

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. 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.

Indicators on 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>.

SECTION 1



Participation in Education

All Ages

Indicator 1. Enrollment Trends by Age	16
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Preprimary Education

Indicator 2. Early Education and Child Care Arrangements of Young Children	18
--	----

Elementary/Secondary Enrollment

Indicator 3. Public School Enrollment	20
Indicator 4. Charter School Enrollment	22
Indicator 5. Private School Enrollment	24
Indicator 6. Racial/Ethnic Enrollment in Public Schools.....	26
Indicator 7. Family Characteristics of 5- to 17-Year-Olds	28
Indicator 8. English Language Learners in Public Schools	30
Indicator 9. Children and Youth With Disabilities	32

Postsecondary Enrollment

Indicator 10. Undergraduate Enrollment.....	34
Indicator 11. Postbaccalaureate Enrollment	36

Indicator 1

Enrollment Trends by Age

Between 2000 and 2010, 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 most age groups from 3 to 34 were higher in 2010 than in the 1970s; however, the enrollment rate for 7- to 13-year-olds was lower in 2010 (98 percent) than in 1970 (99 percent). The rates of youth ages 14–15 fluctuated between 97 and 99 percent throughout this period (see table A-1-1). Enrollment patterns may reflect changes in attendance requirements or prevalence of home schooling, the perceived value or cost of education, and the time taken to complete degrees.

Between 1970 and 2010, the enrollment rate for children ages 3–4 (the ages at which children are typically enrolled in nursery or preschool) increased from 20 to 53 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 97 percent in 1994, then decreased to 94 percent in 2010.

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 96 percent in 2010 (see table A-1-1). As of August 2011, 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 (see table A-1-2).

Young adults ages 18–19 are typically transitioning into college education or the workforce. Between 1970 and 2010, the overall enrollment rate (including enrollment at both the secondary level and the college level) 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- and 19-year-olds at the secondary level increased from 10 to 18 percent, while the rate at the college level rose from 37 to 51 percent. Between 2000 and 2010, the college enrollment rate increased from 45 to 51 percent.

Adults ages 20–34 who are in school are usually enrolled in college or graduate school. Between 1970 and 2010, 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 15 percent. The enrollment rate for adults ages 30–34 increased from 4 percent in 1970 to 8 percent in 2010. Between 2000 and 2010, the enrollment rate for adults ages 20–24 increased from 32 to 39 percent; for adults ages 25–29, it increased from 11 to 15 percent; and for adults ages 30–34, it increased from 7 to 8 percent.

Enrollment rates for all age groups varied by state in 2010 (see table A-1-2). Rates for ages 3–4 ranged from 31 percent in North Dakota to 73 percent in D.C. For ages 5–17, rates ranged from 93 percent (North Dakota) to 98 percent (California, Connecticut, Nebraska, and D.C.). Among 18- and 19-year-olds, total rates ranged from 59 percent in Nevada to 86 percent in Rhode Island. Secondary enrollment rates of 18- and 19-year-olds ranged from 12 percent in D.C. to 39 percent in Alaska, and college enrollment rates ranged from 29 percent in Alaska to 72 percent in Rhode Island. Rates for 20- to 24-year-olds ranged from 30 percent (Nevada) to 51 percent (Massachusetts), and rates for 25- to 34-year-olds ranged from 10 percent (Maine) to 19 percent (D.C.).



Tables A-1-1 and A-1-2

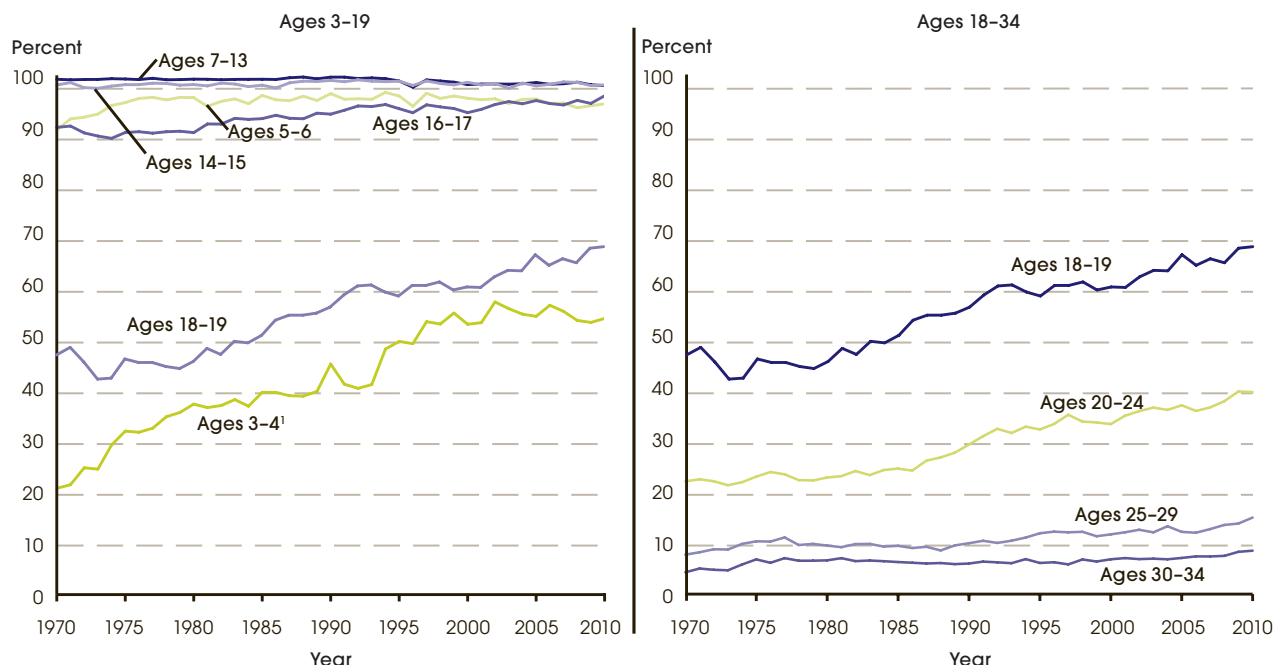
Glossary: *College, Secondary school*

Technical Notes

Current Population Survey (CPS) estimates include enrollment in any type of graded public or parochial or other private schools and include nursery schools or preschools, kindergartens, elementary schools, secondary schools, colleges, universities, and professional schools. The American Community Survey (ACS) has a similar coverage, except that it includes homeschooling as private school enrollment. Both the ACS and the CPS exclude enrollments in schools that do not advance students toward a regular school degree, such as trade schools,

business colleges, and correspondence courses. Due to the methodological differences between the CPS and ACS, enrollment estimates from the two surveys are not directly comparable. Beginning in 1994, new procedures were used in the CPS to collect enrollment data on children ages 3–4. As a result, pre-1994 data on children ages 3–4 may not be comparable to data from 1994 or later. For more information on the CPS and the ACS, see Appendix B – *Guide to Sources*.

Figure 1-1. Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2010

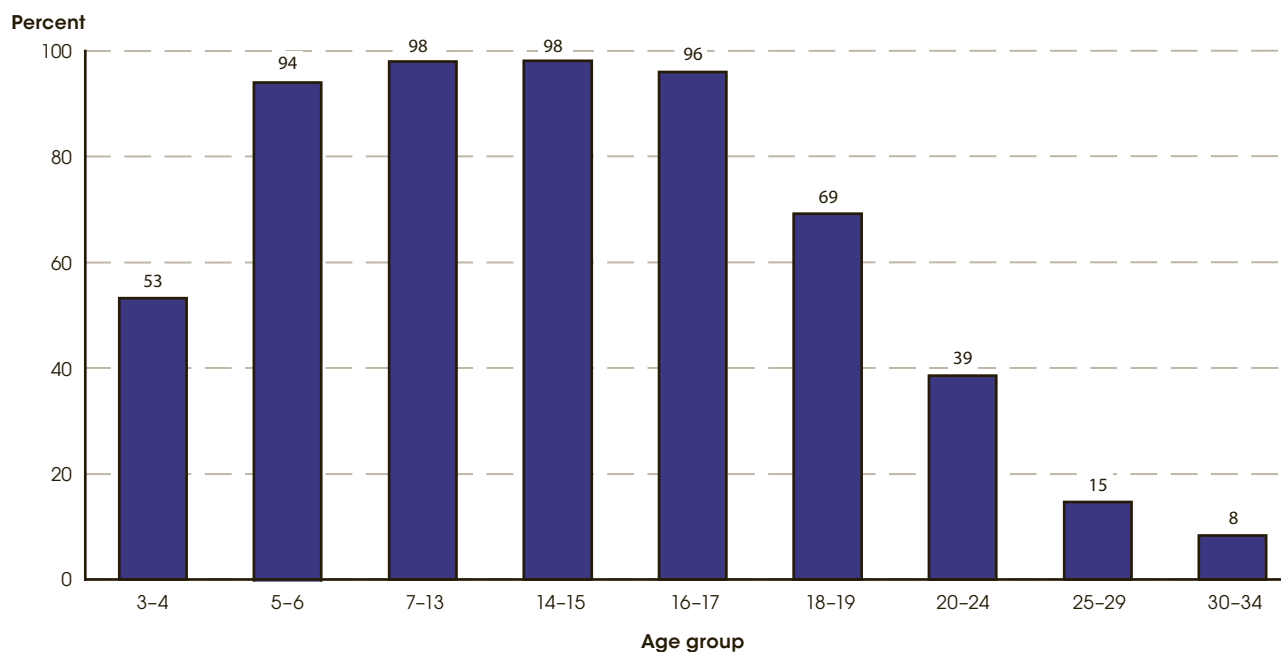


¹ Beginning in 1994, new procedures were used to collect enrollment data on children ages 3–4. As a result, pre-1994 data may not be comparable to data from 1994 or later.

NOTE: Includes enrollment in any type of graded public or parochial or other private schools and include nursery schools or preschools, kindergartens, elementary schools, secondary schools, colleges, universities, and professional schools. Excludes enrollments in schools that do not advance students toward a regular school degree (e.g., trade schools, business colleges, and correspondence courses). The enrollment rate for ages 18–19 includes enrollment at both the secondary level and the college level. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2010.

Figure 1-2. Percentage of the population ages 3–34 enrolled in school, by age group: October 2010



NOTE: Include enrollment in any type of graded public or parochial or other private schools and include nursery schools or preschools, kindergartens, elementary schools, secondary schools, colleges, universities, and professional schools. Excludes enrollments in schools that do not advance students toward a regular school degree (e.g., trade schools, business colleges, and correspondence courses). The enrollment rate for ages 18–19 includes enrollment at both the secondary level and the college level. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2010.

Indicator 2

Early Education and Child Care Arrangements of Young Children

The percentage of 3- to 5-year-olds enrolled in full-day preprimary programs increased from 32 percent in 1980 to 58 percent in 2010.

The percentage of 3- to 5-year-olds enrolled in full-day preprimary programs increased from 32 percent in 1980 to 58 percent in 2010 (see table A-2-1). Preprimary programs are groups or classes that are organized to provide educational experiences for children and include kindergarten, preschool, and nursery school programs. In addition to the overall increase, the full-day attendance percentage increased for each age group. More specifically, from 1980 to 2010, the percentage of 3-year-olds enrolled in full-day preprimary programs increased from 37 to 50 percent, the percentage of 4-year-olds from 33 to 47 percent, and the percentage of 5-year-olds from 29 to 72 percent.

The total numbers of 3- to 5-year-olds enrolled in either public or private nursery schools or kindergartens all increased over time except for enrollment in private kindergarten. More specifically, from 1980 to 2010, the total number of 3- to 5-year-olds enrolled in public nursery schools increased from 0.6 to 2.7 million. The total number of 3- to 5-year-olds enrolled in private nursery schools was also higher in 2010 than in 1980 (2.0 vs. 1.4 million). The total number of 3- to 5-year-olds enrolled in public kindergarten was greater in 2010 than in 1980 (3.1 vs. 2.4 million). However, the total number of 3- to 5-year-olds enrolled in private kindergarten was lower in 2010 than in 1980 (0.4 vs. 0.5 million).

Looking more closely at 2010, the percentage of Asian children enrolled in preprimary programs was 71 percent, and was higher than the percentage of Hispanic children enrolled in preprimary programs (56 percent), though not measurably different from the percentages enrolled among other racial/ethnic groups (see table A-2-2). The percentages of children enrolled in full-day and part-day programs in 2010 also differed by race/ethnicity. Black

children had the highest percentage of enrollment in full-day preprimary programs (52 percent) and one of the lowest percentages of children enrolled in part-day preprimary programs (13 percent). Higher percentages of Asian (34 percent) and White (31 percent) children were enrolled in part-day preprimary programs than Hispanic children (24 percent).

