

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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Angelina KewalRamani

Lauren Gilbertson

Mary Ann Fox

Education Statistics Services Institute –
American Institutes for Research

Stephen Provasnik

National Center for Education Statistics

U.S. Department of Education

Margaret Spellings
Secretary

Institute of Education Sciences

Grover J. Whitehurst
Director

National Center for Education Statistics

Mark Schneider
Commissioner

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Content Contact:
Stephen Provasnik
(202) 502-7480
Stephen.Provasnik@ed.gov

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.

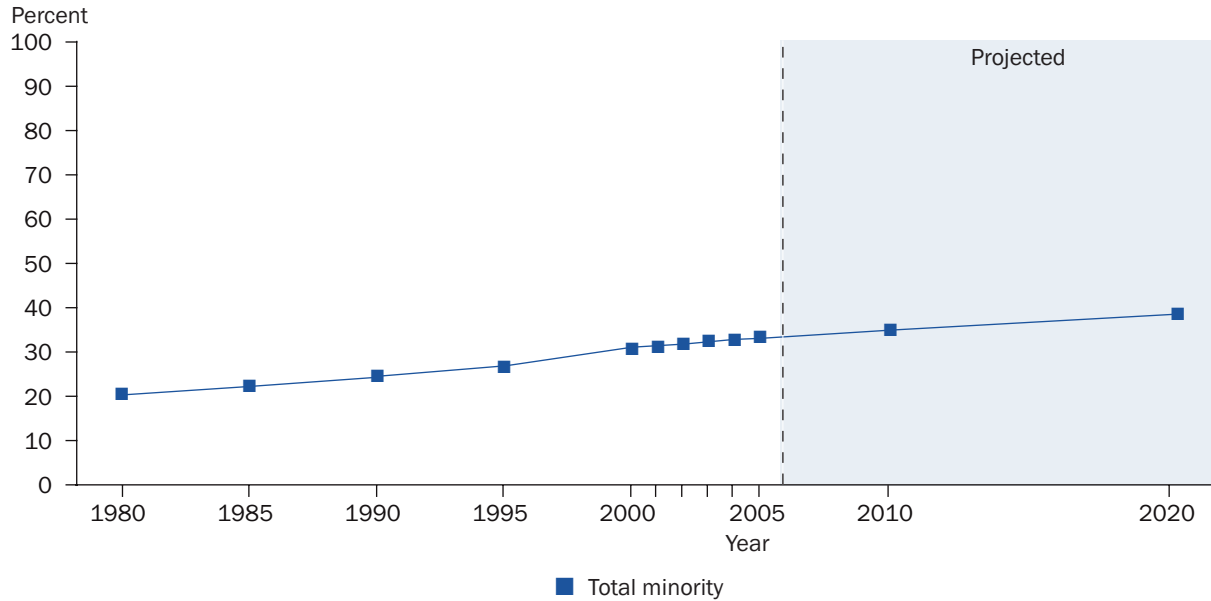
SOURCE: U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States: 2000 and 2004*, Population Estimates Program, 1980–2000; Annual Estimates of the Population by Sex, Race and Hispanic or Latino Origin for the United States: April 1, 2000 to July 1, 2005 (NC-EST2005-03),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

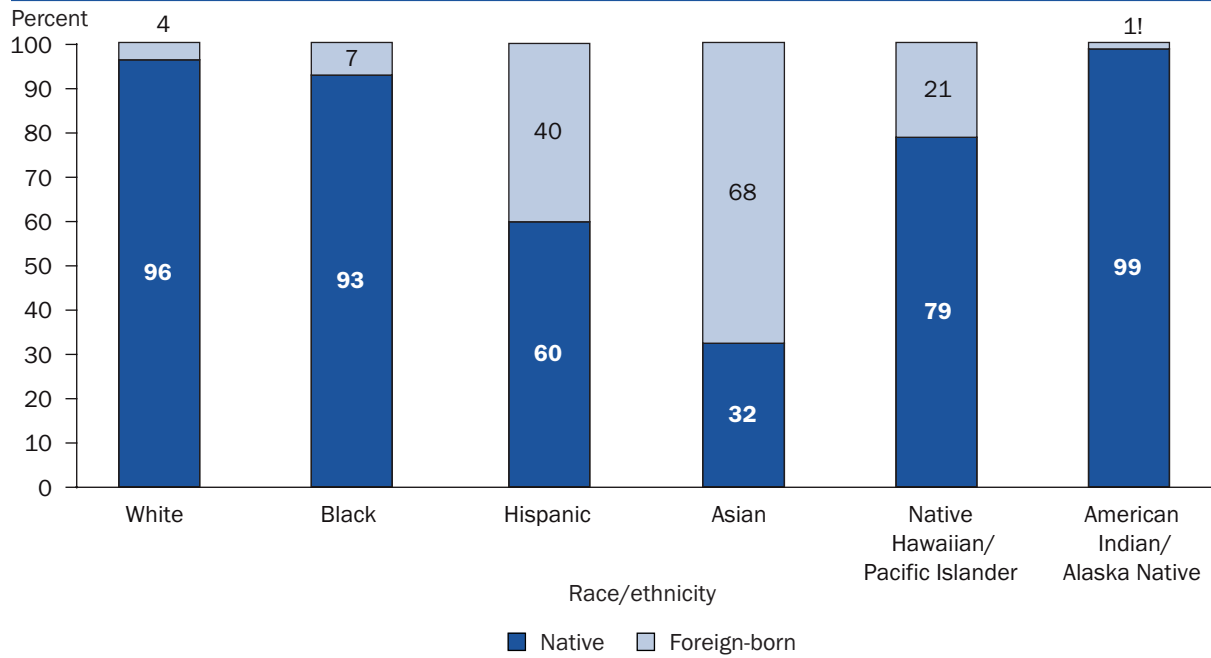
SOURCE: U.S. Department of Commerce, Census Bureau, Population Estimates Program, Foreign-Born Resident Population Estimates and Native Population Estimates of the United States by Sex, Race, and Hispanic Origin: July 1, 1990, released April 11, 2000; and American Community Survey, 2000 and 2005.

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.

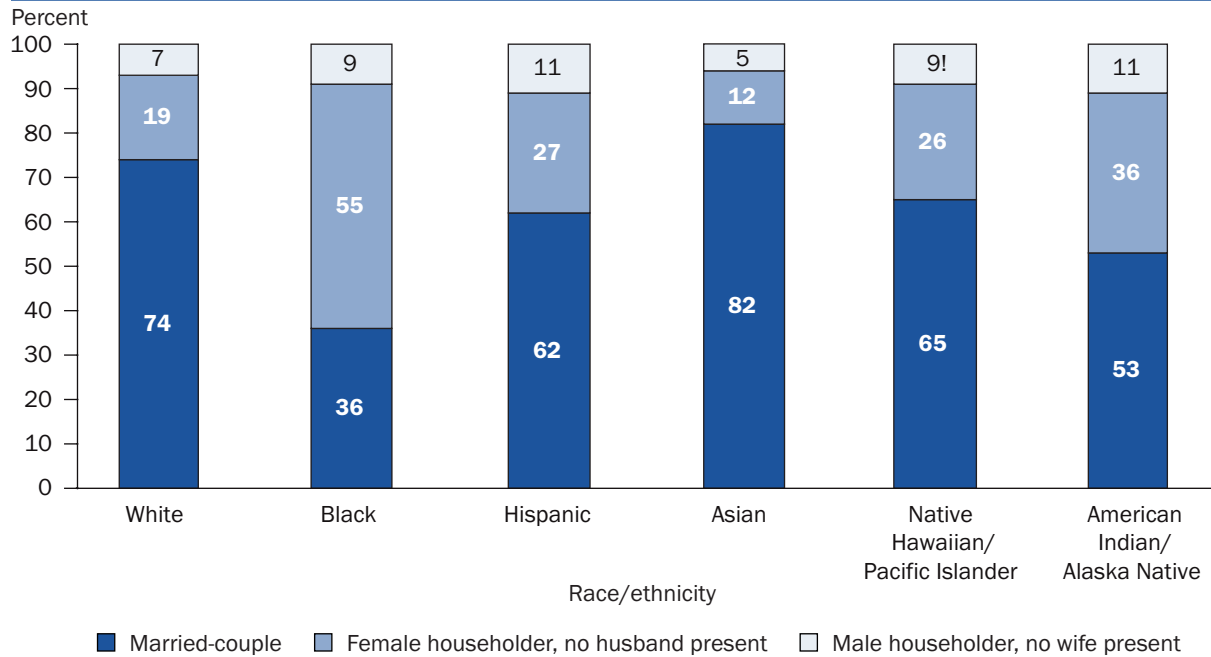
¹ Total includes other race/ethnicity categories not separately shown.

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

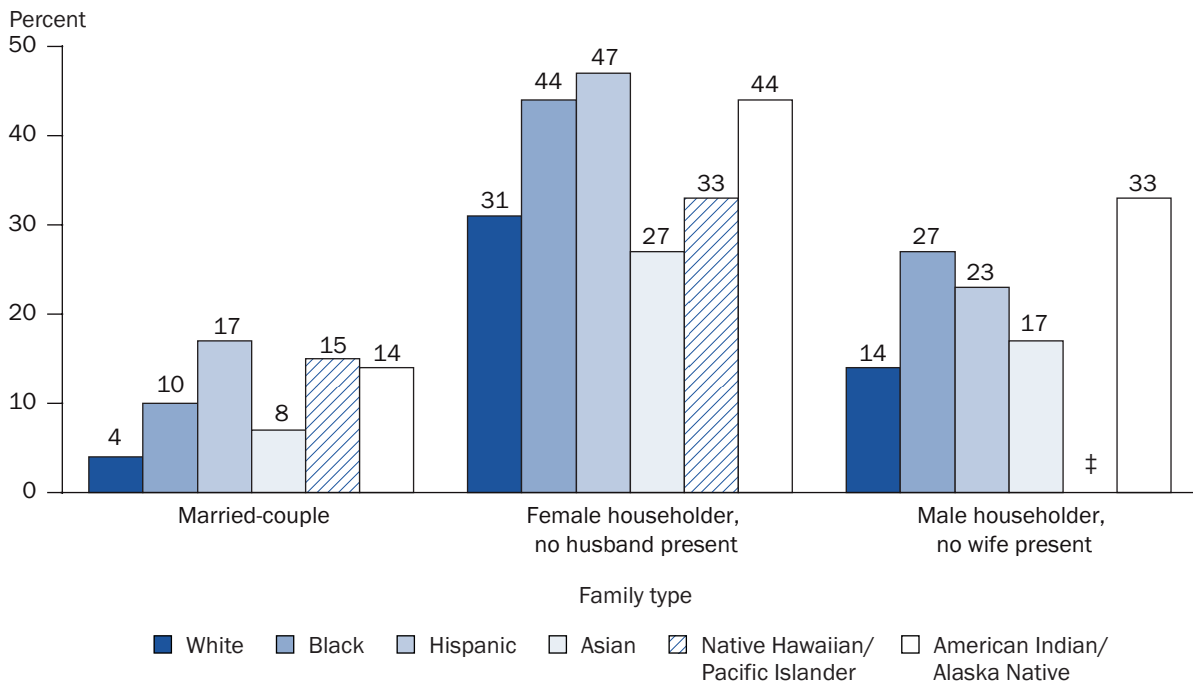
‡ Reporting standards not met. Sample size too small.

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.

