

Status and Trends in the Education of Racial and Ethnic Minorities

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Status and Trends in the Education of Racial and Ethnic Minorities

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HIGHLIGHTS

Status and Trends in the Education of Racial and Ethnic Minorities examines the educational progress and challenges that racial and ethnic minorities face in the United States. This report shows that over time larger numbers of minorities have completed high school and continued their education in college. Despite these gains, progress has varied, and differences persist among Hispanic, Black, American Indian/Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, and White students on key indicators of educational performance.

Demographics

- In 2005, minorities made up 33 percent of the U.S. population. Hispanics were the largest minority group, representing 14 percent of the population, followed by Blacks (12 percent), Asians/Pacific Islanders (4 percent), and American Indians/Alaska Natives (1 percent). Minorities are predicted to represent 39 percent of the total population by the year 2020. (*Indicator 1*)
- In 2005, the proportions of Hispanics and Asians who were born outside the United States were larger than the foreign-born proportions of other racial/ethnic groups shown. In 2005, approximately 40 percent of the 41.9 million Hispanics and 68 percent of

the 12.3 million Asians in the United States were foreign born. (*Indicator 2*)

- Overall, in 2005, the percentages of families with children in poverty were higher for Black, American Indian/Alaska Native, Hispanic, and Native Hawaiian or Other Pacific Islander families than for White and Asian families. (*Indicator 4*)
- In 2005, Asian/Pacific Islander and White children ages 6 to 18 were more likely to have parents with higher levels of educational attainment than were Black, Hispanic, and American Indian/Alaska Native children. (*Indicator 5*)

Preprimary, elementary, and secondary education

- In 2005, White, Black, and Asian/Pacific Islander 3- to 5-year-olds were more likely to be enrolled in center-based preprimary programs than were Hispanic 3- to 5-year-olds; 3- to 5-year-olds whose families were at or above the poverty line were more likely to be enrolled than were those whose families were in poverty. (*Indicator 6*)
- From 1993 to 2003, minorities increased as a proportion of public school enrollment, with schools in central city areas experiencing the

most growth in the percentage of minority students. Hispanic students accounted for much of the increase in minorities in all types of locales. (*Indicator 7.1*)

- In 2004, minorities made up 42 percent of public prekindergarten through secondary school enrollment. The percentage of minority enrollment in individual states, however, ranged from 95 percent in the District of Columbia to 4 percent in Vermont. (*Indicator 7.2*)
- In 2005, Black, Hispanic, and American Indian/Alaska Native students were more likely to be eligible for the free and reduced-price lunch program than were their White and Asian/Pacific Islander peers. Black and Hispanic students were also the most likely to attend high-poverty schools (as gauged by program eligibility), while Asian/Pacific Islander students were the most likely to attend low-poverty schools. (*Indicator 7.4*)
- In 2005, the majority of Black and Hispanic students attended schools with high minority enrollment (75 percent or more), while Asian/Pacific Islander and American Indian/Alaska Native students were more evenly distributed across schools with different levels of minority enrollment. (*Indicator 7.5*)
- In 2005, the percentages of students who spoke a language other than English at home were higher among Hispanic and Asian elementary and secondary students than among elementary and secondary students of all other racial/ethnic groups shown. Similarly, Hispanic, Asian, Native Hawaiian or Other Pacific Islander, and American Indian/Alaska Native students had the highest percentages of students who spoke English with difficulty, while White and Black students had the lowest percentages. (*Indicator 8*)

Achievement

- On the 2005 National Assessment of Educational Progress (NAEP) reading assessment, higher percentages of Asian/Pacific Islander and White 4th-graders and 8th-graders scored at or above *Proficient* than did American Indian/Alaska Native, Black, and Hispanic students at the same grade levels. On the 4th- and 8th-grade mathematics assessment, a higher proportion of Asians/

Pacific Islanders scored at or above *Proficient* than did 4th- and 8th-graders of all other races/ethnicities shown. (*Indicator 10*)

- From 1999 to 2005, the number of students taking Advanced Placement (AP) exams increased by a larger percentage among minority students than among White students. Asians had the highest mean AP exam score, while Blacks had the lowest. (*Indicator 13*)

Persistence

- In 2003, a higher percentage of Black elementary and secondary students than elementary and secondary students of any other race/ethnicity shown had been suspended from school at some point. Additionally, a higher percentage of elementary and secondary Black students had been retained a grade or expelled than was the case for White, Hispanic, or Asian/Pacific Islander elementary and secondary students. (*Indicator 16*)
- In 2005, the percentage of 16- to 24-year-olds who were high school *status dropouts* was higher among Hispanics than among Blacks, Whites, and Asian/Pacific Islanders, and higher among Blacks and American Indian/Alaska Natives than among Whites and Asians/Pacific Islanders. (*Indicator 17*)

Student behaviors

- In 2004, higher percentages of White, American Indian/Alaska Native, and Hispanic children ages 12 to 17 reported that they had consumed alcohol in the past month than did Black and Asian children of the same ages. In addition, higher percentages of American Indian/Alaska Native and White children ages 12 to 17 reported smoking cigarettes or using marijuana in the past month than did 12- to 17-year-olds of any other race/ethnicity shown. (*Indicator 20*)
- Birth rates for 15- to 19-year-old females of all races/ethnicities rose from 1985 to 1991 and declined from 1991 to 2004. While Black teenagers had the highest birth rates from 1990 to 1994, Hispanic teenagers have had the highest birth rate among teenagers of all races/ethnicities shown since 1995. Asian/Pacific Islander teenagers have had consistently lower birth rates than their peers. (*Indicator 21*)

Postsecondary participation

- Between 1976 and 2004, the percentage of total undergraduate enrollment who were minority students increased from 17 to 32 percent. By 1980, the percentage of females enrolled as undergraduates surpassed the percentage of males enrolled as undergraduates. In 2004, the gender gap was largest for Black undergraduates. (*Indicator 23.1*)
- In the 2003–04 school year, a larger percentage of Black than White, Hispanic, and Asian/Pacific Islander students received financial aid, while a smaller percentage of Asians/Pacific Islanders received aid than any other race/ethnicity shown. (*Indicator 24*)
- In 2004, more postsecondary degrees were awarded to Blacks than Hispanics, despite the fact that Hispanics made up a larger percentage of the total population. Among those who earned degrees, the proportions of degrees conferred at the associate's level were higher among Hispanics and American Indians/Alaska Natives than among the other racial/ethnic groups. The proportions of first-professional degrees awarded to Asians/Pacific Islanders were higher than those of the other racial/ethnic groups. A similar proportion of White and Asian/Pacific Islander degree recipients earned doctoral degrees in 2004. (*Indicator 25.1*)

Outcomes of education

- From 1990 to 2005, all racial/ethnic groups shown experienced an increase in the percentage of adults age 25 and over who had completed high school, and the percentages of White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native adults with bachelor's degrees also increased. During the same time period, the gap between White and Black adults in terms of high school completions narrowed, while there was no measurable change in the White-Hispanic gap. In 2005, higher percentages of Asian/Pacific Islander, White, and Black adults than American Indian/Alaska Native and Hispanic adults had completed bachelor's degrees as their highest level of education. (*Indicator 26*)

- In 2005, the median income for all adults over age 25 was \$40,000. For all racial/ethnic groups shown, median income increased as educational attainment increased. Among males, Asians/Pacific Islanders and Whites had higher median incomes (\$50,000 and \$49,000, respectively) than did males of other racial/ethnic groups. Among females, Asians/Pacific Islanders and Whites had higher median incomes (\$38,000 and \$35,000, respectively) than did Blacks (\$30,000), American Indians/Alaska Natives (\$28,000), and Hispanics (\$27,000). (*Indicator 28*)

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INTRODUCTION

This report uses statistics to examine current conditions as well as changes in the education of racial and ethnic minority students in the United States. Minorities in general have made strides in educational achievement over the past few decades; however, some groups continue to lag behind others in certain areas.

Status and Trends in the Education of Racial and Ethnic Minorities is part of a series of reports produced by the National Center for Education Statistics (NCES) that in the past have focused on specific racial/ethnic groups, including *Status and Trends in the Education of Blacks* (Hoffman and Llagas 2003), *Status and Trends in the Education of Hispanics* (Llagas 2003), and *Status and Trends in the Education of American Indians and Alaska Natives* (Freeman and Fox 2005).

Organization of the Report

The report begins with demographic information (*chapter 1*) and then is organized roughly according to the chronology of an individual's education, starting with indicators on preprimary, elementary, and secondary education (*chapter 2*), student achievement (*chapter 3*) and persistence in education (*chapter 4*), behaviors that can affect educational experience (*chapter 5*), participation in postsecondary education (*chapter 6*), and outcomes of education (*chapter 7*). Reference of works cited and a guide to sources ap-

pear at the end of the report. Standard error tables are available on the NCES website: <http://nces.ed.gov>.

Definitions of Race and Ethnicity

The Office of Management and Budget (OMB) is responsible for the standards that govern the categories used to collect and present federal data on race and ethnicity. The OMB revised the guidelines on racial/ethnic categories used by the federal government in October 1997, with a January 2003 deadline for implementation (Office of Management and Budget 1997). The revised standards require a minimum of these five categories for data on race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. The standards also require the collection of data on the ethnicity categories Hispanic or Latino and Not Hispanic or Latino. It is important to note that Hispanic origin is an ethnicity rather than a race, and therefore persons of Hispanic origin may be of any race. Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. The races White, Black, Asian, Native Hawaiian or Other Pacific Islander, and American Indian/Alaska Native, as presented in this report, exclude persons of Hispanic origin unless noted otherwise.

These racial/ethnic categories are defined as follows:

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Within this report, some of the category names have been shortened. American Indian or Alaska Native is denoted as American Indian/Alaska Native; Black or African American is shortened to Black; and Hispanic or Latino is shortened to Hispanic. When discussed separately, Native Hawaiian or Other Pacific Islander is not shortened in the text, but is shortened in tables and figures to Native Hawaiian/Pacific Islander.

For the purposes of this report, minorities are defined as persons of all races/ethnicities other than White, non-Hispanic. Data are also presented on non-Hispanic Whites for comparison purposes. The data in this report come from a number of sources. Many are federal surveys that follow the OMB standards for racial/ethnic classification described above; however, many sources have not fully adopted the standards. Since data sources vary in their reporting of race and

ethnicity, this report focuses on the six categories that are the most common among data sources: White, Black, Hispanic, Asian, Native Hawaiian or Other Pacific Islander, and American Indian/Alaska Native. Asians and Native Hawaiians or Other Pacific Islanders are combined into one category in indicators for which the data were not collected separately for the two groups.

Some of the surveys from which data are presented in this report give respondents the option of selecting either an “other” race category, or “more than one race” or “multiracial” category, or both. Therefore, the remaining categories presented consist entirely of persons who identify as belonging to only one race or ethnicity. Where possible, indicators present data on the “more than one race” category; however in some cases this category may not be separately shown, due to various data issues. The “other” category is never separately shown. Any comparisons made between persons of one racial/ethnic group to “all other racial/ethnic groups” include only the racial/ethnic groups shown in the indicator. In some surveys, respondents are not given the option to select more than one race. In these surveys, respondents of two or more races must select a single race category. Any comparisons between data from surveys that give the option to select more than one race and surveys that do not offer such an option should take into account the fact that there is a potential for bias if members of one racial group are more likely than members of the others to identify themselves as “more than one race.”¹ For postsecondary data, foreign students are counted separately, and therefore are not included in any racial/ethnic category. Please see *Appendix C: Guide to Sources* at the end of this report for specific information on each of the report’s data sources.

The American Community Survey, conducted by the U.S. Census Bureau, collects information regarding specific ancestry. “Snapshots” throughout this report highlight Hispanic ancestry subgroups (such as Mexican, Puerto Rican, or Cuban) and Asian ancestry subgroups (such as Asian Indian, Chinese, or Filipino). *Indicator 2* (Nativity), *Indicator 4* (Families With Children Living in Poverty), *Indicator 8.2* (Lan-

¹ Such bias was found by a National Center for Health Statistics study that examined race/ethnicity responses to the 2000 Census. This study found, for example, that as the percentage of multiple-race respondents in a county increased, the likelihood of respondents stating Black as their primary race increased among Black/White respondents but decreased among American Indian or Alaska Native/Black respondents. See Jennifer D Parker, Nathaniel Schenker, Deborah D Ingram, James A Weed, Katherine E Heck, and Jennifer H Madans. (2004). Bridging between two standards for collecting information on race and ethnicity: an application to Census 2000 and vital rates. *Public Health Reports* 119(2): 192–205. Available through <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1497618>.

guage Minority Students), *Indicator 17* (Dropouts), and *Indicator 26* (Educational Attainment) each provide a “Snapshot” table that includes detailed Hispanic and Asian ancestries and a brief comparison among the subgroups and race/ethnicity categories. For more information on these subgroup definitions, see *Appendix C: Guide to Sources*.

Technical Note

This report includes data from both universe and sample surveys. In the case of universe data, all relevant units are included in the data collection. Thus, there is no sampling error, and observed differences are reported as true. In the case of sample surveys, a nationally representative sample of respondents is selected and asked to participate in the data collection. Since the sample represents just one of many possible samples that could be selected, there is error associated with the sample. To avoid reaching false conclusions about differences between groups or differences over time measured by sample survey data, sampling error is taken into account in statistical tests that are conducted to support statements about differences. Thus, all statements about differences in this report are supported by the data, either directly in the case of universe surveys or with statistical significance testing in the case of sample survey data. In addition, there are occasional references to apparent differences that are not significant.

All significance tests of differences in sample survey data are tested at the .05 level of significance. Several test procedures were used, depending on the type of data interpreted and the nature of the statement tested. The most commonly used test procedures were *t* tests, linear trend tests, and equivalency tests. The *t* tests were not adjusted to compensate for multiple comparisons being made simultaneously. Trend tests were conducted by evaluating the significance of the slope of a simple regression of the annual data points, and a *t* test comparing the end points. Equivalence tests at the 0.15 level were used to determine whether two statistics were substantively equivalent by using a hypothesis test to determine whether the confidence interval of the difference between sample estimates was significantly greater or less than a preset substantively important difference. In most cases involving percentages, a difference of 3.0 percentage points was used to determine substantive equivalence or difference. In some indicators involving only very small percentages, a lower value was used. The appearance of a “!” symbol (meaning “Interpret data with caution”) in a table or figure indicates a data cell with

a high ratio of standard error to estimate (0.20 or greater); therefore, the estimate may be unstable and the reader should use caution when interpreting the data. These unstable estimates are discussed, however, when statistically significant differences are found despite large standard errors.

The indicators in this report present data from a variety of sources. The sources and their definitions of key terms are described in *appendix C*. Most of these sources are federal surveys, and many are conducted by the National Center for Education Statistics (NCES). The majority of the sources are sample surveys, but a few sources provide universe data.

Although percentages reported in the tables are generally rounded to one decimal place (e.g., 76.5 percent), percentages reported in the text and figures are rounded from the original number to whole numbers (with any value of 0.50 or above rounded to the next highest whole number). Due to rounding, cumulative percentages may sometimes equal 99 or 101 percent, rather than 100. In addition, sometimes a whole number in the text may seem rounded incorrectly based on its value when rounded to one decimal place. For example, the percentage 14.479 rounds to 14.5 at one decimal place, but rounds to 14 when reported as a whole number.

Counts or numbers from universe data are reported unrounded. Estimated counts or numbers from sample survey data are reported rounded to hundreds when they are four- and five-digit numbers, and to thousands when they are six-digit numbers.

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1 DEMOGRAPHICS

The first chapter in this report presents demographic information that provides context for the education-specific data presented in later chapters. In order to understand the status of minorities in this country's education system, it is important to understand the relative size of each minority group, where they come from, and where they live. For this reason, *indicators 1 and 2* describe the U.S. population in terms of race/ethnicity, geographic distribution, and nativity. In 2005, minorities made up one-third of the population. Between 1999 and 2000, Hispanics surpassed Blacks as the country's largest minority group, while Asians/Pacific Islanders have experienced the largest rate of growth in the past two decades (*indicator 1*). The Western United States had a higher proportion of minorities than any other region. Hawaii had the highest percentage of minorities of any state, followed by the District of Columbia (*indicator 1*). Some 12 percent of the population in 2005 was born outside the United States. Asians were the racial/ethnic group

with the highest proportion of persons who were foreign-born, followed by Hispanics (*indicator 2*).

Indicators 3, 4, and 5 examine families with children under age 18 residing in the United States. Poverty and family structure influence a child's learning environment. In 2005, across all racial/ethnic groups except Blacks, the majority of families were married couples (*indicator 3*). Some 16 percent of all families with children under 18 residing in the United States were living in poverty. Overall, the percentages of families with children living in poverty were higher for Blacks, American Indians/Alaska Natives, Hispanics, and Native Hawaiian or Other Pacific Islanders than for Whites and Asians (*indicator 4*). In 2005, Asian/Pacific Islander and White children were more likely than Black, Hispanic, and American Indian/Alaska Native children to have mothers with a bachelor's degree and fathers with a bachelor's or graduate degree (*indicator 5*).

1. Population and Geographic Distributions

The U.S. population has become more diverse over the past two decades as minority population groups have increased more rapidly than the White population. However, minority population groups have not grown at the same rate, and some new patterns have emerged. In particular, between 1999 and 2000, Hispanics surpassed Blacks as the largest minority group (U.S. Department of Commerce 2001a).² Substantial growth for minority population groups is projected to continue over the next 20 years (U.S. Department of Commerce 2004).

From 1980 to 2005, the resident population of Asians/Pacific Islanders grew 260 percent, from 3.6 million to 12.8 million. The Hispanic population grew 192 percent, from 14.6 million to 42.7 million. During the same time period, American Indians/Alaska Natives increased by 68 percent, from 1.3 million to 2.2 million, while Blacks had the slowest growth of the minority groups (39 percent), from 26.1 million to 36.3 million. In comparison, the White population grew by 10 percent between 1980 and 2005.

Table 1a. Resident population and percentage distribution, by race/ethnicity: Selected years, 1980–2005, and projections, 2010 and 2020

Year	Total	White	Total minority	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	More than one race
Number (in thousands)								
1980	226,546	180,906	45,640	26,142	14,609	3,563	1,326	—
1985	237,924	184,945	52,979	27,738	18,368	5,315	1,558	—
1990	248,791	188,315	60,476	29,304	22,379	6,996	1,797	—
1995	262,803	193,328	69,475	31,590	27,107	8,846	1,932	—
2000	281,422	195,575	85,846	34,313	35,306	10,724	2,097	3,406
2001	285,108	196,319	88,789	34,814	37,064	11,245	2,130	3,536
2002	287,985	196,827	91,158	35,201	38,500	11,660	2,155	3,642
2003	290,850	197,340	93,510	35,574	39,935	12,071	2,181	3,750
2004	293,657	197,843	95,814	35,950	41,338	12,459 ¹	2,207	3,861
2005	296,410	198,366	98,044	36,325	42,687	12,826	2,233	3,974
2010 ²	308,936	201,112	107,824	—	—	—	—	—
2020 ²	335,805	205,936	129,869	—	—	—	—	—
Percentage distribution								
1980	100.0	79.9	20.1	11.5	6.4	1.6	0.6	—
1985	100.0	77.7	22.3	11.7	7.7	2.2	0.7	—
1990	100.0	75.7	24.3	11.8	9.0	2.8	0.7	—
1995	100.0	73.6	26.4	12.0	10.3	3.4	0.7	—
2000	100.0	69.5	30.5	12.2	12.5	3.8	0.7	1.2
2001	100.0	68.9	31.1	12.2	13.0	3.9	0.7	1.2
2002	100.0	68.3	31.7	12.2	13.4	4.0	0.7	1.3
2003	100.0	67.8	32.2	12.2	13.7	4.2	0.7	1.3
2004	100.0	67.4	32.6	12.2	14.1	4.2	0.8	1.3
2005	100.0	66.9	33.1	12.3	14.4	4.3	0.8	1.3
2010 ²	100.0	65.1	34.9	—	—	—	—	—
2020 ²	100.0	61.3	38.7	—	—	—	—	—

— Not available.

¹ In 2004, there were 12,068,424 Asians and 398,161 Native Hawaiians/Pacific Islanders.

² Projected.

NOTE: Numbers for the year 2000 are from the Decennial Census. All other years are population estimates. Estimates for 2004 may differ from those in other tables due to time of year of estimation. Race categories exclude persons of Hispanic origin. Total minority includes all race/ethnicity categories shown except White. Detail may not sum to totals because of rounding.

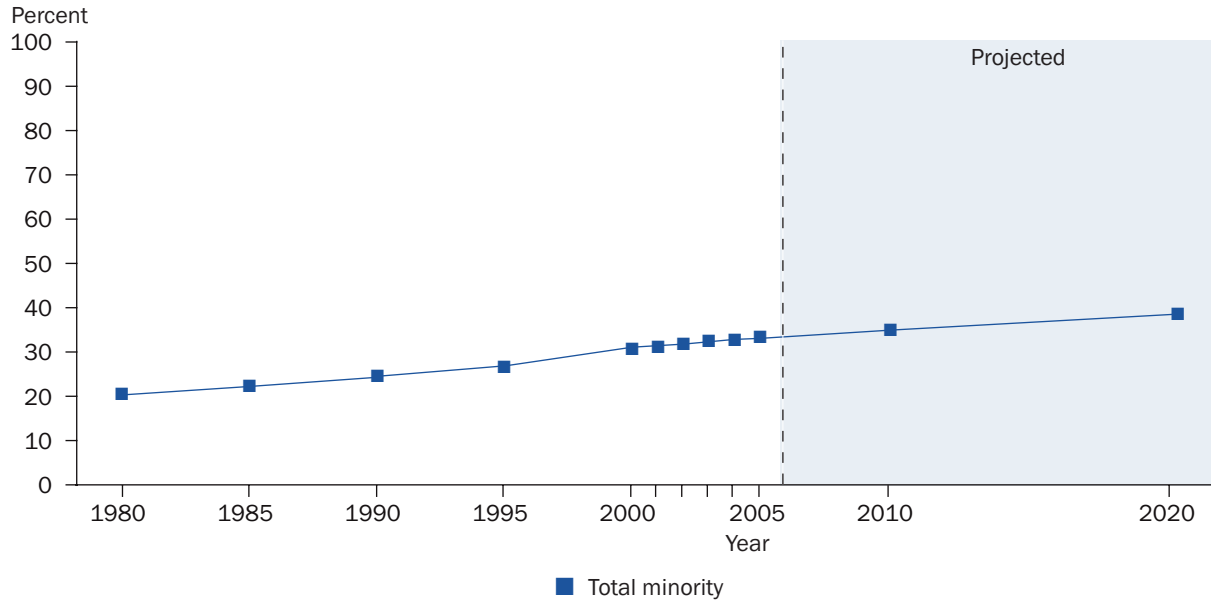
SOURCE: U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States: 2000 and 2004*, Population Estimates Program, 1980–2000; Annual Estimates of the Population by Sex, Race and Hispanic or Latino Origin for the United States: April 1, 2000 to July 1, 2005 (NC-EST2005-03), released May 10, 2006; and U.S. Interim Projections by Age, Sex, Race, and Hispanic Origin, released March 18, 2004.

² In 1999, Blacks represented 12.1 percent of the population and Hispanics represented 11.5 percent (U.S. Department of Commerce 2001b). In Census 2000 (table 1) Blacks were 12.2 percent and Hispanics 12.5 percent.

In 2005, minorities made up 33 percent of the U.S. population. Hispanics were the largest minority group, representing 14 percent of the population. They were followed by Blacks (12 percent), Asians/Pacific Islanders (4 percent), and American Indians/Alaska Natives (1 percent). In addition, over 1 percent of the persons in 2005 identified themselves as being of more than one race.

Between 2005 and 2020, the minority population is expected to increase by 32 percent, compared to 4 percent for the White population. By the year 2020, minorities are predicted to represent 39 percent of the total population.

Figure 1. Minority population as percentage of total population: Selected years, 1980–2005, and projections, 2010 and 2020



NOTE: White excludes persons of Hispanic origin. Total minority includes all race/ethnicity categories except White.
 SOURCE: U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States: 2000 and 2004*, Population Estimates Program, 1980 to 2000; Annual Estimates of the Population by Sex, Race and Hispanic or Latino Origin for the United States: April 1, 2000 to July 1, 2005 (NC-EST2005-03), released May 10, 2006; and U.S. Interim Projections by Age, Sex, Race, and Hispanic Origin, released March 18, 2004.

While minority populations are growing nationally both in terms of numbers and percentage of the population, the proportions vary widely from state to state. In 2005, minorities represented the highest percentage of the regional population (44 percent) in the West, followed by the South (37 percent).³ Minorities represented a smaller percentage of the population in the Northeast (28 percent) and the Midwest (20 percent). In terms of specific minority groups, the South had the highest percentage of Blacks (19 percent), while the West had the largest percentage of all other minority groups.

In 2005, Hawaii, with a minority population of 976,000 (appendix table A-1a), had the highest percentage of minorities of any one state (77 percent), due to its large Asian and Native Hawaiian or Other Pacific Islander populations (41 and 8 percent, respectively), and Hispanic population (8 percent). The District of Columbia, with a minority population of 379,000, had the second highest overall percentage (69 percent).⁴ Over one-half of the District of Columbia's minority population were Black (56 percent) and 9 percent were Hispanic. Fifty-seven percent of people in New Mexico were minorities, with 43 percent Hispanics and 9 percent American Indians/Alaska Natives. California had the largest minority population, over 20 million, or 56 percent of the state population, the majority of which were

Hispanic and Asian. Texas had the second largest number of minority residents (11.6 million), which made up 51 percent of its population. Some 35 percent of Texas' population was Hispanic.

Several other states had minority populations that were substantially higher (more than 5 percentage points) than the national average. For instance, Arizona and Nevada had high percentages of Hispanics (29 and 24 percent, respectively). Florida also had a high percentage of Hispanics (19 percent) for a state in the South. Illinois, a Midwest state with a 34 percent minority population, had large Black and Hispanic populations (15 and 14 percent, respectively). Additionally, 7 percent of New York and New Jersey's populations were Asian, a relatively high percentage for states not in the West. Both states also had high percentages of Blacks (15 percent in New York and 13 percent in New Jersey) and Hispanics (16 percent in New York and 15 percent in New Jersey) for states in the Northeast.

In contrast, several states had minority populations that were substantially lower (more than 20 percentage points) than the national average. Maine, for instance, had the lowest percentage of minority residents (4 percent) among all states. Vermont, West Virginia, New Hampshire, and Iowa also had small minority populations (each under 9 percent).

³ Northeastern states are CT, ME, MA, NH, NJ, NY, PA, RI, and VT. Midwestern states are IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, and WI. Southern states are AL, AR, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, WV, and DC. Western states are AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, and WY.

⁴The total 2005 population estimate for the District of Columbia has been revised. The estimates for race and Hispanic origin, however, have not been updated.

Table 1b. Population in the four U.S. regions, and in the 20 states with highest percentages of total minority population, by race/ethnicity and region/state: 2005

Region/state	White	Total minority	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	More than one race
United States	66.9	33.1	12.3	14.4	4.2	0.1	0.8	1.3
Northeast	71.8	28.2	11.1	11.0	4.8	#	0.2	1.0
Midwest	80.0	20.0	10.2	5.8	2.2	#	0.6	1.1
South	63.4	36.6	19.0	13.6	2.3	#	0.6	1.1
West	55.9	44.1	4.6	26.7	8.6	0.5	1.5	2.2
Hawaii	23.5	76.5	2.1	8.0	40.5	8.5	0.3	17.2
District of Columbia	31.1	68.9	55.7	8.6	3.0	0.1	0.2	1.3
New Mexico	43.1	56.9	1.8	43.4	1.1	0.1	9.3	1.1
California	43.8	56.2	6.2	35.2	11.9	0.3	0.5	2.0
Texas	49.2	50.8	11.2	35.1	3.2	0.1	0.3	0.9
Maryland	59.2	40.8	28.8	5.7	4.7	#	0.2	1.4
Georgia	59.6	40.4	29.4	7.1	2.6	#	0.2	0.9
Mississippi	59.7	40.3	36.8	1.7	0.7	#	0.4	0.6
Nevada	60.0	40.0	7.2	23.5	5.5	0.5	1.1	2.2
Arizona	60.4	39.6	3.2	28.5	2.1	0.1	4.5	1.2
New York	60.9	39.1	15.0	16.1	6.6	#	0.3	1.1
Louisiana	61.6	38.4	32.9	2.8	1.4	#	0.6	0.8
Florida	62.1	37.9	15.0	19.5	2.0	0.1	0.3	1.0
New Jersey	63.2	36.8	13.2	15.2	7.1	#	0.1	1.0
South Carolina	65.5	34.5	29.0	3.3	1.1	#	0.3	0.8
Illinois	65.8	34.2	14.8	14.3	4.0	#	0.1	1.0
Alaska	66.5	33.5	3.4	5.1	4.5	0.5	15.7	4.4
Virginia	68.2	31.8	19.5	6.0	4.5	0.1	0.3	1.5
North Carolina	68.3	31.7	21.4	6.4	1.8	#	1.2	0.9
Alabama	69.3	30.7	26.2	2.3	0.8	#	0.5	0.8

Rounds to zero.

NOTE: Northeastern states are CT, ME, MA, NH, NJ, NY, PA, RI, and VT. Midwestern states are IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, and WI. Southern states are AL, AR, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, WV, and DC. Western states are AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, and WY. Race categories exclude persons of Hispanic origin. Total minority includes all race/ethnicity categories shown except White. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Annual Estimates of the Population by Race Alone and Hispanic or Latino Origin for the United States and States: July 1, 2005 (SC-EST2005-04), released July 15, 2006.

Table 1c. Percentage distribution of population in the 5 states with lowest percentages of total minority population, by race/ethnicity and state: 2005

State	White	Total minority	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	More than one race
Maine	96.0	4.0	0.7	1.0	0.8	#	0.5	0.9
Vermont	95.9	4.1	0.6	1.1	1.0	#	0.3	1.0
West Virginia	94.4	5.6	3.2	0.9	0.6	#	0.2	0.8
New Hampshire	94.1	5.9	0.8	2.2	1.7	#	0.2	0.9
Iowa	91.5	8.5	2.2	3.7	1.4	#	0.3	0.8

Rounds to zero.

NOTE: Race categories exclude persons of Hispanic origin. Total minority includes all race/ethnicity categories shown except White. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Annual Estimates of the Population by Race Alone and Hispanic or Latino Origin for the United States and States: July 1, 2005 (SC-EST2005-04), released July 15, 2006.

2. Nativity

The size of the foreign-born population in the United States has increased in recent years, from 8 percent in 1990 to 12 percent in 2005. This growth has important implications for several aspects of primary and secondary education. Research suggests that foreign-born children and children of foreign-born parents tend to be of lower socio-economic status than their U.S.-born peers and may not perform as well as their U.S.-born peers on measures of academic achievement (Glick 2004).

In 2005, 4 percent of all U.S. children under age

18 were born outside of the United States and its territories.⁵ Some 23 percent of Asian children were foreign-born, a larger percentage than any other race/ethnicity. The percentages of Hispanic (11 percent) and Native Hawaiian or Other Pacific Islander children (10 percent) who were foreign-born were also higher than those for Black (2 percent), White and American Indian/Alaska Native children (both 1 percent), and children of more than one race (1 percent). The percentage of children under age 18 who were foreign born was about 2 percentage points lower in 2005 than in 2000 for both Hispanics and Asians.

Table 2a. Percentage of population in the United States, by nativity, age group, and race/ethnicity: 1990, 2000, and 2005

Year and race/ethnicity	Total population		Under 18	
	Native	Foreign-born	Native	Foreign-born
1990 ¹				
Total	92.0	8.0	—	—
White	96.7	3.3	—	—
Black	95.8	4.2	—	—
Hispanic	64.3	35.7	—	—
Asian/Pacific Islander	36.6	63.4	—	—
American Indian/Alaska Native	98.6	1.4	—	—
2000				
Total²	88.9	11.1	95.9	4.1
White	96.2	3.8	98.8	1.2
Black	93.7	6.3	98.1	1.9
Hispanic	60.9	39.1	87.3	12.7
Asian	31.2	68.8	75.3	24.7
Native Hawaiian/Pacific Islander	83.5!	16.5	95.2	4.8!
American Indian/Alaska Native	98.5!	1.5!	99.6	0.4!
More than one race	92.8	7.2	98.4	1.6
2005				
Total²	87.6	12.4	95.7	4.3
White	96.1	3.9	98.7	1.3
Black	92.6	7.4	97.7	2.3
Hispanic	59.6	40.2	88.5	10.8
Asian	32.2	67.8	77.4	22.6
Native Hawaiian/Pacific Islander	78.7	21.3	90.2	9.8 !
American Indian/Alaska Native	98.5	1.5	99.4	0.6 !
More than one race	95.2	4.8	99.0	1.0

— Not available.

! Interpret data with caution.

¹ 1990 data are from Census Bureau population estimates, rather than American Community Survey. Use caution in comparing these percentages to those from 2000 and 2005.

² Total includes other race/ethnicity categories not separately shown.

NOTE: Births to U.S. citizens outside of U.S. territory are included as native. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

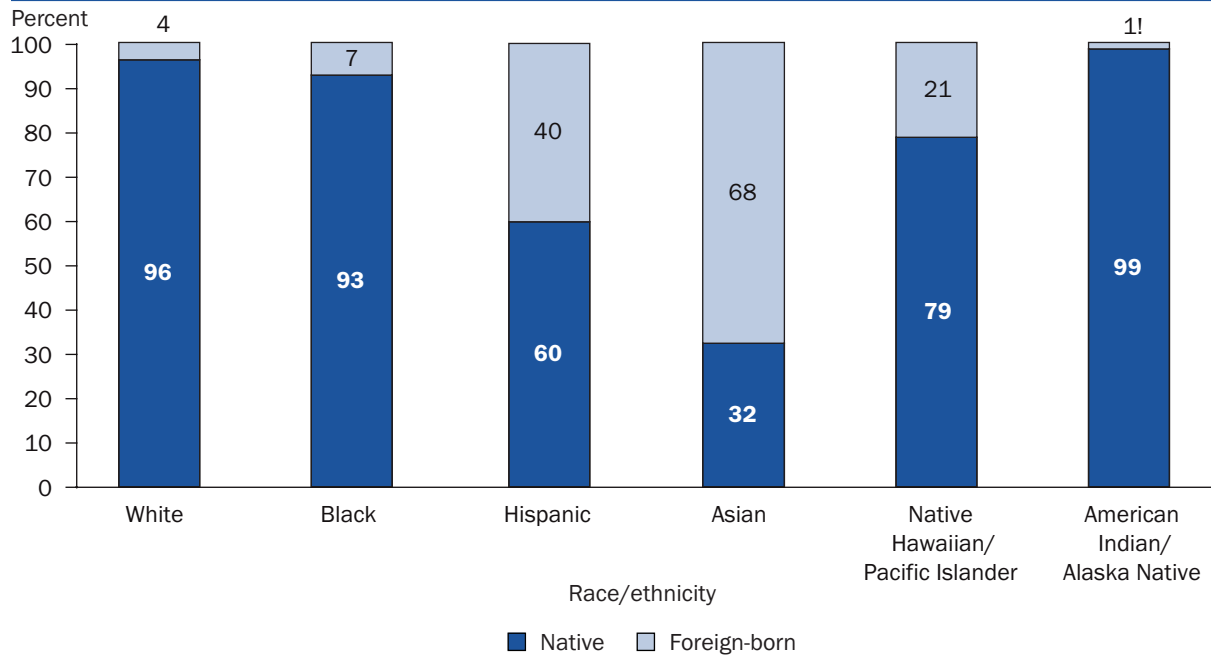
SOURCE: U.S. Department of Commerce, Census Bureau, Population Estimates Program, Foreign-Born Resident Population Estimates and Native Population Estimates of the United States by Sex, Race, and Hispanic Origin: July 1, 1990, released April 11, 2000; and American Community Survey, 2000 and 2005.

⁵ Births to U.S. citizens outside of U.S. territories are included as native.

In 2005, 12 percent of the total population was foreign born. The percentage of the total population who were foreign born was higher than the percentage of children who were foreign born for all racial/ethnic groups. Among the racial/ethnic groups, 1 percent of American Indians/Alaska Natives, 4 percent of Whites, 7 percent of Blacks, 21 percent of Native Hawaiians or Other Pacific Islanders, 40 percent of Hispanics,

and 68 percent of Asians were foreign born. Only Blacks and Hispanics experienced measurable changes between 2000 and 2005 in the percentages who were foreign born (an increase of 1 percentage point for both). The apparent increase in the percentage of Native Hawaiians or Other Pacific Islanders who were foreign born was not statistically significant.

Figure 2. Percentage distribution of population in the United States, by race/ethnicity and nativity: 2005



! Interpret data with caution.

NOTE: Births to U.S. citizens outside of U.S. territory are included as native. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2005.

Snapshot of Hispanic and Asian subgroups: Nativity

The two racial/ethnic groups whose populations had the largest proportions of foreign-born persons in 2005 were Hispanics and Asians. In 2005, 40 percent of the 41.9 million Hispanics and 68 percent of the 12.3 million Asians in the United States were foreign born.

Among foreign-born children under age 18 in 2005, 53 percent were Hispanic and 20 percent were Asian. Some 38 percent of all foreign-born children were Mexican, a greater percentage than any other Hispanic subgroup. Additionally, 5 percent of foreign-born children were South American, another 5 percent were Central American, 3 percent were Other Hispanic or Latino, and 2 percent were Dominican. Less than 1 percent of foreign-born children were Puerto Rican. Among Asian subgroups, Chinese and Asian Indian children each accounted for 4 percent of all foreign-born children, Filipino and Korean children each accounted for 3 percent of foreign-born children, Other Asian and Vietnamese children were each 2 percent of foreign-born children overall, and Japanese children represented 1 percent of all foreign-born children.

A larger percentage of South American children were foreign born (29 percent) than was the case for any other Hispanic subgroup. Among Asian subgroups, Korean children had the highest percentage who were foreign born (38 percent).

The percentage of children under age 18 who were foreign born was lower than the overall percentage who were foreign born for all Hispanic and Asian subgroups. There were also differences between the distributions of foreign-born children and the total foreign-born population among subgroups. A larger proportion of foreign-born children were Mexican (38 percent) compared with the total foreign-born population (30 percent), while smaller proportions of foreign-born children than the total foreign-born population were Central American (5 percent vs. 6 percent) or Other Hispanic (3 percent vs. 4 percent). Additionally, smaller percentages of foreign-born children than the total foreign-born population were Chinese (4 percent vs. 6 percent), Filipino (3 percent vs. 4 percent), or Vietnamese (2 percent vs. 3 percent).

Table 2b. Number, percentage, and percentage distribution of U.S. population, by nativity and race/ethnicity with Hispanic and Asian subgroups: 2005

Race/ethnicity and subgroup	Total population	Native	Foreign-born		
			Number	Percent	Percentage distribution
Total¹	288,399,000	87.6	35,778,000	12.4	100.0
White	192,527,000	96.1	7,446,000	3.9	20.8
Black	34,411,000	92.6	2,536,000	7.4	7.1
Hispanic	41,926,000	59.6	16,841,000	40.2	47.1
Mexican	26,784,000	59.5	10,856,000	40.5	30.3
Puerto Rican	3,795,000	98.9	41,000	1.1	0.1
Dominican	1,136,000	40.8	672,000	59.2	1.9
Central American	3,115,000	31.3	2,141,000	68.7	6.0
South American	2,238,000	28.4	1,603,000	71.6	4.5
Other Hispanic or Latino	4,859,000	68.5	1,528,000	31.5	4.3
Asian	12,331,000	32.2	8,355,000	67.8	23.4
Asian Indian	2,299,000	25.4	1,715,000	74.6	4.8
Chinese	2,831,000	30.2	1,975,000	69.8	5.5
Filipino	2,230,000	32.4	1,507,000	67.6	4.2
Japanese	823,000	60.1	328,000	39.9	0.9
Korean	1,253,000	22.4	972,000	77.6	2.7
Vietnamese	1,406,000	32.5	949,000	67.5	2.7
Other Asian	1,490,000	39.0	908,000	61.0	2.5
Native Hawaiian/Pacific Islander	346,000	78.7	74,000	21.3	0.2
American Indian/Alaska Native	2,036,000	98.5	30,000	1.5	0.1
More than one race	4,046,000	95.2	195,000	4.8	0.5

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Births to U.S. citizens outside of U.S. territory are included as native. Population estimates may differ from those in other tables due to time of year of estimation. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2005.

Table 2c. Number, percentage, and percentage distribution of U.S. population under age 18, by nativity and race/ethnicity with Hispanic and Asian subgroups: 2005

Race/ethnicity and subgroup	Total population	Native	Foreign-born		Percentage distribution
			Number	Percent	
Total¹	74,148,000	95.7	3,155,000	4.3	100.0
White	42,364,000	98.7	544,000	1.3	17.3
Black	10,608,000	97.7	249,000	2.3	7.9
Hispanic	14,439,000	88.5	1,667,000	11.5	52.8
Mexican	9,862,000	87.9	1,195,000	12.1	37.9
Puerto Rican	1,278,000	99.8	3,000	0.2!	0.1!
Dominican	370,000	84.5	57,000	15.5	1.8
Central American	878,000	82.5	153,000	17.5	4.9
South American	557,000	70.8	163,000	29.2	5.2
Other Hispanic or Latino	1,495,000	93.6	96,000	6.4	3.0
Asian	2,813,000	77.4	635,000	22.6	20.1
Asian Indian	560,000	75.9	135,000	24.1	4.3
Chinese	595,000	76.7	138,000	23.3	4.4
Filipino	465,000	78.1	102,000	21.9	3.2
Japanese	96,000	74.8	24,000	25.2	0.8
Korean	261,000	62.0	99,000	38.0	3.1
Vietnamese	364,000	83.5	60,000	16.5	1.9
Other Asian	473,000	83.8	76,000	16.2	2.4
Native Hawaiian/Pacific Islander	92,000	90.2	9,000	9.8	0.3!
American Indian/Alaska Native	583,000	99.4	3,000	0.6	0.1!
More than one race	1,948,000	99.0	20,000	1.0	0.6

! Interpret data with caution.

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Births to U.S. citizens outside of U.S. territory are included as native. Population estimates may differ from those in other tables due to time of year of estimation. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2005.

3. Types of Families with Children

In 2005, approximately 38.1 million families with children under 18 resided in the United States (data not shown in tables). These families with children consisted of married couples (67 percent), female householders with no husband present (25 percent), and male householders with no wife present (8 percent).⁶

Across all racial/ethnic groups shown except Blacks, the majority of families with children under 18 were married couples. Some 82 percent of all Asian families with children were married couples, higher than the percentages for White families (74 percent), Native Hawaiian or other Pacific Islander families (65

percent), Hispanic families (62 percent), American Indian/Alaska Native families (53 percent), and Black families (36 percent). Black families with children had the highest percentage of families headed by females with no husband present (55 percent), followed by American Indian/Alaska Native (36 percent), Hispanic (27 percent) and Native Hawaiian or other Pacific Islander (26 percent), then White (19 percent), and Asian (12 percent) families. A higher percentage of Hispanic and American Indian/Alaska Native families with children (each 11 percent) were headed by males with no wife present than Black (9 percent), White (7 percent), and Asian (5 percent) families.

Table 3. Percentage distribution of families with children under 18, by family type and race/ethnicity: 2005

Race/ethnicity	All families	Family type		
		Married-couple	Female householder, no husband present	Male householder, no wife present
Total¹	100.0	66.9	25.4	7.7
White	100.0	74.3	19.0	6.7
Black	100.0	36.4	55.0	8.6
Hispanic	100.0	62.3	27.0	10.7
Asian	100.0	82.2	12.3	5.5
Native Hawaiian/Pacific Islander	100.0	65.2	25.9	8.8
American Indian/Alaska Native	100.0	52.6	36.3	11.1
More than one race	100.0	55.6	35.4	9.0

! Interpret data with caution.

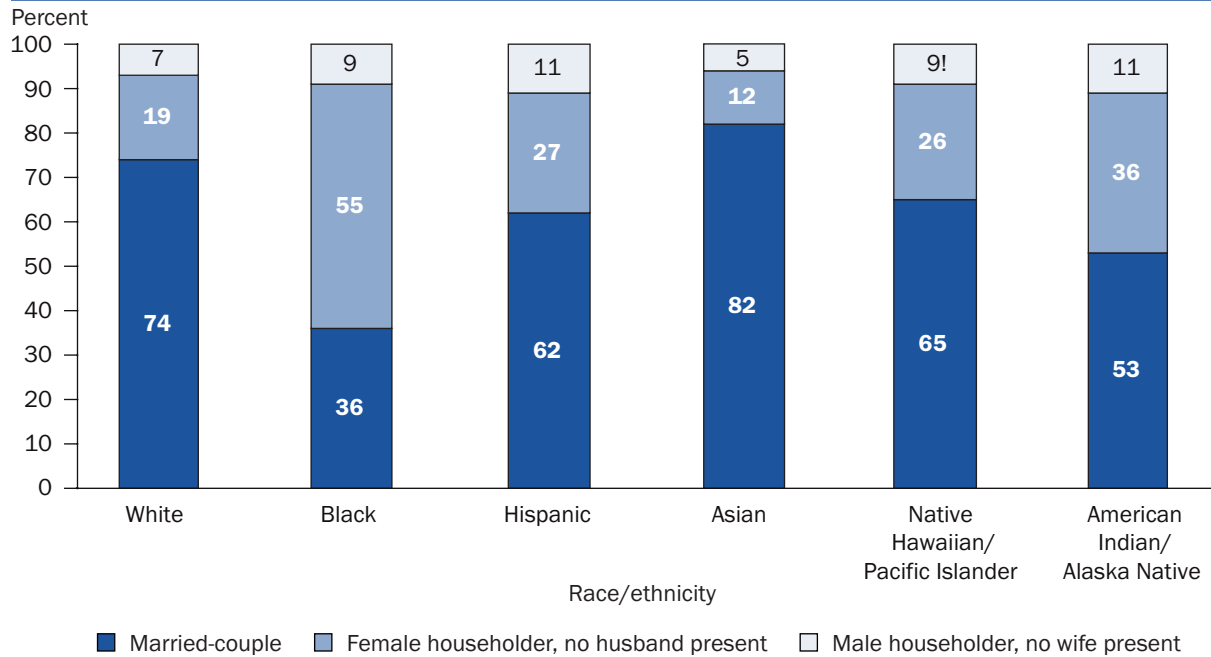
¹ Total includes other race/ethnicity categories not separately shown.

NOTE: A family is a group of two people or more residing together (one of whom is the householder) who are related by birth, marriage, or adoption. Unmarried couples with children of their own would be classified as either "Female householder, no husband present" or "Male householder, no wife present" determined by the householder of record. The householder of record is the person living or staying in the household in whose name the house or apartment is owned, being bought, or rented.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2005.

⁶ A family is a group of two people or more residing together (one of whom is the householder) who are related by birth, marriage, or adoption. Unmarried couples with children of their own would be classified as either "Female householder, no husband present" or "Male householder, no wife present" determined by the householder of record. The householder of record is the person living or staying in the household in whose name the house or apartment is owned, being bought, or rented.

Figure 3. Percentage distribution of families with children under 18, by race/ethnicity and family type: 2005



NOTE: A family is a group of two people or more residing together (one of whom is the householder) who are related by birth, marriage, or adoption. Unmarried couples with children of their own would be classified as either "Female householder, no husband present" or "Male householder, no wife present" determined by the householder of record. The householder of record is the person living or staying in the household in whose name the house or apartment is owned, being bought, or rented.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2005.

4. Families with Children Living in Poverty

Poverty poses a serious challenge to children's access to quality learning opportunities and their potential to succeed in school. Research has suggested that growing up in poverty can negatively impact children's mental and behavioral development as well as their overall health, making it more difficult for them to learn (Duncan, Brooks-Gunn, and Klebanov 1994; Pollitt 1994). In 2005, some 16 percent of the 38.1 million families with children under 18 residing in the United States (total not shown in tables) were living in poverty. However, the percentage of these families living in poverty varied between 4 and 47 percent when considering race/ethnicity and family type.⁷

The overall percentages of families with children in poverty were higher for Blacks, American Indians/Alaska Natives, Hispanics, and Native Hawaiians or Other Pacific Islanders (ranging between 20 and 30 percent) than for Whites and Asians (both 10 percent). The percentages of families with children in poverty headed by a female with no husband present were higher for Hispanic (47 percent), Black (44 percent), and American Indian/Alaska Native families (44 percent) than those for families of the same type for White (31 percent) and Asian families (27 percent). Although there appear to be differences between the percentage of families with children in poverty headed by a female with no husband pres-

ent for Native Hawaiian or Other Pacific Islanders and the percentages for other race/ethnicity families of the same type, no measurable differences were found due to high standard errors. For families with children headed by a male with no wife present, the percentages in poverty for American Indian/Alaska Native (33 percent) and Black families (27 percent) were higher than the percentage of Hispanic families in poverty (23 percent) followed by the percentages for Asian (17 percent) and White families (14 percent). Within married-couple families with children, a smaller percentage of White families were living in poverty (4 percent) than was the case for Asian families (8 percent), Black (10 percent), Hispanic (17 percent), American Indian/Alaska Native (14 percent), and Native Hawaiian or Other Pacific Islander families (15 percent).

In general, across racial/ethnic groups, families headed by females with no husband present were the most likely to be living in poverty, followed by families headed by males with no wife present and then married-couple families. For instance, 44 percent of all Black female householder, no husband present families with children lived in poverty in 2005, while 27 percent of Black male householder, no wife present families with children and 10 percent of Black married-couple families with children lived in poverty.

⁷ A family is a group of two people or more residing together (one of whom is the householder) who are related by birth, marriage, or adoption. Unmarried couples with children of their own would be classified as either "Female householder, no husband present" or "Male householder, no wife present" determined by the householder of record. The householder of record is the person living or staying in the household in whose name the house or apartment is owned, being bought, or rented.

Table 4a. Percentage of families with children under 18 in poverty, by family type and race/ethnicity: 2005

Race/ethnicity	Family type			
	All families	Married-couple	Female householder, no husband present	Male householder, no wife present
Total¹	15.7	7.0	37.8	18.6
White	10.0	4.4	30.7	13.9
Black	30.1	9.6	44.2	26.8
Hispanic	25.6	16.9	46.5	23.3
Asian	10.4	7.5	26.6	17.3
Native Hawaiian/Pacific Islander	20.0	15.0	32.9	‡
American Indian/Alaska Native	26.8	13.6	44.0	33.1
More than one race	21.1	7.3	42.3	22.5

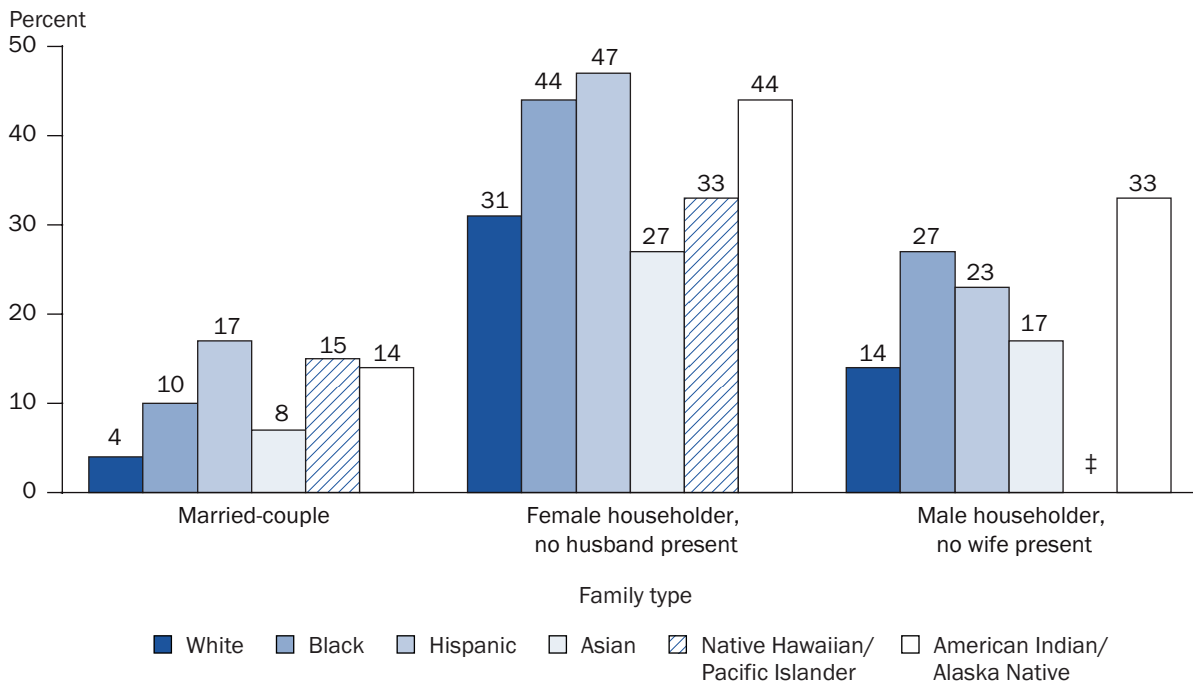
‡ Reporting standards not met. Sample size too small.

