



Status and Trends in the Education of Racial and Ethnic Groups

Status and Trends in the Education of Racial and Ethnic Groups

JULY 2010

Susan Aud

National Center for Education Statistics

Mary Ann Fox

Angelina KewalRamani

Education Statistics Services Institute –
American Institutes for Research

U.S. Department of Education

Arne Duncan
Secretary

Institute of Education Sciences

John Q. Easton
Director

National Center for Education Statistics

Stuart Kerachsky
Deputy Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted, all information contained herein is in the public domain.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education
1990 K Street NW
Washington, DC 20006-5651

July 2010

The NCES World Wide Web Home Page address is <http://nces.ed.gov>.

The NCES World Wide Web Publications and Products address is <http://nces.ed.gov/pubsearch>.

Suggested Citation

Aud, S., Fox, M., and KewalRamani, A. (2010). *Status and Trends in the Education of Racial and Ethnic Groups* (NCES 2010-015). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

For ordering information on this report, write to

ED Pubs
U.S. Department of Education
P.O. Box 22207
Alexandria, VA 22304

or call toll free 1-877-4ED-Pubs or order online at <http://www.edpubs.gov>.

Content Contact

Susan Aud
(202) 219-7013
susan.aud@ed.gov

HIGHLIGHTS

Status and Trends in the Education of Racial and Ethnic Groups examines the educational progress and challenges of students in the United States by race/ethnicity. This report shows that over time, the numbers of students of each race/ethnicity who have completed high school and continued their education in college have increased. Despite these gains, the rate of progress has varied, and differences persist among Whites, Blacks, Hispanics, Asians, Native Hawaiians or Other Pacific Islanders, American Indians/Alaska Natives and students of two or more races in their performance on key indicators of educational performance.

Demographics

- Between 1980 and 2008, the racial/ethnic composition of the United States shifted—the White population declined from 80 percent of the total population to 66 percent; the Hispanic population increased from 6 percent of the total to 15 percent; the Black population remained at about 12 percent; and the Asian/Pacific Islander population increased from less than 2 percent of the total population to 4 percent. In 2008, American Indians/Alaska Natives made up about 1 percent and people of two or more races made up about 1 percent of the population. *(Indicator 1)*
- In 2007, about 14 percent of the U.S. population was born outside of the 50 states and District of Columbia; this included the approximately 69 percent of Asians and 44 percent of Hispanics who were born outside of the 50 states and District of Columbia. *(Indicator 2)*
- In 2007, across all racial/ethnic groups except Blacks and American Indians/Alaska Natives, the majority of children under 18 lived with married parents. About 34 percent of Black children under 18 lived with married parents and 56 percent of Black children lived with a female parent with no spouse present. *(Indicator 3)*
- The percentages of children who were living in poverty were higher for Blacks (34 percent), American Indians/Alaska Natives (33 percent), Hispanics (27 percent), and Native Hawaiians or Other Pacific Islanders (26 percent), than for children of two or more races (18 percent), Asians (11 percent) and Whites (10 percent). *(Indicator 4)*
- In 2008, a higher percentage of Asian children (51 percent) had a mother with at least a bachelor's degree than did White children (36 percent), children of two or more races (31 percent), Black children (17 percent), American Indian/Alaska Native children (16 percent), and Hispanic children (11 percent). *(Indicator 5)*

Preprimary, Elementary, and Secondary Education Participation

- In 2005–06, a higher percentage of White, Black, and Asian 4-year-olds participated in center-based care than did Hispanic 4-year-olds. (*Indicator 6*)
- From 2000–01 to 2007–08, the proportion of public school enrollment composed of White students decreased from 61 to 56 percent. During the same period, Hispanic school enrollment increased from 17 to 21 percent of the total enrollment and Asian/Pacific Islander enrollment increased from 4 to 5 percent of the total. The percentage of Black (17 percent) and American Indian/Alaska Native (1 percent) students remained unchanged. (*Indicator 7.1*)
- In 2007–08, White students were concentrated in suburban and rural areas, with lower percentages in cities and towns. Black, Hispanic, and Asian/Pacific Islander students were concentrated in cities and suburban areas. (*Indicator 7.2*)
- In 2007–08, public schools in which at least half of the enrollment was White enrolled 87 percent of all White students. Schools in which at least half of the enrollment was Black enrolled 48 percent of all Black students, and schools in which at least half of the enrollment was Hispanic enrolled 57 percent of all Hispanic students. (*Indicator 7.4*)
- Forty-eight percent of public school 4th-graders were eligible for free or reduced-price lunches in 2009, including 77 percent of Hispanic, 74 percent of Black, 68 percent of American Indian/Alaska Native, 34 percent of Asian/Pacific Islander, and 29 percent of White 4th-graders. (*Indicator 7.5*)
- From 1998 to 2007, the percentage of 6- to 21-year-olds who were served by the Individuals with Disabilities Education Act (IDEA) increased by less than 1 percentage point, and in 2007, 9 percent were served by IDEA. Fourteen percent of American Indians/Alaska Natives in this age group were served under IDEA in 2007, compared with 12 percent of Blacks, 9 percent of Hispanics, 8 percent of Whites, and 5 percent of Asians/Pacific Islanders. (*Indicator 8.1*)

- In 2007, about 69 percent of Hispanic and 64 percent of Asian elementary/secondary school students spoke a language other than English at home. About 18 percent of Hispanic and 17 percent of Asian students spoke English with difficulty, compared with 7 percent of Native Hawaiians or Other Pacific Islanders, 3 percent of American Indians/Alaska Natives, and 1 percent each of Whites and Blacks, according to household reports. (*Indicator 8.2*)
- In 2007–08, about 25 percent of secondary mathematics teachers who taught in schools with at least half Black enrollment had neither a certification nor a college major in mathematics, compared to 8 percent of secondary mathematics teachers who taught in schools with at least half White enrollment. (*Indicator 9.1*)

Achievement

- Hispanic and American Indian/Alaska Native 4-year-olds had lower rates of proficiency in letter recognition compared with 4-year-olds of other racial/ethnic groups in 2005–06. (*Indicator 10*)
- On the 2007 National Assessment of Educational Progress (NAEP) reading assessment, higher percentages of Asian/Pacific Islander and White 4th-graders and 8th-graders scored at or above *Proficient* than did American Indian/Alaska Native, Black, and Hispanic students at the same grade levels. On the 2009 NAEP 4th and 8th grade mathematics assessment, a higher percentage of Asians/Pacific Islanders scored at or above *Proficient* than did 4th- and 8th-graders of all other races/ethnicities shown. (*Indicator 11*)
- On the 2007 Trends in International Mathematics and Science Study (TIMSS), Asians in the United States scored higher in mathematics at both the 4th- and 8th-grade levels than students of any other race/ethnicity in the United States. In 4th-grade mathematics, Asians in the United States scored higher than students from all other participating jurisdictions except Hong Kong, Singapore, and Chinese Taipei. (*Indicator 12*)

- Among 2005 high school graduates, a lower percentage of Hispanic students had completed courses in geometry, algebra II, and statistics than had White, Black or Asian/Pacific Islander students. (*Indicator 13.1*)
- From 1999 to 2008, the total number of Black and Hispanic students taking an Advanced Placement (AP) exam more than tripled, from 94,000 to 318,000 students. In 2008, Asians had the highest mean AP exam score (3.08) across all exams, while Blacks had the lowest (1.91). (*Indicator 14*)
- The population of SAT test-takers has become more diverse in the past decade, predominantly due to an increase in participation among Hispanic students. Hispanics comprised 9 percent of test-takers in 1998 and 13 percent in 2008, while Asians comprised 9 percent of test-takers in 1998 and 11 percent in 2008. White students scored higher than any other racial/ethnic group on the critical reading portion of the exam in 2008, while Asian students had the highest average scores on the mathematics portion. (*Indicator 15.1*)
- In 2008, Black students were 14 percent of ACT test-takers, compared with 11 percent in 1998, and Hispanic students were 9 percent, compared with 6 percent in 1998. Nearly one-third of Asian ACT test-takers met the college readiness benchmark, established by ACT, on all four exams, compared to 3 percent of Black test-takers. (*Indicator 15.2*)

Persistence

- Among 8th-graders in 2009, Asians/Pacific Islanders, at 63 percent, had the highest percentage of students who had no absences in the past month, compared to 35 percent of American Indians/Alaska Natives. (*Indicator 16*)
- In 2007, a higher percentage of Black elementary/secondary students had been retained in a grade (21 percent) than

was the case for White, Hispanic, or Asian elementary/secondary students. Additionally, a higher percentage of Black 6th- through 12th-grade students had been suspended (43 percent) from school at some point than was the case for students of any other race/ethnicity. (*Indicator 17*)

- Between 1997 and 2007, the percentage of 16- to 24-year-olds who were high school status dropouts¹ decreased from 11 percent to 9 percent. In 2007, the status dropout rate was higher among Hispanics (21 percent) than among Blacks (8 percent), Asians/Pacific Islanders (6 percent), and Whites (5 percent). (*Indicator 18.1*)
- Of the students who entered high school in the 2003–04 school year, 74 percent graduated within 4 years, including 91 percent of Asians, 80 percent of Whites, 62 percent of Hispanics, 61 percent of American Indians/Alaska Natives, and 60 percent of Blacks. (*Indicator 18.2*)

Student Behaviors

- In 2007, parents of Asian high school students reported that their children spent the most hours per week on homework (10 hours, on average). Of the students ages 16 years and older who were employed, higher percentages of Black and Hispanic students reported that they worked more than 20 hours per week (50 and 54 percent, respectively) than White students (35 percent), although the percentage of White students who worked was higher than that of Black and Hispanic students. (*Indicator 19*)
- In 2007, a higher percentage of White (18 percent) children ages 12 to 17 reported drinking alcohol in the past month than did their Hispanic (15 percent) peers, peers of two or more races (13 percent), and Black (10 percent) and Asian (8 percent) peers. (*Indicator 20*)
- Between 1991 and 2005, birth rates for 15- to 19-year-old females decreased for all racial/ethnic groups. However, the teen

¹ Status dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received a GED are considered high school completers.

birth rates increased between 2005 and 2007 for Whites, Blacks, and American Indians/Alaska Natives. (*Indicator 21*)

- In 2007, among 9th- through 12th-grade students, higher percentages of students of two or more races (13 percent), Black students (10 percent), and Hispanic students (9 percent) reported being threatened or injured with a weapon on school property in the past 12 months than did White (7 percent) and American Indian/Alaska Native students (6 percent). (*Indicator 22*)

Postsecondary Education

- In 2008, about 72 percent of recent White high school completers were enrolled in college in that same year, up from 50 percent in 1980. In addition, the immediate transition to college rate was higher in 2007 than the rate in 1980 for Blacks (56 vs. 44 percent) and for Hispanics (62 vs. 50 percent). (*Indicator 23.1*)
- In 2008, some 44 percent of White 18- to 24-year-olds were enrolled in colleges and universities, while in 1980 some 28 percent were enrolled. In addition, approximately 32 percent of Black 18- to 24-year-olds were enrolled in colleges or universities (an increase of 12 percentage points from 1980) and 26 percent of Hispanic 18- to 24-year-olds were enrolled (an increase of 10 percentage points from 1980). (*Indicator 23.2*)
- Between 1976 and 2008, total undergraduate fall enrollment increased for each racial/ethnic group; Hispanics and Asians/Pacific Islanders had the fastest rates of increase and Whites had the slowest rate of increase. In 2008, more females than males were enrolled as undergraduates—the gender gap was largest for Black undergraduates, with females accounting for 64 percent of Black undergraduate enrollment. (*Indicator 24.1*)
- Trends in graduate enrollments were similar to those in undergraduate enrollment, in that while there were increases in the rates for all racial/ethnic groups, the largest increases were for Hispanics and Asians/Pacific Islanders and the smallest increase was for Whites. Again, the largest gender gap was

for Black graduate students, with females representing 71 percent of Black graduate enrollment in 2008. (*Indicator 24.2*)

- Among students enrolled in college in 2008, about 81 percent of Hispanics and 79 percent of American Indians/Alaska Natives attended public institutions, higher than the percentages of Whites (73 percent), Blacks (68 percent), and Asians/Pacific Islanders (75 percent) who did so. Some 21 percent of White, 18 percent of Asian/Pacific Islander, and 17 percent of Black students attended private not-for-profit institutions, while 11 percent of Hispanic and 12 percent of American Indian/Alaska Native students did so. A higher percentage of Black students (15 percent) attended private for-profit institutions than did students of the other races/ethnicities shown (ranging from 6 to 8 percent). (*Indicator 24.3*)
- In 2007–08, some 80 percent of full-time, full-year undergraduates received financial aid (grants or loans); Black students had the highest percentage of recipients (92 percent) and received the largest average amount per person (\$13,500). (*Indicator 25*)
- In 2008, females earned more degrees than males within each racial/ethnic group, and Black females received over twice as many degrees as Black males. (*Indicator 26.1*)

Outcomes of Education

- In 2008, about 29 percent of U.S. adults (25 years of age or older) had at least a bachelor's degree, including 52 percent of Asian/Pacific Islander adults, 33 percent of White adults, 20 percent of Black adults, 13 percent of Hispanic adults, and 15 percent of American Indian/Alaska Native adults. (*Indicator 27*)
- In 2008, the unemployment rate was higher for Hispanics (8 percent), Blacks (9 percent), American Indians/Alaska Natives (10 percent), and persons of two or more races (10 percent), than it was for Whites and Asians (4 percent each). In general, lower unemployment rates were associated with higher levels of education for each racial/ethnic group. The unemployment rate for Blacks without a high school diploma or equivalent was 22 percent, compared with

11 percent for those with a high school credential and 4 percent for those with at least a bachelor's degree. (*Indicator 28*)

- In 2007, the median income of male workers was generally higher than that of female workers for each race/ethnicity and at each educational level. Median income differed by race/ethnicity. For example, of those with at least a bachelor's degree, the median income was \$71,000 for White males and \$69,000 for Asian males, compared with \$55,000 for Black males and \$54,000 for Hispanic males. For females, of those with at least a bachelor's degree, the median income was \$54,000 for Asians, compared with \$50,000 for Whites, \$45,000 for Blacks, and \$43,000 for Hispanics. (*Indicator 29*)

This page intentionally left blank.

CONTENTS

	<i>Page</i>
Highlights	iii
List of Tables	xi
List of Figures.....	xv
Introduction.....	1
Chapter 1. Demographics	5
1. Population and Geographic Distributions	6
2. Nativity.....	10
<i>Snapshot of Hispanic and Asian Subgroups: Nativity</i>	12
3. Children’s Living Arrangements	14
4. Children Living in Poverty.....	16
<i>Snapshot of Hispanic and Asian Subgroups: Children Living in Poverty</i>	18
5. Parental Education.....	20
Chapter 2. Preprimary, Elementary, and Secondary Education Participation	23
6. Care Arrangements	24
7. Elementary and Secondary Enrollment	26
8. Special Needs.....	40
<i>Snapshot of Hispanic and Asian Subgroups: English Language Learners</i>	46
9. Teacher Qualifications and Experience.....	48
Chapter 3. Achievement.....	53
10. Proficiency of 4-Year-Olds	54
11. Reading and Mathematics Achievement.....	56
12. International Comparisons.....	64
13. Mathematics and Science Coursetaking in High School.....	70
14. Advanced Placement (AP) Courses.....	76
<i>Snapshot of Hispanic Subgroups: Advanced Placement</i>	79
15. College Entrance Exams.....	80

Chapter 4. Persistence	89
16. Absences	90
17. Retention, Suspension, and Expulsion	92
18. Dropout Rates and Graduation Rates	94
<i>Snapshot of Hispanic and Asian Subgroups: Dropout Rate by Nativity</i>	98
<i>Snapshot: Dropout Rates for Institutionalized Youth and Young Adults by Race/Ethnicity</i>	100
Chapter 5. Student Behaviors.....	103
19. After-School Time Use	104
20. Cigarette, Alcohol, and Drug Use	108
21. Teenage Pregnancy.....	110
22. Safety at School.....	114
Chapter 6. Postsecondary Education	117
23. College Participation Rates	118
24. Enrollment	122
<i>Snapshot: Enrollment in Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges</i>	130
25. Financial Aid.....	132
26. Degrees Awarded	134
Chapter 7. Outcomes of Education.....	139
27. Educational Attainment.....	140
<i>Snapshot of Hispanic and Asian Subgroups: Educational Attainment</i>	142
28. Unemployment Rates	144
29. Median Income.....	146
References	149
Appendix A: Guide to Sources.....	151

LIST OF TABLES

<i>Table</i>	<i>Page</i>
1a. Resident population and percentage distribution, by race/ethnicity: Selected years, 1980–2008, and projections, selected years, 2010–2025	7
1b. Percentage distribution of the resident population, by race/ethnicity, region, and state: 2008	8
2a. Number and percentage of population in the United States, by nativity and race/ethnicity: 2000, 2005, and 2007	11
2b. Number, percentage, and percentage distribution of U.S. population, by nativity and race/ethnicity with Hispanic and Asian subgroups: 2007	12
2c. Number, percentage, and percentage distribution of U.S. population under age 18, by nativity and race/ethnicity with Hispanic and Asian subgroups: 2007	13
3. Number and percentage distribution of children under age 18, by living arrangements and race/ethnicity: 2007	14
4. Percentage of children under age 18 living in poverty, by living arrangements and race/ethnicity with Hispanic and Asian subgroups: 2007	16
5. Percentage of children ages 6 to 18, by parent’s highest level of educational attainment and child’s race/ethnicity: 2008	22
6. Percentage distribution of primary type of care arrangements of children from the 2001 birth cohort at about 4 years old, by race/ethnicity: 2005–06	24
7.1a. Number and percentage distribution of public elementary and secondary students, by region and race/ethnicity: Selected years, 2000–01 through 2007–08	26
7.1b. Number and percentage distribution of public elementary and secondary students, by region, state, and race/ethnicity: 2007–08	28
7.2. Number and percentage distribution of public elementary and secondary students, by race/ethnicity and locale: 2007–08	30
7.3. Number and percentage distribution of public school enrollment in the United States and 20 largest public school districts, by race/ethnicity: 2007–08	33
7.4. Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent enrollment in school of selected racial/ethnic group: 2007–08	34
7.5a. Percentage of public school 4th-graders eligible for free or reduced-price lunch, by school locale and race/ethnicity: 2009	36
7.5b. Percentage distribution of public school 4th-graders, by percentage of students in school eligible for free or reduced-price lunch and race/ethnicity: 2009	38
8.1a. Percentage of children ages 3 to 5 and ages 6 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 1998–2007	41
8.1b. Number and percentage of children ages 3 to 5 and ages 6 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity and type of disability: 2007	42
8.2a. Number and percentage of elementary and secondary school students who spoke a language other than English at home and percentage who spoke English with difficulty, by grade level and race/ethnicity: 2007	44

<i>Table</i>	<i>Page</i>
8.2b. Number and percentage of elementary and secondary school students who spoke a language other than English at home and percentage who spoke English with difficulty, by race/ethnicity with Hispanic and Asian subgroups: 2007.....	47
9.1. Percentage of public high school teachers with a college major and standard certification in their respective main teaching assignment in mathematics, English, and science, by race/ethnicity concentration of schools: 2007–08	49
9.2. Average number of years of teaching experience of regular full-time public school teachers and percentage who have less than 3 years of teaching experience, by race/ethnicity concentration of school: 2007–08	50
10. Percentage of children from the 2001 birth cohort who were proficient in letter and number and shape recognition at about 4 years old, by race/ethnicity: 2005–06.....	54
11.1. Percentage distribution of students at National Assessment of Educational Progress (NAEP) reading achievement levels, by race/ethnicity and grade: 2005 and 2007	57
11.2. Percentage distribution of students at National Assessment of Educational Progress (NAEP) mathematics achievement levels, by race/ethnicity and grade: 2005 and 2009	60
12a. Average scores among 4th- and 8th-graders in the United States on the Trends in International Mathematics and Science Study (TIMSS), by race/ethnicity: 2007	64
12b. Average scores among 4th-graders on the Trends in International Mathematics and Science Study (TIMSS), by participating country and race/ethnicity in the United States: 2007	66
12c. Average scores among 8th-graders on the Trends in International Mathematics and Science Study (TIMSS), by participating country and race/ethnicity in the United States: 2007	68
13a. Percentage of high school graduates who completed selected mathematics courses in high school, by race/ethnicity: 1998, 2000, and 2005	71
13b. Percentage of high school graduates who completed selected science courses in high school, by race/ethnicity: 1998, 2000, and 2005	73
14a. Number and percent change in the number of students taking Advanced Placement (AP) examinations, by race/ethnicity: 1999–2008	76
14b. Mean grade and percentage distribution of grades on Advanced Placement (AP) exams, by subject and race/ethnicity: 2008	78
14c. Number of exams taken and mean grade on Advanced Placement (AP) exams, by Hispanic subgroup and subject: 2008	79
15.1a. Percentage distribution of the 12th-grade SAT test-taking population, by race/ethnicity: 1998–2008	80
15.1b. Average SAT scores for the 12th-grade SAT test-taking population, by race/ethnicity and subject: Selected years, 1998–2008.....	82
15.2a. Percentage distribution of ACT test-taking population, by race/ethnicity: 1998–2008	84
15.2b. Average ACT scores in English and mathematics, by race/ethnicity: Selected years, 1998–2008..	85
15.2c. Percentage of ACT test-taking population meeting college readiness benchmark scores, by race/ethnicity: 2008	86
16. Percentage distribution of 8th-graders and percentage at or above <i>Basic</i> on the National Assessment of Educational Progress (NAEP) mathematics assessment, by the number of days absent from school in the past month and race/ethnicity: 2009.....	90
17a. Percentage of public school students in kindergarten through grade 12 who had ever repeated a grade, by sex and race/ethnicity: 2007	92