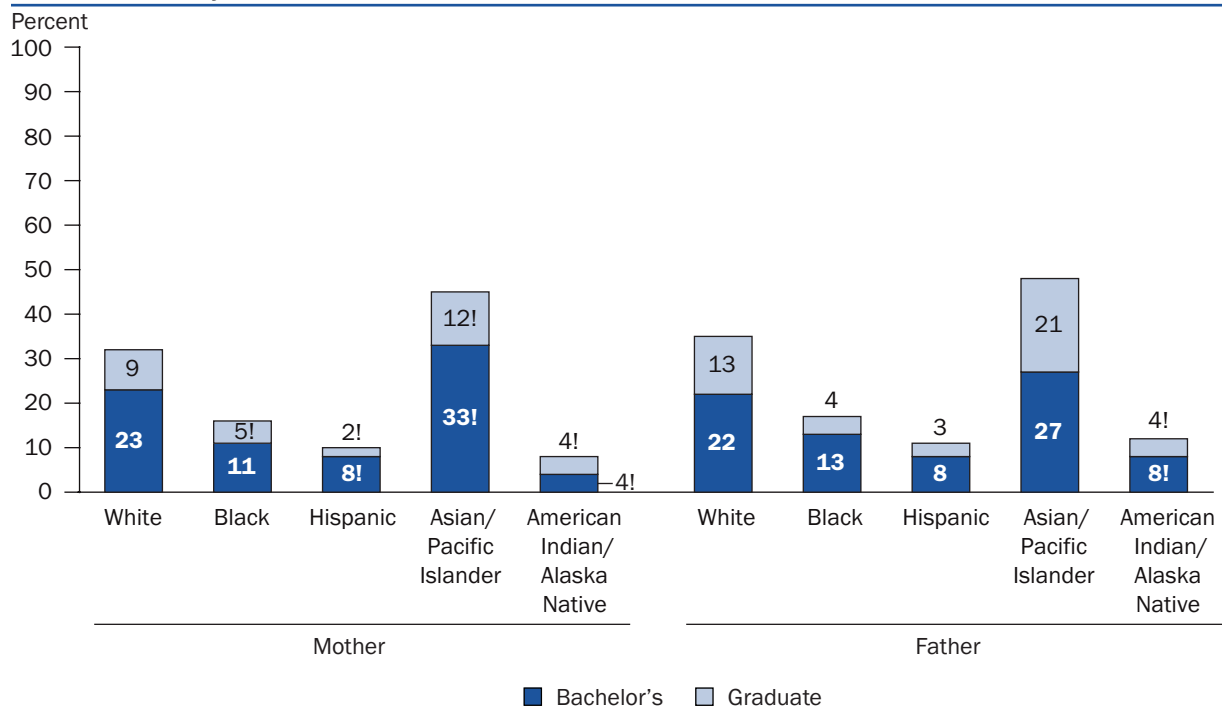
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2005.

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 (Bredenkamp 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.

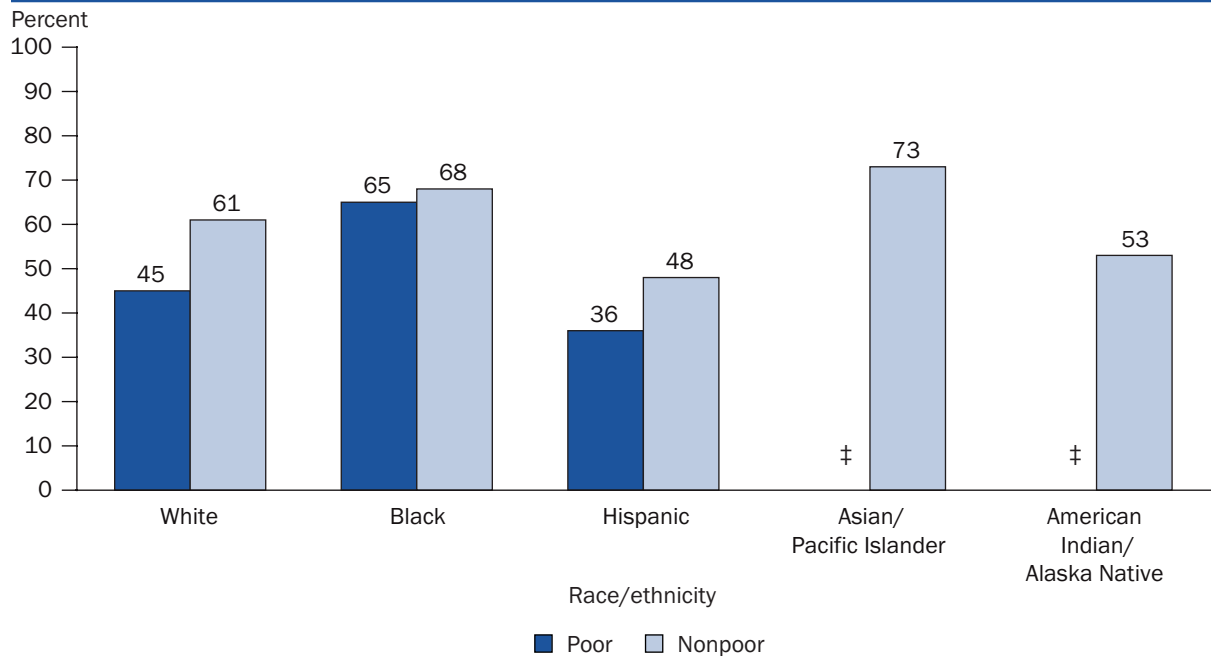
NOTE: Estimates are based on children who have yet to enter kindergarten. Center-based programs include day care centers, Head Start program, preschool, prekindergarten, and other early childhood programs. “Poor” is defined to include those families below the poverty threshold; “nonpoor” is defined as 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

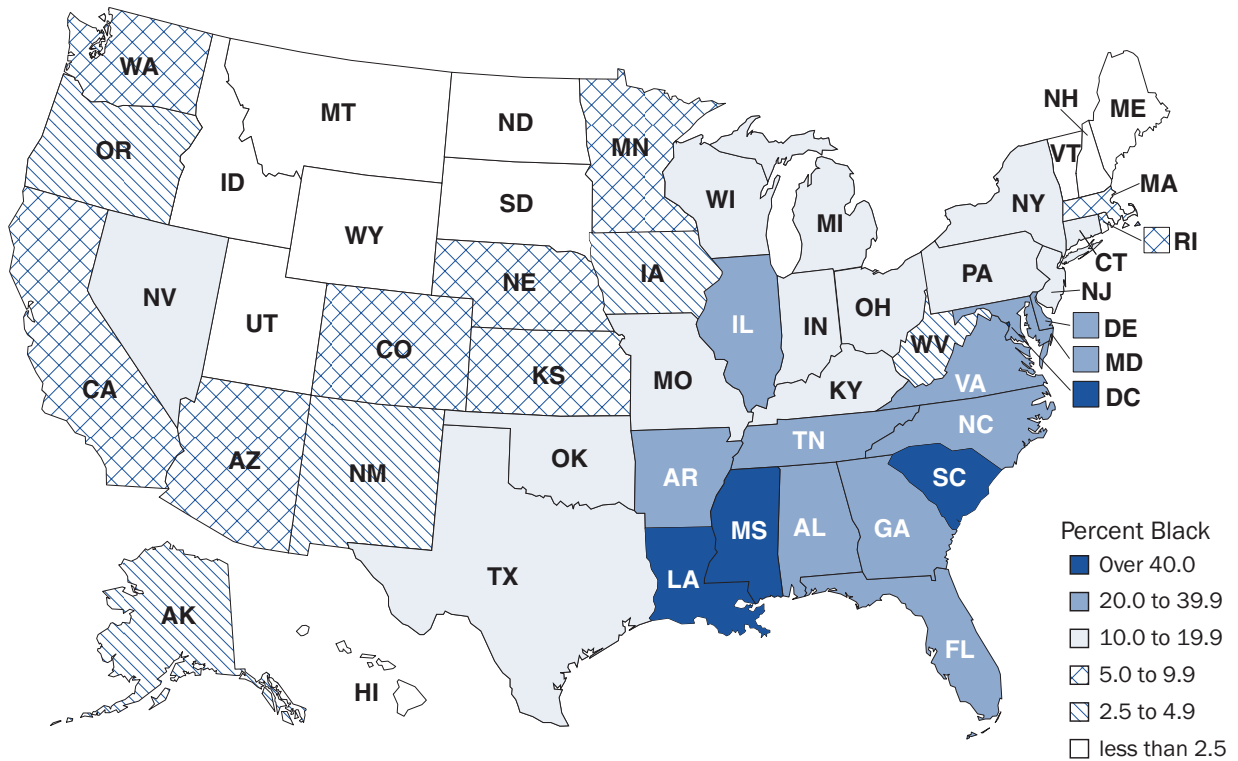
Rounds to zero.

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.

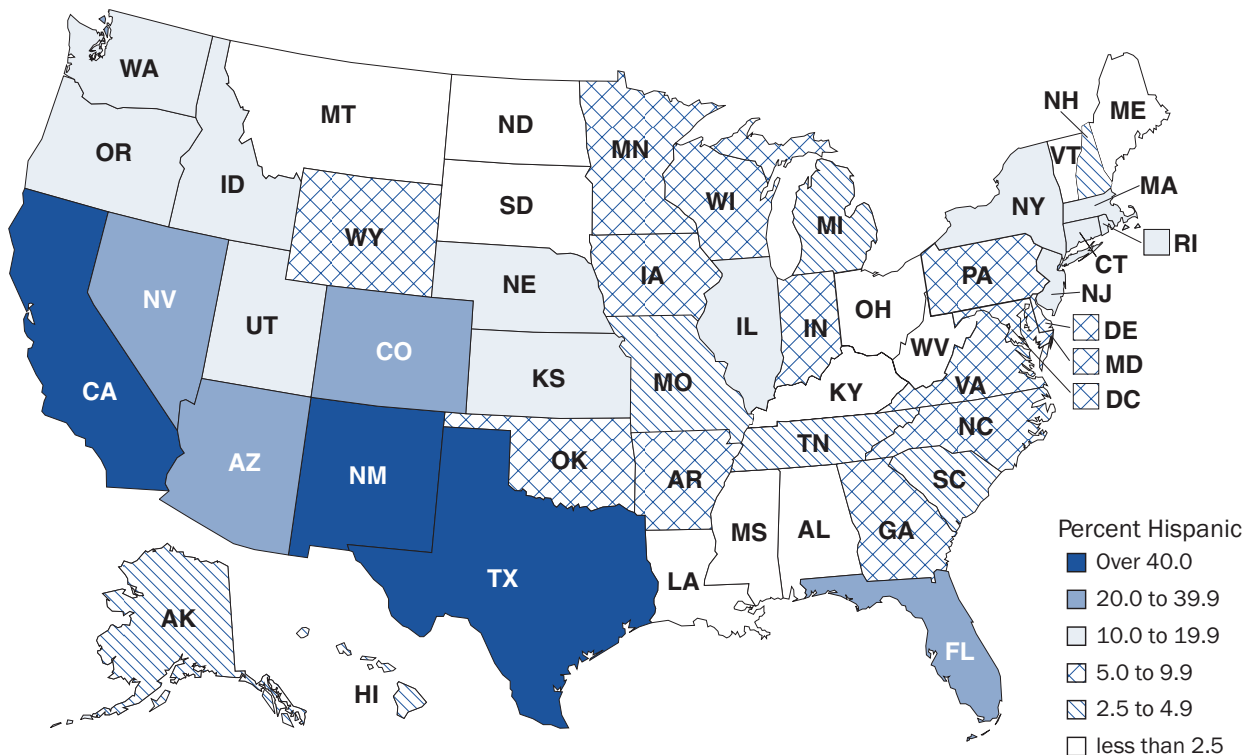
Figure 7.2a. Percent of public elementary and secondary students who were Black, by state: 2004



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.

