

Section 1

Participation in Education



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Section 1: Website Contents

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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 previously published 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 is 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, which are required to provide a high-quality education for our nation's students.

The indicators in this section are organized into an overview subsection, which is made up of an indicator on enrollment rates 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 in the enrollment rates of individuals provides a perspective on the education of the U.S. population at different points in the life cycle and over time.

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 parents. Elementary and secondary education provides knowledge and skills that prepare students for further learning and productive membership in so-

ciety. Because enrollment at the elementary and secondary levels is mandatory in most states until at least age 16, and in a number of states until age 17 or 18, 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 schools students attend, for example, between public schools, private schools, and homeschooling. Postsecondary education offers students 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 skills, to change careers, or to expand personal interests.

Some of the indicators in the subsections provide information about the characteristics of the students who are enrolled and, in some cases, how these students are distributed across schools. For example, one indicator in this volume describes the number and prevalence of children with disabilities, and a second shows the distributions of select family characteristics of 5- to 17-year-olds.

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 2006, children ages 3–4 saw the largest increase in enrollment rates. There was also notable growth in enrollment rates for those ages 18–19 and 20–24, the period when individuals are typically enrolled in postsecondary education.

Changes in enrollment patterns may reflect changes in attendance requirements, the perceived value or cost of education, as well as the time taken to complete degrees. Between 1970 and 2006, the enrollment rate of children ages 3–4 (typically nursery school ages) increased from 20 to 56 percent. This rate is up from 52 percent of students in this age group 5 years earlier in 2001. Some of this increase may reflect changes in the data collection method in 1994;¹ however, the rate of nursery school attendance had already doubled before that year (see supplemental table 1-1). The enrollment rate of children ages 5–6 (typically kindergarten² or 1st-grade ages) increased from 90 percent in 1970 to 96 percent in 1976 and has since remained roughly stable.

The enrollment rate for youth ages 7–13 has remained high over the past 35 years (between 98 and 99 percent), reflecting state school attendance requirements. The maximum compulsory age of school attendance varies by state between ages 16 and 18; this fact may account for the lower enrollment rates for youth ages 14–17 (between 93 and 97 percent) compared with those for youth ages 7–13 (Education Commission of the States 2006).

No measurable differences have been found in the enrollment rates for these age groups since 2001.

Youth ages 18–19 are typically transitioning into postsecondary education or the workforce. Between 1970 and 2006, the enrollment rates for these youth increased at the elementary/secondary level (from 10 to 19 percent) and at the postsecondary level (from 37 to 46 percent), raising the overall enrollment rate of those ages 18–19 from 48 to 65 percent. This overall rate is up from 61 percent of students in this age group 5 years earlier in 2001.

Adults ages 20–34 who are enrolled in school are usually enrolled in postsecondary education. Between 1970 and 2006, the enrollment rate of young adults ages 20–21 increased from 32 to 48 percent, and the rate of those ages 22–24 increased from 15 to 27 percent. Among older adults, the enrollment rate increased from 8 to 12 percent for those ages 25–29 during this period, and from 4 percent in 1970 to 7 percent in 2006 for those ages 30–34. Despite this pattern of increase from 1970 to 2006, there was no measurable change in the enrollment rates for those ages 20–34 between 2001 and 2006.

¹ Beginning in 1994, new procedures were used to collect preprimary enrollment data. As a result, pre-1994 data may not be comparable to data from 1994 or later.

² As of April 2005, of the 50 states and the District of Columbia, there were 36 states or jurisdictions that did not require kindergarten attendance; however, most mandate that school districts offer kindergarten programs (Education Commission of the States 2005).

NOTE: Includes enrollment in any type of graded public, parochial, or other private schools. Includes nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Excludes homeschooled students and enrollments in less-than-2-year postsecondary institutions and enrollments in “special” schools, such as trade schools, business colleges, or correspondence schools. The age breakouts used in this indicator reflect the different schooling stages that are typical for students given their age. For example, students at ages 18–19 are typically transitioning from elementary/secondary education into postsecondary education or the workforce. See supplemental note 2 for more information on the Current Population Survey (CPS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2007* (NCES 2008-022), table 7, data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970–2006.

FOR MORE INFORMATION:

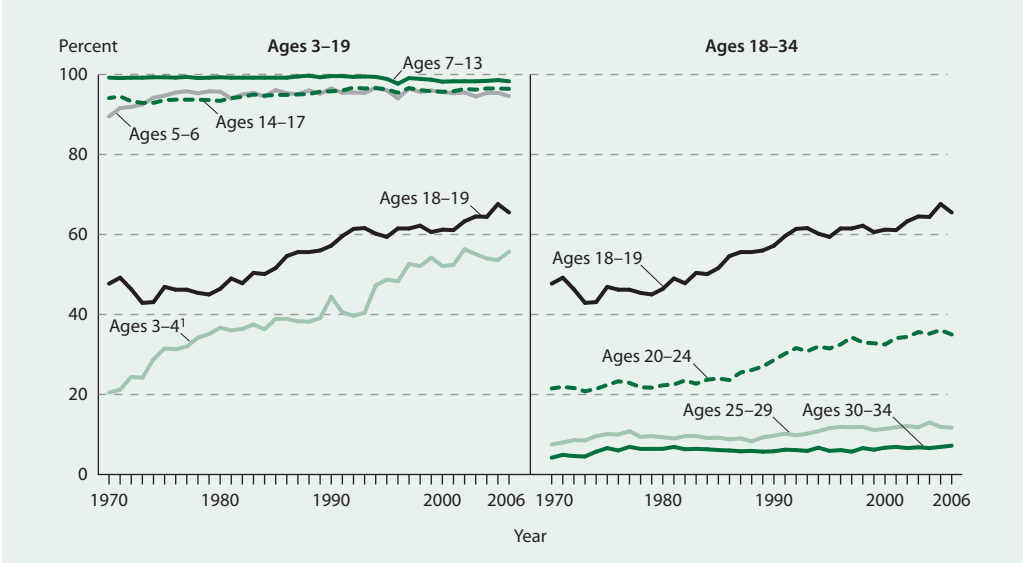
Supplemental Note 2

Supplemental Table 1-1

Education Commission of the States 2005, 2006



ENROLLMENT RATES: Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2006



Preprimary Education

Early Education and Child Care Arrangements of Young Children

A greater percentage of 4-year-olds from the 2001 birth cohort were in a center-based setting (including Head Start) as their primary type of early education and care (57 percent) than in other arrangements.

