

Section 1

Participation in Education



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Introduction

The indicators in this section of *The Condition of Education* report trends in enrollments across all levels of education. 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, which are required to provide high-quality education for our nation's students.

The indicators in this section are organized into subsections—the first includes information on enrollment rates reported by age group, and the rest are 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. Indicators prepared for this year's volume appear on the following pages, and all indicators in this section, including indicators from previous years, appear on the Web (see the “List of Indicators on *The Condition of Education* Website” on page xxix for a full listing of indicators).

The indicator in the first subsection compares rates of enrollment in formal education programs across certain age groups in the population. Looking at trends in enrollment rates provides a perspective on the pursuit of education within the U.S. population at different ages and over time.

An indicator on the website describes participation in center-based early childhood care and education programs such as Head Start, nursery school, and prekindergarten, which can help prepare children for elementary school and can also serve as child care for parents. Two more indicators on the website discuss the role of the family in cultivating certain developmental areas during the preprimary years; this development helps prepare children for formal education. Elementary and secondary education provide 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 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 types of schools (e.g., public and private schools) that students attend. These factors are examined in the indicators found on the following pages. Another indicator on the website examines the educational option of 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 enrollment typically reflect fluctuations in enrollment rates and the perceived availability and value of postsecondary education, as well as the size of college-age populations. Postbaccalaureate (which includes graduate and first-professional) enrollment constitutes an important segment of postsecondary education, allowing students to pursue advanced coursework in a variety of areas. Indicators on postsecondary enrollment are found in this volume. An indicator on the Web describes adult education, which consists of formal education activities for adults that allow them to upgrade their work skills, change careers, or expand personal interests.

Some of the indicators in these subsections provide information about the characteristics of the students who are enrolled in formal education and, in some cases, how enrollment rates of different types of students vary across schools. For example, indicators that appear in this volume describe the racial/ethnic distributions of public school students and postsecondary students, the number and characteristics of children who speak a language other than English at home, and the number and percentage of children with disabilities.

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>.

Enrollment Trends by Age

Between 2000 and 2008, enrollment rates increased for young adults ages 18–19 and adults ages 20–24 and 25–29, the ages at which individuals are typically enrolled in college or graduate school.

Changes in total enrollment rates varied by age group between 1970 and 2008: for those ages 3–4, 5–6, 16–17, 18–19, 20–24, 25–29, and 30–34, enrollment rates were higher in 2008 than in 1970. In contrast, the rates of youth ages 7–13 and 14–15 remained close to 100 percent throughout this period (see table A-1-1). Enrollment patterns may reflect changes in attendance requirements, the perceived value or cost of education, and the time taken to complete degrees.

Between 1970 and 2008, the enrollment rate for children ages 3–4 (the ages at which children are typically enrolled in nursery school) increased from 20 to 53 percent. More recently, between 2000 and 2008, the enrollment rate for children ages 3–4 remained between 52 and 56 percent. The enrollment rate for children ages 5–6 (the ages at which children are typically enrolled in kindergarten or first grade) increased from 90 percent in 1970 to 96 percent in 1976 and has since remained stable. As of September 2008, the District of Columbia and 16 states required kindergarten attendance (see table A-1-2).

For youth ages 7–13 and 14–15, enrollment rates have remained at nearly 100 percent over the past 38 years, reflecting states' compulsory age requirements for school attendance (see tables A-1-1 and A-1-2). The enrollment rates for 7- to 13-year-olds and 14- to 15-year-olds were generally higher than the rate for 16- to 17-year-olds. However, the enrollment rate for 16- to 17-year-olds increased from 90 percent in 1970 to 95 percent in 2008. Between 2000 and 2008, the enrollment rate of 16- to 17-year-olds remained between 93 and 95 percent. The maximum compulsory age of school attendance varies between the ages of 16 and 18. As of September 2008, the maximum compulsory age of attendance was 18 years of age in 17 states and the District of Columbia, 17 years of age in 8 states, and 16 years of age in 25 states.

Young adults ages 18–19 are typically transitioning into college education or the workforce. Between 1970 and 2008, the overall enrollment rate for young adults ages 18–19 increased from 48 to 66 percent (see table A-1-1). During this time period, the enrollment rate for 18- to 19-year-olds at the elementary/secondary level increased from 10 to 17 percent, while the enrollment rate for 18- to 19-year-olds at the college level rose from 37 to 49 percent. Between 2000 and 2008, college enrollment rates remained between 44 and 49 percent.

Adults ages 20–34 who are enrolled in school are usually enrolled in college or graduate school. Between 1970 and 2008, the enrollment rate for young adults ages 20–21 increased from 32 to 50 percent and the rate for those ages 22–24 increased from 15 to 28 percent. Between 2000 and 2008, the enrollment rates of adults ages 20–21 and 22–24 increased from 44 to 50 percent and from 25 to 28 percent, respectively. The enrollment rate for adults ages 25–29 increased from 8 percent in 1970 to 13 percent in 2008, while the rate for adults ages 30–34 increased from 4 percent in 1970 to 7 percent in 1975 and has since remained relatively stable (between 6 and 7 percent). In the more recent period between 2000 and 2008, the enrollment rate for adults ages 25–29 increased from 11 to 13 percent, and for adults ages 30–34 there were no measurable changes in the enrollment rate.



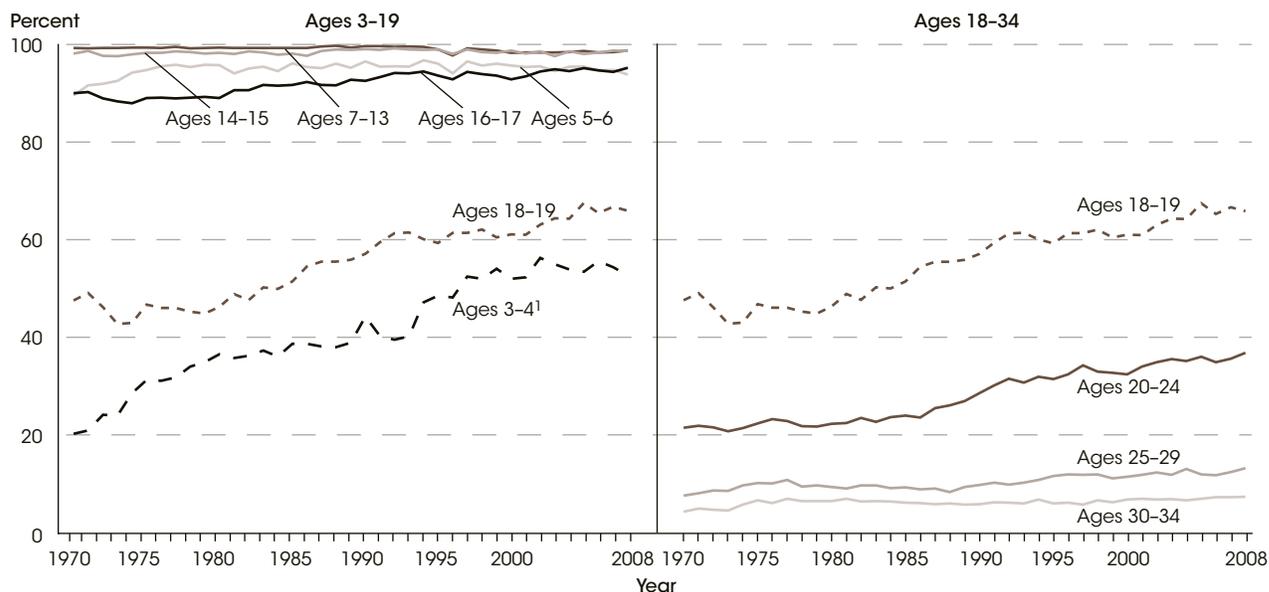
For more information: *Tables A-1-1 and A-1-2*
 Glossary: *College, Elementary/secondary school, Nursery school, Private school, Public school*

Technical Notes

Estimates include enrollment in any type of graded public, parochial, or other private school. These include enrollment in 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. Beginning in 1994, new procedures were used to collect enrollment data on children ages 3–4. While some of the increase in the enrollment rate of 3- to 4-year-olds between 1970 and 2008 may be due to these changes in the data collection method, it is important to note that

by 1994 the rate had already doubled from the 1970 rate. Excluded are enrollments in less-than-2-year colleges and enrollments in “special” schools such as trade schools, business colleges, or correspondence schools. The age groupings used in this indicator reflect the schooling stages that are typical for students given their age. For example, students ages 18–19 are typically transitioning from elementary/secondary education into college or the workforce. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

Figure 1-1. Percentage of the population ages 3-34 enrolled in school, by age group: October 1970-2008

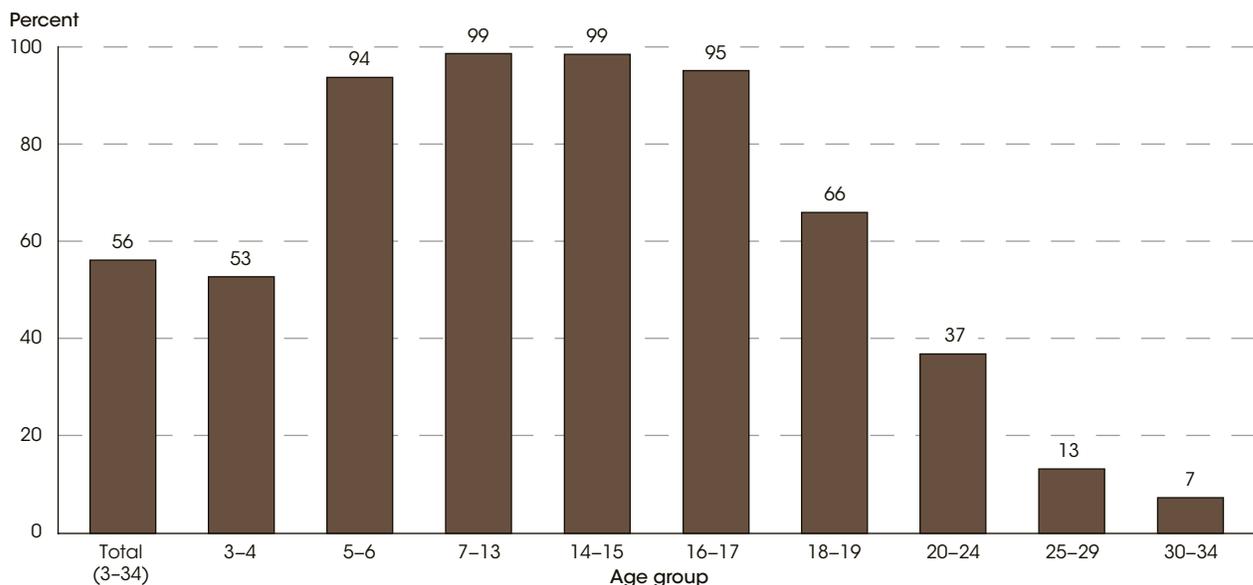


¹ Beginning in 1994, new procedures were used to collect preprimary enrollment data. As a result, pre-1994 data may not be comparable to data from 1994 or later.