Enrollment patterns also varied by parents' highest level of education, defined as the highest level of achievement attained by the most educated parent. Higher percentages of 3- to 5-year-olds whose parents have either a graduate or professional degree (78 percent) or a bachelor's degree (72 percent) were enrolled in preprimary programs than children of parents with any other level of educational attainment, which ranged from 48 to 62 percent. Children whose parents have less than a high school credential had the lowest percentage of enrollment in preprimary programs. Enrollment in full-day and part-day preprimary programs also differed by the highest educational attainment of parents or guardians. Forty-three percent of 3- to 5-year-olds whose parents have a graduate or professional degree were enrolled in full-day preprimary programs, a higher percentage than those of children whose parents or guardians have any other level of educational attainment (30 to 38 percent). Children whose parents have a graduate or professional degree and children whose parents have a bachelor's degree also were enrolled in part-day preprimary programs in the highest percentages (35 and 34 percent, respectively). For instance, 18 percent of 3- to 5-year-olds whose parents have less than a high school credential were enrolled in part-day preprimary programs.



Tables A-2-1 and A-2-2

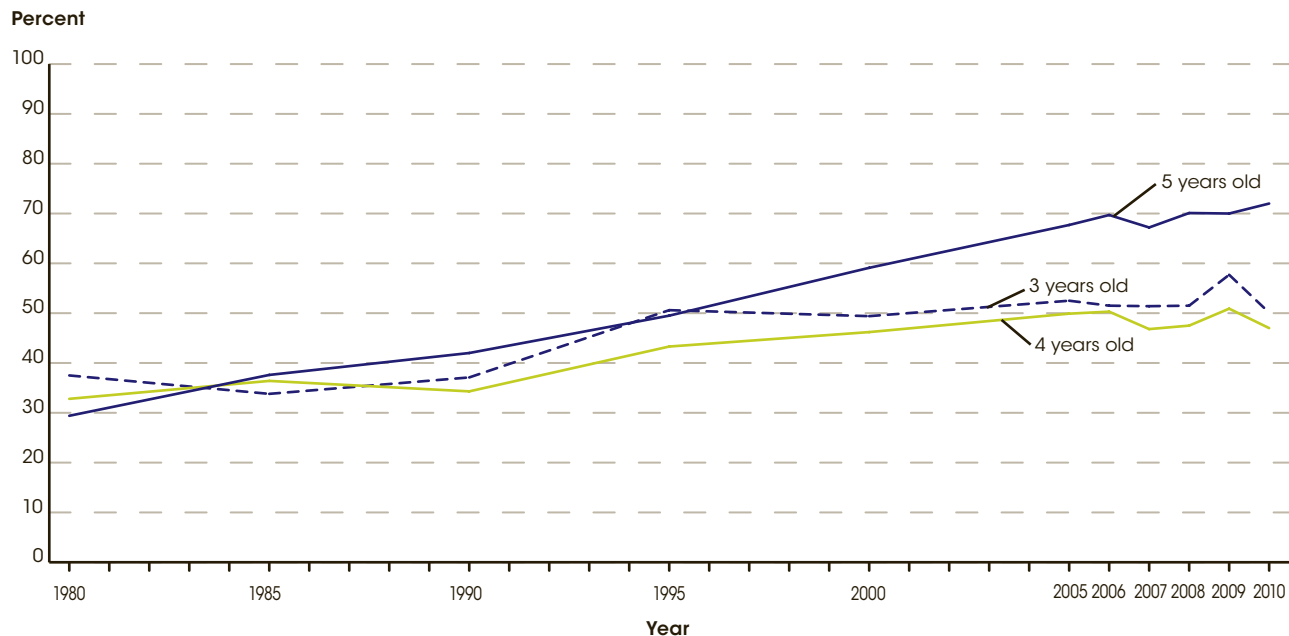
Glossary: *Private institution, Public institution, Nursery school*

Technical Notes

Current Population Survey (CPS) data from 1994 to 2010 were collected using new procedures and may not be comparable with data prior to 1994. Enrollment data for 5-year-olds include only those students in preprimary programs and do not include those enrolled in primary programs. Data are based on sample surveys of the civilian

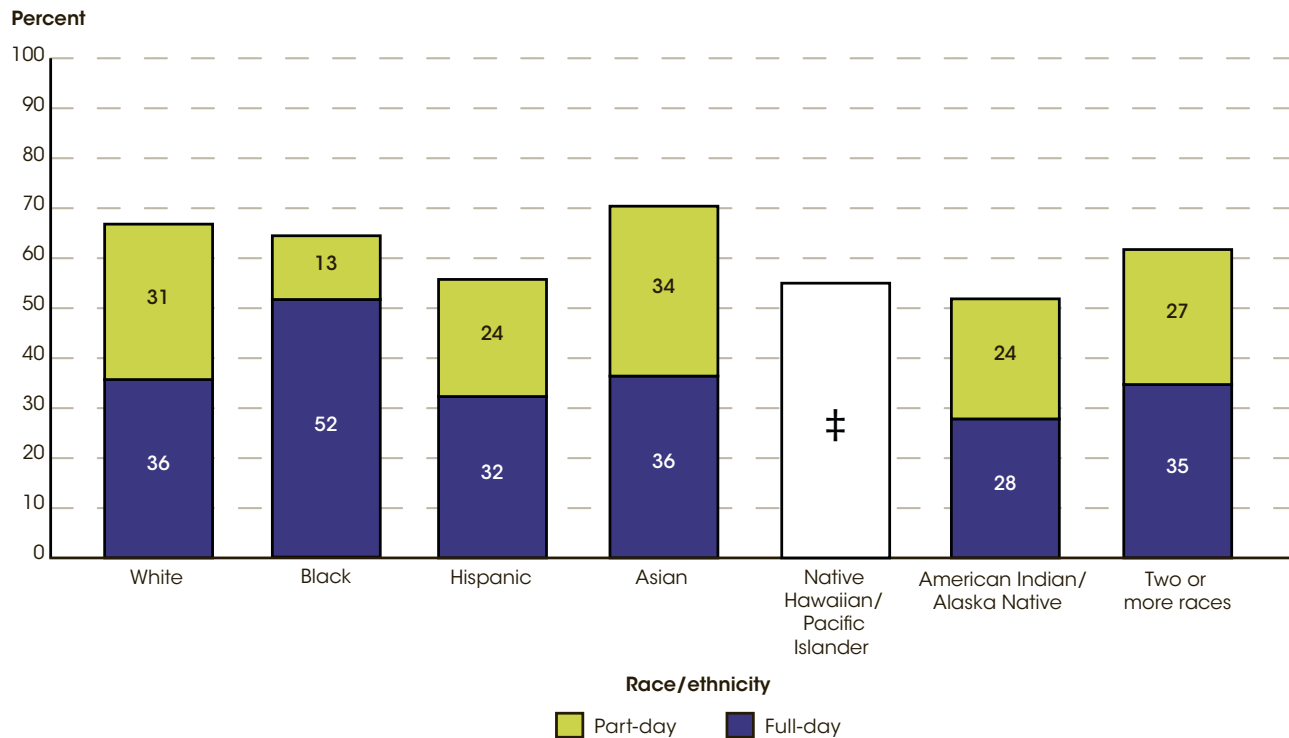
noninstitutional population. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on the CPS, see Appendix B – *Guide to Sources*.

Figure 2-1. Percentage of 3-, 4-, and 5-year-old children enrolled in full-day preprimary programs: Selected years, 1980 through 2010



NOTE: Data from 1995 to 2010 were collected using new procedures and may not be comparable with data prior to 1995. *Preprimary programs* are groups or classes that are organized to provide educational experiences for children and include kindergarten, preschool, and nursery school programs. Enrollment data for 5-year-olds include only those students in preprimary programs and do not include those enrolled in primary programs. Data are based on sample surveys of the civilian noninstitutional population. For more information on the Current Population Survey (CPS), see Appendix B - *Guide to Sources*.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1980 through 2010.

Figure 2-2. Percentage of 3-, 4-, and 5-year old children enrolled in preprimary programs, by race/ethnicity and attendance status: October 2010



‡ Reporting standards not met (too few cases).
 NOTE: *Preprimary programs* are groups or classes that are organized to provide educational experiences for children and include kindergarten, preschool, and nursery school programs. Enrollment data for 5-year-olds include only those students in preprimary programs and do not include those enrolled in primary programs. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the civilian noninstitutional population. For more information on race/ethnicity, see Appendix C - *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B - *Guide to Sources*.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2010.

Indicator 3

Public School Enrollment

From school years 2010–11 through 2021–22, public elementary and secondary school enrollment is projected to increase by 7 percent from 49.5 to 53.1 million students, but with changes across states ranging from an increase of 22 percent to a decrease of 15 percent.

In school year 2010–11, some 49.5 million students were enrolled in public elementary and secondary schools. Of these students, 34.6 million were enrolled in prekindergarten (preK) through grade 8, and 14.9 million were enrolled in grades 9 through 12 (see table A-3-1).

Public school enrollment declined during the 1970s and early 1980s and rose in the latter part of the 1980s. Enrollment continued to increase throughout the 1990s and early 2000s (see table A-3-1). By school year 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 school year 2006–07, where it remained until 2008–09. Total public school enrollment reached 49.5 million in 2010–11. From 2010–11 to 2021–22, total public school enrollment is projected to increase by 7 percent to 53.1 million (2021–22 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 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 generally decreased in the late 1970s and throughout the 1980s (see table A-3-1). Enrollment in grades preK–8 increased from 1985–86 through 2003–04 and fluctuated between 34.2 million and 34.6 million between 2003–04 and 2010–11. Public school enrollment in grades preK–8 is projected to increase from 34.6 million in 2010–11 to an estimated 37.6 million in 2021–22, an increase of 9 percent. Public school enrollment in grades 9–12 increased from 1991–92 through 2007–08, but declined through 2010–11 and is projected to continue declining through 2012–13. From 2013–14 through 2021–22, enrollment in grades 9–12 is projected to increase and to surpass its 2007–08 level by 2021–22. Overall, public school enrollment in grades 9–12 is projected to increase 4 percent between 2010–11 and 2021–22.

Total public enrollment increased in each region between school years 1989–90 and 2010–11, with enrollment increasing more rapidly in the West and South (35 and 29 percent, respectively) and less rapidly in the Northeast and Midwest (12 and 8 percent, respectively) (see table A-3-2). Total public enrollment is projected to increase from 2010–11 to 2021–22 most rapidly in the West and South (13 and 9 percent, respectively) (see table A-3-3). Total public enrollment is projected to increase 2 percent in both the Midwest and Northeast.

Public school enrollment in grades preK–12 increased in 41 states from 1989–90 to 2010–11, with the greatest increases occurring in Nevada and Arizona (134 and 76 percent, respectively) (see table A-3-2). During that period, total enrollment declined in 9 states and the District of Columbia. From 2010–11 to 2021–22, Alaska, Nevada, and Arizona are projected to see the greatest percentage increases in total enrollment (22, 21, and 20, respectively) (see table A-3-3). The District of Columbia is projected to see the largest percentage decrease in total enrollment over the same time period (15 percent).

From 2010–11 to 2021–22, the changes in public elementary and secondary enrollments are projected to differ among the states. Reflecting the larger national enrollment increase expected at the preK–8 than at the grade 9–12 level, 43 states are expected to have enrollment increase at the preK–8 level between 2009–10 to 2021–22, while 36 states are expected to have increases at the grade 9–12 level during that period. In grades preK–8, enrollment is projected to increase more than 20 percent in Alaska, Nevada, Arizona, and Washington but decrease 13 and 11 percent, respectively, in the District of Columbia and West Virginia. Enrollment in grades 9–12 in Texas is expected to increase more than 20 percent, while enrollment in these grades in the District of Columbia is projected to decrease 20 percent or more.