<i>Table</i>	<i>Page</i>
17b. Percentage of public school students in grades 6 through 12 who had ever been suspended or expelled, by sex and race/ethnicity: 2007.....	93
18.1a. Percentage of 16- to 24-year-olds who were high school status dropouts, by race/ethnicity and sex: 1997–2007	97
18.1b. Number and percentage of 16- to 24-year-olds who were high school status dropouts, by nativity and race/ethnicity with Hispanic and Asian subgroups: 2007	99
18.1c. Number and percentage of institutionalized and noninstitutionalized 16- to 24-year-olds who were high school status dropouts, by race/ethnicity: 2007.....	100
18.2. Averaged freshman graduation rate for public high school students and number of graduates, by race/ethnicity: School year 2006–07	102
19.1. Percentage of high school students who did homework outside of school and whose parents checked that homework was done, by frequency and race/ethnicity: 2007.....	104
19.2. Percentage of high school students ages 16 years and older who were employed and the percentage distribution of those who were employed, by hours worked per week and race/ethnicity: 2008	106
20. Percentage of 12- to 17-year-olds and 18- to 25-year-olds who reported using alcohol, cigarettes, or marijuana in past month, by race/ethnicity: 2007	108
21a. Number of live births per 1,000 females ages 15 to 19, by race/ethnicity: Selected years, 1990–2007	110
21b. Number of live births per 1,000 females ages 15 to 19, by Hispanic ethnicity: 1990–2007	112
22a. Percentage of students in grades 9 through 12 who reported that they were threatened or injured with a weapon on school property, carried a weapon to school, engaged in a physical fight on school property, or reported that drugs were made available to them on school property, by race/ethnicity: 2007	114
22b. Percentage of students ages 12 to 18 who reported that gangs were present at school, by race/ethnicity: 2007	115
23.1. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by race/ethnicity: Selected years, 1980–2008...	118
23.2. Percentage of 18- to 24-year-olds enrolled in colleges and universities, by race/ethnicity and sex: Selected years, 1980–2008	121
24.1. Total number, total percentage distribution, and percent female of undergraduate fall enrollment in degree-granting institutions, by race/ethnicity: Selected years, 1976–2008.....	123
24.2. Total number, total percentage distribution, and percent female of graduate (postbaccalaureate) fall enrollment in degree-granting institutions, by race/ethnicity: Selected years, 1976–2008	125
24.3. Number and percentage distribution of U.S. citizen enrollment in degree-granting institutions, by race/ethnicity and institutional type: 2008	128
24.4. Fall enrollment in degree-granting institutions that are historically Black colleges and universities, in institutions that serve large proportions of Hispanic students, and in tribally controlled institutions, by selected race/ethnicity: 2007.....	130
25. Percentage of full-time, full-year undergraduates receiving financial aid and average amount of aid, by race/ethnicity and type of aid: 2007–08.....	132

<i>Table</i>	<i>Page</i>
26.1. Number, percentage conferred on females, and percentage distribution of degrees awarded by degree-granting institutions, by level of degree, race/ethnicity, and sex: 2007–08	135
26.2. Percentage of degrees awarded by degree-granting institutions in the most popular fields of study, by race/ethnicity and level of study: 2007–08.....	138
27a. Percentage distribution of adults ages 25 and over according to highest level of educational attainment, by race/ethnicity: Selected years, 1996–2008.....	141
27b. Number and percentage of persons ages 25 to 29 with at least a bachelor’s degree, by nativity and race/ethnicity with Hispanic and Asian subgroups: 2007	143
28. Unemployment rates for persons ages 16 years and older, by educational attainment, age group, and race/ethnicity: 2008.....	144
29. Median annual earnings of full-time, full-year wage and salary workers ages 25 and older, by educational attainment, sex, and race/ethnicity: 2007.....	148

LIST OF FIGURES

<i>Figure</i>	<i>Page</i>
1. Percentage distribution of total population in the United States, by race/ethnicity: Selected years, 1980–2008, and projections, selected years, 2010–2025.....	6
2. Percentage distribution of population under 18 in the United States, by race/ethnicity and nativity: 2007.....	10
3. Percentage distribution of children under age 18, by race/ethnicity and living arrangements: 2007.....	15
4. Percentage of children under 18 living in poverty, by living arrangements and race/ethnicity: 2007.....	17
5. Percentage of children ages 6 to 18 whose mother attained a level of education less than high school completion, and percentage whose mother attained at least a bachelor's degree, by child's race/ethnicity: 2008.....	21
6. Percentage distribution of primary type of care arrangements of children from the 2001 birth cohort at about 4 years old, by race/ethnicity: 2005–06.....	25
7.1. Percentage distribution of public elementary and secondary students, by region and race/ethnicity: 2007–08.....	27
7.2. Percentage distribution of public elementary and secondary students, by race/ethnicity and locale: 2007–08.....	31
7.4. Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent enrollment in school of selected racial/ethnic group: 2007–08.....	35
7.5a. Percentage of public school 4th-graders eligible for free or reduced-price lunch, by school locale and race/ethnicity: 2009.....	37
7.5b. Percentage of public school 4th-graders in low-poverty and high-poverty schools, by race/ethnicity: 2009.....	39
8.1. Percentage of children ages 3 to 5 and ages 6 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 2007.....	41
8.2. Percentage of elementary and secondary school students who spoke a language other than English at home and percentage who spoke English with difficulty, by race/ethnicity: 2007.....	45
9.1. Percentage of public high school teachers with neither a college major nor standard certification in the subject that is their main teaching assignment, by race/ethnicity concentration of schools and subject: 2007–08.....	48
9.2. Average number of years of teaching experience of regular full-time public school teachers and percentage who have less than 3 years of teaching experience, by race/ethnicity concentration of school: 2007–08.....	51
10. Percentage of children from the 2001 birth cohort who were proficient in letter and number and shape recognition at about 4 years old, by race/ethnicity: 2005–06.....	55
11.1a. Percentage distribution of 4th-grade students at National Assessment of Educational Progress (NAEP) reading achievement levels, by race/ethnicity: 2007.....	58
11.1b. Percentage distribution of 8th-grade students at National Assessment of Educational Progress (NAEP) reading achievement levels, by race/ethnicity: 2007.....	58
11.1c. Percentage distribution of 12th-grade students at National Assessment of Educational Progress (NAEP) reading achievement levels, by race/ethnicity: 2005.....	59

<i>Figure</i>	<i>Page</i>
11.2a. Percentage distribution of 4th-grade students at National Assessment of Educational Progress (NAEP) mathematics achievement levels, by race/ethnicity: 2009	61
11.2b. Percentage distribution of 8th-grade students at National Assessment of Educational Progress (NAEP) mathematics achievement levels, by race/ethnicity: 2009	61
11.2c. Percentage distribution of 12th-grade students at National Assessment of Educational Progress (NAEP) mathematics achievement levels, by race/ethnicity: 2005	62
12a. Average scores among 4th-graders in the United States on the Trends in International Mathematics and Science Study (TIMSS), by subject and race/ethnicity: 2007	65
12b. Average scores among 8th-graders in the United States on the Trends in International Mathematics and Science Study (TIMSS), by subject and race/ethnicity: 2007	65
13a. Percentage of high school graduates who completed selected mathematics courses, by race/ethnicity: 1998 and 2005	72
13b. Percentage of high school graduates who completed selected science courses, by race/ethnicity: 1998 and 2005.....	74
13b. Percentage of high school graduates who completed selected science courses, by race/ethnicity: 1998 and 2005—Continued.....	75
14. Percentage distribution of grades on all Advanced Placement (AP) exams, by race/ethnicity: 2008	77
15.1a. Percentage distribution of the 12th-grade SAT test-taking population, by race/ethnicity: 1998 and 2008.....	81
15.1b. Average SAT scores for the 12th-grade SAT test-taking population, by subject and race/ethnicity: 2008	83
15.2a. Percentage distribution of ACT test-taking population, by race/ethnicity: 1998 and 2008	84
15.2b. Percentage of ACT test-taking population meeting college readiness benchmark scores, by race/ethnicity, 2008	87
16. Percentage of 8th-graders at or above <i>Basic</i> on the National Assessment of Educational Progress (NAEP) mathematics assessment, by race/ethnicity and number of days absent from school in the past month: 2009	91
17. Percentage of public school students in grades 6 through 12 who had ever been suspended, by race/ethnicity and sex: 2007	93
18.1. Percentage of 16- to 24-year-olds who were high school status dropouts, by race/ethnicity: 1997–2007	95
18.2. Averaged freshman graduation rate for public high school students, by race/ethnicity: School year 2006–07.....	101
19.1. Percentage of high school students who did homework, by frequency and race/ethnicity: 2007	105
19.2a. Percentage of high school students ages 16 years and older who were employed, by race/ethnicity: 2008	107
19.2b. Percentage distribution of employed high school students 16 years and over, by hours worked per week and race/ethnicity: 2008.....	107
20. Percentage of 12- to 17-year-olds who reported using alcohol, cigarettes, or marijuana in the past month, by race/ethnicity: 2007	109

<i>Figure</i>	<i>Page</i>
21. Number of live births per 1,000 females ages 15 to 19, by race/ethnicity: Selected years, 1990–2007	111
22. 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: 2007	115
23.1. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by race/ethnicity: Selected years, 1980–2008	119
23.2. Percentage of 18- to 24-year-olds enrolled in colleges and universities, by race/ethnicity: Selected years: 1980–2008	120
24.1. Difference in percentages of female and male undergraduate fall enrollment in degree-granting institutions, by race/ethnicity: Selected years, 1976–2008	124
24.2. Difference in percentages of female and male graduate (postbaccalaureate) fall enrollment in degree-granting institutions, by race/ethnicity: Selected years, 1976–2008	126
24.3. Percentage distribution of U.S. citizen enrollment in degree-granting institutions, by institutional type and race/ethnicity: 2008	129
25a. Percentage of full-time, full-year undergraduates receiving financial aid, by race/ethnicity: 2007–08	133
25b. Average amount of financial aid awarded to full-time, full-year undergraduates, by race/ethnicity and type of aid: 2007–08	133
26. Percentage distribution of bachelor’s degrees awarded by degree-granting institutions, by sex and race/ethnicity: 2007–08	136
27. Percentage of adults ages 25 and over who completed at least high school and percentage who have at least a bachelor’s degree, by race/ethnicity: Selected years, 1996–2008	140
28. Unemployment rates for persons ages 16 and over, by educational attainment and race/ethnicity: 2008	145
29. Median annual earnings of full-time, full-year wage and salary workers ages 25 and older, by sex, race/ethnicity, and educational attainment: 2007	147

This page intentionally left blank.

INTRODUCTION

This report uses statistics to examine, by racial/ethnic group, current conditions and changes over time in education activities and outcomes in the United States. Some traditionally disadvantaged racial/ethnic groups have made strides in educational achievement over the past few decades, but gaps persist.

Status and Trends in the Education of Racial and Ethnic Groups is part of a series of reports produced by the National Center for Education Statistics (NCES) that focus on specific racial/ethnic groups, including *Status and Trends in the Education of American Indians and Alaska Natives: 2008* (DeVoe and Darling-Churchill 2008), *Status and Trends in the Education of Racial and Ethnic Minorities* (KewalRamani et al. 2007), *Status and Trends in the Education of Blacks* (Hoffman and Llagas 2003), and *Status and Trends in the Education of Hispanics* (Llagas 2003).

Organization of the Report

The report begins with demographic information (*chapter 1*) and then is organized roughly according to the chronology of an individual's education, starting with indicators on preprimary, elementary, and secondary education participation (*chapter 2*) and continuing with student achievement (*chapter 3*) and persistence in education (*chapter 4*), behaviors that can affect educational experience (*chapter 5*), participation in postsecondary education (*chapter 6*), and outcomes of education (*chapter 7*). A list of references and a guide to sources appear at the end of the report. Standard error tables are available on the NCES website: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010015>.

The indicators presented in this report are intended to provide an overview of the education data available from many federal surveys. Readers are cautioned not to draw causal inferences based on the univariate

and bivariate results presented in this report. It is important to note that many of the variables examined in this report may be related to one another, and complex interactions and relationships among the variables have not been explored. The variables presented here are also just a sample of the thousands that can be examined using the surveys included in this report. The indicators were selected to provide a range of data that are relevant to a variety of policy issues, rather than emphasize comprehensive information on any particular issue.

Definitions of Race and Ethnicity

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

These racial/ethnic categories are defined as follows:

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

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

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

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

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

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

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

The indicators in this report are drawn from a number of different sources. Many are federal surveys that collect data using the OMB standards for racial/ethnic classification described above; however, some sources have not fully adopted the standards and some indicators include data collected prior to the adoption of the OMB standards. This report focuses on the six categories that are the most common among the various data sources used: White, Black, Hispanic, Asian, Native Hawaiian or Other Pacific Islander, and American Indian/Alaska Native. Asians and Native Hawaiians or Other Pacific Islanders are combined into one category in indicators for which the data were not collected separately for the two groups.

Some of the surveys from which data are presented in this report give respondents the option of selecting either an “other” race category, or two or more races (in some cases a “multiracial” category is the option), or both. Therefore, the remaining categories presented consist entirely of persons who identify as belonging to only one race or ethnicity. Where possible, indicators present data on the “two or more races” category; however, in some cases this category may not be separately shown, due to various data issues. The “other” category is not separately shown. Any comparisons made between persons of one racial/ethnic group to “all other racial/ethnic groups” include only the racial/ethnic groups shown in the indicator. In some surveys, respondents are not given the option to select more than one race. In these surveys, respondents of two or more races must select a single race category. Any comparisons between data from surveys that give the option to select more than one race and surveys that do not offer such an option should take into account the fact that there is a potential for bias if members of one racial group are more likely than members of the others to identify themselves as “two or more races.”² For postsecondary data, foreign students are counted separately and therefore are not included in any racial/ethnic category. Please see *Appendix A: Guide to Sources* at the end of this report for specific information on each of the report’s data sources.

The American Community Survey, conducted by the U.S. Census Bureau, collects information regarding specific ancestry. “Snapshots” throughout this report highlight Hispanic ancestry subgroups (such as Mexican, Puerto Rican, or Cuban) and Asian ancestry subgroups (such as Asian Indian, Chinese, or Filipino). *Indicator 2* (Nativity), *Indicator 4* (Children Living in Poverty), *Indicator 8.2* (English Language Learner Students), *Indicator 18* (Dropout Rates and Graduation Rates), and *Indicator 27* (Educational Attainment) each provide a “Snapshot” table that includes detailed Hispanic and Asian ancestries and a brief comparison among the subgroups and race/ethnicity categories. For more information on these subgroup definitions, see *Appendix A: Guide to Sources*.

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

Technical Note

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

All significance tests of differences in sample survey data are tested at the .05 level of significance. Several test procedures were used, depending on the type of data interpreted and the nature of the statement tested. The most commonly used test procedures were *t* tests, linear trend tests, and equivalency tests. The *t* tests were not adjusted to compensate for multiple comparisons being made simultaneously. Trend tests were conducted by evaluating the significance of the slope of a simple regression of the annual data points and by conducting a *t* test to compare the end points. Equivalence tests at the 0.15 level

were used to determine whether two statistics were substantively equivalent; this was accomplished by using a hypothesis test to determine whether the confidence interval of the difference between sample estimates was significantly greater or less than a preset substantively important difference. In most cases involving percentages, a difference of 3.0 percentage points was used to determine substantive equivalence or difference. In some indicators involving only very small percentages, a lower value was used. The appearance of a “!” symbol (meaning “Interpret data with caution”) in a table or figure indicates a data cell with a high ratio of standard error to estimate (0.30 or greater); therefore, the estimate may be unstable and the reader should use caution when interpreting the data. These unstable estimates are discussed, however, when statistically significant differences are found despite large standard errors.

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

This page intentionally left blank.

1

DEMOGRAPHICS

The first chapter in this report presents demographic information that provides context for the education indicators presented in later chapters. In order to describe the status of the various racial/ethnic groups in this country's education system, it is important to provide contextual information on the relative size of each group, where the members of those groups come from, and where and how they live.

For this reason, *indicators 1* and *2* describe the size and distribution of the U.S. population in terms of race/ethnicity, geographic distribution, and nativity. Between 1999 and 2000, Hispanics surpassed Blacks as the country's largest racial/ethnic group other than Whites, and the population of Hispanics continued to grow at a faster rate than the overall population through 2008 (*indicator 1*). In 2008, Hispanics represented 15 percent of the total U.S. population. In the Western United States, in 2008, the percentages of the population who were Hispanic, Asian, Native Hawaiian or Other Pacific Islander, American Indian/Alaska Native, and persons of two or more races were higher than the national percentages. New Mexico, California, and Texas had the highest percentages of the population who were Hispanic (ranging from 36 to 45 percent).

In 2007, about 14 percent of the U.S. population was born outside of the United States (refers to the 50 states and the District of Columbia) (*indicator 2*). Approximately 69 percent of Asians and 44 percent of Hispanics were born outside of the United States. Of the population under 18 years old, 5 percent were born outside of the United States, including 24

percent of Asians, 21 percent of Native Hawaiians or Other Pacific Islanders, and 11 percent of Hispanics.

Indicators 3 and *4* examine the living arrangements and poverty status of children under the age of 18. In 2007, across all racial/ethnic groups except Blacks and American Indians/Alaska Natives, the majority of children under 18 were living with married parents (*indicator 3*). About 34 percent of Black children under 18 lived with married parents and 56 percent of Black children lived with a female parent with no spouse present.

About 18 percent of children under 18 were living in poverty (*indicator 4*). The overall percentages of children who were living in poverty were higher for Blacks (34 percent), American Indians/Alaska Natives (33 percent), Hispanics (27 percent), and Native Hawaiians or Other Pacific Islanders (26 percent), than for children of two or more races (18 percent), Asians (11 percent), and Whites (10 percent).

The last indicator in Chapter 1 focuses on the educational attainment of parents. In 2008, a higher percentage of Asian children had a mother with at least a bachelor's degree than did White, Black, Hispanic, and American Indian/Alaska Native children (*indicator 5*). In addition, a higher percentage of Asian children had mothers with at least a bachelor's degree than Native Hawaiian or Other Pacific Islander children and children of two or more races. This pattern was also true for the percentages of children with a father who had at least a bachelor's degree.

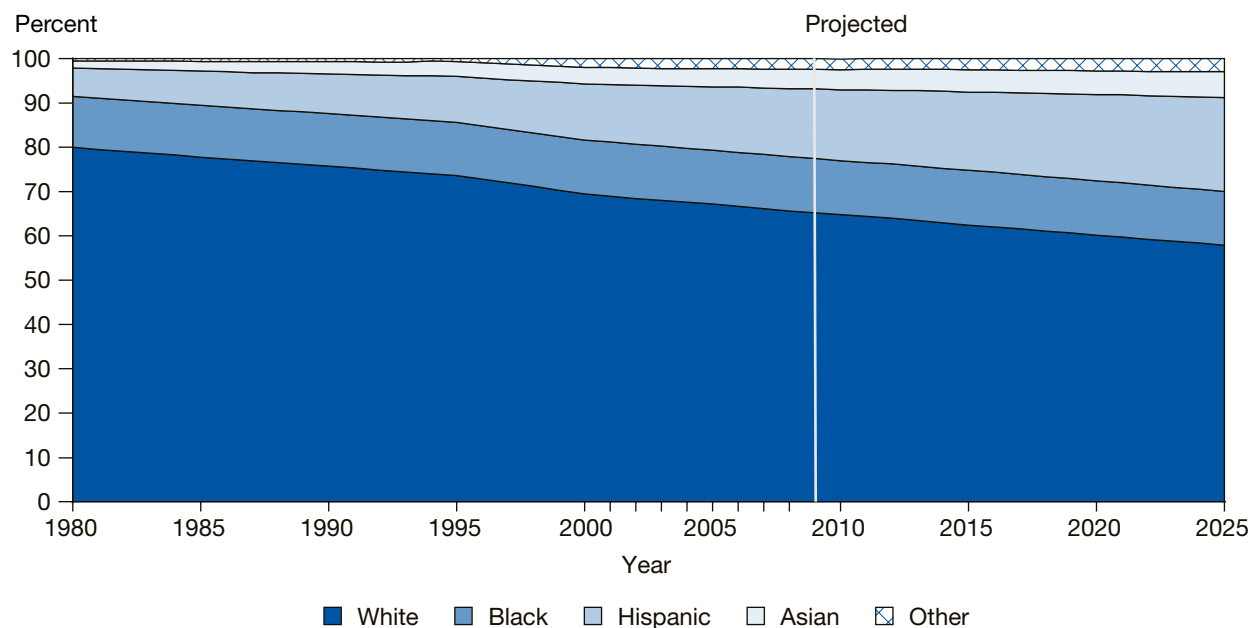
1. Population and Geographic Distributions

The U.S. population has become more diverse over the past two decades as the populations of Hispanics and Asians have increased more rapidly than the populations of Whites and Blacks. In particular, between 1999 and 2000, Hispanics surpassed Blacks as the largest racial/ethnic group other than Whites (U.S. Department of Commerce 2001a).³ The populations of Hispanics, Asians, Native Hawaiians or Other Pacific Islanders, and those of two or more races are expected to grow faster than the populations of Whites, Blacks, and American Indians/Alaska Natives between 2008 and 2025.

Between 1980 and 2008, there were shifts in the racial/ethnic composition of the resident population of the United States. In 1980, the White population represented about 80 percent of the total population.

This percentage decreased to 69 percent in 2000 and to 66 percent in 2008. In contrast, the Hispanic population's share of the total population increased from 6.4 percent in 1980 to 12.6 percent in 2000 to 15.4 percent in 2008. In addition, Asians/Pacific Islanders represented less than 2 percent of the population in 1980 and by 2008, their share had increased to 4.5 percent (Asians represented 4.4 percent and Native Hawaiian or Other Pacific Islanders represented 0.1 percent of the population). The percentage of the total population who were Black increased from 11.5 to 12.2 percent between 1980 and 2000. Since 2000, the growth rate for the Black population has been similar to the growth rate of the overall population; thus, the Black population continued to represent 12.2 percent of the total population through 2008.

Figure 1. Percentage distribution of total population in the United States, by race/ethnicity: Selected years, 1980–2008, and projections, selected years, 2010–2025



NOTE: "Other" includes the following race categories: Native Hawaiian or Other Pacific Islander, American Indian/Alaska Native, and Two or more races. Numbers for the year 2000 are from the Decennial Census. All other years are population estimates. Prior to 2000, Asian includes Native Hawaiian or Other Pacific Islander. The category "Two or more races" was not an option prior to 1996. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States: 2000 and 2004*, Population Estimates Program, 1980–2000; Table 4: Estimates of the Population by Race and Hispanic Origin for the United States and States: July 1, 2008 (SC-EST2008-04), released May 14, 2009, retrieved May 15, 2009, from <http://www.census.gov/popest/states/asrh/SC-EST2008-04.html>; and Projected Population by Single Year of Age, Sex, Race, and Hispanic Origin for the United States: July 1, 2000 to July 1, 2050 (NP2008-T4), released August 14, 2008.

³ In 1999, Blacks represented 12.1 percent of the population and Hispanics represented 11.5 percent (U.S. Department of Commerce 2001b). In Census 2000 (table 1a) Blacks represented 12.2 percent of the population and Hispanics represented 12.6 percent.

Between 2008 and 2025, these patterns of population change are expected to continue. For example, the Hispanic population is expected to grow at a faster rate than most other races/ethnicities. In 2025, about 21 percent of the population is expected to be of Hispanic ethnicity. In addition, the growth rate for Whites is expected to be slower than the rate for

other races/ethnicities, decreasing their share of the total population. In 2025, the distribution of the population is expected to be 58 percent White, 21 percent Hispanic, 12 percent Black, 6 percent Asian, 2 percent two or more races, 1 percent American Indian/Alaska Native, and less than 1 percent Native Hawaiian or Other Pacific Islander.

