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 functions as 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, all of which are required to provide high-quality education for our nation's students.

The indicators in this section include information on enrollment rates reported by age group, as well as enrollment 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 NCES website (see the "List of Indicators on *The Condition of Education* Website" on page xxii for a full listing of indicators).

The first indicator in this section compares rates of enrollment in formal education programs across specific age groups in the population. Trends in enrollment rates provide a perspective on the education of the U.S. population at different ages and over time.

Preprimary education helps prepare children for elementary school and can also serve as child care for parents. An indicator on the website describes participation in center-based early childhood care and education programs such as Head Start, nursery school, and prekindergarten.

Elementary and secondary education provides knowledge and skills that prepare students for further learning and productive membership in society. Because enrollment at the elementary and secondary levels is mandatory in most states until 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., traditional public, public charter, and private schools) that students attend. These factors are examined in this section's indicators. An additional indicator on the website examines the educational option of homeschooling.

Some of the indicators in this section 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, the number and characteristics of children who speak a language other than English at home, and the number and percentage of children with disabilities.

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 website describes adult education, which consists of formal education activities intended to allow adults to upgrade their work skills, change careers, or expand personal interests.

Indicators of participation in education from previous editions of *The Condition of Education* not included in this volume are available at http://nces.ed.gov/programs/coe.

Enrollment Trends by Age

Between 2000 and 2009, enrollment rates increased for young adults ages 18–19 and adults ages 20–24, 25–29, and 30–34; students in these age groups are typically enrolled in college or graduate school.

School enrollment rates for individuals ages 3–4, 5–6, 16–17, 18–19, 20–24, 25–29, and 30–34 were higher in 2009 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 2009, the enrollment rate for children ages 3–4 (the ages at which children are typically enrolled in nursery or preschool) increased from 20 to 52 percent. More recently, from 2000 through 2009, it has remained stable (between 52 and 56 percent). The enrollment rate for children ages 5–6, who are typically enrolled in kindergarten or first grade, rose from 90 percent in 1970 to 96 percent in 1976 and has since remained stable.

For youth ages 7–13 and 14–15, enrollment rates have remained at nearly 100 percent over the past 39 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, but the rate for 16- to 17-year-olds did increase from 90 percent in 1970 to 95 percent in 2009. As of August 2010, the maximum compulsory age of attendance was 18 years in 20 states and the District of Columbia (D.C.), 17 years in 11 states, and 16 years in 19 states.

Young adults ages 18–19 are typically transitioning into college education or the workforce. Between 1970 and 2009, the overall enrollment rate for young adults ages 18–19 increased from 48 to 69 percent (see table A-1-1). During this period, the enrollment rate for 18- to 19-year-olds at the secondary level increased from 10 to 19 percent, while at the college level the rate rose from 37 to 50 percent. Between 2000 and 2009, the college enrollment rate increased from 45 to 50 percent.

Adults ages 20–34 who are in school are usually enrolled in college or graduate school. Between 1970 and 2009, the enrollment rate for adults ages 20–24 increased from 22 to 39 percent, and the rate for adults ages 25–29 increased from 8 to 13 percent. The enrollment 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 8 percent). Between 2000 and 2009, the enrollment rate for adults ages 20–24 increased from 32 to 39 percent; for adults ages 25–29, from 11 to 13 percent; and for adults ages 30–34, from 7 to 8 percent.

Enrollment rates for all age groups varied by state in 2009 (see table A-1-2). Rates for ages 3–4 ranged from 30 percent in Idaho to 66 percent in New Jersey. For ages 5–17, rates ranged from 95 (North Dakota and West Virginia) to 98 percent (Vermont). Among 18- to 19-year-olds, total rates ranged from 57 percent in Nevada to 84 percent in D.C. Secondary enrollment rates ranged from 14 percent in D.C. to 40 percent in Alaska, while the range for college enrollment rates was the reverse: 21 percent in Alaska to 70 percent in D.C. (There are several major universities in D.C. and the American Community Survey, from which the data come, considers college students to live in the state or district where they are enrolled in college.) Rates for 20- to 24-year-olds ranged from 30 percent (Nevada) to 52 percent (Rhode Island), and for 25- to 34-year-olds, from 9 percent (West Virginia) to 16 percent (Utah, Maryland, and D.C.).

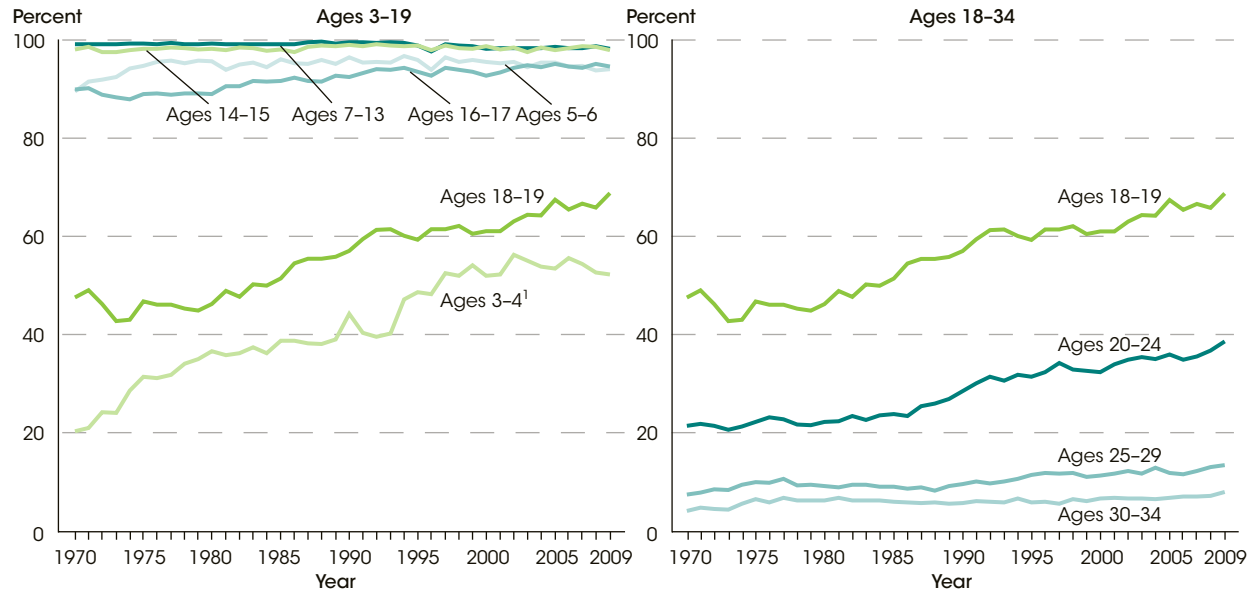
For more information: *Tables A-1-1 and A-1-2*
Glossary: *College, Elementary/secondary school, Nursery school, Private school, Public school*

Technical Notes

Current Population Survey (CPS) estimates include enrollment in any type of graded public, parochial, or other private school. This includes nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. American Community Survey (ACS) estimates include enrollment in public, private, and home school. This includes nursery school, kindergarten, elementary and high school, college, and graduate or professional school. Both the ACS and the CPS include only enrollments in regular schooling; that is, schools or classes that advance a person toward an elementary school certificate, a high school diploma, or a college, university, or professional school degree.

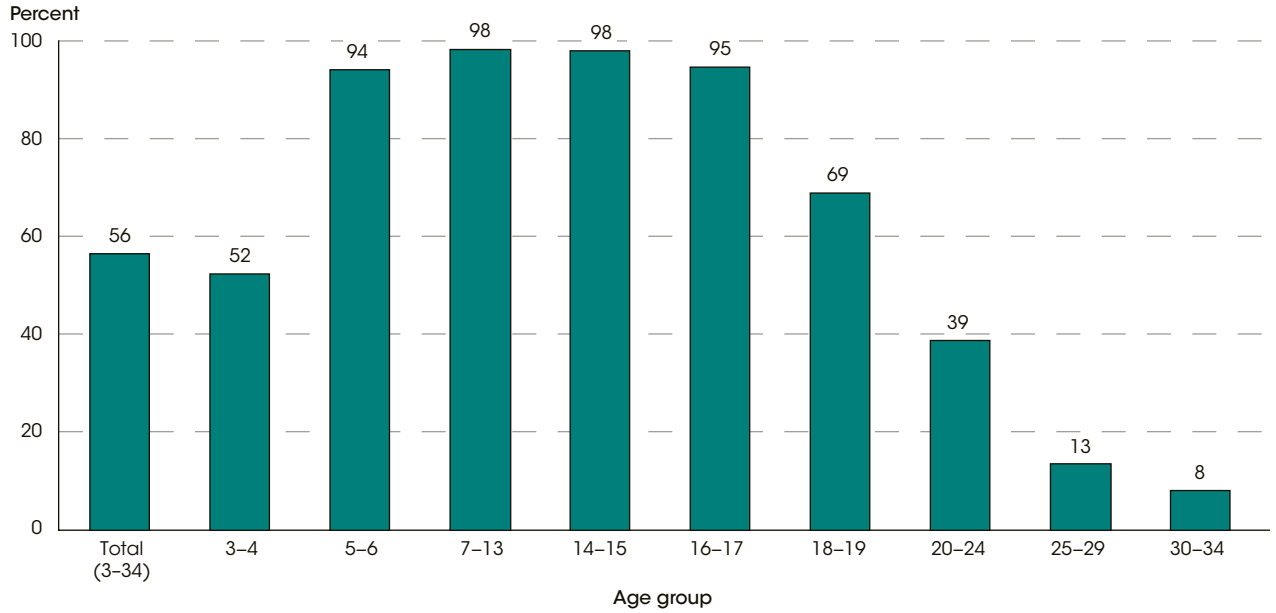
Home school is not specifically mentioned in the CPS questionnaire and is included in enrollment estimates only if it meets the definition of regular schooling. Home school is specifically mentioned in the ACS questionnaire and homeschoolers are explicitly included with private school/college students. Due to this and other methodological differences between the CPS and ACS, enrollment estimates from the two surveys are not directly comparable. The age groupings used in this indicator reflect the schooling stages that are typical for students given their age. For more information on the CPS, see *supplemental note 2.* For more information on the ACS, see *supplemental note 3.*

Figure 1-1. Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2009



[1] Beginning in 1994, new procedures were used to collect enrollment data on children ages 3–4. 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. Excluded are enrollments in schools or classes that do not advance students to regular school degrees, such as trade schools, business colleges, or vocational 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, 1970–2009.

Figure 1-2. Percentage of the population ages 3–34 enrolled in school, by age group: October 2009



NOTE: Includes enrollment in any type of graded public, parochial, or other private schools. Includes nursery or preschools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may be on a full- or part-time basis and during the day or night. Excludes enrollments in schools that do not advance students to regular school degrees, such as trade schools, business colleges, or vocational 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, 2009.