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 enrollments in less-than-2-year colleges and enrollments in "special" schools such as trade schools, business colleges, or correspondence schools. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970-2008.

Figure 1-2. Percentage of the population ages 3-34 enrolled in school, by age group: October 2008



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 enrollments in less-than-2-year colleges and enrollments in "special" schools such as trade schools, business colleges, or correspondence schools. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2008.

Public School Enrollment

From 2007–08 through 2019–20, public elementary and secondary enrollment is projected to increase from 49 to 52 million students. Over this period, the South is projected to increase its share of enrollment to 40 percent.

In 2007–08, about 49.3 million students were enrolled in public elementary and secondary schools. Of these students, 34.2 million were enrolled in prekindergarten (preK) through grade 8, and 15.1 million were enrolled in grades 9 through 12 (see table A-2-1).

Public school enrollment declined during the 1970s and early 1980s and increased in the latter part of the 1980s (see table A-2-1). Enrollment continued to increase throughout the 1990s and early 2000s. By 1997–98, public school enrollment reached 46.1 million students and surpassed its early 1970s peak. Between 2000–01 and 2006–07, public school enrollment increased by 2.1 million students, reaching 49.3 million students in 2006–07. Total public school enrollment remained at 49.3 million in 2007–08 and is projected to remain at 49.3 million through 2009–10. From 2007–08 to 2019–20, total public school enrollment is projected to increase 6 percent to 52.3 million (2019–20 is the last year for which projected data are available).

Enrollment trends in grades preK–8 and 9–12 have differed over time as successive cohorts of students have moved 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. Enrollment in grades preK–8 increased from 1990–91 through 2003–04 and remained relatively stable between 2003–04 and 2007–08. Public school enrollment in grades preK–8 is projected to increase from 34.2 million in 2007–08 to an estimated high of 37.2 million in 2019–20. Public school enrollment in grades 9–12 increased from 1990–91 through 2007–08 but is projected to decline through 2011–12. From 2011–12 through 2019–20, enrollment in grades 9–12 is projected to increase and surpass its 2007–08 enrollment by 2019–20.

Since 1970–71, the South has been the region of the country with the largest share of public school enrollment in the United States. However, the regional distribution of students in public schools has not remained static.

The share of total public school enrollment in the Northeast and the Midwest decreased between 1970–71 and 2007–08 (from 21 to 16 percent and from 28 to 22 percent, respectively), while the share of enrollment in the South and the West increased during the same time period (from 32 to 37 percent and from 18 to 24 percent, respectively). According to projections, by 2019–20, some 15 percent of public school students will be in the Northeast, 20 percent will be in the Midwest, 26 percent will be in the West, and 40 percent will be in the South.

Changes in public school enrollment in grades preK–12 are also projected to differ by state. Arizona, Nevada, and Utah are projected to see the greatest percent increases in total enrollment from 2007–08 to 2019–20 (34 to 35 percent), and enrollment is projected to increase by more than 20 percent in three other states (see table A-2-2). Michigan and Rhode Island are projected to see the largest percent decreases in total enrollment over the same time period (by 10 percent each), and eight other states are projected to see decreases of greater than 5 percent.

From 2007–08 to 2019–20, the rate of increase in overall public school enrollment is projected to differ by grade level and among states. For example, enrollment in grades preK–8 is projected to increase more than enrollment in grades 9–12 during this period (9 vs. 1 percent). In grades preK–8, enrollment is projected to increase by more than 30 percent in Arizona and Nevada but decrease by more than 6 percent in West Virginia. Projections indicate that enrollment in grades 9–12 will experience a wider range of percent change than enrollment in grades preK–8 between 2007–08 and 2019–20. Arizona, Nevada, North Carolina, and Utah are expected to increase enrollments in grades 9–12 by more than 25 percent, while enrollments in Michigan, Vermont, and Rhode Island are projected to decrease by more than 20 percent.



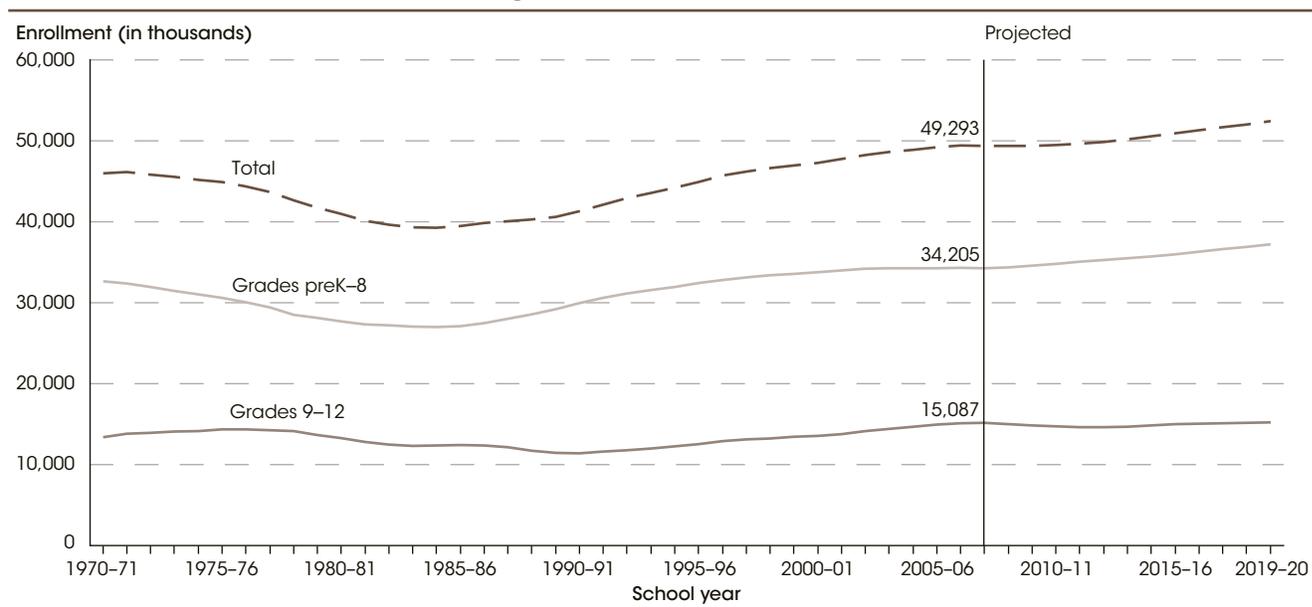
For more information: *Tables A-2-1 and A-2-2*
Glossary: *Elementary/secondary school, Prekindergarten, Public school*

Technical Notes

The most recent year of actual data is 2007–08, and 2019–20 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. Some data have been revised from previously

published figures. Detail may not sum to total due to rounding. For a list of the states in each region, see *supplemental note 1*.

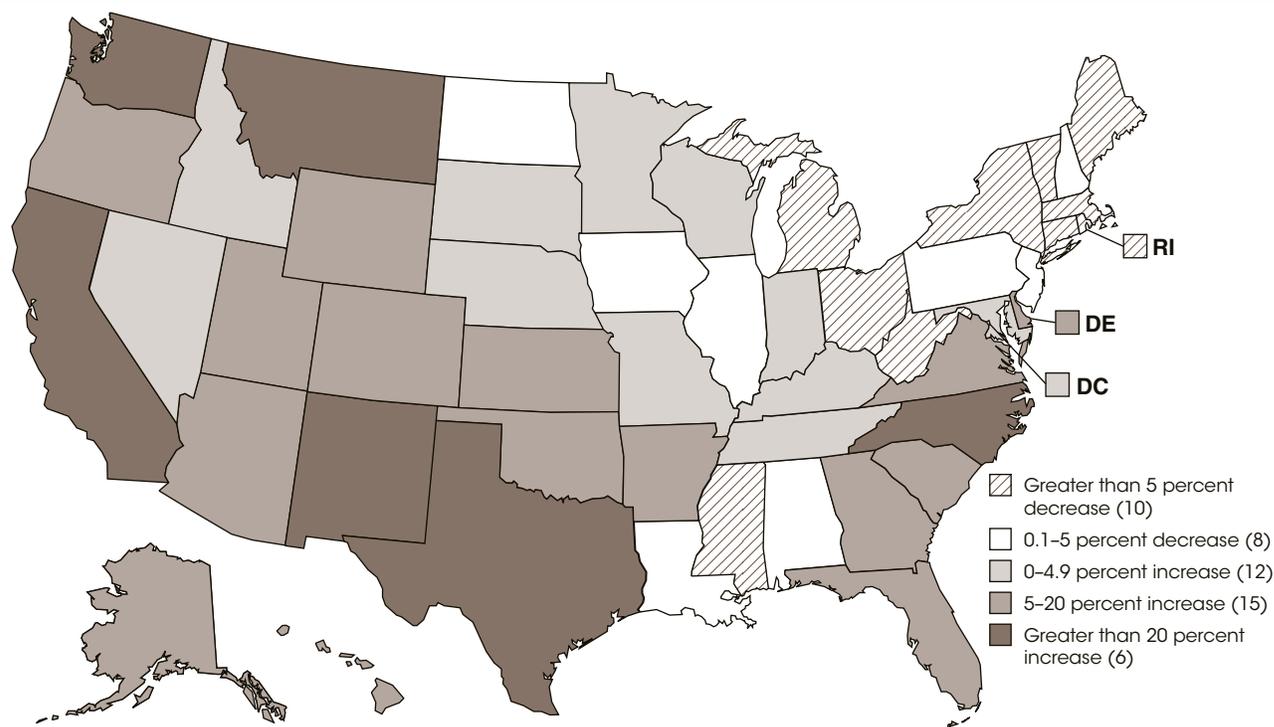
Figure 2-1. Actual and projected public school enrollment in grades prekindergarten (preK) through 12, by grade level: Schools years 1970-71 through 2019-20



NOTE: The most recent year of actual data is 2007-08, and 2019-20 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, 1955-56 through 1984-85; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1985-86 through 2007-08, and National Elementary and Secondary Enrollment Model, 1972-2007.

