4 PERSISTENCE

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

Indicator 16 examines rates of retention, suspension, and expulsion. In 2003, a higher percentage of Black elementary and secondary students had been suspended from school at some point than was the case for students of any other race/ethnicity. Additionally, a higher percentage of Black than White, Hispanic, or Asian/Pacific Islander students had been retained a grade or expelled. Rates of retention, suspension, and expulsion were also higher for males than females.

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

15. Absence

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

In 2005, a higher percentage of Asian/Pacific Islander 8th-grade students (62 percent) than students of all other races/ethnicities shown had no school absences in the preceding month. American Indians/Alaska Natives had a lower percentage of 8th-graders with no absences (34 percent) than did White (44 percent), Black (44 percent), Hispanic (42 percent), and Asian/Pacific Islander students. Asians/Pacific Islanders had the lowest percentage of students who had missed 3 or more days of school (12 percent), while American Indians/Alaska Natives had the highest (30 percent). Higher percentages of Black (25 percent) and Hispanic students (24 percent) had missed 3 or more days than White students (20 percent).

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

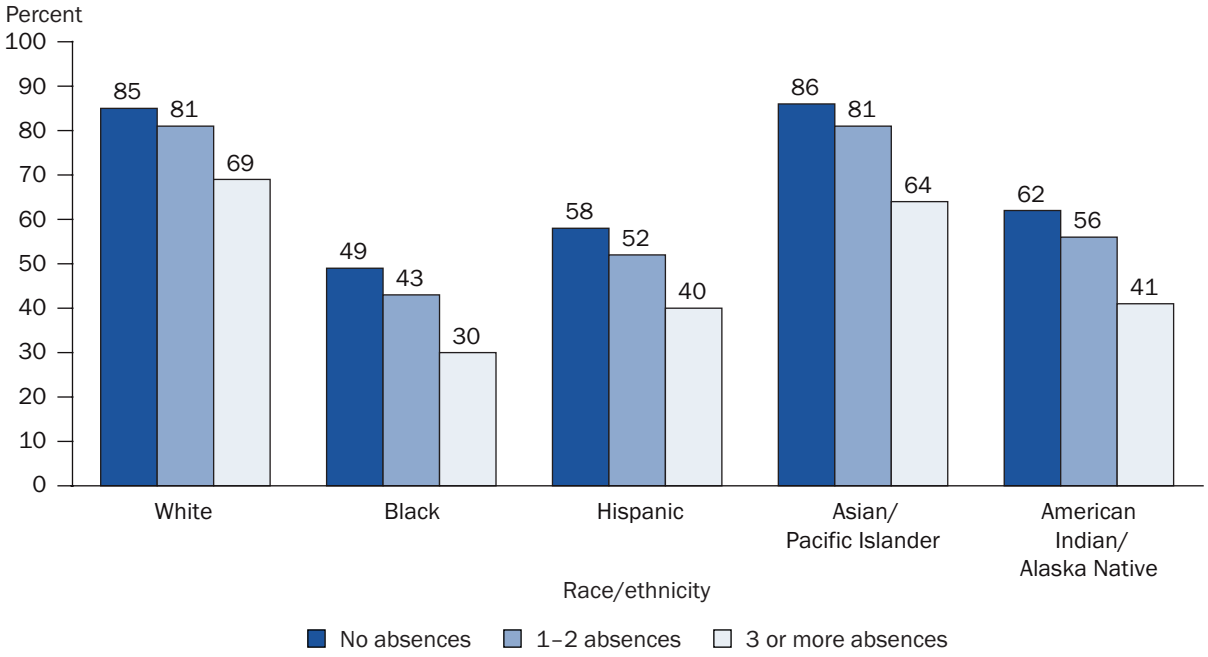
Table 15. Percentage distribution of 8th-graders and percentage at or above *Basic* on the NAEP mathematics assessment, by race/ethnicity and number of days absent from school in the past month: 2005

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

[1] Total includes other race/ethnicity categories not separately shown.
NOTE: Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment, NAEP Data Explorer.

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

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



NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment, NAEP Data Explorer.

16. Retention, Suspension, and Expulsion

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

In 2003, some 17 percent of Black students had been retained, a higher percentage than that of White, Hispanic, or Asian/Pacific Islander students. The percentage of Hispanic students (11 percent) who had been retained was higher than the percentage of White students (8 percent) retained, while the percentage of Asian/Pacific Islander students (5 percent) was lower than that of Whites. Similarly, a larger percentage of Black students (20 percent) had been suspended than was the case for their American Indian/Alaska Native (11 percent), Hispanic (10 percent), White (9 percent), or Asian/Pacific Islander (6 percent) peers. In addition, a higher percentage of Black students had been expelled (5 percent) than was the case for White (1 percent), Hispanic (1 percent), and Asian/Pacific Islander students (less than 1 percent).

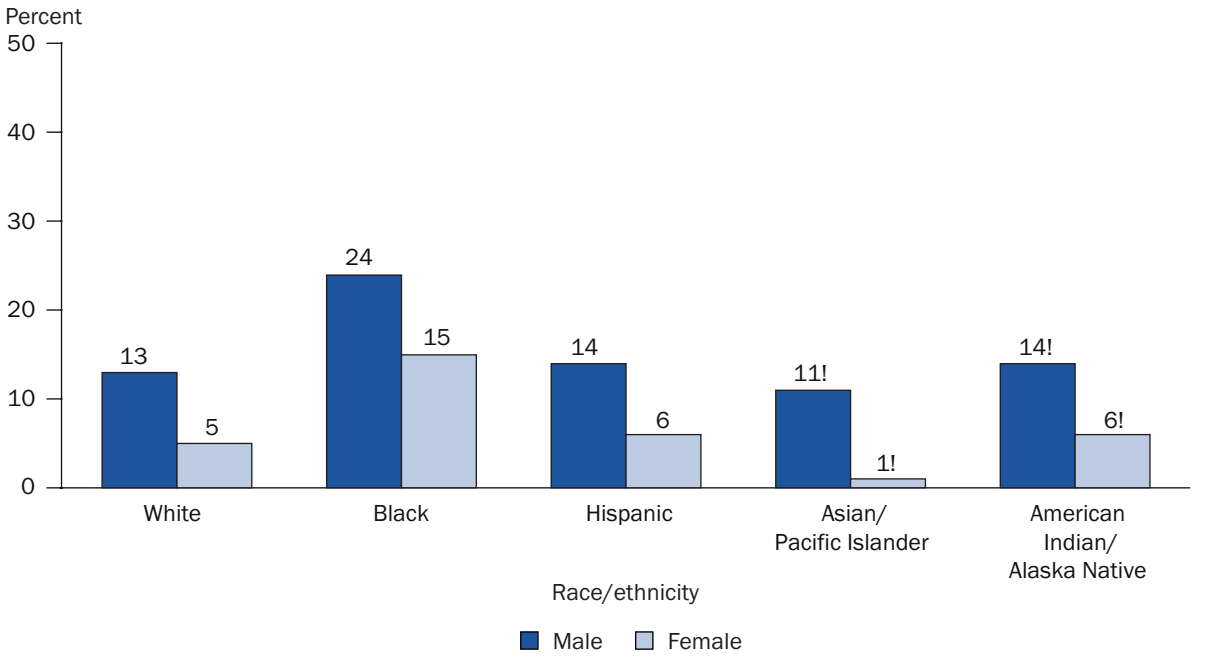
There are differences between males and females when examining rates of retention, suspension, and expulsion. In 2003, about 12 percent of male students had repeated a grade, compared to 8 percent of female students. Additionally, for both Black and White students, a larger proportion of males than females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

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

Race/ethnicity	Repeated a grade			Suspended			Expelled		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total[1]	**10.1**	**12.1**	**8.0**	**10.8**	**14.9**	**6.6**	**2.0**	**2.9**	**1.1**
White	8.2	10.0	6.4	8.8	12.7	4.6	1.4	2.2	0.6!
Black	17.1	22.6	12.0	19.6	24.2	15.2	5.0	6.7	3.3
Hispanic	10.6	11.3	9.8	10.4	14.4	6.2	1.4!	1.9!	0.9!
Asian/Pacific Islander	4.6!	4.3!	4.9!	6.4	11.1!	1.0!	0.5!	0.8!	#
American Indian/Alaska Native	9.9!	12.9!	5.7!	10.6	14.2!	5.7!	3.4!	5.8!	#

Rounds to zero.
! Interpret data with caution.
[1] Total includes other race/ethnicity categories not separately shown.
NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

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



! Interpret data with caution.
NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

17. Dropouts

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

High school status dropout rates varied across racial/ethnic groups. In 1989, a higher percentage of Hispanic students were status dropouts (33 percent) than were their Black (14 percent), White (9 percent), and Asian/Pacific Islander (8 percent) counterparts. The percentages of Blacks and American Indians/Alaska Natives (22 percent) who were status dropouts were also higher than the percentages of Whites and Asians/Pacific Islanders. In 2005, this same pattern was evident: Hispanics had a higher percentage of status dropouts (22 percent) than did Blacks (10 percent), Whites (6 percent), and Asians/Pacific Islanders (3 percent), while the percentages of Blacks and American Indians/Alaska Natives (14 percent) were higher than those for Whites and Asians/Pacific Islanders. In addition, in 2005, the percentage of White 16- to 24-year-olds who were status dropouts was higher than the percentage of Asians/Pacific Islanders.

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

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

! Interpret data with caution.

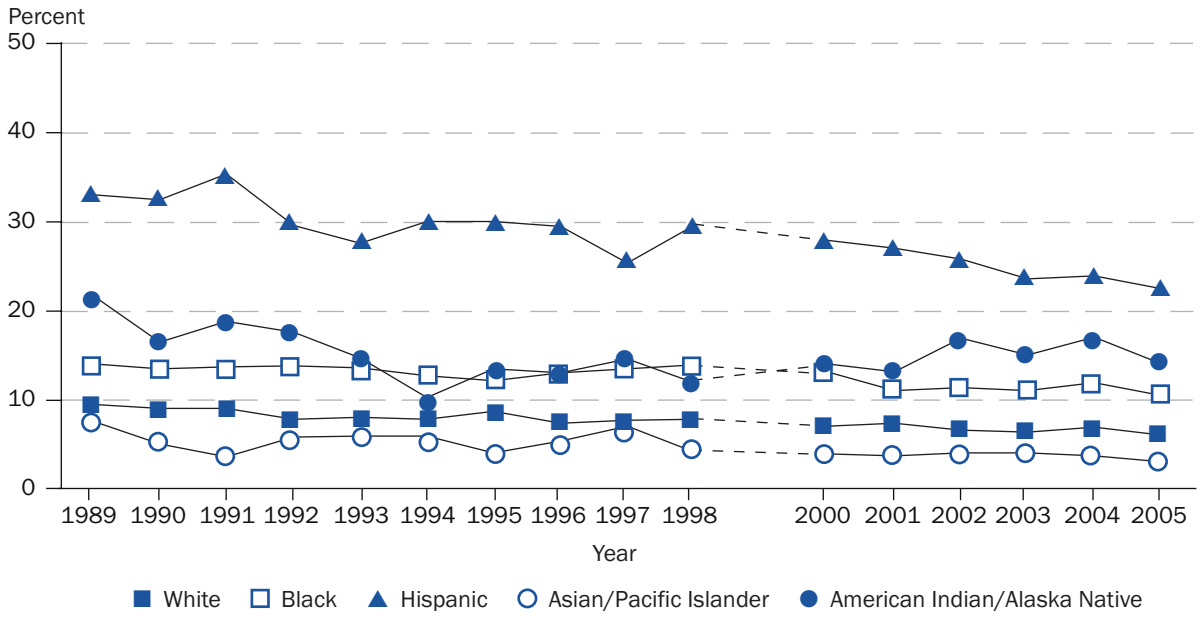
[1] For 2003, 2004, and 2005, total includes other race/ethnicity categories not separately shown.

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

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

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

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



NOTE: Some data for Asians/Pacific Islanders and American Indians/Alaska Natives should be interpreted with caution (see table 17a). The data presented here represent status dropout rates, which is the percentage of civilian, noninstitutionalized 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED). The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. Another way of calculating dropout rates is the event dropout rate, which is the percentage of 15- to 24-year-olds who dropped out of grades 10 through 12 in the 12 months preceding the fall of each data collection year. Data for 1999 have been suppressed due to unstable estimates. Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1989-2005.

Snapshot of Hispanic and Asian subgroups: Dropouts by Nativity

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

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

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

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

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

Rounds to zero.
! Interpret data with caution.
‡ Reporting standards not met. Sample size too small.
[1] Total includes other race/ethnicity categories not separately shown.
NOTE: The data presented here represent status dropout rates, which is the percentage of civilian, non-institutionalized 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED). The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. Another way of calculating dropout rates is the event dropout rate, which is the percentage of 15- to 24-year-olds who dropped out of grades 10 through 12 in the 12 months preceding the fall of each data collection year. This table uses a different data source from table 17a, and therefore estimates are not directly comparable to the 2005 estimates in table 1a. Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2005.