Public School Enrollment

From 2008–09 through 2020–21, public elementary and secondary school enrollment is projected to increase from 49.3 to 52.7 million students, but with differences across states.

In 2008–09, about 49.3 million students were enrolled in public elementary and secondary schools. Of these students, 34.3 million were enrolled in prekindergarten (preK) through grade 8, and 15.0 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. Enrollment continued to increase throughout the 1990s and early 2000s. By 1997–98, public school enrollment had reached 46.1 million students and had 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 2008–09 and is projected to remain at 49.3 million through 2010–11. From 2008–09 to 2020–21, total public school enrollment is projected to increase by 7 percent to 52.7 million (2020–21 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 1985–86 through 2003–04 and remained relatively stable between 2003–04 and 2008–09. Public school enrollment in grades preK–8 is projected to increase from 34.3 million in 2008–09 to an estimated high of 37.4 million in 2020–21. Public school enrollment in grades 9–12 increased from 1990–91 through 2007–08, but is projected to decline through 2012–13. From 2013–14 through 2020–21, enrollment in grades 9–12 is projected to increase, and it is projected to surpass its 2007–08 level by 2020–21. Public school enrollment in grades 9–12 is projected to increase 2 percent from 2007–08 to 2020–21.

Since 1970–71, the South has been the region of the United States with the largest share of public school enrollment. 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 2008–09 (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 38 percent and from 18 to 24 percent, respectively). According to projections, by 2020–21 some 15 percent of public school students will be in the Northeast, 21 percent will be in the Midwest, 26 percent will be in the West, and 39 percent will be in the South.

Changes in public school enrollment in grades preK–12 are also projected to differ by state. Nevada, Arizona, and Alaska are projected to see the greatest percent increases in total enrollment from 2008–09 to 2020–21 (25 to 28 percent), and enrollment is projected to increase by 18 percent or more in three other states (see table A-2-2). Michigan and West Virginia are projected to see the largest percent decreases in total enrollment over the same time period (by 6 percent each), and four other states are projected to see decreases of 4 percent or more.

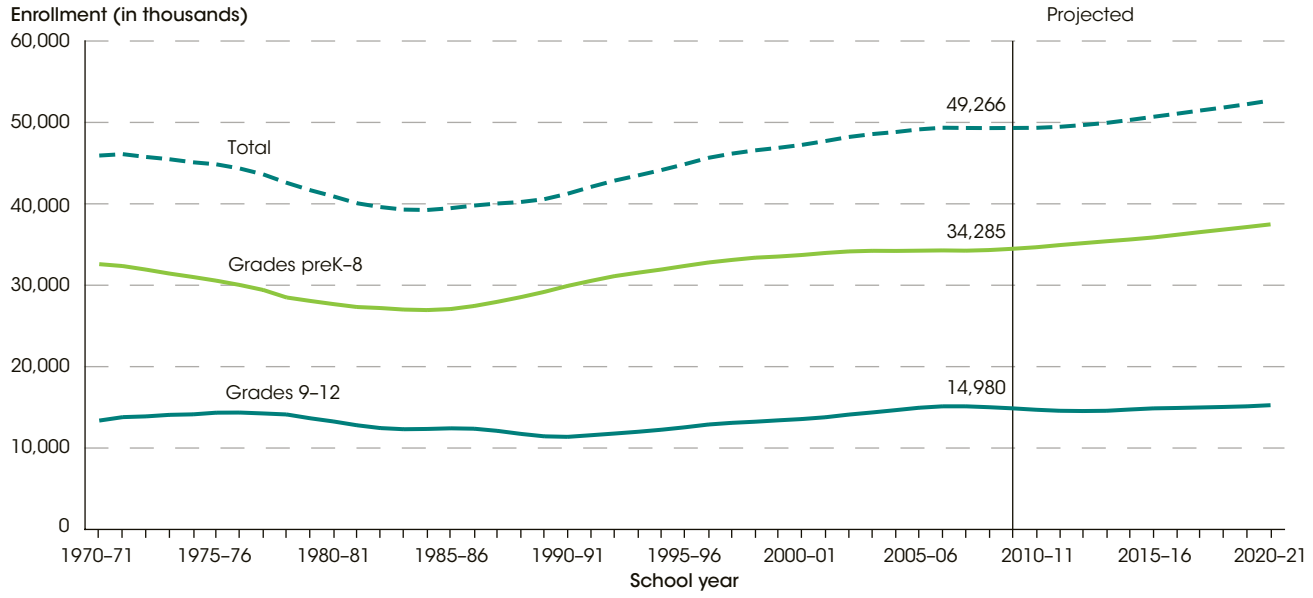
From 2008–09 to 2020–21, the rate of increase in overall public school enrollment is projected to differ by grade level and among states. For example, enrollment in grades preK–8 is projected to increase more than enrollment in grades 9–12 during this period (9 vs. 2 percent). In grades preK–8, enrollment is projected to increase by more than 30 percent in Nevada and Alaska but decrease by more than 7 percent in West Virginia. Projections indicate that between 2008–09 and 2020–21, enrollment in grades 9–12 will experience a wider range of percent change than enrollment in grades preK–8. Enrollments in grades 9–12 in Texas, Nevada, Wyoming, and Colorado are expected to increase by more than 20 percent, while enrollments in these grades in Michigan, Rhode Island, and New Hampshire are projected to decrease by more than 15 percent.

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

Technical Notes

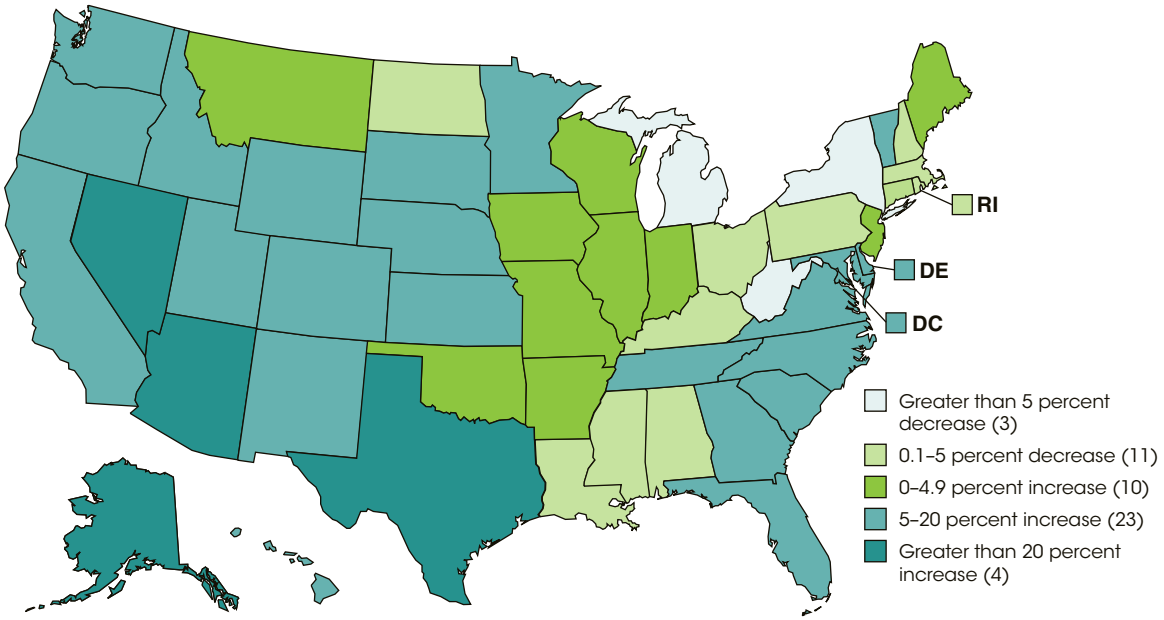
The most recent year of actual data is 2008–09, and 2020–21 is the last year for which projected data are available. For more information on projections, see NCES 2011-026. Some data have been revised from previously published figures. Detail may not sum to totals due to rounding. For a list of the states 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: School years 1970–71 through 2020–21



NOTE: The most recent year of actual data is 2008–09, and 2020–21 is the last year for which projected data are available. For more information on projections, see NCES 2011-026. 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, 1970-71 through 1984-85; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1985-86 through 2008–09, and National Elementary and Secondary Enrollment Model, 1972–2008.

Figure 2-2. Projected percent change in public school enrollment in grades prekindergarten (preK) through 12, by state or jurisdiction: Between school years 2008–09 and 2020–21



NOTE: The most recent year of actual data is 2008–09, and 2020–21 is the last year for which projected data are available. For more information on projections, see NCES 2011-026.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2008–09; and Public State Elementary and Secondary Enrollment Model, 1980–2008.

Charter School Enrollment

From 1999–2000 to 2008–09, the number of students enrolled in public charter schools more than tripled from 340,000 to 1.4 million students. In 2008–09, some 5 percent of all public schools were charter schools.

A *public charter school* is a publicly funded school that is typically governed by a group or organization under a legislative contract or charter with the state; the charter exempts the school from selected state or local rules and regulations. In return for funding and autonomy, the charter school must meet the accountability standards articulated in its charter. A school's charter is reviewed periodically (typically every 3 to 5 years) and can be revoked if guidelines on curriculum and management are not followed or if the standards are not met (U.S. Department of Education 2000). As of November 2010, charter schools operated in 40 states and the District of Columbia. In the following states, a charter school law has not been passed: Alabama, Kentucky, Maine, Montana, Nebraska, North Dakota, South Dakota, Vermont, Washington, and West Virginia.

From 1999–2000 to 2008–09, the number of students enrolled in public charter schools more than tripled from 340,000 to 1.4 million students (see table A-3-3). During this period, the percentage of all public schools that were charter schools increased from 2 to 5 percent, comprising 4,700 schools in 2008–09 (see table A-3-1). In addition to the increase in the number of charter schools, the enrollment size of charter schools has grown over time. The percentage of charter schools with enrollments under 300 students decreased from 77 percent in 1999–2000 to 64 percent in 2008–09. Accordingly, the percentage of charter schools with enrollments of 300–499 students increased from 12 to 20 percent during this period; the percentage with 500–999 students, from 9 to 13 percent; and the percentage with 1,000 students or more, from 2 to 3 percent. Though public charter schools have grown in size of enrollment since 1999–2000, they tend to be smaller than traditional public schools, of which 30 percent had fewer than 300 students in 2008–09.

The percentage of charter schools that were high-poverty schools—where 75 percent or more of students were eligible for free or reduced-price lunch (FRPL)—increased from 13 percent in 1999–2000 to 30 percent in 2008–09. In comparison, 19 percent of traditional public schools were considered high poverty in 2008–09 (see table A-3-2). During this time period, the percentage of charter schools that were low poverty (25 percent of students or less were eligible for FRPL) decreased from 37 to 24 percent.

