
| 40 to 49 | 229,041 | 109,944 | 51,973 | 57,971 | 57,059 | 52,763 | 4,296 | 62,038 | 47,218 | 14,820 | 121,368 | 37,424 | 57,399 | 26,545 |
| 50 to 64 | 91,788 | 44,149 | 18,726 | 25,423 | 23,781 | 21,524 | 2,257 | 23,858 | 17,620 | 6,238 | 56,883 | 13,387 | 27,886 | 15,610 |
| 65 and over | 5,161 | 3,273 | 1,022 | 2,251 | 953 | 775 | 178 | 935 | 632 | 303 | 3,790 | 745 | 1,903 | 1,142 |
| Age unknown | 12,403 | 6,339 | 2,762 | 3,577 | 4,650 | 4,601 | 49 | 1,414 | 614 | 800 | 1,678 | 84 | 1,303 | 291 |
| Part-time | 6,401,173 | 5,597,196 | 1,896,641 | 3,700,555 | 518,562 | 511,258 | 7,304 | 285,415 | 267,827 | 17,588 | 1,300,837 | 648,069 | 507,856 | 144,912 |
| Under 18 | 1,012,474 | 946,732 | 275,346 | 671,386 | 63,312 | 62,919 | 393 | 2,430 | 2,405 | 25 | 91 | 22 | 68 | 1 |
| 18 and 19 | 749,974 | 714,190 | 189,520 | 524,670 | 29,822 | 29,454 | 368 | 5,962 | 5,076 | 886 | 141 | 45 | 86 | 10 |
| 20 and 21 | 825,604 | 777,406 | 249,989 | 527,417 | 33,481 | 32,772 | 709 | 14,717 | 12,850 | 1,867 | 3,534 | 1,778 | 1,631 | 125 |
| 22 to 24 | 1,003,726 | 901,998 | 368,962 | 533,036 | 69,067 | 67,836 | 1,231 | 32,661 | 29,524 | 3,137 | 132,376 | 73,250 | 54,024 | 5,102 |
| 25 to 29 | 971,297 | 824,144 | 309,939 | 514,205 | 85,127 | 83,599 | 1,528 | 62,026 | 57,923 | 4,103 | 350,876 | 189,853 | 137,259 | 23,764 |
| 30 to 34 | 584,460 | 466,653 | 170,587 | 296,066 | 65,337 | 64,361 | 976 | 52,470 | 49,860 | 2,610 | 245,880 | 127,883 | 92,328 | 25,669 |
| 35 to 39 | 413,098 | 318,108 | 115,379 | 202,729 | 54,096 | 53,395 | 701 | 40,894 | 39,183 | 1,711 | 181,746 | 88,758 | 68,413 | 24,575 |
| 40 to 49 | 498,185 | 377,358 | 133,417 | 243,941 | 71,695 | 70,845 | 850 | 49,132 | 47,145 | 1,987 | 241,509 | 109,075 | 93,094 | 39,340 |
| 50 to 64 | 280,303 | 218,436 | 69,997 | 148,439 | 38,659 | 38,188 | 471 | 23,208 | 22,042 | 1,166 | 131,199 | 52,790 | 53,986 | 24,423 |
| 65 and over | 48,380 | 44,037 | 12,145 | 31,892 | 3,468 | 3,431 | 37 | 875 | 832 | 43 | 9,763 | 4,269 | 3,831 | 1,663 |
| Age unknown | 13,672 | 8,134 | 1,360 | 6,774 | 4,498 | 4,458 | 40 | 1,040 | 987 | 53 | 3,722 | 346 | 3,136 | 240 |
| All students | Percentage distribution of students with known age ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 | 7.4 | 8.6 | 5.1 | 13.2 | 3.4 | 3.5 | 1.4 | 0.5 | 0.5 | 0.6 | \# | \# | \# | \# |
| 18 and 19 | 26.5 | 26.9 | 29.4 | 23.7 | 30.6 | 30.9 | 14.9 | 7.0 | 5.6 | 11.8 | \# | \# | \# | \# |
| 20 and 21 | 24.2 | 23.9 | 29.4 | 16.8 | 30.2 | 30.5 | 11.2 | 9.6 | 8.3 | 14.2 | 1.2 | 1.4 | 1.3 | 0.2 |
| 22 to 24 | 15.2 | 15.8 | 17.5 | 13.5 | 12.9 | 12.9 | 14.6 | 13.8 | 12.7 | 17.7 | 22.1 | 24.6 | 22.6 | 5.0 |
| 25 to 29 | 10.3 | 10.2 | 8.5 | 12.4 | 7.5 | 7.3 | 20.0 | 21.9 | 22.0 | 21.5 | 32.1 | 33.7 | 32.9 | 18.2 |
| 30 to 34 | 5.7 | 5.2 | 3.8 | 6.9 | 4.8 | 4.7 | 12.5 | 16.3 | 17.3 | 12.7 | 15.8 | 16.1 | 15.2 | 17.6 |
| 35 to 39 | 3.8 | 3.3 | 2.3 | 4.6 | 3.7 | 3.6 | 8.7 | 11.8 | 12.8 | 8.4 | 9.9 | 9.2 | 9.4 | 16.5 |
| 40 to 49 | 4.3 | 3.7 | 2.5 | 5.3 | 4.6 | 4.5 | 10.7 | 13.3 | 14.5 | 9.0 | 12.1 | 10.0 | 11.7 | 25.7 |
| 50 to 64 | 2.2 | 2.0 | 1.2 | 3.0 | 2.2 | 2.2 | 5.6 | 5.6 | 6.1 | 4.0 | 6.3 | 4.5 | 6.4 | 15.6 |
| 65 and over | 0.3 | 0.4 | 0.2 | 0.6 | 0.2 | 0.2 | 0.4 | 0.2 | 0.2 | 0.2 | 0.5 | 0.3 | 0.4 | 1.1 |
| Full-time | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 | 2.1 | 2.5 | 1.9 | 4.0 | 1.4 | 1.5 | 0.6 | 0.4 | 0.3 | 0.6 | \# | \# | \# | * |
| 18 and 19 | 35.7 | 37.5 | 36.1 | 41.2 | 36.2 | 36.5 | 16.6 | 9.5 | 8.2 | 12.5 | \# | \# | \# | \# |
| 20 and 21 | 31.2 | 31.4 | 35.0 | 21.5 | 35.4 | 35.9 | 11.5 | 11.9 | 10.7 | 14.5 | 1.9 | 2.2 | 1.9 | 0.3 |
| 22 to 24 | 14.8 | 15.5 | 16.8 | 11.7 | 12.8 | 12.8 | 14.2 | 15.0 | 13.8 | 17.7 | 31.1 | 35.2 | 30.3 | 7.0 |
| 25 to 29 | 7.4 | 6.9 | 5.8 | 9.7 | 5.4 | 5.2 | 19.8 | 21.9 | 22.1 | 21.3 | 35.9 | 37.3 | 36.6 | 20.5 |
| 30 to 34 | 3.5 | 2.8 | 2.0 | 4.8 | 3.0 | 2.9 | 12.4 | 15.2 | 16.4 | 12.4 | 13.5 | 13.2 | 13.2 | 17.3 |
| 35 to 39 | 2.1 | 1.5 | 1.0 | 2.8 | 2.1 | 2.0 | 8.5 | 10.5 | 11.5 | 8.2 | 6.9 | 5.7 | 6.8 | 16.0 |
| 40 to 49 | 2.2 | 1.5 | 0.9 | 2.9 | 2.5 | 2.3 | 10.5 | 11.2 | 12.2 | 8.8 | 7.1 | 4.6 | 7.4 | 23.8 |
| 50 to 64 | 0.9 | 0.6 | 0.3 | 1.3 | 1.0 | 1.0 | 5.5 | 4.3 | 4.6 | 3.7 | 3.3 | 1.7 | 3.6 | 14.0 |
| 65 and over | \# | \# | \# | 0.1 | \# | \# | 0.4 | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 | 0.2 | 1.0 |
| Part-time | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 | 15.9 | 16.9 | 14.5 | 18.2 | 12.3 | 12.4 | 5.4 | 0.9 | 0.9 | 0.1 | \# | \# | \# | , |
| 18 and 19 | 11.7 | 12.8 | 10.0 | 14.2 | 5.8 | 5.8 | 5.1 | 2.1 | 1.9 | 5.1 | \# | \# | \# | \# |
| 20 and 21 | 12.9 | 13.9 | 13.2 | 14.3 | 6.5 | 6.5 | 9.8 | 5.2 | 4.8 | 10.6 | 0.3 | 0.3 | 0.3 | 0.1 |
| 22 to 24 | 15.7 | 16.1 | 19.5 | 14.4 | 13.4 | 13.4 | 16.9 | 11.5 | 11.1 | 17.9 | 10.2 | 11.3 | 10.7 | 3.5 |
| 25 to 29 | 15.2 | 14.7 | 16.4 | 13.9 | 16.6 | 16.5 | 21.0 | 21.8 | 21.7 | 23.4 | 27.1 | 29.3 | 27.2 | 16.4 |
| 30 to 34 | 9.2 | 8.3 | 9.0 | 8.0 | 12.7 | 12.7 | 13.4 | 18.5 | 18.7 | 14.9 | 19.0 | 19.7 | 18.3 | 17.7 |
| 35 to 39 | 6.5 | 5.7 | 6.1 | 5.5 | 10.5 | 10.5 | 9.7 | 14.4 | 14.7 | 9.8 | 14.0 | 13.7 | 13.6 | 17.0 |
| 40 to 49 | 7.8 | 6.8 | 7.0 | 6.6 | 13.9 | 14.0 | 11.7 | 17.3 | 17.7 | 11.3 | 18.6 | 16.8 | 18.4 | 27.2 |
| 50 to 64 | 4.4 | 3.9 | 3.7 | 4.0 | 7.5 | 7.5 | 6.5 | 8.2 | 8.3 | 6.6 | 10.1 | 8.2 | 10.7 | 16.9 |
| 65 and over | 0.8 | 0.8 | 0.6 | 0.9 | 0.7 | 0.7 | 0.5 | 0.3 | 0.3 | 0.2 | 0.8 | 0.7 | 0.8 | 1.1 |

\#Rounds to zero.
${ }^{1}$ Percentage distributions exclude students whose age is unknown
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in
tile IV federal financial aid programs. Detail may not sum to totals because of rounding
Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2018, Fall Enrollment component. (This table was prepared September 2019.)

Table 303.55. Total fall enrollment in degree-granting postsecondary institutions, by control and level of institution, attendance status, and age of student: 2017

| Attendance status and age of student | All institutions |  |  | Public institutions |  |  | Private (nonprofit and for-profit) institutions |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Nonprofit institutions |  |  | For-profit institutions |  |  |
|  | Total | 4 -year | 2-year |  | Total | 4-year | 2-year | Total | 4 -year | 2-year | Total | 4 -year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| All students | 19,778,151 | 13,825,380 | 5,952,771 | 14,571,739 | 8,854,279 | 5,717,460 | 5,206,412 | 4,108,489 | 4,060,094 | 48,395 | 1,097,923 | 911,007 | 186,916 |
| Under 18 | 1,233,155 | 478,596 | 754,559 | 1,132,082 | 379,292 | 752,790 | 101,073 | 96,502 | 95,845 | 657 | 4,571 | 3,459 | 1,112 |
| 18 and 19 | 4,446,105 | 3,063,168 | 1,382,937 | 3,527,244 | 2,173,376 | 1,353,868 | 918,861 | 860,278 | 853,098 | 7,180 | 58,583 | 36,694 | 21,889 |
| 20 and 21 | 4,096,336 | 3,103,761 | 992,575 | 3,151,953 | 2,191,187 | 960,766 | 944,383 | 863,484 | 858,052 | 5,432 | 80,899 | 54,522 | 26,377 |
| 22 to 24 | 3,204,527 | 2,395,139 | 809,388 | 2,422,058 | 1,652,689 | 769,369 | 782,469 | 653,706 | 646,661 | 7,045 | 128,763 | 95,789 | 32,974 |
| 25 to 29 | 2,694,183 | 1,935,680 | 758,503 | 1,831,708 | 1,122,880 | 708,828 | 862,475 | 632,517 | 622,850 | 9,667 | 229,958 | 189,950 | 40,008 |
| 30 to 34 | 1,421,657 | 1,000,273 | 421,384 | 909,688 | 517,889 | 391,799 | 511,969 | 330,256 | 324,211 | 6,045 | 181,713 | 158,173 | 23,540 |
| 35 to 39 | 933,343 | 653,774 | 279,569 | 567,216 | 307,444 | 259,772 | 366,127 | 224,445 | 220,254 | 4,191 | 141,682 | 126,076 | 15,606 |
| 40 to 49 | 1,090,103 | 766,238 | 323,865 | 633,801 | 331,889 | 301,912 | 456,302 | 279,247 | 274,101 | 5,146 | 177,055 | 160,248 | 16,807 |
| 50 to 64 | 560,173 | 376,179 | 183,994 | 328,762 | 154,900 | 173,862 | 231,411 | 144,312 | 141,584 | 2,728 | 87,099 | 79,695 | 7,404 |
| 65 and over | 67,094 | 32,390 | 34,704 | 52,324 | 18,181 | 34,143 | 14,770 | 10,155 | 9,940 | 215 | 4,615 | 4,269 | 346 |
| Age unknown | 31,475 | 20,182 | 11,293 | 14,903 | 4,552 | 10,351 | 16,572 | 13,587 | 13,498 | 89 | 2,985 | 2,132 | 853 |
| Full-time | 12,076,141 | 9,848,817 | 2,227,324 | 8,326,474 | 6,309,569 | 2,016,905 | 3,749,667 | 3,082,071 | 3,040,980 | 41,091 | 667,596 | 498,268 | 169,328 |
| Under 18 | 220,590 | 137,835 | 82,755 | 185,328 | 103,924 | 81,404 | 35,262 | 33,122 | 32,858 | 264 | 2,140 | 1,053 | 1,087 |
| 18 and 19 | 3,695,990 | 2,838,977 | 857,013 | 2,813,009 | 1,983,811 | 829,198 | 882,981 | 830,370 | 823,558 | 6,812 | 52,611 | 31,608 | 21,003 |
| 20 and 21 | 3,267,198 | 2,804,616 | 462,582 | 2,372,769 | 1,939,420 | 433,349 | 894,429 | 828,372 | 823,649 | 4,723 | 66,057 | 41,547 | 24,510 |
| 22 to 24 | 2,068,425 | 1,796,441 | 271,984 | 1,446,810 | 1,210,477 | 236,333 | 621,615 | 530,615 | 524,801 | 5,814 | 91,000 | 61,163 | 29,837 |
| 25 to 29 | 1,372,010 | 1,133,343 | 238,667 | 817,711 | 623,088 | 194,623 | 554,299 | 410,131 | 401,992 | 8,139 | 144,168 | 108,263 | 35,905 |
| 30 to 34 | 591,317 | 469,585 | 121,732 | 315,152 | 219,419 | 95,733 | 276,165 | 172,591 | 167,522 | 5,069 | 103,574 | 82,644 | 20,930 |
| 35 to 39 | 338,499 | 264,071 | 74,428 | 160,350 | 103,307 | 57,043 | 178,149 | 101,936 | 98,446 | 3,490 | 76,213 | 62,318 | 13,895 |
| 40 to 49 | 350,409 | 273,322 | 77,087 | 147,368 | 89,397 | 57,971 | 203,041 | 114,458 | 110,162 | 4,296 | 88,583 | 73,763 | 14,820 |
| 50 to 64 | 148,671 | 114,753 | 33,918 | 57,536 | 32,113 | 25,423 | 91,135 | 51,667 | 49,410 | 2,257 | 39,468 | 33,230 | 6,238 |
| 65 and over | 8,951 | 6,219 | 2,732 | 4,018 | 1,767 | 2,251 | 4,933 | 2,856 | 2,678 | 178 | 2,077 | 1,774 | 303 |
| Age unknown | 14,081 | 9,655 | 4,426 | 6,423 | 2,846 | 3,577 | 7,658 | 5,953 | 5,904 | 49 | 1,705 | 905 | 800 |
| Part-time | 7,702,010 | 3,976,563 | 3,725,447 | 6,245,265 | 2,544,710 | 3,700,555 | 1,456,745 | 1,026,418 | 1,019,114 | 7,304 | 430,327 | 412,739 | 17,588 |
| Under 18 | 1,012,565 | 340,761 | 671,804 | 946,754 | 275,368 | 671,386 | 65,811 | 63,380 | 62,987 | 393 | 2,431 | 2,406 | 25 |
| 18 and 19 | 750,115 | 224,191 | 525,924 | 714,235 | 189,565 | 524,670 | 35,880 | 29,908 | 29,540 | 368 | 5,972 | 5,086 | 886 |
| 20 and 21 | 829,138 | 299,145 | 529,993 | 779,184 | 251,767 | 527,417 | 49,954 | 35,112 | 34,403 | 709 | 14,842 | 12,975 | 1,867 |
| 22 to 24 | 1,136,102 | 598,698 | 537,404 | 975,248 | 442,212 | 533,036 | 160,854 | 123,091 | 121,860 | 1,231 | 37,763 | 34,626 | 3,137 |
| 25 to 29 | 1,322,173 | 802,337 | 519,836 | 1,013,997 | 499,792 | 514,205 | 308,176 | 222,386 | 220,858 | 1,528 | 85,790 | 81,687 | 4,103 |
| 30 to 34 | 830,340 | 530,688 | 299,652 | 594,536 | 298,470 | 296,066 | 235,804 | 157,665 | 156,689 | 976 | 78,139 | 75,529 | 2,610 |
| 35 to 39 | 594,844 | 389,703 | 205,141 | 406,866 | 204,137 | 202,729 | 187,978 | 122,509 | 121,808 | 701 | 65,469 | 63,758 | 1,711 |
| 40 to 49 | 739,694 | 492,916 | 246,778 | 486,433 | 242,492 | 243,941 | 253,261 | 164,789 | 163,939 | 850 | 88,472 | 86,485 | 1,987 |
| 50 to 64 | 411,502 | 261,426 | 150,076 | 271,226 | 122,787 | 148,439 | 140,276 | 92,645 | 92,174 | 471 | 47,631 | 46,465 | 1,166 |
| 65 and over | 58,143 | 26,171 | 31,972 | 48,306 | 16,414 | 31,892 | 9,837 | 7,299 | 7,262 | 37 | 2,538 | 2,495 | 43 |
| Age unknown | 17,394 | 10,527 | 6,867 | 8,480 | 1,706 | 6,774 | 8,914 | 7,634 | 7,594 | 40 | 1,280 | 1,227 | 53 |
| All students | Percentage distribution of students with known age ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 | 6.2 | 3.5 | 12.7 | 7.8 | 4.3 | 13.2 | 1.9 | 2.4 | 2.4 | 1.4 | 0.4 | 0.4 | 0.6 |
| 18 and 19 | 22.5 | 22.2 | 23.3 | 24.2 | 24.6 | 23.7 | 17.7 | 21.0 | 21.1 | 14.9 | 5.4 | 4.0 | 11.8 |
| 20 and 21 | 20.7 | 22.5 | 16.7 | 21.7 | 24.8 | 16.8 | 18.2 | 21.1 | 21.2 | 11.2 | 7.4 | 6.0 | 14.2 |
| 22 to 24 | 16.2 | 17.3 | 13.6 | 16.6 | 18.7 | 13.5 | 15.1 | 16.0 | 16.0 | 14.6 | 11.8 | 10.5 | 17.7 |
| 25 to 29 | 13.6 | 14.0 | 12.8 | 12.6 | 12.7 | 12.4 | 16.6 | 15.4 | 15.4 | 20.0 | 21.0 | 20.9 | 21.5 |
| 30 to 34 | 7.2 | 7.2 | 7.1 | 6.2 | 5.9 | 6.9 | 9.9 | 8.1 | 8.0 | 12.5 | 16.6 | 17.4 | 12.7 |
| 35 to 39 | 4.7 | 4.7 | 4.7 | 3.9 | 3.5 | 4.6 | 7.1 | 5.5 | 5.4 | 8.7 | 12.9 | 13.9 | 8.4 |
| 40 to 49 | 5.5 | 5.6 | 5.5 | 4.4 | 3.8 | 5.3 | 8.8 | 6.8 | 6.8 | 10.7 | 16.2 | 17.6 | 9.0 |
| 50 to 64 | 2.8 | 2.7 | 3.1 | 2.3 | 1.8 | 3.0 | 4.5 | 3.5 | 3.5 | 5.6 | 8.0 | 8.8 | 4.0 |
| 65 and over | 0.3 | 0.2 | 0.6 | 0.4 | 0.2 | 0.6 | 0.3 | 0.2 | 0.2 | 0.4 | 0.4 | 0.5 | 0.2 |
| Full-time | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 | 1.8 | 1.4 | 3.7 | 2.2 | 1.6 | 4.0 | 0.9 | 1.1 | 1.1 | 0.6 | 0.3 | 0.2 | 0.6 |
| 18 and 19 | 30.6 | 28.9 | 38.6 | 33.8 | 31.5 | 41.2 | 23.6 | 27.0 | 27.1 | 16.6 | 7.9 | 6.4 | 12.5 |
| 20 and 21 | 27.1 | 28.5 | 20.8 | 28.5 | 30.8 | 21.5 | 23.9 | 26.9 | 27.1 | 11.5 | 9.9 | 8.4 | 14.5 |
| 22 to 24 | 17.1 | 18.3 | 12.2 | 17.4 | 19.2 | 11.7 | 16.6 | 17.2 | 17.3 | 14.2 | 13.7 | 12.3 | 17.7 |
| 25 to 29 | 11.4 | 11.5 | 10.7 | 9.8 | 9.9 | 9.7 | 14.8 | 13.3 | 13.2 | 19.8 | 21.7 | 21.8 | 21.3 |
| 30 to 34 | 4.9 | 4.8 | 5.5 | 3.8 | 3.5 | 4.8 | 7.4 | 5.6 | 5.5 | 12.4 | 15.6 | 16.6 | 12.4 |
| 35 to 39 | 2.8 | 2.7 | 3.3 | 1.9 | 1.6 | 2.8 | 4.8 | 3.3 | 3.2 | 8.5 | 11.4 | 12.5 | 8.2 |
| 40 to 49 | 2.9 | 2.8 | 3.5 | 1.8 | 1.4 | 2.9 | 5.4 | 3.7 | 3.6 | 10.5 | 13.3 | 14.8 | 8.8 |
| 50 to 64 | 1.2 | 1.2 | 1.5 | 0.7 | 0.5 | 1.3 | 2.4 | 1.7 | 1.6 | 5.5 | 5.9 | 6.7 | 3.7 |
| 65 and over | 0.1 | 0.1 | 0.1 | \# | \# | 0.1 | 0.1 | 0.1 | 0.1 | 0.4 | 0.3 | 0.4 | 0.2 |
| Part-time | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 | 13.2 | 8.6 | 18.1 | 15.2 | 10.8 | 18.2 | 4.5 | 6.2 | 6.2 | 5.4 | 0.6 | 0.6 | 0.1 |
| 18 and 19 | 9.8 | 5.7 | 14.1 | 11.5 | 7.5 | 14.2 | 2.5 | 2.9 | 2.9 | 5.1 | 1.4 | 1.2 | 5.1 |
| 20 and 21 | 10.8 | 7.5 | 14.3 | 12.5 | 9.9 | 14.3 | 3.5 | 3.4 | 3.4 | 9.8 | 3.5 | 3.2 | 10.6 |
| 22 to 24 | 14.8 | 15.1 | 14.5 | 15.6 | 17.4 | 14.4 | 11.1 | 12.1 | 12.0 | 16.9 | 8.8 | 8.4 | 17.9 |
| 25 to 29 | 17.2 | 20.2 | 14.0 | 16.3 | 19.7 | 13.9 | 21.3 | 21.8 | 21.8 | 21.0 | 20.0 | 19.9 | 23.4 |
| 30 to 34 | 10.8 | 13.4 | 8.1 | 9.5 | 11.7 | 8.0 | 16.3 | 15.5 | 15.5 | 13.4 | 18.2 | 18.4 | 14.9 |
| 35 to 39 | 7.7 | 9.8 | 5.5 | 6.5 | 8.0 | 5.5 | 13.0 | 12.0 | 12.0 | 9.7 | 15.3 | 15.5 | 9.8 |
| 40 to 49 | 9.6 | 12.4 | 6.6 | 7.8 | 9.5 | 6.6 | 17.5 | 16.2 | 16.2 | 11.7 | 20.6 | 21.0 | 11.3 |
| 50 to 64 | 5.4 | 6.6 | 4.0 | 4.3 | 4.8 | 4.0 | 9.7 | 9.1 | 9.1 | 6.5 | 11.1 | 11.3 | 6.6 |
| 65 and over | 0.8 | 0.7 | 0.9 | 0.8 | 0.6 | 0.9 | 0.7 | 0.7 | 0.7 | 0.5 | 0.6 | 0.6 | 0.2 |

\#Rounds to zero.
${ }^{1}$ Percentage distributions exclude students whose age is unknown
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in
Title IV federal financial aid programs. Detail may not sum to totals because of rounding.
Some data have been revised from previously published figures.

Table 303.60. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex of student, level and control of institution, and attendance status of student: 2018

| Level and control of institution and attendance status of student | Total |  |  | Undergraduate |  |  | Postbaccalaureate |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Total | 19,645,918 | 8,442,662 | 11,203,256 | 16,610,235 | 7,225,999 | 9,384,236 | 3,035,683 | 1,216,663 | 1,819,020 |
| Full-time | 11,991,721 | 5,338,934 | 6,652,787 | 10,267,135 | 4,602,752 | 5,664,383 | 1,724,586 | 736,182 | 988,404 |
| Part-time | 7,654,197 | 3,103,728 | 4,550,469 | 6,343,100 | 2,623,247 | 3,719,853 | 1,311,097 | 480,481 | 830,616 |
| 4-year | 13,900,710 | 5,990,993 | 7,909,717 | 10,865,027 | 4,774,330 | 6,090,697 | 3,035,683 | 1,216,663 | 1,819,020 |
| Full-time | 9,880,953 | 4,385,208 | 5,495,745 | 8,156,367 | 3,649,026 | 4,507,341 | 1,724,586 | 736,182 | 988,404 |
| Part-time | 4,019,757 | 1,605,785 | 2,413,972 | 2,708,660 | 1,125,304 | 1,583,356 | 1,311,097 | 480,481 | 830,616 |
| 2-year | 5,745,208 | 2,451,669 | 3,293,539 | 5,745,208 | 2,451,669 | 3,293,539 | $\dagger$ | $\dagger$ | $\dagger$ |
| Full-time | 2,110,768 | 953,726 | 1,157,042 | 2,110,768 | 953,726 | 1,157,042 | $\dagger$ | $\dagger$ |  |
| Part-time | 3,634,440 | 1,497,943 | 2,136,497 | 3,634,440 | 1,497,943 | 2,136,497 | $\dagger$ | $\dagger$ | $\dagger$ |
| Public | 14,529,264 | 6,391,471 | 8,137,793 | 13,049,326 | 5,774,848 | 7,274,478 | 1,479,938 | 616,623 | 863,315 |
| Full-time | 8,268,820 | 3,787,941 | 4,480,879 | 7,451,638 | 3,427,581 | 4,024,057 | 817,182 | 360,360 | 456,822 |
| Part-time | 6,260,444 | 2,603,530 | 3,656,914 | 5,597,688 | 2,347,267 | 3,250,421 | 662,756 | 256,263 | 406,493 |
| Public 4-year | 8,982,560 | 4,005,748 | 4,976,812 | 7,502,622 | 3,389,125 | 4,113,497 | 1,479,938 | 616,623 | 863,315 |
| Full-time | 6,336,978 | 2,895,088 | 3,441,890 | 5,519,796 | 2,534,728 | 2,985,068 | 817,182 | 360,360 | 456,822 |
| Part-time | 2,645,582 | 1,110,660 | 1,534,922 | 1,982,826 | 854,397 | 1,128,429 | 662,756 | 256,263 | 406,493 |
| Public 2-year | 5,546,704 | 2,385,723 | 3,160,981 | 5,546,704 | 2,385,723 | 3,160,981 | $\dagger$ | $\dagger$ | $\dagger$ |
| Full-time | 1,931,842 | 892,853 | 1,038,989 | 1,931,842 | 892,853 | 1,038,989 | $\dagger$ | $\dagger$ |  |
| Part-time | 3,614,862 | 1,492,870 | 2,121,992 | 3,614,862 | 1,492,870 | 2,121,992 | $\dagger$ | + | $\dagger$ |
| Private | 5,116,654 | 2,051,191 | 3,065,463 | 3,560,909 | 1,451,151 | 2,109,758 | 1,555,745 | 600,040 | 955,705 |
| Full-time | 3,722,901 | 1,550,993 | 2,171,908 | 2,815,497 | 1,175,171 | 1,640,326 | 907,404 | 375,822 | 531,582 |
| Part-time | 1,393,753 | 500,198 | 893,555 | 745,412 | 275,980 | 469,432 | 648,341 | 224,218 | 424,123 |
| Private 4-year | 4,918,150 | 1,985,245 | 2,932,905 | 3,362,405 | 1,385,205 | 1,977,200 | 1,555,745 | 600,040 | 955,705 |
| Full-time | 3,543,975 | 1,490,120 | 2,053,855 | 2,636,571 | 1,114,298 | 1,522,273 | 907,404 | 375,822 | 531,582 |
| Part-time | 1,374,175 | 495,125 | 879,050 | 725,834 | 270,907 | 454,927 | 648,341 | 224,218 | 424,123 |
| Private 2-year | 198,504 | 65,946 | 132,558 | 198,504 | 65,946 | 132,558 | $\dagger$ | $\dagger$ | $\dagger$ |
| Full-time | 178,926 | 60,873 | 118,053 | 178,926 | 60,873 | 118,053 | $\dagger$ | + |  |
| Part-time | 19,578 | 5,073 | 14,505 | 19,578 | 5,073 | 14,505 | $\dagger$ | $\dagger$ | $\dagger$ |
| Nonprofit | 4,134,244 | 1,722,517 | 2,411,727 | 2,821,653 | 1,191,128 | 1,630,525 | 1,312,591 | 531,389 | 781,202 |
| Full-time | 3,126,130 | 1,337,841 | 1,788,289 | 2,321,433 | 995,083 | 1,326,350 | 804,697 | 342,758 | 461,939 |
| Part-time | 1,008,114 | 384,676 | 623,438 | 500,220 | 196,045 | 304,175 | 507,894 | 188,631 | 319,263 |
| Nonprofit 4-year | 4,089,090 | 1,711,257 | 2,377,833 | 2,776,499 | 1,179,868 | 1,596,631 | 1,312,591 | 531,389 | 781,202 |
| Full-time | 3,088,150 | 1,328,444 | 1,759,706 | 2,283,453 | 985,686 | 1,297,767 | 804,697 | 342,758 | 461,939 |
| Part-time | 1,000,940 | 382,813 | 618,127 | 493,046 | 194,182 | 298,864 | 507,894 | 188,631 | 319,263 |
| Nonprofit 2-year | 45,154 | 11,260 | 33,894 | 45,154 | 11,260 | 33,894 | $\dagger$ | $\dagger$ | $\dagger$ |
| Full-time | 37,980 | 9,397 | 28,583 | 37,980 | 9,397 | 28,583 | $\dagger$ | $\dagger$ |  |
| Part-time | 7,174 | 1,863 | 5,311 | 7,174 | 1,863 | 5,311 | $\dagger$ | $\dagger$ | $\dagger$ |
| For-profit | 982,410 | 328,674 | 653,736 | 739,256 | 260,023 | 479,233 | 243,154 | 68,651 | 174,503 |
| Full-time | 596,771 | 213,152 | 383,619 | 494,064 | 180,088 | 313,976 | 102,707 | 33,064 | 69,643 |
| Part-time | 385,639 | 115,522 | 270,117 | 245,192 | 79,935 | 165,257 | 140,447 | 35,587 | 104,860 |
| For-profit 4-year | 829,060 | 273,988 | 555,072 | 585,906 | 205,337 | 380,569 | 243,154 | 68,651 | 174,503 |
| Full-time | 455,825 | 161,676 | 294,149 | 353,118 | 128,612 | 224,506 | 102,707 | 33,064 | 69,643 |
| Part-time | 373,235 | 112,312 | 260,923 | 232,788 | 76,725 | 156,063 | 140,447 | 35,587 | 104,860 |
| For-profit 2-year | 153,350 | 54,686 | 98,664 | 153,350 | 54,686 | 98,664 | $\dagger$ | $\dagger$ |  |
| Full-time | 140,946 | 51,476 | 89,470 | 140,946 | 51,476 | 89,470 |  | $\dagger$ | † |
| Part-time | 12,404 | 3,210 | 9,194 | 12,404 | 3,210 | 9,194 | $\dagger$ | $\dagger$ | $\dagger$ |

$\dagger$ Not applicable.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared September 2019.)

Table 303.70. Total undergraduate fall enrollment in degree-granting postsecondary institutions, by attendance status, sex of student, and control and level of institution: Selected years, 1970 through 2029

| Level and year | Total | Full-time | Part-time | Males | Females | Males |  | Females |  | Public | Private |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Full-time | Part-time | Full-time | Part-time |  | Total | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| $\begin{aligned} & \text { Total, all levels } \\ & 1970 \\ & 1975 \\ & 1980 \end{aligned}$ | $\begin{array}{r} 7,368,644 \\ 9,679,455 \\ 10,475,055 \end{array}$ | $\begin{aligned} & 5,280,064 \\ & 6,168,396 \\ & 6,361,744 \end{aligned}$ | $2,088,580$ $3,51,059$ $4,113,311$ | $\begin{aligned} & 4,249,702 \\ & 5,257,005 \\ & 5,000,177 \end{aligned}$ | $3,118,942$ $4,422,450$ $5,474,878$ | $3,096,371$ <br> $3,459,288$ <br> $3,226,857$ | $\begin{aligned} & 1,153,331 \\ & 1,797,677 \\ & 1,773,320 \end{aligned}$ | $\begin{aligned} & 2,183,693 \\ & 2,709,068 \\ & 3,134,887 \end{aligned}$ | $\begin{array}{r} 935,249 \\ 1,713,382 \\ 2,339,991 \end{array}$ | $\begin{aligned} & 5,620,255 \\ & 7,826,032 \\ & 8,441,955 \end{aligned}$ | $\begin{aligned} & 1,748,389 \\ & 1,853,423 \\ & 2,033,100 \end{aligned}$ | $\begin{aligned} & 1,730,133 \\ & 1,814,844 \\ & 1,926,703 \end{aligned}$ | $\begin{array}{r} 18,256 \\ 38,579 \\ 106,397 \end{array}$ |
| 1985 | 10,596,674 | 6,319,592 | 4,277,082 | 4,962,080 | 5,634,594 | 3,156,446 | 1,805,634 | 3,163,146 | 2,471,448 | 8,477,125 | 2,119,549 | 1,928,996 | 90,553 |
| 1986 | 10,797,975 | 6,352,073 | 4,445,902 | 5,017,505 | 5,780,470 | 3,146,330 | 1,871,175 | 3,205,743 | 2,574,727 | 8,660,716 | 2,137,259 | 1,928,294 | 208,965 |
| 1987 | 11,046,235 | 6,462,549 | 4,583,686 | 5,068,457 | 5,977,778 | 3,163,676 | 1,904,781 | 3,298,873 | 2,678,905 | 8,918,589 | 2,127,646 | 1,939,942 | 187,704 |
| 1988 | 11,316,548 | 6,642,428 | 4,674,120 | 5,137,644 | 6,178,904 | 3,206,442 | 1,931,202 | 3,435,986 | 2,742,918 | 9,103,146 | 2,213,402 |  |  |
| 1989 | 11,742,531 | 6,840,696 | 4,901,835 | 5,310,990 | 6,431,541 | 3,278,647 | 2,032,343 | 3,562,049 | 2,869,492 | 9,487,742 | 2,254,789 |  |  |
| 1990 | 11,959,106 | 6,976,030 | 4,983,076 | 5,379,759 | 6,579,347 | 3,336,535 | 2,043,224 | 3,639,495 | 2,939,852 | 9,709,596 | 2,249,510 | 2,043,407 | 206,103 |
| 1991 | 12,439,287 | 7,221,412 | 5,217,875 | 5,571,003 | 6,868,284 | 3,435,526 | 2,135,477 | 3,785,886 | 3,082,398 | 10,147,957 | 2,291,330 | 2,072,354 | 218,976 |
| 1992 | 12,537,700 | 7,244,442 | 5,293,258 | 5,582,936 | 6,954,764 | 3,424,739 | 2,158,197 | 3,819,703 | 3,135,061 | 10,216,297 | 2,321,403 | 2,101,721 | 219,682 |
| 1993 | 12,323,959 | 7,179,482 | 5,144,477 | 5,483,682 | 6,840,277 | 3,381,997 | 2,101,685 | 3,797,485 | 3,042,792 | 10,011,787 | 2,312,172 | 2,099,197 | 212,975 |
| 1994 | 12,262,608 | 7,168,706 | 5,093,902 | 5,422,113 | 6,840,495 | 3,341,591 | 2,080,522 | 3,827,115 | 3,013,380 | 9,945,128 | 2,317,480 | 2,100,465 | 217,015 |
| 1995 | 12,231,719 | 7,145,268 | 5,086,451 | 5,401,130 | 6,830,589 | 3,296,610 | 2,104,520 | 3,848,658 | 2,981,931 | 9,903,626 | 2,328,093 | 2,104,693 | 223,400 |
| 1996 | 12,326,948 | 7,298,839 | 5,028,109 | 5,420,672 | 6,906,276 | 3,339,108 | 2,081,564 | 3,959,731 | 2,946,545 | 9,935,283 | 2,391,665 | 2,112,318 | 279,347 |
| 1997 | 12,450,587 | 7,418,598 | 5,031,989 | 5,468,532 | 6,982,055 | 3,379,597 | 2,088,935 | 4,039,001 | 2,943,054 | 10,007,479 | 2,443,108 | 2,139,824 | 303,284 |
| 1998 | 12,436,937 | 7,538,711 | 4,898,226 | 5,446,133 | 6,990,804 | 3,428,161 | 2,017,972 | 4,110,550 | 2,880,254 | 9,950,212 | 2,486,725 | 2,152,655 | 334,070 |
| 1999 | 12,739,445 | 7,753,548 | 4,985,897 | 5,584,234 | 7,155,211 | 3,524,586 | 2,059,648 | 4,228,962 | 2,926,249 | 10,174,228 | 2,565,217 | 2,185,290 | 379,927 |
| 2000 | 13,155,393 | 7,922,926 | 5,232,467 | 5,778,268 | 7,377,125 | 3,588,246 | 2,190,022 | 4,334,680 | 3,042,445 | 10,539,322 | 2,616,071 | 2,213,180 | 402,891 |
| 2001 | 13,715,610 | 8,327,640 | 5,387,970 | 6,004,431 | 7,711,179 | 3,768,630 | 2,235,801 | 4,559,010 | 3,152,169 | 10,985,871 | 2,729,739 | 2,257,718 | 472,021 |
| 2002 | 14,257,077 | 8,734,252 | 5,522,825 | 6,192,390 | 8,064,687 | 3,934,168 | 2,258,222 | 4,800,084 | 3,264,603 | 11,432,855 | 2,824,222 | 2,306,091 | 518,131 |
| 2003 | 14,480,364 | 9,045,253 | 5,435,111 | 6,227,372 | 8,252,992 | 4,048,682 | 2,178,690 | 4,996,571 | 3,256,421 | 11,523,103 | 2,957,261 | 2,346,673 | 610,588 |
| 2004 | 14,780,630 | 9,284,336 | 5,496,294 | 6,340,048 | 8,440,582 | 4,140,628 | 2,199,420 | 5,143,708 | 3,296,874 | 11,650,580 | 3,130,050 | 2,389,366 | 740,684 |
| 2005 | 14,963,964 | 9,446,430 | 5,517,534 | 6,408,871 | 8,555,093 | 4,200,863 | 2,208,008 | 5,245,567 | 3,309,526 | 11,697,730 | 3,266,234 | 2,418,368 | 847,866 |
| 2006 | 15,179,591 | 9,571,349 | 5,608,242 | 6,511,198 | 8,668,393 | 4,264,722 | 2,246,476 | 5,306,627 | 3,361,766 | 11,842,625 | 3,336,966 | 2,448,250 | 888,716 |
| 2007 | 15,613,540 | 9,841,973 | 5,771,567 | 6,731,561 | 8,881,979 | 4,397,402 | 2,334,159 | 5,444,571 | 3,437,408 | 12,147,744 | 3,465,796 | 2,470,463 | 995,333 |
| 2008 | 16,344,592 | 10,244,174 | 6,100,418 | 7,055,640 | 9,288,952 | 4,570,913 | 2,484,727 | 5,673,261 | 3,615,691 | 12,589,947 | 3,754,645 | 2,535,789 | 1,218,856 |
| 2009 | 17,464,179 | 11,038,275 | 6,425,904 | 7,563,176 | 9,901,003 | 4,942,120 | 2,621,056 | 6,096,155 | 3,804,848 | 13,386,375 | 4,077,804 | 2,595,171 | 1,482,633 |
| 2010 | 18,082,427 | 11,457,040 | 6,625,387 | 7,836,282 | 10,246,145 | 5,118,975 | 2,717,307 | 6,338,065 | 3,908,080 | 13,703,000 | 4,379,427 | 2,652,993 | 1,726,434 |
| 2011 | 18,077,303 | 11,365,175 | 6,712,128 | 7,822,992 | 10,254,311 | 5,070,553 | 2,752,439 | 6,294,622 | 3,959,689 | 13,694,899 | 4,382,404 | 2,718,923 | 1,663,481 |
| 2012 | 17,735,638 | 11,097,092 | 6,638,546 | 7,714,938 | 10,020,700 | 4,984,389 | 2,730,549 | 6,112,703 | 3,907,997 | 13,478,100 | 4,257,538 | 2,744,400 | 1,513,138 |
| 2013 | 17,476,304 | 10,939,276 | 6,537,028 | 7,660,140 | 9,816,164 | 4,950,210 | 2,709,930 | 5,989,066 | 3,827,098 | 13,348,292 | 4,128,012 | 2,755,463 | 1,372,549 |
| 2014 | 17,294,136 | 10,784,392 | 6,509,744 | 7,586,299 | 9,707,837 | 4,877,531 | 2,708,768 | 5,906,861 | 3,800,976 | 13,244,533 | 4,049,603 | 2,772,065 | 1,277,538 |
| 2015 | 17,046,673 | 10,603,030 | 6,443,643 | 7,502,254 | 9,544,419 | 4,809,098 | 2,693,156 | 5,793,932 | 3,750,487 | 13,150,823 | 3,895,850 | 2,822,122 | ,073,728 |
| 2016 | 16,874,649 | 10,430,068 | 6,444,581 | 7,416,859 | 9,457,790 | 4,725,510 | 2,691,349 | 5,704,558 | 3,753,232 | 13,143,979 | 3,730,670 | 2,813,742 | 916,928 |
| 2017 | 16,773,036 | 10,371,863 | 6,401,173 | 7,351,259 | 9,421,777 | 4,683,715 | 2,667,544 | 5,688,148 | 3,733,629 | 13,112,594 | 3,660,442 | 2,819,080 | 841,362 |
| 2018 | 16,610,235 | 10,267,135 | 6,343,100 | 7,225,999 | 9,384,236 | 4,602,752 | 2,623,247 | 5,664,383 | 3,719,853 | 13,049,326 | 3,560,909 | 2,821,653 | 739,256 |
| $2019{ }^{1}$ | 16,673,000 | 10,296,000 | 6,377,000 | 7,250,000 | 9,423,000 | 4,612,000 | 2,638,000 | 5,684,000 | 3,739,000 | 13,100,000 | 3,573,000 |  |  |
| $2020{ }^{1}$ | 16,692,000 | 10,293,000 | 6,399,000 | 7,254,000 | 9,438,000 | 4,608,000 | 2,646,000 | 5,685,000 | 3,753,000 | 13,118,000 | 3,575,000 |  |  |
| $2021{ }^{1}$ | 16,721,000 | 10,292,000 | 6,428,000 | 7,263,000 | 9,457,000 | 4,606,000 | 2,657,000 | 5,686,000 | 3,771,000 | 13,142,000 | 3,578,000 |  |  |
| 20221 | 16,750,000 | 10,297,000 | 6,452,000 | 7,273,000 | 9,477,000 | 4,606,000 | 2,667,000 | 5,692,000 | 3,785,000 | 13,167,000 | 3,582,000 |  |  |
| 20231 | 16,790,000 | 10,312,000 | 6,478,000 | 7,288,000 | 9,503,000 | 4,610,000 | 2,678,000 | 5,703,000 | 3,800,000 | 13,201,000 | 3,590,000 |  |  |
| $2024^{1}$ | 16,845,000 | 10,341,000 | 6,504,000 | 7,312,000 | 9,533,000 | 4,622,000 | 2,690,000 | 5,718,000 | 3,814,000 | 13,244,000 | 3,600,000 |  |  |
| $2025{ }^{1}$ | 16,901,000 | 10,377,000 | 6,524,000 | 7,338,000 | 9,564,000 | 4,639,000 | 2,699,000 | 5,738,000 | 3,826,000 | 13,289,000 | 3,613,000 |  |  |
| $2026{ }^{1}$ | 16,967,000 | 10,415,000 | 6,551,000 | 7,367,000 | 9,600,000 | 4,656,000 | 2,711,000 | 5,760,000 | 3,841,000 | 13,340,000 | 3,626,000 |  |  |
| $2027{ }^{1}$ | 16,991,000 | 10,419,000 | 6,572,000 | 7,378,000 | 9,613,000 | 4,658,000 | 2,720,000 | 5,761,000 | 3,851,000 | 13,361,000 | 3,630,000 |  |  |
| $2028{ }^{1}$ | 16,999,000 | 10,410,000 | 6,589,000 | 7,383,000 | 9,616,000 | 4,656,000 | 2,727,000 | 5,755,000 | 3,862,000 | 13,370,000 | 3,629,000 |  |  |
| 20291 | 17,003,000 | 10,397,000 | 6,606,000 | 7,385,000 | 9,618,000 | 4,651,000 | 2,734,000 | 5,746,000 | 3,872,000 | 13,375,000 | 3,628,000 |  |  |
| 2-year institutions ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1970 | 2,318,956 | 1,228,909 | 1,090,047 | 1,374,426 | 944,530 | 771,298 | 603,128 | 457,611 | 486,919 | 2,194,983 | 123,973 | 113,299 | 10,674 |
| 1975 | 3,965,726 | 1,761,009 | 2,204,717 | 2,163,604 | 1,802,122 | 1,035,531 | 1,128,073 | 725,478 | 1,076,644 | 3,831,973 | 133,753 | 112,997 | 20,756 |
| 1980 | 4,525,097 | 1,753,637 | 2,771,460 | 2,046,642 | 2,478,455 | 879,619 | 1,167,023 | 874,018 | 1,604,437 | 4,327,592 | 197,505 | 114,094 | 83,411 |
| 1985 | 4,531,077 | 1,690,607 | 2,840,470 | 2,002,234 | 2,528,843 | 826,308 | 1,175,926 | 864,299 | 1,664,544 | 4,269,733 | 261,344 | 108,791 | 152,553 |
| 1986 | 4,679,548 | 1,696,261 | 2,983,287 | 2,060,932 | 2,618,616 | 824,551 | 1,236,381 | 871,710 | 1,746,906 | 4,413,691 | 265,857 | 101,498 | 164,359 |
| 1987 | 4,776,222 | 1,708,669 | 3,067,553 | 2,072,823 | 2,703,399 | 820,167 | 1,252,656 | 888,502 | 1,814,897 | 4,541,054 | 235,168 | 90,102 | 145,066 |
| 1988 | 4,875,155 | 1,743,592 | 3,131,563 | 2,089,689 | 2,785,466 | 818,593 | 1,271,096 | 924,999 | 1,860,467 | 4,615,487 | 259,668 |  |  |
| 1989 | 5,150,889 | 1,855,701 | 3,295,188 | 2,216,800 | 2,934,089 | 869,688 | 1,347,112 | 986,013 | 1,948,076 | 4,883,660 | 267,229 |  |  |
| 1990 | 5,240,083 | 1,883,962 | 3,356,121 | 2,232,769 | 3,007,314 | 881,392 | 1,351,377 | 1,002,570 | 2,004,744 | 4,996,475 | 243,608 | 89,158 | 154,450 |
| 1991 | 5,651,900 | 2,074,530 | 3,577,370 | 2,401,910 | 3,249,990 | 961,397 | 1,440,513 | 1,113,133 | 2,136,857 | 5,404,815 | 247,085 | 89,289 | 157,796 |
| 1992 | 5,722,349 | 2,080,005 | 3,642,344 | 2,413,266 | 3,309,083 | 951,816 | 1,461,450 | 1,128,189 | 2,180,894 | 5,484,514 | 237,835 | 83,288 | 154,547 |
| 1993 | 5,565,561 | 2,043,319 | 3,522,242 | 2,345,396 | 3,220,165 | 928,216 | 1,417,180 | 1,115,103 | 2,105,062 | 5,337,022 | 228,539 | 86,357 | 142,182 |
| 1994 | 5,529,609 | 2,031,713 | 3,497,896 | 2,323,161 | 3,206,448 | 911,589 | 1,411,572 | 1,120,124 | 2,086,324 | 5,308,366 | 221,243 | 85,607 | 135,636 |
| 1995 | 5,492,098 | 1,977,046 | 3,515,052 | 2,328,500 | 3,163,598 | 878,215 | 1,450,285 | 1,098,831 | 2,064,767 | 5,277,398 | 214,700 | 75,154 | 139,546 |
| 1996 | 5,562,780 | 2,072,215 | 3,490,565 | 2,358,792 | 3,203,988 | 916,452 | 1,442,340 | 1,155,763 | 2,048,225 | 5,314,038 | 248,742 | 75,253 | 173,489 |
| 1997 | 5,605,569 | 2,095,171 | 3,510,398 | 2,389,711 | 3,215,858 | 931,394 | 1,458,317 | 1,163,777 | 2,052,081 | 5,360,686 | 244,883 | 71,794 | 173,089 |
| 1998 | 5,489,314 | 2,085,906 | 3,403,408 | 2,333,334 | 3,155,980 | 936,421 | 1,396,913 | 1,149,485 | 2,006,495 | 5,245,963 | 243,351 | 65,870 | 177,481 |
| 1999 | 5,653,256 | 2,167,242 | 3,486,014 | 2,413,322 | 3,239,934 | 979,203 | 1,434,119 | 1,188,039 | 2,051,895 | 5,397,786 | 255,470 | 63,301 | 192,169 |
| 2000 | 5,948,104 | 2,217,044 | 3,731,060 | 2,558,520 | 3,389,584 | 995,839 | 1,562,681 | 1,221,205 | 2,168,379 | 5,697,061 | 251,043 | 58,844 | 192,199 |
| 2001 | 6,250,529 | 2,374,490 | 3,876,039 | 2,675,193 | 3,575,336 | 1,066,281 | 1,608,912 | 1,308,209 | 2,267,127 | 5,996,651 | 253,878 | 47,549 | 206,329 |
| 2002 | 6,529,198 | 2,556,032 | 3,973,166 | 2,753,405 | 3,775,793 | 1,135,669 | 1,617,736 | 1,420,363 | 2,355,430 | 6,270,199 | 258,999 | 47,087 | 211,912 |
| 2003 | 6,493,862 | 2,650,337 | 3,843,525 | 2,689,928 | 3,803,934 | 1,162,555 | 1,527,373 | 1,487,782 | 2,316,152 | 6,208,885 | 284,977 | 43,868 | 241,109 |
| 2004 | 6,545,570 | 2,683,489 | 3,862,081 | 2,697,507 | 3,848,063 | 1,166,554 | 1,530,953 | 1,516,935 | 2,331,128 | 6,243,344 | 302,226 | 42,250 | 259,976 |
| 2005 | 6,487,826 | 2,646,763 | 3,841,063 | 2,680,299 | 3,807,527 | 1,153,759 | 1,526,540 | 1,493,004 | 2,314,523 | 6,184,000 | 303,826 | 43,522 | 260,304 |
| 2006 | 6,513,303 | 2,643,162 | 3,870,141 | 2,701,970 | 3,811,333 | 1,159,733 | 1,542,237 | 1,483,429 | 2,327,904 | 6,219,880 | 293,423 | 39,156 | 254,267 |
| 2007 | 6,628,936 | 2,694,608 | 3,934,328 | 2,775,166 | 3,853,770 | 1,191,058 | 1,584,108 | 1,503,550 | 2,350,220 | 6,335,826 | 293,110 | 33,492 | 259,618 |
| 2008 | 6,970,947 | 2,832,412 | 4,138,535 | 2,935,799 | 4,035,148 | 1,250,063 | 1,685,736 | 1,582,349 | 2,452,799 | 6,639,928 | 331,019 | 35,358 | 295,661 |
| 2009 | 7,522,581 | 3,243,952 | 4,278,629 | 3,197,338 | 4,325,243 | 1,446,372 | 1,750,966 | 1,797,580 | 2,527,663 | 7,101,569 | 421,012 | 34,772 | 386,240 |

Table 303.70. Total undergraduate fall enrollment in degree-granting postsecondary institutions, by attendance status, sex of student, and control and level of institution: Selected years, 1970 through 2029—Continued

| Level and year | Total | Full-time | Part-time | Males | Females | Males |  | Females |  | Public | Private |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Full-time | Part-time | Full-time | Part-time |  | Total | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 2010 | 7,683,597 | 3,365,379 | 4,318,218 | 3,265,885 | 4,417,712 | 1,483,230 | 1,782,655 | 1,882,149 | 2,535,563 | 7,218,063 | 465,534 | 32,683 | 432,851 |
| 2011 | 7,511,150 | 3,170,207 | 4,340,943 | 3,175,803 | 4,335,347 | 1,391,183 | 1,784,620 | 1,779,024 | 2,556,323 | 7,068,158 | 442,992 | 39,855 | 403,137 |
| 2012 | 7,167,840 | 2,941,797 | 4,226,043 | 3,046,093 | 4,121,747 | 1,305,657 | 1,740,436 | 1,636,140 | 2,485,607 | 6,792,065 | 375,775 | 37,698 | 338,077 |
| 2013 | 6,970,644 | 2,836,274 | 4,134,370 | 2,998,440 | 3,972,204 | 1,279,794 | 1,718,646 | 1,556,480 | 2,415,724 | 6,626,411 | 344,233 | 32,191 | 312,042 |
| 2014 | 6,714,678 | 2,661,107 | 4,053,571 | 2,894,020 | 3,820,658 | 1,200,648 | 1,693,372 | 1,460,459 | 2,360,199 | 6,397,552 | 317,126 | 30,376 | 286,750 |
| 2015 | 6,499,461 | 2,510,684 | 3,988,777 | 2,818,075 | 3,681,386 | 1,143,704 | 1,674,371 | 1,366,980 | 2,314,406 | 6,224,304 | 275,157 | 50,009 | 225,148 |
| 2016 | 6,092,418 | 2,309,347 | 3,783,071 | 2,637,394 | 3,455,024 | 1,057,839 | 1,579,555 | 1,251,508 | 2,203,516 | 5,842,909 | 249,509 | 50,555 | 198,954 |
| 2017 | 5,952,771 | 2,227,324 | 3,725,447 | 2,566,527 | 3,386,244 | 1,013,595 | 1,552,932 | 1,213,729 | 2,172,515 | 5,717,460 | 235,311 | 48,395 | 186,916 |
| 2018 | 5,745,208 | 2,110,768 | 3,634,440 | 2,451,669 | 3,293,539 | 953,726 | 1,497,943 | 1,157,042 | 2,136,497 | 5,546,704 | 198,504 | 45,154 | 153,350 |
| $2019{ }^{1}$ | 5,770,000 | 2,117,000 | 3,654,000 | 2,462,000 | 3,309,000 | 956,000 | 1,506,000 | 1,161,000 | 2,148,000 | 5,571,000 | 199,000 |  |  |
| $2020{ }^{1}$ | 5,783,000 | 2,116,000 | 3,667,000 | 2,466,000 | 3,317,000 | 955,000 | 1,511,000 | 1,161,000 | 2,156,000 | 5,584,000 | 199,000 |  |  |
| $2021{ }^{1}$ | 5,799,000 | 2,116,000 | 3,683,000 | 2,472,000 | 3,328,000 | 955,000 | 1,517,000 | 1,161,000 | 2,166,000 | 5,600,000 | 199,000 |  |  |
| $202{ }^{1}$ | 5,814,000 | 2,117,000 | 3,697,000 | 2,477,000 | 3,337,000 | 954,000 | 1,523,000 | 1,163,000 | 2,174,000 | 5,614,000 | 199,000 |  |  |
| $2023{ }^{1}$ | 5,832,000 | 2,120,000 | 3,712,000 | 2,484,000 | 3,347,000 | 955,000 | 1,529,000 | 1,165,000 | 2,183,000 | 5,632,000 | 200,000 |  |  |
| $2024{ }^{1}$ | 5,853,000 | 2,126,000 | 3,727,000 | 2,494,000 | 3,359,000 | 958,000 | 1,536,000 | 1,168,000 | 2,191,000 | 5,652,000 | 200,000 |  |  |
| 20251 | 5,872,000 | 2,133,000 | 3,738,000 | 2,502,000 | 3,369,000 | 961,000 | 1,541,000 | 1,172,000 | 2,197,000 | 5,670,000 | 201,000 |  |  |
| 20261 | 5,895,000 | 2,141,000 | 3,754,000 | 2,513,000 | 3,382,000 | 965,000 | 1,548,000 | 1,176,000 | 2,206,000 | 5,693,000 | 202,000 |  |  |
| $2027{ }^{1}$ | 5,907,000 | 2,142,000 | 3,765,000 | 2,519,000 | 3,389,000 | 965,000 | 1,553,000 | 1,177,000 | 2,212,000 | 5,705,000 | 202,000 |  |  |
| $2028{ }^{1}$ | 5,915,000 | 2,140,000 | 3,775,000 | 2,522,000 | 3,394,000 | 965,000 | 1,557,000 | 1,175,000 | 2,218,000 | 5,714,000 | 202,000 |  |  |
| $2029{ }^{1}$ | 5,922,000 | 2,137,000 | 3,785,000 | 2,525,000 | 3,397,000 | 964,000 | 1,561,000 | 1,174,000 | 2,224,000 | 5,721,000 | 202,000 |  |  |
| 4-year institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1970 | 5,049,688 | 4,051,155 | 998,533 | 2,875,276 | 2,174,412 | 2,325,073 | 550,203 | 1,726,082 | 448,330 | 3,425,272 | 1,624,416 | 1,616,834 | 7,582 |
| 1975 | 5,713,729 | 4,407,387 | 1,306,342 | 3,093,401 | 2,620,328 | 2,423,797 | 669,604 | 1,983,590 | 636,738 | 3,994,059 | 1,719,670 | 1,701,847 | 17,823 |
| 1980 | 5,949,958 | 4,608,107 | 1,341,851 | 2,953,535 | 2,996,423 | 2,347,238 | 606,297 | 2,260,869 | 735,554 | 4,114,363 | 1,835,595 | 1,812,609 | 22,986 |
| 1985 | 6,065,597 | 4,628,985 | 1,436,612 | 2,959,846 | 3,105,751 | 2,330,138 | 629,708 | 2,298,847 | 806,904 | 4,207,392 | 1,858,205 | 1,820,205 | 38,000 |
| 1986 | 6,118,427 | 4,655,812 | 1,462,615 | 2,956,573 | 3,161,854 | 2,321,779 | 634,794 | 2,334,033 | 827,821 | 4,247,025 | 1,871,402 | 1,826,796 | 44,606 |
| 1987 | 6,270,013 | 4,753,880 | 1,516,133 | 2,995,634 | 3,274,379 | 2,343,509 | 652,125 | 2,410,371 | 864,008 | 4,377,535 | 1,892,478 | 1,849,840 | 42,638 |
| 1988 | 6,441,393 | 4,898,836 | 1,542,557 | 3,047,955 | 3,393,438 | 2,387,849 | 660,106 | 2,510,987 | 882,451 | 4,487,659 | 1,953,734 |  |  |
| 1989 | 6,591,642 | 4,984,995 | 1,606,647 | 3,094,190 | 3,497,452 | 2,408,959 | 685,231 | 2,576,036 | 921,416 | 4,604,082 | 1,987,560 |  |  |
| 1990 | 6,719,023 | 5,092,068 | 1,626,955 | 3,146,990 | 3,572,033 | 2,455,143 | 691,847 | 2,636,925 | 935,108 | 4,713,121 | 2,005,902 | 1,954,249 | 51,653 |
| 1991 | 6,787,387 | 5,146,882 | 1,640,505 | 3,169,093 | 3,618,294 | 2,474,129 | 694,964 | 2,672,753 | 945,541 | 4,743,142 | 2,044,245 | 1,983,065 | 61,180 |
| 1992 | 6,815,351 | 5,164,437 | 1,650,914 | 3,169,670 | 3,645,681 | 2,472,923 | 696,747 | 2,691,514 | 954,167 | 4,731,783 | 2,083,568 | 2,018,433 | 65,135 |
| 1993 | 6,758,398 | 5,136,163 | 1,622,235 | 3,138,286 | 3,620,112 | 2,453,781 | 684,505 | 2,682,382 | 937,730 | 4,674,765 | 2,083,633 | 2,012,840 | 70,793 |
| 1994 | 6,732,999 | 5,136,993 | 1,596,006 | 3,098,952 | 3,634,047 | 2,430,002 | 668,950 | 2,706,991 | 927,056 | 4,636,762 | 2,096,237 | 2,014,858 | 81,379 |
| 1995 | 6,739,621 | 5,168,222 | 1,571,399 | 3,072,630 | 3,666,991 | 2,418,395 | 654,235 | 2,749,827 | 917,164 | 4,626,228 | 2,113,393 | 2,029,539 | 3,854 |
| 1996 | 6,764,168 | 5,226,624 | 1,537,544 | 3,061,880 | 3,702,288 | 2,422,656 | 639,224 | 2,803,968 | 898,320 | 4,621,245 | 2,142,923 | 2,037,065 | 105,858 |
| 1997 | 6,845,018 | 5,323,427 | 1,521,591 | 3,078,821 | 3,766,197 | 2,448,203 | 630,618 | 2,875,224 | 890,973 | 4,646,793 | 2,198,225 | 2,068,030 | 130,195 |
| 1998 | 6,947,623 | 5,452,805 | 1,494,818 | 3,112,799 | 3,834,824 | 2,491,740 | 621,059 | 2,961,065 | 873,759 | 4,704,249 | 2,243,374 | 2,086,785 | 156,589 |
| 1999 | 7,086,189 | 5,586,306 | 1,499,883 | 3,170,912 | 3,915,277 | 2,545,383 | 625,529 | 3,040,923 | 874,354 | 4,776,442 | 2,309,747 | 2,121,989 | 187,758 |
| 2000 | 7,207,289 | 5,705,882 | 1,501,407 | 3,219,748 | 3,987,541 | 2,592,407 | 627,341 | 3,113,475 | 874,066 | 4,842,261 | 2,365,028 | 2,154,336 | 210,692 |
| 2001 | 7,465,081 | 5,953,150 | 1,511,931 | 3,329,238 | 4,135,843 | 2,702,349 | 626,889 | 3,250,801 | 885,042 | 4,989,220 | 2,475,861 | 2,210,169 | 265,692 |
| 2002 | 7,727,879 | 6,178,220 | 1,549,659 | 3,438,985 | 4,288,894 | 2,798,499 | 640,486 | 3,379,721 | 909,173 | 5,162,656 | 2,565,223 | 2,259,004 | 306,219 |
| 2003 | 7,986,502 | 6,394,916 | 1,591,586 | 3,537,444 | 4,449,058 | 2,886,127 | 651,317 | 3,508,789 | 940,269 | 5,314,218 | 2,672,284 | 2,302,805 | 369,479 |
| 2004 | 8,235,060 | 6,600,847 | 1,634,213 | 3,642,541 | 4,592,519 | 2,974,074 | 668,467 | 3,626,773 | 965,746 | 5,407,236 | 2,827,824 | 2,347,116 | 480,708 |
| 2005 | 8,476,138 | 6,799,667 | 1,676,471 | 3,728,572 | 4,747,566 | 3,047,104 | 681,468 | 3,752,563 | 995,003 | 5,513,730 | 2,962,408 | 2,374,846 | 587,562 |
| 2006 | 8,666,288 | 6,928,187 | 1,738,101 | 3,809,228 | 4,857,060 | 3,104,989 | 704,239 | 3,823,198 | 1,033,862 | 5,622,745 | 3,043,543 | 2,409,094 | 634,449 |
| 2007 | 8,984,604 | 7,147,365 | 1,837,239 | 3,956,395 | 5,028,209 | 3,206,344 | 750,051 | 3,941,021 | 1,087,188 | 5,811,918 | 3,172,686 | 2,436,971 | 735,715 |
| 2008 | 9,373,645 | 7,411,762 | 1,961,883 | 4,119,841 | 5,253,804 | 3,320,850 | 798,991 | 4,090,912 | 1,162,892 | 5,950,019 | 3,423,626 | 2,500,431 | 923,195 |
| 2009 | 9,941,598 | 7,794,323 | 2,147,275 | 4,365,838 | 5,575,760 | 3,495,748 | 870,090 | 4,298,575 | 1,277,185 | 6,284,806 | 3,656,792 | 2,560,399 | 1,096,393 |
| 2010 | 10,398,830 | 8,091,661 | 2,307,169 | 4,570,397 | 5,828,433 | 3,635,745 | 934,652 | 4,455,916 | 1,372,517 | 6,484,937 | 3,913,893 | 2,620,310 | 1,293,583 |
| 2011 | 10,566,153 | 8,194,968 | 2,371,185 | 4,647,189 | 5,918,964 | 3,679,370 | 967,819 | 4,515,598 | 1,403,366 | 6,626,741 | 3,939,412 | 2,679,068 | 1,260,344 |
| 2012 | 10,567,798 | 8,155,295 | 2,412,503 | 4,668,845 | 5,898,953 | 3,678,732 | 990,113 | 4,476,563 | 1,422,390 | 6,686,035 | 3,881,763 | 2,706,702 | 1,175,061 |
| 2013 | 10,505,660 | 8,103,002 | 2,402,658 | 4,661,700 | 5,843,960 | 3,670,416 | 991,284 | 4,432,586 | 1,411,374 | 6,721,881 | 3,783,779 | 2,723,272 | 1,060,507 |
| 2014 | 10,579,458 | 8,123,285 | 2,456,173 | 4,692,279 | 5,887,179 | 3,676,883 | 1,015,396 | 4,446,402 | 1,440,777 | 6,846,981 | 3,732,477 | 2,741,689 | 990,788 |
| 2015 | 10,547,212 | 8,092,346 | 2,454,866 | 4,684,179 | 5,863,033 | 3,665,394 | 1,018,785 | 4,426,952 | 1,436,081 | 6,926,519 | 3,620,693 | 2,772,113 | 848,580 |
| 2016 | 10,782,231 | 8,120,721 | 2,661,510 | 4,779,465 | 6,002,766 | 3,667,671 | 1,111,794 | 4,453,050 | 1,549,716 | 7,301,070 | 3,481,161 | 2,763,187 | 717,974 |
| 2017 | 10,820,265 | 8,144,539 | 2,675,726 | 4,784,732 | 6,035,533 | 3,670,120 | 1,114,612 | 4,474,419 | 1,561,114 | 7,395,134 | 3,425,131 | 2,770,685 | 654,446 |
| 2018 | 10,865,027 | 8,156,367 | 2,708,660 | 4,774,330 | 6,090,697 | 3,649,026 | 1,125,304 | 4,507,341 | 1,583,356 | 7,502,622 | 3,362,405 | 2,776,499 | 585,906 |
| $2019{ }^{1}$ | 10,902,000 | 8,179,000 | 2,723,000 | 4,788,000 | 6,114,000 | 3,656,000 | 1,131,000 | 4,523,000 | 1,592,000 | 7,528,000 | 3,374,000 |  |  |
| 20201 | 10,910,000 | 8,177,000 | 2,733,000 | 4,788,000 | 6,121,000 | 3,653,000 | 1,135,000 | 4,524,000 | 1,598,000 | 7,534,000 | 3,376,000 | - |  |
| $2021{ }^{1}$ | 10,921,000 | 8,177,000 | 2,745,000 | 4,792,000 | 6,130,000 | 3,652,000 | 1,140,000 | 4,525,000 | 1,605,000 | 7,543,000 | 3,379,000 | - |  |
| $2022{ }^{1}$ | 10,936,000 | 8,180,000 | 2,755,000 | 4,795,000 | 6,140,000 | 3,652,000 | 1,144,000 | 4,529,000 | 1,611,000 | 7,553,000 | 3,383,000 | - |  |
| $2023{ }^{1}$ | 10,958,000 | 8,192,000 | 2,766,000 | 4,803,000 | 6,155,000 | 3,654,000 | 1,149,000 | 4,538,000 | 1,617,000 | 7,569,000 | 3,390,000 | - |  |
| $2024{ }^{1}$ | 10,992,000 | 8,215,000 | 2,777,000 | 4,818,000 | 6,174,000 | 3,664,000 | 1,154,000 | 4,550,000 | 1,624,000 | 7,592,000 | 3,400,000 | - |  |
| 20251 | 11,030,000 | 8,244,000 | 2,786,000 | 4,835,000 | 6,194,000 | 3,678,000 | 1,158,000 | 4,566,000 | 1,628,000 | 7,618,000 | 3,412,000 |  |  |
| $2026{ }^{1}$ | 11,072,000 | 8,274,000 | 2,798,000 | 4,854,000 | 6,218,000 | 3,691,000 | 1,163,000 | 4,583,000 | 1,635,000 | 7,647,000 | 3,425,000 | - |  |
| $2027{ }^{1}$ | 11,083,000 | 8,277,000 | 2,806,000 | 4,860,000 | 6,224,000 | 3,693,000 | 1,167,000 | 4,584,000 | 1,639,000 | 7,656,000 | 3,428,000 | - |  |
| $2028{ }^{1}$ | 11,084,000 | 8,270,000 | 2,814,000 | 4,861,000 | 6,223,000 | 3,691,000 | 1,170,000 | 4,579,000 | 1,644,000 | 7,656,000 | 3,428,000 | - |  |
| 20291 | 11,080,000 | 8,260,000 | 2,821,000 | 4,860,000 | 6,220,000 | 3,687,000 | 1,173,000 | 4,572,000 | 1,648,000 | 7,654,000 | 3,426,000 | - |  |

[^38]more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. (This table was prepared December 2019.)

Table 303.80. Total postbaccalaureate fall enrollment in degree-granting postsecondary institutions, by attendance status, sex of student, and control of institution: 1970 through 2029

| Year | Total | Full-time | Part-time | Males | Females | Males |  | Females |  | Public | Private |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Full-time | Part-time | Full-time | Part-time |  | Total | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1970 | 1,212,243 | 536,226 | 676,017 | 793,940 | 418,303 | 407,724 | 386,216 | 128,502 | 289,801 | 807,879 | 404,364 | 404,287 | 77 |
| 1971 | 1,204,390 | 564,236 | 640,154 | 789,131 | 415,259 | 428,167 | 360,964 | 136,069 | 279,190 | 796,516 | 407,874 | 407,804 | 70 |
| 1972 | 1,272,421 | 583,299 | 689,122 | 810,164 | 462,257 | 436,533 | 373,631 | 146,766 | 315,491 | 848,031 | 424,390 | 424,278 | 112 |
| 1973 | 1,342,452 | 610,935 | 731,517 | 833,453 | 508,999 | 444,219 | 389,234 | 166,716 | 342,283 | 897,104 | 445,348 | 445,205 | 143 |
| 1974 | 1,425,001 | 643,927 | 781,074 | 856,847 | 568,154 | 454,706 | 402,141 | 189,221 | 378,933 | 956,770 | 468,231 | 467,950 | 281 |
| 1975 | 1,505,404 | 672,938 | 832,466 | 891,992 | 613,412 | 467,425 | 424,567 | 205,513 | 407,899 | 1,008,476 | 496,928 | 496,604 | 324 |
| 1976 | 1,577,546 | 683,825 | 893,721 | 904,551 | 672,995 | 459,286 | 445,265 | 224,539 | 448,456 | 1,033,115 | 544,431 | 541,064 | 3,367 |
| 1977 | 1,569,084 | 698,902 | 870,182 | 891,819 | 677,265 | 462,038 | 429,781 | 236,864 | 440,401 | 1,004,013 | 565,071 | 561,384 | 3,687 |
| 1978 | 1,575,693 | 704,831 | 870,862 | 879,931 | 695,762 | 458,865 | 421,066 | 245,966 | 449,796 | 998,608 | 577,085 | 573,563 | 3,522 |
| 1979 | 1,571,922 | 714,624 | 857,298 | 862,754 | 709,168 | 456,197 | 406,557 | 258,427 | 450,741 | 989,991 | 581,931 | 578,425 | 3,506 |
| 1980 | 1,621,840 | 736,214 | 885,626 | 874,197 | 747,643 | 462,387 | 411,810 | 273,827 | 473,816 | 1,015,439 | 606,401 | 601,084 | 5,317 |
| 1981 | 1,617,150 | 732,182 | 884,968 | 866,785 | 750,365 | 452,364 | 414,421 | 279,818 | 470,547 | 998,669 | 618,481 | 613,557 | 4,924 |
| 1982 | 1,600,718 | 736,813 | 863,905 | 860,890 | 739,828 | 453,519 | 407,371 | 283,294 | 456,534 | 983,014 | 617,704 | 613,350 | 4,354 |
| 1983 | 1,618,666 | 747,016 | 871,650 | 865,425 | 753,241 | 455,540 | 409,885 | 291,476 | 461,765 | 985,616 | 633,050 | 628,111 | 4,939 |
| 1984 | 1,623,869 | 750,735 | 873,134 | 856,761 | 767,108 | 452,579 | 404,182 | 298,156 | 468,952 | 983,879 | 639,990 | 634,109 | 5,881 |
| 1985 | 1,650,381 | 755,629 | 894,752 | 856,370 | 794,011 | 451,274 | 405,096 | 304,355 | 489,656 | 1,002,148 | 648,233 | 642,795 | 5,438 |
| 1986 | 1,705,536 | 767,477 | 938,059 | 867,010 | 838,526 | 452,717 | 414,293 | 314,760 | 523,766 | 1,053,177 | 652,359 | 644,185 | 8,174 |
| 1987 | 1,720,407 | 768,536 | 951,871 | 863,599 | 856,808 | 447,212 | 416,387 | 321,324 | 535,484 | 1,054,665 | 665,742 | 662,408 | 3,334 |
| 1988 | 1,738,789 | 794,340 | 944,449 | 864,252 | 874,537 | 455,337 | 408,915 | 339,003 | 535,534 | 1,058,242 | 680,547 | - | - |
| 1989 | 1,796,029 | 820,254 | 975,775 | 879,025 | 917,004 | 461,596 | 417,429 | 358,658 | 558,346 | 1,090,221 | 705,808 |  |  |
| 1990 | 1,859,531 | 844,955 | 1,014,576 | 904,150 | 955,381 | 471,217 | 432,933 | 373,738 | 581,643 | 1,135,121 | 724,410 | 716,820 | 7,590 |
| 1991 | 1,919,666 | 893,917 | 1,025,749 | 930,841 | 988,825 | 493,849 | 436,992 | 400,068 | 588,757 | 1,161,606 | 758,060 | 746,687 | 11,373 |
| 1992 | 1,949,659 | 917,676 | 1,031,983 | 941,053 | 1,008,606 | 502,166 | 438,887 | 415,510 | 593,096 | 1,168,270 | 781,389 | 770,802 | 10,587 |
| 1993 | 1,980,844 | 948,136 | 1,032,708 | 943,768 | 1,037,076 | 508,574 | 435,194 | 439,562 | 597,514 | 1,177,301 | 803,543 | 789,700 | 13,843 |
| 1994 | 2,016,182 | 969,070 | 1,047,112 | 949,785 | 1,066,397 | 513,592 | 436,193 | 455,478 | 610,919 | 1,188,552 | 827,630 | 809,642 | 17,988 |
| 1995 | 2,030,062 | 983,534 | 1,046,528 | 941,409 | 1,088,653 | 510,782 | 430,627 | 472,752 | 615,901 | 1,188,748 | 841,314 | 824,351 | 16,963 |
| 1996 | 2,040,572 | 1,004,114 | 1,036,458 | 932,153 | 1,108,419 | 512,100 | 420,053 | 492,014 | 616,405 | 1,185,216 | 855,356 | 830,238 | 25,118 |
| 1997 | 2,051,747 | 1,019,464 | 1,032,283 | 927,496 | 1,124,251 | 510,845 | 416,651 | 508,619 | 615,632 | 1,188,640 | 863,107 | 837,790 | 25,317 |
| 1998 | 2,070,030 | 1,024,627 | 1,045,403 | 923,132 | 1,146,898 | 505,492 | 417,640 | 519,135 | 627,763 | 1,187,557 | 882,473 | 852,270 | 30,203 |
| 1999 | 2,110,246 | 1,049,591 | 1,060,655 | 930,930 | 1,179,316 | 508,930 | 422,000 | 540,661 | 638,655 | 1,201,511 | 908,735 | 869,739 | 38,996 |
| 2000 | 2,156,896 | 1,086,674 | 1,070,222 | 943,501 | 1,213,395 | 522,847 | 420,654 | 563,827 | 649,568 | 1,213,464 | 943,432 | 896,239 | 47,193 |
| 2001 | 2,212,377 | 1,119,862 | 1,092,515 | 956,384 | 1,255,993 | 531,260 | 425,124 | 588,602 | 667,391 | 1,247,285 | 965,092 | 909,612 | 55,480 |
| 2002 | 2,354,634 | 1,212,107 | 1,142,527 | 1,009,726 | 1,344,908 | 566,930 | 442,796 | 645,177 | 699,731 | 1,319,138 | 1,035,496 | 959,385 | 76,111 |
| 2003 | 2,431,117 | 1,280,880 | 1,150,237 | 1,032,892 | 1,398,225 | 589,190 | 443,702 | 691,690 | 706,535 | 1,335,595 | 1,095,522 | 994,375 | 101,147 |
| 2004 | 2,491,414 | 1,325,841 | 1,165,573 | 1,047,214 | 1,444,200 | 598,727 | 448,487 | 727,114 | 717,086 | 1,329,532 | 1,161,882 | 1,022,319 | 139,563 |
| 2005 | 2,523,511 | 1,350,581 | 1,172,930 | 1,047,054 | 1,476,457 | 602,525 | 444,529 | 748,056 | 728,401 | 1,324,104 | 1,199,407 | 1,036,324 | 163,083 |
| 2006 | 2,574,639 | 1,386,189 | 1,188,450 | 1,061,067 | 1,513,572 | 614,706 | 446,361 | 771,483 | 742,089 | 1,332,725 | 1,241,914 | 1,064,679 | 177,235 |
| 2007 | 2,644,598 | 1,428,956 | 1,215,642 | 1,088,377 | 1,556,221 | 632,619 | 455,758 | 796,337 | 759,884 | 1,353,150 | 1,291,448 | 1,100,932 | 190,516 |
| 2008 | 2,737,094 | 1,490,462 | 1,246,632 | 1,122,074 | 1,615,020 | 656,213 | 465,861 | 834,249 | 780,771 | 1,380,915 | 1,356,179 | 1,125,038 | 231,141 |
| 2009 | 2,849,415 | 1,567,080 | 1,282,335 | 1,169,777 | 1,679,638 | 689,977 | 479,800 | 877,103 | 802,535 | 1,424,393 | 1,425,022 | 1,172,501 | 252,521 |
| 2010 | 2,937,011 | 1,630,142 | 1,306,869 | 1,209,477 | 1,727,534 | 719,408 | 490,069 | 910,734 | 816,800 | 1,439,171 | 1,497,840 | 1,201,489 | 296,351 |
| 2011 | 2,933,287 | 1,637,356 | 1,295,931 | 1,211,264 | 1,722,023 | 722,265 | 488,999 | 915,091 | 806,932 | 1,421,404 | 1,511,883 | 1,207,896 | 303,987 |
| 2012 | 2,908,840 | 1,637,312 | 1,271,528 | 1,204,068 | 1,704,772 | 724,017 | 480,051 | 913,295 | 791,477 | 1,406,567 | 1,502,273 | 1,206,988 | 295,285 |
| 2013 | 2,900,373 | 1,657,334 | 1,243,039 | 1,201,057 | 1,699,316 | 732,112 | 468,945 | 925,222 | 774,094 | 1,398,556 | 1,501,817 | 1,215,927 | 285,890 |
| 2014 | 2,914,956 | 1,670,072 | 1,244,884 | 1,211,231 | 1,703,725 | 742,247 | 468,984 | 927,825 | 775,900 | 1,410,127 | 1,504,829 | 1,225,184 | 279,645 |
| 2015 | 2,941,531 | 1,684,482 | 1,257,049 | 1,221,565 | 1,719,966 | 749,349 | 472,216 | 935,133 | 784,833 | 1,422,020 | 1,519,511 | 1,243,769 | 275,742 |
| 2016 | 2,972,255 | 1,695,246 | 1,277,009 | 1,221,563 | 1,750,692 | 747,288 | 474,275 | 947,958 | 802,734 | 1,441,861 | 1,530,394 | 1,265,214 | 265,180 |
| 2017 | 3,005,115 | 1,704,278 | 1,300,837 | 1,220,055 | 1,785,060 | 740,240 | 479,815 | 964,038 | 821,022 | 1,459,145 | 1,545,970 | 1,289,409 | 256,561 |
| 2018 | 3,035,683 | 1,724,586 | 1,311,097 | 1,216,663 | 1,819,020 | 736,182 | 480,481 | 988,404 | 830,616 | 1,479,938 | 1,555,745 | 1,312,591 | 243,154 |
| $2019{ }^{1}$ | 3,048,000 | 1,729,000 | 1,318,000 | 1,221,000 | 1,827,000 | 738,000 | 483,000 | 992,000 | 835,000 | 1,486,000 | 1,562,000 | - | - |
| $2020{ }^{1}$ | 3,052,000 | 1,729,000 | 1,323,000 | 1,222,000 | 1,830,000 | 737,000 | 485,000 | 992,000 | 838,000 | 1,488,000 | 1,564,000 | - | - |
| $2021{ }^{1}$ | 3,058,000 | 1,729,000 | 1,329,000 | 1,223,000 | 1,834,000 | 737,000 | 487,000 | 992,000 | 842,000 | 1,491,000 | 1,567,000 | - | - |
| $2022^{1}$ | 3,064,000 | 1,730,000 | 1,334,000 | 1,225,000 | 1,838,000 | 737,000 | 488,000 | 993,000 | 845,000 | 1,494,000 | 1,570,000 | - | - |
| $2023{ }^{1}$ | 3,071,000 | 1,732,000 | 1,339,000 | 1,228,000 | 1,844,000 | 737,000 | 491,000 | 995,000 | 849,000 | 1,498,000 | 1,574,000 | - | - |
| $2024{ }^{1}$ | 3,081,000 | 1,737,000 | 1,344,000 | 1,232,000 | 1,850,000 | 739,000 | 493,000 | 998,000 | 852,000 | 1,503,000 | 1,579,000 | - | - |
| $2025{ }^{1}$ | 3,092,000 | 1,743,000 | 1,349,000 | 1,236,000 | 1,856,000 | 742,000 | 494,000 | 1,001,000 | 854,000 | 1,508,000 | 1,584,000 | - | - |
| $2026{ }^{1}$ | 3,104,000 | 1,750,000 | 1,354,000 | 1,241,000 | 1,863,000 | 745,000 | 497,000 | 1,005,000 | 858,000 | 1,514,000 | 1,590,000 | - | - |
| $2027{ }^{1}$ | 3,109,000 | 1,750,000 | 1,358,000 | 1,243,000 | 1,865,000 | 745,000 | 498,000 | 1,005,000 | 860,000 | 1,516,000 | 1,593,000 | - | - |
| 20281 | 3,111,000 | 1,749,000 | 1,362,000 | 1,244,000 | 1,866,000 | 745,000 | 499,000 | 1,004,000 | 862,000 | 1,517,000 | 1,594,000 | - | - |
| $\underline{2029}{ }^{1}$ | 3,112,000 | 1,747,000 | 1,365,000 | 1,245,000 | 1,867,000 | 744,000 | 501,000 | 1,003,000 | 865,000 | 1,518,000 | 1,594,000 | - | - |

## -Not available.

${ }^{1}$ Projected.
NOTE: Data include unclassified graduate students. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher
education institutions that did not grant degrees. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. (This table was prepared December 2019.)


See notes at end of table.

Table 303.90. Fall enrollment and number of degree-granting postsecondary institutions, by control and religious affiliation of institution: Selected years, 1980 through 2018 -Continued

| Control and religious affiliation of institution | Total enrollment |  |  |  |  |  | Enrollment, fall 2018 |  |  |  |  | Number of institutions ${ }^{1}$ |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Fall 1980 | Fall 1990 | Fall 2000 | Fall 2010 | Fall 2016 | Fall 2017 | Total | Full-time |  | Part-time |  | $\begin{array}{r} \text { Fall } \\ 1980 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 1990 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2000 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2010 \\ \hline \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2018 \end{array}$ |
|  |  |  |  |  |  |  |  | Males | Females | Males | Females |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| General Conference Mennonite Church | 820 | 1,243 | 1,059 |  | - |  | - |  | - | - | - | 2 | 2 | 1 | - | - |
| Greek Orthodox | 204 | , 148 | 132 | 220 | 195 | 170 | 341 | 202 | 110 | 19 | 10 | 1 | 1 | 1 | 1 | 1 |
| Interdenominational | 1,254 | 11,103 | 9,788 | 33,778 | 41,113 | 41,175 | 40,777 | 12,111 | 17,164 | 5,587 | 5,915 | 4 | 17 | 14 | 31 | 34 |
| Jewish | 5,738 | 12,217 | 14,182 | 12,755 | 13,846 | 14,066 | 14,221 | 10,290 | 2,561 | 416 | 954 | 24 | 63 | 62 | 36 | 34 |
| Latter-Day Saints | 39,172 | 42,274 | 44,680 | 53,514 | 84,046 | 91,403 | 82,012 | 25,584 | 27,048 | 12,322 | 17,058 | 4 | 4 | 4 | 4 | 4 |
| Lutheran Church-Missouri Synod | 11,727 | 13,827 | 18,866 | 28,255 | 36,542 | 36,243 | 35,715 | 7,970 | 14,710 | 4,403 | 8,632 | 15 | 14 | 13 | 12 | 11 |
| Lutheran Church in America | 23,877 | 5,796 | 4,322 | 8,240 | 8,708 | 8,181 | 6,004 | 2,218 | 3,175 | 182 | 429 | 20 | 5 |  | 3 | 2 |
| Mennonite Brethren Church | 1,344 | 1,864 | 2,390 | 4,136 | 4,291 | 4,875 | 5,005 | 1,124 | 2,400 | 446 | 1,035 | 3 | 3 | 3 | 3 | 2 |
| Mennonite Church | 4,008 | 2,859 | 3,553 | 4,263 | 4,131 | 3,886 | 3,704 | 1,271 | 1,639 | 209 | 585 | 6 | 5 | 5 | 6 | 6 |
| Missionary Church Inc | 487 | 699 | 1,647 | 2,152 | 1,639 | 1,513 | 1,513 | 435 | 667 | 109 | 302 | 1 | 1 | 1 | 1 | 1 |
| Moravian Church | 2,434 | 2,511 | 2,939 | 3,095 | 3,513 | 3,430 | 3,356 | 808 | 1,754 | 147 | 647 | 2 | 2 | 2 | 2 | 2 |
| Multiple Protestant denominations | 5,526 | 211 | 4,690 | 5,350 | 4,758 | 4,766 | 4,663 | 967 | 1,555 | 1,213 | 928 | 8 | 1 | 7 | 6 | 6 |
| Nondenominational | - |  | - |  |  |  | 1,364 | 547 | 800 | 7 | 10 | - | - | - | $-$ | 2 |
| North American Baptist Original Free Will Baptist | 155 | - | 124 | 120 3.855 | 207 3,430 | 229 3,451 | 306 | 48 | 20 | 167 | 71 | 1 | 二 | 1 | 1 1 | 1 |
| Original Free Will baptist |  | - | - |  |  | 3,45 | 3,208 | 591 | 819 | 541 | 1,25 | - | - |  |  | 1 |
| Pentacostal Holiness Church | 767 | 566 | 976 | 1,272 | 1,684 | 1,623 | 1,518 | 712 | 598 | 91 | 117 | 3 | 3 | 2 | 3 | 2 |
| Presbyterian |  |  |  |  | 2,965 | 3,079 | 3,295 | 1,076 | 1,622 | 176 | 421 | - | 7 | $\bar{\square}$ |  | 56 |
| Presbyterian USA | 47,144 | 77,700 | 78,950 | 85,719 | 82,215 | 80,862 | 80,706 | 29,177 | 38,490 | 4,029 | 9,010 | 57 | 70 | 64 | 58 | 56 |
| Presbyterian Church in America |  | 1,877 | 4,499 | 2,071 | 1,611 | 1,585 | 1,567 | , 665 | , 588 | 163 | 151 | $\overline{12}$ | 1 | 5 | ${ }_{11}^{2}$ | 2 |
| Protestant Episcopal | 5,396 | 4,559 | 5,479 | 5,006 | 3,687 | 3,719 | 3,535 | 1,577 | 1,645 | 152 | 161 | 12 | 9 | 12 | 11 | 8 |
| Protestant, other | 4,072 | 38,136 | 30,116 | 13,450 | 19,342 | 19,238 | 18,950 | 5,467 | 7,378 | 2,651 | 3,454 | 11 | 44 | 34 | 23 | 25 |
| Reformed Church in America | 2,713 | 5,525 | 6,002 | 6,555 | 6,205 | 6,125 | 5,992 | 2,222 | 3,006 | 269 | 495 | 4 | 4 | 5 | 5 | 5 |
| Reformed Presbyterian Church | 2,014 | 1,556 | 2,355 | 2,982 | 2,585 | 2,393 | 2,325 | 1,019 | 825 | 257 | 224 | 4 | 2 | 2 | 3 | 3 |
| Reorganized Latter-Day Saints Church | 4,274 | 4,793 | 3,390 |  |  |  |  |  |  |  | 110,403 | 2 | 1 | 2 | - |  |
| Roman Catholic | 422,842 | 530,585 | 636,336 | 751,091 | 720,808 | 711,801 | 707,105 | 217,382 | 323,277 | 56,043 | 110,403 | 229 | 239 | 239 | 237 | 227 |
| Russian Orthodox | 47 | 38 | 106 | 60 | 75 | 89 | 90 | 68 | 6 | 15 | 1 | 1 | 1 | 1 | 1 | 1 |
| Seventh-Day Adventists | 19,168 | 15,771 | 19,223 | 25,430 | 23,914 | 23,602 | 23,315 | 7,320 | 10,979 | 1,831 | 3,185 | 11 | 11 | 13 | 14 | 13 |
| Southern Baptist | 85,281 | 49,493 | 54,275 | 49,936 | 55,308 | 60,043 | 65,762 | 21,888 | 22,887 | 8,800 | 12,187 | 54 | 29 | 32 | 22 | 22 |
| Undenominational | - | 6,758 | 23,573 | 27,748 | 35,365 | 36,006 | 35,983 | 8,006 | 12,426 | 6,009 | 9,542 | - | 14 | 16 | 16 | 20 |
| Unitarian Universalist | 87 | 82 | 132 | 166 | 181 | 178 | 164 | 24 | 76 | 17 | 47 | 2 | 2 | 2 | 2 | 2 |
| United Brethren Church | 545 | 601 | 938 | 1,260 | 1,295 | 1,321 | 1,302 | 426 | 698 | 75 | 103 | 1 | 1 | 1 | 1 | 1 |
| United Church of Christ | 14,169 | 20,175 | 23,709 | 20,537 | 15,641 | 15,324 | 15,336 | 5,042 | 6,529 | 1,229 | 2,536 | 16 | 18 | 18 | 17 | 14 |
| United Methodist | 127,099 | 148,851 | 171,109 | 206,744 | 200,792 | 200,217 | 199,759 | 72,248 | 95,922 | 11,556 | 20,033 | 91 | 96 | 100 | 96 | 94 |
| Wesleyan Church | 3,583 | 5,311 | 11,128 | 20,670 | 19,240 | 18,608 | 18,339 | 4,765 | 10,225 | 1,040 | 2,309 | 5 | 4 | 4 | 6 | 8 |
| Wisconsin Evangelical Lutheran Synod | 808 | 931 | 1,660 | 1,677 | 2,051 | 2,095 | 2,220 | 823 | 887 | 215 | 295 | 1 | 3 | 2 | 2 | 2 |
| Other religiously affiliated | 462 | 5,743 | 2,534 | 4,778 | 5,097 | 5,624 | 5,426 | 1,681 | 2,302 | 460 | 983 | 1 | 9 | 4 | 11 | 12 |

## - Not available.

Counts of institutions in this table may be lower than reported in other tables because counts in this table include only institutions reporting separate enrollment data.
Included under "Other public."
NOTE: Data for 1980 and 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Titte IV federal financial aid programs The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2 -year
colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.
 Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education" and "Institutional Characteristics" surveys, 1980; Characteristics Survey" (IPEDS-IC:90); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared February 2020.)

Table 304.10. Total fall enrollment in degree-granting postsecondary institutions, by state or jurisdiction: Selected years, 1970 through 2018

| State or jurisdiction | 1970 | 1980 | 1990 | 2000 | 2010 | 2013 | 2015 | 2016 | 2017 | 2018 | $\begin{array}{r} \text { Percent } \\ \text { change, } \\ 2013 \text { to } 2018 \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | 8,580,887 | 12,096,895 | 13,818,637 | 15,312,289 | 21,019,438 | 20,376,677 | 19,988,204 | 19,846,904 | 19,778,151 | 19,645,918 | -3.6 |
| Alabama | 103,936 | 164,306 | 218,589 | 233,962 | 327,606 | 305,817 | 302,959 | 304,052 | 306,817 | 304,182 | -0.5 |
| Alaska | 9,471 | 21,296 | 29,833 | 27,953 | 34,799 | 34,890 | 31,373 | 28,436 | 26,905 | 25,692 | -26.4 |
| Arizona | 109,619 | 202,716 | 264,148 | 342,490 | 793,871 | 693,714 | 650,422 | 608,086 | 591,122 | 581,982 | -16.1 |
| Arkansas | 52,039 | 77,347 | 90,425 | 115,172 | 175,848 | 172,432 | 168,402 | 167,235 | 163,963 | 159,738 | -7.4 |
| California | 1,257,245 | 1,791,088 | 1,808,740 | 2,256,708 | 2,714,699 | 2,641,331 | 2,687,410 | 2,700,445 | 2,724,446 | 2,712,420 | 2.7 |
| Colorado | 123,395 | 162,916 | 227,131 | 263,872 | 369,450 | 358,330 | 348,159 | 352,255 | 360,236 | 360,537 | 0.6 |
| Connecticut | 124,700 | 159,632 | 168,604 | 161,243 | 199,384 | 201,028 | 199,666 | 198,010 | 197,534 | 197,480 | -1.8 |
| Delaware | 25,260 | 32,939 | 42,004 | 43,897 | 55,258 | 59,615 | 60,392 | 61,139 | 60,338 | 60,700 | 1.8 |
| District of Columbia | 77,158 | 86,675 | 79,551 | 72,689 | 91,992 | 89,257 | 93,972 | 93,040 | 95,999 | 97,776 | 9.5 |
| Florida | 235,525 | 411,891 | 588,086 | 707,684 | 1,124,778 | 1,125,872 | 1,083,570 | 1,075,527 | 1,073,338 | 1,068,063 | -5.1 |
| Georgia | 126,511 | 184,159 | 251,786 | 346,204 | 568,916 | 533,425 | 530,711 | 533,073 | 538,124 | 543,443 | 1.9 |
| Hawaii | 36,562 | 49,009 | 56,436 | 60,182 | 78,073 | 76,434 | 69,332 | 65,843 | 64,125 | 61,855 | -19.1 |
| Idaho | 34,567 | 43,018 | 51,881 | 65,594 | 85,201 | 109,044 | 121,109 | 123,796 | 131,803 | 123,487 | 13.2 |
| Illinois | 452,146 | 645,288 | 729,246 | 743,918 | 906,845 | 842,888 | 802,211 | 777,720 | 757,001 | 738,448 | -12.4 |
| Indiana | 192,668 | 247,253 | 284,832 | 314,334 | 459,493 | 444,409 | 426,364 | 419,284 | 398,802 | 388,348 | -12.6 |
| lowa | 108,902 | 140,449 | 170,515 | 188,974 | 381,867 | 339,738 | 275,106 | 266,513 | 260,801 | 254,058 | -25.2 |
| Kansas | 102,485 | 136,605 | 163,733 | 179,968 | 214,849 | 215,855 | 219,994 | 215,832 | 213,997 | 212,737 | -1.4 |
| Kentucky | 98,591 | 143,066 | 177,852 | 188,341 | 291,104 | 273,073 | 255,722 | 255,062 | 258,498 | 262,961 | -3.7 |
| Louisiana | 120,728 | 160,058 | 186,840 | 223,800 | 263,676 | 251,935 | 245,305 | 239,278 | 241,567 | 241,401 | -4.2 |
| Maine | 34,134 | 43,264 | 57,186 | 58,473 | 72,406 | 72,412 | 71,719 | 72,116 | 71,811 | 71,773 | -0.9 |
| Maryland | 149,607 | 225,180 | 259,700 | 273,745 | 377,967 | 363,699 | 364,225 | 366,809 | 364,178 | 361,442 | -0.6 |
| Massachusetts | 303,809 | 418,415 | 417,833 | 421,142 | 507,753 | 513,964 | 510,512 | 505,722 | 503,539 | 499,769 | -2.8 |
| Michigan | 392,726 | 520,131 | 569,803 | 567,631 | 697,765 | 643,575 | 601,462 | 583,034 | 558,072 | 541,096 | -15.9 |
| Minnesota | 160,788 | 206,691 | 253,789 | 293,445 | 465,449 | 441,637 | 430,466 | 422,793 | 412,966 | 408,783 | -7.4 |
| Mississippi | 73,967 | 102,364 | 122,883 | 137,389 | 179,995 | 173,084 | 174,183 | 172,588 | 171,824 | 169,360 | -2.2 |
| Missouri | 183,930 | 233,378 | 289,899 | 321,348 | 444,750 | 438,446 | 409,999 | 401,098 | 385,483 | 374,424 | -14.6 |
| Montana | 30,062 | 35,177 | 35,876 | 42,240 | 53,282 | 52,777 | 50,799 | 50,918 | 50,642 | 49,363 | -6.5 |
| Nebraska | 66,915 | 89,488 | 112,831 | 112,117 | 144,692 | 137,943 | 136,091 | 136,098 | 135,710 | 134,938 | -2.2 |
| Nevada | 13,669 | 40,455 | 61,728 | 87,893 | 129,360 | 116,738 | 116,101 | 116,030 | 117,574 | 117,798 | 0.9 |
| New Hampshire | 29,400 | 46,794 | 59,510 | 61,718 | 75,539 | 92,440 | 123,508 | 133,159 | 149,184 | 160,743 | 73.9 |
| New Jersey | 216,121 | 321,610 | 324,286 | 335,945 | 444,092 | 436,939 | 423,759 | 421,386 | 419,037 | 414,416 | -5.2 |
| New Mexico | 44,461 | 58,629 | 85,500 | 110,739 | 162,552 | 153,455 | 138,248 | 134,607 | 129,595 | 123,297 | -19.7 |
| New York | 806,479 | 992,349 | 1,048,286 | 1,043,395 | 1,305,151 | 1,305,121 | 1,285,406 | 1,273,634 | 1,260,557 | 1,250,287 | -4.2 |
| North Carolina | 171,925 | 287,537 | 352,138 | 404,652 | 585,792 | 575,020 | 562,442 | 561,415 | 564,111 | 563,710 | -2.0 |
| North Dakota | 31,495 | 34,069 | 37,878 | 40,248 | 56,903 | 55,030 | 53,834 | 54,203 | 53,749 | 53,286 | -3.2 |
| Ohio | 376,267 | 488,938 | 557,690 | 549,553 | 745,115 | 696,912 | 664,623 | 658,043 | 649,586 | 644,962 | -7.5 |
| Oklahoma | 110,155 | 160,295 | 173,221 | 178,016 | 230,560 | 220,897 | 211,117 | 208,333 | 202,150 | 195,943 | -11.3 |
| Oregon | 122,177 | 157,458 | 165,741 | 183,065 | 251,708 | 251,087 | 240,649 | 236,851 | 229,988 | 228,140 | -9.1 |
| Pennsylvania | 411,044 | 507,716 | 604,060 | 609,521 | 804,640 | 765,581 | 736,163 | 725,682 | 717,025 | 700,329 | -8.5 |
| Rhode Island | 45,898 | 66,869 | 78,273 | 75,450 | 85,110 | 83,460 | 82,292 | 83,348 | 82,765 | 80,868 | -3.1 |
| South Carolina | 69,518 | 132,476 | 159,302 | 185,931 | 257,064 | 257,844 | 249,655 | 246,563 | 246,416 | 240,533 | -6.7 |
| South Dakota | 30,639 | 32,761 | 34,208 | 43,221 | 58,360 | 55,129 | 53,664 | 53,683 | 53,620 | 53,365 | -3.2 |
| Tennessee | 135,103 | 204,841 | 226,238 | 263,910 | 351,762 | 338,197 | 323,869 | 321,752 | 323,157 | 322,115 | -4.8 |
| Texas | 442,225 | 701,391 | 901,437 | 1,033,973 | 1,535,864 | 1,541,279 | 1,579,614 | 1,605,498 | 1,630,520 | 1,643,542 | 6.6 |
| Utah | 81,687 | 92,159 | 121,303 | 163,776 | 255,653 | 261,897 | 292,995 | 311,450 | 331,996 | 359,772 | 37.4 |
| Vermont | 22,209 | 30,628 | 36,398 | 35,489 | 45,572 | 43,536 | 43,865 | 44,719 | 43,855 | 42,914 | -1.4 |
| Virginia | 151,915 | 280,504 | 353,442 | 381,893 | 577,922 | 583,755 | 569,752 | 557,444 | 554,120 | 552,041 | -5.4 |
| Washington | 183,544 | 303,603 | 263,384 | 320,840 | 388,116 | 363,377 | 364,844 | 366,547 | 367,943 | 367,056 | 1.0 |
| West Virginia | 63,153 | 81,973 | 84,790 | 87,888 | 152,431 | 157,952 | 150,897 | 146,608 | 142,966 | 140,103 | -11.3 |
| Wisconsin | 202,058 | 269,086 | 299,774 | 307,179 | 384,181 | 362,379 | 350,255 | 341,717 | 340,301 | 336,409 | -7.2 |
| Wyoming | 15,220 | 21,147 | 31,326 | 30,004 | 38,298 | 37,031 | 34,205 | 33,365 | 33,014 | 32,510 | -12.2 |
| U.S. Service Academies ${ }^{1}$ | 17,079 | 49,808 | 48,692 | 13,475 | 15,925 | 14,997 | 14,812 | 15,065 | 15,281 | 15,523 | 3.5 |
| Other jurisdictions | 67,237 | 137,749 | 164,618 | 194,633 | 264,240 | 254,543 | 247,886 | 241,896 | 192,717 | 212,565 | -16.5 |
| American Samoa | 0 | 976 | 1,219 | 297 | 2,193 | 1,488 | 1,285 | 1,253 | 1,095 | 1,037 | -30.3 |
| Federated States of Micronesia | 0 | 224 | 975 | 1,576 | 2,699 | 2,446 | 2,215 | 2,090 | 2,022 | 1,931 | -21.1 |
| Guam | 2,719 | 3,217 | 4,741 | 5,215 | 6,188 | 6,518 | 6,395 | 6,084 | 6,027 | 5,888 | -9.7 |
| Marshall Islands | 0 | 0 | 0 | 328 | 869 | 1,000 | 995 | 978 | 1,032 | 1,119 | 11.9 |
| Northern Marianas | 0 | 0 | 661 | 1,078 | 1,137 | 1,109 | 1,157 | 1,038 | 1,216 | 1,194 | 7.7 |
| Palau | 0 | 0 | 491 | 581 | 694 | 646 | 627 | 587 | 532 | 497 | -23.1 |
| Puerto Rico | 63,073 | 131,184 | 154,065 | 183,290 | 247,727 | 239,015 | 232,891 | 227,496 | 178,623 | 198,915 | -16.8 |
| $\underline{\text { U.S. Virgin Islands }}$ | 1,445 | 2,148 | 2,466 | 2,268 | 2,733 | 2,321 | 2,321 | 2,370 | 2,170 | 1,984 | -14.5 |

${ }^{1}$ Data for 2000 and later years reflect a substantial reduction in the number of Department of Defense institutions included in the IPEDS survey.
NOTE: Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared January 2020.)

Table 304.15. Total fall enrollment in public degree-granting postsecondary institutions, by state or jurisdiction: Selected years, 1970 through 2018

| State or jurisdiction | 1970 | 1980 | 1990 | 2000 | 2010 | 2013 | 2015 | 2016 | 2017 | 2018 | Percent change, 2013 to 2018 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | 6,428,134 | 9,457,394 | 10,844,717 | 11,752,786 | 15,142,171 | 14,746,848 | 14,572,843 | 14,585,840 | 14,571,739 | 14,529,264 | -1.5 |
| Alabama | 87,884 | 143,674 | 195,939 | 207,435 | 267,083 | 248,296 | 247,450 | 251,038 | 254,071 | 255,087 | 2.7 |
| Alaska | 8,563 | 20,561 | 27,792 | 26,559 | 32,303 | 31,600 | 28,429 | 27,352 | 25,850 | 24,649 | -22.0 |
| Arizona | 107,315 | 194,034 | 248,213 | 284,522 | 366,976 | 354,485 | 360,976 | 361,400 | 366,787 | 367,198 | 3.6 |
| Arkansas | 43,599 | 66,068 | 78,645 | 101,775 | 155,780 | 153,898 | 150,165 | 149,298 | 146,578 | 142,382 | -7.5 |
| California | 1,123,529 | 1,599,838 | 1,594,710 | 1,927,771 | 2,223,163 | 2,151,521 | 2,202,258 | 2,228,592 | 2,257,256 | 2,250,219 | 4.6 |
| Colorado | 108,562 | 145,598 | 200,653 | 217,897 | 269,433 | 271,223 | 265,828 | 272,668 | 278,909 | 279,495 | 3.0 |
| Connecticut | 73,391 | 97,788 | 109,556 | 101,027 | 127,194 | 123,093 | 119,766 | 117,345 | 116,090 | 114,529 | -7.0 |
| Delaware | 21,151 | 28,325 | 34,252 | 34,194 | 39,935 | 40,992 | 40,611 | 41,816 | 42,321 | 42,601 | 3.9 |
| District of Columbia | 12,194 | 13,900 | 11,990 | 5,499 | 5,840 | 5,347 | 5,118 | 4,587 | 4,529 | 4,500 | -15.8 |
| Florida | 189,450 | 334,349 | 489,081 | 556,912 | 790,027 | 795,860 | 794,390 | 797,048 | 798,045 | 800,451 | 0.6 |
| Georgia | 101,900 | 140,158 | 196,413 | 271,755 | 436,047 | 413,706 | 417,860 | 422,159 | 428,586 | 435,744 | 5.3 |
| Hawaii | 32,963 | 43,269 | 45,728 | 44,579 | 60,090 | 58,941 | 55,756 | 53,418 | 51,674 | 51,063 | -13.4 |
| Idaho | 27,072 | 34,491 | 41,315 | 53,751 | 64,204 | 75,910 | 72,339 | 74,667 | 75,792 | 77,133 | 1.6 |
| Illinois | 315,634 | 491,274 | 551,333 | 534,155 | 585,515 | 546,483 | 509,104 | 492,578 | 478,042 | 465,229 | -14.9 |
| Indiana | 136,739 | 189,224 | 223,953 | 240,023 | 337,705 | 335,923 | 321,501 | 319,581 | 301,562 | 296,229 | -11.8 |
| lowa | 68,390 | 97,454 | 117,834 | 135,008 | 177,781 | 168,644 | 171,005 | 171,075 | 170,262 | 199,231 | 18.1 |
| Kansas | 88,215 | 121,987 | 149,117 | 159,976 | 185,623 | 184,075 | 179,532 | 180,170 | 179,624 | 179,600 | -2.4 |
| Kentucky | 77,240 | 114,884 | 147,095 | 151,973 | 229,725 | 218,472 | 205,908 | 205,431 | 202,266 | 199,748 | -8.6 |
| Louisiana | 101,127 | 136,703 | 158,290 | 189,213 | 224,811 | 215,701 | 212,098 | 208,254 | 210,166 | 210,696 | -2.3 |
| Maine | 25,405 | 31,878 | 41,500 | 40,662 | 50,903 | 49,602 | 47,408 | 47,763 | 46,999 | 48,332 | -2.6 |
| Maryland | 118,988 | 195,051 | 220,783 | 223,797 | 309,779 | 301,565 | 303,849 | 306,892 | 303,614 | 301,959 | 0.1 |
| Massachusetts | 116,127 | 183,765 | 186,035 | 183,248 | 224,542 | 228,253 | 222,243 | 218,465 | 213,388 | 207,767 | -9.0 |
| Michigan | 339,625 | 454,147 | 487,359 | 467,861 | 562,448 | 527,745 | 501,411 | 492,771 | 478,735 | 466,806 | -11.5 |
| Minnesota | 130,567 | 162,379 | 199,211 | 218,617 | 276,176 | 266,440 | 256,187 | 253,239 | 249,385 | 245,164 | -8.0 |
| Mississippi | 64,968 | 90,661 | 109,038 | 125,355 | 161,493 | 154,366 | 155,334 | 153,082 | 152,392 | 150,583 | -2.5 |
| Missouri | 132,540 | 165,179 | 200,093 | 201,509 | 256,030 | 254,650 | 248,516 | 244,921 | 237,454 | 232,040 | -8.9 |
| Montana | 27,287 | 31,178 | 31,865 | 37,387 | 48,231 | 47,851 | 45,935 | 46,262 | 46,002 | 44,925 | -6.1 |
| Nebraska | 51,454 | 73,509 | 94,614 | 88,531 | 107,979 | 101,893 | 100,030 | 101,032 | 101,038 | 100,594 | -1.3 |
| Nevada | 13,576 | 40,280 | 61,242 | 83,120 | 113,103 | 102,538 | 104,418 | 106,196 | 107,864 | 108,658 | 6.0 |
| New Hampshire | 15,979 | 24,119 | 32,163 | 35,870 | 44,077 | 42,711 | 42,628 | 41,170 | 39,761 | 38,735 | -9.3 |
| New Jersey | 145,373 | 247,028 | 261,601 | 266,921 | 358,256 | 352,822 | 339,722 | 337,099 | 334,597 | 329,037 | -6.7 |
| New Mexico | 40,795 | 55,077 | 83,403 | 101,450 | 150,844 | 144,381 | 131,343 | 129,038 | 125,381 | 120,293 | -16.7 |
| New York | 449,437 | 563,251 | 616,884 | 583,417 | 723,500 | 720,948 | 709,243 | 700,875 | 697,458 | 690,097 | -4.3 |
| North Carolina | 123,761 | 228,154 | 285,405 | 329,422 | 475,064 | 460,125 | 448,055 | 450,080 | 454,998 | 456,128 | -0.9 |
| North Dakota | 30,192 | 31,709 | 34,690 | 36,014 | 48,904 | 48,718 | 48,191 | 47,964 | 47,574 | 46,531 | -4.5 |
| Ohio | 281,099 | 381,765 | 427,613 | 411,161 | 547,551 | 520,039 | 501,677 | 501,146 | 497,409 | 495,612 | -4.7 |
| Oklahoma | 91,438 | 137,188 | 151,073 | 153,699 | 197,641 | 187,078 | 179,008 | 177,629 | 174,239 | 170,979 | -8.6 |
| Oregon | 108,483 | 140,102 | 144,427 | 154,756 | 208,001 | 208,317 | 197,948 | 197,819 | 192,402 | 191,943 | -7.9 |
| Pennsylvania | 232,982 | 292,499 | 343,478 | 339,229 | 432,923 | 419,856 | 408,522 | 406,346 | 401,045 | 392,771 | -6.5 |
| Rhode Island | 25,527 | 35,052 | 42,350 | 38,458 | 43,224 | 42,786 | 41,320 | 41,369 | 41,018 | 40,082 | -6.3 |
| South Carolina | 47,101 | 107,683 | 131,134 | 155,519 | 205,080 | 207,717 | 202,487 | 200,295 | 200,622 | 196,525 | -5.4 |
| South Dakota | 23,936 | 24,328 | 26,596 | 34,857 | 44,569 | 44,272 | 44,254 | 44,305 | 44,630 | 43,871 | -0.9 |
| Tennessee | 98,897 | 156,835 | 175,049 | 202,530 | 242,486 | 229,302 | 223,411 | 221,288 | 223,179 | 225,281 | -1.8 |
| Texas | 365,522 | 613,552 | 802,314 | 896,534 | 1,334,110 | 1,349,490 | 1,388,266 | 1,423,205 | 1,448,398 | 1,468,587 | 8.8 |
| Utah | 49,588 | 59,598 | 86,108 | 123,046 | 179,061 | 168,311 | 170,689 | 175,308 | 180,034 | 183,949 | 9.3 |
| Vermont | 12,536 | 17,984 | 20,910 | 20,021 | 27,524 | 25,852 | 25,383 | 25,736 | 25,300 | 25,197 | -2.5 |
| Virginia | 123,279 | 246,500 | 291,286 | 313,780 | 409,004 | 405,915 | 394,210 | 389,446 | 389,251 | 384,879 | -5.2 |
| Washington | 162,718 | 276,028 | 227,632 | 273,928 | 330,853 | 310,192 | 313,964 | 315,356 | 318,336 | 319,377 | 3.0 |
| West Virginia | 51,363 | 71,228 | 74,108 | 76,136 | 96,104 | 90,780 | 86,342 | 85,099 | 83,898 | 81,605 | -10.1 |
| Wisconsin | 170,374 | 235,179 | 253,529 | 249,737 | 301,259 | 287,619 | 282,250 | 278,300 | 279,097 | 277,178 | -3.6 |
| Wyoming | 15,220 | 21,121 | 30,623 | 28,715 | 36,292 | 35,547 | 33,693 | 32,802 | 32,550 | 32,472 | -8.7 |
| U.S. Service Academies ${ }^{1}$ | 17,079 | 49,808 | 48,692 | 13,475 | 15,925 | 14,997 | 14,812 | 15,065 | 15,281 | 15,523 | 3.5 |
| Other jurisdictions | 46,680 | 60,692 | 66,244 | 84,464 | 83,719 | 78,136 | 80,129 | 81,479 | 37,419 | 72,399 | -7.3 |
| American Samoa | 0 | 976 | 1,219 | 297 | 2,193 | 1,488 | 1,285 | 1,253 | 1,095 | 1,037 | -30.3 |
| Federated States of Micronesia | 0 | 224 | 975 | 1,576 | 2,699 | 2,446 | 2,215 | 2,090 | 2,022 | 1,931 | -21.1 |
| Guam | 2,719 | 3,217 | 4,741 | 5,215 | 6,103 | 6,439 | 6,325 | 6,017 | 5,972 | 5,826 | -9.5 |
| Marshall Islands | 0 | 0 | 0 | 328 | 869 | 1,000 | 995 | 978 | 1,032 | 1,119 | 11.9 |
| Northern Marianas | 0 | 0 | 661 | 1,078 | 1,137 | 1,109 | 1,157 | 1,038 | 1,216 | 1,194 | 7.7 |
| Palau | 0 |  | 491 | 581 | 694 | 646 | 627 | 587 | 532 | 497 | -23.1 |
| Puerto Rico | 42,516 | 54,127 | 55,691 | 73,121 | 67,291 | 62,687 | 65,204 | 67,146 | 23,380 | 58,811 | -6.2 |
| U.S. Virgin Islands | 1,445 | 2,148 | 2,466 | 2,268 | 2,733 | 2,321 | 2,321 | 2,370 | 2,170 | 1,984 | -14.5 |

${ }^{1}$ Data for 2000 and later years reflect a substantial reduction in the number of Department of Defense institutions included in the IPEDS survey.
NOTE: Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared January 2020.)

Table 304.21. Total fall enrollment in private nonprofit degree-granting postsecondary institutions, by state or jurisdiction: Selected years, 1980 through 2018

| State or jurisdiction | 1980 | 1990 | 2000 | 2010 | 2012 | 2013 | 2015 | 2016 | 2017 | 2018 | Percent change, 2013 to 2018 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | 2,527,787 | 2,760,227 | 3,109,419 | 3,854,482 | 3,951,388 | 3,971,390 | 4,065,891 | 4,078,956 | 4,108,489 | 4,134,244 | 4.1 |
| Alabama | 19,233 | 20,421 | 22,649 | 25,136 | 26,109 | 25,239 | 25,967 | 24,956 | 26,144 | 26,261 | 4.0 |
| Alaska | 735 | 1,647 | 908 | 732 | 715 | 764 | 621 | 660 | 625 | 628 | -17.8 |
| Arizona | 2,949 | 7,184 | 11,092 | 8,817 | 9,187 | 9,150 | 9,606 | 9,802 | 9,935 | 10,923 | 19.4 |
| Arkansas | 9,557 | 10,078 | 12,640 | 16,654 | 17,152 | 16,919 | 17,554 | 17,446 | 17,009 | 16,932 | 0.1 |
| California | 183,700 | 201,222 | 252,449 | 285,898 | 297,250 | 306,964 | 304,296 | 304,789 | 309,239 | 311,573 | 1.5 |
| Colorado | 16,156 | 19,254 | 27,548 | 32,938 | 33,765 | 34,530 | 35,400 | 34,269 | 34,081 | 33,880 | -1.9 |
| Connecticut | 61,457 | 58,346 | 58,444 | 66,750 | 67,765 | 68,779 | 71,715 | 72,344 | 72,360 | 73,023 | 6.2 |
| Delaware | 4,614 | 7,752 | 9,703 | 14,833 | 16,627 | 18,245 | 19,455 | 19,022 | 17,697 | 17,748 | -2.7 |
| District of Columbia | 70,894 | 64,645 | 64,212 | 78,215 | 79,000 | 78,908 | 79,276 | 78,938 | 81,099 | 81,391 | 3.1 |
| Florida | 73,767 | 87,476 | 113,580 | 162,311 | 179,935 | 180,611 | 207,518 | 205,323 | 205,106 | 200,329 | 10.9 |
| Georgia | 39,122 | 46,297 | 64,123 | 71,134 | 73,235 | 73,395 | 74,106 | 76,263 | 78,855 | 81,101 | 10.5 |
| Hawaii | 5,740 | 10,708 | 13,727 | 14,273 | 14,292 | 13,087 | 10,586 | 9,799 | 10,159 | 9,695 | -25.9 |
| Idaho | 8,527 | 10,133 | 11,167 | 18,185 | 26,749 | 31,489 | 47,651 | 48,492 | 55,503 | 45,926 | 45.8 |
| Illinois | 147,269 | 165,669 | 184,856 | 227,482 | 227,880 | 224,127 | 221,310 | 218,283 | 215,250 | 213,452 | -4.8 |
| Indiana | 54,641 | 56,929 | 67,307 | 88,928 | 88,916 | 88,834 | 90,752 | 91,604 | 89,983 | 88,799 | \# |
| lowa | 42,693 | 51,851 | 51,625 | 57,430 | 56,221 | 56,283 | 54,078 | 53,475 | 52,882 | 51,467 | -8.6 |
| Kansas | 14,618 | 14,518 | 19,522 | 25,212 | 26,004 | 26,693 | 25,249 | 23,058 | 23,177 | 23,312 | -12.7 |
| Kentucky | 22,326 | 26,084 | 28,015 | 37,554 | 40,223 | 39,830 | 39,483 | 41,332 | 47,958 | 55,504 | 39.4 |
| Louisiana | 22,980 | 26,183 | 29,963 | 27,667 | 28,881 | 28,065 | 26,345 | 25,676 | 26,436 | 27,318 | -2.7 |
| Maine | 10,258 | 14,348 | 16,837 | 19,578 | 21,121 | 21,329 | 22,424 | 22,737 | 23,468 | 23,234 | 8.9 |
| Maryland | 30,035 | 38,557 | 46,529 | 54,894 | 54,917 | 53,856 | 53,063 | 53,881 | 54,644 | 55,012 | 2.1 |
| Massachusetts | 234,007 | 231,232 | 236,050 | 275,565 | 278,907 | 280,088 | 284,065 | 284,513 | 288,019 | 289,932 | 3.5 |
| Michigan | 65,984 | 82,444 | 96,669 | 124,307 | 114,676 | 108,166 | 95,107 | 87,297 | 76,782 | 72,631 | -32.9 |
| Minnesota | 42,292 | 51,502 | 62,870 | 73,504 | 71,446 | 71,366 | 70,666 | 70,356 | 70,653 | 71,190 | -0.2 |
| Mississippi | 10,556 | 12,034 | 11,625 | 15,398 | 16,058 | 16,046 | 16,873 | 17,856 | 17,576 | 17,576 | 9.5 |
| Missouri | 66,440 | 86,202 | 109,784 | 153,918 | 154,169 | 152,442 | 147,328 | 146,452 | 139,978 | 138,418 | -9.2 |
| Montana | 3,482 | 4,011 | 4,853 | 5,051 | 4,921 | 4,926 | 4,864 | 4,621 | 4,603 | 4,395 | -10.8 |
| Nebraska | 15,979 | 17,885 | 21,608 | 32,940 | 32,783 | 33,400 | 34,233 | 33,747 | 33,700 | 34,191 | 2.4 |
| Nevada | 175 | 339 | 586 | 3,370 | 3,421 | 3,546 | 4,214 | 4,057 | 4,266 | 4,233 | 19.4 |
| New Hampshire | 20,783 | 24,900 | 21,939 | 26,566 | 35,681 | 46,681 | 79,388 | 91,989 | 109,423 | 122,008 | 161.4 |
| New Jersey | 73,757 | 59,011 | 62,049 | 75,980 | 74,391 | 73,483 | 73,636 | 73,822 | 73,693 | 74,413 | 1.3 |
| New Mexico | 3,552 | 1,796 | 4,258 | 1,120 | 1,334 | 1,503 | 1,617 | 1,658 | 1,590 | 1,498 | -0.3 |
| New York | 407,101 | 406,510 | 424,379 | 526,357 | 535,236 | 533,749 | 530,798 | 530,938 | 524,627 | 522,350 | -2.1 |
| North Carolina | 55,729 | 64,859 | 74,640 | 92,031 | 94,023 | 96,072 | 97,684 | 97,322 | 97,121 | 97,122 | 1.1 |
| North Dakota | 2,360 | 3,188 | 4,123 | 6,234 | 5,313 | 5,348 | 5,040 | 5,690 | 5,648 | 6,140 | 14.8 |
| Ohio | 95,918 | 109,749 | 124,718 | 146,389 | 146,179 | 142,502 | 138,542 | 138,327 | 136,776 | 135,303 | -5.1 |
| Oklahoma | 21,149 | 18,492 | 21,094 | 22,657 | 24,032 | 25,117 | 25,996 | 26,227 | 23,919 | 22,549 | -10.2 |
| Oregon | 17,192 | 20,353 | 25,289 | 32,811 | 33,370 | 35,289 | 37,533 | 35,429 | 34,607 | 33,809 | -4.2 |
| Pennsylvania | 207,975 | 223,478 | 239,128 | 298,997 | 296,704 | 294,767 | 292,166 | 291,914 | 294,437 | 294,037 | -0.2 |
| Rhode Island | 31,817 | 35,923 | 36,768 | 41,886 | 40,748 | 40,674 | 40,972 | 41,979 | 41,747 | 40,786 | 0.3 |
| South Carolina | 21,868 | 26,734 | 29,655 | 35,089 | 34,601 | 34,195 | 34,606 | 35,106 | 34,165 | 36,950 | 8.1 |
| South Dakota | 8,433 | 6,188 | 5,660 | 9,044 | 7,273 | 7,153 | 7,221 | 7,223 | 7,060 | 7,405 | 3.5 |
| Tennessee | 44,711 | 47,344 | 55,809 | 77,764 | 82,816 | 83,912 | 83,352 | 84,426 | 84,459 | 83,974 | 0.1 |
| Texas | 86,001 | 92,672 | 120,123 | 131,485 | 136,187 | 136,077 | 140,057 | 142,266 | 142,727 | 141,753 | 4.2 |
| Utah | 32,561 | 34,387 | 35,986 | 61,310 | 81,270 | 85,599 | 117,009 | 131,527 | 147,610 | 171,644 | 100.5 |
| Vermont | 12,644 | 15,488 | 15,131 | 17,433 | 17,679 | 17,222 | 18,103 | 18,683 | 18,411 | 17,644 | 2.5 |
| Virginia | 33,269 | 57,142 | 50,979 | 110,720 | 128,323 | 130,794 | 135,037 | 132,850 | 132,956 | 137,115 | 4.8 |
| Washington | 27,087 | 32,145 | 41,415 | 43,702 | 43,177 | 43,222 | 44,568 | 43,992 | 42,860 | 42,267 | -2.2 |
| West Virginia | 10,440 | 9,822 | 9,800 | 12,952 | 7,683 | 8,505 | 8,665 | 8,809 | 8,583 | 8,368 | -1.6 |
| Wisconsin | 33,254 | 45,095 | 55,535 | 65,281 | 63,043 | 62,427 | 59,584 | 57,168 | 58,419 | 57,035 | -8.6 |
| Wyoming | 0 | 0 | 0 | 0 | 0 | 22 | 512 | 563 | 464 | 0 | -100.0 |
| Other jurisdictions | 70,702 | 164,618 | 194,633 | 137,375 | 138,661 | 134,587 | 127,194 | 122,016 | 118,597 | 108,934 | -19.1 |
| American Samoa | 0 | 1,219 | 297 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ |
| Federated States of Micronesia | 0 | 975 | 1,576 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ |
| Guam | 0 | 4,741 | 5,215 | 85 | 77 | 79 | 70 | 67 | 55 | 62 | -21.5 |
| Marshall Islands | 0 | 0 | 328 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ |
| Northern Marianas | 0 | 661 | 1,078 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ |
| Palau | 0 | 491 | 581 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ |
| Puerto Rico | 70,702 | 154,065 | 183,290 | 137,290 | 138,584 | 134,508 | 127,124 | 121,949 | 118,542 | 108,872 | -19.1 |
| U.S. Virgin Islands | 0 | 2,466 | 2,268 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ |

## $\dagger$ Not applicable.

\#Rounds to zero.
NOTE: Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

Table 304.22. Total fall enrollment in private for-profit degree-granting postsecondary institutions, by state or jurisdiction: Selected years, 1980 through 2018

| State or jurisdiction | 1980 | 1990 | 2000 | 2010 | 2012 | 2013 | 2015 | 2016 | 2017 | 2018 | Percent change, 2013 to 2018 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | 111,714 | 213,693 | 450,084 | 2,022,785 | 1,808,423 | 1,658,439 | 1,349,470 | 1,182,108 | 1,097,923 | 982,410 | -40.8 |
| Alabama | 1,399 | 2,229 | 3,878 | 35,387 | 33,157 | 32,282 | 29,542 | 28,058 | 26,602 | 22,834 | -29.3 |
| Alaska | 0 | 394 | 486 | 1,764 | 1,487 | 2,526 | 2,323 | 424 | 430 | 415 | -83.6 |
| Arizona | 5,733 | 8,751 | 46,876 | 418,078 | 368,049 | 330,079 | 279,840 | 236,884 | 214,400 | 203,861 | -38.2 |
| Arkansas | 1,722 | 1,702 | 757 | 3,414 | 2,082 | 1,615 | 683 | 491 | 376 | 424 | -73.7 |
| California | 7,550 | 12,808 | 76,488 | 205,638 | 195,204 | 182,846 | 180,856 | 167,064 | 157,951 | 150,628 | -17.6 |
| Colorado | 1,162 | 7,224 | 18,427 | 67,079 | 56,961 | 52,577 | 46,931 | 45,318 | 47,246 | 47,162 | -10.3 |
| Connecticut | 387 | 702 | 1,772 | 5,440 | 8,941 | 9,156 | 8,185 | 8,321 | 9,084 | 9,928 | 8.4 |
| Delaware | 0 | 0 | 0 | 490 | 387 | 378 | 326 | 301 | 320 | 351 | -7.1 |
| District of Columbia | 1,881 | 2,916 | 2,978 | 7,937 | 5,674 | 5,002 | 9,578 | 9,515 | 10,371 | 11,885 | 137.6 |
| Florida | 3,775 | 11,529 | 37,192 | 172,440 | 169,878 | 149,401 | 81,662 | 73,156 | 70,187 | 67,283 | -55.0 |
| Georgia | 4,879 | 9,076 | 10,326 | 61,735 | 49,936 | 46,324 | 38,745 | 34,651 | 30,683 | 26,598 | -42.6 |
| Hawaii | 0 | 0 | 1,876 | 3,710 | 3,869 | 4,406 | 2,990 | 2,626 | 2,292 | 1,097 | -75.1 |
| Idaho | 0 | 433 | 676 | 2,812 | 2,478 | 1,645 | 1,119 | 637 | 508 | 428 | -74.0 |
| Illinois | 6,745 | 12,244 | 24,907 | 93,848 | 82,123 | 72,278 | 71,797 | 66,859 | 63,709 | 59,767 | -17.3 |
| Indiana | 3,388 | 3,950 | 7,004 | 32,860 | 24,578 | 19,652 | 14,111 | 8,099 | 7,257 | 3,320 | -83.1 |
| lowa | 302 | 830 | 2,341 | 146,656 | 131,410 | 114,811 | 50,023 | 41,963 | 37,657 | 3,360 | -97.1 |
| Kansas | 0 | 98 | 470 | 4,014 | 3,937 | 5,087 | 15,213 | 12,604 | 11,196 | 9,825 | 93.1 |
| Kentucky | 5,856 | 4,673 | 8,353 | 23,825 | 17,810 | 14,771 | 10,331 | 8,299 | 8,274 | 7,709 | -47.8 |
| Louisiana | 375 | 2,367 | 4,624 | 11,198 | 8,994 | 8,169 | 6,862 | 5,348 | 4,965 | 3,387 | -58.5 |
| Maine | 1,128 | 1,338 | 974 | 1,925 | 1,419 | 1,481 | 1,887 | 1,616 | 1,344 | 207 | -86.0 |
| Maryland | 94 | 360 | 3,419 | 13,294 | 9,076 | 8,278 | 7,313 | 6,036 | 5,920 | 4,471 | -46.0 |
| Massachusetts | 643 | 566 | 1,844 | 7,646 | 7,034 | 5,623 | 4,204 | 2,744 | 2,132 | 2,070 | -63.2 |
| Michigan | 0 | 0 | 3,101 | 11,010 | 8,785 | 7,664 | 4,944 | 2,966 | 2,555 | 1,659 | -78.4 |
| Minnesota | 2,020 | 3,076 | 11,958 | 115,769 | 107,925 | 103,831 | 103,613 | 99,198 | 92,928 | 92,429 | -11.0 |
| Mississippi | 1,147 | 1,811 | 409 | 3,104 | 2,565 | 2,672 | 1,976 | 1,650 | 1,856 | 1,201 | -55.1 |
| Missouri | 1,759 | 3,604 | 10,055 | 34,802 | 29,587 | 31,354 | 14,155 | 9,725 | 8,051 | 3,966 | -87.4 |
| Montana | 517 | 0 |  | 0 | 0 |  |  | 35 | 37 | 43 | + |
| Nebraska | 0 | 332 | 1,978 | 3,773 | 2,609 | 2,650 | 1,828 | 1,319 | 972 | 153 | -94.2 |
| Nevada | 0 | 147 | 4,187 | 12,887 | 11,260 | 10,654 | 7,469 | 5,777 | 5,444 | 4,907 | -53.9 |
| New Hampshire | 1,892 | 2,447 | 3,909 | 4,896 | 3,708 | 3,048 | 1,492 | 0 | 0 | 0 | -100.0 |
| New Jersey | 825 | 3,674 | 6,975 | 9,856 | 9,118 | 10,634 | 10,401 | 10,465 | 10,747 | 10,966 | 3.1 |
| New Mexico | 0 | 301 | 5,031 | 10,588 | 8,298 | 7,571 | 5,288 | 3,911 | 2,624 | 1,506 | -80.1 |
| New York | 21,997 | 24,892 | 35,599 | 55,294 | 52,174 | 50,424 | 45,365 | 41,821 | 38,472 | 37,840 | -25.0 |
| North Carolina | 3,654 | 1,874 | 590 | 18,697 | 18,292 | 18,823 | 16,703 | 14,013 | 11,992 | 10,460 | -44.4 |
| North Dakota | 0 | 0 | 111 | 1,765 | 1,000 | 964 | 603 | 549 | 527 | 615 | -36.2 |
| Ohio | 11,255 | 20,328 | 13,674 | 51,175 | 39,227 | 34,371 | 24,404 | 18,570 | 15,401 | 14,047 | -59.1 |
| Oklahoma | 1,958 | 3,656 | 3,223 | 10,262 | 9,342 | 8,702 | 6,113 | 4,477 | 3,992 | 2,415 | -72.2 |
| Oregon | 164 | 961 | 3,020 | 10,896 | 9,015 | 7,481 | 5,168 | 3,603 | 2,979 | 2,388 | -68.1 |
| Pennsylvania | 7,242 | 37,104 | 31,164 | 72,720 | 54,756 | 50,958 | 35,475 | 27,422 | 21,543 | 13,521 | -73.5 |
| Rhode Island | , | 0 | 224 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ |
| South Carolina | 2,925 | 1,434 | 757 | 16,895 | 15,993 | 15,932 | 12,562 | 11,162 | 11,629 | 7,058 | -55.7 |
| South Dakota | 0 | 1,424 | 2,704 | 4,747 | 4,600 | 3,704 | 2,189 | 2,155 | 1,930 | 2,089 | -43.6 |
| Tennessee | 3,295 | 3,845 | 5,571 | 31,512 | 25,652 | 24,983 | 17,106 | 16,038 | 15,519 | 12,860 | -48.5 |
| Texas | 1,838 | 6,451 | 17,316 | 70,269 | 56,277 | 55,712 | 51,291 | 40,027 | 39,395 | 33,202 | -40.4 |
| Utah | 0 | 808 | 4,744 | 15,282 | 15,038 | 7,987 | 5,297 | 4,615 | 4,352 | 4,179 | -47.7 |
| Vermont | 0 | 0 | 337 | 615 | 517 | 462 | 379 | 300 | 144 | 73 | -84.2 |
| Virginia | 735 | 5,014 | 17,134 | 58,198 | 50,632 | 47,046 | 40,505 | 35,148 | 31,913 | 30,047 | -36.1 |
| Washington | 488 | 3,607 | 5,497 | 13,561 | 10,855 | 9,963 | 6,312 | 7,199 | 6,747 | 5,412 | -45.7 |
| West Virginia | 305 | 860 | 1,952 | 43,375 | 61,482 | 58,667 | 55,890 | 52,700 | 50,485 | 50,130 | -14.6 |
| Wisconsin | 653 | 1,150 | 1,907 | 17,641 | 13,279 | 12,333 | 8,421 | 6,249 | 2,785 | 2,196 | -82.2 |
| Wyoming | 26 | 703 | 1,289 | 2,006 | 1,953 | 1,462 | , | 0 | 0 | 38 | -97.4 |
| Other jurisdictions | 6,355 | 164,618 | 194,633 | 43,146 | 42,914 | 41,820 | 40,563 | 38,401 | 36,701 | 31,232 | -25.3 |
| American Samoa | 0 | 1,219 | 297 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |
| Federated States of Micronesia | 0 | 975 | 1,576 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |
| Guam | 0 | 4,741 | 5,215 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |
| Marshall Islands | 0 | 0 | 328 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |
| Northern Marianas | 0 | 661 | 1,078 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |
| Palau | 0 | 491 | 581 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |
| Puerto Rico U.S. Virgin Islands | 6,355 | 154,065 | 183,290 | 43,146 | 42,914 | 41,820 | 40,563 | 38,401 | 36,701 | 31,232 | -25.3 |
| $\underline{\text { U.S. Virgin Islands }}$ | 0 | 2,466 | 2,268 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ |

$\dagger$ Not applicable.
NOTE: Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared January 2020.)

Table 304.30. Total fall enrollment in degree-granting postsecondary institutions, by attendance status, sex, and state or jurisdiction: 2017 and 2018

| State or jurisdiction | 2017 |  |  |  |  | 2018 |  |  |  |  | $\begin{array}{r} \text { Percent } \\ \text { change, } \\ 2017 \text { to } 2018 \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Full-time |  | Part-time |  | Total | Full-time |  | Part-time |  |  |
|  |  | Males | Females | Males | Females |  | Males | Females | Males | Females |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | 19,778,151 | 5,423,955 | 6,652,186 | 3,147,359 | 4,554,651 | 19,645,918 | 5,338,934 | 6,652,787 | 3,103,728 | 4,550,469 | -0.7 |
| Alabama | 306,817 | 91,970 | 118,873 | 39,522 | 56,452 | 304,182 | 89,797 | 116,948 | 39,958 | 57,479 | -0.9 |
| Alaska | 26,905 | 5,485 | 6,705 | 5,409 | 9,306 | 25,692 | 5,126 | 6,323 | 5,057 | 9,186 | -4.5 |
| Arizona | 591,122 | 141,786 | 196,426 | 94,483 | 158,427 | 581,982 | 135,977 | 188,169 | 94,537 | 163,299 | -1.5 |
| Arkansas | 163,963 | 44,881 | 58,757 | 23,301 | 37,024 | 159,738 | 43,198 | 57,698 | 22,762 | 36,080 | -2.6 |
| California | 2,724,446 | 665,176 | 827,351 | 558,940 | 672,979 | 2,712,420 | 660,564 | 832,468 | 550,771 | 668,617 | -0.4 |
| Colorado | 360,236 | 95,560 | 109,193 | 64,269 | 91,214 | 360,537 | 94,850 | 111,629 | 63,371 | 90,687 | 0.1 |
| Connecticut | 197,534 | 58,447 | 70,992 | 25,363 | 42,732 | 197,480 | 57,954 | 71,751 | 24,775 | 43,000 | \# |
| Delaware | 60,338 | 15,918 | 21,376 | 7,965 | 15,079 | 60,700 | 15,831 | 21,559 | 7,881 | 15,429 | 0.6 |
| District of Columbia | 95,999 | 25,965 | 38,178 | 12,279 | 19,577 | 97,776 | 26,073 | 38,737 | 12,474 | 20,492 | 1.9 |
| Florida | 1,073,338 | 265,282 | 350,453 | 182,876 | 274,727 | 1,068,063 | 262,973 | 353,235 | 179,316 | 272,539 | -0.5 |
| Georgia | 538,124 | 144,116 | 194,896 | 75,723 | 123,389 | 543,443 | 142,719 | 196,570 | 79,369 | 124,785 | 1.0 |
| Hawaii | 64,125 | 15,659 | 21,771 | 10,376 | 16,319 | 61,855 | 14,533 | 20,926 | 10,065 | 16,331 | -3.5 |
| Idaho | 131,803 | 27,695 | 32,239 | 29,016 | 42,853 | 123,487 | 27,904 | 33,060 | 24,625 | 37,898 | -6.3 |
| Illinois | 757,001 | 201,572 | 236,661 | 123,667 | 195,101 | 738,448 | 195,385 | 234,805 | 118,461 | 189,797 | -2.5 |
| Indiana | 398,802 | 121,301 | 142,262 | 57,892 | 77,347 | 388,348 | 118,999 | 140,588 | 54,526 | 74,235 | -2.6 |
| Iowa | 260,801 | 73,441 | 79,614 | 41,604 | 66,142 | 254,058 | 71,910 | 78,623 | 40,862 | 62,663 | -2.6 |
| Kansas | 213,997 | 59,690 | 64,184 | 37,923 | 52,200 | 212,737 | 58,189 | 63,617 | 37,830 | 53,101 | -0.6 |
| Kentucky | 258,498 | 66,423 | 89,574 | 43,704 | 58,797 | 262,961 | 69,016 | 90,575 | 44,286 | 59,084 | 1.7 |
| Louisiana | 241,567 | 66,556 | 94,299 | 29,315 | 51,397 | 241,401 | 66,364 | 96,614 | 28,291 | 50,132 | -0.1 |
| Maine | 71,811 | 19,554 | 24,020 | 9,644 | 18,593 | 71,773 | 19,187 | 23,873 | 10,053 | 18,660 | -0.1 |
| Maryland | 364,178 | 87,111 | 101,730 | 74,525 | 100,812 | 361,442 | 85,352 | 100,876 | 73,751 | 101,463 | -0.8 |
| Massachusetts | 503,539 | 161,201 | 192,140 | 57,461 | 92,737 | 499,769 | 159,187 | 191,879 | 57,138 | 91,565 | -0.7 |
| Michigan | 558,072 | 157,306 | 176,811 | 95,601 | 128,354 | 541,096 | 153,053 | 175,363 | 90,558 | 122,122 | -3.0 |
| Minnesota | 412,966 | 94,227 | 125,640 | 66,074 | 127,025 | 408,783 | 92,241 | 126,186 | 64,338 | 126,018 | -1.0 |
| Mississippi | 171,824 | 53,131 | 75,552 | 15,386 | 27,755 | 169,360 | 50,286 | 72,829 | 16,464 | 29,781 | -1.4 |
| Missouri | 385,483 | 105,974 | 129,656 | 59,274 | 90,579 | 374,424 | 100,863 | 125,363 | 58,730 | 89,468 | -2.9 |
| Montana | 50,642 | 17,412 | 17,980 | 5,869 | 9,381 | 49,363 | 16,635 | 17,498 | 5,953 | 9,277 | -2.5 |
| Nebraska | 135,710 | 40,242 | 47,157 | 19,992 | 28,319 | 134,938 | 38,980 | 46,347 | 20,289 | 29,322 | -0.6 |
| Nevada | 117,574 | 26,886 | 36,078 | 22,872 | 31,738 | 117,798 | 26,965 | 36,032 | 22,807 | 31,994 | 0.2 |
| New Hampshire | 149,184 | 29,337 | 38,914 | 28,460 | 52,473 | 160,743 | 30,576 | 42,121 | 30,624 | 57,422 | 7.7 |
| New Jersey | 419,037 | 131,377 | 143,515 | 59,872 | 84,273 | 414,416 | 130,541 | 143,158 | 58,234 | 82,483 | -1.1 |
| New Mexico | 129,595 | 28,211 | 35,831 | 25,972 | 39,581 | 123,297 | 26,026 | 33,859 | 24,685 | 38,727 | -4.9 |
| New York | 1,260,557 | 404,510 | 491,234 | 146,069 | 218,744 | 1,250,287 | 400,139 | 491,531 | 143,092 | 215,525 | -0.8 |
| North Carolina | 564,111 | 156,448 | 203,139 | 77,753 | 126,771 | 563,710 | 154,504 | 201,933 | 78,070 | 129,203 | -0.1 |
| North Dakota | 53,749 | 18,770 | 18,292 | 7,514 | 9,173 | 53,286 | 18,235 | 18,126 | 7,489 | 9,436 | -0.9 |
| Ohio | 649,586 | 192,545 | 219,991 | 94,259 | 142,791 | 644,962 | 188,767 | 218,435 | 92,003 | 145,757 | -0.7 |
| Oklahoma | 202,150 | 60,390 | 70,764 | 27,760 | 43,236 | 195,943 | 56,725 | 69,359 | 27,009 | 42,850 | -3.1 |
| Oregon | 229,988 | 64,634 | 78,304 | 38,827 | 48,223 | 228,140 | 62,439 | 77,280 | 39,104 | 49,317 | -0.8 |
| Pennsylvania | 717,025 | 242,852 | 279,962 | 72,050 | 122,161 | 700,329 | 234,273 | 275,567 | 70,105 | 120,384 | -2.3 |
| Rhode Island | 82,765 | 27,742 | 34,659 | 7,682 | 12,682 | 80,868 | 27,453 | 34,120 | 7,272 | 12,023 | -2.3 |
| South Carolina | 246,416 | 74,108 | 97,010 | 26,901 | 48,397 | 240,533 | 72,906 | 95,054 | 25,475 | 47,098 | -2.4 |
| South Dakota | 53,620 | 16,230 | 16,728 | 7,984 | 12,678 | 53,365 | 15,905 | 16,707 | 8,070 | 12,683 | -0.5 |
| Tennessee | 323,157 | 100,053 | 130,691 | 35,515 | 56,898 | 322,115 | 97,314 | 130,278 | 35,830 | 58,693 | -0.3 |
| Texas | 1,630,520 | 387,457 | 465,124 | 318,908 | 459,031 | 1,643,542 | 384,004 | 467,710 | 319,572 | 472,256 | 0.8 |
| Utah | 331,996 | 103,614 | 138,924 | 43,149 | 46,309 | 359,772 | 111,363 | 156,848 | 42,809 | 48,752 | 8.4 |
| Vermont | 43,855 | 15,396 | 16,407 | 4,724 | 7,328 | 42,914 | 14,973 | 16,316 | 4,534 | 7,091 | -2.1 |
| Virginia | 554,120 | 153,150 | 188,204 | 86,804 | 125,962 | 552,041 | 152,793 | 191,686 | 84,284 | 123,278 | -0.4 |
| Washington | 367,943 | 115,274 | 138,436 | 49,054 | 65,179 | 367,056 | 113,364 | 138,830 | 49,513 | 65,349 | -0.2 |
| West Virginia | 142,966 | 34,777 | 39,523 | 36,928 | 31,738 | 140,103 | 32,257 | 37,948 | 37,348 | 32,550 | -2.0 |
| Wisconsin | 340,301 | 96,750 | 112,774 | 54,071 | 76,706 | 336,409 | 94,452 | 112,491 | 52,641 | 76,825 | -1.1 |
| Wyoming | 33,014 | 8,931 | 9,364 | 6,760 | 7,959 | 32,510 | 8,332 | 9,267 | 6,650 | 8,261 | -1.5 |
| U.S. Service Academies | 15,281 | 11,432 | 3,828 | 18 | 3 | 15,523 | 11,482 | 4,022 | 17 | 2 | 1.6 |
| Other jurisdictions | 192,717 | 62,759 | 86,060 | 17,998 | 25,900 | 212,565 | 69,481 | 98,503 | 18,092 | 26,489 | 10.3 |
| American Samoa | 1,095 | 205 | 410 | 164 | 316 | 1,037 | 195 | 418 | 124 | 300 | -5.3 |
| Federated States of Micronesia | 2,022 | 639 | 815 | 257 | 311 | 1,931 | 634 | 781 | 234 | 282 | -4.5 |
| Guam | 6,027 | 1,695 | 2,237 | 886 | 1,209 | 5,888 | 1,651 | 2,174 | 896 | 1,167 | -2.3 |
| Marshall Islands | 1,032 | 331 | 336 | 196 | 169 | 1,119 | 380 | 360 | 191 | 188 | 8.4 |
| Northern Marianas | 1,216 | 354 | 559 | 124 | 179 | 1,194 | 349 | 578 | 104 | 163 | -1.8 |
| Palau | 532 | 164 | 188 | 74 | 106 | 497 | 117 | 150 | 72 | 158 | -6.6 |
| Puerto Rico | 178,623 | 58,889 | 80,635 | 16,067 | 23,032 | 198,915 | 65,722 | 93,171 | 16,272 | 23,750 | 11.4 |
| U.S. Virgin Islands | 2,170 | 482 | 880 | 230 | 578 | 1,984 | 433 | 871 | 199 | 481 | -8.6 |

\#Rounds to zero.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2018 and Spring 2019, Fall Enrollment component. (This table was prepared January 2020.)

Table 304.35. Total fall enrollment in public degree-granting postsecondary institutions, by attendance status, sex, and state or jurisdiction: 2017 and 2018

| State or jurisdiction | 2017 |  |  |  |  | 2018 |  |  |  |  | $\begin{array}{r} \text { Percent } \\ \text { change, } \\ 2017 \text { to } 2018 \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Full-time |  | Part-time |  | Total | Full-time |  | Part-time |  |  |
|  |  | Males | Females | Males | Females |  | Males | Females | Males | Females |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | 14,571,739 | 3,857,431 | 4,469,043 | 2,624,115 | 3,621,150 | 14,529,264 | 3,787,941 | 4,480,879 | 2,603,530 | 3,656,914 | -0.3 |
| Alabama | 254,071 | 74,203 | 96,246 | 32,969 | 50,653 | 255,087 | 72,952 | 97,147 | 33,201 | 51,787 | 0.4 |
| Alaska | 25,850 | 5,289 | 6,133 | 5,306 | 9,122 | 24,649 | 4,936 | 5,735 | 4,953 | 9,025 | -4.6 |
| Arizona | 366,787 | 90,375 | 98,218 | 75,047 | 103,147 | 367,198 | 87,940 | 98,735 | 74,940 | 105,583 | 0.1 |
| Arkansas | 146,578 | 38,360 | 50,741 | 22,134 | 35,343 | 142,382 | 36,664 | 49,735 | 21,565 | 34,418 | -2.9 |
| California | 2,257,256 | 515,912 | 604,857 | 521,696 | 614,791 | 2,250,219 | 514,188 | 611,606 | 514,775 | 609,650 | -0.3 |
| Colorado | 278,909 | 74,706 | 78,038 | 54,672 | 71,493 | 279,495 | 74,548 | 78,844 | 54,141 | 71,962 | 0.2 |
| Connecticut | 116,090 | 32,653 | 36,476 | 18,798 | 28,163 | 114,529 | 32,028 | 36,521 | 18,281 | 27,699 | -1.3 |
| Delaware | 42,321 | 12,727 | 17,222 | 4,488 | 7,884 | 42,601 | 12,787 | 17,560 | 4,363 | 7,891 | 0.7 |
| District of Columbia | 4,529 | 1,050 | 1,206 | 830 | 1,443 | 4,500 | 1,036 | 1,197 | 848 | 1,419 | -0.6 |
| Florida | 798,045 | 181,640 | 227,474 | 155,578 | 233,353 | 800,451 | 180,635 | 231,016 | 154,014 | 234,786 | 0.3 |
| Georgia | 428,586 | 115,084 | 146,935 | 66,216 | 100,351 | 435,744 | 113,576 | 149,155 | 70,018 | 102,995 | 1.7 |
| Hawaii | 51,674 | 12,080 | 15,581 | 9,201 | 14,812 | 51,063 | 11,482 | 15,453 | 9,089 | 15,039 | -1.2 |
| Idaho | 75,792 | 18,453 | 20,740 | 14,690 | 21,909 | 77,133 | 18,142 | 21,085 | 14,870 | 23,036 | 1.8 |
| Illinois | 478,042 | 122,250 | 129,588 | 96,430 | 129,774 | 465,229 | 117,478 | 127,488 | 93,360 | 126,903 | -2.7 |
| Indiana | 301,562 | 87,402 | 96,787 | 51,562 | 65,811 | 296,229 | 86,116 | 97,242 | 48,548 | 64,323 | -1.8 |
| Iowa | 170,262 | 51,117 | 50,326 | 30,347 | 38,472 | 199,231 | 51,927 | 55,569 | 36,783 | 54,952 | 17.0 |
| Kansas | 179,624 | 49,741 | 53,637 | 31,783 | 44,463 | 179,600 | 48,500 | 53,240 | 32,132 | 45,728 | \# |
| Kentucky | 202,266 | 53,145 | 68,233 | 34,491 | 46,397 | 199,748 | 50,979 | 67,572 | 34,719 | 46,478 | -1.2 |
| Louisiana | 210,166 | 57,512 | 77,279 | 27,768 | 47,607 | 210,696 | 57,368 | 80,314 | 26,701 | 46,313 | 0.3 |
| Maine | 46,999 | 12,283 | 13,326 | 7,845 | 13,545 | 48,332 | 12,010 | 13,446 | 8,281 | 14,595 | 2.8 |
| Maryland | 303,614 | 70,748 | 79,761 | 66,368 | 86,737 | 301,959 | 69,549 | 79,629 | 65,438 | 87,343 | -0.5 |
| Massachusetts | 213,388 | 59,644 | 64,619 | 34,182 | 54,943 | 207,767 | 57,016 | 62,954 | 33,684 | 54,113 | -2.6 |
| Michigan | 478,735 | 133,968 | 150,110 | 83,964 | 110,693 | 466,806 | 130,309 | 149,192 | 80,258 | 107,047 | -2.5 |
| Minnesota | 249,385 | 66,561 | 73,545 | 45,331 | 63,948 | 245,164 | 64,864 | 73,047 | 44,292 | 62,961 | -1.7 |
| Mississippi | 152,392 | 48,624 | 67,625 | 13,279 | 22,864 | 150,583 | 45,900 | 65,448 | 14,356 | 24,879 | -1.2 |
| Missouri | 237,454 | 66,014 | 78,906 | 36,840 | 55,694 | 232,040 | 62,660 | 76,836 | 36,225 | 56,319 | -2.3 |
| Montana | 46,002 | 15,834 | 15,819 | 5,648 | 8,701 | 44,925 | 15,115 | 15,466 | 5,725 | 8,619 | -2.3 |
| Nebraska | 101,038 | 29,570 | 31,906 | 17,199 | 22,363 | 100,594 | 29,278 | 32,112 | 16,645 | 22,559 | -0.4 |
| Nevada | 107,864 | 23,908 | 30,673 | 22,445 | 30,838 | 108,658 | 24,258 | 30,972 | 22,387 | 31,041 | 0.7 |
| New Hampshire | 39,761 | 12,907 | 15,160 | 4,447 | 7,247 | 38,735 | 12,685 | 14,851 | 4,375 | 6,824 | -2.6 |
| New Jersey | 334,597 | 99,889 | 110,370 | 52,439 | 71,899 | 329,037 | 98,373 | 109,706 | 51,043 | 69,915 | -1.7 |
| New Mexico | 125,381 | 27,136 | 33,469 | 25,757 | 39,019 | 120,293 | 25,212 | 32,061 | 24,566 | 38,454 | -4.1 |
| New York | 697,458 | 215,895 | 248,886 | 95,192 | 137,485 | 690,097 | 211,638 | 247,145 | 94,227 | 137,087 | -1.1 |
| North Carolina | 454,998 | 118,312 | 152,809 | 71,274 | 112,603 | 456,128 | 116,740 | 152,933 | 71,619 | 114,836 | 0.2 |
| North Dakota | 47,574 | 16,888 | 15,366 | 7,034 | 8,286 | 46,531 | 16,257 | 15,063 | 6,870 | 8,341 | -2.2 |
| Ohio | 497,409 | 140,321 | 154,805 | 82,121 | 120,162 | 495,612 | 136,593 | 153,336 | 80,742 | 124,941 | -0.4 |
| Oklahoma | 174,239 | 48,788 | 58,315 | 26,081 | 41,055 | 170,979 | 46,536 | 58,025 | 25,510 | 40,908 | -1.9 |
| Oregon | 192,402 | 53,364 | 58,990 | 36,471 | 43,577 | 191,943 | 51,780 | 58,291 | 36,950 | 44,922 | -0.2 |
| Pennsylvania | 401,045 | 132,642 | 142,412 | 49,588 | 76,403 | 392,771 | 127,742 | 139,774 | 48,664 | 76,591 | -2.1 |
| Rhode Island | 41,018 | 10,563 | 14,628 | 5,775 | 10,052 | 40,082 | 10,631 | 14,810 | 5,397 | 9,244 | -2.3 |
| South Carolina | 200,622 | 59,898 | 74,953 | 24,044 | 41,727 | 196,525 | 59,162 | 74,160 | 22,698 | 40,505 | -2.0 |
| South Dakota | 44,630 | 14,203 | 13,525 | 6,747 | 10,155 | 43,871 | 13,736 | 13,481 | 6,576 | 10,078 | -1.7 |
| Tennessee | 223,179 | 67,470 | 83,070 | 28,797 | 43,842 | 225,281 | 65,732 | 83,417 | 29,616 | 46,516 | 0.9 |
| Texas | 1,448,398 | 326,263 | 380,891 | 303,811 | 437,433 | 1,468,587 | 324,380 | 388,301 | 305,072 | 450,834 | 1.4 |
| Utah | 180,034 | 48,153 | 48,276 | 40,039 | 43,566 | 183,949 | 48,712 | 49,749 | 39,868 | 45,620 | 2.2 |
| Vermont | 25,300 | 7,565 | 9,503 | 2,667 | 5,565 | 25,197 | 7,475 | 9,642 | 2,629 | 5,451 | -0.4 |
| Virginia | 389,251 | 109,603 | 127,095 | 64,099 | 88,454 | 384,879 | 108,617 | 127,274 | 62,198 | 86,790 | -1.1 |
| Washington | 318,336 | 99,257 | 113,978 | 45,683 | 59,418 | 319,377 | 97,946 | 115,019 | 46,438 | 59,974 | 0.3 |
| West Virginia | 83,898 | 28,669 | 32,107 | 8,648 | 14,474 | 81,605 | 26,750 | 31,242 | 8,776 | 14,837 | -2.7 |
| Wisconsin | 279,097 | 78,858 | 85,271 | 49,516 | 65,452 | 277,178 | 77,222 | 84,999 | 48,437 | 66,520 | -0.7 |
| Wyoming | 32,550 | 8,502 | 9,329 | 6,760 | 7,959 | 32,472 | 8,299 | 9,262 | 6,650 | 8,261 | -0.2 |
| U.S. Service Academies | 15,281 | 11,432 | 3,828 | 18 | 3 | 15,523 | 11,482 | 4,022 | 17 | 2 | 1.6 |
| Other jurisdictions | 37,419 | 14,488 | 15,921 | 3,145 | 3,865 | 72,399 | 26,338 | 34,587 | 5,004 | 6,470 | 93.5 |
| American Samoa | 1,095 | 205 | 410 | 164 | 316 | 1,037 | 195 | 418 | 124 | 300 | -5.3 |
| Federated States of Micronesia | 2,022 | 639 | 815 | 257 | 311 | 1,931 | 634 | 781 | 234 | 282 | -4.5 |
| Guam | 5,972 | 1,673 | 2,217 | 880 | 1,202 | 5,826 | 1,628 | 2,150 | 888 | 1,160 | -2.4 |
| Marshall Islands | 1,032 | 331 | 336 | 196 | 169 | 1,119 | 380 | 360 | 191 | 188 | 8.4 |
| Northern Marianas | 1,216 | 354 | 559 | 124 | 179 | 1,194 | 349 | 578 | 104 | 163 | -1.8 |
| Palau | 532 | 164 | 188 | 74 | 106 | 497 | 117 | 150 | 72 | 158 | -6.6 |
| Puerto Rico | 23,380 | 10,640 | 10,516 | 1,220 | 1,004 | 58,811 | 22,602 | 29,279 | 3,192 | 3,738 | 151.5 |
| U.S. Virgin Islands | 2,170 | 482 | 880 | 230 | 578 | 1,984 | 433 | 871 | 199 | 481 | -8.6 |

\#Rounds to zero.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2018 and Spring 2019, Fall Enrollment component. (This table was prepared January 2020.)

Table 304.60. Total fall enrollment in degree-granting postsecondary institutions, by control and level of institution and state or jurisdiction: 2017 and 2018

| State or jurisdiction | 2017 |  |  |  |  |  | 2018 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Public 4-year | Public 2-year | Private 4-year |  | Private 2-year |  | Public 4-year | Public 2-year | Private 4-year |  | Private 2-year |  |
|  |  |  | Nonprofit | For-profit | Nonprofit | For-profit |  |  | Nonprofit | For-profit | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | 8,854,279 | 5,717,460 | 4,060,094 | 911,007 | 48,395 | 186,916 | 8,982,560 | 5,546,704 | 4,089,090 | 829,060 | 45,154 | 153,350 |
| Alabama | 173,335 | 80,736 | 26,144 | 24,841 | $\dagger$ | 1,761 | 174,857 | 80,230 | 26,261 | 22,728 | $\dagger$ | 106 |
| Alaska | 25,850 |  | 551 |  | 74 | 430 | 24,649 |  | 547 |  | 81 | 415 |
| Arizona | 180,262 | 186,525 | 9,935 | 203,877 | $\dagger$ | 10,523 | 188,360 | 178,838 | 10,923 | 194,257 | $\dagger$ | 9,604 |
| Arkansas | 100,055 | 46,523 | 15,713 | 323 | 1,296 | 53 | 98,718 | 43,664 | 15,606 | 368 | 1,326 | 56 |
| California | 1,014,651 | 1,242,605 | 307,742 | 131,822 | 1,497 | 26,129 | 1,016,497 | 1,233,722 | 310,313 | 127,229 | 1,260 | 23,399 |
| Colorado | 212,011 | 66,898 | 33,730 | 39,861 | 351 | 7,385 | 238,952 | 40,543 | 33,750 | 38,775 | 130 | 8,387 |
| Connecticut | 66,710 | 49,380 | 72,360 | 9,084 | $\dagger$ | $\dagger$ | 66,620 | 47,909 | 73,023 | 9,928 | + |  |
| Delaware | 42,321 | $\dagger$ | 17,554 | 320 | 143 | $\dagger$ | 42,601 |  | 17,630 | 351 | 118 |  |
| District of Columbia | 4,529 | $\dagger$ | 81,099 | 9,984 | $\dagger$ | 387 | 4,500 |  | 81,391 | 11,537 | † | 348 |
| Florida | 770,419 | 27,626 | 184,960 | 50,603 | 20,146 | 19,584 | 777,268 | 23,183 | 179,885 | 50,822 | 20,444 | 16,461 |
| Georgia | 314,455 | 114,131 | 77,092 | 24,084 | 1,763 | 6,599 | 318,412 | 117,332 | 79,170 | 21,258 | 1,931 | 5,340 |
| Hawaii | 27,535 | 24,139 | 10,159 | 1,670 | $\dagger$ | 622 | 27,336 | 23,727 | 9,695 | 406 | $\dagger$ | 691 |
| Idaho | 52,432 | 23,360 | 55,503 | 79 | $\dagger$ | 429 | 53,392 | 23,741 | 45,926 | $\dagger$ |  | 428 |
| Illinois | 184,631 | 293,411 | 214,829 | 59,655 | 421 | 4,054 | 181,814 | 283,415 | 213,041 | 56,854 | 411 | 2,913 |
| Indiana | 226,076 | 75,486 | 89,435 | 4,403 | 548 | 2,854 | 224,223 | 72,006 | 88,384 | 668 | 415 | 2,652 |
| lowa | 80,020 | 90,242 | 52,882 | 37,550 | $\dagger$ | 107 | 109,809 | 89,422 | 51,467 | 3,284 | $\dagger$ | 76 |
| Kansas | 100,731 | 78,893 | 23,177 | 10,154 | $\dagger$ | 1,042 | 100,937 | 78,663 | 23,312 | 9,015 | $\dagger$ | 810 |
| Kentucky | 124,710 | 77,556 | 47,958 | 7,272 | $\dagger$ | 1,002 | 122,074 | 77,674 | 55,504 | 6,726 | $\dagger$ | 983 |
| Louisiana | 143,905 | 66,261 | 25,955 | 56 | 481 | 4,909 | 145,708 | 64,988 | 26,826 | 75 | 492 | 3,312 |
| Maine | 30,040 | 16,959 | 23,226 | 1,096 | 242 | 248 | 31,720 | 16,612 | 23,173 | $\dagger$ | 61 | 207 |
| Maryland | 184,495 | 119,119 | 54,644 | 3,511 | $\dagger$ | 2,409 | 186,212 | 115,747 | 55,012 | 3,181 | $\dagger$ | 1,290 |
| Massachusetts | 125,770 | 87,618 | 286,926 | 1,914 | 1,093 | 218 | 124,447 | 83,320 | 288,720 | 1,937 | 1,212 | 133 |
| Michigan | 327,750 | 150,985 | 76,782 | 1,411 | $\dagger$ | 1,144 | 322,932 | 143,874 | 72,631 | 411 | $\dagger$ | 1,248 |
| Minnesota | 132,119 | 117,266 | 70,563 | 92,658 | 90 | 270 | 128,746 | 116,418 | 71,084 | 92,204 | 106 | 225 |
| Mississippi | 80,730 | 71,662 | 17,576 | 359 | $\dagger$ | 1,497 | 78,558 | 72,025 | 17,576 | 508 | $\dagger$ | 693 |
| Missouri | 148,708 | 88,746 | 139,805 | 4,929 | 173 | 3,122 | 146,372 | 85,668 | 138,235 | 2,885 | 183 | 1,081 |
| Montana | 38,116 | 7,886 | 4,228 | $\dagger$ | 375 | 37 | 36,977 | 7,948 | 4,090 | + | 305 | 43 |
| Nebraska | 60,740 | 40,298 | 33,668 | 903 | 32 | 69 | 60,365 | 40,229 | 34,176 | 107 | 15 | 46 |
| Nevada | 97,144 | 10,720 | 3,994 | 1,862 | 272 | 3,582 | 108,658 |  | 4,136 | 1,836 | 97 | 3,071 |
| New Hampshire | 27,308 | 12,453 | 109,300 | $\dagger$ | 123 | $\dagger$ | 26,950 | 11,785 | 121,896 | $\dagger$ | 112 | + |
| New Jersey | 187,735 | 146,862 | 73,693 | 6,894 | $\dagger$ | 3,853 | 189,539 | 139,498 | 74,254 | 6,891 | 159 | 4,075 |
| New Mexico | 58,353 | 67,028 | 1,590 | 1,283 | + | 1,341 | 55,908 | 64,385 | 1,498 | 519 | $\dagger$ | 987 |
| New York | 400,971 | 296,487 | 521,931 | 27,702 | 2,696 | 10,770 | 403,935 | 286,162 | 519,645 | 27,680 | 2,705 | 10,160 |
| North Carolina | 232,872 | 222,126 | 96,497 | 8,875 | 624 | 3,117 | 237,460 | 218,668 | 96,528 | 8,335 | 594 | 2,125 |
| North Dakota | 40,368 | 7,206 | 5,648 | 527 | $\dagger$ | t | 39,204 | 7,327 | 6,140 | 615 | $\dagger$ | $\dagger$ |
| Ohio | 326,478 | 170,931 | 135,357 | 6,092 | 1,419 | 9,309 | 334,004 | 161,608 | 134,139 | 4,904 | 1,164 | 9,143 |
| Oklahoma | 117,916 | 56,323 | 23,338 | 1,464 | 581 | 2,528 | 116,267 | 54,712 | 21,971 | 1,088 | 578 | 1,327 |
| Oregon | 104,604 | 87,798 | 34,573 | 2,209 | 34 | 770 | 103,375 | 88,568 | 33,764 | 1,621 | 45 | 767 |
| Pennsylvania | 277,538 | 123,507 | 288,384 | 8,544 | 6,053 | 12,999 | 271,256 | 121,515 | 289,345 | 4,083 | 4,692 | 9,438 |
| Rhode Island | 26,260 | 14,758 | 41,747 | $\dagger$ | $\dagger$ | $\dagger$ | 25,543 | 14,539 | 40,786 | $\dagger$ | $\dagger$ | $\dagger$ |
| South Carolina | 114,569 | 86,053 | 33,375 | 7,883 | 790 | 3,746 | 115,686 | 80,839 | 36,081 | 4,308 | 869 | 2,750 |
| South Dakota | 37,897 | 6,733 | 7,060 | 1,930 | $\dagger$ |  | 37,034 | 6,837 | 7,405 | 2,089 | $\dagger$ |  |
| Tennessee | 136,810 | 86,369 | 83,777 | 7,698 | 682 | 7,821 | 137,180 | 88,101 | 83,265 | 7,510 | 709 | 5,350 |
| Texas | 737,555 | 710,843 | 140,806 | 18,175 | 1,921 | 21,220 | 785,517 | 683,070 | 140,143 | 17,501 | 1,610 | 15,701 |
| Utah | 150,414 | 29,620 | 145,565 | 3,862 | 2,045 | 490 | 154,793 | 29,156 | 169,648 | 3,699 | 1,996 | 480 |
| Vermont | 19,796 | 5,504 | 18,411 | 144 | $\dagger$ | $\dagger$ | 19,819 | 5,378 | 17,644 | 73 | $\dagger$ | $\dagger$ |
| Virginia | 219,882 | 169,369 | 132,378 | 28,278 | 578 | 3,635 | 220,817 | 164,062 | 136,722 | 26,840 | 393 | 3,207 |
| Washington | 282,316 | 36,020 | 41,472 | 5,044 | 1,388 | 1,703 | 286,838 | 32,539 | 41,326 | 4,110 | 941 | 1,302 |
| West Virginia | 67,191 | 16,707 | 8,583 | 47,715 | $\dagger$ | 2,770 | 65,121 | 16,484 | 8,368 | 47,815 | $\dagger$ | 2,315 |
| Wisconsin | 189,518 | 89,579 | 58,419 | 2,407 | $\dagger$ | 378 | 186,627 | 90,551 | 57,035 | 2,029 | $\dagger$ | 167 |
| Wyoming | 12,397 | 20,153 | $\dagger$ | $\dagger$ | 464 | $\dagger$ | 12,450 | 20,022 | $\dagger$ | $\dagger$ | $\dagger$ | 38 |
| U.S. Service Academies | 15,281 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 15,523 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Other jurisdictions | 29,524 | 7,895 | 118,239 | 18,879 | 358 | 17,822 | 65,951 | 6,448 | 108,807 | 17,989 | 127 | 13,243 |
| American Samoa | 1,095 |  | $\dagger$ | $\dagger$ |  | $\dagger$ | 1,037 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Federated States of Micronesia |  | 2,022 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 1,931 | $\dagger$ |  | $\dagger$ |  |
| Guam | 3,917 | 2,055 | 55 | $\dagger$ | $\dagger$ | $\dagger$ | 3,744 | 2,082 | 62 | + | $\dagger$ |  |
| Marshall Islands |  | 1,032 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 1,119 | $\dagger$ | $\dagger$ | † | $\dagger$ |  |
| Northern Marianas | 1,216 |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 1,194 | $\dagger$ | $\dagger$ | + | $\dagger$ |  |
| Palau |  | 532 |  |  | $\dagger$ |  |  | 497 |  |  | $\dagger$ |  |
| Puerto Rico | 21,126 | 2,254 | 118,184 | 18,879 | 358 | 17,822 | 56,873 | 1,938 | 108,745 | 17,989 | 127 | 13,243 |
| $\underline{\text { U.S. Virgin Islands }}$ | 2,170 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 1,984 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |

$\dagger$ Not applicable.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2018 and Spring 2019, Fall Enrollment component. (This table was prepared January 2020.)

Table 305.10. Total fall enrollment of first-time degree/certificate-seeking students in degree-granting postsecondary institutions, by attendance status, sex of student, and level and control of institution: 1960 through 2029

| Year | Total | Full-time | Part-time | Males |  |  | Females |  |  | 4 -year |  | 2-year |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Full-time | Part-time | Total | Full-time | Part-time | Public | Private | Public | Private |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| $1960{ }^{1}$ | 923,069 | - | - | 539,512 | - | - | 383,557 | - | - | 395,884 ${ }^{2}$ | 313,209 ${ }^{2}$ | 181,860 ${ }^{2}$ | 32,116 ${ }^{2}$ |
| $1961{ }^{1}$ | 1,018,361 | - | - | 591,913 | - | - | 426,448 | - | - | 438,135 ${ }^{2}$ | 336,449 ${ }^{2}$ | 210,101 ${ }^{2}$ | 33,676 ${ }^{2}$ |
| $1962{ }^{1}$ | 1,030,554 | - | - | 598,099 | - | - | 432,455 | - | - | $445,191^{2}$ | 324,923 ${ }^{2}$ | 224,537 ${ }^{2}$ | 35,903 ${ }^{2}$ |
| $1963{ }^{1}$ | 1,046,424 | - | - | 604,282 |  |  | 442,142 |  |  |  |  |  |  |
| $1964{ }^{1}$ | 1,224,840 | - | - | 701,524 | - | - | 523,316 | - | - | 539,251 ${ }^{2}$ | $363,348^{2}$ | 275,413 ${ }^{2}$ | 46,828 ${ }^{2}$ |
| $1965{ }^{1}$ | 1,441,822 | - | - | 829,215 | - | - | 612,607 | - | - | 642,233 ${ }^{2}$ | 398,792 ${ }^{2}$ | 347,788 ${ }^{2}$ | 53,009 ${ }^{2}$ |
| 1966 | 1,554,337 |  |  | 889,516 |  |  | 664,821 |  |  | 626,472 ${ }^{2}$ | 382,889 ${ }^{2}$ | 478,459 ${ }^{2}$ | 66,517² |
| 1967 | 1,640,936 | 1,335,512 | 305,424 | 931,127 | 761,299 | 169,828 | 709,809 | 574,213 | 135,596 | 644,525 | 368,300 | 561,488 | 66,623 |
| 1968 | 1,892,849 | 1,470,653 | 422,196 | 1,082,367 | 847,005 | 235,362 | 810,482 | 623,648 | 186,834 | 724,377 | 378,052 | 718,562 | 71,858 |
| 1969 | 1,967,104 | 1,525,290 | 441,814 | 1,118,269 | 876,280 | 241,989 | 848,835 | 649,010 | 199,825 | 699,167 | 391,508 | 814,132 | 62,297 |
| 1970 | 2,063,397 | 1,587,072 | 476,325 | 1,151,960 | 896,281 | 255,679 | 911,437 | 690,791 | 220,646 | 717,449 | 395,886 | 890,703 | 59,359 |
| 1971 | 2,119,018 | 1,606,036 | 512,982 | 1,170,518 | 895,715 | 274,803 | 948,500 | 710,321 | 238,179 | 704,052 | 384,695 | 971,295 | 58,976 |
| 1972 | 2,152,778 | 1,574,197 | 578,581 | 1,157,501 | 858,254 | 299,247 | 995,277 | 715,943 | 279,334 | 680,337 | 380,982 | 1,036,616 | 54,843 |
| 1973 | 2,226,041 | 1,607,269 | 618,772 | 1,182,173 | 867,314 | 314,859 | 1,043,868 | 739,955 | 303,913 | 698,777 | 378,994 | 1,089,182 | 59,088 |
| 1974 | 2,365,761 | 1,673,333 | 692,428 | 1,243,790 | 896,077 | 347,713 | 1,121,971 | 777,256 | 344,715 | 745,637 | 386,391 | 1,175,759 | 57,974 |
| 1975 | 2,515,155 | 1,763,296 | 751,859 | 1,327,935 | 942,198 | 385,737 | 1,187,220 | 821,098 | 366,122 | 771,725 | 395,440 | 1,283,523 | 64,467 |
| 1976 | 2,347,014 | 1,662,333 | 684,681 | 1,170,326 | 854,597 | 315,729 | 1,176,688 | 807,736 | 368,952 | 717,373 | 413,961 | 1,152,944 | 62,736 |
| 1977 | 2,394,426 | 1,680,916 | 713,510 | 1,155,856 | 839,848 | 316,008 | 1,238,570 | 841,068 | 397,502 | 737,497 | 404,631 | 1,185,648 | 66,650 |
| 1978 | 2,389,627 | 1,650,848 | 738,779 | 1,141,777 | 817,294 | 324,483 | 1,247,850 | 833,554 | 414,296 | 736,703 | 406,669 | 1,173,544 | 72,711 |
| 1979 | 2,502,896 | 1,706,732 | 796,164 | 1,179,846 | 840,315 | 339,531 | 1,323,050 | 866,417 | 456,633 | 760,119 | 415,126 | 1,253,854 | 73,797 |
| 1980 | 2,587,644 | 1,749,928 | 837,716 | 1,218,961 | 862,458 | 356,503 | 1,368,683 | 887,470 | 481,213 | 765,395 | 417,937 | 1,313,591 | 90,721 ${ }^{3}$ |
| 1981 | 2,595,421 | 1,737,714 | 857,707 | 1,217,680 | 851,833 | 365,847 | 1,377,741 | 885,881 | 491,860 | 754,007 | 419,257 | 1,318,436 | 103,721 ${ }^{3}$ |
| 1982 | 2,505,466 | 1,688,620 | 816,846 | 1,199,237 | 837,223 | 362,014 | 1,306,229 | 851,397 | 454,832 | 730,775 | 404,252 | 1,254,193 | 116,246 ${ }^{3}$ |
| 1983 | 2,443,703 | 1,678,071 | 765,632 | 1,159,049 | 824,609 | 334,440 | 1,284,654 | 853,462 | 431,192 | 728,244 | 403,882 | 1,189,869 | 121,708 |
| 1984 | 2,356,898 | 1,613,185 | 743,713 | 1,112,303 | 786,099 | 326,204 | 1,244,595 | 827,086 | 417,509 | 713,790 | 402,959 | 1,130,311 | 109,838 |
| 1985 | 2,292,222 | 1,602,038 | 690,184 | 1,075,736 | 774,858 | 300,878 | 1,216,486 | 827,180 | 389,306 | 717,199 | 398,556 | 1,060,275 | 116,192 |
| 1986 | 2,219,208 | 1,589,451 | 629,757 | 1,046,527 | 768,856 | 277,671 | 1,172,681 | 820,595 | 352,086 | 719,974 | 391,673 | 990,973 | 116,588 |
| 1987 | 2,246,359 | 1,626,719 | 619,640 | 1,046,615 | 779,226 | 267,389 | 1,199,744 | 847,493 | 352,251 | 757,833 | 405,113 | 979,820 | 103,593 |
| 1988 | 2,378,803 | 1,698,927 | 679,876 | 1,100,026 | 807,319 | 292,707 | 1,278,777 | 891,608 | 387,169 | 783,358 | 425,907 | 1,048,914 | 120,624 |
| 1989 | 2,341,035 | 1,656,594 | 684,441 | 1,094,750 | 791,295 | 303,455 | 1,246,285 | 865,299 | 380,986 | 762,217 | 413,836 | 1,048,529 | 116,453 |
| 1990 | 2,256,624 | 1,617,118 | 639,506 | 1,045,191 | 771,372 | 273,819 | 1,211,433 | 845,746 | 365,687 | 727,264 | 400,120 | 1,041,097 | 88,143 |
| 1991 | 2,277,920 | 1,652,983 | 624,937 | 1,068,433 | 798,043 | 270,390 | 1,209,487 | 854,940 | 354,547 | 717,697 | 392,904 | 1,070,048 | 97,271 |
| 1992 | 2,184,113 | 1,603,737 | 580,376 | 1,013,058 | 760,290 | 252,768 | 1,171,055 | 843,447 | 327,608 | 697,393 | 408,306 | 993,074 | 85,340 |
| 1993 | 2,160,710 | 1,608,274 | 552,436 | 1,007,647 | 762,240 | 245,407 | 1,153,063 | 846,034 | 307,029 | 702,273 | 410,688 | 973,545 | 74,204 |
| 1994 | 2,133,205 | 1,603,106 | 530,099 | 984,558 | 751,081 | 233,477 | 1,148,647 | 852,025 | 296,622 | 709,042 | 405,917 | 952,468 | 65,778 |
| 1995 | 2,168,831 | 1,646,812 | 522,019 | 1,001,052 | 767,185 | 233,867 | 1,167,779 | 879,627 | 288,152 | 731,836 | 419,025 | 954,595 | 63,375 |
| 1996 | 2,274,319 | 1,739,852 | 534,467 | 1,046,662 | 805,982 | 240,680 | 1,227,657 | 933,870 | 293,787 | 741,164 | 427,442 | 989,536 | 116,177 |
| 1997 | 2,219,255 | 1,733,512 | 485,743 | 1,026,058 | 806,054 | 220,004 | 1,193,197 | 927,458 | 265,739 | 755,362 | 442,397 | 923,954 | 97,542 |
| 1998 | 2,212,593 | 1,775,412 | 437,181 | 1,022,656 | 825,577 | 197,079 | 1,189,937 | 949,835 | 240,102 | 792,772 | 460,948 | 858,417 | 100,456 |
| 1999 | 2,357,590 | 1,849,741 | 507,849 | 1,094,539 | 865,545 | 228,994 | 1,263,051 | 984,196 | 278,855 | 819,503 | 474,223 | 955,499 | 108,365 |
| 2000 | 2,427,551 | 1,918,093 | 509,458 | 1,123,948 | 894,432 | 229,516 | 1,303,603 | 1,023,661 | 279,942 | 842,228 | 498,532 | 952,175 | 134,616 |
| 2001 | 2,497,078 | 1,989,179 | 507,899 | 1,152,837 | 926,393 | 226,444 | 1,344,241 | 1,062,786 | 281,455 | 866,619 | 508,030 | 988,726 | 133,703 |
| 2002 | 2,570,611 | 2,053,065 | 517,546 | 1,170,609 | 945,938 | 224,671 | 1,400,002 | 1,107,127 | 292,875 | 886,297 | 517,621 | 1,037,267 | 129,426 |
| 2003 | 2,591,754 | 2,102,394 | 489,360 | 1,175,856 | 965,075 | 210,781 | 1,415,898 | 1,137,319 | 278,579 | 918,602 | 537,726 | 1,004,428 | 130,998 |
| 2004 | 2,630,243 | 2,147,546 | 482,697 | 1,190,268 | 981,591 | 208,677 | 1,439,975 | 1,165,955 | 274,020 | 925,249 | 562,485 | 1,009,082 | 133,427 |
| 2005 | 2,657,338 | 2,189,884 | 467,454 | 1,200,055 | 995,610 | 204,445 | 1,457,283 | 1,194,274 | 263,009 | 953,903 | 606,712 | 977,224 | 119,499 |
| 2006 | 2,707,205 | 2,220,184 | 487,021 | 1,228,703 | 1,015,786 | 212,917 | 1,478,502 | 1,204,398 | 274,104 | 990,077 | 598,266 | 1,013,419 | 105,443 |
| 2007 | 2,777,168 | 2,295,518 | 481,650 | 1,268,137 | 1,053,375 | 214,762 | 1,509,031 | 1,242,143 | 266,888 | 1,023,789 | 633,772 | 1,016,636 | 102,971 |
| 2008 | 3,022,736 | 2,425,987 | 596,749 | 1,388,441 | 1,114,724 | 273,717 | 1,634,295 | 1,311,263 | 323,032 | 1,053,829 | 672,372 | 1,186,640 | 109,895 |
| 2009 | 3,156,882 | 2,534,440 | 622,442 | 1,464,424 | 1,177,119 | 287,305 | 1,692,458 | 1,357,321 | 335,137 | 1,090,980 | 658,808 | 1,275,974 | 131,120 |
| 2010 | 3,156,727 | 2,533,636 | 623,091 | 1,461,016 | 1,171,090 | 289,926 | 1,695,711 | 1,362,546 | 333,165 | 1,110,601 | 674,573 | 1,238,491 | 133,062 |
| 2011 | 3,091,496 | 2,479,155 | 612,341 | 1,424,140 | 1,140,843 | 283,297 | 1,667,356 | 1,338,312 | 329,044 | 1,131,091 | 656,864 | 1,195,083 | 108,458 |
| 2012 | 2,994,187 | 2,408,063 | 586,124 | 1,387,316 | 1,115,266 | 272,050 | 1,606,871 | 1,292,797 | 314,074 | 1,128,344 | 642,716 | 1,137,927 | 85,200 |
| 2013 | 2,985,366 | 2,415,969 | 569,397 | 1,383,852 | 1,117,525 | 266,327 | 1,601,514 | 1,298,444 | 303,070 | 1,144,102 | 633,184 | 1,126,978 | 81,102 |
| 2014 | 2,925,998 | 2,383,328 | 542,670 | 1,355,164 | 1,100,005 | 255,159 | 1,570,834 | 1,283,323 | 287,511 | 1,170,639 | 612,162 | 1,070,625 | 72,572 |
| 2015 | 2,882,949 | 2,368,283 | 514,666 | 1,338,853 | 1,096,976 | 241,877 | 1,544,096 | 1,271,307 | 272,789 | 1,190,206 | 599,242 | 1,031,117 | 62,384 |
| 2016 | 2,882,991 | 2,369,021 | 513,970 | 1,333,598 | 1,093,968 | 239,630 | 1,549,393 | 1,275,053 | 274,340 | 1,259,214 | 581,098 | 981,029 | 61,650 |
| 2017 | 2,883,001 | 2,377,999 | 505,002 | 1,326,237 | 1,091,909 | 234,328 | 1,556,764 | 1,286,090 | 270,674 | 1,285,500 | 588,395 | 954,930 | 54,176 |
| 2018 | 2,885,818 | 2,392,319 | 493,499 | 1,317,522 | 1,093,233 | 224,289 | 1,568,296 | 1,299,086 | 269,210 | 1,309,453 | 595,543 | 934,085 | 46,737 |
| $2019{ }^{4}$ | 2,895,000 | 2,392,319 | - | 1,320,000 | ,093,233 |  | 1,575,000 | ,299,086 |  | , | - | - |  |
| $2020{ }^{4}$ | 2,898,000 | - | - | 1,321,000 | - | - | 1,577,000 | - | - | - | - | - | - |
| 20214 | 2,903,000 | - | - | 1,323,000 | - | - | 1,581,000 | - | - | - | - | - | - |
| $2022{ }^{4}$ | 2,908,000 | - | - | 1,325,000 | - | - | 1,584,000 | - | - | - | - | - | - |
| $2023{ }^{4}$ | 2,915,000 | - | - | 1,327,000 | - | - | 1,588,000 | - | - | - | - | - | - |
| $2024{ }^{4}$ | 2,925,000 | - | - | 1,332,000 | - | - | 1,593,000 | - | - | - | - | - | - |
| $2025{ }^{4}$ | 2,935,000 | - | - | 1,336,000 | - | - | 1,598,000 | - | - | - | - | - | - |
| $2026{ }^{4}$ | 2,946,000 | - | - | 1,342,000 | - | - | 1,604,000 | - | - | - | - | - | - |
| $2027{ }^{4}$ | 2,950,000 | - | - | 1,344,000 | - | - | 1,606,000 | - | - | - | - | - | - |
| $2028{ }^{4}$ | 2,952,000 | - | - | 1,345,000 | - | - | 1,607,000 | - | - | - | - | - | - |
| $\underline{2029}{ }^{4}$ | 2,952,000 | - | - | 1,345,000 | - | - | 1,607,000 | - | - | - | - | - | - |

-Not available.
${ }^{1}$ Excludes first-time degree/certificate-seeking students in occupational programs not creditable towards a bachelor's degree.
${ }^{2}$ Data for 2 -year branches of 4 -year college systems are aggregated with the 4 -year institutions.
${ }^{3}$ Large increases are due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology. ${ }^{4}$ Projected.
NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting
classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Alaska and Hawaii are included in all years. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States; Opening Fall Enrollment in Higher Education, 1963 through 1965; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1966 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and First-Time Freshmen Projection Model, 1980 through 2029. (This table was prepared December 2019.)

Table 305.20. Total fall enrollment of first-time degree/certificate-seeking students in degree-granting postsecondary institutions, by attendance status, sex of student, control of institution, and state or jurisdiction: Selected years, 2000 through 2018

| State or jurisdiction | $\begin{array}{r} \text { Total, } \\ \text { fall } 2000 \end{array}$ | $\begin{array}{r} \text { Total, } \\ \text { fall } 2010 \end{array}$ | $\begin{array}{r} \text { Total, } \\ \text { fall } 2015 \end{array}$ | $\begin{array}{r} \text { Total, } \\ \text { fall } 2016 \end{array}$ | $\begin{array}{r} \text { Total, } \\ \text { fall } 2017 \end{array}$ | Fall 2018 |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Total | Full-time |  |  | Part-time |  |  | Public | Private |
|  |  |  |  |  |  |  | Total | Males | Females | Total | Males | Females |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States | 2,427,551 | 3,156,727 | 2,882,949 | 2,882,991 | 2,883,001 | 2,885,818 | 2,392,319 | 1,093,233 | 1,299,086 | 493,499 | 224,289 | 269,210 | 2,243,538 | 642,280 |
| Alabama | 43,411 | 52,990 | 50,151 | 50,108 | 50,263 | 48,346 | 43,016 | 18,863 | 24,153 | 5,330 | 2,441 | 2,889 | 43,501 | 4,845 |
| Alaska | 2,432 | 5,400 | 3,849 | 3,049 | 3,234 | 2,931 | 2,227 | 969 | 1,258 | 704 | 279 | 425 | 2,623 | 308 |
| Arizona | 46,646 | 76,832 | 67,751 | 65,784 | 62,440 | 61,748 | 44,007 | 20,329 | 23,678 | 17,741 | 7,594 | 10,147 | 51,814 | 9,934 |
| Arkansas | 22,695 | 29,321 | 27,388 | 27,276 | 26,779 | 26,567 | 24,053 | 10,782 | 13,271 | 2,514 | 1,104 | 1,410 | 22,902 | 3,665 |
| California | 246,128 | 402,832 | 383,920 | 394,845 | 390,289 | 387,767 | 277,907 | 127,275 | 150,632 | 109,860 | 57,322 | 52,538 | 344,117 | 43,650 |
| Colorado | 43,201 | 54,594 | 43,349 | 43,832 | 45,436 | 45,827 | 37,808 | 17,957 | 19,851 | 8,019 | 3,468 | 4,551 | 38,288 | 7,539 |
| Connecticut | 24,212 | 32,719 | 31,398 | 31,741 | 31,804 | 31,656 | 27,105 | 12,308 | 14,797 | 4,551 | 1,953 | 2,598 | 19,037 | 12,619 |
| Delaware | 7,636 | 8,947 | 9,352 | 9,727 | 10,051 | 9,879 | 8,469 | 3,572 | 4,897 | 1,410 | 535 | 875 | 8,731 | 1,148 |
| District of Columbia | 9,150 | 10,747 | 11,075 | 9,012 | 10,617 | 10,506 | 9,453 | 3,501 | 5,952 | 1,053 | 362 | 691 | 617 | 9,889 |
| Florida | 109,931 | 176,040 | 157,687 | 158,956 | 160,114 | 161,033 | 123,638 | 52,844 | 70,794 | 37,395 | 15,818 | 21,577 | 119,415 | 41,618 |
| Georgia | 67,616 | 100,140 | 86,071 | 84,932 | 85,737 | 87,518 | 72,456 | 31,274 | 41,182 | 15,062 | 6,526 | 8,536 | 71,495 | 16,023 |
| Hawaii | 8,931 | 10,740 | 8,851 | 8,398 | 8,691 | 8,645 | 7,104 | 2,720 | 4,384 | 1,541 | 653 | 888 | 6,952 | 1,693 |
| Idaho | 10,669 | 12,668 | 14,179 | 14,520 | 15,450 | 14,874 | 12,754 | 5,481 | 7,273 | 2,120 | 934 | 1,186 | 9,781 | 5,093 |
| Illinois | 107,592 | 114,467 | 95,852 | 93,994 | 92,736 | 92,486 | 78,563 | 37,344 | 41,219 | 13,923 | 6,343 | 7,580 | 63,451 | 29,035 |
| Indiana | 59,320 | 82,406 | 66,876 | 64,028 | 62,696 | 64,865 | 57,172 | 26,689 | 30,483 | 7,693 | 3,603 | 4,090 | 48,430 | 16,435 |
| Iowa | 39,564 | 47,257 | 37,851 | 38,130 | 38,056 | 35,591 | 31,645 | 16,084 | 15,561 | 3,946 | 1,551 | 2,395 | 27,103 | 8,488 |
| Kansas | 31,424 | 33,544 | 32,268 | 32,597 | 32,379 | 30,960 | 26,786 | 13,364 | 13,422 | 4,174 | 1,889 | 2,285 | 26,804 | 4,156 |
| Kentucky | 34,140 | 43,735 | 37,623 | 36,378 | 37,257 | 38,634 | 33,950 | 14,585 | 19,365 | 4,684 | 2,067 | 2,617 | 31,356 | 7,278 |
| Louisiana | 45,383 | 43,144 | 40,740 | 40,261 | 39,782 | 40,876 | 36,527 | 15,419 | 21,108 | 4,349 | 1,804 | 2,545 | 35,184 | 5,692 |
| Maine | 9,231 | 12,203 | 11,357 | 11,727 | 11,597 | 11,665 | 10,586 | 5,044 | 5,542 | 1,079 | 431 | 648 | 7,742 | 3,923 |
| Maryland | 35,552 | 51,104 | 44,767 | 47,084 | 44,436 | 44,708 | 35,180 | 16,491 | 18,689 | 9,528 | 4,104 | 5,424 | 37,992 | 6,716 |
| Massachusetts | 66,044 | 76,857 | 73,189 | 72,432 | 73,366 | 71,899 | 64,620 | 29,717 | 34,903 | 7,279 | 3,058 | 4,221 | 33,584 | 38,315 |
| Michigan | 84,998 | 101,063 | 89,224 | 86,314 | 83,041 | 81,937 | 66,626 | 31,214 | 35,412 | 15,311 | 7,110 | 8,201 | 72,113 | 9,824 |
| Minnesota | 63,893 | 55,723 | 45,323 | 45,102 | 44,752 | 44,218 | 38,424 | 18,361 | 20,063 | 5,794 | 2,553 | 3,241 | 33,153 | 11,065 |
| Mississippi | 30,356 | 37,034 | 31,185 | 32,088 | 31,145 | 31,041 | 29,399 | 12,860 | 16,539 | 1,642 | 744 | 898 | 29,084 | 1,957 |
| Missouri | 48,639 | 64,381 | 54,660 | 53,824 | 52,028 | 50,900 | 45,079 | 20,360 | 24,719 | 5,821 | 2,662 | 3,159 | 37,792 | 13,108 |
| Montana | 7,771 | 9,959 | 8,749 | 8,959 | 8,770 | 8,511 | 7,333 | 3,764 | 3,569 | 1,178 | 535 | 643 | 7,657 | 854 |
| Nebraska | 19,027 | 19,284 | 18,092 | 18,423 | 17,883 | 18,258 | 16,612 | 8,016 | 8,596 | 1,646 | 751 | 895 | 14,797 | 3,461 |
| Nevada | 10,490 | 18,572 | 15,917 | 16,112 | 17,169 | 18,143 | 13,744 | 5,917 | 7,827 | 4,399 | 2,124 | 2,275 | 17,118 | 1,025 |
| New Hampshire | 13,143 | 13,613 | 17,097 | 15,728 | 18,388 | 20,398 | 12,826 | 5,796 | 7,030 | 7,572 | 2,581 | 4,991 | 7,802 | 12,596 |
| New Jersey | 52,233 | 71,296 | 65,232 | 65,178 | 65,109 | 65,246 | 57,771 | 28,056 | 29,715 | 7,475 | 3,385 | 4,090 | 53,495 | 11,751 |
| New Mexico | 15,261 | 22,353 | 18,045 | 19,085 | 18,282 | 16,654 | 13,345 | 5,959 | 7,386 | 3,309 | 1,352 | 1,957 | 16,275 | 379 |
| New York | 168,181 | 197,849 | 187,059 | 185,714 | 187,805 | 188,267 | 179,943 | 84,480 | 95,463 | 8,324 | 3,807 | 4,517 | 112,664 | 75,603 |
| North Carolina | 69,343 | 92,627 | 88,995 | 88,547 | 88,204 | 88,920 | 72,867 | 32,378 | 40,489 | 16,053 | 6,825 | 9,228 | 69,228 | 19,692 |
| North Dakota | 8,929 | 9,073 | 8,606 | 8,709 | 8,874 | 8,368 | 8,065 | 4,281 | 3,784 | 303 | 142 | 161 | 7,294 | 1,074 |
| Ohio | 98,823 | 123,063 | 100,029 | 101,393 | 99,542 | 107,591 | 89,106 | 42,131 | 46,975 | 18,485 | 7,233 | 11,252 | 81,991 | 25,600 |
| Oklahoma | 35,094 | 39,107 | 36,371 | 36,266 | 35,306 | 33,781 | 27,445 | 12,534 | 14,911 | 6,336 | 2,550 | 3,786 | 29,494 | 4,287 |
| Oregon | 26,946 | 35,442 | 30,765 | 31,324 | 32,002 | 32,046 | 25,631 | 11,540 | 14,091 | 6,415 | 3,043 | 3,372 | 27,330 | 4,716 |
| Pennsylvania | 125,578 | 144,184 | 126,933 | 125,063 | 122,264 | 118,558 | 106,220 | 49,337 | 56,883 | 12,338 | 5,088 | 7,250 | 69,744 | 48,814 |
| Rhode Island | 13,789 | 15,698 | 15,004 | 14,942 | 14,602 | 14,959 | 14,048 | 6,582 | 7,466 | 911 | 410 | 501 | 7,312 | 7,647 |
| South Carolina | 32,353 | 47,535 | 46,080 | 45,173 | 46,455 | 46,053 | 40,907 | 18,085 | 22,822 | 5,146 | 2,114 | 3,032 | 37,044 | 9,009 |
| South Dakota | 8,597 | 10,074 | 8,473 | 8,316 | 8,673 | 8,646 | 7,993 | 4,120 | 3,873 | 653 | 247 | 406 | 7,200 | 1,446 |
| Tennessee | 43,327 | 59,279 | 56,498 | 56,605 | 58,398 | 57,576 | 53,566 | 23,075 | 30,491 | 4,010 | 1,479 | 2,531 | 42,336 | 15,240 |
| Texas | 181,813 | 228,503 | 234,131 | 235,197 | 242,984 | 244,190 | 181,812 | 82,378 | 99,434 | 62,378 | 28,385 | 33,993 | 214,139 | 30,051 |
| Utah | 24,953 | 35,126 | 31,884 | 32,141 | 34,851 | 40,979 | 35,656 | 14,149 | 21,507 | 5,323 | 2,566 | 2,757 | 26,457 | 14,522 |
| Vermont | 6,810 | 8,242 | 7,202 | 7,474 | 7,393 | 7,249 | 6,626 | 3,215 | 3,411 | 623 | 209 | 414 | 4,343 | 2,906 |
| Virginia | 52,661 | 83,166 | 80,362 | 79,020 | 79,374 | 79,615 | 67,268 | 30,815 | 36,453 | 12,347 | 5,537 | 6,810 | 63,076 | 16,539 |
| Washington | 36,287 | 41,124 | 46,370 | 47,853 | 48,447 | 48,363 | 42,488 | 19,083 | 23,405 | 5,875 | 2,506 | 3,369 | 40,371 | 7,992 |
| West Virginia | 15,659 | 23,020 | 18,866 | 18,874 | 18,077 | 17,106 | 15,050 | 6,875 | 8,175 | 2,056 | 1,179 | 877 | 13,428 | 3,678 |
| Wisconsin | 53,662 | 61,249 | 50,978 | 51,423 | 50,654 | 50,357 | 42,953 | 20,180 | 22,773 | 7,404 | 3,139 | 4,265 | 41,000 | 9,357 |
| Wyoming | 4,209 | 6,042 | 5,210 | 5,227 | 5,173 | 4,828 | 4,411 | 2,084 | 2,327 | 417 | 194 | 223 | 4,803 | 25 |
| U.S. Service Academies | 3,818 | 4,359 | 4,065 | 4,106 | 4,146 | 4,079 | 4,079 | 2,996 | 1,083 | 0 | 0 | 0 | 4,079 | $\dagger$ |
| Other jurisdictions | 39,609 | 52,222 | 43,746 | 48,706 | 31,606 | 37,759 | 35,795 | 15,956 | 19,839 | 1,964 | 867 | 1,097 | 13,813 | 23,946 |
| American Samoa | 297 | 657 | 382 | 392 | 381 | 309 | 253 | 92 | 161 | 56 | 20 | 36 | 309 | 0 |
| Federated States of Micronesia | 786 | 653 | 708 | 760 | 647 | 698 | 607 | 289 | 318 | 91 | 39 | 52 | 698 | 0 |
| Guam | 770 | 1,043 | 1,101 | 985 | 1,275 | 1,093 | 792 | 318 | 474 | 301 | 132 | 169 | 1,077 | 16 |
| Marshall Islands | 199 | 240 | 327 | 303 | 279 | 336 | 292 | 144 | 148 | 44 | 23 | 21 | 336 | 0 |
| Northern Marianas | 333 | 360 | 290 | 305 | 336 | 343 | 297 | 121 | 176 | 46 | 25 | 21 | 343 | 0 |
| Palau | 147 | 114 | 200 | 148 | 165 | 121 | 111 | 53 | 58 | 10 | 4 | 6 | 121 | 0 |
| Puerto Rico | 36,773 | 48,672 | 40,347 | 45,468 | 28,215 | 34,539 | 33,149 | 14,841 | 18,308 | 1,390 | 612 | 778 | 10,609 | 23,930 |
| U.S. Virgin Islands | 304 | 483 | 391 | 345 | 308 | 320 | 294 | 98 | 196 | 26 | 12 | 14 | 320 | 0 |

$\dagger$ Not applicable.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate
in Title IV federal financial aid programs. Some data have been revised from previously
published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared December 2019.)

Table 305.40. Acceptance rates; number of applications, admissions, and enrollees; and enrollees' SAT and ACT scores for degree-granting postsecondary institutions with first-year undergraduates, by control and level of institution: 2018-19

| Acceptance rates, applications, admissions, enrollees, and SAT and ACT scores | All institutions |  |  | Public institutions |  |  | Private institutions |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year | 2-year | Nonprofit |  |  | For-profit |  |  |
|  |  |  |  |  |  |  |  |  |  | Total | 4-year | 2-year | Total | 4 -year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Number of institutions reporting application data ${ }^{1}$ | 3,608 | 2,296 | 1,312 | 1,589 | 724 | 865 | 2,019 | 1,572 | 447 | 1,359 | 1,280 | 79 | 660 | 292 | 368 |
| Percentage distribution of institutions by their acceptance of applications | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| No application criteria | 49.3 | 25.0 | 92.0 | 65.3 | 25.6 | 98.6 | 36.8 | 24.7 | 79.2 | 17.4 | 14.5 | 64.6 | 76.5 | 69.2 | 82.3 |
| 90.0 percent or more accepted | 8.0 | 11.1 | 2.6 | 4.5 | 9.9 | 0.0 | 10.7 | 11.6 | 7.6 | 11.8 | 12.0 | 7.6 | 8.6 | 9.9 | 7.6 |
| 75.0 to 89.9 percent accepted | 12.9 | 19.2 | 2.0 | 12.1 | 26.4 | 0.1 | 13.6 | 15.9 | 5.6 | 17.7 | 18.2 | 10.1 | 5.2 | 5.8 | 4.6 |
| 50.0 to 74.9 percent accepted | 20.2 | 30.3 | 2.6 | 13.2 | 27.6 | 1.0 | 25.8 | 31.6 | 5.6 | 35.4 | 36.8 | 12.7 | 6.1 | 8.6 | 4.1 |
| 25.0 to 49.9 percent accepted | 7.0 | 10.7 | 0.7 | 4.2 | 8.8 | 0.2 | 9.3 | 11.5 | 1.6 | 12.6 | 13.1 | 3.8 | 2.6 | 4.5 | 1.1 |
| 10.0 to 24.9 percent accepted | 1.9 | 2.8 | 0.2 | 0.7 | 1.5 | 0.0 | 2.8 | 3.4 | 0.4 | 3.6 | 3.8 | 1.3 | 1.1 | 2.1 | 0.3 |
| Less than 10.0 percent accepted | 0.6 | 0.9 | 0.0 | 0.1 | 0.1 | 0.0 | 1.0 | 1.3 | 0.0 | 1.5 | 1.6 | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of applications (in thousands) | 11,273 | 11,210 | 63 | 6,350 | 6,326 | 24 | 4,922 | 4,884 | 39 | 4,834 | 4,810 | 24 | 89 | 74 | 15 |
| Percentage distribution of admissions by institutions' acceptance of applications | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| No application criteria |  |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  | $\dagger$ |  |  |
| 90.0 percent or more accepted | 4.4 | 4.4 | 10.6 | 5.4 | 5.4 | 0.0 | 3.2 | 3.1 | 17.3 | 3.0 | 3.0 | 1.2 | 12.4 | 6.2 | 42.4 |
| 75.0 to 89.9 percent accepted | 20.5 | 20.6 | 13.1 | 24.6 | 24.7 | 4.9 | 15.3 | 15.3 | 18.3 | 15.4 | 15.4 | 13.1 | 10.2 | 6.8 | 26.5 |
| 50.0 to 74.9 percent accepted | 37.4 | 37.3 | 46.8 | 37.8 | 37.5 | 91.6 | 36.9 | 37.0 | 18.5 | 36.3 | 36.5 | 14.4 | 65.0 | 73.2 | 24.8 |
| 25.0 to 49.9 percent accepted | 22.7 | 22.8 | 2.7 | 25.9 | 26.0 | 3.5 | 18.6 | 18.7 | 2.2 | 18.7 | 18.8 | 0.8 | 12.0 | 13.6 | 4.4 |
| 10.0 to 24.9 percent accepted | 10.3 | 10.2 | 26.8 | 6.1 | 6.1 | 0.0 | 15.7 | 15.5 | 43.8 | 16.0 | 15.8 | 70.4 | 0.4 | 0.1 | 1.8 |
| Less than 10.0 percent accepted | 4.6 | 4.7 | 0.0 | 0.3 | 0.3 | 0.0 | 10.3 | 10.4 | 0.0 | 10.5 | 10.6 | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of admissions (in thousands) | 6,262 | 6,225 | 37 | 3,806 | 3,790 | 16 | 2,457 | 2,435 | 21 | 2,395 | 2,385 | 9 | 62 | 50 | 12 |
| Percentage distribution of admissions by institutions' |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| acceptance of applications No application criteria | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 90.0 percent or more accepted | 7.5 | 7.4 | 17.1 | 8.4 | 8.5 | 0.0 | 6.0 | 5.8 | 29.6 | 5.7 | 5.8 | 3.1 | 16.9 | 8.8 | 49.6 |
| 75.0 to 89.9 percent accepted | 30.1 | 30.2 | 18.2 | 33.5 | 33.7 | 5.9 | 24.8 | 24.8 | 27.2 | 25.1 | 25.1 | 27.9 | 11.8 | 8.2 | 26.6 |
| 50.0 to 74.9 percent accepted | 42.6 | 42.6 | 51.7 | 39.4 | 39.2 | 92.1 | 47.7 | 47.9 | 22.0 | 47.3 | 47.4 | 23.1 | 64.0 | 74.5 | 21.2 |
| 25.0 to 49.9 percent accepted | 15.9 | 16.0 | 1.8 | 16.8 | 16.9 | 2.0 | 14.6 | 14.7 | 1.6 | 14.8 | 14.9 | 0.8 | 7.1 | 8.4 | 2.1 |
| 10.0 to 24.9 percent accepted | 3.2 | 3.2 | 11.3 | 1.8 | 1.8 | 0.0 | 5.4 | 5.3 | 19.7 | 5.6 | 5.4 | 45.1 | 0.1 | \# | 0.5 |
| Less than 10.0 percent accepted | 0.6 | 0.6 | 0.0 | \# | \# | 0.0 | 1.5 | 1.5 | 0.0 | 1.5 | 1.5 | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of enrollees (in thousands) | 1,625 | 1,610 | 15 | 1,090 | 1,084 | 7 | 535 | 526 | 9 | 514 | 512 | 3 | 21 | 15 | 6 |
| Percentage distribution of admissions by institutions' acceptance of applications | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| No application criteria |  |  |  |  |  | + |  | + | + |  |  | + | + | + |  |
| 90.0 percent or more accepted | 8.4 | 8.3 | 20.0 | 9.1 | 9.1 | 0.0 | 7.0 | 6.5 | 35.3 | 6.2 | 6.2 | 6.1 | 26.7 | 17.8 | 49.4 |
| 75.0 to 89.9 percent accepted | 29.5 | 29.6 | 21.4 | 33.9 | 34.0 | 8.0 | 20.7 | 20.5 | 31.6 | 21.0 | 20.8 | 45.0 | 13.2 | 8.5 | 25.1 |
| 50.0 to 74.9 percent accepted | 40.1 | 40.0 | 52.1 | 38.5 | 38.1 | 88.3 | 43.5 | 43.8 | 24.5 | 43.2 | 43.3 | 28.1 | 50.2 | 61.0 | 22.7 |
| 25.0 to 49.9 percent accepted | 15.6 | 15.7 | 2.6 | 15.6 | 15.7 | 3.7 | 15.5 | 15.7 | 1.8 | 15.7 | 15.8 | 1.8 | 9.6 | 12.6 | 1.8 |
| 10.0 to 24.9 percent accepted | 4.9 | 4.9 | 3.9 | 2.9 | 2.9 | 0.0 | 9.1 | 9.1 | 6.9 | 9.5 | 9.4 | 19.0 | 0.4 | 0.1 | 1.0 |
| Less than 10.0 percent accepted | 1.5 | 1.5 | 0.0 | 0.1 | 0.1 | 0.0 | 4.3 | 4.3 | 0.0 | 4.4 | 4.5 | 0.0 | 0.0 | 0.0 | 0.0 |
| SAT scores of enrollees |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Evidence-based reading and writing (ERW), 25th percentile ${ }^{2}$ | 517 | 517 | 461 | 511 | 512 | 454 | 520 | 520 | 473 | 520 | 521 | 473 | 474 | 474 |  |
| ERW, 75th percentile ${ }^{2}$ | 613 | 614 | 564 | 607 | 607 | 563 | 618 | 618 | 565 | 618 | 618 | 565 | 583 | 583 |  |
| Mathematics, 25th percentile ${ }^{2}$ | 511 | 511 | 451 | 505 | 506 | 439 | 514 | 514 | 471 | 514 | 515 | 471 | 478 | 478 |  |
| Mathematics, 75th percentile ${ }^{2}$ | 610 | 610 | 563 | 604 | 605 | 551 | 613 | 613 | 583 | 613 | 613 | 583 | 591 | 591 |  |
| ACT scores of enrollees |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Composite, 25th percentile ${ }^{2}$ | 20.6 | 20.7 | 15.8 | 20.1 | 20.2 | 15.3 | 20.9 | 20.9 | 16.3 | 20.9 | 20.9 | 16.3 | 18.8 | 18.8 |  |
| Composite, 75th percentile ${ }^{2}$ | 26.0 | 26.0 | 20.6 | 25.6 | 25.6 | 21.1 | 26.2 | 26.2 | 20.0 | 26.2 | 26.3 | 20.0 | 25.2 | 25.2 |  |
| English, 25th percentile ${ }^{2}$ | 19.7 | 19.8 | 13.0 | 19.1 | 19.2 | 13.6 | 20.1 | 20.1 | 12.2 | 20.1 | 20.1 | 12.2 | 18.0 | 18.0 |  |
| English, 75th percentile ${ }^{2}$ | 26.3 | 26.4 | 19.3 | 25.8 | 25.8 | 20.4 | 26.6 | 26.7 | 17.8 | 26.7 | 26.7 | 17.8 | 24.0 | 24.0 |  |
| Mathematics, 25 th percentile ${ }^{2}$ | 19.4 | 19.4 | 14.6 | 19.1 | 19.1 | 15.4 | 19.5 | 19.6 | 13.4 | 19.5 | 19.6 | 13.4 | 19.5 | 19.5 |  |
| Mathematics, 75 th percentile ${ }^{2}$ | 25.4 | 25.4 | 19.4 | 25.2 | 25.2 | 20.9 | 25.5 | 25.6 | 17.4 | 25.5 | 25.6 | 17.4 | 23.5 | 23.5 |  |

## -Not available.

\#Not applicable.
'The total on this table differs slightly from other counts of institutions with first-year undergraduates because approximately
1.0 percent of these institutions did not report application information.

2Data are only for institutions that require test scores for admission. Relatively few 2-year institutions require test scores for admission. The SAT evidence-based reading and writing (ERW) and mathematics scales range from 200 to 800 . The ACT composite, English, and mathematics scales range from 1 to 36.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Excludes institutions not enrolling any first-time degree/certificate-seeking undergraduates. Detail may not sum totals because of rounding.
SOURCE: U.S. D
System (IPEDS), Winter 2018-19, Admissions component. (This table was prepared November 2019.)

Table 306.10. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex, attendance status, and race/ethnicity or nonresident alien status of student: Selected years, 1976 through 2018

| Level of enrollment, sex, attendance status, and race/ethnicity or nonresident alien status of student | Fall enrollment (in thousands) |  |  |  |  |  |  |  |  |  |  | Percentage distribution of U.S. resident students (excludes nonresident aliens) |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 976 | 980 | 1990 | 200 | 2010 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 1976 | 1980 | 1990 | 2000 | 2010 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 3 |
| All students, total | 10,985.6 | 12,086.8 | 13,818.6 | 15,312.3 | 21,019.4 | 20,376.7 | 20,209.1 | 19,988.2 | 19,846.9 | 19,778.2 | 19,645.9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 00.0 | 100.0 | 0.0 |
| White | 9,076.1 | 9,833.0 | 10,722.5 | 10,462.1 | 12,720.8 | 11,589.4 | 11,239.3 | 10,939.2 | 10,716.6 | 10,517.4 | 10,301.3 | 84.3 | 83.5 | 79.9 | 70.8 | 62.6 | 59.3 | 58.3 | 57.6 | 56.9 | 56.0 | 55.2 |
| Total, selected races/ethnicities | 1,690.8 | 1,948.8 | 2,704.7 | 4,321.5 |  |  | 8,052.0 |  | 8,132.2 | $8,260.8$ <br> 1549 | ${ }_{2}^{8,352.6}$ | 15.7 |  |  |  |  |  |  |  |  |  | 44.8 |
| Hispanic | 1,383.8 | 1, 471.7 | 1,482.4 | 1,1461.8 | 2,748.8 | 3,093.2 | 3,191.9 | 3,297.7 | 2,428.0 | ${ }_{3,546.0}^{2,54.5}$ | ${ }_{3,645.0}^{2,493}$ | ${ }_{3.6}$ | 4.4 | 5.8 | 9.9 | 13.5 | 15.8 | 16.5 | 17.4 | 18.2 | 18.9 | 19.4 19.5 |
| Asian/Pacific slander | 197.9 | 286.4 | 572.4 | 978.2 | 1,281.6 | 1,259.7 | 1,272.2 | 1,284.3 | 1,306.7 | 1,327.8 | 1,352.6 | 1.8 | 2.4 | 4.3 | 6.6 |  | 6.4 |  |  | 6.9 | 7.1 |  |
| Asian |  |  |  |  | 1,217.6 | 1,198.7 | 1,213.8 | 1,229.0 | 1, 1253.5 | 1,275.7 | 1,302.1 | - |  |  |  | 6.0 | 6.1 | 6.3 | 6.5 | 6.7 | 6.8 | 7.0 |
| American Indian/Alaska Native | 76.1 | 83.9 | 102.8 | 151.2 | $\begin{array}{r}194.2 \\ \hline 18.2\end{array}$ | 162.2 | 152.9 | 146.1 | 142.3 | 137.5 | 133.5 | 0.7 | 0.7 | 0.8 | 1.0 | 1.0 | ${ }_{0} 0.8$ | 0.3 0.8 | ${ }_{0} 0.8$ | 0.3 0.8 | 0.7 0.7 | 0.7 |
| Two or mo |  |  |  |  | 325.4 | 560.0 | 642.2 | 657.6 | 665.8 | 700.1 | 7.9 |  |  |  |  | 1.6 | 2.9 | 3.3 | 3.5 | 3.5 | 3.7 | 3.9 |
| Nonresident alien' | 218.7 | 305.0 | 391.5 | 528.7 | 707.7 | 840.2 | 917.8 | 982.3 | 998.1 | 1,000.0 | 2. 1 |  | † |  | $\dagger$ | t | $\dagger$ | $\dagger$ |  | $\dagger$ | $\dagger$ |  |
| Male | 5,794. | 5,868. | 6,283.9 | 6,721 | 9,045.8 | 8,861.2 | 8,797.5 | 8,723.8 | 8,638.4 | 8,57 | 8,442.7 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |  |
| White | 4,813.7 | 4,772.9 | $4,861.0$ | 4,634 | 5,605.8 | 5,132.4 | 4,974.3 | 4,848 | 4,736. | 4,632. | 4,500.5 | 85.3 | 84.4 |  | 72.1 | 64.7 | 61.1 | 60.0 | 59.3 |  | 57.8 | 57.0 |
| Total, selected races/ethnicities | $\begin{array}{r}8,826.6 \\ \hline 869\end{array}$ | $\begin{array}{r}884.4 \\ \hline 8.7 \\ \hline\end{array}$ | $\begin{array}{r}1,176.6 \\ \hline 184 \\ \hline\end{array}$ | 1,7899.8 | 3,060.3 1089 1 | $3,268.7$ $1,064.9$ 1 | 3,313.4 | 3,3266.8 | 3,3469.7 | 3,3872.5 | 3,9099.3 | $\begin{array}{r}14.7 \\ 8.3 \\ \hline\end{array}$ | 15.6 8.2 | 19.5 8.0 | 27.9 9.9 | 35.3 12.6 | 38.9 12.7 | 40.0 12.5 | 40.7 12.2 | 41.4 11.9 | 42.2 11.7 | 43.0 11.5 |
| Hispan | 209.7 | 231.6 | 353.9 | 627.1 | 1,157.6 | 1,307.7 | 1,348.2 | 1,389.2 | 1,439.3 | 1,479.0 | 1,507.6 | 3.7 | 4.1 | 5.9 | 9.8 | 13.4 | 15.6 | 16.3 | 17.0 | 17.8 | 18.4 | 19.1 |
| Asian/Pacific Islander | 108.4 | 151.3 | 294.9 | 465.9 | 600.6 | 594.3 | 599.1 | 602.9 | 610.1 | 617.3 | 625.6 | 1.9 | 2.7 | 4.9 | 7.3 | 6.9 | 7.1 | 72 | 7.4 | 75 | 77 | 7.9 |
| Asian |  |  |  |  | 572.1 | 567.1 | 573.0 | 577.8 | 586.4 | 594.0 | 603.3 |  |  |  |  | 6.6 | 6.8 | 6.9 | 7.1 | 7.3 | 7.4 | 7.6 |
| Pacific |  |  |  |  | 28.5 | 27.2 | 26.1 | 25.1 | 23.7 | 23.3 | 22.2 |  |  |  |  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American Indian/Alaska Native | 38.5 | 37.8 | 43.1 | 61.4 | 78.7 | 64.7 | 61.3 | 58.2 | 56.3 | 3.7 | 51.6 | 0.7 | 0.7 | 0.7 | 1.0 | 0.9 | 0.8 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 |
| Nonresident alien' | 154.1 | 210.8 | 246.3 | 297.3 | 379.6 | 460.1 | 509.9 | 548.6 | 555.6 | 551.6 | 543.0 | t | † | † | $\dagger$ | 1.6 | $\stackrel{\text { - }}{+}$ | $\stackrel{3}{+}$ |  | $\stackrel{\text { + }}{+}$ | $\stackrel{\text { ¢ }}{+}$ |  |
| Female | 5,191.2 | 6,218.7 | 7,534.7 | 8,590.5 | 11,973.7 | 11,515.5 | 11,411.6 | 11,264.4 | 11,208.5 | 11,206.8 | 11,203.3 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
|  | 4,262.4 | 5,060.1 | 5,861.5 | 5,827.5 | 7,115.0 | 6,457.0 | 6,265.0 | 6,090.7 | 5,980.5 | 5,885.2 | 5,800.8 | 83.1 | 82.6 | 79.3 | 69.7 | 61.1 | 58.0 | 56.9 | 56.2 | 55.6 | 54.7 |  |
| Total, sel | 864.2 | 1,064.4 | 1,528.1 | 2,531.7 | 4,530.7 | 4,678.4 | 4,738.6 | 4,739.9 | 4,785.4 | 4,873.2 | 4,953.3 | 16.9 | 17.4 | 20.7 | 30.3 | 38.9 | 42.0 | 43.1 | 43.8 | 44.4 | 45.3 | 46.1 |
| $\underset{ }{\text { Black }}$ | 563.1 174.1 | 643.0 240.1 | 762.3 4285 | 1,095.0 | 1,9499.9 | 1,807.1 | 1,7857.7 | $1,682.1$ $1,908.5$ | 1,9388.7 | $1,607.5$ $2,067.0$ | ${ }^{1,5137.4}$ | 11.0 <br> 3.4 | 1.5 3 | 10.3 5 | 13.1 10.0 | 16.7 | 16.0 | 16.8 | 15.6 | 15.1 18.5 | 14.9 19.2 | 14.7 19.9 |
| Asian/Pacific Islander | 89.4 | 135.2 | 277.5 | 512.3 | 681.0 | '665.4 | '673.1 | ${ }^{681.5}$ | ${ }^{696.6}$ | 710.5 | ${ }^{7} 727.0$ | 1.7 | 2.2 | 3.8 | 6.1 |  | 6.0 |  |  | 6.5 | 6.6 |  |
| Asian |  |  |  |  | 645.5 | 631.6 | 640.7 | 651.3 | 667.1 | 681.7 | 698.8 |  |  |  |  | 5.5 | 5.7 | 5.8 | 6.0 | 6.2 | 6.3 | 6.5 |
| Paciic |  |  |  |  | 35.5 | 33.7 | 32.4 | 30.2 | 29.5 | 28.7 | 28.3 |  |  |  |  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American Indiar | 37.6 | 46.1 | 59.7 | 89.7 | 117.5 | 97.5 | 97.6 | 88.0 | 36.0 | 83.7 | 2.2 | 0.7 | 0.8 | 0.8 | 1.1 | 1.0 | 0.9 | 0.8 |  | 0.8 |  | 0.8 |
| Nonresident alien' | 64.6 | 94.2 | 145.2 | 231.4 | 328.0 | 380.1 | 407.9 | 433.7 | 442.5 | 448.4 | 449.1 |  |  |  | $\dagger$ | $\dagger$ | ${ }_{+}{ }^{\text {¢ }}$ | ${ }^{\text {+ }}$ | ${ }_{+}{ }_{+}$ | ${ }_{\dagger}{ }^{\text {¢ }}$ | ${ }_{\text {¢ }}^{+}$ |  |
| Full-time |  |  |  |  | 13,087.2 | 12,596.6 | 12,454.5 | 12,287.5 | 12,125.3 | 12,076.1 | 11,991.7 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |  |  |
|  | 5,512.6 | 5,717.0 | 6,016.5 | 6,231.1 | 8,053.5 | 7,237.7 | 6,983.3 | 6,784.0 | 6,611.4 | 6,482.2 | 6,359.5 | 84.2 | 83.4 | 79.9 | 72.5 | 64.3 | 60.8 | 59.7 | 59.1 | 58.5 | 57.6 | 56.9 |
| Total, sele | 1,030.9 | 1,137.5 | 1,514.9 | 2,368.5 | 4,468.5 | 4,663.7 | 4,708.6 | 4,690.3 | 4,686.0 | 4,768.6 | 4,844.0 | 15.8 | 16.6 | 20.1 | 27.5 | 35.7 | 39.2 | 40.3 | 40.9 | 41.5 | 42.4 | 43.1 |
| Black | 9.2 |  | ${ }_{3} 714$ | 982.6 710.3 | 1,811.3 | 1,669.0 | +1,600.4 | 1,7837.3 | 1,4693.5 | $\begin{array}{r}1,453.7 \\ 1 \\ \hline 193\end{array}$ | 1, 1,964.6 | 10.1 | 10.6 | 9.5 | 11.4 | 12.5 | 14.3 | 13.9 14.9 |  |  | 17.9 | 12.7 17.6 |
| Asian/Pacific Islander | 117.7 | 162.0 | 347.4 | 591.2 | 820.8 | ${ }_{821.2}$ | ${ }_{832.1}$ | -843.8 | 857.4 | 870.0 | 888.0 | 1.8 | 2.4 | 4.6 | 6.9 | 6.6 | 6.9 | 7.1 | 7.4 | 7.6 | 7.7 | 7.9 |
| Asian |  |  |  |  | 783.0 | 785.5 | 798.1 | 812.2 | 826.9 | 840.6 | 859.6 |  |  |  |  | 6.3 | 6.6 | 6.8 | 7.1 | 7.3 | 7.5 |  |
| Paciic Isl |  |  |  |  | 37.8 | 35.7 | 34.0 | 31.6 | 30.4 | 29.4 | 28.4 |  |  |  |  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American In | 43.0 | 43.0 | 54.4 | 84.4 | 118.3 | 94.2 | 88.0 | 82.8 | 80.5 | 76.3 | 73.6 | 0.7 | 0.6 | 0.7 | 1.0 | 0.9 | 0.8 | 0.8 | 0.7 | 0.7 | 0.7 | 0.7 |
| Two or more races | 160.0 | 4 4 | 289.6 | 410.0 | 217.2 565.2 | 377.5 695.2 | 440.3 762.6 | ${ }_{813.2}^{440.2}$ | 435.4 827.9 | 454.8 825.3 | 8818.2 |  |  | $\dagger$ |  | $\stackrel{+}{+}$ | $\stackrel{+}{+}$ | $\stackrel{\text { r }}{+}$ | $\stackrel{3}{+}$ | $\stackrel{+}{+}$ | 4.0 | $\stackrel{4.2}{+}$ |
| Part-ime |  |  |  |  |  |  |  |  |  |  |  | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |  |  |  |  |  |
| White | 3,563.5 | 4,116.0 | 4,706.0 | 4,231.0 | 4,667.3 | 4,351.7 | 4,256.0 | 4,155.1 | 4,105.2 | 4,035.2 | 3,941.8 | 84.4 | 83.5 | 79.8 | 68.4 | 59.9 | 57.0 | 56.0 | 55.2 | 54.4 | 53.6 | 52.7 |
| Total, selec | 659.9 | 811 | 1,189.8 | 1,953.0 | 3,122.5 | 3,283.4 | 3,343.4 | 3,376.4 | 3,446.2 | 3,492.2 | 3,538.6 | 15.6 | 16.5 | 20.2 | 31.6 | 40.1 | 43.0 | 44.0 | 44.8 | 45.6 | 46.4 | 47.3 |
| Black | 根3.8 | ${ }_{224}^{424}$ |  | 741.7 751.5 | 1,247.9 | $1,391.4$ | 1,444.0 | 1,511.5 | 1,1584.7 |  | $1,077.0$ $1,680.5$ | 8.9 | 8.5 | 9.0 | 12.2 | 15.8 16.0 | 15.8 | 19.0 | 15.2 20.1 | 14.8 | 14.6 | 14.4 <br> 22.5 |
| Asian/Pacific Islander | 80.2 | 124.4 | 225.1 | 387.1 | 460.8 | ${ }^{438.5}$ | 440.2 | 440.5 | 449.3 | 457.7 | 464.6 | 1.9 | 2.5 | 3.8 | 6.3 |  | 5.7 | 5.8 |  | 5.9 |  |  |
| ${ }^{\text {Asian }}$ |  |  |  |  | 434.6 | 413.2 | 415.7 | 416.9 | ${ }^{426.5}$ | 435.1 | 442.5 |  |  |  |  | 5.6 | 5.4 | 5.5 | 5.5 | 5.6 | 5.8 | 5.9 |
| Pacific Islande |  |  |  |  | 26.2 | 25.3 | 24.4 | 23.6 | 22.8 | 22.6 | 2.1 |  |  |  |  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American Indian/Alaska Native | 33.1 | 40.9 | ${ }^{48.4}$ | 66.8 | 78.0 | 68.0. | 64.9 | $\begin{array}{r}63.3 \\ \hline 6174\end{array}$ | $\begin{array}{r}61.9 \\ 20.4 \\ \hline 10.4\end{array}$ | 61.1 | . ${ }^{2}$ | 0.8 | 0.8 | 0.8 | $\underline{1.1}$ | 1.0 | 2.9 2 | 2.9 2 | 2.8 | 0.8 3.1 | 0.8 3.3 | ${ }_{3.4}^{0.8}$ |
| Nonresident alien ${ }^{1}$ | 58.7 | 70.6 | 101.8 | 118.7 | 42.5 | 145.0 | 155.2 | 169.1 | 170.2 | 174.6 | 173.8 | t | $\dagger$ | $\dagger$ | + | $\dagger$ | $\dagger$ | + | + | + | $\dagger$ | I |

Table 306.10. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex, attendance status, and race/ethnicity or nonresident alien status of student: Selected years, 1976 through 2018-Continued

| Level of enrollment, sex, attendance status, and race/ethnicity or nonresident alien status of student | Fall enrollment (in thousands) |  |  |  |  |  |  |  |  |  |  | Percentage distribution of U.S. resident students (excludes nonresident aliens) |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1976 | 1980 | 1990 | 2000 | 2010 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 1976 | 1980 | 1990 | 2000 | 2010 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Undergraduate, total | 9,419.0 | 10,469.1 | 11,959.1 | 13,155.4 | 18,082.4 | 17,476.3 | 17,294.1 | 17,046.7 | 16,874.6 | 16,773.0 | 16,610.2 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 7,740.5 | 8,480.7 | 9,272.6 | 8,983.5 | 10,895.9 | 9,898.1 | 9,582.5 | 9,303.8 | 9,085.6 | 8,882.8 | 8,664.5 | 83.4 | 82.7 | 79.0 | 69.8 | 61.6 | 58.2 | 57.2 | 56.4 | 55.7 | 54.8 | 54.0 |
| Total, selected races/ethnicities | 1,535.3 | 1,778.5 | 2,467.7 | 3,884.0 | 6,788.1 | 7,094.6 | 7,182.3 | 7,177.8 | 7,218.9 | 7,316.2 | 7,379.1 | 16.6 | 17.3 | 21.0 | 30.2 | 38.4 | 41.8 | 42.8 | 43.6 | 44.3 | 45.2 | 46.0 |
| Black | 943.4 | 1,018.8 | 1,147.2 | 1,548.9 | 2,677.1 | 2,504.7 | 2,426.7 | 2,316.5 | 2,226.4 | 2,184.0 | 2,127.9 | 10.2 | 9.9 | 9.8 | 12.0 | 15.1 | 14.7 | 14.5 | 14.1 | 13.7 | 13.5 | 13.3 |
| Hispanic | 352.9 | 433.1 | 724.6 | 1,351.0 | 2,551.0 | 2,872.2 | 2,962.4 | 3,055.0 | 3,168.3 | 3,270.6 | 3,352.7 | 3.8 | 4.2 | 6.2 | 10.5 | 14.4 | 16.9 | 17.7 | 18.5 | 19.4 | 20.2 | 20.9 |
| Asian/Pacific Islander | 169.3 | 248.7 | 500.5 | 845.5 | 1,087.3 | 1,064.5 | 1,074.9 | 1,084.0 | 1,100.3 | 1,113.6 | 1,131.8 | 1.8 | 2.4 | 4.3 | 6.6 | 6.1 | 6.3 | 6.4 | 6.6 | 6.7 | 6.9 | 7.1 |
| Asian |  |  |  |  | 1,029.8 | 1,010.3 | 1,022.9 | 1,034.8 | 1,053.2 | 1,067.5 | 1,087.1 |  |  |  |  | 5.8 | 5.9 | 6.1 | 6.3 | 6.5 | 6.6 | 6.8 |
| Paciific Islander |  |  |  |  | 57.5 | 54.1 | 52.1 | 49.2 | 47.1 | 46.1 | 44.7 |  |  |  |  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American Indian/Alaska Native | 69.7 | 77.9 | 95.5 | 138.5 | 179.1 | 147.4 | 138.6 | 132.2 | 128.6 | 123.9 | 120.2 | 0.8 | 0.8 | 0.8 | 1.1 | 1.0 | 0.9 | 0.8 | 0.8 | 0.8 | 0.8 | 0.7 |
| Two or more races Nonresident alien ${ }^{1}$ | 143.2 | 209.9 | 218.7 | 288.0 | 293.7 398.4 | 505.8 483.6 | 579.6 529.3 | 590.1 565.1 | 595.2 570.2 | 624.0 574.1 | 646.5 |  |  | - |  | 1.7 | 3.0 | 3.5 | 3.6 | 3.7 | 3.9 | 4.0 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | 100 |  | 100 |  | 100 | 100 |  | 100 |  |
| Male | 4,896.8 | 4,997.4 | 5,379.8 | 5,778.3 | 7,836.3 | 7,660.1 | 7,586.3 | 7,502.3 | 7,416.9 | 7,351.3 | 7,226.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 4,052.2 | 4,054.9 | 4,184.4 | 4,010.1 | 4,861.0 | 4,438.9 | 4,299.0 | 4,188.1 | 4,087.0 | 3,990.0 | 3,867.3 | 84.4 | 83.5 | 79.6 | 71.3 | 63.7 | 60.0 | 58.9 | 58.2 | 57.5 | 56.7 | 55.9 |
| Total, selected races/ethnicities | 748.2 | 802.7 | 1,069.3 | 1,618.0 | 2,773.8 | 2,962.7 | 3,000.4 | 3,007.0 | 3,020.2 | 3,051.8 | 3,056.3 | 15.6 | 16.5 | 20.4 | 28.7 | 36.3 | 40.0 | 41.1 | 41.8 | 42.5 | 43.3 | 44.1 |
| Black | 430.7 | 428.2 | 448.0 | 577.0 | 982.9 | 955.3 | 924.9 | 888.4 | 849.4 | 831.7 | 800.5 | 9.0 | 8.8 | 8.5 | 10.3 | 12.9 | 12.9 | 12.7 | 12.3 | 12.0 | 11.8 | 11.6 |
| Hispanic | 191.7 | 211.2 | 326.9 | 582.6 | 1,082.9 | 1,224.1 | 1,261.8 | 1,298.3 | 1,343.5 | 1,378.5 | 1,402.7 | 4.0 | 4.3 | 6.2 | 10.4 | 14.2 | 16.5 | 17.3 | 18.0 | 18.9 | 19.6 | 20.3 |
| Asian/Pacific Islander | 91.1 | 128.5 | 254.5 | 401.9 | 513.4 | 507.5 | 511.7 | 515.0 | 520.6 | 525.3 | 531.5 | 1.9 | 2.6 | 4.8 | 7.1 | 6.7 | 6.9 | 7.0 | 7.2 | 7.3 | 7.5 | 7.7 |
| Asian |  |  |  |  | 487.4 | 482.9 | 488.1 | 492.3 | 499.2 | 504.2 | 511.5 |  |  |  |  | 6.4 | 6.5 | 6.7 | 6.8 | 7.0 | 7.2 | 7.4 |
| Pacific Islander |  |  |  |  | 26.0 | 24.5 | 23.5 | 22.7 | 21.4 | 21.1 | 20.0 |  |  |  |  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American Indian/Alaska Native | 34.8 | 34.8 | 39.9 | 56.4 | 72.3 | 59.4 | 56.1 | 53.2 | 51.5 | 49.1 | 47.1 | 0.7 | 0.7 | 0.8 | 1.0 | 0.9 | 0.8 | 0.8 | 0.7 | 0.7 | 0.7 | 0.7 |
| Two or more races |  |  |  |  | 122.3 | 216.6 | 245.9 | 252.1 | 255.2 | 267.2 | 274.6 |  |  |  |  | 1.6 | 2.9 | 3.4 | 3.5 | 3.6 | 3.8 | 4.0 |
| Nonresident alien ${ }^{1}$ | 96.4 | 139.8 | 126.1 | 150.2 | 201.5 | 258.5 | 286.8 | 307.2 | 309.6 | 309.4 | 302.5 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | + | $\dagger$ | + | $\dagger$ | † | $\dagger$ |
| Female | 4,522.1 | 5,471.7 | 6,579.3 | 7,377.1 | 10,246.1 | 9,816.2 | 9,707.8 | 9,544.4 | 9,457.8 | 9,421.8 | 9,384.2 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 3,688.3 | 4,425.8 | 5,088.2 | 4,973.3 | 6,035.0 | 5,459.2 | 5,283.5 | 5,115.7 | 4,998.6 | 4,892.7 | 4,797.2 | 82.4 | 81.9 | 78.4 | 68.7 | 60.1 | 56.9 | 55.8 | 55.1 | 54.3 | 53.4 | 52.6 |
| Total, selected races/ethnicities | 787.0 | 975.8 | 1,398.5 | 2,266.0 | 4,014.3 | 4,131.8 | 4,181.9 | 4,170.8 | 4,198.7 | 4,264.3 | 4,322.8 | 17.6 | 18.1 | 21.6 | 31.3 | 39.9 | 43.1 | 44.2 | 44.9 | 45.7 | 46.6 | 47.4 |
| Black | 512.7 | 590.6 | 699.2 | 971.9 | 1,694.2 | 1,549.4 | 1,501.7 | 1,428.2 | 1,376.9 | 1,352.3 | 1,327.5 | 11.5 | 10.9 | 10.8 | 13.4 | 16.9 | 16.2 | 15.9 | 15.4 | 15.0 | 14.8 | 14.6 |
| Hispanic | 161.2 | 221.8 | 397.6 | 768.4 | 1,468.1 | 1,648.1 | 1,700.6 | 1,756.7 | 1,824.9 | 1,892.0 | 1,950.0 | 3.6 | 4.1 | 6.1 | 10.6 | 14.6 | 17.2 | 18.0 | 18.9 | 19.8 | 20.7 | 21.4 |
| Asian/Pacific Islander | 78.2 | 120.2 | 246.0 | 443.6 | 573.9 | 557.0 | 563.2 | 569.0 | 579.7 | 588.3 | 600.3 | 1.7 | 2.2 | 3.8 | 6.1 | 5.7 | 5.8 | 6.0 | 6.1 | 6.3 | 6.4 | 6.6 |
| Asian |  |  |  |  | 542.4 | 527.4 | 534.7 | 542.5 | 554.0 | 563.3 | 575.7 |  |  |  |  | 5.4 | 5.5 | 5.6 | 5.8 | 6.0 | 6.2 | 6.3 |
| Pacific Islander |  |  |  | . | 31.5 | 29.6 | 28.5 | 26.5 | 25.7 | 25.0 | 24.7 | 08 |  |  | 11 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American Indian/Alaska Native | 34.9 | 43.1 | 55.5 | 82.1 | 106.8 | 88.0 | 82.6 | 79.1 | 77.1 | 74.8 | 73.1 | 0.8 | 0.8 | 0.9 | 1.1 | 1.1 | 0.9 | 0.9 | 0.9 | 0.8 | 0.8 | 0.8 |
| Two or more races |  |  |  |  | 171.3 | 289.2 | 333.7 | 337.9 | 340.0 | 356.9 | 372.0 |  |  |  |  | 1.7 | 3.0 | 3.5 | 3.6 | 3.7 | 3.9 | 4.1 |
| Nonresident alien ${ }^{1}$ | 46.8 | 70.1 | 92.6 | 137.8 | 196.9 | 225.1 | 242.5 | 257.9 | 260.5 | 264.7 | 264.2 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | + | + | + | + | $\dagger$ | + | $\dagger$ |
| Postbaccalaureate, total | 1,566.6 | 1,617.7 | 1,859.5 | 2,156.9 | 2,937.0 | 2,900.4 | 2,915.0 | 2,941.5 | 2,972.3 | 3,005.1 | 3,035.7 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 1,335.6 | 1,352.4 | 1,449.8 | 1,478.6 | 1,824.9 | 1,691.3 | 1,656.7 | 1,635.4 | 1,631.0 | 1,634.6 | 1,636.8 | 89.6 | 88.8 | 86.0 | 77.2 | 69.4 | 66.5 | 65.6 | 64.8 | 64.1 | 63.4 | 62.7 |
| Total, selected races/ethnicities | 155.5 | 170.3 | 237.0 | 437.5 | 802.8 | 852.5 | 869.7 | 888.9 | 913.3 | 944.6 | 973.5 | 10.4 | 11.2 | 14.0 | 22.8 | 30.6 | 33.5 | 34.4 | 35.2 | 35.9 | 36.6 | 37.3 |
| Black | 89.7 | 87.9 | 99.8 | 181.4 | 361.9 | 367.3 | 366.2 | 364.5 | 363.0 | 365.5 | 365.4 | 6.0 | 5.8 | 5.9 | 9.5 | 13.8 | 14.4 | 14.5 | 14.4 | 14.3 | 14.2 | 14.0 |
| Hispanic | 30.9 | 38.6 | 57.9 | 110.8 | 197.8 | 221.0 | 229.4 | 242.7 | 259.6 | 275.4 | 292.4 | 2.1 | 2.5 | 3.4 | 5.8 | 7.5 | 8.7 | 9.1 | 9.6 | 10.2 | 10.7 | 11.2 |
| Asian/Pacific Islander | 28.6 | 37.7 | 72.0 | 132.7 | 194.3 | 195.2 | 197.3 | 200.3 | 206.3 | 214.2 | 220.8 | 1.9 | 2.5 | 4.3 | 6.9 | 7.4 | 7.7 | 7.8 | 7.9 | 8.1 | 8.3 | 8.5 |
| Asian |  |  |  | - | 187.8 | 188.4 | 190.9 | 194.3 | 200.3 | 208.2 | 215.0 |  |  |  |  | 7.1 | 7.4 | 7.6 | 7.7 | 7.9 | 8.1 | 8.2 |
| Pacific Islander |  |  |  |  | 6.5 | 6.8 | 6.4 | 6.1 | 6.1 | 5.9 | 5.8 |  |  |  |  | 0.2 | 0.3 | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 |
| American Indian/Alaska Native | 6.4 | 6.0 | 7.3 | 12.6 | 17.1 | 14.8 | 14.3 | 13.9 | 13.7 | 13.6 | 13.6 | 0.4 | 0.4 | 0.4 | 0.7 | 0.7 | 0.6 | 0.6 | 0.6 | 0.5 | 0.5 | 0.5 |
| Two or more races |  |  |  |  | 31.7 | 54.2 | 62.6 | 67.5 | 70.6 | 76.1 | 81.3 |  |  |  |  | 1.2 | 2.1 | 2.5 | 2.7 | 2.8 | 2.9 | 3.1 |
| Nonresident alien ${ }^{1}$ | 75.5 | 95.1 | 172.7 | 240.7 | 309.3 | 356.5 | 388.5 | 417.2 | 428.0 | 425.9 | 425.4 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | + | $\dagger$ | $\dagger$ | + | $\dagger$ |
| Male | 897.6 | 870.7 | 904.2 | 943.5 | 1,209.5 | 1,201.1 | 1,211.2 | 1,221.6 | 1,221.6 | 1,220.1 | 1,216.7 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 761.6 | 718.1 | 676.6 | 624.5 | 744.9 | 693.5 | 675.2 | 660.3 | 649.0 | 642.1 | 633.2 | 90.7 | 89.8 | 86.3 | 78.4 | 72.2 | 69.4 | 68.3 | 67.4 | 66.5 | 65.7 | 64.9 |
| Total, selected races/ethnicities | 78.4 | 81.7 | 107.4 | 171.9 | 286.5 | 306.0 | 313.0 | 319.8 | 326.5 | 335.7 | 343.0 | 9.3 | 10.2 | 13.7 | 21.6 | 27.8 | 30.6 | 31.7 | 32.6 | 33.5 | 34.3 | 35.1 |
| Black | 39.2 | 35.5 | 36.7 | 58.3 | 106.1 | 109.6 | 110.2 | 110.5 | 110.0 | 110.3 | 109.2 | 4.7 | 4.4 | 4.7 | 7.3 | 10.3 | 11.0 | 11.1 | 11.3 | 11.3 | 11.3 | 11.2 |
| Hispanic | 18.1 | 20.4 | 27.0 | 44.5 | 74.7 | 83.6 | 86.4 | 90.9 | 95.8 | 100.5 | 104.9 | 2.2 | 2.5 | 3.4 | 5.6 | 7.2 | 8.4 | 8.7 | 9.3 | 9.8 | 10.3 | 10.7 |
| Asian/Pacific Islander | 17.4 | 22.8 | 40.4 | 64.0 | 87.2 | 86.9 | 87.4 | 87.8 | 89.5 | 92.0 | 94.1 | 2.1 | 2.8 | 5.2 | 8.0 | 8.5 | 8.7 | 8.8 | 9.0 | 9.2 | 9.4 | 9.6 |
| Asian |  |  |  |  | 84.7 | 84.2 | 84.9 | 85.5 | 87.2 | 89.8 | 91.9 |  |  |  |  | 8.2 | 8.4 | 8.6 | 8.7 | 8.9 | 9.2 | 9.4 |
| Pacific Islander |  |  |  |  | 2.5 | 2.7 | 2.5 | 2.3 | 2.3 | 2.2 | 2.2 |  |  |  |  | 0.2 | 0.3 | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 |
| American Indian/Alaska Native | 3.7 | 3.0 | 3.2 | 5.0 | 6.4 | 5.3 | 5.3 | 5.0 | 4.8 | 4.6 | 4.5 | 0.4 | 0.4 | 0.4 | 0.6 | 0.6 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Two or more races |  |  |  |  | 12.0 | 20.6 | 23.7 | 25.5 | 26.5 | 28.3 | 30.2 |  |  |  |  | 1.2 | 2.1 | 2.4 | 2.6 | 2.7 | 2.9 | 3.1 |
| Nonresident alien ${ }^{1}$ | 57.7 | 71.0 | 120.2 | 147.1 | 178.2 | 201.6 | 223.0 | 241.4 | 246.0 | 242.2 | 240.5 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |

See notes at end of table.

Table 306.10. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex, attendance status, and race/ethnicity or nonresident alien status of student: Selected years, 1976 through 2018-Continued

| Level of enrollment, sex, attendance status, and race/ethnicity or nonresident alien status of student | Fall enrollment (in thousands) |  |  |  |  |  |  |  |  |  |  | Percentage distribution of U.S. resident students (excludes nonresident aliens) |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1976 | 1980 | 1990 | 2000 | 2010 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 1976 | 1980 | 1990 | 2000 | 2010 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Female | 669.1 | 747.0 | 955.4 | 1,213.4 | 1,727.5 | 1,699.3 | 1,703.7 | 1,720.0 | 1,750.7 | 1,785.1 | 1,819.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 574.1 | 634.3 | 773.2 | 854.1 | 1,080.0 | 997.8 | 981.5 | 975.0 | 982.0 | 992.5 | 1,003.6 | 88.1 | 87.7 | 85.6 | 76.3 | 67.7 | 64.6 | 63.8 | 63.1 | 62.6 | 62.0 | 61.4 |
| Total, selected races/ethnicities | 77.2 | 88.6 | 129.6 | 265.7 | 516.4 | 546.5 | 556.8 | 569.2 | 586.8 | 608.9 | 630.5 | 11.9 | 12.3 | 14.4 | 23.7 | 32.3 | 35.4 | 36.2 | 36.9 | 37.4 | 38.0 | 38.6 |
| Black | 50.5 | 52.4 | 63.1 | 123.1 | 255.8 | 257.7 | 256.0 | 254.0 | 253.0 | 255.1 | 256.2 | 7.7 | 7.2 | 7.0 | 11.0 | 16.0 | 16.7 | 16.6 | 16.4 | 16.1 | 15.9 | 15.7 |
| Hispanic | 12.8 | 18.3 | 30.9 | 66.3 | 123.1 | 137.4 | 143.1 | 151.8 | 163.8 | 174.9 | 187.4 | 2.0 | 2.5 | 3.4 | 5.9 | 7.7 | 8.9 | 9.3 | 9.8 | 10.4 | 10.9 | 11.5 |
| Asian/Pacific Islander | 11.2 | 15.0 | 31.5 | 68.7 | 107.0 | 108.3 | 109.9 | 112.5 | 116.9 | 122.1 | 126.7 | 1.7 | 2.1 | 3.5 | 6.1 | 6.7 | 7.0 | 7.1 | 7.3 | 7.5 | 7.6 | 7.8 |
| Asian |  |  |  |  | 103.1 | 104.2 | 106.0 | 108.8 | 113.1 | 118.4 | 123.1 |  |  |  | - | 6.5 | 6.7 | 6.9 | 7.0 | 7.2 | 7.4 | 7.5 |
| Pacific Islander |  |  | - | - | 3.9 | 4.1 | 3.9 | 3.7 | 3.8 | 3.7 | 3.6 | - | - | - | $\bar{\square}$ | 0.2 | 0.3 | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 |
| American Indian/Alaska Native | 2.7 | 3.0 | 4.1 | 7.6 | 10.7 | 9.5 | 9.0 | 8.9 | 8.9 | 9.0 | 9.0 | 0.4 | 0.4 | 0.5 | 0.7 | 0.7 | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 |
| Two or more races |  |  |  |  | 19.7 | 33.6 | 38.8 | 42.0 | 44.1 | 47.8 | 51.1 | + |  |  | - | 1.2 | 2.2 | 2.5 | 2.7 | 2.8 | 3.0 | 3.1 |
| Nonresident alien ${ }^{1}$ | 17.8 | 24.1 | 52.5 | 93.6 | 131.1 | 155.0 | 165.5 | 175.8 | 182.0 | 183.6 | 184.9 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | + | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |

## -Not available.

$\dagger$ Not applicable.
'Race/ethnicity not collected
NOTE: Race categories exclude persons of Hispanic ethnicity. Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other tables. Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher
degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the
earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. Detail may not sum to totals SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared September 2019.)

Table 306.20. Total fall enrollment in degree-granting postsecondary institutions, by level and control of institution and race/ethnicity or nonresident alien status of student: Selected years, 1976 through 2018

| Level and control of institution and race/ethnicity or nonresident alien status of student | Fall enrollment (in thousands) |  |  |  |  |  |  |  |  |  |  | Percentage distribution of U.S. resident students (excludes nonresident aliens) |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1976 | 1980 | 1990 | 2000 | 2010 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 1976 | 1980 | 1990 | 2000 | 2010 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| All students, total | 10,985.6 | 12,086.8 | 13,818.6 | 15,312.3 | 21,019.4 | 20,376.7 | 20,209.1 | 19,988.2 | 19,846.9 | 19,778.2 | 19,645.9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 9,076.1 | 9,833.0 | 10,722.5 | 10,462.1 | 12,720.8 | 11,589.4 | 11,239.3 | 10,939.2 | 10,716.6 | 10,517.4 | 10,301.3 | 84.3 | 83.5 | 79.9 | 70.8 | 62.6 | 59.3 | 58.3 | 57.6 | 56.9 | 56.0 | 55.2 |
| Total, selected races/ethnicities | 1,690.8 | 1,948.8 | 2,704.7 | 4,321.5 | 7,591.0 | 7,947.1 | 8,052.0 | 8,066.7 | 8,132.2 | 8,260.8 | 8,352.6 | 15.7 | 16.5 | 20.1 | 29.2 | 37.4 | 40.7 | 41.7 | 42.4 | 43.1 | 44.0 | 44.8 |
| Black | 1,033.0 | 1,106.8 | 1,247.0 | 1,730.3 | 3,039.0 | 2,872.0 | 2,792.8 | 2,681.0 | 2,589.4 | 2,549.5 | 2,493.3 | 9.6 | 9.4 | 9.3 | 11.7 | 15.0 | 14.7 | 14.5 | 14.1 | 13.7 | 13.6 | 13.4 |
| Hispanic | +383.8 | +471.7 | -782.4 | 1,461.8 | 2,748.8 | 3,093.2 | 3,191.9 | 3,297.7 | 3,428.0 | 3,546.0 | 3,645.0 | 3.6 | 4.0 | 5.8 | 9.9 | 13.5 | 15.8 | 16.5 | 17.4 | 18.2 | 18.9 | 19.5 |
| Asian/Pacific Islander | 197.9 | 286.4 | 572.4 | 978.2 | 1,281.6 | 1,259.7 | 1,272.2 | 1,284.3 | 1,306.7 | 1,327.8 | 1,352.6 | 1.8 | 2.4 | 4.3 | 6.6 | 6.3 | 6.4 | 6.6 | 6.8 | 6.9 | 7.1 | 7.3 |
| Asian |  |  |  |  | 1,217.6 | 1,198.7 | 1,213.8 | 1,229.0 | 1,253.5 | 1,275.7 | 1,302.1 |  |  |  |  | 6.0 | 6.1 | 6.3 | 6.5 | 6.7 | 6.8 | 7.0 |
| Pacific Islander <br> American Indian/Alaska Native | 76.1 | 83.9 | 102.8 | 151.2 | 64.0 196.2 | 61.0 162.2 | 58.5 152.9 | 55.3 146.1 | 53.2 142.3 | 52.0 137.5 | 50.5 133.8 | 0.7 | 0.7 | 0.8 | 1.0 | 0.3 1.0 | 0.3 0.8 | 0.3 0.8 | 0.3 0.8 | 0.3 0.8 | 0.3 0.7 | 0.3 0.7 |
| Two or more races |  |  |  |  | 325.4 | 560.0 | 642.2 | 657.6 | 665.8 | 700.1 | 727.9 |  |  |  |  | 1.6 | 2.9 | 3.3 | 3.5 | 3.5 | 3.7 | 3.9 |
| Nonresident alien ${ }^{1}$ | 218.7 | 305.0 | 391.5 | 528.7 | 707.7 | 840.2 | 917.8 | 982.3 | 998.1 | 1,000.0 | 992.1 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | + | + | , | , | $\dagger$ | + |
| Public | 8,641.0 | 9,456.4 | 10,844.7 | 11,752.8 | 15,142.2 | 14,746.8 | 14,654.7 | 14,572.8 | 14,585.8 | 14,571.7 | 14,529.3 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 7,094.5 | 7,656.1 | 8,385.4 | 7,963.4 | 9,182.1 | 8,363.3 | 8,119.6 | 7,910.7 | 7,787.3 | 7,646.3 | 7,505.9 | 83.5 | 82.7 | 79.2 |  | 62.5 | 58.8 | 57.7 | 56.7 | 55.8 |  | 53.9 |
| Total, selected races/ethnicities | 1,401.2 | 1,596.2 | 2,199.2 | 3,446.3 | 5,507.1 | 5,849.1 | 5,947.5 | 6,035.3 | 6,165.0 | 6,301.9 | 6,412.3 | 16.5 | 17.3 | 20.8 | 30.2 | 37.5 | 41.2 | 42.3 | 43.3 | 44.2 | 45.2 | 46.1 |
| Black | 831.2 | 876.1 | 976.4 | 1,319.2 | 1,988.8 | 1,886.5 | 1,840.2 | 1,775.1 | 1,739.6 | 1,725.3 | 1,711.8 | 9.8 | 9.5 | 9.2 | 11.6 | 13.5 | 13.3 | 13.1 | 12.7 | 12.5 | 12.4 | 12.3 |
| Hispanic | 336.8 | 406.2 | 671.4 | 1,229.3 | 2,163.8 | 2,479.4 | 2,580.4 | 2,694.5 | 2,819.5 | 2,929.7 | 3,016.4 | 4.0 | 4.4 | 6.3 | 10.8 | 14.7 | 17.4 | 18.3 | 19.3 | 20.2 | 21.0 | 21.7 |
| Asian/Pacific Islander | 165.7 | 239.7 | 461.0 | 770.5 | 968.7 | 944.9 | 955.9 | 970.1 | 990.5 | 1,007.4 | 1,027.8 | 2.0 | 2.6 | 4.4 | 6.8 | 6.6 | 6.6 | 6.8 | 7.0 |  |  |  |
| Asian |  |  |  |  | 924.8 | 905.7 | 918.5 | 934.3 | 955.9 | 973.7 | 994.5 |  |  |  |  | 6.3 | ${ }^{6} .4$ | 6.5 | ${ }_{6}^{6.7}$ | 6.9 | 7.0 | 7.1 |
| American Indian/Alaska Native | 67.5 | 74.2 | 90.4 | 127.3 | 150.8 | 124.4 | 117.8 | 113.7 | 110.7 | 107.7 | 105.1 | 0.8 | 0.8 | 0.9 | 1.1 | 1.0 | 0.9 | 0.8 | 0.8 0.8 | 0.8 | 0.8 0.8 | 0.8 |
| Two or more r |  |  |  |  | 235.0 | 414.0 | 453.2 | 482.0 | 504.8 | 531.8 | 551.2 |  |  |  |  | 1.6 | 2.9 | 3.2 | 3.5 | 3.6 | 3.8 | 4.0 |
| Nonresident alien ${ }^{1}$ | 145.3 | 204.2 | 260.0 | 343.1 | 453.0 | 534.5 | 587.6 | 626.8 | 633.5 | 623.6 | 611.1 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | + | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Private | 2,344.6 | 2,630.4 | 2,973.9 | 3,559.5 | 5,877.3 | 5,629.8 | 5,554.4 | 5,415.4 | 5,261.1 | 5,206.4 | 5,116.7 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 1,981.6 | 2,176.9 | 2,337.0 | 2,498.7 | 3,538.7 | 3,226.1 | 3,119.7 | 3,028.5 | 2,929.3 | 2,871.1 | 2,795.4 | 87.3 | 86.1 | 82.2 | 74.1 | 62.9 | 60.6 | 59.7 | 59.9 | 59.8 | 59.4 | 59.0 |
| Total, selected races/ethnicities | 289.6 | 352.7 | 505.5 | 875.2 | 2,083.9 | 2,098.0 | 2,104.5 | 2,031.4 | 1,967.2 | 1,958.9 | 1,940.3 | 12.7 | 13.9 | 17.8 | 25.9 | 37.1 | 39.4 | 40.3 | 40.1 | 40.2 | 40.6 | 41.0 |
| Black | 201.8 | 230.7 | 270.6 | 411.1 | 1,050.2 | 985.6 | 952.7 | 906.0 | 849.8 | 824.2 | 781.6 | 8.9 | 9.1 | 9.5 | 12.2 | 18.7 | 18.5 | 18.2 | 17.9 | 17.4 | 17.1 | 16.5 |
| Hispanic | 47.0 | 65.6 | 111.0 | 232.5 | 585.0 | 613.8 | 611.4 | 603.2 | 608.5 | 616.3 | 628.7 | 2.1 | 2.6 | 3.9 | 6.9 | 10.4 | 11.5 | 11.7 | 11.9 | 12.4 | 12.8 | 13.3 |
| Asian/Pacific Islander | 32.2 | 46.7 | 111.5 | 207.7 | 312.8 | 314.8 | 316.4 | 314.2 | 316.2 | 320.4 | 324.8 | 1.4 | 1.8 | 3.9 | 6.2 | 5.6 | 5.9 | 6.1 | 6.2 | 6.5 | 6.6 | 6.9 |
| Asian |  |  |  |  | 292.7 | 293.0 | 295.3 | 294.7 | 297.6 | 302.0 | 307.6 | , |  |  |  | 5.2 | 5.5 | 5.7 | 5.8 | 6.1 | ${ }^{6.3}$ | 6.5 |
| American Indian/Alaska Nativer | 8.6 | 9.7 | 12.4 | 23.9 | 45.5 | 37.8 | 35.1 | 32.5 | 31.7 | 29.7 | 28.6 | 0.4 | 0.4 | 0.4 | 0.7 | 0.8 | 0.7 | 0.7 | 0.6 | 0.6 | 0.6 |  |
| Two or more races |  |  |  |  | 90.4 | 146.0 | 189.0 | 175.6 | 161.0 | 168.3 | 176.6 |  |  |  |  | 1.6 | 2.7 | 3.6 | 3.5 | 3.3 | 3.5 | 3.7 |
| Nonresident alien ${ }^{1}$ | 73.4 | 100.8 | 131.4 | 185.6 | 254.7 | 305.7 | 330.2 | 355.5 | 364.6 | 376.4 | 380.9 | t | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | t | + |  |
| 4-year, total | 7,106.5 | 7,565.4 | 8,578.6 | 9,363.9 | 13,335.8 | 13,406.0 | 13,494.4 | 13,488.7 | 13,754.5 | 13,825.4 | 13,900.7 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 5,999.0 | 6,274.5 | 6,7 | 6,6 | 8,399 | 7,954.2 | 7,829.1 | 7,713.4 | 7,7 | 7,6 | 7,5 | 86.6 | 85.7 | 82.0 | 74.6 | 66.0 | 62.8 | 61.8 | 61.2 | 60.0 | 59.1 | 58.3 |
| Total, selected races/ethnicities | 931.0 | 1,049.9 | 1,486.1 | 2,266.1 | 4,328.0 | 4,703.8 | 4,843.0 | 4,897.2 | 5,135.5 | 5,275.6 | 5,421.1 | 13.4 | 14.3 | 18.0 | 25.4 | 34.0 | 37.2 | 38.2 | 38.8 | 40.0 | 40.9 | 41.7 |
| Black | 603.7 | 634.3 | 722.8 | 959.4 | 1,840.0 | 1,799.2 | 1,778.7 | 1,740.5 | 1,724.0 | 1,704.7 | 1,689.3 | 8.7 | 8.7 | 8.8 | 11.2 | 14.5 | 14.2 | 14.0 | 13.8 | 13.4 | 13.2 | 13.0 |
| Hispanic | 173.6 | 216.6 | 358.2 | 617.9 | 1,355.9 | 1,599.6 | 1,670.8 | 1,742.1 | 1,932.5 | 2,035.7 | 2,145.1 | 2.5 | 3.0 | 4.3 | 6.9 | 10.7 | 12.6 | 13.2 | 13.8 | 15.0 | 15.8 | 16.5 |
| Asian/Pacific Islander | 118.7 | 162.1 | 357.2 | 576.3 | 818.5 | 843.7 | 864.8 | 882.5 | 929.6 | 958.8 | 986.5 | 1.7 | 2.2 | 4.3 | 6.5 | 6.4 | 6.7 | 6.8 | 7.0 |  |  |  |
| Asian |  |  |  |  | 782.5 | 806.1 | 827.5 | 847.1 | 893.9 | 923.5 | 952.1 |  |  |  |  | 6.1 | 6.4 | 6.5 | 6.7 | 7.0 | 7.2 | 7.3 |
| Pacific Islander |  |  |  |  | 36.0 | 37.6 | 37.3 | 35.4 | 35.7 | 35.3 | 34.4 |  |  |  |  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |  |
| American Indian/Alaska Native | 35.0 | 36.9 | 47.9 | 76.5 | 109.0 | 91.4 | 87.0 | 83.4 | 83.6 | 81.7 | 80.7 | 0.5 | 0.5 | 0.6 | 0.9 | 0.9 | 0.7 | 0.7 | 0.7 | 0.7 | 0.6 | 0.6 |
| Two or more races |  |  | 324.3 |  | 204.6 608.3 | 3748.8 | 441.7 822.4 | 448.8 | 465.7 | 494.7 | 519.5 |  |  |  |  | 1.6 | 2.9 | 3.5 | 3.6 | 3.6 | 3.8 | 4.0 |
| Noresidentalen |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | + |  | + | + |  |  |  |
| Public | 4,892.9 | 5,127.6 | 5,848.2 | 6,055.4 | 7,924.1 | 8,120.4 | 8,257.1 | 8,348.5 | 8,742.9 | 8,854.3 | 8,982.6 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 4,120.2 | 4,243.0 | 4,605.6 | 4,311.2 | 5,069.6 | 4,867.1 | 4,833.9 | 4,790.3 | 4,879.3 | 4,850.4 | 4,849.5 | 86.1 | 85.1 | 81.5 | 74.4 | 67.0 | 63.4 | 62.3 | 61.2 | 59.5 | 58.3 | 57.3 |
| Total, selected races/ethnicities | 666.7 | 740.8 | 1,046.2 | 1,486.4 | 2,496.8 | 2,808.6 | 2,928.6 | 3,032.7 | 3,321.1 | 3,465.8 | 3,606.6 | 13.9 | 14.9 | 18.5 | 25.6 | 33.0 | 36.6 | 37.7 | 38.8 | 40.5 | 41.7 | 42.7 |
| Black | 421.8 | 438.2 | 495.1 | 627.8 | 912.6 | 909.0 | 914.8 | 1916.0 | 950.9 | 956.5 | 969.1 | 8.8 | 8.8 | 8.8 | 10.8 | 12.1 | 11.8 | 11.6 | 11.7 | 11.6 | 11.5 | 11.5 |
| Hispanic | 129.3 | 156.4 | 262.5 | 420.0 | 869.5 | 1,063.4 | 1,133.0 | 1,199.5 | 1,379.5 | 1,472.8 | 1,561.4 | 2.7 | 3.1 | 4.6 | 7.2 | 11.5 | 13.9 | 14.6 | 15.3 | 16.8 | 17.7 | 18.5 |
| Asian/Pacific Islander | 87.5 | 117.2 | 250.6 | 381.3 | 522.8 | 544.7 | 563.1 | 579.4 | 623.7 | 648.2 | 670.8 | 1.8 | 2.4 | 4.4 | 6.6 | 6.9 | 7.1 | 7.3 | 7.4 | 7.6 |  |  |
| Asian |  |  |  |  | 504.7 | 526.1 | 544.3 | 562.0 | 605.2 | 629.9 | 652.4 |  |  |  |  | 6.7 | 6.9 | 7.0 | 7.2 | 7.4 | 7.6 | 7.7 |
| Paciicic Islander |  |  |  |  | 18.1 | 18.6 | 18.7 | 17.4 | 18.5 | 18.2 | 18.4 |  |  |  |  | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| American Indian/Alaska Native | 28.2 | 29.0 | 38.0 | 57.2 | 69.5 | 58.1 | 56.0 | 54.6 | 55.3 | 55.0 | 54.9 | 0.6 | 0.6 | 0.7 | 1.0 | 0.9 | 0.8 | 0.7 | 0.7 | 0.7 | 0.7 | 0.6 |
| Two or more races |  |  |  |  | 122.4 | 233.4 | 261.9 | 283.2 | 311.6 | 333.4 | 350.4 |  |  |  |  | 1.6 | 3.0 | 3.4 | 3.6 | 3.8 | 4.0 | 4.1 |
| Nonresident alien ${ }^{1}$ | 106.0 | 143.8 | 196.4 | 257.8 | 357.8 | 444.8 | 494.6 | 525.6 | 542.6 | 538.1 | 526.5 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | † | $\dagger$ | $\dagger$ | $\dagger$ | + | $\dagger$ | $\dagger$ |
| Private | 2,213.6 | 2,437.8 | 2,730.3 |  | 5,411.7 | 5,285.6 | 5,237.3 | 5,140.2 |  | 4,971.1 |  | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 1,878.8 | 2,031.5 | 2,162.5 | 2,346.9 | 3,330.0 | 3,087.1 | 2,995.2 | 2,923.1 | 2,835.7 | 2,787.6 | 2,725.3 | 87.7 | 86.8 | 83.1 | 75.1 | 64.5 | 62.0 | 61.0 | 61.1 | 61.0 | 60.6 | 60.0 |
| Total, selected races/ethnicities | 264.3 | 309.2 | 439.8 | 779.7 | 1,831.2 | 1,895.2 | 1,914.3 | 1,864.5 | 1,814.4 | 1,809.8 | 1,814.5 | 12.3 | 13.2 | 16.9 | 24.9 | 35.5 | 38.0 | 39.0 | 38.9 | 39.0 | 39.4 | 40.0 |
| Black | 182.0 | 196.1 | 227.7 | 367.6 | 927.4 | 890.3 | 864.0 | 824.5 | 773.1 | 748.2 | 720.2 | 8.5 | 8.4 | 8.7 | 11.8 | 18.0 | 17.9 | 17.6 | 17.2 | 16.6 | 16.3 | 15.9 |
| Hispanic | 44.3 | 60.2 | 95.7 | 197.9 | 486.3 | 536.2 | 537.8 | 542.7 | 553.0 | 563.0 | 583.7 | 2.1 | 2.6 | 3.7 | 6.3 | 9.4 | 10.8 | 11.0 | 11.3 | 11.9 | 12.2 | 12.9 |
| Asian/Pacific Island | 31.2 | 44.9 | 106.6 | 195.0 | 295.7 | 299.0 | 301.7 | 303.0 | 305.9 | 310.6 | 315.7 | 1.5 | 1.9 | 4.1 | 6.2 | 5.7 | 6.0 | 6.1 | 6.3 | 6.6 | 6.8 | 7.0 |
| Asian Pacific Island |  |  |  |  | 277.8 | 280.0 | 283.1 | 285.1 | 288.7 | 293.6 | 299.8 |  |  |  |  | 5.4 | 5.6 | 5.8 | 6.0 | ${ }^{6} .2$ | 6.4 | 6.6 0.4 |
| merican Indian/Alaska | 6.8 | 7.9 | 9.9 | 19.3 | 39.6 | 33.3 | 31.0 | 28.8 | 28.3 | 26.7 | 25.8 | 0.3 | 0.3 | 0.4 | 0.6 | 0.8 | 0.7 | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 |
| Two or more races |  |  |  |  | 82.2 | 136.4 | 179.8 | 165.6 | 154.1 | 161.3 | 169.0 |  |  |  |  | 1.6 | 2.7 | 3.7 | 3.5 | 3.3 | 3.5 | 3.7 |
| Nonresident alien ${ }^{1}$ | 70.5 | 97.1 | 127.9 | 181.9 | 250.6 | 303.2 | 327.8 | 352.5 | 361.5 | 373.8 | 378.3 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | † | + | + | $\dagger$ |

 1976 through 2018-Continued

| Level and control of institution and race/ethnicity or nonresident alien status of student | Fall enrollment (in thousands) |  |  |  |  |  |  |  |  |  |  | Percentage distribution of U.S. resident students (excludes nonresident aliens) |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1976 | 1980 | 1990 | 2000 | 2010 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 1976 | 1980 | 1990 | 2000 | 2010 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 2-year, total | 3,879.1 | 4,521.4 | 5,240.1 | 5,948.4 | 7,683.6 | 6,970.6 | 6,714.7 | 6,499.5 | 6,092.4 | 5,952.8 | 5,745.2 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 3,077.1 | 3,558.5 | 3,954.3 | 3,804.1 | 4,321.3 | 3,635.2 | 3,410.2 | 3,225.8 | 3,001.6 | 2,879.5 | 2,726.5 | 80.2 | 79.8 | 76.4 | 64.9 | 57.0 | 52.8 | 51.5 | 50.4 | 50.0 | 49.1 | 48.2 |
| Total, selected races/ethnicities | 759.8 | 898.9 | 1,218.6 | 2,055.4 | 3,263.0 | 3,243.3 | 3,209.1 | 3,169.5 | 2,996.7 | 2,985.2 | 2,931.5 | 19.8 | 20.2 | 23.6 | 35.1 | 43.0 | 47.2 | 48.5 | 49.6 | 50.0 | 50.9 | 51.8 |
| Black | 429.3 | 472.5 | 524.3 | 734.9 | 1,198.9 | 1,072.8 | 1,014.1 | -940.5 | , 865.5 | 184.8 | 804.1 | 11.2 | 10.6 | 10.1 | 12.5 | 15.8 | 15.6 | 15.3 | 14.7 | 14.4 | 14.4 | 14.2 |
| Hispanic | 210.2 | 255.1 | 424.2 | 843.9 | 1,393.0 | 1,493.5 | 1,521.1 | 1,555.6 | 1,495.4 | 1,510.2 | 1,499.9 | 5.5 | 5.7 | 8.2 | 14.4 | 18.4 | 21.7 | 23.0 | 24.3 | 24.9 | 25.8 | 26.5 |
| Asian/Pacific Islander | 79.2 | 124.3 | 215.2 | 401.9 | 463.1 | 416.0 | 407.5 | 401.9 | 377.1 | 369.0 | 366.1 | 2.1 | 2.8 | 4.2 | 6.9 | 6.1 | 6.0 | ${ }_{5} 6$ | 6.3 | 6.3 | 6.3 | 6.5 |
| ${ }_{\text {Asian }}$ |  |  |  |  | 435.1 | 392.6 | 386.3 | 381.9 | 359.6 | 352.2 | 350.0 |  |  |  |  | 5.7 | 5.7 | 5.8 | 6.0 | 6.0 | 6.0 | 6.2 |
| Paciific Islander |  |  |  |  | 28.0 | 23.4 | 21.2 | 19.9 | 17.5 | 16.7 | 16.1 |  |  |  |  | 0.4 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American Indian/Alaska Native | 41.2 | 47.0 | 54.9 | 74.7 | $\begin{array}{r}87.2 \\ 120.8 \\ \hline\end{array}$ | 70.8 190.2 | 66.0 200.5 | 62.8 208.7 | 58.7 200.0 | 55.7 205.4 | 53.0 208.4 | 1.1 | 1.1 | 1.1 | 1.3 | 1.1 | 1.0 2.8 | 1.0 3.0 | 1.0 3 | 1.0 3 | 1.0 | 0.9 3.7 |
| Nonresident alien ${ }^{1}$ | 42.2 | 64.1 | 67.1 | 89.0 | 99.3 | 92.1 | 95.4 | 104.2 | 94.1 | 88.1 | 87.2 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | + | + | + | $\dagger$ | t | ${ }^{3}+$ |
| Public | 3,748.1 | 4,328.8 | 4,996.5 | 5,697.4 | 7,218.1 | 6,626.4 | 6,397.6 | 6,224.3 | 5,842.9 | 5,717.5 | 5,546.7 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 2,974.3 | 3,413.1 | 3,779.8 | 3,652.2 | 4,112.5 | 3,496.2 | 3,285.7 | 3,120.4 | 2,908.0 | 2,795.9 | 2,656.4 | 80.2 | 80.0 | 76.6 | 65.1 | 57.7 | 53.5 | 52.1 | 51.0 | 50.6 | 49.6 | 48.6 |
| Total, selected races/ethnicities | 734.5 | 855.4 | 1,153.0 | 1,959.9 | 3,010.3 | 3,040.5 | 3,018.9 | 3,002.6 | 2,844.0 | 2,836.0 | 2,805.7 | 19.8 | 20.0 | 23.4 | 34.9 | 42.3 | 46.5 | 47.9 | 49.0 | 49.4 | 50.4 | 51.4 |
| Black | 409.5 | 437.9 | 481.4 | 691.4 | 1,076.1 | 977.5 | 925.4 | 859.0 | 788.7 | 765.8 | 742.7 | 11.0 | 10.3 | 9.8 | 12.3 | 15.1 | 15.0 | 14.7 | 14.0 | 13.7 | 13.7 | 13.6 |
| Hispanic | 207.5 | 249.8 | 408.9 | 809.2 | 1,294.3 | 1,415.9 | 1,447.5 | 1,495.1 | 1,439.9 | 1,456.9 | 1,455.0 | 5.6 | 5.9 | 8.3 | 14.4 | 18.2 | 21.7 | 23.0 | 24.4 | 25.0 | 25.9 | 26.6 |
| Asian/Pacific Islander | 78.2 | 122.5 | 210.3 | 389.2 | 445.9 | 400.2 | 392.8 | 390.7 | 366.8 | 359.2 | 357.0 | 2.1 | 2.9 | 4.3 | 6.9 | 6.3 | 6.1 | 6.2 | 6.4 | 6.4 | 6.4 | 6.5 |
| Asian |  |  |  |  | 420.2 | 379.6 | 374.2 | 372.3 | 350.7 | 343.8 | 342.2 |  |  |  |  | 5.9 | 5.8 | 5.9 | 6.1 | 6.1 | 6.1 | 6.3 |
| Paciific Islander |  |  |  |  | 25.7 | 20.6 | 18.7 | 18.4 | 16.1 | 15.4 | 14.9 |  |  |  |  | 0.4 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American Indian/Alaska Native | 39.3 | 45.2 | 52.4 | 70.1 | 81.3 | 66.3 | 61.9 | 59.1 | 55.3 | 52.7 198.4 | 50.2 | 1.1 | 1.1 | 1.1 | 1.2 | 1.1 | 1.0 | 1.0 3.0 | 1.0 3 | 1.0 3 | 0.9 3 | 0.9 3 |
| Two or more races | 39.2 | 60.3 | 63.6 | 85.2 | 112.7 95.2 | 180.6 89.7 | 191.3 93.0 | 198.8 101.3 | 193.2 | 198.4 85.5 | 200.8 84.6 | $\dagger$ |  | + | $\dagger$ | 1.6 | 2.8 | 3.0 | 3.2 | 3.4 | 3.5 | 3.7 |
| Private | 131.0 | 192.6 | 243.6 | 251.0 | 465.5 | 344.2 | 317.1 | 275.2 | 249.5 | 235.3 | 198.5 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 102.8 | 145.4 | 174.5 | 151.8 | 208.8 | 139.0 | 124.5 | 105.4 | 93.6 | 83.6 | 70.2 | 80.3 | 77.0 | 72.7 | 61.4 | 45.2 | 40.7 | 39.6 | 38.7 | 38.0 | 35.9 | 35.8 |
| Total, selected races/ethnicities | 25.3 | 43.5 | 65.6 | 95.5 | 252.7 | 202.8 | 190.2 | 166.8 | 152.7 | 149.2 | 125.8 | 19.7 | 23.0 | 27.3 | 38.6 | 54.8 | 59.3 | 60.4 | 61.3 | 62.0 | 64.1 | 64.2 |
| Black | 19.8 | 34.6 | 42.9 | 43.5 | 122.8 | 95.3 | 88.7 | 81.5 | 76.8 | 76.0 | 61.4 | 15.5 | 18.3 | 17.9 | 17.6 | 26.6 | 27.9 | 28.2 | 29.9 | 31.2 | 32.7 | 31.3 |
| Hispanic | 2.6 | 5.3 | 15.3 | 34.7 | 98.7 | 77.6 | 73.6 | 60.5 | 55.5 | 53.3 | 44.9 | 2.1 | 2.8 | 6.4 | 14.0 | 21.4 | 22.7 | 23.4 | 22.2 | 22.5 | 22.9 | 22.9 |
| Asian/Pacific Islander | 0.9 | 1.8 | 4.9 | 12.7 | 17.2 | 15.7 | 14.7 | 11.2 | 10.3 | 9.8 | 9.1 | 0.7 | 1.0 | 2.0 | 5.1 | 3.7 | 4.6 | 4.7 | 4.1 | 4.2 | 4.2 | 4.6 |
|  |  |  |  |  | 14.9 | 13.0 | 12.1 | 9.6 | 8.9 | 8.4 | 7.8 |  |  |  |  | 3.2 | 3.8 | 3.9 | 3.5 | 3.6 | 3.6 | 4.0 |
| Paciific Islander |  |  |  |  | 2.2 | 2.8 | 2.5 | 1.5 | 1.4 | 1.4 | 1.3 |  |  |  |  | 0.5 | 0.8 | 0.8 | 0.6 | 0.6 | 0.6 | 0.6 |
| American Indian/Alaska Native | 1.8 | 1.8 | 2.5 | 4.5 | 5.9 | 4.5 | 4.1 | 3.7 | 3.4 | 3.0 | 2.8 | 1.4 | 1.0 | 1.1 | 1.8 | 1.3 | 1.3 | 1.3 | 1.4 | 1.4 | 1.3 | 1.4 |
| Two or more races |  |  |  |  | 8.1 | 9.7 | 9.2 | 10.0 | 6.8 | 7.0 | 7.6 |  |  |  |  | 1.8 | 2.8 | 2.9 | 3.7 | 2.8 | 3.0 | 3.9 |
| Nonresident alien ${ }^{1}$ | 3.0 | 3.7 | 3.5 | 3.8 | 4.1 | 2.5 | 2.4 | 2.9 | 3.1 | 2.6 | 2.6 | $\dagger$ | 1 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 1 | $\dagger$ |

-Not available.
'Race/ethnicity not collected
NOTE: Race categories exclude persons of Hispanic ethnicity. Because of underreporting and nonreporting of racial/ ethnic data, some figures are slightly lower than corresponding data in other tables. Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar
to the earlier higher education classification, but it includes more 2 -year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
OURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education (PEDS), 'Fall Enroilment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared September 2019.)

Table 306.30. Fall enrollment of U.S. residents in degree-granting postsecondary institutions, by race/ethnicity: Selected years, 1976 through 2029

| Year | Enrollment (in thousands) |  |  |  |  |  |  |  |  | Percentage distribution |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |  |  | Total | Asian | Pacific Islander |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 1976 | 10,767 | 9,076 | 1,033 | 384 | 198 | - | - | 76 | - | 100.0 | 84.3 | 9.6 | 3.6 | 1.8 |  | - | 0.7 | - |
| 1980 | 11,782 | 9,833 | 1,107 | 472 | 286 | - |  | 84 | - | 100.0 | 83.5 | 9.4 | 4.0 | 2.4 |  | - | 0.7 |  |
| 1990 | 13,427 | 10,722 | 1,247 | 782 | 572 | - |  | 103 | - | 100.0 | 79.9 | 9.3 | 5.8 | 4.3 | - | - | 0.8 |  |
| 1994 | 13,823 | 10,427 | 1,449 | 1,046 | 774 | - |  | 127 | - | 100.0 | 75.4 | 10.5 | 7.6 | 5.6 |  | - | 0.9 |  |
| 1995 | 13,807 | 10,311 | 1,474 | 1,094 | 797 | - | - | 131 | - | 100.0 | 74.7 | 10.7 | 7.9 | 5.8 | - | - | 1.0 | - |
| 1996 | 13,901 | 10,264 | 1,506 | 1,166 | 828 | - | - | 138 | - | 100.0 | 73.8 | 10.8 | 8.4 | 6.0 | - | - | 1.0 | - |
| 1997 | 14,037 | 10,266 | 1,551 | 1,218 | 859 | - | - | 142 | - | 100.0 | 73.1 | 11.0 | 8.7 | 6.1 | - | - | 1.0 | - |
| 1998 | 14,063 | 10,179 | 1,583 | 1,257 | 900 | - | - | 144 | 二 | 100.0 | 72.4 | 11.3 | 8.9 | 6.4 | - | - | 1.0 | - |
| 1999 | 14,361 | 10,329 | 1,649 | 1,324 | 914 | - | - | 146 | 二 | 100.0 | 71.9 | 11.5 | 9.2 | 6.4 | - | - | 1.0 | - |
| 2000 | 14,784 | 10,462 | 1,730 | 1,462 | 978 | - | - | 151 | - | 100.0 | 70.8 | 11.7 | 9.9 | 6.6 | - | - | 1.0 | - |
| 2001 | 15,363 | 10,775 | 1,850 | 1,561 | 1,019 | - | - | 158 | - | 100.0 | 70.1 | 12.0 | 10.2 | 6.6 | - | - | 1.0 | - |
| 2002 | 16,021 | 11,140 | 1,979 | 1,662 | 1,074 | - | - | 166 | - | 100.0 | 69.5 | 12.4 | 10.4 | 6.7 | - | - | 1.0 | - |
| 2003 | 16,314 | 11,281 | 2,068 | 1,716 | 1,076 | - | - | 173 | - | 100.0 | 69.1 | 12.7 | 10.5 | 6.6 | - | - | 1.1 | - |
| 2004 2005 | 16,682 | 11,423 | 2,165 | 1,810 | 1,109 | - | - | 176 | - | 100.0 | 68.5 | 13.0 | 10.8 | 6.6 | - | - | 1.1 | - |
| 2005 | 16,903 | 11,495 | 2,215 | 1,882 | 1,134 | - | - | 176 | - | 100.0 | 68.0 | 13.1 | 11.1 | 6.7 | - | - | 1.0 | - |
| 2006 | 17,158 | 11,568 | 2,280 | 1,964 | 1,165 | - | - | 181 | - | 100.0 | 67.4 | 13.3 | 11.4 | 6.8 | - | - | 1.1 | - |
| 2007 | 17,635 | 11,761 | 2,384 | 2,081 | 1,218 | - | - | 190 | - | 100.0 | 66.7 | 13.5 | 11.8 | 6.9 | - | - | 1.1 | - |
| 2008 | 18,421 | 12,075 | 2,580 | 2,271 | 1,303 | - | - | 193 | - | 100.0 | 65.5 | 14.0 | 12.3 | 7.1 | - | - | 1.0 | - |
| 2009 | 19,631 | 12,669 | 2,884 | 2,537 | 1,335 |  |  | 206 | - | 100.0 | 64.5 | 14.7 | 12.9 | 6.8 | - |  | 1.0 | $\overline{-}$ |
| 2010 | 20,312 | 12,721 | 3,039 | 2,749 | 1,282 | 1,218 | 64 | 196 | 325 | 100.0 | 62.6 | 15.0 | 13.5 | 6.3 | 6.0 | 0.3 | 1.0 | 1.6 |
| 2011 | 20,270 | 12,402 | 3,079 | 2,893 | 1,277 | 1,211 | 66 | 186 | 433 | 100.0 | 61.2 | 15.2 | 14.3 | 6.3 | 6.0 | 0.3 | 0.9 | 2.1 |
| 2012 | 19,861 | 11,982 | 2,962 | 2,980 | 1,258 | 1,195 | 64 | 173 | 505 | 100.0 | 60.3 | 14.9 | 15.0 | 6.3 | 6.0 | 0.3 | 0.9 | 2.5 |
| 2013 | 19,537 | 11,589 | 2,872 | 3,093 | 1,260 | 1,199 | 61 | 162 | 560 | 100.0 | 59.3 | 14.7 | 15.8 | 6.4 | 6.1 | 0.3 | 0.8 | 2.9 |
| 2014 | 19,291 | 11,239 | 2,793 | 3,192 | 1,272 | 1,214 | 58 | 153 | 642 | 100.0 | 58.3 | 14.5 | 16.5 | 6.6 | 6.3 | 0.3 | 0.8 | 3.3 |
| 2015 | 19,006 | 10,939 | 2,681 | 3,298 | 1,284 | 1,229 | 55 | 146 | 658 | 100.0 | 57.6 | 14.1 | 17.4 | 6.8 | 6.5 | 0.3 | 0.8 | 3.5 |
| 2016 | 18,849 | 10,717 | 2,589 | 3,428 | 1,307 | 1,253 | 53 | 142 | 666 | 100.0 | 56.9 | 13.7 | 18.2 | 6.9 | 6.7 | 0.3 | 0.8 | 3.5 |
| 2017 | 18,778 | 10,517 | 2,550 | 3,546 | 1,328 | 1,276 | 52 | 137 | 700 | 100.0 | 56.0 | 13.6 | 18.9 | 7.1 | 6.8 | 0.3 | 0.7 | 3.7 |
| 2018 | 18,654 | 10,301 | 2,493 | 3,645 | 1,353 | 1,302 | 51 | 134 | 728 | 100.0 | 55.2 | 13.4 | 19.5 | 7.3 | 7.0 | 0.3 | 0.7 | 3.9 |
| $2019{ }^{1}$ | 18,736 | 10,385 | 2,549 | 3,626 | 1,314 |  |  | 131 | 731 | 100.0 | 55.4 | 13.6 | 19.4 | 7.0 |  |  | 0.7 | 3.9 |
| $2020{ }^{1}$ | 18,752 | 10,319 | 2,569 | 3,686 | 1,315 | - | - | 131 | 732 | 100.0 | 55.0 | 13.7 | 19.7 | 7.0 | - | - | 0.7 | 3.9 |
| $2021{ }^{1}$ | 18,776 | 10,267 | 2,585 | 3,738 | 1,323 | - | - | 130 | 733 | 100.0 | 54.7 | 13.8 | 19.9 | 7.0 | - | - | 0.7 | 3.9 |
| $2022{ }^{1}$ | 18,800 | 10,216 | 2,598 | 3,791 | 1,332 | - | - | 129 | 734 | 100.0 | 54.3 | 13.8 | 20.2 | 7.1 | - | - | 0.7 | 3.9 |
| $2023{ }^{1}$ | 18,838 | 10,166 | 2,616 | 3,850 | 1,343 | - | - | 129 | 735 | 100.0 | 54.0 | 13.9 | 20.4 | 7.1 | - | - | 0.7 | 3.9 |
| 2024 | 18,892 | 10,122 | 2,636 | 3,917 | 1,352 | - | - | 128 | 737 | 100.0 | 53.6 | 14.0 | 20.7 | 7.2 | - | - | 0.7 | 3.9 |
| $2025{ }^{1}$ | 18,947 | 10,079 | 2,657 | 3,988 | 1,357 | - | - | 127 | 739 | 100.0 | 53.2 | 14.0 | 21.0 | 7.2 | - | - | 0.7 | 3.9 |
| $2026{ }^{1}$ | 19,013 | 10,039 | 2,682 | 4,062 | 1,363 | - | - | 126 | 742 | 100.0 | 52.8 | 14.1 | 21.4 | 7.2 | - | - | 0.7 | 3.9 |
| $2027{ }^{1}$ | 19,033 | 9,969 | 2,703 | 4,129 | 1,365 | - | - | 124 | 743 | 100.0 | 52.4 | 14.2 | 21.7 | 7.2 | - | - | 0.7 | 3.9 |
| $2028{ }^{1}$ | 19,034 | 9,888 | 2,721 | 4,192 | 1,367 | - | - | 123 | 743 | 100.0 | 51.9 | 14.3 | 22.0 | 7.2 | - | - | 0.6 | 3.9 |
| $\underline{20291}$ | 19,029 | 9,807 | 2,738 | 4,252 | 1,367 | - | - | 121 | 742 | 100.0 | 51.5 | 14.4 | 22.3 | 7.2 | - | - | 0.6 | 3.9 |

## -Not available. <br> ${ }^{1}$ Projected.

NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2010, institutions were not required to report separate data on Asians, Pacific Islanders, and students of Two or more races. Projections for Asian and Pacific Islander enrollment are not available due to the limited amount of historical data available upon which to base a projection model. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes
more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions by Race/ Ethnicity Projection Model, 1980 through 2029. (This table was prepared December 2019.)

Table 306.50. Total fall enrollment in degree-granting postsecondary institutions, by control and classification of institution, level of enrollment, and race/ethnicity of student: 2018

| Level of enrollment and race/ethnicity of student |  | Public institutions |  |  |  |  |  |  |  |  | Nonprofit institutions |  |  |  |  |  |  |  |  | For-profit institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 4 -year |  |  |  |  |  |  | 2-year | Total | 4-year |  |  |  |  |  |  | 2-year |  |  |  |
|  |  | Total | Total | Research university, very high ${ }^{1}$ | Research university, high ${ }^{2}$ | Doctoral/ research university ${ }^{3}$ | Master's ${ }^{4}$ | Baccalaureate ${ }^{5}$ | Special focus ${ }^{6}$ |  |  | Total |  | Research university, high $^{2}$ | Doctoral research university ${ }^{3}$ | Master's ${ }^{4}$ | Baccalaureate ${ }^{5}$ | Special focus ${ }^{6}$ |  | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| All students,total | Fall enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 19,645,918 | 14,529,264 | 8,982,560 | 2,880,371 | 1,355,351 | 634,802 | 2,505,556 | 1,512,103 | 94,377 | 5,546,704 |  | $4,089,090$ | 645,546 | 329,064 | 451,943 | 1,616,062 | 653,475 | 393,000 | 45,154 | 982,410 | 829,060 | 153,350 |
| White | 10,301,292 | 7,505,866 | 4,849,505 | 1,541,259 | 814,436 | 314,750 | 1,407,828 | 721,125 | 50,107 | 2,656,361 | $2,384,510$ | 2,367,157 | 280,063 | 189,231 | 257271 | 1,010,791 | 406,265 | 223,536 | $\begin{aligned} & 17,353 \\ & 18,117 \end{aligned}$ | $\begin{aligned} & 410,916 \\ & 286,650 \end{aligned}$ | 358,119 | $\begin{array}{r} 52,797 \\ 43,263 \\ 40,200 \\ 6,708 \\ 1,088 \end{array}$ |
| Black | 2,493,306 | 1,711,755 | 969,085 | 195,506 | 152,810 | 99,334 | 328,825 | 182,534 | 10,076 | 742,670 | 494,901 | 476,784 | 40,818 | 31,761 | 62,287 | 196,752 | 100,429 | 44,737 |  |  | 243,387 |  |
| Hispanic | 3,645,040 | 3,016,367 | 1,561,402 | 397,173 | 186,287 | 132,956 | 425,266 | 410,540 | 9,180 | 1,454,965 | 460,431 | 455,701 | 64,562 | 35,197 | 52,751 | 210,252 | 56,833 | 36,106 | 4,730 | 168,242 | 128,042 |  |
| Asian | 1,302,106 | -994,527 | 652,373 | 311,137 | 64,607 | 37,759 | 144,471 | 83,121 | 11,278 | 342,154 | 266,389 | 265,281 | 88,497 | 23,247 | 30,227 | 67,281 | 21,233 | 34,796 | 1,108 | 41,190 | 34,482 |  |
| Pacific Islander | 50,505 | 33,274 | 18,391 | 4,167 | 1,977 | $\begin{array}{r} 2,329 \\ 22,608 \end{array}$ | $\begin{array}{r} 5, / 24 \\ 16,068 \\ 92,487 \end{array}$ | 5,375 | 139 | 14,883 | 10,602 | 10,440 | 676 | 609 | 1,067 | 5,438 | 1,579 | 1,071 | 162 | 6,629 | 5,541 |  |
| American Indian/ Alaska Native | $\begin{aligned} & 133,751 \\ & 727,863 \\ & 992,055 \end{aligned}$ | $\begin{aligned} & 105,105 \\ & 551,241 \\ & 611,129 \end{aligned}$ | 54,889 350,422 526,493 | $\begin{array}{r} 9,470 \\ 116,354 \\ 305,305 \end{array}$ | $\begin{array}{r} 1,977 \\ 8,695 \\ 52,998 \end{array}$ |  |  | $\begin{aligned} & 10,419 \\ & 63,743 \end{aligned}$ | $\begin{aligned} & 7,908 \\ & 2,232 \end{aligned}$ | $\begin{array}{r} 50,216 \\ 200,819 \\ 84,636 \end{array}$ | $\begin{array}{r} 19,390 \\ 141,180 \\ 356,841 \end{array}$ | $\begin{array}{r} 18,556 \\ 139,548 \end{array}$ | $\begin{array}{r} 1,210 \\ 24,177 \end{array}$ | $\begin{array}{r} 918 \\ 10,837 \end{array}$ | $\begin{array}{r} 1,806 \\ 14,517 \end{array}$ | $\begin{array}{r} 7,955 \\ 49,901 \end{array}$ | $\begin{array}{r} 2,905 \\ 25,517 \end{array}$ | $\begin{array}{r} 3,762 \\ 14,599 \end{array}$ | 8341,632 | $\begin{array}{r} 9,256 \\ 35,442 \end{array}$ | 7,27829,495 | $\begin{aligned} & 1,978 \\ & 5,947 \\ & 1,369 \end{aligned}$ |
| Two or more races |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Nonresident alien ${ }^{7}$ |  |  |  |  | 73,541 | 24,057 | 84,887 | 35,246 | 3,457 |  |  | 355,623 | 145,543 | 37,264 | 32,017 | 67,692 | 38,714 | 34,393 | 1,218 | 24,085 | 22,716 |  |
| Undergraduate | 16,610,235 | 13,049,326 | 7,502,622 | 2,187,010 | 1,095,720 | 525,972 | 2,153,440 | $\begin{array}{\|} 1,504,994 \\ 715,752 \end{array}$ | $\begin{aligned} & 35,486 \\ & 17,239 \end{aligned}$ | $\begin{array}{\|l\|} \hline 5,546,704 \\ 2,656,361 \end{array}$ | 2,821,653 | $\begin{aligned} & 2,776,499 \\ & 1,663,362 \end{aligned}$ | $\begin{aligned} & 309,524 \\ & 139,075 \end{aligned}$ | $\begin{aligned} & 213,114 \\ & 131,241 \end{aligned}$ | 273,092 | 1,164,431 | $\begin{aligned} & 618,808 \\ & 382,501 \end{aligned}$ | 197,530 | 45,154 | 739,256 | 585,906 |  |
| White | 8,664,500 | 6,680,174 | 4,023,813 |  |  | 254,993 | 1,198,358 |  |  |  | 1,680,715 |  |  |  | 160,428 | 736,038 |  | 114,079 | 17,353 | 303,611 | 250,814 | $\begin{array}{r} 52,797 \\ 43,263 \\ 40,200 \\ 6,708 \\ 1,088 \end{array}$ |
| Black | 2,127,937 | 1,572,462 | 829,792 | 152,871 | 128,011 | 84,163 | 278,011 | 181,815 | 4,921 | 742,670 | 347,687 | 329,570 | 20,576 | 18,119 | 32,629 | 138,841 | 95,900 | 23,505 | 18,117 | 207,788 | 164,525 |  |
| Hispanic | 3,352,665 | 2,871,674 | 1,416,709 | 339,760 | 163,506 | 116,829 | 383,097 | 410,242 | 3,275 | 1,454,965 | 337,587 | 332,857 | 38,354 | 22,140 | 35,478 | 162,374 | 54,544 | 19,967 | 4,730 | 143,404 | 103,204 |  |
| Asian | 1,087,123 | 894,499 | 552,345 | 257,239 | 52,534 | 31,769 | 126,386 | 82,936 | 1,481 | 342,154 | 163,373 | 162,265 | 52,289 | 15,546 | 18,865 | 43,625 | 19,867 | 12,073 | 1,108 | 29,251 | 22,543 |  |
| Pacific Islander | 44,667 | 31,460 | 16,577 | 3,413 | 1,724 | 852 | 5,153 | 5,362 | 73 | 14,883 | 7,850 | 7,688 | 340 | 458 | 637 | 4,124 | 1,501 | 628 | 162 | 5,357 | 4,269 |  |
| American Indian/ Alaska Native | 120,165 646,540 566,638 | 98,131511,120 389,806 | $\begin{array}{r} 47,915 \\ 310,301 \\ 305,170 \end{array}$ | $\begin{array}{r} 6,966 \\ 96,634 \\ 149,705 \end{array}$ | 7,23246,45439,216 |  | 13,92483,176 | 10,34463,617 | $\begin{array}{r}7,530 \\ 620 \\ \hline 34\end{array}$ | $\begin{array}{r} 50,216 \\ 200,819 \\ 84,636 \end{array}$ | $\begin{array}{r} 14,623 \\ 106,938 \\ 162,880 \end{array}$ |  | $\begin{array}{r} 635 \\ 15,152 \\ 43,103 \end{array}$ | $\begin{array}{r} 577 \\ 7,941 \\ 17,092 \end{array}$ | $\begin{array}{r} 1,113 \\ 10,388 \\ 13,554 \end{array}$ | $\begin{array}{r} 5,748 \\ 39,522 \\ 34,159 \end{array}$ | $\begin{array}{r} 2,727 \\ 24,755 \\ 37,013 \end{array}$ | $\begin{array}{r} 2,989 \\ 7,548 \\ 16,741 \end{array}$ | $\begin{array}{r} 834 \\ 1,632 \\ 1,218 \end{array}$ | $\begin{array}{r} 7,411 \\ 28,482 \\ 13,952 \end{array}$ | $\begin{array}{r} 5,433 \\ 22,535 \\ 12,583 \end{array}$ | $\begin{aligned} & 1,978 \\ & 5,947 \\ & 1,369 \end{aligned}$ |
| Two or more races |  |  |  |  |  | 1,92519,80015,641 |  |  |  |  |  | $\begin{array}{r} 13,789 \\ 105,306 \\ 161,662 \end{array}$ |  |  |  |  |  |  |  |  |  |  |
| Nonresident alien ${ }^{7}$ |  |  |  |  |  |  | 65,335 | 34,926 | 347 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Postbaccalaureate | 3,035,683 | 1,479,938 | $\begin{array}{r} 1,479,938 \\ 825,692 \end{array}$ | $\begin{aligned} & 693,361 \\ & 360,831 \end{aligned}$ | $\begin{aligned} & 259,631 \\ & 177,393 \end{aligned}$ | $\begin{array}{r} 108,830 \\ 59,757 \end{array}$ | $\begin{aligned} & 352,116 \\ & 209,470 \end{aligned}$ | $\begin{aligned} & 7,109 \\ & 5,373 \end{aligned}$ | $\begin{aligned} & 58,891 \\ & 32,868 \end{aligned}$ | $\dagger$ | $\begin{array}{r} 1,312,591 \\ 703,795 \end{array}$ | $\begin{array}{r} 1,312,591 \\ 703,795 \end{array}$ | $\begin{aligned} & 336,022 \\ & 140,988 \end{aligned}$ | $\begin{array}{r} 115,950 \\ 57,990 \end{array}$ | $\begin{array}{r} 178,851 \\ 96,843 \end{array}$ | $\begin{aligned} & 451,631 \\ & 274,753 \end{aligned}$ | $\begin{aligned} & 34,667 \\ & 23,764 \end{aligned}$ | $\begin{aligned} & 195,470 \\ & 109,457 \end{aligned}$ | $\dagger$ | $\begin{aligned} & 243,154 \\ & 107,305 \end{aligned}$ | $\begin{aligned} & 243,154 \\ & 107,305 \end{aligned}$ | $\dagger$ |
| White | 1,636,792 | 825,692 |  |  |  |  |  |  |  | $\dagger$ |  |  |  |  |  |  |  |  |  |  |  |  |
| Black | 365,369 | 139,293 | 139,293 | 42,635 | 24,799 | 15,171 | 50,814 | 719 | 5,155 |  | 147,214 | 147,214 | 20,242 | 13,642 | 29,658 | 57,911 | 4,529 | 21,232 | + | 107,305 107,305 <br> 78,862 78,862 |  |  |
| Hispanic | 292,375 | 144,693 | 144,693 | 57,413 | 22,781 | 16,127 | 42,169 | 298 | 5,905 |  | 122,844 | 122,844 | 26,208 | 13,057 | 17,273 | 47,878 | 2,289 | 16,139 |  | 24,838 | 24,838 |  |
| Asian | 214,983 | 100,028 | 100,028 | 53,898 | 12,073 | 5,990 | 18,085 | 185 | 9,797 |  | 103,016 | 103,016 | 36,208 | 7,701 | 11,362 | 23,656 | 1,366 | 22,723 |  | 11,939 | 11,939 |  |
| Pacific Islander | 5,83813,58681,323425,417 | 1,814 | 1,814 | 72,5419,720155,600 | $\begin{array}{r} 253 \\ 1,463 \\ 6,544 \\ 34,325 \\ \hline \end{array}$ | 157 | 571 | $\begin{array}{r} 15 \\ 75 \\ 126 \\ 320 \end{array}$ | $\begin{array}{r} 00 \\ 378 \\ 1,612 \\ 3,110 \end{array}$ | $\dagger$$\dagger$$\dagger$ | 2,752 | 2,752 | 336 | 151 | 430 | 1,314 | 78 | 443 | † | 1,272 | 1,272 |  |
| American Indian/ Alaska Native |  | re, 6 674 | $\begin{array}{r} 6,974 \\ 40,121 \end{array}$ |  |  | $\begin{array}{r} 107 \\ 404 \\ 2,808 \\ 8,416 \end{array}$ | $\begin{array}{r} r \\ 2,144 \\ 9,311 \\ 19,552 \end{array}$ |  |  |  | $\begin{array}{r} 4,767 \\ 34,242 \\ 193,961 \end{array}$ | $\begin{array}{r} 4,767 \\ 34,242 \\ 193,961 \end{array}$ | $\begin{array}{r} 575 \\ 9,025 \\ 102,440 \end{array}$ | $\begin{array}{r} 341 \\ 2,896 \\ 20,172 \end{array}$ | $\begin{array}{r} 693 \\ 4,129 \\ 18,463 \\ \hline \end{array}$ | $\begin{array}{r} 2,207 \\ 10,379 \\ 33,533 \end{array}$ | $\begin{array}{r} 178 \\ 762 \\ 1,701 \\ \hline \end{array}$ | $\begin{array}{r} 773 \\ 7,051 \\ 17,652 \end{array}$ | $\stackrel{\dagger}{\dagger}$ | $\begin{array}{r} 1,845 \\ 6,960 \\ 60,133 \end{array}$ | $\begin{array}{r} 1,845 \\ 6,960 \\ 60,133 \end{array}$ | $\dagger$$\dagger$$\dagger$$\dagger$ |
| Two or more races |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Nonresident alien ${ }^{7}$ |  | 221,323 | 221,323 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Percentage distribution of U.S. resident students (excludes nonresident aliens)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| U.S. resident students, total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 55.2 | 53.9 | 57.3 | 59.9 | 63.5 | 51.5 | 58.2 | 48.8 | 55.1 | 48.6 | 63.1 | 63.4 | 56.0 | 64.8 | 61.3 | 65.3 | 66.1 | 62.3 | 39.5 | 42.9 | 44.4 | 34.7 |
| Black | 13.4 | 12.3 | 11.5 | 7.6 | 11.9 | 16.3 | 13.6 | 12.4 | 11.1 | 13.6 | 13.1 | 12.8 | 8.2 | 10.9 | 14.8 | 12.7 | 16.3 | 12.5 | 41.2 | 29.9 | 30.2 | 28.5 |
| Hispanic | 19.5 | 21.7 | 18.5 | 15.4 | 14.5 | 21.8 | 17.6 | 27.8 | 10.1 | 26.6 | 12.2 | 12.2 | 12.9 | 12.1 | 12.6 | 13.6 | 9.2 | 10.1 | 10.8 | 17.6 | 15.9 | 26.5 |
| Asian | 7.0 | 7.1 | 7.7 | 12.1 | 5.0 | 6.2 | 6.0 | 5.6 | 12.4 | 6.3 | 7.1 | 7.1 | 17.7 | 8.0 | 7.2 | 4.3 | 3.5 | 9.7 | 2.5 | 4.3 | 4.3 | 4.4 |
| Paciific Islander | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.4 | 0.2 | 0.3 | 0.3 | 0.3 | 0.1 | 0.2 | 0.3 | 0.4 | 0.3 | 0.3 | 0.4 | 0.7 | 0.7 | 0.7 |
| American Indian/ Alaska Native | 0.7 | 0.8 | 0.6 | 0.4 | 0.7 | 0.4 | 0.7 | 0.7 | 8.7 | 0.9 | 0.5 | 0.5 | 0.2 | 0.3 | 0.4 | 0.5 | 0.5 | 1.0 | 1.9 | 1.0 | 0.9 | 1.3 |
| Two or more races | 3.9 | 4.0 | 4.1 | 4.5 | 4.1 | 3.7 | 3.8 | 4.3 | 2.5 | 3.7 | 3.7 | 3.7 | 4.8 | 3.7 | 3.5 | 3.2 | 4.2 | 4.1 | 3.7 | 3.7 | 3.7 | 3.9 |
| Undergraduate | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 54.0 | 52.8 | 55.9 | 57.9 | 62.2 | 50.0 | 57.4 | 48.7 | 49.1 | 48.6 | 63.2 | 63.6 | 52.2 | 67.0 | 61.8 | 65.1 | 65.7 | 63.1 | 39.5 | 41.9 | 43.7 | 34.7 |
| Black | 13.3 | 12.4 | 11.5 | 7.5 | 12.1 | 16.5 | 13.3 | 12.4 | 14.0 | 13.6 | 13.1 | 12.6 | 7.7 | 9.2 | 12.6 | 12.3 | 16.5 | 13.0 | 41.2 | 28.6 | 28.7 | 28.5 |
| Hispanic | 20.9 | 22.7 | 19.7 | 16.7 | 15.5 | 22.9 | 18.3 | 27.9 | 9.3 | 26.6 | 12.7 | 12.7 | 14.4 | 11.3 | 13.7 | 14.4 | 9.4 | 11.0 | 10.8 | 19.8 | 18.0 | 26.5 |
| Asian | 6.8 | 7.1 | 7.7 | 12.6 | 5.0 | 6.2 | 6.1 | 5.6 | 4.2 | 6.3 | 6.1 | 6.2 | 19.6 | 7.9 | 7.3 | 3.9 | 3.4 | 6.7 | 2.5 | 4.0 | 3.9 | 4.4 |
| Pacific Islander | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.4 | 0.2 | 0.3 | 0.3 | 0.3 | 0.1 | 0.2 | 0.2 | 0.4 | 0.3 | 0.3 | 0.4 | 0.7 | 0.7 | 0.7 |
| American Indian/ Alaska Native | 0.7 | 0.8 | 0.7 | 0.3 | 0.7 | 0.4 | 0.7 | 0.7 | 21.4 | 0.9 | 0.5 | 0.5 | 0.2 | 0.3 | 0.4 | 0.5 | 0.5 | 1.7 | 1.9 | 1.0 | 0.9 | 1.3 |
| Two or more races | 4.0 | 4.0 | 4.3 | 4.7 | 4.4 | 3.9 | 4.0 | 4.3 | 1.8 | 3.7 | 4.0 | 4.0 | 5.7 | 4.1 | 4.0 | 3.5 | 4.3 | 4.2 | 3.7 | 3.9 | 3.9 | 3.9 |

See notes at end of table.

Table 306.50. Total fall enrollment in degree-granting postsecondary institutions, by control and classification of institution, level of enrollment, and race/ethnicity of student: 2018-Continued

| Level of enrollment and race/ethnicity of student |  | Public institutions |  |  |  |  |  |  |  |  | Nonprofit institutions |  |  |  |  |  |  |  |  | For-profit institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 4 -year |  |  |  |  |  |  | 2-year | Total | 4 -year |  |  |  |  |  |  | 2-year |  |  |  |
|  |  | Total | Total |  | Research university, high ${ }^{2}$ | Doctoral/ research university $^{3}$ | Master's ${ }^{4}$ | Baccalaureate ${ }^{5}$ | Special focus ${ }^{6}$ |  |  | Total | Research sity, very high ${ }^{1}$ | Research university, high $^{2}$ | Doctoral/ research university ${ }^{3}$ | Master's ${ }^{4}$ | Baccalaureate ${ }^{5}$ | Special focus ${ }^{6}$ |  | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Postbaccalaureate | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ | 100.0 | 100.0 |  |
| White | 62.7 | 65.6 | 65.6 | 67.1 | 69.9 | 59.5 | 63.0 | 79.1 | 58.9 | $\dagger$ | 62.9 | 62.9 | 60.4 | 60.5 | 60.4 | 65.7 | 72.1 | 61.6 | † | 46.0 | 46.0 |  |
| Black | 14.0 | 11.1 | 11.1 | 7.9 | 11.0 | 15.1 | 15.3 | 10.6 | 9.2 | $\dagger$ | 13.2 | 13.2 | 8.7 | 14.2 | 18.5 | 13.9 | 13.7 | 11.9 | $\dagger$ | 33.8 | 33.8 |  |
| Hispanic | 11.2 | 11.5 | 11.5 | 10.7 | 10.1 | 16.1 | 12.7 | 4.4 | 10.6 | $\dagger$ | 11.0 | 11.0 | 11.2 | 13.6 | 10.8 | 11.5 | 6.9 | 9.1 | t | 10.7 | 10.7 |  |
| Asian | 8.2 | 7.9 | 7.9 | 10.0 | 5.4 | 6.0 | 5.4 | 2.7 | 17.6 | $\dagger$ | 9.2 | 9.2 | 15.5 | 8.0 | 7.1 | 5.7 | 4.1 | 12.8 | $\dagger$ | 5.1 | 5.1 |  |
| Paciific Islander | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.2 | 0.2 | 0.1 | $\dagger$ | 0.2 | 0.2 | 0.1 | 0.2 | 0.3 | 0.3 | 0.2 | 0.2 | $\dagger$ | 0.5 | 0.5 |  |
| American Indian/ Alaska Native | 0.5 | 0.6 | 0.6 | 0.5 | 0.6 | 0.4 | 0.6 | 1.1 | 0.7 | $\dagger$ | 0.4 | 0.4 | 0.2 | 0.4 | 0.4 | 0.5 | 0.5 | 0.4 | $\dagger$ | 0.8 | 0.8 |  |
| Two or more races | 3.1 | 3.2 | 3.2 | 3.7 | 2.9 | 2.8 | 2.8 | 1.9 | 2.9 | t | 3.1 | 3.1 | 3.9 | 3.0 | 2.6 | 2.5 | 2.3 | 4.0 | $\dagger$ | 3.0 | 3.0 |  |

$\dagger$ Not applicable.
Research universities with a very high level of research activity.
Research universities with a high level of research activity.
Institutions that award at least 20 research/scholarship doctor's degrees per year, but did not have a high level of research activity.
Institutions that award at least 50 master's degrees and fewer than 20 doctor's degrees per year.
Institutions that primarily emphasize undergraduate education. In addition to institutions that primarily award bachelor's
degrees, also includes institutions classified as 4 -year in the IPEDS system, but classified as 2 -year baccalaureate/associate's colleges in the Carnegie Classification system because they primarily award associate's degrees.
${ }^{6}$ Four-year institutions that award degrees primarily in single fields of study, such as medicine, business, fine arts, theology, and engineering.

Race/ethnicity not collected.
NOTE: Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctor's degrees conferred, by field. Further information on the
research index ranking may be obtained from http://carnegieclassifications.iu.edu/. Includes imputed Carnegie classifications for institutions with missing data. Degree-granting institutions grant associate's or higher degrees and participate in Title IV ederal financial aid programs. Race categories exclude persons of Hispanic ethnicity,
dary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared September 2019.)
DIGEST OF EDUCATION STATISTICS 2019

|  | Fall enrollment |  |  |  |  |  |  |  |  | Percentage distribution of U.S. resident students (excludes nonresident aliens) |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | Total | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races | Non- resident alien | Total | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| United States | 19,645,918 | 10,301,292 | 2,493,306 | 3,645,040 | 1,302,106 | 50,505 | 133,751 | 727,863 | 992,055 | 100.0 | 55.2 | 13.4 | 19.5 | 7.0 | 0.3 | 0.7 | 3.9 |
| Alabama | 304,182 | 189,523 | 77,604 | 11,758 | 6,086 | 359 | 1,964 | 7,863 | 9,025 | 100.0 | 64.2 | 26.3 | 4.0 | 2.1 | 0.1 | 0.7 | 2.7 |
| Alaska | 25,692 | 15,012 | 799 | 2,159 | 1,423 | 395 | 2,773 | 2,608 | 523 | 100.0 | 59.6 | 3.2 | 8.6 | 5.7 | 1.6 | 11.0 | 10.4 |
| Arizona | 581,982 | 282,736 | 70,708 | 146,080 | 22,830 | 2,695 | 13,676 | 23,293 | 19,964 | 100.0 | 50.3 | 12.6 | 26.0 | 4.1 | 0.5 | 2.4 | 4.1 |
| Arkansas | 159,738 | 109,342 | 24,358 | 10,758 | 2,868 | 153 | 1,156 | 6,004 | 5,099 | 100.0 | 70.7 | 15.8 | 7.0 | 1.9 | 0.1 | 0.7 | 3.9 |
| California | 2,712,420 | 737,941 | 165,807 | 1,111,638 | 402,035 | 12,388 | 11,164 | 123,529 | 147,918 | 100.0 | 28.8 | 6.5 | 43.3 | 15.7 | 0.5 | 0.4 | 4.8 |
| Colorado | 360,537 | 221,393 | 27,282 | 65,261 | 13,691 | 853 | 3,398 | 16,518 | 12,141 | 100.0 | 63.5 | 7.8 | 18.7 | 3.9 | 0.2 | 1.0 | 4.7 |
| Connecticut | 197,480 | 111,084 | 26,145 | 30,903 | 11,244 | 205 | 497 | 6,230 | 11,172 | 100.0 | 59.6 | 14.0 | 16.6 | 6.0 | 0.1 | 0.3 | 3.3 |
| Delaware | 60,700 | 33,359 | 12,942 | 5,153 | 2,209 | 82 | 274 | 1,851 | 4,830 | 100.0 | 59.7 | 23.2 | 9.2 | 4.0 | 0.1 | 0.5 | 3.3 |
| District of Columbia | 97,776 | 42,490 | 24,287 | 9,498 | 6,924 | 169 | 258 | 3,113 | 11,037 | 100.0 | 49.0 | 28.0 | 11.0 | 8.0 | 0.2 | 0.3 | 3.6 |
| Florida | 1,068,063 | 455,577 | 189,206 | 297,906 | 38,574 | 2,227 | 3,102 | 35,143 | 46,328 | 100.0 | 44.6 | 18.5 | 29.2 | 3.8 | 0.2 | 0.3 | 3.4 |
| Georgia | 543,443 | 258,145 | 165,611 | 45,310 | 30,610 | 705 | 1,690 | 16,951 | 24,421 | 100.0 | 49.7 | 31.9 | 8.7 | 5.9 | 0.1 | 0.3 | 3.3 |
| Hawaii | 61,855 | 10,088 | 1,223 | 7,397 | 19,080 | 3,561 | 134 | 16,370 | 4,002 | 100.0 | 17.4 | 2.1 | 12.8 | 33.0 | 6.2 | 0.2 | 28.3 |
| Idaho | 123,487 | 91,991 | 1,417 | 12,137 | 2,016 | 548 | 1,008 | 5,751 | 8,619 | 100.0 | 80.1 | 1.2 | 10.6 | 1.8 | 0.5 | 0.9 | 5.0 |
| Illinois | 738,448 | 385,507 | 92,892 | 142,407 | 52,486 | 998 | 1,594 | 21,046 | 41,518 | 100.0 | 55.3 | 13.3 | 20.4 | 7.5 | 0.1 | 0.2 | 3.0 |
| Indiana | 388,348 | 273,874 | 35,189 | 26,437 | 13,610 | 366 | 814 | 13,775 | 24,283 | 100.0 | 75.2 | 9.7 | 7.3 | 3.7 | 0.1 | 0.2 | 3.8 |
| Iowa | 254,058 | 185,118 | 21,216 | 19,993 | 7,504 | 500 | 1,295 | 7,052 | 11,380 | 100.0 | 76.3 | 8.7 | 8.2 | 3.1 | 0.2 | 0.5 | 2.9 |
| Kansas | 212,737 | 142,369 | 17,275 | 22,471 | 6,168 | 415 | 2,529 | 8,415 | 13,095 | 100.0 | 71.3 | 8.7 | 11.3 | 3.1 | 0.2 | 1.3 | 4.2 |
| Kentucky | 262,961 | 200,317 | 21,742 | 10,153 | 4,940 | 241 | 604 | 8,234 | 16,730 | 100.0 | 81.4 | 8.8 | 4.1 | 2.0 | 0.1 | 0.2 | 3.3 |
| Louisiana | 241,401 | 130,964 | 73,815 | 13,662 | 6,258 | 1,088 | 1,597 | 6,821 | 7,196 | 100.0 | 55.9 | 31.5 | 5.8 | 2.7 | 0.5 | 0.7 | 2.9 |
| Maine | 71,773 | 60,156 | 3,034 | 2,426 | 1,971 | 100 | 674 | 1,881 | 1,531 | 100.0 | 85.6 | 4.3 | 3.5 | 2.8 | 0.1 | 1.0 | 2.7 |
| Maryland | 361,442 | 159,405 | 100,270 | 34,735 | 28,122 | 740 | 1,028 | 14,942 | 22,200 | 100.0 | 47.0 | 29.6 | 10.2 | 8.3 | 0.2 | 0.3 | 4.4 |
| Massachusetts | 499,769 | 276,317 | 44,275 | 58,333 | 41,971 | 424 | 925 | 15,826 | 61,698 | 100.0 | 63.1 | 10.1 | 13.3 | 9.6 | 0.1 | 0.2 | 3.6 |
| Michigan | 541,096 | 373,156 | 62,172 | 29,733 | 23,699 | 496 | 2,995 | 19,200 | 29,645 | 100.0 | 73.0 | 12.2 | 5.8 | 4.6 | 0.1 | 0.6 | 3.8 |
| Minnesota | 408,783 | 266,065 | 61,158 | 24,527 | 23,414 | 639 | 2,951 | 14,632 | 15,397 | 100.0 | 67.6 | 15.5 | 6.2 | 6.0 | 0.2 | 0.8 | 3.7 |
| Mississippi | 169,360 | 94,294 | 61,255 | 4,436 | 2,193 | 118 | 848 | 3,078 | 3,138 | 100.0 | 56.7 | 36.9 | 2.7 | 1.3 | 0.1 | 0.5 | 1.9 |
| Missouri | 374,424 | 265,176 | 43,225 | 21,053 | 12,812 | 600 | 1,730 | 13,083 | 16,745 | 100.0 | 74.1 | 12.1 | 5.9 | 3.6 | 0.2 | 0.5 | 3.7 |
| Montana | 49,363 | 39,350 | 471 | 1,972 | 836 | 115 | 3,337 | 1,902 | 1,380 | 100.0 | 82.0 | 1.0 | 4.1 | 1.7 | 0.2 | 7.0 | 4.0 |
| Nebraska | 134,938 | 98,192 | 7,340 | 14,051 | 4,315 | 240 | 949 | 4,498 | 5,353 | 100.0 | 75.8 | 5.7 | 10.8 | 3.3 | 0.2 | 0.7 | 3.5 |
| Nevada | 117,798 | 49,560 | 9,131 | 33,662 | 12,959 | 1,244 | 839 | 8,123 | 2,280 | 100.0 | 42.9 | 7.9 | 29.1 | 11.2 | 1.1 | 0.7 | 7.0 |
| New Hampshire | 160,743 | 114,365 | 20,439 | 13,682 | 4,419 | 486 | 888 | 3,477 | 2,987 | 100.0 | 72.5 | 13.0 | 8.7 | 2.8 | 0.3 | 0.6 | 2.2 |
| New Jersey | 414,416 | 193,488 | 57,230 | 90,823 | 40,228 | 907 | 957 | 9,630 | 21,153 | 100.0 | 49.2 | 14.6 | 23.1 | 10.2 | 0.2 | 0.2 | 2.4 |
| New Mexico | 123,297 | 39,571 | 3,622 | 59,577 | 2,600 | 294 | 11,440 | 2,872 | 3,321 | 100.0 | 33.0 | 3.0 | 49.7 | 2.2 | 0.2 | 9.5 | 2.4 |
| New York | 1,250,287 | 582,806 | 168,367 | 227,668 | 124,463 | 2,034 | 4,220 | 32,304 | 108,425 | 100.0 | 51.0 | 14.7 | 19.9 | 10.9 | 0.2 | 0.4 | 2.8 |
| North Carolina | 563,710 | 325,076 | 124,282 | 48,178 | 20,998 | 738 | 6,113 | 18,740 | 19,585 | 100.0 | 59.7 | 22.8 | 8.9 | 3.9 | 0.1 | 1.1 | 3.4 |
| North Dakota | 53,286 | 42,233 | 1,813 | 2,065 | 753 | 72 | 2,211 | 1,756 | 2,383 | 100.0 | 83.0 | 3.6 | 4.1 | 1.5 | 0.1 | 4.3 | 3.4 |
| Ohio | 644,962 | 464,721 | 74,176 | 29,645 | 19,798 | 568 | 1,698 | 22,790 | 31,566 | 100.0 | 75.8 | 12.1 | 4.8 | 3.2 | 0.1 | 0.3 | 3.7 |
| Oklahoma | 195,943 | 112,252 | 15,450 | 19,755 | 6,063 | 305 | 13,664 | 18,955 | 9,499 | 100.0 | 60.2 | 8.3 | 10.6 | 3.3 | 0.2 | 7.3 | 10.2 |
| Oregon | 228,140 | 146,451 | 6,856 | 31,669 | 13,656 | 1,500 | 2,372 | 14,518 | 11,118 | 100.0 | 67.5 | 3.2 | 14.6 | 6.3 | 0.7 | 1.1 | 6.7 |
| Pennsylvania | 700,329 | 458,096 | 75,929 | 53,217 | 41,514 | 687 | 1,395 | 22,450 | 47,041 | 100.0 | 70.1 | 11.6 | 8.1 | 6.4 | 0.1 | 0.2 | 3.4 |
| Rhode Island | 80,868 | 51,812 | 6,017 | 11,112 | 3,892 | 71 | 263 | 3,087 | 4,614 | 100.0 | 67.9 | 7.9 | 14.6 | 5.1 | 0.1 | 0.3 | 4.0 |
| South Carolina | 240,533 | 151,642 | 57,654 | 12,355 | 4,534 | 259 | 860 | 7,927 | 5,302 | 100.0 | 64.5 | 24.5 | 5.3 | 1.9 | 0.1 | 0.4 | 3.4 |
| South Dakota | 53,365 | 42,674 | 1,987 | 1,933 | 723 | 100 | 2,777 | 1,355 | 1,816 | 100.0 | 82.8 | 3.9 | 3.7 | 1.4 | 0.2 | 5.4 | 2.6 |
| Tennessee | 322,115 | 218,471 | 58,592 | 16,040 | 8,872 | 447 | 971 | 10,144 | 8,578 | 100.0 | 69.7 | 18.7 | 5.1 | 2.8 | 0.1 | 0.3 | 3.2 |
| Texas | 1,643,542 | 583,816 | 202,622 | 632,198 | 103,772 | 2,287 | 6,137 | 45,550 | 67,160 | 100.0 | 37.0 | 12.9 | 40.1 | 6.6 | 0.1 | 0.4 | 2.9 |
| Utah | 359,772 | 267,973 | 18,045 | 37,868 | 10,220 | 2,381 | 2,532 | 13,595 | 7,158 | 100.0 | 76.0 | 5.1 | 10.7 | 2.9 | 0.7 | 0.7 | 3.9 |

Table 306.60. Total fall enrollment in degree-granting postsecondary institutions, by race/ethnicity or nonresident alien status of student and state or jurisdiction: 2018-Continued

|  | Fall enrollment |  |  |  |  |  |  |  |  | Percentage distribution of U.S. resident students (excludes nonresident aliens) |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | Total | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races | Non- resident alien ${ }^{1}$ | Total | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| Vermont | 42,914 | 33,826 | 1,651 | 2,463 | 1,230 | 45 | 161 | 1,839 | 1,699 | 100.0 | 82.1 | 4.0 | 6.0 | 3.0 | 0.1 | 0.4 | 4.5 |
| Virginia | 552,041 | 311,741 | 106,163 | 49,896 | 37,429 | 1,246 | 2,020 | 23,947 | 19,599 | 100.0 | 58.5 | 19.9 | 9.4 | 7.0 | 0.2 | 0.4 | 4.5 |
| Washington | 367,056 | 206,696 | 16,769 | 49,965 | 36,232 | 2,414 | 3,858 | 28,178 | 22,944 | 100.0 | 60.1 | 4.9 | 14.5 | 10.5 | 0.7 | 1.1 | 8.2 |
| West Virginia | 140,103 | 104,759 | 13,786 | 9,279 | 2,493 | 575 | 571 | 4,727 | 3,913 | 100.0 | 76.9 | 10.1 | 6.8 | 1.8 | 0.4 | 0.4 | 3.5 |
| Wisconsin | 336,409 | 253,936 | 18,357 | 24,989 | 13,954 | 293 | 2,303 | 10,152 | 12,425 | 100.0 | 78.4 | 5.7 | 7.7 | 4.3 | 0.1 | 0.7 | 3.1 |
| Wyoming | 32,510 | 26,265 | 405 | 2,987 | 301 | 57 | 458 | 1,123 | 914 | 100.0 | 83.1 | 1.3 | 9.5 | 1.0 | 0.2 | 1.4 | 3.6 |
| U.S. Service Academies | 15,523 | 10,121 | 1,245 | 1,667 | 1,114 | 75 | 79 | 1,015 | 207 | 100.0 | 66.1 | 8.1 | 10.9 | 7.3 | 0.5 | 0.5 | 6.6 |
| Other jurisdictions | 212,565 | 828 | 2,164 | 197,303 | 3,224 | 8,001 | 167 | 167 | 711 | 100.0 | 0.4 | 1.0 | 93.1 | 1.5 | 3.8 | 0.1 | 0.1 |
| American Samoa | 1,037 | , | 0 | 1 | 8 | 928 | 0 | 0 | 99 | 100.0 | 0.1 | 0.0 | 0.1 | 0.9 | 98.9 | 0.0 | 0.0 |
| Federated States of Micronesia | 1,931 | 0 | 0 | 0 | 0 | 1,931 | 0 | 0 | 0 | 100.0 | 0.0 | 0.0 | 0.0 | \# | 100.0 | 0.0 | 0.0 |
| Guam | 5,888 | 155 | 45 | 34 | 2,607 | 2,990 | 8 | 2 | 47 | 100.0 | 2.7 | 0.8 | 0.6 | 44.6 | 51.2 | 0.1 | \# |
| Marshall Islands | 1,119 | 1 | 0 | 0 | 5 | 1,113 | 0 | 0 | 0 | 100.0 | 0.1 | 0.0 | 0.0 | 0.4 | 99.5 | 0.0 | 0.0 |
| Northern Marianas | 1,194 | 12 | 4 | 5 | 490 | 531 | 0 | 71 | 81 | 100.0 | 1.1 | 0.4 | 0.4 | 44.0 | 47.7 | 0.0 | 6.4 |
| Palau | 497 | 1 | 0 | 0 | 9 | 487 | 0 | 0 | 0 | 100.0 | 0.2 | 0.0 | 0.0 | 1.8 | 98.0 | 0.0 | 0.0 |
| Puerto Rico | 198,915 | 527 | 633 | 197,061 | 91 | 20 | 156 | 75 | 352 | 100.0 | 0.3 | 0.3 | 99.2 | 0.0 | \# | 0.1 | \# |
| U.S. Virgin Islands | 1,984 | 131 | 1,482 | 202 | 14 | 1 | , | 19 | 132 | 100.0 | 7.1 | 80.0 | 10.9 | 0.8 | 0.1 | 0.2 | 1.0 |

\#Rounds to zero.
ROTE: Race categories exclude persons of Hispanic ethnicity. Degree-granting institutions grant associate's or higher degree
and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared September 2019.)

Table 307.10. Full-time-equivalent fall enrollment in degree-granting postsecondary institutions, by control and level of institution: 1967 through 2029

| Year | All institutions |  |  | Public institutions |  |  | Private institutions |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year |  |  | 2-year |  |  |
|  |  |  |  |  |  |  |  | Total | Nonprofit | For-profit | Total | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1967 | 5,499,360 | 4,448,302 | 1,051,058 | 3,777,701 | 2,850,432 | 927,269 | 1,721,659 | 1,597,870 | - | - | 123,789 | - |  |
| 1968 | 5,977,768 | 4,729,522 | 1,248,246 | 4,248,639 | 3,128,057 | 1,120,582 | 1,729,129 | 1,601,465 |  |  | 127,664 |  |  |
| 1969 | 6,333,357 | 4,899,034 | 1,434,323 | 4,577,353 | 3,259,323 | 1,318,030 | 1,756,004 | 1,639,711 |  |  | 116,293 |  |  |
| 19 | 6,737,819 | 5,145,422 | 1,592,397 | 4,953,144 | 3,468,569 | 1,484,575 | 1,784,675 | 1,676,853 |  |  | 107,822 |  |  |
| 1971 | 7,148,558 | 5,357,647 | 1,790,911 | 5,344,402 | 3,660,626 | 1,683,776 | 1,804,156 | 1,697,021 |  |  | 107,135 |  |  |
| 1972 | 7,253,757 | 5,406,833 | 1,846,924 | 5,452,854 | 3,706,238 | 1,746,616 | 1,800,903 | 1,700,595 |  |  | 100,308 |  |  |
| 1973 | 7,453,463 | 5,439,230 | 2,014,233 | 5,629,563 | 3,721,037 | 1,908,526 | 1,823,900 | 1,718,193 |  |  | 105,707 |  |  |
| 1974 | 7,805,452 | 5,606,247 | 2,199,205 | 5,944,799 | 3,847,543 | 2,097,256 | 1,860,653 | 1,758,704 |  |  | 101,949 |  |  |
| 1975 | 8,479,698 | 5,900,408 | 2,579,290 | 6,522,319 | 4,056,502 | 2,465,817 | 1,957,379 | 1,843,906 |  |  | 113,473 |  |  |
| 1976 | 8,312,502 | 5,848,001 | 2,464,501 | 6,349,903 | 3,998,450 | 2,351,453 | 1,962,599 | 1,849,551 |  |  | 113,048 |  |  |
| 1977 | 8,415,339 | 5,935,076 | 2,480,263 | 6,396,476 | 4,039,071 | 2,357,405 | 2,018,863 | 1,896,005 |  |  | 122,858 |  |  |
| 1978 | 8,348,482 | 5,932,357 | 2,416,125 | 6,279,199 | 3,996,126 | 2,283,073 | 2,069,283 | 1,936,231 |  |  | 133,052 |  |  |
| 1979 | 8,487,317 | 6,016,072 | 2,471,245 | 6,392,617 | 4,059,304 | 2,333,313 | 2,094,700 | 1,956,768 |  |  | 137,932 |  |  |
| 1980 | 8,819,013 | 6,161,372 | 2,657,641 | 6,642,294 | 4,158,267 | 2,484,027 | 2,176,719 | 2,003,105 |  |  | 173,614 |  |  |
|  | 9,014,521 | 6,249,847 | 2,764,674 | 6,781,300 | 4,208,506 | 2,572,794 | 2,233,221 | 2,041,341 |  |  | 191,880 |  |  |
| 1982 | 9,091,648 | 6,248,923 | 2,842,725 | 6,850,589 | 4,220,648 | 2,629,941 | 2,241,059 | 2,028,275 |  |  | 212,784 |  |  |
| 1983 | 9,166,398 | 6,325,222 | 2,841,176 | 6,881,479 | 4,265,807 | 2,615,672 | 2,284,919 | 2,059,415 |  |  | 225,504 |  |  |
| 1984 | 8,951,695 | 6,292,711 | 2,658,984 | 6,684,664 | 4,237,895 | 2,446,769 | 2,267,031 | 2,054,816 |  |  | 212,215 |  |  |
| 1985 | 8,943,433 | 6,294,339 | 2,649,094 | 6,667,781 | 4,239,622 | 2,428,159 | 2,275,652 | 2,054,717 |  | - | 220,935 |  |  |
| 1986 | 9,064,165 | 6,360,325 | 2,703,842 | 6,778,045 | 4,295,494 | 2,482,551 | 2,286,122 | 2,064,831 |  |  | 221,291 ${ }^{2}$ |  |  |
| 1987 | 9,229,736 | 6,486,504 | 2,743,230 | 6,937,690 | 4,395,728 | 2,541,961 | 2,392,045 | 2,090,776 |  |  | 201,269 |  |  |
| 1988 1989 | $9,464,271$ 9,780881 | 6,664,146 $6,813,602$ | 2,800,125 2, | 7,371,590 | 4,619,828 | 2,751,762 | 2,409,291 | 2,193,774 |  |  | 215,517 |  |  |
| 1990 | 9,983,436 | 6,968,008 | 3,015,428 | 7,557,982 | 4,740,049 | 2,817,933 | 2,425,454 | 2,227,959 | 2,177,668 | 50,291 | 197,495 | 72,785 |  |
| 1991 | 10,360,606 | 7,081,454 | 3,279,152 | 7,862,845 | 4,795,704 | 3,067,141 | 2,497,761 | 2,285,750 | 2,223,463 | 62,287 | 212,011 | 72,545 | 139,466 |
| 1992 | 10,436,776 | 7,129,379 | 3,307,397 | 7,911,701 | 4,797,884 | 3,113,817 | 2,525,075 | 2,331,495 | 2,267,373 | 64,122 | 193,580 | 66,647 | 126,933 |
| 1993 | 10,351,415 | 7,120,921 | 3,230,494 | 7,812,394 | 4,765,983 | 3,046,411 | 2,539,021 | 2,354,938 | 2,282,643 | 72,295 | 184,083 | 70,469 | 113,614 |
| 1994 | 10,348,072 | 7,137,341 | 3,210,731 | 7,784,396 | 4,749,524 | 3,034,872 | 2,563,676 | 2,387,817 | 2,301,063 | 86,754 | 175,859 | 69,578 | 106,281 |
| 19 | 10,334,956 | 7,172,844 | 3,162,112 | 7,751,815 | 4,757,223 | 2,994,592 | 2,583,141 | 2,415,621 | 2,328,730 | 86,891 | 167,520 | 62,416 |  |
|  | 10,481,888 | 7,234,541 | 3,247,345 | 7,794,895 | 4,767,117 | 3,027,778 | 2,686,991 | 2,467,424 | 2,353,561 | 113,863 | 219,567 | 63,954 | 155,613 |
| 1997 | 10,615,028 | 7,338,794 | 3,276,234 | 7,869,764 | 4,813,849 | 3,055,915 | 2,745,264 | 2,524,945 | 2,389,627 | 135,318 | 220,319 | 61,761 | 158,558 |
| 1998 | 10,698,775 | 7,467,828 | 3,230,947 | 7,880,135 | 4,868,857 | 3,011,278 | 2,818,640 | 2,598,971 | 2,436,188 | 162,783 | 219,669 | 56,834 | 162,835 |
| 1999 | 10,974,519 | 7,634,247 | 3,340,272 | 8,059,240 | 4,949,851 | 3,109,389 | 2,915,279 | 2,684,396 | 2,488,140 | 196,256 | 230,883 | 53,956 | 176,927 |
| 2000 | 11,267,025 | 7,795,139 | 3,471,886 | 8,266,932 | 5,025,588 | 3,241,344 | 3,000,093 | 2,769,551 | 2,549,676 | 219,875 | 230,542 | 51,503 |  |
| 2001 | 11,765,945 | 8,087,980 | 3,677,965 | 8,639,154 | 5,194,035 | 3,445,119 | 3,126,791 | 2,893,945 | 2,612,833 | 281,112 | 232,846 | 41,037 | 191,809 |
| 2002 | 12,331,319 | 8,439,064 | 3,892,255 | 9,061,411 | 5,406,283 | 3,655,128 | 3,269,908 | 3,032,781 | 2,699,702 | 333,079 | 237,127 | 40,110 | 197,017 |
| 2003 | 12,687,597 | 8,744,188 | 3,943,409 | 9,240,724 | 5,557,680 | 3,683,044 | 3,446,873 | 3,186,508 | 2,776,850 | 409,658 | 260,365 | 36,815 | 223,550 |
| 2004 | 13,000,994 | 9,018,024 | 3,982,970 | 9,348,081 | 5,640,650 | 3,707,431 | 3,652,913 | 3,377,374 | 2,837,251 | 540,123 | 275,539 | 34,202 | 241,337 |
| 2005 | 13,200,790 | 9,261,634 | 3,939,156 | 9,390,216 | 5,728,327 | 3,661,889 | 3,810,574 | 3,533,307 | 2,878,354 | 654,953 | 277,267 | 34,729 | 242,538 |
| 2006 | 13,401,696 | 9,456,480 | 3,945,216 | 9,502,028 | 5,824,962 | 3,677,066 | 3,899,668 | 3,631,518 | 2,936,261 | 695,257 | 268,150 | 31,203 | 236,947 |
| 2007 | 13,786,735 | 9,768,388 | 4,018,347 | 9,744,001 | 5,992,611 | 3,751,390 | 4,042,734 | 3,775,777 | 2,993,901 | 781,876 | 266,957 | 26,140 | 240,817 |
| 2008 | 14,377,990 | 10,153,074 | 4,224,916 | 10,061,076 | 6,138,686 | 3,922,390 | 4,316,914 | 4,014,388 | 3,058,910 | 955,478 | 302,526 | 28,072 | 274,454 |
| 2009 | 15,379,473 | 10,695,816 | 4,683,657 | 10,746,637 | 6,452,414 | 4,294,223 | 4,632,836 | 4,243,402 | 3,153,294 | 1,090,108 | 389,434 | 27,964 | 361,470 |
| 2010 | 15,947,474 | 11,129,239 | 4,818,235 | 11,018,756 | 6,635,799 | 4,382,957 | 4,928,718 | 4,493,440 | 3,235,149 | 1,258,291 | 435,278 | 26,920 | 408,358 |
| 2011 | 15,892,792 | 11,261,845 | 4,630,947 | 10,954,754 | 6,734,116 | 4,220,638 | 4,938,038 | 4,527,729 | 3,285,711 | 1,242,018 | 410,309 | 34,267 | 376,042 |
| 2012 | 15,593,434 | 11,229,774 | 4,363,660 | 10,781,798 | 6,764,184 | 4,017,614 | 4,811,636 | 4,465,590 | 3,309,242 | 1,156,348 | 346,046 | 32,684 | 313,362 |
| 2013 | 15,410,058 | 11,183,239 | 4,226,819 | 10,697,939 | 6,790,930 | 3,907,009 | 4,712,119 | 4,392,309 | 3,337,799 | 1,054,510 | 319,810 | 27,313 | 292,497 |
| 2014 | 15,263,179 | 11,238,618 | 4,024,561 | 10,624,163 | 6,891,984 | 3,732,179 | 4,639,016 | 4,346,634 | 3,363,101 | 983,533 | 292,382 | 25,808 | 266,574 |
| 2015 | 15,078,504 | 11,226,353 | 3,852,151 | 10,569,574 | 6,970,121 | 3,599,453 | 4,508,930 | 4,256,232 | 3,399,283 | 856,949 | 252,698 | 41,579 | 211,119 |
| 2016 | 14,937,939 | 11,356,540 | 3,581,399 | 10,572,028 | 7,221,134 | 3,350,894 | 4,365,911 | 4,135,406 | 3,410,337 | 725,069 | 230,505 | 43,900 | 186,605 |
| 2017 | 14,883,617 | 11,404,002 | 3,479,615 | 10,568,658 | 7,309,343 | 3,259,315 | 4,314,959 | 4,094,659 | 3,435,813 | 658,846 | 220,300 | 43,992 | 176,308 |
| 2018 | 14,785,824 | 11,453,643 | 3,332,181 | 10,522,337 | 7,376,852 | 3,145,485 | 4,263,487 | 4,076,791 | 3,475,852 | 600,939 | 186,696 | 40,824 | 145,872 |
| $2019{ }^{3}$ | 14,834,000 | 11,490,000 | 3,345,000 | 10,557,000 | 7,400,000 | 3,157,000 | 4,277,000 | 4,090,000 |  |  | 187,000 |  |  |
| $2020{ }^{3}$ | 14,841,000 | 11,493,000 | 3,348,000 | 10,563,000 | 7,402,000 | 3,161,000 | 4,278,000 | 4,091,000 |  | - | 187,000 |  |  |
| $2021^{3}$ | 14,853,000 | 11,499,000 | 3,354,000 | 10,573,000 | 7,406,000 | 3,166,000 | 4,280,000 | 4,093,000 |  |  | 187,000 |  |  |
| $2022^{3}$ | 14,869,000 | 11,510,000 | 3,359,000 | 10,585,000 | 7,413,000 | 3,172,000 | 4,284,000 | 4,097,000 |  |  | 187,000 |  |  |
| $2023{ }^{3}$ | 14,898,000 | 11,531,000 | 3,367,000 | 10,606,000 | 7,427,000 | 3,180,000 | 4,292,000 | 4,104,000 |  |  | 188,000 |  |  |
| $2024{ }^{3}$ | 14,943,000 | 11,564,000 | 3,378,000 | 10,638,000 | 7,448,000 | 3,190,000 | 4,304,000 | 4,116,000 | - |  | 188,000 |  |  |
| $2025^{3}$ | 14,994,000 | 11,605,000 | 3,390,000 | 10,675,000 | 7,474,000 | 3,201,000 | 4,319,000 | 4,131,000 | - | - | 189,000 | - |  |
| $2026{ }^{3}$ | 15,051,000 | 11,648,000 | 3,403,000 | 10,715,000 | 7,502,000 | 3,213,000 | 4,336,000 | 4,146,000 |  |  | 190,000 |  |  |
| $2027^{3}$ | 15,064,000 | 11,657,000 | 3,407,000 | 10,725,000 | 7,508,000 | 3,218,000 | 4,339,000 | 4,149,000 |  |  | 190,000 |  |  |
| ${ }^{20283}$ | 15,061,000 | 11,652,000 | 3,409,000 | 10,724,000 | 7,505,000 | $3,219,000$ | 4,337,000 | 4,147,000 |  |  | 190,000 | - | - |
| $2029^{3}$ | 15,053,000 | 11,644,000 | 3,409,000 | 10,720,000 | 7,500,000 | 3,220,000 | 4,333,000 | 4,144,000 |  | - | 189,000 | - |  |

## -Not available.

${ }^{1}$ Large increases are due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.
${ }^{2}$ Because of imputation techniques, data are not consistent with figures for other years.
${ }^{3}$ Projected.
NOTE: Full-time-equivalent enrollment is the number of full-time students enrolled, plus the full-time equivalent of the part-time students. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid
programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1967 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. (This table was prepared December 2019.)

Table 309.10. Residence and migration of all first-time degree/certificate-seeking undergraduates in degree-granting postsecondary institutions, by state or jurisdiction: Fall 2018

| State or jurisdiction | Total <br> first-time enrollment in institutions located in the state | State residents enrolled in institutions |  | Ratio of in-state students |  | Migration of students |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | In any state ${ }^{1}$ | In their home state | $\begin{aligned} & \text { To first-time } \\ & \text { enrollment } \\ & \text { (col. 4/col. 2) } \end{aligned}$ | $\begin{array}{r} \text { To residents } \\ \text { enrolled } \\ \text { in any state } \\ \text { (col. 4/col. 3) } \end{array}$ | $\begin{array}{r} \text { Out of state } \\ \text { (col. } 3-\text { col. 4) } \end{array}$ | $\begin{array}{r} \text { Into state } \\ \left(\text { col. } 2-\text { col. }^{2}\right) \end{array}$ | $\begin{array}{r} \mathrm{Net} \\ \text { (col. 8-col. 7) } \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| United States | 2,885,818 | 2,789,820 | 2,256,031 | 0.78 | 0.81 | 533,789 | 629,787 | 95,998 |
| Alabama | 48,346 | 40,342 | 34,612 | 0.72 | 0.86 | 5,730 | 13,734 | 8,004 |
| Alaska | 2,931 | 4,700 | 2,710 | 0.92 | 0.58 | 1,990 | 221 | -1,769 |
| Arizona | 61,748 | 49,967 | 43,463 | 0.70 | 0.87 | 6,504 | 18,285 | 11,781 |
| Arkansas | 26,567 | 23,751 | 20,318 | 0.76 | 0.86 | 3,433 | 6,249 | 2,816 |
| California | 387,767 | 388,386 | 343,780 | 0.89 | 0.89 | 44,606 | 43,987 | -619 |
| Colorado | 45,827 | 43,935 | 32,886 | 0.72 | 0.75 | 11,049 | 12,941 | 1,892 |
| Connecticut | 31,656 | 36,024 | 20,703 | 0.65 | 0.57 | 15,321 | 10,953 | -4,368 |
| Delaware | 9,879 | 8,508 | 5,818 | 0.59 | 0.68 | 2,690 | 4,061 | 1,371 |
| District of Columbia | 10,506 | 3,394 | 804 | 0.08 | 0.24 | 2,590 | 9,702 | 7,112 |
| Florida | 161,033 | 153,191 | 133,087 | 0.83 | 0.87 | 20,104 | 27,946 | 7,842 |
| Georgia | 87,518 | 90,864 | 72,194 | 0.82 | 0.79 | 18,670 | 15,324 | -3,346 |
| Hawaii | 8,645 | 10,485 | 6,369 | 0.74 | 0.61 | 4,116 | 2,276 | -1,840 |
| Idaho | 14,874 | 12,158 | 8,873 | 0.60 | 0.73 | 3,285 | 6,001 | 2,716 |
| Illinois | 92,486 | 112,391 | 75,859 | 0.82 | 0.67 | 36,532 | 16,627 | -19,905 |
| Indiana | 64,865 | 53,937 | 46,372 | 0.71 | 0.86 | 7,565 | 18,493 | 10,928 |
| lowa | 35,591 | 26,548 | 22,993 | 0.65 | 0.87 | 3,555 | 12,598 | 9,043 |
| Kansas | 30,960 | 26,183 | 21,993 | 0.71 | 0.84 | 4,190 | 8,967 | 4,777 |
| Kentucky | 38,634 | 36,361 | 31,081 | 0.80 | 0.85 | 5,280 | 7,553 | 2,273 |
| Louisiana | 40,876 | 39,813 | 34,017 | 0.83 | 0.85 | 5,796 | 6,859 | 1,063 |
| Maine | 11,665 | 10,336 | 7,323 | 0.63 | 0.71 | 3,013 | 4,342 | 1,329 |
| Maryland | 44,708 | 51,799 | 34,466 | 0.77 | 0.67 | 17,333 | 10,242 | -7,091 |
| Massachusetts | 71,899 | 64,276 | 42,809 | 0.60 | 0.67 | 21,467 | 29,090 | 7,623 |
| Michigan | 81,937 | 81,404 | 70,743 | 0.86 | 0.87 | 10,661 | 11,194 | 533 |
| Minnesota | 44,218 | 49,147 | 34,348 | 0.78 | 0.70 | 14,799 | 9,870 | -4,929 |
| Mississippi | 31,041 | 27,150 | 24,234 | 0.78 | 0.89 | 2,916 | 6,807 | 3,891 |
| Missouri | 50,900 | 48,758 | 38,764 | 0.76 | 0.80 | 9,994 | 12,136 | 2,142 |
| Montana | 8,511 | 7,021 | 5,395 | 0.63 | 0.77 | 1,626 | 3,116 | 1,490 |
| Nebraska | 18,258 | 16,809 | 13,710 | 0.75 | 0.82 | 3,099 | 4,548 | 1,449 |
| Nevada | 18,143 | 20,302 | 16,000 | 0.88 | 0.79 | 4,302 | 2,143 | -2,159 |
| New Hampshire | 20,398 | 11,075 | 6,081 | 0.30 | 0.55 | 4,994 | 14,317 | 9,323 |
| New Jersey | 65,246 | 93,505 | 58,925 | 0.90 | 0.63 | 34,580 | 6,321 | -28,259 |
| New Mexico | 16,654 | 16,424 | 13,509 | 0.81 | 0.82 | 2,915 | 3,145 | 230 |
| New York | 188,267 | 179,355 | 145,909 | 0.78 | 0.81 | 33,446 | 42,358 | 8,912 |
| North Carolina | 88,920 | 84,647 | 72,906 | 0.82 | 0.86 | 11,741 | 16,014 | 4,273 |
| North Dakota | 8,368 | 5,776 | 4,248 | 0.51 | 0.74 | 1,528 | 4,120 | 2,592 |
| Ohio | 107,591 | 94,972 | 80,385 | 0.75 | 0.85 | 14,587 | 27,206 | 12,619 |
| Oklahoma | 33,781 | 30,070 | 26,016 | 0.77 | 0.87 | 4,054 | 7,765 | 3,711 |
| Oregon | 32,046 | 28,434 | 22,951 | 0.72 | 0.81 | 5,483 | 9,095 | 3,612 |
| Pennsylvania | 118,558 | 105,198 | 84,300 | 0.71 | 0.80 | 20,898 | 34,258 | 13,360 |
| Rhode Island | 14,959 | 8,960 | 6,120 | 0.41 | 0.68 | 2,840 | 8,839 | 5,999 |
| South Carolina | 46,053 | 40,353 | 34,602 | 0.75 | 0.86 | 5,751 | 11,451 | 5,700 |
| South Dakota | 8,646 | 7,011 | 5,305 | 0.61 | 0.76 | 1,706 | 3,341 | 1,635 |
| Tennessee | 57,576 | 55,310 | 46,023 | 0.80 | 0.83 | 9,287 | 11,553 | 2,266 |
| Texas | 244,190 | 257,478 | 226,101 | 0.93 | 0.88 | 31,377 | 18,089 | -13,288 |
| Utah | 40,979 | 26,119 | 23,677 | 0.58 | 0.91 | 2,442 | 17,302 | 14,860 |
| Vermont | 7,249 | 4,467 | 2,298 | 0.32 | 0.51 | 2,169 | 4,951 | 2,782 |
| Virginia | 79,615 | 74,433 | 60,400 | 0.76 | 0.81 | 14,033 | 19,215 | 5,182 |
| Washington | 48,363 | 50,797 | 39,109 | 0.81 | 0.77 | 11,688 | 9,254 | -2,434 |
| West Virginia | 17,106 | 12,092 | 10,328 | 0.60 | 0.85 | 1,764 | 6,778 | 5,014 |
| Wisconsin | 50,357 | 47,194 | 37,723 | 0.75 | 0.80 | 9,471 | 12,634 | 3,163 |
| Wyoming | 4,828 | 4,065 | 3,118 | 0.65 | 0.77 | 947 | 1,710 | 763 |
| U.S. Service Academies | 4,079 |  | $273{ }^{3}$ | 0.07 | $\dagger$ | -273 | 3,806 | 4,079 |
| State unknown ${ }^{4}$ | $\dagger$ | 14,145 | $\dagger$ | $\dagger$ | $\dagger$ | 14,145 | $\dagger$ | -14,145 |
| Other jurisdictions | 37,759 | 39,601 | 37,377 | 0.99 | 0.94 | 2,224 | 382 | -1,842 |
| American Samoa | 309 | 368 | 309 | 1.00 | 0.84 | 59 | 0 | -59 |
| Federated States of Micronesia | 698 | 858 | 698 | 1.00 | 0.81 | 160 | 0 | -160 |
| Guam | 1,093 | 1,279 | 1,041 | 0.95 | 0.81 | 238 | 52 | -186 |
| Marshall Islands | 336 | 353 | 332 | 0.99 | 0.94 | 21 | 4 | -17 |
| Northern Marianas | 343 | 410 | 320 | 0.93 | 0.78 | 90 | 23 | -67 |
| Palau | 121 | 124 | 104 | 0.86 | 0.84 | 20 | 17 | -3 |
| Puerto Rico | 34,539 | 35,547 | 34,267 | 0.99 | 0.96 | 1,280 | 272 | -1,008 |
| U.S. Virgin Islands | 320 | 662 | 306 | 0.96 | 0.46 | 356 | 14 | -342 |
| Foreign countries Residence unknown | $\dagger$ | $\begin{array}{r} 84,907 \\ 9,249 \\ \hline \end{array}$ | $\dagger$ | $\dagger$ | $\dagger$ | $\begin{array}{r} 84,907 \\ 9,249 \\ \hline \end{array}$ | $\dagger$ | $\begin{array}{r} -84,907 \\ -9,249 \\ \hline \end{array}$ |

$\dagger$ Not applicable.
${ }^{1}$ Students residing in a particular state when admitted to an institution anywhere-either in their home state or another state.
${ }^{2}$ Includes students coming to U.S. institutions from foreign countries and other jurisdictions.
${ }^{3}$ Students whose residence is in the same state as the service academy
${ }^{4}$ Institution unable to determine student's home state.

NOTE: Includes all first-time postsecondary students enrolled at reporting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared March 2020.)

Table 309.20. Residence and migration of all first-time degree/certificate-seeking undergraduates in degree-granting postsecondary institutions who graduated from high school in the previous 12 months, by state or jurisdiction: Fall 2018

| State or jurisdiction | Total first-time enrollment in institutions located in the state | State residents enrolled in institutions |  | Ratio of in-state students |  | Migration of students |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | In any state ${ }^{1}$ | In their home state | $\begin{gathered} \text { To first-time } \\ \text { enrollment } \\ \text { (col. 4/col. 2) } \end{gathered}$ | To residents enrolled in any state (col. 4/col. 3) | $\begin{array}{r} \text { Out of state } \\ \text { (col. } 3-\text { col. 4) } \end{array}$ | $\begin{array}{r} \text { Into state } \\ (\text { col. } 2-\text { col. } 4) \end{array}$ | $\begin{array}{r} \mathrm{Net} \\ \text { (col. } 8-\mathrm{col} .7 \text { ) } \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| United States | 2,264,873 | 2,207,429 | 1,766,132 | 0.78 | 0.80 | 441,297 | 498,741 | 57,444 |
| Alabama | 40,011 | 32,112 | 28,042 | 0.70 | 0.87 | 4,070 | 11,969 | 7,899 |
| Alaska | 1,925 | 3,192 | 1,771 | 0.92 | 0.55 | 1,421 | 154 | -1,267 |
| Arizona | 41,986 | 34,558 | 29,520 | 0.70 | 0.85 | 5,038 | 12,466 | 7,428 |
| Arkansas | 23,279 | 19,771 | 17,447 | 0.75 | 0.88 | 2,324 | 5,832 | 3,508 |
| California | 273,792 | 284,532 | 246,241 | 0.90 | 0.87 | 38,291 | 27,551 | -10,740 |
| Colorado | 34,133 | 33,982 | 24,494 | 0.72 | 0.72 | 9,488 | 9,639 | 151 |
| Connecticut | 26,924 | 31,268 | 17,078 | 0.63 | 0.55 | 14,190 | 9,846 | -4,344 |
| Delaware | 8,222 | 6,883 | 4,587 | 0.56 | 0.67 | 2,296 | 3,635 | 1,339 |
| District of Columbia | 8,467 | 2,652 | 503 | 0.06 | 0.19 | 2,149 | 7,964 | 5,815 |
| Florida | 118,172 | 117,499 | 101,298 | 0.86 | 0.86 | 16,201 | 16,874 | 673 |
| Georgia | 70,378 | 70,631 | 57,157 | 0.81 | 0.81 | 13,474 | 13,221 | -253 |
| Hawaii | 6,505 | 8,412 | 4,811 | 0.74 | 0.57 | 3,601 | 1,694 | -1,907 |
| Idaho | 11,473 | 9,111 | 6,663 | 0.58 | 0.73 | 2,448 | 4,810 | 2,362 |
| Illinois | 69,888 | 89,817 | 56,545 | 0.81 | 0.63 | 33,272 | 13,343 | -19,929 |
| Indiana | 56,505 | 46,001 | 40,009 | 0.71 | 0.87 | 5,992 | 16,496 | 10,504 |
| lowa | 30,534 | 23,113 | 20,045 | 0.66 | 0.87 | 3,068 | 10,489 | 7,421 |
| Kansas | 25,623 | 21,965 | 18,486 | 0.72 | 0.84 | 3,479 | 7,137 | 3,658 |
| Kentucky | 32,673 | 29,722 | 25,888 | 0.79 | 0.87 | 3,834 | 6,785 | 2,951 |
| Louisiana | 32,981 | 30,984 | 26,967 | 0.82 | 0.87 | 4,017 | 6,014 | 1,997 |
| Maine | 9,698 | 8,440 | 5,911 | 0.61 | 0.70 | 2,529 | 3,787 | 1,258 |
| Maryland | 33,736 | 40,997 | 25,843 | 0.77 | 0.63 | 15,154 | 7,893 | -7,261 |
| Massachusetts | 61,097 | 54,508 | 35,041 | 0.57 | 0.64 | 19,467 | 26,056 | 6,589 |
| Michigan | 68,493 | 66,904 | 58,664 | 0.86 | 0.88 | 8,240 | 9,829 | 1,589 |
| Minnesota | 37,133 | 42,189 | 28,640 | 0.77 | 0.68 | 13,549 | 8,493 | -5,056 |
| Mississippi | 27,829 | 23,244 | 21,520 | 0.77 | 0.93 | 1,724 | 6,309 | 4,585 |
| Missouri | 42,166 | 40,611 | 32,291 | 0.77 | 0.80 | 8,320 | 9,875 | 1,555 |
| Montana | 6,722 | 5,225 | 4,026 | 0.60 | 0.77 | 1,199 | 2,696 | 1,497 |
| Nebraska | 16,402 | 15,022 | 12,281 | 0.75 | 0.82 | 2,741 | 4,121 | 1,380 |
| Nevada | 13,291 | 14,586 | 11,397 | 0.86 | 0.78 | 3,189 | 1,894 | -1,295 |
| New Hampshire | 10,604 | 9,336 | 4,820 | 0.45 | 0.52 | 4,516 | 5,784 | 1,268 |
| New Jersey | 49,685 | 76,325 | 44,486 | 0.90 | 0.58 | 31,839 | 5,199 | -26,640 |
| New Mexico | 12,551 | 12,652 | 10,394 | 0.83 | 0.82 | 2,258 | 2,157 | -101 |
| New York | 154,710 | 148,490 | 118,767 | 0.77 | 0.80 | 29,723 | 35,943 | 6,220 |
| North Carolina | 73,708 | 68,137 | 59,507 | 0.81 | 0.87 | 8,630 | 14,201 | 5,571 |
| North Dakota | 7,361 | 4,735 | 3,588 | 0.49 | 0.76 | 1,147 | 3,773 | 2,626 |
| Ohio | 84,130 | 77,436 | 65,746 | 0.78 | 0.85 | 11,690 | 18,384 | 6,694 |
| Oklahoma | 27,850 | 23,968 | 21,011 | 0.75 | 0.88 | 2,957 | 6,839 | 3,882 |
| Oregon | 23,448 | 20,358 | 15,947 | 0.68 | 0.78 | 4,411 | 7,501 | 3,090 |
| Pennsylvania | 100,139 | 85,303 | 68,147 | 0.68 | 0.80 | 17,156 | 31,992 | 14,836 |
| Rhode Island | 13,651 | 7,707 | 5,208 | 0.38 | 0.68 | 2,499 | 8,443 | 5,944 |
| South Carolina | 38,672 | 32,212 | 28,362 | 0.73 | 0.88 | 3,850 | 10,310 | 6,460 |
| South Dakota | 7,555 | 5,907 | 4,464 | 0.59 | 0.76 | 1,443 | 3,091 | 1,648 |
| Tennessee | 48,738 | 46,182 | 38,723 | 0.79 | 0.84 | 7,459 | 10,015 | 2,556 |
| Texas | 188,158 | 200,738 | 175,583 | 0.93 | 0.87 | 25,155 | 12,575 | -12,580 |
| Utah | 24,364 | 18,362 | 16,639 | 0.68 | 0.91 | 1,723 | 7,725 | 6,002 |
| Vermont | 6,204 | 3,679 | 1,767 | 0.28 | 0.48 | 1,912 | 4,437 | 2,525 |
| Virginia | 65,454 | 62,248 | 50,627 | 0.77 | 0.81 | 11,621 | 14,827 | 3,206 |
| Washington | 36,252 | 37,480 | 28,079 | 0.77 | 0.75 | 9,401 | 8,173 | -1,228 |
| West Virginia | 13,189 | 9,570 | 8,427 | 0.64 | 0.88 | 1,143 | 4,762 | 3,619 |
| Wisconsin | 41,485 | 38,202 | 29,925 | 0.72 | 0.78 | 8,277 | 11,560 | 3,283 |
| Wyoming | 4,050 | 3,291 | 2,558 | 0.63 | 0.78 | 733 | 1,492 | 759 |
| U.S. Service Academies | 2,877 |  | $191^{3}$ | 0.07 | $\dagger$ | -191 | 2,686 | 2,877 |
| State unknown ${ }^{4}$ | $\dagger$ | 7,180 | $\dagger$ | $\dagger$ | $\dagger$ | 7,180 | $\dagger$ | -7,180 |
| Other jurisdictions | 30,519 | 32,163 | 30,332 | 0.99 | 0.94 | 1,831 | 187 | -1,644 |
| American Samoa | 254 | 302 | 254 | 1.00 | 0.84 | 48 | 0 | -48 |
| Federated States of Micronesia | 274 | 318 | 274 | 1.00 | 0.86 | 44 | 0 | -44 |
| Guam | 735 | 896 | 694 | 0.94 | 0.77 | 202 | 41 | -161 |
| Marshall Islands | 312 | 327 | 310 | 0.99 | 0.95 | 17 | 2 | -15 |
| Northern Marianas | 254 | 319 | 240 | 0.94 | 0.75 | 79 | 14 | -65 |
| Palau | 94 | 106 | 88 | 0.94 | 0.83 | 18 | 6 | -12 |
| Puerto Rico | 28,368 | 29,365 | 28,253 | 1.00 | 0.96 | 1,112 | 115 | -997 |
| U.S. Virgin Islands | 228 | 530 | 219 | 0.96 | 0.41 | 311 | 9 | -302 |
| Foreign countries Residence unknown | $\dagger$ | $\begin{array}{r}55,798 \\ 2 \\ \hline\end{array}$ | $\dagger$ | $\dagger$ | $\dagger$ | 55,798 2 | $\dagger$ | $\begin{array}{r}-55,798 \\ -2 \\ \hline\end{array}$ |

$\dagger$ Not applicable.
${ }^{1}$ Students residing in a particular state when admitted to an institution anywhere-either in their home state or another state.
${ }^{2}$ Includes students coming to U.S. institutions from foreign countries and other jurisdictions.
${ }^{3}$ Students whose residence is in the same state as the service academy.
${ }^{4}$ Institution unable to determine student's home state.

NOTE: Includes all first-time postsecondary students who graduated from high school in the previous 12 months and were enrolled at reporting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared March 2020. )

Table 309.30. Residence and migration of all first-time degree/certificate-seeking undergraduates in 4-year degree-granting postsecondary institutions who graduated from high school in the previous 12 months, by state or jurisdiction: Fall 2018

| State or jurisdiction | Total first-time enrollment in institutions located in the state | State residents enrolled in institutions |  | Ratio of in-state students |  | Migration of students |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | In any state ${ }^{1}$ | In their home state | $\begin{gathered} \text { To first-time } \\ \text { enrollment } \\ \text { (col. 4/col. 2) } \end{gathered}$ | To residents enrolled in any state (col. 4/col. 3) | $\begin{array}{r} \text { Out of state } \\ \text { (col. } 3-\text { col. 4) } \end{array}$ | $\begin{array}{r} \text { Into state } \\ \left(\text { col. } 2-\text { col. }^{2}\right. \text { 4) } \end{array}$ | $\begin{array}{r} \mathrm{Net} \\ (\mathrm{col} .8-\mathrm{col} .7) \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| United States | 1,667,223 | 1,614,718 | 1,193,561 | 0.72 | 0.74 | 421,157 | 473,662 | 52,505 |
| Alabama | 26,723 | 18,979 | 15,365 | 0.57 | 0.81 | 3,614 | 11,358 | 7,744 |
| Alaska | 1,858 | 3,029 | 1,704 | 0.92 | 0.56 | 1,325 | 154 | -1,171 |
| Arizona | 29,086 | 21,693 | 16,919 | 0.58 | 0.78 | 4,774 | 12,167 | 7,393 |
| Arkansas | 17,298 | 13,648 | 11,628 | 0.67 | 0.85 | 2,020 | 5,670 | 3,650 |
| California | 161,378 | 174,616 | 136,992 | 0.85 | 0.78 | 37,624 | 24,386 | -13,238 |
| Colorado | 30,521 | 30,172 | 21,291 | 0.70 | 0.71 | 8,881 | 9,230 | 349 |
| Connecticut | 21,195 | 25,413 | 11,388 | 0.54 | 0.45 | 14,025 | 9,807 | -4,218 |
| Delaware | 8,181 | 6,797 | 4,569 | 0.56 | 0.67 | 2,228 | 3,612 | 1,384 |
| District of Columbia | 8,461 | 2,520 | 499 | 0.06 | 0.20 | 2,021 | 7,962 | 5,941 |
| Florida | 114,005 | 112,397 | 97,202 | 0.85 | 0.86 | 15,195 | 16,803 | 1,608 |
| Georgia | 59,654 | 60,124 | 47,436 | 0.80 | 0.79 | 12,688 | 12,218 | -470 |
| Hawaii | 4,129 | 6,005 | 2,542 | 0.62 | 0.42 | 3,463 | 1,587 | -1,876 |
| Idaho | 9,371 | 6,952 | 4,716 | 0.50 | 0.68 | 2,236 | 4,655 | 2,419 |
| Illinois | 46,485 | 65,869 | 33,470 | 0.72 | 0.51 | 32,399 | 13,015 | -19,384 |
| Indiana | 47,845 | 37,198 | 31,600 | 0.66 | 0.85 | 5,598 | 16,245 | 10,647 |
| lowa | 20,112 | 13,667 | 10,809 | 0.54 | 0.79 | 2,858 | 9,303 | 6,445 |
| Kansas | 15,561 | 13,610 | 10,329 | 0.66 | 0.76 | 3,281 | 5,232 | 1,951 |
| Kentucky | 23,573 | 20,649 | 17,033 | 0.72 | 0.82 | 3,616 | 6,540 | 2,924 |
| Louisiana | 25,916 | 23,706 | 20,108 | 0.78 | 0.85 | 3,598 | 5,808 | 2,210 |
| Maine | 7,537 | 6,374 | 3,887 | 0.52 | 0.61 | 2,487 | 3,650 | 1,163 |
| Maryland | 19,679 | 27,629 | 12,749 | 0.65 | 0.46 | 14,880 | 6,930 | -7,950 |
| Massachusetts | 51,505 | 44,877 | 25,630 | 0.50 | 0.57 | 19,247 | 25,875 | 6,628 |
| Michigan | 53,212 | 51,563 | 43,764 | 0.82 | 0.85 | 7,799 | 9,448 | 1,649 |
| Minnesota | 25,443 | 30,855 | 17,991 | 0.71 | 0.58 | 12,864 | 7,452 | -5,412 |
| Mississippi | 12,608 | 8,472 | 6,855 | 0.54 | 0.81 | 1,617 | 5,753 | 4,136 |
| Missouri | 27,823 | 25,909 | 18,270 | 0.66 | 0.71 | 7,639 | 9,553 | 1,914 |
| Montana | 5,869 | 4,239 | 3,250 | 0.55 | 0.77 | 989 | 2,619 | 1,630 |
| Nebraska | 12,154 | 10,747 | 8,395 | 0.69 | 0.78 | 2,352 | 3,759 | 1,407 |
| Nevada | 12,934 | 13,996 | 11,041 | 0.85 | 0.79 | 2,955 | 1,893 | -1,062 |
| New Hampshire | 8,821 | 7,479 | 3,151 | 0.36 | 0.42 | 4,328 | 5,670 | 1,342 |
| New Jersey | 33,070 | 59,429 | 28,006 | 0.85 | 0.47 | 31,423 | 5,064 | -26,359 |
| New Mexico | 6,570 | 6,974 | 4,950 | 0.75 | 0.71 | 2,024 | 1,620 | -404 |
| New York | 116,581 | 110,958 | 81,653 | 0.70 | 0.74 | 29,305 | 34,928 | 5,623 |
| North Carolina | 51,659 | 46,239 | 37,910 | 0.73 | 0.82 | 8,329 | 13,749 | 5,420 |
| North Dakota | 6,318 | 3,764 | 2,933 | 0.46 | 0.78 | 831 | 3,385 | 2,554 |
| Ohio | 70,973 | 64,998 | 53,694 | 0.76 | 0.83 | 11,304 | 17,279 | 5,975 |
| Oklahoma | 19,433 | 15,741 | 13,239 | 0.68 | 0.84 | 2,502 | 6,194 | 3,692 |
| Oregon | 15,802 | 13,106 | 8,816 | 0.56 | 0.67 | 4,290 | 6,986 | 2,696 |
| Pennsylvania | 84,622 | 69,612 | 53,107 | 0.63 | 0.76 | 16,505 | 31,515 | 15,010 |
| Rhode Island | 10,990 | 5,084 | 2,618 | 0.24 | 0.51 | 2,466 | 8,372 | 5,906 |
| South Carolina | 25,969 | 19,912 | 16,259 | 0.63 | 0.82 | 3,653 | 9,710 | 6,057 |
| South Dakota | 6,214 | 4,636 | 3,370 | 0.54 | 0.73 | 1,266 | 2,844 | 1,578 |
| Tennessee | 31,721 | 29,459 | 22,276 | 0.70 | 0.76 | 7,183 | 9,445 | 2,262 |
| Texas | 117,983 | 131,482 | 107,372 | 0.91 | 0.82 | 24,110 | 10,611 | -13,499 |
| Utah | 21,920 | 15,816 | 14,304 | 0.65 | 0.90 | 1,512 | 7,616 | 6,104 |
| Vermont | 5,863 | 3,274 | 1,443 | 0.25 | 0.44 | 1,831 | 4,420 | 2,589 |
| Virginia | 45,368 | 42,809 | 31,544 | 0.70 | 0.74 | 11,265 | 13,824 | 2,559 |
| Washington | 34,320 | 35,208 | 26,204 | 0.76 | 0.74 | 9,004 | 8,116 | -888 |
| West Virginia | 11,550 | 7,811 | 6,880 | 0.60 | 0.88 | 931 | 4,670 | 3,739 |
| Wisconsin | 36,719 | 33,230 | 25,377 | 0.69 | 0.76 | 7,853 | 11,342 | 3,489 |
| Wyoming | 1,764 | 1,497 | 832 | 0.47 | 0.56 | 665 | 932 | 267 |
| U.S. Service Academies | 2,877 |  | $191^{3}$ | 0.07 | $\dagger$ | -191 | 2,686 | 2,877 |
| State unknown ${ }^{4}$ | $\dagger$ | 4,495 | $\dagger$ | $\dagger$ | $\dagger$ | 4,495 | $\dagger$ | -4,495 |
| Other jurisdictions | 27,174 | 28,704 | 27,014 | 0.99 | 0.94 | 1,690 | 160 | -1,530 |
| American Samoa | 254 | 287 | 254 | 1.00 | 0.89 | 33 | 0 | -33 |
| Federated States of Micronesia | $\dagger$ | 39 | $\dagger$ | $\dagger$ | $\dagger$ | 39 | 0 | -39 |
| Guam | 461 | 620 | 420 | 0.91 | 0.68 | 200 | 41 | -159 |
| Marshall Islands | 312 | 322 | 310 | $\dagger$ | $\dagger$ | 12 | 2 | -10 |
| Northern Marianas | 254 | 316 | 240 | 0.94 | 0.76 | 76 | 14 | -62 |
| Palau |  | 16 |  | $\dagger$ | $\dagger$ | 16 | 0 | -16 |
| Puerto Rico | 25,665 | 26,579 | 25,571 | 1.00 | 0.96 | 1,008 | 94 | -914 |
| U.S. Virgin Islands | 228 | 525 | 219 | 0.96 | 0.42 | 306 | 9 | -297 |
| Foreign countries Residence unknown | $\dagger$ | 50,973 | $\dagger$ | $\dagger$ | $\dagger$ | 50,973 | $\dagger$ | $-50,973$ -2 |

$\dagger$ Not applicable.
${ }^{1}$ Students residing in a particular state when admitted to an institution anywhere-either in their home state or another state.
${ }^{2}$ Includes students coming to U.S. institutions from foreign countries and other jurisdictions. ${ }^{3}$ Students whose residence is in the same state as the service academy
${ }^{4}$ Institution unable to determine student's home state.

