

Section 1

Participation in Education



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This List of Indicators includes all the indicators in Section 1 that appear on *The Condition of Education* website (<http://nces.ed.gov/programs/coe>), drawn from the 2000–2006 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.



Introduction: Participation in Education

The indicators in this section of *The Condition of Education* report trends in enrollments across all levels of education. There are 14 indicators in this section: 11, prepared for this year's volume, appear on the following pages, and all 14, including indicators from previous years, appear on the Web (see Website Contents on the facing page for a full list of the indicators). Enrollment is a key indicator of the scope of and access to educational opportunities and a basic descriptor of American education. Changes in enrollment have implications for the demand for educational resources, such as qualified teachers, physical facilities, and funding levels required to provide a high-quality education for our nation's students.

The indicators in this section are organized into an overview section, in which enrollment rates are reported by age group, and a series of subsections organized by level of the education system. These levels are preprimary education, elementary and secondary education, undergraduate education, graduate and professional education, and adult education.

The indicator in the first subsection compares rates of enrollment in formal education programs across age groups in the population. Looking at trends over time in the enrollment rates of individuals provides a perspective on how the role of education changes during the course of individuals' lives.

Participation in center-based early childhood care and education programs, such as Head Start, nursery school, and prekindergarten, helps to prepare children for elementary school or serves as child care for working parents. Elementary and secondary education provides knowledge and skills that prepare students for

further learning and productive membership in society. Because enrollment at the elementary and secondary levels is mandatory in most states until age 16, changes in enrollment are driven primarily by shifts in the size and composition of the school-age population, as well as by shifts in the type of schooling students attend, such as private schools and homeschooling. Postsecondary education provides students with opportunities to gain advanced knowledge and skills either immediately after high school or later in life. Because postsecondary education is voluntary, changes in total undergraduate enrollments reflect fluctuations in enrollment rates and the perceived availability and value of postsecondary education, as well as the size of college-age populations. Graduate and professional enrollments form an important segment of postsecondary education, allowing students to pursue advanced coursework in a variety of areas. Adult education includes formal education activities in which adults participate to upgrade their work-related skills, to change careers, or to expand personal interests.

Some of the indicators in the subsections provide information about the background characteristics of the students who are enrolled and, in some cases, how these students are distributed across schools. For example, one indicator that appears in this volume shows the number and prevalence of children with disabilities, and a second indicator shows the racial and ethnic distribution of elementary and secondary public school students.

The indicators on participation in education from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe/list/index.asp>.

All Ages

Enrollment Trends by Age

Between 1970 and 2004, the enrollment rate increased among those ages 18–34, when individuals typically enroll in postsecondary education. During this period, the overall school enrollment rate of those ages 18–19 increased from 48 to 64 percent.

Enrollment can change due to fluctuations in population size or shifts in enrollment rates. This indicator looks at the enrollment rates of individuals ages 3–34 to identify changes in the enrollment behavior of the population, which may reflect changes in the perceived value or cost of education, or the time taken to complete degrees.

Between 1970 and 2004, the enrollment rate of children ages 3–4, who are typically in nursery school, increased from 20 to 54 percent. Although some of this increase may be due to changes in the method of collecting these data in 1994, the rate of nursery school attendance had already doubled before this change (see supplemental table 1-1). The enrollment rate of children ages 5–6, who are typically enrolled in kindergarten or 1st grade, increased from 90 percent in 1970 to 96 percent in 1977 and has remained about the same since. This high enrollment rate is notable because kindergarten is not required in many states.¹ Youth ages 7–13 are required to enroll in elementary or secondary education by state law; thus their enrollment rate has been very high (between 98 and 99 percent) over the past three decades. The

maximum compulsory age of school attendance varies by state between ages 16 and 18 and that may contribute to the lower enrollment rates for 14- to 17-year-olds (between 93 and 97 percent) compared with the rates for 7- to 13-year-olds (Education Commission of the States 2005a).

Youth ages 18–19 are typically moving from secondary to either postsecondary education or into the workforce. Between 1970 and 2004, the enrollment rate for these youth increased at the elementary/secondary level (from 10 to 17 percent) and at the postsecondary level (from 37 to 48 percent), bringing up the overall enrollment rate of youth ages 18–19 from 48 to 64 percent.

Adults ages 20–34 who are enrolled in school are usually enrolled in postsecondary education. Between 1970 and 2004, the enrollment rate of adults ages 20–24 increased from 22 to 35 percent. Within this age group, the enrollment rate of adults ages 20–21 increased from 32 to 49 percent, and the enrollment rate of those ages 22–24 increased from 15 to 26 percent. Among older adults, the enrollment rate increased from 8 to 13 percent for those ages 25–29 and from 4 to 7 percent for those ages 30–34.

¹ As of April 2005, there were 36 states or jurisdictions that did not mandate kindergarten attendance (Education Commission of the States 2005b).

² Beginning in 1994, new procedures were used to collect preprimary enrollment data. As such, numbers before 1994 may not be comparable to 1994 or later numbers.

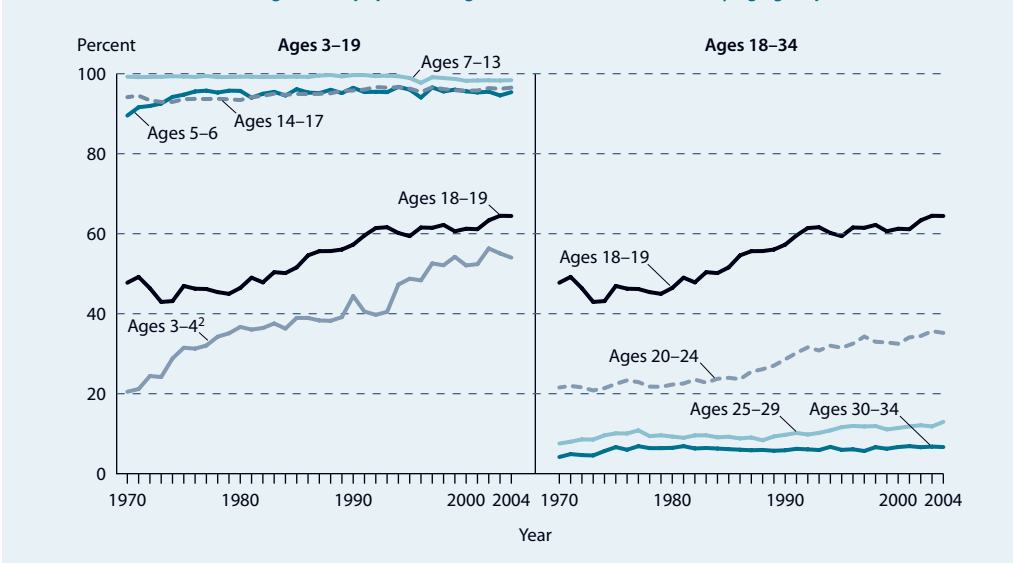
NOTE: Detail may not sum to totals because of rounding. Includes enrollment in any type of public or private nursery school, kindergarten, elementary school, high school, college, university, or professional school. Attendance may be on either a full-time or part-time basis and during the day or night. Enrollments in all “special” postsecondary schools, such as trade schools, business colleges, or correspondence schools, are not included. Data are based upon sample surveys of the civilian noninstitutional population. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. See supplemental note 2 for more information.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 7. Data from U.S. Department of Commerce, U.S. Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2004.