5 Student Behaviors

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

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

Indicators 20, 21, and *22* examine negative student behaviors. In 2004, higher percentages of White, American Indian/Alaska Native, and Hispanic children ages 12 to 17 had consumed alcohol in the past month, compared to Black and Asian children of the same ages. Higher percentages of American Indian/Alaska Native and White children reported smoking cigarettes or using marijuana in the past month than did Black, Hispanic, and Asian children. A similar pattern emerged among adults 18 to 25, with a higher percentage of Whites reporting alcohol use in the past month than any other racial/ethnic group and a higher percentage of American Indians/Alaska Natives reporting cigarette use in the same time period than Hispanics, Blacks, and Asians (*indicator 20*).

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

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

18. After-School Activities

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

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

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

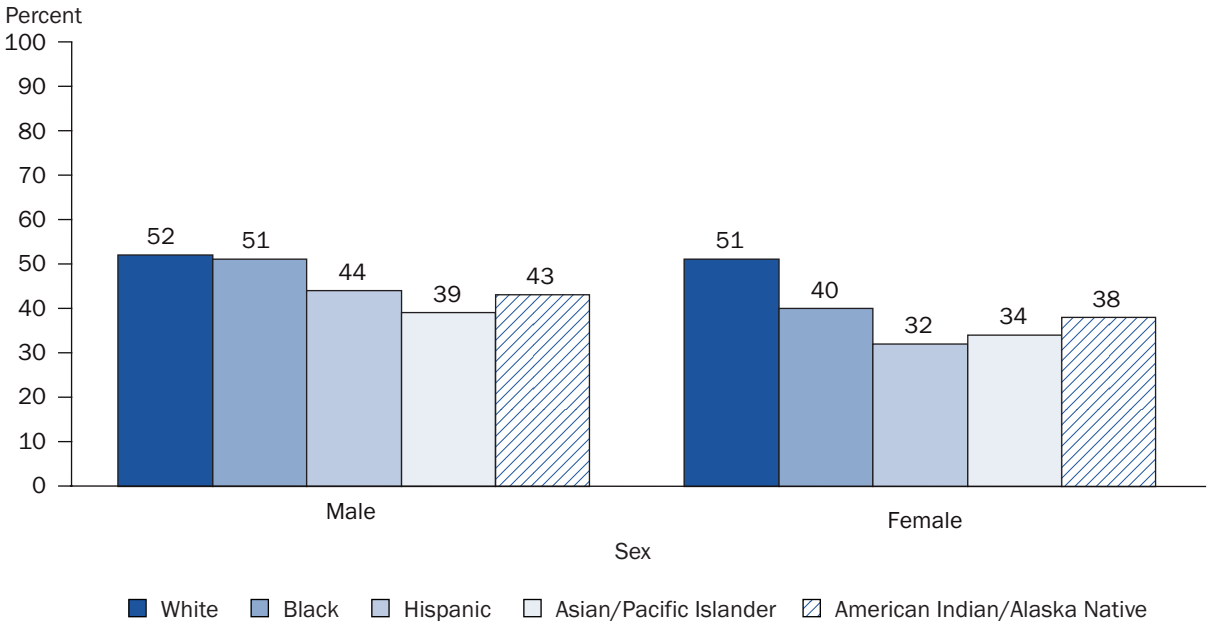
Hispanic and American Indian/Alaska Native sophomores were less likely to be a part of a school music group (band, orchestra, chorus or choir) than were White, Black, and Asian/Pacific Islander sophomores. Asian/Pacific Islander males and females participated in academic, service, and hobby clubs more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

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

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

Rounds to zero.
! Interpret data with caution.
NOTE: Interscholastic sports refers to competition between teams from different schools. Intramural refers to competition between teams or students within the same school. Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002).

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



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

19. Computer and Internet Use

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

19.1. Computer Use

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

At school, a higher percentage of White students (91 percent) used computers than did Hispanic (85 percent) and Asian/Pacific Islander (84 percent) students. Black students (87 percent) were also more likely than Asian/Pacific Islander students (84 percent) to use computers at school. At home, a higher percentage of White students (81 percent) than all other racial/ethnic groups shown used computers. In addition, Asian/Pacific Islander students (76 percent) were more likely than Hispanic (50 percent), Black (48 percent), and American Indian/Alaska Native (46 percent) students to use computers at home.

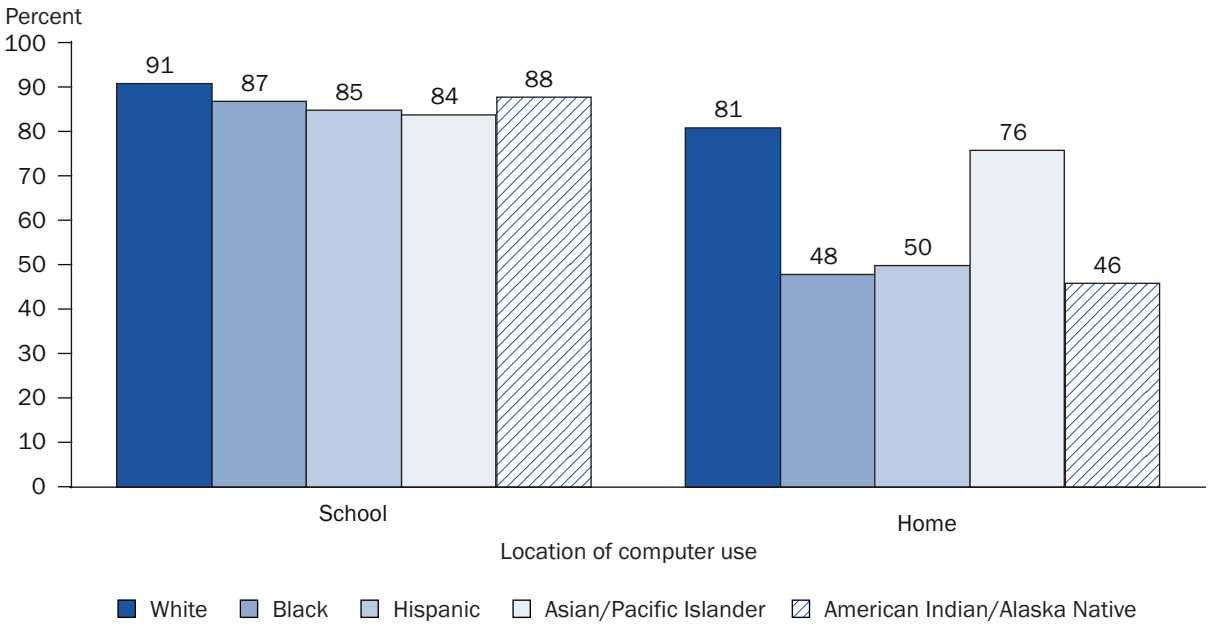
Differences in use also exist within age groups and by location of computer use. Differences in computer use at school among racial/ethnic groups were more apparent for younger students than for older students. In grades 1 through 5, White students (88 percent) were more likely than Black (83 percent),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

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

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

[1] Total includes other race/ethnicity categories not separately shown.
NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2003.

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



NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2003.

19.2. Internet Use

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

A higher percentage of White and Asian/Pacific Islander students in grades 1 through 12 reported using the Internet at home than at school. In contrast, Black, Hispanic, and American Indian/Alaska Native students were more likely to use the Internet at school than at home. In addition, a higher percentage of White students (60 percent) reported using the Internet at home than did students of any other race/ethnicity. Asian/Pacific Islander students (51 percent) also reported using the Internet at home more than Black (29 percent), Hispanic (29 percent), or American Indian/Alaska Native (24 percent) students.

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

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

! Interpret data with caution.
[1] Total includes other race/ethnicity categories not separately shown.
NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2003.

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20. Cigarettes, Alcohol, and Drugs

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

In 2004, 18 percent of children between the ages of 12 and 17 reported drinking alcohol in the past month. A higher percentage of White (20 percent), American Indian/Alaska Native (19 percent), and Hispanic (18 percent) children reported drinking alcohol in the past month than did their Black and Asian peers (10 and 9 percent, respectively). American Indian/Alaska Native children were more likely than their Black, Hispanic, and Asian peers to have smoked cigarettes in the past month and were also more likely than these groups to have used marijuana in the past month.[27] Eighteen percent of American Indian/Alaska Native children reported smoking cigarettes in the past month, compared to 9 percent of Hispanics, 6 percent of Blacks, and 5 percent of Asians. A higher percentage of American Indian/Alaska Native (17 percent) children reported using marijuana in the past month than their Hispanic (7 percent), Black (6 percent), and Asian (4 percent) counterparts. White children were also more likely than their Black, Hispanic, and Asian peers to have smoked cigarettes (14 percent) or used marijuana (8 percent) in the past month, but no measurable differences were detected between American Indian/Alaska Native and White children.

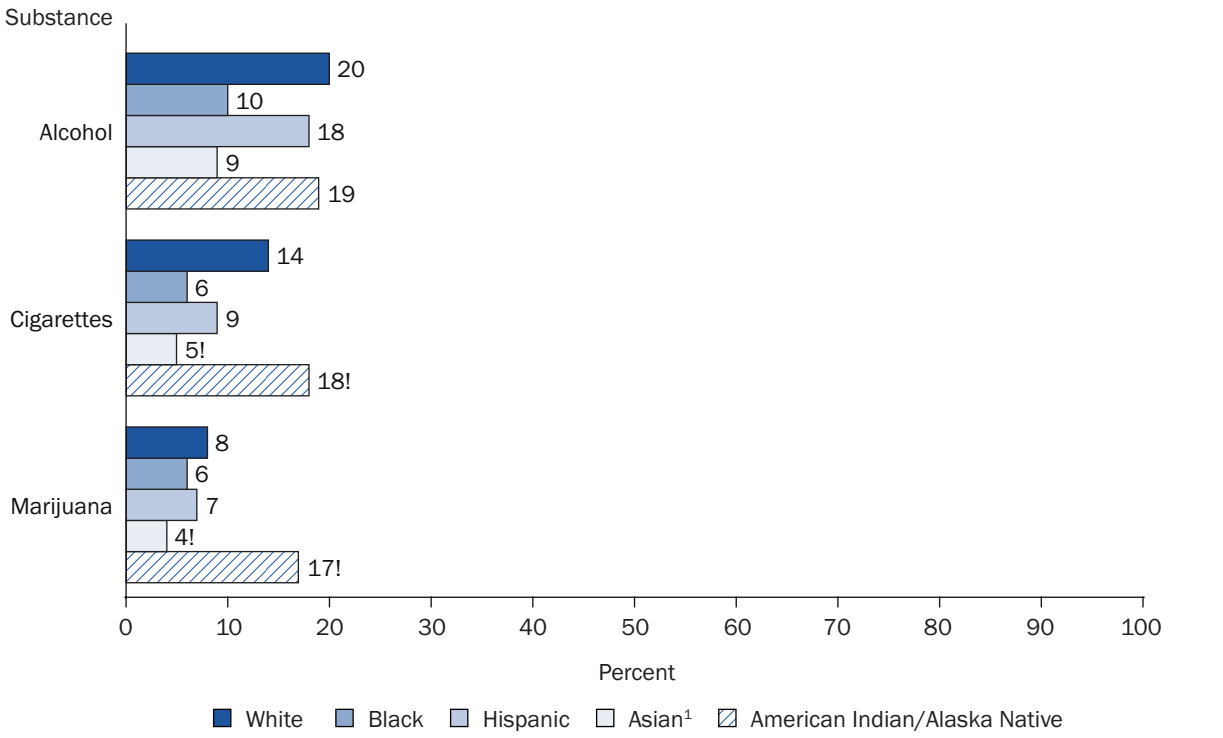
Table 20a. Percentage of 12- to 17-year-olds who used alcohol, cigarettes, and selected drugs in past month, by race/ethnicity: 2004

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

Rounds to zero.
! Interpret data with caution.
‡ Reporting standards not met.
[1] Total includes other race/ethnicity categories not separately shown.
[2] Does not include Pacific Islanders.
[3] Includes LSD, PCP, and MDMA (Ecstasy).
[4] Inhalants are defined in the survey as, "liquids, sprays, and gases that people sniff or inhale to get high or to make them feel good."
[5] Nonmedical use of any prescription-type pain reliever, tranquilizer, stimulant, or sedative; does not include over-the-counter drugs.
NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies, National Survey on Drug Use and Health, 2004.

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

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



! Interpret data with caution.
[1] Does not include Pacific Islanders.
NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies, National Survey on Drug Use and Health, 2004.