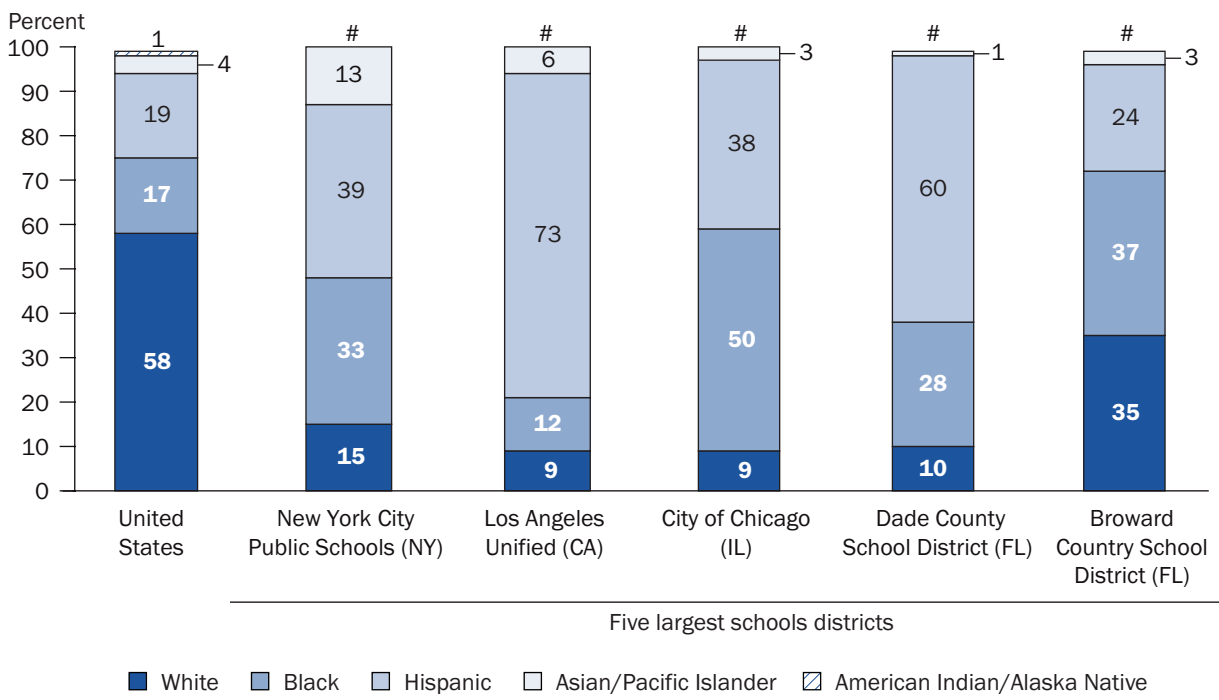
7.3. Enrollment in the 20 Largest School Districts

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

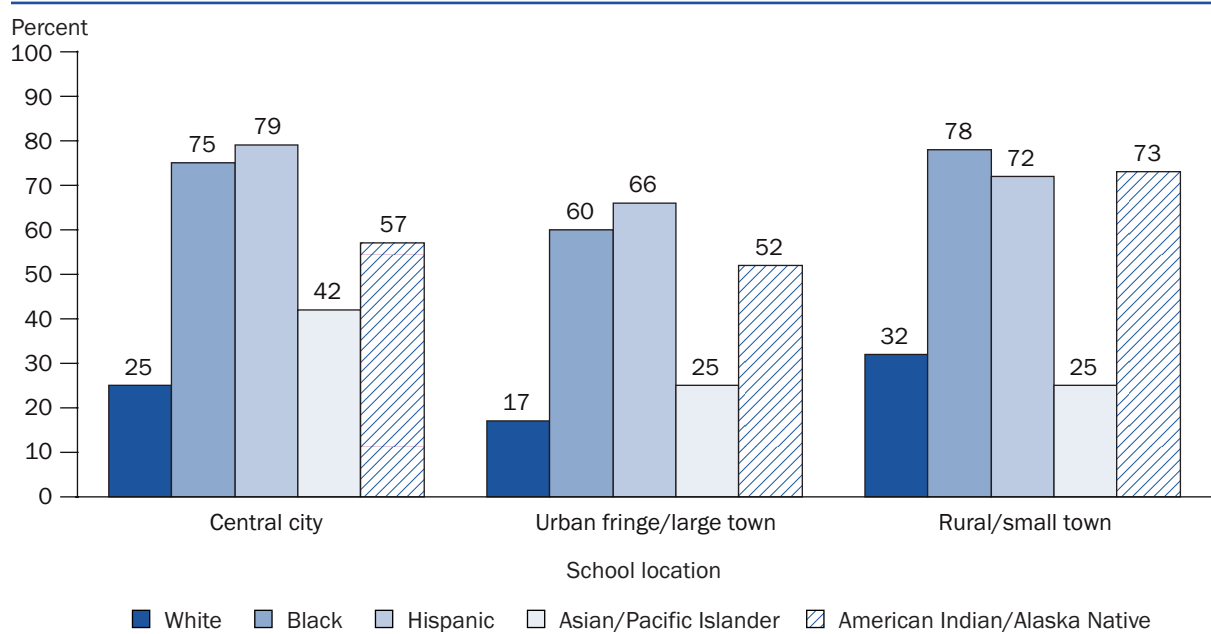
¹ Total includes other race/ethnicity categories not separately shown.

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

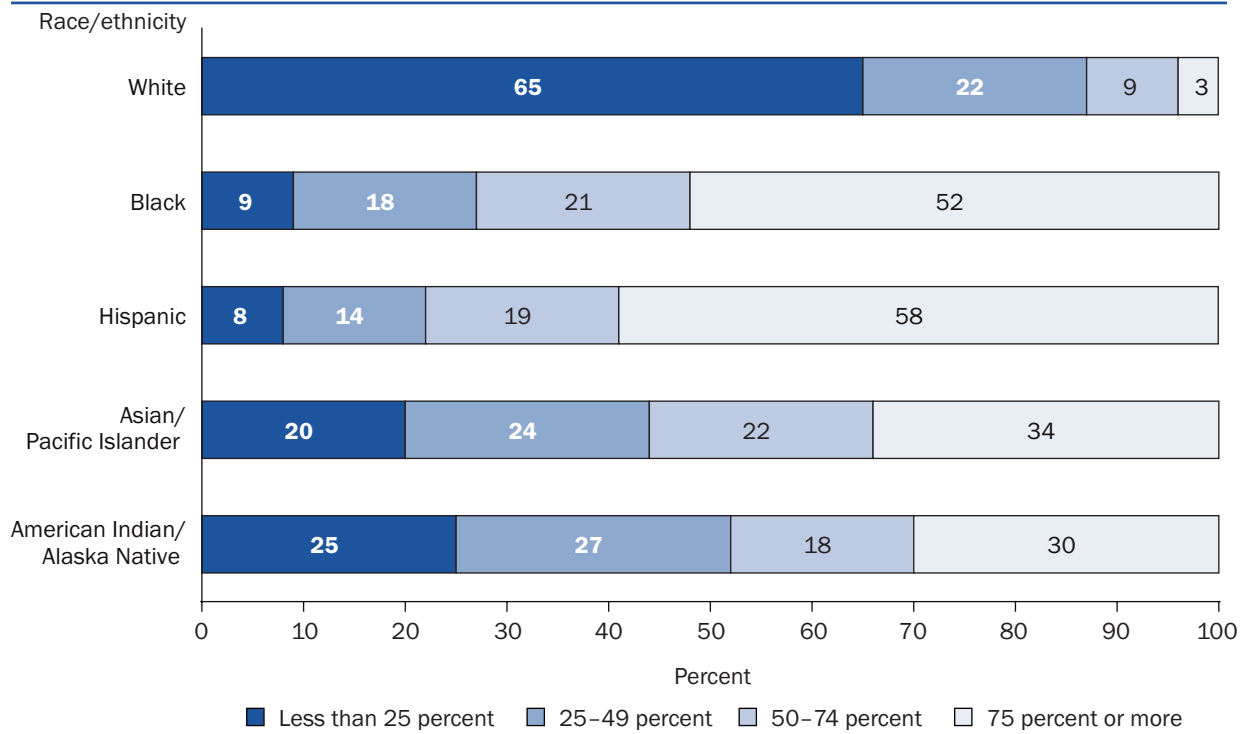
Race/ethnicity	Total	Less than 25 percent	25–49 percent	50–74 percent	More than 75 percent
Total¹	100	42	20	14	24
White	100	65	22	9	3
Black	100	9	18	21	52
Hispanic	100	8	14	19	58
Asian/Pacific Islander	100	20	24	22	34
American Indian/Alaska Native	100	25	27	18	30

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.

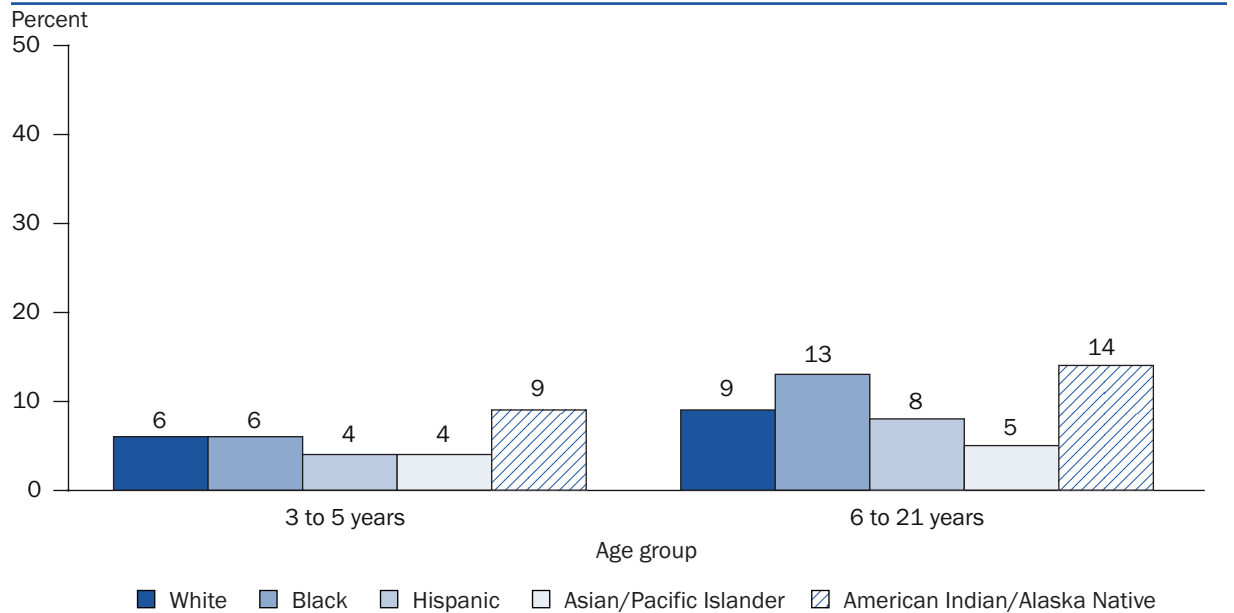
¹⁶ A disorder of one or more of the many psychological processes involved in learning, but not including learning problems that are primarily caused by visual, hearing, or motor disabilities, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage. See *Appendix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

