Every year the National Center for Education Statistics publishes this pocket summary of projections of education statistics. These brief tables give a sampling of what is expected over the next decade, summarizing the complete book, "Projections of Education Statistics to 2005." It is expected that the population of persons aged 5 to 13 years will increase by 2005 by about 11%. The total enrollment in elementary and secondary education is expected to grow by about 14% from the 1993-94 figure of 48,824,000, with the greatest increases coming during the high school years. The projected high school enrollment by the year 2005, 15,985,000, is about 21% above that of 1993-94. High school graduates are expected to rise proportionately, as are the numbers of teachers. Expenditures for elementary and secondary education are expected to increase at an even greater rate, with the projected figure for 2005 anticipated to be 33% above that of 1993-94. Enrollment in higher education is expected to increase by 8% by 2005. While a slight increase is anticipated in the numbers of women receiving advanced degrees, the absolute numbers of men earning master's and doctor's degrees are expected to decline. Technical notes explain the projection methodology. (SLD)
Pocket Projections
Each year, the National Center for Education Statistics (NCES) of the U.S. Department of Education publishes this pocket summary of projections of education statistics.

The following tables give a sampling of what will happen over the next decade. But there is far more you can learn.

The complete book *Projections of Education Statistics to 2005* provides the reader with NCES information on projected enrollment at all education levels; numbers of high school graduates, earned degrees conferred, and classroom teachers; and expenditures of public elementary and secondary schools as well as of institutions of higher education. In addition, there are some supplementary tables from other sources.

The book takes a look at topics such as

- What is going to happen to education in the next 10 years?
- How many students will be in school at every level?
- Is the average age of college students going to continue to rise?
- Should communities build schools or wait?

To receive a copy of the 200-page *Projections of Education Statistics to 2005*, see the ordering information at the end of this booklet.

U.S. Department of Education material in this booklet is in the public domain. Authorization to reproduce Department of Education material in whole or in part is granted.
Pocket Projections

NATIONAL CENTER FOR EDUCATION STATISTICS

PROJECTIONS OF
EDUCATION
STATISTICS TO
2005

William J. Hussar
National Center for Education Statistics
U.S. Department of Education
Richard W. Riley
Secretary

Office of Educational Research and Improvement
Sharon P. Robinson
Assistant Secretary

National Center for Education Statistics
Emerson J. Elliott
Commissioner

National Center for Education Statistics

"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

February 1995
Pocket Projections
1982-83 to 2004-2005

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Population¹ (Numbers in thousands)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-13 years old</td>
<td>30,528</td>
<td>33,424</td>
<td>37,080</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>14-17 years old</td>
<td>15,057</td>
<td>13,802</td>
<td>16,522</td>
<td>-8</td>
<td>20</td>
</tr>
<tr>
<td>18 years old</td>
<td>4,136</td>
<td>3,346</td>
<td>4,041</td>
<td>-19</td>
<td>21</td>
</tr>
<tr>
<td>18-24 years old</td>
<td>30,433</td>
<td>26,133</td>
<td>27,881</td>
<td>-14</td>
<td>7</td>
</tr>
<tr>
<td>25-29 years old</td>
<td>20,816</td>
<td>20,313</td>
<td>17,505</td>
<td>-2</td>
<td>-14</td>
</tr>
<tr>
<td>30-34 years old</td>
<td>18,781</td>
<td>22,509</td>
<td>19,335</td>
<td>20</td>
<td>-14</td>
</tr>
<tr>
<td>35-44 years old</td>
<td>27,645</td>
<td>40,371</td>
<td>43,644</td>
<td>46</td>
<td>8</td>
</tr>
<tr>
<td>Elementary/secondary education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>45,166</td>
<td>48,824</td>
<td>55,681</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Public</td>
<td>39,566</td>
<td>43,353</td>
<td>49,470</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Private</td>
<td>5,600</td>
<td>5,471</td>
<td>6,211</td>
<td>-2</td>
<td>14</td>
</tr>
<tr>
<td>Kindergarten–grade 8</td>
<td>31,361</td>
<td>35,652</td>
<td>39,696</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Public</td>
<td>27,161</td>
<td>31,372</td>
<td>34,931</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Private</td>
<td>4,200</td>
<td>4,280</td>
<td>4,765</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>13,805</td>
<td>13,172</td>
<td>15,985</td>
<td>-5</td>
<td>21</td>
</tr>
<tr>
<td>Public</td>
<td>12,405</td>
<td>11,981</td>
<td>14,539</td>
<td>-3</td>
<td>21</td>
</tr>
<tr>
<td>Private</td>
<td>1,400</td>
<td>1,191</td>
<td>1,446</td>
<td>-15</td>
<td>21</td>
</tr>
</tbody>
</table>