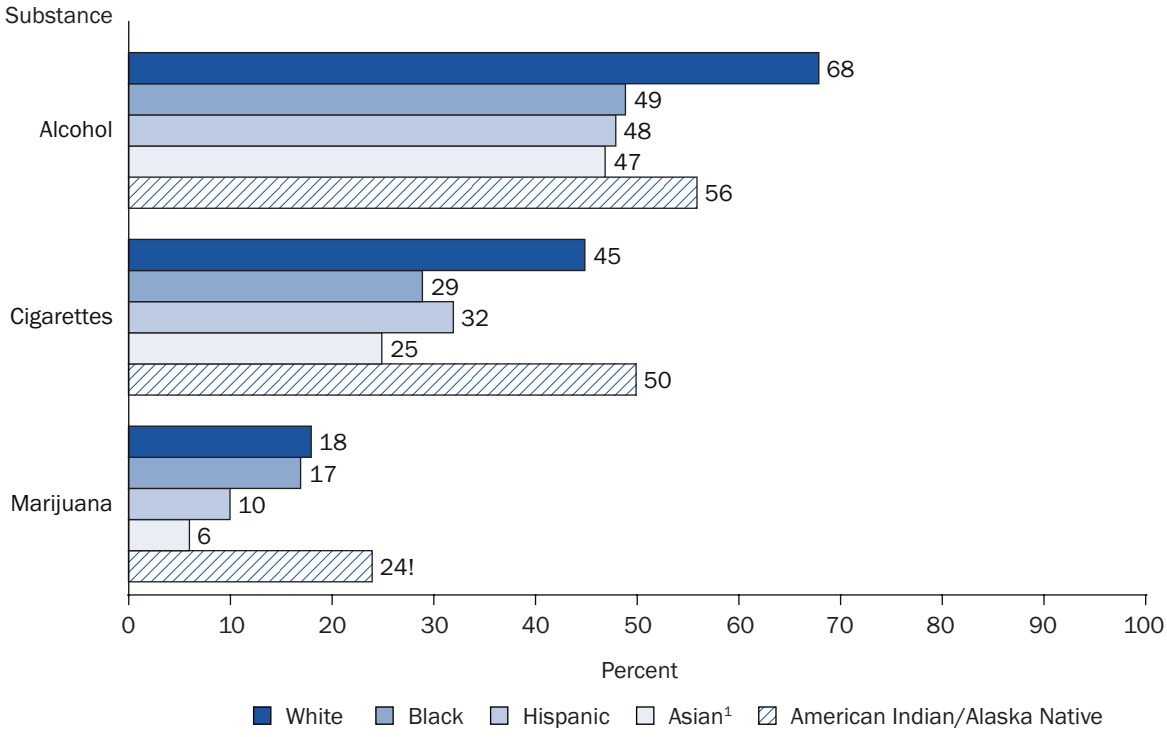
In 2004, 61 percent of all young adults between the ages of 18 and 25 reported consuming at least one alcoholic drink in the past month. A greater percentage of Whites (68 percent) reported drinking alcohol in the past month than did American Indians/Alaska Natives (56 percent), Blacks (49 percent), Hispanics (48 percent), and Asians (47 percent). American Indian/Alaska Native (50 percent) and White young adults (45 percent) were more likely to have smoked cigarettes in the past month, than were Hispanics (32 percent), Blacks (29 percent), and Asians (25 percent). A higher percentage of American Indian/Alaska Native (24 percent), White (18 percent), and Black young adults (17 percent) reported using marijuana in the past month than did Hispanic (10 percent) and Asian young adults (6 percent).

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

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

! Interpret data with caution.
‡ Reporting standards not met.
[1] Total includes other race/ethnicity categories not separately shown.
[2] Does not include Pacific Islanders.
[3] Includes LSD, PCP, and MDMA (Ecstasy).
[4] Inhalants are defined in the survey as, "liquids, sprays, and gases that people sniff or inhale to get high or to make them feel good."
[5] Nonmedical use of any prescription-type pain reliever, tranquilizer, stimulant, or sedative; does not include over-the-counter drugs.
NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies, National Survey on Drug Use and Health, 2004.

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



! Interpret data with caution.
[1] Does not include Pacific Islanders.
NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies, National Survey on Drug Use and Health, 2004.

21. Teenage Pregnancy

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

Birth rates for female teenagers of all race groups rose between 1985 and 1991. During this period, the largest increase in birth rates was for Black females, from 95 to 115. Between 1991 and 2004, birth rates dropped for 15- to 19-year-old females of all racial/ethnic groups. The largest decline for all racial/ethnic groups during this time was for Black teenage females, whose birth rate declined from 115 to 63. The birth rate for Hispanic teenagers declined from 105 in 1991 to 83 in 2004. During this period, American Indian/Alaska Native teenager birth rates declined from 84 to 53, and White teenager rates declined from 53 to 38.

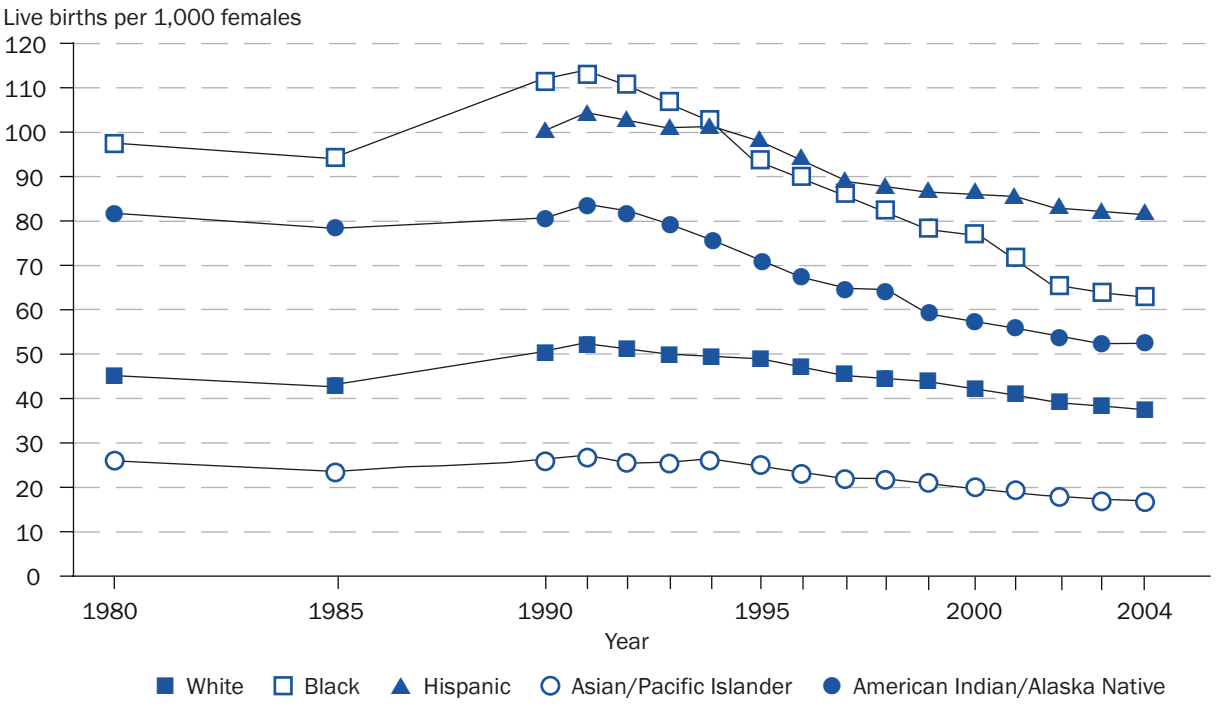
Asian/Pacific Islander teenagers have had consistently lower birth rates in comparison to White, Hispanic, Black, and American Indian/Alaska Native teenagers. Black teenagers had higher birth rates than their peers of other racial/ethnic groups from 1990 to 1994. Since 1995, Hispanic teenagers have had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

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

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

– Not available.
NOTE: Race categories include persons of Hispanic origin.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Vital Statistics Reports, Vol. 55, no. 1, *Births: Final Data for 2004,* National Center for Health Statistics, Final Natality Statistics, 2006.

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



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

22. Safety at School

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

In 2005, among 9th- through 12th-graders, a higher percentage of Hispanic students (8 percent) reported carrying a weapon to school than did Black (5 percent) and Asian students (3 percent). In addition, higher percentages of Pacific Islander (15 percent), American Indian/Alaska Native (7 percent), and White students (6 percent) than Asian students reported carrying a weapon to school. A larger percentage of Hispanic students (10 percent) reported being threatened or injured with a weapon at school than did White (7 percent) and Asian students (5 percent). The percentages of Black (8 percent) and White students who reported being threatened or injured with a weapon at school were also higher than the percentage of Asian students.

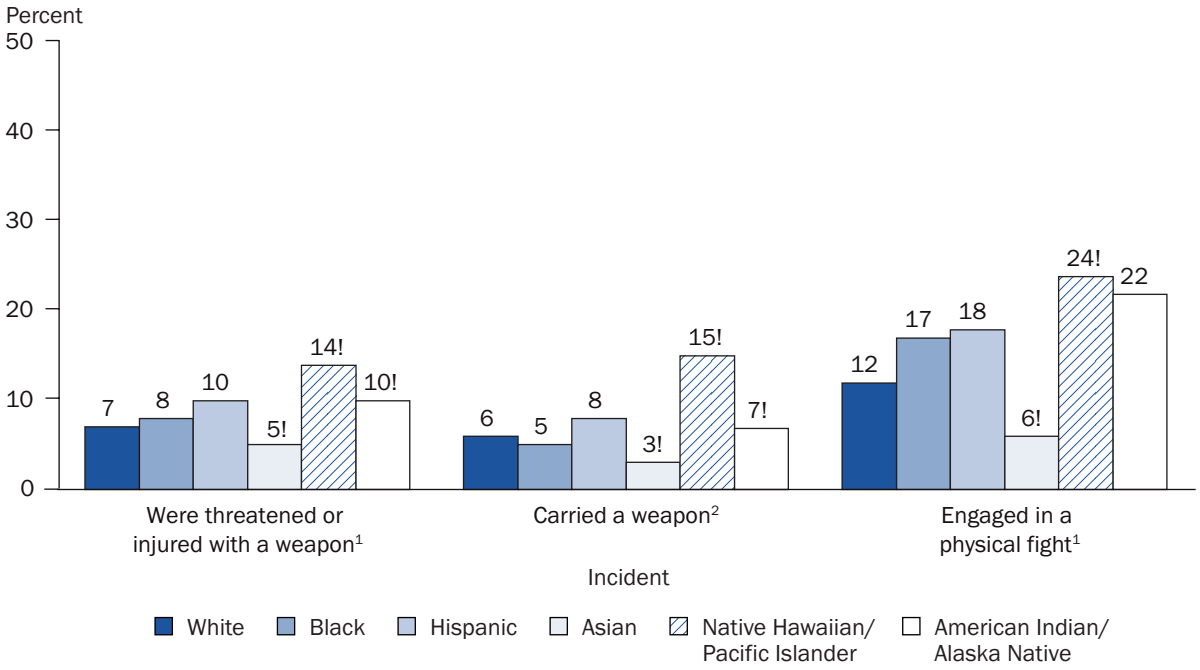
The percentage of students who engaged in a physical fight on school property also differed across racial/ethnic groups. In 2005, some 14 percent of students reported they had engaged in a fight in the past 12 months. A smaller percentage of White (12 percent) and Asian students (6 percent) than Pacific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

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

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

! Interpret with caution.
[1] In the past 12 months.
[2] On one or more of the past 30 days.
NOTE: High school students are defined as students enrolled in grades 9 through 12. Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Indicators of School Crime and Safety: 2006* (NCES 2007-003), tables 4.1, 13.1, and 14.1, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

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



! Interpret with caution.
[1] In the past 12 months.
[2] On one or more of the past 30 days.
NOTE: High school students are defined as students enrolled in grades 9 through 12. Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Indicators of School Crime and Safety: 2006* (NCES 2007-003), tables 4.1, 13.1, and 14.1, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

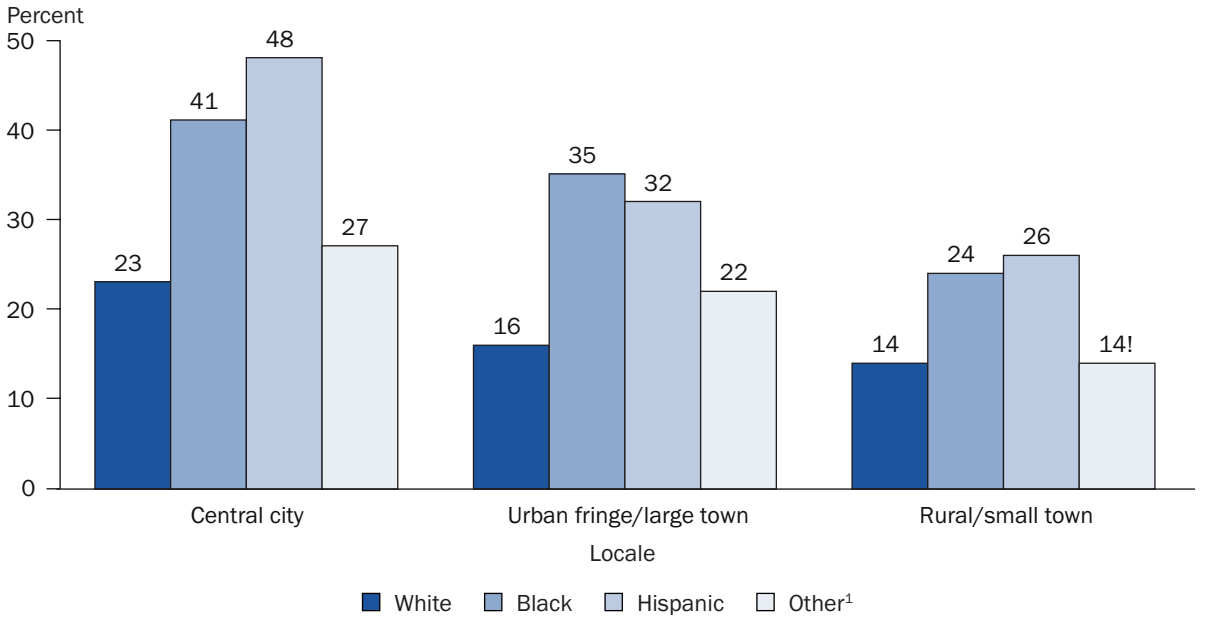
Youth gangs are linked to serious crime problems such as the presence of guns and drugs in elementary and secondary schools (Chandler et al. 1998). Students ages 12 to 18 were asked about the presence of gangs at school. In 2005, a greater percentage of Hispanic (38 percent) and Black students (37 percent) reported the presence of street gangs in schools than did "Other" (includes Asians, Pacific Islanders, American Indians, and Alaska Natives) (23 percent) and White (17 percent) students. Among students of the same race/ethnicity, White and Hispanic students were more likely to report gang presence in urban schools than in suburban or rural schools. Black students in urban schools were also more likely to report the presence of gangs than were those in rural schools. Such differences by locale could not be detected for students in the "Other" race/ethnicity category.