NOTE: Includes all first-time postsecondary students who graduated from high school in the previous 12 months and were enrolled at reporting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared March 2020.)

Table 310.10. Number of U.S. students studying abroad and percentage distribution, by sex, race/ethnicity, and other selected characteristics: Selected years, 2000-01 through 2017-18

| Sex, race/ethnicity, and other selected characteristics | 2000-01 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | $\begin{array}{r} \text { From 2007-08 to } \\ 2017-18 \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Total | Number of students |  |  |  |  |  |  |  |  |  |  |  | Percentage change in number of students |
|  | 154,168 | 262,416 | 260,327 | 270,604 | 273,996 | 283,332 | 289,408 | 304,467 | 313,415 | 325,339 | 332,727 | 341,751 | 30.2 |
|  | Percentage distribution of students |  |  |  |  |  |  |  |  |  |  |  | Percentage-point change in distribution of students |
| Sex | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ |
| Male | 35.0 | 34.9 | 35.8 | 36.5 | 35.6 | 35.2 | 34.7 | 34.7 | 33.4 | 33.5 | 32.7 | 33.0 | -1.9 |
| Female | 65.0 | 65.1 | 64.2 | 63.5 | 64.4 | 64.8 | 65.3 | 65.3 | 66.6 | 66.5 | 67.3 | 67.0 | 1.9 |
| Race/ethnicity | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ |
| White | 84.3 | 81.8 | 80.5 | 78.7 | 77.8 | 76.4 | 76.3 | 74.3 | 72.9 | 71.6 | 70.8 | 70.0 | -11.8 |
| Black | 3.5 | 4.0 | 4.2 | 4.7 | 4.8 | 5.3 | 5.3 | 5.6 | 5.6 | 5.9 | 6.1 | 6.1 | 2.1 |
| Hispanic | 5.4 | 5.9 | 6.0 | 6.4 | 6.9 | 7.6 | 7.6 | 8.3 | 8.8 | 9.7 | 10.2 | 10.6 | 4.7 |
| Asian/Pacific Islander | 5.4 | 6.6 | 7.3 | 7.9 | 7.9 | 7.7 | 7.3 | 7.7 | 8.1 | 8.4 | 8.2 | 8.4 | 1.8 |
| American Indian/Alaska Native | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.4 | 0.5 | \# |
| Two or more races | 0.9 | 1.2 | 1.6 | 1.9 | 2.1 | 2.5 | 3.0 | 3.6 | 4.1 | 3.9 | 4.3 | 4.4 | 3.2 |
| Academic level | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ |
| Associate's | 0.9 | 2.2 | 1.1 | 0.1 | 0.2 | 1.1 | 1.1 | 1.7 | 1.8 | 1.7 | 1.7 | 1.7 | -0.5 |
| Freshman | 3.1 | 3.5 | 3.4 | 3.5 | 3.3 | 3.3 | 3.8 | 3.9 | 3.9 | 3.6 | 4.0 | 4.2 | 0.7 |
| Sophomore | 14.0 | 13.1 | 13.9 | 13.2 | 12.6 | 13.0 | 13.7 | 13.1 | 13.1 | 12.7 | 13.2 | 12.8 | -0.3 |
| Junior | 38.9 | 35.9 | 36.8 | 35.8 | 35.8 | 36.0 | 34.7 | 33.9 | 33.1 | 32.9 | 33.0 | 33.0 | -2.9 |
| Senior | 20.0 | 21.3 | 21.6 | 21.8 | 23.4 | 24.4 | 24.7 | 25.3 | 26.4 | 27.7 | 27.4 | 28.2 | 6.9 |
| Bachelor's, unspecified | 13.5 | 13.4 | 11.3 | 11.0 | 10.3 | 8.4 | 8.4 | 9.1 | 9.3 | 9.1 | 8.6 | 7.8 | -5.6 |
| Master's or higher | 8.3 | 10.5 | 11.8 | 13.6 | 13.5 | 13.5 | 13.5 | 12.7 | 12.1 | 12.1 | 12.3 | 12.1 | 1.6 |
| Other academic level | 1.1 | 0.1 |  | 1.0 | 0.9 | 0.3 | 0.1 | 0.3 | 0.3 | 0.2 | 0.2 | 0.2 | 0.1 |
| Host region | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ |
| Sub-Saharan Africa ${ }^{1}$ | 2.5 | 3.6 | 4.2 | 4.2 | 4.3 | 4.5 | 4.6 | 4.4 | 3.4 | 3.9 | 4.0 | 4.2 | 0.6 |
| Asia ${ }^{2}$ | 6.0 | 11.1 | 11.4 | 12.0 | 11.7 | 12.4 | 12.4 | 11.9 | 11.4 | 11.1 | 11.6 | 11.2 | 0.1 |
| Europe ${ }^{3}$ | 63.3 | 56.3 | 54.5 | 53.5 | 54.6 | 53.3 | 53.3 | 53.3 | 54.5 | 54.4 | 54.4 | 54.9 | -1.4 |
| Latin America ${ }^{4}$ | 14.5 | 15.3 | 15.4 | 15.0 | 14.6 | 15.8 | 15.7 | 16.2 | 16.0 | 16.3 | 15.5 | 14.9 | -0.4 |
| Middle East and North Africa ${ }^{1,3}$ | 1.6 | 2.2 | 2.5 | 3.1 | 2.6 | 2.5 | 2.2 | 2.1 | 2.2 | 1.9 | 2.1 | 2.1 | -0.1 |
| North America ${ }^{4,5}$ | 0.7 | 0.4 | 0.5 | 0.7 | 0.5 | 0.6 | 0.5 | 0.5 | 0.5 | 0.6 | 0.5 | 0.5 | 0.1 |
| Oceania | 6.0 | 5.3 | 5.5 | 5.0 | 4.8 | 4.5 | 4.0 | 3.9 | 4.0 | 4.2 | 4.4 | 4.3 | -1.0 |
| Multiple destinations | 5.6 | 5.7 | 6.0 | 6.5 | 6.8 | 6.4 | 7.3 | 7.7 | 7.9 | 7.6 | 7.5 | 7.9 | 2.2 |
| Duration of stay | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |  |
| Summer term | 33.7 | 38.1 | 35.8 | 37.8 | 37.7 | 37.1 | 37.8 | 38.1 | 39.0 | 38.0 | 38.5 | 38.5 | 0.4 |
| One semester | 38.5 | 35.5 | 37.3 | 35.8 | 34.5 | 35.0 | 33.6 | 31.9 | 31.8 | 31.9 | 30.7 | 30.3 | -5.2 |
| 8 weeks or less during academic year | 7.4 | 11.0 | 11.7 | 11.9 | 13.3 | 14.4 | 15.3 | 16.5 | 16.7 | 17.4 | 18.8 | 19.0 | 8.0 |
| January term | 7.0 | 7.2 | 7.0 | 6.9 | 7.1 | 7.0 | 7.1 | 7.5 | 7.4 | 7.4 | 7.1 | 7.0 | -0.2 |
| Academic year | 7.3 | 4.1 | 4.1 | 3.8 | 3.7 | 3.2 | 3.1 | 2.9 | 2.5 | 2.3 | 2.2 | 2.2 | -1.9 |
| One quarter | 4.1 | 3.4 | 3.3 | 3.1 | 3.0 | 2.5 | 2.4 | 2.4 | 2.2 | 2.3 | 2.2 | 2.4 | -1.0 |
| Two quarters | 0.6 | 0.6 | 0.5 | 0.4 | 0.5 | 0.4 | 0.3 | 0.6 | 0.3 | 0.3 | 0.2 | 0.2 | -0.4 |
| Calendar year | 0.6 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | \# |
| Other | 0.8 | \# | 0.2 | 0.1 | 0.1 | 0.3 | 0.3 | \# | 0.1 | 0.4 | 0.2 | 0.3 | 0.3 |

$\dagger$ Not applicable.
\#Rounds to zero.
${ }^{1}$ North Africa was combined with the Middle East to create the "Middle East and North Africa" category as of 2011-12, and the former "Africa" category was replaced by "SubSaharan Africa" (which excludes North Africa). Data for years prior to 2011-12 have been revised for comparability.
${ }^{2}$ Asia excludes the Middle Eastern countries (Bahrain, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, the Palestinian Territories, Qatar, Saudi Arabia, Syria, the United Arab Emirates, and Yemen).
${ }^{3}$ Cyprus and Turkey were classified as being in the Middle East prior to 2004-05 but in Europe for 2004-05 and later years. Data for 2000-01 have been revised for comparability. Mexico and Central America are included in Latin America, not in North America. Includes Antarctica from 2002-03 onward.
NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. Race categories exclude persons of Hispanic ethnicity. SOURCE: Institute of International Education, Open Doors: Report on International Educational Exchange, 2019. (This table was prepared February 2020.)

Table 310.20. Foreign students enrolled in institutions of higher education in the United States, by continent, region, and selected countries of origin: Selected years, 1980-81 through 2018-19

| Continent, region, and selected countries of origin | 1980-81 |  | 1985-86 |  | 1990-91 |  | 1995-96 |  | 2000-01 |  | 2005-06 |  | 2010-11 |  | 2015-16 |  | 2018-19 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Total | 311,880 | 100.0 | 343,780 | 100.0 | 407,272 | 100.0 | 453,787 | 100.00 | 547,873 | 100.0 | 564,766 | 100.0 | 723,249 | 100.0 | 1,043,839 | 100.0 | 1,095,299 | 100.0 |
| Sub-Saharan Africa ${ }^{1}$ | 30,870 | 9.9 | 28,210 | 8.2 | 19,262 | 4.7 | 17,422 | 3.8 | 29,033 | 5.3 | 32,538 | 5.8 | 31,470 | 4.4 | 35,364 | 3.4 | 40,290 | 3.7 |
| East Africa | 6,260 | 2.0 | 6,730 | 2.0 | 7,592 | 1.9 | 7,596 | 1.7 | 13,516 | 2.5 | 13,635 | 2.4 | 8,863 | 1.2 | 7,690 | 0.7 | 9,227 | 0.8 |
| Central Africa | 1,130 | 0.4 | 1,540 | 0.4 | 1,647 | 0.4 | 1,346 | 0.3 | 1,859 | 0.3 | 2,825 | 0.5 | 2,831 | 0.4 | 3,311 | 0.3 | 3,325 | 0.3 |
| Southern Africa | 1,480 | 0.5 | 2,360 | 0.7 | 2,835 | 0.7 | 2,657 | 0.6 | 3,304 | 0.6 | 2,232 | 0.4 | 5,330 | 0.7 | 6,263 | 0.6 | 6,315 | 0.6 |
| West Africa | 22,000 17,350 | 7.1 5.6 | 17,580 13,710 | 5.1 4.0 | 7,178 3,714 | 1.8 0.9 | 5,818 , 093 | 1.3 0.5 | 10,346 3,820 | 1.9 0.7 | 13,846 6,192 | 2.5 1.1 | 14,446 7,148 | 2.0 1.0 | 18,100 10,674 | 1.7 1.0 | 21,423 13,423 | 2.0 1.2 |
| Nigeria | 17,350 | 5.6 | 13,710 | 4.0 | 3,714 | 0.9 | 2,093 | 0.5 | 3,820 | 0.7 | 6,192 | 1.1 | 7,148 | 1.0 | 10,674 | 1.0 | 13,423 | 1.2 |
| Asia | 94,640 | 30.3 | 156,830 | 45.6 | 229,825 | 56.4 | 259,893 | 57.3 | 302,058 | 55.1 | 327,785 | 58.0 | 461,790 | 63.8 | 689,525 | 66.1 | 768,260 | 70.1 |
| East Asia | 51,650 | 16.6 | 80,720 | 23.5 | 146,017 | 35.9 | 166,717 | 36.7 | 189,371 | 34.6 | 197,576 | 35.0 | 286,925 | 39.7 | 439,702 | 42.1 | 472,085 | 43.1 |
| China | 2,770 | 0.9 | 13,980 | 4.1 | 39,597 | 9.7 | 39,613 | 8.7 | 59,939 | 10.9 | 62,582 | 11.1 | 157,558 | 21.8 | 328,547 | 31.5 | 369,548 | 33.7 |
| Hong Kong | 9,660 | 3.1 | 10,710 | 3.1 | 12,625 | 3.1 | 12,018 | 2.6 | 7,627 | 1.4 | 7,849 | 1.4 | 8,136 | 1.1 | 7,923 | 0.8 | 6,917 | 0.6 |
| Japan | 13,500 | 4.3 | 13,360 | 3.9 | 36,611 | 9.0 | 45,531 | 10.0 | 46,497 | 8.5 | 38,712 | 6.9 | 21,290 | 2.9 | 19,060 | 1.8 | 18,105 | 1.7 |
| South Korea | 6,150 | 2.0 | 18,660 | 5.4 | 23,362 | 5.7 | 36,231 | 8.0 | 45,685 | 8.3 | 59,022 | 10.5 | 73,351 | 10.1 | 61,007 | 5.8 | 52,250 | 4.8 |
| Taiwan South and Central Asia | 19,460 14,540 | 6.2 4.7 | 23,770 25,800 | 6.9 | 33,531 42,366 | 8.2 10.4 | 32,702 | 7.2 10.0 | 28,566 | r 53.12 | 27,876 94,965 | 4.9 16.8 | 24,818 128,845 | 17.4 | 21,127 195,135 | 18.0 | r 23,369 | 21.1 21.8 |
| Bangladesh | 1,180 | 0.4 | 1,930 | 0.6 | 2,533 | 0.6 | 3,360 | 0.7 | 4,114 | 0.8 | 2,581 | 0.5 | 2,873 | 0.4 | 6,513 | 0.6 | 8,249 | 0.8 |
| India | 9,250 | 3.0 | 16,070 | 4.7 | 28,857 | 7.1 | 31,743 | 7.0 | 54,664 | 10.0 | 76,503 | 13.5 | 103,895 | 14.4 | 165,918 | 15.9 | 202,014 | 18.4 |
| Nepal | 250 | 0.1 | 390 | 0.1 | 670 | 0.2 | 1,219 | 0.3 | 2,618 | 0.5 | 6,061 | 1.1 | 10,301 | 1.4 | 9,662 | 0.9 | 13,229 | 1.2 |
| Pakistan | 2,990 | 1.0 | 5,440 | 1.6 | 7,725 | 1.9 | 6,427 | 1.4 | 6,948 | 1.3 | 5,759 | 1.0 | 5,045 | 0.7 | 6,141 | 0.6 | 7,957 | 0.7 |
| Southeast Asia | 28,450 | 9.1 | 50,310 | 14.6 | 41,441 | 10.2 | 47,774 | 10.5 | 40,916 | 7.5 | 35,244 | 6.2 | 46,020 | 6.4 | 54,688 | 5.2 | 57,554 | 5.3 |
| Indonesia | 3,250 | 1.0 | 8,210 | 2.4 | 9,524 | 2.3 | 12,820 | 2.8 | 11,625 | 2.1 | 7,575 | 1.3 | 6,942 | 1.0 | 8,727 | 0.8 | 8,356 | 0.8 |
| Malaysia | 6,010 | 1.9 | 23,020 | 6.7 | 13,606 | 3.3 | 14,015 | 3.1 | 7,795 | 1.4 | 5,515 | 1.0 | 6,735 | 0.9 | 7,834 | 0.8 | 7,709 | 0.7 |
| Singapore | 1,320 | 0.4 | 3,930 | 1.1 | 4,495 | 1.1 | 4,098 | 0.9 | 4,166 | 0.8 | 3,909 | 0.7 | 4,316 | 0.6 | 4,865 | 0.5 | 4,632 | 0.4 |
| Thailand | 6,550 | 2.1 | 6,940 | 2.0 | 7,092 | 1.7 | 12,165 | 2.7 | 11,187 | 2.0 | 8,765 | 1.6 | 8,236 | 1.1 | 7,113 | 0.7 | 6,503 | 0.6 |
| Vietnam | 6,490 | 2.1 | 3,270 | 1.0 | 1,396 | 0.3 | 922 | 0.2 | 2,022 | 0.4 | 4,597 | 0.8 | 14,888 | 2.1 | 21,403 | 2.1 | 24,392 | 2.2 |
| Europe ${ }^{2}$ | 28,650 | 9.2 | 38,910 | 11.3 | 55,422 | 13.6 | 76,855 | 16.9 | 93,784 | 17.1 | 84,697 | 15.0 | 84,296 | 11.7 | 91,915 | 8.8 | 90,996 | 8.3 |
| France | 2,570 | 0.8 | 3,680 | 1.1 | 5,633 | 1.4 | 5,710 | 1.3 | 7,273 | 1.3 | 6,640 | 1.2 | 8,098 | 1.1 | 8,764 | 0.8 | 8,716 | 0.8 |
| Germany ${ }^{3}$ | 3,310 | 1.1 | 4,730 | 1.4 | 7,003 | 1.7 | 9,017 | 2.0 | 10,128 | 1.8 | 8,829 | 1.6 | 9,458 | 1.3 | 10,145 | 1.0 | 9,191 | 0.8 |
| Italy | 1,250 | 0.4 | 1,890 | 0.5 | 2,393 | 0.6 | 2,780 | 0.6 | 3,490 | 0.6 | 3,224 | 0.6 | 4,308 | 0.6 | 5,155 | 0.5 | 6,114 | 0.6 |
| Russia ${ }^{4}$ | 630 | 0.2 | 83 | \# | 1,206 | 0.3 | 5,589 | 1.2 | 6,858 | 1.3 | 4,801 | 0.9 | 4,692 | 0.6 | 5,444 | 0.5 | 5,292 | 0.5 |
| Spain | 950 | 0.3 | 1,740 | 0.5 | 4,304 | 1.1 | 4,809 | 1.1 | 4,156 | 0.8 | 3,455 | 0.6 | 4,330 | 0.6 | 6,640 | 0.6 | 7,262 | 0.7 |
| Sweden | 1,020 | 0.3 | 1,400 | 0.4 | 2,029 | 0.5 | 3,889 | 0.9 | 4,598 | 0.8 | 3,212 | 0.6 | 3,236 | 0.4 | 4,297 | 0.4 | 3,460 | 0.3 |
| Turkey ${ }^{2}$ | 2,600 | 0.8 | 2,460 | 0.7 | 4,078 | 1.0 | 7,678 | 1.7 | 10,983 | 2.0 | 11,622 | 2.1 | 12,184 | 1.7 | 10,691 | 1.0 | 10,159 | 0.9 |
| United Kingdom | 4,440 | 1.4 | 5,940 | 1.7 | 7,298 | 1.8 | 7,799 | 1.7 | 8,139 | 1.5 | 8,274 | 1.5 | 8,947 | 1.2 | 11,599 | 1.1 | 11,146 | 1.0 |
| Latin America | 49,810 | 16.0 | 45,480 | 13.2 | 47,318 | 11.6 | 47,253 | 10.4 | 63,634 | 11.6 | 64,769 | 11.5 | 64,169 | 8.9 | 84,908 | 8.1 | 80,962 | 7.4 |
| Caribbean | 10,650 | 3.4 | 11,100 | 3.2 | 12,349 | 3.0 | 10,737 | 2.4 | 14,423 | 2.6 | 13,855 | 2.5 | 11,644 | 1.6 | 11,042 | 1.1 | 11,065 | 1.0 |
| Central America | 12,970 | 4.2 | 12,740 | 3.7 | 15,949 | 3.9 | 14,220 | 3.1 | 16,764 | 3.1 | 19,709 | 3.5 | 20,361 | 2.8 | 24,983 | 2.4 | 23,998 | 2.2 |
| Mexico | 6,730 | 2.2 | 5,460 | 1.6 | 6,739 | 1.7 | 8,687 | 1.9 | 10,670 | 1.9 | 13,931 | 2.5 | 13,713 | 1.9 | 16,733 | 1.6 | 15,229 | 1.4 |
| South America | 26,190 | 8.4 | 21,640 | 6.3 | 19,019 | 4.7 | 22,296 | 4.9 | 32,447 | 5.9 | 31,205 | 5.5 | 32,164 | 4.4 | 48,883 | 4.7 | 45,899 | 4.2 |
| Brazil | 2,870 | 0.9 | 2,840 | 0.8 | 3,898 | 1.0 | 5,497 | 1.2 | 8,846 | 1.6 | 7,009 | 1.2 | 8,777 | 1.2 | 19,370 | 1.9 | 16,059 | 1.5 |
| Colombia | 3,930 | 1.3 | 4,010 | 1.2 | 3,183 | 0.8 | 3,462 | 0.8 | 6,765 | 1.2 | 6,835 | 1.2 | 6,456 | 0.9 | 7,815 | 0.7 | 8,060 | 0.7 |
| Venezuela | 11,750 | 3.8 | 7,040 | 2.0 | 2,894 | 0.7 | 4,456 | 1.0 | 5,217 | 1.0 | 4,792 | 0.8 | 5,491 | 0.8 | 8,267 | 0.8 | 7,760 | 0.7 |
| Middle East and North Africa ${ }^{1}$ | 88,700 | 28.4 | 54,100 | 15.7 | 32,177 | 7.9 | 24,488 | 5.4 | 28,842 | 5.3 | 21,576 | 3.8 | 47,963 | 6.6 | 108,227 | 10.4 | 81,126 | 7.4 |
| Middle East ${ }^{2}$ | 81,390 | 26.1 | 48,120 | 14.0 | 27,636 | 6.8 | 21,066 | 4.6 | 23,658 | 4.3 | 17,806 | 3.2 | 42,543 | 5.9 | 100,926 | 9.7 | 74,165 | 6.8 |
| Iran | 47,550 | 15.2 | 14,210 | 4.1 | 6,262 | 1.5 | 2,628 | 0.6 | 1,844 | 0.3 | 2,420 | 0.4 | 5,626 | 0.8 | 12,269 | 1.2 | 12,142 | 1.1 |
| Kuwait | 2,990 | 1.0 | 3,810 | 1.1 | 1,624 | 0.4 | 3,035 | 0.7 | 3,045 | 0.6 | 1,703 | 0.3 | 2,998 | 0.4 | 9,772 | 0.9 | 9,195 | 0.8 |
| Saudi Arabia | 10,440 | 3.3 | 6,900 | 2.0 | 3,584 | 0.9 | 4,191 | 0.9 | 5,273 | 1.0 | 3,448 | 0.6 | 22,704 | 3.1 | 61,287 | 5.9 | 37,080 | 3.4 |
| North Africa ${ }^{1}$ | 7,310 | 2.3 | 5,980 | 1.7 | 4,541 | 1.1 | 3,422 | 0.8 | 5,184 | 0.9 | 3,770 | 0.7 | 5,420 | 0.7 | 7,301 | 0.7 | 6,961 | 0.6 |
| Egypt | 1,860 | 0.6 | 2,270 | 0.7 | 1,777 | 0.4 | 1,490 | 0.3 | 2,255 | 0.4 | 1,509 | 0.3 | 2,181 | 0.3 | 3,442 | 0.3 | 3,675 | 0.3 |
| North America ${ }^{5}$ | 14,790 | 4.7 | 16,030 | 4.7 | 18,949 | 4.7 | 23,644 | 5.2 | 25,888 | 4.7 | 28,699 | 5.1 | 27,941 | 3.9 | 26,973 | 2.6 | 26,122 | 2.4 |
| Canada | 14,320 | 4.6 | 15,410 | 4.5 | 18,350 | 4.5 | 23,005 | 5.1 | 25,279 | 4.6 | 28,202 | 5.0 | 27,546 | 3.8 | 26,973 | 2.6 | 26,122 | 2.4 |
| Oceania | 4,180 | 1.3 | 4,030 | 1.2 | 4,230 | 1.0 | 4,202 | 0.9 | 4,624 | 0.8 | 4,702 | 0.8 | 5,610 | 0.8 | 6,917 | 0.7 | 7,542 | 0.7 |
| Australia | 1,530 | 0.5 | 1,530 | 0.4 | 1,906 | 0.5 | 2,244 | 0.5 | 2,645 | 0.5 | 2,806 | 0.5 | 3,777 | 0.5 | 4,752 | 0.5 | 4,930 | 0.5 |
| Unidentified ${ }^{6}$ | 240 | 0.1 | 190 | 0.1 | 89 | \# | 30 | \# | 10 | \# | \# | \# | 10 | \# | 10 | \# | 1 | \# |

\#Rounds to zero.
"North Africa was combined with the Middle East to create the "Middle East and North Africa" category as of 2011-12, and the former "Africa" category was replaced by "Sub-Saharan Africa" (which excludes North Africa). Data for years prior to Cypus and Turkey wered orsified as being in
being in the Middle East prior to 2004-05 but in Europe for 2004-05 and later years. Data for 1980-81 and 1985-86 are for West Germar comparability.
Data for 1980-81, 1985-86, and 1990-91 are for the (Federal Republic of Germany before unification).
Data for 1980-81, 1985-86, and 1990-91 are for the former U.S.S.R.

Excludes Mexico and Central America, which are included in Latin America
${ }_{6}$ Place of origin unknown or undeclared.
NOTE: Includes foreign students enrolled in American Samoa, Guam, Puerto Rico, and the U.S. Virgin Islands. Totals and subtotals include other countries not shown separately. Region totals may not sum to continent totals because some who have not migrated to the United States). Detail may not sum to totals because of rounding. OURCE: Institute of International Education, Open Doors: Report on International Educational 1981 through 2019. (This table was prepared February 2020.)

Table 311.10. Number and percentage distribution of students enrolled in postsecondary institutions, by level, disability status, and selected student characteristics: 2015-16
[Standard errors appear in parentheses]

| Selected student characteristic | Undergraduate |  |  |  |  |  | Postbaccalaureate |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All students |  | Students with disabilities ${ }^{1}$ |  | Students without disabilities |  | All students |  | Students with disabilities ${ }^{1}$ |  | Students without disabilities |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |
| Number of students (in thousands) | 19,308 | (-) | 3,755 | (-) | 15,554 | (-) | 3,547 | (-) | 423 | (-) | 3,124 | (-) |
| Percentage distribution of students Total |  | (t) |  | (0.21) | 80.6 | (0.21) |  | (t) | 11.9 | (0.45) | 88.1 | (0.45) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 100.0 | ( $\dagger$ ) | 19.2 | (0.33) | 80.8 | (0.33) | 100.0 | ( $\dagger$ | 9.9 | (0.57) | 90.1 | (0.57) |
| Female | 100.0 | ( $\dagger$ ) | 19.6 | (0.26) | 80.4 | (0.26) | 100.0 | ( $\dagger$ | 13.3 | (0.57) | 86.7 | (0.57) |
| Race/ethnicity of student |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 100.0 | ( $\dagger$ ) | 20.8 | (0.31) | 79.2 | (0.31) | 100.0 | ( $\dagger$ ) | 13.0 | (0.59) | 87.0 | (0.59) |
| Black | 100.0 | ( $\dagger$ ) | 17.2 | (0.50) | 82.8 | (0.50) | 100.0 | ( $\dagger$ ) | 10.3 | (0.94) | 89.7 | (0.94) |
| Hispanic | 100.0 | ( $\dagger$ ) | 18.3 | (0.47) | 81.7 | (0.47) | 100.0 | ( $\dagger$ | 14.3 | (1.53) | 85.7 | (1.53) |
| Asian | 100.0 | ( $\dagger$ ) | 15.2 | (0.69) | 84.8 | (0.69) | 100.0 | ( $\dagger$ ) | 6.2 | (0.88) | 93.8 | (0.88) |
| Pacific Islander | 100.0 | ( $\dagger$ ) | 23.6 | (4.44) | 76.4 | (4.44) | 100.0 | ( $\dagger$ ) | 14.9 ! | (6.07) | 85.1 | (6.07) |
| American Indian/Alaska Native | 100.0 | ( $\dagger$ ) | 27.8 | (2.71) | 72.2 | (2.71) | 100.0 | ( $\dagger$ ) | 11.8 ! | (4.60) | 88.2 | (4.60) |
| Two or more races | 100.0 | ( $\dagger$ ) | 22.1 | (1.25) | 77.9 | (1.25) | 100.0 | ( $\dagger$ | 19.7 | (3.61) | 80.3 | (3.61) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 to 23 | 100.0 | ( $\dagger$ ) | 17.6 | (0.27) | 82.4 | (0.27) | 100.0 | ( $\dagger$ ) | 8.1 | (1.13) | 91.9 | (1.13) |
| 24 to 29 | 100.0 | ( $\dagger$ ) | 21.6 | (0.55) | 78.4 | (0.55) | 100.0 | ( $\dagger$ ) | 11.3 | (0.67) | 88.7 | (0.67) |
| 30 or older | 100.0 | ( $\dagger$ ) | 22.6 | (0.48) | 77.4 | (0.48) | 100.0 | ( $\dagger$ ) | 13.5 | (0.66) | 86.5 | (0.66) |
| Attendance status ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-time, full-year | 100.0 | ( $\dagger$ ) | 17.3 | (0.28) | 82.7 | (0.28) | 100.0 | ( $\dagger$ | 12.0 | (0.67) | 88.0 | (0.67) |
| Part-ime or part-year | 100.0 | ( $\dagger$ ) | 20.8 | (0.28) | 79.2 | (0.28) | 100.0 | ( $\dagger$ | 11.9 | (0.57) | 88.1 | (0.57) |
| Student housing status |  |  |  |  |  |  |  |  |  |  |  |  |
| On-campus | 100.0 | ( $\dagger$ ) | 15.8 | (0.49) | 84.2 | (0.49) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) |
| Off-campus | 100.0 | ( $\dagger$ ) | 20.6 | (0.31) | 79.4 | (0.31) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |
| With parents or relatives | 100.0 | ( $\dagger$ ) | 19.5 | (0.45) | 80.5 | (0.45) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Attended more than one institution | 100.0 | ( $\dagger$ ) | 18.7 | (0.55) | 81.3 | (0.55) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ ) |
| Dependency status |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent | 100.0 | ( $\dagger$ ) | 17.2 | (0.28) | 82.8 | (0.28) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) |
| Independent, unmarried | 100.0 | ( $\dagger$ ) | 23.9 | (0.55) | 76.1 | (0.55) | 100.0 | ( $\dagger$ ) | 11.5 | (0.61) | 88.5 | (0.61) |
| Independent, married | 100.0 | ( $\dagger$ ) | 20.5 | (1.07) | 79.5 | (1.07) | 100.0 | ( $\dagger$ | 10.3 | (1.12) | 89.7 | (1.12) |
| Independent with dependents | 100.0 | ( $\dagger$ ) | 20.3 | (0.41) | 79.7 | (0.41) | 100.0 | ( $\dagger$ ) | 13.4 | (0.74) | 86.6 | (0.74) |
| Veteran status |  |  |  |  |  |  |  |  |  |  |  |  |
| Veteran | 100.0 | ( $\dagger$ ) | 25.8 | (0.98) | 74.2 | (0.98) | 100.0 | ( $\dagger$ ) | 17.1 | (1.09) | 82.9 | (1.09) |
| Not veteran | 100.0 | ( $\dagger$ ) | 19.1 | (0.22) | 80.9 | (0.22) | 100.0 | ( $\dagger$ ) | 11.6 | (0.47) | 88.4 | (0.47) |
| Field of study |  |  |  |  |  |  |  |  |  |  |  |  |
| Business/management | 100.0 | ( $\dagger$ ) | 17.7 | (0.46) | 82.3 | (0.46) | 100.0 | ( $\dagger$ ) | 9.9 | (0.97) | 90.1 | (0.97) |
| Education | 100.0 | ( $\dagger$ ) | 17.9 | (0.92) | 82.1 | (0.92) | 100.0 | ( $\dagger$ ) | 12.5 | (1.25) | 87.5 | (1.25) |
| Engineering/computer science/mathematics | 100.0 | ( $\dagger$ ) | 19.6 | (0.75) | 80.4 | (0.75) | 100.0 | ( $\dagger$ ) | 6.8 | (0.90) | 93.2 | (0.90) |
| Health | 100.0 | ( $\dagger$ ) | 18.3 | (0.40) | 81.7 | (0.40) | 100.0 | ( $\dagger$ ) | 12.2 | (0.90) | 87.8 | (0.90) |
| Humanities | 100.0 | ( $\dagger$ ) | 21.5 | (0.60) | 78.5 | (0.60) | 100.0 | ( $\dagger$ ) | 14.1 | (1.72) | 85.9 | (1.72) |
| Law | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | 100.0 | ( $\dagger$ | 15.0 | (2.33) | 85.0 | (2.33) |
| Life/physical sciences | 100.0 | ( $\dagger$ ) | 17.9 | (0.74) | 82.1 | (0.74) | 100.0 | ( $\dagger$ ) | 11.6 | (1.81) | 88.4 | (1.81) |
| Social/behavioral sciences | 100.0 | ( $\dagger$ ) | 21.8 | (0.82) | 78.2 | (0.82) | 100.0 | ( $\dagger$ ) | 17.5 | (1.90) | 82.5 | (1.90) |
| Vocational/technical | 100.0 | ( $\dagger$ ) | 21.6 | (1.36) | 78.4 | (1.36) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ |
| Undeclared | 100.0 | ( $\dagger$ ) | 21.7 | (1.55) | 78.3 | (1.55) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |
| Other | 100.0 | ( $\dagger$ ) | 20.2 | (0.64) | 79.8 | (0.64) | 100.0 | ( $\dagger$ ) | 12.5 | (1.29) | 87.5 | (1.29) |

—Not available.
$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
${ }^{1}$ Students with disabilities are those who reported having deafness or serious difficulty hear ing; blindness or serious difficulty seeing; serious difficulty concentrating, remembering, or making decisions because of a physical, mental, or emotional condition; or serious difficulty walking or climbing stairs. For 2015-16, the question about difficulty concentrating, remembering, or making decisions was expanded to include examples of relevant conditions. Specifically, students were instructed to "consider conditions including, but not limited to, a serious learning disability, depression, ADD, or ADHD." The percentage of students reporting difficulty concentrating, remembering, or making decisions was 17 percent in 2015-16 (after difficulty concentrating, remembering, or making decisions was 17 percent in 2015-16 (after
the examples were added) and 8 percent in 2011-12 (before the examples were added). Due
to addition of the examples, estimates of the percentage of students with this type of disability in 2015-16 and of the overall percentage of students with disabilities in 2015-16 cannot be in 2015-16 and of the overall percentage of students with
compared to estimates of the percentages in earlier years.
${ }^{2}$ Full-time, full-year includes students enrolled full time for 9 or more months. Part-time or part-year includes students enrolled part time for 9 or more months and students enrolled less than 9 months either part time or full time.
NOTE: Data are based on a sample survey of students who enrolled at any time during the school year. Data exclude students attending institutions in Puerto Rico. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015-16 National Postsecondary Student Aid Study (NPSAS:16). (This table was prepared May 2018.)

Table 311.15. Number and percentage of students enrolled in degree-granting postsecondary institutions, by distance education participation, location of student, level of enrollment, and control and level of institution: Fall 2017 and fall 2018

| Year, level of enrollment, and control and level of institution | Number of students |  |  |  |  |  |  |  |  |  | Percent of students |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | TotalNo <br> distance <br> educa- <br> tion <br> courses |  | Taking any distance education course(s) |  |  |  |  |  |  |  |  No <br>  <br>  <br> Total <br> distance <br> educa- <br> tion <br> tourses <br> con  |  | Taking any distance education course(s) |  |  |  |  |  |  |  |
|  |  |  | Total, any distance education course(s) | At least one, but not all, of student's courses | Exclusively distance education courses, by location of student |  |  |  |  |  |  |  | Total, any distance education course(s) | At least one, but not all, of student's courses | Exclusively distance education courses, by location of student |  |  |  |  |  |
|  |  |  | Total |  | Same state | Different state | $\begin{array}{r} \text { State } \\ \text { not } \\ \text { known } \end{array}$ | Outside of the United States | Location unknown | Total |  |  | Same state |  | Different state | $\begin{array}{r} \text { State } \\ \text { not } \\ \text { known } \end{array}$ | Outside of the United States | Location unknown |
| 1 | 2 | 3 |  | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |  | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Fall 2017 <br> All students, total | 19,778,151 | 13,155,348 | 6,622,803 | 3,515,659 | 3,107,144 | 1,775,555 | 1,251,709 | 15,777 | 45,368 | 18,735 | 100.0 | 66.5 | 33.5 | 17.8 | 15.7 | 9.0 | 6.3 | 0.1 | 0.2 | 0.1 |
| Public Private Nonprofit For-profit | $\begin{array}{r} 14,571,739 \\ 5,206,412 \\ 4,108,489 \\ 1,097,923 \\ \hline \end{array}$ | $\begin{array}{r} 9,907,335 \\ 3,248,013 \\ 2,929,755 \\ 38,258 \end{array}$ | $\begin{array}{r} 4,664,404 \\ 1,95,3999 \\ 1,178,734 \\ 779,665 \\ \hline \end{array}$ | $\begin{array}{r} 3,002,916 \\ 512,743 \\ 390,579 \\ 122,164 \\ \hline \end{array}$ | $\begin{array}{r} 1,661,488 \\ 1,445,656 \\ 788,155 \\ 657,501 \\ \hline \end{array}$ | $\begin{array}{\|r\|} \hline 1,394,179 \\ 381,376 \\ 273,133 \\ 108,243 \\ \hline \end{array}$ | $\begin{array}{r} 225,502 \\ 1,026,507 \\ 491,664 \\ 334,543 \end{array}$ | $\begin{array}{r} 11,534 \\ 4,243 \\ 3,141 \\ 1,102 \\ \hline \end{array}$ | $\begin{aligned} & 17,749 \\ & 27,619 \\ & 17,292 \\ & 10,327 \\ & \hline \end{aligned}$ | $\begin{array}{r} 12,524 \\ 6,211 \\ 2,925 \\ 3,286 \end{array}$ | $\begin{aligned} & 100.0 \\ & 100.0 \\ & 100.0 \\ & 100.0 \\ & \hline \end{aligned}$ | $\begin{aligned} & 68.0 \\ & 62.4 \\ & 71.3 \\ & 29.0 \\ & \hline \end{aligned}$ | $\begin{aligned} & 32.0 \\ & 37.6 \\ & 28.7 \\ & 71.0 \\ & \hline \end{aligned}$ | $\begin{array}{r} 20.6 \\ 9.8 \\ 9.5 \\ 11.1 \end{array}$ | $\begin{aligned} & 11.4 \\ & 27.8 \\ & 19.2 \\ & 59.9 \\ & \hline \end{aligned}$ | $\begin{aligned} & 9.6 \\ & 7.3 \\ & 6.6 \\ & 9.9 \end{aligned}$ | $\begin{array}{r} 1.5 \\ 19.7 \\ 12.0 \\ 48.7 \end{array}$ | $\begin{aligned} & 0.1 \\ & 0.1 \\ & 0.1 \\ & 0.1 \end{aligned}$ | $\begin{aligned} & 0.1 \\ & 0.5 \\ & 0.4 \\ & 0.9 \end{aligned}$ | 0.1 <br> 0.1 <br> 0.1 <br> 0.3 |
| Fall 2018 All students, total | 19,645,918 | 12,713,844 | 6,932,074 | 3,674,087 | 3,257,987 | 1,869,652 | 1,293,454 | 17,083 | 44,321 | 33,477 | 100.0 | 64.7 | 35.3 | 18.7 | 16.6 | 9.5 | 6.6 | 0.1 | 0.2 | 0.2 |
| $\begin{aligned} & \text { 4-year } \\ & \text { 2-vear } \end{aligned}$ | $\begin{array}{r} 13,900,710 \\ 5,745,208 \end{array}$ | $\begin{aligned} & 8,941,162 \\ & 3,772,682 \end{aligned}$ | $\begin{aligned} & 4,959,548 \\ & 1,972,526 \end{aligned}$ | $\begin{aligned} & 2,506,759 \\ & 1,167,328 \end{aligned}$ | $\begin{array}{r} 2,452,789 \\ 805,198 \end{array}$ | $\begin{array}{\|} 1,144,147 \\ 725,505 \end{array}$ | $\begin{array}{r} 1,238,866 \\ 54,588 \end{array}$ | $\begin{array}{r} 13,504 \\ 3,579 \end{array}$ | $\begin{array}{r} 40,619 \\ 3,702 \end{array}$ | $\begin{aligned} & 15,653 \\ & 17,824 \end{aligned}$ | 100.0 100.0 | 64.3 65.7 | 35.7 34.3 | 18.0 20.3 | 17.6 14.0 | 8.2 12.6 | 8.9 1.0 | 0.1 0.1 | 0.3 0.1 | 0.1 0.3 |
| Public 4-year 2-year | $\begin{array}{\|r\|} \hline 14,529,264 \\ 8,982,560 \\ 5,546,704 \\ \hline \end{array}$ | $\begin{aligned} & 9,569,412 \\ & 5,945,224 \\ & 3,624,188 \end{aligned}$ | $\begin{aligned} & 4,959,852 \\ & 3,037,336 \\ & 1,922,516 \end{aligned}$ | $\begin{aligned} & 3,153,470 \\ & 2,005,490 \\ & 1,147,980 \end{aligned}$ | $\begin{array}{r} 1,806,382 \\ 1,031,846 \\ 774,536 \end{array}$ | $\begin{array}{r} 1,475,262 \\ 755,127 \\ 720,135 \end{array}$ | $\begin{array}{r} 271,659 \\ 242,105 \\ 29,554 \end{array}$ | $\begin{array}{r} 11,794 \\ 8,215 \\ 3,579 \end{array}$ | $\begin{array}{r} 18,583 \\ 14,997 \\ 3,586 \end{array}$ | $\begin{aligned} & 29,084 \\ & 11,402 \\ & 17,682 \end{aligned}$ | $\begin{aligned} & 100.0 \\ & 100.0 \\ & 100.0 \end{aligned}$ | $\begin{aligned} & 65.9 \\ & 66.2 \\ & 65.3 \end{aligned}$ | 34.1 33.8 34.7 | $\begin{aligned} & 21.7 \\ & 22.3 \\ & 20.7 \end{aligned}$ | $\begin{aligned} & 12.4 \\ & 11.5 \\ & 14.0 \end{aligned}$ | 10.2 8.4 13.0 | $\begin{aligned} & 1.9 \\ & 2.7 \\ & 0.5 \end{aligned}$ | 0.1 0.1 0.1 | 0.1 0.1 0.2 0.1 | 0.2 0.1 0.3 |
| Private | 5,116,654 | 3,144,432 | 1,972,222 | 520,617 | 1,451,605 | 394,390 | 1,021,795 | 5,289 | 25,738 | 4,393 | 100.0 | 61.5 | 38.5 | 10.2 | 28.4 | 7.7 | 20.0 | 0.1 | 0.5 | 0.1 |
| Nonprofit | 4,134,244 | 2,878,717 | 1,255,527 | 418,048 | 837,479 | 288,963 | 525,951 | 3,705 | 14,838 | 4,022 | 100.0 | 69.6 | 30.4 | 10.1 | 20.3 | 7.0 | 12.7 | 0.1 | 0.4 | 0.1 |
| 4 -year | 4,089,090 | 2,857,653 | 1,231,437 | 414,132 | 817,305 | 286,033 | 508,712 | 3,705 | 14,834 | 4,021 | 100.0 | 69.9 | 30.1 | 10.1 | 20.0 | 7.0 | 12.4 | 0.1 | 0.4 | 0.1 |
| 2-year | 45,154 | 21,064 | 24,090 | 3,916 | 20,174 | 2,930 | 17,239 | 0 | , | 1 | 100.0 | 46.6 | 53.4 | 8.7 | 44.7 | 6.5 | 38.2 | 0.0 | \# | \# |
| For-profit | 982,410 | 265,715 | 716,695 | 102,569 | 614,126 | 105,427 | 495,844 | 1,584 | 10,900 | 371 | 100.0 | 27.0 | 73.0 | 10.4 | 62.5 | 10.7 | 50.5 | 0.2 | 1.1 | 0.0 |
| 4 -year | 829,060 | 138,285 | 690,775 | 87,137 | 603,638 | 102,987 | 488,049 | 1,584 | 10,788 | 230 | 100.0 | 16.7 | 83.3 | 10.5 | 72.8 | 12.4 | 58.9 | 0.2 | 1.3 | 0.0 |
| 2-year | 153,350 | 127,430 | 25,920 | 15,432 | 10,488 | 2,440 | 7,795 |  | 112 | 141 | 100.0 | 83.1 | 16.9 | 10.1 | 6.8 | 1.6 | 5.1 | 0.0 | 0.1 | 0.1 |
| Undergraduate | 16,610,235 | 10,885,526 | 5,724,709 | 3,399,567 | 2,325,142 | 1,464,038 | 798,815 | 9,641 | 24,188 | 28,460 | 100.0 | 65.5 | 34.5 | 20.5 | 14.0 | 8.8 | 4.8 | 0.1 | 0.1 | 0.2 |
| $\begin{aligned} & \text { 4-year } \\ & \text { 2-year } \end{aligned}$ | $\begin{array}{\|r\|} 10,865,027 \\ 5,745,208 \\ \hline \end{array}$ | $\begin{aligned} & 7,112,844 \\ & 3,772,682 \end{aligned}$ | $\begin{aligned} & 3,752,183 \\ & 1,972,526 \end{aligned}$ | $\begin{array}{r} 2,232,239 \\ 1,167,328 \end{array}$ | $\begin{array}{r} 1,519,944 \\ 805,198 \end{array}$ | $\begin{aligned} & 738,533 \\ & 725,505 \end{aligned}$ | $\begin{array}{r} 744,227 \\ 54,588 \end{array}$ | $\begin{aligned} & 6,062 \\ & 3,579 \end{aligned}$ | $\begin{array}{r} 20,486 \\ 3,702 \end{array}$ | $\begin{aligned} & 10,636 \\ & 17,824 \end{aligned}$ | $\begin{aligned} & 100.0 \\ & 100.0 \end{aligned}$ | $\begin{aligned} & 65.5 \\ & 65.7 \end{aligned}$ | 34.5 34.3 | 20.5 20.3 | 14.0 14.0 | 6.8 12.6 | 6.8 1.0 | 0.1 0.1 | 0.2 0.1 | 0.1 0.3 |
| Public 4-year 2-year | $\begin{array}{\|r\|} 13,049,326 \\ 7,502,622 \\ 5,546,704 \end{array}$ | $\begin{aligned} & 8,598,151 \\ & 4,973,963 \\ & 3,624,188 \end{aligned}$ | $\begin{aligned} & 4,451,175 \\ & 2,528,659 \\ & 1,922,516 \end{aligned}$ | $\begin{aligned} & 3,008,133 \\ & 1,860,153 \\ & 1,147,980 \end{aligned}$ | $\begin{array}{r} 1,443,042 \\ 668,506 \\ 774,536 \end{array}$ | $\begin{array}{r} 1,243,404 \\ 523,269 \\ 720,135 \end{array}$ | $\begin{array}{r} 155,170 \\ 125,616 \\ 29,554 \end{array}$ | $\begin{aligned} & 6,914 \\ & 3,335 \\ & 3,579 \end{aligned}$ | $\begin{array}{r} 10,746 \\ 7,160 \\ 3,586 \end{array}$ | $\begin{array}{r} 26,808 \\ 9,126 \\ 17,682 \end{array}$ | $\begin{aligned} & 100.0 \\ & 100.0 \\ & 100.0 \end{aligned}$ | 65.9 66.3 65.3 | 34.1 33.7 34.7 | 23.1 24.8 20.7 | 11.1 8.9 14.0 | 9.5 7.0 13.0 | 1.2 1.7 0.5 | 0.1 $\#$ 0.1 | 0.1 0.1 0.1 | 0.2 0.1 0.3 |
| Private | 3,560,909 | 2,287,375 | 1,273,534 | 391,434 | 882,100 | 220,634 | 643,645 | 2,727 | 13,442 | 1,652 | 100.0 | 64.2 | 35.8 | 11.0 | 24.8 | 6.2 | 18.1 | 0.1 | 0.4 | \# |
| Nonprofit | 2,821,653 | 2,044,170 | 777,483 | 298,740 | 478,743 | 141,490 | 325,964 | 1,416 | 8,527 | 1,346 | 100.0 | 72.4 | 27.6 | 10.6 | 17.0 | 5.0 | 11.6 | 0.1 | 0.3 | \# |
| 4-year | 2,776,499 | 2,023,106 | 753,393 | 294,824 | 458,569 | 138,560 | 308,725 | 1,416 | 8,523 | 1,345 | 100.0 | 72.9 | 27.1 | 10.6 | 16.5 | 5.0 | 11.1 | 0.1 | 0.3 | \# |
| 2 -year | 45,154 | 21,064 | 24,090 | 3,916 | 20,174 | 2,930 | 17,239 | 0 |  | 1 | 100.0 | 46.6 | 53.4 | 8.7 | 44.7 | 6.5 | 38.2 | 0.0 | \# | \# |
| For-profit | 739,256 | 243,205 | 496,051 | 92,694 | 403,357 | 79,144 | 317,681 | 1,311 | 4,915 | 306 | 100.0 | 32.9 | 67.1 | 12.5 | 54.6 | 10.7 | 43.0 | 0.2 | 0.7 | \# |
| 4 -year | 585,906 | 115,775 | 470,131 | 77,262 | 392,869 | 76,704 | 309,886 | 1,311 | 4,803 | 165 | 100.0 | 19.8 | 80.2 | 13.2 | 67.1 | 13.1 | 52.9 | 0.2 | 0.8 | \# |
| 2-year | 153,350 | 127,430 | 25,920 | 15,432 | 10,488 | 2,440 | 7,795 |  | 112 | 141 | 100.0 | 83.1 | 16.9 | 10.1 | 6.8 | 1.6 | 5.1 | 0.0 | 0.1 | 0.1 |
| Postbaccalaureate | 3,035,683 | 1,828,318 | 1,207,365 | 274,520 | 932,845 | 405,614 | 494,639 | 7,442 | 20,133 | 5,017 | 100.0 | 60.2 | 39.8 | 9.0 | 30.7 | 13.4 | 16.3 | 0.2 | 0.7 | 0.2 |
| Public | 1,479,938 | 971,261 | 508,677 | 145,337 | 363,340 | 231,858 | 116,489 | 4,880 | 7,837 | 2,276 | 100.0 | 65.6 | 34.4 | 9.8 | 24.6 | 15.7 | 7.9 | 0.3 | 0.5 | 0.2 |
| Private | 1,555,745 | 857,057 | 698,688 | 129,183 | 569,505 | 214,514 | 97,062 | 4,140 | 6,991 | 1,202 | 100.0 | 55.1 | 44.9 | 8.3 | 36.6 | 13.8 | 6.2 | 0.3 | 0.4 | 0.1 |
| Nonprofit | 1,312,591 | 834,547 | 478,044 | 119,308 | 358,736 | 147,473 | 199,987 | 2,289 | 6,311 | 2,676 | 100.0 | 63.6 | 36.4 | 9.1 | 27.3 | 11.2 | 15.2 | 0.2 | 0.5 | 0.2 |
| For-profit | 243,154 | 22,510 | 220,644 | 9,875 | 210,769 | 26,283 | 178,163 | 273 | 5,985 | 65 | 100.0 | 9.3 | 90.7 | 4.1 | 86.7 | 10.8 | 73.3 | 0.1 | 2.5 |  |
| \#Rounds to zero. <br> NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures. |  |  |  |  |  |  |  |  | SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2018 and Spring 2019, Fall Enrollment component. (This table was prepared December 2019.) |  |  |  |  |  |  |  |  |  |  |  |

Table 311.22. Number and percentage of undergraduate students enrolled in distance education or online classes and degree programs, by selected characteristics: Selected years, 2003-04 through 2015-16
[Standard errors appear in parentheses]

$\dagger$ Not applicable.
\#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater
${ }^{1}$ Excludes students not in a degree or certificate program.
${ }^{2}$ Includes only students enrolled full-time for a full academic year (defined as 9 or more months).
${ }^{3}$ Includes students enrolled part-time for a full academic year, as well as, students enrolled
full-time, but for only part of an academic year
${ }^{4}$ Excludes work study/assistantships
${ }^{5}$ Includes separated.

NOTE: In 2011-12 and 2015-16, students were asked whether they took classes that were taught entirely online and, if so, whether their entire degree program was online. In 200304 and 2007-08, students were asked about distance education, which was defined in 2007-08 as "primarily delivered using live, interactive audio or videoconferencing, prerecorded instructional videos, webcasts, CD-ROM, or DVD, or computer-based systems delivered over the Internet." The 2003-04 definition was very similar, with only minor differences in wording. In both years, distance education did not include correspondence courses. Data exclude students attending institutions in Puerto Rico. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003-04, 2007-08, 2011-12, and 2015-16 National Postsecondary Student Aid Study (NPSAS:04, NPSAS:08, NPSAS:12, and NPSAS:16). (This table was prepared May 2018.)

Table 311.32. Number and percentage of graduate students enrolled in distance education or online classes and degree programs, by selected characteristics: Selected years, 2003-04 through 2015-16
[Standard errors appear in parentheses]

| Selected characteristic | Percent of graduate students taking distance education classes |  |  |  |  |  |  |  |  |  |  |  | 2015-16 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003-04 |  |  |  | 2007-08 |  |  |  | 2011-12 |  |  |  | Number of graduate students (in thousands) |  | Percent of graduate students taking online classes |  |  |  |
|  | Total, any distance education classes |  | Entire degree <br> program through distance education ${ }^{1}$ |  | Total, any distance education classes |  | Entire degree program through distance education ${ }^{1}$ |  | Entire degree <br> program is <br> online |  |  |  | Total, all graduate students | $\begin{array}{r} \text { Number } \\ \text { taking } \\ \text { any online } \\ \text { classes } \end{array}$ | Total, any online classes |  | Entire degree program is online ${ }^{1}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 | 8 | 9 |  | 10 |  | 11 |
| Total | 16.5 | (0.76) | 6.1 | (0.58) | 22.8 | (0.76) | 9.5 | (0.68) | 36.0 | (0.74) | 18.2 | (0.63) | 3,547 | 1,617 | 45.6 | (0.72) | 27.3 | (0.75) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 15.4 | (1.17) | 4.9 | (0.74) | 20.6 | (1.17) | 7.8 | (1.07) | 31.5 | (1.17) | 15.9 | (1.06) | 1,446 | 591 | 40.8 | (0.95) | 24.6 | (1.02) |
| Female |  | (1.00) | 7.0 | (0.74) |  | (0.99) | 10.6 | (0.77) | 39.0 | (0.97) | 19.8 | (0.78) | 2,101 | 1,026 | 48.9 | (0.91) | 29.3 | (0.85) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 17.7 | (0.88) | 6.7 | (0.74) | 23.6 | (0.99) | 9.6 | (0.95) | 36.9 | (0.98) | 18.2 | (0.88) | 2,105 | 942 | 44.8 | (0.93) | 26.0 | (0.90) |
| Black | 19.2 | (2.44) | 7.5 | (1.72) | 25.8 | (2.94) | 11.5 | (2.11) | 48.8 | (2.12) | 31.4 | (1.66) | 504 | 315 | 62.5 | (2.22) | 45.3 | (2.17) |
| Hispanic |  | (1.81) | 5.0 | (1.26) | 23.7 | (3.09) | 9.4 ! | (2.85) | 34.6 | (2.73) | 17.9 | (2.53) | 326 | 161 | 49.5 | (2.03) | 31.2 | (2.12) |
| Asian | 9.4 | (1.40) | 3.0 ! | (1.01) | 12.8 | (1.10) | 4.5 | (0.68) | 19.4 | (1.67) | 6.0 | (1.13) | 500 | 138 | 27.5 | (1.71) | 10.8 | (1.33) |
| Paciific Islander | $\ddagger$ |  | $\ddagger$ |  | 31.1 ! | (9.43) | 13.5 ! | (6.20) | 44.2 | 11.10) | $\ddagger$ |  | 8 | 5 | 64.1 | (11.99) | 33.4 ! | 11.23) |
| American Indian/Alaska Native | 8.7 ! | (3.54) | $\ddagger$ | (t) | 16.7 ! | (6.78) | $\ddagger$ | (t) | 55.1 | 12.39) | 43.4 ! | (15.26) | 17 | 8 | 43.9 | (9.31) | 33.1 | (7.59) |
| Two or more races |  | (4.46) | 4.8 ! | (2.33) | 27.7 ! | (8.38) | 21.3 ! | (9.56) | 40.4 | (4.24) | 18.4 | (3.84) | 88 | 49 | 55.6 | (4.48) | 33.8 | (4.20) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 to 23 | 11.1 | (1.73) | 3.7 | (0.77) | 16.6 | (2.64) | 1.6 | (0.40) | 19.5 | (1.45) | 4.3 | (0.76) | 466 | 130 | 27.9 | (1.82) | 8.0 | (1.32) |
| 24 to 29 | 13.6 | (0.82) | 3.6 | (0.43) | 16.1 | (0.79) | 5.7 | (0.54) | 30.8 | (1.05) | 14.4 | (0.91) | 1,387 | 525 | 37.8 | (0.96) | 16.8 | (0.87) |
| 30 or older |  | (1.21) |  | (1.06) |  | (1.39) |  | (1.31) | 44.3 | (1.21) | 24.9 | (1.01) | 1,695 | 962 | 56.8 | (1.02) | 41.6 | (1.00) |
| Attendance status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-time, full-year ${ }^{2}$ | 12.0 | (1.00) | 3.4 | (0.72) | 16.4 | (1.35) | 6.5 | (1.24) | 31.7 | (1.16) | 17.4 | (0.98) | 1,279 | 408 | 31.9 | (0.96) | 15.2 | (0.81) |
| Part-time only, for only part of year | 20.0 | (1.01) | 8.8 | (0.97) | 28.1 | (1.17) | 13.3 | (1.07) | 41.0 | (1.21) | 19.5 | (1.21) | 850 | 453 | 53.3 | (1.54) | 36.7 | (1.72) |
| Mixed attendance status ${ }^{3}$ | 15.6 | (1.89) | 4.1 | (0.71) | 23.6 | (2.15) |  | (0.95) | 36.9 | (1.98) | 17.9 | (1.66) | 1,418 | 756 | 53.3 | (1.09) | 33.1 | (1.06) |
| Graduate field of study |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Business/management | 22.6 | (2.30) | 10.3 | (1.98) | 27.6 | (2.90) | 13.9 | (2.68) | 40.0 | (2.09) | 25.1 | (1.82) | 592 | 320 | 54.1 | (1.65) | 36.7 | (1.84) |
| Education | 20.7 | (1.74) | 8.2 | (1.29) | 28.3 | (1.67) | 9.9 | (1.36) | 48.9 | (1.65) | 23.7 | (1.47) | 605 | 352 | 58.2 | (1.73) | 34.3 | (1.82) |
| Health | 12.6 | (1.23) | 3.9 | (0.79) | 22.0 | (1.59) | 8.9 | (1.33) | 36.5 | (1.42) | 16.5 | (1.00) | 694 | 325 | 46.8 | (1.58) | 26.6 | (1.45) |
| Humanities | 12.9 | (2.43) | 2.9 ! | (0.87) | 15.7 | (1.72) | 3.1 | (0.65) | 28.1 | (3.13) | 12.1 | (2.88) | 281 | 99 | 35.3 | (2.76) | 18.2 | (2.32) |
| Law | 5.6 | (1.15) | $\ddagger$ | (t) | 6.1 | (0.87) | 1.7 ! | (0.54) | 10.3 | (1.46) | 2.5 | (0.65) | 132 | 21 | 15.9 | (2.09) | 8.0 | (1.63) |
| Life and physical sciences | - |  | - |  |  |  | - |  | 13.9 | (1.49) | 5.3 | (1.21) | 197 | 39 | 19.9 | (2.06) | 9.1 | (1.77) |
| Life sciences | 12.4 | (2.51) |  | (2.14) | 14.0 | (2.15) | 4.3 | (1.14) | - |  | - | ( $\dagger$ | - | - | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Mathematics, engineering, and computer science | 12.0 | (2.03) |  | (1.48) | 19.7 | (3.06) | 9.4 ! | (2.96) | 25.5 | (1.78) | 13.3 | (1.42) | 374 | 135 | 36.0 | (1.87) | 19.9 | (1.56) |
| Social/behavioral sciences | 8.5 | (1.42) | 3.4 ! | (1.11) | 21.3 | (3.66) | 12.7 | (3.68) | 36.6 | (2.22) | 21.7 | (1.89) | 245 | 112 | 45.7 | (2.98) | 29.0 | (3.28) |
| Other ${ }^{4}$ | 19.0 | (1.56) |  | (1.08) | 22.2 | (1.49) | 9.4 | (1.49) | 38.6 | (2.03) | 19.2 | (2.29) | 427 | 214 | 50.2 | (2.00) | 32.7 | (2.14) |
| Had job during academic year ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Yes | 19.6 | (0.97) | 7.7 | (0.78) | 27.2 | (0.89) | 11.9 | (0.79) | 43.7 | (0.91) | 24.1 | (0.79) | 2,354 | 1,274 | 54.1 | (0.90) | 34.4 | (0.98) |
| No | 9.0 | (0.81) | 2.7 | (0.41) | 10.0 | (1.36) | 2.8 ! | (1.27) | 19.9 | (1.12) | 6.2 | (0.78) | 1,193 | 342 | 28.7 | (1.08) | 13.5 | (0.75) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Independent, no dependents, not married ${ }^{6}$ | 12.1 | (0.75) | 3.7 | (0.39) | 16.6 | (0.90) | 5.2 | (0.59) | 28.1 | (0.88) | 11.8 | (0.67) | 1,901 | 674 | 35.5 | (0.90) | 16.9 | (0.86) |
| Independent, no dependents, married | 15.5 | (1.22) | 5.0 | (0.77) | 22.3 | (1.67) | 10.1 | (1.56) | 36.1 | (1.75) | 19.5 | (1.64) | 503 | 247 | 49.1 | (1.78) | 27.6 | (1.53) |
| Independent, with dependents, not married ${ }^{6}$ | 21.3 | (3.18) | 9.4 | (2.21) | 26.8 | (3.23) | 10.8 | (1.86) | 52.0 | (2.49) | 32.5 | (2.54) | 312 | 198 | 63.5 | (2.06) | 45.7 | (2.05) |
| Independent, with dependents, married | 24.2 | (1.72) | 10.8 | (1.46) | 34.2 | (1.76) | 17.5 | (2.14) | 45.6 | (1.60) | 25.1 | (1.52) | 831 | 498 | 59.9 | (1.48) | 44.4 | (1.52) |
| Control of institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public | 15.2 | (0.68) | 4.8 | (0.39) | 23.1 | (0.99) | 8.9 | (0.95) | 32.8 | (0.93) | 11.8 | (0.69) | 1,665 | 708 | 42.5 | (0.99) | 21.2 | (1.07) |
| Private nonprofit | 16.3 | (1.25) | 6.7 | (1.03) | 18.5 | (0.74) | 6.0 | (0.41) | 28.5 | (1.16) | 12.3 | (1.03) | 1,514 | 618 | 40.8 | (1.17) | 23.7 | (1.11) |
| Private for-profit | 35.3 | (8.12) | 18.6 ! | (6.64) | 41.6 | (5.47) | 29.9 | (5.89) | 74.1 | (2.09) | 62.5 | (2.49) | 368 | 290 | 78.9 | (1.26) | 68.5 | (1.99) |

## -Not available.

$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater
${ }^{1}$ Excludes students not in a degree or certificate program
${ }^{2}$ Includes only students enrolled full time for a full academic year (defined as 9 or more months).
${ }^{3}$ Includes students enrolled part time for a full academic year as well as students enrolled full time, but for only part of an academic year.
${ }^{4}$ Includes students who are not in a degree program or have not declared a major. For 2003-04 and 2007-08, includes physical sciences.
${ }^{5}$ Excludes work study/assistantships.
${ }^{6}$ Includes separated
NOTE: In 2011-12 and 2015-16, students were asked whether they took classes that were taught entirely online and, if so, whether their entire degree program was online. In 2003-04 and 2007-08, students were asked about distance education, which was defined in 2007-08 as primarily delivered using live, interactive audio or videoconferencing, prerecorded instructional videos, webcasts, CD-ROM, or DVD, or computer-based systems delivered over the Internet." The 2003-04 definition was very similar, with only minor differences in wording. In both years, distance education did not include correspondence courses. Data exclude students attending institutions in Puerto Rico. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003-04, 2007-08, 2011-12, and 2015-16 National Postsecondary Student Aid Study (NPSAS:04 NPSAS:08, NPSAS:12, and NPSAS:16). (This table was prepared May 2018.)

Table 311.33. Selected statistics for degree-granting postsecondary institutions that primarily offer online programs, by control of institution and selected characteristics: Fall 2018 and 2017-18

| Selected characteristic | $\begin{array}{r} \text { All } \\ \text { institutions } \end{array}$ | Primarily online institutions ${ }^{1}$ |  |  |  |  | Other institutions ${ }^{1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Percent of all institutions | Public | Nonprofit | For-profit | Total | Public | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Number of institutions, fall $\mathbf{2 0 1 8}^{2}$ | 4,034 | 104 | 2.6 | 17 | 32 | 55 | 3,930 | 1,617 | 1,632 | 681 |
| Fall 2018 enrollment |  |  |  |  |  |  |  |  |  |  |
| Total enrollment | 19,645,918 | 881,945 | 4.5 | 130,418 | 303,849 | 447,678 | 18,763,973 | 14,398,846 | 3,830,395 | 534,732 |
| Full-time | 11,991,721 | 454,761 | 3.8 | 31,279 | 187,749 | 235,733 | 11,536,960 | 8,237,541 | 2,938,381 | 361,038 |
| Males | 5,338,934 | 145,697 | 2.7 | 10,976 | 58,691 | 76,030 | 5,193,237 | 3,776,965 | 1,279,150 | 137,122 |
| Females | 6,652,787 | 309,064 | 4.6 | 20,303 | 129,058 | 159,703 | 6,343,723 | 4,460,576 | 1,659,231 | 223,916 |
| Part-time | 7,654,197 | 427,184 | 5.6 | 99,139 | 116,100 | 211,945 | 7,227,013 | 6,161,305 | 892,014 | 173,694 |
| Males | 3,103,728 | 154,507 | 5.0 | 38,286 | 45,247 | 70,974 | 2,949,221 | 2,565,244 | 339,429 | 44,548 |
| Females | 4,550,469 | 272,677 | 6.0 | 60,853 | 70,853 | 140,971 | 4,277,792 | 3,596,061 | 552,585 | 129,146 |
| Undergraduate | 16,610,235 | 624,794 | 3.8 | 102,421 | 237,944 | 284,429 | 15,985,441 | 12,946,905 | 2,583,709 | 454,827 |
| Full-time | 10,267,135 | 331,362 | 3.2 | 23,615 | 146,080 | 161,667 | 9,935,773 | 7,428,023 | 2,175,353 | 332,397 |
| Part-time | 6,343,100 | 293,432 | 4.6 | 78,806 | 91,864 | 122,762 | 6,049,668 | 5,518,882 | 408,356 | 122,430 |
| Postbaccalaureate | 3,035,683 | 257,151 | 8.5 | 27,997 | 65,905 | 163,249 | 2,778,532 | 1,451,941 | 1,246,686 | 79,905 |
| Full-time | 1,724,586 | 123,399 | 7.2 | 7,664 | 41,669 | 74,066 | 1,601,187 | 809,518 | 763,028 | 28,641 |
| Part-time | 1,311,097 | 133,752 | 10.2 | 20,333 | 24,236 | 89,183 | 1,177,345 | 642,423 | 483,658 | 51,264 |
| White | 10,301,292 | 487,253 | 4.7 | 79,082 | 194,791 | 213,380 | 9,814,039 | 7,426,784 | 2,189,719 | 197,536 |
| Black | 2,493,306 | 220,472 | 8.8 | 19,624 | 55,253 | 145,595 | 2,272,834 | 1,692,131 | 439,648 | 141,055 |
| Hispanic | 3,645,040 | 98,856 | 2.7 | 19,368 | 30,333 | 49,155 | 3,546,184 | 2,996,999 | 430,098 | 119,087 |
| Asian | 1,302,106 | 26,344 | 2.0 | 4,873 | 8,501 | 12,970 | 1,275,762 | 989,654 | 257,888 | 28,220 |
| Pacific Islander | 50,505 | 4,852 | 9.6 | 621 | 1,479 | 2,752 | 45,653 | 32,653 | 9,123 | 3,877 |
| American Indian/Alaska Native | 133,751 | 7,090 | 5.3 | 1,033 | 2,106 | 3,951 | 126,661 | 104,072 | 17,284 | 5,305 |
| Two or more races | 727,863 | 30,784 | 4.2 | 5,035 | 10,546 | 15,203 | 697,079 | 546,206 | 130,634 | 20,239 |
| Nonresident alien | 992,055 | 6,294 | 0.6 | 782 | 840 | 4,672 | 985,761 | 610,347 | 356,001 | 19,413 |
| 4-year institutions | 13,900,710 | 844,796 | 6.1 | 115,883 | 284,956 | 443,957 | 13,055,914 | 8,866,677 | 3,804,134 | 385,103 |
| Full-time | 9,880,953 | 433,180 | 4.4 | 29,302 | 169,884 | 233,994 | 9,447,773 | 6,307,676 | 2,918,266 | 221,831 |
| Part-time | 4,019,757 | 411,616 | 10.2 | 86,581 | 115,072 | 209,963 | 3,608,141 | 2,559,001 | 885,868 | 163,272 |
| 2-year institutions | 5,745,208 | 37,149 | 0.6 | 14,535 | 18,893 | 3,721 | 5,708,059 | 5,532,169 | 26,261 | 149,629 |
| Full-time | 2,110,768 | 21,581 | 1.0 | 1,977 | 17,865 | 1,739 | 2,089,187 | 1,929,865 | 20,115 | 139,207 |
| Part-time | 3,634,440 | 15,568 | 0.4 | 12,558 | 1,028 | 1,982 | 3,618,872 | 3,602,304 | 6,146 | 10,422 |
| Degrees conferred, 2017-18 |  |  |  |  |  |  |  |  |  |  |
| Associate's | 1,011,487 | 30,096 | 3.0 | 3,165 | 10,965 | 15,966 | 981,391 | 882,705 | 45,222 | 53,464 |
| Males | 398,600 | 10,456 | 2.6 | 1,611 | 2,115 | 6,730 | 388,144 | 352,801 | 17,220 | 18,123 |
| Females | 612,887 | 19,640 | 3.2 | 1,554 | 8,850 | 9,236 | 593,247 | 529,904 | 28,002 | 35,341 |
| Bachelor's | 1,980,644 | 97,836 | 4.9 | 13,946 | 30,487 | 53,403 | 1,882,808 | 1,297,042 | 540,668 | 45,098 |
| Males | 844,960 | 35,068 | 4.2 | 5,374 | 9,987 | 19,707 | 809,892 | 569,146 | 223,683 | 17,063 |
| Females | 1,135,684 | 62,768 | 5.5 | 8,572 | 20,500 | 33,696 | 1,072,916 | 727,896 | 316,985 | 28,035 |
| Master's | 820,102 | 69,099 | 8.4 | 8,550 | 20,508 | 40,041 | 751,003 | 375,379 | 351,578 | 24,046 |
| Males | 326,870 | 21,840 | 6.7 | 3,103 | 6,920 | 11,817 | 305,030 | 156,207 | 140,972 | 7,851 |
| Females | 493,232 | 47,259 | 9.6 | 5,447 | 13,588 | 28,224 | 445,973 | 219,172 | 210,606 | 16,195 |
| Doctor's ${ }^{3}$ | 184,074 | 4,700 | 2.6 | 171 | 257 | 4,272 | 179,374 | 92,684 | 83,631 | 3,059 |
| Males | 85,568 | 1,572 | 1.8 | 58 | 57 | 1,457 | 83,996 | 44,463 | 38,440 | 1,093 |
| Females | 98,506 | 3,128 | 3.2 | 113 | 200 | 2,815 | 95,378 | 48,221 | 45,191 | 1,966 |
| First-time students' graduation and retention rates from first institution attended |  |  |  |  |  |  |  |  |  |  |
| Among full-time bachelor's degree-seekers starting at 4 -year institutions in 2012, percent earning bachelor's degree |  |  |  |  |  |  |  |  |  |  |
| Within 4 years after start | 43.7 | 11.6 | $\dagger$ | 29.9 | 32.3 | 6.9 | 44.0 | 38.8 | 55.4 | 24.5 |
| Within 5 years after start | 58.7 | 16.7 | + | 41.5 | 37.7 | 11.6 | 59.0 | 56.7 | 65.0 | 28.7 |
| Within 6 years after start | 62.4 | 18.2 | $\dagger$ | 44.8 | 38.8 | 13.1 | 62.7 | 61.2 | 67.3 | 30.4 |
| Among full-time degree/certificate-seekers starting at 2-year institutions in 2015, percent completing credential within 150 percent of normal time | 32.6 | 62.6 | $\dagger$ | 14.9 | 63.7 | 46.2 | 31.3 | 27.0 | 57.9 | 61.6 |
| Among degree-seekers starting in 2017, percent returning in 2018 |  |  |  |  |  |  |  |  |  |  |
| Full-time entrants | 75.6 | 61.8 | $\dagger$ | 73.2 | 73.2 | 37.3 | 75.7 | 74.3 | 81.1 | 66.5 |
| Part-time entrants | 45.2 | 42.4 | $\dagger$ | 44.2 | 43.6 | 39.7 | 45.3 | 45.5 | 42.7 | 41.3 |

$\dagger$ Not applicable.
${ }^{1}$ Primarily online institutions have more than 90 percent of students enrolled in exclusively distance education courses in the fall term. Other institutions may offer distance education courses without being primarily online institutions.
${ }^{2}$ Includes only institutions reporting enrollment data in fall 2018.
${ }^{3}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were classified as first-professional degrees prior to 2010-11.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component; IPEDS, Fall 2018, Completions component; and IPEDS, Winter 2018-19, Graduation Rates component. (This table was prepared February 2020.)

Table 311.40. Percentage of first-year undergraduate students who reported taking remedial education courses, by selected student and institution characteristics: Selected years, 2003-04 through 2015-16
[Standard errors appear in parentheses]

| Selected student or institution characteristic | Percent of 2003-04 first-year undergraduates ${ }^{1}$ who took any remedial courses |  |  |  | Percent of 2007-08 first-year undergraduates ${ }^{1}$ who took any remedial courses |  |  |  | Percent of 2011-12 first-year undergraduates ${ }^{1}$ who took any remedial courses |  |  |  | 2015-16 first-year undergraduates ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total number of students ${ }^{2}$ (in thousands) | Students who took any remedial courses |  |  |  |  | Percent who took specific remedial courses in 2015-16 |  |  |  |
|  | Ever |  | In 2003-04 |  |  | Ever |  | In 2007-08 |  |  | Ever |  | 21-12 | Percent whoever took |  | Percent who took in 2015-16 (in thousands) | $\begin{array}{r} \text { Percent who } \\ \text { took in 2015-16 } \end{array}$ |  | Mathematics |  | Reading/writing |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  |  |  |  |  | 6 |  | 7 | 8 |  | 9 | 10 |  | 11 |  | 12 |  | 13 |
| Total | 34.8 | (0.36) | 19.2 | (0.30) | 36.2 | (0.38) | 20.0 | (0.35) | 32.6 | (0.42) | 19.7 | (0.36) | 7,706 | 43.0 | (0.58) | 1,482 | 19.2 | (0.43) | 14.0 | (0.36) | 8.8 | (0.28) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 33.0 | (0.53) | 18.4 | (0.46) | 33.0 | (0.53) | 19.3 | (0.51) | 30.8 | (0.61) | 19.9 | (0.55) | 3,364 | 40.7 | (0.82) | 643 | 19.1 | (0.67) | 13.9 | (0.58) | 8.5 | (0.38) |
| Female | 36.2 | (0.54) | 19.8 | (0.39) | 38.7 | (0.51) | 20.6 | (0.46) | 34.0 | (0.52) | 19.7 | (0.46) | 4,342 | 44.8 | (0.66) | 839 | 19.3 | (0.50) | 14.1 | (0.41) | 8.9 | (0.36) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 31.7 | (0.42) | 17.8 | (0.35) | 31.3 | (0.46) | 17.7 | (0.41) | 29.4 | (0.51) | 17.7 | (0.47) | 3,683 |  | (0.76) | 620 | 16.8 | (0.48) | 12.6 | (0.42) | 7.0 | (0.33) |
| Black | 41.2 | (1.00) | 22.4 | (0.76) | 45.1 | (0.99) | 24.4 | (0.86) | 37.6 | (0.89) | 22.2 | (0.75) | 1,419 | 48.7 | (1.05) | 292 | 20.6 | (0.78) | 15.0 | (0.74) | 10.2 | (0.62) |
| Hispanic | 38.5 | (0.91) | 21.5 | (0.72) | 43.7 | (1.12) | 23.3 | (0.84) | 35.8 | (0.99) | 22.4 | (0.81) | 1,726 | 47.7 | (0.97) | 397 | 23.0 | (0.98) | 16.7 | (0.82) | 10.7 | (0.60) |
| Asian | 39.6 | (1.72) | 17.6 | (1.56) | 38.9 | (2.05) | 20.0 | (1.90) | 37.6 | (2.25) | 23.0 | (1.75) | 490 | 45.4 | (1.83) | 97 | 19.8 | (1.48) | 13.9 | (1.28) | 10.4 | (1.11) |
| Pacific Islander | 40.8 | (5.11) | 22.4 | (4.55) | 39.9 | (4.63) | 19.1 | (3.90) | 33.4 | (5.16) | 15.2 | (3.50) | 37 | 43.7 | (6.07) | $\ddagger$ | 21.8 | (5.04) | 12.0 ! | (3.73) | 10.6 ! | (4.44) |
| American Indian/Alaska Native | 44.8 | (4.34) | 23.7 | (3.10) | 47.9 | (4.66) | 29.7 | (3.88) | 34.9 | (4.11) | 19.8 | (2.79) | 79 | 50.1 | (5.64) | 19 | 23.8 | (4.98) | 12.0 | (3.30) | 13.9 | (4.10) |
| Two or more races | 33.9 | (2.02) | 20.9 | (1.80) | 32.3 | (2.29) | 20.4 | (2.06) | 29.8 | (2.02) | 19.0 | (1.68) | 271 | 41.1 | (2.28) | 49 | 18.1 | (1.79) | 12.8 | (1.55) | 8.4 | (1.35) |
| Other | 31.1 | (2.78) | 17.3 | (2.34) | 35.2 | (6.00) | 21.7 | (5.11) | - | (t) | - | (t) |  | - | (t) | - | - | ( $\dagger$ ) |  | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 to 23 | 33.7 | (0.41) | 21.5 | (0.39) | 34.5 | (0.46) | 22.0 | (0.43) | 31.0 | (0.49) | 21.1 | (0.38) | 4,678 | 41.0 | (0.70) | 912 | 19.5 | (0.52) | 14.5 | (0.46) | 9.8 | (0.37) |
| 24 to 29 | 35.0 | (0.99) | 16.0 | (0.78) | 39.7 | (0.98) | 19.5 | (0.86) | 34.4 | (1.12) | 17.2 | (0.91) | 1,332 |  | (1.17) | 252 | 18.9 | (0.94) | 13.9 | (0.82) | 6.6 | (0.52) |
| 30 or older | 37.6 | (0.87) | 15.6 | (0.52) | 38.1 | (0.84) | 15.2 | (0.68) | 35.4 | (0.94) | 18.4 | (0.82) | 1,696 | 45.1 | (1.06) | 318 | 18.8 | (0.81) | 13.0 | (0.66) | 7.5 | (0.56) |
| Attendance status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-time, full-year ${ }^{3}$ | 31.4 | (0.45) | 19.1 | (0.37) | 31.4 | (0.52) | 19.4 | (0.46) | 28.1 | (0.48) | 17.6 | (0.41) | 3,254 | 36.7 | (0.78) | 550 | 16.9 | (0.58) | 12.5 | (0.48) | 8.5 | (0.43) |
| Part-time only, for only part of year | 37.5 | (0.65) | 17.9 | (0.51) | 39.8 | (0.71) | 19.0 | (0.59) | 37.4 | (0.81) | 21.3 | (0.78) | 3,033 | 47.7 | (0.92) | 616 | 20.3 | (0.74) | 14.5 | (0.63) | 8.1 | (0.46) |
| Mixed attendance status ${ }^{4}$ | 41.1 | (0.97) | 23.7 | (0.85) | 42.6 | (0.98) | 26.3 | (0.93) | 37.0 | (0.95) | 23.4 | (0.74) | 1,419 | 47.4 | (0.97) | 316 | 22.2 | (0.83) | 16.4 | (0.69) | 10.8 | (0.59) |
| Student housing status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| On-campus | 24.5 | (0.70) | 16.8 | (0.56) | 23.2 | (0.84) | 17.1 | (0.76) | 17.9 | (0.78) | 14.1 | (0.67) | 921 | 24.7 | (1.26) | 120 | 13.0 | (0.89) | 9.7 | (0.82) | 6.8 | (0.64) |
| Off-campus | 35.9 | (0.58) | 17.0 | (0.40) | 37.2 | (0.57) | 17.8 | (0.49) | 34.0 | (0.65) | 19.6 | (0.63) | 3,810 | 45.9 | (0.78) | 720 | 18.9 | (0.58) | 13.6 | (0.50) | 8.2 | (0.39) |
| With parents or relatives | 37.9 | (0.59) | 24.5 | (0.61) | 39.6 | (0.78) | 25.2 | (0.66) | 35.3 | (0.78) | 22.2 | (0.61) | 2,293 | 47.6 | (1.04) | 545 | 23.7 | (0.79) | 17.7 | (0.69) | 11.2 | (0.51) |
| Attended more than one institution | 36.5 | (1.18) | 18.3 | (0.98) | 36.1 | (1.11) | 20.2 | (0.97) | 32.7 | (1.09) | 17.0 | (0.95) | 682 | 36.0 | (1.07) | 97 | 14.2 | (0.81) | 9.9 | (0.59) | 6.4 | (0.49) |
| Dependency status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent | 33.4 | (0.45) | 22.1 | (0.41) | 34.4 | (0.51) | 22.8 | (0.46) | 31.2 | (0.53) | 22.0 | (0.42) | 3,843 | 39.5 | (0.77) | 749 | 19.5 | (0.55) | 14.4 | (0.50) | 9.7 | (0.41) |
| Independent | 36.4 | (0.61) | 16.1 | (0.39) | 38.1 | (0.59) | 17.1 | (0.51) | 33.9 | (0.57) | 17.6 | (0.52) | 3,863 | 46.5 | (0.76) | 732 | 19.0 | (0.55) | 13.7 | (0.47) | 7.8 | (0.36) |
| Veteran status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Veteran | 35.9 | (2.33) | 13.2 | (1.52) | 35.8 | (2.36) | 17.1 | (2.08) | 31.4 | (2.21) | 17.4 | (1.74) | 363 | 43.9 | (2.08) | 62 | 17.1 | (1.53) | 12.2 | (1.38) | 6.7 | (0.99) |
| Not veteran | 34.8 | (0.38) | 19.4 | (0.31) | 36.2 | (0.38) | 20.1 | (0.36) | 32.7 | (0.42) | 19.8 | (0.37) | 7,343 | 43.0 | (0.58) | 1,420 | 19.3 | (0.43) | 14.1 | (0.37) | 8.9 | (0.30) |
| Field of study ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Business/management | 36.4 | (1.00) | 19.6 | (0.97) | 37.0 | (1.13) | 21.7 | (1.06) | 32.7 | (1.11) | 19.8 | (0.85) | 996 | 42.6 | (1.37) | 182 | 18.2 | (0.95) | 13.8 | (0.86) | 9.2 | (0.70) |
| Computer science | 33.7 | (1.59) | 19.2 | (1.39) | 34.7 | (2.28) | 19.8 | (1.77) | 29.3 | (1.69) | 17.4 | (1.40) | 329 | 41.0 | (2.14) | 64 | 19.4 | (1.78) | 14.8 | (1.58) | 8.9 | (1.24) |
| Education | 41.5 | (1.61) | 23.1 | (1.14) | 40.3 | (1.90) | 23.0 | (1.48) | 36.0 | (1.84) | 21.6 | (1.53) | 289 | 46.6 | (2.33) | 64 | 22.1 | (1.91) | 18.2 | (1.81) | 8.8 | (1.37) |
| Engineering | 30.9 | (1.79) | 16.6 | (1.41) | 33.0 | (1.81) | 19.0 | (1.57) | 33.1 | (1.88) | 20.9 | (1.63) | 394 | 38.6 | (2.02) | 70 | 17.8 | (1.66) | 13.7 | (1.54) | 9.0 | (1.11) |
| Health | 37.0 | (0.83) | 19.7 | (0.68) | 38.6 | (2.49) | 18.9 | (4.49) | 34.6 | (0.74) | 18.8 | (0.70) | 1,531 | 46.5 | (1.09) | 293 | 19.1 | (0.87) | 14.7 | (0.75) | 9.2 | (0.68) |
| Humanities | 34.0 | (1.29) | 18.8 | (0.94) | 31.2 | (1.94) | 20.5 | (1.77) | 36.6 | (1.03) | 23.9 | (0.91) | 1,421 | 46.8 | (1.13) | 292 | 20.5 | (0.97) | 14.4 | (0.84) | 9.0 | (0.64) |
| Life sciences | 31.2 | (1.81) | 19.7 | (1.72) | 31.2 | (6.21) | 20.5 ! | (8.64) | 26.7 | (1.71) | 17.9 | (1.11) | 386 | 36.4 | (2.03) | 69 | 18.0 | (1.56) | 14.0 | (1.53) | 8.2 | (1.16) |
| Mathematics | 23.0 | (5.55) | 11.0 ! | (4.43) | 41.1 | (6.31) | 15.6 ! | (5.20) | 14.3 ! | (4.57) | 8.4 ! | (2.81) | 29 | 36.4 | (7.45) | $\ddagger$ | 13.2 ! | (4.85) | 12.1! | (4.68) | $\ddagger$ | (t) |
| Physical sciences | 24.0 | (4.39) | 12.9 | (3.49) | 24.5 | (4.31) | 15.7 | (3.92) | 29.2 | (4.72) | 24.7 | (4.59) | 62 | 37.2 | (6.96) | $\ddagger$ | 15.4 | (3.50) | 9.2 | (2.47) | 7.6 | (2.27) |
| Social/behavioral sciences | 33.2 | (2.08) | 19.4 | (1.57) | 35.0 | (2.16) | 23.4 | (1.94) | 27.7 | (1.87) | 19.8 | (1.38) | 341 | 42.4 | (2.23) | 66 | 19.2 | (1.61) | 13.9 | (1.40) | 9.6 | (1.30) |
| Vocational/technical | 38.5 | (2.11) | 18.3 | (1.60) | 31.1 | (1.93) | 15.7 | (1.78) | 26.9 | (1.94) | 15.7 | (1.59) | 336 | 33.0 | (2.32) | 51 | 15.3 | (1.64) | 11.3 | (1.41) | 8.4 | (1.16) |
| Undeclared | 33.6 | (0.67) | 19.2 | (0.59) | 35.8 | (1.29) | 20.0 | (1.14) | 31.8 | (2.10) | 22.0 | (1.86) | 297 | 45.0 | (2.56) | 77 | 25.8 | (2.15) | 18.4 | (1.97) | 11.6 | (1.57) |
| Other | 33.3 | (1.49) | 18.0 | (1.06) | 34.6 | (1.23) | 18.5 | (0.97) | 29.3 | (0.94) | 16.7 | (0.77) | 930 | 42.6 | (1.36) | 174 | 18.7 | (1.01) | 12.8 | (0.94) | 8.0 | (0.67) |

See notes at end of table.

Table 311.40. Percentage of first-year undergraduate students who reported taking remedial education courses, by selected student and institution characteristics: Selected years, 2003-04 through 2015-16-Continued
[Standard errors appear in parentheses]

| Selected student or institution characteristic | Percent of 2003-04 first-year undergraduates ${ }^{1}$ who took any remedial courses |  |  |  | Percent of 2007-08 first-year undergraduates ${ }^{1}$ who took any remedial courses |  |  |  | Percent of 2011-12 first-year undergraduates ${ }^{1}$ who took any remedial courses |  |  |  | 2015-16 first-year undergraduates ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total number of students ${ }^{2}$ (in thousands) | Students who took any remedial courses |  |  |  |  | Percent who took specific remedial courses in 2015-16 |  |  |  |
|  |  | Ever | In 2003-04 |  |  | Ever In 2007-08 |  |  |  | Ever |  | In 2011-12 |  | Percent who ever took |  | Percent who took in 2015-16 (in thousands) | $\begin{array}{r} \text { Percent who } \\ \text { took in 2015-16 } \end{array}$ |  | Mathematics |  | Reading/writing |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  |  |  |  |  | 6 |  | 7 | 8 |  | 9 | 10 |  | 11 |  | 12 |  | 13 |
| Control and level of institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public less-than-2-year | 30.6 | (1.85) | 10.9 | (1.09) | 31.9 | (1.99) | 9.0 | (0.89) | 30.2 | (6.13) | 12.2 ! | (3.86) | 55 | 33.0 | (3.85) | $\ddagger$ | 10.9 | (1.54) | 8.4 | (1.61) | 6.9 | (0.93) |
| Public 2-year | 41.4 | (0.59) | 23.0 | (0.47) | 41.8 | (0.54) | 23.7 | (0.48) | 40.3 | (0.67) | 25.6 | (0.64) | 4,275 | 52.5 | (0.76) | 1,082 | 25.3 | (0.63) | 18.6 | (0.53) | 10.8 | (0.42) |
| Public 4-year nondoctorate | 34.2 | (1.77) | 21.4 | (1.12) | 38.9 | (1.24) | 25.4 | (1.14) | 37.8 | (2.12) | 24.3 | (1.30) | 692 | 44.4 | (1.92) | 125 | 18.1 | (1.28) | 13.9 | (1.09) | 7.8 | (0.77) |
| Public 4-year doctorate | 25.7 | (1.11) | 16.3 | (0.64) | 25.0 | (1.03) | 17.8 | (0.86) | 21.9 | (0.84) | 15.6 | (0.80) | 819 | 26.2 | (1.35) | 96 | 11.7 | (0.93) | 9.0 | (0.75) | 5.7 | (0.72) |
| Private nonprofit less-than-4-year | 31.3 | (2.06) | 12.9 | (1.89) | 30.3 | (3.75) | 10.2 | (2.81) | 22.3 | (4.25) | 9.4 ! | (3.42) | 76 | 23.7 | (1.86) | 4 | 5.7 ! | (2.02) | 5.1 ! | (2.05) | 4.1 ! | (2.06) |
| Private nonprofit 4-year nondoctorate | 26.0 | (1.16) | 14.7 | (0.78) | 25.5 | (1.74) | 16.6 | (1.46) | 24.4 | (1.66) | 15.3 | (1.23) | 344 | 28.3 | (1.88) | 39 | 11.3 | (0.93) | 7.6 | (0.91) | 6.7 | (0.71) |
| Private nonprofit 4-year doctorate | 18.3 | (1.67) | 11.6 | (1.39) | 22.1 | (1.70) | 12.6 | (1.38) | 14.6 | (1.85) | 9.6 | (1.24) | 396 | 21.8 | (1.71) | 36 | 9.2 | (1.07) | 5.0 | (0.97) | 6.2 | (0.93) |
| Private for-profit less-than-2-year | 24.1 | (0.50) | 7.8 | (0.23) | 26.5 | (1.02) | 5.5 | (0.51) | 16.7 | (0.74) | 3.8 | (0.56) | 288 | 25.0 | (1.10) | 12 | 4.2 | (0.69) | 2.5 | (0.49) | 2.0 | (0.50) |
| Private for-profit 2 years or more | 25.4 | (1.63) | 11.7 | (1.04) | 28.8 | (1.46) | 11.3 | (1.20) | 20.9 | (0.74) | 8.2 | (0.37) | 761 | 33.9 | (1.61) | 82 | 10.7 | (0.70) | 7.5 | (0.58) | 6.7 | (0.54) |

${ }^{4}$ Includes students enrolled part time for a full academic year as well as students enrolled full time, but for only part of an academic year.
${ }^{5}$ Excludes students not in a degree or certificate program.
NOTE: Percentages of students who took remedial courses are based on student reports. Data exclude students attending institutions in Puerto Rico. Detail may not sum to totals because of survey item nonresponse and rounding. Race categories exclude persons of Hispanic ethnicity
2015-16: U.S. Department of Education, National Center for Education Statistics, 2003-04, 2007-08, 2011-12, and prepared June 2018.)

## -Not available

!Interpret data with caution. The coefficient of variation (CV) for his estimate is between 30 and 50 percent
fReporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
${ }^{1}$ First-year student status was determined by accumulation of credits. Students attending postsecondary education part time, or not completing the credit accumulation requirements for second-year status, could be considered first-year students for more than one year
${ }^{2}$ Numbers may not equal those reported in other tables, since these data are based on a sample survey of students who Incled at any time during the academic year.
${ }^{3}$ Includes only students enrolled full time for a full academic year (defined as 9 or more months).

Table 311.60. Enrollment in postsecondary education, by level of enrollment, level of institution, student age, and major field of study: 2015-16
[Standard errors appear in parentheses]

| Major field of study ${ }^{1}$ | Undergraduate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Postbaccalaureate |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All students |  |  |  |  |  |  | 2-year and less-than-2-year institutions ${ }^{2}$ |  |  |  |  |  |  | 4-year institutions |  |  |  |  |  |  |  |
|  |  | Percentage distribution, by age |  |  |  |  |  | $\begin{array}{r} \text { Total } \\ \text { (in thousands) } \end{array}$ | Percentage distribution, by age |  |  |  |  |  | $\begin{array}{r} \text { Total } \\ \text { (in thousands) } \end{array}$ | Percentage distribution, by age |  |  |  |  |  |  |
|  | $\begin{array}{r} \text { Total } \\ \text { (in thousands) } \end{array}$ |  | nder 25 |  | 5 to 35 |  | Over 35 |  |  | Under 25 |  | to 35 |  | Over 35 |  |  | nder 25 |  | 5 to 35 |  | Over 35 | Total (in thousands) |
| 1 | 2 |  | 3 |  | 4 |  | 5 | 6 |  | 7 |  | 8 |  | 9 | 10 |  | 11 |  | 12 |  | 13 | 14 |
| Total | 19,308 | 63.3 | (0.32) | 23.3 | (0.26) | 13.4 | (0.23) | 9,650 | 57.2 | (0.56) | 26.9 | (0.45) | 15.9 | (0.37) | 9,658 | 69.3 | (0.40) | 19.8 | (0.32) | 10.9 | (0.26) | 3,547 |
| Agriculture and related sciences | 159 | 74.8 | (3.22) | 16.5 | (2.56) | 8.6 | (1.91) | 78 | 60.1 | (5.38) | 24.9 | (4.62) | 15.0 | (3.49) | 81 | 88.9 | (2.10) | 8.6 | (1.72) | 2.5 ! | (0.99) | 17 |
| Anthropology | 48 | 70.3 | (5.64) | 19.6 | (5.01) | 10.1! | (4.77) | 12 | 59.7 | (17.51) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 36 | 73.8 | (5.28) | 18.6 | (4.93) | 7.6 ! | (3.42) | 11 |
| Architecture and relatedservices | 58 | 80.5 | (4.08) | 11.7 | (3.14) | 7.7 ! | (3.50) | 16 | 71.2 | (8.57) | $\ddagger$ | (t) | 14.9 ! | (7.32) | 42 | 84.1 | (4.48) | 10.9 ! | (3.30) | , | ( $\dagger$ ) | 23 |
| Area, ethnic, and gender studies | 38 | 76.5 | (5.27) | 10.1! | (3.05) | 13.4 ! | (4.93) | 11 | 68.8 | (13.23) | $\ddagger$ | (t) | $\ddagger$ | (t) | 27 | 79.6 | (4.89) | 12.1 ! | (3.74) | 8.2 ! | (3.74) | 10 |
| Biological and biomedical sciences | 686 |  | (1.03) | 10.4 | (0.88) |  | (0.52) | 203 | 80.0 | (2.03) | 14.6 | (1.56) | 5.3 | (1.59) | 484 | 90.3 | (1.05) | 8.6 | (1.01) | 1.1 | (0.30) | 106 |
| Business, management, and marketing | 2,973 | 59.1 | (0.79) | 24.7 | (0.61) | 16.2 | (0.56) | 1,190 | 55.1 | (1.61) | 26.7 | (1.34) | 18.2 | (0.94) | 1,783 | 61.7 | (1.00) | 23.4 | (0.75) | 14.9 | (0.71) | 592 |
| Communication and journalism | 370 |  | (1.23) | 10.9 | (1.11) | 3.6 | (0.56) | 84 | 77.7 | (3.16) | 17.2 | (2.84) | 5.1 | (1.39) | 286 | 87.8 | (1.30) | 9.1 | (1.14) | 3.1 | (0.67) | 40 |
| Communications technologies/technicians | 97 | 68.9 | (3.18) | 20.8 | (2.93) | 10.2 | (1.99) | 50 | 63.0 | (5.03) | 23.5 | (4.80) | 13.5 | (3.15) | 47 | 75.1 | (3.65) | 18.0 | (3.31) | 6.8 ! | (2.12) | $\ddagger$ |
| Computer and information sciences | 852 | 53.0 | (1.46) | 29.5 | (1.26) | 17.4 | (1.00) | 396 | 50.8 | (2.24) | 28.6 | (2.06) | 20.6 | (1.67) | 456 | 55.0 | (1.76) | 30.3 | (1.43) | 14.7 | (1.13) | 131 |
| Construction trades | 85 |  | (4.62) | 41.5 | (5.45) | 16.9 | (4.22) | 74 | 40.2 | (4.84) | 41.3 | (5.58) | 18.5 | (4.59) | 11 | 50.6 | (14.55) | 43.0 ! | (15.65) | $\pm$ | ( $\dagger$ ) | $\ddagger$ |
| Criminology | 35 | 76.8 | (4.92) | 19.6 | (4.64) | $\ddagger$ | ( $\dagger$ ) | 9 | 70.1 | (9.57) | 26.6 ! | (9.21) | $\ddagger$ | ( $\dagger$ ) | 26 | 79.0 | (5.99) | 17.2 ! | (5.55) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |
| Economics | 113 | 91.7 | (2.13) | 8.2 | (2.11) | $\ddagger$ | (t) | 17 | 76.8 | (9.97) | 23.2 ! | (9.96) | $\ddagger$ | (t) | 96 | 94.4 | (1.44) | 5.5 | (1.41) | $\ddagger$ | ( $\dagger$ ) | 16 |
| Education | 841 | 66.6 | (1.16) | 20.5 | (0.96) | 12.8 | (0.90) | 365 | 56.6 | (2.21) | 26.7 | (1.81) | 16.7 | (1.75) | 475 | 74.4 | (1.25) | 15.8 | (1.12) | 9.9 | (0.90) | 605 |
| Engineering | 799 | 82.6 | (0.98) | 13.2 | (0.84) | 4.2 | (0.46) | 244 | 70.9 | (2.22) | 21.8 | (2.05) | 7.3 | (1.02) | 555 | 87.7 | (0.99) | 9.5 | (0.81) | 2.8 | (0.47) | 188 |
| Engineering technologies/technicians | 341 | 49.0 | (2.33) | 31.8 | (2.08) | 19.2 | (1.89) | 222 | 46.5 | (3.21) | 32.0 | (2.78) | 21.5 | (2.63) | 120 | 53.5 | (3.36) | 31.3 | (3.46) | 15.2 | (2.41) | 26 |
| English language and literature/letters | 199 | 72.6 | (4.22) | 15.8 | (1.93) | 11.6 | (3.23) | 60 | 51.5 | (9.53) | 18.4 | (3.70) | 30.1 | (7.76) | 138 | 81.9 | (2.55) | 14.7 | (2.31) | 3.4 ! | (1.06) | 40 |
| Family and consumer/human sciences | 193 | 61.3 | (2.83) | 20.5 | (1.93) | 18.2 | (2.31) | 99 | 52.1 | (4.35) | 23.8 | (3.25) | 24.1 | (3.89) | 94 | 71.1 | (3.12) | 17.0 | (2.35) | 11.9 | (2.47) | 12 |
| Foreign languages and literatures | 84 | 74.8 | (3.95) | 15.9 | (3.40) | 9.3 | (2.50) | 28 | 58.7 | (8.24) | 25.4 | (7.04) | 15.9 ! | (6.35) | 55 | 83.0 | (3.78) | 11.1! | (3.40) | 5.9 ! | (1.94) | 11 |
| Geography | 20 | 61.6 | (8.55) | 22.41 | (6.76) | $\ddagger$ | (t) | $\ddagger$ | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | 13 | 63.2 | (7.94) | 29.7 | (8.31) | 7.1 ! | (2.78) | $\ddagger$ |
| Health professions and related sciences | 3,438 |  | (0.68) | 32.0 | (0.52) | 18.0 | (0.52) | 2,067 | 48.0 | (0.86) | 33.7 | (0.72) | 18.3 | (0.66) | 1,371 | 53.0 | (1.14) | 29.5 | (0.85) | 17.5 | (0.83) | 694 |
| History | 112 | 71.8 | (2.97) | 21.0 | (3.06) | 7.2 | (1.81) | 27 | 70.5 | (7.07) | 27.3 | (7.19) | 2.2 ! | (1.01) | 85 | 72.2 | (3.05) | 19.0 | (2.93) | 8.8 | (2.28) | 25 |
| International relations and affairs | 38 | 89.2 | (3.32) | 9.2 ! | (2.99) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 33 | 87.5 | (3.71) | 10.7! | (3.39) | $\ddagger$ | (t) | 12 |
| Legal professions and studies | 128 | 47.6 | (3.84) | 25.0 | (2.84) | 27.4 | (3.80) | 64 | 47.0 | (5.95) | 22.9 | (4.54) | 30.2 | (6.45) | 64 | 48.2 | (5.31) | 27.2 | (3.43) | 24.6 | (5.15) | 132 |
| Liberal arts, sciences and humanities | 1,915 | 66.4 | (0.86) | 21.6 | (0.83) | 12.0 | (0.64) | 1,426 | 64.7 | (1.12) | 23.0 | (1.06) | 12.2 | (0.74) | 490 | 71.3 | (1.35) | 17.5 | (1.37) | 11.2 | (1.24) | 31 |
| Library science | $\ddagger$ | $\ddagger$ |  | + | ( $\dagger$ ) | + | ( $\dagger$ ) | $\ddagger$ | + | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | $\ddagger$ | (t) | $\pm$ | (t) | $\ddagger$ | (t) | 11 |
| Mathematics and statistics | 118 | 83.5 | (2.55) | 13.0 | (2.20) | 3.5 ! | (1.39) | 35 | 78.2 | (6.66) | 14.8 ! | (5.35) | $\ddagger$ | ( $\dagger$ ) | 83 | 85.7 | (2.42) | 12.3 | (2.37) | 2.0 ! | (0.79) | 29 |
| Mechanic and repair technologies | 272 | 54.2 | (2.77) | 28.7 | (1.93) | 17.1 | (2.00) | 240 | 54.8 | (2.94) | 27.9 | (2.02) | 17.3 | (2.19) | 32 | 50.0 | (9.84) | 34.6 | (8.02) | 15.4 ! | (4.90) | $\ddagger$ |
| Military technologies | $\ddagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |
| Multi/interdisciplinary studies | 259 | 66.8 | (2.32) | 22.2 | (1.87) | 11.1 | (1.62) | 117 | 63.9 | (3.61) | 25.5 | (3.10) | 10.6 | (2.07) | 142 | 69.2 | (2.77) | 19.4 | (2.26) | 11.4 | (2.34) | 29 |
| Natural resources and conservation | 97 | 73.0 | (3.38) | 23.5 | (3.47) | 3.5 ! | (1.07) | 29 | 73.6 | (5.57) | 20.8 | (5.23) | 5.6 ! | (2.61) | 68 | 72.7 | (4.13) | 24.6 | (4.31) | 2.6 ! | (1.24) | 17 |
| Parks, recreation, and fitness studies | 302 | 84.7 | (1.69) | 11.7 | (1.43) | 3.6 | (0.93) | 98 | 75.9 | (3.76) | 15.5 | (2.84) | 8.6 ! | (2.65) | 204 | 88.9 | (1.58) | 9.9 | (1.56) | 1.2 | (0.36) | 26 |
| Personal and culinary services | 305 | 54.3 | (2.18) | 31.3 | (1.78) | 14.4 | (1.49) | 261 | 54.3 | (2.36) | 32.2 | (1.97) | 13.5 | (1.66) | 44 | 54.3 | (4.94) | 26.1 | (3.76) | 19.6 | (3.63) | $\ddagger$ |
| Philosophy and religious studies | 56 | 58.5 | (7.65) | 19.6 | (4.71) | 21.9 ! | (7.00) | 8 | 80.3 | (11.32) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 48 | 54.8 | (8.39) | 20.7 | (5.36) | 24.5 ! | (7.93) | 19 |
| Physical sciences | 214 | 82.1 | (2.19) | 14.7 | (1.97) | 3.3 | (0.93) | 76 | 75.1 | (4.42) | 19.8 | (3.57) | 5.0 ! | (2.24) | 139 | 85.9 | (2.41) | 11.9 | (2.29) | 2.3 ! | (0.74) | 46 |
| Political science and government | 144 | 85.7 | (1.87) | 10.5 | (1.68) | 3.7 | (1.11) | 28 | 86.0 | (4.13) | 8.7 ! | (3.26) | 5.3 ! | (2.26) | 116 | 85.6 | (2.14) | 11.0 | (1.96) | 3.4 ! | (1.23) | 25 |
| Precision production | 102 | 49.4 | (4.74) | 30.8 | (4.57) | 19.8 | (3.37) | 89 | 49.2 | (5.31) | 34.4 | (4.84) | 16.4 | (3.00) | $\ddagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |
| Psychology | 684 | 70.8 | (1.41) | 20.3 | (1.27) | 8.9 | (0.79) | 207 | 68.2 | (2.96) | 22.6 | (2.84) | 9.2 | (1.46) | 477 | 71.9 | (1.59) | 19.3 | (1.41) | 8.8 | (0.89) | 169 |
| Public administration and social services | 231 | 51.3 | (2.58) | 26.2 | (2.23) | 22.5 | (1.77) | 90 | 47.9 | (4.91) | 32.0 | (4.06) | 20.0 | (2.61) | 141 | 53.5 | (2.56) | 22.5 | (2.28) | 24.0 | (2.28) | 138 |
| Science technologies/technicians | 29 | 57.5 | (7.71) | 26.2 | (6.66) | 16.4 | (4.50) | 23 | 62.5 | (8.59) | 23.5 ! | (7.40) | 14.0 ! | (5.26) | $\ddagger$ | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ |
| Security and protective services | 726 | 63.4 | (1.38) | 23.8 | (1.13) | 12.8 | (0.96) | 395 | 63.1 | (1.97) | 24.7 | (1.77) | 12.2 | (1.50) | 331 | 63.8 | (1.75) | 22.7 | (1.31) | 13.5 | (1.27) | 47 |

Table 311．60．Enrollment in postsecondary education，by level of enrollment，level of institution，student age，and major field of study：2015－16—Continued

| Major field of study ${ }^{1}$ | Undergraduate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Post－ baccalaureate |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All students |  |  |  |  | 2－year and less－than－2－year institutions ${ }^{2}$ |  |  |  |  |  |  | 4 －year institutions |  |  |  |  |  |  |  |
|  |  | Percentage distribution，by age |  |  |  | Total （in thousands） | Percentage distribution，by age |  |  |  |  |  | $\begin{array}{r} \text { Total } \\ \text { (in thousands) } \end{array}$ | Percentage distribution，by age |  |  |  |  |  |  |
|  | Total （in thousands） | Under 25 | 25 to 35 |  | Over 35 |  |  | der 25 |  | 25 to 35 |  | Over 35 |  |  | der 25 |  | 25 to 35 |  | Over 35 | Total （in thousands） |
| 1 | 2 | 3 | 4 |  | 5 | 6 |  | 7 |  | 8 |  | 9 | 10 |  | 11 |  | 12 |  | 13 | 14 |
| Social sciences，other | 85 | 62.5 （4．62） | 20.6 （4．01） | 16.9 | （3．27） | 52 | 55.9 | （6．83） | 22.7 | （6．28） | 21.4 | （5．12） | 34 | 72.7 | （5．43） | 17.4 | （4．31） | 9.9 ！ | （3．15） | 5 |
| Sociology | 147 | 67.6 （2．97） | 23.5 （3．08） | 8.8 | （1．53） | 51 | 53.7 | （6．80） | 36.8 | （7．05） | 9.5 | （2．84） | 97 | 75.0 | （2．80） | 16.6 | （2．36） | 8.4 | （1．67） | 12 |
| Theology and religious vocations | 46 | 55.5 （8．71） | 16.1 （3．77） | 28.4 ！ | （9．31） | $\ddagger$ | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | （t） | 43 | 53.8 | （9．05） | 16.1 | （3．97） | 30.1 ！ | （9．66） | 73 |
| Transportation and materials moving | 72 | 53.5 （5．59） | 28.9 （6．36） | 17.7 | （4．22） | 45 | 44.8 | （6．85） | 34.8 | （8．85） | 20.4 ！ | （7．16） | 27 | 68.0 | （5．41） | 18.9 | （5．20） | 13.1 | （2．80） | $\ddagger$ |
| Visual and performing arts | 745 | 75.4 （1．14） | 17.9 （1．09） | 6.7 | （0．71） | 283 |  | （2．12） |  | （1．81） |  | （1．56） | 462 | 78.8 | （1．32） | 16.4 | （1．36） | 4.8 | （0．58） | 72 |
| Undecided | 449 | 70.4 （1．99） | 17.4 （1．60） |  | （1．47） | 274 |  | （2．58） | 20.1 | （2．25） | 13.9 | （2．08） | 175 | 77.3 | （2．62） | 13.2 | （1．88） | 9.5 | （1．77） | $\dagger$ |

$\dagger$ Not applicable．
！Interpret data with caution．The coefficient of variation（CV）for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met．Either there are too few cases for a reliable estimate or the coefficient of variation（CV）is 50 percent or greater．
＇For undergraduate students，the field of study categories include students who had already declared a major as well as students who had decided on but not yet declared，an intended major．The＂Undecided＂category consists of undergraduate students who had neither declared nor decided on a major．
${ }^{2}$ Also includes students attending more than one institution
NOTE：Because of different survey editing and processing procedures，enrollment data in this table may differ from those appearing in other tables．Includes students who enrolled at any time during the 2015－16 academic year．Data exclud PIeURCE：U．S．Department of Education，National Center for Education Stataistics，2015－16 National Postsecondary Studen Aid Study（NPSAS：16）．（This table was prepared May 2018．）

Table 312.10. Enrollment of the 120 largest degree-granting college and university campuses, by selected characteristics and institution: Fall 2018

| Institution | State | Rank ${ }^{1}$ | $\begin{gathered} \text { Con- } \\ \text { trol}^{2} \end{gathered}$ | Level | Total enrollment | Institution | State | Rank ${ }^{1}$ | $\begin{aligned} & \text { Con- } \\ & \text { trol } \end{aligned}$ | Level | Total enrollment |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
| Western Governors University | UT | 1 | PrivNp | 4-year | 121,437 | Capella University | MN | 61 | PrivFp | 4-year | 37,171 |
| Southern New Hampshire University | NH | 2 | PrivNp | 4 -year | 104,068 | University of Colorado, Boulder | CO | 62 | Public | 4-year | 36,681 |
| University of Phoenix, Arizona | AZ | 3 | PrivFp | 4 -year | 95,777 | University of California, Irvine | CA | 63 | Public | 4-year | 36,032 |
| Grand Canyon University | AZ | 4 | PrivFp | 4 -year | 90,253 | North Carolina State University at Raleigh | NC | 64 | Public | 4-year | 35,479 |
| Liberty University | VA | 5 | PrivNp | 4 -year | 79,152 | Kennesaw State University | GA | 65 | Public | 4-year | 35,420 |
| Lone Star College System | TX | 6 | Public | 2-year | 73,499 | East Los Angeles College | CA | 66 | Public | 2-year | 35,403 |
| Ivy Tech Community College | IN | 7 | Public | 2-year | 72,006 | San Jose State University | CA | 67 | Public | 4-year | 35,400 |
| Texas A \& M University, College Station | TX | 8 | Public | 4 -year | 68,679 | San Diego State University | CA | 68 | Public | 4-year | 35,303 |
| University of Central Florida | FL | 9 | Public | 4 -year | 68,475 | Iowa State University | IA | 69 | Public | 4-year | 34,992 |
| Ohio State University, Main Campus | OH | 10 | Public | 4-year | 61,170 | University of South Carolina, Columbia | SC | 70 | Public | 4-year | 34,795 |
| University of Maryland, University College | MD | 11 | Public | 4-year | 60,603 | Ashford University | CA | 71 | PrivFp | 4-year | 34,710 |
| Florida International University | FL | 12 | Public | 4-year | 57,942 | Virginia Polytechnic Institute and State University | VA | 72 | Public | 4-year | 34,683 |
| Houston Community College | TX | 13 | Public | 2 -year | 57,200 | Boston University | MA | 73 | PrivNp | 4-year | 34,657 |
| Miami Dade College | FL | 14 | Public | 4 -year | 54,973 | Brigham Young University, Provo | UT | 74 | PrivNp | 4-year | 34,499 |
| University of Florida | FL | 15 | Public | 4-year | 52,218 | Georgia State University | GA | 75 | Public | 4-year | 34,316 |
| New York University | NY | 16 | PrivNp | 4-year | 51,847 | College of Southern Nevada | NV | 76 | Public | 4-year | 34,169 |
| University of Texas at Austin | TX | 17 | Public | 4-year | 51,832 | Collin County Community College District | TX | 77 | Public | 2-year | 33,668 |
| Arizona State University, Tempe | AZ | 18 | Public | 4 -year | 51,585 | Colorado State University, Fort Collins | CO | 78 | Public | 4 -year | 33,478 |
| Tarrant County College District | TX | 19 | Public | 2-year | 51,100 | University of Utah | UT | 79 | Public | 4-year | 33,023 |
| Northern Virginia Community College | VA | 20 | Public | 2-year | 50,929 | Georgia Institute of Technology, Main Campus | GA | 80 | Public | 4-year | 32,723 |
| University of Minnesota, Twin Cities | MN | 21 | Public | 4-year | 50,734 | University of Texas at San Antonio | TX | 81 | Public | 4-year | 32,264 |
| Walden University | MN | 22 | PrivFp | 4-year | 50,360 | San Jacinto Community College | TX | 82 | Public | 2-year | 32,137 |
| Michigan State University | MI | 23 | Public | 4-year | 50,351 | South Texas College | TX | 83 | Public | 4-year | 31,949 |
| Rutgers University, New Brunswick | NJ | 24 | Public | 4 -year | 50,254 | California State University, Sacramento | CA | 84 | Public | 4-year | 31,902 |
| University of Illinois at Urbana-Champaign | IL | 25 | Public | 4-year | 49,702 | Palm Beach State College | FL | 85 | Public | 4-year | 31,816 |
| University of Texas at Arlington | TX | 26 | Public | 4-year | 47,899 | University of Illinois at Chicago | IL | 86 | Public | 4-year | 31,683 |
| University of Washington, Seattle Campus | WA | 27 | Public | 4-year | 47,400 | University of lowa | IA | 87 | Public | 4-year | 31,656 |
| University of Southern California | CA | 28 | PrivNp | 4-year | 47,310 | Harvard University | MA | 88 | PrivNp | 4-year | 31,566 |
| Pennsylvania State University, Main Campus | PA | 29 | Public | 4-year | 46,810 | University at Buffalo | NY | 89 | Public | 4-year | 31,503 |
| University of Michigan, Ann Arbor | MI | 30 | Public | 4-year | 46,716 | Washington State University | WA | 90 | Public | 4-year | 31,478 |
| Valencia College | FL | 31 | Public | 4-year | 46,521 | American River College | CA | 91 | Public | 2-year | 31,366 |
| University of Houston | TX | 32 | Public | 4-year | 46,324 | Columbia University in the City of New York | NY | 92 | PrivNp | 4-year | 31,077 |
| American Public University System | WV | 33 | PrivFp | 4-year | 46,088 | Northern Arizona University | AZ | 93 | Public | 4-year | 31,066 |
| University of California, Los Angeles | CA | 34 | Public | 4-year | 44,537 | Oregon State University | OR | 94 | Public | 4-year | 30,986 |
| Purdue University, Main Campus | IN | 35 | Public | 4-year | 44,474 | Louisiana State U. and Agricultural \& Mechanical | LA | 95 | Public | 4-year | 30,983 |
| University of Arizona | AZ | 36 | Public | 4-year | 44,097 | Virginia Commonwealth University | VA | 96 | Public | 4-year | 30,697 |
| University of South Florida, Main Campus | FL | 37 | Public | 4-year | 43,846 | University of Massachusetts, Amherst | MA | 97 | Public | 4-year | 30,593 |
| Indiana University, Bloomington | IN | 38 | Public | 4-year | 43,503 | Purdue University Global, Davenport Campus | IA | 98 | Public | 4-year | 30,512 |
| University of Wisconsin, Madison | WI | 39 | Public | 4-year | 43,463 | University of Nevada, Las Vegas | NV | 99 | Public | 4-year | 30,457 |
| University of California, Berkeley | CA | 40 | Public | 4-year | 42,501 | Auburn University | AL | 100 | Public | 4-year | 30,440 |
| Brigham Young University, Idaho | ID | 41 | PrivNp | 4-year | 42,341 | University of North Carolina at Chapel Hill | NC | 101 | Public | 4-year | 30,011 |
| University of Maryland, College Park | MD | 42 | Public | 4-year | 41,200 | Excelsior College | NY | 102 | PrivNp | 4-year | 30,008 |
| Florida State University | FL | 43 | Public | 4-year | 41,005 | University of Missouri, Columbia | MO | 103 | Public | 4-year | 29,843 |
| Austin Community College District | TX | 44 | Public | 4-year | 40,799 | San Francisco State University | CA | 104 | Public | 4-year | 29,778 |
| Broward College | FL | 45 | Public | 4-year | 40,784 | Florida Atlantic University | FL | 105 | Public | 4-year | 29,772 |
| California State University, Fullerton | CA | 46 | Public | 4-year | 40,280 | University of North Carolina at Charlotte | NC | 106 | Public | 4-year | 29,710 |
| California State University, Northridge | CA | 47 | Public | 4-year | 40,212 | Indiana University-Purdue University, Indianapolis | IN | 107 | Public | 4-year | 29,579 |
| Utah Valley University | UT | 48 | Public | 4-year | 39,931 | Mount San Antonio College | CA | 108 | Public | 2-year | 29,346 |
| Temple University | PA | 49 | Public | 4-year | 39,740 | Saint Petersburg College | FL | 109 | Public | 4-year | 29,183 |
| University of Georgia | GA | 50 | Public | 4-year | 38,652 | University of Kentucky | KY | 110 | Public | 4-year | 29,182 |
| Texas State University | TX | 51 | Public | 4-year | 38,644 | Salt Lake Community College | UT | 111 | Public | 2-year | 29,156 |
| Arizona State University, Skysong | AZ | 52 | Public | 4-year | 38,540 | University of Tennessee, Knoxville | TN | 112 | Public | 4-year | 28,894 |
| University of Alabama | AL | 53 | Public | 4-year | 38,390 | El Paso Community College | TX | 113 | Public | 2-year | 28,819 |
| University of North Texas | TX | 54 | Public | 4-year | 38,241 | Santa Monica College | CA | 114 | Public | 4-year | 28,800 |
| Texas Tech University | TX | 55 | Public | 4-year | 38,209 | University of Texas at Dallas | TX | 115 | Public | 4-year | 28,755 |
| University of California, Davis | CA | 56 | Public | 4-year | 38,167 | East Carolina University | NC | 116 | Public | 4-year | 28,718 |
| University of California, San Diego | CA | 57 | Public | 4-year | 37,887 | University of Pittsburgh, Pittsburgh Campus | PA | 117 | Public | 4-year | 28,673 |
| University of Cincinnati, Main Campus | OH | 58 | Public | 4-year | 37,886 | University of Texas, Rio Grande Valley | TX | 118 | Public | 4-year | 28,644 |
| California State University, Long Beach | CA | 59 | Public | 4-year | 37,466 | University of Oklahoma, Norman Campus | OK | 119 | Public | 4-year | 28,564 |
| George Mason University | VA | 60 | Public | 4-year | 37,316 | Ohio University, Main Campus | OH | 120 | Public | 4-year | 28,480 |

'College and university campuses ranked by fall 2018 enroliment data.
2"PrivNp" stands for private nonprofit. "PrivFp" stands for private for-profit.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in
Title IV federal financial aid programs. Includes enrollment in online and distance education.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared April 2020.)

Table 312.50. Fall enrollment and degrees conferred in degree-granting tribally controlled postsecondary institutions, by state and institution: Selected years, fall 2000 through fall 2018, and 2016-17 and 2017-18

| State and institution | $\begin{array}{r} \text { Level } \\ \text { and } \\ \text { control } \end{array}$ | Total fall enrollment |  |  |  |  |  |  |  |  |  |  | Degrees awarded to American Indians/Alaska Natives |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2000 |  |  | 2005 | 2010 | 2015 | 2016 | 2017 | 2018 |  |  | Associate's |  | Bachelor's |  |
|  |  | Total | Total American Indian/ Alaska Native | Percent American Indian/ Alaska Native |  |  |  |  |  | Total | Total American Indian/ Alaska Native | Percent American Indian/ Alaska Native | $\begin{array}{r} 2015- \\ 16 \end{array}$ | $\begin{array}{r} 2017- \\ 18 \end{array}$ | $\begin{array}{r} 2016- \\ 17 \end{array}$ | $\begin{array}{r} 2017-18 \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| ```Tribally controlled institutions \\ Alaska Ilisagvik College``` | t | 13,680 | 11,459 | 83.8 | 17,167 | 21,179 | 17,089 | 16,822 | 16,621 | 16,190 | 12,705 | 78.5 | 1,135 | 1,248 | 341 | 376 |
|  | 1 | 322 | 174 | 54.0 | 278 | 288 | 193 | 188 | 111 | 335 | 210 | 62.7 | 7 | 16 | 0 | 0 |
| Arizona <br> Diné College Tohono O'odham Community College | 1 | 1,712 | 1,645 | 96.1 | 1,825 270 | 2,033 207 | 1,490 212 | 1,396 276 | 1,465 400 | 1,519 459 | 1,497 393 | 98.6 85.6 | 129 17 | 138 21 | 10 | 28 |
| Kansas Haskell Indian Nations University | 1 | 918 | 918 | 100.0 | 918 | 958 | 799 | 820 | 806 | 733 | 733 | 100.0 | 93 | 114 | 102 | 93 |
| Michigan <br> Bay Mills Community College Keweenaw Bay Ojibwa Community College Saginaw Chippewa Tribal College | 2 2 2 | 360 | 228 | 63.3 | 406 - 123 | 607 - 153 | 541 102 116 | 467 104 141 | 448 98 154 | 477 84 140 | 267 57 104 | 56.0 67.9 74.3 | 21 6 15 | 39 9 21 | $\dagger$ $\dagger$ $\dagger$ $\dagger$ | $\dagger$ $\dagger$ $\dagger$ $\dagger$ |
| Minnesota <br> Fond du Lac Tribal and Community College Leech Lake Tribal College White Earth Tribal and Community College | 2 | 999 240 | 221 228 | 22.1 95.0 | 1,981 189 61 | 2,339 235 117 | 2,227 348 68 | 2,101 286 77 | 1,946 181 90 | 1,982 173 106 | 118 147 93 | 6.0 85.0 87.7 | 22 39 9 | 29 36 5 | $\dagger$ $\dagger$ $\dagger$ | $\dagger$ $\dagger$ |
| Montana |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Aaniiih Nakoda College | 2 | 295 | 266 | 90.2 | 175 | 214 | 219 | 149 | 122 | 150 | 125 | 83.3 | 28 | 29 | $\dagger$ |  |
| Blackfeet Community College | 4 | 299 | 288 | 96.3 | 485 | 473 | 442 | 425 | 375 | 305 | 284 | 93.1 | 71 | 43 |  |  |
| Chief Dull Knife College | 2 | 461 | 365 | 79.2 | 554 | 433 | 218 | 168 | 186 | 196 | 176 | 89.8 | 20 | 22 | $\dagger$ |  |
| Fort Peck Community College | 2 | 400 | 338 | 84.5 | 408 | 452 | 321 | 385 | 358 | 305 | 250 | 82.0 | 20 | 23 |  |  |
| Little Big Horn College | 2 | 320 | 303 | 94.7 | 259 | 380 | 248 | 225 | 243 | 255 | 250 | 98.0 | 21 | 29 | $\dagger$ |  |
| Salish Kootenai College | 3 | 1,042 | 881 | 84.5 | 1,142 | 1,158 | 784 | 859 | 809 | 720 | 539 | 74.9 | 55 | 48 | 30 | 35 |
| Stone Child College | 1 | 38 | 38 | 100.0 | 344 | 332 | 540 | 544 | 554 | 444 | 424 | 95.5 | 17 | 20 | 0 | 0 |
| Nebraska <br> Little Priest Tribal College Nebraska Indian Community College |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 2 | 141 | 121 | 85.8 | 109 | 148 | 132 | 132 | 141 | 130 | 113 | 86.9 | 10 | 10 | $\dagger$ | $\dagger$ |
|  | 2 | 170 | 146 | 85.9 | 107 | 177 | 158 | 175 | 180 | 200 | 185 | 92.5 | 4 | 10 | $\dagger$ | $\dagger$ |
| New Mexico <br> Institute of American Indian and Alaska Native Culture and Arts Development Navajo Technical University Southwestern Indian Polytechnic Institute | 1 | 139 | 139 | 100.0 | 113 | 313 | 493 | 582 | 659 | 589 | 409 | 69.4 | 4 | 1 | 19 | 17 |
|  | 1 | 841 | 841 | 100.0 | 333 | 1,019 | 1,686 | 1,675 | 1,875 | 1,600 | 1,555 | 97.2 | 48 | 78 | 22 | 40 |
|  | 2 | 304 | 304 | 100.0 | 614 | 531 | 402 | 367 | 366 | 367 | 367 | 100.0 | 71 | 70 | $\dagger$ | $\dagger$ |
| North Dakota <br> Cankdeska Cikana Community College <br> Nueta Hidatsa Sahnish College Sitting Bull College Turtle Mountain Community College United Tribes Technical College | 2 | 9 | 8 | 88.9 | 198 | 220 | 188 | 178 | 242 | 178 | 157 | 88.2 | 22 | 10 | $\dagger$ |  |
|  | 1 | 50 | 47 | 94.0 | 241 | 215 | 229 | 268 | 228 | 198 | 163 | 82.3 | 6 | 10 | 1 | 8 |
|  | 1 | 22 | 20 | 90.9 | 287 | 314 | 261 | 282 | 317 | 273 | 247 | 90.5 | 23 | 20 | 6 | 6 |
|  | 3 | 686 | 608 | 88.6 | 615 | 969 | 555 | 584 | 567 | 573 | 550 | 96.0 | 62 | 110 | 9 | 7 |
|  | 3 | 204 | 186 | 91.2 | 885 | 600 | 391 | 483 | 315 | 429 | 392 | 91.4 | 25 | 44 | 18 | 13 |
| Oklahoma College of the Muscogee Nation | 2 | - | - | - | - | - | 202 | 213 | 227 | 217 | 190 | 87.6 | 26 | 39 | $\dagger$ | $\dagger$ |
| South DakotaOglala Lakota CollegeSinte Gleska UniversitySisseton Wahpeton College |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | 1,077 |  |  |  |  |  |  |  |  |  | 70 | 48 | 53 | 61 |
|  | 3 2 | 900 200 | 757 192 | 84.1 76.8 | 1,123 290 | 2,473 | 581 132 | 568 142 | 581 197 | 583 167 | 524 131 | 89.9 78.4 | 28 9 | 34 11 | 19 + + | 16 + |
| Washington <br> Northwest Indian College <br> Wisconsin <br> College of the Menominee Nation <br> Lac Courte Oreilles Ojibwa Community College | 1 | 524 | 440 | 84.0 | 495 | 626 | 641 | 579 | 544 | 535 | 450 | 84.1 | 86 | 71 | 47 | 47 |
|  | 3 | 371 489 | 283 397 | 76.3 81.2 | 532 505 | 615 489 | 433 371 | 394 288 | 285 305 | 237 231 | 198 <br> 180 | 83.5 77.9 | 27 24 | 21 19 | 5 <br> + | 5 $\dagger$ |

## -Not available.

$\dagger$ Not applicable.
1 = 4-year public; $2=2$-year public; $3=4$-year private nonprofit; and 4 $=2$-year private nonprofit.
NOTE: This table only includes institutions that were in operation during the 2018-19 academic year. They are all members of the American Indian Higher Education Consortium and, with few exceptions, are tribally controlled and located on reservations. Degree-
granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Totals include persons of other racial/ethnic groups not separately identified. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001 through Spring 2019, Fall Enrollment component; and Fall 2017 and Fall 2018, Completions component. (This table was prepared September 2019.)

Table 313.10. Fall enrollment, degrees conferred, and expenditures in degree-granting historically Black colleges and universities, by institution: 2017, 2018, and 2017-18

| Institution | State | Level and control ${ }^{1}$ | Total enrollment, fall $2018^{2}$ | Enrollment, fall 2018 |  | Full-timeequivalent enrollment, fall 2018 | Degrees conferred, 2017-18 |  |  |  | Total expenditures, 2017-18 (in thousands of current dollars) ${ }^{4}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Black enrollment |  | Associate's | Bachelor's | Master's | Doctor's ${ }^{3}$ |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Total | $\dagger$ | $\dagger$ | 298,134 | 291,767 | 223,163 | 251,390 | 5,465 | 32,639 | 7,697 | 2,518 | \$7,966,186 |
| Alabama A\&M University ${ }^{5}$ | AL | 1 | 6,001 | 6,106 | 5,701 | 5,726 | 0 | 507 | 332 | 8 | 148,803 |
| Alabama State University | AL | 1 | 4,760 | 4,413 | 4,067 | 4,118 | 0 | 650 | 144 | 32 | 148,377 |
| Bishop State Community College | AL | 2 | 3,233 | 2,860 | 1,796 | 1,907 | 275 |  | $\dagger$ | † | 32,081 |
| Gadsden State Community College | AL | 2 | 4,979 | 4,736 | 850 | 3,117 | 642 | $\dagger$ | $\dagger$ | $\dagger$ | 50,921 |
| H. Councill Trenholm State Technical College J.F. Drake State Community and Technical | AL | 2 | 1,845 | 1,855 | 1,267 | 1,181 | 178 | $\dagger$ | $\dagger$ | $\dagger$ | 21,972 |
| J.F. Drake State Community and Technical College | AL | 2 | 752 | 831 | 432 | 486 | 64 | $\dagger$ | $\dagger$ | $\dagger$ | 10,863 |
| Lawson State Community College | AL | 2 | 3,248 | 3,274 | 2,653 | 2,192 | 316 | $\dagger$ | , | $\dagger$ | 50,318 |
| Miles College | AL | 3 | 1,650 | 1,550 | 1,470 | 1,501 | 0 | 295 | 0 | 0 | 30,916 |
| Oakwood University | AL | 3 | 1,711 | 1,636 | 1,391 | 1,555 | 4 | 306 | 5 | 0 | 54,786 |
| Selma University | AL | 3 | 324 | 317 | 308 | 264 | 13 | 20 | 4 | 0 | 4,007 |
| Shelton State Community College | AL | 2 | 4,607 | 4,350 | 1,667 | 2,771 | 535 | $\dagger$ | + | $\dagger$ | 42,421 |
| Stillman College | AL | 3 | 677 | 797 | 750 | 714 | 0 | 72 | 0 | 0 | 14,207 |
| Talladega College | AL | 3 | 782 | 1,212 | 1,042 | 1,138 | 0 | 128 | 0 | 0 | 14,708 |
| Tuskegee University ${ }^{5}$ | AL | 3 | 3,289 | 3,026 | 2,771 | 2,953 | 0 | 423 | 86 | 67 | 122,619 |
| Arkansas Baptist College | AR | 3 | 593 | 525 | 472 | 486 | 41 | 30 | 0 | 0 | 14,820 |
| Philander Smith College | AR | 3 | 891 | 1,000 | 935 | 973 | 0 | 89 | 0 | 0 | 21,513 |
| Shorter College | AR | 4 | 521 | 569 | 323 | 425 | 30 | $\dagger$ | $\dagger$ | $\dagger$ | 5,409 |
| University of Arkansas at Pine Bluff ${ }^{5}$ | AR | 1 | 2,612 | 2,579 | 2,318 | 2,405 | 9 | 377 | 34 | 1 | 80,292 |
| Delaware State University ${ }^{5}$ | DE | 1 | 4,352 | 4,586 | 3,235 | 4,247 | 0 | 613 | 101 | 21 | 143,128 |
| Howard University | DC | 3 | 9,392 | 9,139 | 7,676 | 8,747 | 0 | 1,232 | 313 | 504 | 791,820 |
| University of the District of Columbia ${ }^{5}$ | DC | 1 | 4,247 | 4,244 | 2,735 | 2,967 | 172 | 338 | 114 | 0 | 158,530 |
| Bethune-Cookman University | FL | 3 | 4,143 | 3,773 | 3,408 | 3,673 | 0 | 508 | 63 | 0 | 97,091 |
| Edward Waters College | FL | 3 | 3,443 | 2,906 | 1,803 | 1,703 | 0 | 121 | 0 | 0 | 24,685 |
| Florida A\&M University ${ }^{5}$ | FL | 1 | 9,913 | 10,021 | 8,254 | 9,151 | 40 | 1,258 | 303 | 340 | 290,819 |
| Florida Memorial University | FL | 3 | 1,250 | 1,189 | 874 | 1,126 | 0 | 214 | 25 | 0 | 35,256 |
| Albany State University | GA | 1 | 6,615 | 6,371 | 4,822 | 5,168 | 648 | 481 | 138 | 0 | 113,575 |
| Clark Atlanta University | GA | 3 | 3,992 | 3,911 | 3,673 | 3,732 | 0 | 411 | 233 | 30 | 98,282 |
| Fort Valley State University ${ }^{5}$ | GA | 1 | 2,752 | 2,776 | 2,537 | 2,522 | 0 | 334 | 112 | 0 | 78,548 |
| Interdenominational Theological Center | GA | 3 | 295 | 293 | 288 | 182 | 0 | 0 | 38 | 28 | 7,546 |
| Morehouse College | GA | 3 | 2,202 | 2,206 | 2,106 | 2,170 | 0 | 398 | 0 | 0 | 87,802 |
| Morehouse School of Medicine | GA | 3 | 520 | 542 | 415 | 528 | 0 | 0 | 46 | 83 | 165,187 |
| Paine College | GA | 3 | 426 | 469 | 442 | 447 | 0 | 74 | 0 | 0 | 13,830 |
| Savannah State University | GA | 1 | 4,429 | 4,077 | 3,297 | 3,698 | 41 | 548 | 69 | 0 | 102,918 |
| Spelman College | GA | 3 | 2,137 | 2,171 | 2,107 | 2,142 | 0 | 446 | 0 | 0 | 99,659 |
| Kentucky State University ${ }^{5}$ | KY | 1 | 1,926 | 1,778 | 963 | 1,389 | 52 | 222 | 57 | 6 | 67,996 |
| Simmons College of Kentucky | KY | 3 | 216 | 210 | 202 | 178 | 16 | 10 | 0 | 0 | 3,273 |
| Dillard University | LA | 3 | 1,290 | 1,309 | 1,272 | 1,257 | 0 | 220 | 0 | 0 | 45,815 |
| Grambling State University | LA | 1 | 5,191 | 5,205 | 4,758 | 4,511 | 1 | 551 | 215 | 10 | 91,270 |
| Southern University and A\&M College ${ }^{5}$ | LA | 1 | 6,118 | 6,693 | 6,191 | 5,851 | 0 | 736 | 297 | 14 | 138,156 |
| Southern University at New Orleans | LA | 1 | 2,546 | 2,356 | 2,202 | 1,949 | 17 | 296 | 167 | 0 | 39,063 |
| Southern University at Shreveport | LA | 2 | 3,088 | 2,651 | 2,419 | 1,894 | 207 | $\dagger$ | $\dagger$ | $\dagger$ | 31,499 |
| Xavier University of Louisiana | LA | 3 | 3,044 | 3,231 | 2,408 | 3,139 | 0 | 299 | 32 | 165 | 115,404 |
| Bowie State University | MD | 1 | 6,148 | 6,320 | 5,278 | 5,441 | 0 | 781 | 245 | 8 | 121,201 |
| Coppin State University | MD | 1 | 2,893 | 2,738 | 2,211 | 2,219 | 0 | 399 | 74 | 6 | 89,373 |
| Morgan State University | MD | 1 | 7,747 | 7,712 | 6,141 | 7,168 | 0 | 1,153 | 268 | 54 | 244,280 |
| University of Maryland, Eastern Shore ${ }^{5}$ | MD | 1 | 3,490 | 3,193 | 2,181 | 2,908 | 0 | 482 | 52 | 100 | 118,011 |
| Alcorn State University ${ }^{5}$ | MS | 1 | 3,716 | 3,658 | 3,345 | 3,257 | 16 | 450 | 151 | 0 | 89,836 |
| Coahoma Community College | MS | 2 | 1,954 | 1,895 | 1,777 | 1,540 | 287 | $\dagger$ | $\dagger$ | $\dagger$ | 34,137 |
| Hinds Community College, Utica Campus | MS | 2 | 688 | 646 | 621 | 615 | 114 | 0 | 0 | 0 |  |
| Jackson State University | MS | 1 | 8,558 | 7,250 | 6,504 | 6,203 | 0 | 1,109 | 374 | 75 | 192,155 |
| Mississippi Valley State University | MS | 1 | 2,385 | 2,285 | 2,191 | 1,888 | 0 | 302 | 109 | 0 | 51,506 |
| Rust College | MS | 3 | 860 | 846 | 820 | 794 | 5 | 110 | 0 | 0 | 17,107 |
| Tougaloo College | MS | 3 | 809 | 736 | 719 | 716 | 0 | 130 | 7 | 0 | 24,780 |
| Harris-Stowe State University | M0 | 1 | 1,442 | 1,716 | 1,488 | 1,526 | 0 | 176 | 0 | 0 | 35,290 |
| Lincoln University ${ }^{5}$ | M0 | 1 | 2,619 | 2,478 | 1,191 | 2,029 | 72 | 289 | 48 | 0 | 52,840 |
| Bennett College | NC | 3 | 493 | 534 | 488 | 491 | 0 | 72 | 0 | 0 | 15,621 |
| Elizabeth City State University | NC | 1 | 1,411 | 1,677 | 1,213 | 1,530 | 0 | 245 | 17 | 0 | 62,244 |
| Fayetteville State University | NC | 1 | 6,226 | 6,318 | 3,871 | 5,189 | 0 | 1,004 | 160 | 8 | 122,105 |
| Johnson C. Smith University | NC | 3 | 1,483 | 1,565 | 1,448 | 1,525 | 0 | 206 | 37 | 0 | 43,393 |
| Livingstone College | NC | 3 | 1,150 | 1,148 | 1,083 | 1,143 | 10 | 157 | 0 | 0 | 30,461 |
| North Carolina A\&T State University ${ }^{5}$ | NC | 1 | 11,877 | 12,142 | 9,724 | 11,111 | 0 | 1,662 | 423 | 57 | 288,219 |
| North Carolina Central University | NC | 1 | 8,097 | 8,207 | 6,248 | 7,204 | 0 | 1,026 | 467 | 134 | 208,311 |
| Saint Augustine's College | NC | 3 | 974 | 767 | 711 | 757 | 0 | 121 | 0 | 0 | 30,191 |
| Shaw University | NC | 3 | 1,660 | 1,411 | 1,054 | 1,349 | 0 | 179 | 28 | 0 | 42,219 |
| Winston-Salem State University | NC | 1 | 5,098 | 5,190 | 3,897 | 4,719 | 0 | 999 | 99 | 40 | 141,832 |
| Central State University | OH | 1 | 1,784 | 2,099 | 1,943 | 2,057 | 0 | 211 | 0 | 0 | 60,652 |
| Wilberforce University | OH | 3 | 627 | 672 | 662 | 612 | 0 | 66 | 7 | 0 | 15,479 |
| Langston University ${ }^{5}$ | OK | 1 | 2,219 | 2,119 | 1,645 | 1,945 | 13 | 242 | 62 | 14 | 59,768 |
| Cheyney University of Pennsylvania | PA | 1 | 755 | 466 | 392 | 446 | 0 | 152 | 24 | 0 | 27,338 |
| Lincoln University | PA | 1 | 2,266 | 2,376 | 2,121 | 2,241 | 0 | 260 | 126 | 0 | 58,979 |

See notes at end of table

Table 313.10. Fall enrollment, degrees conferred, and expenditures in degree-granting historically Black colleges and universities, by institution: 2017, 2018, and 2017-18-Continued

| Institution | State | Level and control ${ }^{1}$ | Total enrollment, fall $2018^{2}$ | Enrollment, fall 2018 |  | Full-timeequivalent enrollment, fall 2018 | Degrees conferred, 2017-18 |  |  |  | Total <br> expenditures, 2017-18 (in thousands of current dollars) ${ }^{4}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Black enrollment |  | Associate's | Bachelor's | Master's | Doctor's ${ }^{3}$ |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Allen University | SC | 3 | 590 | 743 | 724 | 709 | 0 | 59 | 0 | 0 | 15,485 |
| Benedict College | SC | 3 | 2,090 | 2,165 | 2,032 | 2,134 | 0 | 248 | 0 | 0 | 50,115 |
| Claflin University | SC | 3 | 2,129 | 2,172 | 2,022 | 2,101 | 0 | 310 | 32 | 0 | 51,419 |
| Clinton College | SC | 3 | 170 | 193 | 183 | 193 | 9 | 11 | 0 | 0 | 4,192 |
| Denmark Technical College | SC | 2 | 523 | 489 | 397 | 329 | 52 | $\dagger$ | $\dagger$ | $\dagger$ | 10,393 |
| Morris College | SC | 3 | 747 | 649 | 635 | 639 | 0 | 117 | 0 | 0 | 18,485 |
| South Carolina State University ${ }^{5}$ | SC | 1 | 2,942 | 3,022 | 2,858 | 2,638 | 0 | 310 | 83 | 11 | 88,257 |
| Voorhees College | SC | 3 | 475 | 491 | 471 | 484 | 0 | 65 | 0 | 0 | 13,348 |
| American Baptist College | TN | 3 | 115 | 123 | 121 | 108 | 2 | 32 | 0 | 0 | 4,266 |
| Fisk University | TN | 3 | 701 | 780 | 690 | 762 | 0 | 132 | 9 | 0 | 28,687 |
| Lane College | TN | 3 | 1,420 | 1,232 | 1,207 | 1,203 | 0 | 171 | 0 | 0 | 24,731 |
| Le Moyne-Owen College | TN | 3 | 863 | 885 | 865 | 810 | 0 | 106 | 0 | 0 | 15,806 |
| Meharry Medical College | TN | 3 | 826 | 828 | 682 | 828 | 0 | 0 | 57 | 159 | 147,926 |
| Tennessee State University ${ }^{5}$ | TN | 1 | 8,177 | 7,774 | 5,341 | 6,474 | 67 | 1,085 | 374 | 74 | 197,131 |
| Huston-Tillotson University | TX | 3 | 1,102 | 1,119 | 719 | 1,068 | 33 | 210 | 4 | 0 | 21,401 |
| Jarvis Christian College | TX | 3 | 909 | 964 | 791 | 939 | 11 | 77 | 0 | 0 | 18,224 |
| Paul Quinn College | TX | 3 | 519 | 550 | 438 | 532 | 0 | 41 | 0 | 0 | 11,410 |
| Prairie View A\&M University ${ }^{5}$ | TX |  | 9,219 | 9,516 | 7,932 | 8,844 | 0 | 1,104 | 393 | 13 | 245,322 |
| Saint Philip's College | TX | 2 | 12,050 | 11,590 | 1,103 | 4,925 | 1,242 | $\dagger$ | $\dagger$ | $\dagger$ | 80,787 |
| Southwestern Christian College | TX | 3 | 159 | 87 | 81 | 83 | 25 | 2 | 0 | 0 | 4,473 |
| Texas College | TX | 3 | 983 | 1,042 | 864 | 1,032 | 21 | 84 | 0 | 0 | 16,206 |
| Texas Southern University | TX | 1 | 10,237 | 9,732 | 7,624 | 8,689 | 0 | 974 | 360 | 312 | 212,216 |
| Wiley College | TX | 3 | 1,323 | 1,003 | 821 | 926 | 1 | 224 | 0 | 0 | 25,289 |
| Hampton University | VA | 3 | 4,618 | 4,321 | 4,043 | 4,156 | 3 | 594 | 150 | 91 | 183,386 |
| Norfolk State University | VA | , | 5,305 | 5,204 | 4,456 | 4,781 | 2 | 729 | 213 | 12 | 158,619 |
| Virginia State University ${ }^{5}$ | VA | 1 | 4,713 | 4,385 | 3,123 | 4,193 | 0 | 731 | 126 | 13 | 145,558 |
| Virginia Union University | VA | 3 | 1,674 | 1,552 | 1,490 | 1,459 | 0 | 204 | 92 | 16 | 37,953 |
| Virginia University of Lynchburg | VA | 3 | 307 | 298 | 292 | 274 | 35 | 12 | 5 | 12 | 4,370 |
| Bluefield State College | WV | 1 | 1,379 | 1,275 | 95 | 1,102 | 113 | 226 | 0 | 0 | 21,039 |
| West Virginia State University ${ }^{5}$ | WV | 1 | 3,879 | 3,692 | 314 | 2,498 | 0 | 370 | 32 | 0 | 46,809 |
| University of the Virgin Islands ${ }^{5}$ | VI | 1 | 2,170 | 1,984 | 1,482 | 1,571 | 31 | 221 | 61 | 0 | 75,370 |

-Not available.
$\dagger$ Not applicable
${ }^{1} 1=4$-year public; $2=2$-year public; $3=4$-year private nonprofit; and $4=2$-year private nonprofit.
${ }^{2}$ Total fall 2017 enrollment includes enrollment at Concordia College in Alabama. This institution closed in 2018 and therefore does not appear in this table.
${ }^{3}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were classified as first-professional degrees prior to 2010-11.
${ }^{4}$ Includes private and some public institutions reporting total expenses and deductions under Financial Accounting Standards Board (FASB) reporting standards and public institutions reporting total expenses and deductions under Governmental Accounting Standards Board (GASB) 34/35 reporting standards.
${ }^{5}$ Land-grant institution.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Excludes historically Black colleges and universities that are not participating in Title IV programs. Historically Black colleges and universities are degree-granting institutions established prior to 1964 with the principal mission of educating Black Americans. Federal regulations, 20 U.S. Code, Section 1061 (2), allow for certain exceptions to the founding date. Totals include persons of other racial/ethnic groups not separately identified. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2018, Completions component; Spring 2018 and Spring 2019, Fall Enrollment component; and Spring 2019, Finance component. (This table was prepared November 2019.)

Table 313.20. Fall enrollment in degree-granting historically Black colleges and universities, by sex of student and level and control of institution: Selected years, 1976 through 2018

| Year | Total enrollment | Males | Females | 4-year | 2-year | Public |  |  | Private |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|  | All students |  |  |  |  |  |  |  |  |  |  |
| 1976 | 222,613 | 104,669 | 117,944 | 206,676 | 15,937 | 156,836 | 143,528 | 13,308 | 65,777 | 63,148 | 2,629 |
| 1980 | 233,557 | 106,387 | 127,170 | 218,009 | 15,548 | 168,217 | 155,085 | 13,132 | 65,340 | 62,924 | 2,416 |
| 1982 | 228,371 | 104,897 | 123,474 | 212,017 | 16,354 | 165,871 | 151,472 | 14,399 | 62,500 | 60,545 | 1,955 |
| 1984 | 227,519 | 102,823 | 124,696 | 212,844 | 14,675 | 164,116 | 151,289 | 12,827 | 63,403 | 61,555 | 1,848 |
| 1986 | 223,275 | 97,523 | 125,752 | 207,231 | 16,044 | 162,048 | 147,631 | 14,417 | 61,227 | 59,600 | 1,627 |
| 1988 | 239,755 | 100,561 | 139,194 | 223,250 | 16,505 | 173,672 | 158,606 | 15,066 | 66,083 | 64,644 | 1,439 |
| 1990 | 257,152 | 105,157 | 151,995 | 240,497 | 16,655 | 187,046 | 171,969 | 15,077 | 70,106 | 68,528 | 1,578 |
| 1992 | 279,541 | 114,622 | 164,919 | 261,089 | 18,452 | 204,966 | 188,143 | 16,823 | 74,575 | 72,946 | 1,629 |
| 1993 | 282,856 | 116,397 | 166,459 | 262,430 | 20,426 | 208,197 | 189,032 | 19,165 | 74,659 | 73,398 | 1,261 |
| 1994 | 280,071 | 114,006 | 166,065 | 259,997 | 20,074 | 206,520 | 187,735 | 18,785 | 73,551 | 72,262 | 1,289 |
| 1995 | 278,725 | 112,637 | 166,088 | 259,409 | 19,316 | 204,726 | 186,278 | 18,448 | 73,999 | 73,131 | 868 |
| 1996 | 273,018 | 109,498 | 163,520 | 253,654 | 19,364 | 200,569 | 182,063 | 18,506 | 72,449 | 71,591 | 858 |
| 1997 | 269,167 | 106,865 | 162,302 | 248,860 | 20,307 | 194,674 | 175,297 | 19,377 | 74,493 | 73,563 | 930 |
| 1998 | 273,472 | 108,752 | 164,720 | 248,931 | 24,541 | 198,603 | 174,776 | 23,827 | 74,869 | 74,155 | 714 |
| 1999 | 274,321 | 108,301 | 166,020 | 249,156 | 25,165 | 199,826 | 175,364 | 24,462 | 74,495 | 73,792 | 703 |
| 2000 | 275,680 | 108,164 | 167,516 | 250,710 | 24,970 | 199,725 | 175,404 | 24,321 | 75,955 | 75,306 | 649 |
| 2001 | 289,985 | 112,874 | 177,111 | 260,547 | 29,438 | 210,083 | 181,346 | 28,737 | 79,902 | 79,201 | 701 |
| 2002 | 299,041 | 115,466 | 183,575 | 269,020 | 30,021 | 218,433 | 189,183 | 29,250 | 80,608 | 79,837 | 771 |
| 2003 | 306,727 | 117,795 | 188,932 | 274,326 | 32,401 | 228,096 | 196,077 | 32,019 | 78,631 | 78,249 | 382 |
| 2004 | 308,939 | 118,129 | 190,810 | 276,136 | 32,803 | 231,179 | 198,810 | 32,369 | 77,760 | 77,326 | 434 |
| 2005 | 311,768 | 120,023 | 191,745 | 272,666 | 39,102 | 235,875 | 197,200 | 38,675 | 75,893 | 75,466 | 427 |
| 2006 | 308,774 | 118,865 | 189,909 | 272,770 | 36,004 | 234,505 | 198,676 | 35,829 | 74,269 | 74,094 | 175 |
| 2007 | 306,742 | 118,672 | 188,070 | 270,554 | 36,188 | 234,034 | 197,939 | 36,095 | 72,708 | 72,615 | 93 |
| 2008 | 313,491 | 121,874 | 191,617 | 274,568 | 38,923 | 235,824 | 197,025 | 38,799 | 77,667 | 77,543 | 124 |
| 2009 | 322,860 | 125,728 | 197,132 | 280,133 | 42,727 | 246,595 | 204,016 | 42,579 | 76,265 | 76,117 | 148 |
| 2010 | 326,614 | 127,437 | 199,177 | 283,099 | 43,515 | 249,146 | 205,774 | 43,372 | 77,468 | 77,325 | 143 |
| 2011 | 323,648 | 126,160 | 197,488 | 281,150 | 42,498 | 246,685 | 204,363 | 42,322 | 76,963 | 76,787 | 176 |
| 2012 | 312,438 | 121,719 | 190,719 | 273,033 | 39,405 | 237,782 | 198,568 | 39,214 | 74,656 | 74,465 | 191 |
| 2013 | 303,191 | 119,299 | 183,892 | 264,454 | 38,737 | 230,325 | 191,918 | 38,407 | 72,866 | 72,536 | 330 |
| 2014 | 294,316 | 115,837 | 178,479 | 256,936 | 37,380 | 222,876 | 185,899 | 36,977 | 71,440 | 71,037 | 403 |
| 2015 | 293,304 | 115,818 | 177,486 | 256,295 | 37,009 | 221,276 | 184,503 | 36,773 | 72,028 | 71,792 | 236 |
| 2016 | 292,083 | 114,705 | 177,378 | 254,839 | 37,244 | 220,292 | 183,494 | 36,798 | 71,791 | 71,345 | 446 |
| 2017 | 298,134 | 115,316 | 182,818 | 260,646 | 37,488 | 225,181 | 188,214 | 36,967 | 72,953 | 72,432 | 521 |
| 2018 | 291,767 | 110,853 | 180,914 | 256,021 | 35,746 | 220,910 | 185,733 | 35,177 | 70,857 | 70,288 | 569 |
|  | Black students |  |  |  |  |  |  |  |  |  |  |
| 1976 | 190,305 | 84,492 | 105,813 | 179,848 | 10,457 | 129,770 | 121,851 | 7,919 | 60,535 | 57,997 | 2,538 |
| 1980 | 190,989 | 81,818 | 109,171 | 181,237 | 9,752 | 131,661 | 124,236 | 7,425 | 59,328 | 57,001 | 2,327 |
| 1982 | 182,639 | 78,874 | 103,765 | 171,942 | 10,697 | 126,368 | 117,562 | 8,806 | 56,271 | 54,380 | 1,891 |
| 1984 | 180,803 | 76,819 | 103,984 | 171,401 | 9,402 | 124,445 | 116,845 | 7,600 | 56,358 | 54,556 | 1,802 |
| 1986 | 178,628 | 74,276 | 104,352 | 167,971 | 10,657 | 123,555 | 114,502 | 9,053 | 55,073 | 53,469 | 1,604 |
| 1988 | 194,151 | 78,268 | 115,883 | 183,402 | 10,749 | 133,786 | 124,438 | 9,348 | 60,365 | 58,964 | 1,401 |
| 1990 | 208,682 | 82,897 | 125,785 | 198,237 | 10,445 | 144,204 | 134,924 | 9,280 | 64,478 | 63,313 | 1,165 |
| 1992 | 228,963 | 91,949 | 137,014 | 217,614 | 11,349 | 159,585 | 149,754 | 9,831 | 69,378 | 67,860 | 1,518 |
| 1993 | 231,198 | 93,110 | 138,088 | 219,431 | 11,767 | 161,444 | 150,867 | 10,577 | 69,754 | 68,564 | 1,190 |
| 1994 | 230,162 | 91,908 | 138,254 | 218,565 | 11,597 | 161,098 | 150,682 | 10,416 | 69,064 | 67,883 | 1,181 |
| 1995 | 229,418 | 91,132 | 138,286 | 218,379 | 11,039 | 159,925 | 149,661 | 10,264 | 69,493 | 68,718 | 775 |
| 1996 | 224,201 | 88,306 | 135,895 | 213,309 | 10,892 | 156,851 | 146,753 | 10,098 | 67,350 | 66,556 | 794 |
| 1997 | 222,331 | 86,641 | 135,690 | 210,741 | 11,590 | 153,039 | 142,326 | 10,713 | 69,292 | 68,415 | 877 |
| 1998 | 223,745 | 87,163 | 136,582 | 211,822 | 11,923 | 154,244 | 142,985 | 11,259 | 69,501 | 68,837 | 664 |
| 1999 | 226,592 | 87,987 | 138,605 | 213,779 | 12,813 | 156,292 | 144,166 | 12,126 | 70,300 | 69,613 | 687 |
| 2000 | 227,239 | 87,319 | 139,920 | 215,172 | 12,067 | 156,706 | 145,277 | 11,429 | 70,533 | 69,895 | 638 |
| 2001 | 238,638 | 90,718 | 147,920 | 224,417 | 14,221 | 164,354 | 150,831 | 13,523 | 74,284 | 73,586 | 698 |
| 2002 | 247,292 | 93,538 | 153,754 | 231,834 | 15,458 | 172,203 | 157,507 | 14,696 | 75,089 | 74,327 | 762 |
| 2003 | 253,257 | 95,703 | 157,554 | 236,753 | 16,504 | 180,104 | 163,977 | 16,127 | 73,153 | 72,776 | 377 |
| 2004 | 257,545 | 96,750 | 160,795 | 241,030 | 16,515 | 184,708 | 168,619 | 16,089 | 72,837 | 72,411 | 426 |
| 2005 | 256,584 | 96,891 | 159,693 | 238,030 | 18,554 | 186,047 | 167,916 | 18,131 | 70,537 | 70,114 | 423 |
| 2006 | 255,144 | 96,507 | 158,637 | 238,440 | 16,704 | 185,894 | 169,365 | 16,529 | 69,250 | 69,075 | 175 |
| 2007 | 253,241 | 96,214 | 157,027 | 236,571 | 16,670 | 185,170 | 168,592 | 16,578 | 68,071 | 67,979 | 92 |
| 2008 | 258,402 | 98,633 | 159,769 | 240,132 | 18,270 | 186,446 | 168,299 | 18,147 | 71,956 | 71,833 | 123 |
| 2009 | 264,092 | 100,590 | 163,502 | 243,956 | 20,136 | 194,088 | 174,099 | 19,989 | 70,004 | 69,857 | 147 |
| 2010 | 265,908 | 101,605 | 164,303 | 245,158 | 20,750 | 193,840 | 173,233 | 20,607 | 72,068 | 71,925 | 143 |
| 2011 | 263,435 | 100,526 | 162,909 | 242,881 | 20,554 | 192,042 | 171,664 | 20,378 | 71,393 | 71,217 | 176 |
| 2012 | 251,527 | 96,079 | 155,448 | 232,897 | 18,630 | 183,018 | 164,578 | 18,440 | 68,509 | 68,319 | 190 |
| 2013 | 241,485 | 92,491 | 148,994 | 223,491 | 17,994 | 175,308 | 157,640 | 17,668 | 66,177 | 65,851 | 326 |
| 2014 | 231,889 | 88,469 | 143,420 | 214,631 | 17,258 | 167,246 | 150,383 | 16,863 | 64,643 | 64,248 | 395 |
| 2015 | 228,062 | 86,857 | 141,205 | 211,698 | 16,364 | 163,508 | 147,376 | 16,132 | 64,554 | 64,322 | 232 |
| 2016 | 223,512 | 84,153 | 139,359 | 207,379 | 16,133 | 160,053 | 144,176 | 15,877 | 63,459 | 63,203 | 256 |
| 2017 | 226,847 | 83,917 | 142,930 | 210,664 | 16,183 | 162,703 | 146,804 | 15,899 | 64,144 | 63,860 | 284 |
| 2018 | 223,163 | 81,055 | 142,108 | 207,858 | 15,305 | 160,871 | 145,889 | 14,982 | 62,292 | 61,969 | 323 |

[^39] degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," 1976 through 1985 surveys; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared November 2019.)

Table 313.30. Selected statistics on degree-granting historically Black colleges and universities, by control and level of institution: Selected years, 1990 through 2018

| Selected statistics | Total | Public |  |  | Private |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | 4 -year | 2-year | Total | 4 -year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Number of institutions, fall 2017 | 101 | 51 | 40 | 11 | 50 | 49 | 1 |
| Fall enrollment |  |  |  |  |  |  |  |
| Total enrollment, fall 1990 | 257,152 | 187,046 | 171,969 | 15,077 | 70,106 | 68,528 | 1,578 |
| Males | 105,157 | 76,541 | 70,220 | 6,321 | 28,616 | 28,054 | 562 |
| Males, Black | 82,897 | 57,255 | 54,041 | 3,214 | 25,642 | 25,198 | 444 |
| Females | 151,995 | 110,505 | 101,749 | 8,756 | 41,490 | 40,474 | 1,016 |
| Females, Black | 125,785 | 86,949 | 80,883 | 6,066 | 38,836 | 38,115 | 721 |
| Total enrollment, fall 2000 | 275,680 | 199,725 | 175,404 | 24,321 | 75,955 | 75,306 | 649 |
| Males | 108,164 | 78,186 | 68,322 | 9,864 | 29,978 | 29,771 | 207 |
| Males, Black | 87,319 | 60,029 | 56,017 | 4,012 | 27,290 | 27,085 | 205 |
| Females | 167,516 | 121,539 | 107,082 | 14,457 | 45,977 | 45,535 | 442 |
| Females, Black | 139,920 | 96,677 | 89,260 | 7,417 | 43,243 | 42,810 | 433 |
| Total enrollment, fall 2010 | 326,614 | 249,146 | 205,774 | 43,372 | 77,468 | 77,325 | 143 |
| Males | 127,437 | 95,883 | 78,528 | 17,355 | 31,554 | 31,482 | 72 |
| Males, Black | 101,605 | 72,629 | 65,512 | 7,117 | 28,976 | 28,904 | 72 |
| Females | 199,177 | 153,263 | 127,246 | 26,017 | 45,914 | 45,843 | 71 |
| Females, Black | 164,303 | 121,211 | 107,721 | 13,490 | 43,092 | 43,021 | 71 |
| Total enrollment, fall 2018 | 291,767 | 220,910 | 185,733 | 35,177 | 70,857 | 70,288 | 569 |
| Males | 110,853 | 83,015 | 68,415 | 14,600 | 27,838 | 27,530 | 308 |
| Males, Black | 81,055 | 57,283 | 51,863 | 5,420 | 23,772 | 23,634 | 138 |
| Females | 180,914 | 137,895 | 117,318 | 20,577 | 43,019 | 42,758 | 261 |
| Females, Black | 142,108 | 103,588 | 94,026 | 9,562 | 38,520 | 38,335 | 185 |
| Full-time enrollment, fall 2018 | 227,415 | 163,126 | 149,356 | 13,770 | 64,289 | 63,958 | 331 |
| Males | 87,026 | 62,050 | 55,954 | 6,096 | 24,976 | 24,806 | 170 |
| Females | 140,389 | 101,076 | 93,402 | 7,674 | 39,313 | 39,152 | 161 |
| Part-time enrollment, fall 2018 | 64,352 | 57,784 | 36,377 | 21,407 | 6,568 | 6,330 | 238 |
| Males | 23,827 | 20,965 | 12,461 | 8,504 | 2,862 | 2,724 | 138 |
| Females | 40,525 | 36,819 | 23,916 | 12,903 | 3,706 | 3,606 | 100 |
| Degrees conferred, 2017-18 |  |  |  |  |  |  |  |
| Associate's | 5,465 | 5,206 | 1,294 | 3,912 | 259 | 229 | 30 |
| Males | 1,909 | 1,794 | 320 | 1,474 | 115 | 106 | 9 |
| Males, Black | 716 | 619 | 135 | 484 | 97 | 88 | 9 |
| Females | 3,556 | 3,412 | 974 | 2,438 | 144 | 123 | 21 |
| Females, Black | 1,658 | 1,523 | 456 | 1,067 | 135 | 114 | 21 |
| Bachelor's | 32,639 | 23,603 | 23,603 | $\dagger$ | 9,036 | 9,036 | $\dagger$ |
| Males | 11,952 | 8,715 | 8,715 | $\dagger$ | 3,237 | 3,237 |  |
| Males, Black | 9,083 | 6,292 | 6,292 | $\dagger$ | 2,791 | 2,791 |  |
| Females | 20,687 | 14,888 | 14,888 | $\dagger$ | 5,799 | 5,799 |  |
| Females, Black | 17,193 | 11,924 | 11,924 | $\dagger$ | 5,269 | 5,269 |  |
| Master's | 7,697 | 6,424 | 6,424 | $\dagger$ | 1,273 | 1,273 |  |
| Males | 2,449 | 2,011 | 2,011 | $\dagger$ | 438 | 438 |  |
| Males, Black | 1,591 | 1,261 | 1,261 | $\dagger$ | 330 | 330 |  |
| Females | 5,248 | 4,413 | 4,413 | $\dagger$ | 835 | 835 |  |
| Females, Black | 3,836 | 3,153 | 3,153 | $\dagger$ | 683 | 683 |  |
| Doctor's ${ }^{1}$ | 2,518 | 1,363 | 1,363 | $\dagger$ | 1,155 | 1,155 |  |
| Males | 975 | 538 | 538 | $\dagger$ | 437 | 437 |  |
| Males, Black | 519 | 256 | 256 | $\dagger$ | 263 | 263 |  |
| Females | 1,543 | 825 | 825 | + | 718 | 718 |  |
| Females, Black | 1,036 | 535 | 535 | $\dagger$ | 501 | 501 | $\dagger$ |
| Financial statistics, 2017-18 ${ }^{\mathbf{2}}$ | In thousands of current dollars |  |  |  |  |  |  |
| Total revenue | \$8,673,522 | \$5,408,362 | \$5,039,982 | \$368,380 | \$3,265,159 | \$3,258,836 | \$6,323 |
| Student tuition and fees | 1,939,022 | 1,008,241 | 966,772 | 41,469 | 930,781 | 926,978 | 3,803 |
| Federal government ${ }^{3}$ | 2,007,472 | 1,290,761 | 1,162,948 | 127,813 | 716,711 | 715,530 | 1,180 |
| State governments | 1,989,311 | 1,892,318 | 1,763,450 | 128,868 | 96,993 | 96,993 | 0 |
| Local governments | 115,050 | 79,745 | 35,774 | 43,971 | 35,305 | 34,848 | 457 |
| Private gifts and grants ${ }^{4}$ | 478,947 | 203,192 | 190,642 | 12,550 | 275,755 | 275,427 | 328 |
| Investment return (gain or loss) | 455,325 | 62,397 | 61,683 | 714 | 392,928 | 392,928 | 0 |
| Auxiliary (essentially self-supporting) enterprises | 977,002 | 613,770 | 607,247 | 6,523 | 363,232 | 362,678 | 554 |
| Hospitals and other sources | 711,392 | 257,938 | 251,467 | 6,472 | 453,454 | 453,454 | 0 |
| Total expenditures | 7,966,186 | 5,181,127 | 4,815,735 | 365,392 | 2,785,059 | 2,779,649 | 5,409 |
| Instruction | 2,301,598 | 1,589,122 | 1,442,240 | 146,882 | 712,476 | 710,741 | 1,735 |
| Research | 487,564 | 326,112 | 326,112 | 0 | 161,452 | 161,452 | 0 |
| Academic support | 662,825 | 462,427 | 431,000 | 31,427 | 200,398 | 199,976 | 423 |
| Institutional support | 1,416,307 | 757,939 | 693,358 | 64,581 | 658,369 | 656,278 | 2,090 |
| Auxiliary (essentially self-supporting) enterprises | 1,121,950 | 802,029 | 795,308 | 6,721 | 319,921 | 318,958 | 963 |
| Other expenditures | 1,975,941 | 1,243,498 | 1,127,717 | 115,781 | 732,443 | 732,245 | 198 |

[^40]Table 314.10. Total and full-time-equivalent (FTE) staff and FTE student/FTE staff ratios in postsecondary institutions participating in Title IV aid programs, by degree-granting status, control of institution, and primary occupation: Fall 1999, fall 2009, and fall 2018

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline \multirow[b]{3}{*}{Degree-granting status, control of institution, and primary occupation} \& \multicolumn{4}{|c|}{Fall 1999} \& \multicolumn{4}{|c|}{Fall 2009} \& \multicolumn{4}{|c|}{Fall 2018} \\
\hline \& \multicolumn{2}{|c|}{Total} \& \multicolumn{2}{|l|}{Full-time-equivalent (FTE)} \& \multicolumn{2}{|c|}{Total} \& \multicolumn{2}{|l|}{Full-time-equivalent (FTE)} \& \multicolumn{2}{|l|}{Total} \& \multicolumn{2}{|l|}{Full-time-equivalent (FTE)} \\
\hline \& Number \& Percent \& Total \& students per FTE staff \& Number \& Percent \& Total \& \begin{tabular}{l}
students \\
per FTE staff
\end{tabular} \& Number \& Percent \& Total \& \begin{tabular}{l}
students \\
per FTE \\
staff
\end{tabular} \\
\hline 1 \& 2 \& 3 \& 4 \& 5 \& 6 \& 7 \& 8 \& 9 \& 10 \& 11 \& 12 \& 13 \\
\hline All Title IV institutions \({ }^{1}\) \& 2,964,535 \& 100.0 \& 2,299,290 \& 4.9 \& 3,795,744 \& 100.0 \& 2,885,823 \& 5.5 \& 3,983,860 \& 100.0 \& 3,054,431 \& 4.9 \\
\hline Faculty (instruction/research/ public service) Graduate assistants Other staff \& \[
\begin{array}{r}
1,072,202 \\
242,525 \\
1,649,808
\end{array}
\] \& \[
\begin{array}{r}
36.2 \\
8.2 \\
55.7
\end{array}
\] \& \[
\begin{array}{r}
765,284 \\
80,842 \\
1,453,164 \\
\hline
\end{array}
\] \& \[
\begin{array}{r}
14.8 \\
139.8 \\
7.8
\end{array}
\] \& \[
\begin{array}{r}
1,476,716 \\
343,204 \\
1,975,824 \\
\hline
\end{array}
\] \& 38.9
9.0
52.1 \& \[
\begin{array}{r}
992,148 \\
114,401 \\
1,779,273 \\
\hline
\end{array}
\] \& \[
\begin{array}{r}
16.0 \\
138.6 \\
8.9
\end{array}
\] \& \[
\begin{array}{r}
1,573,995 \\
382,715 \\
2,027,150
\end{array}
\] \& \[
\begin{array}{r}
39.5 \\
9.6 \\
50.9
\end{array}
\] \& \[
\begin{array}{r}
1,090,567 \\
127,572 \\
1,836,293
\end{array}
\] \& \(\begin{array}{r}13.8 \\ 118.3 \\ 8.2 \\ \hline\end{array}\) \\
\hline Degree-granting institutions \({ }^{2}\) Total \& 2,902,479 \& 100.0 \& 2,252,050 \& 4.9 \& 3,724,661 \& 100.0 \& 2,829,757 \& 5.4 \& 3,923,374 \& 100.0 \& 3,007,701 \& 4.9 \\
\hline \begin{tabular}{l}
Faculty (instruction/research/ public service) \\
Graduate assistants Other staff
\end{tabular} \& \[
\begin{array}{r}
1,037,529 \\
240,995 \\
1,623,955
\end{array}
\] \& \[
\begin{array}{r}
35.7 \\
8.3 \\
56.0
\end{array}
\] \& \[
\begin{array}{r}
741,426 \\
80,332 \\
1,430,292
\end{array}
\] \& \[
\begin{array}{r}
14.8 \\
136.6 \\
7.7
\end{array}
\] \& \[
\begin{array}{r}
1,439,074 \\
343,204 \\
1,942,383
\end{array}
\] \& 38.6
9.2
52.1 \& \[
\begin{array}{r}
965,793 \\
114,401 \\
1,749,563
\end{array}
\] \& \[
\begin{array}{r}
15.9 \\
134.4 \\
8.8
\end{array}
\] \& \[
\begin{array}{r}
1,542,613 \\
382,715 \\
1,998,046
\end{array}
\] \& 39.3
9.8
50.9 \& \[
\begin{array}{r}
1,068,950 \\
127,572 \\
1,811,179
\end{array}
\] \& 13.8
11.9
8.2 \\
\hline \begin{tabular}{l}
Public \\
Faculty (instruction/research/ public service) Graduate assistants Other staff
\end{tabular} \& \(1,999,704\)
718,585
201,611
\(1,079,508\) \& 100.0
35.9
10.1
54.0 \& \(1,524,881\)

511,400
67,204
946,277 \& 5.3
15.8
119.9
8.5 \& $2,442,693$
913,788
275,878
$1,253,027$ \& 100.0
37.4
11.3
51.3 \& $1,832,312$
623,675
91,959
$1,116,678$ \& 5.9
17.2
116.9
9.6 \& $2,586,155$
980,835
299,271
$1,306,049$ \& 100.0
37.9
11.6
50.5 \& $1,962,958$
688,784
99,757
$1,174,418$ \& 5.4
15.3
105.5
9.0 <br>
\hline r staff \& 1,079,508 \& \& 946,277 \& \& 1,253,027 \& 51.3 \& 1,16,678 \& 9.6 \& 1,306,049 \& 50.5 \& 1,174,418 \& 9.0 <br>
\hline Private nonprofit Faculty (instruction/research/ \& 847,615 \& 100.0 \& 688,914 \& 3.7 \& 1,074,042 \& 100.0 \& 856,067 \& 3.7 \& 1,221,378 \& 100.0 \& 969,106 \& 3.6 <br>

\hline | public service) |
| :--- |
| Graduate assistants | \& 288,663

37,421 \& 34.1
4.4 \& 213,130
12,474 \& 11.9
203.8 \& 408,382
67,057 \& 38.0
6.2 \& 287,116
22,352 \& 11.1
142.3 \& 491,014
83,077 \& 40.2
6.8 \& 346,152
27,692 \& 10.2
127.0 <br>
\hline Other staff \& 521,531 \& 61.5 \& 463,310 \& 5.5 \& 598,603 \& 55.7 \& 546,599 \& 5.8 \& 647,287 \& 53.0 \& 595,262 \& 5.9 <br>
\hline Private for-profit Faculty (instruction/research/ \& 55,160 \& 100.0 \& 38,255 \& 9.8 \& 207,926 \& 100.0 \& 141,378 \& 10.3 \& 115,841 \& 100.0 \& 75,636 \& 9.9 <br>
\hline public service) \& 30,281 \& 54.9 \& 16,896 \& 22.1 \& 116,904 \& 56.2 \& 55,002 \& 26.4 \& 70,764 \& 61.1 \& 34,015 \& 22.0 <br>
\hline Graduate assistants \& 1,963 \& 3.6 \& 654 \& 570.3 \& 269 \& 0.1 \& 90 \& 16,188.6 \& 367 \& 0.3 \& 122 \& 6,104.7 <br>
\hline Other staff \& 22,916 \& 41.5 \& 20,705 \& 18.0 \& 90,753 \& 43.6 \& 86,286 \& 16.8 \& 44,710 \& 38.6 \& 41,499 \& 18.0 <br>
\hline Non-degree-granting institutions ${ }^{3}$ Total \& 62,056 \& 100.0 \& 47,239 \& 6.9 \& 71,083 \& 100.0 \& 56,066 \& 8.5 \& 60,486 \& 100.0 \& 46,731 \& 6.4 <br>

\hline Faculty (instruction/research/ public service) Graduate assistants \& $$
\begin{array}{r}
34,673 \\
1,530
\end{array}
$$ \& 55.9

2.5 \& 23,858

510 \& $$
\begin{array}{r}
13.7 \\
641.0
\end{array}
$$ \& 37,642

0 \& 53.0
0.0 \& 26,355 \& 18.1
$\dagger$ \& 31,382 \& 51.9
0.0 \& 21,617 \& 13.9 <br>
\hline Other staff \& 25,853 \& 41.7 \& 22,872 \& 14.3 \& 33,441 \& 47.0 \& 29,710 \& 16.1 \& 29,104 \& 48.1 \& 25,114 \& 12.0 <br>
\hline Public \& 29,220 \& 100.0 \& 21,583 \& 5.8 \& 21,599 \& 100.0 \& 15,728 \& 6.0 \& 22,262 \& 100.0 \& 16,182 \& 4.6 <br>
\hline Faculty (instruction/research/ public service) Graduate assistants \& 18,085
487 \& 61.9
1.7 \& 12,040
162 \& 10.4
774.0 \& 13,266 \& 61.4
0.0 \& 8,510
0 \& 11.0
$\dagger$ \& 11,815 \& 53.1
0.0 \& 7,473 \& 10.0
$\dagger$ <br>
\hline Other staff \& 10,648 \& 36.4 \& 9,380 \& 13.4 \& 8,333 \& 38.6 \& 7,218 \& 13.0 \& 10,447 \& 46.9 \& 8,709 \& 8.6 <br>
\hline Private nonprofit \& 4,712 \& 100.0 \& 3,677 \& 6.4 \& 5,087 \& 100.0 \& 4,141 \& 5.7 \& 3,052 \& 100.0 \& 2,419 \& 5.2 <br>
\hline Faculty (instruction/research/ public service) \& 2,365 \& 50.2 \& 1,674 \& 14.0 \& 2,442 \& 48.0 \& 1,834 \& 12.8 \& 1,473 \& 48.3 \& 1,085 \& 11.6 <br>
\hline Graduate assistants \& \& 1.7 \& 26 \& 902.1 \& \& 0.0 \& 0 \& $\dagger$ \& 0 \& 0.0 \& 0 \& <br>
\hline Other staff \& 2,269 \& 48.2 \& 1,976 \& 11.9 \& 2,645 \& 52.0 \& 2,307 \& 10.2 \& 1,579 \& 51.7 \& 1,334 \& 9.4 <br>
\hline Private for-profit \& 28,124 \& 100.0 \& 21,980 \& 8.1 \& 44,397 \& 100.0 \& 36,197 \& 9.9 \& 35,172 \& 100.0 \& 28,129 \& 7.6 <br>
\hline Faculty (instruction/research/ public service) Graduate assistants \& 14,223
965 \& 50.6
3.4 \& 10,143
322 \& 17.5
552.8 \& 21,934 \& 49.4
0.0 \& 16,011 \& 22.5
$\dagger$ \& 18,094 \& 51.4
0.0 \& 13,059 \& 16.3
$\dagger$ <br>
\hline Other staff \& 12,936 \& 46.0 \& 11,515 \& 15.4 \& 22,463 \& 50.6 \& 20,186 \& 17.8 \& 17,078 \& 48.6 \& 15,071 \& 14.2 <br>
\hline
\end{tabular}

## $\dagger$ Not applicable.

${ }^{1}$ Includes degree-granting and non-degree-granting institutions.
${ }^{2}$ Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.
${ }^{3}$ Data are for institutions that did not offer accredited 4 -year or 2-year degree programs, but were participating in Title IV federal financial aid programs. Includes some institutions transitioning to higher level program offerings, though still classified at a lower level. NOTE: Full-time-equivalent staff is the full-time staff, plus the full-time equivalent of the part-time staff. Data for 2009 and 2018 include institutions with fewer than 15 full-time
employees; these institutions did not report staff data prior to 2007. By definition, all graduate assistants are part time. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:99) and "Fall Staff Survey" (IPEDS-S:99); IPEDS Spring 2010 and Spring 2019, Fall Enroliment component; IPEDS Winter 2009-10, Human Resources Component, Fall Staff Section; and IPEDS Spring 2019, Human Resources component, Fall Staff section (This table was prepared November 2019.)

Table 314.20. Employees in degree-granting postsecondary institutions, by sex, employment status, control and level of institution, and primary occupation: Selected years, fall 1991 through fall 2018

$\dagger$ Not applicable.
${ }^{1}$ Included in other. Primary occupations were reclassified as of fall 2013; only the faculty and graduate assistant categories are comparable with data from earlier years
NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes

Table 314.30. Employees in degree-granting postsecondary institutions, by employment status, sex, control and level of institution, and primary occupation: Fall 2018


[^41]Table 314.30. Employees in degree-granting postsecondary institutions, by employment status, sex, control and level of institution, and primary occupation: Fall 2018-Continued

| Control and level of institution and primary occupation | Full-time and part-time |  |  |  |  | Full-time |  |  |  | Part-time |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total |  | Males | Females |  | Total |  | Males | Females | Total | Males | Females |
|  | Number | Percentage distribution |  | Number | $\begin{array}{r} \text { Percent } \\ \text { of all } \\ \text { employees } \end{array}$ | Number | Percent of all employees |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|  | 7,655 | 100.0 | 2,874 | 4,781 | 62.5 | 5,326 | 69.6 | 1,879 | 3,447 | 2,329 | 995 | 1,334 |
| Faculty (instruction/research/public service) | 3,541 | 46.3 | 1,415 | 2,126 | 60.0 | 1,637 | 46.2 | 598 | 1,039 | 1,904 | 817 | 1,087 |
|  | 3,518 | 46.0 | 1,405 | 2,113 | 60.1 | 1,618 | 46.0 | 591 | 1,027 | 1,900 | 814 | 1,086 |
| Research | 8 | 0.1 | 2 |  | 75.0 | 8 | 100.0 | 2 | 6 | 0 | 0 | 0 |
| Public service | 15 | 0.2 | 8 | 7 | 46.7 | 11 | 73.3 | 5 | 6 | 4 | 3 | 1 |
| Graduate assistants | 11 | 0.1 | 7 | 4 | 36.4 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 11 | 7 | 4 |
| Librarians, curators, and archivists | 101 | 1.3 | 21 | 80 | 79.2 | 68 | 67.3 | 16 | 52 | 33 | 5 | 28 |
| Student and academic affairs and other education services | 1,408 | 18.4 | 423 | 985 | 70.0 | 1,339 | 95.1 | 397 | 942 | 69 | 26 | 43 |
| Management | 763 | 10.0 | 333 | 430 | 56.4 | ,744 | 97.5 | 321 | 423 | 19 | 12 | 7 |
| Business and financial operations | 202 | 2.6 | 61 | 141 | 69.8 | 188 | 93.1 | 60 | 128 | 14 | 1 | 13 |
| Computer, engineering, and science | 137 | 1.8 | 106 | 31 | 22.6 | 130 | 94.9 | 102 | 28 | 7 | 4 | 3 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 224 | 2.9 | 119 | 105 | 46.9 | 178 | 79.5 | 90 | 88 | 46 | 29 | 17 |
| Healthcare practitioners and technicians | 30 | 0.4 | 5 | 25 | 83.3 | 7 | 23.3 | 1 | 6 | 23 | 4 | 19 |
| Service occupations | 195 | 2.5 | 138 | 57 | 29.2 | 113 | 57.9 | 77 | 36 | 82 | 61 | 21 |
| Sales and related occupations | 485 | 6.3 | 130 | 355 | 73.2 | 479 | 98.8 | 128 | 351 | 6 | 2 | 4 |
| Office and administrative support | 509 | 6.6 | 75 | 434 | 85.3 | 405 | 79.6 | 57 | 348 | 104 | 18 | 86 |
| Natural resources, construction, and maintenance | 46 | 0.6 | 39 | 7 | 15.2 | 38 | 82.6 | 32 | 6 | 8 | 7 | 1 |
| Production, transportation, and material moving | 3 | \# | 2 | 1 | 33.3 | 0 | 0.0 | 0 | 0 | 3 | 2 | 1 |
| Private for-profit 4-year | 93,193 | 100.0 | 37,920 | 55,273 | 59.3 | 41,783 | 44.8 | 16,362 | 25,421 | 51,410 | 21,558 | 29,852 |
| Faculty (instruction/research/public service) | 58,317 | 62.6 | 24,789 | 33,528 | 57.5 | 10,514 | 18.0 | 4,728 | 5,786 | 47,803 | 20,061 | 27,742 |
| Instruction | 58,261 | 62.5 | 24,760 | 33,501 | 57.5 | 10,489 | 18.0 | 4,716 | 5,773 | 47,772 | 20,044 | 27,728 |
| Research | 19 |  | 10 | 9 | 47.4 | 13 | 68.4 | 7 | 6 | 6 | 3 | 3 |
| Public service | 37 | , | 19 | 18 | 48.6 | 12 | 32.4 | 5 | 7 | 25 | 14 | 11 |
| Graduate assistants | 367 | 0.4 | 130 | 237 | 64.6 | † | t | $\dagger$ | $\dagger$ | 367 | 130 | 237 |
| Librarians, curators, and archivists | 685 | 0.7 | 160 | 525 | 76.6 | 442 | 64.5 | 98 | 344 | 243 | 62 | 181 |
| Student and academic affairs and other education services | 7,852 | 8.4 | 2,430 | 5,422 | 69.1 | 7,021 | 89.4 | 2,051 | 4,970 | 831 | 379 | 452 |
| Management | 6,827 | 7.3 | 2,868 | 3,959 | 58.0 | 6,701 | 98.2 | 2,824 | 3,877 | 126 | 44 | 82 |
| Business and financial operations | 3,174 | 3.4 | 953 | 2,221 | 70.0 | 3,070 | 96.7 | 927 | 2,143 | 104 | 26 | 78 |
| Computer, engineering, and science | 1,664 | 1.8 | 1,244 | 420 | 25.2 | 1,597 | 96.0 | 1,195 | 402 | 67 | 49 | 18 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 2,881 | 3.1 | 1,185 | 1,696 | 58.9 | 2,491 | 86.5 | 973 | 1,518 | 390 | 212 | 178 |
| Healthcare practitioners and technicians | 195 | 0.2 | 79 | 116 | 59.5 | 151 | 77.4 | 68 | 83 | 44 | 11 | 33 |
| Service occupations | 1,679 | 1.8 | 1,103 | 576 | 34.3 | 1,220 | 72.7 | 783 | 437 | 459 | 320 | 139 |
| Sales and related occupations | 2,622 | 2.8 | 1,013 | 1,609 | 61.4 | 2,567 | 97.9 | 990 | 1,577 | 55 | 23 | 32 |
| Office and administrative support | 6,476 | 6.9 | 1,590 | 4,886 | 75.4 | 5,633 | 87.0 | 1,405 | 4,228 | 843 | 185 | 658 |
| Natural resources, construction, and maintenance | 299 | 0.3 | 253 | 46 | 15.4 | 269 | 90.0 | 233 | 36 | 30 | 20 | 10 |
| Production, transportation, and material moving | 155 | 0.2 | 123 | 32 | 20.6 | 107 | 69.0 | 87 | 20 | 48 | 36 | 12 |
| Private for-profit 2-year | 22,648 | 100.0 | 8,186 | 14,462 | 63.9 | 13,751 | 60.7 | 5,044 | 8,707 | 8,897 | 3,142 | 5,755 |
| Faculty (instruction/research/public service) | 12,447 | 55.0 | 4,891 | 7,556 | 60.7 | 5,126 | 41.2 | 2,272 | 2,854 | 7,321 | 2,619 | 4,702 |
| Instruction | 12,397 | 54.7 | 4,872 | 7,525 | 60.7 | 5,090 | 41.1 | 2,259 | 2,831 | 7,307 | 2,613 | 4,694 |
| Research | 35 | 0.2 | 15 | 20 | 57.1 | 31 | 88.6 | 13 | 18 | 4 | 2 | 2 |
| Public service | 15 | 0.1 | 4 | 11 | 73.3 | 5 | 33.3 | 0 | 5 | 10 | 4 | 6 |
| Graduate assistants |  | 0.0 | 0 | 0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 1 |
| Librarians, curators, and archivists | 174 | 0.8 | 46 | 128 | 73.6 | 106 | 60.9 | 24 | 82 | 68 | 22 | 46 |
| Student and academic affairs and other education services | 1,972 | 8.7 | 493 | 1,479 | 75.0 | 1,742 | 88.3 | 425 | 1,317 | 230 | 68 | 162 |
| Management | 2,377 | 10.5 | 941 | 1,436 | 60.4 | 2,314 | 97.3 | 924 | 1,390 | 63 | 17 | 46 |
| Business and financial operations | 964 | 4.3 | 232 | 732 | 75.9 | 881 | 91.4 | 219 | 662 | 83 | 13 | 70 |
| Computer, engineering, and science | 196 | 0.9 | 178 | 18 | 9.2 | 168 | 85.7 | 153 | 15 | 28 | 25 | 3 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 220 | 1.0 | 87 | 133 | 60.5 | 142 | 64.5 | 56 | 86 | 78 | 31 | 47 |
| Healthcare practitioners and technicians | 73 | 0.3 | 30 | 43 | 58.9 | 33 | 45.2 | 18 | 15 | 40 | 12 | 28 |
| Service occupations | 407 | 1.8 | 253 | 154 | 37.8 | 200 | 49.1 | 125 | 75 | 207 | 128 | 79 |
| Sales and related occupations | 1,194 | 5.3 | 429 | 765 | 64.1 | 1,090 | 91.3 | 391 | 699 | 104 | 38 | 66 |
| Office and administrative support | 2,440 | 10.8 | 454 | 1,986 | 81.4 | 1,830 | 75.0 | 337 | 1,493 | 610 | 117 | 493 |
| Natural resources, construction, and maintenance | 173 | 0.8 | 142 | 31 | 17.9 | 114 | 65.9 | 96 | 18 | 59 | 46 | 13 |
| Production, transportation, and material moving | 11 | \# | 10 | 1 | 9.1 | 5 | 45.5 | 4 | 1 | 6 | 6 | 0 |

$\dagger$ Not applicable.
\#Rounds to zero.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in
Title IV federal financial aid programs. By definition, all graduate assistants are part time
Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, integrated Postsecondary Education Data System (IPEDS), Spring 2019, Human Resources component, Fall Staff section. (This table was prepared November 2019.)

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2018

| Sex, employment status, control and level of institution, and primary occupation | Total | White | Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and Two or more races |  |  |  |  |  |  |  | Race/ ethnicity unknown | Nonresident alien ${ }^{2}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Percent ${ }^{1}$ | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|  | 3,923,374 | 2,538,970 | 1,010,232 | 28.5 | 374,765 | 302,227 | 254,088 | 7,612 | 19,809 | 51,731 | 168,573 | 205,599 |
| Faculty (instruction/research/public service) Instruction Research Public service | 1,542,613 | 1,073,453 | 331,525 | 23.6 | 105,380 | 80,673 | 119,559 | 2,730 | 6,882 | 16,301 | 79,247 | 58,388 |
|  | 1,422,754 | 1,012,627 | 304,470 | 23.1 | 101,054 | 75,389 | 103,858 | 2,623 | 6,550 | 14,996 | 74,084 | 31,573 |
|  | 90,489 | 40,698 | 19,585 | 32.5 | 2,085 | 3,677 | 12,586 | 74 | 192 | 971 | 4,241 | 25,965 |
|  | 29,370 | 20,128 | 7,470 | 27.1 | 2,241 | 1,607 | 3,115 | 33 | 140 | 334 | 922 | 850 |
| Graduate assistants | 382,715 | 169,629 | 74,343 | 30.5 | 16,104 | 22,516 | 26,629 | 390 | 958 | 7,746 | 21,196 | 117,547 |
| Librarians, curators, and archivists Student and academic affairs and other education services | 41,495 | 31,342 | 8,725 | 21.8 | 3,122 | 2,513 | 2,143 | 86 | 251 | 610 | 1,122 | 306 |
|  | 182,831 | 118,910 | 54,889 | 31.6 | 23,435 | 18,569 | 7,954 | 523 | 1,418 | 2,990 | 6,827 | 2,205 |
| Management <br> Business and financial operations <br> Computer, engineering, and science | 262,919 | 194,842 | 60,062 | 23.6 | 27,340 | 16,979 | 10,960 | 481 | 1,275 | 3,027 | 6,798 | 1,217 |
|  | 219,793 | 146,393 | 64,356 | 30.5 | 24,228 | 20,245 | 15,106 | 478 | 1,122 | 3,177 | 7,229 | 1,815 |
|  | 238,073 | 153,234 | 63,483 | 29.3 | 15,195 | 16,955 | 26,585 | 383 | 1,059 | 3,306 | 7,860 | 13,496 |
| Community, social service, legal, arts, design, entertainment, sports, and media Healthcare practitioners and technicians | 185,765 | 130,773 | 46,581 | 26.3 | 21,308 | 14,854 | 5,842 | 548 | 995 | 3,034 | 7,073 | ,338 |
|  | 111,076 | 68,935 | 33,008 | 32.4 | 11,324 | 8,522 | 11,349 | 146 | 363 | 1,304 | 5,960 | 3,173 |
| Service occupations Sales and related occupations | 242,151 | 125,555 | 104,809 | 45.5 | 52,478 | 38,034 | 8,896 | 665 | 1,956 | 2,780 | 9,525 | 2,262 |
|  | 12,534 | 7,411 | 4,482 | 37.7 | 2,121 | 1,535 | 437 | 54 | 80 | 255 | 593 | 48 |
| Sales and related occupations <br> Office and administrative support <br> Natural resources, construction, and maintenance | 409,591 | 253,887 | 140,440 | 35.6 | 62,168 | 51,635 | 16,659 | 938 | 2,687 | 6,353 | 11,896 | 3,368 |
|  | 73,098 | 52,662 | 17,525 | 25.0 | 7,566 | 7,136 | 1,421 | 146 | 613 | 643 | 2,537 | 374 |
| Production, transportation, and material moving | 18,720 | 11,944 | 6,004 | 33.5 | 2,996 | 2,061 | 548 | 44 | 150 | 205 | 710 | 62 |
| Males | 1,767,361 | 1,147,368 | 417,368 | 26.7 | 139,863 | 125,201 | 120,109 | 3,323 | 8,367 | 20,505 | 79,816 | 122,809 |
| Faculty (instruction/research/public service)Instruction | 771,594 | 539,503 | 156,992 | 22.5 | 41,524 | 39,229 | 64,848 | 1,304 | 3,187 | 6,900 | 38,990 | 36,109 |
|  | 705,729 | 507,351 | 143,407 | 22.0 | 39,901 | 36,789 | 56,071 | 1,254 | 3,052 | 6,340 | 36,345 | 18,626 |
| Research | 51,730 | 22,325 | 10,204 | 31.4 | 834 | 1,693 | 7,151 | 33 | 79 | 414 | 2,212 | 16,989 |
| Public service | 14,135 | 9,827 | 3,381 | 25.6 | 789 | 747 | 1,626 | 17 | 56 | 146 | 433 | 494 |
| Graduate assistants | 196,792 | 81,144 | 33,714 | 29.4 | 6,071 | 10,167 | 13,535 | 157 | 389 | 3,395 | 10,720 | 71,214 |
| Librarians, curators, and archivists | 12,354 | 9,412 | 2,450 | 20.7 | 765 | 857 | 562 | 38 | 59 | 169 | 379 | 113 |
| Student and academic affairs and other education services | 58,059 | 37,601 | 17,082 | 31.2 | 6,997 | 5,985 | 2,525 | 209 | 464 | 902 | 2,346 | 1,030 |
| Management | 113,505 | 86,797 | 22,985 | 20.9 | 9,816 | 6,600 | 4,660 | 190 | 534 | 1,185 | 3,119 | 604 |
| Business and financial operations | 59,552 | 41,058 | 15,620 | 27.6 | 5,425 | 5,233 | 3,742 | 124 | 284 | 812 | 2,236 | 638 |
| Computer, engineering, and science | 143,457 | 95,875 | 34,593 | 26.5 | 8,169 | 10,019 | 13,571 | 257 | 629 | 1,948 | 4,809 | 8,180 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 83,114 | 59,792 | 19,167 | 24.3 | 9,672 | 5,634 | 2,035 | 263 | 401 | 1,162 | 3,531 | 624 |
| Healthcare practitioners and technicians | 32,561 | 18,855 | 9,723 | 34.0 | 2,530 | 2,463 | 4,224 | 51 | 99 | 356 | 2,340 | 1,643 |
| Service occupations | 139,252 | 76,199 | 56,443 | 42.6 | 28,826 | 19,803 | 4,711 | 383 | 1,177 | 1,543 | 5,502 | 1,108 |
| Sales and related occupations | 4,375 | 2,589 | 1,535 | 37.2 | 702 | 571 | 140 | 17 | 20 | 85 | 228 | 23 |
| Office and administrative support | 70,126 | 39,541 | 26,656 | 40.3 | 10,527 | 10,341 | 3,850 | 162 | 448 | 1,328 | 2,704 | 1,225 |
| Natural resources, construction, and maintenance | 67,276 | 49,034 | 15,684 | 24.2 | 6,589 | 6,595 | 1,247 | 132 | 556 | 565 | 2,312 | 246 |
| Production, transportation, and material moving | 15,344 | 9,968 | 4,724 | 32.2 | 2,250 | 1,704 | 459 | 36 | 120 | 155 | 600 | 52 |
| Females | 2,156,013 | 1,391,602 | 592,864 | 29.9 | 234,902 | 177,026 | 133,979 | 4,289 | 11,442 | 31,226 | 88,757 | 82,790 |
| Faculty (instruction/research/public service) | 771,019 | 533,950 | 174,533 | 24.6 | 63,856 | 41,444 | 54,711 | 1,426 | 3,695 | 9,401 | 40,257 | 22,279 |
| Instruction | 717,025 | 505,276 | 161,063 | 24.2 | 61,153 | 38,600 | 47,787 | 1,369 | 3,498 | 8,656 | 37,739 | 12,947 |
| Research | 38,759 | 18,373 | 9,381 | 33.8 | 1,251 | 1,984 | 5,435 | 41 | 113 | 557 | 2,029 | 8,976 |
| Public service | 15,235 | 10,301 | 4,089 | 28.4 | 1,452 | 860 | 1,489 | 16 | 84 | 188 | 489 | 356 |
| Graduate assistants | 185,923 | 88,485 | 40,629 | 31.5 | 10,033 | 12,349 | 13,094 | 233 | 569 | 4,351 | 10,476 | 46,333 |
| Librarians, curators, and archivists | 29,141 | 21,930 | 6,275 | 22.2 | 2,357 | 1,656 | 1,581 | 48 | 192 | 441 | 743 | 193 |
| Student and academic affairs and other education | 124,772 | 81,309 | 37,807 | 31.7 | 16,438 | 12,584 | 5,429 | 314 | 954 | 2,088 | 4,481 | 1,175 |
| Management | 149,414 | 108,045 | 37,077 | 25.5 | 17,524 | 10,379 | 6,300 | 291 | 741 | 1,842 | 3,679 | 613 |
| Business and financial operations | 160,241 | 105,335 | 48,736 | 31.6 | 18,803 | 15,012 | 11,364 | 354 | 838 | 2,365 | 4,993 | 1,177 |
| Computer, engineering, and science | 94,616 | 57,359 | 28,890 | 33.5 | 7,026 | 6,936 | 13,014 | 126 | 430 | 1,358 | 3,051 | 5,316 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 102,651 | 70,981 | 27,414 | 27.9 | 11,636 | 9,220 | 3,807 | 285 | 594 | 1,872 | 3,542 | 714 |
| Healthcare practitioners and technicians | 78,515 | 50,080 | 23,285 | 31.7 | 8,794 | 6,059 | 7,125 | 95 | 264 | 948 | 3,620 | 1,530 |
| Service occupations | 102,899 | 49,356 | 48,366 | 49.5 | 23,652 | 18,231 | 4,185 | 282 | 779 | 1,237 | 4,023 | 1,154 |
| Sales and related occupations | 8,159 | 4,822 | 2,947 | 37.9 | 1,419 | 964 | 297 | 37 | 60 | 170 | 365 | 25 |
| Office and administrative support | 339,465 | 214,346 | 113,784 | 34.7 | 51,641 | 41,294 | 12,809 | 776 | 2,239 | 5,025 | 9,192 | 2,143 |
| Natural resources, construction, and maintenance | 5,822 | 3,628 | 1,841 | 33.7 | 977 | 541 | 174 | 14 | 57 | 78 | 225 | 128 |
| Production, transportation, and material moving | 3,376 | 1,976 | 1,280 | 39.3 | 746 | 357 | 89 | 8 | 30 | 50 | 110 | 10 |
| Full-time | 2,549,864 | 1,690,962 | 706,413 | 29.5 | 264,700 | 212,024 | 179,106 | 5,109 | 13,644 | 31,830 | 79,339 | 73,150 |
| Faculty (instruction/research/public service)Instruction | 832,119 | 572,586 | 184,941 | 24.4 | 45,748 | 41,403 | 84,806 | 1,229 | 3,413 | 8,342 | 25,180 | 49,412 |
|  | 731,543 | 523,251 | 162,191 | 23.7 | 42,659 | 37,009 | 70,952 | 1,142 | 3,163 | 7,266 | 21,231 | 24,870 |
| Research | 78,656 | 34,282 | 17,260 | 33.5 | 1,810 | 3,158 | 11,255 | 62 | 148 | 827 | 3,327 | 23,787 |
| Public serviceGraduate assistants | 21,920 | 15,053 | 5,490 | 26.7 | 1,279 | 1,236 | 2,599 | 25 | 102 | 249 | 622 | 755 |
|  |  |  |  | ${ }^{\dagger}{ }^{\text {¢ }}$ |  |  |  | $\dagger$ | + | ${ }_{\text {t }}+$ | + ${ }_{\text {¢ }}$ |  |
| Librarians, curators, and archivists | 34,892 | 26,659 | 7,142 | 21.1 | 2,481 | 2,081 | 1,792 | 74 | 198 | 516 | 832 | 259 |
| Student and academic affairs and other education services | 125,264 | 81,694 | 38,463 | 32.0 | 16,708 | 12,570 | 5,541 | 410 | 1,030 | 2,204 | 3,819 | 1,288 |
| Management | 255,881 | 189,546 | 58,668 | 23.6 | 26,751 | 16,639 | 10,634 | 471 | 1,246 | 2,927 | 6,500 | 1,167 |
| Business and financial operations | 206,333 | 136,834 | 61,265 | 30.9 | 23,267 | 19,250 | 14,277 | 424 | 1,041 | 3,006 | 6,601 | 1,633 |
| Computer, engineering, and science | 219,241 | 141,576 | 58,322 | 29.2 | 13,888 | 15,326 | 24,763 | 351 | 966 | 3,028 | 7,052 | 12,291 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 151,033 | 106,128 | 38,923 | 26.8 | 17,796 | 12,448 | 4,920 | 462 | 822 | 2,475 | 4,920 | 1,062 |
| Healthcare practitioners and technicians | 93,426 | 57,131 | 28,672 | 33.4 | 9,983 | 7,544 | 9,567 | 127 | 306 | 1,145 | 5,253 | 2,370 |
| Service occupations | 202,902 | 102,886 | 91,155 | 47.0 | 45,427 | 33,468 | 7,824 | 564 | 1,628 | 2,244 | 7,062 | 1,799 |
| Sales and related occupations | 10,142 | 5,892 | 3,864 | 39.6 | 1,881 | 1,348 | 342 | 49 | 66 | 178 | 371 | 15 |
| Office and administrative support | 334,256 | 210,161 | 113,407 | 35.0 | 51,309 | 41,228 | 12,825 | 782 | 2,223 | 5,040 | 9,137 | 1,551 |
| Natural resources, construction, and maintenance | 69,197 | 50,177 | 16,620 | 24.9 | 7,106 | 6,882 | 1,340 | 133 | 579 | 580 | 2,148 | 252 |
| Production, transportation, and material moving | 15,178 | 9,692 | 4,971 | 33.9 | 2,355 | 1,837 | 475 | 33 | 126 | 145 | 464 | 51 |

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2018-Continued

| Sex, employment status, control and level of institution, and primary occupation | Total | White | Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and Two or more races |  |  |  |  |  |  |  | Race/ ethnicity unknown | $\begin{aligned} & \text { Non- } \\ & \text { resident } \\ & \text { alien }^{2} \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Percent ${ }^{1}$ | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | $\begin{array}{r} \text { Two or } \\ \text { more } \\ \text { races } \end{array}$ |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Part-time | 1,373,510 | 848,008 | 303,819 | 26.4 | 110,065 | 90,203 | 74,982 | 2,503 | 6,165 | 19,901 | 89,234 | 132,449 |
| Faculty (instruction/research/public service)InstructionResearchPublic service | 710,494 | 500,867 | 146,584 | 22.6 | 59,632 | 39,270 | 34,753 | 1,501 | 3,469 | 7,959 | 54,067 | 8,976 |
|  | 691,211 | 489,376 | 142,279 | 22.5 | 58,395 | 38,380 | 32,906 | 1,481 | 3,387 | 7,730 | 52,853 | 6,703 |
|  | 11,833 | 6,416 | 2,325 | 26.6 | 275 | 519 | 1,331 | 12 | 44 | 144 | 914 | 2,178 |
|  | 7,450 | 5,075 | 1,980 | 28.1 | 962 | 371 | 516 | 8 | 38 | 85 | 300 | 95 |
| Graduate assistants <br> Librarians, curators, and archivists <br> Student and academic affairs and other education services | 382,715 | 169,629 | 74,343 | 30.5 | 16,104 | 22,516 | 26,629 | 390 | 958 | 7,746 | 21,196 | 117,547 |
|  | 6,603 | 4,683 | 1,583 | 25.3 | 641 | 432 | 351 | 12 | 53 | 94 | 290 | 47 |
|  | 57,567 | 37,216 | 16,426 | 30.6 | 6,727 | 5,999 | 2,413 | 113 | 388 | 786 | 3,008 | 917 |
| Management <br> Business and financial operations Computer, engineering, and science Community, social service, legal, arts, design, entertainment, sports, and media | 7,038 | 5,296 | 1,394 | 20.8 | 589 | 340 | 326 | 10 | 29 | 100 | 298 | 50 |
|  | 13,460 | 9,559 | 3,091 | 24.4 | 961 | 995 | 829 | 54 | 81 | 171 | 628 | 182 |
|  | 18,832 | 11,658 | 5,161 | 30.7 | 1,307 | 1,629 | 1,822 | 32 | 93 | 278 | 808 | 1,205 |
|  | 34,732 | 24,645 | 7,658 | 23.7 | 3,512 | 2,406 | 922 | 86 | 173 | 559 | 2,153 | 276 |
| entertainment, sports, and media Healthcare practitioners and technicians Service occupations | 17,650 | 11,804 | 4,336 | 26.9 | 1,341 | 978 | 1,782 | 19 | 57 | 159 | 707 | 803 |
|  | 39,249 | 22,669 | 13,654 | 37.6 | 7,051 | 4,566 | 1,072 | 101 | 328 | 536 | 2,463 | 463 |
| Service occupations Sales and related occupations | 2,392 | 1,519 | 618 | 28.9 | 240 | 187 | 95 | 5 | 14 | 77 | 222 | 33 |
|  | 75,335 | 43,726 | 27,033 | 38.2 | 10,859 | 10,407 | 3,834 | 156 | 464 | 1,313 | 2,759 | 1,817 |
| Office and administrative support <br> Natural resources, construction, and maintenance | 3,901 | 2,485 | 905 | 26.7 | 460 | 254 | 81 | 13 | 34 | 63 | 389 | 122 |
| Natural resources, construction, and maintenance Production, transportation, and material moving | 3,542 | 2,252 | 1,033 | 31.4 | 641 | 224 | 73 | 11 | 24 | 60 | 246 | 11 |
| Public 4-year | 2,019,697 | 1,271,357 | 520,427 | 29.0 | 180,723 | 156,344 | 142,988 | 3,081 | 10,546 | 26,745 | 81,476 | 146,437 |
| Faculty (instruction/research/public service)InstructionResearchPublic service | 670,734 | 456,349 | 147,608 | 24.4 | 37,684 | 35,608 | 63,872 | 818 | 3,031 | 6,595 | 30,339 | 36,438 |
|  | 598,731 | 418,326 | 133,031 | 24.1 | 35,644 | 32,535 | 55,395 | 745 | 2,817 | 5,895 | 26,688 | 20,686 |
|  | 55,798 | 26,081 | 11,438 | 30.5 | 1,159 | 2,340 | 7,188 | 54 | 138 | 559 | 3,111 | 15,168 |
|  | 16,205 | 11,942 | 3,139 | 20.8 | 881 | 733 | 1,289 | 19 | 76 | 141 | 540 | 584 |
| Librarians, curators, and archivists Student and academic affairs and other education services | 299,254 | 134,555 | 57,111 | 29.8 | 12,632 | 18,062 | 19,307 | 313 | 830 | 5,967 | 15,381 | 92,207 |
|  | 18,673 | 13,969 | 4,074 | 22.6 | 1,370 | 1,269 | 961 | 23 | 141 | 310 | 476 | 154 |
|  | 73,163 | 47,301 | 22,095 | 31.8 | 9,045 | 7,545 | 3,513 | 212 | 623 | 1,157 | 2,641 | 1,126 |
| Management | 120,750 | 89,740 | 27,634 | 23.5 | 12,789 | 7,630 | 5,068 | 150 | 669 | 1,328 | 2,703 | 673 |
| Business and financial operations | 131,507 | 87,493 | 38,641 | 30.6 | 13,923 | 12,322 | 9,529 | 245 | 728 | 1,894 | 4,195 | 1,178 |
| Computer, engineering, and science Community, social service, legal, arts, design, entertainment, sports, and media | 146,914 | 96,476 | 36,753 | 27.6 | 8,112 | 9,960 | 15,840 | 207 | 623 | 2,011 | 4,830 | 8,855 |
|  | 89,703 | 61,676 | 23,968 | 28.0 | 10,629 | 7,953 | 3,083 | 251 | 542 | 1,510 | 3,338 | 721 |
| Healthcare practitioners and technicians | 73,591 | 46,297 | 20,950 | 31.2 | 7,597 | 4,972 | 7,196 | 69 | 270 | 846 | 4,679 | 1,665 |
| Service occupations | 129,155 | 65,295 | 57,408 | 46.8 | 28,990 | 20,004 | 5,450 | 301 | 1,101 | 1,562 | 5,149 | 1,303 |
| Sales and related occupations | 3,080 | 2,005 | 824 | 29.1 | 295 | 327 | 113 | 13 | 21 | 55 | 221 | 30 |
| Office and administrative support | 202,560 | 127,251 | 68,207 | 34.9 | 30,961 | 24,767 | 7,724 | 363 | 1,438 | 2,954 | 5,302 | 1,800 |
| Natural resources, construction, and maintenance | 48,166 | 35,026 | 11,168 | 24.2 | 4,816 | 4,448 | 946 | 91 | 427 | 440 | 1,731 | 241 |
| Production, transportation, and material moving | 12,447 | 7,924 | 3,986 | 33.5 | 1,880 | 1,477 | 386 | 25 | 102 | 116 | 491 | 46 |
|  | 566,458 | 390,344 | 153,540 | 28.2 | 65,032 | 53,444 | 22,861 | 1,497 | 4,502 | 6,204 | 18,439 | 4,135 |
| Faculty (instruction/research/public service) Instruction | 310,101 | 229,890 | 66,391 | 22.4 | 27,270 | 20,314 | 13,145 | 758 | 1,945 | 2,959 | 11,727 | 2,093 |
|  | 306,576 | 227,685 | 65,244 | 22.3 | 26,510 | 20,110 | 13,050 | 755 | 1,901 | 2,918 | 11,626 | 2,021 |
| ResearchPublic service | 111 | 75 | 34 | 31.2 | 9 | 9 | 10 | 0 | 6 | 0 | 1 | 1 |
|  | 3,414 | 2,130 | 1,113 | 34.3 | 751 | 195 | 85 | 3 | 38 | 41 | 100 | 71 |
| Graduate assistants | 17 |  |  | 25.0 |  | 2 | 1 | 0 | 0 | 0 | 2 | 3 |
|  | 5,493 | 3,983 | 1,369 | 25.6 | 572 | 450 | 232 | 17 | 51 | 47 | 117 | 24 |
| Student and academic affairs and other education services | 49,475 | 31,525 | 16,164 | 33.9 | 6,768 | 6,188 | 1,862 | 137 | 542 | 667 | 1,546 | 240 |
| Management | 31,923 | 22,709 | 8,451 | 27.1 | 4,378 | 2,626 | 828 | 58 | 261 | 300 | 658 | 105 |
| Business and financial operations | 16,290 | 10,106 | 5,675 | 36.0 | 2,541 | 2,009 | 772 | 35 | 147 | 171 | 405 | 104 |
| Computer, engineering, and science | 15,604 | 10,498 | 4,634 | 30.6 | 1,463 | 1,656 | 1,106 | 45 | 147 | 217 | 340 | 132 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 23,427 | 15,013 | 7,631 | 33.7 | 3,767 | 2,606 | 665 | 74 | 212 | 307 | 681 | 102 |
| Healthcare practitioners and technicians | 1,525 | 1,146 | , 276 | 19.4 | 99 | 95 | 42 | 2 | 21 | 17 | 100 | 3 |
| Service occupations | 32,546 | 17,609 | 13,559 | 43.5 | 6,693 | 5,218 | 840 | 95 | 377 | 336 | 1,015 | 363 |
| Sales and related occupations | 1,668 | 1,254 | 385 | 23.5 | 154 | 134 | 52 | 3 | 22 | 20 | 26 | 3 |
| Office and administrative support | 71,332 | 41,728 | 27,021 | 39.3 | 10,479 | 11,367 | 3,156 | 254 | 667 | 1,098 | 1,656 | 927 |
| Natural resources, construction, and maintenance | 5,774 | 4,046 | 1,575 | 28.0 | 663 | 640 | 128 | 13 | 86 | 45 | 117 | 36 |
| Production, transportation, and material moving | 1,283 | 828 | 406 | 32.9 | 185 | 139 | 32 | , | 24 | 20 | 49 | 0 |
| Private nonprofit 4-year | 1,213,723 | 805,080 | 294,591 | 26.8 | 110,046 | 80,099 | 82,011 | 2,576 | 3,974 | 15,885 | 59,300 | 54,752 |
| Faculty (instruction/research/public service)Instruction | 487,473 | 342,456 | 95,274 | 21.8 | 29,389 | 19,592 | 38,799 | 920 | 1,467 | 5,107 | 29,999 | 19,744 |
|  | 443,271 | 321,913 | 84,005 | 20.7 | 27,882 | 17,593 | 31,692 | 889 | 1,399 | 4,550 | 28,600 | 8,753 |
| Research | 34,518 | 14,510 | 8,084 | 35.8 | 913 | 1,323 | 5,375 | 20 | 46 | 407 | 1,128 | 10,796 |
| Public service | 9,684 | 6,033 | 3,185 | 34.6 | 594 | 676 | 1,732 | 11 | 22 | 150 | 271 | 195 |
| Graduate assistants | 83,066 | 34,899 | 17,098 | 32.9 | 3,414 | 4,427 | 7,289 | 75 | 127 | 1,766 | 5,752 | 25,317 |
| Librarians, curators, and archivists <br> Student and academic affairs and other education | 16,369 | 12,736 | 3,023 | 19.2 | 1,090 | 700 | 905 | 42 | 53 | 233 | 485 | 125 |
| Student and academic affairs and other education services | 48,961 | 34,116 | 11,943 | 25.9 | 5,549 | 3,216 | 2,025 | 108 | 183 | 862 | 2,075 | 827 |
| Management | 100,279 | 75,669 | 21,142 | 21.8 | 8,985 | 5,803 | 4,596 | 234 | 300 | 1,224 | 3,042 | 426 |
| Business and financial operations | 67,656 | 46,154 | 18,502 | 28.6 | 7,273 | 5,317 | 4,504 | 187 | 204 | 1,017 | 2,476 | 524 |
| Computer, engineering, and science | 73,558 | 45,067 | 21,452 | 32.2 | 5,467 | 5,115 | 9,437 | 122 | 276 | 1,035 | 2,598 | 4,441 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 69,310 | 52,022 | 13,839 | 21.0 | 6,446 | 3,908 | 1,949 | 215 | 221 | 1,100 | 2,936 | 513 |
| Healthcare practitioners and technicians | 35,662 | 21,326 | 11,672 | 35.4 | 3,595 | 3,443 | 4,065 | 75 | 69 | 425 | 1,159 | 1,505 |
| Service occupations | 78,169 | 41,692 | 32,633 | 43.9 | 16,304 | 12,261 | 2,539 | 260 | 455 | 814 | 3,250 | 594 |
| Sales and related occupations | 3,485 | 2,366 | 976 | 29.2 | 371 | 385 | 122 | 12 | 9 | 77 | 130 | 13 |
| Office and administrative support | 126,274 | 80,106 | 40,988 | 33.8 | 19,211 | 13,657 | 5,330 | 275 | 493 | 2,022 | 4,570 | 610 |
| Natural resources, construction, and maintenance | 18,640 | 13,359 | 4,520 | 25.3 | 2,040 | 1,862 | 338 | 40 | 94 | 146 | 664 | 97 |
| Production, transportation, and material moving | 4,821 | 3,112 | 1,529 | 32.9 | 912 | 413 | 113 | 11 | 23 | 57 | 164 | 16 |

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2018-Continued

| Sex, employment status, control and level of institution, and primary occupation | Total | White | Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and Two or more races |  |  |  |  |  |  |  | Race/ ethnicity unknown | Non-residentalien |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Percent ${ }^{1}$ | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Private nonprofit 2-year | 7,655 | 4,654 | 2,645 | 36.2 | 1,579 | 630 | 152 | 8 | 161 | 115 | 344 | 12 |
| Faculty (instruction/research/public service) | 3,541 | 2,437 | 967 | 28.4 | 610 | 168 | 69 | 3 | 64 | 53 | 128 | 9 |
| Instruction | 3,518 | 2,425 | 956 | 28.3 | 605 | 168 | 69 | 3 | 59 | 52 | 128 | 9 |
| Research | 8 | 6 |  | 25.0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| Public service | 15 | 6 | 9 | 60.0 | 5 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Graduate assistants | 11 | 8 | 0 | 0.0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 |
| Librarians, curators, and archivists | 101 | 81 | 18 | 18.2 | 9 | 3 | 1 | 0 | 4 | 1 | 2 | 0 |
| Student and academic affairs and other education services | 1,408 | 588 | 728 | 55.3 | 428 | 220 | 26 | 1 | 24 | 29 | 92 | 0 |
| Management | 763 | 525 | 206 | 28.2 | 110 | 50 | 21 | 3 | 17 | 5 | 31 | 1 |
| Business and financial operations | 202 | 125 | 72 | 36.5 | 30 | 17 | 9 | 0 | 10 | 6 | 5 | 0 |
| Computer, engineering, and science | 137 | 92 | 35 | 27.6 | 10 | 11 | 8 | 0 | 4 | 2 | 10 | 0 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 224 | 176 | 48 | 21.4 | 29 | 14 | 0 | 0 | 3 | 2 | 0 | 0 |
| Healthcare practitioners and technicians | 30 | 28 | 2 | 6.7 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Service occupations | 195 | 105 | 90 | 46.2 | 53 | 23 | 0 | 0 | 13 | 1 | 0 | 0 |
| Sales and related occupations | 485 | 140 | 287 | 67.2 | 195 | 71 | 9 | 1 | 0 | 11 | 58 | 0 |
| Office and administrative support | 509 | 321 | 176 | 35.4 | 95 | 47 | 9 | 0 | 20 | 5 | 12 | 0 |
| Natural resources, construction, and maintenance | 46 | 26 | 15 | 36.6 | 7 | 6 | 0 | 0 | 2 | 0 | 5 | 0 |
| Production, transportation, and material moving | 3 | 2 | 1 | 33.3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Private for-profit 4-year | 93,193 | 55,159 | 29,630 | 34.9 | 13,213 | 8,517 | 5,013 | 339 | 499 | 2,049 | 8,193 | 211 |
| Faculty (instruction/research/public service) | 58,317 | 35,127 | 16,594 | 32.1 | 8,221 | 3,694 | 3,027 | 181 | 318 | 1,153 | 6,529 | 67 |
| Instruction | 58,261 | 35,099 | 16,567 | 32.1 | 8,212 | 3,693 | 3,012 | 181 | 318 | 1,151 | 6,528 | 67 |
| Research | 19 | 12 | 7 | 36.8 | 0 |  | 6 | 0 | 0 | 0 | 0 | 0 |
| Public service | 37 | 16 | 20 | 55.6 | 9 | 0 | 9 | 0 | 0 | 2 | 1 | 0 |
| Graduate assistants | 367 | 158 | 131 | 45.3 | 58 | 25 | 32 | 2 | 1 | 13 | 60 | 18 |
| Librarians, curators, and archivists | 685 | 452 | 190 | 29.6 | 60 | 68 | 38 | 4 | 2 | 18 | 40 | 3 |
| Student and academic affairs and other education services | 7,852 | 4,330 | 3,102 | 41.7 | 1,302 | 1,052 | 445 | 54 | 38 | 211 | 414 | 6 |
| Management | 6,827 | 4,761 | 1,752 | 26.9 | 669 | 582 | 345 | 22 | 19 | 115 | 303 | 11 |
| Business and financial operations | 3,174 | 2,025 | 1,034 | 33.8 | 333 | 372 | 234 | 9 | 17 | 69 | 110 | 5 |
| Computer, engineering, and science | 1,664 | 984 | 540 | 35.4 | 123 | 185 | 183 | 6 | 6 | 37 | 73 | 67 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 2,881 | 1,810 | 960 | 34.7 | 398 | 306 | 136 | 8 | 13 | 99 | 109 | 2 |
| Healthcare practitioners and technicians | 195 | 101 | 76 | 42.9 | 12 | 8 | 37 | 0 | 3 | 16 | 18 | 0 |
| Service occupations | 1,679 | 647 | 929 | 58.9 | 358 | 451 | 57 | 8 | 9 | 46 | 102 |  |
| Sales and related occupations | 2,622 | 1,162 | 1,347 | 53.7 | 776 | 372 | 104 | 12 | 19 | 64 | 111 | 2 |
| Office and administrative support | 6,476 | 3,405 | 2,740 | 44.6 | 876 | 1,236 | 356 | 29 | 50 | 193 | 302 | 29 |
| Natural resources, construction, and maintenance | 299 | 121 | 162 | 57.2 | 11 | 137 | 2 | 2 | 3 | 7 | 16 | 0 |
| Production, transportation, and material moving | 155 | 76 | 73 | 49.0 | 16 | 29 | 17 | 2 | 1 | 8 | 6 | 0 |
| Private for-profit 2-year | 22,648 | 12,376 | 9,399 | 43.2 | 4,172 | 3,193 | 1,063 | 111 | 127 | 733 | 821 | 52 |
| Faculty (instruction/research/public service) | 12,447 | 7,194 | 4,691 | 39.5 | 2,206 | 1,297 | 647 | 50 | 57 | 434 | 525 | 37 |
| Instruction | 12,397 | 7,179 | 4,667 | 39.4 | 2,201 | 1,290 | 640 | 50 | 56 | 430 | 514 | 37 |
| Research | 35 | 14 | 20 | 58.8 |  | 4 | 7 | 0 | 1 | 4 | 1 | 0 |
| Public service | 15 | 1 | 4 | 80.0 | 1 | 3 | 0 | 0 | 0 | 0 | 10 | 0 |
| Graduate assistants | 0 | 0 | 0 | $\dagger$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Librarians, curators, and archivists | 174 | 121 | 51 | 29.7 | 21 | 23 | 6 | 0 | 0 | 1 | 2 | 0 |
| Student and academic affairs and other education services | 1,972 | 1,050 | 857 | 44.9 | 343 | 348 | 83 | 11 | 8 | 64 | 59 | 6 |
| Management | 2,377 | 1,438 | 877 | 37.9 | 409 | 288 | 102 | 14 | 9 | 55 | 61 | 1 |
| Business and financial operations | 964 | 490 | 432 | 46.9 | 128 | 208 | 58 | 2 | 16 | 20 | 38 | 4 |
| Computer, engineering, and science | 196 | 117 | 69 | 37.1 | 20 | 28 | 11 | 3 | 3 | 4 | 9 | 1 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 220 | 76 | 135 | 64.0 | 39 | 67 | 9 | 0 | 4 | 16 | 9 | 0 |
| Healthcare practitioners and technicians | 73 | 37 | 32 | 46.4 | 19 | 4 | 9 | 0 | 0 | 0 | 4 | 0 |
| Service occupations | 407 | 207 | 190 | 47.9 | 80 | 77 | 10 | 1 | 1 | 21 | 9 | 1 |
| Sales and related occupations | 1,194 | 484 | 663 | 57.8 | 330 | 246 | 37 | 13 | 9 | 28 | 47 | 0 |
| Office and administrative support | 2,440 | 1,076 | 1,308 | 54.9 | 546 | 561 | 84 | 17 | 19 | 81 | 54 | 2 |
| Natural resources, construction, and maintenance | 173 | 84 | 85 | 50.3 | 29 | 43 | 7 | 0 | 1 | 5 | 4 | 0 |
| Production, transportation, and material moving | 11 | 2 | 9 | 81.8 | 2 | 3 | 0 | 0 | 0 | 4 | 0 | 0 |

$\dagger$ Not applicable.
${ }^{1}$ Combined total of staff who were Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and of Two or more races as a percentage of total staff, excluding race/ethnicity unknown and nonresident alien.
${ }^{2}$ Race/ethnicity not collected.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. By definition, all graduate assistants are part time Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Human Resources component, Fall Staff section. (This table was prepared November 2019.)

Table 315.10. Number of faculty in degree-granting postsecondary institutions, by employment status, sex, control, and level of institution: Selected years, fall 1970 through fall 2018

| Year | Total | Employment status |  |  | Sex |  |  | Control |  |  |  | Level |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Full-time | Part-time | Percent full-time | Males | Females | Percent female | Public | Private |  |  | 4-year | 2-year |
|  |  |  |  |  |  |  |  |  | Total | Nonprofit | For-profit |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1970 | 474,000 | 369,000 | 104,000 | 77.8 |  | - | - | 314,000 | 160,000 | - | - | 382,000 | 92,000 |
| $1971{ }^{1}$ | 492,000 | 379,000 | 113,000 | 77.0 |  | - | - | 333,000 | 159,000 | - | - | 387,000 | 105,000 |
| 1972 | 500,000 | 380,000 | 120,000 | 76.0 |  | - | - | 343,000 | 157,000 | - | - | 384,000 | 116,000 |
| $1973{ }^{1}$ | 527,000 | 389,000 | 138,000 | 73.8 |  | - | - | 365,000 | 162,000 | - | - | 401,000 | 126,000 |
| $1974{ }^{1}$ | 567,000 | 406,000 | 161,000 | 71.6 |  | - | - | 397,000 | 170,000 | - | - | 427,000 | 140,000 |
| $1975{ }^{1}$ | 628,000 | 440,000 | 188,000 | 70.1 | - | - | - | 443,000 | 185,000 | - | - | 467,000 | 161,000 |
| 1976 | 633,000 | 434,000 | 199,000 | 68.6 |  | - | - | 449,000 | 184,000 | - | - | 467,000 | 166,000 |
| 1977 | 678,000 | 448,000 | 230,000 | 66.1 |  | - |  | 492,000 | 186,000 | - | - | 485,000 | 193,000 |
| $1979{ }^{1}$ | 675,000 | 445,000 | 230,000 | 65.9 |  | - |  | 488,000 | 187,000 | - | - | 494,000 | 182,000 |
| $1980^{1}$ | 686,000 | 450,000 | 236,000 | 65.6 | - | - | - | 495,000 | 191,000 | - | - | 494,000 | 192,000 |
| 1981 | 705,000 | 461,000 | 244,000 | 65.4 | - | - | - | 509,000 | 196,000 | - | - | 493,000 | 212,000 |
| $1982^{1}$ | 710,000 | 462,000 | 248,000 | 65.1 | - | - | - | 506,000 | 204,000 | - | - | 493,000 | 217,000 |
| 1983 | 724,000 | 471,000 | 254,000 | 65.1 | - | - | - | 512,000 | 212,000 | - | - | 504,000 | 220,000 |
| $1984{ }^{1}$ | 717,000 | 462,000 | 255,000 | 64.4 | - | - | - | 505,000 | 212,000 | - | - | 504,000 | 213,000 |
| $1985{ }^{1}$ | 715,000 | 459,000 | 256,000 | 64.2 | - | - | - | 503,000 | 212,000 | - | - | 504,000 | 211,000 |
| $1986{ }^{1}$ | 722,000 | 459,000 | 263,000 | 63.6 |  |  | - | 510,000 | 212,000 | - | - | 506,000 | 216,000 |
| $1987{ }^{2}$ | 793,070 | 523,420 | 269,650 | 66.0 | 529,413 | 263,657 | 33.2 | 552,749 | 240,321 | - | - | 547,505 | 245,565 |
| $1989{ }^{2}$ | 824,220 | 524,426 | 299,794 | 63.6 | 534,254 | 289,966 | 35.2 | 577,298 | 246,922 |  |  | 583,700 | 240,520 |
| $1991^{2}$ | 826,252 | 535,623 | 290,629 | 64.8 | 525,599 | 300,653 | 36.4 | 580,908 | 245,344 | 236,066 | 9,278 | 591,269 | 234,983 |
| $1993{ }^{2}$ | 915,474 | 545,706 | 369,768 | 59.6 | 561,123 | 354,351 | 38.7 | 650,434 | 265,040 | 254,130 | 10,910 | 625,969 | 289,505 |
| $1995{ }^{2}$ | 931,706 | 550,822 | 380,884 | 59.1 | 562,893 | 368,813 | 39.6 | 656,833 | 274,873 | 260,900 | 13,973 | 647,059 | 284,647 |
| $1997{ }^{2}$ | 989,813 | 568,719 | 421,094 | 57.5 | 587,420 | 402,393 | 40.7 | 694,560 | 295,253 | 271,257 | 23,996 | 682,650 | 307,163 |
| $1999{ }^{2}$ | 1,037,529 | 593,375 | 444,154 | 57.2 | 608,007 | 429,522 | 41.4 | 718,585 | 318,944 | 288,663 | 30,281 | 719,256 | 318,273 |
| $200{ }^{2}$ | 1,113,183 | 617,868 | 495,315 | 55.5 | 644,514 | 468,669 | 42.1 | 771,124 | 342,059 | 306,487 | 35,572 | 764,172 | 349,011 |
| $2003{ }^{2}$ | 1,173,593 | 630,092 | 543,501 | 53.7 | 663,723 | 509,870 | 43.4 | 791,766 | 381,827 | 330,097 | 51,730 | 814,289 | 359,304 |
| $2005^{2}$ | 1,290,426 | 675,624 | 614,802 | 52.4 | 714,453 | 575,973 | 44.6 | 841,188 | 449,238 | 361,523 | 87,715 | 916,996 | 373,430 |
| $2007{ }^{2}$ | 1,371,587 | 703,757 | 667,830 | 51.3 | 744,047 | 627,540 | 45.8 | 876,526 | 495,061 | 386,688 | 108,373 | 992,385 | 379,202 |
| $2009{ }^{2}$ | 1,439,074 | 729,152 | 709,922 | 50.7 | 761,002 | 678,072 | 47.1 | 913,788 | 525,286 | 408,382 | 116,904 | 1,038,349 | 400,725 |
| $2011^{2}$ | 1,524,469 | 762,114 | 762,355 | 50.0 | 789,567 | 734,902 | 48.2 | 954,159 | 570,310 | 432,630 | 137,680 | 1,115,642 | 408,827 |
| $2013{ }^{2}$ | 1,545,381 | 791,378 | 754,003 | 51.2 | 791,971 | 753,410 | 48.8 | 968,734 | 576,647 | 449,072 | 127,575 | 1,151,638 | 393,743 |
| $2015{ }^{2}$ | 1,552,256 | 807,109 | 745,147 | 52.0 | 789,405 | 762,851 | 49.1 | 970,991 | 581,265 | 472,638 | 108,627 | 1,180,545 | 371,711 |
| $2016{ }^{2}$ | 1,546,081 | 813,978 | 732,103 | 52.6 | 783,495 | 762,586 | 49.3 | 974,239 | 571,842 | 476,872 | 94,970 | 1,196,657 | 349,424 |
| $2017{ }^{2}$ | 1,545,653 | 822,513 | 723,140 | 53.2 | 778,873 | 766,780 | 49.6 | 972,689 | 572,964 | 486,761 | 86,203 | 1,209,143 | 336,510 |
| $\underline{2018}{ }^{2}$ | 1,542,613 | 832,119 | 710,494 | 53.9 | 771,594 | 771,019 | 50.0 | 980,835 | 561,778 | 491,014 | 70,764 | 1,216,524 | 326,089 |

-Not available.
${ }^{1}$ Estimated on the basis of enrollment. For methodological details on estimates, see National Center for Education Statistics, Projections of Education Statistics to 2000.
${ }^{2}$ Because of revised survey methods, data are not directly comparable with figures for years prior to 1987.
NOTE: Includes faculty members with the title of professor, associate professor, assistant professor, instructor, lecturer, assisting professor, adjunct professor, or interim professor (or the equivalent). Excluded are graduate students with titles such as graduate or teaching fellow who assist senior faculty. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that
did not grant degrees. Beginning in 2007, includes institutions with fewer than 15 full-time employees; these institutions did not report staff data prior to 2007. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), Employees in Institutions of Higher Education, 1970 and 1972, and "Staff Survey" 1976; Projections of Education Statistics to 2000; Integrated Postsecondary Education Data System (IPEDS), "Fall Staff Survey" (IPEDS-S:87-99); IPEDS Winter 2001-02 through Winter 2011-12, Human Resources component, Fall Staff section; IPEDS Spring 2014 and Spring 2016 through Spring 2019, Human Resources component, Fall Staff section; and U.S. Equal Employment Opportunity Commission, Higher Education Staff Information Survey (EEO-6), 1977, 1981, and 1983. (This table was prepared November 2019.)

Table 315.20. Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2015, fall 2017, and fall 2018

| Year, sex, and academic rank | Total | White | Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and Two or more races |  |  |  |  |  |  |  |  | Race/ ethnicity unknown | Non-residentalien |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Percent ${ }^{1}$ | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races |  |  |
|  |  |  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| $2015{ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Professors | 182,388 | 147,095 | 31,171 | 17.5 | 6,731 | 5,957 | 16,938 | 16,734 | 204 | 599 | 946 | 2,486 | 1,636 |
| Associate professors | 158,082 | 116,754 | 35,132 | 23.1 | 9,090 | 6,978 | 17,285 | 17,067 | 218 | 608 | 1,171 | 3,070 | 3,126 |
| Assistant professors | 173,409 | 115,226 | 40,251 | 25.9 | 10,874 | 7,634 | 19,432 | 19,132 | 300 | 639 | 1,672 | 6,577 | 11,355 |
| Instructors | 99,915 | 73,052 | 21,673 | 22.9 | 7,264 | 6,890 | 5,696 | 5,467 | 229 | 862 | 961 | 3,563 | 1,627 |
| Lecturers | 40,894 | 30,488 | 7,635 | 20.0 | 2,074 | 2,367 | 2,690 | 2,653 | 37 | 142 | 362 | 1,256 | 1,515 |
| Other faculty | 152,421 | 93,137 | 31,510 | 25.3 | 8,073 | 5,985 | 15,415 | 15,245 | 170 | 680 | 1,357 | 5,407 | 22,367 |
| $2017{ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 822,513 | 574,364 | 179,251 | 23.8 | 45,461 | 39,190 | 83,516 | 82,316 | 1,200 | 3,477 | 7,607 | 23,467 | 45,431 |
| Professors | 184,428 | 145,927 | 33,971 | 18.9 | 6,936 | 6,535 | 18,817 | 18,624 | 193 | 633 | 1,050 | 2,714 | 1,816 |
| Associate professors | 157,975 | 115,065 | 36,527 | 24.1 | 9,157 | 7,253 | 18,269 | 18,033 | 236 | 573 | 1,275 | 3,308 | 3,075 |
| Assistant professors | 179,051 | 115,830 | 43,727 | 27.4 | 11,507 | 8,571 | 20,993 | 20,713 | 280 | 631 | 2,025 | 6,876 | 12,618 |
| Instructors | 98,673 | 70,967 | 22,469 | 24.0 | 7,048 | 7,431 | 6,019 | 5,787 | 232 | 851 | 1,120 | 3,378 | 1,859 |
| Lecturers | 43,222 | 32,031 | 8,121 | 20.2 | 1,994 | 2,708 | 2,760 | 2,722 | 38 | 160 | 499 | 1,493 | 1,577 |
| Other faculty | 159,164 | 94,544 | 34,436 | 26.7 | 8,819 | 6,692 | 16,658 | 16,437 | 221 | 629 | 1,638 | 5,698 | 24,486 |
| Males | 441,472 | 307,287 | 92,804 | 23.2 | 19,432 | 19,732 | 48,424 | 47,835 | 589 | 1,693 | 3,523 | 12,422 | 28,959 |
| Professors | 123,867 | 97,492 | 23,146 | 19.2 | 4,127 | 4,115 | 13,895 | 13,767 | 128 | 381 | 628 | 1,874 | 1,355 |
| Associate professors | 86,222 | 62,422 | 19,927 | 24.2 | 4,300 | 3,908 | 10,808 | 10,694 | 114 | 269 | 642 | 1,937 | 1,936 |
| Assistant professors | 86,236 | 54,432 | 20,503 | 27.4 | 4,345 | 4,111 | 10,905 | 10,772 | 133 | 295 | 847 | 3,556 | 7,745 |
| Instructors | 42,843 | 31,031 | 9,348 | 23.2 | 2,577 | 3,298 | 2,554 | 2,455 | 99 | 429 | 490 | 1,472 | 992 |
| Lecturers | 19,219 | 14,396 | 3,318 | 18.7 | 847 | 1,154 | 1,061 | 1,043 | 18 | 60 | 196 | 699 | 806 |
| Other faculty | 83,085 | 47,514 | 16,562 | 25.8 | 3,236 | 3,146 | 9,201 | 9,104 | 97 | 259 | 720 | 2,884 | 16,125 |
| Females | 381,041 | 267,077 | 86,447 | 24.5 | 26,029 | 19,458 | 35,092 | 34,481 | 611 | 1,784 | 4,084 | 11,045 | 16,472 |
| Professors | 60,561 | 48,435 | 10,825 | 18.3 | 2,809 | 2,420 | 4,922 | 4,857 | 65 | 252 | 422 | 840 | 461 |
| Associate professors | 71,753 | 52,643 | 16,600 | 24.0 | 4,857 | 3,345 | 7,461 | 7,339 | 122 | 304 | 633 | 1,371 | 1,139 |
| Assistant professors | 92,815 | 61,398 | 23,224 | 27.4 | 7,162 | 4,460 | 10,088 | 9,941 | 147 | 336 | 1,178 | 3,320 | 4,873 |
| Instructors | 55,830 | 39,936 | 13,121 | 24.7 | 4,471 | 4,133 | 3,465 | 3,332 | 133 | 422 | 630 | 1,906 | 867 |
| Lecturers | 24,003 | 17,635 | 4,803 | 21.4 | 1,147 | 1,554 | 1,699 | 1,679 | 20 | 100 | 303 | 794 | 771 |
| Other faculty | 76,079 | 47,030 | 17,874 | 27.5 | 5,583 | 3,546 | 7,457 | 7,333 | 124 | 370 | 918 | 2,814 | 8,361 |
| $2018{ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 832,119 | 572,586 | 184,941 | 24.4 | 45,748 | 41,403 | 86,035 | 84,806 | 1,229 | 3,413 | 8,342 | 25,180 | 49,412 |
| Professors | 185,758 | 145,207 | 35,404 | 19.6 | 7,005 | 6,826 | 19,729 | 19,529 | 200 | 606 | 1,238 | 3,107 | 2,040 |
| Associate professors | 159,135 | 114,804 | 37,463 | 24.6 | 9,196 | 7,684 | 18,696 | 18,451 | 245 | 578 | 1,309 | 3,686 | 3,182 |
| Assistant professors | 181,239 | 115,381 | 44,822 | 28.0 | 11,628 | 8,913 | 21,408 | 21,137 | 271 | 663 | 2,210 | 7,591 | 13,445 |
| Instructors | 98,798 | 70,171 | 23,327 | 24.9 | 7,225 | 7,885 | 6,165 | 5,885 | 280 | 786 | 1,266 | 3,480 | 1,820 |
| Lecturers | 44,969 | 32,808 | 8,790 | 21.1 | 2,120 | 2,986 | 2,975 | 2,936 | 39 | 162 | 547 | 1,594 | 1,777 |
| Other faculty | 162,220 | 94,215 | 35,135 | 27.2 | 8,574 | 7,109 | 17,062 | 16,868 | 194 | 618 | 1,772 | 5,722 | 27,148 |
| Males | 443,589 | 304,009 | 94,801 | 23.8 | 19,351 | 20,621 | 49,507 | 48,872 | 635 | 1,617 | 3,705 | 13,352 | 31,427 |
| Professors | 123,569 | 96,178 | 23,736 | 19.8 | 4,091 | 4,222 | 14,401 | 14,271 | 130 | 351 | 671 | 2,109 | 1,546 |
| Associate professors | 86,082 | 61,665 | 20,259 | 24.7 | 4,282 | 4,117 | 10,963 | 10,831 | 132 | 279 | 618 | 2,171 | 1,987 |
| Assistant professors | 86,493 | 53,673 | 20,748 | 27.9 | 4,334 | 4,227 | 10,987 | 10,851 | 136 | 295 | 905 | 3,798 | 8,274 |
| Instructors | 42,923 | 30,679 | 9,642 | 23.9 | 2,616 | 3,497 | 2,624 | 2,501 | 123 | 384 | 521 | 1,605 | 997 |
| Lecturers | 19,891 | 14,637 | 3,577 | 19.6 | 904 | 1,247 | 1,164 | 1,147 | 17 | 56 | 206 | 772 | 905 |
| Other faculty | 84,631 | 47,177 | 16,839 | 26.3 | 3,124 | 3,311 | 9,368 | 9,271 | 97 | 252 | 784 | 2,897 | 17,718 |
| Females | 388,530 | 268,577 | 90,140 | 25.1 | 26,397 | 20,782 | 36,528 | 35,934 | 594 | 1,796 | 4,637 | 11,828 | 17,985 |
| Professors | 62,189 | 49,029 | 11,668 | 19.2 | 2,914 | 2,604 | 5,328 | 5,258 | 70 | 255 | 567 | 998 | 494 |
| Associate professors | 73,053 | 53,139 | 17,204 | 24.5 | 4,914 | 3,567 | 7,733 | 7,620 | 113 | 299 | 691 | 1,515 | 1,195 |
| Assistant professors | 94,746 | 61,708 | 24,074 | 28.1 | 7,294 | 4,686 | 10,421 | 10,286 | 135 | 368 | 1,305 | 3,793 | 5,171 |
| Instructors | 55,875 | 39,492 | 13,685 | 25.7 | 4,609 | 4,388 | 3,541 | 3,384 | 157 | 402 | 745 | 1,875 | 823 |
| Lecturers | 25,078 | 18,171 | 5,213 | 22.3 | 1,216 | 1,739 | 1,811 | 1,789 | 22 | 106 | 341 | 822 | 872 |
| Other faculty | 77,589 | 47,038 | 18,296 | 28.0 | 5,450 | 3,798 | 7,694 | 7,597 | 97 | 366 | 988 | 2,825 | 9,430 |

Combined total of faculty who were Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and of Two or more races as a percentage of total faculty, excluding race/ethnicity unknown and nonresident alien.
${ }^{2}$ Race/ethnicity not collected.
${ }^{3}$ Only instructional faculty were classified by academic rank. Primarily research and primarily public service faculty, as well as faculty without ranks, appear under "other faculty."

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016 through Spring 2019 Human Resources component, Fall Staff section. (This table was prepared November 2019.)

Table 316.10. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by academic rank, control and level of institution, and sex: Selected years, 1970-71 through 2018-19

|  |  | Academic rank |  |  |  |  |  | Public institutions |  |  | Private institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Sex and academic year | All faculty | Professor | Associate professor | Assistant professor | Instructor | Lecturer | No rank | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1970-71 | \$12,710 | \$17,958 | \$13,563 | \$11,176 | \$9,360 | \$11,196 | \$12,333 | \$12,953 | \$13,121 | \$12,644 | \$11,619 | \$11,824 | \$8,664 |
| 1975-76 | 16,659 | 22,649 | 17,065 | 13,986 | 13,672 | 12,906 | 15,196 | 16,942 | 17,400 | 15,820 | 15,921 | 16,116 | 10,901 |
| 1980-81 | 23,302 | 30,753 | 23,214 | 18,901 | 15,178 | 17,301 | 22,334 | 23,745 | 24,373 | 22,177 | 22,093 | 22,325 | 15,065 |
| 1982-83 | 27,196 | 35,540 | 26,921 | 22,056 | 17,601 | 20,072 | 25,557 | 27,488 | 28,293 | 25,567 | 26,393 | 26,691 | 16,595 |
| 1984-85 | 30,447 | 39,743 | 29,945 | 24,668 | 20,230 | 22,334 | 27,683 | 30,646 | 31,764 | 27,864 | 29,910 | 30,247 | 18,510 |
| 1985-86 | 32,392 | 42,268 | 31,787 | 26,277 | 20,918 | 23,770 | 29,088 | 32,750 | 34,033 | 29,590 | 31,402 | 31,732 | 19,436 |
| 1987-88 | 35,897 | 47,040 | 35,231 | 29,110 | 22,728 | 25,977 | 31,532 | 36,231 | 37,840 | 32,209 | 35,049 | 35,346 | 21,867 |
| 1989-90 | 40,133 | 52,810 | 39,392 | 32,689 | 25,030 | 28,990 | 34,559 | 40,416 | 42,365 | 35,516 | 39,464 | 39,817 | 24,601 |
| 1990-91 | 42,165 | 55,540 | 41,414 | 34,434 | 26,332 | 30,097 | 36,395 | 42,317 | 44,510 | 37,055 | 41,788 | 42,224 | 24,088 |
| 1991-92 | 43,851 | 57,433 | 42,929 | 35,745 | 30,916 | 30,456 | 37,783 | 43,641 | 45,638 | 38,959 | 44,376 | 44,793 | 25,673 |
| 1992-93 | 44,714 | 58,788 | 43,945 | 36,625 | 28,499 | 30,543 | 37,771 | 44,197 | 46,515 | 38,935 | 45,985 | 46,427 | 26,105 |
| 1993-94 | 46,364 | 60,649 | 45,278 | 37,630 | 28,828 | 32,729 | 40,584 | 45,920 | 48,019 | 41,040 | 47,465 | 47,880 | 28,435 |
| 1994-95 | 47,811 | 62,709 | 46,713 | 38,756 | 29,665 | 33,198 | 41,227 | 47,432 | 49,738 | 42,101 | 48,741 | 49,379 | 25,613 |
| 1995-96 | 49,309 | 64,540 | 47,966 | 39,696 | 30,344 | 34,136 | 42,996 | 48,837 | 51,172 | 43,295 | 50,466 | 50,819 | 31,915 |
| 1996-97 | 50,829 | 66,659 | 49,307 | 40,687 | 31,193 | 34,962 | 44,200 | 50,303 | 52,718 | 44,584 | 52,112 | 52,443 | 32,628 |
| 1997-98 | 52,335 | 68,731 | 50,828 | 41,830 | 32,449 | 35,484 | 45,268 | 51,638 | 54,114 | 45,919 | 54,039 | 54,379 | 33,592 |
| 1998-99 | 54,097 | 71,322 | 52,576 | 43,348 | 33,819 | 36,819 | 46,250 | 53,319 | 55,948 | 47,285 | 55,981 | 56,284 | 34,821 |
| 1999-2000 | 55,888 | 74,410 | 54,524 | 44,978 | 34,918 | 38,194 | 47,389 | 55,011 | 57,950 | 48,240 | 58,013 | 58,323 | 35,925 |
| 2001-02 | 59,742 | 80,792 | 58,724 | 48,796 | 46,959 | 41,798 | 46,569 | 58,524 | 62,013 | 50,837 | 62,818 | 63,088 | 33,139 |
| 2002-03 | 61,330 | 83,466 | 60,471 | 50,552 | 48,304 | 42,622 | 46,338 | 60,014 | 63,486 | 52,330 | 64,533 | 64,814 | 34,826 |
| 2003-04 | 62,579 | 85,333 | 61,746 | 51,798 | 49,065 | 43,648 | 47,725 | 60,874 | 64,340 | 53,076 | 66,666 | 66,932 | 36,322 |
| 2004-05 | 64,234 | 88,158 | 63,558 | 53,308 | 49,730 | 44,514 | 48,942 | 62,346 | 66,053 | 53,932 | 68,755 | 68,995 | 37,329 |
| 2005-06 | 66,172 | 91,208 | 65,714 | 55,106 | 50,883 | 45,896 | 50,425 | 64,158 | 67,951 | 55,405 | 71,016 | 71,263 | 38,549 |
| 2006-07 | 68,479 | 94,649 | 68,056 | 57,079 | 53,272 | 47,306 | 52,180 | 66,443 | 70,287 | 57,459 | 73,358 | 73,575 | 41,138 |
| 2007-08 | 71,101 | 98,595 | 70,830 | 59,293 | 55,356 | 49,389 | 54,377 | 68,988 | 72,852 | 59,672 | 76,169 | 76,378 | 43,402 |
| 2008-09 | 73,587 | 102,336 | 73,445 | 61,544 | 56,918 | 51,316 | 56,408 | 71,236 | 75,244 | 61,432 | 79,191 | 79,454 | 43,542 |
| 2009-10 | 74,620 | 103,682 | 74,125 | 62,245 | 57,791 | 52,185 | 56,803 | 72,178 | 76,147 | 62,264 | 80,379 | 80,597 | 44,748 |
| 2010-11 | 75,481 | 104,961 | 75,107 | 63,136 | 58,003 | 52,584 | 56,549 | 72,715 | 76,857 | 62,359 | 81,897 | 82,098 | 45,146 |
| 2011-12 | 76,567 | 107,090 | 76,177 | 64,011 | 58,350 | 53,359 | 56,898 | 73,496 | 77,843 | 62,553 | 83,540 | 83,701 | 47,805 |
| 2012-13 | 77,278 | 108,074 | 77,029 | 64,673 | 57,674 | 53,072 | 58,752 | 73,877 | 78,012 | 62,907 | 84,932 | 85,096 | 44,978 |
| 2013-14 | 78,733 | 109,998 | 78,693 | 66,093 | 58,240 | 54,566 | 59,161 | 75,491 | 79,897 | 63,714 | 86,178 | 86,390 | 44,598 |
| 2014-15 | 80,157 | 112,825 | 80,335 | 67,589 | 59,208 | 55,335 | 58,305 | 76,811 | 81,372 | 64,116 | 87,605 | 88,212 | 38,168 |
| 2015-16 | 82,224 | 115,539 | 82,147 | 69,378 | 60,911 | 57,306 | 60,341 | 78,869 | 83,389 | 66,018 | 89,867 | 90,309 | 31,296 |
| 2016-17 | 84,737 | 119,159 | 84,244 | 71,748 | 63,613 | 58,770 | 61,785 | 81,392 | 85,803 | 67,664 | 92,458 | 92,642 | 53,017 |
| 2017-18 | 86,870 | 122,069 | 86,130 | 73,474 | 65,176 | 60,816 | 62,748 | 83,433 | 87,900 | 68,723 | 94,819 | 94,941 | 57,030 |
| 2018-19 | 88,703 | 124,671 | 87,841 | 75,102 | 67,789 | 62,542 | 63,153 | 85,148 | 89,641 | 70,404 | 96,962 | 97,115 | 54,452 |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1975-76 | 17,414 | 22,902 | 17,209 | 14,174 | 14,430 | 13,579 | 15,761 | 17,661 | 18,121 | 16,339 | 16,784 | 16,946 | 11,378 |
| 1980-81 | 24,499 | 31,082 | 23,451 | 19,227 | 15,545 | 18,281 | 23,170 | 24,873 | 25,509 | 22,965 | 23,493 | 23,669 | 16,075 |
| 1982-83 | 28,664 | 35,956 | 27,262 | 22,586 | 18,160 | 21,225 | 26,541 | 28,851 | 29,661 | 26,524 | 28,159 | 28,380 | 17,346 |
| 1984-85 | 32,182 | 40,269 | 30,392 | 25,330 | 21,159 | 23,557 | 28,670 | 32,240 | 33,344 | 28,891 | 32,028 | 32,278 | 19,460 |
| 1985-86 | 34,294 | 42,833 | 32,273 | 27,094 | 21,693 | 25,238 | 30,267 | 34,528 | 35,786 | 30,758 | 33,656 | 33,900 | 20,412 |
| 1987-88 | 38,112 | 47,735 | 35,823 | 30,086 | 23,645 | 27,652 | 32,747 | 38,314 | 39,898 | 33,477 | 37,603 | 37,817 | 22,641 |
| 1989-90 | 42,763 | 53,650 | 40,131 | 33,781 | 25,933 | 31,162 | 35,980 | 42,959 | 44,834 | 37,081 | 42,312 | 42,595 | 25,218 |
| 1990-91 | 45,065 | 56,549 | 42,239 | 35,636 | 27,388 | 32,398 | 38,036 | 45,084 | 47,168 | 38,787 | 45,019 | 45,319 | 25,937 |
| 1991-92 | 46,848 | 58,494 | 43,814 | 36,969 | 33,359 | 32,843 | 39,422 | 46,483 | 48,401 | 40,811 | 47,733 | 48,042 | 26,825 |
| 1992-93 | 47,866 | 59,972 | 44,855 | 37,842 | 29,583 | 32,512 | 39,365 | 47,175 | 49,392 | 40,725 | 49,518 | 49,837 | 27,402 |
| 1993-94 | 49,579 | 61,857 | 46,229 | 38,794 | 29,815 | 34,796 | 42,251 | 48,956 | 50,989 | 42,938 | 51,076 | 51,397 | 30,783 |
| 1994-95 | 51,228 | 64,046 | 47,705 | 39,923 | 30,528 | 35,082 | 43,103 | 50,629 | 52,874 | 44,020 | 52,653 | 53,036 | 29,639 |
| 1995-96 | 52,814 | 65,949 | 49,037 | 40,858 | 30,940 | 36,135 | 44,624 | 52,163 | 54,448 | 45,209 | 54,364 | 54,649 | 33,301 |
| 1996-97 | 54,465 | 68,214 | 50,457 | 41,864 | 31,738 | 36,932 | 45,688 | 53,737 | 56,162 | 46,393 | 56,185 | 56,453 | 34,736 |
| 1997-98 | 56,115 | 70,468 | 52,041 | 43,017 | 33,070 | 37,481 | 46,822 | 55,191 | 57,744 | 47,690 | 58,293 | 58,576 | 36,157 |
| 1998-99 | 58,048 | 73,260 | 53,830 | 44,650 | 34,741 | 38,976 | 47,610 | 57,038 | 59,805 | 48,961 | 60,392 | 60,641 | 38,040 |
| 1999-2000 | 60,084 | 76,478 | 55,939 | 46,414 | 35,854 | 40,202 | 48,788 | 58,984 | 62,030 | 50,033 | 62,631 | 62,905 | 38,636 |
| 2001-02 | 64,320 | 83,356 | 60,300 | 50,518 | 48,844 | 44,519 | 48,049 | 62,835 | 66,577 | 52,360 | 67,871 | 68,100 | 33,395 |
| 2002-03 | 66,126 | 86,191 | 62,226 | 52,441 | 50,272 | 45,469 | 47,412 | 64,564 | 68,322 | 53,962 | 69,726 | 69,976 | 34,291 |
| 2003-04 | 67,485 | 88,262 | 63,466 | 53,649 | 50,985 | 46,214 | 48,973 | 65,476 | 69,248 | 54,623 | 72,021 | 72,250 | 35,604 |
| 2004-05 | 69,337 | 91,290 | 65,394 | 55,215 | 51,380 | 46,929 | 50,102 | 67,130 | 71,145 | 55,398 | 74,318 | 74,540 | 34,970 |
| 2005-06 | 71,569 | 94,733 | 67,654 | 57,099 | 52,519 | 48,256 | 51,811 | 69,191 | 73,353 | 56,858 | 76,941 | 77,143 | 38,215 |
| 2006-07 | 74,050 | 98,348 | 70,077 | 59,090 | 55,051 | 49,487 | 53,701 | 71,659 | 75,890 | 58,960 | 79,428 | 79,599 | 41,196 |
| 2007-08 | 76,957 | 102,605 | 72,943 | 61,374 | 57,134 | 51,795 | 56,170 | 74,394 | 78,671 | 61,189 | 82,734 | 82,903 | 42,995 |
| 2008-09 | 79,718 | 106,743 | 75,633 | 63,710 | 58,812 | 53,935 | 58,404 | 76,897 | 81,394 | 62,868 | 86,033 | 86,231 | 43,871 |
| 2009-10 | 80,881 | 108,225 | 76,400 | 64,451 | 59,793 | 54,947 | 58,647 | 77,948 | 82,423 | 63,697 | 87,382 | 87,546 | 44,500 |
| 2010-11 | 81,873 | 109,656 | 77,429 | 65,391 | 59,851 | 55,457 | 58,392 | 78,609 | 83,279 | 63,745 | 89,000 | 89,160 | 44,542 |
| 2011-12 | 83,150 | 112,066 | 78,560 | 66,303 | 60,066 | 56,367 | 58,807 | 79,544 | 84,444 | 63,918 | 90,840 | 90,976 | 45,250 |
| 2012-13 | 83,979 | 113,311 | 79,423 | 67,085 | 59,350 | 55,759 | 61,086 | 80,016 | 84,700 | 64,282 | 92,385 | 92,530 | 42,906 |
| 2013-14 | 85,545 | 115,466 | 81,178 | 68,492 | 59,777 | 57,218 | 61,511 | 81,703 | 86,646 | 65,076 | 93,898 | 94,065 | 44,277 |
| 2014-15 | 87,199 | 118,573 | 82,954 | 70,260 | 60,707 | 58,441 | 60,310 | 83,291 | 88,393 | 65,513 | 95,455 | 96,041 | 37,389 |
| 2015-16 | 89,361 | 121,535 | 84,781 | 72,272 | 62,390 | 60,428 | 62,468 | 85,367 | 90,464 | 67,352 | 98,016 | 98,466 | 30,050 |
| 2016-17 | 92,068 | 125,303 | 86,943 | 74,929 | 65,282 | 61,466 | 64,456 | 88,083 | 93,062 | 68,943 | 100,859 | 101,034 | 51,866 |
| 2017-18 | 94,444 | 128,467 | 88,936 | 76,816 | 67,177 | 63,623 | 65,005 | 90,319 | 95,363 | 69,908 | 103,606 | 103,694 | 61,840 |
| 2018-19 | 96,369 | 131,403 | 90,721 | 78,575 | 69,903 | 65,504 | 64,992 | 92,098 | 97,208 | 71,606 | 105,915 | 106,072 | 52,171 |

[^42]Table 316.10. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by academic rank, control and level of institution, and sex: Selected years, 1970-71 through 2018-19-Continued

| Sex and academic year | All faculty | Academic rank |  |  |  |  |  | Public institutions |  |  | Private institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Professor | Associate professor | Assistant professor | Instructor | Lecturer | No rank | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| $\begin{aligned} & \hline \text { Females } \\ & 1975-76 \\ & 1980-81 \\ & 1982-83 \\ & 1984-85 \end{aligned}$ | $\begin{aligned} & 14,308 \\ & 19,996 \\ & 23,261 \\ & 25,941 \end{aligned}$ | 20,308 27,959 32,221 35,824 | $\begin{aligned} & 16,364 \\ & 22,295 \\ & 25,738 \\ & 28,517 \end{aligned}$ | 13,522 18,302 21,130 23,575 | $\begin{aligned} & 12,572 \\ & 14,854 \\ & 17,102 \\ & 19,362 \end{aligned}$ | $\begin{aligned} & 11,901 \\ & 16,168 \\ & 18,80 \\ & 21,304 \end{aligned}$ | $\begin{aligned} & 14,094 \\ & 20,843 \\ & 23,855 \\ & 26,050 \end{aligned}$ | $\begin{aligned} & 14,762 \\ & 20,673 \\ & 23,892 \\ & 26,566 \end{aligned}$ | $\begin{aligned} & 14,758 \\ & 20,608 \\ & 23,876 \\ & 26,813 \end{aligned}$ | $\begin{aligned} & 14,769 \\ & 20,778 \\ & 23,917 \\ & 26,172 \end{aligned}$ | 13,030 18,073 21451 24,186 | $\begin{aligned} & 13,231 \\ & 18,326 \\ & 21,785 \\ & 24,560 \end{aligned}$ | $\begin{aligned} & 10,201 \\ & 13,892 \\ & 15,845 \\ & 17,575 \end{aligned}$ |
| $\begin{aligned} & 1985-86 \\ & 1987-88 \\ & 1989-90 \\ & 1990-91 \\ & 1991-92 \end{aligned}$ | $\begin{aligned} & 27,576 \\ & 30,499 \\ & 34,183 \\ & 35,881 \\ & 37,534 \end{aligned}$ | $\begin{aligned} & 38,252 \\ & 42,371 \\ & 47,663 \\ & 49,728 \\ & 51,621 \end{aligned}$ | $\begin{aligned} & 30,300 \\ & 33,528 \\ & 37,469 \\ & 39,299 \\ & 40,766 \end{aligned}$ | $\begin{aligned} & 24,966 \\ & 27,600 \\ & 31,090 \\ & 32,724 \\ & 34,063 \end{aligned}$ | $\begin{aligned} & 20,237 \\ & 21,962 \\ & 24,320 \\ & 25,534 \\ & 28,873 \end{aligned}$ | $\begin{aligned} & 22,273 \\ & 24,370 \\ & 26,995 \\ & 28,11 \\ & 28,550 \end{aligned}$ | $\begin{aligned} & 27,171 \\ & 29,605 \\ & 32,528 \\ & 34,199 \\ & 35,622 \end{aligned}$ | $\begin{aligned} & 28,299 \\ & 31,215 \\ & 34,796 \\ & 36,459 \\ & 37,800 \end{aligned}$ | $\begin{aligned} & 28,680 \\ & 31,820 \\ & 35,704 \\ & 37,53 \\ & 38,634 \end{aligned}$ | $\begin{aligned} & 27,693 \\ & 30,228 \\ & 33,307 \\ & 34,720 \\ & 36,517 \end{aligned}$ | $\begin{aligned} & 25,523 \\ & 28,621 \\ & 32,650 \\ & 34,359 \\ & 36,828 \end{aligned}$ | $\begin{aligned} & 25,889 \\ & 28,946 \\ & 33,010 \\ & 34,898 \\ & 37,309 \end{aligned}$ | $\begin{aligned} & 18,504 \\ & 21,215 \\ & 24,002 \\ & 22,585 \\ & 24,683 \end{aligned}$ |
| $\begin{aligned} & 1992-93 \\ & 1993-94 \\ & 1994-95 \\ & 1995-96 \\ & 1996-97 \end{aligned}$ | $\begin{aligned} & 38,385 \\ & 40,058 \\ & 41,369 \\ & 42,871 \\ & 44,325 \end{aligned}$ | $\begin{aligned} & 52,755 \\ & 54,746 \\ & 56,555 \\ & 58,318 \\ & 60,160 \end{aligned}$ | $\begin{aligned} & 41,861 \\ & 43,178 \\ & 44,626 \\ & 45,803 \\ & 47,101 \end{aligned}$ | $\begin{aligned} & 35,032 \\ & 36,169 \\ & 37,352 \\ & 38,345 \\ & 39,350 \end{aligned}$ | $\begin{aligned} & 27,700 \\ & 28,136 \\ & 29,072 \\ & 29,940 \\ & 30,819 \end{aligned}$ | $\begin{aligned} & 28,922 \\ & 31,048 \\ & 31,677 \\ & 32,584 \\ & 33,415 \end{aligned}$ | $\begin{aligned} & 35,792 \\ & 38,474 \\ & 38,967 \\ & 41,085 \\ & 42,474 \end{aligned}$ | $\begin{aligned} & 38,356 \\ & 40,118 \\ & 41,548 \\ & 42,871 \\ & 44,306 \end{aligned}$ | $\begin{aligned} & 39,470 \\ & 41,031 \\ & 42,663 \\ & 43,986 \\ & 45,46 \end{aligned}$ | $\begin{aligned} & 36,710 \\ & 38,707 \\ & 39,812 \\ & 41,086 \\ & 42,53 \end{aligned}$ | $\begin{aligned} & 38,460 \\ & 39,902 \\ & 40,908 \\ & 42,871 \\ & 44,374 \end{aligned}$ | $\begin{aligned} & 38,987 \\ & 40,378 \\ & 41,815 \\ & 43,236 \\ & 44,726 \end{aligned}$ | $\begin{aligned} & 25,068 \\ & 26,42 \\ & 22,851 \\ & 30,671 \\ & 30,661 \end{aligned}$ |
| $\begin{aligned} & 1997-98 \\ & 1998-99 \\ & 1999-2000 \\ & 2001-02 \\ & 2002-03 \end{aligned}$ | $\begin{aligned} & 45,775 \\ & 47,421 \\ & 48,997 \\ & 52,662 \\ & 54,105 \end{aligned}$ | $\begin{aligned} & 61,965 \\ & 64,236 \\ & 67,079 \\ & 72,542 \\ & 75,028 \end{aligned}$ | $\begin{aligned} & 48,597 \\ & 50,347 \\ & 52,091 \\ & 56,186 \\ & 57,716 \end{aligned}$ | $\begin{aligned} & 40,504 \\ & 41,894 \\ & 43,367 \\ & 46,824 \\ & 48,380 \end{aligned}$ | $\begin{aligned} & 32,011 \\ & 33,152 \\ & 34,228 \\ & 45,262 \\ & 46,573 \end{aligned}$ | $\begin{aligned} & 33,918 \\ & 35,115 \\ & 36,607 \\ & 39,538 \\ & 40,265 \end{aligned}$ | $\begin{aligned} & 43,491 \\ & 44,723 \\ & 45,865 \\ & 45,003 \\ & 45,25 \end{aligned}$ | $\begin{aligned} & 45,648 \\ & 47,247 \\ & 48,714 \\ & 52,123 \\ & 53,435 \end{aligned}$ | $\begin{aligned} & 46,709 \\ & 48,355 \\ & 50,168 \\ & 53,895 \\ & 55,121 \end{aligned}$ | $\begin{aligned} & 43,943 \\ & 44,457 \\ & 46,340 \\ & 49,290 \\ & 50,717 \end{aligned}$ | $\begin{aligned} & 46,106 \\ & 47,874 \\ & 49,737 \\ & 54,149 \\ & 55,888 \end{aligned}$ | $\begin{aligned} & 46,466 \\ & 48,204 \\ & 50,052 \\ & 54,434 \\ & 56,158 \end{aligned}$ | $\begin{aligned} & 30,995 \\ & 31,524 \\ & 32,951 \\ & 32,921 \\ & 35,296 \end{aligned}$ |
| $\begin{aligned} & 2003-04 \\ & 2004-05 \\ & 2005-06 \\ & 2006-07 \\ & 2007-08 \end{aligned}$ | $\begin{aligned} & 55,378 \\ & 56,926 \\ & 58,665 \\ & 60,926 \\ & 63,357 \end{aligned}$ | $\begin{aligned} & 76,652 \\ & 79,60 \\ & 81,514 \\ & 84,857 \\ & 88,340 \end{aligned}$ | $\begin{aligned} & 59,095 \\ & 60,099 \\ & 62,860 \\ & 65,131 \\ & 67,823 \end{aligned}$ | $\begin{aligned} & 49,689 \\ & 51,154 \\ & 52,901 \\ & 54,909 \\ & 57,10 \end{aligned}$ | $\begin{aligned} & 47,404 \\ & 48,451 \\ & 49,533 \\ & 51,828 \\ & 53,929 \end{aligned}$ | $\begin{aligned} & 41,536 \\ & 42,545 \\ & 43,934 \\ & 45,505 \\ & 47,410 \end{aligned}$ | $\begin{aligned} & 46,519 \\ & 47,860 \\ & 49,172 \\ & 50,814 \\ & 52,809 \end{aligned}$ | $\begin{aligned} & 54,408 \\ & 55,780 \\ & 57,462 \\ & 59,677 \\ & 62,138 \end{aligned}$ | $\begin{aligned} & 56,117 \\ & 57,714 \\ & 59,437 \\ & 61,713 \\ & 64,223 \end{aligned}$ | $\begin{aligned} & 51,591 \\ & 52,566 \\ & 54,082 \\ & 56,121 \\ & 58,34 \end{aligned}$ | $\begin{aligned} & 57,921 \\ & 59,919 \\ & 61,830 \\ & 64,194 \\ & 66,538 \end{aligned}$ | $\begin{aligned} & 58,192 \\ & 60,143 \\ & 62,092 \\ & 64,428 \\ & 66,755 \end{aligned}$ | $\begin{aligned} & 36,896 \\ & 39,291 \\ & 38,786 \\ & 41,099 \\ & 43,670 \end{aligned}$ |
| $\begin{aligned} & 2008-09 \\ & 2009-10 \\ & 2010-11 \\ & 2011-12 \\ & 2012-13 \end{aligned}$ | $\begin{aligned} & 65,662 \\ & 66,647 \\ & 67,473 \\ & 68,468 \\ & 69,124 \end{aligned}$ | $\begin{aligned} & 91,528 \\ & 92,830 \\ & 94,041 \\ & 95,845 \\ & 96,563 \end{aligned}$ | $\begin{aligned} & 70,393 \\ & 71,017 \\ & 72,003 \\ & 73,057 \\ & 73,966 \end{aligned}$ | 59,291 59,997 60,888 61,763 62,321 | $\begin{aligned} & 55,431 \\ & 56,239 \\ & 56,566 \\ & 57,013 \\ & 56,361 \end{aligned}$ | $\begin{aligned} & 49,184 \\ & 49,857 \\ & 50,270 \\ & 50,994 \\ & 50,963 \end{aligned}$ | $\begin{aligned} & 54,663 \\ & 55,20 \\ & 54,985 \\ & 55,299 \\ & 56,777 \end{aligned}$ | $\begin{aligned} & 64,230 \\ & 65,139 \\ & 65,632 \\ & 66,368 \\ & 66,703 \end{aligned}$ | 66,391 67,276 67,935 68,897 69,083 | 60,195 61,047 61,193 61,417 61,774 | 69,375 70,507 72,091 73,629 74,987 | $\begin{aligned} & 69,668 \\ & 70,746 \\ & 72,306 \\ & 73,788 \\ & 75,149 \end{aligned}$ | $\begin{aligned} & 43,344 \\ & 44,892 \\ & 45,518 \\ & 49,382 \\ & 46,407 \end{aligned}$ |
| $\begin{aligned} & 2013-14 \\ & 2014-15 \\ & 2015-16 \\ & 2016-17 \\ & 2017-18 \\ & 2018-19 \end{aligned}$ | $\begin{aligned} & 70,589 \\ & 71,92 \\ & 73,850 \\ & 76,199 \\ & 78,153 \\ & 79,995 \end{aligned}$ | $\begin{array}{r} 98,374 \\ 100,783 \\ 103,364 \\ 106,881 \\ 109,605 \\ 111,945 \end{array}$ | $\begin{aligned} & \begin{array}{l} 7,592 \\ 77,115 \\ 78,977 \\ 81,037 \\ 82,14 \\ 84,488 \end{array} \end{aligned}$ | $\begin{aligned} & 63,782 \\ & 6,009 \\ & 66,603 \\ & 68,701 \\ & 70,316 \\ & 71,856 \end{aligned}$ | $\begin{aligned} & 57,043 \\ & 58,020 \\ & 59,726 \\ & 62,277 \\ & 63,595 \\ & 66,103 \end{aligned}$ | $\begin{aligned} & 52,497 \\ & 52,901 \\ & 54,825 \\ & 56,601 \\ & 58,575 \\ & 60,188 \end{aligned}$ | $\begin{aligned} & 57,196 \\ & 56,616 \\ & 58,562 \\ & 59,568 \\ & 60,902 \\ & 61,616 \end{aligned}$ | 68,335 69,384 71,493 73,826 75,716 77,450 | $\begin{aligned} & 71,059 \\ & 72,588 \\ & 74,378 \\ & 76,696 \\ & 78,689 \\ & 80,437 \\ & \hline \end{aligned}$ | $\begin{aligned} & 62,597 \\ & 62,971 \\ & 64,924 \\ & 66,616 \\ & 67,75 \\ & 69,425 \end{aligned}$ | $\begin{aligned} & 76,127 \\ & 77,504 \\ & 79,549 \\ & 81,976 \\ & 84,065 \\ & 86,179 \end{aligned}$ | $\begin{aligned} & 76,358 \\ & 78,89 \\ & 79,959 \\ & 82,146 \\ & 84,20 \\ & 86,311 \\ & \hline \end{aligned}$ | $\begin{aligned} & 44,789 \\ & 38,841 \\ & 32,495 \\ & 53,866 \\ & 54,319 \\ & 56,267 \end{aligned}$ |
| Constant 2018-19 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { Total } \\ & 1970-71 \\ & 1975-76 \\ & 1980-81 \\ & 1982-83 \\ & 1984-85 \end{aligned}$ | $\begin{array}{r} \$ 81,030 \\ 76,077 \\ 68,129 \\ 70,177 \\ 72,908 \end{array}$ | $\begin{array}{r} \$ 114,489 \\ 103,435 \\ 89,913 \\ 91,708 \\ 95,168 \end{array}$ | $\begin{array}{r} \$ 86,474 \\ 77,934 \\ 67,871 \\ 69,467 \\ 71,706 \end{array}$ | $\begin{array}{r} \$ 71,253 \\ 63,872 \\ 55,261 \\ 56,914 \\ 59,070 \end{array}$ | $\begin{array}{r} \$ 59,673 \\ 62,440 \\ 44,376 \\ 45,418 \\ 48,442 \end{array}$ | $\begin{array}{r} \$ 71,381 \\ 58,939 \\ 50,583 \\ 51,794 \\ 53,481 \end{array}$ | $\begin{array}{r} \$ 78,631 \\ 69,398 \\ 65,299 \\ 65,948 \\ 66,289 \end{array}$ | $\begin{array}{r} \$ 82,585 \\ 77,372 \\ 69,424 \\ 70,931 \\ 73,384 \end{array}$ | $\begin{array}{r} \$ 83,656 \\ 79,463 \\ 71,260 \\ 73,008 \\ 76,062 \end{array}$ | $\begin{array}{r} \$ 80,612 \\ 72,246 \\ 64,840 \\ 65,974 \\ 66,723 \end{array}$ | $\begin{array}{r} \$ 74,074 \\ 72,708 \\ 64,594 \\ 68,105 \\ 71,622 \end{array}$ | $\begin{array}{r} \$ 75,386 \\ 7,601 \\ 65,272 \\ 68,874 \\ 72,429 \end{array}$ | $\begin{array}{r} \$ 55,238 \\ 49,782 \\ 44,046 \\ 42,822 \\ 44,324 \end{array}$ |
| $\begin{aligned} & 1985-86 \\ & 1987-88 \\ & 1989-90 \\ & 1990-91 \\ & 1991-92 \end{aligned}$ | $\begin{aligned} & 75,391 \\ & 78,483 \\ & 80,050 \\ & 79,745 \\ & 80,358 \end{aligned}$ | $\begin{array}{r} 98,377 \\ 102,845 \\ 105,336 \\ 105,039 \\ 105,246 \end{array}$ | $\begin{aligned} & 73,983 \\ & 77,026 \\ & 78,573 \\ & 78,323 \\ & 78,668 \end{aligned}$ | $\begin{aligned} & 61,159 \\ & 63,644 \\ & 65,203 \\ & 65,123 \\ & 65,504 \end{aligned}$ | $\begin{aligned} & 48,686 \\ & 49,690 \\ & 49,926 \\ & 49,80 \\ & 56,654 \end{aligned}$ | $\begin{aligned} & 55,324 \\ & 56,793 \\ & 57,825 \\ & 56,921 \\ & 55,810 \end{aligned}$ | $\begin{aligned} & 67,701 \\ & 68,940 \\ & 68,931 \\ & 68,832 \\ & 69,238 \end{aligned}$ | $\begin{aligned} & 76,225 \\ & 79,213 \\ & 80,615 \\ & 80,032 \\ & 79,973 \end{aligned}$ | $\begin{aligned} & 79,211 \\ & 82,730 \\ & 84,502 \\ & 84,179 \\ & 83,632 \end{aligned}$ | $\begin{aligned} & 68,870 \\ & 70,419 \\ & 70,842 \\ & 70,079 \\ & 71,393 \end{aligned}$ | $\begin{aligned} & 73,087 \\ & 76,628 \\ & 78,715 \\ & 79,031 \\ & 81,319 \end{aligned}$ | $\begin{aligned} & 73,855 \\ & 77,278 \\ & 79,421 \\ & 79,856 \\ & 82,083 \end{aligned}$ | $\begin{aligned} & 45,237 \\ & 47,808 \\ & 49,070 \\ & 45,556 \\ & 47,046 \end{aligned}$ |
| $\begin{aligned} & 1992-93 \\ & 1993-94 \\ & 1994-95 \\ & 1995-96 \\ & 1996-97 \end{aligned}$ | $\begin{aligned} & 79,457 \\ & 80,310 \\ & 80,508 \\ & 80,832 \\ & 81,012 \end{aligned}$ | $\begin{aligned} & 104,466 \\ & 105,053 \\ & 105,593 \\ & 105,799 \\ & 106,242 \end{aligned}$ | 78,090 78,427 78,659 78,629 78,586 | $\begin{aligned} & 65,083 \\ & 65,181 \\ & 65,260 \\ & 65,073 \\ & 64,847 \end{aligned}$ | $\begin{aligned} & 50,643 \\ & 49,934 \\ & 49,951 \\ & 49,743 \\ & 49,716 \end{aligned}$ | $\begin{aligned} & 54,275 \\ & 56,690 \\ & 55,901 \\ & 55,958 \\ & 55,722 \end{aligned}$ | 67,119 70,297 69,421 70,482 70,447 | $\begin{aligned} & 78,538 \\ & 79,540 \\ & 79,869 \\ & 80,058 \\ & 80,173 \end{aligned}$ | $\begin{aligned} & 82,657 \\ & 83,76 \\ & 83,752 \\ & 83,886 \\ & 84,022 \end{aligned}$ | 69,188 71,086 70,893 70,973 71,058 | $\begin{aligned} & 81,715 \\ & 88,216 \\ & 82,073 \\ & 82,728 \\ & 83,056 \end{aligned}$ | $\begin{aligned} & 82,502 \\ & 82,934 \\ & 83,148 \\ & 83,307 \\ & 83,584 \end{aligned}$ | $\begin{aligned} & 46,389 \\ & 49,253 \\ & 43,129 \\ & 52,318 \\ & 52,003 \end{aligned}$ |
| $\begin{aligned} & 1997-98 \\ & 1998-99 \\ & 1999-2000 \\ & 2001-02 \\ & 2002-03 \end{aligned}$ | $\begin{aligned} & 81,950 \\ & 83,267 \\ & 83,611 \\ & 84,912 \\ & 85,295 \end{aligned}$ | $\begin{aligned} & 107,625 \\ & 109,781 \\ & 111,321 \\ & 114,831 \\ & 116,081 \end{aligned}$ | $\begin{aligned} & 79,590 \\ & 80,926 \\ & 81,570 \\ & 83,466 \\ & 84,100 \end{aligned}$ | $\begin{aligned} & 65,500 \\ & 66,723 \\ & 67,290 \\ & 69,354 \\ & 70,300 \end{aligned}$ | $\begin{aligned} & 50,811 \\ & 52,055 \\ & 52,239 \\ & 66,744 \\ & 67,19 \end{aligned}$ | $\begin{aligned} & 55,564 \\ & 56,672 \\ & 57,140 \\ & 59,409 \\ & 59,277 \end{aligned}$ | $\begin{aligned} & 70,884 \\ & 71,190 \\ & 70,896 \\ & 66,199 \\ & 64,445 \end{aligned}$ | $\begin{aligned} & 80,858 \\ & 82,070 \\ & 82,299 \\ & 83,181 \\ & 83,465 \end{aligned}$ | $\begin{aligned} & 84,737 \\ & 86,116 \\ & 86,695 \\ & 88,140 \\ & 88,294 \end{aligned}$ | $\begin{aligned} & 71,904 \\ & 72,782 \\ & 72,170 \\ & 72,256 \\ & 72,779 \end{aligned}$ | $\begin{aligned} & 84,619 \\ & 86,168 \\ & 86,790 \\ & 89,284 \\ & 89,750 \end{aligned}$ | $\begin{aligned} & 85,151 \\ & 86,634 \\ & 87,254 \\ & 89,669 \\ & 90,141 \end{aligned}$ | $\begin{aligned} & 52,600 \\ & 53,597 \\ & 53,745 \\ & 47,101 \\ & 48,434 \end{aligned}$ |
| $\begin{aligned} & 2003-04 \\ & 2004-05 \\ & 2005-06 \\ & 2006-07 \\ & 2007-08 \end{aligned}$ | $\begin{aligned} & 85,169 \\ & 84,668 \\ & 84,221 \\ & 84,960 \\ & 85,061 \end{aligned}$ | $\begin{aligned} & 116,137 \\ & 116,477 \\ & 116,085 \\ & 117,428 \\ & 117,953 \end{aligned}$ | 84,035 83,974 83,638 84,436 84,737 | $\begin{aligned} & 70,496 \\ & 70,432 \\ & 70,136 \\ & 70,817 \\ & 70,934 \end{aligned}$ | $\begin{aligned} & 66,776 \\ & 65,704 \\ & 64,761 \\ & 66,093 \\ & 66,225 \end{aligned}$ | $\begin{aligned} & 59,404 \\ & 58,813 \\ & 58,414 \\ & 58,691 \\ & 59,086 \end{aligned}$ | $\begin{aligned} & 64,953 \\ & 64,663 \\ & 64,178 \\ & 64,738 \\ & 65,053 \end{aligned}$ | $\begin{aligned} & 82,849 \\ & 82,372 \\ & 81,658 \\ & 82,434 \\ & 82,533 \end{aligned}$ | $\begin{aligned} & 87,566 \\ & 87,270 \\ & 86,485 \\ & 87,202 \\ & 87,156 \end{aligned}$ | 72,236 71,256 70,517 71,287 71,388 | $\begin{aligned} & 90,731 \\ & 90,841 \\ & 90,386 \\ & 91,013 \\ & 91,124 \end{aligned}$ | $\begin{aligned} & 91,093 \\ & 91,958 \\ & 90,701 \\ & 91,282 \\ & 91,374 \end{aligned}$ | $\begin{aligned} & 49,433 \\ & 49,320 \\ & 49,063 \\ & 51,039 \\ & 51,924 \end{aligned}$ |
| $\begin{aligned} & 2008-09 \\ & 2009-10 \\ & 2010-11 \\ & 2011-12 \\ & 2012-13 \end{aligned}$ | $\begin{aligned} & 86,822 \\ & 87,198 \\ & 86,468 \\ & 85,215 \\ & 84,599 \end{aligned}$ | $\begin{aligned} & 120,743 \\ & 121,158 \\ & 120,239 \\ & 119,186 \\ & 118,311 \end{aligned}$ | 86,656 86,619 86,040 84,781 84,326 | 72,613 72,737 72,326 71,241 70,799 | $\begin{aligned} & 67,155 \\ & 67,532 \\ & 66,446 \\ & 64,941 \\ & 63,137 \end{aligned}$ | $\begin{aligned} & 60,547 \\ & 60,982 \\ & 60,238 \\ & 59,386 \\ & 58,100 \end{aligned}$ | 66,554 66,378 64,780 63,325 64,318 | $\begin{aligned} & 88,050 \\ & 84,345 \\ & 83,299 \\ & 81,797 \\ & 80,875 \end{aligned}$ | $\begin{aligned} & 88,778 \\ & 88,982 \\ & 88,044 \\ & 86,635 \\ & 85,402 \end{aligned}$ | $\begin{aligned} & 72,482 \\ & 72,760 \\ & 71,436 \\ & 69,618 \\ & 68,866 \end{aligned}$ | $\begin{aligned} & 93,435 \\ & 93,928 \\ & 93,818 \\ & 92,976 \\ & 92,978 \end{aligned}$ | $\begin{aligned} & 93,745 \\ & 94,182 \\ & 94,048 \\ & 93,155 \\ & 93,158 \end{aligned}$ | $\begin{aligned} & 51,373 \\ & 52,291 \\ & 51,717 \\ & 53,205 \\ & 49,239 \end{aligned}$ |
| $\begin{aligned} & 2013-14 \\ & 2014-15 \\ & 2015-16 \\ & 2016-17 \\ & 2017-18 \\ & 2018-19 \end{aligned}$ | $\begin{aligned} & 84,866 \\ & 85,776 \\ & 87,399 \\ & 88,443 \\ & 88,670 \\ & 88,703 \end{aligned}$ | $\begin{aligned} & 118,566 \\ & 120,735 \\ & 122,811 \\ & 124,370 \\ & 124,599 \\ & 124,671 \end{aligned}$ | $\begin{aligned} & 84,822 \\ & 85,967 \\ & 87,317 \\ & 87,928 \\ & 87,915 \\ & 87,841 \end{aligned}$ | $\begin{aligned} & 71,241 \\ & 72,327 \\ & 73,744 \\ & 74,886 \\ & 74,996 \\ & 75,10 \end{aligned}$ | $\begin{aligned} & 62,777 \\ & 63,358 \\ & 64,744 \\ & 66,395 \\ & 66,526 \\ & 67,789 \end{aligned}$ | $\begin{aligned} & 58,816 \\ & 59,214 \\ & 60,912 \\ & 61,340 \\ & 62,077 \\ & 62,542 \end{aligned}$ | $\begin{aligned} & 63,769 \\ & 62,393 \\ & 64,138 \\ & 64,487 \\ & 64,049 \\ & 63,153 \end{aligned}$ | $\begin{aligned} & 81,372 \\ & 82,195 \\ & 83,822 \\ & 84,952 \\ & 85,162 \\ & 85,148 \end{aligned}$ | $\begin{aligned} & 86,121 \\ & 87,076 \\ & 88,636 \\ & 89,556 \\ & 89,721 \\ & 89,641 \end{aligned}$ | $\begin{aligned} & 68,677 \\ & 68,611 \\ & 70,172 \\ & 70,624 \\ & 70,147 \\ & 00,400 \end{aligned}$ | $\begin{aligned} & 92,891 \\ & 93,746 \\ & 95,523 \\ & 96,501 \\ & 96,784 \\ & 96,962 \end{aligned}$ | $\begin{aligned} & 93,119 \\ & 94,396 \\ & 95,992 \\ & 96,693 \\ & 96,909 \\ & 97,115 \end{aligned}$ | $\begin{aligned} & 48,072 \\ & 40,844 \\ & 33,265 \\ & 55,336 \\ & 58,212 \\ & 54,452 \end{aligned}$ |

See notes at end of table.

Table 316.10. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by academic rank, control and level of institution, and sex: Selected years, 1970-71 through 2018-19-Continued

| Sex and academic year | All faculty | Academic rank |  |  |  |  |  | Public institutions |  |  | Private institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Professor | Associate professor | Assistant professor | Instructor | Lecturer | No rank | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| $\begin{aligned} & \hline \text { Males } \\ & 1975-76 \\ & 1980-81 \\ & 1982-83 \\ & 1984-85 \end{aligned}$ | $\begin{aligned} & 79,525 \\ & 71,628 \\ & 73,965 \\ & 77,063 \end{aligned}$ | $\begin{array}{r} 104,589 \\ 90,875 \\ 92,781 \\ 96,428 \end{array}$ | 78,589 68,564 70,347 72,776 | $\begin{aligned} & 64,732 \\ & 56,215 \\ & 58,281 \\ & 60,655 \end{aligned}$ | $\begin{aligned} & 65,899 \\ & 45,449 \\ & 46,860 \\ & 50,667 \end{aligned}$ | $\begin{aligned} & 62,013 \\ & 53,449 \\ & 54,769 \\ & 56,409 \end{aligned}$ | $\begin{aligned} & 71,977 \\ & 67,743 \\ & 68,487 \\ & 68,653 \end{aligned}$ | $\begin{aligned} & 80,656 \\ & 72,722 \\ & 74,448 \\ & 77,201 \end{aligned}$ | $\begin{aligned} & 82,754 \\ & 74,581 \\ & 76,538 \\ & 79,845 \end{aligned}$ | 74,620 67,143 68,443 69,18 | 76,651 68,687 72,662 76,694 | $\begin{aligned} & 77,388 \\ & 69,202 \\ & 73,232 \\ & 77,292 \end{aligned}$ | 51,960 46,999 44,760 46,599 |
| $\begin{aligned} & 1985-86 \\ & 1987-88 \\ & 1989-90 \\ & 1990-91 \\ & 1991-92 \end{aligned}$ | $\begin{aligned} & 79,818 \\ & 83,324 \\ & 85,297 \\ & 85,29 \\ & 85,850 \end{aligned}$ | $\begin{array}{r} 99,692 \\ 104,363 \\ 107,012 \\ 106,947 \\ 107,190 \end{array}$ | $\begin{aligned} & 75,114 \\ & 78,321 \\ & 80,046 \\ & 79,883 \\ & 80,290 \end{aligned}$ | $\begin{aligned} & 63,060 \\ & 65,779 \\ & 67,380 \\ & 67,395 \\ & 67,745 \end{aligned}$ | $\begin{aligned} & 50,490 \\ & 51,695 \\ & 51,726 \\ & 51,998 \\ & 61,131 \end{aligned}$ | $\begin{aligned} & 58,741 \\ & 60,457 \\ & 62,156 \\ & 61,272 \\ & 60,186 \end{aligned}$ | $\begin{aligned} & 70,445 \\ & 71,595 \\ & 71,767 \\ & 71,935 \\ & 72,241 \end{aligned}$ | $\begin{aligned} & 80,363 \\ & 83,767 \\ & 85,687 \\ & 8,265 \\ & 85,181 \end{aligned}$ | $\begin{aligned} & 83,291 \\ & 87,230 \\ & 89,428 \\ & 89,205 \\ & 88,696 \end{aligned}$ | $\begin{aligned} & 71,588 \\ & 73,192 \\ & 73,964 \\ & 73,355 \\ & 74,787 \end{aligned}$ | $\begin{aligned} & 78,333 \\ & 82,212 \\ & 84,398 \\ & 85,12 \\ & 87,471 \end{aligned}$ | $\begin{aligned} & 78,901 \\ & 82,680 \\ & 84,960 \\ & 85,709 \\ & 88,037 \end{aligned}$ | $\begin{aligned} & 47,508 \\ & 49,501 \\ & 50,301 \\ & 49,052 \\ & 49,157 \end{aligned}$ |
| $\begin{aligned} & 1992-93 \\ & 1993-94 \\ & 1994-95 \\ & 1995-96 \\ & 1996-97 \end{aligned}$ | $\begin{aligned} & 85,057 \\ & 85,877 \\ & 86,262 \\ & 86,577 \\ & 86,806 \end{aligned}$ | $\begin{aligned} & 106,571 \\ & 107,144 \\ & 107,846 \\ & 108,109 \\ & 108,720 \end{aligned}$ | $\begin{aligned} & 79,709 \\ & 80,075 \\ & 80,329 \\ & 80,386 \\ & 80,418 \end{aligned}$ | $\begin{aligned} & 67,245 \\ & 67,96 \\ & 67,225 \\ & 66,977 \\ & 66,723 \end{aligned}$ | $\begin{aligned} & 52,569 \\ & 51,644 \\ & 51,405 \\ & 50,720 \\ & 50,584 \end{aligned}$ | $\begin{aligned} & 57,774 \\ & 60,271 \\ & 59,074 \\ & 59,235 \\ & 58,862 \end{aligned}$ | $\begin{aligned} & 69,952 \\ & 73,84 \\ & 72,581 \\ & 73,152 \\ & 72,818 \end{aligned}$ | $\begin{aligned} & 83,830 \\ & 84,798 \\ & 85,253 \\ & 85,509 \\ & 85,646 \end{aligned}$ | $\begin{aligned} & 87,771 \\ & 88,320 \\ & 89,032 \\ & 89,256 \\ & 89,51 \end{aligned}$ | $\begin{aligned} & 72,368 \\ & 74,374 \\ & 74,124 \\ & 74,110 \\ & 73,941 \end{aligned}$ | $\begin{aligned} & 87,994 \\ & 88,471 \\ & 88,661 \\ & 89,117 \\ & 89,548 \end{aligned}$ | $\begin{aligned} & 88,561 \\ & 89,027 \\ & 89,306 \\ & 89,585 \\ & 89,974 \end{aligned}$ | $\begin{aligned} & 48,693 \\ & 53,321 \\ & 49,909 \\ & 54,590 \\ & 55,362 \end{aligned}$ |
| $\begin{aligned} & 1997-98 \\ & 1998-99 \\ & 1999-2000 \\ & 2001-02 \\ & 2002-03 \end{aligned}$ | $\begin{aligned} & 87,870 \\ & 89,349 \\ & 89,888 \\ & 91,420 \\ & 91,966 \end{aligned}$ | $\begin{aligned} & 110,344 \\ & 112,765 \\ & 114,414 \\ & 118,475 \\ & 119,871 \end{aligned}$ | $\begin{aligned} & 81,490 \\ & 82,856 \\ & 83,687 \\ & 85,705 \\ & 86,541 \end{aligned}$ | $\begin{aligned} & 67,359 \\ & 68,726 \\ & 69,437 \\ & 71,802 \\ & 72,932 \end{aligned}$ | $\begin{aligned} & 51,784 \\ & 53,475 \\ & 53,639 \\ & 69,422 \\ & 69,916 \end{aligned}$ | $\begin{aligned} & 58,691 \\ & 59,992 \\ & 60,144 \\ & 63,276 \\ & 63,236 \end{aligned}$ | $\begin{aligned} & 73,317 \\ & 73,283 \\ & 72,989 \\ & 68,294 \\ & 65,939 \end{aligned}$ | $\begin{aligned} & 86,423 \\ & 87,795 \\ & 88,242 \\ & 89,308 \\ & 89,793 \end{aligned}$ | $\begin{aligned} & 90,420 \\ & 92,054 \\ & 92,800 \\ & 94,627 \\ & 95,019 \end{aligned}$ | $\begin{aligned} & 74,677 \\ & 75,363 \\ & 74,852 \\ & 74,421 \\ & 75,048 \end{aligned}$ | $\begin{aligned} & 91,280 \\ & 92,957 \\ & 93,699 \\ & 96,466 \\ & 96,971 \end{aligned}$ | $\begin{aligned} & 91,724 \\ & 93,340 \\ & 94,108 \\ & 96,791 \\ & 97,320 \end{aligned}$ | $\begin{aligned} & 56,618 \\ & 58,553 \\ & 57,801 \\ & 47,465 \\ & 47,690 \end{aligned}$ |
| $\begin{aligned} & 2003-04 \\ & 2004-05 \\ & 2005-06 \\ & 2006-07 \\ & 2007-08 \end{aligned}$ | $\begin{aligned} & 91,845 \\ & 91,610 \\ & 91,090 \\ & 91,87 \\ & 92,066 \end{aligned}$ | $\begin{aligned} & 120,123 \\ & 120,614 \\ & 120,572 \\ & 122,018 \\ & 122,751 \end{aligned}$ | $\begin{aligned} & 86,377 \\ & 86,400 \\ & 86,107 \\ & 86,943 \\ & 87,265 \end{aligned}$ | $\begin{aligned} & 73,015 \\ & 72,952 \\ & 72,673 \\ & 73,311 \\ & 73,425 \end{aligned}$ | $\begin{aligned} & 69,389 \\ & 67,884 \\ & 66,844 \\ & 68,300 \\ & 68,351 \end{aligned}$ | $\begin{aligned} & 62,896 \\ & 62,004 \\ & 61,418 \\ & 61,997 \\ & 61,964 \end{aligned}$ | $\begin{aligned} & 66,652 \\ & 66,96 \\ & 65,943 \\ & 66,625 \\ & 67,198 \end{aligned}$ | $\begin{aligned} & 89,111 \\ & 88,694 \\ & 88,063 \\ & 889005 \\ & 89,001 \end{aligned}$ | $\begin{aligned} & 94,245 \\ & 93,999 \\ & 93,361 \\ & 94,155 \\ & 94,117 \end{aligned}$ | $\begin{aligned} & 74,341 \\ & 73,193 \\ & 72,366 \\ & 73,150 \\ & 73,203 \end{aligned}$ | $\begin{aligned} & 98,020 \\ & 98,191 \\ & 97,927 \\ & 98,543 \\ & 98,978 \end{aligned}$ | $\begin{aligned} & 98,330 \\ & 98,485 \\ & 98,184 \\ & 98,756 \\ & 99,180 \end{aligned}$ | $\begin{aligned} & 48,457 \\ & 46,203 \\ & 48,639 \\ & 51,111 \\ & 51,437 \end{aligned}$ |
| $\begin{aligned} & 2008-09 \\ & 2009-10 \\ & 2010-11 \\ & 201-12 \\ & 2012-13 \end{aligned}$ | $\begin{aligned} & 94,057 \\ & 94,515 \\ & 93,790 \\ & 92,52 \\ & 91,934 \end{aligned}$ | $\begin{aligned} & 125,942 \\ & 126,468 \\ & 125,618 \\ & 124,723 \\ & 124,045 \end{aligned}$ | $\begin{aligned} & 89,236 \\ & 89,278 \\ & 88,699 \\ & 87,43 \\ & 86,946 \end{aligned}$ | $\begin{aligned} & 75,169 \\ & 75,315 \\ & 74,909 \\ & 73,992 \\ & 73,440 \end{aligned}$ | $\begin{aligned} & 69,391 \\ & 69,871 \\ & 68,563 \\ & 66,850 \\ & 64,572 \end{aligned}$ | $\begin{aligned} & 63,636 \\ & 64,209 \\ & 63,529 \\ & 62,733 \\ & 61,041 \end{aligned}$ | $\begin{aligned} & 68,909 \\ & 68,532 \\ & 66,891 \\ & 65,49 \\ & 66,872 \end{aligned}$ | $\begin{aligned} & 90,728 \\ & 91,086 \\ & 90,051 \\ & 88,529 \\ & 87,596 \end{aligned}$ | $\begin{aligned} & 96,034 \\ & 96,316 \\ & 95,401 \\ & 93,982 \\ & 92,723 \end{aligned}$ | $\begin{aligned} & 74,176 \\ & 74,434 \\ & 73,024 \\ & 71,138 \\ & 70,372 \end{aligned}$ | $\begin{aligned} & 101,508 \\ & 102,111 \\ & 101,955 \\ & 101,100 \\ & 101,136 \end{aligned}$ | $\begin{aligned} & 101,741 \\ & 102,303 \\ & 102,138 \\ & 101,251 \\ & 101,295 \end{aligned}$ | $\begin{aligned} & 51,762 \\ & 52,001 \\ & 51,026 \\ & 50,361 \\ & 46,971 \end{aligned}$ |
| $\begin{aligned} & 2013-14 \\ & 2014-15 \\ & 2015-16 \\ & 2016-17 \\ & 2017-18 \\ & 2018-19 \end{aligned}$ | $\begin{aligned} & 92,209 \\ & 93,311 \\ & 94,984 \\ & 96,094 \\ & 96,401 \\ & 96,369 \end{aligned}$ | $\begin{aligned} & 124,460 \\ & 126,884 \\ & 129,184 \\ & 130,783 \\ & 131,129 \\ & 131,403 \end{aligned}$ | $\begin{aligned} & 87,501 \\ & 88,769 \\ & 90,116 \\ & 90,746 \\ & 90,779 \\ & 90,721 \end{aligned}$ | $\begin{aligned} & 73,827 \\ & 75,185 \\ & 76,821 \\ & 78,205 \\ & 78,408 \\ & 78,575 \end{aligned}$ | 64,433 64,963 66,316 68,137 68,569 69,903 | $\begin{aligned} & 61,675 \\ & 62,358 \\ & 64,230 \\ & 64,154 \\ & 64,941 \\ & 65,504 \end{aligned}$ | $\begin{aligned} & 66,302 \\ & 64,537 \\ & 66,399 \\ & 67,274 \\ & 66,352 \\ & 64,992 \end{aligned}$ | $\begin{aligned} & 88,067 \\ & 89,129 \\ & 90,740 \\ & 91,935 \\ & 92,191 \\ & 9,098 \end{aligned}$ | $\begin{aligned} & 93,395 \\ & 94,590 \\ & 96,157 \\ & 97,132 \\ & 97,339 \\ & 97,208 \end{aligned}$ | $\begin{aligned} & 70,145 \\ & 70,105 \\ & 71,590 \\ & 71,958 \\ & 71,357 \\ & 71,606 \end{aligned}$ | $\begin{aligned} & 101,212 \\ & 102,146 \\ & 104,185 \\ & 105,270 \\ & 105,753 \\ & 105,915 \end{aligned}$ | $\begin{aligned} & 101,392 \\ & 102,773 \\ & 104,662 \\ & 105,452 \\ & 105,843 \\ & 106,072 \end{aligned}$ | $\begin{aligned} & 47,725 \\ & 40,010 \\ & 33,941 \\ & 54,134 \\ & 63,121 \\ & 5,171 \end{aligned}$ |
| $\begin{aligned} & \text { Females } \\ & 1975-76 \\ & 1980-81 \\ & 1982-83 \\ & 1984-85 \end{aligned}$ | $\begin{aligned} & 65,340 \\ & 58,463 \\ & 60,023 \\ & 62,118 \end{aligned}$ | $\begin{aligned} & 92,743 \\ & 81,745 \\ & 83,144 \\ & 85,784 \end{aligned}$ | 74,731 <br> 65,185 <br> 66,415 68,286 | $\begin{aligned} & 61,752 \\ & 53,510 \\ & 54,524 \\ & 56,452 \end{aligned}$ | $\begin{aligned} & 57,413 \\ & 43,429 \\ & 44,130 \\ & 46,364 \end{aligned}$ | $\begin{aligned} & 54,348 \\ & 47,271 \\ & 48,589 \\ & 50,296 \end{aligned}$ | $\begin{aligned} & 64,365 \\ & 60,939 \\ & 61,556 \\ & 62,379 \end{aligned}$ | 67,418 <br> 60,442 <br> 61,651 63,615 | $\begin{aligned} & 67,400 \\ & 60,252 \\ & 61,610 \\ & 64,206 \end{aligned}$ | 67,447 <br> 60,749 <br> 61,716 62,671 | $\begin{aligned} & 59,508 \\ & 52,841 \\ & 55,353 \\ & 57,915 \end{aligned}$ | $\begin{aligned} & 60,423 \\ & 53,580 \\ & 56,214 \\ & 58,81 \end{aligned}$ | 46,584 <br> 40,616 <br> 40,887 42,085 |
| $\begin{aligned} & 1985-86 \\ & 1987-88 \\ & 1989-90 \\ & 1990-91 \\ & 1991-92 \end{aligned}$ | $\begin{aligned} & 64,182 \\ & 66,681 \\ & 68,182 \\ & 67,858 \\ & 68,781 \end{aligned}$ | $\begin{aligned} & 89,030 \\ & 92,637 \\ & 95,069 \\ & 94,048 \\ & 94,596 \end{aligned}$ | $\begin{aligned} & 70,520 \\ & 73,303 \\ & 74,736 \\ & 74,381 \\ & 74,704 \end{aligned}$ | $\begin{aligned} & 58,108 \\ & 60,343 \\ & 62,012 \\ & 61,889 \\ & 62,421 \end{aligned}$ | $\begin{aligned} & 47,101 \\ & 48,016 \\ & 48,509 \\ & 48,291 \\ & 52,910 \end{aligned}$ | $\begin{aligned} & 51,840 \\ & 53,281 \\ & 53,846 \\ & 53,165 \\ & 52,318 \end{aligned}$ | $\begin{aligned} & 63,240 \\ & 64,276 \\ & 64,882 \\ & 64,640 \\ & 65,278 \end{aligned}$ | $\begin{aligned} & 65,865 \\ & 68,246 \\ & 69,406 \\ & 68,953 \\ & 69,269 \end{aligned}$ | $\begin{aligned} & 66,752 \\ & 69,569 \\ & 711,217 \\ & 71,060 \\ & 70,797 \end{aligned}$ | $\begin{aligned} & 64,455 \\ & 66,088 \\ & 66,435 \\ & 65,664 \\ & 66,918 \end{aligned}$ | $\begin{aligned} & 59,404 \\ & 62,575 \\ & 65,124 \\ & 64,980 \\ & 67,487 \end{aligned}$ | $\begin{aligned} & 60,256 \\ & 63,285 \\ & 65,843 \\ & 66,000 \\ & 68,369 \end{aligned}$ | $\begin{aligned} & 43,067 \\ & 4,383 \\ & 47,875 \\ & 42,714 \\ & 45,232 \end{aligned}$ |
| $\begin{aligned} & 1992-93 \\ & 1993-94 \\ & 1994-95 \\ & 1995-96 \\ & 1996-97 \end{aligned}$ | 68,210 69,387 69,661 70,277 70,645 | $\begin{aligned} & 93,744 \\ & 94,828 \\ & 95,231 \\ & 95,599 \\ & 95,883 \end{aligned}$ | $\begin{aligned} & 74,387 \\ & 74,790 \\ & 75,145 \\ & 75,084 \\ & 75,070 \end{aligned}$ | $\begin{aligned} & 62,253 \\ & 62,649 \\ & 62,896 \\ & 62,859 \\ & 62,716 \end{aligned}$ | $\begin{aligned} & 49,224 \\ & 48,736 \\ & 48,954 \\ & 49,080 \\ & 49,120 \end{aligned}$ | $\begin{aligned} & 51,395 \\ & 53,780 \\ & 53,339 \\ & 53,414 \\ & 53,257 \end{aligned}$ | $\begin{aligned} & 63,602 \\ & 66,642 \\ & 65,615 \\ & 67,349 \\ & 67,696 \end{aligned}$ | $\begin{aligned} & 68,158 \\ & 6,489 \\ & 69,961 \\ & 70,277 \\ & 70,614 \end{aligned}$ | $\begin{aligned} & 70,138 \\ & 71,070 \\ & 71,839 \\ & 72,10 \\ & 72,362 \end{aligned}$ | $\begin{aligned} & 65,234 \\ & 67,046 \\ & 67,038 \\ & 67,352 \\ & 67,786 \end{aligned}$ | $\begin{aligned} & 68,344 \\ & 69,116 \\ & 68,884 \\ & 70,278 \\ & 70,72 \end{aligned}$ | 69,280 69,940 70,411 70,876 71,285 | $\begin{aligned} & 44,546 \\ & 4,281 \\ & 38,479 \\ & 50,279 \\ & 48,868 \end{aligned}$ |
| $\begin{aligned} & 1997-98 \\ & 1998-99 \\ & 1999-2000 \\ & 2001-02 \\ & 2002-03 \end{aligned}$ | $\begin{aligned} & 71,678 \\ & 72,991 \\ & 73,301 \\ & 74,849 \\ & 75,246 \end{aligned}$ | $\begin{array}{r} 97,029 \\ 98,874 \\ 100,353 \\ 103,105 \\ 104,346 \end{array}$ | $\begin{aligned} & 76,098 \\ & 77,496 \\ & 77,930 \\ & 79,859 \\ & 80,270 \end{aligned}$ | $\begin{aligned} & 63,424 \\ & 64,484 \\ & 64,879 \\ & 66,552 \\ & 67,284 \end{aligned}$ | $\begin{aligned} & 50,126 \\ & 51,029 \\ & 51,206 \\ & 64,331 \\ & 64,772 \end{aligned}$ | $\begin{aligned} & 53,111 \\ & 54,050 \\ & 54,766 \\ & 56,195 \\ & 55,999 \end{aligned}$ | $\begin{aligned} & 68,101 \\ & 68,838 \\ & 68,616 \\ & 63,963 \\ & 62,933 \end{aligned}$ | $\begin{aligned} & 71,479 \\ & 72,724 \\ & 72,878 \\ & 74,083 \\ & 74,315 \end{aligned}$ | $\begin{aligned} & 73,140 \\ & 74,429 \\ & 75,053 \\ & 76,603 \\ & 76,60 \end{aligned}$ | $\begin{aligned} & 68,810 \\ & 69,968 \\ & 69,327 \\ & 70,056 \\ & 70,535 \end{aligned}$ | $\begin{aligned} & 72,197 \\ & 73,690 \\ & 74,409 \\ & 76,963 \\ & 77,717 \end{aligned}$ | 72,761 74,997 74,880 77,369 78,103 | $\begin{aligned} & 48,535 \\ & 48,522 \\ & 49,296 \\ & 46,791 \\ & 49,089 \end{aligned}$ |
| $\begin{aligned} & 2003-04 \\ & 2004-05 \\ & 2005-06 \\ & 2006-07 \\ & 2007-08 \end{aligned}$ | 75,368 75,12 74,666 75,589 75,796 | $\begin{aligned} & 104,322 \\ & 104,588 \\ & 103,747 \\ & 105,280 \\ & 105,685 \end{aligned}$ | $\begin{aligned} & 80,428 \\ & 80,32 \\ & 80,005 \\ & 80,806 \\ & 81,139 \end{aligned}$ | $\begin{aligned} & 67,626 \\ & 67,566 \\ & 67,330 \\ & 68,124 \\ & 68,314 \end{aligned}$ | $\begin{aligned} & 64,516 \\ & 63,882 \\ & 63,044 \\ & 64,301 \\ & 64,518 \end{aligned}$ | $\begin{aligned} & 56,530 \\ & 56,093 \\ & 55,917 \\ & 56,457 \\ & 56,718 \end{aligned}$ | $\begin{aligned} & 63,312 \\ & 63,233 \\ & 62,584 \\ & 63,043 \\ & 63,178 \end{aligned}$ | $\begin{aligned} & 74,048 \\ & 73,68 \\ & 73,135 \\ & 74,040 \\ & 74,338 \end{aligned}$ | 76,375 76,253 75,648 76,565 76,832 | $\begin{aligned} & 70,215 \\ & 69,452 \\ & 68,834 \\ & 69,628 \\ & 69,802 \end{aligned}$ | $\begin{aligned} & 78,830 \\ & 79,166 \\ & 78,695 \\ & 79,643 \\ & 79,60 \end{aligned}$ | $\begin{aligned} & 79,198 \\ & 79,462 \\ & 79,028 \\ & 79,933 \\ & 79,862 \end{aligned}$ | $\begin{aligned} & 50,215 \\ & 51,912 \\ & 49,365 \\ & 50,991 \\ & 52,245 \end{aligned}$ |
| $\begin{aligned} & 2008-09 \\ & 2009-10 \\ & 2010-11 \\ & 2011-12 \\ & 2012-13 \end{aligned}$ | $\begin{aligned} & 77,472 \\ & 77,881 \\ & 77,295 \\ & 76,202 \\ & 75,672 \end{aligned}$ | 107,991 108,478 107,730 106,671 105,710 | $\begin{aligned} & 83,054 \\ & 88,987 \\ & 82,484 \\ & 81,308 \\ & 80,973 \end{aligned}$ | $\begin{aligned} & 69,955 \\ & 70,510 \\ & 69,751 \\ & 68,739 \\ & 68,225 \end{aligned}$ | $\begin{aligned} & 65,401 \\ & 65,719 \\ & 64,799 \\ & 63,453 \\ & 61,700 \end{aligned}$ | $\begin{aligned} & 58,031 \\ & 58,378 \\ & 57,588 \\ & 56,754 \\ & 55,791 \end{aligned}$ | $\begin{aligned} & 64,495 \\ & 64,511 \\ & 62,988 \\ & 61,545 \\ & 62,156 \end{aligned}$ | $\begin{aligned} & 75,783 \\ & 76,119 \\ & 75,185 \\ & 73,864 \\ & 73,022 \end{aligned}$ | 78,333 78,616 77,824 76,679 75,627 | $\begin{aligned} & 71,023 \\ & 71,337 \\ & 70,100 \\ & 68,354 \\ & 67,626 \end{aligned}$ | 81,853 82,391 82,584 81,945 82,090 | $\begin{aligned} & 82,199 \\ & 82,671 \\ & 82,830 \\ & 82,122 \\ & 82,268 \end{aligned}$ | $\begin{aligned} & 51,140 \\ & 52,459 \\ & 52,144 \\ & 54,960 \\ & 50,803 \end{aligned}$ |
| $\begin{aligned} & 2013-14 \\ & 2014-15 \\ & 2015-16 \\ & 2016-17 \\ & 2017-18 \\ & 2018-19 \end{aligned}$ | 76,088 76,825 78,497 79,532 79,773 79,995 | $\begin{aligned} & 106,036 \\ & 107,848 \\ & 109,869 \\ & 111,555 \\ & 111,876 \\ & 111,945 \end{aligned}$ | $\begin{aligned} & 81,480 \\ & 8,521 \\ & 83,948 \\ & 84,581 \\ & 84,530 \\ & 84,488 \end{aligned}$ | $\begin{aligned} & 68,751 \\ & 69,566 \\ & 70,795 \\ & 71,706 \\ & 71,774 \\ & 71,856 \end{aligned}$ | $\begin{aligned} & 61,486 \\ & 62,088 \\ & 63,485 \\ & 65,000 \\ & 64,913 \\ & 66,103 \end{aligned}$ | $\begin{aligned} & 56,586 \\ & 56,609 \\ & 58,275 \\ & 59,076 \\ & 59,789 \\ & 60,188 \end{aligned}$ | $\begin{aligned} & 61,651 \\ & 60,54 \\ & 62,247 \\ & 62,173 \\ & 62,164 \\ & 61,616 \end{aligned}$ | $\begin{aligned} & 73,658 \\ & 74,248 \\ & 75,992 \\ & 77,055 \\ & 77,285 \\ & 77,450 \\ & \hline \end{aligned}$ | $\begin{aligned} & 76,594 \\ & 77,355 \\ & 79,059 \\ & 80,050 \\ & 80,319 \\ & 80,437 \end{aligned}$ | 67,472 <br> 67,385 <br> 69,010 <br> 69,529 <br> 69,159 <br> 69,425 | $\begin{aligned} & 82,056 \\ & 82,937 \\ & 84,555 \\ & 85,561 \\ & 85,807 \\ & 86,179 \end{aligned}$ | $\begin{aligned} & 82,305 \\ & 8,563 \\ & 84,991 \\ & 85,739 \\ & 85,946 \\ & 86,311 \end{aligned}$ | $\begin{aligned} & 48,278 \\ & 41,564 \\ & 34,540 \\ & 56,221 \\ & 55,445 \\ & 56,267 \end{aligned}$ |

[^43]Table 316.20. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by academic rank, sex, and control and level of institution: Selected years, 1999-2000 through 2018-19

| Academic year, control and level of institution | Constant 2018-19 dollars ${ }^{1}$ <br> All faculty, total | Current dollars |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | All faculty |  |  | Academic rank |  |  |  |  |  |  |  |  |  |
|  |  | Total | Males | Females | Professor |  |  | Associate professor |  |  | Assistant professor | Instructor | Lecturer | No <br> academic rank |
|  |  |  |  |  | Total | Males | Females | Total | Males | Females |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All institutions | \$83,611 | \$55,888 | \$60,084 | \$48,997 | \$74,410 | \$76,478 | \$67,079 | \$54,524 | \$55,939 | \$52,091 | \$44,978 | \$34,918 | \$38,194 | \$47,389 |
| Public | 82,299 | 55,011 | 58,984 | 48,714 | 72,475 | 74,501 | 65,568 | 54,641 | 55,992 | 52,305 | 45,285 | 35,007 | 37,403 | 47,990 |
| 4 -year | 86,695 | 57,950 | 62,030 | 50,168 | 75,204 | 76,530 | 69,619 | 55,681 | 56,776 | 53,599 | 45,822 | 33,528 | 37,261 | 40,579 |
| Doctoral ${ }^{2}$ | 93,133 | 62,253 | 66,882 | 52,287 | 81,182 | 82,445 | 74,653 | 57,744 | 58,999 | 55,156 | 48,190 | 33,345 | 38,883 | 39,350 |
| Master's ${ }^{3}$ | 78,951 | 52,773 | 55,565 | 48,235 | 66,588 | 67,128 | 64,863 | 53,048 | 53,686 | 51,977 | 43,396 | 33,214 | 34,448 | 43,052 |
| Other 4-year | 71,611 | 47,867 | 49,829 | 44,577 | 60,360 | 60,748 | 59,052 | 49,567 | 50,133 | 48,548 | 42,306 | 35,754 | 36,088 | 38,330 |
| 2-year | 72,170 | 48,240 | 50,033 | 46,340 | 57,806 | 59,441 | 55,501 | 48,056 | 49,425 | 46,711 | 41,984 | 37,634 | 40,061 | 48,233 |
| Nonprofit | 87,027 | 58,172 | 62,788 | 49,881 | 78,512 | 80,557 | 70,609 | 54,300 | 55,836 | 51,687 | 44,423 | 34,670 | 40,761 | 41,415 |
| 4 -year | 87,406 | 58,425 | 63,028 | 50,117 | 78,604 | 80,622 | 70,774 | 54,388 | 55,898 | 51,809 | 44,502 | 34,813 | 40,783 | 41,761 |
| Doctoral ${ }^{2}$ | 107,525 | 71,873 | 77,214 | 59,586 | 95,182 | 96,768 | 87,342 | 62,503 | 63,951 | 59,536 | 52,134 | 39,721 | 42,693 | 45,887 |
| Master's ${ }^{3}$ | 74,610 | 49,871 | 52,642 | 45,718 | 62,539 | 63,603 | 59,353 | 50,176 | 51,470 | 48,165 | 41,447 | 33,991 | 37,923 | 44,153 |
| Other 4-year | 69,979 | 46,776 | 48,847 | 43,544 | 60,200 | 60,757 | 58,364 | 46,822 | 47,135 | 46,365 | 38,775 | 31,574 | 33,058 | 35,120 |
| 2-year | 56,226 | 37,583 | 39,933 | 34,733 | 39,454 | 38,431 | 40,571 | 36,349 | 37,342 | 35,608 | 31,818 | 27,696 | 25,965 | 40,373 |
| For-profit | 44,198 | 29,543 | 30,023 | 28,942 | 45,505 | 44,248 | 49,693 | 48,469 | 53,548 | 43,389 | 33,043 | 29,894 | $\ddagger$ | 27,958 |
| 2009-10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All institutions | 87,198 | 74,620 | 80,881 | 66,647 | 103,682 | 108,225 | 92,830 | 74,125 | 76,400 | 71,017 | 62,245 | 57,791 | 52,185 | 56,803 |
| Public | 84,345 | 72,178 | 77,948 | 65,139 | 99,208 | 103,746 | 88,815 | 73,379 | 75,687 | 70,256 | 62,160 | 59,310 | 50,228 | 55,864 |
| 4 -year | 88,982 | 76,147 | 82,423 | 67,276 | 103,948 | 107,191 | 95,048 | 75,251 | 77,282 | 72,298 | 63,442 | 46,028 | 50,104 | 54,005 |
| Doctoral ${ }^{2}$ | 95,647 | 81,850 | 89,186 | 70,307 | 113,063 | 115,829 | 103,793 | 78,539 | 80,830 | 74,963 | 66,902 | 44,406 | 50,313 | 53,135 |
| Master's ${ }^{3}$ | 79,746 | 68,243 | 71,574 | 64,239 | 87,917 | 88,929 | 85,883 | 70,332 | 71,340 | 69,036 | 59,396 | 44,422 | 49,746 | 55,765 |
| Other 4-year | 71,519 | 61,202 | 63,678 | 58,349 | 76,448 | 79,143 | 72,073 | 65,003 | 66,297 | 63,338 | 55,055 | 54,050 | 49,432 | 54,487 |
| 2-year | 72,760 | 62,264 | 63,697 | 61,047 | 72,377 | 74,423 | 70,429 | 60,632 | 61,565 | 59,852 | 54,161 | 65,503 | 53,548 | 56,239 |
| Nonprofit | 94,171 | 80,587 | 87,600 | 70,676 | 112,146 | 116,401 | 101,119 | 75,565 | 77,764 | 72,502 | 62,395 | 47,842 | 57,508 | 62,242 |
| 4-year | 94,347 | 80,738 | 87,720 | 70,834 | 112,252 | 116,472 | 101,290 | 75,664 | 77,827 | 72,642 | 62,465 | 47,885 | 57,520 | 62,542 |
| Doctoral ${ }^{2}$ | 111,574 | 95,480 | 104,514 | 80,888 | 134,776 | 138,354 | 123,283 | 85,864 | 88,699 | 81,499 | 71,973 | 53,825 | 58,932 | 66,634 |
| Master's ${ }^{3}$ | 76,863 | 65,776 | 68,776 | 62,128 | 82,516 | 84,062 | 79,452 | 66,524 | 67,508 | 65,309 | 55,469 | 45,305 | 53,637 | 60,591 |
| Other 4-year | 75,506 | 64,614 | 67,178 | 61,326 | 84,869 | 85,528 | 83,480 | 64,747 | 64,949 | 64,478 | 53,130 | 42,145 | 52,422 | 52,775 |
| 2 -year | 53,440 | 45,731 | 44,417 | 46,529 | 53,063 | 55,046 | 51,310 | 45,768 | 45,863 | 45,717 | 42,706 | 46,010 | 32,393 | 43,562 |
| For-profit | 64,087 | 54,842 | 56,689 | 52,925 | 79,574 | 81,765 | 75,817 | 71,376 | 72,429 | 70,199 | 66,027 | 41,742 | $\ddagger$ | 53,705 |
| 2017-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All institutions | 88,670 | 86,870 | 94,444 | 78,153 | 122,069 | 128,467 | 109,605 | 86,130 | 88,936 | 82,814 | 73,474 | 65,176 | 60,816 | 62,748 |
| Public | 85,162 | 83,433 | 90,319 | 75,716 | 115,675 | 121,960 | 103,855 | 85,030 | 87,868 | 81,670 | 73,503 | 66,561 | 58,433 | 60,605 |
| 4-year | 89,721 | 87,900 | 95,363 | 78,689 | 122,122 | 126,856 | 111,746 | 87,498 | 89,986 | 84,359 | 75,507 | 58,699 | 58,372 | 61,519 |
| Doctoral ${ }^{2}$ | 96,259 | 94,305 | 102,935 | 82,930 | 132,004 | 136,342 | 121,379 | 91,828 | 94,614 | 88,200 | 79,942 | 53,367 | 59,479 | 60,723 |
| Master's ${ }^{3}$ | 76,795 | 75,236 | 78,724 | 71,382 | 96,212 | 97,611 | 93,833 | 78,316 | 79,301 | 77,145 | 67,252 | 49,820 | 55,529 | 58,318 |
| Other 4-year | 70,607 | 69,173 | 70,967 | 67,421 | 80,794 | 83,274 | 77,490 | 70,240 | 71,706 | 68,646 | 61,212 | 74,216 | 52,801 | 62,706 |
| 2 -year | 70,147 | 68,723 | 69,908 | 67,755 | 79,170 | 80,694 | 77,865 | 67,430 | 68,273 | 66,795 | 60,343 | 72,741 | 60,610 | 60,167 |
| Nonprofit | 97,168 | 95,195 | 103,979 | 84,411 | 134,378 | 140,602 | 121,408 | 88,307 | 91,064 | 85,057 | 73,531 | 58,117 | 68,198 | 75,680 |
| 4 -year | 97,257 | 95,282 | 104,059 | 84,492 | 134,437 | 140,638 | 121,497 | 88,323 | 91,076 | 85,075 | 73,566 | 58,237 | 68,205 | 75,824 |
| Doctoral ${ }^{2}$ | 113,020 | 110,726 | 122,121 | 95,349 | 160,179 | 166,375 | 144,995 | 99,148 | 102,838 | 94,590 | 84,103 | 63,983 | 69,754 | 81,783 |
| Master's ${ }^{3}$ | 76,138 | 74,593 | 77,835 | 71,075 | 92,484 | 93,658 | 90,537 | 74,409 | 75,698 | 72,958 | 63,298 | 53,927 | 62,123 | 75,222 |
| Other 4-year | 76,563 | 75,008 | 77,176 | 72,641 | 98,505 | 98,427 | 98,635 | 75,740 | 75,898 | 75,568 | 61,552 | 48,098 | 63,604 | 59,277 |
| 2-year | 58,221 | 57,039 | 54,468 | 58,676 | 70,019 | 71,602 | 68,984 | 72,127 | 71,674 | 72,362 | 54,995 | 50,491 | 62,508 | 52,523 |
| For-profit | 57,318 | 56,155 | 59,043 | 53,543 | 70,020 | 69,939 | 70,218 | 65,084 | 62,200 | 67,616 | 53,762 | 49,334 | $\ddagger$ | 57,206 |
| 2018-19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All institutions | 88,703 | 88,703 | 96,369 | 79,995 | 124,671 | 131,403 | 111,945 | 87,841 | 90,721 | 84,488 | 75,102 | 67,789 | 62,542 | 63,153 |
| Public | 85,148 | 85,148 | 92,098 | 77,450 | 117,969 | 124,480 | 106,060 | 86,469 | 89,441 | 83,006 | 75,061 | 69,162 | 59,871 | 61,467 |
| 4-year | 89,641 | 89,641 | 97,208 | 80,437 | 124,169 | 129,276 | 113,465 | 89,025 | 91,662 | 85,753 | 77,107 | 60,529 | 59,834 | 61,870 |
| Doctoral ${ }^{2}$ | 95,942 | 95,942 | 104,629 | 84,700 | 134,213 | 138,903 | 123,296 | 93,266 | 96,135 | 89,578 | 81,563 | 54,719 | 60,750 | 62,179 |
| Master's ${ }^{3}$ | 76,321 | 76,321 | 79,871 | 72,439 | 97,246 | 98,841 | 94,604 | 79,107 | 80,215 | 77,829 | 68,215 | 50,896 | 56,853 | 56,557 |
| Other 4-year | 70,858 | 70,858 | 72,706 | 69,088 | 81,276 | 84,316 | 77,514 | 72,126 | 73,849 | 70,335 | 62,406 | 77,157 | 54,627 | 62,577 |
| 2-year | 70,404 | 70,404 | 71,606 | 69,425 | 80,480 | 81,994 | 79,180 | 68,067 | 68,680 | 67,611 | 60,956 | 75,441 | 61,278 | 61,275 |
| Nonprofit | 97,338 | 97,338 | 106,353 | 86,474 | 137,539 | 144,262 | 123,986 | 90,503 | 93,211 | 87,354 | 75,213 | 60,132 | 70,481 | 76,366 |
| 4-year | 97,447 | 97,447 | 106,459 | 86,570 | 137,587 | 144,299 | 124,045 | 90,523 | 93,226 | 87,376 | 75,251 | 60,374 | 70,501 | 76,569 |
| Doctoral ${ }^{2}$ | 112,794 | 112,794 | 124,378 | 97,525 | 163,299 | 169,943 | 147,610 | 101,284 | 104,875 | 96,946 | 86,034 | 66,825 | 72,311 | 81,379 |
| Master's ${ }^{3}$ | 75,367 | 75,367 | 78,459 | 72,054 | 92,990 | 94,243 | 90,993 | 75,515 | 76,821 | 74,049 | 64,279 | 54,067 | 63,482 | 76,307 |
| Other 4-year | 76,487 | 76,487 | 78,890 | 73,936 | 100,460 | 100,635 | 100,182 | 77,412 | 77,643 | 77,162 | 62,770 | 49,352 | 64,320 | 61,071 |
| $\xrightarrow{2 \text { 2-year }}$ | 57,120 | 57,120 | 54,179 | 59,181 | 77,990 | 75,217 | 80,234 | 76,058 | 73,806 | 76,991 | 57,190 | 46,528 | 59,064 | 54,550 |
| For-profit | 53,692 | 53,692 | 53,816 | 53,553 | 82,216 | 84,096 | 79,253 | 72,399 | 71,922 | 72,834 | 65,524 | 61,083 | 82,871 | 44,335 |

$\ddagger$ Reporting standards not met (too few cases).
${ }^{1}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.
${ }^{2}$ Institutions that awarded 20 or more doctor's degrees during the previous academic year ${ }^{3}$ Institutions that awarded 20 or more master's degrees, but less than 20 doctor's degrees during the previous academic year. This definition differs from the definition of master's institutions that is used in some Digest tables that present postsecondary finance data.

NOTE: Data exclude instructional faculty at medical schools. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:99); and IPEDS, Winter 2009-10, Spring 2018, and Spring 2019, Human Resources component, Salaries section. (This table was prepared November 2019.)

Table 316.30. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by control and level of institution and state or jurisdiction: 2018-19
[In current dollars]

| State or jurisdiction | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | Public institutions |  |  |  |  |  | Nonprofit institutions |  |  |  |  |  | For-profit institutions |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | 4-year institutions |  |  |  | 2-year | Total | 4-year institutions |  |  |  | 2-year |  |
|  |  |  | Total | Doctoral ${ }^{1}$ | Master's ${ }^{2}$ | Other |  |  | Total | Doctoral ${ }^{1}$ | Master's ${ }^{2}$ | Other |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States | \$88,703 | \$85,148 | \$89,641 | \$95,942 | \$76,321 | \$70,858 | \$70,404 | \$97,338 | \$97,447 | \$112,794 | \$75,367 | \$76,487 | \$57,120 | \$53,692 |
| Alabama | 73,892 | 76,153 | 82,523 | 87,030 | 67,788 | $\dagger$ | 56,046 | 59,473 | 59,473 | 64,032 | 51,251 | 56,563 | $\dagger$ | 66,321 |
| Alaska | 81,258 | 82,350 | 82,350 | 85,871 | 80,408 |  | ${ }_{\text {¢ }}{ }^{\dagger}$ | 54,804 | 54,776 |  | 54,776 |  | 55,106 |  |
| Arizona | 86,878 | 87,562 | 91,434 | 92,499 | 84,373 | 51,429 | 75,774 | 76,004 | 76,004 |  | 76,004 |  |  | 69,139 |
| Arkansas | 63,583 | 64,092 | 69,771 | 75,132 | 58,079 | 62,110 | 46,908 | 60,731 | 60,760 | 66,175 | 64,630 | 56,901 | 56,927 |  |
| California | 109,371 | 107,450 | 113,518 | 124,260 | 89,765 | 100,951 | 96,416 | 116,271 | 116,271 | 125,713 | 86,593 | 107,407 | $\dagger$ | 78,026 |
| Colorado | 85,512 | 84,218 | 86,808 | 94,760 | 63,813 | 64,189 | 58,228 | 93,307 | 93,307 | 95,360 | 88,867 | $\dagger$ | $\dagger$ | 52,575 |
| Connecticut | 107,248 | 94,380 | 99,571 | 110,044 | 88,482 |  | 76,987 | 119,082 | 119,082 | 126,266 | 92,376 | 87,925 | ${ }^{\dagger} \dagger$ | 93,049 |
| Delaware | 105,103 | 105,831 | 105,831 | 112,746 |  | 70,754 | † | 73,575 | 76,679 | $\dagger$ | 76,679 |  | 60,714 |  |
| District of Columbia | 115,372 | 83,712 | 83,712 | 143,504 | 76,695 |  | † | 117,754 | 117,754 | 118,087 | 76,837 |  |  | 72,060 |
| Florida | 82,728 | 81,901 | 82,351 | 96,182 | 80,302 | 60,767 | 60,530 | 85,314 | 85,314 | 97,046 | 76,818 | 66,449 | $\dagger$ | 47,728 |
| Georgia | 78,218 | 76,684 | 78,017 | 83,759 | 62,325 | 58,983 | 48,700 | 83,669 | 83,897 | 105,122 | 71,417 | 63,259 | 74,961 | 53,257 |
| Hawaii | 92,066 | 93,852 | 101,893 | 104,939 | $\dagger$ | 80,566 | 76,092 | 79,474 | 79,474 | $\dagger$ | 76,438 | 113,483 | $\dagger$ |  |
| Idaho | 69,774 | 70,205 | 73,572 | 75,293 | † $\dagger$ | 55,921 | 56,131 | 64,536 | 64,536 | 58,681 | $\dagger$ | 69,499 | $\dagger$ |  |
| Illinois | 93,330 | 85,996 | 89,931 | 92,948 | 75,549 | + | 78,928 | 102,805 | 102,853 | 120,598 | 72,204 | 65,738 | 52,817 | 61,339 |
| Indiana | 84,101 | 83,888 | 89,052 | 95,646 | 68,852 | 53,069 | 50,839 | 84,523 | 84,523 | 96,083 | 66,668 | 70,168 | $\dagger$ |  |
| Iowa | 78,834 | 85,361 | 95,342 | 95,342 | ${ }^{\dagger}$ | $\dagger$ | 62,148 | 67,766 | 67,766 | 74,069 | 61,064 | 69,618 | $\dagger$ | 47,400 |
| Kansas | 70,493 | 73,337 | 80,161 | 85,028 | 64,394 |  | 56,420 | 52,935 | 52,935 | 55,198 | 56,614 | 46,651 |  |  |
| Kentucky | 68,514 | 70,156 | 76,008 | 77,858 | 57,088 | $\dagger$ | 52,135 | 62,129 | 62,129 | 66,242 | 55,072 | 67,632 |  |  |
| Louisiana | 70,111 | 65,833 | 71,292 | 80,203 | 58,696 | 53,091 | 45,262 | 88,344 | 88,344 | 94,979 | 60,053 | 52,146 | ${ }_{\text {¢ }} \dagger$ |  |
| Maine | 80,266 | 74,073 | 78,653 | 83,844 | 63,879 | 64,458 | 58,663 | 88,465 | 88,653 | 69,418 | 57,518 | 101,547 | 59,714 |  |
| Maryland | 85,635 | 84,622 | 89,415 | 91,922 | 77,518 | $\dagger$ | 75,021 | 88,980 | 88,980 | 102,224 | 74,276 | 71,745 | $\dagger$ | 68,722 |
| Massachusetts | 112,141 | 89,950 | 97,295 | 104,909 | 84,239 | $\dagger$ | 66,164 | 122,612 | 122,616 | 135,715 | 97,377 | 96,010 | $\ddagger$ |  |
| Michigan | 94,098 | 97,490 | 99,824 | 102,466 | 81,216 | 81,876 | 82,986 | 71,706 | 71,706 | 92,595 | 70,347 | 66,607 | † |  |
| Minnesota | 83,875 | 86,259 | 93,541 | 107,095 | 81,131 | 66,067 | 72,612 | 78,517 | 78,558 | 77,051 | 70,483 | 82,719 | 39,147 |  |
| Mississippi | 62,811 | 62,897 | 70,387 | 73,043 | 57,060 | $\dagger$ | 52,000 | 61,895 | 61,895 | 66,812 | 73,842 | 44,588 | $\dagger$ | 66,406 |
| Missouri | 77,741 | 71,761 | 75,769 | 84,393 | 63,142 | $\dagger$ | 59,229 | 87,487 | 87,487 | 102,883 | 66,113 | 57,372 | $\dagger$ | 70,587 |
| Montana | 67,356 | 70,891 | 73,818 | 79,165 | 62,103 | 55,955 | 50,541 | 48,185 | 52,829 |  | 54,770 | 51,540 | 19,102 |  |
| Nebraska | 78,724 | 80,878 | 85,080 | 91,660 | 67,015 |  | 62,348 | 71,423 | 71,423 | 88,428 | 60,138 | 58,369 | $\dagger$ |  |
| Nevada | 86,920 | 86,936 | 86,936 | 94,254 |  | 73,064 | $\dagger$ | 78,922 | 78,922 | $\ddagger$ | 75,153 |  | $\dagger$ |  |
| New Hampshire | 99,666 | 91,918 | 97,833 | 107,879 | 81,376 | 86,524 | 67,223 | 110,282 | 110,282 | 151,186 | 73,577 | 75,882 | $\dagger$ |  |
| New Jersey | 109,290 | 105,646 | 113,212 | 114,387 | 107,508 | $\dagger$ | 77,802 | 118,043 | 118,043 | 133,590 | 86,989 | 75,976 | $\dagger$ | 47,838 |
| New Mexico | 68,015 | 67,968 | 73,692 | 79,724 | 63,697 | 50,155 | 54,281 | 69,321 | 69,321 | $\dagger$ | 69,321 | $\dagger$ | $\dagger$ |  |
| New York | 100,116 | 89,939 | 94,158 | 109,000 | 87,074 | 76,926 | 80,591 | 110,324 | 110,401 | 120,468 | 83,498 | 91,751 | 74,311 | 32,266 |
| North Carolina | 80,384 | 76,047 | 87,134 | 90,736 | 73,652 | 74,259 | 52,332 | 91,946 | 92,261 | 114,336 | 62,777 | 66,258 | 42,156 | 69,724 |
| North Dakota | 70,099 | 71,372 | 73,066 | 80,997 | 60,300 | 53,745 | 58,228 | 58,573 | 58,573 | 65,711 |  | 52,476 | $\dagger$ |  |
| Ohio | 82,517 | 85,652 | 89,711 | 92,721 | 60,947 | 71,151 | 67,227 | 76,009 | 76,033 | 82,760 | 67,807 | 73,841 | 38,750 | 52,935 |
| Oklahoma | 69,602 | 68,926 | 73,417 | 80,692 | 62,644 | 49,601 | 49,942 | 72,641 | 72,641 | 84,449 | 61,677 | 39,807 | $\dagger$ | 47,743 |
| Oregon | 81,965 | 82,613 | 86,583 | 90,928 | 67,682 | 68,618 | 74,108 | 79,690 | 79,690 | 81,513 | 59,044 | 82,408 | $\dagger$ |  |
| Pennsylvania | 94,446 | 91,562 | 95,507 | 103,726 | 88,122 | 76,231 | 66,538 | 97,395 | 97,783 | 111,061 | 73,930 | 87,191 | 58,185 | 65,139 |
| Rhode Island | 101,815 | 82,037 | 87,541 | 94,465 | 73,070 | $\dagger$ | 62,179 | 115,224 | 115,224 | 143,426 | 93,540 | $\dagger$ | $\dagger$ |  |
| South Carolina | 70,530 | 72,922 | 82,126 | 95,713 | 69,639 | 62,144 | 50,093 | 61,262 | 61,370 | 67,269 | 62,679 | 56,839 | 54,598 | 85,949 |
| South Dakota | 66,146 | 67,919 | 70,116 | 71,599 | 70,130 | 51,717 | 58,490 | 57,038 | 57,038 | $\dagger$ | 58,371 | 47,743 | $\dagger$ |  |
| Tennessee | 79,423 | 74,886 | 81,011 | 83,488 | 71,093 | $\dagger$ | 54,383 | 89,209 | 89,209 | 108,571 | 67,216 | 51,752 | $\dagger$ | 62,658 |
| Texas | 82,383 | 80,147 | 87,608 | 92,277 | 70,029 | 59,898 | 62,140 | 93,080 | 93,171 | 106,557 | 71,423 | 58,708 | 38,602 | 41,630 |
| Utah | 78,986 | 78,672 | 80,572 | 93,980 | 71,013 | 62,928 | 59,680 | 84,893 | 84,893 | 114,059 | 76,370 | $\dagger$ | $\dagger$ |  |
| Vermont | 82,642 | 83,320 | 83,320 | 92,534 | 60,336 | 57,874 |  | 82,019 | 82,019 | $\dagger$ | 84,976 | 55,726 | $\dagger$ |  |
| Virginia | 85,083 | 87,337 | 92,550 | 96,225 | 72,864 | 76,232 | 64,269 | 77,580 | 77,580 | 86,742 | 58,179 | 66,823 |  | 52,885 |
| Washington | 84,110 | 84,946 | 86,387 | 103,758 | 85,600 | 65,680 | 64,400 | 81,044 | 81,044 | 87,552 | 66,500 | 79,105 |  | 83,252 |
| West Virginia | 66,772 | 68,500 | 71,462 | 79,844 | 59,915 | 57,514 | 49,589 | 52,397 | 52,397 | 56,711 | 49,888 | 51,193 | $\dagger$ |  |
| Wisconsin | 79,637 | 81,433 | 82,140 | 90,995 | 63,582 | 95,928 | 79,600 | 72,322 | 72,322 | 79,641 | 67,029 | 67,740 | $\dagger$ |  |
| Wyoming | 76,182 | 76,182 | 90,173 | 90,173 | $\dagger$ | $\dagger$ | 59,268 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| U.S. Service Academies | 109,778 | 109,778 | 109,778 | $\dagger$ | $\dagger$ | 109,778 | $\dagger$ | + | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Other jurisdictions | 60,987 | 64,575 | 68,770 | 70,847 | 76,258 | 55,570 | 31,877 | 53,066 | 53,066 | 60,481 | 50,584 | 37,846 | $\dagger$ | 25,857 |
| American Samoa | 29,068 | 29,068 | 29,068 | $\dagger$ | $\dagger$ | 29,068 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Federated States of Micronesia | 25,272 | 25,272 |  | $\dagger$ |  | $\dagger$ | 25,272 | † | $\dagger$ | † | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Guam | 66,511 | 66,511 | 69,979 |  | 69,979 | $\dagger$ | 57,347 | $\dagger$ | $\dagger$ | † | $\dagger$ | + | $\dagger$ |  |
| Marshall Islands |  |  |  |  |  | ${ }^{\text {f }}$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Northern Marianas | 51,249 | 51,249 | 51,249 | $\dagger$ |  | 51,249 |  | † | $\dagger$ | † | $\dagger$ | + | $\dagger$ |  |
| Palau | 20,492 | 20,492 |  |  |  |  | 20,492 |  |  | $\dagger$ |  | $\dagger$ | $\dagger$ |  |
| Puerto Rico | 62,761 | 68,400 | 70,311 | 70,847 | 79,149 | 59,601 | 26,460 | 53,066 | 53,066 | 60,481 | 50,584 | 37,846 | $\dagger$ | 25,857 |
| $\underline{\text { U.S. Virgin Islands }}$ | 71,002 | 71,002 | 71,002 | $\dagger$ | 71,002 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met (too few cases),
'Institutions that awarded 20 or more doctor's degrees during the previous academic year. ${ }^{2}$ Institutions that awarded 20 or more master's degrees, but less than 20 doctor's degrees, during the previous academic year. This definition differs from the definition of master's institutions that is used in some Digest tables that present postsecondary finance data.

NOTE: Data exclude instructional faculty at medical schools. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data include imputations for nonrespondent institutions
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Human Resources component, Salaries section. (This table was prepared November 2019.)

Table 316.50. Average salary of full-time instructional faculty on 9-month contracts in 4-year degree-granting postsecondary institutions, by control and classification of institution, academic rank of faculty, and state or jurisdiction: 2018-19
[In current dollars]

|  | Public doctoral ${ }^{1}$ |  |  | Public master's ${ }^{2}$ |  |  | Nonprofit doctoral ${ }^{1}$ |  |  | Nonprofit master's ${ }^{2}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | Professor | Associate professor | Assistant professor | Professor | Associate professor | Assistant professor | Professor | Associate professor | Assistant professor | Professor | Associate professor | Assistant professor |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | \$134,213 | \$93,266 | \$81,563 | \$97,246 | \$79,107 | \$68,215 | \$163,299 | \$101,284 | \$86,034 | \$92,990 | \$75,515 | \$64,279 |
| Alabama | 129,750 | 90,765 | 76,975 | 86,003 | 71,112 | 61,776 | 101,006 | 73,957 | 43,630 | 56,331 | 54,653 | 47,333 |
| Alaska | 105,822 | 87,480 | 73,678 | 103,252 | 85,404 | 69,466 |  |  |  | 66,703 | 54,168 | 47,985 |
| Arizona | 133,813 | 97,421 | 82,188 | 151,796 | 97,068 | 75,853 |  | $\dagger$ | ${ }^{\dagger}$ | 111,636 | 73,181 | 69,390 |
| Arkansas | 108,093 | 80,003 | 71,898 | 73,755 | 65,397 | 56,673 | 80,697 | 67,932 | 60,202 | 72,755 | 65,253 | 58,805 |
| California | 165,791 | 112,818 | 95,132 | 110,072 | 94,554 | 83,845 | 174,220 | 110,813 | 94,711 | 103,941 | 83,724 | 71,910 |
| Colorado | 127,627 | 95,433 | 85,068 | 82,461 | 67,849 | 61,549 | 135,739 | 99,919 | 81,711 | 118,742 | 88,746 | 70,507 |
| Connecticut | 150,560 | 102,214 | 82,889 | 103,734 | 83,742 | 69,843 | 190,700 | 99,116 | 89,948 | 123,581 | 99,133 | 80,452 |
| Delaware | 152,773 | 104,784 | 90,995 |  |  | 60,84 | -700 |  |  | 96,922 | 79,494 | 71,504 |
| District of Columbia | 164,016 | 125,544 | 100,439 | 104,672 | 75,415 | 62,622 | 171,141 | 109,987 | 92,214 | 88,364 | 77,221 | 72,547 |
| Florida | 134,226 | 94,696 | 83,881 | 113,039 | 88,358 | 70,224 | 132,585 | 93,721 | 78,223 | 99,003 | 82,558 | 68,448 |
| Georgia | 117,492 | 84,748 | 74,968 | 77,078 | 63,318 | 58,577 | 148,156 | 94,825 | 82,132 | 80,827 | 62,670 | 56,005 |
| Hawaii | 134,748 | 99,617 | 87,964 |  |  |  |  |  |  | 91,545 | 79,176 | 73,324 |
| Idaho | 98,097 | 78,886 | 71,918 | 1 |  |  | 66,436 | 58,161 | 52,460 |  |  |  |
| Illinois | 128,284 | 90,100 | 84,185 | 98,001 | 78,465 | 69,196 | 185,577 | 106,316 | 94,023 | 86,676 | 73,579 | 62,376 |
| Indiana | 133,964 | 93,902 | 81,862 | 88,585 | 73,216 | 65,818 | 143,362 | 93,238 | 76,156 | 83,561 | 69,580 | 56,680 |
| Iowa | 130,245 | 91,946 | 81,117 | $\dagger$ | $\dagger$ | $\dagger$ | 89,991 | 73,681 | 59,603 | 72,497 | 61,294 | 55,582 |
| Kansas | 115,255 | 82,198 | 70,886 | 78,994 | 67,937 | 61,103 | 68,002 | 54,060 | 51,286 | 65,117 | 60,699 | 52,080 |
| Kentucky | 107,575 | 77,915 | 68,460 | 70,258 | 61,946 | 51,697 | 79,507 | 65,348 | 55,613 | 64,390 | 55,801 | 50,840 |
| Louisiana | 113,129 | 78,869 | 75,292 | 76,937 | 62,823 | 57,263 | 134,310 | 84,670 | 90,386 | 68,830 | 58,399 | 56,034 |
| Maine | 108,777 | 86,779 | 69,464 | 78,160 | 65,284 | 53,303 | 94,505 | 77,861 | 64,276 | 67,245 | 58,671 | 53,035 |
| Maryland | 130,926 | 94,503 | 80,256 | 93,166 | 76,577 | 69,919 | 157,104 | 109,428 | 95,845 | 85,558 | 72,006 | 64,409 |
| Massachusetts | 145,572 | 107,333 | 90,632 | 101,791 | 80,494 | 68,225 | 194,058 | 116,725 | 102,673 | 125,001 | 93,769 | 78,981 |
| Michigan | 138,714 | 96,301 | 84,281 | 97,578 | 82,814 | 74,118 | 114,007 | 91,123 | 76,845 | 80,814 | 70,599 | 62,441 |
| Minnesota | 138,384 | 98,468 | 88,672 | 97,654 | 81,574 | 69,308 | 101,476 | 77,541 | 65,099 | 80,487 | 67,721 | 61,061 |
| Mississippi | 101,987 | 79,369 | 70,520 | 69,118 | 63,313 | 55,108 | 84,834 | 67,390 | 58,465 | 98,568 | 69,051 | 60,494 |
| Missouri | 111,473 | 79,785 | 72,994 | 79,329 | 65,921 | 58,259 | 148,326 | 93,357 | 80,099 | 83,333 | 68,473 | 58,723 |
| Montana | 97,127 | 75,365 | 69,075 | 74,738 | 67,695 | 58,247 |  | $\dagger$ |  | 66,750 | 53,402 | 50,413 |
| Nebraska | 121,964 | 89,440 | 87,131 | 83,027 | 66,927 | 55,434 | 119,865 | 88,131 | 70,997 | 67,259 | 62,013 | 55,416 |
| Nevada | 133,361 | 97,595 | 82,420 |  |  |  |  |  |  |  |  |  |
| New Hampshire | 134,951 | 106,519 | 86,399 | 97,126 | 79,873 | 67,190 | 198,177 | 123,727 | 101,527 | 93,536 | 74,055 | 67,738 |
| New Jersey | 158,393 | 109,725 | 88,230 | 127,843 | 102,044 | 83,936 | 198,777 | 107,817 | 95,243 | 107,717 | 93,139 | 70,235 |
| New Mexico | 104,648 | 76,441 | 73,215 | 81,828 | 67,610 | 58,114 |  |  |  | $\ddagger$ | 58,998 | 46,909 |
| New York | 141,102 | 102,036 | 86,544 | 112,097 | 87,609 | 74,193 | 171,248 | 109,522 | 90,310 | 102,383 | 82,539 | 72,534 |
| North Carolina | 128,728 | 87,984 | 80,004 | 93,500 | 76,295 | 69,005 | 166,605 | 99,825 | 81,087 | 74,556 | 64,891 | 58,856 |
| North Dakota | 107,334 | 82,124 | 71,451 | 79,182 | 64,981 | 54,512 | 69,443 | 74,154 | 60,961 | $\dagger$ | $\dagger$ | $\dagger$ |
| Ohio | 126,030 | 91,074 | 80,913 | 75,607 | 63,092 | 53,948 | 113,899 | 82,155 | 74,264 | 80,497 | 67,710 | 58,600 |
| Oklahoma | 110,488 | 80,704 | 75,205 | 81,090 | 65,596 | 57,881 | 103,407 | 78,411 | 77,347 | 72,406 | 60,687 | 55,267 |
| Oregon | 128,787 | 96,026 | 84,047 | 84,789 | 69,433 | 55,846 | 104,454 | 81,888 | 67,037 | 68,635 | 58,908 | 53,005 |
| Pennsylvania | 145,409 | 100,169 | 81,737 | 112,206 | 91,293 | 72,296 | 161,783 | 99,770 | 87,384 | 92,401 | 74,425 | 64,417 |
| Rhode Island | 123,929 | 92,025 | 85,831 | 83,318 | 73,013 | 63,047 | 186,408 | 124,143 | 101,455 | 120,777 | 90,287 | 77,002 |
| South Carolina | 135,110 | 95,422 | 87,370 | 88,520 | 72,603 | 63,222 | 71,675 | 66,449 | 62,810 | 77,883 | 64,073 | 55,568 |
| South Dakota | 96,468 | 77,456 | 71,796 | 92,669 | 72,601 | 65,556 |  |  |  | 69,357 | 58,622 | 55,430 |
| Tennessee | 114,699 | 83,983 | 72,556 | 88,115 | 72,159 | 64,245 | 152,613 | 95,727 | 81,279 | 83,606 | 67,963 | 58,015 |
| Texas | 135,495 | 93,713 | 80,710 | 92,342 | 77,284 | 67,511 | 148,198 | 99,258 | 89,140 | 87,593 | 73,988 | 62,810 |
| Utah | 126,152 | 90,798 | 81,633 | 91,653 | 74,575 | 67,092 | 156,795 | 110,530 | 76,368 | 88,971 | 74,151 | 66,622 |
| Vermont | 122,428 | 96,557 | 79,789 | 70,181 | 56,615 | 49,204 | t | $\dagger$ | $\dagger$ | 108,411 | 78,386 | 72,830 |
| Virginia | 135,195 | 94,081 | 80,299 | 89,489 | 74,613 | 66,064 | 116,740 | 85,324 | 67,565 | 74,914 | 57,604 | 53,189 |
| Washington | 138,980 | 101,663 | 93,164 | 109,446 | 92,466 | 80,557 | 116,109 | 87,935 | 71,750 | 82,048 | 68,045 | 64,389 |
| West Virginia | 102,535 | 80,001 | 69,932 | 71,043 | 62,592 | 55,614 | 67,748 | 58,829 | 53,661 | 59,860 | 54,836 | 46,324 |
| Wisconsin | 120,677 | 82,397 | 79,570 | 74,079 | 63,894 | 64,445 | 108,493 | 82,935 | 73,888 | 81,867 | 67,962 | 59,741 |
| Wyoming | 123,387 | 86,994 | 81,558 | $\dagger$ | $\dagger$ | † | $\dagger$ | + | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| U.S. Service Academies | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Other jurisdictions | 83,092 | 70,144 | 54,303 | 85,605 | 73,054 | 58,787 | 78,036 | 60,374 | 51,444 | 71,747 | 60,408 | 48,338 |
| American Samoa | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Federated States of Micronesia |  |  |  |  |  |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Guam | $\dagger$ | $\dagger$ | $\dagger$ | 92,939 | 74,686 | 56,253 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Marshall Islands | $\dagger$ | $\dagger$ | $\dagger$ |  |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Northern Marianas | $\dagger$ | $\dagger$ | $\dagger$ |  |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Palau Puerto Rico |  |  |  |  |  | 50.7 | ${ }_{7}^{\dagger}$ | ${ }^{\dagger}$ | 51, | 1 | $\dagger$ |  |
| Puerto Rico U.S. Virgin Islands | 83,092 | 70,144 | 54,303 | 84,388 | 72,112 | 56,700 | 78,036 | 60,374 | 51,444 | 71,747 | 60,408 | 48,338 |
| U.S. Virgin Islands | $\dagger$ | $\dagger$ | $\dagger$ | 93,336 | 73,742 | 63,835 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met (too few cases)
'Institutions that awarded 20 or more doctor's degrees during the previous academic year. ${ }^{2}$ Institutions that awarded 20 or more master's degrees, but less than 20 doctor's degrees, during the previous academic year. This definition differs from the definition of master's institutions that is used in some Digest tables that present postsecondary finance data.

NOTE: Data exclude instructional faculty at medical schools. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data include imputations for nonrespondent institutions
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Human Resources component, Salaries section. (This table was prepared November 2019.)

Table 316.80. Percentage of degree-granting postsecondary institutions with a tenure system and percentage of full-time faculty with tenure at these institutions, by control and level of institution and selected characteristics of faculty: Selected years, 1993-94 through 2018-19

| Selected characteristic and academic year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | Public institutions |  |  |  |  |  | Nonprofit institutions |  |  |  |  |  | For-profit institutions |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | 4-year institutions |  |  |  | 2-year | Total | 4-year institutions |  |  |  | 2-year |  |
|  |  |  | Total | Doctoral | Master's ${ }^{2}$ | Other |  |  | Total | Doctoral ${ }^{1}$ | Master's ${ }^{2}$ | Other |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Percent of institutions with a tenure system |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1993-94 | 62.6 | 73.6 | 92.6 | 100.0 | 98.3 | 76.4 | 62.1 | 62.0 | 66.3 | 90.5 | 76.5 | 58.3 | 26.1 | 7.8 |
| 1999-2000 | 55.0 | 72.8 | 94.6 | 100.0 | 95.5 | 86.3 | 60.3 | 59.0 | 63.4 | 81.2 | 72.6 | 54.9 | 14.0 | 4.0 |
| 2003-04 | 52.7 | 71.3 | 90.9 | 100.0 | 98.0 | 70.9 | 59.4 | 57.9 | 61.2 | 86.6 | 71.6 | 49.5 | 14.4 | 3.6 |
| 2005-06 | 50.9 | 71.5 | 90.9 | 99.5 | 98.0 | 71.6 | 59.4 | 56.5 | 59.8 | 85.1 | 67.1 | 49.2 | 11.5 | 2.0 |
| 2007-08 | 49.5 | 70.7 | 91.0 | 100.0 | 98.6 | 70.1 | 57.4 | 57.5 | 60.2 | 81.3 | 64.2 | 45.4 | 13.0 | 1.4 |
| 2009-10 | 47.8 | 71.2 | 90.9 | 99.6 | 98.5 | 71.3 | 57.7 | 57.1 | 59.5 | 80.6 | 64.4 | 44.6 | 12.9 | 1.5 |
| 2011-12 | 45.3 | 71.6 | 90.8 | 99.6 | 98.5 | 70.5 | 57.8 | 55.6 | 58.6 | 79.5 | 64.0 | 42.7 | 8.0 | 1.3 |
| 2013-14 | 49.3 | 74.6 | 95.8 | 99.6 | 98.1 | 86.6 | 58.9 | 59.7 | 61.8 | 79.6 | 63.2 | 49.0 | 12.5 | 1.2 |
| 2015-16 | 51.9 | 74.8 | 95.2 | 99.6 | 97.6 | 85.7 | 58.9 | 57.7 | 60.6 | 79.8 | 60.8 | 47.0 | 7.5 | 1.3 |
| 2016-17 | 54.4 | 74.6 | 94.6 | 99.6 | 97.2 | 85.0 | 58.0 | 58.8 | 61.5 | 79.3 | 61.1 | 48.8 | 9.2 | 1.5 |
| 2017-18 | 55.1 | 74.7 | 94.6 | 99.6 | 96.8 | 86.2 | 57.7 | 58.3 | 60.6 | 80.2 | 59.4 | 46.9 | 7.8 | 1.6 |
| 2018-19 | 57.4 | 74.3 | 93.6 | 99.3 | 97.5 | 82.4 | 57.5 | 58.8 | 60.8 | 78.7 | 58.2 | 49.0 | 8.8 | 1.3 |
| Faculty with tenure at institutions with a tenure system |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Percent of all full-time faculty ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1993-94 | 56.2 | 58.9 | 56.3 | 54.5 | 60.5 | 51.1 | 69.9 | 49.5 | 49.5 | 47.6 | 51.8 | 50.4 | 47.9 | 33.8 |
| 1999-2000 | 53.7 | 55.9 | 53.2 | 50.4 | 59.1 | 54.7 | 67.7 | 48.2 | 48.1 | 43.4 | 52.3 | 53.5 | 59.7 | 77.4 |
| 2003-04 | 50.4 | 53.0 | 50.2 | 48.9 | 52.9 | 51.2 | 65.2 | 44.6 | 44.6 | 40.1 | 48.7 | 51.9 | 47.7 | 69.2 |
| 2005-06 | 49.6 | 51.5 | 48.7 | 47.2 | 52.3 | 49.1 | 64.1 | 45.1 | 45.1 | 40.7 | 49.1 | 52.5 | 45.2 | 69.3 |
| 2007-08 | 48.8 | 50.5 | 47.8 | 45.9 | 52.7 | 49.5 | 63.6 | 44.7 | 44.7 | 41.0 | 50.5 | 53.1 | 41.3 | 51.3 |
| 2009-10 | 48.7 | 50.6 | 47.8 | 45.7 | 53.6 | 51.3 | 64.1 | 44.3 | 44.3 | 40.4 | 50.5 | 54.1 | 38.5 | 51.0 |
| 2011-12 | 48.5 | 50.7 | 48.0 | 45.8 | 54.3 | 53.4 | 64.7 | 43.7 | 43.7 | 39.7 | 50.7 | 54.3 | 31.4 | 31.0 |
| 2013-14 | 48.3 | 50.4 | 47.3 | 44.9 | 55.4 | 52.2 | 67.2 | 43.8 | 43.8 | 39.5 | 51.7 | 55.9 | 31.5 | 19.8 |
| 2015-16 | 47.2 | 49.3 | 46.6 | 44.2 | 54.7 | 53.5 | 65.0 | 42.8 | 42.8 | 38.6 | 51.6 | 55.6 | 33.9 | 17.0 |
| 2016-17 | 46.4 | 48.2 | 45.8 | 43.3 | 53.4 | 56.9 | 63.6 | 42.4 | 42.4 | 38.3 | 51.1 | 55.4 | 32.2 | 17.2 |
| 2017-18 | 45.5 | 47.3 | 44.8 | 42.3 | 52.7 | 56.1 | 63.2 | 41.8 | 41.8 | 37.9 | 50.7 | 55.0 | 27.2 | 17.6 |
| 2018-19 | 45.1 | 46.9 | 44.5 | 42.2 | 52.8 | 54.7 | 62.8 | 41.4 | 41.4 | 37.6 | 50.0 | 55.2 | 28.9 | 12.8 |
| Percent of full-time instructional faculty only 2017-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 48.0 | 49.7 | 47.4 | 45.5 | 52.9 | 56.1 | 63.2 | 44.4 | 44.4 | 41.2 | 50.7 | 55.0 | 27.2 | 17.6 |
| Male | 54.0 | 55.5 | 54.2 | 52.8 | 58.8 | 59.4 | 65.5 | 50.8 | 50.9 | 48.2 | 56.4 | 60.5 | 32.9 | 20.1 |
| Female | 40.8 | 42.8 | 39.1 | 35.9 | 46.4 | 52.8 | 61.3 | 36.4 | 36.5 | 32.0 | 44.7 | 49.0 | 24.0 | 15.3 |
| Professor | 89.6 | 90.7 | 90.7 | 88.9 | 98.2 | 96.2 | 90.6 | 87.5 | 87.5 | 85.0 | 92.7 | 95.9 | 60.9 | 70.7 |
| Male | 90.1 | 91.3 | 91.3 | 89.8 | 98.1 | 96.5 | 91.6 | 87.9 | 87.9 | 85.9 | 92.7 | 95.9 | 77.8 | 74.5 |
| Female | 88.5 | 89.5 | 89.4 | 86.5 | 98.3 | 95.7 | 89.8 | 86.6 | 86.6 | 82.7 | 92.8 | 95.9 | 50.0 | 65.7 |
| Associate professor | 75.0 | 78.3 | 78.5 | 75.5 | 89.6 | 86.4 | 75.1 | 68.6 | 68.6 | 62.5 | 77.7 | 87.6 | 52.7 | 41.5 |
| Male | 75.5 | 79.1 | 79.2 | 76.4 | 89.8 | 86.3 | 77.4 | 68.6 | 68.6 | 63.0 | 77.7 | 86.7 | 71.4 | 37.5 |
| Female | 74.3 | 77.3 | 77.8 | 74.3 | 89.4 | 86.5 | 73.3 | 68.6 | 68.7 | 61.8 | 77.8 | 88.6 | 46.3 | 45.5 |
| Assistant professor | 5.1 | 6.5 | 3.5 | 1.3 | 8.3 | 21.8 | 43.9 | 2.5 | 2.5 | 1.7 | 5.4 | 2.8 | $\dagger$ | $\dagger$ |
| Male | 5.0 | 6.3 | 3.5 | 1.3 | 8.6 | 22.7 | 47.0 | 2.6 | 2.6 | 1.7 | 5.7 | 3.3 | $\dagger$ |  |
| Female | 5.2 | 6.8 | 3.6 | 1.4 | 8.0 | 21.0 | 41.7 | 2.4 | 2.4 | 1.6 | 5.2 | 2.4 | $\dagger$ | $\dagger$ |
| Instructor | 25.6 | 31.4 | 9.6 | 0.6 | 1.5 | 45.3 | 55.5 | 0.3 | 0.3 | 0.2 | 0.4 | 1.1 | $\dagger$ | 3.6 |
| Lecturer | 1.7 | 2.2 | 1.6 | 1.0 | 3.2 | 5.7 | 28.2 | 0.2 | 0.2 | 0.1 | $\ddagger$ | 1.7 | $\dagger$ |  |
| No academic rank | 28.4 | 35.6 | 21.3 | 1.2 | 6.9 | 56.5 | 65.3 | 4.8 | 4.6 | 2.1 | 21.0 | 1.5 | 41.4 | $\dagger$ |
| 2018-19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 47.5 | 49.2 | 47.0 | 45.2 | 53.0 | 54.7 | 62.8 | 43.9 | 43.9 | 40.8 | 50.0 | 55.2 | 28.9 | 12.8 |
| Male | 53.5 | 55.0 | 53.7 | 52.5 | 58.7 | 57.6 | 65.3 | 50.4 | 50.5 | 47.9 | 55.7 | 60.9 | 30.1 | 14.8 |
| Female | 40.5 | 42.5 | 38.9 | 35.9 | 46.8 | 51.9 | 60.8 | 36.0 | 36.0 | 31.8 | 44.0 | 49.2 | 28.1 | 10.8 |
| Professor | 89.4 | 90.5 | 90.5 | 88.8 | 98.3 | 95.1 | 90.0 | 87.3 | 87.3 | 84.7 | 92.4 | 96.5 | 60.9 | 61.0 |
| Male | 90.1 | 91.2 | 91.2 | 89.8 | 98.4 | 95.4 | 91.2 | 87.8 | 87.8 | 85.8 | 92.5 | 96.6 | 75.0 | 70.6 |
| Female | 88.0 | 89.0 | 89.0 | 86.3 | 98.2 | 94.6 | 89.0 | 86.1 | 86.1 | 82.2 | 92.1 | 96.2 | 53.3 | 48.0 |
| Associate professor | 74.5 | 77.8 | 78.0 | 75.2 | 89.5 | 84.7 | 74.7 | 68.2 | 68.2 | 62.1 | 77.8 | 88.0 | 56.9 | 49.1 |
| Male | 75.3 | 78.8 | 78.9 | 76.4 | 89.6 | 85.4 | 76.8 | 68.4 | 68.4 | 62.8 | 78.4 | 86.7 | 66.7 | 42.3 |
| Female | 73.6 | 76.5 | 76.9 | 73.6 | 89.3 | 83.9 | 73.0 | 68.0 | 68.0 | 61.2 | 77.2 | 89.5 | 53.5 | 55.6 |
| Assistant professor | 4.9 | 6.3 | 3.3 | 1.3 | 7.8 | 21.3 | 44.8 | 2.3 | 2.3 | 1.5 | 4.9 | 3.3 | t | $\dagger$ |
| Male | 4.7 | 6.0 | 3.2 | 1.2 | 7.9 | 22.5 | 47.6 | 2.4 | 2.4 | 1.6 | 5.0 | 3.9 | $\dagger$ |  |
| Female | 5.0 | 6.6 | 3.4 | 1.4 | 7.7 | 20.2 | 42.7 | 2.2 | 2.2 | 1.4 | 4.9 | 2.8 | $\dagger$ | $\dagger$ |
| Instructor | 24.9 | 30.7 | 9.1 | 0.6 | 2.4 | 41.5 | 54.6 | 0.3 | 0.3 | 0.1 | 0.4 | 1.5 | $\dagger$ | 2.3 |
| Lecturer | 1.7 | 2.2 | 1.6 | 1.0 | 3.7 | 5.6 | 28.9 | 0.1 | 0.1 | 0.1 | $\ddagger$ | 1.1 | $\dagger$ | $\dagger$ |
| No academic rank | 28.3 | 35.4 | 21.0 | 1.2 | 3.6 | 56.6 | 68.2 | 4.5 | 4.3 | 1.6 | 24.2 | 1.5 | 48.3 | t |

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met (too few cases)
${ }^{1}$ Institutions that awarded 20 or more doctor's degrees during the previous academic year. ${ }^{2}$ Institutions that awarded 20 or more master's degrees, but less than 20 doctor's degrees, during the previous academic year.
${ }^{3}$ Includes instructional, research, and public service faculty.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data include imputations for nonrespondent institutions. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff Survey" (IPEDS-S:93-99); and IPEDS Winter 2003-04 through Winter 2011-12 and Spring 2014 through Spring 2019, Human Resources component, Fall Staff section. (This table was prepared November 2019.)