See footnotes on page 6.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary/secondary education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Numbers in thousands)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High school graduates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2,888</td>
<td>3,016</td>
<td>-14</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>2,598</td>
<td>2,707</td>
<td>-14</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>290</td>
<td>309</td>
<td>-12</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td><strong>Classroom teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2,458</td>
<td>3,343</td>
<td>17</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>2,133</td>
<td>2,921</td>
<td>18</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>325</td>
<td>421</td>
<td>13</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>1,413</td>
<td>1,979</td>
<td>25</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>1,182</td>
<td>1,687</td>
<td>28</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>231</td>
<td>292</td>
<td>13</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>1,045</td>
<td>1,364</td>
<td>5</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>951</td>
<td>1,235</td>
<td>5</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>94</td>
<td>129</td>
<td>11</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td><strong>Pupil/teacher ratios</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(In units)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>20.1</td>
<td>18.7</td>
<td>18.5</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Secondary</td>
<td>16.6</td>
<td>15.1</td>
<td>14.8</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Private</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>18.2</td>
<td>16.3</td>
<td>16.3</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Secondary</td>
<td>14.9</td>
<td>11.5</td>
<td>11.2</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
<td>---------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Elementary/secondary education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenditures (Billions of constant 1992-93 dollars)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current expenditures in public schools</td>
<td>$157.2  $227.0  $301.9</td>
<td>44  33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current expenditures per pupil in average daily attendance in public schools</td>
<td>$4,292  $5,630  $6,576</td>
<td>31  17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average annual salaries for teachers in public schools</td>
<td>$30,054  $35,019  $39,232</td>
<td>17  12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher education (Numbers in thousands)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12,426  14,762  15,976</td>
<td>19  8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control of institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>9,696  11,569  12,529</td>
<td>19  8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>2,730  3,193  3,447</td>
<td>17  8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-year</td>
<td>7,654  9,073  9,818</td>
<td>19  8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-year</td>
<td>4,772  5,689  6,158</td>
<td>19  8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------------------</td>
<td>---------</td>
<td>-----------</td>
<td>------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td><strong>Higher education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Numbers in thousands)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enrollment (continued)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sex of student</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>6,031</td>
<td>6,643</td>
<td>7,231</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Women</td>
<td>6,394</td>
<td>8,119</td>
<td>8,745</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 years and under</td>
<td>2,959</td>
<td>2,861</td>
<td>3,501</td>
<td>-3</td>
<td>22</td>
</tr>
<tr>
<td>20-21 years old</td>
<td>2,539</td>
<td>2,762</td>
<td>3,108</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>22-24 years old</td>
<td>2,081</td>
<td>2,596</td>
<td>2,798</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>25-29 years old</td>
<td>1,995</td>
<td>2,091</td>
<td>1,915</td>
<td>5</td>
<td>-8</td>
</tr>
<tr>
<td>30-34 years old</td>
<td>1,263</td>
<td>1,538</td>
<td>1,406</td>
<td>22</td>
<td>-9</td>
</tr>
<tr>
<td>35 years and over</td>
<td>1,589</td>
<td>2,915</td>
<td>3,248</td>
<td>83</td>
<td>11</td>
</tr>
<tr>
<td><strong>Attendance status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>7,221</td>
<td>8,220</td>
<td>9,053</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Part-time</td>
<td>5,205</td>
<td>6,542</td>
<td>6,923</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>10,825</td>
<td>12,686</td>
<td>13,969</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Graduate</td>
<td>1,322</td>
<td>1,774</td>
<td>1,810</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>First-professional</td>
<td>278</td>
<td>302</td>
<td>295</td>
<td>9</td>
<td>-2</td>
</tr>
<tr>
<td>Full-time-equivalent</td>
<td>9,092</td>
<td>10,579</td>
<td>11,548</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td><strong>Earned degrees</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td>456</td>
<td>535</td>
<td>556</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Men</td>
<td>207</td>
<td>214</td>
<td>220</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Women</td>
<td>249</td>
<td>321</td>
<td>337</td>
<td>29</td>
<td>5</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------------------</td>
<td>-------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Higher education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Numbers in thousands)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earned degrees (continued)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's</td>
<td>970</td>
<td>1,165</td>
<td>20</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>479</td>
<td>526</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>490</td>
<td>638</td>
<td>30</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Master's</td>
<td>290</td>
<td>386</td>
<td>33</td>
<td>-6</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>145</td>
<td>183</td>
<td>26</td>
<td>-15</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>145</td>
<td>203</td>
<td>40</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Doctor's</td>
<td>33</td>
<td>43</td>
<td>30</td>
<td>-11</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>22</td>
<td>27</td>
<td>21</td>
<td>-35</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>11</td>
<td>16</td>
<td>48</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>First-professional</td>
<td>73</td>
<td>75</td>
<td>3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>51</td>
<td>47</td>
<td>-12</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>22</td>
<td>33</td>
<td>38</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Expenditures</td>
<td>(Billions of constant 1992-93 dollars)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current-fund</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>expenditures</td>
<td>$110.3</td>
<td>$171.1</td>
<td>$229.4</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>72.0</td>
<td>107.3</td>
<td>143.7</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>38.3</td>
<td>63.7</td>
<td>85.7</td>
<td>66</td>
<td></td>
</tr>
</tbody>
</table>
Technical Notes