Tables A-3-1, A-3-2, and A-3-3

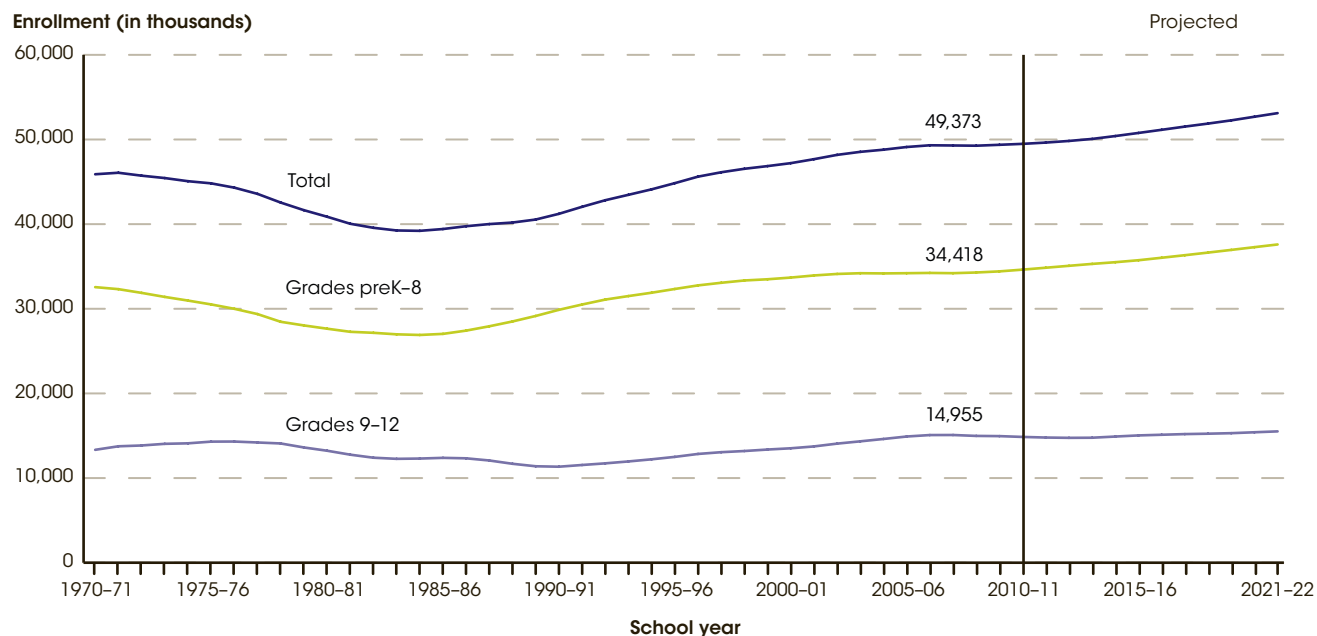
Glossary: *Elementary/secondary school, Prekindergarten, Public school*

Technical Notes

The most recent year of actual data is 2010–11, and 2021–22 is the last year for which projected data are available. For more information on projections, see NCES 2012-044. Some data have been revised from previously

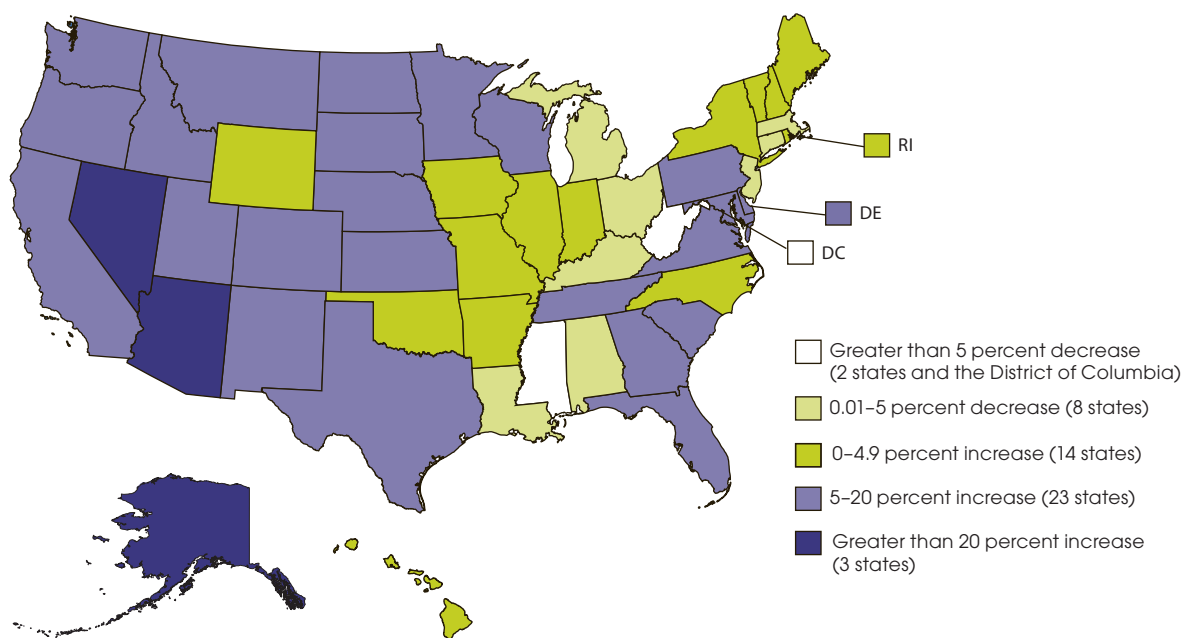
published figures. Detail may not sum to totals due to rounding. For a list of the states in each region, see Appendix C – *Commonly Used Measures*.

Figure 3-1. Actual and projected public school enrollment in grades prekindergarten (preK) through 12, by grade level: School years 1970-71 through 2021-22



NOTE: The most recent year of actual data is 2010-11, and 2021-22 is the last year for which projected data are available. For more information on projections, see NCES 2012-044. 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 2010-11, and National Elementary and Secondary Enrollment Model, 1972-2010.

Figure 3-2. Projected percent change in public school enrollment in grades prekindergarten (preK) through 12, by state or jurisdiction: Between school years 2010-11 and 2021-22



NOTE: The most recent year of actual data is 2010-11, and 2021-22 is the last year for which projected data are available. For more information on projections, see NCES 2012-044. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2010-11; and Public State Elementary and Secondary Enrollment Model, 1980-2010.

Indicator 4

Charter School Enrollment

From 1999–2000 to 2009–10, the number of students enrolled in public charter schools more than quadrupled from 0.3 million to 1.6 million students. In 2009–10, 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 or jurisdiction. 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). In 2009–10, 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 2009–10, the number of students enrolled in public charter schools more than quadrupled from 0.3 million to 1.6 million students (see table A-4-1). During this period, the percentage of all public schools that were public charter schools increased from 2 to 5 percent, comprising 5,000 schools in 2009–10 (see table A-4-2). 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 61 percent in 2009–10 (see table A-4-1). The percentage of charter schools with enrollments of 300–499 students increased from 12 to 21 percent during this period; the percentage with 500–999 students, from 9 to 14 percent; and the percentage with 1,000 students or more, from 2 to 4 percent.

The percentages of students in public charter schools who were White, Black, and American Indian/Alaska Native decreased between 1999–2000 and 2009–10 (42 vs. 37, 34 vs. 30, and 2 vs. 1 percent respectively). The percentages who were Hispanic and Asian/Pacific Islander

increased between 1999–2000 and 2009–10 (20 vs. 26, and 3 vs. 4 percent respectively). The percentage of charter schools that were high-poverty schools—where more than 75 percent of students were eligible for free or reduced-price lunch (FRPL)—was 33 percent in 2009–10 and the percentage of charter schools that were low-poverty schools—where 25 percent or fewer of students were eligible for FRPL—was 19 percent.

In 2009–10, over half (54 percent) of charter schools were elementary schools. Secondary and combined schools accounted for 27 and 19 percent of charter schools, respectively. In that year, 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.

The proportion of public school students enrolled in charter schools varied by region and state or jurisdiction. In 2009–10, in the District of Columbia and Arizona more than 10 percent of public school students were enrolled in charter schools (see table A-4-2). In 13 additional states, between 4 and 8 percent of public school students were enrolled in charter schools. Six of the states with 4 percent or more public school students enrolled in charter schools were in the West; three, plus the District of Columbia, were in the South; four were in the Midwest; and one was in the Northeast. California enrolled the most students in charter schools (317,000) and the District of Columbia enrolled the highest percentage of public school students in charter schools—37 percent, representing some 26,000 students.



Tables A-4-1 and A-4-2

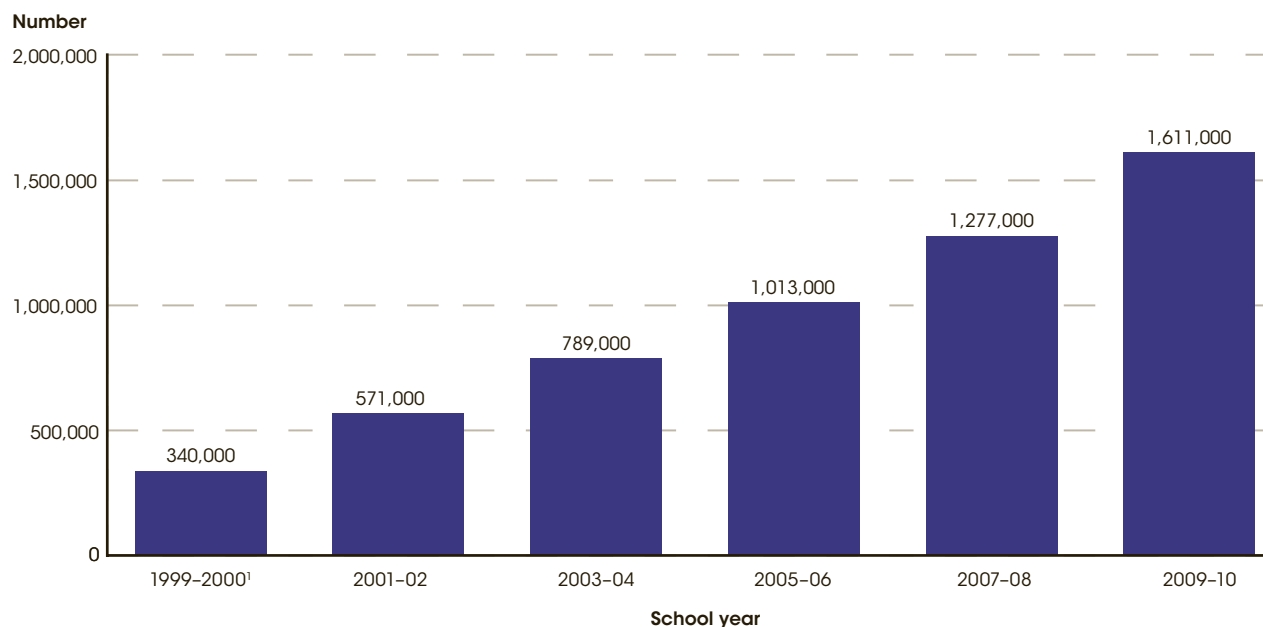
Glossary: *Combined school, Elementary school, Free or reduced-price lunch, National School Lunch Program, Public charter school, Secondary school, Student membership, Traditional public school*

Technical Notes

Data are based on schools reporting student membership. For more information on the CCD, see Appendix B – *Guide to Sources*. For more information on poverty

status, locale, and geographic region, see Appendix C – *Commonly Used Measures*.

Figure 4-1. Number of students enrolled in public charter schools: Selected school years, 1999–2000 through 2009–10

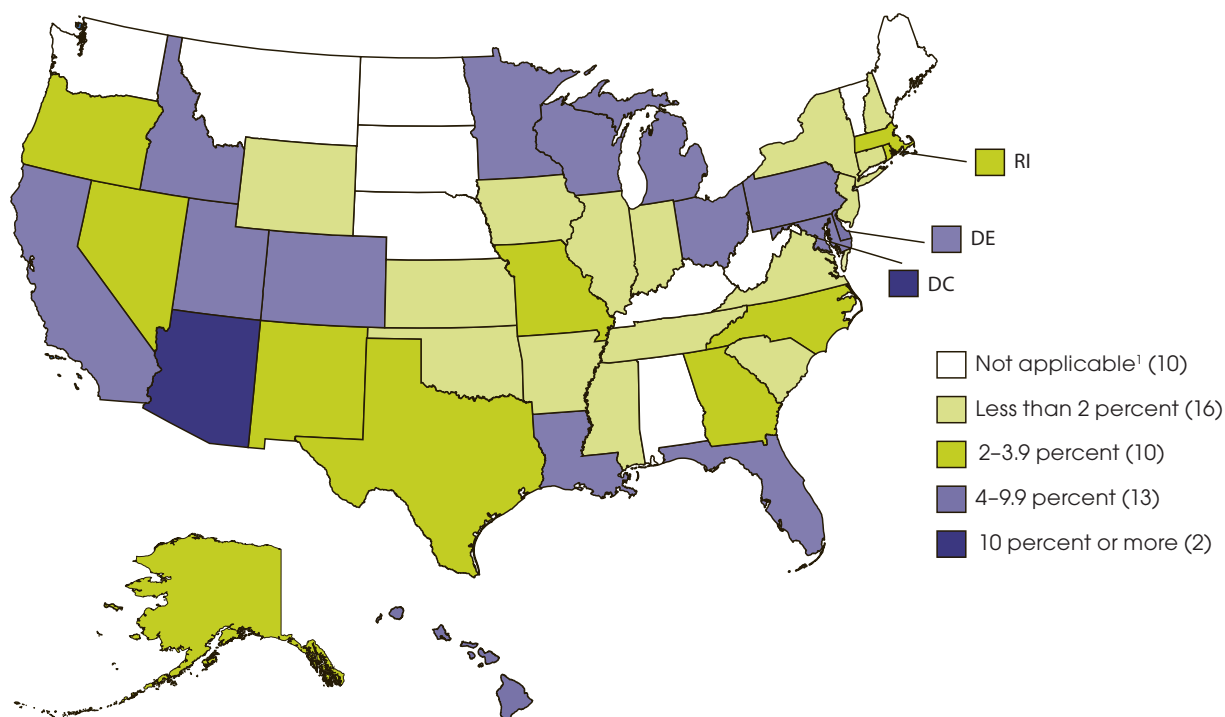


¹ Data for New Jersey were not available and therefore not included in the estimates.