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: A family is a group of two people or more residing together (one of whom is the householder) who are related by birth, marriage, or adoption. Unmarried couples with children of their own would be classified as either “Female householder, no husband present” or “Male householder, no wife present” determined by the householder of record. The householder of record is the person living or staying in the household in whose name the house or apartment is owned, being bought, or rented. To define poverty, the U.S. Census Bureau utilizes a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family’s total income is less than that family’s threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2005.

Figure 4. Percentage of families with children under 18 living in poverty, by family type and race/ethnicity: 2005



‡ Reporting standards not met. Sample size too small.

NOTE: A family is a group of two people or more residing together (one of whom is the householder) who are related by birth, marriage, or adoption. Unmarried couples with children of their own would be classified as either “Female householder, no husband present” or “Male householder, no wife present” determined by the householder of record. The householder of record is the person living or staying in the household in whose name the house or apartment is owned, being bought, or rented. To define poverty, the U.S. Census Bureau utilizes a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family’s total income is less than that family’s threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2005.

Snapshot of Hispanic and Asian subgroups: Families with Children Living in Poverty

In 2005, there were 6.3 million Hispanic and 1.7 million Asian families with children under 18 (data not shown). Approximately 26 percent of these Hispanic and 10 percent of these Asian families were living in poverty.

Overall, a higher percentage of Hispanic families with children were living in poverty than the national percentage of families with children living in poverty. Some 34 percent of Dominican, 28 percent of Puerto Rican, 27 percent of Mexican, 22 percent of Central American, and 20 percent of Other Hispanic or Latino families with children were living in poverty, compared to the national estimate of 16 percent. The percentage of families of South American heritage living in poverty was not measurably different from the national percentage.

A smaller percentage of Asian families with children were living in poverty than the national percentage of families with children in poverty. Specifically, percentages for Filipino (6 percent), Asian Indian and Japanese (7 percent each), Chinese (10 percent), and Korean (11 percent) families with children in poverty were smaller than the national percentage (16 percent), while the percentage of Other Asian (19 percent) families with children living in poverty was higher than the national percentage. The percentage for Vietnamese families with children living in poverty was not measurably different from the national estimate of such families.

Table 4b. Percentage of families with children under 18 in poverty, by family type and race/ethnicity with Hispanic and Asian subgroups: 2005

Race/ethnicity	Family type			
	All families	Married-couple	Female householder, no husband present	Male householder, no wife present
Total¹	15.7	7.0	37.8	18.6
White	10.0	4.4	30.7	13.9
Black	30.1	9.6	44.2	26.8
Hispanic	25.6	16.9	46.5	23.3
Mexican	27.0	19.8	48.8	24.2
Puerto Rican	28.3	10.4	47.3	24.1
Dominican	33.7	14.0	49.9	31.1
Central American	22.1	14.1	42.4	20.3
South American	14.2	7.9	32.2	12.7
Other Hispanic or Latino	20.5	10.4	41.2	21.6
Asian	10.4	7.5	26.6	17.3
Asian Indian	6.6	5.2	27.2	13.8!
Chinese	10.5	8.0	27.8	20.6
Filipino	5.9	3.2	14.0	15.4!
Japanese	6.9	5.7	12.4!	9.7!
Korean	11.4	8.7	29.2	9.8!
Vietnamese	15.2	10.4	36.8	25.1
Other Asian	19.1	14.7	38.8	16.4
Native Hawaiian/Pacific Islander	20.0	15.0	32.9	‡
American Indian/Alaska Native	26.8	13.6	44.0	33.1
More than one race	21.1	7.3	42.3	22.5

! Interpret data with caution.

‡ Reporting standards not met.

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: A family is a group of two people or more residing together (one of whom is the householder) who are related by birth, marriage, or adoption. Unmarried couples with children of their own would be classified as either "Female householder, no husband present" or "Male householder, no wife present" determined by the householder of record. The householder of record is the person living or staying in the household in whose name the house or apartment is owned, being bought, or rented. To define poverty, the U.S. Census Bureau utilizes a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2005.

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5. Parental Education

Research has shown a link between parental education levels and child outcomes such as educational experience and academic achievement. For example, children with highly educated mothers were more likely than other children to participate in early childhood education programs and home literacy activities (U.S. Department of Education 2006, *indicator 2*; U.S. Department of Education 2003, *indicator 37*). In addition, children with highly educated parents earned higher average reading and mathematics scores on the National Assessment of Educational Progress (NAEP) than did children with less-educated parents (U.S. Department of Education 2005, *indicators 9 and 10*). Despite an increase in the overall level of educational attainment since 1990 (see *indicator 27*), differences in parental educational attainment levels persist across racial/ethnic groups.

In 2005, Asian/Pacific Islander and White children ages 6 to 18 were more likely to have parents with higher levels of educational attainment than were Black, Hispanic, and American Indian/Alaska

Native children. The percentages of Asian/Pacific Islander children (45 percent) and White children (32 percent) whose mothers had at least a bachelor's degree were higher than the percentages of Black (15 percent), Hispanic (10 percent) and American Indian/Alaska Native children (8 percent) whose mothers had this level of educational attainment. No measurable difference was detected between the percentage of White and Asian/Pacific Islander children with mothers who had at least a bachelor's degree, due in part to large standard errors. A higher percentage of White children (9 percent) than Black (5 percent) and Hispanic children (2 percent) had mothers with a graduate degree. The percentage of Asian/Pacific Islander children whose mothers had a graduate degree was not measurably different from those of other races/ethnicities, again due to a large standard error. In addition, no measurable differences were detected between the percentages of Black, Hispanic, and American Indian/Alaska Native children whose mothers had a graduate degree.

Table 5. Percentage of children ages 6 to 18, by parent's highest educational attainment and race/ethnicity: 2005

Parent and race/ethnicity	Less than high school	High school completion ¹	Some college or associate's degree	Bachelor's degree or higher		
				Total	Bachelor's degree	Graduate degree ²
Mother						
Total³	14.8	29.4	30.3	25.5	18.6	6.9
White	5.9	29.0	33.4	31.7	23.0	8.7
Black	18.2	34.4	32.2	15.3	10.6	4.7!
Hispanic	41.3	28.6	20.2	9.9	7.7!	2.2!
Asian/Pacific Islander	16.0!	22.2!	17.1!	44.7	32.9!	11.8!
American Indian/Alaska Native	11.9!	31.3!	48.4!	8.4!	3.9!	4.4!
Father						
Total³	13.6	31.0	25.8	29.7	18.7	11.1
White	6.9	30.6	27.4	35.1	21.8	13.3
Black	11.5	41.8	29.5	17.3	13.0	4.3
Hispanic	41.5	28.1	19.0	11.4	8.0	3.4
Asian/Pacific Islander	8.5!	25.3	18.5	47.7	26.7	21.0
American Indian/Alaska Native	14.9!	40.1	32.9	12.1!	8.4!	3.7!

! Interpret data with caution.

¹ Includes high school diploma or equivalency.

² A master's, doctor's, or first-professional degree.

³ Total includes persons of more than one race, not separately shown.

NOTE: Parents include adoptive and step-parents but exclude parents not residing in the same household as their children. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

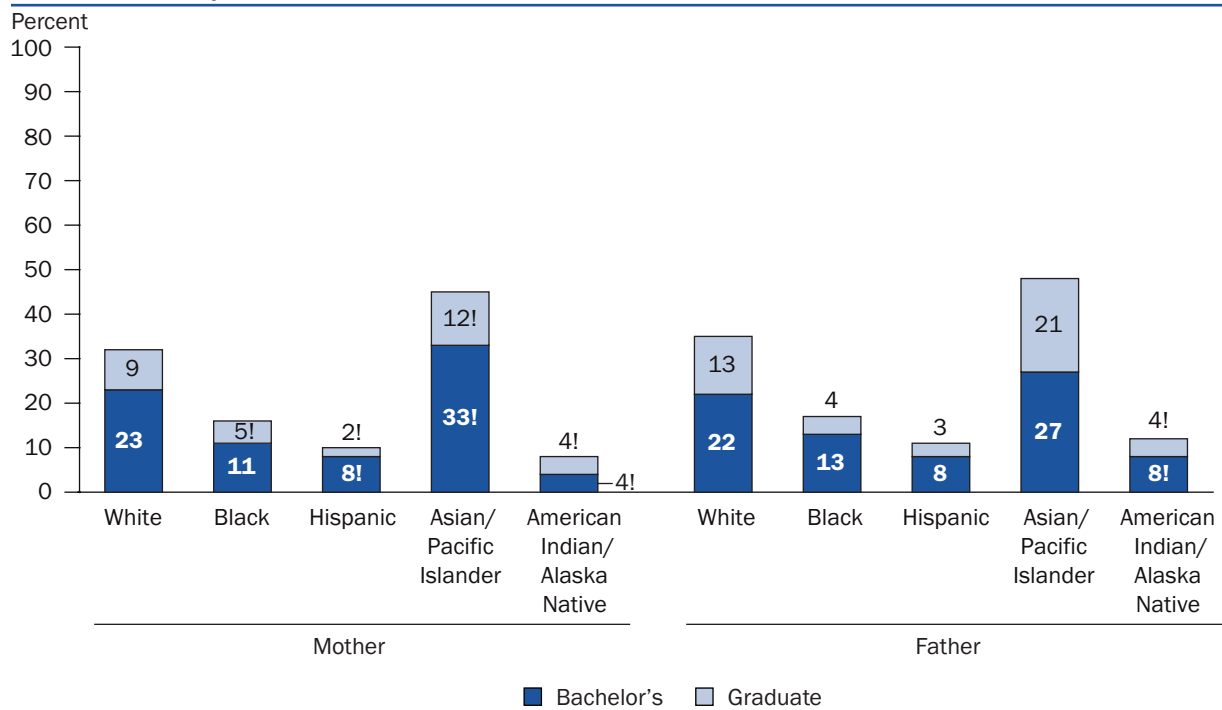
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2005.

A different pattern existed among the racial/ethnic groups regarding father’s educational attainment. Asian/Pacific Islander children had a higher percentage of fathers with at least a bachelor’s degree (48 percent) than did White (35 percent), Black (17 percent), American Indian/Alaska Native (12 percent), or Hispanic children (11 percent). The percentage of White children whose fathers had at least a bachelor’s degree was also higher than the percentages of Black, Hispanic, and American Indian/Alaska Native children whose fathers had this level of attainment. In addition, Asian/Pacific Islander children had the highest percentage of fathers with a graduate degree (21 percent), compared to White (13 percent), Black (4 percent), American Indian/Alaska Native (4 percent), and Hispanic children (3 percent), and the percentage of White children with fathers who had a graduate degree was higher than those of Black, American Indian/Alaska Native, and

Hispanic children. No measurable differences were found among the percentages of Black, Hispanic, and American Indian/Alaska Native children whose fathers had a graduate degree.

Differences were also apparent across racial/ethnic groups in the lower levels of parental educational attainment. Hispanic children had the highest percentage of mothers who were not high school completers (41 percent), compared to Black (18 percent), Asian/Pacific Islander, (16 percent), American Indian/Alaska Native (12 percent), and White children (6 percent). Similarly, Hispanic children had a higher percentage of fathers who were not high school completers (41 percent) than did American Indian/Alaska Native (15 percent), Black (11 percent), Asian/Pacific Islander (8 percent), and White children (7 percent).

Figure 5. Percentage of children ages 6 to 18 whose parents attained a bachelor’s or graduate degree, by race/ethnicity: 2005



! Interpret data with caution.

NOTE: Parents include adoptive and step-parents but exclude parents not residing in the same household as their children. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2005.

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2 PREPRIMARY, ELEMENTARY, AND SECONDARY EDUCATION

Preprimary, elementary, and secondary schools provide students with the foundation they need to participate in higher education and function as adults. This chapter examines characteristics of students in preprimary, elementary, and secondary education. *Indicator 6* examines the enrollment rates of 3- to 5-year-olds in center-based preprimary programs. In 2005, White, Black, and Asian/Pacific Islander children in this age group were more likely to be enrolled in center-based preprimary programs than were Hispanic children. Children whose families were at or above the poverty line were more likely to be enrolled than were those whose families were in poverty.

Indicator 7 looks at components of elementary and secondary enrollment. From 1993 to 2003, minorities increased as a proportion of public school enrollment, with schools in central city areas experiencing the most growth in the percentage of minority students. Hispanic students accounted for much of the increase in minorities in all types of locales (*indicator 7.1*). In 2004, the District of Columbia had the highest percentage of Black students and of minority students overall, while New Mexico had the highest percentage of Hispanic students, Hawaii had the highest percentage of Asian/Pacific Islander students, and Alaska had the highest percentage of students who were American Indian/Alaska Native (*indicator 7.2*). Additionally, while the 20 largest school districts in the United States varied considerably in their racial/ethnic makeup, a larger percentage of students in these

districts were minorities than was the case for U.S. school districts overall (*indicator 7.3*).

Black, Hispanic, and American Indian/Alaska Native students were more likely to be eligible for the free and reduced-price lunch program (frequently used as a measure of income level) than were their White and Asian/Pacific Islander peers. Black and Hispanic students were also the most likely to attend high-poverty schools (as gauged by program eligibility), while Asian/Pacific Islander students were the most likely to attend low-poverty schools (*indicator 7.4*). In terms of the racial/ethnic composition of schools, the majority of Black and Hispanic students attended schools with high minority enrollment (75 percent or more), while Asian/Pacific Islander and American Indian/Alaska Native students were more evenly distributed across schools with different levels of minority enrollment (*indicator 7.5*).

Indicator 8 explores the demographics of children who may require special services to address disabilities or limited proficiency in English. In 2004, greater percentages of American Indian/Alaska Native and Black than White, Hispanic, and Asian/Pacific Islander 6- to 21-year-olds were served under the Individuals with Disabilities Education Act (*indicator 8.1*). In 2005, Hispanics had the highest proportion of students who spoke a language other than English at home, as well as the highest proportion who had difficulty speaking English, followed by Asians (*indicator 8.2*).

6. Enrollment of 3- to 5-year-olds

Participating in center-based early childhood programs can help young children prepare for elementary school (Bredekamp and Copple 1997).⁸ In 2005, 57 percent of all 3- to 5-year-olds who were not in kindergarten were enrolled in center-based programs. The overall percentages of 3- to 5-year old children enrolled in center-based early childhood programs in 1995, 2001, and 2005 were not measurably different from each other, but were all lower than the percentage enrolled in 1999.

Research has suggested that intensive, high-quality preschool programs can have positive effects on the cognitive and academic development of low-income minority children, both in the short- and long-term (Campbell et al. 2001). Children from low-income families may not have the same access to preschool programs as children from higher-income families.

Overall, in 2005, the percentage of children from poor families who were enrolled in these programs (47 percent) was lower than the percentage of children from nonpoor families who were enrolled (60 percent).⁹ Among children from poor families, the percentage of Black children who were enrolled (65 percent) was higher than the percentage for White (45 percent) or Hispanic children (36 percent). Among nonpoor children, higher percentages of Asian/Pacific Islander (73 percent), Black (68 percent), and White children (61 percent) were enrolled in center-based programs than was the case for Hispanic children (48 percent). The percentage of nonpoor Asian/Pacific Islander children who were enrolled was also higher than the percentages of their nonpoor American Indian/Alaska Native (53 percent) and nonpoor White counterparts.

Table 6. Percentage of 3- to 5-year-olds, enrolled in center-based preprimary programs, by poverty status and race/ethnicity: Selected years, 1995–2005

Poverty status and race/ethnicity	1995	1999	2001	2005
Total	55.1	59.7	56.4	57.2
Poor ¹	45.6	51.9	46.4	47.2
White	43.6	42.9	46.2	44.6
Black	55.3	72.7	57.7	64.8
Hispanic	32.0	41.7	35.4	36.0
Asian/Pacific Islander	‡	‡	‡	‡
American Indian/Alaska Native	‡	‡	‡	‡
Nonpoor ¹	58.5	62.2	59.6	59.9
White	59.6	62.7	61.1	61.0
Black	65.4	73.7	68.0	67.8
Hispanic	42.3	46.5	43.0	47.8
Asian/Pacific Islander	58.1	64.2	75.9	73.4
American Indian/Alaska Native	‡	‡	‡	53.1

‡ Reporting standards not met. Sample size too small.

¹ Total includes race/ethnicity categories not separately shown.

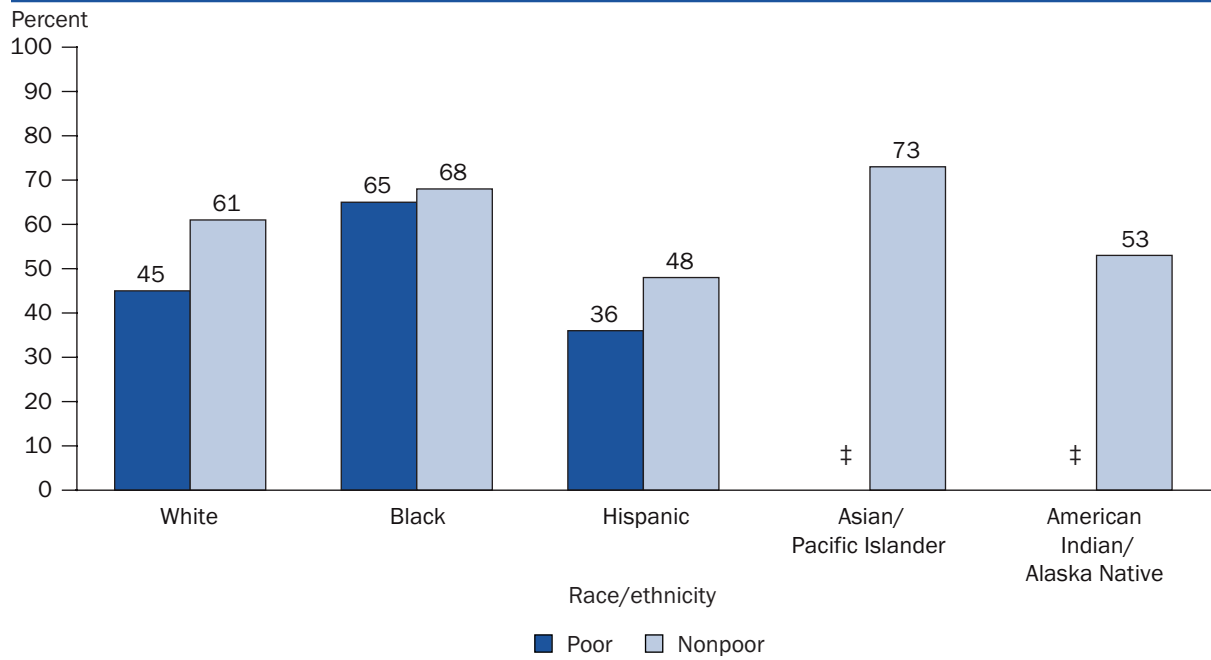
NOTE: Estimates are based on children who have yet to enter kindergarten. Center-based programs include day care centers, Head Start program, preschool, prekindergarten, and other early childhood programs. “Poor” is defined to include those families below the poverty threshold; “nonpoor” is defined as 100 percent or more than the poverty threshold. As the 2005 poverty thresholds were not yet available at the time this table was prepared, an approximation was used for analyses using NHES:2005 data. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The Early Childhood Program Participation Survey of the 1995, 2001, and 2005 National Household Education Surveys Program, (ECPP-NHES:1995, 2001, and 2005), and the Parent Survey of 1999 NHES (Parent-NHES:1999).

⁸ Center-based early childhood programs include day care, Head Start, preschool, and prekindergarten. This indicator excludes 5-year-olds enrolled in kindergarten.

⁹ “Poor” is defined to include those families below the poverty threshold; “nonpoor” is defined as 100 percent or more than the poverty threshold.

Figure 6. Percentage of 3- to 5-year-olds, enrolled in center-based preprimary programs, by race/ethnicity and poverty status: 2005



‡ Reporting standards not met. Sample size too small.

NOTE: Estimates are based on children who have yet to enter kindergarten. Center-based programs include day care centers, Head Start program, preschool, prekindergarten, and other early childhood programs. "Poor" is defined to include those families below the poverty threshold; "nonpoor" is defined as 100 percent or more than the poverty threshold. As the 2005 poverty thresholds were not yet available at the time this table was prepared, an approximation was used for analyses using NHES:2005 data. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The Early Childhood Program Participation Survey of the 2005 National Household Education Surveys Program, (ECPN-NHES:2005).

7. Elementary and Secondary Enrollment

Examining patterns in elementary and secondary enrollment, and the characteristics of schools and students, with a focus on minority students, helps to illustrate the educational experiences of these students. *Indicator 7.1* looks at school enrollment in the four major types of locales (central city, urban fringe, town, and rural) by race/ethnicity. *Indicator 7.2* compares the 50 states and the District of Columbia in terms of the racial/ethnic composition of public school enrollment. *Indicator 7.3* profiles the students enrolled in the 20 largest school districts in the United States. *Indicator 7.4* examines enrollments in terms of eligibility for the federal free and reduced-price lunch program. Finally, *indicator 7.5* looks at the distribution of students of different races/ethnicities across schools with different levels of minority enrollment.

7.1. Enrollment by Locale

The changing racial/ethnic composition of the student population (see *indicator 1*) reflects broader shifts in the general population that may result from varying immigration and fertility rates. Although there have been overall increases in the population of minority students, some groups have grown more rapidly than others in different types of locales. The racial/ethnic distribution of students by locale illustrates how minority students are dispersed across central city, urban fringe, town, and rural areas.¹⁰

From 1993 to 2003,¹¹ minorities increased as a percentage of total public school enrollment, from 34

percent to 41 percent. Hispanic students had the largest increase (6 percentage points), while Asian/Pacific Islander students increased by 1 percentage point. Black students and American Indian/Alaska Native students stayed at roughly the same percentage of enrollment during this time period.

In 2003, central city locations had the greatest percentage of minorities enrolled in public schools (65 percent). Central cities also experienced the largest increase in minority enrollment (9 percentage points from 1993 to 2003). In contrast, rural locations had the lowest percentage of minorities enrolled in public schools in 2003 (21 percent), and the percentage of minorities in these locations increased the least (4 percentage points) from 1993 to 2003. During this period, the percentage of minority enrollment increased 5 percentage points in urban fringe areas and 8 percentage points in towns. Some 37 percent of public school students in urban fringe communities and 30 percent of those in towns were minorities in 2003.

The relatively large growth in the percentage of minority students in central cities between 1993 and 2003 was primarily driven by the increase in Hispanic students (8 percentage points) and to a lesser extent by the increase in the percentage of Asian/Pacific Islander students (2 percentage points). Hispanics also contributed to much of the increase in minority students in urban fringe and rural areas. In towns, the percentages of both Black and Hispanic students rose by 3 percentage points.

¹⁰ The NCES Common Core of Data (CCD), collected annually, is one source of data on the racial/ethnic composition of schools, both overall and for specific locales. See *Appendix C: Guide to Sources* for definitions of locales.

¹¹ *Indicator 7.1* uses 2003 CCD data, while *indicators 7.2* and *7.4* use 2004 CCD data, due to the availability of locale data.

Table 7.1. Percentage distribution of public elementary and secondary school enrollment, by locale and race/ethnicity: 1993, 2000, and 2003

Year status and race/ethnicity	Total	Central city	Urban fringe	Town	Rural
1993					
White	66.0	44.3	68.8	78.4	83.5
Total minority	34.0	55.7	31.2	21.6	16.5
Black	16.6	28.7	13.6	10.4	8.7
Hispanic	12.7	21.4	11.8	8.3	4.4
Asian/Pacific Islander	3.6	5.0	5.4	1.3	1.1
American Indian/Alaska Native	1.1	0.7	0.5	1.5	2.3
2000					
White	61.0	37.0	64.8	73.5	81.5
Total minority	39.0	63.0	35.2	26.5	18.5
Black	17.0	29.6	12.9	13.8	8.6
Hispanic	16.6	26.8	16.4	9.5	6.1
Asian/Pacific Islander	4.2	5.7	5.2	1.0	1.6
American Indian/Alaska Native	1.2	0.8	0.7	2.2	2.2
2003					
White	58.7	35.2	63.5	70.5	79.1
Total minority	41.3	64.8	36.5	29.5	20.9
Black	17.2	27.7	13.3	13.6	9.9
Hispanic	18.5	29.8	17.5	11.5	7.4
Asian/Pacific Islander	4.4	6.6	4.9	1.7	1.3
American Indian/Alaska Native	1.2	0.8	0.7	2.7	2.3

NOTE: 1993 data exclude race/ethnicity information for Maine. 2000 and 2003 data exclude race/ethnicity information for Tennessee. For more information on locale codes, see the NCES Common Core of Data, Public Elementary/Secondary School Locale Code File: School Year 2003–04. For locale definitions, see *Appendix C: Guide to Sources*. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1993–94, 2000–01, and 2003–04.

7.2. Enrollment by State

As with the resident population (*indicator 1*), the percentage of minorities enrolled in public schools varies by state. In 2004, minorities made up 42 percent of public prekindergarten through secondary school enrollment. The percentage of minority enrollment in individual states, however, ranged from 95 percent in the District of Columbia to 4 percent in Vermont. In many of the states with the highest percentages of students who were minorities, minorities accounted for a larger percentage of the state's school enrollment than they did of the state's resident population.

In addition to having the highest percentage of minority enrollment, the District of Columbia had the highest percentage of enrolled students who were Black in 2004. Some 84 percent of the 77,000 public school students in the District of Columbia were Black, while Blacks made up 56 percent of the District's resident population in 2005 (*indicator 1*). New Mexico had the largest percentage of Hispanic enrollment (53 percent of 326,000 public school

students). This percentage was 10 percentage points higher than the percentage of the state's resident population that was Hispanic in 2005 (43 percent). Hawaii had the highest percentage of Asian/Pacific Islander enrollment, with 73 percent of 183,000 public school students. In comparison, Hawaii's resident population was 41 percent Asian and 8 percent Native Hawaiian or Other Pacific Islander in 2005. Some 26 percent of 133,000 public school students in Alaska were American Indian/Alaska Native in 2004, a larger percentage than any other state. This percentage was 10 percentage points higher than the percentage of the Alaska resident population that was American Indian/Alaska Native in 2005.

Less than 10 percent of public school students in Vermont, Maine, West Virginia, and New Hampshire were minorities in 2004. The proportions of minority students in these states were similar to the proportions of minorities in the state resident populations in 2005.

Table 7.2. Percentage distribution of public elementary and secondary students, by region, state, and race/ethnicity: 2004

Region and state	Total enrollment	Total	White	Total minority	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
Total	48,359,608	100.0	57.9	42.1	17.3	19.2	4.5	1.2
Northeast								
Connecticut	577,390	100.0	67.5	32.5	13.8	15.0	3.4	0.4
Maine	198,820	100.0	95.5	4.5	1.9	0.8	1.3	0.5
Massachusetts	975,574	100.0	74.2	25.8	8.9	11.8	4.8	0.3
New Hampshire	206,852	100.0	93.8	6.2	1.6	2.6	1.8	0.3
New Jersey	1,393,334	100.0	57.1	42.9	17.7	17.7	7.2	0.2
New York	2,836,337	100.0	53.1	46.9	19.9	19.8	6.7	0.5
Pennsylvania	1,828,089	100.0	75.5	24.5	16.0	6.0	2.3	0.1
Rhode Island	156,496	100.0	70.9	29.1	8.6	16.8	3.2	0.6
Vermont	97,772	100.0	95.8	4.2	1.4	0.9	1.5	0.5
Midwest								
Illinois	2,081,705	100.0	57.0	43.0	20.7	18.4	3.7	0.2
Indiana	1,021,348	100.0	81.0	19.0	12.4	5.2	1.1	0.3
Iowa	478,319	100.0	87.4	12.6	4.8	5.4	1.9	0.6
Kansas	458,442	100.0	75.9	24.1	8.7	11.6	2.3	1.4
Michigan	1,739,570	100.0	72.7	27.3	19.9	4.2	2.2	1.0
Minnesota	838,503	100.0	79.3	20.7	8.2	5.0	5.5	2.1
Missouri	905,449	100.0	77.3	22.7	17.9	2.9	1.5	0.4
Nebraska	285,761	100.0	78.5	21.5	7.4	10.8	1.7	1.6
North Dakota	100,513	100.0	87.2	12.8	1.2	2.4	0.9	8.3
Ohio	1,797,318	100.0	79.1	20.9	17.1	2.3	1.4	0.1
South Dakota	122,798	100.0	84.6	15.4	1.6	1.9	1.0	10.9
Wisconsin	864,757	100.0	78.3	21.7	10.5	6.3	3.4	1.5
South								
Alabama	730,140	100.0	59.7	40.3	36.1	2.4	1.0	0.8
Arkansas	463,115	100.0	69.2	30.8	23.0	6.0	1.3	0.6
Delaware	119,091	100.0	56.2	43.8	32.3	8.5	2.7	0.3
District of Columbia	76,714	100.0	4.6	95.4	84.5	9.5	1.4	#
Florida	2,639,336	100.0	50.5	49.5	24.1	23.0	2.1	0.3
Georgia	1,519,197	100.0	50.5	49.5	38.9	7.9	2.7	0.2
Kentucky	636,880	100.0	86.6	13.4	10.5	1.8	0.9	0.2
Louisiana	724,281	100.0	48.3	51.7	47.7	1.9	1.4	0.7
Maryland	865,561	100.0	49.5	50.5	38.1	7.0	5.0	0.4
Mississippi	495,376	100.0	47.0	53.0	50.8	1.3	0.8	0.2
North Carolina	1,385,754	100.0	57.4	42.6	31.6	7.5	2.0	1.5
Oklahoma	629,476	100.0	60.6	39.4	10.8	8.2	1.6	18.7
South Carolina	699,723	100.0	54.0	46.0	40.8	3.6	1.2	0.3
Tennessee	941,091	100.0	70.0	30.0	25.1	3.3	1.4	0.2
Texas	4,405,215	100.0	37.7	62.3	14.2	44.7	3.0	0.3
Virginia	1,188,296	100.0	60.6	39.4	27.1	7.1	4.9	0.3
West Virginia	280,129	100.0	93.9	6.1	4.8	0.6	0.6	0.1
West								
Alaska	132,970	100.0	58.3	41.7	4.6	4.1	6.7	26.3
Arizona	1,043,298	100.0	48.3	51.7	5.0	38.2	2.3	6.2
California	6,213,073	100.0	31.9	68.1	8.1	47.7	11.5	0.8
Colorado	765,976	100.0	63.5	36.5	5.9	26.2	3.2	1.2
Hawaii	183,185	100.0	20.0	80.0	2.4	4.5	72.5	0.6
Idaho	256,084	100.0	83.5	16.5	1.0	12.4	1.5	1.6
Montana	146,705	100.0	84.5	15.5	0.8	2.3	1.1	11.3
Nevada ¹	400,083	100.0	50.8	49.2	10.7	30.2	6.7	1.7
New Mexico	326,102	100.0	31.9	68.1	2.5	53.3	1.2	11.1
Oregon	533,119	100.0	75.4	24.6	3.3	14.5	4.6	2.3
Utah	494,574	100.0	82.7	17.3	1.2	11.6	3.0	1.6
Washington	1,015,184	100.0	70.7	29.3	5.7	12.9	8.0	2.7
Wyoming	84,733	100.0	85.6	14.4	1.4	8.6	1.0	3.4

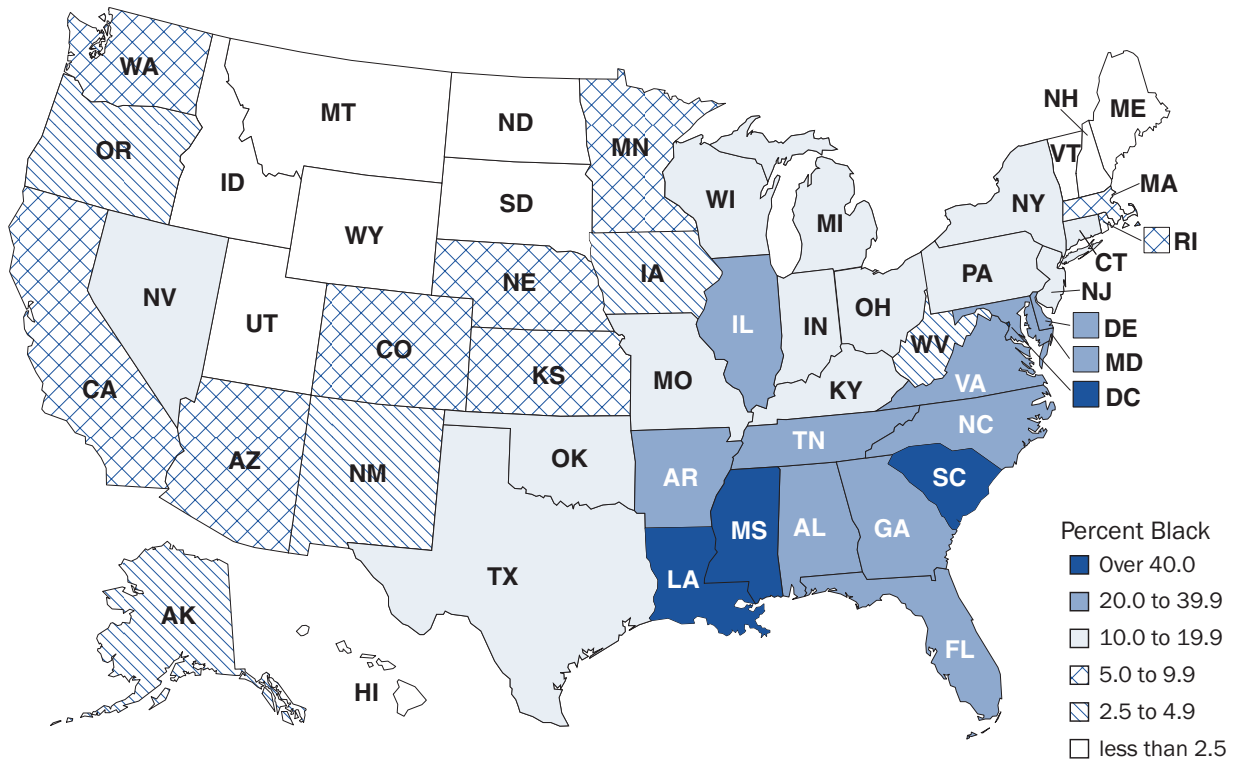
Rounds to zero.

¹ Nevada did not report race/ethnicity data in 2004. The percentage distribution shown here is from 2003.

NOTE: Detail may not sum to totals because of rounding. Total percentage distribution is based on students for whom race/ethnicity was reported and estimates for Nevada.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2004-05.

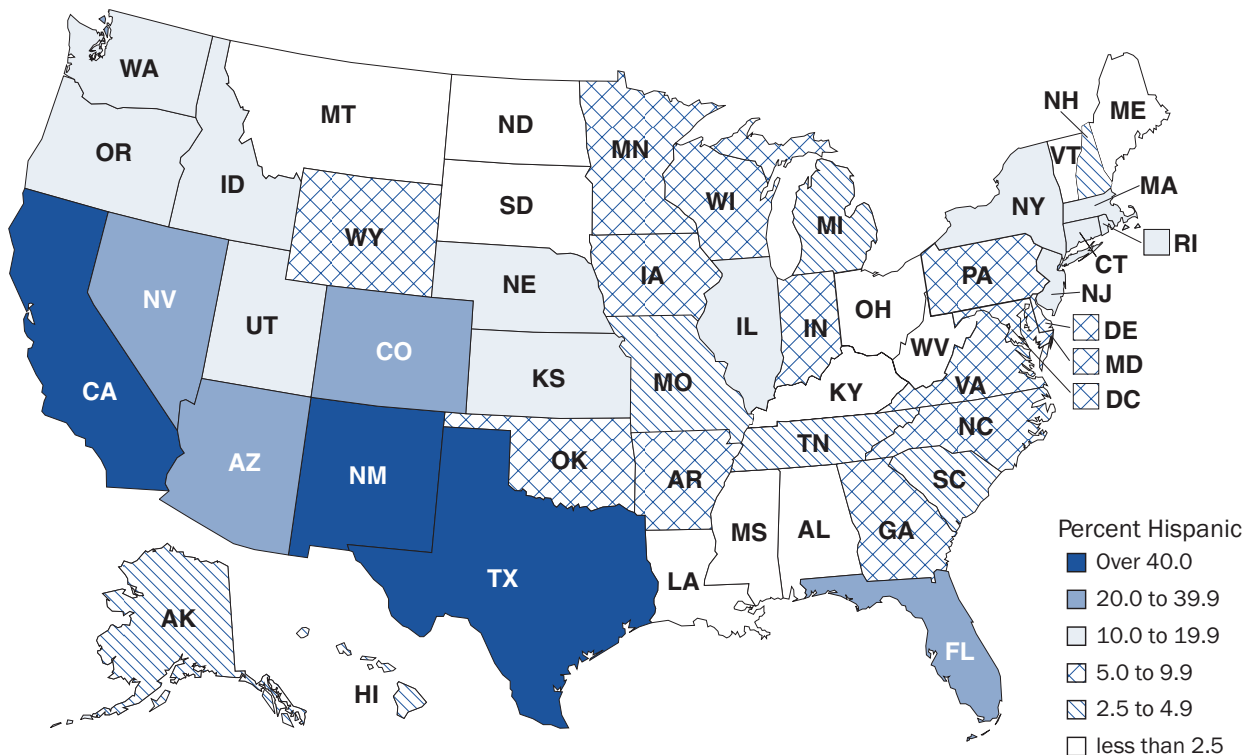
Figure 7.2a. Percent of public elementary and secondary students who were Black, by state: 2004



NOTE: Nevada did not report race/ethnicity data in 2004. The percentage shown here is from 2003.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2004-05.

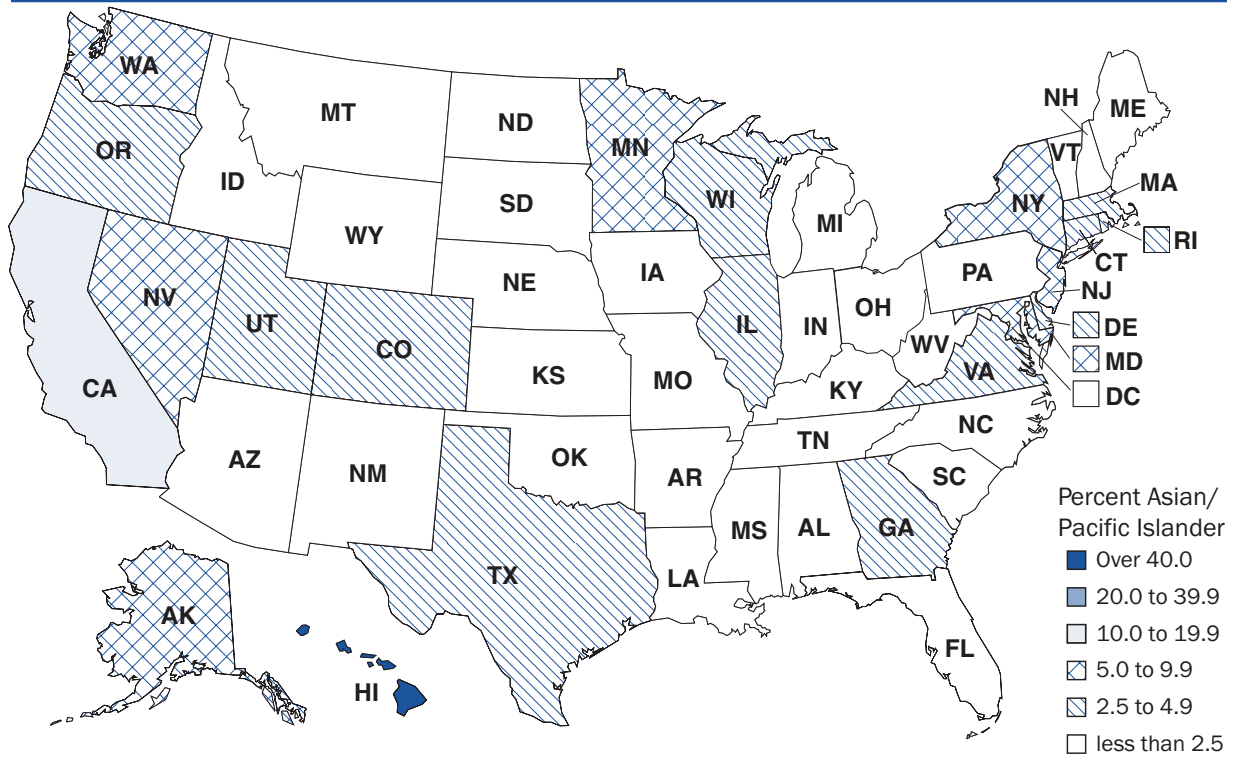
Figure 7.2b. Percent of public elementary and secondary students who were Hispanic, by state: 2004



NOTE: Nevada did not report race/ethnicity data in 2004. The percentage shown here is from 2003.

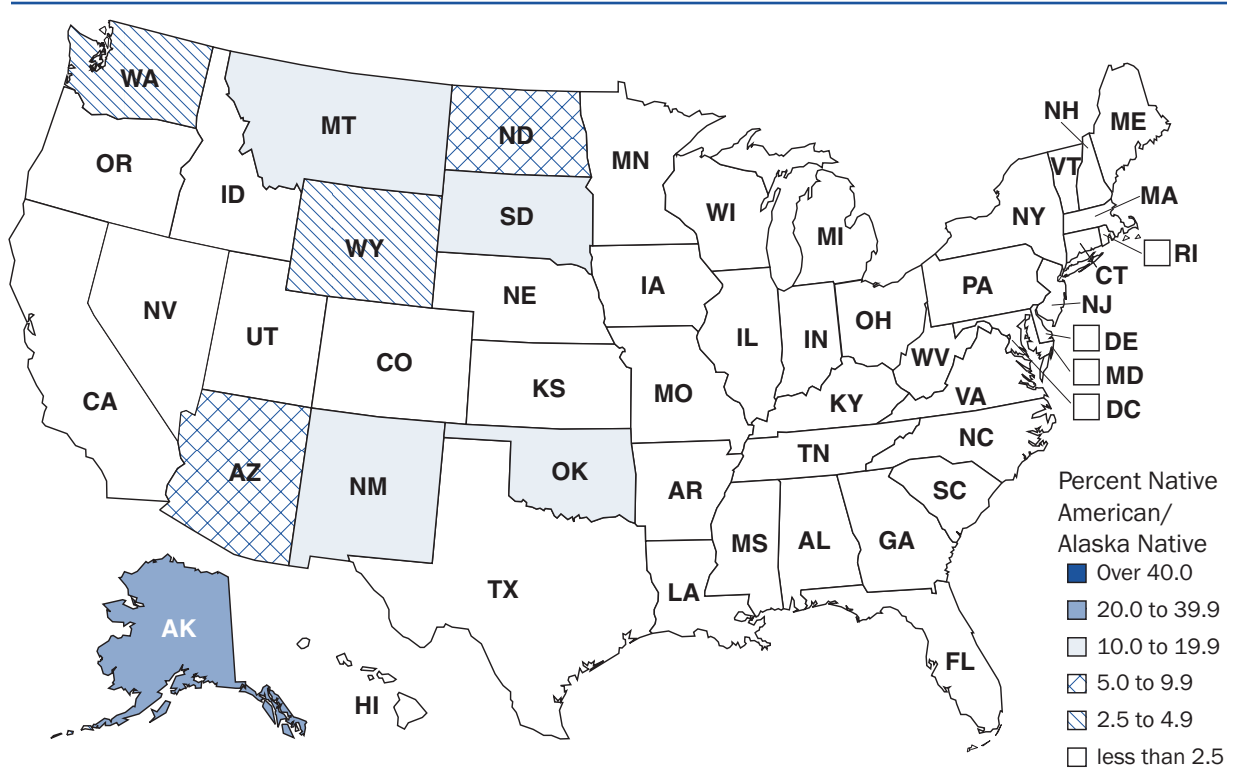
SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2004-05.

Figure 7.2c. Percent of public elementary and secondary students who were Asian/Pacific Islander, by state: 2004



NOTE: Nevada did not report race/ethnicity data in 2004. The percentage shown here is from 2003.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2004-05.

Figure 7.2d. Percent of public elementary and secondary students who were American Indian/Alaska Native, by state: 2004



NOTE: Nevada did not report race/ethnicity data in 2004. The percentage shown here is from 2003.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2004-05.

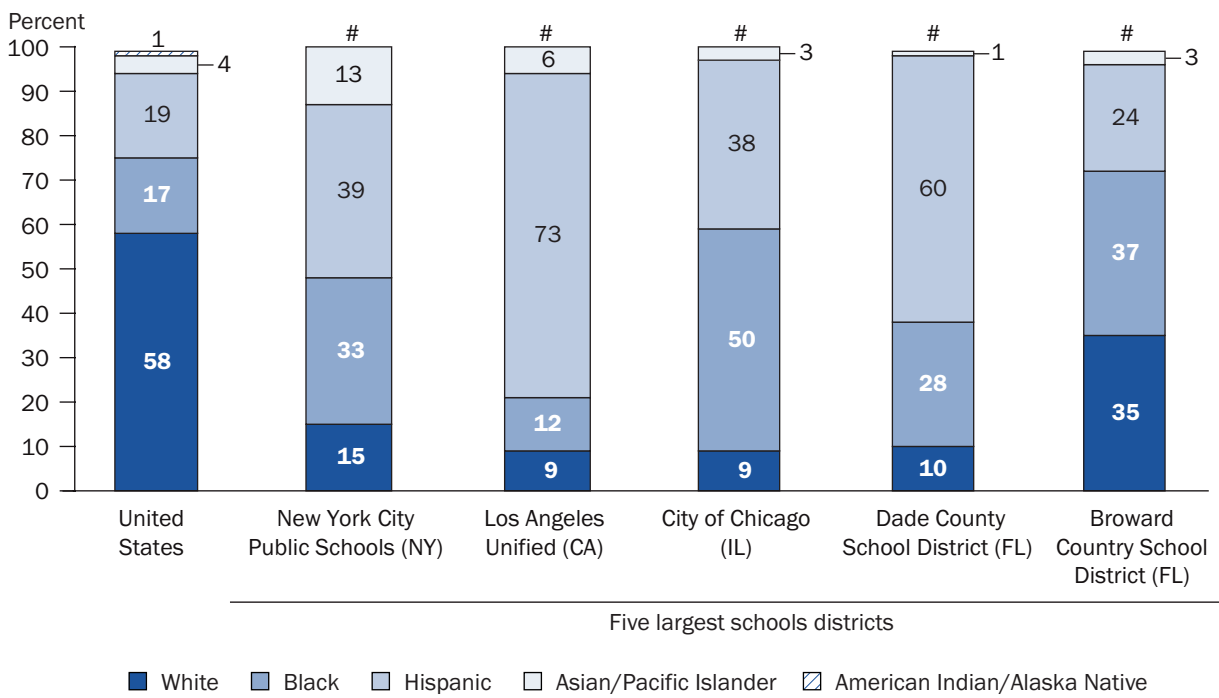
7.3. Enrollment in the 20 Largest School Districts

The largest school districts differ from school districts in general in terms of their average school size, median pupil/teacher ratio, and minority enrollment (Sable and Hoffman 2005). During the 2004–05 school year, approximately 48 million students were enrolled in U.S. public schools within 14,205 regular public school districts¹² (U.S. Department of Education forthcoming). The 20 largest school districts enrolled over 5 million students, or 11 percent of the total student enrollment. Minority students represented a larger percentage of enrollment in these 20 school districts (80 percent) than in school districts overall (42 percent).

The number of students enrolled in the 20 largest school districts varied substantially, ranging from over 1 million students in New York City Public Schools to 129,000 students in Florida’s Duval County School District. Six of the 20 largest school districts were located in Florida, two were in California, two were in Texas, and two were in Maryland, while the rest were located in eight different states across the country. Many, but not all, were located in large cities or their suburbs.

The 20 largest school districts had a relatively large proportion of minority students. In 2004, the 20

Figure 7.3. Percentage distribution of public school enrollment in the United States and in five largest public school districts, by race/ethnicity: 2004



NOTE: Broward County School District was the sixth largest school district in 2004, but is included here because the fifth largest school district, Clark County, did not report race/ethnicity data in 2004. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2004–05.

¹² “Regular public school district” denotes a local school district that is not a component of a supervisory union (or in other words, not a part of a larger district). For more information, see <http://nces.ed.gov/ccd/commonfiles/glossary.asp>.

largest school districts enrolled 11 percent of the total student population and 20 percent of the total minority student population (data not shown). However, the racial/ethnic distribution of students in these districts varied. The percentage of students who were minorities ranged from 46 percent in the suburban Fairfax County Public Schools District (VA) to 97 percent in the Detroit City School District (MI), which had the highest percentage of students who were Black among the 20 largest public school districts (91 percent of 141,000 students). Los Angeles Unified had the highest percentage of students who were Hispanic (73 percent of 741,000

students). The Hawaii Department of Education, which encompasses the entire state's education system in one school district, had the highest percentage of students who were Asian/Pacific Islander (73 percent of 183,000 students), followed by the Fairfax County Public Schools District (18 percent of 165,000 students) and San Diego Unified School District (CA) (17 percent of 135,000 students). In each of the 20 largest districts, the percentage of students who were American Indian/Alaska Native was less than the total U.S. percentage of students who were American Indian/Alaska Native.

Table 7.3. Percentage distribution of public school enrollment in the United States and 20 largest public school districts, by race/ethnicity: 2004

School district	State	Total enrollment	Total	White	Total minority	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
Total, United States	†	48,359,608	100.0	57.9	42.1	17.3	19.2	4.5	1.2
Total, 20 largest public school districts	†	5,375,479	100.0	20.3	79.7	31.7	38.4	9.2	0.3
New York City Public Schools	NY	1,023,674	100.0	14.6	85.4	33.1	38.6	13.2	0.4
Los Angeles Unified	CA	741,367	100.0	9.0	91.0	11.7	72.8	6.3	0.3
City of Chicago	IL	426,812	100.0	8.8	91.2	49.8	38.0	3.2	0.2
Dade County School District	FL	368,933	100.0	10.1	89.9	28.3	60.4	1.1	0.1
Clark County School District ¹	NV	283,221	100.0	44.0	56.0	14.1	33.2	7.8	0.9
Broward County School District	FL	274,591	100.0	34.8	65.2	37.3	24.4	3.1	0.3
Houston Independent School District	TX	208,945	100.0	8.9	91.1	29.0	59.0	3.0	0.1
Hillsborough County School District	FL	189,469	100.0	47.6	52.4	23.4	26.1	2.5	0.3
Philadelphia City School District	PA	187,547	100.0	14.0	86.0	64.9	15.4	5.5	0.2
Hawaii Department of Education	HI	183,185	100.0	20.1	79.9	2.4	4.5	72.5	0.6
Palm Beach County School District	FL	175,076	100.0	45.5	54.5	29.5	22.0	2.4	0.6
Orange County School District	FL	173,331	100.0	38.7	61.3	28.5	28.5	3.9	0.4
Fairfax County Public Schools	VA	164,765	100.0	54.1	45.9	11.2	16.3	18.1	0.3
Dallas Independent School District	TX	158,027	100.0	5.8	94.2	30.3	62.6	1.1	0.3
Detroit City School District	MI	141,461	100.0	2.8	97.2	90.5	5.5	0.8	0.3
Montgomery County Public Schools	MD	139,393	100.0	43.3	56.7	22.6	19.4	14.4	0.3
Prince Georges County Public Schools	MD	136,095	100.0	7.1	92.9	77.1	12.2	3.0	0.6
Gwinnett County	GA	135,392	100.0	48.1	51.9	23.6	18.1	10.1	0.1
San Diego Unified School District	CA	134,709	100.0	25.8	74.2	14.2	42.6	16.9	0.5
Duval County School District	FL	129,486	100.0	46.9	53.1	44.4	5.3	3.3	0.2

† Not applicable.

¹ In 2004, Clark County School District did not report race/ethnicity data. The percentage distribution shown here is from 2003. Clark County is not included in the race/ethnicity distribution for the 20 largest school districts.

NOTE: Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, the NCES Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2004-05.

7.4. Free and Reduced-Price Lunch

The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children from low-income families in public and nonprofit private schools and residential child care institutions (U.S. Department of Agriculture 2005).¹³ Eligibility for the free and reduced-price lunch program is often used as a proxy measure of family income (U.S. Department of Education 2004a, *indicator 5*).

Overall, 41 percent of 4th-graders were eligible for free or reduced-price lunches in 2005. White 4th-graders had the lowest percentage of eligible students (24 percent). The percentages of Black and Hispanic 4th-graders (70 and 73 percent) who were eligible were three times the percentages of White 4th-graders who were eligible, and the percentage of American Indian/Alaska Native 4th-graders (65 percent) who

were eligible was nearly three times that of Whites. Asians/Pacific Islanders also had a higher percentage (33 percent) of eligible students than did Whites, but a lower percentage than did Blacks, Hispanics, or American Indians/Alaska Natives.

A higher percentage of 4th-graders in central city locations (54 percent) were eligible than students in rural areas (41 percent) and urban fringe/large town locales (32 percent). Hispanics and Asians/Pacific Islanders in central cities had higher percentages of eligible students than their counterparts in other locales. For Blacks, the percentages of eligible rural/small town and central city students were not measurably different. Out of all central city students, Hispanics had the highest percentage of eligible students (79 percent), while Blacks had the highest percentage of eligible students in rural/small town locales (78 percent).

