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For InfoGuides related to US History look under American History. Page 2 For best results, include journal ISSN or title as well as volume, issue, and start page. Overview of the education system in the United States This article may be too long to read and navigate comfortably. Please consider splitting content into sub-articles, condensing it, or
adding subheadings. Please discuss this issue on the article's talk page. (July 2020) Education in United States of AmericaNational education budget (2016–17) Budget$1.3 trillion (7.2% of GDP) (public and private, all levels)[2] Per studentmore than $11,000 (2005)[1] General details Primary languages American English System type Federal, state,
privateLiteracy (2003 est.)Total99%[3]Female99%[3]EnrollmentTotal81.5 million1Secondary diploma91% (among 25-64 year-olds, 2018)[5][6][7]Post-secondary diploma46.4% (among 25-64 year-olds, 2017)[4]1Includes kindergarten2Includes
middle school and high school3Includes graduate school This article is part of a series onEducation in theUnited States Summary By state and in insular areas By subject area History of Issues Accreditation Primary and secondary Financing Law Literacy Policy Post-secondary issues Bubble Cost and financing Credentialism Elite
overproduction Graduate unemployment Reform Charter schools Inequality School choice Levels of Education Fature States portality School Choice Levels of Education Fature States Fature Schools Fature Schools Fature Schools Fature Schools Fature School Choice Levels of Education Fature School Fature Sch
educational standards, often mandate standardized tests for K-12 public school systems and supervise, usually through a board of regents, state colleges, and universities. The bulk of the $1.3 trillion in funding accounting for only about $200 billion.[2] Private schools are free to determine
their own curriculum and staffing policies, with voluntary accreditation available through independent regional accreditation authorities, although some state regulation can apply. In 2013, about 87% of school-age children (those below higher education) attended state funded public schools, about 10% attended tuition- and foundation-funded private
schools,[8] and roughly 3% were home-schooled.[9] By state law, education is compulsory over an age satting between five and eight end eight end eight end eight end eight and eight end e
In most schools, compulsory education is divided by age groups into grades, ranging from kindergarten (4 to 6-year-olds) and first grade (6 to 7-year-olds) for the youngest children, up to twelfth grade (17 to 18-year-olds) as the final year of
high school. There is also a large number and wide variety of publicly and privately administered colleges and universities, public research universities,
private liberal arts colleges, historically black colleges, and universities, community colleges, and many other kinds and combinations of institutions. College enrollment rates in the United States have increased over the long term.[11] At the same time, student loan debt has also risen to $1.5 trillion. According to a 2016 report
 published by the U.S. News & World Report, of the top ten colleges and universities in the world, eight are American (the other two are Oxford and Cambridge, in the United Kingdom).[12] The United States spends more per student on education than any other country.[13] In 2014, the Pearson/Economist Intelligence Unit rated U.S. education as
 14th best in the world. The Programme for International Student Assessment coordinated by the OECD currently ranks the overall knowledge and skills of American student scoring 487.7, compared with the OECD average of 493.[14][15] In
2014, the country spent 6.2 percent of attained some form of post-secondary education. [4] 48 percent of Americans aged 25 to 34 attained some form of tertiary education, about 4 percent above the
OECD average of 44 percent.[17][18][19] 35 percent of Americans aged 25 and over have achieved a bachelor's degree or higher.[20] The United States ranks 3rd from the bottom in terms of poverty rate.[21][22] History Main article: History of education in the United States
19th century Colonial New England encouraged its towns to support free public schools funded by taxation. In the early 19th century Massachusetts took the lead in education reform and public education with programs designed by Horace Mann that were widely emulated across the North. Teachers were specially trained in normal schools and
taught the three Rs (of reading, writing, and arithmetic) and also history and geography. Public education was at the elementary level in most places. After the Civil War (1861–1865), the cities began building high schools. The South was far behind northern standards on every educational measure and gave weak support to its segregated all-black
schools. However northern philanthropy and northern churches provided assistance to private black colleges across the South. Religious denominations across the south. Religious denomination denomination across the south. Religious denomination denomination denomination denomination
school, the Columbian School in Concord, Vermont, [23][24] aimed at improving the quality of the burgeoning common school system by producing more qualified teachers. During Reconstruction, the Office of Education was created in an attempt to standardize education was created in attempt to standardize education was created in an attempt to standardize education was created in attempt to standardize education was created in attempt to standardize education was created in attempt to standardize education was crea
statistical data on schools and provide insight into the educational outcomes of schools in each state. While supportive of educational aims across the states in the nineteenth century were broad, making it difficult to create shared goals and priorities. States like
Massachusetts, with long-established educational institutions, had well-developed priorities in place by the time the Office of Education was established. In the South and the West, however, newly formed common school systems had different needs and priorities. [25] Competing interests among state legislators limited the ability of the Office of
Education to enact change. In the mid-20th century, the rapidly increasing Catholic population led to the formation of parochial schools in the largest cities. Theologically oriented Episcopalian, Lutheran, and Jewish bodies on a smaller scale set up their own parochial schools. There were debates over whether tax money could be used to support to su
them, with the answer typically being no. From about 1876, thirty-nine states passed a constitutional amendment to their state constitutions, called Blaine Amendments after James G. Blaine, one of their chief promoters, forbidding the use of public tax money to fund local parochial schools. States passed laws to make schooling compulsory between
1852 (Massachusetts) and 1917 (Mississippi). They also used federal funding designated by the Morrill Land-Grant Colleges specializing in agriculture and engineering. By 1870, every state had free elementary schools, [26] albeit only in urban centers. According to a 2018 study in the Economic
Journal, states were more likely to adopt compulsory education laws during the Age of Mass Migration (1850-1914) if they hosted more European immigrants with lower exposure to civic values. [27] Following Reconstruction the Tuskegee Normal and Industrial Institute was founded in 1881 as a state college, in Tuskegee, Alabama, to train "Colored
Teachers," led by Booker T. Washington, (1856–1915), who was himself a freed slave. His movement spread, leading many other Southern states to establish small colleges for "Colored or Negro" students entitled "A. & M." ("Agricultural and Mechanical") or "A. & T." ("Agricultural and Technical"), some of which later developed into state universities.
 Before the 1940s, there were very few black students at private or state colleges in the North and almost none in the South.[28] Responding to the many competing academic philosophies being promoted at the time, an influential working group of educators, known as the Committee of Ten and established in 1892 by the National Education
 Association, recommended that children should receive twelve years of instruction, consisting of eight years of elementary education (in what were also known as "grammar schools") followed by four years in high school ("freshmen," "sophomores," "juniors," and "seniors"). Gradually by the late 1890s, regional associations of high schools, colleges
 and universities were being organized to coordinate proper accrediting standards, examinations, and regular surveys of various institutions in order to assure equal treatment in graduation and admissions requirements, as well as course completion and transfer procedures. 20th century By 1910, 72 percent of children were attending school. Between
1910 and 1940 the high school movement resulted in a rapid increase in public high school enrollment and graduations. [29] By 1930, 100 percent of children were attending school, excluding children with significant disabilities or medical concerns. [29] Private schools spread during this time, as well as colleges and – in the rural centers – land grant
colleges also. [29] In 1922 an attempt was made by the voters of Oregon to enact the Oregon Compulsory Education Act, which would require all children, exceeding a certain living distance from a public school, or having written
consent from a county superintendent to receive private instruction. The law was passed by popular vote but was later ruled unconstitutional by the United States Supreme Court in Pierce v. Society of Sisters, determining that "a child is not a mere creature of the state". This case settled the dispute about whether or not private schools had the right
to do business and educate within the United States.[30] By 1938 there was a movement to bring education to six years of elementary school, four years of junior high schools and colleges plummeted as many high school and college students—and teachers—dropped
out to enlist or take war jobs.[32][33][34] The 1946 National School Lunch Act, in effect since it became law, provided low-cost or free school lunch meals to qualified low-income studying. The 1954 Supreme Court case Brown v.