NOTE: Data are for schools reporting student membership. The Common Core of Data (CCD) allows students to be reported for only a single school, even if they attend a "shared time" school, such as a vocational school. For more information on the CCD, see Appendix B – *Guide to Sources*.

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 2009–10 (version 1a).

Figure 4-2. Percentage of all public students who are in charter schools, by state: School year 2009–10



¹ Not applicable. State has not passed a charter school law.

NOTE: Data are for schools reporting student membership. The Common Core of Data (CCD) allows students to be reported for only a single school, even if they attend a "shared time" school, such as a vocational school. For more information on geographic region, see Appendix C – *Commonly Used Measures*. For more information on the CCD, see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2009–10 (version 1a).

Indicator 5

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 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 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-5-1 and A-5-2).

Between 1995–96 and 2005–06, Catholic schools maintained the largest share of total private school enrollment. However, 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-5-1). The number of students enrolled in Catholic schools in 2009–10 was higher than the number of students 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 numbers of students enrolled in Conservative Christian and Affiliated schools also were lower in 2009 than in 1995. In contrast, the number of students enrolled in Unaffiliated schools increased 35 percent from 1995–96 to 2009–10.

In 2009–10, most private secondary school students were enrolled in Catholic schools (75 percent; see table A-5-3). In that same year, 2 percent of private secondary school students were enrolled in Conservative Christian schools, 6 percent each were enrolled in Affiliated and Unaffiliated religious schools, and 12 percent were enrolled in Nonsectarian schools. Similarly, more private elementary school students were enrolled in Catholic schools than in any other school type (50 percent; see table A-5-3). In contrast to the large percentage of private school students

enrolled in Catholic secondary and elementary schools, Catholic students made up the minority of private school students enrolled in combined schools, at only 7 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-5-2). The percentage of students enrolled in private schools was lower in 2009–10 than in 1995–96 in all four regions. More than half of private school students in the Midwest attended Catholic schools (56 percent), as compared to the Northeast (46 percent), the West (33 percent), and the South (27 percent).

There were differences in attendance by school type within racial/ethnic groups. Hispanic, Asian, and American Indian/Alaska Native students and students of two or more races all had higher percentages of students attending Catholic schools than other religious or Nonsectarian schools (see table A-5-3). In contrast, there was a higher percentage of Black students attending other religious schools than attending Catholic schools. White, Black, and Pacific Islander students had higher percentages of students attending Catholic schools than nonsectarian schools. However, the percentages of White and Pacific Islander students attending Catholic schools were not measurably different than the percentages attending other religious schools.



Tables A-5-1, A-5-2, and A-5-3

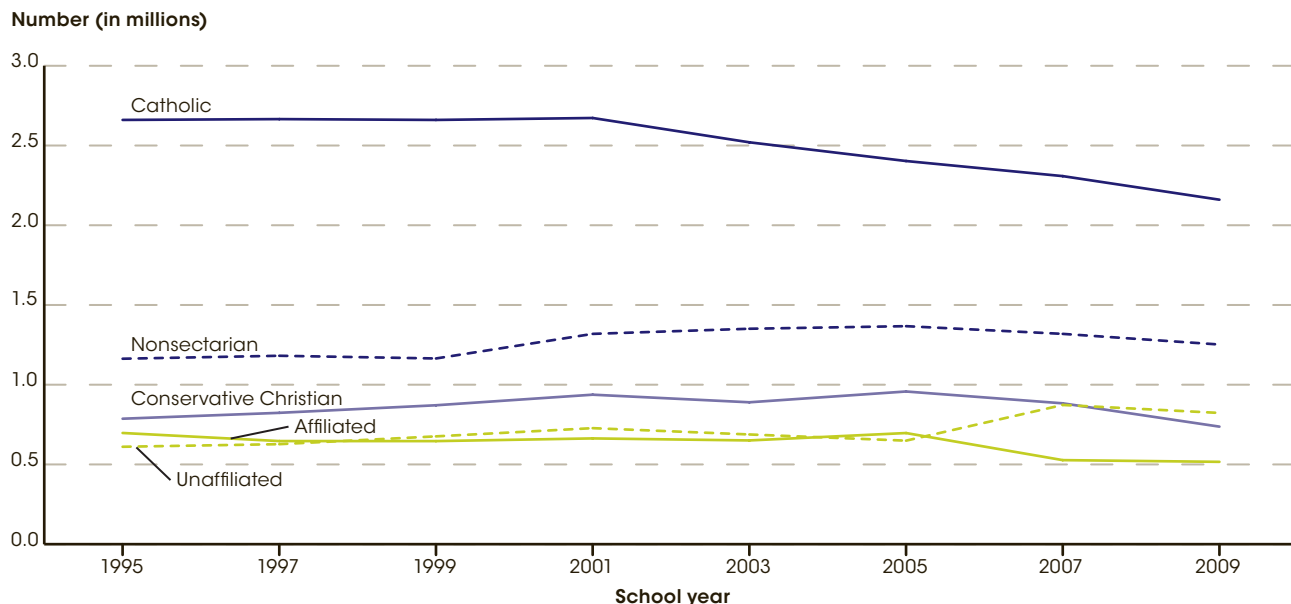
Glossary: *Prekindergarten, Private schools*

Technical Notes

Excludes prekindergarten students not enrolled in schools that offered kindergarten or higher grades. *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

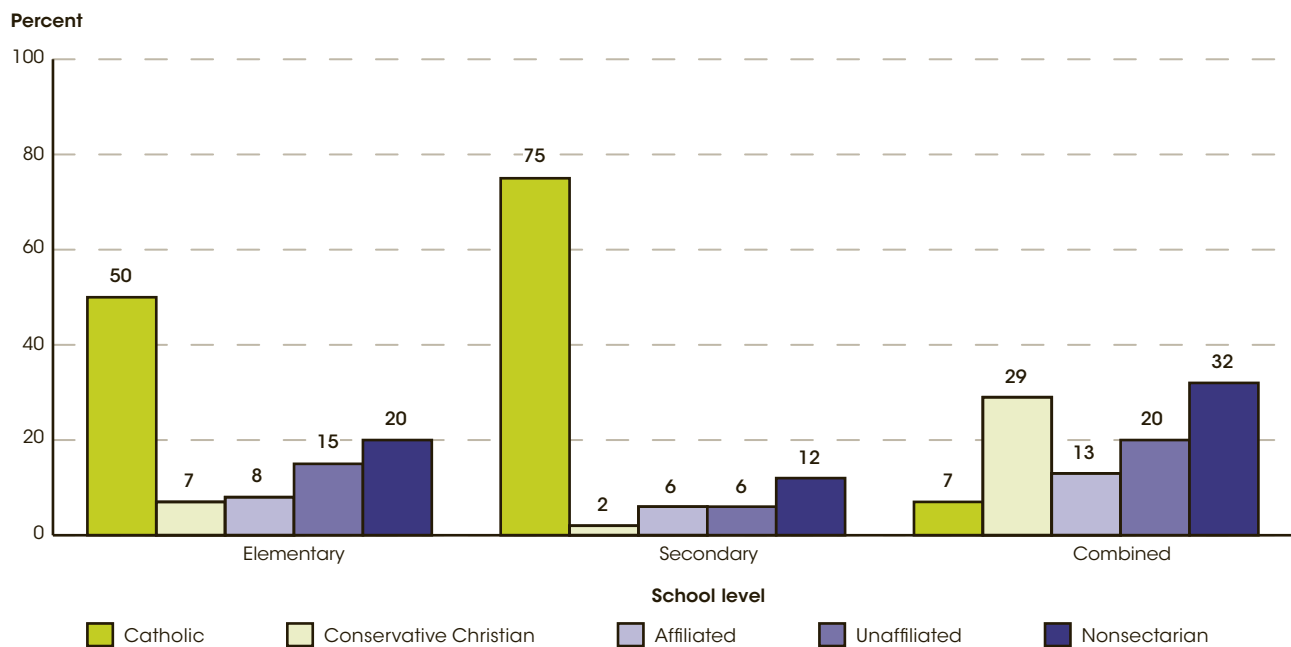
not classified as Conservative Christian or affiliated with a specific religion. *Nonsectarian schools* do not have a religious orientation or purpose. For more information on private schools and the Private School Universe Survey (PSS), see Appendix B – *Guide to Sources*. Race categories exclude persons of Hispanic ethnicity. For more information on geographic region and race/ethnicity, see Appendix C – *Commonly Used Measures*.

Figure 5-1. Number of private school students in prekindergarten through grade 12, by school type: Various school years, 1995-96 through 2009-10



NOTE: Excludes prekindergarten students not enrolled in schools that offered kindergarten or higher grades. *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 Appendix B - *Guide to Sources*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1995-96 through 2009-10.

Figure 5-2. Percentage distribution of private school enrollment, by school type and level: 2009-10



NOTE: Excludes prekindergarten students not enrolled in schools that offered kindergarten or higher grades. *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. Ungraded students are prorated into preK-8 and 9-12 enrollment totals. Detail may not sum to totals because of rounding. For more information on the Private School Universe Survey (PSS), see Appendix B - *Guide to Sources*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009-10.

Indicator 6

Racial/Ethnic Enrollment in Public Schools

Between 1990 and 2010, the percentage of public school students who were White decreased from 67 to 54 percent, and the percentage of those who were Hispanic increased from 12 percent (5.1 million students) to 23 percent (12.1 million students).

From 1990 through 2010, the number of White students in U.S. public schools decreased from 29.0 million to 27.7 million, and their share of enrollment decreased from 67 to 54 percent (see table A-6-1). In contrast, Hispanic enrollment during this period increased from 5.1 to 12.1 million students, and the percentage of public school students who were Hispanic increased from 12 to 23 percent. While the total number of Black students fluctuated, their share of enrollment decreased from 17 to 15 percent during this time. In 2002, the percentage of public school students who were Hispanic surpassed the percentage who were Black and has remained higher than the Black share of enrollment in each year through 2010.

Between 1990 and 2010, overall enrollment fluctuated in the Northeast and Midwest (see table A-6-2). Enrollment increased from 15.1 to 19.6 million in the South and from 9.4 to 12.8 million in the West.

The change in racial/ethnic distribution of public school enrollment differed by region from 1990 to 2010 (see table A-6-3). The number and percentage enrollment of White students decreased in all regions, with the exception of the South, where enrollment of Whites fluctuated and percentage enrollment decreased during this period. The number of Black students fluctuated in all four regions and the percentage of Black students fluctuated in the Northeast and Midwest, while decreasing in the West and South. The number of Hispanic students increased

in all four regions as did their share of enrollment. The number and percentage enrollment of Asian students increased in all regions in which data were reported except in the West, where enrollment, in terms of number and percentage, fluctuated during this time period. Native Hawaiian/Pacific Islander and American Indian/Alaska Native students each represented 1 percent or less of student enrollment in all regions of the United States in 2010. Students of two or more races made up 4 percent of enrollment in the West, 3 percent in the Midwest, and 2 percent each in the Northeast and South.

In 2010, White students made up 50 percent or less of school enrollment in 12 states and the District of Columbia (see table A-6-4). 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 Arizona, California, New Mexico, and Texas. Of all the jurisdictions, the District of Columbia enrolled the highest percentage of Black students (77 percent), New Mexico enrolled the highest percentage of Hispanic students (59 percent), and Hawaii enrolled the highest percentages of Asian students (26 percent) and students of two or more races (30 percent).