FOR MORE INFORMATION:
 Supplemental Note 2
 Supplemental Table 1-1
 Education Commission of the States 2005a, 2005b



ENROLLMENT RATES: Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2004





Preprimary Education

Enrollment in Early Childhood Education Programs

The percentage of children ages 3–5 who attended center-based early childhood care and education programs rose from 53 percent in 1991 to 60 percent in 1999 and then decreased to 57 percent in 2005.

Center-based early childhood care and education programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs. The percentage of prekindergarten children ages 3–5 who attended center-based programs increased from 53 percent in 1991 to 60 percent in 1999, before decreasing to 57 percent in 2005 (see supplemental table 2-1).

Some groups of young children had higher rates of participation in center-based programs than others during this period. For example, in each of the years observed, a greater percentage of nonpoor children ages 3–5 participated in center-based programs than poor children. The difference in rates of participation between children from poor and nonpoor families was 13 percentage points in 2005 (47 vs. 60 percent).

In addition, for all years observed, a greater percentage of Black and White children than Hispanic children participated in center-based programs. In 2005, 66 percent of Black children and 59 percent of White children participated

in such programs, compared with 43 percent of Hispanic children. White and Hispanic nonpoor children were more likely than their poor peers to participate in center-based programs in 2005, while no measurable difference was found between poor and nonpoor Black children.

Differences were also found by the child's age, mother's education, and mother's employment. In 2005, enrollment rates in center-based programs were higher for older children (ages 4 and 5) than for children age 3. About 70 percent of children ages 4 and 5 attended such programs, compared with 43 percent of children age 3. For all years observed, a greater percentage of children whose mothers had a bachelor's or higher degree participated in center-based programs than children whose mothers had less than a high school diploma. Furthermore, for all years observed, a greater percentage of children with mothers who worked (either full time or part time) were enrolled in center-based programs than children with mothers who were not in the labor force.

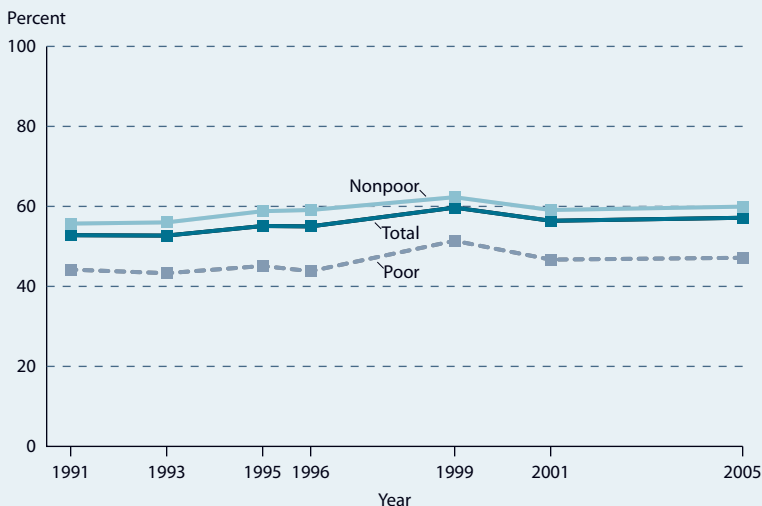
NOTE: Estimates are based on children who have not yet entered kindergarten. Center-based programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs. "Poor" is defined to include those families below the poverty threshold; "nonpoor" is defined to include those families whose incomes are at or above the poverty threshold. See supplemental note 7 for more information on poverty.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Education Survey of the 1991 National Household Education Surveys Program (NHES), School Readiness Survey of the 1993 NHES, Early Childhood Program Participation Survey of the 1995 NHES, Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, Early Childhood Program Participation Survey of the 2001 NHES, and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).



FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Table 2-1
NCES 2006-039

PREPRIMARY ENROLLMENT: Percentage of prekindergarten children ages 3–5 who were enrolled in center-based early childhood care and education programs, by poverty status: Various years, 1991–2005



Elementary/Secondary Education

Past and Projected Elementary and Secondary Public School Enrollments

Public elementary and secondary enrollment is projected to increase to 51 million in 2015. The South is projected to experience the largest increase in enrollment.

This indicator looks at the trends in public school enrollment, which have been increasing due to rising immigration—the immigrant population nearly tripled from 1970 to 2000 (Schmidley 2001)—and the baby boom echo—the 25 percent increase in the number of annual births that began in the mid-1970s and peaked in 1990 (Hamilton, Sutton, and Ventura 2003).

After declining during the 1970s and early 1980s to 39.4 million in 1985, public school enrollment in grades prekindergarten (preK) through 12 increased in the latter part of the 1980s, throughout the 1990s, and through the early 2000s and is projected to reach an estimated 48.7 million in 2005 (see supplemental table 3-1). Total public school enrollment is projected to increase each year from 2006 to an all-time high of approximately 51.2 million in 2015. The trends in enrollment in grades preK–8 and 9–12 have differed over time as students move through the system. For example, enrollment in grades preK–8 decreased throughout the 1970s and early 1980s, while enrollment in grades 9–12 decreased in the late 1970s and throughout the 1980s. Public school enrollment in grades

preK–8 is projected to decrease to 33.8 million in 2005 and then to increase, reaching 36.4 million in 2015. Enrollment in grades 9–12 is projected to increase to a high of 15.1 million in 2007 and then to decrease to 14.8 million in 2015.