Table 1a. Resident population and percentage distribution, by race/ethnicity: Selected years, 1980–2008, and projections, selected years, 2010–2025

Year	Total	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
Number (in thousands)								
1980	226,546	180,906	26,142	14,609	3,563	(¹)	1,326	—
1985	237,924	184,945	27,738	18,368	5,315	(¹)	1,558	—
1990	248,791	188,315	29,304	22,379	6,996	(¹)	1,797	—
1995	262,803	193,328	31,590	27,107	8,846	(¹)	1,932	—
2000	282,158	195,771	34,414	35,629	10,436	369	2,104	3,436
2001	284,915	196,325	34,793	36,958	10,777	377	2,131	3,555
2002	287,501	196,773	35,147	38,264	11,103	384	2,158	3,673
2003	289,986	197,152	35,457	39,579	11,432	391	2,184	3,791
2004	292,806	197,727	35,811	40,956	11,782	399	2,213	3,918
2005	295,583	198,244	36,145	42,354	12,145	407	2,241	4,047
2006	298,442	198,781	36,499	43,777	12,520	416	2,271	4,179
2007	301,280	199,272	36,849	45,219	12,901	425	2,300	4,314
2008	304,060	199,491	37,172	46,944	13,238	435	2,329	4,452
2010 ²	310,233	200,853	37,985	49,726	14,083	452	2,392	4,743
2015 ²	325,540	203,208	39,916	57,711	16,141	497	2,548	5,519
2020 ²	341,387	205,255	41,847	66,365	18,308	541	2,697	6,374
2025 ²	357,452	206,662	43,703	75,772	20,591	585	2,830	7,309
Percentage distribution								
1980	100.0	79.9	11.5	6.4	1.6	(¹)	0.6	—
1985	100.0	77.7	11.7	7.7	2.2	(¹)	0.7	—
1990	100.0	75.7	11.8	9.0	2.8	(¹)	0.7	—
1995	100.0	73.6	12.0	10.3	3.4	(¹)	0.7	—
2000	100.0	69.4	12.2	12.6	3.7	0.1	0.7	1.2
2001	100.0	68.9	12.2	13.0	3.8	0.1	0.7	1.2
2002	100.0	68.4	12.2	13.3	3.9	0.1	0.8	1.3
2003	100.0	68.0	12.2	13.6	3.9	0.1	0.8	1.3
2004	100.0	67.5	12.2	14.0	4.0	0.1	0.8	1.3
2005	100.0	67.1	12.2	14.3	4.1	0.1	0.8	1.4
2006	100.0	66.6	12.2	14.7	4.2	0.1	0.8	1.4
2007	100.0	66.1	12.2	15.0	4.3	0.1	0.8	1.4
2008	100.0	65.6	12.2	15.4	4.4	0.1	0.8	1.5
2010 ²	100.0	64.7	12.2	16.0	4.5	0.1	0.8	1.5
2015 ²	100.0	62.4	12.3	17.7	5.0	0.2	0.8	1.7
2020 ²	100.0	60.1	12.3	19.4	5.4	0.2	0.8	1.9
2025 ²	100.0	57.8	12.2	21.2	5.8	0.2	0.8	2.0

— Not available.

¹ Prior to 2000, estimates for Native Hawaiian or Other Pacific Islander are included in the estimates for Asian.

² Projected.

NOTE: Numbers for the year 2000 are from the Decennial Census. All other years are population estimates. The category “Two or more races” was not an option prior to 1996. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States: 2000 and 2004*, Population Estimates Program, 1980–2000; Table 4: Estimates of the Population by Race and Hispanic Origin for the United States and States: July 1, 2008 (SC-EST2008-04), released May 14, 2009, retrieved May 15, 2009, from <http://www.census.gov/popest/states/asrh/SC-EST2008-04.html>; and Projected Population by Single Year of Age, Sex, Race, and Hispanic Origin for the United States: July 1, 2000 to July 1, 2050 (NP2008-T4), released August 14, 2008.

Racial/ethnic composition varies regionally and from state to state. In 2008, the West had higher percentages of its population who were Hispanic, Asian, Native Hawaiian or Other Pacific Islander, American Indian/Alaska Native, and of two or more races when compared with the national proportions. In the West, the population was 28 percent Hispanic, 9 percent Asian, 0.5 percent Native Hawaiian or Other Pacific Islander, 2 percent American Indian/Alaska Native, and 2 percent persons of two or more races. In contrast, the Midwest had lower percentages of these racial/ethnic groups when compared with the national percentages. In the Midwest, the population was 6 percent Hispanic, 2 percent Asian, 1 percent each American Indian/Alaska Native and persons of two or more races, and less than 0.05 percent Native Hawaiian or Other Pacific Islander.

Among the 50 states and the District of Columbia, Hawaii had the highest percentage of its population

who were Asian (38 percent), Native Hawaiian or Other Pacific Islander (9 percent), and of two or more races (16 percent). New Mexico had the highest percentage of its population who were Hispanic (45 percent). Other states with large percentages of their population who were Hispanic included California (37 percent) and Texas (36 percent). The District of Columbia had the highest percentage of its population who were Black (53 percent) when compared with the 50 states.

In contrast to other states, several states had smaller percentages of its population who were Black, Hispanic, Asian, Native Hawaiian or Other Pacific Islander, American Indian/Alaska Native, and of two or more races. In such states as Maine, Vermont, West Virginia, New Hampshire, and Iowa, those racial/ethnic groups combined represented less than 10 percent of the population.

Table 1b. Percentage distribution of the resident population, by race/ethnicity, region, and state: 2008

Region and state	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
United States	65.6	12.2	15.4	4.4	0.1	0.8	1.5
Northeast	70.7	11.1	11.7	5.1	#	0.2	1.1
Connecticut	73.8	9.3	0.2	3.4	#	1.2	12.0
Maine	95.3	1.0	1.3	0.9	#	0.6	1.0
Massachusetts	79.2	5.9	8.6	4.9	#	0.2	1.2
New Hampshire	93.1	1.1	2.6	1.9	#	0.2	1.0
New Jersey	61.7	13.1	16.3	7.6	#	0.2	1.1
New York	60.0	14.8	16.7	6.9	#	0.3	1.2
Pennsylvania	81.4	10.3	4.8	2.4	#	0.1	1.0
Rhode Island	78.8	5.0	11.6	2.7	0.1	0.4	1.3
Vermont	95.2	0.8	1.4	1.1	#	0.4	1.1
Midwest	79.2	10.2	6.4	2.4	#	0.6	1.2
Illinois	64.7	14.5	15.2	4.3	#	0.2	1.1
Indiana	83.2	8.9	5.2	1.3	#	0.2	1.1
Iowa	90.3	2.5	4.2	1.6	#	0.3	1.0
Kansas	80.3	5.9	9.1	2.2	0.1	0.9	1.6
Michigan	77.5	14.0	4.1	2.3	#	0.5	1.4
Minnesota	85.4	4.4	4.1	3.5	#	1.1	1.4
Missouri	82.1	11.3	3.2	1.4	0.1	0.4	1.4
Nebraska	84.1	4.3	7.9	1.7	0.1	0.9	1.2
North Dakota	89.6	1.0	2.1	0.7	#	5.4	1.1
Ohio	82.5	11.8	2.6	1.6	#	0.2	1.3
South Dakota	86.1	1.1	2.6	0.7	#	8.2	1.3
Wisconsin	85.1	5.9	5.1	2.0	#	0.9	1.1

See notes at end of table.

Table 1b. Percentage distribution of the resident population, by race/ethnicity, region, and state: 2008—Continued

Region and state	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
United States	65.6	12.2	15.4	4.4	0.1	0.8	1.5
South	62.0	18.8	14.8	2.5	0.1	0.7	1.2
Alabama	68.4	26.2	2.9	0.9	#	0.5	1.0
Arkansas	75.6	15.5	5.6	1.0	0.1	0.8	1.3
Delaware	68.3	20.4	6.8	2.8	#	0.3	1.3
District of Columbia	33.1	53.1	8.6	3.3	0.1	0.3	1.4
Florida	60.3	15.0	21.0	2.2	0.1	0.3	1.2
Georgia	58.1	29.6	8.0	2.8	0.1	0.3	1.2
Kentucky	87.8	7.6	2.4	1.0	#	0.2	1.0
Louisiana	61.9	31.7	3.4	1.4	#	0.6	1.0
Maryland	57.7	28.8	6.7	5.0	0.1	0.3	1.5
Mississippi	58.7	37.0	2.2	0.8	#	0.5	0.8
North Carolina	67.2	21.2	7.4	1.9	0.1	1.1	1.1
Oklahoma	71.4	7.7	7.6	1.7	0.1	7.7	3.9
South Carolina	65.2	28.1	4.1	1.2	#	0.4	1.0
Tennessee	77.1	16.5	3.7	1.3	#	0.3	1.1
Texas	47.4	11.3	36.5	3.3	0.1	0.4	1.1
Virginia	67.0	19.5	6.8	4.8	0.1	0.3	1.6
West Virginia	93.5	3.5	1.1	0.7	#	0.2	0.9
West	54.7	4.6	27.9	8.6	0.5	1.5	2.3
Alaska	65.7	3.9	6.1	4.4	0.6	14.8	4.4
Arizona	58.4	3.5	30.1	2.3	0.1	4.1	1.4
California	42.3	6.0	36.6	12.1	0.3	0.5	2.1
Colorado	71.0	3.8	20.2	2.5	0.1	0.7	1.6
Hawaii	24.9	2.8	8.7	38.4	8.6	0.4	16.1
Idaho	85.1	0.7	10.2	1.1	0.1	1.3	1.5
Montana	87.9	0.6	3.0	0.6	0.1	6.2	1.6
Nevada	57.1	7.3	25.7	6.0	0.5	1.1	2.3
New Mexico	41.7	2.1	44.9	1.2	0.1	8.6	1.3
Oregon	80.0	1.8	11.0	3.6	0.3	1.2	2.3
Utah	81.7	1.0	12.0	1.9	0.7	1.2	1.5
Washington	75.5	3.4	9.8	6.6	0.4	1.4	2.8
Wyoming	86.8	1.1	7.7	0.7	0.1	2.3	1.3

Rounds to zero.

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

SOURCE: U.S. Department of Commerce, Census Bureau, Table 4: Estimates of the Population by Race and Hispanic Origin for the United States and States: July 1, 2008 (SC-EST2008-04), released May 14, 2009, retrieved May 15, 2009, from <http://www.census.gov/popest/states/asrh/SC-EST2008-04.html>.

2. Nativity

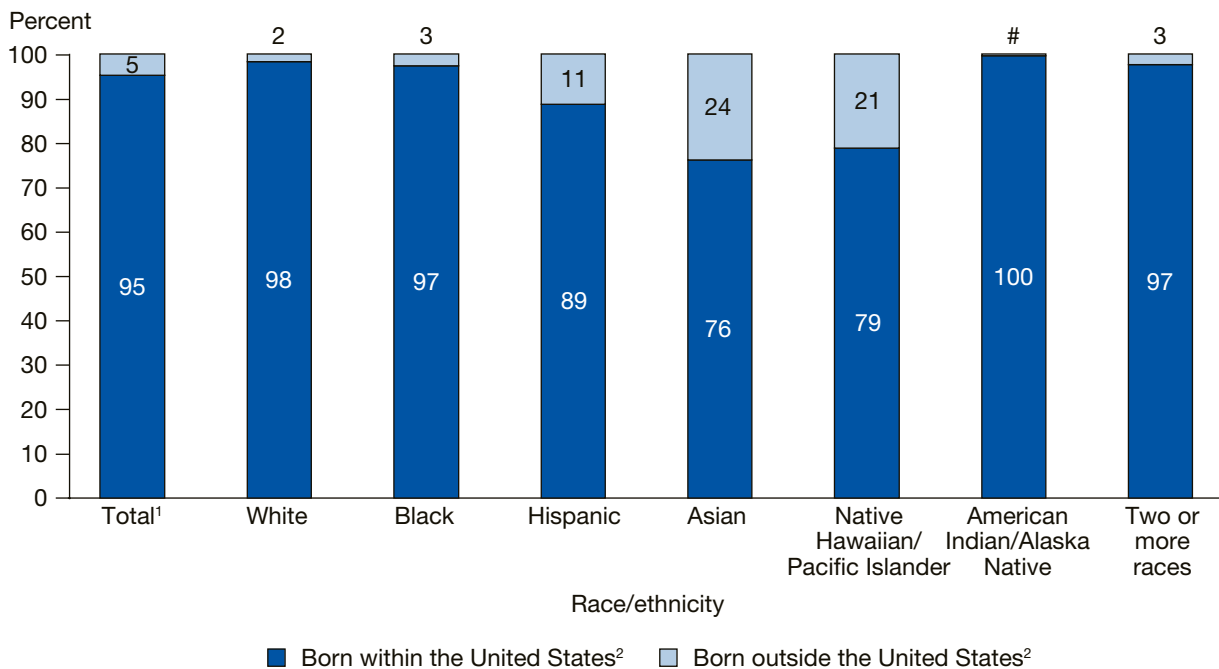
The population in the United States born outside of the 50 states and the District of Columbia (referred to in this indicator as “born outside the United States”) increased between 2000 and 2007, making up 12 percent of the U.S. population in 2000 and 14 percent in 2007. The percentage of children born outside the U.S., however, has remained steady since 2000 at 5 percent of the U.S. population.

In the United States in 2007, about 5 percent of the 73.9 million children under age 18 were born outside of the United States. Some 24 percent of Asian children were born outside the United States, a higher percentage than any other race/ethnicity except Native Hawaiian or Other Pacific Islander. The percentages of Native Hawaiian or Other Pacific Islander (21 percent) and Hispanic (11 percent) children who were born outside the United States were also higher than those for children of two or more races (3 percent), Black children (3 percent), White children (2 percent), and American Indian/Alaska Native children (0.4 percent). Between 2000 and 2007, the percentage of children

under age 18 who were born outside the United States increased by 7 percentage points for Native Hawaiians or Other Pacific Islanders and decreased for Hispanics and Asians by 3 and 2 percentage points, respectively.

In 2007, some 14 percent of the total population was born outside the United States. The percentage of the total population born outside the United States was higher than the percentage of children born outside the United States for all racial/ethnic groups. Among the racial/ethnic groups, 69 percent of Asians, 44 percent of Hispanics, 40 percent of Native Hawaiians or Other Pacific Islanders, 8 percent of Blacks, 7 percent of those of two or more races, 5 percent of Whites, and 2 percent of American Indians/Alaska Natives were born outside the United States. Between 2000 and 2007, the percentage of Blacks and Native Hawaiians or other Pacific Islanders who were born outside the United States increased. However, during the same period, there was a decline in the percentage of persons of two or more races born outside the United States.

Figure 2. Percentage distribution of population under 18 in the United States, by race/ethnicity and nativity: 2007



Rounds to zero.

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

² United States refers to the 50 states and the District of Columbia.

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

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2007.

Table 2a. Number and percentage of population in the United States, by nativity and race/ethnicity: 2000, 2005, and 2007

Year and race/ ethnicity	Total population				Under 18			
	Born within the United States ¹		Born outside the United States ¹		Born within the United States ¹		Born outside the United States ¹	
	Number (in thou- sands)	Percent	Number (in thou- sands)	Percent	Number (in thou- sands)	Percent	Number (in thou- sands)	Percent
2000								
Total²	239,867	87.7	33,764	12.3	68,434	94.9	3,673	5.1
White	181,930	95.5	8,521	4.5	43,562	98.2	806	1.8
Black	29,385	93.1	2,171	6.9	9,950	97.3	273	2.7
Hispanic	19,239	56.2	15,025	43.9	10,318	85.1	1,806	14.9
Asian	3,100	29.9	7,263	70.1	1,863	74.1	651	25.9
Native Hawaiian/ Pacific Islander	254	69.0	114	31.0	105	86.1	17	13.9
American Indian/ Alaska Native	1,786	97.6	45	2.4	602	98.0	12	2.0
Two or more races	3,780	90.1	415	9.9	1,878	96.2	74	3.8
2005								
Total²	249,067	86.4	39,332	13.6	69,361	94.8	3,786	5.2
White	183,732	95.4	8,795	4.6	41,570	98.1	795	1.9
Black	31,663	92.0	2,747	8.0	10,297	97.1	311	2.9
Hispanic	23,456	56.0	18,470	44.1	12,554	87.0	1,885	13.1
Asian	3,802	30.8	8,529	69.2	2,131	75.8	682	24.2
Native Hawaiian/ Pacific Islander	224	64.6	122	35.4	76	82.5	16	17.5
American Indian/ Alaska Native	1,996	98.0	40	2.0	578	99.0	6	1.0
Two or more races	3,741	92.5	305	7.5	1,891	97.1	57	2.9
2007								
Total²	259,801	86.1	41,821	13.9	70,336	95.2	3,576	4.8
White	189,497	95.4	9,097	4.6	41,218	98.2	737	1.8
Black	33,622	91.8	3,003	8.2	10,275	97.3	290	2.7
Hispanic	25,572	56.4	19,806	43.7	13,581	88.6	1,751	11.4
Asian	4,036	30.8	9,065	69.2	2,197	76.1	690	23.9
Native Hawaiian/ Pacific Islander	242	59.8	163	40.2	82	78.8	22	21.2
American Indian/ Alaska Native	1,989	98.4	32	1.6	557	99.6	2	0.4
Two or more races	4,430	92.6	356	7.4	2,208	97.5	58	2.5

¹ United States refers to the 50 states and the District of Columbia.

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

NOTE: Race categories exclude persons of Hispanic ethnicity. This table uses a different data source from table 1a; therefore, detail in this table will not sum to the totals in table 1a. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2000, 2005, and 2007.

Snapshot of Hispanic and Asian Subgroups: Nativity

The two racial/ethnic groups whose populations had the largest proportions of persons born outside the United States in 2007 were Asians and Hispanics. About 69 percent of the 13.1 million Asians and 44 percent of the 45.4 million Hispanics living in the United States in 2007 were born outside the 50 states and District of Columbia.

Among children born outside of the United States under the age of 18 in 2007, some 49 percent were Hispanic and 19 percent were Asian. Approximately 32 percent of all children born outside the United States were Mexican, a higher percentage than any other Hispanic subgroup. About 4 percent of children born outside the United States were South American, 4 percent were Puerto Rican, 3 percent were Other Central American, 2 percent were Dominican, 2 percent were Salvadoran, and 1 percent each were Cuban and Other Hispanic/Latino. Some 19 percent of all children born outside the United States were Asian, with children in the following subgroups: Chinese children (5 percent), Asian Indian children (4 percent), Filipino and Korean children (3 percent each), Other Asian and Vietnamese children (2 percent each), and Japanese children (1 percent).

Table 2b. Number, percentage, and percentage distribution of U.S. population, by nativity and race/ethnicity with Hispanic and Asian subgroups: 2007

Race/ethnicity and subgroup	Total population	Born within the United States ¹	Born outside the United States ¹		
			Number	Percent	Percentage distribution
Total ²	301,621,200	86.1	41,820,700	13.9	100.0
White	198,594,500	95.4	9,097,000	4.6	21.8
Black	36,624,900	91.8	3,002,900	8.2	7.2
Hispanic	45,378,600	56.4	19,806,300	43.7	47.4
Mexican	29,189,300	59.5	11,812,300	40.5	28.3
Puerto Rican	4,114,700	64.8	1,448,300	35.2	3.5
Cuban	1,608,800	37.5	1,004,900	62.5	2.4
Dominican	1,198,800	37.9	744,000	62.1	1.8
Salvadoran	1,473,500	33.3	983,400	66.7	2.4
Other Central American	2,059,100	31.2	1,417,000	68.8	3.4
South American	2,500,800	28.9	1,779,000	71.1	4.3
Other Hispanic or Latino	3,233,500	80.9	617,300	19.1	1.5
Asian	13,100,900	30.8	9,064,700	69.2	21.7
Asian Indian	2,578,200	26.3	1,901,000	73.7	4.6
Chinese ³	3,022,600	28.2	2,170,100	71.8	5.2
Filipino	2,383,900	29.6	1,678,000	70.4	4.0
Japanese	783,400	56.5	340,900	43.5	0.8
Korean	1,350,500	22.6	1,044,900	77.4	2.5
Vietnamese	1,478,300	32.3	1,000,900	67.7	2.4
Other Asian	1,504,000	38.2	928,900	61.8	2.2
Native Hawaiian/ Pacific Islander	404,200	59.8	162,700	40.2	0.4
American Indian/ Alaska Native	2,021,700	98.4	32,300	1.6	0.1
Two or more races	4,785,900	92.6	356,000	7.4	0.9

¹ United States refers to the 50 states and the District of Columbia.

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

³ Excludes Taiwanese. Taiwanese is included in the "Other Asian" category.

NOTE: Population estimates may differ from those in other tables due to time of year of estimation. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2007.

Of all the Hispanic subgroups, South Americans had the highest percentage of children who were born outside the United States (26 percent). Among Asian subgroups, Koreans had the highest percentage of children born outside the United States (39 percent).

The percentage of children under age 18 who were born outside the United States was lower than the percentage of the total population who were born outside the United States for all Hispanics (11 vs. 44 percent) and Asians (24 vs. 69 percent). There were also differences between the distributions of children born outside the United States and the total population born outside the United States among some subgroups. A larger proportion of children outside the United States were Mexican (32 percent), compared with the proportion of Mexicans in the total population who were born outside of the United States (28 percent). In contrast, a smaller percentage of Vietnamese children were born outside the United States, compared with the percentage of Vietnamese in the total population who were born outside the United States (1.7 vs. 2.4 percent).

Table 2c. Number, percentage, and percentage distribution of U.S. population under age 18, by nativity and race/ethnicity with Hispanic and Asian subgroups: 2007

Race/ethnicity and subgroup	Total population	Born within the United States ¹	Born outside the United States ¹		
			Number	Percent	Percentage distribution
Total²	73,912,900	95.2	3,576,500	4.8	100.0
White	41,955,200	98.2	737,100	1.8	20.6
Black	10,565,400	97.3	290,000	2.7	8.1
Hispanic	15,332,000	88.6	1,751,100	11.4	49.0
Mexican	10,616,900	89.3	1,134,400	10.7	31.7
Puerto Rican	1,334,300	89.5	139,700	10.5	3.9
Cuban	328,400	86.0	46,000	14.0	1.3
Dominican	370,200	82.0	66,700	18.0	1.9
Salvadoran	429,600	86.8	56,800	13.2	1.6
Other Central American	558,700	81.3	104,700	18.8	2.9
South American	609,700	74.3	156,800	25.7	4.4
Other Hispanic or Latino	1,084,300	95.8	46,000	4.2	1.3
Asian	2,886,500	76.1	689,700	23.9	19.3
Asian Indian	623,100	77.1	142,600	22.9	4.0
Chinese ³	607,600	73.3	162,200	26.7	4.5
Filipino	460,900	76.0	110,800	24.0	3.1
Japanese	84,300	68.2	26,800	31.8	0.8
Korean	287,300	61.2	111,600	38.9	3.1
Vietnamese	372,100	83.7	60,600	16.3	1.7
Other Asian	451,200	83.4	75,000	16.6	2.1
Native Hawaiian/Pacific Islander	103,900	78.8	22,000	21.2	0.6
American Indian/Alaska Native	558,700	99.6	2,200	0.4	0.1
Two or more races	2,265,300	97.5	57,600	2.5	1.6

¹ United States refers to the 50 states and the District of Columbia.