Tables A-6-1, A-6-2, A-6-3, and A-6-4
Glossary: *Public school*

Technical Notes

Estimates include all public school students enrolled in prekindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. The 2010 American Community Survey (ACS) includes noninstitutionalized and institutionalized group quarters. Due to this and other methodological differences between the Current

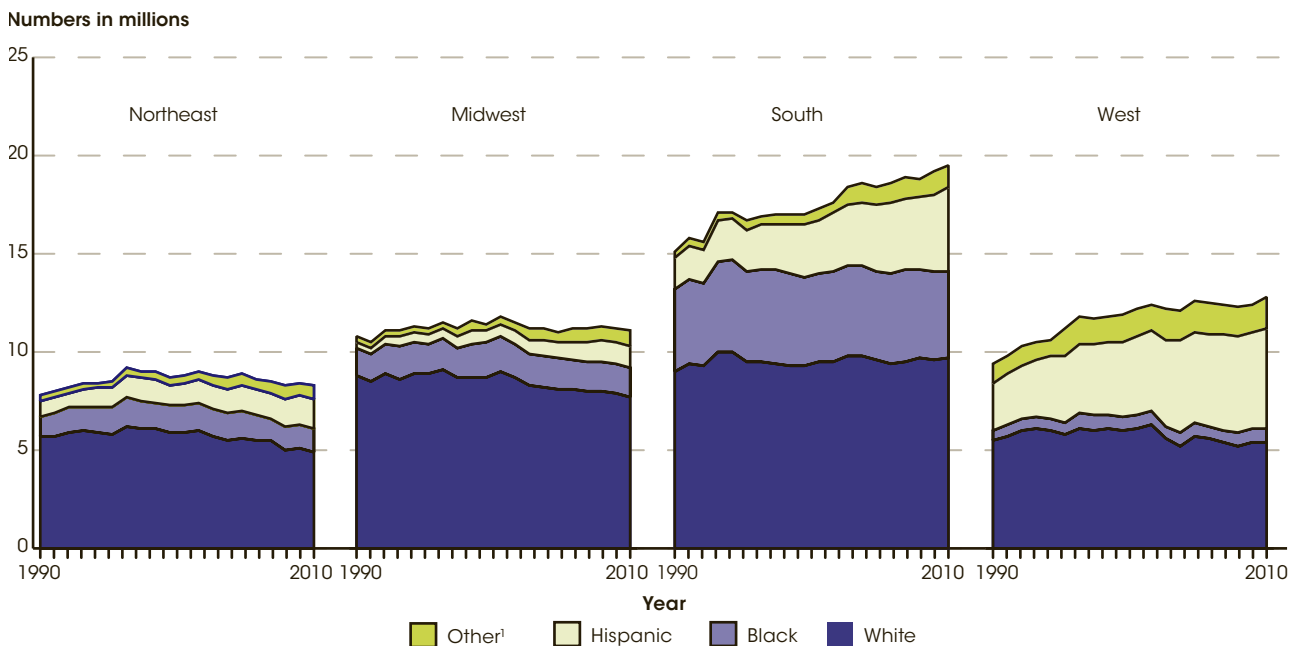
Population Survey (CPS) and ACS, enrollment estimates from the two surveys are not directly comparable. For more information on the ACS and the CPS, see Appendix B – *Guide to Sources*. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*.

Figure 6-1. Percentage distribution of public school students enrolled in prekindergarten through 12th grade, by race/ethnicity: Selected years, October 1990–October 2010



¹ Other includes all students who identified themselves as being Asian, Native Hawaiian, Alaska Native, Pacific Islander, American Indian, or two or more races.
 NOTE: 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 Appendix B – *Guide to Sources*. Race categories exclude persons of Hispanic ethnicity. Totals include other race/ethnicity categories not shown separately. Detail may not sum to totals because of rounding. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1990, 2000, and 2010.

Figure 6-2. Number of public school students enrolled in prekindergarten through 12th grade, by region and race/ethnicity: October 1990–October 2010



¹ Other includes all students who identified themselves as being Asian, Native Hawaiian, Alaska Native, Pacific Islander, American Indian, or two or more races.
 NOTE: 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 Appendix B – *Guide to Sources*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and region, see Appendix C – *Commonly Used Measures*.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1990–2010.

Indicator 7

Family Characteristics of 5- to 17-Year-Olds

In 2011, higher percentages of Black (37 percent), Hispanic (34 percent), American Indian/Alaska Native (33 percent), Native Hawaiian/Pacific Islander (32 percent) children, and children of two or more races (20 percent) were living in families below the poverty threshold than were White (12 percent) and Asian (14 percent) children.

The percentage of school-age children (ages 5–17) whose parents' highest educational attainment was a bachelor's degree or higher increased from 26 percent in 1990 to 37 percent in 2011 (see table A-7-1); this same measure increased for White children (from 31 to 48 percent), Black children (from 11 to 22 percent), and Hispanic children (from 8 to 16 percent). In 2011, higher percentages of Asian and White children (60 and 48 percent, respectively) had parents who had completed at least a bachelor's degree, compared with children of two or more races (33 percent), Native Hawaiian/Pacific Islander (27 percent), Black (22 percent), American Indian/Alaska Native (19 percent), and Hispanic (16 percent) children.

The percentage of school-age children living in two-parent households decreased from 72 percent in 1990 to 67 percent in 2011. Some 24 percent of children lived only with their mother and 4 percent only with their father in 2011. Approximately one-third of Black children (35 percent) lived in two-parent households, compared with 85 percent of Asian children, 75 percent of White children, 74 percent of Native Hawaiian/Pacific Islander children, 65 percent of Hispanic children, 59 percent of children of two or more races, and 52 percent of American Indian/Alaska Native children. Some 52 percent of Black children lived in mother-only households; this percentage was higher than the percentages for children from any other racial/ethnic group (ranging from 10 percent of

Asian children to 31 percent of children of two or more races).

The percentage of school-age children living in poor households—that is, with families living below the poverty threshold—varied in the years between 1990 and 2011; but between 2007 and 2011, this percentage increased from 17 percent to 21 percent. This general pattern was also observed for White, Black, and Hispanic children. For example, the percentage of Black children living in poor households varied from 41 percent in 1990, to 32 percent in 2000 and 34 percent in 2006. Since 2007, this percentage has steadily increased from 31 percent to 37 percent in 2011. Higher percentages of Black (37 percent), Hispanic (34 percent), American Indian/Alaska Native (33 percent), Native Hawaiian/Pacific Islander (32 percent) children, and children of two or more races (20 percent) were living in families below the poverty threshold in 2011 than were White (12 percent) and Asian (14 percent) children.

In 2011, some 95 percent of all school-age children were born in the United States, not measurably different from the percentage in 2000 (the first year for which nativity data are shown in this indicator). A higher percentage of Hispanics were born in the United States in 2011 (90 percent) than in 2000 (83 percent).



Tables A-7-1

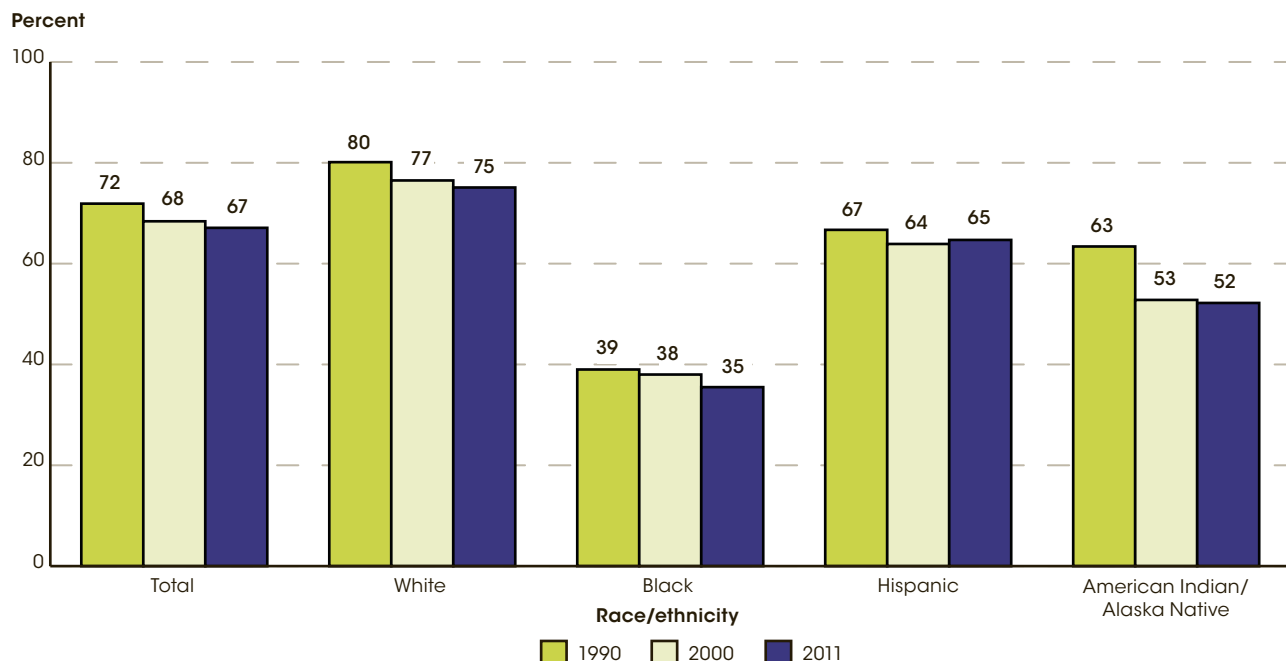
Glossary: *Bachelor's degree*

Technical Notes

Estimates are for all 5- to 17-year-olds regardless of their school enrollment status. Prior to 1992, *high school completers* referred to those who completed 12 years of schooling, and *some college* meant completing 1 or more years of college. Beginning in 1992, high school completers referred to those who received a high school diploma or equivalency certificate, and some college meant completing any college at all. In 1990 and 2000, included in the U.S. population totals but not shown

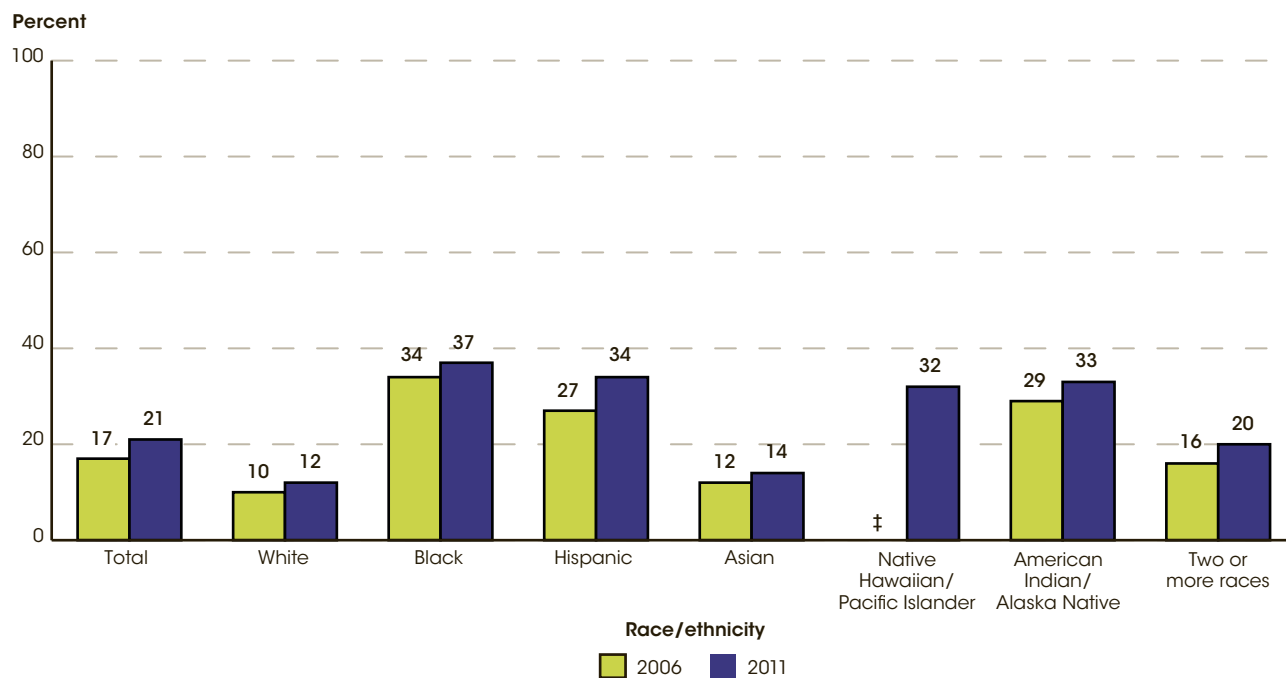
separately are estimates for children from other racial/ethnic categories. *Poor* is defined to include families below the poverty threshold. For more information on educational attainment, poverty, and race/ethnicity, see Appendix C – *Commonly Used Measures*. Some estimates have been revised from previous published figures. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.