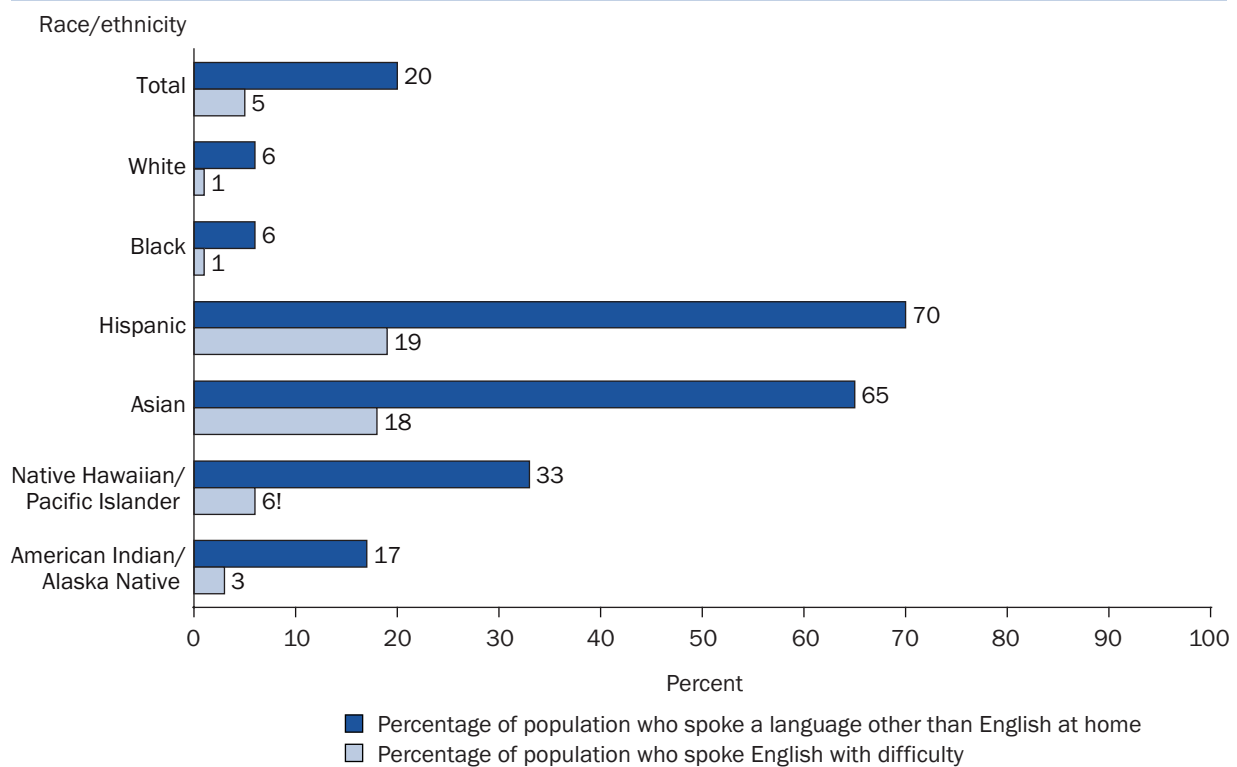
Overall, higher percentages of Hispanic (70 percent) and Asian (65 percent) elementary and secondary students spoke a language other than English at home, compared to students of other racial/ethnic groups. The percentages of Native Hawaiian or Other Pacific Islander students (33 percent) and American 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.

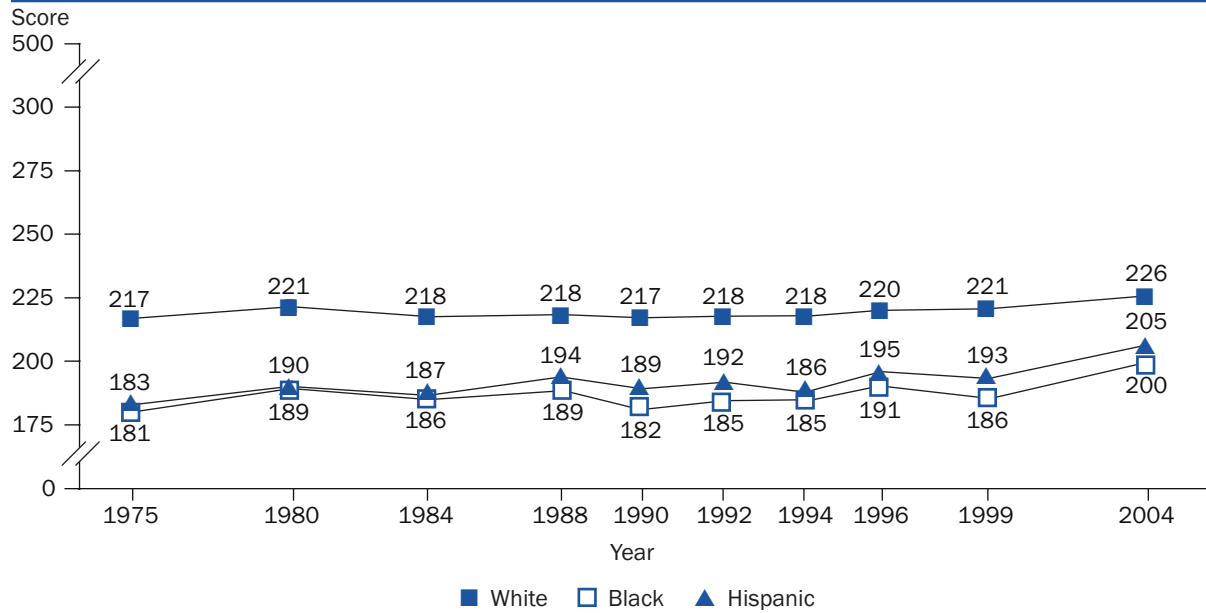
¹ Data for 1971 include persons of Hispanic origin.

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.

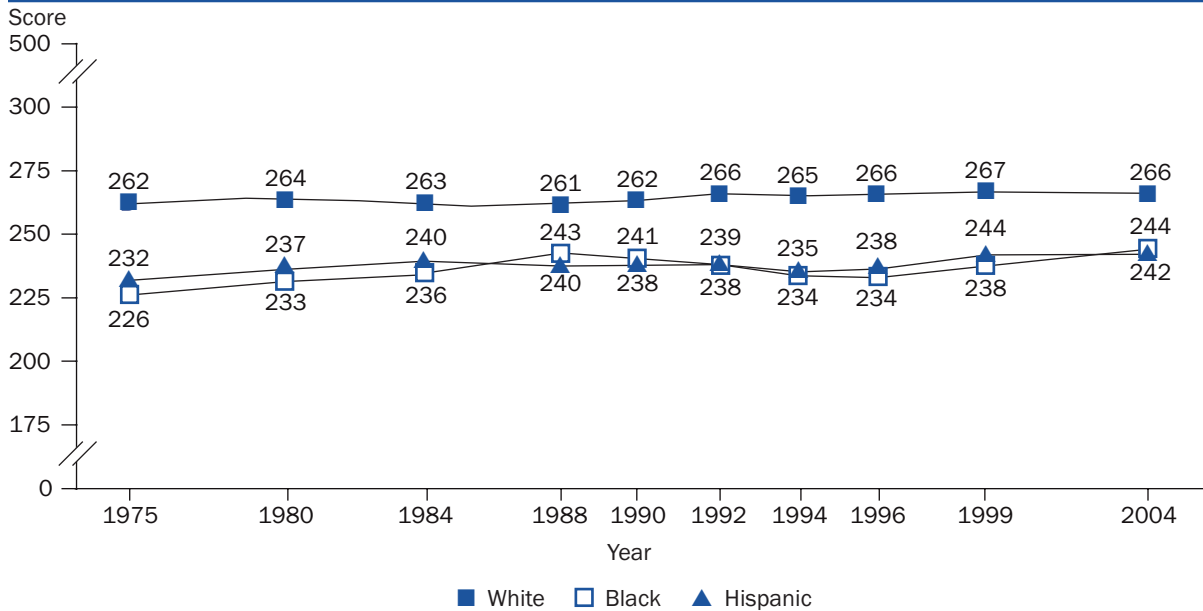
Figure 9a. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP) for 9-year-olds by race/ethnicity: Various years, 1975–2004



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.

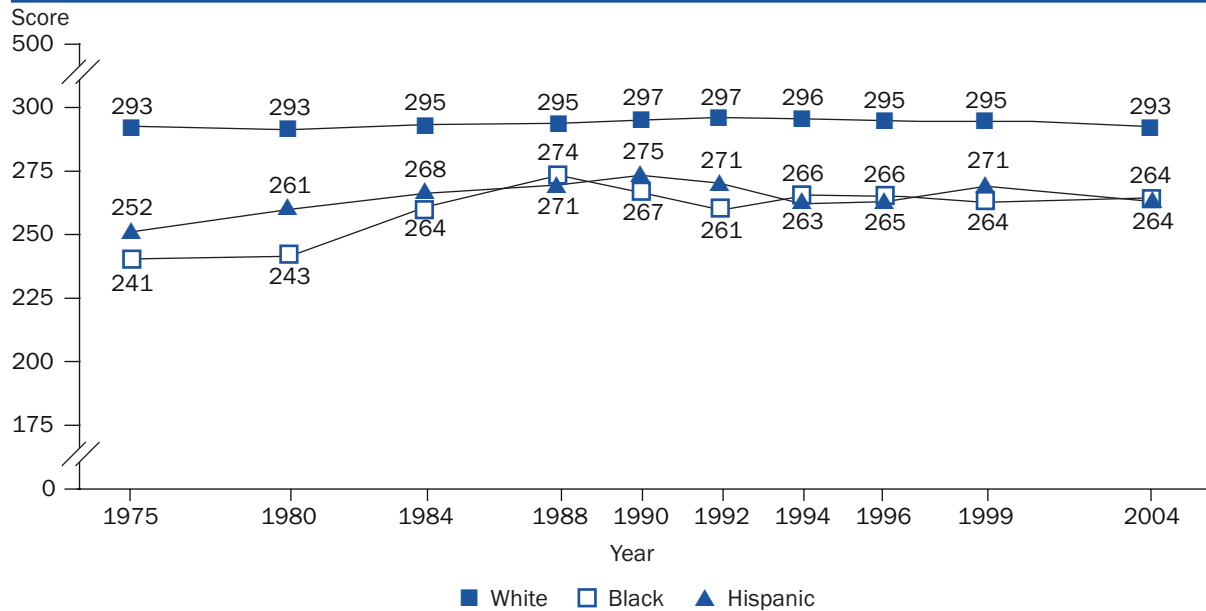
Figure 9b. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP) for 13-year-olds by race/ethnicity: Various years, 1975–2004



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).