In 2008–09, over half (54 percent) of charter schools were elementary schools, while secondary and combined schools accounted for 27 and 19 percent of charter schools, respectively. The distribution was different at traditional public schools: 71 percent were elementary schools, 24 percent were secondary schools, and 5 percent were combined schools (see table A-3-2). In 2008–09, about 55 percent of charter schools were located in cities, 21 percent were in suburban areas, 8 percent were in towns, and 16 percent were in rural areas. In contrast, 25 percent of traditional public schools were in cities, 28 percent were in suburban areas, 14 percent were in towns, and 33 percent were in rural areas.

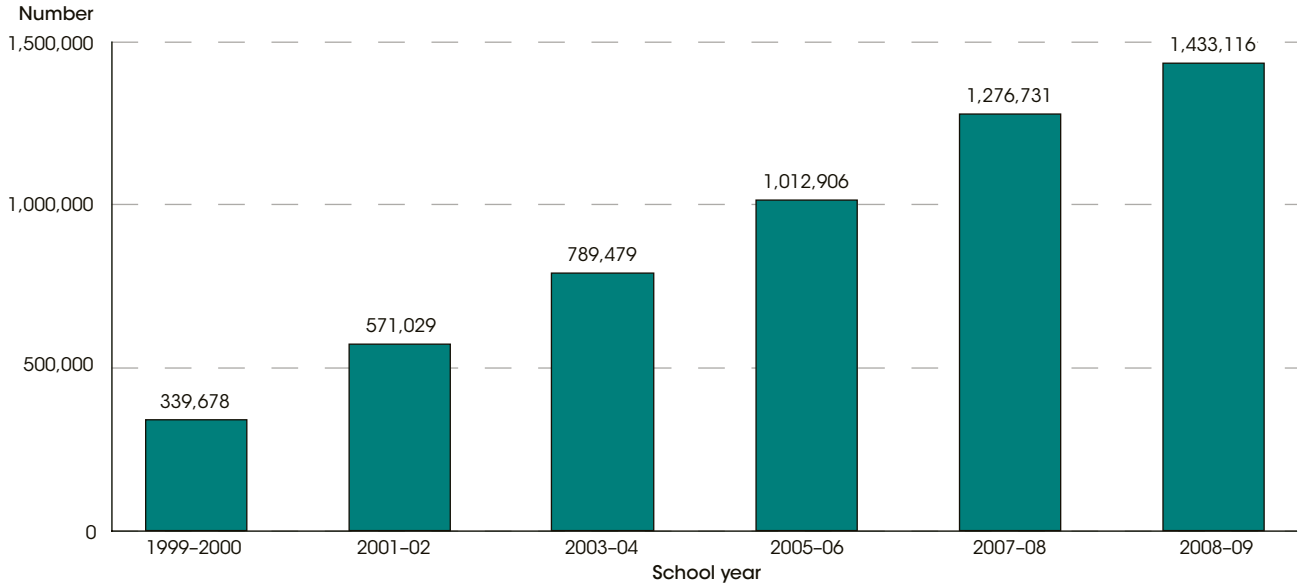
The proportion of public school students enrolled in charter schools varied by region and state. For example, in 2008–09, seven states and the District of Columbia enrolled five or more percent of public school students in charter schools. Four of these states were in the West (Arizona, Colorado, California and Utah), two were in the South (Delaware and the District of Columbia) and two were in the Midwest (Michigan and Ohio). California enrolled the most students in charter schools with about 285,000 enrolled and the District of Columbia enrolled the highest percentage of public school students in charter schools—35 percent, representing some 24,000 students.

For more information: *Tables A-3-1 through A-3-3*
Glossary: *High-poverty schools, Public charter schools, Student membership*

Technical Notes

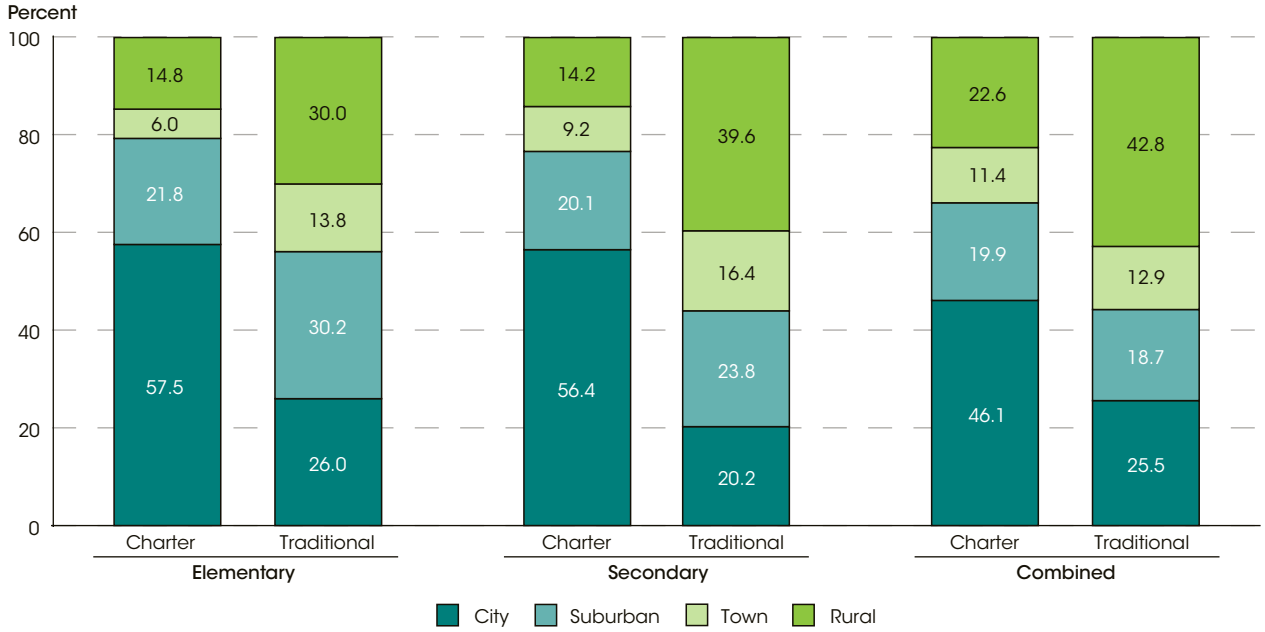
A *public charter school* is a school that provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority. Charter schools can be administered by regular school districts, state education agencies (SEAs), or chartering organizations. Data are based on schools reporting student membership. *Student membership* is defined as an annual headcount of students enrolled in school on October 1 or the school day closest to that date. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a "shared time" school) may provide classes to students from other schools and report no membership of its own. *High-poverty schools* are defined as public schools where more than 75 percent of the students are approved for free or reduced-price lunch (FPRL). *Low-poverty schools* are defined as public schools where 25 percent or fewer students are approved for FRPL. For more information on poverty status, locale, and geographic region, see *supplemental note 1.* For more information on the CCD, see *supplemental note 3.*

Figure 3-1. Number of students enrolled in public charter schools: Selected school years, 1999–2000 through 2008–09



[1] Data for New Jersey were not available and therefore not included in the estimates.
NOTE: A *public charter school* is a school that provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority. Charter schools can be administered by regular school districts, state education agencies (SEAs), or chartering organizations. Data are based on schools reporting student membership. *Student membership* is defined as an annual headcount of students enrolled in school on October 1 or the school day closest to that date. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a "shared time" school) may provide classes to students from other schools and report no membership of its own. For more information on CCD, see *supplemental note 3*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999–2000 (version 1b), 2001–02 (version 1a), 2003–04 (version 1a), 2005–06 (version 1a), 2007–08 (version 1b), and 2008–09 (version 1b).

Figure 3-2. Percentage distribution of public schools, by locale, school type, and level: School year 2008–09



NOTE: A *public charter school* is a school that provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority. Charter schools can be administered by regular school districts, state education agencies (SEAs), or chartering organizations. Data are based on schools reporting student membership. *Student membership* is defined as an annual headcount of students enrolled in school on October 1 or the school day closest to that date. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a "shared time" school) may provide classes to students from other schools and report no membership of its own. For more information on locale, see *supplemental note 1*. For more information on CCD, see *supplemental note 3*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2008–09 (version 1b).

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 5.5 million in 2009–10. Some 10 percent of all elementary and secondary school students were in private schools in 2009–10.

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 5.5 million in 2009–10. Some 10 percent of all elementary and secondary school students were in private schools in 2009–10, which was lower than the percentage in 1995–96 (12 percent) (see tables A-4-1 and A-4-2).

Between 1995–96 and 2005–06, Catholic schools maintained the largest share of total private school enrollment, but the percentage of all private school students enrolled in Catholic schools decreased from 45 percent in 1995–96 to 39 percent in 2009–10 (see table A-4-1). In 2007–08 and 2009–10, the number of students enrolled in Catholic schools was not measurably different from the number enrolled in other religious schools. The decrease in Catholic school enrollment stemmed from the decline of students enrolled in parochial schools (those run by a parish, not by a diocese or independently). The number of students enrolled in Conservative Christian and Affiliated schools also declined. In contrast, the number and percentage of students enrolled in unaffiliated and nonsectarian schools increased from 1995–96 to 2009–10.

In 2009–10, most private school students were enrolled in schools with a regular program emphasis (85 percent; see table A-4-3). Of the remaining students, 5 percent were enrolled in early childhood schools, 4 percent were enrolled in Montessori schools, and 2 percent each were enrolled in schools with a special program emphasis, special education schools, and alternative schools. The racial/ethnic composition of private schools varied by type of program emphasis. For example, the percentage of Black students enrolled in special education schools (22 percent) exceeded the percentage of Black students enrolled in the remaining program types (7 to 17 percent), and a higher percentage of Asian/Pacific Islander students were enrolled in Montessori schools (13 percent) than in all other program types (3 to 10 percent).

In 2009–10, the percentage of all students who were enrolled in private schools was higher in the Northeast (14 percent) than in the Midwest (11 percent), the South (9 percent), and the West (8 percent) (see table A-4-2). Looking at changes over time, the percentage of students enrolled in private schools was lower in 2009–10 than in 1995–96 in all four regions.