Figure 7-1. Percentage of 5- to 17-year-olds living in two-parent households, by race/ethnicity: 1990, 2000, and 2011



NOTE: Estimates are for all 5- to 17-year-olds regardless of their school enrollment status. Totals for 1990 and 2000 include other racial/ethnic groups not shown separately in the table. Data for Asian children, Pacific Islander children, and children of two or more races in 1990 and 2000 were not available; therefore, data for these groups are not shown in the figure. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, 1990, 2000, and 2011.

Figure 7-2. Percentage of 5- to 17-year-olds who were living in poor households, by race/ethnicity: 2006 and 2011



‡ Reporting standards not met (too few cases).

NOTE: Estimates are for all 5- to 17-year-olds regardless of their school enrollment status. Race categories exclude persons of Hispanic ethnicity. *Poor* is defined to include families below the poverty threshold. For more information on race/ethnicity and poverty, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, 2006 and 2011.

English Language Learners in Public Schools

The percentage of public school students in the United States who were English language learners (ELLs) was higher in 2009–10 at 10 percent (or an estimated 4.7 million students) than in 2000–01 at 8 percent (or an estimated 3.7 million students.)

The percentage of public school students in the United States who were English language learners (ELLs) was higher in 2009–10 (10 percent, or an estimated 4.7 million students) than in 2000–01 (8 percent, or an estimated 3.7 million students). The total number of public school students in the United States was 46.6 million in 2000–01 and 48.0 million students in 2009–10 (see table A-8-1).

In 2009–10, the percentage of ELL students in public schools was less than 4 percent in 15 states; this percentage was between 4 and 7 percent in 18 states. Twelve states and the District of Columbia had percentages of ELL public school enrollment between 7 and 14 percent. In addition to the District of Columbia, these states were Virginia, North Carolina, New York, Kansas, Arizona, Utah, Illinois, Florida, Hawaii, Oregon, Alaska, and Colorado. In four states, 14 percent or more of the public school students were English language learners—Texas, New Mexico, Nevada, and California—with ELL students constituting 29 percent of public school enrollment in California.

The percentage of ELL students in public schools was higher in 2009–10 than in 2000–01 in all but 13 states, with the largest positive percentage-point changes occurring in Nevada (9 percentage points), Delaware,

and Kansas (5 percentage points each). The percentage of ELL students in public schools was higher in 2009–10 than in 2008–09 in just over half of the states (28 states), with the largest positive change in percentage points occurring in California (5 percentage points).

In cities in 2009–10, ELL students made up an average of 14 percent of total public school enrollment, ranging from 11 percent in small cities to 18 percent in large cities (see table A-8-2). In suburban areas, ELL students constituted an average of 8 percent of public student enrollment, ranging from 7 percent in midsize suburban areas to 10 percent in large suburban areas. In towns, ELL students made up an average of 7 percent of public student enrollment, ranging from 6 percent in both distant and remote areas to 9 percent in fringe areas. Towns and rural areas are subdivided into fringe, distant, and remote according to their proximity to urban centers, with fringe being the closest to an urban center and remote being the farthest from one. In rural areas, ELL students made up an average of 4 percent of public student enrollment, ranging from 2 percent in distant areas to 4 percent each in fringe and remote areas.



Tables A-8-1 and A-8-2

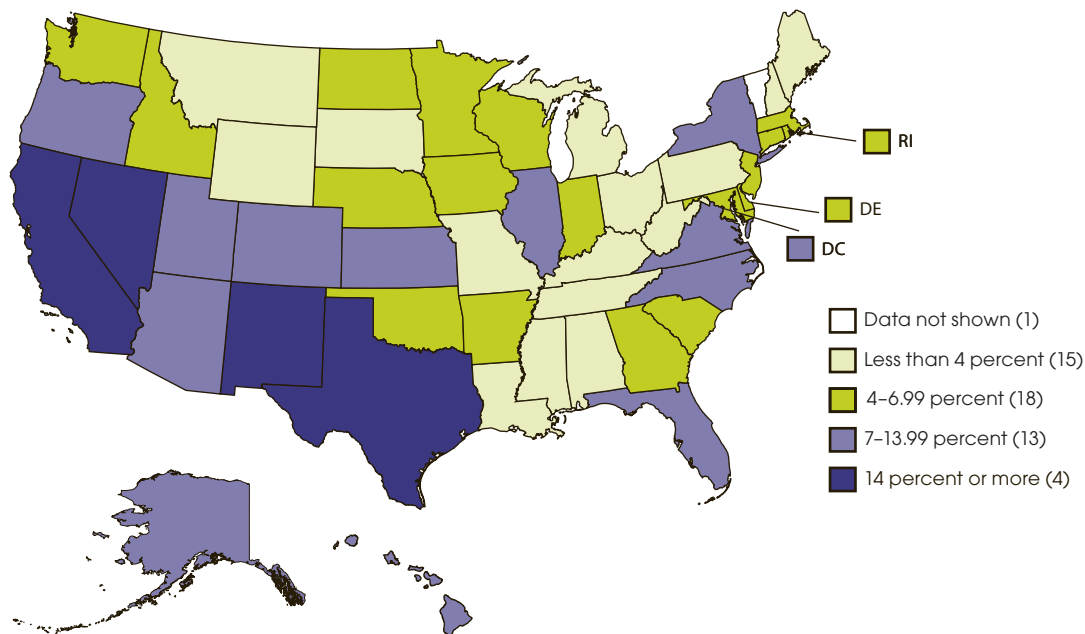
Glossary: *English language learner*

Technical Notes

“English language learner” (ELL) was formerly known as “limited English proficient” and refers to students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Total ELL enrollment data for 2000–01 are based on imputations

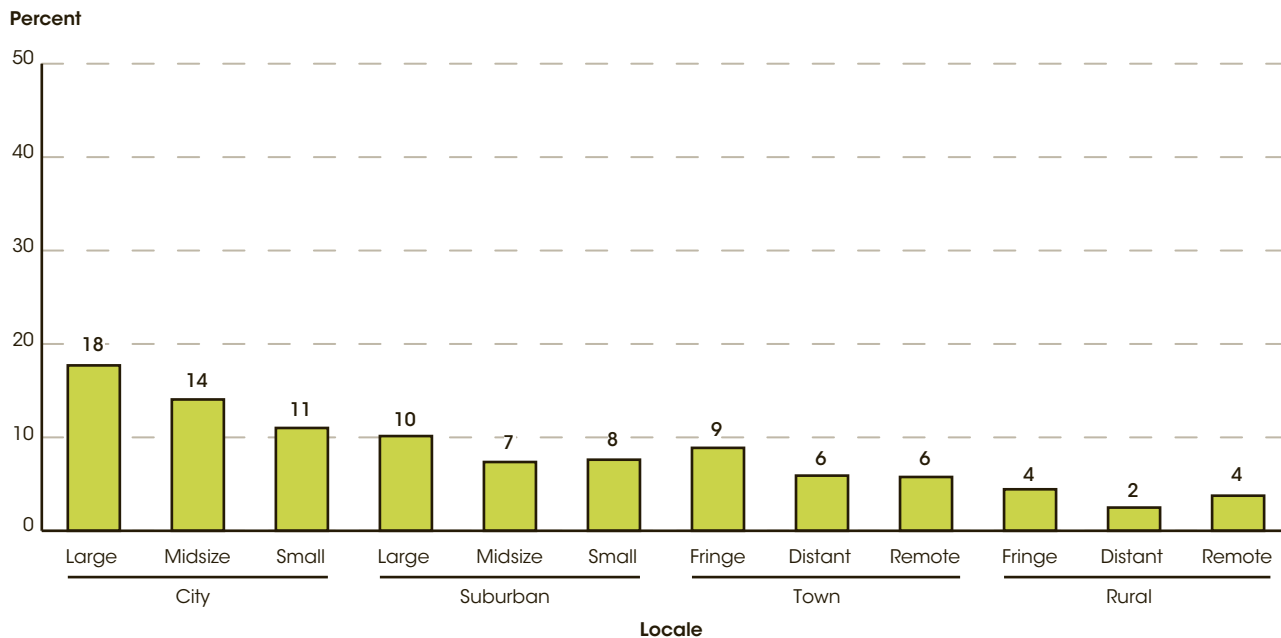
(or estimations) for states that did not report ELL data; 6.6 percent of the ELL enrollment data were imputed in this year. For more information on locale, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data, see Appendix B – *Guide to Sources*.

Figure 8-1. Percentage of public school students who are English language learners (ELLs), by state: School year 2009-10



NOTE: For more information on the Common Core of Data, please see Appendix B – *Guide to Sources*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000-01 (version 1a), 2005-06 (version 1a), 2008-09 (version 1a), and 2009-10 (version 1a).

Figure 8-2. Percentage of public school students who are English language learners (ELLs), by locale: School year 2009-10



NOTE: For more information on locale, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data, see Appendix B – *Guide to Sources*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2009-10 (version 1a).

Indicator 9

Children and Youth With Disabilities

The number of children and youth ages 3–21 receiving special education services was 6.5 million in 2009–10, or about 13 percent of all public school students. Some 38 percent of the students receiving special education services had specific learning disabilities.

Enacted in 1975, the Individuals with Disabilities Education Act (IDEA), formerly known as The Education for All Handicapped Children Act (EAHCA), 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 school years 1980–81 through 2004–05, the number of children and youth ages 3–21 who received special education services increased, as did their percentage of total public school students (see table A-9-1). The number and percentage of children and youth served under IDEA have declined each year from 2005–06 through 2009–10. 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 increased to 6.7 million in 2004–05, or about 14 percent of total public school enrollment. By 2009–10, the number of children and youth receiving services declined to 6.5 million, corresponding to about 13 percent of total 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 school years between 1980–81 and 2009–10 (some data not shown). 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 2009–10, some 38 percent of all children and youth receiving special education services had specific learning disabilities, 22 percent had speech or language impairments, and 11 percent had other health impairments. Students with disabilities such as intellectual disabilities, emotional disturbances, developmental delay, and autism each

accounted for between 6 and 7 percent of children and youth served under IDEA. Children and youth with multiple disabilities; hearing impairments, orthopedic impairments, 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 school-age children and youth ages 6–21 who were served under IDEA in school year 2009–10 were enrolled in regular schools (see table A-9-2). 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 highest in 2009–10 (among school years since 1990–91, when the data were first compiled). For example, in 2009–10, some 59 percent of children and youth spent most of their school day in general class, compared to 33 percent in 1990–91 and 47 percent in 2000–01. In 2009–10, the percentage of students who spent most of their school day in general classes was highest for students with speech or language impairments (86 percent). Sixty-three percent each of students with specific learning disabilities and of students with visual impairments spent most of their school day in general classes. In contrast, 17 percent of students with intellectual disabilities and 13 percent of students with multiple disabilities spent most of their school day in general classes.