Table 7.4a. Percentage of 4th-graders eligible for free or reduced-price lunch, by school locale and race/ethnicity: 2005

Race/ethnicity	Total	Central city	Urban fringe/ large town	Rural/ small town
Total¹	41	54	32	41
White	24	25	17	32
Black	70	75	60	78
Hispanic	73	79	66	72
Asian/Pacific Islander	33	42	25	25
American Indian/Alaska Native	65	57	52	73

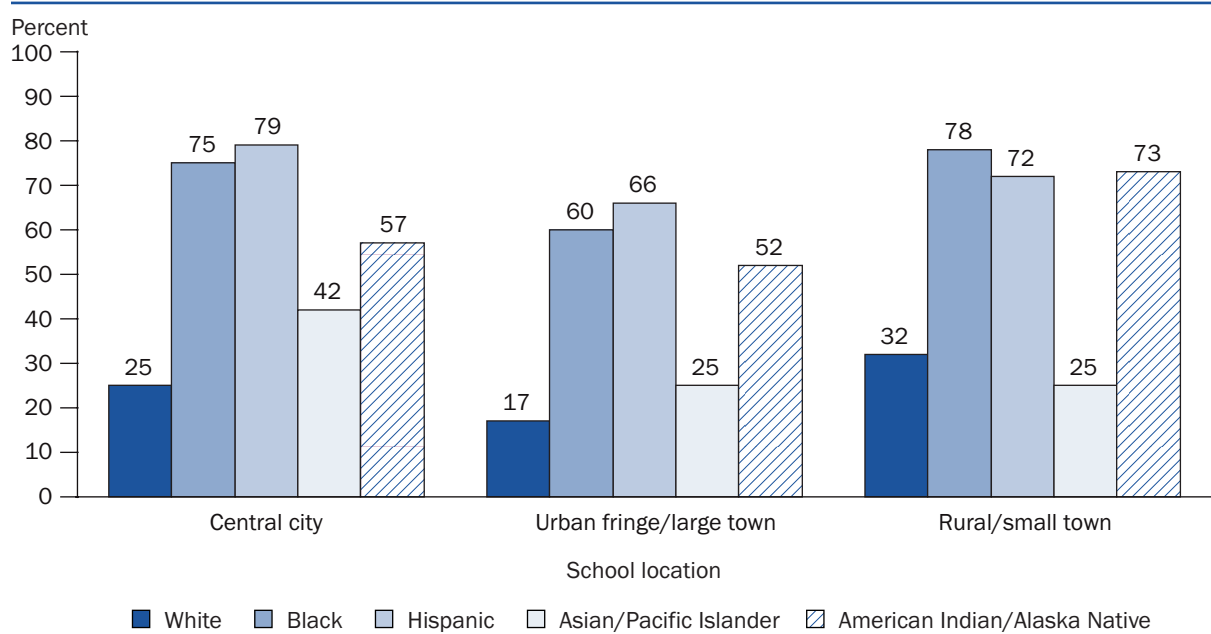
¹ Total includes other race/ethnicity categories not separately shown.

NOTE: To be eligible for the National School Lunch Program, a student must be from a household with an income at or below 185 percent of the poverty level for reduced-price lunch or at or below 130 percent of the poverty level for free lunch. School locale categories differ from those in table 7.1. The four CCD locales are collapsed into three, with large towns included in the urban fringe category and small towns included in the rural category. See *Appendix C: Guide to Sources* for more information. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer.

¹³ Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents.

Figure 7.4. Percentage of 4th-graders eligible for reduced-price lunch, by school location and race/ethnicity: 2005



NOTE: To be eligible for the National School Lunch Program, a student must be from a household with an income at or below 185 percent of the poverty level for reduced-price lunch or at or below 130 percent of the poverty level for free lunch. School locale categories differ from those in table 7.1. The four CCD locales are collapsed into three, with large towns included in the urban fringe category and small towns included in the rural category. See *Appendix C: Guide to Sources* for more information. Race categories exclude persons of Hispanic origin.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer.

The concentration of students in low-poverty and high-poverty schools also differs by race/ethnicity. A higher percentage of Asian/Pacific Islander 4th-graders (27 percent) attended schools in the lowest poverty level (10 percent or less of students eligible for free or reduced-price lunches) than did White (21 percent), Black (4 percent), Hispanic (4 percent), and

American Indian/Alaska Native (4 percent) 4th-graders. Black and Hispanic 4th-graders were the most likely to attend high-poverty schools (more than 75 percent of students eligible) (48 and 49 percent, respectively). White students were the least likely to attend schools in this category (5 percent).

Table 7.4b. Percentage distribution of 4th-graders, by percentage of students in school eligible for free or reduced-price lunch and race/ethnicity: 2005

Race/ethnicity	Total	10 percent or less	11-25 percent	26-50 percent	51-75 percent	More than 75 percent
Total¹	100	15	16	26	21	22
White	100	21	23	32	19	5
Black	100	4	6	18	24	48
Hispanic	100	4	6	16	24	49
Asian/Pacific Islander	100	27	19	21	16	16
American Indian/Alaska Native	100	4	8	21	31	36

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: To be eligible for the National School Lunch Program, a student must be from a household with an income at or below 185 percent of the poverty level for reduced-price lunch or at or below 130 percent of the poverty level for free lunch. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer.

7.5. Concentration of Minority Enrollment

In the 2004–05 school year, 24 percent of public elementary and secondary students attended schools where at least three-quarters of the students were minorities. Forty-two percent attended schools with less than a quarter minority enrollment. Minority groups differ in the extent to which they attend minority predominant schools. Some 52 percent of Black students and 58 percent of Hispanic students attended schools where 75 percent or more of students were minorities. Relatively small proportions of Black and Hispanic children attended schools with low minority enrollment. Nine percent of Black children and 8 percent of Hispanic children attended schools with less than 25 percent minority children.

In contrast, Asian/Pacific Islander and American Indian/Alaska Native students were more evenly distributed among schools with different levels of minority enrollment. Twenty percent of Asian/Pacific Islander students attended schools with less than a quarter minority enrollment, but over a third attended schools with 75 percent or more minority students. Twenty-five percent of American Indian/Alaska Native students were in schools where less than a quarter of students were minorities, and 30 percent attended schools with 75 percent or more minority students.

Table 7.5. Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent minority enrollment in school: 2004

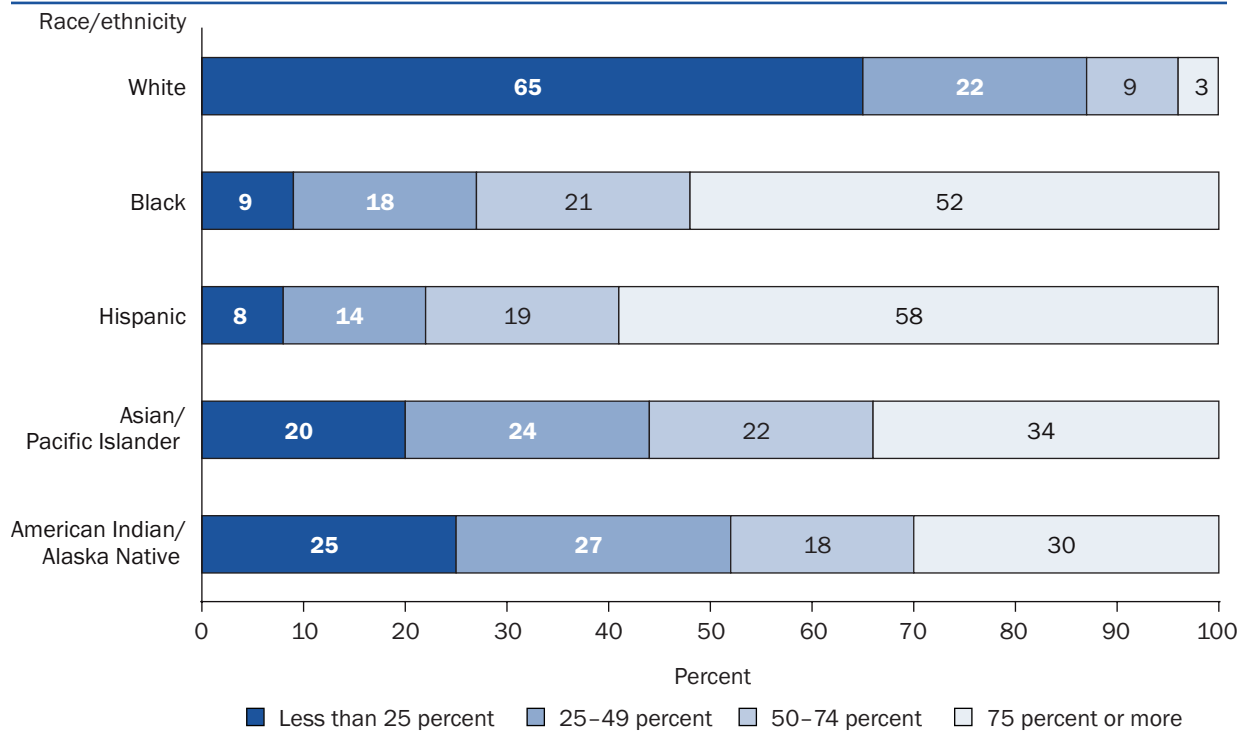
Race/ethnicity	Total	Less than 25 percent	25–49 percent	50–74 percent	More than 75 percent
Total¹	100	42	20	14	24
White	100	65	22	9	3
Black	100	9	18	21	52
Hispanic	100	8	14	19	58
Asian/Pacific Islander	100	20	24	22	34
American Indian/Alaska Native	100	25	27	18	30

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2004–05.

Figure 7.5. Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent minority enrollment in school: 2004



NOTE: Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2004-05.

8. Special Needs

Students with special needs are protected by two federal laws that are aimed at improving their educational outcomes. The Individuals with Disabilities Education Act (IDEA) supports state and local education systems in protecting the rights and meeting the needs of children with disabilities. *Indicator 8.1* looks at the students served by IDEA. Students with limited English proficiency are protected by the Civil Rights Act, which requires schools to improve language deficiencies of students so that they may fully participate in the education system. *Indicator 8.2* presents data on language minority students.

8.1. Special Needs

Students with special needs may require services to provide them access to the same learning opportunities as students without disabilities. The Individuals with Disabilities Education Act, or IDEA,¹⁴ supports states and localities in aiding infants, toddlers, children, and youth with disabilities and their families by protecting their rights, meeting their individual needs, and improving their educational outcomes¹⁵ (U.S. Department of Education, Office of Special Education and Rehabilitative Services n.d.; Individuals with Disabilities Education Improvement Act of 2004). This indicator examines trend data in percentages of the resident population served by IDEA and the 2004 prevalence rates of different student disabilities.

The percentage of all preschoolers (3 to 5 years old) served under IDEA increased by 1 percentage point from 1998 to 2004. In 2004, some 700,000

3- to 5-year-olds, or 6 percent of children in this age group, received services under IDEA. Nine percent of American Indian/Alaska Native preschoolers were served under IDEA, while 6 percent of Whites and Blacks and 4 percent of Hispanics and Asians/Pacific Islanders were served. About 3 percent of all preschoolers were identified as having speech or language impairment, compared to 4 percent of all American Indian/Alaska Native preschoolers and 1 percent of Asian/Pacific Islander preschoolers.

Overall, the percentage of 6- to 21-year-olds served under IDEA increased less than 1 percentage point from 1998 to 2004. The percentage of American Indian/Alaska Native students served, however, increased 4 percentage points (10 percent to 14 percent). Six million 6- to 21-year-olds were served in 2004, accounting for 9 percent of the total population in this age group. Fourteen percent of American Indians/Alaska Natives and 13 percent of Blacks in this age group were served, compared to 9 percent of Whites, 8 percent of Hispanics, and 5 percent of Asians/Pacific Islanders. Four percent of all 6- to 21-year-olds, or about half of all children in this age group served under IDEA, were identified as having a specific learning disability.¹⁶ Eight percent of American Indians/Alaska Natives and 6 percent of Blacks in this age group had this disability, compared to 4 percent of Whites and 2 percent of Asians/Pacific Islanders. Two percent of 6- to 21-year-olds, or about one-fifth of people in this age group served under IDEA, were identified as having speech or language impairment.

¹⁴ Previously the Education for All Handicapped Children Act, and amended in the Individuals with Disabilities Education Improvement Act of 2004 (P.L. 94-142).

¹⁵ Under IDEA, each public school child who receives special education and related services must have an Individualized Education Program (IEP) to address the student's unique needs. See *Appendix C: Guide to Sources* for more information about IDEA history and requirements.

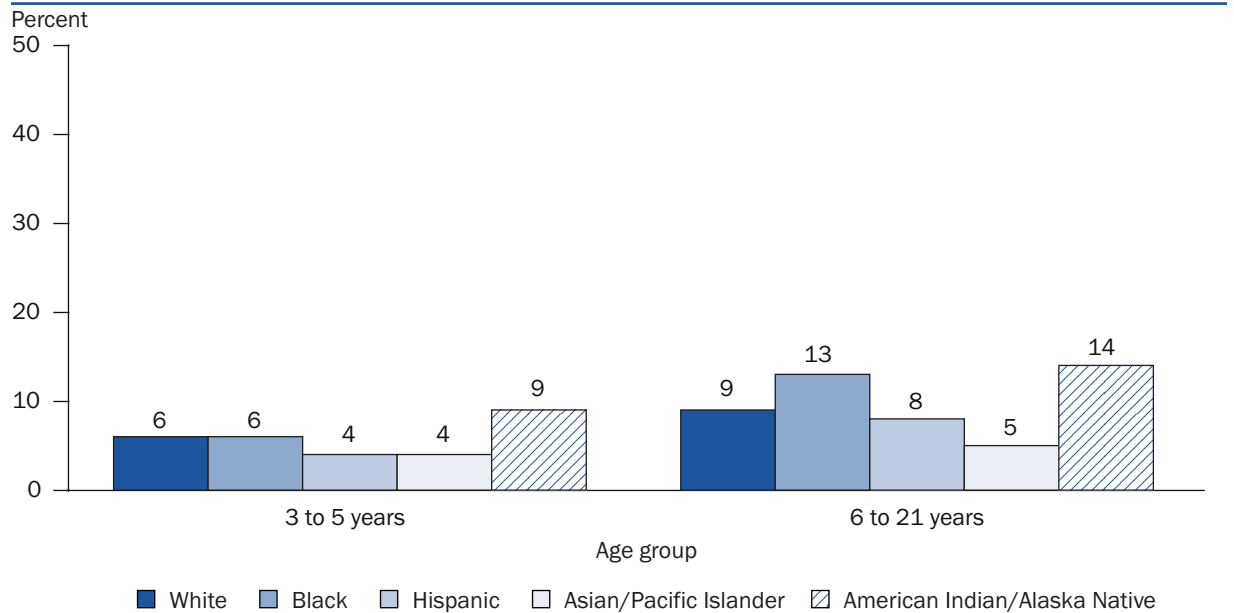
¹⁶ A disorder of one or more of the many psychological processes involved in learning, but not including learning problems that are primarily caused by visual, hearing, or motor disabilities, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage. See *Appendix C: Guide to Sources* for complete definition.

Table 8.1a. Percentage of children ages 3 to 5 and 6 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 1998–2004

Age group and year	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
3 to 5 years						
1998	4.8	4.9	4.4	3.0	2.3	5.7
1999	5.0	5.2	4.8	3.3	2.4	5.7
2000	5.1	5.6	5.3	3.5	2.8	6.6
2001	5.3	5.8	5.5	3.8	3.0	7.1
2002	5.6	6.1	5.8	4.1	3.2	7.7
2003	5.8	6.4	5.9	4.3	3.6	8.2
2004	5.9	6.5	5.9	4.4	3.8	8.6
6 to 21 years						
1998	8.6	8.5	11.4	7.5	3.8	10.2
1999	8.7	8.3	11.2	7.4	3.9	11.9
2000	8.7	8.5	11.8	7.5	4.2	12.4
2001	8.8	8.6	12.0	7.7	4.2	12.9
2002	8.9	8.6	12.2	8.0	4.4	13.2
2003	9.1	8.7	12.4	8.2	4.5	13.8
2004	9.2	8.8	12.6	8.4	4.6	14.1

NOTE: Data have been revised from previously published reports. Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), 1998 through 2004.

Figure 8.1. Percentage of children ages 3 to 5 and 6 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 2004



NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), 2004.

Table 8.1b. Number and percentage of children ages 3 to 5 and 6 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity and type of disability: 2004

Age group and year	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
3 to 5 years						
			Number			
Any disability¹	693,245	454,638	103,332	107,080	19,014	9,181
Specific learning disability	13,279	6,723	1,770	4,306	373	107
Speech or language impairment	326,606	223,185	42,352	50,008	7,070	3,991
Mental retardation	22,468	13,596	3,830	4,249	653	140
Emotional disturbance	5,809	4,331	961	399	68	50
Autism	25,664	16,128	3,322	4,163	1,917	134
Hearing impairment	7,702	4,675	1,007	1,605	337	78
Visual impairment	3,268	2,008	400	705	115	40
			Percentage			
Any disability¹	5.9	6.5	5.9	4.4	3.8	8.6
Specific learning disability	0.1	0.1	0.1	0.2	0.1	0.1
Speech or language impairment	2.8	3.2	2.4	2.0	1.4	3.7
Mental retardation	0.2	0.2	0.2	0.2	0.1	0.1
Emotional disturbance	#	0.1	0.1	#	#	#
Autism	0.2	0.2	0.2	0.2	0.4	0.1
Hearing impairment	0.1	0.1	0.1	0.1	0.1	0.1
Visual impairment	#	#	#	#	#	#
6 to 21 years						
			Number			
Any disability¹	6,033,425	3,589,926	1,252,218	974,638	125,325	91,318
Specific learning disability	2,789,895	1,582,301	561,623	550,723	46,603	48,645
Speech or language impairment	1,137,692	725,141	180,761	183,350	33,593	14,847
Mental retardation	555,524	283,306	185,883	68,593	11,003	6,739
Emotional disturbance	483,415	282,488	137,399	50,544	5,649	7,335
Autism	165,552	112,736	25,656	17,564	8,437	1,159
Hearing impairment	71,712	40,313	11,855	15,069	3,556	919
Visual impairment	25,504	15,281	4,593	4,262	1,049	319
			Percentage			
Any disability¹	9.2	8.8	12.6	8.4	4.6	14.1
Specific learning disability	4.2	3.9	5.7	4.7	1.7	7.5
Speech or language impairment	1.7	1.8	1.8	1.6	1.2	2.3
Mental retardation	0.8	0.7	1.9	0.6	0.4	1.0
Emotional disturbance	0.7	0.7	1.4	0.4	0.2	1.1
Autism	0.3	0.3	0.3	0.2	0.3	0.2
Hearing impairment	0.1	0.1	0.1	0.1	0.1	0.1
Visual impairment	#	#	#	#	#	#

Rounds to zero.

¹ Total includes other disabilities not separately shown.

NOTE: Students may be included in more than one disability category. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), 2004.

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8.2. Language Minority Students

Providing equal educational opportunities to students who may not be proficient in English presents a growing challenge to schools. Students with limited English proficiency (LEP) must be evaluated by school officials to determine if they are eligible for special services.¹⁷ By law, if the inability to speak and understand the English language excludes students from effective participation in an educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students (U.S. Department of Education, Office for Civil Rights 2005).

Students who speak a language other than English at home and speak English with difficulty¹⁸ may be in need of special services. Approximately 10.8 million elementary and secondary students, or 20 percent of all such students, spoke a language other than English at home in 2005. About one-quarter of these students who spoke a language other than English at home had difficulty speaking English (data not shown). Students who spoke another language at home and spoke English with difficulty accounted for 5 percent of all students.

Table 8.2a. Number and percentage of elementary and secondary school students who spoke a language other than English at home and percentage who spoke English with difficulty, by grade level and race/ethnicity: 2005

Grade level and race/ethnicity	Number who spoke a language other than English at home	Percentage of population who spoke a language other than English at home	Percentage of population who spoke English with difficulty
Kindergarten–grade 12¹	10,765,000	20.4	5.3
White	1,770,000	5.7	1.3
Black	445,000	5.6	1.4
Hispanic	6,939,000	69.8	19.1
Asian	1,323,000	65.3	17.8
Native Hawaiian/Pacific Islander	22,000	32.8	6.1!
American Indian/Alaska Native	78,000	17.5	2.8
More than one race	112,000	8.9	1.7
Kindergarten–grade 8¹	7,168,000	20.0	5.5
White	1,049,000	5.0	1.1
Black	258,000	4.9	1.2
Hispanic	4,817,000	68.7	20.1
Asian	861,000	63.3	17.8
Native Hawaiian/Pacific Islander	15,000	32.1	6.8!
American Indian/Alaska Native	47,000	15.4	2.7
More than one race	77,000	8.3	1.6
Grades 9–12¹	3,597,000	21.2	5.0
White	721,000	7.0	1.8
Black	187,000	7.2	2.0
Hispanic	2,122,000	72.2	16.7
Asian	462,000	69.5	17.7
Native Hawaiian/Pacific Islander	8,000!	34.4	4.6!
American Indian/Alaska Native	31,000	21.9	2.9!
More than one race	36,000	10.5	1.8!

! Interpret data with caution.

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who reported speaking English less than “very well” were considered to have difficulty speaking English. Includes those students who are age 5 or older. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2005.

¹⁷ Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin. This law requires school districts to help limited-English-proficient (LEP) students overcome language barriers and to ensure that they can participate meaningfully in the district’s educational programs.

¹⁸ “Speaking English with difficulty” was defined by responses to a survey. Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who reported speaking English less than “very well” were considered to have difficulty speaking English.

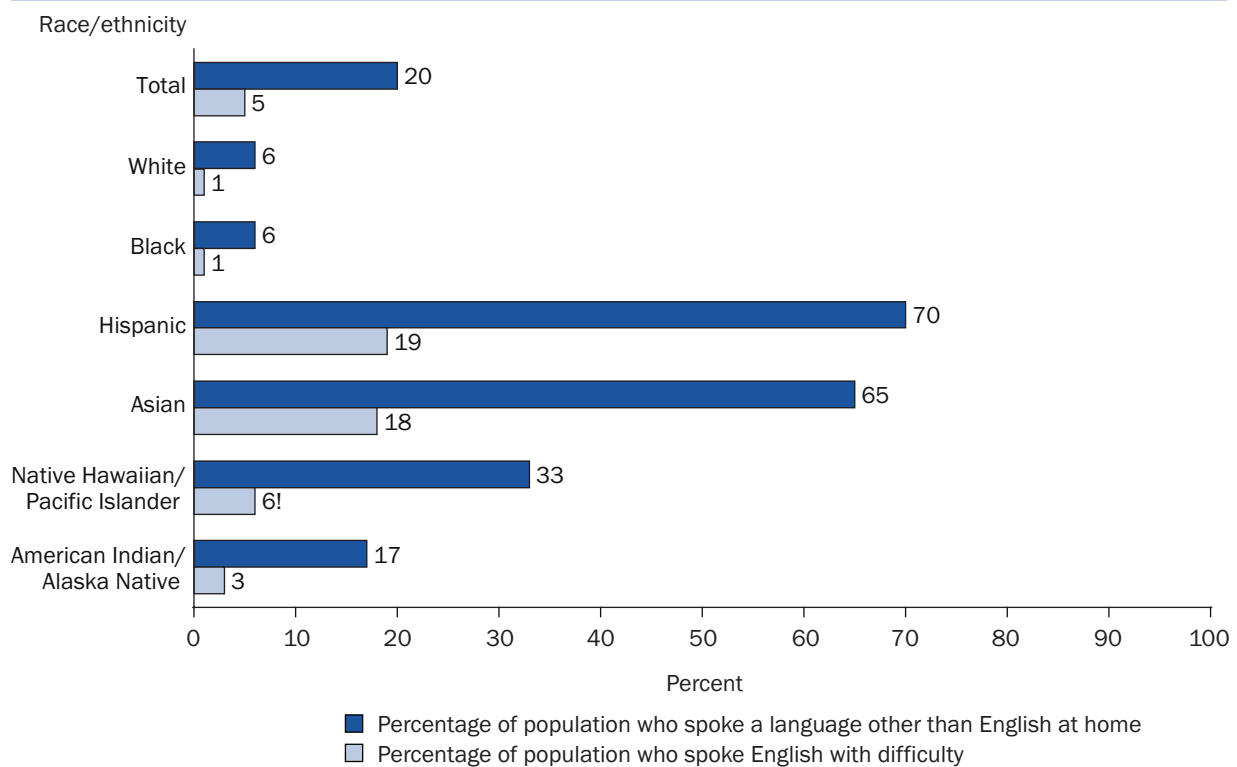
Overall, higher percentages of Hispanic (70 percent) and Asian (65 percent) elementary and secondary students spoke a language other than English at home, compared to students of other racial/ethnic groups. The percentages of Native Hawaiian or Other Pacific Islander students (33 percent) and American Indian/Alaska Native students (17 percent) who spoke non-English languages at home were also higher than the percentages of White and Black students (both 6 percent). Similarly, Hispanic (19 percent) and Asian (18 percent) students had the highest percentages of students who spoke English with difficulty, followed by Native Hawaiian or Other Pacific Islander (6 percent) and American Indian/Alaska Native students (3 percent). White (1 percent) and Black students (1 percent) had the lowest percentages who spoke English with difficulty.

Among students in kindergarten through 8th grade, Hispanics were the most likely to speak a language other than English at home (69 percent), followed by Asians (63 percent), Native Hawaiians or other Pacific Islanders (32 percent), and American Indians/Alaska Natives (15 percent). Comparisons among

9th- through 12th-graders were similar. For both kindergarten through 8th-graders and 9th- through 12th-graders, Black (5 and 7 percent, respectively) and White (5 and 7 percent, respectively) students had the lowest percentages who spoke a language other than English at home.

Also, among students in kindergarten through 8th grade, Hispanics (20 percent) and Asians (18 percent) had the highest percentages of students who spoke English with difficulty. Native Hawaiian or Other Pacific Islander students had the next highest percentage who had difficulty speaking English in this grade group (7 percent), followed by American Indian/Alaska Native students (3 percent), and White and Black students (both 1 percent). Among students in 9th through 12th grade, higher percentages of Hispanic (17 percent) and Asian students (18 percent) had difficulty speaking English than did students of any other race/ethnicity shown. There were no measurable differences in the percentages of White, Black, Native Hawaiian or Other Pacific Islander, or American Indian/Alaska Native students in this grade group who spoke English with difficulty.

Figure 8.2. Percentage of elementary and secondary school students who spoke a language other than English at home and percentage who spoke English with difficulty, by race/ethnicity: 2005



! Interpret data with caution.

NOTE: Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who reported speaking English less than “very well” were considered to have difficulty speaking English. The percentages shown are of the total population for that particular race/ethnicity. Race categories exclude persons of Hispanic origin. Includes those students who are age 5 or older.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2005.

Snapshot of Hispanic and Asian subgroups: Language Minority Students

In 2005, 6.9 million Hispanic elementary and secondary students spoke a language other than English at home. A higher percentage of Dominican (88 percent) and Central American students (86 percent) spoke a language other than English at home than did South American (80 percent), Mexican (72 percent), Puerto Rican (52 percent) and Other Hispanic or Latino students (51 percent). The percentage of South American students who spoke a language other than English at home was also higher than the percentage of Mexican students, which was in turn higher than the percentage of Puerto Rican and Other Hispanic or Latino students. In addition, 24 percent of Central American students, 23 percent of Dominican students, and 21 percent of Mexican students had difficulty speaking English, all higher percentages than those for South American (16 percent), Puerto Rican, or Other Hispanic or Latino students (both 10 percent). The percentage of South American students who had difficulty speaking English was also higher than the percentages of Puerto Rican or Other Hispanic or Latino.

Approximately 1.3 million Asian students spoke a language other than English at home in 2005. A higher percentage of Vietnamese (80 percent) than Korean (73 percent), Asian Indian (65 percent), Japanese (47 percent), and Filipino students (36 percent) spoke a language other than English at home. The percentages of Chinese (74 percent), Korean, and Asian Indian students who spoke a language other than English at home were also higher than the percentages of Japanese and Filipino students. Additionally, 21 to 26 percent of Vietnamese, Chinese, and Korean students spoke English with difficulty, compared to 10 percent of Filipino and 11 percent of Asian Indian students.

Table 8.2b. Number and percentage of elementary and secondary school students who spoke a language other than English at home and percentage who spoke English with difficulty, by race/ethnicity with Hispanic and Asian subgroups: 2005

Race/ethnicity and subgroup	Number who spoke language other than English at home	Percentage of population who spoke a language other than English at home	Percentage of population who spoke English with difficulty
Total¹	10,770,000	20.4	5.3
White	1,770,000	5.7	1.3
Black	445,000	5.6	1.4
Hispanic	6,939,000	69.8	19.1
Mexican	4,833,000	72.3	21.3
Puerto Rican	480,000	52.3	10.1
Dominican	240,000	88.4	22.7
Central American	526,000	86.0	23.6
South American	313,000	79.7	16.4
Other Hispanic or Latino	546,000	51.2	10.3
Asian	1,323,000	65.3	17.8
Asian Indian	232,000	65.3	10.7
Chinese	316,000	74.4	21.1
Filipino	129,000	36.3	10.0
Japanese	33,000	47.3	19.4
Korean	150,000	72.7	23.3
Vietnamese	206,000	79.5	26.3
Other Asian	257,000	72.3	18.9
Native Hawaiian/Pacific Islander	22,000	32.8	6.1
American Indian/Alaska Native	78,000	17.5	2.8
More than one race	112,000	8.9	1.7

! Interpret data with caution.

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Respondents were asked if each child in the household spoke a language other than English at home. If they answered "yes," they were asked how well each child could speak English. Categories used for reporting were "very well," "well," "not well," and "not at all." All those who reported speaking English less than "very well" were considered to have difficulty speaking English. Includes those students who are age 5 or older. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2005.

3 ACHIEVEMENT

Chapter 3 focuses on different measures of academic achievement among elementary and secondary school students. On the long-term National Assessment of Educational Progress (NAEP), White students continue to outperform Black and Hispanic students in both reading and mathematics. The score gaps for Black and White students were smaller in 2004 than in the early 1970s for both assessments and all three age groups tested. The score gaps for Hispanic and White students were smaller for some age groups, but were not different for 13-year-olds on the reading assessment or for 9-year-olds on the mathematics assessment (*indicator 9*). On the main NAEP reading assessment, higher percentages of Asian/Pacific Islander and White 4th-, 8th-, and 12th-graders scored at or above *Proficient* than did American Indian/Alaska Native, Black, and Hispanic students at the same grade level. On the mathematics assessment, a higher proportion of Asians/Pacific Islanders in the 4th, 8th, and 12th grades scored at or above *Proficient* than did 4th-, 8th-, and 12th-graders of all other races/ethnicities shown (*indicator 10*). On an international level, U.S. 15-year-olds scored lower than the international average on the 2003 Program for International Student Assessment (PISA) mathematics literacy assessment. Within the United States, Asian students again scored higher than their Black and Hispanic peers. Hispanic students also scored higher than Blacks. Additionally, students native to this country scored higher than those who were first-generation or nonnative (*indicator 11*).

Another way to measure student achievement is by the courses students take. Knowledge of mathematics and the sciences is increasingly important for secondary students heading into the workforce or postsecondary education. In general, higher percentages of White and Asian/Pacific Islander high school students reported completing advanced mathematics and science courses than high school students of the other races/ethnicities shown (*indicator 12*). High school students who wish to advance in a particular area of study may take Advanced Placement (AP) courses. Students who take the AP exam can earn college credit based on their scores. From 1999 to 2005, the number of minority students taking AP exams increased by a larger percentage than the number of White students. Asians had the highest mean AP exam score, while Blacks had the lowest (*indicator 13*).

Between 1996 and 2006, the percentage of SAT test takers who were minorities increased by 7 percentage points. As with other indicators of achievement, there were differences between races/ethnicities in SAT scores, with Asian/Pacific Islander students scoring higher than all other minority groups in both the verbal and mathematics sections of the test. The ACT has seen a similar increase in minority test takers. Asian/Pacific Islander test takers also had the highest English and Mathematics ACT scores of any minority group (*indicator 14*).

9. Trends in Reading and Mathematics Achievement

The long-term trend National Assessment of Educational Progress (NAEP) has provided information on the reading and mathematics achievement of 9-, 13-, and 17-year-olds in the United States since the early 1970s and is used as a measure of progress over time. These results may differ from the main NAEP results presented in *indicator 10* as the content of the long-term trend assessment has remained consistent over time, while the main NAEP undergoes changes periodically. The long-term trend NAEP also differs from the main NAEP in terms of racial/ethnic categories: data are only available for White, Black, and Hispanic students.

Reading

On the long-term trend reading assessment, White, Black, and Hispanic 9-year-olds all scored higher in 2004 than in any previous assessment year excluding 1971.¹⁹ White, Black, and Hispanic 13-year-olds also scored higher in 2004 than in 1975 (the first year for which reading assessment data were collected separately for Hispanics). Among 17-year-olds in

2004, the average scores for Blacks and Hispanics were higher than in 1975; however, for Whites there was no measurable difference from those in 1975. For 13-year-olds and 17-year-olds in all three racial/ethnic groups, the average scores in 2004 were not measurably different from those in 1999.

In 2004, at all levels, White students scored higher on the reading assessment than did Black and Hispanic students. The differences in scores for Black and White students have decreased between the 1975 and 2004 assessments across all three ages. During this time period, the score gap between Black and White students decreased from 35 to 26 points for 9-year-olds, from 36 to 22 points for 13-year-olds, and from 52 to 29 points for 17-year-olds. Between 1975 and 2004, the score gap between Hispanic and White students decreased from 34 to 21 points for 9-year-olds, and from 41 to 29 points for 17-year-olds. The score gap between Hispanic and White 13-year-olds in 2004 was not measurably different from the gap in 1975.

Table 9a. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age and race/ethnicity: Various years, 1971–2004

Year	9-year-olds			13-year-olds			17-year-olds		
	White	Black	Hispanic	White	Black	Hispanic	White	Black	Hispanic
1971	214 ¹	170 ¹	—	261 ¹	222 ¹	—	291 ¹	239 ¹	—
1975	217	181	183	262	226	232	293	241	252
1980	221	189	190	264	233	237	293	243	261
1984	218	186	187	263	236	240	295	264	268
1988	218	189	194	261	243	240	295	274	271
1990	217	182	189	262	241	238	297	267	275
1992	218	185	192	266	238	239	297	261	271
1994	218	185	186	265	234	235	296	266	263
1996	220	191	195	266	234	238	295	266	265
1999	221	186	193	267	238	244	295	264	271
2004	226	200	205	266	244	242	293	264	264

— Not available.

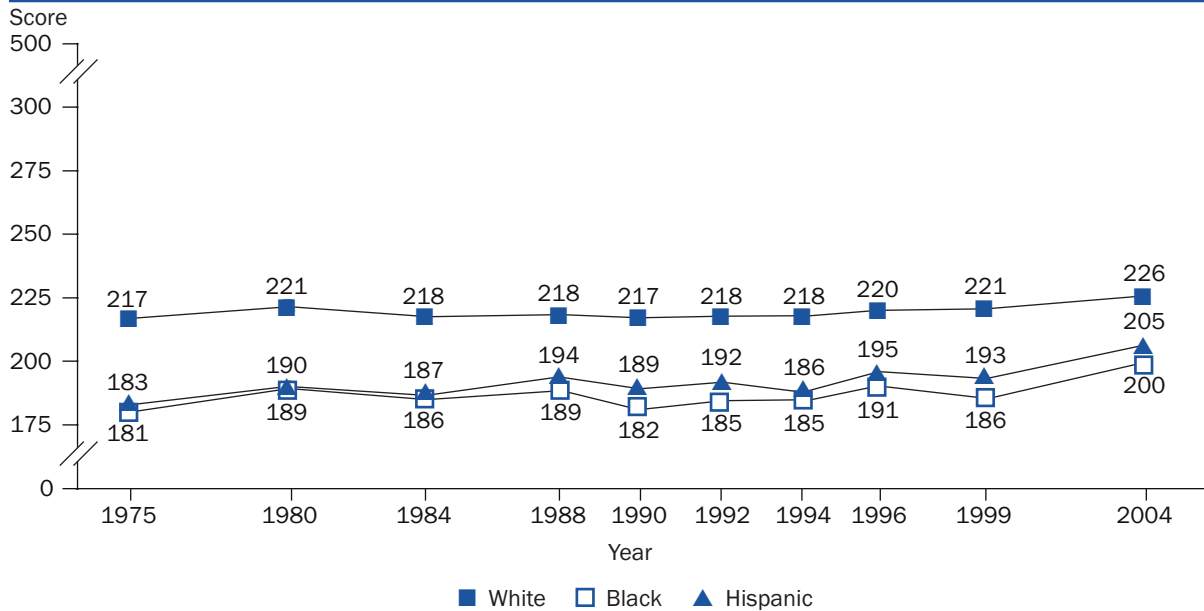
¹ Data for 1971 include persons of Hispanic origin.

NOTE: The NAEP reading scores have been evaluated at certain performance levels. Scale ranges from 0 to 500. Students scoring 150 (or higher) are able to follow brief written directions and carry out simple, discrete reading tasks. Students scoring 200 are able to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. Students scoring 250 are able to search for specific information, interrelate ideas, and make generalizations about literature, science, and social studies materials. Students scoring 300 are able to find, understand, summarize, and explain relatively complicated literary and informational material. Includes public and private schools. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to a disability. Race categories exclude persons of Hispanic origin. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2006). *Digest of Education Statistics, 2005* (NCES 2006-030), table 108, data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), various years, 1971–2004 Long-Term Trend Reading Assessment.

¹⁹ In 1971, students of Hispanic origin were included in the White and Black race categories. Therefore, estimates for White and Black students in 1971 are not comparable to estimates for these groups in later years.

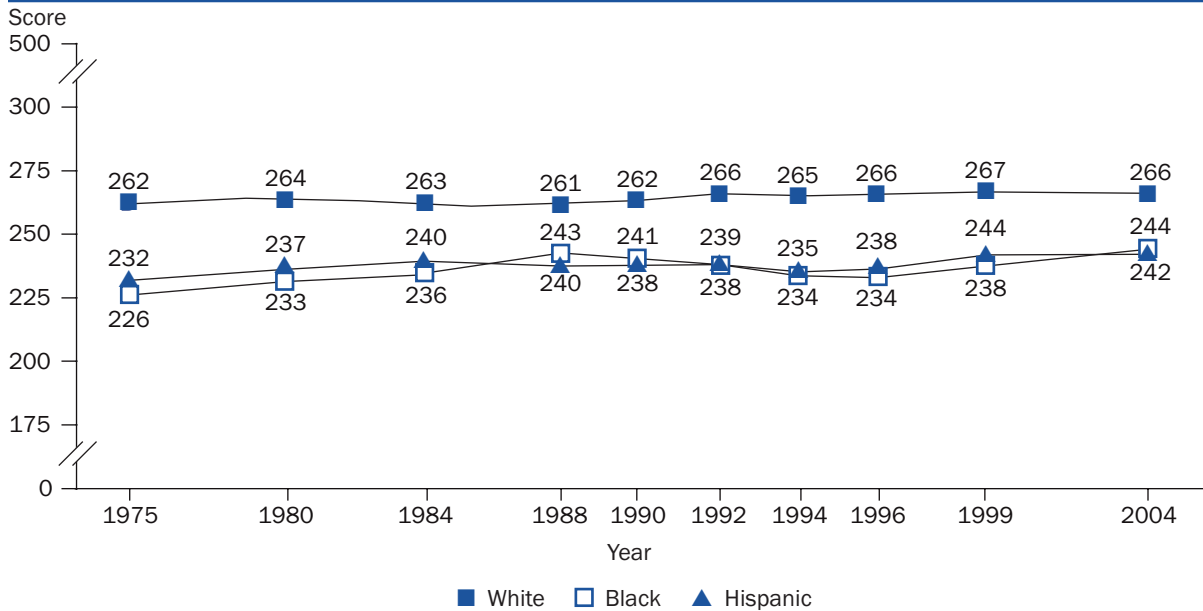
Figure 9a. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP) for 9-year-olds by race/ethnicity: Various years, 1975–2004



NOTE: The NAEP reading scores have been evaluated at certain performance levels. Scale ranges from 0 to 500. Students scoring 150 (or higher) are able to follow brief written directions and carry out simple, discrete reading tasks. Students scoring 200 are able to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. Students scoring 250 are able to search for specific information, interrelate ideas, and make generalizations about literature, science, and social studies materials. Students scoring 300 are able to find, understand, summarize, and explain relatively complicated literary and informational material. Includes public and private schools. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to a disability. Race categories exclude persons of Hispanic origin. Data for 1971 are not shown because students of Hispanic origin were included in the White and Black race categories. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2006). *Digest of Education Statistics, 2005* (NCES 2006-030), table 108, data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), various years, 1975–2004 Long-Term Trend Reading Assessment.

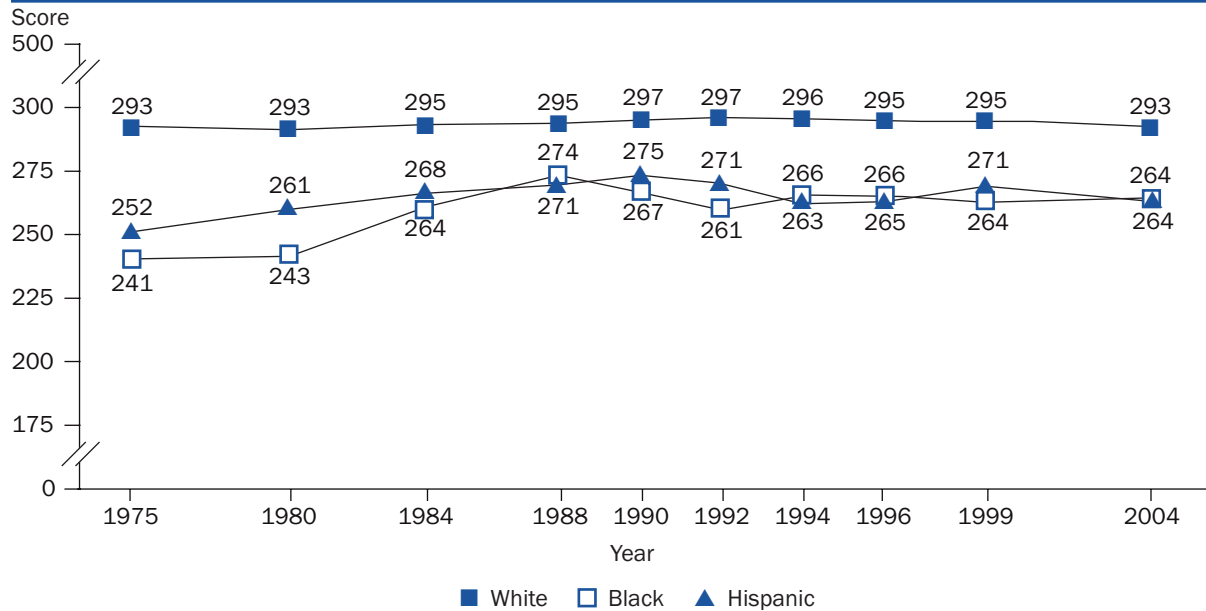
Figure 9b. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP) for 13-year-olds by race/ethnicity: Various years, 1975–2004



NOTE: The NAEP reading scores have been evaluated at certain performance levels. Scale ranges from 0 to 500. Students scoring 150 (or higher) are able to follow brief written directions and carry out simple, discrete reading tasks. Students scoring 200 are able to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. Students scoring 250 are able to search for specific information, interrelate ideas, and make generalizations about literature, science, and social studies materials. Students scoring 300 are able to find, understand, summarize, and explain relatively complicated literary and informational material. Includes public and private schools. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to a disability. Race categories exclude persons of Hispanic origin. Data for 1971 are not shown because students of Hispanic origin were included in the White and Black race categories. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2006). *Digest of Education Statistics, 2005* (NCES 2006-030), table 108, data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), various years, 1975–2004 Long-Term Trend Reading Assessment.

Figure 9c. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP) for 17-year-olds by race/ethnicity: Various years, 1975–2004



NOTE: The NAEP reading scores have been evaluated at certain performance levels. Scale ranges from 0 to 500. Students scoring 150 (or higher) are able to follow brief written directions and carry out simple, discrete reading tasks. Students scoring 200 are able to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. Students scoring 250 are able to search for specific information, interrelate ideas, and make generalizations about literature, science, and social studies materials. Students scoring 300 are able to find, understand, summarize, and explain relatively complicated literary and informational material. Includes public and private schools. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to a disability. Race categories exclude persons of Hispanic origin. Data for 1971 are not shown because students of Hispanic origin were included in the White and Black race categories. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2006). *Digest of Education Statistics, 2005* (NCES 2006-030), table 108, data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), various years, 1975–2004 Long-Term Trend Reading Assessment.

Mathematics

On the long-term mathematics assessment in 2004, average scores were higher than in any previous assessment year for White, Black, and Hispanic 9-year-olds and 13-year-olds. Among 17-year-olds, the average scores for all three groups were higher in 2004 than in 1973, but were not measurably different from the more recent assessment in 1999.

As with the reading assessment, White students outperformed Black and Hispanic students at all three levels on the mathematics assessment in 2004. The score gap between Black and White students decreased for all three levels between the first (1973)

and most recent (2004) assessments. During this time period, the score gap between Black and White students decreased from 35 to 23 points for 9-year-olds, from 46 to 27 points for 13-year-olds, and from 40 to 28 points for 17-year-olds. Between 1973 and 2004, the score gap between Hispanic and White students decreased from 35 to 23 points for 13-year-olds and from 33 to 24 points for 17-year-olds. The score gap for 9-year-old Hispanic and White students in 2004 (18 points) was not measurably different from the score gap in 1973, but was smaller than in 1999 (26 points).

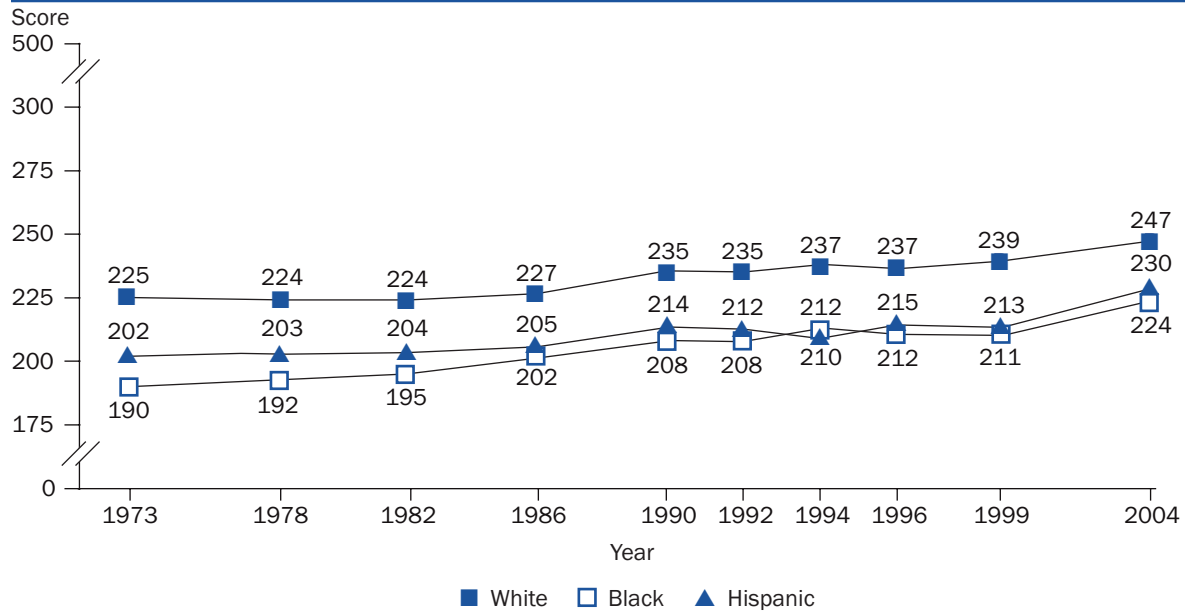
Table 9b. Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age and race/ethnicity: Various years, 1973–2004

Year	9-year-olds			13-year-olds			17-year-olds		
	White	Black	Hispanic	White	Black	Hispanic	White	Black	Hispanic
1973	225	190	202	274	228	239	310	270	277
1978	224	192	203	272	230	238	306	268	276
1982	224	195	204	274	240	252	304	272	277
1986	227	202	205	274	249	254	308	279	283
1990	235	208	214	276	249	255	309	289	284
1992	235	208	212	279	250	259	312	286	292
1994	237	212	210	281	252	256	312	286	291
1996	237	212	215	281	252	256	313	286	292
1999	239	211	213	283	251	259	315	283	293
2004	247	224	230	288	262	265	313	285	289

NOTE: Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to a disability. Includes public and private schools. A score of 150 implies the knowledge of some basic addition and subtraction facts, and most students at this level can add two-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. A score of 200 implies considerable understanding of two-digit numbers and knowledge of some basic multiplication and division facts. A score of 250 implies an initial understanding of the four basic operations. Students at this level can also compare information from graphs and charts and are developing an ability to analyze simple logical relations. A score of 300 implies an ability to compute decimals, simple fractions, and percents. Students at this level can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are developing the skills to operate with signed numbers, exponents, and square roots. A score of 350 implies an ability to apply a range of reasoning skills to solve multistep problems. Students at this level can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots. Scale ranges from 0 to 500. Race categories exclude persons of Hispanic origin. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2006). *Digest of Education Statistics, 2005* (NCES 2006-030), table 118, data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), various years, 1973–2004 Long-Term Trend Mathematics Assessment.

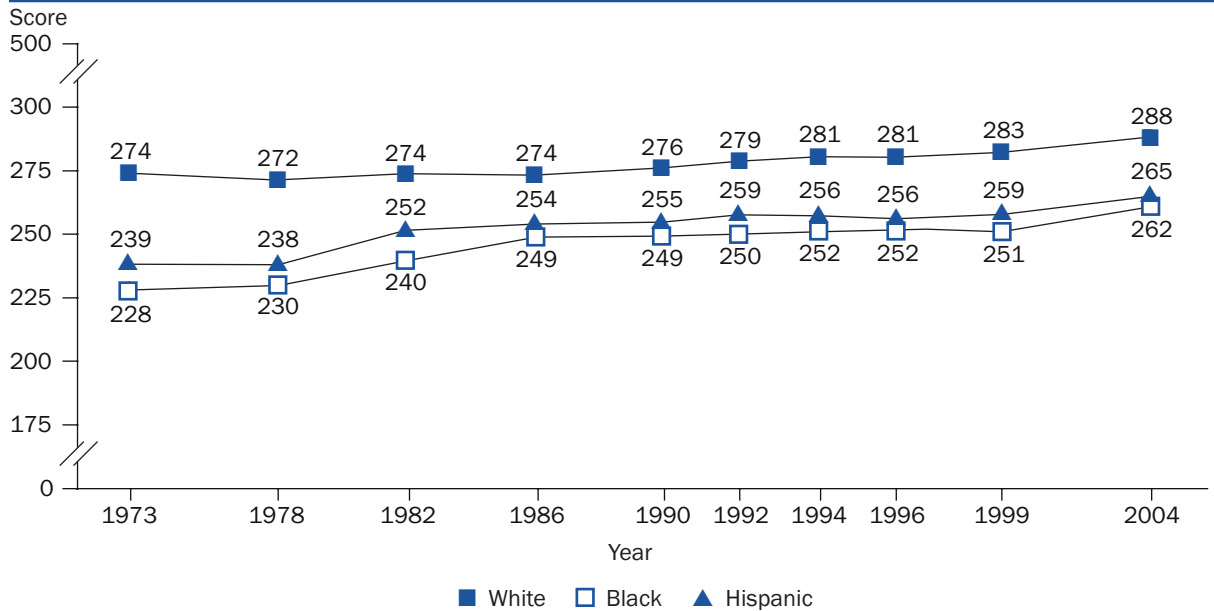
Figure 9d. Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP) for 9-year-olds by race/ethnicity: Various years, 1973–2004



NOTE: Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to a disability. Includes public and private schools. A score of 150 implies the knowledge of some basic addition and subtraction facts, and most students at this level can add two-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. A score of 200 implies considerable understanding of two-digit numbers and knowledge of some basic multiplication and division facts. A score of 250 implies an initial understanding of the four basic operations. Students at this level can also compare information from graphs and charts and are developing an ability to analyze simple logical relations. A score of 300 implies an ability to compute decimals, simple fractions, and percents. Students at this level can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are developing the skills to operate with signed numbers, exponents, and square roots. A score of 350 implies an ability to apply a range of reasoning skills to solve multistep problems. Students at this level can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots. Scale ranges from 0 to 500. Race categories exclude persons of Hispanic origin. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2006). *Digest of Education Statistics, 2005* (NCES 2006-030), table 118, data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), various years, 1973–2004 Long-Term Trend Mathematics Assessment.