Examining enrollment trends by region reveals that since 1965 the South has had the largest share of the total public enrollment in the United States. The regional distribution of students in public schools, however, has not remained static: both the West and South have increased their shares of the total U.S. enrollment. Between 1965 and 2005, the proportion of public elementary and secondary enrollment in the South rose from 33 percent to a projected 37 percent, while the share of enrollment in the West rose from 18 percent to a projected 24 percent. In contrast, the share of enrollment in the Midwest fell from 28 percent to a projected 22 percent, and the share of national enrollment in the Northeast fell from 21 percent to a projected 17 percent. Between 2005 and 2015, the number of public school students enrolled in grades preK–12 is expected to continue decreasing in the Northeast and Midwest and to continue increasing in the South and West.

NOTE: Includes kindergarten and most prekindergarten enrollment. Data for years 2001 and 2002 were revised and may differ from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2005-030), tables 37 and 40; Hussar, W. (forthcoming). *Projections of Education Statistics to 2015* (NCES 2006-084), table 1; Snyder, T., and Hoffman, C.M. (1995). *State Comparisons of Education Statistics: 1969–70 to 1993–94* (NCES 95-122), tables 10, 11, and 12; and table ESE65, retrieved January 10, 2006, from <http://nces.ed.gov/surveys/AnnualReports/reports.asp?type=historicalTables>. Data from U.S. Department of Education, NCES, The NCES Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–87 to 2003–04 and *Statistics of Public Elementary and Secondary School Systems*, various years, 1965–66 to 1985–86.

FOR MORE INFORMATION:

Supplemental Notes 1,3

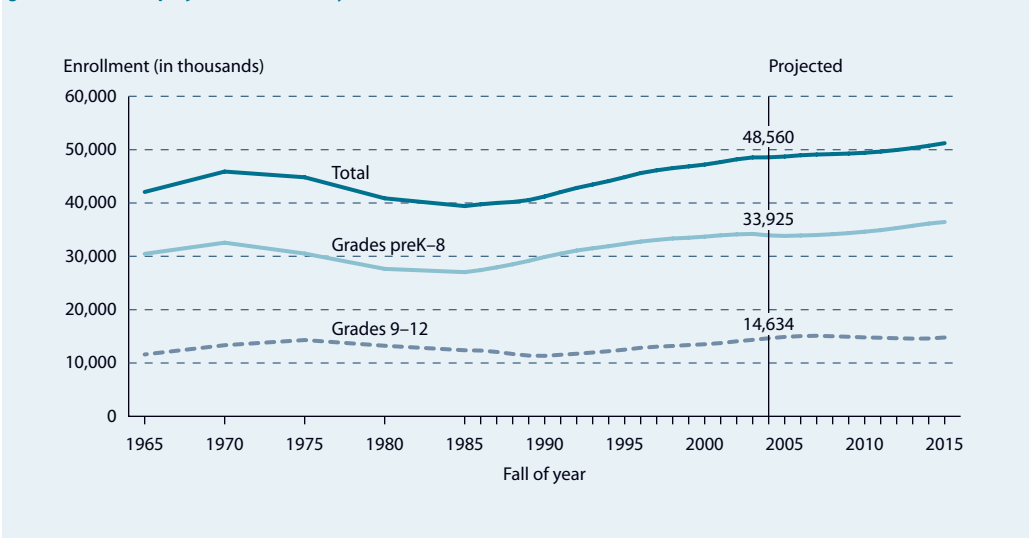
Supplemental Table 3-1

Schmidley 2001

Hamilton, Sutton, and Ventura 2003



SCHOOL ENROLLMENT: Public elementary and secondary school enrollment in prekindergarten through grade 12, by grade level, with projections: Various years, fall 1965–2015



Elementary/Secondary Education

Trends in Private School Enrollments

The number of private school students enrolled in kindergarten through grade 12 increased from 1989–90 through 2001–02 and then declined in 2003–04, while the percentage fluctuated at around 10 percent.

Between 1989–90 and 2001–02, private school enrollment in kindergarten through grade 12 increased from 4.8 million to 5.3 million students. By 2003–04, enrollment had declined to 5.1 million students (see supplemental table 4-1).

The distribution of students across different types of private schools also changed between 1989–90 and 2003–04. Although Roman Catholic schools continue to have the largest share of total private school enrollment, the percentage decreased from 55 to 46 percent because of the decline in the percentage of students enrolled in parochial schools (i.e., run by a parish, not by a diocese or independently). On the other hand, the percentage of students enrolled in Conservative Christian schools increased from 11 to 15 percent. In addition, there was an increase in the percentage of students enrolled in nonsectarian private schools, from 13 to 18 percent. This change in distribution from Roman Catholic to other religious and nonsectarian private schools occurred at both the elementary and secondary levels.

Overall, while the number of students enrolled in private schools was higher in 2003–04 than

in 1989–90, the percentage of all students attending private schools remained around 10 percent (see supplemental table 4-2). Private school students as a percentage of all students differed by region of the country. In 2003–04, private school enrollment accounted for 13 percent of the total Northeast enrollment, higher than the percentage for the Midwest (11 percent), the South (9 percent), and the West (8 percent).

The student composition of private schools differed from that of public schools and varied, among private schools, by community type. In 2003–04, a greater proportion of students enrolled in private schools than in public schools were White (76 vs. 58 percent), and a smaller proportion were Black (9 vs. 16 percent) and Hispanic (9 vs. 19 percent) (see supplemental table 4-3 and *indicator 5*). In addition, the distribution of students in private schools differed by community type. Within central cities, 31 percent of private school students enrolled were minority students, compared with 20 percent within urban fringe/large towns and 11 percent within rural communities.

¹ Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. Affiliated schools are those with membership in one of 12 associations: Association of Christian Teachers and Schools, Christian Schools International, Council of Islamic Schools in North America, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, Southern Baptist Association of Christian Schools or indicating membership in "other religious school associations." Unaffiliated schools are those that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.

² Nonsectarian schools do not have a religious orientation or purpose.