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

³ Excludes Taiwanese. Taiwanese is included in the "Other Asian" category.

NOTE: Population estimates may differ from those in other tables due to time of year of estimation. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2007.

3. Children’s Living Arrangements

In 2007, about 73.9 million children under 18 years old resided in the United States. Of these children, 66 percent lived with married parents, 25 percent lived with a female parent with no spouse present, 7 percent lived with a male parent with no spouse present, and 2 percent lived in other arrangements.⁴

Across all racial/ethnic groups shown except Blacks and American Indians/Alaska Natives, the majority of children under 18 years old lived with married parents. About 83 percent of all Asian children lived with married parents, higher than the percentages for White children (75 percent), Native Hawaiian or Other Pacific Islander children (61 percent), Hispanic children (61 percent), children of two or more races (56 percent), American Indian/Alaska Native children (47 percent), and Black children

(34 percent). A higher percentage of Black children lived with a female parent with no spouse present (56 percent) than did American Indian/Alaska Native children (38 percent), children of two or more races (34 percent), Hispanic children (28 percent), Native Hawaiian or Other Pacific Islander children (27 percent), White children (17 percent), and Asian children (11 percent). A higher percentage of American Indian/Alaska Native children (11 percent) lived with a male parent with no spouse present than did Hispanic children (9 percent), Black children (8 percent), children of two or more races (7 percent), White children (6 percent), and Asian children (5 percent). Two percent of all children lived in other arrangements, with percentages by race/ethnicity ranging from 1 percent of Asian children to 4 percent of American Indian/Alaska Native children.

Table 3. Number and percentage distribution of children under age 18, by living arrangements and race/ethnicity: 2007

Race/ethnicity	Number of children	Percentage distribution of children, by living arrangements				
		Total	Children living with parent(s) or related to householder ¹			All other children ²
			Married parents	Female parent, no spouse present	Male parent, no spouse present	
Total³	73,913,000	100.0	65.6	25.2	7.0	2.2
White	41,955,000	100.0	75.0	16.8	6.1	2.0
Black	10,565,000	100.0	33.6	56.0	7.6	2.8
Hispanic	15,332,000	100.0	60.7	27.8	8.9	2.5
Asian	2,886,000	100.0	82.5	11.4	4.9	1.2
Native Hawaiian/ Pacific Islander	104,000	100.0	60.7	27.4	8.7	3.2
American Indian/ Alaska Native	559,000	100.0	47.1	38.2	11.0	3.7
Two or more races	2,265,000	100.0	56.5	33.8	7.2	2.4

¹ Children in these living arrangements live with their parent(s) or live with a householder to whom they are related in some way. Children are classified by either their parent’s marital status or, if no parents are present in the household, by the marital status of the related householder.

² Children in this category are those who are not related to the householder (foster children, children in unrelated subfamilies, and children living in group quarters), plus any children who were reported as the householder or spouse of the householder.

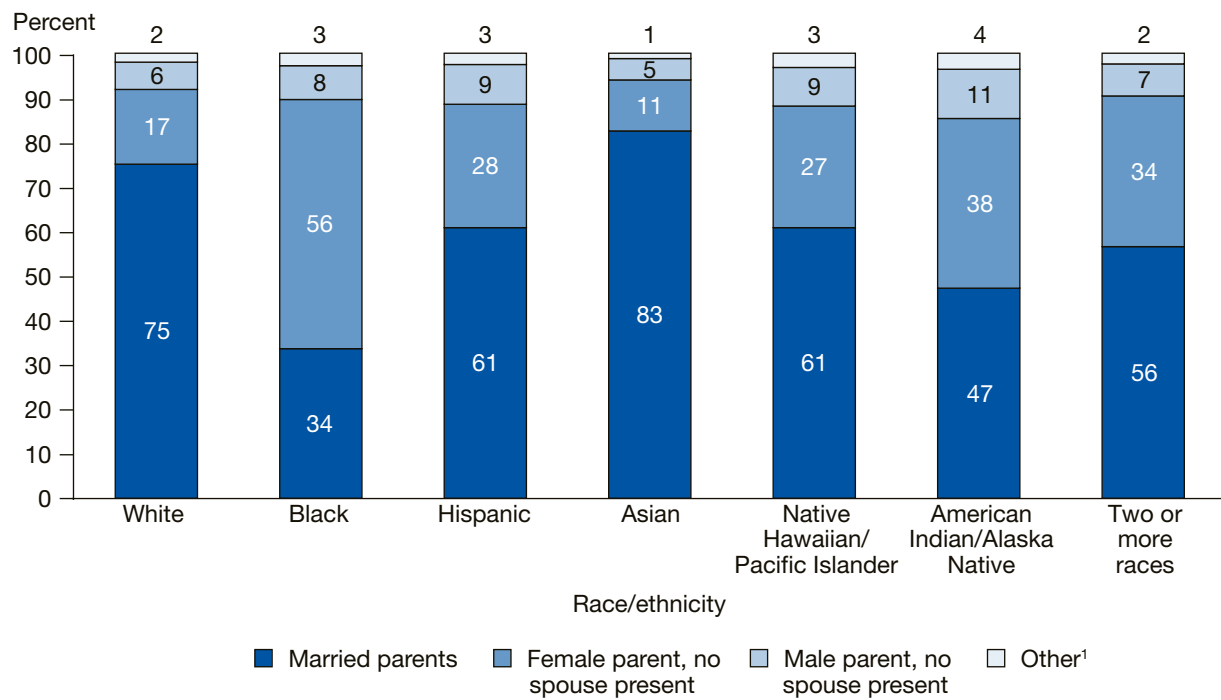
³ Total includes other race/ethnicity categories not separately shown.

NOTE: The householder of record is the person living or staying in the household in whose name the house or apartment is owned, being bought, or rented. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2007.

⁴ Children are classified by either their parent’s marital status or, if no parents are present in the household, by the marital status of the related householder. Children in the “Other” category include those who are not related to the householder (foster children, children in unrelated subfamilies, and children living in group quarters), plus any children who were reported as the householder or spouse of the householder.

Figure 3. Percentage distribution of children under age 18, by race/ethnicity and living arrangements: 2007



¹ Children in this category are those who are not related to the householder (foster children, children in unrelated subfamilies, and children living in group quarters), plus any children who were reported as the householder or spouse of the householder.
 NOTE: Children are classified by either their parent's marital status or, if no parents are present in the household, by the marital status of the related householder. The householder of record is the person living or staying in the household in whose name the house or apartment is owned, being bought, or rented. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2007.

4. Children Living in Poverty

Poverty poses a serious challenge to a child's ability to succeed in school. Research has suggested that living in poverty in the early childhood years can lead to lower rates of school completion (Brooks-Gunn and Duncan, 1997). Further, growing up in poverty can negatively affect a child's physical health as well as his or her working memory, due to the chronic

psychological stress of living in poverty (Evans and Schamberg 2009). In the United States in 2007, some 18 percent of children under age 18 were living in poverty.⁵ The percentage of these children living in poverty ranged from 5 to 52 percent depending on race/ethnicity and living arrangement.

Table 4. Percentage of children under age 18 living in poverty, by living arrangements and race/ethnicity with Hispanic and Asian subgroups: 2007

Race/ethnicity and subgroup	All children related to householder	Living arrangement		
		Married parents	Female parent, no spouse present	Male parent, no spouse present
Total¹	17.5	8.1	41.4	19.7
White	10.1	5.0	31.4	14.5
Black	34.1	11.2	48.6	28.4
Hispanic	27.1	17.7	48.7	24.3
Mexican	28.6	20.4	50.5	25.1
Puerto Rican	31.6	10.4	52.1	27.1
Cuban	12.7	7.0	28.6	13.4
Dominican	34.1	13.6	50.9	23.0
Salvadoran	19.8	10.9	41.8	17.3
Other Central American	25.1	14.9	45.6	24.3
South American	14.3	9.1	29.8	17.6
Other Hispanic or Latino	20.9	9.4	43.0	23.8
Asian	11.1	8.1	30.6	15.8
Asian Indian	7.5	6.4	21.3	20.1
Chinese ²	10.5	8.4	26.1	17.8
Filipino	5.0	2.7	16.3	7.9!
Japanese	9.9	7.3	25.4	41.7!
Korean	10.8	7.4	36.1	9.0!
Vietnamese	15.2	10.6	35.7	15.4
Other Asian	19.9	14.8	45.0	19.3
Native Hawaiian/Pacific Islander	25.6	18.6	37.7	35.6
American Indian/Alaska Native	32.7	17.9	51.5	30.5
Two or more races	17.9	5.2	38.5	19.8

! Interpret data with caution.

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

² Excludes Taiwanese. Taiwanese is included in the "Other Asian" category.

NOTE: Children are classified by either their parent's marital status or, if no parents are present in the household, by the marital status of the related householder. Poverty information was available for children who were related to the householder. Therefore, this table excludes any children who were not related to the householder or who are recorded as the householder or spouse of the householder. 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 adjusted annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2007.

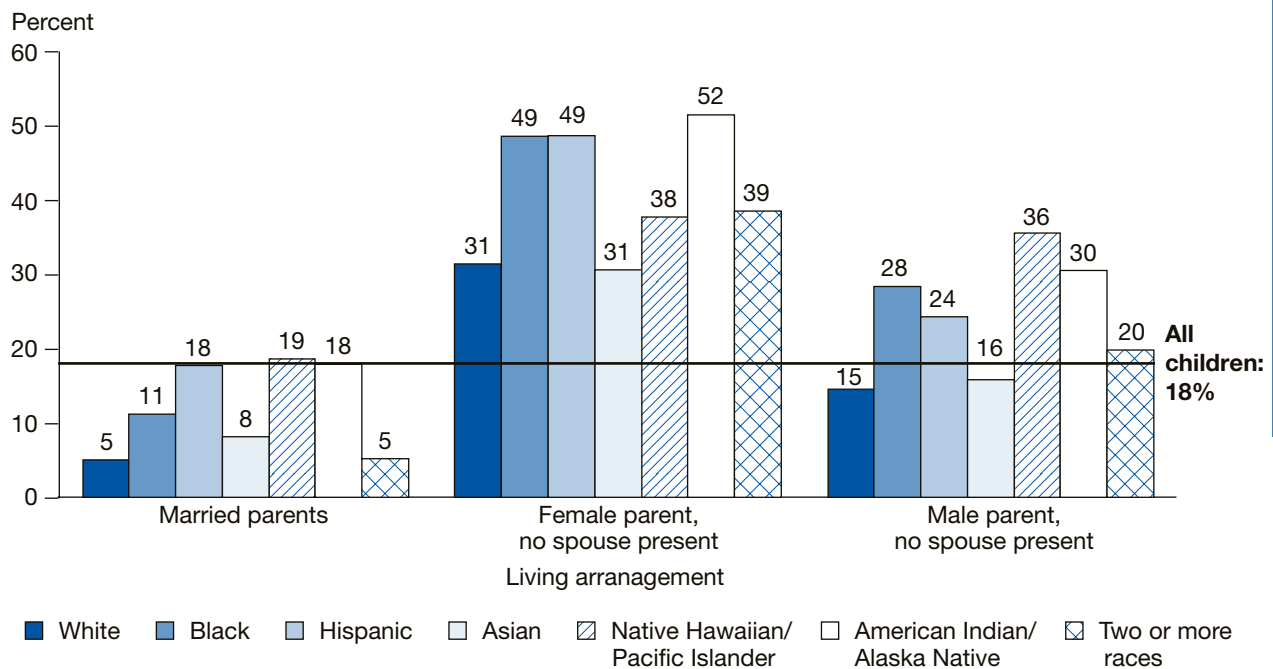
⁵ Children are classified by either their parent's marital status or, if no parents are present in the household, by the marital status of the related householder. Poverty information was available for children who were related to the householder. Therefore, this indicator excludes any children who were not related to the householder or who are recorded as the householder or spouse of the householder. 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 adjusted 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).

The percentages of children who were living in poverty were higher for Blacks (34 percent), American Indians/Alaska Natives (33 percent), Hispanics (27 percent), and Native Hawaiians or Other Pacific Islanders (26 percent), than for children of two or more races (18 percent), Asians (11 percent), and Whites (10 percent). The poverty rate for children living with a female parent with no spouse present was higher for American Indian/Alaska Native children (52 percent), Hispanic and Black children (49 percent each) and children of two or more races (39 percent) than for White children (31 percent) and Asian children (31 percent). In addition, the percentage of children living with a female parent with no spouse present and living in poverty was higher for American Indian/Alaska Native children than for Native Hawaiian or Other Pacific Islander children (38 percent). No other measurable differences were found between Native Hawaiians or Other Pacific Islanders and other racial/ethnic groups living with a female parent with no spouse present and living in poverty, in part due to high standard errors. For children living with a male parent with no spouse present, the percentages in poverty for American Indian/Alaska Native children (30 percent) and Black children (28 percent) were higher than the percentages for Hispanic children

in poverty (24 percent), and each were higher than the percentages for children of two or more races (20 percent), Asian children (16 percent), and White children (15 percent). Among married-parent living arrangements, a smaller percentage of White children and children of two or more races (5 percent each) were living in poverty than was the case for Asian (8 percent), Black (11 percent), Hispanic (18 percent), American Indian/Alaska Native (18 percent), and Native Hawaiian or Other Pacific Islander (19 percent) children.

In general, across racial/ethnic groups, a higher percentage of children living with a female parent with no spouse present were living in poverty than children living with a male parent with no spouse present. Compared with other living arrangements, children living with married parents had the lowest poverty rate for each race/ethnicity shown. For instance, 49 percent of all Hispanic children classified as living with a female parent with no spouse present lived in poverty in 2007, compared with 24 percent of Hispanic children living with a male parent with no spouse present and 18 percent of Hispanic children living with married parents.

Figure 4. Percentage of children under 18 living in poverty, by living arrangements and race/ethnicity: 2007



NOTE: Children are classified by either their parent's marital status or, if no parents are present in the household, by the marital status of the related householder. Poverty information was available for children who were related to the householder. Poverty information was available for children who were related to the householder. Therefore, this table excludes any children who were not related to the householder or who are recorded as the householder or spouse of the householder. 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 adjusted annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2007.

Snapshot of Hispanic and Asian Subgroups: Children Living in Poverty

In 2007, there were 15.3 million Hispanic children and 2.9 million Asian children under age 18 (see *indicator 3*). Of these children who were living with their parents or a relative, 27 percent of Hispanic children and 11 percent of Asian children were living in poverty.

A higher percentage of Hispanic children were living in poverty (27 percent) than the national percentage of children living in poverty (18 percent). Some 34 percent of Dominican, 32 percent of Puerto Rican, 29 percent of Mexican, 25 percent of Other Central American, and 21 percent of Other Hispanic or Latino children were living in poverty; each percentage was higher than the national estimate. A lower percentage of Cuban children (13 percent) and South American children (14 percent) were living in poverty compared with the national estimate. The percentage of Salvadoran families living in poverty was not measurably different from the national percentage.

A lower percentage of Asian children were living in poverty (11 percent) than the national percentage of children in poverty (18 percent). Specifically, percentages for Filipino (5 percent), Asian Indian (8 percent), Japanese (10 percent), Chinese (11 percent), Korean (11 percent), and Vietnamese (15 percent) children in poverty were lower than the national percentage, while the percentage of Other Asian (20 percent) children living in poverty was not measurably different than the national percentage.

This page intentionally left blank.



5. Parental Education

Research has shown a link between parental education levels and child outcomes such as educational experience, attainment, and academic achievement. For example, there was a positive association between children with highly educated mothers and their rates of participation in early childhood education programs and home literacy activities (U.S. Department of Education 2009, *indicators 2 and 3*). In addition, children with more highly educated parents earned higher average reading and mathematics scores on the National Assessment of Educational Progress (NAEP) than did children with less-educated parents (U.S. Department of Education 2009, *indicators 12 and 13*). Although the overall level of educational attainment, in terms of the percentage of students earning a college degree, increased between 1996 and 2008 for each racial/ethnic group (see *indicator 27*), there were differences across these groups.

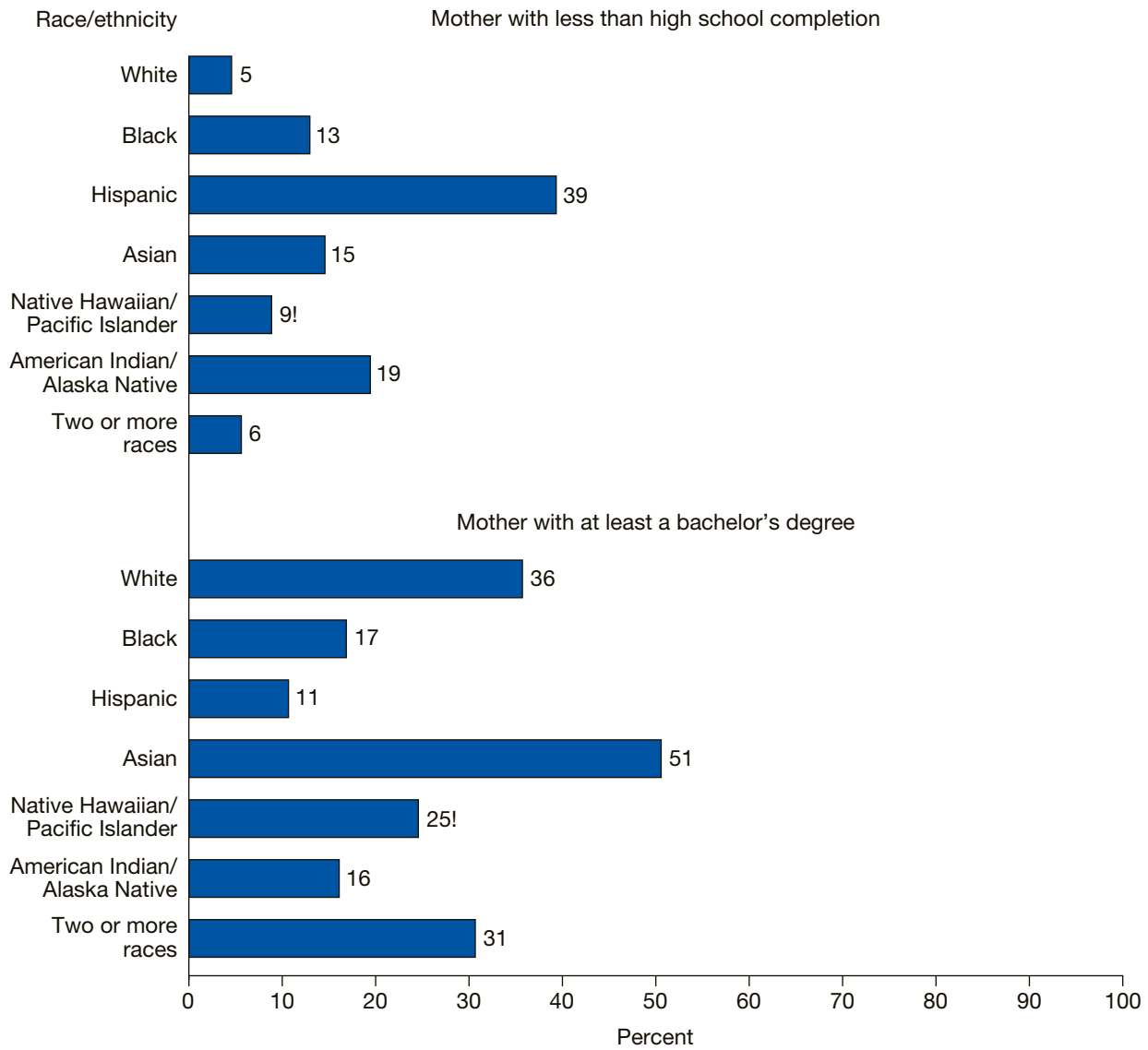
Generally, the percentages of Asian and White children who had parents with at least a bachelor's degree were higher than the percentages of children of other races/ethnicities who had parents with at least a bachelor's degree in 2008. In addition, the percentage of Asian children whose mothers held at least a bachelor's degree (51 percent) was higher than the corresponding percentage for White children (36 percent). These two percentages were higher than the percentages of Black (17 percent), Hispanic (11 percent), and American Indian/Alaska Native (16 percent) children who had mothers with at least a bachelor's degree. In addition, the percentage of

Asian children with mothers who had at least a bachelor's degree was higher than the percentages of Native Hawaiian or Other Pacific Islander children (25 percent) and children of two or more races (31 percent) whose mothers had similar educational attainment.⁶ A higher percentage of children of two or more races than Black or Hispanic children had a mother who had at least a bachelor's degree, and a higher percentage of Black children than Hispanic children had mothers who had at least a bachelor's degree. The same patterns held true for the percentages of children who had fathers with at least a bachelor's degree.

Differences also were apparent across races/ethnicities in the lower level of parental education in 2008. Among Hispanic children, 39 percent had mothers whose highest level of education was less than high school completion. This percentage was higher than the percentages for Whites (5 percent), Blacks (13 percent), Asians (15 percent), Native Hawaiians or Other Pacific Islanders (9 percent), American Indians/Alaska Natives (19 percent), and children of two or more races (6 percent). Similarly, the percentage of Hispanic children with fathers whose highest level of education was less than high school completion (41 percent) was higher than the respective percentages for Whites (6 percent), Blacks (11 percent), Asians (11 percent), Native Hawaiians or Other Pacific Islanders (2 percent), American Indians/Alaska Natives (14 percent), and children of two or more races (5 percent).

⁶ Although there appear to be differences between the percentages of Native Hawaiian or Other Pacific Islander children with a parent who had at least a bachelor's degree and children of other races/ethnicities, only the differences between the percentage of Asian children and the percentage of Native Hawaiian or Other Pacific Islander children with a parent who had at least a bachelor's degree were statistically significant.

Figure 5. Percentage of children ages 6 to 18 whose mother attained a level of education less than high school completion, and percentage whose mother attained at least a bachelor’s degree, by child’s race/ethnicity: 2008



! Interpret data with caution.

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2008.