Table 317.10. Degree-granting postsecondary institutions, by control and level of institution: Selected years, 1949-50 through 2018-19

| Year | All institutions |  |  | Public |  |  | Private |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year, total | 2-year, total | Nonprofit |  |  | For-profit |  |  |
|  |  |  |  |  |  |  |  |  |  | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Excluding branch campuses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1949-50 | 1,851 | 1,327 | 524 | 641 | 344 | 297 | 1,210 | 983 | 227 | - | - | - | - | - | - |
| 1959-60 | 2,004 | 1,422 | 582 | 695 | 367 | 328 | 1,309 | 1,055 | 254 | - | - | - | - | - | - |
| 1969-70 | 2,525 | 1,639 | 886 | 1,060 | 426 | 634 | 1,465 | 1,213 | 252 | - | - | - | - | - | - |
| 1979-80 | 2,975 | 1,863 | 1,112 | 1,310 | 464 | 846 | 1,665 | 1,399 | 266 | - | - | - | - | - | - |
| 1980-81 | 3,056 | 1,861 | 1,195 | 1,334 | 465 | 869 | 1,722 | 1,396 | $326{ }^{1}$ | - | - | - | - | - | - |
| 1981-82 | 3,083 | 1,883 | 1,200 | 1,340 | 471 | 869 | 1,743 | 1,412 | $331{ }^{1}$ | - | - | - | - | - | - |
| 1982-83 | 3,111 | 1,887 | 1,224 | 1,336 | 472 | 864 | 1,775 | 1,415 | $360{ }^{1}$ | - | - | - | - | - | - |
| 1983-84 | 3,117 | 1,914 | 1,203 | 1,325 | 474 | 851 | 1,792 | 1,440 | 352 | - | - | - | - | - | - |
| 1984-85 | 3,146 | 1,911 | 1,235 | 1,329 | 461 | 868 | 1,817 | 1,450 | 367 | - | - | - | - | - | - |
| 1985-86 | 3,155 | 1,915 | 1,240 | 1,326 | 461 | 865 | 1,829 | 1,454 | 375 | - | - | - | - | - | - |
| Including branch campuses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1974-75 | 3,004 | 1,866 | 1,138 | 1,433 | 537 | 896 | 1,571 | 1,329 | 242 | - | - | - | - | - | - |
| 1975-76 | 3,026 | 1,898 | 1,128 | 1,442 | 545 | 897 | 1,584 | 1,353 | 231 | 1,536 | 1348 | 188 | 55 | 15 | 40 |
| 1976-77 | 3,046 | 1,913 | 1,133 | 1,455 | 550 | 905 | 1,591 | 1,363 | 228 | 1,536 | 1,348 | 188 | 55 | 15 | 40 |
| 1977-78 | 3,095 | 1,938 | 1,157 | 1,473 | 552 | 921 | 1,622 | 1,386 | 236 | - | - | 18 | - | - | - |
| 1978-79 | 3,134 | 1,941 | 1,193 | 1,474 | 550 | 924 | 1,660 | 1,391 | 269 | 1,564 | 1,376 | 188 | 96 | 15 | 81 |
| 1979-80 | 3,152 | 1,957 | 1,195 | 1,475 | 549 | 926 | 1,677 | 1,408 | 269 |  |  |  | - | - |  |
| 1980-81 | 3,231 | 1,957 | 1,274 | 1,497 | 552 | 945 | 1,734 | 1,405 | 3291 | 1,569 | 1,387 | 182 | 165 | 18 | 147 |
| 1981-82 | 3,253 | 1,979 | 1,274 | 1,498 | 558 | 940 | 1,755 | 1,421 | $334{ }^{1}$ | - | - | - | - | - | - |
| 1982-83 | 3,280 | 1,984 | 1,296 | 1,493 | 560 | 933 | 1,787 | 1,424 | $363{ }^{1}$ | - | - | - | - | - | - |
| 1983-84 | 3,284 | 2,013 | 1,271 | 1,481 | 565 | 916 | 1,803 | 1,448 | 355 | - | - | - | - | - | - |
| 1984-85 | 3,331 | 2,025 | 1,306 | 1,501 | 566 | 935 | 1,830 | 1,459 | 371 | 1,616 | 1,430 | 186 | 214 | 29 | 185 |
| 1985-86 | 3,340 | 2,029 | 1,311 | 1,498 | 566 | 932 | 1,842 | 1,463 | 379 | - | - | - | - | - |  |
| 1986-87 | 3,406 | 2,070 | 1,336 | 1,533 | 573 | 960 | 1,873 | 1,497 | 376 | 1,635 | 1,462 | 173 | 238 | 35 | 203 |
| 1987-88 | 3,587 | 2,135 | 1,452 | 1,591 | 599 | 992 | 1,996 | 1,536 | 460 | 1,673 | 1,487 | 186 | 323 | 49 | 274 |
| 1988-89 | 3,565 | 2,129 | 1,436 | 1,582 | 598 | 984 | 1,983 | 1,531 | 452 | 1,658 | 1,478 | 180 | 325 | 53 | 272 |
| 1989-90 | 3,535 | 2,127 | 1,408 | 1,563 | 595 | 968 | 1,972 | 1,532 | 440 | 1,656 | 1,479 | 177 | 316 | 53 | 263 |
| 1990-91 | 3,559 | 2,141 | 1,418 | 1,567 | 595 | 972 | 1,992 | 1,546 | 446 | 1,649 | 1,482 | 167 | 343 | 64 | 279 |
| 1991-92 | 3,601 | 2,157 | 1,444 | 1,598 | 599 | 999 | 2,003 | 1,558 | 445 | 1,662 | 1,486 | 176 | 341 | 72 | 269 |
| 1992-93 | 3,638 | 2,169 | 1,469 | 1,624 | 600 | 1,024 | 2,014 | 1,569 | 445 | 1,672 | 1,493 | 179 | 342 | 76 | 266 |
| 1993-94 | 3,632 | 2,190 | 1,442 | 1,625 | 604 | 1,021 | 2,007 | 1,586 | 421 | 1,687 | 1,506 | 181 | 320 | 80 | 240 |
| 1994-95 | 3,688 | 2,215 | 1,473 | 1,641 | 605 | 1,036 | 2,047 | 1,610 | 437 | 1,702 | 1,510 | 192 | 345 | 100 | 245 |
| 1995-96 | 3,706 | 2,244 | 1,462 | 1,655 | 608 | 1,047 | 2,051 | 1,636 | 415 | 1,706 | 1,519 | 187 | 345 | 117 | 228 |
| 1996-97 | 4,009 | 2,267 | 1,742 | 1,702 | 614 | 1,088 | 2,307 | 1,653 | 654 | 1,693 | 1,509 | 184 | 614 | 144 | 470 |
| 1997-98 | 4,064 | 2,309 | 1,755 | 1,707 | 615 | 1,092 | 2,357 | 1,694 | 663 | 1,707 | 1,528 | 179 | 650 | 166 | 484 |
| 1998-99 | 4,048 | 2,335 | 1,713 | 1,681 | 612 | 1,069 | 2,367 | 1,723 | 644 | 1,695 | 1,531 | 164 | 672 | 192 | 480 |
| 1999-2000 | 4,084 | 2,363 | 1,721 | 1,682 | 614 | 1,068 | 2,402 | 1,749 | 653 | 1,681 | 1,531 | 150 | 721 | 218 | 503 |
| 2000-01 | 4,182 | 2,450 | 1,732 | 1,698 | 622 | 1,076 | 2,484 | 1,828 | 656 | 1,695 | 1,551 | 144 | 789 | 277 | 512 |
| 2001-02 | 4,197 | 2,487 | 1,710 | 1,713 | 628 | 1,085 | 2,484 | 1,859 | 625 | 1,676 | 1,541 | 135 | 808 | 318 | 490 |
| 2002-03 | 4,168 | 2,466 | 1,702 | 1,712 | 631 | 1,081 | 2,456 | 1,835 | 621 | 1,665 | 1,538 | 127 | 791 | 297 | 494 |
| 2003-04 | 4,236 | 2,530 | 1,706 | 1,720 | 634 | 1,086 | 2,516 | 1,896 | 620 | 1,664 | 1,546 | 118 | 852 | 350 | 502 |
| 2004-05 | 4,216 | 2,533 | 1,683 | 1,700 | 639 | 1,061 | 2,516 | 1,894 | 622 | 1,637 | 1,525 | 112 | 879 | 369 | 510 |
| 2005-06 | 4,276 | 2,582 | 1,694 | 1,693 | 640 | 1,053 | 2,583 | 1,942 | 641 | 1,647 | 1,534 | 113 | 936 | 408 | 528 |
| 2006-07 | 4,314 | 2,629 | 1,685 | 1,688 | 643 | 1,045 | 2,626 | 1,986 | 640 | 1,640 | 1,533 | 107 | 986 | 453 | 533 |
| 2007-08 | 4,352 | 2,675 | 1,677 | 1,685 | 653 | 1,032 | 2,667 | 2,022 | 645 | 1,624 | 1,532 | 92 | 1,043 | 490 | 553 |
| 2008-09 | 4,409 | 2,719 | 1,690 | 1,676 | 652 | 1,024 | 2,733 | 2,067 | 666 | 1,629 | 1,537 | 92 | 1,104 | 530 | 574 |
| 2009-10 | 4,495 | 2,774 | 1,721 | 1,672 | 672 | 1,000 | 2,823 | 2,102 | 721 | 1,624 | 1,539 | 85 | 1,199 | 563 | 636 |
| 2010-11 | 4,599 | 2,870 | 1,729 | 1,656 | 678 | 978 | 2,943 | 2,192 | 751 | 1,630 | 1,543 | 87 | 1,313 | 649 | 664 |
| 2011-12 | 4,706 | 2,968 | 1,738 | 1,649 | 682 | 967 | 3,057 | 2,286 | 771 | 1,653 | 1,553 | 100 | 1,404 | 733 | 671 |
| 2012-13 | 4,726 | 3,026 | 1,700 | 1,623 | 689 | 934 | 3,103 | 2,337 | 766 | 1,652 | 1,555 | 97 | 1,451 | 782 | 669 |
| 2013-14 | 4,724 | 3,039 | 1,685 | 1,625 | 691 | 934 | 3,099 | 2,348 | 751 | 1,675 | 1,587 | 88 | 1,424 | 761 | 663 |
| 2014-15 | 4,627 | 3,011 | 1,616 | 1,621 | 701 | 920 | 3,006 | 2,310 | 696 | 1,672 | 1,584 | 88 | 1,334 | 726 | 608 |
| 2015-16 | 4,583 | 3,004 | 1,579 | 1,620 | 710 | 910 | 2,963 | 2,294 | 669 | 1,701 | 1,594 | 107 | 1,262 | 700 | 562 |
| 2016-17 | 4,360 | 2,832 | 1,528 | 1,623 | 737 | 886 | 2,737 | 2,095 | 642 | 1,682 | 1,581 | 101 | 1,055 | 514 | 541 |
| 2017-18 | 4,313 | 2,828 | 1,485 | 1,626 | 750 | 876 | 2,687 | 2,078 | 609 | 1,689 | 1,590 | 99 | 998 | 488 | 510 |
| 2018-19 | 4,042 | 2,703 | 1,339 | 1,636 | 768 | 868 | 2,406 | 1,935 | 471 | 1,664 | 1,577 | 87 | 742 | 358 | 384 |

-Not available.
${ }^{1}$ Large increases are due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.
NOTE: Data through 1995-96 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Changes in counts of institutions over time are partly affected by increasing or decreasing numbers of institutions submitting separate data for branch campuses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Directory, Colleges and Universities, 1949-50 through 1965-66; Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities" surveys, 1966-67 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Institutional Characteristics Survey"(IPEDS-IC:86-99); and IPEDS Fall 2000 through Fall 2018, Institutional Characteristics component. (This table was prepared September 2019.)

Table 317.20. Degree-granting postsecondary institutions, by control and classification of institution and state or jurisdiction: 2018-19

| State or jurisdiction | Total | $\begin{array}{r} \text { All } \\ \text { public } \\ \text { institu- } \\ \text { tions } \end{array}$ | Public 4-year institutions |  |  |  |  |  |  |  | $\begin{array}{r} \text { All- } \\ \text { non- } \\ \text { profit } \\ \text { institu- } \\ \text { tions } \end{array}$ | Nonprofit 4-year institutions |  |  |  |  |  |  | $\begin{array}{\|r\|} \text { Nonprofit } \\ 2 \text {-year } \end{array}$ | For-profit institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Research university, very high ${ }^{1}$ | Research university, high ${ }^{2}$ | Doctoral/ research university $^{3}$ | Master's ${ }^{4}$ | $\begin{array}{r} \text { Bacca- } \\ \text { laureate }^{5} \end{array}$ | Special focus ${ }^{6}$ | Public 2-year |  | Total | Research university, very high ${ }^{1}$ | Research university, high ${ }^{2}$ | Doctoral/ research university ${ }^{3}$ | Master's ${ }^{4}$ | $\begin{array}{r} \text { Bacca- } \\ \text { laureate }{ }^{5} \end{array}$ | Special focus ${ }^{6}$ |  | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| United States | 4,042 | 1,636 | 768 | 81 | 74 | 38 | 271 | 250 | 54 | 868 | 1,664 | 1,577 | 34 | 30 | 53 | 407 | 458 | 595 | 87 | 742 | 358 | 384 |
| Alabama | 62 | 38 | 14 | 1 | 4 | 0 | 8 | 1 | 0 | 24 | 20 | 20 | 0 | 0 | 0 | 4 | 11 | 5 | 0 | 4 | 3 | 1 |
| Alaska | 8 | 4 | 4 | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 3 | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 |
| Arizona | 71 | 29 | 9 | 2 | 1 | 2 | 2 | 1 | 1 | 20 | 12 | 12 | 0 | 0 | 0 | 2 | 3 | 7 | 0 | 30 | 15 | 15 |
| Arkansas | 53 | 33 | 11 | 1 | 0 | 1 | 6 | 2 | 1 | 22 | 18 | 14 | 0 | 0 | 0 | 2 | 9 | 3 | 4 | 2 | 1 | 1 |
| California | 420 | 151 | 49 | 8 | 2 | 3 | 18 | 16 | 2 | 102 | 148 | 143 | 3 | 1 | 9 | 30 | 24 | 76 | 5 | 121 | 67 | 54 |
| Colorado | 70 | 28 | 19 | 2 | 3 | 0 | 6 | 8 | 0 | 9 | 14 | 12 | 0 | 1 | 0 | 3 | 3 | 5 | 2 | 28 | 14 | 14 |
| Connecticut | 41 | 22 | 10 | 1 | 0 | 0 | 4 | 5 | 0 | 12 | 17 | 17 | 1 | 0 | 1 | 8 | 4 | 3 | 0 | 2 | 2 | 0 |
| Delaware | 8 | 3 | 3 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 4 | 3 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 |
| District of Columbia | 18 | 2 | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 12 | 12 | 2 | 3 | 0 | 2 | 0 | 5 | 0 | 4 | 3 | 1 |
| Florida | 181 | 43 | 42 | 5 | 2 | 1 | 4 | 30 | 0 | 1 | 65 | 58 | 1 | 2 | 1 | 14 | 17 | 23 | 7 | 73 | 30 | 43 |
| Georgia | 111 | 50 | 27 | 3 | 1 | 4 | 8 | 10 | 1 | 23 | 37 | 33 | 1 | 1 | 1 | 4 | 18 | 8 | 4 | 24 | 9 | 15 |
| Hawaii | 18 | 10 | 4 | 1 | 0 | 0 | 1 | 2 | 0 | 6 | 5 | 5 | 0 | 0 | 0 | 2 | 3 | 0 | 0 | 3 | 2 | 1 |
| Idaho | 15 | 8 | 4 | 0 | 1 | 2 | 0 | 1 | 0 | 4 | 6 | 6 | 0 | 0 | 0 | 1 | 3 | 2 | 0 | 1 | 0 | 1 |
| Illinois | 157 | 60 | 12 | 2 | 3 | 0 | 7 | 0 | 0 | 48 | 80 | 78 | 2 | 2 | 4 | 19 | 15 | 36 | 2 | 17 | 10 | 7 |
| Indiana | 75 | 16 | 15 | 2 | 2 | 1 | 7 | 3 | 0 | 1 | 43 | 42 | 1 | 0 | 1 | 11 | 17 | 12 | 1 | 16 | 4 | 12 |
| lowa | 61 | 24 | 8 | 2 | 0 | 0 | 2 | 4 | 0 | 16 | 34 | 34 | 0 | 0 | 0 | 9 | 15 | 10 | 0 | 3 | 2 | 1 |
| Kansas | 64 | 33 | 8 | 2 | 1 | 0 | 4 | 0 | 1 | 25 | 24 | 24 | 0 | 0 | 0 | 6 | 13 | 5 | 0 | 7 | 5 | 2 |
| Kentucky | 59 | 24 | 8 | 2 | 0 | 0 | 5 | 1 | 0 | 16 | 25 | 25 | 0 | 0 | 2 | 7 | 9 | 7 | 0 | 10 | 5 | 5 |
| Louisiana | 56 | 32 | 17 | 1 | 2 | 2 | 8 | 1 | 3 | 15 | 15 | 12 | 1 | 0 | 0 | 3 | 4 | 4 | 3 | 9 | 1 | 8 |
| Maine | 31 | 17 | 10 | 0 | 1 | 0 | 1 | 8 | 0 | 7 | 13 | 12 | 0 | 0 | 0 | 4 | 6 | 2 | 1 | 1 | 0 | 1 |
| Maryland | 53 | 30 | 14 | 1 | 1 | 2 | 7 | 2 | 1 | 16 | 20 | 20 | 1 | 0 | 0 | 6 | 4 | 9 | 0 | 3 | 1 | 2 |
| Massachusetts | 111 | 30 | 14 | 1 | 3 | 0 | 7 | 1 | 2 | 16 | 77 | 75 | 7 | 1 | 4 | 17 | 17 | 29 | 2 | 4 | 2 | 2 |
| Michigan | 94 | 46 | 22 | 3 | 3 | 2 | 6 | 7 | 1 | 24 | 40 | 40 | 0 | 0 | 1 | 10 | 13 | 16 | 0 | 8 | 3 | 5 |
| Minnesota | 88 | 44 | 12 | 1 | 0 | 0 | 8 | 2 | 1 | 32 | 34 | 33 | 0 | 0 | 1 | 8 | 11 | 13 | 1 | 10 | 8 | 2 |
| Mississippi | 36 | 23 | 8 | 1 | 3 | 0 | 4 | 0 | 0 | 15 | 9 | 9 | 0 | 0 | 0 | 3 | 4 | 2 | 0 | 4 | 1 | 3 |
| Missouri | 101 | 28 | 14 | 1 | 3 | 0 | 6 | 4 | 0 | 14 | 54 | 52 | 1 | 1 | 2 | 13 | 11 | 24 | 2 | 19 | 9 | 10 |
| Montana | 23 | 17 | 7 | 0 | 2 | 0 | 1 | 3 | 1 | 10 | 5 | 4 | 0 | 0 | 0 | 0 | 3 | 1 | 1 | 1 | 0 | 1 |
| Nebraska | 39 | 18 | 9 | 1 | 0 | 1 | 4 | 2 | 1 | 9 | 17 | 16 | 0 | 0 | 0 | 6 | 5 | 5 | 1 | 4 | 2 | 2 |
| Nevada | 23 | 7 | 7 | 0 | 2 | 0 | 0 | 5 | 0 | 0 | 5 | 4 | 0 | 0 | 0 | 1 | 0 | 3 | 1 | 11 | 5 | 6 |
| New Hampshire | 25 | 13 | 6 | 0 | 1 | 0 | 2 | 2 | 1 | 7 | 12 | 11 | 0 | 1 | 0 | 5 | 4 | 1 | 1 | 0 | 0 | 0 |
| New Jersey | 83 | 32 | 13 | 1 | 2 | 2 | 8 | 0 | 0 | 19 | 38 | 37 | 1 | 1 | 1 | 10 | 2 | 22 | 1 | 13 | 9 | 4 |
| New Mexico | 39 | 28 | 9 | 1 | 1 | 0 | 4 | 1 | 2 | 19 | 3 | 3 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 8 | 5 | 3 |
| New York | 295 | 79 | 43 | 4 | 1 | 1 | 23 | 10 | 4 | 36 | 183 | 169 | 5 | 5 | 7 | 35 | 26 | 91 | 14 | 33 | 19 | 14 |
| North Carolina | 136 | 75 | 17 | 2 | 4 | 0 | 8 | 1 | 2 | 58 | 49 | 48 | 1 | 1 | 1 | 10 | 24 | 11 | 1 | 12 | 8 | 4 |
| North Dakota | 20 | 14 | , | 0 | 2 | 0 | 1 | 4 | 2 | 5 | 5 | 5 | 0 | 0 | 0 | 1 | 1 | 3 | 0 | 1 | 1 | 0 |
|  | 169 | 60 |  |  |  | 1 |  | 22 |  | 24 | 72 |  | 1 | 1 | 2 | 20 | 22 | 22 |  | 37 | 11 | 26 |
| Oklahoma | 49 | 30 | 17 | 1 | 1 | 0 | 8 | 5 | 2 | 13 | 14 | 13 | 0 | 1 | 0 | 6 | 3 | 3 | 1 | 5 | 2 | 3 |
| Oregon | 55 | 26 | 9 | 2 | 1 | 0 | 4 | 1 | 1 | 17 | 25 | 24 | 0 | 0 | 0 | 6 | 6 | 12 | 1 | 4 | 2 | 2 |
| Pennsylvania | 220 | 63 | 45 | 3 | 0 | 1 | 16 | 23 | 2 | 18 | 116 | 105 | 2 | 3 | 4 | 32 | 34 | 30 | 11 | 41 | 6 | 35 |
| Rhode Island | 13 | 3 | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 10 | 10 | 1 | 0 | 0 | 5 | 1 | 3 | 0 | 0 | 0 | 0 |
| South Carolina | 67 | 33 | 13 | 2 | 0 | 0 | 6 | 4 | 1 | 20 | 23 | 22 | 0 | 0 | 0 | 8 | 13 | 1 | 1 | 11 | 4 | 7 |
| South Dakota | 22 | 12 | 7 | 0 | 2 | 0 | 3 | 0 | 2 | 5 | 7 | 7 | 0 | 0 | 0 | 2 | 2 | 3 | 0 | 3 | 3 | 0 |
| Tennessee | 88 | 23 | 10 | 1 | 1 | 4 | 3 | 0 | 1 | 13 | 46 | 43 | 1 | 0 | 3 | 13 | 11 | 15 | 3 | 19 | 10 | 9 |
| Texas | 242 | 109 | 49 | 7 | 4 | 8 | 16 | 5 | 9 | 60 | 70 | 65 | 1 | 3 | 1 | 18 | 18 | 24 | 5 | 63 | 29 | 34 |
| Utah | 30 | 8 | 7 | 1 | 1 | 0 | 3 | 2 | 0 | 1 | 11 | 10 | 0 | 1 | 0 | 3 | 3 | 3 | 1 | 11 | 10 | 1 |

Table 317.20. Degree-granting postsecondary institutions, by control and classification of institution and state or jurisdiction: 2018-19—Continued

| State or jurisciction | Total | $\begin{gathered} \text { All } \\ \text { public } \\ \text { institu- } \\ \text { tions } \end{gathered}$ | Public 4-year institutions |  |  |  |  |  |  |  | $\begin{array}{r} \text { All } \\ \text { non- } \\ \text { profit } \\ \text { institu- } \\ \text { tions } \end{array}$ | Nonprofit 4-year institutions |  |  |  |  |  |  | $\begin{gathered} \text { Nonprofit } \\ 2 \text {-year } \end{gathered}$ | For-profiti institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | $\begin{array}{\|c\|} \hline \text { Research } \\ \text { univer- } \\ \text { sity, very } \\ \text { high }^{\prime} \end{array}$ | Research sity, hig sity, high | Doctoral/ research univer- sity ${ }^{3}$ | Master's ${ }^{4}$ | $\begin{array}{r} \text { Bacca- } \\ \text { laureate }{ }^{5} \end{array}$ | $\begin{gathered} \text { Special } \\ \text { focus } \end{gathered}$ | $\begin{aligned} & \text { Public } \\ & \text { 2-year } \end{aligned}$ |  | Total | $\begin{array}{\|c\|} \hline \text { Research } \\ \text { univer- } \\ \text { sity, very } \\ \text { high }^{\prime} \end{array}$ | Research sity, high ${ }^{2}$ | Doctoral/ research univer- sity sity | Master's ${ }^{4}$ | $\begin{array}{r} \text { Bacca- } \\ \text { laureate }{ }^{5} \end{array}$ | $\begin{gathered} \text { Special } \\ \text { focus }^{6} \end{gathered}$ |  | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Vermont Virginia <br> Washington <br> West Virginia <br> Wisconsin <br> Wyoming <br> U.S. Service Academies | $\begin{array}{r} 22 \\ 115 \\ 74 \\ 42 \\ 75 \\ 9 \\ 5 \\ 5 \end{array}$ | $\begin{aligned} & 5 \\ & 41 \\ & 43 \\ & 22 \\ & 34 \\ & 8 \\ & 5 \end{aligned}$ | $\begin{array}{r} 4 \\ 17 \\ 36 \\ 13 \\ 17 \\ 17 \\ 1 \\ 5 \end{array}$ | $\begin{aligned} & 0 \\ & 4 \\ & 2 \\ & 1 \\ & 2 \\ & 0 \\ & 0 \end{aligned}$ | $\begin{aligned} & 1 \\ & 2 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 1 \\ & 0 \end{aligned}$ |  | $\begin{aligned} & 1 \\ & 7 \\ & 6 \\ & 3 \\ & 9 \\ & 0 \\ & 0 \\ & 0 \end{aligned}$ | $\begin{array}{r} 2 \\ 2 \\ 27 \\ 27 \\ 8 \\ 6 \\ 0 \\ 5 \\ 5 \end{array}$ | $\begin{aligned} & 0 \\ & 2 \\ & 1 \\ & 1 \\ & 1 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \end{aligned}$ | $\begin{array}{r} 1 \\ 24 \\ 7 \\ 9 \\ 17 \\ 7 \\ 0 \end{array}$ | $\begin{aligned} & 16 \\ & 42 \\ & 22 \\ & 10 \\ & 34 \\ & 0 \\ & + \\ & + \end{aligned}$ | $\begin{aligned} & 16 \\ & 40 \\ & 20 \\ & 10 \\ & 34 \\ & 0 \\ & \dagger \end{aligned}$ |  | $\begin{aligned} & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 1 \\ & 0 \\ & 0 \\ & + \end{aligned}$ | $\begin{aligned} & 3 \\ & 1 \\ & 0 \\ & 2 \\ & 0 \\ & 0 \end{aligned}$ | $\begin{array}{r} 6 \\ 6 \\ 10 \\ 3 \\ 10 \\ 0 \\ 0 \\ \dagger \end{array}$ | $\begin{array}{r} 8 \\ 16 \\ 4 \\ 4 \\ 12 \\ 0 \\ \dagger \end{array}$ | $\begin{array}{r} 2 \\ 15 \\ 5 \\ 3 \\ 9 \\ 0 \\ 0 \\ + \end{array}$ | $\begin{aligned} & \hline 0 \\ & 2 \\ & 2 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & + \end{aligned}$ | $\begin{array}{r} 1 \\ 32 \\ 9 \\ 10 \\ 7 \\ 1 \\ + \end{array}$ | 18 18 6 4 5 0 | 0 14 3 6 2 |
| Other jurisdictions | 96 | 26 | 19 | 0 | 1 | 0 | 3 | 12 | 3 | 7 | 49 | 47 | 0 | 0 | 3 | 13 | 13 | 18 | 2 | 21 | 11 | 10 |
| American Samoa Federated States of Micronesia Guam <br> Marshall Islands Northern Marianas Palau Puerto Rico U.S. Virgin Islands | $\begin{array}{r} 1 \\ 1 \\ 3 \\ 1 \\ 1 \\ 1 \\ 18 \\ 87 \\ 1 \end{array}$ | 1 1 2 1 1 1 18 1 | 1 0 1 1 1 0 14 1 | 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 1 0 | 0 0 0 0 0 0 0 0 | 0 0 1 0 0 0 1 1 | 1 0 0 1 1 0 0 0 | $\begin{aligned} & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 3 \\ & 0 \end{aligned}$ | $\begin{aligned} & 0 \\ & 1 \\ & 1 \\ & 0 \\ & 0 \\ & 1 \\ & 4 \\ & 0 \end{aligned}$ | $\begin{array}{r} 0 \\ 0 \\ 0 \\ 1 \\ 0 \\ 0 \\ 0 \\ 48 \\ 0 \end{array}$ | $\begin{array}{r} 0 \\ 1 \\ 0 \\ 0 \\ 0 \\ 0 \\ 46 \\ 40 \end{array}$ | 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 3 | 0 0 0 0 0 0 13 0 | 0 0 0 0 0 0 13 0 | $\begin{array}{r} 0 \\ 0 \\ 0 \\ 1 \\ 0 \\ 0 \\ 0 \\ 17 \\ 0 \\ 0 \end{array}$ | $\begin{aligned} & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 2 \\ & 0 \end{aligned}$ | $\begin{array}{r} 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 21 \\ 0 \end{array}$ | 0 0 0 0 0 11 0 | 10 0 0 |

$\dagger$ Not applicable.
'Research universities with a very high level of research activity.
${ }^{2}$ Research universities with a high level of research activity
Institutions that award at least 20 research/scholarship doctor's degrees per year, but did not have a high level of research activity.
Institutions that award at least 50 master's degrees and fewer than 20 doctor's degrees per year
Institutions that primarily emphasize undergraduate education. In addition to institutions that primarily award bachelor's degrees, also includes institutions classified as 4-year in the IPEDS system, but classified as 2-year baccalaureate/associate colleges in the Carnegie Classification system because they primarily award associate's degrees
${ }^{6}$ Four-year institutions that award degrees primarily in single fields of study, such as medicine, business, fine arts, theology, and engineering
NOTE: Branch campuses are counted as separate institutions. Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctor's degrees conferred, by field. Further information on the research index ranking may be obtained from http:// carnegieclassifications.iu.edu/. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2018, Institutional Characteristics component. (This table was prepared September 2019.)

Table 317.40. Number of degree-granting postsecondary institutions and enrollment in these institutions, by enrollment size, control, and classification of institution: Fall 2018

| Control and classification of institution | Number of institutions, by enrollment size of institution ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Under 200 | 200 to 499 | 500 to 999 | $\begin{array}{r} 1,000 \text { to } \\ 2,499 \end{array}$ | $\begin{array}{r} 2,500 \text { to } \\ 4,999 \end{array}$ | $\begin{array}{r} 5,000 \text { to } \\ 9,999 \end{array}$ | $\begin{array}{r} 10,000 \text { to } \\ 19,999 \end{array}$ | $\begin{array}{r} 20,000 \text { to } \\ 29,999 \end{array}$ | $\begin{gathered} 30,000 \text { or } \\ \text { more } \end{gathered}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Total | 4,034 | 601 | 491 | 469 | 826 | 603 | 483 | 339 | 120 | 102 |
| Research university, very high ${ }^{2}$ | 115 | 0 | 0 | 0 | 1 | 0 | 4 | 21 | 32 | 57 |
| Research university, high ${ }^{3}$ | 104 | 0 | 0 | 0 | 1 | 3 | 23 | 46 | 23 | 8 |
| Doctora//research university ${ }^{4}$ | 100 | 0 | 0 | 3 | 7 | 17 | 24 | 31 | 10 | 8 |
| Master's ${ }^{5}$ | 727 | 15 | 15 | 32 | 175 | 208 | 169 | 87 | 14 | 12 |
| Baccalaureate ${ }^{6}$ | 810 | 56 | 95 | 150 | 306 | 110 | 48 | 31 | 6 | 8 |
| Special-focus ${ }^{7} 4$-year | 842 | 332 | 195 | 150 | 107 | 42 | 10 | 5 | 1 | 0 |
| 2-year | 1,336 | 198 | 186 | 134 | 229 | 223 | 205 | 118 | 34 | 9 |
| Public | 1,634 | 18 | 46 | 75 | 303 | 351 | 373 | 278 | 105 | 85 |
| Research university, very high ${ }^{2}$ | 81 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 25 | 52 |
| Research university, high ${ }^{3}$ | 74 | 0 | 0 | 0 | 0 | 0 | 11 | 35 | 21 | 7 |
| Doctoral/research university ${ }^{4}$ | 38 | 0 | 0 | 0 | 1 | 1 | 6 | 19 | 8 | 3 |
| Master's ${ }^{5}$ | 271 | 0 | 1 | 0 | 19 | 57 | 102 | 74 | 11 | 7 |
| Baccalaureate ${ }^{6}$ | 249 | 2 | 12 | 23 | 63 | 62 | 44 | 30 | 6 | 7 |
| Special-focus ${ }^{7} 4$-year | 54 | 3 | 10 | 12 | 14 | 11 | 4 | 0 | 0 | 0 |
| Arts, music, or design | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| Business and management | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Engineering and other technology-related | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Law | 6 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 |
| Medical schools and centers | 27 | 2 | 0 | 6 | 6 | 10 | 3 | 0 | 0 | 0 |
| Other health professions | 6 | 0 | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 |
| Tribal colleges | 11 | 1 | 4 | 3 | 3 | 0 | 0 | 0 | 0 | 0 |
| Other special focus | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 2-year | 867 | 13 | 23 | 40 | 206 | 220 | 205 | 117 | 34 | 9 |
| High transfer institutions ${ }^{8}$ | 335 | 1 | 6 | 8 | 60 | 67 | 99 | 66 | 21 | 7 |
| Mixed transfer/career and technical institutions ${ }^{9}$ | 297 | 0 | 2 | 14 | 79 | 77 | 72 | 39 | 12 | 2 |
| High career and technical institutions ${ }^{10}$ | 211 | 2 | 5 | 17 | 64 | 76 | 34 | 12 | 1 | 0 |
| Special-focus ${ }^{\text {² }} 2$-year | 24 | 10 | 10 | 1 | 3 | 0 | 0 | 0 | 0 | 0 |
| Health professions | 4 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Tribal colleges | 17 | 9 | 7 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Other programs | 3 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Private nonprofit | 1,664 | 332 | 229 | 236 | 463 | 229 | 97 | 56 | 11 | 11 |
| Research university, very high ${ }^{2}$ | 34 | 0 | 0 | 0 | 1 | 0 | 3 | 18 | 7 | 5 |
| Research university, high ${ }^{3}$ | 30 | 0 | 0 | 0 | 1 | 3 | 12 | 11 | 2 | 1 |
| Doctoral/research university ${ }^{4}$ | 53 | 0 | 0 | 2 | 6 | 15 | 16 | 11 | 2 | 1 |
| Master's ${ }^{5}$ | 407 | 5 | 7 | 25 | 149 | 148 | 58 | 12 | 0 | 3 |
| Baccalaureate ${ }^{6}$ | 458 | 27 | 49 | 104 | 234 | 41 | 2 | 0 | 0 | 1 |
| Special-focus ${ }^{7} 4$-year | 595 | 261 | 140 | 93 | 70 | 22 | 6 | 3 | 0 | 0 |
| Arts, music, or design | 56 | 14 | 13 | 13 | 12 | 1 | 2 | 1 | 0 | 0 |
| Business and management | 18 | 3 | 3 | 4 | 4 | 4 | 0 | 0 | 0 | 0 |
| Engineering and other technology-related | 6 | 1 | 1 | 2 | 1 | 0 | 0 | 1 | 0 | 0 |
| Faith-related | 306 | 197 | 75 | 23 | 7 | 3 | 1 | 0 | 0 | 0 |
| Law | 21 | 4 | 5 | 8 | 4 | 0 | 0 | 0 | 0 | 0 |
| Medical schools and centers | 29 | 0 | 3 | 5 | 12 | 8 | 1 | 0 | 0 | 0 |
| Other health professions | 132 | 32 | 35 | 31 | 28 | 4 | 1 | 1 | 0 | 0 |
| Tribal colleges | 5 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other special focus | 22 | 10 | 3 | 4 | 2 | 2 | 1 | 0 | 0 | 0 |
| 2-year | 87 | 39 | 33 | 12 | 2 | 0 | 0 | 1 | 0 | 0 |
| High transfer institutions ${ }^{8}$ | 9 | 1 | 2 | 6 |  | 0 | 0 | 0 | 0 | 0 |
| Mixed transfer/career and technical institutions ${ }^{9}$ | 3 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| High career and technical institutions ${ }^{10}$ | 13 | 5 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special-focus ${ }^{7}$ 2-year | 62 | 33 | 23 | 5 | 0 | 0 | 0 | 1 | 0 | 0 |
| Health professions | 26 | 14 | 8 | 3 | 0 | 0 | 0 | 1 | 0 | 0 |
| Tribal colleges | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other programs | 34 | 18 | 14 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Private for-profit | 736 | 251 | 216 | 158 | 60 | 23 | 13 | 5 | 4 | 6 |
| Doctoral/research university ${ }^{4}$ | 9 | 0 | 0 | 1 | 0 | 1 | 2 | 1 | 0 | 4 |
| Master's ${ }^{5}$ | 49 | 10 | 7 | 7 | 7 | 3 | 9 | 1 | 3 | 2 |
| Baccalaureate ${ }^{6}$ | 103 | 27 | 34 | 23 | 9 | 7 | 2 | 1 | 0 | 0 |
| Special-focus ${ }^{7} 4$-year | 193 | 68 | 45 | 45 | 23 | 9 | 0 | 2 | 1 | 0 |
| Arts, music, or design | 35 | 18 | 4 | 5 | 6 | 1 | 0 | 1 | 0 | 0 |
| Business and management | 40 | 14 | 12 | 5 | 4 | 4 | 0 | 1 | 0 | 0 |
| Engineering and other technology-related | 6 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Law | 3 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Medical schools and centers | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other health professions | 103 | 33 | 23 | 29 | 13 | 4 | 0 | 0 | 1 | 0 |
| Other special focus | 4 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2-year | 382 | 146 | 130 | 82 | 21 | 3 | 0 | 0 | 0 | 0 |
| High transfer institutions ${ }^{8}$ | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mixed transfer/career and technical institutions ${ }^{9}$ | 3 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| High career and technical institutions ${ }^{10}$ | 99 | 39 | 30 | 23 | 6 | 1 | 0 | 0 | 0 | 0 |
| Special-focus ${ }^{7} 2$-year | 278 | 105 | 98 | 59 | 15 | 1 | 0 | 0 | 0 | 0 |
| Health professions | 195 | 66 | 77 | 45 | 6 | 1 | 0 | 0 | 0 | 0 |
| Other programs | 83 | 39 | 21 | 14 | 9 | 0 | 0 | 0 | 0 | 0 |

[^44]Table 317.40. Number of degree-granting postsecondary institutions and enrollment in these institutions, by enrollment size, control, and classification of institution: Fall 2018-Continued

| Control and classification of institution | Enrollment, by enrollment size of institution |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Under 200 | 200 to 499 | 500 to 999 | $\begin{array}{r} 1,000 \text { to } \\ 2,499 \end{array}$ | $\begin{array}{r} 2,500 \text { to } \\ 4,999 \end{array}$ | $\begin{array}{r} 5,000 \text { to } \\ 9,999 \end{array}$ | $\begin{array}{r} 10,000 \text { to } \\ 19,999 \end{array}$ | $\begin{array}{r} 20,000 \text { to } \\ 29,999 \end{array}$ | 30,000 or more |
| 1 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Total | 19,645,918 | 61,138 | 164,206 | 340,741 | 1,389,917 | 2,157,608 | 3,450,612 | 4,662,627 | 2,942,992 | 4,476,077 |
| Research university, very high ${ }^{2}$ | 3,525,917 | 0 | 0 | 0 | 2,233 | 0 | 29,339 | 310,571 | 818,710 | 2,365,064 |
| Research university, high ${ }^{3}$ | 1,684,415 | 0 | 0 | 0 | 1,882 | 12,825 | 176,363 | 657,586 | 564,696 | 271,063 |
| Doctoral/research university ${ }^{4}$ | 1,387,413 | 0 | 0 | 2,421 | 13,991 | 66,976 | 188,315 | 405,255 | 243,502 | 466,953 |
| Master's ${ }^{5}$ | 4,385,674 | 1,689 | 5,382 | 26,258 | 323,948 | 744,931 | 1,172,468 | 1,169,629 | 329,032 | 612,337 |
| Baccalaureate ${ }^{6}$ | 2,262,858 | 7,034 | 34,095 | 111,263 | 489,265 | 374,923 | 337,084 | 429,148 | 156,694 | 323,352 |
| Special-focus ${ }^{7} 4$-year | 654,433 | 32,325 | 61,752 | 105,065 | 164,028 | 139,339 | 64,832 | 59,463 | 27,629 | 0 |
| 2-year | 5,745,208 | 20,090 | 62,977 | 95,734 | 394,570 | 818,614 | 1,482,211 | 1,630,975 | 802,729 | 437,308 |
| Public | 14,529,264 | 2,641 | 16,585 | 58,438 | 531,245 | 1,282,056 | 2,681,084 | 3,855,036 | 2,588,423 | 3,513,756 |
| Research university, very high ${ }^{2}$ | 2,880,371 | 0 | 0 | 0 | 0 | 0 | 8,041 | 55,354 | 648,369 | 2,168,607 |
| Research university, high ${ }^{3}$ | 1,355,351 | 0 | 0 | 0 | 0 | 0 | 88,971 | 510,189 | 519,627 | 236,564 |
| Doctoral/research university ${ }^{4}$ | 634,802 | 0 | 0 | 0 | 2,220 | 3,193 | 52,566 | 263,153 | 199,430 | 114,240 |
| Master's ${ }^{5}$ | 2,505,556 | 0 | 401 | 0 | 39,100 | 215,690 | 714,708 | 998,057 | 261,574 | 276,026 |
| Baccalaureate ${ }^{6}$ | 1,512,103 | 291 | 4,790 | 17,026 | 106,207 | 221,303 | 308,580 | 416,201 | 156,694 | 281,011 |
| Special-focus ${ }^{7} 4$-year | 94,377 | 407 | 3,522 | 8,918 | 21,232 | 34,291 | 26,007 | 0 | 0 | 0 |
| Arts, music, or design | 3,129 | 0 | 0 | 0 | 3,129 | 0 | 0 | 0 | 0 | 0 |
| Business and management | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Engineering and other technology-related | 2,654 | 0 | 0 | 0 | 0 | 2,654 | 0 | 0 | 0 | 0 |
| Law | 2,946 | 0 | 742 | 1,202 | 1,002 | 0 | 0 | 0 | 0 | 0 |
| Medical schools and centers | 64,823 | 209 | 0 | 5,326 | 10,456 | 31,637 | 17,195 | 0 | 0 | 0 |
| Other health professions | 4,010 | 0 | 1,251 | 533 | 2,226 | 0 | 0 | 0 | 0 | 0 |
| Tribal colleges | 8,003 | 198 | 1,529 | 1,857 | 4,419 | 0 | 0 | 0 | 0 | 0 |
| Other special focus | 8,812 | 0 | 0 | 0 | 0 | 0 | 8,812 | 0 | 0 | 0 |
| 2-year | 5,546,704 | 1,943 | 7,872 | 32,494 | 362,486 | 807,579 | 1,482,211 | 1,612,082 | 802,729 | 437,308 |
| High transfer institutions ${ }^{8}$ | 2,841,075 | 186 | 2,125 | 6,361 | 109,875 | 246,965 | 714,959 | 938,848 | 488,591 | 333,165 |
| Mixed transfer/career and technical institutions ${ }^{9}$ | 1,867,650 | 0 | 892 | 11,733 | 134,796 | 278,244 | 526,262 | 521,287 | 290,293 | 104,143 |
| High career and technical institutions ${ }^{10}$ | 825,934 | 226 | 1,926 | 13,713 | 110,917 | 282,370 | 240,990 | 151,947 | 23,845 | 0 |
| Special-focus ${ }^{7} 2$-year | 12,045 | 1,531 | 2,929 | 687 | 6,898 | 0 | 0 | 0 | 0 | 0 |
| Health professions | 3,171 | 170 | 560 | 0 | 2,441 | 0 | 0 | 0 | 0 | 0 |
| Tribal colleges | 5,377 | 1,361 | 2,034 | 0 | 1,982 | 0 | 0 | 0 | 0 | 0 |
| Other programs | 3,497 | 0 | 335 | 687 | 2,475 | 0 | 0 | 0 | 0 | 0 |
| Private nonprofit | 4,134,244 | 33,800 | 75,957 | 172,037 | 767,922 | 793,921 | 677,532 | 745,631 | 259,482 | 607,962 |
| Research university, very high ${ }^{2}$ | 645,546 | 0 | 0 | 0 | 2,233 | 0 | 21,298 | 255,217 | 170,341 | 196,457 |
| Research university, high ${ }^{3}$ | 329,064 | 0 | 0 | 0 | 1,882 | 12,825 | 87,392 | 147,397 | 45,069 | 34,499 |
| Doctoral/research university ${ }^{4}$ | 451,943 | 0 | 0 | 1,914 | 11,771 | 60,003 | 123,464 | 131,567 | 44,072 | 79,152 |
| Master's ${ }^{5}$ | 1,616,062 | 526 | 2,685 | 20,143 | 271,040 | 519,863 | 392,084 | 154,208 | 0 | 255,513 |
| Baccalaureate ${ }^{6}$ | 653,475 | 3,552 | 18,090 | 77,621 | 370,151 | 127,251 | 14,469 | 0 | 0 | 42,341 |
| Special-focus ${ }^{7}$ 4-year | 393,000 | 25,820 | 44,565 | 63,956 | 107,506 | 73,979 | 38,825 | 38,349 | 0 | 0 |
| Arts, music, or design | 64,501 | 1,482 | 4,294 | 8,935 | 20,087 | 3,639 | 11,978 | 14,086 | 0 | 0 |
| Business and management | 25,729 | 294 | 1,003 | 2,554 | 7,309 | 14,569 | 0 | 0 | 0 | 0 |
| Engineering and other technology-related | 18,177 | 104 | 390 | 1,373 | 2,142 | 0 | 0 | 14,168 | 0 | 0 |
| Faith-related | 85,207 | 19,061 | 22,597 | 15,036 | 13,219 | 8,639 | 6,655 | 0 | 0 | 0 |
| Law | 12,732 | 540 | 1,703 | 5,936 | 4,553 | 0 | 0 | 0 | 0 | 0 |
| Medical schools and centers | 58,596 | 0 | 951 | 3,422 | 17,840 | 28,597 | 7,786 | 0 | 0 | 0 |
| Other health professions | 105,701 | 3,438 | 11,986 | 21,853 | 39,737 | 11,528 | 7,064 | 10,095 | 0 | 0 |
| Tribal colleges | 2,542 | 0 | 666 | 1,876 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other special focus | 19,815 | 901 | 975 | 2,971 | 2,619 | 7,007 | 5,342 | 0 | 0 | 0 |
| 2-year | 45,154 | 3,902 | 10,617 | 8,403 | 3,339 | 0 | 0 | 18,893 | 0 | 0 |
| High transfer institutions ${ }^{8}$ | 4,884 | 75 | 662 | 4,147 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mixed transfer/career and technical institutions ${ }^{9}$ | 3,645 | 0 | 306 | 0 | 3,339 | 0 | 0 | 0 | 0 | 0 |
| High career and technical institutions ${ }^{10}$ | 3,876 | 566 | 2,407 | 903 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special-focus ${ }^{7} 2$-year | 32,749 | 3,261 | 7,242 | 3,353 | 0 | 0 | 0 | 18,893 | 0 | 0 |
| Health professions | 24,843 | 1,624 | 2,472 | 1,854 | 0 | 0 | 0 | 18,893 | 0 | 0 |
| Tribal colleges | 411 | 106 | 305 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other programs | 7,495 | 1,531 | 4,465 | 1,499 | 0 | 0 | 0 | 0 | 0 | 0 |
| Private for-profit | 982,410 | 24,697 | 71,664 | 110,266 | 90,750 | 81,631 | 91,996 | 61,960 | 95,087 | 354,359 |
| Doctoral/research university ${ }^{4}$ | 300,668 | - 0 | - 0 | -507 | 0 | 3,780 | 12,285 | 10,535 | - 0 | 273,561 |
| Master's ${ }^{5}$ | 264,056 | 1,163 | 2,296 | 6,115 | 13,808 | 9,378 | 65,676 | 17,364 | 67,458 | 80,798 |
| Baccalaureate ${ }^{6}$ | 97,280 | 3,191 | 11,215 | 16,616 | 12,907 | 26,369 | 14,035 | 12,947 | 0 | 0 |
| Special-focus ${ }^{7} 4$-year | 167,056 | 6,098 | 13,665 | 32,191 | 35,290 | 31,069 | 0 | 21,114 | 27,629 | 0 |
| Arts, music, or design | 29,412 | 1,613 | 1,169 | 3,225 | 8,399 | 4,390 | 0 | 10,616 | 0 | 0 |
| Business and management | 37,459 | 1,000 | 3,678 | 3,528 | 5,723 | 13,032 | 0 | 10,498 | 0 | 0 |
| Engineering and other technology-related | 3,088 | 134 | 633 | 2,321 | 0 | 0 | 0 | 0 | 0 | 0 |
| Law | 1,218 | 0 | 591 | 627 | 0 | 0 | 0 | 0 | 0 | 0 |
| Medical schools and centers | 1,049 | 97 | 0 | 952 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other health professions | 93,286 | 3,181 | 6,929 | 20,732 | 21,168 | 13,647 | 0 | 0 | 27,629 | 0 |
| Other special focus | 1,544 | 73 | 665 | 806 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2-year | 153,350 | 14,245 | 44,488 | 54,837 | 28,745 | 11,035 | 0 | 0 | 0 | 0 |
| High transfer institutions ${ }^{8}$ | 414 | 56 | 358 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mixed transfer/career and technical institutions ${ }^{9}$ | 4,877 | 115 | 406 | 0 | 0 | 4,356 | 0 | 0 | 0 | 0 |
| High career and technical institutions ${ }^{10}$ | 41,651 | 4,795 | 10,614 | 15,280 | 7,462 | 3,500 | 0 | 0 | 0 | 0 |
| Special-focus ${ }^{7} 2$-year | 106,408 | 9,279 | 33,110 | 39,557 | 21,283 | 3,179 | 0 | 0 | 0 | 0 |
| Health professions | 72,250 | 5,918 | 26,551 | 29,061 | 7,541 | 3,179 | 0 | 0 | 0 | 0 |
| Other programs | 34,158 | 3,361 | 6,559 | 10,496 | 13,742 | 0 | 0 | 0 | 0 | 0 |

[^45]
## Table 317.40. Number of degree-granting postsecondary institutions and enrollment in these institutions, by enrollment size, control, and classification of institution: Fall 2017-Continued

${ }^{1}$ Excludes institutions with no enrollment reported separately from the enrollment of an associated main campus.
${ }^{2}$ Research universities with a very high level of research activity.
${ }^{3}$ Research universities with a high level of research activity.
${ }^{4}$ Institutions that award at least 20 research/scholarship doctor's degrees per year, but did not have a high level of research activity.
${ }^{5}$ Institutions that award at least 50 master's degrees and fewer than 20 doctor's degrees per year.
${ }^{6}$ Institutions that primarily emphasize undergraduate education. In addition to institutions that primarily award bachelor's degrees, also includes institutions classified as 4-year in the IPEDS system, but classified as 2-year baccalaureate/associate's colleges in the Carnegie Classification system because they primarily award associate's degrees.
${ }^{7}$ Institutions that award degrees primarily in single fields of study, such as medicine, business, fine arts, theology, and engineering.
${ }^{8}$ Institutions that award less than 30 percent of their awards in career and technical programs.
Institutions that award 30 to 49 percent of their awards in career and technical programs. ${ }^{1}$ Institutions that award 50 percent or more of their awards in career and technical programs.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctor's degrees conferred, by field. Further information on the research index ranking may be obtained from http:// carnegieclassifications.iu.edu/.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared September 2019.

Table 317.50. Number of degree-granting postsecondary institutions that have closed, by control and level of institution: 1969-70 through 2018-19

| Year | All institutions |  |  | Public |  |  | Private |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Nonprofit |  |  | For-profit |  |  |
|  | Total | 4-year | 2-year |  |  |  | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 1969-70 | 24 | 10 | 14 | 5 | 1 | 4 | 19 | 9 | 10 | - | - | - | - | - | - |
| 1970-71 | 35 | 10 | 25 | 11 | 0 | 11 | 24 | 10 | 14 | - | - | - | - | - | - |
| 1971-72 | 14 | 5 | 9 | 3 | 0 | 3 | 11 | 5 | 6 | - | - | - | - | - | - |
| 1972-73 | 21 | 12 | 9 | 4 | 0 | 4 | 17 | 12 | 5 | - | - | - | - | - | - |
| 1973-74 | 20 | 12 | 8 | 1 | 0 | 1 | 19 | 12 | 7 | - | - | - | - | - | - |
| 1974-75 | 18 | 13 | 5 | 4 | 0 | 4 | 14 | 13 | 1 | - | - | - | - | - | - |
| 1975-76 | 9 | 7 | 2 | 2 | 1 | 1 | 7 | 6 | 1 | - | - | - | - | - | - |
| 1976-77 | 9 | 6 | 3 | 0 | 0 | 0 | 9 | 6 | 3 | - | - | - | - | - | - |
| 1977-78 | 12 | 9 | 3 | 0 | 0 | 0 | 12 | 9 | 3 | - | - | - | - | - | - |
| 1978-79 | 9 | 4 | 5 | 0 | 0 | 0 | 9 | 4 | 5 | - | - | - | - | - | - |
| 1979-80 | 6 | 5 | 1 | 0 | 0 | 0 | 6 | 5 | 1 | - | - | - | - | - | - |
| 1980-81 | 4 | 3 | 1 | 0 | 0 | 0 | 4 | 3 | 1 | - | - | - | - | - | - |
| 1981-82 | 7 | 6 | 1 | 0 | 0 | 0 | 7 | 6 | 1 | - | - | - | - | - | - |
| 1982-83 | 7 | 4 | 3 | 0 | 0 | 0 | 7 | 4 | 3 | - | - | - | - | - | - |
| 1983-84 | 5 | 5 | 0 | 1 | 1 | 0 | 4 | 4 | 0 | - | - | - | - | - | - |
| 1984-85 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | - | - | - | - | - | - |
| 1985-86 | 12 | 8 | 4 | 1 | 1 | 0 | 11 | 7 | 4 | - | - | - | - | - | - |
| 1986-87 and 1987-88 | 26 | 19 | 7 | 1 | 0 | 1 | 25 | 19 | 6 | - | - | - | - | - | - |
| 1988-89 | 14 | 6 | 8 | 0 | 0 | 0 | 14 | 6 | 8 | - | - | - | - | - | - |
| 1989-90 | 19 | 8 | 11 | 0 | 0 | 0 | 19 | 8 | 11 | - | - | - | - | - | - |
| 1990-91 | 18 | 6 | 12 | 0 | 0 | 0 | 18 | 6 | 12 | 7 | 5 | 2 | 11 | 1 | 10 |
| 1991-92 | 26 | 8 | 18 | 1 | 0 | 1 | 25 | 8 | 17 | 8 | 7 | 1 | 17 | 1 | 16 |
| 1992-93 | 23 | 6 | 17 | 0 | 0 | 0 | 23 | 6 | 17 | 6 | 5 | 1 | 17 | 1 | 16 |
| 1993-94 | 38 | 11 | 27 | 1 | 0 | 1 | 37 | 11 | 26 | 13 | 10 | 3 | 24 | 1 | 23 |
| 1994-95 | 15 | 8 | 7 | 2 | 0 | 2 | 13 | 8 | 5 | 8 | 7 | 1 | 5 | 1 | 4 |
| 1995-96 | 21 | 8 | 13 | 1 | 1 | 0 | 20 | 7 | 13 | 9 | 7 | 2 | 11 | 0 | 11 |
| 1996-97 | 36 | 13 | 23 | 2 | 0 | 2 | 34 | 13 | 21 | 14 | 10 | 4 | 20 | 3 | 17 |
| 1997-98 | 5 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 5 | 1 | 0 | 1 | 4 | 0 | 4 |
| 1998-99 | 7 | 1 | 6 | 1 | 0 | 1 | 6 | 1 | 5 | 2 | 0 | 2 | 4 | 1 | 3 |
| 1999-2000 | 16 | 3 | 13 | 3 | 0 | 3 | 13 | 3 | 10 | 8 | 3 | 5 | 5 | 0 | 5 |
| 2000-01 | 14 | 9 | 5 | 0 | 0 | 0 | 14 | 9 | 5 | 8 | 8 | 0 | 6 | 1 | 5 |
| 2001-02 | 14 | 2 | 12 | 0 | 0 | 0 | 14 | 2 | 12 | 1 | 1 | 0 | 13 | 1 | 12 |
| 2002-03 | 13 | 7 | 6 | 0 | 0 | 0 | 13 | 7 | 6 | 6 | 6 | 0 | 7 | 1 | 6 |
| 2003-04 | 12 | 5 | 7 | 0 | 0 | 0 | 12 | 5 | 7 | 8 | 5 | 3 | 4 | 0 | 4 |
| 2004-05 | 3 | 1 | 2 | 0 | 0 | 0 | 3 | 1 | 2 | 1 | 1 | 0 | 2 | 0 | 2 |
| 2005-06 | 11 | 6 | 5 | 1 | 1 | 0 | 10 | 5 | 5 | 5 | 4 | 1 | 5 | 1 | 4 |
| 2006-07 | 13 | 4 | 9 | 0 | 0 | 0 | 13 | 4 | 9 | 6 | 4 | 2 | 7 | 0 | 7 |
| 2007-08 | 26 | 10 | 16 | 0 | 0 | 0 | 26 | 10 | 16 | 9 | 6 | 3 | 17 | 4 | 13 |
| 2008-09 | 16 | 6 | 10 | 0 | 0 | 0 | 16 | 6 | 10 | 6 | 5 | 1 | 10 | 1 | 9 |
| 2009-10 | 17 | 11 | 6 | 0 | 0 | 0 | 17 | 11 | 6 | 9 | 9 | 0 | 8 | 2 | 6 |
| 2010-11 | 20 | 9 | 11 | 0 | 0 | 0 | 20 | 9 | 11 | 7 | 6 | 1 | 13 | 3 | 10 |
| 2011-12 | 10 | 5 | 5 | 4 | 0 | 4 | 6 | 5 | 1 | 2 | 2 | 0 | 4 | 3 | 1 |
| 2012-13 | 21 | 3 | 18 | 1 | 1 | 0 | 20 | 2 | 18 | 4 | 2 | 2 | 16 | 0 | 16 |
| 2013-14 | 20 | 8 | 12 | 1 | 1 | 0 | 19 | 7 | 12 | 4 | 3 | 1 | 15 | 4 | 11 |
| 2014-15 | 54 | 7 | 47 | 0 | 0 | 0 | 54 | 7 | 47 | 5 | 3 | 2 | 49 | 4 | 45 |
| 2015-16 | 66 | 24 | 42 | 0 | 0 | 0 | 66 | 24 | 42 | 8 | 5 | 3 | 58 | 19 | 39 |
| 2016-17 | 112 | 65 | 47 | 0 | 0 | 0 | 112 | 65 | 47 | 20 | 12 | 8 | 92 | 53 | 39 |
| 2017-18 | 86 | 39 | 47 | 1 | 0 | 1 | 85 | 39 | 46 | 17 | 12 | 5 | 68 | 27 | 41 |
| 2018-19 | 236 | 111 | 125 | 0 | 0 | 0 | 236 | 111 | 125 | 30 | 15 | 15 | 206 | 96 | 110 |

## —Not available

NOTE: This table indicates the year by which the institution no longer operated (generally it closed at the end of or during the prior year). Data through 1995-96 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Titl IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Directory, Higher Education, 1969-70 through 1974-75; Education Directory, Colleges and Universities, 1975-76 through 1985-86; 1982-83 Supplement to the Education Directory, Colleges and Universities; Integrated Postsecondary Education Data System (IPEDS), "Institutional Characteristics Survey" (IPEDS-IC:86-99); and IPEDS Fall 2000 through Fall 2018, Institutional Characteristics component. (This table was prepared April 2020.

Table 318.10. Degrees conferred by postsecondary institutions, by level of degree and sex of student: Selected years, 1869-70 through 2029-30

|  | Associate's degrees |  |  |  | Bachelor's degrees |  |  |  | Master's degrees |  |  |  | Doctor's degrees ${ }^{1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year | Total | Males | Females | Percent female | Total | Males | Females | Percent female | Total | Males | Females | Percent female | Total | Males | Females | Percent female |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 1869-70 |  |  |  |  | 9,371 ${ }^{2}$ | 7,993 ${ }^{2}$ | 1,378 ${ }^{2}$ | 14.7 | 0 | 0 | 0 |  | 1 | 1 | 0 | 0.0 |
| 1879-80 |  |  |  |  | 12,896 ${ }^{2}$ | 10,411 ${ }^{2}$ | 2,485 ${ }^{2}$ | 19.3 | 879 | 868 | 11 | 1.3 | 54 | 51 | 3 | 5.6 |
| 1889-90 |  |  |  |  | 15,539 ${ }^{2}$ | 12,857 ${ }^{2}$ | 2,682 ${ }^{2}$ | 17.3 | 1,015 | 821 | 194 | 19.1 | 149 | 147 | 2 | 1.3 |
| 1899-1900 |  |  |  |  | 27,410 ${ }^{2}$ | 22,173 ${ }^{2}$ | 5,237 ${ }^{2}$ | 19.1 | 1,583 | 1,280 | 303 | 19.1 | 382 | 359 | 23 | 6.0 |
| 1909-10 |  |  |  |  | 37,199 ${ }^{2}$ | 28,762 ${ }^{2}$ | 8,437 ${ }^{2}$ | 22.7 | 2,113 | 1,555 | 558 | 26.4 | 443 | 399 | 44 | 9.9 |
| 1919-20 |  |  |  |  | 48,622 ${ }^{2}$ | 31,980 ${ }^{2}$ | 16,642 ${ }^{2}$ | 34.2 | 4,279 | 2,985 | 1,294 | 30.2 | 615 | 522 | 93 | 15.1 |
| 1929-30 |  |  |  |  | 122,484 ${ }^{2}$ | 73,615 ${ }^{2}$ | 48,869 ${ }^{2}$ | 39.9 | 14,969 | 8,925 | 6,044 | 40.4 | 2,299 | 1,946 | 353 | 15.4 |
| 1939-40 |  |  |  | - | 186,500 ${ }^{2}$ | 109,546 ${ }^{2}$ | 76,954 ${ }^{2}$ | 41.3 | 26,731 | 16,508 | 10,223 | 38.2 | 3,290 | 2,861 | 429 | 13.0 |
| 1949-50 |  |  |  |  | 432,058 ${ }^{2}$ | 328,841 ${ }^{2}$ | 103,217 ${ }^{2}$ | 23.9 | 58,183 | 41,220 | 16,963 | 29.2 | 6,420 | 5,804 | 616 | 9.6 |
| 1959-60 |  |  |  |  | 392,440 ${ }^{2}$ | 254,063 ${ }^{2}$ | 138,377 ${ }^{2}$ | 35.3 | 74,435 | 50,898 | 23,537 | 31.6 | 9,829 | 8,801 | 1,028 | 10.5 |
| 1969-70 | 206,023 | 117,432 | 88,591 | 43.0 | 792,316 | 451,097 | 341,219 | 43.1 | 213,589 | 130,799 | 82,790 | 38.8 | 59,486 | 53,792 | 5,694 | 9.6 |
| 1979-80 | 400,910 | 183,737 | 217,173 | 54.2 | 929,417 | 473,611 | 455,806 | 49.0 | 305,196 | 156,882 | 148,314 | 48.6 | 95,631 | 69,526 | 26,105 | 27.3 |
| 1980-81 | 416,377 | 188,638 | 227,739 | 54.7 | 935,140 | 469,883 | 465,257 | 49.8 | 302,637 | 152,979 | 149,658 | 49.5 | 98,016 | 69,567 | 28,449 | 29.0 |
| 1981-82 | 434,526 | 196,944 | 237,582 | 54.7 | 952,998 | 473,364 | 479,634 | 50.3 | 302,447 | 151,349 | 151,098 | 50.0 | 97,838 | 68,630 | 29,208 | 29.9 |
| 1982-83 | 449,620 | 203,991 | 245,629 | 54.6 | 969,510 | 479,140 | 490,370 | 50.6 | 296,415 | 150,092 | 146,323 | 49.4 | 99,335 | 67,757 | 31,578 | 31.8 |
| 1983-84 | 452,240 | 202,704 | 249,536 | 55.2 | 974,309 | 482,319 | 491,990 | 50.5 | 291,141 | 149,268 | 141,873 | 48.7 | 100,799 | 67,769 | 33,030 | 32.8 |
| 1984-85 | 454,712 | 202,932 | 251,780 | 55.4 | 979,477 | 482,528 | 496,949 | 50.7 | 293,472 | 149,276 | 144,196 | 49.1 | 100,785 | 66,269 | 34,516 | 34.2 |
| 1985-86 | 446,047 | 196,166 | 249,881 | 56.0 | 987,823 | 485,923 | 501,900 | 50.8 | 295,850 | 149,373 | 146,477 | 49.5 | 100,280 | 65,215 | 35,065 | 35.0 |
| 1986-87 | 436,304 | 190,839 | 245,465 | 56.3 | 991,264 | 480,782 | 510,482 | 51.5 | 296,530 | 147,063 | 149,467 | 50.4 | 98,477 | 62,790 | 35,687 | 36.2 |
| 1987-88 | 435,085 | 190,047 | 245,038 | 56.3 | 994,829 | 477,203 | 517,626 | 52.0 | 305,783 | 150,243 | 155,540 | 50.9 | 99,139 | 63,019 | 36,120 | 36.4 |
| 1988-89 | 436,764 | 186,316 | 250,448 | 57.3 | 1,018,755 | 483,346 | 535,409 | 52.6 | 316,626 | 153,993 | 162,633 | 51.4 | 100,571 | 63,055 | 37,516 | 37.3 |
| 1989-90 | 455,102 | 191,195 | 263,907 | 58.0 | 1,051,344 | 491,696 | 559,648 | 53.2 | 330,152 | 158,052 | 172,100 | 52.1 | 103,508 | 63,963 | 39,545 | 38.2 |
| 1990-91 | 481,720 | 198,634 | 283,086 | 58.8 | 1,094,538 | 504,045 | 590,493 | 53.9 | 342,863 | 160,842 | 182,021 | 53.1 | 105,547 | 64,242 | 41,305 | 39.1 |
| 1991-92 | 504,231 | 207,481 | 296,750 | 58.9 | 1,136,553 | 520,811 | 615,742 | 54.2 | 358,089 | 165,867 | 192,222 | 53.7 | 109,554 | 66,603 | 42,951 | 39.2 |
| 1992-93 | 514,756 | 211,964 | 302,792 | 58.8 | 1,165,178 | 532,881 | 632,297 | 54.3 | 375,032 | 173,354 | 201,678 | 53.8 | 112,072 | 67,130 | 44,942 | 40.1 |
| 1993-94 | 530,632 | 215,261 | 315,371 | 59.4 | 1,169,275 | 532,422 | 636,853 | 54.5 | 393,037 | 180,571 | 212,466 | 54.1 | 112,636 | 66,773 | 45,863 | 40.7 |
| 1994-95 | 539,691 | 218,352 | 321,339 | 59.5 | 1,160,134 | 526,131 | 634,003 | 54.6 | 403,609 | 183,043 | 220,566 | 54.6 | 114,266 | 67,324 | 46,942 | 41.1 |
| 1995-96 | 555,216 | 219,514 | 335,702 | 60.5 | 1,164,792 | 522,454 | 642,338 | 55.1 | 412,180 | 183,481 | 228,699 | 55.5 | 115,507 | 67,189 | 48,318 | 41.8 |
| 1996-97 | 571,226 | 223,948 | 347,278 | 60.8 | 1,172,879 | 520,515 | 652,364 | 55.6 | 425,260 | 185,270 | 239,990 | 56.4 | 118,747 | 68,387 | 50,360 | 42.4 |
| 1997-98 | 558,555 | 217,613 | 340,942 | 61.0 | 1,184,406 | 519,956 | 664,450 | 56.1 | 436,037 | 188,718 | 247,319 | 56.7 | 118,735 | 67,232 | 51,503 | 43.4 |
| 1998-99 | 564,984 | 220,508 | 344,476 | 61.0 | 1,202,239 | 519,961 | 682,278 | 56.8 | 446,038 | 190,230 | 255,808 | 57.4 | 116,700 | 65,340 | 51,360 | 44.0 |
| 1999-2000 | 564,933 | 224,721 | 340,212 | 60.2 | 1,237,875 | 530,367 | 707,508 | 57.2 | 463,185 | 196,129 | 267,056 | 57.7 | 118,736 | 64,930 | 53,806 | 45.3 |
| 2000-01 | 578,865 | 231,645 | 347,220 | 60.0 | 1,244,171 | 531,840 | 712,331 | 57.3 | 473,502 | 197,770 | 275,732 | 58.2 | 119,585 | 64,171 | 55,414 | 46.3 |
| 2001-02 | 595,133 | 238,109 | 357,024 | 60.0 | 1,291,900 | 549,816 | 742,084 | 57.4 | 487,313 | 202,604 | 284,709 | 58.4 | 119,663 | 62,731 | 56,932 | 47.6 |
| 2002-03 | 634,016 | 253,451 | 380,565 | 60.0 | 1,348,811 | 573,258 | 775,553 | 57.5 | 518,699 | 215,172 | 303,527 | 58.5 | 121,579 | 62,730 | 58,849 | 48.4 |
| 2003-04 | 665,301 | 260,033 | 405,268 | 60.9 | 1,399,542 | 595,425 | 804,117 | 57.5 | 564,272 | 233,056 | 331,216 | 58.7 | 126,087 | 63,981 | 62,106 | 49.3 |
| 2004-05 | 696,660 | 267,536 | 429,124 | 61.6 | 1,439,264 | 613,000 | 826,264 | 57.4 | 580,151 | 237,155 | 342,996 | 59.1 | 134,387 | 67,257 | 67,130 | 50.0 |
| 2005-06 | 713,315 | 270,139 | 443,176 | 62.1 | 1,485,104 | 630,502 | 854,602 | 57.5 | 599,862 | 241,701 | 358,161 | 59.7 | 138,056 | 68,912 | 69,144 | 50.1 |
| 2006-07 | 727,616 | 275,034 | 452,582 | 62.2 | 1,524,729 | 649,816 | 874,913 | 57.4 | 610,703 | 242,213 | 368,490 | 60.3 | 144,694 | 71,311 | 73,383 | 50.7 |
| 2007-08 | 750,166 | 282,695 | 467,471 | 62.3 | 1,563,734 | 668,184 | 895,550 | 57.3 | 630,844 | 250,203 | 380,641 | 60.3 | 149,190 | 73,340 | 75,850 | 50.8 |
| 2008-09 | 787,243 | 298,066 | 489,177 | 62.1 | 1,601,399 | 685,422 | 915,977 | 57.2 | 662,082 | 263,515 | 398,567 | 60.2 | 154,564 | 75,674 | 78,890 | 51.0 |
| 2009-10 | 848,856 | 322,747 | 526,109 | 62.0 | 1,649,919 | 706,660 | 943,259 | 57.2 | 693,313 | 275,317 | 417,996 | 60.3 | 158,590 | 76,610 | 81,980 | 51.7 |
| 2010-11 | 943,506 | 361,408 | 582,098 | 61.7 | 1,716,053 | 734,159 | 981,894 | 57.2 | 730,922 | 291,680 | 439,242 | 60.1 | 163,827 | 79,672 | 84,155 | 51.4 |
| 2011-12 | 1,021,718 | 393,479 | 628,239 | 61.5 | 1,792,163 | 765,772 | 1,026,391 | 57.3 | 755,967 | 302,484 | 453,483 | 60.0 | 170,217 | 82,670 | 87,547 | 51.4 |
| 2012-13 | 1,007,427 | 389,195 | 618,232 | 61.4 | 1,840,381 | 787,408 | 1,052,973 | 57.2 | 751,718 | 301,552 | 450,166 | 59.9 | 175,026 | 85,080 | 89,946 | 51.4 |
| 2013-14 | 1,005,155 | 391,474 | 613,681 | 61.1 | 1,870,150 | 801,905 | 1,068,245 | 57.1 | 754,582 | 302,846 | 451,736 | 59.9 | 177,587 | 85,585 | 92,002 | 51.8 |
| 2014-15 | 1,014,341 | 396,782 | 617,559 | 60.9 | 1,894,969 | 812,693 | 1,082,276 | 57.1 | 758,804 | 306,615 | 452,189 | 59.6 | 178,548 | 84,922 | 93,626 | 52.4 |
| 2015-16 | 1,008,228 | 392,084 | 616,144 | 61.1 | 1,920,750 | 821,746 | 1,099,004 | 57.2 | 785,757 | 320,574 | 465,183 | 59.2 | 178,134 | 84,240 | 93,894 | 52.7 |
| 2016-17 | 1,005,687 | 394,147 | 611,540 | 60.8 | 1,956,114 | 836,021 | 1,120,093 | 57.3 | 804,542 | 326,857 | 477,685 | 59.4 | 181,357 | 84,649 | 96,708 | 53.3 |
| 2017-18 | 1,011,487 | 398,600 | 612,887 | 60.6 | 1,980,644 | 844,960 | 1,135,684 | 57.3 | 820,102 | 326,870 | 493,232 | 60.1 | 184,074 | 85,568 | 98,506 | 53.5 |
| 2018-193 | 977,000 | 381,000 | 596,000 | 61.0 | 1,989,000 | 843,000 | 1,146,000 | 57.6 | 829,000 | 326,000 | 502,000 | 60.6 | 186,000 | 85,000 | 100,000 | 54.1 |
| 2019-20 ${ }^{3}$ | 981,000 | 382,000 | 599,000 | 61.0 | 1,996,000 | 846,000 | 1,151,000 | 57.6 | 832,000 | 327,000 | 505,000 | 60.7 | 186,000 | 86,000 | 101,000 | 54.1 |
| 2020-21 ${ }^{3}$ | 983,000 | 383,000 | 600,000 | 61.1 | 1,998,000 | 846,000 | 1,152,000 | 57.7 | 833,000 | 327,000 | 506,000 | 60.7 | 187,000 | 86,000 | 101,000 | 54.1 |
| 2021-22 ${ }^{3}$ | 986,000 | 384,000 | 602,000 | 61.1 | 2,000,000 | 846,000 | 1,154,000 | 57.7 | 835,000 | 328,000 | 507,000 | 60.7 | 187,000 | 86,000 | 101,000 | 54.1 |
| 2022-23 ${ }^{3}$ | 989,000 | 385,000 | 604,000 | 61.1 | 2,002,000 | 847,000 | 1,156,000 | 57.7 | 836,000 | 328,000 | 508,000 | 60.7 | 187,000 | 86,000 | 101,000 | 54.2 |
| 2023-243 | 992,000 | 386,000 | 606,000 | 61.1 | 2,007,000 | 848,000 | 1,158,000 | 57.7 | 838,000 | 329,000 | 509,000 | 60.7 | 188,000 | 86,000 | 102,000 | 54.2 |
| 2024-25 ${ }^{3}$ | 995,000 | 387,000 | 608,000 | 61.1 | 2,013,000 | 851,000 | 1,162,000 | 57.7 | 841,000 | 330,000 | 511,000 | 60.7 | 188,000 | 86,000 | 102,000 | 54.2 |
| 2025-26 ${ }^{3}$ | 998,000 | 389,000 | 610,000 | 61.1 | 2,020,000 | 854,000 | 1,166,000 | 57.7 | 844,000 | 331,000 | 513,000 | 60.7 | 189,000 | 87,000 | 102,000 | 54.2 |
| 2026-27 ${ }^{3}$ | 1,002,000 | 390,000 | 612,000 | 61.1 | 2,027,000 | 857,000 | 1,170,000 | 57.7 | 847,000 | 333,000 | 514,000 | 60.7 | 190,000 | 87,000 | 103,000 | 54.2 |
| 2027-283 | 1,005,000 | 391,000 | 613,000 | 61.1 | 2,030,000 | 858,000 | 1,171,000 | 57.7 | 849,000 | 333,000 | 515,000 | 60.7 | 190,000 | 87,000 | 103,000 | 54.2 |
| 2028-29 ${ }^{3}$ | 1,006,000 | 392,000 | 614,000 | 61.1 | 2,030,000 | 858,000 | 1,171,000 | 57.7 | 849,000 | 333,000 | 516,000 | 60.7 | 190,000 | 87,000 | 103,000 | 54.2 |
| 2029-303 | 1,007,000 | 392,000 | 615,000 | 61.1 | 2,029,000 | 858,000 | 1,171,000 | 57.7 | 849,000 | 334,000 | 516,000 | 60.7 | 190,000 | 87,000 | 103,000 | 54.2 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{1}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees that were classified as first-professional prior to 2010-11, such as M.D., D.D.S., |  |  |  |  |  |  |  | SOURCE: U.S. Department of Education, National Center for Education Statistics, Earned Degrees Conferred, 1869-70 through 1964-65; Higher Education General Information |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{2}$ Includes some degrees classified as master's or doctor's degrees in later years. |  |  |  |  |  |  |  | Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1965-66 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Completions |  |  |  |  |  |  |  |  |
| ${ }^{3}$ Projected. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| NOTE: Data through 1994-95 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher |  |  |  |  |  |  |  | Survey" (IPEDS-C:87-99); IPEDS Fall 2000 through Fall 2018, Completions component; and Degrees Conferred Projection Model, 1980-81 through 2029-30. (This table was prepared December 2019.) |  |  |  |  |  |  |  |  |

Table 318.20. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2017-18
[Standard errors appear in parentheses]


Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| All fields, total | 1,980,644 | 844,960 | 1,135,684 | 820,102 | 326,870 | 493,232 | 184,074 | 85,568 | 98,506 |
| Agriculture and natural resources | 39,314 | 18,202 | 21,112 | 6,967 | 2,997 | 3,970 | 1,496 | 798 | 698 |
| Agriculture, agriculture operations, and related sciences | 20,215 | 9,003 | 11,212 | 2,856 | 1,247 | 1,609 | 886 | 488 | 398 |
| Agriculture, general | 2,194 | 1,096 | 1,098 | 301 | 120 | 181 | 14 | 11 | 3 |
| Agricultural business and management, general | 1,124 | 745 | 379 | 66 | 40 | 26 | 1 | 0 | 1 |
| Agribusiness/agricultural business operations | 2,195 | 1,362 | 833 | 43 | 21 | 22 | 0 | 0 | 0 |
| Agricultural economics | 1,531 | 1,046 | 485 | 336 | 175 | 161 | 131 | 80 | 51 |
| Farm/farm and ranch management | 171 | 129 | 42 | 6 | 5 | 1 | 0 | 0 | 0 |
| Agricultural/farm supplies retailing and wholesaling | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Agricultural business technology | 36 | 20 | 16 | 2 | 1 | 1 | 0 | 0 | 0 |
| Agricultural business and management, other | 81 | 42 | 39 | 8 | 2 | 6 | 0 | 0 | 0 |
| Agricultural mechanization, general | 336 | 310 | 26 | 1 | 0 | 1 | 0 | 0 | 0 |
| Agricultural mechanics and equipment/machine technology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Agricultural production operations, general | 81 | 43 | 38 | 7 | 3 | 4 | 0 | 0 | 0 |
| Animal/livestock husbandry and production | 193 | 54 | 139 | 1 | 0 | 1 | 0 | 0 | 0 |
| Aquaculture | 58 | 39 | 19 | 41 | 26 | 15 | 12 | 8 | 4 |
| Crop production | 75 | 61 | 14 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dairy husbandry and production | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Horse husbandry/equine science and management | 159 | 9 | 150 | 7 | 0 | 7 | 0 | 0 | 0 |
| Agroecology and sustainable agriculture | 211 | 108 | 103 | 73 | 25 | 48 | 13 | 7 | 6 |
| Viticulture and enology | 132 | 67 | 65 | 0 | 0 | 0 | 0 | 0 | 0 |
| Agricultural and food products processing | 103 | 56 | 47 | 0 | 0 | 0 | 0 | 0 | 0 |
| Animal training | 23 | 5 | 18 | 0 | 0 | 0 | 0 | 0 | 0 |
| Equestrian/equine studies | 302 | 14 | 288 | 0 | 0 | 0 | 0 | 0 | 0 |
| Agricultural and domestic animal services, other | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Applied horticulture/horticultural operations, general | 87 | 33 | 54 | 7 | 5 | 2 | 5 | 3 | 2 |
| Ornamental horticulture | 28 | 16 | 12 | 6 | 4 | 2 | 6 | 4 | 2 |
| Landscaping and groundskeeping | 132 | 96 | 36 | 2 | 0 | 2 | 0 | 0 | 0 |
| Plant nursery operations and management | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Turf and turfgrass management | 94 | 90 | 4 | 4 | 4 | 0 | 0 | 0 | 0 |
| Floriculture/floristry operations and management | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Applied horticulture/horticultural business services, other | 32 | 22 | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| International agriculture | 54 | 16 | 38 | 54 | 14 | 40 | 0 | 0 | 0 |
| Agricultural and extension education services | 67 | 29 | 38 | 94 | 23 | 71 | 15 | 8 | 7 |
| Agricultural communication/journalism | 422 | 72 | 350 | 27 | 4 | 23 | 0 | 0 | 0 |
| Agricultural public services, other | 53 | 22 | 31 | 5 | 1 | 4 | 0 | 0 | 0 |
| Animal sciences, general | 5,890 | 1,184 | 4,706 | 414 | 137 | 277 | 166 | 82 | 84 |
| Agricultural animal breeding | 0 | 0 | 0 | 4 | 0 | 4 | 1 | 0 | 1 |
| Animal health | 2 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| Animal nutrition | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| Dairy science | 153 | 60 | 93 | 33 | 9 | 24 | 5 | 2 | 3 |
| Livestock management | 3 | 1 | 2 | 2 | 0 | 2 | 0 | 0 | 0 |
| Poultry science | 103 | 46 | 57 | 17 | 10 | 7 | 17 | 8 | 9 |
| Animal sciences, other | 79 | 11 | 68 | 4 | 1 | 3 | 0 | 0 | 0 |
| Food science | 1,318 | 388 | 930 | 451 | 139 | 312 | 140 | 55 | 85 |
| Food technology and processing | 13 | 5 | 8 | 10 | 5 | 5 | 7 | 3 | 4 |
| Food science and technology, other | 74 | 42 | 32 | 29 | 13 | 16 | 0 | 0 | 0 |
| Plant sciences, general | 531 | 327 | 204 | 87 | 58 | 29 | 46 | 29 | 17 |
| Agronomy and crop science | 704 | 485 | 219 | 276 | 173 | 103 | 110 | 72 | 38 |
| Horticultural science | 485 | 251 | 234 | 137 | 68 | 69 | 38 | 25 | 13 |
| Agricultural and horticultural plant breeding | 6 | 3 | 3 | 25 | 15 | 10 | 28 | 22 | 6 |
| Plant protection and integrated pest management | 109 | 90 | 19 | 28 | 21 | 7 | 7 | 3 | 4 |
| Range science and management | 110 | 62 | 48 | 37 | 18 | 19 | 14 | 8 | 6 |
| Plant sciences, other | 32 | 21 | 11 | 61 | 30 | 31 | 42 | 24 | 18 |
| Soil science and agronomy, general | 190 | 132 | 58 | 91 | 53 | 38 | 55 | 31 | 24 |
| Soil chemistry and physics | 38 | 33 | 5 | 1 | 1 | 0 | 0 | 0 | 0 |
| Soil sciences, other | 38 | 18 | 20 | 8 | 4 | 4 | 4 | 2 | 2 |
| Agriculture, agriculture operations, and related sciences, other | 356 | 239 | 117 | 49 | 19 | 30 | 6 | 1 | 5 |
| Natural resources and conservation | 19,099 | 9,199 | 9,900 | 4,111 | 1,750 | 2,361 | 610 | 310 | 300 |
| Natural resources/conservation, general | 1,377 | 660 | 717 | 581 | 238 | 343 | 100 | 51 | 49 |
| Environmental studies | 6,532 | 2,752 | 3,780 | 1,199 | 492 | 707 | 110 | 45 | 65 |
| Environmental science | 6,697 | 3,166 | 3,531 | 899 | 375 | 524 | 168 | 91 | 77 |
| Natural resources conservation and research, other | 130 | 67 | 63 | 79 | 38 | 41 | 25 | 11 | 14 |
| Natural resources management and policy | 695 | 399 | 296 | 497 | 191 | 306 | 25 | 11 | 14 |
| Natural resource economics | 73 | 41 | 32 | 8 | 3 | 5 | 1 | 0 | 1 |
| Water, wetlands, and marine resources management | 77 | 39 | 38 | 171 | 61 | 110 | 1 | 1 | 0 |
| Land use planning and management/development | 66 | 54 | 12 | 44 | 20 | 24 | 1 | 1 | 0 |
| Natural resource recreation and tourism | 53 | 33 | 20 | 62 | 29 | 33 | 1 | 0 | 1 |
| Natural resources law enforcement and protective services | 31 | 25 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| Natural resources management and policy, other | 253 | 154 | 99 | 25 | 9 | 16 | 0 | 0 | 0 |
| Fishing and fisheries sciences and management | 357 | 196 | 161 | 41 | 19 | 22 | 17 | 10 | 7 |
| Forestry, general | 521 | 373 | 148 | 136 | 75 | 61 | 39 | 24 | 15 |
| Forest sciences and biology | 192 | 157 | 35 | 122 | 70 | 52 | 50 | 24 | 26 |
| Forest management/forest resources management | 166 | 136 | 30 | 36 | 21 | 15 | 5 | 4 | 1 |
| Urban forestry | 20 | 5 | 15 | 13 | 8 | 5 | 4 | 2 | 2 |
| Wood science and wood products/pulp and paper technology | 78 | 58 | 20 | 12 | 9 | 3 | 9 | 4 | 5 |
| Forest resources production and management | 5 | 4 | 1 | 8 | 4 | 4 | 8 | 6 | 2 |
| Forest technology/technician | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Forestry, other | 76 1564 | 53 | 23 | ${ }_{6}^{6}$ | 4 | 2 | 8 | 5 | 3 |
| Wildlife, fish, and wildlands science and management | 1,564 | 741 | 823 | 157 | 80 | 77 | 36 | 20 | 16 |
| Natural resources and conservation, other | 136 | 86 | 50 | 15 | 4 | 11 | 2 | 0 | 2 |

See notes at end of table.

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18—Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Architecture and related services | 8,464 | 4,474 | 3,990 | 7,317 | 3,516 | 3,801 | 250 | 136 | 114 |
| Architecture | 4,511 | 2,422 | 2,089 | 2,609 | 1,385 | 1,224 | 117 | 70 | 47 |
| City/urban, community and regional planning | 825 | 492 | 333 | 1,667 | 733 | '934 | 101 | 52 | 49 |
| Environmental design/architecture | 521 | 288 | 233 | 91 | 31 | 60 | 11 | 5 | 6 |
| Interior architecture | 425 | 38 | 387 | 144 | 20 | 124 | 0 | 0 | 0 |
| Landscape architecture | 720 | 394 | 326 | 524 | 194 | 330 | 3 | 1 |  |
| Architectural history and criticism, general | 80 | 38 | 42 | 28 | 11 | 17 | 2 | 0 | 2 |
| Architectural technology/technician | 128 | 77 | 51 | 9 | 4 | 5 | 0 | 0 | 0 |
| Architectural and building sciences/technology | 986 | 575 | 411 | 1,907 | 917 | 990 | 16 | 8 | 8 |
| Real estate development | 60 | 49 | 11 | 292 | 203 | 89 | 0 | 0 | 0 |
| Architecture and related services, other | 208 | 101 | 107 | 46 | 18 | 28 | 0 | 0 | 0 |
| Area, ethnic, cultural, gender, and group studies | 7,717 | 2,118 | 5,599 | 1,673 | 565 | 1,108 | 335 | 116 | 219 |
| African studies | 94 | 18 | 76 | 44 | 17 | 27 | 14 | 5 | 9 |
| American/United States studies/civilization | 958 | 368 | 590 | 220 | 60 | 160 | 88 | 40 | 48 |
| Asian studies/civilization | 679 | 294 | 385 | 84 | 40 | 44 | 0 | 0 | 0 |
| East Asian studies | 281 | 115 | 166 | 165 | 69 | 96 | 25 | 9 | 16 |
| Russian, Central European, East European and Eurasian studies | 41 | 16 | 25 | 29 | 11 | 18 | 0 | 0 | 0 |
| European studies/civilization | 48 | 14 | 34 | 19 | 12 | 7 | 0 | 0 | 0 |
| Latin American studies | 305 | 101 | 204 | 168 | 65 | 103 | 3 | 0 | 3 |
| Near and Middle Eastern studies | 143 | 50 | 93 | 159 | 75 | 84 | 33 | 17 | 16 |
| Pacific Area/Pacific Rim studies | 17 | 8 | 9 | 2 | 0 | 2 | 0 | 0 | 0 |
| Russian studies | 70 | 31 | 39 | 39 | 21 | 18 | 0 | 0 | 0 |
| Scandinavian studies | 11 | 7 | 4 | 4 | 2 | 2 | 1 | 0 |  |
| South Asian studies | 4 | 2 | 2 | 10 | 4 | 6 | 4 | 3 |  |
| Southeast Asian studies | 0 | 0 | 0 | 6 | 4 | 2 | 0 | 0 | 0 |
| Western European studies | 8 | 2 | 6 | 33 | 18 | 15 | 0 | 0 | 0 |
| Canadian studies | 1 | 0 | 1 | 4 | 4 | 0 | 0 | 0 | 0 |
| Slavic studies | 5 | 1 | 4 | 5 | 3 | 2 | 3 | 1 | 2 |
| Ural-Altaic and Central Asian studies | 6 | 3 | 3 | 4 | 4 | 0 | 2 | 0 | 2 |
| Regional studies (U.S., Canadian, foreign) | 16 | 7 | 9 | 14 | 5 | 9 | 3 | 1 | 2 |
| Chinese studies | 45 | 23 | 22 | 9 | 4 | 5 | 0 | 0 | 0 |
| French studies | 49 | 10 | 39 | 16 | 4 | 12 | 8 | 2 | 6 |
| German studies | 43 | 19 | 24 | 6 | 2 | 4 | 7 | 3 | 4 |
| Italian studies | 32 | 8 | 24 | 17 | 3 | 14 | 2 | 0 | 2 |
| Japanese studies | 57 | 26 | 31 | 4 | 3 | 1 | 0 | 0 | 0 |
| Korean studies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Spanish and Iberian studies | 19 | 5 | 14 | 0 | 0 | 0 | 0 | 0 | 0 |
| Irish studies | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 |
| Latin American and Caribbean studies | 37 | 14 | 23 | 14 | 2 | 12 | 0 | 0 | 0 |
| Area studies, other | 612 | 202 | 410 | 51 | 19 | 32 | 8 | 5 | 3 |
| Ethnic studies | 181 | 45 | 136 | 7 | 0 | 7 | 5 | 1 | 4 |
| African-American/Black studies | 677 | 210 | 467 | 72 | 25 | 47 | 39 | 12 | 27 |
| American Indian/Native American studies | 212 | 80 | 132 | 69 | 24 | 45 | 10 | 2 | 8 |
| Hispanic-American, Puerto Rican, and Mexican-American/Chicano studies | 420 | 94 | 326 | 41 | 11 | 30 | 13 | 6 | 7 |
| Asian-American studies | 82 | 34 | 48 | 8 | 2 | 6 | 0 | 0 | 0 |
| Women's studies | 1,459 | 100 | 1,359 | 187 | 20 | 167 | 21 | 2 | 19 |
| Gay/lesbian studies | 7 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| Folklore studies | 10 | 2 | 8 | 19 | 4 | 15 | 7 | 0 | 7 |
| Disability studies | 32 | 3 | 29 | 36 | 3 | 33 | 7 | 0 |  |
| Deaf studies | 236 | 36 | 200 | 4 | 1 | 3 | 0 | 0 | 0 |
| Ethnic, cultural minority, gender, and group studies, other | 820 | 170 | 650 | 100 | 24 | 76 | 32 | 7 | 25 |
| Biological and biomedical sciences | 118,663 | 44,852 | 73,811 | 17,180 | 7,028 | 10,152 | 8,222 | 3,829 | 4,393 |
| Biology/biological sciences, general | 73,983 | 26,686 | 47,297 | 3,579 | 1,409 | 2,170 | 1,036 | 485 | 551 |
| Biomedical sciences, general | 4,460 | 1,749 | 2,711 | 2,532 | 1,111 | 1,421 | 628 | 287 | 341 |
| Biochemistry | 8,861 | 4,287 | 4,574 | 321 | 160 | 161 | 521 | 274 | 247 |
| Biophysics | 167 | 109 | 58 | 26 | 17 | 9 | 102 | 67 | 35 |
| Molecular biology | 841 | 353 | 488 | 193 | 88 | 105 | 162 | 66 | 96 |
| Molecular biochemistry | 398 | 202 | 196 | 95 | 37 | 58 | 59 | 32 | 27 |
| Molecular biophysics | 0 | 0 | 0 | 1 | 0 | 1 | 14 | 14 | 0 |
| Structural biology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Radiation biology/radiobiology | 5 | 0 | 5 | 10 | 9 | 1 | 6 | 4 | 2 |
| Biochemistry and molecular biology | 1,051 | 482 | 569 | 125 | 49 | 76 | 147 | 66 | 81 |
| Biochemistry, biophysics and molecular biology, other | 219 | 95 | 124 | 22 | 12 | 10 | 34 | 14 | 20 |
| Botany/plant biology | 231 | 111 | 120 | 93 | 47 | 46 | 109 | 59 | 50 |
| Plant pathology/phytopathology | 17 | 5 | 12 | 68 | 35 | 33 | 81 | 42 | 39 |
| Plant physiology | 0 | 0 | 0 | 5 | 2 | 3 | 9 | 5 | 4 |
| Plant molecular biology | 0 | 0 | 0 | 2 | 2 | 0 | 13 | 7 | 6 |
| Botany/plant biology, other | 30 | 13 | 17 | 8 | 4 | 4 | 9 | 4 | 5 |
| Cell/cellular biology and histology | 371 | 180 | 191 | 45 | 15 | 30 | 136 | 55 | 81 |
| Anatomy | 482 | 169 | 313 | 235 | 107 | 128 | 38 | 14 | 24 |
| Developmental biology and embryology | 48 | 18 | 30 | 5 | 2 | 3 | 47 | 21 | 26 |
| Cell/cellular and molecular biology | 2,773 | 1,184 | 1,589 | 192 | 86 | 106 | 420 | 207 | 213 |
| Cell biology and anatomy | 15 | 9 | 6 | 34 | 12 | 22 | 35 | 22 | 13 |
| Cell/cellular biology and anatomical sciences, other | 100 | 33 | 67 | 144 | 64 | 80 | 115 | 59 | 56 |
| Microbiology, general | 2,024 | 874 | 1,150 | 177 | 61 | 116 | 198 | 82 | 116 |
| Medical microbiology and bacteriology | 398 | 152 | 246 | 205 | 68 | 137 | 131 | 52 | 79 |
| Virology | 0 | 0 | 0 | 1 | 1 | 0 | 13 | 7 | 6 |
| Parasitology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Immunology | 0 | 0 | 0 | 90 | 36 | 54 | 143 | 68 | 75 |
| Microbiology and immunology | 137 | 61 | 76 | 74 | 26 | 48 | 75 | 33 | 42 |
| Microbiological sciences and immunology, other | 131 | 56 | 75 | 38 | 16 | 22 | 62 | 26 | 36 |
| Zoology/animal biology | 1,568 | 471 | 1,097 | 87 | 38 | 49 | 87 | 35 | 52 |
| Entomology | 98 | 41 | 57 | 137 | 65 | 72 | 112 | 64 | 48 |
| Animal physiology | 124 | 46 | 78 | 30 | 15 | 15 | 19 | 11 | 8 |
| Animal behavior and ethology | 146 | 22 | 124 | 29 | 3 | 26 | 9 | 3 |  |

See notes at end of table.

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18—Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Wildlife biology | 450 | 163 | 287 | 9 | 5 | 4 | 3 | 1 | 2 |
| Zoology/animal biology, other | 2 | 1 | 1 | 14 | 5 | 9 | 7 | 4 | 3 |
| Genetics, general | 359 | 107 | 252 | 58 | 24 | 34 | 138 | 53 | 85 |
| Molecular genetics | 212 | 62 | 150 | 16 | 6 | 10 | 83 | 40 | 43 |
| Animal genetics | 36 | 9 | 27 | 0 | 0 | 0 | 18 | 5 | 13 |
| Plant genetics | 6 | 3 | 3 | 4 | 3 | 1 | 15 | 8 | 7 |
| Human/medical genetics | 0 | 0 | 0 | 184 | 33 | 151 | 89 | 35 | 54 |
| Genome sciences/genomics | 7 | 2 | 5 | 11 | 3 | 8 | 31 | 13 | 18 |
| Genetics, other | 0 | 0 | 0 | 1 | 0 | 1 | 19 | 12 | 7 |
| Physiology, general | 1,593 | 637 | 956 | 812 | 387 | 425 | 146 | 79 | 67 |
| Molecular physiology | 0 | 0 | 0 | 0 | 0 | 0 | 37 | 16 | 21 |
| Cell physiology | 3 | 0 | 3 | 25 | 10 | 15 | 29 | 11 | 18 |
| Endocrinology | 0 | 0 | 0 | 2 | 0 | 2 | 9 | 2 | 7 |
| Reproductive biology | 0 | 0 | 0 | 25 | 7 | 18 | 3 | 0 | 3 |
| Cardiovascular science | 0 | 0 | 0 | 7 | 2 | 5 | 7 | 6 | 1 |
| Exercise physiology | 3,879 | 1,658 | 2,221 | 531 | 219 | 312 | 86 | 51 | 35 |
| Vision science/physiological optics | 97 | 17 | 80 | 40 | 12 | 28 | 16 | 7 | 9 |
| Pathology/experimental pathology | 22 | 3 | 19 | 105 | 39 | 66 | 176 | 77 | 99 |
| Oncology and cancer biology | 0 | 0 | 0 | 25 | 6 | 19 | 130 | 70 | 60 |
| Physiology, pathology, and related sciences, other | 59 | 14 | 45 | 20 | 5 | 15 | 7 | 6 | 1 |
| Pharmacology | 78 | 39 | 39 | 226 | 115 | 111 | 210 | 100 | 110 |
| Molecular pharmacology | 0 | 0 | 0 | 5 | 1 | 4 | 57 | 27 | 30 |
| Neuropharmacology | 0 | 0 | 0 | 32 | 19 | 13 | 0 | 0 | 0 |
| Toxicology | 63 | 18 | 45 | 55 | 21 | 34 | 71 | 28 | 43 |
| Molecular toxicology | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| Environmental toxicology | 22 | 8 | 14 | 46 | 19 | 27 | 41 | 16 | 25 |
| Pharmacology and toxicology | 68 | 31 | 37 | 102 | 36 | 66 | 55 | 22 | 33 |
| Pharmacology and toxicology, other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biometry/biometrics | 31 | 18 | 13 | 34 | 20 | 14 | 11 | 6 | 5 |
| Biostatistics | 30 | 8 | 22 | 718 | 284 | 434 | 206 | 98 | 108 |
| Bioinformatics | 284 | 163 | 121 | 420 | 221 | 199 | 119 | 81 | 38 |
| Computational biology | 40 | 20 | 20 | 30 | 17 | 13 | 49 | 28 | 21 |
| Biomathematics, bioinformatics, and computational biology, other | 38 | 11 | 27 | 65 | 42 | 23 | 22 | 16 | 6 |
| Biotechnology | 844 | 399 | 445 | 1,344 | 557 | 787 | 15 | 9 | 6 |
| Ecology | 715 | 280 | 435 | 159 | 65 | 94 | 172 | 78 | 94 |
| Marine biology and biological oceanography | 1,357 | 418 | 939 | 244 | 63 | 181 | 75 | 33 | 42 |
| Evolutionary biology | 103 | 29 | 74 | 22 | 9 | 13 | 33 | 18 | 15 |
| Aquatic biology/limnology | 91 | 52 | 39 | 9 | 4 | 5 | 0 | 0 | 0 |
| Environmental biology | 337 | 140 | 197 | 42 | 14 | 28 | 16 | 8 | 8 |
| Population biology | 0 | 0 | 0 | 8 | 3 | 5 | 8 | 3 | 5 |
| Conservation biology | 141 | 49 | 92 | 91 | 29 | 62 | 12 | 6 | 6 |
| Systematic biology/biological systematics | 0 | 0 | 0 | 4 | 1 | 3 | 11 | 7 | 4 |
| Epidemiology | 23 | 5 | 18 | 1,400 | 399 | 1,001 | 359 | 95 | 264 |
| Ecology and evolutionary biology | 452 | 164 | 288 | 57 | 21 | 36 | 94 | 48 | 46 |
| Ecology, evolution, systematics and population biology, other | 194 | 83 | 111 | 26 | 14 | 12 | 41 | 22 | 19 |
| Molecular medicine | 0 | 0 | 0 | 16 | 3 | 13 | 34 | 16 | 18 |
| Neuroscience | 6,191 | 2,110 | 4,081 | 243 | 95 | 148 | 618 | 272 | 346 |
| Neurobiology and anatomy | 834 | 327 | 507 | 11 | 2 | 9 | 54 | 17 | 37 |
| Neurobiology and behavior | 139 | 40 | 99 | 33 | 10 | 23 | 15 | 10 | 5 |
| Neurobiology and neurosciences, other | 44 | 11 | 33 | 0 | 0 | 0 | 5 | 4 | 1 |
| Biological and biomedical sciences, other | 1,141 | 345 | 796 | 1,246 | 581 | 665 | 199 | 79 | 120 |
| Business, management, marketing, and personal and culinary services | 386,201 | 204,839 | 181,362 | 192,184 | 99,860 | 92,324 |  |  | 1,412 |
| Business, management, marketing, and related support services | 385,400 | 204,563 | 180,837 | 192,154 | 99,855 | 92,299 | 3,338 | 1,926 | 1,412 |
| Business/commerce, general | 25,128 | 13,342 | 11,786 | 9,402 | 5,576 | 3,826 | 249 | 149 | 100 |
| Business administration and management, general | 138,905 | 74,085 | 64,820 | 106,000 | 58,051 | 47,949 | 2,003 | 1,217 | 786 |
| Purchasing, procurement/acquisitions and contracts management | 655 | 388 | 267 | 409 | 211 | 198 | 3 | 3 | 0 |
| Logistics, materials, and supply chain management | 5,494 | 3,679 | 1,815 | 959 | 638 | 321 | 2 | 1 | 1 |
| Office management and supervision | 430 | 175 | 255 | 62 | 31 | 31 | 0 | 0 | 0 |
| Operations management and supervision | 3,005 | 1,940 | 1,065 | 544 | 326 | 218 | 9 | 5 | 4 |
| Nonprofit/public/organizational management | 386 | 112 | 274 | 1,860 | 553 | 1,307 | 5 | 3 | 2 |
| Customer service management | 57 | 18 | 39 | 2 | 0 | 2 | 0 | 0 | 0 |
| E-commerce/electronic commerce | 99 | 42 | 57 | 41 | 26 | 15 | 0 | 0 | 0 |
| Transportation/mobility management | 167 | 108 | 59 | 147 | 117 | 30 | 4 | 4 | 0 |
| Research and development management | 8 | 5 | 3 | 164 | 60 | 104 | 0 | 0 | 0 |
| Project management | 601 | 361 | 240 | 1,018 | 555 | 463 | 8 | 4 | 4 |
| Retail management | 306 | 49 | 257 | 97 | 3 | 94 | 0 | 0 | 0 |
| Organizational leadership | 3,946 | 1,900 | 2,046 | 5,605 | 2,437 | 3,168 | 366 | 177 | 189 |
| Business administration, management and operations, other | 8,466 | 3,984 | 4,482 | 5,704 | 2,778 | 2,926 | 48 | 22 | 26 |
| Accounting | 50,128 | 24,316 | 25,812 | 19,637 | 8,737 | 10,900 | 36 | 16 | 20 |
| Accounting technology/technician and bookkeeping | 200 | 115 | 85 | 0 | 0 | 0 | 0 | 0 | 0 |
| Auditing | 31 | 10 | 21 | 126 | 53 | 73 | 0 | 0 | 0 |
| Accounting and finance | 818 | 477 | 341 | 868 | 370 | 498 | 0 |  | 0 |
| Accounting and business/management | 968 | 415 | 553 | 400 | 195 | 205 | 0 | 0 | 0 |
| Accounting and related services, other | 142 | 79 | 63 | 207 | 91 | 116 | 2 | 1 | 1 |
| Administrative assistant and secretarial science, general | 57 | 21 | 36 | 0 | 0 | 0 | 0 | 0 | 0 |
| Executive assistant/executive secretary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Business/office automation/technology/data entry | 29 | 9 | 20 | 0 | 0 | 0 | 0 | 0 | 0 |
| General office occupations and clerical services | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parts, warehousing, and inventory management operations | 0 | 0 | 0 |  | 0 | 0 | 0 | 0 | 0 |
| Traffic, customs, and transportation clerk/technician | 47 | 31 | 16 | 0 | 0 | 0 | 0 | 0 | 0 |
| Business operations support and secretarial services, other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Business/corporate communications | 937 | 324 | 613 | 72 | 18 | 54 | 0 | 0 | 0 |
| Business/managerial economics | 5,535 | 3,632 | 1,903 | 250 | 155 | 95 | 53 | 33 | 20 |
| Entrepreneurship/entrepreneurial studies | 2,600 | 1,664 | 936 | 680 | 357 | 323 | 11 | 7 | 4 |
| Franchising and franchise operations | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small business administration/management | 165 | 82 | 83 | 9 | 6 | 3 | 0 | 0 |  |

[^46]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18—Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Entrepreneurial and small business operations, other | 91 | 54 | 37 | 92 | 29 | 63 | 1 | 0 | 1 |
| Finance, general | 39,479 | 27,985 | 11,494 | 5,648 | 3,429 | 2,219 | 33 | 22 | 11 |
| Banking and financial support services | 494 | 316 | 178 | 34 | 15 | 19 | 0 | 0 | 0 |
| Financial planning and services | 480 | 335 | 145 | 222 | 134 | 88 | 12 | 7 | 5 |
| International finance | 3 | 1 | 2 | 26 | 16 | 10 | 0 | 0 | 0 |
| Investments and securities | 64 | 54 | 10 | 149 | 100 | 49 | 0 | 0 | 0 |
| Public finance | 16 | 12 | 4 | 12 | 9 | 3 | 0 | 0 | 0 |
| Finance and financial management services, other | 198 | 136 | 62 | 128 | 81 | 47 | 0 | 0 | 0 |
| Hospitality administration/management, general | 7,522 | 2,233 | 5,289 | 544 | 168 | 376 | 29 | 13 | 16 |
| Tourism and travel services management | 684 | 198 | 486 | 108 | 38 | 70 | 2 | 1 | 1 |
| Hotel/motel administration/management | 1,677 | 543 | 1,134 | 106 | 41 | 65 | 7 | 3 | 4 |
| Restaurant/food services management | 738 | 296 | 442 | 1 | 1 | 0 | 0 | 0 | 0 |
| Resort management | 258 | 104 | 154 | 0 | 0 | 0 | 0 | 0 | 0 |
| Meeting and event planning | 618 | 51 | 567 | 6 | 3 | 3 | 0 | 0 | 0 |
| Casino management | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hotel, motel, and restaurant management | 48 | 20 | 28 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hospitality administration/management, other | 383 | 142 | 241 | 72 | 33 | 39 | 1 | 0 | 1 |
| Human resources management/personnel administration, general | 6,850 | 1,862 | 4,988 | 4,700 | 1,181 | 3,519 | 44 | 18 | 26 |
| Labor and industrial relations | 974 | 448 | 526 | 728 | 246 | 482 | 8 | 6 | 2 |
| Organizational behavior studies | 2,276 | 966 | 1,310 | 1,292 | 482 | 810 | 153 | 71 | 82 |
| Labor studies | 53 | 21 | 32 | 17 | 9 | 8 | 0 | 0 | 0 |
| Human resources development | 724 | 139 | 585 | 978 | 249 | 729 | 34 | 18 | 16 |
| Human resources management and services, other | 349 | 69 | 280 | 1,128 | 392 | 736 | 0 | 0 | 0 |
| International business/trade/commerce | 5,698 | 2,694 | 3,004 | 1,960 | 1,047 | 913 | 29 | 13 | 16 |
| Management information systems, general | 8,335 | 6,006 | 2,329 | 1,760 | 1,171 | 589 | 28 | 16 | 12 |
| Information resources management | 236 | 159 | 77 | 668 | 486 | 182 | 29 | 21 | 8 |
| Knowledge management | 43 | 23 | 20 | 199 | 106 | 93 | 0 | 0 | 0 |
| Management information systems and services, other | 141 | 73 | 68 | 164 | 99 | 65 | 0 | 0 | 0 |
| Management science, general | 3,556 | 2,119 | 1,437 | 4,689 | 2,615 | 2,074 | 46 | 31 | 15 |
| Business statistics | 412 | 249 | 163 | 1,143 | 631 | 512 | 0 | 0 | 0 |
| Actuarial science | 1,440 | 852 | 588 | 550 | 319 | 231 | 0 | 0 | 0 |
| Management sciences and quantitative methods, other | 708 | 452 | 256 | 2,902 | 1,605 | 1,297 | 9 | 6 | 3 |
| Marketing/marketing management, general | 37,010 | 17,036 | 19,974 | 1,969 | 679 | 1,290 | 32 | 15 | 17 |
| Marketing research | 28 | 13 | 15 | 140 | 64 | 76 | 2 | 1 | 1 |
| International marketing | 206 | 49 | 157 | 493 | 206 | 287 | 2 | 1 | 1 |
| Marketing, other | 755 | 370 | 385 | 277 | 80 | 197 | 4 | 0 | 4 |
| Real estate | 977 | 735 | 242 | 1,039 | 764 | 275 | 0 | 0 | 0 |
| Taxation | 9 | 8 | 1 | 1,619 | 807 | 812 | 0 | 0 | 0 |
| Insurance | 1,138 | 738 | 400 | 115 | 58 | 57 | 0 | 0 | 0 |
| Sales, distribution, and marketing operations, general | 1,549 | 829 | 720 | 557 | 151 | 406 | 3 | 1 | 2 |
| Merchandising and buying operations | 0 | 0 | 0 | 7 | 0 | 7 | 0 | 0 | 0 |
| Retailing and retail operations | 387 | 87 | 300 | 3 | 0 | 3 | 0 | 0 | 0 |
| Selling skills and sales operations | 341 | 225 | 116 | 0 | 0 | 0 | 0 | 0 | 0 |
| General merchandising/sales/related marketing operations, other | 94 | 24 | 70 | 3 | 2 | 1 | 0 | 0 | 0 |
| Fashion merchandising | 2,649 | 156 | 2,493 | 67 | 6 | 61 | 0 | 0 | 0 |
| Apparel and accessories marketing operations | 40 | 6 | 34 | 50 | 5 | 45 | 0 | 0 | 0 |
| Tourism and travel services marketing operations | 29 | 11 | 18 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tourism promotion operations | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Vehicle and vehicle parts and accessories marketing operations | 68 | 55 | 13 | 0 | 0 | 0 | 0 | 0 | 0 |
| Business and personal/financial services marketing operations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special products marketing operations | 202 | 83 | 119 | 14 | 5 | 9 | 0 | 0 | 0 |
| Hospitality and recreation marketing operations | 78 | 65 | 13 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specialized merchandising/sales/related marketing operations, other | 133 | 41 | 92 | 52 | 23 | 29 | 0 | 0 | 0 |
| Construction management | 2,274 | 2,056 | 218 | 425 | 308 | 117 | 6 | 6 | 0 |
| Telecommunications management | 0 | 0 | 0 | 24 | 16 | 8 | 0 | 0 | 0 |
| Business/management/marketing/related support services, other | 3,572 | 1,999 | 1,573 | 1,011 | 602 | 409 | 25 | 14 | 11 |
| Personal and culinary services | 801 | 276 | 525 | 30 | 5 | 25 | 0 | 0 | 0 |
| Funeral service and mortuary science, general | 137 | 42 | 95 | 0 | 0 | 0 | 0 | 0 | 0 |
| Funeral direction/service | 44 | 16 | 28 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cosmetology/cosmetologist, general | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cooking and related culinary arts, general | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Baking and pastry arts/baker/pastry chef | 79 | 11 | 68 | 0 | 0 | 0 | 0 | 0 | 0 |
| Culinary arts/chef training | 324 | 114 | 210 | 0 | 0 | 0 | 0 | 0 | 0 |
| Restaurant, culinary, and catering management/manager | 111 | 57 | 54 | 0 | 0 | 0 | 0 | 0 | 0 |
| Food service, waiter/waitress, and dining room management | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Culinary science/culinology | 57 | 24 | 33 | 0 | 0 | 0 | 0 | 0 | 0 |
| Culinary arts and related services, other | 49 | 12 | 37 | 30 | 5 | 25 | 0 | 0 | 0 |
| Personal and culinary services, other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Communication and communications technologies | 96,521 | 34,187 | 62,334 | 10,772 | 3,187 | 7,585 | 666 | 252 | 414 |
| Communication, journalism, and related programs | 92,290 | 31,811 | 60,479 | 10,243 | 2,923 | 7,320 | 666 | 252 | 414 |
| Communication, general | 9,540 | 3,045 | 6,495 | 994 | 291 | 703 | 71 | 16 | 55 |
| Speech communication and rhetoric | 32,804 | 11,421 | 21,383 | 1,812 | 564 | 1,248 | 303 | 109 | 194 |
| Mass communication/media studies | 9,218 | 3,331 | 5,887 | 932 | 272 | 660 | 139 | 61 | 78 |
| Communication and media studies, other | 1,707 | 591 | 1,116 | 547 | 155 | 392 | 48 | 23 | 25 |
| Journalism | 11,049 | 3,574 | 7,475 | 1,095 | 332 | 763 | 39 | 14 | 25 |
| Broadcast journalism | 815 | 365 | 450 | 24 | 8 | 16 | 0 | 0 | 0 |
| Photojournalism | 101 | 23 | 78 | 18 | 7 | 11 | 0 | 0 | 0 |
| Journalism, other | 738 | 195 | 543 | 456 | 109 | 347 | 0 | 0 | 0 |
| Radio and television | 4,618 | 2,459 | 2,159 | 150 | 54 | 96 | 13 | 6 | 7 |
| Digital communication and media/multimedia | 4,186 | 1,805 | 2,381 | 1,226 | 439 | 787 | 30 | 17 | 13 |
| Radio, television, and digital communication, other | 871 | 469 | 402 | 15 | 7 | 8 | 0 | 0 | 0 |
| Public relations, advertising, and applied communication | 2,397 | 578 | 1,819 | 394 | 85 | 309 | 0 | 0 | 0 |
| Organizational communication, general | 1,478 | 442 | 1,036 | 319 | 78 | 241 | 0 | 0 | 0 |
| Public relations/image management | 4,971 | 977 | 3,994 | 561 | 137 | 424 | 0 | 0 | 0 |
| Advertising | 4,451 | 1,443 | 3,008 | 213 | 46 | 167 | 6 | 0 | 6 |

[^47]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18—Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Political communication | 80 | 26 | 54 | 43 | 17 | 26 | 0 | 0 | 0 |
| Health communication | 128 | 22 | 106 | 163 | 22 | 141 | 4 | 1 | 3 |
| Sports communication | 258 | 184 | 74 | 57 | 34 | 23 | 0 | 0 | 0 |
| International and intercultural communication | 115 | 35 | 80 | 141 | 35 | 106 | 0 | 0 | 0 |
| Technical and scientific communication | 48 | 24 | 24 | 24 | 7 | 17 | 8 | 3 | 5 |
| Public relations, advertising and applied communication, other | 1,558 | 349 | 1,209 | 244 | 71 | 173 | 0 | 0 | 0 |
| Publishing | 13 | 3 | 10 | 203 | 19 | 184 | 0 | 0 | 0 |
| Communication, journalism, and related programs, other | 1,146 | 450 | 696 | 612 | 134 | 478 | 5 | 2 | 3 |
| Communications technologies/technicians and support services | 4,231 | 2,376 | 1,855 | 529 | 264 | 265 | 0 | 0 | 0 |
| Communications technology/technician | 281 | 234 | 47 | 17 | 8 | 9 | 0 | 0 | 0 |
| Photographic and film/video technology/technician and assistant | 70 | 43 | 27 | 0 | 0 | 0 | , | 0 | 0 |
| Radio and television broadcasting technology/technician | 372 | 196 | 176 | 75 | 32 | 43 | 0 | 0 | 0 |
| Recording arts technology/technician | 438 | 361 | 77 | 54 | 35 | 19 | 0 | 0 | 0 |
| Audiovisual communications technologies/technicians, other | 161 | 144 | 17 | 0 | 0 | 0 | 0 | 0 | 0 |
| Graphic communications, general | 422 | 156 | 266 | 33 | 8 | 25 | 0 | 0 | 0 |
| Printing management | 92 | 25 | 67 | 0 | 0 | 0 | 0 | 0 | 0 |
| Prepress/desktop publishing and digital imaging design | 55 | 21 | 34 | 0 | 0 | 0 | 0 | 0 | 0 |
| Animation/interactive technology/video graphics/special effects | 2,081 | 1,081 | 1,000 | 341 | 174 | 167 | 0 | 0 | 0 |
| Graphic and printing equipment operator, general production | 17 | 7 | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| Printing press operator | 14 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| Graphic communications, other | 110 | 44 | 66 | 0 | 0 | 0 | 0 | 0 | 0 |
| Communications technologies/technicians and support services, other | 118 | 57 | 61 | 9 | 7 | 2 | 0 | 0 | 0 |
| Computer and information sciences and support services | 79,598 | 63,704 | 15,894 | 46,468 | 31,397 | 15,071 | 2,017 | 1,580 | 437 |
| Computer and information sciences, general | 20,707 | 17,024 | 3,683 | 11,217 | 7,948 | 3,269 | 648 | 508 | 140 |
| Artificial intelligence | 11 | 11 | 0 | 204 | 152 | 52 | 31 | 25 | 6 |
| Information technology | 10,054 | 8,022 | 2,032 | 4,988 | 2,940 | 2,048 | 57 | 43 | 14 |
| Informatics | 1,268 | 909 | 359 | 498 | 273 | 225 | 24 | 14 | 10 |
| Computer and information sciences, other | 529 | 418 | 111 | 222 | 133 | 89 | 12 | 6 | 6 |
| Computer programming/programmer, general | 918 | 796 | 122 | 40 | 29 | 11 | 5 | 5 | 0 |
| Computer programming, specific applications | 386 | 334 | 52 | 31 | 29 | 2 | 0 | 0 | 0 |
| Computer programming, vendor/product certification | 27 | 21 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| Computer programming, other | 44 | 40 | 4 | 38 | 24 | 14 | 0 | 0 | 0 |
| Data processing and data processing technology/technician | 136 | 110 | 26 | 11 | 8 | 3 | 0 | 0 | 0 |
| Information science/studies | 8,047 | 6,030 | 2,017 | 6,856 | 4,177 | 2,679 | 164 | 89 | 75 |
| Computer systems analysis/analyst | 1,070 | 847 | 223 | 692 | 438 | 254 | 2 | 2 | 0 |
| Data entry/microcomputer applications, general | 0 | 7 | 0 | 20 | 12 | 8 | 0 | 0 | 0 |
| Computer science | 26,313 | 21,497 | 4,816 | 12,483 | 8,885 | 3,598 | 1,003 | 835 | 168 |
| Web page, digital/multimedia and information resources design | 1,217 | 549 | 668 | 556 | 231 | 325 | 0 | 0 | 0 |
| Data modeling/warehousing and database administration | 130 | 94 | 36 | 766 | 460 | 306 | 0 | 0 | 0 |
| Computer graphics | 721 | 390 | 331 | 285 | 124 | 161 | 0 | 0 | 0 |
| Modeling, virtual environments and simulation | 346 | 287 | 59 | 141 | 101 | 40 | 0 | 0 | 0 |
| Computer software and media applications, other | 262 | 180 | 82 | 194 | 130 | 64 | 1 | 1 | 0 |
| Computer systems networking and telecommunications | 1,352 | 1,139 | 213 | 726 | 528 | 198 | 3 | 1 | 2 |
| Network and system administration/administrator | 392 | 357 | 35 | 66 | 35 | 31 | 0 | 0 | 0 |
| System, networking, and LAN/WAN management/manager | 194 | 171 | 23 | 26 | 19 | 7 | 0 | 0 | 0 |
| Computer and information systems security/information assurance | 3,813 | 3,204 | 609 | 4,926 | 3,780 | 1,146 | 43 | 35 | 8 |
| Web/multimedia management and webmaster | 145 | 98 | 47 | 5 | 2 | 3 | 0 | 0 | 0 |
| Information technology project management | 555 | 449 | 106 | 397 | 236 | 161 | 1 | 1 | 0 |
| Computer support specialist | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Computer/information tech. services admin. and management, other | 771 | 591 | 180 | 813 | 537 | 276 | 0 | 0 | 0 |
| Computer and information sciences and support services, other | 185 | 131 | 54 | 267 | 166 | 101 | 23 | 15 | 8 |
| Education | 82,621 | 15,167 | 67,454 | 146,367 | 32,871 | 113,496 | 12,780 | 4,112 | 8,668 |
| Education, general | 3,611 | 590 | 3,021 | 20,231 | 4,372 | 15,859 | 2,565 | 747 | 1,818 |
| Bilingual and multilingual education | 147 | 7 | 140 | 322 | 56 | 266 | 10 | 2 | 8 |
| Multicultural education | 2 | 0 | 2 | 100 | 21 | 79 | 13 | 4 | 9 |
| Indian/Native American education | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bilingual, multilingual, and multicultural education, other | 0 | 0 | 0 | 85 | 7 | 78 | 3 | 0 | 3 |
| Curriculum and instruction | 31 | 8 | 23 | 14,713 | 2,666 | 12,047 | 1,374 | 322 | 1,052 |
| Educational leadership and administration, general | 316 | 13 | 303 | 18,500 | 6,031 | 12,469 | 4,677 | 1,720 | 2,957 |
| Administration of special education | 0 | 0 | 0 | 66 | 6 | 60 | 11 | 2 | 9 |
| Adult and continuing education administration | 0 | 0 | 0 | 369 | 96 | 273 | 48 | 14 | 34 |
| Educational, instructional, and curriculum supervision | 36 | 5 | 31 | 1,281 | 319 | 962 | 103 | 25 | 78 |
| Higher education/higher education administration | 0 | 0 | 0 | 3,133 | 961 | 2,172 | 643 | 231 | 412 |
| Community college education | 0 | 0 | 0 | 62 | 17 | 45 | 191 | 78 | 113 |
| Elementary and middle school administration/principalship | 120 | 7 | 113 | 732 | 299 | 433 | 12 | 2 | 10 |
| Secondary school administration/principalship | 2 | 0 | 2 | 293 | 140 | 153 | 3 | 3 | 0 |
| Urban education and leadership | 79 | 26 | 53 | 384 | 97 | 287 | 77 | 21 | 56 |
| Superintendency and educational system administration | 0 | 0 | 0 | 462 | 177 | 285 | 135 | 38 | 97 |
| Educational administration and supervision, other | 0 | 0 | 0 | 1,247 | 374 | 873 | 397 | 135 | 262 |
| Educational/instructional technology | 62 | 27 | 35 | 5,176 | 1,404 | 3,772 | 177 | 69 | 108 |
| Educational evaluation and research | 0 | 0 | 0 | 96 | 37 | 59 | 144 | 44 | 100 |
| Educational statistics and research methods | 0 | 0 | 0 | 94 | 39 | 55 | 45 | 17 | 28 |
| Educational assessment, testing, and measurement | 0 | 0 | 0 | 64 | 5 | 59 | 12 | 3 | 9 |
| Learning sciences | 370 | 50 | 320 | 99 | 21 | 78 | 10 | 3 | 7 |
| Educational assessment, evaluation, and research, other | 14 | 1 | 13 | 128 | 37 | 91 | 30 | 7 | 23 |
| International and comparative education | 47 | 8 | 39 | 313 | 39 | 274 | 11 | 5 | 6 |
| Social and philosophical foundations of education | 20 | 2 | 18 | 333 | 89 | 244 | 130 | 48 | 82 |
| Special education and teaching, general | 6,197 | 656 | 5,541 | 11,666 | 1,884 | 9,782 | 197 | 47 | 150 |
| Education/teaching of individuals with hearing impairments/deafness | 76 | 2 | 74 | 132 | 7 | 125 | 6 | 3 | 3 |
| Education/teaching of the gifted and talented | 0 | 0 | 0 | 312 | 35 | 277 | 1 | 0 | 1 |
| Education/teaching of individuals with emotional disturbances | 33 | 3 | 30 | 80 | 18 | 62 | 11 | 1 | 10 |
| Education/teaching of individuals with mental retardation | 112 | 16 | 96 | 44 | 8 | 36 | 3 | 2 | 1 |
| Education/teaching of individuals with multiple disabilities | 111 | 8 | 103 | 263 | 44 | 219 | 0 | 0 | 0 |
| Education/teaching of individuals with orthopedic/physical health impairments | 2 | 0 | 2 | 0 | 0 | 0 | 4 | 0 | 4 |
| Education/teaching of individuals with vision impairments/blindness | 8 | 2 | 6 | 126 | 20 | 106 | 0 | 0 | 0 |

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18—Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Education/teaching of individuals with specific learning disabilities | 151 | 11 | 140 | 272 | 31 | 241 | 0 | 0 | 0 |
| Education/teaching of individuals with speech/language impairments | 143 | 8 | 135 | 301 | 10 | 291 | 0 | 0 | 0 |
| Education/teaching of individuals with autism | 6 | 0 | 6 | 1,071 | 103 | 968 | 0 | 0 | 0 |
| Education/teaching of individuals who are developmentally delayed | 20 | 1 | 19 | 171 | 23 | 148 | 0 | 0 | 0 |
| Education/teaching of individuals in early childhood special educ. programs | 589 | 34 | 555 | 1,051 | 39 | 1,012 | 0 | 0 | 0 |
| Education/teaching of individuals in elementary special educ. programs | 450 | 32 | 418 | 980 | 122 | 858 | 0 | 0 | 0 |
| Education/teaching of individuals in jr. high/middle school special educ. programs | 39 | 4 | 35 | 42 | 9 | 33 | 0 | 0 | 0 |
| Education/teaching of individuals in secondary special educ. programs | 21 | 2 | 19 | 481 | 129 | 352 | 0 | 0 | 0 |
| Special education and teaching, other | 373 | 26 | 347 | 674 | 126 | 548 | 15 | 1 | 14 |
| Counselor education/school counseling and guidance services | 3 | 0 | 3 | 11,033 | 1,893 | 9,140 | 323 | 78 | 245 |
| College student counseling and personnel services | 0 | 0 | 0 | 1,148 | 299 | 849 | 57 | 18 | 39 |
| Student counseling and personnel services, other |  | 0 | 0 | 235 | 42 | 193 | 5 | 2 | 3 |
| Adult and continuing education and teaching | 28 | 9 | 19 | 976 | 289 | 687 | 113 | 42 | 71 |
| Elementary education and teaching | 27,484 | 2,230 | 25,254 | 7,619 | 906 | 6,713 | 23 | 5 | 18 |
| Junior high/intermediate/middle school education and teaching | 2,147 | 571 | 1,576 | 682 | 180 | 502 | 0 | 0 | 0 |
| Secondary education and teaching | 3,055 | 1,213 | 1,842 | 5,298 | 2,019 | 3,279 | 15 | 5 | 10 |
| Teacher education, multiple levels | 1,405 | 176 | 1,229 | 3,994 | 977 | 3,017 | 6 | 2 | 4 |
| Montessori teacher education | 4 | 0 | 4 | 201 | 12 | 189 | 0 | 0 | 0 |
| Waldorf/Steiner teacher education | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kindergarten/preschool education and teaching | 904 | 39 | 865 | 201 | 12 | 189 | 10 | 2 | 8 |
| Early childhood education and teaching | 12,179 | 458 | 11,721 | 3,029 | 115 | 2,914 | 17 | 0 | 17 |
| Teacher education and prof. dev., specific levels and methods, other | 162 | 22 | 140 | 3,522 | 824 | 2,698 | 94 | 27 | 67 |
| Agricultural teacher education | 645 | 190 | 455 | 245 | 60 | 185 | 32 | 8 | 24 |
| Art teacher education | 879 | 92 | 787 | 639 | 113 | 526 | 32 | 5 | 27 |
| Business teacher education | 144 | 69 | 75 | 68 | 31 | 37 | 0 | 0 | 0 |
| Driver and safety teacher education | 0 | 0 | 0 | 23 | 17 | 6 | 0 | 0 | 0 |
| English/language arts teacher education | 1,717 | 351 | 1,366 | 727 | 184 | 543 | 16 | 7 | 9 |
| Foreign language teacher education | 73 | 11 | 62 | 192 | 38 | 154 | 9 | 4 | 5 |
| Health teacher education | 1,134 | 316 | 818 | 297 | 87 | 210 | 26 | 4 | 22 |
| Family and consumer sciences/home economics teacher education | 239 | 18 | 221 | 71 | 1 | 70 | 1 | 0 | 1 |
| Technology teacher education/industrial arts teacher education | 259 | 214 | 45 | 353 | 156 | 197 | 4 | 3 | 1 |
| Sales and marketing operations/marketing and dist. teacher educ. | 13 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mathematics teacher education | 1,382 | 387 | 995 | 1,418 | 421 | 997 | 51 | 25 | 26 |
| Music teacher education | 3,122 | 1,272 | 1,850 | 1,078 | 428 | 650 | 87 | 48 | 39 |
| Physical education teaching and coaching | 6,537 | 3,617 | 2,920 | 1,574 | 932 | 642 | 40 | 24 | 16 |
| Reading teacher education | 25 | 1 | 24 | 5,437 | 280 | 5,157 | 102 | 15 | 87 |
| Science teacher education/general science teacher education | 423 | 151 | 272 | 828 | 272 | 556 | 59 | 23 | 36 |
| Social science teacher education | 396 | 224 | 172 | 119 | 69 | 50 | 0 | 0 | 0 |
| Social studies teacher education | 1,028 | 622 | 406 | 417 | 241 | 176 | 2 | 1 | 1 |
| Technical teacher education | 157 | 66 | 91 | 139 | 62 | 77 | 39 | 10 | 29 |
| Trade and industrial teacher education | 501 | 286 | 215 | 193 | 86 | 107 | 19 | 6 | 13 |
| Computer teacher education | 62 | 8 | 54 | 135 | 48 | 87 | 0 | 0 | 0 |
| Biology teacher education | 288 | 99 | 189 | 283 | 73 | 210 | 1 | 1 | 0 |
| Chemistry teacher education | 74 | 34 | 40 | 83 | 35 | 48 | 0 | 0 | 0 |
| Drama and dance teacher education | 108 | 11 | 97 | 66 | 8 | 58 | 0 | 0 | 0 |
| French language teacher education | 19 | 5 | 14 | 19 | 5 | 14 | 0 | 0 | 0 |
| German language teacher education | 4 | 0 | 4 | 1 | 0 | 1 | 0 | 0 | 0 |
| Health occupations teacher education | 4 | 0 | 4 | 159 | 10 | 149 | 43 | 2 | 41 |
| History teacher education | 469 | 263 | 206 | 82 | 43 | 39 | 0 | 0 | 0 |
| Physics teacher education | 36 | 23 | 13 | 54 | 32 | 22 | 2 | 0 | 2 |
| Spanish language teacher education | 208 | 42 | 166 | 142 | 41 | 101 | 0 | 0 | 0 |
| Speech teacher education | 13 | 5 | 8 | 30 | 5 | 25 | 7 | 1 | 6 |
| Geography teacher education | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| Latin teacher education | 2 | 1 | 1 | 4 | 3 | 1 | 0 | 0 | 0 |
| School librarian/library media specialist | 0 | 0 | 0 | 253 | 20 | 233 | 0 | 0 | 0 |
| Psychology teacher education | , | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Earth science teacher education | 29 | 11 | 18 | 51 | 21 | 30 | 2 | 1 |  |
| Environmental education | 1 | 0 | 1 | 80 | 18 | 62 | 1 | 1 | 0 |
| Teacher education and prof. dev., specific subject areas, other | 163 | 52 | 111 | 1,389 | 307 | 1,082 | 42 | 10 | 32 |
| Teaching English as a second/foreign language/ESL language instructor | 283 | 55 | 228 | 3,427 | 681 | 2,746 | 38 | 15 | 23 |
| Teaching English or French as a second or foreign language, other | 13 | 5 | 8 | 17 | 2 | 15 | 0 | 0 | 0 |
| Teacher assistant/aide | 4 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adult literacy tutor/instructor |  | 0 | 0 | 16 | 1 | 15 | 0 | 0 | 0 |
| Education, other | 1,604 | 391 | 1,213 | 2,370 | 554 | 1,816 | 404 | 123 | 281 |
| Engineering and engineering technologies | 140,683 | 111,171 | 29,512 | 58,968 | 43,627 | 15,341 | 11,029 | 8,331 | 2,698 |
| Engineering | 121,956 | 94,847 | 27,109 | 51,721 | 38,496 | 13,225 | 10,817 | 8,180 | 2,637 |
| Engineering, general | 2,673 | 2,025 | 648 | 2,730 | 2,068 | 662 | 443 | 340 | 103 |
| Pre-engineering | 27 | 22 | 5 |  | 0 | 0 | 0 | 0 | 0 |
| Aerospace, aeronautical and astronautical engineering | 4,132 | 3,557 | 575 | 1,620 | 1,351 | 269 | 348 | 306 | 42 |
| Agricultural engineering | 1,170 | 712 | 458 | 207 | 124 | 83 | 153 | 94 | 59 |
| Architectural engineering | 660 | 433 | 227 | 148 | 99 | 49 | 9 | 5 | 4 |
| Bioengineering and biomedical engineering | 7,416 | 4,009 | 3,407 | 2,831 | 1,604 | 1,227 | 1,091 | 653 | 438 |
| Ceramic sciences and engineering | 81 | 49 | 32 | 16 | 14 | 2 | 14 | 12 | 2 |
| Chemical engineering | 11,384 | 7,443 | 3,941 | 1,875 | 1,196 | 679 | 986 | 688 | 298 |
| Chemical and biomolecular engineering | 158 | 95 | 63 | 43 | 30 | 13 | 24 | 18 | 6 |
| Chemical engineering, other |  |  | 0 |  |  | 0 | 0 | 0 | 0 |
| Civil engineering, general | 13,836 | 10,305 | 3,531 | 5,336 | 3,791 | 1,545 | 1,027 | 726 | 301 |
| Geotechnical and geoenvironmental engineering | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 |
| Structural engineering | 160 | 120 | 40 | 250 | 172 | 78 | 8 | 6 | 2 |
| Transportation and highway engineering | 9 | 9 | 0 | 97 | 67 | 30 | 11 | 7 | 4 |
| Water resources engineering | 16 | 10 | 6 | 56 | 32 | 24 | 6 | 1 | 5 |
| Civil engineering, other | 18 | 14 | 4 | 55 | 41 | 14 | 4 | 4 | 0 |
| Computer engineering, general | 8,266 | 7,225 | 1,041 | 2,826 | 2,106 | 720 | 376 | 295 | 81 |
| Computer hardware engineering |  |  | 0 | 43 | 33 | 10 | 0 | 0 | 0 |
| Computer software engineering | 1,309 | 1,122 | 187 | 1,698 | 1,128 | 570 | 7 | 5 | 2 |
| Computer engineering, other | 25 | 23 | 2 | 78 | 63 | 15 | 5 | 4 | 1 |
| Electrical and electronics engineering | 16,694 | 14,296 | 2,398 | 11,144 | 8,526 | 2,618 | 2,295 | 1,896 | 399 |

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18—Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Laser and optical engineering | 63 | 44 | 19 | 41 | 35 | 6 | 17 | 15 | 2 |
| Telecommunications engineering | 5 | 5 | 0 | 201 | 137 | 64 | 2 | 2 | 0 |
| Electrical, electronics and communications engineering, other | 139 | 116 | 23 | 128 | 101 | 27 | 13 | 10 | 3 |
| Engineering mechanics | 119 | 96 | 23 | 99 | 87 | 12 | 80 | 65 | 15 |
| Engineering physics/applied physics | 676 | 545 | 131 | 106 | 78 | 28 | 90 | 67 | 23 |
| Engineering science | 553 | 374 | 179 | 321 | 227 | 94 | 114 | 85 | 29 |
| Environmental/environmental health engineering | 1,578 | 822 | 756 | 945 | 501 | 444 | 165 | 85 | 80 |
| Materials engineering | 1,522 | 1,050 | 472 | 1,162 | 837 | 325 | 708 | 512 | 196 |
| Mechanical engineering | 35,182 | 30,150 | 5,032 | 8,150 | 7,019 | 1,131 | 1,586 | 1,346 | 240 |
| Metallurgical engineering | 162 | 107 | 55 | 35 | 23 | 12 | 20 | 16 | 4 |
| Mining and mineral engineering | 253 | 217 | 36 | 99 | 77 | 22 | 20 | 18 | 2 |
| Naval architecture and marine engineering | 453 | 392 | 61 | 35 | 29 | 6 | 7 | 6 | 1 |
| Nuclear engineering | 535 | 451 | 84 | 247 | 211 | 36 | 181 | 154 | 27 |
| Ocean engineering | 194 | 138 | 56 | 70 | 53 | 17 | 16 | 13 | 3 |
| Petroleum engineering | 2,151 | 1,786 | 365 | 515 | 429 | 86 | 134 | 108 | 26 |
| Systems engineering | 755 | 529 | 226 | 1,808 | 1,331 | 477 | 108 | 73 | 35 |
| Textile sciences and engineering | 254 | 68 | 186 | 80 | 28 | 52 | 25 | 11 | 14 |
| Polymer/plastics engineering | 164 | 123 | 41 | 106 | 70 | 36 | 61 | 44 | 17 |
| Construction engineering | 521 | 443 | 78 | 331 | 244 | 87 | 1 | 1 | 0 |
| Forest engineering | 39 | 35 | , | 0 | 0 | 0 | 0 | 0 | 0 |
| Industrial engineering | 5,538 | 3,703 | 1,835 | 3,235 | 2,458 | 777 | 330 | 246 | 84 |
| Manufacturing engineering | 484 | 411 | 73 | 331 | 258 | 73 | 13 | 12 | 1 |
| Operations research | 466 | 277 | 189 | 774 | 461 | 313 | 81 | 60 | 21 |
| Surveying engineering | 43 | 39 | 4 | 6 | 5 | 1 | 2 | 1 | 1 |
| Geological/geophysical engineering | 275 | 172 | 103 | 137 | 102 | 35 | 18 | 15 | 3 |
| Paper science and engineering | 23 | 22 | 1 | 10 | 7 | 3 | 6 | 4 | 2 |
| Electromechanical engineering | 35 | 30 | 5 | 0 | 0 | 0 | 3 | 3 | 0 |
| Mechatronics, robotics, and automation engineering | 271 | 234 | 37 | 272 | 227 | 45 | 30 | 26 | 4 |
| Biochemical engineering | 107 | 50 | 57 | 13 | 9 | 4 | 0 | 0 | 0 |
| Engineering chemistry | 5 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biological/biosystems engineering | 363 | 184 | 179 | 21 | 13 | 8 | 16 | 10 | ${ }^{6}$ |
| Engineering, other | 994 | 762 | 232 | 1,386 | 990 | 396 | 163 | 112 | 51 |
| Engineering technologies/construction trades/mechanics and repairers | 18,727 | 16,324 | 2,403 | 7,247 | 5,131 | 2,116 | 212 | 151 | 61 |
| Engineering technologies and engineering-related fields | 18,228 | 15,861 | 2,367 | 7,246 | 5,131 | 2,115 | 212 | 151 | 61 |
| Engineering technology, general | 1,520 | 1,376 | 144 | 331 | 221 | 110 | 12 | 8 | 4 |
| Architectural engineering technology/technician | 331 | 272 | 59 | 18 | 9 | 9 | 0 | 0 | 0 |
| Civil engineering technology/technician | 527 | 461 | 66 | 0 | 0 | 0 | 0 | 0 | 0 |
| Electrical/electronic/communications eng. technology/technician | 1,368 | 1,247 | 121 | 16 | 14 | 2 | 0 | 0 | 0 |
| Laser and optical technology/technician | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Telecommunications technology/technician | 51 | 44 | 7 | 186 | 141 | 45 | 0 | 0 | 0 |
| Electrical/electronic eng. technologies/technicians, other | 199 | 175 | 24 | 13 | 10 | 3 | 0 | 0 | 0 |
| Biomedical technology/technician | 55 | 44 | 11 | 5 | 4 | 1 | 3 | 0 | 3 |
| Electromechanical technology/electromechanical eng. technology | 141 | 132 | , | 6 | 6 | 0 | 0 | 0 | 0 |
| Instrumentation technology/technician | 35 | 34 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Robotics technology/technician | 34 | 32 | 2 | 12 | 9 | 3 | 0 | 0 | 0 |
| Automation engineer technology/technician | 128 | 119 | 9 | 0 | 0 | 0 | 0 | 0 | 0 |
| Electromechanical/instrumentation and maintenance technol./tech. | 15 | 11 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Heating, ventilation, air conditioning and refrig. eng. technol./tech. | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Energy management and systems technology/technician | 116 | 96 | 20 | 102 | 87 | 15 | 0 | 0 | 0 |
| Solar energy technology/technician | 0 | 0 | 0 | 15 | 11 | 4 | 0 | 0 | 0 |
| Water quality/wastewater treatment management/recycling technol./tech. | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Environmental engineering technology/environmental technology. | 135 | 92 | 43 | 83 | 41 | 42 | 0 | , | 0 |
| Hazardous materials management and waste technology/technician | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Environmental control technologies/technicians, other | 6 | 3 | 3 | 25 | 17 | 8 | 0 | 0 | 0 |
| Plastics and polymer engineering technology/technician | 106 | 89 | 17 | 5 | 5 | 0 | 0 | 0 | 0 |
| Industrial technology/technician | 1,754 | 1,554 | 200 | 379 | 260 | 119 | 15 | 13 | 2 |
| Manufacturing engineering technology/technician | 676 | 617 | 59 | 86 | 70 | 16 | 0 | 0 | 0 |
| Welding engineering technology/technician | 19 | 18 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Industrial production technologies/technicians, other | 250 | 212 | 38 | 7 | 2 | 5 | 0 | 0 | 0 |
| Occupational safety and health technology/technician | 1,576 | 1,290 | 286 | 592 | 443 | 149 | 4 | 4 | 0 |
| Quality control technology/technician | 5 | 4 | 1 | 62 | 34 | 28 | 0 | 0 | 0 |
| Industrial safety technology/technician | 196 | 157 | 39 | 20 | 17 | 3 | 0 | 0 | 0 |
| Quality control and safety technologies/technicians, other | 36 | 35 | 1 | 11 | 3 | 8 | 0 | 0 | 0 |
| Aeronautica//aerospace engineering technology/technician | 204 | 174 | 30 | 43 | 36 | 7 | 0 | 0 | 0 |
| Automotive engineering technology/technician | 365 | 343 | 22 | 97 | 94 | 3 | 2 | 1 | 1 |
| Mechanical engineering/mechanical technology/technician | 1,954 | 1,810 | 144 | 17 | 7 | 10 | 0 | 0 | 0 |
| Mechanical engineering related technologies/technicians, other | 256 | 240 | 16 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mining technology/technician. | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Petroleum technology/technician | 61 | 53 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mining and petroleum technologies/technicians, other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Construction engineering technology/technician | 2,148 | 1,936 | 212 | 181 | 133 | 48 | 7 | 5 | 0 |
| Surveying technology/surveying | 170 | 155 | 15 | 7 | 6 | 1 | 7 | 5 | 2 |
| Hydraulics and fluid power technology/technician | 0 | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 |
| Engineering-related technologies, other | 12 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Computer technology/computer systems technology | 248 | 218 | 51 27 | 354 | 257 | 97 | 1 | 0 | 1 |
| Computer hardware technology/technician | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Computer software technology/technician | 57 | 46 | 11 | 0 | 0 | 0 | 2 | 2 | 0 |
| Computer engineering technologies/technicians, other | 42 | 40 | 2 | 0 | 0 | 0 | 0 | , | 0 |
| Drafting and design technologies/technicians, general | 114 | 51 | 63 | 58 | 10 | 48 | 0 | 0 | 0 |
| CAD/CADD drafting and/or design technology/technician | 169 | 130 | 39 | 62 | 40 | 22 | 1 | 0 | 1 |
| Architectural drafting and architectural CAD/CADD | 25 | 20 | 5 | 34 | 21 | 13 | 0 | 0 | 0 |
| Civil drafting and civil engineering CAD/CADD | 4 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mechanical drafting and mechanical drafting CAD/CADD | 30 | 21 | 9 | 0 | 0 | 0 | 0 | 0 | 0 |
| Drafting/design engineering technologies/technicians, other | 25 | 21 | , | 0 | 0 | 0 | 0 | 0 | 0 |
| Nuclear engineering technology/technician | 175 | 162 | 13 | 1 | 1 | 0 | 0 | 0 | 0 |

[^48]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18—Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Engineering/industrial management | 1,100 | 862 | 238 | 4,014 | 2,855 | 1,159 | 134 | 100 | 34 |
| Engineering design | 2 | 1 | 1 | , 77 | 2,853 | 34 | 2 | 2 |  |
| Packaging science | 390 | 223 | 167 | 38 | 23 | 15 | 2 | 0 | 2 |
| Engineering-related fields, other | 117 | 80 | 37 | 18 | 11 | 7 | 11 | 4 | 7 |
| Nanotechnology | 21 | 13 | 8 | 63 | 49 | 14 | 15 | 11 | 4 |
| Engineering tech. and engineering-related fields, other | 671 | 595 | 76 | 208 | 141 | 67 | 0 | 0 | 0 |
| Construction trades | 151 | 130 | 21 | 0 | 0 | 0 | 0 | 0 | 0 |
| Construction trades, general | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mason/masonry | 0 | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 |
| Electrician | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Building/property maintenance | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Building/construction site management/manager | 151 | 130 | 21 | 0 | 0 | 0 | 0 | 0 | 0 |
| Building construction technology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Building/construction finishing, mgmt., and inspection, other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Construction trades, other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mechanic and repair technologies/technicians | 348 | 333 | 15 | 1 | 0 | 1 | 0 | 0 | 0 |
| Communications systems installation and repair technology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Industrial electronics technology/technician | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Heating, air conditioning, ventilation and refrig. main. technician | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Heavy equipment maintenance technology/technician | 20 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Autobody/collision and repair technology/technician | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Automobile/automotive mechanics technology/technician | 43 | 42 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Diesel mechanics technology/technician | 39 | 36 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Airframe mechanics and aircraft maintenance technology/technician | 36 | 31 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Aircraft powerplant technology/technician | 117 | 115 | 2 | 1 | 0 | 1 | 0 | 0 | 0 |
| Avionics maintenance technology/technician | 88 | 84 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Vehicle maintenance and repair technologies, other | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| English language and literature/letters | 40,002 | 11,680 | 28,322 | 8,300 | 2,640 | 5,660 | 1,295 | 512 | 783 |
| English language and literature, general | 32,098 | 9,139 | 22,959 | 4,367 | 1,283 | 3,084 | 1,107 | 445 | 662 |
| Writing, general | 590 | 153 | 437 | 66 | 9 | 57 | 0 | 0 | 0 |
| Creative writing | 2,829 | 874 | 1,955 | 2,994 | 1,091 | 1,903 | 16 | 8 | 8 |
| Professional, technical, business, and scientific writing | 657 | 212 | 445 | 317 | 91 | 226 | 30 | 14 | 16 |
| Rhetoric and composition | 2,612 | 895 | 1,717 | 153 | 47 | 106 | 107 | 33 | 74 |
| Rhetoric and composition/writing studies, other | 241 | 119 | 122 | 128 | 47 | 81 | 4 | 1 | 3 |
| General literature | 244 | 60 | 184 | 20 | 10 | 10 | 0 | 0 | 0 |
| American literature (United States) | 16 | 7 | 9 | 8 | 0 | 8 | 0 | 0 | 0 |
| English literature (British and Commonwealth) | 179 | 52 | 127 | 84 | 22 | 62 | 7 | 4 | 3 |
| Children's and adolescent literature | 1 | 0 | 1 | 15 | 0 | 15 | 0 | 0 | 0 |
| Literature, other | 9 | 1 | 8 | 5 | 0 | 5 | 0 | 0 | 0 |
| English language and literature/letters, other | 526 | 168 | 358 | 143 | 40 | 103 | 24 | 7 | 17 |
| Family and consumer sciences/human sciences | 24,349 | 2,947 | 21,402 | 3,308 | 467 | 2,841 | 274 | 63 | 211 |
| Work and family studies |  | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 |
| Family and consumer sciences/human sciences, general | 3,484 | 413 | 3,071 | 542 | 121 | 421 | 50 | 17 | 33 |
| Business family and consumer sciences/human sciences | 162 | 64 | 98 | 13 | 8 | 5 | 2 | 0 | 2 |
| Family and consumer sciences/human sciences communication | 14 | 2 | 12 | 0 | 0 | 0 | 0 | 0 | 0 |
| Consumer merchandising/retailing management | 177 | 30 | 147 | 26 | 4 | 22 | 1 | 0 | 1 |
| Family and consumer sciences/human sciences business services, other | 9 | 1 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| Family resource management studies, general | 886 | 263 | 623 | 236 | 49 | 187 | 1 | 1 | 0 |
| Consumer economics | 144 | 64 | 80 | 0 | 0 | 0 | 0 | 0 | 0 |
| Consumer services and advocacy | 23 | 4 | 19 | 0 | 0 | 0 | 0 | 0 | 0 |
| Family and consumer economics and related services, other | 308 | 28 | 280 | 5 | 1 | 4 | 14 | 6 | 8 |
| Foods, nutrition, and wellness studies, general | 2,379 | 458 | 1,921 | 571 | 68 | 503 | 31 | 6 | 25 |
| Human nutrition | 396 | 86 | 310 | 412 | 55 | 357 | 13 | 4 | 9 |
| Food service systems administration/management | 783 | 273 | 510 | 4 | 1 | 3 | 0 | 0 | 0 |
| Foods, nutrition, and related services, other | 30 | 11 | 19 | 44 | 7 | 37 | 0 | 0 | 0 |
| Housing and human environments, general | 98 | 29 | 69 | 37 | 14 | 23 | 6 | 3 | 3 |
| Facilities planning and management | 46 | 43 | 3 | 3 | 3 | 0 | 0 | 0 | 0 |
| Housing and human environments, other |  | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Human development and family studies, general | 8,499 | 684 | 7,815 | 622 | 55 | 567 | 108 | 19 | 89 |
| Adult development and aging | 6 | 2 | 4 | 90 | 9 | 81 | 2 | 0 | 2 |
| Family systems | 514 | 53 | 461 | 33 | , | 32 | 6 | 2 | 4 |
| Child development | 1,569 | 57 | 1,512 | 187 | 12 | 175 | 9 | 2 | 7 |
| Family and community services | 1,098 | 122 | 976 | 232 | 26 | 206 | 10 | 1 | 9 |
| Child care and support services management | 445 | 20 | 425 | 75 | 2 | 73 | 0 | 0 | 0 |
| Child care provider/assistant | 36 | 0 | 36 | 2 | 0 | 2 | 0 | 0 | 0 |
| Developmental services worker | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Human development, family studies, and related services, other | 580 | 33 | 547 | 48 | 9 | 39 | 7 | 1 | 6 |
| Apparel and textiles, general | 2,092 | 158 | 1,934 | 42 | 7 | 35 | 12 | 0 | 12 |
| Apparel and textile manufacture | 98 | 9 | 89 | 2 | 0 | 2 | 0 | 0 | 0 |
| Textile science | 4 | 0 | 4 | 0 | 0 | 0 | 1 | 0 | 1 |
| Apparel and textile marketing management | 388 | 33 | 355 | 66 | 10 | 56 | 1 | 1 | 0 |
| Fashion and fabric consultant | 31 | 1 | 30 | 0 | 0 | 0 | 0 | 0 | 0 |
| Apparel and textiles, other | 14 | 2 | 12 | 7 | 1 | 6 | 0 | 0 | 0 |
| Family and consumer sciences/human sciences, other | 34 | 4 | 30 | 9 | 4 | 5 | 0 | 0 | 0 |
| Foreign languages, literatures, and linguistics | 16,958 | 5,288 | 11,670 | 3,261 | 1,084 | 2,177 | 1,213 | 507 | 706 |
| Foreign languages and literatures, general | 1,627 | 511 | 1,116 | 243 | 85 | 158 | 28 | 9 | 19 |
| Linguistics | 2,040 | 619 | 1,421 | 543 | 188 | 355 | 243 | 92 | 151 |
| Language interpretation and translation | 39 | 7 | 32 | 227 | 49 | 178 | 5 | 3 | 2 |
| Comparative literature | 671 | 219 | 452 | 159 | 61 | 98 | 151 | 61 | 90 |
| Applied linguistics | 35 | 8 | 27 | 88 | 25 | 63 | 0 | 0 | 0 |
| Linguistic/comparative/related language studies and serv., other | 230 | 75 | 155 | 27 | 13 | 14 | 14 | 3 | 11 |
| African languages, literatures, and linguistics | 2 | 1 | 1 | 4 | 2 | 2 | 0 | 0 | 0 |
| East Asian languages, literatures, and linguistics, general | 152 | 62 | 90 | 88 | 33 | 55 | 36 | 14 | 22 |

See notes at end of table.

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18—Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Chinese language and literature | 466 | 221 | 245 | 46 | 8 | 38 | 11 | 4 | 7 |
| Japanese language and literature | 560 | 262 | 298 | 20 | 7 | 13 | 6 | 2 | 4 |
| Korean language and literature | 55 | 21 | 34 | 6 | 2 | 4 | 2 | 0 | 2 |
| East Asian languages, literatures, and linguistics, other | 60 | 33 | 27 | 17 | 7 | 10 | 24 | 10 | 14 |
| Slavic languages, literatures, and linguistics, general | 35 | 12 | 23 | 44 | 20 | 24 | 20 | 7 | 13 |
| Russian language and literature | 296 | 157 | 139 | 10 | 2 | 8 | 3 | 2 | 1 |
| Polish language and literature | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Germanic languages, literatures, and linguistics, general | 63 | 30 | 33 | 23 | 12 | 11 | 21 | 10 | 11 |
| German language and literature | 697 | 343 | 354 | 77 | 29 | 48 | 42 | 21 | 21 |
| Scandinavian languages, literatures, and linguistics | 14 | 5 | 9 | 2 | 0 | 2 | 4 | 2 | 2 |
| Danish language and literature | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dutch/Flemish language and literature | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Norwegian language and literature | 6 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Swedish language and literature | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Germanic languages, literatures, and linguistics, other | 13 |  | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| Modern Greek language and literature | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| South Asian languages, literatures, and linguistics, general | 2 | 2 | 0 | 1 | 0 | 1 | 2 | 2 | 0 |
| Sanskrit and classical Indian languages, literatures, and linguistics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Iranian languages, literatures, and linguistics | 6 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Romance languages, literatures, and linguistics, general | 130 | 42 | 88 | 74 | 22 | 52 | 39 | 12 | 27 |
| French language and literature | 1,438 | 348 | 1,090 | 277 | 76 | 201 | 86 | 21 | 65 |
| Italian language and literature | 145 | 47 | 98 | 36 | 12 | 24 | 22 | 7 | 15 |
| Portuguese language and literature | 28 | 13 | 15 | 9 | 3 | 6 | 6 | 3 | 3 |
| Spanish language and literature | 6,011 | 1,554 | 4,457 | 731 | 217 | 514 | 209 | 91 | 118 |
| Hispanic and Latin American languages, lit., and linguistics, general | 138 | 35 | 103 | 23 | 11 | 12 | 16 | 9 | 7 |
| Romance languages, literatures, and linguistics, other | 45 | 8 | 37 | 51 | 19 | 32 | 39 | 22 | 17 |
| American Indian/Native American languages, literatures, and linguistics | 2 | 0 | 2 | 10 | 4 | 6 | 0 | 0 | 0 |
| Middle/Near Eastern and Semitic languages, lit., and linguistics, general | 16 | 9 | 7 | 22 | 11 | 11 | 26 | 16 | 10 |
| Arabic language and literature | 153 | 67 | 86 | 6 | 4 | 2 | 2 | 1 | 1 |
| Hebrew language and literature | 4 | 2 | 2 | 10 | 4 | 6 | 4 | 2 | 2 |
| Ancient Near Eastern and biblical languages, lit., and linguistics | 16 | 7 | 9 | 19 | 13 | 6 | 6 | 6 | 0 |
| Middle/Near Eastern and Semitic languages, lit., and linguistics, other | 43 | 23 | 20 | 33 | 18 | 15 | 27 | 17 | 10 |
| Classics and classical languages, lit., and linguistics, general | 818 | 346 | 472 | 189 | 85 | 104 | 90 | 46 | 44 |
| Ancient/classical Greek language and literature | 18 | 6 | 12 | 1 | 1 | 0 | 0 | 0 | 0 |
| Latin language and literature | 47 | 19 | 28 | 18 | 9 | 9 | 1 | 1 | 0 |
| Classics and classical languages, lit., and linguistics, other | 23 | 14 | 9 | 14 | 9 | 5 | 0 | 0 | 0 |
| Celtic languages, literatures, and linguistics | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 |
| Filipino/Tagalog language and literature | 8 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Turkish language and literature | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Uralic languages, literatures, and linguistics | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| American sign language (ASL) | 156 | 19 | 137 | 25 | 7 | 18 | 0 | 0 | 0 |
| Linguistics of ASL and other sign languages | , | 0 | 0 | 13 | 2 | 11 |  | 0 | 1 |
| Sign language interpretation and translation | 419 | 48 | 371 | 40 | 7 | 33 | 5 | 1 | 4 |
| American sign language, other | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Foreign languages, literatures, and linguistics, other | 224 | 73 | 151 | 33 | 7 | 26 | 22 | 10 | 12 |
| Health professions and related programs | 244,909 | 38,022 | 206,887 | 125,216 | 22,768 | 102,448 | 80,305 | 32,494 | 47,811 |
| Health and wellness, general | 15,559 | 3,702 | 11,857 | 919 | 266 | 653 | 265 | 103 | 162 |
| Chiropractic | 0 | 0 | 0 | 0 | 0 | 0 | 2,503 | 1,436 | 1,067 |
| Communication sciences and disorders, general | 4,748 | 228 | 4,520 | 1,740 | 90 | 1,650 | 38 | 10 | 28 |
| Audiology/audiologist | 205 | 11 | 194 | 141 | 13 | 128 | 698 | 84 | 614 |
| Speech-language pathology/pathologist | 1,379 | 42 | 1,337 | 3,896 | 173 | 3,723 | 44 | 3 | 41 |
| Audiology/audiologist and speech-language pathology/pathologist | 4,611 | 201 | 4,410 | 2,682 | 121 | 2,561 | 234 | 40 | 194 |
| Communication disorders sciences and services, other | 78 | 2 | 76 | 89 | 3 | 86 | 8 | 3 | 5 |
| Dentistry | 0 | 0 | 0 | 0 | 0 | 0 | 6,441 | 3,258 | 3,183 |
| Dental clinical sciences, general | 0 | 0 | 0 | 306 | 151 | 155 | 11 | 6 | 5 |
| Advanced general dentistry | 0 | 0 | 0 | 28 | 19 | 9 | 0 | 0 | 0 |
| Oral biology and oral maxillofacial pathology | 0 | 0 | 0 | 120 | 66 | 54 | 19 | 9 | 10 |
| Dental public health and education |  | 0 | 0 | 7 | 1 | 6 | 5 | 3 | 2 |
| Dental materials | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Endodontics/endodontology | 0 | 0 | 0 | 35 | 25 | 10 | 1 | 1 | 0 |
| Oral/maxillofacial surgery | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Orthodontics/orthodontology | 0 | 0 | 0 | 103 | 52 | 51 | 0 | 0 | 0 |
| Pediatric dentistry/pedodontics | 0 | 0 | 0 | 27 | 6 | 21 | 0 | 0 | 0 |
| Periodontics/periodontology | 0 | 0 | 0 | 31 | 18 | 13 | 1 | 0 | 1 |
| Prosthodontics/prosthodontology | 0 | 0 | 0 | 26 | 18 | 8 | 4 | 2 | 2 |
| Advanced/graduate dentistry and oral sciences, other | 0 | 0 | 0 | 79 | 35 | 44 | 9 |  | 7 |
| Dental assisting/assistant | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dental hygiene/hygienist | 2,410 | 100 | 2,310 | 92 | 4 | 88 | 0 | 0 | 0 |
| Dental laboratory technology/technician | 6 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dental services and allied professions, other | 14 | 0 | 14 | 7 | 2 | 5 | 0 | 0 | 0 |
| Health/health care administration/management | 11,963 | 2,427 | 9,536 | 10,067 | 2,808 | 7,259 | 225 | 73 | 152 |
| Hospital and health care facilities administration/management | 2,440 | 319 | 2,121 | 1,397 | 381 | 1,016 | 2 | 0 | 2 |
| Health unit manager/ward supervisor | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| Medical office management/administration |  | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Health information/medical records administration/administrator | 1,508 | 267 | 1,241 | 495 | 142 | 353 | 0 | 0 | 0 |
| Health information/medical records technology/technician | 60 | 20 | 40 | 47 | 16 | 31 | 0 |  | 0 |
| Medical office assistant/specialist | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Medical/health management and clinical assistant/specialist | 69 | 8 | 61 | 2 | 0 | 2 | 0 | 0 | 0 |
| Medical staff services technology/technician | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Long term care administration/management | 145 | 13 | 132 | 9 | 1 | 8 | 0 | 0 | 0 |
| Clinical research coordinator | 9 | 1 | 8 | 93 | 21 | 72 | 0 | 0 | 0 |
| Health and medical administrative services, other | 748 | 120 | 628 | 272 | 79 | 193 | 8 | 3 | 5 |
| Medical/clinical assistant | 9 | 0 | 9 | 35 | 8 | 27 | 0 | 0 | 0 |
| Occupational therapist assistant | 9 | 2 | 7 | 30 | 4 | 26 | 0 | 0 | 0 |
| Pharmacy technician/assistant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Physical therapy technician/assistant | 45 | 14 | 31 | 0 | 0 | 0 | 0 | 0 | 0 |
| Veterinary/animal health technology/technician and vet. assistant | 441 | 33 | 408 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18—Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Anesthesiologist assistant | 0 | 0 | 0 | 207 | 104 | 103 | 0 | 0 | 0 |
| Emergency care attendant (EMT ambulance) | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pathology/pathologist assistant | 12 | 5 | 7 | 77 | 19 | 58 | 0 | 0 | 0 |
| Respiratory therapy technician/assistant | 17 | 3 | 14 | 0 | 0 | 0 | 0 | 0 | 0 |
| Radiologist assistant | 0 | 0 | 0 | 4 | 2 | 2 | 0 | 0 | 0 |
| Speech-language pathology assistant | 21 | 1 | 20 | 0 | 0 | 0 | 0 | 0 | 0 |
| Allied health and medical assisting services, other | 297 | 75 | 222 | 136 | 34 | 102 | 0 | 0 | 0 |
| Cardiovascular technology/technologist | 98 | 26 | 72 | 23 | 15 | 8 | 0 | 0 | 0 |
| Electrocardiograph technology/technician | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Electroneurodiagnostic/electroencephalographic technology/technologist | 6 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Emergency medical technology/technician (EMT paramedic) | 299 | 208 | 91 | 13 | 6 | 7 | 0 | 0 | 0 |
| Nuclear medical technology/technologist | 255 | 74 | 181 | 10 | 5 | 5 | 0 | 0 | 0 |
| Perfusion technology/perfusionist | 8 | 6 | 2 | 74 | 35 | 39 | 0 | 0 | 0 |
| Medical radiologic technology/science radiation therapist | 1,195 | 236 | 959 | 83 | 36 | 47 | 1 | 0 | 1 |
| Respiratory care therapy/therapist | 1,332 | 391 | 941 | 70 | 27 | 43 | 0 | 0 | 0 |
| Surgical technology/technologist | 20 | 5 | 15 | 0 | 0 | 0 | 0 | 0 | 0 |
| Diagnostic medical sonography/sonographer and ultrasound technician | 752 | 95 | 657 | 9 | 1 | 8 | 0 | 0 | 0 |
| Radiologic technology/science radiographer | 1,441 | 356 | 1,085 | 85 | 35 | 50 | 1 | 1 | 0 |
| Physician assistant | 580 | 155 | 425 | 8,527 | 2,253 | 6,274 | 16 | 10 | 6 |
| Athletic training/trainer | 3,958 | 1,432 | 2,526 | 991 | 385 | 606 | 80 | 32 | 48 |
| Gene/genetic therapy | 14 | 10 | 4 | 0 | 0 | 0 | 1 | 1 | 0 |
| Cardiopulmonary technology/technologist | 19 | 2 | 17 | 0 | 0 | 0 | 0 | 0 | 0 |
| Radiation protection/health physics technician | 16 | 4 | 12 | 6 | 4 | 2 | 0 | 0 | 0 |
| Polysomnography | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Magnetic resonance imaging (MRI) technology/technician | 38 | 13 | 25 | 6 | 3 | 3 | 0 | 0 | 0 |
| Allied health diagnostic/intervention/treatment professions, other | 549 | 150 | 399 | 55 | 19 | 36 | 73 | 14 | 59 |
| Blood bank technology specialist | 0 | 0 | 0 | 13 | 1 | 12 | 0 | 0 | 0 |
| Cytotechnology/cytotechnologist | 32 | 14 | 18 | 11 | 6 | 5 | 0 | 0 | 0 |
| Hematology technology/technician | 0 | 0 | 0 | 5 | 2 | 3 | 0 | 0 | 0 |
| Clinical/medical laboratory technician | 187 | 54 | 133 | 0 | 0 | 0 | 0 | 0 | 0 |
| Clinical laboratory science/medical technology/technologist | 2,924 | 749 | 2,175 | 260 | 68 | 192 | 0 | 0 | 0 |
| Histologic technology/histotechnologist | 20 | 2 | 18 | 5 | 1 | 4 | 0 | 0 | 0 |
| Histologic technician | 11 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cytogenetics/genetics/clinical genetics technology/technologist | 37 | 15 | 22 | 14 | 5 | 9 | 0 | 0 | 0 |
| Clinical/medical laboratory science and allied professions, other | 536 | 136 | 400 | 110 | 27 | 83 | 7 | 5 | 2 |
| Pre-dentistry studies | 17 | 6 | 11 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pre-medicine/pre-medical studies | 917 | 345 | 572 | 63 | 26 | 37 | 0 | 0 | 0 |
| Pre-pharmacy studies | 27 | 12 | 15 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pre-veterinary studies | 440 | 60 | 380 | 1 | 0 | 1 | 0 | 0 | 0 |
| Pre-nursing studies | 19 | 1 | 18 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pre-occupational therapy studies | 69 | 5 | 64 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pre-optometry studies | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pre-physical therapy studies | 259 | 107 | 152 | 0 | 0 | 0 | 0 | 0 | 0 |
| Health/medical preparatory programs, other | 1,774 | 495 | 1,279 | 230 | 103 | 127 | 0 | 0 | 0 |
| Medicine | 0 | 0 | 0 | 0 | 0 | 0 | 19,142 | 10,049 | 9,093 |
| Medical scientist | 0 | 0 | 0 | 584 | 276 | 308 | 38 | 15 | 23 |
| Substance abuse/addiction counseling | 461 | 99 | 362 | 420 | 114 | 306 | 2 | 1 | 1 |
| Psychiatric/mental health services technician | 269 | 50 | 219 | 0 | 0 | 0 | 3 | 0 | 3 |
| Clinical/medical social work | 200 | 32 | 168 | 962 | 137 | 825 | 9 | 2 | 7 |
| Community health services/liaison/counseling | 1,628 | 297 | 1,331 | 215 | 36 | 179 | 9 | 0 | 9 |
| Marriage and family therapy/counseling | 39 | 8 | 31 | 2,751 | 429 | 2,322 | 137 | 34 | 103 |
| Clinical pastoral counseling/patient counseling | 0 | 0 | 0 | 109 | 39 | 70 | 6 | 1 | 5 |
| Psychoanalysis and psychotherapy | 0 | 0 | 0 | 10 | 4 | 6 | 6 | 2 | 4 |
| Mental health counseling/counselor | 12 | 2 | 10 | 5,545 | 917 | 4,628 | 25 | 4 | 21 |
| Genetic counseling/counselor | 0 | 0 | 0 | 172 | 13 | 159 | 0 | 0 | 0 |
| Mental and social health services and allied professions, other | 451 | 60 | 391 | 1,688 | 331 | 1,357 | 30 | 4 | 26 |
| Optometry | 0 | 0 | 0 | 0 | 0 | 0 | 1,623 | 531 | 1,092 |
| Ophthalmic technician/technologist | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Orthoptics/orthoptist | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ophthalmic/optometric support services/allied professions, other | 6 | 1 | 5 | 22 | 6 | 16 | 6 | 3 | 3 |
| Osteopathic medicine/osteopathy | 0 | 0 | 0 | 0 | 0 | 0 | 6,392 | 3,611 | 2,781 |
| Pharmacy | 834 | 311 | 523 | 3 | 2 | 1 | 14,926 | 5,629 | 9,297 |
| Pharmacy admin. and pharmacy policy and regulatory affairs | 0 | 0 | 0 | 483 | 152 | 331 | 17 | 7 | 10 |
| Pharmaceutics and drug design | 131 | 53 | 78 | 151 | 63 | 88 | 197 | 109 | 88 |
| Medicinal and pharmaceutical chemistry | 19 | 11 | 8 | 54 | 24 | 30 | 94 | 51 | 43 |
| Natural products chemistry and pharmacognosy | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 2 |
| Clinical and industrial drug development | 37 | 4 | 33 | 130 | 47 | 83 | 5 | 3 | 2 |
| Pharmacoeconomics/pharmaceutical economics | 0 | 0 | 0 | 57 | 25 | 32 | 39 | 19 | 20 |
| Clinical, hospital, and managed care pharmacy | 0 | 0 | 0 | 12 | 6 | 6 | 0 | 0 | 0 |
| Industrial and physical pharmacy and cosmetic sciences | 10 | 0 | 10 | 60 | 24 | 36 | 0 | 0 | 0 |
| Pharmaceutical sciences | 1,007 | 374 | 633 | 254 | 110 | 144 | 175 | 96 | 79 |
| Pharmaceutical marketing and management | 63 | 33 | 30 | 12 | 4 | 8 | 0 | 0 | 0 |
| Pharmacy, pharmaceutical sciences, and administration, other | 634 | 226 | 408 | 237 | 60 | 177 | 26 | 13 | 13 |
| Podiatric medicine/podiatry | 0 | 0 | 0 | 0 | 0 | 0 | 543 | 341 | 202 |
| Public health, general | 6,656 | 1,274 | 5,382 | 10,059 | 2,480 | 7,579 | 479 | 136 | 343 |
| Environmental health | 307 | 134 | 173 | 624 | 211 | 413 | 104 | 42 | 62 |
| Health/medical physics | 46 | 23 | 23 | 133 | 92 | 41 | 44 | 33 | 11 |
| Occupational health and industrial hygiene | 184 | 140 | 44 | 56 | 34 | 22 | 3 | 2 | 1 |
| Public health education and promotion | 3,032 | 599 | 2,433 | 938 | 130 | 808 | 57 | 5 | 52 |
| Community health and preventive medicine | 1,802 | 322 | 1,480 | 258 | 54 | 204 | 19 | 1 | 18 |
| Maternal and child health | 34 | 0 | 34 | 104 | 3 | 101 | 15 | 1 | 14 |
| International public health/international health | 160 | 37 | 123 | 490 | 109 | 381 | 21 | 7 | 14 |
| Health services administration | 1,198 | 179 | 1,019 | 1,015 | 355 | 660 | 16 | 5 | 11 |
| Behavioral aspects of health | 307 | 59 | 248 | 68 | 8 | 60 | 28 | 9 | 19 |
| Public health, other | 1,424 | 323 | 1,101 | 931 | 216 | 715 | 103 | 27 | 76 |
| Art therapy/therapist | 210 | 3 | 207 | 448 | 24 | 424 | 8 | 1 | 7 |
| Dance therapy/therapist | 0 | 0 | 0 | 60 | 2 | 58 | 0 | 0 | 0 |

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18—Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Music therapy/therapist | 456 | 67 | 389 | 137 | 28 | 109 | 1 | 0 | 1 |
| Occupational therapy/therapist | 835 | 61 | 774 | 6,871 | 743 | 6,128 | 895 | 76 | 819 |
| Orthotist/prosthetist | 8 | 4 | 4 | 238 | 117 | 121 | 0 | 0 | 0 |
| Physical therapy/therapist | 286 | 87 | 199 | 59 | 17 | 42 | 11,872 | 4,406 | 7,466 |
| Therapeutic recreation/recreational therapy | 838 | 102 | 736 | 64 | 10 | 54 | 0 | 0 | 0 |
| Vocational rehabilitation counseling/counselor | 320 | 57 | 263 | 904 | 175 | 729 | 29 | 10 | 19 |
| Kinesiotherapy/kinesiotherapist | 98 | 42 | 56 | 44 | 18 | 26 | 0 | 0 | 0 |
| Assistive/augmentative technology and rehabilitation engineering | 0 | 0 | 0 | 67 | 8 | 59 | 2 | 0 | 2 |
| Animal-assisted therapy | 36 | 2 | 34 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rehabilitation science | 899 | 152 | 747 | 152 | 43 | 109 | 68 | 27 | 41 |
| Rehabilitation and therapeutic professions, other | 603 | 144 | 459 | 275 | 57 | 218 | 41 | 8 | 33 |
| Veterinary medicine | 0 | 0 | 0 | 0 | 0 | 0 | 3,169 | 632 | 2,537 |
| Veterinary sciences/veterinary clinical sciences, general | 28 | 6 | 22 | 178 | 42 | 136 | 74 | 26 | 48 |
| Veterinary physiology | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 1 |
| Veterinary microbiology and immunobiology | 40 | 12 | 28 | 3 | 0 | 3 | 9 | 6 | 3 |
| Veterinary pathology and pathobiology | 0 | 0 | 0 | 14 | 3 | 11 | 56 | 26 | 30 |
| Large animal/food animal/equine surgery and medicine | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 |
| Small/companion animal surgery and medicine | 0 | 0 | 0 | 5 | 1 | 4 | 0 | 0 | 0 |
| Comparative and laboratory animal medicine | 0 | 0 | 0 | 44 | 8 | 36 | 0 | 0 | 0 |
| Veterinary preventive medicine epidemiology/public health | 0 | 0 | 0 | 18 | 7 | 11 | 0 | 0 | 0 |
| Veterinary infectious diseases | 0 | 0 | 0 | 15 | 3 | 12 | 7 | 3 | 4 |
| Medical illustration/medical illustrator | 44 | 5 | 39 | 38 | 4 | 34 | 0 | 0 | 0 |
| Medical informatics | 166 | 44 | 122 | 1,079 | 391 | 688 | 46 | 20 | 26 |
| Medical illustration and informatics, other | 0 | 0 | 0 | 38 | 10 | 28 | 0 | 0 | 0 |
| Dietetics/dietitian | 2,712 | 341 | 2,371 | 497 | 44 | 453 | 3 | 1 | 2 |
| Clinical nutrition/nutritionist | 201 | 21 | 180 | 599 | 76 | 523 | 9 | 2 | 7 |
| Dietetic technician | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dietitian assistant | 111 | 32 | 79 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dietetics and clinical nutrition services, other | 222 | 41 | 181 | 135 | 12 | 123 | 19 | 3 | 16 |
| Bioethics/medical ethics | 29 | 9 | 20 | 369 | 130 | 239 | 41 | 13 | 28 |
| Alternative and complementary medicine and medical systems, general | 134 | 19 | 115 | 12 | 1 | 11 | 0 | 0 | 0 |
| Acupuncture and oriental medicine | 28 | 8 | 20 | 1,227 | 329 | 898 | 542 | 174 | 368 |
| Traditional Chinese medicine and Chinese herbology | 0 | 0 | 0 | 164 | 43 | 121 | 23 | 7 | 16 |
| Naturopathic medicine/naturopathy | 0 | 0 | 0 | 0 | 0 | 0 | 322 | 70 | 252 |
| Ayurvedic medicine/Ayurveda | 0 | 0 | 0 | 21 | 5 | 16 | 0 | 0 | 0 |
| Holistic health | 180 | 28 | 152 | 35 | 4 | 31 | 0 | 0 | 0 |
| Alternative and complementary medicine and medical systems, other | 54 | 6 | 48 | 29 | 1 | 28 | 0 | 0 | 0 |
| Direct entry midwifery | 23 | 0 | 23 | 15 | 0 | 15 | 0 | 0 | 0 |
| Alternative and complementary medical support services, other | 0 | 0 | 0 | 69 | 3 | 66 | 0 | 0 | 0 |
| Massage therapy/therapeutic massage | 31 | 5 | 26 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian bodywork therapy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Somatic bodywork and related therapeutic services, other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Movement therapy and movement education | 55 | 19 | 36 | 28 | 2 | 26 | 3 | 2 | 1 |
| Yoga teacher training/Yoga therapy | 2 | , | 1 | 24 | 2 | 22 | 0 | 0 | 0 |
| Herbalism/herbalist | 10 | 2 | 8 | 9 | 0 | 9 | 0 | 0 | 0 |
| Energy and biologically based therapies, other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Registered nursing/registered nurse | 139,952 | 17,459 | 122,493 | 16,620 | 1,932 | 14,688 | 1,011 | 122 | 889 |
| Nursing administration | 796 | 96 | 700 | 7,131 | 745 | 6,386 | 318 | 35 | 283 |
| Adult health nurse/nursing | 275 | 46 | 229 | 1,427 | 193 | 1,234 | 48 | 3 | 45 |
| Nurse anesthetist | 0 | 0 | 0 | 1,328 | 568 | 760 | 496 | 205 | 291 |
| Family practice nurse/nursing | 288 | 34 | 254 | 12,723 | 1,592 | 11,131 | 513 | 63 | 450 |
| Maternal/child health and neonatal nurse/nursing | 0 | 0 | 0 | 179 | 7 | 172 | 10 | 2 | 8 |
| Nurse midwife/nursing midwifery | 0 | 0 | 0 | 438 | 1 | 437 | 4 | 0 | 4 |
| Nursing science | 1,234 | 141 | 1,093 | 1,623 | 167 | 1,456 | 882 | 89 | 793 |
| Pediatric nurse/nursing | 0 | 0 | 0 | 419 | 15 | 404 | 12 | 2 | 10 |
| Psychiatric/mental health nurse/nursing | , | 0 | 0 | 359 | 78 | 281 | 36 | 3 | 33 |
| Public health/community nurse/nursing | 435 | 44 | 391 | 279 | 20 | 259 | 4 | 2 | 2 |
| Perioperative/operating room and surgical nurse/nursing | 0 | 0 | 0 | 136 | 10 | 126 | 0 | 0 | 0 |
| Clinical nurse specialist | 13 | 2 | 11 | 376 | 39 | 337 | 35 | 5 | 30 |
| Critical care nursing | 0 | 0 | 0 | 414 | 80 | 334 | 11 | 1 | 10 |
| Occupational and environmental health nursing | 0 | 0 | 0 | 36 | 9 | 27 | 9 | 1 | 8 |
| Emergency room/trauma nursing | 0 | 0 | 0 | 22 | 7 | 15 | 0 | 0 | 0 |
| Nursing education | 22 | 1 | 21 | 1,610 | 124 | 1,486 | 115 | 8 | 107 |
| Nursing practice | 786 | 84 | 702 | 307 | 40 | 267 | 4,131 | 485 | 3,646 |
| Palliative care nursing | 0 | 0 | 0 | 5 | 1 | 4 | 2 | 0 | 2 |
| Clinical nurse leader | 66 | 4 | 62 | 418 | 48 | 370 | 0 | 0 | 0 |
| Geriatric nurse/nursing | 0 | 0 | 0 | 294 | 36 | 258 | 3 | 0 | 3 |
| Women's health nurse/nursing | 0 | 0 | 0 | 163 | 0 | 163 | 0 | 0 | 0 |
| Reg. nursing, nursing admin., nursing research and clinical nursing, other | 1,969 | 250 | 1,719 | 1,512 | 178 | 1,334 | 278 | 23 | 255 |
| Licensed practical/vocational nurse training |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Practical nursing, vocational nursing and nursing assistants, other |  | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Health professions and related clinical sciences, other | 4,784 | 1,119 | 3,665 | 941 | 259 | 682 | 107 | 37 | 70 |
| Homeland security, law enforcement, firefighting and related prot. services | 58,114 | 30,481 | 27,633 | 10,293 | 5,276 | 5,017 | 150 | 58 | 92 |
| Corrections | 414 | 175 | 239 |  | 3 | 4 | 0 | 0 | 0 |
| Criminal justice/law enforcement administration | 15,629 | 8,059 | 7,570 | 2,495 | 1,252 | 1,243 | 40 | 18 | 22 |
| Criminal justice/safety studies | 30,513 | 15,293 | 15,220 | 3,216 | 1,336 | 1,880 | 78 | 28 | 50 |
| Forensic science and technology | 1,551 | 431 | 1,120 | 549 | 140 | 409 | 3 | 0 | 3 |
| Criminal justice/police science | 2,925 | 1,603 | 1,322 | 50 | 9 | 41 | 6 | 3 | 3 |
| Security and loss prevention services | 4 | 2 | 2 | 32 | 17 | 15 | 0 | 0 | 0 |
| Juvenile corrections | 24 | 9 | 15 | 10 | 4 | 6 | 2 | 0 | 2 |
| Criminalistics and criminal science | 174 | 41 | 133 | 12 | 3 | 9 | 1 | 0 | 1 |
| Securities services administration/management | 474 | 366 | 108 | 174 | 134 | 40 | 0 | 0 | 0 |
| Corrections administration | 113 | 61 | 52 | 6 | 4 | 2 | 0 | 0 | 0 |
| Law enforcement investigation and interviewing | 0 | 0 | 0 | 59 | 26 | 33 | 0 | 0 | 0 |
| Cyber/computer forensics and counterterrorism | 362 | 285 | 77 | 513 | 328 | 185 | 0 | 0 | 0 |
| Financial forensics and fraud investigation | 109 | 40 | 69 | 152 | 52 | 100 | 0 | 0 | 0 |

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18—Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Law enforcement intelligence analysis | 18 | 8 | 10 | 10 | 3 | 7 | 0 | 0 | 0 |
| Critical incident response/special police operations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Protective services operations | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Corrections and criminal justice, other | 1,371 | 613 | 758 | 424 | 176 | 248 | 0 | 0 | 0 |
| Fire prevention and safety technology/technician | 170 | 151 | 19 | 9 | 7 | 2 | 0 | 0 | 0 |
| Fire services administration | 859 | 813 | 46 | 65 | 41 | 24 | 3 | 0 | 3 |
| Fire science/firefighting | 363 | 326 | 37 | 6 | 5 | 1 | 0 | 0 | 0 |
| Fire/arson investigation and prevention | 55 | 36 | 19 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fire protection, other | 40 | 33 | 7 | 17 | 17 | 0 | 0 |  | 0 |
| Homeland security | 972 | 715 | 257 | 757 | 530 | 227 | 4 | 3 | 1 |
| Crisis/emergency/disaster management | 956 | 734 | 222 | 768 | 519 | 249 | 9 | 3 | 6 |
| Critical infrastructure protection | 96 | 74 | 22 | 415 | 304 | 111 | 0 | 0 | 0 |
| Terrorism and counterterrorism operations | 4 | 3 | 1 | 15 | 11 | 4 | 0 | 0 | 0 |
| Homeland security, other | 91 | 69 | 22 | 19 | 11 | 8 | 0 | 0 | 0 |
| Homeland sec., law enforcement, firefighting and related prot. serv., other | 826 | 540 | 286 | 513 | 344 | 169 | 4 | 3 | 1 |
| Legal professions and studies | 4,239 | 1,340 | 2,899 | 9,177 | 4,110 | 5,067 | 34,544 | 17,383 | 17,161 |
| Pre-law studies | 231 | 109 | 122 | 36 | 16 | 20 | 0 | 0 | 0 |
| Legal studies, general | 2,098 | 742 | 1,356 | 264 | 96 | 168 | 9 | 1 | 8 |
| Law | 0 | 0 | 0 | 0 | 0 | 0 | 34,128 | 17,161 | 16,967 |
| Advanced legal research/studies, general | 69 | 31 | 38 | 2,241 | 990 | 1,251 | 228 | 125 | 103 |
| Programs for foreign lawyers | 0 | 0 | 0 | 1,757 | 794 | 963 | 9 | 3 | 6 |
| American/U.S. law/legal studies/jurisprudence | 88 | 29 | 59 | 474 | 209 | 265 | 20 | 13 | 7 |
| Banking, corporate, finance, and securities law | 0 | 0 | 0 | 271 | 125 | 146 | 0 | 0 | 0 |
| Comparative law | 0 | 0 | 0 | 49 | 29 | 20 | 0 | 0 | 0 |
| Energy, environment, and natural resources law | 16 | 12 | 4 | 198 | 103 | 95 | 2 | 2 | 0 |
| Health law | 0 | 0 | 0 | 292 | 84 | 208 | 2 | 0 | 2 |
| International law and legal studies | 1 | 0 | 1 | 486 | 207 | 279 | 9 | 6 | 3 |
| International business, trade, and tax law | 0 | 0 | 0 | 256 | 123 | 133 | 0 | 0 | 0 |
| Tax law/taxation | 0 | 0 | 0 | 795 | 485 | 310 | 1 | 0 | 1 |
| Intellectual property law | 0 | 0 | 0 | 111 | 45 | 66 | 0 | 0 | 0 |
| Legal research and advanced professional studies, other | 0 | 0 | 0 | 895 | 403 | 492 | 29 | 23 | 6 |
| Legal administrative assistant/secretary | 10 | 3 | 7 | 11 | 8 | 3 | 0 | 0 | 0 |
| Legal assistant/paralegal | 1,271 | 261 | 1,010 | 99 | 16 | 83 | 0 | 0 | 0 |
| Court reporting/court reporter | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Legal support services, other | 5 | 1 | 4 | 6 | 4 | 2 | 0 | 0 | 0 |
| Legal professions and studies, other | 446 | 152 | 294 | 936 | 373 | 563 | 107 | 49 | 58 |
| Liberal arts and sciences, general studies and humanities | 44,262 | 15,966 | 28,296 | 2,473 | 880 | 1,593 | 93 | 35 | 58 |
| Liberal arts and sciences/liberal studies | 24,179 | 7,786 | 16,393 | 1,514 | 580 | 934 | 19 | 7 | 12 |
| General studies | 14,268 | 5,930 | 8,338 | 179 | 59 | 120 | 2 | 0 | 2 |
| Humanities/humanistic studies | 1,804 | 610 | 1,194 | 487 | 162 | 325 | 65 | 27 | 38 |
| Liberal arts and sciences, general studies and humanities, other | 4,011 | 1,640 | 2,371 | 293 | 79 | 214 | 7 | 1 | 6 |
| Library science | 81 | 7 | 74 | 4,953 | 856 | 4,097 | 54 | 16 | 38 |
| Library and information science | 81 | 7 | 74 | 4,665 | 814 | 3,851 | 54 | 16 | 38 |
| Children and youth library services | 0 | 0 | 0 | 18 | 1 | 17 | 0 | 0 | 0 |
| Archives/archival administration | 0 | 0 | 0 | 144 | 25 | 119 | 0 | 0 | 0 |
| Library science, other | 0 | 0 | 0 | 126 | 16 | 110 | 0 | 0 | 0 |
| Mathematics and statistics | 25,256 | 14,541 | 10,715 | 10,443 | 5,959 | 4,484 | 2,010 | 1,448 | 562 |
| Mathematics, general | 17,944 | 10,225 | 7,719 | 2,707 | 1,684 | 1,023 | 1,176 | 909 | 267 |
| Analysis and functional analysis | 4 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Topology and foundations | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| Mathematics, other | 349 | 189 | 160 | 30 | 15 | 15 | 18 | 9 | 9 |
| Applied mathematics, general | 2,494 | 1,561 | 933 | 1,040 | 634 | 406 | 241 | 167 | 74 |
| Computational mathematics | 205 | 143 | 62 | 9 | 5 | 4 | 28 | 19 | 9 |
| Computational and applied mathematics | 261 | 160 | 101 | 229 | 127 | 102 | 15 | 8 | 7 |
| Financial mathematics | 361 | 216 | 145 | 2,886 | 1,589 | 1,297 | 18 | 14 | 4 |
| Mathematical biology | 34 | 12 | 22 | 0 | 0 | 0 | 0 | 0 | 0 |
| Applied mathematics, other | 210 | 127 | 83 | 8 | 4 | 4 | 11 | 10 | 1 |
| Statistics, general | 2,560 | 1,417 | 1,143 | 3,181 | 1,695 | 1,486 | 456 | 279 | 177 |
| Mathematical statistics and probability | 216 | 118 | 98 | 168 | 92 | 76 | 14 | 11 | 3 |
| Mathematics and statistics | 116 | 77 | 39 | 86 | 52 | 34 | 1 | 0 | 1 |
| Statistics, other | 196 | 126 | 70 | 58 | 37 | 21 | 4 | 1 | 3 |
| Mathematics and statistics, other | 306 | 167 | 139 | 41 | 25 | 16 | 27 | 20 | 7 |
| Military technologies and applied sciences | 655 | 533 | 122 | 355 | 265 | 90 | 0 | 0 | 0 |
| Intelligence, general | 360 | 294 | 66 | 58 | 30 | 28 | 0 | 0 | 0 |
| Strategic intelligence | 4 | 3 | 1 | 44 | 30 | 14 | 0 | 0 | 0 |
| Signal/geospatial intelligence | 13 | 8 | 5 | 2 | 2 | 0 | 0 | 0 | 0 |
| Cyber/electronic operations and warfare | 93 | 76 | 17 | 236 | 190 | 46 | 0 | 0 | 0 |
| Intelligence, command control and information operations, other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Military applied sciences, other | 73 | 68 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Aerospace ground equipment technology | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Air and space operations technology | 24 | 19 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Military systems and maintenance technology, other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Military technologies and applied sciences, other | 85 | 62 | 23 | 15 | 13 | 2 | 0 |  | 0 |
| Multi/interdisciplinary studies | 51,909 | 17,573 | 34,336 | 10,175 | 3,677 | 6,498 | 850 | 345 | 505 |
| Multi/interdisciplinary studies, general | 5,175 | 1,998 | 3,177 | 141 | 55 | 86 | 3 | 1 | 2 |
| Biological and physical sciences | 2,207 | 866 | 1,341 | 450 | 185 | 265 | 68 | 33 | 35 |
| Peace studies and conflict resolution | 483 | 157 | 326 | 457 | 151 | 306 | 27 | 13 | 14 |
| Systems science and theory | 339 | 208 | 131 | 225 | 115 | 110 | 17 | 9 | 8 |
| Mathematics and computer science | 663 | 514 | 149 | 118 | 75 | 43 | 15 | 13 | 2 |
| Biopsychology | 147 | 33 | 114 | 3 | 1 | 2 | 3 | 0 | 3 |
| Gerontology | 287 | 29 | 258 | 485 | 87 | 398 | 24 | 4 | 20 |
| Historic preservation and conservation | 86 | 16 | 70 | 199 | 54 | 145 | 1 | 0 | 1 |

See notes at end of table.

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Cultural resource management and policy analysis | 0 | 0 | 0 | 37 | 12 | 25 | 0 | 0 | 0 |
| Historic preservation and conservation, other | 2 | 1 | 1 | 12 | 4 | 8 | 0 | 0 | 0 |
| Medieval and renaissance studies | 15 | 8 | 7 | 27 | 7 | 20 | 10 | 5 | 5 |
| Museology/museum studies | 20 | 6 | 14 | 579 | 85 | 494 | 0 | 0 | 0 |
| Science, technology and society | 824 | 423 | 401 | 132 | 49 | 83 | 24 | 11 | 13 |
| Accounting and computer science | 8 | 3 | 5 | 5 | 2 | 3 | 0 | 0 | 0 |
| Behavioral sciences | 3,190 | 613 | 2,577 | 327 | 61 | 266 | 31 | 8 | 23 |
| Natural sciences | 554 | 193 | 361 | 58 | 20 | 38 | 13 |  | 7 |
| Nutrition sciences | 3,380 | 574 | 2,806 | 1,219 | 150 | 1,069 | 186 | 38 | 148 |
| International/global studies | 5,810 | 2,031 | 3,779 | 1,141 | 567 | 574 | 2 | 0 | 2 |
| Holocaust and related studies | 9 | 3 | 6 | 34 | 15 | 19 | 0 | 0 | 0 |
| Ancient studies/civilization | 89 | 36 | 53 | 5 | 3 | 2 | 16 | 6 | 10 |
| Classical, ancient Mediterranean/Near Eastern studies/archaeology | 71 | 26 | 45 | 4 | 2 | 2 | 2 | 0 | 2 |
| Intercultural/multicultural and diversity studies | 158 | 27 | 131 | 117 | 43 | 74 | 4 |  | 0 |
| Cognitive science | 1,575 | 611 | 964 | 109 | 46 | 63 | 36 | 22 | 14 |
| Cultural studies/critical theory and analysis | 124 | 40 | 84 | 46 | 12 | 34 | 4 | 1 | 3 |
| Human biology | 1,015 | 256 | 759 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dispute resolution | 0 | 0 | 0 | 299 | 96 | 203 | 35 | 16 | 19 |
| Maritime studies | 10 | 3 | 7 | 5 | 4 | 1 | 0 | 0 | 0 |
| Computational science | 47 | 33 | 14 | 510 | 364 | 146 | 25 | 20 | 5 |
| Human computer interaction | 603 | 496 | 107 | 402 | 191 | 211 | 11 | 5 | 6 |
| Marine sciences | 118 | 38 | 80 | 79 | 29 | 50 | 19 | 7 | 12 |
| Sustainability studies | 510 | 211 | 299 | 788 | 295 | 493 | 9 | 5 | 4 |
| Multi/interdisciplinary studies, other | 24,390 | 8,120 | 16,270 | 2,162 | 897 | 1,265 | 265 | 118 | 147 |
| Parks, recreation, leisure, and fitness studies | 53,883 | 27,558 | 26,325 | 9,005 | 5,104 | 3,901 | 298 | 157 | 141 |
| Parks, recreation and leisure studies | 2,937 | 1,318 | 1,619 | 173 | 73 | 100 | 14 | 3 | 11 |
| Parks, recreation and leisure facilities management | 3,133 | 1,416 | 1,717 | 404 | 197 | 207 | 22 | 13 | 9 |
| Golf course operation and grounds management | 7 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parks, recreation and leisure facilities management, other | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Health and physical education/fitness, general | 10,475 | 5,123 | 5,352 | 1,150 | 635 | 515 | 33 | 13 | 20 |
| Sport and fitness administration/management | 10,248 | 7,472 | 2,776 | 4,390 | 2,775 | 1,615 | 32 | 15 | 17 |
| Kinesiology and exercise science | 25,376 | 11,245 | 14,131 | 2,580 | 1,279 | 1,301 | 160 | 97 | 63 |
| Physical fitness technician | 104 | 67 | 37 | 15 | 7 | 8 | 0 | 0 | 0 |
| Sports studies | 199 | 145 | 54 | 87 | 42 | 45 | 5 | 5 | 0 |
| Health and physical education/fitness, other | 1,091 | 579 | 512 | 153 | 77 | 76 | 25 | 5 | 20 |
| Outdoor education | 143 | 86 | 57 | 35 | 10 | 25 | 0 | 0 | 0 |
| Parks, recreation, leisure, and fitness studies, other | 164 | 95 | 69 | 18 | 9 | 9 | 7 | 6 | 1 |
| Philosophy and religious studies | 9,603 | 5,935 | 3,668 | 1,692 | 1,110 | 582 | 768 | 532 | 236 |
| Philosophy and religious studies, general | 109 | 80 | 29 | 7 | 6 | 1 | 27 | 16 | 11 |
| Philosophy | 5,644 | 3,756 | 1,888 | 713 | 529 | 184 | 458 | 341 | 117 |
| Logic | 3 | 2 | 1 | 4 | 2 | 2 | 9 | 7 | 2 |
| Ethics | 49 | 11 | 38 | 50 | 23 | 27 | 0 | 0 | 0 |
| Applied and professional ethics | 16 | 8 | 8 | 18 | 10 | 8 | 0 | 0 | 0 |
| Philosophy, other | 235 | 134 | 101 | 8 | 5 | 3 |  | 0 | 0 |
| Religion/religious studies | 2,779 | 1,536 | 1,243 | 470 | 272 | 198 | 243 | 147 | 96 |
| Buddhist studies | 0 | 0 | 0 | 4 | 2 | 2 | 1 | 1 | 0 |
| Christian studies | 303 | 204 | 99 | 204 | 141 | 63 | 0 | 0 | 0 |
| Hindu studies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Islamic studies | 8 | 4 | 4 | 17 | 9 | 8 | 1 | 1 | 0 |
| Jewish/Judaic studies | 213 | 50 | 163 | 89 | 34 | 55 | 11 | 9 | 2 |
| Religion/religious studies, other | 67 | 30 | 37 | 41 | 22 | 19 | 8 | 6 | 2 |
| Philosophy and religious studies, other | 177 | 120 | 57 | 67 | 55 | 12 | 10 | 4 | 6 |
| Physical sciences and science technologies | 31,542 | 18,938 | 12,604 | 7,196 | 4,492 | 2,704 | 6,181 | 4,074 | 2,107 |
| Physical sciences | 31,003 | 18,628 | 12,375 | 7,131 | 4,470 | 2,661 | 6,178 | 4,073 | 2,105 |
| Physical sciences | 274 | 143 | 131 | 49 | 30 | 19 | 21 | 14 | 7 |
| Astronomy | 323 | 210 | 113 | 90 | 63 | 27 | 120 | 71 | 49 |
| Astrophysics | 209 | 134 | 75 | 27 | 19 | 8 | 60 | 43 | 17 |
| Planetary astronomy and science | 13 | 6 | 7 | 12 | 6 | 6 | 22 | 9 | 13 |
| Astronomy and astrophysics, other | 46 | 33 | 13 | 16 | 7 | 9 | 9 | 6 | 3 |
| Atmospheric sciences and meteorology, general | 502 | 328 | 174 | 219 | 133 | 86 | 154 | 94 | 60 |
| Atmospheric chemistry and climatology | 9 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Atmospheric physics and dynamics | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 |
| Meteorology | 184 | 124 | 60 | 16 | 12 | , | 17 | 12 | 5 |
| Atmospheric sciences and meteorology, other | 19 | 11 | 8 | 2 | 2 | 0 | 2 | 1 | 1 |
| Chemistry, general | 14,040 | 6,999 | 7,041 | 2,256 | 1,246 | 1,010 | 2,809 | 1,712 | 1,097 |
| Analytical chemistry | 11 | 2 | 9 | 28 | 16 | 12 | 5 | 3 | 2 |
| Inorganic chemistry | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 |
| Organic chemistry | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 8 | 3 |
| Physical chemistry | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 |
| Polymer chemistry | 1 | 1 | 0 | 63 | 38 | 25 | 52 | 38 | 14 |
| Chemical physics | 32 | 23 | 9 | 6 | 4 | 2 | 17 | 11 | 6 |
| Environmental chemistry | 7 | 5 | 2 | 3 | , | 2 | 9 | 3 | 6 |
| Forensic chemistry | 171 | 33 | 138 | 6 | 2 | 4 | 0 | 0 | 0 |
| Theoretical chemistry | 7 | 4 | 3 | 0 | 0 | 0 | 2 | 2 | 0 |
| Chemistry, other | 468 | 217 | 251 | 25 | 9 | 16 | 42 | 24 | 18 |
| Geology/earth science, general | 5,699 | 3,537 | 2,162 | 1,306 | 748 | 558 | 462 | 258 | 204 |
| Geochemistry | 23 | 17 | 6 | 5 | 3 | 2 | 8 | 5 | 3 |
| Geophysics and seismology | 175 | 110 | 65 | 99 | 60 | 39 | 70 | 38 | 32 |
| Paleontology | 16 | 12 | 4 | 4 | 3 | 1 | 0 | 0 | 0 |
| Hydrology and water resources science | 32 | 20 | 12 | 85 | 42 | 43 | 22 | 11 | 11 |
| Geochemistry and petrology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Oceanography, chemical and physical | 181 | 75 | 106 | 153 | 67 | 86 | 111 | 49 | 62 |
| Geological and earth sciences/geosciences, other | 576 | 333 | 243 | 161 | 106 | 55 | 86 | 53 | 33 |
| Physics, general | 7,211 | 5,712 | 1,499 | 1,886 | 1,441 | 445 | 1,734 | 1,365 | 369 |
| Atomic/molecular physics | 2 | 0 | 2 | 11 | 7 | 4 | 8 | 7 | 1 |

See notes at end of table.

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18—Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Elementary particle physics | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 |
| Nuclear physics | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 |
| Optics/optical sciences | 52 | 36 | 16 | 97 | 81 | 16 | 55 | 38 | 17 |
| Condensed matter and materials physics | 3 | 2 | 1 | 3 | 2 | 1 | 6 | 6 | 0 |
| Acoustics | 15 | 12 | 3 | 32 | 26 | 6 | 9 | 7 | 2 |
| Theoretical and mathematical physics | 14 | 12 | 2 | 0 | 0 | 0 | 1 | 1 | 0 |
| Physics, other | 217 | 176 | 41 | 119 | 96 | 23 | 63 | 50 | 13 |
| Materials science | 163 | 98 | 65 | 234 | 159 | 75 | 149 | 100 | 49 |
| Materials chemistry | 4 | 3 | 1 | 7 | 3 | 4 | 8 | 5 | 3 |
| Materials sciences, other | 0 | 0 | 0 | 3 | 2 | 1 | 5 | 4 | 1 |
| Physical sciences, other | 303 | 195 | 108 | 105 | 35 | 70 | 21 | 18 | 3 |
| Science technologies/technicians | 539 | 310 | 229 | 65 | 22 | 43 | 3 | 1 | 2 |
| Science technologies/technicians, general | 47 | 44 | 3 | 7 | 0 | 7 | 0 | 0 | 0 |
| Biology technician/biotechnology laboratory technician | 43 | 19 | 24 | 0 | 0 | 0 | 3 | 1 | 2 |
| Nuclear/nuclear power technology/technician | 16 | 13 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Nuclear and industrial radiologic technologies/technicians, other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chemical technology/technician | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Physical science technologies/technicians, other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Science technologies/technicians, other | 433 | 234 | 199 | 58 | 22 | 36 | 0 | 0 | 0 |
| Precision production | 45 | 19 | 26 | 11 | 5 | 6 | 0 | 0 | 0 |
| Tool and die technology/technician | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Welding technology/welder | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Furniture design and manufacturing | 43 | 17 | 26 | 11 | 5 | 6 | 0 | 0 | 0 |
| Psychology | 116,432 | 24,578 | 91,854 | 27,841 | 5,526 | 22,315 | 6,275 | 1,649 | 4,626 |
| Psychology, general | 103,801 | 21,944 | 81,857 | 6,306 | 1,521 | 4,785 | 1,735 | 515 | 1,220 |
| Cognitive psychology and psycholinguistics | 150 | 36 | 114 | 26 | 5 | 21 | 19 | 7 | 12 |
| Comparative psychology | 0 | 0 | 0 | 14 | 3 | 11 | 0 | 0 |  |
| Developmental and child psychology | 552 | 51 | 501 | 313 | 26 | 287 | 44 | 6 | 38 |
| Experimental psychology | 1,920 | 468 | 1,452 | 274 | 94 | 180 | 192 | 84 | 108 |
| Personality psychology | 12 | 3 | 9 | 8 | 2 | 6 | 6 | 1 | 5 |
| Physiological psychology/psychobiology | 1,191 | 325 | 866 | 42 | 11 | 31 | 16 | 7 | 9 |
| Social psychology | 1,039 | 225 | 814 | 36 | 11 | 25 | 43 | 19 | 24 |
| Psychometrics and quantitative psychology | 1 | 1 | 0 | 18 | 2 | 16 | 7 | 1 | 6 |
| Psychopharmacology | 0 | 0 | 0 | 43 | 15 | 28 | 0 | 0 | 0 |
| Research and experimental psychology, other | 4,432 | 940 | 3,492 | 195 | 67 | 128 | 192 | 76 | 116 |
| Clinical psychology | 206 | 30 | 176 | 2,388 | 431 | 1,957 | 2,202 | 476 | 1,726 |
| Community psychology | 368 | 72 | 296 | 218 | 34 | 184 | 50 | 9 | 41 |
| Counseling psychology | 422 | 69 | 353 | 8,054 | 1,470 | 6,584 | 400 | 101 | 299 |
| Industrial and organizational psychology | 168 | 37 | 131 | 1,360 | 417 | 943 | 174 | 60 | 114 |
| School psychology | 1 | 0 | 1 | 1,811 | 261 | 1,550 | 353 | 68 | 285 |
| Educational psychology | 113 | 9 | 104 | 1,255 | 219 | 1,036 | 347 | 100 | 247 |
| Clinical child psychology | 0 | 0 | 0 | 21 | 1 | 20 | 25 | 5 | 20 |
| Environmental psychology | 0 | 0 | 0 | 9 | 5 | 4 | 1 | 0 | 1 |
| Geropsychology | 0 | 0 | 0 | 2 | 0 | 2 | 1 | 0 |  |
| Health/medical psychology | 98 | 18 | 80 | 8 | 3 | 5 | 30 | 7 | 23 |
| Family psychology | 15 | 2 | 13 | 65 | 11 | 54 | 0 | 0 | 0 |
| Forensic psychology | 583 | 107 | 476 | 775 | 116 | 659 | 94 | 15 | 79 |
| Applied psychology | 842 | 160 | 682 | 415 | 107 | 308 | 33 | 12 | 21 |
| Applied behavior analysis | 220 | 39 | 181 | 1,869 | 237 | 1,632 | 97 | 25 | 72 |
| Clinical, counseling and applied psychology, other | 58 | 13 | 45 | 299 | 59 | 240 | 42 | 11 | 31 |
| Psychology, other | 240 | 29 | 211 | 2,017 | 398 | 1,619 | 172 | 44 | 128 |
| Public administration and social service professions | 35,629 | 6,127 | 29,502 | 46,294 | 10,692 | 35,602 | 1,157 | 399 | 758 |
| Human services, general | 6,938 | 952 | 5,986 | 1,299 | 176 | 1,123 | 48 | 7 | 41 |
| Community organization and advocacy | 1,688 | 345 | 1,343 | 311 | 98 | 213 | 6 | 2 | 4 |
| Public administration | 3,093 | 1,548 | 1,545 | 12,173 | 5,095 | 7,078 | 300 | 153 | 147 |
| Public policy analysis, general | 1,678 | 718 | 960 | 2,693 | 1,184 | 1,509 | 199 | 83 | 116 |
| Education policy analysis | 0 | 0 | 0 | 63 | 13 | 50 | 11 | 4 | 7 |
| Health policy analysis | 81 | 13 | 68 | 85 | 26 | 59 | 18 | 4 | 14 |
| International policy analysis | 14 | 2 | 12 | 12 | 7 | 5 | 4 | 2 | 2 |
| Public policy analysis, other | 0 | 0 | 0 | 80 | 26 | 54 | 8 | 4 | 4 |
| Social work | 21,698 | 2,456 | 19,242 | 29,127 | 3,949 | 25,178 | 520 | 121 | 399 |
| Youth services/administration | 88 | 13 | 75 | 92 | 12 | 80 | 0 | 0 | 0 |
| Social work, other | 33 | 4 | 29 | 111 | 17 | 94 | 0 | 0 | 0 |
| Public administration and social service professions, other | 318 | 76 | 242 | 248 | 89 | 159 | 43 | 19 | 24 |
| Social sciences and history | 159,967 | 79,628 | 80,339 | 19,884 | 9,832 | 10,052 | 4,676 | 2,475 | 2,201 |
| Social sciences | 136,585 | 65,758 | 70,827 | 16,612 | 8,062 | 8,550 | 3,765 | 1,983 | 1,782 |
| Social sciences, general | 6,486 | 2,435 | 4,051 | 637 | 210 | 427 | 22 | 10 | 12 |
| Research methodology and quantitative methods | 0 | 0 | 0 | 54 | 29 | 25 | 2 | 2 | 0 |
| Anthropology | 8,227 | 2,221 | 6,006 | 1,094 | 325 | 769 | 519 | 175 | 344 |
| Physical and biological anthropology | 31 | 7 | 24 | 29 | 4 | 25 | 3 | 1 | 2 |
| Medical anthropology | 67 | 13 | 54 | 7 | 2 | 5 | 1 | 0 | 1 |
| Cultural anthropology | 43 | 14 | 29 | 14 | 2 | 12 | 10 | 2 | 8 |
| Anthropology, other | 60 | 13 | 47 | 36 | 10 | 26 | 7 | 0 | 7 |
| Archeology | 167 | 58 | 109 | 47 | 14 | 33 | 33 | 11 | 22 |
| Criminology | 7,677 | 3,472 | 4,205 | 721 | 236 | 485 | 54 | 22 | 32 |
| Demography and population studies | 0 | 0 | 0 | 47 | 20 | 27 | 20 | 6 | 14 |
| Economics, general | 29,275 | 20,389 | 8,886 | 1,713 | 1,058 | 655 | 770 | 521 | 249 |
| Applied economics | 326 | 205 | 121 | 309 | 182 | 127 | 31 | 18 | 13 |
| Econometrics and quantitative economics | 4,669 | 2,936 | 1,733 | 1,625 | 982 | 643 | 369 | 266 | 103 |
| Development economics and international development | 293 | 65 | 228 | 302 | 108 | 194 | 18 | 11 | 7 |
| International economics | 397 | 152 | 245 | 39 | 21 | 18 | 2 | 1 | 1 |
| Economics, other | 367 | 231 | 136 | 110 | 69 | 41 | 5 | 2 | 3 |
| Geography | 3,723 | 2,278 | 1,445 | 617 | 354 | 263 | 229 | 122 | 107 |
| Geographic information science and cartography | 588 | 438 | 150 | 563 | 341 | 222 | 19 | 14 | 5 |

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18—Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Geography, other | 156 | 87 | 69 | 60 | 37 | 23 | 5 | 4 | 1 |
| International relations and affairs | 8,392 | 3,282 | 5,110 | 4,134 | 2,062 | 2,072 | 77 | 39 | 38 |
| National security policy studies | 74 | 62 | 12 | 194 | 129 | 65 | 0 | 0 | 0 |
| International relations and national security studies, other | 117 | 67 | 50 | 175 | 95 | 80 | 1 | 1 | 0 |
| Political science and government, general | 33,845 | 17,762 | 16,083 | 1,567 | 836 | 731 | 774 | 459 | 315 |
| American government and politics (United States) | 148 | 95 | 53 | 178 | 117 | 61 | 0 | 0 | 0 |
| Political economy | 214 | 115 | 99 | 10 | 3 | 7 | 0 | 0 | 0 |
| Political science and government, other | 761 | 401 | 360 | 99 | 60 | 39 | 15 | 6 | 9 |
| Sociology | 27,294 | 7,780 | 19,514 | 1,411 | 501 | 910 | 687 | 253 | 434 |
| Urban studies/affairs | 951 | 414 | 537 | 345 | 136 | 209 | 47 | 24 | 23 |
| Sociology and anthropology | 443 | 104 | 339 | 2 | 0 | 2 | 0 | 0 | 0 |
| Rural sociology | 28 | 8 | 20 | 0 | 0 | 0 | 0 | 0 | 0 |
| Social sciences, other | 1,766 | 654 | 1,112 | 473 | 119 | 354 | 45 | 13 | 32 |
| History | 23,382 | 13,870 | 9,512 | 3,272 | 1,770 | 1,502 | 911 | 492 | 419 |
| History, general | 22,752 | 13,526 | 9,226 | 2,913 | 1,553 | 1,360 | 856 | 468 | 388 |
| American history (United States) | 50 | 30 | 20 | 57 | 30 | 27 | 1 | 1 | 0 |
| European history | 21 | 16 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| History and philosophy of science and technology | 100 | 47 | 53 | 30 | 15 | 15 | 27 | 10 | 17 |
| Public/applied history | 50 | 21 | 29 | 93 | 33 | 60 | 4 | 1 | 3 |
| Asian history | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Military history | 71 | 62 | 9 | 108 | 95 | 13 | 0 | 0 | 0 |
| History, other | 337 | 167 | 170 | 71 | 44 | 27 | 23 | 12 | 11 |
| Theology and religious vocations | 9,521 | 6,601 | 2,920 | 13,828 | 9,023 | 4,805 | 2,023 | 1,476 | 547 |
| Bible/biblical studies | 1,984 | 1,315 | 669 | 725 | 506 | 219 | 39 | 36 | 3 |
| Missions/missionary studies and missiology | 579 | 215 | 364 | 398 | 238 | 160 | 100 | 84 | 16 |
| Religious education | 764 | 361 | 403 | 550 | 239 | 311 | 63 | 44 | 19 |
| Religious/sacred music | 276 | 144 | 132 | 77 | 43 | 34 | 13 | 8 | 5 |
| Theology/theological studies | 976 | 667 | 309 | 3,972 | 2,585 | 1,387 | 430 | 321 | 109 |
| Divinity/ministry | 406 | 304 | 102 | 5,236 | 3,654 | 1,582 | 501 | 365 | 136 |
| Pre-theology/pre-ministerial studies | 169 | 142 | 27 | 10 | 10 | 0 | 0 | 0 | 0 |
| Rabbinical studies | 3 | 3 | 0 | 96 | 58 | 38 | 9 | 9 | 0 |
| Talmudic studies | 2,269 | 2,213 | 56 | 502 | 501 | 1 | 26 | 26 | 0 |
| Theological and ministerial studies, other | 415 | 249 | 166 | 689 | 417 | 272 | 339 | 253 | 86 |
| Pastoral studies/counseling | 471 | 327 | 144 | 603 | 267 | 336 | 187 | 127 | 60 |
| Youth ministry | 469 | 274 | 195 | 42 | 18 | 24 | 0 | 0 | 0 |
| Urban ministry | 16 | 7 | 9 | 38 | 18 | 20 | 26 | 14 | 12 |
| Women's ministry | 7 | 0 | 7 | 4 | 0 | 4 | 0 | 0 | 0 |
| Lay ministry | 168 | 86 | 82 | 119 | 60 | 59 | 10 | 7 | 3 |
| Pastoral counseling and specialized ministries, other | 173 | 91 | 82 | 164 | 65 | 99 | 19 | 16 | 3 |
| Theology and religious vocations, other | 376 | 203 | 173 | 603 | 344 | 259 | 261 | 166 | 95 |
| Transportation and materials moving | 4,924 | 4,282 | 642 | 815 | 657 | 158 | 16 | 13 | 3 |
| Aeronautics/aviation/aerospace science and technology, general | 2,596 | 2,264 | 332 | 556 | 472 | 84 | 11 | 8 | 3 |
| Airline/commercial/professional pilot and flight crew | 708 | 643 | 65 | 0 | 0 | 0 | 0 | 0 | 0 |
| Aviation/airway management and operations | 880 | 728 | 152 | 224 | 156 | 68 | 5 | 5 | 0 |
| Air traffic controller | 89 | 74 | 15 | 0 | 0 | 0 | 0 | 0 | 0 |
| Flight instructor | 10 | 9 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Air transportation, other | 36 | 34 | 2 | 29 | 23 | 6 | 0 | 0 | 0 |
| Marine science/merchant marine officer | 602 | 528 | 74 | 0 | 0 | 0 | 0 | 0 | 0 |
| Transportation and materials moving, other | , | 2 | 1 | 6 | 6 | 0 | 0 | 0 | 0 |
| Visual and performing arts | 88,582 | 34,202 | 54,380 | 17,686 | 7,399 | 10,287 | 1,759 | 852 | 907 |
| Visual and performing arts, general | 1,538 | 539 | 999 | 134 | 46 | 88 | 13 | 8 | 5 |
| Digital arts | 1,445 | 769 | 676 | 238 | 137 | 101 | 3 | 3 | 0 |
| Crafts/craft design, folk art and artisanry | 118 | 30 | 88 | 22 | 8 | 14 | 0 | 0 | 0 |
| Dance, general | 2,269 | 258 | 2,011 | 226 | 42 | 184 | 10 | 1 | 9 |
| Ballet | 49 | 7 | 42 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dance, other | 56 | 2 | 54 | 0 | 0 | 0 | 3 | 0 | 3 |
| Design and visual communications, general | 2,786 | 861 | 1,925 | 390 | 141 | 249 | 4 | 2 | 2 |
| Commercial and advertising art | 988 | 339 | 649 | 39 | 12 | 27 | 0 | 0 | 0 |
| Industrial and product design | 1,656 | 917 | 739 | 224 | 108 | 116 | 0 | 0 | 0 |
| Commercial photography | 138 | 37 | 101 | 3 | 0 | 3 | 0 | 0 | 0 |
| Fashion/apparel design | 1,870 | 186 | 1,684 | 153 | 20 | 133 | 1 | 0 | 1 |
| Interior design | 2,433 | 234 | 2,199 | 299 | 46 | 253 | 0 | 0 | 0 |
| Graphic design | 4,488 | 1,520 | 2,968 | 165 | 48 | 117 | 0 | 0 | 0 |
| Illustration | 1,891 | 530 | 1,361 | 159 | 53 | 106 | 0 | 0 | 0 |
| Game and interactive media design | 1,231 | 894 | 337 | 121 | 69 | 52 | 3 | 3 | 0 |
| Design and applied arts, other | 715 | 251 | 464 | 278 | 99 | 179 | 3 | 0 | 3 |
| Drama and dramatics/theatre arts, general | 8,464 | 3,041 | 5,423 | 997 | 396 | 601 | 76 | 29 | 47 |
| Technical theatre/theatre design and technology | 541 | 194 | 347 | 176 | 67 | 109 | 0 | 0 | 0 |
| Playwriting and screenwriting | 313 | 154 | 159 | 354 | 159 | 195 | 0 | 0 | 0 |
| Theatre literature, history and criticism | 36 | 9 | 27 | 7 | 3 | 4 | 9 | 5 | 4 |
| Acting | 998 | 363 | 635 | 189 | 89 | 100 | 0 | 0 | 0 |
| Directing and theatrical production | 117 | 33 | 84 | 84 | 42 | 42 | 0 | 0 | 0 |
| Musical theatre | 592 | 214 | 378 | 18 | 5 | 13 | 0 | 0 | 0 |
| Costume design | 19 | 4 | 15 | 5 | 0 | 5 | 0 | 0 | 0 |
| Dramatic/theatre arts and stagecraft, other | 597 | 252 | 345 | 66 | 28 | 38 | 4 | 0 | 4 |
| Film/cinema/video studies | 3,600 | 1,997 | 1,603 | 560 | 294 | 266 | 30 | 14 | 16 |
| Cinematography and film/video production | 4,583 | 2,717 | 1,866 | 1,056 | 545 | 511 | 6 | 4 | 2 |
| Photography | 1,252 | 409 | 843 | 259 | 114 | 145 | 0 | 0 | 0 |
| Documentary production | 12 | 7 | 5 | 46 | 22 | 24 | 0 | 0 | 0 |
| Film/video and photographic arts, other | 897 | 507 | 390 | 56 | 14 | 42 | 5 | 4 | 1 |
| Art/art studies, general | 10,413 | 3,078 | 7,335 | 713 | 248 | 465 | 3 | 0 | 3 |
| Fine/studio arts, general | 8,943 | 2,575 | 6,368 | 1,394 | 522 | 872 | 0 | 0 | 0 |
| Art history, criticism and conservation | 2,269 | 339 | 1,930 | 849 | 128 | 721 | 200 | 46 | 154 |
| Drawing | 260 | 75 | 185 | 25 | 7 | 18 | 0 | 0 | 0 |

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017-18—Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Intermedia/multimedia | 773 | 411 | 362 | 41 | 22 | 19 | 1 | 1 | 0 |
| Painting | 578 | 160 | 418 | 142 | 46 | 96 | 0 | 0 | 0 |
| Sculpture | 191 | 58 | 133 | 50 | 19 | 31 | 0 | 0 | 0 |
| Printmaking | 121 | 30 | 91 | 33 | 10 | 23 | 0 | 0 | 0 |
| Ceramic arts and ceramics | 99 | 30 | 69 | 46 | 18 | 28 | 0 | 0 | 0 |
| Fiber, textile and weaving arts | 153 | 12 | 141 | 43 | 3 | 40 | 0 | 0 | 0 |
| Metal and jewelry arts | 109 | 21 | 88 | 56 | 7 | 49 | 0 | 0 | 0 |
| Fine arts and art studies, other | 579 | 189 | 390 | 287 | 85 | 202 | 4 | 0 | 4 |
| Music, general | 7,318 | 3,917 | 3,401 | 1,830 | 955 | 875 | 580 | 313 | 267 |
| Music history, literature, and theory | 118 | 66 | 52 | 42 | 23 | 19 | 9 | 4 | 5 |
| Music performance, general | 4,031 | 2,168 | 1,863 | 2,195 | 1,129 | 1,066 | 469 | 226 | 243 |
| Music theory and composition | 564 | 427 | 137 | 324 | 216 | 108 | 70 | 52 | 18 |
| Musicology and ethnomusicology | 59 | 35 | 24 | 75 | 32 | 43 | 48 | 22 | 26 |
| Conducting | 5 | 3 | 2 | 184 | 133 | 51 | 35 | 23 | 12 |
| Keyboard instruments | 159 | 58 | 101 | 262 | 86 | 176 | 46 | 22 | 24 |
| Voice and opera | 294 | 90 | 204 | 294 | 81 | 213 | 17 | 7 | 10 |
| Jazz/jazz studies | 330 | 278 | 52 | 183 | 155 | 28 | 22 | 22 | 0 |
| Stringed instruments | 189 | 81 | 108 | 247 | 96 | 151 | 13 | 10 | 3 |
| Music pedagogy | 66 | 27 | 39 | 92 | 39 | 53 | 12 | 5 | 7 |
| Music technology | 640 | 529 | 111 | 120 | 100 | 20 | 3 | 2 | 1 |
| Brass instruments | 35 | 32 | 3 | 50 | 43 | 7 | 1 | 1 | 0 |
| Woodwind instruments | 47 | 22 | 25 | 71 | 36 | 35 | 8 | 1 | 7 |
| Percussion instruments | 12 | 9 | 3 | 16 | 11 | 5 | 0 | 0 | 0 |
| Music, other | 1,163 | 739 | 424 | 265 | 157 | 108 | 21 | 15 | 6 |
| Arts, entertainment, and media management, general | 486 | 213 | 273 | 299 | 61 | 238 | 0 | 0 | 0 |
| Fine and studio arts management | 624 | 154 | 470 | 576 | 94 | 482 | 7 | 1 | 6 |
| Music management | 1,531 | 824 | 707 | 49 | 21 | 28 | 0 | 0 | 0 |
| Theatre/theatre arts management | 173 | 41 | 132 | 49 | 16 | 33 | 0 | 0 | 0 |
| Arts, entertainment, and media management, other | 130 | 64 | 66 | 229 | 127 | 102 | 0 | 0 |  |
| Visual and performing arts, other | 428 | 172 | 256 | 231 | 66 | 165 | 20 | 6 | 14 |
| Not classified by field of study | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

${ }^{1}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees that were classified as first-professional prior to 2010-11, such as M.D., D.D.S., and law degrees.
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Aggregations by field of study derived from the Classification of Instructiona Programs developed by the National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2018, Completions component. (This table was prepared September 2019.)

Table 318．40．Degrees／certificates conferred by postsecondary institutions，by control of institution and level of degree／certificate：1970－71 through 2017－18

|  |  |  |  |  |  |  |  |  |  |  |  |  | Priva | ate institution |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | lic institution |  |  |  |  | Total |  |  |  |  | Nonprofit |  |  |  |  | For－profit |  |  |
|  | Year | Certifi－ cates below the associate＇s | Associate＇s degrees | Bachelor＇s degrees | Master＇s degrees | Doctor＇s degrees | Certifi－ cates below the associate＇s | Associate＇s degrees | Bachelor＇s degrees | Master＇s degrees | Doctor＇s degrees ${ }^{1}$ | Certifi－ cates below the associate＇s | Associate＇s degrees | Bachelor＇s degrees | Master＇s degrees | Doctor＇s degrees ${ }^{1}$ | Certifi－ cates below the associate＇s | Associate＇s degrees | Bachelor＇s degrees | Master＇s degrees | Doctor＇s degrees ${ }^{1}$ |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|  | 1970－71 |  | 215，645 | 557，996 | 151，603 | 36，927 |  | 36，666 | 281，734 | 83，961 | 28，071 |  |  |  |  |  |  |  |  |  |  |
|  | 1971－72 | － | 255，218 | 599，615 | 167，075 | 40，297 | － | 36，6796 | 287，658 | －90，126 | 30，909 |  | 二 | 二 | 二 | － | － | － | 二 | 二 | － |
|  | 1972－73 |  | 278，132 | 630，899 | 174，405 | 44，229 |  | 38，042 | 291，463 | 94，249 | 35，283 |  |  |  |  |  |  |  |  |  |  |
|  | 1973－74 |  | 303，188 | 651，544 | 184，632 | 45，018 |  | 40，736 | 294，232 | 97，442 | 37，573 |  |  |  |  |  |  |  | － | － |  |
|  | 1974－75 |  | 318，474 | 634，785 | 193，804 | 45，788 |  | 41，697 | 288，148 | 103，741 | 39，116 | － | － | － | － |  |  |  | － | － | － |
|  | $\begin{aligned} & 1975-76 \\ & 1976-77 \end{aligned}$ | 二 | 345,006 355,650 | $\begin{aligned} & 635,161 \\ & 630.463 \end{aligned}$ | $\begin{aligned} & 206,298 \\ & 208,901 \end{aligned}$ | $\begin{aligned} & 47,517 \\ & 47,573 \end{aligned}$ | 二 | 46,448 50,727 | 290，585 | 111,179 114,124 | 43,490 44,157 | － | 二 | 二 | 二 |  | 二 | 二 | 二 | 二 | － |
|  | 1977－78 | － | 358，874 | 627，903 | 202，099 | 47，553 | 二 | 53，372 | 293，301 | 115，888 | 44，792 | － | 二 | 二 | 二 | 二 | 二 | 二 | 二 | 二 |  |
|  | 1978－79 |  | 346，808 | 621，666 | 192，016 | 48，602 |  | 55，894 | 299，724 | 115，670 | 46，369 |  |  |  |  |  |  |  |  | － |  |
|  | 1979－80 |  | 344，536 | 624，084 | 187，499 | 48，550 |  | 56，374 | 305，333 | 117，697 | 47，081 |  |  | － | － |  | － | － | － | － | － |
| $\bigcirc$ | $\begin{aligned} & 1980-81 \\ & 1981-82 \end{aligned}$ | 二 | $\begin{aligned} & 352,391 \\ & 366,732 \end{aligned}$ | $\begin{aligned} & 626,452 \\ & 636,475 \end{aligned}$ | $\begin{aligned} & 184,384 \\ & 182,295 \end{aligned}$ | $\begin{aligned} & 50,023 \\ & 50,500 \end{aligned}$ | 二 | $\begin{aligned} & 63,986^{2} \\ & 67,794^{2} \end{aligned}$ | 308,688 316,523 | $\begin{aligned} & 118,253 \\ & 120,152 \end{aligned}$ | $\begin{aligned} & 47,993 \\ & 47,938 \end{aligned}$ | － | － | 二 | 二 | － | 二 | 二 | 二 | 二 |  |
| ก | 1982－83 |  | 377，817 | 646，317 | 176，246 | 50，943 |  | 71，803 ${ }^{2}$ | 323，193 | 120，169 | 48，392 |  |  | － | － |  |  |  |  | － |  |
| 0 | 1983－84 |  | 379，249 | 646，013 | 170，693 | 50，727 |  | 72，991 | 328，296 | 120，448 | 50，072 |  |  |  |  |  |  |  |  | － |  |
| $\rightarrow$ | 1984－85 |  | 377，625 | 652，246 | 170，000 | 51，489 |  | 77，087 | 327，231 | 123，472 | 49，296 |  |  | － |  |  |  |  |  | － |  |
| O | 1985－86 | － | 369，052 | 658，586 | 169，903 | 51，001 | － | 76，995 | 329，237 | 125，947 | 49，279 | － | － | － | － |  | － | － | － | － |  |
| \％ | 1986－87 |  | 358，811 | 659，260 | 167，797 | 51，216 |  | 77，493 | 332，004 | 128，733 | 47，261 |  |  |  |  |  |  |  |  | － |  |
| 믕 | $1987-88$ $1988-89$ | 二 | 354,180 357,001 | 658,491 675,675 | 173,778 179,109 | 51,641 51,963 | 二 | 80,905 79,763 | 336,338 343,080 | 132,005 137,517 | 47,498 48,608 |  |  |  |  |  |  |  |  |  |  |
| $\bigcirc$ | 1989－90 | － | 375，635 | 700，015 | 186，104 | 53，451 | － | 79，467 | 351，329 | 144，048 | 50，057 | － | 42，497 | 344，569 | 142，681 | 49，655 | － | 36，970 | 6，760 | 1，367 | 402 |
| 륵 | 1990－91 | － | 398，055 | 724，062 | 193，057 | 55，235 | － | 83，665 | 370，476 | 149，806 | 50，312 | － | 45，821 | 360，634 | 146，161 | 49，841 | － | 37，844 | 9，842 | 3，645 | 471 |
| $\bar{O}$ | 1991－92 | － | 420，265 | 759，475 | 203，398 | 56，186 | － | 83，966 | 377，078 | 154，691 | 53，368 | － | 45，700 | 370，718 | 153，291 | 52，830 | － | 38，266 | 6，360 | 1，400 | 538 |
| $\geq$ | 1992－93 | － | 430，321 | 785，112 | 213，843 | 57，020 | － | 84，435 | 380，066 | 161，189 | 55，052 | － | 47，713 | 373，346 | 159，562 | 54，399 |  | 36，722 | 6，720 | 1，627 | 653 |
| 0 | 1993－94 |  | 444，373 | 789，148 | 221，428 | 58，366 |  | 86，259 | 380，127 | 171，609 | 54，270 | － | 48，493 | 371，561 | 168，718 | 53，502 |  | 37，766 | 8，566 | 2，891 | 768 |
| 8 | 1994－95 |  | 451，539 | 776，670 | 224，152 | 58，788 |  | 88，152 | 383，464 | 179，457 | 55，478 |  | 48，643 | 373，454 | 176，485 | 54，675 |  | 39，509 | 10，010 | 2，972 | 803 |
| ¢ | 1995－96 | 307，358 | 454，291 | 774，070 | 227，179 | 59，398 | 313，311 | 100，925 | 390，722 | 185，001 | 56，109 | 34，259 | 50，678 | 379，916 | 181，142 | 55，506 | 279，052 | 50，247 | 10，806 | 3，859 | 603 |
| 극 | 1996－97 | 326，687 | 465，494 | 776，677 | 233，237 | 61，081 | 272，237 | 105，732 | 396，202 | 192，023 | 57，666 | 35，560 | 49，168 | 384，086 | 186，963 | 56，864 | 236，677 | 56，564 | 12，116 | 5，060 | 802 |
| O | 1997－98 | 305，910 | 455，084 | 784，296 | 235，922 | 60，948 | 246，571 | 103，471 | 400，110 | 200，115 | 57，787 | 32，166 | 47，625 | 386，455 | 194，048 | 57，089 | 214，405 | 55，846 | 13，655 | 6，067 | 698 |
| $\omega$ | 1998－99 | 304，294 | 452，616 | 792，392 | 238，954 | 60，028 | 251，589 | 112，368 | 409，847 | 207，084 | 56，672 | 29，402 | 47，757 | 394，749 | 198，481 | 55，663 | 222，187 | 64，611 | 15，098 | 8，603 | 1，009 |
| $\bigcirc$ | 1999－2000 | 294，912 | 448，446 | 810，855 | 243，157 | 60，655 | 263，217 | 116，487 | 427，020 | 220，028 | 58，081 | 28，580 | 46，337 | 406，958 | 209，720 | 56，972 | 234，637 | 70，150 | 20，062 | 10，308 | 1，109 |
| $\stackrel{\square}{\bullet}$ | 2000－01 | 309，624 | 456，487 | 812，438 | 246，054 | 60，820 | 242，879 | 122，378 | 431，733 | 227，448 | 58，765 | 29，336 | 45，711 | 408，701 | 215，815 | 57，722 | 213，543 | 76，667 | 23，032 | 11，633 | 1，043 |
|  | 2001－02 | 319，291 | 471，660 | 841，180 | 249，820 | 61，061 | 264，957 | 123，473 | 450，720 | 237，493 | 58，602 | 32，904 | 45，761 | 424，322 | 223，229 | 57，707 | 232，053 | 77，712 | 26，398 | 14，264 | 895 |
|  | 2002－03 | 355，727 | 498，279 | 875，596 | 265，643 | 61，611 | 290，698 | 135，737 | 473，215 | 253，056 | 59，968 | 36，926 | 46，183 | 442，060 | 238，069 | 58，894 | 253，772 | 89，554 | 31，155 | 14，987 | 1，074 |
|  | 2003－04 | 364，053 | 524，875 | 905，718 | 285，138 | 64，205 | 323，734 | 140，426 | 493，824 | 279，134 | 61，882 | 35，316 | 45，759 | 451，518 | 250，894 | 60，447 | 288，418 | 94，667 | 42，306 | 28，240 | 1，435 |
|  | 2004－05 | 370，683 | 547，519 | 932，443 | 291，505 | 67，511 | 340，190 | 149，141 | 506，821 | 288，646 | 66，876 | 35，968 | 45，344 | 457，963 | 253，564 | 65，278 | 304，222 | 103，797 | 48，858 | 35，082 | 1，598 |
|  | 2005－06 | 370，570 | 557，366 | 955，370 | 293，535 | 70，036 | 344，220 | 155，949 | 529，734 | 306，327 | 68，020 | 35，909 | 46，459 | 467，697 | 261，203 | 66，066 | 308，311 | 109，490 | 62，037 | 45，124 | 1，954 |
|  | 2006－07 | 389，244 | 566，219 | 975，903 | 292，073 | 73，087 | 339，071 | 161，397 | 548，826 | 318，630 | 71，607 | 34，195 | 43，790 | 478，053 | 267，694 | 69，241 | 304，876 | 117，607 | 70，773 | 50，936 | 2，366 |
|  | 2007－08 | 399，741 | 578，661 | 996，769 | 300，019 | 75，551 | 348，613 | 171，505 | 566，965 | 330，825 | 73，639 | 33，915 | 45，014 | 491，016 | 275，971 | 70，473 | 314，698 | 126，491 | 75，949 | 54，854 | 3，166 |
|  | 2008－09 | 428，849 | 596，391 | 1，020，521 | 308，215 | 77，270 | 375，771 | 190，852 | 580，878 | 353，867 | 77，294 | 31，939 | 46，930 | 496，353 | 290，401 | 73，583 | 343，832 | 143，922 | 84，525 | 63，466 | 3，711 |
|  | 2009－10 | 472，428 | 640，265 | 1，049，179 | 322，389 | 78，805 | 463，291 | 208，591 | 600，740 | 370，924 | 79，785 | 35，652 | 46，673 | 503，264 | 300，053 | 75，172 | 427，639 | 161，918 | 97，476 | 70，871 | 4，613 |
|  | 2010－11 | 519，711 | 696，884 | 1，088，722 | 339，420 | 82，013 | 510，766 | 246，622 | 627，331 | 391，502 | 81，814 | 36，534 | 51，967 | 512，821 | 313，317 | 76，595 | 474，232 | 194，655 | 114，510 | 78，185 | 5，219 |
|  | 2011－12 | 525，264 | 756，484 | 1，131，885 | 349，349 | 84，730 | 463，797 | 265，234 | 660，278 | 406，618 | 85，487 | 32，856 | 54，347 | 526，022 | 325，175 | 79，498 | 430，941 | 210，887 | 134，256 | 81，443 | 5，989 |
|  | 2012－13 | 545，446 | 772，978 | 1，163，616 | 346，751 | 86，411 | 421，768 | 234，449 | 676，765 | 404，967 | 88，615 | 30，913 | 55，651 | 535，958 | 327，013 | 81，543 | 390，855 | 178，798 | 140，807 | 77，954 | 7，072 |
|  | 2013－14 | 576，468 | 794，925 | 1，186，742 | 346，238 | 88，911 | 392，810 | 210，230 | 683，408 | 408，344 | 88，676 | 30，738 | 53，127 | 544，253 | 333，539 | 80，894 | 362，072 | 157，103 | 139，155 | 74，805 | 7，782 |
|  | 2014－15 | 602，904 | 822，218 | 1，209，464 | 351，216 | 90，252 | 358，242 | 192，123 | 685，505 | 407，588 | 88，296 | 46，090 | 58，613 | 553，543 | 336，181 | 80，093 | 312，152 | 133，510 | 131，962 | 71，407 | 8，203 |
|  | 2015－16 | 615，137 | 848,081 | 1，240，423 | 364，619 | 90，030 | 324，154 | 160，147 | 680，327 | 421，138 | 88，104 | 40，010 | 56，595 | 560，834 | 350，790 | 80，067 | 284，144 | 103，552 | 119，493 | 70，348 | 8，037 |
|  | 2016－17 | 631，076 | 861，970 | 1，275，610 | 374，160 | 91，532 | 314，947 | 143，717 | 680，504 | 430，382 | 89，825 | 35，281 | 56，487 | 566，607 | 360，437 | 81，550 | 279，666 | 87，230 | 113，897 | 69，945 | 8，275 |
|  | 2017－18 | 671，880 | 885，870 | 1，310，988 | 383，929 | 92，855 | 282，858 | 125，617 | 669，656 | 436，173 | 91，219 | 25，789 | 56，187 | 571，155 | 372，086 | 83，888 | 257，069 | 69，430 | 98，501 | 64，087 | 7，331 |

－Not available．
IIncludes Ph．D．，Ed．D．，and comparable degrees at the doctoral level．Includes most degrees that were classified as first－ professional prior to 2010－11，such as M．D．，D．D．S．，and law degrees．
2Part of the increase is due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology．
ardary institutions participating in Title IV federal financial aid programs．Some data have been revised from previously published figures．

SOURCE：U．S．Department of Education，National Center for Education Statistics，Higher Education General Information Survey（HEGIS），＂Degrees and Other Formal Awards Conferred＂surveys，1970－71 through 1985－86；Integrated Postsecondary
Education Data System（IPEDS），＂Completions Survey＂（IPEDS－C：87－99）；and IPEDS Fall 2000 through Fall 2018，Completions omponent．（This table was prepared November 2019．）

Table 318.50. Degrees conferred by postsecondary institutions, by control of institution, level of degree, and field of study: 2017-18

| Field of study | All institutions |  |  |  | Public institutions |  |  |  | Private nonprofit institutions |  |  |  | Private for-profit institutions |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| All fields, total | 1,011,487 | 1,980,644 | 820,102 | 184,074 | 885,870 | 1,310,988 | 383,929 | 92,855 | 56,187 | 571,155 | 372,086 | 83,888 | 69,430 | 98,501 | 64,087 | 7,331 |
| Agriculture and natural resources | 8,076 | 39,314 | 6,967 | 1,496 | 7,799 | 32,962 | 5,392 | 1,378 | 267 | 5,708 | 1,475 | 118 | 10 | 644 | 100 | 0 |
| Architecture and related services | 539 | 8,464 | 7,317 | 250 | 511 | 6,024 | 4,339 | 180 | 27 | 2,360 | 2,945 | 70 | 1 | 80 | 33 | 0 |
| Area, ethnic, cultural, gender, and group studies | 559 | 7,717 | 1,673 | 335 | 549 | 5,280 | 989 | 204 | 10 | 2,437 | 684 | 131 | 0 | 0 |  | 0 |
| Biological and biomedical sciences | 6,390 | 118,663 | 17,180 | 8,222 | 6,272 | 82,654 | 9,642 | 5,499 | 115 | 35,710 | 7,514 | 2,723 | 3 | 299 | 24 | 0 |
| Business | 117,782 | 386,201 | 192,184 | 3,338 | 94,654 | 238,673 | 75,163 | 1,111 | 9,494 | 116,498 | 96,141 | 936 | 13,634 | 31,030 | 20,880 | 1,291 |
| Communication, journalism, and related programs | 7,785 | 92,290 | 10,243 | 666 | 7,658 | 67,292 | 4,290 | 530 | 71 | 24,226 | 5,672 | 136 | 56 | 772 | 281 | 0 |
| Communications technologies | 4,197 | 4,231 | 529 | 0 | 3,495 | 1,606 | 43 | 0 | 77 | 1,555 | , 342 | , | 625 | 1,070 | 144 |  |
| Computer and information sciences | 31,479 | 79,598 | 46,468 | 2,017 | 26,080 | 52,555 | 24,150 | 1,308 | 1,588 | 20,156 | 19,825 | 624 | 3,811 | 6,887 | 2,493 | 85 |
| Construction trades | 5,277 | 151 |  |  | 4,574 | 151 |  |  | 204 |  |  | 0 | 499 |  |  | 0 |
| Education | 16,182 | 82,621 | 146,367 | 12,780 | 14,783 | 56,931 | 72,924 | 6,278 | 617 | 22,924 | 63,055 | 5,141 | 782 | 2,766 | 10,388 | 1,361 |
| Engineering | 6,408 | 121,956 | 51,721 | 10,817 | 6,276 | 96,656 | 34,574 | 7,904 | 31 | 25,188 | 17,110 | 2,913 | 101 | 112 | 37 | 0 |
| Engineering technologies and engineeringrelated fields ${ }^{2}$ | 26,745 | 18,228 | 7,246 | 212 | 23,740 | 14,591 | 3,583 | 89 | 1,307 | 1,986 | 3,112 | 123 | 1,698 | 1,651 | 551 | 0 |
| English language and literature/letters | 3,133 | 40,002 | 8,300 | 1,295 | 3,027 | 27,549 | 4,713 | 958 |  | 11,907 | 3,467 | 337 | 98 | 546 | 120 | 0 |
| Family and consumer sciences/human sciences | 8,854 | 24,349 | 3,308 | 274 | 8,336 | 19,618 | 2,155 | 233 | 264 | 4,121 | 964 | 36 | 254 | 610 | 189 | 5 |
| Foreign languages, literatures, and linguistics | 2,607 | 16,958 | 3,261 | 1,213 | 2,594 | 12,292 | 2,277 | 800 | 13 | 4,636 | 984 | 413 | 0 | 30 | 0 | 0 |
| Health professions and related programs | 181,056 | 244,909 | 125,216 | 80,305 | 126,226 | 135,750 | 48,713 | 38,652 | 21,742 | 79,069 | 57,688 | 38,712 | 33,088 | 30,090 | 18,815 | 2,941 |
| firefighting | 35,276 | 58,114 | 10,293 | 150 | 30,139 | 36,634 | 4,714 | 96 | 1,347 | 13,929 | 3,884 | 20 | 3,790 | 7,551 | 1,695 | 34 |
| Legal professions and studies | 6,237 | 4,239 | 9,177 | 34,544 | 4,623 | 2,582 | 2,472 | 12,953 | 449 | 1,311 | 6,616 | 21,093 | 1,165 | 346 | 89 | 498 |
| Liberal arts and sciences, general studies, and humanities | 397,926 | 44,262 | 2,473 | 93 | 386,151 | 31,309 | 1,283 | 36 | 10,281 | 12,771 | 1,148 | 47 | 1,494 | 182 | 42 | 10 |
| Library science | 156 | 81 | 4,953 | 54 | 156 | 54 | 4,171 | 49 | 0 | 0 | 782 | 5 | 0 | 27 | 0 | 0 |
| Mathematics and statistics | 4,135 | 25,256 | 10,443 | 2,010 | 4,129 | 17,390 | 6,078 | 1,504 | 6 | 7,845 | 4,365 | 506 | 0 | 21 | 0 | 0 |
| Mechanic and repair technologies/ technicians | 21,295 | 348 | 1 | 0 | 14,715 | 198 | 0 | 0 | 2,161 | 150 | 1 | 0 | 4,419 | 0 | 0 | 0 |
| Military technologies and applied sciences | 1,226 | 655 | 355 | 0 | 1,180 | 175 | 57 | 0 | 0 | 392 | 290 | 0 | 46 | 88 | 8 | 0 |
| Multi/interdisciplinary studies | 31,068 | 51,909 | 10,175 | 850 | 30,155 | 37,041 | 5,461 | 570 | 433 | 11,545 | 4,271 | 280 | 480 | 3,323 | 443 | 0 |
| Parks, recreation, leisure, and fitness studies | 5,095 | 53,883 | 9,005 | 298 | 4,636 | 39,994 | 5,854 | 254 | 193 | 13,214 | 3,000 | 40 | 266 | 675 | 151 | 4 |
| Philosophy and religious studies | 1,049 | 9,603 | 1,692 | 768 | 371 | 4,287 | 527 | 292 | 678 | 5,268 | 1,165 | 476 | 0 | 48 | 0 | 0 |
| Physical sciences and science technologies | 10,116 | 31,542 | 7,196 | 6,181 | 10,042 | 22,820 | 5,324 | 4,479 | 74 | 8,722 | 1,872 | 1,702 | 0 |  | 0 | 0 |
| Precision production | 5,333 | 45 | 11 | 0 | 4,823 |  | 0 | 0 | 179 | 44 | 11 | 0 | 331 |  | 0 | 0 |
| Psychology | 12,489 | 116,432 | 27,841 | 6,275 | 12,095 | 81,526 | 9,250 | 2,577 | 383 | 33,420 | 14,873 | 2,856 | 11 | 1,486 | 3,718 | 842 |
| Public administration and social services | 7,136 | 35,629 | 46,294 | 1,157 | 5,516 | 23,902 | 27,763 | 573 | 1,198 | 9,344 | 16,825 | 352 | 422 | 2,383 | 1,706 | 232 |
| Social sciences and history | 23,683 | 159,967 | 19,884 | 4,676 | 23,570 | 110,767 | 10,409 | 3,063 | 86 | 48,395 | 8,978 | 1,594 | 27 | 805 | 497 | 19 |
| Social sciences | 21,545 | 136,585 | 16,612 | 3,765 | 21,495 | 94,879 | 8,313 | 2,486 | 50 | 41,148 | 8,012 | 1,260 | 0 | 558 | 287 | 19 |
| History | 2,138 | 23,382 | 3,272 | 911 | 2,075 | 15,888 | 2,096 | 577 | 36 | 7,247 | 966 | 334 | 27 | 247 | 210 | 0 |
| Theology and religious vocations | 1,435 | 9,521 | 13,828 | 2,023 |  |  | 0 | 1 | 1,435 | 9,256 | 13,668 | 2,014 | 0 | 265 | 160 | 9 |
| Transportation and materials moving | 1,610 | 4,924 | 815 | 16 | 1,147 | 2,802 | 151 | 1 | 412 | 2,118 | 664 | 15 | 51 | 4 | 0 | 0 |
| Visual and performing arts | 19,153 | 88,582 | 17,686 | 1,759 | 15,848 | 48,922 | 7,468 | 1,284 | 1,037 | 34,950 | 8,695 | 475 | 2,268 | 4,710 | 1,523 | 0 |
| ${ }^{1}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were classified as first-professional degrees prior to 2010-11. <br> ${ }^{2}$ Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately. NOTE: Data are for degree-granting postsecondary institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and <br> natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; and "Business" includes Business, management, marketing, and related support services and Personal and culinary services. <br> SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2018, Completions component. (This table was prepared February 2020.) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |


|  | All institutions |  |  |  | Public institutions |  |  |  | Private nonprofit institutions |  |  |  | Private for-profit institutions |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Field of study | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| All fields, total | 2,457 | 2,335 | 1,884 | 1,011 | 1,242 | 712 | 557 | 364 | 635 | 1,326 | 1,151 | 599 | 580 | 297 | 176 | 48 |
| Agriculture and natural resources | 515 | 799 | 241 | 106 | 490 | 355 | 184 | 95 | 23 | 438 | 56 | 11 | 2 | 6 | 1 | 0 |
| Architecture and related services | 75 | 198 | 160 | 41 | 70 | 120 | 105 | 30 | 4 | 74 | 53 | 11 | 1 | 4 | 2 | 0 |
| Area, ethnic, cultural, gender, and group studies | 75 | 475 | 150 | 60 | 70 | 241 | 102 | 39 | 5 | 234 | 48 | 21 | 0 | 0 | 0 | 0 |
| Biological and biomedical sciences | 307 | 1,378 | 522 | 268 | 289 | 544 | 351 | 183 | 17 | 829 | 170 | 85 | 1 | 5 | 1 | 0 |
| Business | 1,598 | 1,791 | 1,238 | 212 | 1,085 | 635 | 458 | 111 | 260 | 954 | 658 | 89 | 253 | 202 | 122 | 12 |
| Communication, journalism, and related programs | 309 | 1,186 | 361 | 78 | 286 | 472 | 228 | 61 | 16 | 688 | 129 | 17 | 7 | 26 | 4 | 0 |
| Communications technologies | 304 | 153 | 22 | 0 | 282 | 55 | 7 | 0 | 7 | 77 | 13 | 0 | 15 | 21 | 2 | 0 |
| Computer and information sciences | 1,177 | 1,352 | 553 | 176 | 920 | 554 | 315 | 120 | 86 | 669 | 182 | 52 | 171 | 129 | 56 | 4 |
| Construction trades | 357 |  | 0 | 0 | 326 | 6 | 0 | 0 | 13 | 0 | 0 | 0 | 18 | 0 | 0 | 0 |
| Education | 694 | 1,244 | 1,162 | 449 | 615 | 491 | 477 | 249 | 62 | 732 | 636 | 188 | 17 | 21 | 49 | 12 |
| Engineering | 405 | 566 | 337 | 219 | 382 | 304 | 224 | 158 | 16 | 254 | 110 | 61 | 7 | 8 | 3 | 0 |
| Engineering technologies and engineeringrelated fields ${ }^{2}$ | 920 | 344 | 182 | 25 | 834 | 241 | 122 | 14 | 37 | 77 | 56 | 11 | 49 | 26 | 4 | 0 |
| English language and literature/letters | 213 | 1,329 | 499 | 151 | 204 | 521 | 324 | 104 | 6 | 801 | 174 | 47 | 3 | 7 | 1 | 0 |
| Family and consumer sciences/human sciences | 499 | 355 | 166 | 52 | 476 | 207 | 114 | 39 | 16 | 139 | 48 | 12 | 7 | 9 | 4 | 1 |
| Foreign languages, literatures, and linguistics | 201 | 871 | 226 | 99 | 196 | 398 | 165 | 67 | 5 | 472 | 61 | 32 | 0 | 1 | 0 | 0 |
| Health professions and related programs | 1,700 | 1,514 | 1,116 | 601 | 1,055 | 582 | 430 | 268 | 237 | 751 | 582 | 303 | 408 | 181 | 104 | 30 |
| Homeland security, law enforcement, and firefighting | 1,072 | 958 | 334 | 34 | 869 | 384 | 187 | 27 | 98 | 448 | 125 | 4 | 105 | 126 | 22 | 3 |
| Legal professions and studies | 520 | 246 | 173 | 213 | 384 | 92 | 71 | 87 | 42 | 121 | 97 | 119 | 94 | 33 | 5 | 7 |
| Liberal arts and sciences, general studies, and humanities | 1,390 | 896 | 165 | 18 | 1,092 | 382 | 89 | 7 | 290 | 508 | 74 | 10 | 8 | 6 | 2 |  |
| Library science | 29 | 6 | 63 | 10 | 29 |  | 51 | 8 | 0 | 0 | 12 | 2 | 0 | 1 | 0 | 0 |
| Mathematics and statistics | 230 | 1,200 | 356 | 179 | 226 | 507 | 264 | 128 | 4 | 692 | 92 | 51 | 0 | 1 | 0 | 0 |
| Mechanic and repair technologies/ technicians | 696 | 18 | 1 | 0 | 628 | 11 | 0 | 0 | 20 | 7 | 1 | 0 | 48 | 0 | 0 | 0 |
| Military technologies and applied sciences | 11 | 20 | 12 | 0 | 8 | 6 | 3 | 0 | 0 | 10 | 7 | 0 | 3 | 4 | 2 | 0 |
| Multi/interdisciplinary studies | 414 | 1,009 | 405 | 133 | 383 | 418 | 230 | 94 | 27 | 569 | 170 | 39 | 4 | 22 | 5 | 0 |
| Parks, recreation, leisure, and fitness studies | 329 | 883 | 317 | 53 | 302 | 359 | 219 | 45 | 15 | 516 | 97 | 7 | 12 | 8 | 1 |  |
| Philosophy and religious studies | 96 | 892 | 229 | 117 | 74 | 314 | 93 | 58 | 22 | 577 | 136 | 59 | 0 | 1 | 0 | 0 |
| Physical sciences and science technologies | 377 | 1,112 | 329 | 221 | 365 | 490 | 244 | 155 | 12 | 622 | 85 | 66 | 0 | 0 | 0 | 0 |
| Precision production | 410 |  | 2 | 0 | 389 | 1 | 0 | 0 | 9 | 5 | 2 | 0 | 12 | 0 | 0 | 0 |
| Psychology | 260 | 1,455 | 698 | 324 | 233 | 547 | 348 | 168 | 26 | 885 | 337 | 147 | 1 | 23 | 13 | 9 |
| Public administration and social services | 356 | 810 | 557 | 135 | 309 | 380 | 322 | 88 | 33 | 409 | 205 | 45 | 14 | 21 | 30 | 2 |
| Social sciences and history | 298 | 1,366 | 469 | 194 | 278 | 535 | 317 | 137 | 19 | 816 | 147 | 56 | 1 | 15 | 5 | 1 |
| Social sciences | 276 | 1,277 | 403 | 183 | 262 | 520 | 268 | 128 | 14 | 744 | 130 | 54 | 0 | 13 | 5 | 1 |
| History | 179 | 1,230 | 345 | 142 | 170 | 498 | 270 | 98 | 8 | 727 | 74 | 44 | 1 | 5 | 1 | 0 |
| Theology and religious vocations | 121 | 417 | 367 | 158 | 0 | 0 | 0 | 0 | 121 | 416 | 366 | 154 | 0 | 1 | 1 | 4 |
| Transportation and materials moving | 107 | 89 | 15 | 4 | 92 | 56 | 8 | 1 | 10 | 31 | 7 | 3 | 5 | 2 | 0 | 0 |
| Visual and performing arts | 719 | 1,399 | 472 | 113 | 603 | 505 | 262 | 75 | 54 | 832 | 200 | 38 | 62 | 62 | 10 | 0 |

Table 319.10. Degrees conferred by postsecondary institutions, by control of institution, level of degree, and state or jurisdiction: 2017-18

|  | Public |  |  |  | Private nonprofit |  |  |  | Private for-profit |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ |  | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ |  | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | 885,870 | 1,310,988 | 383,929 | 92,855 | 56,187 | 571,155 | 372,086 | 83,888 | 69,430 | 98,501 | 64,087 | 7,331 |
| Alabama | 9,914 | 25,353 | 10,175 | 1,965 | 234 | 3,786 | 925 | 682 | 2,152 | 3,359 | 2,019 | 16 |
| Alaska | 1,172 | 1,876 | 561 | 57 | 11 | 47 | 67 | 4 | 38 | 0 | 0 | 0 |
| Arizona | 19,383 | 31,505 | 9,986 | 2,106 | 189 | 827 | 630 | 852 | 8,192 | 24,863 | 16,319 | 667 |
| Arkansas | 8,628 | 13,667 | 5,495 | 951 | 391 | 2,534 | 526 | 87 | 42 | 14 | 21 | 0 |
| California | 159,087 | 160,876 | 32,775 | 7,167 | 1,980 | 40,715 | 38,768 | 9,976 | 9,822 | 15,221 | 8,939 | 2,569 |
| Colorado | 10,341 | 26,788 | 9,006 | 1,934 | 411 | 4,133 | 3,742 | 603 | 2,599 | 4,628 | 1,941 | 388 |
| Connecticut | 5,237 | 11,497 | 3,421 | 730 | 843 | 10,502 | 7,801 | 1,469 | 204 | 828 | 189 | 0 |
| Delaware | 1,979 | 4,828 | 1,039 | 334 | 129 | 2,522 | 3,222 | 163 | 13 | 35 | 20 | 0 |
| District of Columbia | 172 | 338 | 114 | 64 | 218 | 8,684 | 11,744 | 3,340 | 268 | 587 | 949 | 0 |
| Florida | 74,651 | 75,432 | 19,009 | 5,130 | 12,409 | 22,365 | 13,685 | 3,948 | 5,971 | 7,048 | 2,059 | 194 |
| Georgia | 16,581 | 39,776 | 12,184 | 2,695 | 869 | 10,318 | 5,028 | 1,939 | 1,429 | 2,443 | 2,526 | 233 |
| Hawaii | 3,823 | 4,693 | 1,035 | 513 | 407 | 1,577 | 498 | 0 | 23 | 188 | 52 | 0 |
| Idaho | 3,581 | 6,648 | 1,860 | 362 | 1,676 | 5,664 | 195 | 23 | 127 | 0 | 0 | 0 |
| Illinois | 34,422 | 32,948 | 13,142 | 3,123 | 942 | 31,243 | 25,153 | 5,439 | 2,419 | 11,419 | 5,230 | 245 |
| Indiana | 11,185 | 33,171 | 10,336 | 2,723 | 1,521 | 14,491 | 5,524 | 1,295 | 440 | 102 | 37 | 0 |
| lowa | 12,805 | 17,079 | 5,365 | 1,601 | 337 | 9,609 | 2,734 | 1,349 | 213 | 597 | 133 | 0 |
| Kansas | 9,564 | 15,922 | 5,662 | 1,481 | 296 | 3,736 | 1,412 | 190 | 834 | 648 | 454 | 0 |
| Kentucky | 10,383 | 19,086 | 5,665 | 1,735 | 294 | 4,609 | 4,598 | 567 | 1,162 | 566 | 308 | 93 |
| Louisiana | 5,782 | 19,031 | 5,557 | 1,553 | 270 | 3,466 | 2,037 | 853 | 500 | 0 | 0 | 0 |
| Maine | 2,487 | 4,388 | 845 | 140 | 111 | 3,185 | 1,380 | 529 | 97 | 0 | 0 | 0 |
| Maryland | 16,780 | 28,253 | 11,840 | 2,141 | 3 | 6,062 | 8,825 | 932 | 182 | 255 | 236 | 0 |
| Massachusetts | 11,251 | 21,932 | 6,436 | 841 | 1,222 | 39,614 | 34,721 | 7,618 | 172 | 232 | 91 | 0 |
| Michigan | 24,338 | 48,140 | 17,205 | 4,626 | 2,248 | 12,394 | 4,353 | 1,163 | 189 | 176 | 69 | 0 |
| Minnesota | 15,279 | 21,555 | 5,466 | 1,736 | 674 | 10,955 | 5,777 | 1,108 | 1,270 | 4,641 | 13,870 | 2,337 |
| Mississippi | 13,576 | 13,482 | 3,415 | 1,113 | 58 | 2,306 | 1,713 | 277 | 85 |  | 18 | 0 |
| Missouri | 12,351 | 23,039 | 7,401 | 1,760 | 2,925 | 17,801 | 13,170 | 3,310 | 498 | 402 | 87 | 0 |
| Montana | 2,056 | 5,101 | 1,226 | 437 | 132 | 788 | 82 | 0 | 10 | 0 | 0 | 0 |
| Nebraska | 4,478 | 9,089 | 3,017 | 794 | 170 | 5,270 | 2,626 | 869 | 55 | 15 | 0 | 0 |
| Nevada | 5,558 | 8,589 | 1,818 | 536 | 64 | 499 | 316 | 504 | 511 | 341 | 59 | 0 |
| New Hampshire | 2,109 | 5,377 | 1,124 | 168 | 2,081 | 11,821 | 8,413 | 296 | 0 | 0 | 0 | 0 |
| New Jersey | 21,280 | 33,368 | 9,950 | 2,291 | 325 | 10,208 | 7,243 | 969 | 1,561 | 795 | 159 | 0 |
| New Mexico | 9,661 | 8,558 | 2,935 | 671 | 0 | 166 | 276 |  | 228 | 161 | 36 | 0 |
| New York | 52,244 | 66,533 | 18,763 | 3,177 | 6,932 | 70,921 | 54,804 | 11,640 | 6,484 | 3,654 | 1,488 | 1 |
| North Carolina | 31,738 | 40,484 | 11,955 | 2,744 | 908 | 14,838 | 6,422 | 2,310 | 852 | 631 | 432 | 0 |
| North Dakota | 1,983 | 5,844 | 1,381 | 500 | 171 | 728 | 388 | 122 | 164 | 8 | 0 | 0 |
| Ohio | 24,778 | 49,982 | 15,929 | 4,513 | 3,131 | 21,166 | 8,201 | 1,548 | 2,487 | 513 | 112 | 3 |
| Oklahoma | 10,201 | 17,424 | 5,314 | 1,350 | 183 | 3,892 | 1,538 | 270 | 395 | 46 | 0 | 0 |
| Oregon | 13,825 | 18,431 | 4,613 | 1,071 | 34 | 5,257 | 3,510 | 1,151 | 381 | 17 | 70 | 0 |
| Pennsylvania | 17,157 | 48,815 | 13,117 | 3,442 | 3,335 | 42,405 | 26,281 | 7,078 | 3,214 | 609 | 172 | 0 |
| Rhode Island | 1,944 | 4,781 | 831 | 275 | 1,586 | 7,528 | 2,348 | 487 | 0 | 0 | 0 | 0 |
| South Carolina | 9,966 | 19,759 | 4,992 | 1,563 | 316 | 6,247 | 1,083 | 180 | 305 | 311 | 235 | 140 |
| South Dakota | 2,039 | 4,702 | 1,301 | 447 | 66 | 1,042 | 440 | - | 145 | 247 | 9 | 4 |
| Tennessee | 11,997 | 22,544 | 5,589 | 1,959 | 785 | 12,382 | 5,736 | 1,976 | 1,076 | 449 | 257 | 172 |
| Texas | 88,326 | 112,806 | 43,154 | 8,702 | 1,593 | 20,903 | 11,158 | 2,524 | 4,367 | 1,958 | 714 | 36 |
| Utah | 12,035 | 16,584 | 4,088 | 863 | 1,306 | 23,907 | 12,424 | 224 | 642 | 346 | 117 | 195 |
| Vermont | 873 | 3,380 | 479 | 228 | 154 | 3,190 | 1,988 | 147 | 55 | 60 | 0 | 0 |
| Virginia | 18,331 | 37,866 | 11,712 | 3,409 | 1,610 | 17,223 | 11,051 | 2,046 | 3,571 | 3,620 | 1,762 | 37 |
| Washington | 30,385 | 26,990 | 6,555 | 2,007 | 119 | 6,954 | 3,466 | 737 | 489 | 278 | 68 | 1 |
| West Virginia | 3,485 | 9,345 | 2,770 | 1,015 | 110 | 1,472 | 374 | 116 | 2,930 | 6,131 | 2,809 | 0 |
| Wisconsin | 11,794 | 27,731 | 5,816 | 1,850 | 408 | 9,203 | 3,690 | 975 | 507 | 51 | 21 | 0 |
| Wyoming | 2,875 | 2,127 | 501 | 262 | 0 | 0 | 0 | 0 | 60 | 0 | 0 | 0 |
| U.S. Service Academies | 0 | 3,475 | 4 | 0 | $\dagger$ | $\dagger$ | $\dagger$ | 1 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Other jurisdictions | 2,501 | 7,966 | 948 | 510 | 3,489 | 10,972 | 3,994 | 714 | 2,844 | 2,028 | 577 | 109 |
| American Samoa | 215 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federated States of Micronesia | 284 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam | 283 | 485 | 110 | 0 | 7 | 13 | 0 | 0 | 0 | 0 | 0 | 0 |
| Marshall Islands | 118 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas | 195 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Palau | 114 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Puerto Rico | 1,261 | 7,203 | 777 | 510 | 3,482 | 10,959 | 3,994 | 714 | 2,844 | 2,028 | 577 | 109 |
| U.S. Virgin Islands | 31 | 221 | 61 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

## $\dagger$ Not applicable.

${ }^{1}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees classified as first-professional prior to 2010-11, such as M.D., D.D.S., and law degrees.

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2018, Completions component. (This table was prepared May 2020.)

Table 319.20. Degrees conferred by postsecondary institutions, by level of degree and state or jurisdiction: 2015-16 through 2017-18

| State or jurisdiction | 2015-16 |  |  |  | 2016-17 |  |  |  | 2017-18 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ |  | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ |  | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | 1,008,228 | 1,920,750 | 785,757 | 178,134 | 1,005,687 | 1,956,114 | 804,542 | 181,357 | 1,011,487 | 1,980,644 | 820,102 | 184,074 |
| Alabama | 12,882 | 31,123 | 12,074 | 2,432 | 13,042 | 31,912 | 12,753 | 2,585 | 12,300 | 32,498 | 13,119 | 2,663 |
| Alaska | 1,372 | 1,957 | 670 | 53 | 1,353 | 2,006 | 633 | 59 | 1,221 | 1,923 | 628 | 61 |
| Arizona | 33,564 | 56,625 | 27,353 | 3,607 | 30,019 | 56,385 | 26,274 | 3,565 | 27,764 | 57,195 | 26,935 | 3,625 |
| Arkansas | 8,767 | 16,019 | 5,277 | 1,041 | 8,600 | 16,107 | 6,149 | 1,022 | 9,061 | 16,215 | 6,042 | 1,038 |
| California | 143,571 | 203,797 | 77,468 | 18,820 | 151,343 | 211,947 | 79,142 | 19,336 | 170,889 | 216,812 | 80,482 | 19,712 |
| Colorado | 14,027 | 33,580 | 14,934 | 2,969 | 13,523 | 34,590 | 14,812 | 2,899 | 13,351 | 35,549 | 14,689 | 2,925 |
| Connecticut | 7,320 | 22,721 | 10,829 | 2,052 | 6,908 | 23,365 | 11,391 | 2,234 | 6,284 | 22,827 | 11,411 | 2,199 |
| Delaware | 2,064 | 6,988 | 3,903 | 418 | 2,091 | 6,873 | 3,938 | 418 | 2,121 | 7,385 | 4,281 | 497 |
| District of Columbia | 603 | 9,337 | 11,512 | 3,496 | 727 | 9,519 | 12,059 | 3,443 | 658 | 9,609 | 12,807 | 3,404 |
| Florida | 93,341 | 101,876 | 33,785 | 9,098 | 92,755 | 103,726 | 34,928 | 9,274 | 93,031 | 104,845 | 34,753 | 9,272 |
| Georgia | 19,815 | 50,827 | 18,557 | 4,751 | 19,342 | 51,997 | 18,956 | 4,863 | 18,879 | 52,537 | 19,738 | 4,867 |
| Hawaii | 4,571 | 6,922 | 1,917 | 527 | 4,452 | 6,812 | 1,733 | 537 | 4,253 | 6,458 | 1,585 | 513 |
| Idaho | 5,588 | 11,424 | 1,860 | 413 | 5,310 | 11,759 | 1,916 | 372 | 5,384 | 12,312 | 2,055 | 385 |
| Illinois | 40,410 | 75,716 | 42,129 | 8,860 | 39,728 | 76,093 | 43,774 | 8,866 | 37,783 | 75,610 | 43,525 | 8,807 |
| Indiana | 14,703 | 47,614 | 14,841 | 3,609 | 14,436 | 47,964 | 15,648 | 3,905 | 13,146 | 47,764 | 15,897 | 4,018 |
| lowa | 15,639 | 27,761 | 8,341 | 2,721 | 15,189 | 27,702 | 8,315 | 2,851 | 13,355 | 27,285 | 8,232 | 2,950 |
| Kansas | 11,008 | 20,249 | 7,480 | 1,578 | 10,692 | 20,092 | 7,627 | 1,634 | 10,694 | 20,306 | 7,528 | 1,671 |
| Kentucky | 12,276 | 23,221 | 9,503 | 2,143 | 12,350 | 23,752 | 9,702 | 2,164 | 11,839 | 24,261 | 10,571 | 2,395 |
| Louisiana | 7,396 | 22,602 | 7,508 | 2,554 | 6,931 | 22,542 | 7,367 | 2,471 | 6,552 | 22,497 | 7,594 | 2,406 |
| Maine | 3,103 | 7,652 | 2,237 | 571 | 2,864 | 7,688 | 2,231 | 670 | 2,695 | 7,573 | 2,225 | 669 |
| Maryland | 17,003 | 33,883 | 18,829 | 2,821 | 16,877 | 34,150 | 19,505 | 2,840 | 16,965 | 34,570 | 20,901 | 3,073 |
| Massachusetts | 13,776 | 61,053 | 38,391 | 8,475 | 13,367 | 61,712 | 39,039 | 8,253 | 12,645 | 61,778 | 41,248 | 8,459 |
| Michigan | 29,787 | 60,305 | 21,675 | 5,576 | 28,283 | 61,341 | 22,060 | 5,640 | 26,775 | 60,710 | 21,627 | 5,789 |
| Minnesota | 19,526 | 36,588 | 23,884 | 5,433 | 17,927 | 36,795 | 24,465 | 5,346 | 17,223 | 37,151 | 25,113 | 5,181 |
| Mississippi | 13,759 | 14,702 | 5,029 | 1,344 | 13,497 | 15,219 | 5,176 | 1,421 | 13,719 | 15,796 | 5,146 | 1,390 |
| Missouri | 18,305 | 41,447 | 22,162 | 4,700 | 17,278 | 41,207 | 22,670 | 5,077 | 15,774 | 41,242 | 20,658 | 5,070 |
| Montana | 2,339 | 6,011 | 1,196 | 430 | 2,244 | 5,994 | 1,211 | 489 | 2,198 | 5,889 | 1,308 | 437 |
| Nebraska | 5,144 | 14,301 | 5,506 | 1,699 | 5,067 | 14,133 | 5,972 | 1,607 | 4,703 | 14,374 | 5,643 | 1,663 |
| Nevada | 6,097 | 8,638 | 2,229 | 1,016 | 6,169 | 8,944 | 2,187 | 1,091 | 6,133 | 9,429 | 2,193 | 1,040 |
| New Hampshire | 3,076 | 12,527 | 6,960 | 468 | 3,699 | 14,869 | 7,634 | 432 | 4,190 | 17,198 | 9,537 | 464 |
| New Jersey | 23,845 | 42,464 | 16,970 | 2,987 | 23,421 | 43,720 | 17,079 | 3,147 | 23,166 | 44,371 | 17,352 | 3,260 |
| New Mexico | 9,435 | 9,183 | 3,212 | 656 | 10,457 | 9,207 | 3,308 | 651 | 9,889 | 8,885 | 3,247 | 671 |
| New York | 66,966 | 139,136 | 71,571 | 14,668 | 65,436 | 139,738 | 73,163 | 14,292 | 65,660 | 141,108 | 75,055 | 14,818 |
| North Carolina | 32,108 | 53,537 | 18,162 | 4,607 | 33,887 | 54,947 | 18,662 | 5,138 | 33,498 | 55,953 | 18,809 | 5,054 |
| North Dakota | 2,222 | 6,298 | 1,625 | 569 | 2,349 | 6,427 | 1,682 | 554 | 2,318 | 6,580 | 1,769 | 622 |
| Ohio | 31,494 | 70,052 | 24,213 | 6,046 | 31,374 | 71,631 | 24,922 | 6,013 | 30,396 | 71,661 | 24,242 | 6,064 |
| Oklahoma | 12,027 | 21,024 | 6,576 | 1,662 | 11,561 | 21,297 | 6,735 | 1,713 | 10,779 | 21,362 | 6,852 | 1,620 |
| Oregon | 12,955 | 22,614 | 10,024 | 1,973 | 13,161 | 23,400 | 9,093 | 2,123 | 14,240 | 23,705 | 8,193 | 2,222 |
| Pennsylvania | 25,877 | 92,353 | 36,940 | 10,077 | 24,398 | 92,757 | 38,079 | 10,426 | 23,706 | 91,829 | 39,570 | 10,520 |
| Rhode Island | 3,291 | 11,989 | 2,676 | 716 | 3,353 | 12,180 | 2,942 | 744 | 3,530 | 12,309 | 3,179 | 762 |
| South Carolina | 11,517 | 25,107 | 6,068 | 1,892 | 11,259 | 25,831 | 6,193 | 1,825 | 10,587 | 26,317 | 6,310 | 1,883 |
| South Dakota | 2,236 | 6,040 | 1,538 | 437 | 2,319 | 6,068 | 1,563 | 395 | 2,250 | 5,991 | 1,750 | 454 |
| Tennessee | 13,225 | 35,255 | 11,841 | 3,670 | 13,538 | 35,801 | 12,180 | 3,981 | 13,858 | 35,375 | 11,582 | 4,107 |
| Texas | 86,838 | 126,128 | 52,585 | 10,978 | 91,644 | 130,818 | 53,047 | 11,072 | 94,286 | 135,667 | 55,026 | 11,262 |
| Utah | 13,367 | 34,118 | 11,081 | 1,263 | 13,778 | 36,862 | 13,354 | 1,277 | 13,983 | 40,837 | 16,629 | 1,282 |
| Vermont | 1,176 | 6,222 | 2,251 | 347 | 1,056 | 6,428 | 2,486 | 352 | 1,082 | 6,630 | 2,467 | 375 |
| Virginia | 25,123 | 58,642 | 24,665 | 5,258 | 24,187 | 58,563 | 24,658 | 5,455 | 23,512 | 58,709 | 24,525 | 5,492 |
| Washington | 30,591 | 33,598 | 9,750 | 2,591 | 30,217 | 34,218 | 10,090 | 2,642 | 30,993 | 34,222 | 10,089 | 2,745 |
| West Virginia | 6,479 | 16,519 | 6,244 | 1,160 | 6,456 | 16,344 | 6,330 | 1,233 | 6,525 | 16,948 | 5,953 | 1,131 |
| Wisconsin | 13,854 | 37,493 | 9,298 | 2,686 | 13,008 | 37,075 | 9,229 | 2,728 | 12,709 | 36,985 | 9,527 | 2,825 |
| Wyoming | 2,770 | 2,164 | 425 | 216 | 2,765 | 2,207 | 475 | 232 | 2,935 | 2,127 | 501 | 262 |
| U.S. Service Academies | 0 | 3,348 | 3 | 0 | 0 | 3,400 | 5 | 0 | 0 | 3,475 | 4 | 0 |
| Other jurisdictions | 9,635 | 21,422 | 5,642 | 1,476 | 8,979 | 17,080 | 5,424 | 1,143 | 8,834 | 20,966 | 5,519 | 1,333 |
| American Samoa | 216 | 17 | 0 | 0 | 220 | 8 | 0 | 0 | 215 | 10 | 0 | 0 |
| Federated States of Micronesia | 281 | 0 | 0 | 0 | 241 | 0 | 0 | 0 | 284 | 0 | 0 | 0 |
| Guam | 253 | 470 | 112 | 0 | 263 | 456 | 121 | 0 | 290 | 498 | 110 | 0 |
| Marshall Islands | 86 | 0 | 0 | 0 | 103 | 0 | 0 | 0 | 118 | 0 | 0 | 0 |
| Northern Marianas | 120 | 34 | 0 | 0 | 140 | 30 | 0 | 0 | 195 | 47 | 0 | 0 |
| Palau | 63 | 0 | 0 | 0 | 102 | 0 | 0 | 0 | 114 | 0 | 0 | 0 |
| Puerto Rico | 8,572 | 20,684 | 5,486 | 1,476 | 7,874 | 16,358 | 5,255 | 1,143 | 7,587 | 20,190 | 5,348 | 1,333 |
| U.S. Virgin Islands | 44 | 217 | 44 |  | 36 | 228 | 48 | 0 | 31 | 221 | 61 | 0 |
| ${ }^{1}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees classified as first-professional prior to 2010-11, such as M.D., D.D.S., and law degrees. |  |  |  |  |  | SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2016 through Fall 2018, Completions component. (This table was prepared May 2020.) |  |  |  |  |  |  |


| Field of study | Less-than-1-year certificates |  |  |  |  |  |  |  | 1- to less-than-4-year certificates |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Sex |  | Institution level |  | Institution control |  |  |  | Sex |  | Institution level |  | Institution control |  |  |
|  |  | Males | Females | $\begin{gathered} \text { Non- } \\ \text { degree- } \\ \text { granting } \\ \text { (less- } \\ \text { than- } \\ 2 \text {-year) } \end{gathered}$ | Degreegranting (2-year 4 -year) | Public | Nonprofit | For-profit | Total | Males | Females |  | Degreegranting (2-year and year) | Public | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Total | 518,424 | 247,426 | 270,998 | 97,192 | 421,232 | 406,906 | 9,378 | 102,140 | 436,314 | 172,758 | 263,556 | 139,093 | 297,221 | 264,974 | 16,411 | 154,929 |
| Agriculture and natural resources | 4,777 | 2,844 | 1,933 | 84 | 4,693 | 4,597 | 41 | 139 | 2,628 | 1,693 | 935 | 142 | 2,486 | 2,412 | 95 | 121 |
| Agriculture, agriculture operations, and related sciences | 3,635 | 2,209 | 1,426 | 84 | 3,551 | 3,531 | 28 | 76 | 2,388 | 1,524 | 864 | 141 | 2,247 | 2,178 | 89 | 121 |
| Natural resources and conservation | 1,142 | 635 | 507 | 0 | 1,142 | 1,066 | 13 | 63 | 240 | 169 | 71 | 1 | 239 | 234 | 6 | 0 |
| Architecture and related services | 259 | 166 | 93 | 0 | 259 | 245 | 14 | 0 | 97 | 58 | 39 | 0 | 97 | 96 | 0 | 1 |
| Area, ethnic, cultural, gender, and group studies | 862 | 185 | 677 | 0 | 862 | 857 | 5 | 0 | 101 | 25 | 76 | 0 | 101 | 75 | 26 | 0 |
| Biological and biomedical sciences | 593 | 203 | 390 | 9 | 584 | 575 | 9 | 9 | 213 | 74 | 139 | 100 | 113 | 177 | 36 | 0 |
| Business, management, marketing, and support services | 70,106 | 26,734 | 43,372 | 2,051 | 68,055 | 63,437 | 958 | 5,711 | 21,589 | 6,631 | 14,958 | 1,971 | 19,618 | 19,492 | 820 | 1,277 |
| Accounting and related services | 11,782 | 3,459 | 8,323 | 408 | 11,374 | 11,046 | 136 | 600 | 4,939 | 1,249 | 3,690 | 506 | 4,433 | 4,540 | 294 | 105 |
| Business/commerce, general | 2,788 | 1,183 | 1,605 | 0 | 2,788 | 2,786 | 1 | 1 | 1,604 | 761 | 843 | 0 | 1,604 | 1,581 | 1 | 22 |
| Business administration, management, and operations | 22,387 | 9,379 | 13,008 | 49 | 22,338 | 20,537 | 131 | 1,719 | 5,430 | 1,952 | 3,478 | 89 | 5,341 | 5,369 | 22 | 39 |
| Management information systems and services | 607 | 424 | 183 | 28 | 579 | 474 | 133 | 0 | 121 | 88 | 33 | 39 | 82 | 113 | 0 | 8 |
| Business operations support and assistant services | 9,004 | 2,834 | 6,170 | 1,053 | 7,951 | 8,013 | 7 | 984 | 4,831 | 865 | 3,966 | 1,260 | 3,571 | 3,690 | 186 | 955 |
| Business and management, other | 23,538 | 9,455 | 14,083 | 513 | 23,025 | 20,581 | 550 | 2,407 | 4,664 | 1,716 | 2,948 | 77 | 4,587 | 4,199 | 317 | 148 |
| Communication, journalism, and related programs | 3,960 | 1,829 | 2,131 | 909 | 3,051 | 2,561 | 46 | 1,353 | 1,022 | 557 | 465 | 518 | 504 | 592 | 16 | 414 |
| Communications technologies | 3,286 | 2,188 | 1,098 | 502 | 2,784 | 2,591 | 4 | 691 | 2,600 | 1,893 | 707 | 1,224 | 1,376 | 1,479 | 26 | 1,095 |
| Computer and information sciences and support services | 31,968 | 24,305 | 7,663 | 2,243 | 29,725 | 27,459 | 420 | 4,089 | 9,500 | 7,492 | 2,008 | 2,100 | 7,400 | 8,107 | 146 | 1,247 |
| Construction trades | 14,576 | 13,715 | 861 | 2,437 | 12,139 | 12,637 | 526 | 1,413 | 12,626 | 12,037 | 589 | 3,737 | 8,889 | 9,668 | 566 | 2,392 |
| Education | 8,855 | 890 | 7,965 | 48 | 8,807 | 7,919 | 430 | 506 | 3,863 | 499 | 3,364 | 58 | 3,805 | 2,834 | 772 | 257 |
| Engineering | 1,057 | 833 | 224 | 192 | 865 | 907 | 4 | 146 | 396 | 330 | ${ }^{66}$ | 170 | 226 | 368 | 28 | 0 |
| Engineering technologies and engineering-related fields ${ }^{2}$ | 22,883 | 19,687 | 3,196 | 1,960 | 20,923 | 20,857 | 98 | 1,928 | 13,491 | 11,963 | 1,528 | 2,009 | 11,482 | 10,340 | 459 | 2,692 |
| English language and literature/letters | 962 | 299 | 663 | 239 | 723 | 713 | 142 | 107 | 450 | 166 | 284 | 78 | 372 | 136 | 35 | 279 |
| Family and consumer sciences/human sciences | 18,456 | 1,224 | 17,232 | 932 | 17,524 | 18,256 | 64 | 136 | 4,044 | 172 | 3,872 | 366 | 3,678 | 3,989 | 41 | 14 |
| Foreign languages, literatures, and linguistics | 2,104 | 454 | 1,650 | 8 | 2,096 | 1,939 | 164 | 1 | 674 | 136 | 538 | 2 | 672 | 664 | 10 | 0 |
| Health professions and related programs | 144,958 | 29,424 | 115,534 | 34,099 | 110,859 | 103,317 | 2,778 | 38,863 | 138,699 | 18,785 | 119,914 | 45,424 | 93,275 | 64,347 | 8,113 | 66,239 |
| Dental assisting | 5,896 | 461 | 5,435 | 1,617 | 4,279 | 1,433 | 268 | 4,195 | 9,970 | 820 | 9,150 | 3,590 | 6,380 | 4,027 | 213 | 5,730 |
| Emergency medical technician (EMT paramedic) | 18,423 | 11,400 | 7,023 | 1,213 | 17,210 | 17,980 | 99 | 344 | 5,814 | 4,279 | 1,535 | 428 | 5,386 | 5,480 | 121 | 213 |
| Clinical/medical lab science | 9,775 | 1,341 | 8,434 | 2,477 | 7,298 | 6,943 | 226 | 2,606 | 1,787 | 422 | 1,365 | 238 | 1,549 | 632 | 463 | 692 |
| Medical assisting | 10,651 | 738 | 9,913 | 4,849 | 5,802 | 2,791 | 12 | 7,848 | 37,767 | 2,979 | 34,788 | 14,530 | 23,237 | 6,319 | 1,876 | 29,572 |
| Pharmacy assisting | 2,626 | 535 | 2,091 | 1,177 | 1,449 | 1,276 | 42 | 1,308 | 3,934 | 822 | 3,112 | 1,253 | 2,681 | 1,476 | 200 | 2,258 |
| Other allied health assisting | 7,287 | 2,463 | 4,824 | 1,416 | 5,871 | 5,316 | 1 | 1,970 | 2,002 | 197 | 1,805 | 567 | 1,435 | 1,122 | 164 | 716 |
| Nursing and patient care assistant | 40,599 | 4,917 | 35,682 | 8,015 | 32,584 | 35,819 | 524 | 4,256 | 892 | 122 | 770 | 304 | 588 | 453 | 0 | 439 |
| Practical nursing | 5,135 | 647 | 4,488 | 526 | 4,609 | 4,770 | 7 | 358 | 40,597 | 4,155 | 36,442 | 13,585 | 27,012 | 27,996 | 1,040 | 11,561 |
| Nursing, registered nurse and other | 1,384 | 178 | 1,206 | 0 | 1,384 | 1,378 | 6 | 0 | 2,287 | 295 | 1,992 | 1,448 | 839 | 816 | 1,273 | 198 |
| Health sciences, other | 43,182 | 6,744 | 36,438 | 12,809 | 30,373 | 25,611 | 1,593 | 15,978 | 33,649 | 4,694 | 28,955 | 9,481 | 24,168 | 16,026 | 2,763 | 14,860 |
| Homeland security, law enforcement, and firefighting | 34,156 | 25,542 | 8,614 | 2,036 | 32,120 | 32,952 | 467 | 737 | 7,531 | 4,959 | 2,572 | 488 | 7,043 | 6,848 | 72 | 611 |
| Criminal justice and corrections | 20,714 | 13,547 | 7,167 | 1,058 | 19,656 | 19,752 | 359 | 603 | 6,401 | 3,959 | 2,442 | 432 | 5,969 | 5,768 | 22 | 611 |
| Fire control and safety | 12,508 | 11,457 | 1,051 | 932 | 11,576 | 12,491 | 4 | 13 | 997 | 908 | 89 | 56 | 941 | 997 | 0 | 0 |
| Homeland security and related protective services, other | 934 | 538 | 396 | 46 | 888 | 709 | 104 | 121 | 133 | 92 | 41 | 0 | 133 | 83 | 50 | 0 |
| Legal professions and studies | 1,943 | 379 | 1,564 | 23 | 1,920 | 1,428 | 242 | 273 | 2,368 | 399 | 1,969 | 236 | 2,132 | 1,968 | 203 | 197 |
| Liberal arts and sciences, general studies, and humanities | 3,883 | 1,416 | 2,467 | 0 | 3,883 | 3,881 | 2 | 0 | 65,701 | 26,091 | 39,610 | 0 | 65,701 | 65,616 | 85 | 0 |
| Library science | 216 | 48 | 168 | 0 | 216 | 216 | 0 | 0 | 44 | 9 | 35 | 0 | 44 | 40 | 4 | 0 |
| Mathematics and statistics |  |  |  | 0 |  | 262 |  |  | 67 | 48 | 19 | 0 | 67 |  | 10 | 0 |
| Mechanic and repair technologies/technicians | 39,191 | 37,024 | 2,167 | 3,637 | 35,554 | 36,715 | 294 | 2,182 | 45,047 | 42,831 | 2,216 | 17,574 | 27,473 | 24,082 | 1,071 | 19,894 |
| Military technologies and applied sciences | 47 | 40 |  | 0 | 47 | 33 | 0 | 14 | 10 | 9 | 1 | 7 | 3 | -7 | 3 | 0 |
| Multi/interdisciplinary studies | 2,423 | 939 | 1,484 | 0 | 2,423 | 2,126 | 89 | 208 | 1,683 | 878 | 805 | 0 | 1,683 | 1,680 | 3 | 0 |

Table 320.10. Certificates below the associate's degree level conferred by postsecondary institutions, by length of curriculum, sex of student, institution level and control, and field of study: 2017-18-Continued

| Field of study | Less-than-1-year certificates |  |  |  |  |  |  |  | 1- to less-than-4-year certificates |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Sex |  |  | Institution level |  | Institution control |  |  | Sex |  |  | Institution level |  | Institution control |  |  |
|  | Total | Males | Females | Non- degree- granting (less- than- 2 -year) | Degreegranting (2-year and | Public | Nonprofit | For-profit | Total | Males | Females | Non- degree- granting (less- than- 2 -year) | Degreegranting (2-year and 4-year) | Public | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Parks, recreation, leisure, and fitness studies studies | 1,756 | 838 | 918 | 414 | 1,342 | 1,333 | 0 | 423 | 422 | 224 | 198 | 83 | 339 | 271 | 15 | 136 |
| Personal and culinary services | 42,209 | 5,342 | 36,867 | 31,388 | 10,821 | 11,346 | 373 | 30,490 | 67,528 | 10,561 | 56,967 | 55,068 | 12,460 | 13,357 | 745 | 53,426 |
| Philosophy and religious studies | 100 | 52 | 48 | 0 | 100 | 68 | 32 | 0 | 48 | 21 | 27 | 0 | 48 | 18 | 30 | 0 |
| Physical sciences and science technologies | 1,535 | 787 | 748 | 56 | 1,479 | 1,535 | 0 | 0 | 1,243 | 790 | 453 | 27 | 1,216 | 1,216 | 0 | 27 |
| Physical sciences | 276 | 166 | 110 | 0 | 276 | 276 | 0 | 0 | 28 | 19 | 9 | 0 | 28 | 28 | 0 | 0 |
| Science technologies/technicians | 1,259 | 621 | 638 | 56 | 1,203 | 1,259 | 0 | 0 | 1,215 | 771 | 444 | 27 | 1,188 | 1,188 | 0 | 27 |
| Precision production | 30,505 | 28,476 | 2,029 | 4,408 | 26,097 | 26,478 | 353 | 3,674 | 18,660 | 17,482 | 1,178 | 6,101 | 12,559 | 14,357 | 1,130 | 3,173 |
| Psychology | 201 | 27 | 174 | 0 | 201 | 178 | 23 | 0 | 95 | 26 | 69 | 0 | 95 | 93 | 2 | 0 |
| Public administration and social services | 2,233 | 436 | 1,797 | 0 | 2,233 | 1,820 | 48 | 365 | 810 | 126 | 684 | 0 | 810 | 728 | 39 | 43 |
| Social sciences and history | 1,588 | 742 | 846 | 3 | 1,585 | 1,496 | 92 | 0 | 496 | 263 | 233 | 0 | 496 | 395 | 101 | 0 |
| Social sciences | 1,538 | 728 | 810 | 3 | 1,535 | 1,447 | 91 | 0 | 485 | 257 | 228 | 0 | 485 | 384 | 101 | 0 |
| History | 50 | 14 | 36 | 0 | 50 | 49 | 1 | 0 | 11 | 6 | 5 | 0 | 11 | 11 | 0 | 0 |
| Theology and religious vocations | 260 | 125 | 135 | 0 | 260 | 0 | 252 | 8 | 895 | 363 | 532 | 320 | 575 | 0 | 895 | 0 |
| Transportation and materials moving | 18,741 | 16,612 | 2,129 | 8,546 | 10,195 | 9,618 | 737 | 8,386 | 1,063 | 978 | 85 | 346 | 717 | 695 | 20 | 348 |
| Visual and performing arts | 7,505 | 3,418 | 4,087 | 968 | 6,537 | 6,554 | 663 | 288 | 10,610 | 4,189 | 6,421 | 944 | 9,666 | 8,770 | 794 | 1,046 |
| Fine and studio arts | 862 | 281 | 581 | 618 | 244 | 241 | 525 | 96 | 6,187 | 2,273 | 3,914 | 79 | 6,108 | 6,081 | 34 | 72 |
| Music and dance | 377 | 234 | 143 | 0 | 377 | 312 | 7 | 58 | 427 | 230 | 197 | 89 | 338 | 140 | 129 | 158 |
| Visual and performing arts, other ${ }^{3}$ | 6,266 | 2,903 | 3,363 | 350 | 5,916 | 6,001 | 131 | 134 | 3,996 | 1,686 | 2,310 | 776 | 3,220 | 2,549 | 631 | 816 |
| ${ }^{1}$ Non-degree-granting institutions do not offer accredited 4-year or 2-year programs for degrees at the associate's or higher level, but they may include institutions offering programs 2 years or longer in duration for lower level awards. <br> ${ }^{2}$ Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately. <br> ${ }^{3}$ Includes design and applied arts, drama and theatre arts, film and photographic arts, and all other arts not included under "Fine and studio arts" or "Music and dance." |  |  |  |  |  | NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Degree-granting institutions grant degrees at the associate's or higher level, while non-degree-granting institutions grant only awards below that level. <br> SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2018, Completions component. (This table was prepared May 2020.) |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 320.20. Certificates below the associate's degree level conferred by postsecondary institutions, by race/ethnicity and sex of student: 1998-99 through 2017-18

|  | Number of certificates conferred to U.S. citizens, permanent residents, and nonresident aliens |  |  |  |  |  |  |  | Percentage distribution of certificates conferred to U.S. citizens and permanent residents |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year and sex | Total | White | Black | Hispanic | Asian/ <br> Pacific Islander | American Indian/ Alaska Native | Two or more races | Nonresident alien | Total | White | Black | Hispanic | Asian/ <br> Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1998-99 | 555,883 | 345,359 | 92,800 | 76,833 | 27,920 | 7,510 | - | 5,461 | 100.0 | 62.7 | 16.9 | 14.0 | 5.1 | 1.4 | - |
| 1999-2000 | 558,129 | 337,546 | 97,329 | 81,132 | 29,361 | 6,966 | - | 5,795 | 100.0 | 61.1 | 17.6 | 14.7 | 5.3 | 1.3 | - |
| 2000-01 | 552,503 | 333,478 | 99,397 | 78,528 | 28,123 | 6,598 | - | 6,379 | 100.0 | 61.1 | 18.2 | 14.4 | 5.1 | 1.2 | - |
| 2001-02 | 584,248 | 352,559 | 106,647 | 83,950 | 27,490 | 7,430 | - | 6,172 | 100.0 | 61.0 | 18.4 | 14.5 | 4.8 | 1.3 | - |
| 2002-03 | 646,425 | 382,289 | 120,582 | 95,499 | 32,981 | 8,117 | - | 6,957 | 100.0 | 59.8 | 18.9 | 14.9 | 5.2 | 1.3 | - |
| 2003-04 | 687,787 | 402,989 | 129,891 | 107,216 | 32,819 | 8,375 | - | 6,497 | 100.0 | 59.2 | 19.1 | 15.7 | 4.8 | 1.2 | - |
| 2004-05 | 710,873 | 415,670 | 133,601 | 114,089 | 32,783 | 8,150 | - | 6,580 | 100.0 | 59.0 | 19.0 | 16.2 | 4.7 | 1.2 | - |
| 2005-06 | 714,790 | 411,919 | 135,387 | 118,728 | 33,848 | 8,393 | - | 6,515 | 100.0 | 58.2 | 19.1 | 16.8 | 4.8 | 1.2 | - |
| 2006-07 | 728,315 | 420,199 | 139,796 | 119,375 | 32,963 | 8,781 | - | 7,201 | 100.0 | 58.3 | 19.4 | 16.6 | 4.6 | 1.2 | - |
| 2007-08 | 748,354 | 429,670 | 144,982 | 122,406 | 35,791 | 8,548 | - | 6,957 | 100.0 | 58.0 | 19.6 | 16.5 | 4.8 | 1.2 | - |
| 2008-09 | 804,620 | 450,562 | 161,487 | 138,301 | 37,941 | 9,485 | - | 6,844 | 100.0 | 56.5 | 20.2 | 17.3 | 4.8 | 1.2 | - |
| 2009-10 | 935,719 | 511,186 | 191,657 | 172,015 | 41,407 | 12,003 | - | 7,451 | 100.0 | 55.1 | 20.6 | 18.5 | 4.5 | 1.3 | - |
| 2010-11 | 1,030,477 | 557,595 | 207,693 | 187,433 | 44,294 | 11,204 | 14,999 | 7,259 | 100.0 | 54.5 | 20.3 | 18.3 | 4.3 | 1.1 | 1.5 |
| 2011-12 | 989,061 | 535,621 | 190,253 | 187,014 | 43,048 | 10,638 | 14,140 | 8,347 | 100.0 | 54.6 | 19.4 | 19.1 | 4.4 | 1.1 | 1.4 |
| 2012-13 | 967,214 | 524,000 | 177,006 | 186,248 | 44,196 | 10,824 | 17,642 | 7,298 | 100.0 | 54.6 | 18.4 | 19.4 | 4.6 | 1.1 | 1.8 |
| 2013-14 | 969,278 | 523,015 | 177,860 | 185,677 | 43,800 | 10,817 | 19,971 | 8,138 | 100.0 | 54.4 | 18.5 | 19.3 | 4.6 | 1.1 | 2.1 |
| 2014-15 | 961,146 | 512,077 | 174,828 | 187,943 | 44,707 | 11,084 | 21,681 | 8,826 | 100.0 | 53.8 | 18.4 | 19.7 | 4.7 | 1.2 | 2.3 |
| 2015-16 | 939,291 | 496,717 | 162,367 | 192,977 | 43,923 | 10,558 | 23,222 | 9,527 | 100.0 | 53.4 | 17.5 | 20.8 | 4.7 | 1.1 | 2.5 |
| 2016-17 | 946,023 | 493,302 | 159,209 | 202,731 | 44,886 | 10,911 | 24,710 | 10,274 | 100.0 | 52.7 | 17.0 | 21.7 | 4.8 | 1.2 | 2.6 |
| 2017-18 | 954,738 | 495,461 | 150,779 | 212,099 | 47,088 | 10,998 | 26,882 | 11,431 | 100.0 | 52.5 | 16.0 | 22.5 | 5.0 | 1.2 | 2.8 |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1998-99 | 219,872 | 144,735 | 29,875 | 27,719 | 11,742 | 3,061 | - | 2,740 | 100.0 | 66.7 | 13.8 | 12.8 | 5.4 | 1.4 | - |
| 1999-2000 | 226,110 | 143,634 | 33,792 | 30,337 | 13,082 | 2,862 | - | 2,403 | 100.0 | 64.2 | 15.1 | 13.6 | 5.8 | 1.3 | - |
| 2000-01 | 223,951 | 143,144 | 34,381 | 28,685 | 12,072 | 2,719 | - | 2,950 | 100.0 | 64.8 | 15.6 | 13.0 | 5.5 | 1.2 | - |
| 2001-02 | 235,275 | 152,226 | 36,482 | 29,749 | 10,938 | 3,226 | - | 2,654 | 100.0 | 65.4 | 15.7 | 12.8 | 4.7 | 1.4 | - |
| 2002-03 | 254,238 | 161,001 | 40,080 | 33,925 | 12,930 | 3,506 | - | 2,796 | 100.0 | 64.0 | 15.9 | 13.5 | 5.1 | 1.4 | - |
| 2003-04 | 257,138 | 161,684 | 40,809 | 36,157 | 12,713 | 3,135 | - | 2,640 | 100.0 | 63.5 | 16.0 | 14.2 | 5.0 | 1.2 | - |
| 2004-05 | 259,261 | 161,126 | 41,644 | 38,297 | 12,448 | 3,068 | - | 2,678 | 100.0 | 62.8 | 16.2 | 14.9 | 4.9 | 1.2 | - |
| 2005-06 | 259,413 | 158,719 | 41,847 | 40,682 | 12,575 | 3,214 | - | 2,376 | 100.0 | 61.7 | 16.3 | 15.8 | 4.9 | 1.3 | - |
| 2006-07 | 269,470 | 164,856 | 44,862 | 40,932 | 12,621 | 3,524 | - | 2,675 | 100.0 | 61.8 | 16.8 | 15.3 | 4.7 | 1.3 | - |
| 2007-08 | 283,102 | 172,438 | 48,013 | 43,076 | 13,460 | 3,431 | - | 2,684 | 100.0 | 61.5 | 17.1 | 15.4 | 4.8 | 1.2 | - |
| 2008-09 | 302,449 | 179,813 | 53,879 | 47,860 | 14,427 | 3,856 | - | 2,614 | 100.0 | 60.0 | 18.0 | 16.0 | 4.8 | 1.3 | - |
| 2009-10 | 355,381 | 205,404 | 65,487 | 60,771 | 15,940 | 5,067 | - | 2,712 | 100.0 | 58.2 | 18.6 | 17.2 | 4.5 | 1.4 | - |
| 2010-11 | 391,676 | 223,755 | 71,867 | 66,514 | 16,944 | 4,760 | 4,884 | 2,952 | 100.0 | 57.6 | 18.5 | 17.1 | 4.4 | 1.2 | 1.3 |
| 2011-12 | 374,086 | 213,833 | 65,224 | 65,838 | 16,180 | 4,507 | 4,952 | 3,552 | 100.0 | 57.7 | 17.6 | 17.8 | 4.4 | 1.2 | 1.3 |
| 2012-13 | 375,928 | 215,432 | 61,668 | 67,377 | 17,352 | 4,446 | 6,511 | 3,142 | 100.0 | 57.8 | 16.5 | 18.1 | 4.7 | 1.2 | 1.7 |
| 2013-14 | 390,795 | 223,180 | 65,595 | 68,821 | 17,280 | 4,731 | 7,781 | 3,407 | 100.0 | 57.6 | 16.9 | 17.8 | 4.5 | 1.2 | 2.0 |
| 2014-15 | 394,707 | 222,413 | 64,574 | 72,020 | 18,132 | 4,848 | 8,836 | 3,884 | 100.0 | 56.9 | 16.5 | 18.4 | 4.6 | 1.2 | 2.3 |
| 2015-16 | 396,834 | 223,269 | 60,835 | 76,483 | 17,667 | 4,613 | 9,622 | 4,345 | 100.0 | 56.9 | 15.5 | 19.5 | 4.5 | 1.2 | 2.5 |
| 2016-17 | 405,430 | 225,423 | 60,124 | 81,767 | 18,034 | 4,969 | 10,307 | 4,806 | 100.0 | 56.3 | 15.0 | 20.4 | 4.5 | 1.2 | 2.6 |
| 2017-18 | 420,184 | 231,999 | 58,064 | 88,597 | 19,832 | 4,987 | 11,436 | 5,269 | 100.0 | 55.9 | 14.0 | 21.4 | 4.8 | 1.2 | 2.8 |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1998-99 | 336,011 | 200,624 | 62,925 | 49,114 | 16,178 | 4,449 | - | 2,721 | 100.0 | 60.2 | 18.9 | 14.7 | 4.9 | 1.3 | - |
| 1999-2000 | 332,019 | 193,912 | 63,537 | 50,795 | 16,279 | 4,104 | - | 3,392 | 100.0 | 59.0 | 19.3 | 15.5 | 5.0 | 1.2 | - |
| 2000-01 | 328,552 | 190,334 | 65,016 | 49,843 | 16,051 | 3,879 | - | 3,429 | 100.0 | 58.5 | 20.0 | 15.3 | 4.9 | 1.2 | - |
| 2001-02 | 348,973 | 200,333 | 70,165 | 54,201 | 16,552 | 4,204 | - | 3,518 | 100.0 | 58.0 | 20.3 | 15.7 | 4.8 | 1.2 | - |
| 2002-03 | 392,187 | 221,288 | 80,502 | 61,574 | 20,051 | 4,611 | - | 4,161 | 100.0 | 57.0 | 20.7 | 15.9 | 5.2 | 1.2 | - |
| 2003-04 | 430,649 | 241,305 | 89,082 | 71,059 | 20,106 | 5,240 | - | 3,857 | 100.0 | 56.5 | 20.9 | 16.6 | 4.7 | 1.2 | - |
| 2004-05 | 451,612 | 254,544 | 91,957 | 75,792 | 20,335 | 5,082 | - | 3,902 | 100.0 | 56.9 | 20.5 | 16.9 | 4.5 | 1.1 | - |
| 2005-06 | 455,377 | 253,200 | 93,540 | 78,046 | 21,273 | 5,179 | - | 4,139 | 100.0 | 56.1 | 20.7 | 17.3 | 4.7 | 1.1 | - |
| 2006-07 | 458,845 | 255,343 | 94,934 | 78,443 | 20,342 | 5,257 | - | 4,526 | 100.0 | 56.2 | 20.9 | 17.3 | 4.5 | 1.2 | - |
| 2007-08 | 465,252 | 257,232 | 96,969 | 79,330 | 22,331 | 5,117 | - | 4,273 | 100.0 | 55.8 | 21.0 | 17.2 | 4.8 | 1.1 | - |
| 2008-09 | 502,171 | 270,749 | 107,608 | 90,441 | 23,514 | 5,629 | - | 4,230 | 100.0 | 54.4 | 21.6 | 18.2 | 4.7 | 1.1 | - |
| 2009-10 | 580,338 | 305,782 | 126,170 | 111,244 | 25,467 | 6,936 | - | 4,739 | 100.0 | 53.1 | 21.9 | 19.3 | 4.4 | 1.2 | 1. |
| 2010-11 | 638,801 | 333,840 | 135,826 | 120,919 | 27,350 | 6,444 | 10,115 | 4,307 | 100.0 | 52.6 | 21.4 | 19.1 | 4.3 | 1.0 | 1.6 |
| 2011-12 | 614,975 | 321,788 | 125,029 | 121,176 | 26,868 | 6,131 | 9,188 | 4,795 | 100.0 | 52.7 | 20.5 | 19.9 | 4.4 | 1.0 | 1.5 |
| 2012-13 | 591,286 | 308,568 | 115,338 | 118,871 | 26,844 | 6,378 | 11,131 | 4,156 | 100.0 | 52.6 | 19.6 | 20.2 | 4.6 | 1.1 | 1.9 |
| 2013-14 | 578,483 | 299,835 | 112,265 | 116,856 | 26,520 | 6,086 | 12,190 | 4,731 | 100.0 | 52.3 | 19.6 | 20.4 | 4.6 | 1.1 | 2.1 |
| 2014-15 | 566,439 | 289,664 | 110,254 | 115,923 | 26,575 | 6,236 | 12,845 | 4,942 | 100.0 | 51.6 | 19.6 | 20.6 | 4.7 | 1.1 | 2.3 |
| 2015-16 | 542,457 | 273,448 | 101,532 | 116,494 | 26,256 | 5,945 | 13,600 | 5,182 | 100.0 | 50.9 | 18.9 | 21.7 | 4.9 | 1.1 | 2.5 |
| 2016-17 | 540,593 | 267,879 | 99,085 | 120,964 | 26,852 | 5,942 | 14,403 | 5,468 | 100.0 | 50.1 | 18.5 | 22.6 | 5.0 | 1.1 | 2.7 |
| 2017-18 | 534,554 | 263,462 | 92,715 | 123,502 | 27,256 | 6,011 | 15,446 | 6,162 | 100.0 | 49.9 | 17.5 | 23.4 | 5.2 | 1.1 | 2.9 |

## -Not available.

NOTE: Includes less-than-1-year awards and 1- to less-than-4-year awards (excluding associate's degrees) conferred by postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported.

Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared October 2019.)

Table 321.10. Associate's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2007-08 through 2017-18

| Discipline division | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| ```Total Agriculture and natural resources Agriculture, agriculture operations, and related sciences Natural resources and conservation``` | 750,166 | 787,243 | 848,856 | 943,506 | 1,021,718 | 1,007,427 | 1,005,155 | 1,014,341 | 1,008,228 | 1,005,687 | 1,011,487 | 398,600 | 612,887 |
|  | 5,738 | 5,724 | 5,852 | 6,430 | 7,068 | 6,826 | 7,057 | 7,693 | 7,858 | 8,208 | 8,076 | 4,834 | 3,242 |
|  | 4,554 | 4,525 | 4,615 | 4,925 | 5,400 | 5,227 | 5,420 | 5,975 | 6,158 | 6,439 | 6,306 | 3,659 | 2,647 |
|  | 1,184 | 1,199 | 1,237 | 1,505 | 1,668 | 1,599 | 1,637 | 1,718 | 1,700 | 1,769 | 1,770 | 1,175 | 595 |
| Architecture and related services Area, ethnic, cultural, gender, and group studies | 568 | 605 | 553 | 569 | 593 | 468 | 425 | 491 | 478 | 503 | 539 | 358 | 181 |
|  | 169 | 174 | 199 | 209 | 194 | 271 | 363 | 382 | 419 | 420 | 559 | 230 | 329 |
| Biological and biomedical sciences Business <br> Business, management, marketing, and support services <br> Accounting and related services <br> Business/commerce, general <br> Business administration, management, and operations <br> Management information systems and services <br> Business operations support and assistant services <br> Business and management, other <br> Personal and culinary services <br> Communication, journalism, and related <br> programs <br> Communications technologies <br> Computer and information sciences and support services <br> Construction trades | 2,200 | 2,337 | 2,664 | 3,276 | 3,834 | 4,185 | 4,557 | 4,883 | 5,266 | 5,550 | 6,390 | 2,072 | 4,318 |
|  | 121,221 | 127,882 | 133,265 | 139,994 | 143,390 | 134,114 | 129,957 | 132,374 | 128,259 | 122,252 | 117,782 | 47,418 | 70,364 |
|  | 104,631 | 111,524 | 116,798 | 121,73 | 123,014 | 114,842 | 113,056 | 113,681 | 110,036 | 108,376 | 105,751 | 43,015 | 36 |
|  | 15,963 | 16,707 | 17,925 | 20,180 | 20,270 | 18,061 | 17,400 | 16,080 | 14,790 | 13,760 | 13,013 | 3,798 | 9,215 |
|  | 12,496 | 13,100 | 14,553 | 15,083 | 17,301 | 17,211 | 17,372 | 18,235 | 18,087 | 18,293 | 17,060 | 7,491 | 9,569 |
|  | 47,910 | 52,938 | 46,086 | 46,253 | 45,879 | 49,816 | 50,121 | 52,668 | 52,758 | 53,930 | 55,382 | 25,198 | 30,184 |
|  | 1,232 | 103 | 1,221 | 1,244 | 1,164 | 1,085 | 1,176 | 987 | 935 | 953 | 920 | 646 | 274 |
|  | 7,838 | 7,550 | 7,399 | 8,259 | 8,977 | 7,986 | 7,331 | 6,570 | 5,871 | 5,141 | 4,617 | 473 | 4,144 |
|  | 19,192 | 20,126 | 29,614 | 30,716 | 29,423 | 20,683 | 19,656 | 19,141 | 17,595 | 16,299 | 14,759 | 5,409 | 9,350 |
|  | 16,590 | 16,358 | 16,467 | 18,259 | 20,376 | 19,272 | 16,901 | 18,693 | 18,223 | 13,876 | 12,031 | 4,403 | 7,628 |
|  | 2,620 | 2,722 | 2,841 | 3,051 | 3,495 | 4,299 | 4,970 | 6,034 | 6,759 | 379 | 785 | 3,269 | 16 |
|  | 4,268 | 4,805 | 4,418 | 4,209 | 5,004 | 5,028 | 4,713 | 4,628 | 4,569 | 4,307 | 4,197 | 2,782 | 1,415 |
|  | 28 | 29,9 | 32,3 | 37,689 | 41,250 | 38,954 | 37,646 | 36,420 | 30,57 | 1 | 31,479 | 25,236 | ,243 |
|  | 4,309 | 4,252 | 4,684 | 5,402 | 5,750 | 5,038 | 4,837 | 4,643 | 4,699 | 5,308 | 5,277 | 4,968 | 309 |
| Education <br> Engineering <br> Engineering technologies and engineeringrelated fields ${ }^{1}$ <br> English language and literature/letters | 13,1 | 14,123 | 17,346 | 20,460 | 20,7 | 18,744 | 17,605 | 17,178 | 17,032 | 16,603 | 16,182 | 1,843 | 14,339 |
|  | 2,279 | 170 | 08 | 2,825 | 3,382 | 3,732 | 4,306 | 4,875 | 5,278 | 5,915 | 6,408 | 5,334 |  |
|  | 29,359 | 30,441 | 31 | 35,51 | 36,6 | 33,7 | 31,792 | 31,9 | 27,2 | 27,021 | 26,745 | 22,899 | ,846 |
|  | 1,402 | 1,534 | 1,658 | 2,019 | 2,137 | 2,089 | 2,082 | 2,324 | 2,551 | 2,870 | 3,133 | 1,049 | 2,084 |
| Family and consumer sciences/human sciences <br> Foreign languages, literatures, and linguistics | 8,614 | 9,035 | 9,515 | 8,532 | 9,50 | 8,99 | 8,669 | 8,750 | 8,930 | 8,871 | 8,854 | 400 | 454 |
|  | 1,258 | 30 | 1,683 | 1,888 | 1,980 | 2,131 | 2284 | 102 | 2,208 | 2363 | 2607 | 625 | 982 |
| Health professions and related programs | 155,794 | 165,015 | 177,321 | 202,920 | 219,491 | 214,040 | 208,885 | 200,018 | 191,442 | 186,312 | 181,056 | 29,483 | 151,573 |
|  | 6,642 | 6,574 | 7,063 | 7,498 | 7,790 | 7,823 | 7,988 | 7,762 | 7,584 | 7,397 | 7,073 | 361 | 6,712 |
| Dental assisting <br> Emergency medical technician (EMT paramedic) |  | 2,270 |  |  |  | 3,520 |  |  | 80 |  | 10 | 2,306 |  |
| Clinical/medical lab science | 2,316 | 2,538 | 2,621 | 2,811 | 3,240 | 3,387 | 3,517 | 3,143 | 3,186 | 3,062 | 3,051 | 722 | 2,329 |
| Medical and other health assisting | 24,291 | 25,858 | 29,776 | 39,277 | 46,950 | 41,921 | 39,126 | 36,813 | 34,749 | 32,297 | 28,723 | 4,611 | 24,112 |
| Nursing and patient care assistant | 329 | 385 |  | 33 |  | 35 |  | 50 | 52 | 56 | 100 | 11 | 89 |
| Practical nursing | 1,417 | 1,299 | 1,973 | 2,069 | 2,366 | 2,361 | 2,230 | 1,858 | 1,404 | 1,420 | 1,105 | 99 | 1,006 |
| Nursing, registered nurse and o | 73,398 | 77,922 | 81,281 | 83,023 | 84,569 | 86,380 | 86,435 | 82,953 | 78,577 | 77,083 | 77,674 | 11,217 | 66,457 |
| Health sciences, other | 45,261 | 48,169 | 52,193 | 65,314 | 71,188 | 68,613 | 66,030 | 63,983 | 62,510 | 61,544 | 59,920 | 10,156 | 49,764 |
| Homeland security, law enforcement, and |  |  |  |  |  |  |  |  |  |  | 276 | 9.97 | 279 |
| Criminal justice and cor | 25,471 | 33,012 | 32,648 | 44,022 | 45,971 | 42,785 | 40,297 | 37,820 | 35,122 | 32,589 | 30,463 | 15,713 | 4,750 |
| Fire control and safety | 3,949 | 3,947 | 4,307 | 4,603 | 4,779 | 4,910 | 4,649 | 4,525 | 4,241 | 4,191 | 4,287 | 3,916 | , 37 |
| Homeland security and related protective services, other | 65 | 67 | 199 | 297 | 568 | 765 | 825 | 696 | 567 | 582 | 526 | 368 | 158 |
| Legal professions | 9,464 | 9,062 | 9,999 | 11,619 | 12,315 | 11,86 | 10,502 | 9,095 | 8,017 | 6,904 | 6,237 | 1,011 | 5,226 |
| Liberal arts and sciences, general studies, and humanities | 253,990 | 263,947 | 284,954 | 306,674 | 336,938 | 344,171 | 353,946 | 367,852 | 381,202 | 386,746 | 397,926 | 151,028 | 246,898 |
| Library science | 117 | 116 | 112 | 160 | 159 | 181 | 194 | 左 | 146 | 158 | 6 | 21 | 135 |
|  | 855 | 933 | 1,051 | 1,644 | 1,529 | 1,801 | 2,148 | 2,697 | 3,027 | 3,454 | 4,135 | 2,880 | 1,255 |
| Mechanic and repair technologies/ technicians | 15,518 | 16,059 | 16,326 | 19,969 | 20,715 | 20,487 | 20,100 | 19,984 | 20,543 | 20,821 | 21,295 | 19,846 | 1,449 |
| Military technologies and applied sciences |  |  | 668 |  | 986 | 1,002 | 1,084 | 1,229 | 1,047 | 1,093 | 1,226 | 946 | 280 |
| Multi/interdisciplinary studies | 16,247 | 15,472 | 17,279 | 23,729 | 27,263 | 27,407 | 28,167 | 29,139 | 30,482 | 30,780 | 31,068 | 13,002 | 18,066 |
| Parks, recreation, leisure, and fitness | 1,345 | 1,587 | 2,006 | 2,366 | 3,123 | 3,455 | 4,383 | 4,669 | 4,771 | 5,037 | 5,095 | 2,758 | 2,337 |
| Philosophy and religious studies | 458 | 193 | 256 | 283 | 308 | 326 | 435 | 697 | 814 | 1,002 | 1,049 | 640 | 409 |
| Physical sciences and science technologies |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 3,394 | 3,650 | 4,141 | 5,078 | 5,827 | 6,376 | 6,916 | 7,568 | 8,484 | 9,223 | 10,116 | 5,927 | 4,189 |
| Physical sciences Science technologies/technicia | 1,979 | 2,196 | 2,378 | 3,148 | 3,652 | 4,083 | 4,518 | 5,040 | 5,528 | 5,838 | 6,688 | 3,908 | 2,780 |
| Science technologies | 1,415 | 1,454 | 1,763 | 1,930 | 2,175 | 2,293 | 2,398 | 2,528 | 2,956 | 3,385 | 3,428 | 2,019 | 1,409 |
| Precision production | 1,967 | 2,127 | 2,794 | 3,254 | 3,320 | 3,345 | 3,903 | 4,382 | 4,794 | 5,251 | 5,333 | 4,967 | 366 |
| Psychology | 2,411 | 3,957 | 6,582 | 3,866 | 4,717 | 6,122 | 7,604 | 8,780 | 10,603 | 11,283 | 12,489 | 2,921 | 9,568 |
| Public administration and social services | 4,194 | 4,177 | 4,522 | 7,472 | 9,222 | 8,788 | 8,914 | 8,436 | 7,988 | 7,591 | 7,136 | 1,003 | 6,133 |
| Social sciences and Social sciences | 7,812 | 9,157 | 10,649 | 12,772 | 14,132 | 15,668 | 16,554 | 17,916 | 20,056 | 21,392 | 23,683 | 8,849 | 14,834 |
|  | 7,358 | 8,670 | 10,108 | 12,072 | 13,321 | 14,749 | 15,473 | 16,631 | 18,451 | 19,636 | 21,545 | 7,516 | 14,029 |
| History | 454 | 487 | 541 | 700 | 811 | 919 | 1,081 | 1,285 | 1,605 | 1,756 | 2,138 | 1,333 | 805 |
| Theology and religious vocations Transportation and materials moving | 582 | 676 | 613 | 758 | 839 | 881 | 944 | 1,135 | 1,089 | 1,546 | 1,435 | 786 | 649 |
|  | 1,550 | 1,430 | 1,444 | 1,698 | 2,098 | 2,119 | 2,102 | 1,810 | 1,497 | 1,547 | 1,610 | 1,394 | 216 |
| Visual and performing arts | 18,704 | 18,606 | 19,565 | 21,394 | 22,431 | 22,309 | 21,340 | 20,988 | 20,176 | 19,444 | 19,153 | 7,824 | 11,329 |
| Fine and studio artsMusic and dance | 1,706 | 2,019 | 2,277 | 2,414 | 2,339 | 2,541 | 2,699 | 2,866 | 3,082 | 3,315 | 3,766 | 1,260 | 2,506 |
|  | 1,317 | 1,152 | 1,335 | 1,356 | 1,683 | 1,743 | 1,715 | 1,886 | 1,989 | 1,993 | 2,313 | 1,456 | 857 |
| Visual and performing arts, other ${ }^{2}$Not classified by field of study | 15,681 | 15,435 | 15,953 | 17,624 | 18,409 | 18,025 | 16,926 | 16,236 | 15,105 | 14,136 | 13,074 | 5,108 | 7,966 |
|  | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |

'Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately.
${ }^{2}$ Includes design and applied arts, drama and theatre arts, film and photographic arts, and all other arts not included under "Fine and studio arts" or "Music and dance."
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid
programs. Some data have been revised from previously published figures.

Table 321.20. Associate's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976-77 through 2017-18

| Year and sex | Number of degrees conferred to U.S. citizens, permanent residents, and nonresident aliens |  |  |  |  |  |  |  | Percentage distribution of degrees conferred to U.S. citizens and permanent residents |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/ Pacific Islander | American Indian/ Alaska Native | Two or more races ${ }^{1}$ | Nonresident alien | Total | White | Black | Hispanic | Asian/ Pacific Islander | American Indian/ Alaska Native | Two or more races ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-77 ${ }^{2}$ | 404,956 | 342,290 | 33,159 | 16,636 | 7,044 | 2,498 | - | 3,329 | 100.0 | 85.2 | 8.3 | 4.1 | 1.8 | 0.6 | - |
| 1980-81 ${ }^{3}$ | 410,174 | 339,167 | 35,330 | 17,800 | 8,650 | 2,584 | - | 6,643 | 100.0 | 84.0 | 8.8 | 4.4 | 2.1 | 0.6 | - |
| 1990-91 | 481,720 | 391,264 | 38,835 | 25,540 | 15,257 | 3,871 | - | 6,953 | 100.0 | 82.4 | 8.2 | 5.4 | 3.2 | 0.8 | - |
| 1999-2000 | 564,933 | 408,822 | 60,208 | 51,563 | 27,778 | 6,474 | - | 10,088 | 100.0 | 73.7 | 10.9 | 9.3 | 5.0 | 1.2 | - |
| 2000-01 | 578,865 | 411,075 | 63,855 | 57,288 | 28,463 | 6,623 | - | 11,561 | 100.0 | 72.5 | 11.3 | 10.1 | 5.0 | 1.2 | - |
| 2003-04 | 665,301 | 456,047 | 81,183 | 72,270 | 33,149 | 8,119 | - | 14,533 | 100.0 | 70.1 | 12.5 | 11.1 | 5.1 | 1.2 | - |
| 2004-05 | 696,660 | 475,513 | 86,402 | 78,557 | 33,669 | 8,435 | - | 14,084 | 100.0 | 69.7 | 12.7 | 11.5 | 4.9 | 1.2 | - |
| 2005-06 | 713,315 | 485,481 | 89,813 | 80,870 | 35,215 | 8,555 | - | 13,381 | 100.0 | 69.4 | 12.8 | 11.6 | 5.0 | 1.2 | - |
| 2006-07 | 727,616 | 491,333 | 91,440 | 85,275 | 37,243 | 8,579 | - | 13,746 | 100.0 | 68.8 | 12.8 | 11.9 | 5.2 | 1.2 | - |
| 2007-08 | 750,166 | 501,467 | 95,566 | 91,289 | 38,848 | 8,827 | - | 14,169 | 100.0 | 68.1 | 13.0 | 12.4 | 5.3 | 1.2 | - |
| 2008-09 | 787,243 | 521,834 | 101,631 | 98,408 | 41,364 | 8,823 | - | 15,183 | 100.0 | 67.6 | 13.2 | 12.7 | 5.4 | 1.1 | - |
| 2009-10 | 848,856 | 552,376 | 113,867 | 112,403 | 44,026 | 10,101 | - 11. | 16,083 | 100.0 | 66.3 | 13.7 | 13.5 | 5.3 | 1.2 | - |
| 2010-11 | 943,506 | 604,745 | 129,044 | 126,297 | 45,489 | 10,180 | 11,126 | 16,625 | 100.0 | 65.2 | 13.9 | 13.6 | 4.9 | 1.1 | 1.2 |
| 2011-12 | 1,021,718 | 635,755 | 142,512 | 151,807 | 48,861 | 10,738 | 14,858 | 17,187 | 100.0 | 63.3 | 14.2 | 15.1 | 4.9 | 1.1 | 1.5 |
| 2012-13 | 1,007,427 | 617,308 | 135,892 | 157,989 | 49,474 | 10,546 | 19,383 | 16,835 | 100.0 | 62.3 | 13.7 | 15.9 | 5.0 | 1.1 | 2.0 |
| 2013-14 | 1,005,155 | 601,959 | 134,621 | 168,106 | 50,368 | 10,338 | 22,695 | 17,068 | 100.0 | 60.9 | 13.6 | 17.0 | 5.1 | 1.0 | 2.3 |
| 2014-15 | 1,014,341 | 590,616 | 137,920 | 180,598 | 51,767 | 9,996 | 25,505 | 17,939 | 100.0 | 59.3 | 13.8 | 18.1 | 5.2 | 1.0 | 2.6 |
| 2015-16 | 1,008,228 | 566,622 | 134,012 | 196,044 | 53,753 | 9,490 | 28,933 | 19,374 | 100.0 | 57.3 | 13.6 | 19.8 | 5.4 | 1.0 | 2.9 |
| 2016-17 | 1,005,687 | 551,057 | 129,880 | 209,159 | 55,814 | 9,265 | 29,603 | 20,909 | 100.0 | 56.0 | 13.2 | 21.2 | 5.7 | 0.9 | 3.0 |
| 2017-18 | 1,011,487 | 536,256 | 125,517 | 225,462 | 58,952 | 9,285 | 32,971 | 23,044 | 100.0 | 54.3 | 12.7 | 22.8 | 6.0 | 0.9 | 3.3 |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-77 ${ }^{2}$ | 209,672 | 178,236 | 15,330 | 9,105 | 3,630 | 1,216 | - | 2,155 | 100.0 | 85.9 | 7.4 | 4.4 | 1.7 | 0.6 | - |
| 1980-81 ${ }^{3}$ | 183,819 | 151,242 | 14,290 | 8,327 | 4,557 | 1,108 | - | 4,295 | 100.0 | 84.2 | 8.0 | 4.6 | 2.5 | 0.6 | - |
| 1990-91 | 198,634 | 161,858 | 14,143 | 10,738 | 7,164 | 1,439 | - | 3,292 | 100.0 | 82.9 | 7.2 | 5.5 | 3.7 | 0.7 | - |
| 1999-2000 | 224,721 | 164,317 | 20,968 | 20,947 | 12,009 | 2,222 | - | 4,258 | 100.0 | 74.5 | 9.5 | 9.5 | 5.4 | 1.0 | - |
| 2000-01 | 231,645 | 166,322 | 22,147 | 23,350 | 12,339 | 2,294 | - | 5,193 | 100.0 | 73.4 | 9.8 | 10.3 | 5.4 | 1.0 | - |
| 2003-04 | 260,033 | 183,819 | 25,961 | 27,828 | 13,907 | 2,740 | - | 5,778 | 100.0 | 72.3 | 10.2 | 10.9 | 5.5 | 1.1 | - |
| 2004-05 | 267,536 | 188,569 | 27,151 | 29,658 | 13,802 | 2,774 | - | 5,582 | 100.0 | 72.0 | 10.4 | 11.3 | 5.3 | 1.1 | - |
| 2005-06 | 270,139 | 190,174 | 27,618 | 30,043 | 14,227 | 2,777 | - | 5,300 | 100.0 | 71.8 | 10.4 | 11.3 | 5.4 | 1.0 | - |
| 2006-07 | 275,034 | 191,487 | 28,251 | 31,609 | 15,502 | 2,872 | - | 5,313 | 100.0 | 71.0 | 10.5 | 11.7 | 5.7 | 1.1 | - |
| 2007-08 | 282,695 | 194,354 | 29,984 | 33,852 | 15,941 | 2,989 | - | 5,575 | 100.0 | 70.1 | 10.8 | 12.2 | 5.8 | 1.1 | - |
| 2008-09 | 298,066 | 202,670 | 32,004 | 36,919 | 17,305 | 3,075 | - | 6,093 | 100.0 | 69.4 | 11.0 | 12.6 | 5.9 | 1.1 | - |
| 2009-10 | 322,747 | 215,977 | 36,148 | 42,210 | 18,268 | 3,555 | - | 6,589 | 100.0 | 68.3 | 11.4 | 13.4 | 5.8 | 1.1 | - |
| 2010-11 | 361,408 | 238,012 | 41,649 | 47,911 | 19,085 | 3,727 | 4,197 | 6,827 | 100.0 | 67.1 | 11.7 | 13.5 | 5.4 | 1.1 | 1.2 |
| 2011-12 | 393,479 | 251,964 | 46,377 | 57,926 | 20,537 | 3,924 | 5,569 | 7,182 | 100.0 | 65.2 | 12.0 | 15.0 | 5.3 | 1.0 | 1.4 |
| 2012-13 | 389,195 | 243,868 | 45,458 | 60,536 | 21,223 | 3,638 | 7,434 | 7,038 | 100.0 | 63.8 | 11.9 | 15.8 | 5.6 | 1.0 | 1.9 |
| 2013-14 | 391,474 | 239,289 | 45,868 | 64,658 | 21,824 | 3,682 | 8,969 | 7,184 | 100.0 | 62.3 | 11.9 | 16.8 | 5.7 | 1.0 | 2.3 |
| 2014-15 | 396,782 | 236,381 | 47,393 | 69,291 | 22,377 | 3,590 | 9,997 | 7,753 | 100.0 | 60.8 | 12.2 | 17.8 | 5.8 | 0.9 | 2.6 |
| 2015-16 | 392,084 | 226,142 | 44,777 | 74,531 | 23,426 | 3,335 | 11,251 | 8,622 | 100.0 | 59.0 | 11.7 | 19.4 | 6.1 | 0.9 | 2.9 |
| 2016-17 | 394,147 | 223,637 | 43,170 | 78,470 | 24,459 | 3,370 | 11,678 | 9,363 | 100.0 | 58.1 | 11.2 | 20.4 | 6.4 | 0.9 | 3.0 |
| 2017-18 | 398,600 | 219,372 | 41,820 | 84,868 | 25,736 | 3,366 | 12,958 | 10,480 | 100.0 | 56.5 | 10.8 | 21.9 | 6.6 | 0.9 | 3.3 |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-77 ${ }^{2}$ | 195,284 | 164,054 | 17,829 | 7,531 | 3,414 | 1,282 | - | 1,174 | 100.0 | 84.5 | 9.2 | 3.9 | 1.8 | 0.7 | - |
| 1980-81 ${ }^{3}$ | 226,355 | 187,925 | 21,040 | 9,473 | 4,093 | 1,476 | - | 2,348 | 100.0 | 83.9 | 9.4 | 4.2 | 1.8 | 0.7 | - |
| 1990-91 | 283,086 | 229,406 | 24,692 | 14,802 | 8,093 | 2,432 | - | 3,661 | 100.0 | 82.1 | 8.8 | 5.3 | 2.9 | 0.9 | - |
| 1999-2000 | 340,212 | 244,505 | 39,240 | 30,616 | 15,769 | 4,252 | - | 5,830 | 100.0 | 73.1 | 11.7 | 9.2 | 4.7 | 1.3 | - |
| 2000-01 | 347,220 | 244,753 | 41,708 | 33,938 | 16,124 | 4,329 | - | 6,368 | 100.0 | 71.8 | 12.2 | 10.0 | 4.7 | 1.3 | - |
| 2003-04 | 405,268 | 272,228 | 55,222 | 44,442 | 19,242 | 5,379 | - | 8,755 | 100.0 | 68.7 | 13.9 | 11.2 | 4.9 | 1.4 | - |
| 2004-05 | 429,124 | 286,944 | 59,251 | 48,899 | 19,867 | 5,661 | - | 8,502 | 100.0 | 68.2 | 14.1 | 11.6 | 4.7 | 1.3 | - |
| 2005-06 | 443,176 | 295,307 | 62,195 | 50,827 | 20,988 | 5,778 | - | 8,081 | 100.0 | 67.9 | 14.3 | 11.7 | 4.8 | 1.3 | - |
| 2006-07 | 452,582 | 299,846 | 63,189 | 53,666 | 21,741 | 5,707 | - | 8,433 | 100.0 | 67.5 | 14.2 | 12.1 | 4.9 | 1.3 | - |
| 2007-08 | 467,471 | 307,113 | 65,582 | 57,437 | 22,907 | 5,838 | - | 8,594 | 100.0 | 66.9 | 14.3 | 12.5 | 5.0 | 1.3 | - |
| 2008-09 | 489,177 | 319,164 | 69,627 | 61,489 | 24,059 | 5,748 | - | 9,090 | 100.0 | 66.5 | 14.5 | 12.8 | 5.0 | 1.2 | - |
| 2009-10 | 526,109 | 336,399 | 77,719 | 70,193 | 25,758 | 6,546 | - | 9,494 | 100.0 | 65.1 | 15.0 | 13.6 | 5.0 | 1.3 | - |
| 2010-11 | 582,098 | 366,733 | 87,395 | 78,386 | 26,404 | 6,453 | 6,929 | 9,798 | 100.0 | 64.1 | 15.3 | 13.7 | 4.6 | 1.1 | 1.2 |
| 2011-12 | 628,239 | 383,791 | 96,135 | 93,881 | 28,324 | 6,814 | 9,289 | 10,005 | 100.0 | 62.1 | 15.5 | 15.2 | 4.6 | 1.1 | 1.5 |
| 2012-13 | 618,232 | 373,440 | 90,434 | 97,453 | 28,251 | 6,908 | 11,949 | 9,797 | 100.0 | 61.4 | 14.9 | 16.0 | 4.6 | 1.1 | 2.0 |
| 2013-14 | 613,681 | 362,670 | 88,753 | 103,448 | 28,544 | 6,656 | 13,726 | 9,884 | 100.0 | 60.1 | 14.7 | 17.1 | 4.7 | 1.1 | 2.3 |
| 2014-15 | 617,559 | 354,235 | 90,527 | 111,307 | 29,390 | 6,406 | 15,508 | 10,186 | 100.0 | 58.3 | 14.9 | 18.3 | 4.8 | 1.1 | 2.6 |
| 2015-16 | 616,144 | 340,480 | 89,235 | 121,513 | 30,327 | 6,155 | 17,682 | 10,752 | 100.0 | 56.2 | 14.7 | 20.1 | 5.0 | 1.0 | 2.9 |
| 2016-17 | 611,540 | 327,420 | 86,710 | 130,689 | 31,355 | 5,895 | 17,925 | 11,546 | 100.0 | 54.6 | 14.5 | 21.8 | 5.2 | 1.0 | 3.0 |
| 2017-18 | 612,887 | 316,884 | 83,697 | 140,594 | 33,216 | 5,919 | 20,013 | 12,564 | 100.0 | 52.8 | 13.9 | 23.4 | 5.5 | 1.0 | 3.3 |

## -Not available

${ }^{1}$ For years prior to 2010-11, the survey did not yet include the "Two or more races" category, and each student could be counted in only one race category.
${ }^{2}$ Excludes 1,170 males and 251 females whose racial/ethnic group was not available. ${ }^{3}$ Excludes 4,819 males and 1,384 females whose racial/ethnic group was not available. NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. For 1989-90 and later years, reported racial/ethnic distributions of students by level of degree, field of degree,
and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976-77 and 1980-81; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:90-99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared October 2019.)

| Field of study | 2016-17 |  |  |  |  |  |  |  |  |  | 2017-18 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | Non-residentalien | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | Non-residentalien |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| All fields, totalAgriculture and natural resourcesArchitecture and related servicesArea, ethric, cultural, gender, andgroup studiesBiologocical and biomedical sciencesBusiness | 1,005,687 | 551,057 | 129,880 | 209,159 | 55,814 | 52,633 | 3,181 | 9,265 | 29,603 | 20,909 | 1,011,487 | 536,256 | 125,517 | 225,462 | 58,952 | 55,840 | 3,112 | 9,285 | 32,971 | 23,044 |
|  | 8,208 | 7,189 | 127 | 524 | 65 | 56 | 9 | 107 | 153 | 43 | 8,076 | 6,988 | 126 | 578 | 73 | 61 | 12 | 108 | 158 | 45 |
|  | 503 | 195 | 26 | 211 | 31 | 31 | 0 | 1 | 17 | 22 | 539 | 204 | 24 | 222 | 56 | 55 | 1 | 6 | 9 | 8 |
|  | 420 5,550 | 115 2,213 | 47 473 | 118 1,783 | 30 682 | 19 670 | 11 12 | 66 66 | $\begin{array}{r}37 \\ 194 \\ \hline\end{array}$ | 7 139 | 559 6,390 | 122 2,401 | 67 501 | 177 2,173 | 38 842 | 28 811 | 10 31 | 81 80 | $\begin{array}{r}67 \\ 225 \\ \hline\end{array}$ | 7 168 |
|  | 122,252 | 61,949 | 18,952 | 23,190 | 8,966 | 8,539 | 427 | 1,205 | 3,430 | 4,560 | 117,782 | 58,058 | 17,186 | 23,443 | 9,190 | 8,805 | 385 | 1,243 | 3,618 | 5,044 |
| Communication, journalism, and related programs <br> Communications technologies Computer and information sciences Construction trades Education | 7,379 | 3,036 | 857 | 2,433 | 541 | 519 | 22 | 39 | 276 | 197 | 7,785 | 3,073 | 764 | 2,781 | 573 | 546 | 27 | 27 | 365 | 202 |
|  | 4,307 | 2,385 | 662 | 780 | 169 | 161 | 8 | 31 | 154 | 126 | 4,197 | 2,207 | 627 | 884 | 177 | 170 | 7 | 31 | 162 | 109 |
|  | 31,171 | 18,464 | 4,038 | 4,279 | 2,390 | 2,281 | 109 | 269 | 947 | 784 | 31,479 | 18,014 | 3,971 | 4,521 | 2,640 | 2,542 | 98 | 277 | 981 | 1,075 |
|  | 5,308 | 3,660 | 519 | 507 | 275 | 230 | 45 | 125 | 198 | 24 | 5,277 | 3,889 | 367 | 530 | 197 | 175 | 22 | 99 | 171 | 24 |
|  | 16,603 | 9,254 | 2,444 | 3,582 | 400 | 359 | 41 | 365 | 397 | 161 | 16,182 | 8,677 | 2,298 | 3,885 | 396 | 366 | 30 | 335 | 408 | 183 |
| Engineering <br> Engineering technologies and engineering-related fields ${ }^{1}$ <br> English language and literature/ letters <br> Family and consumer sciences/ human sciences <br> Foreign languages, literatures, and linguistics | 5,915 | 3,162 | 407 | 1,204 | 589 | 582 | 7 | 48 | 152 | 353 | 6,408 | 3,323 | 476 | 1,304 | 651 | 635 | 16 | 35 | 191 | 428 |
|  | 27,021 | 18,689 | 2,688 | 3,296 | 1,001 | 920 | 81 | 257 | 645 | 445 | 26,745 | 18,479 | 2,422 | 3,448 | 1,097 | 1,031 | 66 | 254 | 660 | 385 |
|  | 2,870 | 1,154 | 200 | 1,110 | 219 | 214 | 5 | 12 | 124 | 51 | 3,133 | 1,197 | 190 | 1,345 | 208 | 201 | 7 | 15 | 137 | 41 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 8,871 | 3,767 | 1,499 | 2,791 | 411 | 392 | 19 | 93 | 187 | 123 | 8,854 | 3,606 | 1,351 | 3,035 | 431 | 410 | 21 | 99 | 193 | 139 |
|  | 2,363 | 1,026 | 106 | 991 | 92 | 88 | 4 | 10 | 84 | 54 | 2,607 | 1,079 | 106 | 1,164 | 108 | 105 | 3 | 14 | 100 | 36 |
| Health professions and related programs <br> Homeland security, law enforcement, and firefighting <br> Legal professions and studies Liberal arts and sciences, general studies, and humanities <br> Library science | 186,312 | 115,554 | 27,392 | 26,827 | 9,130 | 8,536 | 594 | 1,760 | 4,487 | 1,162 | 181,056 | 109,919 | 26,293 | 27,809 | 9,265 | 8,649 | 616 | 1,641 | 4,905 | 1,224 |
|  | 37,362 | 18,629 | 5,476 | 10,837 | 1,060 | 924 | 136 | 314 | 881 | 165 | 35,276 | 16,992 | 4,725 | 10,991 | 1,039 | 932 | 107 | 355 | 957 | 217 |
|  | 6,904 | 4,023 | 1,072 | 1,350 | 160 | 141 | 19 | 64 | 175 | 60 | 6,237 | 3,376 | ,958 | 1,290 | '275 | 257 | 18 | 47 | 182 | 109 |
|  | 386,746 158 | 208,757 109 | 49,492 10 | 85,562 25 | 18,684 7 | 17,555 7 | 1,129 | 3,145 2 | 12,277 | 8,829 0 | 397,926 156 | $\begin{array}{r} 208,180 \\ 107 \end{array}$ | 49,958 | 93,087 25 | 19,665 10 | 18,510 10 | 1,155 | 3,228 5 | 14,064 | 9,744 |
| Mathematics and statistics <br> Mechanic and repair technologies/ technicians <br> Military technologies and applied sciences <br> Multi/interdisciplinary studies Parks, recreation, leisure, and fitness studies | 3,454 | 1,221 | 108 | 1,149 | 629 | 615 | 14 | 15 | 121 | 211 | 4,135 | 1,312 | 119 | 1,456 | 798 | 788 | 10 | 23 | 167 | 260 |
|  | 20,821 | 13,817 | 1,828 | 3,469 | 700 | 608 | 92 | 268 | 522 | 217 | 21,295 | 13,856 | 1,659 | 3,878 | 787 | 692 | 95 | 278 | 623 | 214 |
|  | 1,093 |  | 144 | 141 | 50 | 43 | 7 | 11 | 45 | 0 | 1,226 | 756 | 166 | 211 | 58 | 52 | 6 | 9 | 26 | 0 |
|  | 30,780 | 13,961 | 2,416 | 8,875 | 3,643 | 3,567 | 76 | 153 | 1,096 | 636 | 31,068 | 12,859 | 2,206 | 9,947 | 3,973 | 3,884 | 89 | 173 | 1,239 | 671 |
|  | 5,037 | 2,242 | 489 | 1,606 | 394 | 366 | 28 | 38 | 188 | 80 | 5,095 | 1,928 | 489 | 1,852 | 462 | 438 | 24 | 53 | 214 | 97 |
| Philosophy and religious studies Physical sciences and science technologies <br> Precision production Psychology <br> Public administration and social services | 1,002 | 719 | 78 | 123 | 31 | 29 | 2 | 4 | 23 | 24 | 1,049 | 720 | 59 | 176 | 31 | 28 | 3 | 2 | 23 | 38 |
|  | 9,223 | 4,226 | 942 | 2,136 | 1,036 | 1,011 | 25 | 73 | 312 | 498 | 10,116 | 4,314 | 1,014 | 2,613 | 1,208 | 1,185 | 23 | 84 | 371 | 512 |
|  | 5,251 | 3,970 | 256 | 663 | 140 | 125 | 15 | 81 | 129 | 12 | 5,333 | 4,013 | ,238 | ,674 | 169 | 164 | 5 | 73 | 149 | 17 |
|  | 11,283 | 3,758 | 864 | 5,085 | 891 | 844 | 47 | 117 | 445 | 123 | 12,489 | 3,928 | 924 | 5,938 | 937 | 908 | 29 | 106 | 494 | 162 |
|  | 7,591 | 3,420 | 2,206 | 1,475 | 121 | 99 | 22 | 140 | 191 | 38 | 7,136 | 2,991 | 2,238 | 1,410 | 133 | 111 | 22 | 139 | 193 | 32 |
| Social sciences and history Social sciences History <br> Theology and religious vocations Transportation and materials moving Visual and performing arts Other and not classified | 21,392 | 7,467 | 1,715 | 8,635 | 1,973 | 1,870 | 103 | 209 | 913 | 480 | 23,683 | 7,902 | 1,868 | 9,914 | 2,120 | 1,996 | 124 | 221 | 1,033 | 625 |
|  | 19,636 | 6,586 | 1,661 | 7,983 | 1,894 | 1,795 | 99 | 199 | 841 | 472 | 21,545 | 6,923 | 1,807 | 9,050 | 2,017 | 1,897 | 120 | 198 | 937 | 613 |
|  | 1,756 | 881 | 54 | 652 | 79 | 75 |  | 10 | 72 | 8 | 2,138 | 979 | 61 | 864 | 103 | 99 | 4 | 23 | 96 | 12 |
|  | 1,546 | 1,071 | 288 | 98 | 29 | 27 | 2 | 16 | 29 | 15 | 1,435 | 976 | 271 | 96 | 20 | 15 | 5 | 8 | 34 | 30 |
|  | 1,547 | 948 | 116 | 230 | 107 | 91 | 16 | 10 | 51 | 85 | 1,610 | 1,014 | 110 | 236 | 86 | 78 | 8 | 14 | 49 | 101 |
|  | 19,444 | 10,205 | 1,943 | 4,074 | 1,168 | 1,114 | 54 | 151 | 718 | 1,185 | 19,153 | 9,796 | 1,739 | 4,369 | 1,239 | 1,202 | 37 | 122 | 801 | 1,087 |
|  |  |  |  |  |  |  | 0 | 0 | 0 |  |  |  | 0 |  | 0 |  | 0 | 0 | 0 |  |

Table 322.10. Bachelor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2017-18

| Field of study | 1970-71 | 1975-76 | 1980-81 | 1985-86 | 1990-91 | 1995-96 | 2000-01 | 2005-06 | 2007-08 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Total | 839,730 | 925,746 | 935,140 | 987,823 | 1,094,538 | 1,164,792 | 1,244,171 | 1,485,104 | 1,563,734 | 1,649,919 | 1,716,053 | 1,792,163 | 1,840,381 | 1,870,150 | 1,894,969 | 1,920,750 | 1,956,114 | 1,980,644 |
| Agriculture and natural resour | 12,672 | 19,402 | 21,886 | 16,823 | 13,124 | 21,425 | 23,370 | 23,052 | 24,125 | 26,343 | 28,630 | 30,972 | 33,592 | 35,125 | 36,278 | 36,995 | 37,734 | 39,314 |
| Architecture and related services | 5,570 | 9,146 | 9,455 | 9,119 | 9,781 | 8,352 | 8,480 | 9,515 | 9,809 | 10,051 | 9,831 | 9,727 | 9,757 | 9,149 | 9,090 | 8,825 | 8,579 | 8,464 |
| Area, ethnic, cultural, gender, and group studies | 2,579 | 3,577 | 2,887 | 3,021 | 4,776 | 5,633 | 6,160 | 7,878 | 8,453 | 8,620 | 8,955 | 9,228 | 8,850 | 8,275 | 7,783 | 7,840 | 7,720 | 7,717 |
| Biological and biomedical sciences | 35,705 | 54,154 | 43,078 | 38,395 | 39,482 | 61,014 | 60,576 | 70,602 | 79,869 | 86,391 | 89,984 | 95,850 | 100,397 | 104,657 | 109,904 | 113,794 | 116,768 | 118,663 |
| Business | 115,396 | 143,171 | 200,521 | 236,700 | 249,165 | 226,623 | 263,515 | 318,043 | 335,495 | 358,119 | 365,133 | 367,235 | 360,887 | 358,132 | 363,741 | 371,690 | 381,109 | 386,201 |
| Communication, journalism, and related programs | 10,324 | 20,045 | 29,428 | 41,666 | 51,650 | 47,320 | 58,013 | 73,658 | 76,400 | 81,280 | 83,231 | 83,771 | 84,818 | 87,612 | 90,658 | 92,551 | 93,794 | 92,290 |
| Communications technologies | 478 | 1,237 | 1,854 | 1,479 | 1,397 | 853 | 1,178 | 2,987 | 4,654 | 4,782 | 4,858 | 4,983 | 4,987 | 4,991 | 5,135 | 4,824 | 4,615 | 4,231 |
| Computer and information scien | 2,388 | 5,652 | 15,121 | 42,337 | 25,159 | 24,506 | 44,142 | 47,702 | 38,523 | 39,593 | 43,066 | 47,406 | 50,961 | 55,271 | 59,586 | 64,402 | 71,416 | 79,598 |
| Education | 176,307 | 154,437 | 108,074 | 87,147 | 110,807 | 105,384 | 105,458 | 107,235 | 102,849 | 101,287 | 104,008 | 105,656 | 104,698 | 98,838 | 91,596 | 87,221 | 85,130 | 82,621 |
| Engineering | 45,034 | 38,733 | 63,642 | 77,391 | 62,448 | 62,168 | 58,209 | 66,841 | 68,404 | 72,657 | 76,356 | 81,371 | 85,987 | 92,169 | 97,852 | 106,789 | 115,671 | 121,956 |
| Engineering technologies | 5,148 | 7,943 | 11,713 | 19,731 | 17,303 | 15,829 | 14,660 | 14,565 | 15,278 | 16,078 | 16,741 | 17,283 | 17,010 | 16,807 | 17,253 | 17,159 | 18,119 | 8,727 |
| English language and literature/letters | 63,914 | 41,452 | 31,922 | 34,083 | 51,064 | 49,928 | 50,569 | 55,094 | 55,001 | 53,229 | 52,754 | 53,765 | 52,401 | 50,464 | 45,851 | 42,797 | 41,314 | 40,002 |
| Family and consumer sciences/human sciences | 11,167 | 17,409 | 18,370 | 13,847 | 13,920 | 14,353 | 16,421 | 20,775 | 21,880 | 21,832 | 22,438 | 23,441 | 23,930 | 24,689 | 24,584 | 25,389 | 25,080 | 24,349 |
| Foreign languages, literatures, and linguistics | 20,988 | 17,068 | 11,638 | 11,550 | 13,937 | 14,832 | 16,128 | 19,393 | 20,976 | 21,507 | 21,705 | 21,756 | 21,647 | 20,332 | 19,493 | 18,436 | 17,643 | 16,958 |
| Health professions and related programs | 25,223 | 53,885 | 63,665 | 65,309 | 59,875 | 86,087 | 75,933 | 91,973 | 111,548 | 129,623 | 143,463 | 163,675 | 181,149 | 198,777 | 216,228 | 228,907 | 237,979 | 244,909 |
| Homeland security, law enforcement, and firefighting | 2,045 | 12,507 | 13,707 | 12,704 | 16,806 | 24,810 | 25,211 | 35,319 | 40,297 | 43,613 | 47,600 | 54,091 | 60,264 | 62,416 | 62,723 | 61,159 | 59,553 | 58,114 |
| Legal professions and studies | 545 | 531 | 776 | 1,223 | 1,827 | 2,123 | 1,991 | 3,302 | 3,771 | 3,886 | 4,429 | 4,595 | 4,425 | 4,513 | 4,420 | 4,243 | 4,272 | 4,239 |
| Liberal arts and sciences, general studies, and humanities | 7,481 | 18,855 | 21,643 | 21,336 | 30,526 | 33,997 | 37,962 | ,898 | 46,882 | 46,963 | 46,717 | 46,961 | 46,790 | 45,281 | 43,649 | 43,669 | ,103 | ,262 |
| Library science | 1,013 | 843 | 375 | 155 | 90 | 58 | 52 | 76 | 68 | 85 | 96 | 95 | 102 | 127 | 99 | 85 | 99 | 81 |
| Mathematics and statistics | 24,801 | 15,984 | 11,078 | 16,122 | 14,393 | 12,713 | 11,171 | 14,760 | 15,169 | 16,029 | 17,182 | 18,841 | 20,449 | 20,987 | 21,854 | 22,778 | 24,075 | 25,256 |
| Military technologies and applied sciences | 357 | 952 | 42 | 255 | 183 | 7 | 21 | 33 | 39 | 56 | 64 | 86 | 105 | 185 | 276 | 358 | 469 | 655 |
| Multi/interdisciplinary studies | 6,324 | 13,709 | 12,986 | 13,754 | 17,774 | 26,885 | 26,478 | 30,583 | 34,172 | 37,717 | 42,473 | 45,717 | 47,658 | 48,392 | 47,556 | 48,833 | 49,631 | 51,909 |
| Parks, recreation, leisure, and fitness studies | 1,621 | 5,182 | 5,729 | 4,623 | 4,315 | 12,974 | 17,948 | 25,489 | 29,908 | 33,332 | 35,934 | 38,998 | 42,628 | 46,047 | 49,008 | 50,912 | 53,292 | 53,883 |
| Philosophy and religious studies | 8,149 | 8,447 | 6,776 | 6,396 | 7,423 | 7,541 | 8,717 | 11,980 | 12,259 | 12,503 | 12,830 | 12,645 | 12,792 | 11,999 | 11,071 | 10,155 | 9,711 | 9,603 |
| Physical sciences and science technologies | 21,410 | 21,458 | 23,936 | 21,711 | 16,334 | 19,716 | 18,025 | 20,521 | 22,164 | 23,381 | 24,705 | 26,664 | 28,053 | 29,307 | 30,042 | 30,483 | 31,272 | 31,542 |
| Precision produ |  | 0 |  | 2 | 2 | 12 | 31 | 55 | 33 | 29 | 43 | 37 | 36 | 37 | 48 | 51 | 32 | 45 |
| Psychology | 38,187 | 50,278 | 41,068 | 40,628 | 58,655 | 73,416 | 73,645 | 88,132 | 92,562 | 97,215 | 100,906 | 109,099 | 114,446 | 117,312 | 117,573 | 117,447 | 116,859 | 116,432 |
| Public administration and social services | 5,466 | 15,440 | 16,707 | 11,887 | 14,350 | 19,849 | 19,447 | 21,986 | 23,523 | 25,421 | 26,799 | 29,695 | 31,950 | 33,483 | 34,364 | 34,433 | 35,461 | 35,629 |
| Social sciences and history | 155,324 | 126,396 | 100,513 | 93,840 | 125,107 | 126,479 | 128,036 | 161,468 | 167,321 | 172,782 | 177,169 | 178,534 | 177,767 | 173,132 | 166,971 | 161,211 | 159,097 | 159,967 |
| Theology and religious vocations | 3,720 | 5,490 | 5,808 | 5,510 | 4,799 | 5,292 | 6,945 | 8,548 | 8,992 | 8,719 | 9,073 | 9,304 | 9,385 | 9,642 | 9,713 | 9,804 | 9,518 | 9,521 |
| Transportation and materials moving |  | 225 | 263 | 1,838 | 2,622 | 3,561 | 3,748 | 5,349 | 5,202 | 4,998 | 4,941 | 4,876 | 4,661 | 4,588 | 4,730 | 4,531 | 4,708 | 4,924 |
| Visual and performing arts | 30,394 | 42,138 | 40,479 | 37,241 | 42,186 | 49,296 | 61,148 | 83,292 | 87,731 | 91,798 | 93,939 | 95,806 | 97,799 | 97,414 | 95,840 | 92,979 | 91,291 | 88,582 |
| Not classified by field of study | 0 | 0 | 0 | 0 | 13,258 | 1,756 | 783 | 0 | 377 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009-10. The figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and natural resources"
includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; "Business" includes Business, management, marketing, and related support services and Personal and culinary services; and "Engineering
technologies" includes Engineering technologies and engineering-related fields, Construction trades, and Mechanic and pair technologies/technicians. Some data have been revised from previously published figures,
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1970-71 through 1985-86; Integrated Postsecondary
Education Data System (IPEDS), "Completions Survey" (PEDS-C:91-99); and IPEDS Fall 2000 through Fall 2018, Completions omponent. (This table was prepared November 2019.)