Board of Education of Topeka, Kansas made racial desegregation of public elementary and high schools mandatory, although white families often attempted to avoid desegregation by sending their children to private secular or religious schools.[35][36][37] In the years following this decision, the number of Black teachers rose in the North but
dropped in the South.[38] In 1965, the far-reaching Elementary and Secondary Education Act ('ESEA'), passed as a part of President Lyndon B. Johnson's War on Poverty, provided funds for primary and secondary education ('Title I funding'). Title VI explicitly forbade the establishment of a national curriculum.[39] Title IV of the Higher Education Act
of 1965 created the Pell Grant program which provides financial support to students from low-income families to access higher education in schools. The Higher Education Amendments of 1972 made changes to the Pell Grants. The 1975 Education for
All Handicapped Children Act (EHA) required all public schools accepting federal funds to provide equal access to education and one free meal a day for children with physical and mental disabilities. The 1983 National Commission on Excellence in Education report, famously titled A Nation at Risk, touched off a wave of local, state, and federal
reform efforts, but by 1990 the country still spent only 2 percent of its budget on education, compared with 30 percent on support for the elderly.[40] In 1990, the EHA was replaced with the Individuals with Disabilities Education Act (IDEA), which placed more focus on students as individuals, and also provided for more post-high school transition
services. 21st century The No Child Left Behind Act of 2001, passed by a bipartisan coalition in Congress, provided federal aid to the states in exchange for measures to penalize schools that were not meeting the goals as measured by standardized state exams in mathematics and language skills. This made standardized testing a requirement.[41][42]
[43] In the same year, the U.S. Supreme Court diluted some of the century-old "Blaine" laws upheld an Ohio law allowing aid to parochial schools under specific circumstances. [44] The 2006 Commission on the Future of Higher Education evaluated higher education. In December 2015, President Barack Obama signed legislation replacing No Child
Left Behind with the Every Student Succeeds Act.[45] The Great Recession of 2008-09 caused a sharp decline in tax revenues in all cities and states. The response was to cut education budgets. Obama's $800 billion stimulus package included $100 billion for public schools, which every state used to protect its education budgets. In terms of
sponsoring innovation, however, Obama and his Education Secretary Arne Duncan pursued K-12 education reform through the Race to the Top grant program. With over $15 billion of grants at stake, 34 states quickly revised their education laws according to the proposals of advanced educational reformers. In the competition, points were awarded
for allowing charter schools to multiply, for compensating teachers on a merit basis including student test scores, and for adopting higher educational standards. There were incentives for states to establish college and career-ready standards, which in practice meant adopting the Common Core State Standards Initiative that had been developed on a
bipartisan basis by the National Governors Association, and the Council of Chief State School Officers. The criteria were not mandatory, they were incentives to improve opportunities to get a grant. Race to the Top had
strong bipartisan support, with centrist elements from both parties. It was opposed by the left-wing of the Democratic Party, and by the right-wing of the Republican Party, and criticized for centralizing too much power in Washington. Complaints also came from middle-class families, who were annoyed at the increasing emphasis on teaching to the
test, rather than encouraging teachers to show creativity and stimulating students' imagination.[46][47] In the 2010s, student loan debt became recognized as a social problem.[48][50][51][52] Since the COVID-19 pandemic began in 2020, schools had to implement technology to transition to virtual meetings.[53][54] Although the use of
technology improves the grading process and the quality of information received,[55] there is concern that online-only education disadvantages students without internet access, who disproportionately live in poor households, and that technology may make it harder for students to pay attention.[56] With the unforeseen appearance of the pandemic,
colleges and universities are in jeopardy of shutting down for good. Universities are being forced to refund money to students, invest in online technology and tools, making it harder to invest into empty campuses. Schools are defined as being in low financial health if their combined revenue and unrestricted assets will no longer cover operating
expenses in 6 years. Before COVID-19, 13 institutions were in danger of closing within 6 years in New England. [57] With the presence of COVID-19, that number has increased to 25 institutions. [57] Nationwide, because of the financial impact caused by the coronavirus pandemic, 110 more colleges and universities are now at risk of closing. This
labels the total number of colleges and universities in peril due to coronavirus pandemic to be 345 institutions.[57] While prestigious colleges at a low risk have dropped from 485 to 385.[57] Federal coronavirus relief has assisted students and
universities, however it has not been enough to bandage the financial wound created by COVID-19. Colby-Sawyer College located in New Hampshire has received about $780,000 in assistance through the United States Department of Education.[57] About half of this money was dispersed amongst the student body. Colby-Swayer College was also
capable of receiving a loan of $2.65 million, to avoid layoffs of their 312 employees.[57] Statistics In 2000, 76.6 million students had enrolled in schools from kindergarten through graduate schools. Of these, 72 percent aged 12 to 17 were considered academically "on track" for their age, i.e. enrolled in at or above grade level. Of those enrolled in
elementary and secondary schools, 5.7 million (10%) were attending private schools.[58] Over 85 percent of the adult population have completed high school and 27 percent have received a bachelor's degree or higher. The average salary for college or university graduates is greater than $51,000, exceeding the national average of those without a
high school diploma by more than $23,000, according to a 2005 study by the U.S. Census Bureau. [59] The 2010 unemployment rate for high school graduates was 4.9%. [60] The country has a reading literacy rate of 99% of the population over age 15,[61] while ranking below average in science and
mathematics understanding compared to other developed countries.[62] In 2014, a record high of 82% of high school seniors graduated, although one of the reasons for that success might be a decline in academic standards.[63] The poor performance has pushed public and private efforts such as the No Child Left Behind Act. In addition, the ratio of
college-educated adults entering the workforce to general population (33%) is slightly below the mean of other[which?] developed countries (35%)[64] and rate of participation of the labor force in continuing education is high.[65] A 2000s (decade) study by Jon Miller of Michigan State University concluded that "A slightly higher proportion of
American adults qualify as scientifically literate than European or Japanese adults".[66] In 2006, there were roughly 600,000 homeless students in the United States, but after the Great Recession this number more than doubled to approximately 1.36 million.[67] The Institute for Child Poverty and Homelessness keeps track of state by state levels of
child homelessness.[68] As of 2017[update], 27% of U.S. students live in a mother-only household, 20% live in poverty, and 9% are non-English speaking.[69] The Human Rights Measurement Initiative[70] finds that the United States is achieving 77.8% of what should be possible on the right to education at its level of income.[71] Test performance
The test scores of students attending U.S. public schools are lower than student scores in schools of other developed countries, in the areas of reading, math, and science, and last in advanced physics. Educational stages Formal education in the U.S. is
together from one grade to the next as a single cohort or "class" upon reaching the end of each school in pre-kindergarten, kindergarten, or first grade. Students normally attend 12 grades of study over 12 calendar years of primary/elementary and
secondary education before graduating and earning a diploma that makes them eligible for admission to higher education is mandatory until age 16 (18 in some states). In the U.S., ordinal numbers (e.g., first grade) are used for identifying grades. Typical ages and grade groupings in contemporary, public, and private schools may be found
through the U.S. Department of Education. Generally, there are three stages: elementary school (grades 5/6/7-8/9), and high school (grades 5/6/7-8/9).