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

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

! Interpret data with caution.
[1] Other includes Asians, Native Hawaiians/Pacific Islanders, American Indians (including Alaska Natives), and more than one race.
NOTE: School locale categories differ from those in table 7.1. The four CCD locales are collapsed into three, with large towns included in the urban fringe category and small towns included in the rural category. See *Appendix C: Guide to Sources* for more information. Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Indicators of School Crime and Safety: 2006* (NCES 2007-003), table 8.1, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

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



! Interpret with caution.
[1] Other includes Asians, Native Hawaiians/Pacific Islanders, American Indians (including Alaska Natives), and more than one race.
NOTE: School locale categories differ from those in table 7.1. The four CCD locales are collapsed into three, with large towns included in the urban fringe category and small towns included in the rural category. See *Appendix C: Guide to Sources* for more information. Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2006). *Indicators of School Crime and Safety: 2006,* table 8.1, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005.

6 Postsecondary Participation

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

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

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

23. Enrollment

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

23.1. Undergraduate enrollment

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

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

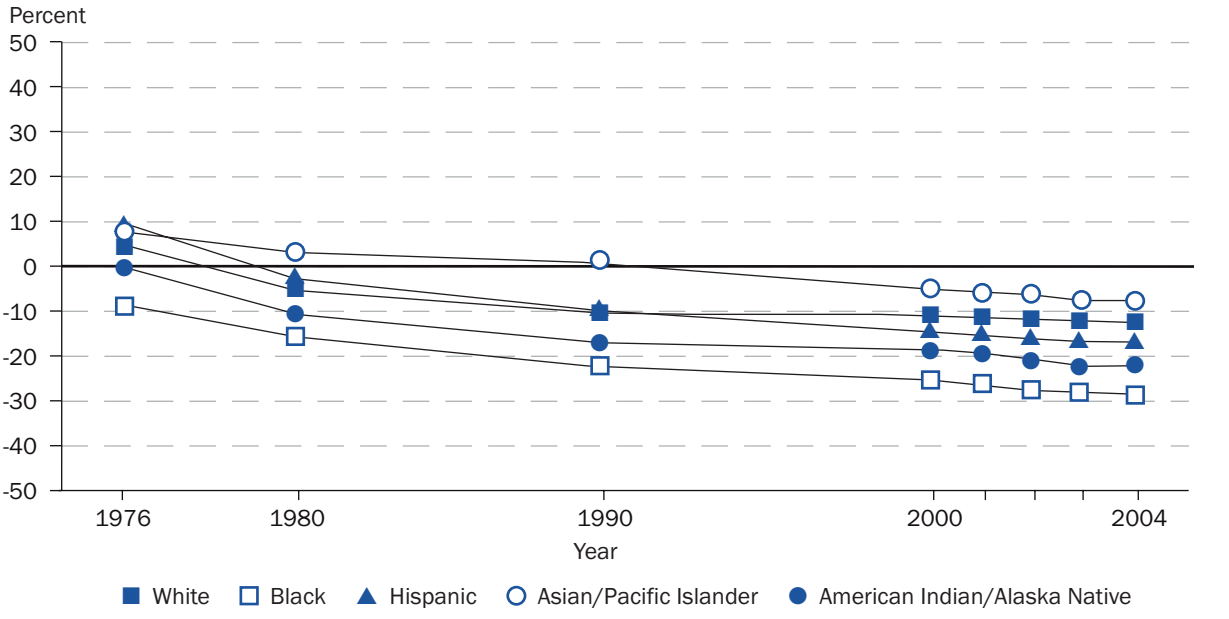
Year	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
Percent male						
1976	52.0	52.4	45.7	54.3	53.8	49.9
1980	47.7	47.8	42.0	48.8	51.7	44.6
1990	45.0	45.1	39.0	45.1	50.8	41.8
2000	43.9	44.6	37.3	43.1	47.5	40.7
2001	43.8	44.6	36.9	42.8	47.2	40.4
2002	43.4	44.4	36.4	42.3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

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

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

Since 1976, the number of both males and females in undergraduate programs has increased. By 1980, the percentage of females enrolled as undergraduates surpassed the percentage of males enrolled as undergraduates. The largest difference between male and female enrollments was for Black students. In 1976, some 54 percent of Black undergraduate enrollment was female. Over time, Black females continued to enroll in degree-granting institutions in larger numbers than Black males, and in 2004, females accounted for 64 percent of the total Black enrollment. American Indian/Alaska Native female enrollment has also overtaken male enrollment: in 1976 enrollment numbers were almost even between American Indian/Alaska Native males and females, but thereafter, a larger number of females enrolled, and in 2004, females were 61 percent of the total American Indian/Alaska Native student enrollment. Similarly, both Hispanic and White females increased their percentages of undergraduate enrollment between 1976 and 2004 (from 46 to 59 percent for Hispanic females and from 48 to 56 percent for White females). Between 1976 and 1990, Asian/Pacific Islander females represented less than half of the total Asian/Pacific Islander enrollment. Since 2000, however, more females have enrolled, and in 2004, females represented 54 percent of total Asian/Pacific Islander enrollment, a near reversal of their standing with males three decades earlier.

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



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

23.2. Graduate enrollment

Total graduate enrollment also increased between the years 1976 and 2004 for each racial/ethnic group. Minority enrollment increased from 134,000, or 11 percent of the total in 1976, to 475,000, or 25 percent of the total, in 2004; much of the increase was due to higher enrollments after 1990 (appendix table A-23.2). The increase of Hispanic graduate enrollment from 26,000 to 126,000 students between 1976 and 2004 represented the highest rate of increase (377 percent) of any racial/ethnic group. The rate of increase during this period was nearly the same for Asians/Pacific Islanders (373 percent), reflecting an increase from 25,000 to 116,000. More Black and American Indians/Alaska Natives enrolled in graduate studies in 2004 than in prior years. The number of Black graduate students increased from 78,000 to 220,000 (181 percent) between 1976 and 2004. The number of American Indian/Alaska Native graduate students increased from 5,000 to 13,000 (162 percent), and the number of White graduate students increased from 1,116,000 to 1,413,000 (27 percent) during the same period.

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

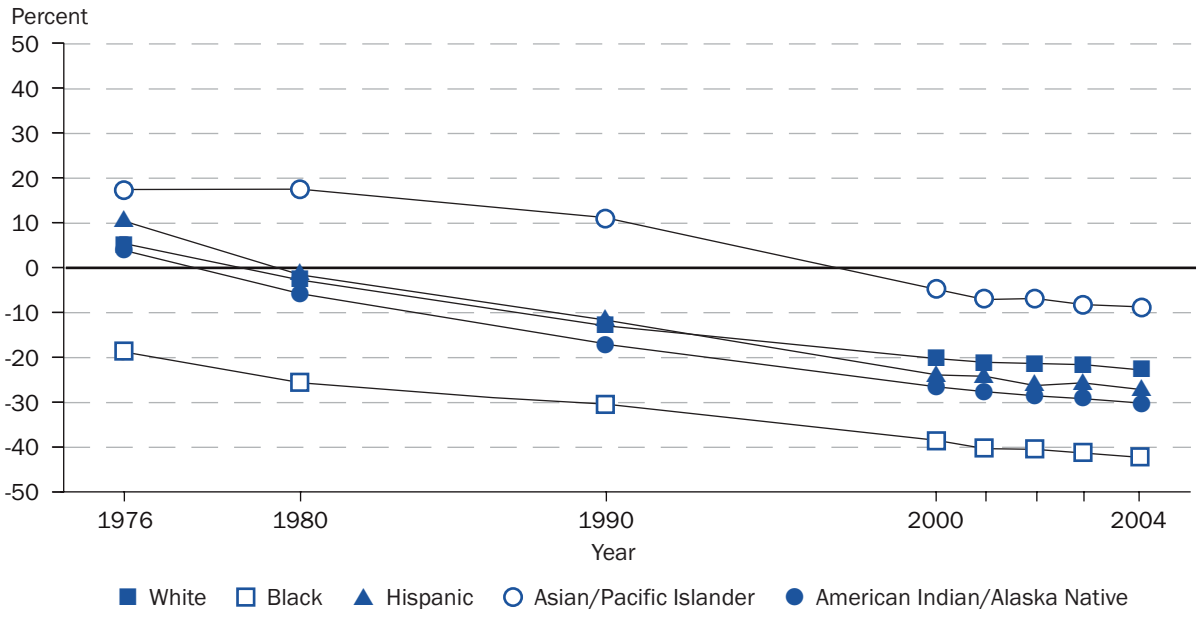
Year	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
Percent male						
1976	53.5	52.8	40.7	55.3	58.8	52.5
1980	50.1	48.7	37.5	49.0	59.0	47.6
1990	46.5	43.9	34.9	43.7	55.7	41.6
2000	42.1	39.9	31.0	38.3	47.8	37.1
2001	41.8	39.5	30.4	37.6	46.8	36.5
2002	41.6	39.4	29.9	37.2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

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

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

Shifts in graduate enrollment were similar to shifts in undergraduate enrollment: More females were enrolled in graduate programs in 2004 than males, and the size of the gap differed by race/ethnicity. Again, the largest difference in the percentages of males and females enrolled was for Black students. In 1976, Black females composed 59 percent of the total number of Black graduate students. Black females continued to enroll at faster rates than did their male counterparts, and by 2004, 71 percent of Black graduate students were female. In 1976, White, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native females represented less than 50 percent of the total enrollment of their respective race/ethnicities. However, between 1976 and 2004, female enrollment grew faster than male enrollment for all racial/ethnic groups shown, and in 2004 females accounted for 61 percent of White, 63 percent of Hispanic, 54 percent of Asian/Pacific Islander, and 65 percent of American Indian/Alaska Native graduate enrollment.

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



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

23.3. Postsecondary participation rate

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

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

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

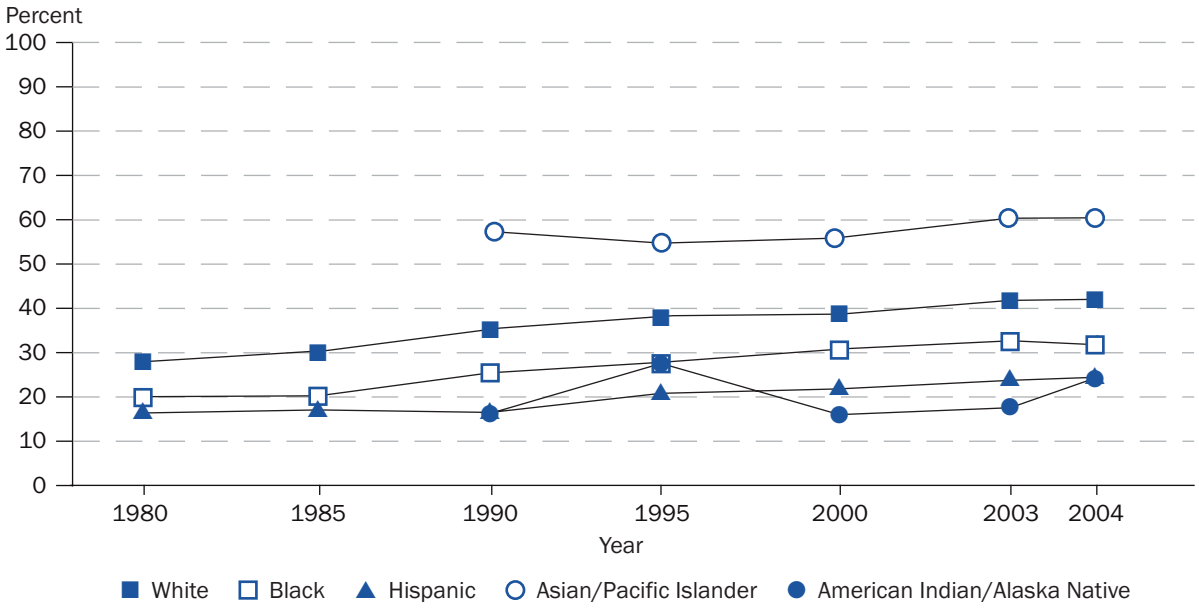
Participation rates differed for males and females in 2004. Thirty-seven percent of all 18- to 24-year-old Black females were enrolled in colleges or universities, compared to 26 percent of Black males. Hispanic females had a participation rate of 28 percent compared to 22 percent for Hispanic males.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

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

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

– Not available.
! Interpret data with caution.
[1] Total includes other race/ethnicity categories not separately shown.
NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1980 to 2004.