Figure 2-2. Projected percent change in public school enrollment in grades prekindergarten (preK) through 12, by state: Between school years 2007-08 and 2019-20



NOTE: The most recent year of actual data is 2007-08, and 2019-20 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. For a list of states in each region, see *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2007-08; and Public State Elementary and Secondary Enrollment Model, 1980-2007.

Private School Enrollment

Private school enrollment in prekindergarten through grade 12 increased from 5.9 million in 1995–96 to 6.3 million in 2001–02, and then decreased to 5.9 million in 2007–08. About 11 percent of all elementary and secondary school students were in private schools in 2007–08.

Private school enrollment in prekindergarten through grade 12 increased from 5.9 million in 1995–96 to 6.3 million in 2001–02, and then decreased to 5.9 million in 2007–08. About 11 percent of all elementary and secondary school students were in private schools in 2007–08; this percentage was lower than the percentage in 1995–96 (see tables A-3-1 and A-3-2).

Between 1995–96 and 2003–04, Roman Catholic schools maintained the largest share of total private school enrollment, but the percentage of all private school students enrolled in Roman Catholic schools decreased from 45 percent in 1995–96 to 39 percent in 2007–08 (see table A-3-1). 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). In contrast, the percentage of students in Conservative Christian schools increased from 13 to 15 percent of all private school students between 1995–96 and 2007–08. The percentage of students enrolled in nonsectarian schools increased from 20 to 22 percent during this period.

In 2007–08, most private school students were enrolled in schools with a regular program emphasis (85 percent; see table A-3-3). Of the remaining students, 5 percent were enrolled in early childhood schools, 4 percent in Montessori schools, 2 percent in schools with a special program emphasis, 2 percent in special education schools, and 1 percent in alternative schools. The racial/ethnic composition of private schools varied by type of program emphasis. For example, the percentage of Black students enrolled in schools with special education (23 percent) and alternative (21 percent) program emphases exceeded the percentage of Black students enrolled in the remaining

program types (8 to 13 percent). For Asian/Pacific Islander students, enrollment in Montessori schools (13 percent) and special program emphasis schools (10 percent) was generally greater than Asian/Pacific Islander enrollment in all other program types (2 to 7 percent).

In 2007–08, the percentage of all students who were enrolled in private schools was higher in the Northeast (15 percent) than in the Midwest (11 percent), the South (10 percent), and the West (9 percent) (see table A-3-2). Looking at changes over time, in the Midwest and West, the percentage of students enrolled in private schools was lower in 2007–08 than in 1995–96. The percentage of students in the Northeast who were enrolled in private schools in 2007–08 (15 percent) was similar to the percentage enrolled in 1995–96 (16 percent). In the South, the percentages of students enrolled in private schools remained around 10 percent from 1995–96 to 2007–08.

There were differences in the racial/ethnic composition of private school enrollments compared with public school enrollments in 2007–08. Whites made up a greater share of private school enrollment than of public school enrollment (75 vs. 56 percent), while the opposite was true for Blacks (10 vs. 17 percent) and Hispanics (10 vs. 21 percent) (see table A-3-3 and NCES 2010-013, table 41). Asians/Pacific Islanders made up 5 percent of both public and private school enrollments, and American Indians/Alaska Natives made up 1 percent of each.



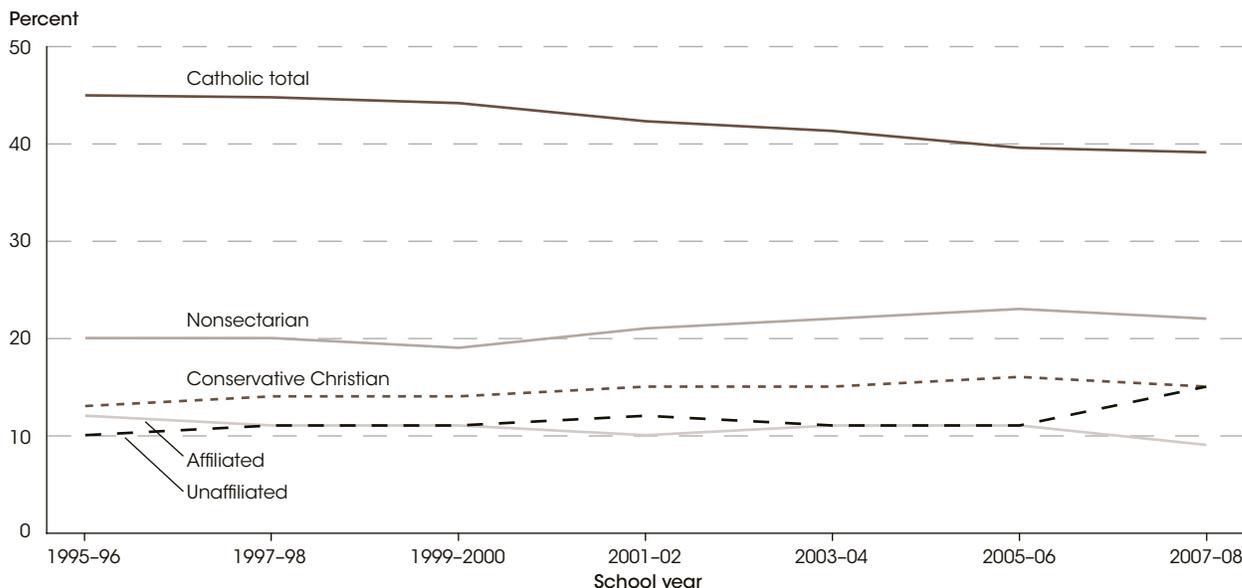
For more information: *Tables A-3-1 through A-3-3*
Glossary: *Prekindergarten, Private school, Public school*

Technical Notes

Other religious schools are those with a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least 1 of 4 associations, and affiliated schools are those with membership in 1 of 12 associations. Unaffiliated schools are those that have a more general religious orientation or purpose, but are not classified as Conservative Christian or affiliated with a specific religion. Nonsectarian schools do not have a religious orientation or purpose. Vocational schools are included with special program emphasis schools. Calculations

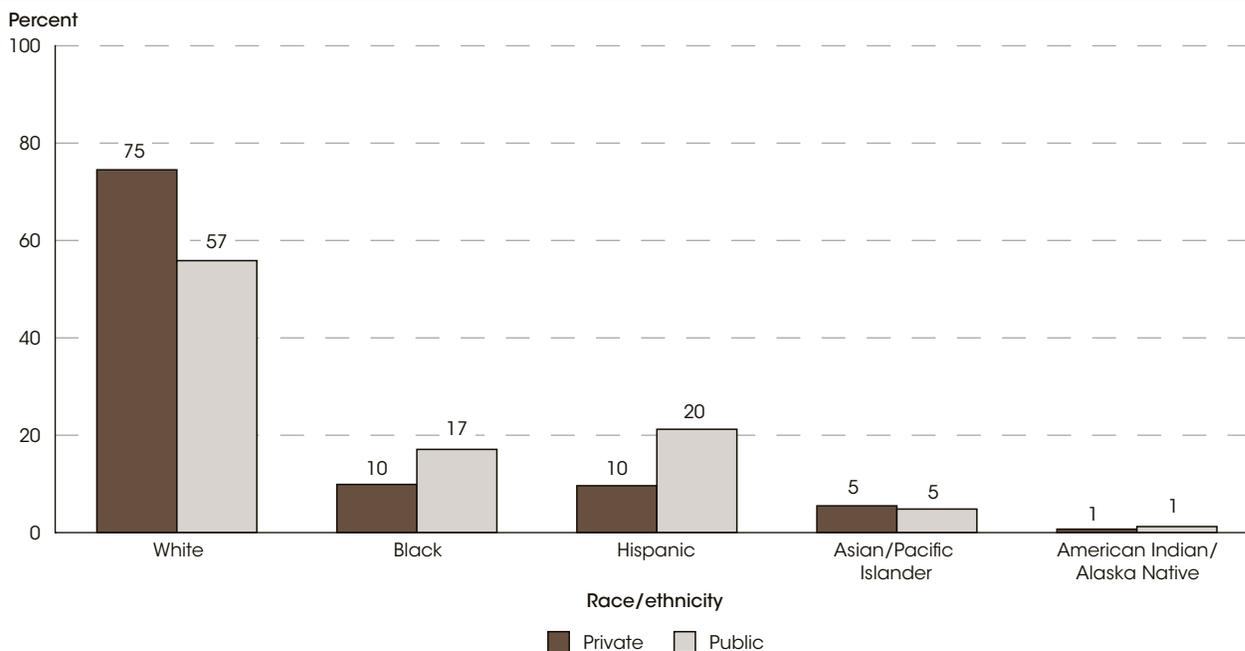
were revised and estimates may differ from previously published data. For more information on private schools, private school program emphases, and the Private School Universe Survey (PSS), see *supplemental note 3*. The distribution of private school students by race/ethnicity excludes prekindergarten students. Race categories exclude persons of Hispanic ethnicity. For more information on geographic region and race/ethnicity, see *supplemental note 1*. Detail may not sum to totals because of rounding.