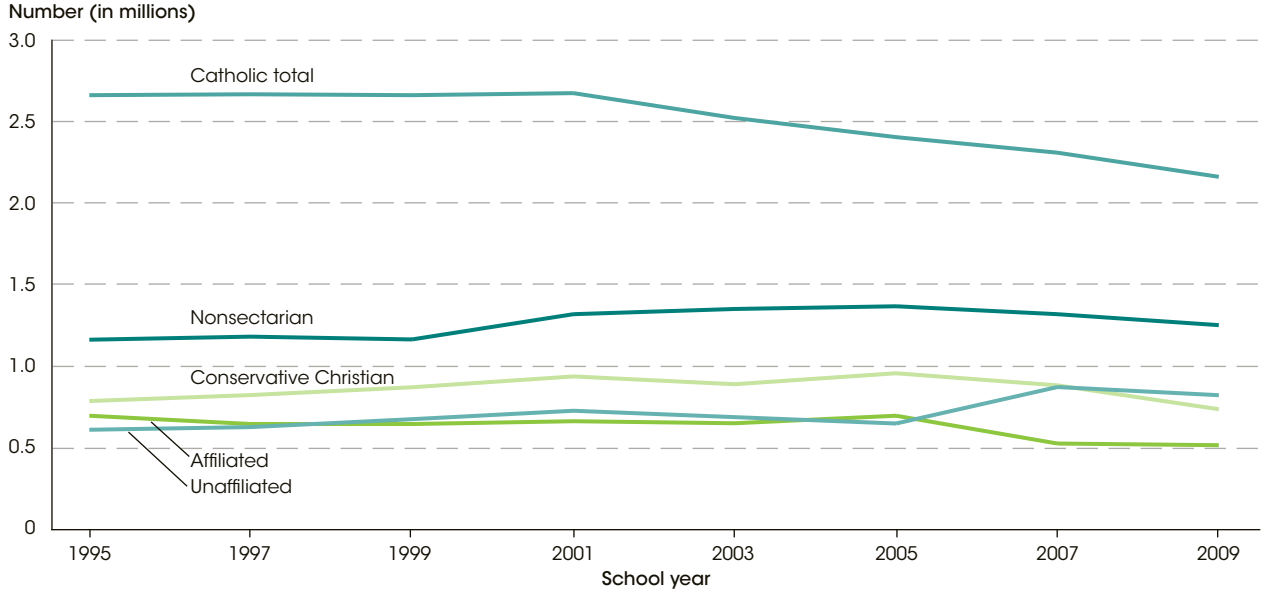
There were differences in the racial/ethnic composition of private school enrollments (data from 2009–10) compared with public school enrollments (data from 2008–09). White students' share of enrollment was greater in private schools than public schools (73 vs. 55 percent), while the opposite was true for Blacks (9 vs. 17 percent) and Hispanics (9 vs. 21 percent) (see table A-4-3 and NCES 2011-015, table 43). Asians/Pacific Islanders made up 5 and 6 percent of public and private school enrollments respectively. American Indian/Alaska Native students comprised 1 percent of public school enrollment and 0.4 percent of private school enrollment.

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

Technical Notes

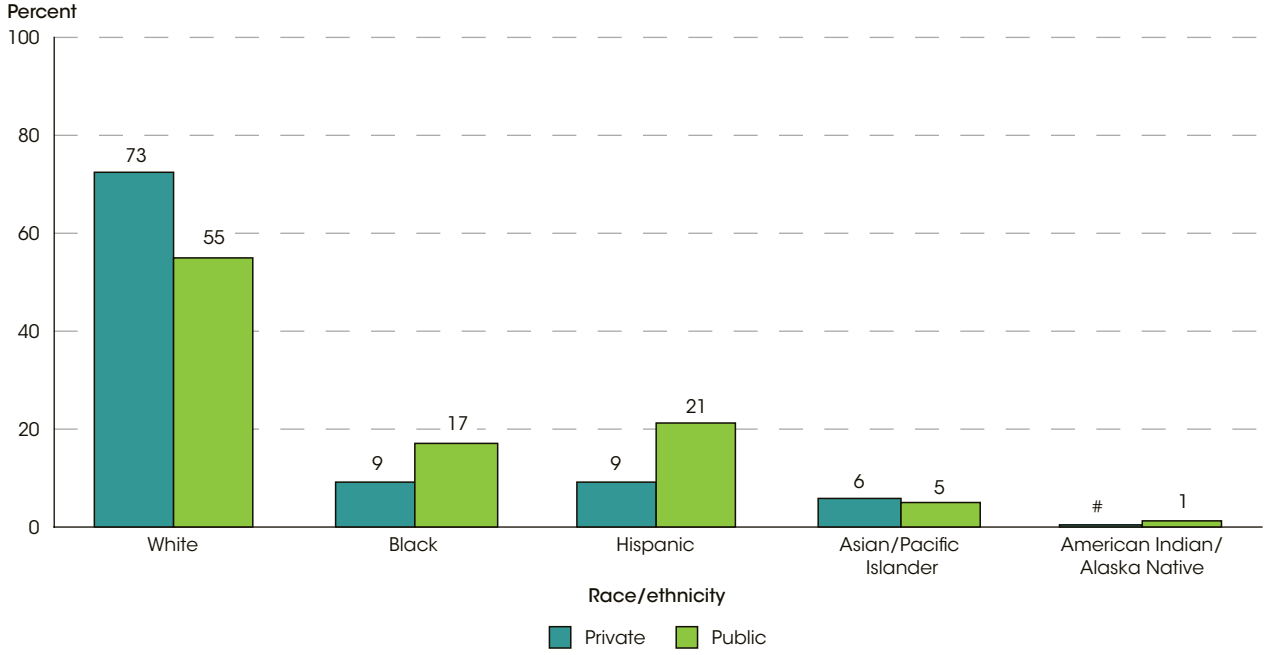
Prekindergarten students who are enrolled in private schools that do not offer at least one grade of kindergarten or higher are not part of this universe. Other religious schools are those with a religious orientation or purpose but are not Catholic. Conservative Christian schools are those with membership in at least 1 of 4 associations, and affiliated schools are those with membership in 1 of 11 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. For more information on private schools, private school program emphases, private school typology, 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 4-1. Number of private school students in prekindergarten through grade 12, by school type: Various school years, 1995–96 through 2009–10



NOTE: Prekindergarten students who are enrolled in private schools that do not offer at least one grade of kindergarten or higher are not part of this universe. Catholic schools include parochial, diocesan, and private Catholic schools. Affiliated religious schools have a specific religious orientation or purpose but are not Catholic. Unaffiliated schools 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. 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 2009–10.

Figure 4-2. Percentage distribution of public and private school enrollments, by race/ethnicity: School year 2009–10



Rounds to zero.
NOTE: Prekindergarten students who are enrolled in private schools that do not offer at least one grade of kindergarten or higher are not part of this universe. The distribution of prekindergarten private school students are excluded due to racial/ethnic information not being available for an estimated 837,719 students. Race categories exclude persons of Hispanic ethnicity. Estimates for persons from other racial/ethnic groups are not shown. Data on public schools are from 2008–09. For more information on race/ethnicity, see *supplemental note 1*. 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, Private School Universe Survey (PSS), 2009–10; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2008–09.

Racial/Ethnic Enrollment in Public Schools

Between 1989 and 2009, the percentage of public school students who were White decreased from 68 to 55 percent, and the percentage of those who were Hispanic doubled from 11 to 22 percent. By 2009, Hispanic enrollment had exceeded 11 million students.

The shifting racial and ethnic distribution of public school students enrolled in prekindergarten through 12th grade is one aspect of the changing composition of school enrollment. From 1989 through 2009, the number of White students in U.S. public schools fluctuated between 27.9 and 30.9 million, but their share of enrollment decreased from 68 to 55 percent (see table A-5-1). In contrast, during this same period, Hispanic enrollment increased from 4.8 to 11.4 million students and the percentage of Hispanics enrolled doubled from 11 to 22 percent. While the total number of Black students increased (from 7.1 to 7.8 million), their share of enrollment decreased slightly during this time. Hispanic enrollment surpassed Black enrollment for the first time between 2001 and 2003 and has remained higher than Black enrollment in each year through 2009.

Overall, enrollment increased in each region of the country between 1989 and 2009 (see table A-5-2). Enrollment increased from 15.1 to 19.1 million in the South, from 9.1 to 12.3 million in the West, from 10.5 to 11.1 million in the Midwest, and from 7.4 to 8.5 million in the Northeast.

The racial/ethnic distribution of public school enrollment differed by region from 1989 to 2009. The number of White students remained stable in the West and South, decreased in the Northeast, and increased in the Midwest. The percentage of enrollment of White students declined in all four regions. The number of Black students increased slightly in the West and South and remained stable in the Northeast and Midwest during this time period. The percentage of enrollment of Black students remained stable in all four regions. The number of Hispanic students increased in all four regions as did their share of enrollment. The number of Asian students was stable in the West and increased in the South, Northeast, and Midwest. Their percentage of enrollment remained stable in the West and Northeast and increased in the South and Midwest. Pacific Islander students in all four regions represented less than one percent of enrollment in 2009–10. American Indian/Alaska Native students made up 1 percent or less of student enrollment in all regions of the United States. Students of two or more races made up 4 percent of enrollment in the West, 3 percent in the Midwest, and 2 percent in the Northeast and South.

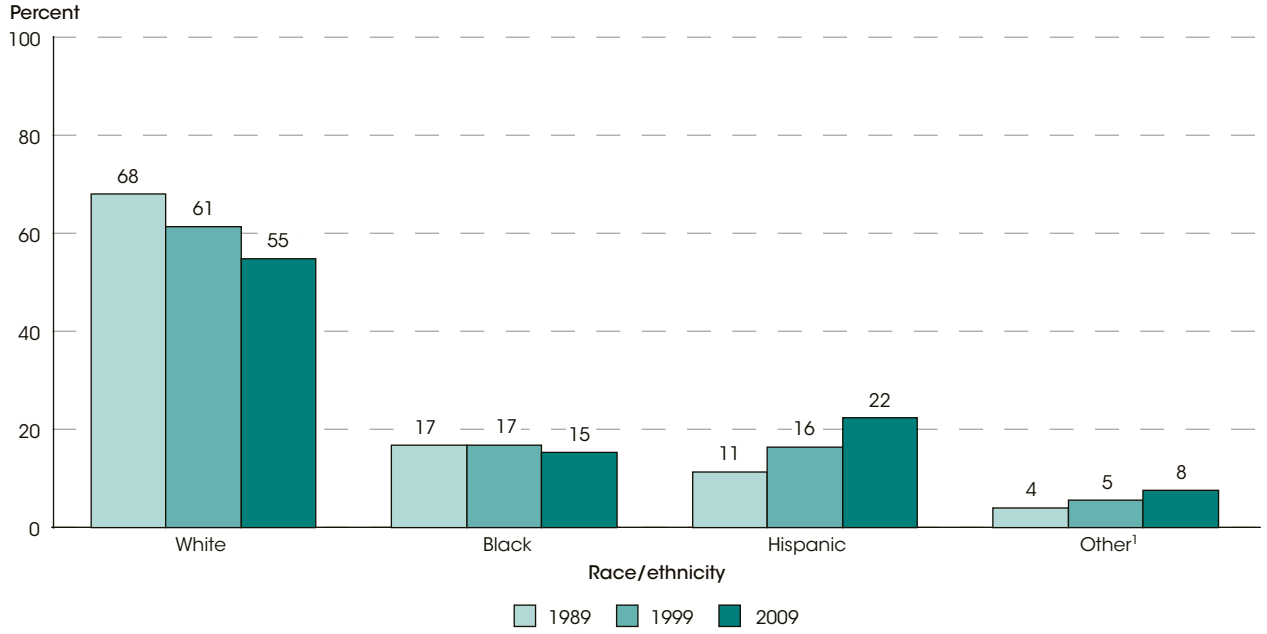
In 2009, 12 states and the District of Columbia had student racial/ethnic distributions of less than 50 percent White students (see table A-5-4). Black students had the largest share of public school enrollment in Mississippi and the District of Columbia. Hispanic students had the largest share of public school enrollment in four states (Arizona, California, New Mexico, and Texas). Of all the jurisdictions, the District of Columbia enrolled the highest percentage of Black students (76 percent), New Mexico enrolled the highest percentage of Hispanic students (56 percent), and Hawaii enrolled the highest percentage of Asian students (23 percent) and students of two or more races (32 percent).