school. Category School Grade Level Ages Preschool Pre-kindergarten 3-5 Compulsory education Kindergarten 5-6 Elementary school 1st grade 6-7 or 5-6 2nd grade 7-8 or 6-7 3rd grade 9-10 or 8-9 Intermediate school 5th grade 9-10 or 8-9 Intermediate school 5th grade 9-10 or 8-9 Intermediate school 5th grade 10-11 Junior high school 7th grade 9-10 or 11-12 8th
grade 13-14 or 12-13 High school 9th grade / Senior 17-18 or 13-14 Senior high school 10th grade / Senior 17-18 or 13-14 Senior 17-18 or 13-14 Senior 18-19 or 17-18 or 13-14 Senior high school 10th grade / Senior 17-18 or 13-14 Senior high school 10th grade / Senior 17-18 or 13-14 Senior high school 10th grade / Senior 17-18 or 13-14 Senior high school 10th grade / Senior 17-18 or 13-14 Senior high school 10th grade / Senior 17-18 or 13-14 Senior high school 10th grade / Se
and repeat coursework in the hope of earning satisfactory scores on the second try. High school graduate sometimes take one or more gap years before the first year of college, for travel, work, public service, or independent learning. Some might opt for a postgraduate year before college, for travel, work, public service, or independent learning.
are five-year programs. This is especially common in technical fields, such as engineering. The five-year period often includes one or more periods of internship with an employer in the chosen field. Of students who were freshmen in 2005 seeking bachelor's degrees at public institutions, 32% took four years, 12% took five years, 6% took six years,
and 43% did not graduate within six years. The numbers for private non-profit institutions offer an accelerated three-year bachelor's degree, or a combined five-year bachelor's and master's degrees. Many times, these accelerated degrees are
offered online or as evening courses and are targeted mainly but not always for adult learners/non-traditional students. Many graduate studies, but work for a time while saving up money or deciding on a career direction. The National Center for Education Statistics
found that in 1999–2000, 73% of people attending institutions of higher education were non-traditional students.[76] Early childhood education in the U.S. relates to the teaching of children (formally and informally) from birth up to the age of eight.[77] The
education services are delivered via preschool (sometimes called pre-kindergartens or jr. kindergarten) refers to non-compulsory classroom-based early-childhood education. The Head Start program is a federally funded early childhood education program for low-income children and their families founded in
1965 that prepares children, especially those of a disadvantaged population, to better succeed in school. However, limited seats are available to students aspiring to take part in the Head Start program. Many community-based programs, commercial enterprises, non-profit organizations, faith communities, and independent childcare providers offer
preschool education. Preschool may be general or may have a particular focus, such as arts education, religious education, religious education, programs are not required, however they are encouraged by educators. Only 69 percent of 4-
year-old American children are enrolled in preschool. Preschool age ranges anywhere from 3 to 5 years old. The curriculum for the day will consist of music, art, pretend play, science, reading, math, and other social activities. K-12 education Main article: K-12 education in the United States The US is governed by local, state and federal education
policy. Education is compulsory for all children, but the age at which one can discontinue schooling varies by state and is from 14 to 18 years old.[78] Free public education is typically provided from Kindergarten (age 4 or 5) to 12th Grade (age 17 or 18). Around 85% of students enter public schooling while the remainder are educated through
 homeschooling or privately funded schools.[79] Schooling is divided into primary education, called elementary school, and secondary education. Secondary education Education Education attainment in the United States, age 25 and over (2018)
[20] Education Percentage High school graduate 89.8% Some college 61.20% Associate degree 3.5% Main article: Higher education in the United States A building of New York Institute of Technology on its Manhattan campus The University of Chicago team
that worked on the production of the world's first man-made, self-sustaining nuclear reaction, including Enrico Fermi in the front row and Leó Szilárd in the second The University of Miami in Coral Gables, Florida Higher education in the United States is an optional final stage of formal learning following secondary education, often at one of the 4,495
colleges or universities and junior colleges in the country. [80] In 2008, 36% of enrolled students graduated from college they first enrolled in. [81] The U.S. ranks 10th among industrial countries for percentage of adults with college degrees. [60] Over the
past 40 years the gap in graduation rates for wealthy students and low-income students has widened significantly. 77% of the wealthiest quartile obtained degrees by the same age in 2013, up from 6% in 1970.[82] There are over
7000 post-secondary institutions in the United States offering a diverse number of programs catered to students with the higher education systems of other countries, post-secondary education in the United States is largely deregulated, giving students a variety of choices. Common
 admission requirements to gain entry to any American university requires a meeting a certain age threshold, high school transcript documenting grades, coursework, and rigor of core high school subject areas as well as performance in AP and IB courses, class ranking, ACT or SAT scores, extracurricular activities, an admissions essay, and letters of
recommendation from teachers and guidance counselors. Other admissions criteria may include an interview, personal background, legacy preferences (family members having attended the school), ability to pay tuition, potential to donate money to the school development case, evaluation of student character (based on essays or interviews), and
general discretion by the admissions office. While university usually has a rough threshold below which admission, each university usually has a rough threshold below which admission, each university usually has a rough threshold below which admission, each university usually has a rough threshold below which admission, each university usually has a rough threshold below which admission is unlikely. University usually has a rough threshold below which admission is unlikely.
to American higher education is typically through a college or university, the most prestigious forms of higher education in the United States. Universities in the United States are institutions that issue bachelor's, master's, professional, or doctorate degrees; colleges often award solely bachelor's degrees. Some universities offer programs at all
degree levels from the associate to the doctorate, and are distinguished from community and junior colleges where the highest degree offered is the associate definition of a "university" or "colleges" in the United States, universities are generally research-oriented institutions offering undergraduate
graduate, and professional programs. American universities come in a variety of forms that serve different educational needs. Some counties and cities have established and funded four-year institutions, such as the University of New York, are still operated by local governments. Others such as the University of
 Louisville and Wichita State University are now operated as state universities. Four-year institutions may be public or private colleges or universities. Private institutions are large research universities, while others are small liberal arts colleges that
concentrate on undergraduate education. Some private universities are nonsectarian and secular, while others are religiously affiliated. Among the United States' most prominent and world renowned institutions are large research universities that are ranked in such annual publications such as the Times Higher Education World University Rankings
QS World University Rankings, U.S. News & World Report, Washington Monthly, ARWU, by test preparation services such as The Princeton Review or by another university such as the Top American Research Universities ranked by the University of Florida's The Center.[84] These rankings are based on factors such as brand recognition, number of
Nobel Prize winners, selectivity in admissions, generosity of alumni donors, and volume and quality of faculty research. Among the top forty domestically and internationally ranked institutions identified by the QS 2020 rankings include six of the eight Ivy League schools; private universities Stanford, The University of Chicago, Johns Hopkins, Duke,
Northwestern, and New York University; 2 of the 10 schools in the University of California system (UC Berkeley and UCLA); and the research intensive institutions Caltech and MIT.[85] Other types of universities in the University of California system (UC Berkeley and UCLA); and the research intensive institutions Caltech and MIT.[85] Other types of universities in the University of California system (UC Berkeley and UCLA); and the research intensive institutions Caltech and MIT.[85] Other types of universities in the University of California system (UC Berkeley and UCLA); and the research intensive institutions Caltech and MIT.[85] Other types of universities in the University of California system (UC Berkeley and UCLA); and the research intensive institutions Caltech and MIT.[85] Other types of universities in the University of California system (UC Berkeley and UCLA); and the research intensive institutions Caltech and MIT.[85] Other types of universities in the University of California system (UC Berkeley and UCLA); and the research intensive institutions Caltech and MIT.[85] Other types of university of California system (UC Berkeley and UCLA); and the research intensive institutions Caltech and MIT.[85] Other types of universities in the University of California system (UC Berkeley and UCLA); and the research intensive institutions Caltech and UCLA); and the research int
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School of Design), Historically black colleges and university of Phoenix, Western International University, Liberty University), and for-profit university of Phoenix, Western International University, Liberty University), and for-profit university of Phoenix, Western International University, Liberty University, and for-profit university of Phoenix, Western International University, Liberty University, Liberty University, and for-profit university of Phoenix, Western International University, Liberty 
for-profit. The American university curriculum varies widely depending on the program and institution. Typically, an undergraduate students may change their major one or more times. Graduate degree Some students, typically an undergraduate student will be able to select an academic "major" or concentration, which comprises the core main or special subjects, and students may change their major one or more times.