Figure 3-1. Percentage distribution of private school students in prekindergarten through grade 12, by school type: Various years, school years 1995–96 through 2007–08



NOTE: Affiliated religious schools have a specific religious orientation or purpose, but are not Roman Catholic. Nonsectarian schools do not have a religious orientation or purpose. Detail may not sum to totals because of rounding. For more information on the Private School Universe Survey (PSS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1995–96 through 2007–08.

Figure 3-2. Percentage distribution of public and private school enrollments, by race/ethnicity: School year 2007–08



NOTE: Private school distribution excludes prekindergarten students. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*, and for more information on the Private School Universe Survey (PSS) and the Common Core of Data (CCD), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Private School Universe Survey (PSS), 2007–08; U.S. Department of Education, NCES, Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 2007–08.

Racial/Ethnic Enrollment in Public Schools

Between 1988 and 2008, the percentage of public school students who were White decreased from 68 to 55 percent. During this period the percentage of Hispanic students doubled from 11 to 22 percent, and in 2008, Hispanic enrollment exceeded 10 million 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. From 1988 through 2008, the number of White students in U.S. public schools decreased from 28.0 to 26.7 million and their share of enrollment decreased from 68 to 55 percent (see table A-4-1). In contrast, during this same period, Hispanic enrollment increased from 4.5 to 10.4 million students and the percentage of Hispanics enrolled doubled from 11 percent to 22 percent. While the total number of Black students also increased during this period (from 6.8 million to 7.5 million) their share of enrollment decreased from 17 to 16 percent. Hispanic enrollment surpassed Black enrollment for the first time in 2002 and has remained higher in each year through 2008. In 2008, the combined enrollment of Asians (3.7 percent), Pacific Islanders (0.2 percent), American Indians/Alaska Natives (0.9 percent), and students of two or more races (2.6 percent) made up about 7.4 percent of all students in public schools.

Overall, enrollment increased in each region between 1988 and 2008 (see table A-4-2). Enrollment increased from 14.8 to 17.9 million in the South, from 8.9 to 11.7 million in the West, from 10.1 to 10.7 million in the Midwest, and from 7.2 to 7.9 million in the Northeast.

The racial/ethnic distribution of public school enrollment differed by region from 1988 to 2008. In the West, White enrollment decreased from 60 to 43 percent and Hispanic enrollment increased from 23 to 40 percent. Black enrollment remained between 5 and 7 percent and Asian enrollment remained between 6 and 9 percent. In 2008, public school enrollment in the West was below 1 percent for Pacific Islander students, below 2 percent for American Indian/Alaska Native students, and below 4 percent for students of two or more races.

In the South, White enrollment decreased from 62 to 52 percent from 1988 to 2008, while Hispanic enrollment increased from 10 to 19 percent. During this period, Black enrollment remained stable between 24 and 28 percent and Asian enrollment remained between 1 to 2 percent. In 2008, enrollment for Pacific Islander and American Indian/Alaska Native students each accounted for 1 percent or less of the public school population and enrollment for students of two or more races was 2 percent.

White enrollment in the Northeast decreased from 75 to 60 percent from 1988 to 2008, and Hispanic enrollment increased from 9 to 17 percent. Black enrollment remained between 14 and 16 percent and Asian enrollment increased from 3 to 6 percent during this period. In 2008, enrollment for Pacific Islander and American Indian/Alaska Native students each accounted for less than 1 percent of the public school population and enrollment for students of two or more races was 2 percent.

In the Midwest, White enrollment decreased from 80 to 71 percent and Hispanic enrollment increased from 3 to 10 percent from 1988 to 2008. Although White enrollment decreased in the Midwest, this region maintained the highest percentage of White enrollment among all regions during this period. Black enrollment remained between 13 and 15 percent, while Asian enrollment increased from 1 to 3 percent. In 2008, enrollment for Pacific Islander and American Indian/Alaska Native students each accounted for less than 1 percent of the public school population and enrollment for students of two or more races was 3 percent.



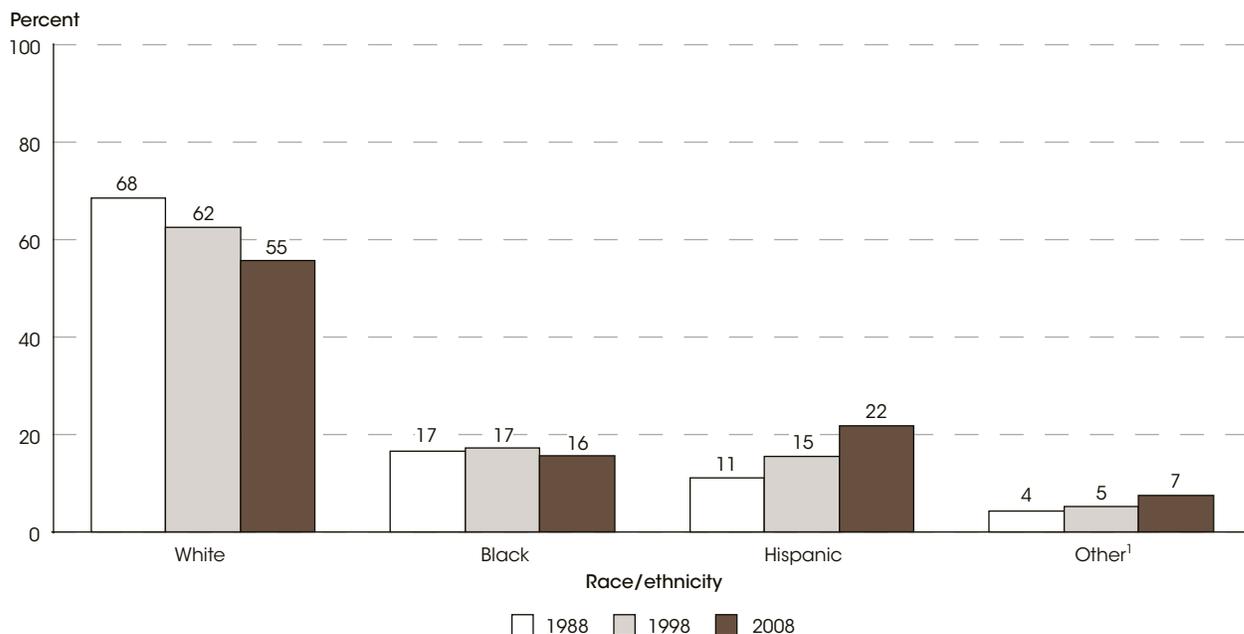
For more information: *Tables A-4-1 and A-4-2*
Glossary: *Public school*

Technical Notes

Estimates include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. For more information on

race/ethnicity and region, see *supplemental note 1*. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

Figure 4-1. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade: Selected years, October 1988–October 2008

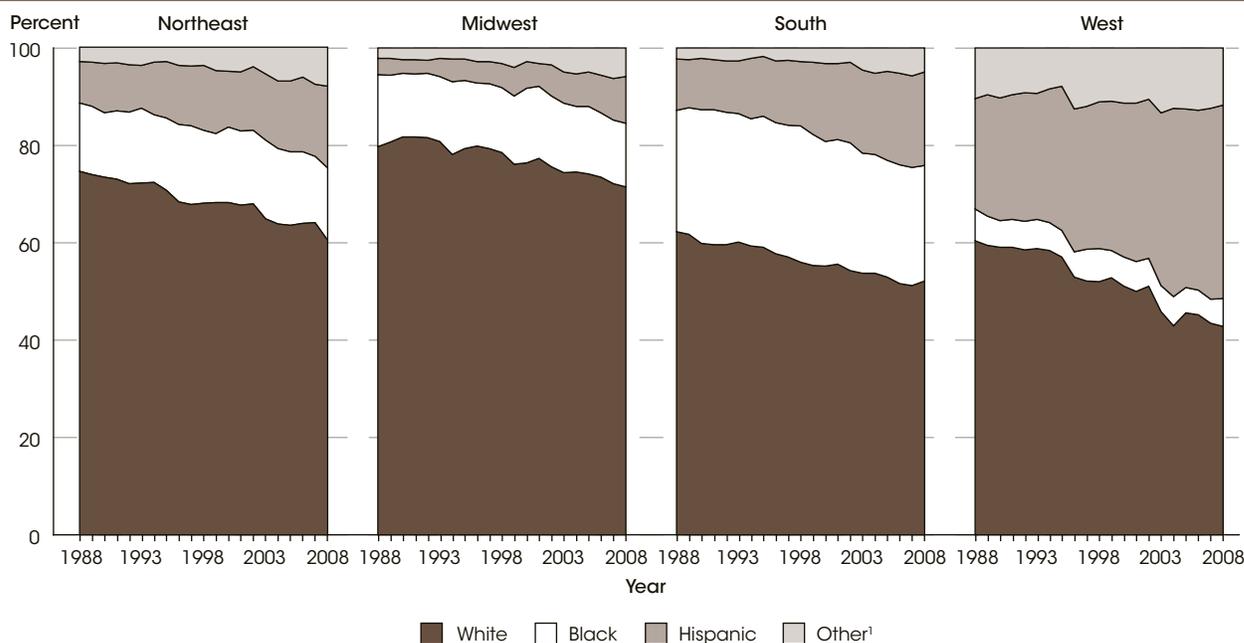


¹ "Other" includes all students who identified themselves as being Asian, Hawaiian, Alaska Native, Pacific Islander, American Indian, or two or more races.

NOTE: Estimates include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. Details may not sum to totals because of rounding. For more information on the Current Population Survey (CPS), see *supplemental note 2*; for more information on race/ethnicity see *supplemental note 1*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1988, 1998 and 2008.

Figure 4-2. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: October 1988–October 2008



¹ "Other" includes all students who identified themselves as being Asian, Hawaiian, American Indian, or two or more races.

NOTE: Estimates include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. Over time, the Current Population Survey (CPS) has had different response options for race/ethnicity. For more information on the Current Population Survey (CPS), see *supplemental note 2*; for more information on race/ethnicity and region, see *supplemental note 1*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1988–2008.

Language Minority School-Age Children

In 2008, some 21 percent of children ages 5–17 (or 10.9 million) spoke a language other than English at home, and 5 percent (or 2.7 million) spoke English with difficulty. Seventy-five percent of those who spoke English with difficulty spoke Spanish.