Table 322.20. Bachelor's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976-77 through 2017-18


[^49]| Field of study | 2016-17 |  |  |  |  |  |  |  |  |  | 2017-18 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | Non-residentalien | Total | White | Black | Hispanic | Asian | Pacific Islan | der <br> Pacific Islander | American Indian/ Alaska Native | $\begin{gathered} \text { Two or } \\ \text { more } \\ \text { races } \end{gathered}$ | Non-resident alien |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| All fields, total <br> Agriculture and natural resources Architecture and related services Area, ethnic, cultural, gender, and group studies <br> Biological and biomedical sciences Business | 1,956,114 | 1,195,977 | 196,338 | 252,203 | 144,093 | 139,541 | 4,552 | 9,589 | 66,532 | 91,382 | 1,980,644 1 | 1,189,619 | 195,014 | 267,065 | 150,999 | 146,648 | 4,351 | 9,157 | 70,553 | 98,237 |
|  | 37,734 | 29,586 | 1,180 | 3,196 | 1,383 | 1,317 | 66 | 250 | 1,235 | 904 | 39,314 | 30,377 | 1,201 | 3,481 | 1,479 | 1,412 | 67 | 273 | 1,445 | 1,058 |
|  | 8,579 | 4,631 | 466 | 1,356 | 744 | 721 | 23 | 23 | 271 | 1,088 | 8,464 | 4,520 | 439 | 1,296 | 693 | 684 | 9 | 23 | 320 | 1,173 |
|  | 7,720 | 3,169 | 1,145 | 1,701 | 700 | 662 | 38 | 163 | 519 | 323 | 7,717 | 3,118 | 1,143 | 1,739 | 643 | 621 | 22 | 187 | 516 | 371 |
|  | 116,768 | 66,728 | 9,335 | 14,138 | 17,923 | 17,691 | 232 | 455 | 4,688 | 3,501 | 118,663 | 66,377 | 9,313 | 15,416 | 18,286 | 18,048 | 238 | 448 | 5,019 | 3,804 |
|  | 381,109 | 228,592 | 38,206 | 45,607 | 28,037 | 27,090 | 947 | 1,792 | 10,579 | 28,296 | 386,201 | 229,344 | 37,425 | 48,804 | 28,579 | 27,724 | 855 | 1,748 | 11,573 | 28,728 |
| Communication, journalism, and related programs <br> Communications technologies Computer and information sciences Construction trades Education | 93,794 | 58,712 | 11,155 | 12,502 | 3,806 | 3,621 | 185 | 297 | 3,778 | 3,544 | 92,290 | 57,024 | 10,781 | 12,823 | 3,936 | 3,766 | 170 | 298 | 3,797 | 3,631 |
|  | 4,615 | 2,586 | 626 | 647 | 278 | 259 | 19 | 24 | 200 | 254 | 4,231 | 2,352 | 575 | 573 | 295 | 283 | 12 | 22 | 171 | 243 |
|  | 71,416 | 39,485 | 6,391 | 7,234 | 10,426 | 10,239 | 187 | 268 | 2,470 | 5,142 | 79,598 | 42,080 | 6,862 | 8,084 | 12,609 | 12,444 | 165 | 262 | 2,905 | 6,796 |
|  | 153 | 103 |  | 43 |  |  | 0 | 0 |  |  | 151 | , 98 |  | 41 |  |  | 1 | 0 | 0 | 7 |
|  | 85,130 | 64,694 | 6,289 | 8,280 | 2,273 | 2,135 | 138 | 552 | 2,143 | 899 | 82,621 | 61,794 | 6,130 | 8,642 | 2,350 | 2,221 | 129 | 501 | 2,210 | 994 |
| Engineering <br> Engineering technologies and engineering-related fields ${ }^{1}$ <br> English language and literature/ letters <br> Family and consumer sciences/ human sciences <br> Foreign languages, literatures, and linguistics | 115,671 | 70,006 | 4,505 | 11,875 | 13,368 | 13,207 | 161 | 301 | 3,820 | 11,796 | 121,956 | 72,484 | 4,836 | 12,777 | 14,080 | 13,909 | 171 | 360 | 4,138 | 13,281 |
|  | 17,667 | 11,766 | 1,522 | 1,709 | 778 | 749 | 29 | 119 | 440 | 1,333 | 18,228 | 11,959 | 1,536 | 1,833 | 836 | 795 | 41 | 118 | 485 | 1,461 |
|  | 41,314 | 28,421 | 3,260 | 5,353 | 1,803 | 1,740 | 63 | 185 | 1,718 | 574 | 40,002 | 27,105 | 3,210 | 5,538 | 1,718 | 1,659 | 59 | 156 | 1,720 | 555 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 25,080 | 15,306 | 3,221 | 3,620 | 1,388 | 1,338 | 50 | 133 | 891 | 521 | 24,349 | 14,536 | 3,088 | 3,676 | 1,472 | 1,414 | 58 | 116 | 901 | 560 |
|  | 17,643 | 10,274 | 859 | 4,074 | 1,071 | 1,051 | 20 | 48 | 781 | 536 | 16,958 | 9,788 | 813 | 3,849 | 1,063 | 1,043 | 20 | 40 | 772 | 633 |
| Health professions and related programs Homeland security, law enforcement, and firefighting | 237,979 | 155,642 | 27,359 | 26,378 | 18,289 | 17,532 | 757 | 1,199 | 6,457 | 2,655 | 244,909 | 158,507 | 27,908 | 28,279 | 19,136 | 18,346 | 790 | 1,162 | 7,095 | 2,822 |
|  | 59,553 | 31,286 | 11,539 | 12,161 | 1,696 | 1,465 | 231 | 440 | 1,828 | 603 | 58,114 | 30,316 | 11,036 | 12,122 | 1,719 | 1,504 | 215 | 370 | 1,845 | 706 |
| Legal professions and studies Liberal arts and sciences, general studies, and humanities | 4,272 | 2,387 | 659 | 779 | 201 | 194 | 7 | 39 | 155 | 52 | 4,239 | 2,341 | 669 | 746 | 220 | 209 | 11 | 30 | 169 | 64 |
|  | 44,103 | 26,946 | 6,684 | 6,131 | 1,605 | 1,463 | 142 | 360 | 1,550 | 827 | 44,262 | 25,942 | 6,943 | 6,622 | 1,665 | 1,549 | 116 | 365 | 1,750 | 975 |
| Library science |  | 80 |  |  |  |  |  | , | 5 | 0 | 81 | 65 | 5 | 8 | 0 | 0 | 0 | 0 |  | 0 |
| Mathematics and statistics <br> Mechanic and repair technologies/ technicians <br> Military technologies and applied sciences <br> Multi/interdisciplinary studies <br> Parks, recreation, leisure, and fitness studies | 24,075 | 13,190 | 1,022 | 2,321 | 2,620 | 2,598 | 22 | 59 | 772 | 4,091 | 25,256 | 13,294 | 1,059 | 2,506 | 3,116 | 3,075 | 41 | 63 | 816 | 4,402 |
|  | 299 | 213 | 25 | 25 | 11 | 11 | 0 | 4 | 9 | 12 | 348 | 262 | 18 | 23 | 10 | 10 | 0 | 8 | 14 | 13 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 469 | 351 | 39 | 40 | 14 | 12 | 2 | 4 | 14 | 7 | 655 | 486 | 44 | 59 | 17 | 16 | 1 | 5 | 32 | 12 |
|  | 49,631 | 28,160 | 6,391 | 7,944 | 3,404 | 3,281 | 123 | 269 | 1,990 | 1,473 | 51,909 | 28,627 | 6,570 | 8,744 | 3,777 | 3,663 | 114 | 267 | 2,141 | 1,783 |
|  | 53,292 | 34,485 | 6,219 | 6,582 | 2,557 | 2,434 | 123 | 323 | 2,072 | 1,054 | 53,883 | 33,899 | 6,524 | 7,171 | 2,845 | 2,720 | 125 | 253 | 2,122 | 1,069 |
| Philosophy and religious studies Physical sciences and science technologies <br> Precision production Psychology <br> Public administration and social services | 9,711 | 6,454 | 791 | 1,124 | 571 | 554 | 17 | 40 | 421 | 310 | 9,603 | 6,278 | 729 | 1,227 | 590 | 570 | 20 | 40 | 420 | 319 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 31,272 | 20,449 | 1,653 | 3,119 | 2,934 | 2,901 | 33 | 126 | 1,200 | 1,791 | 31,542 | 20,007 | 1,688 | 3,419 | 3,004 | 2,947 | 57 | 143 | 1,322 | 1,959 |
|  |  |  |  |  |  |  | 29 | 0 |  |  |  |  |  |  |  |  | $\stackrel{0}{0}$ | ${ }_{5}^{0}$ |  |  |
|  | 116,859 | 65,183 | 14,809 | 20,787 | 7,814 | 7,520 | 294 | 633 | 4,585 | 3,048 | 116,432 | 63,253 | 14,382 | 22,435 | 7,782 | 7,547 | 235 | 563 | 4,757 | 3,260 |
|  | 35,461 | 19,015 | 7,662 | 5,824 | 1,106 | 1,003 | 103 | 287 | 1,140 | 427 | 35,629 | 18,783 | 7,516 | 6,185 | 1,243 | 1,129 | 114 | 282 | 1,174 | 446 |
| Social sciences and history <br> Social sciences History <br> Theology and religious vocations <br> Transportation and materials moving <br> Visual and performing arts <br> Other and not classified | 159,097 | 90,382 | 15,206 | 25,064 | 11,177 | 10,861 | 316 | 728 | 6,372 | 10,168 | 159,967 | 89,641 | 14,880 | 26,056 | 11,566 | 11,240 | 326 | 616 | 6,471 | 10,737 |
|  | 135,043 | 72,594 | 13,902 | 22,119 | 10,420 | 10,139 | 281 | 591 | 5,537 | 9,880 | 136,585 | 72,584 | 13,630 | 22,958 | 10,829 | 10,535 | 294 | 513 | 5,665 | 10,406 |
|  | 24,054 | 17,788 | 1,304 | 2,945 | 757 | 722 | 35 | 137 | 835 | 288 | 23,382 | 17,057 | 1,250 | 3,098 | 737 | 705 | 32 | 103 | 806 | 331 |
|  | 9,518 | 7,488 | 806 | 561 | 240 | 223 | 17 | 45 | 161 | 217 | 9,521 | 7,511 | 713 | 574 | 263 | 245 | 18 | 32 | 216 | 212 |
|  | 4,708 | 3,304 | 280 | 355 | 205 | 187 | 18 | 25 | 201 | 338 | 4,924 | 3,355 | 294 | 441 | 253 | 237 | 16 | 32 | 147 | 402 |
|  | 91,291 | 56,879 | 7,025 | 11,667 | 5,665 | 5,478 | 187 | 396 | 4,065 | 5,594 | 88,582 | $54,066$ | 6,682 | 11,874 | 5,747 | 5,612 | 135 | 374 | 4,084 | 5,755 |
|  |  | 0 |  | $0$ |  |  |  | 0 |  |  | $0$ |  |  |  |  |  | 0 |  |  |  |
| ${ }^{1}$ Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately. NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System |  |  |  |  |  |  |  |  | (IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; and "Business" includes Business management, marketing, and related support services and Personal and culinary services. Some data have been revised from previously published figures. <br> SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | m (IPEDS) | ), Fall 2017 | and Fall 20 | 18, Comp | etions com | onent. (T | his table wa | s prepare | d October |  |  |

# Table 323.10. Master's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2017-18 

| Field of study | 1970-71 | 1975-76 | 1980-81 | 1985-86 | 1990-91 | 1995-96 | 2000-01 | 2005-06 | 2007-08 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Total | 235,564 | 317,477 | 302,637 | 295,850 | 342,863 | 412,180 | 473,502 | 599,862 | 630,844 | 693,313 | 730,922 | 755,967 | 751,718 | 754,582 | 758,804 | 785,757 | 804,542 | 820,102 |
| Agriculture and natural resources | 2,457 | 3,340 | 4,003 | 3,801 | 3,295 | 4,551 | 4,272 | 4,653 | 4,682 | 5,215 | 5,766 | 6,390 | 6,336 | 6,544 | 6,426 | 6,702 | 6,843 | 6,967 |
| Architecture and related services | 1,705 | 3,215 | 3,153 | 3,260 | 3,490 | 3,993 | 4,302 | 5,743 | 6,059 | 7,280 | 7,788 | 8,448 | 8,095 | 8,048 | 8,006 | 7,991 | 7,883 | 7,317 |
| Area, ethnic, cultural, gender, and group studies | 1,032 | 993 | 802 | 915 | 1,233 | 1,652 | 1,555 | 2,080 | 1,778 | 1,775 | 1,913 | 1,947 | 1,897 | 1,844 | 1,847 | 1,767 | 1,717 | 1,673 |
| Biological and biomedical sciences | 5,625 | 6,457 | 5,766 | 5,064 | 4,834 | 6,593 | 7,017 | 8,783 | 9,691 | 10,730 | 11,324 | 12,419 | 13,300 | 13,964 | 14,655 | 15,717 | 16,282 | 17,180 |
| Business | 26,490 | 42,592 | 57,888 | 66,676 | 78,255 | 93,554 | 115,602 | 146,396 | 155,804 | 177,748 | 187,178 | 191,606 | 188,617 | 189,364 | 185,236 | 186,835 | 187,412 | 192,184 |
| Communication, journalism, and related programs | 1,770 | 2,961 | 2,896 | 3,500 | 4,123 | 5,080 | 5,218 | 7,106 | 6,916 | 7,630 | 8,302 | 9,005 | 8,760 | 9,353 | 9,581 | 9,676 | 10,119 | 10,243 |
| Communications technologies | 86 | 165 | 209 | 308 | 204 | 481 | 427 | 521 | 631 | 463 | 502 | 497 | 577 | 577 | 554 | 491 | 539 | 529 |
| Computer and information sciences | 1,588 | 2,603 | 4,218 | 8,070 | 9,324 | 10,579 | 16,911 | 17,195 | 17,096 | 17,955 | 19,516 | 20,925 | 22,782 | 24,514 | 31,475 | 40,130 | 46,553 | 46,468 |
| Education | 87,666 | 126,061 | 96,713 | 74,816 | 87,352 | 104,936 | 127,829 | 174,622 | 175,880 | 182,165 | 185,127 | 179,047 | 164,652 | 154,655 | 146,581 | 145,792 | 145,624 | 146,367 |
| Engineering | 16,813 | 16,472 | 16,893 | 21,529 | 24,454 | 26,789 | 25,174 | 30,845 | 31,559 | 35,133 | 38,664 | 40,323 | 40,420 | 42,376 | 46,117 | 51,646 | 52,826 | 51,721 |
| Engineering technologies | 134 | 328 | 323 | 617 | 996 | 2,054 | 2,013 | 2,541 | 2,884 | 4,258 | 4,515 | 4,793 | 4,908 | 4,967 | 5,324 | 6,067 | 7,403 | 7,247 |
| English language and literature/letters | 10,441 | 8,599 | 5,742 | 5,335 | 6,784 | 7,657 | 6,763 | 8,845 | 9,142 | 9,202 | 9,475 | 9,938 | 9,755 | 9,294 | 8,928 | 8,581 | 8,244 | 8,300 |
| Family and consumer sciences/human sciences | 1,452 | 2,179 | 2,570 | 2,011 | 1,541 | 1,712 | 1,838 | 1,983 | 2,199 | 2,592 | 2,918 | 3,155 | 3,255 | 3,082 | 3,148 | 3,228 | 3,295 | 3,308 |
| Foreign languages, literatures, and linguistics | 5,480 | 4,432 | 2,934 | 2,690 | 3,049 | 3,443 | 3,035 | 3,539 | 3,564 | 3,756 | 3,727 | 3,827 | 3,708 | 3,482 | 3,566 | 3,407 | 3,271 | 3,261 |
| Health professions and related programs | 5,330 | 12,164 | 16,176 | 18,603 | 21,354 | 33,920 | 43,623 | 51,492 | 58,147 | 69,112 | 75,571 | 84,355 | 90,933 | 97,416 | 103,052 | 110,350 | 119,242 | 125,216 |
| Homeland security, law enforcement, and firefighting | 194 | 1,197 | 1,538 | 1,074 | 1,108 | 1,812 | 2,514 | 4,277 | 5,779 | 6,717 | 7,433 | 8,420 | 8,868 | 9,310 | 9,643 | 9,775 | 10,209 | 10,293 |
| Legal professions and studies | 955 | 1,442 | 1,832 | 1,924 | 2,057 | 2,751 | 3,829 | 4,453 | 4,823 | 5,767 | 6,475 | 6,614 | 7,013 | 7,654 | 7,924 | 8,181 | 8,674 | 9,177 |
| Liberal arts and sciences, general studies, and humanities | 885 | 2,633 | 2,375 | 1,586 | 2,213 | 2,778 | 3,193 | 3,702 | 3,797 | 3,822 | 3,997 | 3,792 | 3,264 | 3,002 | 2,794 | 2,598 | 2,485 | 2,473 |
| Library science | 7,001 | 8,037 | 4,859 | 3,564 | 4,763 | 5,099 | 4,727 | 6,448 | 7,169 | 7,448 | 7,729 | 7,443 | 6,983 | 5,840 | 5,259 | 4,926 | 4,843 | 4,953 |
| Mathematics and statistics | 5,191 | 3,857 | 2,567 | 3,131 | 3,549 | 3,651 | 3,209 | 4,729 | 4,993 | 5,639 | 5,866 | 6,246 | 6,957 | 7,273 | 7,589 | 8,451 | 9,082 | 10,443 |
| Military technologies and applied sciences | 2 | 0 | 43 | 83 | 0 | 136 | 0 | 0 | 0 | 0 | 0 | 29 | 32 | 29 | 71 | 152 | 274 | 355 |
| Multi/interdisciplinary studies | 924 | 1,283 | 2,356 | 2,869 | 2,079 | 2,713 | 3,413 | 4,396 | 5,166 | 5,947 | 6,762 | 7,746 | 7,953 | 8,120 | 8,100 | 8,554 | 9,264 | 10,175 |
| Parks, recreation, leisure, and fitness studies | 218 | 571 | 643 | 570 | 483 | 1,684 | 2,354 | 3,994 | 4,443 | 5,617 | 6,546 | 7,047 | 7,139 | 7,609 | 7,654 | 8,268 | 8,651 | 9,005 |
| Philosophy and religious studies | 1,326 | 1,358 | 1,231 | 1,193 | 1,471 | 1,363 | 1,386 | 1,739 | 1,879 | 2,045 | 1,839 | 2,003 | 1,934 | 2,095 | 1,912 | 1,756 | 1,704 | 1,692 |
| Physical sciences and science technologies | 6,336 | 5,428 | 5,246 | 5,860 | 5,281 | 5,910 | 5,134 | 6,063 | 6,058 | 6,066 | 6,386 | 6,911 | 7,014 | 6,984 | 7,100 | 7,131 | 7,136 | 7,196 |
| Precision production | 0 |  | 0 | 0 | 0 | 8 | 2 | 9 | 3 | 10 | 5 | 11 | 9 | 15 | 4 | 10 | 14 | 11 |
| Psychology | 5,717 | 10,167 | 10,223 | 9,845 | 11,349 | 15,152 | 16,539 | 19,775 | 21,420 | 23,763 | 25,062 | 27,052 | 27,787 | 27,926 | 26,772 | 27,645 | 27,539 | 27,841 |
| Public administration and social services | 7,785 | 15,209 | 17,803 | 15,692 | 17,905 | 24,229 | 25,268 | 30,492 | 32,962 | 35,740 | 38,614 | 41,737 | 43,591 | 44,508 | 45,948 | 46,754 | 45,361 | 46,294 |
| Social sciences and history | 16,539 | 15,953 | 11,945 | 10,564 | 12,233 | 15,012 | 13,791 | 17,368 | 18,496 | 20,234 | 21,085 | 21,891 | 21,591 | 21,497 | 20,533 | 19,861 | 20,004 | 19,884 |
| Theology and religious vocations | 7,747 | 8,964 | 11,061 | 11,826 | 10,498 | 10,909 | 9,876 | 11,758 | 12,578 | 12,848 | 13,170 | 13,341 | 14,275 | 14,128 | 14,278 | 14,352 | 13,694 | 13,828 |
| Transportation and materials moving |  | 8817 | 80 | 454 | 406 8657 | 919 10280 | 756 11,404 | 784 13,531 | 9992 | 1,074 | 1,390 | 1,702 17307 | 1,444 | 1,243 | 971 17.756 | 911 | $\begin{array}{r}839 \\ 17 \\ \hline 16\end{array}$ | 815 17.686 |
| Visual and performing arts | 6,675 | 8,817 | 8,629 | 8,420 | 8,657 | 10,280 | 11,404 | 13,531 | 14,170 | 15,562 | 16,277 | 17,307 | 17,869 | 17,869 | 17,756 | 18,052 | 17,516 | 17,686 |
| Not classified by field of study | 0 | 0 | 0 | 0 | 8,523 | 780 | 528 | 0 | 84 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 323.20. Master's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976-77 through 2017-18

|  | Number of degrees conferred to U.S. citizens, permanent residents, and nonresident aliens |  |  |  |  |  |  |  | Percentage distribution of degrees conferred to U.S. citizens and permanent residents |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year and sex | Total | White | Black | Hispanic | Asian/ Pacific Islander | American Indian/ Alaska Native | Two or more races ${ }^{1}$ | Nonresident alien | Total | White | Black | Hispanic | Asian/ <br> Pacific <br> Islander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-77 ${ }^{2}$ | 322,463 | 271,402 | 21,252 | 6,136 | 5,127 | 1,018 | - | 17,528 | 100.0 | 89.0 | 7.0 | 2.0 | 1.7 | 0.3 | - |
| 1980-81 ${ }^{3}$ | 301,081 | 247,475 | 17,436 | 6,534 | 6,348 | 1,044 | - | 22,244 | 100.0 | 88.8 | 6.3 | 2.3 | 2.3 | 0.4 |  |
| 1990-91 | 342,863 | 265,927 | 17,023 | 8,981 | 11,869 | 1,189 | - | 37,874 | 100.0 | 87.2 | 5.6 | 2.9 | 3.9 | 0.4 |  |
| 1999-2000 | 463,185 | 324,990 | 36,606 | 19,379 | 23,523 | 2,263 | - | 56,424 | 100.0 | 79.9 | 9.0 | 4.8 | 5.8 | 0.6 | - |
| 2000-01 | 473,502 | 324,211 | 38,853 | 21,661 | 24,544 | 2,496 | - | 61,737 | 100.0 | 78.7 | 9.4 | 5.3 | 6.0 | 0.6 | - |
| 2003-04 | 564,272 | 373,448 | 51,402 | 29,806 | 31,202 | 3,206 | - | 75,208 | 100.0 | 76.4 | 10.5 | 6.1 | 6.4 | 0.7 | - |
| 2004-05 | 580,151 | 383,246 | 55,330 | 31,639 | 33,042 | 3,310 | - | 73,584 | 100.0 | 75.7 | 10.9 | 6.2 | 6.5 | 0.7 | - |
| 2005-06 | 599,862 | 397,519 | 59,822 | 32,578 | 34,302 | 3,519 | - | 72,122 | 100.0 | 75.3 | 11.3 | 6.2 | 6.5 | 0.7 | - |
| 2006-07 | 610,703 | 403,623 | 63,439 | 34,962 | 36,420 | 3,590 | - | 68,669 | 100.0 | 74.5 | 11.7 | 6.5 | 6.7 | 0.7 | - |
| 2007-08 | 630,844 | 413,348 | 65,912 | 36,899 | 37,743 | 3,775 | - | 73,167 | 100.0 | 74.1 | 11.8 | 6.6 | 6.8 | 0.7 | - |
| 2008-09 | 662,082 | 427,713 | 70,772 | 39,567 | 40,510 | 3,777 | - | 79,743 | 100.0 | 73.4 | 12.2 | 6.8 | 7.0 | 0.6 | - |
| 2009-10 | 693,313 | 445,158 | 76,472 | 43,603 | 42,520 | 3,965 | - | 81,595 | 100.0 | 72.8 | 12.5 | 7.1 | 7.0 | 0.6 |  |
| 2010-11 | 730,922 | 462,922 | 80,742 | 46,823 | 43,482 | 3,946 | 6,597 | 86,410 | 100.0 | 71.8 | 12.5 | 7.3 | 6.7 | 0.6 | 1.0 |
| 2011-12 | 755,967 | 470,822 | 86,007 | 50,994 | 45,379 | 3,681 | 9,823 | 89,261 | 100.0 | 70.6 | 12.9 | 7.6 | 6.8 | 0.6 | 1.5 |
| 2012-13 | 751,718 | 455,896 | 87,989 | 52,991 | 44,906 | 3,693 | 11,794 | 94,449 | 100.0 | 69.4 | 13.4 | 8.1 | 6.8 | 0.6 | 1.8 |
| 2013-14 | 754,582 | 444,771 | 88,606 | 55,962 | 44,533 | 3,512 | 13,417 | 103,781 | 100.0 | 68.3 | 13.6 | 8.6 | 6.8 | 0.5 | 2.1 |
| 2014-15 | 758,804 | 433,096 | 87,288 | 58,752 | 44,489 | 3,410 | 14,628 | 117,141 | 100.0 | 67.5 | 13.6 | 9.2 | 6.9 | 0.5 | 2.3 |
| 2015-16 | 785,757 | 431,885 | 88,786 | 63,060 | 45,921 | 3,538 | 16,589 | 135,978 | 100.0 | 66.5 | 13.7 | 9.7 | 7.1 | 0.5 | 2.6 |
| 2016-17 | 804,542 | 433,638 | 89,577 | 67,026 | 47,810 | 3,397 | 17,674 | 145,420 | 100.0 | 65.8 | 13.6 | 10.2 | 7.3 | 0.5 | 2.7 |
| 2017-18 | 820,102 | 439,051 | 91,273 | 72,470 | 50,091 | 3,318 | 18,850 | 145,049 | 100.0 | 65.0 | 13.5 | 10.7 | 7.4 | 0.5 | 2.8 |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-77 ${ }^{2}$ | 172,703 | 144,042 | 7,970 | 3,328 | 3,128 | 565 | - | 13,670 | 100.0 | 90.6 | 5.0 | 2.1 | 2.0 | 0.4 | - |
| 1980-813 | 151,602 | 120,927 | 6,418 | 3,155 | 3,830 | 507 | - | 16,765 | 100.0 | 89.7 | 4.8 | 2.3 | 2.8 | 0.4 | - |
| 1990-91 | 160,842 | 117,993 | 6,201 | 4,017 | 6,765 | 495 | - | 25,371 | 100.0 | 87.1 | 4.6 | 3.0 | 5.0 | 0.4 | - |
| 1999-2000 | 196,129 | 131,221 | 11,642 | 7,738 | 11,299 | 845 | - | 33,384 | 100.0 | 80.6 | 7.2 | 4.8 | 6.9 | 0.5 | - |
| 2000-01 | 197,770 | 128,516 | 11,878 | 8,371 | 11,561 | 925 | - | 36,519 | 100.0 | 79.7 | 7.4 | 5.2 | 7.2 | 0.6 | - |
| 2003-04 | 233,056 | 146,369 | 15,027 | 10,929 | 14,551 | 1,137 | - | 45,043 | 100.0 | 77.9 | 8.0 | 5.8 | 7.7 | 0.6 | - |
| 2004-05 | 237,155 | 150,076 | 16,136 | 11,501 | 15,238 | 1,167 | - | 43,037 | 100.0 | 77.3 | 8.3 | 5.9 | 7.8 | 0.6 | - |
| 2005-06 | 241,701 | 153,696 | 17,388 | 11,738 | 16,037 | 1,253 | - | 41,589 | 100.0 | 76.8 | 8.7 | 5.9 | 8.0 | 0.6 | - |
| 2006-07 | 242,213 | 154,250 | 18,340 | 12,471 | 16,689 | 1,275 | - | 39,188 | 100.0 | 76.0 | 9.0 | 6.1 | 8.2 | 0.6 | - |
| 2007-08 | 250,203 | 157,622 | 18,759 | 13,166 | 17,480 | 1,294 | - | 41,882 | 100.0 | 75.7 | 9.0 | 6.3 | 8.4 | 0.6 | - |
| 2008-09 | 263,515 | 162,863 | 20,146 | 14,314 | 18,865 | 1,349 | - | 45,978 | 100.0 | 74.9 | 9.3 | 6.6 | 8.7 | 0.6 | - |
| 2009-10 | 275,317 | 170,243 | 22,121 | 15,554 | 19,423 | 1,419 | - | 46,557 | 100.0 | 74.4 | 9.7 | 6.8 | 8.5 | 0.6 | - |
| 2010-11 | 291,680 | 177,786 | 23,746 | 17,183 | 19,918 | 1,409 | 2,540 | 49,098 | 100.0 | 73.3 | 9.8 | 7.1 | 8.2 | 0.6 | 1.0 |
| 2011-12 | 302,484 | 183,222 | 25,284 | 18,633 | 20,751 | 1,298 | 3,518 | 49,778 | 100.0 | 72.5 | 10.0 | 7.4 | 8.2 | 0.5 | 1.4 |
| 2012-13 | 301,552 | 177,208 | 26,417 | 19,441 | 20,456 | 1,280 | 4,472 | 52,278 | 100.0 | 71.1 | 10.6 | 7.8 | 8.2 | 0.5 | 1.8 |
| 2013-14 | 302,846 | 173,303 | 26,608 | 20,565 | 19,955 | 1,219 | 4,890 | 56,306 | 100.0 | 70.3 | 10.8 | 8.3 | 8.1 | 0.5 | 2.0 |
| 2014-15 | 306,615 | 168,151 | 26,295 | 21,384 | 19,577 | 1,223 | 5,438 | 64,547 | 100.0 | 69.5 | 10.9 | 8.8 | 8.1 | 0.5 | 2.2 |
| 2015-16 | 320,574 | 166,161 | 27,024 | 22,749 | 20,071 | 1,229 | 6,129 | 77,211 | 100.0 | 68.3 | 11.1 | 9.3 | 8.2 | 0.5 | 2.5 |
| 2016-17 | 326,857 | 164,734 | 26,978 | 23,749 | 20,693 | 1,151 | 6,453 | 83,099 | 100.0 | 67.6 | 11.1 | 9.7 | 8.5 | 0.5 | 2.6 |
| 2017-18 | 326,870 | 164,714 | 27,552 | 25,255 | 21,273 | 1,076 | 6,658 | 80,342 | 100.0 | 66.8 | 11.2 | 10.2 | 8.6 | 0.4 | 2.7 |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-77 ${ }^{2}$ | 149,760 | 127,360 | 13,282 | 2,808 | 1,999 | 453 | - | 3,858 | 100.0 | 87.3 | 9.1 | 1.9 | 1.4 | 0.3 | - |
| 1980-813 | 149,479 | 126,548 | 11,018 | 3,379 | 2,518 | 537 | - | 5,479 | 100.0 | 87.9 | 7.7 | 2.3 | 1.7 | 0.4 | - |
| 1990-91 | 182,021 | 147,934 | 10,822 | 4,964 | 5,104 | 694 | - | 12,503 | 100.0 | 87.3 | 6.4 | 2.9 | 3.0 | 0.4 | - |
| 1999-2000 | 267,056 | 193,769 | 24,964 | 11,641 | 12,224 | 1,418 | - | 23,040 | 100.0 | 79.4 | 10.2 | 4.8 | 5.0 | 0.6 | - |
| 2000-01 | 275,732 | 195,695 | 26,975 | 13,290 | 12,983 | 1,571 | - | 25,218 | 100.0 | 78.1 | 10.8 | 5.3 | 5.2 | 0.6 | - |
| 2003-04 | 331,216 | 227,079 | 36,375 | 18,877 | 16,651 | 2,069 | - | 30,165 | 100.0 | 75.4 | 12.1 | 6.3 | 5.5 | 0.7 | - |
| 2004-05 | 342,996 | 233,170 | 39,194 | 20,138 | 17,804 | 2,143 | - | 30,547 | 100.0 | 74.6 | 12.5 | 6.4 | 5.7 | 0.7 | - |
| 2005-06 | 358,161 | 243,823 | 42,434 | 20,840 | 18,265 | 2,266 | - | 30,533 | 100.0 | 74.4 | 13.0 | 6.4 | 5.6 | 0.7 | - |
| 2006-07 | 368,490 | 249,373 | 45,099 | 22,491 | 19,731 | 2,315 | - | 29,481 | 100.0 | 73.6 | 13.3 | 6.6 | 5.8 | 0.7 | - |
| 2007-08 | 380,641 | 255,726 | 47,153 | 23,733 | 20,263 | 2,481 | - | 31,285 | 100.0 | 73.2 | 13.5 | 6.8 | 5.8 | 0.7 | - |
| 2008-09 | 398,567 | 264,850 | 50,626 | 25,253 | 21,645 | 2,428 | - | 33,765 | 100.0 | 72.6 | 13.9 | 6.9 | 5.9 | 0.7 | - |
| 2009-10 | 417,996 | 274,915 | 54,351 | 28,049 | 23,097 | 2,546 | - | 35,038 | 100.0 | 71.8 | 14.2 | 7.3 | 6.0 | 0.7 | - |
| 2010-11 | 439,242 | 285,136 | 56,996 | 29,640 | 23,564 | 2,537 | 4,057 | 37,312 | 100.0 | 70.9 | 14.2 | 7.4 | 5.9 | 0.6 | 1.0 |
| 2011-12 | 453,483 | 287,600 | 60,723 | 32,361 | 24,628 | 2,383 | 6,305 | 39,483 | 100.0 | 69.5 | 14.7 | 7.8 | 5.9 | 0.6 | 1.5 |
| 2012-13 | 450,166 | 278,688 | 61,572 | 33,550 | 24,450 | 2,413 | 7,322 | 42,171 | 100.0 | 68.3 | 15.1 | 8.2 | 6.0 | 0.6 | 1.8 |
| 2013-14 | 451,736 | 271,468 | 61,998 | 35,397 | 24,578 | 2,293 | 8,527 | 47,475 | 100.0 | 67.2 | 15.3 | 8.8 | 6.1 | 0.6 | 2.1 |
| 2014-15 | 452,189 | 264,945 | 60,993 | 37,368 | 24,912 | 2,187 | 9,190 | 52,594 | 100.0 | 66.3 | 15.3 | 9.4 | 6.2 | 0.5 | 2.3 |
| 2015-16 | 465,183 | 265,724 | 61,762 | 40,311 | 25,850 | 2,309 | 10,460 | 58,767 | 100.0 | 65.4 | 15.2 | 9.9 | 6.4 | 0.6 | 2.6 |
| 2016-17 | 477,685 | 268,904 | 62,599 | 43,277 | 27,117 | 2,246 | 11,221 | 62,321 | 100.0 | 64.7 | 15.1 | 10.4 | 6.5 | 0.5 | 2.7 |
| 2017-18 | 493,232 | 274,337 | 63,721 | 47,215 | 28,818 | 2,242 | 12,192 | 64,707 | 100.0 | 64.0 | 14.9 | 11.0 | 6.7 | 0.5 | 2.8 |
| —Not available. <br> ${ }^{1}$ For years prior to 2010-11, the survey did not yet include the "Two or more races" category, and each student could be counted in only one race category. <br> ${ }^{2}$ Excludes 387 males and 175 females whose racial/ethnic group was not available. ${ }^{3}$ Excludes 1,377 males and 179 females whose racial/ethnic group was not available. NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. For 1989-90 and later years, reported racial/ethnic distributions of students by level of degree, field of degree, |  |  |  |  |  |  |  | and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. <br> SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976-77 and 1980-81; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:90-99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared October 2019.) |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 323.30. Master's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2016-17 and 2017-18

| Field of study | 2016-17 |  |  |  |  |  |  |  |  |  | 2017-18 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | $\begin{array}{r} \text { Non- } \\ \text { resident } \\ \text { alien } \end{array}$ | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | $\begin{array}{r} \text { Non- } \\ \text { resident } \\ \text { alien } \end{array}$ |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| All fields, totalAgriculture and natural resourcesArchitecture and related servicesArea, ethnic, cultural, gender, andgroup studiesBiologocical and biomedical sciencesBusiness | 804,542 | 433,638 | 89,577 | 67,026 | 47,810 | 46,225 | 1,585 | 3,397 | 17,674 | 145,420 | 820,102 | 439,051 | 91,273 | 72,470 | 50,091 | 48,480 | 1,611 | 3,318 | 18,850 | 145,049 |
|  | 6,843 | 4,615 | 245 | 392 | 221 | 214 | 7 | 34 | 185 | 1,151 | 6,967 | 4,651 | 249 | 420 | 235 | 225 | 10 | 39 | 185 | 1,188 |
|  | 7,883 | 3,630 | 332 | 700 | 443 | 435 | 8 | 25 | 169 | 2,584 | 7,317 | 3,236 | 338 | 639 | 430 | 421 | 9 | 18 | 179 | 2,477 |
|  | 1,717 16,282 | 765 8,504 | 165 1,198 | 222 1,287 | 129 2,162 | 121 2,146 | ${ }_{16}^{8}$ | 69 43 | 64 495 | 303 2,593 | 1,673 17,180 | 715 8,865 | 172 1,336 | 255 1,410 | 81 2,352 | 80 2,334 | 18 | 67 33 | 74 514 | 309 2,670 |
|  | 187,412 | 94,277 | 25,669 | 15,354 | 13,874 | 13,409 | 465 | 737 | 3,752 | 33,749 | 192,184 | 96,470 | 25,642 | 16,292 | 14,455 | 14,008 | 447 | 745 | 4,088 | 34,492 |
| Communication, journalism, and related programs <br> Communications technologies Computer and information sciences Construction trades Education | 10,119 | 5,116 | 1,349 | 939 | 380 | 370 | 10 | 38 | 304 | 1,993 | 10,243 | 5,039 | 1,438 | 1,028 | 336 | 325 | 11 | 32 | 314 | 2,056 |
|  | 539 | 197 | 27 | 29 | 33 | 33 | 0 | 3 | 8 | 242 | , 529 | 159 | 33 | 38 | 31 | 29 | 2 | 2 | 7 | 259 |
|  | 46,553 | 8,664 | 2,345 | 1,275 | 3,587 | 3,538 | 49 | 78 | 531 | 30,073 | 46,468 | 9,411 | 2,601 | 1,492 | 3,484 | 3,441 | 43 | 53 | 609 | 28,818 |
|  |  |  |  | 0 |  |  | 0 | 0 | 0 |  |  |  |  | 0 | 0 | 0 | 0 | 0 | 0 |  |
|  | 145,624 | 101,795 | 15,955 | 15,098 | 4,562 | 4,291 | 271 | 709 | 3,069 | 4,436 | 146,367 | 101,246 | 15,958 | 16,223 | 4,870 | 4,573 | 297 | 687 | 3,238 | 4,145 |
| Engineering <br> Engineering technologies and engineering-related fields ${ }^{1}$ <br> English language and literature/ letters <br> Family and consumer sciences/ human sciences <br> Foreign languages, literatures, and linguistics | 52,826 | 14,861 | 1,147 | 2,137 | 3,740 | 3,701 | 39 | 67 | 697 | 30,177 | 51,721 | 15,186 | 1,142 | 2,253 | 3,727 | 3,698 | 29 | 64 | 767 | 28,582 |
|  | 7,403 | 2,324 | 394 | 253 | 296 | 290 | 6 | 28 | 82 | 4,026 | 7,246 | 2,418 | 384 | 330 | 313 | 309 | 4 | 16 | 91 | 3,694 |
|  | 8,244 | 6,107 | 484 | 699 | 276 | 270 | 6 | 57 | 270 | 351 | 8,300 | 6,020 | 581 | 709 | 257 | 253 | 4 | 47 | 310 | 376 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 3,295 | 2,025 | 498 | 318 | 129 | 116 | 13 | 15 | 82 | 228 | 3,308 | 2,018 | 488 | 326 | 133 | 127 | 6 | 14 | 88 | 241 |
|  | 3,271 | 1,547 | 81 | 532 | 96 | 96 | 0 | 9 | 95 | 911 | 3,261 | 1,540 | 75 | 569 | 131 | 127 | 4 | 6 | 68 | 872 |
| Health professions and related programs <br> Homeland security, law enforcement, and firefighting <br> Legal professions and studies Liberal arts and sciences, general studies, and humanities Library science | 119,242 | 76,101 | 15,905 | 9,725 | 9,627 | 9,313 | 314 | 588 | 2,831 | 4,465 | 125,216 | 78,737 | 16,508 | 10,946 | 10,596 | 10,240 | 356 | 596 | 3,043 | 4,790 |
|  | 10,209 | 5,728 | 2,438 | 1,160 | 293 | 252 | 41 | 65 | 286 | 239 | 10,293 | 5,773 | 2,412 | 1,200 | 308 | 265 | 43 | 69 | 321 | 210 |
|  | 8,674 | 2,083 | 699 | 494 | 326 | 320 | 6 | 61 | 92 | 4,919 | 9,177 | 2,208 | 753 | 574 | 315 | 306 | 9 | 81 | 139 | 5,107 |
|  | 2,485 | 1,668 | 287 | 257 | 63 | 59 | 4 | 25 | 62 | 123 | 2,473 | 1,585 | 316 | 232 | 73 | 71 | 2 | 30 | 81 | 156 |
|  | 4,843 | 3,824 | 256 | 389 | 131 | 125 | 6 | 24 | 146 | 73 | 4,953 | 3,881 | 240 | 446 | 133 | 128 | 5 | 18 | 154 | 81 |
| Mathematics and statistics <br> Mechanic and repair technologies/ technicians <br> Military technologies and applied sciences <br> Multi/interdisciplinary studies Parks, recreation, leisure, and fitness studies | 9,082 | 2,777 | 187 | 309 | 663 | 658 | 5 | 5 | 132 | 5,009 | 10,443 | 2,965 | 188 | 363 | 720 | 716 | 4 | 4 | 124 | 6,079 |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 274 | 158 | 67 | 15 | 5 | 5 | 0 | 0 | 3 | 26 | 355 | 198 | 75 | 29 | 16 | 15 | 1 | 3 | 9 | 25 |
|  | 9,264 | 5,158 | 902 | 811 | 516 | 506 | 10 | 45 | 297 | 1,535 | 10,175 | 5,495 | 934 | 928 | 647 | 631 | 16 | 41 | 294 | 1,836 |
|  | 8,651 | 5,824 | 1,183 | 691 | 202 | 179 | 23 | 31 | 287 | 433 | 9,005 | 5,974 | 1,242 | 747 | 205 | 185 | 20 | 45 | 279 | 513 |
| Philosophy and religious studies <br> Physical sciences and science technologies <br> Precision production Psychology <br> Public administration and social services | 1,704 | 1,148 | 116 | 144 | 80 | 79 | 1 | 4 | 40 | 172 | 1,692 | 1,144 | 130 | 141 | 77 | 74 | 3 | 6 | 44 | 150 |
|  | 7,136 | 3,855 | 186 | 394 | 380 | 374 | 6 | 14 |  |  |  |  |  | 443 | 414 | 406 | 8 | 11 | 193 |  |
|  |  |  |  |  |  |  | 0 | 0 | 0 |  |  |  |  |  |  |  | 0 | 0 | 0 |  |
|  | 27,539 | 16,974 | 3,788 | 3,461 | 1,199 | 1,108 | 91 | 150 | 897 | 1,070 | 27,841 | 16,707 | 3,907 | 3,777 | 1,286 | 1,206 | 80 | 145 | 928 | 1,091 |
|  | 45,361 | 24,289 | 8,755 | 6,203 | 1,892 | 1,781 | 111 | 285 | 1,295 | 2,642 | 46,294 | 24,602 | 9,023 | 6,621 | 1,842 | 1,738 | 104 | 289 | 1,366 | 2,551 |
| Social sciences and history <br> Social sciences History <br> Theology and religious vocations Transportation and materials moving Visual and performing arts Other and not classified | 20,004 | 10,942 | 1,430 | 1,713 | 892 | 872 | 20 | 74 | 546 | 4,407 | 19,884 | 10,588 | 1,456 | 1,820 | 844 | 826 | 18 | 60 | 566 | 4,550 |
|  | 16,569 | 8,205 | 1,312 | 1,447 | 827 | 808 | 19 | 63 | 446 | 4,269 | 16,612 | 8,012 | 1,313 | 1,544 | 786 | 771 | 15 | 50 | 484 | 4,423 |
|  | 3,435 | 2,737 | 118 | 266 | 65 | 64 | 1 | 11 | 100 | 138 | 3,272 | 2,576 | 143 | 276 | 58 | 55 | 3 | 10 | 82 | 127 |
|  | 13,694 | 8,774 | 2,237 | 691 | 708 | 685 | 23 | 54 | 243 | 987 | 13,828 | 8,624 | 2,215 | 766 | 808 | 778 | 30 | 45 | 271 | 1,099 |
|  | 839 | 547 |  | 43 | 35 | 33 | 2 | 4 | 43 | 69 | , 815 | 507 | 71 | 72 | 35 | 33 | 2 | 6 | 32 | ${ }^{92}$ |
|  | 17,516 | 9,357 | 1,154 | 1,291 | 869 | 845 | 24 | 56 | 512 | 4,277 | 17,686 | 9,205 | 1,169 | 1,380 | 935 | 910 | 25 | 46 | 474 | 4,477 |
|  |  | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 |  |  |  |  |  | 0 | , | , | 0 | 0 |  |

Table 324.10. Doctor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2017-18

| Field of study | 1970-71 | 1975-76 | 1980-81 | 1985-86 | 1990-91 | 1995-96 | 2000-01 | 2005-06 | 2007-08 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Total | 64,998 | 91,007 | 98,016 | 100,280 | 105,547 | 115,507 | 119,585 | 138,056 | 149,190 | 158,590 | 163,827 | 170,217 | 175,026 | 177,587 | 178,548 | 178,134 | 181,357 | 184,074 |
| Agriculture and natural resources | 1,086 | 928 | 1,067 | 1,158 | 1,185 | 1,259 | 1,127 | 1,194 | 1,261 | 1,149 | 1,246 | 1,333 | 1,411 | 1,407 | 1,561 | 1,526 | 1,561 | 1,496 |
| Architecture and related services | 36 | 82 | 93 | , 73 | 135 | 141 | 153 | 201 | 199 | 210 | , 205 | , 255 | , 247 | , 247 | , 272 | 245 | 291 | 250 |
| Area, ethnic, cultural, gender, and group studies | 143 | 186 | 161 | 156 | 159 | 183 | 216 | 226 | 270 | 253 | 278 | 302 | 291 | 336 | 312 | 323 | 349 | 335 |
| Biological and biomedical sciences | 3,603 | 3,347 | 3,640 | 3,405 | 4,152 | 5,250 | 5,225 | 6,162 | 7,398 | 7,672 | 7,693 | 7,935 | 7,939 | 8,302 | 8,053 | 7,939 | 8,087 | 8,222 |
| Business | 774 | 906 | 808 | 923 | 1,185 | 1,366 | 1,180 | 1,711 | 2,084 | 2,249 | 2,286 | 2,538 | 2,828 | 3,039 | 3,116 | 3,325 | 3,328 | 3,338 |
| Communication, journalism, and related programs | 145 | 196 | 171 | 212 | 259 | 338 | 368 | 461 | 489 | 570 | 577 | 563 | 612 | 611 | 644 | 629 | 615 | 666 |
| Communications technologies | 0 | 8 | 11 | 6 | 13 | 7 | 2 | 3 | ${ }^{7}$ | 3 | 1 |  | 0 | 3 | - | 4 | 0 | 0 |
| Computer and information sciences | 128 | 244 | 252 | 344 | 676 | 869 | 768 | 1,416 | 1,697 | 1,599 | 1,588 | 1,698 | 1,834 | 1,982 | 1,998 | 1,989 | 1,982 | 2,017 |
| Education | 6,041 | 7,202 | 7,279 | 6,610 | 6,189 | 6,246 | 6,284 | 7,584 | 8,496 | 9,237 | 9,642 | 10,118 | 10,572 | 10,929 | 11,772 | 11,838 | 12,692 | 12,780 |
| Engineering | 3,687 | 2,872 | 2,598 | 3,444 | 5,316 | 6,304 | 5,485 | 7,243 | 7,929 | 7,706 | 8,369 | 8,722 | 9,356 | 10,010 | 10,239 | 10,265 | 10,371 | 10,817 |
| Engineering technologies | 1 | 2 | 10 | 12 | 14 | 50 | 62 | 75 | 55 | 67 | 56 | 134 | 111 | 107 | 123 | 133 | 152 | 212 |
| English language and literature/letters | 1,554 | 1,514 | 1,040 | 895 | 1,056 | 1,395 | 1,330 | 1,254 | 1,262 | 1,334 | 1,344 | 1,427 | 1,377 | 1,393 | 1,418 | 1,402 | 1,347 | 1,295 |
| Family and consumer sciences/human sciences | 123 | 178 | 247 | 307 | 229 | 375 | 354 | 340 | 323 | 296 | 320 | 325 | 351 | 335 | 335 | 374 | 317 | 274 |
| Foreign languages, literatures, and linguistics | 1,084 | 1,245 | 931 | 768 | 889 | 1,020 | 1,078 | 1,074 | 1,078 | 1,091 | 1,158 | 1,231 | 1,304 | 1,230 | 1,243 | 1,278 | 1,168 | 1,213 |
| Health professions and related programs | 15,988 | 25,267 | 29,595 | 31,922 | 29,842 | 32,678 | 39,019 | 45,677 | 51,655 | 57,750 | 60,221 | 62,097 | 64,192 | 67,447 | 71,004 | 73,687 | 77,693 | 80,305 |
| Homeland security, law enforcement, and firefighting | 1 | ${ }^{9}$ | 21 | 21 | 28 | 38 | 44 | 80 | 88 | 106 | 131 | 117 | 147 | 152 | 193 | 205 | 177 | 150 |
| Legal professions and studies | 17,441 | 32,369 | 36,391 | 35,898 | 38,035 | 39,919 | 38,190 | 43,569 | 43,699 | 44,627 | 44,853 | 46,836 | 47,246 | 44,169 | 40,329 | 37,034 | 35,123 | 34,544 |
| Liberal arts and sciences, general studies, and humanities | 32 | 162 | 121 | 90 | 70 | 75 | 102 | 84 | 76 | 96 | 95 | 93 | 98 | 90 | 96 | 105 | 95 | 93 |
| Library science | 39 | 71 | 71 | 62 | 56 | 53 | 58 | 44 | 64 | 64 | 50 | 60 | 50 | 52 | 44 | 54 | 42 | 54 |
| Mathematics and statistics | 1,199 | 856 | 728 | 742 | 978 | 1,158 | 997 | 1,293 | 1,360 | 1,596 | 1,586 | 1,669 | 1,823 | 1,863 | 1,801 | 1,855 | 1,925 | 2,010 |
| Multi/interdisciplinary studies | 101 | 156 | 236 | 352 | 306 | 549 | 512 | 600 | 660 | 631 | 660 | 727 | 730 | 769 | 840 | 849 | 854 | 850 |
| Parks, recreation, leisure, and fitness studies | 2 | 15 | 42 | 39 | 28 | 104 | 177 | 194 | 228 | 266 | 257 | 288 | 295 | 317 | 311 | 331 | 319 | 298 |
| Philosophy and religious studies | 555 | 556 | 411 | 480 | 464 | 550 | 600 | 578 | 635 | 667 | 804 | 778 | 794 | 698 | 762 | 750 | 741 | 768 |
| Physical sciences and science technologies | 4,324 | 3,388 | 3,105 | 3,521 | 4,248 | 4,589 | 3,968 | 4,642 | 4,995 | 5,065 | 5,295 | 5,370 | 5,514 | 5,806 | 5,823 | 6,057 | 6,027 | 6,181 |
| Psychology | 2,144 | 3,157 | 3,576 | 3,593 | 3,932 | 4,141 | 5,091 | 4,921 | 5,296 | 5,540 | 5,851 | 5,936 | 6,326 | 6,634 | 6,583 | 6,540 | 6,702 | 6,275 |
| Public administration and social services | 174 | 292 | 362 | 382 | 430 | 499 | 574 | 704 | 760 | 838 | 851 | 890 | 979 | 1,047 | 1,123 | 1,066 | 1,116 | 1,157 |
| Social sciences and history | 3,660 | 4,157 | 3,122 | 2,955 | 3,012 | 3,760 | 3,930 | 3,914 | 4,058 | 4,238 | 4,390 | 4,597 | 4,610 | 4,724 | 4,828 | 4,706 | 4,706 | 4,676 |
| Theology and religious vocations | 312 | 1,022 | 1,273 | 1,185 | 1,076 | 1,517 | 1,461 | 1,429 | 1,615 | 2,071 | 2,374 | 2,446 | 2,174 | 2,103 | 1,927 | 1,808 | 1,792 | 2,023 |
| Transportation and materials moving | 0 | 0 | 0 | 3 | 0 |  | 10 | 0 | 0 | , 0 | 0 | 0 | 1 |  | , 5 | 8 | 11 | 16 |
| Visual and performing arts | 621 | 620 | 654 | 722 | 838 | 1,067 | 1,167 | 1,383 | 1,453 | 1,599 | 1,646 | 1,728 | 1,814 | 1,778 | 1,793 | 1,809 | 1,774 | 1,759 |
| Not classified by field of study | 0 | 0 | 0 | 0 | 747 | 7 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were classified
as first-professional degrees prior to 2010-11. The new Classification of Instructional Programs was initiated in 2009-10 The figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. To facilitate rend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; "Business" includes Business, management, marketing, and related
support services and Personal and culinary services; and "Engineering technologies" includes Engineering technologies and engineering-related fields, Construction trades, and Mechanic and repair technologies/technicians. Some data have seen revised from previously published figures.
Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1970-71 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:91-99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared November 2019.)

Table 324.20. Doctor's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976-77 through 2017-18

|  | Number of degrees conferred ${ }^{1}$ to U.S. citizens, permanent residents, and nonresident aliens |  |  |  |  |  |  |  | Percentage distribution of degrees conferred ${ }^{1}$ to U.S. citizens and permanent residents |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year and sex | Total | White | Black | Hispanic | Asian/ Pacific Islander | American Indian/ Alaska Native | Two or more races ${ }^{2}$ | Nonresident alien | Total | White | Black | Hispanic | Asian/ Pacific Islander | American Indian/ Alaska Native | Two or more races $^{2}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-77 ${ }^{3}$ | 91,218 | 79,932 | 3,575 | 1,533 | 1,674 | 240 | - | 4,264 | 100.0 | 91.9 | 4.1 | 1.8 | 1.9 | 0.3 |  |
| 1980-814 | 97,281 | 84,200 | 3,893 | 1,924 | 2,267 | 312 | - | 4,685 | 100.0 | 90.9 | 4.2 | 2.1 | 2.4 | 0.3 |  |
| 1990-91 | 105,547 | 81,791 | 4,429 | 3,210 | 5,120 | 356 | - | 10,641 | 100.0 | 86.2 | 4.7 | 3.4 | 5.4 | 0.4 |  |
| 1999-2000 | 118,736 | 82,984 | 7,078 | 5,042 | 10,682 | 708 | - | 12,242 | 100.0 | 77.9 | 6.6 | 4.7 | 10.0 | 0.7 | - |
| 2000-01 | 119,585 | 82,321 | 7,035 | 5,204 | 11,587 | 705 | - | 12,733 | 100.0 | 77.0 | 6.6 | 4.9 | 10.8 | 0.7 | - |
| 2003-04 | 126,087 | 84,695 | 8,089 | 5,795 | 12,371 | 771 | - | 14,366 | 100.0 | 75.8 | 7.2 | 5.2 | 11.1 | 0.7 | - |
| 2004-05 | 134,387 | 89,763 | 8,527 | 6,115 | 13,176 | 788 | - | 16,018 | 100.0 | 75.8 | 7.2 | 5.2 | 11.1 | 0.7 | - |
| 2005-06 | 138,056 | 91,050 | 8,523 | 6,202 | 13,686 | 929 | - | 17,666 | 100.0 | 75.6 | 7.1 | 5.2 | 11.4 | 0.8 | - |
| 2006-07 | 144,694 | 94,225 | 9,371 | 6,576 | 14,727 | 917 | - | 18,878 | 100.0 | 74.9 | 7.4 | 5.2 | 11.7 | 0.7 | - |
| 2007-08 | 149,190 | 97,701 | 9,451 | 6,933 | 15,170 | 932 | - | 19,003 | 100.0 | 75.0 | 7.3 | 5.3 | 11.7 | 0.7 | - |
| 2008-09 | 154,564 | 101,400 | 10,188 | 7,497 | 15,840 | 978 | - | 18,661 | 100.0 | 74.6 | 7.5 | 5.5 | 11.7 | 0.7 | - |
| 2009-10 | 158,590 | 104,419 | 10,413 | 8,085 | 16,560 | 952 |  | 18,161 | 100.0 | 74.4 | 7.4 | 5.8 | 11.8 | 0.7 |  |
| 2010-11 | 163,827 | 105,990 | 10,934 | 8,662 | 17,078 | 947 | 1,251 | 18,965 | 100.0 | 73.2 | 7.5 | 6.0 | 11.8 | 0.7 | 0.9 |
| 2011-12 | 170,217 | 109,365 | 11,794 | 9,223 | 17,896 | 915 | 1,571 | 19,453 | 100.0 | 72.5 | 7.8 | 6.1 | 11.9 | 0.6 | 1.0 |
| 2012-13 | 175,026 | 110,759 | 12,085 | 10,108 | 18,406 | 900 | 2,440 | 20,328 | 100.0 | 71.6 | 7.8 | 6.5 | 11.9 | 0.6 | 1.6 |
| 2013-14 | 177,587 | 110,157 | 12,621 | 10,665 | 19,118 | 861 | 2,966 | 21,199 | 100.0 | 70.4 | 8.1 | 6.8 | 12.2 | 0.6 | 1.9 |
| 2014-15 | 178,548 | 108,914 | 13,272 | 11,263 | 19,186 | 884 | 3,670 | 21,359 | 100.0 | 69.3 | 8.4 | 7.2 | 12.2 | 0.6 | 2.3 |
| 2015-16 | 178,134 | 107,235 | 13,377 | 11,781 | 19,614 | 811 | 3,782 | 21,534 | 100.0 | 68.5 | 8.5 | 7.5 | 12.5 | 0.5 | 2.4 |
| 2016-17 | 181,357 | 107,444 | 14,070 | 12,493 | 20,345 | 747 | 4,166 | 22,092 | 100.0 | 67.5 | 8.8 | 7.8 | 12.8 | 0.5 | 2.6 |
| 2017-18 | 184,074 | 107,415 | 14,241 | 13,253 | 20,762 | 707 | 4,497 | 23,199 | 100.0 | 66.8 | 8.9 | 8.2 | 12.9 | 0.4 | 2.8 |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-77 ${ }^{3}$ | 71,709 | 62,977 | 2,338 | 1,216 | 1,311 | 182 | - | 3,685 | 100.0 | 92.6 | 3.4 | 1.8 | 1.9 | 0.3 | - |
| 1980-814 | 68,853 | 59,574 | 2,206 | 1,338 | 1,589 | 223 | - | 3,923 | 100.0 | 91.8 | 3.4 | 2.1 | 2.4 | 0.3 | - |
| 1990-91 | 64,242 | 48,812 | 1,991 | 1,835 | 3,038 | 196 | - | 8,370 | 100.0 | 87.4 | 3.6 | 3.3 | 5.4 | 0.4 | - |
| 1999-2000 | 64,930 | 45,308 | 2,762 | 2,602 | 5,467 | 333 | - | 8,458 | 100.0 | 80.2 | 4.9 | 4.6 | 9.7 | 0.6 | - |
| 2000-01 | 64,171 | 44,131 | 2,655 | 2,564 | 5,759 | 346 | - | 8,716 | 100.0 | 79.6 | 4.8 | 4.6 | 10.4 | 0.6 | - |
| 2003-04 | 63,981 | 43,014 | 2,888 | 2,731 | 5,620 | 357 | - | 9,371 | 100.0 | 78.8 | 5.3 | 5.0 | 10.3 | 0.7 | - |
| 2004-05 | 67,257 | 44,749 | 2,904 | 2,863 | 5,913 | 370 | - | 10,458 | 100.0 | 78.8 | 5.1 | 5.0 | 10.4 | 0.7 | - |
| 2005-06 | 68,912 | 45,476 | 2,949 | 2,850 | 5,977 | 429 | - | 11,231 | 100.0 | 78.8 | 5.1 | 4.9 | 10.4 | 0.7 | - |
| 2006-07 | 71,311 | 46,215 | 3,223 | 3,037 | 6,449 | 421 | - | 11,966 | 100.0 | 77.9 | 5.4 | 5.1 | 10.9 | 0.7 | - |
| 2007-08 | 73,340 | 48,118 | 3,291 | 3,139 | 6,516 | 447 | - | 11,829 | 100.0 | 78.2 | 5.4 | 5.1 | 10.6 | 0.7 | - |
| 2008-09 | 75,674 | 49,880 | 3,531 | 3,388 | 6,914 | 460 | - | 11,501 | 100.0 | 77.7 | 5.5 | 5.3 | 10.8 | 0.7 | - |
| 2009-10 | 76,610 | 50,707 | 3,609 | 3,642 | 7,184 | 430 |  | 11,038 | 100.0 | 77.3 | 5.5 | 5.6 | 11.0 | 0.7 |  |
| 2010-11 | 79,672 | 51,688 | 3,838 | 3,990 | 7,545 | 454 | 557 | 11,600 | 100.0 | 75.9 | 5.6 | 5.9 | 11.1 | 0.7 | 0.8 |
| 2011-12 | 82,670 | 53,488 | 4,121 | 4,218 | 7,792 | 418 | 701 | 11,932 | 100.0 | 75.6 | 5.8 | 6.0 | 11.0 | 0.6 | 1.0 |
| 2012-13 | 85,080 | 54,196 | 4,310 | 4,473 | 8,190 | 400 | 1,085 | 12,426 | 100.0 | 74.6 | 5.9 | 6.2 | 11.3 | 0.6 | 1.5 |
| 2013-14 | 85,585 | 53,374 | 4,510 | 4,788 | 8,270 | 365 | 1,297 | 12,981 | 100.0 | 73.5 | 6.2 | 6.6 | 11.4 | 0.5 | 1.8 |
| 2014-15 | 84,922 | 52,069 | 4,464 | 5,011 | 8,330 | 410 | 1,678 | 12,960 | 100.0 | 72.4 | 6.2 | 7.0 | 11.6 | 0.6 | 2.3 |
| 2015-16 | 84,240 | 50,694 | 4,564 | 5,122 | 8,632 | 371 | 1,718 | 13,139 | 100.0 | 71.3 | 6.4 | 7.2 | 12.1 | 0.5 | 2.4 |
| 2016-17 | 84,649 | 50,002 | 4,794 | 5,421 | 8,906 | 307 | 1,780 | 13,439 | 100.0 | 70.2 | 6.7 | 7.6 | 12.5 | 0.4 | 2.5 |
| 2017-18 | 85,568 | 49,649 | 4,957 | 5,856 | 9,004 | 309 | 1,869 | 13,924 | 100.0 | 69.3 | 6.9 | 8.2 | 12.6 | 0.4 | 2.6 |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-77 ${ }^{3}$ | 19,509 | 16,955 | 1,237 | 317 | 363 | 58 | - | 579 | 100.0 | 89.6 | 6.5 | 1.7 | 1.9 | 0.3 | - |
| 1980-814 | 28,428 | 24,626 | 1,687 | 586 | 678 | 89 | - | 762 | 100.0 | 89.0 | 6.1 | 2.1 | 2.5 | 0.3 | - |
| 1990-91 | 41,305 | 32,979 | 2,438 | 1,375 | 2,082 | 160 | - | 2,271 | 100.0 | 84.5 | 6.2 | 3.5 | 5.3 | 0.4 |  |
| 1999-2000 | 53,806 | 37,676 | 4,316 | 2,440 | 5,215 | 375 | - | 3,784 | 100.0 | 75.3 | 8.6 | 4.9 | 10.4 | 0.7 |  |
| 2000-01 | 55,414 | 38,190 | 4,380 | 2,640 | 5,828 | 359 | - | 4,017 | 100.0 | 74.3 | 8.5 | 5.1 | 11.3 | 0.7 | - |
| 2003-04 | 62,106 | 41,681 | 5,201 | 3,064 | 6,751 | 414 | - | 4,995 | 100.0 | 73.0 | 9.1 | 5.4 | 11.8 | 0.7 | - |
| 2004-05 | 67,130 | 45,014 | 5,623 | 3,252 | 7,263 | 418 | - | 5,560 | 100.0 | 73.1 | 9.1 | 5.3 | 11.8 | 0.7 | - |
| 2005-06 | 69,144 | 45,574 | 5,574 | 3,352 | 7,709 | 500 | - | 6,435 | 100.0 | 72.7 | 8.9 | 5.3 | 12.3 | 0.8 | - |
| 2006-07 | 73,383 | 48,010 | 6,148 | 3,539 | 8,278 | 496 | - | 6,912 | 100.0 | 72.2 | 9.2 | 5.3 | 12.5 | 0.7 | - |
| 2007-08 | 75,850 | 49,583 | 6,160 | 3,794 | 8,654 | 485 | - | 7,174 | 100.0 | 72.2 | 9.0 | 5.5 | 12.6 | 0.7 | - |
| 2008-09 | 78,890 | 51,520 | 6,657 | 4,109 | 8,926 | 518 | - | 7,160 | 100.0 | 71.8 | 9.3 | 5.7 | 12.4 | 0.7 | - |
| 2009-10 | 81,980 | 53,712 | 6,804 | 4,443 | 9,376 | 522 | - | 7,123 | 100.0 | 71.8 | 9.1 | 5.9 | 12.5 | 0.7 | - |
| 2010-11 | 84,155 | 54,302 | 7,096 | 4,672 | 9,533 | 493 | 694 | 7,365 | 100.0 | 70.7 | 9.2 | 6.1 | 12.4 | 0.6 | 0.9 |
| 2011-12 | 87,547 | 55,877 | 7,673 | 5,005 | 10,104 | 497 | 870 | 7,521 | 100.0 | 69.8 | 9.6 | 6.3 | 12.6 | 0.6 | 1.1 |
| 2012-13 | 89,946 | 56,563 | 7,775 | 5,635 | 10,216 | 500 | 1,355 | 7,902 | 100.0 | 68.9 | 9.5 | 6.9 | 12.5 | 0.6 | 1.7 |
| 2013-14 | 92,002 | 56,783 | 8,111 | 5,877 | 10,848 | 496 | 1,669 | 8,218 | 100.0 | 67.8 | 9.7 | 7.0 | 12.9 | 0.6 | 2.0 |
| 2014-15 | 93,626 | 56,845 | 8,808 | 6,252 | 10,856 | 474 | 1,992 | 8,399 | 100.0 | 66.7 | 10.3 | 7.3 | 12.7 | 0.6 | 2.3 |
| 2015-16 | 93,894 | 56,541 | 8,813 | 6,659 | 10,982 | 440 | 2,064 | 8,395 | 100.0 | 66.1 | 10.3 | 7.8 | 12.8 | 0.5 | 2.4 |
| 2016-17 | 96,708 | 57,442 | 9,276 | 7,072 | 11,439 | 440 | 2,386 | 8,653 | 100.0 | 65.2 | 10.5 | 8.0 | 13.0 | 0.5 | 2.7 |
| 2017-18 | 98,506 | 57,766 | 9,284 | 7,397 | 11,758 | 398 | 2,628 | 9,275 | 100.0 | 64.7 | 10.4 | 8.3 | 13.2 | 0.4 | 2.9 |

## -Not available.

${ }^{1}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were classified as first-professional degrees prior to 2010-11.
2For years prior to 2010-11, the survey did not yet include the "Two or more races" category, and each student could be counted in only one race category.
${ }^{3}$ Excludes 500 males and 12 females whose racial/ethnic group was not available. Excludes 714 males and 21 females whose racial/ethnic group was not available. NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. For 1989-90 and later
years, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976-77 and 1980-81; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:90-99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared October 2019.)

Table 324.25. Doctor's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2016-17 and 2017-18

| Field of study | 2016-17 |  |  |  |  |  |  |  |  |  | 2017-18 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | Non-residentalien | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | Non-residentalien |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| All fields, total | 181,357 | 107,444 | 14,070 | 12,493 | 20,345 | 20,017 | 328 | 747 | 4,166 | 22,092 | 184,074 | 107,415 | 14,241 | 13,253 | 20,762 | 20,447 | 315 | 707 | 4,497 | 23,199 |
| Agriculture and natural resources | 1,561 | 722 | 49 | 56 | 51 | 51 | 0 | 3 | 20 | 660 | 1,496 | 726 | 49 | 52 | 45 | 43 | 2 | 5 | 20 | 599 |
| Architecture and related services | 291 | 103 | 7 | 15 | 36 | 33 | 3 | 1 | 9 | 120 | 250 | 81 | 14 | 13 | 25 | 24 | 1 | 1 | 9 | 107 |
| Area, ethnic, cultural, gender, and group studies | 349 | 153 | 58 | 42 | 18 | 18 |  | 4 | 9 | 65 | 335 | 139 | 55 | 35 | 28 | 26 | 2 | 13 | 12 | 53 |
| Biological and biomedical sciences | 8,087 | 4,246 | 303 | 467 | 769 | 758 | 11 | 25 | 210 | 2,067 | 8,222 | 4,427 | 322 | 479 | 733 | 727 | 6 | 13 | 179 | 2,069 |
| Business | 3,328 | 1,411 | 721 | 206 | 238 | 231 | 7 | 14 | 43 | 695 | 3,338 | 1,467 | 726 | 148 | 217 | 206 | 11 | 11 | 64 | 705 |
| Communication, journalism, and related programs | 615 | 357 | 49 | 30 | 35 | 35 | 0 | 2 | 12 | 130 | 666 | 385 | 34 | 19 | 28 | 27 | 1 | 3 | 13 | 184 |
| Communications technologies |  |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Computer and information sciences | 1,982 | 617 | 85 | 54 | 116 | 115 | 1 | 2 | 19 | 1,089 | 2,017 | 572 | 76 | 58 | 122 | 122 | 0 | 4 | 27 | 1,158 |
| Construction trades |  |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |  | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Education | 12,692 | 7,582 | 2,639 | 1,009 | 444 | 407 | 37 | 90 | 219 | 709 | 12,780 | 7,582 | 2,491 | 1,156 | 462 | 431 | 31 | 79 | 260 | 750 |
| Engineering | 10,371 | 3,076 | 187 | 319 | 749 | 744 | 5 | 12 | 117 | 5,911 | 10,817 | 3,190 | 179 | 303 | 720 | 720 | 0 | 11 | 143 | 6,271 |
| Engineering technologies and engineering-related fields ${ }^{1}$ | 152 | 65 | 13 | 6 | 11 | 11 | 0 | 0 | 0 | 57 | 212 | 92 | 33 | 7 | 20 | 20 | 0 | 0 | 3 | 57 |
| English language and literature/ letters | 1,347 | 994 | 54 | 97 | 49 | 47 | 2 | 10 | 32 | 111 | 1,295 | 946 | 65 | 74 | 64 | 63 | 1 | 7 | 25 | 114 |
| Family and consumer sciences/ human sciences | 317 | 172 | 30 | 18 | 21 | 21 | 0 | 1 | 5 | 70 | 274 | 141 | 25 | 15 | 16 | 16 | 0 | 0 | 6 | 71 |
| Foreign languages, literatures, and linguistics | 1,168 | 604 | 12 | 121 | 50 | 50 | 0 | 4 | 13 | 364 | 1,213 | 565 | 20 | 147 | 49 | 48 | 1 | 3 | 21 | 408 |
| Health professions and related programs | 77,693 | 49,286 | 5,031 | 4,851 | 13,715 | 13,536 | 179 | 260 | 1,949 | 2,601 | 80,305 | 50,069 | 5,345 | 5,322 | 14,325 | 14,146 | 179 | 274 | 2,186 | 2,784 |
| Homeland security, law enforcement, and firefighting | $\begin{array}{r}177 \\ \\ \hline 123\end{array}$ | $\begin{array}{r}107 \\ \hline\end{array}$ | 30 | 16 |  | ${ }_{2}{ }^{2}$ | 00 | ${ }_{1}^{1}$ | ${ }^{0}$ | 121 | 150 34544 | . 88 | ${ }_{30}^{20}$ | 16 3 | ${ }_{2}^{5}$ | ${ }^{4}$ | 52 | 1 198 | 1007 | 17 1334 |
| Legal professions and studies Liberal arts and sciences, general | 35,123 | 23,319 | 3,006 | 3,730 | 2,594 | 2,537 | 57 | 231 | 1,022 | 1,221 | 34,544 | 22,601 | 3,073 | 3,946 | 2,385 | 2,333 | 52 | 198 | 1,007 | 1,334 |
| Liber ares and humanities studies, |  | 74 | 3 | 5 | 4 | 3 | 1 | 1 | 3 |  | 93 | 67 | 3 | 4 | 4 | 4 | 0 | 1 | 2 | 12 |
| Library science | 42 | 21 | 4 | 5 | 4 |  | 1 | 0 | , | 10 | 54 | 27 | 4 | 2 | 6 | 6 | 0 | 0 | 1 | 14 |
| Mathematics and statistics | 1,925 | 739 | 22 | 50 | 138 | 138 | 0 | 3 | 30 | 943 | 2,010 | 753 | 35 | 62 | 124 | 122 | 2 | 1 | 32 | 1,003 |
| Mechanic and repair technologies/ technicians | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Military technologies and applied sciences |  |  |  | 0 | 0 | 0 | 0 | 0 | 0 |  |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Multi/interdisciplinary studies | 854 | 462 | 82 | 40 | 44 | 44 | 0 | 5 | 20 | 201 | 850 | 462 | 79 | 51 | 49 | 47 | 2 | 4 | 12 | 193 |
| Parks, recreation, leisure, and fitness studies | 319 | 208 | 20 | 11 | 6 | 6 | 0 | 1 | 7 | 66 | 298 | 189 | 21 | 7 | 10 | 10 | 0 | 1 | 8 | 62 |
| Philosophy and religious studies | 741 | 509 | 42 | 29 | 31 | 31 | 0 | 2 | 18 | 110 | 768 | 526 | 57 | 28 | 23 | 23 | 0 | 2 | 12 | 120 |
| Physical sciences and science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| technologies | 6,027 | 2,910 | 110 | 227 | 327 | 326 | 1 | 14 | 85 | 2,354 | 6,181 | 2,910 | 120 | 226 | 367 | 359 | 8 | 9 | 109 | 2,440 |
| Precision production |  |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Psychology | 6,702 | 4,525 | 623 | 597 | 388 | 373 | 15 | 25 | 162 | 382 | 6,275 | 4,231 | 515 | 576 | 386 | 380 | 6 | 30 | 166 | 371 |
| Public administration and social services | 1,116 | 575 | 238 | 67 | 54 | 54 | 0 | 5 | 26 | 151 | 1,157 | 596 | 223 | 75 | 42 | 40 | 2 | 9 | 30 | 182 |
| Social sciences and history | 4,706 | 2,564 | 238 | 259 | 215 | 211 | 4 | 19 | 88 | 1,323 | 4,676 | 2,472 | 218 | 259 | 247 | 243 | 4 | 17 | 96 | 1,367 |
| Social sciences | 3,781 | 1,909 | 197 | 184 | 189 | 185 | 4 | 13 | 71 | 1,218 | 3,765 | 1,827 | 170 | 190 | 221 | 218 | 3 | 15 | 85 | 1,257 |
| History | 925 | 655 | 41 | 75 | 26 | 26 | 0 | 6 | 17 | , 105 | 911 | ,645 | 48 | 69 | 26 | 25 | 1 | 2 | 11 | 110 |
| Theology and religious vocations | 1,792 | 950 | 364 | 71 | 143 | 140 | 3 | 4 | 12 | 248 | 2,023 | 1,070 | 385 | 90 | 148 | 146 | 2 | 6 | 22 | 302 |
| Transportation and materials moving |  |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 16 |  | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 5 |
| Visual and performing arts | 1,774 | 1,086 | 50 | 97 | 93 | 92 | 1 | 8 | 36 | 404 | 1,759 | 1,032 | 54 | 83 | 110 | 109 | 1 | 4 | 29 | 447 |
| Other and not classified | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ${ }^{1}$ Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately. NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System |  |  |  |  |  |  |  |  | (IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; and "Business" includes Business management, marketing, and related support services and Personal and culinary services. Some data have been revised from previously published figures. <br> SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2017 and Fall 2018, Completions component. (This table was prepared October 2019.) |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 324.40. Number of postsecondary institutions conferring doctor's degrees in dentistry, medicine, and law, and number of such degrees conferred, by sex of student: Selected years, 1949-50 through 2017-18

| Year | Dentistry (D.D.S. or D.M.D.) |  |  |  | Medicine (M.D.) |  |  |  | Law (LL.B. or J.D.) |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number of institutions conferring degrees | Number of degrees conferred |  |  | Number of institutions conferring degrees | Number of degrees conferred |  |  | Number of institutions conferring degrees | Number of degrees conferred |  |  |
|  |  | Total | Males | Females |  | Total | Males | Females |  | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 1949-50 | 40 | 2,579 | 2,561 | 18 | 72 | 5,612 | 5,028 | 584 | - | - | - | - |
| 1951-52 | 41 | 2,918 | 2,895 | 23 | 72 | 6,201 | 5,871 | 330 | - | - |  |  |
| 1953-54 | 42 | 3,102 | 3,063 | 39 | 73 | 6,712 | 6,377 | 335 |  |  |  |  |
| 1955-56 | 42 | 3,009 | 2,975 | 34 | 73 | 6,810 | 6,464 | 346 | 131 | 8,262 | 7,974 | 288 |
| 1957-58 | 43 | 3,065 | 3,031 | 34 | 75 | 6,816 | 6,469 | 347 | 131 | 9,394 | 9,122 | 272 |
| 1959-60 | 45 | 3,247 | 3,221 | 26 | 79 | 7,032 | 6,645 | 387 | 134 | 9,240 | 9,010 | 230 |
| 1961-62 | 46 | 3,183 | 3,166 | 17 | 81 | 7,138 | 6,749 | 389 | 134 | 9,364 | 9,091 | 273 |
| 1963-64 | 46 | 3,180 | 3,168 | 12 | 82 | 7,303 | 6,878 | 425 | 133 | 10,679 | 10,372 | 307 |
| 1964-65 | 46 | 3,108 | 3,086 | 22 | 81 | 7,304 | 6,832 | 472 | 137 | 11,583 | 11,216 | 367 |
| 1965-66 | 47 | 3,178 | 3,146 | 32 | 84 | 7,673 | 7,170 | 503 | 136 | 13,246 | 12,776 | 470 |
| 1967-68 | 48 | 3,422 | 3,375 | 47 | 85 | 7,944 | 7,318 | 626 | 138 | 16,454 | 15,805 | 649 |
| 1968-69 | - | 3,408 | 3,376 | 32 | - | 8,025 | 7,415 | 610 | - | 17,053 | 16,373 | 680 |
| 1969-70 | 48 | 3,718 | 3,684 | 34 | 86 | 8,314 | 7,615 | 699 | 145 | 14,916 | 14,115 | 801 |
| 1970-71 | 48 | 3,745 | 3,703 | 42 | 89 | 8,919 | 8,110 | 809 | 147 | 17,421 | 16,181 | 1,240 |
| 1971-72 | 48 | 3,862 | 3,819 | 43 | 92 | 9,253 | 8,423 | 830 | 147 | 21,764 | 20,266 | 1,498 |
| 1972-73 | 51 | 4,047 | 3,992 | 55 | 97 | 10,307 | 9,388 | 919 | 152 | 27,205 | 25,037 | 2,168 |
| 1973-74 | 52 | 4,440 | 4,355 | 85 | 99 | 11,356 | 10,093 | 1,263 | 151 | 29,326 | 25,986 | 3,340 |
| 1974-75 | 52 | 4,773 | 4,627 | 146 | 104 | 12,447 | 10,818 | 1,629 | 154 | 29,296 | 24,881 | 4,415 |
| 1975-76 | 56 | 5,425 | 5,187 | 238 | 107 | 13,426 | 11,252 | 2,174 | 166 | 32,293 | 26,085 | 6,208 |
| 1976-77 | 57 | 5,138 | 4,764 | 374 | 109 | 13,461 | 10,891 | 2,570 | 169 | 34,104 | 26,447 | 7,657 |
| 1977-78 | 57 | 5,189 | 4,623 | 566 | 109 | 14,279 | 11,210 | 3,069 | 169 | 34,402 | 25,457 | 8,945 |
| 1978-79 | 58 | 5,434 | 4,794 | 640 | 109 | 14,786 | 11,381 | 3,405 | 175 | 35,206 | 25,180 | 10,026 |
| 1979-80 | 58 | 5,258 | 4,558 | 700 | 112 | 14,902 | 11,416 | 3,486 | 179 | 35,647 | 24,893 | 10,754 |
| 1980-81 | 58 | 5,460 | 4,672 | 788 | 116 | 15,505 | 11,672 | 3,833 | 176 | 36,331 | 24,563 | 11,768 |
| 1981-82 | 59 | 5,282 | 4,467 | 815 | 119 | 15,814 | 11,867 | 3,947 | 180 | 35,991 | 23,965 | 12,026 |
| 1982-83 | 59 | 5,585 | 4,631 | 954 | 118 | 15,484 | 11,350 | 4,134 | 177 | 36,853 | 23,550 | 13,303 |
| 1983-84 | 60 | 5,353 | 4,302 | 1,051 | 119 | 15,813 | 11,359 | 4,454 | 179 | 37,012 | 23,382 | 13,630 |
| 1984-85 | 59 | 5,339 | 4,233 | 1,106 | 120 | 16,041 | 11,167 | 4,874 | 181 | 37,491 | 23,070 | 14,421 |
| 1985-86 | 59 | 5,046 | 3,907 | 1,139 | 120 | 15,938 | 11,022 | 4,916 | 181 | 35,844 | 21,874 | 13,970 |
| 1986-87 | 58 | 4,741 | 3,603 | 1,138 | 121 | 15,428 | 10,431 | 4,997 | 179 | 36,056 | 21,561 | 14,495 |
| 1987-88 | 57 | 4,477 | 3,300 | 1,177 | 122 | 15,358 | 10,278 | 5,080 | 180 | 35,397 | 21,067 | 14,330 |
| 1988-89 | 58 | 4,265 | 3,124 | 1,141 | 124 | 15,460 | 10,310 | 5,150 | 182 | 35,634 | 21,069 | 14,565 |
| 1989-90 | 57 | 4,100 | 2,834 | 1,266 | 124 | 15,075 | 9,923 | 5,152 | 182 | 36,485 | 21,079 | 15,406 |
| 1990-91 | 55 | 3,699 | 2,510 | 1,189 | 121 | 15,043 | 9,629 | 5,414 | 179 | 37,945 | 21,643 | 16,302 |
| 1991-92 | 52 | 3,593 | 2,431 | 1,162 | 120 | 15,243 | 9,796 | 5,447 | 177 | 38,848 | 22,260 | 16,588 |
| 1992-93 | 55 | 3,605 | 2,383 | 1,222 | 122 | 15,531 | 9,679 | 5,852 | 184 | 40,302 | 23,182 | 17,120 |
| 1993-94 | 53 | 3,787 | 2,330 | 1,457 | 121 | 15,368 | 9,544 | 5,824 | 185 | 40,044 | 22,826 | 17,218 |
| 1994-95 | 53 | 3,897 | 2,480 | 1,417 | 119 | 15,537 | 9,507 | 6,030 | 183 | 39,349 | 22,592 | 16,757 |
| 1995-96 | 53 | 3,697 | 2,374 | 1,323 | 119 | 15,341 | 9,061 | 6,280 | 183 | 39,828 | 22,508 | 17,320 |
| 1996-97 | 52 | 3,784 | 2,387 | 1,397 | 118 | 15,571 | 9,121 | 6,450 | 184 | 40,079 | 22,548 | 17,531 |
| 1997-98 | 53 | 4,032 | 2,490 | 1,542 | 117 | 15,424 | 9,006 | 6,418 | 185 | 39,331 | 21,876 | 17,455 |
| 1998-99 | 53 | 4,143 | 2,673 | 1,470 | 118 | 15,566 | 8,972 | 6,594 | 185 | 38,297 | 21,102 | 17,195 |
| 1999-2000 | 54 | 4,250 | 2,547 | 1,703 | 118 | 15,286 | 8,761 | 6,525 | 190 | 38,152 | 20,638 | 17,514 |
| 2000-01 | 54 | 4,391 | 2,696 | 1,695 | 118 | 15,403 | 8,728 | 6,675 | 192 | 37,904 | 19,981 | 17,923 |
| 2001-02 | 53 | 4,239 | 2,608 | 1,631 | 118 | 15,237 | 8,469 | 6,768 | 192 | 38,981 | 20,254 | 18,727 |
| 2002-03 | 53 | 4,345 | 2,654 | 1,691 | 118 | 15,034 | 8,221 | 6,813 | 194 | 39,067 | 19,916 | 19,151 |
| 2003-04 | 53 | 4,335 | 2,532 | 1,803 | 118 | 15,442 | 8,273 | 7,169 | 195 | 40,209 | 20,332 | 19,877 |
| 2004-05 | 53 | 4,454 | 2,505 | 1,949 | 120 | 15,461 | 8,151 | 7,310 | 198 | 43,423 | 22,297 | 21,126 |
| 2005-06 | 54 | 4,389 | 2,435 | 1,954 | 119 | 15,455 | 7,900 | 7,555 | 197 | 43,440 | 22,597 | 20,843 |
| 2006-07 | 55 | 4,596 | 2,548 | 2,048 | 120 | 15,730 | 7,987 | 7,743 | 200 | 43,485 | 22,777 | 20,708 |
| 2007-08 | 55 | 4,795 | 2,661 | 2,134 | 120 | 15,646 | 7,935 | 7,711 | 201 | 43,588 | 23,110 | 20,478 |
| 2008-09 | 55 | 4,918 | 2,637 | 2,281 | 120 | 15,987 | 8,164 | 7,823 | 203 | 44,045 | 23,860 | 20,185 |
| 2009-10 | 55 | 5,062 | 2,745 | 2,317 | 120 | 16,356 | 8,468 | 7,888 | 205 | 44,346 | 23,384 | 20,962 |
| 2010-11 | 55 | 5,071 | 2,764 | 2,307 | 120 | 16,863 | 8,701 | 8,162 | 206 | 44,421 | 23,481 | 20,940 |
| 2011-12 | 55 | 5,109 | 2,748 | 2,361 | 120 | 16,927 | 8,809 | 8,118 | 207 | 46,445 | 24,576 | 21,869 |
| 2012-13 | 56 | 5,219 | 2,707 | 2,512 | 122 | 17,264 | 8,976 | 8,288 | 209 | 46,811 | 25,087 | 21,724 |
| 2013-14 | 57 | 5,407 | 2,839 | 2,568 | 124 | 17,604 | 9,232 | 8,372 | 210 | 43,772 | 23,278 | 20,494 |
| 2014-15 | 60 | 5,816 | 3,030 | 2,786 | 127 | 18,302 | 9,558 | 8,744 | 212 | 40,024 | 20,810 | 19,214 |
| 2015-16 | 61 | 5,951 | 3,032 | 2,919 | 128 | 18,409 | 9,852 | 8,557 | 214 | 36,798 | 18,935 | 17,863 |
| 2016-17 | 63 | 6,388 | 3,328 | 3,060 | 131 | 18,698 | 9,834 | 8,864 | 214 | 34,894 | 17,579 | 17,315 |
| 2017-18 | 63 | 6,441 | 3,258 | 3,183 | 133 | 19,142 | 10,049 | 9,093 | 211 | 34,128 | 17,161 | 16,967 |

## -Not available.

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid
programs. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Earned
Degrees Conferred, 1949-50 through 1964-65; Higher Education General Information

Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1965-66 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:87-99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared April 2020.)

Table 326.15. Percentage distribution of first-time, full-time bachelor's degree-seeking students at 4-year postsecondary institutions 6 years after entry, by completion and enrollment status at first institution attended, sex, race/ethnicity, control of institution, and percentage of applications accepted: Cohort entry years 2007 and 2012

| Sex, race/ethnicity, control of institution, and percent of applications accepted | Percentage distribution of 2007 entry cohort 6 years after entry |  |  |  |  |  | Percentage distribution of 2012 entry cohort 6 years after entry |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Completed an award at first institution attended |  | Did not complete an award at first institution |  |  |  | Completed an award at first institution attended |  | Did not complete an award at first institution |  |  |
|  | Total | Bachelor's degree | Award below bachelor's degree level | Transferred out ${ }^{1}$ | Remained enrolled | No longer enrolled, status unknown ${ }^{2}$ | Total | Bachelor's degree | Award below bachelor's degree level | Transferred out ${ }^{1}$ | Remained enrolled | No longer enrolled, status unknown ${ }^{2}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Total | 100.0 | 59.4 | 0.3 | 9.3 | 2.5 | 28.4 | 100.0 | 62.4 | 0.4 | 12.4 | 2.2 | 22.6 |
| Sex <br> Male <br> Female | 100.0 100.0 | $\begin{aligned} & 56.5 \\ & 61.9 \end{aligned}$ | 0.3 0.4 | 9.3 9.3 | 3.0 2.1 | 30.9 26.3 | 100.0 100.0 | 59.0 65.3 | 0.3 0.5 | 12.5 12.3 | 2.7 1.8 | 25.6 20.2 |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 100.0 | 62.9 | 0.3 | 9.2 | 2.0 | 25.6 | 100.0 | 65.9 | 0.4 | 12.0 | 1.7 | 19.9 |
| Black | 100.0 | 40.7 | 0.3 | 12.9 | 3.5 | 42.6 | 100.0 | 42.4 | 0.4 | 19.0 | 3.0 | 35.3 |
| Hispanic | 100.0 | 52.5 | 0.3 | 9.3 | 4.6 | 33.2 | 100.0 | 56.7 | 0.4 | 12.8 | 3.8 | 26.3 |
| Asian | 100.0 | 70.5 | 0.2 | 7.0 | 3.1 | 19.2 | 100.0 | 75.5 | 0.2 | 7.9 | 2.7 | 13.7 |
| Pacific Islander | 100.0 | 49.5 | 0.5 | 3.9 | 4.0 | 42.2 | 100.0 | 49.1 | 1.5 | 10.9 | 2.8 | 35.7 |
| American Indian/Alaska Native | 100.0 | 40.6 | 0.9 | 12.4 | 3.7 | 42.4 | 100.0 | 40.6 | 1.0 | 15.7 | 3.1 | 39.6 |
| Two or more races | 100.0 | 67.8 | 0.2 | 6.1 | 2.8 | 23.0 | 100.0 | 57.7 | 0.4 | 12.7 | 2.4 | 26.8 |
| Sex and race/ethnicity Male |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 100.0 | 60.0 | 0.3 | 9.2 | 2.5 | 28.0 | 100.0 | 62.7 | 0.4 | 12.2 | 2.2 | 22.5 |
| Black | 100.0 | 35.3 | 0.3 | 12.4 | 3.8 | 48.2 | 100.0 | 36.2 | 0.3 | 18.9 | 3.4 | 41.2 |
| Hispanic | 100.0 | 48.6 | 0.3 | 9.4 | 5.3 | 36.5 | 100.0 | 51.9 | 0.4 | 13.4 | 4.5 | 29.9 |
| Asian | 100.0 | 67.1 | 0.1 | 7.6 | 3.8 | 21.4 | 100.0 | 72.4 | 0.1 | 8.6 | 3.4 | 15.4 |
| Pacific Islander | 100.0 | 50.0 | 0.3 | 3.5 | 4.3 | 41.8 | 100.0 | 48.0 | 1.4 | 11.1 | 2.6 | 36.9 |
| American Indian/Alaska Native | 100.0 | 37.3 | 1.0 | 11.6 | 4.1 | 45.9 | 100.0 | 36.6 | 1.1 | 16.1 | 3.3 | 43.0 |
| Two or more races | 100.0 | 64.9 | 0.3 | 6.0 | 3.2 | 25.5 | 100.0 | 53.8 | 0.4 | 12.5 | 2.8 | 30.4 |
| Female |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 100.0 | 65.4 | 0.4 | 9.1 | 1.6 | 23.5 | 100.0 | 68.6 | 0.5 | 11.8 | 1.4 | 17.7 |
| Black | 100.0 | 44.5 | 0.4 | 13.2 | 3.2 | 38.7 | 100.0 | 46.9 | 0.4 | 19.1 | 2.7 | 30.8 |
| Hispanic | 100.0 | 55.5 | 0.4 | 9.3 | 4.1 | 30.7 | 100.0 | 60.4 | 0.4 | 12.3 | 3.3 | 23.6 |
| Asian | 100.0 | 73.6 | 0.2 | 6.4 | 2.5 | 17.3 | 100.0 | 78.3 | 0.2 | 7.3 | 2.1 | 12.1 |
| Pacific Islander | 100.0 | 49.1 | 0.5 | 4.2 | 3.7 | 42.4 | 100.0 | 50.1 | 1.6 | 10.7 | 3.0 | 34.5 |
| American Indian/Alaska Native | 100.0 | 43.1 | 0.9 | 12.9 | 3.4 | 39.7 | 100.0 | 43.8 | 0.9 | 15.4 | 2.9 | 37.0 |
| Two or more races | 100.0 | 69.9 | 0.1 | 6.1 | 2.6 | 21.2 | 100.0 | 60.7 | 0.4 | 12.8 | 2.0 | 24.1 |
| Control of institution and percent of applications accepted |  |  |  |  |  |  |  |  |  |  |  |  |
| Public institutions | 100.0 | 57.7 | 0.2 | 11.6 | 3.4 | 27.1 | 100.0 | 61.2 | 0.3 | 13.8 | 2.9 | 21.8 |
| Open admissions | 100.0 | 32.8 | 1.4 | 17.1 | 6.5 | 42.3 | 100.0 | 32.5 | 2.4 | 18.7 | 4.6 | 41.9 |
| 90.0 percent or more accepted | 100.0 | 46.9 | 0.6 | 13.1 | 3.4 | 36.0 | 100.0 | 48.4 | 0.8 | 18.2 | 3.8 | 28.8 |
| 75.0 to 89.9 percent accepted | 100.0 | 53.7 | 0.3 | 13.2 | 3.4 | 29.5 | 100.0 | 56.8 | 0.3 | 12.2 | 3.0 | 27.7 |
| 50.0 to 74.9 percent accepted | 100.0 | 61.4 | 0.1 | 9.7 | 3.3 | 25.5 | 100.0 | 63.3 | 0.2 | 14.3 | 2.7 | 19.6 |
| 25.0 to 49.9 percent accepted | 100.0 | 64.4 | \# | 13.1 | 2.9 | 19.6 | 100.0 | 70.6 | \# | 12.6 | 2.8 | 14.0 |
| Less than 25.0 percent accepted | 100.0 | 84.8 | 0.0 | 4.2 | 0.3 | 10.8 | 100.0 | 80.0 | 0.0 | 2.5 | 1.0 | 16.5 |
| Information not available | 100.0 | 49.3 | 0.2 | 17.8 | 4.6 | 28.0 | 100.0 | 45.0 | 0.2 | 20.0 | 5.6 | 29.2 |
| Nonprofit institutions | 100.0 | 65.3 | 0.4 | 5.2 | 0.8 | 28.2 | 100.0 | 67.2 | 0.4 | 9.9 | 0.8 | 21.7 |
| Open admissions | 100.0 | 38.2 | 2.0 | 8.8 | 2.0 | 48.9 | 100.0 | 39.5 | 2.0 | 11.0 | 1.9 | 45.6 |
| 90.0 percent or more accepted | 100.0 | 48.2 | 1.0 | 10.9 | 1.9 | 37.9 | 100.0 | 46.2 | 1.6 | 15.2 | 2.1 | 34.9 |
| 75.0 to 89.9 percent accepted | 100.0 | 59.9 | 0.5 | 5.4 | 0.8 | 33.5 | 100.0 | 63.0 | 0.3 | 13.7 | 0.6 | 22.4 |
| 50.0 to 74.9 percent accepted | 100.0 | 62.5 | 0.3 | 6.0 | 0.8 | 30.5 | 100.0 | 64.1 | 0.3 | 10.9 | 0.7 | 24.0 |
| 25.0 to 49.9 percent accepted | 100.0 | 76.6 | 0.2 | 3.0 | 0.6 | 19.5 | 100.0 | 74.7 | 0.2 | 7.4 | 0.7 | 16.9 |
| Less than 25.0 percent accepted | 100.0 | 90.6 | \# | 2.0 | 0.6 | 6.8 | 100.0 | 92.5 | 0.1 | 1.2 | 0.6 | 5.5 |
| Information not available | 100.0 | 54.9 | 0.8 | 6.6 | 1.2 | 36.6 | 100.0 | 49.5 | 3.1 | 18.8 | 2.6 | 25.9 |
| For-profit institutions | 100.0 | 31.9 | 1.8 | 1.6 | 2.2 | 62.4 | 100.0 | 25.4 | 4.6 | 5.9 | 2.2 | 62.0 |
| Open admissions | 100.0 | 32.7 | 0.7 | 0.8 | 2.7 | 63.1 | 100.0 | 27.9 | 6.3 | 3.3 | 2.5 | 60.1 |
| 90.0 percent or more accepted | 100.0 | 28.3 | 8.1 | 2.0 | 0.7 | 60.9 | 100.0 | 7.3 | 8.1 | 15.2 | 0.8 | 68.6 |
| 75.0 to 89.9 percent accepted | 100.0 | 27.2 | 4.5 | 5.8 | 0.6 | 61.8 | 100.0 | 35.2 | 2.3 | 4.1 | 2.2 | 56.2 |
| 50.0 to 74.9 percent accepted | 100.0 | 37.7 | 4.0 | 5.6 | 1.4 | 51.3 | 100.0 | 37.2 | 1.1 | 6.3 | 2.1 | 53.2 |
| 25.0 to 49.9 percent accepted | 100.0 | 33.6 | 1.5 | 1.3 | 2.8 | 60.8 | 100.0 | 32.2 | 0.3 | 0.2 | 1.9 | 65.4 |
| Less than 25.0 percent accepted | 100.0 | 37.9 | 0.0 | 0.0 | 0.0 | 62.1 | 100.0 | 28.6 | 0.0 | 42.9 | 0.0 | 28.6 |
| Information not available | 100.0 | 24.9 | 1.2 | 0.1 | 1.9 | 72.0 | 100.0 | 21.2 | 0.5 | 7.1 | 2.8 | 68.4 |

\#Rounds to zero.
${ }^{1}$ Transfer out data are required to be reported only by those institutions for which preparation or transfers is a substantial part of the institutional mission.
${ }^{2}$ Includes students who dropped out of the reporting institution and students who transferred to another institution without notifying the reporting institution.
NOTE: Data are for first-time full-time bachelor's degree-seeking students at 4-year degreegranting postsecondary institutions participating in Title IV federal financial aid programs.

Table 326.25. Percentage distribution of first-time, full-time degree/certificate-seeking students at 2-year postsecondary institutions 3 years after entry, by completion and enrollment status at first institution attended, sex, race/ethnicity, and control of institution: Cohort entry years 2010 and 2015

| Sex, race/ethnicity, and control of institution | Percentage distribution of 2010 entry cohort 3 years after entry |  |  |  |  |  |  | Percentage distribution of 2015 entry cohort 3 years after entry |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Completed a program at first institution attended |  |  | Did not complete a program at first institution |  |  |  | Completed a program at first institution attended |  |  | Did not complete a program at first institution |  |  |
|  | Total | Total, any program | Program of less than 2 years | Program of 2 to 4 years | Transferred out ${ }^{1}$ |  |  | Total | Total, any program | Program of less than 2 years | Program of 2 to 4 years | Transferred out ${ }^{1}$ | $\mathrm{Re}-$ mained enrolled |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Total | 100.0 | 29.4 | 15.0 | 14.4 | 13.8 | 11.5 | 45.2 | 100.0 | 32.6 | 12.3 | 20.3 | 14.8 | 11.4 | 41.2 |
| Sex <br> Male <br> Female | $\begin{aligned} & 100.0 \\ & 100.0 \end{aligned}$ | 26.2 32.1 | 12.0 17.6 | 14.2 14.5 | 14.7 13.1 | 11.1 11.8 | 48.0 42.9 | 100.0 100.0 | 29.7 35.1 | 9.9 14.4 | 19.8 20.6 | 15.4 14.3 | 11.0 11.8 | 43.9 38.8 |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White Black | 100.0 100.0 | 29.4 23.7 | 12.1 16.2 | 17.3 7.5 | 15.3 14.6 | 11.4 8.6 | 43.9 53.2 | 100.0 100.0 | 34.9 27.7 | 10.9 17.9 | 24.0 9.9 | 16.6 14.9 | 10.1 8.2 | 38.5 49.1 |
| Hispanic | 100.0 | 33.8 | 22.4 | 11.4 | 10.1 | 14.2 | 41.9 | 100.0 | 30.7 | 12.4 | 18.2 | 11.2 | 16.0 | 42.2 |
| Asian | 100.0 | 35.1 | 11.6 | 23.6 | 14.9 | 17.4 | 32.5 | 100.0 | 38.7 | 7.5 | 31.2 | 16.1 | 17.1 | 28.1 |
| Pacific Islander | 100.0 | 37.9 | 27.1 | 10.8 | 10.6 | 7.7 | 43.8 | 100.0 | 30.3 | 16.7 | 13.7 | 13.6 | 9.7 | 46.4 |
| American Indian/Alaska Native | 100.0 | 23.9 | 14.7 | 9.2 | 12.1 | 9.6 | 54.4 | 100.0 | 29.5 | 15.8 | 13.7 | 11.8 | 9.5 | 49.2 |
| Two or more races | 100.0 | 25.9 | 12.4 | 13.6 | 15.0 | 11.8 | 47.3 | 100.0 | 27.2 | 9.0 | 18.2 | 16.6 | 11.3 | 44.9 |
| Sex and race/ethnicity Male |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 100.0 | 27.5 | 10.9 | 16.6 | 15.7 | 10.5 | 46.2 | 100.0 | 33.1 | 9.6 | 23.5 | 16.7 | 9.4 | 40.8 |
| Black | 100.0 | 19.5 | 12.2 | 7.3 | 15.7 | 8.1 | 56.7 | 100.0 | 21.9 | 12.1 | 9.8 | 17.2 | 8.2 | 52.7 |
| Hispanic | 100.0 | 27.7 | 16.4 | 11.3 | 11.3 | 14.5 | 46.5 | 100.0 | 26.7 | 10.2 | 16.5 | 11.7 | 15.4 | 46.1 |
| Asian | 100.0 | 31.5 | 8.9 | 22.6 | 15.6 | 18.6 | 34.3 | 100.0 | 35.4 | 6.0 | 29.4 | 16.5 | 17.5 | 30.6 |
| Pacific Islander | 100.0 | 31.8 | 19.9 | 11.9 | 13.1 | 8.1 | 46.9 | 100.0 | 25.5 | 12.0 | 13.6 | 15.0 | 9.3 | 50.1 |
| American Indian/Alaska Native | 100.0 | 21.4 | 13.5 | 7.9 | 12.4 | 8.8 | 57.4 | 100.0 | 27.4 | 13.2 | 14.2 | 11.4 | 8.2 | 53.0 |
| Two or more races | 100.0 | 22.3 | 9.3 | 13.0 | 15.4 | 12.1 | 50.2 | 100.0 | 23.9 | 6.8 | 17.1 | 17.3 | 11.5 | 47.3 |
| Female |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 100.0 | 31.1 | 13.3 | 17.9 | 14.8 | 12.1 | 41.9 | 100.0 | 36.5 | 12.1 | 24.4 | 16.5 | 10.7 | 36.3 |
| Black | 100.0 | 26.7 | 19.1 | 7.6 | 13.7 | 8.9 | 50.7 | 100.0 | 31.9 | 22.0 | 9.9 | 13.3 | 8.3 | 46.6 |
| Hispanic | 100.0 | 38.2 | 26.7 | 11.5 | 9.2 | 13.9 | 38.7 | 100.0 | 33.9 | 14.3 | 19.6 | 10.8 | 16.4 | 38.9 |
| Asian | 100.0 | 38.9 | 14.3 | 24.6 | 14.1 | 16.2 | 30.7 | 100.0 | 42.3 | 9.1 | 33.2 | 15.7 | 16.7 | 25.3 |
| Pacific Islander | 100.0 | 43.2 | 33.4 | 9.9 | 8.3 | 7.3 | 41.1 | 100.0 | 34.8 | 21.1 | 13.7 | 12.3 | 10.0 | 42.9 |
| American Indian/Alaska Native | 100.0 | 26.0 | 15.7 | 10.3 | 11.8 | 10.3 | 51.9 | 100.0 | 31.1 | 17.7 | 13.3 | 12.1 | 10.4 | 46.4 |
| Two or more races | 100.0 | 28.9 | 14.8 | 14.0 | 14.6 | 11.6 | 44.9 | 100.0 | 30.1 | 10.9 | 19.1 | 16.0 | 11.1 | 42.9 |
| Control of institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public | 100.0 | 19.5 | 3.7 | 15.8 | 17.8 | 14.7 | 48.0 | 100.0 | 27.0 | 4.5 | 22.5 | 17.4 | 13.3 | 42.3 |
| Nonprofit | 100.0 | 53.4 | 37.7 | 15.8 | 6.8 | 1.8 | 37.9 | 100.0 | 62.3 | 54.9 | 7.4 | 2.8 | 0.9 | 34.0 |
| For-profit | 100.0 | 62.8 | 53.5 | 9.2 | 0.5 | 0.9 | 35.8 | 100.0 | 61.5 | 52.2 | 9.3 | 0.5 | 1.8 | 36.2 |

${ }^{1}$ Transfer out data a are required to be reported only by those institutions for which preparation for transfers is a substantial part of the institutional mission
${ }^{2}$ Includes students who dropped out of the reporting institution and students who transferred to another institution without notifying the reporting institution.
NOTE: Data are for first-time full-time certificate/degree-seeking students at 2-year degreegranting postsecondary institutions participating in Title IV federal financial aid programs.

Detail may not sum to totals because of rounding. Totals include data for persons whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2013-14 and Winter 2018-19 Graduation Rates component. (This table was prepared October 2019.)

Table 326.30. Retention of first-time degree-seeking undergraduates at degree-granting postsecondary institutions, by attendance status, level and control of institution, and percentage of applications accepted: Selected years, 2006 to 2018

|  | First-time degree-seekers (adjusted entry cohort), ${ }^{1}$ by entry year |  |  |  |  |  |  | Students from adjusted cohort returning in the following year |  |  |  |  |  |  | Percent of first-time undergraduates retained |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Attendance status, level, control, and percent of applications accepted | 2006 | 2009 | 2013 | 2014 | 2015 | 2016 | 2017 | 2007 | 2010 | 2014 | 2015 | 2016 | 2017 | 2018 | $\begin{array}{r} 2006 \\ \mathrm{to} \\ 2007 \end{array}$ | $\begin{array}{r} 2009 \\ \text { to } \\ 2010 \end{array}$ | $\begin{array}{r} 2013 \\ \text { to } \\ 2014 \end{array}$ | $\begin{array}{r} 2014 \\ \text { to } \\ 2015 \end{array}$ | $\begin{array}{r} 2015 \\ \text { to } \\ 2016 \end{array}$ | $\begin{array}{r} 2016 \\ \text { to } \\ 2017 \end{array}$ | $\begin{array}{r} 2017 \\ \text { to } \\ 2018 \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Full-time students All institutions | 2,170,504 | 2,371,220 | 2,222,085 | 2,211,406 | 2,180,675 | 2,177,194 | 2,180,170 | 1,541,201 | 1,705,242 | 1,642,567 | 1,647,295 | 1,640,963 | 1,643,904 | 1,648,776 | 71.0 | 71.9 | 73.9 | 74.5 | 75.3 | 75.5 | 75.6 |
| Public institutions | 1,522,928 | 1,732,822 | 1,646,902 | 1,639,875 | 1,619,768 | 1,620,387 | 1,624,433 | 1,071,986 | 1,222,688 | 1,193,200 | 1,200,374 | 1,198,609 | 1,203,750 | 1,206,993 | 70.4 | 70.6 | 72.5 | 73.2 | 74.0 | 74.3 | 74.3 |
| Nonprofiti institutions | 466,078 | 478,755 | 483,617 | 489,834 | 491,898 | 491,742 | 505,768 | 368,783 | 381,364 | 392,080 | 396,659 | 399,434 | 399,354 | 409,821 | 79.1 | 79.7 | 81.1 | 81.0 | 81.2 | 81.2 | 81.0 |
| For-profit institutions | 181,498 | 159,643 | 91,566 | 81,697 | 69,009 | 65,065 | 49,969 | 100,432 | 101,190 | 57,287 | 50,262 | 42,920 | 40,800 | 31,962 | 55.3 | 63.4 | 62.6 | 61.5 | 62.2 | 62.7 | 64.0 |
| 4-year institutions | 1,457,745 | 1,452,575 | 1,483,526 | 1,501,582 | 1,524,088 | 1,534,945 | 1,553,162 | 1,114,923 | 1,146,534 | 1,194,097 | 1,212,464 | 1,231,920 | 1,242,850 | 1,257,978 | 76.5 | 78.9 | 80.5 | 80.7 | 80.8 | 81.0 | 81.0 |
| Public institutions | 911,509 | 936,840 | 978,041 | 995,110 | 1,018,253 | 1,028,968 | 1,041,749 | 711,200 | 745,703 | 790,227 | 807,687 | 825,885 | 836,675 | 846,079 | 78.0 | 79.6 | 80.8 | 81.2 | 81.1 | 81.3 | 81.2 |
| Open admissions | 61,832 | 45,458 | 34,706 | 31,477 | 26,888 | 26,839 | 27,498 | 38,383 | 28,675 | 21,547 | 19,618 | 16,689 | 16,671 | 17,278 | 62.1 | 63.1 | 62.1 | 62.3 | 62.1 | 62.1 | 62.8 |
| 90.0 percent or more accepted | 68,835 | 63,453 | 55,188 | 60,160 | 71,117 | 69,603 | 82,664 | 49,274 | 46,280 | 40,116 | 43,559 | 51,533 | 50,537 | 60,453 | 71.6 | 72.9 | 72.7 | 72.4 | 72.5 | 72.6 | 73.1 |
| 75.0 to 89.9 percent accepted | 244,177 | 212,573 | 261,763 | 281,422 | 317,658 | 288,854 | 306,567 | 185,457 | 163,639 | 203,517 | 221,245 | 251,113 | 228,127 | 241,826 | 76.0 | 77.0 | 77.7 | 78.6 | 79.1 | 79.0 | 78.9 |
| 50.0 to 74.9 percent accepted | 417,093 | 462,554 | 461,551 | 456,622 | 435,275 | 468,321 | 433,808 | 336,365 | 376,021 | 381,607 | 376,587 | 357,438 | 383,791 | 354,792 | 80.6 | 81.3 | 82.7 | 82.5 | 82.1 | 82.0 | 81.8 |
| 25.0 to 49.9 percent accepted | 103,118 | 131,241 | 147,849 | 145,622 | 150,981 | 156,438 | 167,075 | 88,908 | 112,209 | 127,595 | 128,568 | 133,668 | 139,838 | 148,465 | 86.2 | 85.5 | 86.3 | 88.3 | 88.5 | 89.4 | 88.9 |
| Less than 25.0 percent accepted | 7,716 | 14,326 | 15,315 | 14,947 | 15,563 | 15,951 | 22,740 | 7,048 | 13,649 | 14,651 | 14,336 | 14,959 | 15,330 | 21,999 | 91.3 | 95.3 | 95.7 | 95.9 | 96.1 | 96.1 | 96.7 |
| Information not available | 8,738 | 7,235 | 1,669 | 4,860 | 771 | 2,962 | 1,397 | 5,765 | 5,230 | 1,194 | 3,774 | 485 | 2,381 | 1,266 | 66.0 | 72.3 | 71.5 | 77.7 | 62.9 | 80.4 | 90.6 |
| Nonprofit institutions | 457,505 | 470,795 | 476,437 | 476,823 | 481,241 | 484,334 | 495,026 | 363,459 | 376,668 | 387,685 | 388,745 | 392,330 | 394,415 | 402,106 | 79.4 | 80.0 | 81.4 | 81.5 | 81.5 | 81.4 | 81.2 |
| Open admissions | 26,565 | 22,613 | 12,549 | 11,792 | 13,289 | 13,378 | 12,117 | 16,019 | 14,349 | 7,653 | 7,414 | 8,499 | 8,795 | 7,873 | 60.3 | 63.5 | 61.0 | 62.9 | 64.0 | 65.7 | 65.0 |
| 90.0 percent or more accepted | 13,632 | 15,135 | 22,841 | 22,225 | 28,503 | 23,596 | 33,038 | 9,543 | 10,953 | 16,881 | 16,188 | 20,247 | 16,897 | 23,971 | 70.0 | 72.4 | 73.9 | 72.8 | 71.0 | 71.6 | 72.6 |
| 75.0 to 89.9 percent accepted | 102,358 | 80,301 | 86,040 | 94,830 | 80,940 | 91,372 | 92,986 | 78,424 | 62,196 | 68,481 | 74,984 | 63,872 | 71,328 | 72,983 | 76.6 | 77.5 | 79.6 | 79.1 | 78.9 | 78.1 | 78.5 |
| 50.0 to 74.9 percent accepted | 190,079 | 218,072 | 207,431 | 199,677 | 199,442 | 203,979 | 201,207 | 148,681 | 170,232 | 162,937 | 157,866 | 157,181 | 162,016 | 158,256 | 78.2 | 78.1 | 78.5 | 79.1 | 78.8 | 79.4 | 78.7 |
| 25.0 to 49.9 percent accepted | 93,560 | 98,312 | 98,202 | 95,164 | 102,823 | 98,053 | 95,878 | 81,880 | 84,941 | 85,484 | 82,511 | 89,426 | 84,421 | 82,935 | 87.5 | 86.4 | 87.0 | 86.7 | 87.0 | 86.1 | 86.5 |
| Less than 25.0 percent accepted | 26,696 | 32,980 | 45,222 | 48,076 | 54,573 | 51,642 | 55,035 | 25,639 | 31,790 | 43,522 | 46,054 | 51,699 | 49,508 | 53,162 | 96.0 | 96.4 | 96.2 | 95.8 | 94.7 | 95.9 | 96.6 |
| Information not available | 4,615 | 3,382 | 4,152 | 5,059 | 1,671 | 2,314 | 4,765 | 3,273 | 2,207 | 2,727 | 3,728 | 1,406 | 1,450 | 2,926 | 70.9 | 65.3 | 65.7 | 73.7 | 84.1 | 62.7 | 61.4 |
| For-profit institutions | 88,731 | 44,940 | 29,048 | 29,649 | 24,594 | 21,643 | 16,387 | 40,264 | 24,163 | 16,185 | 16,032 | 13,705 | 11,760 | 9,793 | 45.4 | 53.8 | 55.7 | 54.1 | 55.7 | 54.3 | 59.8 |
| Open admissions | 45,240 | 16,826 | 19,206 | 21,732 | 16,511 | 13,943 | 10,036 | 18,720 | 9,260 | 10,053 | 10,827 | 8,270 | 6,706 | 5,490 | 41.4 | 55.0 | 52.3 | 49.8 | 50.1 | 48.1 | 54.7 |
| 90.0 percent or more accepted | 6,285 | 3,722 | 717 | 591 | 770 | 1,108 | 803 | 3,454 | 1,311 | 509 | 308 | 472 | 559 | 560 | 55.0 | 35.2 | 71.0 | 52.1 | 61.3 | 50.5 | 69.7 |
| 75.0 to 89.9 percent accepted | 3,703 | 3,224 | 2,920 | 5,265 | 3,253 | 1,174 | 2,874 | 2,081 | 1,549 | 1,865 | 3,459 | 2,159 | 885 | 1,839 | 56.2 | 48.0 | 63.9 | 65.7 | 66.4 | 75.4 | 64.0 |
| 50.0 to 74.9 percent accepted | 12,845 | 12,061 | 3,690 | 1,489 | 3,000 | 4,577 | 2,344 | 6,536 | 6,839 | 2,472 | 994 | 1,973 | 3,108 | 1,642 | 50.9 | 56.7 | 67.0 | 66.8 | 65.8 | 67.9 | 70.1 |
| 25.0 to 49.9 percent accepted | 18,142 | 6,098 | 419 | 463 | 1,020 | 672 | 300 | 8,036 | 3,423 | 293 | 353 | 802 | 363 | 240 | 44.3 | 56.1 | 69.9 | 76.2 | 78.6 | 54.0 | 80.0 |
| Less than 25.0 percent accepted |  |  |  | 0 |  |  | 0 |  |  | , | 91 | 21 | 88 | 2 | . | 66.7 |  |  | 100.0 | 100.0 |  |
| Information not available | 2,516 | 3,006 | 2,096 | 109 | 32 | 168 | 30 | 1,437 | 1,779 | 993 | 91 | 21 | 138 | 22 | 57.1 | 59.2 | 47.4 | 83.5 | 65.6 | 82.1 | 73.3 |
| 2-year institutions | 712,759 | 918,645 | 738,559 | 709,824 | 656,587 | 642,249 | 627,008 | 426,278 | 558,708 | 448,470 | 434,831 | 409,043 | 401,054 | 390,798 | 59.8 | 60.8 | 60.7 | 61.3 | 62.3 | 62.4 | 62.3 |
| Public institutions | 611,419 | 795,982 | 668,861 | 644,765 | 601,515 | 591,419 | 582,684 | 360,786 | 476,985 | 402,973 | 392,687 | 372,724 | 367,075 | 360,914 | 59.0 | 59.9 | 60.2 | 60.9 | 62.0 | 62.1 | 61.9 |
| Nonprofit institutions | 8,573 | 7,960 | 7,180 | 13,011 | 10,657 | 7,408 | 10,742 | 5,324 | 4,696 | 4,395 | 7,914 | 7,104 | 4,939 | 7,715 | 62.1 | 59.0 | 61.2 | 60.8 | 66.7 | 66.7 | 71.8 |
| For-profit institutions | 92,767 | 114,703 | 62,518 | 52,048 | 44,415 | 43,422 | 33,582 | 60,168 | 77,027 | 41,102 | 34,230 | 29,215 | 29,040 | 22,169 | 64.9 | 67.2 | 65.7 | 65.8 | 65.8 | 66.9 | 66.0 |
| Part-time students All institutions | 461,574 | 545,635 | 490,124 | 470,772 | 429,109 | 411,269 | 404,081 | 190,547 | 229,566 | 213,235 | 205,366 | 192,527 | 186,683 | 182,838 | 41.3 | 42.1 | 43.5 | 43.6 | 44.9 | 45.4 | 45.2 |
| Public institutions | 417,314 | 497,453 | 461,943 | 445,495 | 404,279 | 390,075 | 380,256 | 170,682 | 209,164 | 202,243 | 195,147 | 181,993 | 177,878 | 172,830 | 40.9 | 42.0 | 43.8 | 43.8 | 45.0 | 45.6 | 45.5 |
| Nonprofit institutions | 14,618 | 10,359 | 9,340 | 8,885 | 10,446 | 8,825 | 13,902 | 7,027 | 4,892 | 3,883 | 3,681 | 4,951 | 3,893 | 5,968 | 48.1 | 47.2 | 41.6 | 41.4 | 47.4 | 44.1 | 42.9 |
| For-profit institutions | 29,642 | 37,823 | 18,841 | 16,392 | 14,384 | 12,369 | 9,923 | 12,838 | 15,510 | 7,109 | 6,538 | 5,583 | 4,912 | 4,040 | 43.3 | 41.0 | 37.7 | 39.9 | 38.8 | 39.7 | 40.7 |
| 4-year institutions | 81,423 | 72,046 | 49,304 | 46,606 | 48,716 | 46,515 | 50,441 | 37,988 | 32,344 | 22,269 | 21,818 | 23,845 | 22,669 | 24,771 | 46.7 | 44.9 | 45.2 | 46.8 | 48.9 | 48.7 | 49.1 |
| Public institutions | 47,377 | 33,327 | 26,473 | 25,833 | 28,096 | 29,746 | 29,470 | 23,337 | 16,944 | 13,862 | 13,917 | 15,374 | 16,029 | 16,158 | 49.3 | 50.8 | 52.4 | 53.9 | 54.7 | 53.9 | 54.8 |
| Open admissions | 19,247 | 8,356 | 5,250 | 4,605 | 4,412 | 5,403 | 4,176 | 8,004 | 3,586 | 2,098 | 1,791 | 1,873 | 2,136 | 1,654 | 41.6 | 42.9 | 40.0 | 38.9 | 42.5 | 39.5 | 39.6 |
| 90.0 percent or more accepted | 3,745 | 4,004 | 2,098 | 1,951 | 2,931 | 2,326 | 2,509 | 1,909 | 1,959 | 1,063 | 880 | 1,382 | 1,013 | 1,089 | 51.0 | 48.9 | 50.7 | 45.1 | 47.2 | 43.6 | 43.4 |
| 75.0 to 89.9 percent accepted | 8,969 | 6,493 | 7,424 | 6,663 | 8,722 | 9,007 | 9,649 | 4,196 | 3,268 | 3,964 | 3,591 | 4,972 | 4,925 | 5,324 | 46.8 | 50.3 | 53.4 | 53.9 | 57.0 | 54.7 | 55.2 |
| 50.0 to 74.9 percent accepted | 11,599 | 11,254 | 9,042 | 10,343 | 9,815 | 10,729 | 10,891 | 6,766 | 6,053 | 5,065 | 6,107 | 5,654 | 6,458 | 6,630 | 58.3 | 53.8 | 56.0 | 59.0 | 57.6 | 60.2 | 60.9 |
| 25.0 to 49.9 percent accepted | 3,373 | 3,046 | 2,553 | 2,040 | 2,112 | 2,103 | 2,177 | 2,223 | 1,982 | 1,617 | 1,395 | 1,433 | 1,392 | 1,413 | 65.9 | 65.1 | 63.3 | 68.4 | 67.9 | 66.2 | 64.9 |
| Less than 25.0 percent accepted | 65 | 44 | 51 | 58 | 48 | 65 | 58 | 50 | 35 | 33 | 49 | 38 | 57 | 44 | 76.9 | 79.5 | 64.7 | 84.5 | 79.2 | 87.7 | 75.9 |
| Information not available | 379 | 130 | 55 | 173 | 56 | 113 | 10 | 189 | 61 | 22 | 104 | 22 | 48 | 4 | 49.9 | 46.9 | 40.0 | 60.1 | 39.3 | 42.5 | 40.0 |

See notes at end of table.

Table 326.30. Retention of first-time degree-seeking undergraduates at degree-granting postsecondary institutions, by attendance status, level and control of institution, and percentage of applications accepted: Selected years, 2006 to 2018-Continued

| Attendance status, level, control, and percent of applications accepted | First-time degree-seekers (adjusted entry cohort), ${ }^{1}$ by entry year |  |  |  |  |  |  | Students from adjusted cohort returning in the following year |  |  |  |  |  |  | Percent of first-time undergraduates retained |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2006 | 2009 | 2013 | 2014 | 2015 | 2016 | 2017 | 2007 | 2010 | 2014 | 2015 | 2016 | 2017 | 2018 | $\begin{array}{r} 2006 \\ \text { to } \\ 2007 \end{array}$ | $\begin{array}{r} 2009 \\ 10 \\ 2010 \end{array}$ | $\begin{array}{r} 2013 \\ \text { to } \\ 2014 \end{array}$ | $\begin{array}{r} 2014 \\ \text { to } \\ 2015 \end{array}$ | $\begin{array}{r} 2015 \\ \text { to } \\ 2016 \end{array}$ | $\begin{array}{r\|} \hline 2016 \\ \text { to } \\ 2017 \end{array}$ | $\begin{array}{r} 2017 \\ \text { to } \\ 2018 \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Nonprofit institutions | 12,861 | 9,599 | 8,501 | 8,093 | 9,686 | 7,962 | 13,356 | 6,054 | 4,491 | 3,448 | 3,322 | 4,612 | 3,553 | 5,758 | 47.1 | 46.8 | 40.6 | 41.0 | 47.6 | 44.6 | 43.1 |
| Open admissions | 5,419 | 3,821 | 2,434 | 1,450 | 1,540 | 1,583 | 1,757 | 2,558 | 1,693 | 848 | 486 | 673 | 660 | 758 | 47.2 | 44.3 | 34.8 | 33.5 | 43.7 | 41.7 | 43.1 |
| 90.0 percent or more accepted | 523 | 393 | 1,159 | 494 | 3,769 | 1,990 | 911 | 237 | 199 | 468 | 204 | 1,882 | 887 | 566 | 45.3 | 50.6 | 40.4 | 41.3 | 49.9 | 44.6 | 62.1 |
| 75.0 to 89.9 percent accepted | 2,459 | 1,164 | 1,332 | 1,903 | 874 | 938 | 4,522 | 1,047 | 550 | 622 | 811 | 422 | 465 | 1,967 | 42.6 | 47.3 | 46.7 | 42.6 | 48.3 | 49.6 | 43.5 |
| 50.0 to 74.9 percent accepted | 3,131 | 3,256 | 1,515 | 2,231 | 1,812 | 2,358 | 1,985 | 1,406 | 1,531 | 701 | 928 | 839 | 1,018 | 871 | 44.9 | 47.0 | 46.3 | 41.6 | 46.3 | 43.2 | 43.9 |
| 25.0 to 49.9 percent accepted | 853 | 715 | 606 | 815 | 866 | 587 | 1,030 | 452 | 366 | 305 | 394 | 381 | 263 | 430 | 53.0 | 51.2 | 50.3 | 48.3 | 44.0 | 44.8 | 41.7 |
| Less than 25.0 percent accepted | 112 | 93 | 115 | 136 | 640 | 458 | 99 | 86 | 78 | 101 | 123 | 302 | 238 | 84 | 76.8 | 83.9 | 87.8 | 90.4 | 47.2 | 52.0 | 84.8 |
| Information not available | 364 | 157 | 1,340 | 1,064 | 185 | 48 | 3,052 | 268 | 74 | 403 | 376 | 113 | 22 | 1,082 | 73.6 | 47.1 | 30.1 | 35.3 | 61.1 | 45.8 | 35.5 |
| For-profit institutions | 21,185 | 29,120 | 14,330 | 12,680 | 10,934 | 8,807 | 7,615 | 8,597 | 10,909 | 4,959 | 4,579 | 3,859 | 3,087 | 2,855 | 40.6 | 37.5 | 34.6 | 36.1 | 35.3 | 35.1 | 37.5 |
| Open admissions | 10,514 | 10,926 | 10,395 | 10,089 | 8,822 | 6,384 | 5,667 | 4,121 | 4,299 | 3,751 | 3,863 | 3,183 | 2,388 | 2,227 | 39.2 | 39.3 | 36.1 | 38.3 | 36.1 | 37.4 | 39.3 |
| 90.0 percent or more accepted | 2,212 | 1,372 | 126 | 123 | 246 | 453 | 204 | 639 | 375 | 59 | 30 | 85 | 115 | 47 | 28.9 | 27.3 | 46.8 | 24.4 | 34.6 | 25.4 | 23.0 |
| 75.0 to 89.9 percent accepted | 2,838 | 3,151 | 1,232 | 1,794 | 1,027 | 109 | 1,065 | 1,342 | 1,093 | 353 | 492 | 259 | 29 | 382 | 47.3 | 34.7 | 28.7 | 27.4 | 25.2 | 26.6 | 35.9 |
| 50.0 to 74.9 percent accepted | 2,774 | 4,591 | 2,471 | 586 | 753 | 812 | 668 | 1,134 | 2,249 | 756 | 158 | 282 | 328 | 196 | 40.9 | 49.0 | 30.6 | 27.0 | 37.5 | 40.4 | 29.3 |
| 25.0 to 49.9 percent accepted | 2,033 | 1,099 | 73 | 9 | 81 | 1,043 | 6 | 627 | 342 | 25 | , | 45 | 227 | 3 | 30.8 | 31.1 | 34.2 | 22.2 | 55.6 | 21.8 | 50.0 |
| Less than 25.0 percent accepted |  |  |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Information not available | 814 | 7,981 | 33 | 79 | 5 | 6 | 5 | 734 | 2,551 | 15 | 34 | 5 | 0 | 0 | 90.2 | 32.0 | 45.5 | 43.0 | 100.0 | 0.0 | 0.0 |
| 2-year institutions | 380,151 | 473,589 | 440,820 | 424,166 | 380,393 | 364,754 | 353,640 | 152,559 | 197,222 | 190,966 | 183,548 | 168,682 | 164,014 | 158,067 | 40.1 | 41.6 | 43.3 | 43.3 | 44.3 | 45.0 | 44.7 |
| Public institutions | 369,937 | 464,126 | 435,470 | 419,662 | 376,183 | 360,329 | 350,786 | 147,345 | 192,220 | 188,381 | 181,230 | 166,619 | 161,849 | 156,672 | 39.8 | 41.4 | 43.3 | 43.2 | 44.3 | 44.9 | 44.7 |
| Nonprofit institutions | 1,757 | 760 | '839 | 792 | 760 | 863 | 546 | 973 | 401 | 435 | , 359 | 339 | 340 | 210 | 55.4 | 52.8 | 51.8 | 45.3 | 44.6 | 39.4 | 38.5 |
| For-profit institutions | 8,457 | 8,703 | 4,511 | 3,712 | 3,450 | 3,562 | 2,308 | 4,241 | 4,601 | 2,150 | 1,959 | 1,724 | 1,825 | 1,185 | 50.1 | 52.9 | 47.7 | 52.8 | 50.0 | 51.2 | 51.3 |

NOTE: Returning students data for 2-year institutions include returning students, plus students who completed their program Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008 through Spring 2018, Fall Enrollment component; and IPEDS Fall 2006 through Fall 2017,
Institutional Characteristics component. (This table was prepared October 2019.)

Table 329.10 On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: Selected years, 2001 through 2017

| Control and level of institution and type of incident | Number of incidents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, in residence halls and at other locations |  |  |  |  |  |  |  |  |  |  |  |  | 2017 |  |  |
|  | 2001 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | Total | In <br> residence halls | At other locations |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| All institutions <br> Selected crimes against persons and property Murder ${ }^{1}$ <br> Negligent manslaughter ${ }^{2}$ <br> Sex offenses-forcible ${ }^{3}$ <br> Rape <br> Fondling <br> Sex offenses-nonforcible ${ }^{4}$ <br> Robbery ${ }^{5}$ <br> Aggravated assault ${ }^{6}$ <br> Burglary ${ }^{7}$ <br> Motor vehicle theft ${ }^{8}$ <br> Arson ${ }^{9}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 41,596 | 42,710 | 44,492 | 41,829 | 40,296 | 34,054 | 32,097 | 30,407 | 29,766 | 27,236 | 26,818 | 27,532 | 28,376 | 28,873 | 14,671 | 14,202 |
|  | -17 | -11 | 44, 8 | + 44 | 12 | 16 | - 15 | - 16 | - 12 | 27,236 | 26,818 | - 28 | 28,376 | 28,873 | - 2 | 19 |
|  | 2 | 2 | 0 | 3 | 3 | 0 | 1 | 1 | 1 | 0 | 2 | 2 | 2 | 3 | 1 | 2 |
|  | 2,201 | 2,674 | 2,670 | 2,694 | 2,639 | 2,544 | 2,927 | 3,375 | 4,015 | 4,977 | 6,751 | 8,022 | 8,931 | 10,398 | 7,517 | 2,881 |
|  |  |  |  |  |  |  |  | - |  | - | 4,431 | 5,119 | 5,853 | 6,521 | 5,386 | 1,135 |
|  |  |  |  |  |  |  |  |  |  |  | 2,320 | 2,903 | 3,078 | 3,877 | 2,131 | 1,746 |
|  | 461 | 42 | 43 | 40 | 35 | 65 | 33 | 46 | 46 | 45 | 53 | 63 | 60 | 80 | 57 | 23 |
|  | 1,663 | 1,551 | 1,547 | 1,561 | 1,576 | 1,409 | 1,392 | 1,285 | 1,368 | 1,317 | 1,041 | 1,044 | 1,097 | 1,040 | 230 | 810 |
|  | 2,947 | 2,656 | 2,817 | 2,604 | 2,495 | 2,327 | 2,221 | 2,239 | 2,423 | 2,044 | 2,048 | 2,258 | 2,181 | 2,216 | 699 | 1,517 |
|  | 26,904 | 29,256 | 31,260 | 29,488 | 28,737 | 23,083 | 21,335 | 19,472 | 18,183 | 15,232 | 13,419 | 12,320 | 11,965 | 11,053 | 5,810 | 5,243 |
|  | 6,221 | 5,531 | 5,231 | 4,619 | 4,104 | 3,977 | 3,441 | 3,334 | 3,013 | 2,971 | 2,890 | 3,218 | 3,528 | 3,450 | 26 | 3,424 |
|  | 1,180 | 987 | 916 | 776 | 695 | 633 | 732 | 639 | 705 | 627 | 603 | 577 | 597 | 612 | 329 | 283 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{10}$ | 40,348 | 49,024 | 50,187 | 50,558 | 50,639 | 50,066 | 51,519 | 54,285 | 52,325 | 46,975 | 44,531 | 40,299 | 39,018 | 37,626 | 18,527 | 19,099 |
| Illegal weapons possession | 1,073 | 1,316 | 1,316 | 1,318 | 1,190 | 1,077 | 1,112 | 1,023 | 1,023 | 1,018 | 990 | 1,183 | 1,200 | 1,245 | 317 | 928 |
| Drug law violations | 11,854 | 13,707 | 13,952 | 14,135 | 15,146 | 15,871 | 18,589 | 20,729 | 21,212 | 19,799 | 19,172 | 19,431 | 19,239 | 19,568 | 9,441 | 10,127 |
| Liquor law violations | 27,421 | 34,001 | 34,919 | 35,105 | 34,303 | 33,118 | 31,818 | 32,533 | 30,090 | 26,158 | 24,369 | 19,685 | 18,579 | 16,813 | 8,769 | 8,044 |
| Referrals for disciplinary action ${ }^{10}$ | 155,201 | 202,816 | 218,040 | 216,600 | 217,526 | 220,987 | 230,269 | 249,694 | 251,402 | 244,985 | 253,315 | 241,687 | 229,589 | 216,379 | 198,302 | 18,077 |
| Illegal weapons possession | 1,277 | 1,882 | 1,871 | 1,658 | 1,455 | 1,275 | 1,314 | 1,282 | 1,404 | 1,410 | 1,425 | 1,425 | 1,405 | 1,309 | 923 | 386 |
| Drug law violations | 23,900 | 25,356 | 27,251 | 28,476 | 32,469 | 36,344 | 42,022 | 51,562 | 53,959 | 53,439 | 56,575 | 56,037 | 55,768 | 58,079 | 49,700 | 8,379 |
| Liquor law violations | 130,024 | 175,578 | 188,918 | 186,466 | 183,602 | 183,368 | 186,933 | 196,850 | 196,039 | 190,136 | 195,315 | 184,225 | 172,416 | 156,991 | 147,679 | 9,312 |
| Public 4-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property | 18,710 | 19,582 | 20,648 | 19,579 | 18,695 | 15,975 | 15,503 | 14,675 | 14,510 | 13,127 | 13,346 | 13,592 | 14,189 | 14,814 | 7,138 | 7,676 |
| Murder ${ }^{1}$ |  |  | 5 | 42 | 9 | 8 | 9 | 10 | 7 | 10 | 3 | 13 | 8 | 12 |  | 11 |
| Negligent manslaughter ${ }^{2}$ | 2 | 1 | 0 | 2 | 1 | 0 | , | 1 | 1 | 0 | 1 | 1 | 2 | 3 | 1 | 2 |
| Sex offenses-forcible ${ }^{3}$ | 1,245 | 1,398 | 1,400 | 1,425 | 1,317 | 1,214 | 1,461 | 1,638 | 1,973 | 2,264 | 3,211 | 3,960 | 4,421 | 5,252 | 3,674 | 1,578 |
| Rape |  |  |  |  |  | 1,214 | 1, | 1,638 | 1,973 | 2,26 | 2,118 | 2,541 | 2,945 | 3,379 | 2,728 | 651 |
| Fondling |  |  |  |  |  |  |  |  | - | - | 1,093 | 1,419 | 1,476 | 1,873 | 946 | 927 |
| Sex offenses-nonforcible ${ }^{4}$ | 207 | 25 | 15 | 23 | 12 | 40 | 15 | 17 | 17 | 18 | 28 | 37 | 30 | 63 | 49 | 14 |
| Robbery ${ }^{5}$ | 584 | 696 | 680 | 722 | 750 | 647 | 662 | 612 | 657 | 635 | 550 | 580 | 590 | 525 | 125 | 400 |
| Aggravated assault ${ }^{6}$ | 1,434 | 1,280 | 1,338 | 1,258 | 1,182 | 1,134 | 1,076 | 1,076 | 1,200 | 1,000 | 1,016 | 1,144 | 1,153 | 1,139 | 394 | 745 |
| Burglary ${ }^{7}$ | 11,520 | 12,935 | 14,027 | 13,371 | 12,970 | 10,708 | 10,219 | 9,373 | 8,821 | 7,258 | 6,678 | 5,782 | 5,599 | 5,429 | 2,688 | 2,741 |
| Motor vehicle theft ${ }^{8}$ | 3,072 | 2,667 | 2,662 | 2,266 | 2,027 | 1,824 | 1,604 | 1,592 | 1,406 | 1,537 | 1,500 | 1,770 | 2,049 | 2,036 | 8 | 2,028 |
| Arson ${ }^{9}$ | 637 | 576 | -521 | -470 | -427 | 400 | 457 | 356 | 428 | 405 | 359 | 305 | , 337 | 355 | 198 | 157 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{10}$ | 31,077 | 38,051 | 39,900 | 39,570 | 40,607 | 40,780 | 41,992 | 44,891 | 43,155 | 38,073 | 36,249 | 32,717 | 31,606 | 30,062 | 14,455 | 15,607 |
| Illegal weapons possession | 692 | 878 | 859 | 825 | 759 | 659 | 669 | 629 | 621 | 637 | 619 | 721 | 759 | 813 | 226 | 587 |
| Drug law violations | 9,125 | 10,606 | 10,850 | 10,693 | 11,714 | 12,186 | 14,362 | 16,323 | 16,792 | 15,571 | 15,119 | 15,509 | 15,545 | 15,610 | 7,624 | 7,986 |
| Liquor law violations | 21,260 | 26,567 | 28,191 | 28,052 | 28,134 | 27,935 | 26,961 | 27,939 | 25,742 | 21,865 | 20,511 | 16,487 | 15,302 | 13,639 | 6,605 | 7,034 |
| Referrals for disciplinary action ${ }^{10}$ | 79,152 | 100,211 | 107,289 | 106,148 | 104,585 | 108,756 | 116,029 | 129,667 | 132,363 | 127,155 | 134,310 | 127,315 | 119,009 | 112,112 | 102,052 | 10,060 |
| Illegal weapons possession | 678 | 1,097 | 972 | 867 | 792 | 669 | 664 | 610 | 644 | 604 | 646 | 569 | 602 | 530 | 388 | 142 |
| Drug law violations | 13,179 | 13,020 | 13,798 | 14,458 | 16,656 | 18,260 | 21,451 | 27,339 | 28,880 | 28,259 | 30,376 | 30,599 | 29,759 | 31,990 | 26,769 | 5,221 |
| Liquor law violations | 65,295 | 86,094 | 92,519 | 90,823 | 87,137 | 89,827 | 93,914 | 101,718 | 102,839 | 98,292 | 103,288 | 96,147 | 88,648 | 79,592 | 74,895 | 4,697 |
| Nonprofit 4-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property | 14,844 | 15,574 | 16,864 | 15,452 | 14,892 | 11,964 | 11,202 | 10,740 | 10,790 | 10,290 | 9,995 | 10,460 | 11,062 | 10,954 | 6,748 | 4,206 |
| Murder ${ }^{1}$ |  |  |  | 2 |  | 6 |  |  |  |  | 5 |  | 4 | 6 | 0 | 6 |
| Negligent manslaughter ${ }^{2}$ | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Sex offenses-forcible ${ }^{3}$ | 820 | 1,088 | 1,080 | 1,065 | 1,083 | 1,102 | 1,225 | 1,431 | 1,741 | 2,379 | 3,105 | 3,510 | 3,961 | 4,497 | 3,580 | 917 |
| Rape |  |  |  |  |  |  | - | - | - | - | 2,152 | 2,366 | 2,704 | 2,876 | 2,469 | 407 |
| Fondling | - | - | - | - | - | - | - | - | - | - | 953 | 1,144 | 1,257 | 1,621 | 1,111 | 510 |
| Sex offenses-nonforcible ${ }^{4}$ | 113 | 6 | 10 | 8 | 16 | 11 | 8 | 13 | 10 | 12 | 7 | 15 | 11 | 8 | 6 | 2 |
| Robbery ${ }^{5}$ | 649 | 500 | 502 | 460 | 437 | 366 | 319 | 320 | 386 | 373 | 263 | 280 | 330 | 352 | 90 | 262 |
| Aggravated assault ${ }^{6}$ | 882 | 744 | 834 | 768 | 754 | 661 | 641 | 631 | 667 | 681 | 655 | 727 | 673 | 756 | 249 | 507 |
| Burglary ${ }^{7}$ | 10,471 | 11,657 | 13,051 | 11,941 | 11,551 | 8,810 | 8,138 | 7,421 | 7,046 | 5,999 | 5,020 | 4,894 | 5,035 | 4,284 | 2,695 | 1,589 |
| Motor vehicle theft ${ }^{8}$ | 1,471 | 1,248 | 1,077 | 984 | 859 | 834 | 641 | 704 | 711 | 667 | 754 | 821 | 836 | 847 | 7 | 840 |
| Arson ${ }^{9}$ | 433 | 325 | 307 | 223 | 191 | 174 | 225 | 217 | 227 | 174 | 186 | 210 | 212 | 204 | 121 | 83 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{10}$ | 6,329 | 7,406 | 6,134 | 6,732 | 6,112 | 5,777 | 5,459 | 5,444 | 5,477 | 5,642 | 4,950 | 4,583 | 4,505 | 4,216 | 2,423 | 1,793 |
| Illegal weapons possession | 167 | 150 | 146 | 178 | 158 | 148 | 137 | 129 | 127 | 131 | 129 | 168 | 195 | 188 | 61 | 127 |
| Drug law violations | 1,628 | 1,691 | 1,650 | 1,804 | 1,883 | 2,080 | 2,248 | 2,425 | 2,415 | 2,503 | 2,258 | 2,237 | 2,199 | 2,281 | 1,298 | 983 |
| Liquor law violations | 4,534 | 5,565 | 4,338 | 4,750 | 4,071 | 3,549 | 3,074 | 2,890 | 2,935 | 3,008 | 2,563 | 2,178 | 2,111 | 1,747 | 1,064 | 683 |
| Referrals for disciplinary action ${ }^{10}$ | 71,293 | 96,646 | 103,484 | 103,254 | 105,289 | 103,457 | 104,939 | 110,607 | 110,268 | 109,298 | 110,150 | 105,567 | 102,444 | 95,840 | 89,287 | 6,553 |
| Illegal weapons possession | 443 | 590 | 622 | 545 | 457 | , 358 | 1793 | 417 | 498 | 535 | 481 | 569 | 573 | 535 | 428 | 107 |
| Drug law violations | 9,688 | 11,208 | 12,114 | 12,685 | 14,157 | 15,845 | 17,841 | 21,240 | 22,168 | 22,116 | 23,000 | 22,180 | 22,931 | 22,867 | 20,645 | 2,222 |
| Liquor law violations | 61,162 | 84,848 | 90,748 | 90,024 | 90,675 | 87,254 | 86,705 | 88,950 | 87,602 | 86,647 | 86,669 | 82,818 | 78,940 | 72,438 | 68,214 | 4,224 |

See notes at end of table.

Table 329.10 On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: Selected years, 2001 through 2017-Continued

| Control and level of institution and type of incident | Number of incidents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, in residence halls and at other locations |  |  |  |  |  |  |  |  |  |  |  |  | 2017 |  |  |
|  | 2001 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | Total | In <br> residence halls | At other locations |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| For-profit 4-year <br> Selected crimes against persons and property <br> Murder ${ }^{1}$ <br> Negligent manslaughter ${ }^{2}$ <br> Sex offenses-forcible ${ }^{3}$ <br> Rape <br> Fondling <br> Sex offenses-nonforcible ${ }^{4}$ <br> Robbery ${ }^{5}$ <br> Aggravated assault ${ }^{6}$ <br> Burglary ${ }^{7}$ <br> Motor vehicle theft ${ }^{8}$ <br> Arson ${ }^{9}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 505 | 829 | 641 | 612 | 574 0 | 525 | 561 | 446 1 | 364 0 | 511 | 442 | 295 | 293 | 317 0 | 130 | 187 |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | 4 | 4 | 12 | 12 | 9 | 9 | 22 | 26 | 18 | 18 | 43 | 34 | 32 | 56 | 42 | 14 |
|  | - | - | - | - | - | - | - | - | - | - | 26 | 11 | 18 | 33 | 28 | 5 |
|  |  | - | - | - | - | - | - | - | - | - | 17 | 23 | 14 | 23 | 14 | 9 |
|  | 13 | 1 | 0 | 2 | 0 | 1 | 1 | 0 | 3 | 2 | 2 | 0 | 1 | 0 | 0 | 0 |
|  | 64 | 43 | 25 | 31 | 38 | 86 | 70 | 74 | 51 | 86 | 52 | 24 | 26 | 23 | 1 | 22 |
|  | 23 | 59 | 31 | 31 | 63 | 43 | 51 | 36 | 43 | 58 | 33 | 27 | 41 | 32 | 3 | 29 |
|  | 347 | 607 | 489 | 446 | 385 | 299 | 350 | 249 | 195 | 276 | 251 | 162 | 126 | 147 | 72 | 75 |
|  | 52 | 110 | 78 | 89 | 79 | 85 | 65 | 58 | 53 | 68 | 59 | 47 | 64 | 56 | 11 | 45 |
|  | 2 | 5 | 6 | 1 | 0 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 3 | 1 | 2 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{10}$ | 11 | 28 | 52 | 28 | 40 | 54 | 165 | 152 | 126 | 74 | 117 | 102 | 116 | 132 | 57 | 75 |
| Illegal weapons possession | 2 | 2 | 5 | 3 | 8 | 6 | 13 | 11 | 10 | 12 | 9 | 14 | 11 | 7 | 0 | 7 |
| Drug law violations | 4 | 16 | 14 | 16 | 14 | 22 | 66 | 41 | 49 | 48 | 68 | 78 | 83 | 114 | 54 | 60 |
| Liquor law violations | 5 | 10 | 33 | 9 | 18 | 26 | 86 | 100 | 67 | 14 | 40 | 10 | 22 | 11 | 3 | 8 |
| Referrals for disciplinary action ${ }^{10}$ | 316 | 529 | 513 | 519 | 566 | 882 | 760 | 718 | 668 | 1,161 | 935 | 804 | 747 | 1,035 | 883 | 152 |
| Illegal weapons possession | 11 | 42 | 13 | 11 | 13 | 23 | 9 | 16 | 23 | 18 | 16 | 11 | 8 | 12 | 10 | 2 |
| Drug law violations | 92 | 128 | 138 | 132 | 159 | 231 | 221 | 233 | 254 | 537 | 403 | 330 | 298 | 334 | 241 | 93 |
| Liquor law violations | 213 | 359 | 362 | 376 | 394 | 628 | 530 | 469 | 391 | 606 | 516 | 463 | 441 | 689 | 632 | 57 |
| Public 2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property | 6,817 | 5,981 | 5,669 | 5,381 | 5,464 | 4,984 | 4,396 | 4,141 | 3,749 | 3,075 | 2,845 | 3,014 | 2,660 | 2,643 | 628 | 2,015 |
| Murder ${ }^{1}$ | 2 | 2 | 0 | 0 | 2 | 2 | 1 | 2 | 3 | 7 | 3 | 13 | 3 | 2 | 1 | 1 |
| Negligent manslaughter ${ }^{2}$ | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Sex offenses-forcible ${ }^{3}$ | 118 | 175 | 167 | 181 | 210 | 205 | 210 | 262 | 263 | 303 | 385 | 495 | 492 | 575 | 209 | 366 |
| Rape | - | - | - | - | - | - | - | - | - | - | 132 | 197 | 176 | 222 | 153 | 69 |
| Fondling | - | - | - | - | - | - | - | - | - | - | 253 | 298 | 316 | 353 | 56 | 297 |
| Sex offenses-nonforcible ${ }^{4}$ | 119 | 10 | 16 | 7 | 7 | 12 | 8 | 16 | 13 | 11 | 16 | 11 | 18 | 9 | 2 | 7 |
| Robbery ${ }^{5}$ | 245 | 248 | 284 | 279 | 285 | 251 | 298 | 262 | 244 | 197 | 148 | 149 | 138 | 129 | 14 | 115 |
| Aggravated assault ${ }^{6}$ | 545 | 501 | 546 | 462 | 401 | 431 | 409 | 406 | 437 | 278 | 305 | 335 | 281 | 261 | 52 | 209 |
| Burglary ${ }^{7}$ | 4,132 | 3,541 | 3,261 | 3,202 | 3,430 | 2,920 | 2,398 | 2,235 | 1,964 | 1,583 | 1,383 | 1,411 | 1,135 | 1,147 | 342 | 805 |
| Motor vehicle theft ${ }^{8}$ | 1,552 | 1,428 | 1,319 | 1,174 | 1,059 | 1,109 | 1,028 | 899 | 776 | 651 | 548 | 541 | 549 | 471 | 0 | 471 |
| Arson ${ }^{9}$ | 104 | 76 | 76 | 76 | 70 | 54 | 43 | 59 | 49 | 45 | 56 | 59 | 44 | 49 | 8 | 41 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{10}$ | 2,660 | 3,416 | 3,993 | 4,124 | 3,764 | 3,335 | 3,811 | 3,723 | 3,464 | 3,060 | 3,121 | 2,840 | 2,701 | 3,146 | 1,571 | 1,575 |
| Illegal weapons possession | 198 | 278 | 300 | 304 | 258 | 256 | 282 | 248 | 253 | 230 | 220 | 268 | 215 | 227 | 27 | 200 |
| Drug law violations | 989 | 1,326 | 1,378 | 1,563 | 1,490 | 1,507 | 1,866 | 1,892 | 1,885 | 1,588 | 1,671 | 1,568 | 1,373 | 1,505 | 447 | 1,058 |
| Liquor law violations | 1,473 | 1,812 | 2,315 | 2,257 | 2,016 | 1,572 | 1,663 | 1,583 | 1,326 | 1,242 | 1,230 | 1,004 | 1,113 | 1,414 | 1,097 | 317 |
| Referrals for disciplinary action ${ }^{10}$ | 3,529 | 4,688 | 5,897 | 5,987 | 6,425 | 7,241 | 8,017 | 8,174 | 7,586 | 6,845 | 7,240 | 7,292 | 6,868 | 6,816 | 5,555 | 1,261 |
| Illegal weapons possession | 127 | 133 | 238 | 218 | 183 | , 210 | 242 | 228 | 224 | 243 | 269 | 271 | 214 | 220 | 89 | 131 |
| Drug law violations | 761 | 819 | 908 | 1,006 | 1,302 | 1,745 | 2,336 | 2,573 | 2,468 | 2,304 | 2,548 | 2,626 | 2,575 | 2,661 | 1,853 | 808 |
| Liquor law violations | 2,641 | 3,736 | 4,751 | 4,763 | 4,940 | 5,286 | 5,439 | 5,373 | 4,894 | 4,298 | 4,423 | 4,395 | 4,079 | 3,935 | 3,613 | 322 |
| Nonprofit 2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property | 248 | 314 | 250 | 258 | 272 | 147 | 120 | 148 | 107 | 66 | 64 | 53 | 57 | 60 | 25 | 35 |
| Murder ${ }^{1}$ | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Negligent manslaughter ${ }^{2}$ | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sex offenses-forcible ${ }^{3}$ | 2 | 8 | 3 | 9 | 16 | 8 | 7 | 11 | 8 | 4 | 3 | 11 | 16 | 13 | 12 | 1 |
| Rape | - | - | - | - | - | - | - | - | - | - | 2 | 1 | 8 | 9 | 8 | 1 |
| Fondling | - | $\bigcirc$ | - | $\bigcirc$ | - | - | $\bigcirc$ | - | - | - | 1 | 10 | 8 | 4 | 4 | 0 |
| Sex offenses-nonforcible ${ }^{4}$ | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Robbery ${ }^{5}$ | 54 | 9 | 7 | 2 | 13 | 9 | 5 | 1 | 2 | 3 | 0 | 2 | 5 | 2 | 0 | 2 |
| Aggravated assault ${ }^{6}$ | 23 | 22 | 35 | 52 | 66 | 5 | 9 | 53 | 46 | 13 | 27 | 7 | 8 | 12 | 1 | 11 |
| Burglary ${ }^{7}$ | 142 | 266 | 187 | 178 | 160 | 120 | 95 | 74 | 47 | 41 | 29 | 27 | 24 | 20 | 11 | 9 |
| Motor vehicle theft ${ }^{8}$ | 23 | 7 | 14 | 14 | 9 | 4 | 2 | 7 | 4 | 3 | 5 | 4 | 3 | 12 | 0 | 12 |
| Arson ${ }^{9}$ | , | 2 | 3 | 3 | 7 | 1 | 2 | 2 | 0 | 0 | 0 | 2 | 1 | 1 | 1 | 0 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{10}$ | 108 | 76 | 67 | 59 | 93 | 58 | 49 | 52 | 52 | 66 | 39 | 32 | 56 | 47 | 18 | 29 |
| Illegal weapons possession | 1 | 5 | 3 | 4 | 3 | 4 | 6 | 5 | 5 | 5 | 5 | 9 | 12 | 9 | 2 | 7 |
| Drug law violations | 21 | 32 | 34 | 27 | 33 | 35 | 18 | 34 | 31 | 49 | 28 | 20 | 21 | 37 | 16 | 21 |
| Liquor law violations | 86 | 39 | 30 | 28 | 57 | 19 | 25 | 13 | 16 | 12 | 6 | 3 | 23 | 1 | 0 | 1 |
| Referrals for disciplinary action ${ }^{10}$ | 624 | 514 | 537 | 519 | 413 | 348 | 377 | 360 | 300 | 320 | 448 | 546 | 420 | 488 | 462 | 26 |
| Illegal weapons possession | 2 | 12 | 19 | 10 | 6 | 7 | 4 | 1 | 6 | 7 | 11 | 2 | 3 | 7 | 7 | 0 |
| Drug law violations | 91 | 47 | 74 | 73 | 85 | 100 | 105 | 109 | 103 | 129 | 155 | 214 | 163 | 185 | 165 | 20 |
| Liquor law violations | 531 | 455 | 444 | 436 | 322 | 241 | 268 | 250 | 191 | 184 | 282 | 330 | 254 | 296 | 290 | 6 |

See notes at end of table.

Table 329.10 On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: Selected years, 2001 through 2017—Continued

—Not available.
${ }^{1}$ Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).
${ }^{2}$ Killing of another person through gross negligence (excludes traffic fatalities).
${ }^{3}$ Any sexual act directed against another person forcibly and/or against that person's will. ${ }^{4}$ Includes only statutory rape or incest.
${ }^{5}$ Taking or attempting to take anything of value using actual or threatened force or violence. ${ }^{6}$ Attack upon a person for the purpose of inflicting severe or aggravated bodily injury. ${ }^{7}$ Unlawful entry of a structure to commit a felony or theft.
${ }^{8}$ Theft or attempted theft of a motor vehicle.
${ }^{9}$ Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.
${ }^{10}$ If an individual is both arrested and referred to college officials for disciplinary action for a single offense, only the arrest is counted.

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data-specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia-are excluded from this table. Crimes, arrests, and referrals include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2017; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2002 through Fall 2017, Institutional Characteristics component. (This table was prepared September 2019.)

Table 329.20 On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degreegranting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: Selected years, 2001 through 2017

| Control and level of institution and type of incident | Number of incidents per 10,000 FTE students ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, institutions with and without residence halls |  |  |  |  |  |  |  |  |  |  |  |  | 2017 |  |  |
|  | 2001 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | Total | Institutions with residence halls | Institu- <br> tions without residence halls |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| All institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property | 35.619 | 32.864 | 33.350 | 30.559 | 28.993 | 22.955 | 20.869 | 20.027 | 19.983 | 18.461 | 18.069 | 18.694 | 19.258 | 19.605 | 25.065 | 6.211 |
| Murder ${ }^{2}$ | 0.015 | 0.008 | 0.006 | 0.032 | 0.009 | 0.011 | 0.010 | 0.011 | 0.008 | 0.016 | 0.007 | 0.019 | 0.010 | 0.014 | 0.018 | 0.005 |
| Negligent manslaughter ${ }^{3}$ | 0.002 | 0.002 | 0.000 | 0.002 | 0.002 | 0.000 | 0.001 | 0.001 | 0.001 | 0.000 | 0.001 | 0.001 | 0.001 | 0.002 | 0.003 | 0.000 |
| Sex offenses-forcible ${ }^{4}$ | 1.885 | 2.058 | 2.001 | 1.968 | 1.899 | 1.715 | 1.903 | 2.223 | 2.695 | 3.374 | 4.549 | 5.447 | 6.061 | 7.060 | 9.529 | 1.006 |
| Rape |  |  |  |  |  | - |  |  | - | - | 2.985 | 3.476 | 3.972 | 4.428 | 6.157 | 0.185 |
| Fondling |  |  | - |  |  |  |  |  | - |  | 1.563 | 1.971 | 2.089 | 2.633 | 3.371 | 0.821 |
| Sex offenses-nonforcible ${ }^{5}$ | 0.395 | 0.032 | 0.032 | 0.029 | 0.025 | 0.044 | 0.021 | 0.030 | 0.031 | 0.031 | 0.036 | 0.043 | 0.041 | 0.054 | 0.068 | 0.021 |
| Robbery ${ }^{6}$ | 1.424 | 1.193 | 1.160 | 1.140 | 1.134 | 0.950 | 0.905 | 0.846 | 0.918 | 0.893 | 0.701 | 0.709 | 0.745 | 0.706 | 0.820 | 0.427 |
| Aggravated assault ${ }^{7}$ | 2.524 | 2.044 | 2.112 | 1.902 | 1.795 | 1.569 | 1.444 | 1.475 | 1.627 | 1.385 | 1.380 | 1.533 | 1.480 | 1.505 | 1.788 | 0.809 |
| Burglary ${ }^{8}$ | 23.038 | 22.511 | 23.432 | 21.543 | 20.676 | 15.559 | 13.872 | 12.825 | 12.207 | 10.325 | 9.041 | 8.365 | 8.120 | 7.505 | 9.621 | 2.314 |
| Motor vehicle theft ${ }^{9}$ | 5.327 | 4.256 | 3.921 | 3.375 | 2.953 | 2.681 | 2.237 | 2.196 | 2.023 | 2.014 | 1.947 | 2.185 | 2.394 | 2.343 | 2.682 | 1.510 |
| Arson ${ }^{10}$ | 1.010 | 0.759 | 0.687 | 0.567 | 0.500 | 0.427 | 0.476 | 0.421 | 0.473 | 0.425 | 0.406 | 0.392 | 0.405 | 0.416 | 0.536 | 0.120 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{11}$ | 34.550 | 37.722 | 37.619 | 36.936 | 36.435 | 33.748 | 33.497 | 35.755 | 35.127 | 31.841 | 30.004 | 27.362 | 26.481 | 25.549 | 34.570 | 3.419 |
| Illegal weapons possession | 0.919 | 1.013 | 0.986 | 0.963 | 0.856 | 0.726 | 0.723 | 0.674 | 0.687 | 0.690 | 0.667 | 0.803 | 0.814 | 0.845 | 0.995 | 0.478 |
| Drug law violations | 10.151 | 10.547 | 10.458 | 10.327 | 10.898 | 10.698 | 12.086 | 13.653 | 14.240 | 13.420 | 12.917 | 13.193 | 13.057 | 13.287 | 17.764 | 2.305 |
| Liquor law violations | 23.481 | 26.163 | 26.175 | 25.647 | 24.681 | 22.324 | 20.687 | 21.428 | 20.200 | 17.730 | 16.419 | 13.366 | 12.609 | 11.416 | 15.811 | 0.635 |
| Referrals for disciplinary action ${ }^{11}$ | 132.899 | 156.060 | 163.438 | 158.241 | 156.511 | 148.959 | 149.716 | 164.460 | 168.772 | 166.056 | 170.675 | 164.100 | 155.818 | 146.925 | 205.702 | 2.741 |
| Illegal weapons possession | 1.093 | 1.448 | 1.402 | 1.211 | 1.047 | 0.859 | 0.854 | 0.844 | 0.943 | 0.956 | 0.960 | 0.968 | 0.954 | 0.889 | 1.141 | 0.270 |
| Drug law violations | 20.466 | 19.511 | 20.427 | 20.804 | 23.362 | 24.498 | 27.322 | 33.961 | 36.224 | 36.222 | 38.118 | 38.048 | 37.849 | 39.437 | 54.950 | 1.381 |
| Liquor law violations | 111.340 | 135.101 | 141.609 | 136.226 | 132.103 | 123.602 | 121.540 | 129.654 | 131.606 | 128.878 | 131.597 | 125.084 | 117.016 | 106.600 | 149.610 | 1.090 |
| Public 4-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property | 36.191 | 34.295 | 35.531 | 32.846 | 30.535 | 24.898 | 23.448 | 21.958 | 21.669 | 19.553 | 19.545 | 19.655 | 19.811 | 20.411 | 21.899 | 7.014 |
| Murder ${ }^{2}$ | 0.017 | 0.007 | 0.009 | 0.070 | 0.015 | 0.012 | 0.014 | 0.015 | 0.010 | 0.015 | 0.004 | 0.019 | 0.011 | 0.017 | 0.017 | 0.014 |
| Negligent manslaughter ${ }^{3}$ | 0.004 | 0.002 | 0.000 | 0.003 | 0.002 | 0.000 | 0.000 | 0.001 | 0.001 | 0.000 | 0.001 | 0.001 | 0.003 | 0.004 | 0.005 | 0.000 |
| Sex offenses-forcible ${ }^{4}$ | 2.408 | 2.448 | 2.409 | 2.391 | 2.151 | 1.892 | 2.210 | 2.451 | 2.946 | 3.372 | 4.702 | 5.726 | 6.173 | 7.236 | 7.916 | 1.116 |
| Rape |  |  |  |  |  | - | - | - | - | - | 3.102 | 3.674 | 4.112 | 4.656 | 5.158 | 0.138 |
| Fondling | - | - | - | - | - | - | - | - | - | - | 1.601 | 2.052 | 2.061 | 2.581 | 2.759 | 0.978 |
| Sex offenses-nonforcible ${ }^{5}$ | 0.400 | 0.044 | 0.026 | 0.039 | 0.020 | 0.062 | 0.023 | 0.025 | 0.025 | 0.027 | 0.041 | 0.054 | 0.042 | 0.087 | 0.093 | 0.028 |
| Robbery ${ }^{6}$ | 1.130 | 1.219 | 1.170 | 1.211 | 1.225 | 1.008 | 1.001 | 0.916 | 0.981 | 0.946 | 0.805 | 0.839 | 0.824 | 0.723 | 0.761 | 0.386 |
| Aggravated assault ${ }^{7}$ | 2.774 | 2.242 | 2.302 | 2.110 | 1.931 | 1.767 | 1.627 | 1.610 | 1.792 | 1.490 | 1.488 | 1.654 | 1.610 | 1.569 | 1.673 | 0.634 |
| Burglary ${ }^{8}$ | 22.283 | 22.654 | 24.138 | 22.432 | 21.184 | 16.689 | 15.456 | 14.025 | 13.173 | 10.811 | 9.780 | 8.361 | 7.817 | 7.480 | 7.999 | 2.811 |
| Motor vehicle theft ${ }^{9}$ | 5.942 | 4.671 | 4.581 | 3.802 | 3.311 | 2.843 | 2.426 | 2.382 | 2.100 | 2.289 | 2.197 | 2.560 | 2.861 | 2.805 | 2.913 | 1.833 |
| Arson ${ }^{10}$ | 1.232 | 1.009 | 0.897 | 0.788 | 0.697 | 0.623 | 0.691 | 0.533 | 0.639 | 0.603 | 0.526 | 0.441 | 0.471 | 0.489 | 0.522 | 0.193 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{11}$ | 60.113 | 66.641 | 68.660 | 66.384 | 66.324 | 63.558 | 63.512 | 67.169 | 64.447 | 56.711 | 53.086 | 47.311 | 44.128 | 41.420 | 45.437 | 5.264 |
| Illegal weapons possession | 1.339 | 1.538 | 1.478 | 1.384 | 1.240 | 1.027 | 1.012 | 0.941 | 0.927 | 0.949 | 0.907 | 1.043 | 1.060 | 1.120 | 1.180 | 0.579 |
| Drug law violations | 17.651 | 18.575 | 18.671 | 17.939 | 19.133 | 18.993 | 21.722 | 24.424 | 25.077 | 23.194 | 22.142 | 22.427 | 21.704 | 21.508 | 23.554 | 3.087 |
| Liquor law violations | 41.123 | 46.529 | 48.511 | 47.061 | 45.952 | 43.539 | 40.778 | 41.804 | 38.443 | 32.569 | 30.038 | 23.842 | 21.365 | 18.792 | 20.702 | 1.598 |
| Referrals for disciplinary action ${ }^{11}$ | 153.104 | 175.506 | 184.622 | 178.077 | 170.820 | 169.503 | 175.490 | 194.017 | 197.669 | 189.403 | 196.696 | 184.108 | 166.160 | 154.470 | 171.440 | 1.722 |
| Illegal weapons possession | 1.311 | 1.921 | 1.673 | 1.455 | 1.294 | 1.043 | 1.004 | 0.913 | 0.962 | 0.900 | 0.946 | 0.823 | 0.841 | 0.730 | 0.779 | 0.289 |
| Drug law violations | 25.492 | 22.803 | 23.744 | 24.255 | 27.204 | 28.459 | 32.444 | 40.907 | 43.129 | 42.093 | 44.485 | 44.249 | 41.549 | 44.076 | 48.877 | 0.868 |
| Liquor law violations | 126.301 | 150.782 | 159.206 | 152.367 | 142.322 | 140.001 | 142.042 | 152.198 | 153.578 | 146.410 | 151.264 | 139.036 | 123.770 | 109.663 | 121.784 | 0.565 |
| Nonprofit 4-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property | 57.358 | 54.165 | 57.679 | 52.036 | 49.337 | 38.613 | 35.193 | 33.154 | 33.198 | 31.205 | 30.156 | 31.148 | 32.667 | 32.071 | 34.431 | 9.294 |
| Murder ${ }^{2}$ | 0.019 | 0.017 | 0.010 | 0.007 | 0.003 | 0.019 | 0.016 | 0.009 | 0.006 | 0.015 | 0.015 | 0.006 | 0.012 | 0.018 | 0.019 | 0.000 |
| Negligent manslaughter ${ }^{3}$ | 0.000 | 0.003 | 0.000 | 0.003 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.003 | 0.000 | 0.000 | 0.000 | 0.000 |
| Sex offenses-forcible ${ }^{4}$ | 3.169 | 3.784 | 3.694 | 3.586 | 3.588 | 3.557 | 3.848 | 4.417 | 5.357 | 7.214 | 9.368 | 10.452 | 11.697 | 13.166 | 14.404 | 1.216 |
| Rape |  |  |  |  |  | - |  |  | - | - | 6.493 | 7.046 | 7.985 | 8.420 | 9.267 | 0.250 |
| Fondling |  |  |  |  | - | - | - | - | - | - | 2.875 | 3.407 | 3.712 | 4.746 | 5.138 | 0.967 |
| Sex offenses-nonforcible ${ }^{5}$ | 0.437 | 0.021 | 0.034 | 0.027 | 0.053 | 0.036 | 0.025 | 0.040 | 0.031 | 0.036 | 0.021 | 0.045 | 0.032 | 0.023 | 0.026 | 0.000 |
| Robbery ${ }^{6}$ | 2.508 | 1.739 | 1.717 | 1.549 | 1.448 | 1.181 | 1.002 | 0.988 | 1.188 | 1.131 | 0.793 | 0.834 | 0.975 | 1.031 | 1.063 | 0.717 |
| Aggravated assault ${ }^{7}$ | 3.408 | 2.588 | 2.853 | 2.586 | 2.498 | 2.133 | 2.014 | 1.948 | 2.052 | 2.065 | 1.976 | 2.165 | 1.987 | 2.213 | 2.120 | 3.119 |
| Burglary ${ }^{8}$ | 40.460 | 40.542 | 44.638 | 40.212 | 38.269 | 28.434 | 25.567 | 22.908 | 21.679 | 18.192 | 15.146 | 14.573 | 14.869 | 12.543 | 13.555 | 2.776 |
| Motor vehicle theft ${ }^{9}$ | 5.684 | 4.340 | 3.684 | 3.314 | 2.846 | 2.692 | 2.014 | 2.173 | 2.188 | 2.023 | 2.275 | 2.445 | 2.469 | 2.480 | 2.591 | 1.403 |
| Arson ${ }^{10}$ | 1.673 | 1.130 | 1.050 | 0.751 | 0.633 | 0.562 | 0.707 | 0.670 | 0.698 | 0.528 | 0.561 | 0.625 | 0.626 | 0.597 | 0.653 | 0.062 |

See notes at end of table.

Table 329.20 On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degreegranting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: Selected years, 2001 through 2017-Continued

| Control and level of institution and type of incident | Number of incidents per 10,000 FTE students ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, institutions with and without residence halls |  |  |  |  |  |  |  |  |  |  |  |  | 2017 |  |  |
|  | 2001 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | Total | Institutions with residence halls | Institu- <br> tions without residence halls |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Weapons-, drug-, and liquor-relatedarrests and referralsArrests ${ }^{11}$Ilegal weapons possessionDrug law violationsLiquor law violationsReferrals for disciplinary action ${ }^{11}$Ilegal weaposs possessionDrug law violationsLiquor law violations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 24.456 | 25.758 | 20.980 | 22.670 | 20.249 | 18.645 | 17.150 | 16.805 | 16.851 | 17.110 | 14.935 | 13.647 | 13.304 | 12.344 | 13.477 | 1.403 |
|  | 0.645 | 0.522 | 0.499 | 0.599 | 0.523 | 0.478 | 0.430 | 0.398 | 0.391 | 0.397 | 0.389 | 0.500 | 0.576 | 0.550 | 0.598 | 0.094 |
|  | 6.291 | 5.881 | 5.643 | 6.075 | 6.238 | 6.713 | 7.062 | 7.486 | 7.430 | 7.590 | 6.813 | 6.661 | 6.494 | 6.678 | 7.251 | 1.154 |
|  | 17.520 | 19.355 | 14.837 | 15.996 | 13.487 | 11.454 | 9.657 | 8.921 | 9.030 | 9.122 | 7.733 | 6.486 | 6.234 | 5.115 | 5.629 | 0.156 |
|  | 275.480 | 336.127 | 353.943 | 347.714 | 348.824 | 333.904 | 329.679 | 341.437 | 339.263 | 331.451 | 332.331 | 314.359 | 302.523 | 280.603 | 308.611 | 10.261 |
|  | 1.712 | 2.052 | 2.127 | 1.835 | 1.514 | 1.155 | 1.235 | 1.287 | 1.532 | 1.622 | 1.451 | 1.694 | 1.692 | 1.566 | 1.725 | 0.031 |
|  | 37.435 | 38.981 | 41.433 | 42.718 | 46.902 | 51.139 | 56.050 | 65.567 | 68.205 | 67.068 | 69.393 | 66.048 | 67.717 | 66.951 | 73.680 | 1.996 |
|  | 236.333 | 295.095 | 310.383 | 303.161 | 300.408 | 281.609 | 272.395 | 274.583 | 269.526 | 262.761 | 261.487 | 246.617 | 233.115 | 212.086 | 233.205 | 8.234 |
| For-profit 4-year <br> Selected crimes against persons | 19.109 | 17.049 | 9.552 | 8.092 | 10.334 | 7.513 | 6.499 | 6.003 | 5.531 | 8.553 | 5.763 | 4.371 |  | 5.277 | 19.368 | 2.561 |
| Murder ${ }^{2}$ | 0.000 | 17.000 0 | 0.000 | 0.000 | 0.000 | 0.000 | 6.499 0.000 | 6.013 0.013 | 5.531 0.000 | 8.553 0.017 | 5.763 0.000 | 4.371 0.000 | 4.489 0.000 | 5.277 0.000 | 19.368 0.000 | 2.561 0.000 |
| Negligent manslaughter ${ }^{3}$ | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Sex offenses-forcible ${ }^{4}$ | 0.151 | 0.082 | 0.179 | 0.159 | 0.162 | 0.129 | 0.255 | 0.350 | 0.274 | 0.301 | 0.561 | 0.504 | 0.490 | 0.932 | 5.151 | 0.119 |
| Rape |  |  |  |  |  | - |  |  | - | - | 0.339 | 0.163 | 0.276 | 0.549 | 3.194 | 0.040 |
| Fondling |  |  | - |  |  | - |  |  | - | - | 0.222 | 0.341 | 0.215 | 0.383 | 1.957 | 0.079 |
| Sex offenses-nonforcible ${ }^{5}$ | 0.492 | 0.021 | 0.000 | 0.026 | 0.000 | 0.014 | 0.012 | 0.000 | 0.046 | 0.033 | 0.026 | 0.000 | 0.015 | 0.000 | 0.000 | 0.000 |
| Robbery ${ }^{6}$ | 2.422 | 0.884 | 0.373 | 0.410 | 0.684 | 1.231 | 0.811 | 0.996 | 0.775 | 1.440 | 0.678 | 0.356 | 0.398 | 0.383 | 0.515 | 0.357 |
| Aggravated assault ${ }^{7}$ | 0.870 | 1.213 | 0.462 | 0.410 | 1.134 | 0.615 | 0.591 | 0.485 | 0.653 | 0.971 | 0.430 | 0.400 | 0.628 | 0.533 | 1.030 | 0.437 |
| Burglary ${ }^{8}$ | 13.130 | 12.484 | 7.287 | 5.897 | 6.931 | 4.279 | 4.055 | 3.351 | 2.963 | 4.620 | 3.273 | 2.401 | 1.931 | 2.447 | 9.993 | 0.993 |
| Motor vehicle theft ${ }^{9}$ | 1.968 | 2.262 | 1.162 | 1.177 | 1.422 | 1.216 | 0.753 | 0.781 | 0.805 | 1.138 | 0.769 | 0.696 | 0.981 | 0.932 | 2.369 | 0.655 |
| Arson ${ }^{10}$ | 0.076 | 0.103 | 0.089 | 0.013 | 0.000 | 0.029 | 0.023 | 0.027 | 0.015 | 0.033 | 0.026 | 0.015 | 0.046 | 0.050 | 0.309 | 0.000 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{11}$ | 0.416 | 0.576 | 0.775 | 0.370 | 0.720 | 0.773 | 1.911 | 2.046 | 1.915 | 1.239 | 1.526 | 1.511 | 1.777 | 2.197 | 11.847 | 0.338 |
| Illegal weapons possession | 0.076 | 0.041 | 0.075 | 0.040 | 0.144 | 0.086 | 0.151 | 0.148 | 0.152 | 0.201 | 0.117 | 0.207 | 0.169 | 0.117 | 0.309 | 0.079 |
| Drug law violations | 0.151 | 0.329 | 0.209 | 0.212 | 0.252 | 0.315 | 0.765 | 0.552 | 0.745 | 0.803 | 0.887 | 1.156 | 1.272 | 1.898 | 10.508 | 0.238 |
| Liquor law violations | 0.189 | 0.206 | 0.492 | 0.119 | 0.324 | 0.372 | 0.996 | 1.346 | 1.018 | 0.234 | 0.522 | 0.148 | 0.337 | 0.183 | 1.030 | 0.020 |
| Referrals for disciplinary action ${ }^{11}$ | 11.957 | 10.880 | 7.645 | 6.862 | 10.190 | 12.623 | 8.804 | 9.663 | 10.150 | 19.433 | 12.191 | 11.914 | 11.446 | 17.230 | 103.125 | 0.675 |
| Illegal weapons possession | 0.416 | 0.864 | 0.194 | 0.145 | 0.234 | 0.329 | 0.104 | 0.215 | 0.349 | 0.301 | 0.209 | 0.163 | 0.123 | 0.200 | 1.030 | 0.040 |
| Drug law violations | 3.481 | 2.632 | 2.056 | 1.745 | 2.863 | 3.306 | 2.560 | 3.136 | 3.860 | 8.989 | 5.255 | 4.890 | 4.566 | 5.560 | 31.525 | 0.556 |
| Liquor law violations | 8.060 | 7.383 | 5.394 | 4.971 | 7.093 | 8.988 | 6.140 | 6.312 | 5.941 | 10.143 | 6.728 | 6.861 | 6.757 | 11.470 | 70.570 | 0.079 |
| Public 2-year | 19.867 | 16.389 | 15.430 | 14.365 | 13.990 | 11.745 | 10.195 | 9.998 | 9.379 | 7.912 | 7.682 | 8.415 | 7.973 | 8.155 | 14.371 |  |
| Murder ${ }^{2}$ | 0.006 | 0.005 | 0.000 | 0.000 | 0.005 | 0.005 | 0.002 | 0.005 | 0.008 | 0.018 | 0.008 | 0.036 | 0.009 | 0.006 | 0.014 | 0.004 |
| Negligent manslaughter ${ }^{3}$ | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.002 | 0.000 | 0.000 | 0.000 | 0.003 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Sex offenses-forcible ${ }^{4}$ | 0.344 | 0.480 | 0.455 | 0.483 | 0.538 | 0.483 | 0.487 | 0.633 | 0.658 | 0.780 | 1.040 | 1.382 | 1.475 | 1.774 | 3.852 | 1.179 |
| Rape | - | - | - | - | - | - |  |  | - | - | 0.356 | 0.550 | 0.528 | 0.685 | 2.300 | 0.222 |
| Fondling | - |  | - | - | - | - | - | - | - | - | 0.683 | 0.832 | 0.947 | 1.089 | 1.552 | 0.957 |
| Sex offenses-nonforcible ${ }^{5}$ | 0.347 | 0.027 | 0.044 | 0.019 | 0.018 | 0.028 | 0.019 | 0.039 | 0.033 | 0.028 | 0.043 | 0.031 | 0.054 | 0.028 | 0.028 | 0.028 |
| Robbery ${ }^{6}$ | 0.714 | 0.680 | 0.773 | 0.745 | 0.730 | 0.591 | 0.691 | 0.633 | 0.610 | 0.507 | 0.400 | 0.416 | 0.414 | 0.398 | 0.374 | 0.405 |
| Aggravated assault ${ }^{7}$ | 1.588 | 1.373 | 1.486 | 1.233 | 1.027 | 1.016 | 0.949 | 0.980 | 1.093 | 0.715 | 0.824 | 0.935 | 0.842 | 0.805 | 1.497 | 0.607 |
| Burglary ${ }^{8}$ | 12.042 | 9.703 | 8.876 | 8.548 | 8.782 | 6.881 | 5.561 | 5.396 | 4.914 | 4.073 | 3.734 | 3.940 | 3.402 | 3.539 | 7.372 | 2.441 |
| Motor vehicle theft ${ }^{9}$ | 4.523 | 3.913 | 3.590 | 3.134 | 2.712 | 2.613 | 2.384 | 2.171 | 1.941 | 1.675 | 1.480 | 1.511 | 1.645 | 1.453 | 1.039 | 1.572 |
| Arson ${ }^{10}$ | 0.303 | 0.208 | 0.207 | 0.203 | 0.179 | 0.127 | 0.100 | 0.142 | 0.123 | 0.116 | 0.151 | 0.165 | 0.132 | 0.151 | 0.194 | 0.139 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{11}$ | 7.752 | 9.360 | 10.868 | 11.009 | 9.638 | 7.859 | 8.838 | 8.989 | 8.666 | 7.874 | 8.427 | 7.930 | 8.095 | 9.706 | 30.030 | 3.886 |
| Illegal weapons possession | 0.577 | 0.762 | 0.817 | 0.812 | 0.661 | 0.603 | 0.654 | 0.599 | 0.633 | 0.592 | 0.594 | 0.748 | 0.644 | 0.700 | 1.025 | 0.607 |
| Drug law violations | 2.882 | 3.633 | 3.751 | 4.172 | 3.815 | 3.551 | 4.328 | 4.568 | 4.716 | 4.086 | 4.512 | 4.378 | 4.115 | 4.643 | 11.460 | 2.691 |
| Liquor law violations | 4.293 | 4.965 | 6.301 | 6.025 | 5.162 | 3.704 | 3.857 | 3.822 | 3.317 | 3.196 | 3.321 | 2.803 | 3.336 | 4.363 | 17.544 | 0.587 |
| Referrals for disciplinary action ${ }^{11}$ | 10.284 | 12.846 | 16.051 | 15.983 | 16.451 | 17.063 | 18.592 | 19.735 | 18.979 | 17.613 | 19.549 | 20.360 | 20.585 | 21.030 | 85.420 | 2.588 |
| Illegal weapons possession | 0.370 | 0.364 | 0.648 | 0.582 | 0.469 | 0.495 | 0.561 | 0.550 | 0.560 | 0.625 | 0.726 | 0.757 | 0.641 | 0.679 | 1.815 | 0.353 |
| Drug law violations | 2.218 | 2.244 | 2.471 | 2.686 | 3.334 | 4.112 | 5.417 | 6.212 | 6.174 | 5.928 | 6.880 | 7.332 | 7.718 | 8.210 | 31.139 | 1.643 |
| Liquor law violations | 7.697 | 10.237 | 12.932 | 12.715 | 12.649 | 12.456 | 12.614 | 12.972 | 12.244 | 11.059 | 11.942 | 12.271 | 12.226 | 12.141 | 52.466 | 0.591 |

See notes at end of table.

Table 329.20 On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degreegranting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: Selected years, 2001 through 2017—Continued

| Control and level of institution and type of incident | Number of incidents per 10,000 FTE students ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, institutions with and without residence halls |  |  |  |  |  |  |  |  |  |  |  |  | 2017 |  |  |
|  | 2001 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | Total | Institutions with residence halls | Institu- <br> tions without residence halls |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property | 63.955 | 91.263 | 81.948 | 103.794 | 99.274 | 55.883 | 48.448 | 45.531 | 35.148 | 26.993 | 27.354 | 20.036 | 21.920 | 14.389 | 37.843 | 8.423 |
| Murder ${ }^{2}$ | 0.258 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Negligent manslaughter ${ }^{3}$ | 0.000 | 0.000 | 0.000 | 0.000 | 0.365 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Sex offenses-forcible ${ }^{4}$ | 0.516 | 2.325 | 0.983 | 3.621 | 5.840 | 3.041 | 2.826 | 3.384 | 2.628 | 1.636 | 1.282 | 4.158 | 6.153 | 3.118 | 14.191 | 0.301 |
| Rape |  |  |  |  |  | - |  |  | - | - | 0.855 | 0.378 | 3.076 | 2.158 | 9.461 | 0.301 |
| Fondling |  |  | - | - | - | - | - | - | - | - | 0.427 | 3.780 | 3.076 | 0.959 | 4.730 | 0.000 |
| Sex offenses-nonforcible ${ }^{5}$ | 0.516 | 0.000 | 0.328 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.818 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Robbery ${ }^{6}$ | 13.926 | 2.616 | 2.295 | 0.805 | 4.745 | 3.421 | 2.019 | 0.308 | 0.657 | 1.227 | 0.000 | 0.756 | 1.923 | 0.480 | 0.000 | 0.602 |
| Aggravated assault ${ }^{7}$ | 5.931 | 6.394 | 11.473 | 20.920 | 24.088 | 1.901 | 3.634 | 16.305 | 15.110 | 5.317 | 11.540 | 2.646 | 3.076 | 2.878 | 4.730 | 2.407 |
| Burglary ${ }^{8}$ | 36.620 | 77.312 | 61.297 | 71.610 | 58.396 | 45.619 | 38.354 | 22.766 | 15.439 | 16.768 | 12.395 | 10.207 | 9.229 | 4.796 | 16.556 | 1.805 |
| Motor vehicle theft ${ }^{9}$ | 5.931 | 2.035 | 4.589 | 5.632 | 3.285 | 1.521 | 0.807 | 2.154 | 1.314 | 1.227 | 2.137 | 1.512 | 1.154 | 2.878 | 1.183 | 3.309 |
| Arson ${ }^{10}$ | 0.258 | 0.581 | 0.983 | 1.207 | 2.555 | 0.380 | 0.807 | 0.615 | 0.000 | 0.000 | 0.000 | 0.756 | 0.385 | 0.240 | 1.183 | 0.000 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{11}$ | 27.852 | 22.089 | 21.962 | 23.736 | 33.943 | 22.049 | 19.783 | 15.998 | 17.081 | 26.993 | 16.669 | 12.097 | 21.535 | 11.271 | 37.843 | 4.512 |
| Illegal weapons possession | 0.258 | 1.453 | 0.983 | 1.609 | 1.095 | 1.521 | 2.422 | 1.538 | 1.642 | 2.045 | 2.137 | 3.402 | 4.615 | 2.158 | 8.278 | 0.602 |
| Drug law violations | 5.416 | 9.301 | 11.145 | 10.862 | 12.044 | 13.305 | 7.267 | 10.460 | 10.183 | 20.040 | 11.967 | 7.561 | 8.076 | 8.873 | 28.382 | 3.911 |
| Liquor law violations | 22.178 | 11.335 | 9.834 | 11.264 | 20.804 | 7.223 | 10.093 | 3.999 | 5.256 | 4.908 | 2.564 | 1.134 | 8.845 | 0.240 | 1.183 | 0.000 |
| Referrals for disciplinary action ${ }^{11}$ | 160.920 | 149.393 | 176.025 | 208.794 | 150.735 | 132.294 | 152.206 | 110.752 | 98.545 | 130.874 | 191.478 | 206.404 | 161.514 | 117.029 | 570.009 | 1.805 |
| Illegal weapons possession | 0.516 | 3.488 | 6.228 | 4.023 | 2.190 | 2.661 | 1.615 | 0.308 | 1.971 | 2.863 | 4.701 | 0.756 | 1.154 | 1.679 | 8.278 | 0.000 |
| Drug law violations | 23.468 | 13.660 | 24.257 | 29.368 | 31.023 | 38.016 | 42.392 | 33.533 | 33.834 | 52.759 | 66.248 | 80.898 | 62.683 | 44.366 | 212.867 | 1.504 |
| Liquor law violations | 136.937 | 132.244 | 145.540 | 175.403 | 117.523 | 91.618 | 108.200 | 76.911 | 62.740 | 75.253 | 120.528 | 124.750 | 97.677 | 70.985 | 348.865 | 0.301 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Murder $^{2}$ and ${ }^{\text {and }}$ | 25.385 0.000 | 17.851 0.000 | 18.237 0.000 | 3.731 0.000 | 14.825 0.000 | 13.033 0.000 | 8.167 0.000 | 7.503 0.000 | 9.325 0.000 | 7.141 0.000 | 6.140 0.000 | 6.867 0.000 | 6.736 0.000 | 4.993 0.059 | 7.426 1.238 | 4.871 0.000 |
| Negligent manslaughter ${ }^{3}$ | 0.000 | 0.000 | 0.000 | 0.000 | 0.037 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Sex offenses-forcible ${ }^{4}$ | 0.645 | 0.042 | 0.347 | 0.087 | 0.149 | 0.170 | 0.052 | 0.204 | 0.455 | 0.385 | 0.195 | 0.698 | 0.527 | 0.294 | 0.000 | 0.308 |
| Rape |  | - | - | - | - | - | - |  | - | - | 0.049 | 0.175 | 0.117 | 0.117 | 0.000 | 0.123 |
| Fondling |  |  | - |  | - | - | - | - | - | - | 0.146 | 0.524 | 0.410 | 0.176 | 0.000 | 0.185 |
| Sex offenses-nonforcible ${ }^{5}$ | 0.376 | 0.000 | 0.043 | 0.000 | 0.000 | 0.028 | 0.026 | 0.000 | 0.114 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Robbery ${ }^{6}$ | 3.603 | 2.283 | 2.128 | 2.907 | 1.969 | 1.420 | 0.985 | 0.467 | 1.061 | 0.983 | 1.364 | 0.524 | 0.469 | 0.529 | 0.000 | 0.555 |
| Aggravated assault ${ }^{7}$ | 2.151 | 2.076 | 1.433 | 1.432 | 1.078 | 1.505 | 0.907 | 1.080 | 1.137 | 0.599 | 0.585 | 1.048 | 1.464 | 0.940 | 0.000 | 0.987 |
| Burglary ${ }^{8}$ | 15.704 | 10.378 | 10.638 | 15.185 | 8.954 | 6.417 | 3.500 | 3.503 | 4.170 | 3.207 | 2.826 | 2.561 | 2.695 | 1.527 | 3.713 | 1.418 |
| Motor vehicle theft ${ }^{9}$ | 2.743 | 2.947 | 3.517 | 3.991 | 2.638 | 3.436 | 2.619 | 2.160 | 2.388 | 1.924 | 1.170 | 2.037 | 1.582 | 1.645 | 2.475 | 1.603 |
| Arson ${ }^{10}$ | 0.161 | 0.125 | 0.130 | 0.130 | 0.000 | 0.057 | 0.078 | 0.088 | 0.000 | 0.043 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{11}$ | 8.766 | 1.951 | 1.780 | 1.952 | 0.855 | 1.760 | 1.115 | 0.671 | 1.933 | 2.565 | 2.680 | 1.455 | 1.992 | 1.351 | 3.713 | 1.233 |
| Illegal weapons possession | 0.699 | 0.125 | 0.130 | 0.174 | 0.149 | 0.114 | 0.130 | 0.029 | 0.265 | 0.128 | 0.390 | 0.175 | 0.469 | 0.059 | 1.238 | 0.000 |
| Drug law violations | 4.679 | 1.495 | 1.129 | 1.388 | 0.446 | 1.164 | 0.752 | 0.409 | 1.516 | 1.710 | 1.364 | 1.106 | 1.054 | 1.233 | 2.475 | 1.172 |
| Liquor law violations | 3.388 | 0.332 | 0.521 | 0.390 | 0.260 | 0.483 | 0.233 | 0.234 | 0.152 | 0.727 | 0.926 | 0.175 | 0.469 | 0.059 | 0.000 | 0.062 |
| Referrals for disciplinary action ${ }^{11}$ | 15.435 | 9.465 | 13.894 | 7.506 | 9.215 | 8.603 | 3.811 | 4.905 | 8.225 | 8.808 | 11.305 | 9.486 | 5.916 | 5.169 | 80.446 | 1.418 |
| Illegal weapons possession | 0.861 | 0.332 | 0.304 | 0.304 | 0.149 | 0.227 | 0.052 | 0.292 | 0.341 | 0.128 | 0.097 | 0.175 | 0.293 | 0.294 | 3.713 | 0.123 |
| Drug law violations | 4.787 | 5.563 | 9.509 | 5.293 | 4.087 | 4.628 | 1.763 | 1.985 | 3.260 | 4.019 | 4.532 | 5.122 | 2.460 | 2.467 | 33.416 | 0.925 |
| Liquor law violations | 9.788 | 3.570 | 4.082 | 1.909 | 4.979 | 3.748 | 1.996 | 2.627 | 4.624 | 4.661 | 6.676 | 4.190 | 3.163 | 2.408 | 43.317 | 0.370 |

-Not available.
${ }^{1}$ Although crimes, arrests, and referrals include incidents involving students, staff, and campus guests, they are expressed as a ratio to FTE students because comprehensive FTE counts of all these groups are not available.
${ }^{2}$ Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).
${ }^{3}$ Killing of another person through gross negligence (excludes traffic fatalities).
${ }^{4}$ Any sexual act directed against another person forcibly and/or against that person's will.
${ }^{5}$ Includes only statutory rape or incest.
${ }^{6}$ Taking or attempting to take anything of value using actual or threatened force or violence.
${ }^{7}$ Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
${ }^{8}$ Unlawful entry of a structure to commit a felony or theft.
${ }^{9}$ Theft or attempted theft of a motor vehicle.
${ }^{10}$ Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.
${ }^{11}$ If an individual is both arrested and referred to college officials for disciplinary action for a single offense, only the arrest is counted.

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data-specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia-are excluded from this table. Crimes, arrests, and referrals include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2017; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2018; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001 through Spring 2018, Fall Enrollment component. (This table was prepared September 2019.)

Table 329.30. On-campus hate crimes at degree-granting postsecondary institutions, by level and control of institution, type of crime, and category of bias motivating the crime: Selected years, 2010 through 2017

| Type of crime and category of bias motivating the crime ${ }^{1}$ | $\begin{aligned} & \text { Total, } \\ & 2010 \\ & \hline \end{aligned}$ | Total, 2012 | $\begin{aligned} & \text { Total, } \\ & 2013 \\ & \hline \end{aligned}$ | Total,$2014$ | Total,$2015$ | 2016 |  |  |  |  |  |  | 2017 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Total | 4-year |  |  | 2-year |  |  | Total | 4-year |  |  | 2-year |  |  |
|  |  |  |  |  |  |  | Public | Nonprofit | Forprofit | Public | Nonprofit | Forprofit |  | Public | Nonprofit | Forprofit | Public | Nonprofit | Forprofit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| All on-campus hate crimes Murder ${ }^{2}$ | 928 | 784 | 778 | 794 | 859 | 1,072 | 483 | 395 | 7 | 183 | 0 | 4 | 958 | 416 | 405 | 1 | 136 | 0 | 0 |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Sex offenses-forcible ${ }^{3}$ Race Ethnicity Religion Sexual orientation Gender Gender identity Disability | 7 | 4 | 7 | 4 | 7 | 8 | 1 | 1 | 0 | 6 | 0 | 0 | 6 | 1 | 3 | 0 | 2 | 0 | 0 |
|  | 0 | , | 2 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | 4 | 2 | 1 | 1 | 3 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | 3 | 1 | 4 | 2 | 1 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 4 | , | 1 | 0 | 2 | 0 | 0 |
|  | - | - | - | 0 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0 | 0 | 0 | 0 |
| Sex offenses-nonforcible ${ }^{4}$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Robbery ${ }^{5}$ | 2 | 5 | 1 | 2 | 3 | 2 | 1 | 0 | 0 | 1 | 0 | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 |
| Aggravated assault ${ }^{6}$ <br> Race <br> Ethnicity Religion Sexual orientation Gender Gender identity Disability | 17 | 14 | 7 | 18 | 18 | 35 | 26 | 2 | 0 | 7 | 0 | 0 | 15 | 6 | 3 | 0 | 6 | 0 | 0 |
|  | 6 | 6 | 5 | 5 | 5 | 8 | 5 | 0 | 0 | 3 | 0 | 0 | 6 | 2 | 3 | 0 | 1 | 0 | 0 |
|  | 1 | 0 | 1 | 4 | 4 | 15 | 14 | 0 | 0 | 1 | 0 | 0 | 5 | 1 | 0 | 0 | 4 | 0 | 0 |
|  | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
|  | 9 | 5 | 1 | 7 | 7 | 8 | 6 | 1 | 0 | 1 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 |
|  | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | $\bigcirc$ | - | - | 0 | 1 | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Burglary ${ }^{7}$ <br> Race Ethnicity Religion Sexual orientation Gender Gender identity Disability | 11 | 5 | 4 | 28 | 4 | 6 | 0 | 4 | 0 | 2 | 0 | 0 | 3 | 0 | 2 | 0 | 1 | 0 | 0 |
|  | 7 | 0 | 1 | 24 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
|  | 0 | 1 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | 2 | 0 | 0 | 1 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | 1 | 4 | 2 | 0 | 0 | 3 | 0 | 1 | 0 | 2 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
|  | - | - | - | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0 | 0 | 0 | 0 |
| Motor vehicle theft ${ }^{8}$ Arson ${ }^{9}$ | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
|  | 0 | 0 | 0 | 1 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Simple assault ${ }^{10}$ | 67 | 79 | 91 | 63 | 80 | 98 | 64 | 26 | 0 | 7 | 0 | 1 | 83 | 41 | 23 | 0 | 19 | 0 | 0 |
| Race Ethnicity | 25 | 36 | 36 | 14 | 36 | 42 | 27 | 13 | 0 | 2 | 0 | 0 | 40 | 18 | 15 | 0 | 7 | 0 | 0 |
|  | 5 | 5 | 5 | 11 | 9 | 14 | 10 | 2 | 0 | 2 | 0 | 0 | 8 | 3 | 1 | 0 | 4 | 0 | 0 |
| ReligionSexual orientation | 4 | 9 | 6 | 2 | 9 | 12 | 9 | 2 | 0 | 1 | 0 | 0 | 9 | 7 | 2 | 0 | 0 | 0 | 0 |
|  | 23 | 21 | 27 | 23 | 18 | 16 | 9 | 5 | 0 | 2 | 0 | 0 | 18 | 9 | 3 | 0 | 6 | 0 | 0 |
| Gender | 9 | 5 | 17 | 9 | 2 | 11 | 8 | 2 | 0 | 0 | 0 | 1 | 3 | 1 | 0 | 0 | 2 | 0 | 0 |
| Gender identity - |  | $\bigcirc$ | $\bigcirc$ | 3 | 5 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 5 | 3 | 2 | 0 | 0 | 0 | 0 |
| Disability | 1 | 3 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Larceny ${ }^{11}$ | 9 | 9 | 15 | 17 | 25 | 33 | 3 | 16 | 3 | 10 | 0 | 1 | 24 | 4 | 19 | 0 | 1 | 0 | 0 |
| Race |  | 2 | 5 | 5 | 1 | 12 | 1 | 5 | 3 | 2 | 0 | 1 | 6 | 1 | 5 | 0 | 0 | 0 | 0 |
| Ethnicity |  | 2 | 2 | 1 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 0 |
| Religion |  | 2 | 3 | 3 | 19 | 5 | 2 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| Sexual orientation |  | 3 | 3 | 1 | 1 | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 6 | 1 | 4 | 0 | 1 | 0 | 0 |
| Gender |  | 0 | 2 | 7 | 3 | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 7 | 0 | 7 | 0 | 0 | 0 | 0 |
| Gender identity - |  | $\bigcirc$ | $\bigcirc$ | 0 | 1 | 3 | 0 | 2 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| Disability 0 |  | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Intimidation ${ }^{12}$ | 260 | 265 | 296 | 339 | 355 | 425 | 183 | 169 | 1 | 70 | 0 | 2 | 385 | 191 | 147 | 0 | 47 | 0 | 0 |
| RaceEthnicity | 79 | 120 | 111 | 111 | 141 | 170 | 81 | 62 | 0 | 27 | 0 | 0 | 172 | 92 | 63 | 0 | 17 | 0 | 0 |
|  | 17 | 22 | 49 | 32 | 37 | 48 | 19 | 22 | 0 | 7 | 0 | 0 | 45 | 20 | 19 | 0 | 6 | 0 | 0 |
| Religion | 38 | 28 | 25 | 35 | 48 | 67 | 35 | 22 | 0 | 10 | 0 | 0 | 48 | 26 | 18 | 0 | 4 | 0 | 0 |
| Sexual orientation | 87 | 70 | 68 | 78 | 77 | 83 | 32 | 35 | 1 | 14 | 0 | 1 | 66 | 29 | 25 | 0 | 12 | 0 | 0 |
| Gender | 37 | 21 | 37 | 63 | 34 | 28 | 9 | 16 | 0 | 3 | 0 | 0 | 26 | 11 | 12 | 0 | 3 | 0 | 0 |
| Gender identityDisability | - | - | - | 13 | 11 | 20 | 4 | 11 | 0 | 4 | 0 | 1 | 19 | 9 | 6 | 0 | 4 | 0 | 0 |
|  | 2 | 4 | 6 | 7 | 7 | 9 | 3 | 1 | 0 | 5 | 0 | 0 | 9 | 4 | 4 | 0 | 1 | 0 | 0 |
| Destruction, damage, and |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| vandalism ${ }^{13}$ | 555 | 403 | 357 | 322 | 364 | 463 | 203 | 177 | 3 | 80 | 0 | 0 | 437 | 170 | 206 | 1 | 60 | 0 | 0 |
| Race | 257 | 186 | 147 | 116 | 151 | 175 | 82 | 56 | 1 | 36 | 0 | 0 | 186 | 80 | 78 | 0 | 28 | 0 | 0 |
| Ethnicity | 43 | 34 | 38 | 29 | 25 | 30 | 17 | 11 | 0 | 2 | 0 | 0 | 33 | 16 | 15 | 0 | 2 | 0 | 0 |
| Religion | 103 | 70 | 48 | 67 | 108 | 134 | 54 | 51 | 0 | 29 | 0 | 0 | 111 | 34 | 59 | 1 | 17 | 0 | 0 |
| Sexual orientation | 135 | 104 | 108 | 89 | 61 | 67 | 33 | 27 | 2 | 5 | 0 | 0 | 61 | 30 | 21 | 0 | 10 | 0 | 0 |
| Gender | 17 | 9 | 14 | 13 | 10 | 35 | 14 | 15 | 0 | 6 | 0 | 0 | 22 | 5 | 16 | 0 | 1 | 0 | 0 |
| Gender identity | - | $\bigcirc$ | - | 6 | 8 | 22 | 3 | 17 | 0 | 2 | 0 | 0 | 24 | 5 | 17 | 0 | 2 | 0 | 0 |
| Disability | 0 | 0 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

-Not available.
Bias categories correspond to characteristics against which the bias is directed (i.e., race, ethnicity, religion, sexual orientation, gender, gender identity, or disability).
${ }^{2}$ Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicid (such as the killing of a felon by a law enforcement officer in the line of duty).
${ }^{3}$ Any sexual act directed against another person forcibly and/or against that person's will. IIncludes only statutory rape or incest.
${ }^{5}$ Taking or attempting to take anything of value using actual or threatened force or violence.
${ }^{6}$ Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
Unlawful entry of a structure to commit a felony or theft.
${ }^{8}$ Theft or attempted theft of a motor vehicle.
${ }^{9}$ Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.
${ }^{10} \mathrm{~A}$ physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.
${ }^{11}$ The unlawful taking, carrying, leading, or riding away of property from the possession of another.
${ }^{2}$ Placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack
${ }^{13}$ Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions data-specifically, non-degree-granting institutions and institutions outside of the states and the District of Columbia-are excluded from this table. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, gender identity, or disability. Includes on-campus incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. Some data have been revised from previously published figures SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2010 through 2017. (This table was prepared September 2019.)

Table 330.10. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by level and control of institution: Selected years, 1963-64 through 2018-19

| Year and control of institution | Constant 2018-19 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  |
|  | $\begin{gathered} \text { All } \\ \text { insti- } \\ \text { tutions } \end{gathered}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| All institutions $1963-64$ $1968-69$ $1969-70$ $1970-71$ $1971-72$ $1972-73$ $1973-74$ | $\begin{array}{r} \$ 10,248 \\ 10,357 \\ 10,460 \\ 10,537 \\ 10,651 \\ 10,853 \\ 10,337 \end{array}$ | $\begin{array}{\|} \$ 10,561 \\ 10,973 \\ 11,227 \\ 11,, 376 \\ 11,556 \\ 12,015 \\ 11,392 \end{array}$ | $\begin{array}{r} \$ 6,368 \\ 7,477 \\ 7,304 \\ 7,143 \\ 7,212 \\ 7,549 \\ 7,379 \end{array}$ | $\begin{array}{r} \$ 4,174 \\ 4,234 \\ 4,25 \\ 4,387 \\ 4,455 \\ 4,493 \\ 4,322 \end{array}$ | $\begin{array}{r} \$ 4,538 \\ 4,852 \\ 5,062 \\ 5,188 \\ 5,36 \\ 5,623 \\ 5,348 \end{array}$ | $\begin{array}{r} \$ 1,406 \\ 1,778 \\ 1,659 \\ 1,590 \\ 1,544 \\ 1,697 \\ 1,784 \end{array}$ | $\begin{array}{r} \$ 2,319 \\ 2,558 \\ 2,610 \\ 2,670 \\ 2,738 \\ 2,886 \\ 2,691 \end{array}$ | $\begin{array}{r} \$ 2,288 \\ 2,557 \\ 2,627 \\ 2,690 \\ 2,760 \\ 2,913 \\ 2,715 \end{array}$ | $\begin{array}{r} \$ 1,717 \\ 2,321 \\ 2,326 \\ 2,355 \\ 2,306 \\ 2,454 \\ 2,334 \end{array}$ | $\begin{array}{r} \$ 3,756 \\ 3,565 \\ 3,524 \\ 3,480 \\ 3,458 \\ 3,474 \\ 3,324 \end{array}$ | $\begin{array}{r} \$ 3,736 \\ 3,564 \\ 3,537 \\ 3,498 \\ 3,470 \\ 3,479 \\ 3,329 \end{array}$ | $\begin{array}{r} \$ 3,244 \\ 3,378 \\ 3,319 \\ 3,197 \\ 3,262 \\ 3,398 \\ 3,260 \end{array}$ | $\begin{array}{r} \$ 1,248 \\ 1,459 \\ 1,560 \\ 1,653 \\ 1,730 \\ 1,834 \\ 1,903 \end{array}$ | $\begin{array}{r} \$ 1,286 \\ 1,545 \\ 1,674 \\ 1,784 \\ 1,7878 \\ 2,031 \\ 2,097 \end{array}$ | $\$ 775$ 1,053 11,089 1,120 11,172 1,276 1,358 | $\begin{array}{r} \$ 508 \\ 596 \\ 645 \\ 688 \\ 724 \\ 759 \\ 796 \end{array}$ | $\begin{array}{r} \$ 553 \\ 683 \\ 755 \\ 814 \\ 865 \\ 950 \\ 985 \end{array}$ | $\begin{array}{r} \$ 171 \\ 250 \\ 247 \\ 249 \\ 251 \\ 287 \\ 328 \end{array}$ | $\begin{array}{r} \$ 282 \\ 360 \\ 309 \\ 419 \\ 445 \\ 488 \\ 495 \end{array}$ | $\$ 279$ 360 392 422 448 492 500 | $\begin{array}{r} \$ 209 \\ 327 \\ 347 \\ 369 \\ 391 \\ 415 \\ 430 \end{array}$ | $\begin{array}{r} \$ 457 \\ 502 \\ 526 \\ 546 \\ 562 \\ 587 \\ 612 \end{array}$ | $\$ 455$ 502 528 549 564 588 613 | $\begin{array}{r} \$ 395 \\ 476 \\ 495 \\ 501 \\ 530 \\ 574 \\ 600 \end{array}$ |
| $1974-75$ $195-76$ $1976-77$ $1977-78$ $1978-79$ | $\begin{aligned} & 9,698 \\ & 9,605 \\ & 9,818 \\ & 9,748 \\ & 9,564 \end{aligned}$ | $\begin{aligned} & 10,693 \\ & 10,754 \\ & 11,120 \\ & 11,019 \\ & 10,786 \end{aligned}$ | $\begin{aligned} & 7,000 \\ & 6,729 \\ & 6,895 \\ & 6,888 \\ & 6,759 \end{aligned}$ | $\begin{aligned} & 3,958 \\ & 3,786 \\ & 3,987 \\ & 3,981 \\ & 3,966 \end{aligned}$ | $\begin{aligned} & 4,930 \\ & 4,901 \\ & 5,258 \\ & 5,222 \\ & 5,164 \end{aligned}$ | $\begin{aligned} & 1,602 \\ & 1,357 \\ & 1,491 \\ & 1,529 \\ & 1,519 \end{aligned}$ | $\begin{aligned} & 2,582 \\ & 2,598 \\ & 2,604 \\ & 2,609 \\ & 2,544 \end{aligned}$ | $\begin{aligned} & 2,605 \\ & 2,631 \\ & 2,636 \\ & 2,644 \\ & 2,572 \end{aligned}$ | $\begin{aligned} & 2,250 \\ & 2,165 \\ & 2,169 \\ & 2,122 \\ & 2,126 \end{aligned}$ | $\begin{aligned} & 3,158 \\ & 3,221 \\ & 3,227 \\ & 3,158 \\ & 3,054 \end{aligned}$ | $\begin{aligned} & 3,158 \\ & 3,222 \\ & 3,226 \\ & 3,153 \\ & 3,050 \end{aligned}$ | $\begin{aligned} & 3,148 \\ & 3,207 \\ & 3,235 \\ & 3,237 \\ & 3,114 \end{aligned}$ | $\begin{aligned} & 1,983 \\ & 2,103 \\ & 2,275 \\ & 2,411 \\ & 2,587 \end{aligned}$ | $\begin{aligned} & 2,187 \\ & 2,355 \\ & 2,577 \\ & 2,725 \\ & 2,917 \end{aligned}$ | 1,432 1,473 1,598 1,703 1,828 | $\begin{array}{r} 809 \\ 829 \\ 924 \\ 984 \\ 1,073 \end{array}$ | $\begin{aligned} & 1,008 \\ & 1,073 \\ & 1,218 \\ & 1,291 \\ & 1,397 \end{aligned}$ | $\begin{aligned} & 328 \\ & 297 \\ & 346 \\ & 378 \\ & 411 \end{aligned}$ | $\begin{aligned} & 528 \\ & 569 \\ & 603 \\ & 645 \\ & 688 \end{aligned}$ | $\begin{aligned} & 533 \\ & 576 \\ & 611 \\ & 654 \\ & 696 \end{aligned}$ | $\begin{aligned} & 460 \\ & 474 \\ & 503 \\ & 525 \\ & 575 \end{aligned}$ | 646 705 748 781 826 | 646 706 748 780 825 | 644 702 750 801 842 |
| $\begin{aligned} & 1979-80 \\ & 1990-81 \\ & 1981-82 \\ & 1982-83 \\ & 1983-84 \end{aligned}$ | $\begin{array}{r} 9,164 \\ 9,067 \\ 9,391 \\ 10,003 \\ 10,369 \end{array}$ | $\begin{aligned} & 10,332 \\ & 10,231 \\ & 10,633 \\ & 11,369 \\ & 11,812 \end{aligned}$ | $\begin{aligned} & 6,458 \\ & 6,520 \\ & 6,663 \\ & 7,002 \\ & 7,103 \end{aligned}$ | $\begin{aligned} & 3,794 \\ & 3,768 \\ & 3,920 \\ & 4,195 \\ & 4,436 \end{aligned}$ | $\begin{aligned} & 4,936 \\ & 4,908 \\ & 5,133 \\ & 5,520 \\ & 5,832 \end{aligned}$ | $\begin{aligned} & 1,471 \\ & 1,538 \\ & 1,587 \\ & 1,741 \\ & 1,817 \end{aligned}$ | $\begin{aligned} & 2,450 \\ & 2,445 \\ & 2,556 \\ & 2,745 \\ & 2,849 \end{aligned}$ | $\begin{aligned} & 2,477 \\ & 2,473 \\ & 2,587 \\ & 2,781 \\ & 2,892 \end{aligned}$ | $\begin{aligned} & 2,049 \\ & 2,060 \\ & 2,133 \\ & 2,254 \\ & 2,280 \end{aligned}$ | $\begin{aligned} & 2,920 \\ & 2,855 \\ & 2,914 \\ & 3,064 \\ & 3,084 \end{aligned}$ | $\begin{aligned} & 2,919 \\ & 2,850 \\ & 2,912 \\ & 3,067 \\ & 3,089 \end{aligned}$ | $\begin{aligned} & 2,938 \\ & 2,923 \\ & 2,943 \\ & 3,007 \\ & 3,006 \end{aligned}$ | $\begin{aligned} & 2,809 \\ & 3,101 \\ & 3,489 \\ & 3,877 \\ & 4,167 \end{aligned}$ | $\begin{aligned} & 3,167 \\ & 3,499 \\ & 3,951 \\ & 4,406 \\ & 4,747 \end{aligned}$ | $\begin{aligned} & 1,979 \\ & 2,230 \\ & 2,476 \\ & 2,713 \\ & 2,854 \end{aligned}$ | $\begin{aligned} & 1,163 \\ & 1,289 \\ & 1,457 \\ & 1,626 \\ & 1,783 \end{aligned}$ | $\begin{aligned} & 1,513 \\ & 1,679 \\ & 1,907 \\ & 2,139 \\ & 2,344 \end{aligned}$ | $\begin{aligned} & 451 \\ & 526 \\ & 590 \\ & 675 \\ & 730 \end{aligned}$ | $\begin{array}{r} 751 \\ 836 \\ 950 \\ 1,064 \\ 1,145 \end{array}$ | $\begin{array}{r} 759 \\ 846 \\ 961 \\ 1,078 \\ 1,162 \end{array}$ | $\begin{aligned} & 628 \\ & 705 \\ & 793 \\ & 873 \\ & 916 \end{aligned}$ | $\begin{array}{r} 895 \\ 976 \\ 1,083 \\ 1,187 \\ 1,239 \end{array}$ | $\begin{array}{r} 895 \\ 975 \\ 1,082 \\ 1,189 \\ 1,242 \end{array}$ | $\begin{array}{r} 900 \\ 1,000 \\ 1,094 \\ 1,165 \\ 1,208 \end{array}$ |
| $\begin{aligned} & 1984-85 \\ & 1985-86^{4} \\ & 1996-87 \\ & 1987-88 \\ & 1988-89 \end{aligned}$ | $\begin{aligned} & 10,926 \\ & 11,369 \\ & 11,853 \\ & 12,013 \\ & 12,264 \end{aligned}$ | $\begin{aligned} & 12,357 \\ & 12,811 \\ & 13,580 \\ & 13,713 \\ & 14,055 \end{aligned}$ | $\begin{aligned} & 7,613 \\ & 7,836 \\ & 7,503 \\ & 7,134 \\ & 7,467 \end{aligned}$ | $\begin{aligned} & 4,754 \\ & 5,076 \\ & 5,264 \\ & 5,374 \\ & 5,554 \end{aligned}$ | $\begin{aligned} & 6,148 \\ & 6,481 \\ & 6,927 \\ & 6,998 \\ & 7,256 \end{aligned}$ | $\begin{aligned} & 1,966 \\ & 2,068 \\ & 2,043 \\ & 1,769 \\ & 2,047 \end{aligned}$ | $\begin{aligned} & 3,034 \\ & 3,115 \\ & 3,198 \\ & 3,252 \\ & 3,291 \end{aligned}$ | $\begin{aligned} & 3,070 \\ & 3,153 \\ & 3,248 \\ & 3,315 \\ & 3,362 \end{aligned}$ | $\begin{aligned} & 2,533 \\ & 2,576 \\ & 2,355 \\ & 2,224 \\ & 2,267 \end{aligned}$ | $\begin{aligned} & 3,138 \\ & 3,178 \\ & 3,390 \\ & 3,386 \\ & 3,420 \end{aligned}$ | $\begin{aligned} & 3,139 \\ & 3,177 \\ & 3,405 \\ & 3,400 \\ & 3,437 \end{aligned}$ | $\begin{aligned} & 3,114 \\ & 3,192 \\ & 3,106 \\ & 3,141 \\ & 3,153 \end{aligned}$ | $\begin{aligned} & 4,563 \\ & 4,885 \\ & 5,206 \\ & 5,494 \\ & 5,869 \end{aligned}$ | $\begin{aligned} & 5,160 \\ & 5,504 \\ & 5,964 \\ & 6,272 \\ & 6,725 \end{aligned}$ | $\begin{aligned} & 3,179 \\ & 3,367 \\ & 3,295 \\ & 3,263 \\ & 3,573 \end{aligned}$ | $\begin{aligned} & 1,985 \\ & 2,181 \\ & 2,312 \\ & 2,458 \\ & 2,658 \end{aligned}$ | $\begin{aligned} & 2,567 \\ & 2,784 \\ & 3,042 \\ & 3,201 \\ & 3,472 \end{aligned}$ | $\begin{aligned} & 821 \\ & 888 \\ & 897 \\ & 899 \\ & 979 \end{aligned}$ | 1,267 1,338 1,405 1,488 1,575 | $\begin{aligned} & 1,282 \\ & 1,355 \\ & 1,427 \\ & 1,516 \\ & 1,609 \end{aligned}$ | $\begin{aligned} & 1,058 \\ & 1,107 \\ & 1,034 \\ & 1,017 \\ & 1,085 \end{aligned}$ | $\begin{aligned} & 1,310 \\ & 1,365 \\ & 1,489 \\ & 1,549 \\ & 1,636 \end{aligned}$ | 1,311 1,365 1,495 1,555 1,644 | 1,301 1,372 1,364 1,437 1,509 |
| $1989-90$ $1990-91$ $1991-92$ $1929-93$ $1993-94$ | $\begin{aligned} & 12,381 \\ & 12,410 \\ & 12,969 \\ & 13,24 \\ & 13,738 \end{aligned}$ | 14,384 14,376 15,096 15,562 16,103 | 7,390 7,433 7,499 7,477 7,706 | 5,663 5,704 6,021 6,250 6,629 | $\begin{aligned} & 7,580 \\ & 7,582 \\ & 8,036 \\ & 8,444 \\ & 8,867 \end{aligned}$ | 1,950 2,057 2,179 2,267 2,423 | $\begin{aligned} & 3,267 \\ & 3,297 \\ & 3,434 \\ & 3,445 \\ & 3,563 \end{aligned}$ | $\begin{aligned} & 3,340 \\ & 3,370 \\ & 3,520 \\ & 3,538 \\ & 3,656 \end{aligned}$ | $\begin{aligned} & 2,204 \\ & 2,236 \\ & 2,218 \\ & 2,204 \\ & 2,308 \end{aligned}$ | $\begin{aligned} & 3,451 \\ & 3,408 \\ & 3,514 \\ & 3,548 \\ & 3,546 \end{aligned}$ | $\begin{aligned} & 3,464 \\ & 3,425 \\ & 3,539 \\ & 3,580 \\ & 3,580 \end{aligned}$ | $\begin{aligned} & 3,236 \\ & 3,140 \\ & 3,101 \\ & 3,006 \\ & 2,976 \end{aligned}$ | $\begin{aligned} & 6,207 \\ & 6,562 \\ & 7,077 \\ & 7,452 \\ & 7,931 \end{aligned}$ | $\begin{aligned} & 7,212 \\ & 7,602 \\ & 8,238 \\ & 8,758 \\ & 9,296 \end{aligned}$ | $\begin{aligned} & 3,705 \\ & 3,930 \\ & 4,092 \\ & 4,207 \\ & 4,449 \end{aligned}$ | $\begin{aligned} & 2,839 \\ & 3,016 \\ & 3,286 \\ & 3,517 \\ & 3,827 \end{aligned}$ | $\begin{aligned} & 3,800 \\ & 4,009 \\ & 4,385 \\ & 4,752 \\ & 5,119 \end{aligned}$ | $\begin{array}{r} 978 \\ 1,087 \\ 1,189 \\ 1,276 \\ 1,399 \end{array}$ | 1,638 1,743 1,874 1,939 2,057 | 1,675 1,782 1,921 1,991 2,111 | $\begin{aligned} & 1,105 \\ & 1,182 \\ & 1,210 \\ & 1,240 \\ & 1,332 \end{aligned}$ | 1,730 1,802 1,918 1,996 2,047 | 1,737 1,811 1,931 2,015 2,067 | 1,622 1,660 1,692 1,692 1,718 |
| $1994-95$ $1995-96$ $1996-97$ $1997-98$ $1998-99$ | $\begin{aligned} & 13,985 \\ & 14,426 \\ & 14,672 \\ & 15,013 \\ & 15,509 \end{aligned}$ | $\begin{aligned} & 16,381 \\ & 16,934 \\ & 17,278 \\ & 17,659 \\ & 18,299 \end{aligned}$ | $\begin{aligned} & 7,802 \\ & 7,745 \\ & 7,802 \\ & 8,130 \\ & 8,144 \end{aligned}$ | $\begin{aligned} & 6,810 \\ & 7,111 \\ & 7,274 \\ & 7,445 \\ & 7,716 \end{aligned}$ | $\begin{array}{r} 9,078 \\ 9,485 \\ 9,752 \\ 9,944 \\ 10,348 \end{array}$ | $\begin{aligned} & 2,505 \\ & 2,495 \\ & 2,459 \\ & 2,653 \\ & 2,656 \end{aligned}$ | $\begin{aligned} & 3,612 \\ & 3,711 \\ & 3,770 \\ & 3,827 \\ & 3,936 \end{aligned}$ | $\begin{aligned} & 3,704 \\ & 3,800 \\ & 3,860 \\ & 3,926 \\ & 4,041 \end{aligned}$ | $\begin{aligned} & 2,351 \\ & 2,414 \\ & 2,427 \\ & 2,502 \\ & 2,487 \end{aligned}$ | $\begin{aligned} & 3,563 \\ & 3,604 \\ & 3,628 \\ & 3,740 \\ & 3,857 \end{aligned}$ | $\begin{aligned} & 3,599 \\ & 3,649 \\ & 3,667 \\ & 3,789 \\ & 3,910 \end{aligned}$ | $\begin{aligned} & 2,946 \\ & 2,836 \\ & 2,916 \\ & 2,975 \\ & 3,001 \end{aligned}$ | $\begin{array}{r} 8,306 \\ 8,800 \\ 9,206 \\ 9,588 \\ 10,076 \end{array}$ | $\begin{array}{r} 9,728 \\ 10,330 \\ 10,841 \\ 11,277 \\ 11,888 \end{array}$ | $\begin{aligned} & 4,633 \\ & 4,725 \\ & 4,895 \\ & 5,192 \\ & 5,291 \end{aligned}$ | $\begin{aligned} & 4,044 \\ & 4,338 \\ & 4,564 \\ & 4,755 \\ & 5,013 \end{aligned}$ | $\begin{aligned} & 5,391 \\ & 5,786 \\ & 6,118 \\ & 6,351 \\ & 6,723 \end{aligned}$ | $\begin{aligned} & 1,488 \\ & 1,522 \\ & 1,543 \\ & 1,695 \\ & 1,725 \end{aligned}$ | $\begin{aligned} & 2,145 \\ & 2,264 \\ & 2,365 \\ & 2,444 \\ & 2,557 \end{aligned}$ | $\begin{aligned} & 2,200 \\ & 2,318 \\ & 2,422 \\ & 2,507 \\ & 2,626 \end{aligned}$ | $\begin{array}{r} 1,396 \\ 1,473 \\ 1,522 \\ 1,598 \\ 1,616 \end{array}$ | $\begin{aligned} & 2,116 \\ & 2,199 \\ & 2,276 \\ & 2,389 \\ & 2,506 \end{aligned}$ | 2,138 2,226 2,301 2,419 2,540 | 1,750 1,730 1,830 1,900 1,950 |
| $\begin{aligned} & 1999-2000 \\ & 2000-01 \\ & 2001-02 \\ & 200203 \\ & 2003-04 \end{aligned}$ | $\begin{aligned} & 15,604 \\ & 15,651 \\ & 16,175 \\ & 16,708 \\ & 17,629 \end{aligned}$ | $\begin{aligned} & 18,475 \\ & 18,692 \\ & 19,386 \\ & 20,081 \\ & 21,103 \end{aligned}$ | $\begin{aligned} & 8,108 \\ & 7,907 \\ & 8,127 \\ & 8,695 \\ & 9,125 \end{aligned}$ | $\begin{aligned} & 7,812 \\ & 7,778 \\ & 8,025 \\ & 8,348 \\ & 8,993 \end{aligned}$ | $\begin{aligned} & 10,533 \\ & 10,663 \\ & 11,066 \\ & 11,555 \\ & 12,288 \end{aligned}$ | $\begin{aligned} & 2,585 \\ & 2,456 \\ & 2,558 \\ & 2,647 \\ & 2,959 \end{aligned}$ | $\begin{aligned} & 4,018 \\ & 4,081 \\ & 4,237 \\ & 4,421 \\ & 4,572 \end{aligned}$ | $\begin{aligned} & 4,115 \\ & 4,184 \\ & 4,349 \\ & 4,538 \\ & 4,693 \end{aligned}$ | $\begin{aligned} & 2,650 \\ & 2,576 \\ & 2,627 \\ & 2,889 \\ & 3,005 \end{aligned}$ | $\begin{aligned} & 3,774 \\ & 3,791 \\ & 3,912 \\ & 3,939 \\ & 4,064 \end{aligned}$ | $\begin{aligned} & 3,827 \\ & 3,845 \\ & 3,970 \\ & 3,988 \\ & 4,122 \end{aligned}$ | $\begin{aligned} & 2,873 \\ & 2,875 \\ & 2,942 \\ & 3,160 \\ & 3,161 \end{aligned}$ | $\begin{aligned} & 10,430 \\ & 10,820 \\ & 11,380 \\ & 12,014 \\ & 12,953 \end{aligned}$ | $\begin{aligned} & 12,349 \\ & 12,292 \\ & 13,639 \\ & 14,49 \\ & 15,505 \end{aligned}$ | $\begin{aligned} & 5,420 \\ & 5,466 \\ & 5,718 \\ & 6,252 \\ & 6,705 \end{aligned}$ | $\begin{aligned} & 5,222 \\ & 5,377 \\ & 5,646 \\ & 6,002 \\ & 6,608 \end{aligned}$ | $\begin{aligned} & 7,040 \\ & 7,372 \\ & 7,786 \\ & 8,309 \\ & 9,029 \end{aligned}$ | $\begin{aligned} & 1,728 \\ & 1,698 \\ & 1,800 \\ & 1,903 \\ & 2,174 \end{aligned}$ | $\begin{aligned} & 2,686 \\ & 2,821 \\ & 2,981 \\ & 3,179 \\ & 3,359 \end{aligned}$ | $\begin{aligned} & 2,751 \\ & 2,893 \\ & 3,060 \\ & 3,263 \\ & 3,448 \end{aligned}$ | $\begin{aligned} & 1,771 \\ & 1,781 \\ & 1,848 \\ & 2,077 \\ & 2,208 \end{aligned}$ | $\begin{aligned} & 2,523 \\ & 2,621 \\ & 2,753 \\ & 2,832 \\ & 2,986 \end{aligned}$ | 2,558 <br> 2,658 <br> 2,793 <br> 2,867 <br> 3,028 | 1,920 1,987 2,070 2,272 2,322 |
| $\begin{aligned} & 2004-05 \\ & 2005-06 \\ & 2006-07 \\ & 2007-08 \\ & 2008-09 \end{aligned}$ | 18,224 18,625 19,212 19,413 20,111 | $\begin{aligned} & 21,813 \\ & 22,11 \\ & 22,918 \\ & 23,66 \\ & 24,024 \end{aligned}$ | $\begin{aligned} & 9,374 \\ & 9,209 \\ & 9,264 \\ & 9,137 \\ & 9,697 \end{aligned}$ | $\begin{array}{r} 9,410 \\ 9,675 \\ 10,041 \\ 10,145 \\ 10,492 \end{array}$ | $\begin{aligned} & 12,824 \\ & 13,082 \\ & 13,561 \\ & 13,704 \\ & 14,212 \end{aligned}$ | $\begin{aligned} & 3,089 \\ & 3,076 \\ & 3,097 \\ & 3,010 \\ & 3,088 \end{aligned}$ | $\begin{aligned} & 4,719 \\ & 4,849 \\ & 4,986 \\ & 5,041 \\ & 5,246 \end{aligned}$ | $\begin{aligned} & 4,838 \\ & 4,970 \\ & 5,107 \\ & 5,164 \\ & 5,377 \end{aligned}$ | $\begin{aligned} & 3,110 \\ & 3,068 \\ & 3,136 \\ & 3,151 \\ & 3,282 \end{aligned}$ | $\begin{aligned} & 4,095 \\ & 4,101 \\ & 4,186 \\ & 4,228 \\ & 4,374 \end{aligned}$ | $\begin{aligned} & 4,151 \\ & 4,159 \\ & 4,250 \\ & 4,298 \\ & 4,435 \end{aligned}$ | $\begin{aligned} & 3,176 \\ & 3,065 \\ & 3,031 \\ & 2,975 \\ & 3,327 \end{aligned}$ | $\begin{aligned} & 13,793 \\ & 14,634 \\ & 15,486 \\ & 16,27 \\ & 17,045 \end{aligned}$ | $\begin{aligned} & 16,510 \\ & 17,451 \\ & 18,473 \\ & 19,64 \\ & 20,361 \end{aligned}$ | $\begin{aligned} & 7,095 \\ & 7,236 \\ & 7,467 \\ & 7,637 \\ & 8,219 \end{aligned}$ | $\begin{aligned} & 7,122 \\ & 7,601 \\ & 8,093 \\ & 8,480 \\ & 8,892 \end{aligned}$ | $\begin{array}{r} 9,706 \\ 10,279 \\ 10,931 \\ 11,45 \\ 12,046 \end{array}$ | $\begin{aligned} & 2,338 \\ & 2,417 \\ & 2,496 \\ & 2,516 \\ & 2,617 \end{aligned}$ | $\begin{aligned} & 3,572 \\ & 3,810 \\ & 4,019 \\ & 4,213 \\ & 4,446 \end{aligned}$ | $\begin{aligned} & 3,662 \\ & 3,905 \\ & 4,116 \\ & 4,317 \\ & 4,557 \end{aligned}$ | $\begin{aligned} & 2,354 \\ & 2,411 \\ & 2,528 \\ & 2,634 \\ & 2,782 \end{aligned}$ | $\begin{aligned} & 3,100 \\ & 3,222 \\ & 3,374 \\ & 3,534 \\ & 3,707 \end{aligned}$ | $\begin{aligned} & 3,142 \\ & 3,268 \\ & 3,426 \\ & 3,593 \\ & 3,759 \end{aligned}$ | $\begin{aligned} & 2,404 \\ & 2,408 \\ & 2,443 \\ & 2,487 \\ & 2,820 \end{aligned}$ |
| $\begin{aligned} & 2009-10 \\ & 2010-11 \\ & 2011-12 \\ & 2012-13 \\ & 2013-14 \end{aligned}$ | $\begin{aligned} & 20,625 \\ & 21,65 \\ & 21,593 \\ & 22,5150 \\ & 22,630 \end{aligned}$ | $\begin{aligned} & 24,687 \\ & 25,287 \\ & 25,610 \\ & 26,132 \\ & 26,625 \end{aligned}$ | $\begin{array}{r} 9,981 \\ 10,159 \\ 10,402 \\ 10,40 \\ 10,662 \end{array}$ | $\begin{aligned} & 10,674 \\ & 10,969 \\ & 11,328 \\ & 11,693 \\ & 11,935 \end{aligned}$ | $\begin{aligned} & 14,495 \\ & 14,830 \\ & 15,105 \\ & 15,45 \\ & 15,697 \end{aligned}$ | $\begin{aligned} & 3,416 \\ & 3,505 \\ & 3,611 \\ & 3,636 \\ & 3,632 \end{aligned}$ | $\begin{aligned} & 5,443 \\ & 5,588 \\ & 5,659 \\ & 5,797 \\ & 5,950 \end{aligned}$ | $\begin{aligned} & 5,591 \\ & 5,751 \\ & 5,814 \\ & 5,948 \\ & 6,094 \end{aligned}$ | $\begin{aligned} & 3,498 \\ & 3,521 \\ & 3,563 \\ & 3,657 \\ & 3,817 \end{aligned}$ | $\begin{aligned} & 4,507 \\ & 4,608 \\ & 4,605 \\ & 4,659 \\ & 4,745 \end{aligned}$ | $\begin{aligned} & 4,601 \\ & 4,706 \\ & 4,691 \\ & 4,749 \\ & 4,834 \end{aligned}$ | $\begin{aligned} & 3,066 \\ & 3,133 \\ & 3,229 \\ & 3,187 \\ & 3,213 \end{aligned}$ | $\begin{aligned} & 17,650 \\ & 18,45 \\ & 19,401 \\ & 20,233 \\ & 20,995 \end{aligned}$ | $\begin{aligned} & 21,126 \\ & 2,074 \\ & 23,011 \\ & 23,871 \\ & 24,701 \end{aligned}$ | $\begin{aligned} & 8,541 \\ & 8,868 \\ & 9,347 \\ & 9,573 \\ & 9,891 \end{aligned}$ | $\begin{array}{r} 9,135 \\ 9,575 \\ 10,179 \\ 10,681 \\ 11,073 \end{array}$ | $\begin{aligned} & 12,404 \\ & 12,945 \\ & 13,572 \\ & 14,099 \\ & 14,563 \end{aligned}$ | $\begin{aligned} & 2,923 \\ & 3,060 \\ & 3,244 \\ & 3,322 \\ & 3,369 \end{aligned}$ | $\begin{aligned} & 4,658 \\ & 4,878 \\ & 5,085 \\ & 5,296 \\ & 5,520 \end{aligned}$ | $\begin{aligned} & 4,785 \\ & 5,020 \\ & 5,224 \\ & 5,433 \\ & 5,654 \end{aligned}$ | $\begin{aligned} & 2,994 \\ & 3,074 \\ & 3,201 \\ & 3,340 \\ & 3,541 \end{aligned}$ | $\begin{aligned} & 3,857 \\ & 4,023 \\ & 4,138 \\ & 4,256 \\ & 4,402 \end{aligned}$ | 3,937 4,108 4,215 4,338 4,484 | 2,624 2,734 2,901 2,911 2,981 |
| $\begin{aligned} & 2014-15 \\ & 2015-16 \\ & 2016-17 \\ & 2017-18 \\ & 2018-19 \end{aligned}$ | $\begin{aligned} & 23,252 \\ & 23,51 \\ & 24,101 \\ & 24,237 \\ & 24,623 \end{aligned}$ | $\begin{aligned} & 27,190 \\ & 27,777 \\ & 27,755 \\ & 27,923 \\ & 28,123 \end{aligned}$ | $\begin{aligned} & 10,866 \\ & 11,1,062 \\ & 11,061 \\ & 10,925 \\ & 11,389 \end{aligned}$ | $\begin{aligned} & 12,293 \\ & 12,68 \\ & 12,753 \\ & 12,87 \\ & 13,016 \end{aligned}$ | $\begin{aligned} & 16,005 \\ & 16,309 \\ & 16,190 \\ & 16,253 \\ & 16,318 \end{aligned}$ | $\begin{aligned} & 3,627 \\ & 3,626 \\ & 3,673 \\ & 3,611 \\ & 3,564 \end{aligned}$ | $\begin{aligned} & 6,120 \\ & 6,287 \\ & 6,374 \\ & 6,452 \\ & 6,542 \end{aligned}$ | $\begin{aligned} & 6,261 \\ & 6,423 \\ & 6,503 \\ & 6,585 \\ & 6,675 \end{aligned}$ | $\begin{aligned} & 3,911 \\ & 4,091 \\ & 4,104 \\ & 4,008 \\ & 4,123 \end{aligned}$ | $\begin{aligned} & 4,840 \\ & 4,955 \\ & 4,974 \\ & 5,001 \\ & 5,065 \end{aligned}$ | $\begin{aligned} & 4,924 \\ & 5,046 \\ & 5,062 \\ & 5,085 \\ & 5,131 \end{aligned}$ | $\begin{aligned} & 3,327 \\ & 3,345 \\ & 3,285 \\ & 3,307 \\ & 3,702 \end{aligned}$ | $\begin{aligned} & 21,729 \\ & 2,429 \\ & 23,091 \\ & 23,833 \\ & 24,623 \end{aligned}$ | $\begin{aligned} & 25,409 \\ & 26,3132 \\ & 26,592 \\ & 27,557 \\ & 28,123 \end{aligned}$ | $\begin{aligned} & 10,153 \\ & 10,407 \\ & 10,597 \\ & 10,704 \\ & 11,389 \end{aligned}$ | $\begin{aligned} & 11,487 \\ & 11,862 \\ & 12,219 \\ & 12,613 \\ & 13,016 \end{aligned}$ | $\begin{aligned} & 14,957 \\ & 15,343 \\ & 15,512 \\ & 15,923 \\ & 16,318 \end{aligned}$ | $\begin{aligned} & 3,389 \\ & 3,412 \\ & 3,519 \\ & 3,537 \\ & 3,564 \end{aligned}$ | $\begin{aligned} & 5,719 \\ & 5,915 \\ & 6,107 \\ & 6,321 \\ & 6,542 \end{aligned}$ | $\begin{aligned} & 5,850 \\ & 6,043 \\ & 6,231 \\ & 6,451 \\ & 6,675 \end{aligned}$ | $\begin{aligned} & 3,655 \\ & 3,849 \\ & 3,932 \\ & 3,926 \\ & 4,123 \end{aligned}$ | $\begin{aligned} & 4,523 \\ & 4,662 \\ & 4,766 \\ & 4,899 \\ & 5,065 \end{aligned}$ | $\begin{aligned} & 4,602 \\ & 4,747 \\ & 4,850 \\ & 4,982 \\ & 5,131 \end{aligned}$ | $\begin{aligned} & 3,109 \\ & 3,147 \\ & 3,147 \\ & 3,240 \\ & 3,702 \end{aligned}$ |

Table 330.10. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by level and control of institution: Selected years, 1963-64 through 2018-19-Continued

| Year and control of institution | Constant 2018-19 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  |
|  | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| $\begin{aligned} & \text { Public institutions } \\ & 1963-64 \\ & 1968-69 \\ & 1969-70 \\ & 190-71 \\ & 1971-72 \\ & 1972-73 \\ & 1973-74 \end{aligned}$ | $\begin{aligned} & 7,493 \\ & 7,893 \\ & 8,023 \\ & 8,135 \\ & 8,290 \\ & 8,593 \\ & 8,229 \end{aligned}$ | $\begin{aligned} & 7,626 \\ & 8,116 \\ & 8,300 \\ & 8,453 \\ & 8,646 \\ & 9,191 \\ & 8,670 \end{aligned}$ | $\begin{aligned} & 5,173 \\ & 6,270 \\ & 6,376 \\ & 6,363 \\ & 6,604 \\ & 7,082 \\ & 6,920 \end{aligned}$ | $\begin{aligned} & 1,922 \\ & 2,095 \\ & 2,166 \\ & 2,238 \\ & 2,314 \\ & 2,408 \\ & 2,379 \end{aligned}$ | $\begin{aligned} & 1,998 \\ & 2,279 \\ & 2,403 \\ & 2,510 \\ & 2,633 \\ & 2,974 \\ & 2,790 \end{aligned}$ | $\begin{array}{r} 797 \\ 1,207 \\ 1,193 \\ 1,192 \\ 1,182 \\ 1,379 \\ 1,488 \end{array}$ | $\begin{aligned} & 2,051 \\ & 2,372 \\ & 2,453 \\ & 2,533 \\ & 2,620 \\ & 2,789 \\ & 2,599 \end{aligned}$ | $\begin{aligned} & 2,081 \\ & 2,393 \\ & 2,476 \\ & 2,557 \\ & 2,645 \\ & 2,818 \\ & 2,626 \end{aligned}$ | $\begin{aligned} & 1,412 \\ & 1,974 \\ & 2,065 \\ & 2,155 \\ & 2,253 \\ & 2,355 \\ & 2,222 \end{aligned}$ | $\begin{aligned} & 3,520 \\ & 3,426 \\ & 3,404 \\ & 3,364 \\ & 3,356 \\ & 3,396 \\ & 3,251 \end{aligned}$ | $\begin{aligned} & 3,546 \\ & 3,443 \\ & 3,421 \\ & 3,386 \\ & 3,368 \\ & 3,399 \\ & 3,254 \end{aligned}$ | $\begin{aligned} & 2,964 \\ & 3,089 \\ & 3,118 \\ & 3,016 \\ & 3,170 \\ & 3,349 \\ & 3,219 \end{aligned}$ | $\begin{array}{r} 912 \\ 1,112 \\ 1,197 \\ 1,276 \\ 1,347 \\ 1,452 \\ 1,515 \end{array}$ | 929 1,143 1,238 1,326 11,405 1,553 1,596 | $\begin{array}{r} 630 \\ 883 \\ 951 \\ 998 \\ 1,073 \\ 1,197 \\ 1,274 \end{array}$ | $\begin{aligned} & 234 \\ & 295 \\ & 323 \\ & 351 \\ & 376 \\ & 407 \\ & 438 \end{aligned}$ | $\begin{aligned} & 243 \\ & 321 \\ & 358 \\ & 394 \\ & 428 \\ & 503 \\ & 514 \end{aligned}$ | 97 170 178 187 192 233 274 | $\begin{aligned} & 250 \\ & 334 \\ & 366 \\ & 397 \\ & 426 \\ & 471 \\ & 479 \end{aligned}$ | 253 337 369 401 430 476 483 | $\begin{aligned} & 172 \\ & 278 \\ & 308 \\ & 338 \\ & 366 \\ & 398 \\ & 409 \end{aligned}$ | $\begin{aligned} & 429 \\ & 482 \\ & 508 \\ & 528 \\ & 545 \\ & 574 \\ & 598 \end{aligned}$ | 432 485 510 531 547 575 599 | 361 435 465 473 515 566 591 |
| $\begin{aligned} & 1974-75 \\ & 1975-76 \\ & 1976-77 \\ & 1977-78 \\ & 1978-79 \end{aligned}$ | $\begin{aligned} & 7,634 \\ & 7,594 \\ & 7,720 \\ & 7,633 \\ & 7,371 \end{aligned}$ | $\begin{aligned} & 8,052 \\ & 8,127 \\ & 8,350 \\ & 8,240 \\ & 7,930 \end{aligned}$ | $\begin{aligned} & 6,548 \\ & 6,330 \\ & 6,432 \\ & 6,428 \\ & 6,252 \end{aligned}$ | $\begin{aligned} & 2,113 \\ & 1,977 \\ & 2,065 \\ & 2,069 \\ & 2,007 \end{aligned}$ | $\begin{aligned} & 2,506 \\ & 2,476 \\ & 2,661 \\ & 2,647 \\ & 2,543 \end{aligned}$ | $\begin{aligned} & 1,355 \\ & 1,119 \\ & 1,223 \\ & 1,239 \\ & 1,210 \end{aligned}$ | $\begin{aligned} & 2,470 \\ & 2,481 \\ & 2,514 \\ & 2,511 \\ & 2,421 \end{aligned}$ | $\begin{aligned} & 2,500 \\ & 2,520 \\ & 2,554 \\ & 2,552 \\ & 2,455 \end{aligned}$ | $\begin{aligned} & 2,073 \\ & 2,019 \\ & 2,006 \\ & 1,965 \\ & 1,948 \end{aligned}$ | $\begin{aligned} & 3,051 \\ & 3,136 \\ & 3,141 \\ & 3,053 \\ & 2,943 \end{aligned}$ | $\begin{aligned} & 3,046 \\ & 3,131 \\ & 3,136 \\ & 3,040 \\ & 2,932 \end{aligned}$ | $\begin{aligned} & 3,120 \\ & 3,192 \\ & 3,203 \\ & 3,224 \\ & 3,094 \end{aligned}$ | $\begin{array}{r} 1,561 \\ 1,663 \\ 1,789 \\ 1,888 \\ 1,994 \end{array}$ | $\begin{aligned} & 1,647 \\ & 1,780 \\ & 1,935 \\ & 2,038 \\ & 2,145 \end{aligned}$ | $\begin{array}{r} 1,339 \\ 1,386 \\ 1,491 \\ 1,590 \\ 1,691 \end{array}$ | $\begin{aligned} & 432 \\ & 433 \\ & 479 \\ & 512 \\ & 543 \end{aligned}$ | $\begin{aligned} & 512 \\ & 542 \\ & 617 \\ & 655 \\ & 688 \end{aligned}$ | $\begin{aligned} & 277 \\ & 245 \\ & 283 \\ & 306 \\ & 327 \end{aligned}$ | $\begin{aligned} & 505 \\ & 543 \\ & 582 \\ & 621 \\ & 655 \end{aligned}$ | $\begin{aligned} & 511 \\ & 552 \\ & 592 \\ & 631 \\ & 664 \end{aligned}$ | 424 442 465 486 527 | $\begin{aligned} & 624 \\ & 687 \\ & 728 \\ & 755 \\ & 796 \end{aligned}$ | 623 686 727 752 793 | 638 699 742 797 837 |
| $\begin{aligned} & 1979-80 \\ & 1980-81 \\ & 1981-82 \\ & 1982-83 \\ & 1983-84 \end{aligned}$ | $\begin{aligned} & 7,063 \\ & 6,939 \\ & 7,166 \\ & 7,599 \\ & 7,853 \end{aligned}$ | $\begin{aligned} & 7,593 \\ & 7,457 \\ & 7,726 \\ & 8,247 \\ & 8,542 \end{aligned}$ | $\begin{aligned} & 5,942 \\ & 5,927 \\ & 5,985 \\ & 6,166 \\ & 6,305 \end{aligned}$ | $\begin{aligned} & 1,903 \\ & 1,856 \\ & 1,921 \\ & 2,060 \\ & 2,218 \end{aligned}$ | $\begin{aligned} & 2,406 \\ & 2,350 \\ & 2,448 \\ & 2,662 \\ & 2,856 \end{aligned}$ | $\begin{aligned} & 1,158 \\ & 1,144 \\ & 1,169 \\ & 1,221 \\ & 1,314 \end{aligned}$ | $\begin{aligned} & 2,333 \\ & 2,335 \\ & 2,448 \\ & 2,607 \\ & 2,705 \end{aligned}$ | $\begin{aligned} & 2,366 \\ & 2,371 \\ & 2,491 \\ & 2,659 \\ & 2,761 \end{aligned}$ | $\begin{aligned} & 1,872 \\ & 1,876 \\ & 1,893 \\ & 1,948 \\ & 1,992 \end{aligned}$ | $\begin{aligned} & 2,827 \\ & 2,748 \\ & 2,798 \\ & 2,932 \\ & 2,930 \end{aligned}$ | $\begin{aligned} & 2,821 \\ & 2,736 \\ & 2,788 \\ & 2,927 \\ & 2,925 \end{aligned}$ | $\begin{aligned} & 2,913 \\ & 2,907 \\ & 2,923 \\ & 2,997 \\ & 2,999 \end{aligned}$ | $\begin{aligned} & 2,165 \\ & 2,373 \\ & 2,663 \\ & 2,945 \\ & 3,156 \end{aligned}$ | $\begin{aligned} & 2,327 \\ & 2,550 \\ & 2,871 \\ & 3,196 \\ & 3,433 \end{aligned}$ | $\begin{aligned} & 1,822 \\ & 2,027 \\ & 2,224 \\ & 2,390 \\ & 2,534 \end{aligned}$ | $\begin{aligned} & 583 \\ & 635 \\ & 714 \\ & 798 \\ & 891 \end{aligned}$ | $\begin{array}{r} 738 \\ 804 \\ 909 \\ 1,031 \\ 1,148 \end{array}$ | $\begin{aligned} & 355 \\ & 391 \\ & 434 \\ & 473 \\ & 528 \end{aligned}$ | $\begin{array}{r} 715 \\ 799 \\ 909 \\ 1,010 \\ 1,087 \end{array}$ | $\begin{array}{r} 725 \\ 811 \\ 925 \\ 1,030 \\ 1,110 \end{array}$ | $\begin{aligned} & 574 \\ & 642 \\ & 703 \\ & 755 \\ & 801 \end{aligned}$ | $\begin{array}{r} 867 \\ 940 \\ 1,039 \\ 1,136 \\ 1,178 \end{array}$ | $\begin{array}{r} 865 \\ 936 \\ 1,036 \\ 1,134 \\ 1,175 \end{array}$ | 893 994 1,086 1,162 1,205 |
| $\begin{aligned} & 1984-85 \\ & 1985-86^{4} \\ & 1986-87 \\ & 1987-88 \\ & 1988-89 \end{aligned}$ | $\begin{aligned} & 8,161 \\ & 8,312 \\ & 8,664 \\ & 8,854 \\ & 8,932 \end{aligned}$ | $\begin{aligned} & 8,816 \\ & 8,981 \\ & 9,421 \\ & 9,627 \\ & 9,777 \end{aligned}$ | $\begin{aligned} & 6,722 \\ & 6,938 \\ & 6,805 \\ & 6,702 \\ & 6,651 \end{aligned}$ | $\begin{aligned} & 2,325 \\ & 2,432 \\ & 2,519 \\ & 2,664 \\ & 2,685 \end{aligned}$ | $\begin{aligned} & 2,940 \\ & 3,067 \\ & 3,219 \\ & 3,361 \\ & 3,440 \end{aligned}$ | 1,398 1,492 1,504 1,543 1,526 | $\begin{aligned} & 2,864 \\ & 2,890 \\ & 2,962 \\ & 3,013 \\ & 3,044 \end{aligned}$ | $\begin{aligned} & 2,914 \\ & 2,940 \\ & 3,012 \\ & 3,082 \\ & 3,126 \end{aligned}$ | $\begin{aligned} & 2,205 \\ & 2,234 \\ & 2,229 \\ & 2,061 \\ & 2,016 \end{aligned}$ | $\begin{aligned} & 2,973 \\ & 2,991 \\ & 3,183 \\ & 3,178 \\ & 3,203 \end{aligned}$ | $\begin{aligned} & 2,962 \\ & 2,974 \\ & 3,191 \\ & 3,184 \\ & 3,210 \end{aligned}$ | $\begin{aligned} & 3,119 \\ & 3,212 \\ & 3,073 \\ & 3,098 \\ & 3,110 \end{aligned}$ | $\begin{aligned} & 3,408 \\ & 3,571 \\ & 3,805 \\ & 4,050 \\ & 4,274 \end{aligned}$ | $\begin{aligned} & 3,682 \\ & 3,859 \\ & 4,138 \\ & 4,403 \\ & 4,678 \end{aligned}$ | $\begin{aligned} & 2,807 \\ & 2,981 \\ & 2,989 \\ & 3,066 \\ & 3,183 \end{aligned}$ | $\begin{array}{r} 971 \\ 1,045 \\ 1,106 \\ 1,218 \\ 1,285 \end{array}$ | $\begin{aligned} & 1,228 \\ & 1,318 \\ & 1,414 \\ & 1,537 \\ & 1,646 \end{aligned}$ | $\begin{aligned} & 584 \\ & 641 \\ & 660 \\ & 706 \\ & 730 \end{aligned}$ | $\begin{aligned} & 1,196 \\ & 1,242 \\ & 1,301 \\ & 1,378 \\ & 1,457 \end{aligned}$ | $\begin{aligned} & 1,217 \\ & 1,263 \\ & 1,323 \\ & 1,410 \\ & 1,496 \end{aligned}$ | $\begin{aligned} & 921 \\ & 960 \\ & 979 \\ & 943 \\ & 965 \end{aligned}$ | $\begin{aligned} & 1,241 \\ & 1,285 \\ & 1,398 \\ & 1,454 \\ & 1,533 \end{aligned}$ | 1,237 1,278 1,401 1,456 1,536 | 1,302 1,380 1,349 1,417 1,488 |
| $\begin{aligned} & 1989-90 \\ & 1990-91 \\ & 1991-92 \\ & 1992-93 \\ & 1993-94 \end{aligned}$ | 8,983 8,996 9,416 9,558 9,863 | $\begin{array}{r} 9,924 \\ 9,915 \\ 10,433 \\ 10,697 \\ 11,025 \end{array}$ | $\begin{aligned} & 6,581 \\ & 6,558 \\ & 6,639 \\ & 6,751 \\ & 6,921 \end{aligned}$ | $\begin{aligned} & 2,705 \\ & 2,750 \\ & 2,983 \\ & 3,166 \\ & 3,364 \end{aligned}$ | $\begin{aligned} & 3,550 \\ & 3,571 \\ & 3,879 \\ & 4,174 \\ & 4,394 \end{aligned}$ | $\begin{aligned} & 1,508 \\ & 1,559 \\ & 1,716 \\ & 1,822 \\ & 1,948 \end{aligned}$ | $\begin{aligned} & 3,018 \\ & 3,049 \\ & 3,172 \\ & 3,121 \\ & 3,244 \end{aligned}$ | $\begin{aligned} & 3,106 \\ & 3,133 \\ & 3,270 \\ & 3,228 \\ & 3,350 \end{aligned}$ | $\begin{aligned} & 1,919 \\ & 1,985 \\ & 1,969 \\ & 1,965 \\ & 2,061 \end{aligned}$ | $\begin{aligned} & 3,260 \\ & 3,198 \\ & 3,261 \\ & 3,271 \\ & 3,256 \end{aligned}$ | $\begin{aligned} & 3,268 \\ & 3,211 \\ & 3,283 \\ & 3,295 \\ & 3,282 \end{aligned}$ | $\begin{aligned} & 3,154 \\ & 3,014 \\ & 2,954 \\ & 2,963 \\ & 2,912 \end{aligned}$ | $\begin{aligned} & 4,504 \\ & 4,757 \\ & 5,138 \\ & 5,379 \\ & 5,694 \end{aligned}$ | $\begin{aligned} & 4,975 \\ & 5,243 \\ & 5,693 \\ & 6,020 \\ & 6,365 \end{aligned}$ | $\begin{aligned} & 3,299 \\ & 3,467 \\ & 3,623 \\ & 3,799 \\ & 3,996 \end{aligned}$ | $\begin{array}{r} 1,356 \\ 1,454 \\ 1,628 \\ 1,782 \\ 1,942 \end{array}$ | 1,780 1,888 2,117 2,349 2,537 | $\begin{array}{r} 756 \\ 824 \\ 936 \\ 1,025 \\ 1,125 \end{array}$ | $\begin{aligned} & 1,513 \\ & 1,612 \\ & 1,731 \\ & 1,756 \\ & 1,873 \end{aligned}$ | $\begin{aligned} & 1,557 \\ & 1,657 \\ & 1,785 \\ & 1,816 \\ & 1,934 \end{aligned}$ | $\begin{array}{r} 962 \\ 1,050 \\ 1,074 \\ 1,106 \\ 1,190 \end{array}$ | $\begin{aligned} & 1,635 \\ & 1,691 \\ & 1,780 \\ & 1,841 \\ & 1,880 \end{aligned}$ | 1,638 1,698 1,792 1,854 1,895 | 1,581 1,594 1,612 1,668 1,681 |
| $\begin{aligned} & 1994-95 \\ & 1959-96 \\ & 1996-97 \\ & 197-98 \\ & 1998-99 \end{aligned}$ | $\begin{aligned} & 10,044 \\ & 10,255 \\ & 10,407 \\ & 10,669 \\ & 10,939 \end{aligned}$ | $\begin{aligned} & 11,232 \\ & 11,49 \\ & 11,689 \\ & 12,016 \\ & 12,355 \end{aligned}$ | $\begin{aligned} & 6,966 \\ & 6,912 \\ & 7,019 \\ & 7,061 \\ & 7,087 \end{aligned}$ | $\begin{aligned} & 3,464 \\ & 3,572 \\ & 3,620 \\ & 3,696 \\ & 3,741 \end{aligned}$ | $\begin{aligned} & 4,514 \\ & 4,668 \\ & 4,761 \\ & 4,869 \\ & 4,970 \end{aligned}$ | $\begin{aligned} & 2,008 \\ & 2,032 \\ & 2,033 \\ & 2,058 \\ & 2,042 \end{aligned}$ | $\begin{aligned} & 3,299 \\ & 3,373 \\ & 3,423 \\ & 3,484 \\ & 3,586 \end{aligned}$ | $\begin{aligned} & 3,406 \\ & 3,477 \\ & 3,528 \\ & 3,602 \\ & 3,708 \end{aligned}$ | $\begin{aligned} & 2,074 \\ & 2,125 \\ & 2,134 \\ & 2,193 \\ & 2,232 \end{aligned}$ | $\begin{aligned} & 3,282 \\ & 3,311 \\ & 3,364 \\ & 3,488 \\ & 3,613 \end{aligned}$ | $\begin{aligned} & 3,312 \\ & 3,353 \\ & 3,400 \\ & 3,544 \\ & 3,677 \end{aligned}$ | $\begin{aligned} & 2,883 \\ & 2,755 \\ & 2,851 \\ & 2,810 \\ & 2,813 \end{aligned}$ | $\begin{aligned} & 5,965 \\ & 6,256 \\ & 6,530 \\ & 6,813 \\ & 7,107 \end{aligned}$ | $\begin{aligned} & 6,670 \\ & 7,014 \\ & 7,334 \\ & 7,673 \\ & 8,027 \end{aligned}$ | $\begin{aligned} & 4,137 \\ & 4,217 \\ & 4,404 \\ & 4,509 \\ & 4,604 \end{aligned}$ | $\begin{aligned} & 2,057 \\ & 2,179 \\ & 2,271 \\ & 2,360 \\ & 2,430 \end{aligned}$ | $\begin{aligned} & 2,681 \\ & 2,848 \\ & 3,987 \\ & 3,110 \\ & 3,229 \end{aligned}$ | $\begin{aligned} & 1,192 \\ & 1,239 \\ & 1,276 \\ & 1,314 \\ & 1,327 \end{aligned}$ | $\begin{aligned} & 1,959 \\ & 2,057 \\ & 2,148 \\ & 2,225 \\ & 2,330 \end{aligned}$ | $\begin{aligned} & 2,023 \\ & 2,121 \\ & 2,214 \\ & 2,301 \\ & 2,409 \end{aligned}$ | $\begin{array}{r} 1,232 \\ 1,297 \\ 1,339 \\ 1,401 \\ 1,450 \end{array}$ | $\begin{aligned} & 1,949 \\ & 2,020 \\ & 2,111 \\ & 2,228 \\ & 2,347 \end{aligned}$ | 1,967 2,045 2,133 2,263 2,389 | 1,712 1,681 1,789 1,795 1,828 |
| $\begin{aligned} & 1999-2000 \\ & 2000-01 \\ & 2001-02 \\ & 2002-03 \\ & 2003-04 \end{aligned}$ | $\begin{aligned} & 10,933 \\ & 10,973 \\ & 11,401 \\ & 11,824 \\ & 12,585 \end{aligned}$ | $\begin{aligned} & 12,378 \\ & 12,517 \\ & 13,071 \\ & 13,612 \\ & 14,527 \end{aligned}$ | $\begin{aligned} & 7,076 \\ & 7,000 \\ & 7,302 \\ & 7,790 \\ & 8,182 \end{aligned}$ | $\begin{aligned} & 3,745 \\ & 3,706 \\ & 3,838 \\ & 4,037 \\ & 4,517 \end{aligned}$ | $\begin{aligned} & 5,010 \\ & 5,063 \\ & 5,309 \\ & 5,627 \\ & 6,242 \end{aligned}$ | $\begin{aligned} & 2,016 \\ & 1,928 \\ & 1,961 \\ & 2,063 \\ & 2,316 \end{aligned}$ | $\begin{aligned} & 3,650 \\ & 3,716 \\ & 3,870 \\ & 4,075 \\ & 4,227 \end{aligned}$ | $\begin{aligned} & 3,769 \\ & 3,839 \\ & 4,003 \\ & 4,212 \\ & 4,372 \end{aligned}$ | $\begin{aligned} & 2,317 \\ & 2,315 \\ & 2,448 \\ & 2,717 \\ & 2,843 \end{aligned}$ | $\begin{aligned} & 3,537 \\ & 3,552 \\ & 3,693 \\ & 3,712 \\ & 3,841 \end{aligned}$ | $\begin{aligned} & 3,600 \\ & 3,614 \\ & 3,759 \\ & 3,772 \\ & 3,914 \end{aligned}$ | $\begin{aligned} & 2,743 \\ & 2,757 \\ & 2,893 \\ & 3,010 \\ & 3,023 \end{aligned}$ | $\begin{aligned} & 7,308 \\ & 7,586 \\ & 8,022 \\ & 8,502 \\ & 9,247 \end{aligned}$ | $\begin{array}{r} 8,274 \\ 8,653 \\ 9,196 \\ 9,787 \\ 10,674 \end{array}$ | $\begin{aligned} & 4,730 \\ & 4,839 \\ & 5,137 \\ & 5,601 \\ & 6,012 \end{aligned}$ | $\begin{aligned} & 2,504 \\ & 2,562 \\ & 2,700 \\ & 2,903 \\ & 3,319 \end{aligned}$ | $\begin{aligned} & 3,349 \\ & 3,501 \\ & 3,735 \\ & 4,046 \\ & 4,587 \end{aligned}$ | $\begin{array}{r} 1,348 \\ 1,333 \\ 1,380 \\ 1,483 \\ 1,702 \end{array}$ | $\begin{aligned} & 2,440 \\ & 2,569 \\ & 2,723 \\ & 2,930 \\ & 3,106 \end{aligned}$ | $\begin{aligned} & 2,519 \\ & 2,654 \\ & 2,816 \\ & 3,029 \\ & 3,212 \end{aligned}$ | $\begin{aligned} & 1,549 \\ & 1,600 \\ & 1,722 \\ & 1,954 \\ & 2,089 \end{aligned}$ | $\begin{aligned} & 2,364 \\ & 2,455 \\ & 2,598 \\ & 2,669 \\ & 2,822 \end{aligned}$ | 2,406 2,499 2,645 2,712 2,876 | 1,834 1,906 2,036 2,164 2,221 |
| $\begin{aligned} & 2004-05 \\ & 2005-06 \\ & 2006-07 \\ & 2007-08 \\ & 2008-09 \end{aligned}$ | $\begin{aligned} & 13,033 \\ & 13,066 \\ & 13,711 \\ & 33,842 \\ & 14,405 \end{aligned}$ | $\begin{aligned} & 15,096 \\ & 15,41 \\ & 15,880 \\ & 16,066 \\ & 16,768 \end{aligned}$ | $\begin{aligned} & 8,423 \\ & 8,262 \\ & 8,456 \\ & 8,347 \\ & 8,906 \end{aligned}$ | $\begin{aligned} & 4,795 \\ & 4,930 \\ & 5,089 \\ & 5,130 \\ & 5,323 \end{aligned}$ | $\begin{aligned} & 6,641 \\ & 6,810 \\ & 7,030 \\ & 7,110 \\ & 7,447 \end{aligned}$ | 2,443 2,463 2,503 2,463 2,520 | 4,366 4,512 4,661 4,727 4,943 | $\begin{aligned} & 4,517 \\ & 4,664 \\ & 4,812 \\ & 4,883 \\ & 5,110 \end{aligned}$ | $\begin{aligned} & 2,872 \\ & 2,865 \\ & 2,988 \\ & 2,997 \\ & 3,143 \end{aligned}$ | $\begin{aligned} & 3,873 \\ & 3,863 \\ & 3,961 \\ & 3,986 \\ & 4,138 \end{aligned}$ | $\begin{aligned} & 3,938 \\ & 3,937 \\ & 4,038 \\ & 4,072 \\ & 4,211 \end{aligned}$ | $\begin{aligned} & 3,108 \\ & 2,935 \\ & 2,965 \\ & 2,888 \\ & 3,244 \end{aligned}$ | $\begin{array}{r} 9,864 \\ 10,454 \\ 11,051 \\ 11,510 \\ 12,209 \end{array}$ | $\begin{aligned} & 11,426 \\ & 12,108 \\ & 12,799 \\ & 13,429 \\ & 14,212 \end{aligned}$ | $\begin{aligned} & 6,375 \\ & 6,492 \\ & 6,815 \\ & 6,977 \\ & 7,549 \end{aligned}$ | 3,629 3,874 4,102 4,288 4,512 | $\begin{aligned} & 5,027 \\ & 5,351 \\ & 5,666 \\ & 5,943 \\ & 6,312 \end{aligned}$ | $\begin{aligned} & 1,849 \\ & 1,935 \\ & 2,017 \\ & 2,058 \\ & 2,136 \end{aligned}$ | $\begin{aligned} & 3,304 \\ & 3,545 \\ & 3,757 \\ & 3,951 \\ & 4,190 \end{aligned}$ | $\begin{aligned} & 3,418 \\ & 3,664 \\ & 3,878 \\ & 4,082 \\ & 4,331 \end{aligned}$ | $\begin{aligned} & 2,174 \\ & 2,251 \\ & 2,408 \\ & 2,505 \\ & 2,664 \end{aligned}$ | $\begin{aligned} & 2,931 \\ & 3,035 \\ & 3,192 \\ & 3,332 \\ & 3,507 \end{aligned}$ | 2,981 3,093 3,255 3,404 3,569 | 2,353 2,306 2,390 2,414 2,749 |
| $\begin{aligned} & 2009-10 \\ & 2010-11 \\ & 2011-12 \\ & 2012-13 \\ & 2013-14 \end{aligned}$ | $\begin{aligned} & 14,980 \\ & 15,540 \\ & 15,980 \\ & 16,44 \\ & 16,846 \end{aligned}$ | $\begin{aligned} & 17,570 \\ & 18,237 \\ & 18,683 \\ & 19,130 \\ & 19,509 \end{aligned}$ | $\begin{array}{r} 9,007 \\ 9,255 \\ 9,590 \\ 9,773 \\ 10,006 \end{array}$ | $\begin{aligned} & 5,566 \\ & 5,814 \\ & 6,192 \\ & 6,457 \\ & 6,597 \end{aligned}$ | $\begin{aligned} & 7,849 \\ & 8,170 \\ & 8,585 \\ & 8,835 \\ & 8,959 \end{aligned}$ | $\begin{aligned} & 2,668 \\ & 2,796 \\ & 2,951 \\ & 3,056 \\ & 3,105 \end{aligned}$ | $\begin{aligned} & 5,143 \\ & 5,322 \\ & 5,397 \\ & 5,541 \\ & 5,717 \end{aligned}$ | $\begin{aligned} & 5,334 \\ & 5,535 \\ & 5,599 \\ & 5,738 \\ & 5,906 \end{aligned}$ | $\begin{aligned} & 3,335 \\ & 3,385 \\ & 3,450 \\ & 3,555 \\ & 3,716 \end{aligned}$ | $\begin{aligned} & 4,271 \\ & 4,405 \\ & 4,392 \\ & 4,446 \\ & 4,532 \end{aligned}$ | $\begin{aligned} & 4,388 \\ & 4,532 \\ & 4,499 \\ & 4,557 \\ & 4,644 \end{aligned}$ | $\begin{aligned} & 3,004 \\ & 3,073 \\ & 3,189 \\ & 3,162 \\ & 3,185 \end{aligned}$ | $\begin{aligned} & 12,819 \\ & 13,566 \\ & 14,359 \\ & 15,021 \\ & 15,628 \end{aligned}$ | $\begin{aligned} & 15,036 \\ & 15,919 \\ & 16,787 \\ & 17,475 \\ & 18,100 \end{aligned}$ | $\begin{aligned} & 7,708 \\ & 8,079 \\ & 8,617 \\ & 8,927 \\ & 9,283 \end{aligned}$ | $\begin{aligned} & 4,763 \\ & 5,075 \\ & 5,563 \\ & 5,899 \\ & 6,120 \end{aligned}$ | $\begin{aligned} & 6,717 \\ & 7,132 \\ & 7,713 \\ & 8,070 \\ & 8,312 \end{aligned}$ | $\begin{aligned} & 2,283 \\ & 2,441 \\ & 2,651 \\ & 2,792 \\ & 2,881 \end{aligned}$ | $\begin{aligned} & 4,401 \\ & 4,646 \\ & 4,849 \\ & 5,062 \\ & 5,304 \end{aligned}$ | $\begin{aligned} & 4,564 \\ & 4,832 \\ & 5,031 \\ & 5,241 \\ & 5,479 \end{aligned}$ | $\begin{aligned} & 2,854 \\ & 2,955 \\ & 3,100 \\ & 3,247 \\ & 3,448 \end{aligned}$ | $\begin{aligned} & 3,655 \\ & 3,845 \\ & 3,946 \\ & 4,061 \\ & 4,205 \end{aligned}$ | $\begin{aligned} & 3,755 \\ & 3,956 \\ & 4,042 \\ & 4,163 \\ & 4,308 \end{aligned}$ | $\begin{aligned} & 2,571 \\ & 2,683 \\ & 2,866 \\ & 2,888 \\ & 2,955 \end{aligned}$ |
| $\begin{aligned} & 2014-15 \\ & 2015-16 \\ & 2016-17 \\ & 2017-18 \\ & 2018-19 \end{aligned}$ | $\begin{aligned} & 17,323 \\ & 17,82 \\ & 17,992 \\ & 18,63 \\ & 18,383 \end{aligned}$ | $\begin{aligned} & 19,938 \\ & 20,431 \\ & 20,341 \\ & 20,464 \\ & 0,598 \end{aligned}$ | $\begin{aligned} & 10,257 \\ & 10,538 \\ & 10,531 \\ & 10,493 \\ & 10,950 \end{aligned}$ | $\begin{aligned} & 6,817 \\ & 7,028 \\ & 7,116 \\ & 7,198 \\ & 7,250 \end{aligned}$ | $\begin{aligned} & 9,142 \\ & 9,331 \\ & 9,189 \\ & 9,223 \\ & 9,212 \end{aligned}$ | $\begin{aligned} & 3,162 \\ & 3,229 \\ & 3,294 \\ & 3,309 \\ & 3,313 \end{aligned}$ | $\begin{aligned} & 5,890 \\ & 6,043 \\ & 6,115 \\ & 6,186 \\ & 6,290 \end{aligned}$ | $\begin{aligned} & 6,075 \\ & 6,219 \\ & 6,281 \\ & 6,356 \\ & 6,459 \end{aligned}$ | $\begin{aligned} & 3,808 \\ & 3,995 \\ & 3,990 \\ & 3,914 \\ & 4,055 \end{aligned}$ | $\begin{aligned} & 4,616 \\ & 4,750 \\ & 4,761 \\ & 4,780 \\ & 4,843 \end{aligned}$ | $\begin{aligned} & 4,721 \\ & 4,863 \\ & 4,870 \\ & 4,885 \\ & 4,927 \end{aligned}$ | $\begin{aligned} & 3,287 \\ & 3,314 \\ & 3,247 \\ & 3,271 \\ & 3,581 \end{aligned}$ | $\begin{aligned} & 16,188 \\ & 16,766 \\ & 17,238 \\ & 17,794 \\ & 18,383 \end{aligned}$ | 18,632 19,204 19,488 20,049 20,598 | $\begin{array}{r} 9,585 \\ 9,914 \\ 10,090 \\ 10,280 \\ 10,950 \end{array}$ | $\begin{aligned} & 6,370 \\ & 6,612 \\ & 6,818 \\ & 7,051 \\ & 7,250 \end{aligned}$ | $\begin{aligned} & 8,543 \\ & 8,778 \\ & 8,804 \\ & 9,036 \\ & 9,212 \end{aligned}$ | $\begin{aligned} & 2,955 \\ & 3,038 \\ & 3,156 \\ & 3,242 \\ & 3,313 \end{aligned}$ | $\begin{aligned} & 5,504 \\ & 5,686 \\ & 5,859 \\ & 6,060 \\ & 6,290 \end{aligned}$ | $\begin{aligned} & 5,677 \\ & 5,850 \\ & 6,018 \\ & 6,227 \\ & 6,459 \end{aligned}$ | $\begin{aligned} & 3,559 \\ & 3,759 \\ & 3,823 \\ & 3,834 \\ & 4,055 \end{aligned}$ | $\begin{aligned} & 4,313 \\ & 4,469 \\ & 4,562 \\ & 4,682 \\ & 4,843 \end{aligned}$ | 4,412 4,576 4,666 4,785 4,927 | 3,072 3,118 3,111 3,204 3,581 |

Table 330.10. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by level and control of institution: Selected years, 1963-64 through 2018-19-Continued

| Year and control of institution | Constant 2018-19 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  |
|  | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| Private nonprofit and for-profit institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & 1963-64 \\ & 1968-69 \end{aligned}$ | $\begin{aligned} & 14,904 \\ & 16,481 \end{aligned}$ | $\begin{aligned} & 14,861 \\ & 16,731 \end{aligned}$ | $\begin{aligned} & 10,782 \\ & 13,321 \end{aligned}$ | $\begin{aligned} & 8,310 \\ & 9,821 \end{aligned}$ | 8,300 10,063 | 5,272 | $\begin{aligned} & 2,595 \\ & 2,869 \end{aligned}$ | 2,568 2,872 | $\begin{aligned} & 2,004 \\ & 2,776 \end{aligned}$ | $\begin{aligned} & 3,999 \\ & 3,792 \end{aligned}$ | 3,993 3,795 | $\begin{aligned} & 3,506 \\ & 3,756 \end{aligned}$ | $\begin{aligned} & 1,815 \\ & 2,321 \end{aligned}$ | $\begin{aligned} & 1,810 \\ & 2,356 \end{aligned}$ | $\begin{aligned} & 1,313 \\ & 1,876 \end{aligned}$ | $\begin{aligned} & 1,012 \\ & 1,383 \end{aligned}$ | $\begin{aligned} & 1,011 \\ & 1,417 \end{aligned}$ | $\begin{aligned} & 642 \\ & 956 \end{aligned}$ | 316 404 | 313 405 | 244 391 | 487 534 | 486 534 | 427 529 |
| 1969-70 | 16,946 | 17,156 | 13,362 | 10,278 | 10,472 | 6,933 | 2,911 | 2,920 | 2,769 | 3,757 | 3,764 | 3,661 | 2,527 | 2,559 | 1,993 | 1,533 | 1,562 | 1,034 | 434 | 436 | 413 | 560 | 561 | 546 |
| 1970-71 | 17,399 | 17,561 | 13,408 | 10,736 | 10,879 | 7,070 | 2,948 | 2,959 | 2,767 | 3,715 | 3,724 | 3,570 | 2,729 | 2,754 | 2,103 | 1,684 | 1,706 | 1,109 | 462 | 464 | 434 | 583 | 584 | 560 |
| 1971-72 | 17,863 | 17,963 | 13,454 | 11,202 | 11,276 | 7,213 | 2,988 | 3,002 | 2,763 | 3,673 | 3,685 | 3,477 | 2,902 | 2,919 | 2,186 | 1,820 | 1,832 | 1,172 | 486 | 488 | 449 | 597 | 599 | 565 |
| 1972-73 | 17,963 | 18,289 | 13,448 | 11,229 | 11,527 | 7,224 | 3,094 | 3,116 | 2,704 | 3,640 | 3,646 | 3,520 | 3,036 | 3,091 | 2,273 | 1,898 | 1,948 | 1,221 | 523 | 527 | 457 | 615 | 616 | 595 |
| 1973-74 | 17,178 | 17,501 | 13,091 | 10,804 | 11,106 | 7,078 | 2,890 | 2,906 | 2,624 | 3,484 | 3,489 | 3,390 | 3,162 | 3,222 | 2,410 | 1,989 | 2,045 | 1,303 | 532 | 535 | 483 | 641 | 642 | 624 |
| 1974-75 | 16,568 | 16,647 | 12,670 | 10,352 | 10,418 | 6,685 | 2,826 | 2,830 | 2,758 | 3,389 | 3,398 | 3,227 | 3,388 | 3,404 | 2,591 | 2,117 | 2,130 | 1,367 | 578 | 579 | 564 | 693 | 695 | 660 |
| 1975-76 | 16,643 | 16,754 | 12,381 | 10,376 | 10,464 | 6,517 | 2,856 | 2,871 | 2,612 | 3,410 | 3,420 | 3,252 | 3,644 | 3,669 | 2,711 | 2,272 | 2,291 | 1,427 | 625 | 629 | 572 | 747 | 749 | 712 |
| 1976-77 | 16,855 | 17,161 | 12,820 | 10,644 | 10,935 | 6,870 | 2,800 | 2,811 | 2,621 | 3,411 | 3,415 | 3,329 | 3,906 | 3,977 | 2,971 | 2,467 | 2,534 | 1,592 | 649 | 651 | 607 | 790 | 791 | 772 |
| 1977-78 | 16,815 | 17,145 | 12,729 | 10,609 | 10,919 | 6,896 | 2,823 | 2,839 | 2,553 | 3,382 | 3,387 | 3,279 | 4,158 | 4,240 | 3,148 | 2,624 | 2,700 | 1,706 | 698 | 702 | 631 | 836 | 838 | 811 |
| 1978-79 | 16,691 | 17,043 | 12,532 | 10,602 | 10,936 | 6,769 | 2,802 | 2,814 | 2,589 | 3,287 | 3,292 | 3,174 | 4,514 | 4,609 | 3,389 | 2,867 | 2,958 | 1,831 | 758 | 761 | 700 | 889 | 890 | 858 |
| 1979-80 | 16,026 | 16,353 | 12,238 | 10,211 | 10,521 | 6,726 | 2,699 | 2,711 | 2,500 | 3,116 | 3,121 | 3,012 | 4,912 | 5,013 | 3,751 | 3,130 | $3,225$ | 2,062 2,413 | 827 918 | $831$ | 766 871 | $\begin{array}{r}955 \\ 1.054 \\ \hline\end{array}$ | $\begin{array}{r}957 \\ \hline 056\end{array}$ | 923 019 |
| 1981-82 | 16,593 | 17,035 | 12,774 | 10,637 | 11,070 | 7,010 | 2,792 | 2,795 | 2,752 | 3,163 | 3,170 | 3,012 | 6,166 | 6,330 | 4,746 | 3,953 | 4,113 | 2,605 | 1,038 | 1,039 | 1,022 | 1,175 | 1,178 | 1,119 |
| 1982-83 | 17,856 | 18,388 | 13,842 | 11,454 | 11,970 | 7,762 | 3,048 | 3,049 | 3,038 | 3,354 | 3,369 | 3,042 | 6,920 | 7,126 | 5,364 | 4,439 | 4,639 | 3,008 | 1,181 | 1,181 | 1,177 | 1,300 | 1,306 | 1,179 |
| 1983-84 | 18,683 | 19,308 | 13,862 | 12,070 | 12,673 | 7,711 | 3,179 | 3,183 | 3,118 | 3,434 | 3,452 | 3,034 | 7,508 | 7,759 | 5,571 | 4,851 | 5,093 | 3,099 | 1,278 | 1,279 | 1,253 | 1,380 | 1,387 | 1,219 |
| 1984-85 | 19,641 | 20,236 | 14,854 | 12,726 | 13,304 | 8,345 | 3,414 | 3,415 | 3,410 | 3,500 | 3,517 | 3,099 | 8,202 | 8,451 | 6,203 | 5,315 | 5,556 | 3,485 | 1,426 | 1,426 | 1,424 | 1,462 | 1,469 | 1,294 |
| 1985-864 | 20,678 | 21,478 | 15,156 | 13,473 | 14,245 | 8,546 | 3,616 | 3,623 | 3,491 | 3,590 | 3,610 | 3,119 | 8,885 | 9,228 | 6,512 | 5,789 | 6,121 | 3,672 | 1,553 | 1,557 | 1,500 | 1,542 | 1,551 | 1,340 |
| 1986-87 | 22,032 | 22,859 | 14,535 | 14,380 | 15,161 | 8,387 | 3,776 | 3,810 | 2,882 | 3,875 | 3,888 | 3,265 | 9,676 | 10,039 | 6,384 | 6,316 | 6,658 | 3,684 | 1,658 | 1,673 | 1,266 | 1,702 | 1,708 | 1,434 |
| 1987-88 | 22,982 | 23,305 | 15,475 | 15,279 | 15,558 | 9,097 | 3,821 | 3,848 | 3,018 | 3,882 | 3,898 | 3,360 | 10,512 | 10,659 | 7,078 | 6,988 | 7,116 | 4,161 | 1,748 | 1,760 | 1,380 | 1,775 | 1,783 | 1,537 |
| 1988-89 | 23,384 | 23,979 | 16,649 | 15,592 | 16,137 | 10,068 | 3,864 | 3,894 | 3,218 | 3,928 | 3,948 | 3,363 | 11,189 | 11,474 | 7,967 | 7,461 | 7,722 | 4,817 | 1,849 | 1,863 | 1,540 | 1,880 | 1,889 | 1,609 |
| 1989-90 | 23,972 | 24,502 | 17,294 | 16,251 | 16,748 | 10,365 | 3,836 | 3,859 | 3,317 | 3,885 | 3,895 | 3,612 | 12,018 | 12,284 | 8,670 | 8,147 | 8,396 | 5,196 | 1,923 | 1,935 | 1,663 | 1,948 | 1,953 | 1,811 |
| 1990-91 | 24,415 | 25,035 | 17,593 | 16,590 | 17,177 | 10,534 | 3,902 | 3,929 | 3,298 | 3,923 | 3,928 | 3,761 | 12,910 | 13,237 | 9,302 | 8,772 | 9,083 | 5,570 | 2,063 | 2,077 | 1,744 | 2,074 | 2,077 | 1,989 |
| 1991-92 | 25,458 | 26,127 | 17,652 | 17,261 | 17,884 | 10,545 | 4,071 | 4,106 | 3,277 | 4,126 | 4,136 | 3,830 | 13,892 | 14,258 | 9,632 | 9,419 | 9,759 | 5,754 | 2,221 | 2,241 | 1,788 | 2,252 | 2,257 | 2,090 |
| 1992-93 | 26,004 | 26,672 | 17,598 | 17,666 | 18,292 | 10,767 | 4,172 | 4,197 | 3,501 | 4,165 | 4,183 | 3,331 | 14,634 | 15,009 | 9,903 | 9,942 | 10,294 | 6,059 | 2,348 | 2,362 | 1,970 | 2,344 | 2,354 | 1,875 |
| 1993-94 | 26,840 | 27,547 | 18,025 | 18,312 | 18,971 | 11,034 | 4,313 | 4,341 | 3,580 | 4,216 | 4,235 | 3,412 | 15,496 | 15,904 | 10,406 | 10,572 | 10,952 | 6,370 | 2,490 | 2,506 | 2,067 | 2,434 | 2,445 | 1,970 |
| 1994-95 | 27,290 | 27,956 | 18,810 | $18,709$ | 19,332 | 11,643 | $4,357$ | $4,380$ | $3,761$ | 4,224 | $4,243$ | $3,406$ | $16,207$ | 16,602 | $11,170$ | $11,111$ | $11,481$ | $6,914$ | 2,587 | $2,601$ | 2,233 | 2,509 | 2,520 | 2,023 |
| 1996-97 | 28,750 | 29,393 | 19,053 | 19,919 | 20,530 | 11,533 | 4,488 | 4,604 | 4,044 | 4,245 | 4,259 | 3,476 | 18,039 | 18,442 | 11,954 | 12,498 | 12,881 | 7,236 | 2,878 | 2,889 | 2,537 | 2,663 | 2,672 | 2,181 |
| 1997-98 | 28,994 | 29,861 | 20,233 | 20,044 | 20,895 | 11,688 | 4,625 | 4,642 | 4,185 | 4,325 | 4,324 | 4,360 | 18,516 | 19,070 | 12,921 | 12,801 | 13,344 | 7,464 | 2,954 | 2,964 | 2,672 | 2,762 | 2,761 | 2,785 |
| 1998-99 | 29,812 | 30,675 | 20,501 | 20,669 | 21,507 | 12,088 | 4,732 | 4,758 | 3,973 | 4,411 | 4,410 | 4,440 | 19,368 | 19,929 | 13,319 | 13,428 | 13,973 | 7,854 | 3,075 | 3,091 | 2,581 | 2,865 | 2,865 | 2,884 |
| 1999-2000 | 30,240 | 31,023 | 21,012 | 21,094 | 21,866 | 12,305 | 4,841 | 4,850 | 4,589 | 4,304 | 4,308 | 4,118 | 20,213 | 20,737 | 14,045 | 14,100 | 14,616 | 8,225 | 3,236 | 3,242 | 3,067 | 2,877 | 2,879 | 2,753 |
| 2000-01 | 30,916 | 31,614 | 21,563 | 21,698 | 22,378 | 13,115 | 4,892 | 4,907 | 4,348 | 4,326 | 4,330 | 4,100 | 21,373 | 21,856 | 14,907 | 15,000 | 15,470 | 9,067 | 3,382 | 3,392 | 3,006 | 2,991 | 2,993 | 2,834 |
| 2001-02 | 31,857 | 32,542 | 22,493 | 22,375 | 23,041 | 14,322 | 5,070 | 5,083 | 4,429 | 4,412 | 4,419 | 3,742 | 22,413 | 22,896 | 15,825 | 15,742 | 16,211 | 10,076 | 3,567 | 3,576 | 3,116 | 3,104 | 3,109 | 2,633 |
| 2002-03 | 32,461 | 33,082 | 24,690 | 22,784 | 23,401 | 14,813 | 5,218 | 5,235 | 4,495 | 4,458 | 4,447 | 5,382 | 23,340 | 23,787 | 17,753 | 16,383 | 16,826 | 10,651 | 3,752 | 3,764 | 3,232 | 3,206 | 3,197 | 3,870 |
| 2003-04 | 33,513 | 34,120 | 26,619 | 23,565 | 24,175 | 15,713 | 5,369 | 5,379 | 4,873 | 4,578 | 4,565 | 6,032 | 24,624 | 25,070 | 19,558 | 17,315 | 17,763 | 11,545 | 3,945 | 3,952 | 3,581 | 3,364 | 3,354 | 4,432 |
| 2004-05 | 34,110 | 34,695 | 26,817 | 23,985 | 24,580 | 16,016 | 5,520 | 5,513 | 5,913 | 4,604 | 4,602 | 4,888 | 25,817 | 26,260 | 20,297 | 18,154 | 18,604 | 12,122 | 4,178 | 4,173 | 4,475 | 3,485 | 3,483 | 3,700 |
| 2005-06 | 34,247 | 34,788 | 27,242 | 24,007 | 24,554 | 15,846 | 5,600 | 5,605 | 5,312 | 4,640 | 4,629 | 6,085 | 26,908 | 27,333 | 21,404 | 18,862 | 19,292 | 12,450 | 4,400 | 4,404 | 4,173 | 3,645 | 3,637 | 4,781 |
| 2006-07 | 35,285 | 35,879 | 25,166 | 24,871 | 25,454 | 15,766 | 5,715 | 5,723 | 5,145 | 4,698 | 4,702 | 4,255 | 28,440 | 28,919 | 20,284 | 20,047 | 20,517 | 12,708 | 4,606 | 4,613 | 4,147 | 3,787 | 3,790 | 3,430 |
| 2007-08 | 35,613 | 36,160 | 25,944 | 25,090 | 25,634 | 15,705 | 5,746 | 5,751 | 5,364 | 4,776 | 4,775 | 4,874 | 29,768 | 30,226 | 21,686 | 20,972 | 21,427 | 13,128 | 4,803 | 4,808 | 4,484 | 3,992 | 3,992 | 4,074 |
| 2008-09 | 36,298 | 36,850 | 26,810 | 25,456 | 26,004 | 16,007 | 5,929 | 5,936 | 5,372 | 4,913 | 4,909 | 5,431 | 30,764 | 31,232 | 22,723 | 21,575 | 22,040 | 13,567 | 5,025 | 5,031 | 4,553 | 4,164 | 4,161 | 4,603 |
| 2009-10 | 36,624 | 37,215 | 28,587 | 25,432 | 26,023 | 17,368 | 6,132 | 6,133 | 6,089 | 5,059 | 5,059 | 5,130 | 31,341 | 31,847 | 24,463 | 21,764 | 22,269 | 14,862 | 5,248 | 5,248 | 5,211 | 4,329 | 4,329 | 4,390 |
| 2010-11 | 36,515 | 37,250 | 26,464 | 25,250 | 25,978 | 15,680 | 6,189 | 6,197 | 5,658 | 5,075 | 5,075 | 5,127 | 31,875 | 32,517 | 23,101 | 22,042 | 22,677 | 13,687 | 5,403 | 5,410 | 4,939 | 4,430 | 4,430 | 4,475 |
| 2011-12 | 36,792 | 37,481 | 26,271 | 25,431 | 26,114 | 15,538 | 6,257 | 6,263 | 5,752 | 5,104 | 5,104 | 4,980 | 33,058 | 33,677 | 23,605 | 22,850 | 23,464 | 13,961 | 5,622 | 5,627 | 5,169 | 4,586 | 4,586 | 4,475 |
| 2012-13 | 37,750 | 38,394 | 25,567 | 26,212 | 26,846 | 15,490 | 6,383 | 6,390 | 5,723 | 5,155 | 5,158 | 4,354 | 34,483 | 35,071 | 23,355 | 23,943 | 24,523 | 14,149 | 5,831 | 5,837 | 5,228 | 4,709 | 4,712 | 3,977 |
| 2013-14 | 38,799 | 39,450 | 25,730 | 27,066 | 27,709 | 15,274 | 6,490 | 6,496 | 5,916 | 5,243 | 5,245 | 4,539 | 35,995 | 36,599 | 23,870 | 25,110 | 25,707 | 14,170 | 6,021 | 6,026 | 5,489 | 4,864 | 4,866 | 4,211 |
| 2014-15 | 40,045 | 40,651 | 26,032 | 28,017 | 28,613 | 15,261 | 6,657 | 6,665 | 5,892 | 5,371 | 5,373 | 4,879 | 37,422 | 37,988 | 24,327 | 26,182 | 26,739 | 14,261 | 6,221 | 6,228 | 5,506 | 5,019 | 5,021 | 4,560 |
| 2015-16 | 41,472 | 42,021 | 25,909 | 29,163 | 29,700 | 15,442 | 6,863 | 6,871 | 6,023 | 5,445 | 5,450 | 4,444 | 39,016 | 39,534 | 24,375 | 27,436 | 27,942 | 14,528 | 6,457 | 6,464 | 5,666 | 5,123 | 5,128 | 4,181 |
| 2016-17 | 42,712 | 43,279 | 25,976 | 30,211 | 30,765 | 15,227 | 7,003 | 7,011 | 6,209 | 5,499 | 5,503 | 4,540 | 40,922 | 41,465 | 24,888 | 28,945 | 29,476 | 14,589 | 6,710 | 6,717 | 5,949 | 5,268 | 5,273 | 4,350 |
| 2017-18 | 43,557 | 44,025 | 26,126 | 30,902 | 31,359 | 15,203 | 7,106 | 7,113 | 6,182 | 5,550 | 5,553 | 4,742 | 42,673 | 43,131 | 25,596 | 30,274 | 30,723 | 14,894 | 6,961 | 6,968 | 6,057 | 5,437 | 5,440 | 4,645 |
| 2018-19 | 44,306 | 44,662 | 28,627 | 31,519 | 31,875 | 15,727 | 7,171 | 7,179 | 5,967 | 5,616 | 5,608 | 6,933 | 44,306 | 44,662 | 28,627 | 31,519 | 31,875 | 15,727 | 7,171 | 7,179 | 5,967 | 5,616 | 5,608 | 6,933 |

Table 330.10. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by level and control of institution: Selected years, 1963-64 through 2018-19-Continued

| Year and control of institution | Constant 2018-19 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  |
|  | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| $\begin{aligned} & \hline \text { Nonprofit } \\ & 1999-2000 \\ & 2000-01 \\ & 2001-02 \\ & 2002-03 \\ & 2003-04 \end{aligned}$ | $\begin{aligned} & 31,401 \\ & 31,727 \\ & 32,804 \\ & 3,763 \\ & 34,957 \end{aligned}$ | $\begin{aligned} & 31,763 \\ & 32,068 \\ & 33,056 \\ & 33,988 \\ & 35,185 \end{aligned}$ | $\begin{aligned} & 17,486 \\ & 16,948 \\ & 18,435 \\ & 20,085 \\ & 21,190 \end{aligned}$ | $\begin{aligned} & 22,307 \\ & 2,505 \\ & 23,367 \\ & 24,142 \\ & 25,081 \end{aligned}$ | $\begin{aligned} & 22,637 \\ & 22,871 \\ & 23,599 \\ & 24,363 \\ & 25,293 \end{aligned}$ | $\begin{aligned} & 10,312 \\ & 10,079 \\ & 11,550 \\ & 12,387 \\ & 13,047 \end{aligned}$ | $\begin{aligned} & 4,793 \\ & 4,842 \\ & 5,025 \\ & 5,177 \\ & 5,317 \end{aligned}$ | $\begin{aligned} & 4,818 \\ & 4,868 \\ & 5,038 \\ & 5,189 \\ & 5,328 \end{aligned}$ | $\begin{aligned} & 3,164 \\ & 2,905 \\ & 3,275 \\ & 3,680 \\ & 3,884 \end{aligned}$ | $\begin{aligned} & 4,301 \\ & 4,326 \\ & 4,412 \\ & 4,443 \\ & 4,558 \end{aligned}$ | $\begin{aligned} & 4,308 \\ & 4,330 \\ & 4,419 \\ & 4,447 \\ & 4,565 \end{aligned}$ | $\begin{aligned} & 4,010 \\ & 3,964 \\ & 3,610 \\ & 4,018 \\ & 4,259 \end{aligned}$ | 20,989 21,934 23,080 24,276 25,685 | $\begin{aligned} & 21,231 \\ & 22,710 \\ & 23,257 \\ & 24,446 \\ & 25,853 \end{aligned}$ | $\begin{aligned} & 11,688 \\ & 11,717 \\ & 12,970 \\ & 14,442 \\ & 15,569 \end{aligned}$ | $\begin{aligned} & 14,911 \\ & 15,596 \\ & 16,440 \\ & 17,359 \\ & 18,429 \end{aligned}$ | $\begin{aligned} & 15,131 \\ & 15,11 \\ & 16,604 \\ & 17,517 \\ & 18,584 \end{aligned}$ | $\begin{aligned} & 6,893 \\ & 6,968 \\ & 8,126 \\ & 8,907 \\ & 9,587 \end{aligned}$ | $\begin{aligned} & 3,204 \\ & 3,347 \\ & 3,536 \\ & 3,723 \\ & 3,907 \end{aligned}$ | $\begin{aligned} & 3,221 \\ & 3,365 \\ & 3,544 \\ & 3,731 \\ & 3,915 \end{aligned}$ | $\begin{aligned} & 2,115 \\ & 2,008 \\ & 2,304 \\ & 2,646 \\ & 2,853 \end{aligned}$ | $\begin{aligned} & 2,875 \\ & 2,991 \\ & 3,104 \\ & 3,195 \\ & 3,349 \end{aligned}$ | $\begin{aligned} & 2,879 \\ & 2,993 \\ & 3,109 \\ & 3,197 \\ & 3,354 \end{aligned}$ | 2,680 2,740 2,540 2,889 3,129 |
| $\begin{aligned} & 2004-05 \\ & 2005-06 \\ & 2006-07 \\ & 2007-08 \\ & 2008-09 \end{aligned}$ | $\begin{aligned} & 35,783 \\ & 36,29 \\ & 37,425 \\ & 338,188 \\ & 39,685 \end{aligned}$ | $\begin{aligned} & 36,010 \\ & 36,518 \\ & 37,618 \\ & 38,34 \\ & 39,833 \end{aligned}$ | $\begin{aligned} & 21,016 \\ & 20,783 \\ & 21,937 \\ & 22,559 \\ & 23,906 \end{aligned}$ | $\begin{aligned} & 25,762 \\ & 26,178 \\ & 27,097 \\ & 27,757 \\ & 28,910 \end{aligned}$ | $\begin{aligned} & 25,965 \\ & 26,38 \\ & 27,287 \\ & 27,98 \\ & 29,069 \end{aligned}$ | 13,093 13,132 13,568 14,103 14,869 | $\begin{aligned} & 5,434 \\ & 5,492 \\ & 5,623 \\ & 5,653 \\ & 5,848 \end{aligned}$ | $\begin{aligned} & 5,443 \\ & 5,502 \\ & 5,629 \\ & 5,659 \\ & 5,854 \end{aligned}$ | $\begin{aligned} & 3,870 \\ & 3,839 \\ & 4,436 \\ & 4,541 \\ & 4,589 \end{aligned}$ | 4,588 4,629 4,705 4,779 4,926 | $\begin{aligned} & 4,602 \\ & 4,629 \\ & 4,702 \\ & 4,775 \\ & 4,909 \end{aligned}$ | $\begin{aligned} & 4,053 \\ & 3,811 \\ & 3,933 \\ & 3,915 \\ & 4,448 \end{aligned}$ | $\begin{aligned} & 27,083 \\ & 28,50 \\ & 30,166 \\ & 31,921 \\ & 33,635 \end{aligned}$ | $\begin{aligned} & 27,255 \\ & 28,692 \\ & 30,321 \\ & 32,500 \\ & 33,761 \end{aligned}$ | $\begin{aligned} & 15,906 \\ & 16,329 \\ & 17,682 \\ & 18,857 \\ & 20,261 \end{aligned}$ | $\begin{aligned} & 19,498 \\ & 20,58 \\ & 21,841 \\ & 23,201 \\ & 24,503 \end{aligned}$ | $\begin{aligned} & 19,652 \\ & 20,732 \\ & 21,994 \\ & 23,329 \\ & 24,638 \end{aligned}$ | $\begin{array}{r} 9,910 \\ 10,318 \\ 10,936 \\ 11,79 \\ 12,602 \end{array}$ | $\begin{aligned} & 4,113 \\ & 4,315 \\ & 4,532 \\ & 4,725 \\ & 4,957 \end{aligned}$ | $\begin{aligned} & 4,119 \\ & 4,323 \\ & 4,537 \\ & 4,730 \\ & 4,962 \end{aligned}$ | $\begin{aligned} & 2,929 \\ & 3,017 \\ & 3,576 \\ & 3,796 \\ & 3,889 \end{aligned}$ | $\begin{aligned} & 3,472 \\ & 3,637 \\ & 3,793 \\ & 3,994 \\ & 4,175 \end{aligned}$ | $\begin{aligned} & 3,483 \\ & 3,637 \\ & 3,790 \\ & 3,992 \\ & 4,161 \end{aligned}$ | $\begin{aligned} & 3,067 \\ & 2,994 \\ & 3,170 \\ & 3,272 \\ & 3,770 \end{aligned}$ |
| $\begin{aligned} & 2009-10 \\ & 2010-11 \\ & 2011-12 \\ & 2012-13 \\ & 2013-14 \end{aligned}$ | 40,806 41,588 41,964 42,881 43,802 | 40,949 41,717 42,108 43,022 43,903 | $\begin{aligned} & 24,254 \\ & 23,016 \\ & 25,515 \\ & 24,246 \\ & 24,793 \end{aligned}$ | 29,676 <br> 30,290 <br> 30,543 <br> 31,72 <br> 31,983 | $\begin{aligned} & 29,839 \\ & 30,451 \\ & 30,735 \\ & 31,466 \\ & 32,146 \end{aligned}$ | $\begin{aligned} & 14,766 \\ & 14,512 \\ & 15,668 \\ & 15,090 \\ & 15,093 \end{aligned}$ | $\begin{aligned} & 6,046 \\ & 6,184 \\ & 6,263 \\ & 6,391 \\ & 6,507 \end{aligned}$ | $\begin{aligned} & 6,051 \\ & 6,191 \\ & 6,269 \\ & 6,397 \\ & 6,512 \end{aligned}$ | $\begin{aligned} & 4,810 \\ & 4,559 \\ & 4,765 \\ & 4,822 \\ & 5,166 \end{aligned}$ | $\begin{aligned} & 5,084 \\ & 5,114 \\ & 5,158 \\ & 5,217 \\ & 5,312 \end{aligned}$ | $\begin{aligned} & 5,059 \\ & 5,075 \\ & 5,104 \\ & 5,158 \\ & 5,245 \end{aligned}$ | $\begin{aligned} & 4,678 \\ & 3,945 \\ & 5,083 \\ & 4,333 \\ & 4,533 \end{aligned}$ | $\begin{aligned} & 34,920 \\ & 36,304 \\ & 37,75 \\ & 39,171 \\ & 40,636 \end{aligned}$ | $\begin{aligned} & 35,042 \\ & 36,416 \\ & 37,835 \\ & 39,299 \\ & 40,731 \end{aligned}$ | $\begin{aligned} & 20,756 \\ & 20,0,02 \\ & 22,926 \\ & 2,148 \\ & 23,001 \end{aligned}$ | $\begin{aligned} & 25,396 \\ & 26,441 \\ & 27,443 \\ & 28,566 \\ & 29,671 \end{aligned}$ | $\begin{aligned} & 25,535 \\ & 26,581 \\ & 27,616 \\ & 28,743 \\ & 29,823 \end{aligned}$ | $\begin{aligned} & 12,636 \\ & 12,668 \\ & 14,078 \\ & 13,785 \\ & 14,003 \end{aligned}$ | $\begin{aligned} & 5,173 \\ & 5,398 \\ & 5,628 \\ & 5,838 \\ & 6,037 \end{aligned}$ | $\begin{aligned} & 5,178 \\ & 5,404 \\ & 5,633 \\ & 5,844 \\ & 6,042 \end{aligned}$ | $\begin{aligned} & 4,116 \\ & 3,980 \\ & 4,281 \\ & 4,405 \\ & 4,793 \end{aligned}$ | $\begin{aligned} & 4,351 \\ & 4,464 \\ & 4,634 \\ & 4,766 \\ & 4,928 \end{aligned}$ | $\begin{aligned} & 4,329 \\ & 4,430 \\ & 4,586 \\ & 4,712 \\ & 4,866 \end{aligned}$ | $\begin{aligned} & 4,004 \\ & 3,444 \\ & 4,567 \\ & 3,958 \\ & 4,206 \end{aligned}$ |
| $\begin{aligned} & 2014-15 \\ & 2015-16 \\ & 2016-17 \\ & 2017-18 \\ & 2018-19 \end{aligned}$ | $\begin{aligned} & 44,911 \\ & 45,787 \\ & 46,496 \\ & 46,961 \\ & 47,419 \end{aligned}$ | $\begin{aligned} & 45,012 \\ & 4,9121 \\ & 46,654 \\ & 47,100 \\ & 47,541 \end{aligned}$ | $\begin{aligned} & 25,235 \\ & 25,82 \\ & 26,373 \\ & 27,79 \\ & 27,962 \end{aligned}$ | $\begin{aligned} & 32,789 \\ & 3,386 \\ & 33,977 \\ & 34,294 \\ & 34,621 \end{aligned}$ | $\begin{aligned} & 32,947 \\ & 33,55 \\ & 34,148 \\ & 34,448 \\ & 34,758 \end{aligned}$ | 15,295 15,651 15,970 16,16 16,629 | $\begin{aligned} & 6,687 \\ & 6,900 \\ & 6,997 \\ & 7,095 \\ & 7,173 \end{aligned}$ | $\begin{aligned} & 6,692 \\ & 6,905 \\ & 7,003 \\ & 7,099 \\ & 7,174 \end{aligned}$ | $\begin{aligned} & 5,391 \\ & 5,718 \\ & 5,860 \\ & 6,141 \\ & 6,686 \end{aligned}$ | 5,434 5,502 5,522 5,572 5,625 | $\begin{aligned} & 5,373 \\ & 5,450 \\ & 5,503 \\ & 5,553 \\ & 5,608 \end{aligned}$ | $\begin{aligned} & 4,550 \\ & 4,513 \\ & 4,543 \\ & 4,823 \\ & 4,647 \end{aligned}$ | 41,969 43,077 44,548 46,008 47,419 | $\begin{aligned} & 42,063 \\ & 43,20 \\ & 44,699 \\ & 46,44 \\ & 47,541 \end{aligned}$ | 23,582 24,349 25,268 26,530 27,362 | $\begin{aligned} & 30,641 \\ & 31,49 \\ & 32,553 \\ & 3,538 \\ & 34,621 \end{aligned}$ | $\begin{aligned} & 30,789 \\ & 31,578 \\ & 32,717 \\ & 33,748 \\ & 34,758 \end{aligned}$ | $\begin{aligned} & 14,293 \\ & 14,724 \\ & 15,301 \\ & 15,79 \\ & 16,629 \end{aligned}$ | $\begin{aligned} & 6,249 \\ & 6,491 \\ & 6,704 \\ & 6,951 \\ & 7,173 \end{aligned}$ | $\begin{aligned} & 6,254 \\ & 6,497 \\ & 6,709 \\ & 6,955 \\ & 7,174 \end{aligned}$ | $\begin{aligned} & 5,038 \\ & 5,379 \\ & 5,615 \\ & 6,016 \\ & 6,686 \end{aligned}$ | $\begin{aligned} & 5,078 \\ & 5,176 \\ & 5,291 \\ & 5,459 \\ & 5,625 \end{aligned}$ | $\begin{aligned} & 5,021 \\ & 5,128 \\ & 5,273 \\ & 5,440 \\ & 5,608 \end{aligned}$ | 4,252 4,246 4,352 4,725 4,647 |
| $\begin{aligned} & \text { For-profit } \\ & 1999-2000 \\ & 2000-01 \\ & 2001-02 \\ & 2002-03 \\ & 2003-04 \end{aligned}$ | $\begin{aligned} & 24,123 \\ & 2,5,55 \\ & 26,403 \\ & 27,39 \\ & 29,699 \end{aligned}$ | $\begin{aligned} & 24,756 \\ & 26,555 \\ & 28,103 \\ & 27,80 \\ & 29,782 \end{aligned}$ | $\begin{aligned} & 23,538 \\ & 24,679 \\ & 24,101 \\ & 26,987 \\ & 30,446 \end{aligned}$ | $\begin{aligned} & 13,026 \\ & 14,743 \\ & 15,435 \\ & 15,729 \\ & 16,711 \end{aligned}$ | $\begin{aligned} & 12,957 \\ & 15,059 \\ & 15,733 \\ & 15,664 \\ & 16,874 \end{aligned}$ | $\begin{aligned} & 13,114 \\ & 14,386 \\ & 15,108 \\ & 15,478 \\ & 16,364 \end{aligned}$ | $\begin{aligned} & 6,353 \\ & 6,519 \\ & 6,580 \\ & 6,367 \\ & 6,930 \end{aligned}$ | $\begin{aligned} & 6,929 \\ & 7,175 \\ & 7,670 \\ & 7,487 \\ & 7,831 \end{aligned}$ | $\begin{aligned} & 5,852 \\ & 5,720 \\ & 5,087 \\ & 4,909 \\ & 5,433 \end{aligned}$ | $\begin{aligned} & 4,744 \\ & 4,323 \\ & 4,388 \\ & 5,293 \\ & 6,058 \end{aligned}$ | $\begin{aligned} & 4,870 \\ & 4,121 \\ & 4,700 \\ & 4,518 \\ & 5,077 \end{aligned}$ | $\begin{aligned} & 4,572 \\ & 4,573 \\ & 3,905 \\ & 6,600 \\ & 8,650 \end{aligned}$ | $\begin{aligned} & 16,124 \\ & 17,688 \\ & 18,576 \\ & 19,694 \\ & 21,822 \end{aligned}$ | $\begin{aligned} & 16,547 \\ & 18,220 \\ & 19,772 \\ & 20,039 \\ & 21,883 \end{aligned}$ | $\begin{aligned} & 15,734 \\ & 17,061 \\ & 16,956 \\ & 19,404 \\ & 22,371 \end{aligned}$ | $\begin{array}{r} 8,707 \\ 10,192 \\ 10,860 \\ 11,30 \\ 12,278 \end{array}$ | $\begin{array}{r} 8,661 \\ 10,411 \\ 11,069 \\ 11,407 \\ 12,398 \end{array}$ | $\begin{array}{r} 8,766 \\ 9,95 \\ 10,629 \\ 11,129 \\ 12,024 \end{array}$ | $\begin{aligned} & 4,247 \\ & 4,507 \\ & 4,629 \\ & 4,578 \\ & 5,092 \end{aligned}$ | $\begin{aligned} & 4,631 \\ & 4,960 \\ & 5,396 \\ & 5,384 \\ & 5,754 \end{aligned}$ | $\begin{aligned} & 3,912 \\ & 3,955 \\ & 3,579 \\ & 3,530 \\ & 3,992 \end{aligned}$ | $\begin{aligned} & 3,171 \\ & 2,988 \\ & 3,087 \\ & 3,806 \\ & 4,451 \end{aligned}$ | $\begin{aligned} & 3,255 \\ & 2,849 \\ & 3,307 \\ & 3,249 \\ & 3,730 \end{aligned}$ | 3,056 3,161 2,748 4,746 6,355 |
| $\begin{aligned} & 2000-05 \\ & 2005-06 \\ & 2006-07 \\ & 207-08 \\ & 2008-09 \end{aligned}$ | $\begin{aligned} & 30,518 \\ & 29,983 \\ & 29,785 \\ & 29,605 \\ & 28,683 \end{aligned}$ | $\begin{aligned} & 30,937 \\ & 29,560 \\ & 30,659 \\ & 30,007 \\ & 28,833 \end{aligned}$ | $\begin{aligned} & 29,533 \\ & 32,672 \\ & 26,365 \\ & 28,143 \\ & 29,081 \end{aligned}$ | $\begin{array}{r} 17,223 \\ 16,84 \\ 17,713 \\ 17,238 \\ 16,888 \end{array}$ | $\begin{aligned} & 17,437 \\ & 16,946 \\ & 18,105 \\ & 17,519 \\ & 17,022 \end{aligned}$ | $\begin{aligned} & 16,657 \\ & 16,493 \\ & 16,234 \\ & 15,989 \\ & 16,201 \end{aligned}$ | $\begin{aligned} & 7,472 \\ & 7,745 \\ & 7,698 \\ & 7,711 \\ & 7,330 \end{aligned}$ | $\begin{aligned} & 7,746 \\ & 8,253 \\ & 8,235 \\ & 8,112 \\ & 7,600 \end{aligned}$ | $\begin{aligned} & 6,803 \\ & 6,079 \\ & 5,541 \\ & 5,863 \\ & 5,805 \end{aligned}$ | $\begin{aligned} & 5,823 \\ & 5,390 \\ & 4,374 \\ & 4,656 \\ & 4,466 \end{aligned}$ | $\begin{aligned} & 5,753 \\ & 4,361 \\ & 4,319 \\ & 4,376 \\ & 4,211 \end{aligned}$ | $\begin{array}{r} 6,072 \\ 10,100 \\ 4,591 \\ 6,991 \\ 7,075 \end{array}$ | $\begin{aligned} & 23,098 \\ & 23,557 \\ & 24,007 \\ & 24,746 \\ & 24,311 \end{aligned}$ | $\begin{aligned} & 23,415 \\ & 23,225 \\ & 24,712 \\ & 25,083 \\ & 24,437 \end{aligned}$ | $\begin{aligned} & 22,353 \\ & 25,670 \\ & 21,251 \\ & 23,24 \\ & 24,648 \end{aligned}$ | $\begin{aligned} & 13,036 \\ & 13,237 \\ & 14,277 \\ & 14,409 \\ & 14,313 \end{aligned}$ | $\begin{aligned} & 13,197 \\ & 13,35 \\ & 14,593 \\ & 14,643 \\ & 14,427 \end{aligned}$ | $\begin{aligned} & 12,607 \\ & 12,959 \\ & 13,084 \\ & 13,365 \\ & 13,731 \end{aligned}$ | $\begin{aligned} & 5,655 \\ & 6,085 \\ & 6,205 \\ & 6,445 \\ & 6,212 \end{aligned}$ | $\begin{aligned} & 5,863 \\ & 6,485 \\ & 6,638 \\ & 6,781 \\ & 6,441 \end{aligned}$ | $\begin{aligned} & 5,149 \\ & 4,776 \\ & 4,466 \\ & 4,901 \\ & 4,920 \end{aligned}$ | 4,407 4,235 3,525 3,892 3,785 | $\begin{aligned} & 4,355 \\ & 3,426 \\ & 3,481 \\ & 3,658 \\ & 3,569 \end{aligned}$ | 4,596 7,935 3,701 5,258 5,997 |
| $\begin{aligned} & 2009-10 \\ & 2010-11 \\ & 2011-12 \\ & 2012-13 \\ & 2013-14 \end{aligned}$ | $\begin{aligned} & 28,184 \\ & 26,327 \\ & 25,567 \\ & 25,360 \\ & 24,939 \end{aligned}$ | $\begin{aligned} & 27,911 \\ & 26,204 \\ & 25,512 \\ & 25,776 \\ & 24,842 \end{aligned}$ | $\begin{aligned} & 30,351 \\ & 29,540 \\ & 26,138 \\ & 26,291 \\ & 26,242 \end{aligned}$ | $\begin{aligned} & 16,394 \\ & 1,799 \\ & 15,304 \\ & 15,075 \\ & 14,863 \end{aligned}$ | $\begin{aligned} & 16,090 \\ & 15,725 \\ & 15,261 \\ & 14,988 \\ & 14,882 \end{aligned}$ | $\begin{array}{r} 17,682 \\ 15,00 \\ 15,519 \\ 15,58 \\ 15,302 \end{array}$ | $\begin{aligned} & 7,294 \\ & 6,254 \\ & 6,186 \\ & 6,284 \\ & 6,255 \end{aligned}$ | $\begin{aligned} & 7,400 \\ & 6,276 \\ & 6,178 \\ & 6,291 \\ & 6,246 \end{aligned}$ | $\begin{aligned} & 6,641 \\ & 6,102 \\ & 6,262 \\ & 6,206 \\ & 6,349 \end{aligned}$ | $\begin{aligned} & 4,496 \\ & 4,334 \\ & 4,077 \\ & 4,001 \\ & 3,820 \end{aligned}$ | $\begin{aligned} & 4,421 \\ & 4,203 \\ & 4,074 \\ & 3,996 \\ & 3,813 \end{aligned}$ | 6,027 7,638 4,357 4,527 4,591 | $\begin{aligned} & 24,1118 \\ & 22,982 \\ & 22,972 \\ & 23,165 \\ & 23,137 \end{aligned}$ | 23,885 22,75 22,923 23,088 23,047 | $\begin{aligned} & 25,973 \\ & 25,78 \\ & 23,486 \\ & 24,016 \\ & 24,346 \end{aligned}$ | $\begin{aligned} & 14,029 \\ & 13,739 \\ & 13,751 \\ & 13,70 \\ & 13,789 \end{aligned}$ | $\begin{aligned} & 13,769 \\ & 13,727 \\ & 13,712 \\ & 13,691 \\ & 13,714 \end{aligned}$ | $\begin{aligned} & 15,132 \\ & 13,792 \\ & 13,944 \\ & 14,212 \\ & 14,196 \end{aligned}$ | $\begin{aligned} & 6,242 \\ & 5,460 \\ & 5,558 \\ & 5,740 \\ & 5,803 \end{aligned}$ | $\begin{aligned} & 6,332 \\ & 5,479 \\ & 5,551 \\ & 5,747 \\ & 5,795 \end{aligned}$ | $\begin{aligned} & 5,683 \\ & 5,327 \\ & 5,627 \\ & 5,669 \\ & 5,891 \end{aligned}$ | $\begin{aligned} & 3,847 \\ & 3,783 \\ & 3,663 \\ & 3,655 \\ & 3,544 \end{aligned}$ | $\begin{aligned} & 3,783 \\ & 3,669 \\ & 3,660 \\ & 3,651 \\ & 3,538 \end{aligned}$ | $\begin{aligned} & 5,158 \\ & 6,668 \\ & 3,915 \\ & 4,135 \\ & 4,260 \end{aligned}$ |
| $\begin{aligned} & 2014-15 \\ & 2015-16 \\ & 2016-17 \\ & 2017-18 \\ & 2018-19 \end{aligned}$ | $\begin{aligned} & 25,011 \\ & 25,273 \\ & 26,543 \\ & 26,797 \\ & 27,040 \\ & \hline \end{aligned}$ | $\begin{aligned} & 24,908 \\ & 25,215 \\ & 26,648 \\ & 26,51 \\ & 26,575 \\ & \hline \end{aligned}$ | $\begin{aligned} & 27,426 \\ & 25,440 \\ & 26,121 \\ & 25,584 \\ & 30,052 \\ & \hline \end{aligned}$ | $\begin{array}{r} 14,951 \\ 15,086 \\ 15,050 \\ 14,973 \\ 14,780 \\ \hline \end{array}$ | $\begin{aligned} & 14,901 \\ & 15,041 \\ & 15,053 \\ & 14,82 \\ & 14,715 \\ & \hline \end{aligned}$ | $\begin{array}{r} 15,255 \\ 15,38 \\ 15,028 \\ 14,98 \\ 15,360 \end{array}$ | $\begin{aligned} & 6,202 \\ & 6,217 \\ & 7,190 \\ & 7,418 \\ & 7,118 \\ & \hline \end{aligned}$ | $\begin{aligned} & 6,204 \\ & 6,209 \\ & 7,302 \\ & 7,565 \\ & 7,410 \\ & \hline \end{aligned}$ | $\begin{aligned} & 6,185 \\ & 6,301 \\ & 6,563 \\ & 6,229 \\ & 5,305 \end{aligned}$ | $\begin{aligned} & 3,858 \\ & 3,970 \\ & 4,304 \\ & 4,406 \\ & 5,143 \end{aligned}$ | $\begin{aligned} & 3,803 \\ & 3,965 \\ & 4,293 \\ & 4,404 \\ & 4,450 \\ & \hline \end{aligned}$ | $\begin{aligned} & 5,986 \\ & 4,151 \\ & 4,530 \\ & 4,447 \\ & 9,387 \end{aligned}$ | $\begin{aligned} & 23,373 \\ & 23,777 \\ & 25,431 \\ & 26,53 \\ & 27,040 \\ & \hline \end{aligned}$ | $\begin{aligned} & 23,277 \\ & 23,722 \\ & 25,531 \\ & 26,404 \\ & 26,575 \\ & \hline \end{aligned}$ | $\begin{aligned} & 25,629 \\ & 24,310 \\ & 25,027 \\ & 25,065 \\ & 30,052 \\ & \hline \end{aligned}$ | $\begin{aligned} & 13,972 \\ & 14,93 \\ & 14,419 \\ & 14,669 \\ & 14,780 \\ & \hline \end{aligned}$ | $\begin{aligned} & 13,924 \\ & 14,50 \\ & 14,423 \\ & 14,677 \\ & 14,715 \\ & \hline \end{aligned}$ | $\begin{aligned} & 14,256 \\ & 14,47 \\ & 14,399 \\ & 14,606 \\ & 15,360 \end{aligned}$ | $\begin{aligned} & 5,796 \\ & 5,849 \\ & 6,889 \\ & 7,268 \\ & 7,118 \end{aligned}$ | $\begin{aligned} & 5,798 \\ & 5,842 \\ & 6,996 \\ & 7,411 \\ & 7,410 \end{aligned}$ | $\begin{aligned} & 5,780 \\ & 5,928 \\ & 6,288 \\ & 6,102 \\ & 5,305 \\ & \hline \end{aligned}$ | $\begin{aligned} & 3,605 \\ & 3,735 \\ & 4,123 \\ & 4,317 \\ & 5,143 \end{aligned}$ | $\begin{aligned} & 3,554 \\ & 3,731 \\ & 4,113 \\ & 4,315 \\ & 4,450 \\ & \hline \end{aligned}$ | $\begin{aligned} & 5,594 \\ & 3,905 \\ & 4,340 \\ & 4,357 \\ & 9,387 \end{aligned}$ |

${ }^{1}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.
Daf 1986-87 and leq in
7 days a week (the number of meals per day was not specified). Beek, while data for earlier years are for meals served procedures, data are not entirely comparable with figures for previous years. In particular, data on board rates are somewhat higher than in earlier years because they reflect the basis of 20 meals per week rather than meals served 7 days a week. Since many institutions serve fewer than 3 meals each day, the 1986-87 and later data reflect a more accurate accounting of total board costs.
Room and board data are estimated.
NOTE. Data are for the entire academic year and are average charges for full-time students. Tuition and fees were weighted by the number of full-time-equivalent undergraduates, but were not adjusted to reflect student residency. Room and board
are based on full-time students. Data through 1995-96 are for institutions of higher education, while later data are for degreegranting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial
 revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Projections of Education Statistics to
1986-87; Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities" surveys, 1969-70 through 1985-86; "Fall Enrollment in Institutions of Higher Education" surveys, 1963 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99) and "Institutional
Characteristics Survey" (IPEDS-IC:86-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and IPEDS Characteristics Survey" (IPEDS-IC:86-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and IPEDS Fall 2000 through Fall 2018, Institutional Characteristics component. (This table was prepared December 2019.)

Table 330.20. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by control and level of institution and state or jurisdiction: 2017-18 and 2018-19
[In current dollars]

| State or jurisdiction | Public 4-year |  |  |  |  |  |  | Private 4-year |  |  |  |  |  | Public 2-year, tuition and required fees |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | In-state, 2017-18 |  | In-state, 2018-19 |  |  |  | Out-of-statetuitionandrequiredfees,$2018-19$ | 2017-18 |  | 2018-19 |  |  |  |  |  |  |
|  | Total | $\begin{array}{r} \text { Tuition } \\ \text { and } \\ \text { required } \\ \text { fees } \end{array}$ | Total | $\begin{array}{r} \text { Tuition } \\ \text { and } \\ \text { required } \\ \text { fees } \end{array}$ | Room | Board |  | Total | $\begin{array}{r} \text { Tuition } \\ \text { and } \\ \text { required } \\ \text { fees } \end{array}$ | Total | $\begin{array}{r} \text { Tuition } \\ \text { and } \\ \text { required } \\ \text { fees } \end{array}$ | Room | Board | $\begin{array}{\|l\|} \hline \text { In-state, } \\ \text { 2017-18 } \end{array}$ | In-state, 2018-19 | $\begin{aligned} & \text { Out-of- } \\ & \text { state, } \\ & \text { 2018-19 } \end{aligned}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| United States | \$20,049 | \$9,036 | \$20,598 | \$9,212 | \$6,459 | \$4,927 | \$26,382 | \$43,131 | \$30,723 | \$44,662 | \$31,875 | \$7,179 | \$5,608 | \$3,242 | \$3,313 | \$7,917 |
| Alabama | 19,673 | 9,827 | 19,982 | 10,138 | 5,543 | 4,301 | 25,782 | 26,165 | 16,321 | 26,195 | 16,119 | 5,005 | 5,071 | 4,403 | 4,770 | 9,612 |
| Alaska | 18,373 | 7,221 | 19,563 | 8,396 | 6,226 | 4,941 | 24,454 | 26,887 | 19,360 | 26,788 | 19,315 | 3,720 | 3,753 |  |  |  |
| Arizona | 22,629 | 10,557 | 23,105 | 10,666 | 7,199 | 5,240 | 26,383 | 22,939 | 13,487 | 22,419 | 12,711 | 5,330 | 4,378 | 2,152 | 2,161 | 8,516 |
| Arkansas | 17,479 | 8,187 | 17,977 | 8,391 | 5,310 | 4,276 | 20,825 | 30,828 | 22,610 | 31,564 | 23,179 | 4,255 | 4,130 | 3,292 | 3,291 | 4,698 |
| California | 22,075 | 8,014 | 22,664 | 8,118 | 8,147 | 6,399 | 31,423 | 47,411 | 33,485 | 49,860 | 35,524 | 7,976 | 6,360 | 1,268 | 1,271 | 7,849 |
| Colorado | 21,514 | 9,540 | 21,867 | 9,394 | 6,323 | 6,149 | 30,140 | 35,152 | 22,873 | 36,285 | 23,560 | 7,482 | 5,243 | 3,638 | 3,655 | 7,967 |
| Connecticut | 25,182 | 12,355 | 26,203 | 12,959 | 7,254 | 5,990 | 33,709 | 54,819 | 40,410 | 56,549 | 41,807 | 8,527 | 6,215 | 4,312 | 4,434 | 13,202 |
| Delaware | 22,371 | 9,999 | 23,447 | 10,607 | 7,661 | 5,179 | 30,405 | 26,928 | 15,096 | 26,709 | 14,758 | 6,032 | 5,920 | + |  |  |
| District of Columbia |  | 5,756 |  | 5,888 |  |  | 12,416 | 57,611 | 41,775 | 59,233 | 43,143 | 10,844 | 5,246 |  |  |  |
| Florida | 14,896 | 4,455 | 15,059 | 4,443 | 6,173 | 4,443 | 18,456 | 37,275 | 25,471 | 38,438 | 26,317 | 6,918 | 5,203 | 2,506 | 2,506 | 9,111 |
| Georgia | 17,705 | 7,206 | 18,003 | 7,319 | 6,346 | 4,337 | 22,751 | 40,377 | 27,777 | 41,520 | 28,839 | 6,955 | 5,726 | 2,901 | 2,916 | 8,038 |
| Hawaii | 21,201 | 9,709 | 21,865 | 9,952 | 6,046 | 5,868 | 31,581 | 28,858 | 16,447 | 29,781 | 17,098 | 5,870 | 6,813 | 3,080 | 3,140 | 8,277 |
| Idaho | 15,455 | 7,247 | 16,134 | 7,586 | 4,061 | 4,487 | 23,850 | 13,488 | 5,833 | 13,157 | 6,139 | 2,436 | 4,583 | 3,282 | 3,345 | 7,971 |
| Illinois | 25,089 | 13,971 | 25,469 | 14,259 | 6,087 | 5,122 | 28,522 | 44,943 | 32,389 | 46,552 | 33,454 | 7,530 | 5,568 | 3,891 | 3,966 | 11,480 |
| Indiana | 19,297 | 9,038 | 19,755 | 9,225 | 5,553 | 4,977 | 29,092 | 43,764 | 32,338 | 45,382 | 33,402 | 6,204 | 5,775 | 4,255 | 4,368 | 8,402 |
| Iowa | 18,427 | 8,767 | 20,122 | 9,966 | 5,709 | 4,448 | 24,521 | 37,379 | 27,991 | 43,364 | 33,821 | 4,687 | 4,855 | 4,923 | 5,137 | 6,449 |
| Kansas | 17,963 | 8,737 | 18,618 | 8,941 | 5,062 | 4,616 | 23,302 | 30,262 | 21,339 | 31,701 | 22,571 | 4,406 | 4,723 | 3,384 | 3,435 | 4,491 |
| Kentucky | 20,745 | 10,365 | 21,313 | 10,674 | 6,038 | 4,601 | 25,430 | 35,948 | 26,719 | 37,081 | 27,648 | 4,661 | 4,773 | 4,106 | 4,274 | 14,418 |
| Louisiana | 18,834 | 9,164 | 19,206 | 9,358 | 5,704 | 4,144 | 22,208 | 49,452 | 36,715 | 51,025 | 37,830 | 7,315 | 5,880 | 4,093 | 4,143 | 8,034 |
| Maine | 19,500 | 9,664 | 20,195 | 9,930 | 5,119 | 5,146 | 27,735 | 49,994 | 37,043 | 52,527 | 38,972 | 6,772 | 6,783 | 3,698 | 3,753 | 6,614 |
| Maryland | 21,176 | 9,288 | 21,895 | 9,521 | 7,057 | 5,317 | 26,883 | 55,685 | 41,859 | 57,222 | 43,141 | 8,180 | 5,901 | 4,090 | 4,225 | 9,990 |
| Massachusetts | 25,229 | 12,778 | 26,787 | 13,286 | 8,337 | 5,164 | 30,966 | 59,540 | 44,362 | 61,747 | 46,016 | 9,177 | 6,555 | 4,991 | 5,192 | 10,606 |
| Michigan | 22,665 | 12,435 | 23,376 | 12,888 | 5,262 | 5,226 | 35,844 | 36,660 | 26,961 | 38,074 | 27,936 | 5,096 | 5,043 | 3,469 | 3,582 | 6,372 |
| Minnesota | 20,420 | 11,226 | 20,860 | 11,381 | 5,194 | 4,286 | 22,780 | 42,716 | 32,416 | 43,677 | 33,212 | 5,616 | 4,850 | 5,381 | 5,389 | 5,947 |
| Mississippi | 17,718 | 7,980 | 18,391 | 8,340 | 5,887 | 4,164 | 19,942 | 25,774 | 17,625 | 26,352 | 17,953 | 4,352 | 4,046 | 3,183 | 3,262 | 5,709 |
| Missouri | 18,106 | 8,387 | 18,121 | 8,554 | 5,612 | 3,956 | 19,914 | 34,617 | 24,608 | 35,803 | 25,417 | 6,021 | 4,366 | 3,271 | 3,358 | 6,558 |
| Montana | 15,800 | 6,783 | 16,604 | 6,972 | 4,481 | 5,150 | 24,481 | 33,739 | 24,953 | 34,988 | 25,918 | 4,291 | 4,779 | 3,631 | 3,756 | 8,394 |
| Nebraska | 18,449 | 8,188 | 19,551 | 8,467 | 6,239 | 4,845 | 21,516 | 34,650 | 23,711 | 34,626 | 25,075 | 5,502 | 4,049 | 3,212 | 3,174 | 3,985 |
| Nevada | 16,810 | 5,920 | 17,503 | 5,845 | 6,039 | 5,619 | 21,125 | 36,163 | 23,261 | 38,130 | 24,423 | 6,711 | 6,996 | 3,075 |  |  |
| New Hampshire | 27,570 | 15,949 | 28,145 | 16,329 | 7,258 | 4,558 | 29,447 | 47,030 | 33,322 | 46,952 | 33,364 | 8,690 | 4,898 | 7,337 | 7,599 | 16,429 |
| New Jersey | 26,542 | 13,633 | 27,481 | 13,963 | 8,343 | 5,175 | 28,669 | 50,321 | 36,589 | 51,045 | 37,329 | 7,963 | 5,753 | 4,536 | 4,715 | 8,257 |
| New Mexico | 15,788 | 6,711 | 16,256 | 6,902 | 4,764 | 4,590 | 18,350 | 33,620 | 23,865 | 40,206 | 30,137 | 5,645 | 4,424 | 1,667 | 1,705 | 6,698 |
| New York | 22,343 | 7,938 | 23,053 | 8,184 | 9,746 | 5,123 | 22,083 | 53,658 | 39,006 | 55,741 | 40,527 | 9,115 | 6,098 | 5,229 | 5,367 | 9,197 |
| North Carolina | 17,343 | 7,354 | 17,302 | 7,174 | 5,766 | 4,362 | 22,968 | 44,058 | 32,149 | 46,268 | 33,990 | 6,350 | 5,928 | 2,499 | 2,504 | 8,655 |
| North Dakota | 15,998 | 7,687 | 16,668 | 8,091 | 3,733 | 4,844 | 15,565 | 22,511 | 15,256 | 22,856 | 15,206 | 3,099 | 4,551 | 4,700 | 4,895 | 9,293 |
| Ohio | 21,674 | 10,026 | 22,153 | 10,068 | 6,597 | 5,488 | 24,454 | 42,252 | 31,240 | 44,035 | 32,597 | 5,942 | 5,496 | 3,672 | 4,082 | 7,300 |
| Oklahoma | 16,263 | 7,623 | 16,732 | 7,866 | 4,738 | 4,128 | 21,526 | 35,542 | 26,240 | 37,447 | 27,694 | 4,872 | 4,882 | 3,875 | 4,112 | 9,393 |
| Oregon | 22,710 | 10,363 | 22,585 | 10,286 | 7,204 | 5,095 | 30,929 | 50,617 | 38,674 | 53,036 | 40,597 | 6,536 | 5,903 | 4,487 | 4,709 | 8,779 |
| Pennsylvania | 25,795 | 14,534 | 26,287 | 14,812 | 6,893 | 4,582 | 28,527 | 53,258 | 40,086 | 55,248 | 41,703 | 7,434 | 6,111 | 5,171 | 5,284 | 14,111 |
| Rhode Island | 24,280 | 12,239 | 24,827 | 12,576 | 7,666 | 4,585 | 29,998 | 54,877 | 40,361 | 57,176 | 42,108 | 8,981 | 6,088 | 4,564 | 4,564 | 12,156 |
| South Carolina | 22,132 | 12,579 | 23,113 | 13,013 | 6,241 | 3,859 | 32,174 | 34,423 | 24,932 | 35,174 | 25,621 | 4,811 | 4,743 | 4,502 | 4,728 | 9,874 |
| South Dakota | 16,421 | 8,540 | 16,847 | 8,772 | 3,917 | 4,159 | 12,465 | 32,157 | 24,219 | 31,359 | 23,252 | 4,002 | 4,105 | 6,027 | 6,170 | 5,839 |
| Tennessee | 18,951 | 9,574 | 19,713 | 9,789 | 5,205 | 4,719 | 26,068 | 37,162 | 26,939 | 38,571 | 28,080 | 5,885 | 4,607 | 4,148 | 4,287 | 16,582 |
| Texas | 18,271 | 8,645 | 18,779 | 8,678 | 5,553 | 4,548 | 25,031 | 43,868 | 32,484 | 46,268 | 34,476 | 6,580 | 5,213 | 2,209 | 2,259 | 5,920 |
| Utah | 14,174 | 6,557 | 14,389 | 6,731 | 3,554 | 4,104 | 21,557 | 15,377 | 7,536 | 15,804 | 7,852 | 4,002 | 3,950 | 3,781 | 3,843 | 12,206 |
| Vermont | 27,782 | 16,103 | 28,681 | 16,604 | 7,646 | 4,431 | 39,947 | 56,172 | 42,637 | 58,137 | 44,068 | 7,683 | 6,387 | 6,414 | 7,120 | 14,090 |
| Virginia | 23,427 | 12,637 | 24,492 | 13,413 | 6,242 | 4,838 | 34,890 | 33,662 | 23,018 | 34,470 | 23,380 | 5,890 | 5,199 | 5,118 | 5,241 | 11,455 |
| Washington | 18,323 | 6,830 | 19,272 | 7,036 | 6,517 | 5,719 | 29,228 | 48,518 | 36,807 | 50,873 | 38,754 | 6,381 | 5,739 | 4,078 | 4,169 | 5,691 |
| West Virginia | 17,803 | 7,619 | 18,461 | 8,016 | 5,603 | 4,842 | 21,996 | 21,321 | 12,361 | 21,892 | 12,513 | 4,505 | 4,874 | 4,077 | 4,276 | 9,834 |
| Wisconsin | 16,544 | 8,475 | 17,172 | 8,697 | 5,407 | 3,068 | 25,063 | 43,332 | 33,156 | 45,269 | 34,424 | 6,183 | 4,663 | 4,337 | 4,411 | 6,408 |
| Wyoming | 14,486 | 4,443 | 14,639 | 4,596 | 4,493 | 5,550 | 14,268 | $\dagger$ | $\dagger$ | † | $\dagger$ | $\dagger$ | $\dagger$ | 3,142 | 3,219 | 7,752 |

$\dagger$ Not applicable.
NOTE: Data are for the entire academic year and are average charges for full-time students. In-state tuition and fees were weighted by the number of full-time-equivalent undergraduates, but were not adjusted to reflect the number of students who were state residents. Out-of-state tuition and fees were weighted by the number of first-time freshmen attending the institution in fall 2018 from out of state. Institutional room and board rates are weighted by the number of full-time students. Degree-granting institutions grant

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2017 and Fall 2018, Institutional Characteristics component; and Spring 2018 and Spring 2019, Fall Enrollment component. (This table was prepared December 2019.)

Table 330.30. Average undergraduate tuition, fees, room, and board charges for full-time students in degree-granting postsecondary institutions, by percentile of charges and control and level of institution: Selected years, 2000-01 through 2018-19

| Control and level of institution, and year | Current dollars |  |  |  |  |  |  |  |  |  | Constant 2018-19 dollars ${ }^{1}$ |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Tuition, fees, room, and board |  |  |  |  | Tuition and required fees |  |  |  |  | Tuition and required fees |  |  |  |  |
|  | $\begin{array}{r} \text { 10th } \\ \text { per- } \\ \text { centile } \end{array}$ | 25th percentile | Median <br> (50th percentile) | 75th percentile | 90th percentile | $\begin{array}{r} \text { 10th } \\ \text { per- } \\ \text { centile } \end{array}$ | 25th percentile | Median <br> (50th percentile) | $\begin{array}{r} \text { 75th } \\ \text { per- } \\ \text { centile } \end{array}$ | 90th percentile | $\begin{array}{r} \text { 10th } \\ \text { per- } \\ \text { centile } \end{array}$ | 25th <br> percentile | Median <br> (50th percentile) | 75th percentile | 90th percentile |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Public institutions ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 | \$5,741 | \$6,880 | \$8,279 | \$9,617 | \$11,384 | \$612 | \$1,480 | \$2,403 | \$3,444 | \$4,583 | \$885 | \$2,141 | \$3,476 | \$4,982 | \$6,629 |
| 2005-06 | 7,700 | 9,623 | 11,348 | 13,543 | 16,264 | 990 | 2,070 | 3,329 | 5,322 | 6,972 | 1,260 | 2,635 | 4,237 | 6,774 | 8,874 |
| 2010-11 | 9,889 | 12,856 | 15,234 | 17,860 | 21,593 | 1,230 | 2,626 | 4,632 | 7,115 | 9,420 | 1,409 | 3,008 | 5,306 | 8,151 | 10,791 |
| 2015-16 | 13,215 | 15,947 | 18,648 | 21,735 | 25,180 | 1,632 | 3,456 | 6,452 | 9,326 | 11,948 | 1,735 | 3,673 | 6,858 | 9,913 | 12,700 |
| 2017-18 | 13,965 | 16,749 | 19,922 | 23,093 | 26,927 | 1,632 | 3,724 | 6,897 | 9,952 | 12,700 | 1,666 | 3,801 | 7,040 | 10,158 | 12,963 |
| 2018-19 | 14,111 | 17,281 | 20,554 | 23,755 | 27,960 | 1,696 | 3,843 | 7,140 | 10,308 | 13,110 | 1,696 | 3,843 | 7,140 | 10,308 | 13,110 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 | 6,503 | 7,347 | 8,468 | 9,816 | 11,611 | 2,118 | 2,520 | 3,314 | 4,094 | 5,085 | 3,064 | 3,645 | 4,794 | 5,922 | 7,355 |
| 2005-06 | 8,863 | 10,219 | 11,596 | 13,830 | 16,443 | 3,094 | 3,822 | 5,084 | 6,458 | 8,097 | 3,938 | 4,864 | 6,471 | 8,219 | 10,305 |
| 2010-11 | 12,048 | 13,604 | 15,823 | 18,419 | 22,191 | 4,336 | 5,091 | 6,779 | 8,689 | 11,029 | 4,967 | 5,832 | 7,766 | 9,954 | 12,634 |
| 2015-16 | 14,733 | 16,559 | 19,217 | 21,979 | 25,658 | 5,360 | 6,691 | 8,256 | 10,509 | 13,431 | 5,697 | 7,112 | 8,776 | 11,170 | 14,276 |
| 2017-18 | 15,663 | 17,461 | 20,369 | 23,274 | 27,283 | 4,343 | 6,958 | 8,738 | 10,974 | 14,018 | 4,433 | 7,102 | 8,919 | 11,201 | 14,308 |
| 2018-19 | 15,852 | 18,068 | 20,864 | 24,108 | 28,095 | 4,200 | 7,120 | 8,938 | 11,261 | 14,184 | 4,200 | 7,120 | 8,938 | 11,261 | 14,184 |
| Public 2-year ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 | 3,321 | 3,804 | 4,627 | 5,750 | 6,871 | 310 | 724 | 1,387 | 1,799 | 2,460 | 448 | 1,047 | 2,006 | 2,602 | 3,558 |
| 2005-06 | 4,380 | 4,822 | 6,234 | 7,567 | 8,993 | 691 | 1,109 | 1,920 | 2,589 | 3,100 | 879 | 1,411 | 2,444 | 3,295 | 3,946 |
| 2010-11 | 5,347 | 6,327 | 7,339 | 9,370 | 11,312 | 700 | 1,412 | 2,537 | 3,315 | 3,840 | 802 | 1,618 | 2,906 | 3,798 | 4,399 |
| 2015-16 | 6,474 | 7,503 | 9,337 | 11,854 | 14,978 | 1,182 | 1,514 | 3,077 | 4,115 | 5,032 | 1,256 | 1,609 | 3,271 | 4,374 | 5,349 |
| 2017-18 | 6,896 | 8,355 | 9,787 | 12,587 | 15,400 | 1,244 | 1,632 | 3,304 | 4,394 | 5,190 | 1,270 | 1,666 | 3,372 | 4,485 | 5,298 |
| 2018-19 | 7,076 | 8,386 | 10,389 | 12,900 | 15,680 | 1,220 | 1,661 | 3,375 | 4,530 | 5,300 | 1,220 | 1,661 | 3,375 | 4,530 | 5,300 |
| Private nonprofit institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 | 13,514 18,243 | 17,552 | 22,493 29,497 | 27,430 35,918 | 32,659 41,707 | 7,800 | 11,730 15,375 | 15,540 21,070 | 19,600 <br> 26,265 | 24,532 31,690 | 11,283 12,703 | 16,967 19,569 | 22,478 26,817 | 28,351 33,429 | 35,485 40,334 |
| 2010-11 | 23,143 | 29,884 | 38,063 | 47,061 | 52,235 | 11,930 | 19,625 | 26,920 | 34,536 | 40,082 | 13,667 | 22,482 | 30,838 | 39,563 | 45,916 |
| 2015-16 | 25,903 | 36,436 | 45,951 | 57,465 | 63,209 | 11,900 | 23,162 | 32,250 | 42,270 | 48,190 | 12,649 | 24,620 | 34,280 | 44,930 | 51,223 |
| 2017-18 | 28,232 | 39,206 | 49,182 | 61,550 | 67,643 | 12,300 | 24,695 | 34,440 | 45,548 | 51,992 | 12,555 | 25,207 | 35,154 | 46,492 | 53,069 |
| 2018-19 | 28,314 | 40,449 | 50,968 | 63,838 | 70,091 | 12,132 | 25,122 | 35,160 | 47,280 | 53,425 | 12,132 | 25,122 | 35,160 | 47,280 | 53,425 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 | 13,972 | 17,714 | 22,554 | 27,476 | 32,659 | 8,450 | 11,920 | 15,746 | 19,730 | 24,532 | 12,223 | 17,242 | 22,776 | 28,539 | 35,485 |
| 2005-06 | 18,350 | 23,322 | 29,598 | 36,028 | 41,774 | 10,300 | 15,560 | 21,190 | 26,500 | 31,690 | 13,109 | 19,804 | 26,970 | 33,728 | 40,334 |
| 2010-11 | 23,548 | 30,042 | 38,129 | 47,061 | 52,235 | 12,220 | 19,854 | 27,100 | 34,580 | 40,082 | 13,999 | 22,744 | 31,045 | 39,613 | 45,916 |
| 2015-16 | 26,315 | 36,537 | 46,094 | 57,465 | 63,209 | 12,240 | 23,748 | 32,400 | 42,288 | 48,190 | 13,010 | 25,243 | 34,439 | 44,949 | 51,223 |
| 2017-18 | 28,370 | 39,206 | 49,464 | 61,550 | 67,643 | 12,360 | 25,025 | 34,600 | 45,620 | 52,002 | 12,616 | 25,544 | 35,317 | 46,565 | 53,080 |
| 2018-19 | 28,581 | 40,457 | 51,028 | 63,838 | 70,091 | 12,306 | 25,390 | 35,350 | 47,290 | 53,430 | 12,306 | 25,390 | 35,350 | 47,290 | 53,430 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 | 6,850 | 6,850 | 9,995 16830 | 14,209 | 20,240 | 2,430 | 4,825 | 7,250 | 8,266 | 11,100 | 3,515 | 6,979 | 10,487 | 11,957 | 16,056 |
| 2005-06 | 8,030 | 15,680 | 16,830 | 20,829 | 28,643 | 4,218 | 8,640 | 9,940 | 12,270 | 14,472 | 5,368 | 10,997 | 12,651 | 15,617 | 18,419 |
| 2010-11 | 10,393 | 19,718 | 21,186 | 27,386 | 30,758 | 3,840 | 9,730 | 12,000 | 14,640 | 18,965 | 4,399 | 11,146 | 13,747 | 16,771 | 21,726 |
| 2015-16 | 22,582 | 23,059 | 25,696 | 31,405 | 53,387 | 4,904 | 10,800 | 14,110 | 17,346 | 22,060 | 5,213 | 11,480 | 14,998 | 18,438 | 23,448 |
| 2017-18 | 14,587 | 26,265 | 29,227 | 33,546 | 59,560 | 4,904 | 9,867 | 15,022 | 18,450 | 23,670 | 5,006 | 10,071 | 15,333 | 18,832 | 24,161 |
| 2018-19 | 16,334 | 26,181 | 29,520 | 34,694 | 65,073 | 4,593 | 10,439 | 14,539 | 18,971 | 28,432 | 4,593 | 10,439 | 14,539 | 18,971 | 28,432 |
| Private for-profit institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 | 13,396 | 15,778 | 19,403 | 21,400 | 21,845 | 6,900 | 8,202 | 9,644 | 12,090 | 14,600 | 9,981 | 11,864 | 13,950 | 17,488 | 21,119 |
| 2005-06 | 17,278 | 19,098 | 25,589 | 26,499 | 31,903 | 7,632 | 10,011 | 12,450 | 14,335 | 17,740 | 9,714 | 12,742 | 15,846 | 18,245 | 22,579 |
| 2010-11 | 16,097 | 16,097 | 17,484 | 26,175 | 31,639 | 10,194 | 10,194 | 13,520 | 15,750 | 18,048 | 11,678 | 11,678 | 15,488 | 18,043 | 20,675 |
| 2015-16 | 17,407 | 17,407 | 26,028 | 26,405 | 35,377 | 10,575 | 11,003 | 13,320 | 17,132 | 19,286 | 11,241 | 11,695 | 14,158 | 18,210 | 20,500 |
| 2017-18 | 25,281 | 26,226 | 26,226 | 27,253 | 37,319 | 10,935 | 11,330 | 13,794 | 17,002 | 21,331 | 11,162 | 11,565 | 14,080 | 17,354 | 21,773 |
| 2018-19 | 26,278 | 26,302 | 26,302 | 27,274 | 35,986 | 9,552 | 9,552 | 13,380 | 17,076 | 24,030 | 9,552 | 9,552 | 13,380 | 17,076 | 24,030 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 | 13,396 | 15,818 | 20,417 | 21,400 | 21,400 | 7,206 | 8,305 | 9,675 | 12,800 | 15,090 | 10,423 | 12,013 | 13,995 | 18,515 | 21,827 |
| 2005-06 | 17,383 | 19,098 | 25,589 | 26,499 | 31,903 | 7,632 | 10,418 | 12,900 | 14,450 | 17,735 | 9,714 | 13,260 | 16,419 | 18,391 | 22,572 |
| 2010-11 | 16,097 | 16,097 | 17,484 | 26,175 | 31,639 | 10,194 | 10,194 | 13,560 | 16,500 | 18,048 | 11,678 | 11,678 | 15,534 | 18,902 | 20,675 |
| 2015-16 | 17,407 | 17,407 | 26,028 | 26,405 | 35,377 | 10,607 | 11,003 | 12,975 | 17,132 | 19,459 | 11,275 | 11,695 | 13,792 | 18,210 | 20,684 |
| 2017-18 | 25,281 | 26,226 | 26,226 | 27,253 | 37,319 | 10,935 | 11,330 | 13,516 | 17,002 | 23,204 | 11,162 | 11,565 | 13,796 | 17,354 | 23,685 |
| 2018-19 | 26,278 | 26,302 | 26,302 | 27,274 | 39,253 | 9,552 | 9,552 | 13,354 | 17,076 | 24,109 | 9,552 | 9,552 | 13,354 | 17,076 | 24,109 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 | 15,778 | 15,778 | 19,403 | 21,845 | 21,845 | 6,025 | 7,365 | 9,644 | 12,000 | 14,255 | 8,715 | 10,653 | 13,950 | 17,358 | 20,620 |
| 2005-06 | 13,010 | 18,281 | 43,425 | 43,425 | 43,425 | 7,870 | 9,285 | 11,550 | 14,196 | 19,425 | 10,017 | 11,818 | 14,700 | 18,068 | 24,723 |
| 2010-11 | 23,687 | 23,687 | 25,161 | 25,161 | 25,161 | 10,075 | 12,049 | 13,418 | 15,263 | 17,918 | 11,541 | 13,803 | 15,371 | 17,485 | 20,526 |
| 2015-16 | 25,732 | 25,732 | 25,732 | 25,732 | 25,732 | 10,510 | 12,678 | 13,975 | 15,760 | 18,048 | 11,171 | 13,476 | 14,854 | 16,752 | 19,184 |
| 2017-18 | 27,356 | 27,356 | 27,356 | 27,356 | 27,356 | 10,880 | 11,580 | 14,220 | 15,743 | 17,614 | 11,105 | 11,820 | 14,515 | 16,069 | 17,979 |
| 2018-19 | 30,718 | 30,718 | 30,718 | 30,718 | 30,718 | 11,156 | 12,945 | 14,843 | 16,207 | 18,060 | 11,156 | 12,945 | 14,843 | 16,207 | 18,060 |

${ }^{1}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.
${ }^{2}$ ²verage undergraduate tuition and fees are based on in-state students only.
NOTE: Data are for the entire academic year and are average charges for full-time students Student charges were weighted by the number of full-time-equivalent undergraduates, but were not adjusted to reflect student residency. Degree-granting institutions grant
associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 through Fall 2018, Institutional Characteristics component; and Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared December 2019.)

Table 330.40. Average total cost of attendance for first-time, full-time undergraduate students in degree-granting postsecondary institutions, by control and level of institution, living arrangement, and component of student costs: Selected years, 2010-11 through 2018-19

| Level of institution, living arrangement, and component of student costs | 2010-11 |  |  |  | 2015-16 |  |  |  | 2016-17 |  |  |  | 2017-18 |  |  |  | 2018-19 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { All } \\ & \text { insti- } \\ & \text { tutions } \end{aligned}$ | Public, in-state | Private |  | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | Public, in-state | Private |  | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | Public, in-state | Private |  | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | Public, in-state | Private |  | $\begin{array}{r} \text { All } \\ \text { insti- } \\ \text { tutions } \end{array}$ | Public, in-state | Private |  |
|  |  |  | Nonprofit | Forprofit |  |  | Nonprofit | Forprofit |  |  | Nonprofit | Forprofit |  |  | Nonprofit | Forprofit |  |  | Nonprofit | Forprofit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4-year institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| An campus | \$27,589 | \$20,035 | \$39,676 | \$31,897 | \$31,652 | \$23,113 | \$47,300 | \$31,546 | \$32,575 | \$23,765 | \$48,827 | \$32,416 | \$33,495 | \$24,351 | \$50,387 | \$32,876 | \$34,346 | \$24,869 | \$51,874 | \$33,219 |
| Off campus, living with family | 20,084 | 12,554 | 31,689 | 22,268 | 22,243 | 13,907 | 37,479 | 21,831 | 22,748 | 14,102 | 38,733 | 22,096 | 23,363 | 14,387 | 39,996 | 22,589 | 23,874 | 14,589 | 41,100 | 22,733 |
| Off campus, not living with family | 29,142 | 21,324 | 40,033 | 31,000 | 31,543 | 23,416 | 47,105 | 29,609 | 32,165 | 23,813 | 48,435 | 29,680 | 33,137 | 24,356 | 50,370 | 30,405 | 33,903 | 24,925 | 51,728 | 30,217 |
| Component of student costs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Tuition and required fees | 14,596 | 7,163 | 26,637 | 15,191 | 16,896 | 8,520 | 32,312 | 16,154 | 17,442 | 8,776 | 33,487 | 16,810 | 18,000 | 9,014 | 34,658 | 17,207 | 18,510 | 9,216 | 35,769 | 17,262 |
| Books and supplies | 1,223 | 1,196 | 1,221 | 1,522 | 1,255 | 1,267 | 1,241 | 1,149 | 1,263 | 1,277 | 1,247 | 1,101 | 1,269 | 1,281 | 1,257 | 1,102 | 1,272 | 1,283 | 1,258 | 1,148 |
| Room, board, and other expenses On campus |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Room and board | 8,912 | 8,497 | 9,455 | 9,304 | 10,526 | 10,078 | 11,186 | 9,669 | 10,826 | 10,369 | 11,497 | 10,005 | 11,174 | 10,720 | 11,851 | 10,032 | 11,486 | 11,011 | 12,194 | 10,244 |
| Other | 2,858 | 3,179 | 2,363 | 5,879 | 2,976 | 3,248 | 2,561 | 4,574 | 3,045 | 3,343 | 2,596 | 4,500 | 3,052 | 3,335 | 2,621 | 4,534 | 3,078 | 3,359 | 2,652 | 4,565 |
| Off campus, living with family Other | 4,265 | 4,195 | 3,832 | 5,554 | 4,092 | 4,120 | 3,926 | 4,528 | 4,043 | 4,049 | 3,999 | 4,185 | 4,095 | 4,091 | 4,080 | 4,280 | 4,093 | 4,089 | 4,073 | 4,324 |
| Off campus, not living with family |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Room and board | 8,802 | 8,942 | 8,202 | 8,866 | 9,144 | 9,658 | 8,778 | 7,587 | 9,269 | 9,799 | 8,838 | 7,339 | 9,593 | 10,073 | 9,231 | 7,694 | 9,823 | 10,366 | 9,387 | 7,718 |
| Other | 4,521 | 4,022 | 3,974 | 5,421 | 4,248 | 3,971 | 4,773 | 4,719 | 4,192 | 3,960 | 4,863 | 4,430 | 4,275 | 3,987 | 5,224 | 4,402 | 4,299 | 4,059 | 5,314 | 4,090 |
| 2-year institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Average total cost, by living arrangement On campus | 13,777 | 12,336 | 25,763 | 29,179 | 15,096 | 14,345 | 31,749 | 27,776 | 15,448 | 14,677 | 31,828 | 28,711 | 15,687 | 14,972 | 32,339 | 29,499 | 16,153 | 15,420 | 33,227 | 29,958 |
| Off campus, living with family | 8,964 | 7,843 | 18,931 | 19,350 | 9,303 | 8,838 | 22,655 | 20,144 | 9,482 | 8,997 | 22,945 | 20,078 | 9,596 | 9,169 | 23,453 | 20,208 | 9,805 | 9,369 | 23,951 | 20,652 |
| Off campus, not living with family | 16,389 | 15,153 | 27,458 | 27,366 | 17,405 | 16,911 | 30,901 | 28,663 | 17,804 | 17,310 | 32,068 | 28,282 | 18,162 | 17,710 | 31,996 | 29,206 | 18,722 | 18,256 | 32,935 | 30,072 |
| Component of student costs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Tuition and required fees | 3,850 | 2,748 | 13,832 | 13,954 | 3,893 | 3,425 | 17,137 | 14,779 | 4,031 | 3,542 | 17,429 | 14,667 | 4,066 | 3,637 | 17,876 | 14,648 | 4,177 | 3,737 | 18,387 | 15,021 |
| Books and supplies | 1,302 | 1,295 | 1,153 | 1,407 | 1,444 | 1,451 | 1,144 | 1,291 | 1,456 | 1,465 | 1,127 | 1,265 | 1,483 | 1,489 | 1,106 | 1,349 | 1,516 | 1,524 | 1,020 | 1,339 |
| Room, board, and other expenses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Room and board | 5,654 | 5,351 | 7,806 | 9,961 | 6,697 | 6,406 | 10,359 | 8,883 | 6,880 | 6,551 | 10,688 | 9,682 | 7,046 | 6,713 | 10,837 | 9,920 | 7,240 | 6,889 | 11,272 | 9,970 |
| Other | 2,971 | 2,941 | 2,973 | 3,857 | 3,062 | 3,062 | 3,108 | 2,822 | 3,081 | 3,119 | 2,585 | 3,096 | 3,092 | 3,132 | 2,520 | 3,582 | 3,220 | 3,270 | 2,548 | 3,628 |
| Off campus, living with family Other | 3,812 | 3,799 | 3,947 | 3,989 | 3,966 | 3,962 | 4,374 | 4,073 | 3,995 | 3,990 | 4,389 | 4,146 | 4,047 | 4,042 | 4,471 | 4,211 | 4,113 | 4,107 | 4,544 | 4,292 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Room and board | 7,478 | 7,412 | 7,999 | 7,889 | 8,200 | 8,200 | 8,212 | 8,195 | 8,405 | 8,424 | 8,864 | 7,970 | 8,647 | 8,652 | 8,595 | 8,534 | 8,955 | 8,958 | 9,066 | 8,867 |
| Other | 3,759 | 3,698 | 4,475 | 4,117 | 3,868 | 3,834 | 4,408 | 4,397 | 3,913 | 3,879 | 4,650 | 4,380 | 3,967 | 3,931 | 4,418 | 4,675 | 4,074 | 4,036 | 4,463 | 4,845 |
|  | Constant 2018-19 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4-year institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Average total cost, by living arrangement On campus | \$31,605 | \$22,951 | \$45,451 | \$36,539 | \$33,644 | \$24,568 | \$50,276 | \$33,532 | \$34,000 | \$24,804 | \$50,962 | \$33,834 | \$34,189 | \$24,855 | \$51,432 | \$33,557 | \$34,346 | \$24,869 | \$51,874 | \$33,219 |
| Off campus, living with family | 23,007 | 14,382 | 36,302 | 25,509 | 23,643 | 14,783 | 39,838 | 23,205 | 23,743 | 14,719 | 40,427 | 23,063 | 23,848 | 14,685 | 40,824 | 23,057 | 23,874 | 14,589 | 41,100 | 22,733 |
| Off campus, not living with family | 33,384 | 24,427 | 45,860 | 35,512 | 33,528 | 24,889 | 50,069 | 31,472 | 33,572 | 24,854 | 50,553 | 30,978 | 33,823 | 24,860 | 51,414 | 31,035 | 33,903 | 24,925 | 51,728 | 30,217 |
| Tuition and required fees | 16,721 | 8,206 | 30,514 | 17,403 | 17,959 | 9,056 | 34,345 | 17,171 | 18,205 | 9,160 | 34,951 | 17,546 | 18,373 | 9,201 | 35,377 | 17,563 | 18,510 | 9,216 | 35,769 | 17,262 |
| 2-year institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| On campus | 15,782 | 14,131 | 29,513 | 33,426 | 16,046 | 15,247 | 33,747 | 29,524 | 16,124 | 15,319 | 33,220 | 29,967 | 16,012 | 15,283 | 33,010 | 30,110 | 16,153 | 15,420 | 33,227 | 29,958 |
| Off campus, living with family | 10,268 | 8,984 | 21,686 | 22,167 | 9,888 | 9,394 | 24,081 | 21,411 | 9,897 | 9,391 | 23,948 | 20,956 | 9,794 | 9,359 | 23,939 | 20,627 | 9,805 | 9,369 | 23,951 | 20,652 |
| Off campus, not living with family | 18,774 | 17,359 | 31,455 | 31,349 | 18,500 | 17,975 | 32,846 | 30,467 | 18,583 | 18,067 | 33,471 | 29,519 | 18,538 | 18,077 | 32,659 | 29,811 | 18,722 | 18,256 | 32,935 | 30,072 |
| Tuition and required fees | 4,410 | 3,148 | 15,845 | 15,985 | 4,138 | 3,641 | 18,216 | 15,709 | 4,207 | 3,697 | 18,191 | 15,309 | 4,150 | 3,713 | 18,247 | 14,952 | 4,177 | 3,737 | 18,387 | 15,021 |

'Constant doliars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.
NOTE: Excludes students who previously attended another postsecondary institution or who began their studies on a part-time basis. Tuition and fees at public institutions are the lower of either in-district or in-state tuition and fees. Data illustrating the average total cost of attendance for all students are weighted by the number of students at the institution receiving Title IV
aid. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
not sum to totals because of rounding. Some data have been revised from previously published figurs

System (IPEDS), Spring 2011 and Winter 2015-16 through Winter 2018-19, Student Financial Aid component; and Fall 2010 through Fall 2018, Institutional Characteristics component. (This table was prepared December 2019.

4 -year institutions
Average total cost, by living arrangemen
Dff campus, living with family
ing with fan
Tuition and required fees
Books and supplies
On campus
Room and board
Off campus, living with family
Off campus, not living with family Room and board
ear institutions
Average total cost, by living arrangement n campus

Off campus, not living with famil
Component of student costs
Tuition and required
Room, board, and other expenses
On campus
Other
Off campus, living with family Other
campus, not living with family Other

## Average total cost, by living arrangemen On campus <br> off campus, living with family Tition and required fees <br> verage total cost, by living arrangement On campus <br> Off campus, living with family

Table 330．50．Average and percentiles of graduate tuition and required fees in degree－granting postsecondary institutions，by control of institution：1989－90 through 2018－19

| Year | Average |  |  |  |  | Percentiles |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Public institutions ${ }^{1}$ | Private institutions |  |  | Public institutions ${ }^{1}$ |  |  | Nonprofit institutions |  |  |
|  |  |  | Total | Nonprofit | For－profit | $\begin{array}{r} 25 \text { th } \\ \text { percentile } \end{array}$ | Median （50th percentile） | $\begin{array}{r} 75 \text { th } \\ \text { percentile } \end{array}$ | $\begin{array}{r} 25 \text { th } \\ \text { percentile } \end{array}$ | $\begin{array}{r} \text { Median } \\ (50 \text { th } \\ \text { percentile) } \end{array}$ | $\begin{array}{r} \text { 75th } \\ \text { percentile } \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|  | Current dollars |  |  |  |  |  |  |  |  |  |  |
| 1989－90 | \＄4，135 | \＄1，999 | \＄7，881 | － | － | － | － | － | － | － | － |
| 1990－91 | 4，488 | 2，206 | 8，507 | － | － | － | － | － | － | － |  |
| 1991－92 | 5，116 | 2，524 | 9，592 | － | － |  | － | － |  | － | － |
| 1992－93 | 5，475 | 2，791 | 10，008 | － | － |  | － | － | － | － |  |
| 1993－94 | 5，973 | 3，050 | 10，790 | － | － |  | － | － | － | － | － |
| 1994－95 | 6，247 | 3，250 | 11，338 | － | － | － | － | － | － | － | － |
| 1995－96 | 6，741 | 3，449 | 12，083 | － | － | － | － | － | － | － |  |
| $1996-97$ $1997-98$ | 7,111 7,246 | 3,607 <br> 3,744 | 12,537 12,774 | 二 | 二 | － | 二 | 二 | 二 | 二 |  |
| 1998－99 | 7，685 | 3，897 | 13，299 | － | － | － | － | － | － | － | － |
| 1999－2000 | 8，069 | 4，042 | 13，821 | \＄14，123 | \＄9，611 | \＄2，640 | \＄3，637 | \＄5，163 | \＄7，998 | \＄12，870 | \＄20，487 |
| 2000－01 | 8，429 | 4，243 | 14，420 | 14，457 | 13，229 | 2，931 | 3，822 | 5，347 | 8，276 | 13，200 | 21，369 |
| 2001－02 | 8，857 | 4，496 | 15，165 | 15，232 | 13，414 | 3，226 | 4，119 | 5，596 | 8，583 | 14，157 | 22，054 |
| 2002－03 | 9，226 | 4，842 | 14，983 | 15，676 | 9，644 | 3，395 | 4，452 | 5，927 | 8，690 | 14，140 | 22，700 |
| 2003－04 | 10，312 | 5，544 | 16，209 | 16，807 | 12，542 | 3，795 | 5，103 | 7，063 | 9，072 | 15，030 | 25，600 |
| 2004－05 | 11，004 | 6，080 | 16，751 | 17，551 | 13，133 | 4，236 | 5，663 | 7，616 | 9，300 | 16，060 | 26，140 |
| 2005－06 | 11，621 | 6，493 | 17，244 | 18，171 | 13，432 | 4，608 | 6，209 | 7，977 | 9，745 | 16，222 | 26，958 |
| 2006－07 | 12，312 | 6，894 | 18，109 | 19，034 | 14，421 | 4，909 | 6，594 | 8，341 | 10，346 | 17，057 | 29，118 |
| 2007－08 | 13，001 | 7，415 | 18，876 | 19，896 | 14，709 | 5，176 | 6，990 | 9，288 | 10，705 | 17，647 | 30，247 |
| 2008－09 | 13，652 | 7，999 | 19，245 | 20，509 | 14，414 | 5，612 | 7，376 | 9，912 | 11，340 | 18，465 | 30，514 |
| 2009－10 | 14，542 | 8，763 | 20，078 | 21，317 | 14，512 | 6，074 | 7，983 | 10，658 | 12，290 | 19，460 | 31，730 |
| 2010－11 | 15，017 | 9，238 | 20，397 | 21，993 | 13，811 | 6，550 | 8，788 | 10，937 | 12，510 | 19，586 | 33，215 |
| 2011－12 | 15，845 | 9，978 | 21，230 | 22，899 | 14，285 | 7，506 | 9，440 | 11，954 | 12，936 | 20，625 | 34，680 |
| 2012－13 | 16，407 | 10，408 | 21，907 | 23，642 | 14，418 | 7，706 | 9，900 | 12，590 | 12，960 | 21，352 | 36，820 |
| 2013－14 | 16，948 | 10，725 | 22，617 | 24，482 | 14，209 | 7，791 | 10，242 | 12，779 | 13，590 | 22，018 | 36，720 |
| 2014－15 | 17，385 | 10，979 | 23，263 | 25，168 | 14，264 | 7，914 | 10，428 | 12，829 | 13，868 | 22，170 | 38，948 |
| 2015－16 | 17，871 | 11，306 | 23，917 | 25，826 | 14，432 | 8，242 | 10，769 | 13，193 | 13，878 | 22，570 | 40，670 |
| 2016－17 | 18，417 | 11，617 | 24，713 | 26，555 | 14，778 | 8，500 | 11，097 | 13，509 | 13，826 | 22，913 | 42，305 |
| 2017－18 | 18，949 | 11，929 | 25，446 | 27，356 | 14，304 | 8，778 | 11，201 | 13，982 | 14，460 | 23，542 | 43，848 |
| 2018－19 | 19，314 | 12，171 | 25，929 | 27，776 | 14，208 | 8，875 | 11，495 | 14，331 | 13，990 | 23，138 | 44，667 |
|  | Constant 2018－19 dollars ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |
| 1989－90 | \＄8，248 | \＄3，987 | \＄15，720 | － | － | － | － | － | － | － | － |
| 1990－91 | 8，488 | 4，172 | 16，089 | － | － | － | － | － | － | － |  |
| 1991－92 | 9，375 | 4，625 | 17，577 | － | － | － | － | － | － | － |  |
| $1992-93$ $1993-94$ | 9,729 10,346 | 4,960 5,283 | 17,784 18,690 | 二 | 二 | 二 | 二 | 二 | 二 | 二 | － |
| 1994－95 | 10，519 | 5，473 | 19，092 | － | － | － | － | － | － | － |  |
| 1995－96 | 11，050 | 5，654 | 19，807 | － | － | － | － | － | － | － | － |
| 1996－97 | 11，334 | 5，749 | 19，982 | － | － | － | － | － | － | － | － |
| 1997－98 | 11，346 | 5,863 | 20，003 | － | － | － | － | － | － | － | － |
| 1998－99 | 11，828 | 5，998 | 20，470 | － | － | － | － | － | － | － | － |
| 1999－2000 | 12，072 | 6，047 | 20，676 | \＄21，129 | \＄14，379 | \＄3，950 | \＄5，441 | \＄7，724 | \＄11，965 | \＄19，254 | \＄30，649 |
| 2000－01 | 12，193 | 6，138 | 20，858 | 20，911 | 19，135 | 4，240 | 5，528 | 7，734 | 11，971 | 19，094 | 30，910 |
| 2001－02 | 12，589 | 6，390 | 21，555 | 21，650 | 19，065 | 4，585 | 5，854 | 7，954 | 12，199 | 20，122 | 31，346 |
| 2002－03 | 12，831 | 6，733 | 20，837 | 21，802 | 13，413 | 4，722 | 6，192 | 8，243 | 12，086 | 19，665 | 31，570 |
| 2003－04 | 14，034 | 7，545 | 22，060 | 22，874 | 17，070 | 5，165 | 6，945 | 9，613 | 12，347 | 20，456 | 34，841 |
| 2004－05 | 14，539 | 8，033 | 22，132 | 23，189 | 17，352 | 5，597 | 7，482 | 10，062 | 12，287 | 21，219 | 34，537 |
| 2005－06 | 14，791 | 8，264 | 21，947 | 23，127 | 17，096 | 5，865 | 7，903 | 10，153 | 12，403 | 20，647 | 34，311 |
| 2006－07 | 15，275 | 8，553 | 22，467 | 23，615 | 17，892 | 6，090 | 8，181 | 10，348 | 12，836 | 21，162 | 36，126 |
| 2007－08 | 15，554 | 8，871 | 22，582 | 23，802 | 17，597 | 6，192 | 8，362 | 11，112 | 12，807 | 21，112 | 36，186 |
| 2008－09 | 16，108 | 9，437 | 22，707 | 24，198 | 17，007 | 6，621 | 8，703 | 11，695 | 13，380 | 21，786 | 36，002 |
| 2009－10 | 16，993 | 10，240 | 23，463 | 24，910 | 16，959 | 7，098 | 9，329 | 12，455 | 14，362 | 22，740 | 37，078 |
| 2010－11 | 17，203 | 10，583 | 23，366 | 25，195 | 15，821 | 7，503 | 10，067 | 12，529 | 14，331 | 22，437 | 38，050 |
| 2011－12 | 17，634 | 11，105 | 23，628 | 25，485 | 15，899 | 8，354 | 10，506 | 13，304 | 14，397 | 22，955 | 38，597 |
| 2012－13 | 17，962 | 11，394 | 23，982 | 25，882 | 15，784 | 8，436 | 10，838 | 13，783 | 14，188 | 23，375 | 40，308 |
| 2013－14 | 18，269 | 11，560 | 24，379 | 26，389 | 15，316 | 8，398 | 11，040 | 13，774 | 14，649 | 23，733 | 39，580 |
| 2014－15 | 18，603 | 11，749 | 24，894 | 26，932 | 15，264 | 8，469 | 11，159 | 13，728 | 14，840 | 23，724 | 41，678 |
| 2015－16 | 18，996 | 12，018 | 25，422 | 27，451 | 15，340 | 8，761 | 11，447 | 14，023 | 14，751 | 23，990 | 43，229 |
| 2016－17 | 19，222 | 12，125 | 25，794 | 27，717 | 15，425 | 8，872 | 11，582 | 14，100 | 14，431 | 23，915 | 44，155 |
| 2017－18 | 19，342 | 12，176 | 25，973 | 27，922 | 14，600 | 8，960 | 11，433 | 14，272 | 14，760 | 24，030 | 44，757 |
| 2018－19 | 19，314 | 12，171 | 25，929 | 27，776 | 14，208 | 8，875 | 11，495 | 14，331 | 13，990 | 23，138 | 44，667 |

## －Not available．

${ }^{1}$ Data are based on in－state tuition only．
${ }^{2}$ Constant dollars based on the Consumer Price Index，prepared by the Bureau of Labor Statistics，U．S．Department of Labor，adjusted to an academic－year basis．
NOTE：Average graduate student tuition weighted by fall full－time－equivalent graduate enrollment．Excludes doctoral students in professional practice programs．Data through 1995－96 are for institutions of higher education，while later data are for degree－granting institutions．Degree－granting institutions grant associate＇s or higher degrees and participate in Title IV federal financial aid programs．The degree－granting classification is very similar
to the earlier higher education classification，but it includes more 2－year colleges and excludes a few higher education institutions that did not grant degrees．Some data have been revised from previously published figures．
SOURCE：U．S．Department of Education，National Center for Education Statistics， Integrated Postsecondary Education Data System（IPEDS），＂Fall Enrollment Survey＂ （IPEDS－EF：89－99），＂Completions Survey＂（IPEDS－C：90－99），and＂Institutional Characteristics Survey＂（IPEDS－IC：89－99）；IPEDS Fall 2000 through Fall 2018，Institutional Characteristics component；and IPEDS Spring 2001 through Spring 2019，Fall Enrollment component．（This table was prepared December 2019．）

Table 331.10. Percentage of undergraduates receiving financial aid, by type and source of aid and selected student characteristics: 2015-16
[Standard errors appear in parentheses]

| Selected student characteristic | Number of undergraduates ${ }^{1}$ (in thousands) | Any aid |  |  |  |  |  | Grants |  |  |  |  |  | Loans |  |  |  |  |  | Work study |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total ${ }^{2}$ | Federal ${ }^{3}$ |  | Nonfederal |  | Total |  | Federal |  | Nonfederal |  | Total ${ }^{4}$ |  | Federal ${ }^{4}$ |  | Nonfederal |  | Total ${ }^{5}$ |  |
| 1 | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| All undergraduates | 19,308 | 72.2 | (0.22) | 55.9 | (0.14) | 49.0 | (0.31) | 63.1 | (0.23) | 41.2 | (0.11) | 46.1 | (0.33) | 38.7 | (0.11) | 36.7 | (0.09) | 5.9 | (0.11) | 5.2 | (0.14) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 8,406 | 69.1 | (0.38) | 52.0 | (0.33) | 47.8 | (0.41) | 58.9 | (0.36) | 37.4 | (0.31) | 44.9 | (0.42) | 35.4 | (0.27) | 33.2 | (0.25) | 5.7 | (0.17) | 4.8 | (0.18) |
| Female | 10,903 | 74.6 | (0.28) | 59.0 | (0.24) | 49.9 | (0.39) | 66.3 | (0.31) | 44.1 | (0.24) | 47.1 | (0.41) | 41.3 | (0.23) | 39.3 | (0.21) | 6.0 | (0.17) | 5.5 | (0.18) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 10,276 | 71.2 | (0.42) | 53.5 | (0.41) | 49.3 | (0.41) | 60.0 | (0.40) | 34.3 | (0.32) | 46.0 | (0.43) | 40.2 | (0.37) | 37.8 | (0.36) | 7.1 | (0.18) | 5.6 | (0.17) |
| Black | 3,006 | 80.0 | (0.62) | 70.6 | (0.71) | 45.9 | (0.73) | 72.4 | (0.68) | 60.1 | (0.70) | 43.4 | (0.74) | 50.8 | (0.76) | 49.4 | (0.76) | 4.2 | (0.24) | 5.2 | (0.34) |
| Hispanic | 3,723 | 71.4 | (0.66) | 55.6 | (0.65) | 49.4 | (0.75) | 65.5 | (0.65) | 47.1 | (0.60) | 47.2 | (0.76) | 30.7 | (0.62) | 28.9 | (0.60) | 4.3 | (0.26) | 4.4 | (0.41) |
| Asian | 1,399 | 62.0 | (1.09) | 40.5 | (1.05) | 49.9 | (1.11) | 56.6 | (1.12) | 32.1 | (1.06) | 47.6 | (1.09) | 23.3 | (0.85) | 20.9 | (0.81) | 4.7 | (0.41) | 5.4 | (0.41) |
| Paciific Islander | 83 | 69.1 | (3.97) | 54.2 | (3.95) | 49.8 | (4.53) | 60.5 | (4.50) | 42.7 | (3.98) | 48.1 | (4.50) | 31.8 | (3.49) | 30.9 | (3.44) | 3.1 | (0.83) | 2.8 ! | (1.26) |
| American Indian/Alaska Native | 160 | 76.7 | (3.02) | 62.5 | (3.34) | 44.1 | (3.07) | 70.8 | (2.93) | 56.1 | (3.16) | 42.6 | (3.00) | 30.9 | (2.66) | 29.5 | (2.64) | 2.6 | (0.68) | 3.3 ! | (1.15) |
| Two or more races | 661 | 76.8 | (1.50) | 59.9 | (1.78) | 53.6 | (1.46) | 67.9 | (1.46) | 45.9 | (1.59) | 51.2 | (1.40) | 42.6 | (1.59) | 39.9 | (1.56) | 6.1 | (0.65) | 4.7 | (0.62) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 to 23 | 11,368 | 74.7 | (0.32) | 56.4 | (0.26) | 56.6 | (0.41) | 65.8 | (0.33) | 37.6 | (0.22) | 53.5 | (0.43) | 40.5 | (0.22) | 38.1 | (0.22) | 7.5 | (0.15) | 7.6 | (0.19) |
| 24 to 29 | 3,536 | 69.9 | (0.63) | 58.6 | (0.62) | 38.5 | (0.60) | 61.6 | (0.66) | 50.6 | (0.61) | 35.9 | (0.64) | 37.4 | (0.53) | 35.6 | (0.54) | 4.0 | (0.24) | 2.5 | (0.24) |
| 30 or older | 4,404 | 67.4 | (0.54) | 52.7 | (0.61) | 37.8 | (0.64) | 57.3 | (0.53) | 43.0 | (0.54) | 35.3 | (0.65) | 35.2 | (0.50) | 33.9 | (0.49) | 3.1 | (0.19) | 1.3 | (0.13) |
| Marital status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Not married ${ }^{6}$ | 16,098 | 73.5 | (0.26) | 57.0 | (0.17) | 51.4 | (0.34) | 64.8 | (0.27) | 41.2 | (0.15) | 48.4 | (0.36) | 40.2 | (0.16) | 38.0 | (0.15) | 6.4 | (0.13) | 6.0 | (0.16) |
| Married | 2,940 | 64.7 | (0.67) | 49.7 | (0.68) | 36.8 | (0.76) | 53.4 | (0.69) | 39.6 | (0.59) | 34.4 | (0.78) | 30.2 | (0.53) | 28.8 | (0.53) | 3.0 | (0.22) | 1.2 | (0.18) |
| Separated | 270 | 75.0 | (2.10) | 63.6 | (2.29) | 38.1 | (1.90) | 68.8 | (2.18) | 59.1 | (2.19) | 35.9 | (1.87) | 41.5 | (2.08) | 40.6 | (2.05) | 3.3 | (0.75) | 2.0 | (0.49) |
| Attendance status ${ }^{7}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-time, full-year | 7,239 | 86.4 | (0.26) | 69.8 | (0.33) | 66.9 | (0.40) | 76.7 | (0.31) | 46.3 | (0.30) | 63.8 | (0.41) | 54.7 | (0.33) | 52.5 | (0.34) | 9.2 | (0.21) | 10.5 |  |
| Part-time or part-year | 12,069 | 63.6 | (0.33) | 47.6 | (0.26) | 38.2 | (0.40) | 54.9 | (0.33) | 38.2 | (0.23) | 35.5 | (0.41) | 29.2 | (0.23) | 27.1 | (0.21) | 3.9 | (0.13) | 2.0 | (0.15) |
| Dependency status and family income |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent | 9,772 | 76.9 | (0.35) | 58.9 | (0.28) | 59.2 | (0.43) | 67.1 | (0.35) | 37.3 | (0.24) | 56.0 | (0.45) | 43.2 | (0.25) | 40.7 | (0.24) | 8.2 | (0.17) | 8.3 | (0.21) |
| Less than \$20,000 | 1,713 | 87.5 | (0.72) | 80.3 | (0.72) | 60.9 | (0.93) | 86.9 | (0.75) | 79.5 | (0.74) | 59.2 | (0.93) | 40.1 | (0.83) | 38.3 | (0.81) | 4.1 | (0.31) | 9.5 | (0.50) |
| \$20,000-\$39,999 | 1,644 | 84.6 | (0.75) | 76.3 | (0.80) | 62.4 | (0.98) | 83.0 | (0.76) | 74.4 | (0.81) | 60.8 | (0.99) | 42.1 | (0.81) | 40.7 | (0.79) | 5.3 | (0.42) | 10.9 | (0.56) |
| \$40,000-\$59,999 | 1,281 | 81.4 | (0.96) | 68.3 | (1.04) | 65.1 | (1.02) | 75.5 | (1.00) | 56.8 | (0.98) | 61.8 | (1.03) | 48.1 | (1.11) | 45.9 | (1.09) | 8.2 | (0.52) | 10.7 | (0.65) |
| \$60,000-\$79,999 | 1,157 | 72.7 | (0.98) | 50.3 | (1.00) | 58.4 | (1.09) | 60.1 | (1.03) | 19.8 | (0.78) | 54.9 | (1.08) | 44.5 | (0.92) | 42.3 | (0.93) | 8.6 | (0.54) | 8.1 | (0.52) |
| \$80,000-\$99,999 | 946 | 69.9 | (1.20) | 46.3 | (1.03) | 56.7 | (1.26) | 53.7 | (1.29) | 4.9 | (0.51) | 53.0 | (1.28) | 45.4 | (1.02) | 43.1 | (0.99) | 10.3 | (0.67) | 8.2 | (0.71) |
| \$100,000 or more | 3,032 | 68.6 | (0.72) | 40.5 | (0.57) | 55.0 | (0.70) | 50.7 | (0.68) | 1.9 | (0.17) | 50.4 | (0.69) | 42.2 | (0.56) | 38.6 | (0.54) | 11.2 | (0.38) | 5.3 | (0.29) |
| Independent | 9,536 | 67.3 | (0.34) | 52.9 | (0.31) | 38.5 | (0.47) | 58.9 | (0.34) | 45.2 | (0.29) | 36.0 | (0.48) | 34.2 | (0.26) | 32.5 | (0.24) | 3.5 | (0.14) | 2.0 | (0.14) |
| Less than \$10,000 | 2,909 | 69.8 | (0.64) | 56.0 | (0.72) | 41.0 | (0.76) | 66.3 | (0.69) | 53.8 | (0.72) | 38.7 | (0.77) | 35.0 | (0.58) | 33.2 | (0.55) | 3.6 | (0.23) | 3.7 | (0.26) |
| \$10,000-\$19,999 | 1,783 | 74.6 | (0.86) | 64.7 | (0.94) | 39.9 | (0.89) | 70.1 | (0.90) | 61.6 | (0.91) | 36.8 | (0.87) | 41.0 | (0.79) | 38.9 | (0.75) | 4.3 | (0.34) | 2.2 | (0.24) |
| \$20,000-\$29,999 | 1,372 | 72.7 | (0.96) | 58.5 | (1.06) | 40.6 | (1.08) | 63.4 | (0.96) | 48.8 | (0.98) | 38.2 | (1.10) | 37.4 | (1.04) | 36.3 | (1.01) | 3.1 | (0.31) | 1.7 | (0.21) |
| \$30,000-\$49,999 | 1,467 | 65.8 | (1.00) | 53.0 | (1.09) | 35.3 | (1.04) | 53.0 | (1.02) | 40.0 | (1.01) | 32.8 | (1.03) | 33.6 | (0.81) | 32.3 | (0.80) | 3.2 | (0.29) | 1.0 | (0.24) |
| \$50,000 or more | 2,005 | 54.5 | (0.90) | 34.1 | (0.82) | 34.6 | (0.85) | 39.5 | (0.82) | 19.7 | (0.61) | 32.2 | (0.86) | 25.1 | (0.69) | 23.2 | (0.69) | 3.2 | (0.33) | 0.4 | (0.09) |
| Housing status ${ }^{8}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School-owned | 2,756 | 86.8 | (0.49) | 65.7 | (0.63) | 76.5 | (0.61) | 78.6 | (0.60) | 37.1 | (0.62) | 73.5 | (0.67) | 59.5 | (0.63) | 56.8 | (0.64) | 12.2 | (0.51) | 17.1 | (0.57) |
| Off-campus, not with parents | 9,926 | 70.0 | (0.39) | 54.6 | (0.41) | 43.4 | (0.43) | 60.3 | (0.36) | 42.5 | (0.36) | 40.3 | (0.45) | 37.3 | (0.36) | 35.2 | (0.35) | 5.0 | (0.15) | 3.2 | (0.15) |
| With parents | 4,749 | 66.0 | (0.57) | 49.8 | (0.54) | 44.3 | (0.68) | 58.9 | (0.58) | 39.4 | (0.48) | 42.0 | (0.68) | 26.0 | (0.52) | 24.2 | (0.50) | 3.9 | (0.22) | 2.7 | (0.24) |

IInterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
inumbers of undergraduates may not equal figures reported in other tables, since these data are based on a sample survey of
students who enrolled at any time during the school year. Includes all postsecondary institutions.
Includes students who reported they were awarded aid, but did not specify the source or type of aid
${ }^{4}$ Includes Parent Loans for Undergraduate Students (PLUS).
${ }^{5}$ Details on federal and nonfederal work-study participants are not available.
${ }^{6}$ Includes students who were single, divorced, or widowed.
'Full-time, full-year includes students enrolled full time for 9 or more months. Part-time or part-year includes students enrolled part time for 9 or more months and students enrolled less than 9 months either part time or full time. ${ }^{\text {E Excludes students attending more than one institution }}$
NOTert attending institutions in Puerto Rico. Race categories excludanting and non-degree-granting institutions. Data exclude students SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015-16 National Postsecondary Student Aid Study (NPSAS:16). (This table was prepared June 2018.)