 those with a bachelor's degree, may choose to continue on to graduate or professional school, which are graduate and professional institutions typically attached to a university. Graduate degrees (e.g., M.S.W.), professional degrees (e.g., M.S.W.), professional degrees (e.g., M.S.W.), professional degrees (e.g., M.S.W.), professional institutions typically attached to a university.
from full-time, evening and executive which allows for flexibility with students' schedules.[87] Academia-focused graduate school typically includes some combination of coursework and research (often requiring a thesis or dissertation to be written), while professional graduate-level schools grants a first professional degree. These include medical
law, business, education, divinity, art, journalism, social work, architecture, and engineering schools. Vocational Main article: Vocational education in the United States are public comprehensive institutions that offer a wide range of educational services that generally lasts two years. Community
A.S., or a vocational certificate, although some community colleges also offer a limited number of bachelor's degrees. Community and junior colleges also offer trade school certifications for skilled trades and technical careers. Students can also earn credits at a community or junior colleges and transfer them to a four-year university afterwards. Many
2015[89] Study comparing college revenue per student by tuition and state funding in 2008 dollars.[90] Cost of US college education relative to the consumer price index (inflation) See also: College tuition in the United States A few charity institutions cover all of the students' tuition, although scholarships (both merit-based and need-based) are
widely available. Generally, private universities charge much higher tuition than their public counterparts, which rely on state funds to make up the difference. Annual undergraduate tuition at a public university (for residents of the state) was $7,020.[81]
of school and program, annual graduate program tuition can vary from $15,000 to as high as $50,000. Note that these prices do not include living expenses (rent, room/board, etc.) or additional fees that schools add on such as "activities fees" or health insurance. These fees, especially room and board, can range from $6,000 to $12,000 per academic
year (assuming a single student without children).[91] The mean annual total cost (including all costs associated with a full-time post-secondary schooling, such as tuition and fees, books and supplies, room and board), as reported by collegeboard.com for 2010:[92] Public university (4 years): $27,967 (per year) Private university (4 years): $40,476
(per year) Total, four-year schooling: Public university: $111,868 Private university: $161,904 College costs are rising at the same time that state appropriations for aid are shrinking. This has led to debate over funding at both the state appropriations for aid are shrinking. This has led to debate over funding at both the state appropriations for aid are shrinking. This has led to debate over funding at both the state appropriations for aid are shrinking. This has led to debate over funding at both the state appropriations for aid are shrinking. This has led to debate over funding at both the state appropriations for aid are shrinking. This has led to debate over funding at both the state appropriations for aid are shrinking.
dwindling state funding. An increase of 6 percent occurred over the same period for private schools.[91] Between 1982 and 2007, college tuition and fees rose three times as fast as median family income, in constant dollars.[93] From the US Census Bureau, the median salary of an individual who has only a high school diploma is $27,967; The median
salary of an individual who has a bachelor's degree is $47,345.[94] Certain degrees, such as in engineering, typically result in salaries far exceeding high school graduates, whereas degrees in teaching and social work fall below.[citation needed] The debt of the average college graduate for student loans in 2010 was $23,200.[95] A 2010 study
indicates that the return on investment for graduating from the top 1000 colleges exceeds 4% over a high school degree. [96] Student loan debt in 2018, stud
reached levels that have affected US society, reducing opportunities for millions of people following college.[97] Sen. Bernie Sanders, as part of his 2020 presidential campaign, proposed legislation that would free approximately 45 million Americans from a combined student loan debt of $1.6 trillion.[98] Academic labor and adjunctification According
to Uni in the USA, "One of the reasons American universities have thrived is due to their remarkable management of financial resources." [99] To combat costs colleges have hired adjunct professors to teach. In 2008 these teachers cost about $1,800 per 3-credit class as opposed to $8,000 per class for a tenured professor. Two-thirds of colleges
instructors were adjuncts. There are differences of opinion whether these adjuncts teach better or worse than regular professors. There is a suspicion that student evaluation of adjuncts, along with their subsequent continued employment, can lead to grade inflation.[100] Credential inflation Economics professor Alan Zagier blames credential
inflation for the admission of so many unqualified students into college. He reports that the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring college degrees is less than the number of new jobs requiring c
shown that the level of cognitive achievement attained by students in a country (as measured by academic testing) is closely correlated with the country's economic growth, but that "increasing the average number of years of schooling attainment also boost cognitive
skills. In other words, it is not enough simply to spend more time in school; something has to be learned there."[101] Governance and funding Total US education expenditures over time, in absolute dollars and as % of GDP. Governance and funding Total US education expenditures over time, in absolute dollars and as % of GDP.
the control. Except for Hawaii, states delegate power to county, city or township-level school districts may further delegate significant authority to principals, such as those who have adopted the Portfolio strategy. The U.S. federal government exercises its control through the U.S.
