

## EDUCATION AT A GLANCE 2015

*Education at a Glance: OECD Indicators* is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 34 OECD countries and a number of partner countries.

# The United States

## Educational attainment, skills and participation in the labour market

*The United States shows one of the smallest generation gaps in tertiary attainment as well as in skills and readiness to use information and communication technologies (ICT) for problem solving.*

A large proportion of adults (25-64 year-olds) in the United States has attained tertiary education: in 2014, 11% of the population had attained a short-cycle tertiary education as their highest level of education, 22% had attained a bachelor's or equivalent degree, 10% a master's or equivalent, and 2% a doctoral or equivalent. In total, 44% of adults had attained a tertiary education, which is considerably higher than the OECD average of 33%. The attainment level of only the younger generation, 25-34 year-olds, for bachelor's or equivalent degree is somewhat higher: 25% compared to an OECD average of 21%.

Although tertiary attainment in the United States has always been one of the highest among OECD countries, other countries have recently been catching up, and in 2014 the United States ranked fifth highest in tertiary attainment among OECD countries. In 2009, the United States established a goal to become the nation with the highest proportion of 25-34 year-old university graduates by 2020. To meet this target, officials estimate that the proportion of younger adults in the United States with a tertiary degree will need to reach 60% by the end of the decade (OECD, 2015a).

The United States shows one of the smallest differences in tertiary attainment between the generations. The proportion of 25-34 year-olds with tertiary education is only 5 percentage points larger than that of 55-64 year-olds (46% versus 41% compared to 41% versus 25% for OECD countries). This likely reflects the fact that the United States has the third highest tertiary attainment rate among 55-64 year-olds in OECD countries (41%), behind only Canada (45%) and Israel (47%).

Similarly, the United States has the smallest generation gap in individuals' skills and readiness to use information and communication technologies (ICT) for problem solving. This small gap is the result of above-average performance of the older generation and below-average performance of the younger generation. While over 20% of 55-64 year-olds demonstrate good ICT and problem-solving skills – the highest proportion among all participating countries and sub-national entities (12% for the average) – the same is true for only 40% of 25-34 year-olds, below the average of 50%.

*Between 2010 and 2014, unemployment in the United States fell across all levels of education and all age groups.*

The pattern of unemployment remains similar to that in most countries: the unemployment rate is lowest among adults who have earned a tertiary degree (3.7%), followed by those who have completed upper secondary or post-secondary non-tertiary education (7.2%) and those with below upper secondary education (10.6%). In all three cases, the rate in 2014 was below the OECD averages of 5.1%, 7.7% and 12.8% respectively. This notably contrasts with 2010, when unemployment rates in the United States were above the OECD average for all levels of education.

## Equity in education and the labour market

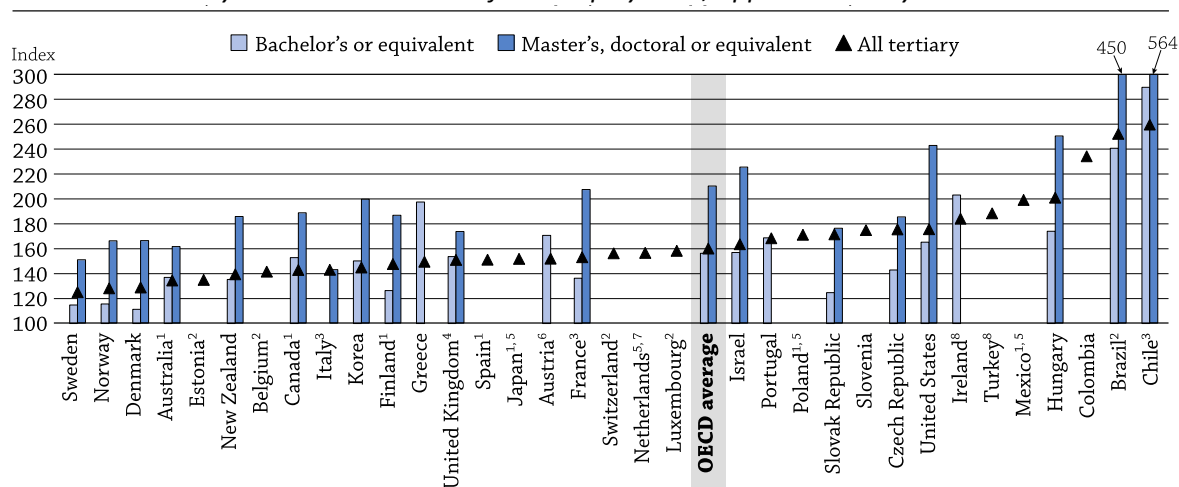
*Given that a large proportion of adults in the United States already have a tertiary education, there is comparatively less room for upward educational mobility than in other countries. Still, the earnings premium for a tertiary education is among the highest of all OECD countries.*