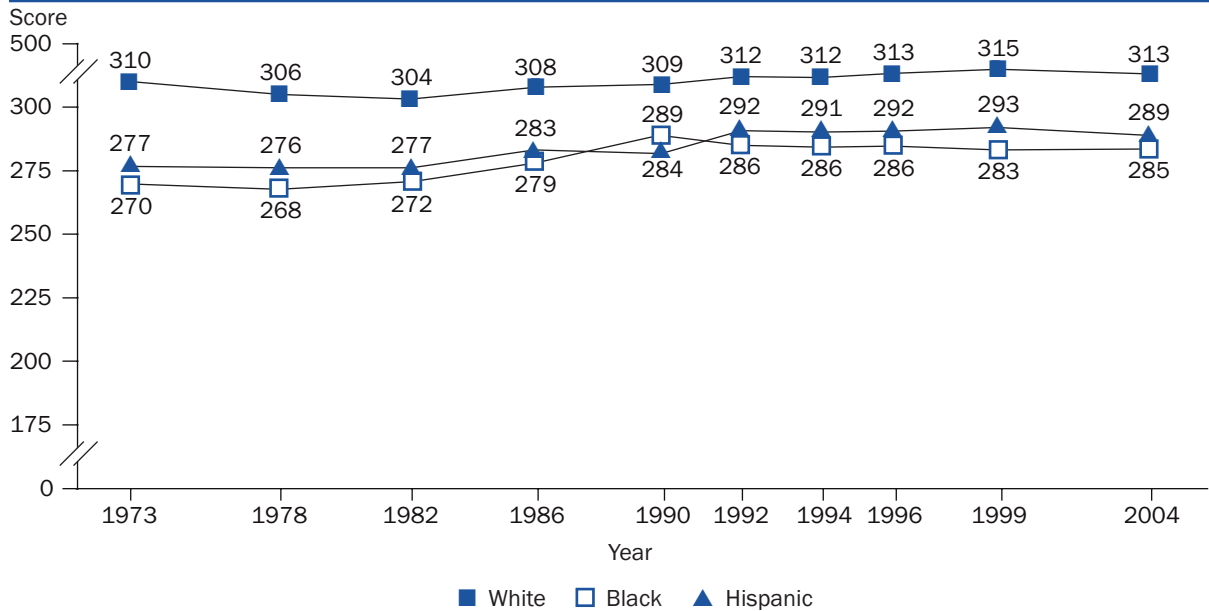
Figure 9e. Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP) for 13-year-olds by race/ethnicity: Various years, 1973–2004



NOTE: Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to a disability. Includes public and private schools. A score of 150 implies the knowledge of some basic addition and subtraction facts, and most students at this level can add two-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. A score of 200 implies considerable understanding of two-digit numbers and knowledge of some basic multiplication and division facts. A score of 250 implies an initial understanding of the four basic operations. Students at this level can also compare information from graphs and charts and are developing an ability to analyze simple logical relations. A score of 300 implies an ability to compute decimals, simple fractions, and percents. Students at this level can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are developing the skills to operate with signed numbers, exponents, and square roots. A score of 350 implies an ability to apply a range of reasoning skills to solve multistep problems. Students at this level can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots. Scale ranges from 0 to 500. Race categories exclude persons of Hispanic origin. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2006). *Digest of Education Statistics, 2005* (NCES 2006-030), table 118, data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), various years, 1973–2004 Long-Term Trend Mathematics Assessment.

Figure 9f. Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP) for 17-year-olds by race/ethnicity: Various years, 1973–2004



NOTE: Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to a disability. Includes public and private schools. A score of 150 implies the knowledge of some basic addition and subtraction facts, and most students at this level can add two-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. A score of 200 implies considerable understanding of two-digit numbers and knowledge of some basic multiplication and division facts. A score of 250 implies an initial understanding of the four basic operations. Students at this level can also compare information from graphs and charts and are developing an ability to analyze simple logical relations. A score of 300 implies an ability to compute decimals, simple fractions, and percents. Students at this level can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are developing the skills to operate with signed numbers, exponents, and square roots. A score of 350 implies an ability to apply a range of reasoning skills to solve multistep problems. Students at this level can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots. Scale ranges from 0 to 500. Race categories exclude persons of Hispanic origin. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2006). *Digest of Education Statistics, 2005* (NCES 2006-030), table 118, data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), various years, 1973–2004 Long-Term Trend Mathematics Assessment.

10. Reading and Mathematics Achievement

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what U.S. students know and can do in various subject areas. This indicator focuses on the 2005 results of 4th-, 8th-, and 12th-grade students in the subjects of reading and mathematics.

NAEP results are reported as average scores as well as the percentage of students performing at or above three achievement levels: *Basic*, *Proficient*, and *Advanced*. These achievement levels are performance standards showing what students should know and be able to do. *Basic* denotes partial mastery of knowledge and skills that are fundamental for proficient work at a given grade. (*Below Basic*, therefore, denotes less than this level of achievement.) *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. *Advanced* signifies superior performance.²⁰

The NAEP reading assessment gauges student performance in reading for literary experience and for information in grades 4, 8, and 12, and for reading to perform a task in grades 8 and 12. In 2005, at the 4th-grade level, a higher percentage of Asian/Pacific Islander (42 percent) and White students (41 percent)

scored at or above *Proficient* on the reading assessment than did their American Indian/Alaska Native (18 percent), Hispanic (16 percent), and Black (13 percent) peers. Likewise, American Indian/Alaska Native students outperformed their Black and Hispanic counterparts. A similar pattern emerged for 8th-grade students. At the 8th-grade level, a higher percentage of Asian/Pacific Islander (40 percent) and White students (39 percent) performed at or above *Proficient* on the reading assessment than did their American Indian/Alaska Native (17 percent), Hispanic (15 percent), and Black (12 percent) peers. Likewise, American Indian/Alaska Native and Hispanic students outperformed their Black counterparts. No differences were detected between American Indians/Alaska Natives and Hispanics at this level. At the 12th-grade level, White (43 percent) and Asian/Pacific Islander students (36 percent) were again more likely to score at or above *Proficient* than were their Hispanic (20 percent) and Black (16 percent) peers. The percentage of White 12th-graders at this achievement level was also higher than the percentage of Asian/Pacific Islander 12th-graders. The percentage of American Indian/Alaska Native 12th-graders at this achievement level was not measurably different from the percentages of other racial/ethnic groups, which may be due in part to a large standard error.

²⁰ Achievement levels are determined by the National Assessment Governing Board (NAGB), based on recommendations from panels of educators and members of the public, to provide a context for interpreting student performance on NAEP. Detailed descriptions of the NAEP achievement levels for each subject and grade can be found on the NAGB website (<http://www.nagb.org/pubs/pubs.html>).

Table 10.1. Percentage distribution of students across NAEP reading achievement levels, by race/ethnicity and grade: 2005

Grade and achievement level	Total ¹	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
4th grade						
Below basic	36	24	58	54	27	52
At basic	33	35	29	30	32	30
At or above proficient	32	41	13	16	42	18
At advanced	8	10	2	3	13	3
8th grade						
Below basic	27	18	48	44	20	41
At basic	42	43	40	41	40	41
At or above proficient	31	39	12	15	40	17
At advanced	3	4	1	1	6	1!
12th grade						
Below basic	27	21	46	40	26	33!
At basic	37	36	38	40	38	41!
At or above proficient	35	43	16	20	36	26!
At advanced	5	6	1!	2!	5!	‡

! Interpret data with caution.

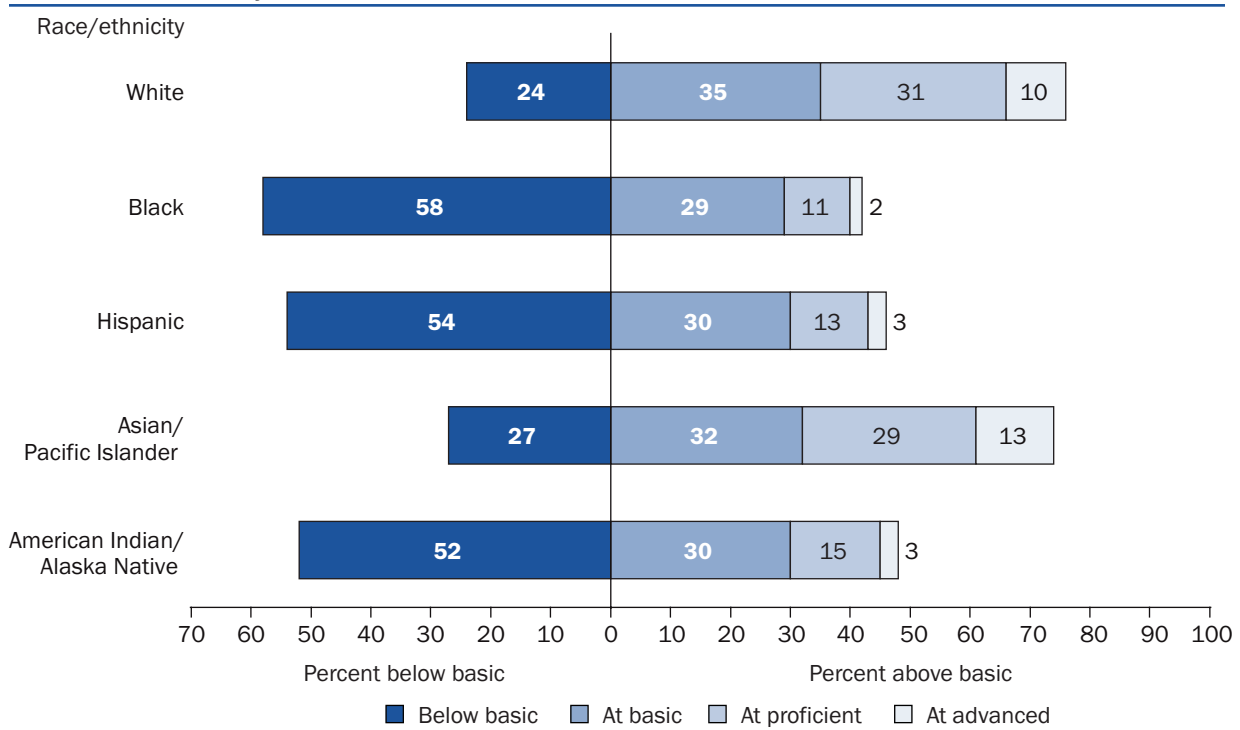
‡ Reporting standards not met.

¹Total includes other race/ethnicity categories not separately shown.

NOTE: NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer.

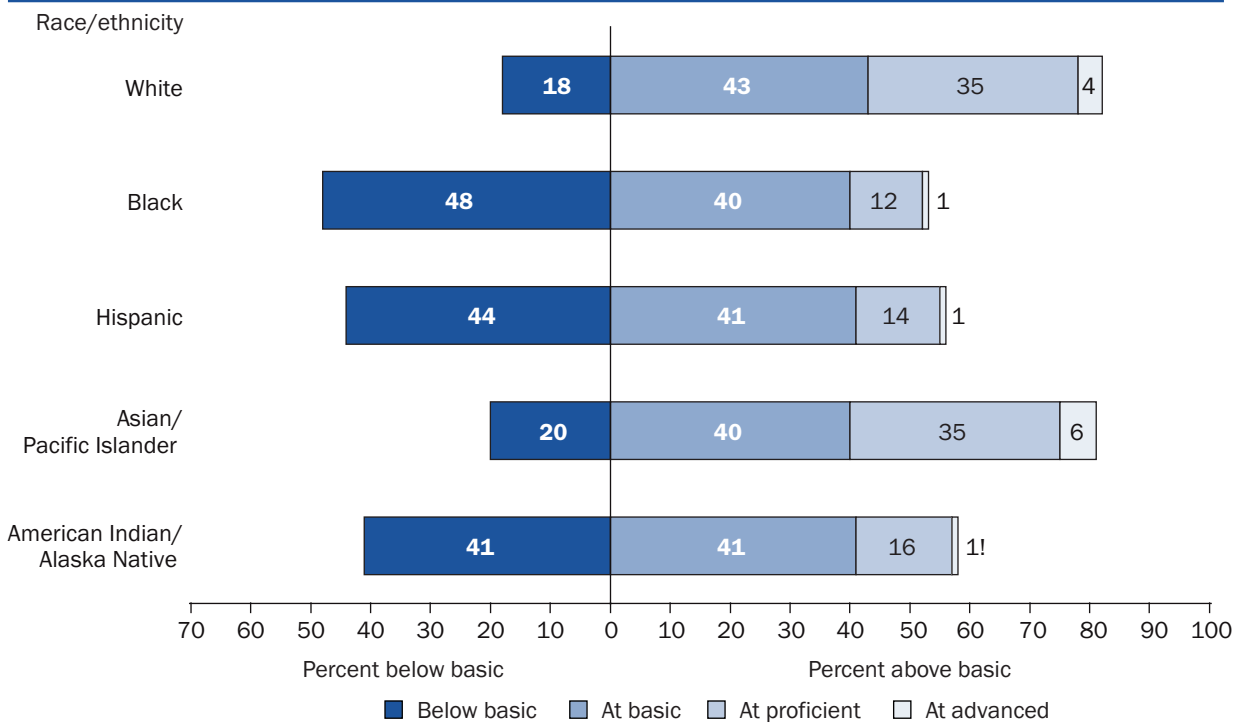
Figure 10.1a. Percentage distribution of 4th-grade students across NAEP reading achievement levels, by race/ethnicity: 2005



NOTE: NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

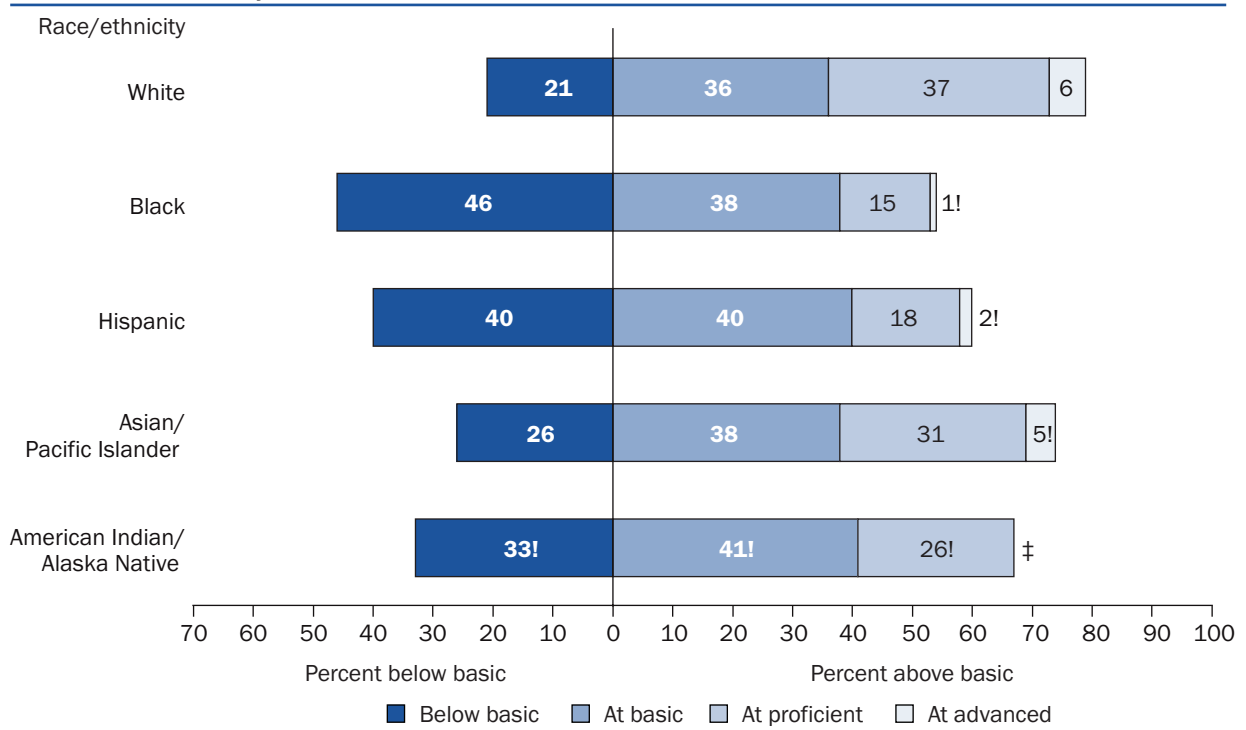
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Figure 10.1b. Percentage distribution of 8th-grade students across NAEP reading achievement levels, by race/ethnicity: 2005



! Interpret data with caution.
 NOTE: NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Figure 10.1c. Percentage distribution of 12th-grade students across NAEP reading achievement levels, by race/ethnicity: 2005



! Interpret data with caution.

† Reporting standards not met.

NOTE: NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

The NAEP mathematics assessment measures students' abilities in five content areas: number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and algebra and functions. In 2005, at the 4th-grade level, a higher percentage of Asian/Pacific Islander students (55 percent) scored at or above *Proficient* on the mathematics assessment than did their White (47 percent), American Indian/Alaska Native (21 percent), Hispanic (19 percent), and Black (13 percent) peers. A similar pattern emerged

for 8th-grade students: a higher percentage of Asian/Pacific Islander students (47 percent) performed at or above *Proficient* than did their White (39 percent), American Indian/Alaska Native (14 percent), Hispanic (13 percent), and Black peers (9 percent). At the 12th-grade level, Asian/Pacific Islander students (36 percent) were again more likely to score at this achievement level than were White (29 percent), Hispanic (8 percent), Black (6 percent), and American Indian/Alaska Native students (6 percent).

Table 10.2. Percentage distribution of students across NAEP mathematics achievement levels, by race/ethnicity and grade: 2005

Grade and achievement level	Total ¹	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
4th grade						
Below basic	20	10	40	32	10	32
At basic	44	42	47	49	35	47
At or above proficient	36	47	13	19	55	21
At advanced	5	7	1	1	14	2!
8th grade						
Below basic	31	20	58	48	19	47
At basic	39	42	33	38	34	40
At or above proficient	30	39	9	13	47	14
At advanced	6	8	1	1	16	2!
12th grade						
Below basic	39	30	70	60	27	58
At basic	38	41	25	32	37	36!
At or above proficient	23	29	6	8	36	6!
At advanced	2	3	#	#	6	1!

Rounds to zero.

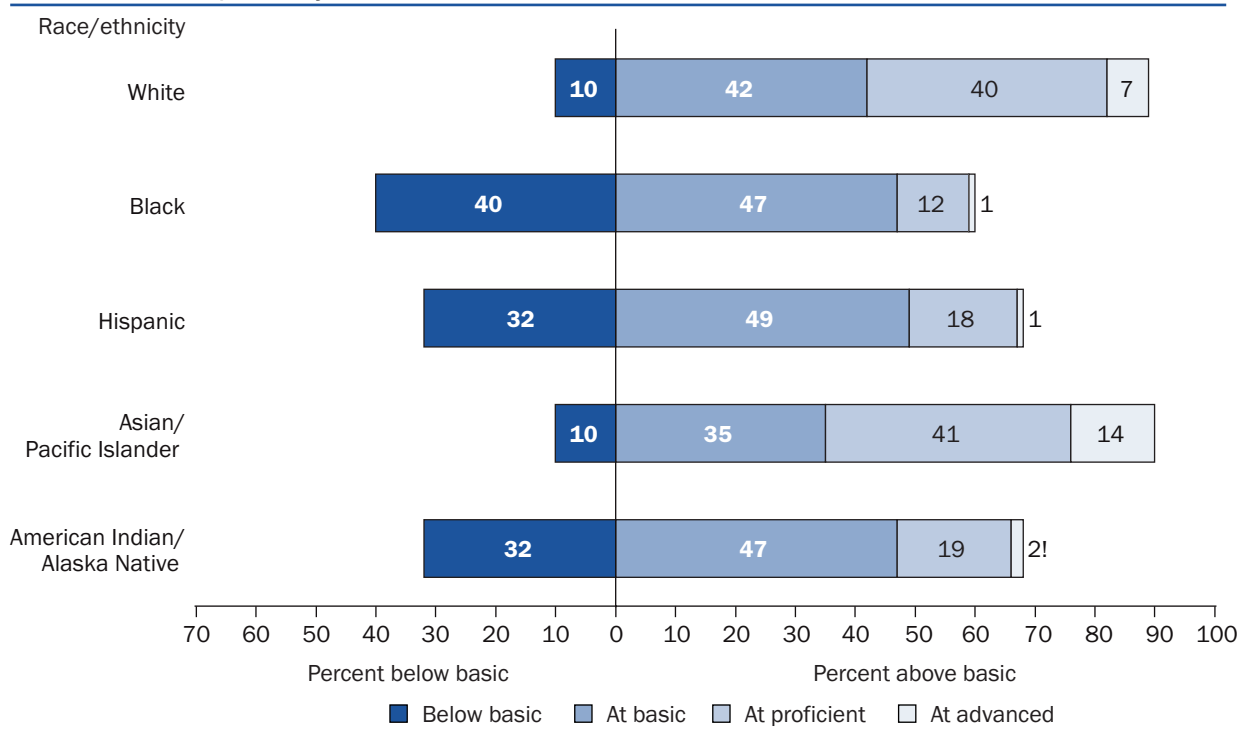
! Interpret data with caution.

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

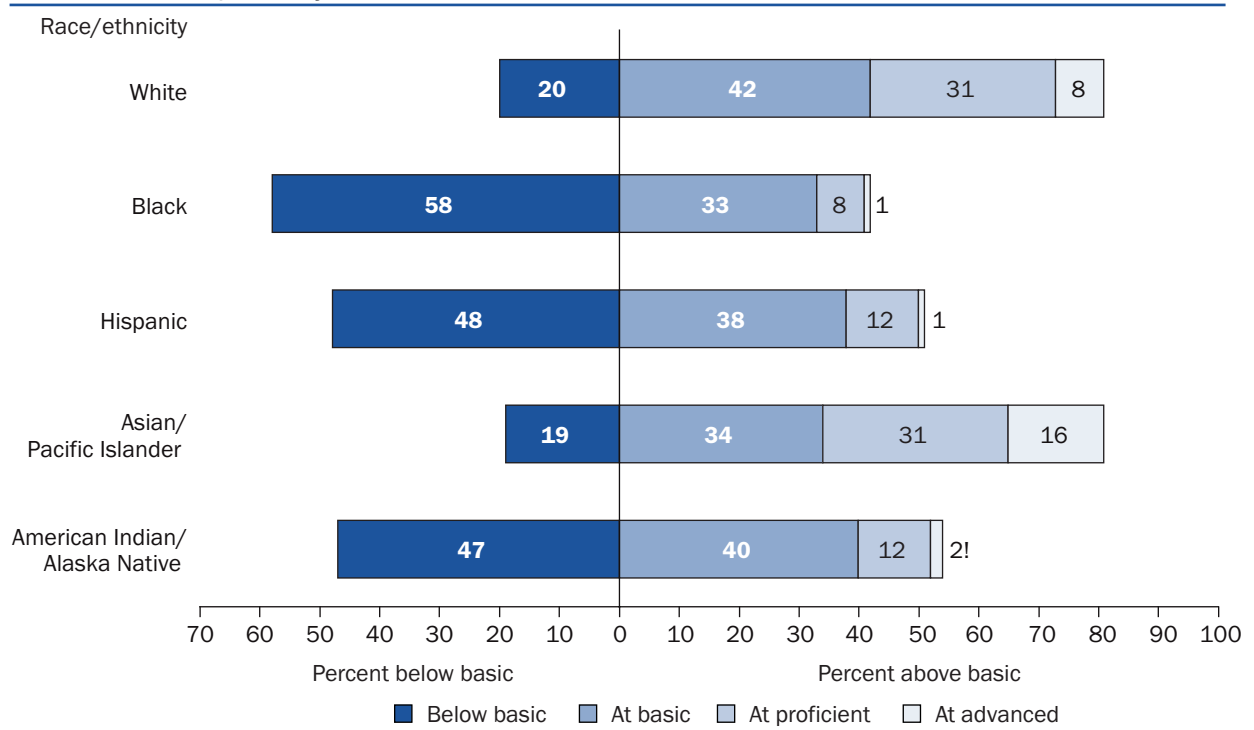
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment, NAEP Data Explorer.

Figure 10.2a. Percentage distribution of 4th-grade students across NAEP mathematics achievement levels, by race/ethnicity: 2005



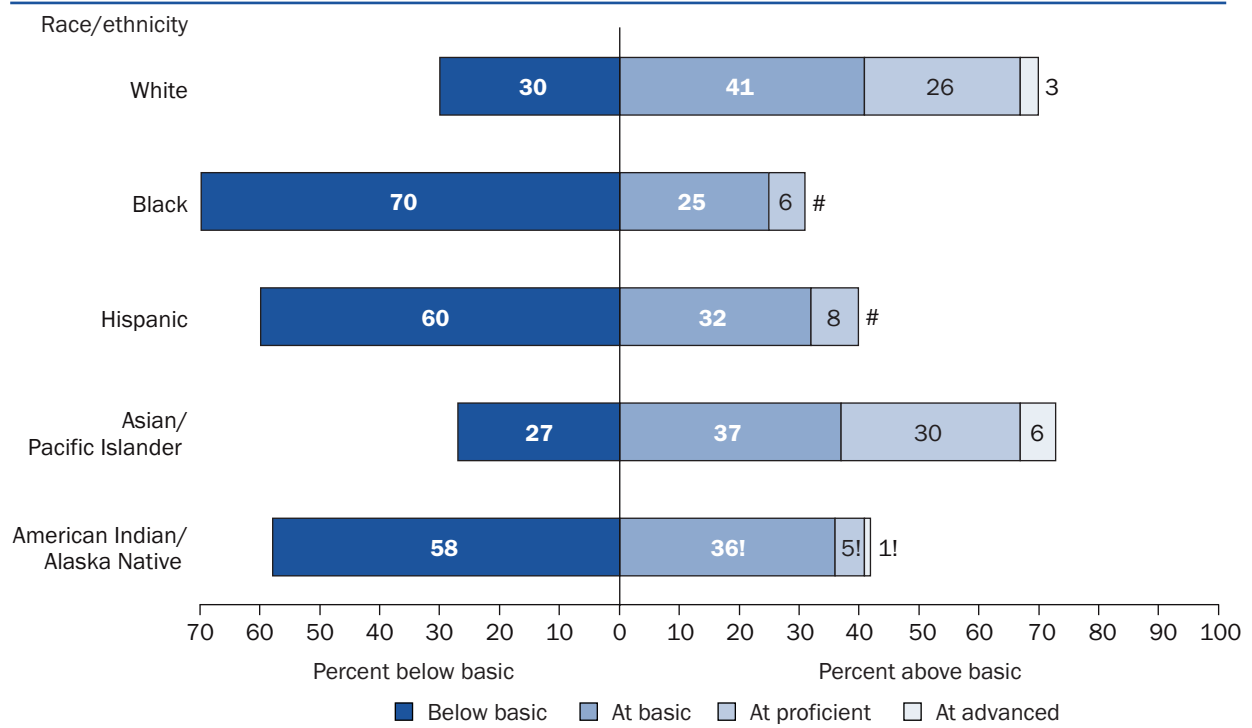
! Interpret data with caution.
 NOTE: NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

Figure 10.2b. Percentage distribution of 8th-grade students across NAEP mathematics achievement levels, by race/ethnicity: 2005



! Interpret data with caution.
 NOTE: NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

Figure 10.2c. Percentage distribution of 12th-grade students across NAEP mathematics achievement levels, by race/ethnicity: 2005



Rounds to zero.

! Interpret data with caution.

NOTE: NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

11. International Comparison in Mathematics

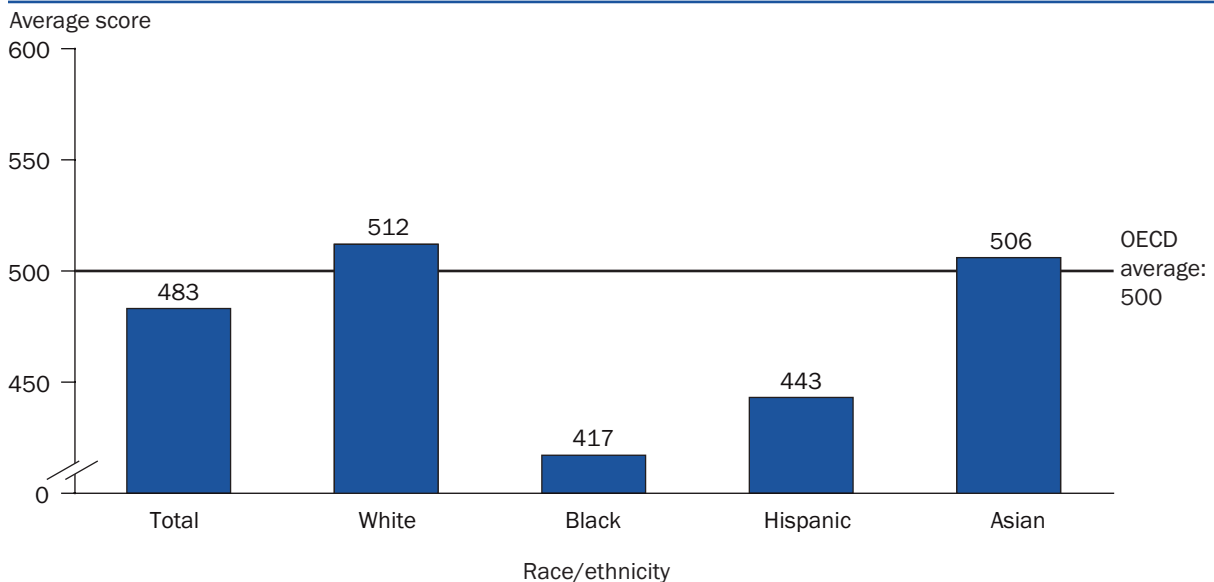
The Program for International Student Assessment (PISA) is a system of international assessments that measures 15-year-olds' capabilities in reading, mathematics, and science literacy to help countries monitor how well their education systems prepare students for modern life. In addition, the PISA results provide comparative international analyses and provide a larger context to interpret national results. PISA is administered every 3 years by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries.

This indicator focuses on the results of the 2003 mathematics literacy assessment. Mathematical literacy is assessed by testing the capacity of students to analyze, reason, and communicate effectively as they pose, solve, and interpret mathematical problems in a variety of situations involving quantitative, spatial, probabilistic or other mathematical concepts (OECD 2004). The assessment is on a scale of 0 to 1000 and designed to have an average of 500, with two-thirds of students achieving between 400 and 600 points.

In 2003, the U.S. average (483) on the mathematics literacy assessment was lower than the OECD average (500). U.S. 15-year-olds scored lower than 20 of the other 28 participating countries and higher than 5 countries (see table 11 for country names). The U.S. score was not measurably different from the scores of the three remaining OECD countries.

A breakdown of the U.S. 15-year-olds shows measurable differences among racial/ethnic groups. Within the United States, the average scores for White (512) and Asian students (506) were higher than the average scores for Hispanic students (443) and Black students (417). Hispanic students, in turn, scored higher than Black students. Comparing internationally, the score for White students in the United States was 12 points higher than the OECD average, while the average score for Blacks was 83 points lower, and the score for Hispanics was 57 points lower than the OECD average. As a result of relatively large standard errors, no measurable differences were detected between the OECD average and the scores for Asian students.

Figure 11. Average scores among 15-year-olds in the United States on the Program for International Student Assessment (PISA) mathematics literacy assessment, by race/ethnicity: 2003



NOTE: The scale range for the PISA assessment is from 0 to 1000. The scale was designed to have an average score of 500 points, with approximately two-thirds of students achieving between 400 and 600 points. Race categories exclude persons of Hispanic origin.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

The OECD also collected information on nativity of the students participating in PISA. *Native* refers to a student born in the country with at least one parent born in the country; *first-generation* refers to a student born in the country with both parents born outside the country; and *nonnative* refers to a student born outside the country with both parents born outside the country. Of the U.S. test-takers, 86 percent were native, 8 percent were first-generation, and 6 percent were nonnative. Among these U.S. test-takers, the average score for native-born students (490) was higher than the average scores for both the first-generation (468) and nonnative students (453) (table A-11). Although there appears to be a gap between the scores of first-generation and nonnative students, no measurable difference was detected which may be

due in part to relatively large standard errors.

The OECD average score for native students (504) was higher than the overall average for first-generation students (480), who in turn scored higher than nonnative students (466). The average score for native students in the United States was lower than the OECD average for native students. No differences were detected between the U.S. and OECD average scores of first-generation and nonnative students. Of the 20 countries whose average scores were higher than the U.S. average score, 7 had higher percentages of nonnative students and 2 were not measurably different from the U.S. in the percentage of nonnative students.

Table 11. Average scores among 15-year-olds on the Program for International Student Assessment (PISA) mathematics literacy assessment, by participating country and race/ethnicity in the United States: 2003

Country and race/ethnicity	Average score
OECD average	500
United States ¹	483
White	512
Black	417
Hispanic	443
Asian	506
More than one race	502
Countries whose score was higher than the U.S. score	
Australia	524
Austria	506
Belgium	529
Canada	532
Czech Republic	516
Denmark	514
Finland	544
France	511
Germany	503
Iceland	515
Ireland	503
Japan	534
Korea	542
Luxembourg	493
Netherlands	538
New Zealand	523
Norway	495
Slovak Republic	498
Switzerland	527
Sweden	509
Countries whose score was not measurably different than U.S. score	
Hungary	490
Poland	490
Spain	485
Countries whose score was lower than the U.S. score	
Greece	445
Italy	466
Mexico	385
Portugal	466
Turkey	423

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: The scale range for the PISA assessment is from 0 to 1000. The scale was designed to have an average score of 500 points, with approximately two-thirds of students achieving between 400 and 600 points. Race categories exclude persons of Hispanic origin.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

12. Advanced Coursetaking in High School

This indicator examines the percentage of high school graduates who completed advanced academic level coursework in mathematics, science, English, and foreign language study using data from 1998, 2000, and 2004 high school graduates' transcripts. For detailed descriptions of advanced academic level coursework, see *Appendix B: Supplemental Notes*.

A higher percentage of students took advanced academic level courses in 2004 than in 1998. In 2004, half of high school graduates (50 percent) had taken at least one advanced academic level mathematics course (defined as a course above Algebra II) while in high school, a higher percentage than

in 1998 (41 percent). In science, 68 percent of all high school graduates in 2004 had taken a physics, chemistry, or advanced biology course while in high school, a higher percentage than in 1998 when 61 percent had done so. In English, 33 percent of all high school graduates in 2004 had completed some advanced academic level English coursework, classified as "honors," a higher percentage than in 1998 when 29 percent had done so. In foreign languages, 35 percent of all high school graduates in 2004 had completed some advanced academic level foreign language study (defined as a Year 3 foreign language course or higher), a higher percentage than in 1998 when 30 percent had done so.

Table 12a. Percentage distribution of high school graduates, by highest level of mathematics courses completed and race/ethnicity: 1998, 2000, and 2004

Year and race/ethnicity	No mathematics ¹	Non-academic	Low academic	Middle academic			Advanced academic			
				Total	Algebra I/Geometry	Algebra II	Total	Trigonometry/Algebra III	Pre-calculus	Calculus
1998										
Total	0.8	3.6	5.3	48.9	21.2	27.7	41.4	14.4	15.2	11.8
White	0.8!	3.2	4.6	46.3	19.0	27.4	45.1	15.7	16.5	13.0
Black	0.9!	3.6!	8.3	56.8	26.0	30.8	30.4	14.1	9.3	7.0!
Hispanic	0.9	6.3	7.5	59.1	30.9	28.2	26.2	8.4	10.7	7.1
Asian/Pacific Islander	0.2!	2.8!	2.6!	38.8	16.0	22.8	55.5	10.3	25.3	19.9
American Indian/Alaska Native	0.7!	8.6!	6.3!	57.4	27.5	29.9	26.9	9.3!	10.8!	6.7!
2000										
Total	0.8	2.5	4.1	48.0	18.6	29.4	44.6	14.1	18.0	12.5
White	0.7	2.4	4.3	45.3	17.5	27.7	47.4	15.2	18.8	13.4
Black	1.4!	2.3	4.3	59.6	22.0	37.6	32.4	14.0	13.3	5.1
Hispanic	1.1!	3.4	3.9	60.4	24.4	36.1	31.1	9.5	15.2	6.4
Asian/Pacific Islander	0.5!	1.0!	0.9!	29.0	10.4	18.7	68.6	9.9	25.1	33.5
American Indian/Alaska Native	2.3!	3.9!	4.7!	60.0	27.3	32.7	29.2	15.4!	9.8!	3.9!
2004										
Total	0.6	1.8	3.0	44.6	18.7	25.9	50.0	17.6	18.5	13.9
White	0.5!	1.6	2.6	41.0	16.9	24.0	54.3	18.2	20.1	16.0
Black	1.3!	1.8!	3.8!	51.3	19.8	31.5	41.7	22.9	14.0	4.7
Hispanic	0.3!	2.5!	4.2!	58.6	27.0	31.6	34.3	13.0	14.5	6.8
Asian/Pacific Islander	0.4!	0.3!	1.5!	28.7	11.3	17.5	69.1	12.5	23.1	33.4
American Indian/Alaska Native	2.4!	8.5!	4.5!	62.9	22.8!	40.1	21.8!	8.9!	7.2!	5.6!

! Interpret data with caution.

¹ Students in this category may have taken some mathematics courses, but these courses are not defined as mathematics courses according to the classification used in this analysis.

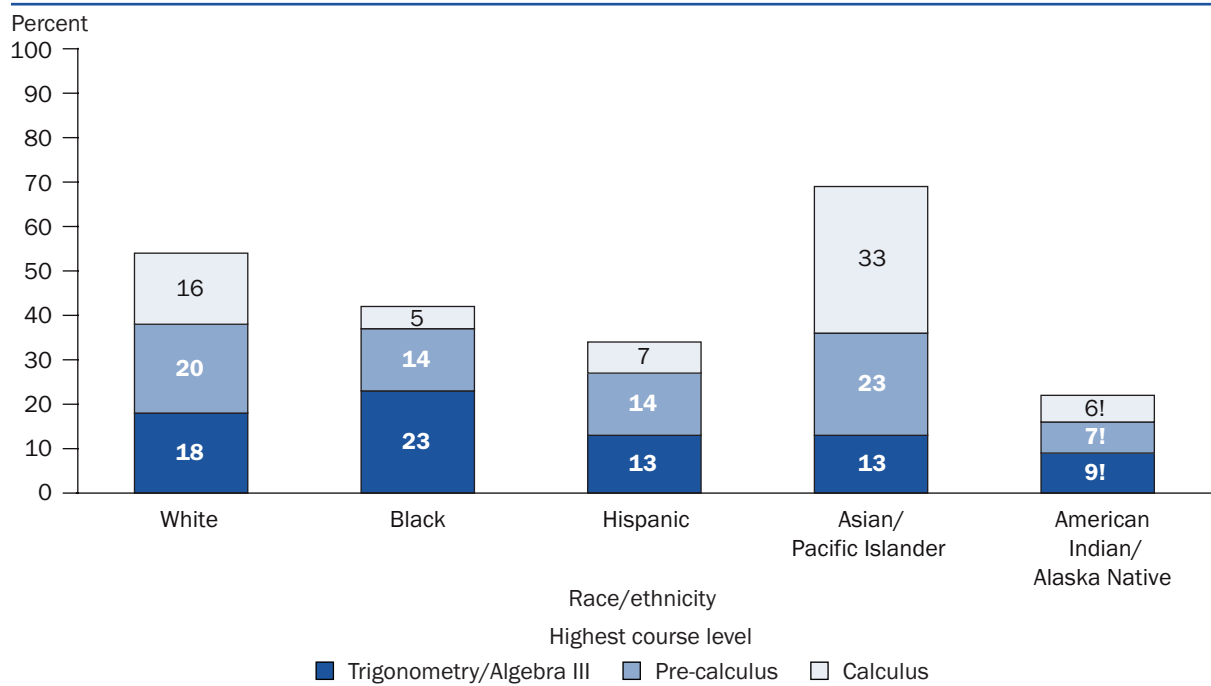
NOTE: The distribution of graduates among the various levels of mathematics courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. See *Appendix B: Supplemental Notes* for more information on course classifications. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Education Progress (NAEP), 1998 and 2000 High School Transcript Studies (HSTS); and Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

A higher percentage of Asian/Pacific Islander graduates than graduates of any other race/ethnicity had completed advanced academic level science and mathematics courses in 1998, 2000, and 2004. For example, in 2004, 33 percent of Asians/Pacific Islander graduates had completed a calculus-level course, compared with 16 percent of White, 7 percent of Hispanic, 6 percent of American Indian/Alaska Native, and 5 percent of Black graduates. In science, 39 percent of Asian/Pacific Islander graduates had completed chemistry II, physics II, or advanced biology in 2004, compared with 20 percent of White,

11 percent of Black, 9 percent of Hispanic, and 7 percent of American Indian/Alaska Native graduates. Following Asians/Pacific Islanders, a higher percentage of Whites than Blacks, Hispanics, and American Indians/Alaska Natives had completed advanced academic level mathematics courses in each of these three years. This same pattern was true for advanced academic level science coursetaking in 1998 and 2004, but in 2000 there was no measurable difference in the percentages of White, Black, and Hispanic graduates who had completed advanced academic level science courses.

Figure 12a. Percentage of high school graduates who completed advanced mathematics coursework, by highest level completed and race/ethnicity: 2004



! Interpret data with caution.

NOTE: The distribution of graduates among the various levels of mathematics courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. See *Appendix B: Supplemental Notes* for more information on course classifications. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

In 2004, Asian/Pacific Islander graduates had completed advanced academic level courses in English and had completed Year 3 or higher of a foreign language at higher rates than those for all other racial/ethnic groups. In addition, a larger percentage of Asian/Pacific Islander graduates than graduates of other racial/ethnic groups had completed advanced academic level courses in English in 2000. In all three surveyed years, White graduates completed advanced academic level courses in English at higher rates than Hispanics. Also, in each of these years, Black graduates completed Year 3 or higher of a foreign language at lower rates than White, Hispanic, and Asian/Pacific Islander graduates.

In general, higher percentages of graduates had completed advanced academic level coursework in

mathematics, science, English, and foreign languages in 2004 compared with 1998. However, there were several exceptions. For both Black and Hispanic graduates, there were no measurable differences between 1998 and 2004 in the percentages who had completed advanced academic level English coursework or in the percentage who had completed Year 3 or higher of a foreign language. Also, among American Indian/Alaska Native graduates, there were no measurable differences between 1998 and 2004 in the percentages who had taken advanced academic level coursework in any of the four subject areas. Large standard errors resulting from the small size of this subsample may be partially responsible for no measurable differences.

Table 12b. Percentage distribution of high school graduates, by highest level of science courses completed and race/ethnicity: 1998, 2000, and 2004

Year and race/ethnicity	No science ¹	Low academic level	General biology	Advanced academic level			
				Total	Chemistry I or physics I	Chemistry I and physics I	Chemistry II or physics II or advanced biology
1998							
Total	0.6	9.3	28.6	61.5	30.2	16.3	15.1
White	0.6!	8.3	27.0	64.1	30.3	17.9	15.9
Black	0.8!	9.6	34.5	55.1	32.9	12.0	10.3
Hispanic	0.9!	15.9	34.4	48.8	26.5	11.6	10.7
Asian/Pacific Islander	0.2	7.1	18.5	74.2	30.1	14.6!	29.5
American Indian/Alaska Native	#	12.5	38.9	48.6	32.4	11.2!	5.1!
2000							
Total	0.7	8.7	27.5	63.1	30.5	14.8	17.9
White	0.6!	8.0	27.7	63.7	30.4	15.1	18.2
Black	0.7!	9.0!	29.5	60.8	34.0	13.1	13.7
Hispanic	0.9!	12.2!	30.7	56.2	30.4	11.1	14.6!
Asian/Pacific Islander	0.4!	8.3!	11.7	79.7	21.4	24.5	33.8
American Indian/Alaska Native	0.9!	12.3!	43.7	43.1	30.5	8.2!	4.4!
2004							
Total	0.6	5.6	25.4	68.4	33.3	17.1	18.1
White	0.5!	5.0	23.9	70.7	32.1	18.2	20.3
Black	0.9!	5.0	31.2	63.0	39.8	12.4	10.8
Hispanic	0.7!	8.3	30.9	60.2	35.9	15.5	8.8
Asian/Pacific Islander	0.5!	3.0!	12.8	83.7	25.9	19.1	38.8
American Indian/Alaska Native	#	10.3!	41.9!	47.8	28.2!	12.3!	7.3!

Rounds to zero.

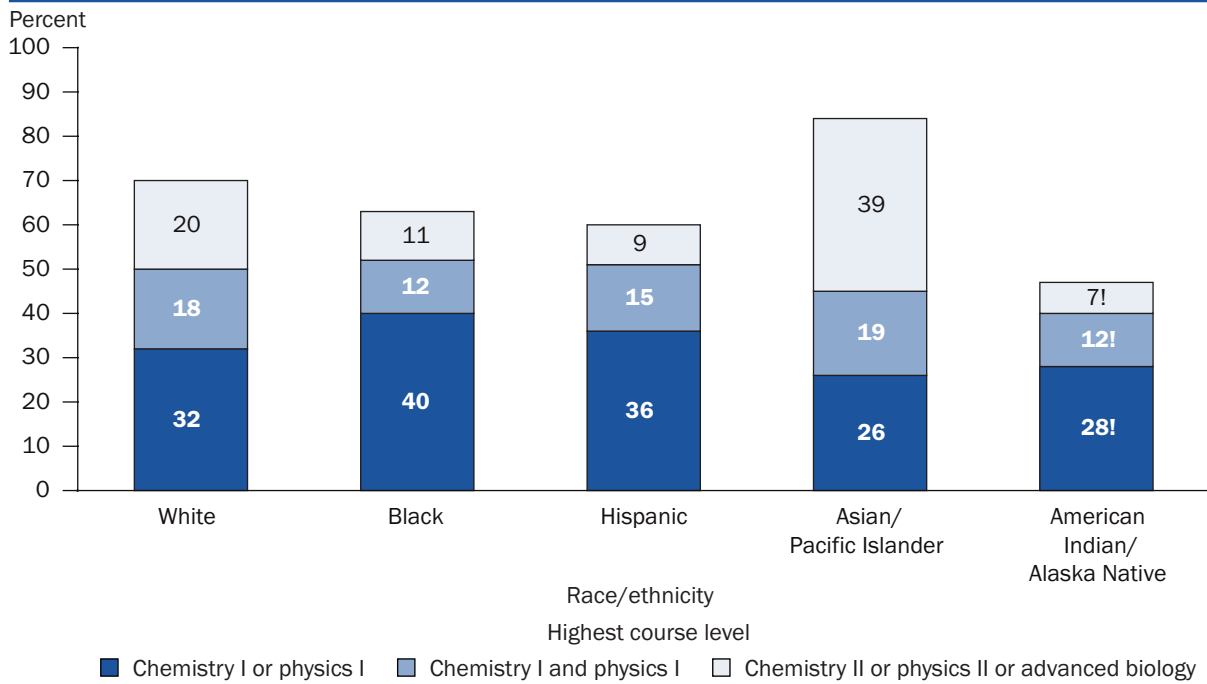
! Interpret data with caution.

¹ Graduates in this category may have taken some science courses, but these courses are not defined as science courses according to the classification used in this analysis.

NOTE: The distribution of graduates in the various levels of science courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. See *Appendix B: Supplemental Notes* for more information on course classifications. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Education Progress (NAEP), 1998 and 2000 High School Transcript Studies (HSTS); and Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

Figure 12b. Percentage of high school graduates who completed advanced science coursework, by highest level completed and race/ethnicity: 2004



! Interpret data with caution.

NOTE: The distribution of graduates among the various levels of science courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. See *Appendix B: Supplemental Notes* for more information on course classifications. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

Table 12c. Percentage distribution of high school graduates, by highest level of English courses completed and race/ethnicity: 1998, 2000, and 2004

Year and race/ethnicity	No English ¹	Low academic level ²	Regular English (no low or honors) courses	Advanced academic level ³			
				Total	Less than 50 percent of courses	50-74 percent of courses	75-100 percent of courses
1998							
Total	0.9	13.7	56.1	29.3	9.1	7.7	12.4
White	0.7	11.6	56.9	30.8	9.4	8.1	13.2
Black	1.1!	17.6	54.6	26.6	7.9	7.4	11.3
Hispanic	2.2	22.2	53.3	22.3	7.9	5.8	8.6
Asian/Pacific Islander	0.9	12.9	54.3	31.9	12.6	7.4!	11.9!
American Indian/Alaska Native	0.3!	17.6!	64.6	17.6	6.8!	5.1!	5.7!
2000							
Total	0.7	10.7	54.7	33.9	11.6	7.2	15.1
White	0.6!	8.5	54.7	36.2	11.6	7.8	16.8
Black	0.9!	14.3	57.5	27.3	11.9	5.6	9.8
Hispanic	1.5!	19.8	52.6	26.1	11.3	6.1	8.8
Asian/Pacific Islander	0.8!	9.6	46.9	42.7	10.3	7.8	24.6
American Indian/Alaska Native	0.8!	11.8!	60.7	26.8!	16.7!	3.8!	6.3!
2004							
Total	0.7	10.8	55.9	32.7	9.2	7.6	15.9
White	0.6!	7.5	56.5	35.4	9.5	8.3	17.6
Black	0.5!	15.4	60.2	23.9	8.3	6.2	9.4
Hispanic	1.3!	21.1	52.8	24.9	8.5	5.3	11.1
Asian/Pacific Islander	0.1!	13.2	43.6	43.1	9.0	8.1	26.0
American Indian/Alaska Native	1.0!	16.1!	61.7	21.2!	2.9!	1.6!	16.8!

! Interpret data with caution.

¹ Indicates that student transcript records did not list any recognized English courses; however, these graduates may have studied some English. If graduates took only English as a second language (ESL) courses for credit, they would be listed in this category.

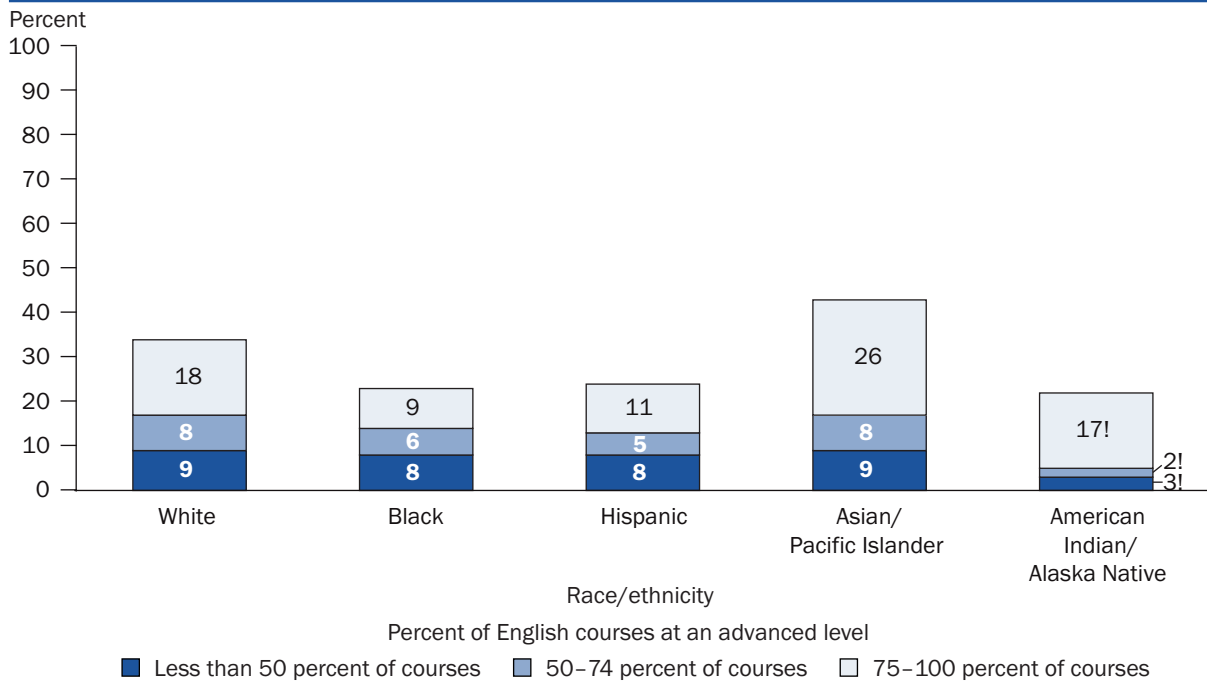
² Low academic level courses include all general English courses classified as "below grade level." Graduates may have taken a general English course classified as regular or "honors" and be classified in the low academic level if the percentage of "below grade level" courses completed was the plurality of courses completed.

³ Includes graduates who completed a general English course classified as "below grade level" if they completed a greater percentage of "honors" courses than "below grade level" courses.

NOTE: For each graduate, the percentages of completed courses classified as "below level," "at grade level," and "honors" were calculated. (Not all graduates completed 4 years of English.) After the percentage of graduates at each level had been calculated, the percentage of graduates who fit the category requirement for each level was determined, as explained in *Appendix B: Supplemental Notes*. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Education Progress (NAEP), 1998 and 2000 High School Transcript Studies (HSTS); and Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

Figure 12c. Percentage of high school graduates who completed advanced English coursework, by highest level completed and race/ethnicity: 2004



! Interpret data with caution.