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



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

24. Financial Aid

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

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

Grants and loans are two primary forms of financial aid. Grants are a type of student financial aid that does not require repayment or employment. Grants include merit-only scholarships, tuition waivers, and employer tuition reimbursements. In contrast, loans require repayment and can be issued by federal, state, institutional, or private sector institutions. Loans also include federal PLUS loans[28] to parents, but do not include loans from family or friends to the student or commercial loans to parents (U.S. Department of Education 2004b).

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

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

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

Race/ethnicity	1999–2000	2003–04
Total[1]	**72.5**	**76.1**
White	70.2	74.0
Black	88.2	89.2
Hispanic	78.7	80.7
Asian/Pacific Islander	60.9	66.1
American Indian/Alaska Native	81.1	81.9

[1] Total includes other race/ethnicity categories not separately shown.
NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 and 2003–04 National Postsecondary Student Aid Study (NPSAS:2000 and NPSAS:04).

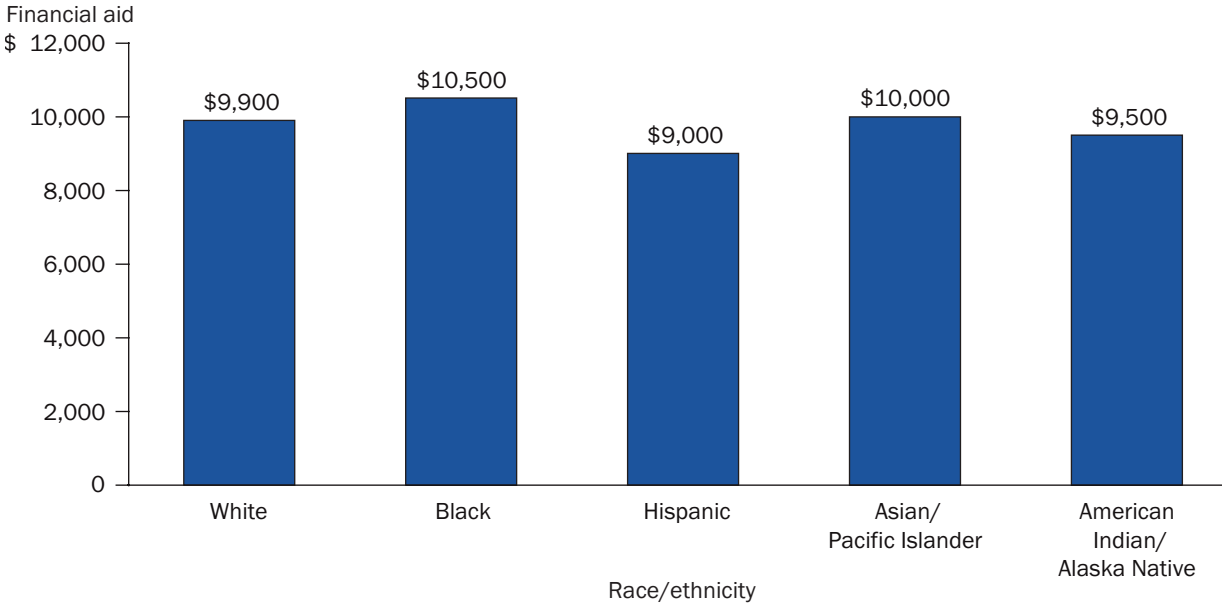
[28] Federal PLUS loans are available to parents of dependent undergraduate students and include Direct Loans from the federal government and loans from private lenders under the Federal Family Education Loan (FFEL) program (U.S. Department of Education n.d.).

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

Race/ethnicity	1999–2000	2003–04
Any aid		
Total[1]	**$9,300**	**$9,900**
White	9,500	9,900
Black	9,300	10,500
Hispanic	7,800	9,000
Asian/Pacific Islander	10,100	10,000
American Indian/Alaska Native	9,200	9,500
Grants		
Total[1]	**$5,400**	**$5,600**
White	5,600	5,500
Black	5,100	5,700
Hispanic	4,700	5,400
Asian/Pacific Islander	6,400	6,700
American Indian/Alaska Native	5,700	5,400
Loans		
Total[1]	**$6,000**	**$7,300**
White	6,000	7,400
Black	5,800	7,100
Hispanic	5,900	7,000
Asian/Pacific Islander	6,000	7,100
American Indian/Alaska Native	5,800	6,900

[1] Total includes other race/ethnicity categories not separately shown.
NOTE: All dollar values are in 2003–04 dollars. Students may receive aid from multiple sources. Figures include PLUS loans (loans to parents). Data include undergraduates in degree-granting and non-degree granting institutions. Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 and 2003–04 National Postsecondary Student Aid Study (NPSAS:2000 and NPSAS:04).

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



NOTE: Students may receive aid from multiple sources. Figures include PLUS loans (loans to parents). Data include undergraduates in degree-granting and non-degree granting institutions. Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

25. Degrees Awarded

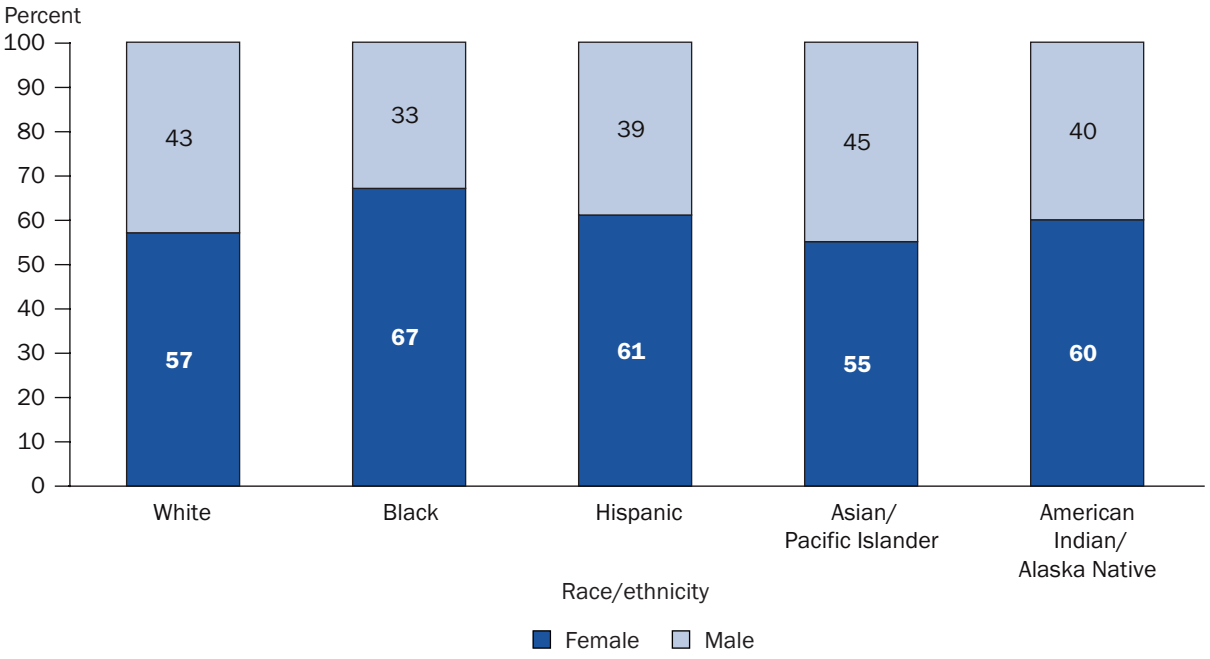
Adults with higher levels of education earn higher average salaries and are less likely to be unemployed than their less-educated peers (U.S. Department of Education 2005, *indicators 16* and *17*). In 2004, a total of 2.8 million associate's or higher degrees were awarded, of which 1.4 million were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

25.1. All degrees

Across all racial/ethnic groups shown, more women than men received degrees in 2004. This difference was especially pronounced among Blacks, but less so among Asians/Pacific Islanders and Whites. Black females received twice as many associate's, bachelor's, and master's degrees as their male counterparts. Asian/Pacific Islander females received 55 percent of all degrees granted to Asians/Pacific Islanders, and White females received 58 percent of all degrees granted to Whites.

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

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



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

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

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

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

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

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

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

25.2. Degrees by level and field of study

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

Overall, the largest proportion of master's degrees awarded in 2004 were in education, with business being the second most popular field of study. This was also the trend within each racial/ethnic group, with the exception of Asians/Pacific Islanders, for whom business (34 percent) was the most frequently awarded master's degree. Engineering (10 percent) was also a popular master's degree for Asians/Pacific Islanders. Additionally, high percentages of master's degrees conferred to Asians/Pacific Islanders (11 percent), American Indians/Alaska Natives (9 percent), and Whites (9 percent) were in health professions and related clinical sciences. Blacks received a lower percentage of their master's degrees in engineering (2 percent) than any other racial/ethnic group. Hispanics received the highest percentage of their master's degrees in education (37 percent) of any racial/ethnic group.

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

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

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

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

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

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7 Outcomes of Education

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

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

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

26. Educational Attainment

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

The proportion of adults ages 25 and over with at least a high school education increased from 1990 to 2005 for all racial/ethnic groups shown. However, the proportions varied by racial/ethnic group. In 1990, a smaller percentage of Hispanics (51 percent), Blacks (66 percent), and American Indians/Alaska Natives (66 percent) than Whites (81 percent) and Asians/Pacific Islanders (80 percent) had completed high school or more education. The gap between the percentages of Black and White adults who have completed high school or higher education narrowed from 15 to 9 percentage points between 1990 and 2005. The percentage of Hispanics who had completed high school or higher education also increased between 1990 and 2005 (from 51 percent to 58 percent). However, Hispanics, unlike Blacks, have not made progress in closing the high school completion gap with Whites. In 2005, the gap between Hispanics and Whites was 32 percentage points, compared with the 31 percentage point gap in 1990.

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

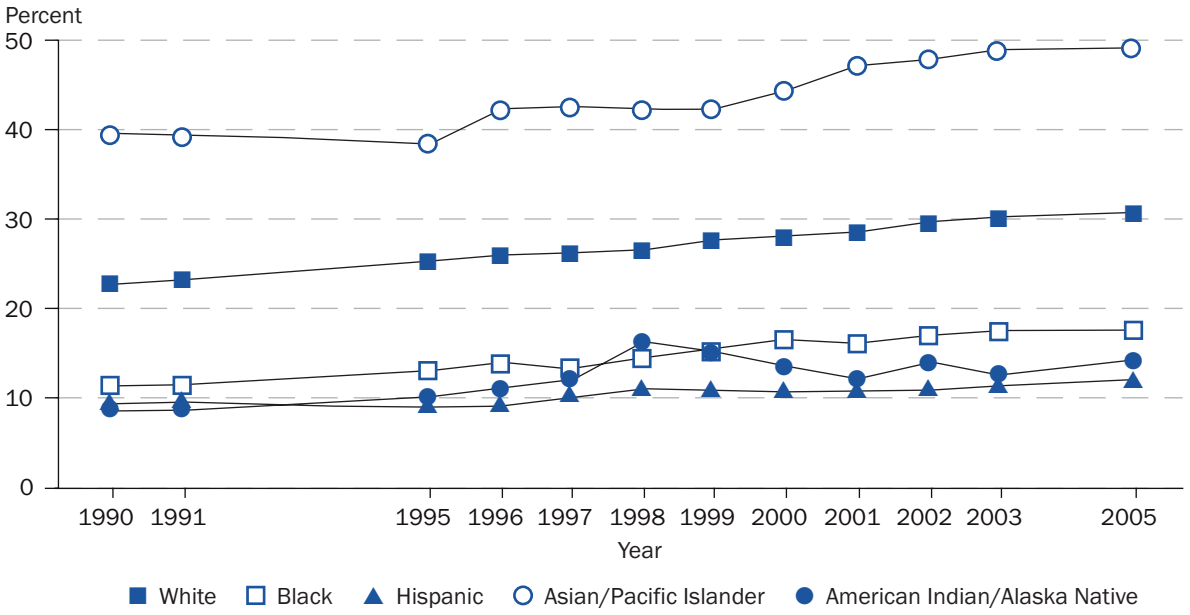
Table 26.1. Percentage distribution of adults ages 25 and over according to highest level of educational attainment, by race/ethnicity: Selected years, 1990–2005

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

– Not available.
! Interpret data with caution.
[1] Includes equivalency.
NOTE: Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Demographic Supplement 1990, 1995, and 2000, and Annual Social and Economic Supplement 2005.