in a heavily decentralized system. Nonprofit private schools are widespread, are largely independent of the government, and include secular as well as parochial schools. Educational accreditation decisions for private schools are made by voluntary regional associations. Funding for K-12 schools According to a 2005 report from the OECD, the United
States is tied for first place with Switzerland when it comes to annual spending per student on its public schools, with each of those two countries spending more than $11,000.[1] However, the United States is ranked 37th in the world in education spending in the
graduating in any given year, adjusted for inflation, increased by 185%. The average funding by state governments increased by 120% per student. However, science, and language arts over that same period remained almost unchanged. Multi-year periods in which a state's funding per student declined substantially also appear
to have had little effect.[106] Property taxes as a primary source of funding for public education have become highly controversial, for a number of reasons. First, if a state's population and land values escalate rapidly, many longtime residents may find themselves paying property taxes much higher than anticipated. In response to this phenomenon,
California's citizens passed Proposition 13 in 1978, which severely restricted the ability of the Legislature to expand the state's educational system to keep up with growth. Some states, such as Michigan, have investigated or implemented alternative schemes for funding education that may sidestep the problems of funding based mainly on property
taxes by providing funding based on sales or income tax. These schemes also have failings, negatively impacting funding by local taxes or state taxes. The federal government supplies around 8.5% of the public school system funds, according to a 2005 report by
the National Center for Education Statistics.[108] The remaining split between state and local governments averages 48.7 percent from local sources often favor wealthier districts. The state establishes a minimum flat amount deemed "adequate"
to educate a child based on equalized assessed value of property taxes. This favors wealthier districts searching for funds. Lack of funding leads to limited resources for teachers. Resources that directly relate to funding include access to
high-speed internet, online learning programs, and advanced course offerings.[109] These resources can enhance a student's learning opportunities, but may not be available to everyone if a district cannot afford to offer specific programs. One study found that school districts spend less efficiently in areas in which they face little or no competition
from other public schools, in large districts, and in areas in which residents are poor or less educated.[110] Some public schools are experimenting with recruiting teachers from developing countries in order to fill the teacher shortage, as U.S. citizens with college degrees are turning away from the demanding, low paid profession.[111] Judicial
intervention The reliance on local funding sources has led to a long history of court challenges about how states fund their school funding was not a matter of the U.S. Constitution (San Antonio Independent School District v.
 Rodriguez, 411 U.S. 1 (1973)). The state court cases, beginning with the California case of Serrano v. Priest, 5 Cal.3d 584 (1971), were initially concerned with equity in funding, which was defined in terms of variations in spending across local school districts. More recently, state court cases have begun to consider what has been called 'adequacy.
 these cases are analyzed in a book by Eric Hanushek and Alfred Lindseth. [113] That analysis concludes that funding differences are not closely related to student outcomes and thus that the outcomes of the court decision that found the state had failed to
 "amply" fund public education for Washington's 1 million school children. Washington state had budgeted $18.2 billion for education spending in the two-year fiscal period ending in July 2015. The state Supreme Court found
the legislature in contempt for failing to uphold a court order to come up with a plan to boost its education budget by billions of dollars over the next five years. The state had argued that it had adequately funded education and said diverting tax revenue could lead to shortfalls in other public services.[115] Pensions While the hiring of teachers for
public schools is done at the local school district level, the pension funds for teacher pensions are examined. In 2014, these were projected deficits for various states: Illinois -$187 billion, Connecticut -$57 billion, Kentucky -$41 billion,
half is managed by commercial entities such as banks, credit unions, and financial services firms such as Sallie Mae, under the Federal Family Education Loan Program (FFELP). Some schools will not accept either, in which case students must seek out
private alternatives for student loans.[117] Grant funding is provided by the federal Pell Grant proficiency versus growth, funding and legal protection of special education, and excessive student loan debt. American education crisis It has been alleged, since the 1950s and especially in recent years,
that American schooling is undergoing a crisis in which academic performance is behind other countries, such as Russia, Japan, or China, in core subjects. Congress passed the National Defense Education Act in 1958 in an attempt to rectify these problems, and a series of other legislative acts in later decades such as No Child Left Behind. According
to the Organization for Economic Cooperation and Development, however, American students of 2012 ranked 25th in math, 17th in science, and 14th in reading compared with students in 27 other countries. [118] In 2013, Amanda Ripley published the popular book The Smartest Kids in the World (And How They Got That Way), a comparative study of
how the American education system differs from top-performing countries such as Finland and South Korea, but she found some students in South Korea spent over 12 hours per day in the classroom, with evening tutors, plus 2 months longer, while Finland demanded teachers attend extra teacher training and pass rigorous checks which 80% of
teachers failed.[119] Rather than using some clever learning techniques, instead the teachers and students were forced to spend extra, rigorous time in training or double hours to improve results, which in some cases faded away after a year, although the testing of results was also questionable.[119] The author also noted U.S. teachers generally
failed to have extra training and selection which could mean better teaching but also indicated the U.S. could benefit from a culture that valued some higher intellectual levels.[119] Recent allegations take the perspective of employers who demand more vocational training. Voters in both major parties have been critical of the Common Core initiative.
[120] Affirmative action Further information: Affirmative action in the United States Acceptance rates at private universities (2005)[121] Overall admit rate 80.3% + 58.4% Penn 21.2% 30.1% + 42.0% Georgetown 22.0% 30.7% + 39.5% In 2003, a
Supreme Court decision concerning affirmative action in universities allowed educational institutions to consider race as a factor in admitting students, but ruled that strict point systems are unconstitutional. [122] Opponents of racial affirmative action argue that the program actually benefits middle- and upper-class non-Asian people of color at the
expense of lower-class European Americans European Americans and Asian American academics Henry Louis Gates and Lani Guinier, while favoring affirmative action, have argued that in practice, it has led to recent black immigrants and their children being greatly overrepresented at elite institutions, at the expense of the historic African
American community made up of descendants of slaves.[124] In 2006, Jian Li, a Chinese undergraduate at Yale University, filed a civil rights complaint with the Office for Civil Rights against Princeton University, stating that his race played a role in their decision to reject his application for admission.[125] Attainment Main article: Educational
attainment in the United States Educational attainment since 1940[126] High school graduation rate per state in 2017 90.0-90.4% 85.0-89.9% The rise of the high schools were implemented with property-tax funded
tuition, openness, non-exclusivity, and were decentralized. The academic curriculum was designed to provide the students with a terminal degree. The students with a terminal degree. The students with a terminal degree. The students with a terminal degree.
schools accelerated with the rise of the second industrial revolution. The increase in white-collar work in manufacturing was reflected in the demand for high school education. In the 21st century, the education is similar to that of many other industrialized countries with the vast majority of the
population having completed secondary education and a rising number of college graduates that outnumber high school dropouts. As a whole, the population of the United States is becoming increasingly more educated. [126] Post-secondary education is valued very highly by American society and is one of the main determinants of class and status.