NOTE: For each graduate, the percentages of completed courses classified as “below level,” “at grade level,” and “honors” were calculated. (Not all graduates completed 4 years of English.) After the percentage of graduates at each level had been calculated, the percentage of graduates who fit the category requirement for each level was determined, as explained in *Appendix B: Supplemental Notes*. Graduates who completed a general English course classified as “below grade level” were included at the “advanced academic level” if they completed a greater percentage of “honors” courses than “below grade level” courses. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), “High School Transcript Study.”

Table 12d. Percentage distribution of high school graduates, by highest level of foreign language completed and race/ethnicity: 1998, 2000, and 2004

Year and race/ethnicity	None	Year 1 or less	Year 2	Year 3, 4, and Advanced Placement			AP
				Year 3 or greater	Year 3	Year 4	
1998 ¹							
Total	19.4	19.2	31.5	30.0	17.4	8.5	4.1
White	17.5	18.4	32.9	31.2	18.0	9.5	3.7
Black	21.4	23.5	33.8	21.2	14.1	4.7	2.4!
Hispanic	24.2	20.7	23.8	31.3	17.6	6.1	7.6
Asian/Pacific Islander	32.7	12.3	21.5	33.5	16.6	10.5	6.4!
American Indian/Alaska Native	23.7!	31.7	24.5	20.2	14.3!	5.7!	0.1!
2000 ¹							
Total	17.4	18.0	34.9	29.8	16.5	7.8	5.4
White	16.7	17.1	35.4	30.8	17.1	8.6	5.1
Black	17.0	24.9	38.5	19.7	13.8	4.0	2.0!
Hispanic	19.4	18.1	31.9	30.7	15.6	6.2	8.9
Asian/Pacific Islander	24.2	12.1	27.6	36.1	17.0	9.9	9.2
American Indian/Alaska Native	25.7	29.9	27.5	17.0!	14.8!	1.8!	0.3!
2004 ²							
Total	15.5	16.1	33.9	34.5	19.1	10.1	5.4
White	14.1	15.6	33.0	37.2	20.6	11.4	5.3
Black	15.9	22.5	42.0	19.6	13.3	5.5	0.8!
Hispanic	20.4	14.6	32.3	32.8	15.1	7.8	10.0
Asian/Pacific Islander	10.8	12.3	26.4	50.5	27.2	14.2	9.1
American Indian/Alaska Native	41.6	19.4!	23.9!	15.1!	9.3!	5.3!	0.5!

! Interpret data with caution.

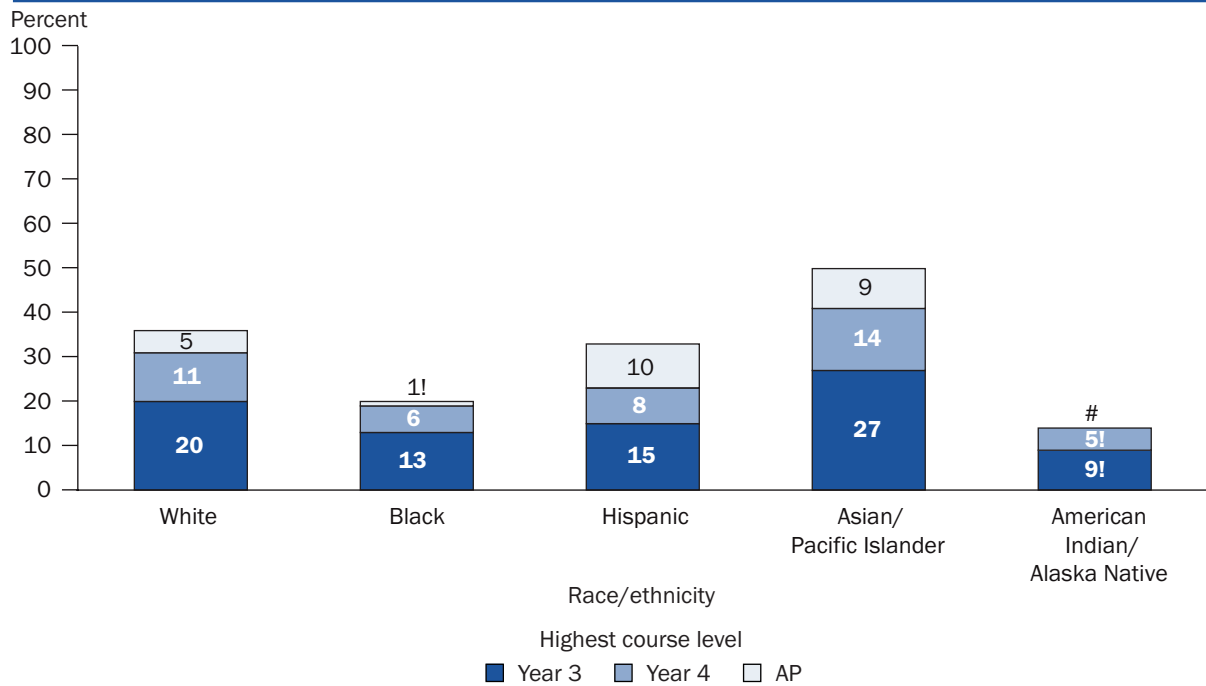
¹ Foreign language coursetaking in 2000 and earlier years based upon classes in French, German, Latin, or Spanish as these were the only foreign languages commonly offered in high schools for 4 years or more.

² Foreign language coursetaking in 2004 based upon classes in Amharic (Ethiopian), Arabic, Chinese (Cantonese or Mandarin), Czech, Dutch, Finnish, French, German, Greek (Classical or Modern), Hawaiian, Hebrew, Italian, Japanese, Korean, Latin, Norse (Norwegian), Polish, Portuguese, Russian, Spanish, Swahili, Swedish, Turkish, Ukrainian, or Yiddish. For a comparison in 2004 with the former set of languages, see NCES 2007-065, table SA-10.

NOTE: Some graduates in each category may have studied more than one foreign language. The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they completed. Graduates who had completed courses in different languages were counted according to the highest level course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *Appendix B: Supplemental Notes* for more details on these levels. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Education Progress (NAEP), 1998 and 2000 High School Transcript Studies (HSTS); and Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"

Figure 12d. Percentage of high school graduates who completed year three or higher of a foreign language, by highest level completed and race/ethnicity: 2004



Rounds to zero.

! Interpret data with caution.

NOTE: Some graduates in each category may have studied more than one foreign language. The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they completed. Graduates who had completed courses in different languages were counted according to the highest level course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *Appendix B: Supplemental Notes* for more details on these levels. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

13. Advanced Placement (AP) Courses

In 2005, 60 percent of U.S. high schools offered Advanced Placement (AP) courses (The College Board 2005). Students who take AP courses in high school are eligible to take AP exams and may earn college credit for scores above a minimum threshold. Currently, 34 AP exams are offered across 19 subject areas. Students who complete AP courses may be better prepared for college than their peers, and could potentially complete their degrees in a shorter time period.

Between 1999 and 2005, the total number of students taking AP exams increased by 75 percent, from 686,000 to 1,197,000. The number of minority students taking AP exams increased by 81 percent, while the number of White students taking the exams increased by 71 percent. Among minority students taking the exams, Hispanics experienced the largest increase (137 percent), followed by Blacks (118 percent), and American Indians/Alaska Natives (80 percent).

Table 13a. Number and percent change of students taking Advanced Placement (AP) examinations, by race/ethnicity: 1999–2005

Race/ethnicity	1999	2000	2001	2002	2003	2004	2005	Percent change 1999 to 2005
Total¹	685,981	747,922	820,880	913,251	998,329	1,081,102	1,197,439	74.6
White	445,880	504,600	549,065	607,816	660,225	702,489	762,548	71.0
Total minority ¹	240,101	243,322	271,815	305,435	338,104	378,613	434,891	81.1
Black	31,023	36,158	40,078	45,271	51,160	57,001	67,702	118.2
Hispanic	62,853	74,852	86,018	98,495	114,246	130,042	148,960	137.0
Asian	75,875	85,756	92,762	102,653	111,704	121,038	135,815	79.0
American Indian/Alaska Native	3,136	3,584	3,472	3,896	4,530	4,974	5,654	80.3

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Data reported are for all students who completed an Advanced Placement exam. The College Board collects racial/ethnic information based on the categories American Indian/Alaskan; Asian/Asian American; Black/Afro-American; Latino: Chicano/Mexican, Puerto Rican, Other Latino; White; and Other. Black, non-Hispanic refers to test-takers who identified themselves as Black/Afro-American, and Hispanic refers to the sum of all Latino subgroups. Race categories exclude persons of Hispanic origin.

SOURCE: The College Board, Advanced Placement Program, *National Summary Report*, 1999–2005.

Across all AP exams, Asian students had the highest mean grade (3.05), followed by White (2.99), Hispanic (2.52), American Indian/Alaska Native (2.45), and Black (2.01) students.²¹ The most frequently taken AP exams include calculus AB, English literature and composition, and U.S. history (The College Board 2005). Asian students had the highest mean grades for calculus AB (3.11) and U.S. history (2.85). White students had the highest mean grade on English literature and composition (3.06), followed by Asian (2.95), American Indian/Alaska

Native (2.44), and Hispanic (2.28) students. Black students had the lowest mean grade for calculus AB (1.95), English literature and composition (2.04), and U.S. history (1.87).

All racial/ethnic groups shown had higher mean grades on the English literature and composition examination than on U.S. history and calculus AB examinations, with the exception of Asian students who had their highest mean grade in calculus AB.

Table 13b. Mean grade and percentage distribution of grades on Advanced Placement (AP) exams, by subject and race/ethnicity: 2005

Subject and race/ethnicity	Mean grade	Grade				
		5	4	3	2	1
All exams						
Total¹	2.89	13.3	20.1	26.0	23.3	17.4
White	2.99	13.8	21.8	27.9	23.2	13.5
Black	2.01	3.2	8.5	16.9	28.8	42.6
Hispanic	2.52	10.0	14.8	21.8	24.0	29.3
Asian	3.05	18.1	21.2	24.3	20.9	15.5
American Indian/Alaska Native	2.45	6.3	14.7	23.2	29.2	26.6
Calculus AB						
Total¹	2.92	20.3	19.5	17.8	16.9	25.5
White	3.03	21.6	20.9	18.6	17.0	21.9
Black	1.95	6.0	9.9	12.4	15.9	55.7
Hispanic	2.18	9.3	11.5	14.7	17.3	47.3
Asian	3.11	24.5	20.4	17.5	16.3	21.3
American Indian/Alaska Native	2.40	11.5	15.1	15.4	18.0	39.9
English literature and composition						
Total¹	2.90	8.0	20.1	33.8	29.7	8.4
White	3.06	9.2	22.8	36.8	26.9	4.3
Black	2.04	1.4	6.1	18.7	42.4	31.4
Hispanic	2.28	2.6	9.2	24.5	41.4	22.4
Asian	2.95	9.5	20.6	33.1	29.5	7.3
American Indian/Alaska Native	2.44	3.1	12.8	26.9	39.0	18.1
U.S. history						
Total¹	2.66	9.2	19.8	21.4	27.4	22.2
White	2.80	10.0	21.8	23.3	28.2	16.8
Black	1.87	2.2	8.3	13.3	26.1	50.1
Hispanic	1.98	3.6	9.9	14.0	25.9	46.7
Asian	2.85	12.3	22.6	21.4	24.9	18.8
American Indian/Alaska Native	2.27	4.4	14.4	17.9	30.0	33.2

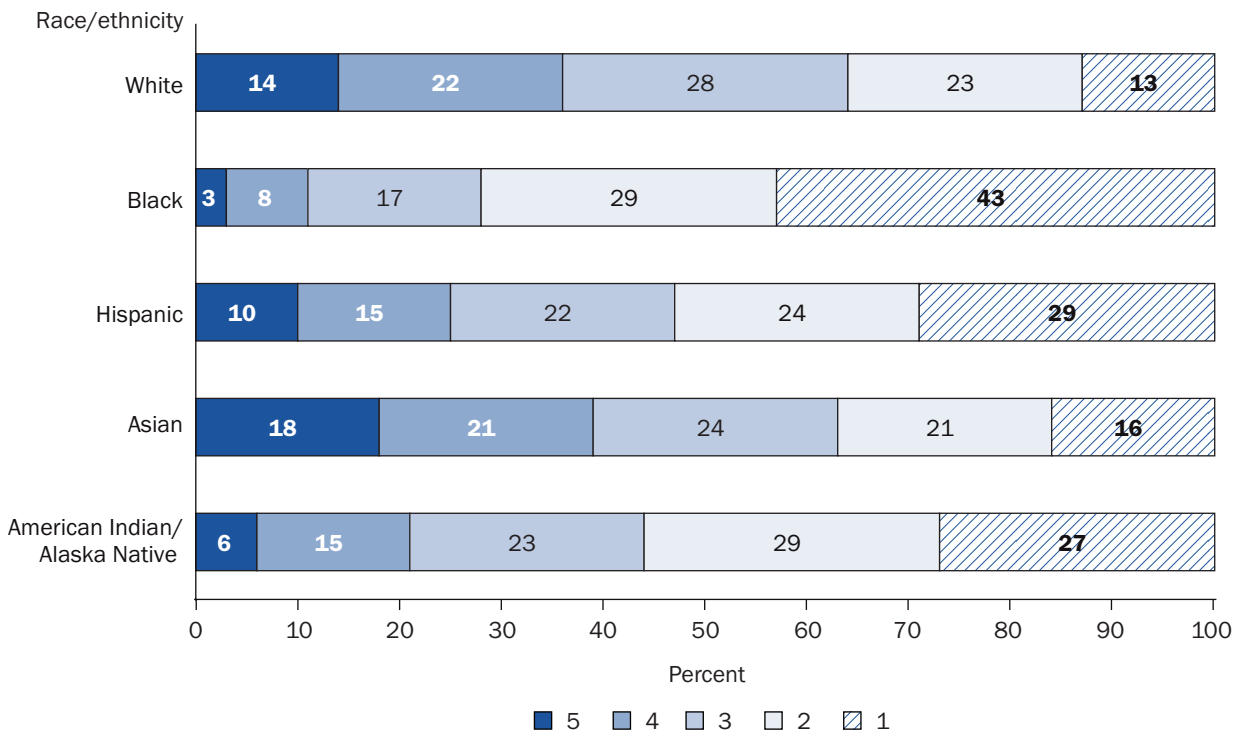
¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Calculus AB, English literature and composition, and U.S. history are some of the most frequently taken AP exams (The College Board 2005). The grades for all AP examinations range from 1 to 5, with 5 being the highest score. Data reported are for all students who completed an Advanced Placement exam. The College Board collects racial/ethnic information based on the categories American Indian/Alaskan; Asian/Asian American; Black/Afro-American; Latino: Chicano/Mexican, Puerto Rican, Other Latino; White; and Other. Black, non-Hispanic refers to test-takers who identified themselves as Black/Afro-American, and Hispanic refers to the sum of all Latino subgroups. Race categories exclude persons of Hispanic origin.

SOURCE: The College Board, Advanced Placement Program, *National Summary Report*, 2005.

²¹ The grades for all AP examinations range from 1 to 5, with 5 being the highest score.

Figure 13. Percentage distribution of grades on all Advanced Placement (AP) exams, by race/ethnicity: 2005



NOTE: The grades for all AP examinations range from 1 to 5, with 5 being the highest score. Data reported are for all students who completed an Advanced Placement exam. The College Board collects racial/ethnic information based on the categories American Indian/Alaskan; Asian/Asian American; Black/Afro-American; Latino: Chicano/Mexican, Puerto Rican, Other Latino; White; and Other. Black, non-Hispanic refers to test-takers who identified themselves as Black/Afro-American, and Hispanic refers to the sum of all Latino subgroups. Race categories exclude persons of Hispanic origin.
 SOURCE: The College Board, Advanced Placement Program, *National Summary Report*, 2005.

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14. College Entrance Exams

Many colleges and universities in the United States require students to submit standardized assessment scores from either the SAT or ACT as part of their applications. In 2006, 1.5 million high school students took the SAT and 1.2 million students took the ACT (ACT 2006).²² Compared with prior years, in the most recent year for which complete data are available, minority students represented a higher percentage of test-takers of the SAT (38 percent in 2006) and the ACT (29 percent in 2005). While more minority students are taking these examinations, differences remain across racial/ethnic groups in both SAT and ACT results.

14.1. SAT Results

The population of SAT test-takers is becoming more diverse. Between 1996 and 2006, the percentage of test-takers who were minority students increased by 7 percentage points, from 31 to 38 percent. During this period, the overall percentage of test-takers who were Hispanics increased by 3 percentage points (from 8 to 11 percent), compared to an increase of less than 2 percentage points for Asians/Pacific Islanders, an increase of less than one percentage point for Blacks, and a decrease of less than half a percentage point for American Indians/Alaska Natives. However, Hispanic students, like Black students, remained

underrepresented among test-takers relative to their share of the population. Asian and White students continued to be overrepresented among test-takers. (See *indicator 7.2* for distributions of public school students by race/ethnicity.)

The SAT includes a verbal and mathematics section, each scored on a scale between 200 and 800 points (SAT 2005b).^{23,24} Between 1996 and 2005, the average verbal scores for most racial/ethnic groups fluctuated, but verbal scores for White, Puerto Rican, and Asian/Pacific Islander students generally increased. The average verbal score for all SAT test-takers in 2006 (503) was 5 points lower than the average in 2005 (508). This difference between 2005 and 2006 was seen across most racial/ethnic groups. White and other Hispanic/Latino test-takers had the biggest differences, with average verbal scores in 2006 that were 5 points lower than their 2005 average scores, while the average verbal scores of Black and Mexican American test-takers were each 1 point higher in 2006 than in 2005. In 2006, the scores for White (527) and Asian/Pacific Islander (510) students were higher than the scores for American Indian/Alaska Native (487), Puerto Rican (459), other Hispanic/Latino (458), Mexican American (454), and Black (434) students.

Table 14.1a. Percentage distribution of 12th-grade SAT test-taking population, by race/ethnicity: 1996–2006

Race/ethnicity	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Total	100	100	100	100	100	100	100	100	100	100	100
White	69	68	67	67	66	66	65	64	63	62	62
Total minority ¹	31	32	33	33	34	34	35	36	37	38	38
Black	11	11	11	11	11	11	11	12	12	12	11
Hispanic	8	8	8	8	9	9	9	10	10	10	11
Mexican American	4	4	4	4	4	4	4	5	5	5	5
Puerto Rican	1	1	1	1	1	1	1	1	1	1	1
Other Hispanic/Latino	3	3	3	3	4	4	4	4	4	4	5
Asian/Pacific Islander	9	9	9	9	9	10	10	10	10	10	10
American Indian/Alaska Native	1	1	1	1	1	1	1	1	1	1	1

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Test-takers were asked to self-identify a single racial/ethnic group. Race categories exclude persons of Hispanic origin.

SOURCE: The College Board, *College Bound Seniors*, 1996–2006.

²² The majority of students who take the ACT live in the Midwest, Rocky Mountains, Plains, and southern regions of the country (ACT 2005a). The SAT is more prevalent on the east and west coasts and in the Northeast (SAT 2005a).

²³ The verbal section of the exam includes sentence completions, passage-based reading, and analogies that measure extended reasoning, literal comprehension, and vocabulary in context. The mathematics section of the exam includes multiple-choice items, student-produced responses, and quantitative comparisons.

²⁴ In 2006, the SAT introduced a new writing section. Due to the lack of trend data, writing scores are not discussed in this indicator.

Between 1996 and 2005, the average mathematics score increased for all racial/ethnic groups. During this time, the score for Asian/Pacific Islander students increased by 22 points, from 558 to 580. Mathematics scores for White, Puerto Rican, and American Indian/Alaska Native students increased between 12 and 16 points, while Black, Mexican American, and Other Hispanic/Latino students experienced smaller increases, between 3 and 9 points. As with verbal scores, the overall average mathematics score was lower in 2006 (518) than in 2005 (520). Mexican Americans and American Indians/Alaska Natives were the only groups whose mathematics scores were higher in 2006 than in 2005 (by 2 points and 1 point, respectively). Other Hispanic/Latino test-takers saw the largest decrease, with an average mathematics score that was 6 points lower in 2006 than in 2005. In 2006, Asian/Pacific Islander (578) and White (536)

students had the highest mathematics scores, followed by American Indian/Alaska Native (494), Mexican American (465), other Hispanic/Latino (463), Puerto Rican (456), and Black (429) students.

Although the verbal and mathematics sections have the same score range, in general, most students scored higher on the mathematics section. In 2006, the average mathematics score for all test-takers was 15 points higher than the average verbal score. That year, Asian/Pacific Islander students had the largest gap between their mathematics and verbal scores (68 points). Puerto Rican students had the smallest gap between their scores in 2006, with an average verbal score that was 3 points higher than their average mathematics score, while Black students had an average verbal score that was 5 points higher than their average mathematics score.

Table 14.1b. Average SAT scores for 12th-grade SAT test-taking population, by race/ethnicity: 1996–2006

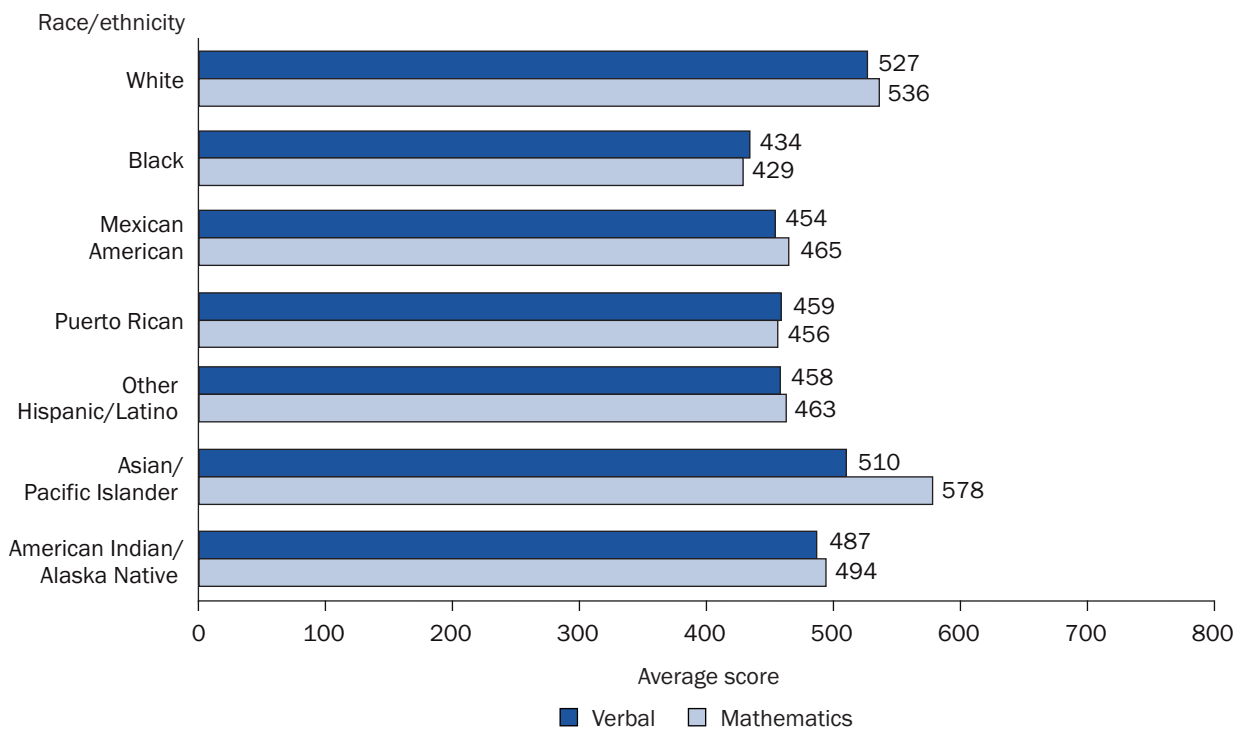
Subject and year	Total ¹	White	Black	Mexican American	Puerto Rican	Other Hispanic/Latino	Asian/Pacific Islander	American Indian/Alaska Native
Verbal								
1996	505	526	434	455	452	465	496	483
1997	505	526	434	451	454	466	496	475
1998	505	526	434	453	452	461	498	480
1999	505	527	434	453	455	463	498	484
2000	505	528	434	453	456	461	499	482
2001	506	529	433	451	457	460	501	481
2002	504	527	430	446	455	458	501	479
2003	507	529	431	448	456	457	508	480
2004	508	528	430	451	457	461	507	483
2005	508	532	433	453	460	463	511	489
2006	503	527	434	454	459	458	510	487
Mathematics								
1996	508	523	422	459	445	466	558	477
1997	511	526	423	458	447	468	560	475
1998	512	528	426	460	447	466	562	483
1999	511	528	422	456	448	464	560	481
2000	514	530	426	460	451	467	565	481
2001	514	531	426	458	451	465	566	479
2002	516	533	427	457	451	464	569	483
2003	519	534	426	457	453	464	575	482
2004	518	531	427	458	452	465	577	488
2005	520	536	431	463	457	469	580	493
2006	518	536	429	465	456	463	578	494

¹Total includes other race/ethnicity categories not separately shown.

NOTE: Scores for both Verbal and Mathematics range from 200 to 800. Test-takers were asked to self-identify a single racial/ethnic group. Race categories exclude persons of Hispanic origin.

SOURCE: The College Board, *College Bound Seniors*, 1996–2006.

Figure 14. Average SAT scores for 12th-grade SAT test-taking population, by race/ethnicity: 2006



NOTE: Scores for both Verbal and Mathematics range from 200 to 800. Test-takers were asked to self-identify a single racial/ethnic group. Race categories exclude persons of Hispanic origin.

SOURCE: The College Board, *College Bound Seniors*, 2006.

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14.2. ACT Results

The ACT consists of four sections: English, Mathematics, Reading, and Science. This indicator discusses results from the two largest sections, English and Mathematics. Scores for each section range from 0 to 36, and composite scores below 19 on the ACT indicate minimal readiness for college (ACT 2002; ACT 2005b).

Similar to the SAT, the percentage of ACT test-takers who are minority students is increasing. Between 1997 and 2005, the percentage of minority test-takers increased by 5 percentage points, from 24 to 29 percent. During this period, the overall percentage of test-takers who were Hispanic increased by 2 percentage points (6 to 8 percent).

Table 14.2a. Percentage distribution of ACT test-taking population, by race/ethnicity: 1997–2005

Race/ethnicity	1997	1998	1999	2000	2001	2002	2003	2004	2005
Total	100	100	100	100	100	100	100	100	100
White	76	76	76	76	75	74	73	72	71
Total minority ¹	24	24	24	24	25	26	27	28	29
Black	10	11	11	11	11	12	12	12	13
Hispanic	6	6	6	6	6	6	7	7	8
Mexican American	2	4	4	4	4	4	5	5	5
Puerto Rican/Other									
Hispanic	3	2	2	2	2	2	2	3	3
Asian/Pacific Islander	3	3	3	4	4	4	4	4	4
American Indian/Alaska Native	1	1	1	1	1	1	1	1	1

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Figures are based on all students who took the ACT assessment during their sophomore, junior, or senior year, and who graduated from high school in the spring of the respective year shown. If a student tested more than once, only his/her most recent test record was used. Test-takers were asked to self-identify a single racial/ethnic group. Race categories exclude persons of Hispanic origin.

SOURCE: American College Testing Program, *ACT National Scores Report*, 1997–2005.

Between 1997 and 2005, average ACT English scores fluctuated for each racial/ethnic group, with only White and Asian/Pacific Islander students showing gains. In 2005, White (21.5) and Asian/Pacific Islander (21.3) students had the highest English scores, followed by Puerto Rican/Other Hispanic (18.0), American Indian/Alaska Native (17.6), Mexican American (17.3), and Black (16.2) students.

Unlike SAT mathematics scores, ACT mathematics scores have not increased over time. Between 1997 and 2005, average ACT mathematics scores fluctuated, with only White students showing a gain since 1997, from 21.2 to 21.5. In 2005, Asian/Pacific

Islander (23.1) and White students (21.5) had the highest mathematics scores, followed by Puerto Rican/Other Hispanic (19.0), Mexican American (18.6), American Indian/Alaska Native (18.4), and Black (16.8) students.

Similar to the SAT findings, Asian/Pacific Islander students had the largest gap between their ACT verbal (21.3) and mathematics scores (23.1). Mexican American students also had a considerable gap between their verbal (17.3) and mathematics scores (18.6). White students showed no difference between their verbal and mathematics scores (21.5 for both) in 2005.

Table 14.2b. Average ACT scores in English and Mathematics, by race/ethnicity: 1997–2005

Subject and year	Total ¹	White	Black	Mexican American	Puerto Rican/Other Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
English							
1997	20.3	21.2	16.4	17.8	18.1	20.4	18.0
1998	20.4	21.2	16.4	17.5	18.7	20.5	18.1
1999	20.5	21.3	16.4	17.6	18.8	20.5	18.1
2000	20.5	21.3	16.4	17.6	18.7	20.5	18.0
2001	20.5	21.3	16.2	17.5	18.6	20.7	17.8
2002	20.2	21.2	16.2	17.1	17.9	20.5	17.6
2003	20.3	21.3	16.2	17.2	18.1	20.7	17.7
2004	20.4	21.4	16.3	17.3	17.9	21.0	17.8
2005	20.4	21.5	16.2	17.3	18.0	21.3	17.6
Mathematics							
1997	20.6	21.2	16.9	18.9	19.1	23.3	18.5
1998	20.8	21.4	16.9	18.6	19.7	23.4	18.6
1999	20.7	21.3	16.9	18.7	19.6	23.1	18.5
2000	20.7	21.3	16.8	18.7	19.5	23.2	18.5
2001	20.7	21.3	16.8	18.7	19.4	23.1	18.4
2002	20.6	21.3	16.7	18.4	18.9	22.9	18.4
2003	20.6	21.3	16.7	18.3	18.9	22.9	18.3
2004	20.7	21.4	16.9	18.5	18.9	23.0	18.6
2005	20.7	21.5	16.8	18.6	19.0	23.1	18.4

¹ Includes students who did not report their race/ethnicity.

NOTE: Scores for both English and Mathematics range from 0 to 36. Some data have been revised from previously published figures. Figures are based on all students who took the ACT assessment during their sophomore, junior or senior year, and who graduated from high school in the spring of the respective year shown. Test-takers were asked to self-identify a single racial/ethnic group. Race categories exclude persons of Hispanic origin.

SOURCE: American College Testing Program, *ACT National Scores Reports*, 1997–2005.

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4 PERSISTENCE

Chapter 4 looks at three measures of student persistence in school. *Indicator 15* examines student absences. Among 8th-graders in 2005, Asians/Pacific Islanders had the highest percentage of students who had no absences in the past month, while American Indians/Alaska Natives had the highest percentage who had missed 3 or more days in the same time period. Students who had not missed school were more likely to score at or above *Basic* on the NAEP mathematics assessment.

Indicator 16 examines rates of retention, suspension, and expulsion. In 2003, a higher percentage of Black elementary and secondary students had been suspended from school at some point than was the case for students of any other race/ethnic-

ity. Additionally, a higher percentage of Black than White, Hispanic, or Asian/Pacific Islander students had been retained a grade or expelled. Rates of retention, suspension, and expulsion were also higher for males than females.

Indicator 17 examines high school status dropout rates. Between 1989 and 2005, the percentage of 16- to 24-year-olds who were high school status dropouts decreased from 13 percent to 9 percent. In 2005, Hispanics were more likely to have dropped out than were Blacks, Whites, and Asians/Pacific Islanders, and Blacks and American Indians/Alaska Natives had higher dropout rates than those for Whites and Asians/Pacific Islanders.

15. Absence

Children who are frequently absent from school participate in fewer academic and social opportunities than children who attend school regularly. Research has suggested a link between school attendance and student achievement (Lamdin 1996; Roby 2004). Therefore, examining school absences by racial/ethnic group may reveal racial/ethnic differences in the proportions of students who are at risk academically.

In 2005, a higher percentage of Asian/Pacific Islander 8th-grade students (62 percent) than students of all other races/ethnicities shown had no school absences in the preceding month. American Indians/Alaska Natives had a lower percentage of 8th-graders with no absences (34 percent) than did White (44 percent), Black (44 percent), Hispanic (42 percent), and Asian/Pacific Islander students. Asians/Pacific Islanders had the lowest percentage of students who had missed 3 or more days of school (12 percent), while American Indians/Alaska Natives had the highest (30 percent). Higher

percentages of Black (25 percent) and Hispanic students (24 percent) had missed 3 or more days than White students (20 percent).

Examining school attendance by student achievement on the NAEP mathematics assessment sheds light on the link between absences and achievement (see indicator 10 for more information on the NAEP mathematics assessment). The percentage of students who were at or above *Basic* on the NAEP mathematics assessment was higher for those students with fewer absences. For 8th-graders overall, 75 percent who had no absences in the past month scored at or above *Basic*, compared to 71 percent with one or two absences, and 56 percent with three or more absences. This pattern holds true for each racial/ethnic group, with the exception of American Indian/Alaska Native students. The percentage of American Indian/Alaska Native students with no absences who scored at or above *Basic* was not measurably different from the percentage with one or two absences.²⁵

Table 15. Percentage distribution of 8th-graders and percentage at or above *Basic* on the NAEP mathematics assessment, by race/ethnicity and number of days absent from school in the past month: 2005

Race/ethnicity	Total	No absences	1-2 absences	3 or more absences
		Percentage distribution		
Total¹	100	45	34	21
White	100	44	36	20
Black	100	44	31	25
Hispanic	100	42	34	24
Asian/Pacific Islander	100	62	26	12
American Indian/Alaska Native	100	34	36	30
		Percentage at or above <i>Basic</i>		
Total¹	69	75	71	56
White	80	85	81	69
Black	42	49	43	30
Hispanic	52	58	52	40
Asian/Pacific Islander	81	86	81	64
American Indian/Alaska Native	53	62	56	41

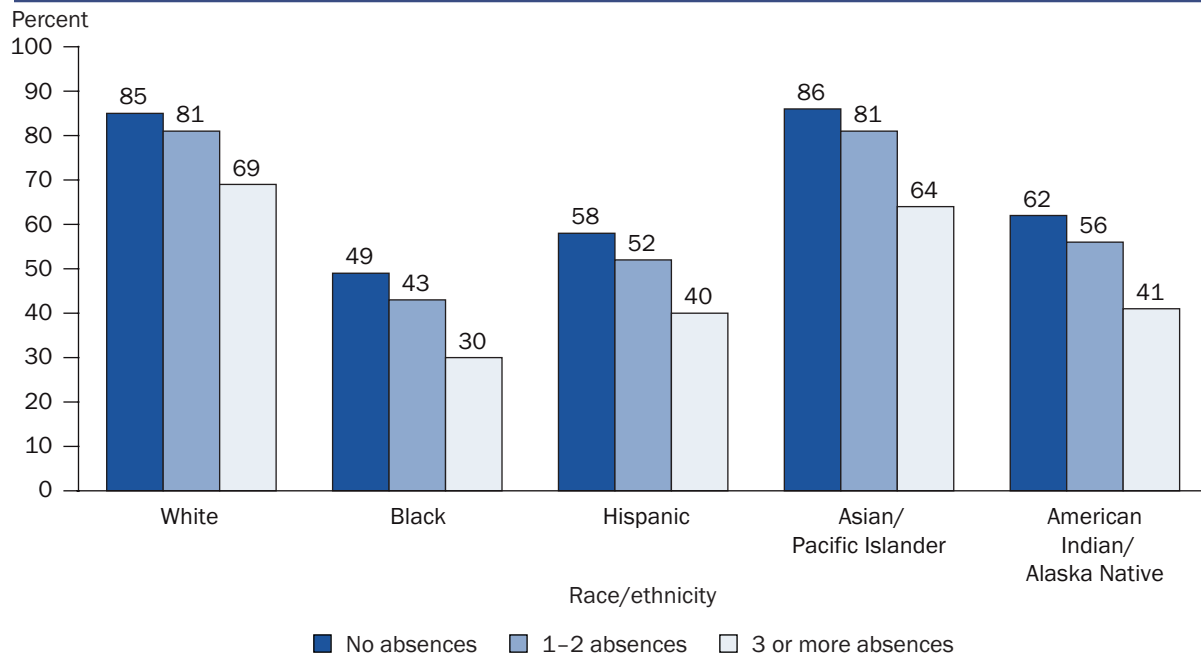
¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment, NAEP Data Explorer.

²⁵ The inability to detect a difference between these two groups of students may be due to the small sample size and large standard errors.

Figure 15. Percentage of 8th-graders at or above *Basic* on the NAEP mathematics assessment, by race/ethnicity and number of days absent from school in the past month: 2005



NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment, NAEP Data Explorer.

16. Retention, Suspension, and Expulsion

Students may be retained in grade if they lack the required academic or social skills to advance to the next grade. However, research has shown that student retention is financially costly to school systems. In addition, students who are retained and students who are suspended from school are at risk of dropping out of school (Baker et al. 2001). In 2003, some 10 percent of public school students in kindergarten through grade 12 had been retained (i.e., repeated a grade since starting school), while 11 percent had been suspended (i.e., temporarily removed from regular school activities, either in or out of school), and 2 percent had been expelled (i.e., permanently removed from school with no services).

In 2003, some 17 percent of Black students had been retained, a higher percentage than that of White, Hispanic, or Asian/Pacific Islander students. The percentage of Hispanic students (11 percent) who had been retained was higher than the percentage of White students (8 percent) retained, while the percentage of Asian/Pacific Islander students (5 percent) was lower than that of Whites. Similarly, a larger percentage of Black students (20 percent) had been suspended than was the case for their American Indian/Alaska

Native (11 percent), Hispanic (10 percent), White (9 percent), or Asian/Pacific Islander (6 percent) peers. In addition, a higher percentage of Black students had been expelled (5 percent) than was the case for White (1 percent), Hispanic (1 percent), and Asian/Pacific Islander students (less than 1 percent).

There are differences between males and females when examining rates of retention, suspension, and expulsion. In 2003, about 12 percent of male students had repeated a grade, compared to 8 percent of female students. Additionally, for both Black and White students, a larger proportion of males than females had been retained. A similar pattern emerged for suspensions. Overall, twice as many males as females had been suspended (15 vs. 7 percent) and the same ratio existed for White and Hispanic males and females. The percentage of Asian/Pacific Islander male students who had been suspended was 10 times that of Asian/Pacific Islander female students (11 vs. 1 percent). Additionally, among White and Black students, as well as among students overall, the percentage of males who had been expelled was twice that of their female counterparts.

Table 16. Percentage of public school students in kindergarten through 12th grade who had ever repeated a grade, been suspended, or expelled, by sex and race/ethnicity: 2003

Race/ethnicity	Repeated a grade			Suspended			Expelled		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total¹	10.1	12.1	8.0	10.8	14.9	6.6	2.0	2.9	1.1
White	8.2	10.0	6.4	8.8	12.7	4.6	1.4	2.2	0.6!
Black	17.1	22.6	12.0	19.6	24.2	15.2	5.0	6.7	3.3
Hispanic	10.6	11.3	9.8	10.4	14.4	6.2	1.4!	1.9!	0.9!
Asian/Pacific Islander	4.6!	4.3!	4.9!	6.4	11.1!	1.0!	0.5!	0.8!	#
American Indian/Alaska Native	9.9!	12.9!	5.7!	10.6	14.2!	5.7!	3.4!	5.8!	#

Rounds to zero.

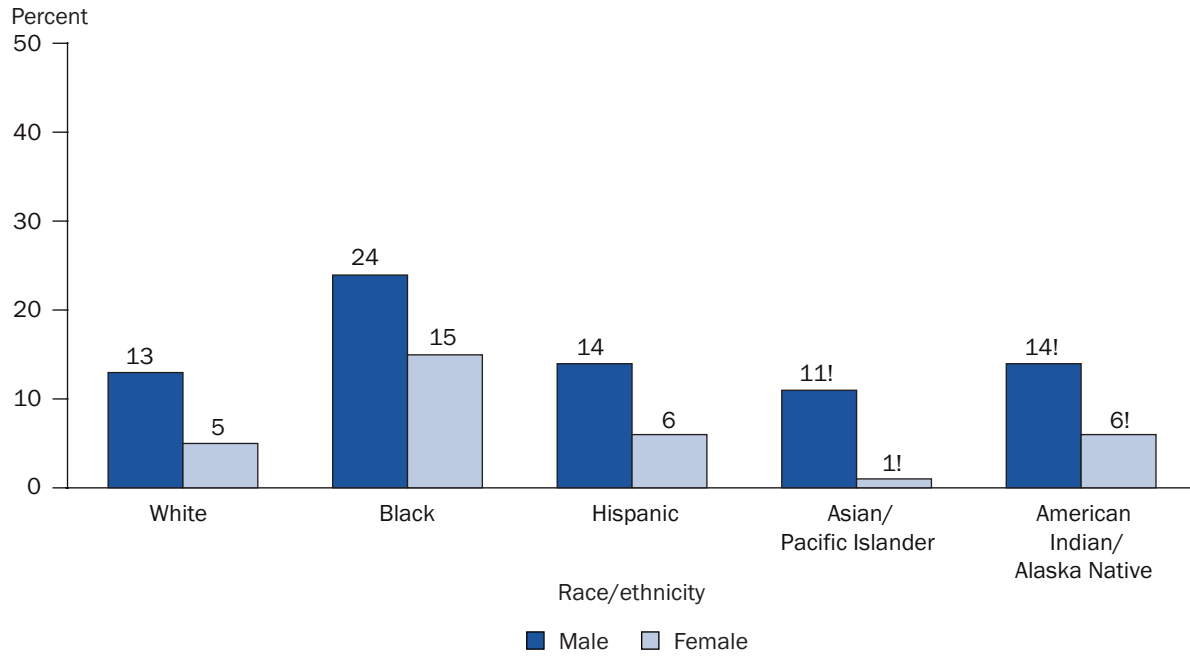
! Interpret data with caution.

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

Figure 16. Percentage of public school students in kindergarten through 12th grade who had ever been suspended, by race/ethnicity and sex: 2003



! Interpret data with caution.

NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

17. Dropouts

Adults who do not complete high school have higher unemployment rates and lower annual earnings than their peers who are high school completers (U.S. Department of Education 2005, *indicator 19*; U.S. Department of Commerce 2004, tables 215 and 608). This indicator examines the *status dropout* rate for 16- to 24-year-olds, which is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential.²⁶ Between 1989 and 2005, the percentage of 16- to 24-year-olds who were status dropouts decreased from 13 to 9 percent.

High school status dropout rates varied across racial/ethnic groups. In 1989, a higher percentage of Hispanic students were status dropouts (33

percent) than were their Black (14 percent), White (9 percent), and Asian/Pacific Islander (8 percent) counterparts. The percentages of Blacks and American Indians/Alaska Natives (22 percent) who were status dropouts were also higher than the percentages of Whites and Asians/Pacific Islanders. In 2005, this same pattern was evident: Hispanics had a higher percentage of status dropouts (22 percent) than did Blacks (10 percent), Whites (6 percent), and Asians/Pacific Islanders (3 percent), while the percentages of Blacks and American Indians/Alaska Natives (14 percent) were higher than those for Whites and Asians/Pacific Islanders. In addition, in 2005, the percentage of White 16- to 24-year-olds who were status dropouts was higher than the percentage of Asians/Pacific Islanders.

Table 17a. Percentage of 16- to 24-year-olds who were high school status dropouts, by race/ethnicity: 1989–2005

Year	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
1989	12.6	9.4	14.0	33.0	7.5!	21.6!
1990	12.1	9.0	13.4	32.4	4.9!	16.4!
1991	12.5	8.9	13.6	35.3	3.5!	18.7!
1992	11.0	7.7	13.7	29.5	5.7!	17.5!
1993	11.0	7.9	13.5	27.5	5.8!	14.6!
1994	11.4	7.7	12.6	30.0	5.8!	10.2!
1995	12.0	8.6	12.1	30.0	3.9!	13.4!
1996	11.1	7.3	13.0	29.4	5.3	13.0!
1997	11.0	7.6	13.4	25.3	6.9	14.5!
1998	11.8	7.7	13.8	29.5	4.1!	11.8!
2000	10.9	6.9	13.1	27.8	3.8!	14.0!
2001	10.7	7.3	10.9	27.0	3.6!	13.1!
2002	10.5	6.5	11.3	25.7	3.9	16.8!
2003	9.9 ¹	6.3	10.9	23.5	3.9!	15.0!
2004	10.3 ¹	6.8	11.8	23.8	3.6!	17.0!
2005	9.4 ¹	6.0	10.4	22.4	2.9!	14.0!

! Interpret data with caution.

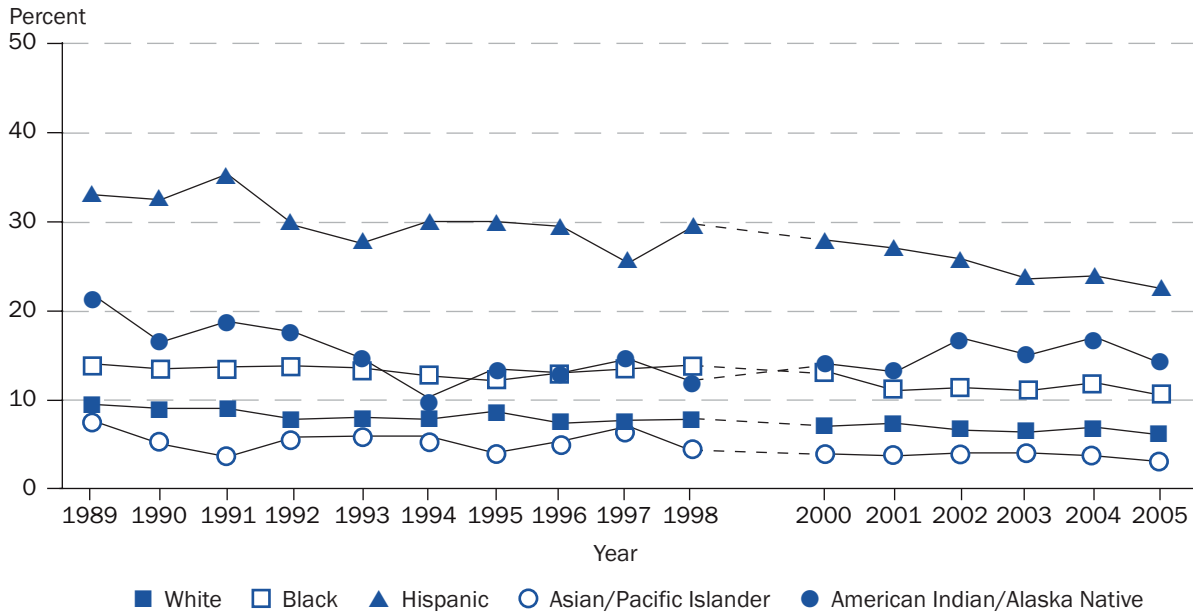
¹ For 2003, 2004, and 2005, total includes other race/ethnicity categories not separately shown.

NOTE: The data presented here represent status dropout rates, which is the percentage of civilian, noninstitutionalized 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED). The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. Another way of calculating dropout rates is the event dropout rate, which is the percentage of 15- to 24-year-olds who dropped out of grades 10 through 12 in the 12 months preceding the fall of each data collection year. Data for 1999 have been suppressed due to unstable estimates. This table uses a different data source from table 17b, and therefore, estimates are not directly comparable to the 2005 estimates in table 17b. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1989–2005.

²⁶ The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. Military and institutionalized persons, including those incarcerated, are excluded.

Figure 17. Percentage of 16- to 24-year-olds who were high school status dropouts, by race/ethnicity: 1989–2005



NOTE: Some data for Asians/Pacific Islanders and American Indians/Alaska Natives should be interpreted with caution (see table 17a). The data presented here represent status dropout rates, which is the percentage of civilian, noninstitutionalized 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED). The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. Another way of calculating dropout rates is the event dropout rate, which is the percentage of 15- to 24-year-olds who dropped out of grades 10 through 12 in the 12 months preceding the fall of each data collection year. Data for 1999 have been suppressed due to unstable estimates. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1989-2005.

Snapshot of Hispanic and Asian subgroups: Dropouts by Nativity

In 2005, the percentage of foreign-born 16- to 24-year-olds who were high school status dropouts was twice the percentage of those born in the United States who were status dropouts. For Hispanics of the same age group, the percentage of status dropouts among those who were foreign born (38 percent) was more than twice that of their native counterparts (13 percent). In contrast, native Black 16- to 24-year-olds were more likely to be status dropouts than were their foreign-born counterparts. No measurable differences were found between native and foreign-born Whites and native and foreign-born Asians, respectively.

Among Hispanic subgroups, Central Americans (33 percent) and Mexicans (25 percent) in the United States had the highest percentage of young adults who were status dropouts, followed by Puerto Ricans (17 percent), Dominicans (14 percent), and Other Hispanics or Latinos (for example, those who identified themselves as Cubans or Spaniards) (11 percent). South Americans had a lower percentage of young adults who were status dropouts (9 percent) than any other Hispanic subgroup, except for Other Hispanics or Latinos. Among Mexicans, Central Americans, South Americans, and Other Hispanics or Latinos, the status dropout rate was higher for young adults who were foreign born than for those who were born in the United States.

Young adults in the “other Asian” subgroup (including Cambodian, Hmong, and other groups) had a higher status dropout rate (7 percent) than did Indian (3 percent), Chinese (2 percent), Filipino (3 percent), Japanese (2 percent), Korean (2 percent), and Vietnamese young adults (2 percent). Chinese young adults who were foreign born had higher status dropout rates than did those of the same subgroups who were U.S. natives.

Table 17b. Percentage of 16- to 24-year-olds who were high school status dropouts, by nativity and race/ethnicity with Hispanic and Asian subgroups: 2005

Race/ethnicity and subgroup	Number	Total	Native	Foreign-born
Total¹	34,602,000	10.5	8.6	25.2
White	21,163,000	7.2	7.2	6.3
Black	4,786,000	11.6	11.8	8.5
Hispanic	6,190,000	22.8	13.2	38.1
Mexican	4,150,000	25.5	13.8	41.9
Puerto Rican	502,000	16.9	16.9	‡
Dominican	172,000	14.2	10.6!	17.7
Central American	469,000	32.6	9.9!	43.7
South American	267,000	9.1	4.8!	11.8
Other Hispanic or Latino	629,000	10.9	9.7	17.8
Asian	1,423,000	3.5	2.9	4.0
Asian Indian	236,000	3.1!	1.6!	4.0!
Chinese	297,000	2.2!	0.6!	3.8!
Filipino	266,000	3.2!	2.8!	3.6!
Japanese	55,000	2.1!	2.8!	#
Korean	167,000	2.0!	3.7!	1.0!
Vietnamese	166,000	2.0!	1.9!	5.6!
Other Asian	236,000	6.9	6.6!	7.2!
Native Hawaiian/Pacific Islander	53,000	9.8!	7.7!	18.2!
American Indian/Alaska Native	286,000	15.5	15.6	‡

Rounds to zero.

! Interpret data with caution.

‡ Reporting standards not met. Sample size too small.

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: The data presented here represent status dropout rates, which is the percentage of civilian, non-institutionalized 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED). The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. Another way of calculating dropout rates is the event dropout rate, which is the percentage of 15- to 24-year-olds who dropped out of grades 10 through 12 in the 12 months preceding the fall of each data collection year. This table uses a different data source from table 17a, and therefore estimates are not directly comparable to the 2005 estimates in table 1a. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2005.

5 STUDENT BEHAVIORS

This chapter focuses on behaviors that could influence a student's educational experience and outcomes. The first two indicators in the chapter look at behaviors that may be positively related to academic achievement. *Indicator 18* examines the after-school activities of high school sophomores in 2002, finding that females were more likely than males to participate in every type of after-school activity, with the exception of interscholastic and intramural sports. White and Black males were more likely to participate in sports than were Hispanic or Asian/Pacific Islander males, while White females were more likely to play interscholastic sports than were females of any other race/ethnicity. For both males and females, White, Black, and Asian/Pacific Islander sophomores were more likely to be part of a school music group than were their Hispanic or American Indian/Alaska Native peers.

Indicator 19 examines computer and internet use. In 2003, a higher percentage of students across all races/ethnicities reported using computers at school than at home, but the differences were larger for Black, Hispanic, and American Indian/Alaska Native students than for their White and Asian/Pacific Islander peers. White and Asian/Pacific Islander students were more likely than students of any other racial/ethnic group to use computers at home (*indicator 19.1*). In terms of internet use, Black, Hispanic, and American Indian/Alaska Native students were more likely to use the Internet at school than at home, while the reverse was true for White and Asian/Pacific Islander students (*indicator 19.2*).

Indicators 20, 21, and 22 examine negative student

behaviors. In 2004, higher percentages of White, American Indian/Alaska Native, and Hispanic children ages 12 to 17 had consumed alcohol in the past month, compared to Black and Asian children of the same ages. Higher percentages of American Indian/Alaska Native and White children reported smoking cigarettes or using marijuana in the past month than did Black, Hispanic, and Asian children. A similar pattern emerged among adults 18 to 25, with a higher percentage of Whites reporting alcohol use in the past month than any other racial/ethnic group and a higher percentage of American Indians/Alaska Natives reporting cigarette use in the same time period than Hispanics, Blacks, and Asians (*indicator 20*).