In 2005, Asians/Pacific Islanders had the largest percentage of adults with at least a bachelor's degree (49 percent), followed by Whites (31 percent) and Blacks (18 percent), both of whom had higher percentages than American Indians/Alaska Natives (14 percent) and Hispanics (12 percent). Asians/Pacific Islanders also had the highest percentage of graduate-degree completers (17 percent), again followed by Whites (11 percent). Some 5 percent of Blacks and 4 percent of both American Indians/Alaska Natives and Hispanics had a graduate degree in 2005.

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



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

Snapshot of Hispanic and Asian subgroups: Educational Attainment

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

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

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

Race/ethnicity and subgroup	Number	Percentage
Total[1]	**5,391,000**	**28.0**
White	3,834,000	33.3
Black	407,000	17.2
Hispanic	440,000	11.3
Mexican	217,000	8.3
Puerto Rican	50,000	16.4
Dominican	17,000	18.0
Central American	32,000	8.6
South American	61,000	30.7
Other Hispanic or Latino	63,000	20.1
Asian	606,000	61.5
Asian Indian	211,000	80.0
Chinese	146,000	71.4
Filipino	65,000	42.0
Japanese	29,000	57.0
Korean	68,000	67.2
Vietnamese	34,000	37.7
Other Asian	54,000	44.1
Native Hawaiian/Pacific Islander	3,000!	12.8!
American Indian/Alaska Native	17,000	12.0

! Interpret data with caution.
[1] Total includes other race/ethnicity categories not separately shown.
NOTE: This table uses a different data source and age span from table 26.1, and therefore estimates are not directly comparable. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2005.

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

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27. Unemployment Rates

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

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

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

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

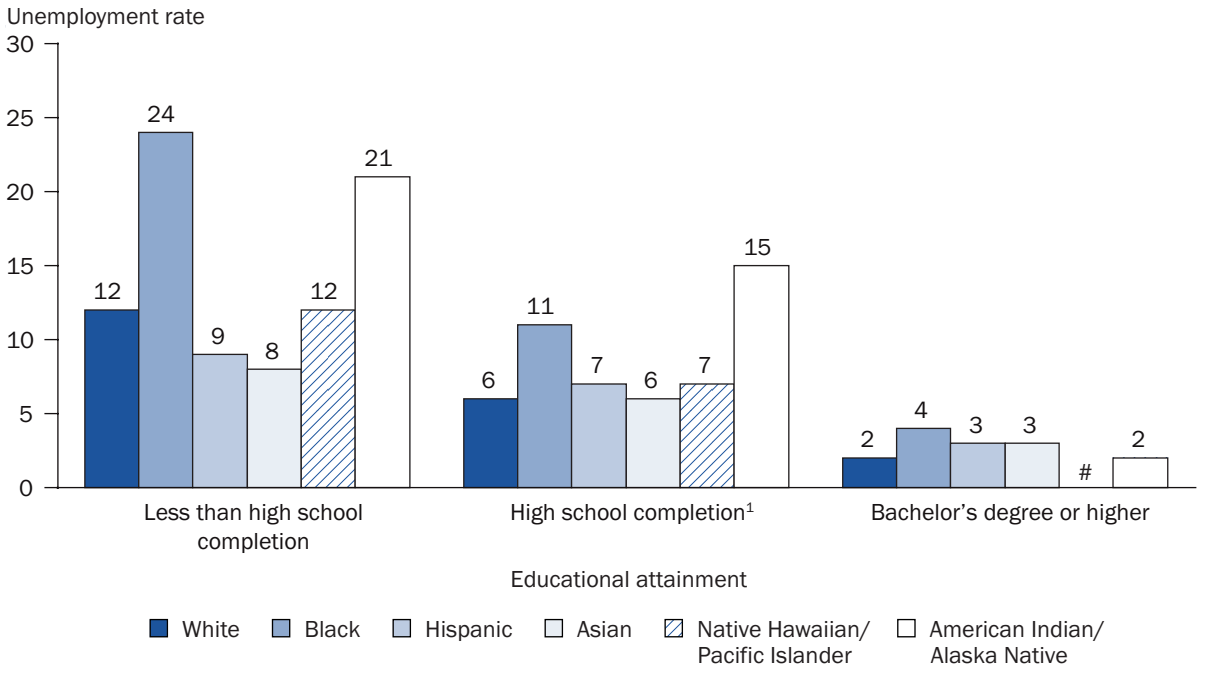
[1] For 2003, 2004, and 2005, total includes other race/ethnicity categories not separately shown.
NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Surveys (CPS), Annual Demographic Supplement, 1995–2002, and Annual Social and Economic Supplement, 2003–2005.

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

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

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

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



Rounds to zero.
[1] Includes equivalency.
NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2005.

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

Race/ethnicity and age group	All education levels	Less than high school completion	High school completion[1]	Some college, no degree	Associate's degree	Bachelor's degree or higher
Total[2]	**5.5**	**12.4**	**6.5**	**4.9**	**3.8**	**2.4**
White	4.5	12.5	5.6	4.1	3.5	2.2
Black	10.8	24.5	11.1	9.4	6.0	4.1
Hispanic	6.4	8.7	6.5	4.9	3.9!	2.6!
Asian	4.2	7.8!	5.5!	6.1!	2.3!	2.7
Native Hawaiian/Pacific Islander	5.7!	12.3!	7.3!	7.6!	‡	#
American Indian/Alaska Native	12.3	21.3!	15.2!	11.5!	7.7!	2.0!
16 to 24[2]	**12.1**	**20.1**	**13.2**	**6.6**	**5.8!**	**4.6**
White	10.0	18.6	10.9	5.1	4.9!	3.5!
Black	24.1	40.1	25.0	13.0	6.1!	10.4!
Hispanic	11.5	13.6	12.0	8.0!	9.6!	6.0!
Asian	8.8!	18.2!	8.4!	7.9!	‡	4.1!
Native Hawaiian/Pacific Islander	18.4!	‡	‡	‡	‡	‡
American Indian/Alaska Native	29.0!	34.1!	30.8!	8.3	‡	‡
25 and over[2]	**4.4**	**8.8**	**5.4**	**4.5**	**3.6**	**2.3**
White	3.7	7.7	4.8	3.8	3.4	2.2
Black	8.3	17.4	8.7	8.4	5.9!	3.8
Hispanic	5.3	7.4	5.0	3.8	3.2!	2.4!
Asian	3.6	5.3!	5.2!	5.2!	2.5!	2.7
Native Hawaiian/Pacific Islander	2.4!	‡	4.0!	‡	#	#
American Indian/Alaska Native	8.6!	13.8!	11.1!	10.8!	4.4!	2.2!

! Interpret data with caution.
Rounds to zero.
‡ Does not meet reporting standards.
[1] Includes equivalency.
[2] Total includes other race/ethnicity categories not separately shown.
NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2005.

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

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

[1] For 2003, 2004, and 2005, total includes other race/ethnicity categories not separately shown.
NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Surveys (CPS), Annual Demographic Supplement, 1995–2002, and Annual Social and Economic Supplement, 2003–2005.

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28. Median Income

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

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

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

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

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

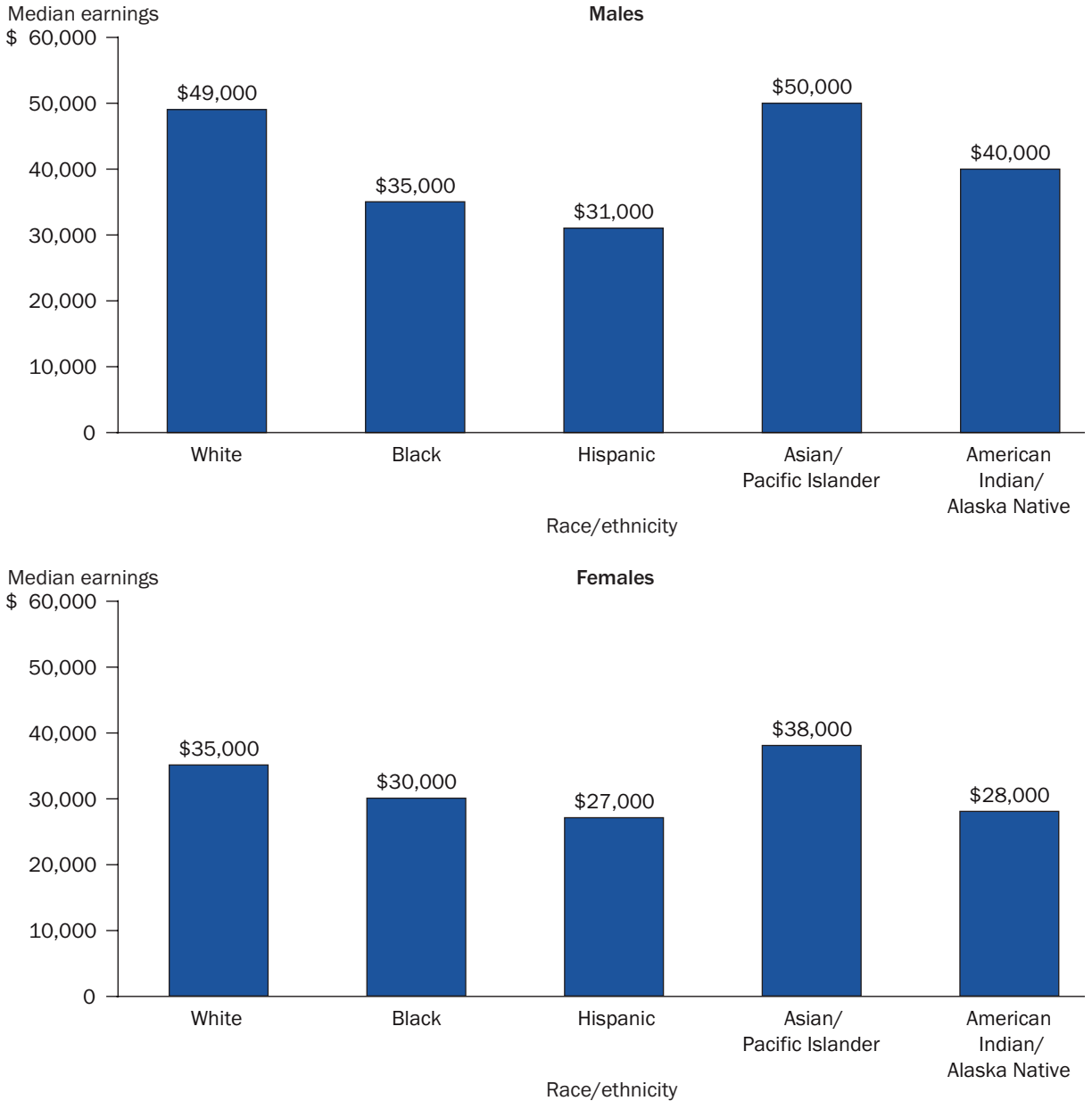
Sex and race/ethnicity	Total	Less than high school completion	High school completion[1]	Some college or associate's degree	Bachelor's degree	Graduate degree[2]
Total[3]	**$40,000**	**$25,000**	**$30,300**	**$38,000**	**$50,000**	**$65,100**
Male[3]	45,000	27,000	35,000	45,000	60,000	80,000
White	49,000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

‡ Reporting standards not met.
! Interpret data with caution.
[1] Includes equivalency.
[2] A master's, doctor's, or first-professional degree.
[3] Includes persons of more than one race, not separately shown.
NOTE: Race categories exclude persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2006.

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

ment had lower median incomes than did White females with the same educational attainment. However, Black females with a bachelor's degree as their highest educational attainment had a higher median income ($45,000) than did White ($42,000) or Hispanic females ($38,000) with this level of attainment. The median incomes of White, Black, and Hispanic females with graduate degrees were not measurably different. Asian/Pacific Islander females who had completed high school only had a lower median income ($25,000) than did White females with this level of attainment ($27,600). Among females with graduate degrees, though, Asian/Pacific Islander females had a higher median income ($62,000) than females of any other race/ethnicity shown. American Indian/Alaska Native females who had completed high school only and those with some college or an associate's degree as their highest educational attainment had lower median incomes than did White females with the same educational attainment. American Indian/Alaska Native females with graduate degrees had a lower median income ($40,000) than females of all other races/ethnicities shown with this level of educational attainment.

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



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

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Appendix A: Supplemental Tables

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

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

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

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

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

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

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

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

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

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

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

Rounds to zero.
† Not applicable
NOTE: Native refers to a student born in the country with at least one parent born in the country. First generation refers to a student born in the country with both parents born outside the country. Non-native refers to a student born outside the country and both parents born outside the country.
SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

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

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

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

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

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

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

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

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

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Appendix B: Supplemental Notes

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

All of the coursetaking data used in *indicator 12* come from transcripts of graduates of public and private high schools, which were collected as part of the U.S. Department of Education's National Assessment of Educational Progress (NAEP), Education Longitudinal Study of 2002 (ELS:2002), National Education Longitudinal Study of 1988 (NELS:88), and the High School & Beyond study (HS&B). It is important to note that comparability cannot be perfect both because (1) the Secondary School Taxonomy (SST), was revised in 1998, (2) these data come from different transcript collections, thus introducing the possibility of minor variations in the coding methodology even though steps were taken to replicate the data collection and coding methodology in each study, and (3) these data used slightly different sample selection criteria when determining high school graduation status.