The Early Childhood Longitudinal Study, Birth Cohort of 2001 (ECLS-B) has followed a nationally representative cohort of children from birth through preschool age. This indicator presents findings on these children's early education and child care arrangements in 2005–06, when most of the children were about 4 years old.¹

A greater percentage of 4-year-olds from the 2001 birth cohort were in a center-based setting (including Head Start) as their primary type of early education and care (57 percent) than in other arrangements such as home-based relative care² (13 percent), home-based nonrelative care (8 percent), or multiple arrangements (2 percent) (see supplemental table 2-1). The overall percentage of children in center-based settings includes children in Head Start (13 percent) as well as those in other center-based settings (45 percent). Twenty percent of children had no nonparental care and education arrangements.

Differences in the percentage of children who were in a center-based setting as their primary type of early education and care were observed

by race/ethnicity. A smaller percentage of Pacific Islander children (20 percent) and Hispanic children (49 percent) were in a center-based setting as their primary type of early education and care than their White, Black, Asian, or American Indian/Alaska Native peers (60 to 62 percent).

Racial and ethnic differences in the use of Head Start as the primary type of early education and child care were observed. A larger percentage of Black children (25 percent) and American Indian children (31 percent) were in Head Start as their primary type of early education and care than their White (7 percent) and Asian peers (5 percent).

The percentage of children who were in a center-based setting increased as parents' highest level of education increased. For example, 43 percent of children about 4 years old whose parents' highest level of education was less than high school were enrolled in a center-based setting, compared with 71 percent of their peers whose parents' highest level of education was any graduate or professional school.

¹ Findings are based on all children who participated in the ECLS-B. Although most of the children in the sample were about 4 years old during the 2005–06 interview (74.6 percent were between 48 and 57.9 months), some 16 percent were younger than 4 years old (between 44 and 48 months), and 9 percent were between 58 and 65 months. Findings are representative of the approximately 4 million children born in the United States in 2001.

² Care provided in the child's home or in another private home by a relative (excluding parents).

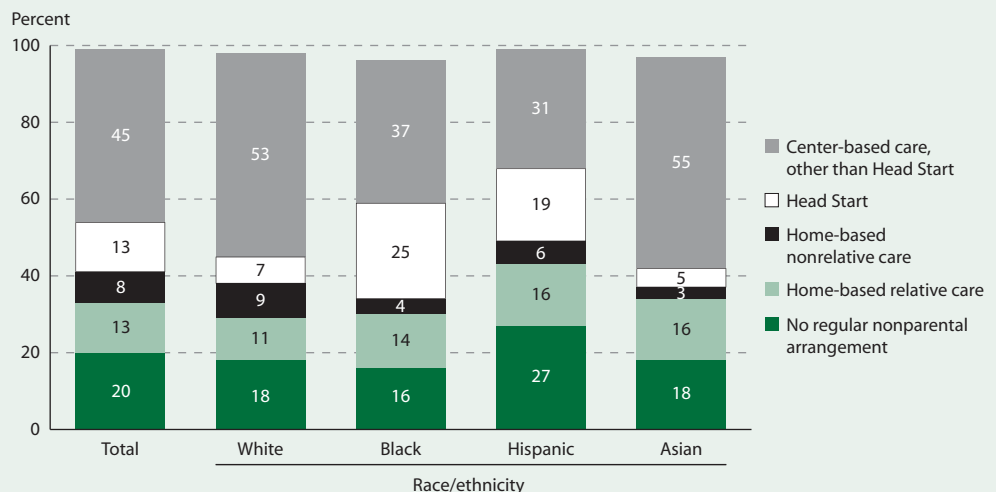
NOTE: Race categories exclude persons of Hispanic ethnicity. Not all racial/ethnic groups are shown in the figure due to small sample sizes and relatively large standard errors. Detail may not sum to totals because of rounding and suppression of care arrangement cells that do not meet standards. Children who were in multiple arrangements are not included in the figure. *Center-based care* includes day care, preschool, and prekindergarten programs. *Nonrelative care* in a private home includes family day care. Estimates weighted by W3RO. Primary type of care arrangement is the type of nonparental care in which the child spent the most hours each week. See *supplemental note 3* for more information about the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Longitudinal 9-Month–Preschool Restricted-Use Data File.



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

CHILD CARE ARRANGEMENTS: Percentage distribution of the early education and child care arrangements of the 2001 birth cohort at about 4 years old, by race/ethnicity: 2005–06



Elementary/Secondary Education

Past and Projected Public School Enrollments

Public elementary and secondary enrollment is projected to increase to 54 million in 2017. The South is projected to experience the largest increase in the number of students enrolled.

In 2008, about 49.8 million students are expected to be enrolled in public elementary and secondary schools. Of these students, 34.9 million will be enrolled in prekindergarten (preK) through 8th grade and 14.9 million will be enrolled in grades 9 through 12.