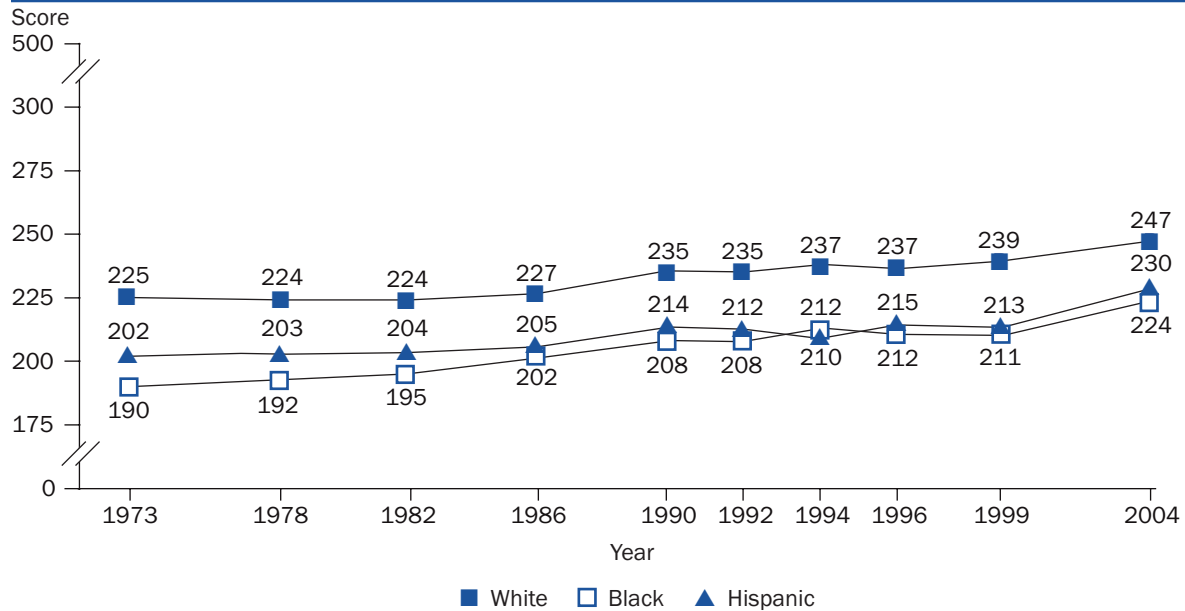
Table 9b. Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age and race/ethnicity: Various years, 1973–2004

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.

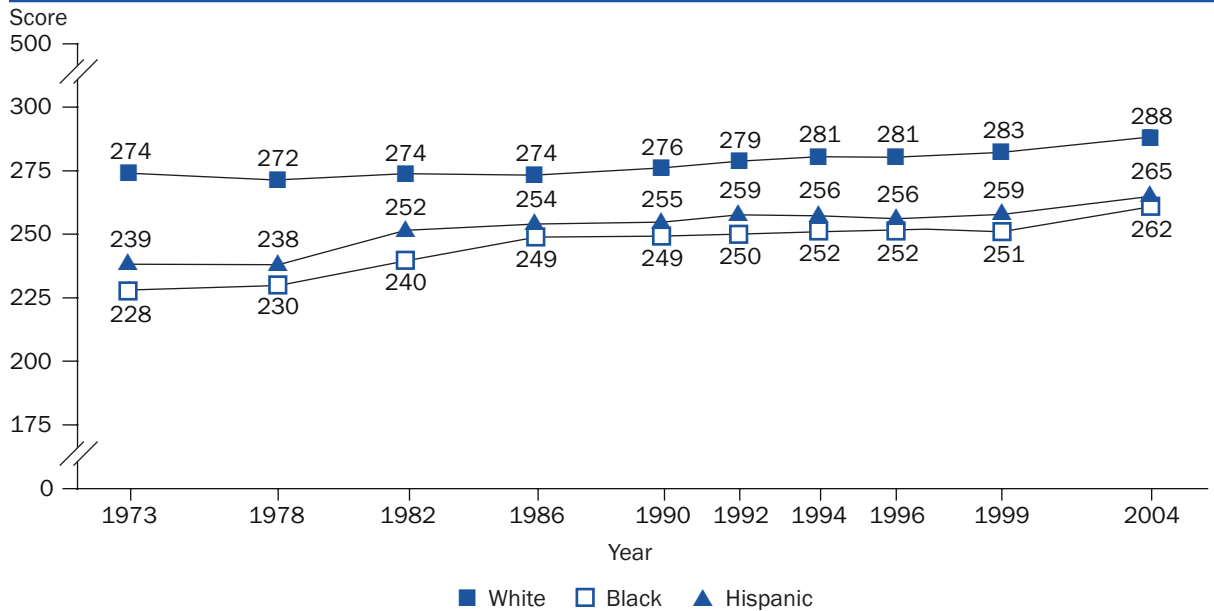
Figure 9d. Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP) for 9-year-olds by race/ethnicity: Various years, 1973–2004



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.

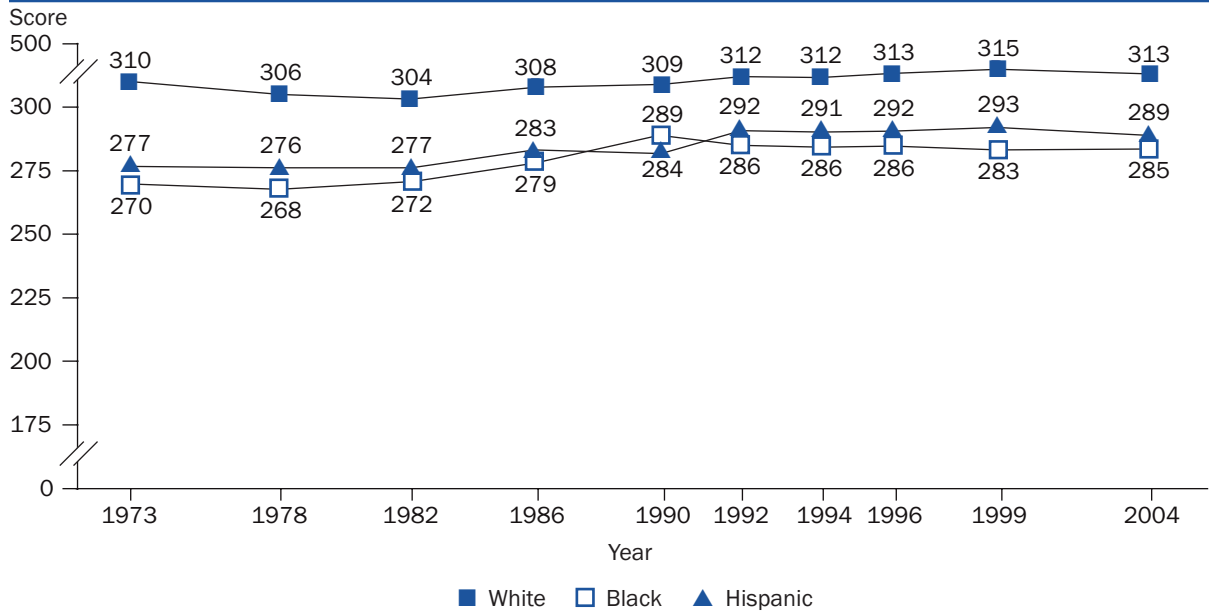
Figure 9e. Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP) for 13-year-olds by race/ethnicity: Various years, 1973–2004



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.

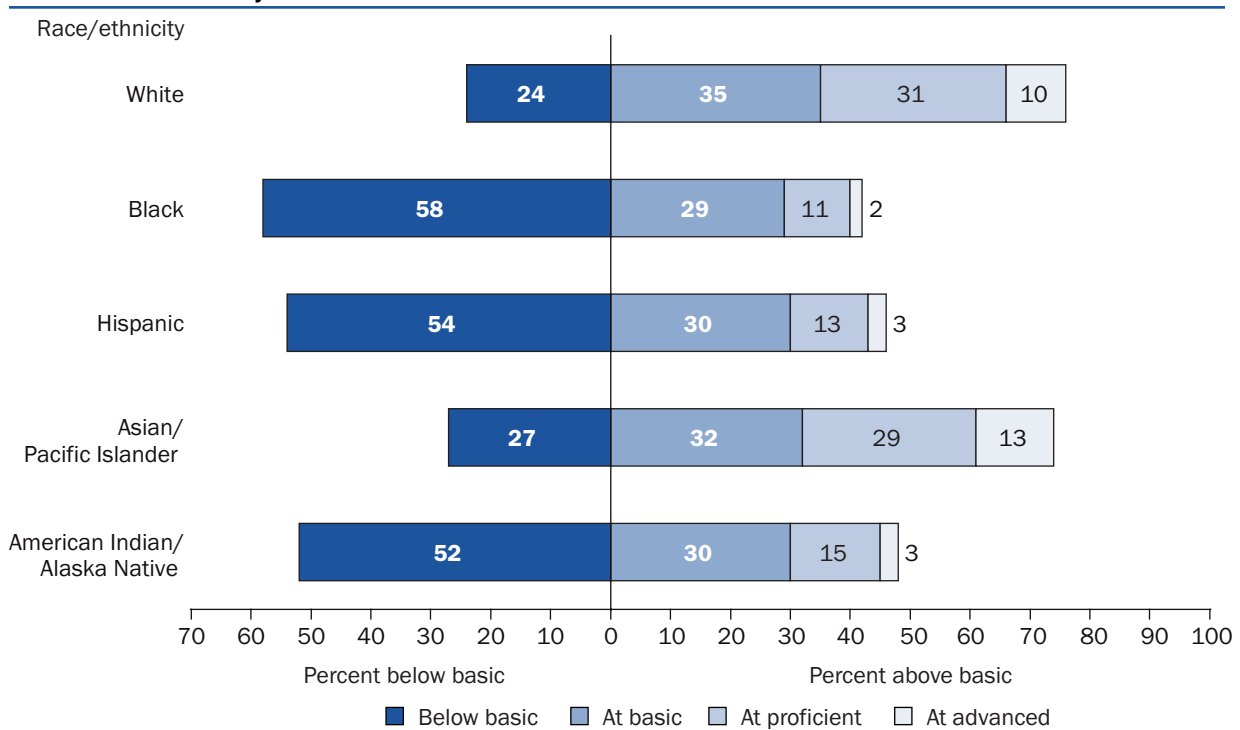
‡ Reporting standards not met.

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.