Between 1979 and 2008, the number of school-age children (children ages 5–17) who spoke a language other than English at home increased from 3.8 to 10.9 million, or from 9 to 21 percent of the population in this age range (see table A-5-1). An increase (from 18 to 21 percent) was also evident during the more recent period of 2000 through 2008. After increasing from 3 to 6 percent between 1979 and 2000, the percentage of school-age children who spoke a language other than English at home and who spoke English with difficulty decreased to 5 percent in 2008.

Among school-age children who spoke a non-English language at home, the percentage who spoke English with difficulty has decreased over time. For example, of the school-age 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 2008.

In 2008, the percentage of school-age children who spoke a language other than English at home and who spoke English with difficulty varied by demographic characteristics, including race/ethnicity, poverty status, and age (see table A-5-2). Among school-age children, 17 percent of Hispanics and 16 percent of Asians spoke a non-English language at home and spoke English with difficulty, compared with 8 percent of Pacific Islanders, 3 percent of American Indians/Alaska Natives, and 1 percent each of Whites, Blacks, and children of two or more races. Differences were also seen among racial/ethnic subgroups of Hispanic and Asian school-age children. For example, 20 percent of Central American and 19 percent of Mexican school-age children spoke a non-English language at home and spoke English with difficulty, compared with 8 percent of Puerto Rican and 7 percent of Other Hispanic school-age children. For Asians, 20 percent each of Korean, Japanese, and Vietnamese 5- to

17-year-olds spoke a non-English language at home and spoke English with difficulty, compared with 10 percent of their Filipino peers. 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). Concerning differences by age, a greater percentage of 5- to 9-year-olds spoke a language other than English at home and spoke English with difficulty than did 10- to 17-year-olds (7 vs. 4 percent). This pattern by age held across most demographic and socioeconomic characteristics.

In terms of language spoken, in 2008, of the school-age children who spoke a language other than English at home and who spoke English with difficulty, about 2.0 million (or 75 percent) spoke Spanish; 311,000 (or 12 percent) of these children spoke Asian/Pacific Islander languages; 279,000 (or 10 percent) spoke other Indo-European languages; and 87,000 (or 3 percent) spoke another language (see tables A-5-2 and A-5-3).

English-speaking ability also varied by state and region of the country in 2008. The percentage of 5- to 17-year-olds who spoke a non-English language and who spoke English with difficulty was about 1 percent in the northeastern states of Maine, New Hampshire, and Vermont, the midwestern state of South Dakota, the southern states of Louisiana, Mississippi, and West Virginia, and the western states of Montana, and Wyoming. The highest rates were in the southern state of Texas (10 percent) and the western states of Arizona (9 percent) and California (10 percent).



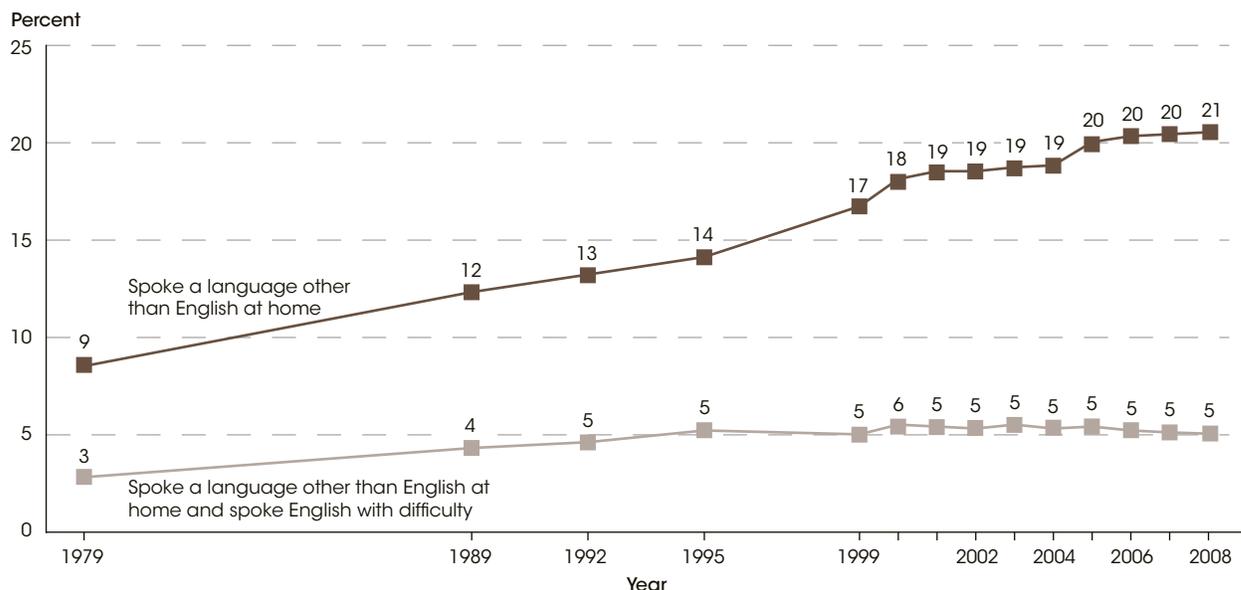
For more information: *Tables A-5-1 through A-5-3*
Glossary: *Language minority students*

Technical Notes

Respondents were asked whether 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 using the following categories: “very well,” “well,” “not well,” and “not at all.” All children who were reported to speak English less than “very well” were considered to have difficulty speaking English. Children in families whose incomes are below the poverty threshold are classified as *poor*; those in families with incomes at 100–199 percent of the poverty threshold are classified as *near-poor*, and those in families with incomes at 200 percent or more of the poverty

threshold are classified as *nonpoor*. Spanish-language versions of both the Current Population Survey (CPS) and the American Community Survey (ACS) were available to respondents. Due to differences between the CPS and the ACS, use caution when comparing data before 2000 (CPS) with data from 2000 onward (ACS). For more information on the CPS and the ACS, see *supplemental notes 2* and *3*, respectively. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, poverty status, and geographic region, see *supplemental note 1*.

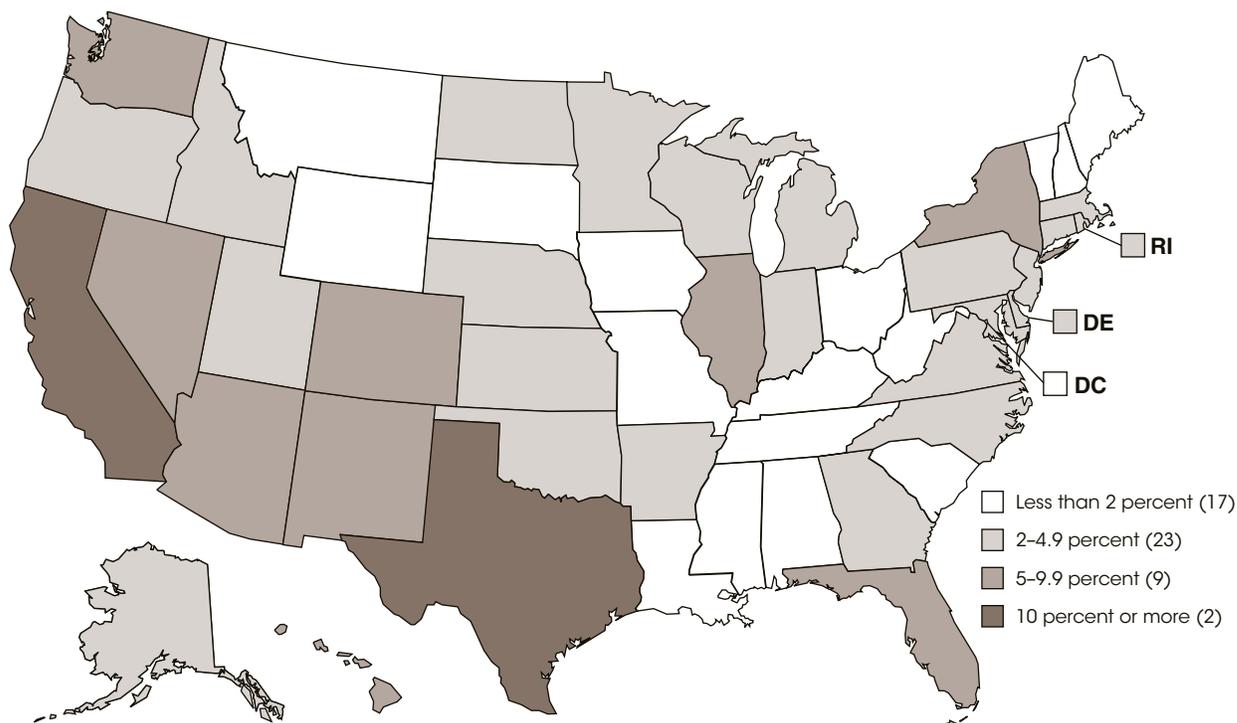
Figure 5-1. Percentage of children ages 5-17 who spoke a language other than English at home and who spoke English with difficulty: Selected years, 1979-2008



NOTE: Respondents were asked whether 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 using the following categories: "very well," "well," "not well," and "not at all." All children who were reported to speak English less than "very well" were considered to have difficulty speaking English. Spanish-language versions of both the Current Population Survey (CPS) and the American Community Survey (ACS) were available to respondents. Due to differences between the CPS and the ACS, use caution when comparing data before 2000 (CPS) with data from 2000 onward (ACS). For more information on the CPS and the ACS, see *supplemental notes 2 and 3*, respectively.

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), 2000-2008.

Figure 5-2. Percentage of children ages 5-17 who spoke a language other than English at home and who spoke English with difficulty, by state: 2008



NOTE: Respondents were asked whether 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 using the following categories: "very well," "well," "not well," and "not at all." All children who were reported to speak English less than "very well" were considered to have difficulty speaking English. For more information on the American Community Survey (ACS), see *supplemental note 3*.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2008.

Children and Youth With Disabilities

In 2007–08, some 6.6 million children and youth, representing 13 percent of public school enrollment, received special education services. Of those who received services, 39 percent received them for a specific learning disability.