Table 5. Percentage of children ages 6 to 18, by parent's highest level of educational attainment and child's race/ethnicity: 2008

Parent and race/ethnicity	Less than high school completion	High school completion ¹	Some college	Associate's degree	Bachelor's or higher degree			
					Total	Bachelor's degree	Master's degree	Doctor's or first-professional degree
Mother								
Total²	13.2	27.8	19.1	11.5	28.5	20.2	6.5	1.7
White	4.6	26.4	20.2	13.1	35.7	25.0	8.5	2.3
Black	12.9	35.5	23.6	11.2	16.8	12.5	3.5	0.7
Hispanic	39.3	29.0	13.6	7.3	10.7	8.4	1.8	0.5
Asian	14.6	20.5	6.7	7.7	50.6	35.1	12.4	3.1
Native Hawaiian/ Pacific Islander	8.8!	32.1	22.0!	12.6!	24.6!	17.4!	1.4!	5.8!
American Indian/ Alaska Native	19.4	27.2	23.1	14.2	16.1	12.2	‡	‡
Two or more races	5.6	21.5	30.5	11.8	30.7	21.4	6.9	2.3!
Father								
Total²	13.1	28.6	16.5	9.1	32.7	20.3	7.9	4.6
White	5.8	28.6	17.4	9.8	38.5	23.6	9.2	5.6
Black	11.2	35.0	21.1	11.6	21.0	14.2	5.0	1.8
Hispanic	41.1	28.6	11.9	5.6	12.8	8.9	2.9	1.1
Asian	10.5	17.6	7.5	7.8	56.6	30.7	15.3	10.7
Native Hawaiian/ Pacific Islander	2.4!	30.9!	18.0!	24.1!	24.6!	15.5!	4.6!	4.4!
American Indian/ Alaska Native	14.0!	29.9	26.5	10.8!	18.7	12.7!	0.7!	5.3!
Two or more races	5.2	26.8	25.3	11.3	31.3	20.1	7.7	3.5!

! Interpret data with caution.

‡ Reporting standards not met.

¹ Includes high school diploma or equivalent.² Total includes other race/ethnicity categories not separately shown.

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2008.

2 PREPRIMARY, ELEMENTARY, AND SECONDARY EDUCATION PARTICIPATION

This chapter examines characteristics of students in preprimary, elementary, and secondary education. *Indicator 6* focuses on care arrangements for 4-year-olds from the birth cohort born in the United States in 2001. In 2005–06, rates of participation in center-based care were higher for White, Black, Asian, and American Indian/Alaska Native 4-year-olds than for Hispanic and Native Hawaiian or Other Pacific Islander 4-year-olds.

Indicator 7 looks at components of elementary and secondary enrollment. The racial/ethnic distribution of public school students among the total enrolled in school has changed over time. Between 2000–01 and 2007–08, the percentage of White students in school decreased from 61 to 56 percent (*indicator 7.1*). During this same time period, the percentage of students who were Black and American Indian/Alaska Native remained unchanged, while the percentage of students who were Hispanic increased from 17 to 21 percent. In addition, the percentage of Asian/Pacific Islander students increased from 4 to 5 percent. In the 2007–08 school year, Vermont and Maine had the highest percentages of students who were White (95 and 94 percent, respectively), and the District of Columbia had the highest percentage of enrolled students who were Black (83 percent). New Mexico had the highest percentage of Hispanic students (56 percent), Hawaii had the highest percentage of Asian/Pacific Islander students (73 percent), and Alaska had the highest percentage of American Indian/Alaska Native students (25 percent). White students were concentrated in suburban and rural areas, with lower percentages residing in cities and towns. In contrast, Black, Hispanic, and Asian/Pacific Islander students were concentrated in cities and suburban areas. American Indian/Alaska Native students were clustered in rural areas (*indicator 7.2*).

A higher percentage of Black, Hispanic, and American Indian/Alaska Native students in public schools were eligible for the free and reduced-price

lunch program (frequently used as a proxy measure of poverty) compared with their White and Asian/Pacific Islander peers. A higher percentage of Black and Hispanic students attended high-poverty schools (as determined by the percentage of students in school eligible for the free and reduced-lunch program) than did students of other racial/ethnic groups, while a lower percentage of Asian/Pacific Islander and White students attended high-poverty schools (*indicator 7.5*).

Indicator 8 explores the demographics of children who may require special services in order to address their disabilities or their difficulties speaking English. In 2007, greater percentages of American Indian/Alaska Native 6- to 21-year-olds were served under the Individuals with Disabilities Education Act than was the case for White, Black, Hispanic, and Asian/Pacific Islander 6- to 21-year-olds (*indicator 8.1*). Also, in 2007, greater percentages of Hispanic and Asian elementary and secondary students spoke a language other than English at home, compared with students of other racial/ethnic groups (*indicator 8.2*). In addition, higher percentages of Hispanic and Asian students spoke English with difficulty than students of other races/ethnicities.

The first section of *indicator 9* examines the percentage of high school teachers who either have a major or certification in the subject that they consider their main teaching assignment. Twelve percent of teachers whose main assignment was secondary mathematics had neither a major nor a certification in that subject (*indicator 9.1*). The second section in this indicator focuses on “new” teachers, meaning those with less than 3 years of experience, by the racial/ethnic concentration of schools. Schools that were at least half White employed a smaller percentage of new teachers (10 percent) than did schools that were at least half Black (13 percent) or at least half Hispanic (15 percent) (*indicator 9.2*).

6. Care Arrangements

The Early Childhood Longitudinal Study, conducted by the National Center for Education Statistics, contains a birth cohort of a representative sample of children born in the United States in 2001. This indicator examines the distribution of 4-year-olds from this cohort by their primary type of care arrangement, as reported by their parents. The types of arrangements include staying home with a parent (no regular nonparental arrangement), home-based care with either a relative or a non-relative, center-based care, or multiple arrangements.

Overall, in 2005, the primary care arrangement for 20 percent of 4-year-olds was staying at home without any regular nonparental care. A higher percentage of Hispanic 4-year-olds (27 percent) than 4-year-olds of other races/ethnicities were in this arrangement; the percentage for Hispanics was 9 percentage points higher than Whites, 11 percentage points higher than Blacks, 10 percentage points higher than Asians, 7

percentage points higher than American Indians/Alaska Natives, and 9 percentage points higher than children of two or more races. Although the overall rate of participation in center-based care was 57 percent, 20 percent of Native Hawaiian or Other Pacific Islander 4-year-olds and 49 percent of Hispanic 4-year-olds participated in center-based care. These percentages were lower than the percentages for White, Black, Asian, and American Indian/Alaska Native 4-year-olds (ranging between 60 and 62 percent). Thirty-one percent of American Indian/Alaska Native 4-year-olds and 25 percent of Black 4-year-olds were enrolled in Head Start, the federal program for disadvantaged children, compared with 7 percent of Whites, 19 percent of Hispanics, 5 percent of Asians, and 5 percent of Native Hawaiians or Other Pacific Islanders. White (53 percent) and Asian (55 percent) 4-year-olds had the highest percentages of enrollment in center-based programs other than Head Start.

Table 6. Percentage distribution of primary type of care arrangements of children from the 2001 birth cohort at about 4 years old, by race/ethnicity: 2005–06

Race/ethnicity	Primary type of care arrangement						
	No regular nonparental arrangement	Home-based care		Center-based care ¹			Multiple arrangements ²
		Relative care ³	Non-relative care ⁴	Total	Head Start	Other than Head Start	
Total	20.0	13.1	7.6	57.5	12.7	44.8	1.9
White	17.9	11.0	9.2	60.1	6.8	53.3	1.9
Black	16.0	13.9	4.3	62.4	25.4	37.1	3.3
Hispanic	27.2	15.9	6.2	49.4	18.6	30.9	1.2
Asian	17.5	16.0	3.4	60.7	5.5	55.3	2.3!
Native Hawaiian/ Pacific Islander	22.3!	45.0!	‡	19.9!	5.0!	14.9!	‡
American Indian/ Alaska Native	20.0	14.0	5.3	59.6	31.1	28.5	1.1!
Two or more races	17.8	17.5	8.9	53.9	12.2	41.7	1.8!

! Interpret data with caution.

‡ Reporting standards not met.

¹ Care provided in places such as early learning centers, nursery schools, and preschools, including Head Start.

² Children who spent an equal amount of time in each of two or more arrangements.

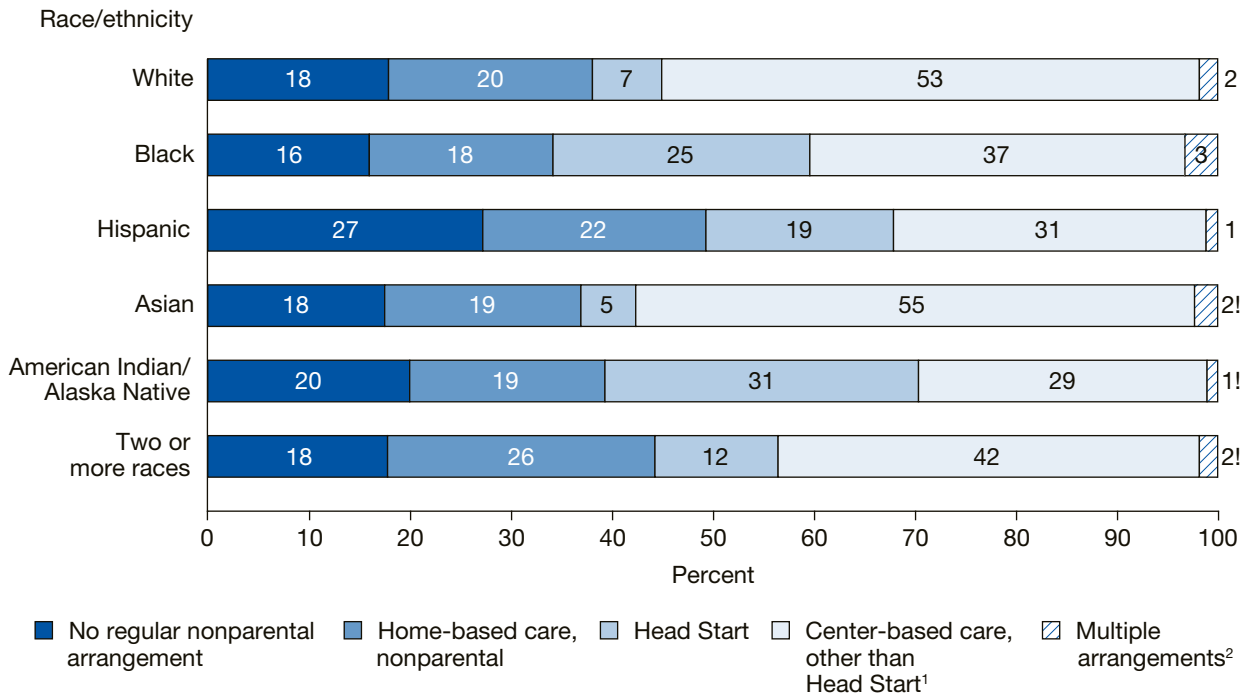
³ Care provided in the child's home or in another private home by a relative (excluding parents).

⁴ Care provided in the child's home or in another private home by a person unrelated to the child.

NOTE: Primary type of care arrangement is the type of nonparental care in which the child spent the most hours. Data are based on a representative sample of children born in 2001. Detail may not sum to totals because of rounding and suppression of cells that do not meet standards. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Longitudinal 9-month—Preschool Restricted-Use Data File.

Figure 6. Percentage distribution of primary type of care arrangements of children from the 2001 birth cohort at about 4 years old, by race/ethnicity: 2005–06



! Interpret data with caution.

¹ Care provided in places such as early learning centers, nursery schools, and preschools, excluding Head Start.

² Children who spent an equal amount of time in each of two or more arrangements.

NOTE: Primary type of care arrangement is the type of nonparental care in which the child spent the most hours. Data are based on a representative sample of children born in 2001. Detail may not sum to totals because of rounding. Reporting standards for Native Hawaiian and Other Pacific Islanders were not met in some categories; therefore, estimates are not shown. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Longitudinal 9-month—Preschool Restricted-Use Data File.

7. Elementary and Secondary Enrollment

Examining patterns in elementary and secondary enrollment and the characteristics of schools and students helps to illustrate the educational experiences of students. *Indicator 7.1* looks at the racial/ethnic composition of public school enrollment in the 50 states and the District of Columbia. *Indicator 7.2* examines school enrollment in the four major types of locales (city, suburban, town, and rural) by race/ethnicity. *Indicator 7.3* profiles the students enrolled in the 20 largest school districts in the United States. *Indicator 7.4* focuses on the distribution of students of different races/ethnicities across schools with varying enrollments of White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students. Finally, *indicator 7.5* examines enrollment in terms of race/ethnicity and eligibility for the federal free and reduced-price lunch program.

7.1. Enrollment by Region and State

The racial/ethnic distribution of public elementary and secondary students has changed over time. Between 2000–01 and 2007–08, the percentage of

students enrolled in public school who were White decreased from 61 to 56 percent. During this same time period, the percentage of Black (17 percent) and American Indian/Alaska Native students (1 percent) remained unchanged. However, the percentage of Hispanic students increased from 17 to 21 percent, and the percentage of Asian/Pacific Islander students increased from 4 to 5 percent.

Regional differences in the racial/ethnic distribution of students were observed over time. For instance, the percentage of White students in the West decreased from 50 percent in 2000–01 to 44 percent in 2007–08. The percentage of Hispanic students increased in all regions of the United States. For example, the percentage of Hispanic students in the West increased from 32 to 38 percent between 2000–01 and 2007–08, and the percentage of Hispanics in the South increased from 15 to 20 percent. In the Northeast, enrollment of Asian/Pacific Islander students increased from 4 to 6 percent during that time period.

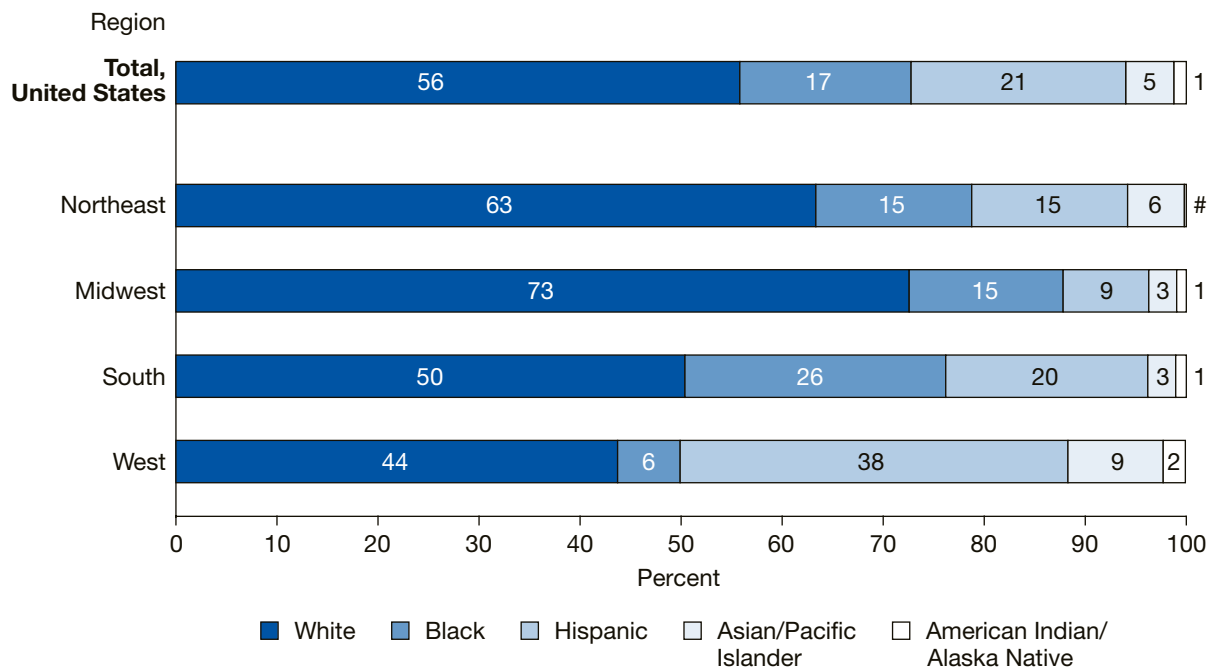
Table 7.1a. Number and percentage distribution of public elementary and secondary students, by region and race/ethnicity: Selected years, 2000–01 through 2007–08

Year and region	Total enrollment	Total	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
2000–01							
Total	46,120,425	100.0	61.0	17.0	16.6	4.2	1.2
Northeast	8,227,746	100.0	67.4	15.5	12.4	4.4	0.3
Midwest	10,749,486	100.0	76.6	14.7	5.7	2.2	0.9
South	16,040,151	100.0	54.9	26.7	15.3	2.1	1.0
West	11,103,042	100.0	50.1	6.5	32.1	8.9	2.4
2003–04							
Total	47,277,389	100.0	58.4	17.1	18.8	4.5	1.2
Northeast	8,303,699	100.0	65.7	15.6	13.6	4.8	0.3
Midwest	10,752,028	100.0	74.5	15.2	7.0	2.4	0.9
South	16,684,008	100.0	52.4	26.5	17.7	2.4	1.1
West	11,537,654	100.0	46.9	6.5	35.2	9.1	2.4
2007–08							
Total	48,397,895	100.0	55.8	17.0	21.2	4.8	1.2
Northeast	8,059,559	100.0	63.4	15.4	15.4	5.6	0.3
Midwest	10,555,854	100.0	72.6	15.2	8.5	2.8	0.9
South	18,149,304	100.0	50.4	25.8	20.0	2.8	1.1
West	11,633,178	100.0	43.7	6.2	38.4	9.4	2.2

NOTE: Enrollment counts exclude schools with no reported enrollment or missing race/ethnicity information. Total enrollment including students with missing race/ethnicity information was 47,060,714 in 2000–01; 48,353,523 in 2003–04; and 48,910,025 in 2007–08. Race categories exclude persons of Hispanic ethnicity. Northeast includes CT, ME, MA, NH, NJ, NY, PA, RI, and VT; Midwest includes IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, and WI; South includes AL, AR, DE, DC, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, and WV; West includes AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, and WY. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000–01, 2003–04, and 2007–08.

Figure 7.1. Percentage distribution of public elementary and secondary students, by region and race/ethnicity: 2007–08



Rounds to zero.

NOTE: Enrollment counts exclude schools with no reported enrollment or missing race/ethnicity information. Race categories exclude persons of Hispanic ethnicity. Northeast includes CT, ME, MA, NH, NJ, NY, PA, RI, and VT; Midwest includes IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, and WI; South includes AL, AR, DE, DC, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, and WV; West includes AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, and WY. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2007–08.

As with the resident population discussed in *indicator 1*, the distribution of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students enrolled in public schools varied by state. In the 2007–08 school year, Vermont and Maine enrolled the highest percentages of White students (95 and 94 percent, respectively), and the District of Columbia enrolled the lowest (5 percent). The District of Columbia had the highest percentage of enrolled students who were Black: 83 percent of the 78,000 public school students were Black, while Blacks made up 53 percent of the District’s resident population in 2008 (*indicator 1*).⁷ New Mexico had the highest percentage of Hispanic enrollment (56 percent of 328,000 public school students). This percentage was

11 points higher than the percentage of the state’s resident population that was Hispanic in 2008 (45 percent). Hawaii had the highest percentage of Asian/Pacific Islander enrollment: 73 percent of 180,000 public school students were Asians/Pacific Islanders. In comparison, Hawaii’s resident population was 38 percent Asian and 9 percent Native Hawaiian or Other Pacific Islander in 2008 (in addition, 16 percent of Hawaiians identified themselves as “two or more races”). Some 25 percent of 123,000 public school students in Alaska were American Indian/Alaska Native in 2007–08, a larger percentage than in any other state. This percentage was 11 points higher than the percentage of the Alaska resident population that was American Indian/Alaska Native in 2008.

Table 7.1b. Number and percentage distribution of public elementary and secondary students, by region, state, and race/ethnicity: 2007–08

Region and state	Total enrollment	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Total	48,397,895	100.0	55.8	17.0	21.2	4.8	1.2
Northeast	8,059,559	100.0	63.4	15.4	15.4	5.6	0.3
Connecticut	568,405	100.0	65.3	13.8	16.6	3.9	0.4
Maine	190,737	100.0	94.1	2.6	1.1	1.5	0.7
Massachusetts	943,788	100.0	72.2	8.3	14.1	5.0	0.3
New Hampshire	200,772	100.0	92.5	1.9	3.1	2.2	0.3
New Jersey	1,379,626	100.0	55.0	17.3	19.4	8.2	0.2
New York	2,760,141	100.0	51.6	19.5	21.0	7.4	0.5
Pennsylvania	1,779,302	100.0	74.1	15.8	7.2	2.8	0.2
Rhode Island	146,228	100.0	69.0	8.9	18.3	3.1	0.7
Vermont	90,560	100.0	95.2	1.6	1.1	1.7	0.3
Midwest	10,555,854	100.0	72.6	15.2	8.5	2.8	0.9
Illinois	2,054,675	100.0	55.4	19.9	20.4	4.0	0.3
Indiana	1,006,651	100.0	78.9	12.7	6.8	1.4	0.3
Iowa	482,204	100.0	85.1	5.6	6.5	2.1	0.6
Kansas	463,890	100.0	73.2	8.9	13.5	2.6	1.7
Michigan	1,652,120	100.0	71.7	20.2	4.7	2.5	0.9
Minnesota	837,578	100.0	76.4	9.4	6.1	6.0	2.1
Missouri	917,188	100.0	76.1	17.9	3.7	1.8	0.4
Nebraska	291,244	100.0	75.4	8.0	12.9	2.0	1.7
North Dakota	95,052	100.0	86.0	2.0	2.1	1.0	8.8
Ohio	1,760,503	100.0	78.6	17.0	2.7	1.5	0.1
South Dakota	120,271	100.0	83.4	2.0	2.4	1.2	11.1
Wisconsin	874,478	100.0	76.8	10.5	7.6	3.6	1.5

See notes at end of table.

⁷ See table 1b on page 9 for the resident population estimates presented in this paragraph.