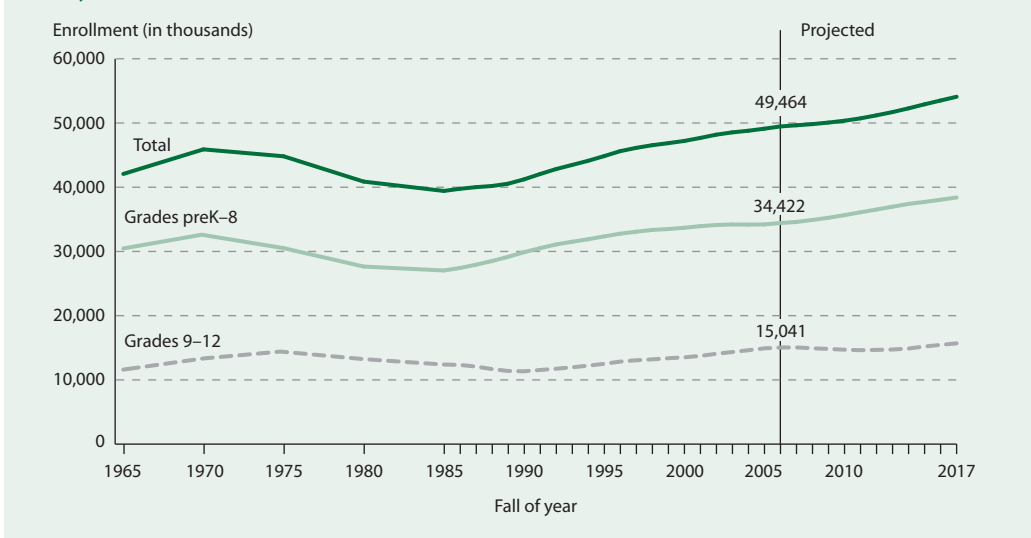
Public school enrollment declined during the 1970s and early 1980s and increased in the latter part of the 1980s. Enrollment continued to increase throughout the 1990s and early 2000s. Between 2000 and 2008, public school enrollment is expected to increase by 2.6 million students, reaching 49.8 million students in 2008 (see supplemental table 3-1). Total public school enrollment is projected to set new enrollment records each year from 2008 through 2017, reaching an estimated high of 54.1 million students.

Enrollment trends in grades preK–8 and 9–12 have differed over time as students move through the public school 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 increase to 34.9 million in 2008 and to reach 38.4 million in 2017. Enrollment in grades 9–12 is projected to decrease from 15 million in 2007 to 14.6 million in 2011 and then increase to 15.7 million in 2017.

Between 2000 and 2008, total enrollment is expected to increase by over 1.8 million students in the South and by 1.0 million students in the West, and to decrease slightly in both the Midwest and Northeast. Since 1965, the South has had the largest share of public school enrollment in the United States. Projections indicate that, by 2008, the share for the South will have increased from 33 percent in 1965 to 38 percent by 2008 and to 40 percent by 2017. The share for the West is projected to increase from 18 percent in 1965 to 25 percent by 2008, and to remain at 25 percent in 2017. In contrast, the share of enrollment in the Midwest is projected to decrease from 28 percent in 1965 to 22 percent by 2008, and to reach 20 percent in 2017. Enrollment in the Northeast is projected to decrease from 21 percent in 1965 to 16 percent by 2008, and to reach 15 percent in 2017.

SCHOOL ENROLLMENT: Public school enrollment in prekindergarten through grade 12, with projections, by grade level: Various years, fall 1965–2017



NOTE: Data are fall enrollment counts or estimates for the referenced year. Some data have been revised from previously published figures. See supplemental note 1 for states in each region.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2007* (NCES 2008-022), table 33; Hussar, W. (forthcoming). *Projections of Education Statistics to 2017* (NCES 2008-078), table 1; Snyder, T., and Hoffman, C.M. (1995). *State Comparisons of Education Statistics: 1969–70 to 1993–94* (NCES 95-122), table 10, retrieved December 4, 2007, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=95122>; and table ESE65, retrieved December 4, 2007, from <http://www.nces.ed.gov/surveys/AnnualReports/historicaltables.asp>.

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



Elementary/Secondary Education

Trends in Private School Enrollments

From 1989 to 2005, the percentage of students enrolled in private schools declined from 11 to 9 percent. The number of private school students enrolled in kindergarten through grade 12 increased from 1989 to 2001 and then declined through 2005.

From 1989 to 2001, private school enrollment in kindergarten through grade 12 increased from 4.8 million to 5.3 million students. By 2005, enrollment had declined to 5.1 million students (see supplemental table 4-1).

In addition to the changing level of enrollment in private schools, the distribution of students across different types of private schools changed between 1989 and 2005. Although Roman Catholic schools maintained the largest share of total private school enrollment, the percentage of all private school students enrolled in Roman Catholic schools decreased from 55 to 44 percent. This decrease stemmed from the decline in the percentage of these students enrolled in parochial schools (those 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 16 percent during this period. In addition, there was an increase in the percentage of students enrolled in nonsectarian private schools, from 13 to 18 percent. This shift in private school enrollment, 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 2005 than in 1989, the percentage of all students attending private schools declined from 11 to 9 percent (see supplemental table 4-2). Enrollment of private school students as a percentage of total enrollment differed by region. In 2005, the percentage of students in private schools was higher in the Northeast (13 percent) than in the Midwest (10 percent), the South, and the West (8 percent each).

The student composition of private schools differed from that of public schools. In 2005, Whites made up a greater share of private than of public school enrollment (75 vs. 58 percent), while the opposite was true for Blacks (10 vs. 16 percent) and Hispanics (9 vs. 20 percent; see supplemental table 4-3 and *indicator 5*). In addition, the student composition in private schools differed by locale. Within cities, 32 percent of private school students enrolled were minorities, compared with 23 percent in suburban areas, 12 percent in towns, and 14 percent in rural areas.

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 1 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, or 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.