The Individuals with Disabilities Education Act (IDEA), enacted in 1975, mandates the provision of a free and appropriate public school education for children and youth ages 3–21 who have disabilities. Data collection activities to monitor compliance with IDEA began in 1976. The number and percentage of children and youth ages 3–21 who were enrolled in public schools and receiving special education services generally increased from the inception of IDEA through 2004–05 (see table A-6-1). Since 2004–05, the number and percentage of students served have declined each year through 2007–08. In 1976–77, some 3.7 million children and youth were served under IDEA, representing 8 percent of children and youth ages 3–21 who were enrolled in public schools. The number of children and youth served under IDEA grew to 6.7 million in 2004–05, or 14 percent of the public school population. By 2007–08, the number of children and youth receiving services had declined to 6.6 million, corresponding to about 13 percent of all public school enrollment.

Since 1980–81, a greater percentage of children and youth ages 3–21 have received special education services for specific learning disabilities than for any other disability type. A specific learning disability is 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 do mathematical calculations. In 2007–08, some 39 percent of all children and youth receiving services under IDEA had specific learning disabilities, and 22 percent had speech or language impairments. Students with disabilities such as

other health impairments, mental retardation, emotional disturbances, developmental delay, and autism each accounted for between 4 and 10 percent of children and youth served under IDEA. Children and youth with multiple disabilities; hearing, orthopedic, and visual impairments; traumatic brain injury; and deaf-blindness each accounted for 2 percent or less of children served under IDEA.

About 95 percent of children and youth ages 6–21 served under IDEA in 2007–08 were enrolled in regular schools (see table A-6-2). The percentage of these children who spent most of their school day (more than 80 percent) in general classes was higher in 2007–08 than in 1989–90 (57 percent vs. 32 percent). In 2007–08, about 87 percent of students with speech or language impairments—the highest percentage of all disability types—spent most of their time in general classes. In contrast, almost half of students with mental retardation (49 percent) and multiple disabilities (45 percent) spent less than two-fifths of their school day in general classes. In 2007–08, some 3 percent of children and youth ages 6–21 served under IDEA were enrolled in separate schools (public or private) for students with disabilities; 1 percent were placed by their parents in regular private schools; and less than 1 percent each were in separate residential facilities (public and private), homebound or in hospitals, or in correctional facilities.



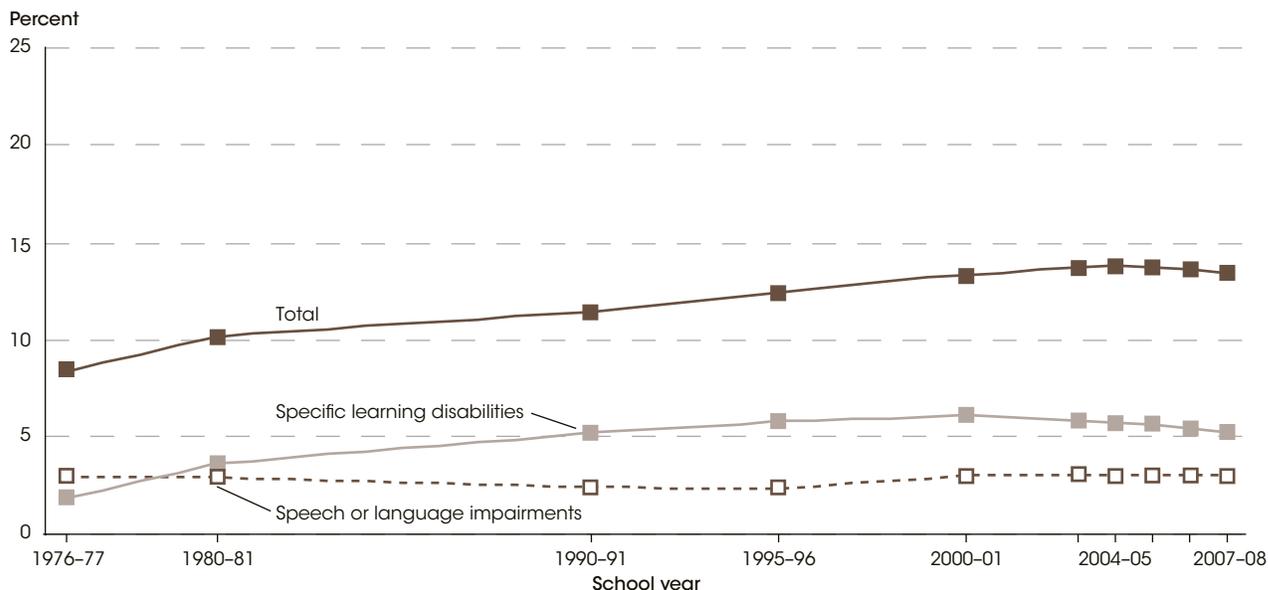
For more information: *Tables A-6-1 and A-6-2*
Glossary: *Disabilities, children with; Individuals with Disabilities Act (IDEA)*

Technical Notes

Special education services through the Individuals with Disabilities Education Act (IDEA) are available only for eligible children. Eligible children and youth are those identified by a team of professionals as having a disability that adversely affects academic performance and being

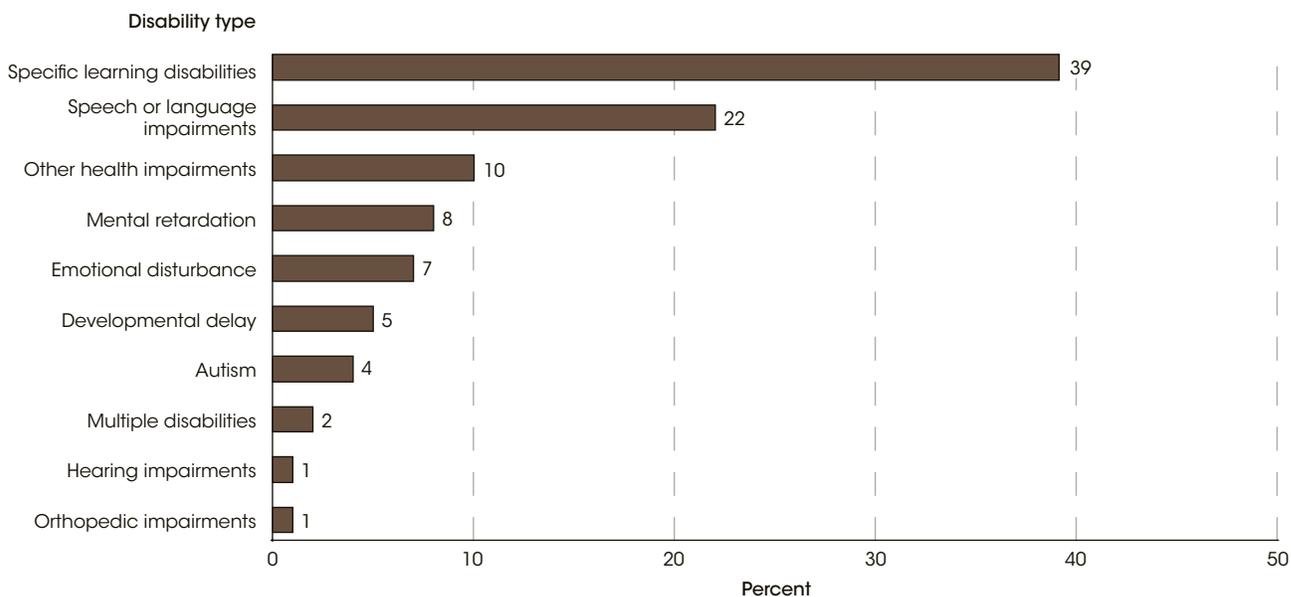
in need of special education and related services. Data for 2007–08 do not include Vermont. In 2006–07, the total number of 3- to 21-year-olds served under IDEA in Vermont was 14,010. For more information on the student disabilities presented, see *supplemental note 7*.

Figure 6-1. Percentage of 3- to 21-year-olds in public schools receiving services under the Individuals with Disabilities Education Act (IDEA), by primary disability type: Selected school years, 1976-77 through 2007-08



NOTE: Prior to October 1994, children and youth with disabilities were served under Title 1 of the Elementary and Secondary Education Act as well as under the Individuals with Disabilities Education Act (IDEA), Part B. Data reported in this table for years prior to 1994-95 include children and youth ages 0-21 served under Title 1. Includes children and youth in the 50 states and the District of Columbia only. Data for 2007-08 do not include Vermont. In 2006-07, the total number of 3- to 21-year-olds served in Vermont was 14,010. Increases since 1987-88 are due in part to new legislation enacted in fall 1986, which added a mandate for public school special education services for disabled children ages 3-5. For more information on student disabilities, see *supplemental note 7*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. SOURCE: U.S. Department of Education, Office of Special Education Programs, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, selected years, 1979 through 2007; and Individuals with Disabilities Education Act (IDEA) database, retrieved April 14, 2009, from <http://www.ideadata.org/PartBdata.asp>. National Center for Education Statistics, Statistics of Public Elementary and Secondary School Systems, 1977 and 1980-81; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," selected years 1990-91 through 2007-08.

Figure 6-2. Percentage distribution of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), by primary disability type: School year 2007-08



NOTE: Deaf-blindness, traumatic brain injury, and visual impairments are not shown because they each account for less than 1 percent of children served under IDEA. Includes children and youth in the 50 states and the District of Columbia only. Data for 2007-08 do not include Vermont. Detail may not sum to total because of rounding. For more information on student disabilities, see *supplemental note 7*. SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved April 14, 2009, from <http://www.ideadata.org/PartBdata.asp>.

Undergraduate Enrollment

From 2000 to 2008, undergraduate enrollment increased by 24 percent to 16.4 million students. Projections indicate that it will continue to increase, reaching 19.0 million students in 2019.

Total undergraduate enrollment in degree-granting postsecondary institutions increased from 7.4 million students in 1970 to 13.2 million in 2000 and to 16.4 million in 2008 (see table A-7-1). According to projections, enrollment in undergraduate institutions is expected to reach 19.0 million in 2019 (the last year for which projected data are available).