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

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

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

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

Academic Pipelines

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

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

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

Mathematics Pipeline

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

No mathematics

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

Nonacademic level

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

Low academic level

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

Middle academic level

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

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

Algebra II level
Highest completed course is algebra II or unified mathematics III.

Advanced academic level

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

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

Precalculus level
Highest completed course is precalculus or an introduction to analysis.

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

Science Pipeline

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

No science

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

Low academic level

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

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

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

General Biology

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

Chemistry I or Physics I

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

Chemistry I and Physics I

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

Chemistry II or Physics II or Advanced Biology

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

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

English Pipeline

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

No English

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

Low academic level

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

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

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

Regular

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

Advanced Academic level

The advanced academic level is divided into three sublevels.

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

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

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

Foreign Language Pipeline

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

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

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

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

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

None

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

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

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

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

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

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

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

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

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

AP instruction

Graduate completed an AP foreign language course.

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Appendix C: Guide to Sources

The indicators in this report present data from a variety of sources. The sources and their definitions of key terms are described below. Most of these sources are federal surveys and many are conducted by the National Center for Education Statistics (NCES). The majority of the sources are sample surveys; these are the sources of the estimates for which standard errors are provided on the NCES website: http://nces.ed.gov/. A few sources are universe surveys, meaning that they collect information on the entire population of interest, and therefore, there are no standard errors because there is no error introduced by sampling. All of the definitions of key terms appear after the description of the data source to which they apply.

Some of the indicators in this report use different data sources or different definitions of terms to present estimates on similar variables. It is important to note that comparisons between estimates with such differences should be made with caution, if at all, because differences in populations, methodologies, question phrasing, and other factors may compromise such comparisons.

American College Testing Program (ACT)

The American College Testing Program (ACT) is an independent, not-for-profit organization that provides services in the broad areas of education and workforce development. ACT scores represent a self-selecting sample, and are therefore not necessarily representative of the population as a whole.

Students taking the ACT college entrance exam are asked to self-select one of the following racial/ethnic groups to describe themselves: African-American/Black, American Indian/Alaskan Native, Caucasian-American/White, Mexican-American/Chicano, Asian-American/Pacific Islander, Puerto Rican/Hispanic, Other, Multiracial, or "Prefer Not to Respond."

Indicator 14.2 includes data on the ACT, presented for the following mutually exclusive race/ethnicity categories: White (non-Hispanic), Black (non-Hispanic), Mexican-American, Puerto Rican/other Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). Since students could only select one racial/ethnic category, all persons of Hispanic origin are included in one of the two Hispanic categories, regardless of race. Data for students who selected Other, Multiracial, or "Prefer Not to Respond" are not separately shown, but these data are included in the totals.

For more information on the ACT, see http://www.act.org/news/data.html.

The College Board

The College Board is a not-for-profit membership

association whose mission is to connect students to college success and opportunity. The College Board conducts the SAT and Advanced Placement (AP) testing. As with the ACT, scores on tests conducted by the College Board are not necessarily representative of the population as a whole as test-takers are self-selected.

Advanced Placement (AP) Program

Students taking an AP test are asked to select one of the following categories to describe their race/ethnicity: American Indian/Alaskan; Asian/Asian American; Black/Afro-American; Latino: Chicano/Mexican, Puerto Rican, and Other Latino; White; and Other.

Indicator 13 presents data from the AP program, and presents data on the following mutually exclusive race/ethnicity categories: White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). The category Hispanic includes the Chicano/Mexican, Puerto Rican, and Other Latino categories listed above. Since students could only select one racial/ethnic category, all persons of Hispanic origin are included in the Hispanic category, regardless of race. Data for students who selected Other are not separately shown, but these data are included in the totals.

SAT

Students taking the SAT are asked to select one of the following categories to describe their race/ethnicity: American Indian or Alaskan Native; Asian, Asian American, or Pacific Islander; African American or Black; Latino: Chicano/Mexican, Puerto Rican, and Other Latino; White; and Other.

Indicator 14.1 reports SAT data. This indicator uses the following mutually exclusive race/ethnicity categories: White (non-Hispanic), Black (non-Hispanic), Mexican American, Puerto Rican, Other Hispanic/Latino, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). Since students could only select one racial/ethnic category, all persons of Hispanic origin are included in one of the three Hispanic categories, regardless of race. Data for students who selected Other are not separately shown, but these data are included in the totals.

For more information on the College Board, see http://www.collegeboard.com/research/home/.

U.S. Department of Commerce, Census Bureau

American Community Survey (ACS)

The American Community Survey (ACS) is a sample survey conducted by the U.S. Census Bureau. The ACS was first implemented in 1996 and has expanded in scope in subsequent years. The ACS will replace the long-form survey in the Decennial Census by 2010.

The race/ethnicity questions in the ACS are the same as in the Decennial Census (see below). Therefore, prior to 1999, respondents could choose only one race, but from 2000 on respondents could choose one or more races. The ACS also asks respondents to write in their ancestry or ethnic origin.

Indicators 2, 3, 4, 8.2, 17, and *26.2* report ACS data. *Indicators 2, 3, 4* and *9.2* present the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian (non-Hispanic), Native Hawaiian or Other Pacific Islander (non-Hispanic), American Indian/Alaska Native (non-Hispanic), and More than one race (non-Hispanic). All persons of Hispanic origin are included in the Hispanic category regardless of the race option(s) chosen. Therefore, persons of Hispanic origin may be of any race. Data on persons who identified themselves as "Some other race" are included in the totals, but these data are not separately shown.

Indicators 2, 4, 8.2, 17, and *26.2* include "Snapshots" that provide statistics on more detailed ancestry subgroups for Hispanics and Asians. Due to sample size limitations, several subgroups have been combined into broader categories. The Hispanic ancestry categories presented in this report are Mexican, Puerto Rican, Dominican, Central American (includes Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, Salvadoran, and Other Central American), South American (includes Argentinean, Bolivian, Chilean, Colombian, Ecuadorian, Peruvian, Uruguayan, Venezuelan, and Other South American), and Other Hispanic or Latino (includes Cuban, Spaniard, and All Other Spanish/Hispanic/Latino). The Asian categories presented in this report are Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, and Other Asian (includes Bangladeshi, Cambodian, Hmong, Indonesian, Laotian, Malaysian, Pakastani, Sri Lankan, Thai, and Other Asian).

For more information on the American Community survey, see http://www.census.gov/acs.

Current Population Survey (CPS)

The Current Population Survey (CPS) is a monthly sample survey of about 50,000 households conducted by the Census Bureau for the Bureau of Labor Statistics to obtain information on the labor force characteristics of the U.S. population. Supplementary questions can be added to the CPS interview in a particular month to gather in-depth information on specific aspects of the labor force or other topics. For example, the Annual Social and Economic Supplement in March includes questions on income and work experience.

CPS respondents are asked to identify their race. Between 1979 and 2002, respondents were asked to choose one of the following race categories: White, Black, Asian or Pacific Islander, or American Indian/Aleut/Eskimo. For the years 2003, 2004, and 2005, respondents were asked to choose from White, Black or African American, Asian, Native Hawaiian or Other Pacific Islander, and/or American Indian/Alaska Native. Beginning with the 2003 CPS, respondents had the choice of selecting more than one race category. Also, in 2003 and subsequent years, respondents were asked to specify whether or not they were of Hispanic origin following the race question.

Indicators 5, 17, 19.1, 19.2, 23.3, 26, 27, and *28* use data from the CPS. In each of these indicators, data are presented for the following mutually exclusive race/ethnicity categories: White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). All persons of Hispanic origin are included in the Hispanic category regardless of the race option(s) chosen. Therefore, persons of Hispanic origin may be of any race. In all of these indicators except *indicator 27,* data for the categories Asian and Native Hawaiian or Other Pacific Islander are combined for the years 2003, 2004, and 2005 in order to provide continuity with previous years of data and in order for cell sizes to meet reporting standards. In table 27b, data for the Asian and Native Hawaiian or Other Pacific Islander categories are shown separately, due to the fact that the table shows only one year of data and has a larger population than other tables (persons 16 years old and over). For 2003 and subsequent years, data on persons of more than one race are not separately shown, but these data are included in the totals.

For more information on the CPS, see http://www.bls.census.gov/cps/.

CPS terms:

Unemployed

Civilians who had no employment, but were available for work and (1) had engaged in any specific job-seeking activity within the past 4 weeks; (2) were waiting to be called back to a job from which they had been laid off; or (3) were waiting to report to a new wage or salary job within 30 days.

Status dropout rate

The percentage of 16- to 24-year-olds who are out of school and who have not earned a high school credential. The status dropout rate is different from the event dropout rate, which is the percentage of 15- to 24-year-olds who dropped out of grades 10 through 12 in the 12 months preceding the fall of each data collection year.

Decennial Census

The Decennial Census is a universe survey mandated by the U.S. Constitution. It is a questionnaire sent to every household in the country, composed of seven questions about the household and its members (name, sex, age, relationship, Hispanic origin, race, and whether the housing unit is owned or rented). About 17 percent of households receive a much longer questionnaire including questions about ancestry, income, mortgage, and size of the housing unit. The Census Bureau also produces annual estimates of the resident population by demographic characteristics (age, sex, race, and Hispanic origin) for the nation, states, and counties, as well as national and state projections for the resident population. The reference date for population estimates is July 1 of the given year. With each new issue of July 1 estimates, Census revises estimates for each year back to the last census. Previously published estimates are superseded and archived.

Census respondents self-report race and ethnicity. In the 2000 Census, they were first asked "Is this person Spanish/Hispanic/Latino?" and given the options "No, not Spanish/Hispanic/Latino," "Yes, Puerto Rican," "Yes, Mexican, Mexican American, Chicano," "Yes, Cuban," and "Yes, other Spanish/Hispanic/Latino" (with space to print the group). The next question was "What is this person's race?" and the options were "White," "Black, African American, or Negro," "American Indian or Alaska Native" (with space to print the name of enrolled or principal tribe), "Asian Indian," "Japanese," "Native Hawaiian," "Chinese," "Korean," "Guamanian or

Chamorro," "Filipino," "Vietnamese," "Samoan," "Other Asian," "Other Pacific Islander," and "Some other race". The last three options included space to print the specific race. The 2000 Census was also the first time that respondents were given the option of choosing more than one race. The Census population estimates program modified the enumerated population from the 2000 Census to produce the population estimates base for the year 2000 forward. As part of the modification, they recoded the "Some other race" responses from Census 2000 to one or more of the five OMB race categories used in the estimates program (U.S. Department of Commerce 2005).

Indicators 1 and *2* use data from the Decennial Census and population estimates and projections. Table 1a and the 1990 data in table 2a include the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). Table 1a also presents data for the category More than one race (non-Hispanic) for the year 2000 on. Prior to 2000, the Census Bureau combined the categories Asian and Native Hawaiian or Other Pacific Islander. These two categories are combined for the years 2000 forward in table 1a to provide continuity with previous years of data. Tables 1b and 1c present data from 2005 only, and therefore these categories are shown separately. All persons of Hispanic origin were included in the Hispanic category regardless of the race option(s) chosen. Therefore, persons of Hispanic origin may be of any race.

For more information, see www.census.gov.

Decennial Census terms:

Native

Born in the United States or a U.S. territory, or born outside the country to U.S. citizens.

Foreign-born

Born outside of the United States and its territories to parents who were not U.S. citizens.

Poverty

To define poverty, the U.S. Census Bureau utilizes a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps).

U.S. Department of Education

Office of Special Education Programs (OSEP)

The Office of Special Education Programs (OSEP) assesses progress in implementing the Individuals with Disabilities Education Act (IDEA), including state and local efforts to provide (1) free and appropriate public education to children with disabilities and (2) early intervention services to infants and toddlers with disabilities. Prior to the IDEA Amendments of 1997, disabled children enrolled by their parents in private schools were also required to have IEPs. Beginning in 1997, parentally placed private school children were required to have "service plans," rather than IEPs, to denote the fact that "IEP" is a term used in the definition of "Free Appropriate Public Education (FAPE)," which does not apply to families who choose to place their children in private schools. Children who are placed in or referred to private schools by a public agency are still required to have IEPs (U.S. Department of Education, Office of Special Education and Rehabilitative Services 1999, 2000).

States are required to report counts of children who have IEPs or service plans. Each child can only be reported in one of the following race/ethnicity categories: American Indian or Alaska Native, Asian or Pacific Islander, Black, Hispanic, and White. Since children may only be reported in one category, all children of Hispanic origin are reported as Hispanic, regardless of race, and are not included in any of the four race categories.

Indicator 8.1 reports OSEP data. The mutually exclusive race/ethnicity categories are White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic).