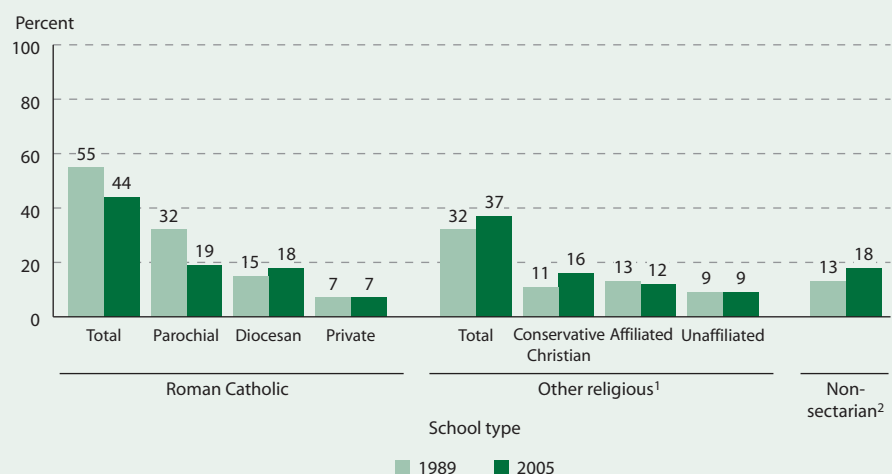
NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. *Supplemental note 1* identifies the states in each region.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1989–90 and 2005–06.



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: Fall 1989 and fall 2005



Elementary/Secondary Education

Racial/Ethnic Distribution of Public School Students

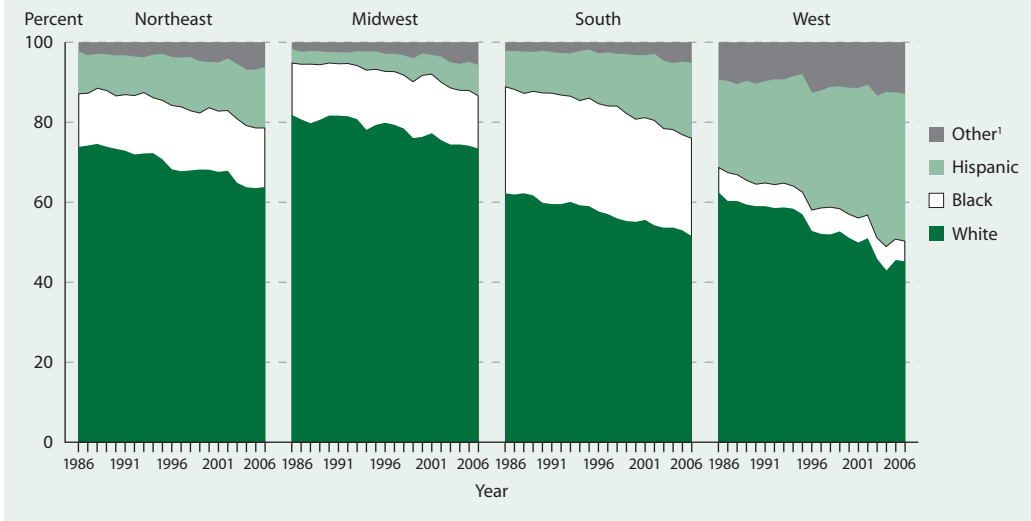
The percentage of racial/ethnic minority students enrolled in the nation's public schools increased between 1986 and 2006, primarily due to an increase in the proportion of Hispanic students.

The shifting racial and ethnic distribution of public school students enrolled in kindergarten through 12th grade is one aspect of change in the composition of school enrollment. The percentage of public school students who were considered to be part of a racial or ethnic minority group increased from 22 percent in 1972 to 31 percent in 1986 to 43 percent in 2006 (see supplemental table 5-1). Between 1972 and 2006, the percentage of public school students who were White decreased from 78 to 57 percent. The minority increase largely reflected the growth in the proportion of students who were Hispanic. In 2006, Hispanic students represented 20 percent of public school enrollment, up from 6 percent in 1972 and 11 percent in 1986. Since 1986, the proportion of public school students who were Hispanic has increased more than the proportion who were Black or members of other¹ minority groups. For example, in 2006, Black students made up 16 percent of public school enrollment, compared with 17 percent in 1986. Hispanic enrollment measurably surpassed Black enrollment for the first time in 2002. Together, Asian

(3.8 percent), Pacific Islander (0.2 percent), and American Indian/Alaskan Native (0.7 percent) students and students of more than one race (2.7 percent) made up about 7.3 percent of public school enrollment in 2006.

The distribution of minority students in public schools differed by region, though minority enrollment generally grew in all regions between 1986 and 2006 and during the broader period of 1972 and 2006 (see supplemental table 5-2). Between 1972 and 2006, 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, and by 2006, minority students made up 55 percent of public school enrollment, compared with 45 percent for White students. In 2006, as in all years since 1972, the percentage of Hispanic students exceeded the percentage of Black students in the West, while in the South and Midwest, the percentage of Black enrollment continued to exceed that of Hispanic enrollment.

MINORITY ENROLLMENT: Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: October 1986–2006



¹Other¹ includes all students who did not identify themselves as White, Black, or Hispanic.

NOTE: Race categories exclude persons of Hispanic ethnicity. Estimates include all public school students enrolled in kindergarten through 12th grade. See supplemental note 2 for more information on the Current Population Survey. See supplemental note 1 for the states in each region.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1986–2006.

FOR MORE INFORMATION:
Supplemental Notes 1, 2
Supplemental Tables 5-1, 5-2



Elementary/Secondary Education

Family Characteristics of 5- to 17-Year-Olds

The percentage of 5- to 17-year-olds whose parents had completed a bachelor's degree or higher increased from 19 percent in 1979 to 35 percent in 2006.

The percentage of school-age children (ages 5–17) whose parents had completed a bachelor's degree or higher increased from 19 percent in 1979 to 35 percent in 2006 (see supplemental table 6-1); this same measure increased for White children (from 22 to 44 percent), Black children (from 5 to 21 percent), and Hispanic children (from 7 to 15 percent). In 2006, a higher percentage of parents of White children had completed a bachelor's degree or higher than did parents of Black or Hispanic children.