The United States shows one of the smallest proportions of young adults who surpassed their parents' educational attainment when they themselves attained tertiary education (15% compared to an average of 22%). However, given that the United States also has one of the largest proportions of tertiary-educated adults among OECD countries, there's relatively less room for upward educational mobility. This is reflected by the fact that the proportion of younger adults (25-34 year-olds) who completed tertiary education and whose parents also completed that level of education was 27% in 2012– the sixth largest proportion of tertiary attainment as status quo among OECD countries with available data.

Having a tertiary education pays off in the United States. Tertiary-educated adults are less likely to be unemployed and enjoy one of the largest earnings premium among OECD and partner countries with available data (see Figure 1). Compared with adults with upper secondary education as their highest level of attainment, those with a tertiary degree earn about 76% more in income from employment, which is considerably higher than the OECD average of 60%. The earnings premium is especially high for those with a master's or doctoral or equivalent degree: in 2013, these adults earned 143% more than an individual with upper secondary education – the third highest premium among OECD countries with available data.

In all countries, individuals who do not attain upper secondary education usually face large earnings disadvantages throughout their working life. On average among OECD countries, 26% of workers with below upper secondary education as their highest level of attainment earn less than half the national median. However, in the United States, about 45% of this group do.

**Figure 1: Relative earnings of tertiary-educated workers, by level of tertiary education (2013)**  
 25-64 year-olds with income from employment; upper secondary education=100



**Note:** Tertiary education includes short cycle tertiary, bachelor's, master's, doctoral or equivalent degrees.

1. Australia, Canada, Finland, Japan, Mexico, Poland, Spain: Year of reference 2012.

2. Belgium, Brazil, Estonia, Luxembourg, Switzerland: Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.

3. Chile, France, Italy: Year of reference 2011.

4. The United Kingdom: Data for upper secondary attainment includes completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

5. Japan, Mexico, the Netherlands, Poland: Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED-97 classification.

6. Austria: Master's, doctoral or equivalent are included in bachelor's or equivalent.

7. The Netherlands: Year of reference 2010.

8. Ireland, Turkey: Earnings net of income tax.

Countries are ranked in ascending order of the relative earnings of 25-64 year-olds with tertiary education.

**Source:** OECD (2015b), *Education at a Glance 2015: OECD Indicators*, Table A6.1a.

See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink**  <http://dx.doi.org/10.1787/888933283686> (*Education at a Glance 2015*, Chart A6.1)

**There is still a wide gender gap in favour of men in the US labour market, both in employment and earnings.**

For all levels of education combined, 25-64 year-old women in the United States earned 73% of what men earned in 2013, which is below the OECD average of 80%, and is the fourth lowest among all OECD countries. Moreover, the gender difference in relative earnings among tertiary-educated adults is relatively large in favour of men. Whereas a tertiary-educated man in 2013 earned 87% more than a man with upper secondary education, a tertiary-educated woman earned 70% of what a woman with upper secondary education earned. The 17 percentage-point gender difference – similar to that observed in Poland – is the fifth largest difference among OECD countries.