Table 331.20. Full-time, first-time degree/certificate-seeking undergraduate students enrolled in degree-granting postsecondary institutions, by participation and average amount awarded in financial aid programs, and control and level of institution: 2000-01 through 2017-18


Table 331.20. Full-time, first-time degree/certificate-seeking undergraduate students enrolled in degree-granting postsecondary institutions, by participation and average amount awarded in financial aid programs, and control and level of institution: 2000-01 through 2017-18-Continued

| Control and level of institution, and year | $\begin{aligned} & \text { Number } \\ & \text { enrolled } \end{aligned}$ | $\begin{array}{r} \text { Number } \\ \text { awarded } \\ \text { financial aid } \end{array}$ | $\begin{array}{r} \text { Percent } \\ \text { awarded aid } \end{array}$ | Percent of enrolled students awarded aid |  |  |  | Average award for students in aid programs ${ }^{\prime}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  | Current dollars |  |  |  | Constant 2018-19 dollars ${ }^{2}$ |  |  |  |
|  |  |  |  | Federal grants | State/local grants | Institutional grants | Student loans ${ }^{3}$ | Federal grants | State/local grants | Institutional grants | Student loans ${ }^{3}$ | Federal grants | State/local grants | Institutional grants | Student |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| $\begin{aligned} & \hline 4 \text {-year } \\ & 2000-01 \\ & 200-06 \\ & 2010-11 \\ & 2013-14 \\ & 2014-15 \end{aligned}$ | $\begin{gathered} 419,499 \\ 460,83 \\ 504,715 \\ 504,564 \\ 503,662 \end{gathered}$ | $\begin{aligned} & 347,638 \\ & 393,429 \\ & 451,012 \\ & 450,228 \\ & 450,897 \end{aligned}$ | $\begin{aligned} & 82.9 \\ & 85.4 \\ & 89.4 \\ & 89.2 \\ & 89.5 \end{aligned}$ | $\begin{aligned} & \begin{array}{l} 27.4 \\ 26.0 \\ 35.4 \\ 33.1 \\ 32.6 \end{array} \\ & \hline .0 \end{aligned}$ | 32.2 31.2 21.7 27.1 26.1 25.9 | $\begin{aligned} & 7.1 .1 \\ & 74.6 \\ & 89.6 \\ & 81.6 \\ & 82.3 \end{aligned}$ | $\begin{aligned} & 58.1 \\ & 59.8 \\ & 64.3 \\ & 61.0 \\ & 60.9 \end{aligned}$ | $\begin{aligned} & 2,930 \\ & 3,437 \\ & 5,105 \\ & 4,758 \\ & 4,830 \end{aligned}$ | $\begin{aligned} & 3,001 \\ & 3,121 \\ & 3,574 \\ & 3,762 \\ & 3,838 \end{aligned}$ | $\begin{array}{r} 7,458 \\ 10,002 \\ 14,414 \\ 16,966 \\ 17,835 \end{array}$ | $\begin{aligned} & 4,000 \\ & 5,264 \\ & 7,305 \\ & 8,069 \\ & 7,994 \\ & \hline, 09 \end{aligned}$ | $\begin{aligned} & 4,239 \\ & 4,375 \\ & 5,848 \\ & 5,129 \\ & 5,169 \end{aligned}$ | $\begin{aligned} & 4,342 \\ & 3,972 \\ & 4,094 \\ & 4,055 \\ & 4,107 \end{aligned}$ | $\begin{aligned} & 10,788 \\ & 12,731 \\ & 16,513 \\ & 18,288 \\ & 19,086 \end{aligned}$ | 5,786 6,700 8,368 8,697 8,554 |
| $\begin{aligned} & 2015-16 \\ & 2016-17 \\ & 2017-18 \end{aligned}$ | $\begin{aligned} & 505,549 \\ & 508,494 \\ & 516,571 \end{aligned}$ | $\begin{aligned} & 451,276 \\ & 454,979 \\ & 464,446 \end{aligned}$ | $\begin{aligned} & 89.3 \\ & 89.5 \\ & 89.9 \end{aligned}$ | $\begin{aligned} & 31.9 \\ & 31.5 \\ & 32.6 \end{aligned}$ | $\begin{aligned} & 25.0 \\ & 24.9 \\ & 24.9 \end{aligned}$ | $\begin{aligned} & 82.1 \\ & 82.2 \\ & 83.0 \end{aligned}$ | $\begin{aligned} & 59.2 \\ & 59.4 \\ & 58.8 \end{aligned}$ | $\begin{aligned} & 4,931 \\ & 4,929 \\ & 4,9246 \end{aligned}$ | $\begin{aligned} & 4,017 \\ & 4,125 \\ & 4,373 \end{aligned}$ | $\begin{aligned} & 18,826 \\ & 19,774 \\ & 20,885 \end{aligned}$ | $\begin{aligned} & 8,002 \\ & 8,179 \\ & 8,187 \end{aligned}$ | $\begin{aligned} & 5,241 \\ & 5,144 \\ & 5,253 \end{aligned}$ | $\begin{aligned} & 4,270 \\ & 4,305 \\ & 4,464 \end{aligned}$ | $\begin{aligned} & 20,011 \\ & 20,638 \\ & 21,318 \end{aligned}$ | 8,505 8,537 8,357 |
| $\begin{aligned} & \text { 2-year } \\ & 2000-01 \\ & 200-06 \\ & 2010-11 \\ & 2013-14 \\ & 2014-15 \end{aligned}$ | $\begin{array}{r} 19,870 \\ 10,237 \\ 13,116 \\ 8,990 \\ 31,480 \end{array}$ | $\begin{array}{r} 15,406 \\ 8,879 \\ 1,1828 \\ 8,28 \\ 2,580 \\ 2,540 \end{array}$ | $\begin{gathered} 77.5 \\ 82.8 \\ 90.2 \\ 92.3 \\ 90.7 \\ 90.7 \end{gathered}$ | $\begin{aligned} & \begin{array}{l} 9.2 \\ 51.6 \\ 73.3 \\ 70.6 \\ 74.3 \end{array} \end{aligned}$ | 23.9 36.1 26.8 27.3 27.4 8.4 7 | $\begin{aligned} & 25.7 \\ & 38.5 \\ & 29.8 \\ & 49.5 \\ & 14.4 \end{aligned}$ | $\begin{aligned} & 49.5 \\ & 55.9 \\ & 64.9 \\ & 65.5 \\ & 48.4 \end{aligned}$ | $\begin{aligned} & 2,269 \\ & 3,176 \\ & 4,553 \\ & 4,216 \\ & 4,288 \end{aligned}$ | $\begin{aligned} & 2,892 \\ & 2,974 \\ & 2,835 \\ & 3,618 \\ & 3,881 \end{aligned}$ | $\begin{aligned} & 2,168 \\ & 3,799 \\ & 5,059 \\ & 4,346 \\ & 5,768 \\ & 5,70 \end{aligned}$ | $\begin{aligned} & 4,509 \\ & 5,531 \\ & 6,944 \\ & 7,818 \\ & 6,855 \end{aligned}$ | $\begin{aligned} & 3,283 \\ & 4,043 \\ & 5,215 \\ & 4,544 \\ & 4,588 \end{aligned}$ | $\begin{aligned} & 4,183 \\ & 3,785 \\ & 3,248 \\ & 3,899 \\ & 4,153 \end{aligned}$ | $\begin{aligned} & 3,135 \\ & 4,835 \\ & 5,796 \\ & 4,685 \\ & 6,172 \end{aligned}$ | 6,522 7,040 7,955 8,427 7,336 |
| $\begin{aligned} & 2015-16 \\ & 2016-17 \\ & 2017-18 \end{aligned}$ | $\begin{aligned} & 35,286 \\ & 60,628 \\ & 33,860 \end{aligned}$ | $\begin{aligned} & 33,429 \\ & 56,655 \\ & 32,502 \end{aligned}$ | $\begin{aligned} & 94.7 \\ & 93.4 \\ & 96.0 \end{aligned}$ | $\begin{aligned} & 81.8 \\ & 81.7 \\ & 84.1 \end{aligned}$ | 7.2 3.7 6.3 | 30.0 21.1 20.0 | $\begin{aligned} & \begin{array}{l} 85.8 \\ 86.9 \\ 88.5 \end{array} \end{aligned}$ | $\begin{aligned} & 5,374 \\ & 5,641 \\ & 5,624 \end{aligned}$ | 3,810 4,145 4,130 | $\begin{aligned} & 3,770 \\ & 3,778 \\ & 4,235 \end{aligned}$ | $\begin{aligned} & 7,171 \\ & 7,041 \\ & 7,220 \end{aligned}$ | $\begin{aligned} & 5,712 \\ & 5,888 \\ & 5,740 \\ & 5 \end{aligned}$ | 4,049 4,326 4,215 | 4,007 3,943 4,323 | 7,622 7,349 7,369 |
| $\begin{aligned} & \text { Private for-profit } \\ & 2000-01 \\ & 2005-06 \\ & 2010-11 \\ & 2013-14 \\ & 2014-15 \end{aligned}$ | 203,999 328,296 327,95 23898 192,784 198 | 155,374 <br> 263,366 <br> 295,363 <br> 208,727 <br> 170,305 | 76.2 80.2 80.1 907 87.3 88.3 | $\begin{aligned} & 49.3 \\ & 55.6 \\ & 75.7 \\ & 72.8 \\ & 73.1 \end{aligned}$ | $\begin{array}{r}15.2 \\ 11.4 \\ 9.0 \\ 8.2 \\ 8.2 \\ 8.6 \\ \hline\end{array}$ | 6.2 8.8 15.5 21.5 20.7 20.7 | $\begin{aligned} & 63.5 \\ & 70.4 \\ & 82.0 \\ & 73.3 \\ & 76.6 \end{aligned}$ | $\begin{aligned} & 2,312 \\ & 2,725 \\ & 4,494 \\ & 4,394 \\ & 4,421 \\ & 4 \end{aligned}$ | $\begin{aligned} & \begin{array}{l} 2,494 \\ 2,796 \\ 3,028 \\ 3,278 \\ 3,571 \end{array} \end{aligned}$ | $\begin{aligned} & 1,540 \\ & 1,423 \\ & 1,488 \\ & 1,884 \\ & 3,193 \\ & 3,193 \end{aligned}$ | $\begin{aligned} & 5,517 \\ & 6,454 \\ & 8,064 \\ & 8,336 \\ & 7,906 \end{aligned}$ | 3,345 3 3,468 5,148 4,737 4,730 | 3,607 3 3,558 3,469 3,534 3,821 | 2,227 1,811 2,158 2,683 3,416 | 7,981 8,214 9,238 8,986 8,460 |
| $\begin{aligned} & 2015-16 \\ & 2016-17 \\ & 2017-18 \end{aligned}$ | $\begin{aligned} & 169,762 \\ & 169,285 \\ & 146,650 \end{aligned}$ | $\begin{aligned} & 147,021 \\ & 144,395 \\ & 122,125 \end{aligned}$ | $\begin{aligned} & 86.6 \\ & 85.3 \\ & 83.3 \end{aligned}$ | $\begin{aligned} & 69.9 \\ & 67.9 \\ & 65.4 \end{aligned}$ | 8.7 7.6 7.2 | $\begin{aligned} & 25.3 \\ & 18.9 \\ & 17.0 \end{aligned}$ | $\begin{aligned} & 74.4 \\ & 73.6 \\ & 69.1 \end{aligned}$ | $\begin{aligned} & \begin{array}{l} 4,460 \\ 4,354 \\ 4,484 \end{array} \end{aligned}$ | $\begin{aligned} & 3,841 \\ & 3,490 \\ & 3,333 \end{aligned}$ | $\begin{aligned} & 2,860 \\ & 3,319 \\ & 3,915 \end{aligned}$ | 8,096 7,871 7,614 | $\begin{aligned} & 4,741 \\ & 4,544 \\ & 4,577 \end{aligned}$ | $\begin{aligned} & 4,083 \\ & 3,642 \\ & 3,402 \end{aligned}$ | 3,039 3,464 3,997 | 8,606 8,215 7,771 |
| 4-year 2000-01 <br> 2005-06 <br> 2013-14 <br> 2014-15 | $\begin{array}{r} 81,075 \\ 157,750 \\ 112,706 \\ 90,264 \\ 81,791 \\ \hline, 0 \end{array}$ | 51,739 116,237 102,00 80,686 73,040 | 63.8 73.7 90.5 89.4 89.3 | $\begin{aligned} & 36.1 \\ & 46.8 \\ & 73.6 \\ & 72.5 \\ & 71.9 \end{aligned}$ | 11.9 8.9 11.3 10.5 9.8 9.8 | 8.3 10.9 23.6 34.5 30.9 | $\begin{gathered} 57.7 \\ 67.2 \\ 88.9 \\ \hline 88.1 \\ 75.7 \end{gathered}$ | 2,295 2,490 4,733 4,624 4,677 | $\begin{aligned} & 2,889 \\ & 2,945 \\ & 2,950 \\ & 3,021 \\ & 3,262 \\ & 3,21 \end{aligned}$ | $\begin{aligned} & 1,616 \\ & 1,641 \\ & 2,805 \\ & 3,065 \\ & 4,137 \end{aligned}$ | $\begin{aligned} & 5,749 \\ & 7,046 \\ & 8,561 \\ & 8,581 \\ & 8,237 \end{aligned}$ | $\begin{aligned} & 3,320 \\ & 3,170 \\ & 5,422 \\ & 4,984 \\ & 5,005 \end{aligned}$ | 4,178 3 3,748 3,379 3,256 3,491 | 2,337 2,089 3,213 3,304 4,427 4 | 8,315 8,968 9,808 9,250 8,814 |
| $\begin{aligned} & 2015-16 \\ & 2016-17 \\ & 2017-18 \end{aligned}$ | $\begin{aligned} & 59,269 \\ & 57,680 \\ & 52,377 \end{aligned}$ | $\begin{aligned} & 51,636 \\ & 4,0,045 \\ & 43,342 \end{aligned}$ | $\begin{aligned} & 87.1 \\ & 85.0 \\ & 82.8 \end{aligned}$ | $\begin{aligned} & 65.5 \\ & 63.6 \\ & 62.2 \end{aligned}$ | 10.9 9.9 9.1 | $\begin{aligned} & 38.5 \\ & 31.8 \\ & 30.6 \end{aligned}$ | $\begin{aligned} & 73.4 \\ & 71.5 \\ & 65.1 \end{aligned}$ | $\begin{aligned} & 4,641 \\ & 4,646 \\ & 4,888 \end{aligned}$ | $\begin{aligned} & 3,715 \\ & 3,609 \\ & 3,822 \end{aligned}$ | $\begin{aligned} & 4,128 \\ & 4,690 \\ & 4,800 \end{aligned}$ | $\begin{aligned} & 8,413 \\ & 8,331 \\ & 8,330 \end{aligned}$ | $\begin{aligned} & 4,933 \\ & 4,849 \\ & 4,989 \end{aligned}$ | $\begin{aligned} & 3,949 \\ & 3,767 \\ & 3,901 \end{aligned}$ | 4,388 4,895 4,981 | 8,942 8,695 8,502 |
| 2-year 2000-01 <br> 2005-06 <br> 2013-14 <br> 2014-15 | $\begin{aligned} & 122,920 \\ & 170,501 \\ & 215,229 \\ & 148,723 \\ & 110,993 \end{aligned}$ | 103,635 1477129 193,37 123804 12804 97,265 | $\begin{aligned} & 84.3 \\ & 86.3 \\ & 89.8 \\ & 86.1 \\ & 87.6 \end{aligned}$ | $\begin{aligned} & 58.0 \\ & 63.6 \\ & 76.8 \\ & 73.0 \\ & 74.0 \\ & 70.0 \end{aligned}$ | 17.3 13.7 7.8 6.7 7.8 | $\begin{array}{r}4.8 \\ 6.8 \\ 11.3 \\ 13.6 \\ 13.1 \\ \\ \hline 18\end{array}$ | $\begin{gathered} 67.3 \\ 73.4 \\ 81.5 \\ 70.3 \\ 77.2 \end{gathered}$ | $\begin{aligned} & 2,319 \\ & 2,885 \\ & 4,374 \\ & 4,256 \\ & 4,237 \\ & 4,27 \end{aligned}$ | $\begin{aligned} & 2,314 \\ & 2,706 \\ & 3,088 \\ & 3,523 \\ & 3,856 \end{aligned}$ | $\begin{aligned} & 1,453 \\ & 1,098 \\ & 875 \\ & 1,602 \\ & 1,556 \end{aligned}$ | $\begin{aligned} & 5,387 \\ & 5,951 \\ & 7,799 \\ & 8,171 \\ & 7,667 \end{aligned}$ | $\begin{aligned} & 3,355 \\ & 3,672 \\ & 5,011 \\ & 4,587 \\ & 4,534 \end{aligned}$ | $\begin{aligned} & 3,347 \\ & 3,444 \\ & 3,538 \\ & 3,798 \\ & 4,126 \end{aligned}$ | $\begin{aligned} & 2,101 \\ & 1,398 \\ & 1,002 \\ & 1,727 \\ & 1,666 \end{aligned}$ | 7,792 7,575 8,934 8,808 8,205 |
| $\begin{aligned} & 2015-16 \\ & 2016-17 \\ & 2017-18 \\ & \hline \end{aligned}$ | $\begin{aligned} & 110,493 \\ & 1111,605 \\ & 94,279 \end{aligned}$ | $\begin{aligned} & 95,335 \\ & 95,350 \\ & 78,783 \end{aligned}$ | $\begin{aligned} & 86.3 \\ & 85.4 \\ & 83.6 \end{aligned}$ | $\begin{aligned} & 72.3 \\ & 70.1 \\ & 67.2 \end{aligned}$ | 7.5 6.4 6.1 | 18.3 12.2 9.5 | $\begin{aligned} & 75.0 \\ & 74.6 \\ & 71.3 \end{aligned}$ | $\begin{aligned} & 4,373 \\ & 4,217 \\ & 4,276 \end{aligned}$ | $\begin{aligned} & 3,940 \\ & 3,394 \\ & 2,930 \end{aligned}$ | $\begin{aligned} & 1,425 \\ & 1,464 \\ & 2,187 \\ & \hline \end{aligned}$ | $\begin{aligned} & 7,930 \\ & 7,63 \\ & 7,251 \end{aligned}$ | $\begin{aligned} & 4,488 \\ & 4,401 \\ & 4,365 \end{aligned}$ | $\begin{aligned} & 4,188 \\ & 3,542 \\ & 2,991 \\ & \hline \end{aligned}$ | 1,515 1,528 2,232 | 8,429 <br> 7,978 <br> 7,401 |

Average amounts for students participating in indicated programs.
Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of
Labor, adjusted to an academic-year basis.
Includes only loans made directly to students. Does not include Parent Loans for Undergraduate Students (PLUS) and other loans made directly to parents.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data through 2009-10 are for students receiving aid, while later data are for students awarded aid. Students were counted as receiving aid only if they were awarded and accepted aid and their aid was also disbursed. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2011 and Winter 2011-12 through Winter 2018-19, Student Financial Aid component. (This table was prepared December 2019.)

Table 331.30. Average amount of grant and scholarship aid and average net price for first-time, full-time degree/certificate-seeking students awarded Title IV aid, by control and level of institution and income level: Selected years, 2009-10 through 2017-18

| Level of institution and income level | 2009-10 ${ }^{1}$ |  |  |  | 2015-16 |  |  |  | 2016-17 |  |  |  | 2017-18 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Public | Private |  | $\begin{array}{r} \text { All } \\ \text { institutions } \\ \hline \end{array}$ | Public | Private |  | $\begin{array}{r} \text { All } \\ \text { institutions } \end{array}$ | Public | Private |  | $\begin{array}{r} \text { All } \\ \text { institutions } \end{array}$ | Public | Private |  |
|  | institutions |  | Nonprofit | For-profit |  |  | Nonprofit | For-profit |  |  | Nonprofit | For-profit |  |  | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4-year institutions <br>  <br> Grant and scholarship aid |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All income levels | \$9,050 | \$5,980 | \$15,560 | \$4,420 | \$11,810 | \$7,190 | \$20,890 | \$5,920 | \$12,260 | \$7,370 | \$21,800 | \$6,170 | \$13,100 | \$7,930 | \$23,190 | \$6,510 |
| \$0 to \$30,000 | 10,290 | 9,080 | 17,460 | 5,110 | 13,100 | 10,360 | 21,890 | 6,060 | 13,650 | 10,700 | 22,780 | 6,540 | 14,350 | 11,190 | 24,070 | 6,700 |
| \$30,001 to \$48,000 | 11,170 | 8,330 | 18,710 | 4,530 | 13,980 | 9,810 | 24,570 | 6,460 | 14,460 | 10,130 | 25,720 | 6,020 | 15,280 | 10,630 | 27,130 | 6,970 |
| \$48,001 to \$75,000 | 9,140 | 4,910 | 16,810 | 2,430 | 12,250 | 6,720 | 23,190 | 5,550 | 12,790 | 7,090 | 24,220 | 5,310 | 13,730 | 7,540 | 25,810 | 5,690 |
| \$75,001 to \$110,000 | 7,150 | 2,270 | 14,650 | 1,220 | 10,080 | 3,440 | 20,740 | 4,880 | 10,550 | 3,710 | 21,720 | 4,950 | 11,450 | 4,020 | 23,230 | 5,140 |
| \$110,001 or more | 6,300 | 1,590 | 11,560 | 1,020 | 9,210 | 2,150 | 17,270 | 4,250 | 9,660 | 2,280 | 18,220 | 5,210 | 10,340 | 2,430 | 19,360 | 5,770 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \$0 to \$30,000 | 12,570 | 7,720 | 15,970 | 21,770 | 12,690 | 9,170 | 19,450 | 20,720 | 12,660 | 9,260 | 19,610 | 20,080 | 12,730 | 9,300 | 19,860 | 20,660 |
| \$30,001 to \$ 48,000 | 13,110 | 9,260 | 17,200 | 23,590 | 13,720 | 10,710 | 19,810 | 22,490 | 13,820 | 10,910 | 19,970 | 21,770 | 13,870 | 10,900 | 20,210 | 22,290 |
| \$48,001 to \$75,000 | 16,610 | 13,290 | 20,270 | 26,710 | 17,430 | 14,560 | 22,500 | 24,800 | 17,560 | 14,660 | 22,740 | 25,290 | 17,670 | 14,770 | 22,780 | 24,990 |
| \$75,001 to \$110,000 | 19,860 | 16,410 | 23,900 | 29,830 | 21,540 | 18,570 | 26,040 | 27,380 | 21,790 | 18,790 | 26,450 | 27,090 | 22,020 | 19,050 | 26,540 34,690 | 27,080 |
| \$110,001 or more | 24,080 | 17,880 | 30,210 | 32,910 | 26,880 | 20,960 | 33,490 | 30,160 | 27,320 | 21,390 | 34,120 | 29,180 | 27,890 | 21,850 | 34,690 | 29,930 |
| 2-year institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Grant and scholarship aid ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All income levels | 4,460 | 4,540 | 5,180 | 4,090 | 5,080 | 5,090 | 7,070 | 4,250 | 5,110 | 5,150 | 6,750 | 4,170 | 5,470 | 5,520 | 7,580 | 4,300 |
| \$0 to \$30,000 | 5,250 | 5,450 | 5,540 | 4,590 | 6,010 | 6,140 | 6,770 | 4,650 | 6,020 | 6,200 | 6,450 | 4,540 | 6,410 | 6,600 | 7,260 | 4,680 |
| \$30,001 to \$48,000 | 4,380 | 4,520 | 5,080 | 3,670 | 5,500 | 5,530 | 8,130 | 4,130 | 5,530 | 5,600 | 7,280 | 4,140 | 5,910 | 5,980 | 8,670 | 4,180 |
| \$48,001 to \$75,000 | 2,240 | 2,250 | 4,150 | 1,960 | 3,330 | 3,290 | 7,850 | 2,790 | 3,480 | 3,430 | 7,730 | 2,940 | 3,700 | 3,670 | 8,310 | 3,040 |
| \$75,001 to \$110,000 | 800 610 | 750 600 | 3,240 2,940 | 830 470 | 1,210 680 | 1,090 540 | 9,210 7,610 | 1,130 720 | 1,380 1,070 | 1,260 940 | 8,750 8,370 | 1,260 790 | 1,470 | 1,360 | 8,790 10,480 | 1,340 |
| \$110,001 or more | 610 | 600 | 2,940 | 470 | 680 | 540 | 7,610 | 720 | 1,070 | 940 | 8,370 | 790 | 920 | 710 | 10,480 | 930 |
| Net price ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All income levels | 8,930 | 6,290 | 16,270 | 18,360 | 8,500 | 7,050 | 18,180 | 20,640 | 8,800 | 7,200 | 18,830 | 21,110 | 8,670 | 7,060 | 18,400 | 21,180 |
| \$0 to \$30,000 | 8,560 | 5,380 | 16,500 | 18,240 | 7,900 | 5,900 | 17,720 | 20,680 | 8,250 | 6,060 | 18,410 | 21,260 | 8,050 | 5,810 | 17,970 | 21,400 |
| \$30,001 to \$48,000 | 8,720 | 6,330 | 16,620 | 19,070 | 7,640 | 6,610 | 19,480 | 20,990 | 7,920 | 6,680 | 20,160 | 21,430 | 7,690 | 6,550 | 19,600 | 21,500 |
| \$48,001 to \$75,000 | 10,690 | 8,810 | 18,650 | 21,290 | 9,730 | 8,960 | 20,460 | 22,510 | 9,840 | 9,000 | 20,760 | 22,220 | 9,780 | 8,980 | 20,680 | 22,470 |
| \$75,001 to \$110,000 | 12,230 | 10,630 | 20,760 | 23,020 | 12,200 | 11,430 | 22,840 | 24,290 | 12,360 | 11,530 | 21,890 | 24,000 | 12,430 | 11,580 | 23,060 | 24,090 |
| \$110,001 or more | 12,760 | 10,820 | 20,930 | 24,620 | 13,030 | 12,110 | 27,890 | 25,100 | 12,890 | 11,910 | 29,390 | 25,340 | 13,380 | 12,380 | 29,730 | 24,830 |
|  | Constant 2018-19 dollars ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4-year institutions Grant and scholarship aid ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All income levels | \$10,570 | \$6,980 | \$18,180 | \$5,160 | \$12,560 | \$7,640 | \$22,210 | \$6,290 | \$12,800 | \$7,700 | \$22,750 | \$6,440 | \$13,370 | \$8,100 | \$23,670 | \$6,650 |
| \$0 to \$30,000 | 12,030 | 10,610 | 20,400 | 5,970 | 13,920 | 11,010 | 23,270 | 6,440 | 14,250 | 11,170 | 23,780 | 6,820 | 14,650 | 11,430 | 24,560 | 6,840 |
| \$30,001 to \$48,000 | 13,050 | 9,740 | 21,870 | 5,290 | 14,860 | 10,420 | 26,110 | 6,860 | 15,090 | 10,570 | 26,850 | 6,280 | 15,600 | 10,850 | 27,690 | 7,120 |
| \$48,001 to \$75,000 | 10,680 | 5,740 | 19,650 | 2,840 | 13,020 | 7,150 | 24,650 | 5,900 | 13,340 | 7,400 | 25,280 | 5,540 | 14,010 | 7,700 | 26,350 | 5,810 |
| \$75,001 to \$110,000 | 8,360 | 2,650 | 17,120 | 1,420 | 10,710 | 3,660 | 22,050 | 5,190 | 11,010 | 3,870 | 22,670 | 5,170 | 11,690 | 4,110 | 23,710 | 5,240 |
| \$110,001 or more | 7,360 | 1,860 | 13,510 | 1,190 | 9,790 | 2,280 | 18,350 | 4,520 | 10,080 | 2,380 | 19,010 | 5,440 | 10,560 | 2,480 | 19,760 | 5,890 |
| Net price ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All income levels | 18,580 | 12,940 | 25,450 | 26,400 | 18,770 | 13,900 | 27,290 | 23,110 | 18,810 | 14,020 | 27,340 | 22,300 | 18,500 | 13,740 | 26,990 | 22,100 |
| \$0 to \$30,000 | 14,690 | 9,020 | 18,670 | 25,440 | 13,480 | 9,750 | 20,680 | 22,030 | 13,210 | 9,670 | 20,470 | 20,960 | 12,990 | 9,500 | 20,270 | 21,090 |
| \$30,001 to \$48,000 | 15,320 | 10,820 | 20,100 | 27,570 | 14,580 | 11,380 | 21,060 | 23,900 | 14,430 | 11,390 | 20,850 | 22,720 | 14,160 | 11,120 | 20,630 | 22,750 |
| \$48,001 to \$75,000 | 19,410 | 15,530 | 23,680 | 31,210 | 18,520 | 15,480 | 23,920 | 26,360 | 18,320 | 15,300 | 23,740 | 26,390 | 18,040 | 15,080 | 23,250 | 25,500 |
| \$75,001 to \$110,000 | 23,200 | 19,170 | 27,930 | 34,850 | 22,890 | 19,740 | 27,680 | 29,100 | 22,740 | 19,610 | 27,600 | 28,270 | 22,470 | 19,440 | 27,090 | 27,640 |
| \$110,001 or more | 28,140 | 20,890 | 35,300 | 38,460 | 28,570 | 22,280 | 35,600 | 32,060 | 28,520 | 22,320 | 35,610 | 30,460 | 28,470 | 22,310 | 35,410 | 30,550 |
| See notes at end of table. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 331.30. Average amount of grant and scholarship aid and average net price for first-time, full-time degree/certificate-seeking students awarded Title IV aid, by control and level of institution and income level: Selected years, 2009-10 through 2017-18-Continued

| Level of institution and income level | 2009-10 ${ }^{1}$ |  |  |  | 2015-16 |  |  |  | 2016-17 |  |  |  | 2017-18 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{array}{r} \text { All } \\ \text { institutions } \end{array}$ | Public | Private |  | $\begin{array}{r} \text { All } \\ \text { institutions } \end{array}$ | Public | Private |  | $\begin{array}{r} \text { All } \\ \text { institutions } \\ \hline \end{array}$ | Public | Private |  | $\begin{array}{r} \text { All } \\ \text { institutions } \\ \hline \end{array}$ | Public | Private |  |
|  |  |  | Nonprofit | For-profit |  |  | Nonprofit | For-profit |  |  | Nonprofit | For-profit |  |  | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 2-year institutions Grant and scholarship aid ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All income levels | 5,210 | 5,300 | 6,060 | 4,780 | 5,400 | 5,410 | 7,510 | 4,520 | 5,330 | 5,370 | 7,050 | 4,350 | 5,580 | 5,630 | 7,730 | 4,390 |
| \$0 to \$30,000 | 6,130 | 6,370 | 6,480 | 5,370 | 6,390 | 6,520 | 7,200 | 4,940 | 6,280 | 6,470 | 6,730 | 4,740 | 6,540 | 6,740 | 7,410 | 4,780 |
| \$30,001 to \$48,000 | 5,120 | 5,290 | 5,930 | 4,280 | 5,840 | 5,880 | 8,640 | 4,390 | 5,780 | 5,850 | 7,600 | 4,320 | 6,030 | 6,110 | 8,850 | 4,260 |
| \$48,001 to \$75,000 | 2,620 | 2,630 | 4,860 | 2,290 | 3,540 | 3,500 | 8,340 | 2,960 | 3,630 | 3,590 | 8,070 | 3,060 | 3,770 | 3,740 | 8,480 | 3,110 |
| \$75,001 to \$110,000 | 930 | 880 | 3,780 | 970 | 1,290 | 1,160 | 9,790 | 1,200 | 1,440 | 1,310 | 9,130 | 1,310 | 1,500 | 1,390 | 8,970 | 1,370 |
| \$110,001 or more | 720 | 700 | 3,440 | 550 | 730 | 570 | 8,090 | 770 | 1,120 | 980 | 8,740 | 820 | 940 | 730 | 10,700 | 950 |
| Net price ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All income levels | 10,430 | 7,350 | 19,020 | 21,450 | 9,030 | 7,500 | 19,330 | 21,930 | 9,190 | 7,520 | 19,660 | 22,030 | 8,850 | 7,200 | 18,780 | 21,620 |
| \$0 to \$30,000 | 10,010 | 6,290 | 19,280 | 21,310 | 8,390 | 6,280 | 18,840 | 21,980 | 8,610 | 6,330 | 19,220 | 22,190 | 8,220 | 5,930 | 18,340 | 21,840 |
| \$30,001 to \$48,000 | 10,190 | 7,400 | 19,430 | 22,280 | 8,120 | 7,030 | 20,700 | 22,310 | 8,270 | 6,980 | 21,040 | 22,370 | 7,850 | 6,690 | 20,010 | 21,950 |
| \$48,001 to \$75,000 | 12,490 | 10,300 | 21,790 | 24,880 | 10,340 | 9,530 | 21,750 | 23,930 | 10,270 | 9,390 | 21,670 | 23,190 | 9,980 | 9,160 | 21,100 | 22,940 |
| \$75,001 to \$110,000 | 14,290 | 12,420 | 24,260 | 26,900 | 12,970 | 12,150 | 24,280 | 25,810 | 12,900 | 12,030 | 22,840 | 25,050 | 12,690 | 11,820 | 23,540 | 24,590 |
| \$110,001 or more | 14,920 | 12,640 | 24,460 | 28,770 | 13,850 | 12,870 | 29,640 | 26,680 | 13,450 | 12,430 | 30,670 | 26,450 | 13,650 | 12,640 | 30,350 | 25,350 |

${ }^{1}$ Data for 2009-10 are for students receiving aid, while later data are for students awarded aid. Students were counted as receiving aid only if they were awarded and accepted aid and their aid was also disbursed.
${ }^{2}$ Grant and scholarship aid consists of federal Title IV grants, as well as other grant or scholarship aid from the federal government, state or local governments, or institutional sources. Title IV grants include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOGs), Academic Competitiveness Grants (ACGs), National Science and Mathematics Access to Retain Talent Grants (National SMART Grants), and Teacher Education Assistance for College and Higher Education (TEACH) Grants. The average amount of grant and scholarship aid by income level was calculated based on all students who were awarded any type of Titte IV aid, even those students who were awarded zero Title IV aid in the orm of grants and were awarded Title IV aid only in the form of work-study aid or loan aid.
governments, or institutional sources. However, average net price by income level was calculated based on all students who were awarded any type of Title IV aid, even those who were awarded zero Title IV aid in the form of grants and were awarded Title IV aid only in the form of work-study aid or loan aid.
${ }^{4}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.
time basis institutions) and who were awarded Title IV aid. Excludes the approximately 17 percent of students who were not awardicd any Title IV aid. Title IV aid includes grant aid, work-study aid, and loan aid. Data are weighted by the number of students at the institution who were awarded Title IV aid. Totals include students for whom income data were not available. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Dable was (his table was prepared December 2019.)

Table 331.35. Percentage of full-time, full-year undergraduates receiving financial aid, and average annual amount received, by type and source of aid and selected student characteristics: Selected years, 1999-2000 through 2015-16
[Standard errors appear in parentheses. Amounts in constant 2018-19 dollars]

| Year and selected student characteristic |  | Any aid |  |  |  |  |  |  |  |  |  |  |  | Grants |  |  |  |  |  |  |  | Loans ${ }^{2}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Percent receiving |  |  |  |  |  | Average amount |  |  |  |  |  | Percent receiving |  |  |  | Average amount |  |  |  | Percent receiving |  | Average amount |  |
|  |  |  | Total ${ }^{3}$ | Federal ${ }^{4}$ |  | Nonfederal |  | Total ${ }^{3}$ |  | Federal ${ }^{4}$ |  | Nonfederal |  | Total |  | Pell |  | Total |  | Pell |  |  |  |  |  |
| 1 | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| $\begin{gathered} \text { 1999-2000 } \\ \text { Total } \end{gathered}$ | 6,145 (-) | 71.9 | (0.59) | 56.7 | (0.44) | 52.3 | (0.67) | \$12,670 | (149) | \$8,930 (87) |  | \$7,720 (142) |  | 58.5 (0.60) |  | 28.3 (0.43) |  | \$7,630 (121) |  | \$3,420 (22) |  | 45.6 (0.44) |  | \$9,020 (88) |  |
| Sex Male Female | $\begin{array}{ll} 2,687 & (-) \\ 3,458 & (-) \end{array}$ | 69.1 74.0 | $(0.74)$ $(0.73)$ | 53.9 59.0 | $\begin{aligned} & (0.65) \\ & (0.62) \end{aligned}$ | 49.7 54.3 | $\begin{aligned} & (0.79) \\ & (0.86) \end{aligned}$ | $\begin{aligned} & 12,640 \\ & 12,690 \end{aligned}$ | $\begin{aligned} & (230) \\ & (170) \end{aligned}$ | $\begin{aligned} & 9,040 \\ & 8,840 \end{aligned}$ | $\begin{aligned} & (127) \\ & (100) \end{aligned}$ | $\begin{aligned} & 7,760 \\ & 7,700 \end{aligned}$ | $\begin{aligned} & (221) \\ & (144) \end{aligned}$ | $\begin{aligned} & 53.9 \\ & 62.1 \end{aligned}$ | $\begin{aligned} & (0.83) \\ & (0.75) \end{aligned}$ | $\begin{aligned} & 24.5 \\ & 31.3 \end{aligned}$ | $\begin{aligned} & (0.59) \\ & (0.61) \end{aligned}$ | $\begin{aligned} & 7,600 \\ & 7,650 \end{aligned}$ | $\begin{aligned} & (185) \\ & (127) \end{aligned}$ | $\begin{aligned} & 3,350 \\ & 3,460 \end{aligned}$ | $\begin{aligned} & (32) \\ & (30) \end{aligned}$ | 43.8 46.9 | $\begin{aligned} & (0.67) \\ & (0.64) \end{aligned}$ | $\begin{aligned} & 9,210 \\ & 8,880 \end{aligned}$ | $\begin{aligned} & (154) \\ & (110) \end{aligned}$ |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 4,335 (-) | 69.9 | (0.73) | 53.1 | (0.59) | 52.2 | (0.73) | 12,800 | (200) | 8,980 | (111) | 8,010 | (183) | 55.2 | (0.70) | 21.5 | (0.53) | 7,680 | (154) | 3,230 | (32) | 45.3 | (0.61) | 9,240 | (120) |
| Black | 675 (-) | 88.0 | (1.16) | 78.6 | (1.49) | 54.7 | (2.09) | 12,430 | (431) | 9,290 | (257) | 6,630 | (376) | 76.2 | (1.24) | 55.7 | (1.38) | 7,160 | (225) | 3,670 | (50) | 59.2 | (2.36) | 8,230 | (285) |
| Hispanic | 500 (-) | 77.1 | (1.41) | 65.6 | (1.84) | 53.1 | (2.20) | 11,580 | (452) | 8,380 | (315) | 6,450 | (353) | 66.7 | (1.76) | 45.4 | (2.10) | 6,920 | (279) | 3,570 | (57) | 42.7 | (1.99) | 8,840 | (289) |
| Asian | 372 (-) | 60.3 | (1.65) | 47.8 | (1.79) | 47.9 | (1.55) | 13,300 | (842) | 8,750 | (327) | 8,010 | (771) | 53.0 | (1.67) | 31.7 | (1.62) | 8,830 | (695) | 3,730 | (92) | 33.0 | (2.03) | 8,480 | (316) |
| Pacific Islander American Indian/Alaska | 41 (-) | 62.3 | (6.39) | 56.0 | (5.70) | 48.8 | (5.63) | $\begin{array}{lr} 13,070 & (1,114) \\ 13,0530 & (710) \\ 12,050 & (1,092) \end{array}$ |  | 7,860 | (671) | 7,290 $(1,026)$ <br> 8,500 $(595)$ <br> 8,210 $(1,084)$ |  | 53.1 $(6.29)$ <br> 78.7 $(4.73)$ <br> 6.0 $(3.22)$ <br> 51.4 $(4.32)$ |  | 31.9 $(5.85)$ <br> 50.8 $(7.04)$ <br> 34.2 $(3.30)$ <br> 26.0 $(3.70)$ |  | 8,010 $(723)$ <br> 8,000 $(642)$ <br> 8,320 $(878)$ |  | 3,790 $(188)$ <br> 3,580 $(194)$ <br> 3,250 $(243)$ |  | 44.6 $(7.94)$ <br> 43.8 $(2.76)$ <br> 29.8 $(4.02)$ |  | $\begin{array}{ll}8,340 & (819) \\ 8,780 & (395) \\ 8,840 & (928)\end{array}$ |  |
| Native | 42 (-) | 81.5 | (4.72) | 75.0 | (5.05) | 61.7 | (6.64) |  |  | 8,180 | (821) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Two or more races | 93 (-) | 75.6 | (3.00) |  | (3.36) |  | (3.44) |  |  | 8,560 | (433) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other | 86 (-) | 61.9 | (3.54) | 45.2 | (3.64) | 46.9 | (4.04) |  |  | 7,990 | (507) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependency status and family income |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent ${ }^{\text {a }}$ | 4,612 (-) | 70.2 | (0.65) | 53.4 | (0.52) | 53.7 | (0.75) | 13,110 | (177) | 8,590 | (100) | 8,600 | (178) | 56.2 | (0.70) | 21.1 | (0.52) | 8,330 | (147) | 3,180 | (28) | 45.6 | (0.50) | 8,920 | (111) |
| Low-income ${ }^{5}$ | 990 (-) | 85.4 | (0.90) | 78.1 | (1.03) | 65.2 | (1.43) | 13,420 | (239) | 8,610 | (132) | 7,270 | (209) | 82.3 | (0.94) | 70.4 | (1.12) | 8,570 | (162) | 3,630 | (30) | 50.5 | (1.27) | 7,530 | (153) |
| Middle-income ${ }^{5}$ | 2,383 (-) | 70.6 | (0.85) | 53.4 | (0.79) | 54.7 | (1.01) | 13,260 | (268) | 8,200 | (120) | 9,100 | (263) | 54.3 | (1.00) | 11.6 | (0.47) | 8,270 | (250) | 2,030 | (52) | 49.8 | (0.80) | 8,790 | (128) |
| High-income ${ }^{5}$ | 1,238 (-) | 57.3 | (1.10) | 33.7 | (0.77) | 42.6 | (1.07) | 12,410 | (242) | 9,720 | (277) | 9,010 | (196) | 38.8 | (1.08) | $\ddagger$ | ( $\dagger$ ) | 8,090 | (194) | $\ddagger$ | ( $\dagger$ ) | 33.5 | (0.72) | 10,970 | (286) |
| Independent | 1,533 (-) | 76.9 | (0.88) | 66.8 | (0.80) | 48.1 | (1.11) | 11,450 | (208) | 9,750 | (137) | 4,760 | (151) | 65.5 | (0.84) | 50.0 | (0.72) | 5,810 | (119) | 3,730 | (35) | 45.6 | (1.17) | 9,310 | (111) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sex <br> Male <br> Female |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{array}{ll} 46.8 & (0.77) \\ 50.0 & (0.45) \end{array}$ |  | $\begin{aligned} & 9,860 \\ & 9,280 \end{aligned}$ | $\begin{aligned} & (138) \\ & (100) \end{aligned}$ |
|  | 3,340 (-) | 72.8 | (0.89) | 57.2 | (0.83) | 53.8 | (0.78) | 13,440 | (167) | 9,700 | (112) | 7,860 | (177) | 58.6 | (0.82) | 28.0 | (0.62) | 7,690 | (155) | 4,050 | (37) |  |  |  |  |
|  | 4,222 (-) | 77.3 | (0.56) | 62.7 | (0.51) | 55.8 | (0.70) | 13,170 | (146) | 9,420 | (87) | 7,650 | (183) | 65.0 | (0.61) | 34.2 | (0.46) | 7,740 | (151) | 4,210 | (28) |  |  |  |  |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 5,137 (-) | 73.3 $(0.86)$ <br> 88.7 $(0.90$ <br> 78.8 $(1.09)$ <br> 65.1 $(1.55)$ <br> 71.1 $(5.10)$ |  | 56.3 $(0.79)$ <br> 81.3 $(1.08)$ <br> 67.8 $(1.21)$ <br> 51.4 $(1.46)$ <br> 61.5 $(4.79)$ |  | 55.2 $(0.81)$ <br> 55.5 $(1.68)$ <br> 55.0 $(1.32)$ <br> 50.6 $(1.70)$ <br> 46.2 $(4.95)$ |  | 13,240 $(161)$ <br> 13,840 $(298)$ <br> 12,870 $(280)$ <br> 13,550 $(332)$ |  | 9,510 $(94)$ <br> 10,130 7,880 <br> 9,160 $(174)$ <br> 7,280 $(275)$ <br> 8,770 $(243)$ <br> 9,230 $(944)$ <br> , 530 $(278)$ <br> 7,620 $(1,285)$ |  |  |  | 59.0 $(0.79)$ <br> 79.0 $(1.27)$ <br> 68.1 $(1.15)$ <br> 54.5 $(1.74)$ <br> 53.0 $(5.12)$ |  | 23.9 $(0.54)$ <br> 61.5 $(1.64)$ <br> 46.7 $(1.17)$ <br> 30.6 $(1.40)$ <br> 28.1 $(4.85)$ |  | 7,540 $(160)$ <br> 7,900 $(249)$ <br> 7,850 $(200)$ <br> 9,350 $(279)$ <br> 7,930 $(834)$ |  | 3,940 $(30)$ <br> 4,410 $(38)$ <br> 4,340 $(61)$ <br> 4,390 $(78)$ |  | 48.4 | (0.68) | $\begin{array}{ll}9,710 & (104) \\ 9,030 & (243)\end{array}$ |  |
| Black | 895 (-) |  |  | $\begin{array}{ll}59.2 & (1.90) \\ 46.3\end{array}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic | 718 (-) |  |  | 9,180 | (244) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian | 459 (-) |  |  | $\begin{array}{ll} 35.7 & (1.28) \\ 45.0 & (5.02) \end{array}$ |  |  |  | $\begin{array}{rrr}8,920 & (317) \\ 10,000 & (1,149)\end{array}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pacificic Islander | 34 (-) |  |  | 12,940 (1,267) | $\begin{array}{cc} 4,390 & (78) \\ 4,410 & (310) \end{array}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Indian/Alaska Native <br> Two or more races Other | 59 (-) | 81.1 | (5.18) |  |  | 66.2 | (6.31) | 64.5 | (4.42) | 12,290 | (849) | 9,350 | (493) | 5,860 (1,017) |  | $\begin{array}{ll} 73.8 & (5.79) \\ 63.8 & (2.18) \end{array}$ |  | $\begin{array}{ll} 43.4 & (4.64) \\ 31.5 & (2.39) \end{array}$ |  | 7,390 $(800)$ <br> 7,610 $(403)$ |  | $\begin{array}{ll} 3,970 & (211) \\ 4,140 & (120) \end{array}$ |  | 46.5 $(5.70)$ <br> 49.3 $(2.34)$ <br> 42.9 $(2.65)$ |  | $\begin{array}{r} 8,660 \\ 10,080 \\ 9,390 \end{array}$ | $\begin{aligned} & (572) \\ & (524) \\ & (592) \end{aligned}$ |
|  | 156 (-) | 77.1 | (2.12) | 61.6 | (2.12) |  |  | 55.9 | (2.11) | 13,530 | (552) | 9,900 | (388) | 7,750 | (475) |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 104 (-) | 72.2 | (2.56) | 56.6 | (2.71) | 53.2 | (2.58) | 12,340 | (671) | 9,280 | (447) | 6,870 | (612) | 61.7 | (2.89) | 35.5 | (2.94) | 7,090 | (429) | 4,230 | (147) |  |  |  |  |  |  |  |
| Dependency status and family income |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent Low-income ${ }^{5}$ Middle-income ${ }^{5}$ High-income ${ }^{5}$ Independent | 5,574 (-) | 73.3 $(0.79)$ <br> 87.9 $(0.70)$ <br> 72.7 $(1.01)$ <br> 61.6 $(0.98)$ <br> 80.9 $(0.77)$ |  | 56.3 $(0.68)$ <br> 77.8 $(0.80)$ <br> 55.4 $(0.89)$ <br> 39.3 $(0.82)$ <br> 71.5 $(0.79)$ |  | 57.2 $(0.74)$ <br> 66.6 $(1.00)$ <br> 58.0 $(0.97)$ <br> 47.4 $(0.91)$ <br> 48.5 $(0.91)$ |  | 13,740 $(158)$ <br> 14,620 $(277)$ <br> 13,450 $(187)$ <br> 13,340 $(232)$ <br> 12,120 $(143)$ |  | $\begin{array}{rr} 9,140 & (87) \\ 9,790 & (129) \\ 8,560 & (113) \\ 9,690 & (164) \\ 10,400 & (122) \end{array}$ |  | 8,600 $(177)$ <br> 7,850 $(265)$ <br> 8,690 $(196)$ <br> 9,310 $(231)$ <br> 4,890 $(135)$ |  | 59.6 $(0.74)$ <br> 84.8 $(0.80)$ <br> 57.2 $(0.88)$ <br> 42.5 $(1.02)$ <br> 69.4 $(0.79)$ |  | 23.6 $(0.39)$ <br> 70.8 $(0.92)$ <br> 14.8 $(0.42)$ <br> $\ddagger$ $(+)$ <br> 53.5 $(0.82)$ |  | 8,340 $(170)$ <br> 9,590 $(225)$ <br> 7,690 $(193)$ <br> 7,930 $(229)$ <br> 6,230 $(92)$ |  | $\begin{array}{r} 3,900 \\ 4,600 \\ 2,440 \\ \ddagger \\ 4,450 \end{array}$ | (28) <br> (37) $\begin{array}{r} (\dagger) \\ (33) \\ \hline \end{array}$ | 47.5 $(0.62)$ <br> 51.0 $(0.91)$ <br> 50.4 $(0.80)$ <br> 38.8 $(0.83)$ <br> 51.6 $(0.85)$ |  | 9,670 $(110)$ <br> 7,900 $(178)$ <br> 9,680 $(134)$ <br> 11,670 $(204)$ <br> 9,140 $(122)$ |  |  |  |
|  | 1,250 (-) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 2,886 (-) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1,438 (-) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1,988 (-) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

[^50]Table 331.35. Percentage of full-time, full-year undergraduates receiving financial aid, and average annual amount received, by type and source of aid and selected student characteristics: Selected years, 1999-2000 through 2015-16-Continued
[Standard errors appear in parentheses. Amounts in constant 2018-19 dollars]


See notes at end of table.

Table 331.35. Percentage of full-time, full-year undergraduates receiving financial aid, and average annual amount received, by type and source of aid and selected student characteristics: Selected years, 1999-2000 through 2015-16-Continued
[Standard errors appear in parentheses. Amounts in constant 2018-19 dollars]


## -Not available.

## †Not applicable.

$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Numbers of undergraduates may not equal figures reported in other tables, since these data are based on a sample survey of students who enrolled at any time during the academic year.
2 Includes Parent Loans for Undergraduate Students (PLUS)
2Includes Parent Loans for Undergraduate Students (PLUS).
Includes students who reported they were awarded aid but did not specify the source or type of aid as well as students who ${ }^{3}$ Includes students who reported they were awarded aid but did not specify the source or type of aid as well as students who
specified work study, vocational rehabilitation and training, and military education assistance, which are not separately shown. specified work study, vocational rehabiiltation and training, and miltary educatits
${ }^{\text {IIncludes }}$
${ }^{5}$ Low-income students have family incomes below the 25 th percentile, middle-income students have family incomes from
the 25 th to the 75 th percentile, and high-income students have family incomes above the 75 th percentile.
${ }^{6}$ The 2012 and 2016 questionnaires did not offer students the option of choosing an "Other" race category
ncludes students who were single, divorced, or widowed.
NOTE: Full-time, full-year undergraduates are those who were enrolled full time for 9 or more months at one or more institutions. Data include undergraduates in degree-granting and non-degree-granting institutions. Constant dollars based on he Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic year basis. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Data exclude Puerto Rico. Race categories exclude persons of Hispanic ethnicity. Some data
have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, 2007-08, 2011-12,
and 2015-16 National Postsecondary Student Aid Study (NPSAS:2000, NPSAS:04, NPSAS:08, NPSAS:12, and NPSAS:16). (This table was prepared October 2019.)

| Selected student characteristic | Any aid |  |  |  |  |  | Grants |  |  |  |  |  | Loans |  |  |  |  |  | Work study |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total ${ }^{1}$ | Federal ${ }^{2}$ |  | Nonfederal |  |  | Total |  | Federal | Nonfederal |  | Total ${ }^{3} \quad$ Federal ${ }^{3}$ |  |  |  | Nonfederal |  | Total ${ }^{4}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| All full-time, full-year undergraduates | \$18,210 | (105) | \$11,790 | (58) | \$11,240 | (121) | \$11,340 | (92) | \$6,190 | (57) | \$10,220 | (114) | \$11,140 | (75) | \$9,810 | (48) | \$10,200 | (238) | \$2,430 | (30) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 18,560 | (170) | 12,220 | (118) | 11,430 | (187) | 11,510 | (159) | 7,040 | (103) | 10,440 | (182) | 11,270 | (133) | 9,910 | (106) | 10,460 | (341) | 2,450 | (51) |
| Female | 17,950 | (153) | 11,470 | (85) | 11,090 | (156) | 11,220 | (123) | 5,590 | (67) | 10,050 | (151) | 11,050 | (110) | 9,740 | (85) | 10,010 | (326) | 2,420 | (43) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 18,380 | (152) | 11,770 | (89) | 11,690 | (173) | 11,220 | (125) | 6,370 | (86) | 10,390 | (152) | 11,620 | (107) | 9,900 | (73) | 10,770 | (292) | 2,360 | (35) |
| Black | 19,350 | (378) | 13,230 | (217) | 10,320 | (373) | 11,180 | (287) | 5,960 | (105) | 9,880 | (373) | 10,700 | (225) | 10,080 | (200) | 8,790 | (838) | 2,450 | (98) |
| Hispanic | 16,860 | (328) | 10,990 | (176) | 9,750 | (334) | 10,890 | (266) | 5,950 | (101) | 9,100 | (327) | 10,080 | (203) | 9,250 | (186) | 8,630 | (697) | 2,620 | (86) |
| Asian | 18,010 | (470) | 10,420 | (276) | 12,580 | (517) | 13,590 | (423) | 6,080 | (177) | 11,900 | (481) | 10,500 | (448) | 9,300 | (406) | 10,120 | (992) | 2,540 | (104) |
| Pacific Islander | 17,220 | $(1,532)$ | 12,160 | $(1,174)$ | 8,750 | $(1,445)$ | 10,090 | $(1,285)$ | 5,940 | (527) | 7,990 | $(1,426)$ | 12,060 | $(1,454)$ | 10,810 | $(1,276)$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( + |
| American Indian/Alaska Native | 14,810 | $(1,455)$ | 9,540 | (614) | 9,720 | $(1,683)$ | 10,560 | $(1,443)$ | 6,210 | (490) | 9,420 | $(1,713)$ | 8,840 | (572) | 8,450 | (544) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races | 18,450 | (602) | 12,170 | (432) | 11,390 | (596) | 11,730 | (486) | 6,630 | (315) | 10,450 | (558) | 10,960 | (437) | 10,060 | (393) | 8,590 | (876) | 2,590 | (200) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 to 23 years old | 18,680 | (124) | 11,100 | (61) | 12,230 | (132) | 12,420 | (112) | 5,330 | (51) | 11,180 | (124) | 11,370 | (91) | 9,860 | (57) | 10,260 | (251) | 2,380 | (30) |
| 24 to 29 years old | 16,950 | (267) | 13,940 | (195) | 6,410 | (250) | 7,660 | (162) | 8,030 | (189) | 5,410 | (209) | 10,370 | (172) | 9,510 | (112) | 10,050 | (804) | 2,780 | (149) |
| 30 years old or over | 15,780 | (231) | 14,140 | (213) | 4,730 | (187) | 6,470 | (104) | 8,250 | (230) | 3,940 | (159) | 10,290 | (132) | 9,720 | (120) | 9,410 | (598) | 3,430 | (257) |
| Marital status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Not married ${ }^{5}$ | 18,410 | (110) | 11,570 | (60) | 11,580 | (122) | 11,710 | (96) | 5,810 | (56) | 10,550 | (115) | 11,220 | (82) | 9,830 | (51) | 10,210 | (243) | 2,420 | (30) |
| Married | 15,760 | (305) | 14,070 | (252) | 5,520 | (294) | 6,630 | (167) | 9,550 | (293) | 4,640 | (256) | 10,220 | (208) | 9,470 | (150) | 10,350 | (911) | 2,730 | (214) |
| Separated | 16,540 | (737) | 14,340 | (615) | 4,890 | (754) | 7,520 | (442) | 6,970 | (428) | 4,450 | (757) | 10,110 | (458) | 9,900 | (435) | $\ddagger$ | ( $\dagger$ ) | + | ( $\dagger$ |
| Dependency status and family income |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent | 18,910 | (127) | 11,010 | (64) | 12,380 | (137) | 12,570 | (116) | 5,190 | (54) | 11,300 | (128) | 11,470 | (94) | 9,910 | (59) | 10,240 | (250) | 2,360 | (30) |
| Less than \$20,000 | 19,080 | (352) | 11,200 | (175) | 10,620 | (354) | 13,570 | (306) | 5,930 | (37) | 10,270 | (356) | 8,810 | (235) | 8,430 | (227) | 6,820 | (629) | 2,460 | (83) |
| \$20,000-\$39,999 | 19,360 | (369) | 11,090 | (181) | 10,850 | (321) | 13,420 | (281) | 5,400 | (57) | 10,390 | (310) | 9,160 | (224) | 8,520 | (195) | 6,320 | (572) | 2,510 | (80) |
| \$40,000-\$59,999 | 19,210 | (396) | 10,270 | (199) | 11,720 | (380) | 12,130 | (333) | 3,690 | (85) | 10,910 | (371) | 10,390 | (245) | 9,140 | (214) | 8,590 | (676) | 2,470 | (89) |
| \$60,000-\$79,999 | 17,730 | (413) | 9,700 | (259) | 12,380 | (367) | 11,360 | (338) | 2,740 | (157) | 11,350 | (349) | 11,150 | (317) | 9,600 | (266) | 9,580 | (772) | 2,250 | (101) |
| \$80,000-\$99,999 | 18,810 | (481) | 11,010 | (331) | 12,960 | (439) | 11,440 | (429) | 6,870 | $(1,075)$ | 11,320 | (430) | 12,900 | (388) | 10,600 | (354) | 11,270 | (671) | 2,240 | (119) |
| \$100,000 or more | 18,910 | (266) | 11,800 | (177) | 14,080 | (282) | 12,420 | (261) | 13,760 | $(1,299)$ | 12,440 | (264) | 13,850 | (228) | 11,530 | (174) | 12,030 | (394) | 2,180 | (55) |
| Independent | 16,230 | (184) | 13,780 | (137) | 6,810 | (194) | 7,890 | (126) | 7,890 | (135) | 6,010 | (189) | 10,220 | (99) | 9,520 | (72) | 9,970 | (526) | 2,900 | (110) |
| Less than \$10,000 | 17,120 | (307) | 13,850 | (220) | 8,120 | (310) | 9,630 | (230) | 7,430 | (164) | 7,430 | (297) | 10,100 | (167) | 9,470 | (132) | 10,190 | $(1,082)$ | 2,890 | (139) |
| \$10,000-\$19,999 | 15,570 | (364) | 13,180 | (274) | 5,780 | (318) | 7,220 | (190) | 6,510 | (212) | 5,110 | (278) | 9,870 | (193) | 9,310 | (165) | 8,220 | (677) | 2,580 | (206) |
| \$20,000-\$29,999 | 16,520 | (553) | 14,180 | (388) | 6,120 | (585) | 6,810 | (368) | 8,440 | (428) | 5,320 | (557) | 10,400 | (339) | 9,700 | (225) | 10,690 | $(1,706)$ | 3,440 | (560) |
| \$30,000-\$49,999 | 15,780 | (377) | 14,210 | (331) | 5,140 | (322) | 6,290 | (157) | 9,770 | (390) | 4,000 | (257) | 10,420 | (265) | 9,580 | (199) | 10,320 | $(1,104)$ | 2,850 | (256) |
| \$50,000 or more | 14,670 | (431) | 13,710 | (414) | 6,190 | (432) | 5,340 | (255) | 10,760 | (704) | 4,910 | (331) | 10,860 | (374) | 9,850 | (222) | 10,930 | $(1,337)$ | + | ( $\dagger$ |
| Housing status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School-owned | 24,820 | (260) | 13,020 | (149) | 16,480 | (271) | 16,550 | (241) | 5,780 | (109) | 15,050 | (260) | 12,590 | (189) | 10,690 | (147) | 11,120 | (449) | 2,300 | (38) |
| Off-campus, not with parents | 16,320 | (157) | 12,290 | (113) | 8,640 | (157) | 8,980 | (113) | 6,810 | (98) | 7,620 | (146) | 10,770 | (108) | 9,610 | (89) | 10,320 | (372) | 2,740 | (75) |
| With parents | 12,600 | (219) | 9,040 | (148) | 7,190 | (172) | 8,440 | (155) | 5,260 | (81) | 6,710 | (166) | 9,420 | (212) | 8,670 | (202) | 7,860 | (442) | 2,450 | (96) |
| Attended more than one institution | 17,000 | (270) | 11,710 | (162) | 9,870 | (380) | 10,100 | (277) | 6,450 | (168) | 9,020 | (383) | 10,510 | (171) | 9,480 | (150) | 9,010 | (443) | 2,290 | (71) |

$\dagger$ Not applicable.
$\dagger$ Not applicable.
50 percent or greater not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is
1Includes students who reported they were awarded aid, but did not specify the source or type of aid.
${ }^{2}$ Includes
2Includes Department of Veterans Affairs and Department of Defense benefits.
3ncludes
${ }^{3}$ Includes Parent Loans for Undergraduate Students (PLUS).
${ }^{4}$ Details on federal and nonfederal work-study participants are not available.

Includes students who were single, divorced, or widowed.
NOTE: Aid averages are for those students who received the specified type of aid. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Full-time, full-year undergraduates were enrolled full time for 9 or more months at one or more institutions. Data include undergraduates in degreegranting and non-degree-granting institutions. Data exclude Puerto Rico. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015-16 National Postsecondary Student
Aid Study (NPSAS:16). (This table was prepared June 2018.)

Table 331.50. Aid status and sources of aid for full-time and part-time undergraduates, by control and level of institution: 2011-12 and 2015-16
[Standard errors appear in parentheses]

| Control and level of institution | Number of undergraduates ${ }^{1}$ (in thousands) | Aid status (percent of students) |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Nonaided |  | Source of aid |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Any aid ${ }^{2,3}$ |  | Federal ${ }^{3}$ |  |  | State | Institutional |  | Other ${ }^{2}$ |  |
| 1 | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
|  | 2011-12 |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-time, full-year student ${ }^{4}$ All institutions | 8,864 | 15.6 | (0.36) | 84.4 | (0.36) | 72.8 | (0.51) | 26.5 | (0.48) | 31.0 | (0.45) | 28.1 | (0.36) |
| Public | 5,997 | 19.6 | (0.47) | 80.4 | (0.47) | 68.4 | (0.61) | 30.2 | (0.64) | 22.0 | (0.52) | 24.3 | (0.36) |
| 4-year doctoral | 2,893 | 16.1 | (0.46) | 83.9 | (0.46) | 70.9 | (0.47) | 31.2 | (0.69) | 32.2 | (0.90) | 28.1 | (0.49) |
| Other 4-year | +969 | 16.5 | (0.93) | 83.5 | (0.93) | 72.7 | (1.34) | 31.3 | (1.36) | 21.6 | (1.32) | 27.5 | (0.90) |
| 2-year | 2,104 | 25.5 | (1.03) | 74.5 | (1.03) | 63.0 | (1.24) | 28.3 | (1.31) | 8.3 | (0.54) | 17.8 | (0.57) |
| Less-than-2-year | 31 | 28.4 | (4.50) | 71.6 | (4.50) | 67.8 | (4.72) | 18.2 ! | (6.85) | $\ddagger$ | ( $\dagger$ ) | 18.9 | (4.08) |
| Private, nonprofit | 1,875 | 8.4 | (0.55) | 91.6 | (0.55) | 76.1 | (0.75) | 25.3 | (0.87) | 73.7 | (0.97) | 39.6 | (0.96) |
| 4-year doctoral | 990 | 9.6 | (0.84) | 90.4 | (0.84) | 74.3 | (0.94) | 23.3 | (1.29) | 74.5 | (1.29) | 38.9 | (1.50) |
| Other 4-year | 849 | 6.9 | (0.68) | 93.1 | (0.68) | 78.0 | (1.20) | 28.0 | (1.24) | 74.3 | (1.38) | 40.5 | (1.08) |
| Less-than-4-year | 36 | 9.8 ! | (4.12) | 90.2 | (4.12) | 78.1 | (5.04) | 19.5 ! | (7.60) | 34.5 ! | (11.90) | 38.4 | (4.24) |
| Private, for-profit | 992 | 5.2 | (0.46) | 94.8 | (0.46) | 93.1 | (0.51) | 6.9 | (0.70) | 4.8 | (0.72) | 29.2 | (0.89) |
| 2-year and above | 859 | 5.4 | (0.53) | 94.6 | (0.53) | 92.8 | (0.59) | 7.5 | (0.78) | 5.4 | (0.83) | 30.7 | (0.96) |
| Less-than-2-year | 133 | 4.1 | (0.75) | 95.9 | (0.75) | 95.2 | (0.79) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 19.3 | (2.30) |
| Part-time or part-year students ${ }^{5}$ All institutions | 14,192 | 37.9 | (1.05) | 62.1 | (1.05) | 51.1 | (1.10) | 14.6 | (0.51) | 7.3 | (0.27) | 16.4 | (0.34) |
| Public | 10,929 | 44.0 | (1.18) | 56.0 | (1.18) | 44.5 | (1.22) | 16.7 | (0.63) | 5.6 | (0.24) | 13.4 | (0.36) |
| 4-year doctoral | 1,875 | 33.9 | (1.04) | 66.1 | (1.04) | 53.4 | (0.81) | 15.1 | (0.61) | 13.4 | (0.87) | 20.7 | (0.73) |
| Other 4-year | 1,477 | 40.5 | (1.46) | 59.5 | (1.46) | 49.7 | (1.66) | 12.0 | (0.74) | 6.8 | (0.80) | 16.9 | (0.94) |
| 2-year | 7,521 | 47.3 | (1.36) | 52.7 | (1.36) | 41.2 | (1.39) | 18.0 | (0.87) | 3.5 | (0.25) | 10.9 | (0.39) |
| Less-than-2-year | 56 | 29.8 | (4.21) | 70.2 | (4.21) | 60.3 | (4.47) | 19.7 | (5.84) | 3.1 ! | (1.37) | 9.2 | (2.44) |
| Private, nonprofit | 1,135 | 22.6 | (1.47) | 77.4 | (1.47) | 61.0 | (1.61) | 13.5 | (1.28) | 30.2 | (1.95) | 28.7 | (1.58) |
| 4-year doctoral | 557 | 24.0 | (1.87) | 76.0 | (1.87) | 57.9 | (2.12) | 9.5 | (1.49) | 30.1 | (2.15) | 28.1 | (2.61) |
| Other 4-year | 527 | 20.8 | (2.42) | 79.2 | (2.42) | 64.0 | (2.54) | 18.6 | (2.12) | 32.3 | (3.36) | 30.2 | (2.14) |
| Less-than-4-year | 51 | 25.7 | (4.47) | 74.3 | (4.47) | 64.3 | (3.22) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 18.2 | (4.18) |
| Private, for-profit | 2,128 | 14.6 | (1.02) | 85.4 | (1.02) | 79.7 | (0.83) | 4.2 | (0.52) | 3.7 | (0.71) | 25.3 | (1.09) |
| 2-year and above | 1,790 | 14.7 | (1.20) | 85.3 | (1.20) | 78.8 | (0.97) | 4.2 | (0.49) | 3.6 | (0.68) | 27.0 | (1.22) |
| Less-than-2-year | 337 | 14.1 | (1.39) | 85.9 | (1.39) | 84.6 | (1.40) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 16.3 | (1.71) |
|  | 2015-16 |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-time, full-year students ${ }^{4}$ <br> All institutions | 7,239 | 13.6 | (0.26) | 86.4 | (0.26) | 69.8 | (0.33) | 29.7 | (0.44) | 42.8 | (0.45) | 28.6 | (0.36) |
| Public | 5,023 | 16.0 | (0.34) | 84.0 | (0.34) | 67.7 | (0.42) | 34.1 | (0.55) | 32.7 | (0.58) | 25.8 | (0.43) |
| 4-year doctoral | 2,849 | 13.3 | (0.38) | 86.7 | (0.38) | 69.4 | (0.48) | 34.0 | (0.61) | 42.8 | (0.66) | 29.0 | (0.54) |
| Other 4-year | ,765 | 14.7 | (0.78) | 85.3 | (0.78) | 72.6 | (0.98) | 36.0 | (1.61) | 29.5 | (1.76) | 27.5 | (1.39) |
| 2 -year | 1,391 | 22.2 | (0.79) | 77.8 | (0.79) | 61.6 | (0.85) | 33.4 | (1.07) | 14.0 | (1.22) | 18.6 | (0.77) |
| Less-than-2-year | 19 | 18.0 ! | (6.98) | 82.0 | (6.98) | 67.0 | (8.01) | 12.5 | (2.54) | 23.1 ! | (10.82) | 9.2 ! | (3.31) |
| Private, nonprofit | 1,735 | 8.3 | (0.48) | 91.7 | (0.48) | 70.3 | (0.61) | 22.6 | (0.73) | 75.1 | (0.82) | 37.8 | (0.81) |
| 4-year doctoral | 1,011 | 9.0 | (0.62) | 91.0 | (0.62) | 67.5 | (0.89) | 21.4 | (0.99) | 78.1 | (1.07) | 39.7 | (1.07) |
| Other 4-year | 684 | 7.1 | (0.72) | 92.9 | (0.72) | 73.7 | (0.89) | 25.1 | (1.06) | 73.7 | (1.46) | 36.3 | (1.08) |
| Less-than-4-year | 40 | 13.1 | (2.20) | 86.9 | (2.20) | 81.7 | (3.76) | $\ddagger$ | ( $\dagger$ ) | 22.3 ! | (11.17) | 14.0 ! | (6.88) |
| Private, for-profit | 481 | 7.1 | (0.59) | 92.9 | (0.59) | 89.4 | (0.71) | 9.5 | (1.01) | 30.8 | (3.37) | 24.3 | (0.91) |
| 2-year and above | 382 | 6.4 | (0.65) | 93.6 | (0.65) | 89.7 | (0.77) | 10.2 | (1.15) | 36.4 | (3.98) | 26.8 | (1.14) |
| Less-than-2-year | 99 | 9.5 | (1.36) | 90.5 | (1.36) | 88.6 | (1.74) | 7.2 | (1.84) | 9.1 | (2.52) | 14.6 | (1.55) |
| Part-time or part-year students ${ }^{5}$ All institutions | 12,069 | 36.4 | (0.33) | 63.6 | (0.33) | 47.6 | (0.26) | 18.0 | (0.34) | 13.9 | (0.31) | 17.0 | (0.30) |
| Public | 9,468 | 41.5 | (0.39) | 58.5 | (0.39) | 42.0 | (0.30) | 20.1 | (0.43) | 9.8 | (0.27) | 14.9 | (0.31) |
| 4-year doctoral | 1,825 | 27.6 | (0.74) | 72.4 | (0.74) | 55.5 | (0.71) | 20.7 | (0.80) | 24.6 | (0.75) | 22.2 | (0.68) |
| Other 4-year | 1,346 | 39.7 | (1.33) | 60.3 | (1.33) | 44.8 | (1.25) | 16.9 | (0.94) | 12.2 | (0.93) | 18.2 | (0.81) |
| 2 -year | 6,249 | 45.9 | (0.54) | 54.1 | (0.54) | 37.5 | (0.38) | 20.7 | (0.62) | 4.9 | (0.29) | 12.1 | (0.40) |
| Less-than-2-year | 48 | 33.3 | (7.04) | 66.7 | (7.04) | 38.4 | (2.59) | 10.8 | (2.31) | 23.0 | (5.88) | 10.8 | (3.21) |
| Private, nonprofit | 1,220 | 21.0 | (0.82) | 79.0 | (0.82) | 58.0 | (1.03) | 12.5 | (0.76) | 32.6 | (1.28) | 29.2 | (1.19) |
| 4-year doctoral | 622 | 19.9 | (1.27) | 80.1 | (1.27) | 53.5 | (1.58) | 11.9 | (0.97) | 33.9 | (1.89) | 34.3 | (1.80) |
| Other 4-year | 540 | 22.1 | (0.94) | 77.9 | $(0.94)$ | 61.6 | (1.13) | 12.8 | (1.03) | 33.5 | (1.81) | 24.2 | (1.38) |
| Less-than-4-year | 58 | 21.8 | (4.07) | 78.2 | (4.07) | 73.2 | (4.47) | 15.5 ! | (7.70) | 10.4 | (2.15) | 21.4 | (5.96) |
| Private, for-profit | 1,381 | 15.5 | (0.48) | 84.5 | (0.48) | 77.0 | (0.59) | 8.4 | (0.75) | 25.5 | (1.30) | 21.2 | (0.78) |
| 2-year and above | 1,140 | 14.5 | (0.54) | 85.5 | (0.54) | 77.5 | (0.67) | 9.1 | (0.88) | 28.9 | (1.52) | 22.2 | (0.70) |
| Less-than-2-year | 240 | 20.3 | (1.47) | 79.7 | (1.47) | 74.6 | (1.55) | 5.4 | (1.18) | 9.4 | (2.57) | 16.5 | (3.08) |

$\dagger$ Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between
30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
${ }^{1}$ Numbers of undergraduates may not equal figures reported in other tables, since these data are based on a sample survey of students who enrolled at any time during the academic year.
${ }^{2}$ Includes students who reported that they were awarded aid but did not specify the source of the aid.
${ }^{3}$ Includes Department of Veterans Affairs and Department of Defense benefits.

Full-time, full-year undergraduates are those who were enrolled full time for 9 or more months at one or more institutions.
${ }^{5}$ Part-time or part-year undergraduates include those who were enrolled part time for 9 or more months and those who were enrolled for less than 9 months either part time or full time. NOTE: Data exclude students whose attendance status was not reported. Data include undergraduates in degree-granting and non-degree-granting institutions. Detail may not sum to totals because of rounding and because some students received multiple types of aid and aid from different sources. Data exclude Puerto Rico.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12 and 2015-16 National Postsecondary Student Aid Study (NPSAS:12 and NPSAS:16). (This table was prepared July 2018.)

Table 331.60. Percentage of full-time, full-year undergraduates receiving financial aid, by type and source of aid and control and level of institution: Selected years, 1992-93 through 2015-16

| Control and level of institution | Any aid |  |  |  |  |  | Grants |  |  |  |  |  | Loans |  |  |  |  |  | Work study ${ }^{1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{2}$ |  | Federa\| ${ }^{3}$ |  | Nonfederal |  | Total |  | Federal |  | Nonfederal |  | Total ${ }^{4}$ |  | Federa ${ }^{4}$ |  | Nonfederal |  | Total |  | ederal |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| 1992-93, all institutions | 58.2 | (0.50) | 45.0 | (0.50) | 37 | (0.58) | 48.3 | (0.51) | 28.6 | (0.47) | 34.9 | (0.51) | 34.0 | (0.61) | 33.1 | (0.61) | 2.7 | (0.22) | 10. | (0.38) | 6.8 | (0.30) |
| Public | 52.4 | (0.67) | 39.8 | (0.60) | 32.7 | (0.69) | 42.8 | (0.58) | 27.4 | (0.50) | 29.6 | (0.64) | 27.1 | (0.57) | 26.3 | (0.54) | 2.0 | (0.27) | 6.8 | (0.36) | 4.2 | (0.23) |
| 4 -year doctoral | 54.0 | (0.94) | 39.1 | (0.80) | 34.7 | (0.82) | 42.2 | (0.80) | 23.6 | (0.65) | 31.2 | (0.79) | 33.1 | (0.86) | 32.3 | (0.86) | 2.4 | (0.29) | 7.1 | (0.50) | 4.3 | (0.34) |
| Other 4-year | 56.5 | (1.07) | 45.4 | (1.19) | 36.7 | (1.27) | 45.4 | (1.29) | 31.1 | (1.24) | 32.4 | (1.32) | 34.4 | (0.98) | 33.4 | (0.93) | 2.8 | (0.69) | 9.7 | (0.77) | 5.6 | (0.57) |
| 2 -year | 47.2 | (1.93) | 36.0 | (1.70) | 27.0 | (1.62) | 41.9 | (1.68) | 29.9 | (1.43) | 25.7 | (1.65) | 12.7 | (1.23) | 12.3 | (1.17) | 0.7 ! | (0.28) | 4.1 | (0.79) | 3.0 | (0.54) |
| Less-than-2-year | 35.4 | (3.60) | 31.6 | (4.08) | 15.7 | (4.47) | 30.3 | (2.53) | 26.6 | (2.91) | 13.3 ! | (4.75) | 3.0 ! | (1.30) | 3.0 ! | (1.30) | + | t | $\ddagger$ | (t) | $\ddagger$ | (t) |
| Private, nonprofit | 69.5 | (1.38) | 52.3 | (1.42) | 58.9 | (1.49) | 62.0 | (1.36) | 25.8 | (1.59) | 55.9 | (1.47) | 47.6 | (1.33) | 45.9 | (1.40) | 5.1 | (0.47) | 22.5 | (1.10) | 16.1 | (1.00) |
| 4 -year doctoral | 63.5 | (1.65) | 44.3 | (1.37) | 54.7 | (1.76) | 56.0 | (1.61) | 17.0 | (0.97) | 52.7 | (1.68) | 41.7 | (1.27) | 39.8 | (1.27) | 6.1 | (0.74) | 18.9 | (1.33) | 13.2 | (1.40) |
| Other 4-year | 75.4 | (1.91) | 59.4 | (2.08) | 64.3 | (2.46) | 68.4 | (2.11) | 33.0 | (2.79) | 60.6 | (2.81) | 53.8 | (1.88) | 52.4 | (1.99) | 4.3 | (0.80) | 27.7 | (1.75) | 20.1 | (1.58) |
| Less-than-4-year | 70.7 | (3.80) | 59.5 | (4.15) | 44.4 | (6.26) | 56.6 | (4.50) | 40.9 | (3.70) | 39.2 | (6.82) | 43.5 | (5.33) | 41.7 | (5.08) | 2.8 ! | (1.17) | 4.1 ! | (1.90) | 2.3 ! | (1.00) |
| Private, for-profit | 77.0 | (2.18) | 72.0 | (2.17) | 16.8 | (2.32) | 56.2 | (1.75) | 49.9 | (1.71) | ${ }^{13.6}$ | (2.41) | 55.4 | (4.82) | 55.1 | (4.79) | 2.2 ! | (0.91) | 1.9 ! | (0.78) | 0.7 ! | (0.25) |
| 2-year and above | 82.2 73 | (4.50) | 76.5 68.8 | $(4.35)$ $(2.64)$ | 24.1 11.5 | (4.65) | 50.3 60.4 | (4.06) | 40.5 56.7 | $(2.52)$ <br> $(231)$ | 21.01 | (5.02) | 68.5 46.0 | (5.41) | 68.5 45.4 | (5.41) |  |  | 3.6! | (1.62) | $1.4!$ | (0.54) |
| Less-than-2-year | 73.2 | (2.46) | 68.8 | (2.64) | 11.5 | (2.49) | 60.4 | (2.46) | 56.7 | (2.31) |  | (2.53) | 46.0 | (5.63) | 45.4 | (5.56) | 1.5 ! | (0.53) | $\ddagger$ | (t) |  | (0.09) |
| 1999-2000, all institutions | 71.9 | (0.59) | 56.7 | (0.44) | 52.3 | (0.67) | 58.5 | (0.60) | 29.0 | (0.44) | 49.0 | (0.69) | 45.6 | (0.44) | 44.5 | (0.41) | 6.8 | (0.31) | 11.6 | (0.46) | 8.9 | (0.36) |
| Public | 66.9 | (0.73) | 51.6 | (0.51) | 46.4 | (0.86) | 52.8 | (0.68) | 29.3 | (0.43) | 43.0 | (0.81) | 37.9 | (0.50) | 36.9 | (0.46) | 4.4 | (0.30) | 7.5 | (0.47) | 5.6 | (0.38) |
| 4 -year doctoral | 71.1 | (0.79) | 54.4 | (0.68) | 49.7 | (0.77) | 53.3 | (0.87) | 25.1 | (0.74) | 45.6 | (0.68) | 49.0 | (0.73) | 47.9 | (0.69) | 5.6 | (0.41) | 8.7 | (0.51) | 6.1 | (0.42) |
| Other 4-year | 75.7 | (1.29) | 63.0 | (1.43) | 50.6 | (2.13) | 57.5 | (1.38) | 33.7 | (1.53) | 46.6 | (2.10) | 51.5 | (1.66) | 50.7 | (1.66) | 4.7 | (0.45) | 11.0 | (1.33) | 8.1 | (1.12) |
| 2 -year | 55.7 | (1.47) | 40.5 | (1.08) | 39.5 | (1.51) | 49.2 | (1.34) | 31.9 | (0.97) | 37.3 | (1.49) | 14.9 | (0.75) | 13.9 | (0.62) | 2.5 | (0.40) | 3.8 | (0.69) | 3.5 | (0.68) |
| Less-than-2-year | 58.4 | (6.03) | 45.0 | (6.96) | 35.0 | (5.14) | 48.4 | (7.50) | 39.7 | (7.40) | 26.4 | (6.54) | 4.7 ! | (2.14) | 4.7 ! | (2.13) | $\ddagger$ | (t) | $\ddagger$ | (t) | \# |  |
| Private, nonprofit | 84.0 | (0.77) | 67.3 | (0.75) | 73.5 | (1.37) | 74.9 | (1.13) | 24.2 | (1.24) | 71.1 | (1.42) | 62.6 | (0.83) | 61.2 | (0.83) | 14.2 | (0.89) | 25.8 | (1.27) | 19.8 | (0.88) |
| 4 -year doctoral | 79.0 | (1.03) | 62.7 | (1.22) | 71.0 | (1.27) | 70.4 | (1.19) | 20.6 | (1.22) | 68.2 | (1.33) | 60.0 | (1.16) | 58.4 | (1.19) | 16.0 | (1.08) | 25.7 | (1.16) | 21.7 | (1.05) |
| Other 4-year | 88.7 | (1.08) | 72.2 | (1.31) | 76.3 | (2.29) | 78.9 | (1.63) | 26.3 | (1.80) | 74.1 | (2.28) | 67.4 | (1.41) | 66.0 | (1.45) | 13.4 | (1.20) | 26.7 | (2.24) | 19.0 | (1.55) |
| Less-than-4-yea | 77.2 | (4.01) | 53.3 | (2.88) | 64.0 | (5.11) | 72.7 | (4.37) | 37.0 | (3.48) | 62.5 | (5.62) | 27.4 | (2.59) | 27.3 | (2.60) | 3.1 | (0.62) | 13.7 | (2.56) | 10.0 | (2.71) |
| Private, for-profit | 89.9 | (1.11) | 87.0 | (1.39) | ${ }^{33.4}$ | (3.08) | 63.5 | (2.14) | 52.9 | (2.59) | 26.6 | (2.83) | 82.7 | (1.49) | 82.0 | (1.50) | 7.8 | (1.62) | 2.2 ! | (0.87) | 1.9 ! | (0.86) |
| 2-year and above | 88.6 93.7 | (1.50) | 85.7 91.1 | (1.78) | 37.5 <br> 20.8 | ((2.17) | 60.8 71.9 | (2.96) | 47.3 69.8 | ${ }^{(3.29)}$ | 32.6 8.6 | (3.27) | 82.9 81.9 | $(2.19$ <br> $(3.65)$ | 82.2 81.5 | $\begin{array}{r}(2.19 \\ (3.64) \\ \hline\end{array}$ | 6.9 10.4 | (2.04) $(1.93)$ | 2.9 ! | (1.17) | $\stackrel{2.5!}{\ddagger}$ | (1.15) $(0.18)$ |
| 2007-08, all institutions | 80.1 | (0.28) | 63.9 | (0.31) | 63.7 | (0.36) | 64.6 | (0.37) | 33.1 | (0.29) | 53.6 | (0.41) | 54.8 | (0.32) | 51.0 | (0.32) | 20.5 | (0.31) | 13.8 | (0.29) | 10.6 | (0.23) |
| Public | 75.4 | (0.33) | 58.7 | ${ }^{(0.36)}$ | 58.0 | (0.39) | 59.2 | (0.38) | 32.3 | (0.29) | 49.6 | (0.40) | 46.2 | (0.34) | 42.7 | (0.33) | 14.2 | (0.25) | 9.5 | (0.25) | 7.1 | (0.22) |
| 4 -year doctoral | 77.8 | (0.40) | 59.6 | (0.48) | 62.8 | (0.49) | 59.9 | (0.55) | 27.8 | (0.38) | 53.8 | (0.53) | 54.7 | (0.50) | 50.8 | (0.50) | 17.4 | (0.38) | 10.2 | (0.35) | 7.6 |  |
| Other 4-year | 82.5 | (0.59) | 67.6 | (0.68) | 62.7 | (0.80) | 63.2 | (0.81) | 35.2 | (0.66) | 52.7 | (0.85) | 57.5 | (0.72) | 54.4 | (0.72) | 16.4 | (0.61) | 11.5 | (0.60) | 8.7 |  |
| 2 -year | 66.9 | (0.69) | 51.4 | (0.73) | 47.5 | (0.79) | 55.5 | (0.63) | 37.3 | (0.65) | 41.3 | (0.76) | 25.5 | (0.59) | 22.3 | (0.57) | 7.8 | (0.37) | 7.1 | (0.36) | 5.5 | (0.29) |
| Less-than---year | 69.1 | (3.87) | 58.6 | (3.84) | 33.0 | (4.74) | 56.6 | (3.58) | 50.0 | (3.97) | 16.1 | (2.88) | 26.5 | (4.79) | 23.6 | (4.33) | 10.7 | (2.75) | \# | (t) | \# |  |
| Private, nonprofit | 89.5 | (0.57) | 71.2 | (0.62) | 83.2 | (0.79) | 80.9 | (0.85) | 27.4 | (0.67) | 77.5 | (1.02) | 68.1 | (0.66) | 64.3 | (0.61) | 30.4 | (0.74) | 32.2 | (1.08) | 25.0 | (0.86) |
| 4-year doctora | 85.5 | (0.93) | 67.1 | (1.12) | 79.4 | (1.11) | 76.5 | (1.18) | ${ }^{23.6}$ | (0.82) | 73.6 | (1.38) | 67.2 | (1.21) | 60.0 | (1.22) | 29.7 | (1.02) | 30.3 | (1.10 | 24.5 | (1.04) |
| Other 4-year | 93.6 | (0.74) | 75.1 | (1.12) | 87.5 | (1.06) | 85.8 | (1.11) | 31.0 | (1.18) | 82.1 | (1.40) | 72.3 | (1.18) | 68.8 | (1.21) | 31.2 | (1.06) | 34.7 | (1.88 | 26.0 | (1.45) |
| Less-than-4-year | 92.0 | (2.79) | 84.4 | (3.65) | 61.8 | (10.16) | 61.3 | (4.96) | 45.3 | (5.77) | 48.2 | (9.77) | 60.2 | (7.26) | 56.8 | (7.31) | 26.0 ! | (7.94) | 5.8 | (1.50) | 4.7 ! | (1.63) |
| Private, for-profit | 92.6 | (0.70) | 84.6 | (1.24) | 59.8 | (1.60) | 65.5 | (1.48) | 53.0 | (1.50) | 25.8 | (1.66) |  | (1.19) | 81.2 | (1.29) | 4.1 | (1.67) | 1.8 | (0.29 | 1.6 | (0.28) |
| 2-year and above Less-than-2-year | 92.4 93.6 | $(0.79)$ $(0.82)$ | 84.2 87.4 | (1.41) | 61.7 47.6 | ${ }^{(1.82)}(2.52)$ | 64.7 70.8 | ${ }^{(1.69)}$ | 50.7 67.6 | ( $\begin{aligned} & 1.70 \\ & \text { (2.14) }\end{aligned}$ | 27.8 13.5 | ( $\begin{aligned} & 1.930) \\ & (2.33)\end{aligned}$ | 86.4 87.2 | (1.36) | 81.3 80.7 | (1.46) | 44.1 36.9 | $(1.92)$ $(1.61)$ | 2.0.7! | $(0.34)$ $0.27)$ | 1.8 | $\xrightarrow[(t)]{(0.33)}$ |
| 2011-12, all institutions | 84.4 | (0.36) | 72.8 | (0.51) | 56.9 | (0.46) | 72.4 | (0.41) | 47.4 | (0.50) | 52.6 | (0.45) | 56.7 | (0.53) | 55.5 | (0.54) | 9.2 | (0.22) | 11.9 | (0.25) | 10.5 | (0.24) |
| Public | 80.4 | (0.47) | 68.4 | (0.61) | 53.3 | (0.58) | 67.3 | (0.49) | 46.1 |  | 49.7 |  | 48.5 |  | 47.4 |  | 6.3 |  | 6.9 |  | 6.2 |  |
| 4-year doctoral | 83.9 | (0.46) | 70.9 | (0.47) | 61.2 | (0.63) | 67.8 | (0.51) | 41.1 | (0.40) | 56.8 | (0.61) | 61.6 | (0.44) | 60.4 | (0.43) | 8.6 | (0.31) | 8.3 | (0.37) | 7.4 | (0.37) |
| Other 4-year | 83.5 | (0.93) | 72.7 | (1.34) | 54.1 | (1.23) | 69.2 | (0.99) | 48.3 | (1.10) | 50.1 | (1.32) | 55.5 | (1.49) | 54.3 | (1.51) | 7.4 | (0.60) | 9.3 | (0.70) | 8.6 | (0.61) |
| 2 -year | 74.5 | (1.03) | 63.0 | (1.24) | 42.5 | (1.14) | 65.7 | (1.09) | 51.6 | (1.30) | 40.2 | (1.15) | 27.5 | (0.99) | 26.6 | (1.00) | 2.7 | (0.24) | 3.9 | (0.28) | 3.4 | (0.28) |
| Less-than-2-year | 71.6 | (4.55) | 67.8 | (4.72) | ${ }_{38.5}^{33.5}$ | (5.54) | 68.6 | (4.05) | ${ }^{63.7}$ | (4.54) | 27.2 88.3 | (3.90) | 20.5 | (5.20) | 20.2 | (5.20) | ${ }_{15}{ }^{\ddagger}$ | (t) | 1.0! | (0.46) | ${ }^{\ddagger}$ | (t) |
| Private, nonprofit | 91.6 | (0.55) | 76.1 | (0.75) | 83.1 | (0.77) | 85.4 | (0.77) | 37.6 | (0.65) | 80.3 <br> 80.4 | (0.85) | 68.4 | (0.90) | 66.7 65.3 |  | 15.0 |  | 33.1 | (1.87) | 290. | (0.8) |
| 4 -year doctoral | 90.4 | (0.84) | 74.3 | (0.94) | 82.9 | (1.13) | 84.2 | (1.17) | 34.9 | (0.80) | 80.4 | (1.21) | ${ }_{6}^{66.7}$ | (1.08) | 65.3 | (1.05) | ${ }^{15.0}$ | (0.92) | 33.2 | (1.27) |  | (1.14) |
| Other 4-year | 93.1 | (0.68) | 78.0 | (1.20) | 84.2 | (0.98) | 87.2 | (0.92) | 40.3 | (1.10) | 81.3 | (1.15) | 70.7 | (1.41) | 68.7 | (1.44) | 15.8 | (0.91) | 33.9 | (1.22) | 29.1 | (1.14) |
| Less-than-4-year | 90.2 | (4.12) | 78.1 | (5.04) | 60.2 | (7.07) | 77.8 | (6.09) | 48.5 | ${ }^{(6.54)}$ | 51.1 | (8.78) | ${ }^{6} 81.2$ | (5.77) | 59.0 | (7.42) | 12.2 | (2.62) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| (tivate, for-profit ${ }_{\text {2 }}$-year and above | 94.8 | (0.46) | ${ }_{92} 9.8$ | (0.59) | ${ }_{30.7}^{29.3}$ | (1.16) | 77.4 | (0.86) | 72.2 | (0.92) | 18.9 | (1.05) | 84.2 88 | (0.85) | ${ }_{83.4}^{83.4}$ | (0.89) | 14.0 15.0 | (0.82) | 2.2 |  | 2.1 | (0.23) |
| Less-than-2-year | 95.9 | (0.75) | 95.2 | (0.79) | 20.3 | (2.64) | 86.2 | (1.54) | 85.4 | (1.63) | 7.5 | (1.82) | 83.8 | (3.56) | 83.0 | (3.52) | 13.5 | (1.58) | $\ddagger$ | (t) | $\ddagger$ | (t) |

See notes at end of table

Table 331.60. Percentage of full-time, full-year undergraduates receiving financial aid, by type and source of aid and control and level of institution: Selected years, 1992-93 through 2015-16Continued

| Control and level of institution | Any aid |  |  |  |  |  | Grants |  |  |  |  |  | Loans |  |  |  |  |  | Work study ${ }^{1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total ${ }^{2}$ |  | Federal ${ }^{3}$ | Nonfederal |  |  | Total |  | Federal | Nonfederal |  |  | Total ${ }^{4}$ |  | Federal ${ }^{4}$ | Nonfederal |  |  | Total |  | Federal |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| 2015-16, all institutions | 86.4 | (0.26) | 69.8 | (0.33) | 66.9 | (0.40) | 76.7 | (0.31) | 44.7 | (0.31) | 63.8 | (0.41) | 54.7 | (0.33) | 52.5 | (0.34) | 9.2 | (0.21) | 10.5 | (0.26) | 9.1 | (0.25) |
| Public | 84.0 | (0.34) | 67.7 | (0.42) | 63.4 | (0.49) | 72.5 | (0.40) | 44.9 | (0.39) | 60.1 | (0.49) | 48.5 | (0.41) | 46.7 | (0.41) | 6.9 | (0.21) | 6.6 | (0.25) | 5.8 | (0.24) |
| 4 -year doctoral | 86.7 | (0.38) | 69.4 | (0.48) | 69.8 | (0.53) | 73.7 | (0.47) | 41.8 | (0.39) | 65.8 | (0.54) | 59.7 | (0.43) | 57.5 | (0.44) | 9.1 | (0.31) | 8.3 | (0.36) | 7.1 | (0.35) |
| Other 4-year | 85.3 | (0.78) | 72.6 | (0.98) | 63.3 | (1.45) | 71.8 | (1.18) | 45.9 | (1.27) | 59.6 | 1.42) | 53.2 | (1.29) | 51.2 | (1.29) | 8.3 | (0.65) | 5.4 | (0.68) | 5.2 | (0.67) |
| 2 -year | 77.8 | (0.79) | 61.6 | (0.85) | 50.6 | (1.11) | 70.3 | (0.86) | 50.4 | (0.79) | 48.9 | (1.10) | 23.4 | (0.62) | 22.6 | (0.62) | 1.9 | (0.21) | 3.8 | (0.44) | 3.4 | (0.41) |
| Less-than-2-year | 82.0 | 6.98) | 67.0 | 8.01 | 36.3 | (10.64) | 72.2 | (7.51) | 56.0 | (7.26) | 34.6 ! | (11.07) | 25.1 | (6.39) | 25.1 | 6.39 |  | ( $\dagger$ ) | $\ddagger$ |  |  |  |
| Private, nonprofit | 91.7 | (0.48) | 70.3 | (0.61) | 83.1 | (0.70) | 87.1 | (0.59) | 36.4 32.4 | 0.52) | 81.1 | (0.76) | 65.9 | 0.61) | 62.5 | (0.60) | 15.9 | (0.64) | 24.4 | (0.82) | 21.0 | (0.75) |
| 4-year doctoral Other 4-year | 91.0 92.9 | $(0.62)$ <br> $(0.72)$ | 67.5 73.7 | $(0.89)$ $(0.89)$ | 85.6 82.2 | $\left(\begin{array}{l}0.84) \\ (1.20)\end{array}\right.$ | 87.1 87.6 | $\left(\begin{array}{l}0.66) \\ 1.03 \\ \hline\end{array}\right.$ | 32.9 39.3 | $(0.62)$ <br> 0.84 | 84.0 80.0 | $(0.88)$ 1.37 | 62.9 69.8 | $(0.85)$ $(0.93)$ | 59.3 66.7 | $(0.81)$ $(0.95)$ | 16.7 15.1 | $(0.87)$ <br> 0.95 | 23.7 26.8 | $\left(\begin{array}{l}1.05) \\ (1.35)\end{array}\right.$ | 21.3 21.7 | (1.03) $(1.22)$ |
| Less-than-4-year | 86.9 | (2.20) | 81.7 | (3.76) | 37.5 | (10.42) | 78.4 | (3.61) | 72.4 | (4.87) | 29.3 ! | 9.48 | 72.9 | (5.85) | 71.1 | (5.79) | 8.7 | (2.22) | + | (t) | $\ddagger$ | ( ${ }^{(1.3)}$ |
| Private, for-profit | 92.9 | (0.59) | 89.4 | (0.71) | 45.4 | (2.86) | 82.9 | (0.97) | 72.2 | (0.84) | 39.9 | (3.14) | 78.1 | (0.77) | 76.8 | (0.81) | 8.9 | (0.59) | 1.5 | (0.23) | 1.5 | (0.23) |
| 2-year and above | 93.6 | (0.65) | 89.7 | (0.77) | 50.9 | (3.34) | 83.5 | (1.10) | 70.7 | (0.97) | 45.6 | (3.68) | 78.4 | (0.75) | 77.4 | (0.79) | 9.1 | (0.69) | 1.6 | (0.28) | 1.5 | (0.28) |
| Less-than-2-year | 90.5 | (1.36) | 88.6 | (1.74) | 24.4 | (2.72) | 80.6 | (2.11) | 78.0 | (2.12) | 18.0 | (2.87) | 76.9 | (2.54) | 74.7 | (2.62) | 8.1 | (0.94) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |

$\dagger$ Not applicable.
\#!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent $\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater. Details on nonfederal work-study participants are not available.
${ }^{2}$ Includes students who reported they were awarded aid, but did not specify the source or type of aid. ${ }^{3}$ Includes Department of Veterans Affairs and Department of Defense benefits.

4ncludes Parent Loans for Undergraduate Students (PLUS)
NOTE: Full-time, full-year undergraduates were enrolled full time for 9 or more months at one or more institutions. Data include undergraduates in degree-granting and non-degree-granting institutions. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Data exclude Puerto Rico. SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992-93, 1999-2000, 2007-08, 2011-12 and 2015-16 National Postsecondary Student Aid Study (NPSAS:93, NPSAS:2000, NPSAS:08, NPSAS:12, and NPSAS:16).
(This table was prepared June 2018.)

Table 331.70. Average amount of financial aid awarded to full-time, full-year undergraduates, by type and source of aid and control and level of institution: Selected years, 1992-93 through 2015-16
[Standard errors appear in parentheses]


See notes at end of table.

Table 331.70. Average amount of financial aid awarded to full-time, full-year undergraduates, by type and source of aid and control and level of institution: Selected years, 1992-93 through 2015-16-Continued
[Standard errors appear in parentheses]

| Control and level of institution | Any aid |  |  |  |  |  | Grants |  |  |  |  |  | Loans |  |  |  |  |  | Work study ${ }^{1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{2}$ |  | Federal ${ }^{3}$ |  | Nonfederal |  | Total ${ }^{4}$ |  | Federal |  | Nonfederal |  | Total ${ }^{5}$ |  | Federal ${ }^{5}$ |  | Nonfederal |  | Total |  | Federal |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| 2007-08, all institutions | \$12,990 | (98) | \$8,170 | (51) | \$8,130 | (89) | \$7,250 | (71) | \$3,680 | (19) | \$6,470 | (79) | \$9,520 | (77) | \$7,080 | (56) | \$7,800 | (112) | \$2,270 | (26) | \$2,160 | (30) |
| Public 4 -year doctoral Other 4-year 2 -year Less-than-2-year | 9,680 | (62) | 7,250 | (51) | 5,240 | (50) | 5,420 | (40) | 3,670 | (18) | 4,080 | (43) | 7,990 | (60) | 6,470 | (58) | 6,520 | (108) | 2,430 | (37) | 2,360 | (44) |
|  | 11,670 | (96) | 8,320 | (82) | 6,550 | (83) | 6,410 | (71) | 3,780 | (33) | 5,170 | (67) | 8,870 | (90) | 7,100 | (83) | 7,130 | (156) | 2,440 | (42) | 2,290 | (46) |
|  | 10,040 | (136) | 7,430 | (110) | 5,200 | (95) | 5,420 | (88) | 3,690 | (32) | 4,040 | (99) | 7,690 | (123) | 6,240 | (95) | 6,300 | (204) | 2,280 | (69) | 2,110 | (81) |
|  | 5,750 | (68) | 5,160 | (63) | 2,510 | (45) | 3,750 | (44) | 3,530 | (29) | 1,860 | (35) | 5,450 | (91) | 4,600 | (73) | 4,670 | (150) | 2,560 | (107) | 2,760 | (122) |
|  | 6,210 | (528) | 5,200 | (441) | 3,750 | (477) | 3,610 | (212) | 3,320 | (153) | 2,390 | (351) | 6,910 | (500) | 5,550 | (387) | 4,920 | (284) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Private nonprofit 4 -year doctoral Other 4 -year Less-than-4-year | 21,640 | (307) | 10,020 | (158) | 14,700 | (221) | 12,470 | (186) | $4,090$ | (51) | 11,570 | (176) | 12,320 | (207) | $8,350$ | (164) | $9,930$ | (224) | 2,090 | (35) | 1,930 | (35) |
|  | 20,620 | (447) | 9,720 | (224) | 13,710 | (341) | 11,880 | (268) | 3,920 | (60) | 10,940 | (263) | 11,330 | (313) | 7,920 | (223) | 8,750 | (263) | 1,970 | (40) | 1,780 | (43) |
|  | 12,530 | $(1,097)$ | 8,340 | $(1,134)$ | 7,270 | $(1,107)$ | 6,970 | $(1,588)$ | 4,710 | (935) | 4,440 | $(1,230)$ | 11,310 | (613) | 8,000 | $(1,208)$ | 8,740 | $(1,011)$ | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ |
| Private for-profit 2-year and above Less-than-2-year 2011-12, all institutions | 12,890 | (294) | 9,160 | (176) | 6,990 | (269) | 4,050 | (96) | 3,200 | (60) | 3,720 | (201) | 10,260 | (233) | 7,040 | (133) | 7,340 | (307) | 3,650 | (392) | 3,840 | (385) |
|  | 13,270 | (340) | 9,270 | (203) | 7,220 | (303) | 4,130 | (113) | 3,180 | (73) | 3,810 | (216) | 10,600 | (269) | 7,140 | (153) | 7,610 | (350) | 3,760 | (402) | 3,940 | (386) |
|  | 10,540 | (234) | 8,510 | (188) | 5,100 | (250) | 3,590 | (86) | 3,270 | (52) | 2,470 | (381) | 8,150 | (215) | 6,380 | (166) | 5,320 | (212) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | (t) |
|  | \$15,510 | (106) | \$10,820 | (75) | \$9,160 | (110) | \$9,230 | (92) | \$4,580 | (20) | \$8,590 | (115) | \$10,090 | (75) | \$9,160 | (69) | \$6,980 | (187) | \$2,250 | (48) | \$2,180 | (37) |
| Public 4-year doctoral Other 4-year 2 -year Less-than-2-year | 11,420 | (93) | 9,400 | (71) | 5,170 | (75) | 6,610 | (62) | 4,560 | (22) | 4,730 | (75) | 8,860 | (87) | 8,300 | (81) | 5,790 | (237) | 2,330 | (60) | 2,290 | $(60)$ |
|  | 14,130 | (125) | 11,000 | (106) | 6,610 | (108) | 7,880 | (101) | 4,610 | (27) | 6,070 | (112) | 9,750 | (112) | 9,040 | (109) | 6,400 | (289) | 2,410 | (80) | 2,320 | (79) |
|  | 11,730 | (229) | 9,800 | (150) | 4,920 | (170) | 6,440 | (133) | 4,650 | (49) | 4,410 | (155) | 8,790 | (186) | 8,210 | (152) | 5,630 | (483) | 2,020 | (106) | 2,050 | (112) |
|  | 7,120 | (117) | 6,740 | (91) | 2,480 | (76) | 4,910 | (76) | 4,460 | (41) | 2,320 | (74) | 6,200 | (78) | 6,060 | (79) | 3,380 | (208) | 2,460 | (130) | 2,460 | (146) |
|  | 7,300 | (989) | 6,360 | $(1,018)$ | 2,740 | (813) | 5,050 | (458) | 4,510 | (464) | 2,170! | (676) | 7,260 | (950) | 7,060 | (939) | + | ( $\dagger$ ) | $\ddagger$ | (t) | $\pm$ | ( $\dagger$ |
| Private nonprofit 4-year doctoral Other 4-year Less-than-4-year | 27,250 | (300) | 13,300 | (217) | 17,870 | (265) | 17,780 | (264) | 4,710 | (46) | 16,720 | (266) | 12,550 | (200) | 10,930 | (190) | 8,460 | (437) | 2,150 | (67) | 2,050 | (44) |
|  | 29,080 | (456) | 13,700 | (355) | 19,410 | (383) | 19,380 | (410) | 4,690 | (81) | 18,260 | (396) | 13,120 | (356) | 11,420 | (330) | 8,700 | (728) | 2,280 | (65) | 2,220 | (60) |
|  | 25,630 | (384) | 12,870 | (216) | 16,400 | (355) | 16,370 | (336) | 4,720 | (46) | 15,210 | (348) | 11,960 | (167) | 10,430 | (172) | 8,200 | (385) | 1,980 | (130) | 1,830 | (69) |
|  | 16,190 | $(2,359)$ | 12,830 | $(1,038)$ | 7,610! | $(2,474)$ | 7,410 | $(1,336)$ | 4,870 | (140) | 6,670! | $(2,156)$ | 11,600 | $(1,621)$ | 10,330 | $(1,239)$ | 8,170! | $(3,055)$ | 2,750 | (478) | 2,790 | (508) |
| Private for-profit 2 -year and above Less-than-2-year 2015-16, all institutions | 15,070 | (214) | 13,300 | (173) | 6,480 | (205) | 5,270 |  | 4,520 |  | 4,600 | (257) | 10,610 | (139) | 9,440 | (107) | 7,170 | (211) | 3,690 | (272) | 3,760 | (291) |
|  | 15,520 | (219) | 13,660 | (181) | 6,530 | (218) | 5,310 5,050 | (85) | 4,500 4,670 | ( 40 ) | 4,580 4,880 | $(267)$ $(532)$ | 10,960 8,370 | $(151)$ <br> $(313)$ | 9,740 7510 | (117) | 7,350 | (222) | 3,750 | (281) | 3,830 | (299) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | \$18,210 | (105) | \$11,790 | (58) | \$11,240 | (121) | \$11,340 | (92) | \$4,880 | (22) | \$10,220 | (114) | \$11,140 | (75) | \$9,810 | (48) | \$10,200 | (238) | \$2,430 | (30) | \$2,340 | (31) |
| Public 4 -year doctoral Other 4 -year 2-year Less-than-2-year | 13,420 | (88) | 10,330 | (59) | 6,740 | (83) | 8,050 | (74) | 4,840 | (22) | 6,100 | (77) | 9,750 | (66) | 8,920 | (53) | 8,160 | (222) | 2,550 | (52) | 2,430 | (50) |
|  | 16,060 | (95) | 11,870 | (81) | 8,140 | (96) | 9,380 | (90) | 4,890 | (28) | 7,390 | (90) | 10,580 | (82) | 9,650 | (63) | 8,510 | (268) | 2,500 | (55) | 2,400 | (55) |
|  | 12,820 | (215) | 9,610 | (135) | 6,270 | (221) | 7,570 | (199) | 4,750 | (82) | 5,470 | (213) | 9,250 | (182) | 8,270 | (143) | 8,260 | (572) | 2,470 | (139) | 2,410 | $(135)$ |
|  | 7,820 | (135) | 7,300 | (97) | 3,130 | (172) | 5,520 | (120) | 4,800 | (39) | 2,990 | (179) | 6,080 | (104) | 5,920 | (90) | 4,490 | (460) | 2,820 | (195) | 2,620 | (164) |
|  | 7,230 | (637) | 7,110 | (655) | 3,200! | (971) | 4,690 | (480) | 4,130 | (250) | 3,120! | $(1,031)$ | 7,630 | $(1,281)$ | 7,630 | $(1,281)$ | $\pm$ | (t) | + | ( $\dagger$ ) | + | ( $\dagger$ |
| Private nonprofit 4-year doctoral Other 4-year Less-than-4-year | 30,920 | (310) | 14,380 | (130) | 21,950 | (316) | 20,610 | (265) | 5,120 | (71) | 19,840 | (287) | 13,870 | (193) | 11,380 | (98) | 12,720 | (440) | 2,330 | (35) | 2,250 | (40) |
|  | 32,620 | (442) | 14,630 | (173) | 23,150 | (444) | 22,010 | (380) | 5,170 | (122) | 20,810 | (404) | 14,800 | (255) | 11,950 | (137) | 13,290 | (604) | 2,450 | (52) | 2,380 | (58) |
|  | 29,450 | (460) | 14,150 | (210) | 20,610 | (449) | 19,360 | (416) | 5,070 | (57) | 18,700 | (426) | 12,960 | (250) | 10,830 | (133) | 12,100 | (604) | 2,180 | (51) | 2,070 | (58) |
|  | 13,150 | (897) | 12,550 | (571) | 3,130! | $(1,333)$ | 5,600 | (469) | 5,020 | (121) | 2,600! | (994) | 8,470 | (624) | 8,230 | (577) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | + | ( $\dagger$ |
| Private for-profit 2 -year and above Less-than-2-year | 18,310 |  | 15,960 |  |  |  |  |  |  |  |  |  | 11,880 |  | 10,850 |  | 10,560 | (653) | 3,160 |  | 3,160 |  |
|  | 19,750 | (471) | 17,140 | (412) | 6,130 | (462) | 6,500 | (173) | 4,780 | (59) | 4,510 | (349) | 12,700 | (263) | 11,550 | (219) | 11,210 | (742) | 3,410 | (400) | 3,410 | (409) |
|  | 12,580 | (470) | 11,380 | (414) | 5,290 | (687) | 5,190 | (258) | 4,550 | (121) | 3,510 | (803) | 8,680 | (359) | 8,090 | (355) | 7,750 | $(1,036)$ | + | (t) | + | (t) |
|  | Constant 2018-19 dollars ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1992-93$ $1995-96$ | \$9,960 | $\left(\begin{array}{l}142) \\ (261)\end{array}\right.$ | \$7,680 8,600 | (100) | \$6,0200 | (150) | \$6,260 | $\left(\begin{array}{l}111) \\ (226)\end{array}\right.$ | $\$ 3,550$ 3,280 | (38) | \$5,770 | (151) | \$6,870 | $(104)$ | \$6,670 | (96) | \$4,690 | ${ }_{(236} 381$ | \$2,4200 2,3100 | $(61)$ | \$2,2700 | (68) |
| 1999-2000 | 12,670 | (149) | 8,930 | (87) | 7,7200 | (142) | 7,630 | (121) | 3,770 | (28) | 6,870 | (138) | 9,020 | (88) | 8,120 | (76) | 7,290 | (231) | 2,5100 | (55) | 2,3400 | (59) |
| 2003-04 | 13,290 | (127) | 9,540 | (82) | 7,7400 | (161) | 7,720 | (137) | 4,390 | (31) | 6,720 | (170) | 9,520 | (98) | 8,250 | (77) | 8,300 | (188) | 2,6300 | (48) | 2,4300 | (51) |
| 2007-08 | 15,540 | (118) | 9,780 | (61) | 9,7300 | (106) | 8,670 | (85) | 4,400 | (22) | 7,740 | (95) | 11,390 | (92) | 8,470 | (67) | 9,330 | (134) | 2,7100 | (31) | 2,5800 | (36) |
|  | 17,260 | (118) | 12,040 | (84) | 10,2000 | (123) | 10,280 | (102) | 5,090 | (22) | 9,560 | (128) | 11,230 | (83) | 10,190 | (77) | 7,770 | (208) | 2,5000 | (53) | 2,4200 | (41) |
| 201-12 | 19,360 | (112) | 12,530 | (62) | 11,9400 | (129) | 12,060 | (98) | 5,190 | (23) | 10,860 | (122) | 11,850 | (80) | 10,430 | (51) | 10,840 | (253) | 2,5900 | (32) | 2,4900 | (33) |

$\dagger$ Not applicable.
!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Details on nonfederal work-study participants are not available.
Includes students who reported that they were awarded aid but did not specify the source or type of aid.
Indicates all grants, of Veterans Affairs and Department of Defense benefits.
grants, scholarships, or tuition waivers received from federal, state, institutional, or private sources, including employers.

Includes Parent Loans for Undergraduate Students (PLUS).
${ }^{\circ}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
NOTE: Aid averages are for those students who received the specified type of aid. Full-time, full-year students were enrolled full time for 9 or more months from July 1 through June 30. Data exclude Puerto Rico.
2007-08. 2011 . Depart 2015-16 National National Center for Education Statistics, 1992-93, 1995-96, 1999-2000, 2003-04㲘 NPSAS:08, NPSAS:12, and NPSAS:16). (This table was prepared October 2019.)

Table 331.90. Percentage of full-time and part-time undergraduates receiving federal aid, by aid program and control and level of institution: 2011-12 and 2015-16
[Standard errors appear in parentheses]

| Control and level of institution | Number of undergraduates ${ }^{1}$ (in thousands) | Percent receiving federal aid |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Any federal aid |  | Selected Title IV programs ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Any Title IV aid |  |  | Pell | SEOG ${ }^{3}$ |  |  | CWS ${ }^{4}$ | Perkins ${ }^{5}$ |  | Stafford ${ }^{6}$ |  | PLUS ${ }^{7}$ |  |
| 1 | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| 2011-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-time, full-year students All institutions | 8,864 | 72.8 | (0.51) | 71.4 | (0.54) | 47.1 | (0.50) | 9.0 | (0.24) | 10.5 | (0.24) | 4.2 | (0.18) | 55.1 | (0.54) | 9.1 | (0.23) |
| Public | 5,997 | 68.4 | (0.61) | 67.1 | (0.64) | 45.8 | (0.59) | 6.6 | (0.26) | 6.2 | (0.23) | 2.7 | (0.15) | 47.1 | (0.57) | 7.1 | (0.28) |
| 4-year doctoral | 2,893 | 70.9 | (0.47) | 70.1 | (0.48) | 40.8 | (0.39) | 7.1 | (0.39) | 7.4 | (0.37) | 4.3 | (0.30) | 60.0 | (0.43) | 11.4 | (0.45) |
| Other 4-year | 969 | 72.7 | (1.34) | 71.4 | (1.43) | 48.1 | (1.07) | 6.5 | (0.52) | 8.6 | (0.61) | 2.8 | (0.35) | 54.0 | (1.53) | 8.1 | (0.67) |
| 2 -year | 2,104 | 63.0 | (1.24) | 61.0 | (1.29) | 51.4 | (1.30) | 5.9 | (0.40) | 3.4 | (0.28) | 0.3 | (0.06) | 26.5 | (0.99) | 1.0 | (0.11) |
| Less-than-2-year | 31 | 67.8 | (4.72) | 66.4 | (5.20) | 62.4 | (5.04) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | \# | ( $\dagger$ | 19.7 | (4.83) | $\ddagger$ | ( $\dagger$ |
| Private, nonprofit | 1,875 | 76.1 | (0.75) | 74.9 | (0.75) | 37.2 | (0.64) | 12.2 | (0.60) | 29.2 | (0.81) | 10.6 | (0.61) | 66.0 | (0.90) | 16.5 | (0.67) |
| 4 -year doctoral | 990 | 74.3 | (0.94) | 73.4 | (0.96) | 34.5 | (0.77) | 11.0 | (0.89) | 30.0 | (1.26) | 13.3 | (0.97) | 64.4 | (1.08) | 16.7 | (1.10) |
| Other 4-year | 849 | 78.0 | (1.20) | 76.7 | (1.17) | 39.8 | (1.11) | 13.6 | (0.74) | 29.1 | (1.14) | 8.0 | (0.69) | 68.2 | (1.48) | 16.2 | (0.76) |
| Less-than-4-year | 36 | 78.1 | (5.04) | 74.6 | (5.35) | 48.5 | (6.54) | 13.1 ! | (5.38) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 59.0 | (7.42) | 13.9 | (3.36) |
| Private, for-profit | 992 | 93.1 | (0.51) | 90.4 | (0.52) | 73.8 | (0.81) | 17.8 | (0.87) | 1.8 | (0.20) | 1.4 | (0.23) | 83.2 | (0.90) | 7.1 | (0.44) |
| 2-year and above | 859 | 92.8 | (0.59) | 89.7 | (0.59) | 72.1 | (0.91) | 15.7 | (0.81) | 2.1 | (0.23) | 1.6 | (0.27) | 83.3 | (0.91) | 7.3 | (0.48) |
| Less-than-2-year | 133 | 95.2 | (0.79) | 95.1 | (0.80) | 85.0 | (1.46) | 31.4 | (4.40) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 82.9 | (3.51) | 5.9 | (0.77) |
| Part-time or part-year students All institutions | 14,192 | 51.1 | (1.10) | 48.4 | (1.09) | 37.6 | (0.85) | 4.4 | (0.19) | 2.0 | (0.12) | 0.9 | (0.08) | 30.7 | (0.44) | 1.6 | (0.10) |
| Public | 10,929 | 44.5 | (1.22) | 42.4 | (1.13) | 33.4 | (0.89) | 2.6 | (0.14) | 1.6 | (0.11) | 0.5 | (0.05) | 22.1 | (0.43) | 1.0 | (0.08) |
| Private, nonprofit | 1,135 | 61.0 | (1.61) | 56.5 | (1.99) | 34.8 | (1.51) | 6.8 | (0.66) | 7.1 | (0.76) | 1.9 | (0.30) | 49.5 | (1.57) | 4.3 | (0.51) |
| Private, for-profit | 2,128 | 79.7 | (0.83) | 75.2 | (1.16) | 60.5 | (1.09) | 12.8 | (0.83) | 0.9 | (0.14) | 2.0 | (0.47) | 65.3 | (0.47) | 3.4 | (0.32) |
| 2015-16 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-time, full-year students All institutions | 7,239 | 69.8 | (0.33) | 68.4 | (0.34) | 44.0 | (0.31) | 10.4 | (0.22) | 9.1 | (0.25) | 4.3 | (0.17) | 52.0 | (0.34) | 9.3 | (0.18) |
| Public | 5,023 | 67.7 | (0.42) | 66.3 | (0.42) | 44.3 | (0.38) | 8.6 | (0.25) | 5.8 | (0.24) | 3.3 | (0.18) | 46.3 | (0.40) | 7.8 | (0.18) |
| 4-year doctoral | 2,849 | 69.4 | (0.48) | 68.3 | (0.48) | 41.3 | (0.38) | 9.4 | (0.35) | 7.1 | (0.35) | 4.9 | (0.29) | 56.9 | (0.44) | 11.5 | (0.28) |
| Other 4-year | 765 | 72.6 | (0.98) | 70.9 | (1.05) | 45.0 | (1.20) | 7.2 | (0.54) | 5.2 | (0.67) | 2.7 | (0.49) | 50.4 | (1.25) | 7.3 | (0.49) |
| 2-year | 1,391 | 61.6 | (0.85) | 59.5 | (0.86) | 50.0 | (0.80) | 8.0 | (0.51) | 3.4 | (0.41) | 0.5 | (0.08) | 22.6 | (0.62) | 0.6 | (0.10) |
| Less-than-2-year | 19 | 67.0 | (8.01) | 64.4 | (8.15) | 56.0 | (7.26) | 3.0 ! | (1.20) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 25.1 | (6.39) | $\ddagger$ | ( $\dagger$ ) |
| Private, nonprofit | 1,735 | 70.3 | (0.61) | 69.6 | (0.59) | 35.5 | (0.52) | 13.9 | (0.46) | 21.0 | (0.75) | 8.2 | (0.52) | 61.9 | (0.63) | 14.0 | (0.43) |
| 4 -year doctoral | 1,011 | 67.5 | (0.89) | 66.8 | (0.88) | 31.9 | (0.61) | 13.2 | (0.49) | 21.3 | (1.03) | 9.0 | (0.71) | 58.6 | (0.82) | 14.2 | (0.63) |
| Other 4-year | 684 | 73.7 | (0.89) | 73.0 | (0.86) | 38.7 | (0.81) | 15.3 | (0.82) | 21.7 | (1.22) | 7.4 | (0.76) | 66.3 | (1.00) | 14.2 | (0.55) |
| Less-than-4-year | 40 | 81.7 | (3.76) | 81.0 | (3.83) | 72.2 | (4.88) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 70.7 | (5.65) | $\pm$ | ( $\dagger$ |
| Private, for-profit | 481 | 89.4 | (0.71) | 86.7 | (0.68) | 71.9 | (0.85) | 15.6 | (0.95) | 1.5 | (0.23) | 0.7 | (0.16) | 76.5 | (0.79) | 8.0 | (0.59) |
| 2-year and above | 382 | 89.7 | (0.77) | 86.3 | (0.74) | 70.4 | (0.97) | 16.2 | (0.81) | 1.5 | (0.28) | 0.8 | (0.21) | 77.2 | (0.79) | 7.8 | (0.48) |
| Less-than-2-year | 99 | 88.6 | (1.74) | 88.2 | (1.76) | 77.5 | (2.19) | 13.2 | (3.37) | 1.1 ! | (0.54) | $\ddagger$ | ( $\dagger$ ) | 73.9 | (2.40) | 8.8 | (2.05) |
| Part-time or part-year students All institutions | 12,069 | 47.6 | (0.26) | 45.4 | (0.24) | 35.5 | (0.20) | 5.9 | (0.16) | 1.8 | (0.15) | 0.8 | (0.07) | 27.0 | (0.21) | 1.4 | (0.08) |
| Public | 9,468 | 42.0 | (0.30) | 40.0 | (0.28) | 31.4 | (0.24) | 4.4 | (0.16) | 1.5 | (0.16) | 0.6 | (0.05) | 19.8 | (0.21) | 0.9 | (0.07) |
| 4 -year doctoral | 1,825 | 55.5 | (0.71) | 53.5 | (0.73) | 34.1 | (0.72) | 5.5 | (0.37) | 2.2 | (0.26) | 2.5 | (0.26) | 43.4 | (0.67) | 3.6 | (0.32) |
| Other 4-year | 1,346 | 44.8 | (1.25) | 42.8 | (1.12) | 32.9 | (0.99) | 3.5 | (0.42) | 1.1 | (0.24) | 0.4 | (0.08) | 21.9 | (0.75) | 1.0 | (0.19) |
| 2-year | 6,249 | 37.5 | (0.38) | 35.5 | (0.35) | 30.3 | (0.30) | 4.3 | (0.19) | 1.4 | (0.24) | \# | ( $\dagger$ ) | 12.6 | (0.15) | 0.1 | (0.02) |
| Less-than-2-year | 48 | 38.4 | (2.59) | 35.2 | (2.52) | 30.0 | (2.05) | 1.9 ! | (0.61) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 12.4 | (2.70) | $\ddagger$ | ( $\dagger$ ) |
| Private, nonprofit | 1,220 | 58.0 | (1.03) | 55.9 | (1.03) | 37.7 | (0.93) | 8.0 | (0.69) | 4.7 | (0.63) | 2.7 | (0.50) | 46.7 | (0.93) | 3.7 | (0.40) |
| 4-year doctoral | 622 | 53.5 | (1.58) | 51.4 | (1.55) | 32.5 | (1.37) | 6.5 | (0.77) | 4.8 | (0.98) | 3.5 | (0.89) | 44.7 | (1.34) | 3.4 | (0.52) |
| Other 4-year | 540 | 61.6 | (1.13) | 59.5 | (1.16) | 41.7 | (1.18) | 9.5 | (1.14) | 4.9 | (0.79) | 2.0 | (0.46) | 48.5 | (1.12) | 3.9 | (0.63) |
| Less-than-4-year | 58 | 73.2 | (4.47) | 70.2 | (4.96) | 56.2 | (5.18) | 9.0 ! | (3.71) | 1.1 ! | (0.47) | $\ddagger$ | ( $\dagger$ ) | 52.7 | (4.60) | 3.7 ! | (1.39) |
| Private, for-profit | 1,381 | 77.0 | (0.59) | 73.5 | (0.53) | 61.5 | (0.57) | 14.6 | (0.76) | 0.9 | (0.11) | 0.8 | (0.19) | 58.4 | (0.53) | 3.0 | (0.28) |
| 2-year and above | 1,140 | 77.5 | (0.67) | 73.6 | (0.60) | 61.4 | (0.60) | 15.6 | (0.87) | 1.0 | (0.12) | 0.9 | (0.22) | 59.2 | (0.47) | 2.9 | (0.31) |
| Less-than-2-year | 240 | 74.6 | (1.55) | 73.1 | (1.41) | 61.8 | (1.63) | 9.9 | (1.60) | 0.7 ! | (0.32) | $\ddagger$ | ( $\dagger$ ) | 54.6 | (2.11) | 3.5 | (0.63) |

## $\dagger$ Not applicable.

\#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
${ }^{1}$ Numbers of undergraduates may not equal figures reported in other tables, since these data are based on a sample survey of students who enrolled at any point during the year.
${ }^{2}$ Refers to Title IV of the Higher Education Act.
${ }^{2}$ Refers to Title IV of the Higher Education Act.
${ }^{3}$ Supplemental Educational Opportunity Grants.
${ }^{4}$ College Work Study. Prior to October 17, 1986, private for-profit institutions were prohibited by law from spending CWS funds for on-campus work. Includes persons who participated in the program but had no earnings.
${ }^{5}$ Formerly National Direct Student Loans (NDSL)
${ }^{6}$ Formerly Guaranteed Student Loans (GSL)
${ }^{7}$ Parent Loans for Undergraduate Students.
NOTE: Full-time, full-year undergraduates are those who were enrolled full time for 9 or more months. Part-time or part-year undergraduates include those who were enrolled part time for 9 or more months and those who were enrolled for less than 9 months either part time or full time. Excludes students whose attendance status was not reported. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Data exclude students attending institutions in Puerto Rico.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12 and 2015-16 National Postsecondary Student Aid Study (NPSAS:12 and NPSAS:16). (This table was prepared June 2018.)

Table 331.95. Percentage of undergraduate degree/certificate completers who ever received loans and average cumulative amount borrowed, by degree level, selected student characteristics, and institution control: Selected years, 1999-2000 through 2015-16
[Standard errors appear in parentheses]

| Degree level, selected student characteristic, and institution control | 1999-2000 |  |  |  |  |  | 2011-12 |  |  |  |  |  |  |  | 2015-16 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Loans to students |  |  |  | Parent <br> PLUS Loans ${ }^{1}$ |  | Loans to students |  |  |  |  |  | Parent <br> PLUS Loans ${ }^{1}$ |  | Loans to students |  |  |  |  |  | PLUS Loans ${ }^{\text {Parent }}$ |  |
|  | Total Ioans to students |  | Federal Ioan to students |  |  |  | Total Ioans to students |  | Federal Ioans to students |  | Nonfederal Ioans |  |  |  | Total loans tostudents |  | Federal loan to students |  | Nonfederal loans |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Total, all completers | Percent of completers who ever received loans |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 52.5 | (0.75) | 50.5 | (0.74) | 7.2 | (0.27) | 61.6 | (0.62) | 58.6 | (0.62) | 24.8 | (0.50) | 10.5 | (0.40) | 61.8 | (0.55) | 59.7 | (0.56) | 10.4 | (0.27) | 10.3 | (0.24) |
| Certificate below associate's level Sex | 43.5 | (2.64) | 39.6 | (2.57) | 3.3 | (0.55) | 66.3 | (1.71) | 63.8 | (1.79) | 23.4 | (1.25) | 7.9 | (0.83) | 67.7 | (1.76) | 65.9 | (1.88) | 9.2 | (0.71) | 7.2 | (0.65) |
| Male | 39.3 | (3.48) | 35.9 | (3.55) | 3.4 | (0.81) | 58.0 | (2.93) | 55.9 | (3.00) | 21.5 | (2.01) | 8.7 | (1.67) | 57.4 | (3.21) | 55.9 | (3.25) | 7.7 | (0.86) | 8.4 | (1.25) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public Private nonprofit |  | (2.64) | 22.2 49.8 | (2.26) | $0.9!$ $9.8!$ | $(0.39)$ $(3.05)$ | 36.2 76.1 | $\begin{aligned} & (3.17) \\ & (5.06) \end{aligned}$ | 31.8 73.3 | (3.18) (5.80) | 10.5 23.1 | $(1.81)$ $(4.84)$ | $\stackrel{1.8!}{\ddagger}$ | $\underset{(t)}{(0.74)}$ | 44.6 80.1 | (2.43) | 43.0 76.4 | (2.47) | 4.3 11.9 | (0.96) | 3.4 $6.4!$ | (0.82) |
| Private for-profit | 86.3 | (1.60) | 85.0 | (1.75) | 8.5 | (1.33) | 85.9 | (1.73) | 84.6 | (1.92) | 32.2 | (1.64) | 12.0 | (1.27) | 87.5 | (1.58) | 85.7 | (1.89) | 13.3 | (1.11) | 11.0 | (0.98) |
| Associate's degree | 38.9 | (1.59) | 36.9 | (1.65) | 4.3 | (0.54) | 49.8 | (1.09) | 46.1 | (1.03) | 18.7 | (0.83) | 5.0 | (0.44) | 48.1 | (1.04) | 46.2 | (1.04) | 5.8 | (0.46) | 5.1 | (0.42) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Female | 39.4 | (2.04) | 37.4 | (2.11) | 3.5 | (0.80) | 52.3 | (1.41) | 48.9 | (1.29) | 18.9 | (1.13) | 4.3 | (0.47) | 52.5 | (1.25) | 50.8 | (1.28) | 6.1 | (0.58) | 4.9 | (0.49) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 39.5 | (2.04) | 37.4 | (2.03) | 4.5 | (0.76) | 49.2 | (1.52) | 45.7 | (1.54) | 19.8 | (1.11) | 5.0 | (0.54) | 50.2 | (1.60) | 48.4 | (1.63) | 6.4 | (0.66) | 6.1 | (0.67) |
| Black Hispanic | 44.5 |  |  | (4.26) | $2.8!$ | (1.06) |  | (2.62) | 60.8 40.7 | (2.67) | 22.1 15.8 | (2.06) | 3.2 | (0.93) | 66.7 35.4 | (2.41) | 65.6 34.0 | (2.48) | 5.4 3 | (1.03) | 4.2 | (0.72) |
| Hispanic Asian | 41.3 16.9 | $(5.26)$ $(5.79)$ | 39.5 16.3 | $(5.00)$ $(5.73)$ | $\stackrel{7.2!}{\ddagger}$ | (2.98) | 44.6 26.1 | (2.34) | 40.7 23.0 | $(2.28)$ $(3.93)$ | 15.8 9.9 | (1.60) | 5.911 | (1.18) | 35.4 26.7 | (1.89) | 34.0 22.1 | $(1.86)$ <br> $(3.07)$ | 3.6 $6.2!$ | (0.70) | ${ }^{4.1} 5$ | $(0.73)$ $(0.88)$ |
| Pacific Islander |  |  | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | 47.3 | (11.14) | 41.7 | (11.28) | $\stackrel{\text { b }}{\ddagger}$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native | $\ddagger$ |  | $\ddagger$ |  | $\ddagger$ | (t) | 64.6 | (11.14) | 64.6 | (11.14) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 67.2 | (10.02) | 63.3 | (10.20) | 19.0! | (8.22) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races | $\pm$ | ( ${ }_{(+)}$ | $\pm$ | ( ${ }_{(+)}$ | $\pm$ | (+) | 52.1 | (6.13) | 51.5 | (5.97) | 21.9 | (5.24) | 6.2! | (2.47) | 47.1 | (5.10) | 45.5 | (5.18) | 6.4 ! | (2.55) | 4.6! | (1.95) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Independent | 40.1 | (1.87) | 37.6 | (2.04) | 1.7 | (0.50) | 54.7 | (1.39) | 50.4 | (1.34) | 20.2 | (1.01) | 3.3 | (0.48) | 55.4 | (1.29) | 53.4 | (1.35) | 6.5 | (0.65) | 5.0 | (0.59) |
| Institution control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private nonprofit | 45.7 | (5.92) | 43.0 | (5.63) | 11.1! | (3.83) | 86.9 | (5.23) | 84.8 | (6.80) | 43.2 | (6.75) | 12.5! | (4.28) | 83.9 | (3.01) | 83.1 | (3.26) | 11.9 | (3.49) | 9.0 | (1.99) |
| Private for-profit | 92.5 | (1.29) | 91.6 | (1.20) | 22.4 | (3.49) | 88.3 | (1.77) | 86.4 | (1.87) | 37.2 | (1.93) | 14.1 | (1.63) | 88.3 | (1.16) | 87.8 | (1.15) | 10.6 | (0.86) | 12.4 | (1.02) |
| Bachelor's degree | 62.2 | (0.70) | 61.0 | (0.70) | 10.2 | (0.40) | 69.0 | (0.75) | 66.3 | (0.72) | 29.8 | (0.79) | 15.5 | (0.68) | 68.9 | (0.62) | 66.7 | (0.64) | 13.8 | (0.33) | 14.6 | (0.36) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male Female | $\begin{aligned} & 61.4 \\ & 62.8 \end{aligned}$ | $\begin{aligned} & (1.00) \\ & (094) \end{aligned}$ | $\begin{aligned} & 60.2 \\ & 61.6 \end{aligned}$ | $\begin{aligned} & (1.01) \\ & (0.02) \end{aligned}$ | $\begin{array}{r} 10.6 \\ 9.8 \end{array}$ | $\begin{aligned} & (0.56) \\ & (0.54 \end{aligned}$ | $\begin{aligned} & 67.0 \\ & 70.5 \end{aligned}$ | $\begin{aligned} & (1.39) \\ & (0.94) \end{aligned}$ | 63.9 68.2 | $(1.37)$ $(0.92)$ | $\begin{aligned} & 29.4 \\ & 301 \end{aligned}$ | (1.20) | $\begin{aligned} & 15.1 \\ & 15.9 \end{aligned}$ | $\begin{aligned} & (1.00) \\ & (0.92) \end{aligned}$ | $\begin{aligned} & 65.7 \\ & 71.4 \end{aligned}$ | $\begin{aligned} & (0.85) \\ & (0.7 \end{aligned}$ | 63.3 69.3 | $\begin{aligned} & (0.86) \\ & (0.75) \end{aligned}$ | $\begin{aligned} & 13.3 \\ & 14 ? \end{aligned}$ | $\begin{aligned} & (0.53) \\ & (0.44) \end{aligned}$ | 14.8 14.4 | $(0.57)$ $(0.46)$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 60.7 | (0.87) | 59.5 | (0.85) | 10.2 | (0.45) | 67.5 | (0.94) | 64.8 | (0.92) | 30.2 | (1.03) | 16.0 | (0.87) | 69.4 | (0.69) | 67.1 | (0.70) | 15.5 | (0.45) | 15.7 | (0.44) |
| Black | 80.5 | (1.81) | 80.0 | (1.82) | 13.9 | (1.66) | 84.2 | (1.78) | 82.0 | (1.92) | 33.2 | (2.37) | 16.9 | (1.83) | 84.9 | (1.17) | 83.8 | (1.20) | 10.6 | (1.03) | 16.7 | (1.23) |
| Hispanic | 68.7 | (1.86) | 67.1 | (2.00) | 11.7 | (1.69) | 71.9 | (2.42) | 69.2 | (2.32) | 30.0 | (2.08) | 15.1 | (1.82) | 66.6 | (1.57) | 64.7 | (1.59) | 10.2 | (0.80) | 11.8 | (0.94) |
| Asian |  | (2.43) | 49.0 | (2.55) | 4.3 | (0.85) | 47.2 | (3.22) | 42.7 | (3.02) | 20.5 | (2.49) | 7.8 | (1.70) | 45.1 | (2.04) | 41.4 | (1.98) | 10.6 | (1.02) | 8.7 | (1.19) |
| Pacific Islander | 66.7 | (6.35) | 66.7 | (6.35) | 19.1 | (5.45) | ¢ | (1) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | 89.4 | (4.56) | 80.7 | (8.09) | 18.3! | (8.05) | 14.1! | (5.77) |
| American Indian/Alaska Native | 75.2 | (6.58) | 71.8 | (6.80) | 3.8 ! | (1.73) | 61.5 | (11.92) | 60.2 | (12.04) | 19.5 ! | (8.06) | $\ddagger$ | (t) | 76.1 | (5.87) | 69.9 | (6.68) | 14.4 | (4.23) | 6.9 ! | (2.22) |
| Two or more races | 55.0 53.5 | (5.12) | 52.7 53.1 | $(5.48)$ $(6.19)$ | 7.6 6.31 | $(1.95)$ <br> $(2.25)$ | 81.0 + | (3.68) | 78.7 + | $\xrightarrow[(\dagger)]{(3.94)}$ | 31.7 + | (4.43) | 21.0 | (4.63) | 72.9 | (2.35) | 70.1 | $(2.60)$ $(+)$ | 17.5 + | (2.58) | 17.1 + | $(2.01)$ $(+)$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent | 59.2 | (0.95) | 58.0 | (0.92) | 14.4 | (0.63) | 64.9 | (1.09) | 61.6 | (1.06) | 29.8 | (1.02) | 21.0 | (0.96) | 65.9 | (0.69) | 63.4 | (0.70) | 15.9 | (0.43) | 18.9 | (0.54) |
| Independent | 65.9 | (0.92) | 64.8 | (0.94) | 4.9 | (0.34) | 74.1 | (1.16) | 72.2 | (1.13) | 29.7 | (1.19) | 8.6 | (0.76) | 72.6 | (0.92) | 70.6 | (0.97) | 11.3 | (0.52) | 9.3 | (0.50) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public Private nonprofit | 60.0 66.2 | (0.80) | 58.8 65.2 | $(0.81)$ $(1.17)$ | 8.3 14.1 | $(0.42)$ $(0.93)$ | 64.1 73.5 | (0.89) | 61.2 70.7 | (0.86) | 25.9 34.6 | $(0.84)$ $(1.83)$ | 13.5 21.5 | (0.69) | 66.4 69.2 | $(0.68)$ <br> $(0.94)$ | 64.1 66.7 | $(0.66)$ $(0.96)$ | 11.7 17.9 | $(0.40)$ $(0.75)$ | 13.7 17.0 | $(0.45)$ $(0.66)$ |
| Private for-profit | 77.2 | (4.41) | 77.0 | (4.45) | 10.8! | (3.55) | 87.2 | (1.62) | 86.3 | (1.59) | 40.5 | (1.76) | 10.9 | (1.17) | 86.5 | (1.95) | 85.3 | (2.43) | 15.1 | (1.16) | 12.7 | (1.63) |

See notes at end of table.

Table 331.95. Percentage of undergraduate degree/certificate completers who ever received loans and average cumulative amount borrowed, by degree level, selected student characteristics, and institution control: Selected years, 1999-2000 through 2015-16-Continued
[Standard errors appear in parentheses]

| Degree level, selected student characteristic, and institution control | 1999-2000 |  |  |  |  |  | 2011-12 |  |  |  |  |  |  |  | 2015-16 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Loans to students |  |  |  | Parent PLUS Loans ${ }^{1}$ |  | Loans to students |  |  |  |  |  | Parent PLUS Loans ${ }^{1}$ |  | Loans to students |  |  |  |  |  | Parent PLUS Loans ${ }^{1}$ |  |
|  | Total Ioans to students |  | Federal Ioan to students |  |  |  | Total Ioans to students |  | Federal Ioans to students |  | Nonfederal loans |  |  |  | Total loans to students |  | Federal loan to students |  | Nonfederal Ioans |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Average cumulative loan amount for students with loans (current dollars) ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total, all completers <br> Certificate below associate's level Sex | \$14,260 | (186) | \$13,540 | (162) | \$12,630 | (443) | \$23,050 | (285) | \$19,510 | (208) | \$11,210 | (450) | \$22,990 | $(1,197)$ | \$24,480 | (336) | \$22,520 | (305) | \$16,160 | (439) | \$27,170 | (676) |
|  | 7,790 | (418) | 7,150 | (330) | 6,850 | $(1,081)$ | 13,280 | (374) | 11,380 | (343) | 6,630 | (526) | 8,900 | (612) | 15,520 | (502) | 14,280 | (413) | 12,080 | $(1,649)$ | 12,920 | $(1,158)$ |
| Male | 8,110 | (533) | 7,550 | (544) | 8,290 | $(2,316)$ | 13,370 | (743) | 10,970 | (629) | 7,540 | $(1,314)$ | 10,080 | $(1,199)$ | 15,380 | $(1,091)$ | 13,760 | (891) | 14,630 | $(3,942)$ | 16,320 | $(2,136)$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private nonprofit | 11,240 | $(2,280)$ | 9,880 | $(1,828)$ | 9,680 | $(2,443)$ | 15,820 | $(2,721)$ | 11,850 | $(1,463)$ | 14,530! | ! (6,937) | $\ddagger$ | (t) | 17,110 | $(2,536)$ | 15,840 | $(1,951)$ | 13,520! | $(6,105)$ | 17,470! | $(6,447)$ |
| Private for-profit | 7,470 | (323) | 6,540 | (287) | 6,260 | $(1,604)$ | 13,320 | (345) | 11,430 | (329) | 5,510 | (338) | 9,180 | (650) | 14,880 | (434) | 13,480 | (326) | 11,040 | $(1,616)$ | 11,110 | (943) |
| Associate's degree | 9,490 | (334) | 8,840 | (339) | 7,630 | $(1,046)$ | 17,160 | (359) | 15,130 | (305) | 8,370 | (413) | 14,830 | $(1,095)$ | 18,550 | (408) | 18,060 | (392) | 9,950 | $(1,136)$ | 12,980 | $(1,148)$ |
| Sex Male | 9,320 | (698) | 8,590 | (663) | 7,860 | $(2,013)$ | 15,950 | (536) | 13,930 | (418) | 8,090 | (561) | 16,000 | $(1,696)$ | 17,010 | (652) | 16,150 | (552) | 13,220 | $(2,547)$ | 13,500 | $(1,712)$ |
| Female | 9,570 | (436) | 8,970 | (384) | 7,430 | (803) | 17,900 | (535) | 15,850 | (447) | 8,570 | (621) | 13,690 | $(1,445)$ | 19,420 | (492) | 19,110 | (485) | 7,970 | (792) | 12,580 | $(1,338)$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White Black | 9,590 9,500 | (480) | 8,910 | (433) | 8,510 | $(1,285)$ | 17,110 19,280 | (485) | 14,630 17,580 | $\left(\begin{array}{l}(377) \\ (783) \\ \hline\end{array}\right.$ | 8,810 9 | (1,321) | 15,400 15,050 | $(1,429)$ $(4,419)$ | 17,760 22 | $(533)$ $(834)$ | 17,100 21930 | $\left(\begin{array}{l}\text { (486) } \\ (792)\end{array}\right.$ | 10,210 9 | $(1,837)$ $(2,182)$ | 13,350 11,310 | $(1,638)$ $(1,748)$ |
| Hispanic | 8,840 | $(2,037)$ | 9,090 | $(2,124)$ | $\ddagger$ | ( $\dagger$ ) | 15,170 | (912) | 14,020 | (786) | 6,650 | (667) | 12,220 | $(1,572)$ | 15,970 | (904) | 15,590 | (928) | 9,770 | $(1,659)$ | 12,440 | $(1,563)$ |
| Asian | + |  | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | 13,580 | $(1,965)$ | 13,400 | $(1,786)$ | 4,640 | (902) | $\ddagger$ | (t) | 16,830 | $(1,772)$ | 17,720 | $(1,981)$ | 9,340 | $(2,170)$ | $\ddagger$ | ( + |
| Pacific Islander | $\pm$ |  | $\ddagger$ |  |  | (t) |  |  |  |  | $\ddagger$ | $\begin{aligned} & (+) \\ & +1) \end{aligned}$ |  |  |  |  |  |  | $\ddagger$ | $\left(\begin{array}{c}\text { ( } \\ \text { ( }\end{array}\right.$ | $\ddagger$ | $\stackrel{+}{+}$ |
| American Indian/Alaska Native Two or more races |  |  | $\ddagger$ | $\begin{aligned} & (t) \\ & (+) \end{aligned}$ | $\ddagger$ | ( ${ }_{(+)}$ | 22,330 | $(3,730)$ | 22,100 | $(3,720)$ | $\stackrel{\ddagger}{\text { F }}$ | $\begin{aligned} (+) \\ (1367 \end{aligned}$ | t | (t) | 18,230 | $(3,431)$ | 17,830 | $(3,110)$ | t | (t) | $\pm$ | (+) |
| Two or more races Other ${ }^{2}$ | $\ddagger$ | $\begin{aligned} & (t) \\ & (\dagger) \end{aligned}$ | $\ddagger$ | $\begin{aligned} & (+) \\ & (+) \end{aligned}$ | $\ddagger$ | (t) (t) | 17,570 $\dagger$ | $(1,740)$ $(\dagger)$ | 15,260 $\dagger$ | $\begin{array}{r} (1,453) \\ (\dagger) \end{array}$ | 5,920 $\dagger$ | $(1,367)$ $(t)$ | $\pm$ | $\begin{aligned} & (t) \\ & (t) \end{aligned}$ | 21,790 $\dagger$ | $(2,159)$ $(\dagger)$ | 20,940 $\dagger$ | $(2,134)$ $(t)$ | $\pm$ | (t) ( $)$ | $\pm$ | ( $(+)$ |
| Dependency status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent | 8,280 | (530) | 7,400 | (452) | 8,830 | $(1,306)$ | 13,240 | (512) | 11,200 | (391) | 7,090 | (618) | 15,520 | $(1,739)$ | 12,140 | (438) | 11,660 | (440) | 8,340 | $(1,100)$ | 15,470 | $(1,677)$ |
| Independent | 10,120 | (479) | 9,630 | (459) | $\ddagger$ | ( $\dagger$ ) | 18,860 | (471) | 16,860 | (420) | 8,960 | (534) | 13,880 | $(1,419)$ | 20,780 | (474) | 20,250 | (448) | 10,550 | $(1,504)$ | 11,510 | $(1,381)$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public Private nonprofit | 8,060 11,850 | $\left(\begin{array}{l}(431) \\ (1,035)\end{array}\right.$ | 7,360 11,950 | $(398)$ $(999)$ | $\ddagger$ | (t) | 13,970 25,310 | ( 2,076$)$ | 12,300 20,420 | $(315)$ $(1,564)$ | 8,080 10,790 | ( 2,742 ) | 12,070 | (1,154) | 15,640 24,830 | (1,159) | 15,230 23,890 | $\left(\begin{array}{l}(494) \\ (1,239)\end{array}\right.$ | 10,110 8,180 | $(1,639)$ $(2,395)$ | 11,600 14,950 | $(1,490)$ $(2,567)$ |
| Private for-profit | 13,440 | (685) | 12,540 | (672) | 9,550 | $(1,804)$ | 24,680 | (624) | 21,550 | (537) | 8,550 | (486) | 17,590 | $(1,854)$ | 26,420 | (512) | 25,340 | (537) | 10,220 | (718) | 15,740 | $(1,994)$ |
| Bachelor's degree | 17,480 | (204) | 16,530 | (180) | 14,350 | (548) | 29,380 | (456) | 24,400 | (295) | 13,760 | (704) | 27,350 | $(1,613)$ | 29,910 | (402) | 27,050 | (384) | 18,700 | (432) | 32,600 | (796) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 17,470 | (247) | 16,530 | (232) | 14,730 | (784) | 29,030 | (666) | 23,740 | (451) | 14,630 | $(1,044)$ | 29,780 | $(3,015)$ | 28,920 | (477) | 26,120 | (429) | 18,760 | (800) | 33,790 | $(1,296)$ |
| Female | 17,490 | (256) | 16,530 | (230) | 14,050 | (627) | 29,650 | (551) | 24,890 | (378) | 13,090 | (857) | 25,530 | $(1,602)$ | 30,610 | (451) | 27,710 | (420) | 18,650 | (641) | 31,660 | (967) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 17,370 | (211) | 16,390 | (195) | 14,720 | (591) | 29,060 | (579) | 23,690 | (354) | 14,050 | (766) | 27,450 | $(2,033)$ | 30,090 | (346) | 26,460 | (325) | 20,040 | (595) | 34,370 | $(1,088)$ |
| Black | 19,510 | (793) | 18,760 | (718) | 10,880 | $(1,006)$ | 33,020 | $(1,066)$ | 29,200 | (842) | 11,620 | $(1,662)$ | 24,490 | $(4,344)$ | 34,000 | (877) | 32,370 | (809) | 16,450 | $(1,555)$ | 24,800 | $(2,009)$ |
| Hispanic | 17,450 | (821) | 16,270 | (626) | 13,810 | $(1,693)$ | 29,520 | $(1,584)$ | 23,710 | (825) | 16,050 | $(2,820)$ | 26,470 | $(3,900)$ | 26,820 | (774) | 25,420 | (725) | 13,900 | $(1,028)$ | 29,440 | $(2,070)$ |
| Asian | 14,540 | (619) | 13,990 | (545) | 20,260 | $(4,188)$ | 23,130 | $(1,259)$ | 20,740 | $(1,041)$ | 10,070 | $(2,255)$ | $\ddagger$ | (t) | 25,450 | $(1,094)$ | 22,770 | (882) | 19,250 | $(2,191)$ | 34,080 | $(3,962)$ |
| Paciific Islander | 18,380 | $(1,787)$ | 16,850 | $(1,222)$ | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | 26,520 | $(3,981)$ | 27,690 | $(3,236)$ | $\ddagger$ | (t) | $\ddagger$ | (t) |
| American Indian/Alaska Native | 18,770 | $(1,553)$ | 18,290 | $(1,646)$ | $\ddagger$ | ( ${ }_{\text {( }}$ ) |  | ( $\dagger$ ) | $\ddagger$ | ( ${ }^{\text {( }}$ | $\ddagger$ | ( ${ }_{\text {) }}$ | $\ddagger$ | ( ${ }^{\text {( }}$ | 26,380 | $(2,659)$ | 25,550 | $(2,696)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races | 17,720 | $(1,352)$ | 16,470 | $(1,229)$ | $\ddagger$ | ( $\dagger$ ) | 28,050 | $(1,731)$ | 23,950 | $(1,427)$ | 12,250 | $(2,067)$ | $\ddagger$ | ( $\dagger$ ) | 29,680 | $(1,097)$ | 27,280 | (940) | 14,490 | $(1,605)$ | 40,070 | $(3,890)$ |
| Other ${ }^{2}$ Dependency status | 16,210 | $(1,378)$ | 15,250 | $(1,361)$ | $\ddagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) |  | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ |
| Dependent | 16,910 | (221) | 15,620 | (177) | 15,680 | (671) | 26,070 | (575) | 20,370 | (285) | 14,700 | (917) | 28,410 | $(1,566)$ | 26,760 | (282) | 22,450 | (199) | 21,340 | (575) | 36,790 | $(1,047)$ |
| Independent | 18,110 | (320) | 17,540 | (300) | 9,490 | (802) | 33,040 | (637) | 28,740 | (481) | 12,570 | (905) | 24,060 | $(4,374)$ | 33,340 | (649) | 32,010 | (587) | 14,230 | (634) | 22,420 | $(1,257)$ |
| Private nonprofit | 19,620 | (373) | 17,810 | (313) | 17,950 | (810) | 32,310 | $(1,181)$ | 24,610 | (594) | 18,370 | $(1,698)$ | 37,130 | $(3,739)$ | 31,890 | (453) | 26,670 | (331) | 23,840 | (766) | 41,940 | $(1,853)$ |
| Private for-profit | 24,040 | $(1,204)$ | 23,170 | $(1,160)$ | $\ddagger$ | ( $\dagger$ | 40,040 | (798) | 34,880 | (612) | 11,870 | (911) | 25,650 | $(2,506)$ | 41,320 | $(1,592)$ | 39,150 | $(1,303)$ | 15,460 | $(1,060)$ | 31,890 | $(2,316)$ |

See notes at end of table.

Table 331.95. Percentage of undergraduate degree/certificate completers who ever received loans and average cumulative amount borrowed, by degree level, selected student characteristics, and institution control: Selected years, 1999-2000 through 2015-16—Continued
[Standard errors appear in parentheses]

$\dagger$ Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Pducation. Parent PLUS Loans were available through both the William D. Ford Federal Direct Loan Program and the Federal Family Education Loan Program (FFELP) until FFELP was discontinued in 2010. Since then, Parent PLUS Loans have been referred to as Direct PLUS Loans.
${ }^{2}$ The 2012 and 2016 questionnaires did not offer students the option of choosing an "Other" race category.
Average loan amounts were calculated only for students who took out each type of loan (or whose parents took out Loan on their behalf).
abor, adjusted to ased on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of NOTE: Race categories exclude persons of Hispanic ethnicity. Data exclude students attending institutions in Puerto Rico SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2011-12, and 2015-16 National
Postsecondary Student Aid Study (NPSAS:2000, NPSAS:12, and NPSAS:16). (This table was prepared September 2019.)

Table 332.10. Amount borrowed, aid status, and sources of aid for full-time, full-year postbaccalaureate students, by level of study and control and level of institution: Selected years, 1992-93 through 2015-16
[Standard errors appear in parentheses]


See notes at end of table.

Table 332.10. Amount borrowed, aid status, and sources of aid for full-time, full-year postbaccalaureate students, by level of study and control and level of institution: Selected years, 1992-93 through 2015-16-Continued
[Standard errors appear in parentheses]

| Level of study, control and level of institution | Cumulative borrowing for undergraduate and graduate education ${ }^{1}$ |  |  |  |  | Aid status (percent of students) |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Percent who borrowed | Average amount for those who borrowed |  |  |  | Nonaided |  | Source of aid |  |  |  |  |  |  |  |  |  |
|  |  |  | Current dollars |  | Constant 2018-19 dollars |  |  |  | ny aid ${ }^{3}$ |  | deral ${ }^{4}$ |  | State | Instit | utional |  | ployer |
| 1 | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| 2015-16, all institutions | 68.3 (0.93) | \$80,750 | $(2,158)$ | \$85,830 | $(2,294)$ | 17.0 | (0.82) | 83.0 | (0.82) | 54.0 | (0.89) |  | (0.52) | 46.6 | (1.25) | 6.9 | (0.54) |
| Master's degree | 66.6 (1.45) | 59,100 | $(1,608)$ | 62,820 | $(1,709)$ | 20.0 | (1.17) | 80.0 | (1.17) | 51.9 | (1.48) | 3.1 | (0.46) | 41.6 | (1.62) | 9.0 | (0.75) |
| Public | 63.7 (2.22) | 49,450 | $(2,109)$ | 52,570 | $(2,242)$ | 21.6 | (1.77) | 78.4 | (1.77) | 45.0 | (2.10) |  | (0.93) | 44.4 | (2.17) | 6.6 | (0.89) |
| 4 -year doctoral | 63.1 (2.34) | 49,950 | $(2,287)$ | 53,090 | $(2,431)$ | 21.2 | (1.86) | 78.8 | (1.86) | 44.2 | (2.23) |  | (1.00) | 46.2 | (2.28) | 6.6 | (0.96) |
| Other 4-year | 71.7 (3.46) | 44,240 | $(2,997)$ | 47,030 | $(3,186)$ | 25.9 | (3.22) | 74.1 | (3.22) | 54.7 | (3.65) | 5.8 ! | (1.82) | 23.6 | (4.31) | 6.3 ! | (2.28) |
| Private | 69.1 (1.74) | 66,890 | $(2,295)$ | 71,100 | $(2,439)$ | 18.5 | (1.52) | 81.5 | (1.52) | 57.9 | (1.98) |  | (0.35) | 39.1 | (2.52) | 11.1 | (1.14) |
| 4 -year doctoral | 65.3 (2.35) | 67,870 | $(3,010)$ | 72,140 | $(3,199)$ | 20.4 | (1.97) | 79.6 | (1.97) | 54.3 | (2.57) |  | (0.48) | 39.7 | (3.06) | 9.2 | (1.44) |
| Other ${ }^{5}$ | 78.4 (2.23) | 64,910 | $(2,838)$ | 68,990 | $(3,016)$ | 14.0 | (1.56) | 86.0 | (1.56) | 66.7 | (2.52) |  | (0.28) | 37.7 | (4.15) | 15.8 | (1.46) |
| Doctor's degree-research/ scholarship | 52.5 (2.13) | 74,510 | $(3,435)$ | 79,200 | $(3,652)$ | 9.9 | (1.05) | 90.1 | (1.05) | 27.9 | (1.94) |  | (0.31) | 71.9 | (1.93) | 6.2 | (0.78) |
| Public | 46.6 (2.93) | 61,200 | $(4,167)$ | 65,050 | $(4,429)$ | 10.9 | (1.82) | 89.1 | (1.82) | 18.3 | (2.49) |  | (0.44) | 78.7 | (2.56) | 5.0 | (0.90) |
| Private | 58.2 (3.11) | 84,910 | $(5,368)$ | 90,250 | $(5,706)$ |  | (1.18) | 91.2 | (1.18) | 37.3 | (2.86) |  | (0.40) | 65.2 | (3.08) | 7.4 | (1.24) |
| Doctor's degree-professional practice and other ${ }^{6}$ | 80.3 (1.56) | 121,940 | $(6,425)$ | 129,610 | $(6,830)$ | 14.0 | (1.48) | 86.0 | (1.48) | 73.0 | (1.54) |  | (1.57) | 45.9 | (2.17) | 2.3 | (0.68) |
| Public | 79.8 (2.45) | 99,450 | $(3,685)$ | 105,710 | $(3,917)$ | 15.9 | (2.29) | 84.1 | (2.29) | 71.8 | (2.26) |  | (1.06) | 48.6 | (3.18) | 2.2 ! | (0.84) |
| Private | 80.7 (2.02) | 138,370 | $(11,011)$ | 147,070 | $(11,704)$ | 12.6 | (2.00) | 87.4 | (2.00) | 74.0 | (2.11) | $\ddagger$ | ( $\dagger$ | 43.9 | (2.93) | 2.5 ! | (1.04) |
| Other graduate | $70.9 \quad$ (4.84) | 80,210 | $(8,667)$ | 85,250 | $(9,213)$ | 20.7 | (3.95) | 79.3 | (3.95) | 54.0 | (5.41) | $\ddagger$ | ( $\dagger$ | 28.2 | (5.29) | 10.7 | (3.09) |

## -Not available.

$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Includes all loans ever taken out for both graduate and undergraduate education. Does not include Parent Loans for Undergraduate Students (PLUS) or loans from families and friends. ${ }^{2}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
${ }^{3}$ Includes students who reported they were awarded aid but did not specify the source of aid.
${ }^{4}$ Includes Department of Veterans Affairs and Department of Defense benefits.
${ }^{5}$ Includes nonprofit 4-year nondoctoral institutions and for-profit 2-year-and-above institutions.
${ }^{6}$ Professional practice doctor's degrees include most degrees that were classified as first-professional degrees prior to 2010-11 (such as M.D., D.D.S., and J.D.). "Other" doctor's degrees are those that are neither research/scholarship degrees nor professional practice degrees.
NOTE: Full-time, full-year students are those who were enrolled full time for 9 or more months. Excludes students whose attendance status was not reported. Total includes some students whose level of study or control of institution was unknown. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Data exclude students attending institutions in Puerto Rico. SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992-93, 1999-2000, 2007-08, 2011-12, and 2015-16 National Postsecondary Student Aid Study (NPSAS:93, NPSAS:2000, NPSAS:08, NPSAS:12, and NPSAS:16). (This table was prepared October 2019.)

Table 332.45. Percentage of graduate degree completers with student loan debt and average cumulative amount owed, by level of education funded and graduate degree type, institution control, and degree program: Selected years, 1999-2000 through 2015-16
[Standard errors appear in parentheses]

| Graduate degree type, institution control, and degree program | Loans for graduate education only |  |  |  |  |  |  |  |  |  | Total loans (for undergraduate and graduate education) |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | 2015-16 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | 2015-16 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Total <br> Graduate degree type and institution control ${ }^{1}$ | 44.6 | (1.06) | 54.6 | (1.77) | 54.6 | (1.18) | 58.6 | (1.25) | 54.2 | (1.05) | 51.3 | (1.00) | 60.9 | (1.72) | 62.9 | (1.15) | 64.1 | (1.23) | 60.5 | (1.08) |
|  | 35.8 |  | 46.3 |  | 49.5 | (5.02) | 39.4 |  | 47.6 |  | 49.2 |  | 53.0 |  | 64.1 | (4.68) | 44.5 | (4.53) | 55.1 | (3.88) |
| Public | 33.4 | (6.29) | 30.1 | (5.25) | 45.1 | (7.45) | 35.5 | (6.04) | 39.0 | (5.78) | 51.2 | (5.62) | 39.9 | (6.22) | 64.5 | (6.95) | 41.5 | (5.84) | 48.7 | (3.88) (5.49) |
| Private nonprofit | 32.8 | (9.10) | 70.3 | (9.55) | 54.7 | (6.47) | 48.0 | (7.97) | 53.5 | (5.99) | 40.4 | (9.55) | 73.1 | (9.13) | 63.8 | (5.82) | 50.5 | (8.06) | 57.8 | (6.03) |
| Private for-profit | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 72.5 | (4.88) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( + ) | $\pm$ | (t) | $\ddagger$ | ( $\dagger$ ) | 78.1 | (3.99) |
| Master's | 39.9 | (1.30) | 52.0 | (2.10) | 53.8 | (1.47) | 59.0 | (1.50) | 52.8 | (1.23) | 47.2 | (1.19) | 59.4 | (2.03) | 62.7 | (1.45) | 65.2 | (1.48) | 60.0 | (1.28) |
| Public | 35.6 | (1.53) | 41.6 | (2.20) | 48.4 | (1.79) | 53.0 | (2.19) | 49.1 | (1.87) | 43.7 | (1.57) | 50.0 | (2.28) | 59.1 | (1.87) | 62.1 | (2.14) | 57.3 | (2.04) |
| Private nonprofit | 44.1 | (2.65) | 60.8 | (3.13) | 55.2 | (1.69) | 60.8 | (2.29) | 53.0 | (1.82) | 50.9 | (2.46) | 67.6 | (2.85) | 63.3 | (1.84) | 64.6 | (2.38) | 59.8 | (1.74) |
| Private for-profit | 60.4 | (11.61) | 76.7 | (10.88) | 80.3 | (6.41) | 74.9 | (4.97) | 67.5 | (3.18) | 61.6 | (10.98) | 77.2 | (10.76) | 83.5 | (6.34) | 78.6 | (4.86) | 71.3 | (2.74) |
| Doctor's, research | 38.8 | (2.92) | 45.3 | (2.14) | 43.1 | (2.54) | 40.7 | (2.33) | 43.6 | (3.45) | 43.6 | (3.04) | 50.5 | (2.28) | 49.3 | (2.77) | 47.5 | (2.44) | 48.2 | (3.51) |
| Public | 34.6 | (3.35) | 39.6 | (2.52) | 38.5 | (3.12) | 35.3 | (2.73) | 32.7 | (3.96) | 39.5 | (3.52) | 45.7 | (2.82) | 45.0 | (3.73) | 42.1 | (3.04) | 36.7 | (4.16) |
| Private nonprofit | 46.0 | (6.55) | 54.5 | (4.19) | 51.2 | (3.39) | 39.9 | (3.38) | 46.8 | (6.14) | 50.9 | (6.29) | 58.3 | (4.13) | 57.2 | (3.22) | 48.7 | (3.30) | 54.2 | (6.01) |
| Private for-profit | $\pm$ | (t) | $\pm$ | ( + | + | ( $\dagger$ | 95.1 | (3.45) | 75.8 | (6.27) | $\pm$ | (t) | + | (t) | + | (t) | 95.1 | (3.45) | 76.2 | (6.26) |
| Doctor's, professional ${ }^{2}$ | 79.4 | (2.82) | 84.8 | (2.39) | 83.8 | (2.09) | 84.6 | (1.60) | 73.5 | (2.43) | 81.2 | (2.77) | 84.8 | (2.39) | 84.9 | (1.97) | 84.9 | (1.65) | 74.5 | (2.39) |
| Public | 83.6 | (4.65) | 87.2 | (2.82) | 82.8 | (3.61) | 85.9 | (2.72) | 74.1 | (4.18) | 84.7 | (4.59) | 87.2 | (2.82) | 84.3 | (3.28) | 85.9 | (2.72) | 75.9 | (4.07) |
| Private nonprofit | 76.7 | (4.06) | 82.8 | (4.21) | 84.5 | (2.42) | 84.2 | (2.25) | 71.3 | (3.40) | 79.0 | (3.95) | 82.8 | (4.21) | 85.4 | (2.34) | 84.7 | (2.31) | 71.9 | (3.42) |
| Private for-profit | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | + | ( $\dagger$ | 94.1 | (5.12) | 89.5 | (1.95) | , | ( $\dagger$ ) | , | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | 94.1 | (5.12) | 90.2 | (1.82) |
| Graduate degree program |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Postbaccalaureate certificate | 35.8 | (5.12) | 46.3 | (7.43) | 49.5 | (5.02) | 39.4 | (4.66) | 47.6 | (4.18) | 49.2 | (4.72) | 53.0 | (7.02) | 64.1 | (4.68) | 44.5 | (4.53) | 55.1 | (3.88) |
| Master of business administration (M.B.A.) | 35.7 | (2.70) | 49.2 | (5.05) | 54.2 | (3.45) | 49.4 | (4.63) | 43.8 | (3.41) | 41.0 | (2.78) | 54.8 | (4.67) | 60.6 | (3.29) | 57.0 | (4.78) | 51.0 | (3.34) |
| Master of education (any) | 35.7 | (2.86) | 49.1 | (3.14) | 55.5 | (3.46) | 59.7 | (3.55) | 51.2 | (2.83) | 45.6 | (2.86) | 60.2 | (3.24) | 68.4 | (3.13) | 67.3 | (3.64) | 61.9 | (3.21) |
| Other master of arts (M.A.) except in education | 46.8 | (4.97) | 57.7 | (5.07) | 60.4 | (4.04) | 62.1 | (3.53) | 51.9 | (4.81) | 55.6 | (5.09) | 62.6 | (5.04) | 66.6 | (3.76) | 69.5 | (3.50) | 58.5 | (4.42) |
| Other master of science (M.S.) except in education | 35.9 | (2.89) | 40.0 | (3.85) | 45.8 | (2.88) | 53.6 | (2.47) | 49.5 | (2.42) | 41.9 | (2.58) | 47.1 | (4.12) | 53.9 | (2.83) | 59.3 | (2.56) | 56.1 | (2.33) |
| Theology (M.Div., M.H.L., or B.D.) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Other master's degree ${ }^{3}$ | 52.5 | (4.06) | 69.3 | (4.70) | 56.3 | (2.65) | 71.8 | (2.61) | 65.0 | (2.65) | 58.4 | (3.85) | 74.5 | (4.33) | 62.2 | (2.69) | 75.0 | (2.55) | 70.2 | (2.53) |
| Ph.D. except in education | 36.3 | (3.02) | 33.5 | (2.01) | 31.9 | (2.89) | 31.6 | (2.22) | 38.5 | (3.41) | 43.6 | (3.37) | 40.3 | (2.12) | 40.2 | (3.52) | 40.3 | (2.63) | 44.7 | (3.55) |
| Education (any doctorate) | 33.4 | (6.36) | 49.7 | (4.81) | 58.0 | (5.68) | 72.3 | (3.46) | 61.4 | (6.82) | 33.4 | (6.36) | 51.9 | (4.75) | 61.4 | (5.44) | 73.3 | (3.33) | 63.0 | (6.74) |
| Medicine (M.D. or D.O.) | 86.4 | (7.18) | 91.8 | (3.02) | 78.3 | (4.73) | 84.3 | (4.12) | 80.3 | (4.38) | 86.4 | (7.18) | 91.8 | (3.02) | 79.6 | (4.81) | 84.3 | (4.12) | 81.0 | (4.34) |
| Other health science professional practice doctorate ${ }^{4}$ | 79.1 | (6.47) | 88.3 | (4.13) | 86.7 | (5.64) | 89.5 | (3.54) | 73.6 | (6.22) | 80.9 | (6.47) | 88.3 | (4.13) | 88.6 | (4.54) | 89.5 | (3.54) | 74.6 |  |
| Law (LL.B. or J.D.) | 82.4 | (2.69) | 86.8 | (3.05) | 87.3 | (2.50) | 85.6 | (2.46) | 68.8 | (5.84) | 84.6 | (2.52) | 86.8 | (3.05) | 87.3 | (2.50) | 86.3 | (2.54) | 68.8 | (5.84) |
| Other doctorate (non-Ph.D.) ${ }^{5}$ | 49.0 | (7.64) | 66.7 | (4.99) | 59.6 | (4.47) | 66.0 | (4.09) | 65.5 | (7.35) | 51.5 | (7.46) | 70.5 | (4.56) | 62.6 | (4.47) | 66.7 | (4.15) | 66.3 | (7.42) |
|  | Average cumulative amount owed (current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total <br> Graduate degree type and institution control ${ }^{1}$ | \$33,290 | $(\$ 1,197)$ | \$39,460 | $(\$ 1,440)$ | \$43,680 | $(\$ 1,014)$ | \$59,420 | $(\$ 1,257)$ | \$70,980 | $(\$ 2,155)$ | \$37,890 | $(\$ 1,168)$ | \$45,600 | (\$1,516) | \$51,730 | $(\$ 1,001)$ | \$73,130 | $(\$ 1,339)$ | \$82,810 | $(\$ 2,127)$ |
|  | 21,400 | $(3,254)$ | 20,900 | $(4,492)$ | 31,370 | $(3,171)$ | 44,240 | $(5,085)$ | 54,090 | (7671) | 25.550 | (2,679) | 29,920 | $(4,291)$ | 38,640 | $(3,633)$ | 60,790 | $(5,338)$ | 66,550 | (7.946) |
| Public | , | ( $\dagger$ ) | 10,310 | $(1,716)$ | 32,070 | $(5,333)$ | 40,370 | $(6,120)$ | 43,270 | $(8,478)$ | 22,760 | $(3,112)$ | 19,060 | $(2,980)$ | 38,680 | $(4,797)$ | 57,050 | $(6,204)$ | 50,130 | $(8,080)$ |
| Private nonprofit | $\ddagger$ | ( $\dagger$ ) | 26,880 | $(5,250)$ | 30,280 | $(3,870)$ | 48,610 | $(8,683)$ | 65,680 | $(18,039)$ | $\ddagger$ | (t) | 37,770 | $(4,980)$ | 38,220 | $(6,019)$ | 67,960 | $(10,010)$ | 80,010 | $(19,084)$ |
| Private for-profit | $\ddagger$ | ( $\dagger$ ) |  | (t) |  | ( $\dagger$ ) |  | (t) | 61,300 | $(6,394)$ | $\ddagger$ | (t) | $\ddagger$ | (t) |  | ( $\dagger$ ) | $\ddagger$ | (t) | 95,500 | $(8,527)$ |
| Master's | 23,540 | (967) | 29,060 | $(1,145)$ | 34,330 | $(1,091)$ | 45,070 | $(1,252)$ | 50,290 | $(1,635)$ | 29,390 | $(1,109)$ | 35,240 | $(1,327)$ | 43,860 | $(1,168)$ | 60,000 | $(1,472)$ | 64,770 | $(1,688)$ |
| Public | 19,720 | $(1,058)$ | 24,750 | (997) | 31,110 | $(1,096)$ | 35,620 | $(1,644)$ | 42,330 | $(2,369)$ | 25,570 | $(1,099)$ | 31,440 | $(1,294)$ | 38,750 | $(1,328)$ | 49,100 | $(2,182)$ | 53,470 | $(2,397)$ |
| Private nonprofit | 27,330 | $(1,795)$ | 32,280 | $(1,729)$ | 38,020 | $(1,373)$ | 50,740 | $(1,994)$ | 56,350 | $(2,664)$ | 32,730 | $(2,087)$ | 37,700 | $(2,166)$ | 46,790 | $(1,606)$ | 64,660 | $(2,168)$ | 70,590 | $(2,702)$ |
| Private for-profit | 29,670 | $(3,676)$ | $\ddagger$ | (t) | 33,870 | $(6,033)$ | 49,510 | $(4,434)$ | 62,010 | $(3,347)$ | 40,920 | $(6,394)$ | $\ddagger$ | ( $\dagger$ ) | 54,120 | $(6,093)$ | 71,900 | $(3,704)$ | 88,680 | $(4,064)$ |
| Doctor's, research | 34,650 | $(3,721)$ | 52,030 | $(3,051)$ | 62,730 | $(3,664)$ | 77,580 | $(2,757)$ | 101,490 | $(6,346)$ | 37,330 | $(3,925)$ | 56,210 | $(3,211)$ | 65,210 | $(3,443)$ | 80,330 | $(3,289)$ | 106,430 | $(6,551)$ |
| Public | 28,730 | $(2,788)$ | 44,450 | $(2,668)$ | 51,180 | $(3,468)$ | 60,440 | $(3,593)$ | 84,820 | $(9,384)$ | 31,740 | $(3,044)$ | 48,430 | $(3,004)$ | 54,020 | $(3,277)$ | 63,230 | $(3,982)$ | 90,510 | $(8,614)$ |
| Private nonprofit | 42,770 | $(9,509)$ | 61,310 | $(5,721)$ | 78,810 | $(7,053)$ | 84,410 | $(5,554)$ | 89,430 | $(13,755)$ | 45,330 | $(9,646)$ | 66,550 | $(6,411)$ | 81,360 | $(6,631)$ | 85,400 | $(5,396)$ | 92,370 | $(13,680)$ |
| Private for-profit |  | (t) |  | ( $\dagger$ ) |  | ( $\dagger$ | 125,930 | $(7,663)$ | 144,890 | $(7,544)$ | $\ddagger$ | (t) | $\ddagger$ | ( + | $\ddagger$ | (t) | 140,330 | $(7,749)$ | 157,260 | $(8,520)$ |
| Doctor's, professional ${ }^{2}$ | 61,930 | $(2,712)$ | 78,850 | $(3,858)$ | 91,470 | $(2,901)$ | 132,610 | $(3,070)$ | 171,670 | $(9,386)$ | 68,480 | $(2,993)$ | 90,630 | $(4,157)$ | 102,600 | $(3,184)$ | 150,140 | $(3,645)$ | 183,200 | $(10,316)$ |
| Public | 53,470 | $(2,875)$ | 66,740 | $(3,001)$ | 81,450 | $(4,652)$ | 114,580 | $(3,922)$ | 130,750 | $(8,468)$ | 60,830 | $(3,175)$ | 78,030 | $(3,182)$ | 91,860 | $(5,142)$ | 130,210 | $(4,118)$ | 140,070 | $(9,564)$ |
| Private nonprofit | 68,930 | $(4,244)$ | 89,820 | $(5,753)$ | 97,530 | $(4,114)$ | 142,550 | $(4,118)$ | 205,050 | $(16,330)$ | 74,680 | $(4,574)$ | 102,330 | $(6,075)$ | 109,070 | $(4,637)$ | 160,200 | $(5,015)$ | 217,830 | $(18,532)$ |
| Private for-profit | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | 175,900 | $(18,040)$ | 167,380 | $(5,860)$ | + | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $)$ | 184,690 | $(21,607)$ | 186,790 | $(5,877)$ |

Table 332.45. Percentage of graduate degree completers with student loan debt and average cumulative amount owed, by level of education funded and graduate degree type, institution control, and degree program: Selected years, 1999-2000 through 2015-16-Continued
[Standard errors appear in parentheses]

| Graduate degree type, institution control, and degree program | Loans for graduate education only |  |  |  |  |  |  |  |  |  | Total loans (for undergraduate and graduate education) |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | 2015-16 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | 2015-16 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Graduate degree program |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Postbaccalaureate certificate | 21,400 | $(3,254)$ | 20,900 | $(4,492)$ | 31,370 | $(3,171)$ | 44,240 | $(5,085)$ | 54,090 | $(7,671)$ | 25,550 | $(2,679)$ | 29,920 | $(4,291)$ | 38,640 | $(3,633)$ | 60,790 | $(5,338)$ | 66,550 | $(7,946)$ |
| Master of business administration (M.B.A.) | 27,930 | $(2,856)$ | 36,090 | $(4,254)$ | 36,420 | $(3,676)$ | 40,860 | $(2,884)$ | 50,150 | $(3,784)$ | 33,060 | $(2,437)$ | 42,720 | $(4,543)$ | 47,500 | $(3,012)$ | 51,430 | $(3,819)$ | 65,090 | $(4,175)$ |
| Master of education (any) | 17,990 | $(1,244)$ | 25,940 | $(1,449)$ | 29,920 | $(1,705)$ | 41,600 | $(2,509)$ | 41,750 | $(3,419)$ | 22,470 | $(1,627)$ | 31,780 | $(1,934)$ | 39,340 | $(2,543)$ | 58,720 | $(3,718)$ | 54,180 | $(3,409)$ |
| Other master of arts (M.A.) except in education | 22,900 | $(1,985)$ | 28,180 | $(3,721)$ | 35,960 | $(3,199)$ | 48,850 | $(3,553)$ | 52,920 | $(5,165)$ | 30,730 | $(2,913)$ | 37,420 | $(3,923)$ | 47,960 | $(4,166)$ | 66,340 | $(5,564)$ | 71,470 | $(5,044)$ |
| Other master of science (M.S.) except in education | 23,000 | $(1,621)$ | 29,810 | $(2,963)$ | 33,610 | $(2,053)$ | 45,450 | $(2,668)$ | 47,950 | $(3,020)$ | 31,320 | $(2,421)$ | 35,150 | $(3,103)$ | 42,910 | $(2,414)$ | 60,900 | $(3,011)$ | 61,200 | $(2,954)$ |
| Theology (M.Div., M.H.L., |  |  |  |  |  |  |  | ( $\dagger$ ) |  |  |  |  |  |  |  |  | $\ddagger$ |  |  | ( $\dagger$ |
| Other master's degree ${ }^{3}$ | 26,820 | $(1,654)$ | 27,150 | $(1,823)$ | 40,690 | $(1,878)$ | 48,960 | $(2,320)$ | 57,340 | $(3,589)$ | 32,950 | $(2,182)$ | 32,840 | $(2,536)$ | 48,820 | $(2,086)$ | 62,490 | $(2,566)$ | 73,730 | $(3,643)$ |
| Ph.D. except in education | 33,870 | $(4,154)$ | 41,860 | $(2,962)$ | 47,950 | $(2,850)$ | 66,450 | $(3,268)$ | 96,750 | $(7,789)$ | 33,740 | $(4,219)$ | 45,080 | $(2,767)$ | 49,180 | $(2,931)$ | 65,070 | $(3,456)$ | 97,000 | $(7,873)$ |
| Education (any doctorate) |  |  | 48,210 | $(9,267)$ | 58,550 | $(7,140)$ | 80,940 | $(6,008)$ | 101,730 | $(12,692)$ |  |  | 51,590 | $(8,728)$ | 60,980 | $(7,025)$ | 93,820 | $(7,235)$ | 109,880 | $(13,724)$ |
| Medicine (M.D. or D.O.) | 78,660 | $(4,069)$ | 108,110 | $(8,209)$ | 128,260 | $(7,373)$ | 166,330 | $(7,790)$ | 223,060 | $(24,919)$ | 87,020 | $(4,317)$ | 118,690 | $(7,793)$ | 135,510 | $(7,906)$ | 182,610 | $(8,001)$ | 241,560 | $(30,768)$ |
| Other health science professional practice doctorate ${ }^{4}$ | 72,470 | $(6,419)$ | 79,020 | $(9,754)$ | 91,750 | $(8,221)$ | 133,510 | $(7,024)$ | 190,310 | $(16,900)$ | 80,590 | $(6,322)$ | 94,870 | $(10,227)$ | 108,280 | $(9,453)$ | 157,690 | $(7,895)$ | 198,760 | 6,398) |
| Law (LL.B. or J.D.) | 51,760 | $(2,207)$ | 71,320 | $(3,936)$ | 82,770 | $(2,640)$ | 126,570 | $(5,041)$ | 129,290 | $(10,279)$ | 57,490 | $(2,541)$ | 82,080 | $(4,463)$ | 94,350 | $(3,166)$ | 140,420 | $(5,883)$ | 142,870 | (10,786) |
| Other doctorate (non-Ph.D.) ${ }^{5}$ | 36,800 | $(6,987)$ | 64,060 | $(5,041)$ | 81,350 | $(7,115)$ | 104,950 | $(5,885)$ | 115,510 | $(12,106)$ | 44,970 | $(6,843)$ | 71,140 | $(6,520)$ | 88,870 | $(7,019)$ | 119,170 | $(6,600)$ | 129,840 | $(11,534)$ |
|  | Average cumulative amount owed (constant 2018-19 dollars) ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | \$49,800 | $(\$ 1,791)$ | \$53,710 | (\$1,960) | \$52,250 | $(\$ 1,213)$ | \$66,130 | $(\$ 1,399)$ | \$75,440 | $(\$ 2,291)$ | \$56,680 | (\$1,748) | \$62,060 | $(\$ 2,064)$ | \$61,880 | $(\$ 1,197)$ | \$81,390 | $(\$ 1,490)$ | \$88,020 | (\$2,261) |
| Graduate degree type and institution control ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Postbaccalaureate certificate | 32,020 | $(4,868)$ | 28,450 | $(6,113)$ | 37,530 | $(3,794)$ | 49,240 | $(5,659)$ | 57,490 | $(8,154)$ | 38,220 | $(4,007)$ | 40,720 | $(5,841)$ | 46,230 | $(4,346)$ | 67,650 | $(5,940)$ | 70,740 | $(8,446)$ |
| Public |  |  | 14,030 | $(2,336)$ | 38,370 | (6,380) | 44,930 | (6,811) | 45,990 | $(9,012)$ | 34,050 | $(4,656)$ | 25,940 | $(4,056)$ | 46,280 | (5,739) | 63,490 | $(6,904)$ | 53,290 | $(8,588)$ |
| Private non |  |  | 36,580 | $(7,145)$ | 36,220 | (4,630) | 54,100 | (9,664) | 69,810 | $(19,174)$ | $\ddagger$ | (t) | 51,410 | $(6,777)$ | 45,720 | (7,200) | 75,640 | $(11,141)$ | 85,040 | $(20,284)$ |
| Private for-profit |  |  |  |  |  | ( ${ }^{\text {( }}$ ) |  | (t) | 65,160 | $(6,797)$ |  | ${ }_{(1)}^{(t)}$ |  | ( ${ }^{\text {( })}$ |  |  |  |  | 101,510 | $(9,064)$ |
| Master's | 35,220 | $(1,447)$ | 39,550 | $(1,559)$ | 41,070 | $(1,306)$ | 50,160 | $(1,393)$ | 53,450 | $(1,738)$ | 43,970 | $(1,659)$ | 47,970 | $(1,806)$ | 52,470 | $(1,397)$ | 66,780 | $(1,638)$ | 68,840 | $(1,794)$ |
| Public | 29,500 | $(1,583)$ | 33,690 | $(1,357)$ | 37,220 | $(1,311)$ | 39,650 | $(1,830)$ | 45,000 | $(2,518)$ | 38,260 | $(1,644)$ | 42,790 | $(1,761)$ | 46,360 | $(1,589)$ | 54,650 | $(2,428)$ | 56,840 | $(2,548)$ |
| Private nonprofit | 40,880 | $(2,685)$ | 43,940 | $(2,353)$ | 45,490 | $(1,643)$ | 56,470 | $(2,219)$ | 59,900 | $(2,832)$ | 48,970 | $(3,123)$ | 51,310 | $(2,948)$ | 55,970 | $(1,922)$ | 71,960 | $(2,413)$ | 75,030 | $(2,872)$ |
| Private for-profit | 44,390 | $(5,499)$ |  | (t) | 40,520 | $(7,218)$ | 55,100 | $(4,935)$ | 65,910 | $(3,558)$ | 61,220 | $(9,565)$ |  | (t) | 64,750 | $(7,290)$ | 80,020 | $(4,123)$ | 94,260 | $(4,319)$ |
| Doctor's, research | 51,830 | $(5,566)$ | 70,810 | $(4,152)$ | 75,050 | $(4,383)$ | 86,340 | $(3,069)$ | 107,870 | $(6,746)$ | 55,850 | $(5,872)$ | 76,500 | $(4,370)$ | 78,020 | $(4,119)$ | 89,400 | $(3,660)$ | 113,130 | $(6,963)$ |
| Public | 42,980 | $(4,171)$ | 60,500 | $(3,632)$ | 61,230 | $(4,149)$ | 67,260 | $(3,999)$ | 90,150 | $(9,974)$ | 47,490 | $(4,554)$ | 65,920 | $(4,088)$ | 64,620 | $(3,920)$ | 70,370 | $(4,432)$ | 96,200 | $(9,156)$ |
| Private nonprofit | 63,980 | $(14,226)$ | 83,440 | $(7,786)$ | 94,290 | $(8,438)$ | 93,950 | $(6,181)$ | 95,060 | $(14,620)$ | 67,810 | $(14,431)$ | 90,580 | $(8,725)$ | 97,340 | $(7,933)$ | 95,040 | $(6,005)$ | 98,180 | $(14,541)$ |
| Private for-profit |  |  |  |  |  |  | 140,150 | $(8,528)$ | 154,010 | $(8,019)$ |  |  |  |  |  | ( $\dagger$ ) | 156,170 | $(8,624)$ | 167,150 | $(9,056)$ |
| Doctor's, professional ${ }^{2}$ | 92,640 | $(4,058)$ | 107,310 | $(5,251)$ | 109,430 | (3,470) | 147,580 | $(3,417)$ | 182,470 | $(9,977)$ | 102,450 | $(4,477)$ | 123,350 ${ }^{+}$ | $(5,657)$ | 122,750 | $(3,809)$ | 167,090 | $(4,057)$ | 194,730 | (10,966) |
| Public | 79,990 | $(4,301)$ | 90,830 | $(4,084)$ | 97,440 | $(5,566)$ | 127,520 | $(4,365)$ | 138,980 | $(9,001)$ | 91,000 | $(4,749)$ | 106,190 | $(4,330)$ | 109,890 | $(6,152)$ | 144,910 | $(4,583)$ | 148,880 | $(10,166)$ |
| Private nonprofit | 103,130 | $(6,349)$ | 122,240 | $(7,830)$ | 116,680 | $(4,922)$ | 158,650 | $(4,583)$ | 217,950 | $(17,357)$ | 111,720 | $(6,843)$ | 139,270 | $(8,268)$ | 130,490 | $(5,547)$ | 178,300 | $(5,582)$ | 231,530 | $(19,698)$ |
| Private for-profit | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | 195,760 | $(20,078)$ | 177,910 | $(6,228)$ | $\pm$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\pm$ | ( $)^{\text {a }}$ | 205,550 | $(24,048)$ | 198,540 | $(6,247)$ |
| Graduate degree program |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Postbaccalaureate certificate | 32,020 | $(4,868)$ | 28,450 | $(6,113)$ | 37,530 | $(3,794)$ | 49,240 | $(5,659)$ | 57,490 | $(8,154)$ | 38,220 | $(4,007)$ | 40,720 | $(5,841)$ | 46,230 | $(4,346)$ | 67,650 | $(5,940)$ | 70,740 | $(8,446)$ |
| Master of business administration (M.B.A.) | 41,790 | $(4,273)$ | 49,120 | $(5,790)$ | 43,570 | $(4,397)$ | 45,480 | $(3,209)$ | 53,300 | $(4,022)$ | 49,450 | $(3,646)$ | 58,140 | $(6,183)$ | 56,830 | $(3,604)$ | 57,240 | $(4,250)$ | 69,180 | $(4,438)$ |
| Master of education (any) | 26,920 | $(1,861)$ | 35,300 | $(1,972)$ | 35,790 | $(2,039)$ | 46,300 | $(2,792)$ | 44,380 | $(3,635)$ | 33,610 | $(2,433)$ | 43,260 | $(2,632)$ | 47,060 | $(3,042)$ | 65,350 | $(4,138)$ | 57,590 | $(3,624)$ |
| Other master of arts (M.A.) except in education | 34,270 | $(2,970)$ | 38,350 | $(5,064)$ | 43,020 | $(3,827)$ | 54,370 | $(3,954)$ | 56,250 | $(5,490)$ | 45,980 | $(4,358)$ | 50,930 | $(5,339)$ | 57,370 | $(4,984)$ | 73,830 | $(6,193)$ | 75,970 | $(5,362)$ |
| Other master of science (M.S.) except in education | 34,420 | $(2,425)$ | 40,570 | $(4,033)$ | 40,210 | $(2,457)$ | 50,590 | $(2,969)$ | 50,970 | $(3,210)$ | 46,860 | $(3,622)$ | 47,830 | $(4,223)$ | 51,330 | $(2,888)$ | 67,780 | $(3,351)$ | 65,050 | $(3,140)$ |
| Theology (M.Div., M.H.L., or B.D.) |  |  |  |  |  |  |  |  |  |  |  |  |  | (t) |  | (t) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |
| Other master's degree ${ }^{3}$ | 40,120 | $(2,474)$ | 36,950 | $(2,480)$ | 48,680 | $(2,247)$ | 54,490 | $(2,582)$ | 60,950 | $(3,815)$ | 49,290 | $(3,265)$ | 44,690 | $(3,452)$ | 58,400 | $(2,495)$ | 69,550 | $(2,856)$ | 78,370 | $(3,873)$ |
| Ph.D. except in education | 50,660 | $(6,214)$ | 56,970 | $(4,031)$ | 57,360 | $(3,409)$ | 73,950 | $(3,637)$ | 102,840 | $(8,279)$ | 50,480 | $(6,311)$ | 61,350 | $(3,765)$ | 58,840 | $(3,507)$ | 72,420 | $(3,847)$ | 103,110 | $(8,368)$ |
| Education (any doctorate) |  |  | 65,620 | $(12,612)$ | 70,050 | $(8,542)$ | 90,080 | $(6,686)$ | 108,130 | $(13,491)$ |  |  | 70,210 | $(11,879)$ | 72,960 | $(8,404)$ | 104,410 | $(8,052)$ | 116,800 | $(14,588)$ |
| Medicine (M.D. or D.O.) | 117,680 | $(6,088)$ | 147,130 | $(11,173)$ | 153,450 | $(8,820)$ | 185,110 | $(8,669)$ | 237,090 | $(26,487)$ | 130,190 | $(6,459)$ | 161,530 | $(10,606)$ | 162,120 | $(9,458)$ | 203,230 | $(8,905)$ | 256,760 | $(32,704)$ |
| Other health science professional practice doctorate ${ }^{4}$ | 108,410 | $(9,603)$ | 107,550 | $(13,275)$ | 109,760 | $(9,835)$ | 148,590 | $(7,817)$ | 202,290 | $(17,964)$ | 120,570 | $(9,457)$ | 129,120 | $(13,919)$ | 129,540 | $(11,309)$ | 175,500 | $(8,787)$ | 211,270 | $(17,430)$ |
| Law (LL.B. or J.D.) | 77,440 | $(3,301)$ | 97,060 | $(5,357)$ | 99,020 | $(3,158)$ | 140,870 | $(5,610)$ | 137,430 | $(10,926)$ | 86,010 | $(3,801)$ | 111,720 | $(6,073)$ | 112,880 | $(3,788)$ | 156,280 | $(6,547)$ | 151,860 | $(11,465)$ |
| Other doctorate (non-Ph.D.) ${ }^{5}$ | 55,050 | $(10,454)$ | 87,180 | $(6,860)$ | 97,320 | $(8,512)$ | 116,800 | $(6,549)$ | 122,780 | $(12,867)$ | 67,270 | $(10,237)$ | 96,820 | $(8,873)$ | 106,320 | $(8,397)$ | 132,630 | $(7,345)$ | 138,000 | $(12,260)$ |

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater. excluded from the detail by control of institution.
Includes chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, and veterinary medicine.
Includes public administration or policy, social work, fine arts, public health, and other.
Includes chiropractic, dentistry, optometry, pharmacy, podiatry, and veterinary medicine.
${ }^{4}$ Includes chiropractic, dentistry, optometry, pharmacy, podiatry, and veterinary medicine.
5Includes science or engineering, psychology, business or public administration, fine arts, theology, and other. Estimates for 2011-12 and 2015-16 also include "other professional practice doctoral degrees," which were not reported as a separate category in previous years.
${ }^{\circ}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
prine: Data refer to students who completed graduate degrees in the academic years indicated. Data are based on the balance as of June 30, 2016). Average amounts owed were calculated only for graduate degree compter the principa outstanding loans at the level of education indicated. Data include federal and private student loans, but exclude Paren PLUS loans. Direct Subsidized Loans for graduate students were discontinued after academic year 2011-12.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, 2007-08, 2011-12,
and 2015-16 National Postsecondary Student Aid Study (NPSAS:2000, NPSAS:04, NPSAS:08, NPSAS:12, and NPSAS:16). (This table was prepared October 2019.)

Table 333.10. Revenues of public degree-granting postsecondary institutions, by source of revenue and level of institution: Selected years, 2007-08 through 2017-18

| Level of institution and year | Total revenues | Operating revenue |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Grants and contracts |  |  |  | Sales and services of auxiliary enterprises ${ }^{1}$ | Sales and services of hospitals | Independent operations | Otheroperating revenues ${ }^{3}$ |
|  |  | Tuition and fees ${ }^{1,2}$ | Federal ${ }^{2}$ | State | Local and private |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  | In thousands of current dollars |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |
| 2007-08 | \$273,070,439 | \$48,068,614 | \$25,499,038 | \$7,831,049 | \$8,699,401 | \$20,487,684 | \$25,183,379 | \$1,174,836 | \$14,085,890 |
| 2010-11 | 324,473,342 | 60,268,927 | 29,821,416 | 7,019,420 | 10,110,953 | 23,605,640 | 30,998,993 | 1,330,334 | 15,758,118 |
| 2014-15 | 346,812,800 | 73,476,374 | 27,290,446 | 7,409,069 | 12,460,665 | 26,583,777 | 41,582,927 | 1,508,778 | 19,489,191 |
| 2015-16 | 364,349,979 | 76,603,554 | 27,677,857 | 7,779,950 | 12,979,361 | 27,585,281 | 45,956,104 | 1,537,639 | 20,825,325 |
| 2016-17 | 390,508,373 | 79,244,979 | 28,267,575 | 8,017,761 | 13,812,044 | 28,421,678 | 50,089,201 | 1,635,853 | 21,535,947 |
| 2017-18 | 408,855,251 | 81,300,494 | 29,529,310 | 8,804,327 | 14,187,478 | 28,987,897 | 53,558,528 | 1,805,852 | 22,699,302 |
| 4-year |  |  |  |  |  |  |  |  |  |
| 2007-08 | 223,530,092 | 40,083,063 | 23,500,633 | 5,715,188 | 8,106,887 | 18,507,688 | 25,183,379 | 1,174,836 | 13,112,536 |
| 2010-11 | 266,688,058 | 51,046,786 | 27,656,656 | 5,480,573 | 9,543,780 | 21,506,767 | 30,998,993 | 1,330,334 | 14,830,150 |
| 2014-15 | 290,239,686 | 64,152,076 | 25,570,548 | 5,578,550 | 11,912,198 | 24,830,846 | 41,582,927 | 1,508,778 | 18,615,218 |
| 2015-16 | 308,813,202 | 67,533,647 | 26,106,025 | 6,007,791 | 12,472,377 | 25,984,815 | 45,956,104 | 1,537,639 | 19,950,465 |
| 2016-17 | 335,175,388 | 70,090,665 | 26,800,717 | 6,142,106 | 13,304,532 | 26,896,786 | 50,089,201 | 1,635,853 | 20,640,711 |
| 2017-18 | 353,195,723 | 72,453,183 | 27,988,187 | 6,415,440 | 13,623,951 | 27,557,917 | 53,558,528 | 1,805,852 | 21,794,537 |
| 2-year |  |  |  |  |  |  |  |  |  |
| 2007-08 | 49,540,347 | 7,985,551 | 1,998,404 | 2,115,861 | 592,513 | 1,979,996 | 0 | 0 | 973,353 |
| 2010-11 | 57,785,284 | 9,222,142 | 2,164,760 | 1,538,848 | 567,174 | 2,098,872 | 0 | 0 | 927,968 |
| 2014-15 | 56,573,114 | 9,324,298 | 1,719,898 | 1,830,518 | 548,467 | 1,752,931 | 0 | 0 | 873,974 |
| 2015-16 | 55,536,777 | 9,069,907 | 1,571,832 | 1,772,158 | 506,984 | 1,600,466 | 0 | 0 | 874,859 |
| 2016-17 | 55,332,985 | 9,154,315 | 1,466,858 | 1,875,655 | 507,512 | 1,524,892 | 0 | 0 | 895,236 |
| 2017-18 | 55,659,527 | 8,847,312 | 1,541,123 | 2,388,887 | 563,527 | 1,429,979 | 0 | 0 | 904,764 |
|  | Percentage distribution |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |
| 2010-11 | 100.00 | 18.57 | 9.19 | 2.16 | 3.12 | 7.28 | 9.55 | 0.41 | 4.86 |
| 2014-15 | 100.00 | 21.19 | 7.87 | 2.14 | 3.59 | 7.67 | 11.99 | 0.44 | 5.62 |
| 2015-16 | 100.00 | 21.02 | 7.60 | 2.14 | 3.56 | 7.57 | 12.61 | 0.42 | 5.72 |
| 2016-17 | 100.00 | 20.29 | 7.24 | 2.05 | 3.54 | 7.28 | 12.83 | 0.42 | 5.51 |
| 2017-18 | 100.00 | 19.88 | 7.22 | 2.15 | 3.47 | 7.09 | 13.10 | 0.44 | 5.55 |
| 4-year |  |  |  |  |  |  |  |  |  |
| 2007-08 | 100.00 | 17.93 | 10.51 | 2.56 | 3.63 | 8.28 | 11.27 | 0.53 | 5.87 |
| 2010-11 | 100.00 | 19.14 | 10.37 | 2.06 | 3.58 | 8.06 | 11.62 | 0.50 | 5.56 |
| 2014-15 | 100.00 | 22.10 | 8.81 | 1.92 | 4.10 | 8.56 | 14.33 | 0.52 | 6.41 |
| 2015-16 | 100.00 | 21.87 | 8.45 | 1.95 | 4.04 | 8.41 | 14.88 | 0.50 | 6.46 |
| 2016-17 | 100.00 | 20.91 | 8.00 | 1.83 | 3.97 | 8.02 | 14.94 | 0.49 | 6.16 |
| 2017-18 | 100.00 | 20.51 | 7.92 | 1.82 | 3.86 | 7.80 | 15.16 | 0.51 | 6.17 |
| 2-year |  |  |  |  |  |  |  |  |  |
| 2007-08 | 100.00 | 16.12 | 4.03 | 4.27 | 1.20 | 4.00 | 0.00 | 0.00 | 1.96 |
| 2010-11 | 100.00 | 15.96 | 3.75 | 2.66 | 0.98 | 3.63 | 0.00 | 0.00 | 1.61 |
| 2014-15 | 100.00 | 16.48 | 3.04 | 3.24 | 0.97 | 3.10 | 0.00 | 0.00 | 1.54 |
| 2015-16 | 100.00 | 16.33 | 2.83 | 3.19 | 0.91 | 2.88 | 0.00 | 0.00 | 1.58 |
| 2016-17 | 100.00 | 16.54 | 2.65 | 3.39 | 0.92 | 2.76 | 0.00 | 0.00 | 1.62 |
| 2017-18 | 100.00 | 15.90 | 2.77 | 4.29 | 1.01 | 2.57 | 0.00 | 0.00 | 1.63 |
|  | Revenue per full-time-equivalent student in constant 2018-19 dollars ${ }^{4}$ |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |
| 2007-08 | \$32,846 | \$5,782 | \$3,067 | \$942 | \$1,046 | \$2,464 | \$3,029 | \$141 | \$1,694 |
| 2010-11 | 33,049 | 6,139 | 3,037 | 715 | 1,030 | 2,404 | 3,157 | 135 | 1,605 |
| 2014-15 | 34,223 | 7,251 | 2,693 | 731 | 1,230 | 2,623 | 4,103 | 149 | 1,923 |
| 2015-16 | 35,897 | 7,547 | 2,727 | 767 | 1,279 | 2,718 | 4,528 | 151 | 2,052 |
| 2016-17 | 37,771 | 7,665 | 2,734 | 775 | 1,336 | 2,749 | 4,845 | 158 | 2,083 |
| 2017-18 | 38,686 | 7,693 | 2,794 | 833 | 1,342 | 2,743 | 5,068 | 171 | 2,148 |
| 4-year |  |  |  |  |  |  |  |  |  |
| 2007-08 | 43,719 | 7,840 | 4,596 | 1,118 | 1,586 | 3,620 | 4,925 | 230 | 2,565 |
| 2010-11 | 45,104 | 8,633 | 4,678 | 927 | 1,614 | 3,637 | 5,243 | 225 | 2,508 |
| 2014-15 | 44,150 | 9,758 | 3,890 | 849 | 1,812 | 3,777 | 6,325 | 230 | 2,832 |
| 2015-16 | 46,137 | 10,090 | 3,900 | 898 | 1,863 | 3,882 | 6,866 | 230 | 2,981 |
| 2016-17 | 47,462 | 9,925 | 3,795 | 870 | 1,884 | 3,809 | 7,093 | 232 | 2,923 |
| 2017-18 | 48,321 | 9,912 | 3,829 | 878 | 1,864 | 3,770 | 7,327 | 247 | 2,982 |
| 2-year |  |  |  |  |  |  |  |  |  |
| 2007-08 | 15,478 | 2,495 | 624 | 661 | 185 | 619 | 0 | 0 | 304 |
| 2010-11 | 14,797 | 2,361 | 554 | 394 | 145 | 537 | 0 | 0 | 238 |
| 2014-15 | 15,891 | 2,619 | 483 | 514 | 154 | 492 | 0 | 0 | 246 |
| 2015-16 | 16,067 | 2,624 | 455 | 513 | 147 | 463 | 0 | 0 | 253 |
| 2016-17 | 16,885 | 2,793 | 448 | 572 | 155 | 465 | 0 | 0 | 273 |
| 2017-18 | 17,077 | 2,714 | 473 | 733 | 173 | 439 | 0 | 0 | 278 |

[^51]Table 333.10. Revenues of public degree-granting postsecondary institutions, by source of revenue and level of institution: Selected years, 2007-08 through 2017-18-Continued

| Level of institution and year | Nonoperating revenue |  |  |  |  |  |  |  |  | Other revenues and additions |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Appropriations |  |  | Nonoperating grants |  |  | Gifts | Investment return (gain or loss) | Other nonoperating revenues | $\begin{array}{r} \text { Capital } \\ \text { appro- } \\ \text { priations } \end{array}$ | $\begin{array}{r} \text { Capital } \\ \text { grants } \\ \text { and gifts } \end{array}$ | Additions to permanent endowments | Other |
|  | Federal | State | Local | Federal | State | Local |  |  |  |  |  |  |  |
| 1 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|  | In thousands of current dollars |  |  |  |  |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2010-11 | \$1,049, $1,946,965$ | \$60,394,962 | 10,023,157 | 24,231,846 | \$1,925,994 | 228,055 | \$6,0287,358 | 14,215,863 | 62,888,955 | \$ 5 5,645,126 | \$3,745,699 | \$1,151,3007 | \$4,958,617 |
| 2014-15 | 1,779,758 | 65,172,431 | 11,248,036 | 21,590,392 | 4,406,434 | 291,197 | 8,087,953 | 1,342,180 | 5,155,201 | 6,295,695 | 3,709,702 | 1,012,258 | 6,920,335 |
| 2015-16 | 1,666,978 | 67,145,689 | 12,213,323 | 20,477,681 | 4,861,395 | 417,856 | 8,490,640 | 3,926,734 | 5,417,126 | 6,467,364 | 3,781,347 | 1,130,058 | 7,408,716 |
| 2016-17 | 1,923,743 | 68,641,049 | 12,958,544 | 19,697,011 | 5,163,737 | 432,922 | 8,264,805 | 15,042,298 | 8,072,507 | 6,575,388 | 3,665,778 | 1,189,554 | 7,855,999 |
| 2017-18 | 2,036,103 | 72,891,268 | 13,401,408 | 20,903,792 | 5,645,582 | 382,323 | 9,099,000 | 16,923,007 | 7,408,113 | 6,335,749 | 4,010,781 | 1,360,786 | 7,584,152 |
| 4-year |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007-08 | 1,776,452 | 53,268,648 | 436,856 | 5,194,645 | 1,217,818 | 103,824 | 5,781,369 | 4,430,479 | 1,773,078 | 5,635,746 | 2,764,505 | 1,138,323 | 4,624,141 |
| 2010-11 | 1,853,109 | 49,025,814 | 507,010 | 11,812,776 | 2,320,005 | 130,451 | 6,061,629 | 13,781,509 | 6,061,802 | 3,884,591 | 3,249,844 | 943,748 | 4,661,730 |
| 2014-15 | 1,675,671 | 51,089,552 | 587,588 | 11,329,817 | 2,866,382 | 158,091 | 7,767,802 | 1,194,597 | 4,464,354 | 4,632,561 | 3,383,607 | 998,211 | 6,340,310 |
| 2015-16 | 1,617,876 | 53,067,153 | 1,051,753 | 11,522,288 | 3,008,676 | 205,597 | 8,207,812 | 3,771,368 | 4,666,805 | 4,742,620 | 3,482,369 | 1,117,698 | 6,802,323 |
| 2016-17 | 1,884,327 | 54,721,859 | 1,400,806 | 11,399,315 | 3,227,298 | 243,196 | 7,995,012 | 14,811,646 | 7,230,940 | 4,994,288 | 3,307,489 | 1,176,695 | 7,181,945 |
| 2017-18 | 1,984,446 | 58,513,022 | 1,708,949 | 12,507,190 | 4,024,166 | 234,277 | 8,786,344 | 16,581,753 | 6,643,024 | 4,708,911 | 3,686,661 | 1,347,758 | 7,271,628 |
| 2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007-08 | 73,324 | 15,126,314 | 8,865,938 | 4,850,610 | 708,176 | 73,292 | 271,778 | 848,177 | 461,209 | 1,940,082 | 328,312 | 12,978 | 334,477 |
| 2010-11 | 93,856 | 14,037,508 | 9,516,147 | 12,419,069 | 1,084,965 | 97,604 | 225,730 | 434,353 | 827,153 | 1,760,535 | 495,855 | 21,258 | 251,487 |
| 2014-15 | 104,087 | 14,082,879 | 10,660,448 | 10,260,575 | 1,540,052 | 133,106 | 320,151 | 147,583 | 690,846 | 1,663,135 | 326,095 | 14,047 | 580,025 |
| 2015-16 | 49,102 | 14,078,537 | 11,161,570 | 8,955,393 | 1,852,719 | 212,259 | 282,827 | 155,366 | 750,321 | 1,724,744 | 298,979 | 12,361 | 606,393 |
| 2016-17 | 39,417 | 13,919,190 | 11,557,739 | 8,297,696 | 1,936,438 | 189,726 | 269,793 | 230,652 | 841,567 | 1,581,100 | 358,288 | 12,859 | 674,054 |
| 2017-18 | 51,656 | 14,378,246 | 11,692,459 | 8,396,602 | 1,621,417 | 148,046 | 312,656 | 341,254 | 765,089 | 1,626,839 | 324,120 | 13,028 | 312,524 |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007-08 | 0.68 | 25.05 | 3.41 | 3.68 | 0.71 | 0.06 | 2.22 | 1.93 | 0.82 | 2.77 | 1.13 | 0.42 | 1.82 |
| 2010-11 | 0.60 | 19.44 | 3.09 | 7.47 | 1.05 | 0.07 | 1.94 | 4.38 | 2.12 | 1.74 | 1.15 | 0.30 | 1.51 |
| 2014-15 | 0.51 | 18.79 | 3.24 | 6.23 | 1.27 | 0.08 | 2.33 | 0.39 | 1.49 | 1.82 | 1.07 | 0.29 | 2.00 |
| 2015-16 | 0.46 | 18.43 | 3.35 | 5.62 | 1.33 | 0.11 | 2.33 | 1.08 | 1.49 | 1.78 | 1.04 | 0.31 | 2.03 |
| 2016-17 | 0.49 | 17.58 | 3.32 | 5.04 | 1.32 | 0.11 | 2.12 | 3.85 | 2.07 | 1.68 | 0.94 | 0.30 | 2.01 |
| 2017-18 | 0.50 | 17.83 | 3.28 | 5.11 | 1.38 | 0.09 | 2.23 | 4.14 | 1.81 | 1.55 | 0.98 | 0.33 | 1.85 |
| 4-year |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007-08 | 0.79 | 23.83 | 0.20 | 2.32 | 0.54 | 0.05 | 2.59 | 1.98 | 0.79 | 2.52 | 1.24 | 0.51 | 2.07 |
| 2010-11 | 0.69 | 18.38 | 0.19 | 4.43 | 0.87 | 0.05 | 2.27 | 5.17 | 2.27 | 1.46 | 1.22 | 0.35 | 1.75 |
| 2014-15 | 0.58 | 17.60 | 0.20 | 3.90 | 0.99 | 0.05 | 2.68 | 0.41 | 1.54 | 1.60 | 1.17 | 0.34 | 2.18 |
| 2015-16 | 0.52 | 17.18 | 0.34 | 3.73 | 0.97 | 0.07 | 2.66 | 1.22 | 1.51 | 1.54 | 1.13 | 0.36 | 2.20 |
| 2016-17 | 0.56 | 16.33 | 0.42 | 3.40 | 0.96 | 0.07 | 2.39 | 4.42 | 2.16 | 1.49 | 0.99 | 0.35 | 2.14 |
| 2017-18 | 0.56 | 16.57 | 0.48 | 3.54 | 1.14 | 0.07 | 2.49 | 4.69 | 1.88 | 1.33 | 1.04 | 0.38 | 2.06 |
| 2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007-08 | 0.15 | 30.53 | 17.90 | 9.79 | 1.43 | 0.15 | 0.55 | 1.71 | 0.93 | 3.92 | 0.66 | 0.03 | 0.68 |
| 2010-11 | 0.16 | 24.29 | 16.47 | 21.49 | 1.88 | 0.17 | 0.39 | 0.75 | 1.43 | 3.05 | 0.86 | 0.04 | 0.44 |
| 2014-15 | 0.18 | 24.89 | 18.84 | 18.14 | 2.72 | 0.24 | 0.57 | 0.26 | 1.22 | 2.94 | 0.58 | 0.02 | 1.03 |
| 2015-16 | 0.09 | 25.35 | 20.10 | 16.13 | 3.34 | 0.38 | 0.51 | 0.28 | 1.35 | 3.11 | 0.54 | 0.02 | 1.09 |
| 2016-17 | 0.07 | 25.16 | 20.89 | 15.00 | 3.50 | 0.34 | 0.49 | 0.42 | 1.52 | 2.86 | 0.65 | 0.02 | 1.22 |
| 2017-18 | 0.09 | 25.83 | 21.01 | 15.09 | 2.91 | 0.27 | 0.56 | 0.61 | 1.37 | 2.92 | 0.58 | 0.02 | 0.56 |
|  | Revenue per full-time-equivalent student in constant 2018-19 dollars ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007-08 | \$222 | \$8,227 | \$1,119 | \$1,208 | \$232 | \$21 | \$728 | \$635 | \$269 | \$911 | \$372 | \$138 | \$596 |
| 2010-11 | 198 | 6,423 | 1,021 | 2,468 | 347 | 23 | 640 | 1,448 | 702 | 575 | 382 | 98 | 500 |
| 2014-15 | 176 | 6,431 | 1,110 | 2,131 | 435 | 29 | 798 | 132 | 509 | 621 | 366 | 100 | 683 |
| 2015-16 | 164 | 6,615 | 1,203 | 2,018 | 479 | 41 | 837 | 387 | 534 | 637 | 373 | 111 | 730 |
| 2016-17 | 186 | 6,639 | 1,253 | 1,905 | 499 | 42 | 799 | 1,455 | 781 | 636 | 355 | 115 | 760 |
| 2017-18 | 193 | 6,897 | 1,268 | 1,978 | 534 | 36 | 861 | 1,601 | 701 | 599 | 379 | 129 | 718 |
| 4-year |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007-08 | 347 | 10,418 | 85 | 1,016 | 238 | 20 | 1,131 | 867 | 347 | 1,102 | 541 | 223 | 904 |
| 2010-11 | 313 | 8,292 | 86 | 1,998 | 392 | 22 | 1,025 | 2,331 | 1,025 | 657 | 550 | 160 | 788 |
| 2014-15 | 255 | 7,771 | 89 | 1,723 | 436 | 24 | 1,182 | 182 | 679 | 705 | 515 | 152 | 964 |
| 2015-16 | 242 | 7,928 | 157 | 1,721 | 450 | 31 | 1,226 | 563 | 697 | 709 | 520 | 167 | 1,016 |
| 2016-17 | 267 | 7,749 | 198 | 1,614 | 457 | 34 | 1,132 | 2,097 | 1,024 | 707 | 468 | 167 | 1,017 |
| 2017-18 | 271 | 8,005 | 234 | 1,711 | 551 | 32 | 1,202 | 2,269 | 909 | 644 | 504 | 184 | 995 |
| 2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007-08 | 23 | 4,726 | 2,770 | 1,515 | 221 | 23 | 85 | 265 | 144 | 606 | 103 | 4 | 105 |
| 2010-11 | 24 | 3,594 | 2,437 | 3,180 | 278 | 25 | 58 | 111 | 212 | 451 | 127 | 5 | 64 |
| 2014-15 | 29 | 3,956 | 2,995 | 2,882 | 433 | 37 | 90 | 41 | 194 | 467 | 92 | 4 | 163 |
| 2015-16 | 14 | 4,073 | 3,229 | 2,591 | 536 | 61 | 82 | 45 | 217 | 499 | 86 | 4 | 175 |
| 2016-17 | 12 | 4,248 | 3,527 | 2,532 | 591 | 58 | 82 | 70 | 257 | 482 | 109 | 4 | 206 |
| 2017-18 | 16 | 4,411 | 3,587 | 2,576 | 497 | 45 | 96 | 105 | 235 | 499 | 99 | 4 | 96 |

${ }^{1}$ After deducting discounts and allowances.
${ }^{2}$ Public institutions typically report Pell grants as revenues from federal grants and as allowances that reduce revenues from tuition and fees.
${ }^{3}$ Includes sales and services of educational activities.
${ }^{4}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes data for public institutions reporting
data according to either Governmental Accounting Standards Board (GASB) or Financial Accounting Standards Board (FASB) guidance. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008 through Spring 2018, Fall Enrollment component; and Spring 2009 through Spring 2019, Finance component. (This table was prepared December 2019.)

Table 333.20. Revenues of public degree-granting postsecondary institutions, by source of revenue and state or jurisdiction: 2017-18
[In thousands of current dollars]

| State or jurisdiction | Total revenues | Operating revenue |  |  |  |  |  |  | Nonoperating revenue |  |  | Other revenues and additions |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Tuition and fees ${ }^{1,2}$ | Federal grants and contracts ${ }^{2}$ | State, local, and private grants and contracts | Sales and services of auxiliary enterprises ${ }^{1}$ | Sales and services of hospitals | Independent operations and other ${ }^{3}$ | Total ${ }^{4}$ |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | \$408,855,251 | \$240,873,187 | \$81,300,494 | \$29,529,310 | \$22,991,804 | \$28,987,897 | \$53,558,528 | \$24,505,154 | \$148,690,596 | \$72,891,268 | \$13,401,408 | \$19,291,468 |
| Alabama | 8,716,819 | 6,217,058 | 1,989,264 | 714,569 | 271,299 | 572,120 | 2,280,790 | 389,016 | 2,234,559 | 1,404,166 | 2,917 | 265,202 |
| Alaska | 855,302 | 380,903 | 135,131 | 122,752 | 63,130 | 39,222 | 0 | 20,668 | 419,453 | 325,302 | 13,986 | 54,946 |
| Arizona | 7,078,915 | 3,974,707 | 2,435,757 | 571,274 | 293,523 | 454,067 | 0 | 220,086 | 3,010,510 | 745,394 | 890,883 | 93,697 |
| Arkansas | 4,396,924 | 2,981,845 | 626,140 | 228,792 | 202,433 | 320,765 | 1,231,064 | 372,652 | 1,305,929 | 764,581 | 34,966 | 109,150 |
| California | 63,233,502 | 36,323,599 | 8,024,339 | 3,701,170 | 4,007,661 | 2,448,689 | 12,064,599 | 6,077,142 | 24,418,114 | 11,563,516 | 4,048,931 | 2,491,789 |
| Colorado | 7,889,190 | 6,542,222 | 2,393,366 | 1,068,569 | 820,575 | 647,436 | 1,035,850 | 576,425 | 1,006,648 | 44,306 | 100,434 | 340,321 |
| Connecticut | 3,923,056 | 2,129,856 | 766,751 | 176,905 | 98,656 | 321,640 | 439,491 | 326,413 | 1,402,990 | 1,124,904 | 0 | 390,211 |
| Delaware | 1,425,523 | 962,176 | 525,959 | 137,165 | 83,272 | 162,662 | 0 | 53,117 | 451,405 | 236,699 | 0 | 11,942 |
| District of Columbia | 159,987 | 57,169 | 33,759 | 13,829 | 5,969 | 417 | 0 | 3,194 | 91,169 | 80,000 | 0 | 11,649 |
| Florida | 13,472,403 | 6,136,343 | 2,509,411 | 1,177,619 | 1,350,949 | 919,685 | 0 | 178,679 | 6,728,937 | 4,195,023 | 0 | 607,122 |
| Georgia | 9,246,194 | 5,337,378 | 2,271,578 | 938,347 | 666,834 | 925,084 | 236,420 | 299,115 | 3,567,264 | 2,442,075 | 737 | 341,551 |
| Hawaii | 1,846,509 | 793,277 | 259,446 | 305,248 | 90,435 | 100,246 |  | 37,901 | 846,279 | 485,153 | 0 | 206,954 |
| Idaho | 1,387,428 | 704,885 | 366,495 | 133,117 | 49,038 | 105,163 | 0 | 51,072 | 637,327 | 431,993 | 31,430 | 45,216 |
| Illinois | 14,459,180 | 6,236,993 | 2,458,427 | 798,550 | 386,482 | 859,753 | 835,807 | 897,975 | 8,147,020 | 2,282,662 | 1,164,980 | 75,167 |
| Indiana | 7,385,602 | 4,661,601 | 2,451,011 | 600,871 | 317,358 | 812,256 | 0 | 480,105 | 2,508,441 | 1,566,933 | 8,802 | 215,561 |
| Iowa | 7,081,669 | 5,121,444 | 1,407,655 | 501,295 | 162,970 | 597,416 | 2,040,227 | 411,881 | 1,391,815 | 806,471 | 153,442 | 568,411 |
| Kansas | 3,854,195 | 2,269,389 | 978,546 | 317,642 | 213,591 | 471,928 | 0 | 287,683 | 1,428,852 | 735,972 | 307,814 | 155,953 |
| Kentucky | 6,453,223 | 4,573,365 | 1,111,410 | 438,287 | 250,934 | 396,679 | 1,893,750 | 482,305 | 1,613,590 | 879,606 | 25,389 | 266,269 |
| Louisiana | 4,392,001 | 2,805,547 | 1,206,100 | 298,239 | 755,312 | 405,966 | 18,785 | 121,145 | 1,365,564 | 780,591 | 0 | 220,890 |
| Maine | 922,920 | 507,618 | 249,040 | 60,202 | 54,950 | 83,935 | 0 | 59,492 | 392,066 | 276,659 | 0 | 23,236 |
| Maryland | 7,395,279 | 4,198,607 | 1,777,871 | 774,498 | 464,032 | 742,916 | 0 | 439,291 | 2,745,123 | 1,754,397 | 415,121 | 451,548 |
| Massachusetts | 5,639,240 | 3,496,215 | 1,508,549 | 404,013 | 290,572 | 582,469 | 0 | 710,612 | 1,924,525 | 1,461,553 | 0 | 218,500 |
| Michigan | 18,552,490 | 12,897,848 | 4,376,569 | 1,592,860 | 605,115 | 1,230,407 | 4,438,744 | 654,152 | 5,215,134 | 1,851,003 | 573,630 | 439,508 |
| Minnesota | 5,794,811 | 3,158,962 | 1,353,065 | 456,774 | 486,453 | 677,439 | 0 | 185,232 | 2,428,356 | 1,395,343 | 0 | 207,493 |
| Mississippi | 4,627,187 | 2,962,437 | 738,965 | 350,505 | 223,880 | 370,549 | 1,097,356 | 181,182 | 1,478,340 | 900,717 | 73,997 | 186,410 |
| Missouri | 5,451,878 | 3,579,142 | 1,157,516 | 220,362 | 188,370 | 839,160 | 1,014,469 | 159,264 | 1,734,982 | 866,474 | 162,976 | 137,755 |
| Montana | 1,144,329 | 731,595 | 314,429 | 173,512 | 43,844 | 106,763 | 0 | 93,047 | 358,538 | 231,921 | 11,098 | 54,195 |
| Nebraska | 2,869,951 | 1,523,962 | 502,317 | 275,053 | 215,889 | 376,305 | 22,333 | 132,064 | 1,197,775 | 706,512 | 179,912 | 148,215 |
| Nevada | 1,913,800 | 927,392 | 431,319 | 168,216 | 73,255 | 97,199 | 0 | 157,402 | 853,065 | 610,647 | 0 | 133,344 |
| New Hampshire | 1,072,058 | 768,862 | 392,934 | 67,823 | 55,871 | 220,407 | 0 | 31,827 | 265,463 | 127,475 | 0 | 37,732 |
| New Jersey | 8,681,858 | 5,023,918 | 2,440,064 | 561,548 | 391,964 | 563,624 | 782,023 | 284,695 | 3,391,225 | 1,731,245 | 213,900 | 266,714 |
| New Mexico | 3,822,225 | 2,338,552 | 318,233 | 382,522 | 143,447 | 97,433 | 1,222,291 | 174,626 | 1,383,717 | 743,941 | 273,450 | 99,956 |
| New York | 18,270,637 | 9,154,681 | 2,784,447 | 766,020 | 1,362,005 | 719,850 | 3,255,196 | 267,163 | 8,435,340 | 5,163,444 | 1,032,349 | 680,616 |
| North Carolina | 12,279,465 | 5,465,160 | 2,056,200 | 992,922 | 309,430 | 1,845,806 | 0 | 260,802 | 6,253,077 | 3,916,624 | 250,200 | 561,228 |
| North Dakota | 1,183,443 | 746,007 | 330,578 | 140,754 | 59,170 | 108,926 | 0 | 106,579 | 415,376 | 311,308 | 4,707 | 22,060 |
| Ohio | 15,013,059 | 10,613,391 | 3,727,381 | 682,204 | 630,381 | 1,230,740 | 3,980,411 | 362,274 | 3,975,751 | 2,108,298 | 203,217 | 423,917 |
| Oklahoma | 4,555,584 | 2,965,434 | 1,011,723 | 322,787 | 304,899 | 551,231 | 98,766 | 676,028 | 1,407,262 | 702,760 | 64,797 | 182,888 |
| Oregon | 7,573,819 | 5,516,113 | 1,335,342 | 701,629 | 393,511 | 584,029 | 2,278,051 | 223,552 | 1,838,945 | 848,629 | 273,572 | 218,760 |
| Pennsylvania | 16,181,115 | 12,971,027 | 4,518,170 | 1,376,998 | 714,326 | 1,111,380 | 4,240,139 | 1,010,016 | 3,098,216 | 1,301,307 | 118,653 | 111,872 |
| Rhode Island | 887,305 | 548,547 | 306,552 | 71,040 | 31,503 | 109,630 | 0 | 29,822 | 251,985 | 175,942 | 0 | 86,773 |
| South Carolina | 4,994,148 | 3,532,139 | 1,681,901 | 422,744 | 493,918 | 541,823 | 0 | 391,752 | 1,324,853 | 649,971 | 75,821 | 137,155 |
| South Dakota | 937,110 | 556,120 | 263,673 | 95,715 | 62,603 | 76,735 | 0 | 57,394 | 299,443 | 201,270 | 0 | 81,548 |
| Tennessee | 4,845,600 | 2,383,086 | 1,170,821 | 278,557 | 322,859 | 377,189 | 0 | 233,660 | 2,262,071 | 1,310,889 | 0 | 200,444 |
| Texas | 44,583,655 | 18,772,861 | 6,038,734 | 2,185,617 | 2,697,356 | 1,660,613 | 3,013,706 | 3,176,834 | 19,780,081 | 6,163,142 | 2,189,620 | 6,030,712 |
| Utah | 7,261,544 | 5,346,507 | 884,630 | 509,073 | 178,024 | 279,888 | 2,209,201 | 1,285,691 | 1,568,327 | 942,253 | 0 | 346,710 |
| Vermont | 926,655 | 755,131 | 412,792 | 124,364 | 70,731 | 113,130 | 0 | 34,114 | 166,880 | 73,329 | 0 | 4,643 |
| Virginia | 11,710,707 | 7,705,123 | 2,971,140 | 917,166 | 285,935 | 1,477,155 | 1,672,286 | 381,440 | 3,508,504 | 1,806,299 | 4,104 | 497,080 |
| Washington | 10,679,623 | 7,621,928 | 2,072,003 | 1,295,707 | 946,454 | 807,479 | 2,008,317 | 491,968 | 2,673,494 | 1,528,779 | 0 | 384,202 |
| West Virginia | 1,920,743 | 1,290,117 | 635,377 | 134,673 | 220,911 | 243,556 | 0 | 55,601 | 589,591 | 362,646 | 833 | 41,036 |
| Wisconsin | 6,791,863 | 3,999,110 | 1,460,158 | 648,199 | 513,835 | 494,859 | 0 | 882,058 | 2,601,182 | 1,338,784 | 446,893 | 191,572 |
| Wyoming | 923,839 | 349,451 | 100,831 | 75,636 | 62,982 | 62,378 | 0 | 47,625 | 450,921 | 303,171 | 47,847 | 123,467 |
| U.S. Service Academies | 2,189,686 | 256,386 | 26,625 | 55,377 | 2,910 | 41,700 | 148,455 | -18,680 | 1,845,125 | 129,186 | 0 | 88,175 |
| Other jurisdictions | 1,540,141 | 418,746 | 95,182 | 162,720 | 42,012 | 9,249 | 68,198 | 41,384 | 1,113,295 | 781,855 | 45,961 | 8,099 |
| American Samoa | 16,947 | 9,196 | 1,128 | 5,625 | 0 | 334 | 0 | 2,109 | 7,750 | 2,028 | 0 | 0 |
| Federated States of Micronesia | 19,865 | 11,385 | 1,061 | 2,627 | 4,889 | 1,711 | 0 | 1,095 | 8,480 | 0 | 0 | 0 |
| Guam | 146,093 | 63,431 | 16,538 | 31,078 | 2,382 | 2,798 | 0 | 10,636 | 82,515 | 30,491 | 21,722 | 147 |
| Marshall Islands | 15,180 | 7,226 | 625 | 4,326 | 0 | 894 | 0 | 1,380 | 7,335 | 3,120 | 0 | 620 |
| Northern Marianas | 20,180 | 11,097 | 2,454 | 8,396 | 0 | 225 | 0 | 22 | 9,082 | 5,634 | 0 | 0 |
| Palau | 9,437 | 4,406 | 2,255 | 1,599 | 0 | 170 | 0 | 383 | 5,031 | 2,411 | 0 | 0 |
| Puerto Rico | 1,237,067 | 272,288 | 57,590 | 87,820 | 31,505 | 1,615 | 68,198 | 25,561 | 962,439 | 738,172 | 2,119 | 2,340 |
| U.S. Virgin Islands | 75,372 | 39,717 | 13,532 | 21,249 | 3,235 | 1,503 | 0 | 198 | 30,663 | 0 | 22,120 | 4,992 |

${ }^{1}$ After deducting discounts and allowances
${ }^{2}$ Public institutions typically report Pell grants as revenues from federal grants and as allowances that reduce revenues from tuition and fees.
${ }^{3}$ Includes sales and services of educational activities.
${ }^{4}$ Includes other categories not separately shown.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes data for public institutions reporting
data according to either Governmental Accounting Standards Board (GASB) or Financial Accounting Standards Board (FASB) guidance. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Finance component. (This table was prepared December 2019.)

Table 333.40. Total revenue of private nonprofit degree-granting postsecondary institutions, by source of funds and level of institution: Selected years, 1999-2000 through 2017-18

| Level of institution and year | Total | Student tuition and fees (net of allowances) ${ }^{1}$ | Federal appropriations, grants, and contracts ${ }^{1,2}$ | State and local appropriations, grants, and contracts | Private gifts, grants, and contracts |  |  | $\begin{array}{r} \text { Investment } \\ \text { return } \\ \text { (gain or loss) } \end{array}$ | Educational activities | Auxiliary enterprises (net of allowances) | Hospitals | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total | Private grants and contracts | Private gifts and contributions from affiliated entities |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|  | In thousands of current dollars |  |  |  |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |  |  |  |
| 2004-05 | 140,150,716 | 41,394,424 | 19,699,204 | 1,957,921 | 16,738,916 | - | - | 30,431,521 | 3,595,559 | 10,823,963 | 10,377,808 | 54,131,401 |
| 2006-07 | 182,377,987 | 47,482,331 | 20,193,722 | 2,164,167 | 20,194,264 |  |  | 55,907,577 | 4,104,373 | 12,291,765 | 12,636,904 | 7,402,884 |
| 2007-08 | 139,261,907 | 50,741,273 | 20,204,251 | 2,386,121 | 20,991,920 |  |  | 6,261,553 | 4,848,435 | 12,930,918 | 13,298,642 | 7,598,794 |
| 2008-09 | 69,064,340 | 53,698,893 | 21,026,721 | 2,391,238 | 17,670,642 |  | - | -64,204,943 | 4,787,360 | 13,579,506 | 14,790,231 | 5,324,691 |
| 2009-10 | 168,688,480 | 56,386,895 | 22,913,755 | 2,193,062 | 18,019,300 | \$4,189,574 | \$13,829,726 | 28,427,192 | 4,821,683 | 14,080,329 | 16,541,461 | 5,304,802 |
| 2010-11 | 207,132,349 | 60,069,691 | 24,319,663 | 2,165,584 | 22,096,853 | 4,379,206 | 17,717,647 | 53,574,169 | 4,979,595 | 14,797,601 | 17,521,091 | 7,608,102 |
| 2011-12 | 161,843,203 | 63,010,873 | 24,147,131 | 1,964,921 | 21,619,470 | 4,446,517 | 17,172,953 | 4,538,153 | 5,082,873 | 15,500,185 | 18,658,649 | 7,320,948 |
| 2012-13 | 202,042,331 | 65,562,231 | 23,710,290 | 1,939,417 | 22,335,345 | 4,834,258 | 17,501,087 | 38,532,782 | 5,530,428 | 15,969,232 | 19,011,711 | 9,450,894 |
| 2013-14 | 228,806,876 | 67,681,378 | 23,640,029 | 1,971,815 | 25,842,976 | 5,152,784 | 20,690,192 | 57,147,772 | 6,280,766 | 16,407,013 | 20,667,484 | 9,167,642 |
| 2014-15 | 200,395,534 | 70,181,110 | 24,186,839 | 2,113,187 | 26,932,309 | 5,520,105 | 21,412,204 | 21,274,906 | 6,702,519 | 16,883,478 | 23,880,282 | 8,240,906 |
| 2015-16 | 182,571,838 | 72,100,188 | 23,471,268 | 2,162,083 | 28,622,642 | 5,819,574 | 22,803,069 | -2,735,211 | 7,042,281 | 17,608,294 | 24,107,516 | 10,192,778 |
| 2016-17 | 242,602,673 | 73,966,392 | 25,244,371 | 2,103,049 | 28,864,670 | 6,197,207 | 22,667,463 | 48,838,957 | 7,516,359 | 18,004,385 | 26,744,919 | 11,319,571 |
| 2017-18 | 248,465,960 | 75,871,170 | 26,440,108 | 2,165,914 | 30,668,285 | 6,574,834 | 24,093,451 | 45,451,443 | 7,991,521 | 18,326,993 | 29,399,644 | 12,150,882 |
| 4-year |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 119,708,625 | 29,257,523 | 12,133,829 | 1,673,707 | 16,346,616 | - | - | 37,698,219 | 2,837,784 | 8,261,507 | 7,208,600 | 4,290,841 |
| 2004-05 | 139,528,763 | 41,045,608 | 19,622,002 | 1,931,021 | 16,671,017 |  |  | 30,408,545 | 3,581,869 | 10,784,161 | 10,377,808 | 5,106,733 |
| 2006-07 | 181,850,660 | 47,211,942 | 20,137,197 | 2,143,146 | 20,144,883 |  |  | 55,857,135 | 4,096,086 | 12,253,089 | 12,636,904 | 7,370,278 |
| 2007-08 | 138,760,610 | 50,436,622 | 20,143,562 | 2,361,744 | 20,938,758 | - | - | 6,273,767 | 4,837,355 | 12,892,828 | 13,298,642 | 7,577,331 |
| 2008-09 | 68,617,705 | 53,399,912 | 20,967,794 | 2,370,169 | 17,624,319 | - | - | -64,172,755 | 4,781,845 | 13,542,690 | 14,790,231 | 5,313,500 |
| 2009-10 | 168,169,216 | 56,087,965 | 22,843,520 | 2,179,050 | 17,968,453 | 4,185,607 | 13,782,846 | 28,406,397 | 4,814,283 | 14,044,652 | 16,541,461 | 5,283,434 |
| 2010-11 | 206,473,105 | 59,603,541 | 24,260,568 | 2,150,124 | 22,057,300 | 4,376,381 | 17,680,919 | 53,557,782 | 4,975,158 | 14,762,888 | 17,521,091 | 7,584,652 |
| 2011-12 | 161,246,877 | 62,571,879 | 24,098,863 | 1,953,307 | 21,580,612 | 4,444,004 | 17,136,608 | 4,532,992 | 5,079,866 | 15,471,860 | 18,658,649 | 7,298,849 |
| 2012-13 | 201,526,648 | 65,213,804 | 23,664,427 | 1,925,893 | 22,293,530 | 4,831,951 | 17,461,579 | 38,519,232 | 5,527,564 | 15,939,735 | 19,011,711 | 9,430,753 |
| 2013-14 | 228,233,305 | 67,325,986 | 23,578,760 | 1,959,405 | 25,792,211 | 5,149,819 | 20,642,392 | 57,105,397 | 6,278,456 | 16,376,022 | 20,667,484 | 9,149,584 |
| 2014-15 | 199,546,338 | 69,519,464 | 24,127,099 | 2,102,335 | 26,895,138 | 5,518,411 | 21,376,727 | 21,267,202 | 6,696,900 | 16,840,357 | 23,880,282 | 8,217,562 |
| 2015-16 | 181,729,580 | 71,425,134 | 23,427,914 | 2,155,610 | 28,581,387 | 5,816,843 | 22,764,544 | -2,736,188 | 7,037,367 | 17,562,236 | 24,107,516 | 10,168,604 |
| 2016-17 | 241,772,907 | 73,307,606 | 25,206,303 | 2,097,462 | 28,824,410 | 6,194,800 | 22,629,610 | 48,824,390 | 7,511,347 | 17,964,144 | 26,744,919 | 11,292,325 |
| 2017-18 | 247,644,652 | 75,218,369 | 26,404,744 | 2,159,775 | 30,615,084 | 6,572,718 | 24,042,366 | 45,435,307 | 7,986,306 | 18,290,555 | 29,399,644 | 12,134,868 |
| 2-year |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 917,181 | 394,289 | 57,998 | 24,272 | 142,368 | - | - | 65,299 | 27,822 | 56,100 | 0 | 149,033 |
| 2004-05 | 621,953 | 348,815 | 77,202 | 26,900 | 67,899 | - | - | 22,976 | 13,690 | 39,802 | 0 | 24,668 |
| 2006-07 | 527,327 | 270,389 | 56,525 | 21,021 | 49,381 | - | - | 50,442 | 8,288 | 38,675 | 0 | 32,606 |
| 2007-08 | 501,297 | 304,651 | 60,689 | 24,377 | 53,162 | - |  | -12,214 | 11,080 | 38,091 | 0 | 21,462 |
| 2008-09 | 446,635 | 298,981 | 58,927 | 21,069 | 46,323 | - | - | -32,187 | 5,515 | 36,816 | 0 | 11,191 |
| 2009-10 | 519,264 | 298,930 | 70,235 | 14,012 | 50,847 | 3,967 | 46,880 | 20,795 | 7,400 | 35,677 | 0 | 21,368 |
| 2010-11 | 659,244 | 466,149 | 59,095 | 15,460 | 39,553 | 2,825 | 36,727 | 16,388 | 4,437 | 34,712 | 0 | 23,450 |
| 2011-12 | 596,326 | 438,994 | 48,269 | 11,614 | 38,858 | 2,513 | 36,345 | 5,161 | 3,007 | 28,325 | 0 | 22,099 |
| 2012-13 | 515,683 | 348,427 | 45,863 | 13,524 | 41,815 | 2,307 | 39,508 | 13,550 | 2,865 | 29,498 | 0 | 20,140 |
| 2013-14 | 573,571 | 355,392 | 61,269 | 12,409 | 50,766 | 2,965 | 47,800 | 42,376 | 2,311 | 30,991 | 0 | 18,058 |
| 2014-15 | 849,197 | 661,646 | 59,740 | 10,852 | 37,171 | 1,694 | 35,477 | 7,704 | 5,619 | 43,121 | 0 | 23,344 |
| 2015-16 | 842,258 | 675,053 | 43,354 | 6,473 | 41,256 | 2,731 | 38,525 | 7,976 | 4,913 | 46,058 | 0 | 24,174 |
| 2016-17 | 829,766 | 658,786 | 38,068 | 5,587 | 40,260 | 2,407 | 37,853 | 14,567 | 5,012 | 40,241 | 0 | 27,245 |
| 2017-18 | 821,309 | 652,801 | 35,364 | 6,139 | 53,201 | 2,116 | 51,085 | 16,135 | 5,216 | 36,438 | 0 | 16,014 |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 100.00 | 24.58 | 10.11 | 1.41 | 13.67 | - | - | 31.31 | 2.38 | 6.90 | 5.98 | 3.68 |
| 2004-05 | 100.00 | 29.54 | 14.06 | 1.40 | 11.94 | - | - | 21.71 | 2.57 | 7.72 | 7.40 | 3.66 |
| 2006-07 | 100.00 | 26.04 | 11.07 | 1.19 | 11.07 | - | - | 30.65 | 2.25 | 6.74 | 6.93 | 4.06 |
| 2007-08 | 100.00 | 36.44 | 14.51 | 1.71 | 15.07 | - | - | 4.50 | 3.48 | 9.29 | 9.55 | 5.46 |
| 2008-09 | 100.00 | 77.75 | 30.45 | 3.46 | 25.59 | - | - | -92.96 | 6.93 | 19.66 | 21.42 | 7.71 |
| 2009-10 | 100.00 | 33.43 | 13.58 | 1.30 | 10.68 | 2.48 | 8.20 | 16.85 | 2.86 | 8.35 | 9.81 | 3.14 |
| 2010-11 | 100.00 | 29.00 | 11.74 | 1.05 | 10.67 | 2.11 | 8.55 | 25.86 | 2.40 | 7.14 | 8.46 | 3.67 |
| 2011-12 | 100.00 | 38.93 | 14.92 | 1.21 | 13.36 | 2.75 | 10.61 | 2.80 | 3.14 | 9.58 | 11.53 | 4.52 |
| 2012-13 | 100.00 | 32.45 | 11.74 | 0.96 | 11.05 | 2.39 | 8.66 | 19.07 | 2.74 | 7.90 | 9.41 | 4.68 |
| 2013-14 | 100.00 | 29.58 | 10.33 | 0.86 | 11.29 | 2.25 | 9.04 | 24.98 | 2.75 | 7.17 | 9.03 | 4.01 |
| 2014-15 | 100.00 | 35.02 | 12.07 | 1.05 | 13.44 | 2.75 | 10.68 | 10.62 | 3.34 | 8.43 | 11.92 | 4.11 |
| 2015-16 | 100.00 | 39.49 | 12.86 | 1.18 | 15.68 | 3.19 | 12.49 | -1.50 | 3.86 | 9.64 | 13.20 | 5.58 |
| 2016-17 | 100.00 | 30.49 | 10.41 | 0.87 | 11.90 | 2.55 | 9.34 | 20.13 | 3.10 | 7.42 | 11.02 | 4.67 |
| 2017-18 | 100.00 | 30.54 | 10.64 | 0.87 | 12.34 | 2.65 | 9.70 | 18.29 | 3.22 | 7.38 | 11.83 | 4.89 |
| 4-year |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 100.00 | 24.44 | 10.14 | 1.40 | 13.66 | - | - | 31.49 | 2.37 | 6.90 | 6.02 | 3.58 |
| 2004-05 | 100.00 | 29.42 | 14.06 | 1.38 | 11.95 | - | - | 21.79 | 2.57 | 7.73 | 7.44 | 3.66 |
| 2006-07 | 100.00 | 25.96 | 11.07 | 1.18 | 11.08 | - |  | 30.72 | 2.25 | 6.74 | 6.95 | 4.05 |
| 2007-08 | 100.00 | 36.35 | 14.52 | 1.70 | 15.09 | - | - | 4.52 | 3.49 | 9.29 | 9.58 | 5.46 |
| 2008-09 | 100.00 | 77.82 | 30.56 | 3.45 | 25.68 | - | - | -93.52 | 6.97 | 19.74 | 21.55 | 7.74 |
| 2009-10 | 100.00 | 33.35 | 13.58 | 1.30 | 10.68 | 2.49 | 8.20 | 16.89 | 2.86 | 8.35 | 9.84 | 3.14 |
| 2010-11 | 100.00 | 28.87 | 11.75 | 1.04 | 10.68 | 2.12 | 8.56 | 25.94 | 2.41 | 7.15 | 8.49 | 3.67 |
| 2011-12 | 100.00 | 38.81 | 14.95 | 1.21 | 13.38 | 2.76 | 10.63 | 2.81 | 3.15 | 9.60 | 11.57 | 4.53 |
| 2012-13 | 100.00 | 32.36 | 11.74 | 0.96 | 11.06 | 2.40 | 8.66 | 19.11 | 2.74 | 7.91 | 9.43 | 4.68 |
| 2013-14 | 100.00 | 29.50 | 10.33 | 0.86 | 11.30 | 2.26 | 9.04 | 25.02 | 2.75 | 7.18 | 9.06 | 4.01 |
| 2014-15 | 100.00 | 34.84 | 12.09 | 1.05 | 13.48 | 2.77 | 10.71 | 10.66 | 3.36 | 8.44 | 11.97 | 4.12 |
| 2015-16 | 100.00 | 39.30 | 12.89 | 1.19 | 15.73 | 3.20 | 12.53 | -1.51 | 3.87 | 9.66 | 13.27 | 5.60 |
| 2016-17 | 100.00 | 30.32 | 10.43 | 0.87 | 11.92 | 2.56 | 9.36 | 20.19 | 3.11 | 7.43 | 11.06 | 4.67 |
| 2017-18 | 100.00 | 30.37 | 10.66 | 0.87 | 12.36 | 2.65 | 9.71 | 18.35 | 3.22 | 7.39 | 11.87 | 4.90 |

Table 333.40. Total revenue of private nonprofit degree-granting postsecondary institutions, by source of funds and level of institution: Selected years, 1999-2000 through 2017-18-Continued

| Level of institution and year | Total | Student tuition and fees (net of allowances) ${ }^{1}$ | Federal appropriations, grants, and contracts ${ }^{1,2}$ | State and local appropriations, grants, and contracts | Private gifts, grants, and contracts |  |  | $\begin{array}{r} \text { Investment } \\ \text { return } \\ \text { (gain or loss) } \\ \hline \end{array}$ | Educational activities | Auxiliary enterprises (net of allowances) | Hospitals | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total | Private grants and contracts | Private gifts and contributions from affiliated entities |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 2-year |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 100.00 | 42.99 | 6.32 | 2.65 | 15.52 | - | - | 7.12 | 3.03 | 6.12 | 0.00 | 16.25 |
| 2004-05 | 100.00 | 56.08 | 12.41 | 4.33 | 10.92 | - | - | 3.69 | 2.20 | 6.40 | 0.00 | 3.97 |
| 2006-07 | 100.00 | 51.28 | 10.72 | 3.99 | 9.36 | - | - | 9.57 | 1.57 | 7.33 | 0.00 | 6.18 |
| 2007-08 | 100.00 | 60.77 | 12.11 | 4.86 | 10.60 | - | - | -2.44 | 2.21 | 7.60 | 0.00 | 4.28 |
| 2008-09 | 100.00 | 66.94 | 13.19 | 4.72 | 10.37 | - | - | -7.21 | 1.23 | 8.24 | 0.00 | 2.51 |
| 2009-10 | 100.00 | 57.57 | 13.53 | 2.70 | 9.79 | 0.76 | 9.03 | 4.00 | 1.43 | 6.87 | 0.00 | 4.12 |
| 2010-11 | 100.00 | 70.71 | 8.96 | 2.35 | 6.00 | 0.43 | 5.57 | 2.49 | 0.67 | 5.27 | 0.00 | 3.56 |
| 2011-12 | 100.00 | 73.62 | 8.09 | 1.95 | 6.52 | 0.42 | 6.09 | 0.87 | 0.50 | 4.75 | 0.00 | 3.71 |
| 2012-13 | 100.00 | 67.57 | 8.89 | 2.62 | 8.11 | 0.45 | 7.66 | 2.63 | 0.56 | 5.72 | 0.00 | 3.91 |
| 2013-14 | 100.00 | 61.96 | 10.68 | 2.16 | 8.85 | 0.52 | 8.33 | 7.39 | 0.40 | 5.40 | 0.00 | 3.15 |
| 2014-15 | 100.00 | 77.91 | 7.03 | 1.28 | 4.38 | 0.20 | 4.18 | 0.91 | 0.66 | 5.08 | 0.00 | 2.75 |
| 2015-16 | 100.00 | 80.15 | 5.15 | 0.77 | 4.90 | 0.32 | 4.57 | 0.12 | 0.58 | 5.47 | 0.00 | 2.87 |
| 2016-17 | 100.00 | 79.39 | 4.59 | 0.67 | 4.85 | 0.29 | 4.56 | 1.76 | 0.60 | 4.85 | 0.00 | 3.28 |
| 2017-18 | 100.00 | 79.48 | 4.31 | 0.75 | 6.48 | 0.26 | 6.22 | 1.96 | 0.64 | 4.44 | 0.00 | 1.95 |
| Revenue per full-time-equivalent student in constant 2018-19 dollars ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000 | \$71,078 | \$17,472 | \$7,184 | \$1,001 | \$9,716 | - | - | \$22,252 | \$1,689 | \$4,901 | \$4,248 | \$2,616 |
| 2004-05 | 64,531 | 19,060 | 9,070 | 902 | 7,707 | - | - | 14,012 | 1,656 | 4,984 | 4,778 | 2,363 |
| 2006-07 | 76,404 | 19,892 | 8,460 | 907 | 8,460 | - | - | 23,422 | 1,719 | 5,149 | 5,294 | 3,101 |
| 2007-08 | 54,878 | 19,995 | 7,962 | 940 | 8,272 | - | - | 2,467 | 1,911 | 5,096 | 5,241 | 2,994 |
| 2008-09 | 26,446 | 20,562 | 8,051 | 916 | 6,766 | - | - | -24,585 | 1,833 | 5,200 | 5,663 | 2,039 |
| 2009-10 | 62,281 | 20,818 | 8,460 | 810 | 6,653 | \$1,547 | \$5,106 | 10,496 | 1,780 | 5,199 | 6,107 | 1,959 |
| 2010-11 | 72,235 | 20,949 | 8,481 | 755 | 7,706 | 1,527 | 6,179 | 18,683 | 1,737 | 5,160 | 6,110 | 2,653 |
| 2011-12 | 54,360 | 21,164 | 8,111 | 660 | 7,262 | 1,494 | 5,768 | 1,524 | 1,707 | 5,206 | 6,267 | 2,459 |
| 2012-13 | 65,994 | 21,415 | 7,745 | 633 | 7,295 | 1,579 | 5,716 | 12,586 | 1,806 | 5,216 | 6,210 | 3,087 |
| 2013-14 | 73,483 | 21,736 | 7,592 | 633 | 8,300 | 1,655 | 6,645 | 18,353 | 2,017 | 5,269 | 6,637 | 2,944 |
| 2014-15 | 62,958 | 22,049 | 7,599 | 664 | 8,461 | 1,734 | 6,727 | 6,684 | 2,106 | 5,304 | 7,502 | 2,589 |
| 2015-16 | 56,531 | 22,325 | 7,268 | 669 | 8,863 | 1,802 | 7,061 | -847 | 2,181 | 5,452 | 7,465 | 3,156 |
| 2016-17 | 73,251 | 22,333 | 7,622 | 635 | 8,715 | 1,871 | 6,844 | 14,746 | 2,269 | 5,436 | 8,075 | 3,418 |
| 2017-18 | 73,205 | 22,354 | 7,790 | 638 | 9,036 | 1,937 | 7,099 | 13,391 | 2,355 | 5,400 | 8,662 | 3,580 |
| 4-year |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 72,049 | 17,609 | 7,303 | 1,007 | 9,839 | - | - | 22,689 | 1,708 | 4,972 | 4,339 | 2,583 |
| 2004-05 | 65,025 | 19,129 | 9,145 | 900 | 7,769 | - | - | 14,171 | 1,669 | 5,026 | 4,836 | 2,380 |
| 2006-07 | 76,844 | 19,950 | 8,509 | 906 | 8,513 | - | - | 23,603 | 1,731 | 5,178 | 5,340 | 3,114 |
| 2007-08 | 55,171 | 20,054 | 8,009 | 939 | 8,325 | - | - | 2,494 | 1,923 | 5,126 | 5,288 | 3,013 |
| 2008-09 | 26,498 | 20,621 | 8,097 | 915 | 6,806 | - | - | -24,781 | 1,847 | 5,230 | 5,712 | 2,052 |
| 2009-10 | 62,599 | 20,878 | 8,503 | 811 | 6,689 | 1,558 | 5,131 | 10,574 | 1,792 | 5,228 | 6,157 | 1,967 |
| 2010-11 | 72,778 | 21,009 | 8,551 | 758 | 7,775 | 1,543 | 6,232 | 18,878 | 1,754 | 5,204 | 6,176 | 2,673 |
| 2011-12 | 54,697 | 21,225 | 8,175 | 663 | 7,320 | 1,507 | 5,813 | 1,538 | 1,723 | 5,248 | 6,329 | 2,476 |
| 2012-13 | 66,380 | 21,481 | 7,795 | 634 | 7,343 | 1,592 | 5,752 | 12,688 | 1,821 | 5,250 | 6,262 | 3,106 |
| 2013-14 | 73,891 | 21,797 | 7,634 | 634 | 8,350 | 1,667 | 6,683 | 18,488 | 2,033 | 5,302 | 6,691 | 2,962 |
| 2014-15 | 63,531 | 22,133 | 7,681 | 669 | 8,563 | 1,757 | 6,806 | 6,771 | 2,132 | 5,362 | 7,603 | 2,616 |
| 2015-16 | 56,953 | 22,384 | 7,342 | 676 | 8,957 | 1,823 | 7,134 | -858 | 2,205 | 5,504 | 7,555 | 3,187 |
| 2016-17 | 73,891 | 22,404 | 7,704 | 641 | 8,809 | 1,893 | 6,916 | 14,922 | 2,296 | 5,490 | 8,174 | 3,451 |
| 2017-18 | 73,841 | 22,428 | 7,873 | 644 | 9,129 | 1,960 | 7,169 | 13,548 | 2,381 | 5,454 | 8,766 | 3,618 |
| 2-year |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 25,762 | 11,075 | 1,629 | 682 | 3,999 | - | - | 1,834 | 781 | 1,576 | 0 | 4,186 |
| 2004-05 | 23,864 | 13,384 | 2,962 | 1,032 | 2,605 | - | - | 882 | 525 | 1,527 | 0 | 947 |
| 2006-07 | 25,706 | 13,181 | 2,755 | 1,025 | 2,407 | - | - | 2,459 | 404 | 1,885 | 0 | 1,589 |
| 2007-08 | 22,216 | 13,501 | 2,690 | 1,080 | 2,356 | - | - | -541 | 491 | 1,688 | 0 | 951 |
| 2008-09 | 20,292 | 13,584 | 2,677 | 957 | 2,105 | - | - | -1,462 | 251 | 1,673 | 0 | 508 |
| 2009-10 | 23,531 | 13,546 | 3,183 | 635 | 2,304 | 180 | 2,124 | 942 | 335 | 1,617 | 0 | 968 |
| 2010-11 | 21,651 | 15,310 | 1,941 | 508 | 1,299 | 93 | 1,206 | 538 | 146 | 1,140 | 0 | 770 |
| 2011-12 | 20,391 | 15,011 | 1,651 | 397 | 1,329 | 86 | 1,243 | 176 | 103 | 969 | 0 | 756 |
| 2012-13 | 20,140 | 13,608 | 1,791 | 528 | 1,633 | 90 | 1,543 | 529 | 112 | 1,152 | 0 | 787 |
| 2013-14 | 22,970 | 14,233 | 2,454 | 497 | 2,033 | 119 | 1,914 | 1,697 | 93 | 1,241 | 0 | 723 |
| 2014-15 | 20,198 | 15,737 | 1,421 | 258 | 884 | 40 | 844 | 183 | 134 | 1,026 | 0 | 555 |
| 2015-16 | 21,767 | 17,446 | 1,120 | 167 | 1,066 | 71 | 996 | 25 | 127 | 1,190 | 0 | 625 |
| 2016-17 | 20,801 | 16,514 | 954 | 140 | 1,009 | 60 | 949 | 365 | 126 | 1,009 | 0 | 683 |
| 2017-18 | 20,355 | 16,179 | 876 | 152 | 1,319 | 52 | 1,266 | 400 | 129 | 903 | 0 | 397 |

-Not available
${ }^{1}$ Private institutions typically report Pell grants as revenues from tuition and fees rather than as revenues from federal grants.
${ }^{2}$ Includes independent operations.
${ }^{3}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal
years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:99); Spring 2001 through Spring 2007, Enrollment component; Spring 2008 through Spring 2018, Fall Enrollment component; and Spring 2001 through Spring 2019, Finance component. (This table was prepared December 2019.)

Table 333.50. Total revenue of private nonprofit degree-granting postsecondary institutions, by source of funds and classification of institution: 2017-18

${ }^{1}$ Private institutions typically report Pell grants as revenues from tuition and fees rather than as revenues from federal grants.
${ }^{2}$ Includes independent operations.
${ }^{3}$ Research universities with a very high level of research activity.
${ }^{4}$ Research universities with a high level of research activity.
Institutions that award at least 20 research/scholarship doctor's degrees per year, but did not have high levels of research activity.
Institutions that award at least 50 master's and fewer than 20 doctor's degrees per year ${ }^{7}$ Institutions that primarily emphasize undergraduate education. In addition to institutions that primarily award bachelor's degrees, also includes institutions classified as 4-year in the IPEDS system, but classified as 2-year baccalaureate/associate's colleges in the Carnegie Classification system because they primarily award associate's degrees.
${ }^{8}$ Four-year institutions that award degrees primarily in single fields of study, such as medicine, business, fine arts, theology, and engineering.

Tribally controlled colleges, which are located on reservations and are members of the American Indian Higher Education Consortium
NOTE: Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctor's degrees conferred, by field. Further information on the Carnegie 2015 classification system used in this table may be obtained from https://carnegieclassifications. u.edu/downloads/CCIHE2015-FactsFigures.pdf. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Detai may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2018, Fall Enrollment component; and Spring 2019, Finance component. (This table was prepared December 2019.)

Table 333.55. Total revenue of private for-profit degree-granting postsecondary institutions, by source of funds and level of institution: Selected years, 1999-2000 through 2017-18

| Level of institution and year | Total | Student tuition and fees (net of allowances) ${ }^{1}$ | Federal appropriations, grants, and contracts ${ }^{1}$ | State and local appropriations, grants, and contracts | Private gifts, grants, and contracts | Investment return (gain or loss) | Educational activities | Auxiliary enterprises (net of allowances) | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  | In thousands of current dollars |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |
| 1999-2000 | \$4,321,985 | \$3,721,032 | \$198,923 | \$71,904 | \$2,151 | \$18,537 | \$70,672 | \$156,613 | \$82,153 |
| 2010-11 | 28,285,216 | 25,157,459 | 1,583,370 | 157,290 | 31,272 | 32,551 | 402,206 | 542,622 | 378,447 |
| 2013-14 | 22,645,566 | 20,481,607 | 941,363 | 77,986 | 12,206 | 43,032 | 256,321 | 482,439 | 350,611 |
| 2014-15 | 19,665,772 | 17,705,922 | 848,223 | 53,217 | 15,935 | 45,317 | 224,389 | 434,253 | 338,516 |
| 2015-16 | 17,049,389 | 15,493,140 | 712,642 | 46,680 | 14,901 | 27,484 | 176,339 | 312,166 | 266,036 |
| 2016-17 | 15,778,912 | 14,427,696 | 520,794 | 40,206 | 12,588 | 41,453 | 203,365 | 247,202 | 285,609 |
| 2017-18 | 13,233,730 | 12,374,965 | 228,157 | 21,357 | 12,175 | 58,806 | 159,937 | 147,597 | 230,737 |
| 4-year |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 2,381,042 | 2,050,136 | 103,865 | 39,460 | 1,109 | 10,340 | 33,764 | 102,103 | 40,266 |
| 2010-11 | 21,690,069 | 19,483,895 | 1,113,186 | 118,054 | 29,118 | 28,671 | 346,786 | 405,604 | 164,755 |
| 2013-14 | 17,832,352 | 16,188,360 | 709,409 | 51,830 | 10,232 | 36,012 | 222,841 | 395,509 | 218,160 |
| 2014-15 | 15,845,578 | 14,281,696 | 626,082 | 37,570 | 14,474 | 37,530 | 198,393 | 371,131 | 278,702 |
| 2015-16 | 13,575,294 | 12,376,301 | 519,399 | 32,097 | 13,708 | 21,959 | 151,174 | 255,030 | 205,627 |
| 2016-17 | 12,733,999 | 11,692,675 | 368,141 | 27,872 | 11,586 | 34,559 | 180,112 | 210,935 | 208,120 |
| 2017-18 | 10,779,287 | 10,190,630 | 111,302 | 12,118 | 11,521 | 51,759 | 138,034 | 121,056 | 142,867 |
| 2-year |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 1,940,943 | 1,670,896 | 95,058 | 32,444 | 1,042 | 8,197 | 36,908 | 54,510 | 41,888 |
| 2010-11 | 6,595,147 | 5,673,564 | 470,183 | 39,236 | 2,154 | 3,880 | 55,420 | 137,018 | 213,692 |
| 2013-14 | 4,813,214 | 4,293,247 | 231,954 | 26,157 | 1,975 | 7,021 | 33,480 | 86,930 | 132,450 |
| 2014-15 | 3,820,194 | 3,424,226 | 222,141 | 15,647 | 1,461 | 7,787 | 25,996 | 63,122 | 59,814 |
| 2015-16 | 3,474,095 | 3,116,840 | 193,243 | 14,583 | 1,193 | 5,525 | 25,166 | 57,136 | 60,409 |
| 2016-17 | 3,044,913 | 2,735,021 | 152,652 | 12,334 | 1,002 | 6,894 | 23,253 | 36,266 | 77,490 |
| 2017-18 | 2,454,442 | 2,184,335 | 116,855 | 9,240 | 654 | 7,047 | 21,903 | 26,540 | 87,869 |
|  | Percentage distribution |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |
| 2010-11 | 100.00 | 88.94 | 5.60 | 0.56 | 0.11 | 0.12 | 1.42 | 1.92 | 1.34 |
| 2013-14 | 100.00 | 90.44 | 4.16 | 0.34 | 0.05 | 0.19 | 1.13 | 2.13 | 1.55 |
| 2014-15 | 100.00 | 90.03 | 4.31 | 0.27 | 0.08 | 0.23 | 1.14 | 2.21 | 1.72 |
| 2015-16 | 100.00 | 90.87 | 4.18 | 0.27 | 0.09 | 0.16 | 1.03 | 1.83 | 1.56 |
| 2016-17 | 100.00 | 91.44 | 3.30 | 0.25 | 0.08 | 0.26 | 1.29 | 1.57 | 1.81 |
| 2017-18 | 100.00 | 93.51 | 1.72 | 0.16 | 0.09 | 0.44 | 1.21 | 1.12 | 1.74 |
| 4-year |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 100.00 | 86.10 | 4.36 | 1.66 | 0.05 | 0.43 | 1.42 | 4.29 | 1.69 |
| 2010-11 | 100.00 | 89.83 | 5.13 | 0.54 | 0.13 | 0.13 | 1.60 | 1.87 | 0.76 |
| 2013-14 | 100.00 | 90.78 | 3.98 | 0.29 | 0.06 | 0.20 | 1.25 | 2.22 | 1.22 |
| 2014-15 | 100.00 | 90.13 | 3.95 | 0.24 | 0.09 | 0.24 | 1.25 | 2.34 | 1.76 |
| 2015-16 | 100.00 | 91.17 | 3.83 | 0.24 | 0.10 | 0.16 | 1.11 | 1.88 | 1.51 |
| 2016-17 | 100.00 | 91.82 | 2.89 | 0.22 | 0.09 | 0.27 | 1.41 | 1.66 | 1.63 |
| 2017-18 | 100.00 | 94.54 | 1.03 | 0.11 | 0.11 | 0.48 | 1.28 | 1.12 | 1.33 |
| 2-year |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 100.00 | 86.09 | 4.90 | 1.67 | 0.05 | 0.42 | 1.90 | 2.81 | 2.16 |
| 2010-11 | 100.00 | 86.03 | 7.13 | 0.59 | 0.03 | 0.06 | 0.84 | 2.08 | 3.24 |
| 2013-14 | 100.00 | 89.20 | 4.82 | 0.54 | 0.04 | 0.15 | 0.70 | 1.81 | 2.75 |
| 2014-15 | 100.00 | 89.63 | 5.81 | 0.41 | 0.04 | 0.20 | 0.68 | 1.65 | 1.57 |
| 2015-16 | 100.00 | 89.72 | 5.56 | 0.42 | 0.03 | 0.16 | 0.72 | 1.64 | 1.74 |
| 2016-17 | 100.00 | 89.82 | 5.01 | 0.41 | 0.03 | 0.23 | 0.76 | 1.19 | 2.54 |
| 2017-18 | 100.00 | 89.00 | 4.76 | 0.38 | 0.03 | 0.29 | 0.89 | 1.08 | 3.58 |
|  | Revenue per full-time-equivalent student in constant 2018-19 dollars ${ }^{2}$ |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |
| 1999-2000 | \$16,811 | \$14,474 | \$774 | $\$ 280$ 109 | \$8 | \$72 | \$275 | \$609 | \$320 |
| 2013-14 | 23,017 | 20,818 | ,957 | 79 | 12 | 44 | 261 | 490 | 356 |
| 2014-15 | 17,803 | 16,029 | 768 | 48 | 14 | 41 | 203 | 393 | 306 |
| 2015-16 | 18,326 | 16,653 | 766 | 50 | 16 | 30 | 190 | 336 | 286 |
| 2016-17 | 18,387 | 16,813 | 607 | 47 | 15 | 48 | 237 | 288 | 333 |
| 2017-18 | 17,989 | 16,821 | 310 | 29 | 17 | 80 | 217 | 201 | 314 |
| 4-year |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 17,063 | 14,691 | 744 | 283 | 8 | 74 | 242 | 732 | 289 |
| 2010-11 | 19,755 | 17,746 | 1,014 | 108 | 27 | 26 | 316 | 369 | 150 |
| 2013-14 | 24,661 | 22,387 | 981 | 72 | 14 | 50 | 308 | 547 | 302 |
| 2014-15 | 17,807 | 16,049 | 704 | 42 | 16 | 42 | 223 | 417 | 313 |
| 2015-16 | 18,265 | 16,652 | 699 | 43 | 18 | 30 | 203 | 343 | 277 |
| 2016-17 | 18,364 | 16,863 | 531 | 40 | 17 | 50 | 260 | 304 | 300 |
| 2017-18 | 18,167 | 17,174 | 188 | 20 | 19 | 87 | 233 | 204 | 241 |
| 2-year |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 16,513 | 14,215 | 809 | 276 | 9 | 70 | 314 | 464 | 356 |
| 2010-11 | 19,087 | 16,420 | 1,361 | 114 | 6 | 11 | 160 | 397 | 618 |
| 2013-14 | 18,460 | 16,465 | 890 | 100 | 8 | 27 | 128 | 333 | 508 |
| 2014-15 | 17,786 | 15,943 | 1,034 | 73 | 7 | 36 | 121 | 294 | 278 |
| 2015-16 | 18,568 | 16,658 | 1,033 | 78 | 6 | 30 | 134 | 305 | 323 |
| 2016-17 | 18,484 | 16,602 | 927 | 75 | 6 | 42 | 141 | 220 | 470 |
| 2017-18 | 17,247 | 15,349 | 821 | 65 | 5 | 50 | 154 | 186 | 617 |

${ }^{1}$ Private institutions typically report Pell grants as revenues from tuition and fees rather than as revenues from federal grants
${ }^{2}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

Table 334.10. Total expenditures of public degree-granting postsecondary institutions, by purpose of expenditure and level of institution: 2009-10 through 2017-18


Table 334.10. Total expenditures of public degree-granting postsecondary institutions, by purpose of expenditure and level of institution: 2009-10 through 2017-18-Continued

| Level of institution and year | Total | Instruction |  | Research | Public service | $\begin{gathered} \text { Academic } \\ \text { support } \end{gathered}$ | Student services | Institutionalsupport | Auxiliaryenterprises | Net grant aid to students ${ }^{2}$ | Hospitals | Independent operations | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total ${ }^{3}$ | $\begin{array}{r} \text { Salaries } \\ \text { and wages } \end{array}$ |  |  |  |  |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2009-10 | 100.00 | 42.20 | 24.96 | 0.05 | 1.78 | 8.34 | 10.20 | 15.47 | 5.30 | 12.49 | 0.00 | 0.00 | 4.17 |
| 2010-11 | 100.00 | 41.58 | 24.26 | 0.04 | 1.71 | 8.12 | 9.87 | 15.28 | 5.15 | ${ }^{13.63}$ | 0.00 | 0.00 | 4.62 |
| 2011-12 | 100.00 | 41.91 | 24.08 | 0.04 | 1.73 | 8.27 | 10.13 | 15.68 | 5.10 | 12.73 | 0.00 | 0.00 | 4.42 |
| 2012-13 | 100.00 | 42.47 | 24.17 | 0.04 | 1.65 | 8.49 | 10.33 | 16.15 | 4.95 | 11.89 | 0.00 | 0.00 | 4.04 |
| 2013-14 | 100.00 | 42.76 | 24.11 | 0.05 | 1.60 | 8.79 | 10.52 | 16.44 | 4.74 | 11.23 | 0.00 | 0.00 | 3.88 |
| 2014-15 | 100.00 | 42.96 | 24.04 | 0.04 | 1.56 | 8.90 | 10.93 | 16.53 | 4.53 | 10.70 | 0.00 | 0.00 | 3.84 |
| 2015-16 | 100.00 | 41.75 | 24.20 | 0.05 | 1.50 | 8.75 | 10.90 | 16.55 | 4.18 | 9.56 | 0.00 | 0.00 | ${ }^{3.784}$ |
| 2016-17 | 100.00 | 41.57 | 23.76 | 0.05 | 1.55 | 8.71 | 11.04 | 17.14 | 4.02 | 8.76 | 0.00 | 0.00 | 7.16 |
| 2017-18 | 100.00 | 41.25 | 23.58 | 0.05 | 1.62 | 8.70 | 11.24 | 16.13 | 3.92 | 9.04 | 0.00 | 0.00 | 8.05 |
|  | Expenditure per full-time-equivalent student in constant 2018-19 dollars ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { All levels } \\ & \text { 2009-10 } \\ & 2010-11 \\ & 2011-12 \\ & 2012-13 \\ & 2013-14 \end{aligned}$ | \$30,598 | \$9,704 | \$5,634 | \$3,509 | $\begin{array}{r} \$ 1,411 \\ 1,396 \\ 1,378 \\ 1,370 \\ 1,401 \end{array}$ | \$2,478 | $\begin{array}{r} \$ 1,703 \\ 1,692 \\ 1,729 \\ 1,795 \\ 1,881 \end{array}$ | \$2,996 | \$2025 |  | \$3,097 | \$143 |  |
|  | 30,863 | 9,678 | 5,571 | 3,521 |  | - 2,437 |  | ${ }_{3,020}$ | 2,8752,893 | $\begin{array}{r} \$, 1,885 \\ 1,818 \\ 1,688 \\ 1,648 \end{array}$ | 3,117 | 128 1 | $\begin{array}{r} \$ 1,047 \\ 1,181 \\ 1,209 \end{array}$ |
|  | 31,041 | 9,661 | 5,521 | 3,483 |  | 2,511 |  | 2,998 |  |  | 3,359 | 132 |  |
|  | 31,620 32,634 | 9,922 | 5,641 | 3,517 |  | 2,612 |  | 3,132 | 2,945 |  | 3,473 | 134 | $\begin{aligned} & 1,209 \\ & 1,072 \end{aligned}$ |
|  | 32,634 | 10,205 | 5,803 | 3,467 |  | 2,724 |  | 3,264 | 3,026 | 1,610 | 3,725 | 152 | 1,179 |
| 2014-15 | $\begin{aligned} & 33,806 \\ & 35,678 \\ & 36,697 \end{aligned}$ | $\begin{aligned} & 10,600 \\ & 10,891 \\ & 11,041 \end{aligned}$ | $\begin{aligned} & 5,978 \\ & 6,206 \\ & 6,302 \end{aligned}$ | $\begin{aligned} & 3,544 \\ & 3,633 \\ & 3,688 \\ & 3,732 \end{aligned}$ | $\begin{aligned} & 1,421 \\ & 1,484 \\ & 1,539 \\ & 1,531 \end{aligned}$ | $\begin{aligned} & 2,855 \\ & 2,979 \\ & 3,069 \\ & 3,093 \end{aligned}$ | $\begin{aligned} & 1,969 \\ & 2,039 \\ & 2,093 \\ & 2,109 \end{aligned}$ | $\begin{aligned} & 3,353 \\ & 3,467 \\ & 3,551 \\ & 3,445 \end{aligned}$ | $\begin{aligned} & 3,124 \\ & 3,163 \\ & 3,278 \\ & 3,778 \end{aligned}$ | $\begin{aligned} & 1,600 \\ & 1,561 \\ & 1,517 \\ & 1,560 \end{aligned}$ | $\begin{aligned} & 4,018 \\ & 4,351 \\ & 4,838 \\ & 4,982 \end{aligned}$ | $\begin{aligned} & 161 \\ & 170 \\ & 169 \\ & 169 \end{aligned}$ | $\begin{aligned} & 1,161 \\ & 1,760 \\ & 1,913 \\ & 2,417 \end{aligned}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2017-18 | 37,181 | 10,869 | 6,283 |  |  |  |  |  |  |  |  |  |  |
| 4 -year |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2009-10 | 41,69241879 | 12,25112,175 | 7,0696,978 | 5,840 | 2,186 | 3,354 | 1,891 | 3,556 | 4,214 | 1.649 | 5,159 | 237 | 1,3571,5281,5721,3571,525 |
|  |  |  |  | 5,842 | 2,157 | 3,286 | 1,885 | 3,584 | 4,291 | 1,742 |  | 213 |  |
| 2011-12 | 41,568 | 11,975 | 6,831 | 5,662 | 2,088 | 3,346 | 1,909 | 3,478 | 4,251 | 1,609 | 5,464 | 214 |  |
| 2012-13 | 41,683 | 12,112 | 6,884 | 5,602 | 2,041 | 3,423 | 1,961 | 3,585 | 4,262 | 1,590 | 5,536 | 214 |  |
| 2013-14 | 42,835 | 12,409 | 7,074 | 5,457 | 2,070 | 3,538 | 2,061 | 3,733 | 4,360 | 1,574 | 5,867 | 240 |  |
| 2014-15 | 43,661 | 12,710 | 7,183 | 5,460 | 2,058 | 3,650 | 2,111 | 3,772 | 4,432 | 1,562 | 6,193 | 249 | 1,465 |
| ${ }^{2015-16}$ | 45,943 | 13,109 | 7,437 | 5,505 <br> 5 | 2,128 | $\begin{array}{r}3,804 \\ 3 \\ \hline\end{array}$ | 2,203 | 3,907 | 4,455 | 1,586 | 6,871 | 258 | 2,116 |
| ${ }^{2016-17}$ | 45,903 46,244 | 12,913 12,616 | 7,313 | 5,393 | 2,092 | 3,818 | 2,201 2,197 | 3,858 3,768 | 4,485 4,445 | 1,537 1,576 | 7,083 7,204 | 248 245 | 2,241 2,889 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2009-10 | 13,927 | 5.876 | 3.477 |  |  | 1,162 |  |  | 739 | 1,739 | 0 | 0 | 581665630592578 |
| 2010-11 | 14,185 | 5,898 | 3,441 | , | 243 | 1,151 | 1,401 | 2,167 | 730 | 1,934 | 0 | , |  |
| 2011-12 | 14,244 | 5,969 | 3,430 | 6 | 246 | 1,178 | 1,443 | 2,233 | 726 | 1,813 | 0 | 0 |  |
| 2012-13 | 14,679 | 6,234 | 3,547 | 6 | ${ }_{2}^{242}$ | 1,246 | 1,516 | 2,370 | 727 | 1,745 | 0 | 0 |  |
| 2013-14 | 14,904 | 6,373 | 3,593 | 7 | 238 | 1,309 | 1,568 | 2,449 | 707 | 1,673 | 0 | 0 |  |
| 2014-15 | 15,607 | 6,705 | 3,752 | 8 | 243 | 1,389 | 1,706 | 2,580 | 707 | 1,670 | 0 | 0 | 599 |
| 2015-16 | 15,800 | 6,596 | 3,823 | 8 | 237 | 1,382 | 1,722 | 2,615 | 660 | 1,510 | 0 | 0 | 1,071 |
| 2017-18 | 16,856 | 6,952 | 4,074 3 | 9 | 262 272 | 1,469 1 | 1,861 1,895 | 2,790 2,719 | 678 660 | 1,476 1,524 | 0 |  | 1,206 1,357 |

${ }^{1}$ Essentially self-supporting operations of institutions that furnish a service to students, faculty, or staff, such as residence halls and food services.
${ }^{2}$ Scholarship and fellowship expenses, net of discounts and allowances. Excludes the amount of discounts and allowances that were recorded as a reduction to revenues from tuition and fees and from auxiliary enterprises, such as room, board, and books.
${ }^{3}$ Includes other categories not separately shown.
${ }^{4}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes data for public institutions reporting data according to either the Governmental Accounting Standards oard (GASB) or the Financial Accounting Standards Board (FASB) guidance. Data in this table pertain to institutions' fisca years that end in the academic year
SOU US Da Sata Syste: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2010 through Spring 2018, Fall Enr
Finance component. (This table was prepared

Table 334.20. Total expenditures of public degree-granting postsecondary institutions, by level of institution, purpose of expenditure, and state or jurisdiction: 2014-15 through 2017-18
[In thousands of current dollars]

| State or jurisdiction | $\begin{array}{r} \text { Total, } \\ 2014-15 \end{array}$ | $\begin{array}{r} \text { Total, } \\ 2015-16 \end{array}$ | Total, 2016-17 |  |  | 2017-18 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | All institutions |  | 4-year institutions |  | 2-year institutions |  |
|  |  |  | All <br> institutions | 4-year institutions | 2-year institutions | Total ${ }^{1}$ | Instruction | Total ${ }^{1}$ | Instruction | Total ${ }^{1}$ | Instruction |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | \$335,630,086 | \$354,775,570 | \$371,705,042 | \$317,579,534 | \$54,125,509 | \$384,971,839 | \$112,541,721 | \$331,147,172 | \$90,341,563 | \$53,824,666 | \$22,200,158 |
| Alabama | 6,961,128 | 7,306,483 | 7,785,726 | 7,028,015 | 757,711 | 8,208,437 | 1,940,080 | 7,445,895 | 1,620,897 | 762,541 | 319,182 |
| Alaska | 850,928 | 868,913 | 839,381 | 839,381 | 0 | 804,290 | 250,159 | 804,290 | 250,159 | 0 | 0 |
| Arizona | 5,931,197 | 6,296,207 | 6,507,273 | 5,130,163 | 1,377,110 | 6,834,890 | 2,290,487 | 5,438,363 | 1,766,297 | 1,396,527 | 524,190 |
| Arkansas | 3,800,707 | 3,934,428 | 4,106,519 | 3,647,177 | 459,342 | 4,264,757 | 959,029 | 3,801,104 | 771,493 | 463,653 | 187,536 |
| California | 50,652,807 | 55,642,923 | 57,844,991 | 45,542,517 | 12,302,474 | 61,868,678 | 15,879,303 | 49,392,235 | 11,433,986 | 12,476,443 | 4,445,317 |
| Colorado | 6,109,407 | 6,587,748 | 7,781,063 | 7,265,477 | 515,585 | 8,445,117 | 2,504,779 | 8,053,205 | 2,348,433 | 391,913 | 156,346 |
| Connecticut | 3,496,698 | 3,662,471 | 3,798,052 | 3,277,990 | 520,062 | 3,908,139 | 1,169,712 | 3,390,801 | 954,605 | 517,338 | 215,107 |
| Delaware | 1,190,562 | 1,247,600 | 1,264,208 | 1,264,208 | 0 | 1,335,450 | 592,062 | 1,335,450 | 592,062 | 0 | 0 |
| District of Columbia | 139,524 | 147,290 | 141,861 | 141,861 | 0 | 158,530 | 43,712 | 158,530 | 43,712 | 0 | 0 |
| Florida | 11,511,020 | 11,822,548 | 12,415,119 | 12,232,102 | 183,017 | 13,163,072 | 4,257,666 | 12,972,157 | 4,184,349 | 190,915 | 73,318 |
| Georgia | 7,826,896 | 8,050,634 | 8,496,265 | 7,570,386 | 925,880 | 8,958,011 | 2,593,283 | 8,021,957 | 2,209,630 | 936,054 | 383,653 |
| Hawaii | 1,664,624 | 1,816,736 | 1,847,752 | 1,575,966 | 271,786 | 1,821,603 | 631,700 | 1,532,735 | 480,771 | 288,868 | 150,930 |
| Idaho | 1,203,133 | 1,255,012 | 1,306,952 | 1,093,158 | 213,794 | 1,359,948 | 500,405 | 1,138,288 | 412,685 | 221,660 | 87,720 |
| Illinois | 12,195,375 | 12,355,733 | 12,961,076 | 9,604,390 | 3,356,686 | 13,280,125 | 4,574,301 | 9,788,570 | 3,169,674 | 3,491,555 | 1,404,626 |
| Indiana | 6,372,728 | 6,563,583 | 6,805,880 | 6,263,480 | 542,399 | 6,949,227 | 2,853,632 | 6,414,537 | 2,616,663 | 534,691 | 236,969 |
| lowa | 5,261,496 | 5,512,712 | 5,789,532 | 4,842,637 | 946,894 | 6,383,620 | 1,316,608 | 5,431,567 | 898,782 | 952,054 | 417,827 |
| Kansas | 3,451,776 | 3,436,560 | 3,498,812 | 2,748,778 | 750,035 | 3,709,971 | 1,303,424 | 2,940,791 | 1,002,698 | 769,180 | 300,726 |
| Kentucky | 5,547,286 | 5,873,502 | 6,113,027 | 5,541,058 | 571,969 | 6,166,575 | 1,343,745 | 5,603,907 | 1,117,207 | 562,668 | 226,537 |
| Louisiana | 3,910,077 | 3,883,693 | 4,108,399 | 3,624,253 | 484,147 | 4,133,564 | 1,339,865 | 3,680,115 | 1,162,909 | 453,449 | 176,955 |
| Maine | 864,068 | 849,532 | 869,566 | 738,682 | 130,885 | 894,187 | 286,390 | 765,817 | 222,965 | 128,370 | 63,424 |
| Maryland | 6,343,340 | 6,502,220 | 6,724,452 | 5,287,563 | 1,436,889 | 6,958,575 | 2,101,528 | 5,516,612 | 1,502,509 | 1,441,963 | 599,018 |
| Massachusetts | 4,758,073 | 5,170,474 | 5,246,452 | 4,334,984 | 911,468 | 5,411,839 | 1,838,525 | 4,500,608 | 1,450,023 | 911,231 | 388,502 |
| Michigan | 14,627,268 | 15,327,986 | 16,259,165 | 14,803,153 | 1,456,011 | 17,589,767 | 4,445,796 | 16,122,686 | 3,816,280 | 1,467,081 | 629,516 |
| Minnesota | 5,215,646 | 5,303,793 | 5,927,210 | 4,738,233 | 1,188,977 | 5,952,483 | 1,761,270 | 4,780,542 | 1,243,585 | 1,171,941 | 517,685 |
| Mississippi | 4,171,973 | 4,451,207 | 4,623,103 | 3,675,243 | 947,861 | 4,603,388 | 1,130,522 | 3,669,367 | 771,027 | 934,021 | 359,495 |
| Missouri | 4,904,991 | 5,010,347 | 5,175,185 | 4,420,785 | 754,400 | 5,202,013 | 1,530,046 | 4,452,878 | 1,199,662 | 749,134 | 330,384 |
| Montana | 1,022,708 | 1,046,082 | 1,101,301 | 987,966 | 113,334 | 1,101,233 | 329,145 | 989,266 | 288,907 | 111,967 | 40,239 |
| Nebraska | 2,398,348 | 2,450,500 | 2,574,085 | 2,146,023 | 428,062 | 2,643,655 | 869,695 | 2,196,035 | 671,570 | 447,620 | 198,125 |
| Nevada | 1,544,133 | 1,621,662 | 1,701,829 | 1,633,648 | 68,181 | 1,794,822 | 773,264 | 1,794,822 | 773,264 | 0 | 0 |
| New Hampshire | 973,796 | 997,737 | 989,727 | 842,941 | 146,786 | 1,010,063 | 319,221 | 862,491 | 268,420 | 147,572 | 50,801 |
| New Jersey | 7,266,925 | 7,473,275 | 7,999,108 | 6,680,061 | 1,319,047 | 8,645,442 | 2,655,631 | 7,270,427 | 2,114,350 | 1,375,015 | 541,281 |
| New Mexico | 3,454,803 | 3,523,749 | 3,786,755 | 3,176,827 | 609,928 | 4,134,037 | 838,375 | 3,452,140 | 589,589 | 681,897 | 248,785 |
| New York | 16,791,853 | 17,785,235 | 18,073,969 | 14,594,521 | 3,479,447 | 18,562,136 | 6,362,628 | 15,107,942 | 4,683,210 | 3,454,194 | 1,679,419 |
| North Carolina | 10,484,190 | 10,499,040 | 11,144,591 | 8,942,833 | 2,201,758 | 11,479,183 | 3,692,580 | 9,218,460 | 2,713,475 | 2,260,722 | 979,105 |
| North Dakota | 1,150,777 | 1,192,090 | 1,194,445 | 1,090,829 | 103,616 | 1,164,255 | 431,205 | 1,064,138 | 390,326 | 100,117 | 40,879 |
| Ohio | 12,534,515 | 13,257,601 | 14,314,104 | 12,875,624 | 1,438,480 | 12,433,497 | 3,634,154 | 11,475,674 | 3,117,620 | 957,822 | 516,534 |
| Oklahoma | 4,158,353 | 4,335,312 | 4,364,905 | 3,884,702 | 480,203 | 4,411,735 | 1,349,828 | 3,941,232 | 1,159,165 | 470,503 | 190,663 |
| Oregon | 5,843,944 | 7,025,969 | 6,949,056 | 5,723,589 | 1,225,467 | 7,231,394 | 1,662,681 | 6,036,895 | 1,187,740 | 1,194,499 | 474,941 |
| Pennsylvania | 13,046,794 | 13,752,080 | 14,340,017 | 13,147,338 | 1,192,679 | 14,773,798 | 3,867,582 | 13,564,163 | 3,344,515 | 1,209,635 | 523,067 |
| Rhode Island | 737,640 | 775,112 | 792,218 | 667,893 | 124,325 | 827,466 | 281,000 | 698,103 | 213,295 | 129,363 | 67,705 |
| South Carolina | 4,352,405 | 4,459,393 | 4,646,259 | 3,827,382 | 818,877 | 4,899,684 | 1,795,711 | 4,082,571 | 1,431,884 | 817,113 | 363,827 |
| South Dakota | 784,051 | 827,198 | 841,747 | 754,648 | 87,099 | 851,429 | 299,830 | 769,171 | 258,931 | 82,258 | 40,899 |
| Tennessee | 4,172,603 | 4,320,721 | 4,503,298 | 3,836,474 | 666,824 | 4,595,946 | 1,848,382 | 3,877,564 | 1,549,342 | 718,382 | 299,040 |
| Texas | 31,050,594 | 33,792,807 | 35,461,725 | 30,311,913 | 5,149,812 | 36,447,523 | 10,628,437 | 31,430,227 | 8,546,091 | 5,017,296 | 2,082,347 |
| Utah | 5,349,506 | 5,700,948 | 6,189,020 | 5,971,621 | 217,399 | 6,483,500 | 1,140,874 | 6,278,272 | 1,044,534 | 205,228 | 96,341 |
| Vermont | 854,406 | 865,326 | 896,401 | 862,131 | 34,270 | 905,945 | 277,083 | 873,832 | 267,204 | 32,112 | 9,879 |
| Virginia | 9,540,486 | 9,896,996 | 10,253,120 | 9,125,778 | 1,127,342 | 10,796,512 | 3,256,187 | 9,659,568 | 2,720,015 | 1,136,944 | 536,172 |
| Washington | 8,588,560 | 9,171,287 | 10,229,088 | 9,808,391 | 420,697 | 10,220,427 | 3,085,099 | 9,829,859 | 2,919,746 | 390,568 | 165,354 |
| West Virginia | 1,819,173 | 1,874,851 | 1,889,691 | 1,752,931 | 136,760 | 1,866,864 | 616,135 | 1,733,190 | 563,086 | 133,674 | 53,050 |
| Wisconsin | 6,285,882 | 6,566,464 | 6,598,862 | 5,367,016 | 1,231,846 | 6,538,284 | 2,230,861 | 5,293,472 | 1,523,866 | 1,244,812 | 706,995 |
| Wyoming | 798,626 | 878,588 | 877,311 | 579,425 | 297,886 | 819,916 | 274,028 | 527,813 | 174,282 | 292,104 | 99,746 |
| U.S. Service Academies | 1,662,286 | 1,805,213 | 1,755,387 | 1,755,387 | 0 | 1,966,837 | 584,072 | 1,966,837 | 584,072 | 0 | 0 |
| Other jurisdictions | 1,638,670 | 1,693,441 | 987,460 | 891,071 | 96,389 | 1,798,094 | 645,709 | 1,723,072 | 618,519 | 75,022 | 27,190 |
| American Samoa | 13,690 | 13,952 | 14,337 | 14,337 | 0 | 15,470 | 3,783 | 15,470 | 3,783 | 0 | 0 |
| Federated States of Micronesia | 18,324 | 20,070 | 20,331 | 0 | 20,331 | 19,435 | 7,227 | 0 | 0 | 19,435 | 7,227 |
| Guam | 116,302 | 129,640 | 127,294 | 88,902 | 38,392 | 132,066 | 32,586 | 99,617 | 22,487 | 32,449 | 10,099 |
| Marshall Islands | 11,382 | 13,731 | 15,022 | 0 | 15,022 | 15,008 | 2,240 | 15,008 | 2,240 | 0 | 0 |
| Northern Marianas | 19,048 | 16,502 | 17,443 | 17,443 | 0 | 18,358 | 3,968 | 18,358 | 3,968 | 0 | 0 |
| Palau | 10,209 | 9,425 | 9,621 | 0 | 9,621 | 8,861 | 3,085 | 0 | 0 | 8,861 | 3,085 |
| Puerto Rico | 1,362,861 | 1,406,463 | 701,403 | 688,381 | 13,022 | 1,513,526 | 579,668 | 1,499,249 | 572,889 | 14,277 | 6,779 |
| U.S. Virgin Islands | 86,855 | 83,659 | 82,008 | 82,008 | 0 | 75,370 | 13,152 | 75,370 | 13,152 | 0 | 0 |

${ }^{1}$ Includes other categories not separately shown.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes data for public institutions reporting data according to either the Governmental Accounting Standards Board (GASB) or the Financial Accounting Standards Board (FASB) guidance. Data in this table pertain to institutions'
fiscal years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016 through Spring 2019, Finance component. (This table was prepared December 2019.

Table 334.30. Total expenditures of private nonprofit degree-granting postsecondary institutions, by purpose and level of institution: Selected years, 1999-2000 through 2017-18

| Level of institution and year | Total | Instruction | Research | Public service | Academic support | Student services | Institutional support | Auxiliary enterprises ${ }^{1}$ | Net grant aid to students ${ }^{2}$ | Hospitals | $\begin{array}{r} \text { Indepen- } \\ \text { dent } \\ \text { operations } \\ \hline \end{array}$ | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|  | In thousands of current dollars |  |  |  |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000 | \$80,613,037 | \$26,012,599 | \$8,381,926 | \$1,446,958 | \$6,510,951 | \$5,688,499 | \$10,585,850 | \$8,300,021 | \$1,180,882 | \$7,355,110 | \$2,753,679 | \$2,396,563 |
| 2004-05 | 110,394,127 | 36,258,473 | 12,812,857 | 2,000,437 | 9,342,064 | 8,191,737 | 14,690,328 | 10,944,342 | 1,069,591 | 9,180,775 | 4,223,779 | 1,679,741 |
| 2005-06 | 116,821,175 | 38,451,724 | 13,242,851 | 1,937,149 | 10,225,476 | 8,925,987 | 15,668,595 | 11,790,104 | 707,411 | 9,645,428 | 4,203,523 | 2,022,926 |
| 2006-07 | 124,558,591 | 41,224,316 | 13,704,450 | 2,036,662 | 10,881,954 | 9,591,801 | 16,831,560 | 12,449,053 | 728,200 | 10,400,055 | 4,680,393 | 2,030,146 |
| 2007-08 | 133,501,778 | 44,227,021 | 14,474,152 | 2,182,525 | 11,883,707 | 10,361,344 | 18,366,446 | 13,317,944 | 720,764 | 10,752,821 | 4,887,609 | 2,327,446 |
| 2008-09 | 141,363,564 | 46,456,178 | 15,264,804 | 2,298,520 | 12,585,948 | 11,016,097 | 19,403,346 | 13,713,701 | 754,752 | 11,930,840 | 5,158,480 | 2,780,898 |
| 2009-10 | 145,115,244 | 47,566,210 | 16,221,823 | 2,090,243 | 12,953,023 | 11,422,737 | 19,438,608 | 13,890,396 | 826,379 | 13,174,405 | 5,154,851 | 2,376,569 |
| 2010-11 | 152,501,429 | 49,759,574 | 17,362,082 | 2,255,075 | 13,601,137 | 12,198,263 | 20,214,683 | 14,460,084 | 759,683 | 14,239,347 | 5,376,016 | 2,275,486 |
| 2011-12 | 159,831,378 | 52,163,647 | 17,483,157 | 2,333,298 | 14,215,689 | 12,881,102 | 21,175,119 | 14,948,315 | 845,525 | 15,474,737 | 5,450,038 | 2,860,752 |
| 2012-13 | 165,515,671 | 54,296,267 | 17,597,379 | 2,317,116 | 14,924,886 | 13,692,561 | 21,766,760 | 15,349,949 | 844,435 | 16,726,819 | 5,437,783 | 2,561,716 |
| 2013-14 | 172,529,736 | 56,711,775 | 17,736,647 | 2,459,956 | 15,454,493 | 14,555,421 | 22,623,170 | 15,984,991 | 867,482 | 17,377,766 | 5,693,990 | 3,064,047 |
| 2014-15 | 181,419,541 | 58,769,788 | 18,310,027 | 2,636,019 | 15,557,155 | 15,421,897 | 23,845,927 | 16,358,009 | 887,495 | 20,529,450 | 6,063,555 | 3,040,219 |
| 2015-16 | 188,689,819 | 60,227,646 | 18,386,969 | 2,730,335 | 16,011,794 | 16,061,062 | 24,829,855 | 16,723,913 | 914,001 | 21,267,887 | 6,192,792 | 5,343,565 |
| 2016-17 | 197,171,304 | 62,161,805 | 21,059,795 | 2,890,409 | 16,261,179 | 16,868,202 | 25,517,409 | 17,224,876 | 942,542 | 24,090,294 | 5,810,625 | 4,344,168 |
| 2017-18 | 206,778,042 | 63,489,832 | 21,872,856 | 3,090,888 | 17,843,700 | 17,560,444 | 26,471,439 | 17,824,434 | 986,591 | 26,740,972 | 6,294,985 | 4,601,901 |
| 4-year |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 79,699,659 | 25,744,199 | 8,376,568 | 1,438,544 | 6,476,338 | 5,590,978 | 10,398,914 | 8,228,409 | 1,162,570 | 7,355,110 | 2,752,019 | 2,176,011 |
| 2004-05 | 109,789,731 | 36,051,084 | 12,812,326 | 1,993,767 | 9,307,600 | 8,101,214 | 14,516,197 | 10,899,456 | 1,051,216 | 9,180,775 | 4,223,779 | 1,652,317 |
| 2005-06 | 116,250,621 | 38,235,791 | 13,242,277 | 1,927,434 | 10,185,584 | 8,854,613 | 15,525,499 | 11,745,356 | 698,715 | 9,645,428 | 4,203,523 | 1,986,402 |
| 2006-07 | 124,062,344 | 41,057,423 | 13,703,502 | 2,028,438 | 10,850,196 | 9,523,002 | 16,694,195 | 12,412,575 | 714,459 | 10,400,055 | 4,680,393 | 1,998,105 |
| 2007-08 | 132,965,591 | 44,041,854 | 14,473,179 | 2,176,544 | 11,847,284 | 10,284,649 | 18,218,103 | 13,280,036 | 711,180 | 10,752,821 | 4,887,609 | 2,292,334 |
| 2008-09 | 140,866,945 | 46,289,898 | 15,264,459 | 2,294,909 | 12,544,436 | 10,947,638 | 19,261,017 | 13,676,329 | 747,586 | 11,930,840 | 5,158,480 | 2,751,352 |
| 2009-10 | 144,624,598 | 47,400,673 | 16,221,238 | 2,085,201 | 12,910,113 | 11,353,608 | 19,303,251 | 13,855,994 | 819,196 | 13,174,405 | 5,154,851 | 2,346,068 |
| 2010-11 | 151,878,613 | 49,550,398 | 17,361,796 | 2,252,726 | 13,547,801 | 12,111,973 | 20,048,321 | 14,430,101 | 758,318 | 14,239,347 | 5,376,016 | 2,201,817 |
| 2011-12 | 159,245,924 | 51,959,761 | 17,482,484 | 2,331,249 | 14,164,326 | 12,795,619 | 21,024,665 | 14,924,702 | 843,453 | 15,474,737 | 5,450,038 | 2,794,891 |
| 2012-13 | 165,015,452 | 54,115,153 | 17,597,050 | 2,315,345 | 14,885,715 | 13,624,969 | 21,628,217 | 15,323,444 | 839,753 | 16,726,819 | 5,437,783 | 2,521,204 |
| 2013-14 | 171,974,051 | 56,513,597 | 17,736,254 | 2,458,223 | 15,405,771 | 14,462,852 | 22,499,365 | 15,953,094 | 863,119 | 17,377,766 | 5,693,990 | 3,010,020 |
| 2014-15 | 180,583,663 | 58,497,366 | 18,309,351 | 2,633,736 | 15,460,861 | 15,226,681 | 23,669,210 | 16,323,295 | 883,309 | 20,529,450 | 6,063,555 | 2,986,850 |
| 2015-16 | 187,829,392 | 59,962,885 | 18,386,002 | 2,728,006 | 15,907,072 | 15,846,653 | 24,654,441 | 16,684,252 | 910,455 | 21,267,887 | 6,192,792 | 5,288,945 |
| 2016-17 | 196,311,110 | 61,907,159 | 21,058,634 | 2,889,051 | 16,157,576 | 16,652,370 | 25,330,274 | 17,187,656 | 941,362 | 24,090,294 | 5,810,625 | 4,286,108 |
| 2017-18 | 205,992,273 | 63,268,589 | 21,872,111 | 3,089,523 | 17,745,371 | 17,345,090 | 26,293,205 | 17,794,013 | 985,036 | 26,740,972 | 6,294,985 | 4,563,379 |
| 2-year |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 913,378 | 268,400 | 5,358 | 8,415 | 34,612 | 97,521 | 186,936 | 71,612 | 18,311 | 0 | 1,660 | 220,553 |
| 2004-05 | 604,395 | 207,389 | 532 | 6,670 | 34,464 | 90,523 | 174,131 | 44,886 | 18,375 | 0 | 0 | 27,425 |
| 2005-06 | 570,554 | 215,934 | 574 | 9,715 | 39,893 | 71,374 | 143,096 | 44,748 | 8,696 | 0 | 0 | 36,524 |
| 2006-07 | 496,247 | 166,893 | 947 | 8,224 | 31,758 | 68,799 | 137,366 | 36,478 | 13,741 | 0 | 0 | 32,041 |
| 2007-08 | 536,187 | 185,167 | 973 | 5,982 | 36,423 | 76,696 | 148,343 | 37,908 | 9,584 | 0 | 0 | 35,112 |
| 2008-09 | 496,620 | 166,280 | 345 | 3,612 | 41,511 | 68,459 | 142,330 | 37,372 | 7,165 | 0 | 0 | 29,546 |
| 2009-10 | 490,645 | 165,538 | 585 | 5,041 | 42,909 | 69,129 | 135,357 | 34,402 | 7,183 | 0 | 0 | 30,502 |
| 2010-11 | 622,815 | 209,176 | 285 | 2,349 | 53,336 | 86,290 | 166,362 | 29,983 | 1,365 | 0 | 0 | 73,669 |
| 2011-12 | 585,454 | 203,885 | 673 | 2,049 | 51,363 | 85,483 | 150,455 | 23,613 | 2,072 | 0 | 0 | 65,861 |
| 2012-13 | 500,218 | 181,113 | 329 | 1,771 | 39,171 | 67,591 | 138,543 | 26,505 | 4,682 | 0 | 0 | 40,512 |
| 2013-14 | 555,685 | 198,178 | 393 | 1,732 | 48,722 | 92,569 | 123,804 | 31,897 | 4,364 | 0 | 0 | 54,027 |
| 2014-15 | 835,878 | 272,422 | 677 | 2,283 | 96,294 | 195,216 | 176,718 | 34,714 | 4,186 | 0 | 0 | 53,369 |
| 2015-16 | 860,427 | 264,761 | 967 | 2,329 | 104,722 | 214,409 | 175,414 | 39,660 | 3,546 | 0 | 0 | 54,620 |
| 2016-17 | 860,194 | 254,647 | 1,160 | 1,358 | 103,603 | 215,833 | 187,135 | 37,219 | 1,180 | 0 | 0 | 58,060 |
| 2017-18 | 785,770 | 221,244 | 745 | 1,366 | 98,329 | 215,354 | 178,234 | 30,421 | 1,555 | 0 | 0 | 38,522 |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 100.00 | 32.27 | 10.40 | 1.79 | 8.08 | 7.06 | 13.13 | 10.30 | 1.46 | 9.12 | 3.42 | 2.97 |
| 2004-05 | 100.00 | 32.84 | 11.61 | 1.81 | 8.46 | 7.42 | 13.31 | 9.91 | 0.97 | 8.32 | 3.83 | 1.52 |
| 2005-06 | 100.00 | 32.92 | 11.34 | 1.66 | 8.75 | 7.64 | 13.41 | 10.09 | 0.61 | 8.26 | 3.60 | 1.73 |
| 2006-07 | 100.00 | 33.10 | 11.00 | 1.64 | 8.74 | 7.70 | 13.51 | 9.99 | 0.58 | 8.35 | 3.76 | 1.63 |
| 2007-08 | 100.00 | 33.13 | 10.84 | 1.63 | 8.90 | 7.76 | 13.76 | 9.98 | 0.54 | 8.05 | 3.66 | 1.74 |
| 2008-09 | 100.00 | 32.86 | 10.80 | 1.63 | 8.90 | 7.79 | 13.73 | 9.70 | 0.53 | 8.44 | 3.65 | 1.97 |
| 2009-10 | 100.00 | 32.78 | 11.18 | 1.44 | 8.93 | 7.87 | 13.40 | 9.57 | 0.57 | 9.08 | 3.55 | 1.64 |
| 2010-11 | 100.00 | 32.63 | 11.38 | 1.48 | 8.92 | 8.00 | 13.26 | 9.48 | 0.50 | 9.34 | 3.53 | 1.49 |
| 2011-12 | 100.00 | 32.64 | 10.94 | 1.46 | 8.89 | 8.06 | 13.25 | 9.35 | 0.53 | 9.68 | 3.41 | 1.79 |
| 2012-13 | 100.00 | 32.80 | 10.63 | 1.40 | 9.02 | 8.27 | 13.15 | 9.27 | 0.51 | 10.11 | 3.29 | 1.55 |
| 2013-14 | 100.00 | 32.87 | 10.28 | 1.43 | 8.96 | 8.44 | 13.11 | 9.27 | 0.50 | 10.07 | 3.30 | 1.78 |
| 2014-15 | 100.00 | 32.39 | 10.09 | 1.45 | 8.58 | 8.50 | 13.14 | 9.02 | 0.49 | 11.32 | 3.34 | 1.68 |
| 2015-16 | 100.00 | 31.92 | 9.74 | 1.45 | 8.49 | 8.51 | 13.16 | 8.86 | 0.48 | 11.27 | 3.28 | 2.83 |
| 2016-17 | 100.00 | 31.53 | 10.68 | 1.47 | 8.25 | 8.56 | 12.94 | 8.74 | 0.48 | 12.22 | 2.95 | 2.20 |
| 2017-18 | 100.00 | 30.70 | 10.58 | 1.49 | 8.63 | 8.49 | 12.80 | 8.62 | 0.48 | 12.93 | 3.04 | 2.23 |
| 4-year |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000 | 100.00 | 32.30 | 10.51 | 1.80 | 8.13 | 7.02 | 13.05 | 10.32 | 1.46 | 9.23 | 3.45 | 2.73 |
| 2004-05 | 100.00 | 32.84 | 11.67 | 1.82 | 8.48 | 7.38 | 13.22 | 9.93 | 0.96 | 8.36 | 3.85 | 1.50 |
| 2005-06 | 100.00 | 32.89 | 11.39 | 1.66 | 8.76 | 7.62 | 13.36 | 10.10 | 0.60 | 8.30 | 3.62 | 1.71 |
| 2006-07 | 100.00 | 33.09 | 11.05 | 1.64 | 8.75 | 7.68 | 13.46 | 10.01 | 0.58 | 8.38 | 3.77 | 1.61 |
| 2007-08 | 100.00 | 33.12 | 10.88 | 1.64 | 8.91 | 7.73 | 13.70 | 9.99 | 0.53 | 8.09 | 3.68 | 1.72 |
| 2008-09 | 100.00 | 32.86 | 10.84 | 1.63 | 8.91 | 7.77 | 13.67 | 9.71 | 0.53 | 8.47 | 3.66 | 1.95 |
| 2009-10 | 100.00 | 32.77 | 11.22 | 1.44 | 8.93 | 7.85 | 13.35 | 9.58 | 0.57 | 9.11 | 3.56 | 1.62 |
| 2010-11 | 100.00 | 32.63 | 11.43 | 1.48 | 8.92 | 7.97 | 13.20 | 9.50 | 0.50 | 9.38 | 3.54 | 1.45 |
| 2011-12 | 100.00 | 32.63 | 10.98 | 1.46 | 8.89 | 8.04 | 13.20 | 9.37 | 0.53 | 9.72 | 3.42 | 1.76 |
| 2012-13 | 100.00 | 32.79 | 10.66 | 1.40 | 9.02 | 8.26 | 13.11 | 9.29 | 0.51 | 10.14 | 3.30 | 1.53 |
| 2013-14 | 100.00 | 32.86 | 10.31 | 1.43 | 8.96 | 8.41 | 13.08 | 9.28 | 0.50 | 10.10 | 3.31 | 1.75 |
| 2014-15 | 100.00 | 32.39 | 10.14 | 1.46 | 8.56 | 8.43 | 13.11 | 9.04 | 0.49 | 11.37 | 3.36 | 1.65 |
| 2015-16 | 100.00 | 31.92 | 9.79 | 1.45 | 8.47 | 8.44 | 13.13 | 8.88 | 0.48 | 11.32 | 3.30 | 2.82 |
| 2016-17 | 100.00 | 31.54 | 10.73 | 1.47 | 8.23 | 8.48 | 12.90 | 8.76 | 0.48 | 12.27 | 2.96 | 2.18 |
| 2017-18 | 100.00 | 30.71 | 10.62 | 1.50 | 8.61 | 8.42 | 12.76 | 8.64 | 0.48 | 12.98 | 3.06 | 2.22 |

See notes at end of table.

Table 334.30. Total expenditures of private nonprofit degree-granting postsecondary institutions, by purpose and level of institution: Selected years, 1999-2000 through 2017-18—Continued

${ }^{1}$ Essentially self-supporting operations of institutions that furnish a service to students, faculty, or staff, such as residence halls and food services.
${ }^{2}$ Excludes allowances that were recorded as a reduction to revenues from tuition and fees and from auxiliary enterprises, such as room, board, and books; also excludes agency transactions, such as student awards made from contributed funds or grant funds. These exclusions account for the majority of total student grants
${ }^{3}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:99); Spring 2005 through Spring 2007, Enrollment component; Spring 2008 through Spring 2018, Fall Enrollment component; and Spring 2001 through Spring 2019, Finance component. (This table was prepared December 2019.)

Table 334.40. Total expenditures of private nonprofit degree-granting postsecondary institutions, by purpose and classification of institution: 2017-18

| Classification of institution | Total | Instruction | Research | Public service | Academic support | Student services | Institutional support | Auxiliary enterprises ${ }^{1}$ | Net grant aid to students ${ }^{2}$ | Hospitals | Independent operations | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|  | In thousands of current dollars |  |  |  |  |  |  |  |  |  |  |  |
| Total | \$206,778,042 | \$63,489,832 | \$21,872,856 | \$3,090,888 | \$17,843,700 | \$17,560,444 | \$26,471,439 | \$17,824,434 | \$986,591 | \$26,740,972 | \$6,294,985 | \$4,601,901 |
| 4-year | 205,992,273 | 63,268,589 | 21,872,111 | 3,089,523 | 17,745,371 | 17,345,090 | 26,293,205 | 17,794,013 | 985,036 | 26,740,972 | 6,294,985 | 4,563,379 |
| Research university, very high ${ }^{3}$ | 101,260,896 | 29,581,680 | 17,638,396 | 1,094,333 | 7,563,986 | 4,053,799 | 8,959,755 | 6,545,325 | 685,271 | 17,680,570 | 4,239,227 | 3,218,555 |
| Research university, high $^{4}$ | 15,062,942 | 5,063,970 | 1,408,749 | 259,422 | 2,420,869 | 1,264,753 | 2,164,286 | 1,792,043 | 34,484 | 499,279 | 82,486 | 72,600 |
| Doctoral/research ${ }^{5}$ | 9,676,253 | 3,859,881 | 178,397 | 118,602 | 1,032,995 | 1,536,102 | 1,686,602 | 1,197,216 | 7,002 | 0 | 33,388 | 26,067 |
| Master's ${ }^{6}$ | 31,610,369 | 11,872,385 | 254,173 | 234,696 | 3,206,398 | 5,493,979 | 6,044,947 | 3,894,197 | 114,820 | 28,873 | 124,800 | 341,100 |
| Baccalaureate ${ }^{7}$ | 22,030,214 | 7,750,332 | 215,145 | 184,662 | 2,003,276 | 3,761,583 | 4,198,525 | 3,533,439 | 75,007 | 0 | 46,614 | 261,630 |
| Special-focus institutions ${ }^{8}$ | 26,351,599 | 5,140,341 | 2,177,251 | 1,197,807 | 1,517,846 | 1,234,874 | 3,239,090 | 831,792 | 68,452 | 8,532,249 | 1,768,470 | 643,426 |
| Arts, music, or design | 2,471,665 | 999,416 | 1,091 | 27,551 | 312,765 | 257,447 | 510,317 | 272,625 | 4,626 | 0 | 48,636 | 37,190 |
| Business and management | 605,790 | 155,921 | 2,276 | 965 | 72,852 | 107,557 | 181,779 | 75,047 | 635 | 0 | 0 | 8,759 |
| Engineering and other technology-related | 259,879 | 111,205 | 3,775 | 0 | 22,563 | 45,229 | 52,512 | 19,028 | 4,081 | 0 | 0 | 1,487 |
| Faith related | 1,928,756 | 601,819 | 6,900 | 64,080 | 203,568 | 187,516 | 512,868 | 185,618 | 43,131 | 0 | 14,019 | 109,239 |
| Law | 492,177 | 201,053 | 3,342 | 9,373 | 77,201 | 64,758 | 120,779 | 13,437 | 1,394 | 0 | 0 | 840 |
| Medical schools and centers and other heath professions schools | 19,893,768 | 2,842,277 | 2,151,002 | 987,097 | 775,697 | 484,958 | 1,709,264 | 222,768 | 13,087 | 8,532,249 | 1,705,796 | 469,575 |
| Tribal colleges ${ }^{9}$ | 88,983 | 24,300 | 2,383 | 6,157 | 5,420 | 13,099 | 21,532 | 1,534 | -742 | - 0 | 0 | 13,817 |
| Other special focus | 610,581 | 204,350 | 6,482 | 102,586 | 47,780 | 74,313 | 130,041 | 41,734 | 757 | 0 | 19 | 2,520 |
| 2-year | 785,770 | 221,244 | 745 | 1,366 | 98,329 | 215,354 | 178,234 | 30,421 | 1,555 | 0 | 0 | 38,522 |
| Associate's colleges | 770,539 | 217,993 | 19 | 1,060 | 95,733 | 213,901 | 174,135 | 30,072 | 322 | 0 | 0 | 37,305 |
| Tribal colleges ${ }^{9}$ | 15,231 | 3,251 | 726 | 306 | 2,596 | 1,454 | 4,099 | 349 | 1,233 | 0 | 0 | 1,217 |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |
| Total | 100.00 | 30.70 | 10.58 | 1.49 | 8.63 | 8.49 | 12.80 | 8.62 | 0.48 | 12.93 | 3.04 | 2.23 |
| 4-year | 100.00 | 30.71 | 10.62 | 1.50 | 8.61 | 8.42 | 12.76 | 8.64 | 0.48 | 12.98 | 3.06 | 2.22 |
| Research university, very high ${ }^{3}$ | 100.00 | 29.21 | 17.42 | 1.08 | 7.47 | 4.00 | 8.85 | 6.46 | 0.68 | 17.46 | 4.19 | 3.18 |
| Research university, high ${ }^{4}$ | 100.00 | 33.62 | 9.35 | 1.72 | 16.07 | 8.40 | 14.37 | 11.90 | 0.23 | 3.31 | 0.55 | 0.48 |
| Doctoral/research ${ }^{5}$ | 100.00 | 39.89 | 1.84 | 1.23 | 10.68 | 15.87 | 17.43 | 12.37 | 0.07 | 0.00 | 0.35 | 0.27 |
| Master's ${ }^{6}$ | 100.00 | 37.56 | 0.80 | 0.74 | 10.14 | 17.38 | 19.12 | 12.32 | 0.36 | 0.09 | 0.39 | 1.08 |
| Baccalaureate ${ }^{7}$ | 100.00 | 35.18 | 0.98 | 0.84 | 9.09 | 17.07 | 19.06 | 16.04 | 0.34 | 0.00 | 0.21 | 1.19 |
| Special-focus institutions ${ }^{8}$ | 100.00 | 19.51 | 8.26 | 4.55 | 5.76 | 4.69 | 12.29 | 3.16 | 0.26 | 32.38 | 6.71 | 2.44 |
| Arts, music, or design | 100.00 | 40.43 | 0.04 | 1.11 | 12.65 | 10.42 | 20.65 | 11.03 | 0.19 | 0.00 | 1.97 | 1.50 |
| Business and management | 100.00 | 25.74 | 0.38 | 0.16 | 12.03 | 17.75 | 30.01 | 12.39 | 0.10 | 0.00 | 0.00 | 1.45 |
| Engineering and other technology-related | 100.00 | 42.79 | 1.45 | 0.00 | 8.68 | 17.40 | 20.21 | 7.32 | 1.57 | 0.00 | 0.00 | 0.57 |
| Faith related | 100.00 | 31.20 | 0.36 | 3.32 | 10.55 | 9.72 | 26.59 | 9.62 | 2.24 | 0.00 | 0.73 | 5.66 |
| Law | 100.00 | 40.85 | 0.68 | 1.90 | 15.69 | 13.16 | 24.54 | 2.73 | 0.28 | 0.00 | 0.00 | 0.17 |
| Medical schools and centers and other heath professions schools | 100.00 | 14.29 | 10.81 | 4.96 | 3.90 | 2.44 | 8.59 | 1.12 | 0.07 | 42.89 | 8.57 | 2.36 |
| Tribal colleges ${ }^{9}$ | 100.00 | 27.31 | 2.68 | 6.92 | 6.09 | 14.72 | 24.20 | 1.72 | 0.83 | 0.00 | 0.00 | 15.53 |
| Other special focus | 100.00 | 33.47 | 1.06 | 16.80 | 7.83 | 12.17 | 21.30 | 6.84 | 0.12 | 0.00 | \# | 0.41 |
| 2-year | 100.00 | 28.16 | 0.09 | 0.17 | 12.51 | 27.41 | 22.68 | 3.87 | 0.20 | 0.00 | 0.00 | 4.90 |
| Associate's colleges | 100.00 | 28.29 | \# | 0.14 | 12.42 | 27.76 | 22.60 | 3.90 | 0.04 | 0.00 | 0.00 | 4.84 |
| Tribal colleges ${ }^{9}$ | 100.00 | 21.34 | 4.77 | 2.01 | 17.05 | 9.54 | 26.91 | 2.29 | 8.10 | 0.00 | 0.00 | 7.99 |

Table 334.40. Total expenditures of private nonprofit degree-granting postsecondary institutions, by purpose and classification of institution: 2017-18-Continued

| Classification of institution | Total | Instruction | Research | Public service | Academic support | Student services | Institutional support | Auxiliary enterprises ${ }^{1}$ | Net grant aid to students ${ }^{2}$ | Hospitals | Independent operations | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Expenditure per full-time-equivalent student in current dollars |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | \$59,686 | \$18,326 | \$6,314 | \$892 | \$5,151 | \$5,069 | \$7,641 | \$5,145 | \$285 | \$7,719 | \$1,817 | \$1,328 |
| 4-year | 60,174 | 18,482 | 6,389 | 903 | 5,184 | 5,067 | 7,681 | 5,198 | 288 | 7,812 | 1,839 | 1,333 |
| Research university, very high ${ }^{3}$ | 176,106 | 51,446 | 30,676 | 1,903 | 13,155 | 7,050 | 15,582 | 11,383 | 1,192 | 30,749 | 7,373 | 5,597 |
| Research university, high ${ }^{4}$ | 51,563 | 17,335 | 4,822 | 888 | 8,287 | 4,329 | 7,409 | 6,134 | 118 | 1,709 | 282 | 249 |
| Doctoral/research ${ }^{5}$ | 27,431 | 10,942 | 506 | 336 | 2,928 | 4,355 | 4,781 | 3,394 | 20 | 0 | 95 | 74 |
| Master's ${ }^{6}$ | 24,602 | 9,240 | 198 | 183 | 2,495 | 4,276 | 4,705 | 3,031 | 89 | 22 | 97 | 265 |
| Baccalaureate ${ }^{7}$ | 36,932 | 12,993 | 361 | 310 | 3,358 | 6,306 | 7,039 | 5,924 | 126 | 0 | 78 | 439 |
| Special-focus institutions ${ }^{8}$ | 81,837 | 15,964 | 6,762 | 3,720 | 4,714 | 3,835 | 10,059 | 2,583 | 213 | 26,498 | 5,492 | 1,998 |
| Arts, music, or design | 41,964 | 16,968 | 19 | 468 | 5,310 | 4,371 | 8,664 | 4,629 | 79 | 0 | 826 | 631 |
| Business and management | 25,396 | 6,536 | 95 | 40 | 3,054 | 4,509 | 7,620 | 3,146 | 27 | 0 | 0 | 367 |
| Engineering and other technology-related | 21,234 | 9,086 | 308 | 0 | 1,844 | 3,695 | 4,291 | 1,555 | 333 | 0 | 0 | 121 |
| Faith related | 28,521 | 8,899 | 102 | 948 | 3,010 | 2,773 | 7,584 | 2,745 | 638 | 0 | 207 | 1,615 |
| Law | 48,130 | 19,661 | 327 | 917 | 7,550 | 6,333 | 11,811 | 1,314 | 136 | 0 | 0 | 82 |
| Medical schools and centers and other heath professions schools | 148,919 | 21,276 | 16,102 | 7,389 | 5,807 | 3,630 | 12,795 | 1,668 | 98 | 63,870 | 12,769 | 3,515 |
| Tribal colleges ${ }^{9}$ | 43,217 | 11,802 | 1,157 | 2,990 | 2,632 | 6,362 | 10,458 | , 745 | 360 | -8 0 | 0 | 6,710 |
| Other special focus | 45,191 | 15,125 | 480 | 7,593 | 3,536 | 5,500 | 9,625 | 3,089 | 56 | 0 | 1 | 187 |
| 2-year | 19,079 | 5,372 | 18 | 33 | 2,387 | 5,229 | 4,328 | 739 | 38 | 0 | 0 | 935 |
| Associate's colleges | 18,890 | 5,344 | \# | 26 | 2,347 | 5,244 | 4,269 | 737 | 8 | 0 | 0 | 915 |
| Tribal colleges ${ }^{9}$ | 38,461 | 8,209 | 1,834 | 772 | 6,557 | 3,671 | 10,351 | 880 | 3,114 | 0 | 0 | 3,073 |

## \#Rounds to zero.

'Essentially self-supporting operations of institutions that furnish a service to students, faculty, or staff, such as residence halls and food services.
Excludes allowances that were recorded as a reduction to revenues from tuition and fees and from auxiliary enterprises, such as room, board, and books; also excludes agency transactions, such as student awards made from contributed funds or grant funds. These exclusions account for the majority of total student grants.
${ }^{3}$ Research universities with a very high level of research activity
${ }^{4}$ Research universities with a high level of research activity.
Institutions that award at least 20 research/scholarship doctor's degrees per year, but did not have high levels of research activity.
Institutions that award at least 50 master's and fewer than 20 doctor's degrees per year.
degrees, also includes institutions classified as 4 -year in the IPEDS system, but classified as 2 -year baccalaureard bachelor's colleges in the Carnegie Classification system because they primarily award associate's degrees.
${ }^{8}$ Four-year institutions that award degrees primarily in single fields of study, such as medicine, business, fine arts, theology, ${ }_{9}$ and engineering.
${ }^{9}$ Tribally controlled colleges, which are located on reservations and are members of the American Indian Higher Education Consortium.
expenditures, science of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctor's degrees conferred, by field. Further information on downloads/CCIHE2015-FactsFigures.pdf. Degree-granting institutions grant associate's or higher degrees and participate in Titte IV federal financial aid programs. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2018, Fall Enrollment component; and Spring 2019, Finance component. (This table was prepared December 2019.)

Table 334.50. Total expenditures of private for-profit degree-granting postsecondary institutions, by purpose and level of institution: Selected years, 1999-2000 through 2017-18

| Year and level of institution | Total | Instruction | Research and public service | Academic support, student services, and institutional support | Auxiliary enterprises ${ }^{1}$ | Net grant aid to students ${ }^{2}$ | Other ${ }^{3}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|  | In thousands of current dollars |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |
| 1999-2000 | \$3,846,246 | \$1,171,732 | \$24,738 | \$2,041,594 | \$144,305 | \$26,278 | \$437,599 |
| 2004-05 | 8,830,792 | 2,313,895 | 7,583 | 5,693,200 | 269,883 | 54,819 | 491,411 |
| 2005-06 | 10,208,845 | 2,586,870 | 8,445 | 6,575,800 | 276,108 | 66,569 | 695,053 |
| 2006-07 | 12,165,629 | 2,883,207 | 6,087 | 7,776,210 | 332,887 | 67,090 | 1,100,148 |
| 2007-08 | 13,939,251 | 3,273,627 | 9,695 | 9,299,306 | 421,714 | 82,072 | 852,837 |
| 2008-09 | 16,375,034 | 3,876,258 | 9,939 | 11,069,416 | 396,715 | 44,440 | 978,267 |
| 2009-10 | 19,973,034 | 4,759,300 | 13,257 | 13,230,271 | 466,040 | 120,032 | 1,384,134 |
| 2010-11 | 22,632,244 | 5,656,167 | 19,327 | 14,853,799 | 486,433 | 87,151 | 1,529,368 |
| 2011-12 | 22,713,683 | 5,538,070 | 42,657 | 15,111,978 | 489,409 | 54,579 | 1,476,991 |
| 2012-13 | 21,923,722 | 5,467,671 | 27,729 | 14,294,090 | 467,973 | 53,555 | 1,612,705 |
| 2013-14 | 20,644,593 | 5,536,025 | 16,447 | 13,103,182 | 472,204 | 36,569 | 1,480,166 |
| 2014-15 | 18,441,030 | 4,917,479 | 20,028 | 11,624,796 | 504,091 | 35,524 | 1,339,112 |
| 2015-16 | 16,000,640 | 4,248,320 | 17,453 | 10,081,942 | 399,110 | 25,277 | 1,228,537 |
| 2016-17 | 14,698,133 | 3,923,606 | 17,027 | 9,196,550 | 318,897 | 26,649 | 1,215,403 |
| 2017-18 | 12,165,398 | 3,304,987 | 19,403 | 7,712,011 | 232,192 | 15,417 | 881,389 |
| 4-year |  |  |  |  |  |  |  |
| 1999-2000 | 2,022,622 | 595,976 | 4,393 | 1,104,001 | 92,071 | 11,805 | 214,377 |
| 2004-05 | 5,989,792 | 1,430,196 | 3,513 | 4,110,514 | 180,036 | 38,639 | 226,894 |
| 2005-06 | 7,218,830 | 1,680,603 | 4,065 | 4,986,009 | 178,587 | 54,291 | 315,276 |
| 2006-07 | 8,850,759 | 1,856,614 | 4,303 | 5,925,855 | 228,624 | 56,930 | 778,433 |
| 2007-08 | 10,422,080 | 2,184,872 | 7,682 | 7,312,117 | 312,834 | 71,324 | 533,252 |
| 2008-09 | 12,409,748 | 2,585,133 | 7,629 | 8,893,714 | 276,211 | 33,417 | 613,644 |
| 2009-10 | 15,286,893 | 3,268,070 | 10,726 | 10,732,002 | 337,499 | 72,082 | 866,514 |
| 2010-11 | 17,141,926 | 3,925,347 | 15,582 | 12,031,073 | 343,319 | 74,921 | 751,684 |
| 2011-12 | 17,407,585 | 3,928,903 | 37,912 | 12,153,860 | 349,405 | 51,818 | 885,687 |
| 2012-13 | 16,759,402 | 3,939,227 | 24,432 | 11,377,216 | 359,987 | 46,446 | 1,012,095 |
| 2013-14 | 16,017,246 | 4,078,270 | 15,190 | 10,545,883 | 371,018 | 32,306 | 974,579 |
| 2014-15 | 14,628,734 | 3,729,921 | 17,904 | 9,617,433 | 334,087 | 33,089 | 896,300 |
| 2015-16 | 12,564,815 | 3,199,028 | 15,489 | 8,199,419 | 323,247 | 22,834 | 804,796 |
| 2016-17 | 11,680,961 | 2,995,663 | 15,090 | 7,592,227 | 261,821 | 24,039 | 792,122 |
| 2017-18 | 9,748,366 | 2,539,652 | 18,026 | 6,418,623 | 175,954 | 13,803 | 582,308 |
| 2-year |  |  |  |  |  |  |  |
| 1999-2000 | 1,823,624 | 575,756 | 20,345 | 937,593 | 52,234 | 14,473 | 223,223 |
| 2004-05 | 2,840,999 | 883,699 | 4,070 | 1,582,687 | 89,846 | 16,181 | 264,517 |
| 2005-06 | 2,990,015 | 906,267 | 4,381 | 1,589,791 | 97,521 | 12,278 | 379,777 |
| 2006-07 | 3,314,870 | 1,026,592 | 1,784 | 1,850,355 | 104,264 | 10,160 | 321,715 |
| 2007-08 | 3,517,171 | 1,088,755 | 2,014 | 1,987,189 | 108,880 | 10,747 | 319,586 |
| 2008-09 | 3,965,287 | 1,291,124 | 2,310 | 2,175,703 | 120,504 | 11,023 | 364,623 |
| 2009-10 | 4,686,142 | 1,491,230 | 2,531 | 2,498,269 | 128,542 | 47,950 | 517,619 |
| 2010-11 | 5,490,318 | 1,730,820 | 3,744 | 2,822,726 | 143,113 | 12,230 | 777,685 |
| 2011-12 | 5,306,098 | 1,609,167 | 4,745 | 2,958,118 | 140,004 | 2,761 | 591,304 |
| 2012-13 | 5,164,320 | 1,528,444 | 3,297 | 2,916,874 | 107,986 | 7,109 | 600,609 |
| 2013-14 | 4,627,347 | 1,457,755 | 1,257 | 2,557,299 | 101,186 | 4,263 | 505,588 |
| 2014-15 | 3,812,297 | 1,187,558 | 2,124 | 2,007,363 | 170,004 | 2,435 | 442,812 |
| 2015-16 | 3,435,825 | 1,049,292 | 1,964 | 1,882,523 | 75,863 | 2,443 | 423,740 |
| 2016-17 | 3,017,172 | -927,944 | 1,937 | 1,604,323 | 57,076 | 2,610 | 423,281 |
| 2017-18 | 2,417,033 | 765,335 | 1,377 | 1,293,388 | 56,238 | 1,615 | 299,080 |
|  | Percentage distribution |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |
| 1999-2000 | 100.00 | 30.46 | 0.64 | 53.08 | 3.75 | 0.68 | 11.38 |
| 2004-05 | 100.00 | 26.20 | 0.09 | 64.47 | 3.06 | 0.62 | 5.56 |
| 2005-06 | 100.00 | 25.34 | 0.08 | 64.41 | 2.70 | 0.65 | 6.81 |
| 2006-07 | 100.00 | 23.70 | 0.05 | 63.92 | 2.74 | 0.55 | 9.04 |
| 2007-08 | 100.00 | 23.48 | 0.07 | 66.71 | 3.03 | 0.59 | 6.12 |
| 2008-09 | 100.00 | 23.67 | 0.06 | 67.60 | 2.42 | 0.27 | 5.97 |
| 2009-10 | 100.00 | 23.83 | 0.07 | 66.24 | 2.33 | 0.60 | 6.93 |
| 2010-11 | 100.00 | 24.99 | 0.09 | 65.63 | 2.15 | 0.39 | 6.76 |
| 2011-12 | 100.00 | 24.38 | 0.19 | 66.53 | 2.15 | 0.24 | 6.50 |
| 2012-13 | 100.00 | 24.94 | 0.13 | 65.20 | 2.13 | 0.24 | 7.36 |
| 2013-14 | 100.00 | 26.82 | 0.08 | 63.47 | 2.29 | 0.18 | 7.17 |
| 2014-15 | 100.00 | 26.67 | 0.11 | 63.04 | 2.73 | 0.19 | 7.26 |
| 2015-16 | 100.00 | 26.55 | 0.11 | 63.01 | 2.49 | 0.16 | 7.68 |
| 2016-17 | 100.00 | 26.69 | 0.12 | 62.57 | 2.17 | 0.18 | 8.27 |
| 2017-18 | 100.00 | 27.17 | 0.16 | 63.39 | 1.91 | 0.13 | 7.25 |
| 4-year |  |  |  |  |  |  |  |
| 1999-2000 | 100.00 | 29.47 | 0.22 | 54.58 | 4.55 | 0.58 | 10.60 |
| 2004-05 | 100.00 | 23.88 | 0.06 | 68.63 | 3.01 | 0.65 | 3.79 |
| 2005-06 | 100.00 | 23.28 | 0.06 | 69.07 | 2.47 | 0.75 | 4.37 |
| 2006-07 | 100.00 | 20.98 | 0.05 | 66.95 | 2.58 | 0.64 | 8.80 |
| 2007-08 | 100.00 | 20.96 | 0.07 | 70.16 | 3.00 | 0.68 | 5.12 |
| 2008-09 | 100.00 | 20.83 | 0.06 | 71.67 | 2.23 | 0.27 | 4.94 |
| 2009-10 | 100.00 | 21.38 | 0.07 | 70.20 | 2.21 | 0.47 | 5.67 |
| 2010-11 | 100.00 | 22.90 | 0.09 | 70.19 | 2.00 | 0.44 | 4.39 |
| 2011-12 | 100.00 | 22.57 | 0.22 | 69.82 | 2.01 | 0.30 | 5.09 |
| 2012-13 | 100.00 | 23.50 | 0.15 | 67.89 | 2.15 | 0.28 | 6.04 |

See notes at end of table

Table 334.50. Total expenditures of private for-profit degree-granting postsecondary institutions, by purpose and level of institution: Selected years, 1999-2000 through 2017-18-Continued

| Year and level of institution | Total | Instruction | Research and public service | Academic support, student services, and institutional support | Auxiliary enterprises ${ }^{1}$ | Net grant aid to students ${ }^{2}$ | Other ${ }^{3}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2013-14 | 100.00 | 25.46 | 0.09 | 65.84 | 2.32 | 0.20 | 6.08 |
| 2014-15 | 100.00 | 25.50 | 0.12 | 65.74 | 2.28 | 0.23 | 6.13 |
| 2015-16 | 100.00 | 25.46 | 0.12 | 65.26 | 2.57 | 0.18 | 6.41 |
| 2016-17 | 100.00 | 25.65 | 0.13 | 65.00 | 2.24 | 0.21 | 6.78 |
| 2017-18 | 100.00 | 26.05 | 0.18 | 65.84 | 1.80 | 0.14 | 5.97 |
| 2-year |  |  |  |  |  |  |  |
| 1999-2000 | 100.00 | 31.57 | 1.12 | 51.41 | 2.86 | 0.79 | 12.24 |
| 2004-05 | 100.00 | 31.11 | 0.14 | 55.71 | 3.16 | 0.57 | 9.31 |
| 2005-06 | 100.00 | 30.31 | 0.15 | 53.17 | 3.26 | 0.41 | 12.70 |
| 2006-07 | 100.00 | 30.97 | 0.05 | 55.82 | 3.15 | 0.31 | 9.71 |
| 2007-08 | 100.00 | 30.96 | 0.06 | 56.50 | 3.10 | 0.31 | 9.09 |
| 2008-09 | 100.00 | 32.56 | 0.06 | 54.87 | 3.04 | 0.28 | 9.20 |
| 2009-10 | 100.00 | 31.82 | 0.05 | 53.31 | 2.74 | 1.02 | 11.05 |
| 2010-11 | 100.00 | 31.52 | 0.07 | 51.41 | 2.61 | 0.22 | 14.16 |
| 2011-12 | 100.00 | 30.33 | 0.09 | 55.75 | 2.64 | 0.05 | 11.14 |
| 2012-13 | 100.00 | 29.60 | 0.06 | 56.48 | 2.09 | 0.14 | 11.63 |
| 2013-14 | 100.00 | 31.50 | 0.03 | 55.26 | 2.19 | 0.09 | 10.93 |
| 2014-15 | 100.00 | 31.15 | 0.06 | 52.65 | 4.46 | 0.06 | 11.62 |
| 2015-16 | 100.00 | 30.54 | 0.06 | 54.79 | 2.21 | 0.07 | 12.33 |
| 2016-17 | 100.00 | 30.76 | 0.06 | 53.17 | 1.89 | 0.09 | 14.03 |
| 2017-18 | 100.00 | 31.66 | 0.06 | 53.51 | 2.33 | 0.07 | 12.37 |
|  | Expenditure per full-time-equivalent student in constant 2018-19 dollars ${ }^{4}$ |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |
| 1999-2000 | \$14,961 | \$4,558 | \$96 | \$7,941 | \$561 | \$102 | \$1,702 |
| 2004-05 | 14,805 | 3,879 | 13 | 9,544 | 452 | 92 | 824 |
| 2005-06 | 14,429 | 3,656 | 12 | 9,294 | 390 | 94 | 982 |
| 2006-07 | 15,997 | 3,791 | 8 | 10,225 | 438 | 88 | 1,447 |
| 2007-08 | 16,188 | 3,802 | 11 | 10,800 | 490 | 95 | 990 |
| 2008-09 | 15,340 | 3,631 | 9 | 10,369 | 372 | 42 | 916 |
| 2009-10 | 15,666 | 3,733 | 10 | 10,377 | 366 | 94 | 1,086 |
| 2010-11 | 15,679 | 3,918 | 13 | 10,290 | 337 | 60 | 1,060 |
| 2011-12 | 15,681 | 3,823 | 29 | 10,433 | 338 | 38 | 1,020 |
| 2012-13 | 16,962 | 4,230 | 21 | 11,059 | 362 | 41 | 1,248 |
| 2013-14 | 20,983 | 5,627 | 17 | 13,318 | 480 | 37 | 1,504 |
| 2014-15 | 16,694 | 4,452 | 18 | 10,524 | 456 | 32 | 1,212 |
| 2015-16 | 17,199 | 4,566 | 19 | 10,837 | 429 | 27 | 1,321 |
| 2016-17 | 17,128 | 4,572 | 20 | 10,717 | 372 | 31 | 1,416 |
| 2017-18 | 16,536 | 4,492 | 26 | 10,483 | 316 | 21 | 1,198 |
| 4-year |  |  |  |  |  |  |  |
| 1999-2000 | 14,494 | 4,271 | 31 | 7,911 | 660 | 85 | 1,536 |
| 2004-05 | 14,293 | 3,413 | 8 | 9,808 | 430 | 92 | 541 |
| 2005-06 | 13,870 | 3,229 | 8 | 9,580 | 343 | 104 | 606 |
| 2006-07 | 15,594 | 3,271 | 8 | 10,441 | 403 | 100 | 1,372 |
| 2007-08 | 15,797 | 3,312 | 12 | 11,083 | 474 | 108 | 808 |
| 2008-09 | 15,161 | 3,158 | 9 | 10,865 | 337 | 41 | 750 |
| 2009-10 | 15,983 | 3,417 | 11 | 11,220 | 353 | 75 | 906 |
| 2010-11 | 15,613 | 3,575 | 14 | 10,958 | 313 | 68 | 685 |
| 2011-12 | 15,462 | 3,490 | 34 | 10,796 | 310 | 46 | 787 |
| 2012-13 | 16,566 | 3,894 | 24 | 11,246 | 356 | 46 | 1,000 |
| 2013-14 | 22,151 | 5,640 | 21 | 14,584 | 513 | 45 | 1,348 |
| 2014-15 | 16,439 | 4,192 | 20 | 10,808 | 375 | 37 | 1,007 |
| 2015-16 | 16,905 | 4,304 | 21 | 11,032 | 435 | 31 | 1,083 |
| 2016-17 | 16,846 | 4,320 | 22 | 10,949 | 378 | 35 | 1,142 |
| 2017-18 | 16,429 | 4,280 | 30 | 10,817 | 297 | 23 | 981 |
| 2-year |  |  |  |  |  |  |  |
| 1999-2000 | 15,514 | 4,898 | 173 | 7,977 | 444 | 123 | 1,899 |
| 2004-05 | 16,013 | 4,981 | 23 | 8,921 | 506 | 91 | 1,491 |
| 2005-06 | 15,984 | 4,845 | 23 | 8,499 | 521 | 66 | 2,030 |
| 2006-07 | 17,180 | 5,321 | 9 | 9,590 | 540 | 53 | 1,667 |
| 2007-08 | 17,470 | 5,408 | 10 | 9,871 | 541 | 53 | 1,587 |
| 2008-09 | 15,926 | 5,186 | 9 | 8,739 | 484 | 44 | 1,464 |
| 2009-10 | 14,714 | 4,682 | 8 | 7,845 | 404 | 151 | 1,625 |
| 2010-11 | 15,890 | 5,009 | 11 | 8,169 | 414 | 35 | 2,251 |
| 2011-12 | 16,445 | 4,987 | 15 | 9,168 | 434 | 9 | 1,833 |
| 2012-13 | 18,386 | 5,442 | 12 | 10,385 | 384 | 25 | 2,138 |
| 2013-14 | 17,747 | 5,591 | 5 | 9,808 | 388 | 16 | 1,939 |
| 2014-15 | 17,750 | 5,529 | 10 | 9,346 | 792 | 11 | 2,062 |
| 2015-16 | 18,363 | 5,608 | 10 | 10,061 | 405 | 13 | 2,265 |
| 2016-17 | 18,315 | 5,633 | 12 | 9,739 | 346 | 16 | 2,569 |
| 2017-18 | 16,984 | 5,378 | 10 | 9,088 | 395 | 11 | 2,102 |

${ }^{1}$ Essentially self-supporting operations of institutions that furnish a service to students, faculty, or staff, such as residence halls and food services.
${ }^{2}$ Excludes allowances that were recorded as a reduction to revenues from tuition and fees and from auxiliary enterprises, such as room, board, and books; also excludes agency transactions, such as student awards made from contributed funds or grant funds. These exclusions account for the majority of total student grants
${ }_{3}$ "Other" categories of expenditures include hospitals
${ }^{4}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:99); Spring 2005 through Spring 2007, Enrollment component; Spring 2008 through Spring 2018, Fall Enrollment component; and Spring 2001 through Spring 2019, Finance component. (This table was prepared December 2019.)

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## CHAPTER 4 Federal Funds for Education and Related Activities

This chapter provides information on federal support for education. The tables include detailed data on funding by specific federal agencies, funding for different levels of education and types of education-related activities, and funding for specific programs. Preceding the tables is a brief chronology of federal education legislation enacted since 1787, which provides historical context for the education funding data.

The data in this chapter primarily reflect outlays and appropriations of federal agencies. The data are compiled from budget information prepared by federal agencies. In contrast, most of the federal revenue data reported in other chapters are compiled by educational institutions or state education agencies and reported to the federal government through standardized survey forms. Tabulations based on institution- or state-reported revenue data differ substantially from federal budget reports because of numerous variations in methodology and definitions. Federal dollars are not necessarily spent by recipient institutions in the same year in which they are appropriated. In some cases, institutions cannot identify the source of federal revenues because they flow through state agencies. Some types of revenues, such as tuition and fees, are reported as revenues from students even though they may be supported by federal student aid programs. Some institutions that receive federal education funds (e.g., Department of Defense overseas and domestic schools, state education agencies, Head Start programs, and federal libraries) are not included in regular surveys, censuses, and administrative data collections conducted by the National Center for Education Statistics (NCES). Thus, the federal programs data tabulated in this chapter are not comparable with figures reported in other chapters. Readers should also be careful about comparing the data on obligations shown in table 402.10 (web only) with the data on outlays and appropriations appearing in other tables in this chapter.

## Federal Education Funding

Federal on-budget funding (federal funds for education programs tied to appropriations) for education increased by 77 percent from $\$ 138.1$ billion in fiscal year (FY) 2000 to $\$ 244.4$ billion in FY 2019, after adjustment for inflation (table D, table 401.10, and figure 20). Federal funds in FY 2019 were higher than in FY 2000 for all major program categories. Federal funds for elementary and secondary education in FY 2019 were 34 percent higher than in FY 2000; funds for postsecondary education were 219 percent higher; funds for other education were 16 percent higher; and funds for research at educational institutions were 30 percent higher. While funding levels were higher in FY 2019 than in

FY 2000 for these major categories, changes were not consistent across the categories during this time period.

The overall increase in the federal funding level for education was smaller between FY 2010 and FY 2019 ( 18 percent) than between FY 2000 and FY 2010 (50 percent), after adjustment for inflation. Federal on-budget funding was higher in FY 2010 than in FY 2000 for each of the four major categories reported: postsecondary education (by 99 percent), elementary and secondary education (by 35 percent), research at educational institutions (by 34 percent), and other education (by 25 percent; table D, table 401.10, and figure 20). In contrast, federal on-budget funding was higher in FY 2019 than in FY 2010 for only one of the four categories: for postsecondary education, federal on-budget funding was 60 percent higher in FY 2019 than in FY 2010. Federal funding for the category of other education was 7 percent lower in FY 2019 than in FY 2010, after adjustment for inflation. Also, funding for research at educational institutions was 3 percent lower in FY 2019 than in FY 2010, and funding for elementary and secondary education was 1 percent lower.

Table D. Federal on-budget funding for education, by category: Selected fiscal years, 2000 through 2019
[In billions of constant fiscal year (FY) 2019 dollars]

| Fiscal year | Total | Elementary/ <br> secondary | Post- <br> secondary | Other <br> education | Research at <br> educational <br> institutions |
| :--- | ---: | ---: | ---: | ---: | ---: |
| 2000 | $\$ 138.1$ | $\$ 64.2$ | $\$ 33.7$ | $\$ 8.5$ | $\$ 31.7$ |
| 2005 | 201.8 | 89.0 | 60.4 | 9.4 | 43.1 |
| 2010 | 206.7 | 86.5 | 67.0 | 10.6 | 42.6 |
| 2015 | 220.9 | 84.0 | 92.3 | 10.1 | 34.5 |
| 2016 | 211.6 | 86.8 | 79.2 | 10.2 | 35.5 |
| 20171 | 249.9 | 85.1 | 118.7 | 10.0 | 36.1 |
| 2018 | 219.9 | 86.5 | 85.0 | 9.7 | 38.7 |
| 2019 | 244.4 | 85.9 | 107.5 | 9.9 | 41.2 |

${ }^{1}$ The increase in postsecondary expenditures in 2017 resulted primarily from an accounting adjustment.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Budget Service and National Center for Education Statistics, unpublished tabulations. U.S. Office of Management and Budget, Budget of the U.S. Government, Appendix, various FYs. National Science Foundation, Federal Funds for Research and Development, various FYs.

After adjustment for inflation, off-budget support and nonfederal funds generated by federal legislation (e.g., primarily loans for postsecondary students supported by federal appropriations) showed an increase of 135 percent between FY 2000 ( $\$ 49.3$ billion in FY 2019 dollars) and FY 2010 ( $\$ 116.1$ billion in FY 2019 dollars; table 401.10). In FY 2019, these same funds totaled $\$ 91.0$ billion, reflecting a decrease of 22 percent from FY 2010. Note that total enrollment in degree-granting institutions decreased by 7 percent between fall 2010 and fall 2018 (table 303.10).

In current dollars (not adjusted for inflation), federal on-budget funds for education in FY 2018 totaled $\$ 216.1$ billion (figure 21 and table 401.20). The U.S. Department of Education provided 45 percent ( $\$ 96.4$ billion) of this total. Funds exceeding $\$ 2.5$ billion also came from the U.S. Department of Health and Human Services ( $\$ 45.0$ billion), the U.S. Department of Agriculture ( $\$ 26.8$ billion), the U.S. Department of Veterans Affairs ( $\$ 14.5$ billion), the U.S. Department of Defense ( $\$ 7.9$ billion), the National Science Foundation ( $\$ 6.1$ billion), the U.S. Department of Labor ( $\$ 5.0$ billion), the U.S. Department of Energy ( $\$ 4.4$ billion), and the National Aeronautics and Space Administration ( $\$ 2.9$ billion).

The largest program areas for elementary and secondary education in FY 2019 were Child nutrition programs (U.S. Department of Agriculture, $\$ 23.1$ billion), Education for the disadvantaged (U.S. Department of Education, $\$ 16.5$ billion), Special education (U.S. Department of Education, $\$ 13.5$ billion), and Head Start (U.S. Department of Health and Human Services, $\$ 10.1$ billion; table 401.30). The largest postsecondary programs were the Direct Loan Program (U.S. Department of Education, $\$ 36.5$ billion), Student financial assistance (U.S. Department of Education, $\$ 31.6$ billion), Medicare medical education benefits (U.S. Department of Health and Human Services, $\$ 14.1$ billion), and the Post-9/11 GI Bill (U.S. Department of Veterans Affairs, $\$ 10.7$ billion). Another program area exceeding $\$ 10$ billion in FY 2019 was U.S. Department of Health and Human Services funds for research at universities and related institutions ( $\$ 20.9$ billion).

## Chronology of Federal Education Legislation

A capsule view of the history of federal education activities is provided in the following list of selected legislation:

1787 Northwest Ordinance authorized land grants for the establishment of educational institutions.
1802 An Act Fixing the Military Peace Establishment of the United States established the U.S. Military Academy. (The U.S. Naval Academy was established in 1845 by the Secretary of the Navy.)
1862 First Morrill Act authorized public land grants to the states for the establishment and maintenance of agricultural and mechanical colleges.
1867 Department of Education Act authorized the establishment of the U.S. Department of Education. ${ }^{1}$
1876 Appropriation Act, U.S. Department of the Treasury, established the U.S. Coast Guard Academy.

[^52]1890 Second Morrill Act provided for monetary grants for support of instruction in the agricultural and mechanical colleges.

1911 State Marine School Act authorized federal funds to be used for the benefit of any nautical school in any of 11 specified seaport cities.
1917 Smith-Hughes Act provided for grants to states for support of vocational education.
1918 Vocational Rehabilitation Act provided for grants for rehabilitation through training of World War I veterans.

1920 Smith-Bankhead Act authorized grants to states for vocational rehabilitation programs.

1935 Bankhead-Jones Act (Public Law 74-182) authorized grants to states for agricultural experiment stations.

Agricultural Adjustment Act (Public Law 74-320) authorized 30 percent of the annual customs receipts to be used to encourage the exportation and domestic consumption of agricultural commodities. Commodities purchased under this authorization began to be used in school lunch programs in 1936. The National School Lunch Act of 1946 continued and expanded this assistance.

1936 An Act to Further the Development and Maintenance of an Adequate and Well-Balanced American Merchant Marine (Public Law 74-415) established the U.S. Merchant Marine Academy.
1937 National Cancer Institute Act (Public Law 75-244) established the Public Health Service fellowship program.

1941 Amendment to Lanham Act of 1940 authorized federal aid for construction, maintenance, and operation of schools in federally impacted areas. Such assistance was continued under Public Law 815 and Public Law 874, 81st Congress, in 1950.
1943 Vocational Rehabilitation Act (Public Law 78-16) provided assistance to veterans with disabilities.

School Lunch Indemnity Plan (Public Law 78-129) provided funds for local lunch food purchases.
1944 Servicemen's Readjustment Act (Public Law 78-346), known as the GI Bill, provided assistance for the education of veterans.

Surplus Property Act (Public Law 78-457) authorized transfer of surplus property to educational institutions.

1946 National School Lunch Act (Public Law 79-396) authorized assistance through grants-in-aid and other means to states to assist in providing adequate foods and facilities for the establishment, maintenance, operation, and expansion of nonprofit school lunch programs.
George-Barden Act (Public Law 80-402) expanded federal support of vocational education.

1948 United States Information and Educational Exchange Act (Public Law 80-402) provided for the interchange of people, knowledge, and skills between the United States and other countries.

1949 Federal Property and Administrative Services Act (Public Law 81-152) provided for donation of surplus property to educational institutions and for other public purposes.
1950 Financial Assistance for Local Educational Agencies Affected by Federal Activities (Public Law 81-815 and Public Law 81-874) provided assistance for construction (Public Law 815) and operation (Public Law 874) of schools in federally affected areas.
Housing Act (Public Law 81-475) authorized loans for construction of college housing facilities.
1954 An Act for the Establishment of the United States Air Force Academy and Other Purposes (Public Law 83-325) established the U.S. Air Force Academy.
Educational Research Act (Public Law 83-531) authorized cooperative arrangements with universities, colleges, and state educational agencies for educational research.
School Milk Program Act (Public Law 83-597) provided funds for purchase of milk for school lunch programs.
1956 Library Services Act (Public Law 84-597) provided grants to states for extension and improvement of rural public library services.
1957 Practical Nurse Training Act (Public Law 84-911) provided grants to states for practical nurse training.
1958 National Defense Education Act (Public Law 85-864) provided assistance to state and local school systems for instruction in science, mathematics, modern foreign languages, and other critical subjects; state statistical services; guidance, counseling, and testing services and training institutes; higher education student loans and fellowships as well as foreign language study and training; experimentation and dissemination of information on more effective use of television, motion pictures, and related media for educational purposes; and vocational education for technical occupations necessary to the national defense.
Education of Mentally Retarded Children Act (Public Law 85-926) authorized federal assistance for training teachers of the disabled.
Captioned Films for the Deaf Act (Public Law 85-905) authorized a loan service of captioned films for the deaf.
1961 Area Redevelopment Act (Public Law 87-27) included provisions for training or retraining of people in redevelopment areas.
1962 Manpower Development and Training Act (Public Law 87-415) provided training in new and improved skills for the unemployed and underemployed.

Migration and Refugee Assistance Act of 1962 (Public Law 87-510) authorized loans, advances, and grants for education and training of refugees.
1963 Health Professions Educational Assistance Act of 1963 (Public Law 88-129) provided funds to expand teaching facilities and for loans to students in the health professions.
Vocational Education Act of 1963 (Public Law 88-210, Part A) increased federal support of vocational education schools; vocational work-study programs; and research, training, and demonstrations in vocational education.

Higher Education Facilities Act of 1963 (Public Law 88-204) authorized grants and loans for classrooms, libraries, and laboratories in public community colleges and technical institutes, as well as undergraduate and graduate facilities in other higher education institutions.
1964 Civil Rights Act of 1964 (Public Law 88-352) authorized the Commissioner of Education to arrange for support for higher education institutions and school districts to provide inservice programs for assisting instructional staff in dealing with problems caused by desegregation.
Economic Opportunity Act of 1964 (Public Law 88-452) authorized grants for college work-study programs for students from low-income families; established a Job Corps program and authorized support for work-training programs to provide education and vocational training and work experience opportunities in welfare programs; authorized support of education and training activities and of community action programs, including Head Start, Follow Through, and Upward Bound; and authorized the establishment of Volunteers in Service to America (VISTA).
1965 Elementary and Secondary Education Act of 1965 (Public Law 89-10) authorized grants for elementary and secondary school programs for children of low-income families; school library resources, textbooks, and other instructional materials for school children; supplementary educational centers and services; strengthening state education agencies; and educational research and research training.

Health Professions Educational Assistance Amendments of 1965 (Public Law 89-290) authorized scholarships to aid needy students in the health professions.
Higher Education Act of 1965 (Public Law 89-329) provided grants for university community service programs, college library assistance, library training and research, strengthening developing institutions, teacher training programs, and undergraduate instructional equipment. Authorized insured student loans, established a National Teacher Corps, and provided for graduate teacher training fellowships.
National Foundation on the Arts and the Humanities Act (Public Law 89-209) authorized grants and loans for projects in the creative and performing arts and for research, training, and scholarly publications in the humanities.

National Technical Institute for the Deaf Act (Public Law 89-36) provided for the establishment, construction, equipping, and operation of a residential school for postsecondary education and technical training of the deaf.
School Assistance in Disaster Areas Act (Public Law 89-313) provided for assistance to local education agencies to help meet exceptional costs resulting from a major disaster.
1966 International Education Act (Public Law 89-698) provided grants to higher education institutions for the establishment, strengthening, and operation of centers for research and training in international studies and the international aspects of other fields of study.
National Sea Grant College and Program Act (Public Law 89-688) authorized the establishment and operation of Sea Grant Colleges and programs by initiating and supporting programs of education and research in the various fields relating to the development of marine resources.
Adult Education Act (Public Law 89-750) authorized grants to states for the encouragement and expansion of educational programs for adults, including training of teachers of adults and demonstrations in adult education (previously part of Economic Opportunity Act of 1964).
Model Secondary School for the Deaf Act (Public Law 89-694) authorized the establishment and operation, by Gallaudet College, of a model secondary school for the deaf.
1967 Education Professions Development Act (Public Law 90-35) amended the Higher Education Act of 1965 for the purpose of improving the quality of teaching and to help meet critical shortages of adequately trained educational personnel.
Public Broadcasting Act of 1967 (Public Law 90-129) established a Corporation for Public Broadcasting to assume major responsibility in channeling federal funds to noncommercial radio and television stations, program production groups, and educational television networks; conduct research, demonstration, or training in matters related to noncommercial broadcasting; and award grants for construction of educational radio and television facilities.
1968
Elementary and Secondary Education Amendments of 1968 (Public Law 90-247) modified existing programs and authorized support of regional centers for education of children with disabilities, model centers and services for deaf-blind children, recruitment of personnel and dissemination of information on education of children with disabilities; technical assistance in education to rural areas; support of dropout prevention projects; and support of bilingual education programs.
Handicapped Children's Early Education Assistance Act (Public Law 90-538) authorized preschool and early education programs for children with disabilities.

Vocational Education Amendments of 1968 (Public Law 90-576) modified existing programs and provided for a National Advisory Council on Vocational Education and collection and dissemination of information for programs administered by the Commissioner of Education.

1970 Elementary and Secondary Education Assistance Programs, Extension (Public Law 91-230) authorized comprehensive planning and evaluation grants to state and local education agencies; provided for the establishment of a National Commission on School Finance.
National Commission on Libraries and Information Science Act (Public Law 91-345) established a National Commission on Libraries and Information Science to effectively utilize the nation's educational resources.

Office of Education Appropriation Act (Public Law 91-380) provided emergency school assistance to desegregating local education agencies.
Environmental Education Act (Public Law 91-516) established an Office of Environmental Education to develop curriculum and initiate and maintain environmental education programs at the elementary/secondary levels; disseminate information; provide training programs for teachers and other educational, public, community, labor, and industrial leaders and employees; provide community education programs; and distribute material dealing with the environment and ecology.
Drug Abuse Education Act of 1970 (Public Law 91-527) provided for development, demonstration, and evaluation of curricula on the problems of drug abuse.
1971 Comprehensive Health Manpower Training Act of 1971 (Public Law 92-257) amended Title VII of the Public Health Service Act, increasing and expanding provisions for health manpower training and training facilities.
1972 Drug Abuse Office and Treatment Act of 1972 (Public Law 92-255) established a Special Action Office for Drug Abuse Prevention to provide overall planning and policy for all federal drug-abuse prevention functions; a National Advisory Council for Drug Abuse Prevention; community assistance grants for community mental health centers for treatment and rehabilitation of people with drugabuse problems; and, in December 1974, a National Institute on Drug Abuse.
Education Amendments of 1972 (Public Law 92-318) established the Education Division in the U.S. Department of Health, Education, and Welfare and the National Institute of Education; general aid for higher education institutions; federal matching grants for state Student Incentive Grants; a National Commission on Financing Postsecondary Education; State Advisory Councils on Community Colleges; a Bureau of Occupational and Adult Education and State Grants for the design, establishment, and conduct of postsecondary occupa-
tional education; and a bureau-level Office of Indian Education. Amended current U.S. Department of Education programs to increase their effectiveness and better meet special needs. Prohibited sex bias in admission to vocational, professional, and graduate schools, and public institutions of undergraduate higher education.

1973 Older Americans Comprehensive Services Amendment of 1973 (Public Law 93-29) made available to older citizens comprehensive programs of health, education, and social services.
Comprehensive Employment and Training Act of 1973 (Public Law 93-203) provided for employment and training opportunities for unemployed and underemployed people. Extended and expanded provisions in the Manpower Development and Training Act of 1962, Title I of the Economic Opportunity Act of 1962, Title I of the Economic Opportunity Act of 1964, and the Emergency Employment Act of 1971 as in effect prior to June 30, 1973.

1974 Education Amendments of 1974 (Public Law 93-380) provided for the consolidation of certain programs and established a National Center for Education Statistics.

Juvenile Justice and Delinquency Prevention Act of 1974 (Public Law 93-415) provided for technical assistance, staff training, centralized research, and resources to develop and implement programs to keep students in elementary and secondary schools; and established, in the U.S. Department of Justice, a National Institute for Juvenile Justice and Delinquency Prevention.

1975 Indian Self-Determination and Education Assistance Act (Public Law 93-638) provided for increased participation of American Indian/Alaska Native populations in the establishment and conduct of their education programs and services.
Harry S Truman Memorial Scholarship Act (Public Law 93-642) established the Harry S Truman Scholarship Foundation and created a perpetual education scholarship fund for young Americans to prepare for and pursue careers in public service.

Education for All Handicapped Children Act (Public Law 94-142) provided that all children with disabilities have available to them a free appropriate education designed to meet their unique needs.

1976 Educational Broadcasting Facilities and Telecommunications Demonstration Act of 1976 (Public Law 94-309) established a telecommunications demonstration program to promote the development of nonbroadcast telecommunications facilities and services for the transmission, distribution, and delivery of health, education, and public or social service information.
1977 Youth Employment and Demonstration Projects Act of 1977 (Public Law 95-93) established a youth employment training program including, among
other activities, promotion of education-to-work transition, literacy training and bilingual training, and attainment of certificates of high school equivalency.
Career Education Incentive Act (Public Law 95-207) authorized the establishment of a career education program for elementary and secondary schools.
1978 Tribally Controlled Community College Assistance Act of 1978 (Public Law 95-471) provided federal funds for the operation and improvement of tribally controlled community colleges for American Indian/Alaska Native students.

Middle Income Student Assistance Act (Public Law 95-566) modified the provisions for student financial assistance programs to allow middle-income as well as low-income students attending college or other postsecondary institutions to qualify for federal education assistance.

1979 Department of Education Organization Act (Public Law 96-88) established a U.S. Department of Education containing functions from the Education Division of the U.S. Department of Health, Education, and Welfare (HEW) along with other selected education programs from HEW, the U.S. Department of Justice, U.S. Department of Labor, and the National Science Foundation.

1980 Asbestos School Hazard Detection and Control Act of 1980 (Public Law 96-270) established a program for inspection of schools for detection of hazardous asbestos materials and provided loans to assist educational agencies to contain or remove and replace such materials.
1981 Education Consolidation and Improvement Act of 1981 (Part of Public Law 97-35) consolidated 42 programs into 7 programs to be funded under the elementary and secondary block grant authority.
1983 Student Loan Consolidation and Technical Amendments Act of 1983 (Public Law 98-79) established an 8 percent interest rate for Guaranteed Student Loans and an extended Family Contribution Schedule.
Challenge Grant Amendments of 1983 (Public Law 98-95) amended Title III of the Higher Education Act of 1965 and added authorization of the Challenge Grant program. The Challenge Grant program provides funds to eligible institutions on a matching basis as an incentive to seek alternative sources of funding.

Education of the Handicapped Act Amendments of 1983 (Public Law 98-199) added the Architectural Barrier amendment (providing funds for altering existing buildings and equipment to make them accessible to those with physical disabilities) and clarified participation of children with disabilities in private schools.
1984 Education for Economic Security Act (Public Law 98-377) added new science and mathematics programs for elementary, secondary, and postsecondary education. The new programs included magnet schools, excellence in education, and equal access.

Carl D. Perkins Vocational Education Act (Public Law 98-524) continued federal assistance for vocational education through FY 1989. The act replaced the Vocational Education Act of 1963. It provided aid to the states to make vocational education programs accessible to all people, including disabled and disadvantaged, single parents and homemakers, and the incarcerated.
Human Services Reauthorization Act (Public Law 98-558) created a Carl D. Perkins scholarship program, a National Talented Teachers Fellowship program, a Federal Merit Scholarships program, and a Leadership in Educational Administration program.
1985 Montgomery GI Bill-Active Duty (Public Law 98-525) brought about a new GI Bill for individuals who initially entered active military duty on or after July 1, 1985.

Montgomery GI Bill-Selected Reserve (Public Law 98-525) established an education program for members of the Selected Reserve (which includes the National Guard) who enlist, reenlist, or extend an enlistment after June 30, 1985, for a 6-year period.
1986 Handicapped Children's Protection Act of 1986 (Public Law 99-372) allowed parents of children with disabilities to collect attorneys' fees in cases brought under the Education of the Handicapped Act and provided that the Education of the Handicapped Act does not preempt other laws, such as Section 504 of the Rehabilitation Act.

Drug-Free Schools and Communities Act of 1986 (Part of Public Law 99-570) established programs for drug abuse education and prevention, coordinated with related community efforts and resources, through the use of federal financial assistance.

1988
Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (Public Law 100-297) reauthorized through 1993 major elementary and secondary education programs, including Chapter 1, Chapter 2, Bilingual Education, Math-Science Education, Magnet Schools, Impact Aid, Indian Education, Adult Education, and other smaller education programs.
Stewart B. McKinney Homeless Assistance Amendments Act of 1988 (Public Law 100-628) extended for 2 additional years programs providing assistance to the homeless, including literacy training for homeless adults and education for homeless youths.
Tax Reform Technical Amendments (Public Law 100-647) authorized an Education Savings Bond for the purpose of postsecondary educational expenses. The bill grants tax exclusion for interest earned on regular series EE savings bonds.
Childhood Education and Development Act of 1989 (Part of Public Law 101-239) authorized the appropriations to expand Head Start programs and
programs carried out under the Elementary and Secondary Education Act of 1965 to include child care services.

1990 Excellence in Mathematics, Science and Engineering Education Act of 1990 (Public Law 101-589) created a national mathematics and science clearinghouse and created several other mathematics, science, and engineering education programs.
Student Right-To-Know and Campus Security Act (Public Law 101-542) required higher education institutions receiving federal financial assistance to provide certain information about graduation rates of student-athletes and about campus crime statistics and security policies. (The 1990 campus crime and security legislation, along with later acts that amended it, is generally referred to as "the Clery Act.")
Americans with Disabilities Act of 1990 (Public Law 101-336) prohibited discrimination against people with disabilities.

National and Community Service Act of 1990 (Public Law 101-610) increased school and college-based community service opportunities and authorized the President's Points of Light Foundation.
1991 National Literacy Act of 1991 (Public Law 102-73) established the National Institute for Literacy, the National Institute Board, and the Interagency Task Force on Literacy. Amended various federal laws to establish and extend various literacy programs.
High-Performance Computing Act of 1991 (Public Law 102-194) directed the President to implement a National High-Performance Computing Program. Provided for (1) establishment of a National Research and Education Network; (2) standards and guidelines for high-performance networks; and (3) the responsibility of certain federal departments and agencies with regard to the Network.
Veterans’ Educational Assistance Amendments of 1991 (Public Law 102-127) restored certain educational benefits available to reserve and active-duty personnel under the Montgomery GI Bill to students whose courses of studies were interrupted by the Persian Gulf War.

Civil Rights Act of 1991 (Public Law 102-166) amended the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990, with regard to employment discrimination. Established the Technical Assistance Training Institute.

1992 Ready-To-Learn Act (Public Law 102-545) amended the General Education Provisions Act to establish Ready-To-Learn Television programs to support educational programming and related materials for preschool and elementary school children and their parents, child care providers, and educators.
1993 Student Loan Reform Act (Public Law 103-66) reformed the student aid process by phasing in a system of direct lending designed to provide savings for taxpayers and students. Allows students to choose among a variety of repayment options, including income contingency.

National Service Trust Act (Public Law 103-82) amended the National and Community Service Act of 1990 to establish a Corporation for National Service. In addition, provided education grants up to $\$ 4,725$ per year for 2 years to people age 17 or older who perform community service before, during, or after postsecondary education.

1994
Goals 2000: Educate America Act (Public Law 103227) established a new federal partnership through a system of grants to states and local communities to reform the nation's education system. The Act formalized the national education goals and established the National Education Goals Panel.

School-to-Work Opportunities Act of 1994 (Public Law 103-239) established a national framework within which states and communities can develop School-to-Work Opportunities systems to prepare young people for first jobs and continuing education. The Act also provided money to states and communities to develop a system of programs that include work-based learning, school-based learning, and connecting activities components.
Safe Schools Act of 1994 (Part of Public Law 103227) authorized the award of competitive grants to local educational agencies with serious crime to implement violence prevention activities such as conflict resolution and peer mediation.

1996 Contract With America: Unfunded Mandates (Public Law 104-4) ended the imposition, in the absence of full consideration by Congress, of federal mandates on state, local, and tribal governments without adequate funding, in a manner that may displace other essential governmental priorities; and ensured that the federal government pays the costs incurred by those governments in complying with certain requirements under federal statutes and regulations.

1997 The Taxpayer Relief Act of 1997 (Public Law 10534) enacted the Hope Scholarship and Life-Long Learning Tax Credit provisions into law.
Emergency Student Loan Consolidation Act of 1997 (Public Law 105-78) amended the Higher Education Act of 1965 to provide for improved student loan consolidation services.
1998 Workforce Investment Act of 1998 (Public Law 105220) enacted the Adult Education and Family Literacy Act, and substantially revised and extended, through FY 2003, the Rehabilitation Act of 1973.
Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Public Law 105244) expanded crime categories that must be reported by postsecondary institutions.

Omnibus Consolidated and Emergency Supplemental Appropriations Act, 1999 (Public Law 105277) enacted the Reading Excellence Act, to promote the ability of children to read independently by the third grade, and earmarked funds to help states and school districts reduce class sizes in the early grades.

Charter School Expansion Act (Public Law 105278) amended the charter school program, enacted in 1994 as Title X, Part C of the Elementary and Secondary Education Act of 1965.
Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 (Public Law 105332) revised, in its entirety, the Carl D. Perkins Vocational and Applied Technology Education Act and reauthorized the Act through FY 2003.

Assistive Technology Act of 1998 (Public Law 105394) replaced the Technology-Related Assistance for Individuals with Disabilities Act of 1988 with a new Act, authorized through FY 2004, to address the assistive-technology needs of individuals with disabilities.