Birth rates for 15- to 19-year-old females of all races/ethnicities rose from 1985 to 1991 and declined from 1991 to 2004. While Black teenagers had the highest birth rates from 1990 to 1994, Hispanic teenagers have had the highest birth rate among teenagers of all races/ethnicities since 1995. Asian/Pacific Islander teenagers have had consistently lower birth rates than their peers (*indicator 21*).

Also in 2005, a higher percentage of Hispanic 9th- through 12th-grade students reported being threatened or injured with a weapon on school property than did White or Asian students. The percentages of Black and White students who reported being threatened or injured with a weapon at school were also higher than the percentage of Asian students. Hispanic and Black students ages 12 to 18 were more likely to report the presence of gangs in their schools than were students of any other race/ethnicity (*indicator 22*).

18. After-School Activities

What adolescents do with their time after school can influence their development. Some research has shown that adolescent participation in after-school activities is linked to higher academic achievement, increased safety, and reduced negative behaviors, such as drug and alcohol use (Tierney, Baldwin Grossman, and Resch 1995; Zaff et al. 2003).

Interscholastic sports, in which students compete against teams from other schools, were the most popular activity for both male (50 percent) and female (45 percent) high school sophomores in 2002, followed by intramural sports (where students compete against teams in the same school) (46 percent for males and 39 percent for females). Male sophomores were more likely than their female counterparts to participate in both types of sports. Females were more likely than males to participate in all other after-school activities, including school music groups (band, orchestra, chorus or choir), school plays, student government, school publications (yearbook, newspaper, or literary magazine), honor society, and other types of clubs.

White and Black males were more likely to participate in interscholastic sports (52 and 51 percent, respectively) than were their Hispanic (44 percent) and Asian/Pacific Islander (39 percent) counterparts. White males were also more likely than American Indian/Alaska Native males (43 percent) to participate in these activities. White females were more likely to participate in interscholastic sports (51 percent) than were females of any other race/ethnicity, while Black females (40 percent) were more likely than Hispanic (32 percent) or Asian/Pacific Islander females (34 percent) to take part in these sports.

Hispanic and American Indian/Alaska Native sophomores were less likely to be a part of a school music group (band, orchestra, chorus or choir) than were White, Black, and Asian/Pacific Islander sophomores. Asian/Pacific Islander males and females participated in academic, service, and hobby clubs more often than their peers in any other racial/ethnic group. American Indian/Alaska Native females were more likely to participate in vocational clubs than were their Hispanic or Asian/Pacific Islander peers.

Table 18. Percentage of high school sophomores who participated in various after-school activities, by race/ethnicity, sex, and type of activity: 2002

Type of activity	Total		White		Black		Hispanic		Asian Pacific/Islander		American Indian/Alaska Native		More than one race	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Interscholastic sports	50	45	52	51	51	40	44	32	39	34	43	38	53	38
Intramural sports	46	39	43	40	59	40	46	35	39	30	51	46	49	37
Band, orchestra, chorus, or choir	16	27	18	30	16	27	10	16	15	25	10!	16!	14	28
School play or musical	9	14	9	15	11	12	7	11	10	10	7!	3	10	20
Student government	5	8	5	9	5	7	3	5	5!	9	5	6!	5!	8
Yearbook, newspaper, or literary magazine	6	9	5	10	7	9	6	9	7	7	8!	9!	8	7
Honor society/club	7	10	7	12	6	7	5	8	9	14	5!	8	8!	9
Academic club	7	10	7	11	7	7	4	8	11	18	#	11!	7	8
Service club	7	16	7	18	7	10	5	11	13	30	1	12!	9	13
Hobby club	8	11	8	12	8	8	8	8	13	18	2!	9!	12	13
Vocational club	8	9	9	10	5	11	6	5	4	7	13!	16!	9	9

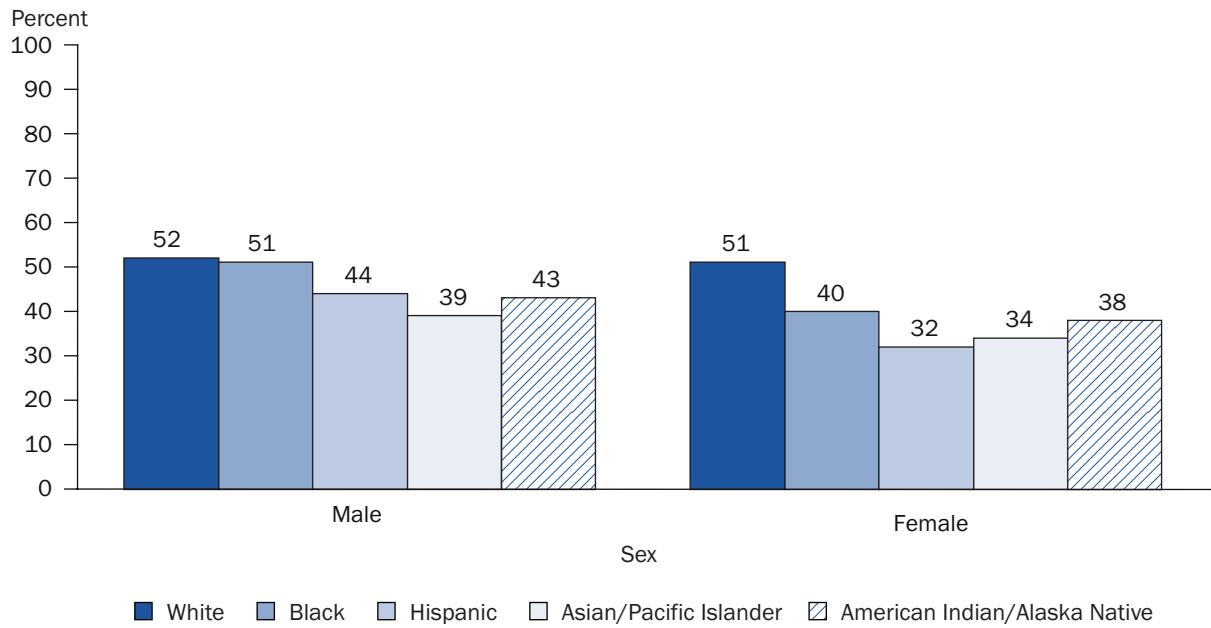
Rounds to zero.

! Interpret data with caution.

NOTE: Interscholastic sports refers to competition between teams from different schools. Intramural refers to competition between teams or students within the same school. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002).

Figure 18. Percentage of high school sophomores who participated in interscholastic sports activities, by sex and race/ethnicity: 2002



NOTE: Interscholastic sports refers to competition between teams from different schools. Race categories exclude persons of Hispanic origin.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002).

19. Computer and Internet Use

Computer literacy is essential in a technologically advanced workforce. Exposure to and use of computers enables students to gain experience and increase their computer knowledge. Examining computer use rates, where these technologies are used, and the characteristics of the users may help address questions of access (Snyder, Tan, and Hoffman 2006, p. 670).

19.1. Computer Use

In 2003, 89 percent of 1st- through 12th-grade students used computers at school, compared with 70 percent who used computers at home. Although all racial/ethnic groups shown were more likely to use computers at school than at home, the differences between school and home use were largest among Black, Hispanic, and American Indian/Alaska Native students. Some 87 percent of Black students used a computer at school, compared with 48 percent at home; 85 percent of Hispanic students used a computer at school, compared with 50 percent at home; and 88 percent of American Indian/Alaska Native students used a computer at school, compared with 46 percent at home.

At school, a higher percentage of White students (91 percent) used computers than did Hispanic (85 percent) and Asian/Pacific Islander (84 percent) students. Black students (87 percent) were also more likely than Asian/Pacific Islander students (84 percent) to use computers at school. At home, a higher

percentage of White students (81 percent) than all other racial/ethnic groups shown used computers. In addition, Asian/Pacific Islander students (76 percent) were more likely than Hispanic (50 percent), Black (48 percent), and American Indian/Alaska Native (46 percent) students to use computers at home.

Differences in use also exist within age groups and by location of computer use. Differences in computer use at school among racial/ethnic groups were more apparent for younger students than for older students. In grades 1 through 5, White students (88 percent) were more likely than Black (83 percent), Hispanic (81 percent), and Asian/Pacific Islander (76 percent) students to use computers at school. In addition, a higher percentage of Black and Hispanic students at the same grade levels used computers at school than did Asian/Pacific Islander students. At home, White students (76 percent) in grades 1 through 5 were more likely than their American Indian/Alaska Native (37 percent), Black (43 percent), Hispanic (43 percent), and Asian/Pacific Islander (65 percent) counterparts to use computers. White 9th- through 12th-grade students (85 percent) were more likely than Black (52 percent), Hispanic (58 percent), or American Indian/Alaska Native students (50 percent) in the same grade range to use computers at home. Asian/Pacific Islander students (90 percent) in the same grade range were more likely to use computers at home than were students of any other racial/ethnic group.

Table 19.1. Percentage of students in grades 1 through 12 who use computers at school and at home, by grade and race/ethnicity: 2003

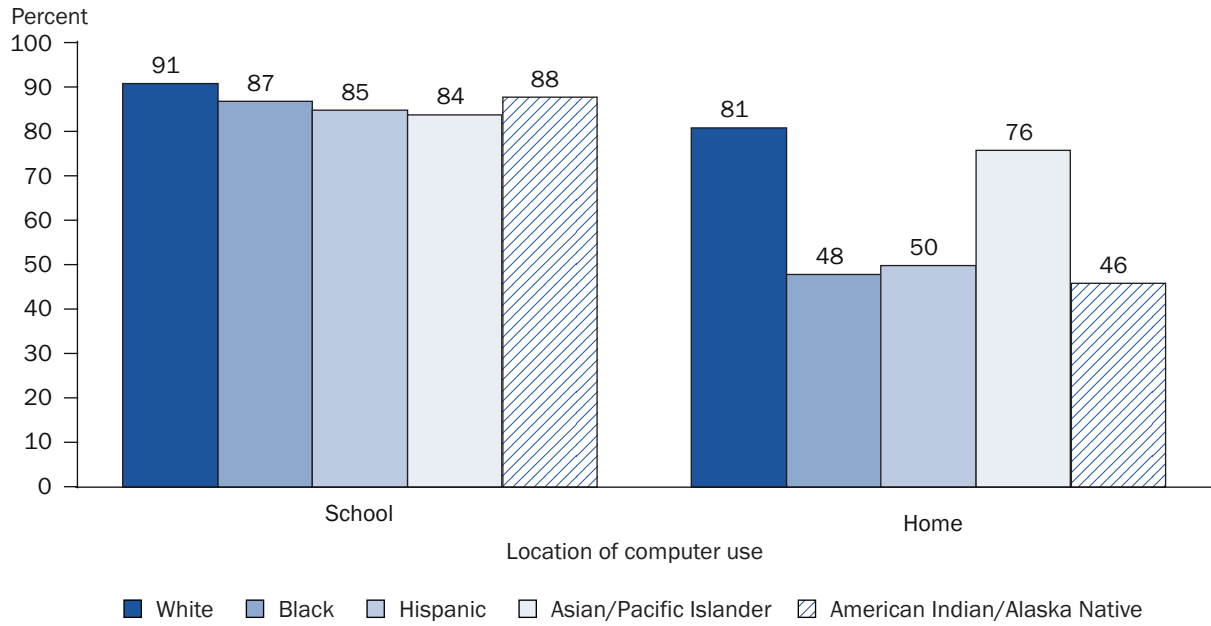
Race/ethnicity	Total	Grades 1-5	Grades 6-8	Grades 9-12
Uses computer at school				
Total¹	88.7	85.4	90.7	91.1
White	90.7	88.3	92.7	91.9
Black	86.5	82.7	88.2	89.8
Hispanic	84.9	80.9	87.1	88.4
Asian/Pacific Islander	83.6	75.8	85.2	92.0
American Indian/Alaska Native	88.3	85.0	83.4	94.1
Uses computer at home				
Total¹	69.8	63.9	71.7	75.4
White	80.9	76.4	82.2	85.0
Black	47.7	42.5	50.8	51.6
Hispanic	49.9	42.9	51.4	58.4
Asian/Pacific Islander	76.4	65.1	77.3	89.7
American Indian/Alaska Native	46.1	37.3	51.6	50.3

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2003.

Figure 19.1. Percentage of students in grades 1 through 12 who use computers at school and at home, by race/ethnicity: 2003



NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2003.

19.2. Internet Use

The Internet is an important tool for students, both as an information source and as preparation for the technological demands of the current workplace. Patterns of internet use, like those of overall computer use, are one indicator of students' readiness for future jobs (U.S. Department of Education 1998, *indicator 4*). Internet use rates varied by racial/ethnic group.

A higher percentage of White and Asian/Pacific Islander students in grades 1 through 12 reported

using the Internet at home than at school. In contrast, Black, Hispanic, and American Indian/Alaska Native students were more likely to use the Internet at school than at home. In addition, a higher percentage of White students (60 percent) reported using the Internet at home than did students of any other race/ethnicity. Asian/Pacific Islander students (51 percent) also reported using the Internet at home more than Black (29 percent), Hispanic (29 percent), or American Indian/Alaska Native (24 percent) students.

Table 19.2. Percentage of students in grades 1 through 12 who use the Internet, by grade, location of internet use, and race/ethnicity: 2003

Race/ethnicity	Total	Grades 1-5	Grades 6-8	Grades 9-12
Uses internet at school				
Total¹	49.0	33.4	54.9	63.0
White	55.5	39.4	62.0	68.8
Black	40.3	27.0	43.8	53.4
Hispanic	34.9	22.7	39.2	48.3
Asian/Pacific Islander	45.0	22.1	54.0	67.0
American Indian/Alaska Native	41.6	26.9	44.1	52.4
Uses internet at home				
Total¹	49.3	33.6	54.4	64.1
White	60.4	42.4	66.4	76.2
Black	29.3	21.1	30.7	37.9
Hispanic	28.9	18.2	32.1	41.1
Asian/Pacific Islander	50.9	27.9	57.4	75.0
American Indian/Alaska Native	23.6	12.0!	30.2!	29.6
Uses internet at public library				
Total¹	10.9	5.7	13.1	15.3
White	10.0	5.2	11.9	14.0
Black	13.4	7.0	17.6	18.1
Hispanic	10.7	5.2	12.9	16.5
Asian/Pacific Islander	13.4	8.8	15.2	17.8
American Indian/Alaska Native	5.3!	1.5!	5.7!	8.4!
Uses internet at someone else's home				
Total¹	9.7	5.1	11.5	13.7
White	11.3	6.2	13.0	15.6
Black	8.9	4.7	11.5	11.9
Hispanic	5.6	2.5	6.6	8.9
Asian/Pacific Islander	4.9	1.3!	5.3!	9.2
American Indian/Alaska Native	6.0!	3.8!	4.9!	8.7!

! Interpret data with caution.

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2003.

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20. Cigarettes, Alcohol, and Drugs

Students who use alcohol, cigarettes, and drugs such as marijuana are more likely than their peers to experience problems of low academic achievement, truancy, and other discipline-related issues (Bryant et al. 2003; Bryant and Zimmerman 2002). In the National Survey on Drug Use and Health, children between the ages of 12 and 17 and adults between the ages of 18 and 25 were surveyed to determine whether they used alcohol, cigarettes, marijuana, and other drugs in the past 30 days.

In 2004, 18 percent of children between the ages of 12 and 17 reported drinking alcohol in the past month. A higher percentage of White (20 percent), American Indian/Alaska Native (19 percent), and Hispanic (18 percent) children reported drinking alcohol in the past month than did their Black and Asian peers (10 and 9 percent, respectively). Ameri-

can Indian/Alaska Native children were more likely than their Black, Hispanic, and Asian peers to have smoked cigarettes in the past month and were also more likely than these groups to have used marijuana in the past month.²⁷ Eighteen percent of American Indian/Alaska Native children reported smoking cigarettes in the past month, compared to 9 percent of Hispanics, 6 percent of Blacks, and 5 percent of Asians. A higher percentage of American Indian/Alaska Native (17 percent) children reported using marijuana in the past month than their Hispanic (7 percent), Black (6 percent), and Asian (4 percent) counterparts. White children were also more likely than their Black, Hispanic, and Asian peers to have smoked cigarettes (14 percent) or used marijuana (8 percent) in the past month, but no measurable differences were detected between American Indian/Alaska Native and White children.

Table 20a. Percentage of 12- to 17-year-olds who used alcohol, cigarettes, and selected drugs in past month, by race/ethnicity: 2004

Substance	Total ¹	White	Black	Hispanic	Asian ²	American Indian/ Alaska Native	More than one race
Alcohol	17.6	19.9	9.8	18.0	9.4	18.5	18.2
Cigarettes	11.9	14.4	6.0	9.1	5.4!	17.9!	13.5
Marijuana	7.6	8.2	6.4	6.7	4.3!	16.7!	10.1
Cocaine	0.5	0.5	#	0.9!	‡	2.0!	0.4!
Hallucinogen ³	0.8	1.0	0.4!	0.6!	‡	‡	0.5!
Inhalant ⁴	1.2	1.3	0.6!	1.4!	0.9!	‡	1.6!
Nonmedical psychotherapeutic ⁵	3.6	3.8	2.6	3.9	2.4!	6.8!	4.6!

Rounds to zero.

! Interpret data with caution.

‡ Reporting standards not met.

¹ Total includes other race/ethnicity categories not separately shown.

² Does not include Pacific Islanders.

³ Includes LSD, PCP, and MDMA (Ecstasy).

⁴ Inhalants are defined in the survey as, "liquids, sprays, and gases that people sniff or inhale to get high or to make them feel good."

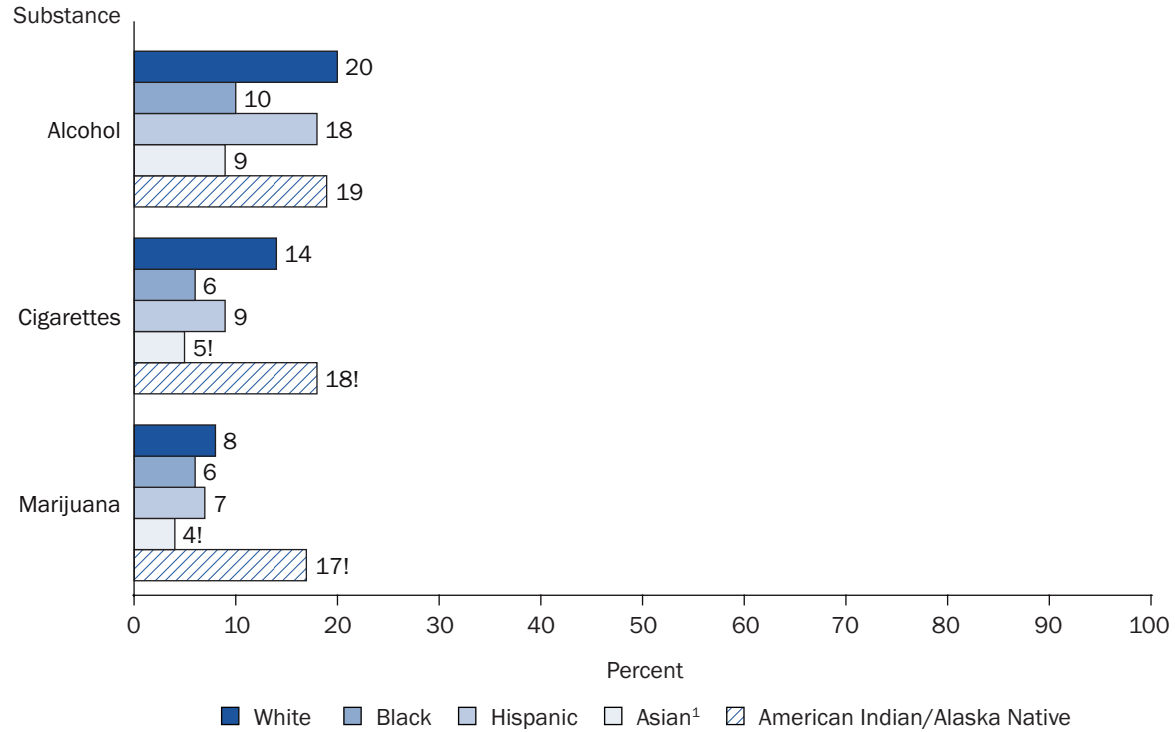
⁵ Nonmedical use of any prescription-type pain reliever, tranquilizer, stimulant, or sedative; does not include over-the-counter drugs.

NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies, National Survey on Drug Use and Health, 2004.

²⁷ Many American Indian tribes recognize tobacco as a part of their spiritual and healing practices, thus early exposure to tobacco is likely to occur. American Indians/Alaska Natives on tribal lands are part of sovereign nations not subject to state laws prohibiting the sale and marketing of tobacco products to minors (U.S. Department of Health and Human Services, Centers for Disease Control and Prevention 1998).

Figure 20a. Percentage of 12- to 17-year-olds who used alcohol, cigarettes, or marijuana in past month, by race/ethnicity: 2004



! Interpret data with caution.

¹ Does not include Pacific Islanders.

NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies, National Survey on Drug Use and Health, 2004.

In 2004, 61 percent of all young adults between the ages of 18 and 25 reported consuming at least one alcoholic drink in the past month. A greater percentage of Whites (68 percent) reported drinking alcohol in the past month than did American Indians/Alaska Natives (56 percent), Blacks (49 percent), Hispanics (48 percent), and Asians (47 percent). American Indian/Alaska Native (50 percent) and White young adults (45 percent) were more likely to have smoked

cigarettes in the past month, than were Hispanics (32 percent), Blacks (29 percent), and Asians (25 percent). A higher percentage of American Indian/Alaska Native (24 percent), White (18 percent), and Black young adults (17 percent) reported using marijuana in the past month than did Hispanic (10 percent) and Asian young adults (6 percent).

Table 20b. Percentage of 18- to 25-year-olds who used alcohol, cigarettes, and selected drugs in past month, by race/ethnicity: 2004

Substance	Total ¹	White	Black	Hispanic	Asian ²	American Indian/ Alaska Native	More than one race
Alcohol	60.5	67.7	48.5	48.2	46.6	55.8	68.6
Cigarettes	39.5	45.1	28.8	31.7	25.2	49.7	44.3
Marijuana	16.1	18.2	16.7	10.1	6.1	23.5!	26.8
Cocaine	2.1	2.7	0.7!	1.7	0.2!	‡	4.0!
Hallucinogen ³	1.5	1.9	0.8!	0.9!	0.2!	‡	1.4!
Inhalant ⁴	0.4	0.5	0.2!	0.5!	0.3!	0.2!	1.0!
Nonmedical psychotherapeutic ⁵	6.1	7.3	3.2	4.8	2.1!	4.6!	9.0!

! Interpret data with caution.

‡ Reporting standards not met.

¹ Total includes other race/ethnicity categories not separately shown.

² Does not include Pacific Islanders.

³ Includes LSD, PCP, and MDMA (Ecstasy).

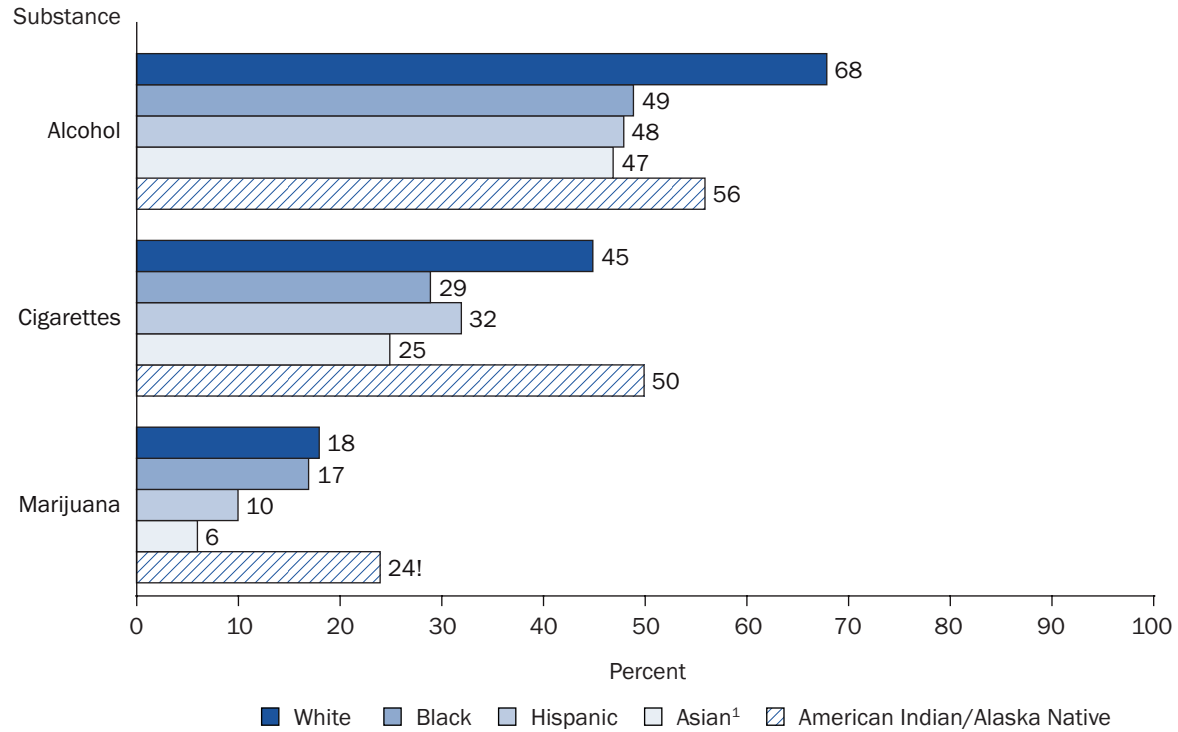
⁴ Inhalants are defined in the survey as, "liquids, sprays, and gases that people sniff or inhale to get high or to make them feel good."

⁵ Nonmedical use of any prescription-type pain reliever, tranquilizer, stimulant, or sedative; does not include over-the-counter drugs.

NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies, National Survey on Drug Use and Health, 2004.

Figure 20b. Percentage of 18- to 25-year-olds who used alcohol, cigarettes, or marijuana in past month by race/ethnicity: 2004



! Interpret data with caution.

¹ Does not include Pacific Islanders.

NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies, National Survey on Drug Use and Health, 2004.

21. Teenage Pregnancy

Teenagers who have children are less likely to complete high school than their peers who do not have children (Hofferth, Reid, and Mott 2001). Birth rates are reported as the number of live births per 1,000 females of a particular age group. In 2004, the birth rate was 41 births per 1,000 15- to 19-year-old females. The birth rate for Hispanic (83), Black (63), and American Indian/Alaska Native (53) teenage females was higher than that of the general population of teenage females.

Birth rates for female teenagers of all race groups rose between 1985 and 1991. During this period, the largest increase in birth rates was for Black females, from 95 to 115. Between 1991 and 2004, birth rates dropped for 15- to 19-year-old females of all racial/ethnic groups. The largest decline for all

racial/ethnic groups during this time was for Black teenage females, whose birth rate declined from 115 to 63. The birth rate for Hispanic teenagers declined from 105 in 1991 to 83 in 2004. During this period, American Indian/Alaska Native teenager birth rates declined from 84 to 53, and White teenager rates declined from 53 to 38.

Asian/Pacific Islander teenagers have had consistently lower birth rates in comparison to White, Hispanic, Black, and American Indian/Alaska Native teenagers. Black teenagers had higher birth rates than their peers of other racial/ethnic groups from 1990 to 1994. Since 1995, Hispanic teenagers have had higher birth rates than Blacks and all other groups, and the difference between the birth rates of Blacks and Hispanics has increased.

Table 21. Number of live births per 1,000 females 15 to 19 years old, by race/ethnicity: Selected years, 1980–2004

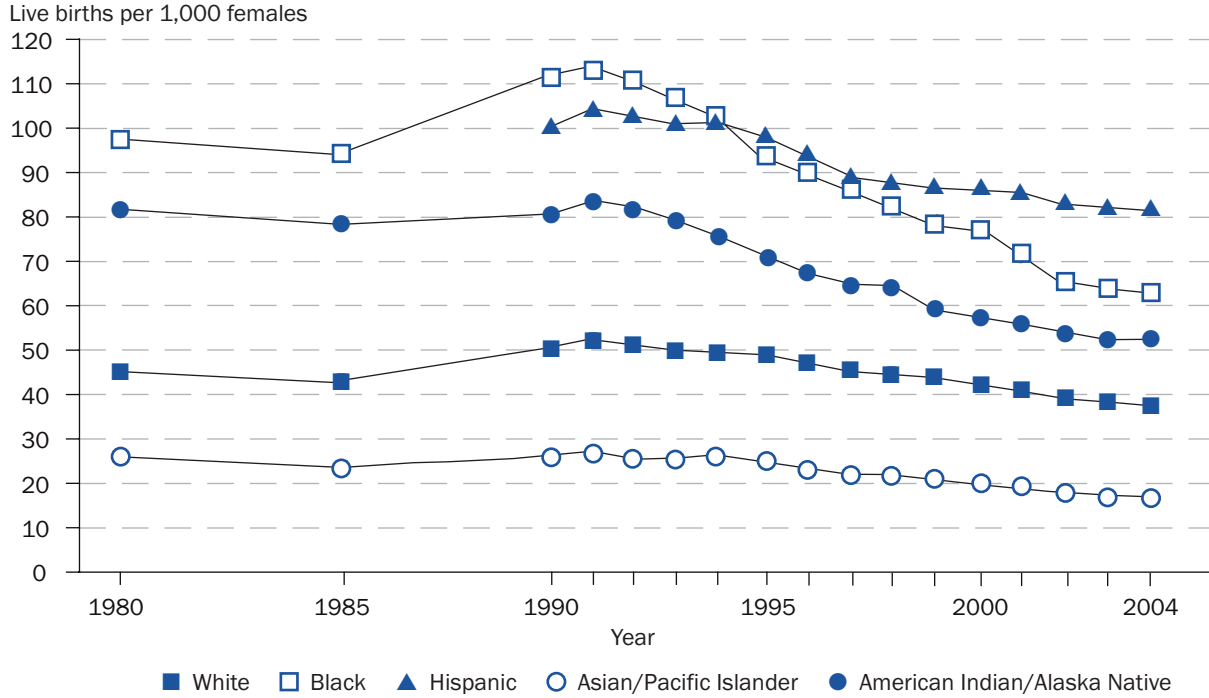
Year	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
1980	53.0	45.4	97.8	—	26.2	82.2
1985	51.0	43.3	95.4	—	23.8	79.2
1990	59.9	50.8	112.8	100.3	26.4	81.1
1991	61.8	52.6	114.8	104.6	27.3	84.1
1992	60.3	51.4	111.3	103.3	26.5	82.4
1993	59.0	50.6	107.3	101.8	26.5	79.8
1994	58.2	50.5	102.9	101.3	26.6	76.4
1995	56.0	49.5	94.4	99.3	25.5	72.9
1996	53.5	47.5	89.6	94.6	23.5	68.2
1997	51.3	45.5	86.3	89.6	22.3	65.2
1998	50.3	44.9	83.5	87.9	22.2	64.7
1999	48.8	44.0	79.1	86.8	21.4	59.9
2000	47.7	43.2	77.4	87.3	20.5	58.3
2001	45.3	41.2	71.8	86.4	19.8	56.3
2002	43.0	39.4	66.6	83.4	18.3	53.8
2003	41.6	38.3	63.8	82.3	17.4	53.1
2004	41.1	37.7	63.3	82.6	17.3	52.5

— Not available.

NOTE: Race categories include persons of Hispanic origin.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Vital Statistics Reports, Vol. 55, no. 1, *Births: Final Data for 2004*, National Center for Health Statistics, Final Natality Statistics, 2006.

Figure 21. Number of live births per 1,000 females 15 to 19 years old, by race/ethnicity: Selected years, 1980–2004



NOTE: Race categories include persons of Hispanic origin.
 SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Vital Statistics Reports, Vol. 55, no. 1, *Births: Final Data for 2004*, data from CDC, National Center for Health Statistics, Final Natality Statistics, 2006.

22. Safety at School

Student reports of experiencing violence or feeling threatened by violence and the presence of gangs at school are one indicator of school safety. The Youth Risk Behavior Survey, conducted by the Centers for Disease Control and Prevention (CDC), asks students in grades 9–12 whether they have carried a weapon to school in the past 30 days, been threatened or injured with a weapon in the past year, or engaged in a physical fight on school property in the past year. The School Crime Supplement to the National Crime Victimization Survey (SCS/NCVS) asks students ages 12 to 18 in elementary and secondary schools about crime on their campuses, including the presence of gangs.

In 2005, among 9th- through 12th-graders, a higher percentage of Hispanic students (8 percent) reported carrying a weapon to school than did Black (5 percent) and Asian students (3 percent). In addition, higher percentages of Pacific Islander (15 percent), American Indian/Alaska Native (7 percent), and White students (6 percent) than Asian students

reported carrying a weapon to school. A larger percentage of Hispanic students (10 percent) reported being threatened or injured with a weapon at school than did White (7 percent) and Asian students (5 percent). The percentages of Black (8 percent) and White students who reported being threatened or injured with a weapon at school were also higher than the percentage of Asian students.

The percentage of students who engaged in a physical fight on school property also differed across racial/ethnic groups. In 2005, some 14 percent of students reported they had engaged in a fight in the past 12 months. A smaller percentage of White (12 percent) and Asian students (6 percent) than Pacific Islander (24 percent), American Indian/Alaska Native (22 percent), Hispanic (18 percent), and Black students (17 percent) reported that they had engaged in a physical fight. The percentage of Asian students who had engaged in a fight was also smaller than the percentage of White students.

Table 22a. Percentage of high school students who reported that they were threatened or injured with a weapon on school property, carried a weapon to school, or engaged in a physical fight on school property, by race/ethnicity: 2005

Race/ethnicity	Were threatened or injured with a weapon ¹	Carried a weapon ²	Engaged in a physical fight ¹
Total	7.9	6.5	13.6
White	7.2	6.1	11.6
Black	8.1	5.1	16.9
Hispanic	9.8	8.2	18.3
Asian	4.6!	2.8!	5.9!
Native Hawaiian/Pacific Islander	14.5!	15.4!	24.5!
American Indian/Alaska Native	9.8!	7.2!	22.0
More than one race	10.7!	11.9!	15.8

! Interpret with caution.

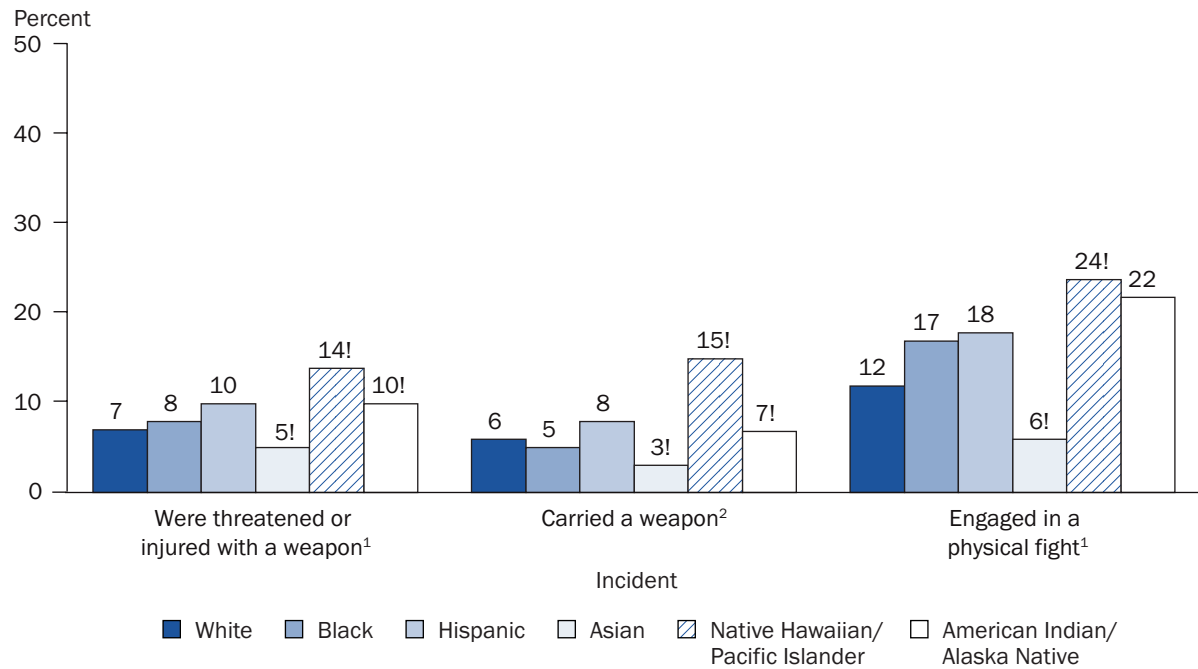
¹ In the past 12 months.

² On one or more of the past 30 days.

NOTE: High school students are defined as students enrolled in grades 9 through 12. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Indicators of School Crime and Safety: 2006* (NCES 2007-003), tables 4.1, 13.1, and 14.1, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

Figure 22a. Percentage of high school students who reported that they were threatened or injured with a weapon on school property, carried a weapon to school, or engaged in a physical fight on school property, by race/ethnicity: 2005



! Interpret with caution.

¹ In the past 12 months.

² On one or more of the past 30 days.

NOTE: High school students are defined as students enrolled in grades 9 through 12. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Indicators of School Crime and Safety: 2006* (NCES 2007-003), tables 4.1, 13.1, and 14.1, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

Youth gangs are linked to serious crime problems such as the presence of guns and drugs in elementary and secondary schools (Chandler et al. 1998). Students ages 12 to 18 were asked about the presence of gangs at school. In 2005, a greater percentage of Hispanic (38 percent) and Black students (37 percent) reported the presence of street gangs in schools than did “Other” (includes Asians, Pacific Islanders, American Indians, and Alaska Natives) (23 percent)

and White (17 percent) students. Among students of the same race/ethnicity, White and Hispanic students were more likely to report gang presence in urban schools than in suburban or rural schools. Black students in urban schools were also more likely to report the presence of gangs than were those in rural schools. Such differences by locale could not be detected for students in the “Other” race/ethnicity category.

Table 22b. Percentage of students ages 12 to 18 who reported that street gangs were present at school during previous 6 months, by locale and race/ethnicity: 2005

Race/ethnicity	Total	Central city	Urban fringe/large town	Rural/small town
Total	23.8	35.6	20.5	16.3
White	16.6	23.3	15.8	14.0
Black	36.6	41.2	34.8	23.9
Hispanic	38.4	48.1	32.1	25.7
Other ¹	22.5	27.0	21.6	14.4!

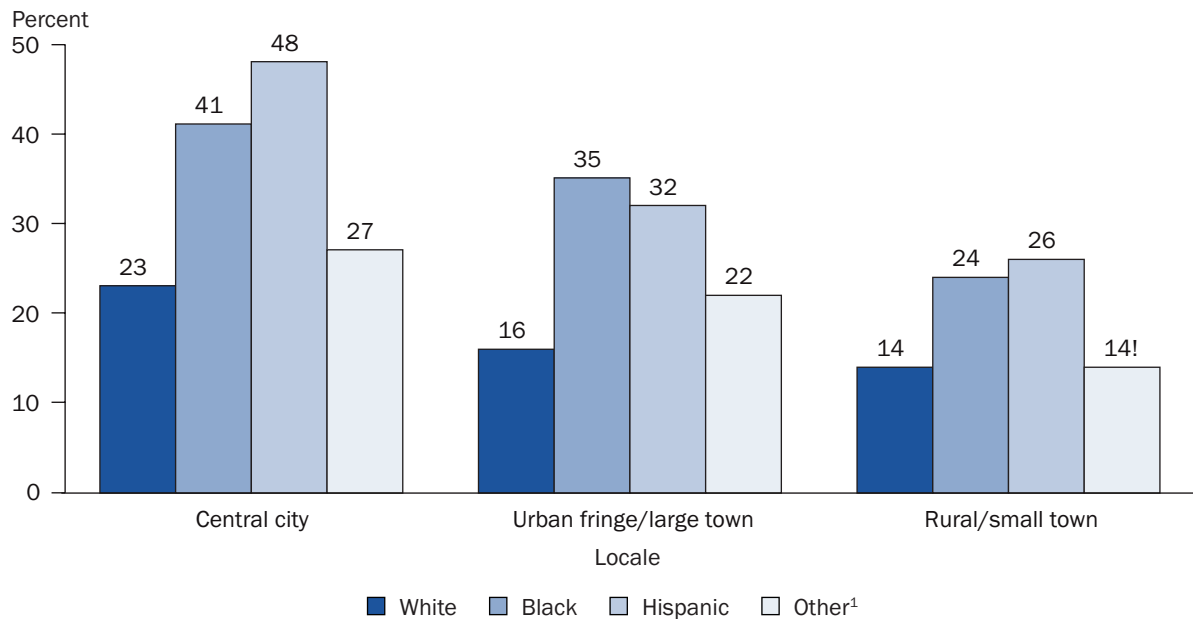
! Interpret data with caution.

¹ Other includes Asians, Native Hawaiians/Pacific Islanders, American Indians (including Alaska Natives), and more than one race.

NOTE: School locale categories differ from those in table 7.1. The four CCD locales are collapsed into three, with large towns included in the urban fringe category and small towns included in the rural category. See *Appendix C: Guide to Sources* for more information. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Indicators of School Crime and Safety: 2006* (NCES 2007-003), table 8.1, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

Figure 22b. Percentage of students ages 12 to 18 who reported that street gangs were present at school during previous 6 months, by locale and race/ethnicity: 2005



! Interpret with caution.

¹ Other includes Asians, Native Hawaiians/Pacific Islanders, American Indians (including Alaska Natives), and more than one race.

NOTE: School locale categories differ from those in table 7.1. The four CCD locales are collapsed into three, with large towns included in the urban fringe category and small towns included in the rural category. See *Appendix C: Guide to Sources* for more information. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2006). *Indicators of School Crime and Safety: 2006*, table 8.1, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

6 POSTSECONDARY PARTICIPATION

This chapter focuses on indicators of postsecondary participation, looking at the characteristics of students who enroll in postsecondary education, students who receive financial aid, and students who receive different levels of postsecondary degrees. Between 1976 and 2004, minority enrollments increased as a percentage of undergraduate enrollments, from 17 to 32 percent. Since 1976, the percentage of female undergraduate enrollments has surpassed that of male undergraduate enrollments. In 2004, the enrollment gender gap was largest for Black undergraduates (*indicator 23.1*). Trends in graduate enrollments were similar to those for undergraduate enrollments, with the percentage of enrolled graduate students who were minorities increasing 14 percentage points from 1976 to 2004. As with undergraduate enrollments, female graduate enrollments surpassed male graduate enrollments during this period (*indicator 23.2*). Looking at the participation rates of 18- to 24-year-olds in colleges and universities, participation rates of Whites, Blacks, and Hispanics increased between 1980 and 2004 and Black, Hispanic, and White females had higher enrollment rates than their male counterparts in 2004 (*indicator 23.3*).

In the 2003–04 school year, a larger percentage of

Black students received financial aid than did White, Hispanic, and Asian/Pacific Islander students, while a lower percentage of Asians/Pacific Islanders received aid than did any other race/ethnicity (*indicator 24*). Black students also received larger average amounts of aid than White and Hispanic students. White, Black, and Hispanic students experienced an increase in the average amount of aid awarded to them between 1999–2000 and 2003–04.

In 2004, more postsecondary degrees were awarded to Blacks than Hispanics, despite the fact that Hispanics made up a larger percentage of the total population. Twice as many associate's, bachelor's, and master's degrees were awarded to Black females as to Black males (*indicator 25.1*). Among those who received bachelor's degrees in 2004, business was the most popular field of study. Blacks had the highest proportion of bachelor's degrees conferred in business of any race/ethnicity (*indicator 25.2*). More master's and doctoral degrees were conferred in education than any other subject. Asians/Pacific Islanders received a higher proportion of master's and doctoral degrees in engineering than any other race/ethnicity (*indicator 25.2*).

23. Enrollment

Adults who graduate from a postsecondary institution have more stable employment patterns and higher earnings than adults without postsecondary degrees (U.S. Department of Education 2005, *indicators 15, 16, and 17*). Over the past 25 years, the total enrollment of adults and the proportion of all 18- to 24-year olds enrolled in degree-granting institutions increased for Whites, Blacks, and Hispanics. Within each minority group, female enrollment increased more than male enrollment, although the rates of increase varied.

23.1. Undergraduate enrollment

Undergraduate enrollment figures include all students, regardless of age, enrolled either part time or full time in undergraduate studies at a degree-granting institution. Between 1976 and 2004, total undergraduate enrollment increased for each racial/ethnic

group. In 1976, some 1,535,000 minorities were enrolled in undergraduate studies at degree-granting institutions, accounting for 17 percent of total enrollment (appendix table A-23.1). Since then, enrollment has increased for each minority group, and in 2004, total minority enrollment reached 4,696,000, or 32 percent of total undergraduate enrollment. Asians/Pacific Islanders had the fastest rate of increase between 1976 and 2004 (461 percent); their enrollment increased from 169,000 to 950,000. During the same time period, Hispanic enrollment increased from 353,000 to 1,667,000, a 372 percent increase; American Indian/Alaska Native enrollment increased from 70,000 to 160,000, a 130 percent increase; and Black enrollment increased from 943,000 to 1,918,000, a 103 percent increase. The enrollment of each of the minority groups rose at a faster rate than that of Whites, which increased from 7,740,000 to 9,771,000, a 26 percent increase.

Table 23.1. Percentage of undergraduate fall enrollment in degree-granting institutions, by race/ethnicity and sex: Selected years, 1976–2004

Year	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
Percent male						
1976	52.0	52.4	45.7	54.3	53.8	49.9
1980	47.7	47.8	42.0	48.8	51.7	44.6
1990	45.0	45.1	39.0	45.1	50.8	41.8
2000	43.9	44.6	37.3	43.1	47.5	40.7
2001	43.8	44.6	36.9	42.8	47.2	40.4
2002	43.4	44.4	36.4	42.3	47.0	39.8
2003	43.0	44.1	35.9	41.6	46.4	39.0
2004	42.9	44.1	35.7	41.4	46.2	39.1
Percent female						
1976	48.0	47.6	54.3	45.7	46.2	50.1
1980	52.3	52.2	58.0	51.2	48.3	55.4
1990	55.0	54.9	61.0	54.9	49.2	58.2
2000	56.1	55.4	62.7	56.9	52.5	59.3
2001	56.2	55.4	63.1	57.2	52.8	59.6
2002	56.6	55.6	63.6	57.7	53.0	60.2
2003	57.0	55.9	64.1	58.4	53.6	61.0
2004	57.1	55.9	64.3	58.6	53.8	60.9
Difference (male - female)						
1976	4.0	4.7	-8.7	8.6	7.6	-0.1
1980	-4.5	-4.4	-15.9	-2.4	3.4	-10.8
1990	-10.0	-9.7	-21.9	-9.8	1.7	-16.4
2000	-12.2	-10.7	-25.5	-13.8	-4.9	-18.5
2001	-12.4	-10.8	-26.2	-14.4	-5.6	-19.2
2002	-13.1	-11.2	-27.2	-15.3	-6.1	-20.5
2003	-14.0	-11.8	-28.1	-16.9	-7.3	-22.1
2004	-14.2	-11.8	-28.6	-17.1	-7.5	-21.8

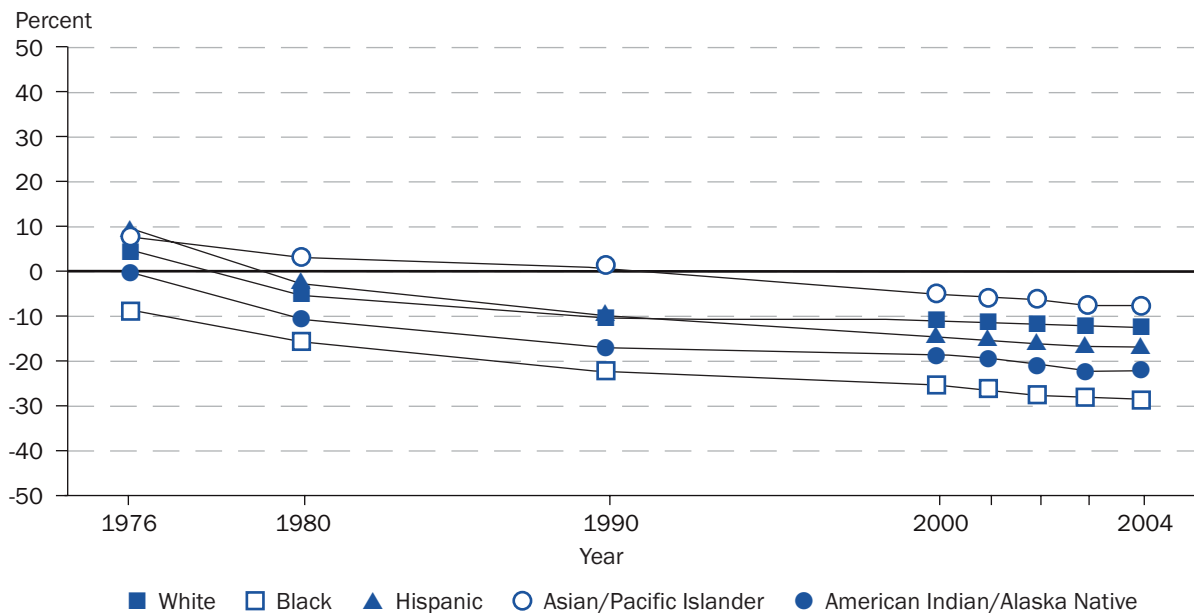
NOTE: Data from 1976 to 1990 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Later data are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2005* (NCES 2006-030), table 205, data from the Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and 1990 through 2004 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990, and Spring 2001 through Spring 2005.

Since 1976, the number of both males and females in undergraduate programs has increased. By 1980, the percentage of females enrolled as undergraduates surpassed the percentage of males enrolled as undergraduates. The largest difference between male and female enrollments was for Black students. In 1976, some 54 percent of Black undergraduate enrollment was female. Over time, Black females continued to enroll in degree-granting institutions in larger numbers than Black males, and in 2004, females accounted for 64 percent of the total Black enrollment. American Indian/Alaska Native female enrollment has also overtaken male enrollment: in 1976 enrollment numbers were almost even between American Indian/Alaska Native males and females,

but thereafter, a larger number of females enrolled, and in 2004, females were 61 percent of the total American Indian/Alaska Native student enrollment. Similarly, both Hispanic and White females increased their percentages of undergraduate enrollment between 1976 and 2004 (from 46 to 59 percent for Hispanic females and from 48 to 56 percent for White females). Between 1976 and 1990, Asian/Pacific Islander females represented less than half of the total Asian/Pacific Islander enrollment. Since 2000, however, more females have enrolled, and in 2004, females represented 54 percent of total Asian/Pacific Islander enrollment, a near reversal of their standing with males three decades earlier.

Figure 23.1. Difference in percentages of male and female undergraduate fall enrollment in degree-granting institutions, by race/ethnicity: Selected years, 1976–2004



NOTE: Data from 1976 to 1990 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Later data are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Race categories exclude persons of Hispanic origin. SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2005* (NCES 2006-030), table 205, data from the Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and 1990 through 2004 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990, and Spring 2001 through Spring 2005.

23.2. Graduate enrollment

Total graduate enrollment also increased between the years 1976 and 2004 for each racial/ethnic group. Minority enrollment increased from 134,000, or 11 percent of the total in 1976, to 475,000, or 25 percent of the total, in 2004; much of the increase was due to higher enrollments after 1990 (appendix table A-23.2). The increase of Hispanic graduate enrollment from 26,000 to 126,000 students between 1976 and 2004 represented the highest rate of increase (377 percent) of any racial/ethnic group. The rate of increase during this period was nearly the same for

Asians/Pacific Islanders (373 percent), reflecting an increase from 25,000 to 116,000. More Black and American Indians/Alaska Natives enrolled in graduate studies in 2004 than in prior years. The number of Black graduate students increased from 78,000 to 220,000 (181 percent) between 1976 and 2004. The number of American Indian/Alaska Native graduate students increased from 5,000 to 13,000 (162 percent), and the number of White graduate students increased from 1,116,000 to 1,413,000 (27 percent) during the same period.