[citation needed] As with income, however, there are significant discrepancies in terms of race, age, household configuration and geography. [127] Since the 1980s the number of educated Americans has continued to grow, but at a slower rate. Some have attributed this to an increase in the foreign-born portion of the workforce. However, the
decreasing growth of the educational workforce has instead been primarily due to the slowing down in educational attainment of people schooled in the United States. [128] Remedial education in college Despite high school graduates formally qualifying for college, only 4% of two-year and four-year colleges do not have any students in noncredit
remedial courses. Over 200 colleges place most of their first-year students in one or more remedial courses, since grade inflation has made those courses increasingly easy in recent decades. [129][130] Gender differences
According to research from within the past 20 years, girls generally outperformed girls. Boys have still been found to score higher on standardized tests than girls and go on to be better
represented in the more prestigious, high-paying STEM fields. There is an ongoing debate over which gender is the most short-changed in the classroom. [131] Parents and educators are concerned about how to motivate males to become better students. Religious achievement differences According to a Pew Center study there is correlation between
education and income: about 77% of American Hindus have a graduate and post-graduate degree, followed by Unitarian Universalists (67%), Jews (59%), Anglican (59%), Episcopalians (56%) and Presbyterians (47%) and United Church of Christ (46%).[132] While according to the same study about (43%) of American atheists, and (42%) agnostics,
and (24%) of those who say their religion is "nothing in particular" have a graduate and post-graduate degree (over 19 million) than do members of any other faith community in the United States.[132] Racial achievement differences Further information: Racial
achievement gap in the United States, Race and intelligence, and African-American family structureSee also: Educational inequality in the United States NAEP reading long-term trends for ages 9 (light gray), and 17 (black) The racial achievement gap in the United States, Race and intelligence, and African-American family structureSee also: Educational inequality in the United States NAEP reading long-term trends for ages 9 (light gray), and 17 (black) The racial achievement gap in the United States NAEP reading long-term trends for ages 9 (light gray), and 17 (black) The racial achievement gap in the United States, Race and intelligence, and African-American family structureSee also:
compared with Asian and Caucasian students.[133] This disparity manifests itself in a variety of ways: African-American and Hispanic students are more likely to enter and complete college.[134] Several reasons have been suggested for these
disparities. One explanation is the disparity in income that exists between African Americans and Whites. This school of thought argues that the origin of this "wealth gap" is the slavery and racism that made it extremely difficult for African-Americans to accumulate wealth for almost 100 years after slavery was abolished. A comparable history of
discrimination created a similar gap between Hispanics and Whites. This results in many minority children being born into low socioeconomic backgrounds, which in turn affects educational opportunities.[135] Another explanation has to do with family structure. Professor Lino Graglia has suggested that Blacks and Hispanics are falling behind in
education because they are increasingly raised in single-parent families.[136][137] Other scholars, meanwhile, have long and continuously argued against this myth of the black family, pointing instead to class and race-based oppressions along social and economic lines, as discussed below.[138][140][141][142] Other explanations offered for the
racial achievement gap include: social class, institutional racism, lower quality of schools and teachers in minority communities, and civil injustice. Most authors mention several such factors as influential on outcomes, both in the United States[143] and worldwide.[144] International comparison In the OECD's Programme for International Student
Assessment 2003, which emphasizes problem-solving, American 15-year-olds ranked 24th of 38 in reading, and 26th of 38 in reading scores could not be reported due to printing
errors in the instructions of the U.S. test booklets. U.S. scores were behind those of most other developed nations. [146] US fourth and eighth graders tested above average on the Trends in International Mathematics and Science Study tests, which emphasizes traditional learning. [147] The United States is one of three OECD countries where the
government spends more on schools in rich neighborhoods, with the others being Turkey and Israel. [148] Poor education also carries on as students age. The Organization for Economic Co-operation and Development's (OECD) administer another survey called the Survey of Adult Skills, which is a part of its Programme for
the International Assessment of Adult Competencies (PIAAC). In the most recent survey done in 2013, 33 nations took part with adults ages 16 to 65 in numeracy, literacy, and problem-solving. The Educational Testing Service (ETS) found that millennials – age from teens to early 30s – scored low. Millennials in Spain and Italy scored lower than those
in the U.S., while in numeracy, the three countries tied for last. U.S. millennials came in last among all 33 nations for problem-solving skills.[149] Wider economic impact Current education trends in the United States represent multiple achievement gaps across ethnicities, income levels, and geography. In an economic analysis, consulting firm
McKinsey & Company reports that closing the educational achievement gap between the United States and have increased US GDP by 9-to-16% in 2008.[150] Narrowing the gap between white students and black and Hispanic students would have increased US GDP by 9-to-16% in 2008.[150] Narrowing the gap between white students and black and Hispanic students and black and Hispanic students would have increased US GDP by 9-to-16% in 2008.[150] Narrowing the gap between white students and black and Hispanic students would have increased US GDP by 9-to-16% in 2008.[150] Narrowing the gap between white students and black and Hispanic students would have increased US GDP by 9-to-16% in 2008.[150] Narrowing the gap between white students would have increased US GDP by 9-to-16% in 2008.[150] Narrowing the gap between white students would have increased US GDP by 9-to-16% in 2008.[150] Narrowing the gap between white students would have increased US GDP by 9-to-16% in 2008.[150] Narrowing the gap between white students would have increased US GDP by 9-to-16% in 2008.[150] Narrowing the gap between white students would have increased US GDP by 9-to-16% in 2008.[150] Narrowing the gap between white students would have increased US GDP by 9-to-16% in 2008.[150] Narrowing the gap between white students were students white students white students were students where the students were students white students white students were stu
and other students would have yielded a 3-to-5% increase in GDP, and that of under-performing states and the rest of the nation another 3-to-5% GDP. In sum, McKinsey's report suggests, "These educational gaps impose on the United States the economic equivalent of a permanent national recession."[150] Overall the households and demographics
featuring the highest educational attainment in the United States are also among those with the highest household income and wealth. Thus, while the population of the US is becoming increasingly educated on all levels, a direct link between income and educational attainment remains. [127] ACT Inc. reports that 25% of US graduating high school
seniors meet college-readiness benchmarks in English, reading, mathematics, and science.[151] Including the 22% of students who do not graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on time, fewer than 20% of the American youth, who should graduate on the American youth, who should graduate on time and the American youth, who should graduate on the American youth, who should graduate youth youth you have a should graduate you have a sh
education, creating a global achievement gap that alone costs the nation 9-to-16% of potential GDP each year-olds holding at least two-year degrees. Among 25- to 34-year-olds, the country stands tenth. The nation stands 15 out of 29 rated nations for college
completion rates, slightly above Mexico and Turkey, [93] A five-year, $14 million study of U.S. adults the most comprehensive study of literacy ever commissioned by the U.S. government, [154] was released in September 1993. It involved lengthy interviews of over 26,700 adults statistically balanced
for age, gender, ethnicity, education (urban, suburban, or rural) in 12 states across the U.S. and was designed to represent the U.S. population as a whole. This government study showed that 21% to 23% of adult Americans were not "able to locate information in text", could not "make low-level inferences using printed materials",
and were unable to "integrate easily identifiable pieces of information." [154] The U.S. Department of Education's 2003 statistics were similar in 2013. [156] In 2015, only 37% of students were able to read at a proficient level, a level which has
barely changed since the 1990s.[157] In addition to its economic impact, social science provides evidence that the level of educational attainment of a community also has quantifiable impacts on many aspects of well-being, including life expectancy, low birthweight rates, crime, and political engagement.[158] Behavior A 2011 study found that
students who were expelled were three times as likely to become involved with the juvenile justice system the following school year.[159] Corporal punishment in the United States is one of the very few developed countries where corporal punishment is officially permitted and practiced in