Table 7.1b. Number and percentage distribution of public elementary and secondary students, by region, state, and race/ethnicity: 2007–08—Continued

Region and state	Total enrollment	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Total	48,397,895	100.0	55.8	17.0	21.2	4.8	1.2
South	18,149,304	100.0	50.4	25.8	20.0	2.8	1.1
Alabama	743,778	100.0	58.8	35.7	3.5	1.1	0.8
Arkansas	479,016	100.0	67.0	22.6	8.1	1.5	0.7
Delaware	122,574	100.0	53.0	33.0	10.4	3.2	0.4
District of Columbia	78,108	100.0	5.4	83.1	9.9	1.5	0.1
Florida	2,570,955	100.0	47.6	23.9	25.7	2.5	0.3
Georgia	1,600,235	100.0	47.5	39.2	10.0	3.1	0.2
Kentucky	654,134	100.0	85.2	10.9	2.7	1.1	0.1
Louisiana	680,911	100.0	49.2	46.0	2.7	1.4	0.8
Maryland	845,700	100.0	47.0	37.9	9.0	5.6	0.4
Mississippi	494,122	100.0	46.4	50.6	1.9	0.9	0.2
North Carolina	1,408,604	100.0	56.7	29.0	10.4	2.4	1.5
Oklahoma	642,065	100.0	58.1	10.8	10.0	1.9	19.2
South Carolina	709,204	100.0	53.7	39.3	5.1	1.5	0.4
Tennessee	963,839	100.0	68.6	24.8	4.9	1.5	0.2
Texas	4,673,455	100.0	34.8	14.3	47.2	3.4	0.3
Virginia	1,200,092	100.0	58.6	26.6	8.8	5.6	0.3
West Virginia	282,512	100.0	93.0	5.2	0.9	0.7	0.1
West	11,633,178	100.0	43.7	6.2	38.4	9.4	2.2
Alaska	123,277	100.0	57.1	4.0	6.1	7.5	25.3
Arizona	1,087,263	100.0	44.5	5.6	41.6	2.8	5.4
California	6,070,428	100.0	29.4	7.6	50.3	11.9	0.8
Colorado	801,867	100.0	61.5	6.0	27.9	3.4	1.2
Hawaii	179,897	100.0	19.4	2.3	4.6	73.0	0.6
Idaho	271,915	100.0	81.6	1.2	14.0	1.7	1.6
Montana	142,823	100.0	84.0	1.0	2.5	1.2	11.4
Nevada	429,362	100.0	43.1	11.0	36.4	7.9	1.5
New Mexico	327,670	100.0	29.5	2.6	55.6	1.4	10.9
Oregon	535,118	100.0	72.3	3.0	17.6	4.9	2.2
Utah	573,515	100.0	78.9	1.5	14.7	3.3	1.6
Washington	1,003,679	100.0	68.0	5.7	15.1	8.6	2.6
Wyoming	86,364	100.0	83.9	1.6	10.0	1.1	3.5

NOTE: Enrollment counts exclude schools with no reported enrollment or missing race/ethnicity information. Total enrollment including students with missing race/ethnicity information was 48,910,025. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2007–08.

7.2. Enrollment by Locale

The racial/ethnic distribution of public school students by locale illustrates how Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students are distributed across city, suburban, town, and rural areas.⁸ In the 2007–08 school year, 56 percent of all public elementary and secondary students in the nation were White, 17 percent were Black, 21 percent were Hispanic, 5 percent were Asian/Pacific Islander, and 1 percent were American Indian/Alaska Native.

A greater percentage of public elementary and secondary students attended schools in suburban areas (35 percent) than in cities (29 percent), rural

areas (23 percent), and towns (13 percent). White students were concentrated in suburban (36 percent) and rural areas (31 percent), with lower percentages in cities (17 percent) and towns (16 percent). In contrast, Black, Hispanic, and Asian/Pacific Islander students were concentrated in cities and suburban areas. About 47 percent of all Black students, 45 percent of Hispanic students, and 42 percent of Asian/Pacific Islander students were in cities, while 14 percent of Black, 11 percent of Hispanic, and 10 percent of Asian/Pacific Islander students were in rural areas. A greater percentage of American Indian/Alaska Native students (41 percent) were in rural areas than in cities (20 percent), suburban areas (16 percent), and towns (22 percent).

Table 7.2. Number and percentage distribution of public elementary and secondary students, by race/ethnicity and locale: 2007–08

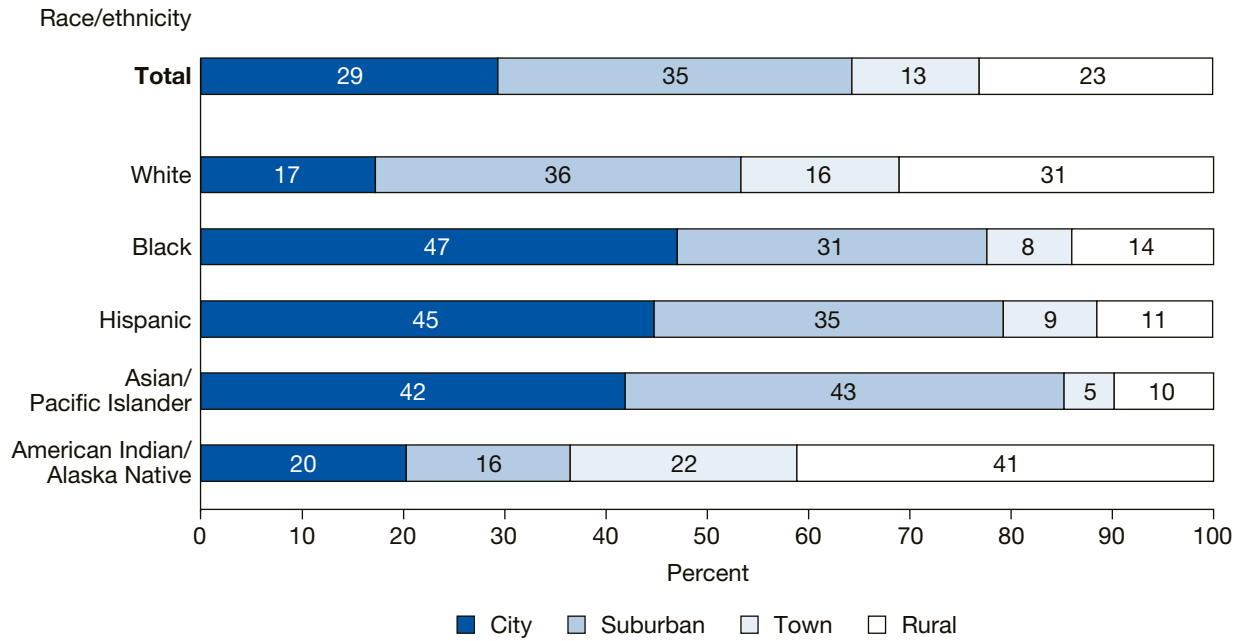
Locale	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Number						
Total	48,397,895	26,991,389	8,238,245	10,237,009	2,345,968	585,284
City	14,232,071	4,659,317	3,881,265	4,589,508	982,962	119,019
Suburban	16,913,887	9,751,799	2,513,524	3,536,220	1,017,506	94,838
Town	6,097,471	4,218,463	691,804	940,324	115,775	131,105
Rural	11,154,466	8,361,810	1,151,652	1,170,957	229,725	240,322
Percentage distribution of race/ethnicity for each locale						
Total	100.0	55.8	17.0	21.2	4.8	1.2
City	100.0	32.7	27.3	32.2	6.9	0.8
Suburban	100.0	57.7	14.9	20.9	6.0	0.6
Town	100.0	69.2	11.3	15.4	1.9	2.2
Rural	100.0	75.0	10.3	10.5	2.1	2.2
Percentage distribution of locale for each race/ethnicity						
Total	100.0	100.0	100.0	100.0	100.0	100.0
City	29.4	17.3	47.1	44.8	41.9	20.3
Suburban	34.9	36.1	30.5	34.5	43.4	16.2
Town	12.6	15.6	8.4	9.2	4.9	22.4
Rural	23.0	31.0	14.0	11.4	9.8	41.1

NOTE: Enrollment counts exclude schools with no reported enrollment or missing race/ethnicity information. Total enrollment including students with missing race/ethnicity information is 48,910,025. Race/ethnicity categories exclude persons of Hispanic ethnicity. For definitions of locales, see *Appendix A: Guide to Sources*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2007–08.

⁸ The NCES Common Core of Data (CCD), collected annually, is one source of data on the racial/ethnic composition of schools, both overall and for specific locales. See *Appendix A: Guide to Sources* for definitions of locales.

Figure 7.2. Percentage distribution of public elementary and secondary students, by race/ethnicity and locale: 2007–08



NOTE: Enrollment counts exclude schools with no reported enrollment or missing race/ethnicity information. Race categories exclude persons of Hispanic ethnicity. For definitions of locales, see *Appendix A: Guide to Sources*. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2007–08.

7.3. Enrollment in the 20 Largest School Districts

The largest school districts differ from school districts in general in their average school size, median pupil/teacher ratio, and levels of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native student enrollment (Tang and Sable 2009). During the 2007–08 school year, approximately 49 million⁹ students were enrolled in U.S. public schools within 13,900 regular public school districts.¹⁰ The 20 largest school districts enrolled over 5 million students, or 11 percent of the total student enrollment.

The number of students enrolled in the 20 largest school districts varied substantially, ranging from 990,000 students in New York City Public Schools to 130,000 students in Maryland's Prince George's County Public Schools. Five of the 20 largest school districts were located in Florida, two districts each were located in California, Texas, Maryland, and North Carolina, and the rest were located in seven different states across the country. Many, but not all, were located in large cities or their suburbs.

The racial/ethnic distribution of students in the 20 largest school districts varied. In 18 out of the 20 school districts, less than 50 percent of all students were White. Dallas Independent School District (TX) and Prince George's County Public Schools (MD) had the lowest percentages of White students (5 percent each), while Wake County Public Schools (NC) had the highest percentage of White students (55 percent). Of the 20 largest public school districts, Prince George's County Public Schools (MD) had the highest percentage of students who were Black (74 percent of 130,000 students). Los Angeles Unified (CA) had the highest percentage of students who were Hispanic (74 percent of 694,000 students). The Hawaii Department of Education, the school district that encompasses the entire state's education system, had the highest percentage of students who were Asian/Pacific Islander (73 percent of 180,000 students), followed by the Fairfax County Public Schools District (VA) (20 percent of 166,000 students). In each of the 20 largest districts, the percentage of students who were American Indian/Alaska Native was less than the national percentage of students who were American Indian/Alaska Native.

⁹ Total enrollment is higher than the total on *table 7.3* due to missing race/ethnicity information.

¹⁰ "Regular public school districts" are local agencies that are responsible for providing education services to school-age children within their jurisdiction. For more information, see <http://nces.ed.gov/ccd/pdf/pau08pgen.pdf>.

Table 7.3. Number and percentage distribution of public school enrollment in the United States and 20 largest public school districts, by race/ethnicity: 2007–08

School district	State	Total enrollment	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Total, United States	†	48,397,895	100.0	55.8	17.0	21.2	4.8	1.2
Total, 20 largest public school districts	†	5,241,310	100.0	21.3	28.3	40.2	9.8	0.3
New York City Public Schools	NY	989,941	100.0	14.2	31.7	39.7	14.0	0.4
Los Angeles Unified	CA	693,680	100.0	8.8	10.9	73.7	6.4	0.3
City of Chicago	IL	407,510	100.0	8.2	47.9	40.2	3.4	0.2
Dade County School District	FL	348,128	100.0	9.3	26.6	62.8	1.2	0.1
Clark County School District	NV	309,051	100.0	36.1	14.2	39.7	9.2	0.8
Broward County School District	FL	258,893	100.0	31.2	38.6	26.6	3.4	0.2
Houston Independent School District	TX	199,534	100.0	8.0	28.4	60.3	3.2	0.1
Hillsborough County School District	FL	193,180	100.0	44.3	23.3	29.1	3.1	0.3
Hawaii Department of Education	HI	179,897	100.0	19.4	2.3	4.6	73.0	0.6
Orange County School District	FL	174,142	100.0	35.0	28.1	32.0	4.4	0.4
Philadelphia City School District	PA	172,704	100.0	13.4	63.4	16.9	6.1	0.2
Palm Beach County School District	FL	170,883	100.0	41.8	30.1	24.8	2.8	0.5
Fairfax County Public Schools	VA	165,722	100.0	51.0	11.3	17.9	19.5	0.3
Dallas Independent School District	TX	157,804	100.0	4.8	28.7	65.3	1.0	0.2
Qwinnett County	GA	155,618	100.0	38.0	28.3	22.7	10.8	0.1
Montgomery County Public Schools	MD	137,717	100.0	40.1	22.9	21.5	15.2	0.3
Wake County Public Schools	NC	134,401	100.0	54.7	27.7	11.6	5.8	0.3
San Diego Unified School District	CA	131,577	100.0	25.3	13.5	44.4	16.3	0.5
Charlotte-Mecklenburg Schools	NC	131,176	100.0	35.8	43.7	15.4	4.6	0.5
Prince George's County Public Schools	MD	129,752	100.0	5.1	74.2	17.4	2.9	0.4

† Not applicable.

NOTE: Total enrollment, including students with missing race/ethnicity information, is 48,910,025. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2007–08.

7.4. Racial/Ethnic Concentration

Examining the composition of public schools by specific racial/ethnic group provides a more detailed snapshot of the extent to which students are concentrated in schools in which at least half of the students were White, Black, or Hispanic. Nationally, public schools in which at least half of the students were White enrolled 87 percent of all White, 51 percent of all American Indian/Alaska Native, 43 percent of all Asian/Pacific Islander, 26 percent of all Black, and 22 percent of all Hispanic public school

students in 2007–08. Public schools in which at least half of the students were Black enrolled 48 percent of all Black public school students and 2 to 4 percent of public school students from each of the other racial/ethnic groups. Similarly, public schools in which at least half of the students were Hispanic enrolled 57 percent of all Hispanic public school students, 12 percent of all Asian/Pacific Islander public school students, 8 percent each of Black and American Indian/Alaska Native students, and 3 percent of White students.

Table 7.4. Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent enrollment in school of selected racial/ethnic group: 2007–08

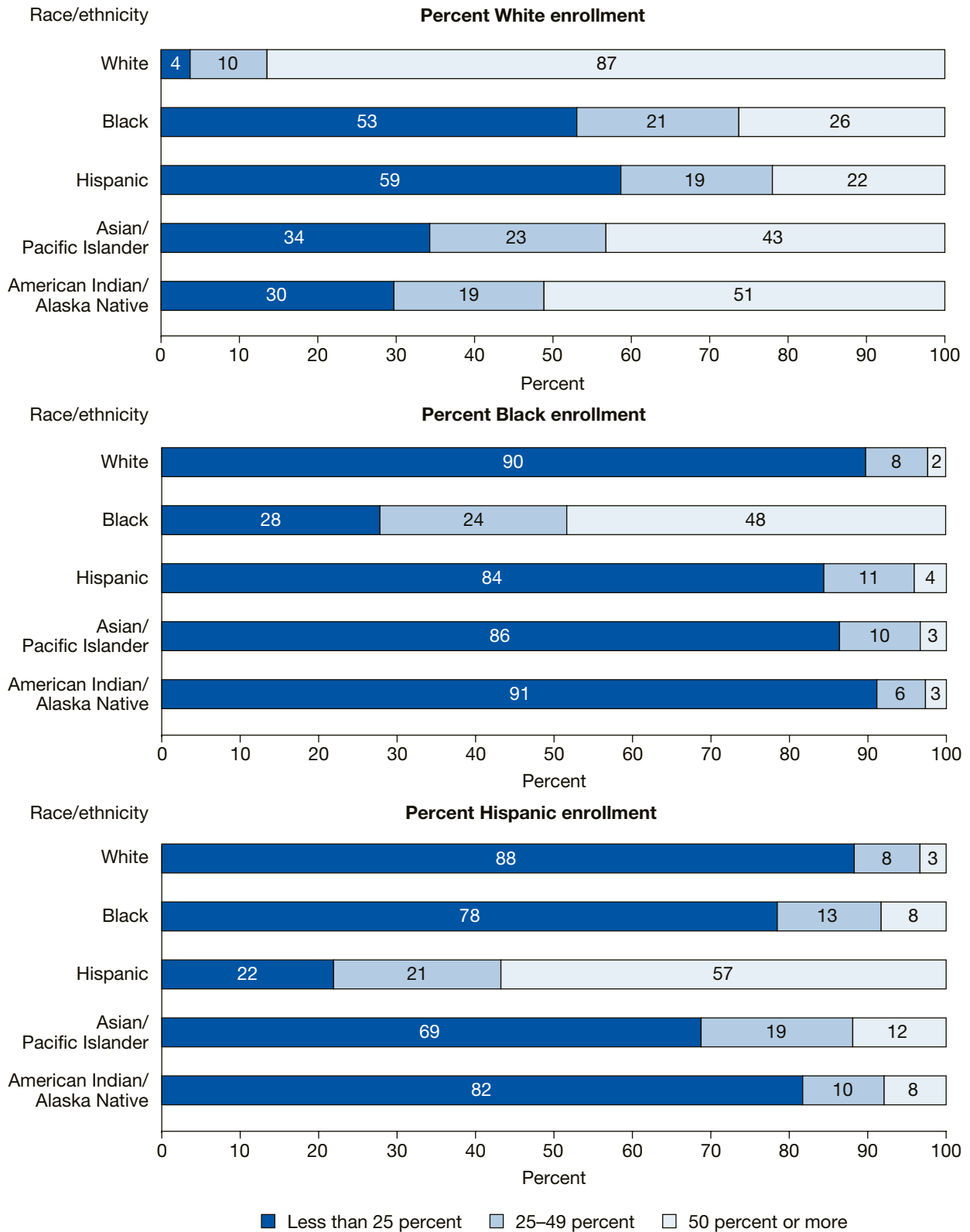
Race/ethnicity	Percent White enrollment					
	Total	Less than 25 percent	25–49 percent	50 percent or more		
				Total	50–74 percent	75 percent or more
Total¹	100.0	25.5	14.4	60.1	20.7	39.4
White	100.0	3.7	9.8	86.6	23.5	63.1
Black	100.0	53.1	20.6	26.3	17.9	8.4
Hispanic	100.0	58.7	19.3	22.0	14.3	7.6
Asian/Pacific Islander	100.0	34.3	22.5	43.2	24.8	18.4
American Indian/Alaska Native	100.0	29.7	19.2	51.2	27.9	23.3

Race/ethnicity	Percent Black enrollment					
	Total	Less than 25 percent	25–49 percent	50 percent or more		
				Total	50–74 percent	75 percent or more
Total¹	100.0	77.9	11.5	10.6	4.8	5.8
White	100.0	89.7	7.9	2.3	1.9	0.4
Black	100.0	27.8	23.8	48.3	17.1	31.2
Hispanic	100.0	84.4	11.5	4.1	3.0	1.0
Asian/Pacific Islander	100.0	86.4	10.3	3.3	2.4	0.9
American Indian/Alaska Native	100.0	91.2	6.2	2.7	1.8	0.9

Race/ethnicity	Percent Hispanic enrollment					
	Total	Less than 25 percent	25–49 percent	50 percent or more		
				Total	50–74 percent	75 percent or more
Total¹	100.0	71.5	12.5	15.9	8.0	7.9
White	100.0	88.3	8.4	3.3	2.6	0.7
Black	100.0	78.5	13.2	8.4	6.5	1.8
Hispanic	100.0	21.9	21.4	56.7	23.5	33.2
Asian/Pacific Islander	100.0	68.8	19.3	11.9	8.7	3.2
American Indian/Alaska Native	100.0	81.7	10.4	7.9	5.4	2.5

¹ Total includes other race/ethnicity categories not separately shown.
 NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2007–08.

Figure 7.4. Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent enrollment in school of selected racial/ethnic group: 2007–08



NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2007–08.

7.5. Free and Reduced-Price Lunch

The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children from low-income families in public and nonprofit private schools and residential child care institutions (U.S. Department of Agriculture 2005).¹¹ Eligibility for the free and reduced-price lunch program is often used as a proxy measure of family income.

Overall, 48 percent of public school 4th-graders were eligible for free or reduced-price lunches in 2009. White 4th-graders had the lowest percentage of eligible students (29 percent). The percentages of Black (74 percent), Hispanic (77 percent), and American Indian/Alaska Native (68 percent) 4th-graders who were eligible were higher than the

percentages of White 4th-graders and Asian/Pacific Islander (34 percent) 4th-graders who were eligible.

A higher percentage of public school 4th-graders in cities (62 percent) were eligible for free or reduced-price lunch than were 4th-graders in suburban areas (39 percent), towns (52 percent), and rural areas (42 percent). Eighty-two percent of Hispanics in cities and 84 percent of Hispanics in towns were eligible; these percentages were higher than those for their Hispanic counterparts in suburban (70 percent) and rural areas (72 percent). For Blacks, the percentage of eligible students was higher in cities and towns (80 and 83 percent, respectively) than in suburban and rural areas (65 and 72 percent, respectively). Higher percentages of Black and Hispanic students in cities were eligible compared with students of other races/ethnicities living in cities.

Table 7.5a. Percentage of public school 4th-graders eligible for free or reduced-price lunch, by school locale and race/ethnicity: 2009

Race/ethnicity	Total	City	Suburban	Town	Rural
Total¹	48	62	39	52	42
White	29	31	21	39	34
Black	74	80	65	83	72
Hispanic	77	82	70	84	72
Asian/Pacific Islander	34	45	25	41	23
American Indian/Alaska Native	68	67	52	70	72

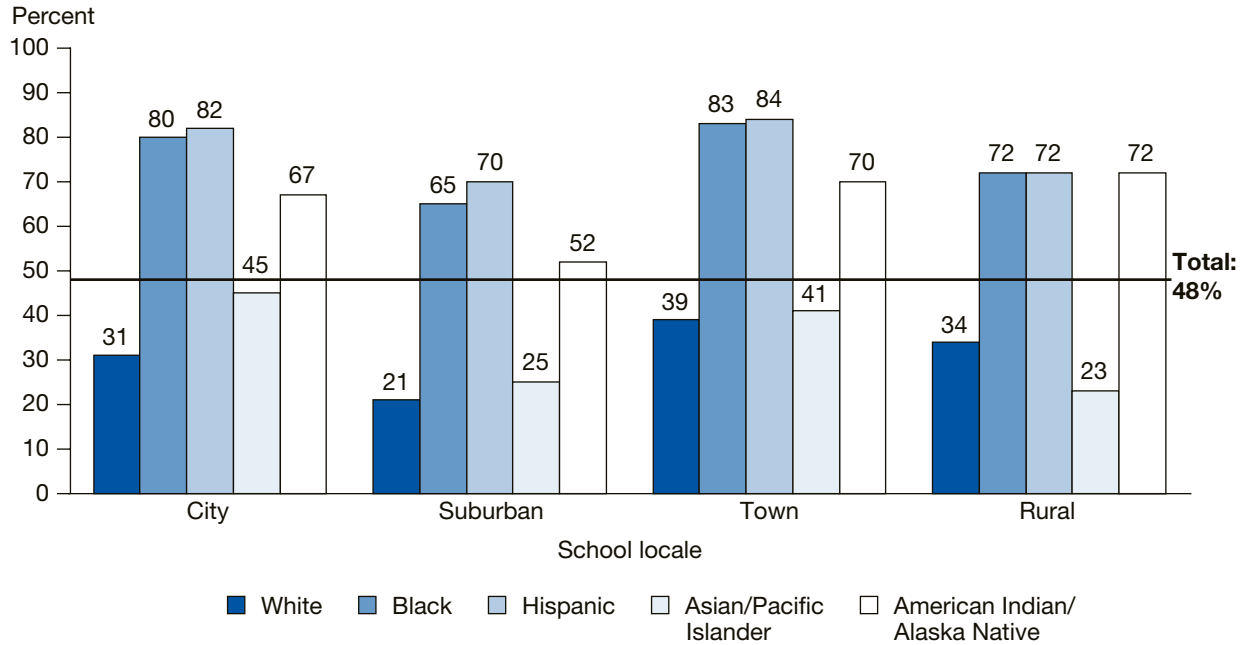
¹ Total includes other race/ethnicity categories not separately shown.