The percentage of school-age children living in two-parent households decreased from 75 percent in 1979 to 67 percent in 2006; however, this percentage has remained between 67 and 69 percent since 1995. Another 23 percent of children lived only with their mother and 5 percent were in father-only households in 2006. Higher percentages of White (75 percent) and Hispanic (65 percent) children lived in two-parent households than did their Black (35 percent) peers in 2006. One-half of Black children lived in mother-only households, compared with about one-fourth of Hispanic children and 16 percent of White children.

The percentage of school-age children living in families below the poverty threshold increased from 15 percent in 1979 to 21 percent in 1995, and then decreased to 16 percent in 2002. In 2006, a larger percentage of children were living in poor households than in 1979 (17 vs. 15 percent), but both were lower than the high in 1995 of 21 percent. This same general pattern was evident across racial/ethnic groups. The percentage of White children in poor households increased from 9 percent in 1979 to 12 percent in 1995, and then decreased to 10 percent in 2006. The percentage of Black children in poor households increased from 41 percent in 1979 to 44 percent in 1992, and then decreased to 33 percent in 2006. Among Hispanics, this percentage increased from 27 percent in 1979 to 40 percent in 1995, and then decreased to 26 percent in 2006.

In 2006, some 95 percent of school-age children were born in the United States, not measurably different from the percentage in 1995 (when citizenship data were first collected). A higher percentage of Hispanics (86 percent) were born in the United States in 2006 than in 1995 (81 percent), but no measurable differences were detected for Whites or Blacks over this same period.

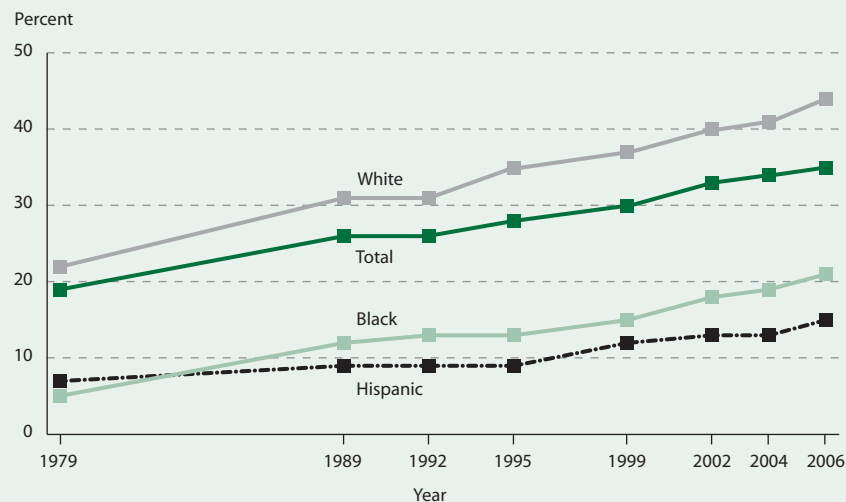
NOTE: Included in the totals but not shown separately are estimates for those from other racial/ethnic categories. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for further discussion. See *supplemental note 1* for more information on poverty levels. Some estimates are revised from previous publications. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, selected years, 1979–2006.



FOR MORE INFORMATION:
Supplemental Notes 1, 2
Supplemental Table 6-1

FAMILY CHARACTERISTICS: Percentage of 5- to 17-year-olds whose parents had attained a bachelor's degree or higher, by race/ethnicity: Selected years, 1979–2006



Elementary/Secondary Education

Language Minority School-Age Children

In 2006, about 20 percent of children ages 5–17 spoke a language other than English at home, and 5 percent spoke English with difficulty.

Between 1979 and 2006, the number of school-age children (children ages 5–17) who spoke a language other than English at home increased from 3.8 to 10.8 million, or from 9 to 20 percent of the population in this age range (see supplemental table 7-1). An increase was also evident during the more recent period of 2000 to 2006 (from 18 to 20 percent). The percentage of 5- to 17-year-old children who spoke English with difficulty increased from 3 to 6 percent between 1979 and 2000, but this percentage did not change measurably between 2000 and 2006 (it remained between 5 and 6 percent). The number of children who spoke English with difficulty as a proportion of children who spoke another language at home has continued to decrease over time. For example, of the children who spoke a language other than English at home, 34 percent spoke English with difficulty in 1979, compared with 31 percent in 2000 and 25 percent in 2006.

In 2006, about 72 percent (7.8 million) of the school-age children who spoke a language other than English at home spoke Spanish (see supplemental table 7-2). The next largest number of children who spoke a non-English

language at home spoke other Indo-European¹ languages, followed by those who spoke Asian/Pacific Islander² languages, and then by those who spoke other languages. Higher percentages of children who spoke Spanish or an Asian/Pacific Islander language at home spoke English with difficulty (27 and 28 percent, respectively) than did those who spoke other Indo-European languages (19 percent) or other languages (18 percent) at home.

The percentages of school-age children speaking a language other than English at home and who spoke English with difficulty varied by race/ethnicity and poverty status in 2006. Among school-age children, 18 percent of Hispanics and 17 percent of Asians spoke a language other than English at home and spoke English with difficulty, compared with 6 percent of Pacific Islanders, 3 percent of American Indians/Alaska Natives, and 1 percent each of Whites, Blacks, and children of more than one race. In terms of poverty status, higher percentages of poor (10 percent) and near-poor (8 percent) 5- to 17-year-olds spoke a non-English language at home and spoke English with difficulty than did nonpoor 5- to 17-year-olds (3 percent).

¹ An Indo-European language other than Spanish (e.g., French, German, Portuguese, etc.).

² Any native language spoken by Asians or Pacific Islanders, which linguists classify variously as Sino-Tibetan, Austroasiatic, or Austronesian languages.