General Projection Methodology

Beginning with institutional data from the National Center for Education Statistics (NCES) and demographic data and projections from the Bureau of the Census, total enrollment is projected using expected enrollment rates. Exponential smoothing and multiple linear regression are the two major projection techniques used to forecast these rates. Demographic assumptions used by NCES are consistent with Bureau of the Census middle series of population projections. Elementary and secondary expenditure projections are produced using multiple linear regression.

For methodological details on the assumptions and methods used to develop these projections, and details on data sources, see Projections of Education Statistics to 2005.

---

- Percentage not calculated.
- Population projections are from the middle series of population projections of the Bureau of the Census. Population data for 1993-94 are projected.
- Data for 1982-83 are estimated.
- Based on enrollment by organizational level.
- Excludes capital outlay and interest.

NOTE: Because of rounding, details may not add to totals. Percentages are based on unrounded numbers.
Superintendent of Documents Publications Order Form

Order Processing Code: *7586

To fax your orders (202) 512-2250
To phone your orders (202) 512-1800

☐ YES, please send me ________ copies of
Projections of Education Statistics to 2005
S/N 065-000-00699-5 at $14 ($17.50 foreign) each.

The total cost of my order is $________. International customers please add 25%. Price includes regular domestic postage and handling and is subject to change.

Company or personal name (Please type or print)

Additional address/attention line

Street address

City, State, Zip code

Daytime phone including area code

Purchase order number (optional)

Please choose method of payment:
☐ Check payable to the Superintendent of Documents
☐ GPO Deposit Account
☐ VISA ☐ MasterCard Account

I _____________________ (expiration date)

Authorizing signature

Mail to: Superintendent of Documents
P.O. Box 371954, Pittsburgh, PA 15250-7954

Thank you for your order! Federal Identification Number, 536-002-509