Part of the difference in salaries for males and females may be attributable to differences in the relative numbers of males and females in typically high paying college majors such as engineering and computer science. Whereas women are overwhelmingly over-represented in the field of health and welfare, and to a lesser extent in teacher training and education science, there is a 7 percentage-point difference in favour of men who are enrolled in the field of science, mathematics and computing (compared to 3 percentage points on average among OECD countries).

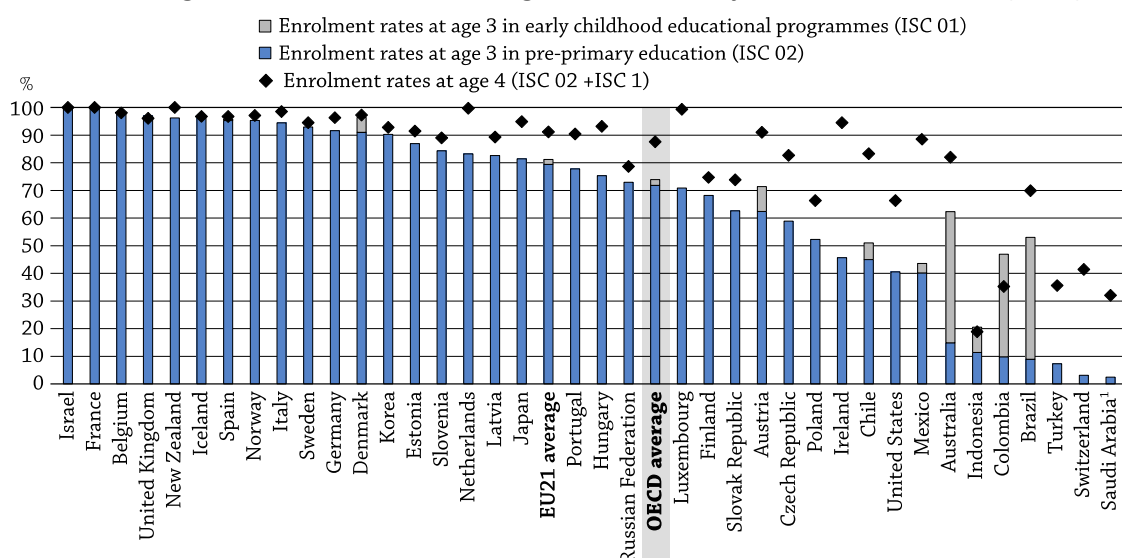
## Early childhood education

*Although early childhood education plays a significant role in students' cognitive development and later school performance, particularly for immigrant students, enrolment in early childhood education remains low.*

With 41% of children aged 3 and 66% of children aged 4 enrolled in early childhood or primary education, the United States has one of the lowest enrolment rates among OECD countries – far below the OECD average of 74% of 3-year-olds and 88% of 4-year-olds (see Figure 2). Most early childhood education programmes last for one year.

Although enrolment in early childhood programmes in the United States is less extensive than in other OECD countries, this type of education plays an important role in improving the performance of students in school later on. For example, in PISA 2012, students with an immigrant background who had attended at least one year of pre-primary education out-performed their peers with a similar background who had not attended pre-primary education by 150 score points – the largest difference among OECD countries.

**Figure 2: Enrolment rates at age 3 and 4 in early childhood education (2013)**




1. Year of reference 2014.

Countries are ranked in descending order of the enrolment rates of 3 year-olds in pre-primary programmes.

Source: OECD (2015b), *Education at a Glance 2015: OECD Indicators*, Table C2.1.

See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink  <http://dx.doi.org/10.1787/888933284184> (*Education at a Glance 2015*, Chart C2.1)

## Tertiary education: Short cycle, bachelor's, master's and doctoral programmes (based on the new ISCED 2011 Classification)

*First-time tertiary graduation rates in the United States are above average, especially for short-cycle tertiary programmes.*

Although tertiary attainment levels in the United States show limited intergenerational progress, current graduation patterns suggest that the country's youth may surpass older generations in terms of tertiary attainment. Some 54% of young people in the United States can expect to graduate at least once from a tertiary degree in their lifetime. This figure represents a 9 percentage-point increase over the first-time tertiary graduation rate in 2005, and is above the OECD average of 50%.