Tables A-9-1 and A-9-2

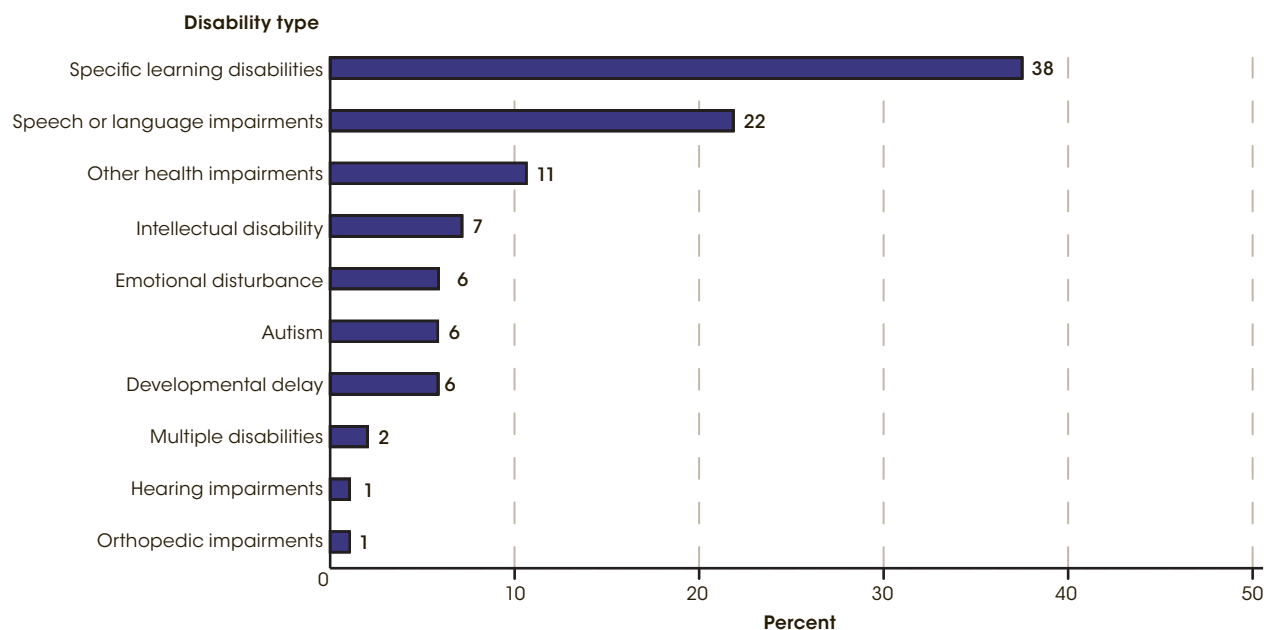
Glossary: *Disabilities, Individuals with Disabilities Education Act (IDEA)*

Technical Notes

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

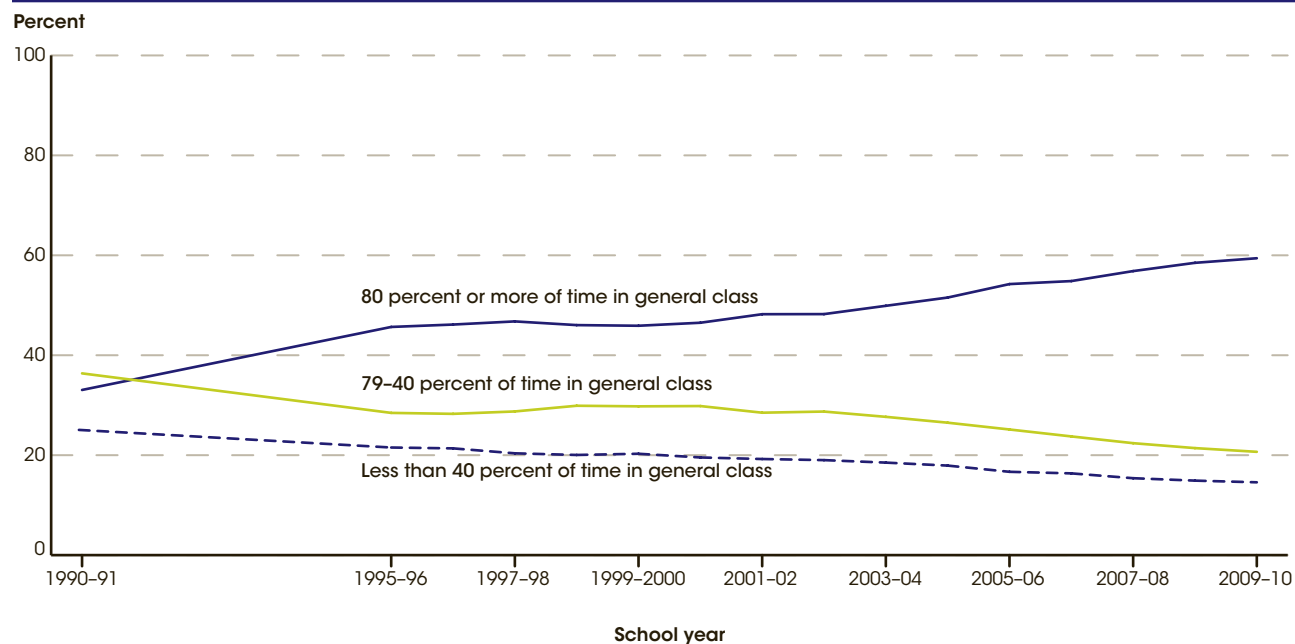
known as mental retardation. Data include children and youth in the 50 states, the District of Columbia, and the Bureau of Indian Education schools. For more information on the student disabilities presented, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.

Figure 9-1. Percentage distribution of children and youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by disability type: School year 2009–10



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 50 states, the District of Columbia, and the Bureau of Indian Education schools. For more information on student disabilities, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved September 15, 2011, from https://www.ideadata.org/DACAnalyticTool/Intro_2.asp.

Figure 9-2. Percentage of students ages 6–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, placed in a regular school environment, by amount of time spent in general classes: Selected school years, 1990–91 through 2009–10



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 on student disabilities, see Appendix C – *Commonly Used Measures*.
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, 1990 through 2009; and Individuals with Disabilities Education Act (IDEA) database, retrieved September 14, 2011, from <http://www.ideadata.org/PartBdata.asp>.

Indicator 10

Undergraduate Enrollment

Between 2000 and 2010, undergraduate enrollment in degree-granting postsecondary institutions increased by 37 percent, from 13.2 to 18.1 million students. Projections indicate that undergraduate enrollment will continue to increase, reaching 20.6 million students in 2021.

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 18.1 million in fall 2010 (see table A-10-1). According to projections, undergraduate enrollment is expected to reach 20.6 million in fall 2021 (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 (14 and 10 percent, respectively). From 2000 to 2010, undergraduate enrollment rose by 37 percent. During this period, male enrollment grew 36 percent, from 5.8 million to 7.8 million students, while female enrollment grew 39 percent, from 7.4 to 10.2 million students. In 2010, females accounted for 57 percent of undergraduate enrollment and males, 43 percent. Enrollments for both males and females are expected to increase through 2021, reaching 8.6 and 12.0 million students, respectively.

Undergraduate enrollment in public institutions increased from 10.5 million students in 2000 to 13.7 million in 2010, a 30 percent increase. Private institutions experienced a higher rate of growth over this period, increasing 67 percent, from 2.6 to 4.4 million students. Most of the growth in private institution enrollment between 2000 and 2010 occurred among for-profit institutions—their enrollment increased more than 300 percent, from 0.4 to 1.7 million students. Enrollment at private nonprofit institutions increased by 20 percent, from 2.2 to 2.7 million students.

Between 2000 and 2010, undergraduate enrollment at 4-year institutions increased from 7.2 to 10.4 million students and is expected to reach 11.8 million in 2021 (see table A-10-2). Enrollment increased 34 percent (from 4.8 to 6.5 million) at public 4-year institutions,

22 percent at private nonprofit 4-year institutions (from 2.2 to 2.6 million), and 513 percent at private for-profit 4-year institutions (from 0.2 to 1.3 million). During the same period, enrollment at 2-year institutions increased from 5.9 to 7.7 million students and is expected to reach 8.8 million students by 2021. Between 2000 and 2010, enrollment decreased 44 percent at private nonprofit 2-year institutions (from 59,000 to 33,000) and increased 124 percent at private for-profit 2-year institutions (from 192,000 to 430,000) and 26 percent at public 2-year institutions (from 5.7 to 7.2 million).

Undergraduate enrollment of U.S. residents generally increased between 1980 and 2010 for each racial/ethnic group (see table A-10-3). In 1980, some 8.5 million (83 percent) of the undergraduate enrollment of U.S. residents were White, compared with 9.0 million (70 percent) in 2000. By 2010, the number of White students had grown to 10.9 million, but the percentage had decreased to 62 percent. The number of Black undergraduate students who were U.S. residents increased 163 percent between 1980 and 2010, from 1.0 million (10 percent) to 2.7 million students (15 percent). Hispanic and Asian/Pacific Islander enrollments increased 487 and 337 percent, respectively, from 1980 to 2010. In 1980, Hispanics and Asians/Pacific Islanders represented 4 and 2 percent of enrollment, respectively, compared to 14 and 6 percent in 2010. American Indian/Alaska Native enrollment increased from 78,000 to 179,000 students from 1980 to 2010 (1 percent of total enrollment in each year). There were about 294,000 undergraduate students who were of two or more races in 2010. In previous years, these students were included in the other racial/ethnic groups.



Tables A-10-1, A-10-2, and A-10-3

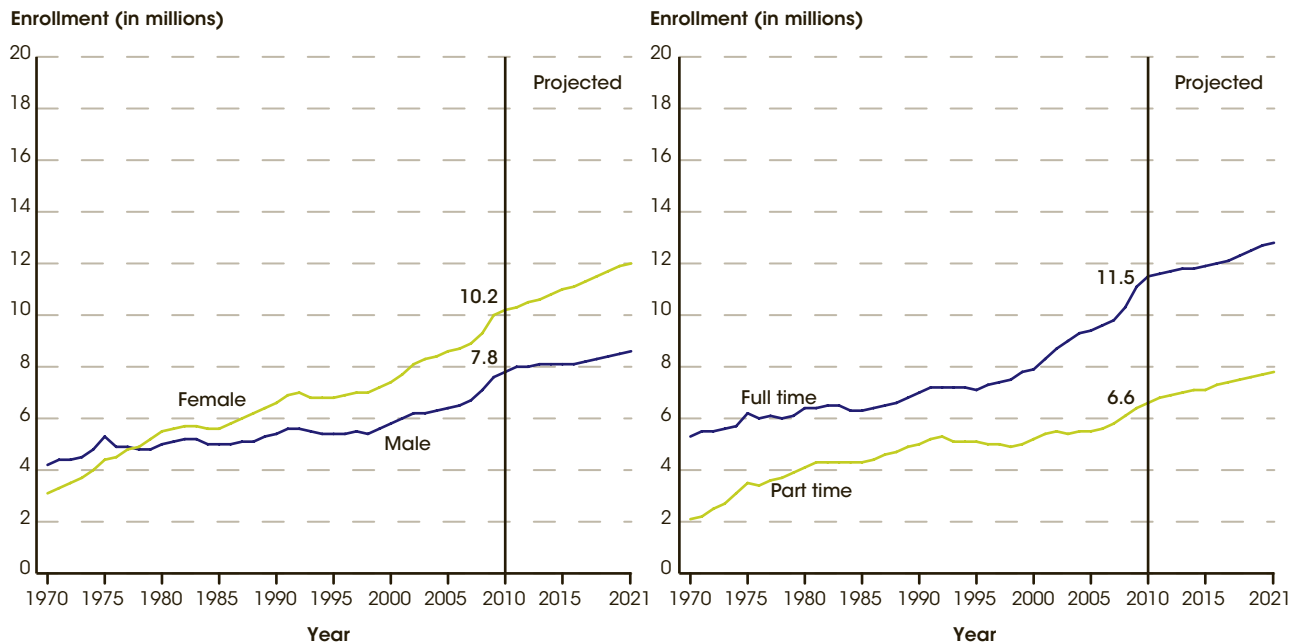
Glossary: *Four-year postsecondary institution, Full-time enrollment, Nonresident alien, Part-time enrollment, Private institution, Public institution, Two-year postsecondary institution, Undergraduate student*

Technical Notes

Projections are based on data through 2010. The most recent year of actual data is 2010, and 2021 is the last year for which projected data are available. For more information on projections, see NCES 2012-044. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Because of underreporting and nonreporting of racial/ethnic data and nonresident aliens, some estimates on table A-10-3 are slightly lower than corresponding data

in other published tables. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. All actual data presented in this indicator are IPEDS fall enrollment data and thus reflect the enrollment in the fall of the academic year.