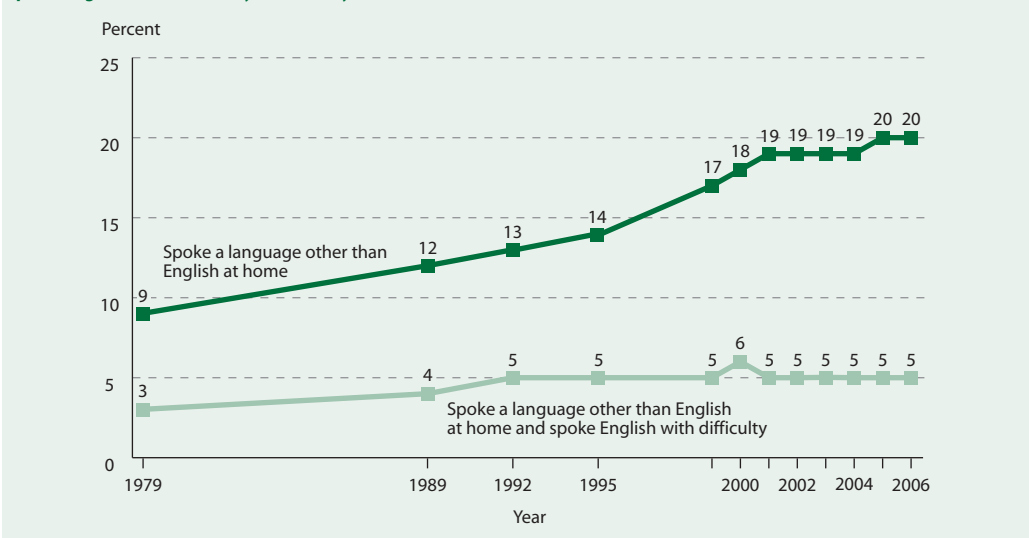
NOTE: Data on language spoken at home and difficulty speaking English were obtained from household respondents. Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child could speak English. Categories 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. Since the American Community Survey (ACS) does not ask whether household children speak English at home, these data cannot be used to determine whether English or another language is the primary language spoken at home. 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 ACS were available to respondents. *Poor* is defined to include families below the poverty threshold, *near-poor* is defined to include families at 100–199 percent of the poverty threshold, and *nonpoor* is defined to include families at 200 percent or more than the poverty threshold. See supplemental note 1 for more information. Race categories exclude persons of Hispanic ethnicity.

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), 2000–06.

FOR MORE INFORMATION:
 Supplemental Notes 1, 2, 3
 Supplemental Tables 7-1, 7-2
 Federal Interagency Forum
 on Child and Family Statistics
 2007



LANGUAGE MINORITY: Percentage of 5- to 17-year-olds who spoke a language other than English at home and who spoke English with difficulty: Selected years, 1979–2006



Elementary/Secondary Education

Children and Youth With Disabilities in Public Schools

The number and percentage of children and youth receiving special education services increased nearly every year between 1976–77 and 2004–05. Since 2004–05, the number of students receiving services has declined.

¹ Race categories exclude persons of Hispanic ethnicity. Data from reference below.

² A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

³ "Other" disability types include mental retardation, emotional disturbance, hearing impairments, orthopedic impairments, other health impairments, visual impairments, multiple disabilities, deaf-blindness, autism, traumatic brain injury, and developmental delay. There is a wide range of disabilities included in this category; they are included together here to represent cases contributing to the total not otherwise presented in this graph due to their relatively low prevalence in the population.

NOTE: Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible children and youth identified by a team of qualified professionals as having a disability that adversely affects their academic performance and as in need of special education and related services. The total is the number and percentage of children and youth receiving special education services through IDEA in early education centers and public schools in the 50 states and the District of Columbia and in Bureau of Indian Affairs (BIA) schools through 1993–94. Beginning in 1994–95, estimates exclude BIA schools. See *supplemental note 8* for more information about the student disabilities presented here.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP). (2006a, b). *26th Annual (2004) Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, vols. 1 and 2, data from OSERS, OSEP, Data Analysis System (DANS), 1976–2006. Retrieved November 29, 2007 from <http://www.ed.gov/about/reports/annual/osep/2004/introduction.html> and <https://www.ideadata.org/index.html>.



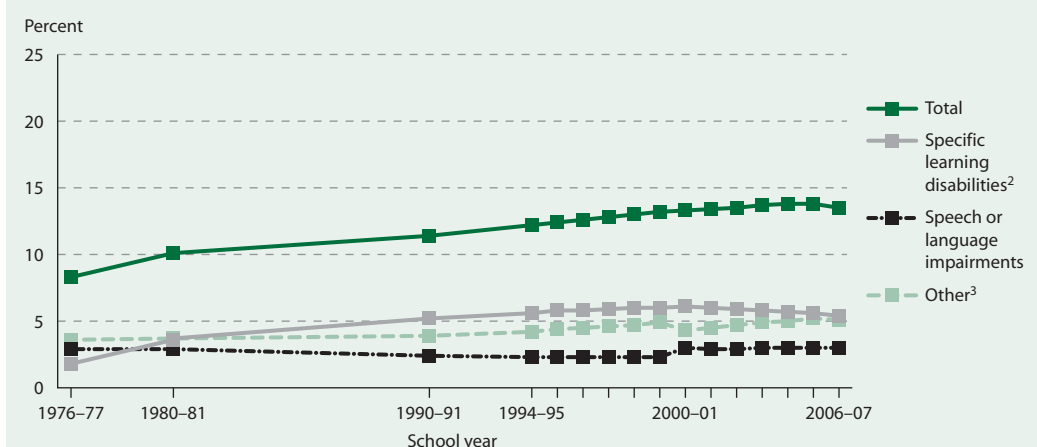
FOR MORE INFORMATION:
Supplemental Note 8
Supplemental Tables 8-1, 8-2
U.S. Department of
Education 2006c

The Individuals with Disabilities Education Act (IDEA), first enacted in 1975, mandates that children and youth ages 3–21 with disabilities be provided a free and appropriate public school education. Data collection activities to monitor compliance with IDEA began in 1976.