The profile of first-time tertiary graduates in the United States shows that slightly less than half (42%) of first time graduates in 2013 completed short-cycle degrees (associate's degrees in the United States) and

slightly more than half (58%) completed a bachelor's degree as their first tertiary degree. The average OECD profile of first-time graduates is quite different: roughly 18% of first-time graduates earned a short-cycle degree and 69% earned a bachelor's degree as their first tertiary degree.

*Part-time studies are more prevalent in the United States than in most other countries for all levels of tertiary programmes.*

Across OECD and partner countries with available data, students in tertiary education are more likely to enrol full time than part time. This is true even in short-cycle tertiary programmes, which have the highest percentage of part-time students among the various tertiary education programmes. However, the reverse is true for short-cycle programmes in the United States where over half (54%) of the enrolments in short-cycle tertiary programmes were part time in 2013, compared to the OECD average of 27%. This is the fourth highest proportion of part-time students observed among all OECD and partner countries with available data. The shares of part-time students in the United States in bachelor's programmes or equivalent (23%) and master's or equivalent (46%) are smaller than the share of part-time students in short-cycle programmes, but are above the OECD averages of 20% and 26%, respectively.

*The new ISCED 2011 classification for tertiary education indicates diverse fields of study and types of institutions at this level in the United States.*

Among those who graduated from a tertiary programme in the United States in 2013, over half (53%) earned a degree in the fields of humanities and arts or social sciences, business and law, compared to an OECD average of 45%. Only 15% of graduates earned a degree in the fields of sciences and engineering, manufacturing and construction (combined), below the OECD average of 23%. The percentage of students who graduate from sciences and engineering programmes in the United States was less than the OECD average for each level of tertiary education. Some 17% of all graduates from bachelor's programmes in the United States earned a science or engineering degree compared to the OECD average of 22%, a 5 percentage point difference. The difference was larger at the short-cycle (associate's programmes in United States) and master's level, but smaller at the doctorate level (12 percentage-point, 10 percentage-point and 2 percentage-point difference, respectively).

Regarding the type of institution, some 90% of students were enrolled in public institutions in a short-cycle tertiary programme in 2013, 66% were enrolled in public institutions for a bachelor's or equivalent programme, 46% for a master's or equivalent programme and 62% for a doctoral or equivalent programme. With the exception of short-cycle tertiary programmes, for which enrolment in public institutions is well above the OECD average of 59%, enrolment in public institutions for the other three levels falls below the OECD averages of 69%, 71% and 80%, respectively.

*The United States continues to be the global leader in the international tertiary education market, though international students make up a small percentage of the total tertiary population.*

The United States, together with Australia, Canada, France, Germany and the United Kingdom, attract more than half of all international students worldwide. In fact, the United States alone hosted 19% of all international students in 2013, the largest proportion among all OECD and partner countries. From 2000 to 2012, however, the share of international students who chose the United States as their country of destination for tertiary education dropped from 23% in 2000 to 16% in 2012 (OECD, 2014). Moreover, international students in the United States made up only 2% of students enrolled in short-cycle tertiary programmes, 3% in bachelor's or equivalent, 8% in master's or equivalent and 32% in doctoral or equivalent programmes. In the United States, as in the majority of OECD and partner countries with available data, tuition fees charged by public educational institutions may differ for national and international students enrolled in the same programme.

## Financing of education

*Despite a decrease in total expenditure on educational institutions, the United States continues to allocate a relatively high share of GDP to expenditure on educational institutions, particularly at the tertiary level.*

The United States is among the six countries where expenditure per student in primary, secondary and post-secondary non-tertiary education decreased in real terms between 2008 and 2012, though the United States has the smallest decrease at less than 1%. At the tertiary level, expenditure per student fell by 9% between 2008 and 2012 as the increase in total expenditure did not keep up with the even larger increase in the number of students enrolled.