Undergraduate enrollment grew at a faster rate during the 1970s (42 percent) than it did in more recent decades; it continued to increase throughout the 1980s and 1990s, but at slower rates. From 2000 to 2008, undergraduate enrollment rose by 24 percent. During this period, male enrollment grew 22 percent, from 5.8 million to 7.1 million students, while female enrollment grew 26 percent, from 7.4 million to 9.3 million students. In 2008, females accounted for 57 percent of enrollment, and males, 43 percent. Enrollments for both males and females are expected to increase through 2019, reaching 7.8 and 11.2 million students, respectively. By 2019, females are expected to account for 59 percent of total undergraduate enrollment.

Undergraduate enrollment in public institutions increased from 10.5 million students in 2000 to 12.6 million in 2008, a 19 percent increase. Private institutions experienced a higher rate of growth over this time period, as their enrollments grew from 2.6 to 3.8 million students, a 44 percent increase. Most of the growth in private enrollment over this time period occurred among for-profit institutions—their enrollment tripled from 0.4 to 1.2 million students. Enrollment in private not-for-profit institutions increased by 15 percent, from 2.2 to 2.5 million students.

Undergraduate enrollment at 4-year institutions increased from 7.2 to 9.4 million students from 2000 to 2008 and is expected to reach 10.8 million in 2019 (see table A-7-2). From 2000 to 2008, female enrollment at 4-year institutions increased by 32 percent, from 4.0 to 5.3 million students, while male enrollment increased by 28 percent, from 3.2 to 4.1 million students. In 2008, about 7.4 million undergraduates (79 percent of enrollment) at 4-year institutions were enrolled full time

and 2.0 million (21 percent) were enrolled part time; this percentage distribution is not expected to change, but enrollments of full-time and part-time students are projected to increase and, by 2019, reach 8.6 and 2.2 million students, respectively. Enrollment at public 4-year institutions increased by 23 percent between 2000 and 2008 (from 4.8 to 6.0 million) and is projected to be 7.0 million students in 2019. Enrollment at private 4-year institutions increased by 46 percent between 2000 and 2008 (from 2.4 to 3.4 million) and is expected to be 3.8 million students in 2019. Between 2000 and 2008, enrollment at private for-profit 4-year institutions more than quadrupled, from 0.2 to 0.9 million students.

At 2-year institutions, undergraduate enrollment increased from 5.9 to 7.0 million students from 2000 to 2008 and is expected to reach 8.2 million students by 2019. Between 2000 and 2008, female enrollment at 2-year institutions increased by 19 percent, from 3.4 to 4.0 million, and male enrollment increased by 15 percent, from 2.6 to 2.9 million students. Full-time enrollment at 2-year institutions increased at a faster rate than part-time enrollment between 2000 and 2008. Over this time period, full-time enrollment increased by 28 percent, from 2.2 to 2.8 million students, while part-time enrollment increased by 11 percent, from 3.7 to 4.1 million students. As a result, the percentage of all 2-year college students enrolled in full-time programs increased from 37 to 41 percent. Between 2000 and 2008, enrollment at public 2-year institutions increased from 5.7 to 6.6 million students (or 17 percent) and accounted for 95 to 96 percent of all students in 2-year institutions. During this time, enrollment at private not-for-profit 2-year institutions decreased (from 59,000 to 35,000), while enrollment in private for-profit 2-year institutions increased (from 192,000 to 296,000).



For more information: *Tables A-7-1 and A-7-2; Indicators 23 and 43*

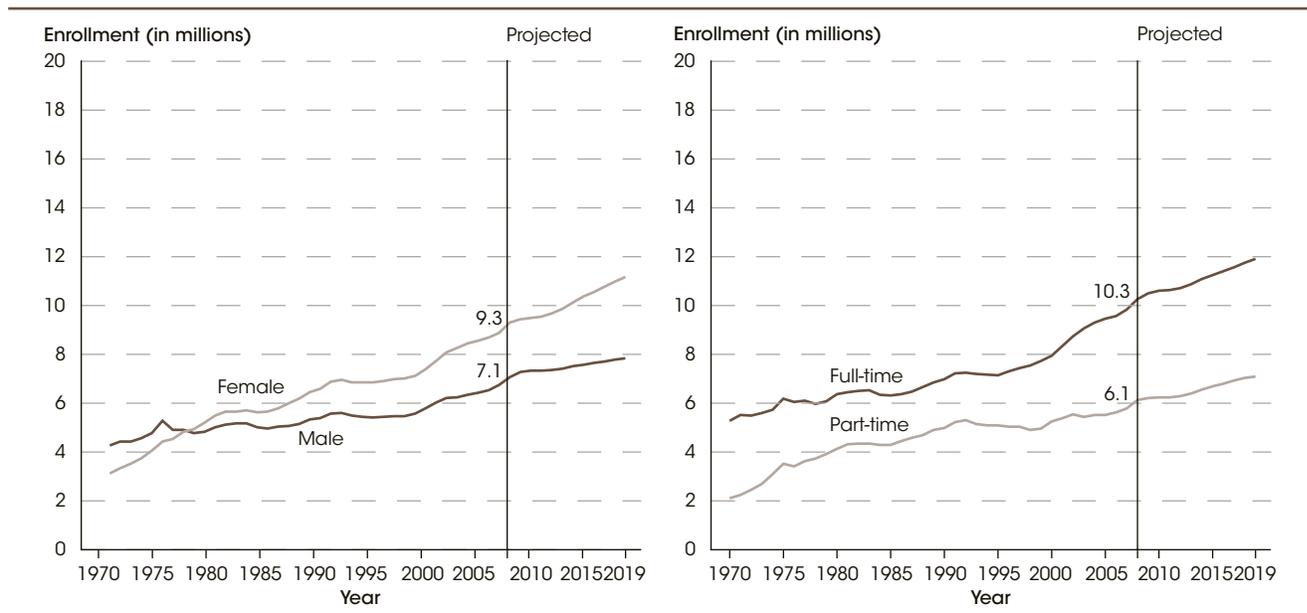
Glossary: *Four-year postsecondary institution, Full-time enrollment, Part-time enrollment, Private institution, Public institution, Two-year postsecondary institution, Undergraduate student*

Technical Notes

Projections are based on data through 2008 and middle alternative assumptions concerning the economy. The most recent year of actual data is 2008, and 2019 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. Data for 1999 were imputed using alternative procedures. For more

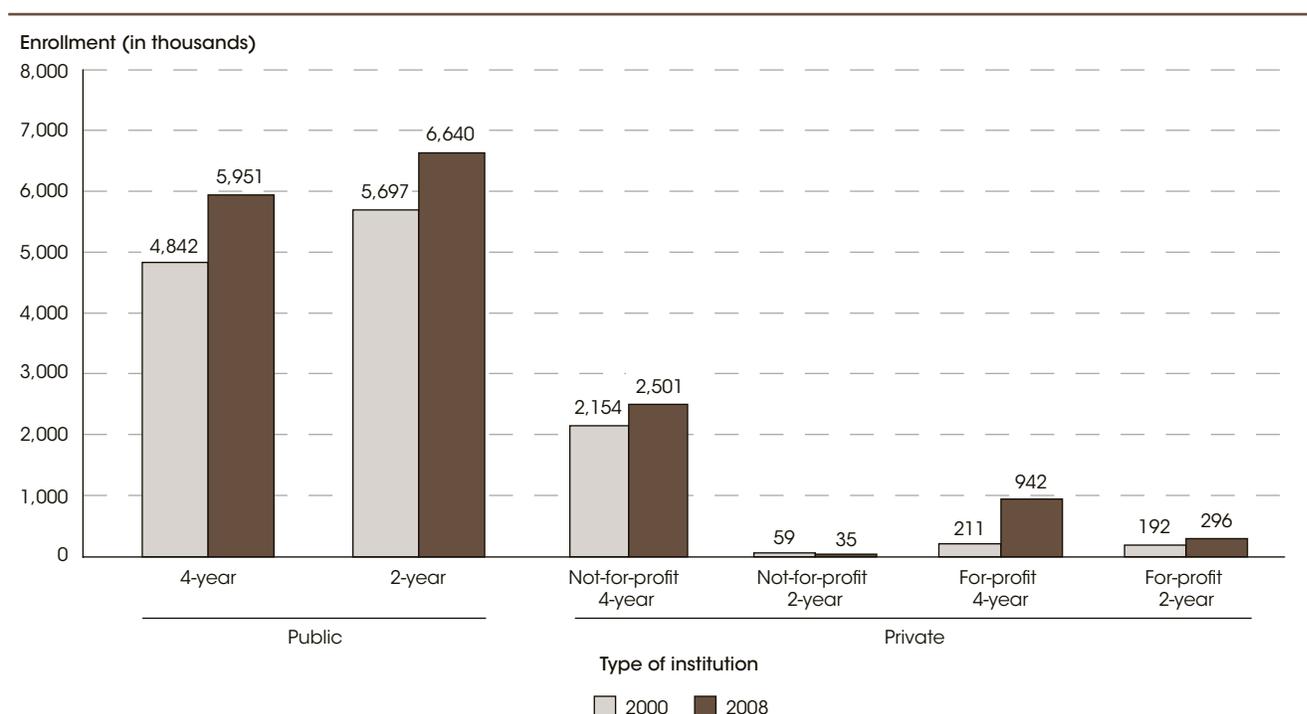
information, see NCES 2001-083, appendix E. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*.

Figure 7-1. Actual and projected total undergraduate enrollment in degree-granting postsecondary institutions, by sex and attendance status: Fall 1970–2019



NOTE: The most recent year of actual data is 2008, and 2019 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information about the Classification of Postsecondary Education Institutions, see *supplemental note 8*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; and 1990 through 2008 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:90-99) and Spring 2001 through Spring 2009; and Enrollment in Degree-Granting Institutions Model, 1980–2008.

Figure 7-2. Undergraduate enrollment in degree-granting postsecondary institutions, by type of institution: Fall 2000 and 2008



NOTE: Detail may not sum to totals because of rounding. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information about the Classification of Postsecondary Education Institutions, see *supplemental note 8*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000 and 2008 Integrated Postsecondary Education Data System (IPEDS), Spring 2001 and Spring 2009.