Table 23.2. Percentage of graduate fall enrollment in degree-granting institutions, by race/ethnicity and sex: Selected years, 1976–2004

Year	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
Percent male						
1976	53.5	52.8	40.7	55.3	58.8	52.5
1980	50.1	48.7	37.5	49.0	59.0	47.6
1990	46.5	43.9	34.9	43.7	55.7	41.6
2000	42.1	39.9	31.0	38.3	47.8	37.1
2001	41.8	39.5	30.4	37.6	46.8	36.5
2002	41.6	39.4	29.9	37.2	46.7	35.9
2003	41.2	39.3	29.5	37.0	46.0	35.6
2004	40.7	39.1	29.0	36.8	45.8	35.2
Percent female						
1976	46.5	47.2	59.3	44.7	41.2	47.5
1980	49.9	51.3	62.5	51.0	41.0	52.4
1990	53.5	56.1	65.1	56.3	44.3	58.4
2000	57.9	60.1	69.0	61.7	52.2	62.9
2001	58.2	60.5	69.6	62.4	53.2	63.5
2002	58.4	60.6	70.1	62.8	53.3	64.1
2003	58.8	60.7	70.5	63.0	54.0	64.4
2004	59.3	60.9	71.0	63.2	54.2	64.8
Difference (male - female)						
1976	7.1	5.6	-18.5	10.5	17.7	4.9
1980	0.3	-2.5	-25.0	-2.0	17.9	-4.8
1990	-7.0	-12.3	-30.1	-12.7	11.4	-16.8
2000	-15.7	-20.1	-38.1	-23.4	-4.4	-25.9
2001	-16.4	-21.0	-39.2	-24.9	-6.4	-27.1
2002	-16.8	-21.1	-40.2	-25.7	-6.6	-28.1
2003	-17.5	-21.3	-41.0	-25.9	-7.9	-28.8
2004	-18.5	-21.8	-42.0	-26.5	-8.4	-29.6

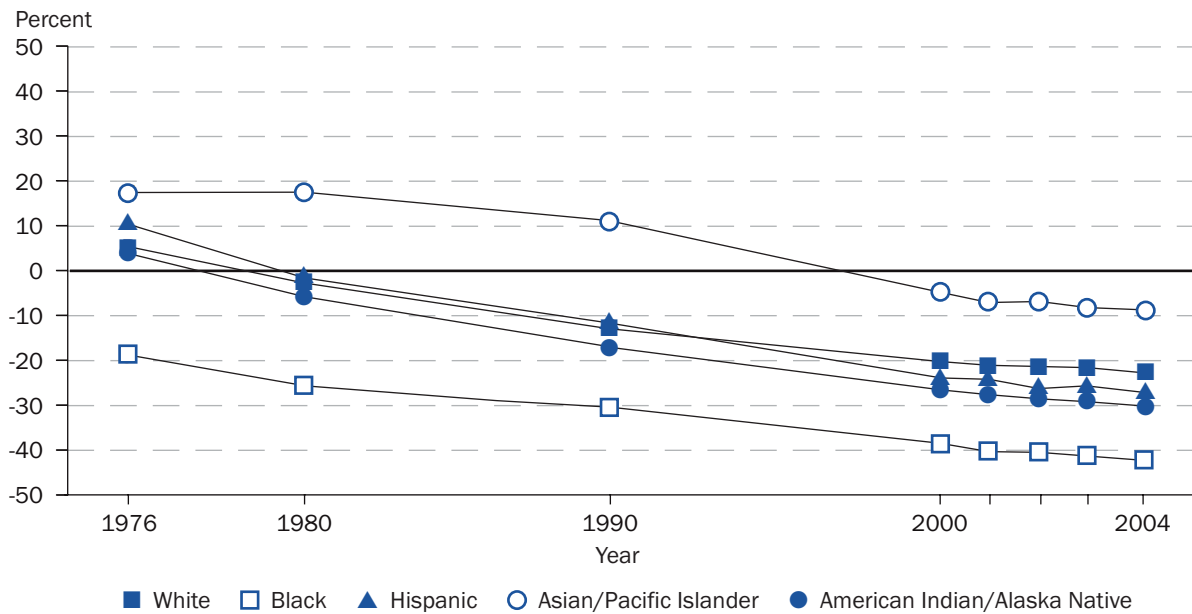
NOTE: Data from 1976 to 1990 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Later data are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2005* (NCES 2006-030), table 205, data from the Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and 1990 through 2004 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990, and Spring 2001 through Spring 2005.

Shifts in graduate enrollment were similar to shifts in undergraduate enrollment: More females were enrolled in graduate programs in 2004 than males, and the size of the gap differed by race/ethnicity. Again, the largest difference in the percentages of males and females enrolled was for Black students. In 1976, Black females composed 59 percent of the total number of Black graduate students. Black females continued to enroll at faster rates than did their male counterparts, and by 2004, 71 percent of Black gradu-

ate students were female. In 1976, White, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native females represented less than 50 percent of the total enrollment of their respective race/ethnicities. However, between 1976 and 2004, female enrollment grew faster than male enrollment for all racial/ethnic groups shown, and in 2004 females accounted for 61 percent of White, 63 percent of Hispanic, 54 percent of Asian/Pacific Islander, and 65 percent of American Indian/Alaska Native graduate enrollment.

Figure 23.2. Difference in percentages of male and female graduate fall enrollment in degree-granting institutions, by race/ethnicity: Selected years, 1976–2004



NOTE: Data from 1976 to 1990 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Later data are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Race categories exclude persons of Hispanic origin. SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2005* (NCES 2006-030), data from the Higher Education General Information Survey (HEGIS), “Fall Enrollment in Colleges and Universities” surveys, 1976 and 1980; and 1990 through 2004 Integrated Postsecondary Education Data System (IPEDS), “Fall Enrollment” survey, 1990, and Spring 2001 through Spring 2005.

23.3. Postsecondary participation rate

Another measure of enrollment is the postsecondary participation rate, which is the proportion of all 18- to 24-year-olds enrolled in colleges or universities, including both undergraduate and graduate studies. This measure accounts for population growth within the demographic group.

The overall postsecondary participation rate increased over the past 25 years. In 1980, 28 percent of White 18- to 24-year-olds were enrolled in colleges and universities, compared to 42 percent in 2004, an increase of 14 percentage points. Blacks and Hispanics also experienced increases in their postsecondary participation rates. In 2004, 32 percent of Black 18- to 24-year-olds were enrolled in colleges or universities (an increase of 12 percentage points from 1980) and 25 percent of Hispanic 18- to 24-year-olds were enrolled (an increase of 8 percentage points from 1980).

No measurable differences were found in the participation rates between 1990 and 2004 (data were not available for 1980) for Asians/Pacific Islanders or for American Indians/Alaska Natives—the apparent increase in participation rate for each group was not statistically significant, due to large standard errors. In 2004, Asians/Pacific Islanders had the highest participation rate (60 percent).

Participation rates differed for males and females in 2004. Thirty-seven percent of all 18- to 24-year-old Black females were enrolled in colleges or universities, compared to 26 percent of Black males. Hispanic females had a participation rate of 28 percent compared to 22 percent for Hispanic males. White females also enrolled at a higher rate (45 percent) than White males (38 percent). No measurable differences were detected in the participation rates between the sexes for Asians/Pacific Islanders or for American Indians/Alaska Natives.

Table 23.3. Percentage of 18- to 24-year-olds enrolled in colleges and universities, by race/ethnicity and sex: Selected years, 1980–2004

Year	Total ¹	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
Total						
1980	26.1	27.7	19.7	16.3	—	—
1985	27.9	30.1	19.8	17.0	—	—
1990	32.1	35.1	25.2	15.9	56.9	15.8!
1995	34.3	37.9	27.5	20.7	54.6	27.6!
2000	35.5	38.7	30.5	21.7	55.9	15.9!
2003	37.8	41.6	32.3	23.5	60.3	17.7!
2004	38.0	41.7	31.8	24.7	60.3	24.4
Males						
1980	26.9	28.9	17.7	16.3	—	—
1985	28.4	30.8	20.3	15.1	—	—
1990	32.4	35.6	25.8	15.4	59.2	8.4!
1995	33.1	37.0	26.0	18.7	55.7	27.4!
2000	32.6	36.2	25.1	18.5	59.0	12.8!
2003	34.3	38.5	28.2	18.3	61.6	20.3!
2004	34.7	38.4	26.5	21.7	63.0	20.5!
Females						
1980	25.4	26.7	21.3	16.4	—	—
1985	27.4	29.3	19.3	19.0	—	—
1990	31.8	34.7	24.7	16.4	54.9	21.7!
1995	35.5	38.8	28.7	23.0	53.7	27.8!
2000	38.4	41.3	35.2	25.4	52.8	20.5!
2003	41.3	44.5	36.0	29.4	59.2	15.6!
2004	41.2	45.0	36.6	28.2	57.7	28.1!

— Not available.

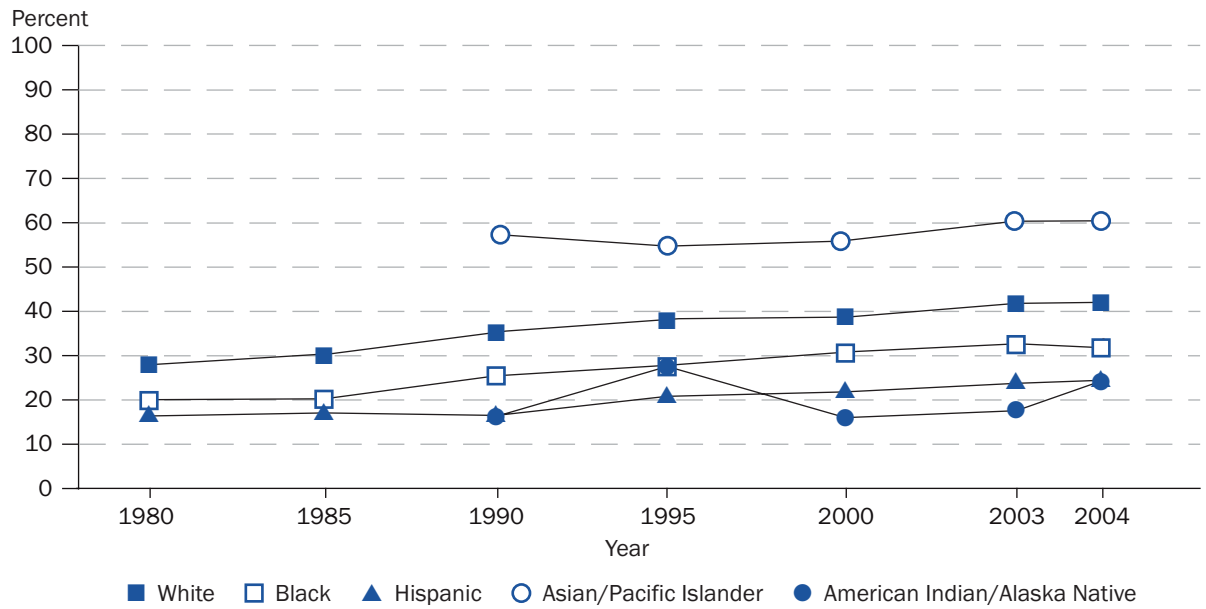
! Interpret data with caution.

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1980 to 2004.

Figure 23.3. Percentage of 18- to 24-year-olds enrolled in colleges and universities, by race/ethnicity: Selected years, 1980–2004



NOTE: Race categories exclude persons of Hispanic origin.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1980 to 2004.

24. Financial Aid

The cost of a postsecondary education is a potential barrier to completing an undergraduate degree. Financial aid can help ease this burden. Financial aid includes assistance in the form of grants, loans, work-study, or any other type of aid. In the 2003–04 school year, the amount of financial aid received by undergraduate students varied by racial/ethnic group.

In 2003–04, a higher percentage of Black undergraduate students received financial aid than did White, Hispanic, and Asian/Pacific Islander undergraduates. Eighty-nine percent of full-time, full-year Black undergraduate students received financial aid, compared to 81 percent of Hispanic students, 74 percent of White students, and 66 percent of Asian/Pacific Islander students. Due to a large standard error, the percentage of American Indian/Alaska Native students receiving aid was not measurably different from that of Black students. A lower percentage of Asian/Pacific Islander students received aid than students of any other race/ethnicity.

Grants and loans are two primary forms of financial aid. Grants are a type of student financial aid that does not require repayment or employment. Grants include merit-only scholarships, tuition waivers, and employer tuition reimbursements. In contrast, loans

require repayment and can be issued by federal, state, institutional, or private sector institutions. Loans also include federal PLUS loans²⁸ to parents, but do not include loans from family or friends to the student or commercial loans to parents (U.S. Department of Education 2004b).

In the 2003–04 school year, Black students received higher average amounts of total aid (\$10,500), than White (\$9,900) and Hispanic (\$9,000) students. Hispanic students had a lower average amount of aid than did White, Black, and Asian/Pacific Islander students. Asian/Pacific Islander students received the highest amount of aid in the form of grants (\$6,700). There were no differences between races/ethnicities in average amounts of loans received. White, Black, Hispanic, and American Indian/Alaska Native undergraduates received larger amounts of aid in the form of loans than grants.

The average amount of aid in any form awarded to White, Black, and Hispanic students increased from 1999–2000 to 2003–04. Over the same period, Black and Hispanic students experienced increases in aid in the form of both grants and loans, while White and Asian/Pacific Islander students experienced significant increases in aid through loans, but not grants.

Table 24a. Percentage of full-time, full-year undergraduates receiving financial aid from any source, by race/ethnicity: 1999–2000 and 2003–04

Race/ethnicity	1999–2000	2003–04
Total¹	72.5	76.1
White	70.2	74.0
Black	88.2	89.2
Hispanic	78.7	80.7
Asian/Pacific Islander	60.9	66.1
American Indian/Alaska Native	81.1	81.9

¹Total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 and 2003–04 National Postsecondary Student Aid Study (NPSAS:2000 and NPSAS:04).

²⁸ Federal PLUS loans are available to parents of dependent undergraduate students and include Direct Loans from the federal government and loans from private lenders under the Federal Family Education Loan (FFEL) program (U.S. Department of Education n.d.).

Table 24b. Average amount of financial aid from any source per full-time, full-year undergraduate student, by type of aid, and race/ethnicity: 1999–2000 and 2003–04

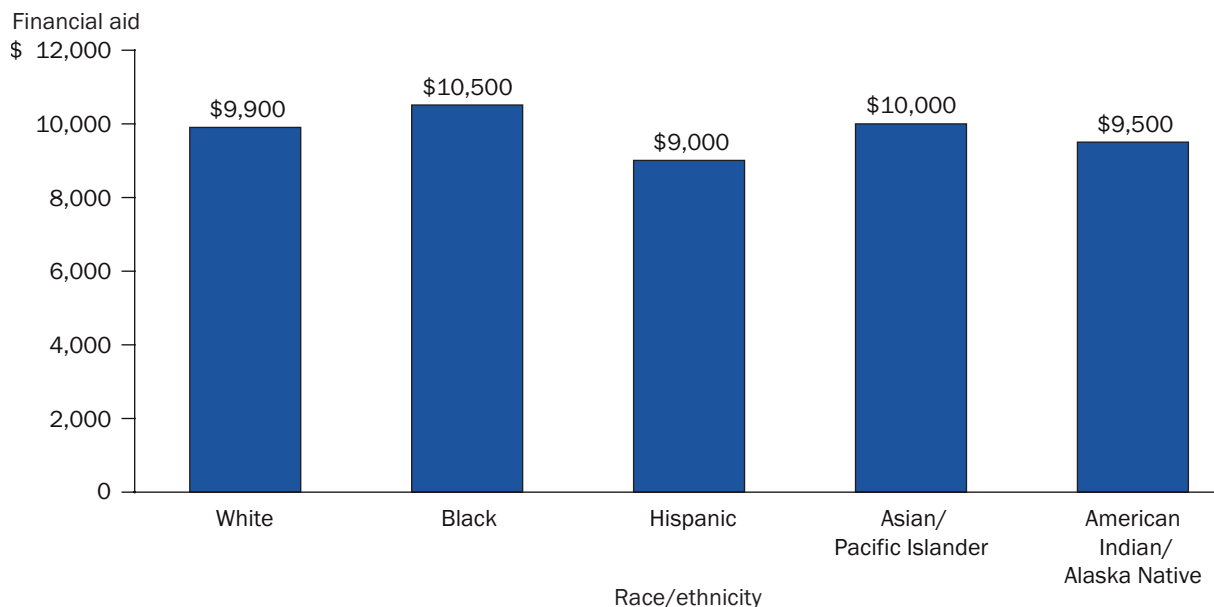
Race/ethnicity	1999–2000	2003–04
Any aid		
Total¹	\$9,300	\$9,900
White	9,500	9,900
Black	9,300	10,500
Hispanic	7,800	9,000
Asian/Pacific Islander	10,100	10,000
American Indian/Alaska Native	9,200	9,500
Grants		
Total¹	\$5,400	\$5,600
White	5,600	5,500
Black	5,100	5,700
Hispanic	4,700	5,400
Asian/Pacific Islander	6,400	6,700
American Indian/Alaska Native	5,700	5,400
Loans		
Total¹	\$6,000	\$7,300
White	6,000	7,400
Black	5,800	7,100
Hispanic	5,900	7,000
Asian/Pacific Islander	6,000	7,100
American Indian/Alaska Native	5,800	6,900

¹Total includes other race/ethnicity categories not separately shown.

NOTE: All dollar values are in 2003–04 dollars. Students may receive aid from multiple sources. Figures include PLUS loans (loans to parents). Data include undergraduates in degree-granting and non-degree granting institutions. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 and 2003–04 National Postsecondary Student Aid Study (NPSAS:2000 and NPSAS:04).

Figure 24. Average amount of financial aid awarded from any source per full-time, full-year undergraduate student, by race/ethnicity: 2003–04



NOTE: Students may receive aid from multiple sources. Figures include PLUS loans (loans to parents). Data include undergraduates in degree-granting and non-degree granting institutions. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

25. Degrees Awarded

Adults with higher levels of education earn higher average salaries and are less likely to be unemployed than their less-educated peers (U.S. Department of Education 2005, *indicators 16* and *17*). In 2004, a total of 2.8 million associate’s or higher degrees were awarded, of which 1.4 million were bachelor’s degrees.²⁹

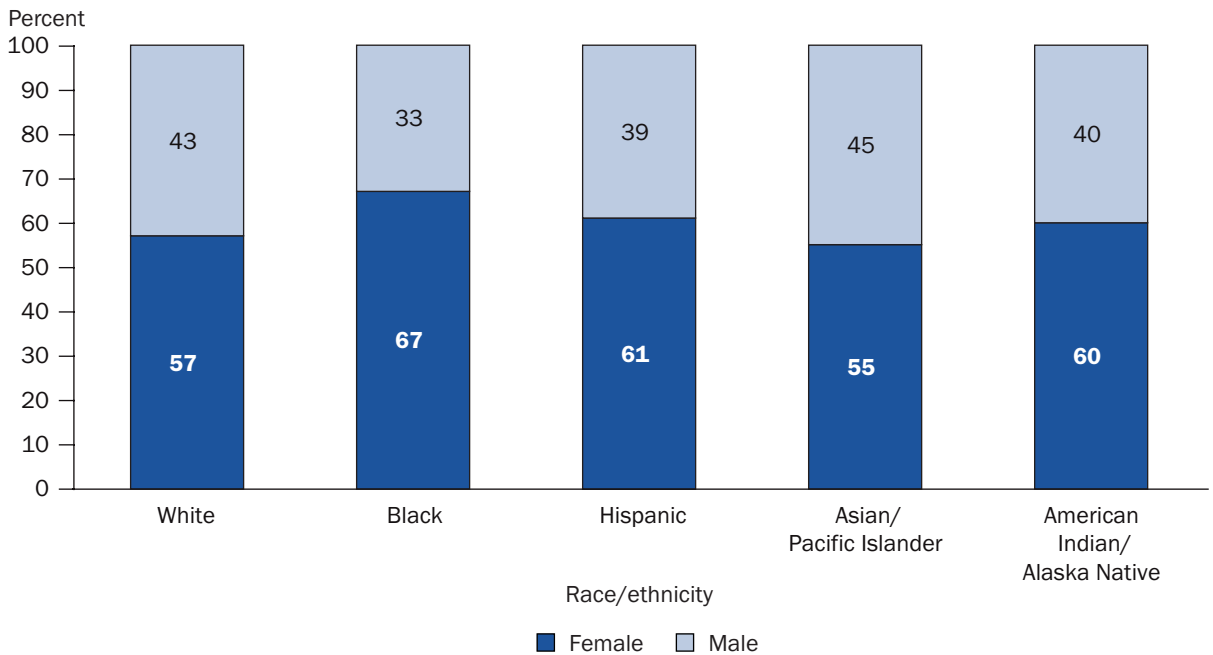
25.1. All degrees

Across all racial/ethnic groups shown, more women than men received degrees in 2004. This difference was especially pronounced among Blacks, but less so among Asians/Pacific Islanders and Whites. Black females received twice as many associate’s, bachelor’s, and master’s degrees as their male counterparts. Asian/Pacific Islander females received 55 percent

of all degrees granted to Asians/Pacific Islanders, and White females received 58 percent of all degrees granted to Whites.

A greater number of degrees were earned by Blacks than Hispanics in 2004, even though Hispanics make up a larger percentage of the total U.S. population than Blacks (see *indicator 1*). Among those who earned degrees, the proportions of Hispanics and American Indians/Alaska Natives who received associate’s degrees were higher than those of all other racial/ethnic groups shown. A higher proportion of degrees conferred to Asians/Pacific Islanders were first-professional degrees than was the case for degrees conferred to other racial/ethnic groups. A similar proportion of White and Asian/Pacific Islander degree recipients earned doctoral degrees in 2004.

Figure 25. Percentage distribution of bachelor’s degrees conferred by degree-granting institutions, by sex and race/ethnicity: 2003–04



NOTE: Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2005* (NCES 2006-030), table 265, data from Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

²⁹This indicator provides a snapshot of degrees conferred in the 2003–04 school year. *Indicator 26* presents the distribution of the population by highest educational attainment.

Table 25.1. Number and percentage distribution of degrees conferred by degree-granting institutions, by level of degree, race/ethnicity, and sex: 2003–04

Race/ethnicity and sex	Total	Associate's	Bachelor's	Master's	First-professional ¹	Doctor's
	Number of degrees					
Total degrees conferred²	2,755,202	665,301	1,399,542	558,940	83,041	48,378
White	1,940,336	456,047	1,026,114	369,582	60,379	28,214
Male	818,690	183,819	445,483	143,827	31,994	13,567
Female	1,121,646	272,228	580,631	225,755	28,385	14,647
Black	271,911	81,183	131,241	50,657	5,930	2,900
Male	87,728	25,961	43,851	14,653	2,248	1,015
Female	184,183	55,222	87,390	36,004	3,682	1,885
Hispanic	201,619	72,270	94,644	29,666	4,273	1,662
Male	78,775	27,828	37,288	10,813	2,080	766
Female	122,844	44,442	57,356	18,853	2,193	896
Asian/Pacific Islander	168,770	33,149	92,073	30,952	9,964	2,632
Male	75,435	13,907	41,360	14,347	4,528	1,293
Female	93,335	19,242	50,713	16,605	5,436	1,339
American Indian/Alaska Native	22,731	8,119	10,638	3,192	565	217
Male	8,476	2,740	4,244	1,127	275	90
Female	14,255	5,379	6,394	2,065	290	127
	Percentage distribution					
Total degrees conferred²	100.0	24.1	50.8	20.3	3.0	1.8
White	100.0	23.5	52.9	19.0	3.1	1.5
Male	100.0	22.5	54.4	17.6	3.9	1.7
Female	100.0	24.3	51.8	20.1	2.5	1.3
Black	100.0	29.9	48.3	18.6	2.2	1.1
Male	100.0	29.6	50.0	16.7	2.6	1.2
Female	100.0	30.0	47.4	19.5	2.0	1.0
Hispanic	100.0	35.8	46.9	14.7	2.1	0.8
Male	100.0	35.3	47.3	13.7	2.6	1.0
Female	100.0	36.2	46.7	15.3	1.8	0.7
Asian/Pacific Islander	100.0	19.6	54.6	18.3	5.9	1.6
Male	100.0	18.4	54.8	19.0	6.0	1.7
Female	100.0	20.6	54.3	17.8	5.8	1.4
American Indian/Alaska Native	100.0	35.7	46.8	14.0	2.5	1.0
Male	100.0	32.3	50.1	13.3	3.2	1.1
Female	100.0	37.7	44.9	14.5	2.0	0.9

¹ A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior required college work and the professional program itself. First-professional degrees are awarded in the fields of dentistry, medicine, optometry, osteopathic medicine, pharmacy, podiatric medicine, veterinary medicine, chiropractic, law, and theological professions.

NOTE: Numbers within each degree do not sum to totals because degrees conferred to nonresident aliens are not shown separately on table. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2005* (NCES 2006-030), tables 259, 262, 265, 268, and 271, data from Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

25.2. Degrees by level and field of study

Business was the most popular field of study for bachelor's degree recipients for all racial/ethnic groups shown in 2004, followed by the social sciences and history. Blacks had the highest percentage of bachelor's degrees conferred within their racial/ethnic group awarded in business (25 percent) and the lowest percentage in engineering (3 percent) of any racial/ethnic group. Hispanics had the highest percentage of bachelor's degrees conferred within their racial/ethnic group awarded in psychology (7 percent) of any racial/ethnic group. Asians/Pacific Islanders received a higher percentage of degrees conferred to those in their racial/ethnic group in the biological and biomedical sciences (9 percent), computer and information sciences (9 percent), and engineering (9 percent) than other racial/ethnic groups. Asians/Pacific Islanders also had the lowest percentage of degrees conferred within their racial/ethnic group awarded in education (2 percent). American Indians/Alaska Natives and Whites had a higher percentage of bachelor's degrees conferred within their racial/ethnic groups in education (9 percent for both groups) than did other racial/ethnic groups.

Overall, the largest proportion of master's degrees awarded in 2004 were in education, with business being the second most popular field of study. This was also the trend within each racial/ethnic group, with the exception of Asians/Pacific Islanders, for whom business (34 percent) was the most frequently awarded master's degree. Engineering (10 percent) was also a popular master's degree for Asians/Pacific Islanders. Additionally, high percentages of master's

degrees conferred to Asians/Pacific Islanders (11 percent), American Indians/Alaska Natives (9 percent), and Whites (9 percent) were in health professions and related clinical sciences. Blacks received a lower percentage of their master's degrees in engineering (2 percent) than any other racial/ethnic group. Hispanics received the highest percentage of their master's degrees in education (37 percent) of any racial/ethnic group.

The largest percentage of doctoral degrees conferred in 2004 was in the field of education, followed by engineering. Among the different racial/ethnic groups, Blacks had the highest percentage of doctoral degrees conferred within their racial/ethnic group in education (38 percent), and the lowest in the biological and biomedical sciences (6 percent). American Indians/Alaska Natives and Hispanics had high percentages of doctoral degrees conferred within their racial/ethnic groups awarded in psychology (18 and 17 percent, respectively), while Asians/Pacific Islanders had the lowest percentage of their degrees in this field (9 percent). Similar to the trends in other degree levels, a low percentage of the doctoral degrees awarded to Asians/Pacific Islanders were in education (8 percent) and high percentages were in biological and biomedical sciences (19 percent) and engineering (14 percent). Whites and Asians/Pacific Islanders had higher percentages of the degrees awarded within their racial/ethnic groups in health professions and related clinical sciences (both 11 percent) than other racial/ethnic groups.

Table 25.2. Percentage of degrees conferred by degree-granting institutions in most popular fields of study, by race/ethnicity and level of study: 2003–04

Race/ethnicity and sex	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
Bachelor's degrees						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Biological and biomedical sciences	4.4	4.2	3.9	3.8	8.5	4.0
Business	21.9	20.8	25.5	22.1	24.1	19.3
Communications, journalism, and related programs	5.1	5.4	5.0	4.4	3.1	3.6
Computer and information sciences	4.3	3.4	5.3	3.9	9.2	4.6
Education	7.6	8.9	4.9	5.1	1.9	9.3
Engineering	4.5	4.3	2.6	3.8	8.7	3.3
Health professions and related clinical sciences	5.3	5.5	6.5	4.4	4.1	5.4
Psychology	5.9	5.8	6.8	7.4	4.9	5.9
Social sciences and history	10.7	10.6	10.5	11.8	12.2	10.9
Visual and performing arts	5.5	5.8	3.2	5.0	5.2	5.1
Master's degrees						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Biological and biomedical sciences	1.4	1.3	0.9	1.1	2.7	1.1
Business	24.9	23.0	28.8	21.7	33.9	20.5
Computer and information sciences	3.6	1.8	2.1	2.2	8.9	2.1
Education	29.0	34.3	31.2	36.8	12.8	33.1
Engineering	5.9	3.3	1.7	3.4	10.2	2.6
English language and literature/letters	1.4	1.8	0.8	1.0	0.9	1.9
Health professions and related clinical sciences	8.0	8.9	7.9	7.4	10.6	9.0
Psychology	3.2	3.5	4.5	3.7	2.3	4.4
Social sciences and history	2.9	2.7	2.4	2.7	2.3	2.8
Visual and performing arts	2.3	2.4	1.1	1.9	2.2	2.6
Doctor's degrees						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Biological and biomedical sciences	10.8	10.9	5.6	10.4	18.8	7.4
Business	3.1	2.4	3.9	3.1	2.5	4.1
Education	14.7	16.8	38.3	18.5	7.7	25.8
Engineering	12.2	6.2	3.6	6.3	14.0	3.7
Health professions and related clinical sciences	9.0	11.1	7.2	8.9	10.9	8.8
Physical sciences and science technologies	7.9	6.8	2.5	4.6	7.3	7.4
Psychology	10.0	13.1	11.8	16.6	9.4	18.4
Social sciences and history	7.9	8.3	6.5	9.2	5.8	7.4
Theology and religious vocations	2.7	2.7	4.5	2.3	4.4	0.9
Visual and performing arts	2.6	3.0	1.0	1.9	2.9	0.9

NOTE: Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Detail do not sum to totals because colleges and universities conferred degrees in many other fields not shown separately. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2005* (NCES 2006-030), tables 262, 265, and 268, data from Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

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7 OUTCOMES OF EDUCATION

The final chapter of this report discusses three measures of educational outcomes in adults. *Indicator 26* looks at educational attainment and completion. From 1990 to 2005, all racial/ethnic groups shown experienced an increase in the percentage of adults ages 25 and over who had completed high school, and the percentages of White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native adults with bachelor's degrees also increased. During the same time period, the gap between White and Black adults in terms of high school completions narrowed, while there was no measurable change in the White-Hispanic high school completion gap. In 2005, higher percentages of Asian/Pacific Islander, White, and Black adults than American Indian/Alaska Native and Hispanic adults had completed at least a bachelor's degree as their highest level of education.

Adults with higher levels of education earned higher salaries on average and were less likely to be unem-

ployed than their less educated peers. In 2005, about 65 percent of the population was in the labor force, and 6 percent of the labor force was unemployed. For Blacks, the unemployment rate for those who were not high school completers was 24 percent, compared to 11 percent for those who had completed high school and 4 percent for those with a bachelor's or higher degree. For all racial/ethnic groups shown, unemployment rates were lower for those with a bachelor's degree or higher than for those who were high school completers only (*indicator 27*).

In 2005, the median income for all adults over age 25 was \$40,000. For all racial/ethnic groups shown, median income increased as educational attainment increased. The median income for people with advanced degrees (\$65,100) was more than twice the median income for those with high school completion as their highest level of education (\$30,300) (*indicator 28*).

26. Educational Attainment

Educational attainment is one indicator of an adult's quality of life, and contributes to future earnings and employment opportunities. The percentage of adults ages 25 and over who have completed a bachelor's degree has increased since 1990, but differences in levels of educational attainment among racial/ethnic groups remain.

The proportion of adults ages 25 and over with at least a high school education increased from 1990 to 2005 for all racial/ethnic groups shown. However, the proportions varied by racial/ethnic group. In 1990, a smaller percentage of Hispanics (51 percent), Blacks (66 percent), and American Indians/Alaska Natives (66 percent) than Whites (81 percent) and Asians/Pacific Islanders (80 percent) had completed high school or more education. The gap between the percentages of Black and White adults who have completed high school or higher education narrowed from 15 to

9 percentage points between 1990 and 2005. The percentage of Hispanics who had completed high school or higher education also increased between 1990 and 2005 (from 51 percent to 58 percent). However, Hispanics, unlike Blacks, have not made progress in closing the high school completion gap with Whites. In 2005, the gap between Hispanics and Whites was 32 percentage points, compared with the 31 percentage point gap in 1990.

Between 1990 and 2005, the percentage of adults who completed at least a bachelor's degree increased for all racial/ethnic groups shown. During this period, the percentage of Blacks and Whites who completed a graduate degree such as a master's, a doctorate, or a first-professional degree also increased. The percentages of adults of other races/ethnicities with graduate degrees were not measurably different in 2005 than in 1990.

Table 26.1. Percentage distribution of adults ages 25 and over according to highest level of educational attainment, by race/ethnicity: Selected years, 1990–2005

Race/ethnicity and year	High school completion or higher						Graduate degree		
	Less than high school completion	Total	High school completion ¹	Some college	Associate's degree	Bachelor's degree	Doctorate or first-professional degree		
							Total	Master's degree	Doctorate or first-professional degree
White									
1990	18.6	81.4	39.8	18.5	—	13.4	9.7	—	—
1995	14.1	85.9	34.8	18.2	7.6	16.7	8.7	6.0	2.7
2000	11.6	88.4	34.1	17.9	8.4	18.6	9.5	6.5	2.9
2005	9.9	90.1	32.9	17.4	9.3	19.7	10.8	7.7	3.1
Black									
1990	33.8	66.2	37.2	17.7	—	6.8	4.5	—	—
1995	26.2	73.8	36.2	18.0	6.3	9.6	3.7	2.7	0.9
2000	21.1	78.9	35.3	20.1	6.8	11.5	5.1	4.2	0.9
2005	18.5	81.5	37.3	18.5	8.0	12.5	5.2	4.0	1.2
Hispanic									
1990	49.2	50.8	29.2	12.4	—	5.5	3.8	—	—
1995	46.6	53.4	26.3	13.2	4.6	6.2	2.7	1.7	1.1
2000	43.0	57.0	27.9	13.5	5.0	7.3	3.3	2.2	1.2
2005	41.5	58.5	27.6	13.3	5.6	8.5	3.5	2.4	1.1
Asian/Pacific Islander									
1990	19.6	80.4	26.2	14.3	—	24.2	15.6	—	—
1995	16.2	83.8	23.8	14.7	6.9	25.6	12.9	7.1	5.8
2000	14.3	85.7	22.0	12.4	7.0	28.9	15.4	9.5	5.9
2005	12.3	87.7	20.9	11.0	6.6	31.8	17.4	11.5	5.9
American Indian/Alaska Native									
1990	34.0	66.0	36.9	20.2	—	5.9!	3.1!	—	—
1995	27.3	72.7	36.3	18.6	7.8	7.3!	2.8!	2.5!	0.2!
2000	24.1	75.9	33.1	20.2	9.0	9.7	3.9!	2.9!	1.0!
2005	24.2	75.8	31.6	19.2	10.6	10.3	4.2!	2.6!	1.6!

— Not available.

! Interpret data with caution.

¹ Includes equivalency.

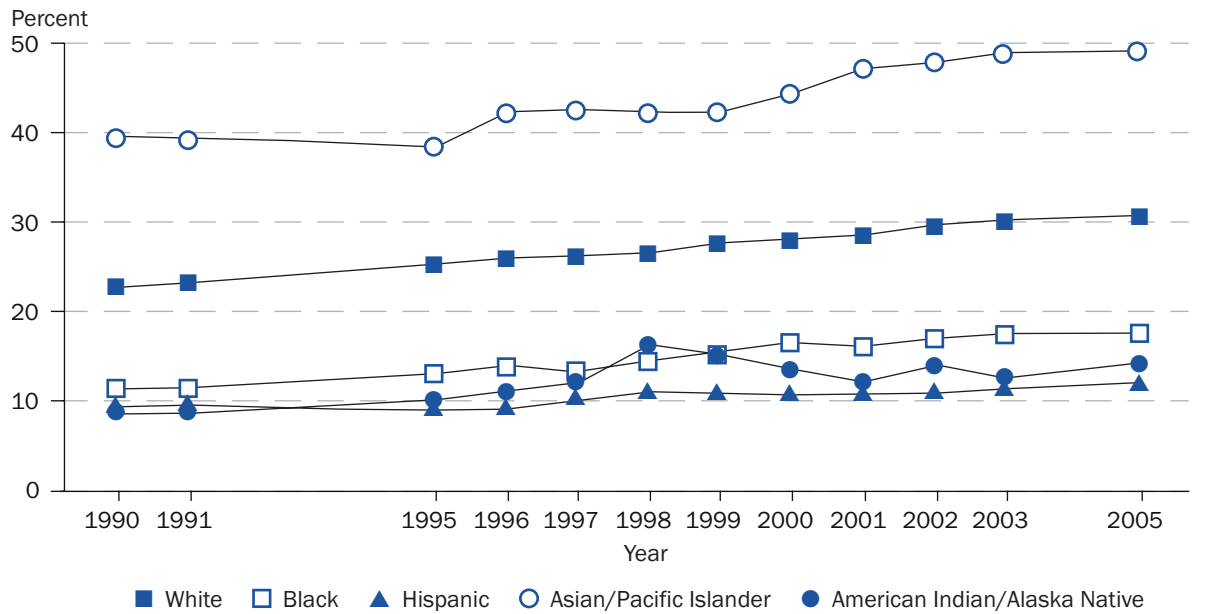
NOTE: Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Demographic Supplement 1990, 1995, and 2000, and Annual Social and Economic Supplement 2005.

In 2005, Asians/Pacific Islanders had the largest percentage of adults with at least a bachelor's degree (49 percent), followed by Whites (31 percent) and Blacks (18 percent), both of whom had higher percentages than American Indians/Alaska Natives (14 percent) and Hispanics (12 percent). Asians/Pacific Islanders

also had the highest percentage of graduate-degree completers (17 percent), again followed by Whites (11 percent). Some 5 percent of Blacks and 4 percent of both American Indians/Alaska Natives and Hispanics had a graduate degree in 2005.

Figure 26.1. Percentage of adults ages 25 and over with bachelor's degree or higher as their highest level of educational attainment, by race/ethnicity: Selected years, 1990–2005



NOTE: Race categories exclude persons of Hispanic origin.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Demographic Supplement, Selected years 1990-2002, and Annual Social and Economic Supplement, 2003 and 2005.

Snapshot of Hispanic and Asian subgroups: Educational Attainment

In 2005, some 11 percent of all Hispanic young adults (ages 25 to 29) had completed at least a college degree, a lower percentage than the 28 percent of all young adults in the United States who had completed at least a college degree.³⁰ Differences emerge in educational attainment across Hispanic subgroups. South Americans had the highest percentage of college completers (31 percent), followed by those of other Hispanic or Latino descent (including Cubans and Spaniards) (20 percent), Dominicans (18 percent), and Puerto Ricans (16 percent). Mexicans (8 percent) and Central Americans (9 percent) had the lowest percentages of college completers.

In contrast, 61 percent of 25- to 29-year-old Asians in the United States had completed college in 2005, a higher percentage than in the United States overall. Among Asian subgroups, Asian Indians (80 percent) had the highest percentage of college completers. A higher percentage of Chinese (71 percent) completed college than all other Asian subgroups with the exception of Asian Indians and Koreans. The percentages of Koreans (67 percent) and Japanese (57 percent) who had completed college were not measurably different from the overall Asian percentage. The Other Asian subgroup (including Cambodian, Hmong, and other groups) had a lower percentage of college completers (44 percent) than Asians overall, as did Vietnamese (38 percent). The percentage of Native Hawaiians and other Pacific Islanders who had completed college (13 percent) was lower than the percentages for all Asian subgroups and lower than the U.S. average.

Table 26.2. Number and percentage of persons age 25 to 29 with bachelor's degree or higher, by race/ethnicity with Hispanic and Asian subgroups: 2005

Race/ethnicity and subgroup	Number	Percentage
Total¹	5,391,000	28.0
White	3,834,000	33.3
Black	407,000	17.2
Hispanic	440,000	11.3
Mexican	217,000	8.3
Puerto Rican	50,000	16.4
Dominican	17,000	18.0
Central American	32,000	8.6
South American	61,000	30.7
Other Hispanic or Latino	63,000	20.1
Asian	606,000	61.5
Asian Indian	211,000	80.0
Chinese	146,000	71.4
Filipino	65,000	42.0
Japanese	29,000	57.0
Korean	68,000	67.2
Vietnamese	34,000	37.7
Other Asian	54,000	44.1
Native Hawaiian/Pacific Islander	3,000!	12.8!
American Indian/Alaska Native	17,000	12.0

! Interpret data with caution.

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: This table uses a different data source and age span from table 26.1, and therefore estimates are not directly comparable. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2005.

³⁰ Please note that, in order to present estimates on racial/ethnic subgroups, this snapshot uses data from the American Community Survey, while the rest of the tables in *indicator 26* use Current Population Survey data. For this reason, 2005 estimates presented here are not directly comparable to those in the rest of the indicator.

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27. Unemployment Rates

Employment statistics such as the labor force participation rate and unemployment rate provide useful comparisons of important education outcomes. People who have no job and are not looking for one, such as those going to school, those retired, or those who have a physical or mental disability that prevents them from participating in the labor force are not included in the labor force. The unemployment rate is the percentage of the total labor force population that is jobless, looking for a job, and available for work. In 2005, some 65 percent of the population was in the labor force, and 6 percent of the labor force was

unemployed. These statistics varied by race/ethnicity and educational attainment.

In 2005 some 12 percent of American Indians/Alaska Natives and 11 percent of Blacks ages 16 and over were unemployed. These estimates were higher than the percentages of Hispanics (6 percent), Whites (5 percent), and Asians/Pacific Islanders (4 percent) who were unemployed. Unemployment rates have fluctuated over the past 5 and 10 years with no consistent pattern of change.

Table 27a. Unemployment rates for persons ages 16 and over, by race/ethnicity: 1995–2005

Year	Total ¹	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
1995	5.8	4.7	9.9	9.8	4.9	13.0
1996	5.8	4.5	10.9	10.4	4.8	12.7
1997	5.5	4.2	10.9	9.2	4.7	10.8
1998	5.0	4.0	9.3	7.6	4.3	10.1
1999	4.5	3.5	8.4	6.6	4.1	11.9
2000	4.3	3.4	7.6	6.8	3.9	9.7
2001	4.6	3.6	8.8	6.8	3.2	10.6
2002	6.2	5.1	10.9	8.1	5.7	13.1
2003	6.4	5.2	11.3	8.5	6.4	14.5
2004	6.1	5.1	10.7	7.6	5.2	10.4
2005	5.5	4.5	10.8	6.4	4.2	12.3

¹ For 2003, 2004, and 2005, total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic origin.

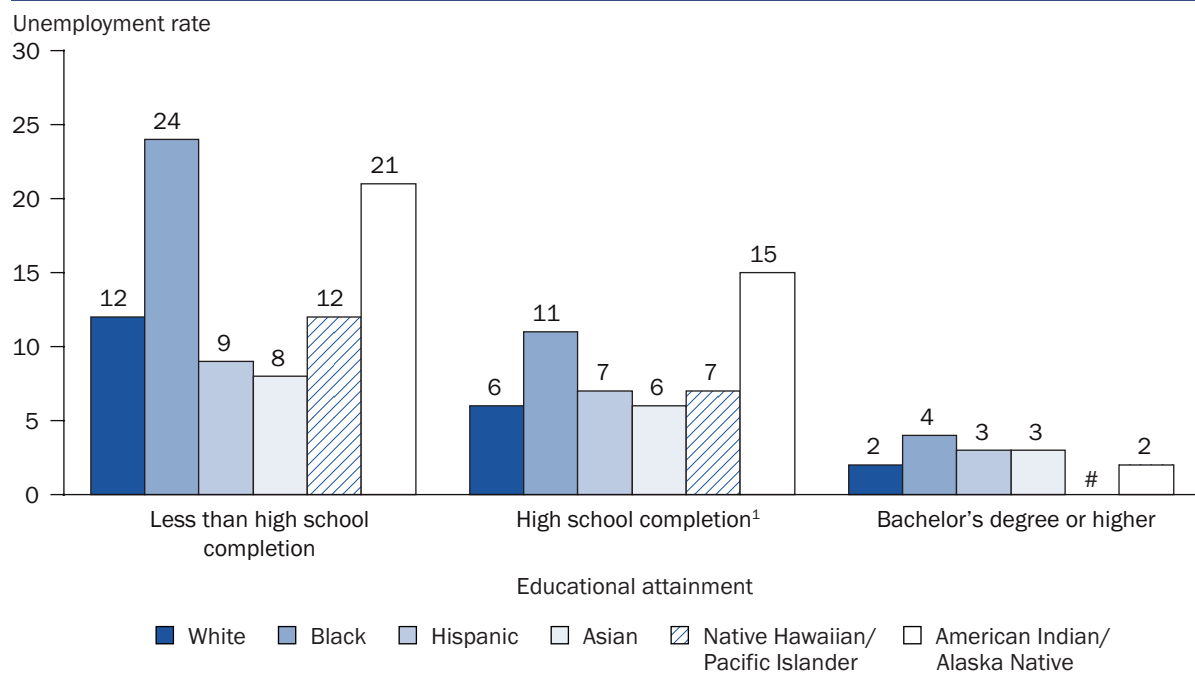
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Surveys (CPS), Annual Demographic Supplement, 1995–2002, and Annual Social and Economic Supplement, 2003–2005.

In 2005, unemployment rates generally decreased with increased levels of educational attainment and age for each race/ethnicity. For Blacks, the unemployment rate for those with less than high school completion was 24 percent, compared with 11 percent for those who were high school completers and 4 percent for those with a bachelor's or higher degree. This pattern was also apparent for unemployment rates by the two age groups, 16- to 24-year-olds and adults 25 and older. For example, for Hispanics age 25 and over, the unemployment rate for those with less than high school completion was 7 percent, compared with 5 percent for those who were high school completers and 2 percent for those with a bachelor's or higher degree. Additionally, for each race/ethnicity except Native Hawaiians or other Pacific Islanders, the unemployment rates were higher for those ages 16 to 24 than for those 25 years and over. For example, 9 percent of Asian 16- to 24-year-olds were unemployed, compared with 4 percent of Asians age 25 and over.

Some similarities in unemployment rates were apparent across racial/ethnic groups when examining high school completers. For 16- to 24-year-old high school completers, there was no measurable difference in the unemployment rates of Whites (11 percent) and Hispanics (12 percent). However, the unemployment rate for Blacks in this group (25 percent) was twice the rates of Whites and Hispanics. For adults age 25 and over with the same educational attainment, the unemployment rates for Whites, Hispanics, and Asians were similar (5 percent for each group), while the rate for Blacks (9 percent) was higher.

Some 68 percent of Hispanics and 66 percent of Asians/Pacific Islanders ages 16 years and over were in the labor force in 2005. These estimates were higher than the percentages of Blacks (63 percent) and American Indians/Alaska Natives (59 percent). The percentage of Hispanics in the labor force was also higher than the percentage of Whites (65 percent), but the percentages of Whites and Asians/Pacific Islanders in the labor force were not measurably different.

Figure 27. Unemployment rates for persons ages 16 and over, by educational attainment and race/ethnicity: 2005



Rounds to zero.

¹ Includes equivalency.

NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2005.

Table 27b. Unemployment rates of persons 16 years old and over, by educational attainment, age, and race/ethnicity: 2005

Race/ethnicity and age group	All education levels	Less than high school completion	High school completion ¹	Some college, no degree	Associate's degree	Bachelor's degree or higher
Total²	5.5	12.4	6.5	4.9	3.8	2.4
White	4.5	12.5	5.6	4.1	3.5	2.2
Black	10.8	24.5	11.1	9.4	6.0	4.1
Hispanic	6.4	8.7	6.5	4.9	3.9!	2.6!
Asian	4.2	7.8!	5.5!	6.1!	2.3!	2.7
Native Hawaiian/Pacific Islander	5.7!	12.3!	7.3!	7.6!	‡	#
American Indian/Alaska Native	12.3	21.3!	15.2!	11.5!	7.7!	2.0!
16 to 24²	12.1	20.1	13.2	6.6	5.8!	4.6
White	10.0	18.6	10.9	5.1	4.9!	3.5!
Black	24.1	40.1	25.0	13.0	6.1!	10.4!
Hispanic	11.5	13.6	12.0	8.0!	9.6!	6.0!
Asian	8.8!	18.2!	8.4!	7.9!	‡	4.1!
Native Hawaiian/Pacific Islander	18.4!	‡	‡	‡	‡	‡
American Indian/Alaska Native	29.0!	34.1!	30.8!	8.3	‡	‡
25 and over²	4.4	8.8	5.4	4.5	3.6	2.3
White	3.7	7.7	4.8	3.8	3.4	2.2
Black	8.3	17.4	8.7	8.4	5.9!	3.8
Hispanic	5.3	7.4	5.0	3.8	3.2!	2.4!
Asian	3.6	5.3!	5.2!	5.2!	2.5!	2.7
Native Hawaiian/Pacific Islander	2.4!	‡	4.0!	‡	#	#
American Indian/Alaska Native	8.6!	13.8!	11.1!	10.8!	4.4!	2.2!

! Interpret data with caution.

Rounds to zero.

‡ Does not meet reporting standards.

¹ Includes equivalency.

² Total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2005.

Table 27c. Labor force participation rates for persons ages 16 and over, by race/ethnicity: 1995–2005

Year	Total ¹	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
1995	66.4	67.1	63.5	65.4	64.4	64.3
1996	66.4	67.1	63.3	65.8	66.0	61.5
1997	67.0	67.3	64.6	67.8	68.6	62.1
1998	67.3	67.1	66.3	68.9	68.5	69.1
1999	67.0	67.2	65.2	68.4	66.2	65.7
2000	67.4	67.4	65.8	69.4	66.2	62.7
2001	67.1	67.1	66.1	68.6	67.6	61.7
2002	66.5	66.4	64.8	68.6	66.8	62.5
2003	66.1	66.2	63.6	68.2	65.8	61.4
2004	65.6	65.7	63.1	67.9	65.6	60.4
2005	65.5	65.4	63.3	67.6	65.8	58.6

¹ For 2003, 2004, and 2005, total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Surveys (CPS), Annual Demographic Supplement, 1995–2002, and Annual Social and Economic Supplement, 2003–2005.

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28. Median Income

One way to compare economic outcomes of education for different groups is to look at the medians of the annual incomes reported by people within each group. This indicator uses data from the Current Population Survey to examine the median incomes of the two sexes and different racial/ethnic groups in 2005 by highest educational attainment.

The median income for all adults ages 25 and over was \$40,000 in 2005. For both sexes and all races/ethnicities shown, median income increased as educational attainment increased. The median income for people with graduate degrees (\$65,100) was more than twice the median income for those who had completed high school only (\$30,300). For each race/ethnicity, males at every level of educational attainment had higher median incomes than their female peers, with the exceptions of Asian/Pacific Islander males and females with less than high school completion and those with some college or an associate's degree and Black males and females with bachelor's degrees.¹

Among males, Asians/Pacific Islanders (\$50,000) and Whites (\$49,000) had higher median incomes than did males of other racial/ethnic groups. American Indian/Alaska Native males also had a higher median income (\$40,000) than did Black (\$35,000) and Hispanic males (\$31,000). At all levels of educational attainment, the median income for Black and Hispanic males was lower than that for White males. Asian/Pacific Islander males also had lower median incomes than their White peers at all levels of educational attainment, with the exception of those with graduate degrees.

Among females, Asians/Pacific Islanders and Whites had higher median incomes (\$38,000 and \$35,000, respectively) than did Blacks (\$30,000), American Indians/Alaska Natives (\$28,000), and Hispanics (\$27,000). Black and Hispanic females with less than high school completion, those who had completed high school only, and those with some college or an associate's degree as their highest educational attain-

Table 28. Median earnings for persons 25 years old and over, by educational attainment, sex, and race/ethnicity: 2005

Sex and race/ethnicity	Total	Less than high school completion	High school completion ¹	Some college or associate's degree	Bachelor's degree	Graduate degree ²
Total³	\$40,000	\$25,000	\$30,300	\$38,000	\$50,000	\$65,100
Male ³	45,000	27,000	35,000	45,000	60,000	80,000
White	49,000	30,000	39,000	46,000	60,000	80,000
Black	35,000	23,000	28,400	38,000	45,000	61,000
Hispanic	31,000	25,000	28,000	39,000	49,000	65,000
Asian/Pacific Islander	50,000	25,000	30,000	35,000	55,000	81,000
American Indian/ Alaska Native	40,000	30,000	35,000	41,000	55,000	‡
Female ³	34,000	20,000	26,000	32,000	42,000	54,000
White	35,000	20,800	27,600	33,000	42,000	53,500
Black	30,000	18,700	24,000	30,000	45,000	52,000
Hispanic	27,000	19,000	23,000	30,000	38,000	50,800
Asian/Pacific Islander	38,000	22,500	25,000	32,000	43,600	62,000
American Indian/ Alaska Native	28,000	18,000!	22,000	28,000	40,000	40,000

‡ Reporting standards not met.

! Interpret data with caution.

¹ Includes equivalency.

² A master's, doctor's, or first-professional degree.

³ Includes persons of more than one race, not separately shown.

NOTE: Race categories exclude persons of Hispanic origin.