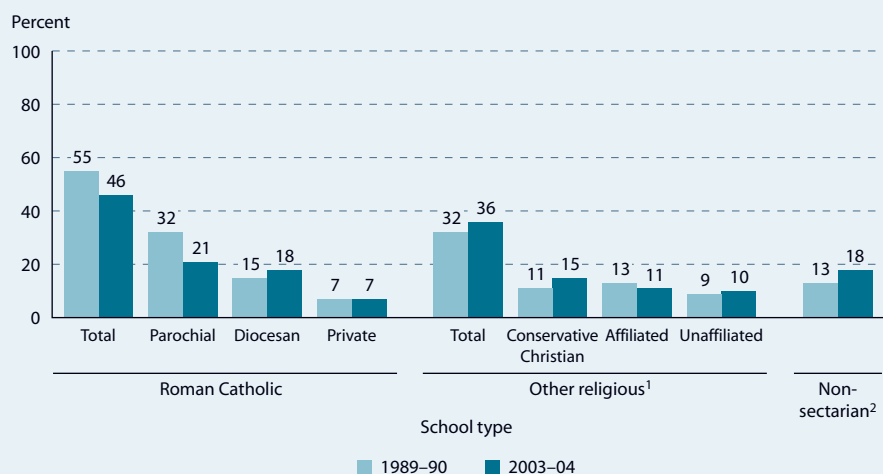
NOTE: Detail may not sum to totals because of rounding.

SOURCE: Broughman, S.P., and Swaim, N.L. (2006). *Characteristics of Private Schools in the United States: Results From the 2003–2004 Private School Universe Survey* (NCES 2006-319), table 7 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2003–04.



FOR MORE INFORMATION:
Supplemental Notes 1,3
Supplemental Tables 4-1,
4-2,4-3

PRIVATE SCHOOL ENROLLMENT: Percentage distribution of private school students in kindergarten through grade 12, by school type: 1989–90 and 2003–04



Elementary/Secondary Education

Racial/Ethnic Distribution of Public School Students

The percentage of racial/ethnic minority students enrolled in the nation's public schools increased between 1972 and 2004, primarily due to growth in Hispanic enrollments.

The shifting racial and ethnic composition of enrollment in U.S. public schools is one aspect of change in the composition of school enrollment. This indicator looks at the changes that occurred in the racial and ethnic distribution of public school students in kindergarten through 12th grade between 1972 and 2004.

Forty-three percent of public school students were considered to be part of a racial or ethnic minority group in 2004, an increase from 22 percent in 1972 (see supplemental table 5-1). In comparison, the percentage of public school students who were White decreased from 78 to 57 percent. The minority increase was largely due to the growth in the proportion of students who were Hispanic. In 2004, Hispanic students represented 19 percent of public school enrollment, up from 6 percent in 1972. The proportion of public school students who were Black or who were members of other minority groups increased less over this period than the proportion of students who were Hispanic: Black students made up 16 percent of public school enrollment in 2004, compared with 15 percent in 1972. Hispanic enrollment surpassed Black enrollment for the first time in 2002. Asian/Pacific Islander (4 percent) and Other minority

groups (3 percent) made up 7 percent of public school enrollment in 2004, compared with 1 percent combined in 1972.

The distribution of minority students in public schools differed across regions of the country, though minority enrollment grew in all regions between 1972 and 2004 (see supplemental table 5-2). Throughout this period, the South and West had larger minority enrollments than the Northeast and Midwest, and the Midwest had the smallest minority enrollment of any region. In the West, beginning in 2003, minority enrollment exceeded White enrollment. In 2004, minority students accounted for 57 percent of public school enrollment in the West, compared with 43 percent for White students. Also, the number of Hispanic students exceeded the number of Black students in the West. In the South and Midwest, Black enrollment exceeded that of Hispanics. No measurable difference was found between Black and Hispanic enrollment in the Northeast in 2004. Asian/Pacific Islander students were a larger percentage of total public school enrollment in the West (8 percent) than in the Northeast (5 percent) in 2004, followed by the Midwest and South (2 percent each).

Rounds to zero.

¹ Includes Asians/Pacific Islanders.

NOTE: Detail may not sum to totals because of rounding. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. Includes all public school students enrolled in kindergarten through 12th grade. Starting in 2003, the categories for race were changed on the Current Population Survey (CPS), allowing respondents to select more than one race. Respondents who selected more than one race were placed in the "Other" category for the purposes of this analysis. In 2004, some 2.4 percent of public school students were more than one race. See supplemental note 2 for more information on the CPS.

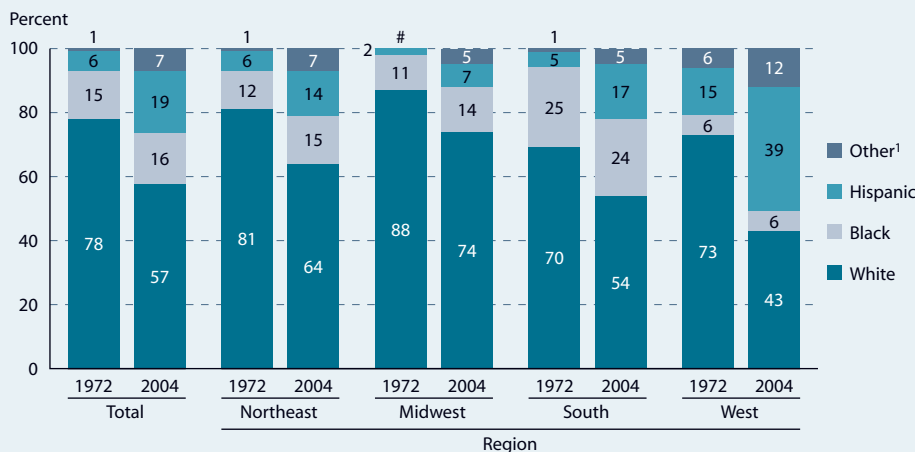
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972 and 2004, previously unpublished tabulation (September 2005).

FOR MORE INFORMATION:

Supplemental Notes 1,2
Supplemental Tables 5-1,5-2



MINORITY ENROLLMENT: Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Fall 1972 and 2004



Elementary/Secondary Education

Concentration of Enrollment by Race/Ethnicity and Poverty

A larger percentage of Black, Hispanic, and American Indian 4th-graders than Asian/Pacific Islander and White 4th-graders attended high-poverty schools.