Despite the decrease in total expenditure per student, expenditure on primary, secondary and post-secondary non-tertiary educational institutions as a percentage of GDP in 2012 was near the OECD average (3.6%; the OECD average was 3.7%). The United States also had the highest expenditure on tertiary education as a share of GDP among OECD countries (2.8%; the OECD average was 1.5%). The share of expenditure on tertiary institutions as a percentage of GDP also increased by 0.3 percentage point between 2008 and 2012 (from 2.5% to 2.8%).

*Teaching time is the main factor influencing teachers' salary cost at lower secondary level. As the average number of hours taught by a teacher in the United States are comparatively high, the salary cost of teachers is below the OECD average.*

Teachers' salaries represent the biggest share of current expenditure on education. At lower secondary level, salary cost of teachers per student was USD 3 967<sup>1</sup> in 2013 (higher than the OECD average of USD 3 350). The main factor driving the salary cost of lower secondary teachers per student in the United States, as compared to the OECD average, is teaching time with 981 hours taught by a lower secondary teacher in a year compared to an OECD average of 694 hours. This difference in teaching time with the OECD average is equivalent to a decrease in the salary cost of USD -1 296. The United States is the only OECD country where teaching time is the main driver of the salary cost per student at lower secondary level. As in many OECD countries, teachers' salaries also play an important role and account for USD 1 240 of the difference with the OECD average.

*Through tuition fees, private households provide the most funding for tertiary institutions in the United States. Though this may potentially create financial obstacles to entry into tertiary education, the United States is also among the countries which offer significant public support to students.*

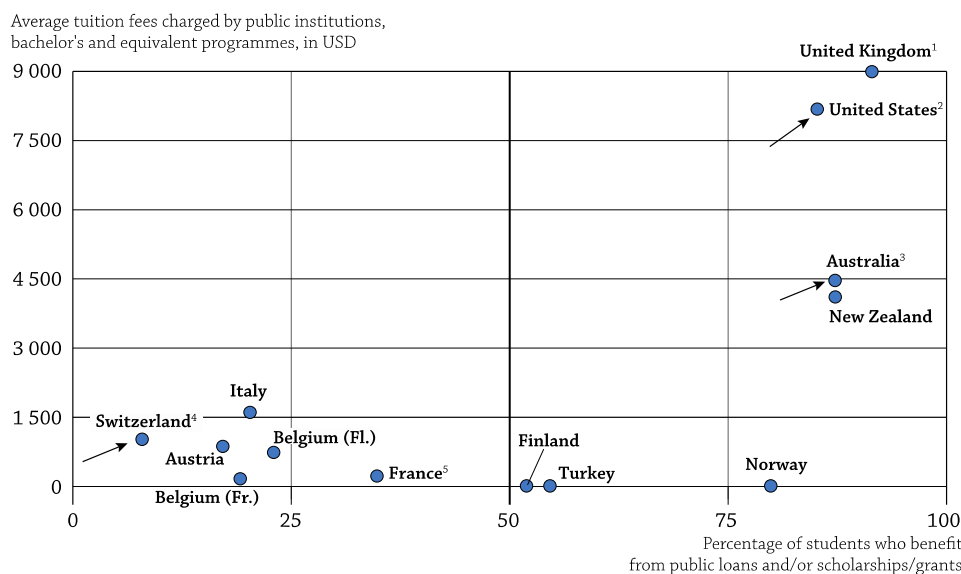
Tertiary education in the United States is largely privately funded, with 62% of funding coming from private sources compared to the OECD average of 30%. This share increased between 2008 and 2012 by 3.5 percentage points. Around 46% of funding for tertiary institutions come from households in the form of tuition fees and other direct payments – the second largest proportion of household expenditure on tertiary institutions among OECD countries (after Japan at 52%).

The United States' financing model for tertiary education is based on high tuition fees and well-developed student-support systems (see Figure 3). Public and private tertiary institutions in the United States charge their students the highest tuition fees, on average, among countries reporting these data. High tuition fees might limit access to tertiary education: in the United States, the entry rate into tertiary education after excluding international students is only 51%, lower than the OECD average of 60%.

<sup>1</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs).