1999 Education Flexibility Partnership Act of 1999 (Public Law 106-25) authorized the Secretary of Education to allow all states to participate in the Education Flexibility Partnership program.
District of Columbia College Access Act of 1999 (Public Law 106-98) established a program to afford high school graduates from the District of Columbia the benefits of in-state tuition at state colleges and universities outside the District of Columbia.

2000 The National Defense Authorization Act for Fiscal Year 2001 (Public Law 106-398) included, as Title XVIII, the Impact Aid Reauthorization Act of 2000, which extended the Impact Aid programs through FY 2003.
College Scholarship Fraud Prevention Act of 2000 (Public Law 106-420) enhanced federal penalties for offenses involving scholarship fraud; required an annual scholarship fraud report by the Attorney General, the Secretary of Education, and the Federal Trade Commission (FTC); and required the Secretary of Education, in conjunction with the FTC, to maintain a scholarship fraud awareness website.

Consolidated Appropriations Act 2001 (Public Law 106-554) created a new program of assistance for school repair and renovation and amended the Elementary and Secondary Education Act of 1965 to authorize credit enhancement initiatives to help charter schools obtain, construct, or repair facilities; reauthorized the Even Start program; and enacted the Children's Internet Protection Act.
2001 50th Anniversary of Brown v. Board of Education (Public Law 107-41) established a commission for the purpose of encouraging and providing for the commemoration of the 50th anniversary of the 1954 Supreme Court decision Brown v. Board of Education.

2002 No Child Left Behind Act of 2001 (Public Law 107110) provided for the comprehensive reauthorization of the Elementary and Secondary Education Act of 1965, incorporating specific proposals in such areas as testing, accountability, parental choice, and early reading.

Education Sciences Reform Act (Public Law 107279) established the Institute of Education Sciences within the U.S. Department of Education to carry out a coordinated, focused agenda of high-quality research, statistics, and evaluation that is relevant to the educational challenges of the nation.
The Higher Education Relief Opportunities for Students Act of 2001 (Public Law 107-122) provided the Secretary of Education with waiver authority over student financial aid programs under Title IV of the Higher Education Act of 1965, to deal with student and family situations resulting from the September 11, 2001, terrorist attacks.
Public Law 107-139 amended Title IV of the Higher Education Act to establish fixed interest rates for student and parent borrowers.
2003 The Higher Education Relief Opportunities for Students Act of 2003 (Public Law 108-76) provided the Secretary of Education with waiver authority over student financial aid programs under Title IV of the Higher Education Act of 1965, to deal with student and family situations resulting from wars or national emergencies.
2004 Assistive Technology Act of 2004 (Public Law 108364) reauthorized the Assistive Technology program, administered by the Department of Education.
Taxpayer-Teacher Protection Act of 2004 (Public Law 108-409) temporarily stopped excessive special allowance payments to certain lenders under the Federal Family Education Loan (FFEL) Program and increased the amount of loans that can be forgiven for certain borrowers who are highly qualified in mathematics, science, and special education teachers who serve in high-poverty schools for 5 years.
Individuals with Disabilities Education Improvement Act of 2004 (Public Law 108-446) provided a comprehensive reauthorization of the Individuals with Disabilities Education Act.
2005 Student Grant Hurricane and Disaster Relief Act (Public Law 109-67) authorized the Secretary of Education to waive certain repayment requirements for students receiving campus-based federal grant assistance if they were residing in, employed in, or attending an institution of higher education located in a major disaster area, or their attendance was interrupted because of the disaster.
Natural Disaster Student Aid Fairness Act (Public Law 109-86) authorized the Secretary of Education during FY 2006 to reallocate campus-based student aid funds to institutions of higher learning in Louisiana, Mississippi, Alabama, and Texas, or institutions that had accepted students displaced by Hurricane Katrina or Rita. The law also waived requirements for matching funds that are normally imposed on institutions and students.
Hurricane Education Recovery Act (Public Law 109-148, provision in the Defense Department Appropriations Act for FY 2006) provided funds
for states affected by Hurricane Katrina to restart school operations, provide temporary emergency aid for displaced students, and assist homeless youth. The law also permitted the Secretary of Education to extend deadlines under the Individuals with Disabilities Education Act for those affected by Katrina or Rita.
2006 Higher Education Reconciliation Act of 2005 (Public Law 109-171) made various amendments to programs of student financial assistance under Title IV of the Higher Education Act of 1965.
Public Law 109-211 reauthorized the "ED-FLEX" program (under the Education Flexibility Partnership Act of 1999), under which the Secretary of Education permits states to waive certain requirements of federal statutes and regulations if they meet certain conditions.

Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270) reauthorized the vocational and technical education programs under the Perkins Act through 2012.
2007 America COMPETES Act (or "America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act") (Public Law 110-69) created new STEM (science, technology, engineering, and mathematics) education programs in various agencies, including the Department of Education.
College Cost Reduction and Access Act of 2007 (Public Law 110-84) reduced interest rates on student loans and made other amendments to the Higher Education Act of 1965 to make college more accessible and affordable.
Public Law 110-93 made permanent the waiver authority of the Secretary of Education with respect to student financial assistance during a war or other military operation or national emergency.
2008 Ensuring Continued Access to Student Loans Act of 2008 (Public Law 110-227) provided various authorities to the Department of Education, among other provisions, to help ensure that college students and their parents continue to have access to loans in the tight credit market.

Higher Education Opportunity Act (Public Law 110-315) provided a comprehensive reauthorization of the Higher Education Act of 1965.
2009 American Recovery and Reinvestment Act of 2009 (Public Law 111-5) provided about $\$ 100$ billion to state education systems and supplemental appropriations for several Department of Education programs.
Public Law 111-39 made miscellaneous and technical amendments to the Higher Education Act of 1965.

2010 Health Care and Education Reconciliation Act of 2010 (Public Law 111-152) included, as Title II, the "SAFRA Act" (also known as the "Student Aid and Fiscal Responsibility Act"). The SAFRA Act ended the federal government's role in subsidizing
financial institutions that make student loans through the Federal Family Education Loan (FFEL) Program under Part B of Title IV of the Higher Education Act of 1965 (HEA), and correspondingly expanded the Federal Direct Student Loan Program administered by the Department of Education under Part D of Title IV of the HEA.
Public Law 111-226 provided an additional $\$ 10$ billion to states and school districts, through an "Education Jobs Fund" modeled closely on the State Fiscal Stabilization Fund created by the 2009 Recovery Act, to hire (or avoid laying off) teachers and other educators.
2013 The Bipartisan Student Loan Certainty Act of 2013 (Public Law 113-28) amended the Higher Education Act of 1965 (HEA) to govern the interest rates on the various categories of student loans under Title IV of the HEA.
Violence Against Women Reauthorization Act of 2013 (Public Law 113-4) amended the Clery Act, increasing the responsibility of postsecondary institutions to prevent, address, and report crimes on campus.
2014 Workforce Innovation and Opportunity Act (Public Law 113-128) amended the Workforce Investment Act of 1998 to strengthen the U.S. workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs in the United States, and to promote individual and national economic growth, and for other purposes.
Public Law 113-174 extended the National Advisory Committee on Institutional Quality and Integrity and the Advisory Committee on Student Financial Assistance for 1 year.
2015 Need-Based Educational Aid Act of 2015 (Public Law 114-44) amended the Improving America's Schools Act of 1994 to extend through FY 2022 the antitrust exemption that allows higher education institutions that admit all students on a needblind basis to enter or attempt to enter into agreements among themselves regarding the administration of need-based financial aid.
STEM Education Act of 2015 (Public Law 114-59) defined STEM education to include computer science and provided for continued support for existing STEM education programs at the National Science Foundation.
Every Student Succeeds Act (Public Law 114-95) reauthorized and amended the Elementary and Secondary Education Act of 1965, incorporating provisions to expand state responsibility over schools, provide grants to charter schools, and reduce the federal test-based accountability system of the No Child Left Behind Act.

Federal Perkins Loan Program Extension Act of 2015 (Public Law 114-105) temporarily extended the Federal Perkins Loan program, allowing continued disbursement of loans to current undergraduate borrowers through September 30, 2017.
2016 National Defense Authorization Act for Fiscal Year 2017 (Public Law 114-328) authorizes appropriations to continue assistance to local educational agencies that benefit dependents of members of the Armed Forces and Department of Defense civilian employees, including assistance to schools with significant numbers of military dependents as well as impact aid for children with severe disabilities.
2017 Hurricanes Harvey, Irma, and Maria Education Relief Act of 2017 (Public Law 115-64) provides educational relief in areas for which the President has declared a major disaster or an emergency as a result of Hurricanes Harvey, Irma, or Maria or Tropical Storms Harvey, Irma, or Maria.
2018 National Historic Site Boundary Modification Act of 2018 (Public Law 115-117) adjusts the boundary of the Little Rock Central High School National Historic Site in Arkansas.
Bipartisan Budget Act of 2018 (Public Law 115123) provides disaster-relief funds for education.

National Memorial to Fallen Educators Act (Public Law 115-169) designates a National Memorial to Fallen Educators at the National Teachers Hall of Fame in Emporia, Kansas.
Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) brings changes to the $\$ 1.2$ billion annual federal investment in career and technical education (CTE).
Foundations for Evidence-Based Policymaking Act of 2018 (Public Law 115-435) establishes an Interagency Council on Evaluation Policy to assist the OMB in supporting government-wide evaluation activities and policies.
2019 Recognizing Achievement in Classified School Employees Act (Public Law 116-13) establishes the Recognizing Inspiring School Employees (RISE) Award Program recognizing excellence exhibited by school employees providing services to students in prekindergarten through high school.
Building Blocks of STEM Act (Public Law 116-102) modifies grant programs of the National Science Foundation that support science, technology, engineering, and mathematics, including computer science (STEM) education, particularly for underrepresented groups.
2020 Never Again Education Act (Public Law 116-141) authorizes the U.S. Holocaust Memorial Museum to support Holocaust education programs.

Figure 20. Federal on-budget funds for education, by level or other educational purpose: Selected years, 1965 through 2019 Billions of constant fiscal year 2019 dollars

${ }^{1}$ Other education includes libraries, museums, cultural activities, and miscellaneous research.
NOTE: On-budget funds are tied to appropriations for education programs. The increase in postsecondary expenditures in 2006 and 2017 resulted primarily from an accounting adjustment. Amounts for 2009 include funds from the American Recovery and Reinvestment Act of 2009 (ARRA). Data for research at education institutions are estimated for 2019 . Constant dollars 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: U.S. Department of Education, Budget Service, unpublished tabulations. U.S. Department of Education, National Center for Education Statistics, unpublished tabulations. U.S. Office of Management and Budget, Budget of the U.S. Government, Appendix, fiscal years 1967 through 2020. National Science Foundation, Federal Funds for Research and Development, fiscal years 1967 through 2019.

Figure 21. Percentage distribution of federal on-budget funds for education, by agency: Fiscal year 2018


[^53]Table 401.10. Federal support and estimated federal tax expenditures for education, by category: Selected fiscal years, 1965 through 2019
[In thousands of dollars]

| Fiscal year | Total on-budget support, off-budget support, and nonfederal funds generated by federal legislation | On-budget support ${ }^{1}$ |  |  |  |  | Off-budget support and nonfederal funds generated by federal legislation |  |  |  |  |  |  |  | Estimated federal tax expenditures for education ${ }^{2}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Off-budgetsupport Nonfederal funds |  |  |  |  |  |  |  |  |
|  |  | Total | Elementary and <br> secondary | $\begin{array}{r} \text { Post- } \\ \text { secondary } \end{array}$ | $\begin{array}{r} \text { Other } \\ \text { education } \end{array}$ | Research at educational institutions | Total | $\begin{array}{r} \text { Direct } \\ \text { Loan } \\ \text { Program } \end{array}$ | Federal <br> Family Education Loan Program ${ }^{5}$ | Perkins Loans ${ }^{6}$ | Income Contingent Loans ${ }^{7}$ | Leveraging Educational Assistance Partnerships ${ }^{8}$ | Supplemental Educational Opportunity Grants ${ }^{9}$ | Work-Study Aid ${ }^{10}$ |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1965 | \$5,324,767 | \$5,331,016 | \$1,942,577 | \$1,197,511 | \$374,652 | \$1,816,276 | -\$6,249 | $\dagger$ | $\dagger$ | \$16,111 | $\dagger$ | $\dagger$ | $\dagger$ | -\$22,360 | - |
| 1970 | 13,318,909 | 12,511,079 | 5,830,442 | 3,432,277 | 964,719 | 2,283,641 | 807,830 | † | \$770,000 | 20,976 | t | t | -\$30,986 | 47,840 |  |
| 1975 | 24,412,487 | 23,288,120 | 10,617,195 | 7,644,037 | 1,608,478 | 3,418,410 | 1,124,367 | † | 1,233,000 | 35,667 | † | \$20,000 | -39,300 | -125,000 | \$8,605,000 |
| 1980 | 39,273,874 | 34,465,612 | 16,027,686 | 11,087,992 | 1,548,730 | 5,801,204 | 4,808,262 | $\dagger$ | 4,598,000 | 31,778 | $\dagger$ | 76,800 | -8,477 | 110,161 | 13,320,000 |
| 1985 | 47,642,802 | 39,027,876 | 16,901,334 | 11,174,379 | 2,107,588 | 8,844,575 | 8,614,926 | $\dagger$ | 8,467,000 | 21,387 | $\dagger$ | 76,000 | -12,961 | 63,500 | 19,105,000 |
| 1990 | 67,188,203 | 56,033,753 | 21,984,361 | 18,060,326 | 3,383,031 | 12,606,035 | 11,154,450 | $\dagger$ | 10,826,000 | 15,014 | \$500 | 59,181 | 127,719 | 126,036 | 19,040,000 |
| 1991 | 75,249,116 | 62,499,477 | 25,418,031 | 19,607,407 | 3,698,617 | 13,775,422 | 12,749,639 | † | 12,372,000 | 17,349 | 500 | 63,530 | 131,115 | 165,145 | 18,995,000 |
| 1992 | 80,151,676 | 66,153,112 | 27,926,887 | 20,057,407 | 3,991,955 | 14,176,863 | 13,998,564 | , | 13,568,000 | 17,333 | 542 | 72,000 | 175,656 | 165,033 | 19,950,000 |
| 1993 | 87,266,261 | 70,314,009 | 30,834,326 | 20,417,407 | 4,107,193 | 14,955,083 | 16,952,252 | $\dagger$ | 16,524,000 | 29,255 | , | 72,429 | 172,023 | 154,545 | 21,010,000 |
| 1994 | 97,404,473 | 72,934,561 | 32,304,356 | 20,857,407 | 4,483,704 | 15,289,094 | 24,469,912 | \$818,540 | 23,214,000 | 52,667 | $\dagger$ | 72,429 | 172,000 | 140,276 | 22,630,000 |
| 1995 | 102,727,958 | 79,149,520 | 33,623,809 | 25,128,137 | 4,719,655 | 15,677,919 | 23,578,438 | 4,615,671 | 18,519,000 | 52,667 | $\dagger$ | 63,400 | 181,000 | 146,700 | 24,600,000 |
| 1996 | 103,633,432 | 78,107,362 | 34,391,501 | 22,555,508 | 4,828,038 | 16,332,315 | 25,526,070 | 8,414,470 | 16,711,000 | 31,100 | t | 31,400 | 179,000 | 159,100 | 26,340,000 |
| 1997 | 111,760,841 | 82,431,845 | 35,478,905 | 24,659,425 | 5,021,163 | 17,272,352 | 29,328,996 | 9,758,696 | 19,163,000 | 52,700 | t | 50,000 | 228,200 | 76,400 | 28,125,000 |
| 1998 | 116,853,639 | 86,369,233 | 37,486,166 | 25,259,570 | 5,148,492 | 18,475,005 | 30,484,406 | 10,087,664 | 20,002,500 | 45,000 | t | 25,000 | 240,950 | 83,292 | 29,540,000 |
| 1999 | 123,427,861 | 93,153,597 | 39,937,911 | 27,941,199 | 5,318,020 | 19,956,467 | 30,274,264 | 9,805,764 | 20,107,000 | 33,300 | $\dagger$ | 25,000 | 255,900 | 47,300 | 37,360,000 |
| 2000 | 127,911,420 | 94,257,817 | 43,790,783 | 22,997,852 | 5,809,048 | 21,660,134 | 33,653,603 | 10,577,535 | 22,711,000 | 33,300 | $\dagger$ | 50,000 | 276,743 | 5,025 | 39,475,000 |
| 2001 | 138,337,565 | 102,876,476 | 48,530,061 | 22,968,278 | 5,880,007 | 25,498,130 | 35,461,089 | 10,324,341 | 24,694,000 | 25,000 | t | 80,000 | 316,655 | 21,093 | 41,460,000 |
| 2002 | 157,459,682 | 117,211,479 | 52,754,118 | 30,964,176 | 6,297,697 | 27,195,488 | 40,248,203 | 11,117,896 | 28,606,000 | 25,000 | $\dagger$ | 104,000 | 308,811 | 86,496 | , |
| 2003 | 178,450,390 | 132,374,489 | 59,274,219 | 37,499,694 | 6,532,502 | 29,068,074 | 46,075,901 | 11,742,063 | 33,791,000 | 33,000 | $\dagger$ | 103,000 | 304,671 | 102,167 | - |
| 2004 | 191,990,526 | 139,762,703 | 62,653,231 | 39,774,974 | 6,576,821 | 30,757,677 | 52,227,823 | 12,448,155 | 39,266,000 | 33,000 | $\dagger$ | 102,000 | 295,143 | 83,525 | - |
| 2005 | 212,926,929 | 156,606,678 | 69,029,389 | 46,860,566 | 7,297,025 | 33,419,698 | 56,320,251 | 12,569,446 | 43,284,000 | 0 | † | 101,000 | 305,644 | 60,161 | - |
| $2006{ }^{11}$ | 234,749,825 | 174,795,661 | 70,948,229 | 66,057,738 | 7,074,484 | 30,715,210 | 59,954,164 | 12,175,674 | 47,307,000 | 0 | $\dagger$ | 100,000 | 309,608 | 61,882 | - |
| 2007 | 218,194,867 | 153,897,988 | 70,735,875 | 45,665,287 | 7,214,906 | 30,281,920 | 64,296,879 | 12,507,162 | 51,320,000 | 0 | $\dagger$ | 100,000 | 287,126 | 82,591 | - |
| 2008 | 228,598,213 | 152,938,889 | 71,272,580 | 44,986,271 | 7,882,220 | 28,797,817 | 75,659,324 | 17,850,773 | 57,296,000 | 0 |  | 98,000 | 281,812 | 132,739 | - |
| $2009{ }^{12}$ | 376,406,421 | 280,097,568 | 172,660,784 | 61,885,401 | 8,853,694 | 36,697,689 | 96,308,853 | 28,857,577 | 66,778,000 | 0 | , | 98,000 | 309,058 | 266,218 | - |
| 2010 | 280,458,555 | 179,560,187 | 75,155,797 | 58,198,856 | 9,212,228 | 36,993,306 | 100,898,368 | 80,709,552 | 19,618,000 | 0 | $\dagger$ | 98,000 | 255,108 | 217,708 | - |
| 2011 | 305,352,452 | 195,006,154 | 74,538,319 | 77,645,852 | 10,804,871 | 32,017,112 | 110,346,298 | 109,917,342 | 0 | 0 | $\dagger$ | 0 | 231,480 | 197,476 | - |
| 2012 | 302,574,280 | 197,534,242 | 76,106,350 | 79,923,155 | 9,328,554 | 32,176,184 | 105,040,038 | 104,612,005 | 0 | 0 | $\dagger$ | 0 | 243,871 | 184,162 | - |
| 2013 | 290,712,525 | 188,644,529 | 75,642,514 | 73,479,680 | 9,217,187 | 30,305,148 | 102,067,996 | 101,729,011 | 0 | 0 | $\dagger$ | 0 | 192,116 | 146,869 | - |
| 2014 | 299,166,582 | 199,611,510 | 77,055,620 | 80,916,948 | 9,435,306 | 32,203,636 | 99,555,072 | 99,186,791 | 0 | 0 | $\dagger$ | 0 | 249,553 | 118,728 | - |
| 2015 | 303,379,413 | 207,426,048 | 78,909,699 | 86,660,617 | 9,464,840 | 32,390,891 | 95,953,365 | 95,578,878 | 0 | 0 | $\dagger$ | 0 | 259,745 | 114,742 | - |
| 2016 | 294,818,076 | 200,023,892 | 82,029,675 | 74,837,278 | 9,600,541 | 33,556,398 | 94,794,185 | 94,435,754 | 0 | 0 | $\dagger$ | 0 | 253,991 | 104,440 | - |
| $2017{ }^{11}$ | 334,728,235 | 241,137,480 | 82,803,943 | 114,022,573 | 9,643,170 | 34,667,794 | 93,590,755 | 93,288,102 | 0 | 0 | $\dagger$ | 0 | 274,607 | 28,046 | - |
| 2018 | 309,167,308 | 217,316,354 | 86,166,625 | 83,544,180 | 9,565,623 | 38,039,926 | 91,850,953 | 91,504,259 | 0 | 0 | $\dagger$ | 0 | $314,667^{13}$ | 32,027 ${ }^{13}$ | - |
| 2019 | 336,598,961 | 245,591,373 | 87,085,005 | 107,465,117 | 9,872,654 | 41,168,597 ${ }^{13}$ | 91,007,588 | 90,660,894 | 0 | 0 | 0 | 0 | $314,667^{13}$ | $32,027^{13}$ | - |
|  | Constant fiscal year 2019 dollars ${ }^{14}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1965 | \$40,196,342 | \$40,243,515 | \$14,664,395 | \$9,039,938 | \$2,828,225 | \$13,710,957 | -\$47,173 | $\dagger$ | $\dagger$ | \$121,621 | $\dagger$ | $\dagger$ | $\dagger$ | -\$168,794 | - |
| 1970 | 82,293,696 | 77,302,348 | 36,024,619 | 21,207,049 | 5,960,720 | 14,109,959 | 4,991,348 | $\dagger$ | \$4,757,608 | 129,605 | $\dagger$ | $\dagger$ | -\$191,454 | 295,590 | 23,541, |
| 1975 | 106,505,269 | 101,599,951 | 46,320,033 | 33,348,926 | 7,017,367 | 14,913,625 | 4,905,318 | $\dagger$ | 5,379,255 | 155,606 | $\dagger$ | \$87,255 | -171,456 | -545,342 | \$37,541,355 |
| 1980 | 116,720,980 | 102,430,944 | 47,633,885 | 32,953,237 | 4,602,787 | 17,241,034 | 14,290,035 | , | 13,665,142 | 94,443 | + | 228,248 | -25,193 | 327,396 | 39,586,710 |
| 1985 | 103,864,887 | 85,083,701 | 36,846,178 | 24,360,986 | 4,594,700 | 19,281,838 | 18,781,186 | $\dagger$ | 18,458,696 | 46,625 | $\dagger$ | 165,686 | -28,256 | 138,435 | 41,650,335 |
| 1990 | 126,023,586 | 105,101,405 | 41,235,631 | 33,875,398 | 6,345,485 | 23,644,891 | 20,922,182 | $\dagger$ | 20,306,115 | 28,161 | \$938 | 111,005 | 239,560 | 236,403 | 35,712,952 |
| 1991 | 135,100,521 | 112,210,114 | 45,634,944 | 35,202,685 | 6,640,411 | 24,732,074 | 22,890,407 | $\dagger$ | 22,212,402 | 31,148 | 898 | 114,060 | 235,401 | 296,498 | 34,103,183 |
| 1992 | 138,275,119 | 114,125,242 | 48,178,576 | 34,602,400 | 6,886,794 | 24,457,473 | 24,149,877 | $\dagger$ | 23,407,081 | 29,902 | 935 | 124,212 | 303,036 | 284,710 | 34,417,105 |
| 1993 | 146,226,009 | 117,820,299 | 51,666,937 | 34,212,030 | 6,882,138 | 25,059,193 | 28,405,711 | $\dagger$ | 27,688,119 | 49,021 | $\dagger$ | 121,364 | 288,247 | 258,960 | 35,204,997 |
| 1994 | 160,387,270 | 120,094,845 | 53,192,706 | 34,344,034 | 7,382,916 | 25,175,189 | 40,292,425 | \$1,347,818 | 38,224,426 | 86,722 | $\dagger$ | 119,262 | 283,217 | 230,980 | 37,262,805 |

See notes at end of table.

Table 401.10. Federal support and estimated federal tax expenditures for education, by category: Selected fiscal years, 1965 through 2019—Continued
[In thousands of dollars]

| Fiscal year | Totalon-budgetsupport,off-budgetsupport, andnonfederalfundsgenerated byfederallegislation | On-budget support ${ }^{1}$ |  |  |  |  | Off-budget support and nonfederal funds generated by federal legislation |  |  |  |  |  |  |  | Estimated federal tax expenditures for education ${ }^{2}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  | Off-budget support |  |  | Nonfe | ral funds |  |  |  |
|  |  | Total | Elementary and secondary | $\begin{array}{r} \text { Post- } \\ \text { secondary } \end{array}$ | $\begin{array}{r} \text { Other } \\ \text { education } \end{array}$ | Research at educational institutions | Total | $\begin{array}{r} \text { Direct } \\ \text { Loan } \\ \text { Program } \end{array}$ | $\begin{array}{r} \text { Federal } \\ \text { Family } \\ \text { Education } \\ \text { Loan } \\ \text { Program } \end{array}$ | Perkins Loans ${ }^{6}$ | Income Contingent Loans ${ }^{7}$ | Leveraging <br> Educational <br> Assistance Partnerships ${ }^{8}$ | Supplemental Educational Opportunity Grants ${ }^{9}$ | Work-Study Aid ${ }^{10}$ |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 1995 | 164,272,387 | 126,568,081 | 53,767,869 | 40,182,430 | 7,547,205 | 25,070,577 | 37,704,306 | 7,380,925 | 29,613,753 | 84,220 | $\dagger$ | 101,383 | 289,437 | 234,588 | 39,337,886 |
| 1996 | 162,308,026 | 122,329,749 | 53,863,088 | 35,325,859 | 7,561,549 | 25,579,253 | 39,978,277 | 13,178,528 | 26,172,340 | 48,708 | † | 49,178 | 280,345 | 249,178 | 41,253,033 |
| 1997 | 171,433,979 | 126,445,176 | 54,422,370 | 37,825,980 | 7,702,143 | 26,494,683 | 44,988,803 | 14,969,215 | 29,394,816 | 80,838 | $\dagger$ | 76,697 | 350,044 | 117,193 | 43,141,951 |
| 1998 | 177,762,591 | 131,388,451 | 57,025,507 | 38,425,903 | 7,832,099 | 28,104,942 | 46,374,140 | 15,345,772 | 30,428,631 | 68,456 | $\dagger$ | 38,031 | 366,543 | 126,707 | 44,937,470 |
| 1999 | 185,486,561 | 139,990,601 | 60,018,425 | 41,989,847 | 7,991,885 | 29,990,445 | 45,495,960 | 14,736,036 | 30,216,665 | 50,043 | $\dagger$ | 37,570 | 384,565 | 71,082 | 56,144,358 |
| 2000 | 187,473,097 | 138,148,766 | 64,181,866 | 33,706,752 | 8,514,019 | 31,746,129 | 49,324,331 | 15,502,942 | 33,286,328 | 48,806 | $\dagger$ | 73,282 | 405,608 | 7,365 | 57,856,449 |
| 2001 | 197,581,585 | 146,934,040 | 69,313,396 | 32,804,602 | 8,398,161 | 36,417,881 | 50,647,546 | 14,745,811 | 35,269,377 | 35,706 | † | 114,261 | 452,265 | 30,126 | 59,215,532 |
| 2002 | 221,479,764 | 164,867,415 | 74,202,929 | 43,553,615 | 8,858,220 | 38,252,651 | 56,612,349 | 15,638,219 | 40,236,650 | 35,165 | † | 146,284 | 434,368 | 121,664 | - |
| 2003 | 244,063,660 | 181,046,409 | 81,068,373 | 51,287,714 | 8,934,395 | 39,755,926 | 63,017,251 | 16,059,427 | 46,215,394 | 45,134 | $\dagger$ | 140,871 | 416,694 | 139,732 | - |
| 2004 | 255,917,755 | 186,299,595 | 83,514,924 | 53,018,877 | 8,766,710 | 40,999,084 | 69,618,160 | 16,593,026 | 52,340,430 | 43,988 | $\dagger$ | 135,963 | 393,417 | 111,336 | - |
| 2005 | 274,406,532 | 201,824,615 | 88,960,637 | 60,390,884 | 9,403,936 | 43,069,157 | 72,581,918 | 16,198,694 | 55,781,635 | 0 | $\dagger$ | 130,162 | 393,894 | 77,532 | - |
| $2006{ }^{11}$ | 292,416,515 | 217,734,509 | 88,376,781 | 82,284,933 | 8,812,343 | 38,260,453 | 74,682,005 | 15,166,649 | 58,928,044 | 0 | † | 124,565 | 385,664 | 77,083 | - |
| 2007 | 264,476,447 | 186,541,478 | 85,739,748 | 55,351,407 | 8,745,269 | 36,705,055 | 77,934,969 | 15,160,072 | 62,205,548 | 0 | $\dagger$ | 121,211 | 348,029 | 100,109 | - |
| 2008 | 267,814,923 | 179,176,015 | 83,499,606 | 52,703,801 | 9,234,439 | 33,738,169 | 88,638,908 | 20,913,127 | 67,125,301 | 0 | $\dagger$ | 114,812 | 330,158 | 155,511 | - |
| $2009{ }^{12}$ | 441,026,922 | 328,184,009 | 202,302,750 | 72,509,730 | 10,373,673 | 42,997,855 | 112,842,913 | 33,811,773 | 78,242,278 | 0 | $\dagger$ | 114,824 | 362,116 | 311,922 | - |
| 2010 | 322,844,943 | 206,697,558 | 86,514,277 | 66,994,591 | 10,604,495 | 42,584,195 | 116,147,385 | 92,907,384 | 22,582,916 | 0 | $\dagger$ | 112,811 | 293,663 | 250,611 | - |
| 2011 | 343,470,902 | 219,349,605 | 83,843,255 | 87,338,715 | 12,153,689 | 36,013,945 | 124,121,297 | 123,638,793 | 0 | 0 | $\dagger$ | 0 | 260,377 | 222,128 |  |
| 2012 | 333,709,173 | 217,860,516 | 83,937,693 | 88,147,247 | 10,288,462 | 35,487,114 | 115,848,658 | 115,376,580 | 0 | 0 | $\dagger$ |  | 268,965 | 203,112 |  |
| 2013 | 316,137,688 | 205,143,020 | 82,258,064 | 79,906,073 | 10,023,304 | 32,955,579 | 110,994,668 | 110,626,036 | 0 | 0 | † | 0 | 208,918 | 159,714 |  |
| 2014 | 320,278,415 | 213,697,859 | 82,493,344 | 86,627,162 | 10,101,144 | 34,476,209 | 106,580,556 | 106,186,286 | , | 0 | $\dagger$ | 0 | 267,164 | 127,106 | - |
| 2015 | 323,126,175 | 220,927,270 | 84,045,879 | 92,301,299 | 10,080,900 | 34,499,192 | 102,198,905 | 101,800,043 | 0 | 0 | $\dagger$ | 0 | 276,652 | 122,210 | - |
| 2016 | 311,929,064 | 211,633,106 | 86,790,606 | 79,180,769 | 10,157,748 | 35,503,982 | 100,295,958 | 99,916,724 | 0 | 0 | $\dagger$ |  | 268,732 | 110,502 | - |
| $2017{ }^{11}$ | 348,373,852 | 250,967,752 | 86,179,549 | 118,670,847 | 10,036,286 | 36,081,070 | 97,406,100 | 97,091,109 | , | 0 | $\dagger$ | 0 | 285,802 | 29,189 | - |
| 2018 | 314,586,792 | 221,125,756 | 87,677,065 | 85,008,650 | 9,733,302 | 38,706,739 | 93,461,036 | 93,108,264 | 0 | 0 | $\dagger$ | 0 | 320,183 ${ }^{13}$ | 32,588 ${ }^{13}$ | - |
| 2019 | 336,598,961 | 245,591,373 | 87,085,005 | 107,465,117 | 9,872,654 | 41,168,597 ${ }^{13}$ | 91,007,588 | 90,660,894 | 0 | 0 | t | 0 | $314,667{ }^{13}$ | $32,027^{13}$ | - |

-Not available.
Not applicable.
On-budget support includes federal funds for education programs tied to appropriations. Excludes federal support for 1990 because data before FY 199 Medicare in the U.S. Department of Health and Human Services por but was not available as a separate budget item until FY 1990.
'Losses of tax revenue attributable to provisions of the federal income tax laws that allow a special exclusion, exemption, or deduction from gross income or provide a special credit, preferential rate of tax, or a deferral of tax liability affecting individual or corporate income tax liabilities.
Other education includes libraries, museums, cultural activities, and miscellaneous research
wh the . oans to students through federal capital rather than through private lenders. The Federal Family Education Loan (FFEL) Program, formerly known as the Guaranteed Student Loan Program, provided student loans guaranteed by the federal government and disbursed to borrowers. Since June 30, 2010, no new FFEL loans have been originated; all new loans are originated through the Direct Loan Program.
${ }^{6}$ Student loans created from institutional matching funds (since 1993, one-third of federal capital contributions). Excludes epayments of outstanding loans.
that involved only 10 institutions and had unsubsidized interest rates. Program repealed in fiscal year 1992.
${ }^{8}$ Formerly the State Student Incentive Grant Program. Starting in fiscal year 2000, amounts under $\$ 30.0$ million have required dollar-for-dollar state matching contributions, while amounts over $\$ 30.0$ million have required two-to-one state nstitutions arributions. the total grant.
The increases in pions to student earnings are generally one-third of federal allocation,
All education funds procondary expenditures in 2006 and 2017 resulted primarily from accounting adjustments.
of this tation funds from the American Recovery and Reinvestment Act of 2009 (ARRA) are included in the FY 2009 row of this table. Most of these funds had a 2-year availability, meaning that they were available for the U.S. Department of ${ }^{3}$ Estimated.
Data adjusted by the federal budget composite deflator, as reported in the U.S. Office of Management and Budget's Budge of the U.S. Government, Historical Tables, Fiscal Year 2021.
朝 or (especially for earlier years) outlays. Negative amounts occur when program receipts exceed outlays. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, Budget Service, unpublished tabulations. U.S. Department of Education, Nationa Government, Appendix, fiscal years 1967 through 2020. National Science Foundation, Federal Funds for Research and Development, fiscal years 1967 through 2020. (This table was prepared June 2020.)

Table 401.20. Federal on-budget funds for education, by agency: Selected fiscal years, 1970 through 2018

| Agency | $1970{ }^{1}$ | $1980{ }^{1}$ | 1990 | 2000 | 2010 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |
| Total | \$12,511,079 | \$34,465,612 | \$56,033,753 | \$94,257,817 | \$179,560,187 | \$197,534,242 | \$188,644,529 | \$199,611,510 | \$207,426,048 | \$200,023,892 | \$241,137,480 | \$217,316,354 |
| Department of Education ${ }^{2}$ | 4,625,224 | 13,137,785 | 23,198,575 | 34,106,697 | 80,886,361 | 98,948,633 | 88,839,759 | 95,402,189 | 100,421,930 | 88,871,248 | 127,025,204 | 97,614,576 |
| Department of Agriculture | 960,910 | 4,562,467 | 6,260,843 | 11,080,031 | 19,719,460 | 20,578,995 | 22,354,763 | 21,739,689 | 23,855,189 | 24,712,496 | 25,388,830 | 26,763,572 |
| Department of Commerce | 13,990 | 135,561 | 53,835 | 114,575 | 303,000 | 205,085 | 235,936 | 275,521 | 272,897 | 272,936 | 310,300 | 383,612 |
| Department of Defense | 821,388 | 1,560,301 | 3,605,509 | 4,525,080 | 7,686,288 | 7,400,880 | 7,036,469 | 7,297,021 | 7,006,346 | 7,194,204 | 7,230,743 | 7,920,474 |
| Department of Energy | 551,527 | 1,605,558 | 2,561,950 | 3,577,004 | 3,402,600 | 2,983,055 | 2,941,159 | 3,288,681 | 3,484,388 | 3,680,701 | 3,690,688 | 4,417,406 |
| Department of Health and Human Services | 1,127,521 | 3,712,930 | 11,906,197 | 24,961,831 | 39,742,472 | 37,100,826 | 35,766,013 | 39,071,095 | 38,996,167 | 41,076,948 | 42,492,380 | 44,973,040 |
| Department of Homeland Security |  |  |  |  | 540,229 | 333,630 | 358,580 | 371,808 | 372,144 | 332,266 | 312,254 | 301,672 |
| Department of Housing and Urban Development | 114,709 | 5,314 | 118 | 1,400 | 400 | 300 | 4,500 | 100 | 1,100 | 500 | 1,200 | 3,000 |
| Department of the Interior | 175,555 | 412,657 | 599,948 | 928,939 | 1,008,316 | 939,075 | 873,040 | 944,214 | 947,975 | 1,012,768 | 1,011,876 | 1,044,119 |
| Department of Justice | 15,728 | 60,721 | 99,775 | 292,859 | 219,993 | 224,295 | 218,994 | 240,957 | 233,264 | 265,780 | 242,304 | 197,797 |
| Department of Labor | 424,494 | 1,862,738 | 2,511,380 | 4,696,100 | 4,845,735 | 4,898,863 | 4,729,187 | 4,837,010 | 4,827,861 | 5,024,580 | 5,018,397 | 5,020,641 |
| Department of State | 59,742 | 25,188 | 51,225 | 388,349 | 801,180 | 741,922 | 812,957 | 835,741 | 870,920 | 864,395 | 854,326 | 914,232 |
| Department of Transportation | 27,534 | 54,712 | 76,186 | 117,054 | 160,243 | 173,888 | 178,502 | 168,000 | 178,050 | 182,614 | 188,918 | 228,054 |
| Department of the Treasury | 18 | 1,247,463 | 41,715 | 83,000 |  |  |  |  |  |  |  |  |
| Department of Veterans Affairs | 1,032,918 | 2,351,233 | 757,476 | 1,577,374 | 8,795,010 | 10,905,455 | 12,616,616 | 13,085,173 | 13,517,156 | 13,960,336 | 14,423,386 | 14,477,963 |
| Other agencies and programs |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| Agency for International Development | 88,034 | 176,770 | 249,786 | 332,500 | 557,900 | 629,900 | 603,900 | 594,039 | 648,000 | 657,111 | 688,243 | 461,030 |
| Appalachian Regional Commission | 37,838 | 19,032 | 93 | 7,243 | 5,070 | 11,124 | 13,070 | 13,073 | 23,682 | 39,639 | 35,712 | 21,904 |
| Barry Goldwater Scholarship and Excellence in Education Foundation | + | + | 1,033 | 3,000 | 4,000 | 4,000 | 4,000 | 3,000 | 2,000 | 3,000 | 3,000 | 3,000 |
| Corporation for National and Community Service |  |  |  | 696,545 | 857,021 | 750,252 | 711,009 | 756,849 | 758,349 | 787,929 | 736,029 | 736,029 |
| Environmental Protection Agency | 19,446 | 41,083 | 87,481 | 98,900 | 54,700 | 87,200 | 73,700 | 86,100 | 68,600 | 56,600 | 51,500 | 51,400 |
| Estimated education share of federal aid to the District of Columbia | 33,019 | 81,847 | 104,940 | 127,127 | 159,670 | 151,381 | 217,160 | 210,732 | 147,424 | 129,091 | 161,031 | 147,483 |
| Federal Emergency Management Agency | 290 | 1,946 | 215 | 14,894 |  |  |  |  |  |  |  |  |
| General Services Administration | 14,775 | 34,800 |  |  |  |  |  |  |  |  |  |  |
| Harry S. Truman Scholarship Foundation | $\dagger$ | -1,895 | 2,883 | 3,000 | 2,000 | 1,200 | 1,500 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| Institute of American Indian and Alaska Native |  |  |  |  |  |  |  |  |  |  |  |  |
| Culture and Arts Development | $\dagger$ | $\dagger$ | 4,305 | 2,000 | 8,000 | 9,000 | 8,000 | 9,000 | 9,000 | 12,000 | 12,000 | 15,000 |
| Institute of Museum and Library Services | † | $\dagger$ |  | 166,000 | 282,251 | 231,954 | 219,821 | 226,860 | 227,860 | 230,000 | 230,000 | 229,000 |
| James Madison Memorial Fellowship Foundation | $\dagger$ |  | 191 | 7,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 |
| Japanese-United States Friendship Commission |  | 2,294 | 2,299 | 3,000 | 2,000 | 3,700 | 3,700 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 |
| Library of Congress | 29,478 | 151,871 | 189,827 | 299,000 | 510,877 | 465,961 | 442,051 | 455,760 | 464,449 | 469,547 | 500,915 | 510,412 |
| National Aeronautics and Space Administration | 258,366 | 255,511 | 1,093,303 | 2,077,830 | 1,585,500 | 2,289,837 | 2,200,143 | 2,287,755 | 2,355,450 | 2,522,132 | 2,683,000 | 2,894,900 |
| National Archives and Records Administration | $\dagger$ |  | 77,397 | 121,879 | 339,000 | 391,500 | 371,022 | 386,630 | 381,730 | 389,073 | 392,956 | 393,960 |
| National Commission on Libraries and Information Science |  |  | 3,281 |  |  |  |  |  |  |  |  |  |
| National Endowment for the Arts | 340 | 5,220 | 5,577 | 10,048 | 14,413 | 16,595 | 13,910 | 15,426 | 13,509 | 14,364 | 14,216 | 13,354 |
| National Endowment for the Humanities | 8,459 | 142,586 | 141,048 | 100,014 | 142,654 | 136,100 | 114,171 | 117,533 | 120,216 | 121,925 | 104,533 | 93,392 |
| National Science Foundation | 295,628 | 808,392 | 1,588,891 | 2,955,244 | 5,533,530 | 5,534,426 | 5,302,011 | 5,476,858 | 5,808,512 | 5,735,629 | 5,956,118 | 6,109,979 |
| Nuclear Regulatory Commission |  | 32,590 | 42,328 | 12,200 | 14,500 | 8,600 | 5,400 | 9,400 | 8,000 | 8,000 | 5,900 | 6,000 |
| Office of Economic Opportunity | 1,092,410 |  |  |  |  |  |  |  |  |  |  |  |
| Social Security Administration | 669,333 | 1,901,000 | 489,814 | 729,036 | 1,281,700 | 1,301,800 | 1,300,700 | 1,328,700 | 1,327,200 | 1,319,900 | 1,294,600 | 1,288,700 |
| Smithsonian Institution | 2,461 | 5,153 | 5,779 | 25,764 | 28,814 | 28,809 | 29,986 | 28,796 | 29,979 | 27,779 | 27,538 | 28,070 |
| U.S. Arms Control and Disarmament Agency | 100 | 661 | 25 |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  | $\dagger$ | $\dagger$ |
| United States Information Agency | 8,423 | 66,210 | 201,547 |  |  |  |  |  |  |  |  |  |
| United States Institute of Peace |  |  | 7,621 | 13,000 | 49,000 | 39,000 | 37,000 | 37,000 | 35,000 | 35,300 | 37,884 | 37,884 |
| Other agencies | 1,421 | 990 | 885 | 300 | 14,300 | 5,000 | 3,800 | 4,800 | 5,700 | 7,100 | 5,500 | 8,700 |

See notes at end of table.


## $\dagger$ Not applicable.

Excludes federal support for medical education benefits under Medicare in the U.S. Department of Health and Human Services. Benefits are excluded because data before fiscal year (FY) 1990 are not available. This program has existed since Medicare began but was not available as a separate budget item until FY 1990.
The U.S. Department of Education was created in May 1980. It formerly was the Office of Education in the U.S. Departmen of Health, Education, and Welfare. This table does not include education funds from the American Recovery and Reinvestment Act ol 20ility, meaning that they were available for the Department of Education to obligate during FY 2009 and FY 2010.
${ }^{3}$ Data adjusted by the federal budget composite deflator, as reported in the U.S. Office of Management and Budget's Budget of the U.S. Government, Historical Tables, Fiscal Year 2021.

NOTE: To the extent possible, federal education funds data do not represent obligations but instead represent appropriation or (especially for earlier years) outlays. Negative amounts occur when program receipts exceed outlays. Some data have SOURCE: U.S. Department published figures. Detail may not sum to totals because of rounding. Management and Budget, Budget of the U.S. Government, Appendix; and supplemental agency budget documents, fiscal years 1972 through 2019. National Science Foundation, Federal Funds for Research and Development, fiscal years 1970 through 2018. (This table was prepared June 2020.)

Table 401.60. U.S. Department of Education appropriations for major programs, by state or jurisdiction: Fiscal year 2018
[In thousands of current dollars]

| State or jurisdiction | Total | Grants for the disadvantaged ${ }^{1}$ | Block grants to states for school improvement ${ }^{2}$ | School assistance in federally affected areas ${ }^{3}$ | Career/ technical and adult education ${ }^{4}$ | Special education |  | Indian education | Student financial assistance ${ }^{6}$ | Rehabilitation services ${ }^{7}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Total, 50 states and D.C. ${ }^{8}$ | \$69,286,547 | \$15,595,840 | \$3,743,760 | \$1,186,981 | \$1,758,536 | \$12,826,617 | \$673,966 | \$105,381 | \$30,200,695 | \$3,194,771 |
| Total, 50 states, D.C., other activities, and other jurisdictions | 71,590,817 | 16,182,167 | 3,911,343 | 1,335,964 | 1,809,553 | 13,128,968 | 737,400 | 105,381 | 31,068,488 | 3,311,553 |
| Alabama | 1,193,338 | 254,363 | 63,549 | 1,974 | 30,005 | 202,667 | 3,728 | 1,336 | 566,202 | 69,514 |
| Alaska | 342,173 | 59,869 | 19,968 | 148,003 | 5,724 | 42,371 | 1,294 | 12,863 | 39,966 | 12,115 |
| Arizona | 1,969,266 | 368,734 | 74,578 | 164,024 | 42,056 | 226,541 | 13,282 | 11,330 | 986,694 | 82,027 |
| Arkansas | 754,417 | 164,501 | 42,472 | 223 | 18,110 | 126,934 | 3,621 | 143 | 354,685 | 43,726 |
| California | 8,701,763 | 2,104,943 | 419,338 | 53,020 | 220,209 | 1,375,595 | 150,625 | 5,190 | 4,060,756 | 312,087 |
| Colorado | 970,658 | 159,530 | 44,768 | 32,154 | 25,267 | 179,965 | 9,779 | 679 | 472,789 | 45,727 |
| Connecticut | 666,759 | 126,222 | 35,218 | 3,886 | 15,624 | 148,543 | 6,381 | 37 | 306,050 | 24,799 |
| Delaware | 201,839 | 51,938 | 19,587 | 49 | 6,898 | 41,342 | 1,180 | 0 | 68,397 | 12,449 |
| District of Columbia | 300,203 | 50,996 | 19,309 | 23 | 5,982 | 22,372 | 1,212 | 0 | 183,336 | 16,972 |
| Florida | 4,222,747 | 875,726 | 184,215 | 6,849 | 112,278 | 718,293 | 43,458 | 105 | 2,081,925 | 199,898 |
| Georgia | 2,294,667 | 541,965 | 118,390 | 17,902 | 62,588 | 386,016 | 15,269 | 0 | 1,050,201 | 102,336 |
| Hawaii | 263,192 | 52,114 | 19,817 | 40,317 | 7,977 | 45,019 | 3,710 | 0 | 80,030 | 14,208 |
| Idaho | 361,409 | 63,992 | 22,456 | 6,119 | 9,601 | 64,021 | 2,259 | 504 | 172,368 | 20,088 |
| Illinois | 2,818,895 | 681,399 | 154,422 | 14,378 | 63,501 | 565,595 | 24,944 | 217 | 1,198,536 | 115,902 |
| Indiana | 1,319,151 | 273,351 | 66,885 | 50 | 37,618 | 289,627 | 8,447 | 0 | 573,747 | 69,427 |
| lowa | 685,908 | 99,760 | 32,710 | 175 | 15,878 | 136,616 | 4,167 | 287 | 362,534 | 33,781 |
| Kansas | 603,207 | 108,229 | 34,052 | 43,234 | 14,769 | 120,562 | 4,731 | 738 | 248,067 | 28,826 |
| Kentucky | 985,091 | 245,461 | 61,953 | 302 | 26,969 | 182,104 | 3,826 | 0 | 410,531 | 53,945 |
| Louisiana | 1,161,538 | 342,801 | 79,423 | 7,895 | 30,891 | 211,209 | 3,450 | 896 | 447,325 | 37,648 |
| Maine | 284,273 | 56,121 | 22,693 | 2,104 | 7,555 | 62,262 | 830 | 198 | 115,089 | 17,422 |
| Maryland | 1,030,919 | 240,867 | 55,041 | 5,343 | 26,640 | 225,012 | 10,890 | 63 | 421,479 | 45,585 |
| Massachusetts | 1,288,396 | 240,813 | 63,547 | 535 | 30,342 | 315,919 | 14,888 | 211 | 567,345 | 54,797 |
| Michigan | 2,075,228 | 496,235 | 131,878 | 4,240 | 53,152 | 444,142 | 12,289 | 1,955 | 816,839 | 114,498 |
| Minnesota | 1,094,627 | 172,060 | 50,885 | 23,207 | 23,984 | 214,280 | 9,551 | 4,348 | 543,949 | 52,363 |
| Mississippi | 851,482 | 210,779 | 56,229 | 1,855 | 19,627 | 134,057 | 1,493 | 513 | 382,505 | 44,423 |
| Missouri | 1,268,002 | 246,277 | 70,876 | 22,511 | 32,491 | 252,769 | 4,682 | 75 | 567,364 | 70,957 |
| Montana | 273,207 | 50,376 | 24,886 | 58,392 | 6,884 | 43,042 | 500 | 3,932 | 72,572 | 12,622 |
| Nebraska | 392,315 | 80,833 | 24,877 | 19,093 | 9,537 | 83,622 | 3,403 | 1,000 | 148,953 | 20,997 |
| Nevada | 443,819 | 130,625 | 27,543 | 4,731 | 16,998 | 86,688 | 6,642 | 616 | 149,325 | 20,652 |
| New Hampshire | 283,958 | 40,798 | 21,753 | 5 | 7,501 | 53,675 | 985 | 0 | 146,982 | 12,258 |
| New Jersey | 1,709,693 | 366,591 | 86,219 | 13,096 | 40,267 | 402,374 | 19,092 | 0 | 717,209 | 64,845 |
| New Mexico | 605,734 | 130,195 | 32,707 | 86,101 | 13,112 | 101,661 | 4,496 | 8,189 | 202,791 | 26,482 |
| New York | 4,785,047 | 1,224,303 | 274,605 | 46,439 | 99,058 | 855,956 | 56,816 | 2,012 | 2,059,314 | 166,546 |
| North Carolina | 2,013,543 | 457,392 | 100,106 | 12,606 | 58,403 | 378,199 | 14,468 | 3,680 | 871,820 | 116,869 |
| North Dakota | 193,729 | 39,166 | 20,810 | 26,380 | 5,761 | 34,869 | 530 | 2,677 | 52,091 | 11,445 |
| Ohio | 2,205,309 | 559,441 | 134,462 | 1,627 | 60,227 | 485,806 | 10,151 | 0 | 850,535 | 103,059 |
| Oklahoma | 886,007 | 189,664 | 55,925 | 28,541 | 21,729 | 165,278 | 5,350 | 25,932 | 351,227 | 42,360 |
| Oregon | 774,940 | 170,229 | 40,176 | 3,165 | 20,659 | 144,140 | 7,058 | 1,932 | 339,274 | 48,307 |
| Pennsylvania | 2,494,070 | 654,535 | 143,343 | 855 | 60,712 | 476,663 | 14,976 | 0 | 997,007 | 145,978 |
| Rhode Island | 272,073 | 53,184 | 19,711 | 1,391 | 7,904 | 49,883 | 1,904 | 0 | 125,490 | 12,606 |
| South Carolina | 1,013,660 | 246,590 | 55,338 | 1,262 | 29,390 | 199,326 | 4,376 | 14 | 408,251 | 69,113 |
| South Dakota | 280,609 | 49,290 | 21,012 | 62,598 | 6,103 | 41,184 | 894 | 4,186 | 83,798 | 11,545 |
| Tennessee | 1,351,009 | 311,342 | 72,979 | 2,086 | 37,254 | 265,333 | 6,158 | 0 | 594,830 | 61,027 |
| Texas | 6,220,562 | 1,560,775 | 333,829 | 92,312 | 169,214 | 1,136,799 | 113,237 | 450 | 2,560,977 | 252,969 |
| Utah | 778,279 | 83,789 | 27,548 | 7,786 | 17,899 | 129,977 | 4,314 | 1,408 | 470,786 | 34,771 |
| Vermont | 162,766 | 37,273 | 20,196 | 11 | 5,673 | 33,788 | 500 | 218 | 52,946 | 12,162 |
| Virginia | 1,565,352 | 268,436 | 68,908 | 31,338 | 40,334 | 318,597 | 13,232 | 8 | 744,766 | 79,732 |
| Washington | 1,194,972 | 258,176 | 62,700 | 53,439 | 32,617 | 249,758 | 16,708 | 4,440 | 452,097 | 65,037 |
| West Virginia | 474,452 | 98,130 | 30,359 | 0 | 12,150 | 85,516 | 546 | 0 | 217,521 | 30,230 |
| Wisconsin | 1,041,237 | 208,927 | 60,122 | 14,754 | 27,871 | 235,162 | 7,144 | 1,998 | 418,864 | 66,396 |
| Wyoming | 161,058 | 36,734 | 19,382 | 18,601 | 5,544 | 35,490 | 500 | 1,001 | 32,561 | 11,245 |
| Other activities/jurisdictions |  |  |  |  |  |  |  |  |  |  |
| Indian Tribe Set-Aside | 294,265 | 110,284 | 21,132 | 0 | 14,907 | 102,620 | 5,000 | 0 | 0 | 40,322 |
| Other nonstate allocations | 273,283 | 16,190 | 32,791 | 147,895 | 3,069 | 21,000 | 51,378 | 0 | 0 | 959 |
| American Samoa | 37,985 | 19,323 | 4,288 | 0 | 549 | 6,990 | 1,122 | 0 | 4,601 | 1,112 |
| Freely Associated States ${ }^{9}$ | 25,110 | 1,000 | 0 | 0 | 175 | 6,579 | 0 | 0 | 17,355 | 0 |
| Guam | 63,297 | 20,936 | 6,386 | 0 | 1,148 | 15,641 | 1,341 | 0 | 15,730 | 2,115 |
| Northern Marianas | 26,520 | 11,680 | 2,677 | 0 | 589 | 5,316 | 1,113 | 0 | 4,078 | 1,067 |
| Puerto Rico | 1,551,347 | 396,833 | 96,690 | 986 | 29,496 | 134,419 | 3,387 | 0 | 820,550 | 68,986 |
| U.S. Virgin Islands | 32,463 | 10,081 | 3,621 | 102 | 1,082 | 9,785 | 93 | 0 | 5,479 | 2,221 |

${ }^{1}$ Title I grants. Includes grants to local education agencies (Basic, Concentration, Targeted, and Education Finance Incentive Grants); School Improvement State Grants State Agency Program—Migrant Education; and State Agency Program—Neglected and Delinquent Children.
${ }^{2}$ Title VI grants. Includes Supporting Effective Instruction State Grants; Mathematics and Science Partnerships; 21st Century Community Learning Centers; State Assessments; Rural and Low-Income Schools Program; Small, Rural School Achievement Program; and Homeless Children and Youth Education.
${ }^{3}$ Includes Impact Aid—Basic Support Payments; Impact Aid—Payments for Children with Disabilities; and Impact Aid-Construction.
${ }^{4}$ Includes Career and Technical Education State Grants; Adult Basic and Literacy Education State Grants; and English Literacy and Civics Education State Grants.
${ }^{5}$ Includes Special Education-Grants to States; Special Education-Preschool Grants; and Grants for Infants and Families.
${ }^{6}$ Includes Federal Pell Grants; Federal Supplemental Educational Opportunity Grants; Federal Work-Study; and Student Loan Program interest subsidies.
${ }^{7}$ Includes Vocational Rehabilitation State Grants; Client Assistance State Grants; Protection and Advocacy of Individual Rights; Supported Employment State Grants; and Independent Living Services for Older Blind Individuals
${ }^{8}$ Total excludes other activities and other jurisdictions.
${ }^{9}$ Includes the Marshall Islands, the Federated States of Micronesia, and Palau.
NOTE: Data reflect revisions to figures in the Budget of the United States Government, Fiscal Year 2020. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Budget Service, retrieved April 13, 2020, from https://www2.ed.gov/about/overview/budget/statetables/20stbyprogram.pdf; and unpublished tabulations. (This table was prepared April 2020.)

Table 401.70. Appropriations for Title I and selected other programs under the Every Student Succeeds Act of 2015, by program and state or jurisdiction: Fiscal years 2018 and 2019
[In thousands of current dollars]

| State or jurisdiction | Title I total, $2018{ }^{1}$ | Title I, 2019 |  |  |  | Assessing Achievement, 2019 | Supporting Effective Instruction State Grants, 2019 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total ${ }^{1}$ | Grants to local education agencies ${ }^{2}$ | State agency programs |  |  |  |
|  |  |  |  | Neglected and Delinquent | Migrant |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Total, 50 states and D.C. ${ }^{3}$ | \$15,595,840 | \$15,685,340 | \$15,274,571 | \$46,018 | \$364,751 | \$360,598 | \$1,967,248 |
| Total, 50 states, D.C., other activities, and other jurisdictions | 16,182,167 | 16,282,167 | 15,859,802 | 47,614 | 374,751 | 378,000 | 2,055,830 |
| Alabama | 254,363 | 259,790 | 257,319 | 586 | 1,885 | 6,086 | 33,628 |
| Alaska | 59,869 | 62,988 | 45,609 | 415 | 16,964 | 3,506 | 9,857 |
| Arizona | 368,734 | 348,683 | 339,128 | 1,638 | 7,917 | 7,675 | 37,200 |
| Arkansas | 164,501 | 162,264 | 157,131 | 304 | 4,829 | 4,987 | 20,277 |
| California | 2,104,943 | 2,079,389 | 1,963,513 | 1,490 | 114,386 | 28,369 | 229,490 |
| Colorado | 159,530 | 153,307 | 145,897 | 561 | 6,849 | 6,596 | 23,292 |
| Connecticut | 126,222 | 132,143 | 131,135 | 1,009 | 0 | 5,139 | 17,930 |
| Delaware | 51,938 | 53,198 | 52,114 | 698 | 386 | 3,576 | 9,857 |
| District of Columbia | 50,996 | 49,171 | 49,085 | 86 | 0 | 3,317 | 9,857 |
| Florida | 875,726 | 920,110 | 898,113 | 1,513 | 20,483 | 14,954 | 102,439 |
| Georgia | 541,965 | 547,317 | 538,160 | 1,677 | 7,479 | 10,160 | 61,190 |
| Hawaii | 52,114 | 53,505 | 51,230 | 128 | 2,147 | 3,836 | 9,857 |
| Idaho | 63,992 | 63,242 | 58,230 | 627 | 4,385 | 4,281 | 9,857 |
| Illinois | 681,399 | 673,946 | 671,396 | 479 | 2,071 | 11,122 | 79,034 |
| Indiana | 273,351 | 261,819 | 257,161 | 673 | 3,985 | 7,453 | 36,200 |
| Iowa | 99,760 | 90,566 | 87,956 | 513 | 2,097 | 5,063 | 15,088 |
| Kansas | 108,229 | 109,525 | 100,955 | 205 | 8,365 | 5,001 | 15,906 |
| Kentucky | 245,461 | 238,800 | 231,667 | 1,124 | 6,009 | 5,841 | 31,211 |
| Louisiana | 342,801 | 345,523 | 341,692 | 2,040 | 1,790 | 6,056 | 44,060 |
| Maine | 56,121 | 54,277 | 53,336 | 93 | 847 | 3,721 | 9,857 |
| Maryland | 240,867 | 244,109 | 242,109 | 1,633 | 366 | 6,780 | 28,509 |
| Massachusetts | 240,813 | 255,717 | 252,965 | 1,586 | 1,166 | 6,900 | 34,310 |
| Michigan | 496,235 | 477,898 | 469,889 | 1,242 | 6,768 | 9,169 | 72,707 |
| Minnesota | 172,060 | 169,255 | 166,981 | 437 | 1,837 | 6,670 | 26,519 |
| Mississippi | 210,779 | 206,609 | 205,452 | 407 | 750 | 5,017 | 29,060 |
| Missouri | 246,277 | 251,337 | 248,761 | 1,477 | 1,099 | 6,890 | 35,300 |
| Montana | 50,376 | 50,712 | 48,946 | 254 | 1,511 | 3,647 | 9,857 |
| Nebraska | 80,833 | 84,859 | 77,333 | 438 | 7,088 | 4,332 | 10,015 |
| Nevada | 130,625 | 137,448 | 136,383 | 893 | 171 | 4,949 | 13,136 |
| New Hampshire | 40,798 | 45,295 | 44,616 | 432 | 247 | 3,752 | 9,857 |
| New Jersey | 366,591 | 370,352 | 366,132 | 1,905 | 2,315 | 8,559 | 45,227 |
| New Mexico | 130,195 | 130,918 | 129,745 | 325 | 848 | 4,386 | 16,431 |
| New York | 1,224,303 | 1,229,947 | 1,219,497 | 2,521 | 7,929 | 14,341 | 148,453 |
| North Carolina | 457,392 | 472,051 | 466,200 | 688 | 5,163 | 9,549 | 52,478 |
| North Dakota | 39,166 | 40,222 | 39,467 | 117 | 638 | 3,480 | 9,857 |
| Ohio | 559,441 | 584,102 | 581,146 | 1,034 | 1,921 | 10,355 | 74,458 |
| Oklahoma | 189,664 | 192,308 | 190,662 | 535 | 1,111 | 5,696 | 25,123 |
| Oregon | 170,229 | 170,172 | 145,184 | 1,573 | 23,415 | 5,477 | 19,869 |
| Pennsylvania | 654,535 | 641,281 | 630,162 | 1,751 | 9,368 | 10,538 | 76,769 |
| Rhode Island | 53,184 | 55,064 | 54,762 | 302 | 0 | 3,584 | 9,857 |
| South Carolina | 246,590 | 256,873 | 255,374 | 725 | 774 | 6,152 | 28,640 |
| South Dakota | 49,290 | 49,683 | 48,946 | 0 | 736 | 3,602 | 9,857 |
| Tennessee | 311,342 | 310,364 | 308,799 | 298 | 1,268 | 7,260 | 37,879 |
| Texas | 1,560,775 | 1,557,572 | 1,512,298 | 2,604 | 42,670 | 23,818 | 184,124 |
| Utah | 83,789 | 83,943 | 81,619 | 988 | 1,336 | 5,632 | 14,195 |
| Vermont | 37,273 | 37,540 | 36,920 | 126 | 494 | 3,334 | 9,857 |
| Virginia | 268,436 | 280,756 | 279,166 | 704 | 887 | 8,264 | 37,837 |
| Washington | 258,176 | 288,528 | 256,762 | 2,512 | 29,254 | 7,651 | 34,073 |
| West Virginia | 98,130 | 102,440 | 101,309 | 1,131 | 0 | 4,042 | 15,459 |
| Wisconsin | 208,927 | 208,794 | 207,563 | 481 | 750 | 6,648 | 31,588 |
| Wyoming | 36,734 | 39,632 | 38,596 | 1,036 | 0 | 3,383 | 9,857 |
| Other activities/jurisdictions |  |  |  |  |  |  |  |
| Indian Tribe Set-Aside | 110,284 | 110,984 | 110,984 | 0 | 0 | 1,846 | 10,228 |
| Other nonstate allocations | 16,190 | 16,190 | 5,000 | 1,190 | 10,000 | 8,900 | 10,279 |
| American Samoa | 19,323 | 19,447 | 19,447 | 0 | 0 | 359 | 2,574 |
| Freely Associated States ${ }^{4}$ | 1,000 | 1,000 | 1,000 | 0 | 0 | 0 | 0 |
| Guam | 20,936 | 21,071 | 21,071 | 0 | 0 | 809 | 3,817 |
| Northern Marianas | 11,680 | 11,755 | 11,755 | 0 | 0 | 262 | 1,584 |
| Puerto Rico | 396,833 | 406,234 | 405,828 | 406 | 0 | 4,811 | 57,847 |
| U.S. Virgin Islands | 10,081 | 10,146 | 10,146 | 0 | 0 | 416 | 2,252 |

${ }^{1}$ This table does not include funding for School Improvement State Grants because the Every Student Succeeds Act of 2015 did not authorize funding for these grants. For fiscal years prior to FY 2017, School Improvement State Grants had been funded under the No Child Left Behind Act of 2001.
${ }^{2}$ Includes Basic, Concentration, Targeted, and Education Finance Incentive Grants.
${ }^{3}$ Total excludes other activities and other jurisdictions.
${ }^{4}$ Includes the Marshall Islands, the Federated States of Micronesia, and Palau.

NOTE: Data for FY 2018 are revised from previously published figures. Estimates for FY 2019 are preliminary. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Budget Service, Elementary, Secondary, and Vocational Education Analysis Division, retrieved April 13, 2020, from https://www2. ed.gov/about/overview/budget/statetables/20stbyprogram.pdf. (This table was prepared April 2020.)

## CHAPTER 5 Outcomes of Education

This chapter contains tables comparing educational attainment and workforce characteristics. The data show labor force status, income levels, and occupations of high school dropouts and high school and college graduates. Most of these tables are based on data from the U.S. Census Bureau and the U.S. Bureau of Labor Statistics. Population characteristics are provided for many of the measures to allow for comparisons among various demographic groups. While most of the tables in this chapter focus on labor market outcomes, the chapter ends with several tables on adults' attitudes, skills, and participation in continuing education.

Statistics related to outcomes of education appear in other sections of the Digest. Chapter 1 includes statistics on educational attainment of the entire population. Chapters 2 and 3 have more detailed data on the numbers of high school and college graduates. Chapter 3 also contains trend data on the percentage of high school completers going to college. Chapter 6 includes international comparisons of employment rates by educational attainment. In addition, data on earnings by educational attainment may be obtained from the U.S. Census Bureau's Current Population Reports, Series P-60. The U.S. Bureau of Labor Statistics has a series of publications regarding the educational characteristics of the labor force.

Further information on survey methodologies can be found in Appendix A: Guide to Sources and in the publications cited in the table source notes.

## Labor Force Participation by Education Level

In 2018, the labor force participation rate-the percentage of people either employed or actively seeking employ-ment-was generally higher for adults with higher levels of educational attainment than for those with less education. Among 25- to 64-year-olds, 87 percent of those with a bachelor's or higher degree participated in the labor force in 2018, compared with 72 percent of those who had completed only high school and 61 percent of those who had not completed high school (table 501.10). Within each education level, the labor force participation rate also varied by race/ethnicity. For 25- to 64-year-olds who had completed only high school, the 2018 labor force participation rate was highest for those who were Hispanic (77 percent), followed by those who were Asian (74 percent), White ( 72 percent), Black ( 69 percent), and American Indian/

Alaska Native (61 percent). The same patterns by race/ethnicity were observed for 25- to 64-year-olds who had not completed high school. For 25- to 64-year-olds with a bachelor's or higher degree in 2018, the labor force participation rate was highest for those who were Black (89 percent), followed by those who were Hispanic (88 percent), White ( 87 percent), and then Asian and American Indian/Alaska Native (84 and 82 percent, respectively, which were not measurably different from each other).

In 2019, the unemployment rate-the percentage of people in the labor force who are not employed and who have made specific efforts to find employment sometime during the prior 4 weeks-was generally higher for people with lower levels of educational attainment than for those with more education. The unemployment rate for 25- to 64-yearolds who had not completed high school was 6 percent in 2019, compared with 4 percent for those who had completed only high school and 2 percent for those with a bachelor's or higher degree (table 501.80). Among 25- to 34-year-olds, the 2019 unemployment rate was 10 percent for those who had not completed high school, 6 percent for high school completers, and 2 percent for those with a bachelor's or higher degree (table 501.80 and figure 22).

In 2019, the employment to population ratio-the percentage of the population that is employed-was generally higher for people with higher levels of educational attainment than for those with less education. Among 25- to 34-year-olds, for example, 87 percent of those with a bachelor's or higher degree were employed in 2019, compared with 74 percent of those who had completed only high school and 57 percent of those who had not completed high school (table 501.50 and figure 23).

The relative difficulties that high school dropouts encounter in entering the job market are highlighted by comparing the labor force participation and employment to population ratio of recent high school dropouts with those of recent high school completers who did not immediately enroll in postsecondary education. In October 2018, about 47 percent of 2017-18 high school dropouts participated in the labor force (i.e., were either employed or looking for work), which was lower than the labor force participation rate for high school completers who were not enrolled in college ( 74 percent; tables 504.10 and 504.20 and figure 24). Similarly, the employment to population ratio for recent high school dropouts (41 percent) was lower than that for recent high school completers who were not enrolled in college (60 percent). However, the percentage
of recent high school dropouts who were unemployed (6 percent) was lower than the percentage for recent high school completers who were not enrolled in college (14 percent).

In 2019, about 7 percent of employed people age 25 and over had not completed high school and 25 percent had completed high school only (table 502.10). In contrast, about half ( 53 percent) of all employed people age 25 and over had a postsecondary degree (i.e., an associate's or higher degree), which included 26 percent who had a bachelor's degree and 16 percent who had a master's or higher degree.

## Earnings by Education Level

Median annual earnings were generally higher for adults with higher levels of educational attainment than for those with lower levels of educational attainment. Among fulltime year-round workers age 25 and over, both males and females who had more education generally earned more than their counterparts of the same sex who had less education. In 2018, for example, males whose highest level of educational attainment was a bachelor's degree earned 65 percent more than males whose highest level of attainment was high school completion, and females who had attained a bachelor's degree earned 74 percent more than females who had only completed high school (table E and table 502.20).

Among full-time year-round workers age 25 and over, the earnings of females were lower than the earnings of males overall, as well as at each education level. For example, median 2018 earnings for full-time year-round workers whose highest level of educational attainment was a bachelor's degree were 33 percent higher for males than for females. Among those who had only completed high school, median 2018 earnings were 40 percent higher for males than for females (table 502.20).

Differences in earnings by sex at the same level of education can also be seen in the changes in median annual earnings between 1995 and 2018 (adjusted for inflation). For full-time year-round workers age 25 and over who had started but not completed high school, median annual earnings in 2018 were $\$ 35,600$ for males and $\$ 25,140$ for females, and were not measurably different from 1995 for either group (table 502.20). Among those who had completed high school only, male and female full-time yearround workers in 2018 earned \$45,580 and \$32,620, respectively, reflecting constant dollar declines for both since 1995 (down 6 percent from \$48,630 for males and 3 percent from $\$ 33,720$ for females). In contrast, females whose highest level of attainment was a bachelor's degree saw median annual earnings that were 7 percent higher in $2018(\$ 56,680)$ than in $1995(\$ 52,820)$. This was not the case for male bachelor's degree holders. Although their earnings in $2018(\$ 75,150)$ were higher than those for female bachelor's degree holders, they were not measurably different than in 1995, after adjustment for inflation.

Table E. Median annual earnings of full-time year-round workers age 25 and over, by selected levels of educational attainment and sex: Selected years, 1995 through 2018
[In constant 2018 dollars]

| Sex and year | Some high school, <br> no completion | High school <br> completion | Bachelor's <br> degree |
| :--- | ---: | ---: | ---: |
| Males | $\$ 36,560$ |  | $\$ 48,630$ |

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-60, Money Income in the United States, 1995 and 2000; and Current Population Survey (CPS), Annual Social and Economic Supplement, 2006, 2011, 2016, and 2019.

## Earnings for Recent College Graduates

Economic returns to education differ not only by level of educational attainment, but by field of study. For 25- to 29-year-old full-time year-round workers with a bachelor's degree (i.e., workers whose earnings are most directly determined by their recent educational credentials, as opposed to job tenure), median annual earnings were $\$ 50,600$ in 2018 (table 505.10 and figure 26). However, these earnings varied by degree field. For example, among the most common bachelor's degree fields, ${ }^{1}$ median annual earnings in 2018 were over $\$ 60,000$ for two fields-computer and information sciences $(\$ 70,140)$ and engineering and engineering-related fields $(\$ 70,890)$-but below $\$ 45,000$ for the fields of psychology ( $\$ 41,420$ ), education $(\$ 41,510)$, criminal justice and fire protection $(\$ 41,810)$, and fine and commercial arts ( $\$ 42,520$; table 505.10).

Overall, the median annual earnings of 25- to 29-yearold full-time year-round workers with a bachelor's degree did not measurably change between 2010 and 2018, after adjustment for inflation (table 505.10). However, changes in median annual earnings from 2010 to 2018 varied by degree field. For example, inflation-adjusted median annual earnings were lower in 2018 than in 2010 for those with a bachelor's degree in education (6 percent lower), health professions (5 percent lower), and social sciences (3 percent lower). There was no measurable change in infla-tion-adjusted median annual earnings for 25- to 29-year-old full-time year-round workers with a bachelor's degree in fine and commercial arts, business, communications and communications technologies, criminal justice and fire protection, engineering and engineering-related fields, English language and literature, natural sciences, and psychology. Earnings for workers with a bachelor's degree in computer and information sciences were 8 percent higher in 2018 than in 2010, after adjustment for inflation.

[^54]Figure 22. Unemployment rates of persons 25 to 34 years old, by highest level of educational attainment: Selected years, 1990 through 2019

${ }^{1}$ Includes equivalency credentials, such as the GED credential. For 1990, includes all persons with 4 or more years of high school.
${ }^{2}$ Includes persons with no college degree as well as those with an associate's degree.
${ }^{3}$ For 1990, includes all persons with 4 or more years of college
NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes only data on the civilian population (excludes all military personnel). The unemployment rate is the percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. The civilian labor force consists of all civilians who are employed or seeking employment.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1990 through 2019

Figure 23. Employment to population ratios of persons 25 to 34 years old, by highest level of educational attainment: Selected years, 1990 through 2019

${ }^{1}$ For 1990, includes all persons with 4 or more years of college.
${ }^{2}$ Includes persons with no college degree as well as those with an associate's degree.
${ }^{3}$ Includes equivalency credentials, such as the GED credential. For 1990, includes all persons with 4 or more years of high school.
NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes only data on the civilian population (excludes all military personnel). The employment to population ratio is the number of persons employed as a percentage of the civilian population.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1990 through 2019.

Figure 24. Percentage distribution of 2017-18 high school dropouts and high school completers not enrolled in college, by labor force status: October 2018
Percent


High school completion status

[^55]Figure 25. Median annual earnings of full-time year-round workers 25 to 34 years old, by highest level of educational attainment and sex: 2018


Highest level of educational attainment
${ }^{1}$ Includes equivalency credentials, such as the GED credential.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2019.

Figure 26. Median annual earnings of 25- to 29-year-old bachelor's degree holders employed full time, by field of study: 2010 and 2018


Table 501.10. Labor force participation, employment, and unemployment of persons 25 to 64 years old, by sex, race/ethnicity, age group, and educational attainment: 2016, 2017, and 2018
[Standard errors appear in parentheses]


Table 501.10. Labor force participation, employment, and unemployment of persons $\mathbf{2 5}$ to 64 years old, by sex, race/ethnicity, age group, and educational attainment: 2016, 2017, and 2018-Continued
[Standard errors appear in parentheses]

| Sex, race/ethnicity, age group, and educational attainment | Labor force participation |  |  |  |  |  |  |  | Employment |  |  |  |  |  |  |  | Unemployment |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Labor force participation rate ${ }^{1}$ |  |  |  |  |  | Number of participants (in thousands) |  | Employment to population ratio ${ }^{2}$ |  |  |  |  |  | Numberemployed(in thousands) |  | Unemployment rate ${ }^{3}$ |  |  |  |  |  | Numberunemployed(in thousands) |  |
|  |  | 2016 |  | 2017 |  | 2018 |  | 2018 |  | 2016 |  | 2017 |  | 2018 |  | 2018 |  | 2016 |  | 2017 |  | 2018 |  | 2018 |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| American Indian/Alaska Native, all education levels | 65.5 | (0.48) | 65.0 | (0.52) | 65.3 | (0.59) | 744 | (10.3) | 58.2 | (0.51) | 58.9 | (0.51) | 60.0 | (0.57) | 683 | (9.8) | 11.1 | (0.44) | 9.4 | (0.40) | 8.2 | (0.25) | 61 | (2.0) |
| Less than high school completion | 42.1 | (1.29) | 44.5 | (1.35) | 44.4 | (1.43) | 77 | (3.2) | 34.1 | (1.27) | 36.3 | (1.35) | 37.5 | (1.60) | 65 | (3.3) | 18.8 | (1.51) | 18.4 | (1.67) | 15.5 | (1.62) | 12 | (1.2) |
| High school completion ${ }^{4}$ | 63.1 | (0.82) | 61.7 | (0.90) | 60.7 | (1.06) | 225 | (5.7) | 53.7 | (0.86) | 54.7 | (0.91) | 54.1 | (0.98) | 201 | (5.4) | 14.9 | (0.84) | 11.3 | (0.85) | 10.8 | (0.64) | 24 | (1.5) |
| Some college, no degree | 69.1 | (0.94) | 68.1 | (1.06) | 69.6 | (0.89) | 219 | (5.5) | 61.9 | (1.01) | 62.3 | (1.03) | 64.5 | (1.01) | 203 | (5.4) | 10.4 | (0.98) | 8.5 | (0.62) | 7.3 | (0.66) | 16 | (1.5) |
| Associate's degree | 74.8 | (1.42) | 72.2 | (1.65) | 75.7 | (1.60) | 80 | (3.0) | 69.6 | (1.57) | 68.6 | (1.73) | 71.4 | (1.65) | 76 | (3.0) | 6.9 | (1.03) | 5.0 | (0.73) | 5.6 | (0.86) | 5 | (0.7) |
| Bachelor's or higher degree | 82.8 | (1.01) | 83.0 | (0.95) | 82.2 | (0.98) | 142 | (4.2) | 79.3 | (1.05) | 78.8 | (1.08) | 79.9 | (0.97) | 138 | (4.2) | 4.2 | (0.68) | 5.1 | (0.62) | 2.9 | (0.43) | 4 | (0.6) |
| Age group |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 25 to 34, all education levels | 82.2 | (0.07) | 82.6 | (0.08) | 83.2 | (0.06) | 37,386 | (36.6) | 77.3 | (0.08) | 78.1 | (0.08) | 79.0 | (0.07) | 35,477 | (39.5) | 5.9 | (0.05) | 5.5 | (0.05) | 5.1 | (0.05) | 1,909 | (17.3) |
| Less than high school completion | 63.8 | (0.25) | 63.4 | (0.29) | 63.4 | (0.32) | 2,460 | (24.8) | 55.9 | (0.27) | 55.9 | (0.32) | 56.4 | (0.33) | 2,190 | (23.3) | 12.3 | (0.26) | 11.7 | (0.28) | 11.0 | (0.27) | 269 | (7.1) |
| High school completion ${ }^{4}$ | 76.8 | (0.20) | 77.2 | (0.19) | 77.4 | (0.16) | 8,411 | (46.5) | 69.9 | (0.21) | 70.9 | (0.20) | 71.4 | (0.19) | 7,760 | (43.7) | 9.0 | (0.13) | 8.2 | (0.14) | 7.7 | (0.12) | 651 | (11.2) |
| Some college, no degree | 82.6 | (0.15) | 82.7 | (0.15) | 83.5 | (0.15) | 8,222 | (39.1) | 77.2 | (0.18) | 77.7 | (0.18) | 78.8 | (0.17) | 7,755 | (37.8) | 6.6 | (0.11) | 6.0 | (0.12) | 5.7 | (0.11) | 467 | (9.7) |
| Associate's degree | 86.3 | (0.23) | 87.0 | (0.19) | 87.5 | (0.20) | 3,512 | (25.0) | 82.2 | (0.25) | 83.3 | (0.21) | 83.9 | (0.25) | 3,369 | (24.9) | 4.7 | (0.17) | 4.2 | (0.16) | 4.1 | (0.14) | 143 | (5.0) |
| Bachelor's or higher degree | 89.9 | (0.10) | 90.0 | (0.11) | 90.6 | (0.09) | 14,781 | (58.5) | 87.4 | (0.11) | 87.4 | (0.11) | 88.2 | (0.10) | 14,403 | (57.3) | 2.8 | (0.05) | 2.8 | (0.06) | 2.6 | (0.06) | 379 | (8.4) |
| 35 to 44, all education levels | 82.3 | (0.08) | 82.3 | (0.08) | 83.0 | (0.08) | 34,430 | (39.4) | 78.4 | (0.08) | 78.9 | (0.09) | 79.7 | (0.07) | 33,086 | (38.9) | 4.7 | (0.05) | 4.2 | (0.04) | 3.9 | (0.04) | 1,344 | (15.1) |
| Less than high school completion | 67.8 | (0.26) | 66.7 | (0.29) | 67.5 | (0.23) | 3,176 | (25.5) | 62.1 | (0.25) | 61.4 | (0.32) | 62.4 | (0.25) | 2,934 | (24.4) | 8.4 | (0.20) | 7.9 | (0.21) | 7.6 | (0.15) | 242 | (5.0) |
| High school completion ${ }^{4}$ | 77.4 | (0.21) | 77.5 | (0.19) | 78.0 | (0.18) | 7,511 | (41.8) | 72.3 | (0.22) | 72.9 | (0.20) | 73.7 | (0.19) | 7,094 | (41.6) | 6.6 | (0.13) | 6.0 | (0.12) | 5.5 | (0.12) | 417 | (9.0) |
| Some college, no degree | 82.4 | (0.17) | 82.4 | (0.17) | 82.8 | (0.18) | 6,659 | (33.3) | 78.1 | (0.19) | 78.5 | (0.18) | 79.2 | (0.18) | 6,363 | (30.6) | 5.3 | (0.12) | 4.8 | (0.10) | 4.5 | (0.10) | 297 | (7.4) |
| Associate's degree | 86.1 | (0.24) | 86.7 | (0.22) | 86.6 | (0.22) | 3,361 | (23.2) | 82.7 | (0.27) | 83.9 | (0.26) | 83.9 | (0.23) | 3,256 | (22.8) | 4.0 | (0.16) | 3.3 | (0.14) | 3.1 | (0.11) | 105 | (3.7) |
| Bachelor's or higher degree | 89.5 | (0.08) | 89.4 | (0.08) | 89.9 | (0.09) | 13,722 | (48.5) | 87.3 | (0.09) | 87.4 | (0.10) | 88.1 | (0.10) | 13,439 | (48.5) | 2.5 | (0.05) | 2.3 | (0.06) | 2.1 | (0.05) | 283 | (6.5) |
| 45 to 54, all education levels | 80.2 | (0.08) | 80.5 | (0.08) | 81.0 | (0.07) | 33,638 | (42.1) | 76.8 | (0.09) | 77.5 | (0.09) | 78.1 | (0.08) | 32,453 | (44.9) | 4.1 | (0.04) | 3.7 | (0.04) | 3.5 | (0.04) | 1,185 | (14.0) |
| Less than high school completion | 62.7 | (0.26) | 62.8 | (0.28) | 64.4 | (0.27) | 3,101 | (21.5) | 58.1 | (0.29) | 58.7 | (0.28) | 60.2 | (0.28) | 2,899 | (21.5) | 7.4 | (0.19) | 6.7 | (0.18) | 6.5 | (0.17) | 202 | (5.3) |
| High school completion ${ }^{4}$ | 75.7 | (0.16) | 75.9 | (0.16) | 76.4 | (0.16) | 8,363 | (33.0) | 71.8 | (0.15) | 72.4 | (0.16) | 73.0 | (0.17) | 7,997 | (33.3) | 5.2 | (0.09) | 4.6 | (0.09) | 4.4 | (0.10) | 366 | (8.6) |
| Some college, no degree | 80.6 | (0.15) | 81.2 | (0.17) | 80.9 | (0.17) | 6,538 | (28.0) | 77.3 | (0.17) | 78.0 | (0.18) | 78.0 | (0.19) | 6,298 | (28.2) | 4.2 | (0.09) | 4.0 | (0.11) | 3.7 | (0.09) | 240 | (6.2) |
| Associate's degree | 84.4 | (0.22) | 84.5 | (0.19) | 84.9 | (0.23) | 3,265 | (22.4) | 81.4 | (0.23) | 82.0 | (0.21) | 82.5 | (0.24) | 3,171 | (22.4) | 3.5 | (0.12) | 3.0 | (0.11) | 2.9 | (0.13) | 94 | (4.1) |
| Bachelor's or higher degree | 89.1 | (0.10) | 89.3 | (0.10) | 89.3 | (0.09) | 12,372 | (47.8) | 86.8 | (0.11) | 87.0 | (0.10) | 87.3 | (0.10) | 12,088 | (46.8) | 2.7 | (0.05) | 2.5 | (0.05) | 2.3 | (0.05) | 284 | (6.3) |
| 55 to 64, all education levels | 64.3 | (0.09) | 64.9 | (0.09) | 65.0 | (0.09) | 27,498 | (38.1) | 61.8 | (0.09) | 62.6 | (0.09) | 63.0 | (0.09) | 26,623 | (38.2) | 3.8 | (0.04) | 3.5 | (0.04) | 3.2 | (0.04) | 876 | (11.7) |
| Less than high school completion | 46.6 | (0.25) | 47.4 | (0.30) | 48.9 | (0.29) | 2,385 | (18.7) | 43.7 | (0.26) | 44.7 | (0.30) | 46.5 | (0.29) | 2,269 | (17.8) | 6.3 | (0.19) | 5.7 | (0.22) | 4.8 | (0.18) | 115 | (4.4) |
| High school completion ${ }^{4}$ | 60.0 | (0.17) | 60.3 | (0.17) | 60.2 | (0.17) | 7,442 | (30.7) | 57.5 | (0.17) | 58.2 | (0.16) | 58.3 | (0.16) | 7,197 | (29.3) | 4.2 | (0.08) | 3.5 | (0.09) | 3.3 | (0.09) | 245 | (6.8) |
| Some college, no degree | 64.2 | (0.20) | 64.8 | (0.17) | 64.8 | (0.18) | 5,691 | (25.9) | 61.6 | (0.20) | 62.4 | (0.17) | 62.6 | (0.19) | 5,501 | (25.1) | 4.1 | (0.10) | 3.7 | (0.08) | 3.3 | (0.09) | 189 | (5.5) |
| Associate's degree | 68.7 | (0.31) | 69.2 | (0.28) | 69.3 | (0.29) | 2,694 | (20.1) | 66.5 | (0.31) | 67.1 | (0.28) | 67.3 | (0.29) | 2,614 | (20.0) | 3.2 | (0.12) | 3.1 | (0.14) | 3.0 | (0.12) | 80 | (3.3) |
| Bachelor's or higher degree | 74.5 | (0.14) | 75.2 | (0.15) | 75.1 | (0.13) | 9,287 | (36.6) | 72.2 | (0.14) | 73.1 | (0.15) | 73.1 | (0.13) | 9,041 | (36.0) | 3.0 | (0.07) | 2.8 | (0.07) | 2.6 | (0.06) | 246 | (5.7) |

Percentage of the civilian population who are employed or seeking employment.
The percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment
sometime during the prior 4 weeks.
Includes equivalency credentials, such as the GED credential.

NOTE: Estimates are for the entire civilian population, including persons living in households and persons living in group quarters (e.g., college residence halls, residential treatment centers, or correctional facilities). Race categories exclude of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2016, 2017, and 2018 (This table was prepared February 2020.)

Table 501.20. Labor force participation, employment, and unemployment of persons 16 to $\mathbf{2 4}$ years old who are not enrolled in school, by age group, sex, race/ethnicity, and educational attainment: 2016, 2017, and 2018
[Standard errors appear in parentheses]

| Age group, sex, race/ethnicity, and educational attainment | Labor force participation |  |  |  |  |  |  |  | Employment |  |  |  |  |  |  |  | Unemployment |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Labor force participation rate ${ }^{1}$ |  |  |  |  |  | Number of participants (in thousands) |  | Employment to population ratio ${ }^{2}$ |  |  |  |  |  | $\begin{array}{r} \text { Number } \\ \text { employed } \\ \text { (in thousands) } \end{array}$ |  | Unemployment rate ${ }^{3}$ |  |  |  |  |  | Number unemployed (in thousands) |  |
|  |  | 2016 |  | 2017 |  | 2018 |  | 2018 |  | 2016 |  | 2017 |  | 2018 |  | 2018 |  | 2016 |  | 2017 |  | 2018 |  | 2018 |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| 16 to 19 years old |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All persons, all education levels | 65.6 | (0.41) | 65.3 | (0.42) | 65.6 | (0.40) | 1,642 | (18.9) | 51.8 | (0.44) | 52.2 | (0.45) | 52.6 | (0.40) | 1,316 | (17.4) | 21.0 | (0.42) | 20.0 | (0.42) | 19.8 | (0.37) | 325 | (6.4) |
| Less than high school completion | 48.5 | (0.81) | 48.4 | (0.72) | 48.3 | (0.78) | 319 | (7.6) | 33.2 | (0.73) | 35.4 | (0.74) | 35.2 | (0.77) | 233 | (6.5) | 31.4 | (1.08) | 27.0 | (1.03) | 27.2 | (1.15) | 87 | (4.3) |
| High school completion ${ }^{4}$ | 71.9 | (0.50) | 70.8 | (0.48) | 71.3 | (0.49) | 1,101 | (16.1) | 58.3 | (0.56) | 57.0 | (0.56) | 57.8 | (0.52) | 893 | (14.6) | 18.9 | (0.53) | 19.5 | (0.48) | 19.0 | (0.48) | 209 | (5.7) |
| At least some college | 76.4 | (1.04) | 75.9 | (1.18) | 74.3 | (1.15) | 221 | (5.8) | 65.0 | (1.17) | 66.4 | (1.29) | 64.3 | (1.12) | 191 | (5.3) | 14.9 | (1.00) | 12.5 | (1.11) | 13.5 | (0.98) | 30 | (2.4) |
| Male, all education levels | 66.5 | (0.50) | 66.2 | (0.54) | 66.9 | (0.54) | 952 | (12.8) | 52.4 | (0.54) | 52.7 | (0.61) | 53.4 | (0.62) | 760 | (13.7) | 21.2 | (0.52) | 20.5 | (0.58) | 20.1 | (0.61) | 192 | (5.3) |
| Less than high school completion | 49.9 | (0.99) | 51.1 | (0.99) | 51.0 | (1.11) | 202 | (6.4) | 34.8 | (0.98) | 37.3 | (0.99) | 37.4 | (1.11) | 148 | (5.7) | 30.2 | (1.45) | 27.0 | (1.41) | 26.8 | (1.59) | 54 | (3.6) |
| High school completion ${ }^{4}$ | 73.2 | (0.66) | 72.1 | (0.61) | 72.7 | (0.67) | 639 | (10.4) | 59.2 | (0.75) | 58.2 | (0.73) | 58.9 | (0.78) | 517 | (10.9) | 19.1 | (0.67) | 19.2 | (0.67) | 19.0 | (0.74) | 121 | (4.5) |
| At least some college | 76.1 | (1.54) | 75.0 | (1.48) | 74.7 | (1.45) | 112 | (5.0) | 63.8 | (1.67) | 63.5 | (1.56) | 63.9 | (1.49) | 95 | (4.5) | 16.1 | (1.56) | 15.3 | (1.65) | 14.5 | (1.29) | 16 | (1.6) |
| Female, all education levels | 64.6 | (0.65) | 64.1 | (0.69) | 63.8 | (0.60) | 690 | (10.6) | 51.2 | (0.66) | 51.7 | (0.70) | 51.4 | (0.58) | 556 | (9.7) | 20.8 | (0.69) | 19.3 | (0.68) | 19.4 | (0.64) | 134 | (4.8) |
| Less than high school completion | 46.5 | (1.37) | 44.4 | (1.25) | 44.1 | (1.23) | 118 | (4.0) | 31.0 | (1.16) | 32.4 | (1.12) | 31.9 | (1.19) | 85 | (3.5) | 33.3 | (1.74) | 27.0 | (1.60) | 27.8 | (1.63) | 33 | (2.2) |
| High school completion ${ }^{4}$ | 70.2 | (0.83) | 69.1 | (0.87) | 69.4 | (0.76) | 463 | (9.4) | 57.1 | (0.93) | 55.4 | (0.88) | 56.3 | (0.73) | 375 | (8.5) | 18.7 | (0.86) | 19.9 | (0.82) | 18.9 | (0.85) | 87 | (4.4) |
| At least some college | 76.7 | (1.49) | 76.8 | (1.54) | 74.0 | (1.73) | 109 | (3.7) | 66.2 | (1.67) | 69.2 | (1.68) | 64.8 | (1.81) | 96 | (3.5) | 13.6 | (1.30) | 9.8 | (1.22) | 12.5 | (1.45) | 14 | (1.7) |
| White, all education levels | 68.3 | (0.58) | 69.7 | (0.60) | 69.2 | (0.55) | 825 | (11.8) | 55.7 | (0.59) | 57.9 | (0.64) | 57.2 | (0.55) | 682 | (10.6) | 18.6 | (0.51) | 16.9 | (0.52) | 17.3 | (0.47) | 142 | (4.3) |
| Less than high school completion | 49.6 | (1.17) | 51.3 | (1.25) | 51.9 | (1.07) | 159 | (4.0) | 34.6 | (0.97) | 39.3 | (1.18) | 39.0 | (1.15) | 120 | (4.0) | 30.2 | (1.23) | 23.5 | (1.47) | 24.8 | (1.41) | 40 | (2.3) |
| High school completion ${ }^{4}$ | 74.9 | (0.75) | 75.2 | (0.66) | 74.5 | (0.62) | 552 | (9.5) | 62.8 | (0.76) | 62.9 | (0.77) | 62.4 | (0.62) | 462 | (8.5) | 16.2 | (0.61) | 16.3 | (0.64) | 16.3 | (0.59) | 90 | (3.6) |
| At least some college | 80.3 | (1.19) | 81.0 | (1.50) | 78.5 | (1.50) | 114 | (3.9) | 70.3 | (1.52) | 72.3 | (1.61) | 69.7 | (1.51) | 101 | (3.7) | 12.5 | (1.24) | 10.8 | (1.31) | 11.3 | (1.15) | 13 | (1.4) |
| Black, all education levels | 60.4 | (0.97) | 57.4 | (1.14) | 57.7 | (1.28) | 240 | (7.3) | 41.0 | (1.11) | 40.3 | (1.22) | 41.2 | (1.21) | 171 | (6.5) | 32.2 | (1.59) | 29.8 | (1.29) | 28.6 | (1.18) | 69 | (3.1) |
| Less than high school completion | 43.3 | (1.95) | 37.9 | (1.95) | 37.3 | (2.03) | 40 | (3.0) | 22.2 | (1.60) | 21.5 | (1.73) | 21.0 | (1.58) | 23 | (2.1) | 48.7 | (3.61) | 43.4 | (3.34) | 43.6 | (3.15) | 17 | (1.8) |
| High school completion ${ }^{4}$ | 65.2 | (1.34) | 63.6 | (1.41) | 64.6 | (1.62) | 167 | (6.9) | 46.0 | (1.64) | 45.5 | (1.53) | 47.3 | (1.65) | 122 | (5.9) | 29.4 | (1.95) | 28.5 | (1.52) | 26.8 | (1.63) | 45 | (3.1) |
| At least some college | 74.3 | (3.04) | 69.2 | (3.32) | 66.2 | (3.16) | 33 | (2.8) | 57.4 | (3.67) | 56.1 | (3.56) | 53.2 | (2.91) | 27 | (2.3) | 22.8 | (3.16) | 19.0 | (3.58) | 19.6 | (3.05) | 7 | (1.2) |
| Hispanic, all education levels | 64.4 | (0.77) | 64.5 | (0.68) | 64.4 | (0.66) | 456 | (8.3) | 52.1 | (0.81) | 51.7 | (0.73) | 52.2 | (0.80) | 370 | (8.3) | 19.1 | (0.81) | 19.9 | (0.75) | 18.9 | (0.78) | 86 | (3.6) |
| Less than high school completion | 50.6 | (1.47) | 52.1 | (1.48) | 48.7 | (1.52) | 97 | (4.4) | 38.1 | (1.50) | 39.1 | (1.45) | 37.0 | (1.55) | 74 | (3.6) | 24.7 | (2.03) | 24.9 | (1.71) | 24.0 | (2.15) | 23 | (2.5) |
| High school completion ${ }^{4}$ | 70.7 | (0.91) | 69.1 | (0.76) | 70.2 | (0.93) | 304 | (7.0) | 58.1 | (0.93) | 55.6 | (0.85) | 57.1 | (1.02) | 248 | (7.0) | 17.9 | (0.99) | 19.5 | (0.93) | 18.6 | (0.93) | 57 | (2.8) |
| At least some college | 70.8 | (2.12) | 73.2 | (1.97) | 73.0 | (1.96) | 54 | (2.8) | 60.8 | (2.16) | 64.4 | (2.06) | 64.6 | (2.09) | 48 | (2.7) | 14.1 | (1.90) | 12.0 | (1.74) | 11.6 | (1.61) | 6 | (0.9) |
| Asian, all education levels | 58.6 | (3.14) | 48.9 | (3.06) | 58.6 | (2.86) | 28 | (2.0) | 50.1 | (3.25) | 39.2 | (2.96) | 47.0 | (3.01) | 22 | (1.8) | 14.5 | (3.17) | 19.8 | (3.24) | 19.8 | (3.33) | 5 | (1.0) |
| Less than high school completion | 40.7 | (5.06) | 29.2 | (5.42) | 46.2 | (5.22) | 5 | (0.9) | 33.3 | (5.41) | 21.1 | (5.17) | 42.8 | (5.32) | 5 | (0.9) | 18.3! | (6.73) | 27.8! | (8.64) | 7.3! | (2.99) | \#! | (0.2) |
| High school completion ${ }^{4}$ | 64.0 | (3.71) | 53.8 | (3.98) | 63.8 | (3.98) | 16 | (1.7) | 56.6 | (3.99) | 42.7 | (4.05) | 48.4 | (4.02) | 13 | (1.4) | 11.6 | (3.44) | 20.6 | (4.50) | 24.1 | (4.51) | , | (0.9) |
| At least some college | 66.0 | (6.86) | 59.2 | (7.23) | 59.7 | (6.82) | 6 | (1.1) | 52.7 | (7.22) | 51.1 | (7.26) | 48.2 | (7.57) | 5 | (1.0) | 20.2 ! | (7.51) | 13.7! | (4.97) | 19.3! | (8.22) | $1!$ | (0.5) |
| American Indian/Alaska Native, all education levels | 53.6 | (3.72) | 52.5 | (3.74) | 52.6 | (3.77) | 16 | (1.5) | 39.0 | (3.40) | 39.6 | (3.51) | 38.6 | (3.80) | 11 | (1.4) | 27.3 | (3.59) | 24.5 | (3.31) | 26.6 | (4.88) | 4 | (0.8) |
| Less than high school completion | 30.8 | (4.76) | 37.2 | (5.79) | 43.6 | (5.48) | 4 | (0.7) | 18.0 | (3.61) | 25.3 | (5.79) | 28.8 | (6.47) | 3 | (0.7) | 41.6 | (8.34) | 32.1 | (7.92) | 33.9 ! | (10.25) | 1 | (0.4) |
| High school completion ${ }^{4}$ | 65.4 | (3.83) | 62.4 | (4.54) | 55.8 | (5.07) | 10 | (1.2) | 49.0 | (4.27) | 48.0 | (4.54) | 40.4 | (4.90) | , | (1.0) | 25.0 | (4.55) | 23.0 | (4.67) | 27.6 | (6.34) | 3 | (0.7) |
| At least some college | 57.7 | (7.60) | 59.2 | (9.33) | 59.4 | (9.12) | 2 | (0.4) | 45.8 | (7.86) | 50.8 | (8.91) | 55.8 | (8.80) | , | (0.4) | 20.5! | (9.95) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| 20 to 24 years old |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All persons, all education levels | 82.2 | (0.16) | 82.2 | (0.16) | 82.5 | (0.16) | 10,283 | (35.8) | 72.9 | (0.18) | 73.6 | (0.19) | 74.6 | (0.17) | 9,299 | (34.0) | 11.3 | (0.14) | 10.4 | (0.13) | 9.6 | (0.13) | 984 | (13.6) |
| Less than high school completion | 64.4 | (0.55) | 63.3 | (0.55) | 63.6 | (0.54) | 899 | (14.3) | 50.7 | (0.57) | 51.3 | (0.59) | 52.8 | (0.59) | 746 | (13.0) | 21.4 | (0.56) | 19.0 | (0.63) | 17.0 | (0.61) | 153 | (6.0) |
| High school completion ${ }^{4}$ | 79.9 | (0.27) | 79.2 | (0.27) | 79.8 | (0.27) | 4,273 | (30.7) | 69.1 | (0.31) | 69.0 | (0.29) | 70.5 | (0.29) | 3,774 | (29.3) | 13.5 | (0.25) | 12.9 | (0.20) | 11.7 | (0.22) | 499 | (9.8) |
| Some college, no degree | 86.2 | (0.29) | 86.6 | (0.24) | 86.6 | (0.28) | 2,538 | (22.2) | 78.6 | (0.35) | 79.6 | (0.27) | 79.8 | (0.31) | 2,338 | (21.6) | 8.8 | (0.24) | 8.1 | (0.25) | 7.9 | (0.22) | 200 | (5.8) |
| Associate's degree | 90.9 | (0.57) | 90.4 | (0.45) | 90.3 | (0.49) | 585 | (9.5) | 85.8 | (0.65) | 86.2 | (0.55) | 85.7 | (0.59) | 555 | (9.6) | 5.6 | (0.43) | 4.7 | (0.36) | 5.1 | (0.42) | 30 | (2.5) |
| Bachelor's or higher degree | 93.5 | (0.24) | 94.0 | (0.24) | 93.9 | (0.21) | 1,987 | (19.4) | 88.0 | (0.32) | 88.6 | (0.30) | 89.0 | (0.27) | 1,885 | (18.9) | 5.9 | (0.21) | 5.8 | (0.21) | 5.2 | (0.20) | 103 | (4.1) |

Table 501.20. Labor force participation, employment, and unemployment of persons 16 to 24 years old who are not enrolled in school, by age group, sex, race/ethnicity, and educational attainment: 2015, 2016, and 2018-Continued

| Age group, sex, race/ethnicity, and educational attainment | Labor force participation |  |  |  |  |  |  |  | Employment |  |  |  |  |  |  |  | Unemployment |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Labor force participation rate ${ }^{1}$ |  |  |  |  |  | Number of participants (in thousands) |  | Employment to population ratio ${ }^{2}$ |  |  |  |  |  | Numberemployed(in thousands) |  | Unemployment rate ${ }^{3}$ |  |  |  |  |  | $\begin{array}{r} \text { Number } \\ \text { unemployed } \\ \text { (in thousands) } \end{array}$ |  |
|  |  | 2016 |  | 2017 |  | 2018 |  | 2018 |  | 2016 |  | 2017 |  | 2018 |  | 2018 |  | 2016 |  | 2017 |  | 2018 |  | 2018 |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Male, all education levels | 83.7 | (0.18) | 83.9 | (0.18) | 84.0 | (0.22) | 5,603 | (25.7) | 73.8 | (0.24) | 74.5 | (0.22) | 75.4 | (0.22) | 5,031 | (23.5) | 11.8 | (0.20) | 11.1 | (0.16) | 10.2 | (0.16) | 572 | (9.6) |
| Less than high school completion | 68.2 | (0.66) | 67.1 | (0.63) | 68.3 | (0.64) | 580 | (11.0) | 54.8 | (0.69) | 55.0 | (0.71) | 57.1 | (0.74) | 485 | (10.1) | 19.8 | (0.64) | 18.0 | (0.75) | 16.4 | (0.72) | 95 | (4.5) |
| High school completion ${ }^{4}$ | 82.6 | (0.31) | 82.5 | (0.27) | 82.1 | (0.32) | 2,550 | (22.8) | 71.6 | (0.38) | 71.8 | (0.34) | 72.6 | (0.35) | 2,253 | (21.5) | 13.3 | (0.31) | 13.0 | (0.25) | 11.6 | (0.25) | 297 | (6.7) |
| Some college, no degree | 87.9 | (0.34) | 88.5 | (0.35) | 88.8 | (0.38) | 1,328 | (16.9) | 79.8 | (0.44) | 81.3 | (0.40) | 81.6 | (0.46) | 1,219 | (16.2) | 9.2 | (0.31) | 8.1 | (0.36) | 8.2 | (0.33) | 109 | (4.6) |
| Associate's degree | 93.7 | (0.58) | 93.6 | (0.56) | 92.6 | (0.59) | 287 | (6.5) | 88.2 | (0.85) | 88.5 | (0.74) | 87.2 | (0.75) | 271 | (6.3) | 5.9 | (0.63) | 5.4 | (0.53) | 5.8 | (0.64) | 17 | (1.9) |
| Bachelor's or higher degree | 94.1 | (0.36) | 94.5 | (0.36) | 94.3 | (0.35) | 857 | (13.5) | 87.7 | (0.47) | 87.4 | (0.50) | 88.3 | (0.40) | 802 | (12.4) | 6.9 | (0.35) | 7.5 | (0.40) | 6.4 | (0.33) | 55 | (3.1) |
| Female, all education levels | 80.5 | (0.23) | 80.2 | (0.24) | 80.7 | (0.22) | 4,680 | (24.0) | 71.9 | (0.24) | 72.5 | (0.27) | 73.6 | (0.25) | 4,268 | (23.5) | 10.6 | (0.19) | 9.6 | (0.19) | 8.8 | (0.17) | 412 | (8.4) |
| Less than high school completion | 58.4 | (0.93) | 57.6 | (0.94) | 56.4 | (1.03) | 319 | (9.0) | 44.1 | (0.95) | 45.6 | (0.88) | 46.2 | (0.99) | 261 | (7.8) | 24.4 | (1.04) | 20.8 | (0.91) | 18.0 | (0.96) | 57 | (3.6) |
| High school completion ${ }^{4}$ | 76.1 | (0.40) | 74.7 | (0.44) | 76.6 | (0.43) | 1,723 | (17.0) | 65.6 | (0.44) | 65.1 | (0.46) | 67.6 | (0.48) | 1,521 | (15.9) | 13.7 | (0.41) | 12.9 | (0.33) | 11.7 | (0.35) | 202 | (6.5) |
| Some college, no degree | 84.4 | (0.42) | 84.6 | (0.41) | 84.3 | (0.37) | 1,210 | (12.4) | 77.3 | (0.52) | 77.8 | (0.45) | 77.9 | (0.41) | 1,119 | (12.0) | 8.4 | (0.36) | 8.1 | (0.35) | 7.5 | (0.34) | 91 | (4.3) |
| Associate's degree | 88.6 | (0.81) | 87.8 | (0.68) | 88.3 | (0.81) | 298 | (6.8) | 83.9 | (0.93) | 84.2 | (0.71) | 84.4 | (0.96) | 285 | (6.7) | 5.3 | (0.59) | 4.0 | (0.40) | 4.4 | (0.56) | 13 | (1.7) |
| Bachelor's or higher degree | 93.0 | (0.32) | 93.7 | (0.28) | 93.5 | (0.26) | 1,131 | (14.3) | 88.2 | (0.41) | 89.5 | (0.37) | 89.6 | (0.34) | 1,083 | (14.3) | 5.2 | (0.26) | 4.5 | (0.26) | 4.2 | (0.24) | 48 | (2.7) |
| White, all education levels | 84.8 | (0.20) | 85.2 | (0.19) | 85.4 | (0.20) | 5,615 | (25.6) | 77.1 | (0.25) | 77.8 | (0.24) | 78.9 | (0.20) | 5,186 | (25.3) | 9.1 | (0.18) | 8.7 | (0.16) | 7.6 | (0.15) | 429 | (8.6) |
| Less than high school completion | 65.6 | (0.81) | 63.8 | (0.87) | 64.1 | (0.74) | 361 | (7.9) | 51.1 | (0.96) | 51.7 | (0.86) | 53.6 | (0.77) | 302 | (7.2) | 22.1 | (1.07) | 18.9 | (0.85) | 16.3 | (0.89) | 59 | (3.5) |
| High school completion ${ }^{4}$ | 81.3 | (0.36) | 82.0 | (0.32) | 82.2 | (0.33) | 2,203 | (18.7) | 72.1 | (0.40) | 72.6 | (0.40) | 74.3 | (0.36) | 1,990 | (18.1) | 11.3 | (0.30) | 11.5 | (0.28) | 9.6 | (0.26) | 212 | (5.9) |
| Some college, no degree | 87.3 | (0.35) | 88.1 | (0.27) | 88.0 | (0.32) | 1,309 | (14.4) | 81.3 | (0.41) | 82.5 | (0.34) | 82.5 | (0.35) | 1,227 | (14.3) | 6.9 | (0.27) | 6.4 | (0.28) | 6.2 | (0.30) | 82 | (4.0) |
| Associate's degree | 93.0 | (0.61) | 92.2 | (0.51) | 91.6 | (0.52) | 374 | (7.5) | 88.4 | (0.84) | 88.6 | (0.57) | 88.2 | (0.64) | 361 | (7.6) | 5.0 | (0.56) | 3.9 | (0.38) | 3.6 | (0.42) | 14 | (1.6) |
| Bachelor's or higher degree | 95.0 | (0.29) | 95.2 | (0.27) | 95.5 | (0.20) | 1,368 | (16.9) | 90.4 | (0.37) | 90.6 | (0.35) | 91.2 | (0.31) | 1,306 | (16.4) | 4.9 | (0.20) | 4.8 | (0.24) | 4.5 | (0.24) | 62 | (3.4) |
| Black, all education levels | 77.1 | (0.48) | 76.0 | (0.49) | 75.4 | (0.44) | 1,419 | (14.9) | 62.9 | (0.51) | 62.2 | (0.56) | 62.4 | (0.52) | 1,175 | (13.5) | 18.5 | (0.45) | 18.2 | (0.51) | 17.2 | (0.51) | 244 | (8.0) |
| Less than high school completion | 53.5 | (1.43) | 51.2 | (1.41) | 50.3 | (1.68) | 121 | (5.8) | 35.0 | (1.45) | 33.8 | (1.49) | 33.6 | (1.52) | 81 | (4.4) | 34.6 | (1.82) | 34.1 | (2.13) | 33.3 | (2.10) | 40 | (3.3) |
| High school completion ${ }^{4}$ | 76.1 | (0.74) | 73.7 | (0.66) | 72.8 | (0.80) | 664 | (11.9) | 60.0 | (0.91) | 58.8 | (0.85) | 58.7 | (0.86) | 535 | (11.0) | 21.1 | (0.78) | 20.2 | (0.79) | 19.3 | (0.79) | 128 | (5.6) |
| Some college, no degree | 85.9 | (0.76) | 84.8 | (0.79) | 85.5 | (0.86) | 424 | (9.0) | 74.3 | (0.98) | 72.5 | (0.86) | 74.3 | (1.03) | 368 | (8.8) | 13.5 | (0.83) | 14.6 | (0.80) | 13.1 | (0.74) | 56 | (3.2) |
| Associate's degree | 84.1 | (2.28) | 87.5 | (1.87) | 87.7 | (1.58) | 64 | (3.9) | 76.1 | (2.48) | 79.9 | (2.28) | 75.4 | (2.57) | 55 | (3.8) | 9.5 | (1.90) | 8.6 | (1.78) | 14.1 | (2.45) |  | (1.6) |
| Bachelor's or higher degree | 92.1 | (1.05) | 93.1 | (0.96) | 90.5 | (0.99) | 146 | (5.8) | 83.8 | (1.25) | 84.0 | (1.44) | 84.0 | (1.23) | 136 | (5.5) | 9.0 | (1.01) | 9.7 | (1.15) | 7.2 | (1.04) | 10 | (1.6) |
| Hispanic, all education levels | 80.6 | (0.34) | 80.3 | (0.28) | 81.3 | (0.29) | 2,453 | (17.9) | 71.3 | (0.39) | 72.6 | (0.32) | 73.7 | (0.33) | 2,224 | (17.9) | 11.6 | (0.31) | 9.6 | (0.26) | 9.3 | (0.24) | 228 | (5.9) |
| Less than high school completion | 69.3 | (0.85) | 69.6 | (0.91) | 69.7 | (0.93) | 354 | (8.6) | 58.5 | (0.94) | 60.1 | (0.91) | 61.4 | (1.05) | 312 | (8.7) | 15.5 | (0.83) | 13.6 | (0.88) | 11.9 | (0.72) | 42 | (2.5) |
| High school completion ${ }^{4}$ | 80.6 | (0.46) | 78.7 | (0.49) | 80.7 | (0.51) | 1,145 | (14.8) | 70.5 | (0.56) | 70.4 | (0.48) | 72.2 | (0.56) | 1,025 | (14.7) | 12.6 | (0.46) | 10.5 | (0.35) | 10.5 | (0.44) | 121 | (5.1) |
| Some college, no degree | 85.1 | (0.51) | 85.6 | (0.59) | 85.7 | (0.57) | 621 | (10.5) | 77.2 | (0.66) | 79.1 | (0.73) | 79.4 | (0.66) | 576 | (10.4) | 9.3 | (0.59) | 7.5 | (0.55) | 7.4 | (0.46) | 46 | (2.9) |
| Associate's degree | 90.1 | (1.09) | 88.1 | (1.40) | 90.1 | (1.12) | 110 | (5.2) | 84.9 | (1.28) | 83.6 | (1.66) | 85.6 | (1.28) | 105 | (5.0) | 5.8 | (1.01) | 5.2 | (0.96) | 5.0 | (0.80) | 6 | (0.9) |
| Bachelor's or higher degree | 91.1 | (0.93) | 93.5 | (0.66) | 90.9 | (0.84) | 222 | (6.8) | 83.7 | (1.15) | 87.9 | (0.88) | 85.2 | (1.08) | 208 | (6.6) | 8.1 | (0.89) | 6.0 | (0.67) | 6.3 | (0.81) | 14 | (1.8) |
| Asian, all education levels | 80.1 | (0.91) | 81.7 | (0.73) | 82.6 | (0.65) | 351 | (8.3) | 72.4 | (1.05) | 74.8 | (0.84) | 76.5 | (0.76) | 325 | (8.2) | 9.6 | (0.59) | 8.4 | (0.68) | 7.4 | (0.58) | 26 | (2.0) |
| Less than high school completion | 67.9 | (2.88) | 62.7 | (3.54) | 68.2 | (3.41) | 20 | (2.0) | 58.9 | (2.98) | 55.5 | (3.63) | 60.9 | (3.30) | 17 | (1.8) | 13.2 | (2.70) | 11.5! | (4.21) | 10.7 | (2.46) | 2 | (0.5) |
| High school completion ${ }^{4}$ | 76.1 | (1.92) | 76.6 | (1.56) | 76.5 | (1.75) | 74 | (4.0) | 69.3 | (1.99) | 68.7 | (1.86) | 69.4 | (1.91) | 68 | (3.5) | 8.9 | (1.22) | 10.3 | (1.29) | 9.2 | (1.49) | 7 | (1.3) |
| Some college, no degree | 77.5 | (2.04) | 80.2 | (1.68) | 80.1 | (1.77) | 62 | (3.5) | 68.4 | (2.30) | 75.3 | (1.90) | 74.5 | (1.78) | 57 | (3.4) | 11.7 | (1.64) | 6.1 | (1.16) | 7.0 | (1.06) | 4 | (0.7) |
| Associate's degree | 77.0 | (4.25) | 87.8 | (3.02) | 80.5 | (3.76) | 15 | (1.5) | 69.4 | (4.32) | 85.8 | (3.23) | 77.0 | (4.25) | 14 | (1.5) | 9.8! | (3.10) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| Bachelor's or higher degree | 86.0 | (1.21) | 87.5 | (0.88) | 88.8 | (1.01) | 180 | (5.5) | 78.4 | (1.30) | 79.9 | (0.95) | 82.9 | (1.23) | 168 | (5.3) | 8.8 | (0.85) | 8.7 | (0.92) | 6.7 | (0.77) | 12 | (1.4) |
| American Indian/Alaska Native, all education levels | 70.0 | (1.34) | 66.4 | (1.59) | 66.6 | (1.63) | 73 | (3.3) | 53.5 | (1.57) | 55.2 | (1.89) | 54.4 | (1.74) | 59 | (2.9) | 23.5 | (1.70) | 16.9 | (1.75) | 18.3 | (1.98) | 13 | (1.6) |
| Less than high school completion | 55.2 | (3.79) | 45.1 | (4.12) | 45.9 | (4.69) | 9 | (1.2) | 32.3 | (3.86) | 32.5 | (4.44) | 31.4 | (4.61) | 6 | (1.0) | 41.6 | (5.16) | 28.0 | (5.48) | 31.6 | (5.87) | 3 | (0.6) |
| High school completion ${ }^{4}$ | 67.8 | (2.10) | 66.9 | (2.03) | 66.3 | (2.36) | 37 | (2.3) | 49.7 | (2.24) | 54.0 | (2.22) | 53.6 | (2.42) | 30 | (2.2) | 26.6 | (2.42) | 19.2 | (2.62) | 19.0 | (2.69) | 7 | (1.1) |
| Some college, no degree | 80.7 | (3.00) | 75.1 | (3.05) | 76.9 | (2.83) | 21 | (2.0) | 69.7 | (3.43) | 65.9 | (3.00) | 65.4 | (3.85) | 18 | (1.8) | 13.6 | (2.55) | 12.3 | (2.39) | 14.9 | (4.09) | 3 | (0.9) |
| Associate's degree | 82.9 | (6.08) | 76.2 | (6.89) | 81.6 | (8.38) | 2 | (0.5) | 82.9 | (6.08) | 71.7 | (7.75) | 69.3 | (8.88) | 2 | (0.4) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 15.0! | (6.39) | $\ddagger$ | ( $\dagger$ ) |
| Bachelor's or higher degree | 93.4 | (4.37) | 81.1 | (7.52) | 84.4 | (6.83) | 4 | (0.6) | 75.8 | (8.72) | 79.0 | (7.85) | 83.5 | (6.91) | 4 | (0.6) | 18.8! | (8.63) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |

## $\dagger$ Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Percentage of the civilian population who are employed or seeking employment.
Number of persons employed as a percentage of the civilian population.
The percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment
sometime during the prior 4 weeks.

Table 501.30. Percentage and number of persons 18 to 24 years old who were neither enrolled in school nor working, by age group, high school completion status, sex, and race/ethnicity: Selected years, 2006 through 2018
[Standard errors appear in parentheses]

| Age group, high school completion status, sex, and race/ethnicity | Percent who were neither enrolled in school nor working |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2018 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2006 |  | 2008 |  | 2009 |  | 2010 |  | 2011 |  | 2012 |  | 2013 |  | 2014 |  | 2015 |  | 2016 |  | 2017 |  | Number (in thousands) |  |  |  | Percent who were neither enrolled in school nor working |  |
|  |  |  | Total, all persons 18 to 24 years old | Neither enrolled in school nor working |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |
| 18 to 24 years old, all persons | 15.4 | (0.07) | 15.2 | (0.08) |  |  | 17.6 | (0.09) | 17.9 | (0.09) | 17.7 | (0.08) | 17.1 | (0.08) | 16.7 | (0.11) | 15.9 | (0.09) | 14.8 | (0.09) | 14.1 | (0.09) | 13.9 | (0.10) | 30,648 | (33.6) | 4,125 | (28.5) | 13.5 | (0.09) |
| Male | 14.5 | (0.10) | 14.8 | (0.12) | 18.1 | (0.15) | 18.5 | (0.12) | 18.3 | (0.12) | 17.6 | (0.11) | 17.1 | (0.14) | 16.1 | (0.14) | 15.2 | (0.13) | 14.6 | (0.12) | 14.3 | (0.12) | 15,710 | (23.3) | 2,180 | (20.1) | 13.9 | (0.12) |
| Female | 16.4 | (0.12) | 15.6 | (0.13) | 17.0 | (0.12) | 17.2 | (0.12) | 17.1 | (0.11) | 16.6 | (0.13) | 16.3 | (0.14) | 15.7 | (0.12) | 14.5 | (0.13) | 13.6 | (0.12) | 13.4 | (0.13) | 14,938 | (18.9) | 1,945 | (17.8) | 13.0 | (0.11) |
| White | 11.8 | (0.08) | 11.7 | (0.11) | 13.8 | (0.11) | 14.1 | (0.10) | 14.1 | (0.11) | 13.5 | (0.10) | 13.5 | (0.12) | 12.9 | (0.09) | 12.1 | (0.11) | 11.6 | (0.12) | 11.3 | (0.13) | 16,286 | (11.5) | 1,792 | (15.3) | 11.0 | (0.09) |
| Black | 25.3 | (0.31) | 25.0 | (0.30) | 27.3 | (0.31) | 27.9 | (0.29) | 27.4 | (0.28) | 27.2 | (0.31) | 26.2 | (0.29) | 24.9 | (0.30) | 22.6 | (0.31) | 21.0 | (0.29) | 21.6 | (0.32) | 4,345 | (22.1) | 912 | (15.2) | 21.0 | (0.32) |
| Hispanic | 20.9 | (0.21) | 20.4 | (0.24) | 22.8 | (0.22) | 22.6 | (0.23) | 22.0 | (0.22) | 21.2 | (0.22) | 19.8 | (0.26) | 18.4 | (0.24) | 17.5 | (0.21) | 16.6 | (0.22) | 16.1 | (0.18) | 6,873 | (14.9) | 1,065 | (13.2) | 15.5 | (0.19) |
| Asian | 9.1 | (0.35) | 7.7 | (0.30) | 9.9 | (0.38) | 9.4 | (0.30) | 9.0 | (0.32) | 8.6 | (0.27) | 9.0 | (0.31) | 8.7 | (0.30) | 8.2 | (0.28) | 7.6 | (0.26) | 7.4 | (0.23) | 1,731 | (11.6) | 120 | (4.3) | 6.9 | (0.24) |
| Pacific Islander | 19.6 | (2.51) | 20.3 | (2.69) | 21.3 | (2.01) | 23.8 | (2.37) | 24.2 | (2.32) | 24.8 | (2.35) | 21.3 | (2.34) | 23.7 | (2.65) | 16.8 | (2.04) | 15.5 | (1.99) | 19.8 | (2.68) | 57 | (2.9) | 12 | (1.6) | 20.8 | (2.48) |
| American Indian/Alaska Native | 30.2 | (1.20) | 29.0 | (1.31) | 34.0 | (1.17) | 34.3 | (1.15) | 33.3 | (1.29) | 32.7 | (1.07) | 33.3 | (1.06) | 32.1 | (1.15) | 31.0 | (1.10) | 32.0 | (1.01) | 29.2 | (1.15) | 227 | (5.5) | 65 | (2.9) | 28.7 | (1.11) |
| Some other race | 16.4 | (1.79) | 15.6 | (1.86) | 18.5 | (1.99) | 18.2 | (2.22) | 20.9 | (2.26) | 14.5 | (1.60) | 13.6 | (1.73) | 14.1 | (1.54) | 20.1 | (2.07) | 13.4 | (1.82) | 15.0 | (1.64) | 91 | (4.9) | 15 | (1.7) | 16.0 | (1.67) |
| Two or more races | 15.0 | (0.55) | 16.3 | (0.56) | 20.1 | (0.64) | 18.0 | (0.63) | 18.5 | (0.60) | 16.6 | (0.55) | 15.4 | (0.48) | 16.6 | (0.52) | 14.7 | (0.54) | 13.7 | (0.49) | 14.4 | (0.43) | 1,036 | (13.3) | 145 | (5.4) | 14.0 | (0.46) |
| Race/ethnicity by sex Male |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 11.1 | (0.12) | 11.3 | (0.14) | 14.3 | (0.17) | 14.9 | (0.13) | 14.7 | (0.15) | 13.9 | (0.14) | 13.9 | (0.16) | 12.9 | (0.16) | 12.3 | (0.15) | 11.9 | (0.16) | 11.5 | (0.17) | 8,372 | (8.8) | 937 | (10.0) | 11.2 | (0.12) |
| Black | 28.9 | (0.42) | 29.0 | (0.43) | 31.5 | (0.44) | 32.5 | (0.43) | 31.8 | (0.37) | 31.1 | (0.45) | 30.3 | (0.44) | 28.6 | (0.51) | 26.5 | (0.41) | 24.5 | (0.38) | 25.3 | (0.52) | 2,198 | (14.5) | 529 | (10.4) | 24.1 | (0.40) |
| Hispanic | 15.5 | (0.31) | 16.3 | (0.28) | 20.5 | (0.32) | 20.3 | (0.33) | 19.9 | (0.29) | 19.5 | (0.31) | 18.1 | (0.30) | 16.9 | (0.34) | 15.9 | (0.27) | 15.3 | (0.28) | 15.1 | (0.23) | 3,544 | (11.0) | 525 | (9.8) | 14.8 | (0.27) |
| Asian | 9.0 | (0.48) | 6.8 | (0.42) | 9.2 | (0.49) | 9.3 | (0.43) | 8.6 | (0.40) | 8.1 | (0.40) | 8.3 | (0.34) | 8.1 | (0.40) | 8.0 | (0.36) | 7.7 | (0.36) | 7.3 | (0.38) | 883 | (8.2) | 61 | (2.8) | 7.0 | (0.32) |
| Paciific Islander | 18.0 | (3.32) | 17.2 | (3.43) | 17.4 | (2.85) | 23.0 | (2.89) | 19.8 | (2.67) | 23.6 | (3.79) | 19.8 | (2.85) | 17.9 | (3.23) | 10.4 | (1.89) | 13.5 | (2.56) | 19.0 | (3.20) | 29 | (2.0) | 6 | (1.1) | 21.3 | (3.43) |
| American Indian/Alaska Native | 29.8 | (1.63) | 29.0 | (1.63) | 35.7 | (1.89) | 36.6 | (1.77) | 35.2 | (1.71) | 34.1 | (1.50) | 34.7 | (1.44) | 33.0 | (1.68) | 32.0 | (1.46) | 34.9 | (1.81) | 28.1 | (1.76) | 113 | (3.1) | 31 | (1.6) | 26.9 | (1.24) |
| Some other race | 15.0 | (2.32) | 16.1 | (2.47) | 19.7 | (2.91) | 19.0 | (2.66) | 18.1 | (2.72) | 14.8 | (2.17) | 16.0 | (2.22) | 13.0 | (2.34) | 21.1 | (3.11) | 16.6 | (2.69) | 14.5 | (2.10) | 43 | (3.0) | 8 | (1.2) | 18.2 | (2.58) |
| Two or more races | 15.4 | (0.76) | 16.8 | (0.85) | 21.8 | (1.02) | 19.4 | (0.83) | 20.5 | (0.83) | 18.7 | (0.82) | 16.1 | (0.72) | 16.3 | (0.74) | 15.7 | (0.83) | 15.2 | (0.75) | 15.3 | (0.63) | 526 | (9.3) | 82 | (4.5) | 15.6 | (0.73) |
| Female |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 12.5 | (0.12) | 12.0 | (0.15) | 13.2 | (0.15) | 13.4 | (0.15) | 13.6 | (0.15) | 13.0 | (0.15) | 13.2 | (0.17) | 13.0 | (0.13) | 11.9 | (0.14) | 11.3 | (0.14) | 11.0 | (0.16) | 7,914 | (7.6) | 855 | (9.9) | 10.8 | (0.12) |
| Black | 21.6 | (0.43) | 20.9 | (0.41) | 22.9 | (0.42) | 23.4 | (0.39) | 23.0 | (0.36) | 23.3 | (0.40) | 22.1 | (0.39) | 21.1 | (0.38) | 18.6 | (0.37) | 17.2 | (0.37) | 17.8 | (0.36) | 2,147 | (12.5) | 383 | (9.7) | 17.9 | (0.45) |
| Hispanic | 27.3 | (0.33) | 24.9 | (0.37) | 25.4 | (0.33) | 25.2 | (0.30) | 24.2 | (0.34) | 23.1 | (0.31) | 21.8 | (0.40) | 20.1 | (0.35) | 19.2 | (0.31) | 18.1 | (0.30) | 17.1 | (0.29) | 3,329 | (10.1) | 540 | (9.2) | 16.2 | (0.26) |
| Asian | 9.2 | (0.47) | 8.7 | (0.42) | 10.6 | (0.51) | 9.6 | (0.41) | 9.4 | (0.45) | 9.2 | (0.41) | 9.7 | (0.45) | 9.3 | (0.43) | 8.3 | (0.40) | 7.5 | (0.38) | 7.6 | (0.30) | 849 | (8.2) | 58 | (3.0) | 6.8 | (0.35) |
| Paciific Islander | 21.5 | (3.59) | 23.5 | (3.68) | 25.8 | (3.18) | 24.7 | (3.17) | 28.6 | (3.76) | 26.2 | (3.11) | 23.0 | (3.17) | 30.6 | (4.17) | 22.6 | (3.27) | 17.6 | (2.77) | 20.8 | (3.29) | 28 | (2.0) | 6 | (1.0) | 20.3 | (3.35) |
| American Indian/Alaska Native | 30.6 | (1.56) | 29.0 | (1.76) | 32.3 | (1.65) | 31.9 | (1.51) | 31.3 | (1.65) | 31.2 | (1.59) | 31.9 | (1.46) | 31.2 | (1.53) | 30.0 | (1.61) | 28.9 | (1.46) | 30.3 | (1.33) | 113 | (3.9) | 34 | (2.2) | 30.4 | (1.65) |
| Some other race | 18.1 | (2.45) | 15.1 | (2.84) | 17.1 | (2.82) | 17.5 | (3.21) | 23.5 | (3.24) | 14.1 | (2.42) | 11.4 | (2.20) | 15.3 | (2.36) | 19.1 | (2.85) | 10.2 | (2.36) | 15.6 | (2.58) | 48 | (3.5) | 7 | (1.2) | 13.9 | (2.06) |
| Two or more races | 14.6 | (0.84) | 15.9 | (0.79) | 18.3 | (0.92) | 16.5 | (0.88) | 16.7 | (0.84) | 14.5 | (0.68) | 14.7 | (0.61) | 16.9 | (0.61) | 13.8 | (0.68) | 12.1 | (0.63) | 13.5 | (0.67) | 510 | (9.5) | 63 | (3.2) | 12.3 | (0.60) |
| 18 and 19 years old, all persons | 11.8 | (0.15) | 12.1 | (0.14) | 13.8 | (0.15) | 13.9 | (0.16) | 13.5 | (0.16) | 13.0 | (0.15) | 12.5 | (0.18) | 11.6 | (0.15) | 11.1 | (0.13) | 10.5 | (0.16) | 10.8 | (0.15) | 8,870 | (28.7) | 960 | (13.5) | 10.8 | (0.14) |
| 20 to 24 years old, all persons | 16.9 | (0.09) | 16.5 | (0.10) | 19.1 | (0.10) | 19.6 | (0.11) | 19.4 | (0.10) | 18.7 | (0.11) | 18.3 | (0.12) | 17.6 | (0.11) | 16.3 | (0.12) | 15.5 | (0.11) | 15.1 | (0.12) | 21,778 | (35.4) | 3,166 | (23.3) | 14.5 | (0.10) |
| Male | 15.5 | (0.13) | 15.7 | (0.13) | 19.4 | (0.17) | 20.0 | (0.15) | 19.6 | (0.16) | 18.9 | (0.14) | 18.5 | (0.16) | 17.4 | (0.17) | 16.3 | (0.17) | 15.7 | (0.15) | 15.2 | (0.15) | 11,154 | (23.9) | 1,638 | (15.7) | 14.7 | (0.14) |
| Female | 18.4 | (0.13) | 17.4 | (0.16) | 18.9 | (0.15) | 19.2 | (0.16) | 19.3 | (0.14) | 18.5 | (0.17) | 18.2 | (0.16) | 17.7 | (0.16) | 16.2 | (0.17) | 15.3 | (0.14) | 15.0 | (0.16) | 10,624 | (23.1) | 1,528 | (16.2) | 14.4 | (0.15) |
| White | 13.0 | (0.10) | 12.8 | (0.13) | 15.2 | (0.14) | 15.5 | (0.14) | 15.6 | (0.14) | 14.9 | (0.13) | 15.0 | (0.15) | 14.3 | (0.12) | 13.4 | (0.12) | 12.9 | (0.14) | 12.5 | (0.15) | 11,664 | (16.3) | 1,386 | (13.2) | 11.9 | (0.11) |
| Black | 28.0 | (0.37) | 27.6 | (0.35) | 30.1 | (0.34) | 31.2 | (0.37) | 30.5 | (0.33) | 30.1 | (0.41) | 28.6 | (0.37) | 27.8 | (0.36) | 24.9 | (0.38) | 23.2 | (0.32) | 23.7 | (0.39) | 3,083 | (18.7) | 708 | (12.4) | 23.0 | (0.36) |
| Hispanic | 22.4 | (0.25) | 21.6 | (0.26) | 24.3 | (0.26) | 24.5 | (0.25) | 23.8 | (0.25) | 22.8 | (0.26) | 21.4 | (0.31) | 19.8 | (0.28) | 18.8 | (0.26) | 18.1 | (0.27) | 17.1 | (0.22) | 4,826 | (15.9) | 794 | (11.1) | 16.4 | (0.23) |
| Asian | 10.4 | (0.43) | 9.1 | (0.38) | 11.4 | (0.47) | 10.8 | (0.38) | 10.3 | (0.42) | 10.2 | (0.32) | 10.4 | (0.39) | 10.1 | (0.40) | 9.5 | (0.36) | 9.0 | (0.35) | 8.3 | (0.31) | 1,243 | (11.2) | 100 | (3.5) | 8.0 | (0.27) |
| Pacific Islander | 22.2 | (2.95) | 22.2 | (2.99) | 24.5 | (2.60) | 26.2 | (2.88) | 27.8 | (2.88) | 26.5 | (2.81) | 19.9 | (2.59) | 22.3 | (3.23) | 19.8 | (2.44) | 16.6 | (2.52) | 20.2 | (3.23) | 40 | (2.7) | 9 | (1.4) | 21.5 | (3.07) |
| American Indian/Alaska Native | 32.9 | (1.54) | 31.9 | (1.45) | 36.9 | (1.32) | 37.2 | (1.45) | 36.4 | (1.49) | 34.3 | (1.25) | 37.5 | (1.37) | 36.5 | (1.37) | 33.3 | (1.41) | 35.2 | (1.31) | 31.6 | (1.52) | 156 | (4.8) | 50 | (2.8) | 31.9 | (1.43) |
| Some other race | 18.0 | (2.26) | 16.8 | (2.45) | 20.5 | (2.71) | 18.1 | (2.74) | 24.7 | (2.73) | 13.6 | (1.85) | 13.9 | (2.01) | 15.5 | (1.84) | 19.6 | (2.39) | 14.6 | (2.23) | 15.0 | (1.63) | 66 | (4.3) | 11 | (1.7) | 16.7 | (2.15) |
| Two or more races | 16.0 | (0.70) | 17.8 | (0.71) | 23.0 | (0.78) | 20.9 | (0.90) | 21.1 | (0.80) | 18.2 | (0.68) | 17.6 | (0.71) | 19.1 | (0.72) | 16.2 | (0.71) | 15.0 | (0.58) | 16.2 | (0.62) | 701 | (10.4) | 109 | (4.3) | 15.6 | (0.55) |
| Has completed high school, ${ }^{1}$ all persons | 13.1 | (0.09) | 12.8 | (0.11) | 15.3 | (0.11) | 15.8 | (0.12) | 15.9 | (0.09) | 15.4 | (0.12) | 15.2 | (0.13) | 14.8 | (0.11) | 13.7 | (0.11) | 13.1 | (0.11) | 12.9 | (0.11) | 20,142 | (35.4) | 2,497 | (20.1) | 12.4 | (0.10) |
| Male | 12.0 | (0.14) | 12.1 | (0.15) | 15.6 | (0.17) | 16.1 | (0.16) | 16.2 | (0.15) | 15.6 | (0.15) | 15.4 | (0.16) | 14.7 | (0.16) | 13.7 | (0.15) | 13.2 | (0.15) | 12.9 | (0.13) | 10,175 | (25.2) | 1,273 | (13.9) | 12.5 | (0.13) |
| Female | 14.2 | (0.14) | 13.5 | (0.16) | 14.9 | (0.15) | 15.4 | (0.16) | 15.6 | (0.14) | 15.2 | (0.17) | 15.0 | (0.16) | 14.9 | (0.15) | 13.8 | (0.15) | 13.0 | (0.15) | 12.9 | (0.16) | 9,967 | (22.5) | 1,224 | (14.8) | 12.3 | (0.14) |

[^56]Table 501.30. Percentage and number of persons 18 to $\mathbf{2 4}$ years old who were neither enrolled in school nor working, by age group, high school completion status, sex, and race/ethnicity: Selected years, 2006 through 2018-Continued
[Standard errors appear in parentheses]

| Age group, high school completion status, sex, and race/ethnicity | Percent who were neither enrolled in school nor working |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2018 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2006 |  | 2008 |  | 2009 |  | 2010 |  | 2011 |  | 2012 |  | 2013 |  | 2014 |  | 2015 |  | 2016 |  | 2017 |  | Number (in thousands) |  |  |  | Percent who were neither enrolled in school nor working |  |
|  |  |  | Total, all persons 18 to 24 years old | Neither enrolled in school nor working |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |
| White | 10.5 | (0.10) | 10.3 | (0.13) |  |  | 12.6 | (0.14) | 12.9 | (0.13) | 13.0 | (0.13) | 12.6 | (0.13) | 12.8 | (0.15) | 12.4 | (0.11) | 11.5 | (0.12) | 11.0 | (0.13) | 10.7 | (0.14) | 11,028 | (19.2) | 1,125 | (11.4) | 10.2 | (0.10) |
| Black | 21.8 | (0.41) | 21.6 | (0.34) | 24.1 | (0.35) | 25.1 | (0.40) | 24.8 | (0.32) | 24.9 | (0.41) | 23.5 | (0.38) | 23.4 | (0.39) | 21.1 | (0.40) | 19.5 | (0.37) | 20.4 | (0.38) | 2,787 | (18.4) | 548 | (10.7) | 19.7 | (0.35) |
| Hispanic | 17.4 | (0.26) | 16.4 | (0.27) | 19.0 | (0.27) | 19.5 | (0.29) | 19.8 | (0.25) | 18.5 | (0.27) | 17.7 | (0.32) | 16.4 | (0.28) | 15.8 | (0.25) | 15.2 | (0.29) | 14.7 | (0.23) | 4,248 | (15.5) | 598 | (9.7) | 14.1 | (0.22) |
| Asian | 9.1 | (0.39) | 8.3 | (0.40) | 10.0 | (0.44) | 9.4 | (0.37) | 9.1 | (0.41) | 8.9 | (0.32) | 9.5 | (0.37) | 8.9 | (0.37) | 8.5 | (0.33) | 8.2 | (0.35) | 7.5 | (0.28) | 1,203 | (11.0) | 88 | (3.3) | 7.3 | (0.27) |
| Paciific Islander | 17.6 | (3.08) | 20.4 | (3.31) | 19.4 | (2.61) | 24.8 | (3.04) | 25.0 | (2.82) | 22.4 | (2.72) | 18.8 | (2.67) | 17.6 | (3.34) | 17.7 | (2.36) | 15.8 | (2.68) | 19.2 | (3.40) | 36 | (2.4) | 6 | (1.1) | 17.2 | (2.70) |
| American Indian/Alaska Native | 25.7 | (1.67) | 26.0 | (1.45) | 29.2 | (1.45) | 29.6 | (1.43) | 30.9 | (1.71) | 29.6 | (1.26) | 32.9 | (1.52) | 32.0 | (1.40) | 27.9 | (1.56) | 30.8 | (1.35) | 28.0 | (1.47) | 135 | (4.4) | 37 | (2.2) | 27.4 | (1.37) |
| Some other race | 13.7 | (2.10) | 14.6 | (2.53) | 17.8 | (2.61) | 14.2 | (2.62) | 19.6 | (2.59) | 12.8 | (1.89) | 12.2 | (1.94) | 11.4 | (1.80) | 17.9 | (2.47) | 11.9 | (1.89) | 12.4 | (1.55) | 62 | (4.2) | 9 | (1.6) | 15.2 | (2.25) |
| Two or more races | 12.7 | (0.72) | 14.0 | (0.64) | 19.6 | (0.81) | 17.7 | (0.93) | 17.6 | (0.76) | 15.6 | (0.70) | 14.8 | (0.69) | 16.7 | (0.73) | 13.6 | (0.65) | 12.9 | (0.57) | 14.2 | (0.64) | 644 | (10.1) | 86 | (4.0) | 13.4 | (0.57) |
| Has not completed high school, all persons | 41.1 | (0.37) | 42.8 | (0.36) | 47.5 | (0.35) | 47.8 | (0.35) | 47.9 | (0.45) | 48.2 | (0.39) | 46.0 | (0.47) | 44.8 | (0.49) | 42.7 | (0.48) | 42.6 | (0.49) | 41.6 | (0.56) | 1,636 | (18.2) | 668 | (10.9) | 40.8 | (0.53) |
| Male | 34.0 | (0.48) | 37.0 | (0.52) | 42.4 | (0.47) | 43.3 | (0.45) | 42.3 | (0.51) | 43.9 | (0.58) | 41.5 | (0.60) | 40.3 | (0.64) | 39.7 | (0.55) | 39.4 | (0.62) | 39.0 | (0.64) | 979 | (13.7) | 364 | (7.8) | 37.2 | (0.66) |
| Female | 52.1 | (0.65) | 51.5 | (0.61) | 55.3 | (0.56) | 55.0 | (0.69) | 56.3 | (0.74) | 54.5 | (0.71) | 52.9 | (0.68) | 51.4 | (0.63) | 47.1 | (0.87) | 47.6 | (0.92) | 45.6 | (0.87) | 657 | (11.5) | 304 | (7.4) | 46.3 | (0.91) |
| White | 40.0 | (0.50) | 42.6 | (0.61) | 48.1 | (0.67) | 49.2 | (0.62) | 51.0 | (0.68) | 48.9 | (0.66) | 46.4 | (0.70) | 44.5 | (0.79) | 42.7 | (0.69) | 43.0 | (0.88) | 42.4 | (0.79) | 636 | (10.9) | 262 | (6.1) | 41.1 | (0.73) |
| Black | 58.0 | (1.10) | 58.8 | (1.02) | 62.1 | (0.76) | 64.6 | (0.67) | 63.1 | (1.00) | 63.3 | (0.95) | 60.0 | (1.02) | 58.7 | (0.93) | 55.9 | (1.13) | 54.2 | (1.35) | 54.1 | (1.41) | 296 | (7.6) | 160 | (6.0) | 54.0 | (1.45) |
| Hispanic | 34.3 | (0.58) | 35.5 | (0.59) | 39.3 | (0.54) | 39.3 | (0.56) | 38.1 | (0.70) | 40.5 | (0.79) | 38.0 | (0.78) | 37.1 | (0.82) | 35.6 | (0.83) | 36.4 | (0.83) | 34.5 | (0.88) | 578 | (11.8) | 196 | (6.4) | 33.9 | (0.96) |
| Asian | 36.2 | (2.49) | 26.6 | (2.48) | 38.3 | (2.89) | 37.8 | (2.66) | 32.0 | (2.27) | 37.7 | (3.09) | 36.4 | (3.26) | 38.3 | (2.73) | 31.7 | (2.93) | 30.4 | (2.63) | 30.7 | (2.82) | 40 | (3.0) | 11 | (1.3) | 27.9 | (2.53) |
| Pacific Islander | 49.6 | (9.53) | 36.5 | (8.89) | 58.9 | (7.61) |  | ( $\dagger$ | 48.4 | (9.11) | 49.2 | (10.64) | $\ddagger$ | (t) | 56.4 | (8.67) | $\ddagger$ | ( $\dagger$ | 23.6! | (7.13) | 34.4! | (12.22) | , | (1.0) | $\ddagger$ | ( $\dagger$ | 56.0 | (11.05) |
| American Indian/Alaska Native | 58.5 | (2.96) | 53.6 | (3.82) | 66.9 | (3.65) | 67.1 | (3.02) | 58.1 | (3.66) | 57.6 | (3.46) | 58.0 | (3.15) | 58.2 | (2.89) | 56.1 | (3.29) | 57.5 | (3.56) | 56.3 | (4.03) | 21 | (2.0) | 13 | (1.6) | 60.4 | (4.55) |
| Some other race | 43.2 | (9.41) | 29.6 | (7.61) | 41.1 | (8.85) | 39.8 | (7.57) | 61.6 | (9.79) | 23.5! | (7.85) | 29.2 | (8.04) | $\ddagger$ | (t) | 39.6 | (11.25) | 37.7 | (10.56) | 45.6 | (7.32) | 4 | (0.9) | $\ddagger$ | ( $\dagger$ | 42.8 | (10.79) |
| Two or more races | 48.1 | (3.32) | 53.0 | (3.29) | 56.5 | (3.05) | 49.4 | (3.46) | 56.4 | (3.09) | 47.1 | (2.76) | 49.7 | (3.22) | 50.8 | (2.55) | 55.2 | (3.20) | 43.1 | (3.19) | 43.5 | (3.17) | 56 | (3.3) | 23 | (2.0) | 40.2 | (2.70) |

$\dagger$ Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Includes completing high school through equivalency programs, such as a GED program.

NOTE: Data are based on sample surveys of the entire population in the given age range residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located acilities). Institutionalized persons made up 1 percent of all 18 - to 24 -year-olds in 2018. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. U.S. Department of Commerce, Census Bureau, American Co table was prepared December 2019.)

Table 501.40. Percentage distribution of 25- to 34 -year-olds with various levels of educational attainment, by labor force status, sex, race/ethnicity, and U.S. nativity and citizenship status: 2018
[Standard errors appear in parentheses]

| [Standard errors appear in parentheses] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All 25- to 34-year-olds |  |  |  |  |  | Less than high school completion |  |  |  |  |  | High school completion ${ }^{1}$ |  |  |  |  |  | Some college, no bachelor's degree ${ }^{2}$ |  |  |  |  |  | Bachelor's or higher degree |  |  |  |  |  |
|  | In labor force |  |  |  | Not inlabor force |  | In labor force |  |  |  | Not inlabor force |  | In labor force |  |  |  | Not inlabor force |  | In labor force |  |  |  | Not inlabor force |  | In labor force |  |  |  | Not inlabor force |  |
| Sex, race/ethnicity, and U.S. nativity and citizenship status | Employed |  | Unemployed (seeking employment) |  |  |  | Employed |  | Unemployed (seeking employment) |  |  |  | Employed |  | Unemployed (seeking employment) |  |  |  | Employed |  | Unemployed (seeking employment) |  |  |  | Employed |  | Unemployed (seeking employment) |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| Total ${ }^{3}$ |  | (0.07) | 4.2 | (0.04) | 16.8 | (0.06) | 56.4 | (0.33) | 6.9 | (0.18) | 36.6 | (0.32) | 71.4 | (0.19) | 6.0 | (0.10) | 22.6 | (0.16) | 80.3 | (0.14) | 4.4 | (0.08) | 15.3 | (0.12) | 88.2 | (0.10) | 2.3 | (0.05) | 9.4 | (0.09) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 82.9 | (0.11) | 4.5 | (0.06) | 12.6 | (0.09) | 65.9 | (0.44) | 6.5 | (0.23) | 27.6 | (0.39) | 77.1 | (0.25) | 5.9 | (0.12) | 17.0 | (0.21) | 84.7 | (0.22) | 4.4 | (0.12) | 10.9 | (0.18) | 91.5 | (0.13) | 2.6 | (0.08) | 5.9 | (0.12) |
| Female | 75.0 | (0.10) | 4.0 | (0.05) | 21.0 | (0.10) | 43.3 | (0.44) |  | (0.30) | 49.1 | (0.48) |  | (0.28) |  | (0.14) | 30.2 | (0.27) | 76.0 | (0.17) | 4.4 | (0.10) | 19.6 | (0.16) | 85.6 | (0.14) | 2.1 | (0.06) | 12.4 | (0.14) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 81.7 | (0.10) | 3.4 | (0.05) | 14.8 | (0.09) | 52.1 | (0.63) | 7.8 | (0.33) | 40.1 | (0.58) | 73.1 | (0.25) | 5.2 | (0.12) | 21.8 | (0.23) | 81.4 | (0.18) | 3.6 | (0.09) | 15.0 | (0.16) | 90.0 | (0.11) | 1.9 | (0.06) | 8.1 | (0.10) |
| Black | 72.8 | (0.24) | 7.6 | (0.17) | 19.6 | (0.18) | 39.3 | (1.04) | 11.5 | (0.72) | 49.2 | (0.96) | 64.3 | (0.52) | 9.6 | (0.28) | 26.1 | (0.48) | 78.9 | (0.46) | 7.2 | (0.30) | 13.9 | (0.33) | 88.6 | (0.40) | 3.8 | (0.24) | 7.6 | (0.33) |
| Hispanic | 76.8 | (0.17) | 4.4 | (0.08) | 18.8 | (0.16) | 65.6 | (0.50) | 4.8 | (0.24) | 29.6 | (0.47) | 73.8 | (0.32) | 5.1 | (0.16) | 21.0 | (0.28) | 79.9 | (0.32) | 4.3 | (0.19) | 15.7 | (0.27) | 87.9 | (0.40) | 2.7 | (0.16) | 9.4 | (0.35) |
| Asian | 77.7 | (0.28) | 3.2 | (0.11) | 19.2 | (0.28) | 61.5 | (1.50) | 3.5 | (0.67) | 34.9 | (1.39) | 71.9 | (1.14) | 4.1 | (0.49) | 24.0 | (1.13) | 76.3 | (0.85) | 3.6 | (0.35) | 20.2 | (0.75) | 80.0 | (0.34) | 2.9 | (0.13) | 17.1 | (0.34) |
| Paciific Islander | 75.5 | (1.84) | 4.0 | (0.75) | 20.5 | (1.67) | 51.7 | (7.05) | $\ddagger$ | ( + ) | 45.6 | (7.03) | 75.5 | (2.81) | 6.9 | (1.67) | 17.6 | (2.56) | 74.8 | (3.57) | 2.8 ! | (0.95) | 22.4 | (3.39) | 89.1 | (3.29) | $\ddagger$ | (t) | 8.9 ! | (2.86) |
| American Indian/Alaska Native ${ }^{4}$ | 64.0 | (0.88) | 7.6 | (0.48) | 28.4 | (1.02) | 35.8 | (2.93) | 12.7 | (1.86) | 51.5 | (2.65) | 57.2 | (1.58) | 9.5 | (0.97) | 33.3 | (1.87) | 74.0 | (1.41) | 5.8 | (0.79) | 20.2 | (1.31) | 81.7 | (2.54) |  | (0.75) | 16.0 | (2.46) |
| American Indian | 64.9 | (0.96) | 7.6 | (0.55) | 27.5 | (1.13) | 39.4 | (3.54) | 12.5 | (2.14) | 48.2 | (3.31) | 58.7 | (1.71) | 9.5 | (1.11) | 31.8 | (1.91) | 73.5 | (1.56) | 5.8 | (0.78) | 20.7 | (1.49) | 81.8 | (2.51) | 2.8 ! | (0.94) | 15.3 | (2.49) |
| Alaska Native | 48.9 | (4.01) | 12.3 | (2.85) | 38.8 | (3.98) | 16.1! | (6.05) | 16.1! | (7.26) | 67.7 | (8.45) | 54.7 | (5.63) | 11.7 | (2.86) | 33.6 | (5.10) | 60.7 | (8.38) | $\ddagger$ | (t) | 24.7! | (8.11) | + | (t) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ |
| Two or more races | 77.9 | (0.54) | 5.1 | (0.30) | 16.9 | (0.46) | 48.4 | (2.91) | 11.8 | (1.71) | 39.8 | (2.76) | 68.6 | (1.25) |  | (0.74) | 23.9 | (1.22) | 77.2 | (0.94) | 5.1 | (0.50) | 17.7 | (0.75) | 87.6 | (0.65) | 3.0 | (0.31) | 9.4 | (0.54) |
| Race/ethnicity by sex Male |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 85.5 | (0.13) | 3.8 | (0.07) | 10.7 | (0.12) | 60.9 | (0.75) | 8.1 | (0.48) | 31.0 | (0.68) | 79.1 | (0.30) | 5.2 | (0.16) | 15.7 | (0.28) | 86.7 | (0.22) | 3.6 | (0.13) | 9.7 | (0.20) | 92.7 | (0.15) | 2.3 | (0.08) | 5.0 | (0.13) |
| Black | 70.3 | (0.40) | 7.8 | (0.27) | 21.9 | (0.36) | 35.7 | (1.39) | 9.5 | (0.79) | 54.9 | (1.24) | 62.9 | (0.70) | 9.5 | (0.41) | 27.6 | (0.68) | 79.1 | (0.68) | 7.4 | (0.46) | 13.5 | (0.50) | 88.9 | (0.67) | 4.4 | (0.39) | 6.7 | (0.59) |
| Hispanic | 84.3 | (0.21) | 4.3 | (0.13) | 11.4 | (0.18) | 80.1 | (0.53) | 4.3 | (0.25) | 15.7 | (0.47) | 82.8 | (0.41) | 5.0 | (0.22) | 12.2 | (0.39) | 85.2 | (0.48) | 4.2 | (0.28) | 10.6 | (0.38) | 91.5 | (0.47) | 2.9 | (0.24) | 5.5 | (0.37) |
| ${ }_{\text {Asian }}$ Pacific Islander | 84.8 | (0.33) | 3.3 | (0.16) | 11.9 | (0.32) | 73.9 | (2.18) | 4.8 | (1.18) | 21.3 | (1.95) | 80.0 | (1.19) | 4.3 | (0.61) | 15.7 | (1.15) | 80.0 | (1.05) | 3.9 | (0.44) | 16.1 | (0.97) | 87.8 | (0.41) | 2.9 | (0.21) | 9.4 | (0.42) |
| Pacific Islander ${ }^{\text {a }}$, ${ }^{\text {a }}$ | 83.7 | (2.02) | 3.0 | (0.77) | 13.3 | (1.76) | 66.6 | (7.35) | 士 | (t) | 30.6 | (6.82) | 86.6 | (2.90) | 4.9 ! | (1.61) | 8.5! | (2.64) | 83.6 | (4.78) | キ | (t) | 15.2 | (4.55) | 90.4 | (4.85) | $\ddagger$ | ( + | \# $\ddagger$ | ${ }_{(+)}$ |
| American Indian/Alaska Native ${ }^{4}$ | 65.2 | (1.20) | 8.0 | (0.72) | 26.8 | (1.33) | 40.3 | (4.19) | 11.1 | (2.19) | 48.6 | (3.90) | 59.7 | (2.18) | 9.2 | (1.16) | 31.1 | (2.28) | 78.3 | (1.89) | 6.9 | (1.25) | 14.8 | (1.57) | 79.2 | (4.30) | t |  | 19.3 | (4.33) |
| American Indian | 66.6 | (1.40) | 8.3 | (0.81) | 25.0 | (1.45) | 42.9 | (4.78) | 11.8 | (2.68) | 45.4 | (4.31) | 60.6 | (2.40) | 9.6 | (1.30) | 29.9 | (2.34) | 78.2 | (2.09) | 7.2 | (1.38) | 14.7 | (1.68) | 84.6 | (3.54) | $\ddagger$ | (t) | 13.4 | (3.57) |
| Alaska Native | 51.1 | (5.35) | 8.3 | (2.11) | 40.6 | (5.45) | 17.9 ! | (6.36) | 17.1! | (5.60) | 64.9 | (8.34) | 58.4 | (7.79) | 5.8 ! | (2.54) | 35.8 | (7.22) | $\ddagger$ | (t) | $\ddagger$ | (t) | + | ( $\dagger$ | $\ddagger$ | (t) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Two or more races | 80.1 | (0.72) | 5.8 | (0.46) | 14.1 | (0.62) | 52.3 | (3.34) | 11.2 | (2.15) | 36.5 | (3.18) | 73.2 | (1.68) | 8.1 | (1.14) | 18.7 | (1.51) | 80.1 | (1.29) | 5.6 | (0.79) | 14.3 | (1.09) | 89.8 | (0.92) | 3.4 | (0.56) | 6.7 | (0.82) |
| White | 77.9 | (0.14) | 3.1 | (0.07) | 19.0 | (0.14) | 40.1 | (0.89) | 7.4 | (0.45) | 52.5 | (0.84) | 64.1 | (0.36) | 5.2 | (0.20) | 30.8 | (0.37) | 76.1 | (0.27) | 3.6 | (0.11) | 20.4 | (0.26) | 87.8 | (0.17) | 1.6 | (0.07) | 10.6 | (0.17) |
| Black | 75.2 | (0.33) | 7.4 | (0.20) | 17.4 | (0.27) | 44.4 | (1.38) | 14.4 | (1.22) | 41.2 | (1.36) | 66.0 | (0.78) | 9.8 | (0.44) | 24.2 | (0.69) | 78.8 | (0.63) | 6.9 | (0.39) | 14.2 | (0.50) | 88.3 | (0.49) | 3.5 | (0.30) | 8.2 | (0.40) |
| Hispanic | 68.7 | (0.30) | 4.4 | (0.13) | 26.9 | (0.29) | 45.2 | (0.80) | 5.5 | (0.45) | 49.3 | (0.83) | 62.1 | (0.55) | 5.3 | (0.31) | 32.5 | (0.53) | 75.0 | (0.46) | 4.4 | (0.24) | 20.6 | (0.41) | 85.1 | (0.54) | 2.4 | (0.21) | 12.5 | (0.50) |
| Asian | 71.0 | (0.46) | 3.0 | (0.19) | 26.0 | (0.46) | 49.2 | (2.40) | 2.2 ! | (0.79) | 48.5 | (2.30) | 62.8 | (1.85) | 3.8 | (0.70) | 33.4 | (1.85) | 72.5 | (1.11) | 3.3 |  | 24.2 | (1.03) | 73.1 | (0.53) | 2.9 | (0.22) | 24.0 | (0.50) |
| Pacific Islander | 66.8 | (2.93) | 5.1 | (1.25) | 28.0 | (2.79) | 30.1 ! | (12.45) | $\ddagger$ | (t) | 67.3 | (12.63) | 60.8 | (4.83) | 9.6! | (3.17) | 29.7 | (4.64) | 66.5 | (5.15) | 4.3 ! | (1.67) | 29.2 | (5.03) | 88.3 | (4.02) | $\ddagger$ | (t) | 10.0! | (3.61) |
| American Indian/Alaska Native ${ }^{4}$ | 62.8 | (1.40) | 7.2 | (0.69) | 30.0 | (1.42) | 30.5 | (4.53) | 14.6 | (3.35) | 54.9 | (4.49) | 53.8 | (2.53) | 9.9 | (1.63) | 36.3 | (2.82) | 70.4 | (2.20) | 4.9 | (1.02) | 24.7 | (2.01) | 83.1 | (2.84) | $2.6!$ | (1.02) | 14.3 | (2.57) |
| American Indian | 63.2 | (1.42) | 6.8 | (0.70) | 29.9 | (1.45) | 35.2 | (5.35) | 13.3 | (3.52) | 51.5 | (5.29) | 56.3 | (2.56) | 9.3 | (1.82) | 34.4 | (2.75) | 69.4 | (2.38) | 4.6 | (0.93) | 26.0 | (2.30) | 80.5 |  | $3.2!$ | (1.22) | 16.3 | (3.10) |
| Alaska Native | 46.5 | (6.27) | 16.7 | (4.94) | 36.8 | (6.69) |  | ( + ) | + | (t) |  |  | 48.2 | (7.29) | 21.9 | (5.32) | 29.9 | (7.34) | 54.4 | (11.02) | ${ }^{+}$ |  | 29.3! | (10.82) | 85 | (1) |  |  | \# $\ddagger$ | ( ${ }_{( }$ |
| Two or more races | 75.8 | (0.73) | 4.5 | (0.35) | 19.7 | (0.70) | 41.7 | (4.80) | 12.8 | (2.90) | 45.5 | (4.91) | 63.0 | (2.21) |  | (1.04) | 30.3 | (2.08) | 74.4 | (1.33) | 4.6 | (0.63) | 21.0 | (1.12) | 85.7 | (1.00) | 2.6 | (0.42) | 11.7 | (0.83) |
| Nativity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic | 77.4 | (0.22) | 50 | (0.11) | 176 | (0,19) | 56.9 |  | 7.1 | (0.44) | 36.0 | (0.76) | 73 | (0.42) | 6. | (0.22) | 20.8 | (0.43) | 79 | (0.39) | 4.7 | (0.23) |  | (0.32) |  | (0.43) | 26 | (0.19) | 5 |  |
| Foreign-born | 75.8 | (0.31) | 3.2 | (0.13) | 20.9 | (0.29) | 70.6 | (0.59) | 3.5 | (0.26) | 25.9 | (0.55) | 75.3 | (0.53) | 3.3 | (0.21) | 21.4 | (0.51) | 79.9 | (0.61) | 3.2 | (0.27) | 16.9 | (0.59) | 83.0 | (0.78) | 2.7 | (0.27) | 14.3 | (0.75) |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| U.S.-born Foreign-born | 83.6 | (0.48) | 3.5 | (0.19) | 12.8 | (0.44) | 51.6 | (3.91) | 5.2 ! | (1.99) | 43.2 | (3.65) | 72.5 | (1.58) |  | (0.94) | $21.5$ | (1.50) | 80.6 | (1.13) | $3.8$ | (0.48) | $15.6$ | (1.03) | $87.8$ | (0.52) | 2.9 | (0.26) | 9.3 | (0.47) |
| Foreign-born | 74.6 | (0.35) | 3.0 | (0.15) | 22.5 | (0.35) | 64.0 | (1.63) |  | (0.69) | 32.9 | (1.56) | 71.6 | (1.43) |  | (0.46) | 25.3 | (1.41) | 72.8 | (1.11) | 3.4 | (0.46) | 23.9 | (1.02) | 76.2 | (0.42) | 2.9 | (0.16) | 20.9 | (0.43) |
| Citizenship status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| U.S.-born citizen | 79.7 | (0.08) | 4.4 | (0.04) | 15.9 | (0.08) | 49.8 | (0.44) | 8.7 | (0.25) | 41.5 | (0.42) | 71.0 | (0.22) | 6.4 | (0.11) | 22.5 | (0.20) | 80.7 | (0.15) | 4.4 | (0.07) | 14.9 | (0.13) | 90.3 | (0.10) | 2.2 | (0.06) | 7.5 | (0.08) |
| Naturalized citizen | 80.7 | (0.35) | 3.5 | (0.17) | 15.8 | (0.34) | 68.2 | (1.37) | 3.0 | (0.44) | 28.7 | (1.36) | 75.0 | (0.86) | 3.4 | (0.34) | 21.7 | (0.82) | 80.3 | (0.67) | 4.2 | (0.33) | 15.4 | (0.63) | 86.4 | (0.50) | 3.2 | (0.25) | 10.5 | (0.50) |
| Noncitizen | 72.6 | (0.25) | 3.3 | (0.12) | 24.1 | (0.24) | 68.7 | (0.52) | 3.8 | (0.27) | 27.5 | (0.49) | 73.3 | (0.48) | 3.5 | (0.27) | 23.2 | (0.46) | 73.6 | (0.72) | 3.8 | (0.31) | 22.6 | (0.62) | 74.3 | (0.43) | 2.6 | (0.13) | 23.2 | (0.43) |

TNot applicable.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Data are for all persons with high school completion as their highest level of education, including those with equivalency redentials, such as the GED credential.
Total includes other racial/ethnic groups no well as those with an associate's degree.
Includes persons reporting American Indian alown separately.
IIncludes persons reporting American Indian alone, persons
Indian and/or Alaska Native tribes specified or not specified.
${ }^{5}$ Includes those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents.
NOTE: Estimates are for the entire civilian population in the given age range, including persons living in households and
 abor force consists of all employed persons plus those seeking mployment. Detail may not sum to totals because o rounding. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Am
prepared April 2020.)
[Standard errors appear in parentheses]

| Age group and highest level of educational attainment |  | 1975 |  | 1980 |  | 1985 |  | 1990 |  | 1995 |  | 2000 |  | 2005 |  | 2010 |  | 2012 |  | 2014 |  | 2015 |  | 2016 |  | 2017 |  | 2018 |  | 2019 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| 16 to 19 years old, all education levels ${ }^{1}$ |  | t) |  | ( $\dagger$ |  | (t) | 60.8 | (2.03) | 58.0 | (2.13) | 62.6 | 2.09) | 53.7 | 1.40) | 43.2 | (1.30) | 45.8 | 1.43) | 51.0 | 1.67) | 49.2 | (1.36) | 50.4 | 1.55) | 56.4 | 1.57) | 55.7 | 1.48) | 57.6 | 1.37) |
| Less than high school |  | (†) |  | + |  | (t) | 44.2 | (3.08) | 44.0 | (3.13) | 52.2 | (3.19) | 39.4 | (2.01) | 29.4 | (1.83) | 28.5 | (2.05) | 39.7 | (2.63) | 35.3 | (2.03) | 35.6 | (2.05) | 39.6 | (2.27) | 40.4 | (2.52) | 41.1 | (2.39) |
| High school completion ${ }^{2}$ |  | ( $\dagger$ ) |  | (t) |  | ( $\dagger$ ) | 74.2 | (2.54) | 70.1 | (2.99) | 70.1 | (2.92) | 65.0 | (2.04) | 51.1 | (1.84) | 53.6 | (1.90) | 58.5 | (2.22) | 56.1 | (1.83) | 58.7 | (2.28) | 66.4 | (1.96) | 62.9 | (1.96) | 65.5 | (1.87) |
| At least some college |  | ( + |  | (t) | - | ( $\dagger$ | 76.8 | (9.32) | 71.6 | (6.38) | 78.2 | (6.22) | 66.6 | (4.54) | 57.5 | (3.99) | 64.3 | (4.07) | 60.5 | (5.27) | 65.7 | (3.40) | 69.1 | (3.66) | 69.6 | (3.94) | 70.9 | (3.44) | 74.7 | (3.60) |
| 20 to 24 years old, all education levels ${ }^{1}$ |  | t) |  | (t) |  | ( $\dagger$ | 75.6 | (0.90) | 73.7 | (0.93) | 77.4 | (0.93) | 73.2 | (0.66) | 65.5 | (0.72) | 68.7 | (0.67) | 69.4 | (0.74) | 71.4 | (0.66) | 72.3 | (0.59) | 75.9 | (0.64) | 76. | (0.59) | 77.4 | (0.59) |
| Less than high school completion |  | (t) |  | (t) |  | (t) | 54.4 | (2.29) | 52.7 | (2.41) | 60.8 | (2.43) | 55.7 | (1.27) | 44.4 | (1.58) | 47.7 | (1.95) | 46.6 | (2.62) | 51.4 | (2.17) | 48.0 | (2.08) | 54.5 | (2.30) | 51.4 | (2.25) | 57.6 | (2.49) |
| High school completion ${ }^{2}$ |  | (t) |  | (t) | - | ( $\dagger$ ) | 76.6 | (1.26) | 72.2 | (1.46) | 76.5 | (1.46) | 72.3 | (0.91) | 61.5 | (1.01) | 64.2 | (0.99) | 63.7 | (1.31) | 66.9 | (1.01) | 69.4 | (1.03) | 72.1 | (1.05) | 72.4 | (0.94) | 73.4 | (0.96) |
| Some college, no bachelor's degree ${ }^{3}$ |  |  |  | ( + ) | - | ( $\dagger$ | 85.6 | (1.69) | 83.6 | (1.52) | 86.6 | (1.49) | 80.3 | (1.19) | 72.9 | (1.27) | 75.3 | (1.19) | 75.0 | (1.29) | 76.4 | (1.03) | 76.7 | (1.02) | 80.3 | (0.99) | 82.7 | (1.07) | 80.5 | (1.05) |
| Bachelor's or higher degree |  |  |  |  |  |  | 93.3 | (1.57) | 90.9 | (1.76) | 87.8 | (2.07) | 89.3 | (1.16) | 86.5 | (1.37) | 87.3 | (1.16) | 88.1 | (1.47) | 88.9 | (1.05) | 88.1 | (1.12) | 89.3 | (1.04) | 87.7 | (1.28) | 90.4 | (1.14) |
| 25 to 64 years old, all education levels | 65.8 | (0.33) | 70.2 | (0.30) | 71.6 | (0.30) | 75.0 | (0.29) | 75.5 | (0.28) | 77.7 | (0.27) | 75.0 | (0.19) | 71.5 | (0.19) | 71.7 | (0.18) | 72.3 | (0.26) | 73.1 | (0.19) | 73.8 | (0.18) | 74.4 | (0.17) | 74.9 | 0.18) | 75.6 | (0.18) |
| Less than high school completion | 55.3 | (0.62) | 55.5 | (0.66) | 53.1 | (0.74) | 54.9 | (0.80) | 53.8 | (0.85) | 57.8 | (0.91) | 57.2 | (0.51) | 52.1 | (0.60) | 52.9 | (0.60) | 54.9 | (0.78) | 54.7 | (0.58) | 56.6 | (0.62) | 55.6 | (0.65) | 56.8 | (0.61) | 56.1 | (0.58) |
| High school completion ${ }^{2}$ | 65.7 | (0.53) | 70.4 | (0.48) | 70.7 | (0.48) | 74.4 | (0.46) | 73.3 | (0.49) | 75.5 | (0.49) | 71.5 | (0.34) | 67.0 | (0.36) | 66.5 | (0.35) | 67.0 | (0.44) | 67.3 | (0.37) | 67.6 | (0.39) | 68.4 | (0.36) | 69.0 | (0.36) | 69.9 | (0.35) |
| Some college, no bachelor's degree ${ }^{3}$ | 71.7 | (0.86) | 76.1 | (0.70) | 77.8 | (0.66) | 80.2 | (0.60) | 79.5 | (0.51) | 80.7 | (0.50) | 77.7 | (0.33) | 72.7 | (0.30) | 72.2 | (0.30) | 72.6 | (0.44) | 74.1 | (0.32) | 73.9 | (0.32) | 75.3 | (0.30) | 75.0 | (0.33) | 76.0 | (0.31) |
| Bachelor's or higher degree | 82.5 |  | 84.5 | (0.55) | 85.6 | (0.51) | 86.7 | (0.47) | 86.5 | (0.44) | 86.4 | (0.42) | 83.7 | (0.26) | 81.6 | (0.24) | 82.1 | (0.24) | 82.0 | (0.34) | 82.8 | (0.26) | 83.5 | (0.23) | 83.5 | (0.25) | 83.8 | (0.27) | 84.3 | (0.27) |
| 25 to 34 years old, all education levels | 67.7 | (0.59) | 74.5 | (0.49) | 76.2 | (0.48) | 78.6 | (0.47) | 78.5 | (0.48) | 81.6 | (0.49) | 76.8 | (0.31) | 73.2 | (0.34) | 73.8 | (0.31) | 74.5 | 0.43) | 76.0 | (0.35) | 76.8 | (0.38) | 78.1 | .38) | 78.7 | 0.35) | 79.4 | 0.34) |
| Less than high school completion | 52.9 | (1.43) | 58.3 | (1.46) | 57.0 | (1.54) | 60.3 | (1.50) | 59.8 | (1.59) | 64.1 | (1.76) | 62.0 | (0.95) | 55.1 | (0.95) | 56.2 | (1.14) | 57.8 | (1.37) | 56.5 | (1.11) | 59.5 | (1.30) | 57.1 | (1.36) | 59.1 | (1.50) | 57.4 | 1.41) |
| High school completion ${ }^{2}$ | 65.5 | (0.92) | 72.0 | (0.81) | 74.3 | (0.78) | 77.7 | (0.74) | 77.0 | (0.84) | 80.2 | (0.91) | 73.1 | (0.60) | 68.1 | (0.72) | 68.7 | (0.75) | 68.2 | (0.73) | 70.4 | (0.72) | 70.1 | (0.79) | 71.8 | (0.70) | 72.5 | (0.73) | 73.6 | (0.72) |
| Some college, no bachelor's degree ${ }^{3}$ | 71.7 | (1.33) | 77.8 | (1.01) | 80.1 | (0.97) | 81.6 | (0.96) | 80.5 | (0.87) | 82.8 | (0.90) | 79.4 | (0.54) | 72.9 | (0.57) | 72.7 | (0.68) | 74.5 | (0.74) | 76.4 | (0.60) | 76.6 | (0.65) | 79.7 | (0.54) | 78.9 | (0.60) | 79.7 | (0.57) |
| Bachelor's or higher degree | 82.0 | (1.04) | 85.4 | (0.82) | 86.6 | (0.79) | 88.1 | (0.76) | 88.1 | (0.75) | 89.0 | (0.73) | 84.4 | (0.52) | 84.0 | (0.49) | 84.3 | (0.45) | 84.0 | (0.59) | 84.8 | (0.48) | 85.6 | (0.49) | 85.8 | (0.47) | 86.4 | (0.46) | 86.9 | (0.45) |
| 35 to 44 years old, all education levels | 70.3 | (0.66) | 76.5 | (0.58) | 78.1 | (0.54) | 81.6 | (0.48) | 80.2 | (0.46) | 81.8 | (0.45) | 79.9 | (0.26) | 76.0 | (0.30) | 76.9 | (0.35) |  | 0.40) | 78.3 | (0.31) | 78.5 | (0.33) |  | 0.31) | 80.1 | 0.30) | 80.3 | (0.31) |
| Less than high school completion | 61.4 | (1.31) | 63.4 | (1.39) | 60.0 | (1.58) | 62.5 | (1.69) | 58.6 | (1.66) | 64.8 | (1.64) | 64.9 | (0.93) | 58.2 | (1.13) | 59.6 | (1.13) | 61.3 | (1.25) | 62.3 | (0.84) | 64.2 | (1.00) | 64.0 | (1.01) | 64.5 | (1.13) | 63.3 | (1.11) |
| High school completion ${ }^{2}$ | 69.6 | (1.02) | 76.6 | (0.90) | 76.6 | (0.88) | 80.0 | (0.80) | 78.6 | (0.82) | 81.0 | (0.79) | 78.0 | (0.52) | 72.4 | (0.64) | 72.1 | (0.68) | 72.6 | (0.80) | 72.5 | (0.63) | 72.0 | (0.76) | 73.8 | (0.66) | 74.4 | (0.68) | 74.6 | (0.71) |
| Some college, no bachelor's degree ${ }^{3}$ | 74.5 | (1.74) | 80.9 | (1.33) | 81.6 | (1.15) | 85.0 | (0.93) | 83.3 | (0.81) | 84.4 | (0.80) | 82.0 | (0.48) | 76.9 | (0.53) | 78.2 | (0.61) | 77.3 | (0.68) | 79.6 | (0.53) | 79.4 | (0.58) | 79.7 | (0.63) | 80.8 | (0.55) | 81.2 | (0.58) |
| Bachelor's or higher degree | 84.5 | (1.31) | 87.1 | (1.00) | 88.8 | (0.80) | 89.5 | (0.72) | 88.5 | (0.71) | 87.6 | (0.74) | 85.9 | (0.41) | 84.7 | (0.39) | 85.0 | (0.41) | 85.0 | (0.57) | 86.7 | (0.39) | 86.3 | (0.39) | 86.1 | (0.35) | 86.8 | (0.37) | 87.3 | (0.39) |
| 45 to 54 years old, all education levels | 68.4 | (0.65) | 71.7 | (0.65) | 73.5 | (0.67) | 77.6 | (0.62) | 78.8 | (0.55) | 81.2 | 0.50) | 78.4 | (0.32) | 74.7 | (0.35) | 74.6 | (0.30) | 76.2 | (0.43) | 75.9 | 0.33) | 77.0 | (0.36) | 77.3 | (0.38) | 77.9 | 0.34) | 79.0 | 0.34) |
| Less than high school completion | 59.8 | (1.14) | 61.8 | (1.24) | 58.7 | (1.52) | 60.7 | (1.63) | 58.4 | (1.79) | 60.3 | (1.89) | 59.0 | (1.04) | 52.5 | (1.05) | 54.7 | (1.06) | 59.4 | (1.50) | 56.8 | (1.16) | 58.8 | (1.13) | 58.8 | (1.22) | 59.0 | (1.20) | 60.4 | (1.20) |
| High school completion ${ }^{2}$ | 68.8 | (1.03) | 72.0 | (1.02) | 74.0 | (1.03) | 77.5 | (0.97) | 75.9 | (1.01) | 78.2 | (0.95) | 75.1 | (0.64) | 71.0 | (0.65) | 70.4 | (0.62) | 70.7 | (0.84) | 70.9 | (0.63) | 71.7 | (0.68) | 72.2 | (0.66) | 73.0 | (0.67) | 74.0 | (0.76) |
| Some college, no bachelor's degree ${ }^{3}$ | 74.7 | (1.81) | 76.5 | (1.72) | 79.2 | (1.63) | 81.9 | (1.38) | 81.7 | (1.03) | 83.4 | (0.91) | 80.4 | (0.57) | 77.3 | (0.54) | 76.2 | (0.53) | 77.4 | (0.76) | 77.1 | (0.60) | 77.2 | (0.71) | 78.6 | (0.61) | 78.5 | (0.62) | 79.6 | (0.58) |
| Bachelor's or higher degree | 87.1 | (1.36) | 87.3 | (1.21) | 87.9 | (1.16) | 89.4 | (0.97) | 89.5 | (0.78) | 89.7 | (0.71) | 87.5 | (0.45) | 84.4 | (0.45) | 84.7 | (0.48) | 85.9 | (0.54) | 85.7 | (0.43) | 87.1 | (0.44) | 86.2 | (0.46) | 86.6 | (0.48) | 87.1 | (0.47) |
| 55 to 64 years old, all education levels | 54.6 | (0.77) | 54.1 | (0.73) | 52.1 | (0.77) | 53.4 | (0.81) | 55.0 | (0.82) | 58.1 | (0.79) | 60.8 | (0.48) | 60.6 | (0.41) | 60.6 | (0.41) | 60.9 | (0.52) |  | (0.37) | 62.6 | (0.37) | 63.0 | (0.40) | 62.9 | (0.38) | 63.7 | (0.43) |
| Less than high school completion | 48.5 | (1.11) | 43.2 | (1.16) | 41.8 | (1.29) | 39.5 | (1.46) | 38.1 | (1.67) | 40.4 | (1.84) | 39.4 | (1.13) | 40.0 | (1.19) | 39.1 | (1.08) | 39.6 | (1.34) | 42.4 | (1.12) | 43.6 | (1.27) | 42.5 | (1.07) | 45.4 | (1.09) | 44.1 | (1.22) |
| High school completion ${ }^{2}$ | 56.5 | (1.32) | 57.5 | (1.19) | 52.1 | (1.22) | 54.0 | (1.29) | 53.7 | (1.34) | 55.4 | (1.34) | 55.3 | (0.79) | 55.1 | (0.71) | 54.6 | (0.75) | 57.6 | (0.90) | 56.9 | (0.74) | 57.7 | (0.75) | 57.7 | (0.73) | 58.3 | (0.72) | 59.3 | (0.67) |
| Some college, no bachelor's degree ${ }^{3}$ | 62.6 | (2.48) | 62.5 | (2.08) | 58.9 | (2.21) | 60.4 | (2.12) | 62.0 |  | 62.4 | (1.64) | 64.8 | (0.90) | 61.8 | (0.76) | 61.2 | (0.70) | 60.5 | (0.99) | 63.2 | (0.68) | 62.7 | (0.68) | 63.2 | (0.70) | 62.2 | (0.75) | 63.9 | (0.74) |
| Bachelor's or higher degree | 72.6 | (2.34) | 71.9 | (1.96) | 71.3 | (1.83) | 70.5 | (1.79) | 70.0 | (1.72) | 71.9 | (1.49) | 73.5 | (0.74) | 72.0 | (0.65) | 73.1 | (0.66) | 71.7 | (0.90) | 72.3 | (0.62) | 73.4 | (0.60) | 74.4 | (0.71) | 73.6 | (0.65) | 74.0 | (0.71) |

## -Not available.

Data for 16 - to 19-year-olds and 20- to 24 -year-olds exclude persons enrolled in school.
${ }^{2}$ Includes equivalency credentials, such as the GED credential.
${ }^{3}$ Includes persons with no college degree as well as those with an associate's degree.

NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes only data on the civilian population (excludes all military personnel). or each age group, the employment to population ratio is the number of persons in that age group who are employed as SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1975 through 2019. (This table was prepared October 2019.)


## -Not available.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
Data for 16 - to 19-year-olds and 20- to 24 -year-olds exclude persons enrolled in school.
Includes equivalency credentials, such as the GED credential.
Includes persons with no college degree as well as those with an associate's degree.

NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes only data on the civilian population (excludes all military personnel) The unemployment rate is the percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. The civilian labor force consists of all civilians who are
employed or seeking employment.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic
Supplement, selected years, 1975 through 2019. (This table was prepared October 2019.)

Table 502.10. Occupation of employed persons 25 years old and over, by highest level of educational attainment and sex: 2018 and 2019
[Standard errors appear in parentheses]

| Sex and occupation | Total employed (in thousands) |  | Percentage distribution, by highest level of educational attainment |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Less than high school completion |  | High school completion (includes equivalency) |  | College |  |  |  |  |  |  |  |
|  |  |  | Some college, no degree |  |  | Associate's degree | Bachelor's degree |  | Master's or higher degree |  |
| 1 |  | 2 |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| 2018 All persons | 135,851 | (365.3) | 100.0 | 7.0 | (0.12) | 25.1 | (0.24) | 15.5 | (0.16) | 11.1 | (0.14) | 25.7 | (0.25) | 15.5 | (0.18) |
| Management, professional, and related | 59,266 | (439.8) | 100.0 | 1.2 | (0.07) | 9.5 | (0.21) | 10.5 | (0.21) | 10.1 | (0.20) | 37.6 | (0.34) | 31.1 | (0.32) |
| Management, business, and financial operations | 24,827 | (277.4) | 100.0 | 2.1 | (0.14) | 14.2 | (0.42) | 13.1 | (0.33) | 9.1 | (0.30) | 39.8 | (0.50) | 21.6 | (0.42) |
| Professional and related | 34,439 | (323.0) | 100.0 | 0.5 | (0.06) | 6.1 | (0.21) | 8.7 | (0.27) | 10.8 | (0.29) | 36.0 | (0.45) | 37.9 | (0.45) |
| Education, training, and library | 9,187 | (175.7) | 100.0 | 0.6 | (0.13) | 5.8 | (0.42) | 6.7 | (0.42) | 5.9 | (0.39) | 34.4 | (0.76) | 46.7 | (0.90) |
| Preschool and kindergarten teachers | 604 | (41.2) | 100.0 | 1.8! | (0.75) | 11.3 | (1.83) | 15.4 | (2.47) | 13.9 | (1.95) | 40.2 | (2.98) | 17.3 | (2.68) |
| Elementary and middle school teachers | 3,540 | (97.2) | 100.0 | $\ddagger$ | (t) | 2.4 | (0.44) | 2.7 | (0.44) | 2.8 | (0.41) | 44.0 | (1.21) | 48.1 | (1.34) |
| Secondary school teachers | 1,135 | (59.4) | 100.0 | $\ddagger$ | ( $\dagger$ ) | 1.3! | (0.51) | $2.6!$ | (0.84) | 1.5 ! | (0.59) | 35.9 | (2.33) | 58.6 | (2.37) |
| Special education teachers | 411 | (31.1) | 100.0 | $\ddagger$ | (t) | 3.2 ! | (1.04) | 3.8 ! | (1.26) | $3.4!$ | (1.28) | 30.9 | (3.79) | 57.8 | (4.07) |
| Postsecondary teachers | 1,279 | (65.8) | 100.0 | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | 1.9 | (0.55) | 1.5 ! | (0.51) | 12.2 | (1.63) | 84.2 | (1.79) |
| Other education, training, and library workers | 2,219 | (79.2) | 100.0 | 1.8 | (0.45) | 15.5 | (1.22) | 16.0 | (1.24) | 13.8 | (1.12) | 30.1 | (1.57) | 22.7 | (1.44) |
| Service occupations | 20,719 | (221.4) | 100.0 | 14.6 | (0.38) | 37.2 | (0.49) | 18.4 | (0.41) | 12.7 | (0.38) | 14.2 | (0.42) | 2.8 | (0.18) |
| Sales and office occupations | 27,253 | (268.4) | 100.0 | 3.7 | (0.18) | 29.2 | (0.44) | 22.5 | (0.40) | 12.9 | (0.33) | 26.0 | (0.47) | 5.7 | (0.22) |
| Natural resources, construction, and maintenance | 12,387 | (162.3) | 100.0 | 19.4 | (0.50) | 42.6 | (0.74) | 16.3 | (0.50) | 11.8 | (0.50) | 8.4 | (0.47) | 1.5 | (0.17) |
| Production, transportation, and material moving | 16,226 | (213.8) | 100.0 | 14.1 | (0.48) | 46.7 | (0.66) | 18.0 | (0.49) | 9.4 | (0.38) | 9.7 | (0.37) | 2.2 | (0.18) |
| Males | 72,248 | (244.9) | 100.0 | 8.4 | (0.16) | 27.7 | (0.31) | 15.5 | (0.23) | 9.6 | (0.18) | 24.5 | (0.29) | 14.2 | (0.22) |
| Management, professional, and related | 28,773 | (280.9) | 100.0 | 1.5 | (0.11) | 10.3 | (0.29) | 11.1 | (0.32) | 8.0 | (0.26) | 38.3 | (0.44) | 30.8 | (0.43) |
| Management, business, and financial operations | 13,768 | (194.9) | 100.0 | 2.6 | (0.20) | 15.2 | (0.51) | 13.3 | (0.48) | 7.8 | (0.37) | 39.6 | (0.64) | 21.4 | (0.61) |
| Professional and related | 15,006 | (184.7) | 100.0 | 0.5 | (0.09) | 5.7 | (0.34) | 9.0 | (0.41) | 8.2 | (0.40) | 37.1 | (0.64) | 39.5 | (0.62) |
| Education, training, and library | 2,526 | (86.7) | 100.0 | 0.4 ! | (0.15) | 3.6 | (0.65) | 6.0 | (0.79) | 4.2 | (0.66) | 31.1 | (1.43) | 54.7 | (1.59) |
| Service occupations | 8,790 | (152.1) | 100.0 | 14.8 | (0.62) | 36.4 | (0.86) | 18.2 | (0.68) | 11.5 | (0.58) | 16.1 | (0.64) | 2.9 | (0.30) |
| Sales and office occupations | 10,536 | (167.7) | 100.0 | 4.2 | (0.32) | 27.2 | (0.66) | 21.2 | (0.65) | 10.3 | (0.50) | 30.2 | (0.78) | 6.9 | (0.38) |
| Natural resources, construction, and maintenance | 11,814 | (159.3) | 100.0 | 19.1 | (0.52) | 43.3 | (0.76) | 16.2 | (0.51) | 11.9 | (0.51) | 8.0 | (0.45) | 1.4 | (0.17) |
| Production, transportation, and material moving | 12,334 | (168.3) | 100.0 | 13.2 | (0.50) | 47.6 | (0.75) | 18.4 | (0.57) | 9.3 | (0.43) | 9.4 | (0.42) | 2.2 | (0.22) |
| Females | 63,603 | (231.6) | 100.0 | 5.3 | (0.14) | 22.2 | (0.29) | 15.6 | (0.21) | 12.8 | (0.21) | 27.1 | (0.33) | 17.0 | (0.23) |
| Management, professional, and related | 30,493 | (260.9) | 100.0 | 0.9 | (0.09) | 8.8 | (0.27) | 10.0 | (0.28) | 12.0 | (0.27) | 37.0 | (0.46) | 31.3 | (0.40) |
| Management, business, and financial operations | 11,059 | (165.8) | 100.0 | 1.6 | (0.18) | 13.0 | (0.55) | 12.9 | (0.49) | 10.7 | (0.46) | 40.0 | (0.78) | 21.9 | (0.54) |
| Professional and related | 19,434 | (218.9) | 100.0 | 0.5 | (0.08) | 6.4 | (0.28) | 8.4 | (0.33) | 12.8 | (0.36) | 35.2 | (0.55) | 36.7 | (0.54) |
| Education, training, and library | 6,661 | (133.0) | 100.0 | 0.7 | (0.16) | 6.6 | (0.51) | 6.9 | (0.47) | 6.5 | (0.45) | 35.6 | (0.92) | 43.7 | (0.97) |
| Service occupations | 11,929 | (149.0) | 100.0 | 14.5 | (0.45) | 37.8 | (0.65) | 18.6 | (0.54) | 13.6 | (0.50) | 12.8 | (0.50) | 2.8 | (0.23) |
| Sales and office occupations | 16,717 | (196.8) | 100.0 | 3.4 | (0.21) | 30.5 | (0.56) | 23.3 | (0.47) | 14.4 | (0.44) | 23.4 | (0.57) | 5.0 | (0.27) |
| Natural resources, construction, and maintenance | 573 | (36.0) | 100.0 | 24.4 | (2.64) | 27.2 | (2.70) | 17.0 | (2.32) | 9.9 | (1.79) | 17.2 | (2.84) | 4.3 | (1.28) |
| Production, transportation, and material moving | 3,892 | (99.7) | 100.0 | 17.0 | (0.89) | 44.0 | (1.25) | 16.8 | (0.95) | 9.6 | (0.79) | 10.5 | (0.86) | 2.1 | (0.38) |
| 2019 All persons | 137,478 | (347.4) | 100.0 | 6.8 | (0.11) | 25.1 | (0.24) | 15.1 | (0.17) | 11.1 | (0.16) | 26.1 | (0.23) | 15.9 | (0.18) |
| Management, professional, and related | 60,087 | (407.3) | 100.0 | 1.1 | (0.07) | 9.3 | (0.20) | 9.8 | (0.21) | 10.0 | (0.20) | 38.0 | (0.33) | 31.7 | (0.33) |
| Management, business, and financial operations | 25,465 | (298.1) | 100.0 | 2.0 | (0.14) | 13.4 | (0.38) | 13.0 | (0.38) | 9.2 | (0.28) | 40.0 | (0.50) | 22.4 | (0.44) |
| Professional and related | 34,622 | (302.3) | 100.0 | 0.4 | (0.05) | 6.4 | (0.20) | 7.4 | (0.23) | 10.6 | (0.26) | 36.6 | (0.40) | 38.6 | (0.46) |
| Education, training, and library | 9,050 | (141.0) | 100.0 | 0.4 | (0.10) | 5.8 | (0.37) | 6.0 | (0.39) | 5.5 | (0.41) | 34.6 | (0.77) | 47.7 | (0.85) |
| Preschool and kindergarten teachers | 611 | (41.0) | 100.0 | 1.3! | (0.57) | 11.1 | (2.01) | 9.7 | (1.73) | 17.1 | (2.33) | 44.3 | (3.18) | 16.6 | (2.30) |
| Elementary and middle school teachers | 3,580 | (99.7) | 100.0 | $\ddagger$ | ( $\dagger$ ) | 2.4 | (0.37) | 2.1 | (0.37) | 2.3 | (0.39) | 41.5 | (1.40) | 51.4 | (1.38) |
| Secondary school teachers | 948 | (51.6) | 100.0 | $\ddagger$ | ( $\dagger$ ) | 1.0! | (0.43) | 1.4! | (0.59) | 0.9 ! | (0.43) | 40.1 | (2.63) | 56.6 | (2.67) |
| Special education teachers | 337 | (30.7) | 100.0 | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ | 4.5 ! | (1.56) | $\pm$ | ( $\dagger$ | 37.2 | (4.36) | 54.8 | (4.31) |
| Postsecondary teachers | 1,281 | (62.3) | 100.0 | $\ddagger$ | ( $\dagger$ ) | 0.5 ! | (0.24) | 1.4 ! | (0.54) | 1.8 ! | (0.56) | 14.1 | (1.63) | 82.3 | (1.75) |
| Other education, training, and library workers | 2,293 | (72.3) | 100.0 | 0.9 ! | (0.32) | 15.2 | (1.15) | 16.0 | (1.25) | 12.0 | (1.17) | 29.9 | (1.56) | 26.0 | (1.60) |
| Service occupations | 20,981 | (238.1) | 100.0 | 14.3 | (0.38) | 37.8 | (0.54) | 18.7 | (0.48) | 12.2 | (0.37) | 14.0 | (0.42) | 3.0 | (0.17) |
| Sales and office occupations | 27,638 | (251.2) | 100.0 | 3.7 | (0.20) | 29.1 | (0.46) | 21.9 | (0.41) | 12.7 | (0.38) | 26.4 | (0.45) | 6.2 | (0.24) |
| Natural resources, construction, and maintenance | 12,344 | (182.8) | 100.0 | 19.2 | (0.65) | 43.0 | (0.85) | 15.6 | (0.50) | 12.4 | (0.51) | 8.7 | (0.45) | 1.2 | (0.16) |
| Production, transportation, and material moving | 16,428 | (217.4) | 100.0 | 13.8 | (0.45) | 46.1 | (0.70) | 17.9 | (0.50) | 9.9 | (0.38) | 10.2 | (0.37) | 2.1 | (0.20) |
| Males | 72,785 | (238.8) | 100.0 | 8.3 | (0.17) | 27.6 | (0.32) | 15.0 | (0.24) | 9.8 | (0.19) | 24.9 | (0.28) | 14.4 | (0.23) |
| Management, professional, and related | 28,809 | (288.7) | 100.0 | 1.5 | (0.11) | 10.2 | (0.30) | 10.4 | (0.34) | 7.9 | (0.25) | 38.7 | (0.44) | 31.3 | (0.45) |
| Management, business, and financial operations | 14,106 | (219.5) | 100.0 | 2.5 | (0.20) | 14.4 | (0.51) | 13.4 | (0.51) | 8.1 | (0.36) | 39.7 | (0.63) | 22.0 | (0.56) |
| Professional and related | 14,703 | (195.3) | 100.0 | 0.5 | (0.10) | 6.1 | (0.36) | 7.4 | (0.39) | 7.8 | (0.35) | 37.8 | (0.63) | 40.3 | (0.66) |
| Education, training, and library | 2,356 | (81.0) | 100.0 | + | ( $\dagger$ ) | 3.7 | (0.63) | 4.3 | (0.66) | 4.1 | (0.65) | 31.6 | (1.46) | 55.9 | (1.55) |
| Service occupations | 8,725 | (153.4) | 100.0 | 14.6 | (0.58) | 36.7 | (0.86) | 18.3 | (0.75) | 11.1 | (0.63) | 16.2 | (0.70) | 3.1 | (0.31) |
| Sales and office occupations | 10,778 | (167.3) | 100.0 | 4.4 | (0.32) | 27.0 | (0.69) | 20.2 | (0.63) | 10.9 | (0.47) | 30.5 | (0.75) | 7.0 | (0.39) |
| Natural resources, construction, and maintenance | 11,760 | (176.8) | 100.0 | 18.7 | (0.65) | 43.4 | (0.88) | 15.8 | (0.52) | 12.5 | (0.52) | 8.3 | (0.44) | 1.2 | (0.16) |
| Production, transportation, and material moving | 12,712 | (187.2) | 100.0 | 13.0 | (0.53) | 46.8 | (0.77) | 18.3 | (0.58) | 10.0 | (0.43) | 9.8 | (0.41) | 2.1 | (0.22) |
| Females | 64,693 | (240.5) | 100.0 | 5.1 | (0.13) | 22.2 | (0.26) | 15.1 | (0.22) | 12.5 | (0.23) | 27.4 | (0.31) | 17.7 | (0.24) |
| Management, professional, and related | 31,278 | (230.6) | 100.0 | 0.7 | (0.07) | 8.6 | (0.26) | 9.3 | (0.26) | 11.9 | (0.30) | 37.4 | (0.46) | 32.1 | (0.42) |
| Management, business, and financial operations | 11,358 | (169.0) | 100.0 | 1.3 | (0.16) | 12.2 | (0.49) | 12.5 | (0.54) | 10.6 | (0.45) | 40.4 | (0.75) | 23.0 | (0.64) |
| Professional and related | 19,919 | (198.7) | 100.0 | 0.4 | (0.06) | 6.5 | (0.27) | 7.5 | (0.26) | 12.7 | (0.37) | 35.6 | (0.54) | 37.3 | (0.55) |
| Education, training, and library | 6,694 | (116.4) | 100.0 | 0.4 | (0.09) | 6.5 | (0.47) | 6.6 | (0.46) | 6.0 | (0.46) | 35.6 | (0.95) | 44.8 | (0.96) |
| Service occupations | 12,256 | (177.4) | 100.0 | 14.2 | (0.44) | 38.5 | (0.68) | 18.9 | (0.55) | 13.0 | (0.47) | 12.4 | (0.49) | 3.0 | (0.23) |
| Sales and office occupations | 16,860 | (184.6) | 100.0 | 3.3 | (0.22) | 30.4 | (0.57) | 23.0 | (0.56) | 13.9 | (0.49) | 23.8 | (0.54) | 5.7 | (0.30) |
| Natural resources, construction, and maintenance | 583 | (39.0) | 100.0 | 29.5 | (2.91) | 33.1 | (2.73) | 10.7 | (1.85) | 9.6 | (1.90) | 15.5 | (2.67) | 1.5! | (0.64) |
| Production, transportation, and material moving | 3,716 | (98.7) | 100.0 | 16.7 | (0.89) | 43.7 | (1.22) | 16.6 | (0.95) | 9.5 | (0.75) | 11.4 | (0.83) | 2.2 | (0.38) |

## $\dagger$ Not applicable

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
NOTE: Data are based on sample surveys of the noninstitutionalized population, which
excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes
only data on the civilian population (excludes all military personnel). Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2018 and 2019. (This table was prepared February 2020.)

Table 502.20. Median annual earnings, number, and percentage of full-time year-round workers age $\mathbf{2 5}$ and over, by highest level of educational attainment and sex: 1990 through 2018
[Standard errors appear in parentheses]

| Sex and year | Total |  | Elementary/secondary |  |  |  |  |  | College |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Less than 9th grade |  | Some high school, no completion |  | High school completion (includes equivalency) ${ }^{2}$ |  | Some college, no degree ${ }^{3}$ |  | Associate's degree |  | Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  | Bachelor's | degree ${ }^{5}$ |  |  | Master's | degree | Professiona | al degree | Doctor | degree |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  |  |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
|  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Males 1990 | \$30,730 |  | \$17,390 | (-) | \$20,900 | (-) | \$26,650 |  | \$31,730 |  |  |  |  |  |  |  |  |  |  |  |  | ( + |
| 1995 | 34,550 | (275) | 18,350 | (545) | 22,190 | (342) | +29,510 | (358) | +33,880 | (517) | 35,200 | (535) | $\$ 42,680$ 50,480 | (312) | +45,270 | (510) | 55,220 | (973) | 79,670 | $(2,582)$ | 65,340 | $(2,188)$ |
| 2000 | 41,060 | (156) | 20,790 | (376) | 25,100 | (436) | 34,300 | (457) | 40,340 | (312) | 41,950 | (460) | 61,870 | (303) | 56,330 | (573) | 68,320 | $(1,506)$ | 99,410 | $(20,832)$ | 80,250 | $(2,446)$ |
| 2001 | 41,620 | (104) | 21,360 | (235) | 26,210 | (251) | 34,720 | (299) | 41,050 | (214) | 42,780 | (561) | 62,220 | (279) | 55,930 | (335) | 70,900 | (687) | 100,000 | (-) | 86,970 | $(3,013)$ |
| 2002 | 41,150 | (100) | 20,920 | (213) | 25,900 | (207) | 33,210 | (311) | 40,850 | (195) | 42,860 | (673) | 61,700 | (201) | 56,080 | (385) | 67,280 | $(1,294)$ | 100,000 | (-) | 83,310 | $(2,076)$ |
| 2003 | 41,940 | (90) | 21,220 | (227) | 26,470 | (280) | 35,410 | (168) | 41,350 | (182) | 42,870 | (719) | 62,080 | (187) | 56,500 | (365) | 70,640 | (562) | 100,000 | (-) | 87,130 | $(2,528)$ |
| 2004 | 42,090 | (89) | 21,660 | (191) | 26,280 | (234) | 35,730 | (148) | 41,900 | (175) | 44,400 | (931) | 62,800 | (798) | 57,220 | (393) | 71,530 | (490) | 100,000 | (-) | 82,400 | $(2,423)$ |
| 2005 | 43,320 | (367) | 22,330 | (220) | 27,190 | (237) | 36,300 | (141) | 42,420 | (323) | 47,180 | (367) | 66,170 | (356) | 60,020 | (653) | 75,030 | $(1,229)$ | 100,000 | (-) | 85,860 | $(3,061)$ |
| 2006 | 45,760 | (134) | 22,710 | (398) | 27,650 | (573) | 37,030 | (164) | 43,830 | (812) | 47,070 | (390) | 66,930 | (346) | 60,910 | (235) | 75,430 | (859) | 100,000 | (-) | 100,000 | (-) |
| 2007 | 47,000 | (130) | 23,380 | (544) | 29,320 | (590) | 37,860 | (406) | 44,900 | (585) | 49,040 | (801) | 70,400 | (241) | 62,090 | (236) | 76,280 | (416) | 100,000 | (-) | 92,090 | $(1,894)$ |
| 2008 | 49,000 | (339) | 24,260 | (631) | 29,680 | (458) | 39,010 | (399) | 45,820 | (276) | 50,150 | (344) | 72,220 | (236) | 65,800 | (388) | 80,960 | (468) | 100,000 | (-) | 100,000 | (-) |
| 2009 | 49,990 | (201) | 23,950 | (394) | 28,020 | (542) | 39,480 | (379) | 47,100 | (347) | 50,300 | (238) | 71,470 | (239) | 62,440 | (707) | 79,340 | $(1,568)$ | 123,240 | $(2,539)$ | 100,740 | (519) |
| 2010 | 50,360 | (93) | 24,450 | (597) | 29,440 | (684) | 40,060 | (237) | 46,430 | (348) | 50,280 | (245) | 71,780 | (267) | 63,740 | $(1,115)$ | 80,960 | (453) | 115,300 | $(4,891)$ | 101,220 | (653) |
| 2011 | 50,660 | (25) | 25,220 | (23) | 30,420 | (300) | 40,450 | (87) | 47,070 | (78) | 50,930 | (212) | 73,850 | (490) | 66,200 | (25) | 83,030 | (755) | 119,470 | $(1,917)$ | 100,770 | (192) |
| 2012 | 50,950 | (144) | 25,130 | (440) | 30,330 | (430) | 40,350 | (194) | 47,190 | (407) | 50,960 | (329) | 75,320 | (565) | 66,150 | (570) | 85,120 | $(1,412)$ | 116,350 | $(5,632)$ | 106,470 | $(4,656)$ |
| 2013 | 51,120 | (149) | 26,160 | (531) | 30,570 | (551) | 40,290 | (227) | 47,650 | (739) | 51,000 | (493) | 76,110 | (485) | 67,240 | (992) | 86,310 | $(1,429)$ | 126,730 | $(8,647)$ | 105,280 | $(4,631)$ |
| 2014 | 51,400 | (133) | 26,580 | (382) | 30,840 | (382) | 40,930 | (197) | 46,900 | (429) | 51,110 | (345) | 75,910 | (391) | 68,160 | $(1,282)$ | 84,760 | $(1,988)$ | 121,750 | $(5,986)$ | 100,710 | (852) |
| 2015 | 52,310 | (152) | 27,160 | (460) | 32,140 | (320) | 41,570 | (184) | 49,670 | (708) | 52,070 | (352) | 79,320 | $(1,350)$ | 71,390 | (420) | 86,740 | $(1,632)$ | 131,190 | $(7,197)$ | 102,340 | $(4,801)$ |
| 2016 | 53,740 | (725) | 30,350 | (500) | 32,490 | $(1,237)$ | 41,890 | (180) | 49,240 | (784) | 52,120 | (462) | 80,320 | (446) | 71,630 | (383) | 88,430 | $(2,215)$ | 117,550 | $(7,311)$ | 120,430 | $(4,017)$ |
| 2017 | 55,630 | (269) | 31,000 | (369) | 34,620 | $(1,249)$ | 42,440 | (524) | 50,850 | (274) | 54,700 | $(1,414)$ | 81,390 | (321) | 71,990 | (395) | 91,600 | (648) | 127,230 | $(5,441)$ | 118,450 | $(4,152)$ |
| 2018 | 57,430 | (442) | 31,800 | (420) | 35,600 | (406) | 45,580 | (300) | 51,690 | (291) | 56,720 | (598) | 82,840 | $(1,930)$ | 75,150 | (959) | 99,620 | $(1,750)$ | 135,440 | $(10,136)$ | 115,790 | $(5,892)$ |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1990 | 21,370 | (-) | 12,250 | (-) | 14,430 | (-) | 18,320 | (-) | 22,230 | (-) | [ ${ }^{\text {] }]}$ | ( $\dagger$ ) | 30,380 | (-) | 28,020 | (-) | ${ }^{[6]}$ | ( $\dagger$ ) | ${ }^{[6]}$ | ( $\dagger$ ) | ${ }^{[6]}$ | (t) |
| 1995 | 24,880 | (160) | 13,580 | (490) | 15,830 | (293) | 20,460 | (162) | 24,000 | (274) | 27,310 | (428) | 35,260 | (313) | 32,050 | (273) | 40,260 | (556) | 50,000 | $(2,532)$ | 48,140 | $(2,373)$ |
| 2000 | 30,330 | (138) | 15,800 | (327) | 17,920 | (434) | 24,970 | (236) | 28,700 | (364) | 31,070 | (307) | 42,710 | (439) | 40,420 | (284) | 50,140 | (735) | 58,960 | $(3,552)$ | 57,080 | $(2,999)$ |
| 2001 | 31,360 | (91) | 16,690 | (255) | 19,160 | (359) | 25,300 | (132) | 30,420 | (186) | 32,150 | (231) | 44,780 | (367) | 40,990 | (231) | 50,670 | (328) | 61,750 | $(3,976)$ | 62,120 | $(2,228)$ |
| 2002 | 31,010 | (83) | 16,510 | (297) | 19,310 | (360) | 25,180 | (121) | 29,400 | (299) | 31,630 | (211) | 43,250 | (568) | 40,850 | (173) | 48,890 | (595) | 57,020 | $(2,421)$ | 65,720 | $(2,268)$ |
| 2003 | 31,570 | (85) | 16,910 | (256) | 18,940 | (327) | 26,070 | (118) | 30,140 | (176) | 32,250 | (241) | 45,120 | (291) | 41,330 | (204) | 50,160 | (454) | 66,490 | $(3,469)$ | 67,210 | $(2,462)$ |
| 2004 | 31,990 | (80) | 17,020 | (241) | 19,160 | (319) | 26,030 | (116) | 30,820 | (135) | 33,480 | (489) | 45,910 | (229) | 41,680 | (172) | 51,320 | (263) | 75,040 | $(2,436)$ | 68,880 | $(2,450)$ |
| 2005 | 33,080 | (242) | 16,140 | (250) | 20,130 | (274) | 26,290 | (134) | 31,400 | (165) | 33,940 | (497) | 46,950 | (232) | 42,170 | (179) | 51,410 |  |  | $(2,774)$ | 66,850 | $(2,490)$ |
| 2006 | 35,100 | (113) | 18,130 | (408) | 20,130 | (270) | 26,740 | (136) | 31,950 | (165) | 35,160 | (376) | 49,570 | (441) | 45,410 | (259) | 52,440 | (561) | 76,240 | $(2,488)$ | 70,520 | $(1,779)$ |
| 2007 | 36,090 | (105) | 18,260 | (461) | 20,400 | (292) | 27,240 | (133) | 32,840 | (415) | 36,330 | (283) | 50,400 | (158) | 45,770 | (262) | 55,430 | (412) | 71,100 | (910) | 68,990 | $(2,155)$ |
| 2008 | 36,700 | (109) | 18,630 | (494) | 20,410 | (295) | 28,380 | (283) | 32,630 | (355) | 36,760 | (243) | 51,410 | (145) | 47,030 | (237) | 57,510 | (745) | 71,300 | $(2,859)$ | 74,030 | $(2,144)$ |
| 2009 | 37,260 | (107) | 18,480 | (451) | 21,230 | (301) | 29,150 | (273) | 34,090 | (483) | 37,270 | (310) | 51,880 | (169) | 46,830 | (260) | 61,070 | (304) | 83,910 | $(3,210)$ | 76,580 | (912) |
| 2010 | 38,290 | (272) | 18,240 | (592) | 20,880 | (334) | 29,860 | (260) | 33,400 | (410) | 37,770 | (588) | 51,940 | (159) | 47,440 | (336) | 59,100 | $(1,021)$ | 76,740 | $(2,723)$ | 77,390 | $(2,174)$ |
| 2011 | 38,910 | (216) | 20,100 | (250) | 21,110 | (131) | 30,010 | (145) | 34,590 | (512) | 39,290 | (40) | 52,140 | (88) | 49,110 | (103) | 60,300 | (533) | 80,720 | (135) | 77,460 | (21) |
| 2012 | 39,980 | (294) | 20,060 | (514) | 21,390 | (285) | 30,410 | (165) | 35,060 | (452) | 37,320 | (455) | 53,690 | (888) | 50,170 | (290) | 60,930 | (464) | 94,470 | $(6,655)$ | 77,900 | $(3,616)$ |
| 2013 | 40,610 | (134) | 19,840 | (502) | 22,250 | (544) | 30,800 | (173) | 35,240 | (312) | 37,700 | (751) | 55,720 | (416) | 50,750 | (341) | 61,280 | (561) | 85,400 | $(6,196)$ | 75,090 | $(3,515)$ |
| 2014 | 40,830 | (151) | 20,990 | (279) | 21,990 | (322) | 30,650 | (151) | 34,380 | (891) | 37,480 | (591) | 55,940 | (333) | 51,350 | (230) | 60,830 | (442) | 91,810 | $(8,587)$ | 80,540 | $(2,875)$ |
| 2015 | 41,680 | (146) | 21,050 | (275) | 22,670 | (714) | 31,250 | (138) | 36,140 | (273) | 40,190 | (437) | 57,220 | (527) | 51,680 | (278) | 62,380 | $(1,135)$ | 82,470 | $(5,049)$ | 82,310 | $(3,752)$ |
| 2016 | 43,010 | (617) | 22,210 | (485) | 24,800 | (562) | 31,540 | (152) | 36,880 | (273) | 40,220 | (362) | 60,060 | (483) | 52,030 | (257) | 64,910 | $(1,091)$ | 92,030 | $(4,468)$ | 86,370 | $(4,485)$ |
| 2017 | 44,620 | (530) | 22,360 | (533) | 25,450 | (459) | 32,240 | (199) | 36,620 | (259) | 40,640 | (335) | 60,740 | (270) | 52,440 | (601) | 68,510 | $(1,524)$ | 100,180 | 92,030 | $(3,137)$ | $(3,137)$ |
| 2018 | 46,570 | (204) | 22,970 | $(1,042)$ | 25,140 | (576) | 32,620 | (471) | 38,840 | (600) | 41,490 | (329) | 61,760 | (227) | 56,680 | (466) | 66,740 | (581) | 99,780 | $(7,090)$ | 95,170 | $(5,083)$ |

[^57]Table 502.20. Median annual earnings, number, and percentage of full-time year-round workers age $\mathbf{2 5}$ and over, by highest level of educational attainment and sex: 1990 through 2018-Continued
[Standard errors appear in parentheses]

| Sex and year | Total |  | Elementary/secondary |  |  |  |  |  | College |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Less than 9th grade |  | Some high school, no completion ${ }^{1}$ |  | High school completion (includes equivalency) ${ }^{2}$ |  | Some college, no degree ${ }^{3}$ |  | Associate's degree |  | Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  | Bachelor's | degree ${ }^{5}$ |  |  | Master's | degree | Professiona | al degree | Doctor | s degree |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  |  |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Constant 2018 dollars ${ }^{7}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 56,940 | (453) | 30,240 | (898) | 36,560 | (564) | 48,630 | (590) | 55,830 | (852) | 58,010 | (882) | 83,190 | (514) | -74,590 | (840) | 90,990 | $(1,603)$ | 131,280 | $(4,255)$ | 107,670 | $(3,606)$ |
| 2000 | 59,870 | (227) | 30,320 | (548) | 36,590 | (636) | 50,020 | (666) | 58,820 | (455) | 61,180 | (671) | 90,220 | (442) | 82,150 | (836) | 99,630 | $(2,196)$ | 144,960 | $(30,378)$ | 117,020 | $(3,567)$ |
| 2001 | 59,020 | (147) | 30,290 | (333) | 37,170 | (356) | 49,240 | (424) | 58,210 | (303) | 60,660 | (796) | 88,240 | (396) | 79,320 | (475) | 100,550 | (974) | 141,810 | (-) | 123,330 | $(4,273)$ |
| 2002 | 57,450 | (140) | 29,200 | (297) | 36,160 | (289) | 46,360 | (434) | 57,030 | (272) | 59,830 | (940) | 86,130 | (281) | 78,280 | (537) | 93,920 | $(1,806)$ | 139,600 | (-) | 116,290 | $(2,898)$ |
| 2003 | 57,250 | (123) | 28,960 | (310) | 36,130 | (382) | 48,340 | (229) | 56,440 | (248) | 58,520 | (981) | 84,730 | (255) | 77,130 | (498) | 96,430 | (767) | 136,500 | (-) | 118,940 | $(3,451)$ |
| 2004 | 55,950 | (118) | 28,790 | (254) | 34,930 | (311) | 47,490 | (197) | 55,700 | (233) | 59,030 | $(1,238)$ | 83,480 | $(1,061)$ | 76,070 | (522) | 95,090 | (651) | 132,940 | (-) | 109,550 | $(3,221)$ |
| 2005 | 55,700 | (472) | 28,710 | (283) | 34,960 | (305) | 46,680 | (181) | 54,540 | (415) | 60,660 | (472) | 85,080 | (458) | 77,170 | (840) | 96,470 | $(1,580)$ | 128,580 | (-) | 110,400 | $(3,936)$ |
| 2006 | 57,000 | (167) | 28,290 | (496) | 34,450 | (714) | 46,130 | (204) | 54,600 | $(1,011)$ | 58,630 | (486) | 83,370 | (431) | 75,870 | (293) | 93,960 | $(1,070)$ | 124,560 | (-) | 124,560 | $(-)$ |
| 2007 | 56,930 | (157) | 28,310 | (659) | 35,510 | (715) | 45,850 | (492) | 54,380 | (708) | 59,390 | (970) | 85,260 | (292) | 75,190 | (286) | 92,390 | (504) | 121,110 | (-) | 111,530 | $(2,294)$ |
| 2008 | 57,150 | (395) | 28,290 | (736) | 34,610 | (534) | 45,500 | (465) | 53,440 | (322) | 58,490 | (401) | 84,220 | (275) | 76,740 | (453) | 94,430 | (546) | 116,630 | (-) | 116,630 | $(-)$ |
| 2009 | 58,520 | (235) | 28,030 | (461) | 32,800 | (634) | 46,210 | (444) | 55,130 | (406) | 58,880 | (279) | 83,650 | (280) | 73,090 | (828) | 92,870 | $(1,835)$ | 144,250 | $(2,972)$ | 117,910 | (607) |
| 2010 | 57,990 | (107) | 28,160 | (687) | 33,900 | (788) | 46,130 | (273) | 53,470 | (401) | 57,900 | (282) | 82,660 | (307) | 73,400 | $(1,284)$ | 93,230 | (522) | 132,770 | $(5,632)$ | 116,560 | (752) |
| 2011 | 56,550 | (28) | 28,160 | (26) | 33,960 | (335) | 45,150 | (97) | 52,550 | (87) | 56,850 | (237) | 82,450 | (547) | 73,900 | (28) | 92,690 | (843) | 133,370 | $(2,140)$ | 112,490 | (214) |
| 2012 | 55,730 | (157) | 27,490 | (481) | 33,170 | (470) | 44,130 | (212) | 51,610 | (445) | 55,740 | (360) | 82,380 | (618) | 72,350 | (623) | 93,090 | $(1,544)$ | 127,260 | $(6,160)$ | 116,440 | $(5,092)$ |
| 2013 | 55,100 | (161) | 28,200 | (572) | 32,950 | (594) | 43,430 | (245) | 51,360 | (797) | 54,970 | (531) | 82,030 | (523) | 72,470 | $(1,069)$ | 93,030 | $(1,540)$ | 136,600 | $(9,321)$ | 113,480 | $(4,992)$ |
| 2014 | 54,520 | (141) | 28,200 | (405) | 32,710 | (405) | 43,420 | (209) | 49,740 | (455) | 54,210 | (366) | 80,520 | (415) | 72,300 | $(1,360)$ | 89,900 | $(2,109)$ | 129,150 | $(6,349)$ | 106,820 | (904) |
| 2015 | 55,410 | (161) | 28,770 | (487) | 34,050 | (339) | 44,040 | (195) | 52,620 | (750) | 55,170 | (373) | 84,040 |  | 75,630 | (445) | 91,890 | $(1,729)$ | 138,990 | $(7,625)$ | 108,420 | $(5,086)$ |
| 2016 | 56,230 | (759) | 31,760 | (523) | 34,000 | $(1,294)$ | 43,830 | (188) | 51,510 | (820) | 54,530 | (483) | 84,030 | (467) | 74,950 | (401) | 92,520 | $(2,317)$ | 122,990 | $(7,649)$ | $126,000$ | $(4,203)$ |
| 2017 | 56,990 | (276) | 31,750 | (378) | 35,470 | $(1,280)$ | 43,480 | (537) | 52,090 | (281) | 56,040 | $(1,449)$ | 83,370 | (329) | 73,750 | (405) | 93,840 | (664) | 130,340 | $(5,574)$ | 121,340 | $(4,253)$ |
| 2018 | 57,430 | (442) | 31,800 | (420) | 35,600 | (406) | 45,580 | (300) | 51,690 | (291) | 56,720 | (598) | 82,840 | $(1,930)$ | 75,150 | (959) | 99,620 | $(1,750)$ | 135,440 | $(10,136)$ | 115,790 | $(5,892)$ |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1990 | 41,070 | (-) | 23,540 | (-) | 27,730 | (-) | 35,210 | (-) | 42,720 | (-) | ${ }^{[6]}$ | ( ${ }^{\text {( })}$ | 58,380 | $(-)$ | 53,840 | $(-)$ | ${ }^{[6]}$ | ( $\dagger$ ) | ${ }^{[6]}$ | ( ${ }^{\text {() }}$ | ${ }^{[6]}$ | ( $\dagger$ ) |
| 1995 | 40,990 | (264) | 22,370 | (807) | 26,080 | (483) | 33,720 | (267) | 39,540 | (452) | 45,000 | (705) | 58,100 | (516) | 52,820 | (450) | 66,350 | (916) | 82,390 | $(4,172)$ | 79,330 | $(3,910)$ |
| 2000 | 44,220 | (201) | 23,040 | (477) | 26,130 | (633) | 36,410 | (344) | 41,850 | (531) | 45,310 | (448) | 62,280 | (640) | 58,930 | (414) | 73,110 | $(1,072)$ | 85,970 | $(5,180)$ | 83,240 | $(4,373)$ |
| 2001 | 44,470 | (129) | 23,670 | (362) | 27,170 | (509) | 35,880 | (187) | 43,140 | (264) | 45,600 | (328) | 63,500 | (520) | 58,140 | (328) | 71,860 | (465) | 87,570 | $(5,639)$ | 88,100 | $(3,160)$ |
| 2002 | 43,290 | (116) | 23,050 | (415) | 26,950 | (503) | 35,150 | (169) | 41,040 | (417) | 44,150 | (295) | 60,370 | (793) | 57,030 | (242) | 68,250 | (831) | 79,600 | $(3,380)$ | 91,740 | $(3,166)$ |
| 2003 | 43,090 | (116) | 23,080 | (349) | 25,850 | (446) | 35,590 | (161) | 41,140 | (240) | 44,030 | (329) | 61,580 | (397) | 56,410 | (278) | 68,470 | (620) | 90,760 | $(4,735)$ | 91,750 | $(3,361)$ |
| 2004 | 42,530 | (106) | 22,630 | (320) | 25,470 | (424) | 34,600 | (154) | 40,970 | (179) | 44,510 | (650) | 61,040 | (304) | 55,410 | (229) | 68,220 | (350) | 99,760 | $(3,238)$ | 91,560 | $(3,257)$ |
| 2005 | 42,530 | (311) | 20,760 | (321) | 25,880 | (352) | 33,800 | (172) | 40,370 | (212) | 43,640 | (639) | 60,370 | (298) | 54,220 | (230) | 66,110 | (364) | 103,450 | $(3,567)$ | 85,960 | $(3,202)$ |
| 2006 | 43,720 | (141) | 22,590 | (508) | 25,070 | (336) | 33,300 | (169) | 39,800 | (206) | 43,790 | (468) | 61,750 | (549) | 56,560 | (323) | 65,320 | (699) | 94,970 | $(3,099)$ | 87,840 | $(2,216)$ |
| 2007 | 43,700 | (127) | 22,120 | (558) | 24,700 | (354) | 32,990 | (161) | 39,770 | (503) | 44,000 | (343) | 61,040 | (191) | 55,430 | (317) | 67,130 | (499) | 86,110 | $(1,102)$ | 83,550 | $(2,610)$ |
| 2008 | 42,800 | (127) | 21,730 | (576) | 23,800 | (344) | 33,100 | (330) | 38,050 | (414) | 42,870 | (283) | 59,960 | (169) | 54,850 | (276) | 67,080 | (869) | 83,150 | $(3,334)$ | 86,340 | $(2,501)$ |
| 2009 | 43,620 | (125) | 21,630 | (528) | 24,840 | (352) | 34,120 | (320) | 39,900 | (565) | 43,620 | (363) | 60,720 | (198) | 54,810 | (304) | 71,480 | (356) | 98,210 | $(3,757)$ | 89,640 | $(1,067)$ |
| 2010 | 44,100 | (313) | 21,000 | (682) | 24,050 | (385) | 34,380 | (299) | 38,460 | (472) | 43,500 | (677) | 59,810 | (183) | 54,620 | (387) | 68,060 | $(1,176)$ | 88,370 | $(3,136)$ | 89,120 | $(2,504)$ |
| 2011 | 43,440 | (241) | 22,440 | (279) | 23,570 | (146) | 33,500 | (162) | 38,620 | (572) | 43,860 | (45) | 58,200 | (98) | 54,820 | (115) | 67,320 | (595) | 90,110 | (151) | 86,470 | (23) |
| 2012 | 43,720 | (322) | 21,940 | (562) | 23,390 | (312) | 33,260 | (180) | 38,340 | (494) | 40,820 | (498) | 58,720 | (971) | 54,870 | (317) | 66,640 | (507) | 103,330 | $(7,279)$ | 85,200 | $(3,955)$ |
| 2013 | 43,780 | (144) | 21,390 | (541) | 23,980 | (586) | 33,200 | (186) | 37,990 | (336) | 40,640 | (810) | 60,070 | (448) | 54,700 | (368) | 66,060 | (605) | 92,050 | $(6,679)$ | 80,940 | $(3,789)$ |
| 2014 | 43,310 | (160) | 22,270 | (296) | 23,320 | (342) | 32,510 | (160) | 36,460 | (945) | 39,750 | (627) | 59,340 | (353) | 54,460 | (244) | 64,520 | (469) | 97,390 | $(9,108)$ | 85,430 | $(3,050)$ |
| 2015 | 44,160 | (155) | 22,310 | (291) | 24,020 | (756) | 33,110 | (146) | 38,290 | (289) | 42,570 | (463) | 60,620 | (558) | 54,750 | (295) | 66,090 | $(1,202)$ | 87,380 | $(5,349)$ | 87,200 | $(3,975)$ |
| 2016 | 45,000 | (646) | 23,240 | (507) | 25,950 | (588) | 33,000 | (159) | 38,590 | (286) | 42,080 | (379) | 62,840 | (505) | 54,440 | (269) | 67,910 | $(1,141)$ | 96,290 | $(4,675)$ | 90,360 | $(4,692)$ |
| 2017 | 45,710 | (543) | 22,910 | (546) | 26,080 | (470) | 33,030 | (204) | 37,520 | (265) | 41,630 | (343) | 62,220 | (277) | 53,720 | (616) | 70,180 | $(1,561)$ | 102,620 | $(4,935)$ | 94,280 | $(3,214)$ |
| 2018 | 46,570 | (204) | 22,970 | $(1,042)$ | 25,140 | (576) | 32,620 | (471) | 38,840 | (600) | 41,490 | (329) | 61,760 | (227) | 56,680 | (466) | 66,740 | (581) | 99,780 | $(7,090)$ | 95,170 | $(5,083)$ |

See notes at end of table.

Table 502.20. Median annual earnings, number, and percentage of full-time year-round workers age $\mathbf{2 5}$ and over, by highest level of educational attainment and sex: 1990 through 2018-Continued
[Standard errors appear in parentheses]

| Sex and year | Total |  | Elementary/secondary |  |  |  |  |  | College |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Less than 9th grade |  | Some high school, no completion' |  | High school completion (includes equivalency) ${ }^{2}$ |  | Some college, no degree ${ }^{3}$ |  | Associate's degree |  | Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  | Bachelor's | degree ${ }^{5}$ |  |  | Master's | degree | Professiona | degree | Doctor | degree |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  |  |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Number of persons with earnings who worked full time, year round (in thousands) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 48,500 | (306.1) | 1,946 | (72.8) | 3,335 | (94.9) | 15,331 | (195.6) | 8,908 | (152.3) | 3,926 | (102.8) | 15,054 | (194.0) | 9,597 | (157.8) | 3,395 | (95.7) | 1,208 | (57.5) | 853 | (48.4) |
| 2000 | 54,065 | (309.7) | 1,968 | (68.0) | 3,354 | (88.4) | 16,834 | (191.7) | 9,792 | (148.8) | 4,729 | (104.7) | 17,387 | (194.6) | 11,395 | (159.9) | 3,680 | (92.6) | 1,274 | (54.8) | 1,038 | (49.5) |
| 2001 | 54,013 | (224.8) | 2,207 | (51.4) | 3,503 | (64.5) | 16,314 | (135.4) | 9,494 | (104.9) | 4,714 | (74.7) | 17,780 | (140.9) | 11,479 | (114.8) | 3,961 | (68.5) | 1,298 | (39.5) | 1,041 | (35.4) |
| 2002 | 54,108 | (225.0) | 2,154 | (50.7) | 3,680 | (66.1) | 16,005 | (134.2) | 9,603 | (105.5) | 4,399 | (72.2) | 18,267 | (142.7) | 11,829 | (116.5) | 4,065 | (69.4) | 1,308 | (39.6) | 1,065 | (35.8) |
| 2003 | 54,253 | (225.2) | 2,209 | (51.4) | 3,369 | (63.3) | 16,285 | (135.3) | 9,340 | (104.1) | 4,696 | (74.5) | 18,354 | (143.0) | 11,846 | (116.6) | 4,124 | (69.9) | 1,348 | (40.2) | 1,037 | (35.3) |
| 2004 | 55,469 | (227.0) | 2,427 | (53.8) | 3,468 | (64.2) | 17,067 | (138.3) | 9,257 | (103.6) | 4,913 | (76.2) | 18,338 | (142.9) | 11,701 | (115.9) | 4,243 | (70.9) | 1,305 | (39.6) | 1,088 | (36.1) |
| 2005 | 56,717 | (228.7) | 2,425 | (53.8) | 3,652 | (65.9) | 17,266 | (139.0) | 9,532 | (105.1) | 5,022 | (77.0) | 18,820 | (144.7) | 12,032 | (117.4) | 4,275 | (71.2) | 1,369 | (40.5) | 1,144 | (37.1) |
| 2006 | 58,109 | (230.6) | 2,361 | (53.1) | 3,872 | (67.8) | 17,369 | (139.4) | 9,493 | (104.9) | 5,110 | (77.7) | 19,903 | (148.4) | 12,764 | (120.7) | 4,542 | (73.3) | 1,425 | (41.3) | 1,172 | (37.5) |
| 2007 | 58,147 | (230.7) | 2,142 | (50.6) | 3,451 | (64.0) | 17,224 | (138.9) | 9,867 | (106.8) | 5,244 | (78.7) | 20,218 | (149.5) | 12,962 | (121.6) | 4,800 | (75.3) | 1,332 | (40.0) | 1,125 | (36.7) |
| 2008 | 55,655 | (227.2) | 1,982 | (48.7) | 3,118 | (60.9) | 16,195 | (135.0) | 9,515 | (105.0) | 5,020 | (77.0) | 19,825 | (148.1) | 12,609 | (120.0) | 4,709 | (74.6) | 1,388 | (40.8) | 1,119 | (36.7) |
| 2009 | 52,445 | (222.5) | 1,561 | (43.2) | 2,795 | (57.7) | 15,258 | (131.3) | 8,609 | (100.1) | 4,828 | (75.5) | 19,395 | (146.7) | 12,290 | (118.6) | 4,575 | (73.6) | 1,319 | (39.8) | 1,212 | (38.1) |
| 2010 | 52,890 | (223.2) | 1,600 | (43.8) | 2,615 | (55.9) | 15,104 | (130.7) | 8,541 | (99.7) | 5,042 | (77.2) | 19,990 | (148.7) | 12,836 | (121.1) | 4,670 | (74.3) | 1,237 | (38.5) | 1,246 | (38.7) |
| 2011 | 54,279 | (225.2) | 1,848 | (47.0) | 2,715 | (56.9) | 15,335 | (131.6) | 8,752 | (100.9) | 5,206 | (78.4) | 20,423 | (150.1) | 13,013 | (121.8) | 4,839 | (75.6) | 1,300 | (39.5) | 1,271 | (39.0) |
| 2012 | 55,208 | (226.6) | 1,793 | (46.3) | 2,671 | (56.4) | 15,295 | (131.4) | 8,974 | (102.1) | 5,423 | (80.0) | 21,052 | (152.2) | 13,315 | (123.2) | 5,003 | (76.9) | 1,301 | (39.5) | 1,433 | (41.4) |
| 2013 | 56,703 | (289.3) | 1,944 | (61.0) | 2,910 | (74.5) | 16,034 | (170.0) | 8,960 | (129.0) | 5,605 | (102.8) | 21,249 | (193.4) | 13,378 | (156.2) | 5,146 | (98.6) | 1,249 | (49.0) | 1,476 | (53.2) |
| 2014 | 58,435 | (256.1) | 1,994 | (54.0) | 3,012 | (66.2) | 16,429 | (150.3) | 9,281 | (114.7) | 5,622 | (90.0) | 22,098 | (172.1) | 13,969 | (139.3) | 5,401 | (88.2) | 1,359 | (44.6) | 1,369 | (44.8) |
| 2015 | 59,690 | (264.8) | 2,008 | (54.2) | 2,984 | (66.0) | 16,286 | (150.5) | 9,445 | (116.0) | 5,907 | (92.3) | 23,059 | (176.9) | 14,469 | (142.4) | 5,883 | (92.2) | 1,256 | (42.9) | 1,451 | (46.1) |
| 2016 | 60,677 | (266.4) | 1,844 | (52.0) | 2,828 | (64.2) | 16,855 | (153.0) | 9,603 | (117.0) | 6,091 | (93.7) | 23,456 | (178.3) | 14,723 | (143.5) | 5,975 | (92.9) | 1,169 | (41.4) | 1,589 | (48.2) |
| 2017 | 61,794 | (268.2) | 1,820 | (51.6) | 2,931 | (65.4) | 16,997 | (153.6) | 9,629 | (117.1) | 6,052 | (93.4) | 24,365 | (181.4) | 15,445 | (146.8) | 6,065 | (93.5) | 1,188 | (41.7) | 1,667 | (49.4) |
| 2018 | 62,603 | (392.2) | 1,878 | (75.1) | 2,859 | (92.5) | 17,306 | (222.7) | 9,341 | (165.6) | 6,310 | (136.8) | 24,908 | (263.9) | 15,961 | (214.3) | 6,080 | (134.3) | 1,248 | (61.3) | 1,619 | (69.8) |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1990 | 28,636 | (234.7) | 847 | (45.6) | 1,861 | (67.3) | 11,810 | (162.8) | 6,462 | (123.1) | [ ${ }^{\text {[ }}$ ] | ( $\dagger$ | 7,655 | (133.3) | 4,704 | (105.8) |  | (t) | [ ${ }^{\text {] }}$ | ( $\dagger$ ) | [ ${ }^{6}$ ] | ( $\dagger$ |
| 1995 | 32,673 | (268.2) | 774 | (46.1) | 1,763 | (69.3) | 11,064 | (168.6) | 6,329 | (129.5) | 3,336 | (94.9) | 9,406 | (156.3) | 6,434 | (130.5) | 2,268 | (78.5) | 421 | (34.0) | 283 | (27.9) |
| 2000 | 37,762 | (271.6) | 930 | (46.8) | 1,950 | (67.7) | 11,789 | (162.5) | 7,391 | (130.0) | 4,118 | (97.8) | 11,584 | (161.1) | 7,899 | (134.3) | 2,823 | (81.2) | 509 | (34.7) | 353 | (28.9) |
| 2001 | 38,228 | (197.0) | 927 | (33.4) | 1,869 | (47.3) | 11,690 | (115.8) | 7,283 | (92.3) | 4,190 | (70.5) | 12,269 | (118.5) | 8,257 | (98.1) | 3,089 | (60.6) | 531 | (25.3) | 392 | (21.7) |
| 2002 | 38,510 | (197.6) | 858 | (32.1) | 1,841 | (46.9) | 11,687 | (115.8) | 7,354 | (92.7) | 4,285 | (71.2) | 12,484 | (119.5) | 8,229 | (97.9) | 3,281 | (62.5) | 572 | (26.2) | 402 | (22.0) |
| 2003 | 38,681 | (197.9) | 882 | (32.6) | 1,739 | (45.6) | 11,587 | (115.3) | 7,341 | (92.6) | 4,397 | (72.2) | 12,735 | (120.6) | 8,330 | (98.5) | 3,376 | (63.4) | 567 | (26.1) | 462 | (23.6) |
| 2004 | 39,072 | (198.7) | 917 | (33.2) | 1,797 | (46.4) | 11,392 | (114.4) | 7,330 | (92.6) | 4,505 | (73.0) | 13,131 | (122.4) | 8,664 | (100.4) | 3,451 | (64.0) | 564 | (26.0) | 452 | (23.3) |
| 2005 | 40,021 | (200.6) | 902 | (32.9) | 1,740 | (45.6) | 11,419 | (114.5) | 7,452 | (93.3) | 4,751 | (74.9) | 13,758 | (125.1) | 9,074 | (102.6) | 3,591 | (65.3) | 657 | (28.1) | 437 | (22.9) |
| 2006 | 41,311 | (203.2) | 934 | (33.5) | 1,802 | (46.4) | 11,652 | (115.6) | 7,613 | (94.3) | 4,760 | (75.0) | 14,549 | (128.4) | 9,645 | (105.7) | 3,746 | (66.7) | 662 | (28.2) | 497 | (24.5) |
| 2007 | 42,196 | (204.9) | 823 | (31.5) | 1,649 | (44.4) | 11,447 | (114.7) | 7,916 | (96.1) | 4,891 | (76.0) | 15,469 | (132.1) | 9,931 | (107.2) | 4,389 | (72.1) | 666 | (28.3) | 484 | (24.1) |
| 2008 | 40,979 | (202.5) | 814 | (31.3) | 1,568 | (43.3) | 10,851 | (111.8) | 7,456 | (93.3) | 4,955 | (76.5) | 15,335 | (131.6) | 9,856 | (106.8) | 4,176 | (70.3) | 753 | (30.1) | 550 | (25.7) |
| 2009 | 40,376 | (201.4) | 776 | (30.5) | 1,519 | (42.7) | 10,467 | (109.9) | 7,164 | (91.6) | 4,924 | (76.3) | 15,526 | (132.4) | 10,066 | (107.9) | 4,261 | (71.0) | 606 | (27.0) | 592 | (26.7) |
| 2010 | 40,196 | (201.0) | 732 | (29.7) | 1,371 | (40.5) | 10,117 | (108.1) | 7,150 | (91.5) | 4,999 | (76.8) | 15,826 |  | 9,903 | (107.0) | 4,576 | (73.6) | 622 | (27.4) | 725 | (29.5) |
| 2011 | 40,885 | (202.4) | 779 | (30.6) | 1,380 | (40.7) | 10,040 | (107.7) | 6,989 | (90.5) | 5,131 | (77.8) | 16,566 | (136.4) | 10,537 | (110.2) | 4,700 | (74.6) | 635 | (27.6) | 694 | (28.9) |
| 2012 | 41,319 | (203.2) | 690 | (28.8) | 1,351 | (40.3) | 9,870 | (106.8) | 6,899 | (89.9) | 5,246 | (78.7) | 17,263 | (139.0) | 10,961 | (112.3) | 4,887 | (76.0) | 670 | (28.4) | 745 | (29.9) |
| 2013 | 42,021 | (258.8) | 788 | (38.9) | 1,309 | (50.1) | 9,990 | (135.9) | 7,070 | (115.1) | 5,253 | (99.6) | 17,611 | (177.5) | 11,124 | (143.1) | 4,963 | (96.9) | 793 | (39.1) | 732 | (37.5) |
| 2014 | 42,957 | (228.5) | 796 | (34.2) | 1,356 | (44.6) | 9,802 | (117.7) | 7,241 | (101.7) | 5,426 | (88.4) | 18,336 | (158.1) | 11,420 | (126.6) | 5,310 | (87.5) | 776 | (33.8) | 830 | (34.9) |
| 2015 | 44,012 | (234.8) | 823 | (34.8) | 1,308 | (43.8) | 9,739 | (117.8) | 7,525 | (103.9) | 5,507 | (89.2) | 19,109 | (162.2) | 11,751 | (128.9) | 5,562 | (89.7) | 784 | (33.9) | 1,012 |  |
| 2016 | 44,968 | (236.9) | 728 | (32.7) | 1,382 | (45.0) | 9,832 | (118.3) | 7,305 | (102.4) | 5,764 | (91.2) | 19,957 | (165.5) | 12,143 | (131.0) | 5,997 | (93.0) | 841 | (35.1) | 976 | (37.9) |
| 2017 | 45,868 | (238.8) | 766 | (33.5) | 1,341 | (44.3) | 9,783 | (118.0) | 7,004 | (100.4) | 5,838 | (91.8) | 21,136 | (170.0) | 12,937 | (135.0) | 6,308 | (95.4) | 805 | (34.4) | 1,085 | (39.9) |
| 2018 | 46,945 | (349.3) | 718 | (46.5) | 1,337 | (63.4) | 10,014 | (171.3) | 6,927 | (143.2) | 5,802 | (131.2) | 22,147 | (250.0) | 13,302 | (196.5) | 6,856 | (142.4) | 826 | (49.9) | 1,163 | (59.2) |

Table 502.20. Median annual earnings, number, and percentage of full-time year-round workers age $\mathbf{2 5}$ and over, by highest level of educational attainment and sex: 1990 through 2018-Continued
[Standard errors appear in parentheses]

| Sex and year | Total |  | Elementary/secondary |  |  |  |  |  | College |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Less than 9th grade |  | Some high school, no completion ${ }^{1}$ |  | High school completion (includes equivalency) ${ }^{2}$ |  | Some college, no degree ${ }^{3}$ |  | Associate's degree |  | Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  | Bachelor's | egree ${ }^{5}$ |  |  | Master | degree | Professiona | degree | Doctor | degree |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  |  |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Percent of persons with earnings who worked full time, year round ${ }^{8}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { Males } \\ & 2000 \\ & 2001 \\ & 2002 \\ & 2003 \\ & 2004 \end{aligned}$ | 81.7 | (0.23) | 69.2 | (1.33) | 71.8 | (1.01) | 80.9 | (0.42) | 82.2 |  | 86.6 |  |  |  | 85.6 |  |  |  |  |  |  |  |
|  | 80.1 | (0.17) | 69.7 | (0.90) | 70.9 | (0.71) | 79.4 | (0.31) | 82.2 80.2 | (0.40) | 84.1 | (0.54) | 84.8 83.3 | $(0.39)$ $(0.28)$ | 85.6 83.6 | $(0.47)$ $(0.35)$ | 82.8 82.4 | $(0.87)$ $(0.60)$ | 85.8 84.6 | $(1.39)$ $(1.01)$ | 82.5 82.2 | (1.65) |
|  | 79.4 | (0.17) | 70.1 | (0.91) | 71.3 | (0.69) | 77.8 | (0.32) | 78.8 | (0.41) | 81.4 | (0.58) | 83.9 | (0.27) | 84.4 | (0.34) | 82.2 | (0.60) | 85.7 | (0.99) | 82.8 | (1.16) |
|  | 79.5 | (0.17) | 71.5 | (0.89) | 70.1 | (0.73) | 78.7 | (0.31) | 78.8 | (0.41) | 82.1 | (0.56) | 83.1 | (0.28) | 84.0 | (0.34) | 81.1 | (0.60) | 84.4 | (1.00) | 80.3 | (1.22) |
|  | 80.0 | (0.17) | 74.7 | (0.84) | 71.2 | (0.71) | 79.1 | (0.30) | 79.3 | (0.41) | 83.6 | (0.53) | 83.0 | (0.28) | 83.1 | (0.35) | 83.1 | (0.58) | 83.3 | (1.03) | 81.7 | (1.16) |
| 2005 | 80.3 | (0.16) | 74.0 | (0.84) | 73.8 | (0.69) | 79.5 | (0.30) | 80.0 | (0.40) | 82.5 | (0.54) | 82.9 | (0.27) | 83.0 | (0.34) | 82.7 | (0.58) | 83.7 | (1.00) | 82.4 | (1.12) |
| 2006 | 81.1 | (0.16) | 73.6 | (0.85) | 72.9 | (0.67) | 79.6 | (0.30) | 80.1 | (0.40) | 85.3 | (0.50) | 84.7 | (0.26) | 85.2 | (0.32) | 83.5 | (0.55) | 85.9 | (0.94) | 83.4 | (1.09) |
| 2007 | 80.5 | (0.16) | 71.1 | (0.91) | 70.8 | (0.72) | 79.4 | (0.30) | 79.5 | (0.40) | 83.3 | (0.52) | 84.5 | (0.26) | 85.1 | (0.32) | 83.5 | (0.54) | 83.1 | (1.03) | 83.5 | (1.11) |
| 2008 | 77.0 | (0.17) | 66.3 | (0.95) | 64.6 | (0.76) | 74.6 | (0.32) | 76.5 | (0.42) | 79.4 | (0.56) | 82.6 | (0.27) | 83.2 | (0.33) | 80.9 | (0.57) | 82.4 | (1.02) | 83.1 | (1.12) |
| 2009 | 73.9 | (0.18) | 56.2 | (1.03) | 61.8 | (0.79) | 70.1 | (0.34) | 73.4 | (0.45) | 77.9 | (0.58) | 80.8 | (0.28) | 79.9 | (0.35) | 82.0 | (0.56) | 85.1 | (0.99) | 81.2 | (1.11) |
| 2010 | 74.8 | (0.18) | 58.8 | (1.04) | 61.6 | (0.82) | 71.9 | (0.34) | 72.9 | (0.45) | 78.2 | (0.56) | 81.4 | (0.27) | 81.8 | (0.34) | 80.0 | (0.58) | 81.4 | (1.10) | 82.2 | (1.08) |
| 2011 | 76.6 | (0.17) | 67.2 | (0.98) | 64.2 | (0.81) | 74.2 | (0.33) | 75.2 | (0.44) | 78.0 | (0.56) | 82.0 | (0.27) | 82.1 | (0.33) | 82.3 | (0.55) | 81.6 | (1.07) | 81.0 | (1.09) |
| 2012 | 76.5 | (0.17) | 65.4 | (1.00) | 64.4 | (0.82) | 74.5 | (0.33) | 73.7 | (0.44) | 78.8 | (0.54) | 82.1 | (0.26) | 82.5 | (0.33) | 80.8 | (0.55) | 84.4 | (1.01) | 81.4 | (1.02) |
| 2013 | 78.1 | (0.21) | 69.3 | (1.21) | 68.9 | (0.99) | 76.5 | (0.41) | 76.2 | (0.55) | 79.6 | (0.67) | 82.4 | (0.33) | 82.6 | (0.41) | 82.5 | (0.67) | 83.2 | (1.34) | 79.7 | (1.30) |
| 2014 | 79.2 | (0.18) | 72.2 | (1.03) | 69.4 | (0.85) | 78.3 | (0.35) | 76.7 | (0.47) | 79.9 | (0.58) | 83.3 | (0.28) | 83.7 | (0.35) | 82.7 | (0.57) | 83.5 | (1.12) | 81.2 | (1.15) |
| 2015 | 79.3 | (0.18) | 72.2 | (1.03) | 71.1 | (0.85) | 77.7 | (0.35) | 77.2 | (0.46) | 80.6 | (0.56) | 83.0 | (0.27) | 83.5 | (0.34) | 82.7 | (0.54) | 82.1 | (1.19) | 80.0 | (1.14) |
| 2016 | 80.1 | (0.18) | 72.3 | (1.08) | 71.5 | (0.87) | 78.8 | (0.34) | 78.4 | (0.45) | 81.1 | (0.55) | 83.4 | (0.27) | 83.8 | (0.34) | 82.8 | (0.54) | 82.3 | (1.23) | 83.5 | (1.03) |
| 2017 | 80.4 | (0.17) | 74.3 | (1.07) | 72.2 | (0.85) | 79.5 | (0.34) | 79.1 | (0.45) | 81.8 | (0.54) | 83.0 | (0.27) | 83.1 | (0.33) | 82.7 | (0.54) | 83.7 | (1.19) | 82.0 | (1.03) |
| 2018 | 81.1 | (0.25) | 75.2 | (1.50) | 73.1 | (1.23) | 80.7 | (0.47) | 78.7 | (0.65) | 82.8 | (0.75) | 83.4 | (0.37) | 84.3 | (0.46) | 81.7 | (0.78) | 85.1 | (1.62) | 79.7 | (1.55) |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000 | 64.6 | (0.30) | 53.5 | (1.84) | 56.5 | (1.30) | 64.1 | (0.54) | 65.3 | (0.69) | 66.6 | (0.92) | 66.5 | (0.55) | 66.7 | (0.67) | 64.9 | (1.11) | 70.6 | (2.61) | 71.5 | (3.13) |
| 2001 | 64.3 | (0.22) | 54.0 | (1.32) | 55.3 | (0.94) | 63.5 | (0.39) | 65.1 | (0.49) | 65.8 | (0.65) | 66.6 | (0.38) | 66.6 | (0.47) | 65.6 | (0.76) | 70.3 | (1.83) | 70.9 | (2.12) |
| 2002 | 64.1 | (0.22) | 52.6 | (1.36) | 55.5 | (0.95) | 63.2 | (0.39) | 65.0 | (0.49) | 65.6 | (0.65) | 66.5 | (0.38) | 65.9 | (0.47) | 66.1 | (0.74) | 74.3 | (1.73) | 73.8 | (2.07) |
| 2003 | 64.4 | (0.21) | 56.5 | (1.38) | 53.8 | (0.96) | 64.4 | (0.39) | 64.2 | (0.49) | 65.6 | (0.64) | 66.4 | (0.37) | 65.8 | (0.46) | 66.3 | (0.73) | 72.3 | (1.75) | 71.9 | (1.95) |
| 2004 | 64.5 | (0.21) | 56.3 | (1.35) | 56.1 | (0.96) | 64.5 | (0.40) | 64.2 | (0.49) | 64.6 | (0.63) | 66.7 | (0.37) | 66.3 | (0.45) | 66.3 | (0.72) | 71.5 | (1.77) | 71.2 | (1.97) |
| 2005 | 65.3 | (0.21) | 56.5 | (1.36) | 54.5 | (0.97) | 65.1 | (0.40) | 63.5 | (0.49) | 67.2 | (0.61) | 68.2 | (0.36) | 68.0 | (0.44) | 68.3 | (0.70) | 71.2 | (1.64) | 67.3 | (2.02) |
| 2006 | 66.2 | (0.21) | 58.5 | (1.35) | 56.0 | (0.96) | 65.6 | (0.39) | 65.9 | (0.48) | 67.3 | (0.61) | 68.6 | (0.35) | 68.4 | (0.43) | 67.5 | (0.69) | 73.6 | (1.61) | 74.0 | (1.86) |
| 2007 | 66.7 | (0.21) | 56.8 | (1.43) | 55.3 | (1.00) | 65.7 | (0.39) | 66.7 | (0.48) | 67.3 | (0.60) | 69.3 | (0.34) | 68.4 | (0.42) | 70.6 | (0.63) | 74.1 | (1.60) | 71.2 | (1.91) |
| 2008 | 64.4 | (0.21) | 51.6 | (1.38) | 52.8 | (1.01) | 62.4 | (0.40) | 64.7 | (0.49) | 65.5 | (0.60) | 67.9 | (0.34) | 67.8 | (0.43) | 66.9 | (0.65) | 74.0 | (1.51) | 70.0 | (1.80) |
| 2009 | 64.3 | (0.21) | 52.0 | (1.42) | 54.5 | (1.04) | 62.4 | (0.41) | 63.9 | (0.50) | 64.5 | (0.60) | 68.0 | (0.34) | 68.3 | (0.42) | 67.5 | (0.65) | 66.4 | (1.72) | 68.3 | (1.74) |
| 2010 | 64.4 | (0.21) | 51.7 | (1.46) | 52.4 | (1.07) | 62.6 | (0.42) | 63.3 | (0.50) | 64.3 | (0.60) | 68.5 | (0.34) | 67.7 | (0.42) | 68.5 | (0.62) | 73.9 | (1.66) | 76.3 | (1.51) |
| 2011 | 65.0 | (0.21) | 52.2 | (1.42) | 49.1 | (1.04) | 63.0 | (0.42) | 62.9 | (0.50) | 66.3 | (0.59) | 69.6 | (0.33) | 69.4 | (0.41) | 69.0 | (0.62) | 72.8 | (1.65) | 73.6 | (1.58) |
| 2012 | 64.8 | (0.21) | 50.0 | (1.48) | 51.1 | (1.07) | 62.3 | (0.42) | 61.7 | (0.50) | 64.7 | (0.58) | 70.0 | (0.32) | 70.6 | (0.40) | 68.0 | (0.60) | 73.2 | (1.61) | 73.9 | (1.52) |
| 2013 | 65.6 | (0.26) | 56.0 | (1.84) | 52.3 | (1.07) | 63.8 | (0.46) | 63.4 | (0.62) | 65.1 | (0.79) | 69.6 | (0.40) | 70.4 | (0.50) | 67.4 | (0.82) | 73.9 | (1.86) | 69.4 | (1.97) |
| 2014 | 66.1 | (0.23) | 53.5 | (1.57) | 54.1 | (1.21) | 63.6 | (0.47) | 64.3 | (0.55) | 66.5 | (0.63) | 70.0 | (0.34) | 70.3 | (0.44) | 69.2 | (0.64) | 73.8 | (1.65) | 68.1 | (1.62) |
| 2015 | 66.3 | (0.22) | 54.9 | (1.56) | 51.5 | (1.20) | 64.1 | (0.47) | 65.4 | (0.54) | 65.6 | (0.63) | 70.1 | (0.34) | 70.3 | (0.43) | 68.3 | (0.63) | 75.9 | (1.62) | 74.5 | (1.44) |
| 2016 | 67.2 | (0.22) | 55.4 | (1.66) | 56.0 | (1.21) | 63.7 | (0.47) | 65.7 | (0.55) | 67.7 | (0.62) | 71.0 | (0.33) | 70.6 | (0.42) | 71.1 | (0.60) | 75.8 | (1.56) | 71.3 | (1.48) |
| 2017 | 68.0 | (0.22) | 57.3 | (1.64) | 55.1 | (1.22) | 64.5 | (0.47) | 65.5 | (0.56) | 68.0 | (0.61) | 72.2 | (0.32) | 71.9 | (0.41) | 72.4 | (0.58) | 75.6 | (1.60) | 71.8 | (1.41) |
| 2018 | 68.5 | (0.31) | 56.3 | (2.41) | 56.4 | (1.77) | 65.8 | (0.67) | 65.1 | (0.80) | 67.8 | (0.88) | 72.7 | (0.44) | 71.9 | (0.57) | 73.4 | (0.79) | 78.3 | (2.21) | 73.9 | (1.92) |

[^58]${ }^{7}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor. ${ }^{8}$ Data not available for 1990 and 1995
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-60, Money Income of Households, Families, and Persons in the United States and Income, Poverty, and Valuation of Noncash Benefits, 1990; Series P-60, Money Income in the United States, 1995 through 2002; and Current Population Survey (CPS), Annual Social and Economic Supplement, 2003 through 2019. Retrieved January 21, 2020, from https://www.census.gov/data/tables/ time-series/demo/income-poverty/cps-pinc/pinc-03.html. (This table was prepared January 2020.)

Table 502.40. Annual earnings of persons 25 years old and over, by highest level of educational attainment and sex: 2018


Table 502.40. Annual earnings of persons 25 years old and over, by highest level of educational attainment and sex: 2018—Continued


## †Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 0 percent or greater.
Excludes persons without earnings.
${ }^{2}$ A negative amount (a net loss) may be reported by self-employed persons.

NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); data include military personnel who live in households with civilians but exclude those who live in miltary barracks. Detail may not sum to totals because of rounding and suppression of data that do not meet eporting standards
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2018; retrieved March 11, 2020, from https://www.census.gov/data/tables/time-series/demo/income-poverty/ cps -pinc/pinc-03.html. (This table was prepared March 2020.)

Table 503.10. Percentage of high school students age 16 and over who were employed, by age group, sex, race/ethnicity, family income, nativity, and hours worked per week: Selected years, 1970 through 2017
[Standard errors appear in parentheses]

|  | Total |  | Age group |  |  |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  | Family income ${ }^{1}$ |  |  |  |  |  | Nativity |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year |  |  | 16 and 17 years old |  | 18 years old and over |  | Male Female |  |  |  | White |  | Black Hispanic |  |  |  | Low income |  | Middle income |  | High income |  | U.S.-born |  | Foreign-born |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
|  | Percent employed ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1970 | 31.9 | (0.88) | 30.8 | (0.93) | 39.7 | (2.55) | 35.2 | (1.24) | 28.3 | (1.22) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 22.0 | (2.51) | 31.5 | (1.12) | 35.9 | (1.64) |  | (t) | - | ( $\dagger$ |
| 1975 | 33.2 | (0.85) | 32.9 | (0.91) | 34.9 | (2.40) | 35.0 | (1.19) | 31.2 | (1.22) | 38.0 | (1.00) | 13.9 | (1.63) | 21.8 | (3.59) | 18.4 | (2.22) | 31.8 | (1.10) | 40.4 | (1.59) | - | (t) | - | ( $\dagger$ |
| 1980 | 35.6 | (0.87) | 34.9 | (0.94) | 39.6 | (2.28) | 36.9 | (1.22) | 34.2 | (1.24) | 41.2 | (1.03) | 15.0 | (1.64) | 24.1 | (3.65) | 19.4 | (2.10) | 35.2 | (1.15) | 42.3 | (1.59) |  | (t) | - | ( $\dagger$ |
| 1985 | 31.6 | (0.93) | 30.8 | (1.00) | 36.1 | (2.47) | 32.1 | (1.29) | 31.0 | (1.33) | 37.9 | (1.15) | 15.0 | (1.85) | 17.6 | (2.63) | 14.7 | (1.85) | 31.0 | (1.23) | 41.1 | (1.81) | - | (t) | - | ( $\dagger$ |
| 1990 | 32.3 | (0.98) | 31.2 | (1.08) | 37.1 | (2.33) | 33.1 | (1.37) | 31.3 | (1.39) | 37.8 | (1.24) | 17.3 | (2.05) | 26.4 | (2.86) | 21.4 | (2.16) | 33.1 | (1.29) | 36.8 | (1.97) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| 1995 | 33.6 | (0.92) | 32.7 | (1.02) | 37.5 | (2.19) | 33.1 | (1.26) | 34.2 | (1.35) | 40.8 | (1.18) | 18.0 | (1.91) | 22.2 | (2.41) | 17.4 | (1.82) | 34.4 | (1.23) | 42.1 | (1.88) | 34.9 | (0.97) | 20.1 | (2.65) |
| 2000 | 34.1 | (0.93) | 33.3 | (1.03) | 37.7 | (2.15) | 33.2 | (1.28) | 35.1 | (1.36) | 41.3 | (1.20) | 21.3 | (2.14) | 20.9 | (2.18) | 22.0 | (2.11) | 34.1 | (1.22) | 40.7 | (1.85) | 35.1 | (0.99) | 24.4 | (2.74) |
| 2001 | 32.4 | (0.86) | 31.1 | (0.95) | 37.8 | (1.99) | 30.6 | (1.17) | 34.5 | (1.27) | 38.9 | (1.11) | 18.7 | (1.85) | 23.6 | (2.23) | 21.4 | (2.04) | 33.3 | (1.12) | 36.1 | (1.70) | 33.3 | (0.90) | 23.0 | (2.64) |
| 2002 | 30.6 | (0.84) | 29.2 | (0.93) | 35.9 | (1.92) | 28.0 | (1.13) | 33.4 | (1.24) | 37.5 | (1.11) | 16.9 | (1.81) | 21.1 | (1.94) | 18.4 | (1.83) | 31.4 | (1.11) | 35.3 | (1.64) | 31.6 | (0.89) | 21.3 | (2.34) |
| 2003 | 27.0 | (0.79) | 25.3 | (0.86) | 34.6 | (1.97) | 26.7 | (1.09) | 27.3 | (1.15) | 33.3 | (1.07) | 15.2 | (1.68) | 18.8 | (1.82) | 14.3 | (1.64) | 27.8 | (1.05) | 31.8 | (1.57) | 28.0 | (0.84) | 17.7 | (2.17) |
| 2004 | 27.2 | (0.80) | 25.6 | (0.87) | 34.7 | (2.03) | 26.2 | (1.09) | 28.3 | (1.17) | 32.9 | (1.08) | 15.1 | (1.71) | 21.2 | (1.92) | 12.0 | (1.55) | 27.5 | (1.05) | 34.4 | (1.64) | 27.8 | (0.85) | 20.8 | (2.43) |
| 2005 | 26.4 | (0.77) | 25.2 | (0.84) | 32.2 | (1.95) | 25.3 | (1.05) | 27.6 | (1.14) | 31.8 | (1.05) | 13.7 | (1.63) | 19.4 | (1.78) | 14.8 | (1.61) | 26.9 | (1.03) | 31.7 | (1.55) | 26.8 | (0.81) | 21.7 | (2.49) |
| 2006 | 27.6 | (0.79) | 26.0 | (0.86) | 34.1 | (1.87) | 26.5 | (1.08) | 28.8 | (1.16) | 33.6 | (1.08) | 20.1 | (1.85) | 17.5 | (1.72) | 17.8 | (1.72) | 27.5 | (1.04) | 33.5 | (1.59) | 27.9 | (0.82) | 23.9 | (2.64) |
| 2007 | 26.2 | (0.78) | 24.8 | (0.85) | 32.2 | (1.87) | 25.0 | (1.06) | 27.6 | (1.14) | 31.3 | (1.06) | 15.1 | (1.68) | 21.1 | (1.83) | 17.3 | (1.74) | 25.9 | (1.01) | 32.1 | (1.62) | 26.0 | (0.81) | 28.5 | (2.64) |
| 2008 | 22.6 | (0.74) | 21.0 | (0.80) | 29.5 | (1.83) | 20.0 | (0.99) | 25.4 | (1.10) | 27.7 | (1.04) | 15.5 | (1.69) | 15.1 | (1.54) | 13.5 | (1.54) | 22.6 | (0.96) | 28.4 | (1.59) | 23.1 | (0.78) | 18.0 | (2.35) |
| 2009 | 17.0 | (0.67) | 15.2 | (0.72) | 23.8 | (1.65) | 16.0 | (0.91) | 18.1 | (0.98) | 21.5 | (0.96) | 10.5 | (1.43) | 11.9 | (1.39) | 9.7 | (1.33) | 16.3 | (0.85) | 23.5 | (1.51) | 17.0 | (0.70) | 16.9 | (2.32) |
| 2010 | 16.2 | (0.55) | 15.0 | (0.59) | 20.8 | (1.52) | 14.0 | (0.78) | 18.5 | (0.86) | 20.9 | (0.86) | 9.6 | (1.28) | 10.4 | (1.18) | 8.5 | (1.01) | 16.5 | (0.80) | 20.9 | (1.31) | 16.4 | (0.60) | 13.4 | (2.20) |
| 2011 | 16.9 | (0.67) | 16.4 | (0.77) | 18.7 | (1.28) | 14.7 | (0.76) | 19.4 | (1.09) | 22.2 | (1.07) | 10.2 | (1.43) | 11.3 | (1.11) | 10.2 | (1.29) | 17.5 | (0.83) | 19.6 | (1.39) | 17.3 | (0.74) | 12.4 | (1.91) |
| 2012 | 18.0 | (0.71) | 16.0 | (0.75) | 24.5 | (1.88) | 16.6 | (0.83) | 19.4 | (1.13) | 23.2 | (0.97) | 12.7 | (2.17) | 11.4 | (1.23) | 13.0 | (1.42) | 16.4 | (0.88) | 24.9 | (1.55) | 18.6 | (0.76) | 12.0 | (2.01) |
| 2013 | 17.9 | (0.65) | 15.8 | (0.69) | 24.7 | (1.73) | 17.6 | (0.89) | 18.3 | (0.94) | 23.3 | (0.99) | 11.8 | (1.42) | 14.0 | (1.19) | 9.7 | (1.26) | 16.9 | (0.90) | 25.4 | (1.69) | 17.8 | (0.66) | 19.0 | (2.67) |
| 2014 | 19.2 | (0.70) | 17.3 | (0.71) | 25.5 | (1.63) | 18.1 | (0.90) | 20.3 | (1.03) | 23.2 | (1.00) | 14.0 | (1.65) | 14.7 | (1.47) | 12.6 | (1.52) | 19.3 | (0.88) | 23.2 | (1.54) | 19.2 | (0.75) | 18.8 | (2.20) |
| 2015 | 19.0 | (0.73) | 17.2 | (0.79) | 25.8 | (1.70) | 18.1 | (0.92) | 20.0 | (1.23) | 22.2 | (1.05) | 15.0 | (2.03) | 15.7 | (1.42) | 13.7 | (1.87) | 18.8 | (0.93) | 22.3 | (1.47) | 19.0 | (0.78) | 19.2 | (2.20) |
| 2016 | 18.3 | (0.70) | 16.5 | (0.79) | 24.9 | (1.80) | 15.8 | (0.88) | 20.9 | (1.16) | 22.9 | (0.95) | 9.3 | (1.54) | 15.0 | (1.38) | 8.1 | (1.17) | 18.9 | (0.98) | 22.8 | (1.58) | 18.7 | (0.77) | 14.0 | (2.13) |
| 2017 | 20.3 | (0.73) | 17.7 | (0.72) | 29.5 | (1.88) | 18.1 | (0.89) | 22.7 | (1.08) | 24.8 | (1.01) | 15.7 | (1.73) | 15.9 | (1.53) | 13.3 | (1.60) | 19.9 | (0.92) | 25.0 | (1.57) | 20.4 | (0.74) | 19.4 | (2.75) |
|  | Percent working less than 15 hours per week ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1970 | 13.6 | (0.64) | 14.5 | (0.71) | 7.5 | (1.37) | 12.3 | (0.85) | 14.9 | (0.97) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | 9.9 | (1.81) | 12.6 | (0.80) | 16.8 | (1.28) | - | (t) | - | ( $\dagger$ |
| 1975 | 13.4 | (0.62) | 14.0 | (0.67) | 8.8 | (1.43) | 12.5 | (0.82) | 14.3 | (0.92) | 15.5 | (0.75) | 5.3 | (1.05) | 6.6 ! | (2.15) | 6.8 | (1.44) | 12.3 | (0.78) | 17.4 | (1.23) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 1980 | 14.0 | (0.63) | 14.9 | (0.70) | 8.9 | (1.33) | 13.7 | (0.87) | 14.2 | (0.91) | 16.4 | (0.77) | 4.6 | (0.96) | 9.4 | (2.49) | 7.7 | (1.41) | 13.2 | (0.82) | 17.7 | (1.23) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| 1985 | 12.3 | (0.65) | 12.8 | (0.72) | 9.5 | (1.51) | 11.7 | (0.89) | 12.9 | (0.96) | 15.2 | (0.85) | 6.2 | (1.25) | 3.0 ! | (1.18) | 3.6 | (0.97) | 11.8 | (0.86) | 17.5 | (1.40) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| 1990 | 11.7 | (0.67) | 12.9 | (0.78) | 6.8 | (1.21) | 11.3 | (0.92) | 12.2 | (0.98) | 14.7 | (0.90) | 6.0 | (1.28) | 4.8 | (1.39) | 5.9 | (1.24) | 11.5 | (0.88) | 15.6 | (1.48) | - | ( + ) | - | ( $\dagger$ |
| 1995 | 11.9 | (0.63) | 13.1 | (0.73) | 6.8 | (1.14) | 11.1 | (0.84) | 12.9 | (0.96) | 14.8 | (0.85) | 6.5 | (1.22) | 6.5 | (1.42) | 4.4 | (0.98) | 11.3 | (0.82) | 18.1 | (1.47) | 12.6 | (0.68) | 5.1 | (1.46) |
| 2000 | 11.9 | (0.64) | 12.9 | (0.73) | 7.8 | (1.19) | 11.2 | (0.86) | 12.6 | (0.94) | 15.4 | (0.88) | 6.3 | (1.27) | 3.7 | (1.01) | 5.4 | (1.15) | 11.3 | (0.82) | 16.5 | (1.40) | 12.6 | (0.68) | 5.2 | (1.42) |
| 2001 | 11.6 | (0.59) | 12.6 | (0.68) | 7.7 | (1.10) | 9.8 | (0.75) | 13.7 | (0.91) | 15.0 | (0.82) | 4.3 | (0.96) | 6.1 | (1.26) | 5.7 | (1.15) | 10.8 | (0.74) | 16.4 | (1.31) | 12.2 | (0.63) | 5.5 | (1.43) |
| 2002 | 11.1 | (0.57) | 12.1 | (0.66) | 7.2 | (1.04) | 9.7 | (0.74) | 12.7 | (0.87) | 15.0 | (0.82) | 4.5 | (1.00) | 3.6 | (0.89) | 6.0 | (1.12) | 10.0 | (0.72) | 16.1 | (1.26) | 11.9 | (0.62) | 4.1 | (1.13) |
| 2003 | 9.6 | (0.52) | 10.0 | (0.59) | 7.8 | (1.11) | 9.0 | (0.70) | 10.2 | (0.78) | 12.4 | (0.75) | 4.5 | (0.96) | 5.5 | (1.06) | 4.8 | (1.00) | 9.1 | (0.67) | 13.1 | (1.14) | 10.2 | (0.57) | 3.7 | (1.07) |
| 2004 | 10.4 | (0.55) | 10.9 | (0.62) | 8.4 | (1.18) | 9.9 | (0.74) | 11.0 | (0.82) | 14.0 | (0.80) | 4.9 | (1.03) | 4.4 | (0.96) | 3.5 | (0.87) | 8.5 | (0.66) | 18.1 | (1.33) | 11.0 | (0.59) | 5.2 | (1.33) |
| 2005 | 10.1 | (0.53) | 10.7 | (0.60) | 7.2 | (1.08) | 8.9 | (0.69) | 11.4 | (0.81) | 13.4 | (0.77) | 3.7 | (0.89) | 5.0 | (0.99) | 3.7 | (0.85) | 9.9 | (0.69) | 13.9 | (1.16) | 10.6 | (0.56) | 4.6 | (1.26) |
| 2006 | 9.9 | (0.53) | 10.7 | (0.61) | 6.4 | (0.97) | 8.8 | (0.69) | 11.0 | (0.80) | 12.8 | (0.76) | 5.2 | (1.03) | 4.2 | (0.91) | 3.7 | (0.85) | 9.2 | (0.67) | 14.7 | (1.20) | 10.5 | (0.56) | 3.0 ! | (1.06) |
| 2007 | 10.6 | (0.54) | 11.4 | (0.63) | 7.0 | (1.02) | 9.5 | (0.72) | 11.7 | (0.82) | 14.2 | (0.80) | 3.0 | (0.80) | 6.0 | (1.06) | 6.1 | (1.10) | 9.6 | (0.68) | 15.3 | (1.25) | 11.1 | (0.58) | 5.7 | (1.36) |
| 2008 | 9.2 | (0.51) | 9.9 | (0.59) | 6.1 | (0.96) | 8.1 | (0.68) | 10.3 | (0.77) | 12.4 | (0.77) | 3.2 | (0.82) | 4.1 | (0.85) | 3.1 | (0.78) | 9.1 | (0.66) | 13.0 | (1.18) | 9.6 | (0.54) | 4.6 | (1.28) |
| 2009 | 7.6 | (0.47) | 8.0 | (0.54) | 6.2 | (0.94) | 6.8 | (0.62) | 8.4 | (0.71) | 10.1 | (0.71) | 3.6 | (0.86) | 4.7 | (0.91) | 3.6 | (0.83) | 6.9 | (0.58) | 11.8 | (1.15) | 7.8 | (0.50) | 5.2 | (1.38) |

Table 503.10. Percentage of high school students age 16 and over who were employed, by age group, sex, race/ethnicity, family income, nativity, and hours worked per week: Selected years, 1970 through 2017-Continued
[Standard errors appear in parentheses]

| Year | Total |  | Age group |  |  |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  | Family income ${ }^{1}$ |  |  |  |  |  | Nativity |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 16 and 17 years old |  | 18 years old and over |  | Male Female |  |  |  | White |  | Black |  | Hispanic |  | Low income |  | Middle income |  | High income |  | U.S.-born |  | Foreign-born |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| 2010 | 7.3 | (0.42) | 7.5 | (0.49) | 6.8 | (0.94) | 6.3 | (0.50) | 8.4 | (0.69) | 9.5 | (0.65) | 4.1 | (0.82) | 4.5 | (0.79) | 3.0 | (0.63) | 7.1 | (0.54) | 10.9 | (1.01) | 7.7 | (0.45) | 3.4 ! | (1.21) |
| 2011 | 7.3 | (0.40) | 8.1 | (0.50) | 4.4 | (0.71) | 5.8 | (0.51) | 9.0 | (0.66) | 11.0 | (0.66) | 2.2 | (0.60) | 2.7 | (0.54) | 3.7 | (0.81) | 7.0 | (0.55) | 10.2 | (0.94) | 7.7 | (0.44) | 2.8 ! | (0.98) |
| 2012 | 8.2 | (0.46) | 8.5 | (0.53) | 7.3 | (0.95) | 7.1 | (0.57) | 9.4 | (0.73) | 12.2 | (0.73) | 3.7 | (0.92) | 2.4 | (0.58) | 4.2 | (0.89) | 7.2 | (0.53) | 13.3 | (1.27) | 8.8 | (0.50) | 2.4 ! | (0.75) |
| 2013 | 7.9 | (0.50) | 8.2 | (0.54) | 6.8 | (0.99) | 6.9 | (0.61) | 8.9 | (0.77) | 12.2 | (0.81) | 2.6 | (0.71) | 3.4 | (0.62) | 2.9 | (0.78) | 7.0 | (0.54) | 13.1 | (1.38) | 8.1 | (0.50) | 5.5 ! | (1.75) |
| 2014 | 7.8 | (0.43) | 8.4 | (0.49) | 5.7 | (0.85) | 6.5 | (0.54) | 9.1 | (0.67) | 10.7 | (0.67) | 3.5 | (0.91) | 3.5 | (0.65) | 3.8 | (0.90) | 7.6 | (0.57) | 10.9 | (1.04) | 8.2 | (0.46) | 3.7 ! | (1.14) |
| 2015 | 8.5 | (0.48) | 8.7 | (0.54) | 7.8 | (1.07) | 7.8 | (0.70) | 9.3 | (0.75) | 10.9 | (0.75) | 7.0 | (1.49) | 5.3 | (0.97) | 5.0 | (1.07) | 7.7 | (0.60) | 12.2 | (1.18) | 9.1 | (0.53) | 3.4 | (1.00) |
| 2016 | 8.1 | (0.48) | 8.4 | (0.57) | 7.0 | (1.12) | 6.5 | (0.58) | 9.8 | (0.85) | 10.8 | (0.73) | 2.4 ! | (0.81) | 5.0 | (0.81) | 2.6 | (0.70) | 7.5 | (0.63) | 12.4 | (1.18) | 8.5 | (0.51) | 4.5 | (1.33) |
| 2017 | 7.7 | (0.50) | 7.6 | (0.55) | 8.0 | (1.01) | 6.4 | (0.58) | 9.2 | (0.73) | 10.9 | (0.79) | 3.3 | (0.84) | 3.9 | (0.80) | 3.3 | (0.74) | 6.3 | (0.59) | 13.1 | (1.19) | 8.1 | (0.54) | 3.1 ! | (1.19) |
| Percent working 15 or more hours per week ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1970 | 17.5 | (0.71) | 15.6 | (0.73) | 30.8 | (2.41) | 22.1 | (1.08) | 12.6 | (0.90) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 10.6 | (1.87) | 18.4 | (0.93) | 18.1 | (1.32) | - | (t) | - | ( $\dagger$ |
| 1975 | 19.2 | (0.71) | 18.2 | (0.75) | 25.7 | (2.20) | 21.7 | (1.03) | 16.4 | (0.97) | 21.8 | (0.85) | 8.3 | (1.30) | 14.7 | (3.08) | 11.3 | (1.81) | 19.0 | (0.93) | 22.1 | (1.34) | - | ( + ) | - | ( $\dagger$ |
| 1980 | 20.5 | (0.73) | 19.0 | (0.77) | 29.4 | (2.12) | 22.1 | (1.05) | 18.9 | (1.02) | 23.5 | (0.89) | 10.1 | (1.39) | 14.3 | (2.99) | 11.4 | (1.69) | 21.0 | (0.98) | 23.1 | (1.36) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| 1985 | 18.4 | (0.77) | 17.2 | (0.81) | 25.5 | (2.24) | 19.5 | (1.09) | 17.3 | (1.09) | 21.7 | (0.97) | 8.4 | (1.44) | 13.7 | (2.37) | 10.0 | (1.57) | 18.4 | (1.03) | 22.6 | (1.54) | - | (t) | - | ( $\dagger$ |
| 1990 | 19.7 | (0.83) | 17.5 | (0.88) | 29.1 | (2.19) | 21.0 | (1.19) | 18.3 | (1.16) | 22.1 | (1.06) | 10.6 | (1.67) | 21.5 | (2.66) | 15.0 | (1.88) | 20.8 | (1.11) | 20.2 | (1.64) | - | ( $)^{\text {) }}$ | - | ( $\dagger$ |
| 1995 | 20.5 | (0.79) | 18.4 | (0.84) | 29.7 | (2.07) | 20.8 | (1.09) | 20.2 | (1.14) | 24.5 | (1.03) | 10.9 | (1.55) | 15.1 | (2.07) | 12.7 | (1.60) | 21.9 | (1.07) | 22.5 | (1.59) | 21.1 | (0.83) | 14.9 | (2.35) |
| 2000 | 21.1 | (0.80) | 19.2 | (0.86) | 28.8 | (2.01) | 21.1 | (1.11) | 21.0 | (1.16) | 24.6 | (1.05) | 13.8 | (1.80) | 16.3 | (1.98) | 15.6 | (1.85) | 21.5 | (1.06) | 23.1 | (1.59) | 21.3 | (0.84) | 19.0 | (2.50) |
| 2001 | 19.4 | (0.73) | 17.1 | (0.77) | 28.3 | (1.85) | 19.6 | (1.01) | 19.1 | (1.05) | 22.2 | (0.95) | 13.4 | (1.62) | 17.0 | (1.97) | 14.6 | (1.76) | 20.9 | (0.97) | 18.4 | (1.37) | 19.6 | (0.76) | 16.9 | (2.35) |
| 2002 | 18.5 | (0.71) | 16.1 | (0.75) | 27.9 | (1.80) | 17.5 | (0.95) | 19.7 | (1.04) | 21.4 | (0.94) | 11.9 | (1.57) | 16.8 | (1.78) | 12.3 | (1.55) | 20.7 | (0.97) | 17.4 | (1.30) | 18.7 | (0.75) | 16.5 | (2.12) |
| 2003 | 16.4 | (0.66) | 14.3 | (0.69) | 25.9 | (1.82) | 16.8 | (0.92) | 16.0 | (0.94) | 19.5 | (0.90) | 10.4 | (1.42) | 13.1 | (1.57) | 9.1 | (1.35) | 17.6 | (0.89) | 17.7 | (1.29) | 16.7 | (0.70) | 13.6 | (1.95) |
| 2004 | 16.0 | (0.66) | 13.8 | (0.68) | 26.2 | (1.88) | 15.5 | (0.90) | 16.6 | (0.97) | 17.8 | (0.88) | 10.2 | (1.45) | 16.6 | (1.75) | 8.1 | (1.30) | 18.3 | (0.91) | 15.2 | (1.24) | 16.1 | (0.69) | 15.2 | (2.15) |
| 2005 | 15.2 | (0.63) | 13.4 | (0.66) | 23.5 | (1.77) | 15.5 | (0.88) | 14.8 | (0.90) | 17.0 | (0.84) | 9.6 | (1.40) | 13.6 | (1.55) | 10.8 | (1.40) | 15.9 | (0.85) | 16.1 | (1.23) | 15.1 | (0.66) | 16.5 | (2.24) |
| 2006 | 17.0 | (0.66) | 14.4 | (0.69) | 27.0 | (1.75) | 16.8 | (0.91) | 17.1 | (0.96) | 19.5 | (0.90) | 14.5 | (1.63) | 13.3 | (1.54) | 13.8 | (1.55) | 17.7 | (0.89) | 17.3 | (1.27) | 16.6 | (0.68) | 20.8 | (2.51) |
| 2007 | 15.0 | (0.63) | 12.8 | (0.66) | 24.2 | (1.72) | 14.8 | (0.87) | 15.2 | (0.92) | 16.2 | (0.85) | 11.4 | (1.49) | 14.9 | (1.59) | 10.9 | (1.44) | 15.6 | (0.83) | 15.8 | (1.27) | 14.3 | (0.65) | 22.2 | (2.43) |
| 2008 | 12.8 | (0.59) | 10.3 | (0.60) | 22.7 | (1.68) | 11.4 | (0.79) | 14.1 | (0.88) | 14.3 | (0.82) | 11.9 | (1.51) | 10.6 | (1.32) | 9.9 | (1.34) | 12.8 | (0.77) | 14.4 | (1.23) | 12.7 | (0.62) | 13.0 | (2.06) |
| 2009 | 8.7 | (0.50) | 6.4 | (0.49) | 17.3 | (1.47) | 8.4 | (0.69) | 9.1 | (0.73) | 10.4 | (0.71) | 6.5 | (1.15) | 7.2 | (1.11) | 5.9 | (1.06) | 8.9 | (0.66) | 9.9 | (1.07) | 8.4 | (0.52) | 11.7 | (1.99) |
| 2010 | 8.3 | (0.45) | 6.9 | (0.47) | 13.4 | (1.24) | 7.2 | (0.62) | 9.4 | (0.70) | 10.5 | (0.67) | 5.3 | (1.01) | 5.6 | (0.84) | 5.3 | (0.88) | 9.0 | (0.58) | 8.7 | (1.16) | 8.1 | (0.46) | 9.6 | (1.83) |
| 2011 | 9.0 | (0.52) | 7.7 | (0.56) | 13.6 | (1.10) | 8.4 | (0.63) | 9.8 | (0.78) | 10.5 | (0.77) | 7.4 | (1.30) | 8.4 | (1.06) | 6.3 | (1.10) | 10.0 | (0.69) | 8.5 | (0.94) | 9.0 | (0.55) | 9.6 | (1.84) |
| 2012 | 8.9 | (0.55) | 6.7 | (0.51) | 16.5 | (1.62) | 8.4 | (0.62) | 9.5 | (0.84) | 10.0 | (0.69) | 8.2 | (1.97) | 8.4 | (1.04) | 8.3 | (1.22) | 8.7 | (0.68) | 9.9 | (1.30) | 8.9 | (0.59) | 9.6 | (1.76) |
| 2013 | 9.7 | (0.56) | 7.3 | (0.53) | 17.4 | (1.57) | 10.3 | (0.85) | 9.1 | (0.67) | 10.6 | (0.81) | 9.1 | (1.37) | 10.6 | (1.10) | 6.7 | (1.19) | 9.7 | (0.82) | 11.7 | (1.12) | 9.4 | (0.60) | 13.4 | (2.15) |
| 2014 | 10.7 | (0.55) | 8.2 | (0.48) | 19.3 | (1.49) | 10.8 | (0.72) | 10.6 | (0.81) | 11.6 | (0.75) | 9.4 | (1.52) | 11.0 | (1.30) | 8.6 | (1.34) | 11.1 | (0.73) | 11.1 | (1.25) | 10.2 | (0.56) | 15.1 | (2.12) |
| 2015 | 9.7 | (0.54) | 7.8 | (0.53) | 17.2 | (1.50) | 9.7 | (0.66) | 9.7 | (0.86) | 10.5 | (0.75) | 7.3 | (1.31) | 9.8 | (1.11) | 8.2 | (1.41) | 10.2 | (0.72) | 9.7 | (1.05) | 9.2 | (0.57) | 15.0 | (2.08) |
| 2016 | 9.7 | (0.55) | 7.6 | (0.58) | 17.3 | (1.54) | 8.8 | (0.65) | 10.6 | (0.87) | 11.6 | (0.79) | 6.9 | (1.32) | 9.0 | (1.16) | 5.5 | (1.01) | 10.8 | (0.72) | 9.8 | (1.13) | 9.7 | (0.60) | 9.0 | (1.69) |
| $\underline{2017}$ | 11.6 | (0.58) | 9.1 | (0.55) | 20.5 | (1.62) | 11.0 | (0.75) | 12.3 | (0.90) | 12.4 | (0.77) | 12.4 | (1.61) | 11.6 | (1.33) | 9.7 | (1.47) | 12.7 | (0.67) | 10.5 | (1.17) | 11.3 | (0.58) | 15.7 | (2.54) |

## -Not available.

$\dagger$ Not applicable.
Interpppt data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
Int
'Low income refers to the bottom 20 percent of all family incomes; high income refers to the top 20 percent of all family ncomes; and middle income refers to the 60 percent in between.
${ }^{3}$ Hours worked per week refers to the number of hours the respondent worked at all jobs during the survey week. The estimates of the percentage of high school students age 16 and over who worked less than 15 hours per week or 15 or
more hours per week exclude those who were employed but not at work during the survey week. Therefore, detail may not sum to total percentage employed.
NOTE: Race categories exclude persons of Hispanic ethnicity. Totals include racial/ethnic groups not shown separately Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years.
(This table was prepared April 2019.)

Table 503.20. Percentage of college students 16 to 24 years old who were employed, by attendance status, hours worked per week, and control and level of institution: Selected years, October 1970 through 2017
[Standard errors appear in parentheses]

| Control and level of institution and year | Full-time students |  |  |  |  |  |  |  | Part-time students |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Percent employed ${ }^{1}$ |  | Hours worked per week ${ }^{2}$ |  |  |  |  |  | Percent employed ${ }^{1}$ |  | Hours worked per week ${ }^{2}$ |  |  |  |  |  |
|  |  |  | Less than 20 hours |  | 20 to 34 hours |  | 35 or more hours |  |  |  | Less than 20 hours |  | 20 to 34 hours |  | 35 or more hours |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Total, all institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1970 | 33.8 35.3 | $(0.88)$ $(0.83)$ | 19.0 18.0 | (0.73) $(0.67)$ | 10.4 12.0 | (0.57) (0.56) | 3.7 | $(0.35)$ $(0.36)$ | 82.1 80.8 | (1.81) $(1.55)$ | 5.0 6.0 | (1.03) $(0.94)$ | 15.9 19.4 | (1.72) | 60.1 52.6 | (2.31) $(1.97)$ |
| 1980 | 40.0 | (0.84) | 21.3 | (0.70) | 14.0 | (0.59) | 3.9 | (0.33) | 84.7 | (1.38) | 7.9 | (1.04) | 22.5 | (1.60) | 52.7 | (1.91) |
| 1985 | 44.2 | (0.88) | 21.7 | (0.73) | 17.3 | (0.67) | 4.3 | (0.36) | 85.9 | (1.41) | 5.7 | (0.94) | 26.9 | (1.80) | 52.2 | (2.03) |
| 1990 | 45.7 | (0.89) | 20.6 | (0.73) | 19.3 | (0.71) | 4.8 | (0.38) | 83.7 | (1.50) | 4.0 | (0.80) | 26.0 | (1.78) | 52.7 | (2.03) |
| 1991 | 47.2 | (0.88) | 20.9 | (0.72) | 19.8 | (0.70) | 5.6 | (0.41) | 85.9 | (1.45) | 8.2 | (1.15) | 25.4 | (1.82) | 51.0 | (2.09) |
| 1992 | 47.2 | (0.87) | 20.3 | (0.70) | 20.3 | (0.70) | 5.5 | (0.40) | 83.4 | (1.50) | 7.5 | (1.06) | 27.2 | (1.79) | 47.8 | (2.01) |
| 1993 | 46.3 | (0.89) | 20.8 | (0.72) | 19.5 | (0.71) | 5.1 | (0.39) | 84.6 | (1.43) | 8.5 | (1.10) | 31.4 | (1.84) | 43.7 | (1.96) |
| 1994 | 48.6 | (0.87) | 20.1 | (0.70) | 21.7 | (0.72) | 5.8 | (0.41) | 86.3 | (1.28) | 9.8 | (1.10) | 31.1 | (1.72) | 43.8 | (1.84) |
| 1995 | 47.2 | (0.87) | 19.1 | (0.69) | 20.3 | (0.70) | 6.5 | (0.43) | 82.9 | (1.45) | 8.6 | (1.08) | 30.4 | (1.77) | 42.3 | (1.90) |
| 1996 | 49.2 | (0.88) | 18.2 | (0.68) | 22.3 | (0.74) | 7.0 | (0.45) | 84.8 | (1.47) | 8.3 | (1.13) | 27.5 | (1.83) | 48.0 | (2.05) |
| 1997 | 47.8 | (0.86) | 18.3 | (0.67) | 21.4 | (0.71) | 7.4 | (0.45) | 84.4 | (1.46) | 9.4 | (1.17) | 26.2 | (1.77) | 47.7 | (2.01) |
| 1998 | 50.2 | (0.86) | 20.2 | (0.69) | 20.6 | (0.70) | 8.0 | (0.47) | 84.1 | (1.45) | 7.0 | (1.01) | 26.8 | (1.76) | 49.3 | (1.98) |
| 1999 | 50.4 | (0.86) | 19.0 | (0.68) | 22.3 | (0.72) | 7.8 | (0.46) | 82.3 | (1.55) | 6.2 | (0.98) | 28.8 | (1.85) | 45.9 | (2.03) |
| 2000 | 52.0 | (0.86) | 20.1 | (0.69) | 21.7 | (0.71) | 8.9 | (0.49) | 84.9 | (1.38) | 8.6 | (1.08) | 27.8 | (1.73) | 47.5 | (1.93) |
| 2001 | 47.1 | (0.80) | 17.4 | (0.61) | 20.6 | (0.65) | 7.9 | (0.43) | 84.4 | (1.29) | 8.0 | (0.97) | 25.8 | (1.56) | 48.9 | (1.78) |
| 2002 | 47.8 | (0.78) | 17.3 | (0.59) | 20.9 | (0.64) | 8.5 | (0.44) | 78.9 | (1.51) | 8.7 | (1.04) | 25.3 | (1.61) | 43.4 | (1.84) |
| 2003 | 47.7 | (0.78) | 17.1 | (0.59) | 20.7 | (0.63) | 8.8 | (0.44) | 79.0 | (1.44) | 7.8 | (0.95) | 27.2 | (1.58) | 42.8 | (1.75) |
| 2004 | 49.0 | (0.76) | 17.7 | (0.58) | 21.6 | (0.62) | 8.6 | (0.43) | 81.5 | (1.44) | 8.5 | (1.04) | 27.4 | (1.66) | 44.1 | (1.84) |
| 2005 | 49.1 | (0.75) | 17.8 | (0.58) | 21.1 | (0.61) | 9.0 | (0.43) | 85.0 | (1.30) | 10.2 | (1.10) | 27.1 | (1.62) | 47.1 | (1.82) |
| 2006 | 46.5 | (0.76) | 15.1 | (0.55) | 22.0 | (0.63) | 8.1 | (0.42) | 81.0 | (1.41) | 7.3 | (0.94) | 27.6 | (1.61) | 45.5 | (1.80) |
| 2007 | 45.5 | (0.74) | 15.4 | (0.54) | 20.7 | (0.60) | 8.7 | (0.42) | 81.2 | (1.39) | 6.8 | (0.90) | 27.2 | (1.59) | 45.9 | (1.78) |
| 2008 | 45.3 | (0.72) | 15.6 | (0.53) | 20.1 | (0.58) | 8.7 | (0.41) | 79.4 | (1.51) | 9.3 | (1.09) | 24.7 | (1.61) | 44.4 | (1.86) |
| 2009 | 40.6 | (0.69) | 15.6 | (0.51) | 17.6 | (0.54) | 6.2 | (0.34) | 76.2 | (1.57) | 10.1 | (1.11) | 27.5 | (1.65) | 36.9 | (1.78) |
| 2010 | 39.8 | (1.01) | 14.9 | (0.57) | 17.2 | (0.77) | 6.6 | (0.46) | 73.4 | (2.03) | 10.7 | (1.24) | 28.3 | (1.92) | 32.8 | (2.19) |
| 2011 | 41.3 | (0.94) | 15.8 | (0.67) | 17.4 | (0.66) | 7.0 | (0.44) | 75.5 | (1.93) | 9.7 | (1.21) | 28.4 | (1.99) | 35.5 | (2.16) |
| 2012 | 41.0 | (0.83) | 15.1 | (0.72) | 17.8 | (0.71) | 7.2 | (0.44) | 71.7 | (2.07) | 9.0 | (1.27) | 29.5 | (2.09) | 32.1 | (2.07) |
| 2013 | 39.5 | (1.00) | 14.0 | (0.67) | 18.5 | (0.77) | 6.6 | (0.50) | 75.7 | (2.06) | 10.5 | (1.44) | 28.7 | (1.76) | 35.4 | (2.11) |
| 2014 | 41.3 | (0.97) | 15.6 | (0.69) | 17.9 | (0.80) | 6.6 | (0.48) | 80.3 | (1.81) | 13.8 | (1.58) | 26.9 | (2.33) | 38.5 | (2.36) |
| 2015 | 39.5 | (0.98) | 15.6 | (0.77) | 16.1 | (0.75) | 6.7 | (0.56) | 75.3 | (2.33) | 10.5 | (1.48) | 32.2 | (2.67) | 31.7 | (2.15) |
| 2016 | 39.7 | (0.99) | 15.5 | (0.71) | 16.6 | (0.72) | 6.6 | (0.55) | 79.2 | (2.18) | 10.8 | (1.55) | 31.4 | (2.35) | 36.0 | (2.21) |
| 2017 | 41.1 | (1.10) | 15.6 | (0.76) | 17.2 | (0.81) | 7.1 | (0.54) | 82.2 | (1.78) | 11.0 | (1.45) | 34.3 | (2.19) | 35.8 | (2.32) |
| Public 4-year institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 48.8 | (1.16) | 19.4 | (0.92) | 22.6 | (0.97) | 5.6 | (0.53) | 86.7 | (2.08) | 9.6 | (1.80) | 30.8 | (2.83) | 45.0 | (3.05) |
| 2000 | 50.5 | (1.15) | 19.1 | (0.90) | 21.5 | (0.94) | 9.0 | (0.66) | 87.3 | (1.91) | 8.5 | (1.60) | 26.4 | (2.53) | 50.9 | (2.87) |
| 2005 | 49.6 | (0.99) | 17.8 | (0.76) | 22.7 | (0.83) | 8.0 | (0.54) | 86.3 | (1.90) | 9.0 | (1.58) | 26.8 | (2.45) | 49.7 | (2.76) |
| 2010 | 40.8 | (1.27) | 15.2 | (0.88) | 18.0 | (0.93) | 6.6 | (0.64) | 70.4 | (3.58) | 10.5 | (2.04) | 26.9 | (2.82) | 32.1 | (3.59) |
| 2012 | 41.0 | (1.13) | 14.9 | (0.95) | 18.6 | (0.99) | 6.7 | (0.57) | 77.6 | (3.20) | 9.9 | (2.41) | 28.0 | (3.44) | 38.8 | (3.36) |
| 2013 | 40.1 | (1.31) | 13.9 | (0.88) | 19.2 | (0.98) | 6.6 | (0.63) | 78.8 | (2.88) | 9.8 | (1.94) | 26.6 | (2.80) | 41.1 | (3.84) |
| 2014 | 41.1 | (1.31) | 14.6 | (0.91) | 18.4 | (0.99) | 6.9 | (0.69) | 83.4 | (2.86) | 12.2 | (2.61) | 28.4 | (3.69) | 42.3 | (3.81) |
| 2015 | 39.5 | (1.32) | 14.9 | (0.98) | 16.5 | (1.01) | 6.6 | (0.73) | 76.9 | (3.39) | 10.1 | (2.01) | 30.4 | (3.84) | 34.8 | (3.38) |
| 2016 | 39.7 | (1.27) | 15.0 | (0.81) | 16.8 | (0.95) | 6.9 | (0.72) | 81.9 | (3.00) | 11.6 | (2.10) | 32.6 | (3.67) | 36.7 | (3.33) |
| 2017 | 39.8 | (1.28) | 14.7 | (0.81) | 16.3 | (0.91) | 7.4 | (0.69) | 85.1 | (2.21) | 8.8 | (1.97) | 37.2 | (3.24) | 38.0 | (3.47) |
| Private 4-year institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1990 | 38.1 | (1.89) | 24.0 | (1.66) | 9.9 | (1.17) | 3.5 | (0.72) | 89.9 | (4.27) | $\ddagger$ | ( $\dagger$ ) | 31.9 | (6.62) | 53.1 | (7.09) |
| 1995 | 38.6 | (1.78) | 21.6 | (1.51) | 10.7 | (1.13) | 4.6 | (0.77) | 80.1 | (4.85) | 14.9 | (4.32) | 26.8 | (5.38) | 36.5 | (5.84) |
| 2000 | 45.8 | (1.88) | 23.6 | (1.60) | 14.9 | (1.34) | 5.4 | (0.85) | 78.0 | (5.36) | $\ddagger$ | ( $\dagger$ ) | 18.5 | (5.02) | 52.6 | (6.46) |
| 2005 | 42.3 | (1.64) | 20.1 | (1.33) | 13.8 | (1.15) | 7.0 | (0.85) | 88.5 | (3.32) | 10.6! | (3.20) | 34.5 | (4.94) | 43.2 | (5.15) |
| 2010 | 35.6 | (2.37) | 15.7 | (1.63) | 12.2 | (1.52) | 6.0 | (1.08) | 78.6 | (7.00) | $\ddagger$ | ( $\dagger$ | 23.4 ! | (7.49) | 45.6 | (9.01) |
| 2012 | 40.4 | (2.39) | 19.9 | (1.80) | 12.2 | (1.40) | 6.7 | (1.13) | 84.4 | (5.35) | 9.5! | (4.53) | 33.9 | (6.58) | 36.9 | (7.38) |
| 2013 | 34.0 | (2.27) | 14.9 | (1.55) | 12.8 | (1.33) | 5.6 | (1.13) | 86.9 | (4.71) | 21.9 | (6.40) | 29.8 | (7.01) | 35.2 | (6.56) |
| 2014 | 37.8 | (2.29) | 18.7 | (1.72) | 12.0 | (1.62) | 5.3 | (1.00) | 77.1 | (6.82) | 12.9 ! | (4.92) | 13.5! | (5.59) | 50.8 | (8.76) |
| 2015 | 32.8 | (2.49) | 18.5 | (1.86) | 8.3 | (1.40) | 5.7 | (1.20) | 73.8 | (8.30) | 10.4! | (4.68) | 17.8! | (5.73) | 45.6 | (8.91) |
| 2016 | 34.8 | (2.20) | 17.2 | (1.73) | 11.0 | (1.20) | 5.4 | (0.94) | 75.6 | (8.00) | $\ddagger$ | ( $\dagger$ | 13.4 ! | (5.72) | 53.3 | (8.65) |
| 2017 | 37.7 | (2.41) | 19.7 | (2.09) | 12.4 | (1.69) | 4.7 | (1.09) | 78.3 | (7.39) | $\ddagger$ | ( $\dagger$ | 29.5 | (7.41) | 41.5 | (9.13) |
| Public 2-year institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1990 | 61.2 | (1.94) | 19.1 | (1.57) | 31.2 | (1.85) | 9.2 | (1.15) | 81.5 | (2.17) | 4.1 | (1.12) | 24.9 | (2.42) | 51.1 | (2.80) |
| 1995 | 52.9 | (1.97) | 15.6 | (1.43) | 25.3 | (1.72) | 10.9 | (1.23) | 81.1 | (2.21) | 6.1 | (1.35) | 32.5 | (2.64) | 40.5 | (2.77) |
| 2000 | 63.9 | (1.79) | 20.6 | (1.51) | 29.9 | (1.71) | 11.9 | (1.21) | 85.5 | (2.09) | 9.9 | (1.77) | 30.0 | (2.72) | 44.9 | (2.95) |
| 2005 | 54.2 | (1.69) | 15.6 | (1.23) | 24.2 | (1.46) | 13.4 | (1.16) | 82.0 | (2.20) | 10.8 | (1.77) | 25.8 | (2.50) | 44.8 | (2.84) |
| 2010 | 40.6 | (1.90) | 14.0 | (1.20) | 19.1 | (1.50) | 6.8 | (0.78) | 74.7 | (2.51) | 11.6 | (1.93) | 30.1 | (2.86) | 31.0 | (3.08) |
| 2012 | 41.2 | (1.76) | 12.0 | (1.17) | 19.8 | (1.44) | 8.4 | (0.95) | 66.1 | (2.98) | 8.3 | (1.60) | 30.0 | (2.70) | 26.9 | (2.79) |
| 2013 | 41.8 | (1.89) | 13.8 | (1.37) | 20.5 | (1.55) | 7.1 | (1.05) | 71.1 | (3.02) | 8.8 | (1.92) | 29.8 | (2.85) | 31.2 | (3.09) |
| 2014 | 45.0 | (2.28) | 15.9 | (1.57) | 21.3 | (1.82) | 6.9 | (0.91) | 77.5 | (2.64) | 15.2 | (2.35) | 28.3 | (3.35) | 32.4 | (3.58) |
| 2015 | 44.9 | (2.08) | 15.1 | (1.44) | 21.8 | (1.64) | 7.5 | (1.08) | 75.1 | (3.03) | 11.4 | (2.54) | 36.6 | (3.66) | 26.7 | (3.20) |
| 2016 | 45.6 | (2.01) | 15.4 | (1.51) | 22.4 | (1.70) | 7.5 | (1.14) | 78.2 | (3.23) | 10.7 | (2.31) | 33.0 | (3.46) | 33.4 | (3.33) |
| $\underline{2017}$ | 46.8 | (2.30) | 14.9 | (1.47) | 22.9 | (1.91) | 7.9 | (1.22) | 81.0 | (2.85) | 14.0 | (2.46) | 33.0 | (3.47) | 32.7 | (3.47) |

$\dagger$ Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Includes those who were employed but not at work during the survey week.
${ }^{2}$ Excludes those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. "Hours worked per week" refers to the number of hours worked at all jobs during the survey week.

NOTE: Students were classified as full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as part time if they were taking fewer hours. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, selected years, 1970 through 2017. (This table was prepared April 2019.)

Table 504.10. Labor force status of recent high school completers, by college enrollment status, sex, and race/ethnicity: October 2016, 2017, and 2018
[Standard errors appear in parentheses]


See notes at end of table.

Table 504.10. Labor force status of recent high school completers, by college enrollment status, sex, and race/ethnicity: October 2016, 2017, and 2018-Continued

| College enrollment status, sex, and race/ethnicity | Total number of high school completers (in thousands) |  | Percent of high school completers |  |  |  | Percentage distribution of all high school completers |  |  |  |  |  | Labor force participation rate of all high school completers ${ }^{1}$ |  | High school completers in civilian labor force ${ }^{2}$ |  |  |  |  |  |  |  | High school completers not in labor force (in thousands) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Separately for those enrolled in college vs. those not enrolled ${ }^{3}$ |  | For all high school completers |  | Employed |  | Unemployed (seeking employment) |  | Not in labor force |  |  |  | , all <br> s in <br> force |  | ber (in thousands) |  | Unemployed (seeking employment) |  | Unemployment rate |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| 2018 high school completers ${ }^{4}$ Total | 3,212 | (94.6) | $\dagger$ | (t) | 100.0 | ( $\dagger$ ) | 41.2 | (1.62) | 6.8 | (0.78) | 52.0 | (1.72) | 48.0 | (1.72) | 1,541 | (71.7) | 1,324 | (62.6) | 218 | (26.9) | 14.1 | (1.53) | 1,670 | (73.5) |
| Male Female | $\begin{aligned} & 1,614 \\ & 1,598 \end{aligned}$ | $\begin{aligned} & (61.2) \\ & (69.9) \end{aligned}$ | $\dagger$ |  | $\begin{aligned} & 50.3 \\ & 49.7 \end{aligned}$ | $\begin{aligned} & (1.42) \\ & (1.42) \end{aligned}$ | $\begin{aligned} & 42.7 \\ & 39.7 \end{aligned}$ | $\begin{aligned} & (2.18) \\ & (2.49) \end{aligned}$ | $\begin{aligned} & 6.0 \\ & 7.6 \end{aligned}$ | $\begin{aligned} & (1.12) \\ & (1.16) \end{aligned}$ | $\begin{aligned} & 51.3 \\ & 52.8 \end{aligned}$ | $\begin{aligned} & (2.33) \\ & (2.65) \end{aligned}$ | $\begin{aligned} & 48.7 \\ & 47.2 \end{aligned}$ | $\begin{aligned} & (2.33) \\ & (2.65) \end{aligned}$ | $\begin{aligned} & 787 \\ & 755 \end{aligned}$ | $\begin{aligned} & (44.4) \\ & (52.8) \end{aligned}$ | $\begin{aligned} & 690 \\ & 634 \end{aligned}$ | $\begin{aligned} & (39.1) \\ & (45.4) \end{aligned}$ | $\begin{array}{r} 97 \\ 121 \end{array}$ | $\begin{aligned} & (18.8) \\ & (20.2) \end{aligned}$ | $\begin{aligned} & 12.3 \\ & 16.0 \end{aligned}$ | $\begin{aligned} & (2.16) \\ & (2.30) \end{aligned}$ | $\begin{aligned} & 827 \\ & 843 \end{aligned}$ | $\begin{aligned} & (52.1) \\ & (57.0) \end{aligned}$ |
| White Black Hispanic | $\begin{array}{r} 1,727 \\ 449 \\ 727 \end{array}$ | $\begin{aligned} & (71.2) \\ & (37.6) \\ & (50.4) \end{aligned}$ | $\dagger$ $\dagger$ $\dagger$ | $\begin{aligned} & (\dagger) \\ & (+) \\ & (\dagger) \end{aligned}$ | 53.8 14.0 22.6 | $\begin{aligned} & (1.60) \\ & (1.04) \\ & (1.45) \end{aligned}$ | 42.1 36.4 49.6 | $\begin{aligned} & (2.23) \\ & (5.04) \\ & (3.67) \end{aligned}$ | 5.1 10.8 7.3 | $\begin{aligned} & (0.93) \\ & (2.78) \\ & (1.74) \end{aligned}$ | $\begin{aligned} & 52.8 \\ & 52.8 \\ & 43.1 \end{aligned}$ | $\begin{aligned} & (2.20) \\ & (4.94) \\ & (3.36) \end{aligned}$ | $\begin{aligned} & 47.2 \\ & 47.2 \\ & 56.9 \end{aligned}$ | $\begin{aligned} & (2.20) \\ & (4.94) \\ & (3.36) \end{aligned}$ | 815 212 414 | $\begin{aligned} & (50.5) \\ & (26.0) \\ & (38.4) \end{aligned}$ | $\begin{aligned} & 727 \\ & 163 \\ & 361 \end{aligned}$ | $\begin{aligned} & (47.4) \\ & (24.6) \\ & (37.3) \end{aligned}$ | 88 $\ddagger$ $\ddagger$ $\ddagger$ | $\begin{gathered} (16.9) \\ (+) \\ (\dagger) \end{gathered}$ | $\begin{aligned} & 10.8 \\ & 23.0 \\ & 12.8 \end{aligned}$ | $\begin{aligned} & (1.93) \\ & (5.79) \\ & (3.10) \end{aligned}$ | $\begin{aligned} & 913 \\ & 237 \\ & 313 \end{aligned}$ | $\begin{aligned} & (53.8) \\ & (31.9) \\ & (31.6) \end{aligned}$ |
| Enrolled in college, 2018 Male Female | $\begin{aligned} & 2,220 \\ & 1,080 \\ & 1,140 \end{aligned}$ | $\begin{aligned} & (86.7) \\ & (55.7) \\ & (63.7) \end{aligned}$ | $\begin{array}{r} 100.0 \\ 48.6 \\ 51.4 \end{array}$ | $\begin{aligned} & \left(\begin{array}{l} (t) \\ (1.84) \\ (1.84) \end{array}\right. \end{aligned}$ | $\begin{aligned} & 69.1 \\ & 33.6 \\ & 35.5 \end{aligned}$ | $\begin{aligned} & (1.62) \\ & (1.49) \\ & (1.52) \end{aligned}$ | $\begin{aligned} & 32.7 \\ & 33.9 \\ & 31.6 \end{aligned}$ | $\begin{aligned} & (1.96) \\ & (2.96) \\ & (2.50) \end{aligned}$ | 3.7 $3.4!$ 4.0 | $\begin{aligned} & (0.75) \\ & (1.16) \\ & (1.11) \end{aligned}$ | $\begin{aligned} & 63.6 \\ & 62.7 \\ & 64.5 \end{aligned}$ | $\begin{aligned} & (2.03) \\ & (2.97) \\ & (2.60) \end{aligned}$ | $\begin{aligned} & 36.4 \\ & 37.3 \\ & 35.5 \end{aligned}$ | $\begin{aligned} & (2.03) \\ & (2.97) \\ & (2.60) \end{aligned}$ | $\begin{aligned} & 808 \\ & 403 \\ & 405 \end{aligned}$ | $\begin{aligned} & (54.9) \\ & (35.5) \\ & (35.6) \end{aligned}$ | $\begin{aligned} & 726 \\ & 366 \\ & 360 \end{aligned}$ | $\begin{aligned} & (50.8) \\ & (33.6) \\ & (32.4) \end{aligned}$ | $\pm \begin{aligned} & \ddagger \\ & \ddagger \\ & \ddagger\end{aligned}$ | $(+)$ $(+)$ $(+)$ | 10.1 $9.0!$ 11.2 | $\begin{aligned} & (1.99) \\ & (3.02) \\ & (2.97) \end{aligned}$ | $\begin{array}{r} 1,412 \\ 677 \\ 735 \end{array}$ | $\begin{aligned} & (71.1) \\ & (50.5) \\ & (52.8) \end{aligned}$ |
| $\begin{aligned} & \text { 2-year } \\ & \text { 4-year } \end{aligned}$ | $\begin{array}{r} 819 \\ 1,401 \end{array}$ | $\begin{aligned} & (56.0) \\ & (70.9) \end{aligned}$ | $\begin{aligned} & 36.9 \\ & 63.1 \end{aligned}$ | $\begin{aligned} & (2.06) \\ & (2.06) \end{aligned}$ | $\begin{aligned} & 25.5 \\ & 43.6 \end{aligned}$ | $\begin{aligned} & (1.54) \\ & (1.76) \end{aligned}$ | $\begin{aligned} & 41.6 \\ & 27.5 \end{aligned}$ | $\begin{aligned} & (3.50) \\ & (2.10) \end{aligned}$ | $\begin{aligned} & 3.3! \\ & 3.9 \end{aligned}$ | $\begin{aligned} & (1.25) \\ & (1.03) \end{aligned}$ | $\begin{aligned} & 55.1 \\ & 68.6 \end{aligned}$ | $\begin{aligned} & (3.59) \\ & (2.19) \end{aligned}$ | $\begin{aligned} & 4.9 \\ & 31.4 \end{aligned}$ | $\begin{aligned} & (3.59) \\ & (2.19) \end{aligned}$ | $\begin{aligned} & 368 \\ & 440 \end{aligned}$ | $\begin{aligned} & (37.8) \\ & (37.3) \end{aligned}$ | $\begin{aligned} & 341 \\ & 385 \end{aligned}$ | $\begin{aligned} & (35.4) \\ & (34.8) \end{aligned}$ | $\ddagger$ | $\begin{gathered} (\dagger) \\ (\dagger) \end{gathered}$ | $\begin{gathered} 7.3! \\ 12.4 \end{gathered}$ | $\begin{aligned} & (2.71) \\ & (3.11) \end{aligned}$ | $\begin{aligned} & 451 \\ & 961 \end{aligned}$ | $\begin{aligned} & (43.4) \\ & (58.4) \end{aligned}$ |
| Full-time students Part-time students | $\begin{array}{r} 2,015 \\ 205 \end{array}$ | $\begin{aligned} & (81.8) \\ & (26.5) \end{aligned}$ | $\begin{array}{r} 90.8 \\ 9.2 \end{array}$ | $\begin{aligned} & (1.13) \\ & (1.13) \end{aligned}$ | $\begin{array}{r} 62.7 \\ 6.4 \end{array}$ | $\begin{aligned} & (1.58) \\ & (0.81) \end{aligned}$ | $\begin{array}{r} 28.9 \\ 69.9 \end{array}$ | $\begin{aligned} & (1.92) \\ & (6.54) \end{aligned}$ | $\begin{array}{r} 3.6 \\ \ddagger \end{array}$ | $\begin{array}{r} (0.77) \\ (\dagger) \end{array}$ | $\begin{aligned} & 67.5 \\ & 25.7 \end{aligned}$ | $\begin{aligned} & (2.02) \\ & (6.41) \end{aligned}$ | $\begin{aligned} & 3.5 \\ & 74.3 \end{aligned}$ | $\begin{aligned} & (2.02) \\ & (6.41) \end{aligned}$ | $\begin{aligned} & 656 \\ & 152 \end{aligned}$ | $\begin{aligned} & (48.1) \\ & (24.1) \end{aligned}$ | $\begin{aligned} & 583 \\ & 143 \end{aligned}$ | $\begin{aligned} & (43.5) \\ & (23.5) \end{aligned}$ | $\ddagger$ | $\begin{gathered} (t) \\ (\dagger) \end{gathered}$ | $\begin{array}{r} 11.1 \\ \ddagger \end{array}$ | $\begin{array}{r} (2.26) \\ (\dagger) \end{array}$ | 1,360 $\ddagger$ | $\left(\begin{array}{c} (69.2) \\ (\dagger) \end{array}\right.$ |
| White Black Hispanic | $\begin{array}{r} 1,224 \\ 289 \\ 476 \end{array}$ | $\begin{aligned} & (62.8) \\ & (31.9) \\ & (42.6) \end{aligned}$ | $\begin{aligned} & 55.1 \\ & 13.0 \\ & 21.4 \end{aligned}$ | $\begin{aligned} & (1.98) \\ & (1.31) \\ & (1.73) \end{aligned}$ | $\begin{array}{r} 38.1 \\ 9.0 \\ 14.8 \end{array}$ | $\begin{aligned} & (1.62) \\ & (0.93) \\ & (1.24) \end{aligned}$ | $\begin{aligned} & 32.9 \\ & 27.3 \\ & 44.0 \end{aligned}$ | $\begin{aligned} & (2.40) \\ & (5.21) \\ & (4.72) \end{aligned}$ | 3.8 $\ddagger$ $\ddagger$ $\ddagger$ | $\begin{array}{r} (0.99) \\ (\dagger) \\ (\dagger) \end{array}$ | $\begin{aligned} & 63.2 \\ & 69.8 \\ & 53.2 \end{aligned}$ | $\begin{aligned} & (2.43) \\ & (5.54) \\ & (4.70) \end{aligned}$ | $\begin{aligned} & 36.8 \\ & 30.2 \\ & 46.8 \end{aligned}$ | $\begin{aligned} & (2.43) \\ & (5.54) \\ & (4.70) \end{aligned}$ | 450 $\ddagger$ $\ddagger$ 223 | $\begin{gathered} (38.4) \\ (+) \\ (31.0) \end{gathered}$ | $\begin{array}{r} 403 \\ \ddagger \\ \ddagger \end{array}$ | $\begin{aligned} & (35.8) \\ & (+4) \\ & (30.4) \end{aligned}$ | $\ddagger$ $\ddagger$ $\ddagger$ | (t) $(+)$ ( () | 10.4 $\ddagger$ $\ddagger$ $\ddagger$ | $\begin{gathered} (2.61) \\ (\dagger) \\ (\dagger) \end{gathered}$ | $\begin{aligned} & 774 \\ & 202 \\ & 253 \end{aligned}$ | $\begin{aligned} & (48.7) \\ & (29.6) \\ & (29.9) \end{aligned}$ |
| Not enrolled in college, 2018 Male Female | $\begin{aligned} & 992 \\ & 534 \\ & 558 \end{aligned}$ | $\begin{aligned} & (57.4) \\ & (40.3) \\ & (41.2) \end{aligned}$ | $\begin{array}{r} 100.0 \\ 53.8 \\ 46.2 \end{array}$ | $\begin{array}{r} (\mathrm{t}) \\ (2.94) \\ (2.94) \end{array}$ | $\begin{aligned} & 30.9 \\ & 16.6 \\ & 14.6 \end{aligned}$ | $\begin{aligned} & (1.62) \\ & (1.19) \\ & (1.23) \end{aligned}$ | $\begin{aligned} & 60.2 \\ & 60.6 \\ & 59.8 \end{aligned}$ | $\begin{aligned} & (2.69) \\ & (3.21) \\ & (4.58) \end{aligned}$ | $\begin{aligned} & 13.7 \\ & 11.3 \\ & 16.6 \end{aligned}$ | $\begin{aligned} & (1.82) \\ & (2.20) \\ & (2.85) \end{aligned}$ | $\begin{aligned} & 26.0 \\ & 28.1 \\ & 23.7 \end{aligned}$ | $\begin{aligned} & (2.49) \\ & (3.19) \\ & (3.99) \end{aligned}$ | $\begin{aligned} & 74.0 \\ & 71.9 \\ & 76.3 \end{aligned}$ | $\begin{aligned} & (2.49) \\ & (3.19) \\ & (3.99) \end{aligned}$ | $\begin{aligned} & 733 \\ & 384 \\ & 349 \end{aligned}$ | $\begin{aligned} & (49.0) \\ & (32.8) \\ & (35.9) \end{aligned}$ | $\begin{aligned} & 597 \\ & 324 \\ & 273 \end{aligned}$ | $\begin{aligned} & (43.4) \\ & (28.0) \\ & (31.1) \end{aligned}$ | 136 $\ddagger$ 76 | $\begin{aligned} & (19.7) \\ & (15) \\ & (15.2) \end{aligned}$ | $\begin{aligned} & 18.6 \\ & 15.7 \\ & 21.7 \end{aligned}$ | $\begin{aligned} & (2.38) \\ & (2.90) \\ & (3.75) \end{aligned}$ | $\begin{aligned} & 258 \\ & 150 \\ & 108 \end{aligned}$ | $\begin{aligned} & (28.8) \\ & (20.7) \\ & (21.0) \end{aligned}$ |
| White Black Hispanic | $\begin{aligned} & 503 \\ & 159 \\ & 251 \end{aligned}$ | $\begin{aligned} & (37.8 \\ & (22.9) \\ & (30.5) \end{aligned}$ | $\begin{aligned} & 50.8 \\ & 16.1 \\ & 25.3 \end{aligned}$ | $\begin{aligned} & (2.71) \\ & (2.09) \\ & (2.60) \end{aligned}$ | 15.7 5.0 7.8 | $\begin{aligned} & (1.10) \\ & (0.69) \\ & (0.95) \end{aligned}$ | $\begin{aligned} & 64.4 \\ & 52.9 \\ & 60.3 \end{aligned}$ | $\begin{aligned} & (3.96) \\ & (8.88) \\ & (5.67) \end{aligned}$ | $\begin{array}{r} 8.1 \\ 25.2 \\ 15.8 \end{array}$ | $\begin{aligned} & (2.04) \\ & (6.46) \\ & (4.36) \\ & \hline \end{aligned}$ | $\begin{aligned} & 27.5 \\ & 21.9! \\ & 23.9 \end{aligned}$ | (3.51) <br> (4.71) | $\begin{array}{r} 72.5 \\ 78.1 \\ 76.1 \\ \hline \end{array}$ | $\begin{aligned} & (3.51) \\ & (6.72) \\ & (4.71) \\ & \hline \end{aligned}$ | $\begin{array}{r} 365 \\ 124 \\ 191 \\ \hline \end{array}$ | $\begin{aligned} & (31.5) \\ & (19.9) \\ & (26.9) \end{aligned}$ | $\begin{array}{r} 324 \\ \ddagger \\ 152 \end{array}$ | $\begin{gathered} (30.8) \\ (\dagger) \\ (25.0) \end{gathered}$ | $\ddagger$ $\ddagger$ $\ddagger$ | $\begin{aligned} & \text { ( }+1 \\ & (+) \\ & (+) \end{aligned}$ | $\begin{aligned} & 11.2 \\ & 32.2 \\ & 20.8 \end{aligned}$ | $\begin{aligned} & (2.84) \\ & (8.48) \\ & (5.59) \end{aligned}$ | $\begin{array}{r}138 \\ \ddagger \\ \ddagger \\ \hline\end{array}$ | $\begin{array}{r} (21.0) \\ (+) \\ (\dagger) \\ \hline \end{array}$ |

$\dagger$ Not applicable
Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
Reporting standards not met (too few cases for a reliable estimate).
${ }^{2}$ The labor force includes all rente is the percentage of persons who are either employed or seeking employment. of persons in the labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks.
${ }^{3}$ Column 3 does not present any percentages that apply to all high school completers. Instead, it presents one set of percentages for only those completers who were enrolled in college and a second set of percentages for only those completers who were not enrolled in college.
${ }^{4}$ Includes 16 - to 24 -year-olds who completed high school between January and October of the given year. Includes recipients of equivalency credentials as well as diploma recipients.
military and persons living in institutions (he cive prisilian noninstitutionalized population, which excludes persons in the errors were computed using replicate weights. Totals include race categories not separately shown. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2016, 2017, and 2018. (This table was prepared February 2020.)

Table 504.20. Labor force status of recent high school dropouts, by sex and race/ethnicity: Selected years, October 1980 through 2018
[Standard errors appear in parentheses]

| Year, sex, and race/ethnicity | Number ofdropouts(in thousands) |  | Percent of all dropouts |  | Percentage distribution of dropouts |  |  |  |  |  | Labor force participation rate of dropouts ${ }^{1}$ |  | Dropouts in civilian labor force ${ }^{2}$ |  |  |  |  |  | Dropouts not in labor force (in thousands) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Employed |  | Unemployed (seeking employment) |  | Not in labor force |  | Number (in thousands) |  |  |  | Unemployment rate |  |  |  |
|  |  |  |  | Total |  |  |  | ployed <br> eeking <br> yment) |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  |  |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
|  | Estimates for individual years |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All dropouts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1990 | 412 | (36.0) | 100.0 | ( $\dagger$ ) | 46.3 | (4.37) | 21.6 | (3.57) | 32.2 | (4.09) | 67.8 | (4.09) | 279 | (29.7) | 89 | (16.6) | 31.8 | (4.90) | 132 | (20.4) |
| 2000 | 515 | (28.5) | 100.0 | ( $\dagger$ ) | 48.7 | (2.77) | 19.2 | (3.01) | 32.0 | (2.59) | 68.0 | (2.59) | 350 | (23.5) | 99 | (17.2) | 28.1 | (4.16) | 165 | (16.2) |
| 2005 | 407 | (35.3) | 100.0 | (t) | 38.3 | (4.22) | 18.9 | (3.42) | 42.8 | (3.32) | 57.2 | (4.30) | 233 | (26.7) | 77 | (15.4) | 32.9 | (5.42) | 174 | (17.9) |
| $2010^{3}$ | 340 | (29.0) | 100.0 | (t) | 30.9 | (4.24) | 23.0 | (4.29) | 46.1 | (4.78) | 53.9 | (4.78) | 183 | (21.5) | 78 | (16.0) | 42.7 | (6.67) | 157 | (21.9) |
| $2017{ }^{3}$ | 530 | (42.6) | 100.0 | (t) | 33.9 | (3.53) | 7.9 | (2.06) | 58.2 | (3.66) | 41.8 | (3.66) | 222 | (23.4) | $\ddagger$ | (t) | 18.9 | (4.59) | 308 | (34.2) |
| $2018{ }^{3}$ | 527 | (46.5) | 100.0 | (t) | 40.7 | (4.07) | 6.5 ! | (2.06) | 52.8 | (4.47) | 47.2 | (4.47) | 249 | (32.5) | $\ddagger$ | (t) | 13.7 | (4.04) | 278 | (33.4) |
|  | 3 -year moving averages ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All dropouts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 | 748 | (44.3) | 100.0 | ( $\dagger$ ) | 44.4 | (1.70) | 19.9 | (1.38) | 35.7 | (1.27) | 64.3 | (1.64) | 481 | (35.6) | 149 | (19.9) | 30.9 | (1.99) | 267 | (20.5) |
| 1990 | 413 | (36.1) | 100.0 | ( $\dagger$ ) | 43.5 | (2.50) | 21.5 | (2.08) | 35.0 | (1.86) | 65.0 | (2.41) | 268 | (29.1) | 89 | (16.8) | 33.1 | (2.96) | 144 | (16.5) |
| 2000 | 515 | (41.8) | 100.0 | (t) | 44.1 | (2.33) | 19.0 | (1.85) | 36.9 | (1.75) | 63.1 | (2.27) | 325 | (33.2) | 98 | (18.3) | 30.1 | (2.72) | 190 | (19.7) |
| 2005 | 449 | (37.1) | 100.0 | (t) | 36.8 | (2.30) | 17.7 | (1.83) | 45.5 | (1.84) | 54.5 | (2.38) | 245 | (27.4) | 79 | (15.7) | 32.5 | (3.04) | 205 | (19.4) |
| 2010 | 365 | (33.4) | 100.0 | (t) | 28.7 | (2.39) | 23.7 | (2.26) | 47.6 | (2.04) | 52.4 | (2.64) | 191 | (24.2) | 87 | (16.4) | 45.2 | (3.65) | 174 | (17.8) |
| 2017 | 523 | (26.6) | 100.0 | (t) | 36.5 | (2.32) | 10.1 | (1.33) | 53.4 | (2.43) | 46.6 | (2.43) | 244 | (17.9) | 53 | (7.6) | 21.8 | (2.67) | 279 | (18.8) |
| 2018 | 528 | (33.6) | 100.0 | (t) | 37.3 | (2.85) |  | (1.38) | 55.5 | (3.02) | 44.5 | (3.02) | 235 | (19.7) | 38 | (7.3) | 16.2 | (2.92) | 293 | (26.5) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 | 393 | (31.6) | 52.6 | (1.69) | 55.5 | (2.31) | 19.5 | (1.84) | 25.0 | (2.01) | 75.0 | (2.01) | 295 | (27.4) | 77 | (14.0) | 25.9 | (2.35) | 98 | (15.8) |
| 1990 | 216 | (25.7) | 52.3 | (2.48) | 50.9 | (3.44) | 25.2 | (2.98) | 23.9 | (2.93) | 76.1 | (2.93) | 164 | (22.4) | 55 | (12.9) | 33.1 | (3.71) | 52 | (12.6) |
| 2000 | 279 | (30.3) | 54.1 | (2.30) | 49.8 | (3.14) | 19.6 | (2.49) | 30.7 | (2.90) | 69.3 | (2.90) | 193 | (25.2) | 55 | (13.4) | 28.2 | (3.39) | 85 | (16.8) |
| 2005 | 254 | (27.4) | 56.5 | (2.33) | 40.0 | (3.06) | 19.0 | (2.45) | 41.0 | (3.07) | 59.0 | (3.07) | 150 | (21.1) | 48 | (12.0) | 32.2 | (3.80) | 104 | (17.6) |
| 2010 | 196 | (24.1) | 53.6 | (2.60) | 32.1 | (3.32) | 22.4 | (2.97) | 45.5 | (3.54) | 54.5 | (3.54) | 107 | (17.8) | 44 | (11.4) | 41.2 | (4.74) | 89 | (16.3) |
| 2017 | 287 | (18.0) | 54.9 | (2.37) | 41.0 | (3.23) | 11.2 | (2.00) | 47.8 | (3.14) | 52.2 | (3.14) | 150 | (13.0) | 32 | (6.1) | 21.5 | (3.66) | 137 | (12.4) |
| 2018 | 281 | (20.5) | 53.2 | (2.96) | 40.7 | (3.90) | 7.1 | (1.88) | 52.2 | (3.95) | 47.8 | (3.95) | 135 | (13.4) | $\ddagger$ | ( $\dagger$ ) | 14.9 | (3.80) | 147 | (16.5) |
| Female |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 | 354 | (29.1) | 47.4 | (1.63) | 32.1 | (2.21) | 20.4 | (1.91) | 47.5 | (2.37) | 52.5 | (2.37) | 186 | (21.1) | 72 | (13.1) | 38.9 | (3.19) | 168 | (20.0) |
| 1990 | 197 | (23.7) | 47.7 | (2.40) | 35.4 | (3.33) | 17.4 | (2.64) | 47.2 | (3.48) | 52.8 | (3.48) | 104 | (17.2) | 34 | (9.9) | 33.0 | (4.51) | 93 | (16.3) |
| 2000 | 236 | (27.0) | 45.9 | (2.23) | 37.4 | (3.19) | 18.3 | (2.55) | 44.3 | (3.28) | 55.7 | (3.28) | 132 | (20.1) | 43 | (11.6) | 32.9 | (4.15) | 105 | (18.0) |
| 2005 | 196 | (23.3) | 43.5 | (2.25) | 32.6 | (3.23) | 16.0 | (2.52) | 51.4 | (3.44) | 48.6 | (3.44) | 95 | (16.2) | 31 | (9.3) | 32.9 | (4.64) | 101 | (16.7) |
| 2010 | 169 | (21.7) | 46.4 | (2.51) | 24.9 | (3.20) | 25.1 | (3.21) | 50.0 | (3.70) | 50.0 | (3.70) | 85 | (15.3) | 43 | (10.9) | 50.2 | (5.23) | 85 | (15.3) |
| 2017 | 236 | (18.2) | 45.1 | (2.37) | 30.9 | (3.49) | 8.8 | (1.90) | 60.2 | (3.93) | 39.8 | (3.93) | 94 | (11.7) | $\ddagger$ | (t) | 22.2 | (4.27) | 142 | (14.2) |
| 2018 | 247 | (24.7) | 46.8 | (2.96) | 33.5 | (4.22) | 7.2! | (2.27) | 59.3 | (4.73) | 40.7 | (4.73) | 101 | (14.8) | $\ddagger$ | ( $\dagger$ ) | 17.8 | (5.04) | 147 | (19.2) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White 1980 | 494 | (36.0) | 66.0 | (1.62) | 50.9 | (2.11) | 17.6 | (1.61) | 31.5 | (1.52) | 68.5 | (1.96) | 338 | (29.8) | 87 | (15.2) | 25.7 | (2.24) | 156 | (15.7) |
| 1990 | 240 | (27.5) | 58.0 | (2.49) | 51.4 | (3.31) | 19.3 | (2.63) | 29.3 | (2.33) | 70.7 | (3.02) | 170 | (23.1) | 46 | (12.1) | 27.3 | (3.53) | 70 | (11.5) |
| 2000 | 279 | (30.8) | 54.1 | (2.34) | 48.3 | (3.19) | 18.7 | (2.50) | 33.0 | (2.32) | 67.0 | (3.00) | 187 | (25.2) | 52 | (13.4) | 27.8 | (3.51) | 92 | (13.7) |
| 2005 | 215 | (25.7) | 48.0 | (2.38) | 41.6 | (3.40) | 14.2 | (2.42) | 44.2 | (2.64) | 55.8 | (3.42) | 120 | (19.2) | 31 ! | (9.7) | 25.5 | (4.04) | 95 | (13.2) |
| 2010 | 164 | (22.4) | 45.0 | (2.63) | 32.7 | (3.70) | 20.8 | (3.22) | 46.4 | (3.04) | 53.6 | (3.93) | 88 | (16.4) | 34 ! | (10.3) | 38.9 | (5.28) | 76 | (11.8) |
| 2017 | 244 | (16.6) | 46.6 | (2.50) | 46.4 | (3.28) | 8.6 | (1.63) | 45.0 | (3.19) | 55.0 | (3.19) | 134 | (12.9) | $\ddagger$ | ( $\dagger$ ) | 15.7 | (2.94) | 110 | (9.9) |
| 2018 | 231 | (21.6) | 43.7 | (3.20) | 52.9 | (4.23) | 5.3 ! | (1.67) | 41.7 | (4.09) | 58.3 | (4.09) | 134 | (15.7) | $\ddagger$ | ( $\dagger$ ) | 9.2! | (2.84) | 96 | (13.1) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 | 154 | (21.3) | 20.6 | (1.47) | 21.0 | (3.27) | 28.3 | (3.62) | 50.6 | (4.01) | 49.4 | (4.01) | 76 | (15.0) | 44 | (11.4) | 57.4 | (5.65) | 78 | (15.2) |
| 1990 | 96 | (18.5) | 23.3 | (2.27) | 27.1 | (4.93) | 29.0 | (5.04) | 43.9 | (5.51) | 56.1 | (5.51) | 54 | (13.8) | 28 ! | (10.0) | 51.7 | (7.41) | 42 | (12.3) |
| 2000 | 102 | (19.7) | 19.8 | (1.98) | 28.0 | (5.03) | 22.2 | (4.65) | 49.8 | (5.60) | 50.2 | (5.60) | 51 | (14.0) | $\ddagger$ | ( $\dagger$ ) | 44.2 | (7.85) | 51 | (13.9) |
| 2005 | 88 | (17.4) | 19.5 | (2.01) | 21.5 | (4.71) | 27.7 | (5.13) | 50.9 | (5.73) | 49.1 | (5.73) | 43 | (12.2) | $\ddagger$ | (t) | 56.3 | (8.11) | 45 | (12.4) |
| 2010 | 70 | (15.6) | 19.3 | (2.22) | 22.4 | (5.33) | 30.4 | (5.88) | 47.2 | (6.38) | 52.8 | (6.38) | 37 ! | (11.3) | $\ddagger$ | (t) | 57.5 | (8.69) | $33!$ | (10.7) |
| 2017 | 84 | (10.7) | 16.1 | (1.89) | 24.9 | (4.95) | 18.2 | (4.66) | 56.9 | (6.42) | 43.1 | (6.42) | 36 | (6.8) | $\ddagger$ | ( $\dagger$ ) | 42.2 | (8.49) | 48 | (8.3) |
| 2018 | 85 | (13.4) | 16.1 | (2.43) | 16.6! | (5.16) | 16.5! | (5.41) | 66.9 | (7.57) | 33.1 | (7.57) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 57 | (11.6) |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 | 84 | (18.7) | 11.3 | (1.36) | 48.2 | (6.40) | 19.5 | (5.07) | 32.3 | (5.99) | 67.7 | (5.99) | 57 | (15.4) | $\ddagger$ | ( $\dagger$ ) | 28.8 | (7.05) | $27!$ | (10.6) |
| 1990 | 66 | (15.3) | 15.9 | (1.96) | 39.3 | (6.56) | 19.9 | (5.36) | 40.8 | (6.60) | 59.2 | (6.60) | 39! | (11.8) | $\ddagger$ | ( $\dagger$ ) | 33.5 | (8.24) | $27!$ | (9.8) |
| 2000 | 113 | (20.8) | 21.9 | (2.06) | 50.4 | (5.32) | 17.7 | (4.06) | 31.9 | (4.96) | 68.1 | (4.96) | 77 | (17.1) | $\ddagger$ | (t) | 26.0 | (5.66) | 36 ! | (11.7) |
| 2005 | 125 | (20.8) | 27.9 | (2.27) | 39.2 | (4.68) | 16.1 | (3.52) | 44.7 | (4.77) | 55.3 | (4.77) | 69 | (15.4) | $\ddagger$ | ( $\dagger$ ) | 29.1 | (5.86) | 56 | (13.9) |
| 2010 | 102 | (18.8) | 28.0 | (2.52) | 25.8 | (4.64) | 24.3 | (4.55) | 49.9 | (5.30) | 50.1 | (5.30) | 51 | (13.3) | 25 ! |  | 48.4 | (7.49) | 51 | (13.3) |
| 2017 | 149 | (15.0) | 28.5 | (2.37) | 29.1 | (3.86) | 8.4 | (2.17) | 62.5 | (3.90) | 37.5 | (3.90) | 56 | (7.6) | $\ddagger$ | (t) | 22.4 | (5.53) | 93 | (11.5) |
| 2018 | 167 | (21.5) | 31.7 | (3.28) | 29.4 | (4.46) | 4.9 ! | (2.10) | 65.7 | (4.66) | 34.3 | (4.66) | 57 | (9.7) | $\ddagger$ | ( $\dagger$ ) | 14.2! | (5.80) | 110 | (17.3) |

## $\dagger$ Not applicable.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ The labor force participation rate is the percentage of persons who are either employed or seeking employment.
${ }^{2}$ The labor force includes all employed persons plus those seeking employment. The unemployment rate is the percentage of persons in the labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks.
${ }^{3}$ Beginning in 2010, standard errors for the individual year estimates were computed using replicate weights in order to produce more precise values. This methodology can only be used for these estimates. For all other estimates in the table, standard errors were computed using generalized variance function methodology.
${ }^{4}$ A 3-year moving average is the arithmetic average of the year indicated, the year immediately preceding, and the year immediately following. For example, the estimates
shown for 2000 reflect an average of 1999, 2000, and 2001. Use of a moving average increases the sample size, thereby reducing the size of sampling errors and producing more stable estimates. For the final year of available data, a 2 -year moving average is used; thus, the estimates for 2018 reflect the average of 2017 and 2018
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Data are for October of a given year. Dropouts are considered persons 16 to 24 years old who dropped out of school in the 12-month period ending in October of years shown. Includes dropouts from any grade, including a small number from elementary and middle schools. Totals include race categories not separately shown. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), selected years, October 1979 through 2018. (This table was prepared February 2020.)

Table 505.10. Number, percentage distribution, unemployment rates, and median earnings of 25 - to 29-year-old bachelor's degree holders and percentage of degree holders among all 25- to 29-year-olds, by field of study and science, technology, engineering, or mathematics (STEM) status of field: 2010 and 2018
[Standard errors appear in parentheses]

| Field of study and STEM status of field | 2010 |  |  |  |  |  |  |  |  |  |  |  | 2018 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 25- to 29-year-old bachelor's degree holders |  |  |  |  |  |  |  |  |  | Percent of all 25- to 29 -yearolds with degree in specific field |  | 25- to 29-year-old bachelor's degree holders |  |  |  |  |  |  |  | Percent of all 25- to 29-yearolds with degree in specific field |  |
|  | Number, in thousands |  | Percentage distribution |  | Unemployment rate for the civilian labor force |  | Median annual earnings of full-time year-round workers |  |  |  |  |  | Number, in thousands |  | Percentage distribution |  | Unemployment rate for the civilian labor force |  | Median annual earnings of full-time yearround workers |  |  |  |
|  |  |  | Current dollars | Constant 2018 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Total, all bachelor's degrees | 6,366 | (30.5) | 100.0 | ( $\dagger$ |  |  | 5.6 | (0.13) | \$43,730 | (684) | \$50,360 | (788) | 30.5 | (0.14) | 8,103 | (40.2) | 100.0 | ( $\dagger$ | 2.9 | (0.08) | \$50,600 | (4) | 34.8 | (0.16) |
| Agriculture | 59 | (2.8) | 0.9 | (0.04) | 3.8 | (0.99) | 40,150 | (424) | 46,240 | (488) | 0.3 | (0.01) | 78 | (3.9) | 1.0 | (0.05) | $1.8!$ | (0.72) | 45,380 | $(1,856)$ | 0.3 | (0.02) |
| Architecture | 47 | (2.5) | 0.7 | (0.04) | 13.8 | (2.49) | 44,300 | $(2,686)$ | 51,020 | $(3,094)$ | 0.2 | (0.01) | 60 | (3.6) | 0.7 | (0.04) | $1.8!$ | (0.70) | 52,170 | $(1,239)$ | 0.3 | (0.02) |
| Area, ethnic, and civilization studies | 28 | (1.9) | 0.4 | (0.03) | 5.2 ! | (1.61) | 41,250 | $(3,100)$ | 47,510 | $(3,570)$ | 0.1 | (0.01) | 31 | (2.2) | 0.4 | (0.03) | 1.7 ! | (0.77) | 50,140 | $(1,018)$ | 0.1 | (0.01) |
| Arts, fine and commercial | 334 | (7.0) | 5.3 | (0.11) | 6.8 | (0.55) | 37,140 | (803) | 42,770 | (884) | 1.6 | (0.03) | 440 | (8.5) | 5.4 | (0.10) | 3.7 | (0.41) | 42,520 | $(1,152)$ | 1.9 | (0.04) |
| Fine arts | 245 | (5.4) | 3.8 | (0.08) | 6.1 | (0.69) | 36,170 | (888) | 41,650 | $(1,022)$ | 1.2 | (0.03) | 314 | (6.6) | 3.9 | (0.08) | 3.7 | (0.40) | 40,500 | (23) | 1.4 | (0.03) |
| Commercial art and graphic design | 89 | (3.9) | 1.4 | (0.06) | 8.6 | (1.09) | 38,860 | $(1,799)$ | 44,750 | $(2,071)$ | 0.4 | (0.02) | 125 | (5.2) | 1.5 | (0.06) | 3.5 | (0.86) | 48,140 | $(1,389)$ | 0.5 | (0.02) |
| Business | 1,252 | (13.9) | 19.7 | (0.19) | 5.5 | (0.24) | 47,160 | $(1,004)$ | 54,310 | $(1,105)$ | 6.0 | (0.07) | 1,432 | (16.1) | 17.7 | (0.18) | 2.8 | (0.22) | 54,660 | (776) | 6.2 | (0.07) |
| Business, general | 222 | (5.5) | 3.5 | (0.09) | 5.7 | (0.66) | 45,960 | $(1,425)$ | 52,930 | $(1,642)$ | 1.1 | (0.03) | 266 | (5.6) | 3.3 | (0.07) | 3.7 | (0.60) | 50,260 | (255) | 1.1 | (0.02) |
| Accounting | 194 | (5.7) | 3.0 | (0.09) | 5.8 | (0.68) | 50,100 | (141) | 57,690 | (162) | 0.9 | (0.03) | 226 | (6.2) | 2.8 | (0.08) | 2.3 | (0.47) | 60,000 | (265) | 1.0 | (0.03) |
| Business management and administration | 339 | (7.2) | 5.3 | (0.11) | 6.5 | (0.57) | 43,200 | $(1,200)$ | 49,750 | $(1,382)$ | 1.6 | (0.03) | 343 | (8.5) | 4.2 | (0.10) | 2.4 | (0.34) | 50,600 | (25) | 1.5 | (0.04) |
| Marketing and marketing research | 187 | (5.5) | 2.9 | (0.08) | 4.6 | (0.57) | 44,250 | (765) | 50,960 | (881) | 0.9 | (0.03) | 200 | (6.1) | 2.5 | (0.07) | 2.9 | (0.57) | 52,160 | $(1,050)$ | 0.9 | (0.03) |
| Finance <br> Management information systems and | 170 | (5.5) | 2.7 | (0.09) | 4.9 | (0.61) | 52,620 | $(1,865)$ | 60,590 | $(2,148)$ | 0.8 | (0.03) | 187 | (6.1) | 2.3 | (0.07) | 2.1 | (0.47) | 65,270 | (709) | 0.8 | (0.03) |
| statistics | 23 | (1.6) | 0.4 | (0.03) | 3.4 ! | (1.12) | 55,020 | $(1,939)$ | 63,360 | $(2,233)$ | 0.1 | (0.01) | 26 | (2.0) | 0.3 | (0.02) | 2.2 ! | (1.00) | 64,390 | $(3,029)$ | 0.1 | (0.01) |
| Business, other and medical administration | 118 | (3.7) | 1.9 | (0.06) |  | (0.57) | 44,400 | (720) | 51,130 | (829) | 0.6 | (0.02) | 184 | (6.1) | 2.3 | (0.07) | 3.7 | (0.74) | 50,520 | (73) | 0.8 | (0.03) |
| Communications and communications technologies | 373 | (8.2) | 5.9 | (0.12) | 6.4 | (0.45) | 40,260 | (18) | 46,360 | (20) | 1.8 | (0.04) | 446 | (8.4) | 5.5 | (0.11) | 3.3 | (0.37) | 45,570 | (511) | 1.9 | (0.04) |
| Computer and information science | 249 | (6.2) | 3.9 | (0.10) | 5.6 | (0.55) | 56,320 | $(1,809)$ | 64,860 | $(2,083)$ | 1.2 | (0.03) | 310 | (7.1) | 3.8 | (0.08) | 5.6 | (0.65) | 70,140 | (423) | 1.3 | (0.03) |
| Construction/electrical/transportation technologies | 35 | (2.6) | 0.5 | (0.04) | 4.8! | (1.64) | 49,720 | $(1,595)$ | 57,260 | $(1,837)$ | 0.2 | (0.01) | 36 | (2.4) | 0.4 | (0.03) | $\ddagger$ | ( $\dagger$ ) | 59,920 | $(1,015)$ | 0.2 | (0.01) |
| Criminal justice and fire protection | 140 | (4.7) | 2.2 | (0.07) | 6.2 | (0.74) | 39,300 | $(1,458)$ | 45,250 | $(1,679)$ | 0.7 | (0.02) | 212 | (5.9) | 2.6 | (0.07) | 3.8 | (0.60) | 41,810 | $(1,237)$ | 0.9 | (0.03) |
| Education | 573 | (8.0) | 9.0 | (0.12) | 3.4 | (0.31) | 38,260 | (80) | 44,060 | (88) | 2.7 | (0.04) | 537 | (8.4) | 6.6 | (0.10) | 1.2 | (0.19) | 41,510 | (506) | 2.3 | (0.04) |
| General education | 151 | (5.3) | 2.4 | (0.09) | 4.7 | (0.80) | 39,350 | $(1,076)$ | 45,310 | $(1,239)$ | 0.7 | (0.03) | 160 | (5.9) | 2.0 | (0.07) | 1.4 | (0.35) | 41,260 | $(1,264)$ | 0.7 | (0.03) |
| Early childhood education | 32 | (2.0) | 0.5 | (0.03) | 1.2 ! | (0.58) | 36,820 | $(1,808)$ | 42,400 | $(2,082)$ | 0.2 | (0.01) | 42 | (2.6) | 0.5 | (0.03) | 1.8 ! | (0.80) | 38,130 | (736) | 0.2 | (0.01) |
| Elementary education | 181 | (5.0) | 2.8 | (0.08) | 3.2 | (0.53) | 38,150 | (938) | 43,940 | $(1,081)$ | 0.9 | (0.02) | 134 | (4.2) | 1.7 | (0.05) | 1.3 | (0.36) | 40,490 | (72) | 0.6 | (0.02) |
| Secondary teacher education | 19 | (1.4) | 0.3 | (0.02) | 2.5 ! | (1.08) | 36,140 | (976) | 41,620 | $(1,124)$ | 0.1 | (0.01) | 17 | (1.9) | 0.2 | (0.02) | $\ddagger$ | ( $\dagger$ ) | 43,500 | $(1,297)$ | 0.1 | (0.01) |
| Education, other | 190 | (4.8) | 3.0 | (0.07) | 2.9 | (0.45) | 38,480 | (940) | 44,320 | $(1,082)$ | 0.9 | (0.02) | 184 | (4.8) | 2.3 | (0.06) | 0.9 | (0.27) | 43,000 | (636) | 0.8 | (0.02) |
| Engineering and engineering-related fields | 474 | (8.8) | 7.4 | (0.13) | 5.0 | (0.41) | 60,580 | (748) | 69,760 | (823) | 2.3 | (0.04) | 716 | (12.0) | 8.8 | (0.14) | 2.7 | (0.22) | 70,890 | $(1,237)$ | 3.1 | (0.05) |
| General engineering | 63 | (3.0) | 1.0 | (0.05) | 4.3 ! | (1.44) | 60,100 | (324) | 69,210 | (373) | 0.3 | (0.01) | 91 | (5.1) | 1.1 | (0.06) | $2.4!$ | (0.94) | 68,860 | $(2,539)$ | 0.4 | (0.02) |
| Chemical engineering | 28 | (2.2) | 0.4 | (0.03) | 4.4 ! | (1.42) | 65,580 | $(3,098)$ | 75,520 | $(3,568)$ | 0.1 | (0.01) | 49 | (2.5) | 0.6 | (0.03) | 3.4 ! | (1.08) | 77,750 | $(2,728)$ | 0.2 | (0.01) |
| Civil engineering | 46 | (2.9) | 0.7 | (0.05) | 6.6 | (1.69) | 58,910 | $(1,276)$ | 67,840 | $(1,469)$ | 0.2 | (0.01) | 67 | (3.4) | 0.8 | (0.04) | $1.0!$ | (0.47) | 65,420 | (647) | 0.3 | (0.01) |
| Computer engineering | 45 | (2.8) | 0.7 | (0.04) | 7.1 | (1.50) | 65,320 | (842) | 75,220 | (970) | 0.2 | (0.01) | 63 | (2.8) | 0.8 | (0.03) | 1.5 ! | (0.56) | 75,730 | $(2,641)$ | 0.3 | (0.01) |
| Electrical engineering | 86 | (4.3) | 1.3 | (0.07) | 5.1 | (1.13) | 65,060 | (685) | 74,920 | (788) | 0.4 | (0.02) | 118 | (4.3) | 1.5 | (0.05) | 1.9 | (0.44) | 78,740 | $(1,175)$ | 0.5 | (0.02) |
| Mechanical engineering | 86 | (3.9) | 1.3 | (0.06) | 3.7 | (0.77) | 61,620 | $(1,428)$ | 70,960 | $(1,644)$ | 0.4 | (0.02) | 148 | (4.7) | 1.8 | (0.06) | 3.3 | (0.64) | 73,960 | $(1,556)$ | 0.6 | (0.02) |
| Engineering, other | 78 | (3.6) | 1.2 | (0.06) | 4.9 | (1.01) | 59,850 | (600) | 68,930 | (690) | 0.4 | (0.02) | 129 | (4.5) | 1.6 | (0.05) | 3.0 | (0.71) | 70,480 | (477) | 0.6 | (0.02) |
| Engineering technologies | 42 | (2.5) | 0.7 | (0.04) | 4.7 | (1.17) | 55,890 | $(2,180)$ | 64,360 | $(2,511)$ | 0.2 | (0.01) | 51 | (3.5) | 0.6 | (0.04) | 5.2 | (1.20) | 60,570 | $(3,451)$ | 0.2 | (0.01) |
| English language and literature | 194 | (5.2) | 3.0 | (0.08) | 7.6 | (0.73) | 38,100 | $(1,100)$ | 43,870 | $(1,266)$ | 0.9 | (0.02) | 208 | (6.1) | 2.6 | (0.07) | 4.4 | (0.54) | 44,640 | $(1,284)$ | 0.9 | (0.03) |
| Family and consumer sciences | 55 | (3.1) | 0.9 | (0.05) | 3.9 | (0.97) | 36,060 | $(1,375)$ | 41,520 | $(1,583)$ | 0.3 | (0.01) | 76 | (3.4) | 0.9 | (0.04) | 2.7 ! | (0.87) | 40,300 | (733) | 0.3 | (0.01) |
| Health professions | 378 | (8.2) | 5.9 | (0.12) | 3.3 | (0.39) | 50,330 | (20) | 57,960 | (22) | 1.8 | (0.04) | 680 | (10.1) | 8.4 | (0.13) | 2.0 | (0.25) | 54,840 | (293) | 2.9 | (0.04) |
| General medical and health services | 200 | (6.5) | 3.1 | (0.10) | 3.6 | (0.54) | 46,290 | $(1,500)$ | 53,310 | $(1,727)$ | 1.0 | (0.03) | 342 | (7.6) | 4.2 | (0.09) | 2.3 | (0.39) | 50,270 | (261) | 1.5 | (0.03) |
| Nursing | 179 | (5.5) | 2.8 | (0.08) | 3.0 | (0.57) | 53,350 | $(1,366)$ | 61,430 | $(1,573)$ | 0.9 | (0.03) | 338 | (6.7) | 4.2 | (0.09) | 1.7 | (0.36) | 58,690 | $(1,423)$ | 1.5 | (0.03) |
| History | 138 | (4.5) | 2.2 | (0.07) | 8.4 | (0.77) | 41,060 | $(1,385)$ | 47,280 | $(1,595)$ | 0.7 | (0.02) | 136 | (4.4) | 1.7 | (0.05) | 3.6 | (0.71) | 45,090 | (816) | 0.6 | (0.02) |
| Liberal arts and humanities | 76 | (3.4) | 1.2 | (0.05) | 7.2 | (1.19) | 40,130 | $(1,161)$ | 46,210 | $(1,337)$ | 0.4 | (0.02) | 89 | (4.1) | 1.1 | (0.05) | 4.6 | (1.09) | 40,270 | (482) | 0.4 | (0.02) |
| Linguistics and comparative language and literature | 68 | (3.5) | 1.1 | (0.05) | 8.6 | (1.73) | 38,130 | $(1,373)$ | 43,910 | $(1,582)$ | 0.3 | (0.02) | 82 | (3.3) | 1.0 | (0.04) | 3.7 | (0.96) | 45,370 | (690) | 0.4 | (0.01) |

[^59]Table 505.10. Number, percentage distribution, unemployment rates, and median earnings of 25- to 29-year-old bachelor's degree holders and percentage of degree holders among all 25- to 29-year-olds, by field of study and science, technology, engineering, or mathematics (STEM) status of field: 2010 and 2018-Continued
[Standard errors appear in parentheses]

| Field of study and STEM status of field | 2010 |  |  |  |  |  |  |  |  |  |  |  | 2018 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 25- to 29-year-old bachelor's degree holders |  |  |  |  |  |  |  |  |  | Percent of all 25- to 29-yearolds with degree in specific field |  | 25- to 29-year-old bachelor's degree holders |  |  |  |  |  |  |  | Percent of all 25- to 29-yearolds with degree in specific field |  |
|  | Number, in thousands |  | Percentage distribution |  | Unemployment rate for the civilian labor force |  | Median annual earnings of full-time year-round workers |  |  |  |  |  | Number, in thousands |  | Percentage distribution |  | Unemployment rate for the civilian labor force |  | Median annual earnings of full-time yearround workers |  |  |  |
|  |  |  | Current dollars | Constant 2018 dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Mathematics | 78 | (3.8) | 1.2 | (0.06) |  |  | 4.6 | (1.04) | 50,120 | (781) | 57,720 | (899) | 0.4 | (0.02) | 116 | (4.8) | 1.4 | (0.06) | 2.5 | (0.56) | 54,560 | $(1,483)$ | 0.5 | (0.02) |
| Mult/iinterdisciplinary studies | 55 | (2.6) | 0.9 | (0.04) | 5.4 | (0.96) | 39,770 | (922) | 45,790 | $(1,062)$ | 0.3 | (0.01) | 100 | (4.3) | 1.2 | (0.05) | 4.8 | (1.11) | 47,760 | $(1,743)$ | 0.4 | (0.02) |
| Natural sciences | 586 | (9.2) | 9.2 | (0.14) | 5.2 | (0.38) | 42,300 | (787) | 48,720 | (867) | 2.8 | (0.04) | 833 | (12.3) | 10.3 | (0.14) | 2.7 | (0.25) | 48,480 | (799) | 3.6 | (0.05) |
| Biology | 364 | (8.1) | 5.7 | (0.13) | 4.9 | (0.50) | 43,300 | (927) | 49,870 | $(1,067)$ | 1.7 | (0.04) | 533 | (9.5) | 6.6 | (0.11) | 2.4 | (0.28) | 50,450 | $(1,288)$ | 2.3 | (0.04) |
| Environmental science | 42 | (2.8) | 0.7 | (0.04) | 9.7 | (1.98) | 39,960 | $(1,549)$ | 46,020 | $(1,784)$ | 0.2 | (0.01) | 74 | (3.2) | 0.9 | (0.04) | 2.6 | (0.75) | 40,570 | $(2,153)$ | 0.3 | (0.01) |
| Physical sciences |  | (4.8) |  | (0.08) |  | (0.76) | 42,210 | $(1,545)$ | 48,610 | $(1,779)$ | 0.9 | (0.02) | 226 | (6.4) | 2.8 | (0.08) | 3.4 | (0.54) | 47,570 | $(1,292)$ | 1.0 | (0.03) |
| Physical fitness, parks, recreation and leisure | 101 | (3.6) | 1.6 | (0.06) | 3.5 | (0.68) | 40,250 | (27) | 46,350 | (31) | 0.5 | (0.02) | 193 | (5.3) | 2.4 | (0.06) | 2.1 | (0.42) | 45,500 | $(1,309)$ | 0.8 | (0.02) |
| Philosophy and religious studies | 53 | (2.3) | 0.8 | (0.04) | 7.8 | (1.56) | 40,280 | $(1,419)$ | 46,390 | $(1,634)$ | 0.3 | (0.01) | 44 | (2.6) | 0.5 | (0.03) | 3.11 | (1.10) | 48,840 | $(2,467)$ | 0.2 | (0.01) |
| Psychology | 378 | (7.9) | 5.9 | (0.12) | 5.9 | (0.48) | 37,240 | (532) | 42,880 | (612) | 1.8 | (0.04) | 498 | (9.3) | 6.1 | (0.11) | 3.2 | (0.33) | 41,420 | (972) | 2.1 | (0.04) |
| Public administration and public policy | 12 | (1.6) | 0.2 | (0.02) | $\pm$ | ( $\dagger$ ) | 50,090 | $(6,667)$ | 57,680 | $(7,677)$ | 0.1 | (0.01) | 17 | (1.5) | 0.2 | (0.02) | $\ddagger$ | (t) | 49,850 | $(1,681)$ | 0.1 | (0.01) |
| Social sciences | 519 | (8.6) | 8.2 | (0.13) | 6.9 | (0.43) | 45,160 | (528) | 52,010 | (581) | 2.5 | (0.04) | 574 | (10.2) | 7.1 | (0.12) | 3.1 | (0.34) | 50,620 | (19) | 2.5 | (0.04) |
| Anthropology and archeology | 33 | (2.0) | 0.5 | (0.03) | 4.5 | (1.14) | 37,950 | $(2,738)$ | 43,700 | $(3,153)$ | 0.2 | (0.01) | 41 | (2.5) | 0.5 | (0.03) | 1.8 ! | (0.82) | 45,230 | $(1,757)$ | 0.2 | (0.01) |
| Economics | 126 | (4.4) | 2.0 | (0.07) | 8.2 | (1.00) | 52,380 | $(2,049)$ | 60,320 | $(2,360)$ | 0.6 | (0.02) | 152 | (5.4) | 1.9 | (0.07) | 2.3 | (0.53) | 64,860 | $(3,204)$ | 0.7 | (0.02) |
| Geography | 15 | (1.7) | 0.2 | (0.03) |  | (3.53) | 43,580 | $(2,973)$ | 50,190 | $(3,424)$ | 0.1 | (0.01) | 20 | (1.7) | 0.2 | (0.02) | $\ddagger$ | (t) | 45,920 | $(5,315)$ | 0.1 | (0.01) |
| International relations | 23 | (2.0) | 0.4 | (0.03) |  | (2.75) | 49,080 | $(1,756)$ | 56,520 | $(2,023)$ | 0.1 | (0.01) | 32 | (2.5) | 0.4 | (0.03) | 5.2 | (1.46) | 53,730 | $(3,863)$ | 0.1 | (0.01) |
| Political science and government | 173 | (4.8) | 2.7 | (0.08) | 5.9 | (0.70) | 45,220 | (108) | 52,070 | (124) | 0.8 | (0.02) | 167 | (5.2) | 2.1 | (0.07) | 4.2 | (0.89) | 50,640 | $(1,299)$ | 0.7 | (0.02) |
| Sociology | 116 | (4.3) | 1.8 | (0.07) | 7.6 | (1.15) | 38,200 | $(1,253)$ | 43,990 | $(1,443)$ | 0.6 | (0.02) | 119 | (5.3) | 1.5 | (0.06) | 2.7 | (0.68) | 43,140 | $(1,418)$ | 0.5 | (0.02) |
| Miscellaneous social sciences | 32 | (2.0) | 0.5 | (0.03) |  | (1.38) | 40,250 | (798) | 46,350 | (919) | 0.2 | (0.01) | 42 | (2.8) | 0.5 | (0.03) | 3.1 ! | (1.01) | 40,080 | (961) | 0.2 | (0.01) |
| Social work and human services | 59 | (2.8) | 0.9 | (0.04) | 5.6 | (1.38) | 35,020 | (138) | 40,330 | (159) | 0.3 | (0.01) | 99 | (4.8) | 1.2 | (0.06) | 3.0 | (0.71) | 40,480 | (431) | 0.4 | (0.02) |
| Theology and religious vocations | 28 | (2.0) | 0.4 | (0.03) | 3.9 ! | (1.88) | 32,790 | $(1,349)$ | 37,770 | $(1,553)$ | 0.1 | (0.01) | 35 | (2.2) | 0.4 | (0.03) | 2.0 ! | (0.95) | 35,230 | (919) | 0.1 | (0.01) |
| Other fields | 26 | (2.0) | 0.4 | (0.03) | 9.0 | (2.31) | 36,660 | $(2,542)$ | 42,220 | $(2,928)$ | 0.1 | (0.01) | 26 | (2.1) | 0.3 | (0.03) | 5.3 ! | (2.44) | 40,250 | $(5,725)$ | 0.1 | (0.01) |
| STEM status of field ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| STEM field | 1,345 | (13.7) | 21.1 | (0.21) | 5.0 | (0.26) | 53,150 | (967) | 61,210 | $(1,113)$ | 6.4 | (0.07) | 1,901 | (21.0) | 23.5 | (0.22) | 3.2 | (0.15) | 60,760 | (216) | 8.2 | (0.09) |
| Non-STEM field | 5,021 | (29.4) | 78.9 | (0.21) | 5.7 | (0.14) | 41,660 | (692) | 47,970 | (797) | 24.0 | (0.14) | 6,202 | (33.8) | 76.5 | (0.22) | 2.9 | (0.09) | 48,560 | (20) | 26.7 | (0.14) |

## $\dagger$ Not applicable

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
STEM fields include biological Consumer Price Incix, prepared by the Buru Labor statistics, U.S. Department of Labo echnologies, mathematics and statistics, and physical sciences and science technologies, engineering and engineering

NOTE: The first bachelor's degree major reported by respondents was used to classify their field of study, even though they were able to report a second bachelor's degree major and may possess advanced degrees in other fields. Median earnings are for full-time employees working 35 or more hours per week. Data are based on sample surveys of the entire college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Commerce, Census Bureau, 2010 and 2018 American Community Survey (ACS) Public Use Microdata Sample (PUMS) data. (This table was prepared November 2019.)

Table 507.15. Average literacy and numeracy scale scores and percentage distribution of 25 - to 65 -year-olds, by proficiency level and selected characteristics: 2017

| Selected characteristic | Literacy |  |  |  |  |  |  |  |  |  |  |  | Numeracy |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Average scale score ${ }^{1}$ |  | Percentage distribution, by proficiency level\| ${ }^{2}$ |  |  |  |  |  |  |  |  |  | Averagescale score ${ }^{1}$ |  | Percentage distribution, by proficiency level\| ${ }^{2}$ |  |  |  |  |  |  |  |  |  |
|  |  |  | Below level 1 |  | Level 1 |  | Level 2 |  | Level 3 |  | Level 4/5 |  |  |  | Below level 1 |  | Level 1 |  | Level 2 |  | Level 3 |  | Level $4 / 5$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Total | 271 | (1.3) | 4 | (0.6) | 15 | (1.0) | 33 | (1.4) | 34 | (1.7) | 14 | (1.0) | 255 | (1.4) | 9 | (0.8) | 20 | (1.2) | 33 | (1.6) | 27 | (1.2) | 10 | (0.9) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Female | 271 | (1.4) | 3 | (0.5) | 15 | (1.3) | 33 | (1.7) | 36 | (1.8) | 13 | (1.2) | 251 | (1.6) | 9 | (0.8) | 22 | (1.4) | 36 | (2.2) | 26 | (1.7) | 8 | (0.9) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 25 to 34 | 279 | (2.4) |  | (0.8) | 13 | (1.8) | 28 | (2.8) | 38 | (3.2) | 17 | (2.3) | 261 | (2.4) | 7 | (1.0) | 18 | (1.8) | 33 | (2.4) | 30 | (2.9) | 11 | (2.0) |
| 35 to 44 | 275 | (2.3) | 4 | (1.0) | 13 | (1.7) | 32 | (2.6) | 36 | (3.3) | 15 | (2.0) | 259 | (2.2) | 8 | (1.1) | 18 | (1.9) | 33 | (2.4) | 29 | (2.4) | 12 | (1.8) |
| 45 to 54 | 266 | (2.9) | 6 | (1.5) | 17 | (2.3) | 31 | (2.7) | 34 | (2.8) | 13 | (1.7) | 251 | (3.2) | 12 | (1.8) | 20 | (2.6) | 30 | (2.8) | 27 | (2.6) | 10 | (1.7) |
| 55 to 65 | 264 | (2.1) | 5 | (1.1) | 17 | (2.1) | 38 | (2.9) | 30 | (2.7) | 10 | (1.3) | 249 | (2.4) | 9 | (1.4) | 24 | (2.4) | 36 | (2.9) | 22 | (1.8) | 9 | (1.3) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 282 | (1.5) | $1!$ | (0.4) | 11 | (1.2) | 30 | (1.8) | 39 | (2.1) | 18 | (1.4) | 269 | (1.5) | 4 | (0.7) | 16 | (1.6) | 34 | (1.8) | 32 | (1.5) | 13 | (1.1) |
| Black | 240 | (2.8) | 10 | (1.9) | 29 | (3.1) | 40 | (4.2) | 19 | (3.1) | $3!$ | (1.3) | 215 | (3.1) | 24 | (2.8) | 34 | (3.1) | 29 | (3.7) | 10 | (2.4) | $\ddagger$ | (t) |
| Hispanic | 250 | (4.8) | 11 | (2.6) | 22 | (3.0) | 33 | (3.7) | 26 | (3.8) | 8 | (2.1) | 228 | (5.4) | 20 | (3.4) | 25 | (2.9) | 30 | (3.8) | 20 | (3.5) | $4!$ | (1.8) |
| Asian/Pacific Islander | 264 | (5.1) | $8!$ | (3.2) | $14!$ | (4.6) | 31 | (5.3) | 35 | (6.2) | 12! | (4.6) | 262 | (5.2) | $9!$ | (3.5) | 15! | (5.5) | 33 | (6.2) | 29 | (6.9) | 13! | (5.5) |
| Other ${ }^{3}$ | 256 | (4.4) | $\ddagger$ | ( $\dagger$ ) | 16 ! | (5.5) | 47 | (6.2) | 29 | (5.6) | $\ddagger$ | (t) | 239 | (4.9) | 11 ! | (3.8) | 26 | (5.9) | 42 | (6.7) | 17 | (4.8) | $\ddagger$ | ( $\dagger$ |
| Nativity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Born in United States | 275 | (1.3) | 3 | (0.5) | 14 | (1.0) | 32 | (1.5) | 36 | (1.8) | 15 | (1.1) | 258 | (1.3) | 8 | (0.8) | 19 | (1.4) | 34 | (1.8) | 29 | (1.3) | 11 | (0.8) |
| Not born in United States | 247 | (4.0) | 12 | (2.9) | 22 | (3.4) | 34 | (3.5) | 23 | (3.5) |  | (2.5) | 237 | (4.8) |  | (2.9) | 24 | (3.4) | 31 | (3.3) | 18 | (3.1) | 10 | (2.9) |
| Educational attainment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school completion | 220 | (3.7) | 17 | (3.7) | 39 | (4.3) | 33 | (4.3) | 10 | (2.9) | $\ddagger$ | (t) | 192 | (4.7) | 37 | (4.3) | 37 | (4.9) | 20 | (4.0) | $5!$ | (2.0) | $\ddagger$ | ( ${ }^{(+)}$ |
| High school completion ${ }^{4}$ | 252 | (2.1) | 6 | (1.1) | 23 | (2.1) | 40 | (2.4) | 25 | (2.1) | 6 | (1.1) | 234 | (2.1) | 13 | (1.5) | 29 | (2.2) | 38 | (2.7) | 17 | (1.9) | $3!$ | (0.9) |
| Associate's degree | 267 | (3.3) | $\ddagger$ | (t) | 13 | (3.2) | 43 | (4.6) | 36 | (4.8) | $6!$ | (2.4) | 251 | (3.3) | $5!$ | (1.6) | 24 | (4.5) | 40 | (5.8) | 25 | (4.2) | $5!$ | (2.2) |
| Bachelor's or higher degree | 295 | (1.6) | $\ddagger$ | (t) | 5 | (0.9) | 24 | (2.0) | 45 | (2.5) | 24 | (1.9) | 284 | (1.9) | $2!$ | (0.6) |  | (1.1) | 30 | (1.9) | 39 | (1.8) | 19 | (1.8) |
| Employment ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-time ${ }^{6}$ | 277 | (1.6) | 3 | (0.8) | 13 | (1.3) | 31 | (2.1) | 37 | (2.4) | 16 | (1.3) | 261 | (1.9) | 7 | (1.2) | 19 | (1.4) | 32 | (2.0) | 30 | (1.6) | 12 | (1.1) |
| Part-time ${ }^{7}$ | 271 | (3.1) | $3!$ | (1.2) | 16 | (3.0) | 35 | (3.5) | 33 | (3.2) | 14 | (2.5) | 257 | (3.2) | 7 | (1.7) | 20 | (3.0) | 34 | (3.4) | 28 | (3.4) | 10 | (2.1) |
| Unemployed | 269 | (6.0) | $\ddagger$ | (t) | 15 | (4.1) | 35 | (9.9) | 30 | (7.9) | 15 ! | (5.2) | 251 | (6.9) | $10!$ | (3.6) | $21!$ | (6.9) | 36 | (8.4) | $22!$ | (6.6) | 10! | (4.6) |
| Not in labor force | 250 | (3.2) | 10 | (1.6) | 21 | (2.5) | 35 | (2.8) | 26 | (2.7) | 7 | (1.6) | 232 | (3.5) | 18 | (2.5) | 24 | (2.9) | 34 | (2.9) | 18 | (2.2) | 6 | (1.3) |
| Annual earnings ${ }^{8}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bottom quintile | 257 | (4.4) | $6!$ | (2.5) | 20 | (3.7) | 36 | (4.4) | 28 | (3.7) | 9 | (2.5) | 239 | (4.5) | 13 | (2.9) | 26 | (4.1) | 32 | (4.2) | 22 | (3.6) | $6!$ | (1.8) |
| Fourth quintile | 255 | (3.2) | 7 | (2.0) | 22 | (3.5) | 35 | (3.3) | 28 | (3.2) | 8 | (1.9) | 235 | (4.2) | 18 | (3.2) | 26 | (3.6) | 32 | (3.7) | 18 | (2.7) | 7 | (1.9) |
| Third quintile | 271 | (3.0) | $\ddagger$ | (t) | 16 | (3.0) | 37 | (3.9) | 32 | (3.3) | 13 | (2.3) | 253 | (3.1) | $6!$ | (2.1) | 27 | (3.5) | 34 | (3.4) | 25 | (3.5) | 8 | (2.2) |
| Second quintile | 287 | (2.5) | + | (t) | 7 | (1.8) | 28 | (3.3) | 46 | (4.1) | 17 | (2.2) | 273 | (2.3) | $2!$ | (0.9) | 12 | (2.0) | 37 | (3.8) | 38 | (3.2) | 11 | (2.1) |
| Top quintile | 298 | (2.6) | $\ddagger$ | (t) | $5!$ | (1.5) | 24 | (3.1) | 44 | (4.0) | 26 | (3.0) | 288 | (3.3) | $\ddagger$ | (t) | 9 | (2.1) | 28 | (3.2) | 39 | (3.3) | 22 | (2.6) |

## Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is ent or greate

Proficiency levels 4 and 5 are combined for reporting purposes. The proficiency levels correspond to the score ranges shown in parentheses: below level 1 (0-175), level 1 (176-225), level 2 (226-275), level 3 (276-325), and level $4 / 5$ (326-500). For details about the literacy proficiency levels as well as specific examples of tasks at each level, see https://nces.ed.gov/ surveys/piaac/litproficiencylevel.asp. For details about the numeracy proficiency levels as well as specific examples of tasks at each level, see
Includes persons of all other races and those of Two or more races.
${ }^{4}$ Includes completion through an equivalency program, such as a GED program
Excludes those who were employed but did not report the number of hours worked per week
7Part-time employment is defined as working less than 35 hours per week.
${ }^{8}$ Annual earnings were calculated based on monthly earnings, which include bonuses and self-employment income. Excludes those who reported no earnings.
NOTE: Data exclude literacy-related nonresponse. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessmen Ad (https://nces.ed.gov/surveys/piaac/ideuspiaac). (This table was prepared May 2020.