Eligibility for the free or reduced-price school lunch program provides a proxy measure of family poverty status. Overall, 41 percent of all 4th-graders were eligible for the program in 2005, but percentages differed by race/ethnicity. Larger percentages of Black (70 percent), Hispanic (73 percent), and American Indian (65 percent) students were eligible for the program than White (24 percent) and Asian/Pacific Islander (33 percent) students (see supplemental table 6-1).

Larger percentages of Black, Hispanic, and American Indian students attended high-poverty schools than White or Asian/Pacific Islander students. For example, 48 percent of Black, 49 percent of Hispanic, and 36 percent of American Indian students were enrolled in schools with the highest measure of poverty (schools with more than 75 percent of students eligible for free or reduced-price lunch), compared with 5 percent of White and 16 percent of Asian/Pacific Islander 4th-graders.

A similar pattern existed when accounting for the school's location. In 2005, in central

cities, urban fringe, and rural areas, higher percentages of Black, Hispanic, and American Indian 4th-graders than their peers in other racial/ethnic groups were eligible for the school lunch program. In addition, a larger percentage of Black, Hispanic, and American Indian students in urban fringe and rural areas and Black and Hispanic students in central cities attended the highest poverty schools than did students of other race/ethnicities.

In addition to attending schools with the largest concentrations of students from poor families, Black and Hispanic 4th-graders were more likely to attend schools with high minority enrollments than White, Asian/Pacific Islander, or American Indian 4th-graders (see supplemental table 6-2). The majority of Black (51 percent) and Hispanic (56 percent) 4th-graders attended schools in which 75 percent or more of the students were minorities, compared with 3 percent of White, 31 percent of Asian/Pacific Islander, and 36 percent of American Indian 4th-graders.

¹ Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

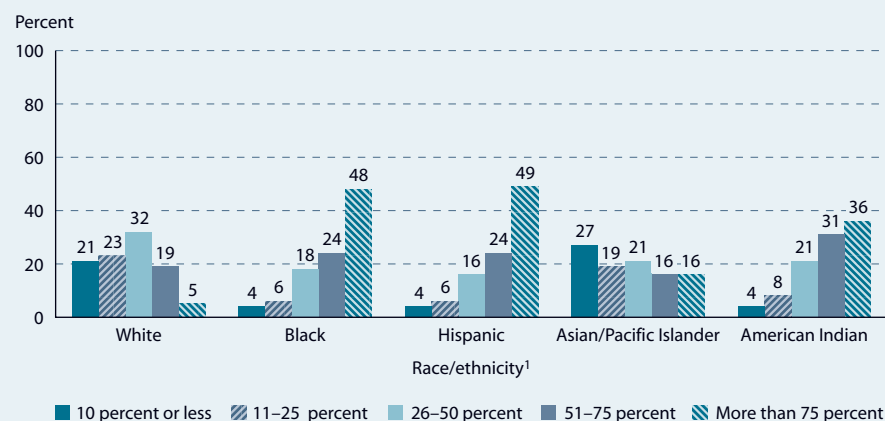
NOTE: Detail may not sum to totals because of rounding. The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 185 percent of the poverty level for reduced-price lunch or at or below 130 percent of the poverty level for free lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer.



FOR MORE INFORMATION:
Supplemental Notes 1, 4
Supplemental Tables 6-1, 6-2

RACE/ETHNICITY AND POVERTY: Percentage distribution of 4th-graders by their race/ethnicity and the percentage of students in the school eligible for a free or reduced-price lunch: 2005



Elementary/Secondary Education

Language Minority School-Age Children

The number of children ages 5–17 who spoke a language other than English at home more than doubled between 1979 and 2004.

Between 1979 and 2004, the number of school-age children (ages 5–17) who spoke a language other than English at home increased from 3.8 to 9.9 million, or from 9 to 19 percent of all children in this age group (see supplemental table 7-1). The number of school-age children who spoke English with difficulty also increased, from 1.3 million (or 3 percent of all 5- to 17-year-olds) to 2.8 million (or 5 percent) over the same time period. However, of those who spoke a language other than English at home, the percentage who spoke English with difficulty decreased, from 34 to 28 percent.

There was an 18 percent increase in the number of school-age children between 1979 and 2004. In contrast, during this period, the number of such children who spoke a language other than English at home increased by 162 percent, and the number who spoke a language other than English at home and who spoke English with difficulty increased by 114 percent.

Spanish was the language most frequently spoken at home by both those who spoke a language other than English at home and by those who

spoke English with difficulty (see supplemental table 7-2). In 2004, of those who spoke Spanish at home, a higher percentage of 5- to 9-year-olds (37 percent) than 10- to 17-year-olds (24 percent) spoke English with difficulty.

The percentages of school-age children living in non-English-speaking households varied by race/ethnicity, citizenship, and poverty status in 2004. Five percent of both Black and White school-age children spoke a language other than English at home, compared with 14 percent of American Indian, 63 percent of Asian, and 67 percent of Hispanic school-age children. The percentage of non-U.S. citizens who spoke a language other than English at home (89 percent) was higher than the percentages of naturalized U.S. citizens (62 percent) and U.S.-born citizens (15 percent) who did so. There were no measurable differences between the percentages of poor and near-poor 5- to 17-year-olds whose primary language at home was other than English (28 and 27 percent, respectively), and the percentages of each group were higher than the percentage of nonpoor school-age children (13 percent).

NOTE: Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who reported speaking English less than “very well” were considered to have difficulty speaking English. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. Spanish-language versions of both the CPS and the American Community Survey (ACS) were available to respondents. “Poor” is defined to include those families below the poverty threshold; “near-poor” is defined as 100–199 percent of the poverty threshold; and “nonpoor” is defined as 200 percent or more than the poverty threshold.