Countries with similar financing models for tertiary education tend to have well-developed student-support systems that assume some of the financial burden borne by students and their families. In the United States during the 2013/14 academic year, only 15% of full-time students in bachelor's or equivalent programmes did not benefit from public loans or scholarships and grants – similar to the proportion of students in other countries that use the same financing model.

**Figure 3: Average tuition fees charged by public institutions related to the proportion of students who benefit from public loans and/or scholarships/grants at bachelor's and equivalent level (2013-2014)**  
 For full-time national students, in USD converted using PPPs for GDP, academic year 2013/14



**Note:** Arrows show how the average tuition fees and the proportion of students who benefit from public support have changed since 1995 further to reforms.

1. Tuition fees refer to England only.

2. Reference year 2011-12.

3. Only includes the major Australian Government scholarships programmes. It excludes all scholarships provided by education institutions and the private sector.

4. Swiss data refer to the financial year 2013 and the academic year 2012/2013.

5. Tuition fees range from USD 215 to USD 715 for university programmes depending from the Ministry of Higher Education.

**Sources:** OECD (2015b), *Education at a Glance 2015: OECD Indicators*, Tables B5.1a and B5.3.

See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink** <http://dx.doi.org/10.1787/888933284064> (*Education at a Glance 2015*, Chart B5.1)

## The teaching profession

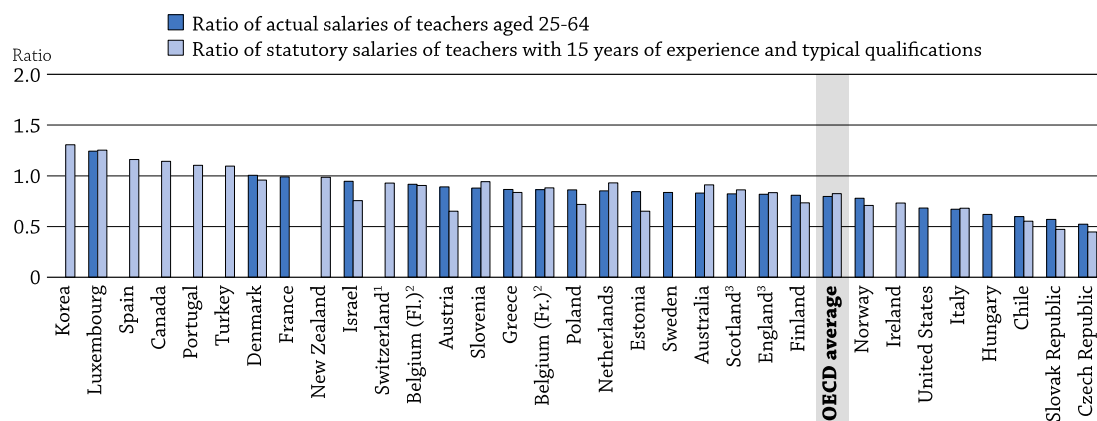
*Despite an increase over the past decade, teachers' salaries are not competitive when compared to the average salary of similarly educated workers.*

Salaries of teacher's with typical qualifications and 15 years of experience (excluding bonuses and allowances) increased in almost all levels of education between 2005 and 2013. In the United States, salaries increased by 10% for lower secondary teachers, in contrast with a 2% increase across OECD countries during this period. Salaries for upper secondary teachers in the United States and on average across OECD countries remained relatively stable over the reference period, with increases of 3% and 1%, respectively. Only at the primary level did teachers' salaries decrease in the United States, by 2% over the reference period, compared with an increase of 3% on average among OECD countries.

In the United States, teachers' salaries remain below the average salary of tertiary-educated full-time workers. Pre-primary, primary and lower secondary teachers' actual average salaries represent about two-thirds of the average salary of tertiary-educated, full-time, full-year workers – below the OECD average for

all three levels. Although upper secondary teachers earn more of this benchmark salary (71%) than lower secondary teachers, they still earn far less than the OECD average for upper secondary teachers (91%).