Table 507.30. Participation of employed persons, 17 years old and over, in career-related adult education during the previous 12 months, by selected characteristics of participants: 1995, 1999 , and 2005
[Standard errors appear in parentheses]

| Characteristic of employed person | 1995 |  |  |  | 1999 |  |  |  | 2005 |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Percent ofadultsparticipatingin career- orjob-related courses |  | Number of career- or job-related courses taken, per employed adult |  | Percent ofadultsparticipatingin career- orjob-related courses |  | Number of career- or job-related courses taken, per employed adult |  | Employed persons, in thousands |  | Percent of adults participating |  |  |  |  |  |  |  | Number of career- or job-related courses taken ${ }^{1}$ |  |  |
|  |  |  | In career- or job-related courses ${ }^{1}$ | In apprenticeship programs |  | In personal interest courses |  | In informal learning activities for personal interest |  | $\begin{array}{r} \text { In } \\ \text { thousands } \end{array}$ | Per employed adult |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 | 11 |  | 12 |
| Total | 31.1 | (0.54) | 0.8 | (0.02) |  |  | 30.5 | (1.14) |  |  | 0.7 | (0.03) | 133,386 | $(1,508.1)$ | 38.8 | (0.83) | 1.4 | (0.24) | 21.8 | (0.94) | 73.5 | (1.01) | 108,443 | 0.8 | (0.03) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 29.0 | (0.72) | 0.7 | (0.02) | 28.3 | (1.15) | 0.6 | (0.03) | 71,754 | (934.7) | 31.7 | (1.22) | 2.0 | (0.37) | 18.5 | (1.30) | 73.4 | (1.52) | 44,512 | 0.6 | (0.03) |
| Female | 33.4 | (0.83) | 0.9 | (0.03) | 32.9 | (1.14) | 0.8 | (0.03) | 61,632 | $(1,219.3)$ | 47.1 | (1.43) | 0.8 | (0.23) | 25.8 | (1.23) | 73.6 | (1.37) | 63,931 | 1.0 | (0.05) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17 through 24 years old | 18.6 | (1.01) | 0.4 | (0.02) | 19.1 | (1.91) | 0.4 | (0.06) | 15,027 | $(1,030.4)$ | 26.4 | (3.01) | 3.0 ! | (1.03) | 25.2 | (3.37) | 71.4 | (3.15) | 8,024 | 0.5 | (0.09) |
| 25 through 29 years old | 31.2 | (1.46) | 0.8 | (0.05) | 34.3 34.4 | (2.44) | 0.8 | (0.08) | 14,555 | (918.4) | 36.1 | (2.94) | 3.1 ! | (1.12) | 24.5 23.7 | (3.66) | 70.9 740 | (4.49) | 9,493 12,681 | 0.7 | (0.06) |
| 30 through 34 years old 35 through 39 yearsold | 31.6 35.1 | $(1.30)$ <br> $(1.02)$ | 0.8 0.9 | $(0.04)$ $(0.03)$ | 34.4 29.2 | $(2.50)$ $(2.15)$ | 0.8 0.7 | $(0.08)$ <br> $(0.07)$ | 15,250 15,286 | (977.2) (922.4) | 41.0 41.7 | $(3.06)$ $(4.16)$ | 2.7 ! $1.0!$ | $(1.10)$ $(0.46)$ | 23.7 21.6 | $(2.63)$ $(3.15)$ | 74.0 77.7 | $(2.54)$ <br> $(3.00)$ | 12,681 13,807 | 0.8 0.9 | $(0.07)$ $(0.14)$ |
| 35 through 39 years old | 35.1 36.6 | (1.02) | 0.9 0.9 | $(0.03)$ <br> $(0.04)$ | 29.2 36.4 | $(2.15)$ (2.44) | 0.7 0.8 | $(0.07)$ <br> $(0.07)$ | 15,286 18,141 | (922.4) | 41.7 39.8 | $(4.16)$ $(2.73)$ | 1.0 $\ddagger$ | $(0.46)$ $(\dagger)$ | 21.6 23.3 | $(3.15)$ $(2.60)$ | 77.7 71.2 | $(3.00)$ $(3.15)$ | 13,807 15,586 | 0.9 0.9 | $(0.14)$ $(0.07)$ |
| 45 through 49 years old | 39.6 | (1.94) | 1.0 | (0.06) | 30.4 | (2.42) | 0.7 | (0.06) | 18,149 | (842.5) | 45.0 | (2.15) | 0.7 ! | (0.29) | 19.0 | (2.09) | 73.5 | (2.68) | 16,809 | 0.9 | (0.06) |
| 50 through 54 years old | 34.4 | (1.69) | 0.9 | (0.04) | 34.7 | (2.57) | 0.8 | (0.07) | 14,624 | (732.1) | 42.6 | (2.49) | 0.7 ! | (0.32) | 19.5 | (1.92) | 76.3 | (2.27) | 14,881 | 1.0 | (0.10) |
| 55 through 59 years old | 26.7 | (1.86) | 0.7 | (0.06) | 30.3 | (2.83) | 0.6 | (0.08) | 10,522 | (676.0) | 44.7 | (2.98) | $\ddagger$ | (t) | 18.3 | (1.93) | 73.0 | (2.95) | 9,901 | 0.9 | (0.09) |
| 60 through 64 years old | 21.1 | (2.41) | 0.5 | (0.06) | 27.2 | (3.80) | 0.7 | (0.15) | 6,021 | (498.8) | 38.9 | (3.97) | $\ddagger$ | (t) | 23.4 | (3.52) | 73.0 | (4.22) | 4,919 | 0.8 | (0.10) |
| 65 years old and over | 13.7 | (1.86) | 0.4 | (0.06) | 20.3 | (4.21) | 0.4 | (0.08) | 5,812 | (493.3) | 21.6 | (3.48) | \# | (t) | 17.4 | (3.13) | 74.2 | (3.75) | 2,343 | 0.4 | (0.07) |
| 65 through 69 | 13.1 | (2.28) | 0.4 | (0.08) | - | (t) | - | (t) | 3,385 | (415.5) | 19.1 | (4.05) | \# | (t) | 20.9 | (4.88) | 75.4 | (5.18) | 1,102 | 0.3 | (0.08) |
| 70 and over | 14.6 | (2.85) | 0.4 | (0.09) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 2,427 | (282.3) | 25.1 | (5.81) | \# | ( $\dagger$ ) | 12.6 | (2.93) | 72.6 | (6.11) | 1,241 | 0.5 | (0.14) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 33.2 | (0.61) | 0.8 | (0.02) | 32.8 | (0.98) | 0.6 | (0.03) | 94,881 | $(1,538.6)$ | 41.3 | (0.93) | 1.2 | (0.25) | 22.2 | (1.11) | 75.3 | (1.17) | 82,511 | 0.9 | (0.03) |
| Black | 26.2 | (1.46) | 0.7 | (0.04) | 28.1 | (2.34) | 1.0 | (0.07) | 13,773 | (533.2) | 39.2 | (3.82) | 1.7 ! | (0.83) | 23.5 | (3.04) | 66.9 | (3.02) | 10,311 | 0.7 | (0.11) |
| Hispanic | 18.1 | (1.00) | 0.4 | (0.02) | 16.4 | (1.83) | 0.5 | (0.05) | 15,741 | (681.1) | 25.0 | (2.66) | 2.9 | (0.85) | 16.2 | (2.31) | 65.8 | (3.39) | 8,786 | 0.6 | (0.11) |
| Asian | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | 3,770 | (520.7) | 36.9 | (7.00) | $\ddagger$ | (t) | 32.3 | (7.26) | 81.1 | (5.88) | 2,207 | 0.6 | (0.12) |
| Pacific Islander | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | $\ddagger$ | (t) |
| Asian/Pacific Islander American Indian/Alaska | 25.5 | (2.69) | 0.6 | (0.07) | 32.8 | (4.84) | 0.4 ! | (0.15) |  | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |  | ( $\dagger$ ) | - | - | ( $\dagger$ |
| American Indian/Alaska Native | 34.0 | (6.32) | 0.9 | (0.20) | 29.5 ! | (11.52) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | $\ddagger$ | ( $\dagger$ ) |
| Two or moreraces | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | 3,786 | (562.7) | 39.1 | (6.85) | $\ddagger$ | (t) | 22.6 | (6.34) | 77.6 | (8.40) | 3,083 | 0.8 | (0.15) |
| Other races | 25.3 | (2.99) | 0.7 | (0.09) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | $\ddagger$ | ( $\dagger$ ) |
| Highest level of education completed |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school completion | 8.8 | (1.05) | 0.1 | (0.02) | 7.9 | (2.29) | 0.4 | (0.05) | 16,627 | (838.2) | 10.4 | (2.11) | 2.4 ! | (0.90) | 8.8 | (1.54) | 57.0 | (3.76) | 2,592 | 0.2 | (0.03) |
| 8 th grade or less | 6.1 ! | (2.00) | 0.1 ! | (0.04) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 5,016 | (599.7) | 2.7 | (1.12) | $\ddagger$ | ( $\dagger$ ) | 3.8 ! | (1.71) | 46.7 | (7.11) | 197 | \# | ( $\dagger$ ) |
| 9th through 12th grade, no completion | 10.0 | (1.27) | 0.2 | (0.02) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 11,610 | (792.8) | 13.7 | (2.99) | $\ddagger$ | ( $\dagger$ ) | 11.0 | (2.06) | 61.5 | (4.05) | 2,396 | 0.2 | (0.04) |
| High school completion | 20.9 | (0.79) | 0.4 | (0.02) | 21.4 | (1.45) | 0.8 | (0.03) | 34,121 | $(1,147.2)$ | 24.7 | (1.76) | 1.3 ! | (0.46) | 17.1 | (1.89) | 63.4 | (2.55) | 16,640 | 0.5 | (0.05) |
| Some vocational/technical | 32.3 | (2.50) | 0.8 | (0.07) | 28.7 | (5.76) | 0.9 | (0.17) | 3,744 | (393.1) | 48.2 | (5.92) | $\ddagger$ | ( $\dagger$ ) | 25.5 | (4.61) | 74.0 | (5.54) | 3,802 | 1.0 | (0.17) |
| Some college | 29.9 | (0.91) | 0.7 | (0.03) | 29.0 | (1.78) | 0.7 | (0.06) | 24,479 | $(1,067.7)$ | 39.9 | (2.36) | 1.9 ! | (0.69) | 25.2 | (2.50) | 79.8 | (2.04) | 18,437 | 0.8 | (0.05) |
| Associate's degree | 39.2 | (1.58) | 1.0 | (0.05) | 39.7 | (3.07) | 0.9 | (0.09) | 9,943 | (730.7) | 50.4 | (3.71) | 2.3 ! | (0.84) | 19.1 | (2.86) | 78.4 | (3.88) | 14,224 | 1.4 | (0.21) |
| Bachelor's degree | 44.6 | (1.33) | 1.2 | (0.04) | 43.8 | (2.01) | 1.0 | (0.06) | 26,475 | (902.7) | 53.1 | (1.88) | $\ddagger$ | ( $\dagger$ ) | 29.0 | (1.77) | 78.7 | (1.94) | 28,099 | 1.1 | (0.06) |
| Some graduate work (or study) | 50.2 | (1.63) | 1.4 | (0.05) | 46.8 | (4.17) | 1.2 | (0.14) | 17,998 | (735.4) | 61.1 | (2.16) | $\ddagger$ | ( $\dagger$ ) | 28.6 | (2.01) | 88.8 | (1.16) | 24,649 | 1.4 | (0.07) |
| No degree | 44.3 | (3.18) | 1.2 | (0.10) | 54.2 | (4.94) | 1.2 | (0.14) | 2,125 | (227.9) | 53.8 | (5.79) | + | (t) | 39.3 | (6.05) | 75.0 | (5.64) | 2,412 | 1.1 | (0.16) |
| Master's | 50.5 | (1.99) | 1.4 | (0.06) | 45.3 | (2.97) | 1.1 | (0.11) | 11,330 | (614.7) | 62.7 | (2.98) | $\ddagger$ | (t) | 28.2 | (2.27) | 90.5 | (1.40) | 15,394 | 1.4 | (0.09) |
| Doctor's | 40.4 | (6.42) | 1.0 | (0.16) | 34.4 | (4.79) | 0.7 | (0.12) | 1,600 | (227.2) | 49.0 | (5.80) | + | (t) | 28.8 | (4.76) | 87.8 | (4.35) | 2,204 | 1.4 | (0.36) |
| Professional | 67.6 | (3.89) | 2.0 | (0.15) | 67.6 | (6.98) | 1.9 | (0.31) | 2,943 | (382.7) | 66.5 | (6.39) | $\ddagger$ | ( $\dagger$ ) | 22.1 | (5.05) | 92.9 | (2.21) | 4,639 | 1.6 | (0.21) |

See notes at end of table.

Table 507.30. Participation of employed persons, 17 years old and over, in career-related adult education during the previous 12 months, by selected characteristics of participants: 1995, 1999, and 2005-Continued

| Characteristic of employed person | 1995 |  |  |  | 1999 |  |  |  | 2005 |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{array}{r} \text { Percent of } \\ \text { adults } \\ \text { participating } \\ \text { in career- or } \\ \text { job-related courses } \end{array}$ |  | Number of career- or job-related courses taken, per employed adult |  | Percent ofadultsparticipatingin career- orjob-related courses |  | Number of career- or job-related courses taken, per employed adult |  | Employed persons, in thousands |  | Percent of adults participating |  |  |  |  |  |  |  | Number of career- or job-related courses taken ${ }^{1}$ |  |  |
|  |  |  | In career- or job-related courses ${ }^{1}$ | In apprenticeship programs |  | In personal interest courses |  | In informal learning activities for personal interest |  | thousa <br> thousands | Per emplo | d adult |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 | 11 |  | 12 |
| Locale ${ }^{2}$ <br> City <br> Suburban <br> Town <br> Rural <br> Occupation <br> Executive, administrative, or managerial occupations <br> Engineers, surveyors, and architects <br> Natural scientists and mathematicians <br> Social scientists and workers, religious workers, and lawyers <br> Teachers, elementary/ secondary <br> Teachers, postsecondary and counselors, librarians, and archivists <br> Health diagnosing and treating practitioners <br> Registered nurses, pharmacists, dieticians, therapists, and physician's assistants <br> Writers, artists, entertainers, and athletes <br> Health technologists and technicians <br> Technologists and technicians, except health <br> Marketing and sales occupations <br> Administrative support occupations, including clerical <br> Service occupations Agriculture, forestry, and fishing occupations Mechanics and repairers Construction and extractive occupations <br> Precision production ${ }^{3}$ Production workers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | 39,283 | $(1,391.3)$ | 39.6 | (1.67) | 2.2 | (0.60) | 23.1 | (1.43) | 74.0 | (1.77) | 34,327 | 0.9 | (0.05) |
|  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - |  | 48,452 | $(1,555.0)$ | 41.1 | (1.87) | 1.2 | (0.32) | 23.3 | (1.38) | 74.2 | (1.49) | 39,802 | 0.8 | (0.04) |
|  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 17,616 | $(1,060.7)$ | 36.0 | (2.64) | $\ddagger$ | ( $\dagger$ ) | 19.6 | (2.83) | 71.7 | (3.02) | 12,947 | 0.7 | (0.07) |
|  | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ | 27,847 | (885.2) | 35.4 | (2.14) | 1.4 ! | (0.58) | 19.0 | (2.19) | 72.7 | (2.22) | 21,135 | 0.8 | (0.06) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 42.9 | (1.49) | 1.2 | (0.05) | 40.6 | (2.06) | 1.0 | (0.07) | 14,596 | (707.6) | 53.6 | (2.79) | $\ddagger$ |  | 29.5 | (2.89) | 77.7 | (2.87) | 16,567 | 1.1 | (0.09) |
|  | 44.2 | (4.46) | 1.1 | (0.12) | 52.1 | (6.96) | 1.0 | (0.16) | 1,987 | (244.9) | 56.3 | (5.68) | $\ddagger$ | ( $\dagger$ ) | 30.5 | (6.36) | 81.0 | (4.73) | 2,323 | 1.2 | (0.16) |
|  | 59.7 | (3.97) | 1.7 | (0.15) | 46.0 | (6.61) | 0.8 | (0.14) | 4,130 | (445.4) | 51.5 | (5.64) | $\ddagger$ |  | 31.2 | (4.83) | 85.3 | (5.44) | 3,693 | 0.9 | (0.11) |
|  | 59.5 | (2.61) | 1.8 | (0.11) | 56.9 | (5.66) | 1.7 | (0.24) | 4,697 | (480.9) | 66.8 | (4.48) | $\ddagger$ | ( $\dagger$ ) | 28.3 | (3.81) | 88.6 | (2.95) | 7,822 | 1.7 | (0.29) |
|  | 53.9 | (2.23) | 1.5 | (0.08) | 52.1 | (3.53) | 1.2 | (0.11) | 7,085 | (568.5) | 67.7 | (4.16) | $\ddagger$ | ( $\dagger$ ) | 31.5 | (3.93) | 83.0 | (2.79) | 12,233 | 1.7 | (0.13) |
|  | 41.6 | (4.57) | 1.0 | (0.15) | 35.6 | (5.85) | 0.7 | (0.14) | 2,393 | (420.9) | 53.1 | (8.63) | + | ( $\dagger$ ) | 17.7 | (4.91) | 90.9 | (3.97) | 2,122 | 0.9 | (0.09) |
|  | 68.6 | (5.85) |  | (0.23) | 65.2 | (11.99) |  | (0.50) | 978 | (208.8) | 78.9 | (7.10) | $\ddagger$ | ( $\dagger$ | 27.4 ! | (9.60) | 86.6 | (5.37) | 1,951 | 2.0 | (0.25) |
|  | 72.8 | (3.02) | 2.2 | (0.14) | 72.2 | (5.04) | 1.8 | (0.21) | 2,794 | (238.8) | 79.7 | (4.60) | $\ddagger$ | ( $\dagger$ | 29.4 | (4.17) | 84.3 | (3.70) | 4,984 | 1.8 | (0.15) |
|  | 23.4 | (2.89) | 0.5 | (0.07) | 30.6 | (6.21) | 0.6 | (0.18) | 2,969 | (405.2) | 29.9 | (5.69) | $\ddagger$ | ( $\dagger$ | 31.8 | (6.15) | 88.9 | (4.39) | 1,865 | 0.6 | (0.15) |
|  | 50.0 | (4.08) |  | (0.12) | 41.8 | (6.00) |  | (0.19) | 3,060 | (436.7) | 70.6 | (7.31) | $\ddagger$ | ( $\dagger$ | 27.8 | (6.48) | 77.5 | (6.40) | 4,473 | 1.5 | (0.18) |
|  | 43.8 | (2.67) | 1.1 | (0.10) | 37.6 | (4.87) | 1.0 | (0.15) | 1,774 | (336.5) | 29.4 | (8.10) | $\ddagger$ | ( $\dagger$ | 5.3 ! | (2.02) | 75.2 | (8.98) | 1,015 | 0.6 | (0.17) |
|  | 25.2 | (1.26) | 0.6 | (0.03) | 21.1 | (2.27) | 0.4 | (0.06) | 14,845 | (971.9) | 32.3 | (3.17) | $\ddagger$ | ( $\dagger$ | 20.8 | (2.64) | 70.5 | (3.53) | 7,724 | 0.5 | (0.05) |
|  | 30.8 | (1.15) | 0.7 | (0.03) | 27.4 | (2.02) | 0.6 | (0.05) | 21,167 | $(1,179.4)$ | 36.1 | (2.95) | 0.8 ! | (0.40) | 28.2 | (2.28) | 72.9 | (2.37) | 15,443 | 0.7 | (0.10) |
|  | 22.6 | (1.25) | 0.6 | (0.04) | 21.0 | (2.15) | 0.5 | (0.07) | 17,180 | $(1,033.7)$ | 33.7 | (3.13) | 1.1 ! | (0.36) | 16.2 | (2.31) | 69.0 | (2.74) | 13,029 | 0.8 | (0.10) |
|  | 12.4 | (2.47) | 0.3 | (0.07) | 12.2 ! | (4.09) | 0.2 ! | (0.07) | 2,522 | (423.8) | 22.4 ! | (7.61) | $\ddagger$ | ( $\dagger$ ) | 23.0 ! | (11.03) | 62.9 | (11.04) | 960 | 0.4 ! | (0.12) |
|  | 29.1 | (2.62) | 0.7 | (0.08) | 15.0 | (3.40) | 0.3 | (0.09) | 5,241 | (521.6) | 28.3 | (4.47) | 4.0 ! | (1.44) | 12.6 | (3.24) | 69.3 | (4.36) | 2,669 | 0.5 | (0.09) |
|  | 18.6 | (2.33) | 0.3 | (0.04) | 13.2 | (3.16) | 0.2 | (0.06) | 6,827 | (647.1) | 12.4 | (3.04) | 5.3 ! | (2.26) | 7.8 | (1.88) | 69.0 | (5.25) | 2,323 | 0.3 ! | (0.13) |
|  | 25.6 | (4.04) | 0.6 | (0.12) | 18.3 ! | (6.52) | 0.4 ! | (0.12) | 10,483 | (839.3) | 23.5 | (3.79) | $\ddagger$ | ( $\dagger$ ) | 14.0 | (3.34) | 64.9 | (3.74) | 4,904 | 0.5 | (0.07) |
|  | 14.8 | (1.13) | 0.3 | (0.02) | 23.0 | (3.17) | 0.5 | (0.08) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | - | ( $\dagger$ |

Table 507.30. Participation of employed persons, 17 years old and over, in career-related adult education during the previous $\mathbf{1 2}$ months, by selected characteristics of participants: $\mathbf{1 9 9 5}$, 1999, and 2005-Continued

| Characteristic of employed person | [Standard errors appear in parentheses] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1995 |  |  |  | 1999 |  |  |  | 2005 |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Percent ofadultsparticipatingin career-orjob-related courses |  | $\begin{array}{r} \text { Number of } \\ \text { career- or } \\ \text { job-related } \\ \text { courses taken, } \\ \text { per employed adult } \end{array}$ |  | Percent ofadultsparticipatingin career- orjob-related courses |  | Number of career- or job-related courses taken, per employed adult |  | Employed persons, in thousands |  | Percent of adults participating |  |  |  |  |  |  |  | Number of career- or job-related courses taken ${ }^{1}$ |  |  |
|  |  |  | In career- or job-related courses ${ }^{1}$ | In apprenticeship programs |  | In personal interest courses |  | In informal learning activities for personal interest |  | $\begin{array}{r} \text { In } \\ \text { thousands } \end{array}$ | Per emplo | d adult |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 | 11 |  | 12 |
| Transportation and material moving <br> Handlers, equipment | 15.8 | (1.83) |  | (0.04) |  |  | 18.4 | (3.62) |  |  | 0.3 | (0.06) | 7,858 | (742.5) | 15.2 | (2.81) | $\ddagger$ |  | 10.5 | (3.10) | 62.5 | (5.32) | 1,935 | 0.2 | (0.05) |
| cleaners, helpers, and laborers | 11.7 | (2.77) |  | (0.06) |  | ( $\dagger$ ) |  |  | - |  | - | ( $\dagger$ ) |  | (t) | - |  | - | ( $\dagger$ ) | - | - | (t) |
| Miscellaneous occupations | 38.8 | (3.50) | 1.0 | (0.11) | 14.2 ! | (4.62) | 0.3 ! | (0.08) | 801 | (189.4) | 17.2 ! | (6.87) | $\ddagger$ |  | 8.7 ! | (4.31) | 48.3 | (13.96) | 409 | $\ddagger$ | (t) |
| Annual household income |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \$10,000 or less | 12.6 | (1.31) | 0.2 | (0.03) | 9.5 ! | (3.09) | 0.2 ! | (0.05) | 4,425 | (444.8) | 16.7 | (4.35) | $\ddagger$ | (t) | 26.2 ! | (7.96) | 69.7 | (5.72) | 1,556 | 0.4 ! | (0.12) |
| \$5,000 or less | 8.7 | (1.91) | 0.1 | (0.03) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 1,635 | (252.7) | 19.1 | (6.52) | $\ddagger$ | (t) | 22.9 ! | (7.91) | 60.9 | (8.84) | 850 | $\ddagger$ | (t) |
| \$5,001 to \$10,000 | 15.1 | (1.62) | 0.3 | (0.04) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 2,791 | (454.1) | 15.3 | (5.68) | $\ddagger$ | (t) | 28.1 ! | (12.27) | 74.8 | (6.88) | 706 | 0.3 ! | (0.10) |
| \$10,001 to \$15,000 | 15.1 | (1.71) | 0.4 | (0.04) | 8.3 | (1.88) | 0.1 | (0.03) | 4,814 | (633.4) | 22.2 | (5.77) | $\ddagger$ | ( $\dagger$ ) | 17.3 ! | (5.25) | 64.5 | (7.57) | 2,189 | 0.5 | (0.12) |
| \$15,001 to \$20,000 | 20.1 | (1.36) | 0.4 | (0.03) | 16.3 | (2.75) | 0.3 | (0.05) | 4,515 | (398.8) | 18.2 | (3.09) | 5.7 ! | (2.71) | 11.5 | (1.96) | 60.4 | (5.11) | 1,322 | 0.3 | (0.05) |
| \$20,001 to \$25,000 | 20.4 | (1.52) | 0.5 | (0.05) | 18.8 | (2.79) | 0.4 | (0.08) | 5,593 | (490.2) | 23.8 | (4.02) | 1.1 ! | (0.51) | 13.3 | (3.21) | 71.5 | (4.11) | 2,817 | 0.5 | (0.10) |
| \$25,001 to \$30,000 | 24.7 | (1.34) | 0.5 | (0.03) | 22.2 | (2.73) | 0.5 | (0.07) | 7,444 | (680.4) | 31.4 | (4.88) | $\ddagger$ | ( $\dagger$ ) | 16.7 | (3.77) | 73.5 | (3.91) | 4,322 | 0.6 | (0.11) |
| \$30,001 to \$40,000 | 30.2 | (1.13) | 0.8 | (0.03) | 26.6 | (2.82) | 0.6 | (0.07) | 13,123 | (928.5) | 35.1 | (3.45) | 1.5 ! | (0.65) | 21.7 | (3.71) | 69.1 | (3.55) | 8,224 | 0.6 | (0.06) |
| \$40,001 to \$50,000 | 34.7 | (1.30) | 0.8 | (0.04) | 32.3 | (2.34) | 0.7 | (0.07) | 13,647 | $(1,058.4)$ | 31.5 | (3.01) | 1.8 ! | (0.72) | 20.1 | (3.32) | 73.5 | (2.78) | 10,072 | 0.7 | (0.10) |
| \$50,001 to \$75,000 | 40.0 | (1.18) | 1.0 | (0.04) | 36.6 | (1.86) | 0.9 | (0.06) | 33,665 | $(1,430.4)$ | 42.7 | (1.80) | 1.2 ! | (0.51) | 20.9 | (2.10) | 71.3 | (2.55) | 28,991 | 0.9 | (0.06) |
| More than \$ 75,000 | 45.2 | (1.40) | 1.3 | (0.04) | 42.5 | (1.79) | 1.0 | (0.06) | 46,160 | $(1,263.3)$ | 48.1 | (1.57) | 1.3 ! | (0.39) | 26.0 | (1.37) | 79.2 | (1.55) | 48,951 | 1.1 | (0.05) |

-Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
${ }^{1}$ The 2005 estimates on participation in career- or job-related courses were based on responses to multiple questions. Specifically, respondents were first asked what courses they had taken, and then whether each course was career- or job-related. In
contrast, 1995 and 1999 respondents were asked a single, general question about whether they had participated in any contrast, 1995 and 1999 respondents were asked a single, general question about whether they had participated in any career- or job-related courses. Therefore, 2005 results may not be comparable to results from the earlier years.
${ }^{2}$ Detail may not sum to totals due to missing locale information.
NOTE: Data do not include production workers" occupations data. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey (AE-NHES:1995, AE-NHES:1999, and AE-NHES:2005) of the National Household Education Surveys Program. (This table was prepared
October 2010.)

Table 507.40. Participation rate of persons, 17 years old and over, in adult education during the previous 12 months, by selected characteristics of participants: Selected years, 1991 through 2005
[Standard errors appear in parentheses]

| [Standard errors appear in parentheses] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Characteristic of participant | Percent taking any program, class, or course |  |  |  |  |  |  |  |  |  | Percent taking specific programs, classes, or courses, 2005 |  |  |  |  |  |  |  |  |  |  |  | Percent doing informal learning activities for personal interest, 2005 |  |
|  | 1991 |  | 1995 |  | 1999 |  | 2001 |  | 2005 |  | Basic skills/ General Educational Development (GED) classes |  | English as a second language (ESL) classes |  | Part-time postsecondary education ${ }^{1}$ |  | Career- or jobrelated courses |  | Apprenticeship programs |  | Personal-interest courses |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Total | 33.0 | (0.68) | 40.2 | (0.48) | 44.5 | (0.77) | 46.4 | (0.55) | 44.4 | (0.74) | 1.3 | (0.22) | 0.9 | (0.17) | 5.0 | (0.29) | 27.0 | (0.63) | 1.2 | (0.18) | 21.4 | (0.71) | 70.5 | (0.79) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 32.6 | (1.09) | 38.2 | (0.65) | 41.7 | (1.15) | 43.1 | (0.83) | 41.0 | (1.20) | 1.4 | (0.41) | 0.9 ! | (0.29) | 5.0 | (0.44) | 24.5 | (0.99) | 1.7 | (0.31) | 18.3 | (1.08) | 70.8 | (1.10) |
| Female | 33.2 | (0.97) |  | (0.59) |  | (1.02) |  | (0.78) | 47.5 | (1.01) | 1.2 | (0.19) |  | (0.15) | 5.1 | (0.37) | 29.2 | (0.95) | 0.7 | (0.15) | 24.2 | (0.88) | 70.2 | (1.03) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17 to 24 years old | 37.8 | (1.46) | 47.0 | (1.12) | 49.9 | (2.34) | 52.8 | (2.04) | 52.8 | (2.79) | 6.0 | (1.48) | 1.7 ! | (0.61) | 11.5 | (1.34) | 21.3 | (2.22) | 2.7 | (0.76) | 26.3 | (2.60) | 69.2 | (2.54) |
| 25 to 29 years old | 40.0 | (2.33) | 49.6 | (1.31) | 56.5 | (2.53) | 52.9 | (2.60) | 51.6 | (3.82) | 1.8 | (0.48) | 3.3 ! | (1.48) | 9.1 | (1.50) | 29.5 | (2.48) | 3.2 ! | (1.06) | 20.9 | (2.78) | 66.8 | (3.75) |
| 30 to 34 years old | 37.6 | (2.88) | 47.3 | (1.41) | 56.2 | (2.57) | 53.7 | (2.18) | 52.7 | (2.52) | 1.9 ! | (0.66) | 1.6 ! | (0.64) | 8.4 | (1.28) | 33.8 | (2.71) | 2.5 ! | (0.89) | 23.2 | (2.23) | 73.8 | (2.22) |
| 35 to 39 years old | 42.1 | (2.71) | 47.7 | (1.15) | 50.1 | (2.43) | 54.0 | (1.71) | 48.6 | (3.21) | 0.4 ! | (0.16) | 0.7 ! | (0.26) | 6.1 | (0.90) | 32.6 | (3.29) | 0.9 ! | (0.36) | 20.7 | (2.67) | 75.5 | (2.69) |
| 40 to 44 years old | 49.2 | (3.28) | 50.9 | (1.15) | 50.5 | (2.43) | 53.5 | (1.88) | 48.9 | (2.43) | 0.8 ! | (0.31) | 0.6 ! | (0.23) | 4.7 | (0.77) | 34.8 | (2.30) | 0.9 ! | (0.42) | 23.4 | (2.29) | 71.5 | (2.62) |
| 45 to 49 years old | 40.0 | (2.43) | 48.7 | (1.66) | 49.8 | (2.69) | 55.4 | (2.02) | 49.0 | (2.09) | $\ddagger$ | (t) | 0.6 ! | (0.25) | 3.2 | (0.48) | 37.7 | (1.83) | 0.5 ! | (0.23) | 19.3 | (1.88) | 71.6 | (2.52) |
| 50 to 54 years old | 26.8 | (3.31) | 42.5 | (1.38) | 47.2 | (2.51) | 51.1 | (2.22) | 46.6 | (2.36) | $\ddagger$ | ( $\dagger$ ) | 0.3 ! | (0.15) | 4.5 | (0.75) | 35.2 | (2.25) | 0.6 ! | (0.28) | 20.3 | (1.64) | 75.6 | (1.89) |
| 55 to 59 years old | 29.0 | (3.74) | 32.2 | (1.66) | 38.0 | (2.60) | 44.1 | (1.98) | 42.2 | (2.78) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 1.9 | (0.43) | 31.9 | (2.39) | $\ddagger$ | (t) | 18.0 | (1.63) | 69.5 | (2.56) |
| 60 to 64 years old | 17.4 | (1.90) | 23.7 | (1.89) | 31.4 | (2.83) | 30.8 | (2.18) | 37.9 | (3.00) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 0.9 ! | (0.36) | 20.9 | (2.07) | $\ddagger$ | (t) | 24.1 | (2.40) | 71.4 | (3.04) |
| 65 to 69 years old | 14.2 | (2.97) | 18.1 | (1.46) | 25.4 | (2.54) | 20.5 | (1.74) | 26.2 | (2.67) | $\ddagger$ | (t) | $\ddagger$ | (t) | 0.5 ! | (0.22) | 8.1 | (1.36) | + | (t) | 20.9 | (2.41) | 67.6 | (2.52) |
| 70 years old and over | 8.6 | (1.25) | 13.8 | (1.09) | 15.0 | (1.38) | 21.7 | (1.37) | 21.5 | (1.44) | $\pm$ | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 4.0 | (0.78) | $\pm$ | (t) | 17.9 | (1.33) | 62.9 | (1.82) |
| Racial/ethnic group |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 34.1 | (0.82) | 41.5 | (0.54) | 44.4 | (0.89) | 47.4 | (0.59) | 45.6 | (0.84) | 0.9 | (0.23) | 0.2 ! | (0.08) | 4.9 | (0.35) | 29.1 | (0.70) | 0.9 | (0.17) | 22.1 | (0.87) | 73.0 | (0.92) |
| Black | 25.9 | (2.23) | 37.0 | (1.45) | 46.3 | (2.30) | 43.3 | (1.50) | 46.4 | (2.81) | 1.9 | (0.49) | $\ddagger$ | (t) | 5.4 | (0.97) | 27.0 | (2.53) | 1.5 ! | (0.73) | 23.7 | (2.11) | 65.3 | (2.02) |
| Hispanic | 31.4 | (2.63) | 33.7 | (1.18) | 41.3 | (2.51) | 41.7 | (2.28) | 37.8 | (2.43) | 2.6 | (0.72) | 5.6 | (1.22) | 5.7 | (1.55) | 16.9 | (1.72) | 2.2 | (0.63) | 15.4 | (1.75) | 57.5 | (2.86) |
| Asian | - | (t) | - | (t) | - |  | - | (t) | 48.3 | (5.39) | $\ddagger$ | ( $\dagger$ ) |  | (1.03) | 7.6 ! | (2.62) | 27.2 | (4.70) |  | (t) | 26.5 | (5.06) | 81.1 | (4.10) |
| Paciific Islander | - | ( + | 7 | (t) | - | (t) | - | (t) |  | (t) |  | (t) | $\ddagger$ | (t) |  | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | $\left(\begin{array}{l}\text { ( } \\ (+)\end{array}\right.$ | $\ddagger$ | (t) |
| Asian/Paciific Islander | 35.9 | (5.55) | 39.7 | (2.92) | 51.1 | (4.63) | 49.5 | (3.81) | ${ }^{\ddagger}$ | (10) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\stackrel{\ddagger}{\square}$ | ${ }_{(+)}^{\text {(t) }}$ | $\stackrel{\ddagger}{\ddagger}$ | (t) | $\ddagger$ | (t) | $\stackrel{\ddagger}{\text { ¢ }}$ | ${ }_{(6.1}^{(+)}$ | $\stackrel{\ddagger}{\ddagger}$ | ${ }^{(+)}$ |
| American Indian/Alaska Native Two or more races | $\stackrel{29.3}{ }$ ! | (11.55) | 38.8 | (4.85) | 36.3 | $\xrightarrow[(\dagger)]{(9.16)}$ | 50.2 | (8.28) $(\dagger)$ | 36.3 39.4 | $(10.17)$ $(4.94)$ | 5.1! | (2.17) | $\ddagger$ | (t) (t) | $4.4!$ $3.2!$ | $(1.82)$ $(1.07)$ | $23.0!$ 23.8 | (8.51) $(4.06)$ | $\stackrel{\ddagger}{\ddagger}$ | (t) $(0.59)$ | $13.0!$ 21.0 | (6.16) | 70.6 77.6 | (9.18) $(5.28)$ |
| Highest level of education completed |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8th grade or less 9th through 12th grade, no completion | 7.7 15.8 | $(1.44)$ <br> $(2.25)$ | 10.0 20.2 | (1.10) | 14.7 25.6 | (2.92) | 19.7 25.5 | (2.84) | 15.5 27.2 | (2.47) | 1.9 7.9 | (0.57) | 4.3 ! 1.1 ! | $(1.70)$ $(0.41)$ | 2.1 | ( ${ }_{(\text {(t) }}^{(0.57)}$ | 7.7 ! | $(0.55)$ $(1.44)$ | $\stackrel{\ddagger}{\ddagger}$ | $(+)$ $(0.61)$ | 7.3 12.5 | (1.24) | 38.1 55.7 | (3.27) $(2.52)$ |
| High school completion | 24.1 | (1.10) | 30.7 | (0.84) | 34.8 | (1.37) | 33.9 | (1.07) | 33.0 | (1.62) | 0.5 ! | (0.24) | 0.7 ! | (0.24) | 2.5 | (0.36) | 17.2 | (1.18) | 1.1 ! | (0.35) | 16.8 | (1.27) | 63.6 | (1.93) |
| Some vocational/technical | 34.2 | (3.80) | 41.9 | (2.16) | 41.1 | (3.97) | 50.7 | (3.51) | 43.3 | (4.30) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 4.5 ! | (1.42) | 28.3 | (3.71) | $\ddagger$ | (t) | 23.2 | (3.09) | 77.6 | (3.98) |
| Some college | 41.4 | (1.67) | 49.3 | (0.92) | 51.1 | (1.76) | 57.4 | (1.29) | 51.1 | (1.79) | $\ddagger$ | ( $\dagger$ ) |  | ( ${ }_{( }$ | 8.6 | (1.06) | 28.8 | (1.54) | 1.4 ! | (0.47) | 26.8 | (1.80) | 79.8 | (1.52) |
| Associate's degree | 49.2 | (5.82) | 56.1 | (1.85) | 56.6 | (2.93) | 62.5 | (2.15) | 56.5 | (3.64) | $\ddagger$ | ( $\dagger$ ) | 1.1 ! | (0.51) | 6.6 | (1.42) | 40.8 | (3.27) | 1.9 ! | (0.66) | 20.1 | (2.48) | 75.9 | (3.70) |
| Bachelor's degree | 51.1 | (2.46) | 56.9 | (1.20) | 60.3 | (1.84) | 64.5 | (1.39) | 59.8 | (1.56) | $\ddagger$ | (t) | 0.4 ! | (0.17) | 6.3 | (0.82) | 44.1 | (1.61) | 0.4 ! | (0.17) | 28.6 | (1.55) | 79.3 | (1.72) |
| Some graduate work (or study) | 55.1 | (2.90) | 59.9 | (1.55) | 63.6 | (1.96) | 68.9 | (1.64) | 66.3 | (1.99) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | 8.7 | (0.86) | 49.3 | (2.15) | $\ddagger$ |  | 30.7 | (1.77) | 88.0 | (1.06) |
| No degree | - | ( ${ }^{\text {( }}$ | 62.2 | (2.67) | 64.7 | (4.39) | 64.2 | (3.54) | 65.3 | (4.84) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 14.5 | (2.55) | 40.5 | (4.68) | $\ddagger$ | (t) | 38.7 | (4.81) | 78.2 | (4.34) |
| Master's | - | ( + | 59.1 | (1.88) | 65.7 | (2.64) | 70.7 | (2.10) | 67.5 | (2.59) | $\ddagger$ | (t) | $\ddagger$ | (t) | 8.9 | (1.31) | 51.4 | (2.81) | $\ddagger$ | (t) | 30.6 | (2.04) | 88.8 | (1.33) |
| Doctor's | - | (t) | 54.0 | (6.99) | 53.1 | (4.73) | 63.7 | (3.98) | 58.0 | (4.94) | $\pm$ | (t) | t | (t) | 10.1 ! | (3.14) | 34.0 | (4.53) | + | (t) | 31.4 | (3.95) | 90.3 | (3.26) |
| Professional | - | ( $\dagger$ ) | 65.9 | (3.91) | 72.5 | (5.75) | 72.8 | (3.79) | 68.2 | (5.77) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | + | ( $\dagger$ ) | 59.0 | (6.35) | $\ddagger$ | (t) | 23.9 | (4.35) | 91.6 | (2.15) |
| Urbanicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | 45.8 | (1.46) | 1.4 | (0.31) | 1.6 | (0.38) | 5.7 | (0.59) | 26.3 | (1.24) | 1.8 | (0.43) | 22.5 | (1.10) | 69.2 | (1.39) |
| Suburban | - | ( ${ }_{\text {+ }}$ | - | (t) | - | (t) | - | (t) | 46.9 | (1.33) | 0.9 | (0.23) | 0.9 ! | (0.36) | 5.8 | (0.55) | 29.7 | (1.26) | 0.9 | (0.22) | 23.4 | (1.16) | 73.4 | (1.28) |
| Town | - | (t) | - | (t) | - | (t) | - | (t) | 41.8 | (2.33) | 2.7 ! | (1.16) | 0.4 ! | (0.14) | 4.2 | (0.87) | 25.6 | (1.74) | 0.5 ! | (0.21) | 18.5 | (1.96) | 70.5 | (2.43) |
| Rural | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 39.5 | (2.04) | 0.8 | (0.22) | + | (t) | 3.3 | (0.59) | 24.2 | (1.38) | 1.2 ! | (0.40) | 18.3 | (1.76) | 67.6 | (1.76) |
| Labor force status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| In labor force | 40.7 | (0.96) | 49.8 | (0.69) | 52.1 | (0.94) | - | ( $\dagger$ ) | 52.3 | (0.93) | 1.4 | (0.32) | 0.8 | (0.19) | 6.4 | (0.39) | 37.1 | (0.83) | 1.5 | (0.24) | 21.9 | (0.91) | 73.0 | (0.94) |
| Employed | 42.0 | (1.00) | 50.7 | (0.53) | 52.5 | (0.96) | - | (t) | 53.4 | (0.94) | 1.1 | (0.31) | 0.7 | (0.20) | 6.5 | (0.39) | 38.8 | (0.83) | 1.4 | (0.24) | 21.8 | (0.94) | 73.5 | (1.01) |
| Unemployed | 26.0 | (3.24) | 36.6 | (1.91) | 44.9 | (4.60) | - | (t) | 37.8 | (4.26) | 5.8 | (1.60) | 1.9 ! | (0.79) | 5.2 | (1.37) | 13.5 | (2.16) | $\ddagger$ | (t) | 22.1 | (3.99) | 66.7 | (3.80) |
| Not in labor force | 15.7 | (0.91) | 21.3 | (0.69) | 24.9 | (1.17) | - | ( $\dagger$ ) | 27.6 | (1.18) | 1.1 | (0.24) | 1.3 | (0.36) | 2.3 | (0.45) | 5.7 | (0.55) | 0.6 ! | (0.22) | 20.5 | (0.97) | 65.2 | (1.27) |

Table 507.40. Participation rate of persons, 17 years old and over, in adult education during the previous 12 months, by selected characteristics of participants: Selected years, 1991 through 2005-Continued
[Standard errors appear in parentheses]


## -Not available.

IInterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
IIncludes college and university degree programs, post-degree certificate programs, and vocational certificate programs
${ }^{2}$ For 2005, figures include "Production workers" occupations data
NOTE: Adult education is defined as all education activities, except full-time enrollment in higher education credential programs. Data do not include persons enrolled in high school or below. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey (AE-NHES:1991, AE-NHES:1995, AE-NHES:1999, and AE-NHES:2005) and Adult Education and Lifelong Learning Survey (AELLNHES:2001) of the National Household Education Surveys Program. (This table was prepared November 2010.)

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## CHAPTER 6 <br> International Comparisons of Education

This chapter offers a statistical overview of education around the world, which provides an international context for examining the condition of education in the United States. Insights and new perspectives on U.S. educational practices and outcomes have emerged by comparing them with those of other education systems. The data in this chapter are drawn from materials collected or prepared by the International Association for the Evaluation of Educational Achievement (IEA), the Organization for Economic Cooperation and Development (OECD), and the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Most of the education systems that report to these agencies represent entire countries; however, some of the tables in this chapter also include data for subnational entities with separate education systems, such as Hong Kong or French-speaking Belgium. The National Center for Education Statistics (NCES) carries out a variety of activities to provide statistical data for international comparisons of education.

Basic summary data on enrollments and enrollment ratios, teachers, educational attainment, and finances are synthesized from data published by the OECD in the Online Education Database, as well as from data collected by UNESCO. Even though these tabulations are carefully prepared, international data users should be cautioned about the many problems of definition and reporting involved in the collection of data about the education systems around the world, which vary greatly in structure, organization, and practices from country to country (see the UNESCO entry at the end of Appendix A: Guide to Sources).

This chapter also presents data from international studies carried out under the aegis of IEA or OECD and supported by NCES. Three of these studies include assessments of student achievement: (1) the Trends in International Mathematics and Science Study (TIMSS), which assesses the mathematics and science knowledge and skills of fourthand eighth-graders every 4 years; (2) the Progress in International Reading Literacy Study (PIRLS), which measures the reading knowledge and skills of fourth-graders every 5 years; and (3) the Program for International Student Assessment (PISA), which measures the reading, mathematics, and science literacy of 15-year-olds every 3 years.

This chapter mainly focuses on data for the OECD countries. All current member countries for which a given year's data are available are included in the discussion, even if they were not members of OECD in that year. Even though there are 37 current OECD countries, not all data are available for all countries in all years. Some discussions in this
chapter are only based on data for 36 OECD countries. Further information on survey methodologies is in Appendix A: Guide to Sources and in the publications cited in the table source notes.

## School-age Population

The percentage of the population who are of school-age (and hence eligible to attend publicly or privately supported schools) varies markedly across countries. Among the 37 OECD countries, all of which reported data to UNESCO in 2017, the percentage of the country's population made up of children ages 5 to 14 was highest in Mexico and Israel (18 percent each), followed by Colombia (17 percent) and Turkey (16 percent; web-only table 601.30). OECD countries with the lowest percentages of children in this age range were Italy, the Republic of Korea, Germany, and Japan (9 percent each). In the United States, 13 percent of the population was 5 to 14 years old-a higher percentage than the OECD average (12 percent) and the percentages in the majority of other OECD countries.

The percentage of the population made up of teenagers between 15 and 19 years old was highest in Mexico (9 percent). Other countries with percentages of 15- to 19-year-olds of 8 percent or higher included Colombia (9 percent) and Turkey (8 percent). Latvia and the Czech Republic (both 4 percent) had the lowest percentages of 15to 19-year-olds among OECD countries. In the United States, 7 percent of the population was 15 to 19 years old-a higher percentage than the OECD average (6 percent).

## School Enrollments

In 2017, about 1.6 billion students were enrolled in schools around the world (table 601.10). Of these students, roughly 741 million were in elementary programs, 588 million were in secondary programs, and 223 million were in postsecondary programs.

Changes in enrollment over time vary from region to region. Compared to 2000, elementary school enrollment in 2017 was 76 percent higher in Africa, 36 percent higher in Oceania, and 2 percent higher in Asia (table F, table 601.10, and figure 27). In contrast, elementary enrollment in 2017 was 9 percent lower in Central and South America (including Latin America and the Caribbean) than in 2000, and 5 percent lower in Europe. In Northern America (including Bermuda, Canada, Greenland, St. Pierre and

Miquelon, and the United States), elementary enrollment was less than 1 percent higher in 2017 than it was in 2000.

At the secondary level, enrollment in 2017 was 106 percent higher in Africa, 38 percent higher in Asia, 20 percent higher in Oceania, 13 percent higher in Central and South America, and 9 percent higher in Northern America than it was in 2000. In contrast, secondary enrollment in Europe was 18 percent lower in 2017 than it was in 2000.

At the postsecondary level, enrollment in all major areas of the world was higher in 2017 than it was in 2000. Postsecondary enrollment in 2017 was 210 percent higher in Asia, 144 percent higher in Central and South America, 141 percent higher in Africa, 61 percent higher in Oceania, 43 percent higher in Northern America, and 14 percent higher in Europe than it was in 2000.

Table F. Population and enrollment at different levels of education in major areas of the world: 2000 and 2017


SOURCE: United Nations Educational, Scientific, and Cultural Organization, unpublished tabulations; and U.S. Department of Commerce, Census Bureau, International Data Base.

## Percent of Population Enrolled

Across OECD countries in 2017, an average of 83 percent of 3- and 4-year-olds were enrolled in preschool, with 25 of the 36 OECD countries that reported data reporting preschool enrollment rates of 80 percent or higher (table 601.35). The countries with the lowest enrollment rates of 3 - and 4 -year-olds were the United States (54 percent), Greece (51 percent), Switzerland (25 percent), and Turkey (23 percent).

The average enrollment rate of 5 - to 14 -year-olds was 98 percent across all OECD countries in 2017, with 35 OECD countries reporting enrollment rates of 93 percent or higher. In the United States, the enrollment rate for 5- to 14-year-olds was over 99 percent, which was higher than the OECD average of 98 percent.

For 15- to 19-year-olds, the percentage of the population enrolled varied more than at the elementary level because of differences in countries' educational systems as well as in the age ranges covered by their compulsory
schooling laws. Among the 36 OECD countries that reported data, 10 countries had rates of at least 90 percent while 3 countries had rates of 70 percent or lower (table 601.40). The U.S. enrollment rate for 15 - to 19 -year-olds was 83 percent, which was lower than the OECD average (84 percent).

It is important to note that enrollment rates for students in this age range include enrollment at both the secondary and postsecondary level. It also should be noted that the age at which students are typically eligible to graduate from secondary school and start postsecondary education varies across countries. For this reason, students in some countries need to complete the equivalent of what is a fifth year of high school in the United States to graduate from the secondary level. Likewise, students in some countries typically enroll in secondary career/technical programs at older ages than in the United States.

Across all OECD countries in 2017, a higher percentage of 17 -year-olds were enrolled at the secondary level than at the postsecondary level (table 601.40). However, for 19-year-olds, 14 OECD countries had a higher percentage enrolled at the secondary level than at the postsecondary level, while in 22 countries a higher percentage were enrolled at the postsecondary level than at the secondary level. In 3 countries, the percentage of 19-year-olds enrolled at the secondary level was at least 5 times higher than the percentage enrolled at the postsecondary level. At the other end of the spectrum, in 6 countries (including the United States), the percentage of 19 -year-olds enrolled at the postsecondary level was at least 5 times higher than the percentage enrolled at the secondary level.

For 20- to 29-year-olds, enrollment rates across the 36 OECD countries that reported data were much lower than for the other age ranges. Four OECD countries had enrollment rates of at least 40 percent, while 4 OECD countries had rates of 20 percent or lower. The U.S. enrollment rate for 20- to 29-year-olds was 25 percent, which was lower than the OECD average (28 percent). For just 20-year-olds, 13 OECD countries reported a secondary enrollment rate of at least 15 percent, and 4 OECD countries reported a higher enrollment rate at the secondary level than at the postsecondary level. However, for the whole 20- to 29-year-old age group, no OECD countries reported a higher enrollment rate at the secondary level than at the postsecondary level, and all secondary enrollment rates were below 15 percent (table 601.40). At the postsecondary level, only 3 OECD countries reported an enrollment rate below 15 percent for this whole age group, and 11 countries reported a rate of at least 25 percent. The U.S. postsecondary enrollment rate for 20- to 29-year-olds was 23 percent-higher than the OECD postsecondary average for this age group (22 percent). However, the overall secondary and postsecondary enrollment rate for 20- to 29-year-olds in the United States was below the OECD average, because about 4 percent of OECD 20 - to 29 -year-olds were enrolled in programs classified at the secondary level within their countries while no 20- to 29-year-olds in the United States were enrolled in programs classified as at the secondary level.

## Student Achievement

## Mathematics and Science at Grades 4 and 8

The 2015 Trends in International Mathematics and Science Study (TIMSS) assessed students' mathematics and science performance at grades 4 and 8 . Mathematics performance was assessed in 43 countries at grade 4 and in 34 countries at grade 8 . Science performance was assessed in 42 countries at grade 4 and in 34 countries at grade 8. TIMSS Advanced data were also collected by 9 countries from students in their final year of secondary school (grade 12 in the United States). At grades 4 and 8, in addition to countries, several subnational entities also participated in TIMSS as separate education systems. Examples of subnational participants include Hong Kong, the U.S. state of Florida, the Canadian provinces of Ontario and Quebec, England and Northern Ireland within the United Kingdom, and the Flemish community in Belgium. In the following paragraphs, comparisons of the United States to other countries do not include the subnational participants. Results for Florida are based on public school students only, while U.S. national results are based on both public and private school students. TIMSS is a curriculum based assessment, and the assessments of fourth- and eighth-graders measure what students have actually learned against the subject matter that is expected to be taught by the end of grades 4 and 8 , as described in the TIMSS mathematics and science frameworks, which guide assessment development. TIMSS Advanced is designed to broadly align with the advanced mathematics and physics curricula in the participating countries. At all three grades, TIMSS scores are reported on a scale of 0 to 1,000 , with a fixed scale centerpoint of 500 . The scale centerpoint represents the mean of the overall achievement distribution in 1995. The TIMSS scale is the same in each administration; thus, a value of 500 in 2015 equals 500 in 1995.

In 2015, the average mathematics scores of U.S. fourthgraders (539) and eighth-graders (518) were higher than the TIMSS scale centerpoint of 500 (tables 602.20 and 602.30). At grade 4, the average U.S. mathematics score was higher than the average score in 30 of the 42 other countries participating at grade 4, lower than the average score in 6 countries, and not measurably different from the average score in the remaining 6 countries (table 602.20). The 6 countries that outperformed the United States in fourth-grade mathematics were Ireland, Japan, the Republic of Korea, Norway, the Russian Federation, and Singapore.

At grade 8, the average U.S. mathematics score was higher than the average score in 21 of the 33 other participating countries, lower than the average score in 5 countries, and not measurably different from the average score in the remaining 7 countries (table 602.30). The 5 countries that outperformed the United States in eighth-grade mathematics were Canada, Japan, the Republic of Korea, the Russian Federation, and Singapore.

Florida, the only U.S. state participating in the 2015 TIMSS as a separate education system, had an average mathematics score for public schools at grade 4 (546) that
was higher than the TIMSS scale centerpoint but was not measurably different from the U.S. national average score in mathematics (table 602.20). At grade 8, Florida had a public school average score (493) that was not measurably different from the TIMSS scale centerpoint but was lower than the U.S. national average in mathematics (table 602.30).

In science, the average scores of both U.S. fourth-graders (546) and U.S. eighth-graders (530) were higher than the TIMSS scale centerpoint of 500 in 2015 (tables 602.20 and 602.30). The average U.S. fourth-grade science score was higher than the average score in 30 of the 41 other countries participating at grade 4, lower than the average score in 5 countries, and not measurably different from the average score in the remaining 6 countries (table 602.20). The 5 countries that outperformed the United States in fourthgrade science were Finland, Japan, the Republic of Korea, the Russian Federation, and Singapore.

At grade 8, the average U.S. science score was higher than the average score in 23 of the 33 other countries participating at grade 8, lower than the average score in 5 countries, and not measurably different from the average score in the remaining 5 countries (table 602.30). The 5 countries that outperformed the United States in eighth-grade science were Japan, the Republic of Korea, the Russian Federation, Singapore, and Slovenia.

Public schools in Florida had an average fourth-grade science score (549) that was higher than the TIMSS scale centerpoint but was not measurably different from the U.S. national average (table 602.20). At grade 8, Florida had a public school average score (508) that was not measurably different from the TIMSS scale centerpoint but was lower than the U.S. national average in science (table 602.30).

The TIMSS Advanced assessment measures the advanced mathematics and physics achievement of students in their final year of secondary school who are taking or have taken advanced courses in those two subjects (table 602.35). On TIMSS Advanced in 2015, the U.S. average advanced mathematics score (485) and physics score (437) were both lower than the TIMSS Advanced scale centerpoint of 500. However, the U.S. average scores in advanced mathematics and physics were not measurably different than the U.S. average scores in those subjects in 1995. No education systems had higher average advanced mathematics or physics scores in 2015 than in 1995, but three education systems (France, Italy, and Sweden) had lower average scores in advanced mathematics and four (France, Norway, Russian Federation, and Sweden) had lower average physics scores.

## Reading Literacy at Grade 4

The Progress in International Reading Literacy Study (PIRLS) conducted international assessments of fourthgrade reading literacy in 2001, 2006, 2011, and 2016. In 2016, PIRLS participants consisted of 43 countries as well as several subnational education systems. Examples of subnational participants include Hong Kong, the Canadian provinces of Ontario and Quebec, England and Northern

Ireland within the United Kingdom, and the Flemish and French communities in Belgium. PIRLS scores are reported on a scale of 0 to 1,000 , with a fixed scale centerpoint of 500 .

On the 2016 PIRLS, U.S. fourth-graders had an average reading literacy score of 549 (table 602.10). The U.S. average score in 2016 was 7 points lower than in 2011 but 10 points higher than in 2006. In all 4 assessment years, the U.S. average score was higher than the PIRLS scale centerpoint.

In 2016, the average reading literacy score of fourthgraders in the United States was higher than the average score in 24 of the 42 other participating countries, lower than the average score in 7 countries, and not measurably different from the average score in the remaining 11 countries. The 7 countries that outperformed the United States on the 2016 PIRLS were Finland, Ireland, Latvia, Norway, Poland, the Russian Federation, and Singapore.

## Reading, Mathematics, and Science Literacy at Age 15

The Program for International Student Assessment (PISA) assesses 15 -year-old students' application of reading, mathematics, and science literacy to problems within a real-life context. In 2018, PISA assessed students in all 37 OECD countries as well as more than 40 other education systems. While data on mathematics literacy and science literacy were reported for all OECD countries, data on reading literacy were reported for only 36 countries due to data quality concerns. PISA scores are reported on a scale of 0 to 1,000 .

On the 2018 PISA assessment, U.S. 15-year-olds' average score in reading literacy was 505, which was higher than the OECD average score of 487 (table 602.50). The average reading literacy score in the United States was lower than the average score in 4 other OECD countries, higher than the average score in 21 OECD countries, and not measurably different from the average score in 10 OECD countries. In all participating education systems, females outperformed males in reading literacy (table 602.40). The U.S. gender gap in reading ( 24 points) was not measurably different from the OECD average gap, but was smaller than the gaps in 12 other OECD countries, larger than the gaps in 2 OECD countries, and not measurably different from the gaps in 21 other OECD countries.

In mathematics literacy, U.S. 15-year-olds' average score of 478 on the 2018 PISA assessment was lower than the OECD average score of 489 (table 602.60). The average mathematics literacy score in the United States was lower than the average score in 24 other OECD countries, higher than the average score in 6 OECD countries, and not measurably different from the average score in 6 OECD countries. In 21 OECD countries, including the United States, males outperformed females in mathematics literacy; in 3 countries, females outperformed males in mathematics (table 602.40).

In science literacy, U.S. 15-year-olds' average score of 502 on the 2018 PISA assessment was higher than the OECD average score of 489 (table 602.70). The average science literacy score in the United States was lower than the average score in 6 other OECD countries, higher than the average score in 19 OECD countries, and not measurably different from the average score in 11 OECD countries. On average across OECD countries, females outperformed male students in science by 2 points. There was no measurable difference in the average science literacy scores for males and females in 22 OECD countries, including the United States. In 13 OECD countries, females outperformed males in science literacy; in 2 countries, males outperformed females in science literacy.

## Educational Attainment

In 2018, the percentage of 25- to 64-year-olds who had completed high school varied among the 34 reporting OECD countries (table 603.10). The OECD country reporting the highest percentage of 25- to 64-year-olds who had completed high school was the Czech Republic (94 percent). High school completers made up more than 90 percent of 25 - to 64 -year-olds in 5 other OECD countries, including the United States (91 percent). The OECD countries reporting the lowest percentages of 25- to 64-year-olds who had completed high school were Turkey (40 percent) and Mexico (39 percent).

In 2018, the percentage of 25 - to 64 -year-olds with a postsecondary degree (i.e., any degree at the associate's level or higher) also varied among the 35 OECD countries reporting data for this level of educational attainment (table 603.20). The OECD country reporting the highest percentage of 25 - to 64 -year-olds with a postsecondary degree was Canada ( 58 percent). The countries with the next highest percentages were Japan ( 52 percent), Republic of Korea (49 percent), the United States and Ireland (both 47 percent). An additional 11 OECD countries reported that more than 40 percent of their 25 - to 64 -year-olds had a postsecondary degree. The OECD countries reporting the lowest percentages of 25 - to 64 -year-olds with a postsecondary degree were Turkey (21 percent), Italy (19 percent), and Mexico (18 percent).

Among younger adults (those 25 to 34 years old) in the 35 OECD countries reporting data, the percentage with a postsecondary degree also varied in 2018 (table 603.20 and figure 28). The OECD country reporting the highest percentage of younger adults with a postsecondary degree was the Republic of Korea (70 percent). Eight other OECD countries reported percentages of younger adults with a postsecondary degree that were higher than the percentage in the United States (49 percent). In contrast, 25 countries reported percentages of younger adults with a postsecondary degree that were lower than the percentage in the United States. Three OECD countries reported that under 30 percent of 25 - to 34-year-olds completed postsecondary education: Colombia (29 percent), Italy (28 percent), and Mexico (23 percent).

## Postsecondary Degrees Awarded, by Sex and in Science, Technology, Engineering, and Mathematics (STEM) fields

In 2017, women earned more than half of all postsecondary degrees (i.e., any degree at the associate's level or higher) in 34 of the 36 OECD countries reporting the percentage of degrees awarded to females (web-only table 603.60). In the United States, women earned 58 percent of all postsecondary degrees awarded. However, the percentage of degrees women earned varied by field. Thirty-six OECD countries reported data for degrees awarded in the field of education; in 34 of these countries, including the United States (79 percent), at least 70 percent of education degrees were awarded to women. In contrast, women earned less than 25 percent of degrees in the combined field of engineering, manufacturing, and construction in 16 OECD countries, including the United States. In the United States, women earned 21 percent of degrees in engineering, manufacturing, and construction.

In 2017, the percentage of bachelor's degrees awarded in science and mathematics, information technologies, and engineering fields-including natural sciences, mathematics, statistics, information and communication technologies, engineering, manufacturing, and construction-varied across OECD countries (web-only table 603.70). Two OECD countries awarded 30 percent or more of their bachelor's degrees in science and mathematics, information technologies, and engineering fields: Germany ( 35 percent) and the Republic of Korea ( 32 percent). Four countries awarded 16 percent or less of their bachelor's degrees in science and mathematics, information technologies, and engineering fields: Norway, Belgium, and Colombia each awarded 16 percent, and the Netherlands awarded 15 percent. The United States awarded 21 percent of its bachelor's degrees in science and mathematics, information technologies, and engineering fields, which was lower than the OECD average ( 23 percent).

The percentages of graduate degrees awarded in science and mathematics, information technologies, and engineering fields varied widely across OECD countries in 2017. A higher percentage of degrees in science and mathematics, information technologies, and engineering fields were awarded at the doctor's degree level than at the master's degree level in every OECD country except Japan. At the master's level, 5 OECD countries awarded 30 percent or more of their degrees in science and mathematics, information technologies, and engineering fields: Japan (43 percent), Germany (35 percent), Portugal (34 percent), Estonia (33 percent), and Sweden (31 percent). The United States awarded 17 percent of its master's degrees in science and mathematics, information technologies, and engineering fields, which was lower than the OECD average ( 23 percent). However, 6 OECD countries awarded less than 15 percent of their master's degrees in these fields: Iceland (13 percent), Colombia (13 percent), Israel (12 percent), Luxembourg (10 percent), Mexico (9 percent), and Chile (7 percent). At the doctoral level, 10 OECD countries awarded at least half
of their degrees in science and mathematics, information technologies, and engineering fields: France ( 62 percent), Israel (57 percent), Luxembourg (57 percent), Estonia (55 percent), Canada (51 percent), Chile (51 percent), Lithuania (50 percent), Sweden ( 50 percent), Switzerland (50 percent), and the Czech Republic ( 50 percent). Two OECD countries reported awarding 30 percent or less of their doctor's degrees in science and mathematics, information technologies, and engineering fields: Netherlands (30 percent) and Mexico (19 percent). The United States awarded 42 percent of its doctor's degrees in science and mathematics, information technologies, and engineering fields; this was lower than the OECD average of 43 percent.

## Finances

In 2016, expenditures per full-time-equivalent (FTE) student (expressed in current U.S. dollars) varied by level of education and across OECD countries. At the combined elementary and secondary level of education, expenditures per FTE student were $\$ 13,000$ in the United States, which was higher than the OECD average of \$9,400 (table 605.10). In addition to the United States, 5 of the 35 other OECD countries that reported data at the combined elementary and secondary level had expenditures of at least $\$ 12,000$ per FTE student: Luxembourg (\$19,800), Switzerland $(\$ 15,500)$, Austria $(\$ 14,700)$, Norway $(\$ 13,800)$, and Belgium (\$12,300). At the postsecondary level, the United States spent $\$ 30,200$ per FTE student, which was higher than the OECD average of $\$ 15,500$. In addition to the United States, 5 of the 33 other OECD countries that reported higher education finance data had expenditures of over $\$ 20,000$ per FTE student: Luxembourg $(\$ 48,400)$, Sweden $(\$ 24,300)$, the United Kingdom ( $\$ 23,800$ ), Canada ( $\$ 23,700$ ), and Norway ( $\$ 22,000$ ). These expenditures were adjusted to U.S. dollars using the purchasing-power-parity (PPP) index. This index is considered more stable and comparable than indexes using currency exchange rates; for more information, see Appendix B: Definitions.

Total government and private expenditures on education institutions as a percentage of gross domestic product (GDP) varied across the 35 reporting OECD countries in 2016, ranging from 3.2 in Luxembourg to 6.5 percent in Norway (table 605.20 and figure 29). In the United States, total expenditures on education institutions (based on international definitions) amounted to 6.0 percent of GDP, which was higher than the OECD average ( 5.0 percent). A comparison of government expenditures on education institutions as a percentage of GDP shows that public investment in education ranged from 2.9 percent in Japan to 6.3 percent in Norway. In the United States, the government expenditure on education institutions as a percentage of GDP was 4.1 percent, which was higher than the OECD average government expenditure on education institutions (4.0 percent of GDP). The percentage of private expenditures on education ranged from a low of 0.1 percent in Finland, Luxembourg, and Norway to 2.3 percent in Chile and 2.4 percent in Colombia. The U.S. percentage (1.9 percent) was higher than the OECD average ( 0.9 percent).

Figure 27. Percentage change in enrollment, by major areas of the world and level of education: $\mathbf{2 0 0 0}$ to 2017

## Percent change


${ }^{1}$ Enrollment data for the world total and Asia exclude Taiwan.
NOTE: Europe includes all countries of the former Union of Soviet Socialist Republics (U.S.S.R.) except Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, which are included in Asia. Asia also includes Turkey, the Arab states (except those located in Africa), and Israel. Central and South America includes Latin America and the Caribbean. Northern America includes Bermuda, Canada, Greenland, St. Pierre and Miquelon, and the United States. Elementary level generally corresponds to grades $1-6$ in the United States. Secondary level includes general education, teacher training (at the secondary level), and technical and vocational education; this level generally corresponds to grades 7-12 in the United States. Postsecondary level includes college and university enrollment and technical and vocational education beyond the secondary level. Data include imputed values for nonrespondent countries. Graphic display was generated using unrounded data.
SOURCE: United Nations Educational, Scientific, and Cultural Organization (UNESCO), unpublished tabulations; U.S. Department of Commerce, Census Bureau, International Data Base (November 2019).

Figure 28. Percentage of the population 25 to 34 years old with an associate's or higher degree, by country: 2018


[^60]Figure 29. Government and private expenditures on education institutions as a percentage of gross domestic product (GDP), by OECD country: 2016


[^61]Table 601.10. Population, school enrollment, and number of teachers, by major areas of the world and level of education: Selected years, 1980 through 2017
[In thousands]

| Year and selected characteristic | World total ${ }^{1,2}$ | Major areas of the world |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Africa | Asia ${ }^{2,3}$ | Europe ${ }^{3}$ | Central and South America ${ }^{4}$ | Northern America ${ }^{4}$ | Oceania |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1980 |  |  |  |  |  |  |  |
| Population, all ages ${ }^{5}$ | 4,445,386 | 479,432 | 2,637,685 | 695,225 | 358,579 | 251,929 | 22,534 |
| Enrollment, all levels | 872,127 | 77,981 | 495,345 | 134,817 | 98,236 | 60,541 | 5,207 |
| Elementary ${ }^{6}$ | 525,248 | 61,284 | 333,912 | 47,705 | 56,804 | 22,893 | 2,650 |
| Secondary ${ }^{7}$ | 296,790 | 14,999 | 148,057 | 70,262 | 36,630 | 24,695 | 2,147 |
| Postsecondary ${ }^{8}$ | 50,089 | 1,697 | 13,375 | 16,850 | 4,802 | 12,954 | 411 |
| Teachers, all levels | 40,140 | 2,373 | 19,578 | 2,506 | 4,574 | 2,124 | 277 |
| Elementary ${ }^{6}$ | 18,530 | 1,676 | 10,730 | 2,506 | 1,872 |  | 134 |
| Secondary ${ }^{7}$ | 17,640 | 606 | 7,654 | - | 2,319 | 1,309 | 112 |
| Postsecondary ${ }^{8}$ | 3,970 | 91 | 1,194 | - | 384 | 815 | 31 |
| 1990 |  |  |  |  |  |  |  |
| Population, all ages $^{5}$ | 5,286,811 | 631,684 | 3,184,509 | 725,798 | 440,874 | 277,533 | 26,412 |
| Enrollment, all levels | 987,870 | 107,061 | 563,295 | 132,645 | 117,539 | 61,543 | 5,787 |
| Elementary ${ }^{6}$ | 576,798 | 78,024 | 361,316 | 45,166 | 65,056 | 24,629 | 2,606 |
| Secondary ${ }^{7}$ | 343,199 | 26,202 | 178,783 | 68,871 | 45,245 | 21,534 | 2,563 |
| Postsecondary ${ }^{8}$ | 67,873 | 2,836 | 23,195 | 18,608 | 7,238 | 15,380 | 617 |
| Teachers, all levels | 48,299 | 3,692 | 24,655 | 8,403 | 5,763 | 3,938 | 314 |
| Elementary ${ }^{6}$ | 22,002 | 2,330 | 12,921 | 2,608 | 2,396 | 1,608 | 139 |
| Secondary ${ }^{7}$ | 21,204 | 1,222 | 9,949 | 5,795 | 2,764 | 1,340 | 135 |
| Postsecondary ${ }^{8}$ | 5,093 | 139 | 1,786 | - | 603 | 991 | 41 |
| 2000 |  |  |  |  |  |  |  |
| Population, all $\mathrm{ages}^{5}$ | 6,086,149 | 807,188 | 3,686,112 | 730,427 | 518,614 | 313,388 | 30,421 |
| Enrollment, all levels | 1,209,810 | 153,961 | 705,119 | 137,729 | 138,384 | 66,968 | 7,649 |
| Elementary ${ }^{6}$ | 657,303 | 109,430 | 405,399 | 41,721 | 70,188 | 27,435 | 3,131 |
| Secondary ${ }^{7}$ | 452,347 | 38,373 | 258,416 | 70,480 | 56,728 | 25,117 | 3,233 |
| Postsecondary ${ }^{8}$ | 100,159 | 6,158 | 41,303 | 25,528 | 11,468 | 14,416 | 1,286 |
| Teachers, all levels | 57,231 | 4,988 | 29,649 | 10,720 | 6,809 | 4,650 | 155 |
| Elementary ${ }^{6}$ | 24,984 | 2,898 | 14,623 | 2,741 | 2,760 | 1,806 | 155 |
| Secondary ${ }^{7}$ | 25,486 | 1,805 | 12,529 | 6,104 | 3,172 | 1,682 | - |
| Postsecondary ${ }^{8}$ | 6,761 | 284 | 2,497 | 1,875 | 877 | 1,163 | - |
| 2010 |  |  |  |  |  |  |  |
| Population, all ages ${ }^{5}$ | 6,872,671 | 1,039,861 | 4,127,141 | 740,240 | 587,253 | 343,230 | 34,946 |
| Enrollment, all levels | 1,425,451 | 233,201 | 828,095 | 129,092 | 150,517 | 75,233 | 9,313 |
| Elementary ${ }^{6}$ | 697,001 | 159,492 | 403,420 | 36,752 | 67,216 | 26,565 | 3,556 |
| Secondary ${ }^{7}$ | 546,192 | 62,312 | 333,440 | 58,635 | 61,227 | 26,809 | 3,770 |
| Postsecondary ${ }^{8}$ | 182,258 | 11,398 | 91,235 | 33,705 | 22,074 | 21,859 | 1,987 |
| Teachers, all levels | 72,158 | 7,642 | 39,858 | 10,560 | 8,141 | 5,464 | 175 |
| Elementary ${ }^{6}$ | 28,671 | 4,139 | 16,848 | 2,674 | 2,915 | 1,920 | 175 |
| Secondary ${ }^{7}$ | 32,336 | 3,030 | 18,172 | 5,471 | 3,549 | 1,898 | - |
| Postsecondary ${ }^{8}$ | 11,151 | 473 | 4,838 | 2,416 | 1,677 | 1,646 | - |
| 2015 |  |  |  |  |  |  |  |
| Population, all ages $^{5}$ | 7,267,035 | 1,177,295 | 4,332,060 | 745,332 | 618,928 | 356,273 | 37,147 |
| Enrollment, all levels | 1,520,616 | 272,401 | 882,390 | 125,478 | 154,879 | 75,254 | 10,215 |
| Elementary ${ }^{6}$ | 720,012 | 182,505 | 403,333 | 38,365 | 64,615 | 27,094 | 4,101 |
| Secondary ${ }^{7}$ | 582,977 | 75,814 | 354,683 | 57,466 | 64,042 | 27,063 | 3,909 |
| Postsecondary ${ }^{8}$ | 217,627 | 14,081 | 124,374 | 29,646 | 26,223 | 21,097 | 2,206 |
| Teachers, all levels | 77,558 | 9,726 | 42,722 | 10,441 | 8,704 | 5,435 | 195 |
| Elementary ${ }^{6}$ | 31,161 | 5,247 | 18,166 | 2,732 | 2,975 | 1,847 | 195 |
| Secondary ${ }^{7}$ | 33,479 | 3,874 | 18,346 | 5,329 | 3,906 | 1,803 | - |
| Postsecondary ${ }^{8}$ | 12,918 | 606 | 6,211 | 2,380 | 1,824 | 1,786 | - |
| 2017 |  |  |  |  |  |  |  |
| Population, all $\mathrm{ages}^{5}$ | 7,424,172 | 1,234,712 | 4,411,836 | 747,218 | 630,926 | 361,477 | 38,002 |
| Enrollment, all levels | 1,551,915 | 285,854 | 897,880 | 126,511 | 155,869 | 75,578 | 10,225 |
| Elementary ${ }^{6}$ | 740,868 | 192,108 | 413,567 | 39,804 | 63,641 | 27,492 | 4,256 |
| Secondary ${ }^{7}$ | 588,390 | 78,918 | 356,235 | 57,694 | 64,205 | 27,445 | 3,894 |
| Postsecondary ${ }^{8}$ | 222,657 | 14,827 | 128,077 | 29,013 | 28,023 | 20,641 | 2,076 |
| Teachers, all levels | 79,570 | 10,096 | 44,068 | 10,606 | 8,776 | 5,501 | 202 |
| Elementary ${ }^{6}$ | 31,676 | 5,492 | 18,273 | 2,821 | 2,982 | 1,906 | 202 |
| Secondary ${ }^{7}$ | 34,728 | 3,954 | 19,435 | 5,398 | 3,889 | 1,837 | - |
| Postsecondary ${ }^{8}$ | 13,166 | 649 | 6,359 | 2,388 | 1,905 | 1,759 | - |

-Not available.
${ }^{1}$ The world total includes estimations for missing data on teachers.
${ }^{2}$ Enrollment and teacher data for the world total and Asia exclude Taiwan.
${ }^{3}$ Europe includes all countries of the former Union of Soviet Socialist Republics (U.S.S.R.)
except Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan, which are included in Asia. Asia also includes Turkey, the Arab states (except those located in Africa), and Israel.
${ }^{4}$ Central and South America includes Latin America and the Caribbean. Northern America includes Bermuda, Canada, Greenland, St. Pierre and Miquelon, and the United States. ${ }^{5}$ Estimate of midyear population
${ }^{6}$ This level generally corresponds to grades 1-6 in the United States.
${ }^{7}$ Includes general education, teacher training (at the secondary level), and technical and vocational education. This level generally corresponds to grades 7-12 in the United States.

Includes college and university enrollment, and technical and vocational education beyond the secondary level.
NOTE: Detail may not sum to totals because of rounding and missing teacher data. Data include imputed values for nonrespondent countries. Enrollment and teacher data exclude several island countries or territories with small populations (less than 150,000). Some data have been revised from previously published figures.
SOURCE: United Nations Educational, Scientific, and Cultural Organization (UNESCO), unpublished tabulations. U.S. Department of Commerce, Census Bureau, International Data Base, retrieved November 18, 2019, from https://www.census.gov/programs-surveys/ international-programs/about/idb.html. (This table was prepared November 2019.)

Table 601.35. Percentage of 3- and 4-year-olds and 5- to 14-year-olds enrolled in school, by country: Selected years, 2000 through 2017

|  | Percent of 3- and 4-year-olds enrolled |  |  |  |  |  | Percent of 5- to 14-year-olds enrolled |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Country | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| OECD average ${ }^{1}$ | 77.4 | 79.7 | 80.4 | 80.8 | 80.4 | 82.8 | 97.8 | 98.9 | 98.4 | 98.3 | 98.3 | 98.2 | 97.9 | 98.0 | 97.9 | 98.1 |
| Australia | 46.9 | 72.1 | 77.3 | 79.2 | 77.0 | 76.3 | 100.0 | 99.2 | 100.1 | 99.8 | 100.2 | 100.6 | 100.8 | 100.9 | 100.5 | 100.2 |
| Austria | 80.6 | 81.4 | 82.2 | 83.7 | 84.2 | 85.0 | 98.2 | - | 97.8 | 98.6 | 98.5 | 98.4 | 98.4 | 98.5 | 97.9 | 98.6 |
| Belgium | 98.2 | 98.3 | 98.1 | 98.2 | 98.2 | 98.3 | 99.1 | $98.2^{2}$ | 97.4 | 98.1 | 98.2 | 98.2 | 98.3 | 98.2 | 98.2 | 98.8 |
| Canada |  |  |  |  |  |  | 97.1 | - | 93.5 | 93.4 | 99.9 | 99.9 | 100.2 | 100.7 | 101.6 | 102.1 |
| Chile | 62.0 | 66.6 | 68.5 | 70.5 | 71.0 | 71.5 | 93.6 | - | 96.0 | 96.0 | 96.0 | 96.2 | 96.4 | 96.7 | 96.9 | 97.1 |
| Colombia | - | - |  | 70.5 | 46.9 | 57.8 |  | - | - | - | - | 89.4 | 87.9 | 89.5 | 86.8 | 86.6 |
| Czech Republic | 70.3 | 70.9 | 76.1 | 81.5 | 84.3 | 83.8 | 99.8 | 100.0 | 98.7 | 98.4 | 98.6 | 98.1 | 97.7 | 97.7 | 97.5 | 97.9 |
| Denmark | 96.9 | 96.9 | 96.9 | 97.5 | 97.3 | 97.3 | 99.2 | - | 99.1 | 99.3 | 99.4 | 99.4 | 99.3 | 99.3 | 99.2 | 99.3 |
| Estonia | 88.1 | 89.2 | 88.4 | 88.7 | 89.4 | 89.8 | , | 104.3 | 97.2 | 96.7 | 96.4 | 95.6 | 96.5 | 96.4 | 96.6 | 96.7 |
| Finland | 71.3 | 71.4 | 71.1 | 71.5 | 76.1 | 76.7 | 91.6 | 96.7 | 96.8 | 96.9 | 96.8 | 96.8 | 96.7 | 96.5 | 97.2 | 97.2 |
| France | 100.1 | 100.0 | 99.1 | 100.1 | 100.4 | 100.7 | 99.8 | 99.9 | 99.1 | 99.2 | 99.1 | 99.0 | 98.3 | 99.0 | 99.4 | 99.9 |
| Germany | 94.3 | 94.5 | 94.6 | 95.0 | 93.7 | 93.2 | 99.4 | 95.9 | 98.7 | 98.3 | 98.5 | 99.2 | 98.9 | 98.9 | 98.1 | 98.6 |
| Greece | - | 37.3 | 58.7 | 46.6 | 46.8 | 51.0 | 99.8 | - | - | - | - | 97.1 | 96.0 | 97.7 | 97.3 | 96.9 |
| Hungary | 84.0 | 84.3 | 86.6 | 88.2 | 90.1 | 90.3 | 99.9 | 100.3 | 98.5 | 98.1 | 97.8 | 97.1 | 96.6 | 95.9 | 95.5 | 95.5 |
| Iceland |  | 96.4 | 96.6 | 96.9 | 96.7 | 97.2 | 98.5 | - |  |  | - | 98.5 | 98.6 | 98.7 | 98.9 | 98.9 |
| Ireland | - | 73.0 | 73.0 | 68.3 | 75.7 | 96.9 | 100.5 | 100.9 | 101.8 | 102.1 | - | 100.9 | 100.7 | 100.4 | 100.8 | 101.1 |
| Israel | 86.4 | 101.4 | 97.9 | 100.4 | 100.6 | 100.7 | 96.6 | 94.1 | 96.0 | 96.4 | 96.3 | 98.3 | 97.8 | 97.5 | 97.4 | 96.9 |
| Italy | 97.0 | 96.5 | 94.1 | 93.9 | 94.1 | 92.9 | 99.7 | 102.3 | 101.1 | 100.8 | 100.8 | 100.2 | 98.2 | 97.8 | 97.6 | 97.4 |
| Japan |  | 88.2 | 88.4 | 87.7 | 89.6 | 89.2 | 101.2 | - | , |  | - | 101.4 | 101.6 | 101.7 | 101.5 | 101.6 |
| Korea, Republic of | 89.1 | 93.6 | 91.4 | 91.5 | 94.9 | 95.5 | 92.3 | - | 99.4 | 98.6 | 98.4 | 98.1 | 98.2 | 98.4 | 97.5 | 96.9 |
| Latvia | 83.4 | 86.1 | 88.3 | 89.1 | 90.5 | 91.5 | - | 99.5 | 98.2 | 98.6 | 98.2 | 97.8 | 97.7 | 97.6 | 98.0 | 98.3 |
| Lithuania | 73.1 | 77.7 | 80.6 | 81.3 | 81.3 | 82.8 | - | 97.5 | 98.2 | 98.7 | 98.8 | 98.5 | 98.9 | 99.4 | 100.3 | 101.1 |
| Luxembourg | - | 85.1 | 83.1 | 80.4 | 80.2 | 82.3 | 95.3 | -1 | - | - | - | 97.1 | 97.1 | 97.0 | 97.0 | 96.6 |
| Mexico | 65.0 | 66.1 | 66.0 | 67.6 | 67.9 | 69.3 | 94.8 | 97.1 | 99.6 | 99.8 | 100.2 | 100.9 | 101.5 | 101.7 | 101.9 | 101.4 |
| Netherlands | 91.4 | 91.5 | 88.4 | 89.5 | 91.2 | 92.2 | 99.4 | 98.7 | 99.5 | 99.7 | 99.7 | 99.5 | 99.4 | 99.8 | 99.8 | 99.7 |
| New Zealand | 95.9 | 91.6 | 90.2 | 91.9 | 90.7 | 93.1 | 99.0 | 99.6 | 99.0 | 98.8 | 98.5 | 100.6 | 98.5 | 98.7 | 99.0 | 99.2 |
| Norway | 96.1 | 96.2 | 96.1 | 96.2 | 96.4 | 96.5 | 97.4 | 98.6 | 99.5 | 99.6 | 99.5 | 99.5 | 99.4 | 99.3 | 99.1 | 99.2 |
| Poland | 58.7 | 60.0 | 64.7 | 72.5 | 78.1 | 76.1 | 93.6 | 94.6 | 95.1 | 95.2 | 96.3 | 95.9 | 95.7 | 95.5 | 95.5 | 95.2 |
| Portugal | 84.9 | 84.2 | 83.6 | 84.6 | 85.2 | 88.2 | 105.2 | 101.8 | 101.6 | 102.2 | 102.1 | 101.2 | 99.7 | 98.9 | 98.3 | 98.3 |
| Slovak Republic | 67.5 | 68.1 | 68.9 | 67.7 | 69.1 | 73.3 | - | 97.2 | 95.2 | 94.8 | 94.5 | 94.2 | 93.7 | 93.4 | 93.3 | 93.0 |
| Slovenia | 87.1 | 86.7 | 85.8 | 86.1 | 86.8 | 88.1 | - | 96.7 | 97.1 | 97.1 | 97.4 | 97.1 | 97.0 | 97.4 | 97.1 | 97.5 |
| Spain | 96.1 | 96.2 | 96.5 | 96.2 | 96.3 | 97.0 | 104.4 | 100.8 | 98.6 | 98.2 | 97.8 | 97.5 | 97.2 | 97.1 | 97.1 | 97.2 |
| Sweden | - | 93.7 | 93.9 | 92.2 | 92.9 | 93.5 | 97.8 | - |  | - |  | 98.5 | 98.2 | 98.5 | 99.0 | 99.5 |
| Switzerland | 21.6 | 22.2 | 23.5 | 24.8 | 25.1 | 25.3 | 98.8 | 99.6 | 100.1 | 99.4 | 99.3 | 99.6 | 99.8 | 99.8 | 99.7 | 99.7 |
| Turkey | 12.0 | 21.7 | 20.0 | 20.8 | 21.1 | 23.3 | 80.2 | - | - |  | - | 96.3 | 95.9 | $95.8{ }^{3}$ | 94.93 | $96.5{ }^{3}$ |
| United Kingdom | 95.1 | 96.3 | 90.7 | 103.3 | - | 109.4 | 98.9 | 100.1 | 100.7 | 98.3 | 96.7 | 98.2 | 98.4 | 98.4 | - | 98.3 |
| United States | 52.2 | 53.7 | 54.7 | 54.4 | 52.7 | 53.8 | 99.3 | 98.7 | 97.4 | 97.3 | 97.3 | 96.9 | 97.2 | 98.0 | 99.2 | 99.8 |
| Other reporting countries China Russian Federation | - | 75.8 | 80.5 | 81.6 | 81.4 | 81.7 | 79.6 | 61.8 | 93.2 | 二 | - | 93.2 | 93.5 | 94.8 | 96.1 | 96.7 |

—Not available.
${ }^{1}$ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of OECD in that year.
${ }^{2}$ Excludes the German-Speaking Community of Belgium.
${ }^{3}$ Includes 15- to 17 -year-olds enrolled in primary education.
NOTE: For each country, this table shows the number of persons in each age group who are enrolled in that country as a percentage of that country's total population in the specified age group. However, some of a country's population may be enrolled in a different country,
and some persons enrolled in the country may be residents of a different country. Enrollment rates may be underestimated for countries such as Luxembourg that are net exporters of students and may be overestimated for countries that are net importers. If a country enrolls many residents of other countries, the country's total population in the specified age group can be smaller than the total number enrolled, resulting in enrollment estimates exceeding 100 percent. Some data have been revised from previously published figures. SOURCE: Organization for Economic Cooperation and Development (OECD), Education at a Glance, 2002; and Online Education Database, retrieved September 16, 2019, from https://stats.oecd.org/Index.aspx. (This table was prepared September 2019.)

| Country | All levels of education |  | Secondary education ${ }^{2}$ |  |  |  |  |  |  |  | Postsecondary education |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nondegree programs (nontertiary education) ${ }^{3}$ | Degree-granting programs (tertiary education) ${ }^{4}$ |  |  |  |  |  |  |  |  |
|  | $\begin{array}{r} 15 \text { to } 19 \\ \text { years old } \end{array}$ | $\begin{array}{\|c\|} 20 \text { to } 29 \\ \text { years old } \end{array}$ |  |  |  |  |  |  |  |  | 15 to 19 years old |  |  |  |  |  | 20 to 29 years old |  | 15 to 19 years old |  |  | $\begin{array}{\|r\|r\|} 20 \\ \text { years old } \end{array}$ | 15 to 19 years old |  |  |  | 20 to 29 years old |  |  |  |  |
|  |  |  | Total | $\begin{array}{r} 15 \\ \text { years old } \end{array}$ | $\left\lvert\, \begin{array}{r} 16 \\ \text { years old } \end{array}\right.$ | $\begin{array}{r} 17 \\ \text { years old } \end{array}$ | $\begin{array}{\|r\|} 18 \\ \text { years old } \end{array}$ | $\begin{array}{r} 19 \\ \text { years old } \end{array}$ | Total | $\begin{array}{\|r\|} 20 \\ \text { years old } \end{array}$ | Total | $\begin{array}{r} 18 \\ \text { years old } \end{array}$ | $\begin{array}{\|r\|} 19 \\ \text { years old } \\ \hline \end{array}$ | Total | $\begin{array}{\|r\|} 17 \\ \text { years old } \end{array}$ | $\begin{array}{r} 18 \\ \text { years old } \end{array}$ | $\begin{array}{r} 19 \\ \text { years old } \end{array}$ | Total | $\begin{array}{r} 20 \\ \text { years old } \end{array}$ | $\begin{array}{r} 21 \\ \text { years old } \end{array}$ | $\begin{array}{r} 22 \\ \text { years old } \end{array}$ |  | $23 \text { to } 29$ years old |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| $\begin{aligned} & \text { OECD average }{ }^{5} \\ & \text { Australia } \end{aligned}$ | 84.5 | 28.2 | 71.8 | 97.3 | 94.8 | 88.7 | 55.5 | 24.8 | 4.5 | 12.1 | 1.4 | 2.3 | 3.7 | 3.7 | 11.1 | 1.8 | 18.5 | 34.2 | 22.5 | 39.4 | 39.2 | 35.1 | 16.4 |
|  | 90.0 | 41.3 | 69.9 | 101.3 | 100.7 | 90.7 | 39.4 | 22.3 | 10.4 | 18.9 | 1.5 | 2.8 | 3.5 | 3.4 | 18.6 | 5.0 | 35.9 | 48.5 | 27.4 | 49.9 | 45.9 | 39.4 | 20.6 |
| Austria | 78.0 | 25.7 | 62.1 | 93.9 | 89.2 | 72.8 | 42.6 | 19.3 | 2.3 | 9.2 | 0.6 | 1.0 | 1.4 | 1.6 | 15.3 | 13.3 | 28.8 | 31.2 | 22.5 | 31.0 | 31.1 | 29.5 | 19.4 |
| Belgium | 95.2 | 31.0 | 74.5 | 99.0 | 99.1 | 97.3 | 50.8 | 27.7 | 6.1 | 13.8 | 1.2 | 2.1 | 3.9 | 4.2 | 19.4 | 1.2 | 40.6 | 53.9 | 22.7 | 56.0 | 51.1 | 41.5 | 12.3 |
| Canada | 77.6 | 21.6 | 59.9 | 101.4 | 99.1 | 81.1 | 21.8 | 7.9 | 1.6 | 4.1 |  |  |  | , | 17.7 | 3.2 | 36.1 | 43.3 | 20.0 | 43.0 | 40.3 | 32.3 | 12.4 |
| Chile | 80.9 | 29.2 | 64.2 | 93.7 | 95.0 | 90.2 | 35.2 | 11.0 | 1.7 | 4.5 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 16.1 | 0.2 | 30.0 | 48.1 | 27.4 | 52.1 | 47.6 | 42.6 | 19.5 |
| Colombia <br> Czech Republic <br> Denmark <br> Estonia <br> Finland | 58.9 | 18.8 | 44.2 | 80.6 | 72.7 | 40.9 | 18.8 | 8.7 | 2.0 | 4.8 | 0.2 | 0.3 | 0.2 | 0.1 | 13.4 | 13.8 | 23.3 | 26.9 | 16.6 | 27.3 | 26.6 | 23.4 | 12.4 |
|  | 90.6 | 23.9 | 85.4 | 98.6 | 97.8 | 94.9 | 88.1 | 48.1 | 2.8 | 14.0 |  |  |  |  | 5.2 | 0.2 | 1.5 | 24.1 | 21.0 | 41.7 | 41.0 | 37.5 | 14.9 |
|  | 85.9 | 42.0 | 84.3 | 99.0 | 94.2 | 90.8 | 84.9 | 54.3 | 11.6 | 26.6 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 1.5 | \# | 0.5 | 6.9 | 30.4 | 20.7 | 35.3 | 44.2 | 29.0 |
|  | 88.8 | 25.2 | 82.6 | 97.5 | 96.5 | 94.2 | 88.2 | 36.3 | 4.3 | 15.3 | 0.5 | 0.1 | 2.4 | 3.7 | 5.6 | 0.2 | 1.4 | 26.5 | 19.0 | 35.1 | 35.4 | 32.0 | 14.3 |
|  | 86.5 | 40.8 | 83.4 | 98.7 | 95.7 | 95.0 | 94.7 | 34.9 | 12.6 | 18.9 |  | , | , | 0.1 | 3.0 | \# | 1.0 | 13.7 | 27.7 | 26.5 | 35.4 | 39.5 | 25.2 |
| France Germany Greece Hungary Iceland | 86.4 | 21.9 | 66.3 | 97.2 | 94.1 | 89.0 | 33.5 | 12.1 | 1.5 | 5.4 | 0.3 | 1.0 | 0.6 | 0.5 | 19.2 | 2.8 | 43.5 | 53.1 | 20.1 | 48.6 | 41.2 | 35.6 | 10.9 |
|  | 86.8 | 33.6 | 75.4 | 98.1 | 94.0 | 87.9 | 65.3 | 36.8 | 5.7 | 20.5 | 5.3 | 7.9 | 11.3 | 12.6 | 6.1 | 0.6 | 7.9 | 20.2 | 23.0 | 28.3 | 31.0 | 31.0 | 20.4 |
|  | 86.5 | 35.8 | 60.6 | 93.4 | 94.1 | 90.1 | 15.6 | 9.2 | 1.7 | 5.2 | 4.9 | 11.0 | 13.8 | 10.3 | 20.8 | 0.9 | 49.3 | 54.4 | 30.8 | 56.2 | 53.3 | 44.1 | 22.5 |
|  | 83.7 | 23.1 | 73.2 | 97.6 | 92.3 | 87.4 | 66.4 | 25.6 | 2.7 | 9.6 | 4.8 | 5.4 | 17.4 | 15.1 | 5.7 | 0.3 | 5.2 | 21.8 | 17.0 | 29.6 | 29.9 | 27.4 | 12.2 |
|  | 87.3 | 34.0 | 86.4 | 99.6 | 95.3 | 90.2 | 81.7 | 66.4 | 10.8 | 29.0 | \# | \# | 0.1 | 0.2 | 0.9 | \# | 0.3 | 3.9 | 22.5 | 17.2 | 29.3 | 33.1 | 20.9 |
| Ireland <br> Israel <br> Italy ${ }^{6}$ <br> Japan <br> Korea, Republic of | 92.8 | 27.3 | 69.9 | 103.2 | 100.5 | 90.9 | 47.0 | 6.2 | 2.0 | 3.6 | 6.2 | 13.5 | 11.3 | 7.1 | 16.7 | 3.1 | 27.4 | 53.7 | 22.0 | 56.7 | 50.8 | 36.4 | 11.1 |
|  | 66.0 | 20.8 | 61.3 | 96.9 | 95.7 | 91.3 | 16.2 | 1.7 | 0.1 | 1.0 | 0.1 | 0.2 | 0.5 | 0.7 | 4.6 | 0.5 | 8.7 | 13.7 | 19.8 | 15.3 | 15.8 | 19.0 | 21.2 |
|  | 84.8 | 23.8 | 76.4 | 97.6 | 95.0 | 93.2 | 76.7 | 20.1 | 1.4 | 7.0 |  | , | - | - | 7.5 | \# | 3.7 | 33.6 | 21.8 | 39.4 | 38.8 | 33.3 | 15.7 |
|  |  |  | 57.8 | 98.8 | 95.4 | 95.4 | 2.6 | 0.8 |  |  | 0.2 | 0.8 | 0.1 |  |  | 0.0 |  |  |  |  |  |  |  |
|  | 87.4 | 29.5 | 58.6 | 101.4 | 99.8 | 93.9 | 9.7 | 0.4 | \# | 0.1 | , | . | , | $\dagger$ | 28.7 | 0.6 | 60.9 | 73.7 | 29.5 | 68.9 | 64.5 | 51.4 | 15.8 |
| Latvia Lithuania Luxembourg Mexico Netherlands | 92.9 | 28.4 | 83.7 | 99.4 | 98.5 | 94.7 | 88.0 | 35.2 | 3.2 | 13.0 | 0.8 | 0.4 | 3.8 | 3.4 | 8.1 | 0.5 | 3.8 | 37.5 | 23.7 | 46.6 | 46.7 | 42.1 | 17.3 |
|  | 93.9 | 29.6 | 80.3 | 101.2 | 100.7 | 98.4 | 86.2 | 20.9 | 2.0 | 6.0 | 1.7 | 1.0 | 7.0 | 8.0 | 11.9 | 0.4 | 7.6 | 48.0 | 24.4 | 53.6 | 54.2 | 43.5 | 14.6 |
|  | 76.3 | 13.0 | 75.6 | 95.8 | 88.0 | 82.1 | 71.3 | 43.1 | 5.7 | 24.5 | , | 0.0 | 0.2 | 0.3 | 0.6 | \# | 0.6 | 2.5 | 6.7 | 6.5 | 10.4 | 10.0 | 5.9 |
|  | 61.1 | 18.2 | 50.7 | 81.3 | 76.2 | 59.9 | 24.2 | 11.7 | 4.7 | 6.3 | t | $\dagger$ | $\dagger$ | $\dagger$ | 10.2 | 3.0 | 20.6 | 27.8 | 13.5 | 28.8 | 27.2 | 21.9 | 7.8 |
|  | 93.1 | 35.8 | 78.8 | 99.5 | 98.9 | 89.6 | 63.0 | 42.4 | 9.1 | 28.5 | $\dagger$ | $\dagger$ | + | $\dagger$ | 14.3 | 7.7 | 25.5 | 38.6 | 26.7 | 45.5 | 45.0 | 42.4 | 19.5 |
| New Zealand <br> Norway <br> Poland <br> Portugal <br> Slovak Republic | 80.5 | 24.4 | 62.5 | 99.7 | 98.1 | 85.0 | 26.8 | 8.3 | 2.6 | 4.3 | 2.9 | 6.2 | 5.5 | 4.2 | 15.1 | 2.1 | 30.4 | 40.5 | 19.4 | 42.3 | 36.7 | 27.5 | 12.7 |
|  | 87.2 | 31.8 | 82.9 | 100.2 | 94.5 | 92.7 | 89.9 | 39.0 | 5.2 | 20.0 | 0.1 | \# | 0.4 | 0.7 | 4.2 | 0.1 | 0.5 | 19.9 | 26.2 | 35.8 | 41.9 | 40.3 | 20.9 |
|  | 92.7 | 29.0 | 83.6 | 94.9 | 95.1 | 94.3 | 92.6 | 44.3 | 2.1 | 10.9 | 0.9 | 0.4 | 3.8 | 7.3 | 8.0 | 1.1 | 2.5 | 34.4 | 23.4 | 46.3 | 46.4 | 43.6 | 15.7 |
|  | 88.8 | 23.1 | 74.2 | 98.1 | 97.5 | 96.6 | 51.5 | 25.6 | 3.6 | 11.8 | 0.1 | 0.2 | 0.4 | 0.5 | 13.8 | 0.4 | 29.6 | 39.7 | 19.2 | 42.7 | 38.5 | 32.7 | 11.4 |
|  | 83.4 | 18.2 | 76.4 | 97.0 | 92.1 | 87.9 | 75.9 | 33.0 | 1.0 | 5.9 | 1.4 | 2.4 | 4.4 | 2.8 | 5.2 | 0.4 | 3.0 | 21.3 | 16.4 | 32.7 | 33.8 | 31.9 | 10.8 |
| Slovenia <br> Spain Sweden Switzerland Turkey | 93.4 | 34.2 | 81.8 | 96.7 | 96.3 | 96.2 | 91.4 | 30.1 | 7.7 |  |  |  |  |  | 11.4 | 0.0 | 1.2 | 54.7 | 26.5 | 57.7 | 54.2 | 49.7 | 16.5 |
|  | 87.1 | 31.6 | 69.7 | 95.8 | 95.9 | 89.6 | 40.4 | 24.2 | 5.7 | 15.2 | \# | \# | 0.1 | 0.1 | 17.1 | 0.1 | 38.9 | 48.5 | 25.6 | 51.0 | 49.6 | 41.5 | 17.3 |
|  | 91.4 | 35.4 | 87.5 | 102.7 | 104.7 | 107.1 | 96.5 | 27.7 | 10.3 | 18.3 | 0.3 | 0.1 | 1.4 | 1.3 | 3.3 | 0.1 | 0.8 | 15.2 | 20.3 | 22.5 | 27.2 | 29.5 | 18.0 |
|  | 84.7 | 27.2 | 80.9 | 97.5 | 92.9 | 90.5 | 78.6 | 48.3 | 5.9 | 24.1 | 0.5 | 0.6 | 0.9 | 1.1 | 3.3 | 0.3 | 3.9 | 11.5 | 20.5 | 21.0 | 27.5 | 30.4 | 18.4 |
|  | 72.5 | 40.7 | 60.1 | 92.4 | 88.1 | 79.1 | 31.6 | 9.5 | 4.5 | 7.4 | , | t | , | $\dagger$ | 12.5 | 0.6 | 19.4 | 42.2 | 36.3 | 50.7 | 50.8 | 47.4 | 30.4 |
| United Kingdom United States | 84.6 | 20.4 | 67.8 | 100.0 | 98.8 | 91.5 |  | 18.6 | 5.8 | 11.3 | $\dagger$ | $\dagger$ | $\dagger$ |  | 16.8 | 2.4 | 33.5 | 44.1 | 14.6 | 43.7 | 32.4 | 21.1 | 7.7 |
|  | 82.9 | 24.6 | 63.3 | 100.9 | 93.3 | 89.8 | 28.4 | 4.6 | 0.0 | 0.0 | 0.8 | 1.6 | 2.3 | 2.2 | 18.7 | 1.2 | 38.2 | 53.7 | 23.3 | 48.9 | 45.0 | 33.9 | 15.5 |
| Other reporting countries China Russian Federation ${ }^{7}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 86.7 | 18.1 | 39.2 | $91 . \overline{6}$ | 56.7 | 40.5 | 5.3 | 0.9 | 0.4 | $\overline{0.6}$ | 0.2 | $\overline{0.6}$ | $\overline{0.4}$ | $\overline{0.2}$ | $\begin{aligned} & 13.6 \\ & 47.1 \end{aligned}$ | $\begin{array}{r} 3.9 \\ 50.7 \end{array}$ | 24.9 75.2 | $38.6$ | $17 \overline{6}$ | $\begin{array}{r} 38.7 \\ 567 \end{array}$ | 31.0 48.0 | $\begin{aligned} & 17.2 \\ & 36 \end{aligned}$ | 9.2 |

## -Not available.

\#Rounds to zero.
In addition to secondary and postsecondary education, may include enrollment in International Standard Classification of Education (ISCED) 2011 level 1 (primary or elementary education)
Refers to ISCED 2011 level 2 (lower secondary education) and level 3 (upper secondary education). Secondary education generally corresponds to grades $7-12$ in the United States.
Refers to programs classified at ISCED 2011 level 4 (postsecondary nontertiary education). Postsecondary nontertiary education generally corresponds to postsecondary vocational programs below the associate's degree level in the United States.
4Postsecondary degree-granting programs (tertiary education programs) correspond to all postsecondary programs leading to associate's and higher degrees in the United States. Tertiary education includes ISCED 2011 level 5 (corresponding to U.S. programs at the associate's degree level), level 6 (bachelor's or equivalent level), level 7 (master's or equivalent level), and level 8 (doctoral or equivalent level). Enrollment rates may not be directly comparable across countries due to differing definitions of tertiary education and the age at which it begins.
${ }^{5}$ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally
${ }^{\circ}$ Enrollment data for upper secondary education (ISCED 2011 level 3) include postsecondary nontertiary enrollment (ISCED 2011 level 4).
Data for postsecondary nondegree programs (ISCED 2011 level 4) and postsecondary associate's degree-granting programs (ISCED 2011 level 5) include some vocational education programs at the upper secondary level (ISCED 2011 level 3). NOTE: For each country, this table shows the number of persons at a given age who are enrolled in that country as a percentage of that country's total population at the specified age. If a country enrolls many residents of other countries, estimates exceeding 100 percent. Conversely, if a country has many residents who are enrolled outside of the country, the country's enrollment rates may be underestimated. Enrollment estimates can also be affected if population and enrollmen data were collected at different times. Includes both full-time and part-time students.
SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved September 24, 2019, from https://stats.oecd.org/Index.aspx. (This table was prepared September 2019.)

Table 601.50. Pupil/teacher ratios in public and private elementary and secondary schools, by level of education and country: 2013 through 2017

| Country | Elementary school (primary) |  |  |  |  | Junior high school (lower secondary) |  |  |  |  | Senior high school (upper secondary) |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| OECD average ${ }^{1}$ | 15.2 | 15.2 | 15.3 | 15.1 | 15.0 | 13.4 | 13.2 | 13.2 | 13.0 | 13.0 | 13.5 | 13.4 | 13.6 | 13.1 | 13.2 |
| Australia <br> Austria <br> Belgium <br> Canada <br> Chile | $\begin{aligned} & 15.6 \\ & 11.9 \\ & 12.7 \\ & 16.54,5 \\ & 22.5 \end{aligned}$ | $\begin{aligned} & 15.6 \\ & 12.0 \\ & 12.7 \\ & 16.64 .5 \\ & 21.3 \end{aligned}$ | $\begin{aligned} & 15.4 \\ & 11.8 \\ & 12.8 \\ & 17.04 .5 \\ & 20.9 \end{aligned}$ | $\begin{aligned} & 15.2 \\ & 11.6 \\ & 12.8 \\ & 16.94,5 \\ & 20.3 \end{aligned}$ | $\begin{aligned} & 15.1 \\ & 11.3 \\ & 12.9 \\ & 16.2 \\ & 19.8 \end{aligned}$ | $\begin{array}{r}9.0 \\ 9.3 \\ \hline 24.3\end{array}$ | 8.8 9.2 22.8 | $\begin{array}{r}8.7 \\ 9.5 \\ \hline 21.9\end{array}$ | $\begin{array}{r}8.6 \\ 9.0 \\ \hline 21.1\end{array}$ | 8.6 8.9 20.4 | $12.0{ }^{2,3}$ 9.9 9.9 13.8 25.1 | $\begin{array}{r} 12.1 \\ 10.0 \\ 9.9 \\ 12.8 \\ 23.9 \end{array}$ | $\begin{aligned} & 12.3^{2,3} \\ & 10.1 \\ & 9.9 \\ & 13.0 \\ & 23.0 \end{aligned}$ | 12.1 10.1 1.1 9.8 12.2 22.1 | 12.0 10.1 9.7 13.1 21.2 |
| Colombia Czech Republic Denmark Estonia Finland | $\begin{aligned} & 25.0 \\ & 18.8 \\ & 13.0 \\ & 13.2 \end{aligned}$ | 24.3 18.7 11.9 12.9 13.3 | $\begin{aligned} & 23.8 \\ & 19.0 \\ & 13.3 \\ & 13.6 \end{aligned}$ | 24.2 19.1 13.2 13.3 | $\begin{aligned} & 23.6 \\ & 19.1 \\ & 13.2 \\ & 13.7 \end{aligned}$ | $\begin{array}{r} 26.6 \\ 11.2 \\ \hline 9.8 \\ 9.0 \end{array}$ | 26.3 11.9 11.0 9.9 8.9 | 26.3 11.8 9.5 9.0 | $\begin{array}{r} 26.2 \\ 12.0 \\ \hline 10.1 \\ 9.0 \end{array}$ | $\begin{array}{r} 26.4 \\ 12.1 \\ -10.0 \\ 8.9 \end{array}$ | $\begin{aligned} & 22.9 .9 \\ & 11.1 \\ & 14.1 \\ & 16.0 \end{aligned}$ | 21.9 11.7 13.1 14.6 16.2 | $\begin{aligned} & 23.9 \\ & 11.1 \\ & 15.2 \\ & 16.5 \end{aligned}$ | $\begin{aligned} & 25.6 \\ & 11.0 \\ & 15.3 \\ & 17.2 \end{aligned}$ | $\begin{aligned} & 25.1 \\ & 11.1 \\ & 15.8 \\ & 18.2 \end{aligned}$ |
| France Germany Greece Hungary Iceland | 19.3 15.6 9.5 10.6 10.4 | 19.4 15.4 9.4 11.5 | 18.7 15.4 11.2 10.7 | $\begin{aligned} & 19.0^{6} \\ & 15.3 \\ & 11.0 \\ & 10.8 \end{aligned}$ | $\begin{aligned} & 19.6 \\ & 15.4 \\ & 10.8 \\ & 11.1 \end{aligned}$ | $\begin{array}{r} 15.4 \\ 13.6 \\ 7.3 \\ 10.4 \\ 10.5 \end{array}$ | 15.4 13.4 7.8 10.9 | $\begin{aligned} & 14.6^{6} \\ & 13.3 \\ & 10.6 \\ & 10.5 \end{aligned}$ | $\begin{aligned} & 14.2^{6} \\ & 13.2 \\ & 10.3 \\ & 10.2 \end{aligned}$ | $\begin{aligned} & 14.0 \\ & 13.2 \\ & 10.4 \\ & 10.1 \end{aligned}$ | 10.1 13.2 8.1 12.0 | 10.4 13.1 12.5 | $10.0^{6}$ 13.0 11.5 | $11.0{ }^{6}$ 12.9 11.1 | $\begin{aligned} & 11.1 \\ & 12.7 \\ & 11.5 \end{aligned}$ |
| Ireland <br> Israel <br> \|taly <br> Japan <br> Korea, Republic of | 16.46 15.3 12.3 17.4 17.3 | $\begin{aligned} & 16.3^{6} \\ & 15.5 \\ & 12.4 \\ & 17.1 \\ & 16.9 \end{aligned}$ | 16.2 15.4 12.4 16.4 16.8 16.8 | 16.06 15.4 11.6 16.6 16.5 | $\begin{array}{r} 15.7 \\ 15.2 \\ 11.7 \\ 16.4 \\ 16.4 \end{array}$ | $\begin{aligned} & 13.5 \\ & 11.7 \\ & 13.9 \\ & 17.5 \end{aligned}$ | 12.1 11.6 13.8 16.6 | $\begin{aligned} & 11.8 \\ & 11.5 \\ & 13.6 \\ & 15.7 \end{aligned}$ | $\begin{aligned} & 11.8 \\ & 11.0 \\ & 13.4 \\ & 14.7 \end{aligned}$ | 11.2 11.0 13.3 14.0 | 13.96 $10.7^{6}$ $13.0^{6}$ 11.7 15.1 | 13.9 10.6 12.5 11.9 14.5 | 13.96 $10.8^{6}$ 12.5 12.0 14.1 | 13.86 10.96 10.4 11.8 13.8 | 13.4 9.6 10.4 11.8 13.2 |
| Latvia <br> Lithuania <br> Luxembourg Mexico Netherlands | 11.2 10.2 8.8 27.7 $16.6^{6}$ | $\begin{array}{r} 11.2 \\ 10.2 \\ 8.9 \\ 27.4 \\ 16.6 \end{array}$ | 11.6 10.3 10.7 26.9 16.6 | 11.4 10.5 10.5 26.7 16.8 | 12.1 10.6 9.0 26.6 16.7 | $\begin{gathered} 7.8 \\ 7.6 \\ 11.2 \\ 32.2 \\ 16.0^{6} \end{gathered}$ | 7.6 7.4 10.9 33.0 16.2 | $\begin{array}{r} 7.7 \\ 7.3 \\ 11.0 \\ 33.6 \\ 16.0 \end{array}$ | $\begin{array}{r} 7.8 \\ 7.3 \\ 10.7 \\ 33.9 \\ 16.1 \end{array}$ | 8.4 7.3 10.9 34.0 16.1 | $\begin{gathered} 10.2 \\ 8.0 \\ 7.1 \\ 27.3 \\ 18.6^{6} \end{gathered}$ | 10.0 88.1 8.9 20.6 19.2 | 9.7 8.1 10.8 20.0 18.0 | 9.8 7.7 9.0 20.0 17.9 | 10.4 8.0 9.2 23.0 18.0 |
| New Zealand <br> Norway <br> Poland <br> Portugal <br> Slovak Republic | 16.4 10.3 11.1 13.2 16.9 | 16.4 10.3 11.0 14.0 17.2 | 16.5 10.4 11.1 13.7 17.2 17.2 | 16.6 10.3 11.4 13.4 17.1 17.1 | $\begin{aligned} & 16.9 \\ & 10.2 \\ & 10.7 \\ & 12.7 \\ & 17.4 \end{aligned}$ | $\begin{array}{r} 16.4 \\ 9.8 \\ 9.9 \\ 10.4 \\ 12.5 \end{array}$ | 16.2 9.7 10.4 10.1 12.5 | 16.3 9.6 9.7 10.0 11.6 | 16.4 $9.2^{6}$ 9.6 9.8 12.3 | $\begin{array}{r} 16.6 \\ 9.4 \\ 9.5 \\ 9.8 \\ 12.4 \end{array}$ | $\begin{array}{r} 13.3 \\ 10.3 \\ 11.0 \\ 8.4 \\ 13.6 \end{array}$ | 13.1 10.3 10.9 8.9 13.5 | 12.8 10.3 10.3 9.7 13.5 | 12.6 10.2 10.2 9.6 13.5 | 13.0 10.1 10.0 9.2 13.6 |
| Slovenia Spain Sweden Switzerland Turkey | $\begin{aligned} & 16.0 \\ & 13.8 \\ & 12.7 \\ & 13.8 \\ & 19.8 \end{aligned}$ | $\begin{aligned} & 15.9 \\ & 13.5 \\ & 12.7 \\ & 13.8 \\ & 19.3 \end{aligned}$ | 15.2 15.9 13.7 12.8 15.6 18.4 18. | 14.1 14.3 13.6 13.1 $15.5^{6}$ 17.7 | $\begin{aligned} & 14.5 \\ & 13.6 \\ & 12.8 \\ & 15.3 \\ & 17.0 \end{aligned}$ | $\begin{array}{r} 8.2 \\ 11.6 \\ 12.0 \\ 10.9 \\ 19.3 \end{array}$ | $\begin{array}{r} 8.3 \\ 11.8 \\ 12.2 \\ 10.8 \\ 18.4 \end{array}$ | $\begin{aligned} & 8.5 \\ & 11.9 \\ & 12.3 \\ & 11.9 \\ & 16.8 \end{aligned}$ | $\begin{gathered} 6.1 \\ 11.7 \\ 12.4 \\ 11.8 \\ 15.1 \end{gathered}$ | $\begin{array}{r} 6.0 \\ 11.8 \\ 12.2 \\ 11.7 \\ 16.5 \end{array}$ | $\begin{aligned} & 13.5 \\ & 11.0 \\ & 12.8 \\ & 15.6 \end{aligned}$ | 13.7 11.3 13.8 14.8 | 13.4 11.1 14.4 14.1 | 14.2 10.7 13.7 12.3 12.7 | 14.1 10.7 13.7 12.3 12.9 |
| United Kingdom United States | $\begin{array}{r} 20.7 \\ 15.3 \\ \hline \end{array}$ | $\begin{aligned} & 19.6 \\ & 15.4 \end{aligned}$ | $\begin{aligned} & 18.4 \\ & 15.4 \\ & \hline \end{aligned}$ | $\begin{array}{r} 16.9 \\ 15.2 \\ \hline \end{array}$ | $\begin{aligned} & 16.9 \\ & 15.2 \\ & \hline \end{aligned}$ | $\begin{aligned} & 18.5 \\ & 15.4 \end{aligned}$ | $\begin{array}{r} 15.0 \\ 15.5 \\ \hline \end{array}$ | $\begin{aligned} & 14.3 \\ & 15.4 \end{aligned}$ | $\begin{array}{r} 14.8 \\ 15.3 \\ \hline \end{array}$ | $\begin{array}{r} 15.2 \\ 15.3 \\ \hline \end{array}$ | $\begin{aligned} & 18.5 \\ & 15.4 \\ & \hline \end{aligned}$ | $\begin{array}{r} 16.3 \\ 15.5 \\ \hline \end{array}$ | $\begin{aligned} & 26.1 \\ & 15.4 \end{aligned}$ | $\begin{aligned} & 16.5 \\ & 15.5 \end{aligned}$ | $\begin{aligned} & 17.2 \\ & 15.4 \end{aligned}$ |
| Other reporting countries Brazil Costa Rica Russian Federation | $\begin{aligned} & 21.2 \\ & 13.3 \\ & 20.3 \end{aligned}$ | $\begin{aligned} & 20.9 \\ & 13.2 \\ & 20.2 \end{aligned}$ | $\begin{aligned} & 24.8 \\ & 12.7 \\ & 20.6 \end{aligned}$ | $\begin{aligned} & 24.4 \\ & 12.0 \\ & 21.0 \end{aligned}$ | $\begin{aligned} & 24.3 \\ & 11.6 \\ & 21.1 \end{aligned}$ | $\begin{gathered} 18.5 \\ 14.1 \\ 8.9^{7} \end{gathered}$ | $\begin{gathered} 17.8 \\ 14.4 \\ 8.8^{7} \end{gathered}$ | $\begin{aligned} & 25.0 \\ & 14.0 \\ & 10.4^{7} \end{aligned}$ | $\begin{aligned} & 24.9 \\ & 12.8 \\ & 10.6^{7} \end{aligned}$ | $\begin{aligned} & 25.0 \\ & 13.7 \\ & 10.4 \end{aligned}$ | 15.7 <br> 13.8 | 15.4 <br> 14.3 | $\begin{array}{r}23.6 \\ 13.9 \\ \hline\end{array}$ | 24.1 <br> 12.6 | 24.1 13.4 |

## -Not available.

Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for 2Junior high school data are included with the senior high school data.
Includes only general programs; data on vocational programs are not available.
4 Preprimary data are included with the elementary school data.
Junior high school data are included with the elementary school data.
Public institutions only

Senior high school data are included with the junior high school data.
NOTE: The pupil/teacher ratio is the number of full-time-equivalent students divided by the number of full-time-equivalen teachers, including teachers for students with disabilities and other special teachers. All data in this table were calculated 2011 level 1 (U.S. grades 1 through 6) junior high school corresponds to ISCED 2011 level 2 (U.S. grades 7 through 9), and senior high school corresponds to ISCED 2011 level 3 (U.S. grades 10 through 12).
SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved March 25, 2020, from https://stats.oecd.org/Index.aspx. (This table was prepared March 2020.)

Table 602.10. Average reading literacy scale scores of fourth-graders and percentage distribution, by international benchmark level and country or other education system: Selected years, 2001 through 2016
[Standard errors appear in parentheses]

| Country or other education system ${ }^{1}$ | Average reading literacy scale score ${ }^{2}$ |  |  |  |  |  |  |  | Percentage distribution, by international benchmark level (score range), 2017 ${ }^{3}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2001 |  | 2006 |  | 2011 |  | 2016 |  | $\begin{array}{r} \text { Low } \\ \text { (400-474) } \\ \text { and below } \end{array}$ |  | $\begin{aligned} & \text { Intermediate } \\ & (475-549) \end{aligned}$ |  | $\begin{array}{r} \text { High } \\ (550-624) \end{array}$ |  | Advanced (625 and above) |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Scale centerpoint ${ }^{2}$ or median percentage ${ }^{5}$ | 500 | ( $\dagger$ ) | 500 | ( $\dagger$ ) | 500 | ( $\dagger$ ) | 500 | ( $\dagger$ ) | 18 | ( $\dagger$ ) | 31 | ( $\dagger$ ) | 36 | ( $\dagger$ ) | 10 | ( $\dagger$ ) |
| Australia | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 527 | (2.2) | 544 | (2.5) | 19 | (1.0) | 30 | (1.0) | 35 | (1.0) | 16 | (1.0) |
| Austria | - | ( $\dagger$ ) | 538 | (2.2) | 529 | (2.0) | $541{ }^{6}$ | (2.4) | $16^{6}$ | (1.1) |  | (0.9) | $39^{6}$ | (1.3) | $8{ }^{6}$ | (0.8) |
| Azerbaijan ${ }^{7}$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | $462{ }^{6}$ | (3.3) | $472{ }^{8}$ | (4.2) | $46^{8}$ | (2.0) |  | (1.5) |  | (1.0) | $2^{8}$ | (0.3) |
| Bahrain | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 446 | (2.3) | 59 | (1.0) | 27 | (0.8) | 12 | (0.6) | 2 | (0.3) |
| Belgium (Flemish) |  | ( $)^{\text {( }}$ | - | ( $\dagger$ ) | - | ( $)^{\text {) }}$ | 525 | (1.9) | 20 | (1.3) | 45 | (1.1) | 31 | (1.1) | 4 | (0.4) |
| Belgium (French) | - | ( $)^{\text {) }}$ | 500 | (2.6) | 5066,9 | (2.9) | $497{ }^{6}$ | (2.6) | $35^{6}$ | (1.4) | $42^{6}$ | (1.1) | $20^{6}$ | (1.1) | $3^{6}$ | (0.4) |
| Bulgaria | 550 | (3.8) | 547 | (4.4) | 532 | (4.1) | 552 | (4.2) | 17 | (1.6) | 28 | (1.3) | 35 | (1.3) | 19 | (1.3) |
| Canada |  | ( $\dagger$ ) | - | ( $\dagger$ ) | $548{ }^{6}$ | (1.6) | $543{ }^{6,10}$ | (1.8) | $17^{6,10}$ | (0.9) | 336,10 | (0.8) | $37^{6,10}$ | (0.8) | $13^{6,10}$ | (0.7) |
| Chile | - | (t) | - | ( $\dagger$ ) | - | (t) | 494 | (2.5) | 39 | (1.5) | 36 | (1.4) | 22 | (1.2) | 3 | (0.4) |
| Chinese Taipei |  | ( $\dagger$ ) | 535 | (2.0) | 553 | (1.9) | 559 | (2.0) | 10 | (0.7) | 31 | (1.1) | 44 | (1.2) | 14 | (1.1) |
| Colombia | 422 | (4.4) | - | ( $\dagger$ ) | 448 | (4.1) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Croatia | - | ( $\dagger$ ) | - | ( $\dagger$ ) | $553{ }^{6}$ | (1.9) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Czech Republic | 537 | (2.3) | - | ( $\dagger$ ) | 545 | (2.2) | 543 | (2.1) | 15 | (0.9) | 36 | (1.0) | 39 | (1.0) | 10 | (0.7) |
| Denmark | - | ( $\dagger$ ) | 546 | (2.3) | $554{ }^{6}$ | (1.7) | $547{ }^{6}$ | (2.1) | $14^{6}$ | (1.0) | $34^{6}$ | (1.0) | $41^{6}$ | (1.1) | $11^{6}$ | (1.0) |
| Egypt |  | ( $)^{\text {) }}$ |  | ( $\dagger$ ) | - | ( $\dagger$ ) | $330^{11}$ | (5.6) | $89^{11}$ | (1.2) | $9^{11}$ | (1.0) | $2^{11}$ | (0.3) | $\ddagger{ }^{11}$ | ( $\dagger$ |
| England (United Kingdom) | 553 6,9 | (3.4) | 539 | (2.6) | $552^{9}$ | (2.6) | 559 | (1.9) | 14 | (0.7) | 28 | (0.9) | 37 | (1.1) | 20 | (0.9) |
| Finland | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 568 | (1.9) | 566 | (1.8) | 9 | (0.8) | 29 | (1.0) | 44 | (1.1) | 18 | (0.8) |
| France | 525 | (2.4) | 522 | (2.1) | 520 | (2.6) | 511 | (2.2) | 28 | (1.2) | 42 | (1.2) | 26 | (1.1) | 4 | (0.6) |
| Georgia ${ }^{7}$ | - | ( $\dagger$ ) | $471^{6,10}$ | (3.1) | $488{ }^{10}$ | (3.1) | $488{ }^{10}$ | (2.8) | $40^{10}$ | (1.6) | $38{ }^{10}$ | (1.4) | $20^{10}$ | (1.1) | $2^{10}$ | (0.4) |
| Germany | 539 | (1.9) | 548 | (2.2) | 541 | (2.2) | 537 | (3.2) | 19 | (1.4) | 34 | (1.0) | 36 | (1.1) | 11 | (0.8) |
| Hong Kong (China) | 528 | (3.1) | 564 | (2.4) | $571{ }^{12}$ | (2.3) | 56969 | (2.7) | $7^{6,9}$ | (0.9) | $27^{6,9}$ | (1.4) | $47^{6,9}$ | (1.5) | $18^{6,9}$ | (1.3) |
| Hungary | 543 | (2.2) | 551 | (3.0) | 539 | (2.9) | 554 | (2.9) | 15 | (1.0) | 30 | (1.2) | 39 | (1.1) | 17 | (1.2) |
| Indonesia | - | ( $\dagger$ ) | 405 | (4.1) | 428 | (4.2) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Iran, Islamic Republic of | 414 | (4.2) | 421 | (3.1) | 457 | (2.8) | $428{ }^{13}$ | (4.0) | $63^{13}$ | (1.3) | $26^{13}$ | (1.0) | $9^{13}$ | (0.5) | $1^{13}$ | (0.2) |
| Ireland |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 552 | (2.3) | 567 | (2.5) | 11 | (0.9) |  | (1.2) | 40 | (1.3) | 21 | (1.2) |
| Israel | $509{ }^{14}$ | (2.8) | $512{ }^{14}$ | (3.3) | $541^{12}$ | (2.7) | 53012 | (2.5) | $25^{12}$ | (1.0) | $29^{12}$ | (1.0) | $33^{12}$ | (1.1) | $13^{12}$ | (0.9) |
| Italy | 541 | (2.4) | 551 | (2.9) | 541 | (2.2) | 548 | (2.2) | 13 | (1.0) | 35 | (1.3) | 41 | (1.7) | 11 | (0.8) |
| Kazakhstan | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 536 | (2.5) | 16 | (1.5) |  | (1.3) | 35 | (1.4) | 7 | (0.8) |
| Kuwait | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | $393{ }^{11}$ | (4.1) | $78{ }^{11}$ | (1.5) | $16^{11}$ | (1.2) | $5^{11}$ | (0.8) | $\ddagger{ }^{11}$ | ( $\dagger$ |
| Latvia | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | $558{ }^{6}$ | (1.7) | $10^{6}$ | (0.8) | $33^{6}$ | (1.3) | $43^{6}$ | (1.4) | $14^{6}$ | (1.0) |
| Lithuania | $543{ }^{10}$ | (2.6) | $537{ }^{10}$ | (1.6) | 5286,10 | (2.0) | $548{ }^{15}$ | (2.6) | $14^{15}$ | (1.1) |  | (1.3) | $40^{15}$ | (1.2) | $12^{15}$ | (0.9) |
| Macao (China) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 546 | (1.0) | 14 | (0.5) | 36 | (0.8) | 41 | (0.9) | 10 | (0.6) |
| Malta (Maltese) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 457 | (1.5) | $452^{6}$ | (1.8) | $55^{6}$ | (1.1) | $32^{6}$ | (1.1) | $12^{6}$ | (0.8) | $\ddagger{ }^{6}$ | ( $\dagger$ |
| Morocco | $350{ }^{16}$ | (9.6) | 323 | (5.9) | $310^{17}$ | (3.9) | $358{ }^{13}$ | (3.9) | $86^{13}$ | (0.8) | $11^{13}$ | (0.7) | $3^{13}$ | (0.4) | $\ddagger{ }^{13}$ | ( $\dagger$ ) |
| Netherlands ${ }^{9}$ | 554 | (2.5) | 547 | (1.5) | 546 | (1.9) | 545 | (1.7) | 12 | (0.9) | 39 | (1.3) | 40 | (1.1) | 8 | (0.6) |
| New Zealand | 529 | (3.6) | 532 | (2.0) | 531 | (1.9) | 523 | (2.2) | 27 | (1.0) | 32 | (1.0) | 30 | (1.0) | 11 | (0.6) |
| Northern Ireland (United Kingdom) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | $558{ }^{9}$ | (2.4) | 565 | (2.2) | 13 | (0.8) | 26 | (1.0) | 38 | (1.0) | 22 | (1.4) |
| Norway (grade 5) ${ }^{18}$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 559 | (2.3) | 10 | (0.9) | 32 | (1.4) | 43 | (1.4) | 15 | (0.9) |
| Oman | - | ( $\dagger$ ) | - | ( $\dagger$ | $391{ }^{19}$ | (2.8) | 418 | (3.3) | 68 | (1.3) | 22 | (0.9) | 8 | (0.7) | 2 | (0.3) |
| Poland | - | ( $\dagger$ ) | 519 | (2.4) | 526 | (2.1) | 565 | (2.1) | 11 | (0.7) | 28 | (1.1) | 41 | (1.1) | 20 | (1.1) |
| Portugal | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 541 | (2.6) | $528{ }^{6}$ | (2.3) | $21^{6}$ | (1.3) | $42^{6}$ | (1.1) | $31^{6}$ | (1.2) | $7^{6}$ | (0.9) |
| Qatar | - | ( $\dagger$ | 353 | (1.1) | $425{ }^{6}$ | (3.5) | 442 | (1.8) | 58 | (1.1) | 25 | (1.1) | 14 | (0.6) | 3 | (0.3) |
| Romania | 512 | (4.6) | 489 | (5.0) | 502 | (4.3) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |
| Russian Federation | $528{ }^{6}$ | (4.4) | $565{ }^{6}$ | (3.4) | 568 | (2.7) | 581 | (2.2) | 6 | (0.6) | 23 | (1.0) | 44 | (1.0) | 26 | (1.2) |
| Saudi Arabia |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 430 | (4.4) | 430 | (4.2) | 65 | (1.7) | 24 | (1.3) | 9 | (1.0) | 1 | (0.4) |
| Singapore | 528 | (5.2) | 558 | (2.9) | 5676 | (3.3) | $576{ }^{12}$ | (3.2) | $11^{12}$ | (1.0) | $23^{12}$ | (1.1) | $38^{12}$ | (1.5) | $29^{12}$ | (1.6) |
| Slovak Republic | 518 | (2.8) | 531 | (2.8) | 535 | (2.8) | 535 | (3.1) | 19 | (1.3) | 33 | (1.1) | 37 | (1.3) | 10 | (0.8) |
| Slovenia | 502 | (2.0) | 522 | (2.1) | 530 | (2.0) | 542 | (2.0) | 17 | (0.9) | 34 | (0.9) | 38 | (1.1) | 11 | (0.8) |
| South Africa | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ | $320{ }^{11}$ | (4.4) | $92{ }^{11}$ | (1.0) | $6{ }^{11}$ | (0.7) | $2^{11}$ | (0.4) | $\ddagger{ }^{11}$ | ( $\dagger$ |
| Spain | - | ( $\dagger$ ) | 513 | (2.5) | 513 | (2.3) | 528 | (1.7) | 20 | (1.0) | 41 | (0.8) | 33 | (0.9) | 6 | (0.4) |
| Sweden | 561 | (2.2) | 549 | (2.3) | 542 | (2.1) | 555 | (2.4) | 12 | (0.9) | 31 | (1.1) | 43 | (1.7) | 14 | (1.4) |
| Trinidad and Tobago | - | ( $\dagger$ | 436 | (4.9) | 471 | (3.8) | 479 | (3.3) | 45 | (1.7) | 31 | (1.3) | 20 | (1.1) | 4 | (0.5) |
| United Arab Emirates | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 439 | (2.2) | 450 | (3.2) | 57 | (1.4) | 23 | (0.7) | 15 | (0.8) | 5 | (0.3) |

See notes at end of table.

Table 602.10. Average reading literacy scale scores of fourth-graders and percentage distribution, by international benchmark level and country or other education system: Selected years, 2001 through 2016-Continued
[Standard errors appear in parentheses]

| Country or other education system ${ }^{1}$ | Average reading literacy scale score ${ }^{2}$ |  |  |  |  |  |  |  | Percentage distribution, by international benchmark level (score range), 2017 ${ }^{3}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2001 |  | 2006 |  | 2011 |  | 2016 |  | $\begin{array}{r} \text { Low } \\ \text { (400-474) } \\ \text { and below } \end{array}$ |  | Intermediate (475-549) |  | $\begin{array}{r} \text { High } \\ (550-624) \end{array}$ |  | Advanced (625 and above) |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| United States | $542^{6,9}$ | (3.8) | $540^{9}$ | (3.5) | $556{ }^{6}$ | (1.5) | $549^{9}$ | (3.1) | $17^{9}$ | (1.2) | $31^{9}$ | (1.1) | $37^{9}$ | (1.4) | $16^{9}$ | (1.3) |
| Benchmarking education systems Abu Dhabi (United Arab Emirates) | - | ( $\dagger$ ) | - | ( $\dagger$ | 424 | (4.7) | 414 | (4.7) | 69 | (1.7) | 20 | (1.1) | 9 | (0.9) | 2 | (0.4) |
| Alberta (Canada) | - | ( $\dagger$ ) | $560{ }^{6}$ | (2.4) | $548^{6}$ | (2.9) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - |  | - | ( $\dagger$ |
| Andalusia (Spain) | - | ( $\dagger$ ) | - | ( $\dagger$ | 515 | (2.3) | 525 | (2.1) | 22 | (1.2) | 41 | (0.9) | 32 | (1.1) | 5 | (0.5) |
| Bueno Aires (Argentina) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | (t) | 480 | (3.1) | 45 | (1.5) | 34 | (1.1) | 18 | (1.0) | 3 | (0.4) |
| Dubai (United Arab Emirates) | - | ( $\dagger$ ) | - | ( $\dagger$ |  | (2.0) | 515 | (1.9) | 31 | (0.9) | 30 | (0.9) | 29 | (0.8) | 11 | (0.6) |
| Florida (United States) ${ }^{21}$ | - | ( $\dagger$ ) | - | ( $\dagger$ | 5699,14 | (2.9) | 咗 | ( $\dagger$ | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Madrid (Spain) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ | $549^{6}$ | (2.0) | $11^{6}$ | (0.9) | $38^{6}$ | (1.1) | $42^{6}$ | (1.1) | $9^{6}$ | (0.7) |
| Malta (English) | - | ( $\dagger$ ) | - | ( $\dagger$ | 477 | (1.4) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) |
| Moscow City (Russian Federation) | - | ( $\dagger$ | - | (t) | - | ( $\dagger$ | 612 | (2.2) | 2 | (0.3) | 14 | (0.9) | 41 | (1.2) | 43 | (1.5) |
| Norway (grade 4) ${ }^{18}$ | 499 | (2.9) | $498{ }^{20}$ | (2.6) | $507{ }^{16}$ |  | 517 | (2.0) | 26 | (1.1) | 40 | (1.1) | 29 | (1.0) | 5 | (0.6) |
| Ontario (Canada) | $548{ }^{6}$ | (3.3) | $555{ }^{6}$ | (2.7) | $552^{6}$ | (2.6) | 544 | (3.2) | 18 | (1.4) | 32 | (1.1) | 37 | (1.4) | 14 | (1.5) |
| Quebec (Canada) | 537 | (3.0) | 533 | (2.8) | 538 | (2.1) | $547^{22}$ | (2.8) | $13^{22}$ | (1.5) | $37^{22}$ | (1.5) | $39^{22}$ | (1.6) | $11^{22}$ | (1.2) |

-Not available.
$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ Most of the education systems represent complete countries, but some represent subnational entities; examples include the Flemish and French communities of Belgium, two components of the United Kingdom (England and Northern Ireland), a few individual cities (such as Abu Dhabi within the United Arab Emirates), and the U.S. state of Florida. ${ }^{2}$ Progress in International Reading Literacy Study (PIRLS) scores are reported on a scale from 0 to 1,000, with the scale centerpoint set at 500 and the standard deviation set at 100 . ${ }^{3}$ PIRLS international benchmarks group achievement into four levels, providing a way to interpret scale scores and to understand how student proficiency varies at different points on the scale. The score range for each benchmark level (i.e., the lowest and highest score in that level) is shown in parentheses. The score cut-points (i.e., lowest scores) that define the beginning of each level were selected to be as close as possible to the standard percentile cut-points (i.e., the 25th, 50th, 75 th, and 90 th percentiles). Descriptions of the skills associated with each level can be found at https://nces.ed.gov/surveys/pirls/ pirls2016/tables/pirls2016 exhibit02.asp.
${ }^{4}$ This column combines students who are in the Low level (scores of 400 to 474) with students who are below the Low level (scores of less than 400).
${ }^{5}$ International median percentages are shown in columns 6 through 9 of this row. Half the education systems have a percentage of students equal to or higher than the international median and half have a percentage of students below the median. The median includes only the education systems shown in the top part of this table, which are members of the International Association for the Evaluation of Educational Achievement (IEA) "Benchmarking" education systems are not members of the IEA and are therefore not included in the median.
${ }^{6}$ National Defined Population covers 90 to 95 percent of National Target Population.
${ }^{7}$ Exclusion rates for Azerbaijan and Georgia are slightly underestimated as some conflict zones were not covered and no official statistics were available for 2011.
${ }^{8}$ In 2016, Azerbaijan expanded its sample to include students taught in Russian. All 2016 data shown in this table are based on the expanded sample and therefore are not comparable with data for previous years.
${ }^{9}$ Met guidelines for sample participation rates only after replacement schools were included
${ }^{10}$ National Target Population does not include all of the International Target Population.
${ }^{11}$ Administered PIRLS Literacy instead of the standard PIRLS assessment. PIRLS Literacy
is a less difficult version of PIRLS designed to assess foundational reading skills.
${ }^{12}$ National Defined Population covers less than 90 percent of National Target Population (but at least 77 percent).
${ }^{3}$ Administered both the standard PIRLS assessment and PIRLS Literacy, a less difficult version of PIRLS that is designed to assess foundational reading skills. Results are based on an average of both assessments.
${ }^{14}$ National Defined Population covers less than 80 percent of National Target Population.
${ }^{15}$ In 2016, Lithuania expanded its sample to include students taught in Polish and Russian. All 2016 data shown in this table are based on the expanded sample and therefore are not comparable with data for previous years.
${ }^{16}$ Nearly satisfied guidelines for sample participation rates after replacement schools were included.
${ }^{17}$ The TIMSS \& PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 25 percent.
${ }^{18}$ In PIRLS cycles prior to 2016, Norway assessed only students in grade 4, which is similar to grade 3 in many other countries because grade 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school. For PIRLS 2016, Norway started assessing students in grade 5. For purposes of comparing results across years, however, Norway also continued to collect grade 4 data in 2016. This table includes the grade 5 results in the top part of the table and the grade 4 results under "Benchmarking education systems."
${ }^{19}$ The TIMSS \& PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 15 percent, though it is less than 25 percent.
${ }^{20}$ Data are available for at least 70 percent but less than 85 percent of students.
${ }^{21}$ All data for Florida are based on public schools only.
${ }^{22}$ Did not satisfy guidelines for sample participation rates. Progress in International Reading Literacy Study (PIRLS), 2001, 2006, 2011, and 2016. (This table was prepared November 2017.)

Table 602.20. Average fourth-grade scores and annual instructional time in mathematics and science, by country or other education system: 2015
[Standard errors appear in parentheses]

-Not available.
$\dagger$ Not applicable.
\#Rounds to zero.
$\ddagger$ Reporting standards not met. Either data are available for less than 50 percent of students or the coefficient of variation (CV) is 50 percent or greater
${ }^{1}$ Most of the education systems represent complete countries, but some represent subnational entities; examples include the Flemish community of Belgium, two components of the United Kingdom (England and Northern Ireland), a few individual cities (such as Abu Dhabi within the United Arab Emirates), and the U.S. state of Florida.
${ }^{2}$ Trends in International Mathematics and Science Study (TIMSS) scores are reported on a scale from 0 to 1,000, with the scale centerpoint set at 500 and the standard deviation set at 100 .
${ }^{3}$ The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IEA), which develops and implements TIMSS at the international level. "Benchmarking" education systems are not members of the IEA and are therefore not included in the average.
${ }^{4}$ Data are available for at least 70 percent but less than 85 percent of students.
${ }^{5}$ National Defined Population covers 90 to 95 percent of National Target Population.
${ }^{6}$ Met guidelines for sample participation rates only after replacement schools were included.
${ }^{7}$ Data for Canada include only students from the provinces of Alberta, Manitoba, Newfoundland, Ontario, and Quebec
${ }^{8}$ National Target Population does not include all of the International Target Population. ${ }^{9}$ Data are available for at least 50 percent but less than 70 percent of students.
${ }^{10}$ The TIMSS \& PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 15 percent, though it is less than 25 percent.
${ }^{11}$ Nearly satisfied guidelines for sample participation rates after replacement schools were included.
${ }^{12}$ Norway collected data from students in their fifth year of schooling rather than in grade 4 because year 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school.
${ }^{13}$ National Defined Population covers less than 90 percent of National Target Population (but at least 77 percent).
${ }^{14}$ U.S. state-level data are based on public school students only.
${ }^{15}$ Did not satisfy guidelines for sample participation rates.
NOTE: Countries and other education systems were required to draw probability samples of students who were nearing the end of their fourth year of formal schooling (counting the first year of primary school as year 1), provided that the mean age at the time of testing was at least 9.5 years. Instructional times shown in this table are actual or implemented times (as opposed to intended times prescribed by the curriculum). Principals reported total instructional hours per day and school days per year. Total instructional hours per year were calculated by multiplying the number of school days per year by the number of instructional hours per day. Teachers reported instructional hours per week in mathematics and science. Instructional hours per year in mathematics and science were calculated by dividing weekly instructional hours by the number of school days per week and then multiplying by the number of school days per year.
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015; International Results in Mathematics and Science, retrieved from Boston College, TIMSS \& PIRLS International Study Center website (http://timssandpirls.bc.edu/timss2015/international-results/). (This table was prepared December 2016.)

Table 602.30. Average eighth-grade scores and annual instructional time in mathematics and science, by country or other education system: 2015
[Standard errors appear in parentheses]

| Country or other education system ${ }^{1}$ | Total instructional hours per year |  | Mathematics |  |  |  |  |  | Science |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Average score ${ }^{2}$ |  | Instructional time in mathematics |  |  |  | Average score ${ }^{2}$ |  | Instructional time in science ${ }^{3}$ |  |  |  |
|  |  |  | Hours per year | As apercent of total <br> instructional <br> hours |  | Hours per year |  | As a percent of total instructional hours |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  |  |  | 5 |  | 6 |  | 7 |  | 8 |
| International average ${ }^{4}$ | 1,013 | (2.1) | 500 | ( $\dagger$ | 136 | (0.5) | 13 | (0.1) | 500 | ( $\dagger$ | 144 | (0.7) | 14 | (0.1) |
| Australia | 1,011 ${ }^{5}$ | (6.3) | 505 | (3.1) | 1395 | (2.0) | 14 | (0.2) | 512 | (2.7) | $126^{6}$ | (1.6) | 12 | (0.2) |
| Bahrain | 1,032 | (1.0) | 454 | (1.4) | 153 | (2.3) | 15 | (0.2) | 466 | (2.2) | $125^{5}$ | (10.2) | 12 | (1.0) |
| Canada ${ }^{7,8,9}$ | 9495 | (4.9) | 527 | (2.2) | $168{ }^{5}$ | (2.9) | 18 | (0.3) | 526 | (2.1) | 976 | (2.2) | 10 | (0.2) |
| Chile | 1,127 ${ }^{5}$ | (18.0) | $427{ }^{10}$ | (3.2) | $192{ }^{6}$ | (5.8) | 17 | (0.6) | 454 | (3.1) | $113^{6}$ | (5.0) | 10 | (0.5) |
| Chinese Taipei | 1,132 | (9.7) | 599 | (2.4) | 160 | (2.4) | 14 | (0.2) | 569 | (2.1) | 144 | (2.3) | 13 | (0.2) |
| Egypt | 1,099 | (21.2) | $392{ }^{10}$ | (4.1) | 132 | (3.3) | 12 | (0.4) | 371 | (4.3) | 114 | (2.9) | 10 | (0.3) |
| England (United Kingdom) | 1,009 ${ }^{5}$ | (8.3) | 518 | (4.2) | $126^{5}$ | (3.4) | 12 | (0.4) | 537 | (3.8) | $97^{6}$ | (3.8) | 10 | (0.4) |
| Georgia ${ }^{8,11}$ | $864{ }^{5}$ | (16.7) | 453 | (3.4) | $122^{5}$ | (4.0) | 14 | (0.5) | 443 | (3.1) | $241^{6}$ | (6.8) | 28 | (1.0) |
| Hong Kong (China) | 995 | (11.7) | 594 | (4.6) | 139 | (3.1) | 14 | (0.4) | 546 | (3.9) | 102 | (2.8) | 10 | (0.3) |
| Hungary | 842 | (10.3) | 514 | (3.8) | 113 | (2.3) | 13 | (0.3) | 527 | (3.4) | 201 | (5.4) | 24 | (0.7) |
| Iran, Islamic Republic of | 971 | (16.9) | $436{ }^{10}$ | (4.6) | 131 | (4.6) | 13 | (0.5) | 456 | (4.0) | 120 | (3.1) | 12 | (0.4) |
| Ireland | $963{ }^{5}$ | (3.2) | 523 | (2.7) | 109 | (0.8) | 11 | (0.1) | 530 | (2.8) | $90^{5}$ | (0.9) |  | (0.1) |
| Israel ${ }^{12}$ | 1,133 ${ }^{5}$ | (15.5) | 511 | (4.1) | $153{ }^{5}$ | (2.2) | 14 | (0.3) | 507 | (3.9) | 1295 | (3.5) | 11 | (0.3) |
| Italy ${ }^{11}$ | 1,047 ${ }^{5}$ | (9.6) | 494 | (2.5) | 149 | (2.9) | 14 | (0.3) | 499 | (2.4) | $71^{5}$ | (1.3) | 7 | (0.1) |
| Japan | 1,036 | (6.1) | 586 | (2.3) | 106 | (1.5) | 10 | (0.2) | 571 | (1.8) | 131 | (1.7) | 13 | (0.2) |
| Jordan | 976 | (12.5) | $386^{13}$ | (3.2) | 132 | (2.3) | 14 | (0.3) | 426 | (3.3) | 131 | (2.3) | 13 | (0.3) |
| Kazakhstan | 933 | (19.4) | 528 | (5.3) | 129 | (3.4) | 14 | (0.5) | 533 | (4.4) | 239 | (5.4) | 26 | (0.8) |
| Korea, Republic of | 947 | (6.0) | 606 | (2.6) | 114 | (1.2) | 12 | (0.1) | 556 | (2.3) | 94 | (2.1) | 10 | (0.2) |
| Kuwait | 9975 | (18.6) | $392{ }^{10}$ | (4.6) | $136{ }^{5}$ | (3.5) | 14 | (0.4) | 411 | (5.2) | $117^{5}$ | (3.0) | 12 | (0.4) |
| Lebanon | $945{ }^{5}$ | (14.8) | 442 | (3.6) | $158{ }^{5}$ | (5.0) | 17 | (0.6) | 398 | (5.3) | $243{ }^{5}$ | (10.7) | 26 | (1.2) |
| Lithuania ${ }^{11}$ | 856 | (10.2) | 511 | (2.8) | 115 | (1.7) | 13 | (0.3) | 519 | (2.8) | 205 | (4.2) | 24 | (0.6) |
| Malaysia | $1,172^{5}$ | (15.6) | 465 | (3.6) | 135 | (4.1) | 12 | (0.4) | 471 | (4.1) | $130^{5}$ | (4.0) | 11 | (0.4) |
| Malta | 964 | (0.3) | 494 | (1.0) | $127^{5}$ | (0.1) | 13 | (\#) | 481 | (1.6) | $311^{5}$ | (1.0) | 32 | (0.1) |
| Morocco | 1,364 | (25.8) | $384{ }^{13}$ | (2.3) | $152^{5}$ | (2.4) | 11 | (0.3) | 393 | (2.5) | $160^{5}$ | (4.5) | 12 | (0.4) |
| New Zealand ${ }^{9}$ | $966{ }^{5}$ | (6.9) | 493 | (3.4) | $144{ }^{5}$ | (2.5) | 15 | (0.3) | 513 | (3.1) | $133^{5}$ | (2.5) | 14 | (0.3) |
| Norway ${ }^{14}$ | 895 | (8.8) | 512 | (2.3) | $105^{5}$ | (2.2) | 12 | (0.3) | 509 | (2.8) | $81^{5}$ | (1.5) | 9 | (0.2) |
| Oman | $980^{5}$ | (14.5) | $403{ }^{10}$ | (2.4) | $166{ }^{6}$ | (2.7) | 17 | (0.4) | 455 | (2.7) | $143^{5}$ | (3.1) | 15 | (0.4) |
| Qatar | 1,085 ${ }^{5}$ | (1.9) | $437{ }^{10}$ | (3.0) | $157{ }^{5}$ | (2.8) | 14 | (0.3) | 457 | (3.0) | $155{ }^{5}$ | (2.6) | 14 | (0.2) |
| Russian Federation | 884 | (9.4) | 538 | (4.7) | 145 | (3.1) | 16 | (0.4) | 544 | (4.2) | $219{ }^{5}$ | (2.9) | 25 | (0.4) |
| Saudi Arabia | 1,112 | (18.7) | $368{ }^{13}$ | (4.6) | $155^{5}$ | (4.3) | 14 | (0.5) | 396 | (4.5) | 130 | (5.7) | 12 | (0.5) |
| Singapore ${ }^{11}$ | 1,065 | (\#) | 621 | (3.2) | 129 | (1.3) | 12 | (0.1) | 597 | (3.2) | 106 | (1.4) | 10 | (0.1) |
| Slovenia | $867{ }^{5}$ | (10.3) | 516 | (2.1) | $114{ }^{5}$ | (1.3) | 13 | (0.2) | 551 | (2.4) | $221^{5}$ | (4.7) | 25 | (0.6) |
| Sweden | 921 | (8.6) | 501 | (2.8) | 99 | (1.5) | 11 | (0.2) | 522 | (3.5) | 122 | (4.1) | 13 | (0.5) |
| Thailand | 1,209 | (6.8) | 431 | (4.8) | 111 | (1.7) | 9 | (0.1) | 456 | (4.2) | 110 | (1.7) | 9 | (0.1) |
| Turkey | 983 | (22.6) | 458 | (4.7) | 117 | (2.7) | 12 | (0.4) | 493 | (4.0) | 112 | (3.0) | 11 | (0.4) |
| United Arab Emirates | 1,016 ${ }^{5}$ | (6.4) | 465 | (2.0) | $159{ }^{6}$ | (2.7) | 16 | (0.3) | 477 | (2.3) | $115^{6}$ | (4.3) | 11 | (0.4) |
| United States ${ }^{9}$ | 1,135 | (8.8) | 518 | (3.1) | $155^{5}$ | (3.9) | 14 | (0.4) | 530 | (2.8) | $144^{6}$ | (2.4) | 13 | (0.2) |
| Benchmarking education systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Abu Dhabi (United Arab Emirates) | 1,024 ${ }^{5}$ | (11.0) | 442 | (4.7) | $166{ }^{6}$ | (5.2) | 16 | (0.5) | 454 | (5.6) | $122^{6}$ | (6.6) | 12 | (0.7) |
| Buenos Aires ${ }^{9}$ (Argentina) | 1,164 ${ }^{6}$ | (46.7) | $396{ }^{13}$ | (4.2) | $\ddagger$ | (t) | - | ( $\dagger$ ) | 386 | (4.2) | $\ddagger$ | (t) | - | ( $\dagger$ |
| Dubai (United Arab Emirates) | 1,010 ${ }^{5}$ | (1.3) | 512 | (2.1) | $152^{5}$ | (1.7) | 15 | (0.2) | 525 | (2.0) | $115^{6}$ | (3.5) | 11 | (0.3) |
| Florida ${ }^{8,15}$ (United States) | 1,155 ${ }^{6}$ | (39.9) | 493 | (6.4) | $146{ }^{6}$ | (9.0) | 13 | (0.9) | 508 | (6.0) | $\ddagger$ | ( $\dagger$ | - | ( $\dagger$ |
| Ontario (Canada) | $970^{5}$ | (6.0) | 522 | (2.9) | $179{ }^{5}$ | (3.8) | 18 | (0.4) | 524 | (2.5) | $91^{6}$ | (3.3) | 9 | (0.3) |
| Quebec ${ }^{16}$ (Canada) | 906 | (7.0) | 543 | (3.9) | 149 | (4.2) | 16 | (0.5) | 530 | (4.4) | $98^{5}$ | (2.7) | 11 | (0.3) |

## -Not available.

$\dagger$ Not applicable.
\#Rounds to zero.
$\ddagger$ Reporting standards not met. Either data are available for less than 50 percent of the students or the coefficient of variation (CV) is 50 percent or greater
'Most of the education systems represent complete countries, but some represent subnational entities; examples include two Canadian provinces (Ontario and Quebec), a component of the United Kingdom (England), the U.S. state of Florida, and a few individual cities (such as Abu Dhabi within the United Arab Emirates).
${ }^{2}$ Trends in International Mathematics and Science Study (TIMSS) scores are reported on a scale from 0 to 1,000, with the scale centerpoint set at 500 and the standard deviation set at 100.
${ }^{3}$ General/integrated science instructional time is shown for the 27 participating countries that teach science as a general or integrated subject at eighth grade. For the 10 participating countries that teach the sciences as separate subjects (biology, chemistry, etc.) at eighth grade, total instructional time across science subjects is shown.
${ }^{4}$ The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IEA), which develops and implements TIMSS at the international level. "Benchmarking" education systems are not members of the IEA and are therefore not included in the average.
${ }^{5}$ Data are available for at least 70 percent but less than 85 percent of students.
${ }^{6}$ Data are available for at least 50 percent but less than 70 percent of students.
${ }^{7}$ Data for Canada include only students from the provinces of Manitoba, Newfoundland,
Ontario, and Quebec.
${ }^{8}$ National Target Population does not include all of the International Target Population.
${ }^{9}$ Met guidelines for sample participation rates only after replacement schools were included.
${ }^{10}$ The TIMSS \& PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 15 percent, though it is less than 25 percent.
${ }^{11}$ National Defined Population covers 90 to 95 percent of National Target Population ${ }^{12}$ National Defined Population covers less than 90 percent of the National Target Population (but at least 77 percent)
${ }^{13}$ The TIMSS \& PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 25 percent.
${ }^{14}$ Norway collected data from students in their ninth year of schooling rather than in grade 8 because year 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school
${ }^{15} \mathrm{U}$.S. state-level data are based on public school students only.
${ }^{16}$ Did not satisfy guidelines for sample participation rates.
NOTE: Countries and other education systems were required to draw probability samples of students who were nearing the end of their eighth year of formal schooling (counting the first year of primary school as year 1), provided that the mean age at the time of testing was at least 13.5 years. Instructional times shown in this table are actual or implemented times (as opposed to intended times prescribed by the curriculum). Principals reported total instructional hours per day and school days per year. Total instructional hours per year were calculated by multiplying the number of school days per year by the number of instructional hours per day. Teachers reported instructional hours per week in mathematics and science. Instructional hours per year in mathematics and science were calculated by dividing weekly instructional hours by the number of school days per week and then multiplying by the number of school days per year.
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015; International Results in Mathematics and Science, retrieved from Boston College, TIMSS \& PIRLS International Study Center website (http://timssandpirls.bc.edu/timss2015/international-results/). (This table was prepared December 2016.)

Table 602.35. Average advanced mathematics and physics scores of high school seniors who had taken advanced courses in these subjects, seniors who had taken such courses as a percentage of their age cohort, and instructional time in such courses, by country: 2015
[Standard errors appear in parentheses]

| Country | Advanced mathematics |  |  |  |  |  |  |  |  | Physics |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total <br> instructional hours per year (includes all subjects) ${ }^{1}$ |  | Average score ${ }^{2}$ |  | Percent of age cohort taking advanced mathematics courses ${ }^{3,4}$ | Instructional time in advanced mathematics |  |  |  | Total instructional hours per year (includes all subjects) ${ }^{1}$ |  | Average score ${ }^{2}$ |  | Percent of age cohort taking physics courses ${ }^{3,5}$ | Instructional time in physics |  |  |  |
|  |  |  | Hours | year |  |  | percent <br> of total <br> ctional <br> hours | Hours | er year |  |  |  | percent <br> of total <br> uctional hours |  |
| 1 |  | 2 |  |  |  | 3 | 4 |  | 5 |  | 6 |  |  |  | 7 |  | 8 | 9 |  | 10 |  | 11 |
| International average ${ }^{6}$ | 1,027 | (5.8) | 500 | ( $\dagger$ | t | 171 | (1.5) | 17 | (0.2) | 1,023 | (6.2) | 500 | ( $\dagger$ | t | 133 | (1.8) | 13 | (0.2) |
| France | 1,340 | (22.5) | 463 | (3.1) | 21.5 | $222{ }^{7}$ | (4.3) | 17 | (0.4) | 1,340 | (22.5) | 373 | (4.0) | 21.5 | $116^{7}$ | (4.2) | 9 | (0.3) |
| Italy | 1,036 ${ }^{7}$ | (9.6) | 422 | (5.3) | 24.5 | 130 | (2.1) | 13 | (0.2) | 1,018 ${ }^{7}$ | (8.2) | 374 | (6.9) | 18.2 | $102{ }^{7}$ | (1.7) | 10 | (0.2) |
| Lebanon ${ }^{8}$ | 931 | (11.2) | 532 | (3.1) | 3.9 | 242 | (7.8) | 26 | (0.9) | 932 | (11.2) | 410 | (4.5) | 3.9 | 200 | (3.1) | 21 | (0.4) |
| Norway | 1,033 ${ }^{7}$ | (19.8) | 459 | (4.6) | 10.6 | 1497 | (5.7) | 14 | (0.6) | $991{ }^{7}$ | (14.1) | 507 | (4.6) | 6.5 | 1397 | (3.0) | 14 | (0.4) |
| Portugal | 1,073 ${ }^{7}$ | (32.3) | $482^{9}$ | (2.5) | 28.5 |  | (3.6) | 17 | (0.6) | 1,046 ${ }^{7}$ | (37.1) | 467 | (4.6) | 5.1 | 120 | (6.2) | 11 | (0.7) |
| Russian Federation (intensive courses) ${ }^{10}$ | $942^{7}$ | (14.4) | 540 | (7.8) | 1.9 | 207 | (4.2) | 22 | (0.6) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ |
| Russian Federation | 914 | (8.9) | 485 | (5.7) | 10.1 | 178 | (2.1) | 19 | (0.3) | 920 | (8.7) | 508 | (7.1) | 4.9 | 133 | (2.0) | 14 | (0.3) |
| Slovenia | 902 | (10.6) | 460 | (3.4) | 34.4 | 131 | (1.8) | 15 | (0.3) | 902 | (5.9) | 531 | (2.5) | 7.6 | 115 | (1.0) | 13 | (0.1) |
| Sweden | 901 | (12.9) | 431 | (4.0) | 14.1 | 141 | (4.2) | 16 | (0.5) | 920 | (13.8) | 455 | (5.9) | 14.3 | 106 | (3.0) | 12 | (0.4) |
| United States ${ }^{8}$ | 1,111 | (13.3) | 485 | (5.2) | 11.4 | $156{ }^{7}$ | (4.3) | 14 | (0.4) | 1,132 ${ }^{7}$ | (22.5) | 437 | (9.7) | 4.8 | $162{ }^{11}$ | (13.3) | 14 | (1.2) |

$\dagger$ Not applicable.
Because countries may have used two different school samples-one for advanced mathematics and one for physics-the total number of instructional hours per year for a particular country may be different in column 2 (based on the advanced Trends in Intermple) than in column 7 (based on the physics sample). with the scale centerpoint set at 500 and the standard deviation set at 100 .
Columns 4 and 9 show final-year secondary school students who have taken or are taking the specified courses as a percentage of the age cohort that corresponds to the final year of secondary school in their country. The age cohort represents the entire population of the country that is about the same age as the average age of final-year secondary
students (approximately 18 or 19 years old, depending on the country). In the United States, the cohort consists of the total students (approximately 18 or 19 years old, depending on the country). In the United States, the cohort consists of the total have taken the specified courses.
${ }^{4}$ Includes advanced mathematics courses covering topics in geometry, algebra, and calculus. In the United States, includes Advanced Placement (AP) calculus, International Baccalaureate (IB) mathematics, and state- and school-specific calculus courses.
Includes physics courses covering topics in mechanics and thermodynamics, electricity and magnetism, and wave phenomena and atomic/nuclear physics. In the United States, includes AP physics, IB physics, and state- and schoolspecific second-year physics courses.
${ }^{6}$ The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IAE), which develops and implements TIMSS at the international level. All nine of ${ }^{7}$ Data are available for at least 70 percent but less than 85 percent of students.
${ }^{8}$ Did not satisfy guidelines for sample participation rates.
${ }^{9}$ Met guidelines for sample participation rates only after replacement schools were included.
${ }^{10}$ Intensive courses are advanced mathematics courses that involve 6 or more hours per week. Results for students in these courses are reported separately from the results for other students from the Russian Federation taking courses that involve 4.5 hours per week.
Data are available for at least 50 percent but less than 70 percent of students
NOTE: Countries were required to draw probability samples of students in their final year of secondary school; ; in the United
States, samples of 12 th-graders were drawn. Instructional times shown in this table are actual or implemented times (as opposed to intended times prescribed by the curriculum). Principals reported total instructional hours per day and schoo days per year. Total instructional hours per year were calculated by multiplying the number of school days per year by the number of instructional hours per day. Teachers reported instructional hours per week in advanced mathematics and physics. Instructional hours per year in advanced mathematics and physics were calculated by dividing weekly instructional hours
by the number of school days per week and then multiplying by the number of school days per year by the number of school days per week and then multiplying by the number of school days per year. SOURCE: International Association for the Evaluation of Educational Achievement (IIAA), Trends in International Mathematics and Science Study (TIMSS) Advanced, 2015. (This table was prepared January 2017.)

Table 602.40. Average reading literacy, mathematics literacy, and science literacy scores of $\mathbf{1 5}$-year-old students, by sex and country or other education system: Selected years, 2009 through

## 2018

[Standard errors appear in parentheses]

| Country or other education system | Reading literacy |  |  |  |  |  |  |  |  |  |  |  | Mathematics literacy |  |  |  |  |  |  |  |  |  |  |  | Science literacy |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2009 |  | 2012 |  | 2015 |  | 2018 |  |  |  |  |  | 2009 |  | 2012 |  | 2015 |  | 2018 |  |  |  |  |  | 2009 |  | 2012 |  | 2015 |  | 2018 |  |  |  |  |  |
|  |  |  |  | Total |  |  |  | Male |  | emale |  | Total |  |  |  | Male |  |  |  | Female |  | Total |  | Male |  |  |  | Female |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  |  |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  |  |  | 13 |  | 14 |  | 15 |  | 16 |  | 17 |  | 18 |  | 19 |
| OECD average ${ }^{1}$ | 490 | (0.5) | 493 | (0.5) | 490 | (0.5) | 487 | (0.4) | 472 | (0.5) | 502 | (0.5) | 492 | (0.5) | 490 | (0.5) | 487 | (0.4) | 489 | (0.4) | 492 | (0.5) | 487 | (0.5) | 498 | (0.5) | 498 | (0.5) | 491 | (0.4) | 489 | (0.4) | 488 | (0.5) | 490 | 0 (0.5) |
| Australia | 515 | (2.3) | 512 | (1.6) | 503 | (1.7) | 503 | (1.6) | 487 | (2.2) | 519 | (2.0) | 514 | (2.5) | 504 | (1.6) | 494 | (1.6) | 491 | (1.9) | 494 | (2.4) | 488 | (2.5) | 527 | (2.5) | 521 | (1.8) | 510 | (1.5) | 503 | (1.8) | 504 | (2.4) | 502 | (2.0) |
| Austria | 470 | (2.9) | 490 | (2.8) | 485 | (2.8) | 484 | (2.7) | 471 | (3.7) | 499 | (3.7) | 496 | (2.7) | 506 | (2.7) | 497 | (2.9) | 499 | (3.0) | 505 | (3.9) | 492 | (3.8) | 494 | (3.2) | 506 | (2.7) | 495 | (2.4) | 490 | (2.8) | 491 | (3.8) | 489 | (3.6) |
| Belgium | 506 | (2.3) | 509 | (2.3) | 499 | (2.4) | 493 | (2.3) | 482 | (2.9) | 504 | (2.8) | 515 | (2.3) | 515 | (2.1) | 507 | (2.4) | 508 | (2.3) | 514 | (2.9) | 502 | (2.7) | 507 | (2.5) | 505 | (2.2) | 502 | (2.3) | 499 | (2.2) | 501 | (2.6) | 496 | 6 (2.7) |
| Canada | 524 | (1.5) | 523 | (1.9) | 527 | (2.3) | 520 | (1.8) | 506 | (2.1) | 535 | (2.0) | 527 | (1.6) | 518 | (1.8) | 516 | (2.3) | 512 | (2.4) | 514 | (2.5) | 510 | (2.7) | 529 | (1.6) | 525 | (1.9) | 528 | (2.1) | 518 | (2.2) | 516 | (2.7) | 520 | 20 (2.5) |
| Chile | 449 | (3.1) | 441 | (2.9) | 459 | (2.6) | 452 | (2.6) | 442 | (3.4) | 462 | (2.9) | 421 | (3.1) | 423 | (3.1) | 423 | (2.5) | 417 | (2.4) | 421 | (3.3) | 414 | (2.7) | 447 | (2.9) | 445 | (2.9) | 447 | (2.4) | 444 | (2.4) | 445 | (3.2) | 442 | 2 (2.6) |
| Colombia | 413 | (3.7) | 403 | (3.4) | 425 | (2.9) | 412 | (3.3) | 407 | (4.0) | 417 | (3.3) | 381 | (3.2) | 376 | (2.9) | 390 | (2.3) | 391 | (3.0) | 401 | (3.8) | 381 | (3.1) | 402 | (3.6) | 399 | (3.1) | 416 | (2.4) | 413 | (3.1) | 420 | (3.8) | 407 | (2.9) |
| Czech Republic | 478 | (2.9) | 493 | (2.9) | 487 | (2.6) | 490 | (2.5) | 474 | (3.1) | 507 | (2.9) | 493 | (2.8) | 499 | (2.9) | 492 | (2.4) | 499 | (2.5) | 501 | (2.9) | 498 | (3.2) | 500 | (3.0) | 508 | (3.0) | 493 | (2.3) | 497 | (2.5) | 496 | (3.2) | 498 | (3.1) |
| Denmark | 495 | (2.1) | 496 | (2.6) | 500 | (2.5) | 501 | (1.8) | 486 | (2.3) | 516 | (2.3) | 503 | (2.6) | 500 | (2.3) | 511 | (2.2) | 509 | (1.7) | 511 | (2.3) | 507 | (2.3) | 499 | (2.5) | 498 | (2.7) | 502 | (2.4) | 493 | (1.9) | 492 | (2.5) | 494 | 4 (2.2) |
| Estonia | 501 | (2.6) | 516 | (2.0) | 519 | (2.2) | 523 | (1.8) | 508 | (2.4) | 538 | (2.2) | 512 | (2.6) | 521 | (2.0) | 520 | (2.0) | 523 | (1.7) | 528 | (2.2) | 519 | (2.0) | 528 | (2.7) | 541 | (1.9) | 534 | (2.1) | 530 | (1.9) | 528 | (2.3) | 533 | 33 (2.3) |
| Finland | 536 | (2.3) | 524 | (2.4) | 526 | (2.5) | 520 | (2.3) | 495 | (2.9) | 546 | (2.3) | 541 | (2.2) | 519 | (1.9) |  | (2.3) | 507 | (2.0) | 504 | (2.5) | 510 | (2.2) | 554 | (2.3) | 545 | (2.2) | 531 | (2.4) | 522 | (2.5) | 510 | (2.9) | 534 | 3 (2.9) |
| France | 496 | (3.4) | 505 | (2.8) | 499 | (2.5) | 493 | (2.3) | 480 | (2.8) | 505 | (2.8) | 497 | (3.1) | 495 | (2.5) | 493 | (2.1) | 495 | (2.3) | 499 | (2.7) | 492 | (2.8) | 498 | (3.6) | 499 | (2.6) | 495 | (2.1) | 493 | (2.2) | 493 | (2.7) | 493 | (2.8) |
| Germany | 497 | (2.7) | 508 | (2.8) | 509 | (3.0) | 498 | (3.0) | 486 | (3.4) | 512 | (3.2) | 513 | (2.9) | 514 | (2.9) | 506 | (2.9) | 500 | (2.6) | 503 | (3.0) | 496 | (3.1) | 520 | (2.8) | 524 | (3.0) | 509 | (2.7) | 503 | (2.9) | 502 | (3.2) | 504 | (3.3) |
| Greece | 483 | (4.3) | 477 | (3.3) | 467 | (4.3) | 457 | (3.6) | 437 | (4.2) | 479 | (3.7) | 466 | (3.9) | 453 | (2.5) | 454 | (3.8) | 451 | (3.1) | 452 | (3.9) | 451 | (3.2) | 470 | (4.0) | 467 | (3.1) | 455 | (3.9) | 452 | (3.1) | 446 | (3.8) | 457 | (3.2) |
| Hungary | 494 | (3.2) | 488 | (3.2) | 470 | (2.7) | 476 | (2.3) | 463 | (2.8) | 489 | (3.2) | 490 | (3.5) | 477 | (3.2) | 477 | (2.5) | 481 | (2.3) | 486 | (3.0) | 477 | (3.2) | 503 | (3.1) | 494 | (2.9) | 477 | (2.4) | 481 | (2.3) | 484 | (3.1) | 478 | 8 (3.1) |
| Iceland | 500 | (1.4) | 483 | (1.8) | 482 | (2.0) | 474 | (1.7) | 454 | (2.5) | 494 | (2.6) | 507 | (1.4) | 493 | (1.7) | 488 | (2.0) | 495 | (2.0) | 490 | (2.5) | 500 | (2.9) | 496 | (1.4) | 478 | (2.1) | 473 | (1.7) | 475 | (1.8) | 471 | (2.3) | 479 | 9 (2.8) |
| Ireland | 496 | (3.0) | 523 | (2.6) | 521 | (2.5) | 518 | (2.2) | 506 | (3.0) | 530 | (2.5) | 487 | (2.5) | 501 | (2.2) | 504 | (2.1) | 500 | (2.2) | 503 | (2.9) | 497 | (2.7) | 508 | (3.3) | 522 | (2.5) | 503 | (2.4) | 496 | (2.2) | 495 | (3.0) | 497 | 7 (2.6) |
| Israel | 474 | (3.6) | 486 | (5.0) | 479 | (3.8) | 470 | (3.7) | 445 | (5.6) | 493 | (3.7) | 447 | (3.3) | 466 | (4.7) | 470 | (3.6) | 463 | (3.5) | 458 | (5.2) | 467 | (3.5) | 455 | (3.1) | 470 | (5.0) | 467 | (3.4) | 462 | (3.6) | 452 | (5.3) | 471 | 1 (3.5) |
| Italy | 486 | (1.6) | 490 | (2.0) | 485 | (2.7) | 476 | (2.4) | 464 | (3.1) | 489 | (2.7) | 483 | (1.9) | 485 | (2.0) | 490 | (2.8) | 487 | (2.8) | 494 | (3.3) | 479 | (3.1) | 489 | (1.8) | 494 | (1.9) | 481 | (2.5) | 468 | (2.4) | 470 | (3.0) | 466 | (2.6) |
| Japan | 520 | (3.5) | 538 | (3.7) | 516 | (3.2) | 504 | (2.7) | 493 | (3.8) | 514 | (3.0) | 529 | (3.3) | 536 | (3.6) | 532 | (3.0) | 527 | (2.5) | 532 | (3.4) | 522 | (2.9) | 539 | (3.4) | 547 | (3.6) | 538 | (3.0) | 529 | (2.6) | 531 | (3.5) | 528 | (3.0) |
| Korea, Republic of | 539 | (3.5) | 536 | (3.9) | 517 | (3.5) | 514 | (2.9) | 503 | (4.0) | 526 | (3.6) | 546 | (4.0) | 554 | (4.6) | 524 | (3.7) | 526 | (3.1) | 528 | (4.1) | 524 | (4.0) | 538 | (3.4) | 538 | (3.7) | 516 | (3.1) | 519 | (2.8) | 521 | (3.9) | 517 | 7 (3.6) |
| Latvia | 484 | (3.0) | 489 | (2.4) | 488 | (1.8) | 479 | (1.6) | 462 | (2.2) | 495 | (2.0) | 482 | (3.1) | 491 | (2.8) | 482 | (1.9) | 496 | (2.0) | 500 | (2.2) | 493 | (2.5) | 494 | (3.1) | 502 | (2.8) | 490 | (1.6) | 487 | (1.8) | 483 | (2.2) | 491 | (2.4) |
| Lithuania | 468 | (2.4) | 477 | (2.5) | 472 | (2.7) | 476 | (1.5) | 457 | (1.8) | 496 | (1.8) | 477 | (2.6) | 479 | (2.6) | 478 | (2.3) | 481 | (2.0) | 480 | (2.4) | 482 | (2.7) | 491 | (2.9) | 496 | (2.6) | 475 | (2.7) | 482 | (1.6) | 479 | (2.3) | 485 | (2.1) |
| Luxembourg | 472 | (1.3) | 488 | (1.5) | 481 | (1.4) | 470 | (1.1) | 456 | (1.5) | 485 | (1.6) | 489 | (1.2) | 490 | (1.1) | 486 | (1.3) | 483 | (1.1) | 487 | (1.5) | 480 | (1.7) | 484 | (1.2) | 491 | (1.3) | 483 | (1.1) | 477 | (1.2) | 475 | (1.7) | 479 | 9 (1.7) |
| Mexico | 425 | (2.0) | 424 | (1.5) | 423 | (2.6) | 420 | (2.7) | 415 | (3.1) | 426 | (3.0) | 419 | (1.8) | 413 | (1.4) | 408 | (2.2) | 409 | (2.5) | 415 | (2.9) | 403 | (2.7) | 416 | (1.8) | 415 | (1.3) | 416 | (2.1) | 419 | (2.6) | 424 | (2.8) | 415 | 5 (2.9) |
| Netherlands | 508 | (5.1) | 511 | (3.5) | 503 | (2.4) | 485 | (2.7) | 470 | (3.5) | 499 | (2.6) | 526 | (4.7) | 523 | (3.5) | 512 | (2.2) | 519 | (2.6) | 520 | (3.5) | 519 | (2.7) | 522 | (5.4) | 522 | (3.5) | 509 | (2.3) | 503 | (2.8) | 499 | (3.6) | 508 | (3.1) |
| New Zealand | 521 | (2.4) | 512 | (2.4) | 509 | (2.4) | 506 | (2.0) | 491 | (2.7) | 520 | (2.7) | 519 | (2.3) | 500 | (2.2) | 495 | (2.3) | 494 | (1.7) | 499 | (2.5) | 490 | (2.3) | 532 | (2.6) | 516 | (2.1) | 513 | (2.4) | 508 | (2.1) | 509 | (2.9) | 508 | 8 (2.8) |
| Norway | 503 | (2.6) | 504 | (3.2) | 513 | (2.5) | 499 | (2.2) | 476 | (2.6) | 523 | (2.6) | 498 | (2.4) | 489 | (2.7) | 502 | (2.2) | 501 | (2.2) | 497 | (2.5) | 505 | (2.6) | 500 | (2.6) | 495 | (3.1) | 498 | (2.3) | 490 | (2.3) | 485 | (2.6) | 496 | (2.8) |
| Poland | 500 | (2.6) | 518 | (3.1) | 506 | (2.5) | 512 | (2.7) | 495 | (3.0) | 528 | (2.9) | 495 | (2.8) | 518 | (3.6) | 504 | (2.4) | 516 | (2.6) | 516 | (2.9) | 515 | (3.1) | 508 | (2.4) | 526 | (3.1) | 501 | (2.5) | 511 | (2.6) | 511 | (2.8) | 511 | 1 (3.1) |
| Portugal | 489 | (3.1) | 488 | (3.8) | 498 | (2.7) | 492 | (2.4) | 480 | (2.8) | 504 | (2.9) | 487 | (2.9) | 487 | (3.8) | 492 | (2.5) | 492 | (2.7) | 497 | (3.0) | 488 | (3.1) | 493 | (2.9) | 489 | (3.7) | 501 | (2.4) | 492 | (2.8) | 494 | (3.0) | 489 | (3.3) |
| Slovak Republic | 477 | (2.5) | 463 | (4.2) | 453 | (2.8) | 458 | (2.2) | 441 | (2.7) | 475 | (3.0) | 497 | (3.1) | 482 | (3.4) | 475 | (2.7) | 486 | (2.6) | 488 | (3.2) | 484 | (3.2) | 490 | (3.0) | 471 | (3.6) | 461 | (2.6) | 464 | (2.3) | 461 | (2.8) | 467 | 7 (3.0) |
| Slovenia | 483 | (1.0) | 481 | (1.2) | 505 | (1.5) | 495 | (1.2) | 475 | (1.7) | 517 | (1.9) | 501 | (1.2) | 501 | (1.2) | 510 | (1.3) | 509 | (1.4) | 509 | (1.9) | 509 | (1.8) | 512 | (1.1) | 514 | (1.3) | 513 | (1.3) | 507 | (1.3) | 502 | (1.6) | 512 | 2 (2.0) |
| Spain | 481 | (2.0) | 488 | (1.9) | 496 | (2.4) |  | (t) |  |  |  |  | 483 | (2.1) | 484 | (1.9) | 486 | (2.2) | 481 | (1.5) | 485 | (2.1) | 478 | (1.5) | 488 | (2.1) | 496 | (1.8) | 493 | (2.1) | 483 | (1.6) | 484 | (1.9) | 482 | (1.8) |
| Sweden | 497 | (2.9) | 483 | (3.0) | 500 | (3.5) | 506 | (3.0) | 489 | (3.2) | 523 | (3.4) | 494 | (2.9) | 478 | (2.3) | 494 | (3.2) | 502 | (2.7) | 502 | (3.1) | 503 | (3.1) | 495 | (2.7) | 485 | (3.0) | 493 | (3.6) | 499 | (3.1) | 496 | (3.2) | 503 | (3.7) |
| Switzerland | 501 | (2.4) | 509 | (2.6) | 492 | (3.0) | 484 | (3.1) | 469 | (3.4) | 500 | (3.2) | 534 | (3.3) | 531 | (3.0) | 521 | (2.9) | 515 | (2.9) | 519 | (3.0) | 512 | (3.5) | 517 | (2.8) | 515 | (2.7) | 506 | (2.9) | 495 | (3.0) | 495 | (3.3) | 495 | (3.3) |
| Turkey | 464 | (3.5) | 475 | (4.2) | 428 | (4.0) | 466 | (2.2) | 453 | (3.0) | 478 | (2.7) | 445 | (4.4) | 448 | (4.8) | 420 | (4.1) | 454 | (2.3) | 456 | (3.2) | 451 | (2.9) | 454 | (3.6) | 463 | (3.9) | 425 | (3.9) | 468 | (2.0) | 465 | (2.9) | 472 | 2 (2.5) |
| United Kingdom | 494 | (2.3) | 499 | (3.5) | 498 | (2.8) | 504 | (2.6) | 494 | (3.2) | 514 | (3.1) | 492 | (2.4) | 494 | (3.3) | 492 | (2.5) | 502 | (2.6) | 508 | (3.2) | 496 | (3.0) | 514 | (2.5) | 514 | (3.4) | 509 | (2.6) | 505 | (2.6) | 506 | (3.1) | 503 | 3 (3.2) |
| United States | 500 | (3.7) | 498 | (3.7) | 497 | (3.4) | 505 | (3.6) | 494 | (4.2) | 517 | (3.6) | 487 | (3.6) | 481 | (3.6) | 470 | (3.2) | 478 | (3.2) | 482 | (3.9) | 474 | (3.3) | 502 | (3.6) | 497 | (3.8) | 496 | (3.2) | 502 | (3.3) | 503 | (3.9) | 502 | $\underline{2}$ |
| Non-OECD education systems Albania Algeria Argentina ${ }^{2}$ Baku (Azerbaijan) Beijing, Shanghai, Jiangsu, Zhejiang (China) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 385 | (4.0) | 394 | (3.2) | 405 | (4.1) | 405 | (1.9) | 387 | (2.2) | 425 | (2.2) | 377 | (4.0) | 394 |  | 413 | (3.4) | 437 | (2.4) | 435 | (2.8) | 440 |  | 391 |  | 397 | (2.4) | 427 | (3.3) | 417 | (2.0) | 409 | (2.5) | 425 | 5 (2.0) |
|  |  | ${ }_{(+)}$ |  | (t) | 350 | (3.0) |  |  |  | ${ }^{(\dagger)}$ | - | ( ${ }^{(1)}$ | - |  | - |  | 360 | (3.0) | - $\overline{79}$ | ( $\dagger$ ) | - |  | - | ( ${ }_{(1)}$ | $\bar{\square}$ | (t) | $\overline{0}$ | ( $\dagger$ ) | 376 | (2.6) | - | ( ${ }_{(+)}$ | $\overline{09}$ | ( ${ }_{(+)}$ | 399 | - (t) |
|  | 398 | (4.6) | 396 | (3.7) | 425 | (3.2) | 402 | (3.0) | 393 | (3.4) | 409 | (3.1) | 388 |  | 388 |  | 409 | (3.1) |  | (2.8) |  | (3.2) | $372$ | $(2.7)$ | 401 | (4.6) | 406 |  | 432 |  | 404 | (2.9) | 409 | (3.3) | 399 | (3.3) |
|  |  |  |  |  |  |  |  | (2.5) |  |  |  |  |  |  |  |  |  | ( $\dagger$ |  |  |  |  |  |  |  | ( $)$ |  |  |  |  | 398 | (2.4) |  | (2.7) |  | (2.6) |
|  | - | ( $)$ | - | ( $)$ | - | ( $\dagger$ ) | 555 | (2.7) | 549 | (3.1) | 562 | (2.8) | - | ( $)$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 591 | (2.5) | 597 | (2.9) | 586 | (2.6) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $)$ | 590 | (2.7) | 596 | (2.9) | 584 | 4 (2.9) |

Table 602.40. Average reading literacy, mathematics literacy, and science literacy scores of 15 -year-old students, by sex and country or other education system: Selected years, 2009 through 2018-Continued
[Standard errors appear in parentheses]


## -Not available. <br> $\dagger$ Not applicable.

$\ddagger$ Reporting standards not met.
Refers mean of the data values for all Organization for Economic Cooperation and Development (OECD) countries,
o which each country contributes equally regardless of the absolute size of the student population of each country.
nn 2015, coverage is too small to ensure comparability.
NOTE: Program for International Student Assessment (PISA) scores are reported on a scale from 0 to 1,000 .
SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), selected years, 2009 through 2018; retrieved December 18, 2019, from https://pisadataexplorer.oecd. org/ide/idepisa/
(This table was prepared December 2019.)
Table 602.50. Average reading literacy scores of 15-year-old students and percentage attaining reading literacy proficiency levels, by country or other education system: 2018

| Country or other education system | Average reading literacy score |  | Percentage attaining reading literacy proficiency levels ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Below level 2 |  |  |  |  |  |  |  |  |  | At level 2 |  | At level 3 |  | At level 4 |  | At or above level 5 |  |  |  |  |  |
|  |  |  | Total below level 2 |  | Below level 1 c |  | At level 1c |  | At level 1b |  | At level 1a |  |  |  | Total at or above level 5 | At level 5 |  | At level 6 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  |  |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| OECD averag | 487 | (0.4) | 22.6 | (0.16) | 0.1 | (0.01) | 1.4 | (0.04) | 6.2 | (0.09) | 15.0 | (0.12) | 23.7 | (0.13) | 26.0 | (0.14) |  |  | 18.9 | (0.12) | 8.7 | (0.10) | 7.4 | (0.09) | 1.3 | (0.04) |
| Australia | 503 | (1.6) | 19.6 | (0.50) | 0.1!! | (0.06) | 1.4 | (0.15) | 5.6 | (0.29) | 12.5 | (0.36) | 21.1 | (0.48) | 25.4 | (0.51) | 20.9 | (0.49) | 13.0 | (0.46) | 10.3 | (0.36) | 2.7 | (0.21) |
| Austria | 484 | (2.7) | 23.6 | (1.02) | \#!! | ( $\dagger$ ) | 0.9 | (0.19) | 6.4 | (0.57) | 16.3 | (0.84) | 23.5 | (0.83) | 26.2 | (0.87) | 19.3 | (0.78) | 7.4 | (0.50) | 6.7 | (0.47) | 0.7 | (0.13) |
| Belgium | 493 | (2.3) | 21.3 | (0.88) | 0.1 !! | (0.05) | 1.2 | (0.19) | 6.0 | (0.43) | 14.0 | (0.62) | 22.4 | (0.66) | 26.5 | (0.68) | 20.4 | (0.71) | 9.5 | (0.53) | 8.3 | (0.49) | 1.3 | (0.20) |
| Canada | 520 | (1.8) | 13.8 | (0.49) | \#!! |  | 0.7 | (0.11) | 3.1 | (0.20) | 10.0 | (0.39) | 20.1 | (0.57) | 27.2 | (0.46) | 24.0 | (0.51) | 15.0 | (0.55) | 12.2 | (0.46) | 2.8 | (0.23) |
|  |  | (2.6) |  |  |  |  |  | (0.24) | 8.9 | (0.62) | 21.0 | (0.90) | 29.5 | (0.86) | 24.4 | (0.86) | 11.8 | (0.60) | 2.6 | (0.30) | 2.4 | (0.28) | 0.2! | (0.07) |
| Colombia ${ }^{4}$ | 412 | (3.3) | 49.9 | (1.71) | 0.2 ! | (0.08) | 3.6 | (0.45) | 15.8 | (0.93) | 30.3 | (1.03) | 27.7 | (0.99) | 15.8 | (0.85) | 5.7 | (0.55) | 0.9 | (0.18) | 0.9 | (0.18) | \#!! | ( $\dagger$ |
| Czech Republic | 490 | (2.5) | 20.7 | (1.12) | 0.1 !! | (0.06) | 0.7 | (0.21) | 5.0 | (0.54) | 15.0 | (0.78) | 25.0 | (0.87) | 26.9 | (0.90) | 19.1 | (0.78) | 8.2 | (0.54) | 7.2 | (0.48) | 1.1 | (0.19) |
| Denmark | 501 | (1.8) | 16.0 | (0.68) | \#!! | ( $\dagger$ ) | 0.5 | (0.14) | 3.5 | (0.31) | 11.9 | (0.54) | 23.9 | (0.80) | 30.1 | (0.89) | 21.6 | (0.80) | 8.4 | (0.51) | 7.3 | (0.48) | 1.1 | (0.20) |
| Estonia | 523 | (1.8) | 11.1 | (0.59) | +1 |  | 0.3 ! | (0.10) | 2.1 | (0.23) | 8.7 | (0.50) | 21.2 | (0.86) | 29.9 | (0.87) | 24.0 | (0.80) | 13.9 | (0.70) | 11.1 | (0.57) | 2.8 | (0.32) |
| Finland | 520 | (2.3) | 13.5 | (0.71) | \#!! | ( $\dagger$ ) | 0.8 | (0.16) | 3.3 | (0.38) | 9.4 | (0.57) | 19.2 | (0.70) | 27.6 | (0.81) | 25.4 | (0.78) | 14.2 | (0.72) | 11.9 | (0.67) | 2.4 | (0.33) |
| France | 493 | (2.3) | 20.9 | (0.74) | \#!! | ( $\dagger$ ) | 1.1 | (0.17) | 5.7 | (0.43) | 14.0 | (0.65) | 22.8 | (0.82) | 26.6 | (0.85) | 20.5 | (0.71) | 9.2 | (0.70) | 8.1 | (0.62) | 1.1 | (0.19) |
| Germany | 498 | (3.0) | 20.7 | (1.05) | 0.1 !! | (0.05) | 1.3 | (0.26) | 5.7 | (0.51) | 13.6 | (0.84) | 21.1 | (0.81) | 25.4 | (0.75) | 21.5 | (0.87) | 11.3 | (0.69) | 9.5 | (0.60) | 1.8 | (0.23) |
| Greece | 457 | (3.6) | 30.5 | (1.51) | 0.1 !! | (0.07) | 2.1 | (0.33) | 9.3 | (0.75) | 19.0 | (0.90) | 27.3 | (0.79) | 25.2 | (1.04) | 13.3 | (0.80) | 3.7 | (0.50) | 3.3 | (0.44) | 0.3! | (0.11) |
| Hungary | 476 | (2.3) | 25.3 | (0.91) | \#!! | ( $\dagger$ ) | 1.2 | (0.23) | 7.0 | (0.62) | 17.0 | (0.77) | 25.2 | (0.87) | 26.3 | (0.93) | 17.5 | (0.79) | 5.7 | (0.54) | 5.2 | (0.48) | 0.5 | (0.15) |
| Iceland | 474 | (1.7) | 26.4 | (0.86) | 0.1 !! | (0.08) | 2.3 | (0.35) | 8.0 | (0.72) | 15.9 | (0.85) | 24.6 | (0.95) | 25.1 | (0.85) | 16.9 | (0.73) | 7.1 | (0.57) | 6.2 | (0.58) | 0.9 | (0.23) |
| Ireland | 518 | (2.2) | 11.8 | (0.67) | \#!! | ( $\dagger$ ) | 0.2 ! | (0.08) | 2.1 | (0.27) | 9.5 | (0.60) | 21.7 | (0.82) | 30.3 | (0.86) | 24.1 | (0.79) | 12.1 | (0.67) | 10.3 | (0.58) | 1.8 | (0.27) |
| Israel | 470 | (3.7) | 31.1 | (1.30) | 0.7 | (0.19) | 5.0 | (0.51) | 10.4 | (0.67) | 15.0 | (0.85) | 19.4 | (0.74) | 21.6 | (0.79) | 17.5 | (0.79) | 10.4 | (0.66) | 8.4 | (0.55) | 2.0 | (0.28) |
| Italy | 476 | (2.4) | 23.3 | (0.97) | 0.1 ! | (0.07) | 1.7 | (0.27) | 6.7 | (0.58) | 14.8 | (0.71) | 26.3 | (0.88) | 28.2 | (0.94) | 16.9 | (0.71) | 5.3 | (0.48) | 4.9 | (0.43) | 0.5 | (0.13) |
| Japan | 504 | (2.7) | 16.8 | (0.96) | 0.1 !! | (0.04) | 0.7 | (0.16) | 4.1 | (0.43) | 12.0 | (0.66) | 22.5 | (0.85) | 28.6 | (0.95) | 21.9 | (0.76) | 10.3 | (0.72) | 8.6 | (0.63) | 1.7 | (0.26) |
| Korea, Republic of | 514 | (2.9) | 15.1 | (0.91) | 0.1 !! | (0.06) | 1.1 | (0.20) | 4.3 | (0.38) | 9.6 | (0.66) | 19.6 | (0.69) | 27.6 | (0.80) | 24.6 | (0.82) | 13.1 | (0.87) | 10.8 | (0.65) | 2.3 | (0.36) |
| Latvia | 479 | (1.6) | 22.4 | (0.75) | \#!! | ( $\dagger$ ) | 0.6 | (0.14) | 5.2 | (0.44) | 16.6 | (0.61) | 27.4 | (0.85) | 28.8 | (0.84) | 16.6 | (0.73) | 4.8 | (0.43) | 4.4 | (0.43) | 0.4! | (0.14) |
| Lithuania | 476 | (1.5) | 24.4 | (0.75) | \#!! | ( $\dagger$ ) | 1.0 | (0.20) | 6.3 | (0.42) | 17.0 | (0.59) | 26.1 | (0.75) | 27.7 | (0.74) | 16.9 | (0.58) | 5.0 | (0.37) | 4.5 | (0.37) | 0.4 | (0.11) |
| Luxembourg | 470 | (1.1) | 29.3 | (0.57) | 0.2 !! | (0.09) | 2.4 | (0.23) | 9.2 | (0.44) | 17.6 | (0.59) | 23.7 | (0.67) | 23.5 | (0.74) | 15.9 | (0.62) | 7.6 | (0.49) | 6.4 | (0.44) | 1.3 | (0.18) |
| Mexico ${ }^{4}$ | 420 | (2.7) | 44.7 | (1.33) | \#!! | (t) | 2.5 | (0.40) | 13.1 | (0.79) | 29.1 | (1.10) | 31.7 | (1.00) | 17.5 | (0.88) | 5.3 | (0.64) | 0.8 | (0.19) | 0.7 | (0.19) | \#!! | ( $\dagger$ ) |
| Netherlands ${ }^{5}$ | 485 | (2.7) | 24.1 | (1.03) | 0.1 !! | (0.08) | 1.3 | (0.25) | 7.0 | (0.59) | 15.6 | (0.72) | 23.7 | (0.81) | 24.3 | (1.05) | 18.8 | (0.84) | 9.1 | (0.61) | 7.9 | (0.57) | 1.2 | (0.22) |
| New Zealand | 506 | (2.0) | 19.0 | (0.79) | 0.1 !! | (0.05) | 1.0 | (0.19) | 5.2 | (0.48) | 12.7 | (0.62) | 20.8 | (0.73) | 24.6 | (0.71) | 22.5 | (0.71) | 13.1 | (0.61) | 10.7 | (0.58) | 2.4 | (0.32) |
| Norway | 499 | (2.2) | 19.3 | (0.77) | 0.1 ! | (0.05) | 1.7 | (0.20) | 5.6 | (0.42) | 11.9 | (0.56) | 21.5 | (0.72) | 26.4 | (0.88) | 21.6 | (0.81) | 11.3 | (0.60) | 9.6 | (0.57) | 1.6 | (0.24) |
| Poland | 512 | (2.7) | 14.7 | (0.75) | \#!! | ( ${ }^{\text {) }}$ | 0.5 | (0.14) | 3.3 | (0.34) | 10.8 | (0.65) | 22.4 | (0.77) | 27.7 | (0.79) | 23.0 | (0.82) | 12.2 | (0.84) | 10.1 | (0.71) | 2.1 | (0.34) |
| Portugal ${ }^{6}$ | 492 | (2.4) | 20.2 | (0.92) | \#!! | ( $\dagger$ ) | 0.9 | (0.18) | 5.0 | (0.49) | 14.3 | (0.69) | 23.3 | (0.74) | 28.2 | (0.84) | 21.0 | (0.88) | 7.3 | (0.63) | 6.5 | (0.61) | 0.8 | (0.17) |
| Slovak Republic | 458 | (2.2) | 31.4 | (0.98) | 0.1 !! | (0.08) | 2.3 | (0.34) | 9.2 | (0.68) | 19.8 | (0.78) | 26.9 | (0.91) | 23.5 | (0.95) | 13.6 | (0.69) | 4.6 | (0.41) | 4.1 | (0.36) | 0.5! | (0.15) |
| Slovenia | 495 | (1.2) | 17.9 | (0.66) | \#!! |  | 0.6 | (0.16) | 4.3 | (0.39) | 12.9 | (0.54) | 24.5 | (0.75) | 29.5 | (0.88) | 20.3 | (0.68) | 7.8 | (0.46) | 6.8 | (0.47) | 1.0 | (0.22) |
| Spain ${ }^{7}$ |  | ( $\dagger$ ) |  | (t) | - 1 | ${ }_{\text {(t) }}^{(+)}$ | - | ( ${ }^{(1)}$ |  | (t) |  | (t) | , | ( $\dagger$ ) | 5 | ( $\dagger$ ) | - | (t) | , | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
| Sweden | 506 | (3.0) | 18.4 | (1.03) | 0.2 ! | (0.07) | 1.5 | (0.20) | 5.1 | (0.50) | 11.6 | (0.72) | 20.6 | (0.76) | 25.5 | (0.75) | 22.3 | (0.81) | 13.3 | (0.73) | 10.9 | (0.68) | 2.4 | (0.27) |
| Switzerland | 484 | (3.1) | 23.6 | (1.08) | 0.1 !! | (0.06) | 1.3 | (0.26) | 7.1 | (0.59) | 15.1 | (0.74) | 23.4 | (0.95) | 26.3 | (0.83) | 18.5 | (0.76) | 8.1 | (0.68) | 6.9 | (0.64) | 1.2 | (0.24) |
| Turkey ${ }^{4}$ | 466 | (2.2) | 26.1 | (1.05) | \#!! | ( $\dagger$ ) | 0.7 | (0.17) | 6.3 | (0.61) | 19.1 | (0.72) | 30.2 | (0.88) | 26.9 | (0.98) | 13.5 | (0.60) | 3.3 | (0.50) | 3.1 | (0.46) | 0.2! | (0.09) |
| United Kingdom | 504 | (2.6) | 17.3 | (0.89) | \#!! |  | 0.8 | (0.16) | 4.2 | (0.39) | 12.3 | (0.68) | 23.0 | (0.72) | 27.2 | (0.67) | 21.0 | (0.82) | 11.5 | (0.76) | 9.5 | (0.63) | 2.0 | (0.24) |
| United States ${ }^{5}$ | 505 | (3.6) | 19.3 | (1.11) | 0.1 !! | (0.05) | 1.1 | (0.25) | 5.4 | (0.47) | 12.7 | (0.76) | 21.1 | (0.80) | 24.7 | (0.77) | 21.4 | (0.84) | 13.5 | (0.86) | 10.7 | (0.72) | 2.8 | (0.36) |
| Non-OECD education systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Albania | 405 | (1.9) | 52.2 | (1.09) | 0.1 !! | (0.08) | 2.9 | (0.30) | 16.4 | (0.73) | 32.8 | (0.94) | 29.9 | (0.78) | 14.0 | (0.71) | 3.5 | (0.36) | 0.4 | (0.10) | 0.4 | (0.10) | \#! | ( $\dagger$ |
| Algeria | 402 | (3.0) | 52.1 | (1.35) | 1.3 | (0.23) | 6.7 | (0.57) | 17.4 | (0.73) | 26.7 | (0.87) | 25.7 | (0.82) | 16.2 | (0.71) | 5.3 | (0.46) | 0.7 | (0.16) | 0.7 | (0.15) | \#! | (t) |
| Baku (Azerbaijan) ${ }^{8}$ | 389 | (2.5) | 60.4 | (1.30) | 0.1 ! | (0.06) | 3.7 | (0.36) | 19.6 | (0.81) | 37.0 | (1.07) | 28.6 | (0.87) | 9.2 | (0.64) | 1.6 | (0.41) | 0.1 !! | (0.12) | 0.1 !! | (0.11) | \#! | ( $\dagger$ |
| Beijing, Shanghai, Jiangsu, Guangdong (China) | 555 | (2.7) | 5.2 | (0.61) | \#!! | ( $\dagger$ ) | 0.1 !! | (0.06) | 0.7 | (0.16) | 4.3 | (0.53) | 14.3 | (0.83) | 27.9 | (0.97) | 30.8 | (0.97) | 21.7 | (1.11) | 17.5 | (0.88) | 4.2 | (0.58) |
| Belarus | 474 | (2.4) | 23.4 | (1.04) | \#!! | ( $\dagger$ ) | 0.8 | (0.19) | 5.8 | (0.49) | 16.8 | (0.80) | 28.7 | (0.85) | 28.0 | (0.96) | 16.0 | (0.73) | 3.9 | (0.42) | 3.7 | (0.40) | 0.3 | (0.08) |
| Bosnia and Herzegovina | 403 | (2.9) | 53.7 | (1.64) | 0.1 !! | (0.06) | 2.8 | (0.37) | 17.5 | (0.97) | 33.2 | (1.06) | 28.8 | (1.13) | 14.3 | (0.91) | 3.0 | (0.39) | 0.2 ! | (0.07) | 0.2 ! | (0.07) | \# | ( + |
| Brazil ${ }^{4}$ | 413 | (2.1) | 50.0 | (0.90) | 0.4 | (0.10) | 5.3 | (0.40) | 17.7 | (0.57) | 26.7 | (0.66) | 24.5 | (0.62) | 16.3 | (0.60) | 7.4 | (0.46) | 1.8 | (0.24) | 1.7 | (0.22) | 0.2! | (0.06) |
| Brunei Darussalam | 408 | (0.9) | 51.8 | (0.61) | 0.3 ! | (0.12) | 5.4 | (0.32) | 19.1 | (0.53) | 27.0 | (0.74) | 24.5 | (0.57) | 15.5 | (0.51) | 6.9 | (0.33) | 1.3 | (0.22) | 1.3 | (0.21) | \#!! | (t) |
| Bulgaria ${ }^{4}$ | 420 | (3.9) | 47.1 | (1.69) | 0.3 ! | (0.10) | 4.6 | (0.63) | 17.1 | (1.09) | 25.1 | (0.93) | 24.9 | (0.97) | 17.3 | (0.94) | 8.4 | (0.70) | 2.3 | (0.36) | 2.2 | (0.32) | 0.2 ! | (0.07) |
| Chinese Taipei | 503 | (2.8) | 17.8 | (0.81) | 0.1 ! | (0.07) | 1.2 | (0.19) | 4.5 | (0.40) | 12.0 | (0.59) | 21.8 | (0.70) | 27.4 | (0.80) | 22.0 | (0.89) | 10.9 | (0.81) | 9.3 | (0.67) | 1.6 | (0.31) |

Table 602.50. Average reading literacy scores of 15-year-old students and percentage attaining reading literacy proficiency levels, by country or other education system: 2018-Continued
[Standard errors appear in parentheses]

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline \multirow[b]{3}{*}{Country or other education system} \& \multicolumn{2}{|l|}{\multirow[b]{3}{*}{Average reading literacy score \({ }^{1}\)}} \& \multicolumn{22}{|c|}{Percentage attaining reading literacy proficiency levels \({ }^{2}\)} \\
\hline \& \& \& \multicolumn{10}{|c|}{Below level 2} \& \multicolumn{2}{|r|}{\multirow[b]{2}{*}{At level 2}} \& \multicolumn{2}{|r|}{\multirow[b]{2}{*}{At level 3}} \& \multicolumn{2}{|r|}{\multirow[b]{2}{*}{At level 4}} \& \multicolumn{6}{|c|}{At or above level 5} \\
\hline \& \& \& \multicolumn{2}{|r|}{Total below level 2} \& \multicolumn{2}{|l|}{Below level 1c} \& \multicolumn{2}{|r|}{At level 1c} \& \multicolumn{2}{|r|}{At level 1b} \& \multicolumn{2}{|r|}{At level 1a} \& \& \& \& \& \& \& \multicolumn{2}{|l|}{Total at or above level 5} \& \multicolumn{2}{|r|}{At level 5} \& \multicolumn{2}{|r|}{At level 6} \\
\hline 1 \& \& 2 \& \& 3 \& \& 4 \& \& 5 \& \& 6 \& \& 7 \& \& 8 \& \& 9 \& \& 10 \& \& 11 \& \& 12 \& \& 13 \\
\hline Costa Rica \({ }^{4}\) \& 426 \& (3.4) \& 42.0 \& (1.62) \& 0.1 !! \& \& 1.8 \& (0.32) \& 11.3 \& (0.70) \& 28.9 \& (1.14) \& 32.1 \& (1.10) \& 19.4 \& (1.07) \& 5.9 \& (0.85) \& 0.6 \& (0.16) \& 0.6 \& (0.16) \& \# \& ( \(\dagger\) \\
\hline Croatia \& \[
479
\] \& (2.7) \& 21.6 \& (1.16) \& \& (t) \& 0.7 \& (0.16) \& 5.0 \& (0.53) \& 15.9 \& (0.76) \& 28.3 \& (0.86) \& 29.0 \& (1.00) \& 16.4 \& (0.82) \& 4.7 \& (0.47) \& 4.3 \& (0.45) \& 0.4 \& (0.09) \\
\hline Cyprus \& 424 \& (1.4) \& 43.7 \& (0.72) \& \& (0.09) \& 4.3 \& (0.33) \& 15.0 \& (0.58) \& 24.1 \& (0.77) \& 26.9 \& (0.70) \& 19.3 \& (0.65) \& 8.4 \& (0.39) \& 1.8 \& (0.21) \& 1.7 \& (0.21) \& 0.1!! \& (0.07) \\
\hline Dominican Republic \({ }^{4}\) \& 342 \& (2.9) \& 79.1 \& (1.29) \& 1.1 \& (0.25) \& 15.9 \& (0.91) \& 33.3 \& (1.06) \& 28.8 \& (1.01) \& 15.0 \& (0.91) \& 4.9 \& (0.54) \& 0.9 \& (0.22) \& 0.1 !! \& (0.06) \& 0.1 !! \& (0.06) \& \#!! \& (t) \\
\hline Georgia \& 380 \& (2.2) \& 64.4 \& (1.11) \& 0.4 ! \& (0.13) \& 7.0 \& (0.54) \& 24.2 \& (0.91) \& 32.8 \& (0.81) \& 22.9 \& (0.82) \& 10.1 \& (0.56) \& 2.4 \& (0.31) \& \& (0.10) \& 0.2 ! \& (0.10) \& \#!! \& ( + \\
\hline Hong Kong (China) \({ }^{5}\) \& 524 \& (2.7) \& 12.6 \& (0.76) \& 0.1 !! \& (0.05) \& 0.9 \& (0.22) \& 3.5 \& (0.41) \& 8.1 \& (0.58) \& 17.8 \& (0.72) \& 27.7 \& (0.70) \& 27.1 \& (0.80) \& 14.8 \& (0.73) \& 12.5 \& (0.62) \& 2.3 \& (0.26) \\
\hline Indonesia \& 371 \& (2.6) \& 69.9 \& (1.42) \& 0.2!! \& (0.11) \& 6.3 \& (0.65) \& 26.7 \& (1.03) \& 36.7 \& (1.11) \& 21.8 \& (0.99) \& 7.2 \& (0.77) \& 1.1 \& (0.24) \& 0.1 !! \& (0.04) \& 0.1 !! \& (0.04) \& \#!! \& \\
\hline Jordan \({ }^{4}\) \& 419 \& (2.9) \& 41.2 \& (1.40) \& 1.1 \& (0.22) \& 4.0 \& (0.50) \& 11.1 \& (0.70) \& 25.0 \& (0.85) \& 33.8 \& (1.00) \& 20.5 \& (0.92) \& 4.3 \& (0.45) \& 0.3 ! \& (0.09) \& 0.3 ! \& (0.09) \& \#!! \& \\
\hline Kazakhstan \& 387 \& (1.5) \& 64.2 \& (0.73) \& 0.1 !! \& (0.04) \& 3.5 \& (0.32) \& 22.2 \& (0.70) \& 38.4 \& (0.69) \& 23.9 \& (0.51) \& 8.9 \& (0.35) \& 2.6 \& (0.25) \& 0.4 \& (0.08) \& 0.4 \& (0.08) \& \#!! \& (t) \\
\hline Kosovo \& 353 \& (1.1) \& 78.7 \& (0.65) \& 0.3 ! \& (0.09) \& 8.7 \& (0.57) \& 31.7 \& (0.81) \& 38.0 \& (1.00) \& 17.5 \& (0.65) \& 3.6 \& (0.35) \& 0.2 ! \& (0.10) \& \& \& \& \& \# \& ( \(\dagger\) \\
\hline Lebanon \& 353 \& (4.3) \& 67.8 \& (1.52) \& 6.3 \& (0.65) \& 16.9 \& (1.03) \& 23.0 \& (0.93) \& 21.6 \& (0.84) \& 17.4 \& (0.92) \& 10.5 \& (0.68) \& 3.7 \& (0.48) \& 0.7 \& (0.16) \& 0.7 \& (0.16) \& \#!! \& ( \(\dagger\) \\
\hline Macao (China) \& 525 \& (1.2) \& 10.8 \& (0.53) \& \#!! \& ( \(\dagger\) ) \& 0.3 ! \& (0.11) \& 2.2 \& (0.25) \& 8.2 \& (0.56) \& 19.4 \& (0.75) \& 29.8 \& (0.83) \& 26.1 \& (0.73) \& 13.8 \& (0.64) \& 11.7 \& (0.60) \& 2.1 \& (0.25) \\
\hline Malaysia \({ }^{4}\) \& 415 \& (2.9) \& 45.8 \& (1.41) \& 0.2 ! \& (0.09) \& 3.6 \& (0.39) \& 14.2 \& (0.77) \& 27.9 \& (0.93) \& 31.4 \& (0.95) \& 17.9 \& (0.93) \& 4.3 \& (0.56) \& 0.5 ! \& (0.18) \& 0.5 ! \& (0.18) \& \#!! \& (t) \\
\hline Malta \& 448 \& (1.7) \& 35.9 \& (0.82) \& 0.7 ! \& (0.22) \& 4.8 \& (0.44) \& 11.9 \& (0.70) \& 18.5 \& (0.89) \& 23.7 \& (0.90) \& 21.7 \& (0.90) \& 13.4 \& (0.89) \& 5.3 \& (0.48) \& 4.5 \& (0.51) \& 0.9 \& (0.20) \\
\hline Moldova, Republic of \& 424 \& (2.4) \& 43.0 \& (1.15) \& 0.4 ! \& (0.14) \& 3.9 \& (0.46) \& 13.5 \& (0.66) \& 25.2 \& (0.82) \& 28.0 \& (0.93) \& 20.8 \& (0.94) \& 7.2 \& (0.62) \& 1.0 \& (0.28) \& 1.0 \& (0.27) \& \#!! \& ( \(\dagger\) \\
\hline Montenegro, Republic of \& 421 \& (1.1) \& 44.4 \& (0.69) \& 0.1 !! \& (0.06) \& 2.8 \& (0.27) \& 13.5 \& (0.53) \& 28.0 \& (0.68) \& 30.5 \& (0.64) \& 18.3 \& (0.56) \& 6.0 \& (0.40) \& 0.8 \& (0.22) \& \& (0.22) \& \#!! \& \\
\hline Morocco \({ }^{4}\) \& 359 \& (3.1) \& 73.3 \& (1.62) \& 0.3 \& (0.07) \& 8.8 \& (0.69) \& 30.8 \& (1.30) \& 33.4 \& (0.90) \& 20.6 \& (1.21) \& 5.6 \& (0.50) \& 0.5 \& (0.13) \& \& \& \& ( \(\dagger\) ) \& \# \& \\
\hline North Macedonia \& 393 \& (1.1) \& 55.1 \& (0.73) \& 1.6 \& (0.22) \& 7.3 \& (0.46) \& 18.3 \& (0.79) \& 27.9 \& (1.01) \& 26.6 \& (0.82) \& 14.4 \& (0.58) \& 3.5 \& (0.34) \& 0.3 ! \& (0.15) \& 0.3 ! \& (0.16) \& \#!! \& (t) \\
\hline Panama \({ }^{4}\) \& 377 \& (3.0) \& 64.3 \& (1.42) \& 1.0 \& (0.22) \& 8.4 \& (0.77) \& 23.4 \& (0.93) \& 31.5 \& (1.04) \& 23.0 \& (0.85) \& 9.9 \& (0.86) \& 2.6 \& (0.44) \& \& (0.09) \& \& (0.09) \& \#!! \& \\
\hline Peru \({ }^{4}\) \& \& (3.0) \& 54.3 \& (1.34) \& 0.4! \& (0.12) \& 5.5 \& (0.48) \& 19.6 \& (0.90) \& 28.9 \& (0.93) \& 25.8 \& (0.69) \& 14.3 \& (0.71) \& 4.8 \& (0.54) \& 0.8 \& (0.19) \& 0.7 \& (0.19) \& \#!! \& ( \(\dagger\) \\
\hline Philippines \({ }^{4}\) \& 340 \& (3.3) \& 80.6 \& (1.42) \& 0.5 \& (0.14) \& 15.1 \& (0.90) \& 38.3 \& (1.06) \& 26.7 \& (0.85) \& 13.1 \& (0.74) \& 5.1 \& (0.66) \& 1.1 \& (0.30) \& 0.1!! \& (0.04) \& 0.1 !! \& (0.04) \& \#!! \& ( \(\dagger\) \\
\hline Qatar \& 407 \& (0.8) \& 50.9 \& (0.43) \& 1.2 \& (0.12) \& 8.5 \& (0.30) \& 17.6 \& (0.39) \& 23.6 \& (0.49) \& 23.4 \& (0.43) \& 15.8 \& (0.36) \& 7.3 \& (0.26) \& 2.6 \& (0.16) \& 2.2 \& (0.17) \& 0.4 \& (0.08) \\
\hline Romania \({ }^{4}\) \& 428 \& (5.1) \& 40.8 \& (2.15) \& 0.8 ! \& (0.26) \& 4.3 \& (0.62) \& 12.9 \& (1.01) \& 22.8 \& (1.21) \& 28.1 \& (1.05) \& 20.9 \& (1.28) \& 8.7 \& (1.02) \& 1.4 \& (0.32) \& 1.3 \& (0.30) \& 0.1 !! \& (0.05) \\
\hline Russian Federation \& 479 \& (3.1) \& 22.1 \& (1.22) \& \& (0.03) \& \& (0.25) \& 5.6 \& (0.56) \& 15.5 \& (0.86) \& 28.1 \& (0.84) \& 28.0 \& (0.83) \& 16.4 \& (0.73) \& 5.4 \& (0.52) \& 4.8 \& (0.46) \& 0.6 \& (0.13) \\
\hline Saudi Arabia \& 399 \& (3.0) \& 52.4 \& (1.46) \& 0.5 \& (0.16) \& 5.3 \& (0.62) \& 17.0 \& (0.87) \& 29.4 \& (0.90) \& 30.4 \& (1.06) \& 14.6 \& (0.77) \& 2.6 \& (0.31) \& 0.1 !! \& (0.07) \& 0.1 !! \& (0.07) \& \# \& ( \(\dagger\) \\
\hline Serbia \& 439 \& (3.3) \& 37.7 \& (1.52) \& 0.1 !! \& (0.08) \& 2.7 \& (0.36) \& 12.2 \& (0.82) \& 22.7 \& (0.81) \& 27.8 \& (0.85) \& 21.8 \& (0.85) \& 10.1 \& (0.69) \& 2.5 \& (0.32) \& 2.4 \& (0.31) \& 0.2! \& (0.07) \\
\hline Singapore \& 549 \& (1.6) \& 11.2 \& (0.48) \& \& \& \& (0.09) \& 3.0 \& (0.30) \& 7.7 \& (0.38) \& 14.2 \& (0.53) \& 22.3 \& (0.65) \& 26.4 \& (0.59) \& 25.8 \& (0.69) \& 18.5 \& (0.68) \& \& (0.37) \\
\hline Thailand \({ }^{4}\) \& 393 \& (3.2) \& 59.5 \& (1.74) \& \& (0.05) \& \& \& 20.6 \& \& \& \& 26.0 \& \& \& \& \& \& \& \& \& (0.07) \& \& \\
\hline Ukraine \& 466 \& (3.5) \& 25.9 \& (1.44) \& 0.2 ! \& (0.08) \& \& (0.29) \& 7.2 \& (0.69) \& 16.7 \& (0.87) \& 27.7 \& (0.81) \& 28.5 \& (0.97) \& 14.5 \& (0.82) \& \& (0.48) \& \& (0.44) \& 0.2 !! \& (0.11) \\
\hline United Arab Emirates \& 432 \& (2.3) \& 42.9 \& (0.81) \& 0.6 \& (0.09) \& \& (0.33) \& 14.9 \& (0.49) \& 21.6 \& (0.44) \& 23.4 \& (0.53) \& 18.1 \& (0.50) \& 10.8 \& (0.55) \& 4.8 \& (0.28) \& 4.1 \& (0.28) \& 0.7 \& (0.11) \\
\hline Uruguay Vietnam \({ }^{9}\) \& 427 \& \[
\begin{array}{r}
(2.8) \\
(\dagger)
\end{array}
\] \& 41.9 \& \[
\begin{array}{r}
(1.28) \\
(t) \\
\hline
\end{array}
\] \& 0.3 ! \& \[
\begin{array}{r}
(0.10) \\
(\dagger)
\end{array}
\] \& \& \[
\begin{array}{r}
(0.40) \\
(\dagger)
\end{array}
\] \& \& \[
\begin{array}{r}
(0.76) \\
(\dagger)
\end{array}
\] \& 24.0 \& \[
\underset{(\dagger)}{(0.89)}
\] \& 28.1 \& \((1.10)\)
\((\dagger)\) \& 20.1 \& \[
\underset{(\dagger)}{(0.84)}
\] \& \& \[
\begin{array}{r}
(0.69) \\
(\dagger)
\end{array}
\] \& 1.5 \& \[
\begin{array}{r}
(0.25) \\
(+)
\end{array}
\] \& 1.5 \& \[
\underset{(\dagger)}{(0.24)}
\] \& \& \\
\hline \multicolumn{25}{|l|}{} \\
\hline \multicolumn{25}{|l|}{\multirow[t]{2}{*}{}} \\
\hline \multicolumn{11}{|l|}{\multirow[t]{2}{*}{!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. !!Interpret data with caution. Estimate could be unstable because the standard error represents more than 50 percent of}} \& \multicolumn{14}{|r|}{\multirow[t]{2}{*}{\({ }^{5}\) Did not meet 85 percent threshold for school participation. However, data are considered to be largely comparable with data from other countries or education systems.}} \\
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline \multicolumn{11}{|l|}{the estimate.
1Program for International Student Assessment (PISA) scores are reported on a scale from 0 to 1,000.} \& \multicolumn{14}{|r|}{\({ }^{6}\) Did not meet 80 percent threshold for student participation. However, data are considered to be largely comparable with data from other countries or education systems.} \\
\hline \multicolumn{11}{|l|}{\({ }^{2}\) To reach a particular proficiency level, a student must correctly answer a majority of items at that level. Students were} \& \multicolumn{14}{|l|}{\multirow[t]{2}{*}{\({ }^{7}\) Although Spain's PISA 2018 data met international technical standards, its reading literacy data show unusual student}} \\
\hline \multicolumn{11}{|l|}{\multirow[t]{2}{*}{classified into reading literacy levels according to their scores. Exact cut scores are as follows: below level 1 c (a score less than 189.33); level 1c (a score of at least 189.33 but less than 262.04); level 1 b (a score of at least 262.04 but less than}} \& \multicolumn{14}{|l|}{\multirow[t]{2}{*}{\begin{tabular}{l}
response behaviors that prevent these data from being reported at this time. \\
\({ }^{8}\) Less than 50 percent of the 15 -year-old population is covered by the PISA sample.
\end{tabular}}} \\
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline \multicolumn{11}{|l|}{\multirow[t]{2}{*}{334.75 ); level 1 a (a score of at least 334.75 but less than 407.47 ); level 2 (a score of at least 407.47 but less than 480.18 ); level 3 (a score of at least 480.18 but less than 552.89 ); level 4 (a score of at least 552.89 but less than 625.61 ); level 5}} \& \multicolumn{14}{|r|}{\multirow[t]{2}{*}{9

AOLthough Vietnam participated in PISA 2018 , technical problems with its data prevent results from being included in this table.
Num to totals because of rounding.}} <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \multicolumn{3}{|l|}{\multirow[t]{2}{*}{(a score of at least 625.61 but less than 698.32 ); and ${ }^{3}$ Refers to the mean of the data values for all Organ}} \& level 6 \& a score \& at least 6 \& 98.32). \& \& \& \& \& \multicolumn{2}{|r|}{\multirow[t]{2}{*}{NOTE: Deta SOURCE: (PISA), 20}} \& \multicolumn{2}{|l|}{\multirow[t]{2}{*}{ail may not sum to Organization for Ec 8. (This table was}} \& mic Co \& peratio \& nd Deve \& opmen \& OECD), P \& Program \& Internati \& onal Stu \& nt Ass \& ment <br>
\hline \& \& \& tion fo \& conom \& Coopera \& ation an \& evelo \& ent ( \& coun \& \& \& \& \& \& pared \& ecember \& 019.) \& \& \& \& \& \& \& <br>
\hline
\end{tabular}

Table 602.60. Average mathematics literacy scores of 15 -year-old students and percentage attaining mathematics literacy proficiency levels, by country or other education system:
[Standard errors appear in parentheses]

| Country or other education system | Average mathematics literacy score ${ }^{1}$ |  | Percentage attaining mathematics literacy proficiency levels ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Below level 2 |  |  |  |  |  | At level 2 |  | At level 3 |  | At level 4 |  | At or above level 5 |  |  |  |  |  |
|  |  |  | Total below level 2 |  | Below level 1 |  | At level 1 |  |  |  | Total at or above level 5 | At level 5 |  | At level 6 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  |  |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| OECD | 489 | (0.4) | 24.0 | (0.17) | 9.1 | (0.12) | 14.8 | (0.12) | 22.2 | (0.14) | 24.4 | (0.14) |  |  | 18.5 | (0.12) | 10.9 | (0.12) | 8.5 | (0.10) | 2.4 | (0.06) |
| Australia | 491 | (1.9) | 22.4 | (0.68) | 7.6 | (0.50) | 14.8 | (0.53) | 23.4 | (0.52) | 25.6 | (0.51) | 18.2 | (0.47) | 10.5 | (0.54) | 8.0 | (0.38) | 2.5 | (0.28) |
| Austria | 499 | (3.0) | 21.1 | (1.18) | 7.3 | (0.66) | 13.8 | (0.80) | 20.8 | (0.95) | 24.9 | (0.95) | 20.6 | (0.82) | 12.6 | (0.82) | 10.0 | (0.67) | 2.5 | (0.33) |
| Belgium | 508 | (2.3) | 19.7 | (0.89) | 6.9 | (0.65) | 12.8 | (0.64) | 18.6 | (0.65) | 23.8 | (0.76) | 22.2 | (0.75) | 15.7 | (0.87) | 12.5 | (0.63) | 3.2 | (0.40) |
| Canada | 512 | (2.4) | 16.3 | (0.72) | 5.0 | (0.40) | 11.3 | (0.52) | 20.8 | (0.61) | 25.9 | (0.57) | 21.7 | (0.74) | 15.3 | (0.70) | 11.3 | (0.49) | 4.0 | (0.33) |
| Chile |  | (2.4) | 51.9 | (1.32) | 24.7 | (1.11) | 27.2 | (0.95) | 25.5 | (0.89) | 15.6 | (0.76) | 5.7 | (0.48) | 1.2 | (0.18) | 1.1 | (0.17) | 0.1 ! | (0.05) |
| Colombia ${ }^{4}$Czech RepublicDenmarkEstoniaFinland | 391 | (3.0) | 65.4 | (1.57) | 35.5 | (1.69) | 29.9 | (1.22) | 21.1 | (0.91) | 10.0 | (0.69) | 3.1 | (0.38) | 0.5 | (0.14) | 0.5 | (0.14) | \#!! | ( $\dagger$ |
|  | 499 | (2.5) | 20.4 | (1.10) | 6.6 | (0.69) | 13.8 | (0.71) | 22.1 | (0.82) | 25.2 | (0.93) | 19.6 | (0.74) | 12.7 | (0.72) | 9.5 | (0.53) | 3.1 | (0.33) |
|  | 509 | (1.7) | 14.6 | (0.64) | 3.7 | (0.35) | 10.9 | (0.58) | 22.0 | (0.87) | 28.8 | (0.84) | 23.0 | (0.79) | 11.6 | (0.70) | 9.5 | (0.60) | 2.1 | (0.31) |
|  | 523 | (1.7) | 10.2 | (0.64) | 2.1 | (0.27) | 8.1 | (0.57) | 20.8 | (0.81) | 29.0 | (0.82) | 24.6 | (0.76) | 15.5 | (0.77) | 11.8 | (0.68) | 3.7 | (0.40) |
|  | 507 | (2.0) | 15.0 | (0.74) | 3.8 | (0.40) | 11.1 | (0.56) | 22.3 | (0.85) | 28.9 | (0.99) | 22.7 | (0.81) | 11.1 | (0.62) | 9.3 | (0.54) | 1.8 | (0.29) |
| France Germany Greece Hungary Iceland | 495 | (2.3) | 21.3 | (0.82) | 8.0 | (0.53) | 13.2 | (0.62) | 21.1 | (0.80) | 25.6 | (0.79) | 21.0 | (0.82) | 11.0 | (0.76) | 9.2 | (0.63) | 1.8 | (0.27) |
|  | 500 | (2.6) | 21.1 | (1.07) | 7.6 | (0.67) | 13.5 | (0.83) | 20.7 | (0.90) | 24.0 | (0.76) | 20.8 | (0.82) | 13.3 | (0.79) | 10.5 | (0.72) | 2.8 | (0.30) |
|  | 451 | (3.1) | 35.8 | (1.47) | 15.3 | (1.15) | 20.5 | (0.92) | 26.8 | (0.87) | 22.5 | (0.96) | 11.1 | (0.61) | 3.7 | (0.49) | 3.2 | (0.40) | 0.5 ! | (0.18) |
|  | 481 | (2.3) | 25.6 | (1.01) | 9.6 | (0.72) | 16.1 | (0.82) | 23.6 | (0.87) | 25.2 | (0.99) | 17.5 | (0.84) | 8.0 | (0.69) | 6.5 | (0.55) | 1.4 | (0.26) |
|  |  | (2.0) | 20.7 | (0.96) | 7.4 | (0.54) | 13.3 | (0.71) | 22.0 | (0.99) | 26.7 | (0.98) | 20.2 | (0.89) | 10.4 | (0.61) | 8.5 | (0.63) | 1.9 | (0.31) |
| Ireland <br> Israel <br> Italy <br> Japan <br> Korea, Republic of | 500 | (2.2) | 15.7 | (0.82) | 3.8 | (0.48) | 11.9 | (0.72) | 24.7 | (0.79) | 30.5 | (0.81) | 20.8 | (0.81) | 8.2 | (0.67) | 7.2 | (0.60) | 1.0 | (0.21) |
|  | 463 | (3.5) | 34.1 | (1.40) | 17.7 | (1.11) | 16.4 | (0.80) | 20.7 | (0.75) | 21.0 | (0.83) | 15.4 | (0.77) | 8.8 | (0.65) | 7.0 | (0.58) | 1.8 | (0.27) |
|  | 487 | (2.8) | 23.8 | (1.11) | 9.1 | (0.77) | 14.8 | (0.88) | 22.9 | (1.02) | 25.6 | (0.94) | 18.1 | (0.79) | 9.5 | (0.83) | 7.5 | (0.59) | 2.0 | (0.34) |
|  | 527 | (2.5) | 11.5 | (0.76) | 2.9 | (0.36) | 8.6 | (0.56) | 18.7 | (0.79) | 26.4 | (0.88) | 25.1 | (0.96) | 18.3 | (1.06) | 14.0 | (0.78) | 4.3 | (0.54) |
|  | 526 | (3.1) | 15.0 | (0.90) | 5.4 | (0.55) | 9.6 | (0.65) | 17.3 | (0.76) | 23.4 | (0.74) | 22.9 | (0.75) | 21.4 | (1.11) | 14.4 | (0.70) | 6.9 | (0.78) |
| Latvia <br> Lithuania <br> Luxembourg <br> Mexico ${ }^{4}$ <br> Netherlands ${ }^{5}$ | 496 | (2.0) | 17.3 | (1.01) | 4.4 | (0.48) | 12.9 | (0.80) | 25.8 | (0.92) | 29.4 | (1.03) | 19.0 | (0.80) | 8.5 | (0.59) | 7.1 | (0.54) | 1.4 | (0.23) |
|  | 481 | (2.0) | 25.6 | (0.92) | 9.3 | (0.61) | 16.4 | (0.71) | 24.2 | (0.72) | 25.2 | (0.86) | 16.5 | (0.80) | 8.4 | (0.51) | 6.8 | (0.49) | 1.7 | (0.23) |
|  | 483 | (1.1) | 27.2 | (0.70) | 10.9 | (0.62) | 16.4 | (0.62) | 21.7 | (0.85) | 22.6 | (0.75) | 17.7 | (0.69) | 10.8 | (0.56) | 8.6 | (0.50) | 2.3 | (0.34) |
|  | 409 | (2.5) | 56.2 | (1.39) | 26.0 | (1.19) | 30.3 | (0.91) | 26.4 | (0.93) | 13.1 | (0.77) | 3.7 | (0.46) | 0.5 | (0.13) | 0.5 | (0.12) | \#! | ( + ) |
|  | 519 | (2.6) | 15.8 | (1.08) | 4.5 | (0.57) | 11.2 | (0.70) | 19.0 | (1.04) | 23.2 | (1.09) | 23.6 | (0.94) | 18.4 | (0.97) | 14.2 | (0.78) | 4.3 | (0.49) |
| New Zealand <br> Norway <br> Poland <br> Portugal ${ }^{6}$ <br> Slovak Republic | 494 | (1.7) | 21.8 | (0.80) | 7.6 | (0.49) | 14.2 | (0.63) | 22.8 | (0.77) | 25.0 | (0.73) | 18.9 | (0.74) | 11.6 | (0.52) | 8.8 | (0.44) | 2.7 | (0.30) |
|  | 501 | (2.2) | 18.9 | (0.84) | 6.5 | (0.48) | 12.4 | (0.56) | 21.8 | (0.77) | 26.5 | (0.77) | 20.6 | (0.86) | 12.2 | (0.71) | 9.8 | (0.62) | 2.4 | (0.35) |
|  | 516 | (2.6) | 14.7 | (0.78) | 4.2 | (0.46) | 10.5 | (0.59) | 20.7 | (0.79) | 26.5 | (0.78) | 22.3 | (0.75) | 15.8 | (1.01) | 11.7 | (0.72) | 4.1 | (0.52) |
|  | 492 | (2.7) | 23.3 | (1.04) | 9.3 | (0.65) | 14.0 | (0.83) | 20.9 | (0.84) | 24.5 | (1.11) | 19.7 | (0.78) | 11.6 | (0.74) | 9.1 | (0.61) | 2.5 | (0.34) |
|  | 486 | (2.6) | 25.1 | (1.08) | 10.7 | (0.86) | 14.4 | (0.65) | 21.4 | (0.88) | 24.2 | (0.95) | 18.6 | (0.86) | 10.7 | (0.69) | 8.4 | (0.57) | 2.3 | (0.30) |
| Slovenia Spain ${ }^{7}$ Sweden Switzerland Turkey ${ }^{4}$ | 509 | (1.4) | 16.4 | (0.64) | 4.8 | (0.59) | 11.7 | (0.67) | 21.6 | (0.90) | 26.4 | (0.91) | 22.0 | (0.81) | 13.6 | (0.72) | 10.5 | (0.77) | 3.1 | (0.41) |
|  | 481 | (1.5) | 24.7 | (0.62) | 8.7 | (0.42) | 16.0 | (0.47) | 24.4 | (0.43) | 26.0 | (0.63) | 17.5 | (0.47) | 7.3 | (0.41) | 6.2 | (0.32) | 1.1 | (0.13) |
|  | 502 | (2.7) | 18.8 | (1.03) | 6.0 | (0.63) | 12.8 | (0.75) | 21.9 | (0.90) | 25.7 | (0.82) | 21.0 | (0.82) | 12.6 | (0.77) | 10.0 | (0.66) | 2.6 | (0.32) |
|  | 515 | (2.9) | 16.8 | (0.94) | 4.8 | (0.45) | 12.0 | (0.75) | 19.5 | (0.88) | 24.4 | (0.97) | 22.3 | (0.86) | 17.0 | (1.03) | 12.1 | (0.74) | 4.9 | (0.54) |
|  | 454 | (2.3) | 36.7 | (1.08) | 13.8 | (0.87) | 22.9 | (0.75) | 27.3 | (0.84) | 20.4 | (0.84) | 10.9 | (0.53) | 4.8 | (0.59) | 3.9 | (0.44) | 0.9 | (0.25) |
| United Kingdom United States ${ }^{5}$ | 502 | (2.6) | 19.2 | (0.90) | 6.4 | (0.54) | 12.8 | (0.63) | 22.0 | (0.78) | 25.5 | (0.68) | 20.4 | (0.70) | 12.9 | (0.79) | 9.8 | (0.64) | 3.1 | (0.36) |
|  | 478 | (3.2) | 27.1 | (1.38) | 10.2 | (0.85) | 16.9 | (0.90) | 24.2 | (0.98) | 24.1 | (0.96) | 16.3 | (0.94) | 8.3 | (0.80) | 6.8 | (0.73) | 1.5 | (0.29) |
| Non-OECD education systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Albania <br> Argentina Baku (Azerbaijan) ${ }^{8}$ Beijing, Shanghai, Jiangsu, Guangdong (China) Belarus | 437 | (2.4) | 42.4 | (1.38) | 16.9 | (0.87) | 25.5 | (0.88) | 28.6 | (0.98) | 19.3 | (0.85) | 7.5 | (0.66) | 2.3 | (0.27) | 2.0 | (0.24) | 0.3 ! | (0.13) |
|  | 379 | (2.8) | 69.0 | (1.31) | 40.5 | (1.58) | 28.5 | (1.04) | 19.6 | (0.88) | 8.8 | (0.65) | 2.3 | (0.26) | 0.3 | (0.09) | 0.3 | (0.10) | \#!! | ( ${ }_{\text {( }}$ |
|  | 420 | (2.8) | 50.7 | (1.33) | 24.7 | (1.00) | 26.1 | (0.82) | 25.2 | (0.85) | 15.7 | (0.71) | 6.4 | (0.59) | 2.0 | (0.32) | 1.7 | (0.27) | 0.3 ! | (0.10) |
|  | 591 | (2.5) | 2.4 | (0.38) | 0.5 | (0.15) | 1.9 | (0.30) | 6.9 | (0.52) | 17.5 | (0.78) | 28.9 | (0.98) | 44.3 | (1.34) | 27.8 | (0.97) | 16.5 | (1.15) |
|  | 472 | (2.7) | 29.4 | (1.09) | 11.4 | (0.73) | 18.0 | (0.72) | 24.7 | (0.86) | 23.4 | (0.75) | 15.2 | (0.75) | 7.3 | (0.64) | 6.1 | (0.53) | 1.2 | (0.24) |
| Bosnia and Herzegovin Brazil ${ }^{4}$ <br> Brunei Darussalam Bulgaria ${ }^{4}$ Chinese Taipei | 406 | (3.1) | 57.6 | (1.58) | 28.7 | (1.35) | 28.9 | (1.02) | 24.2 | (0.90) | 13.1 | (0.80) | 4.3 | (0.47) | 0.8 | (0.19) | 0.7 | (0.19) | 0.1 !! | (0.04) |
|  | 384 | (2.0) | 68.1 | (0.95) | 41.0 | (0.99) | 27.1 | (0.71) | 18.2 | (0.67) | 9.3 | (0.47) | 3.4 | (0.32) | 0.9 | (0.19) | 0.8 | (0.17) | 0.11 | (0.05) |
|  | 430 | (1.2) | 47.9 | (0.66) | 22.1 | (0.80) | 25.7 | (0.78) | 24.0 | (0.61) | 16.2 | (0.53) | 8.9 | (0.46) | 3.0 | (0.30) | 2.7 | (0.28) | 0.4 | (0.08) |
|  | 436 | (3.8) | 44.4 | (1.67) | 21.9 | (1.40) | 22.5 | (0.83) | 23.7 | (0.95) | 18.2 | (0.98) | 9.4 | (0.65) | 4.2 | (0.63) | 3.3 | (0.50) | 0.9 | (0.22) |
|  | 531 | (2.9) | 14.0 | (0.75) | 5.0 | (0.41) | 9.0 | (0.51) | 16.1 | (0.70) | 23.2 | (0.80) | 23.5 | (0.77) | 23.2 | (1.13) | 15.6 | (0.80) | 7.6 | (0.76) |

Table 602.60. Average mathematics literacy scores of 15 -year-old students and percentage attaining mathematics literacy proficiency levels, by country or other education system: 2018-Continued
[Standard errors appear in parentheses]


## -Not available.

†Not applicable.
Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
!!!nterpret data with caution. Estimate could be unstable because the standard error represents more than 50 percent of the estimate.
Program for International Student Assessment (PISA) scores are reported on a scale from 0 to 1,000.
${ }^{2}$ To reach a particular proficiency level, a student must correctly answer a majority of items at that level. Students were classified into mathematics literacy levels according to their scores. Exact cut scores are as follows: below level 1 (a score less than 357.77 ); level 1 (a score of at least 357.77 but less than 420.07 ); level 2 (a score of at least 420.07 but less than
482.38 ); level 3 (a score of at least 482.38 but less than 544.68 ); level 4 (a score of at least 544.68 but less than 606.99 ); level 5 (a score of at least 606.99 but less than 669.30 ); and level 6 (a score of at least 669.30 ). Refers to the mean of the data values for all Organization for Economic Cooperation and Development (OECD) cour
to which each country contributes equally, regardless of the absolute size of the student population of each country.
${ }^{4}$ At least 50 percent but less than 75 percent of the 15 -year-old population is covered by the Program for International Student Assessment (PISA) sample.
did not meet 85 percent threshold for school participation. However, data are considered to be largely comparable with Did not meet 80 percent threshold for student
data from other countries or education systems.
${ }^{\text {Althen}}$ 'Although Spain's PISA 2018 data met international technical standards, its reading literacy data show unusual student response behaviors that prevent these data from being reported at this time.
${ }^{8}$ Less than 50 percent of the 15 -year-old population is covered by the PISA sample
Although Vietnam participated in PISA 2018, technical problems with its data prevent results from being included in this table SOURCE: Organization for Economic Cooperation and Dev (PISA), 2018. (This table was prepared December 2019.)

Table 602.70. Average science literacy scores of 15 -year-old students and percentage attaining science literacy proficiency levels, by country or other education system: 2018

| Country or other education system | Average science literacy score ${ }^{1}$ |  | Percentage attaining science literacy proficiency levels ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Below level 2 |  |  |  |  |  |  |  | At level 2 |  | At level 3 |  | At level 4 |  | At or above level 5 |  |  |  |  |  |
|  |  |  | Total below level 2 |  | Below level 1b |  | At level 1b |  | At level 1a |  |  |  | Total at or above level 5 | At level 5 |  | At level 6 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  |  |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| OECD average $^{3}$ | 489 | (0.4) | 22.0 | (0.16) | 0.7 | (0.03) | 5.2 | (0.08) | 16.0 | (0.13) | 25.8 | (0.14) | 27.4 | (0.15) |  |  | 18.1 | (0.13) | 6.8 | (0.09) | 5.9 | (0.08) | 0.8 | (0.03) |
| Australia | 503 | (1.8) | 18.9 | (0.61) | 0.6 | (0.10) | 4.5 | (0.28) | 13.7 | (0.48) | 23.0 | (0.56) | 27.5 | (0.60) | 21.2 | (0.57) | 9.5 | (0.54) | 7.9 | (0.40) | 1.6 | (0.22) |
| Austria | 490 | (2.8) | 21.9 | (1.04) | 0.6 | (0.16) | 4.8 | (0.47) | 16.5 | (0.91) | 25.0 | (0.85) | 27.6 | (0.77) | 19.2 | (0.82) | 6.3 | (0.57) | 5.8 | (0.56) | 0.5 | (0.12) |
| Belgium | 499 | (2.2) | 20.0 | (0.86) | 0.6 | (0.15) | 5.3 | (0.48) | 14.2 | (0.63) | 22.2 | (0.75) | 28.4 | (0.80) | 21.3 | (0.69) | 8.0 | (0.46) | 7.3 | (0.41) | 0.7 | (0.15) |
| Canada | 518 | (2.2) | 13.4 | (0.55) | 0.4 | (0.07) | 2.6 | (0.20) | 10.5 | (0.43) | 22.4 | (0.57) | 29.3 | (0.63) | 23.5 | (0.66) | 11.3 | (0.58) | 9.5 | (0.46) | 1.8 | (0.23) |
| Chile | 444 | (2.4) | 35.3 | (1.23) | 1.0 | (0.21) | 8.8 | (0.67) | 25.5 | (1.00) | 33.1 | (0.98) | 22.6 | (0.96) | 7.9 | (0.56) | 1.0 | (0.18) | 1.0 | (0.18) | \#!! | ( $\dagger$ |
| Colombia ${ }^{4}$ | 413 | (3.1) | 50.4 | (1.68) | 2.1 | (0.33) | 15.3 | (1.12) | 33.0 | (1.07) | 29.6 | (1.21) | 15.4 | (0.84) | 4.2 | (0.44) | 0.4 | (0.11) | 0.4 | (0.11) | \#!! | ( $\dagger$ |
| Czech Republic | 497 | (2.5) | 18.8 | (1.05) | 0.4 ! | (0.13) | 3.9 | (0.45) | 14.5 | (0.82) | 25.9 | (0.97) | 28.7 | (0.96) | 19.1 | (0.84) | 7.5 | (0.52) | 6.6 | (0.48) | 1.0 | (0.18) |
| Denmark | 493 | (1.9) | 18.7 | (0.74) | 0.7 | (0.17) | 4.1 | (0.34) | 13.9 | (0.60) | 26.6 | (0.70) | 30.1 | (0.92) | 19.1 | (0.81) | 5.5 | (0.49) | 5.0 | (0.48) | 0.5 ! | (0.16) |
| Estonia | 530 | (1.9) | 8.8 | (0.61) | 0.1 !! | (0.06) | 1.1 | (0.21) | 7.5 | (0.55) | 21.5 | (0.74) | 32.1 | (0.90) | 25.4 | (0.83) | 12.2 | (0.55) | 10.2 | (0.53) | 2.0 | (0.24) |
| Finland | 522 | (2.5) | 12.9 | (0.71) | 0.4 | (0.12) | 2.8 | (0.33) | 9.7 | (0.55) | 21.1 | (0.71) | 28.9 | (0.84) | 24.9 | (0.83) | 12.3 | (0.68) | 10.5 | (0.62) | 1.8 | (0.34) |
| France | 493 | (2.2) | 20.5 | (0.77) | 0.6 | (0.17) | 5.0 | (0.42) | 14.9 | (0.75) | 24.6 | (0.89) | 28.3 | (0.75) | 20.0 | (0.88) | 6.6 | (0.54) | 5.9 | (0.50) | 0.6 | (0.14) |
| Germany | 503 | (2.9) | 19.6 | (0.98) | 0.8 | (0.21) | 5.0 | (0.52) | 13.8 | (0.74) | 22.0 | (0.95) | 26.9 | (0.93) | 21.5 | (0.99) | 10.0 | (0.63) | 8.5 | (0.58) | 1.5 | (0.21) |
| Greece | 452 | (3.1) | 31.7 | (1.47) | 1.2 | (0.28) | 8.1 | (0.75) | 22.4 | (0.96) | 31.6 | (0.93) | 26.0 | (1.03) | 9.3 | (0.65) | 1.3 | (0.24) | 1.3 | (0.23) | \#!! | ( $\dagger$ ) |
| Hungary | 481 | (2.3) | 24.1 | (0.91) | 0.6 ! | (0.22) | 5.7 | (0.58) | 17.8 | (0.86) | 26.1 | (0.96) | 28.1 | (0.86) | 17.0 | (0.74) | 4.7 | (0.54) | 4.3 | (0.49) | 0.4 | (0.11) |
| Iceland | 475 | (1.8) | 25.0 | (0.90) | 0.5 ! | (0.17) | 5.9 | (0.51) | 18.6 | (0.83) | 28.3 | (0.93) | 27.7 | (0.97) | 15.2 | (0.84) | 3.8 | (0.38) | 3.6 | (0.39) | 0.2 !! | (0.12) |
| Ireland | 496 | (2.2) | 17.0 | (0.81) | 0.3 ! | (0.11) | 3.3 | (0.35) | 13.4 | (0.69) | 26.9 | (0.90) | 31.3 | (0.85) | 19.0 | (0.70) | 5.8 | (0.56) | 5.4 | (0.51) | 0.5 ! | (0.18) |
| Israel | 462 | (3.6) | 33.1 | (1.40) | 3.2 | (0.44) | 10.7 | (0.74) | 19.2 | (0.90) | 23.1 | (0.87) | 22.9 | (0.83) | 15.1 | (0.78) | 5.8 | (0.51) | 5.2 | (0.43) | 0.7 | (0.14) |
| Italy | 468 | (2.4) | 25.9 | (1.04) | 1.1 | (0.23) | 6.6 | (0.55) | 18.2 | (0.88) | 30.2 | (1.00) | 27.8 | (1.09) | 13.4 | (0.73) | 2.7 | (0.40) | 2.6 | (0.37) | 0.2 ! | (0.07) |
| Japan | 529 | (2.6) | 10.8 | (0.77) | 0.2 ! | (0.07) | 1.8 | (0.26) | 8.9 | (0.62) | 19.9 | (0.78) | 29.7 | (1.05) | 26.5 | (0.94) | 13.1 | (0.87) | 11.4 | (0.70) | 1.6 | (0.28) |
| Korea, Republic of | 519 | (2.8) | 14.2 | (0.83) | 0.5 | (0.13) | 3.1 | (0.35) | 10.6 | (0.66) | 21.0 | (0.79) | 28.6 | (0.95) | 24.5 | (0.91) | 11.8 | (0.82) | 10.0 | (0.65) | 1.8 | (0.32) |
| Latvia | 487 | (1.8) | 18.5 | (0.79) | 0.3 ! | (0.10) | 3.4 | (0.37) | 14.8 | (0.68) | 29.5 | (0.81) | 31.5 | (1.09) | 16.8 | (0.76) | 3.7 | (0.38) | 3.5 | (0.39) | 0.3 ! | (0.11) |
| Lithuania | 482 | (1.6) | 22.2 | (0.85) | 0.5 ! | (0.16) | 4.7 | (0.40) | 17.0 | (0.75) | 28.4 | (0.83) | 28.7 | (0.77) | 16.3 | (0.60) | 4.4 | (0.33) | 4.0 | (0.34) | 0.5 | (0.11) |
| Luxembourg | 477 | (1.2) | 26.8 | (0.58) | 0.8 | (0.17) | 6.8 | (0.40) | 19.2 | (0.63) | 25.7 | (0.81) | 25.6 | (0.76) | 16.6 | (0.58) | 5.4 | (0.50) | 4.9 | (0.51) | 0.5 ! | (0.16) |
| Mexico ${ }^{4}$ | 419 | (2.6) | 46.8 | (1.43) | 1.0 | (0.26) | 11.6 | (0.97) | 34.2 | (1.27) | 33.9 | (0.93) | 15.5 | (0.87) | 3.5 | (0.47) | 0.3 ! | (0.10) | 0.3 ! | (0.10) | \# | ( $\dagger$ ) |
| Netherlands ${ }^{5}$ | 503 | (2.8) | 20.0 | (1.14) | 0.9 | (0.25) | 4.8 | (0.51) | 14.4 | (0.82) | 22.4 | (0.83) | 24.9 | (1.09) | 22.1 | (1.03) | 10.6 | (0.75) | 9.1 | (0.68) | 1.5 | (0.25) |
| New Zealand | 508 | (2.1) | 18.0 | (0.78) | 0.6 | (0.15) | 4.3 | (0.43) | 13.1 | (0.60) | 22.0 | (0.64) | 26.8 | (0.72) | 21.8 | (0.67) | 11.3 | (0.60) | 9.5 | (0.58) | 1.8 | (0.27) |
| Norway | 490 | (2.3) | 20.8 | (0.95) | 1.1 | (0.21) | 5.7 | (0.41) | 14.1 | (0.79) | 25.0 | (0.89) | 28.6 | (0.74) | 18.7 | (0.72) | 6.8 | (0.48) | 6.1 | (0.47) | 0.7 | (0.13) |
| Poland | 511 | (2.6) | 13.8 | (0.78) | 0.2!! | (0.11) | 2.5 | (0.34) | 11.1 | (0.67) | 24.9 | (0.84) | 30.0 | (0.97) | 22.0 | (0.81) | 9.3 | (0.81) | 8.1 | (0.71) | 1.2 | (0.25) |
| Portugal ${ }^{6}$ | 492 | (2.8) | 19.6 | (1.03) | 0.4 | (0.13) | 4.4 | (0.62) | 14.7 | (0.87) | 26.2 | (0.94) | 29.4 | (1.01) | 19.2 | (0.86) | 5.6 | (0.57) | 5.1 | (0.53) | 0.5 ! | (0.15) |
| Slovak Republic | 464 | (2.3) | 29.3 | (1.01) | 1.4 | (0.25) | 7.9 | (0.59) | 19.9 | (0.74) | 28.5 | (0.88) | 25.3 | (0.76) | 13.2 | (0.63) | 3.7 | (0.38) | 3.4 | (0.33) | 0.3 ! | (0.11) |
| Slovenia | 507 | (1.3) | 14.6 | (0.65) | 0.2 ! | (0.10) | 2.5 | (0.29) | 11.9 | (0.58) | 24.6 | (0.79) | 31.8 | (1.00) | 21.8 | (0.87) | 7.3 | (0.59) | 6.7 | (0.55) | 0.6 | (0.17) |
| Spain ${ }^{7}$ | 483 | (1.6) | 21.3 | (0.65) | 0.6 | (0.10) | 4.5 | (0.28) | 16.2 | (0.54) | 28.4 | (0.50) | 29.4 | (0.51) | 16.8 | (0.44) | 4.2 | (0.27) | 3.9 | (0.24) | 0.3 | (0.07) |
| Sweden | 499 | (3.1) | 19.0 | (1.06) | 0.6 | (0.16) | 4.6 | (0.52) | 13.8 | (0.74) | 24.0 | (0.69) | 28.0 | (0.85) | 20.7 | (0.93) | 8.3 | (0.56) | 7.3 | (0.52) | 1.0 | (0.18) |
| Switzerland | 495 | (3.0) | 20.2 | (0.98) | 0.4 ! | (0.14) | 4.6 | (0.48) | 15.2 | (0.75) | 24.9 | (0.87) | 27.8 | (0.94) | 19.3 | (1.02) | 7.8 | (0.74) | 6.9 | (0.69) | 0.9 | (0.17) |
| Turkey ${ }^{4}$ | 468 | (2.0) | 25.2 | (1.06) | 0.3 ! | (0.12) | 4.7 | (0.45) | 20.1 | (0.81) | 32.8 | (0.95) | 27.3 | (1.02) | 12.3 | (0.67) | 2.5 | (0.46) | 2.3 | (0.44) | 0.1 !! | (0.07) |
| United Kingdom | 505 | (2.6) | 17.4 | (0.93) | 0.6 | (0.15) | 3.9 | (0.41) | 12.9 | (0.65) | 24.0 | (0.82) | 28.1 | (0.76) | 20.8 |  | 9.7 | (0.61) | 8.2 | (0.55) | 1.5 | (0.22) |
| United States ${ }^{5}$ | 502 | (3.3) | 18.6 | (1.16) | 0.5 ! | (0.18) | 4.4 | (0.54) | 13.7 | (0.82) | 23.6 | (0.86) | 27.5 | (0.92) | 21.1 | (0.93) | 9.1 | (0.74) | 7.9 | (0.73) | 1.3 | (0.22) |
| Non-OECD education systems Albania Algeria Baku (Azerbaijan) ${ }^{8}$ Beijing, Shanghai, Jiangsu, Zhejiang (China) Belarus |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 417 | (2.0) | 47.0 | (1.26) | 1.5 | (0.24) | 11.7 | (0.65) | 33.7 | (1.00) | 34.8 | (1.06) | 15.1 | (0.70) | 2.9 | (0.31) | 0.2 ! | (0.07) | 0.2 ! | (0.07) | \#!! | ( $\dagger$ |
|  | 404 | (2.9) | 53.5 | (1.42) | 4.9 | (0.56) | 18.2 | (0.96) | 30.4 | (1.08) | 27.0 | (0.94) | 15.0 | (0.75) | 4.1 | (0.41) | 0.5 | (0.13) | 0.5 | (0.12) | \#!! | ( ${ }_{\text {( }}$ |
|  | 398 | (2.4) | 57.8 | (1.24) | 2.5 | (0.30) | 17.3 | (0.97) | 38.0 | (1.02) | 29.9 | (0.85) | 10.3 | (0.75) | 1.8 | (0.43) | 0.1! | (0.05) | 0.1 ! | (0.05) | \# | ( $\dagger$ ) |
|  | 590 | (2.7) | 2.1 | (0.34) | \#!! |  | 0.3 ! | (0.10) | 1.8 | (0.28) | 8.4 | (0.63) | 23.4 | (0.91) | 34.6 | (1.03) | 31.5 | (1.35) | 24.3 | (1.07) | 7.2 | (0.70) |
|  | 471 | (2.4) | 24.2 | (1.17) | 0.5 ! | (0.18) | 5.0 | (0.51) | 18.7 | (0.88) | 31.3 | (0.85) | 28.8 | (0.85) | 13.1 | (0.81) | 2.6 | (0.41) | 2.5 | (0.38) | 0.1 !! | (0.07) |
| Bosnia and Herzegovina | 398 | (2.7) | 56.8 | (1.56) | 2.9 | (0.41) | 18.2 | (0.94) | 35.6 | (1.01) | 29.4 | (1.19) | 11.7 | (0.87) | 1.9 | (0.28) | 0.1 !! | (0.07) | 0.1 !! | (0.07) | \# | ( $\dagger$ |
| Brazil ${ }^{4}$ | 404 | (2.1) | 55.4 | (0.98) | 4.0 | (0.40) | 19.9 | (0.69) | 31.4 | (0.82) | 25.3 | (0.69) | 13.9 | (0.67) | 4.6 | (0.42) | 0.8 | (0.16) | 0.8 | (0.15) | \#!! | ( $\dagger$ |
| Brunei Darussalam | 431 | (1.2) | 45.7 | (0.63) | 1.9 | (0.28) | 14.2 | (0.65) | 29.7 | (0.77) | 25.5 | (0.53) | 17.4 | (0.49) | 9.0 | (0.39) | 2.3 | (0.28) | 2.1 | (0.25) | 0.1 !! | (0.08) |
| Bulgaria ${ }^{4}$ | 424 | (3.6) | 46.5 | (1.61) | 3.0 | (0.50) | 15.3 | (1.01) | 28.3 | (0.92) | 26.7 | (1.11) | 17.9 | (0.87) | 7.4 | (0.64) | 1.5 | (0.34) | 1.4 | (0.32) | 0.1 !! | (0.06) |
| Chinese Taipei | 516 | (2.9) | 15.1 | (0.78) | 0.7 | (0.17) | 3.3 | (0.33) | 11.2 | (0.63) | 21.1 | (0.86) | 28.5 | (0.94) | 23.5 | (0.80) | 11.7 | (0.88) | 10.0 | (0.77) | 1.6 | (0.30) |



## -Not available.

†Not applicable.
\#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
!! Interpret data with caution. Estimate could be unstable because the standard error represents more than 50 percent of the estimate.
'Program for International Student Assessment (PISA) scores are reported on a scale from 0 to 1,000.
${ }^{2}$ To reach a particular proficiency level, a student must correctly answer a majority of items at that level. Students were classified int science 1 teracy levels according to their scores. Exact cut scores are as follows. belowt level 1 (a score tess
than 260.54 ); level 1 b a score of at least 260.54 but less than 334.94); level 1 a (a score of at least 334.94 but less than 409.54); level 2 (a score of at least 409.54 but less than 484.14); level 3 (a score of at least 484.14 but less than 558.73 ); level 4 (a score of at least 558.73 but less than 633.33 ); level 5 (a score of at least 633.33 but less than 707.93 ); and level 6 (a score of at least 707.93).
${ }^{3}$ Refers to the mean of the data values for all Organization for Economic Cooperation and Development (OECD) countries,
to which each country contributes equally, regardless of the absolute size of the student population of each country. to which each country contributes equally, regardless of the absolute size of the student population of each country.
${ }^{4}$ At least 50 percent but less than 75 percent of the 15 -year-old population is covered by the Program for International Student Assessment (PISA) sample.
${ }^{5}$ Did not meet 85 percent threshold for school participation. However, data are considered to be largely comparable with data from other countries or education systems.
${ }^{6}$ Did not meet 80 percent threshold for student participation. However, data are considered to be largely comparable with data from other countries or education systems.
${ }^{7}$ Although Spain's PISA 2018 data met international technical standards, its reading literacy data show unusual student response behaviors that prevent these data from being reported at this time.
Although Vietnam participated in PISA 2018, technical problems with its data sample.
vent results from being included in this table. OURCE: Organization for Economic Cooperation and D. (PISA), 2018. (This table was prepared December 2019.)

Table 603.10. Percentage of the population 25 to 64 years old who completed high school, by age group and country: Selected years, 2000 through 2018

| Country | 2000 |  | 2005 |  | 2010 |  | 2015 |  |  |  | 2017 |  |  |  | 2018 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, 25 to 64 years old | $\begin{gathered} 25 \text { to } 34 \\ \text { years old } \end{gathered}$ |  | $\begin{array}{r} 25 \text { to } 34 \\ \text { years old } \end{array}$ |  | $\begin{gathered} 25 \text { to } 34 \\ \text { years old } \end{gathered}$ |  |  | $\begin{array}{r} 25 \text { to } 34 \\ \text { years old } \end{array}$ |  |  |  | $\begin{array}{r} 25 \text { to } 34 \\ \text { years old } \end{array}$ |  | Total, 25 to 64 years old |  | 25 to 34 years old |  | 35 to 44 years old |  | 45 to 54 years old |  | 55 to 64 years old |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| OECD | 65.7 | 75.8 | 71.2 | 79.5 | 75.0 (0.06) | 81.7 (0.12) | 76.8 | (0.03) | 83.3 | (0.07) | 78.3 | (0.03) | 84.4 | (0.06) | 78.9 | (0.03) | 84.7 | (0.06) | 81.9 | (0.05) | 77.6 | (0.05) | 70.5 | (0.06) |
| Australia | 58.8 | 68.3 | 65.0 | 78.6 | 73.2 (-) | 84.8 (-) | 79.0 | (0.25) | 88.1 | (0.39) | 81.0 | (0.23) | 89.4 | (0.36) | 81.9 | (0.23) | 89.5 | (0.35) | 87.4 | (0.39) | 78.4 | (0.48) | 69.5 | (0.56) |
| Austria ${ }^{2}$ |  |  | 76.9 | 85.6 | 82.4 (0.12) | 87.8 (0.23) | 84.6 | (0.12) | 90.0 | (0.22) | 85.0 | (0.11) | 88.5 | (0.22) | 85.3 | (0.11) | 88.9 | (0.22) | 87.7 | (0.22) | 85.2 | (0.21) | 79.5 | (0.25) |
| Belgium | 58.5 | 75.3 | 66.1 | 80.9 | 70.5 (-) | 82.1 (-) | 74.7 | (0.19) | 82.5 | (0.35) | 76.8 | (0.15) | 83.4 | (0.29) | 78.2 | (0.15) | 85.4 | (0.27) | 83.0 | (0.27) | 78.8 | (0.28) | 65.8 | (0.31) |
| Canada ${ }^{2,3}$ | 80.7 | 88.3 | 85.2 | 90.8 | 88.3 (0.12) | 92.1 (0.19) | 90.4 | (0.11) | 93.3 | (0.17) | 91.1 | (0.12) | 93.5 | (0.18) | 91.6 | (0.12) | 93.9 | (0.17) | 94.0 | (0.18) | 91.9 | (0.19) | 86.8 | (0.24) |
| Chile |  |  |  |  | - ( $\dagger$ ) | - (t) | 64.9 | (0.13) | 83.2 | (0.20) | 67.4 | (0.14) | 85.2 | (0.21) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ |
| Colombia |  |  |  |  | ( $\dagger$ | - ( $\dagger$ | 50.4 | (0.08) | 66.9 | (0.14) | 53.8 | (0.08) | 70.0 | (0.13) | 55.2 | (0.08) | 70.5 | (0.13) | 60.0 | (0.16) | 44.2 | (0.17) | 34.6 | (0.17) |
| Czech Republic | 85.9 | 92.4 | 89.9 | 93.9 | 91.9 (-) | 94.2 (-) | 93.2 | (0.07) | 93.7 | (0.16) | 93.8 | (0.07) | 94.0 | (0.16) | 93.9 | (0.07) | 93.7 | (0.17) | 94.9 | (0.13) | 95.4 | (0.13) | 91.0 | (0.17) |
| Denmark | 79.8 | 86.9 | 81.0 | 87.4 | 75.6 (-) | 79.6 (-) | 80.4 | (0.17) | 83.6 | (0.36) | 81.3 | (0.18) | 83.3 | (0.37) | 80.9 | (0.14) | 82.6 | (0.30) | 84.1 | (0.28) | 82.0 | (0.27) | 74.9 | (0.29) |
| Estonia ${ }^{2}$ | 85.2 | 91.4 | 88.7 | 87.3 | 89.1 (0.30) | 86.5 (0.73) | 88.6 | (0.28) | 87.7 | (0.60) | 88.7 | (0.26) | 87.2 | (0.57) | 89.2 | (0.25) | 87.9 | (0.57) | 87.3 | (0.52) | 92.1 | (0.42) | 89.6 | (0.46) |
| Finland ${ }^{2}$ | 73.2 | 86.3 | 78.8 | 89.4 | 83.0 (-) | 90.8 (-) | 87.2 | (0.21) | 89.5 | (0.42) | 88.1 | (0.13) | 90.2 | (0.25) | 89.1 | (0.12) | 90.5 | (0.25) | 92.0 | (0.22) | 90.1 | (0.24) | 84.0 | (0.27) |
| France ${ }^{2}$ | 62.2 | 76.4 | 66.8 | 81.5 | 70.8 (-) | 83.8 (-) | 77.5 | (0.08) | 86.5 | (0.15) | 78.4 | (0.08) | 86.2 | (0.15) | 79.4 | (0.08) | 87.0 | (0.15) | 84.7 | (0.15) | 78.7 | (0.15) | 67.7 | (0.18) |
| Germany | 81.7 | 84.9 | 83.1 | 84.1 | 85.8 (-) | 86.5 (-) | 86.8 | (0.06) | 87.3 | (0.12) | 86.5 | (0.05) | 86.9 | (0.11) | 86.7 | (0.05) | 87.0 | (0.11) | 85.9 | (0.12) | 87.2 | (0.10) | 86.5 | (0.10) |
| Greece | 49.3 | 68.7 | 57.7 | 74.4 | 62.7 (0.12) | 75.5 (0.22) | 70.2 | (0.13) | 83.6 | (0.24) | 72.7 | (0.13) | 85.7 | (0.24) | 73.4 | (0.13) | 87.0 | (0.24) | 80.1 | (0.23) | 71.8 | (0.24) | 55.2 | (0.26) |
| Hungary ${ }^{2}$ | 69.2 | 81.3 | 76.4 | 85.0 | 81.3 (-) | 86.3 (-) | 83.2 | (0.10) | 86.0 | (0.21) | 84.0 | (0.11) | 86.0 | (0.23) | 84.9 | (0.11) | 86.7 | (0.23) | 86.2 | (0.20) | 85.6 | (0.21) | 80.7 | (0.22) |
| Iceland ${ }^{2}$ |  |  | 68.2 | 70.9 | 70.7 (0.48) | 73.6 (0.91) | 74.7 | (0.47) | 75.2 | (0.96) | 77.1 | (0.49) | 80.7 | (0.98) | 77.9 | (0.44) | 80.6 | (0.89) | 81.6 | (0.80) | 78.2 | (0.85) | 70.0 | (0.94) |
| Ireland | 57.3 | 73.0 | 64.5 | 81.1 | 72.8 (-) | 85.6 (-) | 79.8 | (0.13) | 90.8 | (0.19) | 82.0 | (0.14) | 91.9 | (0.22) | 83.2 | (0.14) | 92.4 | (0.23) | 88.8 | (0.23) | 80.5 | (0.29) | 67.5 | (0.36) |
| Israel |  |  | 78.9 | 85.5 | 82.1 (-) | 88.1 (-) | 85.5 | (-) | 91.2 | (-) | 87.4 | (0.09) | 92.4 | (0.13) |  |  |  |  |  |  |  |  |  | ( $\dagger$ ) |
| Italy | 42.1 | 56.4 | 50.1 | 65.9 | 55.2 (-) | 71.0 (-) | 59.9 | (0.09) | 74.4 | (0.19) | 60.9 | (0.09) | 74.8 | (0.19) | 61.7 | (0.09) | 75.9 | (0.19) | 67.5 | (0.18) | 56.8 | (0.17) | 50.2 | (0.17) |
| Japan <br> Korea, Republic of ${ }^{4}$ | 68.2 | 93.2 | 75.6 | 97.3 | 80.9 (t) | $9 \overline{7.9} \quad(\stackrel{\text { (') }}{-}$ | 85.8 |  | 98.3 |  | 87.6 | (0.17) | 98.0 |  | 88.2 |  | 97.8 |  | 97.8 | $\begin{array}{r} (t) \\ (0.14) \end{array}$ | 92.1 | $\begin{array}{r} \binom{+}{(0.26)} \end{array}$ | 65.4 |  |
| Latvia ${ }^{2}$ | 83.2 | 88.7 | 84.4 | 80.4 | 88.6 (0.23) | 83.7 (0.57) | 87.8 | (0.23) | 84.9 | (0.56) | 87.6 | (0.22) | 85.4 | (0.54) | 87.6 | (0.23) | 87.3 | (0.52) | 83.4 | (0.55) | 90.0 | (0.40) | 89.7 | (0.38) |
| Lithuania | 84.2 | 91.8 | 87.5 | 86.8 | 91.9 (0.14) | 88.3 (0.41) | 91.4 | (0.16) | 89.7 | (0.43) | 92.8 | (0.14) | 92.9 | (0.35) | 93.0 | (0.14) | 93.4 | (0.33) | 87.7 | (0.39) | 95.1 | (0.21) | 95.0 | (0.20) |
| Luxembourg | 60.9 | 68.2 | 65.9 | 76.5 | 77.7 (-) | 84.0 (-) | 74.6 | (0.33) | 84.5 | (0.59) | 76.7 | (0.36) | 87.3 | (0.65) | 77.2 | (0.23) | 86.9 | (0.35) | 80.9 | (0.40) | 72.3 | (0.45) | 65.5 | (0.67) |
| Mexico ${ }^{2}$ | 29.1 | 37.1 | 28.2 | 33.7 | 32.1 (0.11) | 38.3 (0.20) | 35.7 | (0.11) | 45.0 | (0.21) | 37.7 | (0.11) | 48.1 | (0.21) | 39.1 | (0.11) | 50.1 | (0.21) | 37.9 | (0.21) | 34.7 | (0.22) | 28.8 | (0.25) |
| Netherlands ${ }^{5}$ | 64.9 | 74.3 | 71.8 | 81.3 | 73.0 (-) | 82.7 (-) | 76.4 | (-) | 85.6 | (-) | 78.4 | (0.09) | 86.7 | (0.17) | 79.0 | (0.08) | 87.1 | (0.15) | 84.4 | (0.15) | 77.2 | (0.16) | 68.5 | (0.17) |
| New Zealand | - | - | - | - | - ( $\dagger$ ) | - ( $\dagger$ ) | 74.7 | (-) | 81.0 | $(-)$ | 78.9 | (0.30) | 85.0 | (0.55) | 80.5 | (0.29) | 86.7 | (0.51) | 84.4 | (0.54) | 77.7 | (0.59) | 71.8 | (0.66) |
| Norway ${ }^{2}$ |  | - | 77.2 | 83.5 | 80.6 (-) | 82.9 (-) | 82.4 | (0.17) | 81.3 | (0.35) | 82.0 | (0.16) | 80.7 | (0.34) | 82.5 | (0.16) | 82.2 | (0.33) | 84.9 | (0.30) | 83.1 | (0.30) | 79.4 | (0.35) |
| Poland ${ }^{4}$ | 79.9 | 89.4 | 85.1 | 92.0 | 88.5 (-) | 93.6 (-) | 90.8 | (-) | 93.9 | (-) | 92.1 | (0.07) | 94.5 | (0.12) | 92.4 | (0.07) | 94.4 | (0.12) | 94.6 | (0.12) | 92.3 | (0.15) | 88.2 | (0.15) |
| Portugal ${ }^{2}$ | 19.4 | 31.8 | 26.5 | 42.8 | 31.9 (-) | 52.1 (-) | 45.1 | (0.17) | 66.7 | (0.39) | 48.0 | (0.17) | 69.6 | (0.41) | 49.8 | (0.18) | 71.5 | (0.41) | 60.6 | (0.34) | 42.8 | (0.32) | 28.3 | (0.29) |
| Slovak Republic | 83.8 | 93.7 | 87.9 | 92.8 | 91.0 (-) | 94.1 (-) | 91.3 | (0.25) | 92.8 | (0.49) | 91.3 | (0.26) | 91.3 | (0.57) | 91.6 | (0.25) | 91.9 | (0.56) | 92.7 | (0.49) | 93.1 | (0.47) | 88.3 | (0.52) |
| Slovenia ${ }^{5}$ | 74.8 | 85.4 | 80.3 | 91.2 | 83.3 (-) | 93.5 (-) | 86.8 | (0.18) | 94.1 | (0.27) | 87.7 | (0.17) | 94.4 | (0.27) | 88.1 | (0.17) | 94.3 | (0.27) | 93.2 | (0.28) | 86.6 | (0.34) | 79.2 | (0.40) |
| Spain ${ }^{2}$ | 38.6 | 55.6 | 48.8 | 64.5 | 52.9 (0.08) | 65.3 (0.16) | 57.4 | (0.08) | 65.6 | (0.19) | 59.1 | (0.08) | 66.2 | (0.20) | 60.1 | (0.08) | 67.7 | (0.19) | 67.7 | (0.16) | 58.5 | (0.15) | 45.9 | (0.16) |
| Sweden | 77.6 | 87.3 | 83.6 | 90.6 | 86.3 (0.08) | 90.8 (0.14) | 82.0 | (0.10) | 82.3 | (0.20) | 83.0 | (0.10) | 83.0 | (0.20) | 83.2 | (0.10) | 82.7 | (0.20) | 84.1 | (0.19) | 85.7 | (0.18) | 80.0 | (0.21) |
| Switzerland | 83.9 | 89.8 | 85.2 | 89.8 | 85.0 (0.12) | 87.8 (0.26) | 87.3 | (0.11) | 91.0 | (0.24) | 87.8 | (0.12) | 91.9 | (0.23) | 88.4 | (0.11) | 92.9 | (0.22) | 89.3 | (0.21) | 87.2 | (0.21) | 84.2 | (0.25) |
| Turkey ${ }^{4}$ | 23.3 | 27.7 | 28.1 | 36.8 | 31.2 (-) | 42.2 (-) | 37.0 | (-) | 52.1 | (-) | 39.3 | (0.10) | 55.5 | (0.19) | 40.2 | (0.10) | 57.2 | (0.20) | 42.4 | (0.18) | 26.7 | (0.18) | 23.7 | (0.19) |
| United Kingdom ${ }^{6}$ | 62.6 | 66.8 | 66.8 | 73.1 |  | 82.9 (-) | 79.6 | (0.18) | 86.2 | (0.33) | 81.2 | (0.18) | 87.5 | (0.32) | 79.3 | (0.19) | 84.9 | (0.36) | 84.2 | (0.35) | 76.1 | (0.39) | 71.3 | (0.43) |
| United States ${ }^{2}$ | 87.4 | 88.2 | 87.8 | 86.7 | 89.0 (0.10) | 88.4 (0.19) | 89.5 | (0.10) | 90.5 | (0.18) | 90.6 | (0.09) | 92.1 | (0.17) | 90.8 | (0.10) | 92.4 | (0.17) | 90.4 | (0.19) | 90.2 | (0.19) | 90.1 | (0.21) |
| Other reporting countries China ${ }^{2}$ Russian Federation ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | - | - | - | - | 24.5 (-) | 35.7 (-) | - |  | - |  | - | ( $\dagger$ | - |  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ | - | ( $\dagger$ |
|  | - | - | - | - | 92.8 (0.03) | 92.6 (0.07) | 93.7 | (0.03) | 93.5 | (0.06) | 95.2 | (-) | 95.47 | (-) | - | (t) | - | (t) | - | (t) | - | ( $\dagger$ | - | ( $\dagger$ |

## $\dagger$ Not applicable.

Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of OECD in that year. Standard errors for the OECD average were estimated by the National Center for Education Statistics (NCES).
Classification of Education (ISCED), the footnoted countries revised earlier years' data ISCED, which is the most recent. Most of these countries revised all of their data for years prior to 2015. The exceptions are Mexico (which revised only 2005 and 2010 data) and Spain (which revised only 2010 data).
3/ll standard errors shown for Canada were calculated by Statistics Canada.
${ }_{4}$ For 2017 and 2018 ,
${ }^{4}$ For 2017 and 2018, standard errors were estimated by NCES
${ }^{5}$ For 2017, standard errors were estimated by NCES.

Data include some persons who completed a sufficient number of certain types of programs, any one of which individuall would be classified as a program that only partially completes the high school (or upper secondary) level of education. NOTE: The International Standard Classification of Education (ISCED) was revised in 2011 . Unless otherwise noted, all data
for years prior to 2015 were calculated using the previous version, ISCED 1997. ISCED 2011 was used to calculate all data for years prior to 2015 were calculated using the previous version, ISCED 1997. ISCED 2011 was used to calculate all data
for 2015 and later years. Except where otherwise noted, data in this table refer to degrees classified under ISCED 2011 for 2015 and later years. Except where otherwise noted, data in this table refer to degrees classified under ISCED 2011
as completing level 3 (upper secondary education) or to comparable degrees under ISCED 1997. For more information on OECD and NCES estimation methodology used for this table, see the "Online Education Database" section of the entry for OECD in Appendix A: Guide to Sources. Standard errors for 2000 and 2005 have been excluded due to limited data availability. Some data have been revised from previously published figures.
SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved September 23, 2019, from https://stats.oecd.org/Index.aspx. Eurostat, unpublished tabulations on population by age group.
(This table was prepared September 2019.) (This table was prepared September 2019.)

Table 603.20. Percentage of the population 25 to 64 years old who attained any postsecondary degree, by age group and country: Selected years, 2000 through 2018
[Standard errors appear in parentheses]


## -Not available.

${ }^{1}$ 'Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of OECD in that year. Standard errors for the OECD average were estimated by the National Center for Education Statistics (NCES).
'Although all data for years prior to 2015 were originally calculated using the 1997 version of the International Standard Classification of Education (ISCED), the footnoted countries revised earlier years' data to align with the 2011 version of SCED, which is the most recent. Most of these countries revised all of their data for years prior to 2015. The exception ${ }^{3}$ All standard errors shown for Canada were calculated by Statistics Canada.
${ }^{4}$ For 2017 and 2018, standard errors were estimated by NCES.
${ }^{5}$ Data for all years include some postsecondary nontertiary awards (i.e., awards that are below the associate's degree level).
${ }^{6}$ For 2017, standard errors were estimated by NCES.
NOTE: Data in this table include all tertiary degrees, which correspond to all degrees at the associate's level and above in the United States. The International Standard Classification of Education (ISCED) was revised in 2011. Unless otherwise noted, all data for years prior to 2015 were calculated using the previous version, ISCED 1997 . ISCED 2011 was used to
calculate all data for 2015 and later years. Under ISCED 2011, tertiary degrees are classified at the following levels: level 5 (corresponding to an associate's degree in the United States), level 6 (a bachelor's or equivalent degree), level 7 (a master's or equivalent degree), and level 8 (a doctoral or equivalent degree). For more information on OECD and NCES estimation methodology used for this table, see the "Online Education Database" section of the entry for OECD in Appendix A: Guide revised from previously published figures. SOURCE: Organization for Economic C
September 23, 2019, from https://stats.oecd.org/Index.aspx. Eurostat, unpublished tabulations on population by age group. (This table was prepared September 2019.)

Table 603.30. Percentage of the population 25 to 64 years old who attained a postsecondary degree, by highest degree attained, age group, and country: 2018


See notes at end of table.

Table 603.30. Percentage of the population 25 to 64 years old who attained a postsecondary degree, by highest degree attained, age group, and country: 2018-Continued
[Standard errors appear in parentheses]

| Country | Master's or equivalent degree |  |  |  |  |  |  |  |  |  | Doctoral or equivalent degree |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, 25 to 64 years old |  | 25 to 34 years old |  | 35 to 44 years old |  | 45 to 54 years old |  | 55 to 64 years old |  | Total, 25 to 64 years old |  | 25 to 34 years old |  | 35 to 44 years old |  | 45 to 54 years old |  | 55 to 64 years old |  |
| 1 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |  | 17 |  | 18 |  | 19 |  | 20 |  | 21 |
| OECD average ${ }^{1}$ | 12.7 | (0.03) | 14.3 | (0.06) | 15.4 | (0.06) | 11.5 | (0.05) | 9.2 | (0.05) | 1.1 | (0.01) | 0.9 | (0.02) | 1.5 | (0.02) | 1.2 | (0.02) | 1.0 | (0.02) |
| Australia | 7.2 | (0.15) | 8.9 | (0.33) | 9.3 | (0.34) | 5.6 | (0.27) | 4.3 | (0.25) | 1.2 | (0.06) | 0.7 | (0.09) | 1.3 | (0.13) | 1.5 | (0.14) | 1.3 | (0.14) |
| Austria | 12.7 | (0.11) | 14.6 | (0.25) | 17.4 | (0.25) | 10.9 | (0.18) | 8.4 | (0.17) | 1.1 | (0.03) | 0.6 | (0.05) | 1.7 | (0.09) | 1.2 | (0.06) | 1.0 | (0.06) |
| Belgium | 16.7 | (0.13) | 20.7 | (0.31) | 19.2 | (0.28) | 15.7 | (0.25) | 11.4 | (0.21) | 0.8 | (0.03) | 0.7 | (0.07) | 1.4 | (0.09) | 0.7 | (0.06) | 0.6 | (0.05) |
| Canada ${ }^{2,3}$ | 10.3 | (0.15) | 10.5 | (0.27) | 12.4 | (0.29) | 10.2 | (0.26) | 8.0 | (0.21) | $\left.{ }^{[2]}\right]$ | (t) | ${ }^{[2]}$ | (t) | ${ }^{[2]}$ | (t) | ${ }^{[2]}$ | (t) | ${ }^{[2]}$ | (t) |
| Chile ${ }^{2,4}$ | 1.7 | (0.04) | 1.5 | (0.07) | 2.6 | (0.10) | 1.6 | (0.07) | 1.2 | (0.07) | [2] | ( $\dagger$ ) | [2] | ( $\dagger$ ) | [2] | ( $\dagger$ ) | $\left.{ }^{2}\right]$ | ( $\dagger$ ) | ${ }^{[2]}$ | ( $\dagger$ |
| Colombia ${ }^{5}$, ${ }^{\text {a }}$ | [6] | ( $\dagger$ ) | [ ${ }^{\text {a }}$ | ( $\dagger$ | [ ${ }^{\text {b }}$ | ( $\dagger$ | [ $]$ | ( $\dagger$ ) | [ ${ }^{\text {] }}$ | ( $\dagger$ ) | [ ${ }^{\text {c }}$ | ( $\dagger$ | [ $]$ | ( $\dagger$ ) | [6] | ( $\dagger$ | [6] | ( $\dagger$ ) | [ 6 | ( $\dagger$ |
| Czech Republic | 17.3 | (0.12) | 20.2 | (0.28) | 18.4 | (0.23) | 15.6 | (0.22) | 14.7 | (0.21) | 0.7 | (0.03) | 0.4 | (0.04) | 1.1 | (0.06) | 0.6 | (0.05) | 0.5 | (0.04) |
| Denmark | 13.1 | (0.12) | 17.5 | (0.30) | 16.6 | (0.29) | 11.2 | (0.22) | 7.7 | (0.18) | 1.4 | (0.04) | 1.0 | (0.08) | 2.2 | (0.11) | 1.5 | (0.09) | 0.8 | (0.06) |
| Estonia | 21.3 | (0.32) | 16.3 | (0.65) | 22.5 | (0.66) | 22.8 | (0.65) | 24.1 | (0.64) | 0.7 | (0.07) | 0.6 | (0.14) | 1.2 | (0.17) | 0.6 | (0.12) | 0.6 | (0.11) |
| Finland | 15.3 | (0.14) | 14.2 | (0.30) | 20.8 | (0.33) | 16.1 | (0.29) | 10.6 | (0.23) | 1.2 | (0.04) | 0.4 | (0.06) | 1.6 | (0.10) | 1.5 | (0.10) | 1.4 | (0.09) |
| France | 11.4 | (0.06) | 19.5 | (0.18) | 13.1 | (0.14) | 7.5 | (0.10) | 6.3 | (0.09) | 0.9 | (0.02) | 0.6 | (0.04) | 1.2 | (0.04) | 0.9 | (0.04) | 0.8 | (0.03) |
| Germany | 11.7 | (0.05) | 13.9 | (0.12) | 13.9 | (0.12) | 10.1 | (0.09) | 9.7 | (0.09) | 1.4 | (0.02) | 0.8 | (0.03) | 1.9 | (0.05) | 1.5 | (0.04) | 1.3 | (0.03) |
| Greece | 3.7 | (0.05) | 5.1 | (0.16) | 5.4 | (0.13) | 2.9 | (0.09) | 1.6 | (0.07) | 0.6 | (0.02) | 0.1 | (0.02) | 0.9 | (0.05) | 0.9 | (0.05) | 0.6 | (0.04) |
| Hungary | 10.3 | (0.09) | 14.8 | (0.24) | 11.6 | (0.19) | 8.6 | (0.17) | 6.4 | (0.14) | 0.7 | (0.03) | 0.4 | (0.04) | 0.7 | (0.05) | 1.1 | (0.06) | 0.7 | (0.05) |
| Iceland | 17.5 | (0.40) | 18.1 | (0.86) | 22.7 | (0.86) | 17.6 | (0.78) | 10.9 | (0.64) | 1.3 | (0.12) | 0.4 ! | (0.15) | 1.3 | (0.24) | 1.6 | (0.26) | 2.2 | (0.30) |
| Ireland | 11.5 | (0.12) | 14.1 | (0.30) | 14.1 | (0.25) | 10.2 | (0.22) | 6.4 | (0.19) | 1.3 | (0.04) | 1.3 | (0.10) | 1.6 | (0.09) | 1.2 | (0.08) | 1.0 | (0.08) |
| Israel | 12.0 | (0.08) | 7.6 | (0.13) | 14.3 | (0.17) | 14.4 | (0.19) | 12.7 | (0.18) | 1.3 | (0.03) | 0.4 | (0.03) | 1.4 | (0.06) | 1.8 | (0.07) | 2.0 | (0.08) |
| Italy | 14.3 | (0.07) | 15.8 | (0.17) | 17.6 | (0.14) | 13.1 | (0.11) | 11.3 | (0.11) | 0.5 | (0.01) | 0.4 | (0.03) | 0.9 | (0.04) | 0.5 | (0.02) | 0.2 | (0.02) |
| Japan ${ }^{6,7,8}$ | [ ${ }^{6}$ ] | ( $\dagger$ ) | [ ${ }^{6}$ ] | ( $\dagger$ ) | [ ${ }^{6}$ ] | (t) | [ ${ }^{6}$ ] | ( $\dagger$ ) | [ ${ }^{\text {[ }}$ | ( $\dagger$ ) | ${ }^{[6]}$ | (t) | ${ }^{[9]}$ | (t) | [ ${ }^{[1]}$ | ( $\dagger$ ) | ${ }^{[6]}$ | (t) | ${ }^{[6]}$ | ( $\dagger$ ) |
| Korea, Republic of ${ }^{2}$ | 4.7 | (0.11) | 3.2 | (0.17) | 6.2 | (0.22) | 5.1 | (0.21) | 3.8 | (0.24) | [2] | ( $\dagger$ ) | [2] | ( $\dagger$ ) | [2] | ( $\dagger$ ) | [2] | (t) | [2] | ( + |
| Latvia | 13.3 | (0.24) | 10.4 | (0.48) | 14.0 | (0.52) | 13.4 | (0.45) | 15.4 | (0.45) | 0.4 | (0.04) | 0.3 | (0.09) | 0.4 | (0.09) | 0.4 | (0.08) | 0.4 | (0.08) |
| Lithuania | 14.4 | (0.19) | 15.4 | (0.48) | 15.7 | (0.43) | 12.7 | (0.32) | 13.9 | (0.32) | 0.6 | (0.04) | 0.5 | (0.09) | 0.8 | (0.11) | 0.5 | (0.07) | 0.6 | (0.07) |
| Luxembourg | 22.5 | (0.23) | 31.0 | (0.48) | 26.9 | (0.45) | 17.9 | (0.39) | 10.8 | (0.44) | 2.2 | (0.08) | 1.8 | (0.14) | 2.7 | (0.16) | 2.1 | (0.15) | 2.0 | (0.20) |
| Mexico | 1.5 | (0.03) | 1.3 | (0.05) | 1.6 | (0.06) | 1.7 | (0.06) | 1.5 | (0.07) | 0.1 | (0.01) | \# | ( $\dagger$ ) | 0.1 | (0.01) | 0.1 | (0.01) | 0.1 | (0.02) |
| Netherlands | 13.3 | (0.07) | 17.7 | (0.17) | 15.3 | (0.15) | 11.9 | (0.12) | 9.0 | (0.10) | 0.7 | (0.02) | 0.6 | (0.03) | 1.1 | (0.04) | 0.8 | (0.03) | 0.6 | (0.03) |
| New Zealand | 5.1 | (0.16) | 4.6 | (0.31) | 5.9 | (0.35) | 5.6 | (0.33) | 4.1 | (0.29) | 1.1 | (0.08) | 0.6 | (0.11) | 1.4 | (0.17) | 1.5 | (0.18) | 1.1 | (0.15) |
| Norway | 11.5 | (0.13) | 14.1 | (0.30) | 14.1 | (0.29) | 10.0 | (0.24) | 7.3 | (0.22) | 1.1 | (0.04) | 0.7 | (0.07) | 1.5 | (0.10) | 1.5 | (0.10) | 0.7 | (0.07) |
| Poland ${ }^{8}$ | 23.5 | (0.11) | 30.5 | (0.25) | 31.3 | (0.24) | 18.4 | (0.21) | 12.3 | (0.16) | 0.6 | (0.02) | 0.3 | (0.03) | 0.9 | (0.05) | 0.6 | (0.04) | 0.5 | (0.03) |
| Portugal | 17.7 | (0.14) | 16.3 | (0.34) | 26.1 | (0.31) | 16.3 | (0.24) | 11.2 | (0.20) | 0.8 | (0.03) | 0.5 | (0.06) | 0.9 | (0.07) | 1.0 | (0.07) | 0.8 | (0.06) |
| Slovak Republic | 20.3 | (0.37) | 29.1 | (0.94) | 21.4 | (0.77) | 15.2 | (0.66) | 14.2 | (0.56) | 0.9 | (0.09) | 1.2 | (0.22) | 1.4 | (0.22) | 0.6 | (0.14) | 0.4 | (0.10) |
| Slovenia | 14.5 | (0.19) | 18.3 | (0.45) | 18.8 | (0.43) | 11.8 | (0.33) | 9.5 | (0.29) | 3.8 | (0.10) | 5.3 | (0.26) | 5.1 | (0.24) | 3.4 | (0.18) | 1.6 | (0.12) |
| Spain | 14.8 | (0.06) | 16.6 | (0.15) | 17.9 | (0.13) | 14.2 | (0.11) | 10.2 | (0.10) | 0.7 | (0.01) | 0.4 | (0.03) | 0.9 | (0.03) | 0.7 | (0.03) | 0.8 | (0.03) |
| Sweden | 14.3 | (0.09) | 12.9 | (0.18) | 20.5 | (0.21) | 13.5 | (0.17) | 10.1 | (0.16) | 1.6 | (0.03) | 0.6 | (0.04) | 2.5 | (0.08) | 2.1 | (0.07) | 1.5 | (0.06) |
| Switzerland ${ }^{9}$ | 19.0 | (0.14) | 21.3 | (0.35) | 21.8 | (0.29) | 17.8 | (0.24) | 15.1 | (0.25) | 3.2 | (0.06) | 2.4 | (0.13) | 4.2 | (0.14) | 3.1 | (0.11) | 2.9 | (0.12) |
| Turkey ${ }^{8}$ | 1.8 | (0.03) | 2.6 | (0.06) | 2.3 | (0.06) | 0.9 | (0.04) | 0.6 | (0.03) | 0.4 | (0.01) | 0.2 | (0.02) | 0.5 | (0.03) | 0.5 | (0.03) | 0.4 | (0.03) |
| United Kingdom | 11.8 | (0.15) | 13.4 | (0.34) | 15.1 | (0.34) | 10.4 | (0.28) | 8.2 | (0.26) | 1.4 | (0.06) | 1.0 | (0.10) | 1.7 | (0.12) | 1.5 | (0.11) | 1.3 | (0.10) |
| United States | 11.2 | (0.10) | 9.7 | (0.20) | 13.4 | (0.22) | 11.7 | (0.21) | 10.0 | (0.21) | 2.0 | (0.05) | 1.7 | (0.09) | 2.3 | (0.09) | 2.0 | (0.09) | 1.9 | (0.09) |

## -Not available.

+Not applicable.
\#Rounds to zero
!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met.
'Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD)
countries, to which each country reporting data contributes equally. Standard errors for the OECD average were estimated by the National Center for Education Statistics (NCES).
mns for master's or equivalent degree
Data are from 2017
Associate's degree data are included in columns for bachelor's or equivalent degree.
Master's or equivalent degree data and doctoral or equivalent degree data are included in columns for bachelor's or equivalent degree.
'Associate's degree data include postsecon
${ }^{8}$ Standard errors were estimated by NCES
'Associate's degree data are included in columns for bachelor's or equivalent, master's or equivalent, and doctoral or quivalent degrees.
NOTE: All data in this table were calculated using the International Standard Classification of Education (ISCED) 201 classification of tertiary degrees. Includes degrees at ISCED 2011 level 5 (short-cycle tertiary, which corresponds to the associate's degree in the United States), level 6 (bachelor's or equivalent degree), level 7 (master's or equivalent degree), "Online Education Database" section of the entry for OECD in Appendix A: Guide to Sources. OURCE: Organization for Economic Cooperation and Development (OECD), Online Edu
september 23, 2019, from https://stats.oecd.org/Index.aspx. Eurostat, unpublished tabulations on population by age group. (This table was prepared September 2019.)

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Table 603.90. Employment to population ratios of 25- to 64-year-olds, by sex, highest level of educational attainment, and country: 2018
[Standard errors appear in parentheses]

|  | Total population, 25 to 64 years old |  |  |  | Male |  |  |  | Female |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Country | levels of education | Less than high school completion | High school completion | Associate's or higher degree | levels of education | Less than high school completion | High school completion | Associate's or higher degree | levels of education | Less than high school completion | High school completion |  | ciate's higher degree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |  | 13 |
| OECD average ${ }^{1}$ | 76.7 (0.03) | 58.9 (0.10) | 76.3 (0.05) | 85.4 (0.05) | 83.2 (0.04) | 69.2 (0.14) | 83.1 (0.06) | 89.9 (0.06) | 70.1 (0.05) | 48.0 (0.15) | 68.7 (0.08) | 81.4 | (0.07) |
| Australia | 77.3 (0.25) | 60.1 (0.67) | 77.3 (0.41) | 84.1 (0.32) | 83.1 (0.32) | 68.9 (0.92) | 83.7 (0.48) | 88.6 (0.43) | 71.7 (0.37) | 52.0 (0.94) | 68.9 (0.69) | 80.5 | (0.46) |
| Austria | 77.2 (0.13) | 55.3 (0.42) | 77.6 (0.18) | 86.3 (0.20) | 82.0 (0.18) | 62.9 (0.68) | 81.5 (0.24) | 89.3 (0.25) | 72.4 (0.20) | 50.6 (0.53) | 73.4 (0.27) | 83.1 | (0.31) |
| Belgium | 73.0 (0.16) | 46.5 (0.37) | 74.1 (0.25) | 86.1 (0.19) | 77.4 (0.21) | 55.0 (0.51) | 79.8 (0.32) | 88.3 (0.27) | 68.6 (0.23) | 37.3 (0.51) | 67.5 (0.39) | 84.2 | (0.27) |
| Canada | 77.7 (-) | 55.6 (-) | 74.5 (-) | 82.7 (-) | 81.5 (-) | 63.7 (-) | 79.7 (-) | 86.3 (-) | 73.9 | 44.4 (-) | 67.4 (-) | 79.9 | ( |
| Chile ${ }^{2}$ | 72.0 (0.14) | 62.4 (0.24) | 71.9 (0.21) | 84.5 (0.23) | 85.7 (0.15) | 82.1 (0.28) | 85.4 (0.24) | 90.9 (0.27) | 60.1 (0.20) | 45.2 (0.35) | 59.9 (0.31) | 79.1 | (0.35) |
| Colombia | 74.9 (0.07) | 71.1 (0.12) | 74.9 (0.12) | 82.0 (0.12) | 88.6 (0.08) | 88.9 (0.12) | 88.0 (0.13) | 89.1 (0.15) | 61.9 (0.11) | 52.6 (0.18) | 62.6 (0.19) | 76.5 | (0.17) |
| Czech Republic | 82.5 (0.12) | 52.2 (0.60) | 83.5 (0.13) | 87.3 (0.22) | 90.0 (0.13) | 64.0 (0.94) | 90.3 (0.15) | 95.1 (0.21) | 74.7 (0.19) | 44.1 (0.76) | 75.9 (0.22) | 80.3 | (0.35) |
| Denmark | 81.6 (0.14) | 65.0 (0.42) | 83.3 (0.21) | 87.9 (0.19) | 83.9 (0.17) | 69.6 (0.49) | 85.5 (0.24) | 90.4 (0.22) | 76.8 (0.26) | 53.3 (0.80) | 78.0 (0.41) | 84.1 | (0.33) |
| Estonia | 80.4 (0.31) | 65.1 (1.13) | 79.9 (0.46) | 85.1 (0.44) | 84.1 (0.42) | 69.1 (1.40) | 84.4 (0.56) | 90.6 (0.62) | 76.8 (0.46) | 57.4 (1.91) | 74.0 (0.73) | 81.8 | (0.60) |
| Finland | 78.4 (0.16) | 54.6 (0.60) | 75.7 (0.26) | 86.7 (0.20) | 80.3 (0.22) | 61.9 (0.74) | 78.4 (0.33) | 89.5 (0.28) | 76.4 (0.24) | 42.5 (0.97) | 72.2 (0.40) | 84.7 | (0.28) |
| Franc | 73.5 (0.09) | 52.9 (0.21) | 73.5 (0.13) | 84.9 (0.12) | 77.5 (0.12) | 61.1 (0.30) | 77.1 (0.18) | 87.9 (0.17) | 69.6 (0.13) | 45.5 (0.28) | 69.6 (0.20) | 82.5 | (0.18) |
| Germany | 81.4 (0.06) | 61.0 (0.22) | 82.3 (0.08) | 88.9 (0.09) | 85.7 (0.08) | 69.5 (0.30) | 85.7 (0.10) | 92.1 (0.11) | 77.0 (0.09) | 53.5 (0.30) | 79.0 (0.12) | 85.0 | (0.15) |
| Greece | 62.3 (0.14) | 50.4 (0.25) | 60.9 (0.22) | 74.1 (0.24) | 73.6 (0.18) | 64.5 (0.34) | 74.2 (0.29) | 81.0 (0.32) | 51.2 (0.20) | 35.5 (0.34) | 47.5 (0.32) | 68.0 | (0.35) |
| Hungary | 77.0 (0.13) | 57.0 (0.33) | 78.3 (0.16) | 85.8 (0.24) | 84.8 (0.15) | 68.2 (0.48) | 85.6 (0.18) | 92.8 (0.28) | 69.3 (0.19) | 48.1 (0.44) | 69.9 (0.26) | 80.6 | (0.35) |
| Iceland | 87.0 (0.35) | 76.5 (0.94) | 87.1 (0.60) | 92.3 (0.42) | 90.2 (0.45) | 82.9 (1.16) | 91.2 (0.66) | 94.0 (0.61) | 83.7 (0.54) | 68.6 (1.48) | 80.5 (1.12) | 91.0 | (0.58) |
| Ireland | 75.4 (0.16) | 52.4 (0.45) | 73.6 (0.28) | 85.1 (0.20) | 82.3 (0.21) | 64.7 (0.57) | 83.0 (0.34) | 89.7 (0.26) | 68.8 (0.25) | 35.4 (0.66) | 64.1 (0.42) | 81.2 | (0.30) |
| Israel | 77.8 (0.11) | 52.5 (0.36) | 73.6 (0.19) | 87.1 (0.12) | 82.9 (0.14) | 68.6 (0.48) | 78.4 (0.24) | 90.8 (0.16) | 72.9 (0.16) | 35.4 (0.49) | 67.7 (0.29) | 84.2 | (0.18) |
| Italy | 65.8 (0.09) | 52.5 (0.15) | 70.9 (0.13) | 81.1 (0.17) | 76.4 (0.11) | 67.7 (0.19) | 80.8 (0.16) | 86.1 (0.24) | 55.5 (0.13) | 35.9 (0.20) | 60.8 (0.20) | 77.5 | (0.24) |
| Japan ${ }^{3}$ | 83.1 | - (- | - (-) | 85.3 (-) | 91.9 (-) | - (-) | $-\quad(-)$ | 94.6 (-) | 74.2 (-) | - (-) | (- | 76.3 |  |
| Korea, Republic of | 74.1 (-) | 64.7 (-) | 72.4 (-) | 77.6 (-) | 85.3 (-) | 75.4 (-) | 83.7 (-) | 88.4 (-) | 62.4 (-) | 57.7 (-) | 60.9 (-) | 65.1 |  |
| Latvia | 78.2 (0.29) | 62.0 (0.90) | 75.1 (0.40) | 89.1 (0.39) | 80.3 (0.41) | 66.7 (1.11) | 79.8 (0.53) | 90.6 (0.65) | 76.3 (0.40) | 53.5 (1.49) | 70.0 (0.60) | 88.2 | (0.49) |
| Lithuania | 80.4 (0.21) | 55.1 (1.03) | 75.2 (0.31) | 91.0 (0.24) | 81.6 (0.31) | 58.2 (1.33) | 78.8 (0.41) | 92.6 (0.38) | 79.2 (0.29) | 49.8 (1.62) | 70.9 (0.46) | 90.1 | (0.32) |
| Luxembourg | 76.6 (0.23) | 62.0 (0.58) | 74.5 (0.40) | 85.7 (0.29) | 81.3 (0.29) | 70.7 (0.75) | 77.7 (0.52) | 89.6 (0.36) | 71.8 (0.35) | 53.5 (0.87) | 71.1 (0.61) | 81.8 | (0.45) |
| Mexico | 68.9 (0.11) | 65.1 (0.14) | 71.0 (0.22) | 79.7 (0.20) | 89.0 (0.11) | 89.2 (0.14) | 89.5 (0.22) | 88.0 (0.24) | 51.3 (0.16) | 44.3 (0.21) | 55.0 (0.33) | 71.6 | (0.32) |
| Netherlands | 80.5 (0.08) | 62.6 (0.22) | 81.2 (0.12) | 89.6 (0.09) | 86.2 (0.10) | 74.6 (0.28) | 86.3 (0.15) | 92.3 (0.12) | 74.8 (0.12) | 50.9 (0.31) | 75.7 (0.19) | 87.0 | (0.14) |
| New Zealand | 83.1 (0.28) | 72.1 (0.72) | 83.5 (0.42) | 88.1 (0.39) | 89.2 (0.33) | 80.3 (0.92) | 90.8 (0.47) | 92.1 (0.49) | 77.3 (0.42) | 63.9 (1.07) | 75.7 (0.69) | 84.8 | (0.57) |
| Norway | 81.0 (0.16) | 61.5 (0.49) | 80.8 (0.26) | 89.1 (0.20) | 83.7 (0.22) | 67.4 (0.66) | 84.5 (0.33) | 90.4 (0.28) | 78.2 (0.24) | 54.6 (0.73) | 76.0 (0.42) | 87.9 | (0.28) |
| Poland | 74.0 (-) | 43.1 (-) | 70.4 (-) | 88.8 (-) | 81.3 (-) | 54.0 (-) | 80.0 (-) | 93.4 (-) | 66.8 (-) | 31.3 (-) | 59.0 (-) | 85.6 | (-) |
| Portugal | 78.0 (0.15) | 70.0 (0.22) | 83.7 (0.27) | 88.4 (0.24) | 81.8 (0.20) | 77.2 (0.28) | 85.8 (0.38) | 89.6 (0.38) | 74.6 (0.21) | 62.1 (0.33) | 81.8 (0.39) | 87.7 | (0.31) |
| Slovak Republic | 75.0 (0.39) | 38.3 (1.48) | 76.9 (0.46) | 82.6 (0.73) | 81.4 (0.51) | 47.0 (2.37) | 82.6 (0.58) | 89.8 (0.89) | 68.6 (0.59) | 31.2 (1.83) | 70.3 (0.72) | 77.2 | (1.07) |
| Slovenia | 77.2 (0.22) | 51.3 (0.75) | 75.9 (0.30) | 88.9 (0.29) | 80.7 (0.30) | 61.9 (1.09) | 79.4 (0.39) | 91.6 (0.41) | 73.5 (0.33) | 41.4 (0.99) | 71.1 (0.48) | 86.9 | (0.41) |
| Spain | 69.5 (0.08) | 57.4 (0.13) | 70.9 (0.16) | 81.6 (0.11) | 76.0 (0.10) | 67.4 (0.17) | 77.8 (0.21) | 85.6 (0.15) | 63.0 (0.11) | 46.0 (0.19) | 64.3 (0.24) | 78.2 | (0.16) |
| Sweden | 84.9 (0.09) | 67.0 (0.31) | 86.7 (0.14) | 90.2 (0.12) | 87.2 (0.12) | 74.1 (0.39) | 89.4 (0.17) | 90.9 (0.18) | 82.5 (0.14) | 58.6 (0.47) | 83.0 (0.23) | 89.6 | (0.16) |
| Switzerland | 83.2 (0.13) | 68.6 (0.49) | 81.7 (0.21) | 88.7 (0.17) | 88.4 (0.16) | 76.3 (0.69) | 86.9 (0.27) | 92.4 (0.19) | 77.9 (0.20) | 62.0 (0.68) | 77.0 (0.30) | 84.1 | (0.28) |
| Turkey | 59.1 (-) | 52.4 (-) | 63.1 (-) | 74.3 (-) | 78.8 (-) | 75.5 (-) | 82.1 (-) | 83.7 (-) | 37.2 (-) | 29.9 (-) | 34.8 (-) | 62.8 | - |
| United Kingdom ${ }^{4}$ | 80.2 (0.19) | 65.7 (0.49) | 81.1 (0.32) | 86.1 (0.25) | 85.5 (0.24) | 74.9 (0.64) | 86.6 (0.40) | 89.8 (0.33) | 75.1 (0.28) | 56.3 (0.71) | 75.3 (0.49) | 82.9 | (0.36) |
| United States | 74.6 (0.14) | 56.8 (0.52) | 70.0 (0.23) | 82.2 (0.18) | 80.5 (0.19) | 68.8 (0.68) | 76.7 (0.30) | 86.9 (0.24) | 68.9 (0.21) | 43.2 (0.75) | 62.7 (0.34) | 78.2 | (0.27) |
| Other reporting countries |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Argentin | 73.1 (0.27) | 64.3 (0.47) | 74.2 (0.49) | 81.1 (0.40) | 86.3 (0.30) | 81.7 (0.53) | 90.5 (0.47) | 88.2 (0.52) | 61.3 (0.40) | 45.6 (0.71) | 58.9 (0.77) | 76.2 | (0.57) |
| Brazil | 67.4 (0.10) | 58.9 (0.14) | 71.9 (0.17) | 82.1 (0.21) | 79.1 (0.12) | 73.7 (0.17) | 83.3 (0.20) | 88.6 (0.27) | 56.7 (0.14) | 43.8 (0.20) | 62.1 (0.24) | 77.7 | (0.29) |
| Costa Rica | 69.6 (0.41) | 65.4 (0.52) | 69.8 (1.02) | 80.9 (0.83) | 86.1 (0.45) | 85.8 (0.55) | 84.4 (1.19) | 88.0 (1.07) | 53.5 (0.60) | 44.4 (0.75) | 55.9 (1.50) | 74.6 | (1.19) |
| Indonesia ${ }^{2}$ | 74.7 (-) | 73.0 (-) | 74.1 (-) | 85.1 (-) | 91.2 (-) | 91.3 (-) | 90.8 (-) | 91.9 (-) | 58.4 (-) | 56.7 (-) | 52.4 (-) | 78.5 | (-) |
| Russia ${ }^{2}$ | 77.5 (-) | 53.6 (-) | 72.6 (-) | 82.8 (-) | 83.7 (-) | 61.5 (-) | 80.2 (-) | 89.3 (-) | 71.9 (-) | 43.6 (-) | 63.1 | 78.3 |  |
| Saudi Arabia ${ }^{5}$ | 65.6 (-) | 61.9 (-) | 64.5 (-) | 74.0 (-) | 91.7 (-) | 91.0 (-) | 90.9 (-) | 93.9 (-) | 24.0 (-) | 20.4 (-) | 16.3 (-) | 41.2 |  |
| South Africa | 55.7 (0.25) | 43.9 (0.48) | 57.1 (0.30) | 84.6 (0.63) | 62.7 (0.34) | 51.5 (0.69) | 64.4 (0.42) | 88.2 (0.82) | 48.9 (0.35) | 36.3 (0.64) | 50.1 (0.43) | 81.2 | (0.93) |

## -Not available

${ }^{1}$ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally.
${ }^{2}$ Data are for 2017 instead of 2018
${ }^{3}$ Associate's or higher degree data include some persons (less than 5 percent of the total) whose highest level of education was high school completion or a postsecondary program below the associate's degree level.
${ }^{4}$ High school completion data include some persons (17 percent of the total in 2015) who have completed a sufficient volume and standard of programs, any one of which individually would be classified as a program that only partially completes the high school (or upper secondary) level of education
${ }^{5}$ Data are for 2016 instead of 2018.
NOTE: All data in this table were calculated using International Standard Classification of Education (ISCED) 2011. High school completion refers to completion of ISCED 2011
level 3 (upper secondary education); programs classified under ISCED 2011 as only partially completing level 3 are not included in the high school completion data except where otherwise noted. In this table, persons completing ISCED 2011 level 4 are also considered to have high school completion as their highest level of educational attainment. ISCED level 4 typically corresponds to postsecondary vocational programs below the associate's degree level in the United States. Associate's or higher degrees include ISCED 2011 level 5 (corresponding to the associate's degree in the United States), level 6 (bachelor's or equivalent degree), level 7 (master's or equivalent degree), and level 8 (doctoral or equivalen degree). For each country, the employment to population ratio of 25 - to 64-year-olds is the number of persons in this age group who are employed as a percentage of the total civilian population in this age group.
SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved March 30, 2020, from https://stats.oecd.org/Index.aspx. (This table was prepared April 2020.)

Table 604.10. Average literacy and numeracy scale scores of 25 - to 65 -year-olds, by sex, age group, highest level of educational attainment, and country or other education system: 2012
[Standard errors appear in parentheses]


## -Not available <br> $\dagger$ Not applicable

$\ddagger$ Reporting standards not met (too few cases).
${ }^{1}$ Most of the education systems represent complete countries, but three of them represent subnational entities: England (which is part of the United Kingdom), Flanders (which is part of Belgium), and Northern Ireland (which is part of the United Kingdom).
${ }^{2}$ High school completion includes International Standard Classification of Education (ISCED) 1997 levels 3 and 4, with the exception of ISCED level 3C short programs ISCED 3C short programs do not correspond to high school completion in the United States and are included in the "less than high school completion" column in this table. The associate's degree data in this table refer to degrees classified as ISCED 1997 leve 5B. The data for bachelor's or higher degree refer to degrees classified as ISCED 1997 level 5A and as level 6.
${ }^{3}$ Scale scores range from 0 to 500.
${ }^{4}$ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries and subnational education systems, to which each country or subnational education system reporting data contributes equally, with the exception of England (UK) and Northern Ireland (UK), which contribute to the mean as a combined entity, England/Northern Ireland (UK).
${ }^{5}$ Cyprus includes only the population under the effective control of the Government of the Republic of Cyprus. For the educational attainment data (columns 9 through 12), the item response rate for Cyprus is below 85 percent; missing data have not been explicitly accounted for.
${ }^{6}$ The Russian Federation does not include the population of the Moscow municipal region. SOURCE: Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012. (This table was prepared May 2016.)

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Table 604.20. Percentage distribution of 25- to 65-year-olds, by literacy proficiency level, numeracy proficiency level, selected levels of educational attainment, and country or other education system: 2012


## !Interpret data with caution. The coefficient of variation (CV) for this estimate is between

 30 and 50 percent.${ }^{1}$ Most of the education systems represent complete countries, but three of them represent subnational entities: England (which is part of the United Kingdom), Flanders (which is part of Belgium), and Northern Ireland (which is part of the United Kingdom).
${ }^{2}$ High school completion includes International Standard Classification of Education (ISCED) 1997 levels 3 and 4, with the exception of ISCED level 3C short programs. ISCED 3C short programs do not correspond to high school completion in the United States and are not included in the high school completion columns in this table. The data for bachelor's or higher degree refer to degrees classified as ISCED 1997 level 5A and as level 6.
${ }^{3}$ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries and subnational education systems, to which each country or subnational education system reporting data contributes equally, with the exception of England (UK) and Northern Ireland (UK), which contribute to the mean as a combined entity, England/Northern Ireland (UK).
${ }^{4}$ Cyprus includes only the population under the effective control of the Government of the Republic of Cyprus. For the educational attainment data (columns 6 through 13), the item response rate for Cyprus is below 85 percent; missing data have not been explicitly accounted for.
${ }^{\text {s }}$ The Russian Federation does not include the population of the Moscow municipal region. NOTE: In this table, scores below level 1 and scores at level 1 are combined into the "at or below level 1" reporting category; scores at level 4 and scores at level 5 are combined into the "at level 4 or level 5 " reporting category. For both literacy and numeracy, the proficiencylevel reporting categories correspond to the score ranges shown in parentheses: at or below level 1 (0-225.9), at level 2 (226.0-275.9), at level 3 (276.0-325.9), at level 4 or level 5 (326.0-500.0).
SOURCE: Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012. (This table was prepared May 2016.)

Table 604.30. Employment rates and mean monthly earnings of 25- to 65 -year-olds, by literacy proficiency level, numeracy proficiency level, and country or other education system: 2012
[Standard errors appear in parentheses]

—Not available.
$\dagger$ Not applicable.
${ }^{1}$ Most of the education systems represent complete countries, but three of them represent subnational entities: England (which is part of the United Kingdom), Flanders (which is part of Belgium), and Northern Ireland (which is part of the United Kingdom)
${ }^{2}$ In this table, scores below level 1 and scores at level 1 are combined into the "at or below level 1" reporting category; scores at level 4 and scores at level 5 are combined into the "at level 4 or level 5" reporting category. For both literacy and numeracy, the proficiencylevel reporting categories correspond to the score ranges shown in parentheses: at or below level 1 (0-225.9), at level 2 (226.0-275.9), at level 3 (276.0-325.9), at level 4 or level 5 (326.0-500.0).
${ }^{3}$ The employment rate is the percentage of the labor force that is employed. The labor force consists of those who are employed as well as those who are unemployed but actively looking for work.
${ }^{4}$ Mean monthly earnings for those who are employed. Data adjusted to U.S. dollars using the purchasing power parity (PPP) index.
${ }^{5}$ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries and subnational education systems, to which each country or subnational education system reporting data contributes equally, with the exception of England (UK) and Northern Ireland (UK), which contribute to the mean as a combined entity, England/Northern Ireland (UK).
${ }^{6}$ Cyprus includes only the population under the effective control of the Government of the Republic of Cyprus.
${ }^{7}$ The Russian Federation does not include the population of the Moscow municipal region. SOURCE: Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012. (This table was prepared March 2016.)
Table 605.10. Gross domestic product per capita and expenditures on education institutions per full-time-equivalent (FTE) student, by level of education and country: Selected years, 2005 through 2016

| Country | Gross domestic product per capita |  |  |  |  |  | Elementary and secondary education expenditures per FTE student ${ }^{1}$ |  |  |  |  |  | Higher education expenditures per FTE student ${ }^{1}$ |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2005 | 2010 | 2013 | 2014 | 2015 | 2016 | 2005 | 2010 | 2013 | 2014 | 2015 | 2016 | 2005 | 2010 | 2013 | 2014 | 2015 | 2016 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| OECD average ${ }^{2}$ <br> Australia | \$28,300 | \$34,143 | \$38,150 ${ }^{\text {3 }}$ | \$39,255 | \$40,523 | \$41,721 | \$6,105 | \$8,143 | \$8,775 | \$8,996 | \$9,192 | \$9,421 | \$9,897 | \$12,811 | \$14,817 | \$15,057 | \$15,284 | \$15,532 |
|  | 35,571 | 42,812 | 47,761 | 47,639 | 47,351 | 50,263 | 6,891 | 10,321 | 10,318 | 10,319 | 10,743 | 10,506 | 14,172 | 16,320 | 18,253 | 19,494 | 20,299 | 16,170 |
| Austria | 35,025 | 42,018 | 47,937 | 48,814 | 49,954 | 51,637 |  |  | 13,391 | 13,454 | 13,939 | 14,679 | 14,172 | 16,320 | 16,900 | 16,868 | 17,565 | 18,332 |
| Belgium | 33,331 | 40,050 | 43,746 | 44,720 | 45,739 | 47,366 | 7,583 | 10,457 | 11,719 | 11,903 | 11,952 | 12,324 | 12,286 | 15,449 | 16,697 | 17,196 | 17,353 | 18,169 |
| Canada ${ }^{4,5}$ | 36,329 | 40,106 | 44,211 | 45,628 | 44,671 | 45,109 |  | 9,946 | 10,635 | 10,747 | 10,459 | 10,681 |  |  | 22,242 ${ }^{6}$ | 22,070 ${ }^{6}$ | 21,830 ${ }^{6}$ | 23,700 |
| Chile | 12,668 | 18,129 | 22,353 | 22,688 | 22,593 | 22,788 | 2,140 | 3,279 | 4,376 | 4,167 | 4,259 | 4,944 | 5,969 | 7,160 | 7,974 | 7,813 | 6,728 | 8,317 |
| Colombia | 8,246 | 10,742 | 12,841 ${ }^{3}$ | 13,536 | 13,928 | 14,276 |  |  | 2,658 | 2,778 | 2,938 | 3,014 |  |  | 6,889 | 3,646 | 5,041 | 6,427 |
| Czech Republic | 21,907 | 27,555 | 30,496 | 32,265 | 33,701 | 35,234 | 4,051 | 5,763 | 6,639 | 6,887 | 7,122 | 6,980 | 6,572 | 7,954 | 10,308 | 10,490 | 10,963 | 10,009 |
| Denmark | 34,153 | 43,005 | 46,743 | 47,905 | 49,071 | 50,685 | 8,942 | 11,749 | 11,808 | 12,827 |  |  | 14,867 | 19,552 | 15,698 | 15,626 |  |  |
| Estonia | 16,466 | 21,552 | 27,450 | 28,937 | 29,260 | 30,895 | 3,706 | 6,213 | 6,897 | 6,436 | 6,685 | 6,914 | 3,838 | 6,750 | 11,798 | 11,965 | 12,909 | 12,909 |
| Finland | 31,993 | 38,737 | 41,293 | 41,463 | 42,213 | 43,730 | 6,638 | 8,826 | 9,659 | 9,769 | 10,044 | 10,045 | 12,332 | 17,172 | 18,018 | 17,875 | 17,625 | 17,541 |
| France | 30,504 | 35,909 | 39,528 | 40,144 | 40,841 | 42,067 | 7,340 | 8,967 | 9,778 | 9,918 | 9,963 | 10,186 | 11,220 | 15,146 | 16,234 | 16,354 | 16,252 | 16,173 |
| Germany | 32,414 | 39,916 | 45,232 | 47,190 | 47,979 | 49,921 | 7,061 | 9,194 | 10,300 | 10,779 | 10,883 | 11,294 | 13,056 | 17,292 | 16,949 | 17,144 | 17,066 | 17,429 |
| Greece ${ }^{4}$ | 25,577 | 28,148 | 26,098 ${ }^{7}$ | 26,839 ${ }^{7}$ | 26,902 ${ }^{7}$ | 27,274 ${ }^{7}$ | 5,354 |  | 6,277 | 6,192 | 6,205 | 6,056 ${ }^{6}$ | 6,320 |  | 3,713 | 3,881 | 4,104 |  |
| Hungary | 17,082 | 21,535 | 24,464 | 25,518 | 26,356 | 26,852 | 3,947 | $\overline{-}$ | 4,642 | 5,552 | 5,985 | 6,899 | 5,522 | - | 10,374 | 8,647 | 8,817 | 11,288 |
| Iceland | 37,338 | 39,582 | 44,153 | 45,713 | 48,857 | 52,340 | 8,961 ${ }^{8}$ | 8,797 | 9,757 | 10,599 | 11,231 | 11,707 | 9,665 ${ }^{8}$ | 8,936 | 11,200 | 11,418 | 12,697 | 14,551 |
| Ireland | 40,437 | 43,299 | 47,936 | 51,126 | 69,147 | 70,616 | 6,481 | 9,742 | 9,434 | 9,170 | 8,705 | 9,020 | 10,582 | - | 12,993 | 13,702 | 13,281 | 13,237 |
| Israel | 24,721 | 28,872 | 34,160 | 34,228 | 35,450 | 37,475 | 4,579 | 5,694 | 7,551 | 7,556 |  | 8,365 | 9,952 | 10,336 | 13,955 | 13,453 | 10,651 | 11,153 |
| Italy | 29,938 | 34,685 | 35,885 | 36,071 | 36,836 | 39,045 | 7,103 | 8,162 | 8,840 ${ }^{4}$ | 8,727 ${ }^{4}$ | 9,047 ${ }^{4}$ | 8,736 | 7,274 | 10,054 | 11,303 | 11,439 | 11,321 | 11,589 |
| Japan | 31,668 | 34,994 | 39,008 | 39,183 | 40,406 | 41,138 | 7,452 | 8,882 | - |  | - | 10,143 | 13,915 | 17,392 | - |  |  | 19,191 ${ }^{8}$ |
| Korea, Republic of | 24,196 | 30,365 | 32,616 | 33,587 | 35,761 | 37,143 |  |  | - |  | - | 11,762 |  |  | - | - | 10,269 | 10,486 |
| Latvia | 13,848 | 17,561 | 22,675 | 23,802 | 24,726 | 25,843 | 3,033 | 4,753 | 5,968 | 6,631 | 6,884 | 6,625 | 4,270 | 5,853 | 8,051 | 8,974 | 10,225 | 7,449 |
| Lithuania | 14,526 | 20,091 | 26,661 | 28,174 | 28,910 | 30,300 | 3,033 | 4,537 | 5,212 | 5,383 | 5,314 | 5,767 | 4,502 | 7,166 | 9,147 | 10,049 | 9,698 | 7,701 |
| Luxembourg | 68,141 | 85,515 | 95,246 | 100,934 | 102,817 | 104,702 | - |  | 18,758 | 20,939 | 20,711 | 19,770 |  |  | 41,995 ${ }^{6}$ | 45,801 | 49,530 | 48,407 |
| Mexico | 12,540 | 15,258 | 17,462 | 18,168 | 18,438 | 18,969 ${ }^{7}$ | 2,007 | 2,544 | 2,925 | 3,033 | 3,075 | 3,062 | 6,225 | 8,128 | 7,693 | 8,901 | 8,381 | 7,347 |
| Netherlands | 37,625 | 45,041 | 49,243 | 49,233 | 50,302 | 51,340 | 7,760 | 9,890 | 10,995 | 10,674 | 11,026 | 11,121 | 15,411 | 17,600 | 19,588 | 19,234 | 19,402 | 19,513 |
| New Zealand | 25,590 | 31,165 | 36,074 | 37,061 | 37,158 | 38,784 |  |  | 8,770 | 9,064 | 9,192 | 9,487 | - |  | 14,234 | 15,109 | 15,045 | 14,933 |
| Norway | 47,775 | 57,969 | 67,051 | 66,018 | 60,492 | 58,122 | 9,793 | 12,932 | 14,396 | 14,194 | 14,069 | 13,758 |  | 18,854 | 21,179 | 21,009 | 20,558 | 21,993 |
| Poland | 13,898 | 20,789 | 24,423 | 25,298 | 26,529 | 27,406 | 3,181 | 5,579 | 6,608 | 6,824 | 6,788 | 6,892 | 4,774 | 7,213 | 8,423 | 8,793 | 9,778 | 8,977 |
| Portugal | 22,740 | 27,308 | 27,899 | 28,747 | 29,685 | 31,042 | 5,620 |  | 9,514 ${ }^{8}$ | 9,411 ${ }^{\text {8 }}$ | 8,577 ${ }^{8}$ | 8,945 ${ }^{8}$ | 9,636 | 10,260 | 11,094 ${ }^{8}$ | 11,788 ${ }^{8}$ | $11,827^{8}$ | 11,014 ${ }^{8}$ |
| Slovak Republic | 16,572 | 24,785 | 27,900 | 28,928 | 29,700 | 30,896 | 2,770 | 5,277 | 5,929 | 6,369 | 6,765 | 6,686 | 5,846 | 7,191 | 10,225 | 11,234 | 15,916 | 11,413 |
| Slovenia | 23,941 | 27,736 | 29,803 | 30,847 | 31,649 | 33,191 | 7,072 |  |  |  | 8,447 | 8,550 | - | 8,982 | 9,865 | 10,037 | 10,258 | 11,257 |
| Spain | 27,696 | 31,933 | 32,623 | 33,728 | 35,054 | 36,743 ${ }^{7}$ | 6,329 | 8,363 | 7,753 | 7,814 | 8,230 | 8,594 | 9,924 | 13,191 | 12,699 | 12,524 | 12,667 | 12,614 |
| Sweden | 34,006 | 41,633 | 45,722 | 46,573 | 48,437 | 49,084 | 7,672 | 10,096 | 11,061 | 11,007 | 11,174 | 11,549 | 15,550 | 20,634 | 23,817 | 24,509 | 24,686 | 24,341 |
| Switzerland | 40,327 | 52,860 | 60,109 | 61,902 | 63,939 | 64,324 | - | - | - |  | 15,155 ${ }^{6}$ | 15,506 ${ }^{6}$ | - |  |  |  |  |  |
| Turkey | 11,796 | 17,232 | 22,205 | 23,983 | 25,728 | 26,330 | - | - | 3,478 | 3,835 | 4,062 | 4,505 | - | - | 11,076 | 11,212 | 10,412 | 10,519 |
| United Kingdom | 32,486 | 36,016 | 39,519 | 40,878 | 42,055 | 42,943 | 7,698 | 9,422 | 11,487 | 11,875 | 11,109 | 11,061 |  |  | 25,614 | 24,346 | 26,513 | 23,771 |
|  | 44,044 | 48,394 | 53,016 | 54,952 | 56,718 | 57,822 | 9,775 | 11,809 | 11,868 | 12,163 | 12,595 | 13,019 | 23,637 | 25,681 | 27,579 | 29,328 | 30,001 | 30,165 |
|  | Constant 2018 dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| OECD average ${ }^{2}$ Australia | \$36,996 | \$38,983 | \$40,740 ${ }^{\text {3 }}$ | \$41,457 | \$42,527 | \$43,394 | \$7,905 | \$9,229 | \$9,363 | \$9,503 | \$9,661 | \$9,796 | \$12,732 | \$14,522 | \$15,950 | \$15,996 | \$16,131 | \$16,209 |
|  | 48,571 | 50,475 | 52,284 | 50,883 | 49,825 | 52,222 | 9,410 | 12,168 | 11,295 | 11,022 | 11,304 | 10,915 | 19,351 | 19,241 | 19,981 | 20,821 | 21,359 | 16,800 |
| Austria | 44,581 | 48,857 | 51,625 | 51,738 | 52,476 | 53,765 |  |  | 14,422 | 14,260 | 14,643 | 15,284 |  |  | 18,200 | 17,878 | 18,452 | 19,087 |
| Belgium | 42,565 | 46,239 | 46,913 | 47,796 | 48,612 | 49,367 | 9,684 | 12,073 | 12,568 | 12,721 | 12,702 | 12,845 | 15,690 | 17,836 | 17,906 | 18,378 | 18,443 | 18,936 |
| Canada ${ }^{4,5}$ | 45,297 | 45,932 | 48,015 | 48,626 | 47,077 | 46,869 | - | 11,391 | 11,550 | 11,454 | 11,022 | 11,098 |  | - | 24,156 ${ }^{6}$ | 23,520 ${ }^{6}$ | 23,006 ${ }^{6}$ | 24,625 |
| Chile | 19,460 | 23,318 | 26,534 | 25,719 | 24,544 | 23,853 | 3,288 | 4,218 | 5,194 | 4,723 | 4,627 | 5,174 | 9,170 | 9,209 | 9,465 | 8,857 | 7,309 | 8,705 |
| Colombia | 14,092 | 14,625 | 16,063 ${ }^{3}$ | 16,454 | 16,127 | 15,374 |  |  | 3,325 | 3,377 | 3,402 |  |  |  | 8,617 | 4,433 | 5,837 | 6,921 |
| Czech Republic | 28,526 | 31,206 | 32,343 | 34,102 | 35,510 | 36,873 | 5,274 | 6,526 | 7,041 | 7,279 | 7,504 | 7,305 | 8,558 | 9,008 | 10,932 | 11,088 | 11,552 | 10,475 |
| Denmark | 41,555 | 47,098 | 48,270 | 49,193 | 50,163 | 51,684 | 10,880 | 12,867 | 12,193 | 13,172 |  |  | 18,089 | 21,412 | 16,210 | 16,046 |  |  |
| Estonia | 24,860 | 25,738 | 29,231 | 30,847 | 31,346 | 33,049 | 5,596 | 7,420 | 7,345 | 6,861 | 7,162 | 7,396 | 5,794 | 8,061 | 12,564 | 12,754 | 13,830 | 13,809 |
| Finland | 39,001 | 43,073 | 42,556 | 42,291 | 43,146 | 44,537 | 8,091 | 9,814 | 9,954 | 9,964 | 10,266 | 10,231 | 15,034 | 19,094 | 18,569 | 18,232 | 18,014 | 17,864 |

Table 605.10. Gross domestic product per capita and expenditures on education institutions per full-time-equivalent (FTE) student, by level of education and country: Selected years, 2005 through 2016-Continued

| Country | Gross domestic product per capita |  |  |  |  |  | Elementary and secondary education expenditures per FTE student ${ }^{1}$ |  |  |  |  |  | Higher education expenditures per FTE student ${ }^{1}$ |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2005 | 2010 | 2013 | 2014 | 2015 | 2016 | 2005 | 2010 | 2013 | 2014 | 2015 | 2016 | 2005 | 2010 | 2013 | 2014 | 2015 | 2016 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| France | 35,794 | 39,084 | 40,973 | 41,400 | 42,103 | 43,288 | 8,613 | 9,760 | 10,136 | 10,229 | 10,271 | 10,482 | 13,166 | 16,485 | 16,827 | 16,866 | 16,754 | 16,643 |
| Germany | 39,000 | 44,405 | 47,609 | 49,224 | 49,791 | 51,552 | 8,496 | 10,228 | 10,842 | 11,244 | 11,294 | 11,663 | 15,710 | 19,237 | 17,840 | 17,883 | 17,711 | 17,998 |
| Greece ${ }^{4}$ | 30,486 | 28,625 | 25,540 ${ }^{7}$ | 26,614 ${ }^{7}$ | 27,148 ${ }^{7}$ | 27,752 ${ }^{7}$ | 6,381 |  | 6,143 | 6,140 | 6,262 | 6,162 ${ }^{6}$ | 7,532 |  | 3,634 | 3,848 | 4,141 |  |
| Hungary | 26,142 | 25,349 | 25,779 | 26,951 | 27,854 | 28,265 | 6,040 |  | 4,892 | 5,863 | 6,325 | 7,262 | 8,451 |  | 10,932 | 9,133 | 9,318 | 11,882 |
| Iceland | 69,716 | 49,568 | 48,659 | 49,369 | 51,917 | 54,691 | 16,732 ${ }^{8}$ | 11,016 | 10,753 | 11,447 | 11,934 | 12,232 | 18,046 ${ }^{8}$ | 11,191 | 12,344 | 12,331 | 13,492 | 15,204 |
| Ireland | 45,845 | 45,720 | 48,286 | 51,405 | 69,727 | 71,203 | 7,348 | 10,286 | 9,503 | 9,220 | 8,778 | 9,095 | 11,998 | - | 13,088 | 13,777 | 13,393 | 13,347 |
| Israel | 30,193 | 30,965 | 34,283 | 34,185 | 35,631 | 37,872 | 5,593 | 6,106 | 7,578 | 7,546 |  | 8,454 | 12,155 | 11,085 | 14,006 | 13,436 | 10,705 | 11,272 |
| Italy | 36,183 | 38,137 | 36,807 | 36,908 | 37,677 | 39,974 | 8,585 | 8,975 | 9,067 ${ }^{\text {7 }}$ | 8,930 ${ }^{4}$ | 9,254 ${ }^{4}$ | 8,943 | 8,791 | 11,055 | 11,593 | 11,704 | 11,579 | 11,864 |
| Japan | 33,111 | 36,738 | 40,941 | 40,019 | 40,945 | 41,735 | 7,792 | 9,325 | - |  | 9,25 | 10,290 | 14,549 | 18,259 |  |  |  | 19,469 ${ }^{8}$ |
| Korea, Republic of | 32,219 | 34,835 | 34,746 | 35,331 | 37,354 | 38,424 |  |  |  |  |  | 12,167 |  |  |  | - | 10,726 | 10,848 |
| Latvia | 21,818 | 19,960 | 24,155 | 25,200 | 26,132 | 27,274 | 4,779 | 5,402 | 6,357 | 7,020 | 7,275 | 6,992 | 6,728 | 6,653 | 8,577 | 9,500 | 10,807 | 7,861 |
| Lithuania | 21,639 | 23,241 | 28,432 | 30,016 | 31,074 | 32,276 | 4,77 | 5,249 | 5,559 | 5,735 | 5,712 | 6,143 | 6,706 | 8,289 | 9,755 | 10,706 | 10,424 | 8,204 |
| Luxembourg | 85,936 | 96,731 | 99,753 | 105,049 | 106,504 | 108,142 |  |  | 19,646 | 21,792 | 21,454 | 20,419 |  |  | 43,982 ${ }^{6}$ | 47,668 | 51,306 | 49,997 |
| Mexico | 21,275 | 20,838 | 21,340 | 21,345 | 21,089 | 21,100 ${ }^{7}$ | 3,404 | 3,474 | 3,575 | 3,563 | 3,518 | 3,407 | 10,561 | 11,102 | 9,402 | 10,457 | 9,586 | 8,173 |
| Netherlands | 45,848 | 50,867 | 51,740 | 51,230 | 52,030 | 52,935 | 9,456 | 11,169 | 11,552 | 11,107 | 11,405 | 11,467 | 18,779 | 19,876 | 20,582 | 20,014 | 20,068 | 20,119 |
| New Zealand | 33,062 | 35,036 | 38,143 | 38,711 | 38,699 | 40,133 |  |  | 9,273 | 9,468 | 9,573 | 9,817 | - |  | 15,050 | 15,782 | 15,669 | 15,453 |
| Norway | 62,944 | 68,239 | 75,784 | 73,123 | 65,578 | 60,849 | 12,903 | 15,224 | 16,271 | 15,722 | 15,252 | 14,404 |  | 22,195 | 23,937 | 23,270 | 22,287 | 23,025 |
| Poland | 17,855 | 23,206 | 25,006 | 25,888 | 27,387 | 28,482 | 4,086 | 6,228 | 6,766 | 6,983 | 7,008 | 7,163 | 6,134 | 8,052 | 8,624 | 8,999 | 10,094 | 9,330 |
| Portugal | 27,321 | 30,108 | 28,796 | 29,753 | 30,575 | 31,779 | 6,753 |  | 9,819 ${ }^{8}$ | 9,741 ${ }^{\text {8 }}$ | 8,835 ${ }^{\text {² }}$ | 9,157 ${ }^{8}$ | 11,577 | 11,312 | 11,450 ${ }^{8}$ | 12,201 ${ }^{8}$ | 12,1818 | $11,275^{8}$ |
| Slovak Republic | 21,449 | 27,845 | 28,710 | 29,791 | 30,685 | 32,088 | 3,585 | 5,929 | 6,101 | 6,559 | 6,990 | 6,945 | 7,566 | 8,079 | 10,522 | 11,569 | 16,444 | 11,853 |
| Slovenia | 30,132 | 30,307 | 30,637 | 31,647 | 32,642 | 34,250 | 8,901 | 9,471 | 9,200 | 9,105 | 8,712 | 8,823 | 12,29 | 9,814 | 10,141 | 10,297 | 10,580 | 11,617 |
| Spain | 34,305 | 35,187 | 33,530 | 34,719 | 36,265 | 38,089 ${ }^{7}$ | 7,839 | 9,215 | 7,969 | 8,044 | 8,514 | 8,909 | 12,292 | 14,535 | 13,052 | 12,892 | 13,105 | 13,076 |
| Sweden | 39,826 | 45,202 | 47,810 | 48,787 | 50,764 | 50,941 | 8,985 | 10,962 | 11,566 | 11,530 | 11,711 | 11,985 | 18,211 | 22,403 | 24,905 | 25,674 | 25,872 | 25,262 |
| Switzerland | 41,792 | 52,430 | 60,028 | 61,827 | 64,600 | 65,273 |  |  |  |  | 15,312 ${ }^{6}$ | 15,735 ${ }^{6}$ |  |  |  |  |  |  |
| Turkey | 36,459 | 35,074 | 36,266 | 35,983 | 35,851 | 34,044 | - | - | 5,681 | 5,754 | 5,661 | 5,825 | - | - | 18,090 | 16,823 | 14,508 | 13,601 |
| United Kingdom | 43,369 | 42,372 | 42,658 | 43,504 | 44,578 | 45,069 | 10,276 | 11,085 | 12,399 | 12,638 | 11,776 | 11,609 |  |  | 27,648 | 25,910 | 28,104 | 24,948 |
| United States | 56,632 | 55,729 | 57,147 | 58,288 | 60,090 | 60,496 | 12,569 | 13,599 | 12,793 | 12,901 | 13,343 | 13,622 | 30,393 | 29,574 | 29,728 | 31,109 | 31,785 | 31,560 |

-Not available.
Includes both government and private expenditures. Includes expenditures on both public and private institutions unless otherwise noted.
${ }^{2}$ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) ountries, to which each country reporting data contributes equally. The average Estimated value
Elementary and secondary education expenditures exclude postsecondary non-higher-education.
${ }^{5}$ Elementary and secondary education expenditures include preprimary education (for children ages 3 and older).
${ }^{6}$ Includes public institutions only.
rovisional value, data subject to revision.
NOTE: All education expenditure data in this table were calculated using International Standard Classification of Education (ISCED) 2011. Expenditures for ISCED level 4 (postsecondary non-higher-education) are included in elementary and secondary
education unless otherwise noted. Data adjusted to U.S. dollars using the purchasing power parity (PPP) index. Constan dollars based on national Consumer Price Indexes, available on the OECD database cited in the SOURCE note below. Some data have been revised from previously published figures. This table includes only data that had been validated for consistency and accuracy by OECD and the relevant country as of November 20, 2019. SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved November 20, 2019, from https://stats.oecd.org/Index.aspx. (This table was prepared November 2019.)

Table 605.20. Government and private expenditures on education institutions as a percentage of gross domestic product, by level of education and country: Selected years, 2005 through 2016

| Country | All institutions ${ }^{1}$ |  |  |  |  |  |  |  | Elementary and secondary institutions |  |  |  |  |  |  |  | Higher education institutions |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Government expenditures |  |  |  |  | All expenditures, 2016 |  |  | Government expenditures |  |  |  |  | All expenditures, 2016 |  |  | Government expenditures |  |  |  |  | All expenditures, 2016 |  |  |
|  | 2005 | 2010 | 2013 | 2014 | 2015 | Government | Private | Total | 2005 | 2010 | 2013 | 2014 | 2015 | Government | Private | Total | 2005 | 2010 | 2013 | 2014 | 2015 | Government | Private | Total |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| OECD average ${ }^{2}$ | 4.2 | 4.4 | 4.3 | 4.3 | 4.2 | 4.0 | 0.9 | 5.0 | 3.2 | 3.4 | 3.3 | 3.3 | 3.2 | 3.1 | 0.4 | 3.5 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 0.9 | 0.5 | 1.5 |
| Australia | 3.9 | 4.6 | 4.0 | 3.9 | 3.9 | 3.9 | 1.93 | 5.8 | 3.2 | 3.8 | 3.3 | 3.2 | 3.2 | 3.2 | 0.7 | 3.9 | 0.7 | 0.8 | 0.7 | 0.7 | 0.8 | 0.8 | $1.2^{3}$ | 1.9 |
| Austria |  |  | 4.7 | 4.6 | 4.6 | 4.6 | 0.3 | 4.9 |  | - | 3.1 | 3.0 | 3.0 | 3.0 | 0.1 | 3.1 | - |  | 1.6 | 1.6 | 1.6 | 1.6 | 0.1 | 1.8 |
| Belgium |  |  | 5.5 | 5.4 | 5.3 | 5.3 | 0.4 | 5.8 | - |  | 4.2 | 4.2 | 4.1 | 4.1 | 0.1 | 4.3 | 1.1 | 1.2 | 1.3 | 1.3 | 1.2 | 1.2 | 0.2 | 1.5 |
| Canada | 4.4 | 5.1 | 4.6 | 4.5 | 4.4 | 4.4 | 1.4 | 5.9 | 3.1 | 3.5 | $3.3^{4,5}$ | $3.2{ }^{4,5}$ | $3.2{ }^{4,5}$ | $3.2{ }^{4,5}$ | $0.3^{4,5}$ | 3.54 .5 | 1.3 | 1.6 | 1.3 | 1.2 | 1.2 | 1.2 | 1.1 | 2.3 |
| Chile | 2.8 | 3.2 | 3.5 | 3.3 | 3.3 | 3.8 | 2.3 | 6.1 | 2.5 | 2.7 | 2.6 | 2.5 | 2.6 | 3.0 | 0.6 | 3.6 | 0.3 | 0.5 | 0.8 | 0.9 | 0.7 | 0.8 | 1.7 | 2.5 |
| Colombia | - | - | 4.1 | 3.9 | 3.9 | 3.9 | 2.4 | 6.2 | - | - | 3.3 | 3.1 | 3.1 | 3.1 | 0.9 | 4.0 | - | - | 0.8 | 0.8 | 0.8 | 0.8 | 1.4 | 2.2 |
| Czech Republic | 3.3 | 3.3 | 3.3 | 3.2 | 3.2 | 3.0 | 0.4 | 3.5 | 2.5 | 2.4 | 2.4 | 2.4 | 2.4 | 2.3 | 0.2 | 2.5 | 0.8 | 0.9 | 0.9 | 0.8 | 0.8 | 0.7 | 0.2 | 0.9 |
| Denmark | 5.9 | 6.2 | 6.0 | 6.2 |  |  |  |  | 4.3 | 4.6 | 4.4 | 4.7 | - | - | - |  | 1.6 | 1.7 | 1.5 | 1.6 | - | - | - |  |
| Estonia | 4.2 | 4.8 | 4.3 | 4.0 | 3.9 | 3.9 | 0.4 | 4.4 | 3.4 | 3.8 | 3.1 | 2.6 | 2.7 | 2.7 | 0.2 | 2.9 | 0.8 | 1.0 | 1.2 | 1.4 | 1.2 | 1.2 | 0.2 | 1.5 |
| Finland | - | - | 5.6 | 5.6 | 5.6 | 5.4 | 0.1 | 5.5 | - | - | 3.9 | 3.9 | 4.0 | 3.8 | \# | 3.9 | 1.6 | 1.8 | 1.7 | 1.7 | 1.6 | 1.5 | 0.1 | 1.7 |
| France | 4.6 | 4.8 | 4.6 | 4.6 | 4.5 | 4.5 | 0.7 | 5.2 | 3.5 | 3.6 | 3.4 | 3.4 | 3.4 | 3.4 | 0.3 | 3.7 | 1.1 | 1.2 | 1.1 | 1.1 | 1.1 | 1.1 | 0.3 | 1.4 |
| Germany | 3.7 | 3.9 | 3.7 | 3.7 | 3.6 | 3.6 | 0.6 | 4.2 | 2.8 | 2.9 | 2.7 | 2.7 | 2.6 | 2.6 | 0.4 | 3.0 | 0.9 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 0.2 | 1.2 |
| Greece | 3.9 | - | 3.3 | 3.3 | 3.4 | 3.2 | - | - | 2.5 | - | 2.7 | 2.7 | 2.6 | 2.6 | - | - | 1.4 | - | 0.6 | 0.6 | 0.7 | 0.6 | - | - |
| Hungary | 4.1 | 3.6 | 3.1 | 3.3 | 3.2 | 3.5 | 0.7 | 4.3 | 3.2 | 2.7 | 2.3 | 2.7 | 2.7 | 2.9 | 0.4 | 3.2 | 0.8 | 0.8 | 0.8 | 0.7 | 0.6 | 0.7 | 0.4 | 1.1 |
| Iceland | 6.1 | 5.4 | 5.3 | 5.5 | 5.4 | 5.3 | 0.3 | 5.6 | 5.0 | 4.4 | 4.2 | 4.3 | 4.3 | 4.1 | 0.2 | 4.3 | 1.1 | 1.0 | 1.1 | 1.1 | 1.1 | 1.1 | 0.1 | 1.3 |
| Ireland | 4.0 | 5.4 | 4.7 | 4.3 | 3.1 | 3.2 | 0.3 | 3.5 | 3.1 | 4.3 | 3.8 | 3.5 | 2.5 | 2.6 | 0.1 | 2.7 | 0.9 | 1.2 | 0.9 | 0.8 | 0.6 | 0.6 | 0.2 | 0.8 |
| Israel | 4.4 | 4.5 | 4.9 | 4.8 | 4.9 | 4.8 | 1.1 | 6.0 | 3.5 | 3.7 | 4.0 | 4.0 | 4.0 | 4.0 | 0.5 | 4.5 | 0.8 | 0.8 | 0.9 | 0.8 | 0.9 | 0.8 | 0.6 | 1.4 |
| Italy | 3.6 | 3.6 | 3.5 | 3.4 | 3.4 | 3.1 | 0.5 | 3.6 | 3.0 | 3.0 | 2.8 | 2.8 | 2.8 | 2.6 | 0.1 | 2.7 | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 | 0.5 | 0.3 | 0.9 |
| Japan ${ }^{6}$ | 2.9 | 3.2 | - | - | - | 2.9 | 1.2 | 4.0 | 2.5 | 2.7 | - | - | - | 2.4 | 0.2 | 2.7 | 0.5 | 0.5 | - | - | -7 | 0.4 | 1.0 | 1.4 |
| Korea, Republic of |  |  | - | - | - | 3.8 | 1.6 | 5.4 |  | - | - | - | - | 3.1 | 0.5 | 3.7 |  | - | - | - | 0.7 | 0.7 | 1.1 | 1.7 |
| Latvia | 3.9 | 4.0 | 3.9 | 4.3 | 4.3 | 3.7 | 0.4 | 4.2 | 3.1 | 3.2 | 3.0 | 3.2 | 3.3 | 3.0 | 0.1 | 3.1 | 0.8 | 0.7 | 0.8 | 1.0 | 1.1 | 0.7 | 0.3 | 1.0 |
| Luthuania | 3.9 | 4.4 | 3.8 | 3.7 | 3.4 | 3.1 | 0.5 | 3.6 | 3.0 | 3.3 | 2.6 | 2.5 | 2.3 | 2.4 | 0.1 | 2.5 | 0.8 | 1.1 | 1.2 | 1.2 | 1.1 | 0.7 | 0.3 | 1.1 |
| Luxembourg | - | - | 3.3 | 3.4 | 3.3 | 3.0 | 0.1 | 3.2 | 3.7 | 3.5 | 2.8 | 2.9 | 2.8 | 2.6 | 0.1 | 2.8 | - | - | 0.5 | 0.5 | 0.5 | 0.4 | 0.0 | 0.5 |
| Mexico | 4.0 | 4.2 | 4.1 | 4.2 | 4.2 | 4.0 | 1.1 | 5.1 | 3.2 | 3.2 | 3.2 | 3.2 | 3.2 | 3.0 | 0.7 | 3.7 | 0.8 | 0.9 | 0.8 | 1.0 | 1.0 | 0.9 | 0.4 | 1.4 |
| Netherlands | 4.1 | 4.4 | 4.4 | 4.3 | 4.3 | 4.2 | 0.9 | 5.2 | 3.1 | 3.3 | 3.3 | 3.1 | 3.1 | 3.1 | 0.4 | 3.5 | 1.0 | 1.1 | 1.2 | 1.2 | 1.2 | 1.1 | 0.5 | 1.7 |
| New Zealand | - | - | 5.0 | 4.9 | 4.9 | 4.7 | 1.7 | 6.4 | - | - | 4.0 | 3.9 | 3.9 | 3.9 | 0.8 | 4.7 | - | - | 1.0 | 0.9 | 0.9 | 0.9 | 0.9 | 1.7 |
| Norway | 6.6 | 6.4 | 4.7 | 6.1 | 6.3 | 6.3 | 0.1 | 6.5 | 4.9 | 4.9 | 3.1 | 4.5 | 4.6 | 4.6 | \# | 4.6 | 1.7 | 1.6 | 1.5 | 1.6 | 1.7 | 1.8 | 0.1 | 1.9 |
| Poland | 4.8 | 4.4 | 4.1 | 4.1 | 4.0 | 3.8 | 0.5 | 4.4 | 3.6 | 3.4 | 3.1 | 3.0 | 2.9 | 2.9 | 0.3 | 3.2 | 1.2 | 1.0 | 1.1 | 1.0 | 1.1 | 0.9 | 0.2 | 1.2 |
| Portugal ${ }^{6}$ | 4.4 | 4.6 | 4.5 | 4.4 | 4.1 | 4.1 | 0.8 | 5.0 | 3.6 | 3.7 | 3.8 | 3.6 | 3.4 | 3.4 | 0.4 | 3.9 | 0.8 | 0.9 | 0.7 | 0.8 | 0.7 | 0.7 | 0.4 | 1.2 |
| Slovak Republic | 3.1 | 3.3 | 3.2 | 3.3 | 3.8 | 3.1 | 0.6 | 3.7 | 2.4 | 2.6 | 2.4 | 2.5 | 2.5 | 2.4 | 0.3 | 2.7 | 0.7 | 0.6 | 0.8 | 0.8 | 1.2 | 0.7 | 0.3 | 1.0 |
| Slovenia | 3.5 | 3.5 | 4.3 | 4.1 | 3.8 | 3.8 | 0.4 | 4.3 | 2.6 | 2.4 | 3.3 | 3.2 | 3.0 | 2.9 | 0.3 | 3.2 | 0.9 | 1.0 | 1.0 | 0.9 | 0.9 | 0.8 | 0.1 | 1.0 |
| Spain | 3.5 | 4.0 | 3.6 | 3.5 | 3.5 | 3.5 | 0.8 | 4.3 | 2.7 | 2.9 | 2.7 | 2.6 | 2.7 | 2.6 | 0.4 | 3.1 | 0.8 | 1.0 | 0.9 | 0.9 | 0.8 | 0.8 | 0.4 | 1.2 |
| Sweden | 5.3 | 5.2 | 5.2 | 5.1 | 5.0 | 5.2 | 0.2 | 5.4 | 4.0 | 3.8 | 3.7 | 3.7 | 3.6 | 3.8 | $\dagger$ | 3.8 | 1.3 | 1.4 | 1.5 | 1.4 | 1.4 | 1.4 | 0.2 | 1.6 |
| Switzerland | 4.7 | 4.4 | 4.6 | 4.6 | 4.5 | 4.5 | 0.4 | 5.0 | 3.5 | 3.2 | 3.4 | 3.4 | 3.2 | 3.3 | 0.4 | 3.7 | 1.3 | 1.2 | 1.2 | 1.3 | 1.3 | 1.3 | - |  |
| Turkey | 2.7 | 3.3 | 3.9 | 3.9 | 3.8 | 4.1 | 1.4 | 5.4 | 1.9 | 2.4 | 2.5 | 2.6 | 2.5 | 2.7 | 0.9 | 3.5 | 0.7 | 0.9 | 1.4 | 1.4 | 1.3 | 1.4 | 0.5 | 1.9 |
| United Kingdom | - | - | 4.7 | 4.7 | 4.4 | 4.2 | 1.9 | 6.2 | 3.4 | 3.4 | 4.1 | 4.2 | 3.9 | 3.7 | 0.7 | 4.4 | - | - | 0.6 | 0.5 | 0.5 | 0.5 | 1.2 | 1.7 |
| United States | - | - | 4.2 | 4.1 | 4.1 | 4.1 | 1.9 | 6.0 | - | - | 3.2 | 3.2 | 3.2 | 3.2 | 0.3 | 3.5 | 1.0 | 1.1 | 0.9 | 0.9 | 0.9 | 0.9 | 1.6 | 2.5 |
| Other reporting countries Russian Federation | - | 2.7 | 2.9 | 2.8 | 2.6 | 2.6 | 0.5 | 3.1 | - | 1.8 | 2.0 | 1.9 | 1.8 | 1.9 | 0.1 | 2.0 | - | 0.9 | 0.8 | 0.8 | 0.7 | 0.7 | 0.4 | 1.1 |

## -Not available.

$\dagger$ Not applicable.
Includes expenditures that could not be reported by level of education.
Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for ${ }^{3}$ Includes expenditures on education institutions from international sources.
${ }^{4}$ Includes preprimary education.
Excludes postsecondary non-higher-education
${ }^{6}$ Postsecondary non-higher-education included in both secondary and higher education.

NOTE: Government expenditures on education include both amounts spent directly by governments to hire education personnel and to procure other resources and amounts provided by governments to public or private institutions. Types expenditures. Governmente direct expenditures, research and development activities, ancillary expenditures, and capita Private expenditures exclude government subsidies that are used for payments to education institutions. All data in this table were calculated using International Standard Classification of Education (ISCED) 2011. Expenditures for ISCED level (postsecondary non-higher-education) are included in elementary and secondary education unless otherwise noted. Detail may only data that had been validated for consistency and accuracy by OECD and the relevant country as of October 14, 2019 SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved OCtober 14, 2019, from https:///stats.oecd.org/Index.aspx. (This table was prepared October 2019.)

## CHAPTER 7 <br> Libraries and Use of Technology


#### Abstract

This chapter presents statistics on access to and use of computers and the Internet among children and adults of various racial/ethnic groups, age groups, educational attainment levels, and income levels. These tables are based on data from the U.S. Census Bureau. Other chapters also provide information on use of computers and technology. Chapter 2 includes tables on use of computers and the Internet by elementary and secondary students and schools. Chapter 3 includes tables on distance and online education at the postsecondary level.

This chapter also includes tables on elementary and secondary school libraries, college and university libraries (including institution-level information for the 60 largest college libraries in the country), and public libraries. It contains data on library collections, staff, and expenditures, as well as library usage. The tables on libraries in educational institutions are based on National Center for Education Statistics (NCES) data, while the table on public libraries is based on Institute of Museum and Library Services data.


## Computer and Internet Use

## Access to Computers and Other Devices

Ninety-eight percent of all 3- to 18-year-old children had some type of computer or smartphone in their household in 2018 (table 702.10). A higher percentage of 3- to 18-yearold children lived in a household with a smartphone (95 percent) than in a household with a desktop or laptop (83 percent) or in a household with a tablet or other portable wireless computer ( 78 percent).

The percentages of children ages 3 to 18 with various types of devices in their household differed by race/ethnicity in 2018 (table 702.10). For example, 94 percent of Asian children had a desktop or laptop in their household, compared with 90 percent of White children, 87 percent of children of Two or more races, 74 percent of Hispanic children, 72 percent of Black children, 71 percent of Pacific Islander children, and 63 percent of American Indian/ Alaska Native children. The percentages of children who lived in a household with a smartphone were higher for Asian children (98 percent), children of Two or more races (97 percent), and White children (96 percent) than for Hispanic children (94 percent), Black children (93 percent), Pacific Islander children (91 percent), and American Indian/ Alaska Native children (86 percent).

In 2018, the percentages of children ages 3 to 18 who lived in households with desktops or laptops, smartphones, and tablets or other portable wireless computers were higher for those with higher family incomes than for those with lower family incomes (table 702.10). For example, the percentage of children living in a household with a desktop or laptop computer was highest for children with family incomes of over $\$ 100,000$ (96 percent) and lowest for children with family incomes of less than $\$ 10,000$ ( 56 percent). The percentages of children who lived in a household with a smartphone and who lived in a household with a tablet or other portable wireless computer were also highest for children with family incomes of over \$100,000 (98 and 92 percent, respectively) and lowest for children with family incomes of less than $\$ 10,000$ (88 and 53 percent, respectively).

In 2018, the percentages of children who lived in households with various types of computers were higher for children whose parent(s) had higher levels of educational attainment than for those whose parent(s) had lower levels of educational attainment (table 702.10 and figure 30). For example, the percentage of children with a desktop or laptop in their household was higher for those who had a parent with a bachelor's or higher degree ( 97 percent) than for those whose parent(s)'s highest level of education was an associate's degree ( 90 percent), some college ( 82 percent), a high school diploma or equivalent (69 percent), and less than high school (55 percent). Also, the percentage of children with a smartphone in their household was higher for those who had a parent with a bachelor's or higher degree (98 percent) than for those whose parent(s)'s highest level of education was an associate's degree ( 97 percent), some college ( 96 percent), a high school diploma or equivalent (93 percent), and less than high school (88 percent).

## Children's Internet Access by Household Characteristics

In 2018, about 88 percent of 3 - to 18 -year-olds had access to the Internet in their household through a desktop or laptop, tablet, or some other type of computer and 6 percent had internet access in their household only through a smartphone (web-only table 702.12). The remaining 6 percent of 3- to 18-year-olds had no access to the Internet in their household. These percentages varied by parental education, family income, and race/ethnicity. For example, the percentage of children with access to the Internet
through a desktop, laptop, or tablet in their household was higher for those who had a parent with a bachelor's or higher degree (98 percent) than for those whose parent(s)'s highest level of education was an associate's degree ( 93 percent), some college ( 88 percent), a high school diploma or equivalent ( 78 percent), and less than high school (65 percent). Similarly, higher levels of family income were positively associated with having access to the Internet through a desktop or laptop within the household. For example, the percentage of 3 - to 18 -year-olds living in a household with access to the Internet through a desktop, laptop, or tablet was highest for children with family incomes of over $\$ 100,000$ ( 97 percent) and lowest for children with family incomes of less than $\$ 10,000$ ( 65 percent). Also, the percentages of 3 - to 18 -year-olds who were Asian (96 percent), White (93 percent), and of Two or more races (92 percent) who lived in households with internet access through a desktop, laptop, or tablet were higher than the percentages for Hispanic children (81 percent), Black children (79 percent), Pacific Islander children ( 76 percent), or American Indian/Alaska Native children (70 percent).

The percentage of 3- to 18-year-olds who did not have access to the Internet was inversely related to family income in 2018 (web-only table 702.12). For example, the percentage of 3 - to 18 -year-olds living in a household without access to the Internet was higher for those with family incomes of less than $\$ 10,000$ (18 percent) than for those with family incomes of over $\$ 100,000$ (2 percent). Also, the percentage of 3 - to 18 -year-olds without access to the Internet was lower for those who had a parent with a bachelor's or higher degree (1 percent) than for those whose parent(s)'s highest level of education was an associate’s degree (4 percent), some college (6 percent), a high school diploma or equivalent (10 percent), or less than high school (18 percent). In addition, lower percentages of 3- to 18-year-olds who were Asian (2 percent), of Two or more races (3 percent), and White (4 percent) had no access to the Internet in their households than 3- to 18-year-olds who were Hispanic ( 9 percent), Black (10 percent), Pacific Islander (13 percent), or American Indian/Alaska Native (20 percent).

## Internet Usage at All Ages

Seventy-eight percent of the U.S. population age 3 and older used the Internet in 2017, up from 70 percent in 2011 (table 702.30). While this overall percentage of internet users was 8 percentage points higher in 2017 than in 2011, this pattern was not consistent across age groups. For example, there was no measurable change in the percentage of 15 - to 18 -year-olds using the Internet ( 85 percent in both years). The percentage of internet users among 19- to 24-year-olds was 2 percentage points higher in 2017 ( 85 percent) than in 2011 ( 83 percent). In contrast, there were larger increases in internet use among the younger and older age groups. The percentage of internet users
among 3- and 4-year-olds nearly doubled from 2011 ( 26 percent) to 2017 ( 51 percent), and the percentage of users among 5 - to 10 -year-olds was 18 percentage points higher ( 69 percent in 2017 vs. 51 percent in 2011). Among the older age groups, the internet use rate for 60- to 69-year-olds was 76 percent in 2017, compared to 64 percent in 2011. These increases resulted in a reduction of the gaps in internet use between different age groups. For example, the gap in the percentage of 5 - to 10 -year-olds and 15 - to 18 -year-olds using the Internet fell from 34 percentage points in 2011 to 16 percentage points in 2017. Similarly, the gap between the internet use of 25- to 29-year-olds and 60- to 69-year-olds fell from 17 percentage points in 2011 to 10 percentage points in 2017.

Internet usage differed by various demographic characteristics in 2017 (table 702.30 and figure 31). For example, the percentage of internet users was higher for persons age 3 and over who were of Two or more races ( 82 percent), White (80 percent), and Asian (79 percent) than for those who were Black (73 percent) and Hispanic (72 percent). The percentage of internet users who were American Indian/Alaska Native (63 percent) was lower than the percentages for all other racial/ethnic groups. The percentage of the population age 3 and over who used the Internet was generally higher for those with higher family incomes than for those with lower family incomes. For example, about 86 percent of persons with family incomes of $\$ 100,000$ or more used the Internet, compared with 68 percent of persons with family incomes of $\$ 20,000$ to $\$ 29,999$. Among persons age 25 and over, the percentage of internet users tended to be higher for those with higher levels of educational attainment. For example, the percentage of persons age 25 and over who used the Internet was higher for those whose highest level of education was a bachelor's or higher degree (89 percent) than for those whose highest level of education was an associate's degree ( 86 percent), some college ( 83 percent), a high school diploma or equivalent ( 70 percent), and less than high school ( 51 percent).

Similar to the patterns observed for decreased gaps in internet use between young children and older teens and between young adults and older adults between 2011 and 2017, there were also decreases in gaps among other demographic groups (table 702.30). The difference between the percentage of internet users among White and Black persons 3 years old and over was smaller in 2017 (7 percentage points) than in 2011 ( 15 percentage points). The difference in use between White and Hispanic persons in this age group was also lower in 2017 (8 percentage points) than in 2011 (21 percentage points). The gap between the internet use in families with incomes below $\$ 10,000$ and above $\$ 100,000$ was also lower in 2017 (23 percentage points) than in 2011 (38 percentage points). Similarly, the difference in the percentage of internet users among those 25 and over with a bachelor's or higher degree and those who had not completed high school was lower in 2017 (37 percentage points) than in 2011 ( 58 percentage points).

## Libraries

Among public schools that had a library in 2011-12, the average number of library staff per school was 1.8 , including 0.9 certified library/media specialists (web-only table 701.10). On average, public school libraries had larger numbers of books on a per student basis in 2011-12 (2,188 per 100 students) than in 1999-2000 (1,803 per 100 students), 2003-04 (1,891 per 100 students), and 2007-08 (2,015 per 100 students). In 2011-12, public elementary school libraries had larger holdings on a per student basis than did public secondary school libraries (2,570 books per 100 students, compared with 1,474 books per 100 students).

In 2017-18, there were libraries at 92 percent of degree-granting postsecondary institutions overall, including 95 percent of public institutions, 96 percent of private nonprofit institutions, and 76 percent of private for-profit institutions (table 701.40). The calculations of library operating expenditures and number of books per full-time-equivalent (FTE) student in the following paragraph include both institutions with libraries and those without libraries.

At degree-granting postsecondary institutions, library operating expenditures per FTE student were 25 percent lower in 2011-12 than in 2001-02, after adjustment for
inflation (table 701.40). Library operating expenditures per FTE student then increased by 16 percent from 201112 to 2017-18. The net result of these changes was that operating expenditures per FTE student were 13 percent lower in 2017-18 than in 2001-02. In 2017-18, library operating expenditures per FTE student averaged \$559 (in current dollars) across all degree-granting institutions. The amount varied widely by institution control. However, library operating expenditures averaged $\$ 464$ per FTE student attending a public institution in 2017-18, compared with $\$ 961$ per FTE student attending a private nonprofit institution and $\$ 87$ per FTE student attending a private for-profit institution. In 2017-18, the average number of books (including physical and electronic books) per FTE student also differed for public institutions ( 85 books), private nonprofit institutions (191 books), and private for-profit institutions ( 95 books). Across all degree-granting institutions, the average number of books per FTE student in 2017-18 was 110.

In 2017, there were 9,045 public libraries in the United States with a total of 715 million books and serial volumes (table 701.60). The annual number of visits per capitathat is, per resident of the areas served by the librarieswas 4.2 , the annual number of reference transactions per capita was 0.8 , and the annual number of uses of publicaccess internet computers per capita was 0.8.

Figure 30. Percentage of children ages 3 to 18 living in households with a computer, by parents' highest level of educational attainment and type of computer: 2018

Parents' highest level of educational attainment ${ }^{1}$


[^62]Figure 31. Percentage of persons age 25 and over who used the Internet anywhere, at home, and at the workplace, by highest level of educational attainment: 2011 and 2017


Includes all persons who use the Internet at any location
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), July 2011 and November 2017.

Table 701.15. Number and percentage of public schools with libraries/media centers and average number of staff per library/media center, by staff type and employment status and school level, enrollment size, and locale: 2015-16
[Standard errors appear in parentheses]

| School level, enrollment size, and locale | Schools with libraries/ media centers |  |  |  | Average number of staff per library/media center |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Librarians or library media specialists |  |  |  | Library media center instructional aides |  |  |  | Library media center noninstructional aides |  |  |  |
|  | Number |  | Percent |  | Full time |  | Part time |  | Full time |  | Part time |  | Full time |  | Part time |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Total, all public schoo | 82,300 | (440) | 91.0 | (0.43) | 0.7 | (0.01) | 0.2 | (0.01) | 0.3 | (0.01) | 0.1 | (0.01) | 0.1 | (\#) | 0.1 | (\#) |
| Elementary schools | 59,500 | (350) | 95.4 | (0.39) | 0.6 | (0.01) | 0.2 | (0.01) | 0.3 | (0.01) | 0.1 | (0.01) | 0.1 | (\#) | 0.1 | (0.01) |
| Less than 150 students | 3,200 | (300) | 81.4 | (3.88) | 0.2 | (0.03) | 0.4 | (0.05) | 0.1 ! | (0.03) | 0.2 | (0.04) | $\ddagger$ | ( $\dagger$ | 0.1 ! | (0.03) |
| 150 to 499 students | 28,700 | (560) | 95.1 | (0.49) | 0.6 | (0.01) | 0.3 | (0.01) | 0.2 | (0.01) | 0.2 | (0.01) | 0.1 | (0.01) | 0.1 | (0.01) |
| 500 to 749 students | 18,600 | (480) | 97.8 | (0.42) | 0.7 | (0.01) | 0.2 | (0.01) | 0.3 | (0.02) | 0.1 | (0.01) | 0.1 | (0.01) | 0.1 | (0.01) |
| 750 or more students | 9,000 | (340) | 97.8 | (0.61) |  | (0.02) |  | (0.02) | 0.3 | (0.02) | 0.1 |  | 0.1 | (0.02) | 0.1 | (0.01) |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City Suburban | 16,500 21,100 | (210) | 92.0 97.0 | $(0.92)$ $(0.60)$ | 0.6 0.7 | $(0.02)$ $(0.02)$ | 0.2 0.2 | $(0.02)$ $(0.02)$ | 0.2 0.2 | $(0.02)$ $(0.01)$ | 0.1 0.2 | $(0.01)$ $(0.01)$ | 0.1 0.1 | $(0.01)$ $(0.01)$ | 0.1 0.1 | $(0.01)$ $(0.01)$ |
| Town | 7,600 | (280) | 97.1 | (0.69) | 0.6 | (0.02) | 0.2 | (0.02) | 0.3 | (0.02) | 0.1 | (0.02) | 0.1 | (0.01) | 0.1 | (0.01) |
| Rural | 14,300 | (320) | 96.4 | (0.82) | 0.6 | (0.02) | 0.2 | (0.02) | 0.3 | (0.02) | 0.1 | (0.02) | \# | ( $\dagger$ ) | 0.1 | (0.01) |
| Secondary schools | 16,300 | (410) | 82.0 | (1.46) | 0.8 | (0.02) | 0.1 | (0.01) | 0.3 | (0.02) | 0.1 | (0.01) | 0.2 | (0.01) | 0.1 | (0.01) |
| Enrollment size |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 150 students | 1,400 | (200) | 46.0 | (5.28) | 0.2 | (0.06) | 0.2 | (0.05) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ |
| 150 to 499 students | 4,600 | (260) | 77.4 | (2.60) | 0.6 | (0.04) | 0.2 | (0.03) | 0.2 | (0.02) | 0.1 | (0.02) | 0.1 | (0.02) | 0.1 | (0.01) |
| 500 to 749 students | 2,600 | (180) | 89.6 | (2.22) | 0.8 | (0.04) | 0.2 | (0.03) | 0.2 | (0.03) | 0.2 | (0.04) | 0.1 | (0.02) | 0.1 | (0.02) |
| Locale |  |  |  |  |  |  | 0.1 | (0.01) | 0.4 | (0.03) | 0.1 | (0.02) | 0.3 | (0.02) | 0.1 | (0.01) |
| City | 4,200 | (220) | 79.2 | (2.51) | 0.8 | (0.04) | 0.1 | (0.02) | 0.2 | (0.03) | 0.1 | (0.01) | 0.2 | (0.03) | \# | ( $\dagger$ |
| Suburban | 4,800 | (210) | 80.9 | (2.84) | 1.0 | (0.03) | 0.1 | (0.02) | 0.3 | (0.04) | 0.1 | (0.03) | 0.2 | (0.03) | 0.1 | (0.02) |
| Town | 2,900 | (180) | 82.9 | (3.24) | 0.8 | (0.03) | 0.2 | (0.03) | 0.3 | (0.03) | 0.1 | (0.02) | 0.2 | (0.03) | 0.1 | (0.02) |
| Rural | 4,400 | (230) | 85.6 | (2.42) | 0.8 | (0.04) | 0.2 | (0.03) | 0.3 | (0.03) | 0.1 | (0.02) | 0.1 | (0.02) | \# | ( $\dagger$ |

$\dagger$ Not applicable.
\#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Total includes combined elementary/secondary schools, which are not separately shown. NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Data File," 2015-16. (This table was prepared May 2018.)