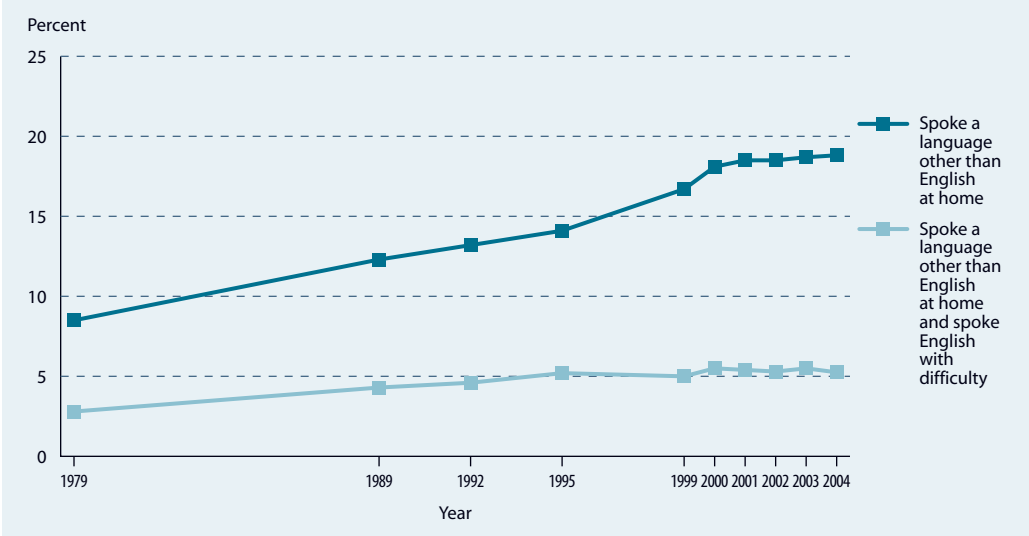
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement and American Community Survey (ACS), 2000–04, previously unpublished tabulations (November 2005).

FOR MORE INFORMATION:
 Supplemental Notes 1,2,3
 Supplemental Tables 7-1,7-2
 NCES 2004-009

Federal Interagency Forum on
 Child and Family Statistics 2005



LANGUAGE MINORITY: Percentage of 5- to 17-year-olds who spoke a language other than English at home and who spoke English with difficulty: Various years, 1979–2004



Elementary/Secondary Education

Children With Disabilities in Public Schools

The number and percentage of school-age children receiving special education services have grown steadily since 1976–77, especially among children with a diagnosed, specific learning disability.

The Individuals with Disabilities Education Act (IDEA), enacted in 1975, mandates that youth with disabilities are provided a free and appropriate public school education. In 1990, IDEA was expanded to require services for children under age 3. Data collection activities to monitor compliance with IDEA began in 1976.

Since the inception of IDEA, the number and percentage of youth ages 3–21 enrolled in public schools who receive special education services have steadily increased (see supplemental table 8-1). In 1976–77, some 3.7 million youth were served under IDEA, and these youth made up 8 percent of total public school enrollment. By 2003–04, some 6.6 million youth received IDEA services, corresponding to 14 percent of total public school enrollment. Among these students served, 2 percent were American Indian/Alaska Native, 2 percent were Asian/Pacific Islander, 20 percent were Black, 16 percent were Hispanic, and 61 percent were White (U.S. Department of Education 2005).

Growth in service receipt occurred from 1976 through 2002¹ among all age groups (see

supplemental table 8-2). In 1976–77, some 0.4 percent of children ages 3–5 enrolled in early education programs received services through IDEA, compared with 1.3 percent in 2001–02. The percentage of public school students ages 6–21 receiving services increased from 8 to 12 percent during this period. Early intervention services for infants and toddlers (under age 3) were authorized in 1990. Service receipt increased from 0.1 percent of infants and toddlers in 1991 to 0.5 percent in 2002.

Among school-age youth (ages 6–21), specific learning disabilities were the most prevalent disability and had the largest increase in service receipt. From 1976–77 through 2001–02, the percentage of students (ages 6–21) receiving special education services for a specific learning disability increased threefold (from 2 to 6 percent). In contrast, the percentage of school-age students receiving special education services for speech or language impairments, the second most prevalent disability, remained fairly constant during this period (from 2.6 to 2.3 percent).

¹ Detailed enrollment data by age group are not yet available beyond 2001–02.

² Other includes mental retardation, emotional disturbance, hearing impairments, orthopedic impairments, other health impairments, visual impairments, multiple disabilities, deaf-blindness, autism, traumatic brain injury, and developmental delay.

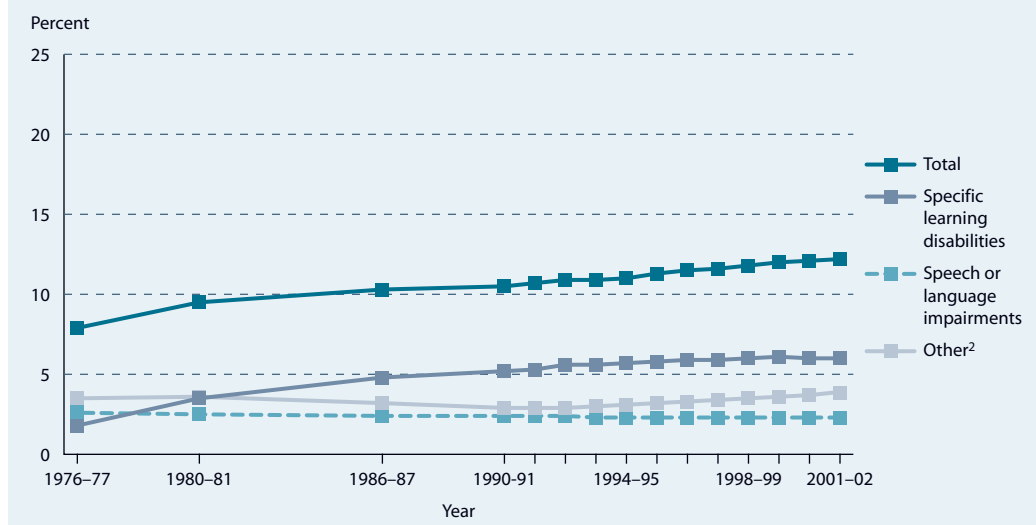
NOTE: Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth diagnosed by a medical professional as having a disability that adversely affects their academic performance. The total is the percentage of youth receiving special education services through IDEA who are enrolled in public schools in the 50 states, the District of Columbia, and in Bureau of Indian Affairs schools. See supplemental note 8 for more information about student disabilities. American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP). (2005). *25th Annual (2003) Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, vols. 1 and 2, table 53. Data from U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2004, previously unpublished tabulation (December 2005).