**Figure 4: Teachers' salaries relative to earnings for similarly educated workers (2013)**  
*Salaries of lower secondary teachers teaching general programmes in public institutions*



**Notes:** The definition of teachers' typical qualification is based on a broad concept including the typical ISCED level of attainment and other criteria, as discussed in Box D3.2. For further details on the different metrics used to calculate these ratios, please refer to the *Methodology* section.

1. Statutory salaries of teachers with 11 years of experience and minimum qualification instead of 15 years of experience and typical qualifications.

2. Data on earnings for full-time, full-year workers with tertiary education refer to Belgium.

3. Data on earnings for full-time, full-year workers with tertiary education refer to the United Kingdom.

Countries are ranked in descending order of the ratio of teachers' salaries to earnings for full-time, full-year workers with tertiary education aged 25-64.

**Source:** OECD (2015b), *Education at a Glance 2015: OECD Indicators*, Table D3.2a, and Table D3.2b, available on line.

See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink**  <http://dx.doi.org/10.1787/888933284456> (*Education at a Glance 2015*, Chart D3.1)

### *The teaching force in the United States is well-balanced by age.*

Some 44% of pre-primary teachers, 46% of lower secondary teachers and 41% of upper secondary teachers are under 40, above the OECD averages respectively of 41%, 38% and 33%. This age distribution of the teaching workforce remained stable between 2005 and 2013. It allows for both diversity in experience and skills, and smooth transitions between generations of teachers.

#### **Sub-national comparisons**

*Education at a Glance* provides an authoritative compilation of international comparisons of key education statistics. While countries attain specific values in these comparisons, readers should not assume that countries themselves are homogeneous. The country averages include significant variations among sub-national jurisdictions.

Regional policy makers can benefit most from the comparisons presented in *Education at a Glance* when they can compare the results from their own sub-national areas with national and sub-national data from other countries. To this end, the OECD, with support from the US National Center for Education Statistics, is, for the first time, releasing sub-national data for six *Education at a Glance* Indicators in this edition (see <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>). The list of Indicators includes Educational Attainment of the Population (Indicator A1), Employment rates by Educational Attainment (Indicator A5), and Early Childhood Enrolment (Indicator C1).

Ten countries participated in this pilot compilation of sub-national estimates by providing information for some or all of the Indicators included: Belgium, Brazil, Canada, Germany, Ireland, the Russian Federation, Slovenia, Spain, Sweden and the United States.

Although the variation between the highest- and lowest-ranked countries for a given Indicator, on average, was larger than the variation within most countries, variations within both federal and non-federal pilot countries were substantial. For example, for the Indicator on tertiary attainment, the ratio of the highest-ranked jurisdictions to the lowest-ranked, within countries, was nearly 2:1 or more in many of the participating countries.



## References

- OECD (2015a), "How is the global talent pool changing (2013, 2030)?", *Education Indicators in Focus*, No. 31, OECD Publishing, Paris, <http://dx.doi.org/10.1787/5js33lf9jk41-en>.
- OECD (2015b), *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-en>.
- OECD (2014), *Education at a Glance 2014: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2014-en>.
- OECD/European Union (2015), *Indicators of Immigrant Integration 2015: Settling In*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264234024-en>.


This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.


This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

### Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

For more information on Education at a Glance 2015 and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm).

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:  **Education GPS**  
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=USA&treshold=10&topic=EO>

**Questions can be directed to:**  
Andreas Schleicher  
Directorate for Education and Skills  
[andreas.schleicher@oecd.org](mailto:andreas.schleicher@oecd.org)

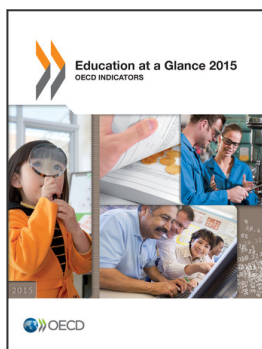
**Country Note authors:**  
Camila de Moraes and Soumaya Maghnouj  
Directorate for Education and Skills  
[camila.demoraes@oecd.org](mailto:camila.demoraes@oecd.org)  
[soumaya.maghnouj@oecd.org](mailto:soumaya.maghnouj@oecd.org)