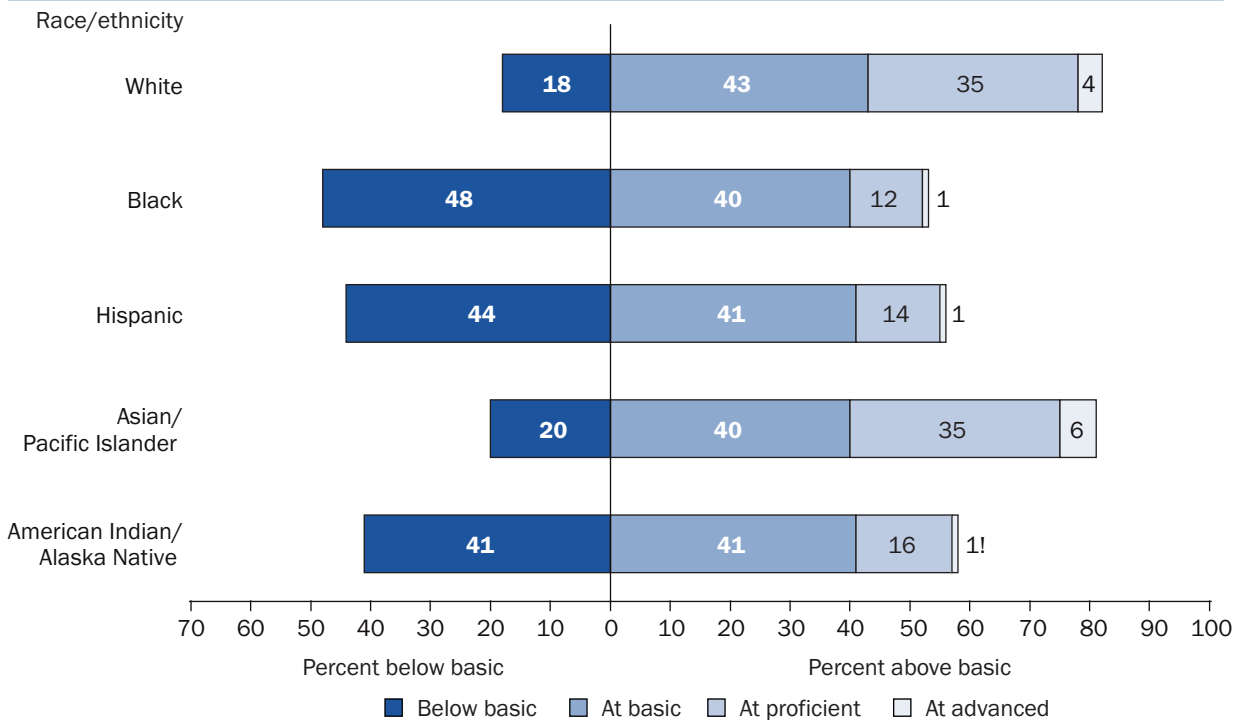
Figure 10.1a. Percentage distribution of 4th-grade students across NAEP reading achievement levels, by race/ethnicity: 2005



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

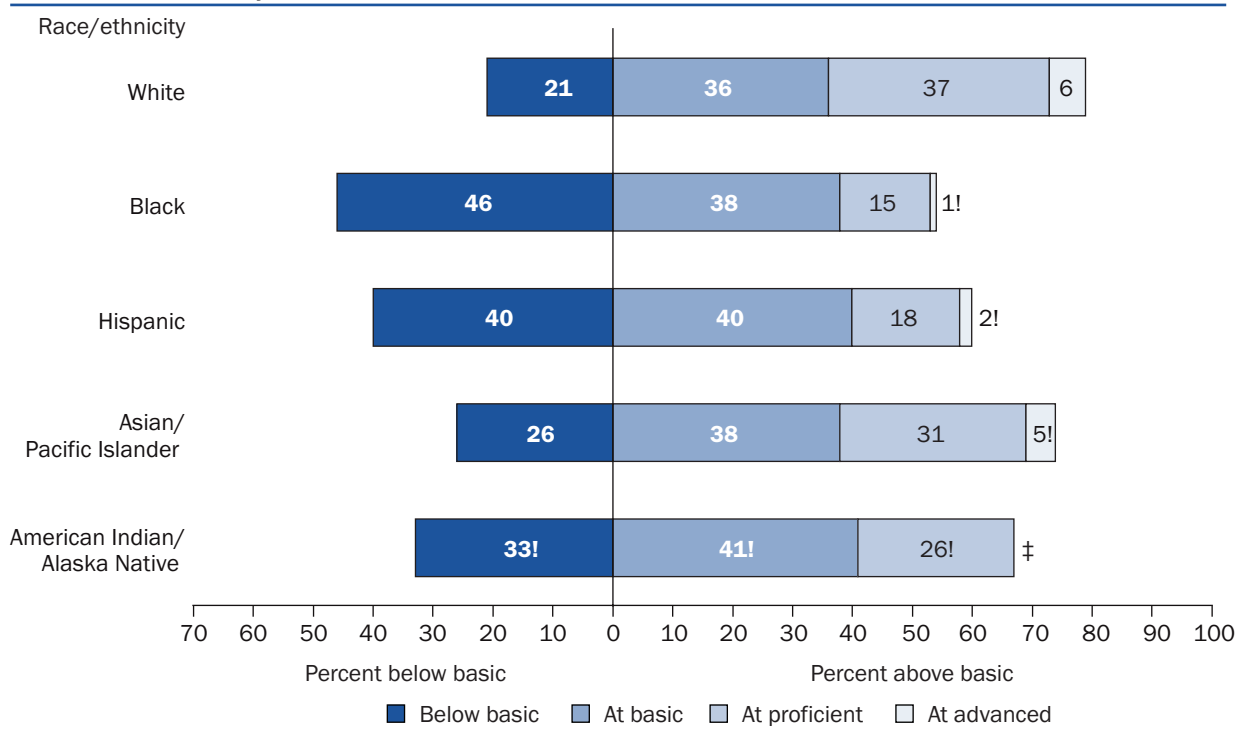


! Interpret data with caution.

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.

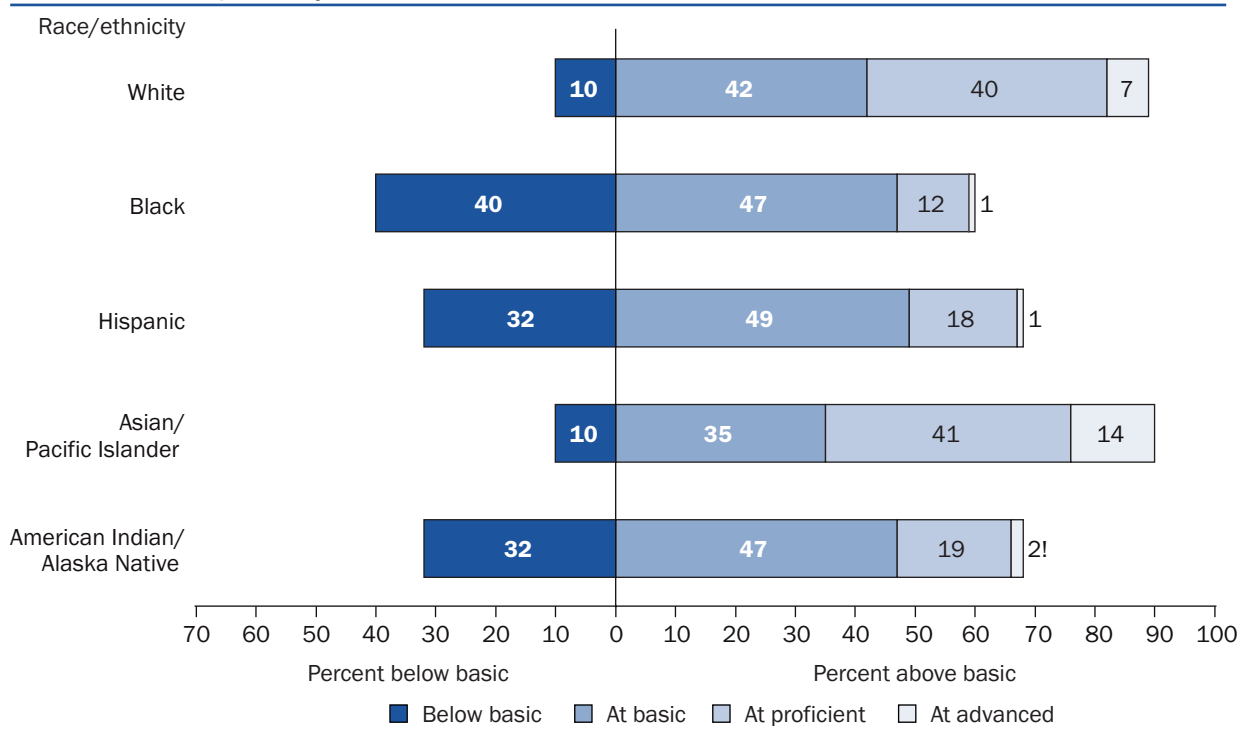
! Interpret data with caution.

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.

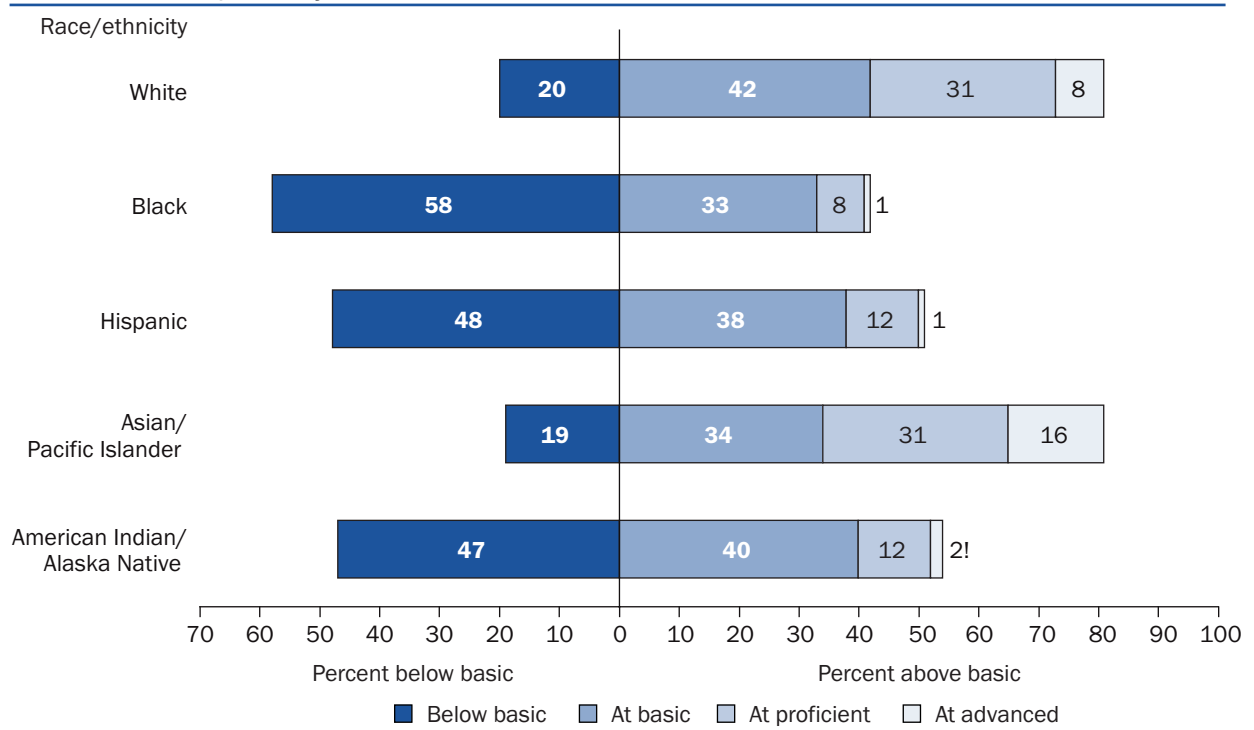
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment, NAEP Data Explorer.