Table 701.40. Collections, staff, and operating expenditures of degree-granting postsecondary institution libraries: Selected years, 1991-92 through 2016-17

-Not available.
${ }^{1}$ Fall enrollment for the academic year specified.
${ }^{2}$ For 2001-02 and later years, includes electronic serials. If a single title comes in both paper and electronic formats, it counts as two serials
${ }^{3}$ Excludes student assistants.
${ }^{4}$ Excludes capital outlay. Expenditure data are reported only by degree-granting institutions with total expenditures over $\$ 100,000$.
Includes student hourly wages.
${ }^{6}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
Includes computer hardware/software, bibliographic utilities/networks/consortia, and "other library operating expenditures" not individually listed.

NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher educatio
sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated
Postsecondary Education Data System (IPEDS), "Academic Libraries Survey" (IPEDS-L:92) and "Fall Enrollment Survey" (IPEDS-EF:92); Academic Libraries Survey (ALS), 2000 through 2012; IPEDS Spring 2015 through Spring 2017, Fall Enrollment component; and IPEDS Spring 2015 through Spring 2017, Academic Libraries component. (This table was prepared July 2019.)

Table 701.60. Number of public libraries, number of books and serial volumes, and per capita usage of selected library services per year, by state: Fiscal years 2015 and 2016

| State | Number of public libraries ${ }^{1}$ |  | Number of books and serial volumes |  |  |  | Per capita ${ }^{2}$ usage of selected services per year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In thousands |  | Per capita ${ }^{2}$ |  | Number of library visits ${ }^{3}$ |  | Circulation (number of materials lent) |  | Reference transactions ${ }^{4}$ |  | Uses of public-access internet computers |  |
|  | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States | 9,068 | 9,057 | 750,249 | 732,240 | 2.4 | 2.4 | 4.5 | 4.4 | 7.3 | 7.2 | 0.8 | 0.8 | 1.0 | 0.9 |
| Alabama | 219 | 219 | 9,227 | 9,007 | 2.0 | 2.0 | 3.5 | 3.4 | 4.3 | 4.3 | 0.9 | 0.9 | 0.9 | 0.8 |
| Alaska | 80 | 71 | 2,354 | 2,048 | 3.6 | 3.2 | 4.8 | 5.4 | 6.9 | 7.4 | 0.5 | 0.7 | 1.2 | 0.9 |
| Arizona | 90 | 90 | 8,196 | 7,663 | 1.2 | 1.1 | 3.9 | 3.7 | 6.5 | 6.6 | 0.6 | 0.9 | 1.1 | 1.0 |
| Arkansas | 58 | 59 | 6,371 | 5,722 | 2.4 | 2.3 | 3.9 | 4.0 | 5.4 | 5.2 | 0.9 | 0.8 | 0.7 | 0.6 |
| California | 184 | 184 | 63,676 | 62,770 | 1.6 | 1.6 | 4.2 | 4.0 | 5.6 | 5.4 | 0.5 | 0.6 | 0.8 | 0.8 |
| Colorado | 113 | 114 | 9,943 | 10,526 | 1.9 | 2.0 | 6.1 | 6.0 | 12.0 | 11.8 | 0.7 | 0.8 | 1.4 | 1.2 |
| Connecticut | 182 | 182 | 13,577 | 13,103 | 4.0 | 4.0 | 6.1 | 6.0 | 8.3 | 8.1 | 0.9 | 1.0 | 1.2 | 1.2 |
| Delaware | 21 | 21 | 1,646 | 1,532 | 1.8 | 1.6 | 4.4 | 4.4 | 6.5 | 6.6 | 0.5 | 0.5 | 0.7 | 0.7 |
| District of Columbia | 1 | 1 | 1,863 | 1,863 | 2.8 | 2.7 | 6.2 | 5.8 | 6.0 | 6.5 | 1.2 | 1.2 | 1.7 | 1.4 |
| Florida | 80 | 80 | 30,794 | 29,261 | 1.6 | 1.5 | 3.7 | 3.5 | 5.7 | 5.5 | 1.2 | 1.2 | 0.8 | 0.8 |
| Georgia | 63 | 63 | 16,522 | 16,839 | 1.6 | 1.6 | 2.8 | 2.7 | 3.6 | 3.7 | 0.7 | 0.8 | 1.1 | 1.2 |
| Hawaii | 1 | 1 | 3,197 | 2,967 | 2.3 | 2.1 | 3.5 | 3.1 | 4.5 | 4.4 | 0.4 | 0.5 | 0.5 | 0.6 |
| Idaho | 102 | 102 | 4,342 | 4,289 | 3.2 | 3.1 | 6.3 | 6.2 | 11.4 | 10.9 | 0.9 | 0.8 | 1.4 | 1.2 |
| Illinois | 622 | 621 | 42,366 | 40,487 | 3.6 | 3.4 | 6.0 | 5.7 | 9.5 | 9.1 | 0.9 | 0.9 | 1.2 | 1.1 |
| Indiana | 237 | 236 | 23,210 | 22,693 | 3.8 | 3.7 | 5.7 | 5.5 | 12.7 | 12.2 | 0.7 | 0.7 | 1.1 | 1.1 |
| lowa | 534 | 534 | 11,934 | 11,749 | 3.9 | 3.9 | 5.9 | 5.9 | 8.9 | 8.8 | 0.6 | 0.6 | 1.0 | 1.0 |
| Kansas | 320 | 321 | 9,113 | 8,972 | 3.6 | 3.6 | 5.6 | 5.5 | 10.0 | 9.9 | 0.8 | 0.8 | 1.2 | 1.2 |
| Kentucky | 119 | 119 | 9,171 | 9,051 | 2.1 | 2.1 | 4.2 | 4.1 | 6.9 | 6.8 | 1.0 | 1.0 | 1.0 | 1.0 |
| Louisiana | 68 | 68 | 11,833 | 11,746 | 2.5 | 2.5 | 4.3 | 4.3 | 4.5 | 4.6 | 1.1 | 1.1 | 1.1 | 1.1 |
| Maine | 228 | 227 | 5,981 | 5,903 | 5.2 | 5.2 | 5.8 | 5.9 | 7.7 | 7.6 | 0.6 | 0.6 | 1.0 | 0.9 |
| Maryland | 24 | 24 | 11,922 | 10,459 | 2.0 | 1.8 | 4.8 | 4.6 | 9.9 | 9.8 | 1.4 | 1.5 | 1.0 | 0.9 |
| Massachusetts | 368 | 368 | 30,857 | 30,276 | 4.6 | 4.5 | 6.1 | 6.1 | 9.2 | 9.3 | 0.7 | 0.7 | 1.0 | 0.9 |
| Michigan | 392 | 396 | 31,818 | 29,473 | 3.2 | 3.0 | 4.9 | 4.7 | 8.3 | 7.9 | 0.9 | 0.9 | 1.0 | 1.0 |
| Minnesota | 137 | 137 | 14,363 | 14,339 | 2.6 | 2.6 | 4.4 | 4.4 | 9.6 | 9.3 | 0.7 | 0.7 | 0.9 | 0.9 |
| Mississippi | 52 | 52 | 5,704 | 5,599 | 1.9 | 1.9 | 3.0 | 3.0 | 2.6 | 2.5 | 0.5 | 0.5 | 0.8 | 0.8 |
| Missouri | 149 | 147 | 16,288 | 16,019 | 3.0 | 2.9 | 5.2 | 4.9 | 10.0 | 9.8 | 0.6 | 0.6 | 1.1 | 1.0 |
| Montana | 82 | 82 | 2,622 | 2,627 | 2.7 | 2.7 | 4.3 | 4.4 | 6.1 | 6.1 | 0.5 | 0.5 | 1.2 | 1.2 |
| Nebraska | 247 | 237 | 5,733 | 5,555 | 3.7 | 3.6 | 5.3 | 5.1 | 8.2 | 8.2 | 0.5 | 0.5 | 1.3 | 1.2 |
| Nevada | 22 | 22 | 4,116 | 4,149 | 1.4 | 1.4 | 3.5 | 3.4 | 7.3 | 6.9 | 0.5 | 0.5 | 0.9 | 0.9 |
| New Hampshire | 219 | 222 | 5,818 | 5,619 | 5.0 | 4.4 | 6.4 | 5.5 | 8.6 | 7.9 | 0.7 | 0.8 | 0.8 | 0.6 |
| New Jersey | 282 | 282 | 27,177 | 26,513 | 3.1 | 3.1 | 5.0 | 4.9 | 6.4 | 6.3 | 0.8 | 0.8 | 1.0 | 1.0 |
| New Mexico | 87 | 88 | 4,232 | 4,128 | 2.6 | 2.5 | 4.5 | 4.4 | 5.5 | 5.7 | 0.6 | 0.9 | 1.2 | 1.1 |
| New York | 756 | 756 | 69,313 | 68,858 | 3.6 | 3.6 | 5.4 | 5.3 | 6.9 | 6.8 | 1.4 | 1.4 | 1.1 | 0.9 |
| North Carolina | 80 | 81 | 16,021 | 15,584 | 1.6 | 1.6 | 3.6 | 3.3 | 5.2 | 5.0 | 0.6 | 0.7 | 0.7 | 0.7 |
| North Dakota | 72 | 74 | 2,173 | 2,173 | 3.2 | 3.2 | 3.3 | 3.3 | 5.9 | 6.3 | 0.7 | 0.8 | 0.9 | 0.9 |
| Ohio | 251 | 251 | 41,024 | 40,060 | 3.6 | 3.5 | 6.8 | 6.4 | 15.9 | 16.0 | 1.6 | 1.6 | 1.7 | 1.4 |
| Oklahoma | 119 | 119 | 7,093 | 7,351 | 2.2 | 2.3 | 4.2 | 4.1 | 6.9 | 7.0 | 0.6 | 0.6 | 1.1 | 1.1 |
| Oregon | 131 | 131 | 9,805 | 9,497 | 2.6 | 2.7 | 5.5 | 5.8 | 15.0 | 15.5 | 0.6 | 0.6 | 1.0 | 1.0 |
| Pennsylvania | 455 | 454 | 25,298 | 24,617 | 2.0 | 2.0 | 3.6 | 3.6 | 5.2 | 5.1 | 0.6 | 0.6 | 0.6 | 0.6 |
| Rhode Island | 48 | 48 | 4,241 | 3,561 | 4.0 | 3.4 | 5.6 | 5.5 | 6.4 | 6.1 | 0.6 | 0.6 | 1.2 | 1.0 |
| South Carolina | 42 | 42 | 9,108 | 8,962 | 2.0 | 1.9 | 3.7 | 3.4 | 5.7 | 5.4 | 0.6 | 0.6 | 0.9 | 0.8 |
| South Dakota | 112 | 112 | 2,768 | 2,755 | 3.7 | 3.6 | 4.9 | 4.9 | 7.6 | 7.8 | 0.5 | 0.6 | 1.5 | 1.4 |
| Tennessee | 185 | 186 | 11,722 | 11,648 | 1.8 | 1.8 | 3.0 | 2.9 | 4.1 | 4.1 | 0.5 | 0.5 | 0.8 | 0.7 |
| Texas | 549 | 544 | 39,660 | 39,600 | 1.5 | 1.6 | 2.7 | 2.8 | 4.2 | 4.6 | 0.5 | 0.5 | 0.6 | 0.6 |
| Utah | 72 | 72 | 6,627 | 6,494 | 2.3 | 2.2 | 6.0 | 5.4 | 12.6 | 12.0 | 0.9 | 1.0 | 1.0 | 0.9 |
| Vermont | 159 | 162 | 2,791 | 2,586 | 4.8 | 4.7 | 6.2 | 6.3 | 7.4 | 7.6 | 0.8 | 0.9 | 1.1 | 1.0 |
| Virginia | 91 | 92 | 17,210 | 17,097 | 2.1 | 2.1 | 4.6 | 4.3 | 8.8 | 8.2 | 0.8 | 0.8 | 0.9 | 0.9 |
| Washington | 62 | 62 | 13,261 | 12,825 | 1.9 | 1.8 | 5.7 | 5.5 | 12.0 | 12.1 | 0.5 | 0.6 | 1.3 | 1.1 |
| West Virginia | 97 | 97 | 5,005 | 4,917 | 2.7 | 2.7 | 2.9 | 2.8 | 3.4 | 3.5 | 0.3 | 0.3 | 0.5 | 0.5 |
| Wisconsin | 381 | 381 | 18,781 | 18,401 | 3.3 | 3.2 | 5.5 | 5.5 | 10.1 | 9.9 | 0.7 | 0.7 | 1.0 | 0.9 |
| Wyoming | 23 | 23 | 2,384 | 2,311 | 4.1 | 3.9 | 6.1 | 6.0 | 8.4 | 8.2 | 0.7 | 0.8 | 1.5 | 1.5 |

${ }^{1}$ Refers to the number of administrative entities that are legally established under local or state law to provide public library service to the population of a local jurisdiction. A public library (administrative entity) may have a single outlet that provides direct service to the public, or it may have multiple service outlets. In 2015, a total of 16.560 stationary service outlets ( 8,891 central libraries and 7,669 branch libraries) were open to the public47 additional service outlets were bookmobiles. In 2016 , total of 16568 stationary 647 additional serve oute were 7 bibs. In 2016, a totar of 16,568 stationary service outlets ( 8,884 central libraries and 7,684 branch libraries) were open to the public; 659 additional service outlets were bookmobiles
${ }^{2}$ Per capita (or per person) data are based on unduplicated populations of the areas served by public libraries.
${ }^{3}$ Includes only the number of physical visits (entering the library for any purpose). The survey does not collect data on the number of online visits.
${ }^{4} \mathrm{~A}$ reference transaction is an information contact that involves the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by a member of the library staff.
NOTE: Data include imputations for nonresponse. Detail may not sum to totals because of rounding.
SOURCE: Institute of Museum and Library Services, Public Libraries Survey, fiscal years 2015 and 2016, retrieved June 26, 2018, from https://www.imls.gov/research/ public libraries in the united states survey.aspx. (This table was prepared June 2018.)

Table 702.10. Percentage of children ages $\mathbf{3}$ to 18 living in households with a computer, by type of computer and selected child and family characteristics: Selected years, 2010 through 2017 [Standard errors appear in parentheses]

| Selected child or family characteristic | 2010 |  | 2013 |  | 2015 |  | 2016 |  |  |  |  |  |  |  |  |  | 2017 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, any computer or smartphone |  | Total, any computer or smartphone |  | Total, any computer or smartphone |  | Total, any computer or smartphone ${ }^{1}$ |  | Desktop, laptop, tablet, or other portable wireless computer |  |  |  |  |  | Smartphone |  | Total, any computer or smartphone ${ }^{1}$ |  | Desktop, laptop, tablet, or other portable wireless computer |  |  |  |  |  | Smartphone |  |
|  |  |  |  | Total ${ }^{1}$ |  |  |  | ktop or laptop |  | ablet or portable wireless mputer |  | Total ${ }^{1}$ |  | $\begin{gathered} \text { sktop or } \\ \text { laptop } \end{gathered}$ |  |  | other | ablet or portable wireless mputer |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  |  |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
|  | 85.3 | (0.37) | 92.6 | (0.08) | 94.5 | (0.06) | 96.6 | (0.05) | 89.5 | (0.09) | 83.3 | (0.13) | 73.7 | (0.15) | 90.9 | (0.05) | 97.3 | (0.04) | 89.9 | (0.11) | 83.3 | (0.13) | 77.9 | (0.16) | 94.3 | (0.05) |
|  | 85.0 85.5 | $(0.44)$ $(0.45)$ | 92.5 92.6 | $(0.08)$ $(0.10)$ |  | $(0.07)$ $(0.07)$ | 96.5 96.7 | $(0.06)$ $(0.05)$ | 89.4 89.6 | $(0.11)$ $(0.11)$ | 83.1 83.4 | $(0.14)$ $(0.14)$ | 73.4 74.1 | $\begin{aligned} & (0.17) \\ & (0.17) \end{aligned}$ | 90.8 91.0 | $(0.07)$ $(0.07)$ | 97.3 97.4 | $\begin{aligned} & (0.05) \\ & (0.05) \end{aligned}$ | 89.8 90.0 | $\begin{aligned} & (0.12) \\ & (0.11) \end{aligned}$ | 83.2 83.4 | $\begin{aligned} & (0.14) \\ & (0.14) \end{aligned}$ | $\begin{aligned} & 77.7 \\ & 78.0 \end{aligned}$ | $\begin{aligned} & (0.18) \\ & (0.17) \end{aligned}$ | 94.3 94.4 | $\begin{aligned} & (0.06) \\ & (0.06) \end{aligned}$ |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White Black | 92.4 72.8 | (0.34) | 95.9 87.1 | $(0.07)$ $(0.25)$ | 97.0 90.2 | (0.06) | 97.9 94.0 | $(0.05)$ 0 0 | 94.2 81.4 | $(0.09)$ $(0.28)$ | 90.1 72.3 | $(0.12)$ $(0.31)$ | 79.8 63.1 | $(0.16)$ $0.36)$ | 92.1 87.8 | (0.08) | 98.2 94.9 | $(0.04)$ $(0.16)$ | 94.3 82.1 | $(0.08)$ 0 $0.32)$ | 89.9 72.0 | $(0.12)$ $(0.36)$ | 84.3 66.9 | $(0.15)$ $0.39)$ | 95.6 90.8 | $(0.06)$ 0 $0.20)$ |
| Hispanic | 74.3 | (0.90) | 87.2 | (0.20) | 90.7 | (0.16) | 94.8 | (0.12) | 82.5 | (0.22) | 73.0 | (0.25) | 65.2 | (0.24) | 89.4 | (0.16) | 96.5 | (0.10) | 83.9 | (0.23) | 73.8 | (0.26) | 68.8 | (0.30) | 93.2 | (0.14) |
| Asian | 93.5 | (1.18) | 97.9 | (0.13) | 98.3 | (0.14) | 98.9 | (0.11) | 97.0 | (0.18) | 94.8 | (0.23) | 80.8 | (0.34) | 93.7 | (0.25) | 98.9 | (0.12) | 96.6 | (0.19) | 94.0 | (0.24) | 85.1 | (0.38) | 96.9 | (0.18) |
| Pacific Islander American Indian/Alaska | 83.9 | (7.10) | 87.8 | (2.10) | 90.9 | (1.55) | 94.3 | (1.50) | 77.8 | (2.31) | 69.3 | (2.56) | 60.7 | (2.71) | 85.9 | (2.21) | 94.0 | (1.37) | 81.7 | (2.28) | 72.6 | (2.64) | 64.3 | (3.30) | 90.2 | (1.66) |
| Native Two or more races | 72.4 | (4.70) | 79.0 | (0.73) | 83.7 | (0.82) | 87.3 | (0.62) | 75.6 929 | (0.81) | 64.7 | (1.01) | 61.1 | (1.04) | 80.3 | (0.73) | 90.2 | (0.61) | 75.4 93.1 | (0.84) | 64.7 | (0.96) | 61.9 | (1.03) | 84.4 | (0.76) |
| Two or more races | 85.2 | (2.09) |  | (0.19) |  | (0.18) |  | (0.12) | 92.9 | (0.28) |  | (0.37) |  | (0.44) |  | (0.25) |  | (0.11) | 93.1 | (0.25) | 87.0 | (0.35) | 83.8 | (0.39) | 96.1 | (0.19) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 to 10 | 88.9 | (0.52) | 91.8 | (0.09) | 93.8 | (0.09) | 96.2 | (0.06) | ${ }_{88.3}^{88.6}$ | (0.12) | 80.8 | (0.16) | 74.0 | (0.16) | 90.6 | (0.07) | 97.2 | (0.06) | ${ }_{89.1}$ | (0.13) | 81.0 | (0.14) | 78.5 | (0.18) | 94.1 | (0.07) |
| 11 to 14 | 87.3 | (0.59) | 93.5 | (0.10) | 95.1 | (0.08) | 96.9 | (0.07) | 90.8 | (0.12) | 85.4 | (0.15) | 75.4 | (0.18) | 90.8 | (0.10) | 97.5 | (0.06) | 91.1 | (0.13) | 85.2 | (0.17) | 79.3 | (0.19) | 94.4 | (0.09) |
| 15 to 18 | 87.7 | (0.49) | 93.9 | (0.10) | 95.4 | (0.08) | 97.2 | (0.06) | 91.3 | (0.11) | 87.0 | (0.14) | 72.8 | (0.21) | 91.3 | (0.10) | 97.6 | (0.06) | 91.2 | (0.15) | 86.7 | (0.16) | 76.6 | (0.21) | 94.5 | (0.08) |
| Metropolitan status ${ }^{2}$ Metropolitan ${ }^{3}$ Nonmetropolitan ${ }^{4}$ | 85.7 82.8 | $\begin{aligned} & (0.40) \\ & (0.94) \end{aligned}$ |  |  |  |  |  |  |  |  |  | ( + ( $)$ |  | ( + ( + |  |  |  | ( $\dagger$ () |  |  |  | ( $\dagger$ |  |  | 二 | ( $\dagger$ + |
| Highest level of education attained by either parent ${ }^{5}$ Less than high school High school diploma or equivalent Some college Associate's degree Bachelor's or higher degree Bachelor's degree Master's or higher degree |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 57.0 | (1.77) | 75.7 | (0.40) | 81.3 | (0.35) | 87.9 | (0.27) | 67.4 | (0.34) | 54.1 | (0.38) | 48.5 | (0.37) | 80.8 | (0.30) | 90.4 | (0.28) | 68.4 | (0.44) | 54.8 | (0.43) | 50.8 | (0.43) | 85.0 | (0.33) |
|  | 76.1 | (0.91) | 87.3 | (0.22) | 90.2 | (0.18) | 94.1 | (0.13) | 80.6 | (0.26) | 69.6 | (0.30) | 61.4 | (0.26) | 87.4 | (0.17) | 95.3 | (0.12) | 81.3 | (0.24) | 69.2 | (0.29) | 65.1 | (0.28) | 90.9 | (0.13) |
|  | 88.7 | (0.73) | 94.3 | (0.13) | 95.8 | (0.12) | 97.5 | (0.09) | 90.5 | (0.15) | 83.0 | (0.21) | 73.3 | (0.27) | 92.4 | (0.13) | 98.1 | (0.07) | 90.5 | (0.18) | 82.0 | (0.22) | 77.1 | (0.25) | 95.4 | (0.10) |
|  | 91.5 | (0.67) | 96.7 | (0.14) | 97.7 | (0.12) | 98.7 | (0.09) | 94.9 | (0.18) | 90.1 | (0.24) | 79.4 | (0.28) | 93.9 | (0.16) | 98.9 | (0.08) | 95.0 | (0.15) | 89.9 | (0.19) | 83.4 | (0.27) | 96.5 | (0.12) |
|  | 96.8 95 | (0.28) | 99.0 | (0.04) | 99.2 | (0.03) | 99.6 | (0.03) | 98.5 | (0.05) | 97.0 | (0.08) | 86.6 | (0.12) | 94.9 | (0.07) | 99.6 99.5 | (0.02) | 98.4 | (0.04) | ${ }^{96.8}$ | (0.06) | 90.8 | (0.10) | 98.1 | (0.05) |
|  | 98.0 | (0.35) | 99.4 | (0.04) | 99.5 | (0.04) | 99.7 | (0.03) | 99.1 | (0.06) | 98.3 | (0.08) | 88.4 | (0.17) | 95.0 | (0.12) | 99.7 | (0.03) | 99.1 | (0.05) | 98.2 | (0.07) | 93.0 | (0.13) | 98.3 | (0.07) |
| Family income (in current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than \$10,000 | 53.9 | (1.90) | 76.4 | (0.40) | 82.1 | (0.42) | 87.7 | (0.40) | 67.1 | (0.52) | 54.5 | (0.50) | 49.0 | (0.49) | 79.5 | (0.44) | 90.3 | (0.29) | 68.3 | (0.52) | 55.1 | (0.55) | 52.8 | (0.57) | 84.5 | (0.37) |
| \$10,000 to \$19,999 | 68.4 | (1.35) | 81.2 | (0.34) | 85.7 | (0.31) | 90.6 | (0.26) | 72.4 | (0.44) | 59.3 | (0.44) | 52.7 | (0.45) | 82.7 | (0.33) | 92.5 | (0.24) | 73.0 | (0.47) | 59.4 | (0.48) | 55.7 | (0.51) | 86.8 | (0.28) |
| \$20,000 to \$29,999 | 75.4 84.9 | (1.34) | 86.9 90.6 | (0.32) | 89.2 92 | $(0.29$ $0.22)$ | 93.8 95.4 | 0.25 0.20 | 79.0 83.7 | (0.40) | 67.3 74.2 | $0.40)$ 0.47 | 58.6 640 | $(0.43)$ <br> $(0.44)$ | 86.4 887 | (0.31) | 94.9 | (0.20) | 78.9 84.6 | (0.41) | 65.8 73.6 | $(0.42)$ $(0.39$ | 61.6 67.2 | (0.45) | 90.3 | (0.23) |
| \$30,000 to \$39,999 | 84.9 91.1 | (0.98) | ${ }_{93} 9$ | (0.22) | 94. | (0.26 | 96.5 | (0.16) | 888 | (0.38) | 80.2 | (0.36) | 64.0 | (0.36) | 88. | (0.25) | 97.1 | (0.17) | 84.6 | (0.30) | 73.6 | (0.36) | 67.2 | (0.42 | 91.9 | (0.22) |
| \$50,000 to \$74,999 | 92.4 | (0.71) | 95.7 | (0.14) | 96.6 | (0.12) | 97.9 | (0.08) | 92.6 | (0.18) | 86.6 | (0.24) | 75.5 | (0.28) | 92.2 | (0.15) | 98.2 | (0.07) | 92.2 | (0.17) | 85.4 | (0.22) | 78.2 | (0.26) | 95.1 | (0.11) |
| \$75,000 to \$99,999 | 95.2 | (0.59) | 97.5 | (0.12) | 98.0 | (0.09) | 98.6 | (0.08) | 95.9 | (0.13) | 92.2 | (0.19) | 81.0 | (0.29) | 93.6 | (0.14) | 98.9 | (0.09) | 95.5 | (0.17) | 91.2 | (0.23) | 84.7 | (0.29) | 96.5 | (0.14) |
| \$100,000 or more | 98.3 | (0.29) | 99.0 | (0.04) | 99.1 | (0.04) | 99.4 | (0.04) | 98.4 | (0.06) | 96.9 | (0.08) | 87.7 | (0.13) | 95.2 | (0.09) | 99.4 | (0.03) | 98.4 | (0.06) | 96.6 | (0.08) | 92.0 | (0.11) | 98.2 | $0.05)$ |
| \$100,000 to \$149,999 | 98.0 | (0.44) | 98.8 | (0.06) | 98.8 | (0.07) | 99.2 | (0.07) | 97.8 | (0.10) | 95.7 | (0.13) | 85.5 | (0.21) | 94.8 | (0.13) | 99.3 | (0.05) | 97.8 | (0.08) | 95.3 | (0.13) | 89.9 | (0.17) | 97.8 | (0.08) |
| \$150,000 or more | 98.8 | (0.36) | 99.3 | (0.05) | 99.4 | (0.05) | 99.6 | (0.04) | 99.0 | (0.05) | 98.1 | (0.08) | 90.0 | (0.16) | 95.7 | (0.11) | 99.5 | (0.03) | 98.9 | (0.06) | 98.0 | (0.09) | 94.2 | (0.13) | 98.6 | (0.06) |

## -Not available

${ }^{\text {1Households }}$ indicating they had the types of computers/devices listed in more than one survey question were counted only once in the total. Therefore, the total is less than the sum of the categories. In addilition to the types of computers/devices specified, the in the survey questions.
${ }^{2}$ Children living in areas whose metropolitan status was not identified are excluded from this analysis. In 2010, less than 1 percent ${ }^{2}$ Children living in areas whose metropolitan status was not identified are excluc
of children ages 3 to 18 lived in an area with nonidentified metropolitan status.
of children ages 3 to 18 lived in an area with nonidentified metropolitan status.
${ }^{3}$ Refers to metropolitan statistical areas, which contain at least one urbanized area with a population of 50,000 or more.
${ }^{4}$ Refers to areas that are outside of metropolitan statistical areas.
${ }^{5}$ Highest education level of any parent residing with the child (including an adoptive or stepparent). Includes only children who
shighest education level of any parent residing with the child (including an adoptive or stepparent). Includes only children who
resided with at least one of their parents.

NOTE: Data are based on children living in households and exclude children living in institutions (e.g., prisons or nursing facilities), The surveys asked about "computers" or "types of computer" (including smartphones) in the household. Percentages refer to
children whose household members owned or used at home any computers/devices listed in the survey questions or "some other type of computer" that was not listed. Estimates for 2010 may not be comparable to those for later years because the 2010 (ACS). Estimates for 2016 and 2017 may not be comparable to those for 2013 and 2015 because the wording of the ACS computer questions was revised as of 2016. Race categories exclude persons of Hispanic ethnicity.
SOURC: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS

Table 702.30. Percentage of persons age 3 and over who use the Internet anywhere and who use the Internet at selected locations, by selected characteristics: 2011 and 2017
[Standard errors appear in parentheses]

| Selected characteristic | Percent using the Internet, 2011 |  |  |  |  |  |  |  | Percent using the Internet, 2017 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Anywhere ${ }^{1}$ |  | At home |  | At school |  | At workplace |  | Anywhere ${ }^{1}$ |  | At home |  | At school |  | At workplace |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Total | 69.7 | (0.22) | 64.1 | (0.24) | 17.6 | (0.17) | 23.9 | (0.15) | 77.7 | (0.24) | 71.9 | (0.25) | 15.6 | (0.14) | 29.2 | (0.17) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 69.4 | (0.26) | 64.0 | (0.28) | 17.1 | (0.20) | 24.8 | (0.19) | 77.5 | (0.27) | 71.5 | (0.27) | 15.4 | (0.17) | 30.1 | (0.23) |
| Female | 70.1 | (0.23) | 64.1 | (0.26) | 18.0 | (0.19) | 23.1 | (0.19) | 77.9 | (0.26) | 72.2 | (0.29) | 15.7 | (0.17) | 28.3 | (0.20) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 75.0 | (0.25) | 70.5 | (0.27) | 16.9 | (0.18) | 28.0 | (0.20) | 80.2 | (0.27) | 75.2 | (0.29) | 14.0 | (0.18) | 33.1 | (0.21) |
| Black | 60.2 | (0.67) | 51.0 | (0.77) | 18.8 | (0.49) | 16.6 | (0.40) | 73.4 | (0.54) | 65.3 | (0.64) | 16.0 | (0.40) | 23.6 | (0.49) |
| Hispanic | 54.4 | (0.66) | 46.6 | (0.72) | 18.2 | (0.41) | 13.3 | (0.35) | 72.1 | (0.59) | 64.5 | (0.62) | 18.6 | (0.34) | 19.4 | (0.34) |
| Asian | 73.6 | (0.83) | 70.8 | (0.91) | 18.9 | (0.63) | 26.9 | (0.75) | 79.4 | (0.98) | 74.9 | (0.99) | 17.3 | (0.63) | 33.3 | (0.77) |
| Pacific Islander | 67.3 | (3.76) | 60.6 | (4.16) | 18.3 | (2.54) | 23.3 | (2.95) | 75.9 | (3.85) | 70.9 | (3.83) | 14.3 | (2.13) | 30.2 | (3.17) |
| American Indian/Alaska Native | 59.7 | (2.62) | 49.4 | (3.47) | 18.3 | (1.69) | 14.6 | (1.31) | 62.7 | (2.27) | 51.5 | (2.41) | 13.9 | (1.41) | 17.6 | (1.54) |
| Two or more races | 72.6 | (1.26) | 64.2 | (1.41) | 27.3 | (1.30) | 17.1 | (0.98) | 82.5 | (1.13) | 76.5 | (1.30) | 31.0 | (1.32) | 23.8 | (1.03) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 and 4 | 25.9 | (0.85) | 24.1 | (0.85) | 10.0 | (0.57) | $\dagger$ | ( $\dagger$ | 51.0 | (1.18) | 45.1 | (1.16) | 14.8 | (0.83) | $\dagger$ | ( $\dagger$ |
| 5 to 10 | 51.3 | (0.63) | 47.1 | (0.66) | 33.7 | (0.59) | $\dagger$ | ( $\dagger$ ) | 69.3 | (0.68) | 57.5 | (0.70) | 44.2 | (0.67) | + | ( $\dagger$ ) |
| 11 to 14 | 73.0 | (0.73) | 66.6 | (0.78) | 55.8 | (0.81) | $\dagger$ | ( $\dagger$ ) | 77.0 | (0.71) | 68.0 | (0.75) | 56.1 | (0.87) | $\dagger$ | ( $\dagger$ |
| 15 to 18 | 85.2 | (0.54) | 76.9 | (0.61) | 62.4 | (0.70) | 3.2 | (0.23) | 84.9 | (0.58) | 77.6 | (0.71) | 59.6 | (0.74) | 4.8 | (0.28) |
| 19 to 24 | 83.1 | (0.53) | 73.5 | (0.69) | 39.0 | (0.72) | 18.9 | (0.42) | 85.3 | (0.55) | 79.3 | (0.62) | 32.2 | (0.74) | 28.2 | (0.56) |
| 25 to 29 | 81.5 | (0.55) | 72.8 | (0.64) | 12.8 | (0.42) | 38.4 | (0.71) | 85.6 | (0.52) | 81.4 | (0.60) | 11.1 | (0.41) | 47.6 | (0.72) |
| 30 to 39 | 80.9 | (0.39) | 74.4 | (0.42) | 9.3 | (0.29) | 42.3 | (0.43) | 85.5 | (0.42) | 80.7 | (0.46) | 5.8 | (0.24) | 49.4 | (0.47) |
| 40 to 49 | 79.6 | (0.40) | 74.6 | (0.45) | 7.6 | (0.23) | 42.8 | (0.43) | 84.9 | (0.43) | 80.2 | (0.48) | 4.5 | (0.21) | 49.7 | (0.50) |
| 50 to 59 | 71.9 | (0.44) | 67.3 | (0.46) | 5.1 | (0.22) | 36.0 | (0.43) | 79.7 | (0.40) | 73.9 | (0.45) | 2.3 | (0.13) | 44.3 | (0.44) |
| 60 to 69 | 64.4 | (0.54) | 60.3 | (0.56) | 3.3 | (0.20) | 19.9 | (0.38) | 75.8 | (0.43) | 70.4 | (0.46) | 1.5 | (0.13) | 26.2 | (0.42) |
| 70 or older | 38.5 | (0.55) | 35.0 | (0.56) | 0.9 | (0.10) | 3.9 | (0.20) | 57.1 | (0.52) | 53.6 | (0.56) | 0.7 | (0.09) | 6.4 | (0.24) |
| Highest level of education attained by persons age 25 and over |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school | 31.5 | (0.58) | 26.3 | (0.57) | 1.2 | (0.15) | 4.8 | (0.28) | 51.4 | (0.72) | 44.8 | (0.73) | 1.8 | (0.19) | 9.9 | (0.45) |
| High school diploma or equivalent | 58.7 | (0.38) | 52.9 | (0.38) | 1.9 | (0.10) | 16.9 | (0.28) | 70.2 | (0.41) | 63.9 | (0.44) | 1.9 | (0.12) | 23.2 | (0.33) |
| Some college | 79.6 | (0.42) | 72.7 | (0.42) | 7.7 | (0.26) | 32.8 | (0.47) | 82.8 | (0.43) | 78.2 | (0.46) | 4.8 | (0.21) | 37.3 | (0.51) |
| Associate's degree | 82.6 | (0.48) | 76.4 | (0.52) | 7.3 | (0.34) | 39.9 | (0.60) | 85.5 | (0.45) | 80.7 | (0.52) | 4.0 | (0.26) | 44.5 | (0.66) |
| Bachelor's or higher degree | 90.0 | (0.22) | 86.4 | (0.26) | 12.1 | (0.27) | 56.1 | (0.34) | 88.7 | (0.27) | 85.6 | (0.31) | 5.7 | (0.18) | 56.3 | (0.37) |
| Bachelor's degree | 89.1 | (0.28) | 85.2 | (0.31) | 9.6 | (0.31) | 53.1 | (0.41) | 87.8 | (0.31) | 84.5 | (0.37) | 5.2 | (0.21) | 53.9 | (0.48) |
| Master's or higher degree | 91.6 | (0.32) | 88.6 | (0.39) | 16.6 | (0.48) | 61.5 | (0.58) | 90.4 | (0.41) | 87.5 | (0.45) | 6.7 | (0.30) | 60.6 | (0.55) |
| Metropolitan status ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Metropolitan ${ }^{3}$ | 71.0 | (0.24) | 65.5 | (0.27) | 18.0 | (0.18) | 25.0 | (0.18) | 78.5 | (0.25) | 72.8 | (0.26) | 15.8 | (0.16) | 30.0 | (0.20) |
| Nonmetropolitan ${ }^{4}$ | 62.8 | (0.69) | 55.9 | (0.71) | 15.2 | (0.38) | 18.5 | (0.42) | 72.9 | (0.67) | 65.4 | (0.70) | 14.1 | (0.41) | 23.9 | (0.50) |
| Family income (in current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than \$10,000 | 48.9 | (0.82) | 36.5 | (0.89) | 15.3 | (0.56) | 6.3 | (0.36) | 62.8 | (1.07) | 52.7 | (1.12) | 17.0 | (0.82) | 9.4 | (0.51) |
| \$10,000 to \$19,999 | 48.2 | (0.67) | 38.7 | (0.70) | 13.1 | (0.43) | 7.8 | (0.29) | 59.7 | (0.86) | 51.4 | (0.82) | 12.7 | (0.53) | 10.2 | (0.37) |
| \$20,000 to \$29,999 | 55.6 | (0.62) | 47.5 | (0.69) | 13.4 | (0.38) | 11.4 | (0.32) | 67.7 | (0.71) | 59.9 | (0.76) | 13.4 | (0.50) | 15.2 | (0.43) |
| \$30,000 to \$39,999 | 62.0 | (0.70) | 54.8 | (0.73) | 15.2 | (0.44) | 15.8 | (0.39) | 71.3 | (0.70) | 64.3 | (0.69) | 13.5 | (0.45) | 19.9 | (0.45) |
| \$40,000 to \$49,999 | 70.3 | (0.72) | 64.8 | (0.76) | 16.2 | (0.48) | 21.3 | (0.47) | 78.0 | (0.72) | 72.2 | (0.79) | 14.0 | (0.48) | 24.7 | (0.60) |
| \$50,000 to \$74,999 | 77.6 | (0.43) | 73.8 | (0.47) | 18.0 | (0.36) | 27.8 | (0.40) | 81.4 | (0.44) | 75.8 | (0.49) | 14.4 | (0.34) | 30.7 | (0.38) |
| \$75,000 to \$99,999 | 83.6 | (0.37) | 80.6 | (0.42) | 20.9 | (0.48) | 36.0 | (0.47) | 84.8 | (0.51) | 80.3 | (0.54) | 16.7 | (0.47) | 37.2 | (0.51) |
| \$100,000 or more | 86.6 | (0.36) | 84.5 | (0.43) | 23.2 | (0.39) | 42.5 | (0.41) | 86.3 | (0.35) | 82.3 | (0.39) | 18.5 | (0.28) | 43.9 | (0.33) |
| \$100,000 to \$149,999 | 86.9 | (0.45) | 84.7 | (0.50) | 23.1 | (0.48) | 41.3 | (0.56) | 85.7 | (0.47) | 81.5 | (0.52) | 17.7 | (0.40) | 42.0 | (0.47) |
| \$150,000 or more | 86.2 | (0.54) | 84.2 | (0.66) | 23.4 | (0.61) | 44.1 | (0.61) | 87.0 | (0.54) | 83.2 | (0.57) | 19.5 | (0.44) | 46.1 | (0.50) |

## $\dagger$ Not applicable

${ }^{1}$ Includes all persons who use the Internet at any location.
${ }^{2}$ Persons living in areas whose metropolitan status was not identified are excluded from this analysis. In 2011 and 2017, less than 1 percent of persons lived in an area with nonidentified metropolitan status.
${ }^{3}$ Refers to metropolitan statistical areas, which contain at least one urbanized area with a population of 50,000 or more.
${ }^{4}$ Refers to areas that are outside of metropolitan statistical areas.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), July 2011 and November 2017. (This table was prepared March 2019.)

## APPENDIX A

## Guide to Sources

The information presented in the Digest of Education Statistics was obtained from many sources, including federal and state agencies, private research organizations, and professional associations. The data were collected using many research methods, including surveys of a universe (such as all colleges) or of a sample, compilations of administrative records, and statistical projections. Brief descriptions of the information sources, data collections, and data collection methods that were used to produce this report are presented below, grouped by sponsoring organization. Additional details about many of these and other data sets can be found on the U.S. Department of Education's Data Inventory website (https://datainventory.ed.gov/).

## National Center for Education Statistics (NCES)

## Baccalaureate and Beyond Longitudinal Study

The Baccalaureate and Beyond Longitudinal Study (B\&B) is based on the National Postsecondary Student Aid Study (NPSAS) and provides information concerning education and work experience after completing a bachelor's degree. A special emphasis of $\mathrm{B} \& \mathrm{~B}$ is on those entering the teaching profession. B\&B provides cross-sectional information 1 year after bachelor's degree completion (comparable to the information that was provided in the Recent College Graduates study), while at the same time providing longitudinal data concerning entry into and progress through graduate-level education and the workforce, income, and debt repayment. This information has not been available through follow-ups involving high school cohorts or even college-entry cohorts, because these cohorts have limited numbers who actually complete a bachelor's degree and continue their graduate education. Also, these cohorts are not representative of all bachelor's degree recipients.

The first B\&B followed NPSAS baccalaureate degree completers for a 10-year period after completion, beginning with NPSAS:93. About 11,000 students who completed their degrees in the 1992-93 academic year were included in the first $B \& B$ cohort ( $B \& B: 93$ ). The first follow-up of this cohort (B\&B:93/94) occurred 1 year later. In addition to collecting student data, $\mathrm{B} \& \mathrm{~B}: 93 / 94$ collected postsecondary
transcripts covering the undergraduate period, which provided complete information on progress and persistence at the undergraduate level. The second follow-up of this cohort (B\&B:93/97) took place in spring 1997 and gathered information on employment history, family formation, and enrollment in graduate programs. The third follow-up (B\&B:93/03) occurred in 2003 and provided information concerning graduate study and long-term employment experiences after degree completion.

The second $B \& B$ cohort ( $B \& B: 2000$ ), which was associated with NPSAS:2000, included 11,700 students who completed their degrees in the 1999-2000 academic year. The first and only follow-up survey of this cohort was conducted in 2001 ( $\mathrm{B} \& \mathrm{~B}: 2000 / 01$ ) and focused on time to degree completion, participation in postbaccalaureate education and employment, and the activities of newly qualified teachers.

The third B\&B cohort (B\&B:08), which is associated with NPSAS:08, included 18,000 students who completed their degrees in the 2007-08 academic year. The first follow-up took place in 2009 ( $\mathrm{B} \& \mathrm{~B}: 08 / 09$ ), and the second follow-up took place in 2012 (B\&B:08/12). The report Baccalaureate and Beyond: A First Look at the Employment Experiences and Lives of College Graduates, 4 Years On (B\&B:08/12) (NCES 2014-141) presents findings based on data from the second follow-up. It examines bachelor's degree recipients’ labor market experiences and enrollment in additional postsecondary degree programs through the 4th year after graduation. In addition, 2008/12 Baccalaureate and Beyond Longitudinal Study (B\&B:08/12) Data File Documentation (NCES 2015-141) describes the universe, methods, and data collection procedures used in the second follow-up. A third and final follow-up ( $\mathrm{B} \& \mathrm{~B}: 08 / 18$ ) to the third B\&B cohort was conducted in 2018 and early 2019.

Further information on B\&B may be obtained from

Aurora D'Amico<br>Longitudinal Surveys Branch<br>Sample Surveys Division<br>National Center for Education Statistics<br>550 12th Street SW<br>Washington, DC 20202<br>aurora.damico@ed.gov<br>https://nces.ed.gov/surveys/b\&b

## Beginning Postsecondary Students Longitudinal Study

The Beginning Postsecondary Students Longitudinal Study (BPS) provides information on persistence, progress, and attainment for 6 years after initial time of entry into postsecondary education. BPS includes traditional and nontraditional (e.g., older) students and is representative of all beginning students in postsecondary education in a given year. Initially, these individuals are surveyed in the National Postsecondary Student Aid Study (NPSAS) during the year in which they first begin their postsecondary education. These same students are surveyed again 2 and 5 years later through the BPS. By starting with a cohort that has already entered postsecondary education and following it for 6 years, the BPS can determine the extent to which students who start postsecondary education at various ages differ in their progress, persistence, and attainment, as well as their entry into the workforce. The first BPS was conducted in 1989-90, with follow-ups in 1992 (BPS:90/92) and 1994 (BPS:90/94). The second BPS was conducted in 1995-96, with follow-ups in 1998 (BPS:96/98) and 2001 (BPS:96/01). The third BPS was conducted in 2003-04, with follow-ups in 2006 (BPS:04/06) and 2009 (BPS:04/09).

The fourth BPS was conducted in 2012, with follow-ups in 2014 (BPS:12/14) and 2017 (BPS:12/17). In the base year, 1,690 institutions were sampled, of which all were confirmed eligible to participate. In addition, 128,120 students were sampled, and 123,600 were eligible to participate in the NPSAS:12 study. In the first follow-up (BPS:12/14), of the 35,540 eligible NPSAS:12 sample students, 24,770 responded, for an unweighted student response rate of 70 percent and a weighted response rate of 68 percent.

Further information on BPS may be obtained from

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## Common Core of Data

The Common Core of Data (CCD) is NCES's primary database on public elementary and secondary education in the United States. It is a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts containing data designed to be comparable across all states. This database can be used to select samples for other NCES surveys and provide basic information and descriptive statistics on public elementary and secondary schools and schooling in general.

The CCD collects statistical information annually from approximately 100,000 public elementary and secondary schools and approximately 18,000 public school districts (including supervisory unions and regional education service agencies) in the 50 states, the District of Columbia, the Department of Defense Education Activity (DoDEA), the Bureau of Indian Education (BIE), Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. Three categories of information are collected in the CCD survey: general descriptive information on schools and school districts, data on students and staff, and fiscal data. The general school and district descriptive information includes name, address, and phone number; the data on students and staff include selected demographic characteristics; and the fiscal data pertain to revenues and current expenditures.

The EDFacts data collection system is the primary collection tool for the CCD. NCES works collaboratively with the U.S. Department of Education's Performance Information Management Service to develop the CCD collection procedures and data definitions. Coordinators from state education agencies (SEAs) submit the CCD data at different levels (school, agency, and state) to the EDFacts collection system. Prior to submitting CCD files to EDFacts, SEAs must collect and compile information from their respective local education agencies (LEAs) through established administrative records systems within their state or jurisdiction.

Once SEAs have completed their submissions, the CCD survey staff analyzes and verifies the data for quality assurance. Even though the CCD is a universe collection and thus not subject to sampling errors, nonsampling errors can occur. The two potential sources of nonsampling errors are nonresponse and inaccurate reporting. NCES attempts to minimize nonsampling errors through the use of annual training of SEA coordinators, extensive quality reviews, and survey editing procedures. In addition, each year SEAs are given the opportunity to revise their state-level aggregates from the previous survey cycle.

The NCES Education Demographic and Geographic Estimate (EDGE) program develops annually updated point locations (latitude and longitude) for public elementary and secondary schools included in the CCD database. The estimated location of schools and agency administrative offices is primarily derived from the physical address reported in the CCD directory files. The NCES EDGE program collaborates with the U.S. Census Bureau's EDGE Branch to develop point locations for schools reported in the annual CCD directory file. For more information about NCES school point data, please see https://nces.ed.gov/programs/ edge/Geographic/SchoolLocations.

The CCD survey consists of five components: The Public Elementary/Secondary School Universe Survey, the Local Education Agency (School District) Universe Survey, the State Nonfiscal Survey of Public Elementary/Secondary Education, the National Public Education Financial Survey (NPEFS), and the School District Finance Survey (F-33).

## Public Elementary/Secondary School Universe Survey

The Public Elementary/Secondary School Universe Survey includes all U.S. public schools providing education services to prekindergarten, kindergarten, grade 1-13, and ungraded students.

The Public Elementary/Secondary School Universe Survey includes data for variables such as NCES school ID number, state school ID number, name of the school, name of the agency that operates the school, mailing address, physical location address, phone number, school type, operational status, county number, county name, full-time-equivalent (FTE) classroom teacher count, low/high grade span offered, school level, students eligible for free lunch, students eligible for reduced-price lunch, total students eligible for free and reduced-price lunch, and student totals and detail (by grade, by race/ethnicity, and by sex). The survey also contains flags indicating whether a school is Title I targeted assistance eligible, Title I schoolwide eligible, a magnet school, a charter school, a shared-time school, or a BIE school, as well as which grades are offered at the school.

## Local Education Agency (School District) Universe Survey

The coverage of the Local Education Agency Universe Survey includes all school districts and administrative units providing education services to prekindergarten, kindergarten, grade 1-13, and ungraded students.

The Local Education Agency Universe Survey includes the following variables: NCES agency ID number, state agency ID number, agency name, phone number, mailing address, physical location address, agency type code, supervisory union number, American National Standards Institute (ANSI) state and county code, county name, core based statistical area (CBSA), metropolitan/micropolitan code, metropolitan status code, locale code, congressional district, operational status code, BIE agency status, low/ high grade span offered, agency charter status, number of schools, number of full-time-equivalent teachers, number of ungraded students, number of PK-13 students, number of special education/Individualized Education Program students, number of English language learner students, instructional staff fields, support staff fields, and LEA charter status.

## State Nonfiscal Survey of Public Elementary/ Secondary Education

The State Nonfiscal Survey of Public Elementary/ Secondary Education provides state-level, aggregate information about students and staff in public elementary and secondary education. This survey covers public school student membership by grade, race/ethnicity, and state or jurisdiction and covers number of staff in public schools by category and state or jurisdiction. Beginning with the

2006-07 school year, the number of diploma recipients and other high school completers were no longer included in the State Nonfiscal Survey of Public Elementary/Secondary Education File. These data were published in the public-use CCD State Dropout and Completion Data File.

## National Public Education Financial Survey

The purpose of the National Public Education Financial Survey (NPEFS) is to provide state-level aggregate data on revenues and expenditures for public elementary and secondary education. The data collected are useful to (1) chief officers of state education agencies; (2) policymakers in the executive and legislative branches of federal and state governments; (3) education policy and public policy researchers; (4) the press; and (5) citizens interested in information about education finance.

Data for NPEFS are collected from SEAs in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. The data file is organized by state or jurisdiction and contains revenue data by funding source; expenditure data by function (the activity being supported by the expenditure) and object (the category of expenditure); average daily attendance data; and total student membership data from the CCD State Nonfiscal Survey of Public Elementary/Secondary Education.

## School District Finance Survey

The purpose of the School District Finance Survey (F-33) is to provide finance data for all LEAs that provide free public elementary and secondary education in the United States. National and state totals are not included (national- and state-level figures are presented, however, in the National Public Education Financial Survey).

NCES partners with the U.S. Census Bureau in the collection of school district finance data. The Census Bureau distributes Census Form F-33, Annual Survey of School System Finances, to all SEAs, and representatives from the SEAs collect and edit data from their LEAs and submit data to the Census Bureau. The Census Bureau then produces two data files: one for distribution and reporting by NCES and the other for distribution and reporting by the Census Bureau. The files include variables for revenues by source, expenditures by function and object, indebtedness, assets, and student membership counts, as well as identification variables.

The coverage of the F-33 survey is different from the coverage of the NPEFS survey, as NPEFS includes special state-run and federal-run school districts that are not included in the F-33. In addition, variation in data availability between the two surveys may occur in cases where some data are available at the state level but not at the district level, and this might result in state-aggregated district totals from F-33 differing from the state totals in NPEFS. When states submit NPEFS and F-33 data in their
own financial accounting formats instead of the NCESrequested format, variation in the state procedures may result in variation in the data. In these instances, Census Bureau analysts design and implement a crosswalk system to conform state-formatted data to the format for variables in the F-33. Also, differences between the two surveys in the reporting of expenditures for similar data items can occur when there are differences in the methodology that the state respondents use to crosswalk their NPEFS or F-33 data.

Finally, the imputation and editing processes and procedures of the two surveys can vary. For further detail on imputations and data editing in the F-33 and NPEFS surveys, please see the FY 17 NCES F-33 (Cornman, Ampadu, and Hanak 2020 [NCES 2020-304]) and NPEFS (Cornman et al. 2019 [NCES 2020-302]) survey documentation.

The following text table lists the CCD file versions used in the current edition of the Digest of Education Statistics:

Table G. Common Core of Data (CCD) file versions used in the current edition of the Digest of Education Statistics: 1986-87 through 2017-18


## —Not available.

$\dagger$ Not applicable. Survey not conducted.
${ }^{1}$ Data not used in current edition of Digest of Education Statistics
NOTE: Preliminary data have been edited but are subject to further NCES quality contro procedures. Provisional data have undergone all NCES data quality control procedures NCES releases a final data file after a publication using provisional data has been released
f NCES receives revised data from states or discovers errors in the final data file, a revised data file is released.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), retrieved April 30, 2020, from https://nces.ed.gov/ccd/ccddata.asp. (This table was prepared April 2020.)

Further information on the nonfiscal CCD data may be obtained from

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Further information on the fiscal CCD data may be obtained from

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## Early Childhood Longitudinal Study, Birth Cohort

The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) was designed to provide policymakers, researchers, child care providers, teachers, and parents with nationally representative information about children's early learning experiences and their transition to child care and school. From the time the ECLS-B children were infants until they entered kindergarten, their cognitive and physical development was measured using standardized assessments, and information about their care and learning experiences at home, in early care and education settings, and at school was collected through interviews with adults in the children's lives.

Data were collected from a sample of about 14,000 children born in the United States in 2001, representing a population of approximately 4 million. The children participating in the study came from diverse socioeconomic and racial/ ethnic backgrounds, with oversamples of Chinese, other Asian and Pacific Islander, and American Indian/Alaska Native children. There were also oversamples of twins and of children born with moderately low and very low birthweight. Children, their parents (including nonresident and resident fathers), their child care and early education providers, and their kindergarten teachers provided information on children's cognitive, social, emotional, and physical development. Information was also collected about the children's experiences across multiple settings (e.g., home, child care, and school).

Information about the ECLS-B children was collected when they were approximately 9 months old (2001-02), 2 years old (2003-04), and 4 years old/preschool age (2005-06). Additionally, in fall 2006, data were collected from all participating sample children, approximately 75 percent of whom were in kindergarten or higher. In fall 2007, data were collected from the approximately 25 percent of participating sample children who had not yet entered kindergarten or higher in the previous collection, as well as children who were repeating kindergarten in the 2007-08 school year.

In every round of data collection, children participated in assessment activities and parent respondents (usually the mothers of the children) were asked about themselves, their families, and their children. Resident fathers were asked about themselves and their role in the ECLS-B children's lives in the 9 -month, 2-year, and preschool collections. Similar information was collected from nonresident biological fathers in the 9 -month and 2-year collections. In addition, beginning when the children were 2 years old, their child care and early education providers were asked to provide information about their own experience and training and their setting's learning environment. At 2 years and at preschool, observations were conducted in the regular nonparental care and education arrangements of a subsample of children in order to obtain information about the quality of
the arrangements. When the ECLS-B children were in kindergarten, their teachers were asked to provide information about the children's early learning experiences and their school and classroom environments. Also, the before- and after-school care and education providers of children in kindergarten were asked to provide information about their own experience, their training, and their setting's learning environment. School-level data, taken from other NCES datasets (the Common Core of Data and the Private School Universe Survey), and residential ZIP codes collected at each wave are also available.

Further information on the ECLS-B may be obtained from

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## Early Childhood Longitudinal Study, Kindergarten Class of 1998-99

The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) was designed to provide detailed information on children's school experiences throughout elementary school and into middle school. The study began in fall 1998. A nationally representative sample of about 21,300 children enrolled in 940 kindergarten programs during the 1998-99 school year was selected to participate in the ECLS-K. The children attended both public and private kindergartens and full- and part-day programs. The sample included children from different racial/ethnic and socioeconomic backgrounds and oversamples of Asian and Pacific Islander children and private school kindergartners.

In the kindergarten year (1998-99), base-year data were collected in the fall and spring. In the first-grade year (1999-2000), data were collected again in the fall and spring. In the 3rd-grade (2002), 5th-grade (2004), and 8th-grade (2007) years, data were collected in the spring. The fall 1999 collection drew from a 30 percent subsample of schools; all other collections drew from the full sample of schools.

From kindergarten through 5th grade, the ECLS-K included a direct child cognitive assessment that was administered one on one with each child in the study. The assessment used a computer-assisted personal interview (CAPI) approach and a two-stage adaptive testing methodology. In the 8th grade, a two-stage adaptive paper-and-pencil assessment was administered in small groups. In kindergarten and first grade, the assessment included three cognitive domains: reading, mathematics, and general knowledge. General knowledge was replaced by science in the 3rd, 5th, and 8th
grades. Children's height and weight were measured at each data collection point, and a direct measure of children's psychomotor development was administered in the fall of the kindergarten year only. In addition to these measures, the ECLS-K collected information about children's social skills and academic achievement through teacher reports in every grade and through student reports in the 3rd, 5th, and 8th grades.

A computer-assisted telephone interview with the children's parents/guardians was conducted at each data collection point. Parents/guardians were asked to provide key information about the children in the ECLS-K sample on subjects such as family structure (e.g., household members and composition), family demographics (e.g., family members' age, relation to the child being studied, and race/ ethnicity), parent involvement, home educational activities (e.g., reading to the child), child health, parental education and employment status, and the social skills and behaviors of their children.

Data on the schools that children attended and their classrooms were collected through self-administered questionnaires completed by school administrators and classroom teachers. Administrators provided information about their schools' populations, programs, and policies. At the classroom level, data were collected from teachers on the composition of the classroom, teaching practices, curriculum, and teacher qualifications and experience. In addition, special education teachers and related services staff provided reports on the services received by children with an Individualized Education Program (IEP).

Further information on the ECLS-K may be obtained from

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## Early Childhood Longitudinal Study, Kindergarten Class of 2010-11

The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011) provides detailed information on the school achievement and experiences of students throughout their elementary school years. The students who participated in the ECLS-K:2011 were followed longitudinally from the kindergarten year (the 2010-11 school year) through spring 2016, when most of them were expected to be in 5th grade. This sample of students was designed to be nationally representative of all students who were enrolled in kindergarten or who were of kindergarten age and being educated in an ungraded classroom or school in the United

States in the 2010-11 school year, including those in public and private schools, those who attended full-day and part-day programs, those who were in kindergarten for the first time, and those who were kindergarten repeaters. Students who attended early learning centers or institutions that offered education only through kindergarten were included in the study sample and represented in the cohort if those institutions were included in NCES's Common Core of Data or Private School Survey universe collections.

The ECLS-K:2011 placed emphasis on measuring students' experiences within multiple contexts and development in multiple domains. The design of the study included the collection of information from the students, their parents/ guardians, their teachers, and their schools. Information was also collected from their before- and after-school care providers in the kindergarten year.

A nationally representative sample of approximately 18,170 children from about 1,310 schools participated in the base-year administration of the ECLS-K:2011 in the 2010-11 school year. The sample included children from different racial/ethnic and socioeconomic backgrounds. Asian/Pacific Islander students were oversampled to ensure that the sample included enough students of this race/ ethnicity to make accurate estimates for the group as a whole. Nine data collections were conducted: fall and spring of the children's kindergarten year (the base year), fall 2011 and spring 2012 (the 1st-grade year), fall 2012 and spring 2013 (the 2nd-grade year), spring 2014 (the 3rd-grade year), spring 2015 (the 4th-grade year), and spring 2016 (the 5th-grade year). Although the study refers to later rounds of data collection by the grade the majority of children were expected to be in (that is, the modal grade for children who were in kindergarten in the 2010-11 school year), children were included in subsequent data collections regardless of their grade level.

A total of approximately 780 of the 1,310 originally sampled schools participated during the base year of the study. This translates to a weighted unit response rate (weighted by the base weight) of 63 percent for the base year. In the base year, the weighted child assessment unit response rate was 87 percent for the fall data collection and 85 percent for the spring collection, and the weighted parent unit response rate was 74 percent for the fall collection and 67 percent for the spring collection.

Fall and spring data collections were conducted in the 2011-12 school year, when the majority of the children were in the 1st grade. The fall collection was conducted within a 33 percent subsample of the full base-year sample, and the spring collection was conducted within the full base-year sample. The weighted child assessment unit response rate was 89 percent for the fall data collection and 88 percent for the spring collection, and the weighted parent unit response rate was 87 percent for the fall data collection and 76 percent for the spring data collection.

In the 2012-13 data collection (when the majority of the children were in the 2nd grade) the weighted child
assessment unit response rate was 84.0 percent in the fall and 83.4 percent in the spring. In the 2014 spring data collection (when the majority of the children were in the 3rd grade), the weighted child assessment unit response rate was 79.9 percent. In the 2015 spring data collection (when the majority of the children were in the 4th grade), the weighted child assessment unit response rate was 77.3 percent; in the 2016 spring data collection (when the majority of the children were in the 5th grade), the weighted child assessment unit response rate was 72.4 percent.

Further information on ECLS-K:2011 may be obtained from

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## Education Longitudinal Study of 2002

The Education Longitudinal Study of 2002 (ELS:2002) is a longitudinal survey that is monitoring the transitions of a national probability sample of 10th-graders in public, Catholic, and other private schools. Survey waves follow both students and high school dropouts and monitor the transition of the cohort to postsecondary education, the labor force, and family formation.

In the base year of the study, of 1,200 eligible contacted schools, 750 participated, for an overall weighted school participation rate of approximately 68 percent ( 62 percent unweighted). Of 17,600 selected eligible students, 15,400 participated, for an overall weighted student response rate of approximately 87 percent. (School and student weighted response rates reflect use of the base weight [design weight] and do not include nonresponse adjustments.) Information for the study is obtained not just from students and their school records, but also from the students' parents, their teachers, their librarians, and the administrators of their schools.

The first follow-up was conducted in 2004, when most sample members were high school seniors. Base-year students who remained in their base schools were resurveyed and tested in mathematics. Sample freshening was conducted to make the study representative of spring 2004 high school seniors nationwide. Students who were not still at their base schools were all administered a questionnaire. The first follow-up weighted student response rate was 89 percent.

The second follow-up, conducted in 2006, continued to follow the sample of students into postsecondary education, the workforce, or both. The weighted student response rate for this follow-up was 82 percent. The third follow-up, which had a weighted student response rate of 78 percent, was conducted in 2012; the data were released in January 2014.

The postsecondary transcript data collection was conducted in 2013-14. Postsecondary transcripts were requested for each of the ELS:2002 sample members who reported attending a postsecondary institution in the Integrated Postsecondary Education Data System (IPEDS). Transcripts were obtained for 11,623 of 12,549 eligible sample members for a weighted response rate of 77 percent. For more information on the postsecondary transcript data collection, see Education Longitudinal Study of 2002 (ELS:2002): A First Look at the Postsecondary Transcripts of 2002 High School Sophomores (NCES 2015-034).

Further information on ELS:2002 may be obtained from

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## Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 to collect issue-oriented data quickly, with a minimal burden on respondents. The FRSS, whose surveys collect and report data on key education issues at the elementary and secondary levels, was designed to meet the data needs of U.S. Department of Education analysts, planners, and decisionmakers when information could not be collected quickly through NCES's large recurring surveys. Findings from FRSS surveys have been included in congressional reports, testimony to congressional subcommittees, NCES reports, and other U.S. Department of Education reports. The findings are also often used by state and local education officials.

Data collected through FRSS surveys are representative at the national level, drawing from a sample that is appropriate for each study. The FRSS collects data from state education agencies and national samples of other educational organizations and participants, including local education agencies, public and private elementary and secondary schools, elementary and secondary school teachers and principals, and public libraries and school libraries. To ensure a minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,000 to 1,500 respondents per survey) so that data collection can be completed quickly.

Further information on the FRSS may be obtained from

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## Condition of Public School Facilities in the United States

Condition of America's Public School Facilities: 1999 (NCES 2000-032) is a report that presents national data about the condition of public schools in 1999. It provides results from the survey "Condition of Public School Facilities, 1999" (FRSS 73), which was conducted by NCES using its Fast Response Survey System (FRSS). The survey collected information about the condition of school facilities and the costs of bringing them into good condition; school plans for repairs, renovations, and replacements; the age of public schools; and overcrowding and practices used to address overcrowding. The results presented in this report are based on questionnaire data for 900 public elementary and secondary schools in the United States. The responses were weighted to produce national estimates that represent all regular public schools in the United States.

In 2013, NCES conducted "Condition of Public School Facilities: 2012-13" (FRSS 105), an FRSS survey covering most of the same topics. The First Look report Condition of America's Public School Facilities: 2012-13 (NCES 2014022 ) is based on results from this FRSS survey.

Further information on these FRSS reports and surveys may be obtained from

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Public School Principals Report on Their School Facilities: Fall 2005

This report (NCES 2007-007) presents information on the extent of the match between the enrollment and the capacity of school buildings, environmental factors that can affect the use of classrooms and school buildings, the extent and ways in which schools use portable buildings and the reasons for using them, the availability of dedicated rooms for particular subject areas (such as science labs or music rooms), and the cleanliness and maintenance of student restrooms.

Results from the FRSS survey "Public School Principals’ Perceptions of Their School Facilities: Fall 2005" (FRSS 88) form the basis of the report. The survey was mailed to school principals, who were asked to complete it themselves. The sample included 1,205 public schools in the 50 states and the District of Columbia. The sample was selected from the 2002-03 Common Core of Data (CCD) Public Elementary/Secondary School Universe File, the most current available at the time of selection. Of the 1,205 schools surveyed, 47 were determined to be ineligible. Of the remaining 1,158 schools, responses were received from 1,045 . Data have been weighted to yield national estimates
of public elementary/secondary schools. The unweighted response rate was 90 percent, and the weighted response rate was 91 percent.

Further information on this report may be obtained from

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## Internet Access in U.S. Public Schools and Classrooms: 1994-2005

This report (NCES 2007-020) is based on data collected in the FRSS survey "Internet Access in U.S. Public Schools, Fall 2005" (FRSS 90). The survey was designed to assess the federal government's commitment to assist every school and classroom in connecting to the Internet by the year 2000.

In 1994, NCES began surveying approximately 1,000 public schools each year regarding their access to the Internet, access in classrooms, and, since 1996, their type of internet connections. Later administrations of this survey were expanded to cover emerging issues. The 2003 survey (FRSS 86) was designed to update the questions in the 2002 survey (FRSS 83) and covered the following topics: school connectivity, student access to computers and the Internet, school websites, technologies and procedures to prevent student access to inappropriate websites, and teacher professional development on how to incorporate the Internet into the curriculum.

In 2005, respondents were asked about the number of instructional computers with access to the Internet, the types of internet connections, the technologies and procedures used to prevent student access to inappropriate material on the Internet, and the availability of handheld and laptop computers for students and teachers. Respondents also provided information on teacher professional development in integrating the use of the Internet into the curriculum and using the Internet to provide opportunities and information for teaching and learning.

## Use of Educational Technology in Public Schools

In 2008, the NCES survey on educational technology use in public schools was redesigned and expanded to a set of three surveys (i.e., a school-level, a district-level, and a teacher-level survey). The three surveys provide complementary information and together cover a broader range of topics than would be possible with one survey alone. The set of surveys collected data on availability and use of a range of educational technology resources, such as district and school networks, computers, devices that enhance the capabilities of computers for instruction, and computer software. They also collected information on leadership and staff support for educational technology within districts and schools.

Educational Technology in U.S. Public Schools: Fall 2008 (NCES 2010-034) is based on the school-level survey, "Education Technology in U.S. Public Schools: Fall 2008" (FRSS 92); Educational Technology in Public School Districts: Fall 2008 (NCES 2010-003) is based on the district-level school technology survey, "Educational Technology in Public School Districts, Fall 2008" (FRSS 93); and Teachers' Use of Educational Technology in U.S. Public Schools: 2009 (NCES 2010-040) is based on the teacher-level school technology survey, "Teachers' Use of Educational Technology in U.S. Public Schools, 2009" (FRSS 95).

Further information on internet access and technology use in public schools and classrooms may be obtained from

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## Distance Education for Public Elementary and Secondary School Students

The report Technology-Based Distance Education Courses for Public Elementary and Secondary School Students: 2002-03 and 2004-05 (NCES 2008-008) presented data collected in the FRSS survey "Distance Education Courses for Public Elementary and Secondary School Students, 2004-05" (FRSS 89, 2005). The report included national estimates of the prevalence and characteristics of technology-based distance education courses in public schools nationwide in school year 2004-05. The report also compared those data with the baseline data that were collected in the FRSS survey "Distance Education Courses for Public Elementary and Secondary School Students: 2002-03" (FRSS 84, 2003) and provided longitudinal analysis of change in the districts that responded to both the 2002-03 and 2004-05 surveys.

Distance education courses were defined as credit-granting courses offered to elementary and secondary school students enrolled in the district in which the teacher and student were in different locations. These courses could be delivered via audio, video (live or prerecorded), or Internet or other computer technologies.

Distance Education Courses for Public Elementary and Secondary School Students: 2009-10 (NCES 2012-008) presents national estimates about student enrollment in distance education courses in public school districts. The estimates are based on a district survey, "Distance Education Courses for Public Elementary and Secondary School Students: 2009-10" (FRSS 98, 2010), about distance education courses offered by the district or by any of the schools in the district during the 12-month 2009-10 school year. Distance education courses were defined as courses offered to elementary and secondary school students regularly
enrolled in the district that were (1) credit granting; (2) technology delivered; and (3) had the instructor in a different location than the students and/or had course content developed in, or delivered from, a different location than that of the students.

Further information on FRSS reports on distance education may be obtained from

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School Safety and Discipline
The FRSS survey "School Safety and Discipline: 2013-14" (FRSS 106, 2014) collected nationally representative data on public school safety and discipline for the 2013-14 school year. The topics covered included specific safety and discipline plans and practices, training for classroom teachers and aides related to school safety and discipline issues, security personnel, frequency of specific discipline problems, and number of incidents of various offenses.

The survey was mailed to approximately 1,600 regular public schools in the 50 states and the District of Columbia. Recipients were informed that the survey was designed to be completed by the person most knowledgeable about safety and discipline at the school. The unweighted survey response rate was 86 percent, and the weighted response rate using the initial base weights was 85 percent. The survey weights were adjusted for questionnaire/unit nonresponse, and the data were then weighted to yield national estimates that represent all eligible regular public schools in the United States. The report Public School Safety and Discipline: 2013-14 (NCES 2015-051) presents selected findings from the survey.

Further information on this FRSS survey may be obtained from

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## Career and Technical Education in Public Schools

The FRSS survey "Career and Technical Education Programs in Public School Districts" (FRSS 108, 2017) collected nationally representative data on career and technical education (CTE) programs. CTE programs were defined as sequences of courses at the high school level that provide students with the academic and technical knowledge and skills needed to prepare for further education and
careers in current or emerging professions. Districts were instructed to include all CTE programs that the district offers to high school students, including programs provided by the district or by other entities (such as an area/regional CTE center, a consortium of districts, or a community or technical college).

The survey was mailed to approximately 1,800 regular public school districts with high school grades in the United States (the 50 states and the District of Columbia). The survey was to be completed by the person in the district most knowledgeable about career and technical education programs for high school students. The unweighted survey response rate was 87 percent, and the weighted response rate using the initial base weights was 86 percent. The survey weights were adjusted for questionnaire/unit nonresponse, and the data were then weighted to yield national estimates that represent all eligible public school districts with high schools in the United States. The report Career and Technical Education Programs in Public School Districts: 2016-17: First Look (NCES 2018-028) presents selected findings from the survey.

Further information on this FRSS survey may be obtained from

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## Federal Support for Education

NCES prepares an annual compilation of federal funds for education for the Digest of Education Statistics. Data for U.S. Department of Education programs come from the U.S. Department of Education budget office. Budget offices of other federal agencies provide information for all other federal program support except for research funds, which are obligations reported by the National Science Foundation in Federal Funds for Research and Development. Some data are based on reports from the federal agencies contacted and the Budget of the United States Government, and some data are estimated.

Except for money spent on research, outlays are used to report program funds to the extent possible. Some Digest of Education Statistics tables report program funds as obligations, as noted in the title of the table. Some federal program funds not commonly recognized as education assistance are also included in the totals reported. For example, portions of federal funds paid to some states and counties as shared revenues resulting from the sale of timber and minerals from public lands have been estimated as funds used for education purposes. Parts of the funds received by states (in 1980) and localities (from 1972 to 1986) under the General Revenue Sharing Program are also included, as are portions of federal funds received by the District of Columbia.

The share of federal funds assigned to education for the District of Columbia is assumed to be equal to the share of the city's general fund expenditures for each level of education.

For the job training programs conducted by the Department of Labor, only estimated sums spent on classroom training have been reported as educational program support.

During the 1970s, the Office of Management and Budget (OMB) prepared an annual analysis of federal education program support. These were published in the Budget of the United States Government, Special Analyses. The information presented in this report is not, however, a continuation of the OMB series. A number of differences in the two series should be noted. OMB required all federal agencies to report outlays for education-related programs using a standardized form, thereby assuring agency compliance in reporting. The scope of education programs reported in the Digest of Education Statistics differs from the scope of programs reported in the OMB reports. Off-budget items such as the annual volume of guaranteed student loans were not included in OMB's reports. Finally, while some mention is made of an annual estimate of federal tax expenditures, OMB did not include them in its annual analysis of federal education support. Estimated federal tax expenditures for education are the difference between current federal tax receipts and what these receipts would be without existing education deductions to income allowed by federal tax provisions.

Further information on federal support for education may be obtained from

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## High School and Beyond Longitudinal Study

The High School and Beyond Longitudinal Study (HS\&B) is a nationally representative sample survey of individuals who were high school sophomores and seniors in 1980. As a large-scale, longitudinal survey, its primary purpose is to observe the educational and occupational plans and activities of young people as they pass through the American educational system and take on their adult roles. The study contributes to the understanding of the development of young adults and the factors that determine individual education and career outcomes. The availability of these longitudinal data encourages research in such areas as the strength of secondary school curricula, the quality and effectiveness of secondary and postsecondary schooling, the demand for postsecondary education, problems of financing postsecondary education, and the adequacy of postsecondary alternatives open to high school students.

The HS\&B survey gathered data on the education, work, and family experiences of young adults for the pivotal years during and immediately following high school. The student questionnaire covered school experiences, activities, attitudes, plans, selected background characteristics, and language proficiency. Parents were asked about their educational aspirations for their children and plans for how their postsecondary education would be financed. Teachers were surveyed regarding their assessments of their students' futures. The survey also collected detailed information, from complete high school transcripts, on courses taken and grades achieved.

The base-year survey (conducted in 1980) was a probability sample of 1,015 high schools with a target number of 36 sophomores and 36 seniors in each school. A total of 58,270 students participated in the base-year survey. Substitutions were made for nonparticipating schools-but not for students-in those strata where it was possible. Overall, 1,120 schools were selected in the original sample and 810 of these schools participated in the survey. An additional 200 schools were drawn in a replacement sample. Student refusals and absences resulted in an 82 percent completion rate for the survey.

Several small groups in the population were oversampled to allow for special study of certain types of schools and students. Students completed questionnaires and took a battery of cognitive tests. In addition, a sample of parents of sophomores and seniors (about 3,600 for each cohort) was surveyed.

The first HS\&B follow-up activities took place in spring 1982. The sample for the first follow-up survey included approximately 30,000 individuals who were sophomores in 1980. The completion rate for sample members eligible for on-campus survey administration was about 96 percent. About 89 percent of the students who left school between the base-year and first follow-up surveys (e.g., dropouts, transfer students, and early graduates) completed the first follow-up sophomore questionnaire.

As part of the first follow-up survey of HS\&B, transcripts were requested in fall 1982 for an 18,150-member subsample of the sophomore cohort. Of the 15,940 transcripts actually obtained, 12,120 transcripts represented students who had graduated in 1982 and thus were eligible for use in the overall curriculum analysis presented in this publication. All courses in each transcript were assigned a 6-digit code based on the Classification of Secondary School Courses (a coding system developed to standardize course descriptions; see https://nces.ed.gov/surveys/hst/ courses.asp). Credits earned in each course are expressed in Carnegie units. (The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1 -year course. To receive credit for a course, the student must have received a passing grade-"pass," "D," or higher.) Students who transferred from public to private schools or from private to public schools between their sophomore and senior years were eliminated from public/ private analyses.

In designing the senior cohort first follow-up survey, one of the goals was to reduce the size of the retained sample while still keeping sufficient numbers of various racial/ ethnic groups to allow important policy analyses. A total of about 11,230 of the 12,000 individuals subsampled ( 93.6 percent) completed the questionnaire. Information was obtained about the respondents' school and employment experiences, family status, and attitudes and plans.

The samples for the second follow-up, which took place in spring 1984, consisted of about 12,000 members of the senior cohort and about 15,000 members of the sophomore cohort. The completion rate for the senior cohort was 91 percent, and the completion rate for the sophomore cohort was 92 percent.

HS\&B third follow-up data collection activities were performed in spring 1986. Both the sophomore and senior cohort samples for this round of data collection were the same as those used for the second follow-up survey. The completion rates for the sophomore and senior cohort samples were 91 percent and 88 percent, respectively.

HS\&B fourth follow-up data collection activities were performed in 1992 but only covered the 1980 sophomore class. These activities included examining aspects of these students' early adult years, such as enrollment in postsecondary education, experience in the labor market, marriage and child rearing, and voting behavior. In the postsecondary transcript update conducted in 1993, transcripts were collected based on student reports of enrollment in postsecondary education.

An NCES series of technical reports and data file user's manuals, available electronically, provides additional information on the survey methodology.

Further information on HS\&B may be obtained from

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## High School Longitudinal Study of 2009

The High School Longitudinal Study of 2009 (HSLS:09) is a nationally representative, longitudinal study of approximately 21,000 9th-grade students in 944 schools who will be followed through their secondary and postsecondary years. The study focuses on understanding students' trajectories from the beginning of high school into postsecondary education, the workforce, and beyond. The HSLS:09 questionnaire is focused on, but not limited to, information on science, technology, engineering, and mathematics (STEM) education and careers. It is designed to provide data on mathematics and science education, the changing high school environment, and postsecondary education. This study features a new student assessment in algebra skills, reasoning, and problem solving and includes surveys of students, their
parents, math and science teachers, and school administrators, as well as a new survey of school counselors.

The HSLS:09 base year took place in the 2009-10 school year, with a randomly selected sample of fall-term 9th-graders in more than 900 public and private high schools that had both a 9th and an 11th grade. Students took a mathematics assessment and survey online. Students' parents, principals, and mathematics and science teachers and the school's lead counselor completed surveys on the phone or online.

The HSLS:09 student questionnaire includes interest and motivation items for measuring key factors predicting choice of postsecondary paths, including majors and eventual careers. This study explores the roles of different factors in the development of a student's commitment to attend college and then take the steps necessary to succeed in college (the right courses, courses in specific sequences, etc.). Questionnaires in this study have asked more questions of students and parents regarding reasons for selecting specific colleges (e.g., academic programs, financial aid and access prices, and campus environment).

The first follow-up of HSLS:09 occurred in spring 2012, when most sample members were in the 11th grade. A between-round postsecondary status update survey took place in the spring of students' expected graduation year (2013). It asked respondents about college applications, acceptances, and rejections, as well as their actual college choices. In fall 2013 and spring 2014, high school transcripts were collected and coded.

A full second follow-up took place in 2016, when most sample members were 3 years beyond high school graduation. Additional follow-ups are planned, to at least age 30.

Further information on HSLS:09 may be obtained from

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## High School Transcript Studies

High school transcript studies have been conducted since 1982 in conjunction with major NCES data collections. The studies collect information that is contained in a student's high school record-courses taken while attending secondary school, information on credits earned, when specific courses were taken, and final grades.

A high school transcript study was conducted in 2004 as part of the Education Longitudinal Study of 2002 (ELS:2002/2004). A total of 1,550 schools participated in the request for transcripts, for an unweighted participation rate of approximately 79 percent. Transcript information
was received on 14,920 members of the student sample (not just graduates), for an unweighted response rate of 91 percent.

Similar studies were conducted on the coursetaking patterns of 1982, 1987, 1990, 1992, 1994, 1998, 2000, 2005, and 2009 high school graduates. The 1982 data are based on approximately 12,000 transcripts collected by the High School and Beyond Longitudinal Study (HS\&B). The 1987 data are based on approximately 25,000 transcripts from 430 schools obtained as part of the 1987 NAEP High School Transcript Study, a scope comparable to that of the NAEP transcript studies conducted in 1990, 1994, 1998, and 2000. The 1992 data are based on approximately 15,000 transcripts collected by the National Education Longitudinal Study of 1988 (NELS:88/92). The 2005 data, from the 2005 NAEP High School Transcript Study, come from a sample of over 26,000 transcripts from 640 public schools and 80 private schools. The 2009 data are from the 2009 NAEP High School Transcript Study, which collected transcripts from a nationally representative sample of 37,700 high school graduates from about 610 public schools and 130 private schools.

Because the 1982 HS\&B transcript study used a different method for identifying students with disabilities than was used in NAEP transcript studies after 1982, and in order to make the statistical summaries as comparable as possible, all the counts and percentages in this report are restricted to students whose records indicate that they had not participated in a special education program. This restriction lowers the number of 1990 graduates represented in the tables to 20,870.

Further information on NAEP high school transcript studies may be obtained from

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## Integrated Postsecondary Education Data System

IPEDS consists of 12 interrelated survey components that provide information on postsecondary institutions and academic libraries at these institutions, student enrollment, student financial aid, programs offered, retention and graduation rates, degrees and certificates conferred, and the human and financial resources involved in the provision of institutionally based postsecondary education. Prior to 2000, the IPEDS survey had the following subject-matter components: Institutional Characteristics; Total Institutional Activity (these data were moved to the Institutional Characteristics component in 1990-91, then to the Fall Enrollment component in 2000-01); Fall Enrollment; Fall Staff; Salaries,

Tenure, and Fringe Benefits of Full-Time Faculty; Completions; Finance; Academic Libraries (in 2000, the Academic Libraries component separated from the IPEDS collection); and Graduation Rates. Since 2000, IPEDS survey components occurring in a particular collection year have been organized into three seasonal collection periods: fall, winter, and spring. The Institutional Characteristics and Completions components first took place during the fall 2000 collection. The Employees by Assigned Position (EAP); Salaries, Tenure, and Fringe Benefits of Full-Time Faculty; and Fall Staff components first took place during the winter 2001-02 collection. The Fall Enrollment, Student Financial Aid, Finance, and Graduation Rates components first took place during the spring 2001 collection. In the winter 2005-06 data collection, the EAP; Fall Staff; and Salaries, Tenure, and Fringe Benefits of Full-Time Faculty components were merged into the Human Resources component. During the 2007-08 collection year, the Fall Enrollment component was broken into two components: 12-month Enrollment (taking place in the fall collection) and Fall Enrollment (taking place in the spring collection). In the 2011-12 IPEDS data collection year, the Student Financial Aid component was moved to the winter data collection to aid in the timing of the net price of attendance calculations displayed on the College Navigator (https://nces.ed.gov/collegenavigator/). In the 2012-13 IPEDS data collection year, the Human Resources component was moved from the winter data collection to the spring data collection, and in the 2013-14 data collection year, the Graduation Rates and Graduation Rates 200 Percent components were moved from the spring data collection to the winter data collection. In the 2014-15 data collection year, a new component (Admissions) was added to IPEDS and a former IPEDS component (Academic Libraries) was reintegrated into IPEDS. The Admissions component, created out of admissions data contained in the fall data collection's Institutional Characteristics component, was made a part of the winter data collection. The Academic Libraries component, after having been conducted as a survey independent of IPEDS between 2000 and 2012, was reintegrated into IPEDS as part of the spring data collection. Finally, in the 2015-16 data collection year, the Outcome Measures survey component was added to IPEDS.

Beginning in 2008-09, the first-professional degree category was combined with the doctor's degree category. However, some degrees formerly identified as firstprofessional that take more than 2 full-time-equivalent academic years to complete, such as those in Theology (M.Div., M.H.L./Rav), are included in the master's degree category. Doctor's degrees were broken out into three distinct categories: research/scholarship, professional practice, and other doctor's degrees.

The collection of race/ethnicity data also changed in 2008-09. IPEDS now collects a count of students who identify as Hispanic and counts of non-Hispanic students who identify with each race category. The "Asian" race category is now separate from the "Native Hawaiian or Other Pacific Islander" category, and a new category of "Two or more races" has been added.

The degree-granting institutions portion of IPEDS is a census of colleges that award associate's or higher degrees and are eligible to participate in Title IV financial aid programs. Prior to 1993, data from technical and vocational institutions were collected through a sample survey. Beginning in 1993, all data are gathered in a census of all postsecondary institutions. Beginning in 1997, the survey was restricted to institutions participating in Title IV programs. The tabulations developed for editions of the Digest of Education Statistics from 1993 forward are based on lists of all institutions and are not subject to sampling errors.

The classification of institutions offering college and university education changed as of 1996. Prior to 1996, institutions that either had courses leading to an associate's or higher degree or that had courses accepted for credit toward those degrees were considered higher education institutions. Higher education institutions were accredited by an agency or association that was recognized by the U.S. Department of Education or were recognized directly by the Secretary of Education. The newer standard includes institutions that award associate's or higher degrees and that are eligible to participate in Title IV federal financial aid programs. Tables that contain any data according to this standard are titled "degree-granting" institutions. Timeseries tables may contain data from both series, and they are noted accordingly. The impact of this change on data collected in 1996 was not large. For example, tables on faculty salaries and benefits were affected only to a small extent. Also, degrees awarded at the bachelor's level or higher were not heavily affected. The largest impact was on private 2-year college enrollment. In contrast, most of the data on public 4-year colleges were affected to a minimal extent. The impact on enrollment in public 2-year colleges was noticeable in certain states, such as Arizona, Arkansas, Georgia, Louisiana, and Washington, but was relatively small at the national level. Overall, total enrollment for all institutions was about one-half of 1 percent higher in 1996 for degree-granting institutions than for higher education institutions.

Prior to the establishment of IPEDS in 1986, the Higher Education General Information Survey (HEGIS) acquired and maintained statistical data on the characteristics and operations of higher education institutions. Implemented in 1966, HEGIS was an annual universe survey of institutions accredited at the college level by an agency recognized by the Secretary of the U.S. Department of Education. These institutions were listed in NCES's Education Directory, Colleges and Universities.

HEGIS surveys collected information on institutional characteristics, faculty salaries, finances, libraries, fall enrollment, student residence and migration, and earned degrees. Since these surveys, like IPEDS, were distributed to all higher education institutions, the data presented are not subject to sampling error. However, they are subject to nonsampling error, the sources of which varied with the survey instrument.

The NCES Taskforce for IPEDS Redesign recognized that there were issues related to the consistency of data definitions as well as the accuracy, reliability, and validity of other quality measures within and across surveys. The IPEDS redesign in 2000 provided institution-specific web-based data forms. While the new system shortened data processing time and provided better data consistency, it did not address the accuracy of the data provided by institutions.

Beginning in 2003-04 with the Prior Year Data Revision System, prior-year data have been available to institutions entering current data. This allows institutions to make changes to their prior-year entries either by adjusting the data or by providing missing data. These revisions allow the evaluation of the data's accuracy by looking at the changes made.

NCES conducted a study (NCES 2005-175) of the 2002-03 data that were revised in 2003-04 to determine the accuracy of the imputations, track the institutions that submitted revised data, and analyze the revised data they submitted. When institutions made changes to their data, NCES accepted that the revised data were the most accurate, correct, and "true" data. The data were analyzed for the number and type of institutions making changes, the type of changes, the magnitude of the changes, and the impact on published data.

Because NCES imputes for missing data, imputation procedures were also addressed by the Redesign Taskforce. For the 2003-04 assessment, differences between revised values and values that were imputed in the original files were compared (i.e., revised value minus imputed value). These differences were then used to provide an assessment of the effectiveness of imputation procedures. The size of the differences also provides an indication of the accuracy of imputation procedures. To assess the overall impact of changes on aggregate IPEDS estimates, published tables for each component were reconstructed using the revised 2002-03 data. These reconstructed tables were then compared to the published tables to determine the magnitude of aggregate bias and the direction of this bias. The aggregate bias analysis revealed that, generally, differences between originally published estimates and revised estimates were small.

Since the 2000-01 data collection year, IPEDS data collections have been web based. Data have been provided by "keyholders," institutional representatives appointed by campus chief executives, who are responsible for ensuring that survey data submitted by the institution are correct and complete. Because Title IV institutions are the primary focus of IPEDS and because these institutions are required to respond to IPEDS, response rates for Title IV institutions have been high (data on specific components are cited below). More details on the accuracy and reliability of IPEDS data can be found in the Integrated Postsecondary Education Data System Data Quality Study (NCES 2005-175).

Further information on IPEDS may be obtained from
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## Fall (12-month Enrollment)

The 12-month period during which data are collected is July 1 through June 30. Data are collected by race/ethnicity, gender, and level of study (undergraduate or postbaccalaureate) and include unduplicated headcounts and instructional activity (contact or credit hours). These data are also used to calculate a full-time-equivalent (FTE) enrollment based on instructional activity. FTE enrollment is useful for gauging the size of the educational enterprise at the institution. Prior to the 2007-08 IPEDS data collection, the data collected in the 12-month Enrollment component were part of the Fall Enrollment component, which is conducted during the spring data collection period. However, to improve the timeliness of the data, a separate 12-month Enrollment survey component was developed in 2007. These data are now collected in the fall for the previous academic year. The response rate for the 12-month Enrollment component of the fall 2018 data collection was nearly 100 percent. Data from 2 of the 6,274 Title IV institutions that were expected to respond to this component were imputed due to unit nonresponse.

Further information on the IPEDS 12-month Enrollment component may be obtained from

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## Fall (Completions)

The Completions component collects data on the number of students who complete a postsecondary education program (completers) and the number of postsecondary awards earned (completions). This component was part of the HEGIS series throughout its existence. However, the degree classification taxonomy was revised in 1970-71, 1982-83, 1991-92, 2002-03, and 2009-10. Collection of degree data has been maintained through IPEDS.

Degrees-conferred trend tables arranged by the 2009-10 classification are included in the Digest of Education Statistics to provide consistent data from 1970-71 through the
most recent year. Data in this edition on associate's and other formal awards below the baccalaureate degree, by field of study, cannot be made comparable with figures from years prior to 1982-83. The nonresponse rate does not appear to be a significant source of nonsampling error for this component. The response rate over the years has been high; for the fall 2018 Completions component, the response rate rounded to 100 percent. Data from 1 of the 6,281 Title IV institutions that were expected to respond to this component were imputed due to unit nonresponse.

Further information on the IPEDS Completions component may be obtained from

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## Fall (Institutional Characteristics)

This survey collects the basic information necessary to classify institutions, including control, level, and types of programs offered, as well as information on tuition, fees, and room and board charges. Beginning in 2000, the survey collected institutional pricing data from institutions with first-time, full-time, degree/certificate-seeking undergraduate students. Unduplicated full-year enrollment counts and instructional activity are now collected in the 12-month Enrollment survey. Beginning in 2008-09, the student financial aid data collected include greater detail.

In the fall 2018 data collection, the response rate for Title IV entities on the Institutional Characteristics component was 100 percent. Of the 6,353 Title IV entities that were expected to respond to this component, all provided data.

Further information on the IPEDS Institutional Characteristics component may be obtained from

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## Winter (Student Financial Aid)

This component was part of the spring data collection from IPEDS data collection years 2000-01 to 2010-11, but it moved to the winter data collection starting with the 2011-12 IPEDS data collection year. This move assists with the timing of the net price of attendance calculations displayed on College Navigator (https://nces.ed.gov/ collegenavigator/).

Financial aid data are collected for undergraduate students. Data are collected regarding federal grants, state and local government grants, institutional grants, and loans. The collected data include the number of students receiving each type of financial assistance and the average amount of aid received by type of aid. Beginning in 2008-09, student financial aid data collected includes greater detail on types of aid offered.

In the winter 2018-19 data collection, the Student Financial Aid component collected data about financial aid awarded to undergraduate students, with particular emphasis on full-time, first-time degree/certificate-seeking undergraduate students awarded financial aid for the 2017-18 academic year. In addition, the component collected data on undergraduate and graduate students receiving benefits for veterans and members of the military service. Finally, student counts and awarded aid amounts were collected to calculate the net price of attendance for two subsets of full-time, first-time degree/certificate-seeking undergraduate students: those awarded any grant aid, and those awarded Title IV aid.

The response rate for the Student Financial Aid component in 2018-19 was nearly 100 percent. Of the 6,202 Title IV institutions that were expected to respond, responses were missing for 8 institutions, and these missing data were imputed.

Further information on the IPEDS Student Financial Aid component may be obtained from

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## Winter (Graduation Rates and Graduation Rates 200 Percent)

In IPEDS data collection years 2012-13 and earlier, the Graduation Rates and Graduation Rates 200 Percent components were collected during the spring collection. In the IPEDS 2013-14 data collection year, however, the Graduation Rates and Graduation Rates 200 Percent collections were moved to the winter data collection.

The 2018-19 Graduation Rates component collected counts of full-time, first-time degree/certificate-seeking undergraduate students beginning their postsecondary education in the specified cohort year and their completion status as of 150 percent of normal program completion time at the same institution where the students started. If 150 percent of normal program completion time extended beyond August 31, 2018, the counts as of that date were collected. Four-year institutions used 2012 as the cohort year, while less-than-4-year institutions used 2015 as the
cohort year. Four-year institutions also report for full-time, first-time bachelor's degree-seeking undergraduate students.

Starting with the 2016-17 Graduation Rates component, two new subcohort groups-students who received Pell Grants and students who received a subsidized Direct loan and did not receive Pell Grants-were added.

Of the 5,596 institutions that were expected to respond to the Graduation Rates component, responses were missing for 7 institutions, and these missing data were imputed.

The 2018-19 Graduation Rates 200 Percent component was designed to combine information reported in a prior collection via the Graduation Rates component with current information about the same cohort of students. From previously collected data, the following counts were obtained: the number of students entering the institution as full-time, firsttime degree/certificate-seeking students in a cohort year; the number of students in this cohort completing within 100 and 150 percent of normal program completion time; and the number of cohort exclusions (such as students who left for military service). Then the number of additional cohort exclusions and additional program completers between 151 and 200 percent of normal program completion time was collected. Four-year institutions reported on bachelor's or equivalent degree-seeking students and used cohort year 2010 as the reference period, while less-than-4-year institutions reported on all students in the cohort and used cohort year 2014 as the reference period. Of the 5,203 institutions that were expected to respond to the Graduation Rates 200 Percent component, responses were missing for 4 institutions, and these missing data were imputed.

Further information on the IPEDS Graduation Rates and Graduation Rates 200 Percent components may be obtained from

Andrew Mary<br>Postsecondary Branch<br>Administrative Data Division<br>National Center for Education Statistics<br>550 12th Street SW<br>Washington, DC 20202<br>andrew.mary@ed.gov<br>https://nces.ed.gov/ipeds/<br>Winter (Admissions)

In the 2014-15 survey year, an Admissions component was added to the winter data collection. This component was created out of the admissions data that had previously been a part of the fall Institutional Characteristics component. Situating these data in a new component in the winter collection enables all institutions to report data for the most recent fall period.

The Admissions component collects information about the selection process for entering first-time degree/ certificate-seeking undergraduate students. Data obtained from institutions include admissions considerations (e.g., secondary school records, admission test scores),
the number of first-time degree/certificate-seeking undergraduate students who applied, the number admitted, and the number enrolled. Admissions data were collected only from institutions that do not have an open admissions policy for entering first-time students. Data collected for the IPEDS winter 2018-19 Admissions component relate to individuals applying to be admitted during the fall of the 2018-19 academic year (the fall 2018 reporting period). Of the 2,021 Title IV institutions that were expected to respond to the Admissions component, all responded.

Further information on the IPEDS Admissions component may be obtained from

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## Winter (Outcome Measures)

First administered in the winter 2015-16 data collection, the Outcome Measures component is designed to provide measures of student success for traditional college students, as well as for nontraditional college students, including those who are part-time students and transfers.

In the winter 2015-16 data collection, the Outcome Measures component collected data from 2- and 4-year degree-granting institutions on the award and enrollment status for these four cohorts of degree/certificate-seeking undergraduates:

- First-time, full-time entering students;
- First-time, part-time entering students;
- Non-first-time (or "transfer-in"), full-time entering students; and
- Non-first-time, part-time entering students.

Since the 2017-18 collection, two new subcohort groups-students who received Pell Grants and students who did not receive Pell Grants-have been added to each of the four main cohorts in the Outcome Measures component, resulting in a total of eight undergraduate subcohorts.

The cohorts that were a part of the winter 2018-19 data collection consisted of all entering students who began their studies between July 1, 2010, and June 30, 2011. Student completion status was collected as of August 31 at 4 years, 6 years, and 8 years after students entered the institution (e.g., 4-year completion status was measured on August 31, 2014). For students within the cohorts who did not receive a degree or certificate, the Outcome Measures component collected the enrollment status as of 8 years after they entered the reporting institution (August 31, 2018).

The response rate for the Outcome Measures component of the winter 2018-19 collection was nearly 100 percent. Of
the 3,752 institutions that were expected to respond, 4 responses were missing, and these data were imputed.

Further information on the IPEDS Outcome Measures component may be obtained from

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## Spring (Academic Libraries)

From 1966 to 1988, the Academic Libraries Survey was conducted on a 3-year cycle as part of HEGIS. From 1988 to 1998 , the survey was a part of IPEDS and conducted on a 2-year cycle. It remained on a 2-year cycle from 2000 to 2012, but during that period it was conducted independently of IPEDS. In 2014, the survey was reincorporated into IPEDS as the Academic Libraries component, with data collection occurring annually.

The Academic Libraries component collects information from degree-granting institutions on library collections, circulations, expenses, and services. Institutions answer two screening questions in the IPEDS Institutional Characteristics component to determine whether they should also respond to the Academic Libraries component. The component consists of two sections. In section I, all degree-granting institutions with annual library expenses greater than $\$ 0$ and/ or access to a library collection report information on collections, circulations, and interlibrary loan services. In section II, all degree-granting institutions with annual library expenses greater than or equal to $\$ 100,000$ report the information reported in section I, as well as information on library expenses.

Of the 4,082 institutions that were expected to respond to the Academic Libraries component in the IPEDS spring 2019 data collection, 2 responses were missing, and these data were imputed.

Further information on the IPEDS Academic Libraries component may be obtained from

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## Spring (Fall Enrollment)

This survey has been part of the HEGIS and IPEDS series since 1966. Response rates have been relatively high, generally exceeding 85 percent. Beginning in 2000, with
web-based data collection, higher response rates were attained. In the spring 2019 data collection, in which the Fall Enrollment component covered student enrollment in fall 2018, the response rate was greater than 99 percent. Of the 6,267 institutions that were expected to respond, 6 institutions did not respond, and these data were imputed.

Beginning with the fall 1986 survey and the introduction of IPEDS (see above), a redesign of the survey resulted in the collection of data by race/ethnicity, gender, level of study (i.e., undergraduate and graduate), and attendance status (i.e., full-time and part-time). Other aspects of the survey include allowing (in alternating years) for the collection of age and residence data. The Fall Enrollment component also collects data on first-time retention rates, student-to-faculty ratios, and student enrollment in distance education courses. Finally, in even-numbered years, 4 -year institutions provide enrollment data by level of study, race/ ethnicity, and gender for nine selected fields of study or Classification of Instructional Programs (CIP) codes. (The CIP is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs.)

Beginning in 2000, the survey collected instructional activity and unduplicated headcount data, which are needed to compute a standardized, full-time-equivalent (FTE) enrollment statistic for the entire academic year. As of 2007-08, the timeliness of the instructional activity data has been improved by collecting these data in the fall as part of the 12-month Enrollment component instead of in the spring as part of the Fall Enrollment component.

Further information on the IPEDS Fall Enrollment component may be obtained from

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## Spring (Finance)

This survey was part of the HEGIS series and has been continued under IPEDS. Substantial changes were made in the financial survey instruments in fiscal year (FY) 1976, FY 1982, FY 1987, FY 1997, and FY 2002. While these changes were significant, a considerable effort has been made in this report to present only comparable information on trends and to note inconsistencies. The FY 1976 survey instrument contained numerous revisions to earlier survey forms, which made direct comparisons of line items very difficult. Beginning in FY 1982, Pell Grant data were collected in the categories of federal restricted grant and contract revenues and restricted scholarship and fellowship expenditures. The introduction of IPEDS in the FY 1987 survey included several important changes to the survey
instrument and data processing procedures. Beginning in FY 1997, data for private institutions were collected using new financial concepts consistent with Financial Accounting Standards Board (FASB) reporting standards, which provide a more comprehensive view of college finance activities. The data for public institutions continued to be collected using the older survey form. The data for public and private institutions were no longer comparable and, as a result, no longer presented together in analysis tables. In FY 2001, public institutions had the option of either continuing to report using Government Accounting Standards Board (GASB) standards or using the new FASB reporting standards. Beginning in FY 2002, public institutions could use either the original GASB standards, the FASB standards, or the new GASB Statement 35 standards (GASB35). Beginning in FY 2004, public institutions could no longer submit survey forms based on the original GASB standards. Beginning in FY 2008, public institutions could submit their GASB survey forms using a revised structure that was modified for better comparability with the IPEDS FASB finance forms, or the institutions could use the structure of the prior forms used from FY 2004 to FY 2007. Similarly, in FY 2008, private nonprofit institutions and public institutions using the FASB form were given an opportunity to report using the forms that had been modified to improve comparability with the GASB forms, or they could use forms with a structure that was consistent with the prior years. In FY 2010, the use of the forms with the older structure was discontinued, and all institutions used either the GASB or FASB forms that had been modified for comparability. Also, in FY 2010, a new series of forms was introduced for non-degree-granting institutions that included versions for for-profit, FASB, and GASB reporting institutions. From FY 2000 through FY 2013, private for-profit institutions used a version of the FASB form with much less detail than the FASB form used by private nonprofit institutions. As of FY 2014, however, private for-profit institutions have been required to report the same level of detail as private nonprofit institutions.

Possible sources of nonsampling error in the financial statistics include nonresponse, imputation, and misclassification. The unweighted response rate has been about 85 to 90 percent for most of the years these data appeared in the Digest of Education Statistics; however, in more recent years, response rates have been much higher because Title IV institutions are required to respond. Since 2002, the IPEDS data collection has been a full-scale web-based collection, which has improved the quality and timeliness of the data. For example, the ability of IPEDS to tailor online data entry forms for each institution based on characteristics such as institutional control, level of institution, and calendar system and the institutions' ability to submit their data online are aspects of full-scale web-based collections that have improved response.

The response rate for the FY 2018 Finance component was greater than 99 percent: Of the 6,339 institutions and
administrative offices that were expected to respond, 10 did not respond, and these missing data were imputed.

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## Spring (Human Resources)

The Human Resources component was part of the IPEDS winter data collection from data collection years 2000-01 to 2011-12. For the 2012-13 data collection year, the Human Resources component was moved to the spring 2013 data collection in order to give institutions more time to prepare their survey responses.

## IPEDS Collection Years, 2012-13 to Present

In 2012-13, new occupational categories replaced the primary function/occupational activity categories previously used in the IPEDS Human Resources component. This change was required in order to align the IPEDS Human Resources categories with the 2010 Standard Occupational Classification (SOC) system. In tandem with the change in 2012-13 from using primary function/occupational activity categories to using the new occupational categories, the sections making up the IPEDS Human Resources component (which previously had been Employees by Assigned Position, Fall Staff, and Salaries) were changed to Full-Time Instructional Staff, Full-Time Noninstructional Staff, Salaries, Part-Time Staff, and New Hires.

The webpages "Archived Changes-Changes to IPEDS Data Collections, 2012-13" (https://nces.ed.gov/ipeds/ InsidePages/ArchivedChanges?year=2012-13) and "2012-13 IPEDS Human Resources (HR) Occupational Categories Compared with 2011-12 IPEDS HR Primary Function/Occupational Activity Categories" (https://nces.ed.gov/ipeds/ resource/download/IPEDS_HR_2012-13_compared_to_ IPEDS HR 2011-12.pdf) provide information on the redesign of the IPEDS Human Resources component initiated in the 2012-13 data collection year.

In 2018, an update to the Standard Occupational Classification (SOC) system was released. As a consequence, revisions were made to the occupational categories in the Human Resources component in the IPEDS spring 2019 data collection. These revisions are described on the webpage "Resources for Implementing Changes to the IPEDS Human Resources (HR) Survey Component Due to Updated 2018 Standard Occupational Classification (SOC) System" (https://nces.ed.gov/ipeds/report-your-data/taxono $\underline{\text { mies-standard-occupational-classification-soc-codes). }}$

In the IPEDS spring 2019 data collection, the response rate for the Human Resources component was greater than 99 percent. Of the 6,339 institutions and administrative offices that were expected to respond, 7 institutions did not respond, and these missing data were imputed.

## IPEDS Collection Years Prior to 2012-13

In collection years before 2001-02, IPEDS conducted a Fall Staff survey and a Salaries survey; in the 2001-02 collection year, the Employees by Assigned Position (EAP) survey was added to IPEDS. In the 2005-06 collection year, these three surveys became sections of the IPEDS "Human Resources" component.

Data gathered by the EAP section categorized all employees by full- or part-time status, faculty status, and primary function/occupational activity. Institutions with M.D. or D.O. programs were required to report their medical school employees separately. A response to the EAP was required of all 6,858 Title IV institutions and administrative offices in the United States and other jurisdictions for winter 2008-09, and 6,845, or 99.8 percent unweighted, responded. Of the 6,970 Title IV institutions and administrative offices required to respond to the winter 2009-10 EAP, 6,964, or 99.9 percent, responded. Of the 7,256 Title IV institutions and administrative offices required to respond to the EAP for winter 2010-11, about 99.9 percent responded. In the original winter 2010-11 data collection, 7,252 responded to the EAP and data for the 4 nonrespondents were imputed; the next year, 1 of the nonrespondents whose data were imputed submitted a revision.

The main functions/occupational activities of the EAP section were primarily instruction, instruction combined with research and/or public service, primarily research, primarily public service, executive/administrative/managerial, other professionals (support/service), graduate assistants, technical and paraprofessionals, clerical and secretarial, skilled crafts, and service/maintenance.

All full-time instructional faculty classified in the EAP full-time nonmedical school part as either (1) primarily instruction or (2) instruction combined with research and/or public service were included in the Salaries section, unless they were exempt (i.e., unless they contributed their services, were employed on an ad hoc or occasional basis, or worked strictly in hospitals associated with medical schools).

The Fall Staff section categorized all staff on the institution's payroll as of November 1 of the collection year by employment status (full time or part time), primary function/ occupational activity, gender, and race/ethnicity. Title IV institutions and administrative offices were only required to respond to the Fall Staff section in odd-numbered reporting years, so they were not required to respond during the 2008-09 Human Resources data collection. However, of the 6,858 Title IV institutions and administrative offices in the United States and other jurisdictions, 3,295, or 48.0 percent unweighted, did provide data in the Fall Staff section that
year. During the 2009-10 Human Resources data collection, when all 6,970 Title IV institutions and administrative offices were required to respond to the Fall Staff section, 6,964, or 99.9 percent, did so. A response to the Fall Staff section of the 2010-11 Human Resources collection was optional, and 3,364 Title IV institutions and administrative offices responded that year (a response rate of 46.3 percent).

The Salaries section collected data for full-time instructional faculty (except those in medical schools in the EAP section, described above) on the institution's payroll as of November 1 of the collection year by contract length/ teaching period, gender, and academic rank. The reporting of data by faculty status in the Salaries section was required from 4-year degree-granting institutions and above only. Salary outlays and fringe benefits were also collected for full-time instructional staff on 9/10- and 11/12-month contracts/teaching periods. This section was applicable to degree-granting institutions unless exempt (i.e., unless they met one of the following exclusions: all instructional faculty were part time, all contributed their services, all were in the military, or all taught preclinical or clinical medicine).

Between 1966-67 and 1985-86, this survey differed from other HEGIS surveys in that imputations were not made for nonrespondents. Thus, there is some possibility that the salary averages presented in this report may differ from the results of a complete enumeration of all colleges and universities. Beginning with the surveys for 1987-88, the IPEDS data tabulation procedures included imputations for survey nonrespondents. The unweighted response rate for the 2008-09 Salaries survey section was 99.9 percent. The response rate for the 2009-10 Salaries section was 100.0 percent ( 4,453 of the 4,455 required institutions responded), and the response rate for 2010-11 was 99.9 percent ( 4,561 of the 4,565 required institutions responded). Imputation methods for the 2010-11 Salaries survey section are discussed in Employees in Postsecondary Institutions, Fall 2010, and Salaries of FullTime Instructional Staff, 2010-11 (https://nces.ed.gov/ pubs2012/2012276.pdf).

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## Library Statistics

In the past, NCES collected library data through the Public Libraries Survey (PLS), the State Library Agencies (StLA) Survey, the Academic Libraries Survey (ALS), and the Library Media Centers (LMC) Survey. On October 1,

2007, the administration of the Public Libraries Survey (PLS) and the State Library Agencies (StLA) Survey was transferred to the Institute of Museum and Library Services (IMLS) (see below).

NCES administered the Academic Libraries Survey (ALS) on a 3-year cycle between 1966 and 1988. From 1988 through 1999, ALS was a component of the Integrated Postsecondary Education Data System (IPEDS) and was on a 2 -year cycle. Beginning in the year 2000, ALS began collecting data independent of the IPEDS data collection while remaining on a 2 -year cycle. ALS provided data on approximately 3,700 academic libraries. In aggregate, these data provided an overview of the status of academic libraries nationally and statewide. The survey collected data on the libraries in the entire universe of degree-granting institutions. Beginning with the collection of FY 2000 data, ALS changed to web-based data collection. ALS produced descriptive statistics on academic libraries in postsecondary institutions in the 50 states, the District of Columbia, and the outlying areas. Academic Libraries: 2012 (NCES 2014-038) presented tabulations for the 2012 survey. In 2014, ALS was reincorporated into the IPEDS collection. Since then, it has been collected annually, as the Academic Libraries component, in the IPEDS spring data collection.

School library data were collected on the School and Principal Surveys of the 1990-91 Schools and Staffing Survey (SASS). The School Library Media Centers (LMC) Survey became a component of SASS with the 1993-94 administration of the survey. Thus, readers should refer to the section on the Schools and Staffing Survey, below, regarding data on school libraries. Data for the 2011-12 LMC Survey are available on the NCES website at https:// nces.ed.gov/surveys/sass/index.asp.

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## National Adult Literacy Survey

The National Adult Literacy Survey (NALS), funded by the U.S. Department of Education and 12 states, was created in 1992 as a new measure of literacy. The aim of the survey was to profile the English literacy of adults in the United States based on their performance across a wide array of tasks that reflect the types of materials and demands they encounter in their daily lives.

To gather information on adults’ literacy skills, trained staff interviewed a nationally representative sample of nearly 13,600 individuals ages 16 and over during the first

8 months of 1992. These participants had been randomly selected to represent the adult population in the country as a whole. Black and Hispanic households were oversampled to ensure reliable estimates of literacy proficiencies and to permit analyses of the performance of these subpopulations. In addition, some 1,100 inmates from 80 federal and state prisons were interviewed to gather information on the proficiencies of the prison population. In total, nearly 26,000 adults were surveyed.

Each survey participant was asked to spend approximately an hour responding to a series of diverse literacy tasks, as well as to questions about his or her demographic characteristics, educational background, reading practices, and other areas related to literacy. Based on their responses to the survey tasks, adults received proficiency scores along three scales that reflect varying degrees of skill in prose, document, and quantitative literacy. The results of the 1992 survey were first published in Adult Literacy in America: A First Look at the Findings of the National Adult Literacy Survey (NCES 93-275), in September 1993. See the section on the National Assessment of Adult Literacy (below) for information on later adult literacy surveys.

Further information on NALS may be obtained from
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## National Assessment of Adult Literacy

The 2003 National Assessment of Adult Literacy (NAAL) was conducted to measure both English literacy and health literacy. The assessment was administered to 19,000 adults (including 1,200 prison inmates) age 16 and over in all 50 states and the District of Columbia. Components of the assessment included a background questionnaire; a prison component that assesses the literacy skills of adults in federal and state prisons; the State Assessment of Adult Literacy (SAAL), a voluntary survey given in conjunction with NAAL; a health literacy component; the Fluency Addition to NAAL (FAN), an oral reading assessment; and the Adult Literacy Supplemental Assessment (ALSA). ALSA is an alternative to the main NAAL for those with very low scores on seven core screening questions. NAAL assesses literacy directly through the completion of tasks that covered quantitative literacy, document literacy, and prose literacy. Results were reported using the following achievement levels: Below Basic, Basic, Intermediate, and Proficient.

Results from NAAL and NALS can be compared. NALS offers a snapshot of the condition of literacy of the U.S.
population as a whole and among key population subgroups in 1992. NAAL provides a picture of adult literacy skills in 2003, revealing changes in literacy over the intervening decade.

Further information on NAAL may be obtained from

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## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a series of cross-sectional studies initially implemented in 1969 to assess the educational achievement of U.S. students and monitor changes in those achievements. In the main national NAEP, a nationally representative sample of students is assessed at grades 4, 8, and 12 in various academic subjects. The assessment is based on frameworks developed by the National Assessment Governing Board (NAGB). It includes both multiple-choice items and constructed-response items (those requiring written answers). Results are reported in two ways: by average score and by achievement level. Average scores are reported for the nation, for participating states and jurisdictions, and for subgroups of the population. Percentages of students performing at or above three achievement levels (Basic, Proficient, and Advanced) are also reported for these groups.

## Main NAEP Assessments

From 1990 until 2001, main NAEP was conducted for states and other jurisdictions that chose to participate. In 2002, under the provisions of the No Child Left Behind Act of 2001, all states began to participate in main NAEP, and an aggregate of all state samples replaced the separate national sample. (School district-level assessments-under the Trial Urban District Assessment [TUDA] program—also began in 2002.)

Results are available for the mathematics assessments administered in 1990, 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019. In 2005, NAGB called for the development of a new mathematics framework. The revisions made to the mathematics framework for the 2005 assessment were intended to reflect recent curricular emphases and better assess the specific objectives for students at each grade level.

The revised mathematics framework focuses on two dimensions: mathematical content and cognitive demand. By considering these two dimensions for each item in the assessment, the framework ensures that NAEP assesses an appropriate balance of content, as well as a variety of ways
of knowing and doing mathematics.
Since the 2005 changes to the mathematics framework were minimal for grades 4 and 8 , comparisons over time can be made between assessments conducted before and after the framework's implementation for these grades. The changes that the 2005 framework made to the grade 12 assessment, however, were too drastic to allow grade 12 results from before and after implementation to be directly compared. These changes included adding more questions on algebra, data analysis, and probability to reflect changes in high school mathematics standards and coursework; merging the measurement and geometry content areas; and changing the reporting scale from $0-500$ to $0-300$. For more information regarding the 2005 mathematics framework revisions, see https://nces.ed.gov/nationsreportcard/ mathematics/frameworkcomparison.asp.

Results are available for the reading assessments administered in 1992, 1994, 1998, 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019. In 2009, a new framework was developed for the 4th-, 8th-, and 12th-grade NAEP reading assessments.

Both a content alignment study and a reading trend, or bridge, study were conducted to determine whether the new reading assessment was comparable to the prior assessment. Overall, the results of the special analyses suggested that the assessments were similar in terms of their item and scale characteristics and the results they produced for important demographic groups of students. Thus, it was determined that the results of the 2009 reading assessment could still be compared to those from earlier assessment years, thereby maintaining the trend lines first established in 1992. For more information regarding the 2009 reading framework revisions, see https://nces.ed.gov/nationsreportcard/reading/ whatmeasure.asp.

In spring 2013, NAEP released results from the NAEP 2012 economics assessment in The Nation's Report Card: Economics 2012 (NCES 2013-453). First administered in 2006, the NAEP economics assessment measures 12th-graders' understanding of a wide range of topics in three main content areas: market economy, national economy, and international economy. The 2012 assessment is based on a nationally representative sample of nearly 11,000 students in the 12th grade.

In The Nation's Report Card: A First Look-2013 Mathematics and Reading (NCES 2014-451), NAEP released the results of the 2013 mathematics and reading assessments. Results can also be accessed using the interactive graphics and downloadable data available at the online Nation's Report Card website (https://nationsreportcard.gov/ reading math 2013/).

The Nation's Report Card: A First Look-2013 Mathematics and Reading Trial Urban District Assessment (NCES 2014-466) provides the results of the 2013 mathematics and reading TUDA, which measured the reading and mathematics progress of 4th- and 8th-graders from 21 urban school districts. Results from the 2013 mathematics and reading

TUDA can also be accessed using the interactive graphics and downloadable data available at the online TUDA website (https://nationsreportcard.gov/reading_math_tuda_2013/).

The online interactive report The Nation's Report Card: 2014 U.S. History, Geography, and Civics at Grade 8 (NCES 2015-112) provides grade 8 results for the 2014 NAEP U.S. history, geography, and civics assessments. Trend results for previous assessment years in these three subjects, as well as information on school and student participation rates and sample tasks and student responses, are also presented.

In 2014, the first administration of the NAEP Technology and Engineering Literacy (TEL) Assessment asked 8th-graders to respond to questions aimed at assessing their knowledge and skill in understanding technological principles, solving technology and engineering-related problems, and using technology to communicate and collaborate. The online report The Nation's Report Card: Technology and Engineering Literacy (NCES 2016-119) presents national results for 8th-graders on the TEL assessment.

The Nation's Report Card: 2015 Mathematics and Reading Assessments (NCES 2015-136) is an online interactive report that presents national and state results for 4thand 8th-graders on the NAEP 2015 mathematics and reading assessments. The report also presents TUDA results in mathematics and reading for 4th- and 8th-graders. The online interactive report The Nation's Report Card: 2015 Mathematics and Reading at Grade 12 (NCES 2016-018) presents grade 12 results from the NAEP 2015 mathematics and reading assessments.

Results from the 2015 NAEP science assessment are presented in the online report The Nation's Report Card: 2015 Science at Grades 4, 8, and 12 (NCES 2016-162). The assessment measures the knowledge of 4th-, 8th-, and 12th-graders in the content areas of physical science, life science, and Earth and space sciences, as well as their understanding of four science practices (identifying science principles, using science principles, using scientific inquiry, and using technological design). National results are reported for grades 4,8 , and 12 , and results from 46 participating states and one jurisdiction are reported for grades 4 and 8 . Since a new NAEP science framework was introduced in 2009, results from the 2015 science assessment can be compared to results from the 2009 and 2011 science assessments, but cannot be compared to the science assessments conducted prior to 2009.

As a consequence of NAEP's transition from paper-based assessments to technology-based assessments, data were needed regarding students’ access to and familiarity with technology, at home and at school. The Computer Access and Familiarity Study (CAFS) was designed to fulfill this need. CAFS was conducted as part of the main administration of the 2015 NAEP. A subset of the grade 4, 8, and 12 students who took the main NAEP were chosen to take the additional CAFS questionnaire. The main 2015 NAEP was administered in a paper-and-pencil format to some students
and a digital-based format to others, and CAFS participants were given questionnaires in the same format as their NAEP questionnaires.

The online Highlights report 2017 NAEP Mathematics and Reading Assessments: Highlighted Results at Grades 4 and 8 for the Nation, States, and Districts (NCES 2018-037) presents an overview of results from the NAEP 2017 mathematics and reading reports. Highlighted results include key findings for the nation, states/jurisdictions, and 27 districts that participated in the Trial Urban District Assessment (TUDA) in mathematics and reading at grades 4 and 8.

Results from the NAEP 2018 TEL Assessment are contained in the online report The Nation's Report Card: Highlighted Results for the 2018 Technology and Engineering Literacy (TEL) Assessment at Grade 8 (NCES 2019-068). The digitally based assessment (participants took the assessment via laptop) was taken by approximately 15,400 eighth-graders from about 600 schools across the nation. Results were reported in terms of average scale scores (on a 0 to 300 scale) and in relation to the NAEP achievement levels NAEP Basic, NAEP Proficient, and NAEP Advanced.

The online reports 2019 NAEP Reading Assessment: Highlighted Results at Grades 4 and 8 for the Nation, States, and Districts and 2019 NAEP Mathematics Assessment: Highlighted Results at Grades 4 and 8 for the Nation, States, and Districts (NCES 2020-012) present overviews of results from the NAEP 2019 reading and mathematics reports. Highlighted results include key findings for the nation, states/jurisdictions, and 27 districts that participated in the Trial Urban District Assessment (TUDA) in mathematics and reading at grades 4 and 8 .

## NAEP Long-Term Trend Assessments

In addition to conducting the main assessments, NAEP also conducts the long-term trend assessments. Long-term trend assessments provide an opportunity to observe educational progress in reading and mathematics of $9-$, $13-$, and 17 -year-olds since the early 1970s. The long-term trend reading assessment measures students’ reading comprehension skills using an array of passages that vary by text types and length. The assessment was designed to measure students' ability to locate specific information in the text provided; make inferences across a passage to provide an explanation; and identify the main idea in the text.

The NAEP long-term trend assessment in mathematics measures knowledge of mathematical facts; ability to carry out computations using paper and pencil; knowledge of basic formulas, such as those applied in geometric settings; and ability to apply mathematics to skills of daily life, such as those involving time and money.

The Nation's Report Card: Trends in Academic Progress 2012 (NCES 2013-456) provides the results of 12 long-term trend reading assessments dating back to 1971 and 11 long-term trend mathematics assessments dating back to 1973.

## Further information on NAEP may be obtained from

Daniel McGrath<br>Reporting and Dissemination Branch<br>Assessments Division<br>National Center for Education Statistics<br>550 12th Street SW<br>Washington, DC 20202<br>daniel.mcgrath@ed.gov<br>https://nces.ed.gov/nationsreportcard<br>\section*{National Education Longitudinal Study of 1988}

The National Education Longitudinal Study of 1988 (NELS:88) was the third major secondary school student longitudinal study conducted by NCES. The two studies that preceded NELS:88-the National Longitudinal Study of the High School Class of 1972 (NLS:72) and the High School and Beyond Longitudinal Study (HS\&B) in 1980surveyed high school seniors (and sophomores in HS\&B) through high school, postsecondary education, and work and family formation experiences. Unlike its predecessors, NELS:88 began with a cohort of 8th-grade students. In 1988, some 25,000 8th-graders, their parents, their teachers, and their school principals were surveyed. Follow-ups were conducted in 1990 and 1992, when a majority of these students were in the 10th and 12th grades, respectively, and then 2 years after their scheduled high school graduation, in 1994. A fourth follow-up was conducted in 2000.

NELS:88 was designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. It complements and strengthens state and local efforts by furnishing new information on how school policies, teacher practices, and family involvement affect student educational outcomes (i.e., academic achievement, persistence in school, and participation in postsecondary education). For the base year, NELS:88 included a multifaceted student questionnaire, four cognitive tests, a parent questionnaire, a teacher questionnaire, and a school questionnaire.

In 1990, when most of the students were in 10th grade, students, their teachers, and their school principals, as well as school dropouts, were surveyed. (Parents were not surveyed in the 1990 follow-up.) In 1992, when most of the students were in 12th grade, the second follow-up conducted surveys of students, dropouts, parents, teachers, and school principals. Also, information from the students' transcripts was collected. The 1994 survey data were collected when most sample members had completed high school. The primary goals of the 1994 survey were (1) to provide data for trend comparisons with NLS:72 and HS\&B; (2) to address issues of employment and postsecondary access and choice; and (3) to ascertain how many dropouts had returned to school and by what route. The 2000 follow-up examined the educational and labor market outcomes of the 1988 cohort at a time of transition. Most had been out of
high school for 8 years; many had completed their postsecondary educations, were embarking on first or even second careers, and were starting families. For those who had attended postsecondary institutions after high school, student transcript data were collected from the institutions attended.

Further information on NELS:88 may be obtained from

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## National Household Education Surveys Program

The National Household Education Surveys Program (NHES) is a data collection system that is designed to address a wide range of education-related issues. Surveys have been conducted in 1991, 1993, 1995, 1996, 1999, 2001, 2003, 2005, 2007, 2012, and 2016. NHES targets specific populations for detailed data collection. It is intended to provide more detailed data on the topics and populations of interest than are collected through supplements to other household surveys.

The 2007 and earlier administrations of NHES used a random-digit-dial sample of landline phones and computerassisted telephone interviewing to conduct interviews. However, due to declining response rates for all telephone surveys and the increase in households that only or mostly use a cell phone instead of a landline, the data collection method was changed to an address-based sample survey for NHES:2012. Because of this change in survey mode, readers should use caution when comparing NHES:2012 estimates to those of prior NHES administrations.

The topics addressed by NHES:1991 were early childhood education and adult education. About 60,000 households were screened for NHES:1991. In the Early Childhood Education Survey, about 14,000 parents/guardians of 3 - to 8 -year-olds completed interviews about their children's early educational experiences. Included in this component were participation in nonparental care/education; care arrangements and school; and family, household, and child characteristics. In the NHES:1991 Adult Education Survey, about 9,800 people 16 years of age and over, identified as having participated in an adult education activity in the previous 12 months, were questioned about their activities. Data were collected on programs and up to four courses, including the subject matter, duration, sponsorship, purpose, and cost. Information on the household and the adult's background and current employment was also collected.

In NHES:1993, nearly 64,000 households were screened. Approximately 11,000 parents of 3- to 7-year-olds completed interviews for the School Readiness Survey. Topics included the developmental characteristics of preschoolers; school adjustment and teacher feedback to parents for kindergartners and primary students; center-based program participation; early school experiences; home activities with family members; and health status. In the School Safety and Discipline Survey, about 12,700 parents of children in grades 3 to 12 and about 6,500 youth in grades 6 to 12 were interviewed about their school experiences. Topics included the school learning environment, discipline policy, safety at school, victimization, the availability and use of alcohol/drugs, and alcohol/drug education. Peer norms for behavior in school and substance use were also included in this topical component. Extensive family and household background information was collected, as well as characteristics of the school attended by the child.

In NHES:1995, the Early Childhood Program Participation Survey and the Adult Education Survey were similar to those fielded in 1991. In the Early Childhood component, about 14,000 parents of children from birth to 3rd grade were interviewed out of 16,000 sampled, for a completion rate of 90.4 percent. In the Adult Education Survey, about 24,000 adults were sampled and 82.3 percent $(20,000)$ completed the interview.

NHES:1996 covered parent and family involvement in education and civic involvement. Data on homeschooling and school choice also were collected. The 1996 survey screened about 56,000 households. For the Parent and Family Involvement in Education Survey, nearly 21,000 parents of children in grades 3 to 12 were interviewed. For the Civic Involvement Survey, about 8,000 youth in grades 6 to 12, about 9,000 parents, and about 2,000 adults were interviewed. The 1996 survey also addressed public library use. Adults in almost 55,000 households were interviewed to support state-level estimates of household public library use.

NHES:1999 collected end-of-decade estimates of key indicators from the surveys conducted throughout the 1990s. Approximately 60,000 households were screened for a total of about 31,000 interviews with parents of children from birth through grade 12 (including about 6,900 infants, toddlers, and preschoolers) and adults age 16 or older not enrolled in grade 12 or below. Key indicators included participation of children in nonparental care and early childhood programs, school experiences, parent/family involvement in education at home and at school, youth community service activities, plans for future education, and adult participation in educational activities and community service.

NHES:2001 included two surveys that were largely repeats of similar surveys included in earlier NHES collections. The Early Childhood Program Participation Survey was similar in content to the Early Childhood Program Participation Survey fielded as part of NHES:1995, and the

Adult Education and Lifelong Learning Survey was similar in content to the Adult Education Survey of NHES:1995. The Before- and After-School Programs and Activities Survey, while containing items fielded in earlier NHES collections, had a number of new items that collected information about what school-age children were doing during the time they spent in child care or in other activities, what parents were looking for in care arrangements and activities, and parent evaluations of care arrangements and activities. Parents of approximately 6,700 children from birth through age 6 who were not yet in kindergarten completed Early Childhood Program Participation Survey interviews. Nearly 10,900 adults completed Adult Education and Lifelong Learning Survey interviews, and parents of nearly 9,600 children in kindergarten through grade 8 completed Beforeand After-School Programs and Activities Survey interviews.

NHES:2003 included two surveys: the Parent and Family Involvement in Education Survey and the Adult Education for Work-Related Reasons Survey (the first administration). Whereas previous adult education surveys were more general in scope, this survey had a narrower focus on occupation-related adult education programs. It collected in-depth information about training and education in which adults participated specifically for work-related reasons, either to prepare for work or a career or to maintain or improve work-related skills and knowledge they already had. The Parent and Family Involvement Survey expanded on the first survey fielded on this topic in 1996. In 2003, screeners were completed with 32,050 households. About 12,700 of the 16,000 sampled adults completed the Adult Education for Work-Related Reasons Survey, for a weighted response rate of 76 percent. For the Parent and Family Involvement in Education Survey, interviews were completed by the parents of about 12,400 of the 14,900 sampled children in kindergarten through grade 12, yielding a weighted unit response rate of 83 percent.

NHES:2005 included surveys that covered adult education, early childhood program participation, and after-school programs and activities. Data were collected from about 8,900 adults for the Adult Education Survey, from parents of about 7,200 children for the Early Childhood Program Participation Survey, and from parents of nearly 11,700 children for the After-School Programs and Activities Survey. These surveys were substantially similar to the surveys conducted in 2001, with the exceptions that the Adult Education Survey addressed a new topic-informal learning activities for personal interest-and the Early Childhood Program Participation Survey and After-School Programs and Activities Survey did not collect information about before-school care for school-age children.

NHES:2007 fielded the Parent and Family Involvement in Education Survey and the School Readiness Survey. These surveys were similar in design and content to surveys included in the 2003 and 1993 collections, respectively. New features added to the Parent and Family Involvement

Survey were questions about supplemental education services provided by schools and school districts (including use of and satisfaction with such services), as well as questions that would efficiently identify the school attended by the sampled students. New features added to the School Readiness Survey were questions that collected details about TV programs watched by the sampled children. For the Parent and Family Involvement Survey, interviews were completed with parents of 10,680 sampled children in kindergarten through grade 12 , including 10,370 students enrolled in public or private schools and 310 homeschooled children. For the School Readiness Survey, interviews were completed with parents of 2,630 sampled children ages 3 to 6 and not yet in kindergarten. Parents who were interviewed about children in kindergarten through 2nd grade for the Parent and Family Involvement Survey were also asked some questions about these children's school readiness.

NHES:2012 included the Parent and Family Involvement in Education Survey and the Early Childhood Program Participation Survey. The Parent and Family Involvement in Education Survey gathered data on students age 20 or younger who were enrolled in kindergarten through grade 12 or who were homeschooled at equivalent grade levels. Survey questions that pertained to students enrolled in kindergarten through grade 12 requested information on various aspects of parent involvement in education (such as help with homework, family activities, and parent involvement at school) and survey questions pertaining to homeschooled students requested information on the student's homeschooling experiences, the sources of the curriculum, and the reasons for homeschooling.

The 2012 Parent and Family Involvement in Education Survey questionnaires were completed for 17,563 (397 homeschooled and 17,166 enrolled) children, for a weighted unit response rate of 78.4 percent. The overall estimated unit response rate (the product of the screener unit response rate of 73.8 percent and the Parent and Family Involvement in Education Survey unit response rate) was 57.8 percent.

The 2012 Early Childhood Program Participation Survey collected data on the early care and education arrangements and early learning of children from birth through the age of 5 who were not yet enrolled in kindergarten. Questionnaires were completed for 7,893 children, for a weighted unit response rate of 78.7 percent. The overall estimated weighted unit response rate (the product of the screener weighted unit response rate of 73.8 percent and the Early Childhood Program Participation Survey unit weighted response rate) was 58.1 percent.

NHES:2016 used a nationally representative addressbased sample covering the 50 states and the District of Columbia. The 2016 administration of NHES included a screener survey and three topical surveys: The Parent and Family Involvement in Education Survey, the Early Childhood Program Participation Survey, and the Adult Training and Education Survey. The screener survey questionnaire identified households with children under age 20 and adults ages 16 to 65 . A total of 206,000 households were selected based on this screener, and the screener response rate was
66.4 percent. All sampled households received initial contact by mail. Although the majority of respondents completed paper questionnaires, a small sample of cases was part of a web experiment with mailed invitations to complete the survey online.

The 2016 Parent and Family Involvement in Education Survey, like its predecessor in 2012, gathered data about students age 20 or under who were enrolled in kindergarten through grade 12 or who were being homeschooled for the equivalent grades. The 2016 survey's questions also covered aspects of parental involvement in education similar to those in the 2012 survey. The total number of completed questionnaires in the 2016 survey was 14,075 (13,523 enrolled and 552 homeschooled children), representing a population of 53.2 million students either homeschooled or enrolled in a public or private school in 2015-16. The survey's weighted unit response rate was 74.3 percent, and the overall response rate was 49.3 percent.

The 2016 Early Childhood Program Participation Survey collected data about children from birth through age 6 who were not yet enrolled in kindergarten. The survey asked about children's participation in relative care, nonrelative care, and center-based care arrangements. It also requested information such as the main reason for choosing care, factors that were important to parents when choosing a care arrangement, the primary barriers to finding satisfactory care, activities the family does with the child, and what the child is learning. Questionnaires were completed for 5,844 children, representing a population of 21.4 million children from birth through age 6 who were not yet enrolled in kindergarten. The Early Childhood Program Participation Survey weighted unit response rate was 73.4 percent and the overall estimated weighted unit response rate (the product of the screener weighted unit response rate and the Early Childhood Program Participation Survey weighted unit response rate) was 48.7 percent.

The third topical survey of NHES:2016 was a new NHES survey, the Adult Training and Education Survey. The survey collected information from noninstitutionalized adults ages 16 to 65 not enrolled in high school-it also collected information from adults living at residential addresses associated with educational institutions such as colleges (thus, it collected information from enrolled college students). One of the main goals of the Adult Training and Education Survey is to capture the prevalence of nondegree credentials, including estimates of adults with occupational certifications or licenses, as well as to capture the prevalence of postsecondary educational certificates. A further goal is to learn more about work experience programs. The survey's data, when weighted, were nationally representative of noninstitutionalized adults ages 16 to 65 , not enrolled in grades 12 or below. The total number of completed questionnaires was 47,744, representing a population of 196.3 million. The survey had a weighted response rate of 73.1 percent and an overall response rate of 48.5 percent.

Data for the three topical surveys in the 2016 administration of NHES are available in Parent and Family

Involvement in Education: Results From the National Household Education Surveys Program of 2016 (NCES 2017-102); Early Childhood Program Participation, Results From the National Household Education Surveys Program of 2016 (NCES 2017-101); and Adult Training and Education: Results From the National Household Education Surveys Program of 2016 (NCES 2017-103rev). In addition, public-use data for the three 2016 surveys are available at https://nces.ed.gov/nhes/dataproducts.asp.

Further information on NHES may be obtained from

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## National Longitudinal Study of the High School Class of 1972

The National Longitudinal Study of the High School Class of 1972 (NLS:72) began with the collection of baseyear survey data from a sample of about 19,000 high school seniors in the spring of 1972. In each of the years 1973, 1974, 1976, 1979, and 1986, a follow-up survey of these students was conducted. NLS:72 was designed to provide the education community with information on the transitions of young adults from high school through postsecondary education and the workplace.

In addition to the follow-ups, a number of supplemental data collection efforts were made. For example, a Postsecondary Education Transcript Study (PETS) was conducted in 1984; in 1986, the fifth follow-up included a supplement for those who became teachers.

The sample design for NLS:72 was a stratified, two-stage probability sample of 12th-grade students from all schools, public and private, in the 50 states and the District of Columbia during the 1971-72 school year. During the first stage of sampling, about 1,070 schools were selected for participation in the base-year survey. As many as 18 students were selected at random from each of the sample schools. The sizes of both the school and student samples were increased during the first follow-up survey. Beginning with the first follow-up and continuing through the fourth follow-up, about 1,300 schools participated in the survey and slightly fewer than 23,500 students were sampled. The unweighted response rates for each of the different rounds of data collection were 80 percent or higher.

Sample retention rates across the survey years were quite high. For example, of the individuals responding to the baseyear questionnaire, the percentages who responded to the first, second, third, and fourth follow-up questionnaires were about $94,93,89$, and 83 percent, respectively. The fifth
follow-up took its sample from students who had participated in at least one of the prior surveys. In all, 91.7 percent of participants had responded to at least five of the six surveys, and 62.1 percent had responded to all six.

Further information on NLS:72 may be obtained from

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## National Postsecondary Student Aid Study

The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study of how students and their families pay for postsecondary education. Data gathered from the study are used to help guide future federal student financial aid policy. The study is conducted with nationally representative samples of undergraduates, graduates, and first-professional students in the 50 states, the District of Columbia, and Puerto Rico, including students attending less-than-2-year institutions, community colleges, and 4 -year colleges and universities. Participants include both students who receive financial aid and those who do not. Since NPSAS identifies nationally representative samples of student subpopulations of interest to policymakers and obtains baseline data for longitudinal study of these subpopulations, data from the study provide the baseyear sample for the Beginning Postsecondary Students Longitudinal Study (BPS) and the Baccalaureate and Beyond Longitudinal Study (B\&B).

Originally, NPSAS was conducted every 3 years. Beginning with the 1999-2000 study (NPSAS:2000), NPSAS has been conducted every 4 years. NPSAS:08 included a new set of instrument items to obtain baseline measures of the awareness of two new federal grants introduced in 2006: the Academic Competitiveness Grant (ACG) and the National Science and Mathematics Access to Retain Talent (SMART) grant.

The first NPSAS (NPSAS:87) was conducted during the 1986-87 school year. Data were gathered from about 1,100 colleges, universities, and other postsecondary institutions; 60,000 students; and 14,000 parents. These data provided information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families.

NPSAS:90 included a stratified sample of approximately 69,000 eligible students (about 47,000 of whom were undergraduates) from about 1,100 institutions. For each of the students included in the NPSAS sample, there were up to three sources of data. First, institution registration and financial aid records were extracted. Second, a Computer Assisted

Telephone Interview (CATI) designed for each student was conducted. Finally, a CATI designed for the parents or guardians of a subsample of students was conducted. The purpose of the parent survey was to obtain detailed information on the family and economic characteristics of dependent students who did not receive financial aid, especially firsttime, first-year students. In keeping with this purpose, parents of financially independent students who were over 30 years of age and parents of graduate/first-professional students were excluded from the sample. Data from these three sources were synthesized into a single system with an overall response rate of 89 percent.

For NPSAS:93, information on 77,000 undergraduates and graduate students enrolled during the school year was collected at 1,000 postsecondary institutions. The sample included students who were enrolled at any time between July 1, 1992, and June 30, 1993. About 66,000 students and a subsample of their parents were interviewed by telephone. NPSAS:96 contained information on more than 48,000 undergraduate and graduate students from about 1,000 postsecondary institutions who were enrolled at any time during the 1995-96 school year. NPSAS:2000 included nearly 62,000 students (50,000 undergraduates and almost 12,000 graduate students) from 1,000 postsecondary institutions. NPSAS:04 collected data on about 80,000 undergraduates and 11,000 graduate students from 1,400 postsecondary institutions. For NPSAS:08, about 114,000 undergraduate students and 14,000 graduate students who were enrolled in postsecondary education during the 2007-08 school year were selected from more than 1,730 postsecondary institutions.

NPSAS:12 sampled about 95,000 undergraduates and 16,000 graduate students from approximately 1,500 postsecondary institutions.

NPSAS:16 sampled about 89,000 undergraduate and 24,000 graduate students attending approximately 1,800 Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. The sample represents approximately 20 million undergraduate and 4 million graduate students enrolled in postsecondary education at Title IV eligible institutions at any time between July 1, 2015, and June 30, 2016. Public access to the data is available online through PowerStats (http://nces. ed.gov/datalab/).

Further information on NPSAS may be obtained from

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## National Study of Postsecondary Faculty

The National Study of Postsecondary Faculty (NSOPF) was designed to provide data about faculty to postsecondary researchers, planners, and policymakers. NSOPF is the most comprehensive study of faculty in postsecondary education institutions ever undertaken.

The first cycle of NSOPF (NSOPF:88) was conducted by NCES with support from the National Endowment for the Humanities (NEH) in 1987-88 with a sample of 480 colleges and universities, over 3,000 department chairpersons, and over 11,000 instructional faculty. The second cycle of NSOPF (NSOPF:93) was conducted by NCES with support from NEH and the National Science Foundation in 1992-93. NSOPF:93 was limited to surveys of institutions and faculty, but with a substantially expanded sample of 970 colleges and universities and 31,350 faculty and instructional staff. The third cycle, NSPOF:99, included 960 degree-granting postsecondary institutions and approximately 18,000 faculty and instructional staff. The fourth cycle of NSOPF was conducted in 2003-04 and included 1,080 degree-granting postsecondary institutions and approximately 26,000 faculty and instructional staff.

There are no plans to repeat the study. Rather, NCES plans to provide technical assistance to state postsecondary data systems and to encourage the development of robust connections between faculty and student data systems so that key questions concerning faculty, instruction, and student outcomes-such as persistence and completioncan be addressed.

Further information on NSOPF may be obtained from

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## National Teacher and Principal Survey

The National Teacher and Principal Survey (NTPS) is a set of related questionnaires that collect descriptive data on the context of elementary and secondary education. Data reported by schools, principals, and teachers provide a variety of statistics on the condition of education in the United States that may be used by policymakers and the general public. The NTPS system covers a wide range of topics, including teacher demand, teacher and principal characteristics, teachers' and principals' perceptions of school climate and problems in their schools, teacher and principal compensation, general conditions in schools, and basic characteristics of the student population.

The NTPS is a redesign of the Schools and Staffing Survey (SASS), which was conducted from the 1987-88
school year to the 2011-12 school year. Although the NTPS maintains the SASS survey's focus on schools, teachers, and administrators, the NTPS has a different structure and sample than SASS. In addition, whereas SASS operated on a 4-year survey cycle, the NTPS operates on a 2- or 3-year survey cycle. The NTPS universe of schools is confined to the 50 states plus the District of Columbia. It excludes the Department of Defense dependents schools overseas, schools in U.S. territories overseas, and CCD schools that do not offer teacher-provided classroom instruction in grades $1-12$ or the ungraded equivalent. Bureau of Indian Education schools are included in the NTPS universe, but these schools were not oversampled and the data do not support separate BIE estimates.

The NTPS includes three key components: school questionnaires, principal questionnaires, and teacher questionnaires. NTPS data are collected by the U.S. Census Bureau through mail and online questionnaires with telephone and in-person field follow-up. The school and principal questionnaires were sent to sampled schools, and the teacher questionnaire was sent to a sample of teachers working at sampled schools.

The school questionnaire asks knowledgeable school staff members about grades offered, student attendance and enrollment, staffing patterns, teaching vacancies, programs and services offered, curriculum, and community service requirements. In addition, basic information is collected about the school year, including the beginning time of students' school days and the length of the school year.

The principal questionnaire collects information about principal/school head demographic characteristics, training, experience, salary, goals for the school, and judgments about school working conditions and climate. Information is also obtained on professional development opportunities for teachers and principals, teacher performance, barriers to dismissal of underperforming teachers, school climate and safety, parent/guardian participation in school events, and attitudes about educational goals and school governance.

The teacher questionnaire collects data from teachers about their current teaching assignment, workload, education history, and perceptions and attitudes about teaching. Questions are also asked about teacher preparation, induction, organization of classes, computers, and professional development.

The NTPS was first conducted during the 2015-16 school year. The school sample for the 2015-16 NTPS was based on an adjusted public school universe file from the 2013-14 Common Core of Data (CCD), a database of all the nation's public school districts and public schools. Schools outside of the United States, schools that teach only prekindergarten, kindergarten, or postsecondary students, and administrative units that do not offer teacher-provided classroom instruction were deleted from the CCD frame prior to sampling for NTPS. Public schools that closed in school year 2013-14 or were not yet opened were not included. Prior to stratification and sampling, CCD schools were collapsed to match the

NTPS definition of a school. (The NTPS definition of a school is the same as the SASS definition of a school-an institution or part of an institution that provides classroom instruction to students, has one or more teachers to provide instruction, serves students in one or more of grades $1-12$ or the ungraded equivalent, and is located in one or more buildings apart from a private home.)

In the 2015-16 NTPS, the school sample consisted of about 8,300 public schools; the principal sample consisted of about 8,300 public school principals; and the teacher sample consisted of about 50,000 public school teachers. Weighted unit response rates were 72.5 percent for the school survey, 71.8 percent for the principal survey, and 67.8 percent for the teacher survey.

Whereas the 2015-16 NTPS covered only schools, teachers, and principals in the public sector, the 2017-18 NTPS covered schools, teachers, and principals in both the public and private sectors. In the 2017-18 NTPS, all principals associated with sampled public and private schools were also included in the sample. Teachers associated with a selected school were sampled from a list of teachers that was provided by the school, collected from school websites, or purchased from a vendor. The selected samples included about 10,600 traditional and charter public schools and their principals, 60,000 public school teachers, 4,000 private schools and their principals, and 9,600 private school teachers.

Weighted unit response rates for the 2017-18 NTPS were 72.5 percent for the public school survey and 64.5 percent for the private school survey, 70.2 percent for the public school principal survey and 62.6 percent for the private school principal survey, and 76.9 percent for the public school teacher survey and 75.9 percent for the private school teacher survey.

General information on NTPS and electronic copies of the questionnaires are available at the NTPS home page (https:// nces.ed.gov/surveys/ntps).

For additional information about the NTPS program, please contact

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## Principal Follow-Up Survey

The Principal Follow-up Survey (PFS), originally a component of the Schools and Staffing Survey (SASS) and currently a component of the National Teacher and Principal Survey (NTPS), was created in order to provide attrition rates for principals in $\mathrm{K}-12$ schools. It assesses, from one year to the year following, how many principals are principals at the same school, how many are principals at a
different school, and how many are no longer working as principals.

The 2012-13 PFS sample consisted of schools who had returned a completed 2011-12 SASS principal questionnaire. Schools that had returned the completed SASS questionnaire were mailed the 2012-13 PFS form in March 2013. The 2012-13 PFS sample included about 7,500 public schools and 1,700 private schools; it was made up of only one survey item and had a response rate of nearly 100 percent.

The 2016-17 PFS sample consisted of schools who had returned a completed 2015-16 NTPS principal questionnaire. Schools that had returned the completed NTPS questionnaire were mailed the 2016-17 PFS form in March 2017. The 2016-17 PFS sample included about 5,700 public schools. (The 2016-17 PFS did not include private schools because these schools were not included in the 2015-16 NTPS.) The survey was made up of only one item and had a response rate of about 95 percent.

Further information on the PFS may be obtained from

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## Private School Universe Survey

The purposes of the Private School Universe Survey (PSS) data collection activities are (1) to build an accurate and complete list of private schools to serve as a sampling frame for NCES sample surveys of private schools and (2) to report data on the total number of private schools, teachers, and students in the survey universe. Since its inception in 1989, the survey has been conducted every 2 years. Selected findings from the 2017-18 PSS are presented in the First Look report Characteristics of Private Schools in the United States: Results From the 2017-18 Private School Universe Survey (NCES 2019-071).

The PSS produces data similar to that of the Common Core of Data for public schools, and can be used for public-private comparisons. The data are useful for a variety of policy- and research-relevant issues, such as the growth of religiously affiliated schools, the number of private high school graduates, the length of the school year for various private schools, and the number of private school students and teachers.

The target population for this universe survey is all private schools in the United States that meet the PSS criteria of a private school (i.e., the private school is an institution that provides instruction for any of grades K through 12, has one or more teachers to give instruction, is
not administered by a public agency, and is not operated in a private home).

The survey universe is composed of schools identified from a variety of sources. The main source is a list frame initially developed for the 1989-90 PSS. The list is updated regularly by matching it with lists provided by nationwide private school associations, state departments of education, and other national guides and sources that list private schools. The other source is an area frame search in approximately 124 geographic areas, conducted by the U.S. Census Bureau.

Of the 40,302 schools included in the 2009-10 sample, 10,229 were considered as out-of-scope (not eligible for the PSS). Those not responding numbered 1,856 , and those responding numbered 28,217 . The unweighted response rate for the 2009-10 PSS survey was 93.8 percent.

Of the 39,325 schools included in the 2011-12 sample, 10,030 cases were considered as out-of-scope (not eligible for the PSS). A total of 26,983 private schools completed a PSS interview (15.8 percent completed online), while 2,312 schools refused to participate, resulting in an unweighted response rate of 92.1 percent.

There were 40,298 schools in the 2013-14 sample; of these, 10,659 were considered as out-of-scope (not eligible for the PSS). A total of 24,566 private schools completed a PSS interview ( 34.1 percent completed online), while 5,073 schools refused to participate, resulting in an unweighted response rate of 82.9 percent.

The 2015-16 PSS included 42,389 schools, of which 12,754 were considered as out-of-scope (not eligible for the PSS). A total of 22,428 private schools completed a PSS interview and 7,207 schools failed to respond, which resulted in an unweighted response rate of 75.7 percent.

Of the 43,384 schools included in the 2017-18 sample, 15,272 cases were considered as out-of-scope (not eligible for the PSS). A total of 22,895 private schools completed a PSS interview, while 5,217 schools refused to participate, resulting in an unweighted response rate of 81.4 percent.

Further information on the PSS may be obtained from

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## Projections of Education Statistics

Since 1964, NCES has published projections of key statistics for elementary and secondary schools and higher education institutions. The latest report is Projections of Education Statistics to 2028 (NCES 2020-024). The Projections of Education Statistics series provides national data
for elementary and secondary enrollment, high school graduates, elementary and secondary teachers, expenditures for public elementary and secondary education, enrollment in postsecondary degree-granting institutions, and postsecondary degrees conferred. The report also provides statelevel projections for public elementary and secondary enrollment and public high school graduates. These models are described in the report's appendix on projection methodology.

Differences between the reported and projected values are, of course, almost inevitable. In Projections of Education Statistics to 2028, an evaluation of past projections revealed that, at the elementary and secondary levels, projections of public school enrollments have been quite accurate: mean absolute percentage differences for enrollment in public schools ranged from 0.3 to 1.2 percent for projections from 1 to 5 years in the future, while those for teachers in public schools were 3.0 percent or less. At the higher education level, projections of enrollment have been fairly accurate: mean absolute percentage differences were reported as 5.9 percent or less for projections from 1 to 5 years into the future in Projections of Education Statistics to 2026 (NCES 2018-019). (Projections of Education Statistics to 2027 and Projections of Education Statistics to 2028 did not report mean absolute percentage errors for institutions at the higher educational level because enrollment projections were calculated using a new model.)

Further information on Projections of Education Statistics may be obtained from

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## Recent College Graduates Study

Between 1976 and 1991, NCES conducted periodic surveys of baccalaureate and master's degree recipients 1 year after graduation with the Recent College Graduates (RCG) Study. The RCG Study-which was replaced by the Baccalaureate and Beyond Longitudinal Study (B\&B) in 1993 (see listing above)-concentrated on those graduates entering the teaching profession. The study linked respondents' major field of study with outcomes such as whether the respondent entered the labor force or was seeking additional education. Labor force data collected included employment status (unemployed, employed part time, or employed full time), occupation, salary, career potential, relation to major field of study, and need for a college degree. To obtain accurate results on teachers, NCES oversampled graduates with a major in education. The last two studies oversampled education majors and increased the sampling of graduates with majors in other fields.

For each of the selected institutions, a list of graduates by major field of study was obtained, and a sample of graduates was drawn by major field of study. Graduates in certain major fields of study (e.g., education, mathematics, and physical sciences) were sampled at higher rates than were graduates in other fields. Roughly 1 year after graduation, the sample of graduates was located, contacted by mail or telephone, and asked to respond to the questionnaire.

The locating process was more detailed than that in most surveys. Nonresponse rates were directly related to the time, effort, and resources used in locating graduates, rather than to graduates' refusals to participate. Despite the difficulties in locating graduates, RCG response rates are comparable to studies that do not face problems locating their sample membership.

The 1976 study of 1974-75 college graduates was the first, and smallest, of the series. The sample consisted of about 210 institutions, of which 200 ( 96 percent) responded. Of the approximately 5,850 graduates in the sample, 4,350 responded, for a response rate of 79 percent.

The 1981 study was somewhat larger than the 1976 study, covering about 300 institutions and 15,850 graduates. Responses were obtained from 280 institutions, for an institutional response rate of 95 percent, and from 9,310 graduates (about 720 others were found not to meet eligibility requirements), for a response rate of 74 percent.

The 1985 study sampled about 400 colleges and 18,740 graduates, of whom 17,850 were found to be eligible. Responses were obtained from 13,200 graduates, for a response rate of 78 percent. The response rate for colleges was 98 percent. The 1987 study sampled 21,960 graduates. Responses were received from 16,880 , for a response rate of nearly 80 percent.

The 1991 study sampled about 18,140 graduates of 400 bachelor's and master's degree-granting institutions, including 16,170 bachelor's degree recipients and 1,960 master's degree recipients receiving diplomas between July 1, 1989, and June 30, 1990. Random samples of graduates were selected from lists stratified by field of study. Graduates in education, mathematics, and the physical sciences were sampled at a higher rate, as were graduates of various racial/ethnic groups, to provide a sufficient number of these graduates for analysis purposes. The graduates included in the sample were selected in proportion to the institution's number of graduates. The unweighted institutional response rate was 95 percent, and the unweighted graduate response rate was 83 percent.

Further information on the RCG Study may be obtained from

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## School Survey on Crime and Safety

The School Survey on Crime and Safety (SSOCS) is the only recurring federal survey that collects detailed information on the incidence, frequency, seriousness, and nature of violence affecting students and school personnel, as well as other indicators of school safety from the schools' perspective. SSOCS is conducted by the National Center for Education Statistics (NCES) within the U.S. Department of Education and collected by the U.S. Census Bureau. Data from this collection can be used to examine the relationship between school characteristics and violent and serious violent crimes in primary, middle, high, and combined schools. In addition, data from SSOCS can be used to assess what crime prevention programs, practices, and policies are used by schools. SSOCS has been conducted in school years 1999-2000, 2003-04, 2005-06, 2007-08, 2009-10, 2015-16, and 2017-18.

The sampling frame for SSOCS:2018 was constructed using the 2014-15 CCD Public Elementary/Secondary School Universe data file. The sampling frame was restricted to regular public schools, charter schools, and schools with partial or total magnet programs in the 50 states and the District of Columbia. It excluded special education schools, vocational schools, alternative schools, virtual schools, newly closed schools, home schools, ungraded schools, schools with a highest grade of kindergarten or lower, Department of Defense Education Activity schools, and Bureau of Indian Education schools, as well as schools in Puerto Rico, American Samoa, the Northern Marianas, Guam, and the U.S. Virgin Islands.

The SSOCS:2018 universe totaled 82,300 schools. The SSOCS:2018 findings were based on a nationally representative, stratified, random sample of 4,803 U.S. public schools. Data collection for SSOCS:2018 began on February 20, 2018, and continued through July 18, 2018. Although SSOCS has historically been conducted by mail with telephone and e-mail follow-up, the 2018 survey administration experimented with an online questionnaire. The survey also experimented with offering a $\$ 10$ cash incentive to a subset of sampled schools. A total of 2,762 primary, middle, high, and combined schools provided complete SSOCS:2018 questionnaires, yielding a weighted response rate of 62 percent.

Further information about SSOCS may be obtained from

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## Schools and Staffing Survey

The Schools and Staffing Survey (SASS) was a set of related questionnaires that collected descriptive data on the context of public and private elementary and secondary education. Data reported by districts, schools, principals, and teachers provided a variety of statistics on the condition of education in the United States that may be used by policymakers and the general public. The SASS system covered a wide range of topics, including teacher demand, teacher and principal characteristics, teachers' and principals' perceptions of school climate and problems in their schools, teacher and principal compensation, district hiring and retention practices, general conditions in schools, and basic characteristics of the student population.

SASS data were collected through a mail questionnaire with telephone and in-person field follow-up. SASS was conducted by the Census Bureau for NCES beginning with the first administration of the survey, which was conducted during the 1987-88 school year. Subsequent SASS administrations were conducted in 1990-91, 1993-94, 19992000, 2003-04, 2007-08, and 2011-12. It was succeeded by the National Teacher and Principal Survey (NTPS), which was first conducted in the 2015-16 school year.

SASS was designed to produce national, regional, and state estimates for public elementary and secondary schools, school districts, principals, teachers, and school library media centers and national and regional estimates for public charter schools, as well as principals, teachers, and school library media centers within these schools. For private schools, the sample supported national, regional, and affiliation estimates for schools, principals, and teachers.

From its inception, SASS had four core components: school questionnaires, teacher questionnaires, principal questionnaires, and school district (prior to 1999-2000, "teacher demand and shortage") questionnaires. A fifth component, school library media center questionnaires, was introduced in the 1993-94 administration and was included in every subsequent administration of SASS. School library data were also collected in the 1990-91 administration of the survey through the school and principal questionnaires.

School questionnaires used in SASS included the Public and Private School Questionnaires; teacher questionnaires included the Public and Private School Teacher Questionnaires; principal questionnaires included the Public and Private School Principal (or School Administrator) Questionnaires; and school district questionnaires included the School District (or Teacher Demand and Shortage) Questionnaires.

Although the four core questionnaires and the school library media questionnaires remained relatively stable over the various administrations of SASS, the survey was changed to accommodate emerging issues in elementary and secondary education. Some questionnaire items were added, some were deleted, and some were reworded.

During the 1990-91 SASS cycle, NCES worked with the Office of Indian Education to add an Indian School Questionnaire to SASS, and it remained a part of SASS through 2007-08. The Indian School Questionnaire explored the same school-level issues that the Public and Private School Questionnaires explored, allowing comparisons among the three types of schools. The 1990-91, 1993-94, 1999-2000, 2003-04, and 2007-08 administrations of SASS obtained data on Bureau of Indian Education (BIE) schools (schools funded or operated by the BIE), but the 2011-12 administration did not obtain BIE data. SASS estimates for all survey years presented in this report exclude BIE schools, and as a result, estimates in this report may differ from those in previously published reports.

School library media center questionnaires were administered in public, private, and BIE schools as part of the 1993-94 and 1999-2000 SASS. During the 2003-04 administration of SASS, only library media centers in public schools were surveyed, and in 2007-08 only library media centers in public schools and BIE and BIE-funded schools were surveyed. The 2011-12 survey collected data only on school library media centers in traditional public schools and in public charter schools. School library questions focused on facilities, services and policies, staffing, technology, information literacy, collections and expenditures, and media equipment. New or revised topics included access to online licensed databases, resource availability, and additional elements on information literacy. The Student Records and Library Media Specialist/Librarian Questionnaires were administered only in 1993-94.

As part of the 1999-2000 SASS, the Charter School Questionnaire was sent to the universe of charter schools in operation in 1998-99. In 2003-04 and in subsequent administrations of SASS, there was no separate questionnaire for charter schools-charter schools were included in the public school sample instead. Another change in the 2003-04 administration of SASS was a revised data collection procedure using a primary in-person contact within the school intended to reduce the field follow-up phase.

The SASS teacher surveys collected information on the characteristics of teachers, such as their age, race/ethnicity, years of teaching experience, average number of hours per week spent on teaching activities, base salary, average class size, and highest degree earned. These teacher-reported data may be combined with related information on their school's characteristics, such as school type (e.g., public traditional, public charter, Catholic, private other religious, and private nonsectarian), community type, and school enrollment size. The teacher questionnaires also asked for information on teacher opinions regarding the school and teaching environment. In 1993-94, about 53,000 public school teachers and 10,400 private school teachers were sampled. In 1999-2000, about 56,300 public school teachers, 4,400 public charter school teachers, and 10,800 private school teachers were sampled. In 2003-04, about

52,500 public school teachers and 10,000 private school teachers were sampled. In 2007-08, about 48,400 public school teachers and 8,200 private school teachers were sampled. In 2011-12, about 51,100 public school teachers and 7,100 private school teachers were sampled. Weighted overall response rates in 2011-12 were 61.8 percent for public school teachers and 50.1 percent for private school teachers.

The SASS principal surveys focused on such topics as age, race/ethnicity, sex, average annual salary, years of experience, highest degree attained, perceived influence on decisions made at the school, and hours spent per week on all school activities. These data on principals can be placed in the context of other SASS data, such as the type of the principal's school (e.g., public traditional, public charter, Catholic, other religious, or nonsectarian), enrollment, and percentage of students eligible for free or reduced price lunch. In 2003-04, about 10,200 public school principals were sampled, and in 2007-08, about 9,800 public school principals were sampled. In 2011-12, about 11,000 public school principals and 3,000 private school principals were sampled. Weighted response rates in 2011-12 for public school principals and private school principals were 72.7 percent and 64.7 percent, respectively.

The SASS 2011-12 sample of schools was confined to the 50 states and the District of Columbia and excluded the other jurisdictions, the Department of Defense overseas schools, the BIE schools, and schools that did not offer teacher-provided classroom instruction in grades $1-12$ or the ungraded equivalent. The SASS 2011-12 sample included 10,250 traditional public schools, 750 public charter schools, and 3,000 private schools.

The public school sample for the 2011-12 SASS was based on an adjusted public school universe file from the 2009-10 Common Core of Data, a database of all the nation's public school districts and public schools. The private school sample for the 2011-12 SASS was selected from the 2009-10 Private School Universe Survey (PSS), as updated for the 2011-12 PSS. This update collected membership lists from private school associations and religious denominations, as well as private school lists from state education departments. The 2011-12 SASS private school frame was further augmented by the inclusion of additional schools that were identified through the 2009-10 PSS area frame data collection.

The NCES data product 2011-12 Schools and Staffing Survey (SASS) Restricted-Use Data Files (NCES 2014356) contains eight files (Public School District, Public School Principal, Public School, Public School Teacher, Public School Library Media Center, Private School Principal, Private School, and Private School Teacher) in multiple formats. It also contains a six-volume User's Manual, which includes a codebook for each file. (Information on how to obtain a restricted-use data license is located at https://nces.ed.gov/pubsearch/licenses.asp.)

Further information on SASS may be obtained from
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https://nces.ed.gov/surveys/sass/

## Teacher Follow-Up Survey

The Teacher Follow-Up Survey (TFS) is a follow-up survey of selected elementary and secondary school teachers who participate in the NCES Schools and Staffing Survey (SASS). Its purpose is to determine how many teachers remain at the same school, move to another school, or leave the profession in the year following a SASS administration. It is administered to elementary and secondary teachers in the 50 states and the District of Columbia. The TFS uses two questionnaires, one for teachers who left teaching since the previous SASS administration and another for those who are still teaching either in the same school as last year or in a different school. The objective of the TFS is to focus on the characteristics of each group in order to answer questions about teacher mobility and attrition.

The 2008-09 TFS is different from any previous TFS administration in that it also serves as the second wave of a longitudinal study of first-year teachers. Because of this, the 2008-09 TFS consists of four questionnaires. Two are for respondents who were first-year public school teachers in the 2007-08 SASS and two are for the remainder of the sample.

The 2012-13 TFS sample was made up of teachers who had taken the 2011-12 SASS survey. The 2012-13 TFS sample contained about 5,800 public school teachers and 1,200 private school teachers. The weighted overall response rate using the initial basic weight for private school teachers was notably low (39.7 percent), resulting in a decision to exclude private school teachers from the 2012-13 TFS data files. The weighted overall response rate for public school teachers was 49.9 percent ( 50.3 percent for current and 45.6 percent for former teachers). Additional information about the 2012-13 TFS, including the analysis of unit nonresponse bias, is available in the First Look report Teacher Attrition and Mobility: Results From the 2012-13 Teacher Follow-up Survey (NCES 2014-077).

Further information on the TFS may be obtained from

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# Other U.S. Department of Education Agencies and Programs 

## EDFacts Data Governance Board

## The EDFacts Initiative

EDFacts is a centralized data collection through which state education agencies (SEAs) submit PK-12 education data to the U.S. Department of Education (ED). All data in EDFacts are organized into "data groups" and reported to ED using defined file specifications. Depending on the data group, SEAs may submit aggregate counts for the state as a whole or detailed counts for individual schools or school districts. EDFacts does not collect student-level records. The entities that are required to report EDFacts data vary by data group but may include the 50 states, the District of Columbia, the Department of Defense Education Activity, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. More information about EDFacts file specifications and data groups can be found at https://www2. ed.gov/about/inits/ed/edfacts/index.html.

EDFacts is a universe collection and is not subject to sampling error, although nonsampling errors such as nonresponse and inaccurate reporting may occur. The U.S. Department of Education attempts to minimize nonsampling errors by training data submission coordinators and reviewing the quality of state data submissions. However, anomalies may still be present in the data.

Differences in state data collection systems may limit the comparability of EDFacts data across states and across time. To build EDFacts files, SEAs rely on data that were reported by their schools and school districts. The systems used to collect these data are evolving rapidly and differ from state to state.

In some cases, EDFacts data may not align with data reported on SEA websites. States may update their websites on schedules different from those they use to report data to ED. Furthermore, ED may use methods for protecting the privacy of individuals represented within the data that could be different from the methods used by an individual state.

EDFacts data on homeless students enrolled in public schools are collected in data group 655 within file 118. EDFacts data on English language learners enrolled in public schools are collected in data group 678 within file 141. EDFacts four-year adjusted cohort graduation rate (ACGR) data are collected in data group 696 within file 151. EDFacts data on students in incidents involving firearms are collected in data group 596 within file 086 . EDFacts data on students being removed from school due to disciplinary action are collected in data group 523 within file 030 . EDFacts collects these data groups on behalf of the Office of Elementary and Secondary Education.

For more information about EDFacts, please contact

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https://www2.ed.gov/about/inits/ed/edfacts/index.html

## National Center for Special Education Research

The National Center for Special Education Research (NCSER) was created as part of the reauthorization of the Individuals with Disabilities Education Act (IDEA). NCSER sponsors a program of special education research designed to expand the knowledge and understanding of infants, toddlers, and children with disabilities. NCSER funds programs of research that address its mission. In order to determine which programs work, as well as how, why, and in what settings they work, NCSER sponsors research on the needs of infants, toddlers, and children with disabilities and evaluates the effectiveness of services provided through IDEA.

Further information on NCSER may be obtained from

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https://ies.ed.gov/ncser/
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## The National Longitudinal Transition Study-2

Funded by NCSER, the National Longitudinal Transition Study-2 (NLTS-2) was a follow-up of the original National Longitudinal Transition Study conducted from 1985 through 1993. NLTS-2 began in 2001 with a sample of students who received special education services, were ages 13 through 16, and were in at least 7th grade on December 1, 2000. The study was designed to provide a national picture of these youths' experiences and achievements as they transition into adulthood. Data were collected from parents, youth, and schools by survey, telephone interviews, student assessments, and transcripts.

NLTS-2 was designed to align with the original NLTS by including many of the same questions and data items, thus allowing comparisons between the NLTS and NLTS-2 youths' experiences. NLTS-2 also included items that have been collected in other national databases to permit comparisons between NLTS-2 youth and the general youth population. Information was collected over five waves, beginning in 2001 and ending in 2009.

Further information on NLTS-2 may be obtained from
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https://nlts2.sri.com/

## Office for Civil Rights

## Civil Rights Data Collection

The U.S. Department of Education's Office for Civil Rights (OCR) has surveyed the nation's public elementary and secondary schools since 1968. The survey was first known as the OCR Elementary and Secondary School (E\&S) Survey; in 2004, it was renamed the Civil Rights Data Collection (CRDC). The survey collects data on school discipline, access to and participation in high-level mathematics and science courses, teacher characteristics, school finances, and other school characteristics. These data are reported by race/ethnicity, sex, and disability.

Data in the survey are collected pursuant to 34 C.F.R. Section 100.6(b) of the U.S. Department of Education regulation implementing Title VI of the Civil Rights Act of 1964. The requirements are also incorporated by reference in Department regulations implementing Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. School, district, state, and national data are currently available. Data from individual public schools and districts are used to generate national and state data.

The CRDC has generally been conducted biennially in each of the 50 states plus the District of Columbia. The 2009-10 CRDC was collected from a sample of approximately 7,000 school districts and over 72,000 schools in those districts. It was made up of two parts: part 1 contained beginning-of-year "snapshot" data and part 2 contained cumulative, or end-of-year, data.

The 2011-12, 2013-14, and 2015-16 CRDC were surveys of all public school schools and school districts in the nation. The 2011-12 survey collected data from approximately 16,500 school districts and 97,000 schools, the 2013-14 survey collected data from approximately 16,800 school districts and 95,500 schools, and the 2015-16 survey collected data from 17,400 school districts and 96,400 schools.

The CRDC web page (https://www2.ed.gov/about/ offices/list/ocr/data.html) contains, among other information, survey forms, lists of data elements, and lists of questions and answers pertaining to the 2009-10 through 2015-16 CRDC surveys.

Further information on the Civil Rights Data Collection may be obtained from

Office for Civil Rights
U.S. Department of Education

400 Maryland Avenue SW
Washington, DC 20202
OCR@ed.gov
https://www2.ed.gov/about/offices/list/ocr/data.html

## Office of Federal Student Aid

## Cohort Default Rate Database

A school's cohort default rate is the percentage of the school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) program or William D. Ford Federal Direct Loan (Direct Loan) program loans during a particular federal fiscal year and default within the cohort default period. The 2-year cohort default period is the period that begins on October 1 of the fiscal year when the borrower enters repayment and ends on September 30 of the following fiscal year. The 3-year cohort default period is the period that begins on October 1 of the fiscal year when the borrower enters repayment and ends on September 30 of second fiscal year following the fiscal year in which the borrower entered repayment.

The Office of Federal Student Aid's cohort default rate database can be accessed at https://nslds.ed.gov/nslds/nslds SA/defaultmanagement/search_cohortCY2016.cfm.

Further information about cohort default rates produced by the Office of Federal Student Aid may be obtained from
https://www2.ed.gov/offices/OSFAP/defaultmanagement/ schooltyperates.pdf
https://www2.ed.gov/offices/OSFAP/defaultmanagement/ cdr.html
https://ifap.ed.gov/dm/finalcdrg

## Office of Special Education Programs

## Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.9 million eligible infants, toddlers, children, and youth with disabilities.

IDEA, formerly the Education of the Handicapped Act (EHA), requires the Secretary of Education to transmit, on an annual basis, a report to Congress describing the progress made in serving the nation's children with disabilities. This annual report contains information on children served
by public schools under the provisions of Part B of IDEA and on children served in state-operated programs for persons with disabilities under Chapter I of the Elementary and Secondary Education Act.

Statistics on children receiving special education and related services in various settings and school personnel providing such services are reported in an annual submission of data to the Office of Special Education Programs (OSEP) by the 50 states, the District of Columbia, the Bureau of Indian Education schools, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, the U.S. Virgin Islands, the Federated States of Micronesia, Palau, and the Marshall Islands. The child count information is based on the number of children with disabilities receiving special education and related services on December 1 of each year. Count information is available from https://ideadata.org/.

Since all participants in programs for persons with disabilities are reported to OSEP, the data are not subject to sampling error. However, nonsampling error can arise from a variety of sources. Some states only produce counts of students receiving special education services by disability category because Part B of the IDEA requires it. In those states that typically produce counts of students receiving special education services by disability category without regard to IDEA requirements, definitions and labeling practices vary.

Further information on this annual report to Congress may be obtained from

Office of Special Education Programs
Office of Special Education and Rehabilitative Services
U.S. Department of Education

400 Maryland Avenue SW
Washington, DC 20202
https://www2.ed.gov/about/reports/annual/osep/index.html https://sites.ed.gov/idea/
https://ideadata.org/

## Office of Career, Technical, and Adult Education, Division of Adult Education and Literacy

## Enrollment Data for State-Administered Adult Education Programs

The Division of Adult Education and Literacy (DAEL) promotes programs that help American adults get the basic skills they need to be productive workers, family members, and citizens. The major areas of support are Adult Basic Education, Adult Secondary Education, and English Language Acquisition. These programs emphasize basic skills such as reading, writing, math, English language competency, and problem solving. Each year, DAEL reports enrollment numbers in state-administered adult education programs for these major areas of support for all 50 states,
the District of Columbia, American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

Further information on DAEL may be obtained from
Office of Career, Technical, and Adult Education
Division of Adult Education and Literacy
U.S. Department of Education

400 Maryland Avenue SW
Washington, DC 20202
https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/ index.html
https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/
facts-figures.html

## Other Governmental Agencies and Programs

## Bureau of Economic Analysis

## National Income and Product Accounts

The National Income and Product Accounts (NIPAs), produced by the Bureau of Economic Analysis, are a set of economic accounts that provide information on the value and composition of output produced in the United States during a given period. NIPAs represent measures of economic activity in the United States, including production, income distribution, and personal savings. NIPAs also include data on employee compensation and wages. These estimations were first calculated in the early 1930s to help the government design economic policies to combat the Great Depression. Most of the NIPA series are published quarterly, with annual reviews of estimates from the three most recent years conducted in the summer.

Revisions to the NIPAs have been made over the years to create a more comprehensive economic picture of the United States. For example, in 1976, consumption of fixed capital (CFC) estimates shifted to a current-cost basis. In 1991, NIPAs began to use gross domestic product (GDP) instead of gross national product (GNP) as the primary measure of U.S. production. (At that time, virtually all other countries were already using GDP as their primary measure of production.) In the 2003 comprehensive revision, a more complete and accurate measure of insurance services was adopted. The incorporation of a new classification system for personal consumption expenditures (PCE) was among the changes contained in the 2009 comprehensive revision. The comprehensive revision of 2013 included the treatment of research and development expenditures by business, government, and nonprofit institutions serving households as fixed investment. The 2017 annual update of the NIPA accounts contained estimates that reflected the incorporation of newly available and revised source data and the adoption of improved
estimating methods. Information on the 2018 comprehensive update of the NIPA accounts and the 2019 annual update of the NIPA accounts can be accessed at https://www.bea.gov/ information-previous-updates-nipa-accounts.

NIPAs are slowly being integrated with other federal account systems, such as the federal account system of the Bureau of Labor Statistics.

Further information on NIPAs may be obtained from
U.S. Department of Commerce

Bureau of Economic Analysis
https://www.bea.gov/

## Bureau of Labor Statistics

## Consumer Price Indexes

The Consumer Price Index (CPI) represents changes in prices of all goods and services purchased for consumption by urban households. Indexes are available for two population groups: a CPI for All Urban Consumers (CPI-U) and a CPI for Urban Wage Earners and Clerical Workers (CPI-W). Unless otherwise specified, data in this report are adjusted for inflation using the CPI-U. These values are generally adjusted to a school-year basis by averaging the July through June figures. Price indexes are available for the United States, the 4 Census regions, 9 Census divisions, 2 size of city classes, cross-classifications of regions and size-classes, and 23 local areas. The major uses of the CPI include as an economic indicator, as a deflator of other economic series, and as a means of adjusting income.

Also available is the Consumer Price Index research series using current methods (CPI-U-RS), which presents an estimate of the CPI-U from 1978 to the present that incorporates most of the improvements that the Bureau of Labor Statistics has made over that time span into the entire series. The historical price index series of the CPI-U does not reflect these changes, though these changes do make the present and future CPI more accurate. The limitations of the CPI-U-RS include considerable uncertainty surrounding the magnitude of the adjustments and the several improvements in the CPI that have not been incorporated into the CPI-U-RS for various reasons. Nonetheless, the CPI-U-RS can serve as a valuable proxy for researchers needing a historical estimate of inflation using current methods. This series has not been used in NCES tables.

Further information on consumer price indexes may be obtained from

[^64]
## Employment and Unemployment Surveys

Statistics on the employment and unemployment status of the population and related data are compiled by the Bureau of Labor Statistics (BLS) using data from the Current Population Survey (CPS) (see below) and other surveys. The CPS, a monthly household survey conducted by the U.S. Census Bureau for the Bureau of Labor Statistics, provides a comprehensive body of information on the employment and unemployment experience of the nation's population, classified by age, sex, race, and various other characteristics.

Further information on unemployment surveys may be obtained from

Bureau of Labor Statistics<br>U.S. Department of Labor<br>2 Massachusetts Avenue NE<br>Washington, DC 20212<br>cpsinfo@bls.gov<br>https://www.bls.gov/bls/employment.htm

## Census Bureau

## American Community Survey

The Census Bureau introduced the American Community Survey (ACS) in 1996. Fully implemented in 2005, it provides a large monthly sample of demographic, socioeconomic, and housing data comparable in content to the Long Forms of the Decennial Census up to and including the 2000 long form. Aggregated over time, these data serve as a replacement for the Long Form of the Decennial Census. The survey includes questions mandated by federal law, federal regulations, and court decisions.

Since 2011, the survey has been mailed to approximately 295,000 addresses in the United States and Puerto Rico each month, or about 3.5 million addresses annually. A larger proportion of addresses in small governmental units (e.g., American Indian reservations, small counties, and towns) also receive the survey. The monthly sample size is designed to approximate the ratio used in the 2000 Census, which requires more intensive distribution in these areas. The ACS covers the U.S. resident population, which includes the entire civilian, noninstitutionalized population; incarcerated persons; institutionalized persons; and the active-duty military who are in the United States. In 2006, the ACS began collecting data from the population living in group quarters. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Noninstitutionalized group quarters include college and university housing, military barracks, and other noninstitutional facilities such as workers and religious group quarters and temporary shelters for the homeless.

National-level data from the ACS are available from 2000 onward. The ACS produces 1-year estimates for jurisdictions with populations of 65,000 and over and 5-year estimates for jurisdictions with smaller populations. The 1-year estimates for 2018 used data collected between January 1, 2018, and December 31, 2018, and the 5-year estimates for 2014-2018 used data collected between January 1, 2014, and December 31, 2018. The ACS produced 3-year estimates (for jurisdictions with populations of 20,000 or over) for the periods 2005-2007, 2006-2008, 2007-2009, 2008-2010, 2009-2011, 2010-2012, and 2011-2013. Three-year estimates for these periods will continue to be available to data users, but no further 3-year estimates will be produced.

Further information about the ACS is available at https:// www.census.gov/programs-surveys/acs/.

## Annual Survey of State and Local Government Finances

The Census Bureau conducts an Annual Survey of State and Local Government Finances as authorized by law under Title 13, United States Code, Section 182. Periodic surveys of government finances have been conducted since 1902 and have been conducted annually since 1952. This survey covers the entire range of government finance activities: revenue, expenditure, debt, and assets. Revenues and expenditures comprise actual receipts and payments of a government and its agencies, including governmentoperated enterprises, utilities, and public trust funds. The expenditure-reporting categories comprise all amounts of money paid out by a government and its agencies, with the exception of amounts for debt retirement and for loan, investment, agency, and private trust transactions.

State government finances are based primarily on the Census Bureau Annual Survey of State and Local Government Finances. Census Bureau analysts compile figures from official records and reports of the state governments for most of the state financial data. States differ in the ways in which they administer activities; they may fund such activities directly, or they may disburse the money to a lower level government or government agency. Therefore, caution is advised when attempting to make a direct comparison between states regarding their state fiscal aid data.

The sample of local governments is drawn from the periodic Census of Governments (which is conducted in years ending in " 2 " and " 7 ") and consists of certain local governments sampled with certainty plus a sample below the certainty level. Finance data for all school districts are collected on an annual basis and released through the NCES Common Core of Data system. A new sample is usually selected every 5 years (in years ending in " 4 " and " 9 ").

The statistics in Government Finances that are based wholly or partly on data from the sample are subject to sampling error. State government finance data are not
subject to sampling error. Estimates of major U.S. totals for local governments are subject to a computed sampling variability of less than one-half of l percent. The estimates are also subject to the inaccuracies in classification, response, and processing that would occur if a complete census had been conducted under the same conditions as the sample.

Further information on government finances may be obtained from

Governments Division
Census Bureau
U.S. Department of Commerce

4600 Silver Hill Road
Washington, DC 20233
https://www.census.gov/econ/overview/go0400.html
Local government
ewd.local.finance@census.gov
State government
govs.statefinance@,census.gov
https://www.census.gov/govs/

## Census of Population-Education in the United States

Some NCES tables are based on a part of the decennial census that consisted of questions asked of a 1 in 6 sample of people and housing units in the United States. This sample asked more detailed questions about income, occupation, and housing costs, as well as questions about general demographic information. This decennial census "long form" has been discontinued and has been replaced by the American Community Survey (ACS).

School enrollment. People classified as enrolled in school reported attending a "regular" public or private school or college. They were asked whether the institution they attended was public or private and what level of school they were enrolled in.

Educational attainment. Data for educational attainment were tabulated for people ages 15 and over and classified according to the highest grade completed or the highest degree received. Instructions were also given to include the level of the previous grade attended or the highest degree received for people currently enrolled in school.

Poverty status. To determine poverty status, answers to income questions were used to make comparisons to the appropriate poverty threshold. All people except those who were institutionalized, people in military group quarters and college dormitories, and unrelated people under age 15 were considered. If the total income of each family or unrelated individual in the sample was below the corresponding cutoff, that family or individual was classified as "below the poverty level."

Further information on the 1990 and 2000 Census of Population may be obtained from

Population Division
Census Bureau
U.S. Department of Commerce

4600 Silver Hill Road
Washington, DC 20233
https://www.census.gov/main/www/cen1990.html
https://www.census.gov/main/www/cen2000.html

## Current Population Survey

The Current Population Survey (CPS) is a monthly survey of about 50,000 households conducted by the U.S. Census Bureau for the Bureau of Labor Statistics. The CPS is the primary source of labor force statistics on the U.S. population. In addition, supplemental questionnaires are used to provide further information about the U.S. population. The March supplement (also known as the Annual Social and Economic [ASEC] supplement) contains detailed questions on topics such as income, employment, and educational attainment; additional questions, such as items on disabilities, have also been included. In the July supplement, items on computer and internet use are the principal focus. The October supplement also contains some questions about computer and internet use, but most of its questions relate to school enrollment and school characteristics.

CPS samples are initially selected based on results from the decennial census and are periodically updated to reflect new housing construction. The current sample design for the main CPS, last revised in July 2015, includes about 70,000 households. Each month, about 50,000 of the 70,000 households are interviewed. Information is obtained each month from those in the household who are 15 years of age and over, and demographic data are collected for children $0-14$ years of age. In addition, supplemental questions regarding school enrollment are asked about eligible household members age 3 and over in the October CPS supplement.

In January 1992, the CPS educational attainment variable was changed. The "Highest grade attended" and "Year completed" questions were replaced by the question "What is the highest level of school...has completed or the highest degree...has received?" Thus, for example, while the old questions elicited data for those who completed more than 4 years of high school, the new question elicited data for those who were high school completers, i.e., those who graduated from high school with a diploma as well as those who completed high school through equivalency programs, such as a GED program.

A major redesign of the CPS was implemented in January 1994 to improve the quality of the data collected. Survey questions were revised, new questions were added, and computer-assisted interviewing methods were used for the survey data collection. Further information about the
redesign is available in Current Population Survey, October 1995: (School Enrollment Supplement) Technical Documentation at https://www.census.gov/prod/techdoc/cps/ cpsoct95.pdf.

Caution should be used when comparing data from 2012 through 2019 (which reflect 2010 Census-based controls) with data from 2002 through 2011 (which reflect 2000 Census-based controls) and with data from 2001 and earlier (which reflect population controls based on the 1990 and earlier Censuses). Changes in population controls generally have relatively little impact on summary measures such as means, medians, and percentage distributions; they can, however, have a significant impact on population counts. For example, use of 2010 Census-based controls results in about a 0.2 percent increase from the 2000 Census-based controls in the civilian noninstitutionalized population and in the number of families and households. Thus, estimates of levels for data collected in 2012 and later years will differ from those for earlier years by more than what could be attributed to actual changes in the population. These differences could be disproportionately greater for certain subpopulation groups than for the total population.

Beginning in 2003, the race/ethnicity questions were expanded. Information on people of Two or more races were included, and the Asian and Pacific Islander race category was split into two categories-Asian and Native Hawaiian or Other Pacific Islander. In addition, questions were reworded to make it clear that self-reported data on race/ethnicity should reflect the race/ethnicity with which the responder identifies, rather than what may be written in official documentation.

The estimation procedure employed for monthly CPS data involves inflating weighted sample results to independent estimates of characteristics of the civilian noninstitutional population in the United States by age, sex, and race. These independent estimates are based on statistics from decennial censuses; statistics on births, deaths, immigration, and emigration; and statistics on the population in the armed services. Generalized standard error tables are provided in the Current Population Reports; methods for deriving standard errors can be found within the CPS technical documentation at https://www.census. gov/programs-surveys/cps/technical-documentation/ complete.html. The CPS data are subject to both nonsampling and sampling errors.

Standard errors were estimated using the generalized variance function prior to 2005 for March CPS data and prior to 2010 for October CPS data. The generalized variance function is a simple model that expresses the variance as a function of the expected value of a survey estimate. Standard errors were estimated using replicate weight methodology beginning in 2005 for March CPS data and beginning in 2010 for October CPS data. Those interested in using CPS household-level supplement replicate weights to calculate variances may refer to Estimating Current

Population Survey (CPS) Household-Level Supplement Variances Using Replicate Weights at https://www.nber. org/cps/HH-level Use of the Public Use Replicate Weight File.doc.

Further information on the CPS may be obtained from
Associate Directorate for Demographic Programs—Survey Operations
Census Bureau
U.S. Department of Commerce

4600 Silver Hill Road
Washington, DC 20233
(301) 763-3806
dsd.cps@census.gov
https://www.census.gov/programs-surveys/cps.html

## Computer and Internet Use

The Current Population Survey (CPS) has been conducting supplemental data collections regarding computer use since 1984. In 1997, these supplemental data collections were expanded to include data on internet access. More recently, data regarding computer and internet use were collected in October 2010, July 2011, October 2012, July 2013, July 2015, and November 2017.

In the July 2011, 2013, and 2015 supplements, as well as in the November 2017 supplement, the sole focus was on computer and internet use. In the October 2010 and 2012 supplements questions on school enrollment were the principal focus, and questions on computer and internet use were less prominent. Measurable differences in estimates taken from these supplements across years could reflect actual changes in the population; however, differences could also reflect any unknown bias from major changes in the questionnaire over time due to rapidly changing technology. In addition, data may vary slightly due to seasonal variations in data collection between the July, October, and November supplements. Therefore, caution should be used when making year-to-year comparisons of CPS computer and internet use estimates.

The most recent computer and internet use supplement, conducted in November 2017, collected household information from all eligible CPS households, as well as information from individual household members age 3 and over. Information was collected about the household's computer and internet use and the household member's use of the Internet from any location in the past year. Additionally, information was gathered regarding a randomly selected household respondent's use of the Internet.

For the November 2017 basic CPS, the household-level nonresponse rate was 14.3 percent. The person-level nonresponse rate for the computer and internet use supplement was an additional 23.0 percent. Since one rate is a personlevel rate and the other a household-level rate, the rates cannot be combined to derive an overall rate.

Further information on the CPS Computer and Internet Use Supplement may be obtained from

Associate Directorate for Demographic Programs—Survey Operations<br>Census Bureau<br>U.S. Department of Commerce<br>4600 Silver Hill Road<br>Washington, DC 20233<br>(301) 763-3806<br>dsd.cps@census.gov<br>https://www.census.gov/programs-surveys/cps.html

## Dropouts

Each October, the Current Population Survey (CPS) includes supplemental questions on the enrollment status of the population age 3 years and over as part of the monthly basic survey on labor force participation. In addition to gathering the information on school enrollment, with the limitations on accuracy as noted below under "School Enrollment," the survey data permit calculations of dropout rates. Both status and event dropout rates are tabulated from the October CPS. Event rates describe the proportion of students who leave school each year without completing a high school program. Status rates provide cumulative data on dropouts among all young adults within a specified age range. Status rates are higher than event rates because they include all dropouts ages 16 through 24, regardless of when they last attended school.

In addition to other survey limitations, dropout rates may be affected by survey coverage and exclusion of the institutionalized population. The incarcerated population has increased and has a high dropout rate. Dropout rates for the total population might be higher than those for the noninstitutionalized population if the prison and jail populations were included in the dropout rate calculations. On the other hand, if military personnel, who tend to be high school graduates, were included, it might offset some or all of the impact from the theoretical inclusion of the jail and prison populations. Tables on status dropout rates based on the American Community Survey do include the institutionalized population and are also included in the Digest of Education Statistics.

Another area of concern with tabulations involving young people in household surveys is the relatively low coverage ratio compared to older age groups. CPS undercoverage results from missed housing units and missed people within sample households. Overall CPS undercoverage for October 2018 is estimated to be about 11 percent.

CPS coverage varies with age, sex, and race. Generally, coverage is larger for females than for males and larger for non-Blacks than for Blacks. This differential coverage is a general problem for most household-based surveys. Further information on CPS methodology may be found in the technical documentation at https://www.census.gov/programs-surveys/cps/technical-documentation.html. Tables on status
dropout rates based on the American Community Survey do include the institutionalized population and are also included in the Digest of Education Statistics.

Further information on the calculation of dropouts and dropout rates may be obtained from the Trends in High School Dropout and Completion Rates in the United States report at https://nces.ed.gov/programs/dropout/index.asp or by contacting

## Cristobal de Brey

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## Educational Attainment

Reports documenting educational attainment are produced by the Census Bureau using the March Current Population Survey (CPS) supplement (Annual Social and Economic supplement [ASEC]). Currently, the ASEC supplement consists of approximately 50,000 interviewed households. Both recent and earlier editions of Educational Attainment in the United States may be downloaded at https://www.census.gov/topics/education/educationalattainment/data/tables.All.html.

In 2014, the CPS ASEC included redesigned questions on income (specifically retirement income) and health insurance coverage, which were followed, in the 2015 CPS ASEC, by changes to allow spouses and unmarried partners to specifically identify as opposite- or same-sex. Beginning with the 2019 CPS ASEC, the Census Bureau used a modified processing system that improved procedures for imputing income and health insurance variables. The Census Bureau analyzed the impact of the use of the new processing system by comparing its use with the use of the legacy processing system on income, poverty, and health insurance coverage data from 2017 ASEC files. The Census Bureau found that differences in the overall poverty rate and household income resulting from the use of the new processing system compared to the legacy processing system were not statistically significant, although there were differences for some demographic groups. Use of the new processing system caused the supplemental poverty rate (https://www.census.gov/ topics/income-poverty/supplemental-poverty-measure. $\underline{\mathrm{html}})$ to decrease overall and for most demographic groups. The Census Bureau attributed the decrease to improvements in the new processing system's imputation of medical-out-of-pocket expenses, housing subsidies, and school lunch receipts. More information on these changes can be found at https://www.census.gov/ newsroom/blogs/research-matters/2019/09/cps-asec.html.

In addition to the general constraints of CPS, some data indicate that the respondents have a tendency to overestimate the educational level of members of their household. Some inaccuracy is due to a lack of the respondent's
knowledge of the exact educational attainment of each household member and the hesitancy to acknowledge anything less than a high school education.

Further information on educational attainment data from CPS may be obtained from

Associate Directorate for Demographic Programs—Survey Operations
Census Bureau
U.S. Department of Commerce

4600 Silver Hill Road
Washington, DC 20233
(301) 763-3806
dsd.cps@census.gov
https://www2.census.gov/programs-surveys/cps/techdocs/ cpsmar19.pdf

## School Enrollment

Each October, the Current Population Survey (CPS) includes supplemental questions on the enrollment status of the population age 3 years and over. Currently, the October supplement consists of approximately 50,000 interviewed households, the same households interviewed in the basic Current Population Survey. The primary sources of nonsampling variability in the responses to the supplement are those inherent in the main survey instrument. The question of current enrollment may not be answered accurately for various reasons. Some respondents may not know current grade information for every student in the household, a problem especially prevalent for households with members in college or in nursery school. Confusion over college credits or hours taken by a student may make it difficult to determine the year in which the student is enrolled. Problems may occur with the definition of nursery school (a group or class organized to provide educational experiences for children) where respondents' interpretations of "educational experiences" vary.

For the October 2018 basic CPS, the household-level nonresponse rate was 15.2 percent. The person-level nonresponse rate for the school enrollment supplement was an additional 9.2 percent. Since the basic CPS nonresponse rate is a household-level rate and the school enrollment supplement nonresponse rate is a person-level rate, these rates cannot be combined to derive an overall nonresponse rate. Nonresponding households may have more or fewer persons than interviewed ones, so combining these rates may lead to an under- or overestimate of the true overall nonresponse rate for persons for the school enrollment supplement.

Although the principal focus of the October supplement is school enrollment, in some years the supplement has included additional questions on other topics. In 2010 and 2012, for example, the October supplement included additional questions on computer and internet use.

Further information on CPS methodology may be obtained from https://www.census.gov/programs-surveys/ cps.html.

Further information on the CPS School Enrollment Supplement may be obtained from

Associate Directorate for Demographic Programs—Survey Operations<br>Census Bureau<br>U.S. Department of Commerce<br>4600 Silver Hill Road<br>Washington, DC 20233<br>(301) 763-3806<br>dsd.cps@census.gov<br>https://www.census.gov/programs-surveys/cps.html

## Decennial Census, Population Estimates, and Population Projections

The decennial census is a universe survey mandated by the U.S. Constitution. It is a questionnaire sent to every household in the country every 10 years, and it is composed of seven questions about the household and its members (name, sex, age, relationship, Hispanic origin, race, and whether the housing unit is owned or rented). The Census Bureau also produces annual estimates of the resident population by demographic characteristics (age, sex, race, and Hispanic origin) for the nation, states, and counties, as well as national and state projections for the resident population. (Historical data and other information about the annual estimates produced by Census may be found at the Population Estimates Program web page: https://www. census.gov/programs-surveys/popest.html.) The reference date for population estimates is July 1 of the given year. With each new issue of July 1 estimates, the Census Bureau revises estimates for each year back to the last census. Previously published estimates are superseded and archived.

Census respondents self-report race and ethnicity. The race questions on the 1990 and 2000 censuses differed in some significant ways. In 1990, the respondent was instructed to select the one race "that the respondent considers himself/herself to be," whereas in 2000, the respondent could select one or more races that the person considered himself or herself to be. American Indian, Eskimo, and Aleut were three separate race categories in 1990; in 2000, the American Indian and Alaska Native categories were combined, with an option to write in a tribal affiliation. This write-in option was provided only for the American Indian category in 1990. There was a combined Asian and Pacific Islander race category in 1990, but the groups were separated into two categories in 2000.

The census question on ethnicity asks whether the respondent is of Hispanic origin, regardless of the race option(s) selected; thus, persons of Hispanic origin may be of any race. In the 2000 census, respondents were first asked, "Is this person Spanish/Hispanic/Latino?" and then given the following options: No, not Spanish/Hispanic/ Latino; Yes, Puerto Rican; Yes, Mexican, Mexican American, Chicano; Yes, Cuban; and Yes, other Spanish/ Hispanic/Latino (with space to print the specific group). In
the 2010 census, respondents were asked "Is this person of Hispanic, Latino, or Spanish origin?" The options given were No, not of Hispanic, Latino, or Spanish origin; Yes, Mexican, Mexican Am., Chicano; Yes, Puerto Rican; Yes, Cuban; and Yes, another Hispanic, Latino, or Spanish origin-along with instructions to print "Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on" in a specific box.

The 2000 and 2010 censuses each asked the respondent "What is this person's race?" and allowed the respondent to select one or more options. The options provided were largely the same in both the 2000 and 2010 censuses: White; Black, African American, or Negro; American Indian or Alaska Native (with space to print the name of enrolled or principal tribe); Asian Indian; Japanese; Native Hawaiian; Chinese; Korean; Guamanian or Chamorro; Filipino; Vietnamese; Samoan; Other Asian; Other Pacific Islander; and Some other race. The last three options included space to print the specific race. Two significant differences between the 2000 and 2010 census questions on race were that no race examples were provided for the "Other Asian" and "Other Pacific Islander" responses in 2000, whereas the race examples of "Hmong, Laotian, Thai, Pakistani, Cambodian, and so on" and "Fijian, Tongan, and so on," were provided for the "Other Asian" and "Other Pacific Islander" responses, respectively, in 2010.

The census population estimates program modified the enumerated population from the 2010 census to produce the population estimates base for 2010 and onward. As part of the modification, the Census Bureau recoded the "Some other race" responses from the 2010 census to one or more of the five OMB race categories used in the estimates program (for more information, see https://www.census. gov/programs-surveys/popest/technical-documentation/ methodology.html).

Further information on the decennial census may be obtained from
https://www.census.gov/.

## Small Area Income and Poverty Estimates

Small Area Income and Poverty Estimates (SAIPE) are produced for school districts, counties, and states. The main objective of this program is to provide updated estimates of income and poverty statistics for the administration of federal programs and the allocation of federal funds to local jurisdictions. Estimates for 2018 were released in December 2019. These estimates combine data from administrative records, postcensal population estimates, and the decennial census with direct estimates from the American Community Survey to provide consistent and reliable single-year estimates. These model-based single-year estimates are more reflective of current conditions than multiyear survey estimates.

Further information on the SAIPE program may be obtained from

Small Area Estimates Branch
Census Bureau
U.S. Department of Commerce
sehsd.saipe@census.gov
https://www.census.gov/programs-surveys/saipe/about/ contact.html

## Centers for Disease Control and Prevention

## Morbidity and Mortality Weekly Report: Summary of Notifiable Diseases

The Summary of Notifiable Diseases, a publication of the Morbidity and Mortality Weekly Report (MMWR), contains the official statistics, in tabular and graphical form, for the reported occurrence of nationally notifiable infectious diseases in the United States. These statistics are collected and compiled from reports sent by U.S. state and territory, New York City, and District of Columbia health departments to the National Notifiable Diseases Surveillance System (NNDSS), which is operated by the Centers for Disease Control and Prevention (CDC) in collaboration with the Council of State and Territorial Epidemiologists.

For more information on the MMWR: Summary of Notifiable Diseases, see https://www.cdc.gov/mmwr/mmwr_nd/.

## National Vital Statistics System

The National Vital Statistics System (NVSS) is the method by which data on vital events-births, deaths, marriages, divorces, and fetal deaths-are provided to the National Center for Health Statistics (NCHS), part of the Centers for Disease Control and Prevention (CDC). The data are provided to NCHS through the Vital Statistics Cooperative Program (VSCP). In 1984 and earlier years, the VSCP included varying numbers of states that provided data based on a 100 percent sample of their birth certificates. Data for states not in the VSCP were based on a 50 percent sample of birth certificates filed in those states. Population data used to compile birth rates are based on special estimation procedures and are not actual counts.

Race and Hispanic ethnicity are reported separately in the NVSS. Data are available for non-Hispanic Whites and non-Hispanic Blacks for 1990 and later; however, for 1980 and 1985, data for Whites and Blacks may include persons of Hispanic ethnicity. For all years, Asian/Pacific Islander and American Indian/Alaska Native categories include persons of Hispanic ethnicity.

For more information on the NCHS and the NVSS, see https://www.cdc.gov/nchs/nvss/index.htm.

## School-Associated Violent Death Surveillance System

The School-Associated Violent Death Surveillance System (SAVD-SS) was developed by the Centers for Disease Control and Prevention (CDC) in conjunction with the U.S. Department of Education and the U.S. Department of Justice. The system contains descriptive data on all school-associated violent deaths in the United States, including homicides, suicides, and legal intervention deaths where the fatal injury occurred on the campus of a functioning elementary or secondary school; while the victim was on the way to or from regular sessions at such a school; or while attending or on the way to or from an official school-sponsored event. Victims of such incidents include students as well as nonstudents (e.g., students' parents, community residents, and school staff). SAVD-SS includes data on the school, event, victim(s), and offender(s). These data are used to describe the epidemiology of schoolassociated violent deaths, identify common features of these deaths, estimate the rate of school-associated violent deaths in the United States, and identify potential risk factors for these deaths. The CDC has collected SAVD-SS data from July 1, 1992, to the present.

SAVD-SS uses a three-step process to identify and collect data on school-associated violent deaths. First, cases are identified through a systematic search of the LexisNexis newspaper and media database. Second, law enforcement officials from the office that investigated the death(s) are contacted to confirm the details of the case and to determine if the event meets the case definition. Third, once a case is confirmed, a copy of the full law enforcement report is requested for each case. Finally, in previous data years whenever possible, interviews were conducted with law enforcement and/or school officials familiar with cases to obtain contextual information about the incidents. However, interviews are no longer conducted as a part of SAVD-SS protocol. Information regarding the fatal incident is abstracted from law enforcement reports and includes the location of injury, context of injury (while classes were being held, during break, etc.), motives for injury, method of injury, and relationship, school, and community circumstances that may have been related to the incident (e.g., relationship problems with family members, school disciplinary issues, gang-related activity in the community). Information obtained on victim(s) and offender(s) includes demographics, contextual information about the event (date/time, alcohol or drug use, number of persons involved), types and origins of weapons, criminal history, psychological risk factors, school-related problems, extracurricular activities, and family history, including structure and stressors. For specific SAVD studies, school-level data for schools where incidents occur are obtained through the Common Core of Data survey of the National Center for Education Statistics and include school demographics,
locale (e.g., urban, suburban, rural), grade levels offered by the school, Title I eligibility, and percentage of students eligible for free/reduced-price lunch, among other variables.

All data years are flagged as preliminary. For some recent cases, the law enforcement reports have not yet been received. The details learned during data abstraction from law enforcement reports can occasionally change the classification of a case. Also, new cases may be identified because of the expansion of the scope of the media files used for case identification. However, cases not identified during earlier data years may be discovered at a later date as a result of newly published media articles describing the incident. Finally, other cases may occasionally be identified while the law enforcement and school interviews are being conducted to verify known cases.

Further information on SAVD-SS may be obtained from

Kristin Holland<br>Principal Investigator and Lead Behavioral Scientist School-Associated Violent Death Surveillance System Division of Violence Prevention<br>National Center for Injury Control and Prevention Centers for Disease Control and Prevention<br>1600 Clifton Road<br>Atlanta, GA 30329<br>kholland@cdc.gov

## Web-Based Injury Statistics Query and Reporting System Fatal

Web-Based Injury Statistics Query and Reporting System (WISQARS) Fatal is an interactive online database that provides mortality data related to injury. The mortality data reported in WISQARS Fatal come from death certificate data reported to the National Center for Health Statistics (NCHS), Centers for Disease Control and Prevention (CDC). Data include causes of death reported by attending physicians, medical examiners, and coroners and demographic information about decedents reported by funeral directors, who obtain that information from family members and other informants. NCHS collects, compiles, verifies, and prepares these data for release to the public. The data provide information about unintentional injury, homicide, and suicide as leading causes of death, how common these causes of death are, and whom they affect. These data are intended for a broad audience-the public, the media, public health practitioners and researchers, and public health officials-to increase their knowledge of injury.

WISQARS Fatal mortality reports provide tables of the total numbers of injury-related deaths and the death rates per 100,000 U.S. population. The reports list deaths according to cause (mechanism) and intent (manner) of injury by state, race, Hispanic origin, sex, and age groupings.

Further information on WISQARS Fatal may be obtained from

National Center for Injury Prevention and Control Centers for Disease Control and Prevention 1600 Clifton Road
Atlanta, GA 30329
https://wwwn.cdc.gov/dcs/ContactUs/Form
https://www.cdc.gov/injury/wisqars/fatal help/data sources.html

## Youth Risk Behavior Surveillance System

The Youth Risk Behavior Surveillance System (YRBSS) is an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health. The YRBSS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and social problems during both youth and adulthood. The YRBSS includes a national school-based Youth Risk Behavior Survey (YRBS), as well as surveys conducted in states, territories, tribes, and large urban school districts.

The national YRBS uses a three-stage cluster sampling design to produce a nationally representative sample of students in grades 9-12 in the United States. In each survey, the target population consisted of all public and private school students in grades 9-12 in the 50 states and the District of Columbia. The first-stage sampling frame included selecting primary sampling units (PSUs) from strata formed on the basis of urbanization and the relative percentage of Black and Hispanic students in the PSU. These PSUs are either counties; subareas of large counties; or groups of smaller, adjacent counties. At the second stage, schools were selected with probability proportional to school enrollment size.

The final stage of sampling consisted of randomly selecting, in each chosen school and in each of grades 9-12, one or two classrooms from either a required subject, such as English or social studies, or a required period, such as homeroom or second period. All students in selected classes are eligible to participate. In surveys conducted before 2013, three strategies were used to oversample Black and Hispanic students: (1) larger sampling rates were used to select PSUs that are in high-Black and high-Hispanic strata; (2) a modified measure of size was used that increased the probability of selecting schools with a disproportionately high minority enrollment; and (3) two classes per grade, rather than one, were selected in schools with a high percentage of Black or Hispanic enrollment. In 2013, 2015, and 2017, only selection of two classes per grade was needed to achieve an adequate precision with minimum variance. Approximately 16,300 students participated in the 1993 survey; 10,900 students participated in 1995; 16,300 students participated in 1997; 15,300 students participated in 1999; 13,600 students
participated in 2001; 15,200 students participated in 2003; 13,900 participated in 2005; 14,000 participated in 2007; 16,400 participated in 2009; 15,400 participated in 2011; 13,600 participated in 2013; 15,600 participated in 2015; and 14,800 participated in 2017.

The overall response rate was 70 percent for the 1993 survey, 60 percent for the 1995 survey, 69 percent for the 1997 survey, 66 percent in 1999, 63 percent in 2001, 67 percent in 2003, 67 percent in 2005, 68 percent in 2007, 71 percent in 2009, 71 percent in 2011, 68 percent in 2013, 60 percent in 2015, and 60 percent in 2017. NCES standards call for response rates of 85 percent or greater for crosssectional surveys, and bias analyses are required by NCES when that percentage is not achieved. For YRBS data, a full nonresponse bias analysis has not been done because the data necessary to do the analysis are not available. A school nonresponse bias analysis, however, was done for the 2017 survey. This analysis found some evidence of potential bias by school type and school poverty level, but concluded that the bias had little impact on the overall estimates and would be further reduced by weight adjustment. The weights were developed to adjust for nonresponse and the oversampling of Black and Hispanic students in the sample. The final weights were constructed so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections.

State-level data were downloaded from the Youth Online: Comprehensive Results web page (https://nccd.cdc.gov/ Youthonline/App/Default.aspx). Each state and district school-based YRBS employs a two-stage, cluster sample design to produce representative samples of students in grades $9-12$ in their jurisdiction. All except one state sample (South Dakota), and all district samples, include only public schools, and each district sample includes only schools in the funded school district (e.g., San Diego Unified School District) rather than in the entire city (e.g., greater San Diego area).

In the first sampling stage in all except a few states and districts, schools are selected with probability proportional to school enrollment size. In the second sampling stage, intact classes of a required subject or intact classes during a required period (e.g., second period) are selected randomly. All students in sampled classes are eligible to participate. Certain states and districts modify these procedures to meet their individual needs. For example, in a given state or district, all schools, rather than a sample of schools, might be selected to participate. State and local surveys that have a scientifically selected sample, appropriate documentation, and an overall response rate greater than or equal to 60 percent are weighted. The overall response rate reflects the school response rate multiplied by the student response rate. These three criteria are used to ensure that the data from those surveys can be considered representative of students in grades 9-12 in that jurisdiction. A weight is applied to each record to adjust for student nonresponse and the distribution of students by
grade, sex, and race/ethnicity in each jurisdiction. Therefore, weighted estimates are representative of all students in grades 9-12 attending schools in each jurisdiction. Surveys that do not have an overall response rate of greater than or equal to 60 percent and that do not have appropriate documentation are not weighted and are not included in this report.

In the 2017 YRBS, 39 states and 21 large urban districts had weighted data. It should be noted that not all of the districts that had weighted data were located in a state that had weighted data. For example, Georgia was not one of the 39 states that had weighted data, but the state contained one of the 21 districts that did (DeKalb County, GA). (For information on the location of the districts, please see https:// www.cdc.gov/healthyyouth/data/yrbs/participation.htm.) In sites with weighted data, the student sample sizes for the state and district YRBS ranged from 805 to 51,807. School response rates ranged from 68 to 100 percent, student response rates ranged from 67 to 90 percent, and overall response rates ranged from 60 to 89 percent.

Readers should note that reports of these data published by the CDC and in this report do not include percentages for which the denominator includes fewer than 100 unweighted cases.

In 1999, in accordance with changes to the Office of Management and Budget's standards for the classification of federal data on race and ethnicity, the YRBS item on race/ethnicity was modified. The version of the race and ethnicity question used in 1993, 1995, and 1997 was

How do you describe yourself?
a. White—not Hispanic
b. Black—not Hispanic
c. Hispanic or Latino
d. Asian or Pacific Islander
e. American Indian or Alaska Native
f. Other

The version used in 1999, 2001, and 2003, as well as in the 2005 state and local district surveys was

How do you describe yourself? (Select one or more responses.)
a. American Indian or Alaska Native
b. Asian
c. Black or African American
d. Hispanic or Latino
e. Native Hawaiian or Other Pacific Islander
f. White

In the 2005 national survey and in all 2007, 2009, 2011, 2013, 2015, and 2017 surveys, race/ethnicity was computed from two questions: (1) "Are you Hispanic or Latino?" (response options were "Yes" and "No"), and (2) "What is your race?" (response options were "American Indian or Alaska Native," "Asian," "Black or African American," "Native Hawaiian or Other Pacific Islander," or "White"). For the second question, students could select more than one response option. For this report, students
were classified as "Hispanic" if they answered "Yes" to the first question, regardless of how they answered the second question. Students who answered "No" to the first question and selected more than one race/ethnicity in the second category were classified as "More than one race." Students who answered "No" to the first question and selected only one race/ethnicity were classified as that race/ethnicity. Race/ethnicity was classified as missing for students who did not answer the first question and for students who answered "No" to the first question but did not answer the second question.

CDC has conducted two studies to understand the effect of changing the race/ethnicity item on the YRBS. Brener, Kann, and McManus (Public Opinion Quarterly, 67:227-226, 2003) found that allowing students to select more than one response to a single race/ethnicity question on the YRBS had only a minimal effect on reported race/ ethnicity among high school students. Eaton, Brener, Kann, and Pittman (Journal of Adolescent Health, 41: 488-494, 2007) found that self-reported race/ethnicity was similar regardless of whether the single-question or a two-question format was used.

Further information on the YRBSS may be obtained from

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## Department of Defense

## Defense Manpower Data Center

The Statistical Information Analysis Division of the Defense Manpower Data Center (DMDC) maintains the largest archive of personnel, manpower, and training data in the Department of Defense (DoD). The DMDC's statistical activities include the personnel survey program, an enlistment testing program to support screening of military applicants, and a client support program to provide statistical support to the Office of the Secretary of Defense. The DMDC collects DoD contract information in support of national economic tables and the Small Business Competitiveness Demonstration Program; it also produces statistics on DoD purchases from educational and nonprofit institutions and from state and local governments.

For more information on the DMDC, see https://www. dmdc.osd.mil/appj/dwp/index.jsp.

## Department of Justice

## Bureau of Justice Statistics

A division of the U.S. Department of Justice Office of Justice Programs, the Bureau of Justice Statistics (BJS) collects, analyzes, publishes, and disseminates statistical information on crime, criminal offenders, victims of crime, and the operations of the justice system at all levels of government and internationally. It also provides technical and financial support to state governments for development of criminal justice statistics and information systems on crime and justice.

For information on the BJS, see https://www.bjs.gov/.

## National Crime Victimization Survey

The National Crime Victimization Survey (NCVS), administered for the U.S. Bureau of Justice Statistics (BJS) by the U.S. Census Bureau, is the nation's primary source of information on crime and the victims of crime. Initiated in 1972 and redesigned in 1992 and 2016, the NCVS collects detailed information on the frequency and nature of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and American households each year. The survey measures both crimes reported to the police and crimes not reported to the police.

NCVS estimates presented may differ from those in previous published reports. This is because a small number of victimizations, referred to as series victimizations, are included using a new counting strategy. High-frequency repeat victimizations, or series victimizations, are six or more similar but separate victimizations that occur with such frequency that the victim is unable to recall each individual event or describe each event in detail. As part of ongoing research efforts associated with the redesign of the NCVS, BJS investigated ways to include high-frequency repeat victimizations, or series victimizations, in estimates of criminal victimization. Including series victimizations results in more accurate estimates of victimization. BJS has decided to include series victimizations using the victim's estimates of the number of times the victimizations occurred over the past 6 months, capping the number of victimizations within each series at a maximum of 10 . This strategy for counting series victimizations balances the desire to estimate national rates and account for the experiences of persons who have been subjected to repeat victimizations against the desire to minimize the estimation errors that can occur when repeat victimizations are reported. Including series victimizations in national rates results in rather large increases in the level of violent victimization; however, trends in violence are generally similar regardless of whether series victimizations are included. For more information on the new counting strategy and supporting research, see Methods for Counting High-Frequency Repeat Victimizations in the National Crime Victimization Survey at https://www.bjs.gov/ content/pub/pdf/mchfrv.pdf.

Readers should note that in 2003, in accordance with changes to the Office of Management and Budget's standards
for the classification of federal data on race and ethnicity, the NCVS item on race/ethnicity was modified. A question on Hispanic origin is now followed by a new question on race. The new question about race allows the respondent to choose more than one race and delineates Asian as a separate category from Native Hawaiian or Other Pacific Islander. An analysis conducted by the Demographic Surveys Division at the U.S. Census Bureau showed that the new race question had very little impact on the aggregate racial distribution of the NCVS respondents, with one exception: There was a 1.6 percentage point decrease in the percentage of respondents who reported themselves as White. Due to changes in race/ethnicity categories, comparisons of race/ethnicity across years should be made with caution.

Every 10 years, the NCVS sample is redesigned to reflect changes in the population. In the 2006 NCVS, changes in the sample design and survey methodology affected the survey's estimates. Caution should be used when comparing the 2006 estimates to estimates of other years. For more information on the 2006 NCVS data, see Criminal Victimization, 2006, at https://www.bjs.gov/content/pub/pdf/cv06.pdf; the NCVS 2006 technical notes, at https://bjs.ojp.usdoj.gov/content/ pub/pdf/cv06tn.pdf; and Criminal Victimization, 2007, at https://bjs.ojp.usdoj.gov/content/pub/pdf/cv07.pdf. Due to a sample increase and redesign in 2016, victimization estimates among youth were not comparable to estimates for other years and are not available in this report. For more information on the redesign, see https://www.bjs.gov/ content/pub/pdf/cv16re.pdf.

The number of NCVS-eligible households in the 2018 sample was approximately 208,000. Households were selected using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, were selected. In the second stage, smaller areas, called Enumeration Districts (EDs), were selected from each sampled PSU. Finally, from selected EDs, clusters of four households, called segments, were selected for interview. At each stage, the selection was done proportionate to population size in order to create a selfweighting sample. The final sample was augmented to account for households constructed after the decennial census. Within each sampled household, the U.S. Census Bureau interviewer attempts to interview all household members age 12 and over to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview.

The first NCVS interview with a housing unit is conducted in person. Subsequent interviews are conducted by telephone, if possible. All persons age 12 and older are interviewed every 6 months. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. Since the survey's inception, the initial interview at each sample unit has been used only to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. Beginning in 2006, data from the initial interview have been adjusted to account for the effects of bounding and have been included in the survey estimates. After a household has been interviewed its seventh
time, it is replaced by a new sample household. In 2018, the household response rate was about 73 percent, and the completion rate for persons within households was about 82 percent. Weights were developed to permit estimates for the total U.S. population 12 years and older. For more information on the 2018 NCVS, see https://www.bjs.gov/content/ pub/pdf/cv18.pdf.

Further information on the NCVS may be obtained from

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## School Crime Supplement

Created as a supplement to the NCVS and codesigned by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey has been conducted in 1989, 1995, and biennially since 1999 to collect additional information about schoolrelated victimizations on a national level. This report includes data from the 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017 collections. The 1989 data are not included in this report as a result of methodological changes to the NCVS and SCS. The SCS was designed to assist policymakers, as well as academic researchers and practitioners at federal, state, and local levels, to make informed decisions concerning crime in schools. The survey asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on the school bus, or on the way to or from school. Students are asked additional questions about security measures used by their school, students' participation in after-school activities, students' perceptions of school rules, the presence of weapons and gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and reports of rejection at school, and the availability of drugs and alcohol in school. Students are also asked attitudinal questions relating to fear of victimization and avoidance behavior at school.

The SCS survey was conducted for a 6-month period from January through June in all households selected for the NCVS (see discussion above for information about the NCVS sampling design and changes to the race/ethnicity variable beginning in 2003). Within these households, the eligible respondents for the SCS were those household members who had attended school at any time during the 6 months preceding the interview, were enrolled in grades $6-12$, and were not homeschooled. In 2007, the questionnaire was changed and household members who attended school sometime during the school year of the interview were included. The age range of students covered in this report is 12-18 years of age. Eligible respondents were asked the supplemental questions in the SCS only after completing their entire NCVS interview. It should be noted that the first
or unbounded NCVS interview has always been included in analysis of the SCS data and may result in the reporting of events outside of the requested reference period.

The prevalence of victimization for 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017 was calculated by using NCVS incident variables appended to the SCS data files of the same year. The NCVS type of crime variable was used in the SCS to classify student victimizations into the categories "serious violent," "violent," and "theft." The NCVS variables asking where the incident happened (at school) and what the victim was doing when it happened (attending school or on the way to or from school) were used to ascertain whether the incident happened at school. Only incidents that occurred inside the United States are included.

In 2001, the SCS survey instrument was modified. In 1995 and 1999, "at school" had been defined for respondents as meaning in the school building, on the school grounds, or on a school bus. In 2001, the definition of at "school" was changed to mean in the school building, on school property, on a school bus, or going to and from school. The change to the definition of "at school" in the 2001 questionnaire was made in order to render the definition there consistent with the definition as it is constructed in the NCVS. This change to the definition of "at school" has been retained in subsequent SCS collections. Cognitive interviews conducted by the U.S. Census Bureau on the 1999 SCS suggested that modifications to the definition of "at school" would not have a substantial impact on the estimates.

Shown in table H, below, are the number of students participating, household completion rates, student completion rates, and overall unit response rates in the SCS from 1995 to 2017:

Table H. Student participation in the School Crime Supplement (SCS) by number participating, household completion rate, student completion rate, and overall unit response rate: Selected years, 1995 to 2017

| SCS collection <br> year | Number <br> participating | Household <br> completion rate <br> (percent) | Student <br> completion rate <br> (percent) | Overall unit <br> response rate <br> (percent) |
| :--- | ---: | ---: | ---: | ---: |
| 1995 | 9,700 | 95 | 78 | 74 |
| 1999 | 8,400 | 94 | 78 | 73 |
| 2001 | 8,400 | 93 | 77 | 72 |
| 2003 | 7,200 | 92 | 70 | 64 |
| 2005 | 6,300 | 91 | 62 | 56 |
| 2007 | 5,600 | 90 | 58 | 53 |
| 2009 | 5,000 | 92 | 56 | 51 |
| 2011 | 6,500 | 91 | 63 | 57 |
| 2013 | 5,700 | 86 | 60 | 51 |
| 2015 | 5,500 | 82 | 58 | 48 |
| 2017 | 7,100 | 76 | 52 | 40 |

${ }^{1}$ The overall unit response rate is calculated by multiplying the household completion rate by the student completion rate. Prior to 2011, overall SCS unit response rates were unweighted; starting in 2011, overall SCS unit response rates are weighted.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2017.

There are two types of nonresponse: unit and item nonresponse. NCES requires that any stage of data collection within a survey that has a unit base-weighted response rate of less than 85 percent be evaluated for the potential magnitude of unit nonresponse bias before the data or any analysis using the data may be released (NCES Statistical

Standards, 2002, at https://nces.ed.gov/statprog/2002/ std4_4.asp). Due to the low unit response rate in 2005, 2007, 2009, 2011, 2013, 2015, and 2017, a unit nonresponse bias analysis was done. Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample and can produce bias if the nonrespondents have characteristics of interest that are different from the respondents. In order for response bias to occur, respondents must have different response rates and responses to particular survey variables. The magnitude of unit nonresponse bias is determined by the response rate and the differences between respondents and nonrespondents on key survey variables. Although the bias analysis cannot measure response bias since the SCS is a sample survey and it is not known how the population would have responded, the SCS sampling frame has several key student or school characteristic variables for which data are known for respondents and nonrespondents: sex, age, race/ethnicity, household income, region, and urbanicity, all of which are associated with student victimization. To the extent that there are differential responses by respondents in these groups, nonresponse bias is a concern.

In 2005, the analysis of unit nonresponse bias found evidence of bias for the race, household income, and urbanicity variables. White (non-Hispanic) and Other (nonHispanic) respondents had higher response rates than Black (non-Hispanic) and Hispanic respondents. Respondents from households with an income of \$35,000-\$49,999 and $\$ 50,000$ or more had higher response rates than those from households with incomes of less than \$7,500, \$7,500\$14,999, \$15,000-\$24,999, and \$25,000-\$34,999. Respondents who live in urban areas had lower response rates than those who live in rural or suburban areas. Although the extent of nonresponse bias cannot be determined, weighting adjustments, which corrected for differential response rates, should have reduced the problem.

In 2007, the analysis of unit nonresponse bias found evidence of bias by the race/ethnicity and household income variables. Hispanic respondents had lower response rates than respondents of other races/ethnicities. Respondents from households with an income of $\$ 25,000$ or more had higher response rates than those from households with incomes of less than $\$ 25,000$. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting that the nonresponse bias has little impact on the overall estimates.

In 2009, the analysis of unit nonresponse bias found evidence of potential bias for the race/ethnicity and
urbanicity variables. White students and students of other races/ethnicities had higher response rates than did Black and Hispanic respondents. Respondents from households located in rural areas had higher response rates than those from households located in urban areas. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting that the nonresponse bias has little impact on the overall estimates.

In 2011, the analysis of unit nonresponse bias found evidence of potential bias for the age variable. Respondents 12 to 17 years old had higher response rates than did 18-year-old respondents in the NCVS and SCS interviews. Weighting the data adjusts for unequal selection probabilities and for the effects of nonresponse. The weighting adjustments that correct for differential response rates are created by region, age, race, and sex, and should have reduced the effect of nonresponse.

In 2013, the analysis of unit nonresponse bias found evidence of potential bias for the age, region, and Hispanic origin variables in the NCVS interview response. Within the SCS portion of the data, only the age and region variables showed significant unit nonresponse bias. Further analysis indicated that only the age 14 and the west region categories showed positive response biases that were significantly different from some of the other categories within the age and region variables. Based on the analysis, nonresponse bias seems to have little impact on the SCS results. In 2015, the analysis of unit nonresponse bias found evidence of potential bias for age, race, Hispanic origin, urbanicity, and region in the NCVS interview response. For the SCS interview, the age, race, urbanicity, and region variables showed significant unit nonresponse bias. The age 14 group and rural areas showed positive response biases that were significantly different from other categories within the age and urbanicity variables. The northeast region and Asian race group showed negative response biases that were significantly different from other categories within the region and race variables. These results provide evidence that these subgroups may have a nonresponse bias associated with them. In 2017, the analysis of unit nonresponse bias found that the race/ethnicity and census region variables showed significant differences in response rates between different race/ethnicity and census region subgroups. Respondent and nonrespondent distributions were significantly different for the race/ethnicity subgroup only. However, after using weights adjusted for person nonresponse, there was no evidence that these response differences introduced nonresponse bias in the final victimization estimates. Response rates for SCS survey items in all survey years were high-typically over 95 percent of all eligible respondents, meaning there is little potential for item nonresponse bias for most items in the survey. The weighted data permit inferences about the eligible student population who were enrolled in schools in all SCS data years.

Further information about the SCS may be obtained from

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## Federal Bureau of Investigation

The Federal Bureau of Investigation (FBI) collects statistics on crimes from law enforcement agencies throughout the country through the Uniform Crime Reporting (UCR) Program. The UCR Program was conceived in 1929 by the International Association of Chiefs of Police to meet a need for reliable, uniform crime statistics for the nation. In 1930, the FBI was tasked with collecting, publishing, and archiving those statistics. Today, several annual statistical publications, such as the comprehensive Crime in the United States (CIUS), are produced from data provided by over 18,000 law enforcement agencies across the United States. CIUS is an annual publication in which the FBI compiles the volume and rate of crime offenses for the nation, the states, and individual agencies. This report also includes arrest, clearance, and law enforcement employee data.

For more information on the UCR Program, see https:// ucr.fbi.gov/ucr.

## Studies of Active Shooter Incidents

The Investigative Assistance for Violent Crimes Act of 2012, which was signed into law in 2013, authorizes the attorney general, upon the request of an appropriate state or local law enforcement official, to "assist in the investigation of violent acts and shootings occurring in a place of public use and in the investigation of mass killings and attempted mass killings." The attorney general delegated this responsibility to the FBI.

In 2014, the FBI initiated studies of active shooter incidents in order to advance the understanding of these incidents and provide law enforcement agencies with data that can inform efforts toward preventing, preparing for, responding to, and recovering from them.

Data on active shooter incidents at educational institutions come from FBI reports. Recent reports include Active Shooter Incidents in the United States in 2016 and 2017, Active Shooter Incidents in the United States in 2018, and Active Shooter Incidents in the United States in 2019, which can be accessed at https://www.fbi.gov/about/ partnerships/office-of-partner-engagement/active-shooter-resources.

Further information about FBI resources on active shooter incidents may be obtained from

Active Shooter Resources
Office of Partner Engagement
Federal Bureau of Investigation
U.S. Department of Justice

935 Pennsylvania Avenue NW
Washington, DC 20535
https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources

## Supplementary Homicide Reports

Supplementary Homicide Reports (SHR) are a part of the Uniform Crime Reporting (UCR) program of the Federal Bureau of Investigation (FBI). These reports provide incident-level information on criminal homicides, including situation type (e.g., number of victims, number of offenders, and whether offenders are known); the age, sex, and race of victims and offenders; the weapon used; circumstances of the incident; and the relationship of the victim to the offender. The data are provided monthly to the FBI by local law enforcement agencies participating in the UCR program. The data include murders and nonnegligent manslaughters in the United States; thus, negligent manslaughters and justifiable homicides have been eliminated from the data.

About 90 percent of homicides are included in the SHR program. However, adjustments can be made to the weights to correct for missing victim reports. Estimates from the SHR program used in this report were generated by the Bureau of Justice Statistics (BJS).

Further information on the SHR program may be obtained from

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Module D3
1000 Custer Hollow Road
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crimestatsinfo@fbi.gov

## Institute of Museum and Library Services

On October 1, 2007, the administration of the Public Libraries Survey (PLS) and the State Library Agencies (StLA) Survey was transferred from the National Center for Education Statistics to the Institute of Museum and Library Services (IMLS).

## IMLS Library Statistics

Public library statistics are collected annually using the PLS and disseminated annually through the Federal-State Cooperative System (FSCS) for Public Library Data. Descriptive statistics are produced for over 9,000 public libraries. The PLS includes information about staffing; operating income and expenditures; type of governance; type of administrative structure; size of collection; and service measures such as reference transactions, public service hours, interlibrary loans, circulation, and library visits. In the FSCS, respondents supply the information electronically, and data are edited and tabulated in machine-readable form.

PLS respondents are public libraries identified by state administrative library agencies in the 50 states, the District of Columbia, and certain U.S. territories. At the state level, FSCS is administered by State Data Coordinators, who are appointed by the chief officer of each state library agency. The State Data Coordinator collects the requested data from local public libraries. The 50 states, District of Columbia, and territories submit data for individual public libraries, which are aggregated to state and national levels.

Further information on these library surveys can be obtained from

Institute of Museum and Library Services
955 L'Enfant Plaza North SW
Washington, DC 20024-2135
https://www.imls.gov/
https://www.imls.gov/research-evaluation/data-collection/ public-libraries-survey

## National Institute on Drug Abuse

## Monitoring the Future survey

The National Institute on Drug Abuse of the U.S. Department of Health and Human Services is the primary supporter of the long-term national study "Monitoring the Future: A Continuing Study of American Youth," conducted by the University of Michigan Institute for Social Research. One component of this national sample survey deals with student drug abuse, and its results have been published annually since 1975.

In this study, 8th-, 10th-, and 12th-graders complete self-administered questionnaires given to them in their classrooms by University of Michigan personnel (12th-graders have participated since the beginning of the study, and 8th- and 10th-graders began participating in 1991). The 8th- and 10th-grade surveys are anonymous, while the 12 th-grade survey is confidential. In addition, beginning with the class of 1976, a randomly selected sample from each senior class has been followed in the years after high school on a continuing basis.

The annual sample for each grade is made up of roughly 16,000 students in 133 public and private schools, for a total of about 50,000 students in 420 public and private secondary schools. In 2019, the survey involved about 42,500 8th-, 10th-, and 12th-graders in 396 public and private secondary schools nationwide.

Understandably, there is some reluctance to admit illegal activities. In addition, students who are out of school on the day of the survey are nonrespondents, and the survey does not include high school dropouts. The inclusion of absentees and dropouts would tend to increase the proportion of individuals who had used drugs. A 1983 study found that the inclusion of absentees could increase some of the drug usage estimates by as much as 2.7 percentage points. (Details on that study and its methodology were published in Drug Use Among American High School Students, College Students, and Other Young Adults, by L.D. Johnston, P.M. O’Malley, and J.G. Bachman, available from the National Clearinghouse on Drug Abuse Information, 5600 Fishers Lane, Rockville, MD 20857.)

The first published results of the 2019 survey were presented in Monitoring the Future, National Results on Drug Use, 1975-2019: Overview, Key Findings on Adolescent Drug Use, at https://www.drugabuse.gov/drug-topics/ trends-statistics/monitoring-future.

Further information on the Monitoring the Future drug abuse survey may be obtained from

National Institute on Drug Abuse
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https://www.drugabuse.gov/drug-topics/trends-statistics/ monitoring-future

## National Science Foundation

## Survey of Federal Funds for Research and Development

The annual Survey of Federal Funds for Research and Development is the primary source of information about federal funding for research and development in the United States. It is used by policymakers in the executive and legislative branches of the federal government in determining policies, laws, and regulations affecting science; it is also used by those who follow science trends in every sector of the economy, including university administrators and professors, economic and political analysts, research and development managers inside and outside the government, the science press, and leading members of the science community in the United States and around the world.

The survey's target population consists of the federal agencies that conduct research and development programs, excluding the CIA. The federal agencies in the sampling frame are those identified from information in the President's budget submitted to Congress.

In the survey cycle for fiscal years 2018-19, a total of 32 federal agencies (15 federal departments and 17 independent agencies) reported research and development data. Because multiple subdivisions of some federal departments completed the survey, there were 82 agency-level respondents: 5 federal departments, 60 agencies within another 10 federal departments, and 17 independent agencies.

Federal funds data are for the fiscal year just completed and the current fiscal year. Actual data are collected for the year just completed; estimates are obtained for the current fiscal year.

The data are collected and managed online; this system was designed to help improve survey reporting by offering respondents direct online reporting and editing.

There is no known unit or item nonresponse, so no weighting or imputation methods are used; NCES assumes a blank field is zero for estimation purposes. The information included in this survey has been stable since fiscal year 1973, when federal obligations for research to universities and colleges by agency and detailed science and engineering fields were added to the survey.

Further information on federal funds for research and development may be obtained from

Christopher Pece<br>Project Officer<br>Research and Development Statistics Program<br>National Center for Science and Engineering Statistics<br>National Science Foundation<br>2415 Eisenhower Avenue<br>Alexandria, VA 22314<br>cpece@nsf.gov<br>https://www.nsf.gov/statistics/srvyfedfunds/

## Survey of Earned Doctorates

The Survey of Earned Doctorates (SED) has collected basic statistics from the universe of doctoral recipients in the United States each year since 1957. It is sponsored by the National Center for Science and Engineering Statistics (NCSES) within the National Science Foundation (NSF) and by three other federal agencies: the National Institutes of Health, U.S. Department of Education, and National Endowment for the Humanities.

With the assistance of institutional coordinators at each doctorate-awarding institution, a survey form or web link is distributed to each person completing the requirements for a research doctorate. Of the 55,195 persons granted a research doctorate in 2018, 92.1 percent completed the survey. The survey questionnaire obtained information on sex, race/ethnicity, marital status, citizenship, disabilities, specialty field of doctorate, educational institutions attended, financial support, education debt, postgraduation plans, and educational attainment of parents.

Further information on the Survey of Earned Doctorates may be obtained from

## Kelly Kang

Project Officer
Human Resources Statistics Program
National Center for Science and Engineering Statistics
National Science Foundation
2415 Eisenhower Avenue
Alexandria, VA 22314
kkang@nsf.gov
https://www.nsf.gov/statistics/srvydoctorates/

## Survey of Graduate Students and Postdoctorates in Science and Engineering

The Survey of Graduate Students and Postdoctorates in Science and Engineering, also known as the graduate student survey (GSS), is an annual survey of all U.S. academic institutions granting research-based master's degrees or doctorates in science, engineering, or selected health fields. Sponsored by the National Science Foundation and the National Institutes of Health, the survey collects counts of enrolled graduate students, postdoctoral researchers, and other doctorate-holding nonfaculty researchers at these institutions by demographics and other characteristics, such as source of financial support. Results are used to assess shifts in graduate enrollment, shifts in postdoctoral researcher and nonfaculty researcher appointments, and trends in financial support.

Data collection for the 2018 GSS began in fall 2018. The 2018 survey universe included 19,592 units at 715 academic institutions in the United States that granted research-based master's degrees or doctorates in science, engineering, or selected health fields.

New procedures to improve coverage of GSS-eligible units were introduced in the 2007 survey cycle and were continued in subsequent cycles. Increased emphasis was given to updating the unit list by providing an exhaustive list of GSS-eligible programs within existing GSS fields. In previous years, only a representative list was provided for each GSS field, which may have resulted in not reporting all eligible units. The set of GSS-eligible fields was also modified. Due to these changes, data for 2007 and later years are not directly comparable with data from previous years.

More recently, the survey universe was modified in 2014 to include 151 new institutions and exclude 2 for-profit institutions; these changes were the result of a comprehensive frame evaluation study conducted from 2010 to 2013 and the annual frame evaluation conducted in the 2013-14 cycle. In 2015 and 2016, some institutions became newly eligible for GSS, some became ineligible, some changed GSS degree-granting status, and some merged. As a result of these changes, the total number of institutions included
in the GSS increased from 706 in 2014 to 714 in 2016. And although it decreased to 703 in 2017 (due to the fact that institutions that became ineligible that year outnumbered institutions that were added) the number of institutions included in the GSS reached 715 in 2018.

Further information on the Survey of Graduate Students and Postdoctorates in Science and Engineering may be obtained from

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Human Resources Statistics Program
National Center for Science and Engineering Statistics
National Science Foundation
2415 Eisenhower Avenue
Alexandria, VA 22314
myamaner@nsf.gov
https://www.nsf.gov/statistics/srvygradpostdoc/

## Substance Abuse and Mental Health Services Administration

## National Survey on Drug Use and Health

Conducted by the federal government since 1971 (and annually since 1991), the National Survey on Drug Use and Health (NSDUH) is a survey of the civilian, noninstitutionalized population of the United States age 12 or older. It is the primary source of information on the prevalence, patterns, and consequences of alcohol, tobacco, and illegal drug use and abuse. The survey collects data by administering questionnaires to a representative sample of the population (since 1999, the NSDUH interview has been carried out using computer-assisted interviewing). NSDUH collects information from residents of households, noninstitutional group quarters, and civilians living on military bases. The main results of the NSDUH present national estimates of rates of use, numbers of users, and other measures related to illicit drugs, alcohol, and tobacco products.

Prior to 2002, the survey was called the National Household Survey on Drug Abuse (NHSDA). The 2002 update of the survey's name coincided with improvements to the survey. In light of these improvements, NSDUH data from 2002 and later should not be compared with NHSDA data from 2001 and earlier as a method of assessing changes in substance use over time.

The 2005 NSDUH was the first in a coordinated 5-year sample design providing estimates for all 50 states and the District of Columbia for the years 2005 through 2009. Because the 2005 design enables estimates to be developed by state, states may be viewed as the first level of stratification, as well as a reporting variable.

In the 2018 NSDUH, screening was completed at 141,879 addresses, and 67,791 completed interviews were obtained: 16,852 interviews from adolescents ages 12 to 17 and 50,939 interviews from adults age 18 and over. Weighted response rates for household screening and for interviewing were 73.3 and 66.6 percent, respectively, for an overall response rate of 48.8 percent for persons age 12 and over. The weighted interview response rates were 73.9 percent for adolescents and 65.8 percent for adults.

Further information on the NSDUH may be obtained from

SAMHSA
Center for Behavioral Health Statistics and Quality 5600 Fishers Lane
Rockville, MD 20857
https://www.samhsa.gov/data/

## Other Organization Sources

## ACT

## ACT assessment

The ACT assessment is designed to measure educational development in the areas of English, mathematics, social studies, and natural sciences. The assessment is taken by college-bound high school students. The test results are used to predict how well students might perform in college.

Prior to the 1984-85 school year, national norms were based on a 10 percent sample of the students taking the test. Since then, national norms have been based on the test scores of all students taking the test. Beginning with 1984-85, these norms have been based on the most recent ACT scores available from students scheduled to graduate in the spring of the year. Duplicate test records are no longer used to produce national figures.

Separate ACT standard scores are computed for English, mathematics, science reasoning, and, as of October 1989, reading. ACT standard scores are reported for each subject area on a scale from 1 to 36 . In 2019, the national composite score (the simple average of the four ACT standard scores) was 20.7 , with a standard deviation of 5.9. The tests emphasize reasoning, analysis, problem solving, and the integration of learning from various sources, as well as the application of these proficiencies to the kinds of tasks college students are expected to perform.

Further information on the ACT may be obtained from

[^65]
## The College Board

## Advanced Placement Exam

The Advanced Placement (AP) program is a curriculum sponsored by the College Board that offers high school students the opportunity to take college-level courses in a high school setting. A student taking an AP course in high school can earn college credit for participation by attaining a certain minimum score on the AP exam in that subject area.

The AP program offers 38 courses and exams. In most cases, the College Board does not require students to take an AP course before taking an AP exam. AP exams are given in the first two weeks in May. Most of the exams take 2 to 3 hours to complete. The scores for all AP exams range from 1 to 5 , with 5 being the highest score.

## SAT

The Admissions Testing Program of the College Board is made up of a number of college admissions tests, including the Preliminary Scholastic Assessment Test (PSAT) and the Scholastic Assessment Test, now known as the SAT. High school students participate in the testing program as sophomores, juniors, or seniors-some more than once during these three years. If they have taken the tests more than once, only the most recent scores are tabulated. The PSAT and SAT report subscores in the areas of mathematics and verbal ability.

Each year, approximately 2 million students take the SAT examination. The current version of the SAT, which includes an optional writing component among other content, format, and scoring changes, was first administered in March 2016.

Further information on AP and the SAT may be obtained from

The College Board National Office
250 Vesey Street
New York, NY 10281
https://www.collegeboard.org/

## Commonfund Institute

## Higher Education Price Index

Commonfund Institute took over management of the Higher Education Price Index (HEPI) in 2005 from Research Associates of Washington, which originated the index in 1961. HEPI is an inflation index designed specifically to track the main cost drivers in higher education. It measures the average relative level of prices in a fixed basket of goods and services purchased each year by colleges and universities through current fund educational and general expenditures, excluding research.

The main components of HEPI are faculty salaries; administrative salaries; clerical salaries; service employee salaries; fringe benefits; miscellaneous services; supplies and materials; and utilities. These represent the major items purchased for current operations by colleges and universities. Prices for these items are obtained from salary surveys conducted by the American Association of University Professors, the College and University Professional Association for Human Resources, and the Bureau of Labor Statistics (BLS), as well as from price series for components of BLS's Consumer Price Index (CPI), Employment Cost Index (ECI), and Producer Price Index (PPI).

HEPI measures price levels from a designated reference year in which budget weights are assigned. This base year is FY 1983 and is assigned a price value of 100.0 for index compilation. An index value of 115.0 , for example, represents a 15 percent price increase over 1983 values.

Further information on HEPI may be obtained from
Commonfund Institute
15 Old Danbury Road
Wilton, CT 06897
https://www.commonfund.org/institute

## Council for Advancement and Support of Education

## Voluntary Support of Education survey

The Voluntary Support of Education (VSE) survey has collected data on fundraising at public and private colleges and universities (as well as a sample of precollege institutions) in the United States since 1957. The Council for Aid to Education (CAE) managed the survey from 1957 to 2017. The Council for Advancement and Support of Education (CASE) currently manages the survey, after having acquired it from CAE in 2018. CASE is a global nonprofit membership association of educational institutions that helps develop the communities of professional practice that build institutional resilience and success in challenging times. The communities include staff engaged in alumni relations, advancement services, communications, fundraising, government relations, marketing, and student recruitment.

The VSE survey is conducted online, and all accredited higher education institutions are eligible to participate. The number of U.S. higher education participants in 2018 was 929, a number that represented about one-fourth of colleges and universities in the United States but raised about 80 percent of total voluntary support of U.S. higher education institutions in the 2017-18 academic fiscal year.

The "Voluntary Support of Education Data \& Research Findings" page (https://www.case.org/resources/voluntary-support-education-data-research-findings) on the CASE website provides information and the latest research briefs on the VSE survey. The AMAtlas Data Miner (https://www. case.org/resources/amatlas-data-miner) makes available, by subscription, 20 years of VSE survey data from approximately 1,000 public and private U.S. higher education institutions and a select group of private precollege institutions.

Further information on the VSE survey may be obtained from

## Council for Advancement and Support of Education 1307 New York Avenue NW <br> Suite 100 <br> Washington, DC 20005-4701 <br> https://www.case.org/resources/voluntary-support-education-data-research-findings

## Council of Chief State School Officers

## State Education Indicators

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of the public officials who head departments of public education in the 50 states, the District of Columbia, the Department of Defense Education Activity, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. The CCSSO State Education Indicators project (http://programs.ccsso. org/projects/State_Education_Indicators/) provides leadership in developing a system of state-by-state indicators of the condition of K-12 education. Indicator activities include collecting and reporting statistical indicators by state, tracking state policy changes, assisting with accountability systems, and conducting analysis of trends in education. Key State Education Policies on PK-12 Education is one of the publications issued by the State Education Indicators project. It is intended to inform policymakers and educators about the current status of key education policies that define and shape elementary and secondary education in the nation's public schools. State education staff reported on current policies through a survey, and CCSSO staff collected additional assessment information through state websites.

Further information on CCSSO publications may be obtained from

State Education Indicators Program
Standards, Assessment, and Accountability
Council of Chief State School Officers
1 Massachusetts Avenue NW
Suite 700
Washington, DC 20001
https://ccsso.org/

## Editorial Projects in Education

## Education Week

Editorial Projects in Education is an independent, nonprofit publisher of Education Week and other print and online products on $\mathrm{K}-12$ education.

Further information on Editorial Projects in Education publications may be obtained from

Editorial Projects in Education
6935 Arlington Road
Bethesda, MD 20814
https://www.edweek.org/info/about/

## Education Commission of the States

## StateNotes

Education Commission of the States (ECS) regularly issues compilations, comparisons, and summaries of state policies-enacted or pending-on a number of education issues, including high school graduation requirements and school term information. ECS monitors state education activities for changes in education policies and updates ECS state information accordingly.

Further information on ECS StateNotes may be obtained from

Education Commission of the States
700 Broadway, \#810
Denver, CO 80203
ecs@ecs.org
https://www.ecs.org/

## GED Testing Service

GED Testing Service is a joint venture, begun in 2011, between the American Council on Education (ACE) and Pearson. A GED credential documents high school-level academic skills. The test was first administered to World War II veterans in 1942 and was subsequently administered to civilians beginning in 1947. The first four generations of the GED test were the original GED test released in 1942, the 1978 series, the 1988 series, and the 2002 series. In 2014, a new test was implemented. A comparison of the 2014 GED test and the 2002 series test is available at https://files.eric.ed.gov/fulltext/ED578900.pdf. Additional information about the various GED test series is available at https://ged.com/score scale/.

It is important to note that attempting to make comparisons in GED testing across jurisdictions is problematic, since each jurisdiction manages its own GED testing program. Thus, each jurisdiction develops its own policies, and these policies are reflected in a jurisdiction's testing program outcomes (its pass rates, for instance).

Further information on the GED may be obtained from
GED Testing Service
1850 M Street NW
Washington, DC 20036
https://ged.com/

## Graduate Record Examinations Board

## GRE tests

Graduate Record Examinations (GRE) tests are taken by individuals applying to graduate or professional school. GRE offers two types of tests, the GRE General Test and Subject Tests. The GRE General Test, which is mainly taken via computer, measures verbal, quantitative, and analytical writing skills. The analytical writing section (which replaced the analytical reasoning section on the GRE General Test in 2002) consists of two analytical writing tasks. The Subject Tests measure achievement in biochemistry, cell and molecular biology, biology, chemistry, literature in English, mathematics, physics, and psychology. Each graduate institution (or institution division) determines which GRE tests are required for admission.

Individuals may take GRE tests more than once. Score reports only reflect scores earned within the past 5-year period.

Further information on the GRE may be obtained from

## GRE-ETS

Educational Testing Service
P.O. Box 6000

Princeton, NJ 08541
https://www.ets.org/gre

## Institute of International Education

## Open Doors

Each year, the Institute of International Education (IIE) conducts a survey of the number of foreign students studying in American colleges and universities and U.S. students studying abroad. The results of these surveys are reported in the publication Open Doors. All of the regionally accredited institutions in NCES's Integrated Postsecondary Education Data System (IPEDS) are surveyed by IIE. The foreign student enrollment data presented in the Digest of Education Statistics are drawn from IIE surveys that ask U.S. institutions for information on enrollment of foreign students, as well as student characteristics such as country of origin. For the 2017-18 survey, 62 percent of the 2,812 institutions surveyed reported data. For 2018-19, 61 percent of the 2,796 institutions surveyed reported data.

Surveys on the flows of U.S. college students studying abroad have been conducted since 1985-86. Surveys are sent to U.S. institutions asking them to provide information
on the number and characteristics of the students to whom they awarded credit for study abroad during the previous academic year. For the 2016-17 academic year, data were obtained from 1,242, or 68 percent, of the 1,830 institutions surveyed; for the 2017-18 academic year, data were obtained from 1,218, or 67 percent, of the 1,828 institutions surveyed.

Additional information may be obtained from the publication Open Doors or by contacting

Institute of International Education
809 United Nations Plaza
New York, NY 10017
(212) 883-8200
opendoors@iie.org
https://www.iie.org/en/Research-and-Insights/Open-Doors

## International Association for the Evaluation of Educational Achievement

The International Association for the Evaluation of Educational Achievement (IEA) is composed of governmental research centers and national research institutions around the world whose aim is to investigate education problems common among countries. Since its inception in 1958, the IEA has conducted more than 30 research studies of cross-national achievement. The regular cycle of studies encompasses learning in basic school subjects. Examples are the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS). IEA projects also include studies of particular interest to IEA members, such as the TIMSS 1999 Video Study of Mathematics and Science Teaching, the Civic Education Study, and studies on information technology in education.

The international bodies that coordinate international assessments vary in the labels they apply to participating education systems, most of which are countries. IEA differentiates between IEA members, which IEA refers to as "countries" in all cases, and "benchmarking participants." IEA members include countries such as the United States and Ireland, as well as subnational entities such as England and Scotland (which are both part of the United Kingdom), the Flemish community of Belgium, and Hong Kong (a Special Administrative Region of China). IEA benchmarking participants are all subnational entities and include Canadian provinces, U.S. states, and Dubai in the United Arab Emirates (among others). Benchmarking participants, like the participating countries, are given the opportunity to assess the comparative international standing of their students' achievement and to view their curriculum and instruction in an international context.

Some IEA studies, such as TIMSS and PIRLS, include an assessment portion, as well as contextual questionnaires for collecting information about students' home and school experiences. The TIMSS and PIRLS scales, including the
scale averages and standard deviations, are designed to remain constant from assessment to assessment so that education systems (including countries and subnational education systems) can compare their scores over time as well as compare their scores directly with the scores of other education systems. Although each scale was created to have a mean of 500 and a standard deviation of 100 , the subject matter and the level of difficulty of items necessarily differ by grade, subject, and domain/dimension. Therefore, direct comparisons between scores across grades, subjects, and different domain/dimension types should not be made.

Further information on the International Association for the Evaluation of Educational Achievement may be obtained from https://www.iea.nl/.

## Trends in International Mathematics and Science Study

The Trends in International Mathematics and Science Study (TIMSS, formerly known as the Third International Mathematics and Science Study) provides data on the mathematics and science achievement of U.S. 4th- and 8th-graders compared with that of their peers in other countries. TIMSS collects information through mathematics and science assessments and questionnaires. The questionnaires request information to help provide a context for student performance. They focus on such topics as students' attitudes and beliefs about learning mathematics and science, what students do as part of their mathematics and science lessons, students' completion of homework, and their lives both in and outside of school; teachers' perceptions of their preparedness for teaching mathematics and science, teaching assignments, class size and organization, instructional content and practices, collaboration with other teachers, and participation in professional development activities; and principals’ viewpoints on policy and budget responsibilities, curriculum and instruction issues, and student behavior. The questionnaires also elicit information on the organization of schools and courses. The assessments and questionnaires are designed to specifications in a guiding framework. The TIMSS framework describes the mathematics and science content to be assessed and provides grade-specific objectives, an overview of the assessment design, and guidelines for item development.

TIMSS is on a 4-year cycle. Data collections occurred in 1995, 1999 (8th grade only), 2003, 2007, 2011, and 2015. TIMSS 2015 consisted of assessments in 4th-grade mathematics; numeracy (a less difficult version of 4th-grade mathematics, newly developed for 2015); 8th-grade mathematics; 4th-grade science; and 8th-grade science. Students in Bahrain, Indonesia, Iran, Kuwait, Jordan, Morocco, and South Africa as well as Buenos Aires participated in the 4th-grade mathematics assessment through the numeracy assessment. In addition, TIMSS 2015 included the third administration of TIMSS Advanced since 1995. TIMSS

Advanced is an international comparative study that measures the advanced mathematics and physics achievement of students in their final year of secondary school (the equivalent of 12th grade in the United States) who are taking or have taken advanced courses. The TIMSS 2015 survey also collected policy-relevant information about students, curriculum emphasis, technology use, and teacher preparation and training.

## Progress in International Reading Literacy Study

The Progress in International Reading Literacy Study (PIRLS) provides data on the reading literacy of U.S. 4th-graders compared with that of their peers in other countries. PIRLS is on a 5 -year cycle: PIRLS data collections have been conducted in 2001, 2006, 2011, and 2016. In 2016, a total of 58 education systems, including both IEA members and IEA benchmarking participants, participated in the survey. Sixteen of the education systems participating in PIRLS also participated in ePIRLS, an innovative, computer-based assessment of online reading designed to measure students' approaches to informational reading in an online environment.

PIRLS collects information through a reading literacy assessment and questionnaires that help to provide a context for student performance. Questionnaires are administered to collect information about students' home and school experiences in learning to read. A student questionnaire addresses students' attitudes toward reading and their reading habits. In addition, questionnaires are given to students' teachers and school principals in order to gather information about students' school experiences in developing reading literacy. In countries other than the United States, a parent questionnaire is also administered. The assessments and questionnaires are designed to specifications in a guiding framework. The PIRLS framework describes the reading content to be assessed and provides objectives specific to 4th grade, an overview of the assessment design, and guidelines for item development.

## TIMSS and PIRLS Sampling and Response Rates

## 2016 PIRLS

As is done in all participating countries and other education systems, representative samples of students in the United States are selected. The sample design that was employed by PIRLS in 2016 is generally referred to as a two-stage stratified cluster sample. In the first stage of sampling, individual schools were selected with a probability proportionate to size (PPS) approach, which means that the probability is proportional to the estimated number of students enrolled in the target grade. In the second stage of sampling, intact classrooms were selected within sampled schools.

PIRLS guidelines call for a minimum of 150 schools to be sampled, with a minimum of 4,000 students assessed for each participating education system. The basic sample design of one classroom per school was designed to yield a total sample of approximately 4,500 students per population. About 4,400 U.S. students participated in PIRLS in 2016, joining 319,000 other student participants around the world. Accommodations were not provided for students with disabilities or students who were unable to read or speak the language of the test. These students were excluded from the sample. The IEA requirement is that the overall exclusion rate, of which exclusions of schools and students are a part, should not exceed more than 5 percent of the national desired target population.

In order to minimize the potential for response biases, the IEA developed participation or response rate standards that apply to all participating education systems and govern whether or not an education system's data are included in the TIMSS or PIRLS international datasets and the way in which its statistics are presented in the international reports. These standards were set using composites of response rates at the school, classroom, and student and teacher levels. Response rates were calculated with and without the inclusion of substitute schools that were selected to replace schools refusing to participate. In the 2016 PIRLS administered in the United States, the unweighted school response rate was 76 percent, and the weighted school response rate was 75 percent. All schools selected for PIRLS were also asked to participate in ePIRLS. The unweighted school response rate for ePIRLS in the final sample with replacement schools was 89.0 percent and the weighted response rate was 89.1 percent. The weighted and unweighted student response rates for PIRLS were both 94 percent. The weighted and unweighted student response rates for ePIRLS were both 90 percent.

## 2015 TIMSS and TIMSS Advanced

TIMSS 2015 was administered between March and May of 2015 in the United States. The U.S. sample was randomly selected and weighted to be representative of the nation. In order to reliably and accurately represent the performance of each country, international guidelines required that countries sample at least 150 schools and at least 4,000 students per grade (countries with small class sizes of fewer than 30 students per school were directed to consider sampling more schools, more classrooms per school, or both, to meet the minimum target of 4,000 tested students). In the United States, a total of 250 schools and 10,029 students participated in the grade 4 TIMSS survey, and 246 schools and 10,221 students participated in the grade 8 TIMSS (these figures do not include the participation of the state of Florida as a subnational education system, which was separate from and additional to its participation in the U.S. national sample).

TIMSS Advanced, also administered between March and May of 2015 in the United States, required participating
countries and other education systems to draw probability samples of students in their final year of secondary schoolISCED Level 3-who were taking or had taken courses in advanced mathematics or who were taking or had taken courses in physics. International guidelines for TIMSS Advanced called for a minimum of 120 schools to be sampled, with a minimum of 3,600 students assessed per subject. In the United States, a total of 241 schools and 2,954 students participated in advanced mathematics, and 165 schools and 2,932 students participated in physics.

In TIMSS 2015, the weighted school response rate for the United States was 77 percent for grade 4 before the use of substitute schools (schools substituted for originally sampled schools that refused to participate) and 85 percent with the inclusion of substitute schools. For grade 8, the weighted school response rate before the use of substitute schools was 78 percent, and it was 84 percent with the inclusion of substitute schools. The weighted student response rate was 96 percent for grade 4 and 94 percent for grade 8.

In TIMSS Advanced 2015, the weighted school response rate for the United States for advanced mathematics was 72 percent before the use of substitute schools and 76 percent with the inclusion of substitute schools. The weighted school response rate for the United States for physics was 65 percent before the use of substitute schools and 68 percent with the inclusion of substitute schools. The weighted student response rate was 87 percent for advanced mathematics and 85 percent for physics. Student response rates are based on a combined total of students from both sampled and substitute schools.

Further information on the TIMSS study may be obtained from

Stephen Provasnik<br>International Assessment Branch<br>Assessments Division<br>National Center for Education Statistics<br>550 12th Street SW<br>Washington, DC 20202<br>(202) 245-6442<br>stephen.provasnik@ed.gov<br>https://nces.ed.gov/timss/<br>https://www.iea.nl/studies/iea/timss

Further information on the PIRLS study may be obtained from

## Sheila Thompson

International Assessment Branch
Assessments Division
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
(202) 245-8330
sheila.thompson@ed.gov
https://nces.ed.gov/surveys/pirls/
https://www.iea.nl/studies/iea/pirls

## National Association of State Directors of Teacher Education and Certification

NASDTEC Manual/KnowledgeBase

The National Association of State Directors of Teacher Education and Certification (NASDTEC) was organized in 1928 to represent professional standards boards and commissions and state departments of education that are responsible for the preparation, licensure, and discipline of educational personnel. Currently, NASDTEC's membership includes all 50 states, the District of Columbia, the U.S. Department of Defense Education Activity, U.S. territories, and Canadian provinces and territories.

The NASDTEC Manual on the Preparation and Certification of Educational Personnel was printed between 1984 and 2004, when it was replaced by an online publication, KnowledgeBase (https://www.nasdtec.net/page/ AdditionalMaps?\&hhsearchterms=\%22knowledgebase\%22). KnowledgeBase is an expanded version of the Manual and is recognized as a comprehensive source of state-by-state information pertaining to the preparation, certification, and fitness of teachers and other school personnel in the United States and Canada.

Further information on KnowledgeBase may be obtained from

Phillip S. Rogers
Executive Director
NASDTEC
1629 K Street NW
Suite 300
Washington, DC 20006
philrogers@nasdtec.com
https://www.nasdtec.net/default.aspx

## National Catholic Educational Association

## The United States Catholic Elementary and Secondary Schools

The National Catholic Educational Association (NCEA) has been providing leadership and service to Catholic education since 1904. NCEA began to publish United States Catholic Elementary and Secondary Schools: Annual Statistical Report on Schools, Enrollment and Staffing in 1970 in order to fill a need for educational data on the private sector. The report is based on data gathered by all of the archdiocesan and diocesan offices of education in the United States. These data enable NCEA to present information on school enrollment patterns, regional geographic trends, types and locations of schools, student and staffing demographic characteristics, and student participation in selected education programs.

Further information on United States Catholic Elementary and Secondary Schools: Annual Statistical Report on Schools, Enrollment, and Staffing may be obtained from

Sister Dale McDonald, PBVM
National Catholic Educational Association
1005 North Glebe Road
Suite 525
Arlington, VA 22201
mcdonald@ncea.org
https://www.ncea.org/

## National Education Association

## Estimates of School Statistics

The National Education Association (NEA) publishes Estimates of School Statistics annually as part of the report Rankings of the States \& Estimates of School Statistics. Estimates of School Statistics presents projections of public school enrollment, employment and personnel compensation, and finances, as reported by individual state departments of education. The state-level data in these estimates allow broad assessments of trends in the above areas. These data should be looked at with the understanding that the state-level data do not necessarily reflect the varying conditions within a state on education issues.

Data in Estimates of School Statistics are provided by state and District of Columbia departments of education and by other, mostly governmental, sources. Surveys are sent to state departments of education requesting estimated data for the current year and revisions to 4 years of historical data, as necessary. NEA submits current-year estimates of education statistics to each state's department of education for verification or revision each year. Estimates are also generated using regression analyses; these regressiongenerated figures are only used in the report in cases where a state does not provide current data.

Further information on Estimates of School Statistics may be obtained from

NEA Rankings \& Estimates Team—NEA Research
1201 16th Street NW
Washington, DC 20036
http://www.nea.org

## Organization for Economic Cooperation and Development

The Organization for Economic Cooperation and Development (OECD) publishes analyses of national policies and survey data in education, training, and economics in OECD and partner countries. Newer studies include student survey data on financial literacy and on digital literacy.

## Education at a Glance

To highlight current education issues and create a set of comparative education indicators that represent key features of education systems, OECD initiated the Indicators of Education Systems (INES) project and charged the Centre for Educational Research and Innovation (CERI) with developing the cross-national indicators for it. The development of these indicators involved representatives of the OECD countries and the OECD Secretariat. Improvements in data quality and comparability among OECD countries have resulted from the country-tocountry interaction sponsored through the INES project. The most recent publication in this series is Education at a Glance 2020: OECD Indicators.

Education at a Glance 2020 features data on the 37 OECD countries (Australia, Austria, Belgium, Canada, Chile, Colombia, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, the Republic of Korea, Latvia, Lithuania, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States) and a number of partner countries, including Argentina, Brazil, China, Costa Rica, India, Indonesia, the Russian Federation, Saudi Arabia, and South Africa.

The OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications (https://www.oecd.org/publications/oecd-handbook-for-internationally-comparative-education-statistics-9789264279889-en.htm) provides countries with specific guidance on how to prepare information for OECD education surveys; facilitates countries’ understanding of OECD indicators and their use in policy analysis; and provides a reference for collecting and assimilating educational data. Chapter 6 of the OECD Handbook for Internationally Comparative Education Statistics contains a discussion of data quality issues. Users should examine footnotes carefully to recognize some of the data limitations.

Further information on international education statistics may be obtained from

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## Online Education Database (OECD.Stat)

The statistical online platform of the OECD, OECD.Stat, allows users to access OECD's databases for OECD member countries and selected nonmember economies. A user can build tables using selected variables and customizable table layouts, extract and download data, and view metadata on methodology and sources.

Data for educational attainment in this report are pulled directly from OECD.Stat. (Information on these data can be found in chapter A, indicator A1, of annex 3 in Education at a Glance 2019 and accessed at https://read.oecd-ilibrary. org/education/education-at-a-glance-2019_d138983den\#page1.) However, to support statistical testing for NCES publications, standard errors for some countries had to be estimated and therefore may not be included on OECD. Stat. Standard errors for 2017 and 2018 for Poland, Turkey, and the Republic of Korea; for 2017 for the Netherlands and Slovenia; and for the 2017 and 2018 postsecondary data for Japan were estimated by NCES using a simple random sample assumption. These standard errors are likely to be lower than standard errors that take into account complex sample designs. Lastly, NCES estimated the standard errors for the OECD average using the sum of squares technique.

OECD.Stat can be accessed at https://stats.oecd.org/. A user's guide for OECD.Stat can be accessed at https://stats. oecd.org/Content/themes/OECD/static/help/WBOS\  User\%20Guide\%20(EN).pdf.

## Program for International Student Assessment

The Program for International Student Assessment (PISA) is a system of international assessments organized by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries, that focuses on 15 -year-olds' capabilities in reading literacy, mathematics literacy, and science literacy. PISA also includes measures of general, or cross-curricular, competencies such as learning strategies. PISA emphasizes functional skills that students have acquired as they near the end of compulsory schooling.

PISA is a 2-hour exam. Assessment items include a combination of multiple-choice questions and open-ended questions that require students to develop their own response. PISA scores are reported on a scale that ranges from 0 to 1,000 , with the OECD mean set at 500 and a standard deviation set at 100 . In each education system, the assessment is translated into the primary language of instruction; in the United States, all materials are written in English.

Forty-three education systems participated in the 2000 PISA; 41 education systems participated in 2003; 57 ( 30 OECD member countries and 27 nonmember countries or education systems) participated in 2006; and 65 (34 OECD member countries and 31 nonmember countries or education systems) participated in 2009. (An additional nine education systems administered the 2009 PISA in 2010.) In PISA 2012, 65 education systems (34 OECD member countries and 31 nonmember countries or education systems), as well as the states of Connecticut, Florida, and Massachusetts, participated. In the 2015 PISA, 70 education systems ( 35 OECD member countries and 35 nonmember countries or education systems), as well as the states of Massachusetts and North Carolina and the territory of Puerto Rico, participated. In PISA 2018, 79 education systems ( 37 OECD member countries and 42 nonmember countries or education systems) participated.

To implement PISA, each of the participating education systems scientifically draws a nationally representative sample of 15 -year-olds, regardless of grade level. In the 2018 PISA, there were 162 participating schools and 4,811 participating students. The overall weighted school response rate was 76 percent, and the overall weighted student response rate was 85 percent.

The intent of PISA reporting is to provide an overall description of performance in reading literacy, mathematics literacy, and science literacy every 3 years, and to provide a more detailed look at each domain in the years when it is the major focus. These cycles will allow education systems to compare changes in trends for each of the three subject areas over time. In the first cycle, PISA 2000, reading literacy was the major focus, occupying roughly two-thirds of assessment time. For 2003, PISA focused on mathematics literacy as well as the ability of students to solve problems in real-life settings. In 2006, PISA focused on science literacy; in 2009, it focused on reading literacy again; and in 2012, it focused on mathematics literacy. PISA 2015 focused on science, as it did in 2006. PISA 2018 focused on reading, as it did in 2009; it also offered an optional assessment of financial literacy, administered by the United States.

Further information on PISA may be obtained from

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## Program for the International Assessment of Adult Competencies

The Program for the International Assessment of Adult Competencies (PIAAC) is a cyclical, large-scale study that aims to assess and compare the broad range of basic skills and competencies of adults around the world. Developed under the auspices of the Organization for Economic Cooperation and Development (OECD), it is the most comprehensive international survey of adult skills ever undertaken. Adults were surveyed in 24 participating countries in 2012 and in an additional 9 countries in 2014.

PIAAC focuses on what are deemed basic cognitive and workplace skills necessary to adults' successful participation in 21st-century society and in the global economy. Skills assessed include literacy, numeracy, problem solving in technology-rich environments, and basic reading skills. PIAAC measures the relationships between these skills and other characteristics such as individuals' educational background, workplace experiences, and occupational attainment. PIAAC was administered on laptop computers or in paper-and-pencil format. In the United States, the background questionnaire was administered in both English and Spanish, and the cognitive assessment was administered only in English.

The 2012 PIAAC assessment for the United States included a nationally representative probability sample of households. This household sample was selected on the basis of a four-stage, stratified area sample: (1) primary sampling units (PSUs) consisting of counties or groups of contiguous counties; (2) secondary sampling units (referred to as segments) consisting of area blocks; (3) housing units containing households; and (4) eligible persons within households. Person-level data were collected through a screener, a background questionnaire, and the assessment.

Based on the screener data, 6,100 U.S. respondents ages 16 to 65 were selected to complete the 2012 background questionnaire and the assessment; 4,898 actually completed the background questionnaire. Of the 1,202 respondents who did not complete the background questionnaire, 112 were unable to do so because of a literacy-related barriereither the inability to communicate in English or Spanish or a mental disability. Twenty others were unable to complete the questionnaire due to technical problems. The final response rate for the background questionnaire, which included respondents who completed it and respondents who were unable to complete it because of a language problem or mental disability, was 82.2 percent weighted. The overall person-weighted response rate for the household sample-the product of the component response rateswas 70.3 percent.

The 2014 PIAAC supplement repeated the 2012 administration of PIAAC to an additional sample of U.S. adults in
order to enhance the 2012 sample. It included a sample of participants from different households in the PSUs from the 2012 sample.

In the U.S. PIAAC 2017 assessment, the sample design had two core objectives: (i) to ensure a nationally representative sample of the U.S. adult population 16 to 74 years old, and (ii) to have coverage of different types of counties that would be sufficient, when combined with previous samples, to produce indirect small area countylevel estimates and state-level estimates. This was accomplished through a four-stage area sample, consisting of 80 primary sampling units, 698 secondary sampling units, 8,576 dwelling units, and 4,769 sampled persons, resulting in 3,660 respondents to the survey. The final response rate for the background questionnaire was 76.3 percent weighted. The overall person-weighted response rate for the household sample was 56.0 percent.

Key to PIAAC's value is its collaborative and international nature. In the United States, NCES has consulted extensively with the Department of Labor in the development of the survey, and staff from both agencies are co-representatives of the United States in PIAAC's international governing body. Internationally, PIAAC has been developed through the collaboration of OECD staff and participating countries' representatives from their ministries or departments of education and labor. Through this cooperative effort, all participating countries follow the quality assurance guidelines set by the OECD consortium and closely follow all agreed-upon standards set for survey design, assessment implementation, and reporting of results.

Further information on PIAAC may be obtained from

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https://www.oecd.org/skills/piaac/

## United Nations Educational, Scientific, and Cultural Organization

## Statistical Yearbook and Global Education Digest

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) conducts annual surveys of education statistics of its member countries. Data from official surveys are supplemented by information obtained by UNESCO through other publications and sources. Each year, more than 200 countries reply to the UNESCO surveys. In some cases, estimates are made by UNESCO for particular items, such as world and continent totals. While great efforts are made to make them as comparable as possible, the data still reflect the vast differences among the countries of the world in the structure of education. While there is some agreement about the reporting of primary and secondary data, tertiary-level data (i.e., postsecondary education data) present numerous substantive problems. Some countries report only university enrollment, while other countries report all postsecondary enrollment, including enrollment in vocational and technical schools and correspondence programs. A very high proportion of some countries' tertiary-level students attend institutions in other countries. The member countries that provide data to UNESCO are responsible for their validity. Thus, data for particular countries are subject to nonsampling error as well as possible sampling error. Users should examine footnotes carefully to recognize some of the data limitations. UNESCO publishes the data in reports such as the Statistical Yearbook and the Global Education Digest.

Further information on the Statistical Yearbook and the Global Education Digest may be obtained from

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http://uis.unesco.org/
https://en.unesco.org/
http://www.ungei.org/resources/1612_2645.html

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## APPENDIX B

Definitions

Academic support This category of college expenditures includes expenditures for support services that are an integral part of the institution's primary missions of instruction, research, or public service. It also includes expenditures for libraries, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development.

Achievement gap See Gap.
Achievement levels, NAEP Specific achievement levels for each subject area and grade to provide a context for interpreting student performance. At this time they are being used on a trial basis.

NAEP Basic-denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.
NAEP Proficient-represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
NAEP Advanced - signifies superior performance.
Achievement test An examination that measures the extent to which a person has acquired certain information or mastered certain skills, usually as a result of specific instruction.

ACT The ACT (formerly the American College Testing Program) assessment program measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social studies. Student performance on the tests does not reflect innate ability and is influenced by a student's educational preparedness.

Adjusted Cohort Graduation Rate (ACGR) The number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die.

Administrative support staff Staff whose activities are concerned with support of teaching and administrative duties of the office of the principal or department chairpersons, including clerical staff and secretaries.

Advanced Placement (AP) A program of tertiary-level courses and examinations, taught by specially qualified teachers, that provides opportunities for secondary school students to earn undergraduate credits for university courses. The schools and teachers offering AP programs must meet College Board requirements and are monitored by the College Board.

Agriculture Courses designed to improve competencies in agricultural occupations. Included is the study of agricultural production, supplies, mechanization and products, agricultural science, forestry, and related services.

Alternative school A public elementary/secondary school that serves students whose needs cannot be met in a regular, special education, or vocational school; may provide nontraditional education; and may serve as an adjunct to a regular school. Although alternative schools fall outside the categories of regular, special education, and vocational education, they may provide similar services or curriculum. Some examples of alternative schools are schools for potential dropouts; residential treatment centers for substance abuse (if they provide elementary or secondary education); schools for chronic truants; and schools for students with behavioral problems.

Appropriation (federal funds) Budget authority provided through the congressional appropriation process that permits federal agencies to incur obligations and to make payments.

Appropriation (institutional revenues) An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Associate's degree A degree granted for the successful completion of a sub-baccalaureate program of studies, usually requiring at least 2 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Autism See Disabilities, children with.

Autocorrelation Correlation of the error terms from different observations of the same variable. Also called Serial correlation.

Auxiliary enterprises This category includes those essentially self-supporting operations which exist to furnish a service to students, faculty, or staff, and which charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are residence halls, food services, college stores, and intercollegiate athletics.

Average daily attendance (ADA) The aggregate attendance of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered days in session.

Average daily membership (ADM) The aggregate membership of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. The ADM for groups of schools having varying lengths of terms is the average of the ADMs obtained for the individual schools. Membership includes all pupils who are enrolled, even if they do not actually attend.

Averaged freshman graduation rate (AFGR) A measure of the percentage of the incoming high school freshman class that graduates 4 years later. It is calculated by taking the number of graduates with a regular diploma and dividing that number by the estimated count of incoming freshman 4 years earlier, as reported through the NCES Common Core of Data (CCD). The estimated count of incoming freshman is the sum of the number of 8th-graders 5 years earlier, the number of 9 th-graders 4 years earlier (when current seniors were freshman), and the number of 10 th-graders 3 years earlier, divided by 3 . The purpose of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year. Ungraded students are allocated to individual grades proportional to each state's enrollment in those grades. The AFGR treats students who transfer out of a school or district in the same way as it treats students from that school or district who drop out.

Bachelor's degree A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time collegelevel study. This includes degrees granted in a cooperative or work-study program.

Books Nonperiodical printed publications bound in hard or soft covers, or in loose-leaf format, of at least 49 pages, exclusive of the cover pages; juvenile nonperiodical publications of any length found in hard or soft covers.

Breusch-Godfrey serial correlation LM test A statistic testing the independence of errors in least-squares regression against alternatives of first-order and higher degrees of serial correlation. The test belongs to a class of asymptotic tests known as the Lagrange multiplier (LM) tests.

Budget authority (BA) Authority provided by law to enter into obligations that will result in immediate or future outlays. It may be classified by the period of availability (1-year, multiple-year, no-year), by the timing of congressional action (current or permanent), or by the manner of determining the amount available (definite or indefinite).

Business Program of instruction that prepares individuals for a variety of activities in planning, organizing, directing, and controlling business office systems and procedures.

Capital outlay Funds for the acquisition of land and buildings; building construction, remodeling, and additions; the initial installation or extension of service systems and other built-in equipment; and site improvement. The category also encompasses architectural and engineering services, including the development of blueprints.

Career/technical education (CTE) In high school, encompasses occupational education, which teaches skills required in specific occupations or occupational clusters, as well as nonoccupational CTE, which includes family and consumer sciences education (i.e., courses that prepare students for roles outside the paid labor market) and general labor market preparation (i.e., courses that teach general employment skills such as word processing and introductory technology skills).

Carnegie unit The number of credits a secondary student received for a course taken every day, one period per day, for a full year; a factor used to standardize all credits indicated on secondary school transcripts across studies.

Catholic school A private school over which a Roman Catholic church group exercises some control or provides some form of subsidy. Catholic schools for the most part include those operated or supported by a parish, a group of parishes, a diocese, or a Catholic religious order.

Central cities The largest cities, with 50,000 or more inhabitants, in a Metropolitan Statistical Area (MSA). Additional cities within the metropolitan area can also be classified as "central cities" if they meet certain employment, population, and employment/residence ratio requirements.

Certificate A formal award certifying the satisfactory completion of a postsecondary education program. Certificates can be awarded at any level of postsecondary education and include awards below the associate's degree level.

Charter school See Public charter school.

## City location See Locale codes.

Class size The membership of a class at a given date.
Classification of Instructional Programs (CIP) The CIP is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs. It was developed to facilitate NCES's collection and reporting of postsecondary degree completions by major field of study using standard classifications that capture the majority of reportable program activity. It was originally published in 1980 and was revised in 1985, 1990, 2000, and 2010.

Classification of Secondary School Courses (CSSC) A modification of the Classification of Instructional Programs used for classifying high school courses. The CSSC contains over 2,200 course codes that help compare the thousands of high school transcripts collected from different schools.

Classroom teacher A staff member assigned the professional activities of instructing pupils in self-contained classes or courses, or in classroom situations; usually expressed in full-time equivalents.

Coefficient of variation (CV) Represents the ratio of the standard error to the estimate. For example, a CV of 30 percent indicates that the standard error of the estimate is equal to 30 percent of the estimate's value. The CV is used to compare the amount of variation relative to the magnitude of the estimate. A CV of 30 percent or greater indicates that an estimate should be interpreted with caution. A CV of 50 percent or greater should result in the estimate being suppressed. For a discussion of standard errors, see Appendix A: Guide to Sources.

Cohort A group of individuals who have a statistical factor in common, for example, year of birth.

Cohort-component method A method for estimating and projecting a population that is distinguished by its ability to preserve knowledge of an age distribution of a population (which may be of a single sex, race, and Hispanic origin) over time.

College A postsecondary school that offers general or liberal arts education, usually leading to an associate's, bachelor's, master's, or doctor's degree. Junior colleges and community colleges are included under this terminology.

Combined school A school that encompasses instruction at both the elementary and the secondary levels; includes schools starting with grade 6 or below and ending with grade 9 or above.

Combined school (2007-08 and 2011-12 Schools and Staffing Survey; 2015-16 and 2017-18 National Teacher and Principal Survey) A school with at least one grade
lower than 7 and at least one grade higher than 8 ; schools with only ungraded classes are included with combined schools.

Combined Statistical Area (CSA) A combination of Core Based Statistical Areas (see below), each of which contains a core with a substantial population nucleus as well as adjacent communities having a high degree of economic and social integration with that core. A CSA is a region with social and economic ties as measured by commuting, but at lower levels than are found within each component area. CSAs represent larger regions that reflect broader social and economic interactions, such as wholesaling, commodity distribution, and weekend recreation activities.

Computer science A group of instructional programs that describes computer and information sciences, including computer programming, data processing, and information systems.

Constant dollars Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow direct comparison across years.

Consumer Price Index (CPI) This price index measures the average change in the cost of a fixed market basket of goods and services purchased by consumers. Indexes vary for specific areas or regions, periods of time, major groups of consumer expenditures, and population groups. The CPI reflects spending patterns for two population groups: (1) all urban consumers and urban wage earners and (2) clerical workers. CPIs are calculated for both the calendar year and the school year using the U.S. All Items CPI for All Urban Consumers (CPI-U). The calendar year CPI is the same as the annual CPI-U. The school year CPI is calculated by adding the monthly CPI-U figures, beginning with July of the first year and ending with June of the following year, and then dividing that figure by 12 .

Consumption That portion of income that is spent on the purchase of goods and services rather than being saved.

Control of institutions A classification of institutions of elementary/secondary or postsecondary education by whether the institution is operated by publicly elected or appointed officials and derives its primary support from public funds (public control) or is operated by privately elected or appointed officials and derives its major source of funds from private sources (private control).

Core Based Statistical Area (CBSA) A population nucleus and the nearby communities having a high degree of economic and social integration with that nucleus. Each CBSA includes at least one urban area of 10,000 or more
people and one or more counties. In addition to a "central county" (or counties), additional "outlying counties" are included in the CBSA if they meet specified requirements of commuting to or from the central counties.

Credit The unit of value, awarded for the successful completion of certain courses, intended to indicate the quantity of course instruction in relation to the total requirements for a diploma, certificate, or degree. Credits are frequently expressed in terms such as "Carnegie units," "semester credit hours," and "quarter credit hours."

Current dollars Dollar amounts that have not been adjusted to compensate for inflation.

Current expenditures (elementary/secondary) The expenditures for operating local public schools, excluding capital outlay and interest on school debt. These expenditures include such items as salaries for school personnel, benefits, student transportation, school books and materials, and energy costs. Beginning in 1980-81, expenditures for state administration are excluded.

Instruction expenditures Includes expenditures for activities related to the interaction between teacher and students. Includes salaries and benefits for teachers and instructional aides, textbooks, supplies, and purchased services such as instruction via television, webinars, and other online instruction. Also included are tuition expenditures to other local education agencies.

Administration expenditures Includes expenditures for school administration (i.e., the office of the principal, full-time department chairpersons, and graduation expenses), general administration (the superintendent and board of education and their immediate staff), and other support services expenditures.

Transportation Includes expenditures for vehicle operation, monitoring, and vehicle servicing and maintenance.

Food services Includes all expenditures associated with providing food to students and staff in a school or school district. The services include preparing and serving regular and incidental meals or snacks in connection with school activities, as well as the delivery of food to schools.

Enterprise operations Includes expenditures for activities that are financed, at least in part, by user charges, similar to a private business. These include operations funded by sales of products or services, together with amounts for direct program support made by state education agencies for local school districts.

Current expenditures per pupil in average daily attendance Current expenditures for the regular school term divided by the average daily attendance of full-time pupils (or full-time equivalency of pupils) during the term. See also Current expenditures and Average daily attendance.

Current-fund expenditures (postsecondary education) Money spent to meet current operating costs, including salaries, wages, utilities, student services, public services, research libraries, scholarships and fellowships, auxiliary enterprises, hospitals, and independent operations; excludes loans, capital expenditures, and investments.

Current-fund revenues (postsecondary education) Money received during the current fiscal year from revenue that can be used to pay obligations currently due, and surpluses reappropriated for the current.

Deaf-blindness See Disabilities, children with.
Default rate The percentage of loans that are in delinquency and have not been repaid according to the terms of the loan. According to the federal government, a federal student loan is in default if there has been no payment on the loan in 270 days. The U.S. Department of Education calculates a 3-year cohort default rate, which is the percentage of students who entered repayment in a given fiscal year (from October 1 to September 30) and then defaulted within the following 2 fiscal years. For example, the 3-year cohort default rate for fiscal year (FY) 2009 is the percentage of borrowers who entered repayment during FY 2009 (any time from October 1, 2008, through September 30, 2009) and who defaulted by the end of FY 2011 (September 30, 2011).

Degree An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies. Refers specifically to associate's or higher degrees conferred by degree-granting institutions. See also Associate's degree, Bachelor's degree, Master's degree, and Doctor's degree.

Degree/certificate-seeking student A student enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award. High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking. See also Degree and Certificate.

Degree-granting institutions Postsecondary institutions that are eligible for Title IV federal financial aid programs and grant an associate's or higher degree. For an institution to be eligible to participate in Title IV financial aid programs, it must offer a program of at least 300 clock hours in length, have accreditation recognized by the U.S. Department of Education, have been in business for at least 2 years, and have signed a participation agreement with the Department.

Degrees of freedom The number of free or linearly independent sample observations used in the calculation of a statistic. In a time series regression with t time periods and $k$ independent variables including a constant term, there would be t minus $k$ degrees of freedom.

Department of Defense (DoD) dependents schools Schools that are operated by the Department of Defense Education Activity (a civilian agency of the U.S. Department of Defense) and provide comprehensive prekindergarten through 12th-grade educational programs on military installations both within the United States and overseas.

Dependency status A designation of whether postsecondary students are financially dependent on their parents or financially independent of their parents. Undergraduates are assumed to be dependent unless they meet one of the following criteria: are age 24 or older, are married or have legal dependents other than a spouse, are veterans, are orphans or wards of the court, or provide documentation that they self-supporting.

Dependent variable A mathematical variable whose value is determined by that of one or more other variables in a function. In regression analysis, when a random variable, $y$, is expressed as a function of variables $x 1, x 2, \ldots x k$, plus a stochastic term, then $y$ is known as the "dependent variable."

Developmental delay See Disabilities, children with.
Direct Loan Program The William D. Ford Federal Direct Loan (Direct Loan) Program, established in 2010, is the largest federal student loan program. Direct Loans can be awarded to undergraduate students, with either the interest subsidized (based on need) or unsubsidized; to parents of undergraduate students; or to graduate students. The U.S. Department of Education is the lender for these loans.

Disabilities, children with Those children evaluated as having any of the following impairments and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. There are local variations in the determination of disability conditions, and not all states use all reporting categories.

Autism Having a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 , that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. A child is not considered autistic if the child's educational performance is adversely affected primarily because of an emotional disturbance.

Deaf-blindness Having concomitant hearing and visual impairments that cause such severe communication and other developmental and educational problems that the student cannot be accommodated in special education programs solely for deaf or blind students.

Developmental delay Having developmental delays, as defined at the state level, and as measured by appropriate diagnostic instruments and procedures in one or more of the following cognitive areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. Applies only to 3 - through 9 -year-old children.

Emotional disturbance Exhibiting one or more of the following characteristics over a long period of time, to a marked degree, and adversely affecting educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. This term does not include children who are socially maladjusted, unless they also display one or more of the listed characteristics.

Hearing impairment Having a hearing impairment, whether permanent or fluctuating, that adversely affects the student's educational performance. Also reported in this category is deafness, a hearing impairment so severe that the student is impaired in processing linguistic information through hearing (with or without amplification).

Intellectual disability Having significantly subaverage general intellectual functioning, existing concurrently with defects in adaptive behavior and manifested during the developmental period, that adversely affects the child's educational performance.

Multiple disabilities Having concomitant impairments (such as intellectually disabled-blind, intellectually disabled-orthopedically impaired, etc.), the combination of which causes such severe educational problems that the student cannot be accommodated in special education programs solely for one of the impairments. This term does not include deaf-blind students.

Orthopedic impairment Having a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairment resulting from congenital anomaly, disease, or other causes.

Other health impairment Having limited strength, vitality, or alertness due to chronic or acute health prob-lems-such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes-that adversely affect the student's educational performance.

Specific learning disability Having a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical
calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, motor, or intellectual disabilities, or of environmental, cultural, or economic disadvantage.

Speech or language impairment Having a communication disorder, such as stuttering, impaired articulation, language impairment, or voice impairment, that adversely affects the student's educational performance.

Traumatic brain injury Having an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects the student's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Visual impairment Having a visual impairment that, even with correction, adversely affects the student's educational performance. The term includes partially seeing and blind children.

Discipline divisions Degree programs that include breakouts to the 6-digit level of the Classification of Instructional Programs (CIP). See also Fields of study.

Disposable personal income Current income received by people less their contributions for social insurance, personal tax, and nontax payments. It is the income available to people for spending and saving. Nontax payments include passport fees, fines and penalties, donations, and tuitions and fees paid to schools and hospitals operated mainly by the government. See also Personal income.

Distance education Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, and satellite or wireless communication devices; audio conferencing; and DVDs and CD-ROMs, if used in a course in conjunction with the technologies listed above.

Doctor's degree (also referred to as doctoral degree) The highest award a student can earn for graduate study. Includes such degrees as the Doctor of Education (Ed.D.); Doctor of Juridical Science (S.J.D.); Doctor of Public Health (Dr.P.H.);
and Doctor of Philosophy (Ph.D.) in any field, such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. The doctor's degree classification encompasses three main subcatego-ries-research/scholarship degrees, professional practice degrees, and other degrees-which are described below.

Doctor's degree—research/scholarship A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Examples of this type of degree may include the following and others, as designated by the awarding institution: the Ed.D. (in education), D.M.A. (in musical arts), D.B.A. (in business administration), D.Sc. (in science), D.A. (in arts), or D.M (in medicine).

Doctor's degree—professional practice A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both preprofessional and professional preparation, equals at least 6 full-time-equivalent academic years. Some doctor's degrees of this type were formerly classified as firstprofessional degrees. Examples of this type of degree may include the following and others, as designated by the awarding institution: the D.C. or D.C.M. (in chiropractic); D.D.S. or D.M.D. (in dentistry); L.L.B. or J.D. (in law); M.D. (in medicine); O.D. (in optometry); D.O. (in osteopathic medicine); Pharm.D. (in pharmacy); D.P.M., Pod.D., or D.P. (in podiatry); or D.V.M. (in veterinary medicine).

Doctor's degree—other A doctor's degree that does not meet the definition of either a doctor's degree-research/ scholarship or a doctor's degree-professional practice.

Double exponential smoothing A method that takes a single smoothed average component of demand and smoothes it a second time to allow for estimation of a trend effect.

Dropout The term is used to describe both the event of leaving school before completing high school and the status of an individual who is not in school and who is not a high school completer. High school completers include both graduates of school programs as well as those completing high school through equivalency programs such as the GED program. Transferring from a public school to a private school, for example, is not regarded as a dropout event. A person who drops out of school may later return and graduate but is called a "dropout" at the time he or she leaves school. Measures to describe these behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate.

Durbin-Watson statistic A statistic testing the independence of errors in least squares regression against the alternative of first-order serial correlation. The statistic is a simple linear transformation of the first-order serial correlation of residuals and, although its distribution is unknown, it is tested by bounding statistics that follow R. L. Anderson's distribution.

Early childhood school Early childhood program schools serve students in prekindergarten, kindergarten, transitional (or readiness) kindergarten, and/or transitional first (or prefirst) grade.

Econometrics The quantitative examination of economic trends and relationships using statistical techniques, and the development, examination, and refinement of those techniques.

Education specialist/professional diploma A certificate of advanced graduate studies that advance educators in their instructional and leadership skills beyond a master's degree level of competence.

Educational and general expenditures The sum of current funds expenditures on instruction, research, public service, academic support, student services, institutional support, operation and maintenance of plant, and awards from restricted and unrestricted funds.

Educational attainment The highest grade of regular school attended and completed.

Educational attainment (Current Population Survey) This measure uses March CPS data to estimate the percentage of civilian, noninstitutionalized people who have achieved certain levels of educational attainment. Estimates of educational attainment do not differentiate between those who graduated from public schools, those who graduated from private schools, and those who earned a GED; these estimates also include individuals who earned their credential or completed their highest level of education outside of the United States.

1972-1991 During this period, an individual's educational attainment was considered to be his or her last fully completed year of school. Individuals who completed 12 years of schooling were deemed to be high school graduates, as were those who began but did not complete the first year of college. Respondents who completed 16 or more years of schooling were counted as college graduates.

1992-present Beginning in 1992, CPS asked respondents to report their highest level of school completed or their highest degree received. This change means that some data collected before 1992 are not strictly comparable with data collected from 1992 onward and that care
must be taken when making comparisons across years. The revised survey question emphasizes credentials received rather than the last grade level attended or completed. The new categories include the following:

- High school graduate, high school diploma, or the equivalent (e.g., GED)
- Some college but no degree
- Associate's degree in college, occupational/vocational program
- Associate's degree in college, academic program (e.g., A.A., A.S., A.A.S.)
- Bachelor's degree (e.g., B.A., A.B., B.S.)
- Master's degree (e.g., M.A., M.S., M.Eng., M.Ed., M.S.W., M.B.A.)
- Professional school degree (e.g., M.D., D.D.S., D.V.M., LL.B., J.D.)
- Doctor's degree (e.g., Ph.D., Ed.D.)

Elementary education/programs Learning experiences concerned with the knowledge, skills, appreciations, attitudes, and behavioral characteristics that are considered to be needed by all pupils in terms of their awareness of life within our culture and the world of work, and that normally may be achieved during the elementary school years (usually kindergarten through grade 8 or kindergarten through grade 6), as defined by applicable state laws and regulations.

Elementary school A school classified as elementary by state and local practice and composed of any span of grades not above grade 8 .

Elementary/secondary school Includes only schools that are part of state and local school systems, and also most nonprofit private elementary/secondary schools, both religiously affiliated and nonsectarian. Includes regular, alternative, vocational, and special education schools. U.S. totals exclude federal schools for American Indians, and federal schools on military posts and other federal installations.

Emotional disturbance See Disabilities, children with.

## Employees in degree-granting institutions Persons

 employed by degree-granting institutions, who are classified into the following occupational categories in this publication:Executive/administrative/managerial staff Employees whose assignments require management of the institution or of a customarily recognized department or subdivision thereof. These employees perform work that is directly related to management policies or general business operations and that requires them to exercise discretion and independent judgment.

Faculty (instruction/research/public service) Employees whose principal activities are for the purpose of providing instruction or teaching, research, or public service. These employees may hold such titles as professor, associate professor, assistant professor, instructor, or lecturer. Graduate assistants are not included in this category. The aggregated "faculty (instruction/research/public service)" category includes faculty reported in four separate Integrated Postsecondary Education System (IPEDS) occupational categories: "primarily instruction," "research," "public service," and "instruction combined with research and/or public service." These categories are based on the types of assignments that employees formally spend the majority of their time doing. "Instruction combined with research and/or public service" includes those who provide instruction but "for whom it is not possible to differentiate between instruction or teaching, research, and public service because each of these functions is an integral component of their regular assignment." For purposes of presentation in the Digest of Education Statistics, "instruction" faculty include those reported in the "instruction combined with research and/or public service" category as well as those reported in the "primarily instruction" category.

Graduate assistants Graduate-level students who are employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research.

Nonprofessional staff Employees whose primary activities can be classified as one of the following: technical and paraprofessional work (which generally requires less formal training and experience than required for professional status); clerical and secretarial work; skilled crafts work; or service/maintenance work.

Other professional staff Employees who perform academic support, student service, and institutional support and who need either a degree at the bachelor's or higher level or experience of such kind and amount as to provide a comparable background.
Professional staff Employees who are classified as executive/administrative/managerial staff, faculty, graduate assistants, or other professional staff.

Employment Includes civilian, noninstitutional people who (1) worked during any part of the survey week as paid employees; worked in their own business, profession, or farm; or worked 15 hours or more as unpaid workers in a family-owned enterprise; or (2) were not working but had jobs or businesses from which they were temporarily absent due to illness, bad weather, vacation, labor-management dispute, or personal reasons whether or not they were seeking another job.

Employment (Current Population Survey) According to the October Current Population Survey (CPS), employed persons are persons age 16 or older who, during the reference
week, (1) did any work at all (at least 1 hour) as paid employees or (2) were not working but had jobs or businesses from which they were temporarily absent because of vacation, illness, bad weather, child care problems, maternity or paternity leave, labor-management dispute, job training, or other family or personal reasons, whether or not they were paid for the time off or were seeking other jobs.

Employment status A classification of individuals as employed (either full or part time), unemployed (looking for work or on layoff), or not in the labor force (due to being retired, having unpaid employment, or some other reason).

Endowment A trust fund set aside to provide a perpetual source of revenue from the proceeds of the endowment investments. Endowment funds are often created by donations from benefactors of an institution, who may designate the use of the endowment revenue. Normally, institutions or their representatives manage the investments, but they are not permitted to spend the endowment fund itself, only the proceeds from the investments. Typical uses of endowments would be an endowed chair for a particular department or for a scholarship fund. Endowment totals tabulated in this book also include funds functioning as endowments, such as funds left over from the previous year and placed with the endowment investments by the institution. These funds may be withdrawn by the institution and spent as current funds at any time. Endowments are evaluated by two different measures, book value and market value. Book value is the purchase price of the endowment investment. Market value is the current worth of the endowment investment. Thus, the book value of a stock held in an endowment fund would be the purchase price of the stock. The market value of the stock would be its selling price as of a given day.

Engineering Instructional programs that describe the mathematical and natural science knowledge gained by study, experience, and practice and applied with judgment to develop ways to utilize the materials and forces of nature economically. Includes programs that prepare individuals to support and assist engineers and similar professionals.

English A group of instructional programs that describes the English language arts, including composition, creative writing, and the study of literature.

English language learner (ELL) An individual who, due to any of the reasons listed below, has sufficient difficulty speaking, reading, writing, or understanding the English language to be denied the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in the larger U.S. society. Such an individual (1) was not born in the United States or has a native language other than English; (2) comes from environments where a language other than English is dominant; or (3) is an American Indian or Alaska Native and comes from environments where a language other than English
has had a significant impact on the individual's level of English language proficiency.

Enrollment The total number of students registered in a given school unit at a given time, generally in the fall of a year. At the postsecondary level, separate counts are also available for full-time and part-time students, as well as full-time-equivalent enrollment. See also Full-time enrollment, Full-time-equivalent (FTE) enrollment, and Part-time enrollment.

Estimate A numerical value obtained from a statistical sample and assigned to a population parameter. The particular value yielded by an estimator in a given set of circumstances or the rule by which such particular values are calculated.

Estimating equation An equation involving observed quantities and an unknown that serves to estimate the latter.

Estimation Estimation is concerned with inference about the numerical value of unknown population values from incomplete data, such as a sample. If a single figure is calculated for each unknown parameter, the process is called point estimation. If an interval is calculated within which the parameter is likely, in some sense, to lie, the process is called interval estimation.

## Executive/administrative/managerial staff See Employees in degree-granting institutions.

Expenditures, Total For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt. For degree-granting institutions, these include current outlays plus capital outlays. For government, these include charges net of recoveries and other correcting transactions other than for retirement of debt, investment in securities, extension of credit, or as agency transactions. Government expenditures include only external transactions, such as the provision of perquisites or other payments in kind. Aggregates for groups of governments exclude intergovernmental transactions among the governments.

Expenditures per pupil Charges incurred for a particular period of time divided by a student unit of measure, such as average daily attendance or fall enrollment.

Exponential smoothing A method used in time series analysis to smooth or to predict a series. There are various forms, but all are based on the supposition that more remote history has less importance than more recent history.

Expulsion Removing a student from his or her regular school for an extended length of time or permanently for disciplinary purposes.

Extracurricular activities Activities that are not part of the required curriculum and that take place outside of the regular course of study. They include both school-sponsored (e.g., varsity athletics, drama, and debate clubs) and communitysponsored (e.g., hobby clubs and youth organizations like the Junior Chamber of Commerce or Boy Scouts) activities.

Faculty (instruction/research/public service) See Employees in degree-granting institutions.

Family A group of two or more people (one of whom is the householder) related by birth, marriage, or adoption and residing together. All such people (including related subfamily members) are considered as members of one family.

Family income Includes all monetary income from all sources (including jobs, businesses, interest, rent, and Social Security payments) over a 12 -month period. The income of nonrelatives living in the household is excluded, but the income of all family members age 15 or older (age 14 or older in years prior to 1989), including those temporarily living outside of the household, is included. In the October Current Population Survey, family income is determined from a single question asked of the household respondent.

Federal funds Amounts collected and used by the federal government for the general purposes of the government. The major federal fund is the general fund, which is derived from general taxes and borrowing. Other types of federal fund accounts include special funds (earmarked for a specific purpose other than a business-like activity), public enterprise funds (earmarked for a business-like activity conducted primarily with the public), and intragovernmental funds (earmarked for a business-like activity conducted primarily within the government).

Federal sources (postsecondary degree-granting institutions) Includes federal appropriations, grants, and contracts, and federally funded research and development centers (FFRDCs). Federally subsidized student loans are not included.

Fields of study The primary field of concentration in postsecondary certificates and degrees. In the Integrated Postsecondary Education Data System (IPEDS), refers to degree programs that are broken out only to the 2-digit level of the Classification of Instructional Programs (CIP). See also Discipline divisions.

Financial aid Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid (tuition reimbursement), and other monies (other than from relatives or friends) provided to students to help them meet expenses. Except where designated, includes Title IV subsidized and unsubsidized loans made directly to students.

First-order serial correlation When errors in one time period are correlated directly with errors in the ensuing time period.

First-professional degree NCES no longer uses this classification. Most degrees formerly classified as firstprofessional (such as M.D., D.D.S., Pharm.D., D.V.M., and J.D.) are now classified as doctor's degrees - professional practice. However, master's of divinity degrees are now classified as master's degrees.

First-time student (undergraduate) A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

Fiscal year A period of 12 months for which accounting records are compiled. Institutions and states may designate their own accounting period, though most states use a July 1 through June 30 accounting year. The yearly accounting period for the federal government begins on October 1 and ends on the following September 30. The fiscal year is designated by the calendar year in which it ends; e.g., fiscal year 2006 begins on October 1, 2005, and ends on September 30, 2006. (From fiscal year 1844 to fiscal year 1976, the federal fiscal year began on July 1 and ended on the following June 30.)

Forecast An estimate of the future based on rational study and analysis of available pertinent data, as opposed to subjective prediction.

Forecasting Assessing the magnitude that a quantity will assume at some future point in time, as distinct from "estimation," which attempts to assess the magnitude of an already existent quantity.

Foreign languages A group of instructional programs that describes the structure and use of language that is common or indigenous to people of a given community or nation, geographical area, or set of cultural traditions. Programs cover such features as sound, literature, syntax, phonology, semantics, sentences, prose, and verse, as well as the development of skills and attitudes used in communicating and evaluating thoughts and feelings through oral and written language.

For-profit institution A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Free or reduced-price lunch See National School Lunch Program.

Full-time enrollment The number of students enrolled in postsecondary education courses with total credit load equal
to at least 75 percent of the normal full-time course load. At the undergraduate level, full-time enrollment typically includes students who have a credit load of 12 or more semester or quarter credits. At the postbaccalaureate level, full-time enrollment includes students who typically have a credit load of 9 or more semester or quarter credits, as well as other students who are considered full time by their institutions.

Full-time-equivalent (FTE) enrollment For postsecondary institutions, enrollment of full-time students, plus the fulltime equivalent of part-time students. The full-time equivalent of the part-time students is estimated using different factors depending on the type and control of institution and level of student.

Full-time-equivalent (FTE) staff Full-time staff, plus the full-time equivalent of the part-time staff.

Full-time-equivalent teacher See Instructional staff.
Full-time instructional faculty Those members of the instruction/research staff who are employed full time as defined by the institution, including faculty with released time for research and faculty on sabbatical leave. Full-time counts exclude faculty who are employed to teach less than two semesters, three quarters, two trimesters, or two 4-month sessions; replacements for faculty on sabbatical leave or those on leave without pay; faculty for preclinical and clinical medicine; faculty who are donating their services; faculty who are members of military organizations and paid on a different pay scale than civilian employees; those academic officers whose primary duties are administrative; and graduate students who assist in the instruction of courses.

Full-time worker In educational institutions, an employee whose position requires being on the job on school days throughout the school year for at least the number of hours the schools are in session. For higher education, a member of an educational institution's staff who is employed full time, as defined by the institution.

Function A mathematical correspondence that assigns exactly one element of one set to each element of the same or another set. A variable that depends on and varies with another.

Functional form A mathematical statement of the relationship among the variables in a model.

Gap Occurs when an outcome-for example, average test score or level of educational attainment-is higher for one group than for another group, and the difference between the two groups' outcomes is statistically significant.

GED certificate An award that is received following successful completion of the GED test. The GED programsponsored by the GED Testing Service (a joint venture of the American Council on Education and Pearson)-enables individuals to demonstrate that they have acquired a level of learning comparable to that of high school graduates. See also High school equivalency certificate.

GED program Academic instruction to prepare people to take the high school equivalency examination. Formerly known as the General Educational Development program. See also GED recipient.

GED recipient A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation.

General administration support services Includes salary, benefits, supplies, and contractual fees for boards of education staff and executive administration. Excludes state administration.

General program A program of studies designed to prepare students for the common activities of a citizen, family member, and worker. A general program of studies may include instruction in both academic and vocational areas.

Geographic region One of the four regions of the United States used by the U.S. Census Bureau, as follows:

Northeast<br>Connecticut (CT)<br>Maine (ME)<br>Massachusetts (MA)<br>New Hampshire (NH)<br>New Jersey (NJ)<br>New York (NY)<br>Pennsylvania (PA)<br>Rhode Island (RI)<br>Vermont (VT)

Midwest
Illinois (IL)
Indiana (IN)
Iowa (IA)
Kansas (KS)
Michigan (MI)
Minnesota (MN)
Missouri (MO)
Nebraska (NE)
North Dakota (ND)
Ohio (OH)
South Dakota (SD)
Wisconsin (WI)

South
Alabama (AL)
Arkansas (AR)
Delaware (DE)
District of Columbia (DC)
Florida (FL)
Georgia (GA)
Kentucky (KY)
Louisiana (LA)
Maryland (MD)
Mississippi (MS)
North Carolina (NC)
Oklahoma (OK)
South Carolina (SC)
Tennessee (TN)
Texas (TX)
Virginia (VA)
West Virginia (WV)
Government appropriation An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Government grant or contract Revenues received by a postsecondary institution from a government agency for a specific research project or other program. Examples are research projects, training programs, and student financial assistance.

Graduate An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Graduate assistants See Employees in degree-granting institutions.

Graduate enrollment The number of students who are working toward a master's or doctor's degree and students who are in postbaccalaureate classes but not in degree programs.

Graduate Record Examination (GRE) Multiple-choice examinations administered by the Educational Testing Service and taken by college students who intend to attend certain graduate schools. There are two types of testing available: (1) the general exam which measures critical thinking, analytical writing, verbal reasoning, and quantitative reasoning skills, and (2) the subject test which is offered in eight specific subjects and gauges undergraduate achievement in a specific field. The subject tests are intended for those who have majored in or have extensive background in that specific area.

Graduation Formal recognition given to an individual for the successful completion of a prescribed program of studies.

Gross domestic product (GDP) The total national output of goods and services valued at market prices. GDP can be viewed in terms of expenditure categories that include purchases of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing.

Group quarters Living arrangements where people live or stay in a group situation that is owned or managed by an entity or organization providing housing and/or services for the residents. Group quarters include such places as college residence halls, residential treatment centers, skilled nursing facilities, group homes, military barracks, correctional facilities, and workers' dormitories.

Noninstitutionalized group quarters Include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless.

Institutionalized group quarters Include adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

Handicapped See Disabilities, children with.
Head Start A local public or private nonprofit or for-profit entity authorized by the Department of Health and Human Services' Administration for Children and Families to operate a Head Start program to serve children age 3 to compulsory school age, pursuant to section 641(b) and (d) of the Head Start Act.

Hearing impairment See Disabilities, children with.
High school A secondary school offering the final years of high school work necessary for graduation. A high school is usually either a 3 -year school that includes grades 10,11 , and 12 or a 4 -year school that includes grades $9,10,11$, and 12 .

High school (2007-08 Schools and Staffing Survey) A school with no grade lower than 7 and at least one grade higher than 8.

High school completer An individual who has been awarded a high school diploma or an equivalent credential, including a GED certificate.

High school diploma A formal document regulated by the state certifying the successful completion of a prescribed secondary school program of studies. In some states or communities, high school diplomas are differentiated by type, such as an academic diploma, a general diploma, or a vocational diploma.

High school equivalency certificate A formal document certifying that an individual has met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination and meeting other performance requirements (if any) set by a state education agency or other appropriate body. One particular version of this certificate is the GED test. The GED test is a comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate by achieving satisfactory scores. GEDs are awarded by the states or other agencies, and the test is developed and distributed by the GED Testing Service (a joint venture of the American Council on Education and Pearson).

High school program A program of studies designed to prepare students for employment and postsecondary education. Three types of programs are often distinguishedacademic, vocational, and general. An academic program is designed to prepare students for continued study at a college or university. A vocational program is designed to prepare students for employment in one or more semiskilled, skilled, or technical occupations. A general program is designed to provide students with the understanding and competence to function effectively in a free society and usually represents a mixture of academic and vocational components.

Higher education Study beyond secondary school at an institution that offers programs terminating in an associate's, bachelor's, or higher degree.

Higher education institutions (basic classification and Carnegie classification) See Postsecondary institutions (basic classification by level) and Postsecondary institutions (Carnegie classification of degree-granting institutions).

Higher Education Price Index A price index that measures average changes in the prices of goods and services purchased by colleges and universities through current-fund education and general expenditures (excluding expenditures for sponsored research and auxiliary enterprises).

Historically black colleges and universities Accredited higher education institutions established prior to 1964 with the principal mission of educating Black Americans. Federal regulations (20 USC 1061 (2)) allow for certain exceptions of the founding date.

Hours worked per week According to the October Current Population Survey, the number of hours a respondent worked in all jobs in the week prior to the survey interview.

Household All the people who occupy a housing unit. A house, an apartment, a mobile home, a group of rooms, or a single room is regarded as a housing unit when it is occupied or intended for occupancy as separate living quarters, that is, when the occupants do not live and eat with any other people in the structure, and there is direct access from the outside or through a common hall.

Housing unit A house, an apartment, a mobile home, a group of rooms, or a single room that is occupied as separate living quarters.

Income tax Taxes levied on net income, that is, on gross income less certain deductions permitted by law. These taxes can be levied on individuals or on corporations or unincorporated businesses where the income is taxed distinctly from individual income.

Independent operations A group of self-supporting activities under control of a college or university. For purposes of financial surveys conducted by the National Center for Education Statistics, this category is composed principally of federally funded research and development centers (FFRDC).

Independent variable In regression analysis, a random variable, y , is expressed as a function of variables $x 1, x 2, \ldots x k$, plus a stochastic term; the $x$ 's are known as "independent variables."

## Individuals with Disabilities Education Act (IDEA) IDEA

 is a federal law enacted in 1990 and reauthorized in 1997 and 2004. IDEA requires services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers withdisabilities (birth-age 2) and their families receive early intervention services under IDEA, Part C. Children and youth (ages 3-21) receive special education and related services under IDEA, Part B.

Inflation A rise in the general level of prices of goods and services in an economy over a period of time, which generally corresponds to a decline in the real value of money or a loss of purchasing power. See also Constant dollars and Purchasing Power Parity indexes.

Institutional support The category of higher education expenditures that includes day-to-day operational support for colleges, excluding expenditures for physical plant operations. Examples of institutional support include general administrative services, executive direction and planning, legal and fiscal operations, and community relations.

Instruction (colleges and universities) That functional category including expenditures of the colleges, schools, departments, and other instructional divisions of higher education institutions and expenditures for departmental research and public service that are not separately budgeted; includes expenditures for both credit and noncredit activities. Excludes expenditures for academic administration where the primary function is administration (e.g., academic deans).

Instruction (elementary and secondary) Instruction encompasses all activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. Instruction may be provided through some other approved medium, such as the Internet, television, radio, telephone, and correspondence.

Instructional staff Full-time-equivalent number of positions, not the number of different individuals occupying the positions during the school year. In local schools, includes all public elementary and secondary (junior and senior high) day-school positions that are in the nature of teaching or in the improvement of the teaching-learning situation; includes consultants or supervisors of instruction, principals, teachers, guidance personnel, librarians, psychological personnel, and other instructional staff, and excludes administrative staff, attendance personnel, clerical personnel, and junior college staff.

Instructional support services Includes salary, benefits, supplies, and contractual fees for staff providing instructional improvement, educational media (library and audiovisual), and other instructional support services.

Intellectual disability See Disabilities, children with.
Interest on debt Includes expenditures for long-term debt service interest payments (i.e., those longer than 1 year).

International baccalaureate (IB) A recognized international program of primary, middle, and secondary studies leading to the International Baccalaureate (IB) Diploma. This diploma (or certificate) is recognized in Europe and elsewhere as qualifying holders for direct access to university studies. Schools offering the IB program are approved by the International Baccalaureate Organization (IBO) and their regional office and may use IBO instructional materials, local school materials, or a combination.

International finance data Include data on public and private expenditures for educational institutions. Educational institutions directly provide instructional programs (i.e., teaching) to individuals in an organized group setting or through distance education. Business enterprises or other institutions that provide short-term courses of training or instruction to individuals on a "one-to-one" basis are not included. Where noted, international finance data may also include publicly subsidized spending on education-related purchases, such as school books, living costs, and transportation.

Public expenditures Corresponds to the nonrepayable current and capital expenditures of all levels of the government directly related to education. Expenditures that are not directly related to education (e.g., cultures, sports, youth activities) are, in principle, not included. Expenditures on education by other ministries or equivalent institutions (e.g., Health and Agriculture) are included. Public subsidies for students' living expenses are excluded to ensure international comparability of the data.

Private expenditures Refers to expenditures funded by private sources (i.e., households and other private entities). "Households" means students and their families. "Other private entities" includes private business firms and nonprofit organizations, including religious organizations, charitable organizations, and business and labor associations. Private expenditures are composed of school fees, the cost of materials (such as textbooks and teaching equipment), transportation costs (if organized by the school), the cost of meals (if provided by the school), boarding fees, and expenditures by employers on initial vocational training.

Current expenditures Includes final consumption expenditures (e.g., compensation of employees, consumption of intermediate goods and services, consumption of fixed capital, and military expenditures); property income paid; subsidies; and other current transfers paid.

Capital expenditures Includes spending to acquire and improve fixed capital assets, land, intangible assets, government stocks, and nonmilitary, nonfinancial assets, as well as spending to finance net capital transfers.

International Standard Classification of Education (ISCED) Used to compare educational systems in different countries. ISCED is the standard used by many countries to report education statistics to the United Nations Educational,

Scientific, and Cultural Organization (UNESCO) and the Organization for Economic Cooperation and Development (OECD). ISCED was revised in 2011.

ISCED 2011 ISCED 2011 divides educational systems into the following nine categories, based on eight levels of education.

ISCED Level 0 Education preceding the first level (early childhood education) includes early childhood programs that target children below the age of entry into primary education.

ISCED Level 01 Early childhood educational development programs are generally designed for children younger than 3 years.
ISCED Level 02 Preprimary education preceding the first level usually begins at age 3,4 , or 5 (sometimes earlier) and lasts from 1 to 3 years, when it is provided. In the United States, this level includes nursery school and kindergarten.
ISCED Level 1 Education at the first level (primary or elementary education) usually begins at age 5,6 , or 7 and continues for about 4 to 6 years. For the United States, the first level starts with 1st grade and ends with 6th grade.
ISCED Level 2 Education at the second level (lower secondary education) typically begins at about age 11 or 12 and continues for about 2 to 6 years. For the United States, the second level starts with 7th grade and typically ends with 9th grade. Education at the lower secondary level continues the basic programs of the first level, although teaching is typically more subject focused, often using more specialized teachers who conduct classes in their field of specialization. The main criterion for distinguishing lower secondary education from primary education is whether programs begin to be organized in a more subject-oriented pattern, using more specialized teachers conducting classes in their field of specialization. If there is no clear breakpoint for this organizational change, lower secondary education is considered to begin at the end of 6 years of primary education. In countries with no clear division between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education are counted as lower secondary education.

ISCED Level 3 Education at the third level (upper secondary education) typically begins at age 15 or 16 and lasts for approximately 3 years. In the United States, the third level starts with 10th grade and ends with 12th grade. Upper secondary education is the final stage of secondary education in most OECD countries. Instruction is often organized along subject-matter lines, in contrast to the lower secondary level, and teachers typically must have a
higher-level, or more subject-specific, qualification. There are substantial differences in the typical duration of programs both across and between countries, ranging from 2 to 5 years of schooling. The main criteria for classifications are (1) national boundaries between lower and upper secondary education and (2) admission into educational programs, which usually requires the completion of lower secondary education or a combination of basic education and life experience that demonstrates the ability to handle the subject matter in upper secondary schools. Includes programs designed to review the content of third level programs, such as preparatory courses for tertiary education entrance examinations, and programs leading to a qualification equivalent to upper secondary general education.
ISCED Level 4 Education at the fourth level (postsecondary nontertiary education) straddles the boundary between secondary and postsecondary education. This program of study, which is primarily vocational in nature, is generally taken after the completion of secondary school and typically lasts from 6 months to 2 years. Although the content of these programs may not be significantly more advanced than upper secondary programs, these programs serve to broaden the knowledge of participants who have already gained an upper secondary qualification.
ISCED Level 5 Education at the fifth level (shortcycle tertiary education) is noticeably more complex than in upper secondary programs giving access to this level. Programs at the fifth level typically provide practically based, occupationally specific content and prepare students to enter the labor market. However, the fifth level may also provide a pathway to other tertiary education programs (the sixth or seventh level). Short cycle-tertiary programs last for at least 2 years, and usually for no more than 3. In the United States, this level includes associate's degrees.
ISCED Level 6 Education at the sixth level (bachelor's or equivalent level) is longer and usually more theoretically oriented than programs at the fifth level, but may include practical components. Entry into these programs normally requires the completion of a third or fourth level program. They typically have a duration of 3 to 4 years of full-time study. Programs at the sixth level do not necessarily require the preparation of a substantive thesis or dissertation.
ISCED Level 7 Education at the seventh level (master's or equivalent level) has significantly more complex and specialized content than programs at the sixth level. The content at the seventh level is often designed to provide participants with advanced academic and/or professional knowledge, skills, and competencies, leading to a second degree or
equivalent qualification. Programs at this level may have a substantial research component but do not yet lead to the award of a doctoral qualification. In the United States, this level includes professional degrees such as J.D., M.D., and D.D.S., as well as master's degrees.

ISCED Level8 Education at the eighth level (doctoral or equivalent level) is provided in graduate and professional schools that generally require a university degree or diploma as a minimum condition for admission. Programs at this level lead to the award of an advanced, postgraduate degree, such as a Ph.D. The theoretical duration of these programs is 3 years of full-time enrollment in most countries (for a cumulative total of at least 7 years at the tertiary level), although the length of the actual enrollment is often longer. Programs at this level are devoted to advanced study and original research.

ISCED 1997 ISCED 1997 divides educational systems into the following seven categories, based on six levels of education.

ISCED Level 0 Education preceding the first level (early childhood education) usually begins at age 3, 4, or 5 (sometimes earlier) and lasts from 1 to 3 years, when it is provided. In the United States, this level includes nursery school and kindergarten.
ISCED Level 1 Education at the first level (primary or elementary education) usually begins at age 5,6 , or 7 and continues for about 4 to 6 years. For the United States, the first level starts with 1st grade and ends with 6th grade.
ISCED Level 2 Education at the second level (lower secondary education) typically begins at about age 11 or 12 and continues for about 2 to 6 years. For the United States, the second level starts with 7th grade and typically ends with 9th grade. Education at the lower secondary level continues the basic programs of the first level, although teaching is typically more subject focused, often using more specialized teachers who conduct classes in their field of specialization. The main criterion for distinguishing lower secondary education from primary education is whether programs begin to be organized in a more subjectoriented pattern, using more specialized teachers conducting classes in their field of specialization. If there is no clear breakpoint for this organizational change, lower secondary education is considered to begin at the end of 6 years of primary education. In countries with no clear division between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education are counted as lower secondary education.

ISCED Level 3 Education at the third level (upper secondary education) typically begins at age 15 or 16 and lasts for approximately 3 years. In the United

States, the third level starts with 10th grade and ends with 12th grade. Upper secondary education is the final stage of secondary education in most OECD countries. Instruction is often organized along subjectmatter lines, in contrast to the lower secondary level, and teachers typically must have a higher-level, or more subject-specific, qualification. There are substantial differences in the typical duration of programs both across and between countries, ranging from 2 to 5 years of schooling. The main criteria for classifications are (1) national boundaries between lower and upper secondary education and (2) admission into educational programs, which usually requires the completion of lower secondary education or a combination of basic education and life experience that demonstrates the ability to handle the subject matter in upper secondary schools.
ISCED Level 4 Education at the fourth level (postsecondary nontertiary education) straddles the boundary between secondary and postsecondary education. This program of study, which is primarily vocational in nature, is generally taken after the completion of secondary school and typically lasts from 6 months to 2 years. Although the content of these programs may not be significantly more advanced than upper secondary programs, these programs serve to broaden the knowledge of participants who have already gained an upper secondary qualification.
ISCED Level 5 Education at the fifth level (first stage of tertiary education) includes programs with more advanced content than those offered at the two previous levels. Entry into programs at the fifth level normally requires successful completion of either of the two previous levels.

ISCED Level 5A Tertiary-type A programs provide an education that is largely theoretical and is intended to provide sufficient qualifications for gaining entry into advanced research programs and professions with high skill requirements. Entry into these programs normally requires the successful completion of an upper secondary education; admission is competitive in most cases. The minimum cumulative theoretical duration at this level is 3 years of full-time enrollment. In the United States, tertiary-type A programs include first university programs that last approximately 4 years and lead to the award of a bachelor's degree and second university programs that lead to a master's degree or a first-professional degree such as an M.D., a J.D., or a D.V.M.

ISCED Level 5B Tertiary-type B programs are typically shorter than tertiary-type A programs and focus on practical, technical, or occupational skills for direct entry into the labor market, although they may cover some theoretical foundations in the respective programs. They have a minimum duration
of 2 years of full-time enrollment at the tertiary level. In the United States, such programs are often provided at community colleges and lead to an associate's degree.
ISCED Level 6 Education at the sixth level (advanced research qualification) is provided in graduate and professional schools that generally require a university degree or diploma as a minimum condition for admission. Programs at this level lead to the award of an advanced, postgraduate degree, such as a Ph.D. The theoretical duration of these programs is 3 years of full-time enrollment in most countries (for a cumulative total of at least 7 years at levels five and six), although the length of the actual enrollment is often longer. Programs at this level are devoted to advanced study and original research.

## Interpolation See Linear interpolation.

Junior high school A separately organized and administered secondary school intermediate between the elementary and senior high schools. A junior high school is usually either a 3 -year school that includes grades 7,8 , and 9 or a 2 -year school that includes grades 7 and 8 .

Labor force People employed (either full time or part time) as civilians, unemployed but looking for work, or in the armed services during the survey week. The "civilian labor force" comprises all civilians classified as employed or unemployed. See also Unemployed.
$\boldsymbol{L a g}$ An event occurring at time $\mathrm{t}+\mathrm{k}(\mathrm{k}>0)$ is said to lag behind an event occurring at time $t$, the extent of the lag being k . An event occurring k time periods before another may be regarded as having a negative lag.

Land-grant colleges The First Morrill Act of 1862 facilitated the establishment of colleges through grants of land or funds in lieu of land. The Second Morrill Act in 1890 provided for money grants and for the establishment of landgrant colleges and universities for Black Americans in those states with dual systems of higher education.

Lead time When forecasting a statistic, the number of time periods since the last time period of actual data for that statistic used in producing the forecast.

Level of school A classification of elementary/secondary schools by instructional level. Includes elementary schools, secondary schools, and combined elementary and secondary schools. See also Elementary school, Secondary school, and Combined school.

Limited English proficient Refers to an individual who was not born in the United States and whose native language is a language other than English, or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language
proficiency. It may also refer to an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state assessments as specified under the Every Student Succeeds Act (2015), the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. See also English language learner.

Linear interpolation A method that allows the prediction of an unknown value if any two particular values on the same scale are known and the rate of change is assumed constant.

Local basic administrative unit See School district.
Local education agency (LEA) See School district.
Locale codes A classification system to describe a type of location. The "Metro-Centric" locale codes, developed in the 1980s, classified locations based on their proximity to a Metropolitan Statistical Area (MSA) and their population size and density. In 2006, the "Urban-Centric" locale codes were introduced. These locale codes are based on an address's proximity to an urbanized area. For more information, see https://nces.ed.gov/ccd/CCDLocaleCodeDistrict.asp.

Pre-2006 Metro-Centric Locale Codes (used in Digest of Education Statistics tables that reference "urbanicity"). The eight urbanicity subcategories are often collapsed into three major categories-urban, suburban, and rural-as shown below.

## Urban

Large City: A central city of a consolidated metropolitan statistical area (CMSA) or MSA, with the city having a population greater than or equal to 250,000.
Mid-size City: A central city of a CMSA or MSA, with the city having a population less than 250,000 .

## Suburban

Urban Fringe of a Large City: Any territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.

Urban Fringe of a Mid-size City: Any territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.

## Rural (not within a CMSA or MSA)

Large Town: An incorporated place or Censusdesignated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.
Small Town: An incorporated place or Censusdesignated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.

Rural, Outside MSA: Any territory designated as rural by the Census Bureau that is outside a CMSA or MSA of a Large or Mid-size City.
Rural, Inside MSA: Any territory designated as rural by the Census Bureau that is within a CMSA or MSA of a Large or Mid-size City.

2006 Urban-Centric Locale Codes (used in Digest of Education Statistics tables that reference "locale"). The 12 locale subcategories are often collapsed into 4 major categories-city, suburban, town, and rural-as shown below.

## City

City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000 .
City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

## Suburban

Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000 .
Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

## Town

Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.

## Rural

Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Magnet school or program A special school or program designed to reduce, prevent, or eliminate racial isolation and/or to provide an academic or social focus on a particular theme.

Mandatory transfer A transfer of current funds that must be made in order to fulfill a binding legal obligation of a postsecondary institution. Included under mandatory transfers are debt service provisions relating to academic and administrative buildings, including (1) amounts set aside for debt retirement and interest and (2) required provisions for renewal and replacement of buildings to the extent these are not financed from other funds.

Margin of error The range of potential true or actual values for a sample survey estimate. The margin of error depends on several factors such as the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed. The magnitude of the margin of error is represented by the standard error of the estimate.

Master's degree A degree awarded for successful completion of a program generally requiring 1 or 2 years of fulltime college-level study beyond the bachelor's degree. One type of master's degree, including the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program, for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, and an M.P.A. in public administration. Some master's degreessuch as divinity degrees (M.Div. or M.H.L./Rav), which were formerly classified as "first-professional"-may require more than 2 years of full-time study beyond the bachelor's degree.

Mathematics A group of instructional programs that describes the science of numbers and their operations, interrelations, combinations, generalizations, and abstractions and of space configurations and their structure, measurement, transformations, and generalizations.

Mean absolute percentage error (MAPE) The average value of the absolute value of errors expressed in percentage terms.

Mean test score The score obtained by dividing the sum of the scores of all individuals in a group by the number of individuals in that group for which scores are available.

Median earnings The amount that divides the income distribution into two equal groups, half having income above that amount and half having income below that amount. Earnings include all wage and salary income. Unlike mean earnings, median earnings either do not change or change very little in response to extreme observations.

Middle school A school with no grade lower than 5 and no grade higher than 8 .

Migration Geographic mobility involving a change of usual residence between clearly defined geographic units, that is, between counties, states, or regions.

Minimum-competency testing Measuring the acquisition of competence or skills to or beyond a certain specified standard.

Model A system of postulates, data, and inferences presented as a mathematical description of a phenomenon, such as an actual system or process. The actual phenomenon is represented by the model in order to explain, predict, and control it.

Montessori school A school that provides instruction using Montessori teaching methods.

Multiple disabilities See Disabilities, children with.
National Assessment of Educational Progress (NAEP) See Appendix A: Guide to Sources.

National School Lunch Program Established by President Truman in 1946, the program is a federally assisted meal program operated in public and private nonprofit schools and residential child care centers. To be eligible for free lunch, a student must be from a household with an income at or below 130 percent of the federal poverty guideline; to be eligible for reduced-price lunch, a student must be from a household with an income between 130 percent and 185 percent of the federal poverty guideline.

Newly qualified teachers People who (1) first became eligible for a teaching license during the period of the study referenced or who were teaching at the time of survey, but were not certified or eligible for a teaching license; and (2) had never held full-time, regular teaching positions (as opposed to substitute) prior to completing the requirements for the degree that brought them into the survey.

Non-degree-granting institutions Postsecondary institutions that participate in Title IV federal financial aid programs but do not offer accredited 4-year or 2-year degree programs. Includes some institutions transitioning to higher level program offerings, though still classified at a lower level.

Nonprofessional staff See Employees in degree-granting institutions.

Nonprofit institution See Private institution.
Nonresident alien A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Nonsectarian school Nonsectarian schools do not have a religious orientation or purpose and are categorized as regular, special program emphasis, or special education schools. See also Regular school, Special program emphasis school, and Special education school.

Nonsupervisory instructional staff People such as curriculum specialists, counselors, librarians, remedial specialists, and others possessing education certification, but not responsible for day-to-day teaching of the same group of pupils.

Nursery school An instructional program for groups of children during the year or years preceding kindergarten, which provides educational experiences under the direction of teachers. See also Prekindergarten and Preschool.

Obligations Amounts of orders placed, contracts awarded, services received, or similar legally binding commitments made by federal agencies during a given period that will require outlays during the same or some future period.

Occupied housing unit Separate living quarters with occupants currently inhabiting the unit. See also Housing unit.

Off-budget federal entities Organizational entities, federally owned in whole or in part, whose transactions belong in the budget under current budget accounting concepts, but that have been excluded from the budget totals under provisions of law. An example of an off-budget federal entity is the Federal Financing Bank, which provides student loans under the Direct Loan Program.

On-budget funding Federal funding for education programs that is tied to appropriations. On-budget funding does not include the Direct Loan Program, under which student loans are provided by the Federal Financing Bank, an off-budget federal entity. See also Off-budget federal entities.

Operation and maintenance services Includes salary, benefits, supplies, and contractual fees for supervision of operations and maintenance, operating buildings (heating, lighting, ventilating, repair, and replacement), care and upkeep of grounds and equipment, vehicle operations and maintenance (other than student transportation), security, and other operations and maintenance services.

Ordinary least squares (OLS) The estimator that minimizes the sum of squared residuals.

Organization for Economic Cooperation and Development (OECD) An intergovernmental organization of industrialized countries that serves as a forum for member countries to cooperate in research and policy development on social and economic topics of common interest. In addition to member countries, partner countries contribute to the OECD's work in a sustained and comprehensive manner.

Orthopedic impairment See Disabilities, children with.
Other health impairment See Disabilities, children with.
Other professional staff See Employees in degree-granting institutions.

Other religious school Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Other religious schools are categorized according to religious association membership as Conservative Christian, other affiliated, or unaffiliated.

Other support services Includes salary, benefits, supplies, and contractual fees for business support services, central support services, and other support services not otherwise classified.

Other support services staff All staff not reported in other categories. This group includes media personnel, social workers, bus drivers, security, cafeteria workers, and other staff.

Outlays The value of checks issued, interest accrued on the public debt, or other payments made, net of refunds and reimbursements.

Parameter A quantity that describes a statistical population.

Part-time enrollment The number of students enrolled in postsecondary education courses with a total credit load less than 75 percent of the normal full-time credit load. At the undergraduate level, part-time enrollment typically includes students who have a credit load of less than 12 semester or quarter credits. At the postbaccalaureate level, part-time enrollment typically includes students who have a credit load of less than 9 semester or quarter credits.

Pass-through transaction A payment that a postsecondary institution applies directly to a student's account. The payment "passes through" the institution for the student's benefit. Most private institutions treat Pell grants as passthrough transactions. At these institutions, any Pell grant funds that are applied to a student's tuition are reported as tuition revenues. In contrast, the vast majority of public institutions report Pell grants both as federal revenues and as allowances that reduce tuition revenues.

Personal income Current income received by people from all sources, minus their personal contributions for social insurance. Classified as "people" are individuals (including owners of unincorporated firms), nonprofit institutions serving individuals, private trust funds, and private noninsured welfare funds. Personal income includes transfers (payments not resulting from current production) from government and business such as social security benefits and military pensions, but excludes transfers among people.

Physical plant assets Includes the values of land, buildings, and equipment owned, rented, or utilized by colleges. Does not include those plant values that are a part of endowment
or other capital fund investments in real estate; excludes construction in progress.

Postbaccalaureate certificate An award that requires completion of an organized program of study beyond the bachelor's. It is designed for persons who have completed a bachelor's degree, but does not meet the requirements of a master's degree.

Postbaccalaureate enrollment The number of students working toward advanced degrees and of students enrolled in graduate-level classes but not enrolled in degree programs. See also Graduate enrollment.

Postsecondary education The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes avocational and adult basic education programs.

## Postsecondary institutions (basic classification by level)

4-year institution An institution offering at least a 4 -year program of college-level studies wholly or principally creditable toward a baccalaureate degree.

2-year institution An institution offering at least a 2-year program of college-level studies that terminates in an associate degree or is principally creditable toward a baccalaureate degree. Data prior to 1996 include some institutions that have a less-than-2-year program, but were designated as higher education institutions in the Higher Education General Information Survey.

Less-than-2-year institution An institution that offers programs of less than 2 years' duration below the baccalaureate level. Includes occupational and vocational schools with programs that do not exceed 1,800 contact hours.

## Postsecondary institutions (2005 Carnegie classification of degree-granting institutions)

Doctorate-granting Characterized by a significant level and breadth of activity in commitment to doctoral-level education as measured by the number of doctorate recipients and the diversity in doctoral-level program offerings. These institutions are assigned to one of the three subcategories listed below based on level of research activity (for more information on the research activity index used to assign institutions to the subcategories, see http://carnegieclassifications.iu.edu/):

Research university, very high Characterized by a very high level of research activity.
Research university, high Characterized by a high level of research activity.
Doctoral/research university Awarding at least 20 doctor's degrees per year, but not having a high level of research activity.

Master's Characterized by diverse postbaccalaureate programs but not engaged in significant doctoral-level education.

Baccalaureate Characterized by primary emphasis on general undergraduate, baccalaureate-level education. Not significantly engaged in postbaccalaureate education.

Special focus Baccalaureate or postbaccalaureate institution emphasizing one area (plus closely related specialties), such as business or engineering. The programmatic emphasis is measured by the percentage of degrees granted in the program area.

Associate's Institutions conferring at least 90 percent of their degrees and awards for work below the bachelor's level. In NCES tables, excludes all institutions offering any 4-year programs leading to a bachelor's degree.

Tribal Colleges and universities that are members of the American Indian Higher Education Consortium, as identified in IPEDS Institutional Characteristics.

Poverty (official measure) The U.S. Census Bureau uses a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are adjusted annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). See also Supplemental Poverty Measure (SPM).

Prekindergarten Preprimary education for children typically ages 3-4 who have not yet entered kindergarten. It may offer a program of general education or special education and may be part of a collaborative effort with Head Start.

Preschool An instructional program enrolling children generally younger than 5 years of age and organized to provide children with educational experiences under professionally qualified teachers during the year or years immediately preceding kindergarten (or prior to entry into elementary school when there is no kindergarten). See also Nursery school and Prekindergarten.

Primary school A school with at least one grade lower than 5 and no grade higher than 8.

Private institution An institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government; that is usually supported primarily by other than public funds; and the operation of whose program rests with other than publicly elected or appointed officials.

Private nonprofit institution An institution in which the individual(s) or agency in control receives no compensation other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit institutions and those affiliated with a religious organization.

Private for-profit institution An institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk (e.g., proprietary schools).

Private school Private elementary/secondary schools surveyed by the Private School Universe Survey (PSS) are assigned to one of three major categories of religious orientation (Catholic, other religious, or nonsectarian) and, within each major category, one of three subcategories based on the school's religious affiliation provided by respondents.

Catholic Schools categorized according to governance, provided by Catholic school respondents, into (i) parochial, (ii) diocesan, and (iii) private Catholic schools.

Other religious Schools that have a religious orientation or purpose but are not Roman Catholic. Other religious schools are categorized according to religious association membership, provided by respondents, into (i) Conservative Christian, (ii) other affiliated, and (iii) unaffiliated schools. Conservative Christian schools are those "Other religious" schools with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, and Oral Roberts University Education Fellowship. Affiliated schools are those "Other religious" schools not classified as Conservative Christian with membership in at least 1 of 11 associations-Association of Christian Teachers and Schools, Christian Schools International, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, and Southern Baptist Association of Christian Schoolsor indicating membership in "other religious school associations." Unaffiliated schools are those "Other religious" schools that have a religious orientation or purpose but are not classified as Conservative Christian or affiliated.

Nonsectarian Schools that do not have a religious orientation or purpose and are categorized according to program emphasis, provided by respondents, into (i) regular, (ii) special emphasis, and (iii) special education schools. Regular schools are those that have a regular elementary/ secondary or early childhood program emphasis. Special emphasis schools are those that have a Montessori, vocational/technical, alternative, or special program emphasis. Special education schools are those that have a special education program emphasis.

Professional staff See Employees in degree-granting institutions.

## Program for International Student Assessment (PISA) See Appendix A: Guide to Sources.

Projection In relation to a time series, an estimate of future values based on a current trend.

Property tax The sum of money collected from a tax levied against the value of property.

Proprietary (for profit) institution A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Public charter school A school providing free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other authority, and designated by such authority to be a charter school.

Public school or institution A school or institution controlled and operated by publicly elected or appointed officials and deriving its primary support from public funds.

Pupil/teacher ratio The enrollment of pupils at a given period of time, divided by the full-time-equivalent number of classroom teachers serving these pupils during the same period.

Purchasing Power Parity (PPP) indexes PPP exchange rates, or indexes, are the currency exchange rates that equalize the purchasing power of different currencies, meaning that when a given sum of money is converted into different currencies at the PPP exchange rates, it will buy the same basket of goods and services in all countries. PPP indexes are the rates of currency conversion that eliminate the difference in price levels among countries. Thus, when expenditures on gross domestic product (GDP) for different countries are converted into a common currency by means of PPP indexes, they are expressed at the same set of international prices, so that comparisons among countries reflect only differences in the volume of goods and services purchased.
$\boldsymbol{R}^{2}$ The coefficient of determination; the square of the correlation coefficient between the dependent variable and its ordinary least squares (OLS) estimate.

Racial/ethnic group Classification indicating general racial or ethnic heritage. Race/ethnicity data are based on the Hispanic ethnic category and the race categories listed below (five single-race categories, plus the Two or more races category). Race categories exclude persons of Hispanic ethnicity unless otherwise noted.

White A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African American A person having origins in any of the black racial groups of Africa. Used interchangeably with the shortened term Black.

Hispanic or Latino A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Used interchangeably with the shortened term Hispanic.
Asian A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. Prior to 2010-11, the Common Core of Data (CCD) combined Asian and Pacific Islander categories.

Native Hawaiian or Other Pacific Islander A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. Prior to 2010-11, the Common Core of Data (CCD) combined Asian and Pacific Islander categories. Used interchangeably with the shortened term Pacific Islander.

American Indian or Alaska Native A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Two or more races A person identifying himself or herself as of two or more of the following race groups: White, Black, Asian, Native Hawaiian or Other Pacific Islander, or American Indian or Alaska Native. Some, but not all, reporting districts use this category. "Two or more races" was introduced in the 2000 Census and became a regular category for data collection in the Current Population Survey in 2003. The category is sometimes excluded from a historical series of data with constant categories. It is sometimes included within the category "Other."

Region See Geographic region.
Regression analysis A statistical technique for investigating and modeling the relationship between variables.

Regular school An elementary/secondary or charter school providing instruction and education services that does not focus primarily on special education, vocational/technical education, or alternative education.

Related children Related children in a family include own children and all other children in the household who are related to the householder by birth, marriage, or adoption.

Remedial education Instruction for a student lacking those reading, writing, or math skills necessary to perform collegelevel work at the level required by the attended institution.

Resident population Includes civilian population and armed forces personnel residing within the United States; excludes armed forces personnel residing overseas.

Retention in grade Retaining a student in the same grade from one school year to the next.

Retention rate A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For 4-year institutions, this is the percentage of first-time bachelor's (or equivalent) degreeseeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

Revenue All funds received from external sources, net of refunds, and correcting transactions. Noncash transactions, such as receipt of services, commodities, or other receipts in kind are excluded, as are funds received from the issuance of debt, liquidation of investments, and nonroutine sale of property.

Revenue receipts Additions to assets that do not incur an obligation that must be met at some future date and do not represent exchanges of property for money. Assets must be available for expenditures.

Rho A measure of the correlation coefficient between errors in time period t and time period t minus 1 .

Rural location See Locale codes.
Salary The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of a business or organization.

Sales and services Revenues derived from the sales of goods or services that are incidental to the conduct of instruction, research, or public service. Examples include film rentals, scientific and literary publications, testing services, university presses, and dairy products.

Sales tax Tax imposed upon the sale and consumption of goods and services. It can be imposed either as a general tax on the retail price of all goods and services sold or as a tax on the sale of selected goods and services.

SAT An examination administered by the Educational Testing Service and used to predict the facility with which an individual will progress in learning college-level academic subjects. It was formerly called the Scholastic Assessment Test.

Scholarships and fellowships This category of college expenditures applies only to money given in the form of outright grants and trainee stipends to individuals enrolled in formal coursework, either for credit or not. Aid to students
in the form of tuition or fee remissions is included. College work-study funds are excluded and are reported under the program in which the student is working.

School A division of the school system consisting of students in one or more grades or other identifiable groups and organized to give instruction of a defined type. One school may share a building with another school or one school may be housed in several buildings. Excludes schools that have closed or are planned for the future.

School administration support services Includes salary, benefits, supplies, and contractual fees for the office of the principal, full-time department chairpersons, and graduation expenses.

School climate The social system and culture of the school, including the organizational structure of the school and values and expectations within it.

School district An education agency at the local level that exists primarily to operate public schools or to contract for public school services. Synonyms are "local basic administrative unit" and "local education agency."

Science The body of related courses concerned with knowledge of the physical and biological world and with the processes of discovering and validating this knowledge.

Secondary enrollment The total number of students registered in a school beginning with the next grade following an elementary or middle school (usually 7,8 , or 9 ) and ending with or below grade 12 at a given time.

Secondary instructional level The general level of instruction provided for pupils in secondary schools (generally covering grades 7 through 12 or 9 through 12) and any instruction of a comparable nature and difficulty provided for adults and youth beyond the age of compulsory school attendance.

Secondary school A school comprising any span of grades beginning with the next grade following an elementary or middle school (usually 7,8 , or 9 ) and ending with or below grade 12. Both junior high schools and senior high schools are included.

Senior high school A secondary school offering the final years of high school work necessary for graduation.

Serial correlation Correlation of the error terms from different observations of the same variable. Also called Autocorrelation.

Serial volumes Publications issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annuals, memoirs, proceedings, and transactions of societies.

Social studies A group of instructional programs that describes the substantive portions of behavior, past and present activities, interactions, and organizations of people associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.

Socioeconomic status (SES) The SES index is a composite of often equally weighted, standardized components, such as parental education and occupations, and family income. The terms high, middle, and low SES refer to ranges of the weighted SES composite index distribution.

Special education Direct instructional activities or special learning experiences designed primarily for students identified as having exceptionalities in one or more aspects of the cognitive process or as being underachievers in relation to general level or model of their overall abilities. Such services usually are directed at students with the following conditions: (1) physically disabled; (2) emotionally disabled; (3) culturally different, including compensatory education; (4) intellectually disabled; and (5) students with learning disabilities. Programs for the mentally gifted and talented are also included in some special education programs. See also Disabilities, children with.

Special education school A public elementary/secondary school that focuses primarily on special education for children with disabilities and that adapts curriculum, materials, or instruction for students served. See also Disabilities, children with.

Special program emphasis school A science/mathematics school, a performing arts high school, a foreign language immersion school, and a talented/gifted school are examples of schools that offer a special program emphasis.

Specific learning disability See Disabilities, children with.
Speech or language impairment See Disabilities, children with.

Standard error of estimate An expression for the standard deviation of the observed values about a regression line. An estimate of the variation likely to be encountered in making predictions from the regression equation.

Standardized test A test composed of a systematic sampling of behavior, administered and scored according to specific instructions, capable of being interpreted in terms of adequate norms, and for which there are data on reliability and validity.

Standardized test performance The weighted distributions of composite scores from standardized tests used to group students according to performance.

Status dropout rate The percentage of individuals within a given age range who are not enrolled in school and lack a high school credential, regardless of when they dropped out.

Status dropout rate (Current Population Survey) The percentage of civilian, noninstitutionalized young people ages 16-24 who are not in school and have not earned a high school credential (either a diploma or equivalency credential such as a GED certificate). The numerator of the status dropout rate for a given year is the number of individuals ages 16-24 who, as of October of that year, have not completed a high school credential and are not currently enrolled in school. The denominator is the total number of individuals ages 16-24 in the United States in October of that year. Status dropout rates count the following individuals as dropouts: those who never attended school and immigrants who did not complete the equivalent of a high school education in their home country.

Status dropout rate (American Community Survey) Similar to the status dropout rate (Current Population Survey), except that institutionalized persons, incarcerated persons, and active-duty military personnel living in barracks in the United States may be included in this calculation.

STEM fields Science, Technology, Engineering, and Mathematics (STEM) fields of study that are considered to be of particular relevance to advanced societies. In current Digest of Education Statistics tables, STEM fields include biological and biomedical sciences, computer and information sciences, engineering and engineering technologies, mathematics and statistics, and physical sciences and science technologies. STEM occupations include computer scientists and mathematicians; engineers; life and physical scientists; and managers of STEM activities.

Student An individual for whom instruction is provided in an educational program under the jurisdiction of a school, school system, or other education institution. No distinction is made between the terms "student" and "pupil," though "student" may refer to one receiving instruction at any level while "pupil" refers only to one attending school at the elementary or secondary level. A student may receive instruction in a school facility or in another location, such as at home or in a hospital. Instruction may be provided by direct student-teacher interaction or by some other approved medium such as television, radio, telephone, and correspondence.

Student membership Student membership is an annual headcount of students enrolled in school on October 1 or the school day closest to that date. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a "shared time" school) may provide classes for students from a number of districts and show no membership.

Student support services Includes salary, benefits, supplies, and contractual fees for staff providing attendance and social work, guidance, health, psychological services, speech
pathology, audiology, and other support to students.
Study abroad population U.S. citizens and permanent residents, enrolled for a degree at an accredited higher education institution in the United States, who received academic credit for study abroad from their home institutions upon their return. Students studying abroad without receiving academic credit are not included, nor are U.S. students enrolled for a degree overseas.

Suburban location See Locale codes.
Supervisory staff Principals, assistant principals, and supervisors of instruction; does not include superintendents or assistant superintendents.

Supplemental Poverty Measure (SPM) An alternative measure of poverty that supplements the U.S. Census Bureau's official poverty measure by adding to family income the value of benefits-including nutritional assistance, housing subsidies, and home energy assistance-from many government programs designed to assist those with low incomes, subtracting taxes and necessary expenses such as child care costs (for working families) and out-of-pocket medical expenses, and adjusting poverty thresholds for geographic differences in housing costs. See also Poverty (official measure).

Suspension Temporarily removing a student from his or her regular classroom (an in-school suspension) or from his or her regular school (an out-of-school suspension), generally for disciplinary purposes.

Tax base The collective value of objects, assets, and income components against which a tax is levied.

Tax expenditures Losses of tax revenue attributable to provisions of the federal income tax laws that allow a special exclusion, exemption, or deduction from gross income or provide a special credit, preferential rate of tax, or a deferral of tax liability affecting individual or corporate income tax liabilities.

## Teacher see Instructional staff.

Technical education A program of vocational instruction that ordinarily includes the study of the sciences and mathematics underlying a technology, as well as the methods, skills, and materials commonly used and the services performed in the technology. Technical education prepares individuals for positions-such as draftsman or lab techni-cian-in the occupational area between the skilled craftsman and the professional person.

Three-year moving average An arithmetic average of the year indicated, the year immediately preceding, and the year immediately following. Use of a 3-year moving average increases the sample size, thereby reducing the size of
sampling errors and producing more stable estimates.
Time series A set of ordered observations on a quantitative characteristic of an individual or collective phenomenon taken at different points in time. Usually the observations are successive and equally spaced in time.

Time series analysis The branch of quantitative forecasting in which data for one variable are examined for patterns of trend, seasonality, and cycle.

Title I school A school designated under appropriate state and federal regulations as a high-poverty school that is eligible for participation in programs authorized by Title I of the Reauthorization of the Elementary and Secondary Education Act, P.L. 107-110 (https://www2.ed.gov/policy/ elsec/leg/esea02/pg1.html).

Title IV Refers to a section of the Higher Education Act of 1965 that covers the administration of the federal student financial aid program.

Title IV eligible institution A postsecondary institution that meets the criteria for participating in federal student financial aid programs. An eligible institution must be any of the following: (1) an institution of higher education (with public or private, nonprofit control), (2) a proprietary institution (with private for-profit control), and (3) a postsecondary vocational institution (with public or private, nonprofit control). In addition, it must have acceptable legal authorization, acceptable accreditation and admission standards, eligible academic program(s), administrative capability, and financial responsibility.

Total expenditure per pupil in average daily attendance Includes all expenditures allocable to per pupil costs divided by average daily attendance. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay. Beginning in 1980-81, expenditures for state administration are excluded and expenditures for other programs (summer schools and designated subsidies for community colleges and private schools) are included.

Town location See Locale codes.
Traditional public school Publicly funded schools other than public charter schools. See also Public charter school and Public school or institution.

Transcript An official list of all courses taken by a student at a school or college showing the final grade received for each course, with definitions of the various grades given at the institution.

Traumatic brain injury See Disabilities, children with.
Tribal colleges and universities An institutional
classification developed by the Andrew W. Carnegie Foundation for the Advancement of Teaching. Tribal colleges and universities, with few exceptions, are tribally controlled and located on reservations. They are all members of the American Indian Higher Education Consortium.

Trust funds Amounts collected and used by the federal government for carrying out specific purposes and programs according to terms of a trust agreement or statute, such as the Social Security and unemployment trust funds. Trust fund receipts that are not anticipated to be used in the immediate future are generally invested in interest-bearing government securities and earn interest for the trust fund.

Tuition and fees A payment or charge for instruction or compensation for services, privileges, or the use of equipment, books, or other goods. Tuition may be charged per term, per course, or per credit.

Type of school A classification of public elementary and secondary schools that includes the following categories: regular schools, special education schools, vocational schools, and alternative schools. See also Regular school, Special education school, Vocational school, and Alternative school. "School type" can also refer to whether the public school attended by a student was assigned to the student by the school district or chosen by the student's family in a district that allows school choice.

Unadjusted dollars See Current dollars.
Unclassified students Students who are not candidates for a degree or other formal award, although they are taking higher education courses for credit in regular classes with other students.

Undergraduate students Students registered at an institution of postsecondary education who are working in a baccalaureate degree program or other formal program below the baccalaureate, such as an associate's degree or a vocational or technical program.

Unemployed Civilians who had no employment but were available for work and (1) had engaged in any specific job-seeking activity within the past 4 weeks; (2) were waiting to be called back to a job from which they had been laid off; or (3) were waiting to report to a new wage or salary job within 30 days.

Ungraded student (elementary/secondary) A student who
has been assigned to a school or program that does not have standard grade designations.

Urban location See Locale codes.
U.S. resident A citizen or national, or a person who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status.
U.S.Service Academies These higher education institutions are controlled by the U.S. Department of Defense and the U.S. Department of Transportation. The five institutions counted in the NCES surveys of degree-granting institutions include: the U.S. Air Force Academy, U.S. Coast Guard Academy, U.S. Merchant Marine Academy, U.S. Military Academy, and the U.S. Naval Academy.

Variable A quantity that may assume any one of a set of values.

Visual and performing arts A group of instructional programs that generally describes the historic development, aesthetic qualities, and creative processes of the visual and performing arts.

Visual impairment See Disabilities, children with.
Vocational education Organized educational programs, services, and activities that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career, requiring other than a baccalaureate or advanced degree.

Vocational school A public school that focuses primarily on providing formal preparation for semiskilled, skilled, technical, or professional occupations for high school-age students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.

Women's colleges A college or university identified by the Women's College Coalition as a women's college.

Years out In forecasting by year, the number of years since the last year of actual data for that statistic used in producing the forecast.
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[^0]:    ${ }^{2}$ See U.S. Department of Labor, Bureau of Labor Statistics (1995). A Test of Methods for Collecting Racial and Ethnic Information (USDL 95-428). Washington DC: Author. Available at https://www.bls.gov/news.release/ history/ethnic 102795.txt.

[^1]:    NOTE: Figure is not intended to show relative number of institutions nor relative size of enrollment for the different levels of education. Figure reflects typical patterns of progression rather than all possible variations. Adult education programs, while not separately delineated above, may provide instruction at the adult basic, adult secondary, or postsecondary education levels. SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Reports Program.

[^2]:    NOTE: Elementary and secondary enrollment data for school year 2018 (2018-19) are projected. Elementary and secondary expenditure data for school years 2017 and 2018 (2017-18 and 2018-19) and postsecondary expenditure data for school year 2018 (2018-19) are estimated based on teacher and enrollment data and actual expenditures for prior years. SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1965-66 through 1969-70; Statistics of Public Elementary and Secondary School Systems, 1965 through 1980; Revenues and Expenditures for Public Elementary and Secondary Education, 1970-71 through 1986-87; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1981-82 through 2017-18, and "National Public Education Financial Survey," 1987-88 through 2016-17; Private School Universe Survey (PSS), 1989-90 through 2017-18; National Elementary and Secondary Enrollment Projection Model, 1972 through 2029; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education" and "Financial Statistics of Institutions of Higher Education" surveys, 1965-66 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99) and "Finance Survey" (IPEDS-F:FY87-99); and IPEDS Spring 2001 through Spring 2019 , Fall Enrollment and Finance components. U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts Tables, retrieved December 31, 2019, from https://apps.bea.gov/itable/index.cfm.

[^3]:    NOTE: High school completion includes equivalency programs, such as a GED program. Graphic display was generated using unrounded data. Race categories exclude persons of Hispanic ethnicity.
    SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2009 and 2019

[^4]:    See notes at end of table.

[^5]:    See notes at end of table.

[^6]:    See notes at end of table.

[^7]:    See notes at end of table

[^8]:    

[^9]:    ${ }^{1}$ Public elementary enrollment includes students in prekindergarten through grade 8 as well as elementary ungraded students. Public secondary enrollment includes students in grades 9 through 12 as well as secondary ungraded students and students reported as being enrolled in grade 13.

[^10]:    ${ }^{2}$ The pupil/teacher ratio is based on all teachers-including teachers of students with disabilities and other special teachers-and all students enrolled in the fall of the school year. Unlike the pupil/teacher ratio, the average class size excludes students and teachers in classes that are exclusively for special education students. Class size averages are based on surveys of teachers reporting on the counts of students in their classes.

[^11]:    3 "All other public school staff" includes administrative staff, principals, librarians, guidance counselors, secretaries, custodial staff, food service workers, school bus drivers, and other professional and nonprofessional staff.

[^12]:    ${ }^{4}$ The number of homeschooled children in 1999 is from Homeschooling in the United States: 1999 (NCES 2001-033), available at https://nces. ed.gov/pubsearch/pubsinfo.asp?pubid=2001033. While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences in estimates between 1999 and 2016 could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail.

[^13]:    See notes at end of table.

[^14]:    U.S. total includes imputation for nonreporting states.
    ${ }^{2}$ Data are from U.S. Department of Education, National Center for Education Statistics,
    EDFacts file 046, Data Group 123, extracted October 25, 2017, from the EDFacts Data Warehouse (internal U.S. Department of Education source).
    ${ }^{3}$ Imputation for survey nonresponse. State-level imputations were based on the percentages reported by the state for other years applied to the enrollment for the given year.
    NOTE: Data for 2009 and earlier years may include prekindergarten ELL students. Starting with 2010, states were instructed to exclude prekindergarten ELL students from EDFacts

[^15]:    $\dagger$ Not applicable.
    \#Rounds to zero.
    NOTE: Includes enrollment in prekindergarten through grade 12 in schools that offer kindergarten or higher grade. Ungraded
    students are prorated into prekindergarten through grade 8 and grades 9 through 12. Detail may not sum to totals because of rounding.

[^16]:    See notes at end of table.

[^17]:    －Not available．
    ${ }^{1}$ Includes imputed values for states．
    ${ }^{2}$ Includes imputations to correct for underreporting of prekindergarten teachers／enrollment ${ }^{3}$ Imputed．
    ${ }^{4}$ Includes imputations to correct for underreporting of prekindergarten，kindergarten，and ungraded teachers．
    ${ }^{5}$ DoDEA $=$ Department of Defense Education Activity．Includes both domestic and overseas schools．

[^18]:    -Not available.
    ${ }^{1}$ Regular districts exclude regional education service agencies and supervisory union administrative centers, state-operated agencies, federally operated agencies, and other types of local education agencies, such as independent charter schools.
    ${ }^{2}$ Schools with both elementary and secondary grades are included under elementary schools and also under secondary schools.
    ${ }^{3}$ Data for most years prior to 1976-77 are partly estimated. Prior to 1995-96, excludes schools with highest grade of kindergarten.
    ${ }^{4}$ Includes schools not classified by grade span, which are not shown separately. ${ }^{5}$ Includes elementary, secondary, and combined elementary/secondary schools.
    ${ }^{6}$ Excludes alternative schools, academies, hospitals, virtual schools, prisons, and juvenile detention facilities.
    ${ }^{7}$ These data cannot be compared directly with the data for years after 1980-81.

[^19]:    Overview of Schools and School Districts
    

[^20]:    -Not available.
    ${ }^{1}$ Includes special education, alternative, and other schools not reported by grade span.
    ${ }^{2}$ Includes schools beginning with grade 6 or below and ending with grade 9 or above.
    ${ }^{3}$ Includes schools beginning with grade 6 or below and with no grade higher than 8 .
    ${ }^{4}$ Includes schools with grade spans beginning with 4,5 , or 6 and ending with 6,7 , or 8 .
    ${ }^{5}$ Includes schools with no grade lower than 7.
    ${ }^{6}$ Includes schools with grades 7 and 8 or grades 7 through 9 .

[^21]:    -Not available
    Includes graduates of public and private schools.
    ${ }^{2}$ Includes estimates for states not reporting counts of graduates by sex. Data for 1929-30 and preceding years are from Statistics of Public High Schools and exclude graduates from high schools that failed to report to the Office of Education.
    ${ }^{3}$ The averaged freshman graduation rate provides an estimate of the percentage of students who receive a regular diploma within 4 years of entering ninth grade. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. Averaged freshman graduation rates in this table are based on reported totals of enrollment by grade and high school graduates, rather than on details reported by race/ethnicity.
    Derived from Current Population Reports, Series P-25. For years 1869-70 through 1989-90, 17-year-old population is an estimate of the October 17-year-old population based on July data. Data for 1990-91 and later years are October resident population
    estimates prepared by the Census Bureau.
    ${ }^{5}$ Based on persons of all ages graduating from high school in a given year divided by the 17-year-old population in the same year. This ratio allows for comparisons over time bu (or class) that is scheduled to graduate 4 years later. The ratio of high school graduates to the 17-year-old population differs from measures such as the AFGR (shown in column 9), which are designed to estimate high school cohort graduation rates. ${ }^{6}$ Estimated.
    ${ }^{7}$ Includes imputations for nonreporting states.
    ${ }^{8}$ Projected by private schools responding to the Private School Universe Survey.
    ${ }^{9}$ Includes estimates for public schools in New York and Wisconsin. Without estimates for these two states, the averaged freshman graduation rate for the remaining 48 states and the District of Columbia is 75.0 percent.

[^22]:    from previously published figures. Detail may not sum to totals because of rounding and statistical methods used to prevent the identification of individual students.
    SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2005-06; "State Dropout and Completion Data File," 2005-06 through 2012-13; and National Public High School Graduates by Race/Ethnicity Projections Model, 1995-96 through 2029-30. (This table was prepared December 2019.)

[^23]:    See notes at end of table.

[^24]:    -Not available.
    $\dagger$ Not applicable.
    $\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
    ${ }^{1}$ Accommodations were not permitted for this assessment.
    ${ }^{2}$ Did not meet one or more of the guidelines for school participation in 1998. Data are subject to appreciable nonresponse bias.
    ${ }^{3}$ Did not meet one or more of the guidelines for school participation in 2002. Data are subject to appreciable nonresponse bias.
    ${ }^{4}$ Did not meet one or more of the guidelines for school participation in 1992. Data are subject to appreciable nonresponse bias.
    ${ }^{5}$ Did not meet one or more of the guidelines for school participation in 1994. Data are subject to appreciable nonresponse bias.
    ${ }^{6}$ Prior to 2005, NAEP divided the DoDEA schools into two jurisdictions, domestic and overseas. In 2005, NAEP began combining the domestic and overseas schools into a

[^25]:    single jurisdiction. Data shown in this table for years prior to 2005 were recalculated for comparability.
    NOTE: Scale ranges from 0 to 500. State-level data for 2000 are not available. Table does not include private schools, Bureau of Indian Education schools, or (except in the final row) DoDEA schools. For 1998 and later years, includes public school students who were tested with accommodations; excludes only those students with disabilities (SD) and English language learners (ELL) who were unable to be tested even with accommodations. SD and ELL populations, accommodation rates, and exclusion rates vary from state to state. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019 Reading Assessments, retrieved October 30, 2019, from the Main NAEP Data Explorer (https://nces.ed.gov/nationsreportcard/naepdata). (This table was prepared October 2019.)

[^26]:    Not applicable.
    Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
    $\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
    Data for 2013-14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013-14 FRSS survey was designed to allow comparisons (and mail it back) or to complete the survey online, whereas all respondents to SSOCS had only the option of completing a paper survey prior to 2017-18, when SSOCS experimented with offering an online option to some respondents. The 2013-14 FRSS survey also relied on a smaller sample than SSOCS. The FRSS survey's smaller sample size and difference in survey administration may have impacted the 2013-14 results.
    "Prior to 2015-16, the wording of the survey item was "sexual battery other than rape."
    Theff/larceny is taking things worth over $\$ 10$ without personal confrontation.
    "Caution should be used when making direct comparisons of "Other incidents"
    about alchol and drugs changed, as outlined in footnotes 5,6 , and 7 and between years because the survey questions 5,6 , and 7 , and because sexual harrassment was only included in 1999-2000.

[^27]:    See notes at end of table.

[^28]:    －Not available．
    NOTE：Current expenditures include instruction，support services，food services，and enterprise operations．Beginning in
    1989－90，expenditures for state administration are excluded．Data are not adjusted for changes in the purchasing power of
    the dollar due to inflation．Detail may not sum to totals because of rounding．Some data have been revised from previously
    published figures．

[^29]:    See notes at end of table.

[^30]:    Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Departmen of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state.
    For more information about adjusting for differences in the cost of living from state to state, see the American Community Survey Comparable Wage Index for Teachers (ACS-CWIFT) at https://nces.ed.gov/programs/edge/Docs/EDGE ACS CWIFT2015 FILEDOC.pdf.
    ${ }^{2}$ Includes purchased professional services of teachers or others who provide instruction for students.
    NOTE: Excludes expenditures for state education
    NOTE: Excludes expenditures for state education agencies. Detail may not sum to totals because of rounding. Some data SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Nationa Public Education Financial Survey," 2015-16 and 2016-17. (This table was prepared November 2019.)

[^31]:    -Not available.

[^32]:    'Excludes "Other current expenditures," such as community services, private school programs, adult education, and other programs not allocable to expenditures per pupil in public schools.
    Includes expenditures for property and for buildings and alterations completed by school district staff or contractors.
    Includes expenditures for operations funded by sales of products or sevvices (e.g., school bookstore or computer time).
    Includes expenditures for guidance, health, attendance, and speech pathology services.

[^33]:    ${ }^{1}$ Title IV programs, which are administered by the U.S. Department of Education, provide financial aid to postsecondary students.
    ${ }^{2}$ Included in the current degree-granting classification are some institutions (primarily 2-year colleges) that were not previously designated as higher education institutions. Excluded from the current degree-granting classification are a few institutions that were previously designated as higher education institutions even though they did not award an associate's or higher degree. The former higher education classification was defined as including institutions that were accredited by an agency or association that was recognized by the U.S. Department of Education or recognized directly by the Secretary of Education. The former higher education institutions offered courses that led to an associate's or higher degree or were accepted for credit toward a degree.

[^34]:    ${ }^{3}$ Enrollment growth in New Hampshire was primarily driven by increases in online enrollment at Southern New Hampshire University.

[^35]:    SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2008, Fall 2013, and Fall 2018, Completions component.

[^36]:    ${ }^{1}$ In addition to the categories listed, includes capital grants and gifts, additions to permanent endowments, and operating and nonoperating revenues not included elsewhere. ${ }^{2}$ After deducting discounts and allowances.
    ${ }^{3}$ Revenues from local governments include operating grants and contracts (including private grants and contracts), nonoperating appropriations, and nonoperating grants. ${ }^{4}$ Revenues from state governments include operating grants and contracts, nonoperating appropriations, nonoperating grants, and capital appropriations.
    ${ }^{5}$ Revenues from the federal government include operating grants and contracts, funds for independent operations, nonoperating appropriations, and nonoperating grants.
    ${ }^{6}$ Public institutions typically report Pell grants as revenues from federal grants and as allowances that reduce tuition revenues.
    NOTE: Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding.
    SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Finance component.

[^37]:    -Not available.
    $\dagger$ Not applicable
    !Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
    $\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
    ${ }^{1}$ Individuals ages 16 to 24 who graduated from high school or completed a GED or other high school equivalency credential.
    ${ }^{2}$ Enrollment in college as of October of each year for individuals ages 16 to 24 who had completed high school earlier in the calendar year.
    ${ }^{3}$ A 3-year moving average is a weighted average of the year indicated, the year immediately preceding, and the year immediately following. For the first and final years of available data, a 2-year moving average is used: The moving average for 1960 reflects an average of 1960 and 1961; for Black and Hispanic data, the moving average for 1972 reflects an average of 1972 and 1973; for Asian data, the moving average for 2003 reflects an average of 2003 and 2004; and the moving average for 2018 reflects an average of 2017 and 2018 Moving averages are used to produce more stable estimates.

[^38]:    -Not available
    ${ }^{1}$ Projected.
    ${ }^{2}$ Beginning in 1980, 2-year institutions include schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.
    NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes

[^39]:    NOTE: Historically Black colleges and universities are degree-granting institutions established prior to 1964 with the principal mission of educating Black Americans. Federal regulations, 20 U.S. Code, Section 1061 (2), allow for certain exceptions to the founding date. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant

[^40]:    $\dagger$ Not applicable.
    ${ }^{1}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were classified as first-professional degrees prior to 2010-11.
    prior to 2010-11.
    ${ }^{2}$ Totals (column 2) of public and private institutions together are approximate because ${ }^{2}$ Totals (column 2) of public and private institutions together are approximate because
    reporting is based on two different survey forms with different accounting concepts. reporting is based on two different survey forms with different accounting concepts.
    Included are data reported by public institutions using the Governmental Accounting Included are data reported by public institutions using the Governmental Accounting
    Standards Board (GASB) form as well as data reported by private and some public Standards Board (GASB) form as well as data reported by private and
    institutions using the Financial Accounting Standards Board (FASB) form. institutions using the Financial Acc
    3
    ${ }^{3}$ Includes independent operations.
    Includes contributions from affiliated entities.
    NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Historically Black colleges and universities

[^41]:    See notes at end of table.

[^42]:    See notes at end of table

[^43]:    Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.
    NOTE: Data exclude instructional faculty at medical schools. Data through 1995-96 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data for 1987-88 and later years include imputations for nonrespondent institutions. Some data have been revised from previously published figures.

    SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits" surveys, 1970-71 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:87-99); and IPEDS, Winter 2001-02 through Winter 2011-12 and Spring 2013 through Spring 2019, Human Resources component, Salaries section. (This table was prepared November 2019.)

[^44]:    See notes at end of table.

[^45]:    See notes at end of table

[^46]:    See notes at end of table.

[^47]:    See notes at end of table.

[^48]:    See notes at end of table

[^49]:    -Not available.
    ${ }^{1}$ For years prior to 2010-11, the survey did not yet include the "Two or more races" category, and each student could be counted in only one race category.
    ${ }^{2}$ Excludes 1,121 males and 528 females whose racial/ethnic group was not available.
    ${ }^{3}$ Excludes 258 males and 82 females whose racial/ethnic group was not available.
    NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid
    programs. Race categories exclude persons of Hispanic ethnicity. For 1989-90 and later
    years, reported racial/ethnic distributions of students by level of degree, field of degree,

[^50]:    See notes at end of table.

[^51]:    See notes at end of table.

[^52]:    ${ }^{1}$ The U.S. Department of Education as established in 1867 was later known as the Office of Education. In 1980, under Public Law 96-88, it became a cabinet-level department. Therefore, for purposes of consistency, it is referred to as the "U.S. Department of Education" even in those tables covering years when it was officially the Office of Education.

[^53]:    ${ }^{1}$ In addition to the nine agencies shown in this figure, other agencies provide smaller amounts of funding for education
    NOTE: On-budget funds are tied to federal appropriations for education programs. Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished tabulations. U.S. Office of Management and Budget, Budget of the U.S. Government, Appendix, fiscal year 2019. National Science Foundation, Federal Funds for Research and Development, fiscal year 2018.

[^54]:    ${ }^{1}$ Degree fields in which more than 200,000 25- to 29-year-olds held bachelor's degrees in 2018 were examined for this discussion.

[^55]:    Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
    NOTE: Dropouts are those who left school in the 12-month period ending in October 2018 without completing a high school credential. Completers are those who received either a high school diploma or an equivalency credential between January and October 2018. Excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Estimates are for 16- to 24 -year-olds only. Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding.
    SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2018.

[^56]:    See notes at end of table.

[^57]:    See notes at end of table.

[^58]:    -Not available.
    Not applicable.
    IIncludes 1 to 3 years of high school for 1990 .
    ${ }^{2}$ Includes 4 years of high school for 1990 .
    Includes 1 to 3 years of college and associate's degrees for 1990
    Includes 4 or more years of college for 1990 .
    ${ }^{5}$ Includes 4 years of college for 1990

[^59]:    See notes at end of table.

[^60]:    ${ }^{1}$ All the countries shown in this figure are members of the Organization for Economic Cooperation and Development (OECD).
    ${ }^{2}$ Data include some upper secondary and postsecondary nontertiary awards (i.e., awards that are below the associate's degree level).
    NOTE: All data in this figure were calculated using International Standard Classification of Education (ISCED) 2011. The data refer to tertiary degrees, which correspond to all degrees at the associate's level and above in the United States and include the following ISCED 2011 levels: level 5 (corresponding to the associate's degree in the United States), level 6 (bachelor's or equivalent degree), level 7 (master's or equivalent degree), and level 8 (doctoral or equivalent degree). Graphic display was generated using unrounded data.
    SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved September 23, 2019, from http://stats.oecd.org/Index.aspx.

[^61]:    All the countries shown in this figure are current members of the Organization for Economic Cooperation and Development (OECD) for which data are available.
    NOTE: Includes government and private expenditures on all levels of education institutions. Government expenditures include both amounts spent directly by governments to hire education personnel and to procure other resources and amounts provided by governments to public or private institutions. Government subsidies used by households for payments to education institutions are counted as government expenditures, not private expenditures. Government expenditures may also include expenditures on education institutions from international sources. Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding.
    SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved October 14, 2019, from https://stats.oecd.org/Index.aspx.

[^62]:    ${ }^{1}$ Highest level of educational attainment of any parent residing with the child (including adoptive parents and stepparents).
    ${ }^{2}$ Each household that had one or more computers or devices was counted only once in the total, regardless of the number and types of computers or devices reported. Total includes a small percentage (less than 1 percent) of children whose households had "some other type of computer" not listed in the survey questions.
    NOTE: Data are based on all children living in households with their parents. Percentages refer to children whose household members owned or used at home the specified computers or devices. Graphic display was generated using unrounded data.
    SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2018.

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