NOTE: To be eligible for the National School Lunch Program, a student must be from a household with an income at or below 185 percent of the poverty level for reduced-price lunch or at or below 130 percent of the poverty level for free lunch. Race categories exclude persons of Hispanic ethnicity. For definitions of locales, see *Appendix A: Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment, NAEP Data Explorer.

¹¹ Children from households with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents. The poverty level for a family of four in 2009 was \$22,050. The thresholds for free and reduced-price lunch are \$28,665 and \$40,793, respectively.

Figure 7.5a. Percentage of public school 4th-graders eligible for free or reduced-price lunch, by school locale and race/ethnicity: 2009



NOTE: To be eligible for the National School Lunch Program, a student must be from a household with an income at or below 185 percent of the poverty level for reduced-price lunch or at or below 130 percent of the poverty level for free lunch. Race categories exclude persons of Hispanic ethnicity. For definitions of locales, see *Appendix A: Guide to Sources*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment, NAEP Data Explorer.

The concentration of students in low-poverty and high-poverty public schools also differed by race/ethnicity in 2009. Low-poverty public schools are defined here as schools in which 10 percent or less of students are eligible for free or reduced-price lunch. High-poverty public schools pertain here to schools in which more than 75 percent of students are eligible for free or reduced-price lunch. Higher percentages of Asian/Pacific Islander (27 percent) and White

(19 percent) public school 4th-graders attended low-poverty schools than did Black (3 percent), Hispanic (3 percent), and American Indian/Alaska Native (4 percent) 4th-graders. Black and Hispanic 4th-graders had the highest percentages of attendance at high-poverty public schools (47 and 52 percent, respectively), while White 4th-graders had the lowest percentage of attendance at schools in this category (7 percent).

Table 7.5b. Percentage distribution of public school 4th-graders, by percentage of students in school eligible for free or reduced-price lunch and race/ethnicity: 2009

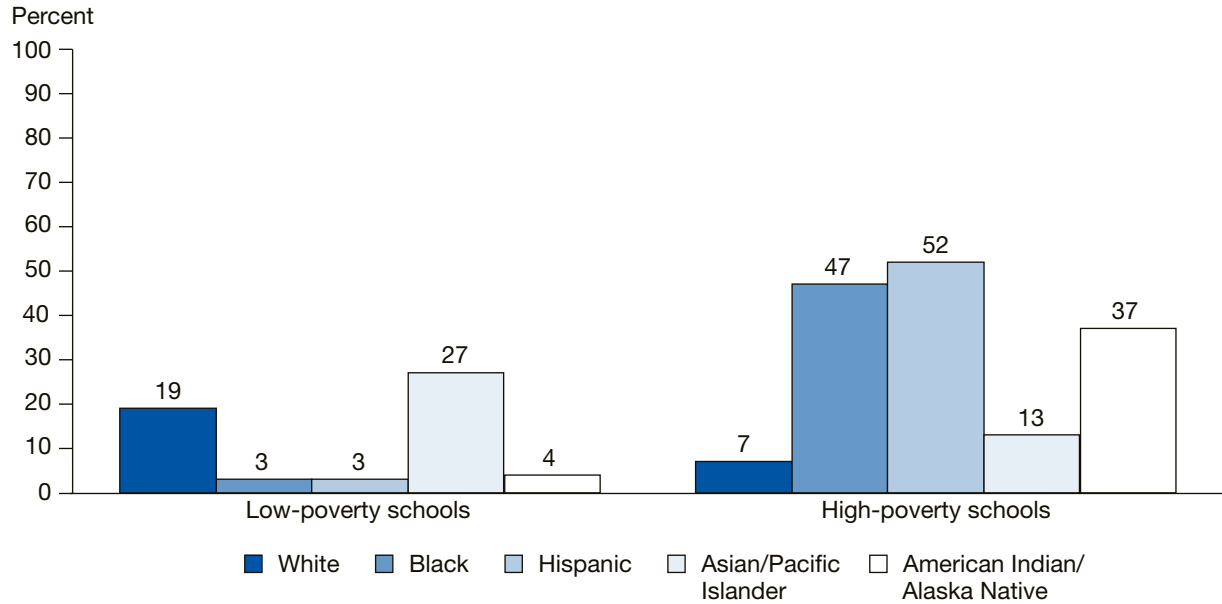
Race/ethnicity	Total	Percentage eligible for free or reduced-price lunch				
		10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total¹	100	13	14	25	23	24
White	100	19	20	32	22	7
Black	100	3	7	18	25	47
Hispanic	100	3	6	15	24	52
Asian/Pacific Islander	100	27	16	22	21	13
American Indian/Alaska Native	100	4	6	20	33	37

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment, NAEP Data Explorer.

Figure 7.5b. Percentage of public school 4th-graders in low-poverty and high-poverty schools, by race/ethnicity: 2009



NOTE: *Low-poverty schools* are those in which 10 percent or less of students are eligible for free or reduced-price lunch, and *high-poverty schools* are those in which more than 75 percent of students are eligible. To be eligible for the National School Lunch Program, a student must be from a household with an income at or below 185 percent of the poverty level for reduced-price lunch or at or below 130 percent of the poverty level for free lunch. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment, NAEP Data Explorer.

8. Special Needs

Students with special needs are protected by federal laws that are aimed at improving their educational outcomes. The Individuals with Disabilities Education Act (IDEA) supports state and local education systems' efforts to protect the rights and meet the needs of children with disabilities. *Indicator 8.1* profiles the students served by IDEA. Students with limited English proficiency, or English Language Learners (ELL), are protected by the Civil Rights Act, which requires schools to improve language deficiencies of students so that they may fully participate in the education system. *Indicator 8.2* presents data on the number and percentage of elementary and secondary students who spoke another language at home and who spoke English with difficulty in 2007.

8.1. Students With Disabilities

Students with disabilities may require services to provide them access to the same learning opportunities as students without disabilities. The Individuals with Disabilities Education Act, or IDEA,¹² supports states and localities in their efforts to aid infants, toddlers, children, and the families of youth with disabilities by protecting their rights, meeting their individual needs, and improving their educational outcomes¹³ (U.S. Department of Education, Office of Special Education and Rehabilitative Services, n.d.; Individuals with Disabilities Education Act of 2004). This indicator examines trend data for racial/ethnic groups in percentages of the resident population served by IDEA and the 2007 prevalence rates of different disabilities.

The percentage of all preschoolers (children 3 to 5 years old) served under IDEA increased 1 percentage point from 1998 to 2007. Six percent of 3- to 5-year-olds, or 700,000 children, received services under IDEA in 2007. Nine percent of American

Indian/Alaska Native preschoolers in this age group were served under IDEA, compared with 6 percent each of White and Black preschoolers and 4 percent each of Hispanic and Asian preschoolers. In 2007, three percent of all preschoolers were identified as having a speech or language impairment; 4 percent of American Indian/Alaska Native preschoolers had this disability, compared with 3 percent of Whites and 2 percent each of Blacks, Hispanics, and Asians/Pacific Islanders in this age group. Though percentages varied by race, all other disabilities shown were identified in less than 1 percent of all preschoolers.

From 1998 to 2007, the percentage of 6- to 21-year-olds served under IDEA increased by less than 1 percentage point; increases in this percentage were seen for all races/ethnicities shown, with the exception of Whites. Nine percent of all 6- to 21-year-olds, or 5.9 million people in this age group, were served in 2007. Fourteen percent of American Indians/Alaska Natives in this age group were served under IDEA, compared with 12 percent of Blacks, 9 percent of Hispanics, 8 percent of Whites, and 5 percent of Asians/Pacific Islanders. Four percent of all 6- to 21-year-olds were identified as having a specific learning disability; 7 percent of American Indians/Alaska Natives in this age group had this type of disability, compared with 5 percent of Blacks and Hispanics, 3 percent of Whites, and 2 percent of Asians/Pacific Islanders. Two percent of 6- to 21-year-olds were identified as having a speech or language impairment. In addition, 2 percent of Black 6- to 21-year-olds were identified as having mental retardation, while 1 percent or less of 6- to 21-year-olds in other racial/ethnic groups had this disability. All other disabilities shown had a prevalence rate of 1 percent or less of the population in this age group, though percentages varied by race/ethnicity.

¹² Previously the Education for All Handicapped Children Act, and amended in the Individuals with Disabilities Education Act (IDEA) of 2004 (P.L. 94-142).

¹³ Under IDEA, each public school child who receives special education and related services must have an Individualized Education Program (IEP) to address the student's unique needs. See *Appendix A: Guide to Sources* for more information about IDEA history and requirements.

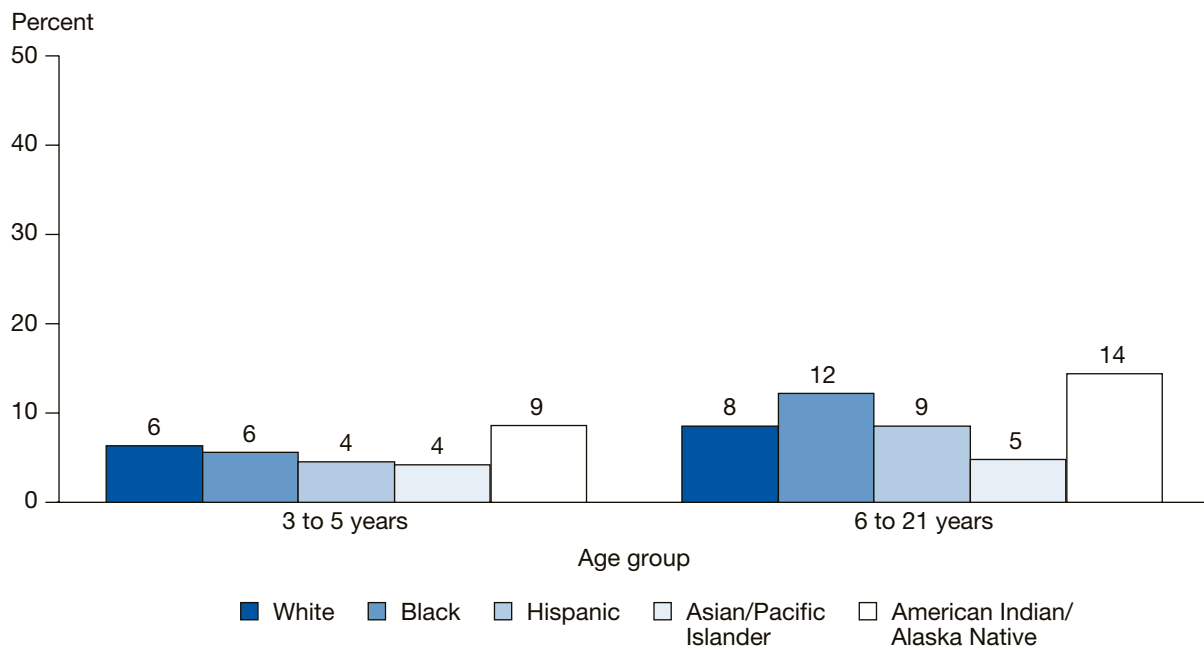
Table 8.1a. Percentage of children ages 3 to 5 and ages 6 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 1998–2007

Age group and year	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
3 to 5 years						
1998	4.8	4.9	4.4	3.0	2.3	5.7
1999	5.0	5.5	5.0	3.5	2.5	5.8
2000	5.1	5.6	5.3	3.5	2.8	6.6
2001	5.3	5.8	5.5	3.8	3.0	7.1
2002	5.6	6.1	5.8	4.0	3.2	7.7
2003	5.8	6.4	5.9	4.3	3.6	8.3
2004	5.9	6.5	5.9	4.4	3.8	8.6
2005	5.8	6.5	5.7	4.4	4.0	8.8
2006	5.8	6.4	5.7	4.5	4.0	9.0
2007	5.7	6.3	5.6	4.5	4.2	8.6
6 to 21 years						
1998	8.6	8.5	11.4	7.5	3.8	10.2
1999	8.7	8.3	11.2	7.4	3.9	11.9
2000	8.7	8.5	11.8	7.5	4.2	12.4
2001	8.8	8.6	12.0	7.7	4.2	12.9
2002	8.9	8.6	12.2	8.0	4.4	13.2
2003	9.1	8.7	12.4	8.2	4.5	13.8
2004	9.2	8.8	12.6	8.4	4.7	14.1
2005	9.2	8.7	12.5	8.5	4.8	14.3
2006	9.1	8.7	12.4	8.5	4.8	14.3
2007	9.0	8.5	12.2	8.5	4.8	14.4

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), 1998 through 2007.

Figure 8.1. Percentage of children ages 3 to 5 and ages 6 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 2007



NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), 2007.

Table 8.1b. Number and percentage of children ages 3 to 5 and ages 6 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity and type of disability: 2007

Age group and type of disability	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
3 to 5 years						
	Number					
Any disability¹	700,166	439,421	100,133	124,796	23,649	9,377
Specific learning disability	11,922	6,875	1,502	3,131	313	101
Speech or language impairment	318,937	207,627	39,230	59,320	8,939	3,821
Mental retardation	12,380	5,428	2,308	3,970	585	89
Emotional disturbance	3,416	2,143	742	425	58	48
Autism	39,041	23,602	4,834	7,251	3,112	242
Hearing impairment	7,678	4,373	899	1,850	469	87
Visual impairment	3,200	1,875	399	732	138	56
	Percent					
Any disability¹	5.74	6.31	5.58	4.50	4.19	8.62
Specific learning disability	0.10	0.10	0.08	0.11	0.06	0.09
Speech or language impairment	2.61	2.98	2.19	2.14	1.58	3.51
Mental retardation	0.10	0.08	0.13	0.14	0.10	0.08
Emotional disturbance	0.03	0.03	0.04	0.02	0.01	0.04
Autism	0.32	0.34	0.27	0.26	0.55	0.22
Hearing impairment	0.06	0.06	0.05	0.07	0.08	0.08
Visual impairment	0.03	0.03	0.02	0.03	0.02	0.05
6 to 21 years						
	Number					
Any disability¹	5,912,586	3,399,744	1,208,195	1,060,112	135,098	90,741
Specific learning disability	2,563,665	1,372,432	552,552	558,082	46,542	47,703
Speech or language impairment	1,085,497	698,670	174,920	207,919	37,360	15,696
Mental retardation	487,854	240,576	155,151	73,136	10,734	6,402
Emotional disturbance	438,867	248,041	126,384	50,523	5,044	7,029
Autism	79,085	172,020	36,264	31,707	14,095	1,889
Hearing impairment	71,332	38,362	11,514	16,678	3,741	860
Visual impairment	25,855	15,176	4,404	4,796	1,066	334
	Percent					
Any disability¹	8.96	8.47	12.15	8.51	4.85	14.38
Specific learning disability	3.89	3.42	5.32	4.55	1.60	7.09
Speech or language impairment	1.65	1.74	1.76	1.67	1.34	2.49
Mental retardation	0.74	0.60	1.56	0.59	0.39	1.01
Emotional disturbance	0.67	0.62	1.27	0.41	0.18	1.11
Autism	0.12	0.43	0.36	0.25	0.51	0.30
Hearing impairment	0.11	0.10	0.12	0.13	0.13	0.14
Visual impairment	0.04	0.04	0.04	0.04	0.04	0.05

¹ Total includes other disabilities not separately shown.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), 2007.

This page intentionally left blank.



8.2. English Language Learner Students

Providing equal educational opportunities to students who may not be proficient in English presents a growing challenge to schools. Students who are English language learners (ELL) must be evaluated by school officials to determine if they are eligible for special services.¹⁴

Students who speak a language other than English at home and speak English with difficulty¹⁵ may be

in need of special services. In 2007, an estimated 11 million elementary and secondary students, or 21 percent of all such students, spoke a language other than English at home. According to a survey of parents, about one-quarter of these students had difficulty speaking English; this means that approximately 5 percent of all elementary and secondary students spoke another language at home and had difficulty speaking English.

Table 8.2a. Number and percentage of elementary and secondary school students who spoke a language other than English at home and percentage who spoke English with difficulty, by grade level and race/ethnicity: 2007

Grade level and race/ethnicity	Number who spoke a language other than English at home	Percentage of population who spoke a language other than English at home	Percentage of population who spoke English with difficulty
Kindergarten–grade 12¹	11,008,000	20.6	5.1
White	1,723,000	5.6	1.2
Black	450,000	5.6	1.4
Hispanic	7,231,000	68.9	17.5
Asian	1,331,000	64.3	16.8
Native Hawaiian/Pacific Islander	30,000	36.6	6.7
American Indian/Alaska Native	69,000	16.1	2.5
Two or more races	117,000	7.9	1.2
Kindergarten–grade 8¹	7,308,000	20.3	5.3
White	1,026,000	5.0	1.0
Black	262,000	5.1	1.2
Hispanic	4,964,000	67.6	18.8
Asian	884,000	62.9	16.9
Native Hawaiian/Pacific Islander	17,000	31.4	7.0
American Indian/Alaska Native	39,000	14.1	2.5
Two or more races	76,000	7.1	1.0
Grades 9–12¹	3,701,000	21.3	4.5
White	696,000	6.9	1.5
Black	187,000	6.7	1.7
Hispanic	2,267,000	71.7	14.5
Asian	447,000	67.5	16.6
Native Hawaiian/Pacific Islander	14,000	45.9	6.2
American Indian/Alaska Native	30,000	19.7	2.6
Two or more races	41,000	9.9	1.8

! Interpret data with caution.

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

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

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2007.

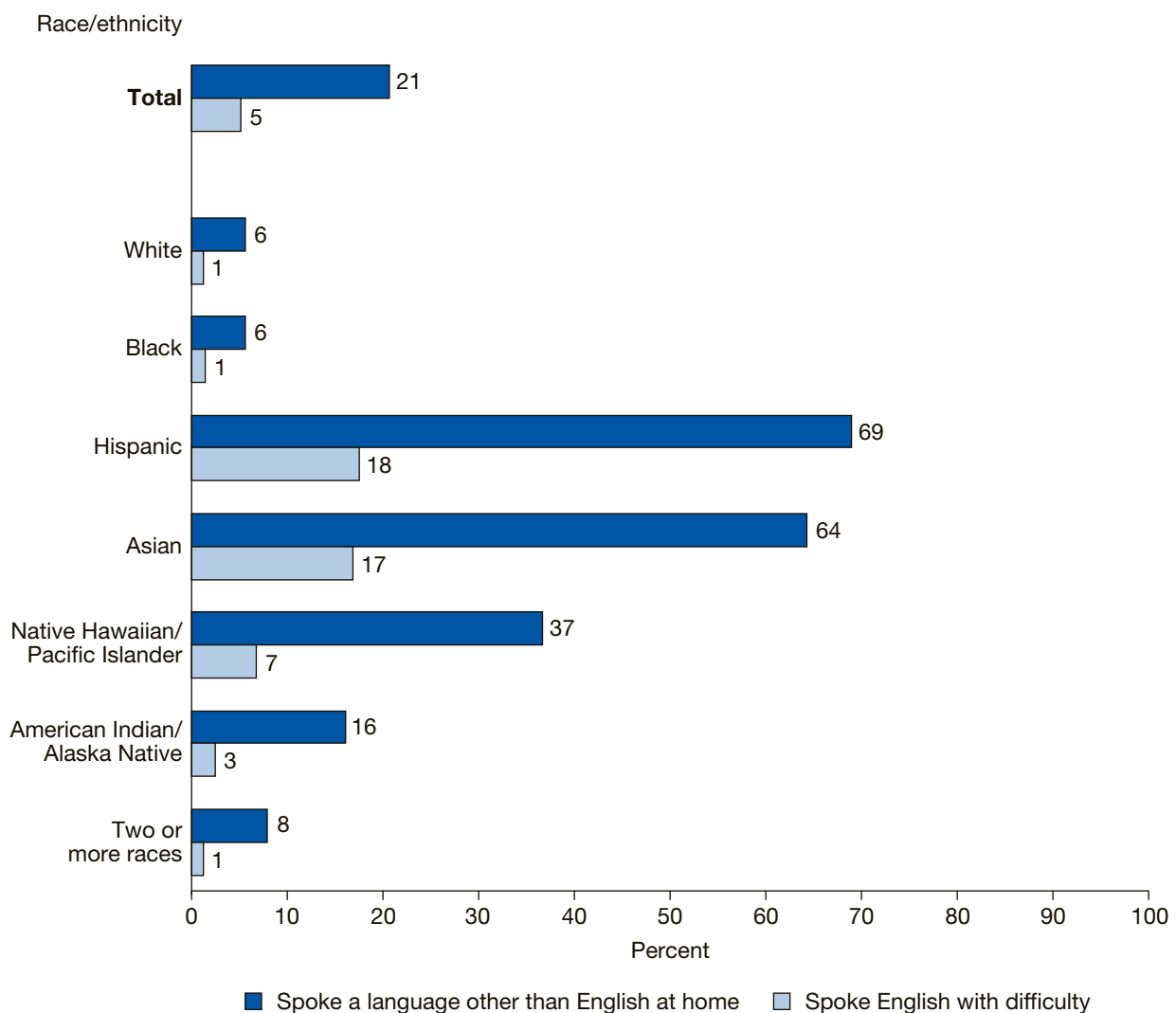
¹⁴ Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin. This law requires school districts to help limited-English-proficient (LEP) students overcome language barriers and to ensure that they can participate meaningfully in the district’s educational programs.

¹⁵ “Speaking English with difficulty” was defined by responses to a survey. Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who reported speaking English less than “very well” were considered to have difficulty speaking English.

Among the races/ethnicities, higher percentages of Hispanic (69 percent) and Asian (64 percent) elementary and secondary students spoke a language other than English at home than students of other racial/ethnic groups. The percentage of Native Hawaiian or Other Pacific Islander students (37 percent) and American Indian/Alaska Native students (16 percent) who spoke languages other than English at home were also higher than the percentages of White and Black students (both 6 percent) who did so. About 18 percent of Hispanic and 17 percent

of Asian students spoke English with difficulty; these percentages were higher than those for Native Hawaiian or Other Pacific Islander students (7 percent) and American Indian/Alaska Native (3 percent) students. Whites, Blacks, and students of two or more races (1 percent each) had the lowest percentages of students who spoke English with difficulty. Comparisons were similar among students in kindergarten through grade 8 and among students in grades 9 through 12.

Figure 8.2. Percentage of elementary and secondary school students who spoke a language other than English at home and percentage who spoke English with difficulty, by race/ethnicity: 2007



NOTE: Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who reported speaking English less than “very well” were considered to have difficulty speaking English. Includes those students who are age 5 or older. The percentages shown are of the total population for that particular race/ethnicity. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2007.