The number and percentage of children and youth ages 3–21 receiving special education services increased nearly every year since the inception of IDEA until 2004–05 (see supplemental table 8-1). However, the number and percentage declined between 2004–05 and 2006–07. In 1976–77, some 3.7 million children and youth were served under IDEA, representing 5 percent of all children and youth ages 3–21. By 2006–07, some 6.7 million children and youth received IDEA services, corresponding to about 9 percent of all children and youth ages 3–21. Among students served under IDEA in 2006–07, about 1 percent were American Indian/Alaska Native, 2 percent were Asian/Pacific Islander, 17 percent were Hispanic, 20 percent were Black, and 59 percent were White.¹

Since 1980–81 a larger percentage of children and youth ages 3–21 have received special education services for specific learning disabilities than for any other disabilities (see supplemental table 8-2). A specific learning disability is a disorder of one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. This includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The percentage of children and youth ages 3–21 receiving special education services for a specific learning disability was 3 percentage points higher in 2006–07 than in 1976–77 (5 versus 2 percent). In comparison, the prevalence of speech or language impairments remained fairly constant, with variations of less than 1 percentage point during this period.

STUDENTS WITH DISABILITIES: Percentage of children and youth ages 3–21 in early education centers or public schools receiving services under the Individuals with Disabilities Education Act (IDEA), by primary disability type: Selected years, 1976–77 through 2006–07



Undergraduate Education

Past and Projected Undergraduate Enrollments

Women are projected to make up 57 percent of undergraduate enrollment in 2008.

Total undergraduate enrollment in degree-granting postsecondary institutions has generally increased since 1970. This increase has been accompanied by changes in the proportions of students who are female, students who attend full time, students who attend 4-year institutions, and students who attend public institutions. Overall enrollment is projected to reach 15.6 million students in 2008 and 17.0 million in 2017 (see supplemental table 9-1). The number of students enrolled part and full time, the number at 2- and 4-year institutions, the number at public and private institutions, and the number of male and female undergraduates are all projected to reach a new high each year from 2007 to 2017.

From 1970 to 2006, women’s undergraduate enrollment increased over three times as fast as men’s, surpassing men’s enrollment in 1978. In this period, women’s enrollment rose from 3.2 to 8.7 million (an increase of 178 percent), while men’s rose from 4.3 to 6.5 million (an increase of 53 percent). From 2007 to 2017, both men’s and women’s undergraduate enrollments are projected to increase, with women maintaining 57 percent of total enrollment.

Though full-time enrollment was higher than part-time enrollment from 1970 to 2006, part-time enrollment increased over five times as fast as full-time enrollment in the 1970s (from 28 to 40 percent), before stabilizing from 1980 to 1999. From 2000 to 2006, full-time enrollment grew almost three times as fast as part-time enrollment, from 60 to 63 percent, where it is expected to remain from 2007 to 2017.

Undergraduate enrollment has been larger at 4-year institutions than at 2-year institutions since 1970, yet 2-year enrollment increased more rapidly than 4-year enrollment in the 1970s (from 31 to 42 percent), before leveling off from 1980 to 1999. From 2000 to 2006, 4-year enrollment grew over twice as fast as 2-year enrollment, from 55 to 57 percent, where it is expected to remain from 2007 to 2017.

Enrollment at public institutions has been higher than at private institutions from 1970 to 2006. Public enrollment increased almost four times as fast as private enrollment in the 1970s (from 76 to 80 percent), before stabilizing from 1980 to 1999. From 2000 to 2006, private enrollment grew over twice as fast as public enrollment (from 20 to 22 percent). Public enrollment is expected to remain at 78 percent from 2007 to 2017.

NOTE: Projections are based on data through 2006 and middle alternative assumptions concerning the economy. For more information, see NCES 2008-078. 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). *Digest of Education Statistics, 2007* (NCES 2008-022), table 196, and Hussar, W. (forthcoming). *Projections of Education Statistics to 2017* (NCES 2008-078), table 18, data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), “Fall Enrollment in Colleges and Universities” surveys, 1970–1985, and 1986–2006 Integrated Postsecondary Education Data System, “Fall Enrollment Survey” (IPEDS-EF:86–99), and Spring 2001 through Spring 2007.

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 with projections, by sex: Fall 1970–2017



Undergraduate Education

Mobility of College Students

In 2006, three-fourths of 4-year college freshmen who had graduated from high school in the previous 12 months attended an in-state college, and one-fourth attended an out-of-state college.

The majority of college freshmen attend colleges in the same state in which they graduate from high school; however, many freshmen, particularly those attending 4-year institutions, attend out-of-state colleges. This indicator compares the percentage of college freshmen who had graduated from high school in the previous 12 months and who attended an in-state public or private not-for-profit 4-year college or university (hereafter referred to as the *freshman in-state attendance percentage*) in 2006 and 1996.¹ In 2006, the national freshman in-state attendance percentage was about 75 percent, which was similar to the percentage for 1996 (74 percent; see supplemental tables 10-1 and 10-2).

In 2006, the freshman in-state attendance percentage ranged from 28 percent in the District of Columbia and 40 percent in New Jersey to 89 percent in Louisiana and 90 percent in Utah. Altogether, there were 11 states in which the freshman in-state attendance percentage was 85 percent or more, and 12 states and the District of Columbia in which it was 60 percent or less. There were some regional patterns, with many of the southern states having relatively high freshman in-state attendance percentages.

For example, 8 of the 11 states with freshman in-state attendance percentages over 85 percent were southern states. Seven of the 13 jurisdictions with freshman in-state attendance percentages below 60 percent were Northeastern states. Although classified as southern areas, Maryland, Delaware, and the District of Columbia also had freshman in-state attendance percentages below 60 percent. The other states with freshman in-state attendance percentages below 60 percent were Alaska, Hawaii, and Wyoming.

In Massachusetts, Delaware, New Hampshire, Vermont, Rhode Island, and the District of Columbia, 50 percent or more of the freshmen enrolled in their 4-year colleges were from out-of-state.

