

AHANA and International Student Enrollment, Fall 1997, 1998 & 1999*

By Gender

| Undergraduate Day Schools | Men | | | Women | | | Total | | | % of Undergraduate Day School Students | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---|--------------|--------------|
| | 1997 | 1998 | 1999 | 1997 | 1998 | 1999 | 1997 | 1998 | 1999 | 1997 | 1998 | 1999 |
| African-American | 177 | 173 | 179 | 195 | 221 | 226 | 372 | 394 | 405 | 4.2% | 4.4% | 4.4% |
| Native American | 15 | 17 | 11 | 11 | 18 | 26 | 26 | 35 | 37 | 0.3% | 0.4% | 0.4% |
| Asian | 304 | 314 | 374 | 382 | 348 | 378 | 695 | 686 | 752 | 7.7% | 7.4% | 8.2% |
| Hispanic | 177 | 178 | 190 | 259 | 258 | 288 | 436 | 436 | 478 | 4.9% | 4.9% | 5.2% |
| Other AHANA | 18 | 17 | 22 | 30 | 24 | 27 | 48 | 41 | 49 | 0.5% | 0.5% | 0.5% |
| Subtotal Undergraduate Day Schools | 691 | 699 | 776 | 877 | 869 | 945 | 1,568 | 1,568 | 1,721 | 17.6% | 17.6% | 18.7% |
| International | 148 | 131 | 121 | 117 | 122 | 100 | 265 | 253 | 221 | 3.0% | 2.8% | 2.4% |
| Total Undergraduate Day Schools | 839 | 830 | 897 | 994 | 991 | 1,045 | 1,833 | 1,821 | 1,942 | 20.5% | 20.4% | 21.1% |
| Undergraduate Advancing Studies | Men | | | Women | | | Total | | | % of Total Advancing Studies Students | | |
| | 1997 | 1998 | 1999 | 1997 | 1998 | 1999 | 1997 | 1998 | 1999 | 1997 | 1998 | 1999 |
| African-American | 18 | 21 | 12 | 13 | 14 | 13 | 31 | 35 | 25 | 3.0% | 3.8% | 3.0% |
| Native American | 1 | - | 1 | - | - | - | 1 | - | 1 | 0.1% | 0.0% | 0.1% |
| Asian | 14 | 10 | 15 | 11 | 9 | 4 | 25 | 19 | 19 | 2.4% | 2.0% | 2.3% |
| Hispanic | 8 | 10 | 9 | 7 | 12 | 3 | 15 | 22 | 12 | 1.5% | 2.4% | 1.4% |
| Other AHANA | 4 | 2 | 4 | 5 | 2 | 2 | 9 | 4 | 6 | 0.9% | 0.4% | 0.7% |
| Subtotal Advancing Studies | 45 | 43 | 41 | 36 | 37 | 22 | 81 | 80 | 63 | 7.9% | 8.6% | 7.5% |
| International | 11 | 9 | 2 | 11 | 6 | 9 | 22 | 15 | 11 | 2.2% | 1.6% | 1.3% |
| Total Advancing Studies | 56 | 52 | 43 | 44 | 47 | 31 | 103 | 95 | 74 | 10.1% | 10.2% | 8.0% |
| Graduate & Professional | Men | | | Women | | | Total | | | % of Total Graduate & Professional Students | | |
| | 1997 | 1998 | 1999 | 1997 | 1998 | 1999 | 1997 | 1998 | 1999 | 1997 | 1998 | 1999 |
| African-American | 72 | 85 | 63 | 109 | 112 | 98 | 181 | 197 | 161 | 3.8% | 4.1% | 3.5% |
| Native American | 8 | 11 | 9 | 13 | 13 | 10 | 21 | 24 | 19 | 0.4% | 0.5% | 0.4% |
| Asian | 66 | 80 | 75 | 86 | 94 | 107 | 152 | 174 | 182 | 3.2% | 3.6% | 3.9% |
| Hispanic | 52 | 43 | 49 | 81 | 86 | 87 | 133 | 129 | 136 | 2.8% | 2.7% | 2.9% |
| Other AHANA | 21 | 30 | 37 | 23 | 36 | 28 | 44 | 66 | 65 | 0.9% | 1.4% | 1.4% |
| Subtotal Graduate | 219 | 249 | 233 | 312 | 341 | 330 | 531 | 590 | 563 | 11.3% | 12.2% | 12.1% |
| International | 199 | 260 | 221 | 177 | 180 | 185 | 376 | 440 | 406 | 8.0% | 9.1% | 8.7% |
| Total Graduate | 418 | 509 | 454 | 489 | 521 | 515 | 907 | 1,030 | 969 | 19.2% | 21.3% | 20.8% |
| All Schools | Men | | | Women | | | Total | | | % of Total Enrollment | | |
| | 1997 | 1998 | 1999 | 1997 | 1998 | 1999 | 1997 | 1998 | 1999 | 1997 | 1998 | 1999 |
| African-American | 267 | 279 | 254 | 317 | 347 | 337 | 584 | 626 | 591 | 4.0% | 4.3% | 4.0% |
| Native American | 24 | 28 | 21 | 24 | 31 | 36 | 48 | 59 | 57 | 0.3% | 0.4% | 0.4% |
| Asian | 384 | 404 | 464 | 479 | 451 | 489 | 863 | 855 | 953 | 5.9% | 5.8% | 6.5% |
| Hispanic | 237 | 231 | 248 | 347 | 356 | 378 | 584 | 587 | 626 | 4.0% | 4.0% | 4.3% |
| Other AHANA | 43 | 49 | 63 | 58 | 62 | 57 | 101 | 111 | 120 | 0.7% | 0.8% | 0.8% |
| Subtotal All Schools | 955 | 991 | 1,050 | 1,225 | 1,247 | 1,297 | 2,180 | 2,238 | 2,347 | 14.9% | 15.2% | 16.0% |
| International | 358 | 400 | 344 | 305 | 308 | 294 | 663 | 708 | 638 | 4.5% | 4.8% | 4.3% |
| Total All Schools | 1,313 | 1,391 | 1,394 | 1,530 | 1,555 | 1,591 | 2,843 | 2,946 | 2,985 | 19.4% | 20.0% | 20.3% |

* International students include nonresident aliens of all racial and ethnic groups, including caucasian. Note that percentages may not add to the totals provided due to rounding.

Source: Student Services