For more information: *Tables A-5-1 through A-5-4*
Glossary: *Public school*

Technical Notes

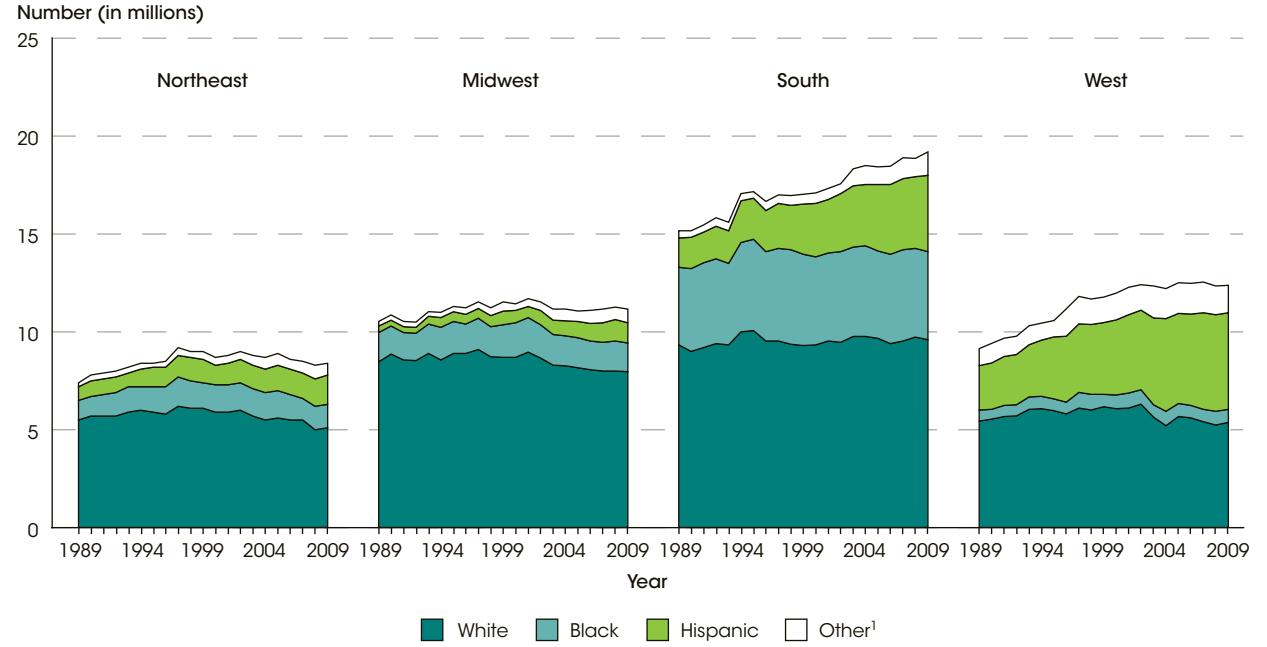
Estimates include all public school students enrolled in prekindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and region, see *supplemental note 1.* For more information on the Current Population Survey (CPS), see *supplemental note 2.* For more information on the American Community Survey (ACS), see *supplemental note 3.*

Figure 5-1. Percentage distribution of the race/ethnicity of public school students enrolled in prekindergarten through 12th grade: Selected years, October 1989–October 2009



[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 prekindergarten through 12th grade. Detail may not sum to totals because of rounding. For more information on the Current Population Survey (CPS), see *supplemental note 2*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1989, 1999, and 2009.

Figure 5-2. Number of public school students enrolled in prekindergarten through 12th grade, by region and race/ethnicity: October 1989–October 2009



[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 prekindergarten through 12th grade. 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*. Race categories exclude persons of Hispanic ethnicity. 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, 1989–2009.

Children Who Spoke a Language Other Than English at Home

In 2009, some 21 percent of children ages 5–17 (or 11.2 million) spoke a language other than English at home, and 5 percent (or 2.7 million) spoke English with difficulty. Seventy-three percent of those who spoke English with difficulty spoke Spanish.

The number of school-age children (children ages 5–17) who spoke a language other than English at home rose from 4.7 to 11.2 million between 1980 and 2009, or from 10 to 21 percent of the population in this age range (see table A-6-1). From 2006 to 2009, this percentage remained between 20 and 21 percent. After increasing from 4 to 7 percent between 1980 and 2000, the percentage of school-age children who spoke a language other than English at home and spoke English with difficulty decreased to 5 percent in 2009.

Among school-age children who spoke a non-English language at home, the percentage who spoke English with difficulty generally decreased between 1980 and 2009. For example, 41 percent of these children spoke English with difficulty in 1980, compared with 36 percent in 2000, some 25 percent in 2006, and 24 percent in 2009. School enrollment patterns have also changed over time for these children: the enrollment rate increased from 90 to 93 percent between 1980 and 2009.

In 2009, the percentage of school-age children who spoke a language other than English at home and spoke English with difficulty varied by demographic characteristics, including race/ethnicity, citizenship status, poverty status, and age (see table A-6-2). Sixteen percent each of Hispanics and Asians spoke a non-English language 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 two or more races. Differences were also seen among racial/ethnic subgroups of Hispanic and Asian school-age children. For example, 25 percent of Vietnamese school-age children spoke a non-English language at home and spoke English with difficulty, compared with 8 percent of their Filipino peers. For Hispanic subgroups, 19 percent of Dominican school-age children spoke a non-English language at home and spoke English with difficulty, compared with 7 percent of Puerto Rican school-age children. In terms of citizenship status, 4 percent of U.S.-born citizens spoke a language other than English at home and spoke English with difficulty, compared with 11 percent of naturalized U.S. citizens and 35 percent of non-U.S. citizens. Regarding poverty status, the percentage of poor school-age children who spoke a language other than English at home and spoke English with difficulty (10 percent) was greater than the percentages for their near-poor (7 percent) and non-poor peers (3 percent). Children in families with incomes 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.*

Concerning differences by age, the percentage of 5- to 9-year-olds who spoke a non-English language at home and spoke English with difficulty (7 percent) was greater than the percentages of 10- to 13-year-olds and 14- to-17-year-olds who did so (4 percent each). These patterns by age held across most demographic and socioeconomic characteristics.

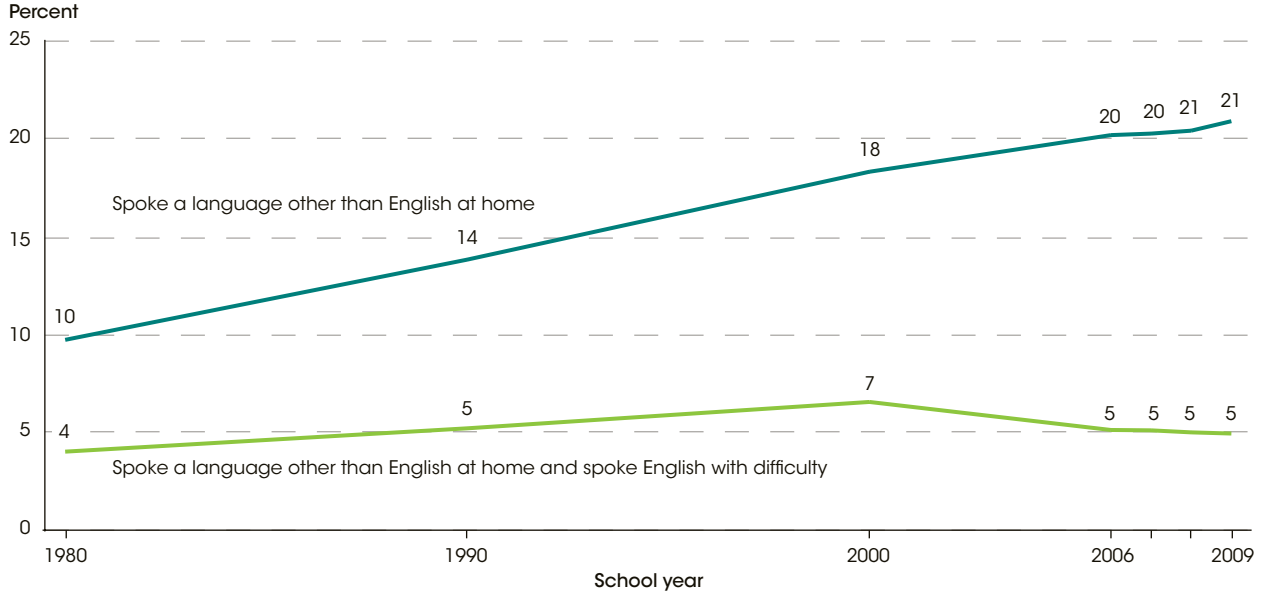
Of the 2.7 million school-age children who spoke a language other than English at home and spoke English with difficulty in 2009, about 73 percent spoke Spanish, 13 percent spoke an Asian/Pacific Islander language, 10 percent spoke an Indo-European language other than Spanish, and 4 percent spoke another language (see table A-6-3). English-speaking ability also varied by state in 2009. In five states—Alabama, Louisiana, Mississippi, West Virginia, and Montana—the percentage of 5- to 17-year-olds who spoke a non-English language and spoke English with difficulty was about 1 percent. The states with the highest percentages were Arizona and New York (6 percent each); Nevada and Texas (9 percent each); and California (11 percent).