its public schools, although the practice has been banned in an increasing number of states beginning in the 1970s. The punishment virtually always consists of spanking the buttocks of a student with a paddle in a punishment virtually always consists of spanking the buttocks of a student with a paddle in a punishment virtually always consists of spanking the buttocks of a student with a paddle in a punishment virtually always consists of spanking the buttocks of a student with a paddle in a punishment virtually always consists of spanking the buttocks of a student with a paddle in a punishment virtually always consists of spanking the buttocks of a student with a paddle in a punishment virtually always consists of spanking the buttocks of a student with a paddle in a punishment virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the buttocks of a student virtually always consists of spanking the
even adults who have reached the age of majority are sometimes spanked by school officials. [160] Although uncommon relative to the overall U.S. student population, more than 167,000 students were paddled in the 2011–2012 school year in American public schools. [161] Virtually all paddling in public schools occurs in the Southern United States,
however, with 70% of paddled students living in just five states: Mississippi, Texas, Alabama, Arkansas, and Georgia.[161] The practice has been on a steady decline in American schools in the United States in 2013–2014. They stated
that, during that time, 93% controlled access to their buildings during school hours, and that 88% have in place a written crisis response plan. They also reported that 82% of schools have security cameras in use.[163] During the 2015–16 school
year in the United States, the National Center for Education Statistics reported that one or more students lockdown procedure drills, and ninety-two percent had drilled them on evacuation
procedures.[164] Around 20 percent of schools had one or more security guards or security
for firearms and to help avoid disruptions.[165][166][citation needed] The schools in United States are fast adopting facial recognition technology for the protection of children.[167] The technology is aimed at detecting people falling on the threat list for sex offenses, suspension from school, and so on. However, human rights advocacy group, Human
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Rights Watch, argues that the technology could also threaten the right to privacy and could pose a great risk to children of color.[168] Cheating Main article: Academic dishonesty In 2006, one survey found that 50% to 95% of American students admitted to having cheated in high school or college at one time or another, results that cast some doubt

on measured academic attainment tests.[169] Curriculum President George W. Bush signing the No Child Left Behind Act Curricula in the United States can vary widely from district. Different schools offer classes centering on different topics, and vary in quality. Some private schools even include religious classes as mandatory for

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attendance. This raises the question of government funding vouchers in states with anti-Catholic Blaine Amendments in their constitution. This in turn has produced camps of argument over the standardized testing, which is mandated by the No
Child Left Behind Act. Content knowledge There is debate over which subjects should receive the most focus, with astronomy and geography among those cited as not being taught enough in schools.[170][171][172] A major criticism of American educational curricula is that it overemphasizes math and reading skills without providing the content
knowledge needed to understand the texts used to teach the latter. Poor students are more likely to lack said content knowledge, which contributes to the achievement gap in the United States.[173] Literacy Reading skills are typically taught using a "three cues" system based on identifying meaning, sentence structure, and visual information such as
the first letter in a word.[174][175] This method has been criticized by psychologists such as Timothy Shanahan for lacking a basis is scientific evidence, citing studies that find that good readers look at all the letters in a word.[176] According to J. Richard Gentry, teachers draw insufficient attention to spelling is itself frequently taught in a
confusing manner, such as with reading prompts that may use words that are above grade level.[177] Emphasis on English-language education Schools in the 50 states, the District of Columbia, the U.S. Virgin Islands, Guam, and the Northern Mariana Islands, teach primarily in English, with the exception of specialized language immersion programs
[citation needed] In 2015, 584,000 students in Puerto Rico were taught in Spanish, their native language from childhood on up through school immersion programs as well as a
collaborative community effort to continue to use the language at home. [179][180][181] [182] In 2010, 84 children were being educated in this manner. [183] Some 9.7 million children do not speak English well or at all. [184] Evolution in Kansas
Main article: Kansas evolution hearings In 1999 the School Board of the state of Kansas caused controversy when it decided to eliminate teaching of evolution in its state assessment tests.[185] Scientists from around the country objected.[186] Many religious and family values groups, on the other hand, stated that evolution is "simply a theory" in the
colloquial sense (not the academic sense, which means specific and well supported reasoning),[187] and as such creationist ideas should therefore be taught alongside it as an alternative viewpoint.[188] A majority of the board supported teaching intelligent Design
were enacted on November 8, 2005. On February 13, 2007, the board rejected these amended science standards enacted in 2005, overturning the mandate to teach Intelligent Design.[190] Sex education at least once between grades 7
and 12; many schools begin addressing some topics as early as grades 4 or 5.[191] However, what students learn varies widely, because curriculum decisions are so decentralized. Many states have laws governing what is taught in sex education classes or allowing parents to opt out. Some state laws leave curriculum decisions to individual school
districts.[192] For example, a 1999 study by the Guttmacher Institute found that most U.S. sex education courses in grades 7 through 12 cover puberty, HIV, STDs, abstinence, implications of teenage pregnancy, and how to resist peer pressure.
abuse, and factual and ethical information about abortion, varied more widely.[193] However, according to a 2004 survey, a majority of the 1001 parent groups polled wants complete sex education in the schools. The American people are heavily divided over the issue. Over 80% of polled parents agreed with the statement "Sex education in school
makes it easier for me to talk to my child about sexual issues," while under 17% agreed with the statement that their children were being exposed to "subjects I don't think my child should be discussing." 10 percent believed that their children were being exposed to "subjects I don't think my child about sexual issues," while under 17% agreed with the statement that their children were being exposed to "subjects I don't think my child about sexual issues," while under 17% agreed with the statement that their children were being exposed to "subjects I don't think my child about sexual issues," while under 17% agreed with the statement that their children were being exposed to "subjects I don't think my child about sexual issues," while under 17% agreed with the statement that their children were being exposed to "subjects I don't think my child about sexual issues," while under 17% agreed with the statement that their children were being exposed to "subjects I don't think my child about sexual issues," while under 17% agreed with the statement that their children were being exposed to "subjects I don't think my child about sexual issues," while under 17% agreed with the statement that their children were being exposed to "subjects I don't think my child about sexual issues," while under 17% agreed with the statement that their children were being exposed to "subjects I don't think my child about sexual issues," while under 17% agreed with the statement that their children were being exposed to "subjects I don't think my child about sexual issues," while under 17% agreed with the statement that their children were being exposed to "subjects I don't think my child about sexual issues," while under 17% agreed with the statement that their children were being exposed to "subjects I don't think my child about sexual issues," while under 17% agreed with the statement that the statement t
the respondents (the largest group) were "somewhat confident" that the values taught in their children's sex ed classes were similar to those taught at home, and 23 percent were less confident still. (The margin of error was plus or minus 4.7 percent.)[194] According to The 74, an American education news website, the United States uses two
methods to teach sex education. Comprehensive sex education focuses on sexual risk reduction. This method focuses on sexual risk avoidance, discouraging activity that could become a "gateway" to sexual activities.[195] Textbook review and adoption In
some states, textbooks are selected for all students at the state level, and decisions made by larger states, such as California and Texas, that represent a considerable market for textbook publishers and can exert influence over the content of textbooks generally, thereby influencing the curriculum taught in public schools.[196] In 2010, the Texas
Board of Education passed more than 100 amendments to the curriculum standards, affecting history, sociology and economics courses to 'add balance' given that academia was 'skewed too far to the left'.[197] One specific result of these amendments is to increase education on Moses' influences on the founding of the United States, going as far as
calling him a "founding father".[198] A critical review of the twelve most widely used American history.[199] As of January 2009, the four largest college textbook publishers in the United States were: Pearson
Education (including such imprints as Addison-Wesley and Prentice Hall), Cengage Learning (formerly Thomson Learning), McGraw-Hill Education, Houghton Mifflin Harcourt. [citation needed] Other US textbook publishers include: Abeka, BJU Press, John Wiley & Sons, Jones and Bartlett Publishers, F. A. Davis Company, W. W. Norton & Company