Postbaccalaureate Enrollment

Postbaccalaureate enrollment has increased every year since 1983, reaching 2.7 million students in 2008. In each year since 1988, women have made up more than half of postbaccalaureate enrollment. In 2008, postbaccalaureate enrollment was 59 percent female.

In 1976, some 1.6 million students were enrolled in postbaccalaureate programs, which include graduate and first-professional programs (see table A-8-1). Postbaccalaureate enrollment fluctuated during the period from the mid-1970s to the early-1980s, but between 1983 and 2008 it increased from 1.6 to 2.7 million students. Enrollment in postbaccalaureate programs is projected to increase through 2019 to 3.4 million students.

More females than males have been enrolled in postbaccalaureate programs every year since 1988. In 1976, some 673,000 females were enrolled in a postbaccalaureate program, compared with 905,000 males. In 1988, female enrollment exceeded male enrollment, and by 2008 postbaccalaureate enrollment was comprised of 1.6 million females (59 percent) and 1.1 million males (41 percent). Projections indicate that females will continue to enroll in postbaccalaureate programs at a higher rate than males, and in 2019 postbaccalaureate enrollment is expected to increase to 2.1 million females (61 percent) and 1.3 million males (39 percent).

As postbaccalaureate enrollment has grown, the distribution of students—in terms of attendance status and the types of institutions they attended—has changed. In 1976, more students attended part-time programs than full-time programs, but in each year since 2000 full-time enrollment has been higher than part-time enrollment. Additionally, the percentage of all students who attended private programs increased between 1976 and 2008. In 1976, about 35 percent of postbaccalaureate students were enrolled in private institutions, compared with 50 percent of students in 2008. Some of the growth in total private enrollment is attributable to the growth in enrollment at private for-profit institutions. The number of students attending private for-profit institutions increased from 3,000 students in 1976 (or less than 1 percent of total enrollment) to 231,000 students in 2008 (8 percent). Growth in enrollment is expected to be similar for public and private postbaccalaureate programs, and each is projected to enroll 1.7 million students in 2019.

Technical Notes

The most recent year of actual data is 2008, and 2019 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. Because of underreporting and nonreporting of racial/ethnic data, some estimates are slightly lower than corresponding data in other published tables. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are shown separately because

For each racial/ethnic group, the number of students enrolled in postbaccalaureate programs generally increased between 1976 and 2008, but at different rates, resulting in a shift in the racial/ethnic distribution. In 1976, some 1.3 million (85 percent) of postbaccalaureate students were White, compared with 1.5 million students (69 percent) in 2000. By 2008, the number of White students had grown to 1.7 million, but White enrollment as a percentage of total enrollment had decreased to 64 percent (see table A-8-2). The number of Black postbaccalaureate students more than tripled between 1976 and 2008, from 90,000 to 315,000 students. The percentage of postbaccalaureate students who were Black increased from 6 to 8 percent from 1976 to 2000 and rose to 12 percent in 2008. The percentages of students who were Hispanic and Asian/Pacific Islander grew as enrollment numbers for these racial/ethnic groups increased five- and six-fold, respectively, from 1976 to 2008. In 1976, Hispanics and Asians/Pacific Islanders each represented 2 percent of total enrollment, and in 2008 they represented 6 and 7 percent, respectively. While American Indian/Alaska Native enrollment increased from 6,000 to 18,000 students during this period, they accounted for less than 1 percent of enrollment in 2008. The percentage of students who were nonresident aliens increased from 5 percent in 1976 to 11 percent in 2008, which was similar to the percentage in 2000.

In 1976, males outnumbered females in postbaccalaureate programs for each racial/ethnic group shown except for Blacks; conversely, in 2008, females outnumbered males in all groups except for nonresident aliens. The largest relative gap between female and male enrollment in 2008 was between Black females and males: 71 percent of the total Black enrollment was female that year.

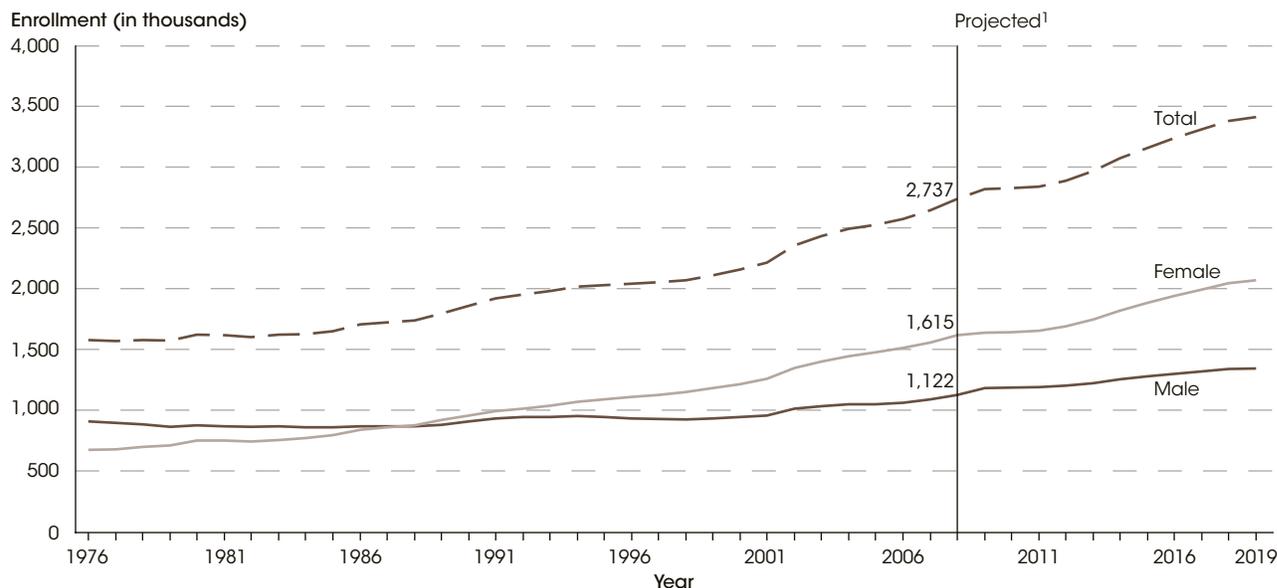


For more information: *Tables A-8-1 and A-8-2; Indicators 23 and 43*

Glossary: *Nonresident alien, Postbaccalaureate enrollment, Private institution, Public institution*

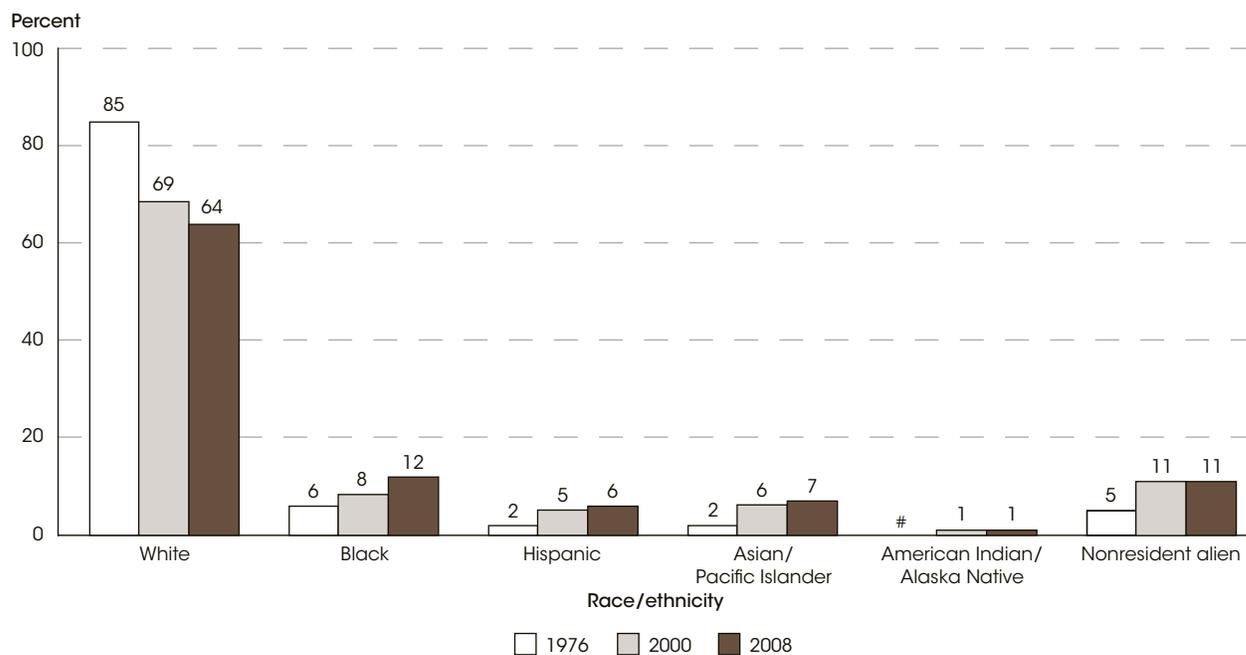
information about their race/ethnicity is not available. For more information on race/ethnicity, see *supplemental note 1*. For information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*.

Figure 8-1. Actual and projected postbaccalaureate enrollment in degree-granting institutions, by sex: Fall 1976–2019



¹ Projections are based on reported data through 2008 and middle alternative assumptions concerning the economy. The most recent year of actual data is 2008, and 2019 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. NOTE: For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1967 through 1985; 1986 through 2008 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86–99), and Spring 2001 through Spring 2009; and Enrollment in Degree-Granting Institutions Model, 1980–2008.

Figure 8-2. Percentage distribution of postbaccalaureate enrollment in degree-granting institutions, by race/ethnicity: Fall 1976, 2000, and 2008



Rounds to zero. NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are shown separately because information about their race/ethnicity is not available. See the glossary for the definition of nonresident alien. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976, and 2000 and 2008 Integrated Postsecondary Education Data System (IPEDS), Spring 2001 and 2009.