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



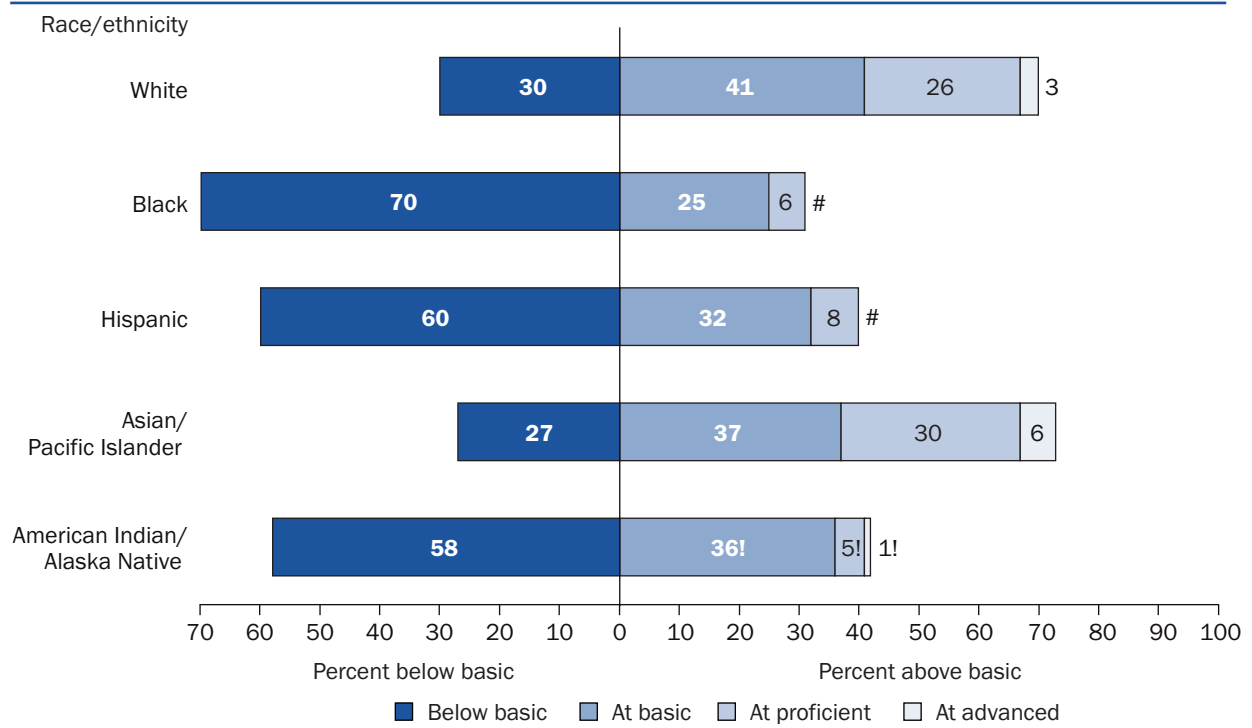
! Interpret data with caution.
 NOTE: NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education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

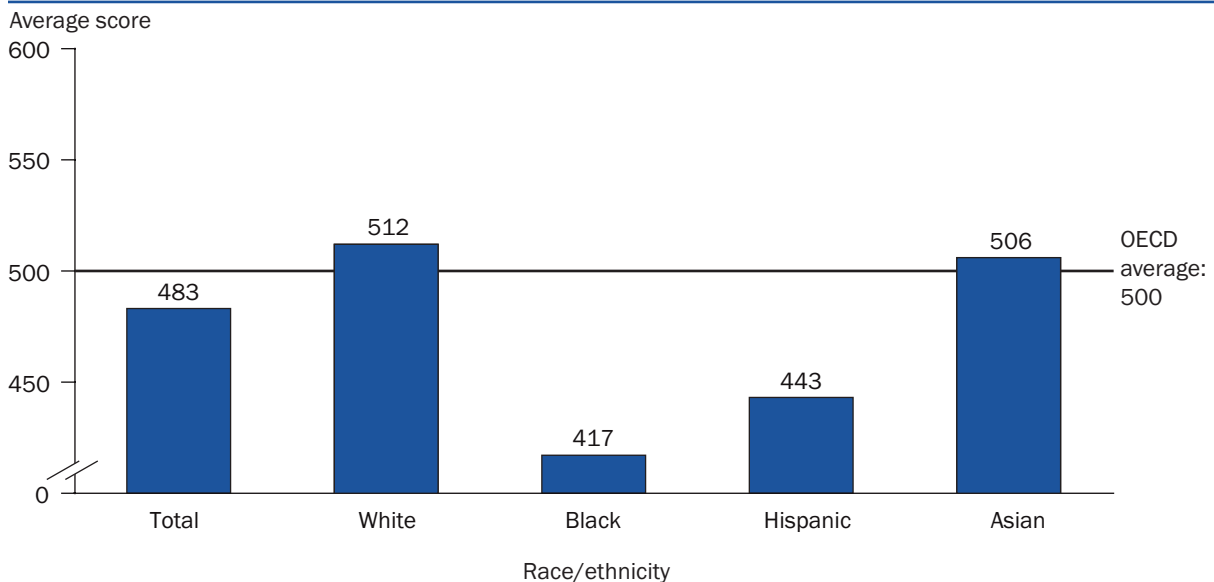
The Program for International Student Assessment (PISA) is a system of international assessments that measures 15-year-olds' capabilities in reading, mathematics, and science literacy to help countries monitor how well their education systems prepare students for modern life. In addition, the PISA results 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.

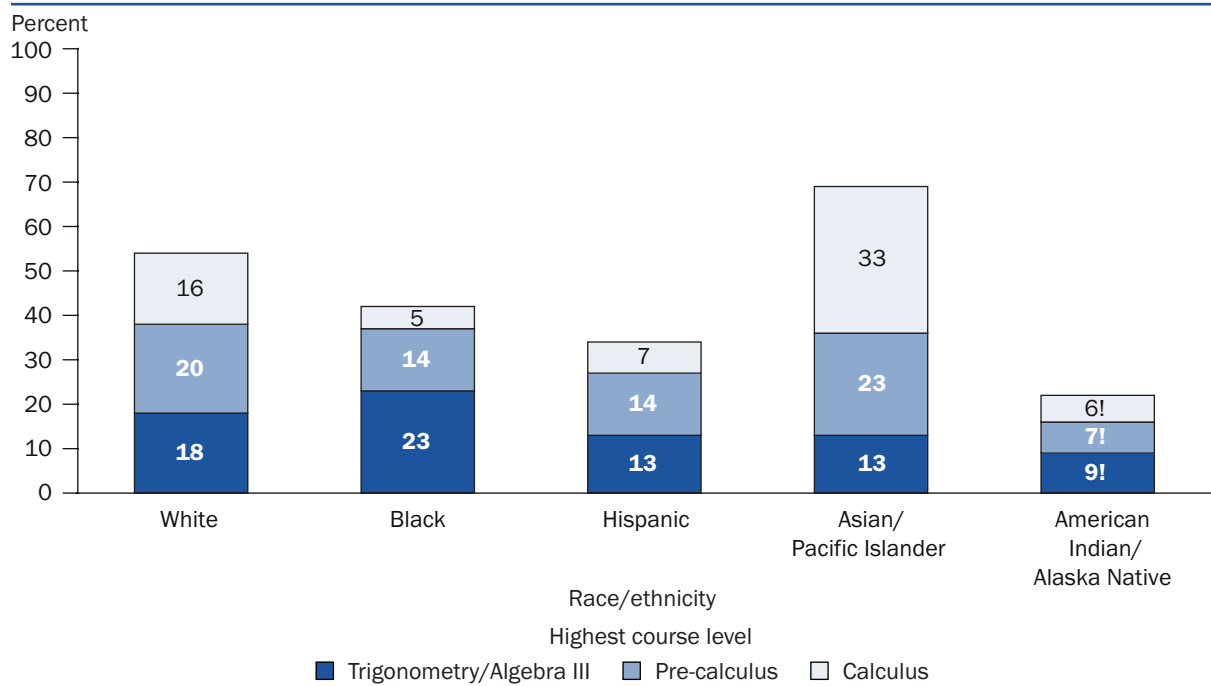
NOTE: The distribution of graduates among the various levels of mathematics courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. Academic levels are labeled 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.

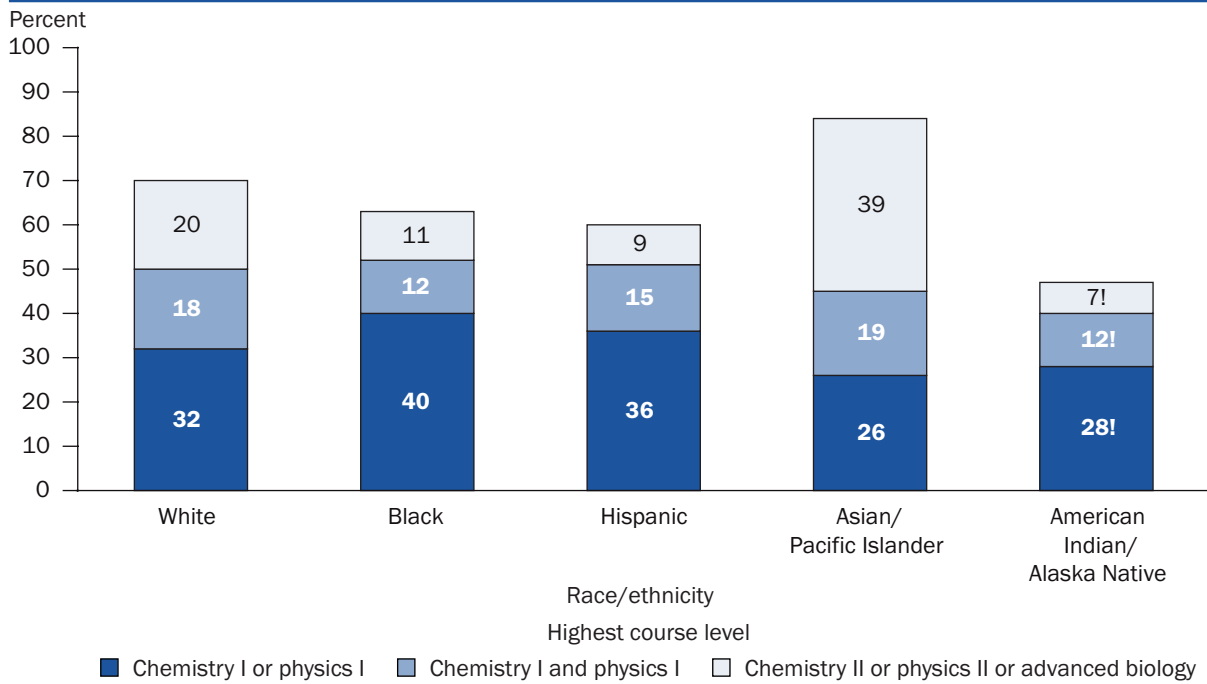
! Interpret data with caution.

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.