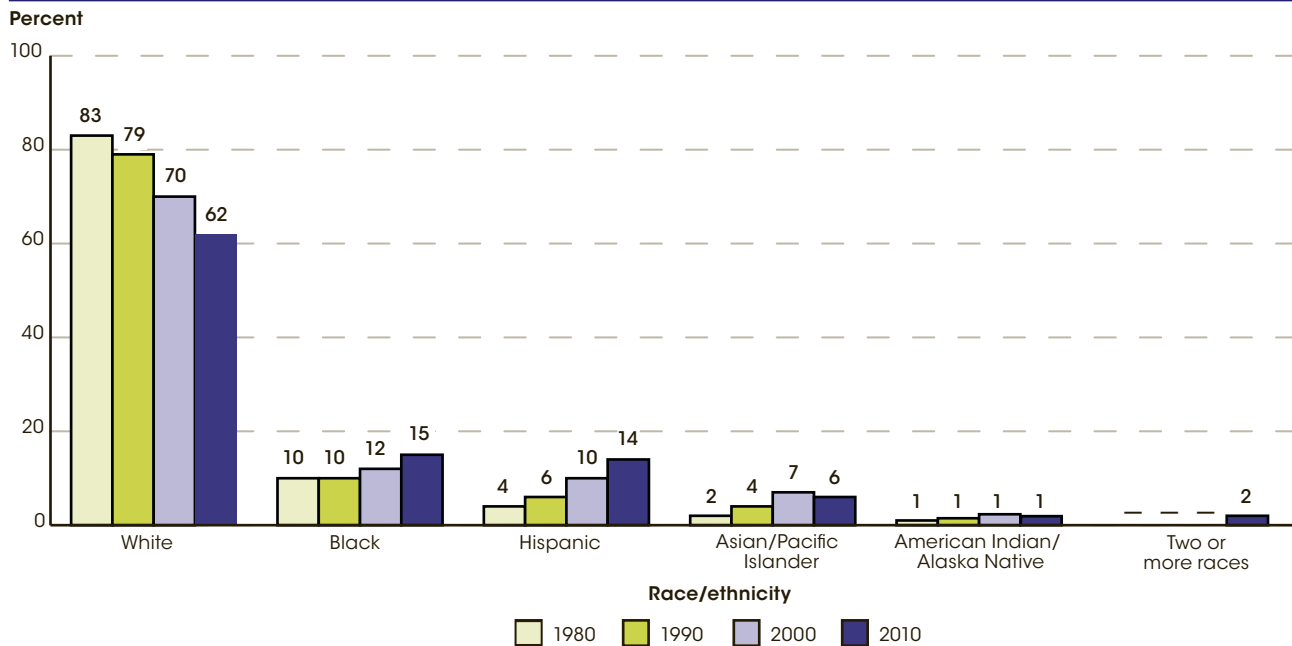
Figure 10-1. Actual and projected undergraduate enrollment in degree-granting postsecondary institutions, by sex and attendance status: Fall 1970-2021



NOTE: Projections are based on data through 2010. For more information on projections, see NCES 2012-044. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Some data have been revised from previously published figures. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - *Guide to Sources*. For more information on the classification of postsecondary education institutions, see Appendix C - *Commonly Used Measures*. See Appendix D - *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; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99), and Spring 2001 through Spring 2011, Enrollment component; and Enrollment in Degree-Granting Institutions Model, 1980-2010.

Figure 10-2. Percentage distribution for undergraduate enrollment of U.S. residents in degree-granting postsecondary institutions, by race/ethnicity: Fall 1980, 1990, 2000, and 2010



— Not available.

NOTE: Data for 1980 and 1990 are for institutions of higher education, and data for 2000 and 2010 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 and nonresident aliens, some estimates are slightly lower than corresponding data in other published tables. For more information on race/ethnicity or the classification of postsecondary education institutions, see Appendix C - *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1980; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90), and Spring 2001 and Spring 2011, Enrollment component.

Indicator 11

Postbaccalaureate Enrollment

Postbaccalaureate enrollment has increased every year since 1983, reaching 2.9 million students in 2010. In each year since 1988, women have comprised more than half of postbaccalaureate enrollment. In 2010, postbaccalaureate enrollment was 59 percent female.

In fall 1976, some 1.6 million students were enrolled in postbaccalaureate programs, which include master's and doctoral programs, as well as programs formerly classified as first-professional such as law, medicine, and dentistry (see table A-11-1). Postbaccalaureate enrollment fluctuated during the period from the mid-1970s to the early 1980s, but between 1983 and 2010 it increased from 1.6 to 2.9 million students. Fall enrollment in postbaccalaureate programs is projected to increase through 2021 to 3.5 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 2010 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 males, and in 2021 postbaccalaureate enrollment is expected to consist of 2.1 million females (61 percent) and 1.4 million males (39 percent).

As postbaccalaureate enrollment has grown, the distribution of students by attendance status and control of institutions 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 2010. In 1976, about 35 percent of postbaccalaureate students were enrolled in private institutions, compared with 51 percent in 2010. The growth in total private enrollment is attributable to the growth in enrollment at both private for-profit and private nonprofit 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 297,000 students in 2010 (10 percent), while the number of students attending private nonprofit institutions increased from 541,000 students in 1976 (34 percent) to 1.2 million students in 2010 (41 percent).

Postbaccalaureate enrollment of U.S. residents was higher in 2010 than in 1980 for each racial/ethnic group (see table A-11-2). While White postbaccalaureate enrollment was higher in 2010 than in 1980 (1.8 million vs. 1.4 million), it accounted for a smaller percentage of the postbaccalaureate enrollment of U.S. residents in 2010 than in 1980 (69 vs. 89 percent). Black postbaccalaureate enrollment was 311 percent higher in 2010 than in 1980 (362,000 vs. 88,000). It accounted for a higher percentage of enrollment in 2010 than in 1980 (14 vs. 6 percent). Both Hispanic and Asian/Pacific Islander enrollments were over 400 percent higher in 2010 than in 1980 (408 and 411 percent, respectively). Each accounted for a higher percentage of enrollment in 2010 than in 1980 (8 vs. 3 percent for Hispanics and 7 vs. 2 percent for Asians/Pacific Islanders, respectively). While American Indian/Alaska Native enrollment was higher in 2010 than in 1980 (17,000 vs. 6,000), it accounted for less than 1 percent of enrollment in 2010. There were about 32,000 students who were of two or more races in 2010. In previous years, they were included in the other racial/ethnic groups.

In 1980, for Whites, Hispanics, and Asians/Pacific Islanders, males outnumbered females in postbaccalaureate programs; however, in 2010, females outnumbered males in all racial/ethnic groups. The largest relative gap between female and male postbaccalaureate enrollment within a single racial/ethnic group in 2010 occurred among Blacks. In fall 2010, some 71 percent of Black students were female.



Tables A-11-1 and A-11-2

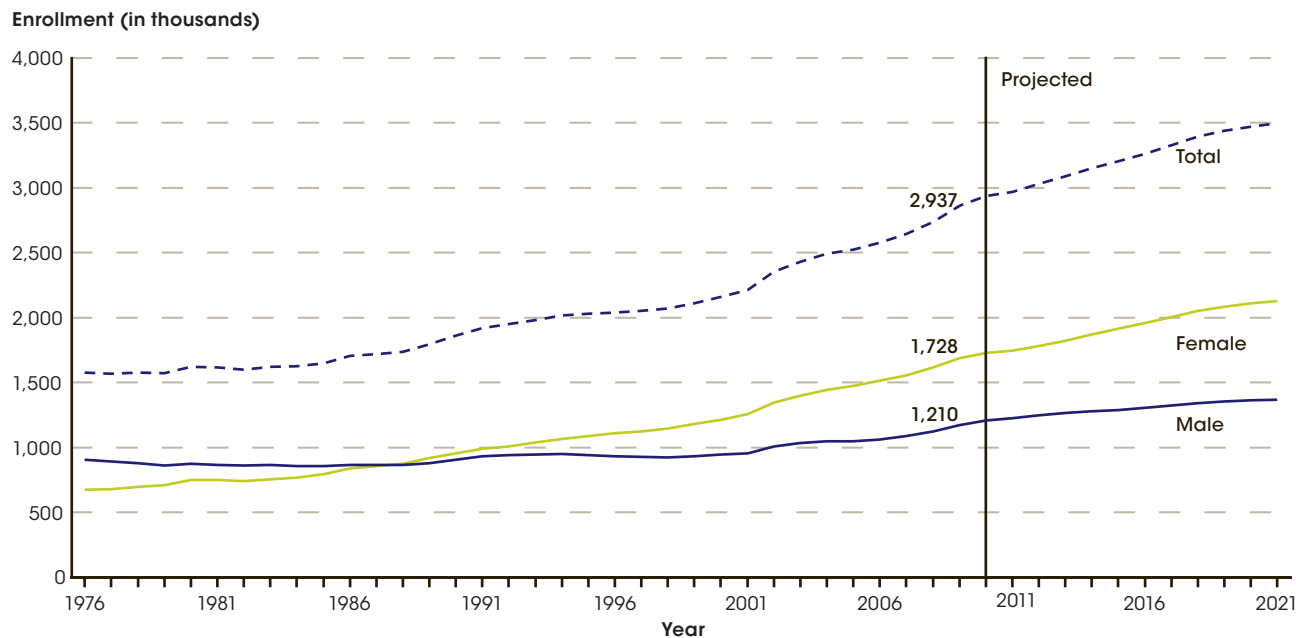
Glossary: *Nonresident alien, Postbaccalaureate enrollment, Private institution, Public institution*

Technical Notes

The most recent year of actual data is 2010, and 2021 is the last year for which projected data are available. For more information on projections, see NCES 2012-044. Because of underreporting and nonreporting of racial/ethnic data and nonresident aliens, 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 and the

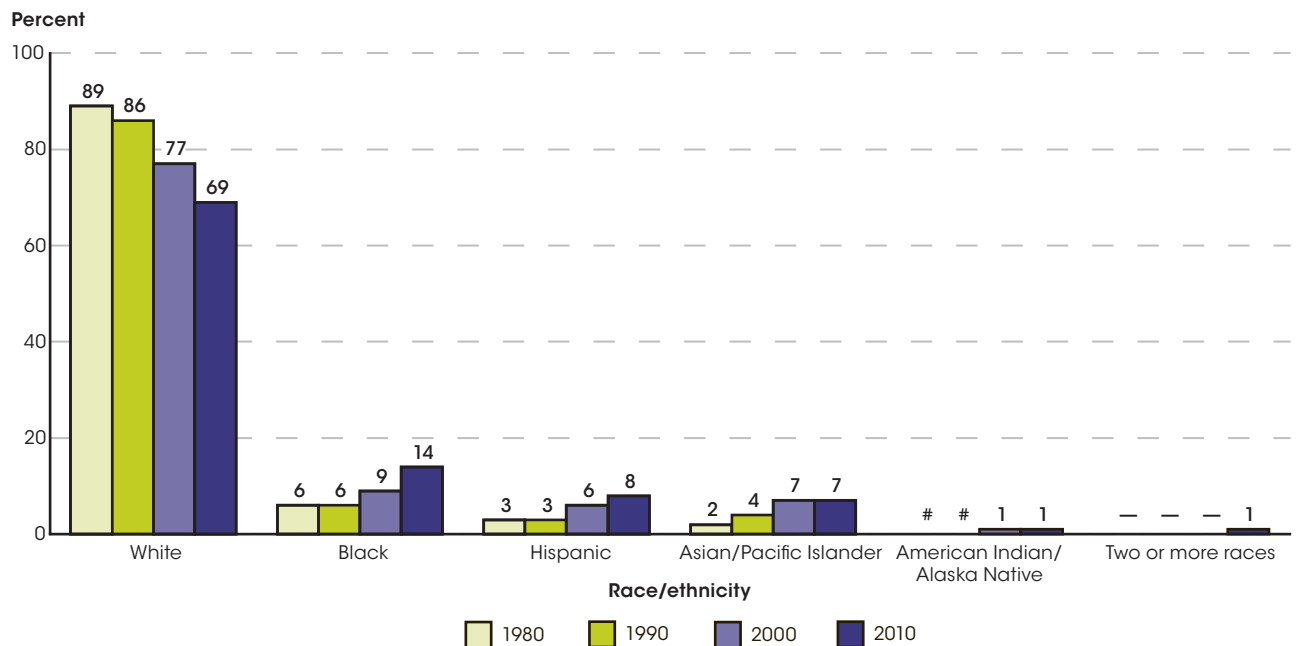
classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. All actual data presented in this indicator are IPEDS fall enrollment data and thus measure the enrollment in the fall of the academic year. Enrollment data by race/ethnicity for 1976 are available on table A-11-2.

Figure 11-1. Actual and projected postbaccalaureate enrollment in degree-granting postsecondary institutions, by sex: Fall 1976–2021



NOTE: Postbaccalaureate enrollment is the number of students with a bachelor's degree who are enrolled in master's or doctoral programs, including those formerly classified as first-professional programs. Projections are based on reported data through 2010. The most recent year of actual data is 2010, and 2021 is the last year for which projected data are available. For more information on projections, see NCES 2012-044. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
 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; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2011, Enrollment component; and Enrollment in Degree-Granting Institutions Model, 1980–2010.

Figure 11-2. Percentage distribution for postbaccalaureate enrollment of U.S. residents in degree-granting postsecondary institutions, by race/ethnicity: Selected years, fall 1980–2010



Rounds to zero.
 — Not available.
 NOTE: Postbaccalaureate enrollment is the number of students with a bachelor's degree who are enrolled in master's or doctoral programs, including those formerly classified as first-professional programs. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. Enrollment data by race/ethnicity for 1976 is available on table A-GRE-2.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 and Spring 2011, Enrollment component.