FOR MORE INFORMATION:
Supplemental Note 8
Supplemental Tables 8-1, 8-2
U.S. Department of Education
2005

STUDENTS WITH DISABILITIES: Percentage of students ages 6–21 in public schools receiving services under the Individuals with Disabilities Education Act (IDEA), by primary disability type: Selected years, 1976–77 through 2001–02



Undergraduate Education

Past and Projected Undergraduate Enrollments

Women’s enrollment has increased at a faster rate than men’s since 1970, and this trend is expected to continue through 2015.

Total undergraduate enrollment in degree-granting postsecondary institutions has generally increased over the past three and a half decades. Enrollments are projected to continue increasing through 2015, albeit at a slower rate than in the past 10 years. These increases have been accompanied by changes in the proportions of students who are female, students who attend full time, and students who attend 4-year institutions (see supplemental table 9-1). The number of students enrolled part time and full time, the number of students at 2- and 4-year institutions, and the number of male and female undergraduates are all projected to reach a new high each year from 2006 through 2015.

Since 1970, women’s undergraduate enrollment has increased more than twice as fast as men’s and surpassed men’s enrollment in 1978. From 2006 to 2015, both men’s and women’s undergraduate enrollments are projected to increase, but at a slower rate than in the past 10 years. Women’s undergraduate enrollment is projected to continue growing faster than men’s enrollment.

Undergraduate students are more likely to be enrolled full time than part time, a pattern that is expected to continue in the future. In the 1970s, part-time undergraduate enrollment increased more than twice as fast as full-time undergraduate enrollment. During the 1980s, growth slowed for both groups, while in the past 10 years full-time enrollment has grown four times as fast as part-time enrollment. Full-time undergraduate enrollment is expected to continue growing more rapidly than part-time enrollment through 2015.

Over the past 35 years, undergraduate enrollment has been larger in 4-year institutions than in 2-year institutions. After rapid expansion in the 1970s, the enrollment growth rate in 2-year institutions slowed in the 1980s and 1990s, before increasing in the past 6 years. Aside from a slowdown in the early 1990s, enrollment has grown fairly steadily at 4-year institutions since 1970. Through 2015, the growth in enrollment at 4-year institutions is expected to be greater than at 2-year institutions.

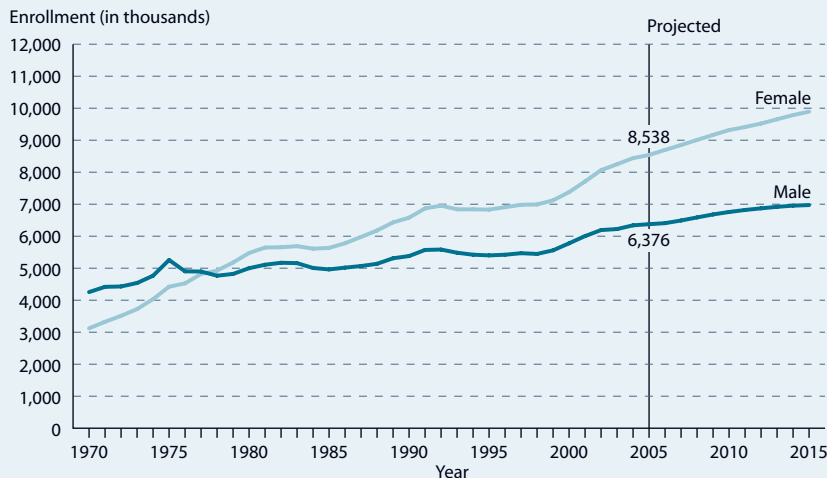
NOTE: Projections are based on data through 2004 and middle alternative assumptions concerning the economy. For more information, see NCES 2006-084. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2001-083, appendix E. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS). See *supplemental note 9* for more information about the classification of postsecondary education institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 176 and 189 and Hussar, W. (forthcoming). *Projections of Education Statistics to 2015* (NCES 2006-084), table 19. Data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), “Fall Enrollment in Colleges and Universities” surveys, 1970–1985, and 1986–2005 Integrated Postsecondary Education Data System, “Fall Enrollment Survey” (IPEDS-EF:86–99) and Spring 2001 through Spring 2005.

FOR MORE INFORMATION:
Supplemental Notes 3, 9
Supplemental Table 9-1



UNDERGRADUATE ENROLLMENT: Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions, by sex, with projections: Fall 1970–2015



Graduate and Professional Education

Trends in Graduate/First-Professional Enrollments

Enrollment in graduate and first-professional programs increased from 1976 to 2004. Female enrollment experienced a larger increase than male enrollment during this time for both types of programs.

Since 1976, graduate and first-professional enrollments in degree-granting institutions have increased, and the percentage distributions of these enrollments by sex, race/ethnicity, and enrollment status have changed considerably.

Between 1976 and 2004, enrollment in graduate programs increased 62 percent (from 1.3 to 2.2 million), while enrollment in first-professional programs increased 37 percent (from 244,000 to 335,000). Enrollments in both graduate and first-professional programs are projected to continue increasing, with graduate enrollment expected to reach 2.6 million and first-professional enrollment to reach 437,000 by 2015 (see supplemental table 10-1).

Enrollment trends differ by sex in graduate and first-professional programs. In 1976, more men than women attended both programs. Since then, female enrollment in graduate programs has increased 106 percent (from 619,000 to 1.3 million), while male enrollment has increased 23 percent (from 714,000 to 879,000). Females represented 46 percent of total graduate enrollment in 1976, some 50 percent in 1984, and 59 percent in 2004. Between 1976 and 2004, female enrollment in first-professional programs increased 205

percent (from 54,000 to 166,000), while male enrollment decreased 11 percent (from 190,000 to 168,000). In 1976, females represented 22 percent of total first-professional enrollment, compared with 50 percent in 2004.

Minorities experienced gains in enrollment between 1976 and 2004. Minority enrollment in graduate programs increased 254 percent (from 134,000 to 475,000), while White enrollment increased 27 percent (from 1.1 to 1.4 million). Enrollments among Hispanics and Asians/Pacific Islanders have seen the greatest growth. In 1976, minorities represented 10 percent of total graduate enrollment, compared with 22 percent in 2004 (see supplemental table 10-2). Minority enrollment in first-professional programs grew by 319 percent (from 21,000 to 88,000), compared with an 8 percent growth in White enrollment (from 220,000 to 238,000).