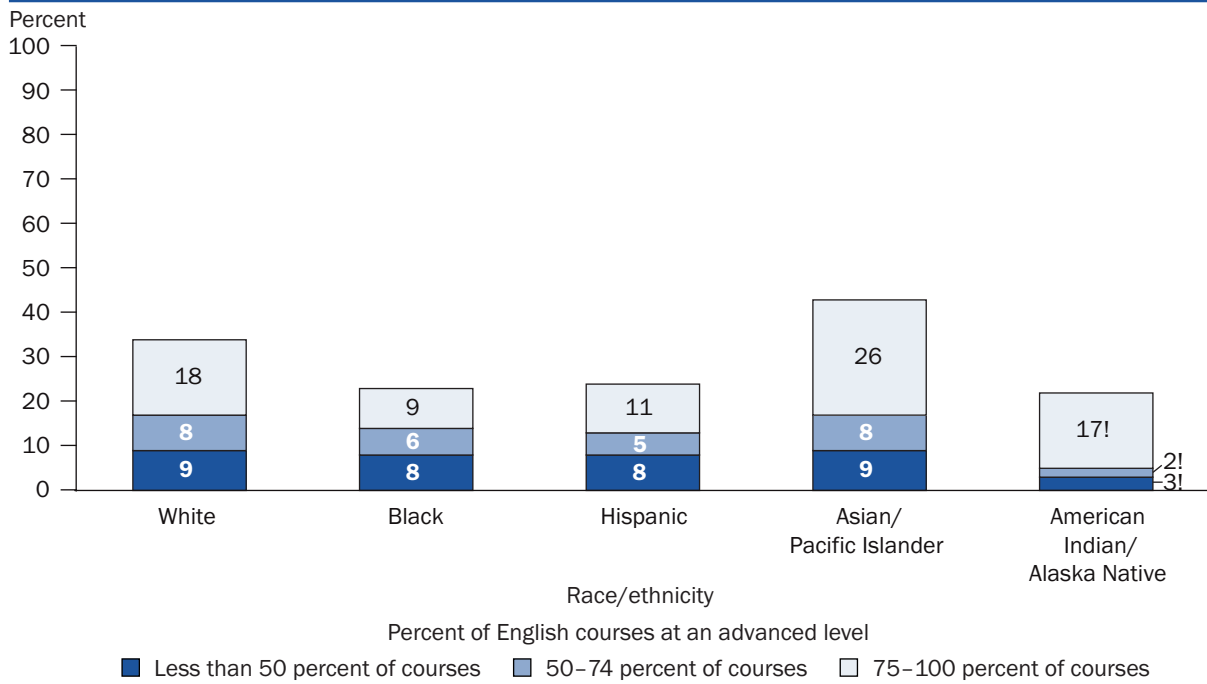
² Low academic level courses include all general English courses classified as "below grade level." Graduates may have taken a general English course classified as regular or "honors" and be classified in the low academic level if the percentage of "below grade level" courses completed was the plurality 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	Year 3, 4, and Advanced Placement						
	None	Year 1 or less	Year 2	Year 3 or greater	Year 3	Year 4	AP
1998¹							
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!
2000¹							
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!
2004²							
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.

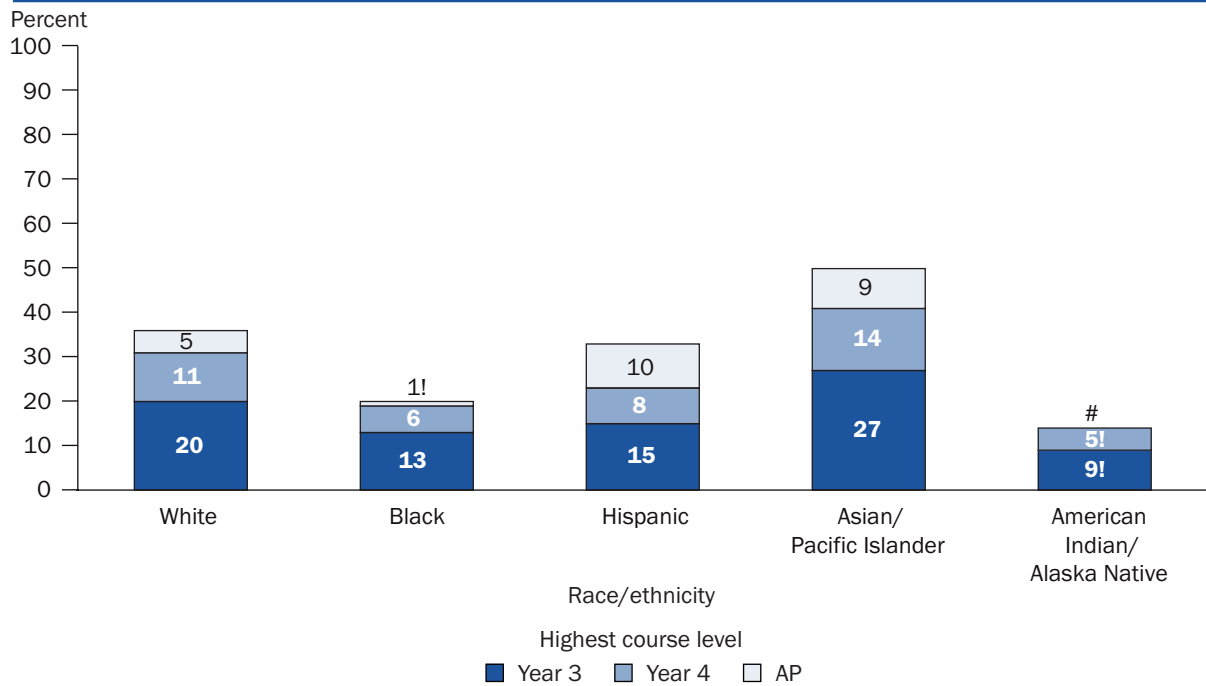
¹ Foreign language coursetaking in 2000 and earlier years based upon classes in French, German, Latin, or Spanish as these were the only foreign languages commonly offered in high schools for 4 years or more.

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

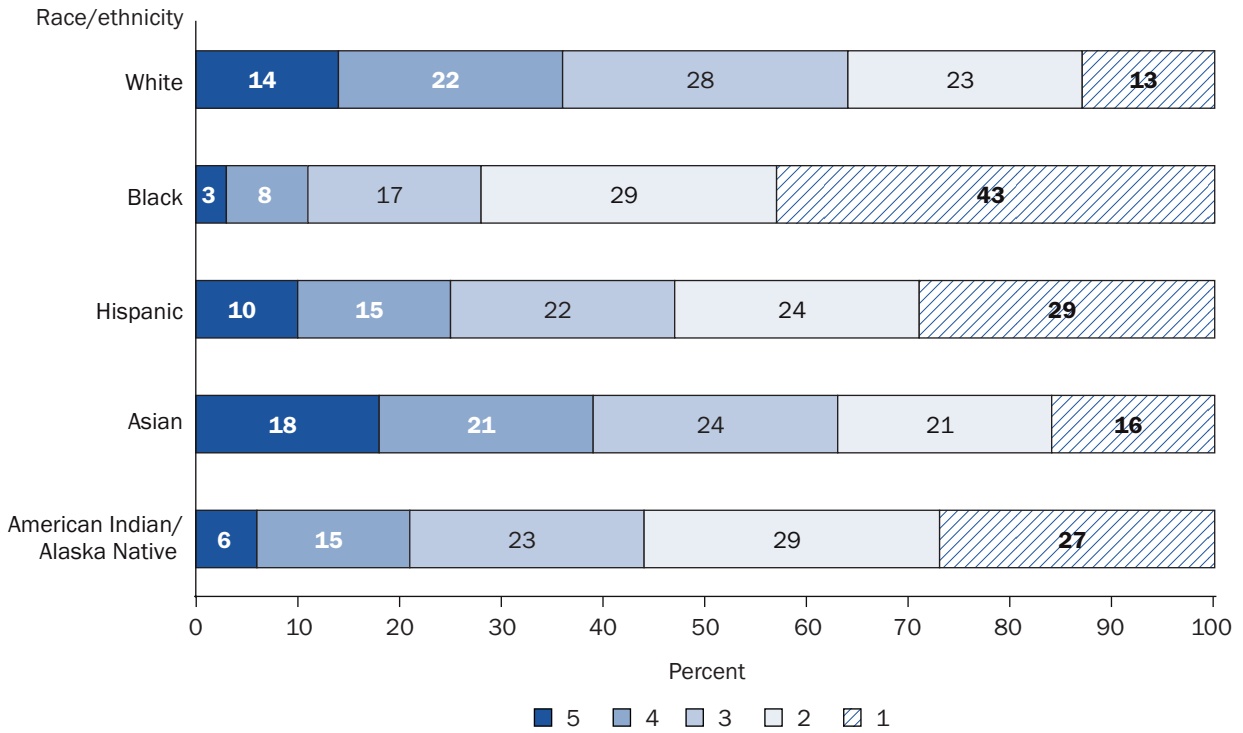
¹ Total includes other race/ethnicity categories not separately shown.

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

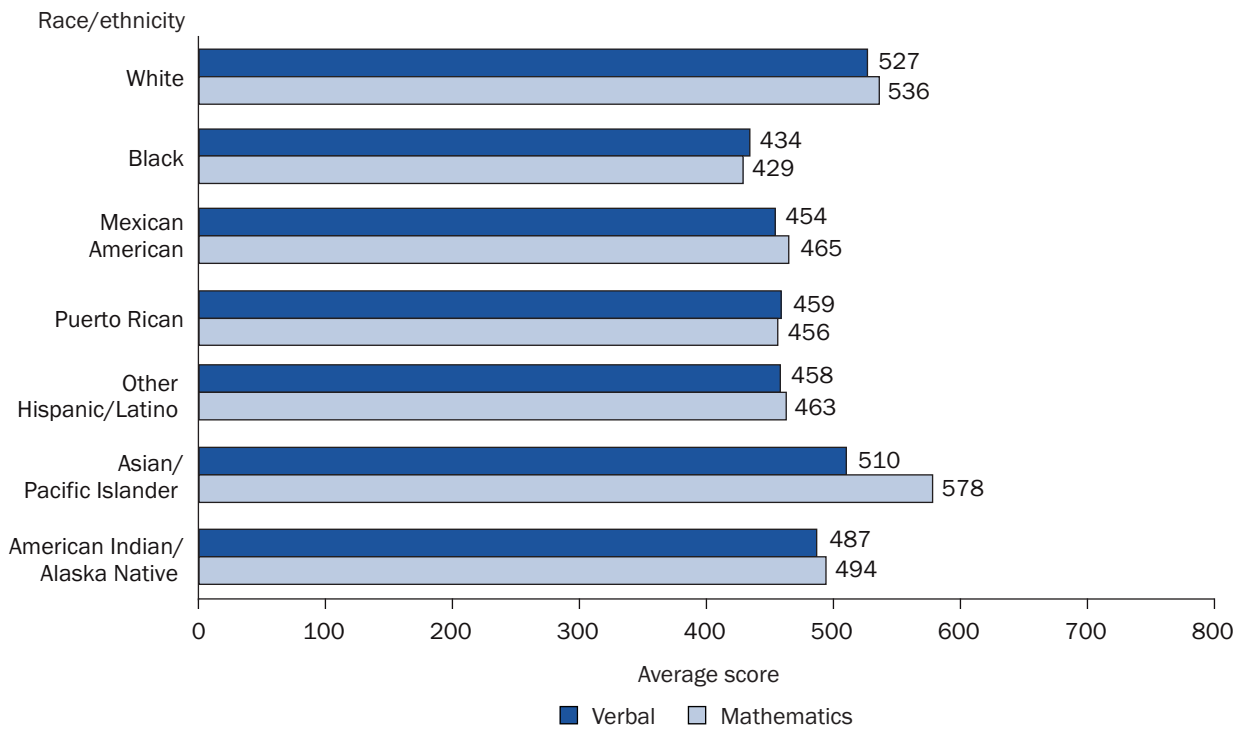
Subject and year	Total ¹	White	Black	Mexican American	Puerto Rican	Other Hispanic/Latino	Asian/Pacific Islander	American Indian/Alaska Native
Verbal								
1996	505	526	434	455	452	465	496	483
1997	505	526	434	451	454	466	496	475
1998	505	526	434	453	452	461	498	480
1999	505	527	434	453	455	463	498	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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