For more information: *Tables A-6-1 through A-6-3*

Technical Notes

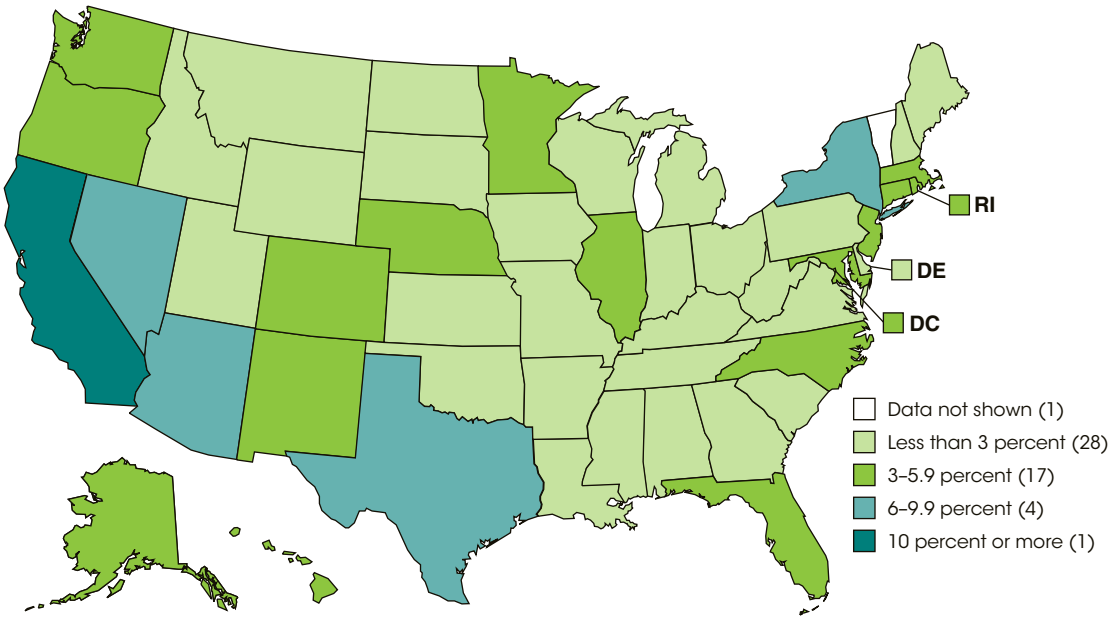
Respondents were asked whether each child in the household spoke a language other than English at home. Those who answered "yes" were asked how well each child could speak English using the following categories: "very well," "well," "not well," and "not at all." All children who were reported to speak English less than "very well" were considered to have difficulty speaking English. Spanish-language versions of the questionnaires were available to respondents. Estimates have been revised from previous publications. For more information on the Long Form Decennial Census and the American Community Survey, see *supplemental note 3.* Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, poverty status, and geographic region, see *supplemental note 1.*

Figure 6-1. Percentage of children ages 5–17 who spoke a language other than English at home and percentage who spoke a language other than English at home and spoke English with difficulty: Selected years, 1980–2009



NOTE: Respondents were asked whether each child in the household spoke a language other than English at home. Those who answered "yes" 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 the questionnaires were available to respondents. For more information on the Long Form Decennial Census and the American Community Survey, see *supplemental note 3*.
SOURCE: U.S. Department of Commerce, Census Bureau, Long Form Decennial Census, 1980, 1990, and 2000, and American Community Survey (ACS), 2006–2009.

Figure 6-2. Percentage of children ages 5–17 who spoke a language other than English at home and spoke English with difficulty, by state or jurisdiction: 2009



NOTE: Respondents were asked whether each child in the household spoke a language other than English at home. Those who answered "yes" 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. A Spanish-language version of the questionnaire was available to respondents. For more information on the American Community Survey, see *supplemental note 3*. For more information on geographic region, see *supplemental note 1*.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2009.

Children and Youth With Disabilities

The number of children and youth ages 3–21 receiving special education services was 6.5 million in 2008–09, corresponding to about 13 percent of all public school enrollment. Some 38 percent of these students receiving special education services had specific learning disabilities.

Enacted in 1975, the Individuals with Disabilities Education Act (IDEA) 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. From 1980–81 through 2004–05, the number of children and youth ages 3–21 in IDEA programs increased, as did the number expressed as a percent in relation to public school enrollment (see table A-7-1). Beginning in 2005–06, the number and percentage of children and youth served under IDEA have declined each year through 2008–09. In 1980–81 some 4.1 million children and youth ages 3–21 received special education services. The number of children and youth served under IDEA grew to 6.7 million in 2005–06, or about 14 percent of public school enrollment. By 2008–09, the number of children and youth receiving services declined to 6.5 million, corresponding to about 13 percent of all public school enrollment.

Generally, a greater percentage of children and youth ages 3–21 received special education services under IDEA for specific learning disabilities than for any other type of disability in every school year between 1980–81 and 2008–09 (see table A-7-1). 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 2008–09, some 38 percent of all children and youth receiving special education services had specific learning disabilities, 22 percent had speech or language impairments, and 10 percent had other health impairments. Students with disabilities such as intellectual disabilities, emotional disturbances, developmental delay, and autism each accounted for between 5 and 7 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.

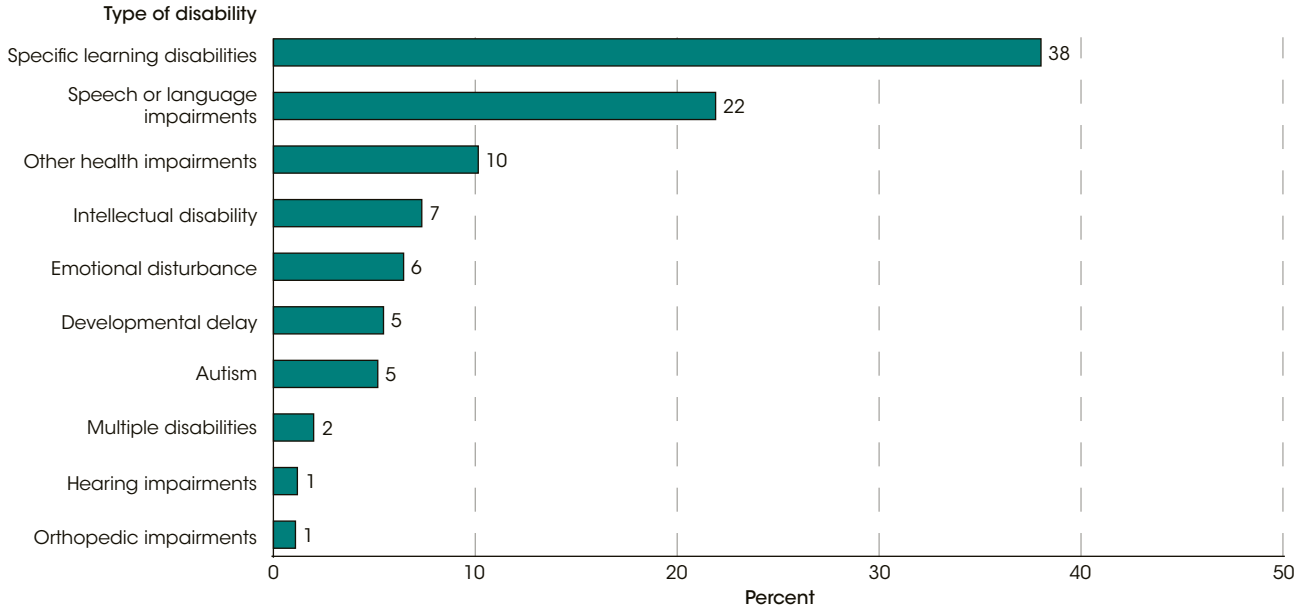
About 95 percent of children and youth ages 6–21 who were served under IDEA in 2008–09 were enrolled in regular schools (see table A-7-2). Some 3 percent of children and youth ages 6–21 who were served under IDEA were enrolled in separate schools (public or private) for students with disabilities; 1 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. Among all children and youth ages 6–21 who were enrolled in regular schools, the percentage of children and youth who spent most of their school day (more than 80 percent) in general classes was higher in 2008–09 than in any other school year since 1990. For example, in 2008–09, some 58 percent of children and youth spent most of their school day in regular class, compared to 33 percent in 1990–91. In 2008–09, about 86 percent of students with speech or language impairments—the highest percentage of all disability types—spent most of their school day in general classes. Sixty-two percent each of students with developmental delay and of students with visual impairments spent most of their school day in general classes. In contrast, 16 percent of students with intellectual disabilities and 13 percent of students with multiple disabilities spent most of their school day in general classes.

For more information: *Tables A-7-1 and A-7-2*
Glossary: *Disabilities, children with; Individuals with Disabilities Act (IDEA)*

Technical Notes

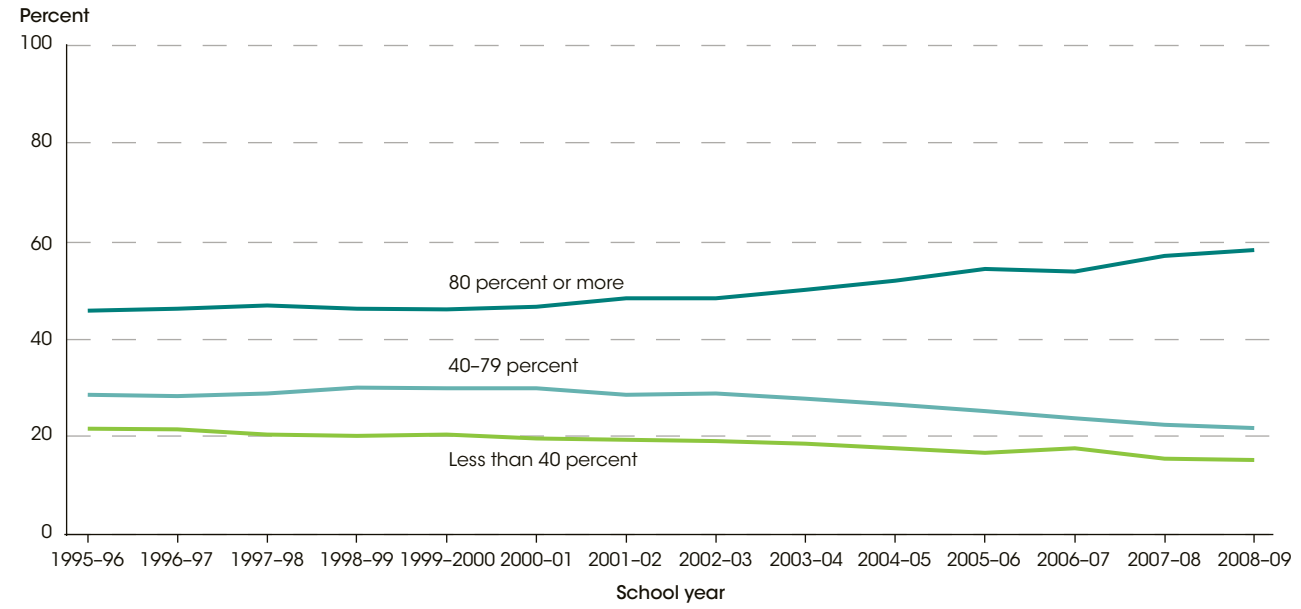
Special education services through the Individuals with Disabilities Education Act (IDEA) are available only for eligible children. Eligible children and youth are those identified by a team of professionals as having a disability that adversely affects academic performance and being in need of special education and related services. Intellectual disability includes the condition formerly known as mental retardation. Data include children and youth in the 50 states, the District of Columbia, and the Bureau of Indian Education schools. Data for 2007–08 and 2008–09 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 7-1. Percentage distribution of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), by type of disability: School year 2008–09



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. Due to categories not shown, detail does not sum to total. Includes children and youth in the 49 states, the District of Columbia, and the Bureau of Indian Education schools. Data do not include Vermont. 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 October 18, 2010, from http://www.ideadata.org/PartBdata.asp.