For more information about OSEP, see http://www.ed.gov/about/offices/list/osers/osep/index.html.

OSEP terms:

Child with a disability

This term refers to a child ". . . having mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious

emotional disturbance (hereafter referred to as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs *special education* and *related services.*" (34 Code of Federal Regulations §300.7(a)(1))

Specific learning disability

"... a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage." (34 Code of Federal Regulations §300.7(c)(10))

Mental retardation

"... significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance." (34 Code of Federal Regulations §300.7(c)(6))

Speech or language impairment

"... a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance." (34 Code of Federal Regulations §300.7(c)(11))

Hearing impairment

"... an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section."

Although children and youth with deafness are not included in the definition of hearing impairment, they are counted in the hearing impairment category. (34 Code of Federal Regulations §300.7(c)(5))

Visual impairment including blindness

"... an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness." (34 Code of Federal Regulations §300.7(c)(13))

Autism

"... a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of this section." (34 Code of Federal Regulations §300.7(c)(1)(i))

Emotional disturbance (previously termed *serious emotional disturbance*)

"The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors; (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) Inappropriate types of behavior or feelings under normal circumstances; (D) A general pervasive mood of unhappiness or depression; or (E) A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance." (34 Code of Federal Regulations §300.7(c)(4))

National Center for Education Statistics (NCES)

Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

The Common Core of Data (CCD) is a universe survey database with comprehensive, annually updated information. The Public Elementary/Secondary School Universe Survey compiles data from state education agencies based on school records to provide a complete listing of all public elementary and sec-

ondary schools in the country and basic information and descriptive statistics on all schools, their students, and their teachers. CCD data include prekindergarten through 12th-grade schools and students.

CCD categories for student race/ethnicity are White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native. All students of Hispanic origin are included in the Hispanic category regardless of their race.

Indicators 7.1, 7.2, 7.3, and *7.5* report CCD data. The mutually exclusive race/ethnicity categories presented in these indicators are White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic).

For more information on the CCD, see http://nces.ed.gov/ccd/index.asp.

CCD terms:

Locale

A school's locale is classified based on its address, according to a mix of classifications from the Office of Management and Budget (OMB) and the Census Bureau. The Census Bureau updated its classification system after the 2000 Decennial Census, and the CCD adopted these new standards for the 2002–03 data collection. The locale category definitions for data from 2002–03 on are therefore slightly different from the definitions for data before 2002–03.

Central city

Large or midsize city of a Metropolitan Area (MA) for 1993 and 2000 data; large or midsize principal city of a metro area (as redefined by OMB) for 2003 data.

Urban fringe

Area outside of a central city but within its MA for 1993 and 2000 data; area outside of a principal city, but within its metro area for 2003 data.

Town

An incorporated place or Census-designated place with a population of 2,500 people or more located outside an MA for 1993 and 2000 data and outside a metro area for 2003 data.

Rural

A place defined by the Census Bureau as rural that is located within or outside a MA for 1993 and 2000 data and within or outside a metro area for 2003 data.

Education Longitudinal Study (ELS) of 2002

The Education Longitudinal Study (ELS) is a survey that monitors the transitions of a national sample of young people as they progress from 10th grade to, eventually, the world of work. ELS obtains information from students, their school records, and their parents, teachers, librarians, and school administrators.

The ELS student questionnaire asks students to self-report race/ethnicity. Students are first asked whether they are Hispanic or Latino/Latina. Next, they are asked to select any of the following race categories that apply to them: White, Black/African American, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native.

Indicators 18 reports data from the ELS:2002 base year, and indicator 12 reports data from the ELS:2002 first follow-up in 2004. Both indicators present data on the mutually exclusive categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), American Indian/Alaska Native (non-Hispanic), and More than one race (non-Hispanic). For the purposes of *indicator 12,* "high school" is defined as grades 9 through 12.

For more information on ELS, see http://nces.ed.gov/surveys/els2002/.

Integrated Postsecondary Education Data System (IPEDS)

The Integrated Postsecondary Education Data System (IPEDS) and the postsecondary survey that preceded it, the Higher Education General Information Survey (HEGIS), are systems of universe surveys that collect data from all primary providers of postsecondary education in the United States. The surveys collect institution-level data in such areas as enrollments, program completions, faculty, staff, and finances. HEGIS was conducted in 1980, 1984, and 1985, while IPEDS has been conducted annually from 1986 on. This report uses the IPEDS Fall Enrollment survey, Spring survey, and Completions survey.

IPEDS asks institutions to provide enrollment and completion data on students based on the following race/ethnicity categories: Black, non-Hispanic; American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; and White, non-Hispanic. Each student

may only be reported in one category.

Indicators 23.1, 23.2, 25.1, and *25.2* use data from IPEDS and its predecessor, HEGIS, with the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). Persons of Hispanic origin may be of any race.

For more information on HEGIS/IPEDS, see http://nces.ed.gov/ipeds/.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a nationally representative and continuing assessment of what America's students know and can do in various subject areas. For over three decades, assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other subjects.

NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race/ethnicity categories are White, Black, Hispanic, Asian American/Pacific Islander, American Indian, and unclassified. NAEP also provides data on students who were unclassified. All students of Hispanic origin are classified as Hispanic, regardless of race. Information on student eligibility for free or reduced-price lunch (as presented in *indicator 8.4*), is reported by school administrators in the school background questionnaire.

Indicators 7.4, 10.1, 10.2, and *15* provide data from NAEP, using the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). Data on unclassified students are included in the totals, but these data are not separately shown.

For more information on NAEP, see http://nces.ed.gov/nationsreportcard/.

NAEP terms:

Achievement levels

In addition to reporting student scale scores, NAEP reports results in terms of achievement levels, which are intended to measure how well students' actual achievement matches the achievement desired of them in different subjects assessed by NAEP.

Basic

Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient

Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced

Superior performance.

School location

NAEP uses the same locale codes as the CCD to classify schools according to their addresses. NAEP generally collapses these locales into three categories.

Central city

In a large or midsize central (or principal) city.

Urban fringe/large town

In the urban fringe of a large city, midsize city, or a large town, or in a rural area inside of a MA (or metro area).

Rural/small town

In a small town or rural area, outside of a MA (or metro area).

The National Household Education Surveys (NHES) Program

The National Household Education Surveys Program (NHES) was developed by NCES to complement its institutional surveys. This program is the principal mechanism for addressing topics that cannot be addressed in institutional data collections. By collecting data directly from households, NHES enables NCES to gather data on a wide range of issues such as early childhood care and education, children's readiness for school, parent perceptions of school safety and discipline, before- and after-school activities of school-age children, participation in adult and continuing education, parent involvement in education, and civic involvement.

NHES reports data on five race categories: White, Black, Asian/Pacific Islander, American Indian/Alaska

Native, and "some other race." NHES also asked respondents about Hispanic origin; those who were Hispanic were classified as Hispanic, regardless of race. NHES sample sizes for Asian/Pacific Islanders and American Indian/Alaska Natives are relatively small.

Indicators 6 and *16* report NHES data on the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). All persons of Hispanic origin were included in the Hispanic category regardless of race. Therefore, persons of Hispanic origin may be of any race. Data on respondents who reported "some other race" are included in the totals, but these data are not separately shown.

For more information on the NHES Program, see http://nces.ed.gov/nhes/.

National Postsecondary Student Aid Study (NPSAS)

The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study designed to determine how students and their families pay for postsecondary education and describe some demographic and other characteristics of those enrolled. The study is based on a nationally representative sample of students in postsecondary education institutions, including undergraduate, graduate, and first-professional students. Students attending all types and levels of institutions are represented, including public and private not-for-profit and for-profit institutions, less-than-2-year institutions, community colleges, and 4-year colleges and universities. The NPSAS surveys provide information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families.

NPSAS asks students to self-report race/ethnicity. Race/ethnicity categories are White, Black, Hispanic, Asian, American Indian, Pacific Islander, and Other. Students may select more than one race and students of Hispanic origin are classified as Hispanic regardless of race.

Indicator 24 presents NPSAS data for the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). Students who selected "Other," or specified more than one race are included in the totals, but these data are not separately shown.

For more information about NPSAS, see http://nces.ed.gov/surveys/npsas/.

NPSAS terms:

Total financial aid

The total amount of financial aid received by a student. Includes grants, loans, work-study, or any other types of aid, as well as loans to parents under the PLUS program and veterans' benefits and military education aid.

Total grants

The total amount of grant and scholarship aid received from any source for the NPSAS year. A grant is a type of student financial aid that does not require repayment or employment. Grants include merit-only scholarships, tuition waivers, and employer tuition reimbursements.

Total loans

The total amount of all student loans (federal, state, institutional, and private sector) and federal PLUS loans to parents received during the NPSAS year. Does not include loans from family or friends to the student or commercial loans to parents (such as home equity loans).

Program for International Student Assessment (PISA)

Coordinated by the Organization for Economic Cooperation and Development, the Program for International Student Assessment (PISA) is an international assessment of 15-year-olds' abilities in reading literacy, mathematics literacy, and science literacy, as well as other competencies. Begun in 2000 and currently administered every 3 years, PISA 2000 focused on reading literacy, PISA 2003 focused on mathematics literacy, and PISA 2006 focused on science literacy.

U.S. students in the PISA 2003 assessment were asked to identify themselves as White, non-Hispanic; Black, non-Hispanic; Hispanic; Asian; American Indian/Alaska Native, Native Hawaiian/Pacific Islander, or Other. Students were allowed to select more than one race.

Indicator 11 presents data from PISA, with the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian (non-Hispanic), and More than one race (non-Hispanic). Reporting standards were not met for American Indians/Alaska Natives, Native Hawaiians and Other Pacific Islanders, or students who selected

"Other;" these groups were included in the totals but not presented separately.

For more information on PISA, see http://nces.ed.gov/surveys/pisa/.

School Crime Supplement to the National Crime Victimization Survey (SCS/NCVS)

Created as a supplement to the National Crime Victimization Survey (NCVS) and co-designed by the National Center for Education Statistics (NCES) and Bureau of Justice Statistics (BJS), the School Crime Supplement (SCS) survey collects information about school-related victimization, crime, and safety. The SCS is a national survey of about 8,300 students ages 12–18 in U.S. public and private elementary, middle, and high schools.

In the NCVS, a question on Hispanic origin is followed by a question on race. Race categories are White, Black, Asian, Native Hawaiian or Other Pacific Islander, and American Indian/Alaska Native. Respondents in 2005 were allowed to specify more than one race. Respondents who identified themselves as Hispanic were classified as Hispanic regardless of their race.

Indicator 22 reports data from the SCS. Table 22a reports the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian (non-Hispanic), Native Hawaiian or Other Pacific Islander (non-Hispanic), American Indian/Alaska Native (non-Hispanic), and More than one race (non-Hispanic). Table 22b reports the mutually exclusive race/ethnicity categories White (non-Hispanic), Black (non-Hispanic), Hispanic, and Other. The "Other" category in this case includes data on Asians, Native Hawaiians or Other Pacific Islanders, American Indians/Alaska Natives, and more than one race which were combined due to data reporting issues for these groups. The locale categories (urban, suburban, and rural) presented in *indicator 22* correspond to the categories (central city, urban fringe, and rural) defined for NAEP.

For more information about the SCS, see http://nces.ed.gov/programs/crime/surveys.asp.

U.S. Department of Health and Human Services

National Vital Statistics System (NVSS)

The NVSS is the method by which data on births, deaths, marriages, and divorces are provided to the National Center for Health Statistics (NCHS), part of the Centers for Disease Control and Prevention (CDC), by registration systems in various jurisdictions.

Separate questions are asked about race and Hispanic ethnicity in the NVSS. Data are available for non-Hispanic Whites and Blacks; however, Asian/Pacific Islander and American Indian/Alaska Native categories include persons of Hispanic origin.

Indicator 21 uses NVSS natality data. Race/ethnicity categories are White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native. In order to maintain continuity with previous years of data, all race categories may include persons of Hispanic origin.

For more information on the National Center for Health Statistics and the NVSS, see http://www.cdc.gov/nchs/nvss.htm.

National Survey on Drug Use and Health (NSDUH)

The Substance Abuse and Mental Health Services Administration's National Survey on Drug Use and Health (NSDUH) collects information on the prevalence, patterns, and consequences of drug and alcohol use and abuse in the general U.S. civilian noninstitutionalized population age 12 and over. NSDUH is an annual sample survey.

The survey asks separate questions about Hispanic ethnicity and race. Respondents' race options are White, Black/African American, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Asian. Respondents may choose more than one race.

Indicator 20 uses data from the NSDUH. The mutually exclusive race/ethnicity categories reported are White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian (non-Hispanic), American Indian/Alaska Native (non-Hispanic), and More than one race (non-Hispanic). The Substance Abuse and Mental Health Services Administration did not report estimates on drug use for Native Hawaiians or Other Pacific Islanders; therefore, data for this race group are included in the totals, but these data are not shown separately in *indicator 20*.

For more information on the NSDUH, see http://oas.samhsa.gov/nsduh.htm.