SAGE Publications, and Flat World Knowledges and the various culturally-responsive curriculum Culturally-responsive curriculum is a framework for teaching that acknowledges and the various cultural backgrounds of all students in the classroom to make learning more accessible, especially for students of color. [200] It is the outgrowth of research evidence that
suggests that attitudes towards others, especially with regard to race, are socially constructed (or learned) at a young age. [201] Therefore, the values that we attach to various groups of people are a reflection of the behavior we have observed around us, especially in the classroom. [201] Culturally-responsive curriculum responds to the importance of
teachers connecting with students in increasingly diverse classrooms in the US by incorporating sociocultural elements into the curriculum. The goal of culturally-responsive curriculum draws directly on the idea of a "hidden curriculum" or
system of values that teachers impart on students in the classroom. Culturally-responsive curriculum and instruction. Similar to the anti-bias approach, culturally-responsive curriculum is intended to help students and teachers "recognize the connections between
ethnicity, gender, religion, and social class, and power, privilege, prestige, and opportunity." Culturally-responsive curriculum specifically responses to culturally-responsive curriculum and teaching strategies. The study found that
these methods had a positive effect on student engagement and effort in the classroom. These findings are consistent with the theoretical claims of culturally-responsive curriculum. [203] Teachers can gain in-depth understandings of their students individual needs by engaging with parents, learning about culturally-specific ways of communicating
and learning, and allowing students to direct their learning and to collaborate on assignments that are both culturally responsive curriculum is also implemented at the level of preservice teacher education. One study by Evans-Winters and Hoff found that preservice teachers do not necessarily recognize
or acknowledge the intersections of race and other social factors in understanding and characterizing systems of oppression. [204] A shift in preservice training has been made toward a more self-reflective model that encourages teachers to be reflective of the types of cultural and social attitudes they are promoting in their teaching practices. [205]
This kind of preservice education can help teachers anticipate social-identity related tensions that might occur in the classroom and think critically about how to approach them. [206] Gender-sensitive curriculum The notion of a gender-sensitive curriculum acknowledges the current reality of our bi-gender world and attempts to break down socialized
learning outcomes that reinforce the notion that girls and boys are good at different things.[131] Research has shown that while girls do struggle more in the areas of math and science and boys in the area of language arts, this is partly a socialization phenomenon.[131] One key to creating a gender-friendly classroom is "differentiation" which
essentially means when teachers plan and deliver their instruction with an awareness of gender and other students for learning activities by a variety of characteristics so as to maximize individual strengths and contributions.[131] Research has also shown that teachers differ in how they
treat girls and boys in the classroom. [207] Gender-sensitive practices necessitate equitable and appropriate attention to content is also extremely important. For example, when trying to hold boys' attention to content is also extremely important. For example, when trying to hold boys' attention to content is also extremely important.
[131] In addition to a curriculum that recognizes that gender impacts all students and their learning, other gender-sensitive curricula directly engages gender-diversity issues and topics. Some curricular approaches include integrating gender through story problems, writing prompts, readings, art assignments, research projects, and guest lectures
that foster spaces for students to articulate their own understandings and beliefs about gender. [208] LGBTQ-inclusive curriculum that includes positive representations of LGBTQ people, history, and events. [209] LGBTQ curriculum also attempts to integrate these narratives without biasing the LGBTQ
experience as a separate and fragmented from overarching social narratives and not as intersecting with ethnic, racial, and other forms of diversity that exist among LGBTQ individuals. [209] The purpose of an LGBTQ-inclusive curriculum is to ensure that LGBTQ students feel properly represented in curriculum narratives and therefore safer coming
to school and more comfortable discussing LGBTQ-related topics. A study by GLSEN examined the impact of LGBTQ-inclusive practices on LGBTQ students in inclusive practices on LGBTQ students in inclusive practices on LGBTQ students.
accepting and supportive. Implementation of LGBTQ-inclusive curriculum involves both curriculum decisions and harnessing teachable moments in the classroom. One study by Snapp et al. showed that teachers often failed to intervene in LGBTQ-bullying. [210] Other research has suggested that education for healthcare professionals on how to better
support LGBTQ patients has benefits for LGBTQ-healthcare service. [211] Education in how to be empathic and conscientious of the needs of LGBTQ patients fits within the larger conversation about culturally-responsive healthcare. Ability-inclusive curriculum Ability-inclusive curriculum is another curriculum model that adapts to the social, physical,
and cultural needs of the students. Inclusion in the US education system refers to the approach to educating students with special needs in a mainstream classroom. This model involves cultivating a strong relationship between teacher and students and special needs students. Like the other models of a
culturally-inclusive curriculum, an ability-inclusive curriculum often involves collaboration, parental involves collaboration, pare
effects of inclusive education. A study by Kreimeyer et al. showed that a group of deaf/hard-of-hearing students in an inclusive classroom scored better than the national averages on reading comprehension, vocabulary, and mathematical problem solving measures. [213] Another study showed that inclusive practices increased literacy rates for autistic
students.[214] Many theorists champion the potential socio-emotional benefits of inclusive classrooms suggest that special needs students might occupy a lower social standing that non-special needs students in a
specific grade based on birthday cut-off dates has often been used with immigrant children. A study conducted by Dylan Conger on the effects of grade placement on English learners found that schools are often rushed to make a decision on what grade an incoming student should be placed, so they base their decision on the child's birthday.[216]
Unfortunately, teachers and staff are not always able to test the child's knowledge to determine what grade level would be better for the students found that teachers can hold
expectations for students to already know certain material when they enter their classroom, such as how to use a computer or how to behave in a classroom. [217] When these students learned something that was being taught in
that grade level, such as math proficiency or computer use. [217] Things can become more difficult for students when entering in the middle of the academic year encountered material they
were not familiar with or ended up repeating material they had already learned. [218] There is still limited research that has been conducted in the United States on the effects of placing immigrant students under 7 years
were enrolled in kindergarten and older students in first grade, found that even though older students placed in first-grade classrooms were more obedient, the students had trouble connecting with their classmates and teacher had to address them differently due to their age. [219] While data supports the theory that English-language (EL) literacy
interventions are beneficial for students of all grade levels and socioeconomic status, including disadvantaged immigrant students, poor implementation of EL instruction has contributed to downward assimilation and long-term or permanent Limited English Proficiency (LEP) status for many immigrant youths. [220] LEP status serves as a
nonacademic factor for student course enrollment, negatively affecting immigrant student learning opportunities by separating English-learning from other coursework. [221] Focus on English literacy, and organizational constraints such as immigrant student population, may take away needed resources from challenging academic courses, such as
math and science courses that are less English-dependent, thereby impeding LEP students' education preparation. School to prison pipeline (SPP) is the disproportionate tendency of minors and young adults from disadvantaged backgrounds to become incarcerated, because
of increasingly harsh school and municipal policies. This inhibits many of these young adults from going to college. [223][223] Library books are more readily available to Americans than to people in Germany, the United Kingdom, France, the
Netherlands, Austria, and all the Mediterranean nations. The average American borrowed more library books in 2001 than his or her peers in Germany, Austria, Norway, Ireland, Luxembourg, France and throughout the Mediterranean nations. The average American borrowed more library books in 2001 than his or her peers in Germany, Austria, Norway, Ireland, Luxembourg, France and throughout the Mediterranean nations.
involvement in the learning process, particularly in the earlier grades. Children spend about 26% of their time in school, sleep 40%, leaving about 34% of their time left over.[227] Teachers believe that parents are not supervising their children's free time to encourage the learning process, such as basic literacy, which is crucial not only to later
success in life but also to keep them out of prison. [228] See also United States List of heads of state education portal Education portal Education portal Education portal Education in the United States List of school
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