Figure 7-2. Percentage distribution of students ages 6–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, placed in a regular school environment, by time spent in general classes: Selected school years, 1995–96 through 2008–09



NOTE: Includes children and youth in the 50 states, the District of Columbia, and the Bureau of Indian Education schools. Data for 2007–08 and 2008–09 do not include Vermont. Detail may not sum to totals because of rounding. For more information about 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 October 18, 2010, from https://www.ideadata.org/arc_toc9.asp#partbLRE.

Undergraduate Enrollment

Between 2000 and 2009, undergraduate enrollment in degree-granting postsecondary institutions increased by 34 percent, from 13.2 to 17.6 million students. Projections indicate that it will continue to increase, reaching 19.6 million students in 2020.

Total undergraduate enrollment in degree-granting postsecondary institutions increased from 7.4 million students in fall 1970 to 13.2 million in fall 2000 and 17.6 million in fall 2009 (see table A-8-1). According to projections, undergraduate enrollment is expected to reach 19.6 million in fall 2020 (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 2009, undergraduate enrollment rose by 34 percent. During this time period, male enrollment grew 31 percent, from 5.8 million to 7.6 million students, while female enrollment grew 35 percent, from 7.4 to 10.0 million students. In 2009, females accounted for 57 percent of enrollment, and males, 43 percent. Enrollments for both males and females are expected to increase through 2020, reaching 8.1 and 11.5 million students, respectively.

Undergraduate enrollment in public institutions increased from 10.5 million students in 2000 to 13.4 million in 2009, a 27 percent increase. Private institutions experienced a higher rate of growth over this time period, as their enrollment grew from 2.6 to 4.2 million students, a 60 percent increase. Most of the growth in private institution enrollment between 2000 and 2009 occurred among for-profit institutions—their enrollment almost quadrupled from 0.4 to 1.6 million students. Enrollment at private not-for-profit institutions increased by 17 percent, from 2.2 to 2.6 million students.

Between 2000 and 2009, undergraduate enrollment at 4-year institutions increased from 7.2 to 10.0 million students, and is expected to reach 11.1 million in 2020 (see table A-8-2). Enrollment increased 30 percent (from 4.8 to 6.3 million) at public 4-year institutions, 19 percent at private not-for-profit institutions (from 2.2 to 2.6 million), and nearly five-fold at private for-profit institutions (from 0.2 to 1.2 million). During the same period, enrollment at 2-year institutions increased from 5.9 to 7.5 million students and is expected to reach 8.5 million students by 2020. Between 2000 and 2009, enrollment at public 2-year institutions increased 25 percent (from 5.7 to 7.1 million), nearly doubled at private for-profit institutions (from 192,000 to 385,000), and decreased at private not-for-profit institutions (from 59,000 to 35,000).

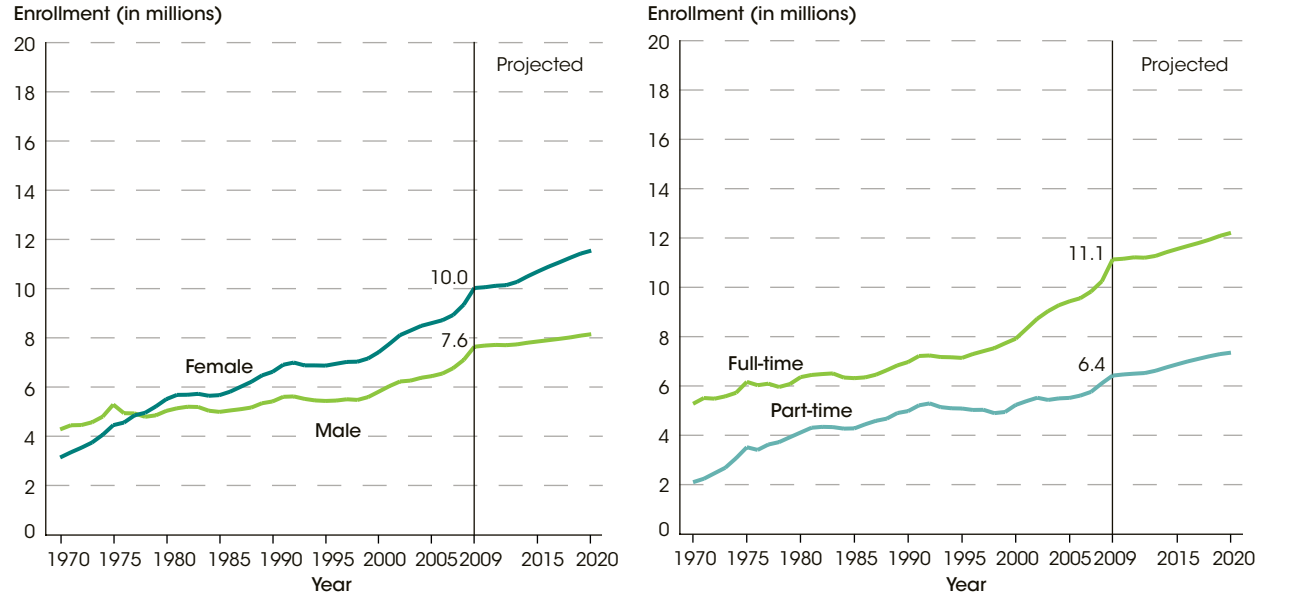
For each racial/ethnic group, undergraduate enrollment generally increased between 1976 and 2009, but at different rates, resulting in a shift in the racial/ethnic distribution (see table A-8-3). In 1976, some 7.7 million (82 percent) of undergraduate students were White, compared with 9.0 million (68 percent) in 2000. By 2009, the number of White students had grown to 10.9 million, but White students as a percentage of the total enrollment had decreased to 62 percent. The number of Black students almost tripled between 1976 and 2009, from 0.9 to 2.6 million students. Black students' share of undergraduate enrollment fluctuated between 10 and 12 percent from 1976 to 2000, and in 2009 about 15 percent of undergraduate students were Black. Hispanic and Asian/Pacific Islander enrollment each increased more than five-fold from 1976 to 2009; accordingly, the percentages of students who were Hispanic and Asian/Pacific Islander increased. In 1976, Hispanics and Asians/Pacific Islanders represented 4 and 2 percent of total enrollment, respectively, compared with 13 and 7 percent, respectively, in 2009. While American Indian/Alaska Native enrollment increased from 70,000 to 189,000 students from 1976 to 2009, these students accounted for approximately 1 percent of the total enrollment in 2009.

For more information: *Tables A-8-1 through A-8-3*
Glossary: *Four-year postsecondary institution, Full-time enrollment, Part-time enrollment, Private institution, Public institution, Two-year postsecondary institution, Undergraduate*

Technical Notes

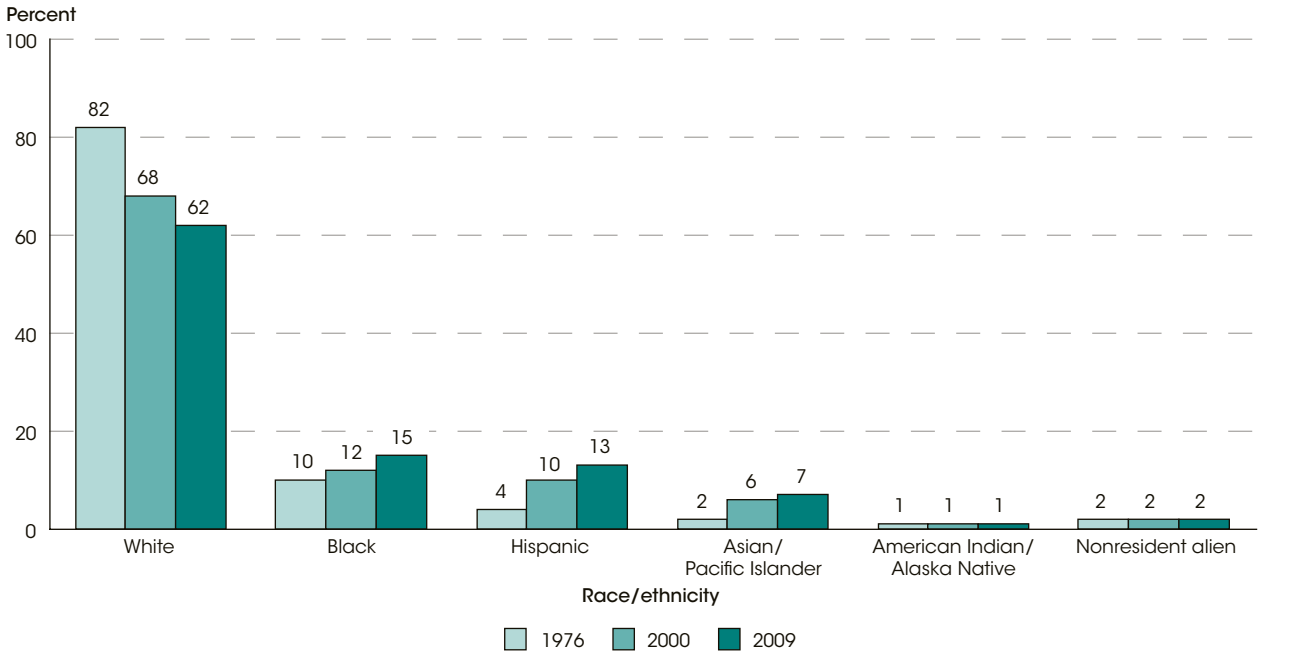
Projections are based on data through 2009. The most recent year of actual data is 2009, and 2020 is the last year for which projected data are available. For more information on projections, see NCES 2011-026. Because of underreporting and nonreporting of racial/ethnic data, some estimates are slightly lower than corresponding data in other published tables. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1.* 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.* All actual data presented in this indicator are IPEDS fall enrollment data, and thus measure the enrollment in the fall of the academic year. For more information on the classification of postsecondary education institutions, see *supplemental note 8.*

Figure 8-1. Actual and projected undergraduate enrollment in degree-granting postsecondary institutions, by sex and attendance status: Fall 1970–2020



NOTE: Projections are based on reported data through 2009. For more information on projections, see NCES 2011-026. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2001-083, appendix E. 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 on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. See the glossary for definitions of full-time and part-time enrollment.
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; 1990 through 2009 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:90–99) and Spring 2001 through Spring 2010; and Enrollment in Degree-Granting Institutions Model, 1980–2009.