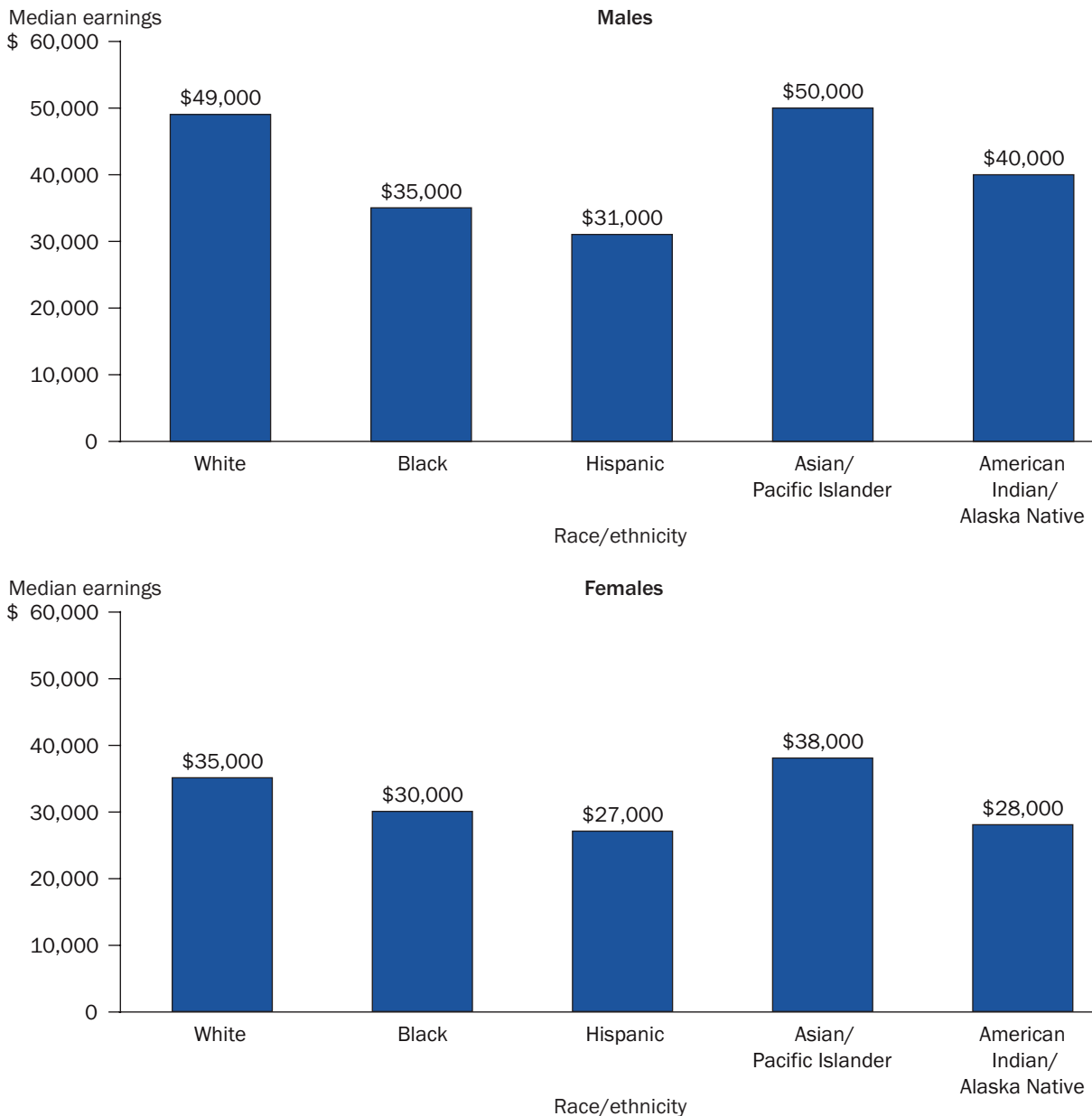
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2006.

³¹ The median income for American Indian/Alaska Native males with graduate degrees is not shown because reporting standards were not met.

ment had lower median incomes than did White females with the same educational attainment. However, Black females with a bachelor's degree as their highest educational attainment had a higher median income (\$45,000) than did White (\$42,000) or Hispanic females (\$38,000) with this level of attainment. The median incomes of White, Black, and Hispanic females with graduate degrees were not measurably different. Asian/Pacific Islander females who had completed high school only had a lower median income (\$25,000) than did White females with this level of attainment (\$27,600). Among females with

graduate degrees, though, Asian/Pacific Islander females had a higher median income (\$62,000) than females of any other race/ethnicity shown. American Indian/Alaska Native females who had completed high school only and those with some college or an associate's degree as their highest educational attainment had lower median incomes than did White females with the same educational attainment. American Indian/Alaska Native females with graduate degrees had a lower median income (\$40,000) than females of all other races/ethnicities shown with this level of educational attainment.

Figure 28. Median earnings for persons 25 years old and over, by sex and race/ethnicity: 2005



NOTE: Race categories exclude persons of Hispanic origin.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2006.

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APPENDIX A:
SUPPLEMENTAL TABLES

Table A-1a. Population in the four U.S. regions, and in the 20 states with highest percentages of total minority population, by race/ethnicity and region/state: 2005

Region/state	Total	White	Total minority	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	More than one race
United States	296,410,404	198,366,437	98,043,967	36,324,593	42,687,224	12,420,514	405,019	2,232,922	3,973,695
Northeast	54,641,895	39,235,287	15,406,608	6,076,589	5,987,882	2,633,574	19,588	123,548	565,427
Midwest	65,971,974	52,804,727	13,167,247	6,714,275	3,834,231	1,462,544	22,104	379,079	755,014
South	107,505,413	68,118,202	39,387,211	20,378,539	14,633,695	2,483,036	52,330	682,073	1,157,538
West	68,291,122	38,208,221	30,082,901	3,155,190	18,231,416	5,841,360	310,997	1,048,222	1,495,716
Hawaii	1,275,194	299,477	975,717	26,746	101,867	516,977	108,028	3,273	218,826
District of Columbia ¹	550,521	171,273	379,248	306,517	47,272	16,636	279	1,230	7,314
New Mexico	1,928,384	831,876	1,096,508	35,357	837,390	21,694	1,144	180,161	20,762
California	36,132,147	15,828,690	20,303,457	2,238,398	12,722,962	4,315,488	120,422	189,141	717,046
Texas	22,859,968	11,242,510	11,617,458	2,569,946	8,029,844	722,161	13,623	77,787	204,097
Maryland	5,600,388	3,313,149	2,287,239	1,610,987	319,303	264,093	2,430	13,785	76,641
Georgia	9,072,576	5,411,373	3,661,203	2,665,629	646,568	239,798	4,487	19,119	85,602
Mississippi	2,921,088	1,744,909	1,176,179	1,073,789	50,879	21,237	644	12,475	17,155
Nevada	2,414,807	1,449,675	965,132	172,989	568,356	133,867	11,261	25,391	53,268
Arizona	5,939,292	3,588,840	2,350,452	187,381	1,692,930	123,505	7,558	265,480	73,598
New York	19,254,630	11,716,880	7,537,750	2,892,520	3,101,626	1,262,099	7,508	58,097	215,900
Louisiana	4,523,628	2,786,229	1,737,399	1,486,456	128,289	61,632	1,221	25,171	34,630
Florida	17,789,864	11,052,321	6,737,543	2,666,859	3,467,455	359,986	9,557	48,999	184,687
New Jersey	8,717,925	5,510,356	3,207,569	1,152,893	1,327,413	622,015	3,085	12,719	89,444
South Carolina	4,255,083	2,786,761	1,468,322	1,234,507	139,801	44,852	1,590	13,775	33,797
Illinois	12,763,371	8,393,356	4,370,015	1,886,437	1,826,283	510,976	3,753	19,103	123,463
Alaska	663,661	441,115	222,546	22,454	33,784	29,670	3,556	103,920	29,162
Virginia	7,567,465	5,164,157	2,403,308	1,475,606	452,511	341,360	4,294	19,003	110,534
North Carolina	8,683,242	5,928,770	2,754,472	1,861,554	553,113	152,081	4,108	103,884	79,732
Alabama	4,557,808	3,159,363	1,398,445	1,195,440	104,968	37,179	1,243	21,193	38,422

¹ The total 2005 population estimate for the District of Columbia has been revised. The estimates for race and Hispanic origin, however, have not been updated.

NOTE: Northeastern states are CT, ME, MA, NH, NJ, NY, PA, RI, and VT. Midwestern states are IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, and WI. Southern states are AL, AR, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, WV, and DC. Western states are AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, and WY. Race categories exclude persons of Hispanic origin. Total minority includes all race/ethnicity categories shown except White. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Annual Estimates of the Population by Race Alone and Hispanic or Latino Origin for the United States and States: July 1, 2005 (SC-EST2005-04), released July 15, 2006.

Table A-1b. Population in the five states with lowest percentages of total minority population, by race/ethnicity and state: 2005

Region/state	Total	White	Total minority	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	More than one race
Maine	1,321,505	1,269,178	52,327	9,334	13,045	10,766	407	7,118	11,657
Vermont	623,050	597,708	25,342	3,696	6,769	6,320	145	2,110	6,302
West Virginia	1,816,856	1,715,523	101,333	57,511	15,482	10,074	364	3,194	14,708
New Hampshire	1,309,940	1,232,410	77,530	10,932	29,097	22,666	464	2,773	11,598
Iowa	2,966,334	2,714,801	251,533	66,293	108,968	42,387	1,020	8,156	24,709

NOTE: Race categories exclude persons of Hispanic origin. Total minority includes all race/ethnicity categories shown except White. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Annual Estimates of the Population by Race Alone and Hispanic or Latino Origin for the United States and States: July 1, 2005 (SC-EST2005-04), released July 15, 2006.

Table A-11. Percentage and average scores of 15-year-olds on the Program for International Student Assessment (PISA), by nativity status and participating country: 2003

Country	Native		First generation		Non-native	
	Percent	Score	Percent	Score	Percent	Score
OECD average	91.4	504	3.9	480	4.7	466
Australia	77.3	527	11.7	522	11.0	525
Austria	86.7	515	4.1	459	9.2	452
Belgium	88.2	545	6.3	454	5.5	437
Canada	79.9	537	9.2	543	10.9	530
Czech Republic	98.7	523	0.5	465	0.8	500
Denmark	93.5	520	3.5	449	3.0	455
Finland	98.1	546	#	425	1.8	474
France	85.7	520	10.8	472	3.5	448
Germany	84.6	525	6.9	432	8.5	454
Greece	92.6	449	0.5	454	6.9	402
Hungary	97.7	491	0.1	426	2.2	488
Iceland	99.0	517	0.2	495	0.8	479
Ireland	96.5	503	1.0	474	2.5	509
Italy	97.9	468	0.4	461	1.7	441
Japan	99.9	535	#	600	0.1	425
Korea	100.0	543	#	402	#	†
Luxembourg	66.7	507	15.8	476	17.4	462
Mexico	97.7	392	0.5	333	1.8	292
Netherlands	89.0	551	7.1	492	3.9	472
New Zealand	80.2	528	6.6	496	13.3	523
Norway	94.4	499	2.3	460	3.4	438
Poland	100.0	491	#	482	#	533
Portugal	95.0	470	2.3	440	2.7	383
Slovak Republic	99.1	499	0.6	432	0.3	443
Spain	96.6	487	0.6	450	2.8	440
Sweden	88.5	517	5.7	483	5.9	425
Switzerland	80.0	543	8.9	484	11.1	453
Turkey	99.7	360	0.2	313	0.1	352
United States	85.6	490	8.3	468	6.1	453

Rounds to zero.

† Not applicable

NOTE: Native refers to a student born in the country with at least one parent born in the country. First generation refers to a student born in the country with both parents born outside the country. Non-native refers to a student born outside the country and both parents born outside the country.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

Table A-23.1. Undergraduate fall enrollment in degree-granting institutions, by race/ethnicity and sex: Selected years, 1976–2004

Year	White	Total minority	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
Total						
1976	7,740,485	1,535,268	943,355	352,893	169,291	69,729
1980	8,480,661	1,778,526	1,018,840	433,075	248,711	77,900
1990	9,272,630	2,467,741	1,147,220	724,561	500,486	95,474
2000	8,983,455	3,883,969	1,548,893	1,351,025	845,545	138,506
2001	9,278,682	4,130,231	1,657,141	1,444,414	883,902	144,774
2002	9,564,851	4,376,233	1,763,778	1,533,278	927,434	151,743
2003	9,662,515	4,498,325	1,838,199	1,579,571	922,718	157,837
2004	9,771,283	4,695,524	1,918,465	1,666,859	949,882	160,318
Male						
1976	4,052,162	748,221	430,669	191,653	91,078	34,821
1980	4,054,858	802,736	428,215	211,238	128,527	34,756
1990	4,184,394	1,069,272	447,972	326,912	254,459	39,929
2000	4,010,109	1,617,985	576,996	582,627	401,942	56,420
2001	4,139,637	1,705,865	611,710	618,526	417,165	58,464
2002	4,245,583	1,787,099	642,154	649,160	435,436	60,349
2003	4,262,027	1,806,455	660,447	656,638	427,876	61,494
2004	4,309,906	1,877,024	684,697	690,544	439,107	62,676
Female						
1976	3,688,323	787,047	512,686	161,240	78,213	34,908
1980	4,425,803	975,790	590,625	221,837	120,184	43,144
1990	5,088,236	1,398,469	699,248	397,649	246,027	55,545
2000	4,973,346	2,265,984	971,897	768,398	443,603	82,086
2001	5,139,045	2,424,366	1,045,431	825,888	466,737	86,310
2002	5,319,268	2,589,134	1,121,624	884,118	491,998	91,394
2003	5,400,488	2,691,870	1,177,752	922,933	494,842	96,343
2004	5,461,377	2,818,500	1,233,768	976,315	510,775	97,642

NOTE: Data from 1976 to 1990 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Later data are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2005* (NCES 2006-030), table 205, data from the Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and 1990 through 2004 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990, and Spring 2001 through Spring 2005.

Table A-23.2. Graduate fall enrollment in degree-granting institutions, by race/ethnicity and sex: Selected years, 1976–2004

Year	White	Total minority	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
Total						
1976	1,115,643	134,479	78,489	26,350	24,512	5,128
1980	1,104,696	144,003	75,086	32,108	31,611	5,198
1990	1,228,370	190,459	83,887	47,153	53,233	6,186
2000	1,258,540	359,436	157,906	95,366	95,830	10,334
2001	1,275,079	378,517	169,355	100,532	97,397	11,233
2002	1,348,038	421,011	189,642	112,317	107,110	11,942
2003	1,378,586	448,520	204,851	119,477	111,675	12,517
2004	1,413,313	475,438	220,353	125,773	115,883	13,429
Male						
1976	589,133	63,654	31,978	14,563	14,423	2,690
1980	538,522	65,009	28,159	15,738	18,637	2,475
1990	538,830	82,124	29,310	20,587	29,653	2,574
2000	502,552	135,064	48,878	36,532	45,825	3,829
2001	503,397	138,876	51,456	37,759	45,566	4,095
2002	531,593	152,749	56,709	41,739	50,010	4,291
2003	542,361	160,527	60,416	44,237	51,418	4,456
2004	552,920	167,959	63,907	46,246	53,082	4,724
Female						
1976	526,510	70,825	46,511	11,787	10,089	2,438
1980	566,174	78,994	46,927	16,370	12,974	2,723
1990	689,540	108,335	54,577	26,566	23,580	3,612
2000	755,988	224,372	109,028	58,834	50,005	6,505
2001	771,682	239,641	117,899	62,773	51,831	7,138
2002	816,445	268,262	132,933	70,578	57,100	7,651
2003	836,225	287,993	144,435	75,240	60,257	8,061
2004	860,393	307,479	156,446	79,527	62,801	8,705

NOTE: Data from 1976 to 1990 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Later data are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2005* (NCES 2006-030), table 205, data from the Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and 1990 through 2004 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990, and Spring 2001 through Spring 2005.

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APPENDIX B:

SUPPLEMENTAL NOTES

There are various ways to measure the academic coursework that students complete. For example, one can measure the number of courses a student has completed in different subjects (e.g., whether a student completed two, three, or four courses in mathematics). If one is interested in how common it is for students to complete certain courses, one can measure the percentage of high school students who have completed those courses. Yet another method is to measure the highest level of coursework completed in different subjects (e.g., whether a student's most academically challenging mathematics course was algebra I, trigonometry, or calculus). Based on these three methods, analysts have created different measures to categorize high school coursetaking. This supplemental note describes the coursetaking taxonomies used in *indicator 12*.

All of the coursetaking data used in *indicator 12* come from transcripts of graduates of public and private high schools, which were collected as part of the U.S. Department of Education's National Assessment of Educational Progress (NAEP), Education Longitudinal Study of 2002 (ELS:2002), National Education Longitudinal Study of 1988 (NELS:88), and the High School & Beyond study (HS&B). It is important to note that comparability cannot be perfect both because (1) the Secondary School Taxonomy (SST), was revised in 1998, (2) these data come from different transcript collections, thus

introducing the possibility of minor variations in the coding methodology even though steps were taken to replicate the data collection and coding methodology in each study, and (3) these data used slightly different sample selection criteria when determining high school graduation status.

The high school courses taken by students are organized according to the Classification of Secondary School Courses (CSSC) and the Secondary School Taxonomy (SST). All courses in a student's transcript are coded with a CSSC value after checking course titles on the student's transcripts with course catalogs from the student's high school describing the contents of those courses. These coded courses are then assigned to broader course groupings, forming the academic levels in each subject area, using the Secondary School Taxonomy (SST).

Course credits are expressed in Carnegie units. A Carnegie unit is a standard of measurement used for secondary education that is equivalent to the completion of a course that meets one period per day for one school year, where a period is typically at least 40 minutes.

Transcript studies are a reliable source of information, but they do have limitations. One limitation is that transcript studies can describe the intended—but not the actual—curriculum. The content and in-

structional methods of one course taught in one school by a certain teacher may be different from the content and instructional methods of another course classified as having the same CSSC code taught in another school, or even the same school, by a different teacher. Nevertheless, validation studies and academic research have shown significant differences between the highest level of academic courses completed by students and their scores on tests of academic achievement (Chaney, Burgdorf, and Atash 1997).

Academic Pipelines

Academic “pipelines” organize transcript data in English, science, mathematics, and foreign language into levels based on the normal progression and difficulty of courses within these subject areas. Each level includes courses either of similar academic challenge and difficulty or at the same stage in the progression of learning in that subject area. In the mathematics pipeline, for example, algebra I is placed at a level lower in the pipeline continuum than is algebra II because algebra I is traditionally completed before algebra II and is generally less academically difficult or complex.

Classifying transcript data into these levels allows one to infer that high school graduates who have completed courses at the higher levels of a pipeline have completed more advanced coursework than graduates whose courses fall at the lower levels of the pipeline. Tallying the percentage of graduates who completed courses at each level permits comparisons of the percentage of high school graduates in a given year who reach each of the levels, as well as comparisons among different graduating classes.

In classifying students’ courses from their transcripts according to a pipeline, only the courses completed with a passing grade in a subject area are included and not courses attempted. The inability to identify the number and types of courses attempted is due to inconsistent school reporting procedures. For example, many students retake courses they fail. In these instances, some schools report all courses attempted, while others report only the last course taken, substituting the passing grade. The pipeline also does not provide information on how many courses graduates completed in a particular subject area. Graduates are placed at a particular level in the pipeline based on the level of their highest completed course, regardless of whether they completed courses that would fall lower in the pipeline. Thus, graduates who completed year 3 of (or 11th-grade) French did not necessarily complete the first 2 years.

Mathematics Pipeline

Originally developed by Burkam and Lee (NCES 2003-01), the mathematics pipeline progresses from no mathematics courses or nonacademic courses to low, middle, and advanced academic coursework. Each level in the pipeline represents the highest level of mathematics coursework that a graduate completed in high school. Thus, a graduate whose highest course is at the low academic level progressed no further in the mathematics pipeline and did not complete a traditional algebra I course, a prerequisite for higher level mathematics in high school. The mathematics pipeline has eight levels; however, two of these levels can be combined to create a “middle academic level,” and the top three levels can be combined to create an “advanced academic level.”

No mathematics

Includes graduates who completed either no coursework in mathematics or only basic or remedial-level mathematics. It is thus possible for a graduate to have taken one or more courses in mathematics, but to be placed in the no mathematics level.

Nonacademic level

Highest completed courses are in general mathematics or basic skills mathematics, such as: general mathematics I or II; basic mathematics I, II, or III; consumer mathematics; technical or vocational mathematics; and mathematics review.

Low academic level

Highest completed courses are preliminary courses (e.g., prealgebra) or mathematics courses of reduced rigor or pace (e.g., algebra I taught over the course of 2 academic years). Considered to be more academically challenging than nonacademic courses, courses at this level include prealgebra; algebra I, part I; algebra I, part II; and geometry (informal).

Middle academic level

The middle academic level is divided into two sublevels, each of which is considered to be more academically challenging than the nonacademic and low academic levels, though the first level is not considered as challenging as the second level.

Algebra I/geometry level

Highest completed courses include algebra I; plane geometry; plane and solid geometry; unified mathematics I and II; and pure mathematics.

Algebra II level

Highest completed course is algebra II or unified mathematics III.

Advanced academic level

The advanced academic level is divided into three sub-levels, each of which is considered more academically challenging than the nonacademic, low academic, and middle academic levels, though the first level is not considered as challenging as the second level, nor the second level as challenging as the third.

Trigonometry/algebra III level

Highest completed courses is algebra III; algebra/trigonometry; algebra/analytical geometry; trigonometry; trigonometry/solid geometry; analytical geometry; linear algebra; probability; probability/statistics; statistics; statistics (other); or an independent study.

Precalculus level

Highest completed course is precalculus or an introduction to analysis.

Calculus level

Highest completed course is Advanced Placement (AP) calculus; calculus; or calculus/analytical geometry.

Science Pipeline

Unlike mathematics and other subjects, such as foreign languages, coursework in science does not follow a common or easily defined sequence. Depending on a school's curriculum, students can choose from several courses with minimal sequencing requirements. Consequently, the method used to construct the science pipeline differs from that used to construct the mathematics pipeline. First, all science courses were placed in one of four groups based on subject matter: (1) life science (e.g., biology, ecology, zoology); (2) chemistry; (3) physics; and (4) all other physical sciences (e.g., geology, earth science, physical science). Second, a pipeline was constructed for each of these four groups. Third, the pipelines for chemistry, physics, and all other physical sciences were combined into a single pipeline (a physical science pipeline). Finally, the physical science and life science pipelines were combined to create a single science pipeline. The final pipeline has seven levels; however, for *indicator 12*, two of these levels were combined into one category (low academic level).

No science

Includes graduates who did not complete any courses in science or who completed only basic or remedial-level science. It is possible for a graduate to have taken one or more courses in science but to be placed in the no-science level.

Low academic level

The low academic level is composed of two levels, each of which is considered to be more academically challenging than no science.

Primary physical science

Highest completed course is in basic physical sciences: applied physical science; earth science; college preparatory earth science; and unified science.

Secondary physical science and basic biology

Highest completed course is astronomy; geology; environmental science; oceanography; general physics; basic biology I; or consumer or introductory chemistry.

General Biology

Highest completed course is general biology I; secondary life sciences (including ecology, zoology, marine biology, and human physiology); or general or honors biology II.

Chemistry I or Physics I

Highest completed course is introductory chemistry, chemistry I, organic chemistry, physical chemistry, consumer chemistry, general physics, or physics I.

Chemistry I and Physics I

Highest completed courses include one level I chemistry course (see above) and one level I physics course (see above).

Chemistry II or Physics II or Advanced Biology

Highest completed course is advanced biology, International Baccalaureate (IB) biology II, IB biology III, AP biology, field biology, genetics, biopsychology, biology seminar, biochemistry and biophysics, biochemistry, botany, cell and molecular biology, cell biology, microbiology, anatomy, and miscellaneous specialized areas of life sciences, chemistry II, IB chemistry II, IB chemistry III, AP chemistry, physics II, IB physics, AP physics B, AP physics C: mechan-

ics, AP physics C: electricity/magnetism, or physics II without calculus.

English Pipeline

English language and literature courses do not fit neatly into an ordered hierarchical framework. Instead of building on previously studied content, the English curriculum is stratified by the level of academic challenge and intensity of work required within a specific content area rather than among different courses. For example, within the general English curriculum, most schools have three tracks that vary by level of academic challenge: below-grade level or low academic-level courses, at-grade or regular courses, and above-grade or honors courses. Thus, unlike the mathematics and science pipelines that are based on progress within a content continuum (e.g., algebra I, geometry, algebra II, trigonometry, and calculus), the English pipeline is constructed to reflect the proportion of coursework completed by graduates in each track. It reflects the quality of a graduate's English coursetaking rather than the progression from low-level to more challenging coursework. The English pipeline has seven categories; however, for *indicator 12*, two of these levels were combined into one category (low academic level).

No English

No courses classified as English ever completed by graduate. It is possible for a graduate to have taken one or more unclassified English courses and be placed in the no English level. For the most part, these unclassified courses were English coursework for blind and deaf students or English as a Second Language courses.

Low academic level

The low academic level is divided into two sublevels, the second of which is considered to be more academically challenging than the first.

50 percent or more low academic level English

The number of completed courses classified as low academic level, when divided by the total number of completed low academic, regular-, and honors-level courses, yields a percentage between 50 and 100.

Some, but less than 50 percent low academic level courses

The number of completed courses classified as

low academic level, when divided by the total number of completed low academic, regular-, and honors-level courses, yields a percentage less than 50. It is possible for a graduate to have also completed less than 50 percent honors-level courses and be classified under this category if the percentage of low-academic level courses completed was equal to or greater than the percentage of honors-level courses completed.

Regular

All completed English courses classified at grade level; no low academic level or honors courses.

Advanced Academic level

The advanced academic level is divided into three sublevels.

Some, but less than 50 percent honors-level courses

The number of completed courses classified as honors level, when divided by the total number of completed low academic-, regular-, and honors-level courses, yields a percentage less than 50. It is possible for a graduate to have also completed less than 50 percent low-academic level courses and be classified under this category if the percentage of low-academic level courses completed was less than the percentage of honors-level courses completed.

50 percent or more, but less than 75 percent honors-level courses

The number of completed courses classified as honors level, when divided by the total number of completed low academic-, regular-, and honors-level courses, yields a percentage 50 or greater and less than 75.

75 percent or more honors-level courses

The number of completed courses classified as honors level, when divided by the total number of completed low academic-, regular-, and honors-level courses, yields a percentage between 75 and 100.

Foreign Language Pipeline

Coursework in a foreign language follows an ordered, sequential path. Most high school students who study a foreign language progress along such a path, which is typically a sequence of four year-long courses in the language. Not all students do this, however.

Some students begin their studies in the middle of a sequence because they have prior knowledge of the language. Some repeat the same year of study. And a few (about 7 percent of 1988 graduates) study more than one language. The highest level of completed coursework in the foreign language pipeline thus may not indicate the total number of years a graduate has studied a foreign language or languages. The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course those graduates completed.

The foreign language pipeline originally did not classify all foreign language study: before 2004, only courses in French, German, Latin, and Spanish were counted because these were the most commonly offered foreign languages. The next four most commonly offered foreign languages (Italian, Japanese, Hebrew, and Russian) each accounted for less than 1 percent of 1988 graduates who studied foreign languages in the unweighted NELS:88 sample that was used to create the pipeline. Adding these four languages to the four most common languages in the pipeline originally made less than 0.1 percent difference in the percentage of graduates who studied a single language, though it made more difference (yet less than 1 percent difference) in the percentage of graduates who never studied a language and who studied more than one language.

Beginning with 2004 transcript data, the foreign language pipeline expanded its definition of foreign language coursetaking to include any classes in Amharic (Ethiopian), Arabic, Chinese (Cantonese or Mandarin), Czech, Dutch, Finnish, French, German, Greek (Classical or Modern), Hawaiian, Hebrew, Italian, Japanese, Korean, Latin, Norse (Norwegian), Polish, Portuguese, Russian, Spanish, Swahili, Swedish, Turkish, Ukrainian, or Yiddish. Compared with the pre-2004 definition, this expanded definition increased the percentage of students who had completed a foreign language course at year 3 or higher by 1 percent. It decreased the percentage of students classified as having completed no foreign language study by 1.8 percent.

Under both definitions, the foreign language pipeline has six categories. For *indicator 12*, however, two of these levels were combined into one category (year 2 or less).

None

No courses classified as foreign language study ever completed by graduate. Only courses included in the foreign language pipeline definition are counted as foreign language study (see above), so it is possible for a graduate to have taken one or more courses of some other foreign language and be placed in this category.

Year 1 (1 year of 9th-grade instruction) or less

Graduate completed no more than either a full Carnegie unit (1 academic year of coursework) of 9th-grade (year 1) foreign language instruction or half a Carnegie unit of 10th-grade (year 2) foreign language instruction.

Year 2 (1 year of 10th-grade instruction)

Graduate completed either a full Carnegie unit (1 academic year of coursework) of 10th-grade (year 2) foreign language instruction, or completed half a Carnegie unit of 11th-grade (year 3) foreign language instruction.

Year 3 (1 year of 11th-grade instruction)

Graduate completed either a full Carnegie unit (1 academic year of coursework) of 11th-grade (year 3) foreign language instruction, or completed half a Carnegie unit of 12th-grade (year 4) foreign language instruction.

Year 4 (1 year of 12th-grade instruction)

Graduate completed either a full Carnegie unit (1 academic year of coursework) of 12th-grade (year 4) foreign language instruction or completed half a Carnegie unit of 13th-grade (year 5) foreign language instruction.

AP instruction

Graduate completed an AP foreign language course.

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APPENDIX C: GUIDE TO SOURCES

The indicators in this report present data from a variety of sources. The sources and their definitions of key terms are described below. Most of these sources are federal surveys and many are conducted by the National Center for Education Statistics (NCES). The majority of the sources are sample surveys; these are the sources of the estimates for which standard errors are provided on the NCES website: <http://nces.ed.gov/>. A few sources are universe surveys, meaning that they collect information on the entire population of interest, and therefore, there are no standard errors because there is no error introduced by sampling. All of the definitions of key terms appear after the description of the data source to which they apply.

Some of the indicators in this report use different data sources or different definitions of terms to present estimates on similar variables. It is important to note that comparisons between estimates with such differences should be made with caution, if at all, because differences in populations, methodologies, question phrasing, and other factors may compromise such comparisons.

American College Testing Program (ACT)

The American College Testing Program (ACT) is an independent, not-for-profit organization that provides services in the broad areas of education and workforce development. ACT scores represent a self-

selecting sample, and are therefore not necessarily representative of the population as a whole.

Students taking the ACT college entrance exam are asked to self-select one of the following racial/ethnic groups to describe themselves: African-American/Black, American Indian/Alaskan Native, Caucasian-American/White, Mexican-American/Chicano, Asian-American/Pacific Islander, Puerto Rican/Hispanic, Other, Multiracial, or “Prefer Not to Respond.”

Indicator 14.2 includes data on the ACT, presented for the following mutually exclusive race/ethnicity categories: White (non-Hispanic), Black (non-Hispanic), Mexican-American, Puerto Rican/other Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). Since students could only select one racial/ethnic category, all persons of Hispanic origin are included in one of the two Hispanic categories, regardless of race. Data for students who selected Other, Multiracial, or “Prefer Not to Respond” are not separately shown, but these data are included in the totals.

For more information on the ACT, see <http://www.act.org/news/data.html>.

The College Board

The College Board is a not-for-profit membership

association whose mission is to connect students to college success and opportunity. The College Board conducts the SAT and Advanced Placement (AP) testing. As with the ACT, scores on tests conducted by the College Board are not necessarily representative of the population as a whole as test-takers are self-selected.

Advanced Placement (AP) Program

Students taking an AP test are asked to select one of the following categories to describe their race/ethnicity: American Indian/Alaskan; Asian/Asian American; Black/Afro-American; Latino: Chicano/Mexican, Puerto Rican, and Other Latino; White; and Other.

Indicator 13 presents data from the AP program, and presents data on the following mutually exclusive race/ethnicity categories: White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). The category Hispanic includes the Chicano/Mexican, Puerto Rican, and Other Latino categories listed above. Since students could only select one racial/ethnic category, all persons of Hispanic origin are included in the Hispanic category, regardless of race. Data for students who selected Other are not separately shown, but these data are included in the totals.

SAT

Students taking the SAT are asked to select one of the following categories to describe their race/ethnicity: American Indian or Alaskan Native; Asian, Asian American, or Pacific Islander; African American or Black; Latino: Chicano/Mexican, Puerto Rican, and Other Latino; White; and Other.

Indicator 14.1 reports SAT data. This indicator uses the following mutually exclusive race/ethnicity categories: White (non-Hispanic), Black (non-Hispanic), Mexican American, Puerto Rican, Other Hispanic/Latino, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). Since students could only select one racial/ethnic category, all persons of Hispanic origin are included in one of the three Hispanic categories, regardless of race. Data for students who selected Other are not separately shown, but these data are included in the totals.

For more information on the College Board, see <http://www.collegeboard.com/research/home/>.

U.S. Department of Commerce, Census Bureau

American Community Survey (ACS)

The American Community Survey (ACS) is a sample survey conducted by the U.S. Census Bureau. The ACS was first implemented in 1996 and has expanded in scope in subsequent years. The ACS will replace the long-form survey in the Decennial Census by 2010.

The race/ethnicity questions in the ACS are the same as in the Decennial Census (see below). Therefore, prior to 1999, respondents could choose only one race, but from 2000 on respondents could choose one or more races. The ACS also asks respondents to write in their ancestry or ethnic origin.

Indicators 2, 3, 4, 8.2, 17, and 26.2 report ACS data. *Indicators 2, 3, 4 and 9.2* present the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian (non-Hispanic), Native Hawaiian or Other Pacific Islander (non-Hispanic), American Indian/Alaska Native (non-Hispanic), and More than one race (non-Hispanic). All persons of Hispanic origin are included in the Hispanic category regardless of the race option(s) chosen. Therefore, persons of Hispanic origin may be of any race. Data on persons who identified themselves as “Some other race” are included in the totals, but these data are not separately shown.

Indicators 2, 4, 8.2, 17, and 26.2 include “Snapshots” that provide statistics on more detailed ancestry subgroups for Hispanics and Asians. Due to sample size limitations, several subgroups have been combined into broader categories. The Hispanic ancestry categories presented in this report are Mexican, Puerto Rican, Dominican, Central American (includes Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, Salvadoran, and Other Central American), South American (includes Argentinean, Bolivian, Chilean, Colombian, Ecuadorian, Peruvian, Uruguayan, Venezuelan, and Other South American), and Other Hispanic or Latino (includes Cuban, Spaniard, and All Other Spanish/Hispanic/Latino). The Asian categories presented in this report are Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, and Other Asian (includes Bangladeshi, Cambodian, Hmong, Indonesian, Laotian, Malaysian, Pakistani, Sri Lankan, Thai, and Other Asian).

For more information on the American Community survey, see <http://www.census.gov/acs>.

Current Population Survey (CPS)

The Current Population Survey (CPS) is a monthly sample survey of about 50,000 households conducted by the Census Bureau for the Bureau of Labor Statistics to obtain information on the labor force characteristics of the U.S. population. Supplementary questions can be added to the CPS interview in a particular month to gather in-depth information on specific aspects of the labor force or other topics. For example, the Annual Social and Economic Supplement in March includes questions on income and work experience.

CPS respondents are asked to identify their race. Between 1979 and 2002, respondents were asked to choose one of the following race categories: White, Black, Asian or Pacific Islander, or American Indian/Aleut/Eskimo. For the years 2003, 2004, and 2005, respondents were asked to choose from White, Black or African American, Asian, Native Hawaiian or Other Pacific Islander, and/or American Indian/Alaska Native. Beginning with the 2003 CPS, respondents had the choice of selecting more than one race category. Also, in 2003 and subsequent years, respondents were asked to specify whether or not they were of Hispanic origin following the race question.

Indicators 5, 17, 19.1, 19.2, 23.3, 26, 27, and 28 use data from the CPS. In each of these indicators, data are presented for the following mutually exclusive race/ethnicity categories: White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). All persons of Hispanic origin are included in the Hispanic category regardless of the race option(s) chosen. Therefore, persons of Hispanic origin may be of any race. In all of these indicators except *indicator 27*, data for the categories Asian and Native Hawaiian or Other Pacific Islander are combined for the years 2003, 2004, and 2005 in order to provide continuity with previous years of data and in order for cell sizes to meet reporting standards. In table 27b, data for the Asian and Native Hawaiian or Other Pacific Islander categories are shown separately, due to the fact that the table shows only one year of data and has a larger population than other tables (persons 16 years old and over). For 2003 and subsequent years, data on persons of more than one race are not separately shown, but these data are included in the totals.

For more information on the CPS, see <http://www.bls.census.gov/cps/>.

CPS terms:*Unemployed*

Civilians who had no employment, but were available for work and (1) had engaged in any specific job-seeking activity within the past 4 weeks; (2) were waiting to be called back to a job from which they had been laid off; or (3) were waiting to report to a new wage or salary job within 30 days.

Status dropout rate

The percentage of 16- to 24-year-olds who are out of school and who have not earned a high school credential. The status dropout rate is different from the event dropout rate, which is the percentage of 15- to 24-year-olds who dropped out of grades 10 through 12 in the 12 months preceding the fall of each data collection year.

Decennial Census

The Decennial Census is a universe survey mandated by the U.S. Constitution. It is a questionnaire sent to every household in the country, composed of seven questions about the household and its members (name, sex, age, relationship, Hispanic origin, race, and whether the housing unit is owned or rented). About 17 percent of households receive a much longer questionnaire including questions about ancestry, income, mortgage, and size of the housing unit. The Census Bureau also produces annual estimates of the resident population by demographic characteristics (age, sex, race, and Hispanic origin) for the nation, states, and counties, as well as national and state projections for the resident population. The reference date for population estimates is July 1 of the given year. With each new issue of July 1 estimates, Census revises estimates for each year back to the last census. Previously published estimates are superseded and archived.

Census respondents self-report race and ethnicity. In the 2000 Census, they were first asked "Is this person Spanish/Hispanic/Latino?" and given the options "No, not Spanish/Hispanic/Latino," "Yes, Puerto Rican," "Yes, Mexican, Mexican American, Chicano," "Yes, Cuban," and "Yes, other Spanish/Hispanic/Latino" (with space to print the group). The next question was "What is this person's race?" and the options were "White," "Black, African American, or Negro," "American Indian or Alaska Native" (with space to print the name of enrolled or principal tribe), "Asian Indian," "Japanese," "Native Hawaiian," "Chinese," "Korean," "Guamanian or

Chamorro,” “Filipino,” “Vietnamese,” “Samoan,” “Other Asian,” “Other Pacific Islander,” and “Some other race”. The last three options included space to print the specific race. The 2000 Census was also the first time that respondents were given the option of choosing more than one race. The Census population estimates program modified the enumerated population from the 2000 Census to produce the population estimates base for the year 2000 forward. As part of the modification, they recoded the “Some other race” responses from Census 2000 to one or more of the five OMB race categories used in the estimates program (U.S. Department of Commerce 2005).

Indicators 1 and 2 use data from the Decennial Census and population estimates and projections. Table 1a and the 1990 data in table 2a include the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). Table 1a also presents data for the category More than one race (non-Hispanic) for the year 2000 on. Prior to 2000, the Census Bureau combined the categories Asian and Native Hawaiian or Other Pacific Islander. These two categories are combined for the years 2000 forward in table 1a to provide continuity with previous years of data. Tables 1b and 1c present data from 2005 only, and therefore these categories are shown separately. All persons of Hispanic origin were included in the Hispanic category regardless of the race option(s) chosen. Therefore, persons of Hispanic origin may be of any race.

For more information, see www.census.gov.

Decennial Census terms:

Native

Born in the United States or a U.S. territory, or born outside the country to U.S. citizens.

Foreign-born

Born outside of the United States and its territories to parents who were not U.S. citizens.

Poverty

To define poverty, the U.S. Census Bureau utilizes a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family’s total income is less than that family’s threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The

official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps).

U.S. Department of Education

Office of Special Education Programs (OSEP)

The Office of Special Education Programs (OSEP) assesses progress in implementing the Individuals with Disabilities Education Act (IDEA), including state and local efforts to provide (1) free and appropriate public education to children with disabilities and (2) early intervention services to infants and toddlers with disabilities. Prior to the IDEA Amendments of 1997, disabled children enrolled by their parents in private schools were also required to have IEPs. Beginning in 1997, parentally placed private school children were required to have “service plans,” rather than IEPs, to denote the fact that “IEP” is a term used in the definition of “Free Appropriate Public Education (FAPE),” which does not apply to families who choose to place their children in private schools. Children who are placed in or referred to private schools by a public agency are still required to have IEPs (U.S. Department of Education, Office of Special Education and Rehabilitative Services 1999, 2000).

States are required to report counts of children who have IEPs or service plans. Each child can only be reported in one of the following race/ethnicity categories: American Indian or Alaska Native, Asian or Pacific Islander, Black, Hispanic, and White. Since children may only be reported in one category, all children of Hispanic origin are reported as Hispanic, regardless of race, and are not included in any of the four race categories.

Indicator 8.1 reports OSEP data. The mutually exclusive race/ethnicity categories are White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic).

For more information about OSEP, see <http://www.ed.gov/about/offices/list/osers/osep/index.html>.

OSEP terms:

Child with a disability

This term refers to a child “. . . having mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious

emotional disturbance (hereafter referred to as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs *special education* and *related services*.” (34 Code of Federal Regulations §300.7(a)(1))

Specific learning disability

“... a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.” (34 Code of Federal Regulations §300.7(c)(10))

Mental retardation

“... significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance.” (34 Code of Federal Regulations §300.7(c)(6))

Speech or language impairment

“... a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance.” (34 Code of Federal Regulations §300.7(c)(11))

Hearing impairment

“... an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness in this section.”

Although children and youth with deafness are not included in the definition of hearing impairment, they are counted in the hearing impairment category. (34 Code of Federal Regulations §300.7(c)(5))

Visual impairment including blindness

“... an impairment in vision that, even with

correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.” (34 Code of Federal Regulations §300.7(c)(13))

Autism

“... a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of this section.” (34 Code of Federal Regulations §300.7(c)(1)(i))

Emotional disturbance (previously termed *serious emotional disturbance*)

“The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors; (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) Inappropriate types of behavior or feelings under normal circumstances; (D) A general pervasive mood of unhappiness or depression; or (E) A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.” (34 Code of Federal Regulations §300.7(c)(4))

National Center for Education Statistics (NCES)

Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

The Common Core of Data (CCD) is a universe survey database with comprehensive, annually updated information. The Public Elementary/Secondary School Universe Survey compiles data from state education agencies based on school records to provide a complete listing of all public elementary and sec-

ondary schools in the country and basic information and descriptive statistics on all schools, their students, and their teachers. CCD data include prekindergarten through 12th-grade schools and students.

CCD categories for student race/ethnicity are White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native. All students of Hispanic origin are included in the Hispanic category regardless of their race.

Indicators 7.1, 7.2, 7.3, and 7.5 report CCD data. The mutually exclusive race/ethnicity categories presented in these indicators are White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic).

For more information on the CCD, see <http://nces.ed.gov/ccd/index.asp>.

CCD terms:

Locale

A school's locale is classified based on its address, according to a mix of classifications from the Office of Management and Budget (OMB) and the Census Bureau. The Census Bureau updated its classification system after the 2000 Decennial Census, and the CCD adopted these new standards for the 2002–03 data collection. The locale category definitions for data from 2002–03 on are therefore slightly different from the definitions for data before 2002–03.

Central city

Large or midsize city of a Metropolitan Area (MA) for 1993 and 2000 data; large or midsize principal city of a metro area (as redefined by OMB) for 2003 data.

Urban fringe

Area outside of a central city but within its MA for 1993 and 2000 data; area outside of a principal city, but within its metro area for 2003 data.

Town

An incorporated place or Census-designated place with a population of 2,500 people or more located outside an MA for 1993 and 2000 data and outside a metro area for 2003 data.

Rural

A place defined by the Census Bureau as ru-

ral that is located within or outside a MA for 1993 and 2000 data and within or outside a metro area for 2003 data.

Education Longitudinal Study (ELS) of 2002

The Education Longitudinal Study (ELS) is a survey that monitors the transitions of a national sample of young people as they progress from 10th grade to, eventually, the world of work. ELS obtains information from students, their school records, and their parents, teachers, librarians, and school administrators.

The ELS student questionnaire asks students to self-report race/ethnicity. Students are first asked whether they are Hispanic or Latino/Latina. Next, they are asked to select any of the following race categories that apply to them: White, Black/African American, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native.

Indicators 18 reports data from the ELS:2002 base year, and indicator 12 reports data from the ELS:2002 first follow-up in 2004. Both indicators present data on the mutually exclusive categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), American Indian/Alaska Native (non-Hispanic), and More than one race (non-Hispanic). For the purposes of *indicator 12*, “high school” is defined as grades 9 through 12.

For more information on ELS, see <http://nces.ed.gov/surveys/els2002/>.

Integrated Postsecondary Education Data System (IPEDS)

The Integrated Postsecondary Education Data System (IPEDS) and the postsecondary survey that preceded it, the Higher Education General Information Survey (HEGIS), are systems of universe surveys that collect data from all primary providers of postsecondary education in the United States. The surveys collect institution-level data in such areas as enrollments, program completions, faculty, staff, and finances. HEGIS was conducted in 1980, 1984, and 1985, while IPEDS has been conducted annually from 1986 on. This report uses the IPEDS Fall Enrollment survey, Spring survey, and Completions survey.

IPEDS asks institutions to provide enrollment and completion data on students based on the following race/ethnicity categories: Black, non-Hispanic; American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; and White, non-Hispanic. Each student

may only be reported in one category.

Indicators 23.1, 23.2, 25.1, and 25.2 use data from IPEDS and its predecessor, HEGIS, with the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). Persons of Hispanic origin may be of any race.

For more information on HEGIS/IPEDS, see <http://nces.ed.gov/ipeds/>.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a nationally representative and continuing assessment of what America's students know and can do in various subject areas. For over three decades, assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other subjects.

NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race/ethnicity categories are White, Black, Hispanic, Asian American/Pacific Islander, American Indian, and unclassified. NAEP also provides data on students who were unclassified. All students of Hispanic origin are classified as Hispanic, regardless of race. Information on student eligibility for free or reduced-price lunch (as presented in *indicator 8.4*), is reported by school administrators in the school background questionnaire.

Indicators 7.4, 10.1, 10.2, and 15 provide data from NAEP, using the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). Data on unclassified students are included in the totals, but these data are not separately shown.

For more information on NAEP, see <http://nces.ed.gov/nationsreportcard/>.

NAEP terms:

Achievement levels

In addition to reporting student scale scores, NAEP reports results in terms of achievement levels, which are intended to measure how well students' actual achievement matches the achievement desired of them in different subjects assessed by NAEP.

Basic

Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient

Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced

Superior performance.

School location

NAEP uses the same locale codes as the CCD to classify schools according to their addresses. NAEP generally collapses these locales into three categories.

Central city

In a large or midsize central (or principal) city.

Urban fringe/large town

In the urban fringe of a large city, midsize city, or a large town, or in a rural area inside of a MA (or metro area).

Rural/small town

In a small town or rural area, outside of a MA (or metro area).

The National Household Education Surveys (NHES) Program

The National Household Education Surveys Program (NHES) was developed by NCES to complement its institutional surveys. This program is the principal mechanism for addressing topics that cannot be addressed in institutional data collections. By collecting data directly from households, NHES enables NCES to gather data on a wide range of issues such as early childhood care and education, children's readiness for school, parent perceptions of school safety and discipline, before- and after-school activities of school-age children, participation in adult and continuing education, parent involvement in education, and civic involvement.

NHES reports data on five race categories: White, Black, Asian/Pacific Islander, American Indian/Alaska

Native, and “some other race.” NHES also asked respondents about Hispanic origin; those who were Hispanic were classified as Hispanic, regardless of race. NHES sample sizes for Asian/Pacific Islanders and American Indian/Alaska Natives are relatively small.

Indicators 6 and 16 report NHES data on the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). All persons of Hispanic origin were included in the Hispanic category regardless of race. Therefore, persons of Hispanic origin may be of any race. Data on respondents who reported “some other race” are included in the totals, but these data are not separately shown.

For more information on the NHES Program, see <http://nces.ed.gov/nhes/>.

National Postsecondary Student Aid Study (NPSAS)

The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study designed to determine how students and their families pay for postsecondary education and describe some demographic and other characteristics of those enrolled. The study is based on a nationally representative sample of students in postsecondary education institutions, including undergraduate, graduate, and first-professional students. Students attending all types and levels of institutions are represented, including public and private not-for-profit and for-profit institutions, less-than-2-year institutions, community colleges, and 4-year colleges and universities. The NPSAS surveys provide information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families.

NPSAS asks students to self-report race/ethnicity. Race/ethnicity categories are White, Black, Hispanic, Asian, American Indian, Pacific Islander, and Other. Students may select more than one race and students of Hispanic origin are classified as Hispanic regardless of race.

Indicator 24 presents NPSAS data for the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). Students who selected “Other,” or specified more than one race are included in the totals, but these data are not separately shown.

For more information about NPSAS, see <http://nces.ed.gov/surveys/npsas/>.

NPSAS terms:

Total financial aid

The total amount of financial aid received by a student. Includes grants, loans, work-study, or any other types of aid, as well as loans to parents under the PLUS program and veterans’ benefits and military education aid.

Total grants

The total amount of grant and scholarship aid received from any source for the NPSAS year. A grant is a type of student financial aid that does not require repayment or employment. Grants include merit-only scholarships, tuition waivers, and employer tuition reimbursements.

Total loans

The total amount of all student loans (federal, state, institutional, and private sector) and federal PLUS loans to parents received during the NPSAS year. Does not include loans from family or friends to the student or commercial loans to parents (such as home equity loans).

Program for International Student Assessment (PISA)

Coordinated by the Organization for Economic Cooperation and Development, the Program for International Student Assessment (PISA) is an international assessment of 15-year-olds’ abilities in reading literacy, mathematics literacy, and science literacy, as well as other competencies. Begun in 2000 and currently administered every 3 years, PISA 2000 focused on reading literacy, PISA 2003 focused on mathematics literacy, and PISA 2006 focused on science literacy.

U.S. students in the PISA 2003 assessment were asked to identify themselves as White, non-Hispanic; Black, non-Hispanic; Hispanic; Asian; American Indian/Alaska Native, Native Hawaiian/Pacific Islander, or Other. Students were allowed to select more than one race.

Indicator 11 presents data from PISA, with the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian (non-Hispanic), and More than one race (non-Hispanic). Reporting standards were not met for American Indians/Alaska Natives, Native Hawaiians and Other Pacific Islanders, or students who selected

“Other;” these groups were included in the totals but not presented separately.

For more information on PISA, see <http://nces.ed.gov/surveys/pisa/>.

School Crime Supplement to the National Crime Victimization Survey (SCS/NCVS)

Created as a supplement to the National Crime Victimization Survey (NCVS) and co-designed by the National Center for Education Statistics (NCES) and Bureau of Justice Statistics (BJS), the School Crime Supplement (SCS) survey collects information about school-related victimization, crime, and safety. The SCS is a national survey of about 8,300 students ages 12–18 in U.S. public and private elementary, middle, and high schools.

In the NCVS, a question on Hispanic origin is followed by a question on race. Race categories are White, Black, Asian, Native Hawaiian or Other Pacific Islander, and American Indian/Alaska Native. Respondents in 2005 were allowed to specify more than one race. Respondents who identified themselves as Hispanic were classified as Hispanic regardless of their race.

Indicator 22 reports data from the SCS. Table 22a reports the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian (non-Hispanic), Native Hawaiian or Other Pacific Islander (non-Hispanic), American Indian/Alaska Native (non-Hispanic), and More than one race (non-Hispanic). Table 22b reports the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, and Other. The “Other” category in this case includes data on Asians, Native Hawaiians or Other Pacific Islanders, American Indians/Alaska Natives, and more than one race which were combined due to data reporting issues for these groups. The locale categories (urban, suburban, and rural) presented in *indicator 22* correspond to the categories (central city, urban fringe, and rural) defined for NAEP.

For more information about the SCS, see <http://nces.ed.gov/programs/crime/surveys.asp>.

U.S. Department of Health and Human Services

National Vital Statistics System (NVSS)

The NVSS is the method by which data on births, deaths, marriages, and divorces are provided to the Na-

tional Center for Health Statistics (NCHS), part of the Centers for Disease Control and Prevention (CDC), by registration systems in various jurisdictions.

Separate questions are asked about race and Hispanic ethnicity in the NVSS. Data are available for non-Hispanic Whites and Blacks; however, Asian/Pacific Islander and American Indian/Alaska Native categories include persons of Hispanic origin.

Indicator 21 uses NVSS natality data. Race/ethnicity categories are White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native. In order to maintain continuity with previous years of data, all race categories may include persons of Hispanic origin.

For more information on the National Center for Health Statistics and the NVSS, see <http://www.cdc.gov/nchs/nvss.htm>.

National Survey on Drug Use and Health (NSDUH)

The Substance Abuse and Mental Health Services Administration’s National Survey on Drug Use and Health (NSDUH) collects information on the prevalence, patterns, and consequences of drug and alcohol use and abuse in the general U.S. civilian noninstitutionalized population age 12 and over. NSDUH is an annual sample survey.

The survey asks separate questions about Hispanic ethnicity and race. Respondents’ race options are White, Black/African American, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Asian. Respondents may choose more than one race.

Indicator 20 uses data from the NSDUH. The mutually exclusive race/ethnicity categories reported are White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian (non-Hispanic), American Indian/Alaska Native (non-Hispanic), and More than one race (non-Hispanic). The Substance Abuse and Mental Health Services Administration did not report estimates on drug use for Native Hawaiians or Other Pacific Islanders; therefore, data for this race group are included in the totals, but these data are not shown separately in *indicator 20*.

For more information on the NSDUH, see <http://oas.samhsa.gov/nsduh.htm>.