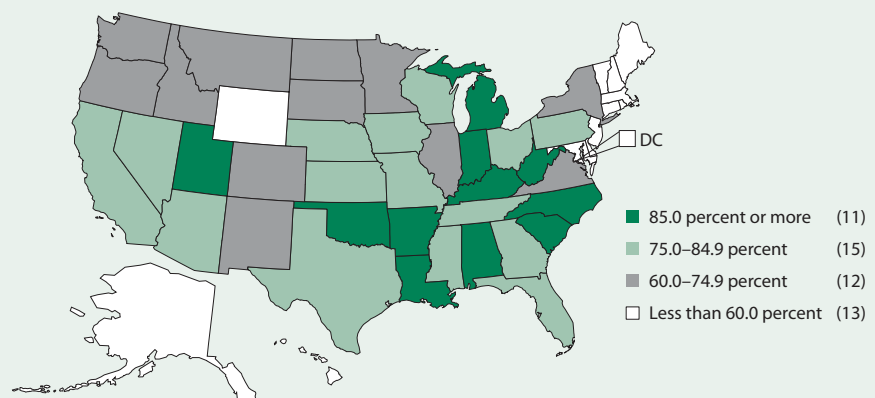
Between 1996 and 2006, there was a relatively large increase in the freshman in-state attendance percentage in some states. In Alaska, it increased 15 percentage points (from 44 to 59 percent), and in Nevada, Florida, and New Mexico, it increased more than 10 percentage points. In contrast, the freshman in-state attendance percentage decreased by 11 percentage points in Delaware and by 15 percentage points in the District of Columbia.

¹ Freshmen who attended private for-profit 4-year colleges are not included because some large institutions enroll distance education students only.

NOTE: Includes first-time postsecondary students who were enrolled at public and private not-for-profit 4-year degree-granting institutions that participated in Title IV federal financial aid programs. See *supplemental note 9* for more information. Foreign students studying in the United States are included as out-of-state students. See *supplemental note 1* for a list of states in each region.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fall 2006 Integrated Postsecondary Education Data System (IPEDS), Spring 2007.

MOBILITY OF COLLEGE STUDENTS: Percentage of freshmen who had graduated from high school in the previous 12 months attending a public or private not-for-profit 4-year college in their home state: Fall 2006



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

Graduate and Professional Education

Trends in Graduate and First-Professional Enrollments

Enrollment in graduate and first-professional programs each increased from 2000 to 2006. For both program types, total minority enrollment increased by a larger percentage than did White enrollment.

Enrollment in graduate programs increased from 1.3 to 2.2 million (67 percent) between 1976 and 2006 and is expected to reach 2.3 million in 2008 (see supplemental table 11-1). First-professional program enrollment increased from 244,000 to 343,000 (41 percent) between 1976 and 2006 and is expected to reach 354,000 in 2008. According to projections, increases in both graduate and first-professional enrollment will continue, with graduate enrollment exceeding 2.6 million and first-professional enrollment reaching 418,000 by 2017.

Enrollment trends in both graduate and first-professional programs differ by sex. More men than women attended both types of programs in 1976. By 2006, female enrollment in graduate programs had increased from 619,000 to 1.3 million (117 percent), while male enrollment fluctuated but increased overall from 714,000 to 887,000 (24 percent). Women represented 46 percent of total graduate enrollment in 1976, some 50 percent in 1984, and 60 percent in 2006. In 2008, graduate enrollment is projected to reach 1.4 million for women and 919,000 for men. In first-professional programs, between

1976 and 2006, female enrollment rose from 54,000 to 170,000 (211 percent), while male enrollment fluctuated but decreased overall from 190,000 to 174,000 (8 percent). By 2008, first-professional enrollment is expected to reach 171,000 for women and 183,000 for men.

Minorities experienced enrollment gains between 2000 and 2006. In 2006, minorities represented 23 percent of total graduate enrollment, compared with 19 percent in 2000 (see supplemental table 11-2). Minority enrollment in graduate programs increased from 359,000 to 519,000 (44 percent) during this period, while White enrollment increased from 1.3 to 1.4 million (15 percent). Among minorities, the greatest relative growth in graduate enrollment was seen for Blacks (57 percent), Hispanics (42 percent), and American Indians/Alaska Natives (40 percent). In first-professional programs, minority enrollment grew from 78,000 to 93,000 (20 percent) during this period, while White enrollment rose from 220,000 to 242,000 (10 percent). Among minorities, relative growth in first-professional enrollment was greatest for Asians/Pacific Islanders (24 percent) and Hispanics (19 percent).

¹ Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other published tables. Race categories exclude persons of Hispanic ethnicity.

NOTE: See supplemental note 3 for more information on the Integrated Postsecondary Education Data System (IPEDS). See the glossary for definitions of minority and first-professional degree. Detail may not sum to totals because of rounding. Percent changes for figures are based on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2008* (forthcoming), table 216, data from U.S. Department of Education, NCES, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey," Spring 2001 and Spring 2007.

FOR MORE INFORMATION:
Supplemental Notes 1, 3, 9
Supplemental Tables 11-1,
11-2



GRADUATE AND FIRST-PROFESSIONAL ENROLLMENT: Graduate and first-professional enrollment in degree-granting institutions and percent change in enrollment, by sex and race/ethnicity: 2000 and 2006

Characteristic	[Enrollment in thousands]					
	Graduate enrollment			First-professional enrollment		
	2000	2006	Percent change	2000	2006	Percent change
Total	1,850	2,231	21	307	343	12
Sex						
Male	780	887	14	164	174	6
Female	1,071	1,344	26	143	170	19
Race/ethnicity ¹						
White	1,259	1,445	15	220	242	10
Total minority	359	519	44	78	93	20
Black	158	247	57	24	27	14
Hispanic	95	136	42	15	18	19
Asian/Pacific Islander	96	122	27	37	46	24
American Indian/ Alaska Native	10	14	40	2	3	9
Nonresident alien	232	266	15	8	8	0

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