## Key Facts for United States in Education at a Glance 2015

Table	Indicator	United States	OECD average
<b>Educational Access and Output</b>			
<b>Enrolment rates</b>		<b>2013</b>	<b>2013</b>
C2.1	3-year-olds (in early childhood education)	41%	74%
<b>Highest educational attainment level of 25-64 year-olds</b>		<b>2014</b>	<b>2014</b>
A1.4a	Below upper secondary	10%	24%
	Upper secondary or post-secondary non-tertiary	45%	43%
	Tertiary	44%	34%
<b>Highest educational attainment level of 25-64 year-olds (disaggregation at tertiary level)</b>		<b>2014</b>	<b>2014</b>
A1.1a	Short cycle tertiary	11%	8%
	Bachelor's or equivalent	22%	16%
	Master's or equivalent	10%	11%
	Doctoral or equivalent	2%	1%
<b>Entry and graduation rates</b>		<b>2013</b>	<b>2013</b>
C3.1	Percentage of today's young people expected to enter tertiary education at least once during their lifetime	52%	67%
A3.1	Percentage of today's young people expected to graduate with a bachelor's or equivalent degree in their lifetime	38%	36%
<b>Economic and Labour Market Outcomes</b>			
<b>Unemployment rate of 25-64 year-olds</b>		<b>2014</b>	<b>2014</b>
A5.4a	Below upper secondary	10.6%	12.8%
	Upper secondary and post-secondary non-tertiary	7.2%	7.7%
	Tertiary	3.7%	5.1%
<b>Average earnings premium for tertiary-educated 25-64 year-olds (upper secondary = 100)</b>		<b>2013</b>	<b>2013</b>
A6.1a	Short cycle tertiary	116	125
	Bachelor's or equivalent	165	157
	Master's, Doctoral or equivalent	243	214
	All tertiary	176	160
<b>Percentage of people not in employment, education or training (NEET) for 15-29 year-olds</b>		<b>2014</b>	<b>2014</b>
C5.2b	Men	12.5%	13.2%
	Women	17.6%	17.9%
<b>Financial Investment in Education</b>			
<b>Annual expenditure per student (in equivalent USD, using PPPs)</b>		<b>2012</b>	<b>2012</b>
B1.1a.	Primary education	11030 USD	8247 USD
	Secondary education	12442 USD	9518 USD
	Tertiary (including R&D activities)	26562 USD	15028 USD
<b>Total expenditure on primary to tertiary educational institutions</b>		<b>2012</b>	<b>2012</b>
B2.2	As a percentage of GDP	6.4%	5.2%
<b>Total public expenditure on primary to tertiary education</b>		<b>2012</b>	<b>2012</b>
B4.2	As a percentage of total public expenditure	11.6%	11.6%
<b>Schools and Teachers</b>			
<b>Ratio of students to teaching staff</b>		<b>2013</b>	<b>2013</b>
D2.2	Primary education	15 students per teacher	15 students per teacher
	Secondary education	15 students per teacher	13 students per teacher
<b>Average actual teachers' salaries</b>		<b>2013</b>	<b>2013</b>
D3.4	Pre-primary school teachers	49800 USD	37798 USD
	Primary school teachers	51334 USD	41248 USD
	Lower secondary school teachers (general programmes)	52343 USD	43626 USD
	Upper secondary school teachers (general programmes)	54083 USD	47702 USD

The reference year is the year cited or the latest year for which data are available.

\*\* Please refer to the source table for details on this data.



**From:**  
**Education at a Glance 2015**  
OECD Indicators

**Access the complete publication at:**  
<https://doi.org/10.1787/eag-2015-en>

**Please cite this chapter as:**

OECD (2015), "United States", in *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2015-86-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to [rights@oecd.org](mailto:rights@oecd.org). Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at [info@copyright.com](mailto:info@copyright.com) or the Centre français d'exploitation du droit de copie (CFC) at [contact@cfcopies.com](mailto:contact@cfcopies.com).