Since 1976, the majority of graduate students have been enrolled part time. In 1976, some 65 percent were part time, about half (53 percent) were part time in 2004, and 49 percent are projected to be part time in 2015. Since 1976, most first-professional students have been enrolled full time.

¹ Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

NOTE: Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other published tables. Detail may not sum to totals because of rounding. See glossary for definitions of minority and first-professional degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 187, 188, and 206. Data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1976, and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey," Spring 2005.

GRADUATE/FIRST-PROFESSIONAL ENROLLMENT: Graduate and first-professional enrollment in degree-granting institutions in 1976 and 2004 and percentage increase between the two years, by sex, race/ethnicity, and attendance status

	[Enrollment in thousands]					
	Graduate enrollment			First-professional enrollment		
	1976	2004	Percent change	1976	2004	Percent change
Total	1,333	2,157	61.8	244	335	36.9
Sex						
Male	714	879	23.1	190	168	-11.3
Female	619	1,278	106.5	54	166	204.9
Race/ethnicity¹						
White	1,116	1,413	26.7	220	238	8.3
Total minority	134	475	253.5	21	88	318.6
Black	78	220	180.7	11	26	131.3
Hispanic	26	126	377.3	5	17	273.0
Asian/Pacific Islander	25	116	372.8	4	43	953.4
American Indian	5	13	161.9	1	2	90.8
Nonresident alien	72	268	270.3	3	8	168.1
Attendance status						
Full-time	463	1,024	121.2	220	302	37.0
Part-time	870	1,133	30.2	24	33	36.5



FOR MORE INFORMATION:
Supplemental Notes 1, 3, 9
Supplemental Tables 10-1,
10-2

Adult Learning

Participation in Adult Education

The percentage of the population age 16 or older participating in adult education increased from 1995 to 2001 and then declined in 2005. Work-related courses and personal interest courses were the most popular forms of adult education in 2005.

Adult education activities are formal activities including basic skills training, apprenticeships, work-related courses, personal interest courses, English as a Second Language (ESL) classes, and part-time college or university degree programs.¹ This indicator examines the participation rates in adult education activities of individuals age 16 or older.

Overall participation in adult education among individuals age 16 or older increased from 40 percent in 1995 to 46 percent in 2001 and then declined to 44 percent in 2005 (see supplemental table 11-1). In 2005, among the various types of adult education activities, individuals age 16 or older participated most in work-related courses (27 percent), followed by personal interest courses (21 percent), part-time college or university degree programs (5 percent), and other activities (3 percent).

Participation rates varied by sex, age, race/ethnicity, employment/occupation, and education (see supplemental table 11-2). For example, a greater percentage of females than males participated in personal interest courses (24 vs. 18 percent) and work-related activities (29 vs. 25 percent). Individuals ages 16–24 had a higher overall participation rate in adult education activities than their counterparts age 55 or older. Blacks and Whites had higher rates of overall participation in adult education than their Hispanic peers. Among those employed in the past 12 months, the overall participation rate in adult education was higher for those in a professional or managerial occupation (70 percent) than for those employed in service, sales, or support jobs (48 percent) or those in trade occupations (34 percent). In addition, the overall participation rate in adult education for bachelor’s degree recipients or higher was greater than for those individuals who had some college or less education.

¹ Full-time participation for all or part of the year in a college or university degree program or a vocational or technical diploma program was not counted as an adult education activity.

² Includes basic skills training, apprenticeships, and English as a Second Language (ESL) courses.

NOTE: The survey population includes civilian, noninstitutionalized individuals age 16 or older who are not enrolled in elementary or secondary school. There were differences in questionnaire structure, wording, and response options in the 1995, 1999, 2001, and 2005 National Household Education Surveys Program (NHES) questionnaires that could affect the measurement of course participation. The sample includes individuals who speak Spanish but not English.

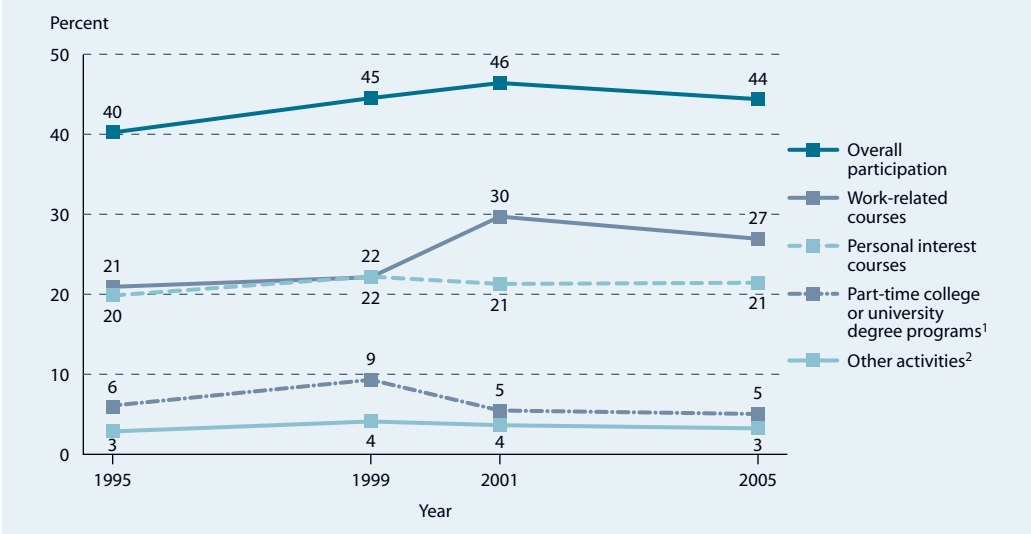
SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 1995, 1999, and 2005 National Household Education Surveys Program (NHES) and Adult Education and Lifelong Learning Survey of the 2001 NHES, previously unpublished tabulation (November 2005).

FOR MORE INFORMATION:

Supplemental Notes 1,3
Supplemental Tables 11-1, 11-2



ADULT EDUCATION: Percentage of population age 16 or older who participated in adult education activities, by type of activity: Selected years, 1995–2005



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