Figure 8-2. Percentage distribution of undergraduate enrollment in degree-granting institutions, by race/ethnicity: Fall 1976, 2000, and 2009



NOTE: Data for 1976 are for institutions of higher education, and data for 2000 and 2009 are for degree-granting institutions. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. Because of underreporting and nonreporting of racial/ethnic data, some estimates are slightly lower than corresponding data in other published tables. 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 2009 Integrated Postsecondary Education Data System (IPEDS), Spring 2001 and 2010.

Postbaccalaureate Enrollment

Postbaccalaureate enrollment has increased every year since 1983, reaching 2.9 million students in 2009. In each year since 1988, women have made up more than half of postbaccalaureate enrollment. In 2009, postbaccalaureate enrollment was 59 percent female.

In fall 1976, some 1.6 million students were enrolled in postbaccalaureate programs, which include graduate and first-professional programs (see table A-9-1). Postbaccalaureate enrollment fluctuated during the period from the mid-1970s to the early 1980s, but between 1983 and 2009 it increased from 1.6 to 2.9 million students. Fall enrollment in postbaccalaureate programs is projected to increase through 2020 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 2009 postbaccalaureate enrollment consisted of 1.7 million females (59 percent) and 1.2 million males (41 percent). Projections indicate that females will continue to enroll in postbaccalaureate programs at a higher rate than will males, and in 2020 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 control of institutions they attended—has changed. In 1976, more students attended part time than full time, but in each year since 2000 full-time enrollment has been higher than part-time enrollment. Additionally, the percentage of postbaccalaureate students who attended private institutions increased between 1976 and 2009. In 1976, about 35 percent of postbaccalaureate students were enrolled in private institutions, compared with 50 percent in 2009. The growth in total private enrollment is attributable to the growth in enrollment at both private for-profit and private not-for-profit institutions. The number of students attending private for-profit institutions increased from 3,000 students in 1976 (less than 1 percent of total enrollment) to 267,000 students in 2009 (9 percent), while the number of students attending private not-for-profit institutions increased from 541,000 students in 1976 (34 percent) to 1.2 million students in 2009 (41 percent).

For each racial/ethnic group, the number of students enrolled in postbaccalaureate programs generally increased between 1976 and 2009 but at different rates, resulting in a shift in the racial/ethnic distribution. In 1976, some 1.3 million (85 percent) postbaccalaureate students were White. By 2009, the number of White students had grown to 1.8 million, but White enrollment as a percentage of total enrollment had decreased to 63 percent (see table A-9-2). The number of Black postbaccalaureate students more than tripled between 1976 and 2009, from 90,000 to 342,000 students. The percentage of postbaccalaureate students who were Black increased from 6 to 12 percent from 1976 to 2009. Hispanic and Asian/Pacific Islander enrollment increased six- and seven-fold, respectively, from 1976 to 2009; accordingly, the percentages of students who were Hispanic and Asian/Pacific Islander increased. In 1976, Hispanics and Asians/Pacific Islanders each represented 2 percent of total enrollment, and in 2009 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 2009. The percentage of students who were nonresident aliens increased from 5 percent in 1976 to 11 percent in 2009.

In 1976, males outnumbered females in postbaccalaureate programs for each racial/ethnic group shown except for Blacks; however, in 2009, females outnumbered males in all groups except for nonresident aliens. The largest relative gap between female and male enrollment in 2009 was between Black females and males: 71 percent of the total Black enrollment was female in fall 2009.

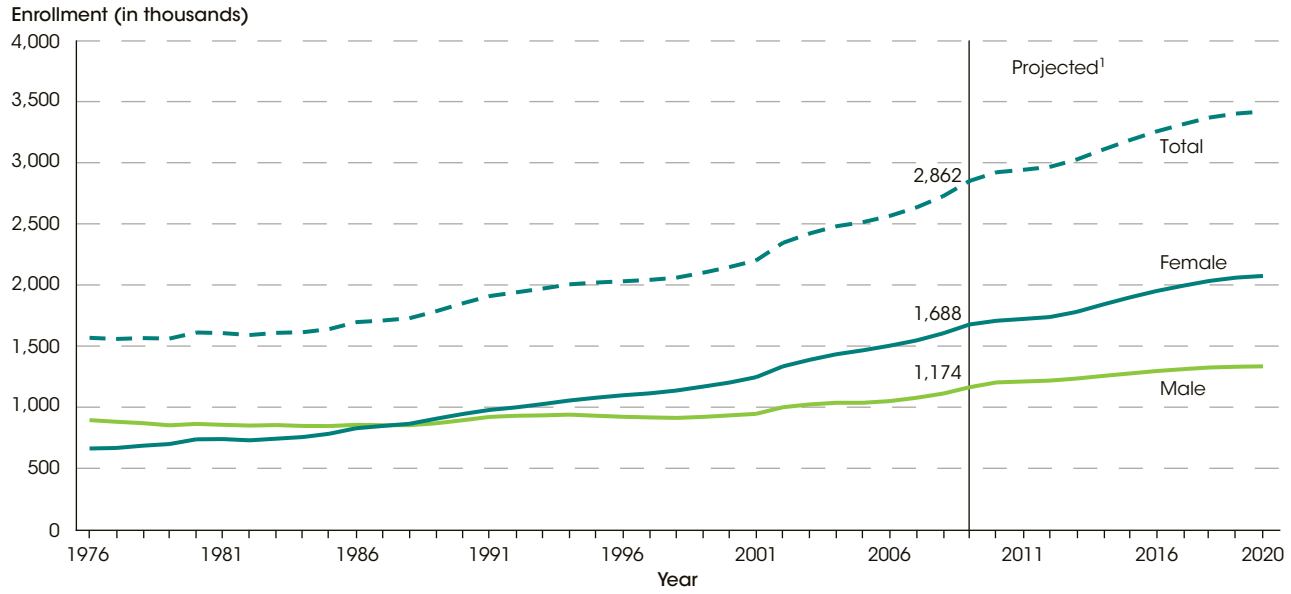
For more information: *Tables A-9-1 and A-9-2*
Glossary: *Nonresident alien, Postbaccalaureate enrollment, Private institution, Public institution*

Technical Notes

The most recent year of actual data is 2009, and 2020 is the last year for which projected data are available. For more information on projections, see NCES 2011-026. 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 information about their race/ethnicity is not available.

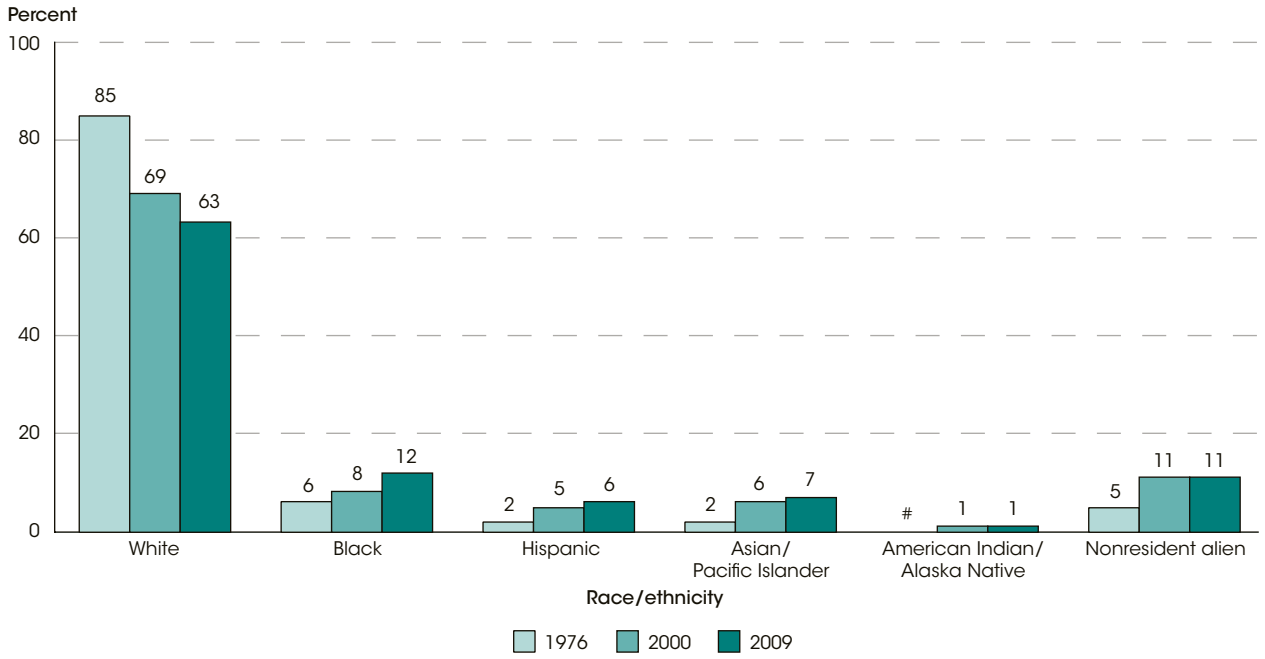
For more information on race/ethnicity, see *supplemental note 1.* For information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3.* All actual data presented in this indicator are IPEDS fall enrollment data and thus measure the enrollment in the fall of the academic year. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8.*

Figure 9-1. Actual and projected postbaccalaureate enrollment in degree-granting institutions, by sex: Fall 1976–2020



[1] Projections are based on reported data through 2009. The most recent year of actual data is 2009, and 2020 is the last year for which projected data are available. For more information on projections, see NCES 2011-026. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2001-083, appendix E.
NOTE: Postbaccalaureate enrollment is the number of students with a bachelor's degree who are enrolled in graduate-level or first-professional programs. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.
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 2009 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86–99), and Spring 2001 through Spring 2010; and Enrollment in Degree-Granting Institutions Model, 1980–2009.

Figure 9-2. Percentage distribution of postbaccalaureate enrollment in degree-granting institutions, by race/ethnicity: Fall 1976, 2000, and 2009



Rounds to zero.
NOTE: Postbaccalaureate enrollment is the number of students with a bachelor's degree who are enrolled in graduate-level or first-professional programs. 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 2009 Integrated Postsecondary Education Data System (IPEDS), Spring 2001 and 2010.