Snapshot of Hispanic and Asian Subgroups: English Language Learners

In 2007, about 7.2 million Hispanic elementary and secondary school students spoke a language other than English at home. Higher percentages of Dominican and Salvadoran students (88 and 87 percent, respectively) spoke a language other than English at home when compared with South American (79 percent), other Central American (78 percent), Mexican (72 percent), and Cuban (70 percent) students. Of those of Hispanic ethnicity, Puerto Ricans (50 percent) and Other Hispanics or Latinos (43 percent) had the lowest percentages of students who spoke a language other than English at home. In addition, the percentages of Mexican, Dominican, Salvadoran, and other Central American students (ranging from 18 to 20 percent) who had difficulty speaking English were higher than the percentages of Cuban (13 percent), South American (14 percent), Puerto Rican (8 percent), and Other Hispanic or Latino (8 percent) students who had difficulty speaking English.

In 2007, an estimated 1.3 million Asian students spoke a language other than English at home. A higher percentage of Vietnamese students (80 percent) spoke a language other than English at home than was the case for Korean (75 percent), Chinese (71 percent), Other Asian (69 percent), and Asian Indian (66 percent) students. Of those of Asian race, Japanese (51 percent) and Filipinos (34 percent) had the lowest percentages of students who spoke a language other than English at home. In addition, 18 to 25 percent of Chinese, Japanese, Korean, Vietnamese, and other Asian students spoke English with difficulty, compared with 8 percent of Filipino students and 10 percent of Asian Indian students.

Table 8.2b. Number and percentage of elementary and secondary school students who spoke a language other than English at home and percentage who spoke English with difficulty, by race/ethnicity with Hispanic and Asian subgroups: 2007

Race/ethnicity and subgroup	Number who spoke a language other than English at home	Percentage of population who spoke a language other than English at home	Percentage of population who spoke English with difficulty
Total¹	11,008,000	20.6	5.1
White	1,723,000	5.6	1.2
Black	450,000	5.6	1.4
Hispanic	7,231,000	68.9	17.5
Mexican	5,132,000	71.6	19.9
Puerto Rican	474,000	49.5	8.3
Cuban	164,000	70.0	13.2
Dominican	242,000	87.6	17.7
Salvadoran	257,000	86.9	20.5
Other Central American	296,000	78.5	19.1
South American	338,000	78.8	14.5
Other Hispanic or Latino	327,000	42.8	7.7
Asian	1,331,000	64.3	16.8
Asian Indian	257,000	65.9	10.0
Chinese ²	315,000	71.3	21.1
Filipino	121,000	34.3	8.2
Japanese	32,000	51.1	21.5
Korean	165,000	74.6	20.6
Vietnamese	212,000	79.5	25.0
Other Asian	228,000	68.7	18.5
Native Hawaiian or other Pacific Islander	30,000	36.6	6.7
American Indian/Alaska Native	69,000	16.1	2.5
Two or more races	117,000	7.9	1.2

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

² Excludes Taiwanese. Taiwanese is included in the "Other Asian" category.

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

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2007.

9. Teacher Qualifications and Experience

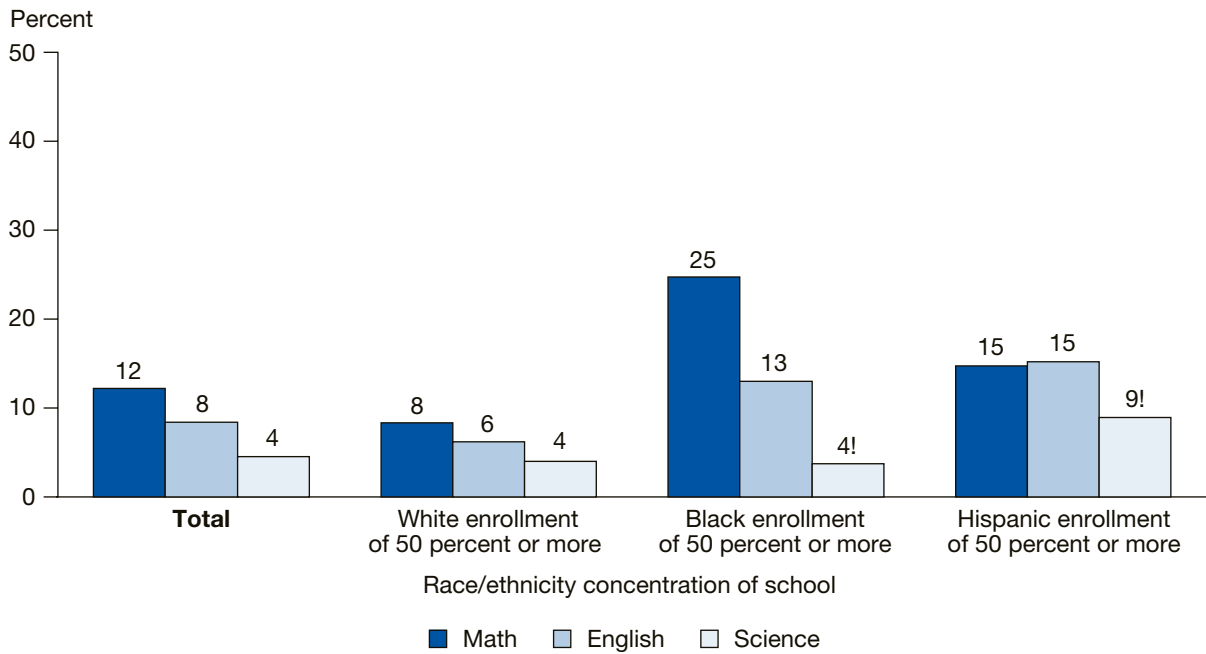
Current federal education legislation requires school districts to measure and report on teacher qualifications, both to ensure that students are being taught by highly qualified teachers and to ensure that teachers are distributed equitably across schools, regardless of student demographics. *Indicator 9.1* examines the percentage of high school teachers who had either a college major or certification in the subject that they consider to be their main teaching assignment. The focus is on those teachers who are lacking both, as they are not likely to be considered highly qualified. *Indicator 9.2* reports the percentage of novice teachers (teachers with less than 3 years of experience), as well as the average years of teaching experience, by the concentration of various racial/ethnic groups in high schools. These data indicate where the most experienced teachers are working. It has been suggested that, even for highly effective

teachers, the first few years of their career can be difficult. Research has shown that Black and White students have different levels of exposure to novice teachers (Clotfelter, Ladd, and Vigdor 2004).

9.1. Teacher Qualifications

Teachers are certified by the state in which they teach. Certification can be standard, advanced professional, or probationary. The 2007–08 Schools and Staffing Survey (SASS) asked teachers whether they were certified in the subject that they taught most often (referred to as their *main assignment*), as well as what their major was in college. These data were combined for public high school teachers and reported by subject area (mathematics, English, and science), as well as by the percentage of the school enrollment that was White, Black, or Hispanic.¹⁶

Figure 9.1. Percentage of public high school teachers with neither a college major nor standard certification in the subject that is their main teaching assignment, by race/ethnicity concentration of schools and subject: 2007–08



! Interpret data with caution.
 NOTE: Race categories exclude persons of Hispanic ethnicity.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, Public School Teacher and Public School Data Files, 2007–08.

¹⁶ The Schools and Staffing Survey did not contain sufficient numbers of public secondary school teachers to be able to analyze schools with concentrations of Asian/Pacific Islander or American Indian/Alaska Native students.

Twelve percent of teachers whose main assignment was secondary mathematics had neither a major nor a certification in the subject. This percentage was higher than the percentage of English teachers or science teachers that had neither qualification (8 and 4 percent, respectively). For schools with at least

half White enrollment, 8 percent of mathematics teachers had neither qualification, which was lower than the overall rate and the rate for schools with at least half Black enrollment (25 percent). Other differences between racial/ethnic groups could not be distinguished, in part due to large standard errors.

Table 9.1. Percentage of public high school teachers with a college major and standard certification in their respective main teaching assignment in mathematics, English, and science, by race/ethnicity concentration of schools: 2007–08

Subject and race/ethnicity concentration of school	Total	Major in main assignment			No major in main assignment		
		Total	Certified	Not certified	Total	Certified	Not certified
Main assignment in mathematics							
All schools	100.0	71.6	59.8	11.8	28.4	16.2	12.2
Percentage of White enrollment							
Less than 10 percent	100.0	70.6	47.0	23.7!	29.4	10.1	19.2
50 percent or more	100.0	75.1	65.2	9.9	24.9	16.6	8.3
Percentage of Black enrollment							
Less than 10 percent	100.0	75.9	64.4	11.5	24.1	15.1	9.0
50 percent or more	100.0	56.0	48.6	7.4!	44.0	19.3	24.7
Percentage of Hispanic enrollment							
Less than 10 percent	100.0	74.8	65.6	9.2	25.2	15.5	9.7
50 percent or more	100.0	70.3	44.8	25.6!	29.7	15.0	14.7
Main assignment in English							
All schools	100.0	81.9	66.6	15.4	18.1	9.7	8.4
Percentage of White enrollment							
Less than 10 percent	100.0	75.6	56.6	19.0	24.4	11.8	12.6
50 percent or more	100.0	83.9	70.3	13.6	16.1	9.9	6.2
Percentage of Black enrollment							
Less than 10 percent	100.0	81.8	67.6	14.2	18.2	10.4	7.8
50 percent or more	100.0	76.2	59.0	17.1	23.8	10.8!	13.0
Percentage of Hispanic enrollment							
Less than 10 percent	100.0	84.3	70.4	14.0	15.7	9.1	6.6
50 percent or more	100.0	72.8	53.2	19.6	27.2	12.0	15.2
Main assignment in science							
All schools	100.0	83.6	70.5	13.1	16.4	11.9	4.5
Percentage of White enrollment							
Less than 10 percent	100.0	82.5	62.3	20.2	17.5!	11.9!	5.6!
50 percent or more	100.0	84.8	73.3	11.5	15.2	11.2	4.0
Percentage of Black enrollment							
Less than 10 percent	100.0	84.4	72.7	11.7	15.6	11.1	4.6
50 percent or more	100.0	77.6	57.3	20.3	22.4	18.7	3.7!
Percentage of Hispanic enrollment							
Less than 10 percent	100.0	84.4	72.9	11.5	15.6	11.5	4.0
50 percent or more	100.0	80.5	64.7	15.7!	19.5!	10.6!	8.9!

! Interpret data with caution.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, Public School Teacher and Public School Data Files, 2007–08.

9.2. Teacher Experience

Another measure of potential teacher quality is years of teaching experience. *Indicator 9.2* uses 2007–08 Schools and Staffing Survey data to look at the percentage of “new” teachers, meaning those with less than 3 years of experience, by the racial/ethnic concentration of schools.

Schools with at least half White enrollment had a smaller percentage of new teachers (10 percent) than schools that were more than half Black (13 percent), or at least half Hispanic (15 percent). In contrast, schools with at least half White enrollment had teachers with more experience (14 years of experience, on average) than schools with at least half Hispanic enrollment (12 years of experience, on average).

Table 9.2 Average number of years of teaching experience of regular full-time public school teachers and percentage who have less than 3 years of teaching experience, by race/ethnicity concentration of school: 2007–08

Race/ethnicity concentration of school	Average number of years of teaching experience	Percentage of teachers with less than 3 years of experience
Total¹	13.5	11.5
White enrollment of 50 percent or more	14.1	10.0
Black enrollment of 50 percent or more	13.1	12.9
Hispanic enrollment of 50 percent or more	12.4	15.4
Asian/Pacific Islander enrollment of 50 percent or more	12.5	15.7
American Indian/Alaska Native enrollment of 50 percent or more	13.1	13.8

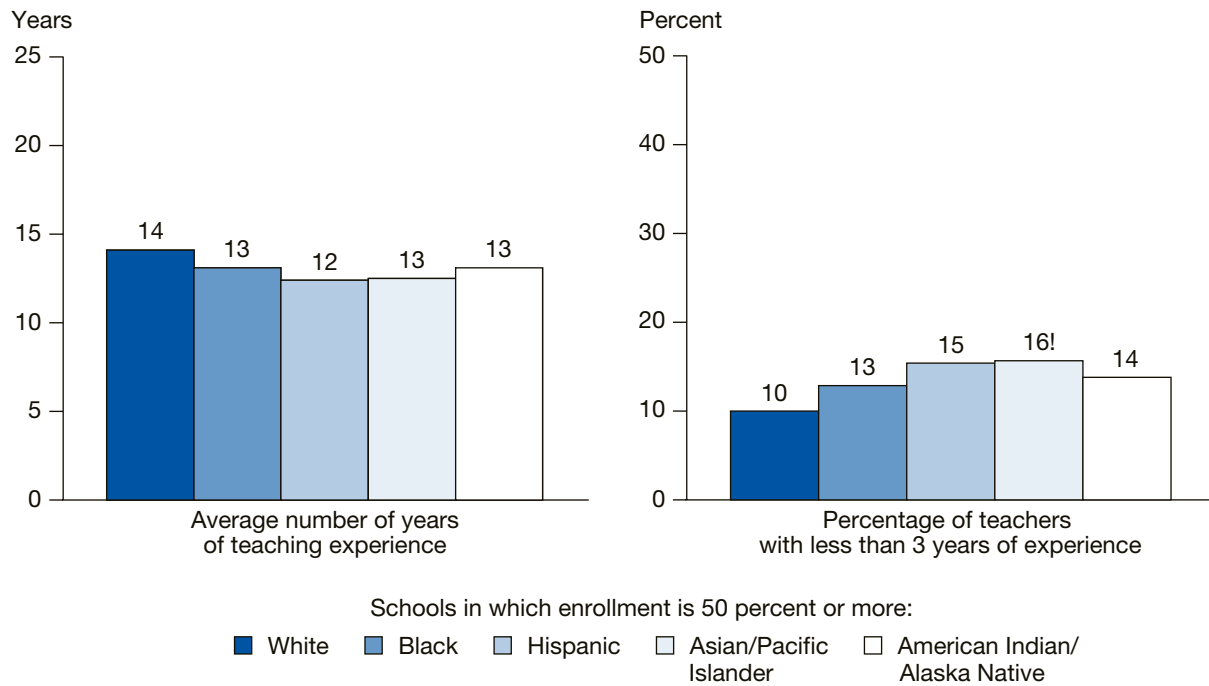
¹ Total includes all regular full-time public school teachers.

! Interpret data with caution.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, Public School Teacher, and Public School Data Files, 2007–08.

Figure 9.2. Average number of years of teaching experience of regular full-time public school teachers and percentage who have less than 3 years of teaching experience, by race/ethnicity concentration of school: 2007–08



! Interpret data with caution.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, Public School Teacher, and Public School Data Files, 2007–08.

This page intentionally left blank.

3 ACHIEVEMENT

Chapter 3 focuses on different measures of academic achievement for elementary and secondary students. In 2005, Hispanic and American Indian/Alaska Native 4-year-olds from the 2001 birth cohort had lower rates of proficiency in letter recognition than White, Black, and Asian children and children of two or more races (*indicator 10*).

On the 2007 main National Assessment of Educational Progress (NAEP) reading assessment, higher percentages of Asian/Pacific Islander and White 4th- and 8th-graders scored at or above *Proficient* than did Black, Hispanic, or American Indian/Alaska Native students at the same grade levels. At 12th grade, a higher percentage of White students scored at or above *Proficient* than did Asian/Pacific Islander, Black, and Hispanic students. On the 2009 (4th and 8th grade) and 2005 (12th grade) NAEP mathematics assessment, a higher proportion of Asians/Pacific Islanders in 4th, 8th, and 12th grade scored at or above *Proficient* than did White, Black, Hispanic, and American Indian/Alaska Native 4th-, 8th-, and 12th-graders (*indicator 11*).

On an international level, U.S. 4th- and 8th-graders scored higher than the international average on the 2007 Trends in International Mathematics and Science Study (TIMSS). Within the United States, Asian students scored higher in mathematics than any other race/ethnicity at both the 4th- and 8th-grade level. A similar pattern held for science, with the exception that there was no measurable difference between the scores of Asian students and White students at either 4th or 8th grade (*indicator 12*).

Another way to measure student achievement is by the courses that students complete in high school. In 2005, a smaller percentage of Hispanic students took geometry, algebra II, and statistics than did White, Black, or Asian/Pacific Islander students. A higher percentage of Asian/Pacific Islander students took chemistry and physics than did White, Black, Hispanic, and American Indian/Alaska Native students (*indicator 13*).

High school students who wish to advance in a particular area of study may take Advanced Placement (AP) courses. Students who take an AP exam can earn college credit based on their scores. In 2008, over 1.5 million students in the United States took an AP exam, up from nearly 0.7 million students in 1999. Black students experienced the largest percentage increase in the number of students taking an AP exam during this time period. Similarly, the number of Hispanics participating in the AP program has more than tripled between 1999 and 2008 (*indicator 14*).

College entrance examination test-takers have become more diverse over the past decade. In 1998, Hispanic students represented 9 percent of SAT test-takers and 6 percent of ACT test-takers. By 2008, those percentages had increased to 13 percent and 9 percent, respectively. On the SAT, White students had the highest average critical reading score in 2008 and Asian students had the highest average mathematics score. On the ACT exam, one-third of Asian students met the college readiness benchmarks on all four sections, compared with 3 percent of Black students (*indicator 15*).

10. Proficiency of 4-Year-Olds

The Early Childhood Longitudinal Study Birth Cohort of 2001 assessed a representative sample of children born in the United States in 2001. These children were assessed when they were about 4 years old on their ability to identify a letter by either its name or the sound it makes (letter recognition), and their ability to identify single-digit numbers and basic geometric shapes (number and shape recognition). Children who met predetermined thresholds on letter recognition or number and shape recognition were considered proficient in those subjects. This indicator reports on the cognitive abilities of these 4-year-olds, in terms of letter recognition and number and shape recognition.

Overall, 33 percent of the 4-year-olds tested in 2005–06 were proficient in letter recognition. Hispanic and American Indian/Alaska Native children had lower rates of proficiency (23 percent and 19 percent, respectively), while Asian children

had a higher rate of proficiency (49 percent) than other groups. White children (37 percent) and children of two or more races (35 percent) had higher rates of proficiency than Black (28 percent), Hispanic (23 percent), and American Indian/Alaska Native (19 percent) children.

Approximately 65 percent of the 4-year-olds tested were proficient in recognizing numbers and shapes. American Indian/Alaska Native children had a lower rate of number and shape proficiency (40 percent) than Hispanic children (51 percent), Black children (55 percent), children of two or more races (65 percent), White children (73 percent), and Asian children (81 percent). Asian 4-year-olds had higher rates of proficiency than any other racial/ethnic group. No measurable differences in the proficiency rates were found between Hispanic and Black children.

Table 10. Percentage of children from the 2001 birth cohort who were proficient in letter and number and shape recognition at about 4 years old, by race/ethnicity: 2005–06

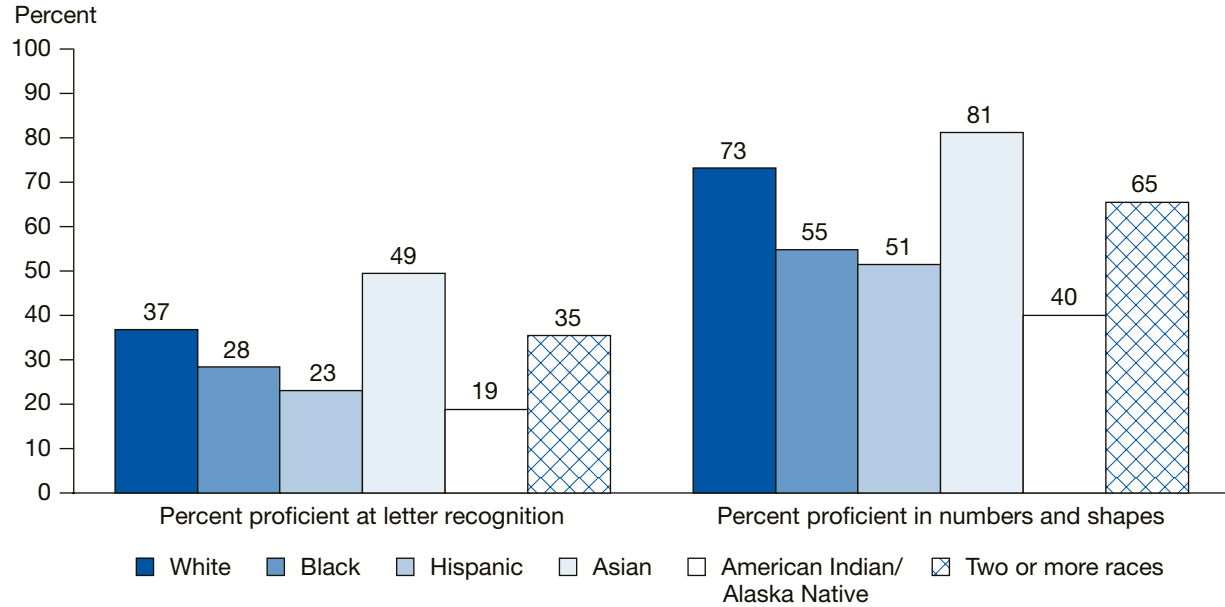
Race/ethnicity	Proficient in letter recognition	Proficient in numbers and shape recognition
Total	32.7	65.4
White	36.8	73.1
Black	28.3	54.7
Hispanic	23.0	51.4
Asian	49.4	81.2
Native Hawaiian/Pacific Islander	‡	‡
American Indian/Alaska Native	18.8	39.9
Two or more races	35.4	65.4

‡ Reporting standards not met.

NOTE: Data are based on a representative sample of children born in 2001. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Longitudinal 9-month–Preschool Restricted-Use Data File.

Figure 10. Percentage of children from the 2001 birth cohort who were proficient in letter and number and shape recognition at about 4 years old, by race/ethnicity: 2005–06



NOTE: Data are based on a representative sample of children born in 2001. Estimates for Native Hawaiian and Other Pacific Islanders are not shown because reporting standards were not met. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Longitudinal 9-month—Preschool Restricted-Use Data File.

11. Reading and Mathematics Achievement

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

NAEP results are reported as average scores and the percentage of students performing at or above three achievement levels: *Basic*, *Proficient*, and *Advanced*. These achievement levels are performance standards showing what students should know and be able to do. *Basic* denotes partial mastery of knowledge and skills that are fundamental for proficient work at a given grade. (Below *Basic*, therefore, denotes less than this level of achievement.) *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. *Advanced* signifies superior performance.¹⁷

11.1. Reading Achievement

In grades 4, 8, and 12 the NAEP reading assessment gauges student performance in reading for literary experience and reading for information. In grades 8 and 12 it also gauges performance in reading to perform a task. In 2007, about 33 percent of 4th-graders scored at or above the *Proficient* level. Higher percentages of Asian/Pacific Islander (46

percent) and White (43 percent) students scored at or above this level than did their Black (14 percent), Hispanic (17 percent), and American Indian/Alaska Native (18 percent) peers. Over one-half of Black (54 percent) 4th-graders and about one-half of Hispanic (50 percent) and American Indian/Alaska Native (51 percent) 4th-graders scored below the *Basic* achievement level in 2007.

At the 8th-grade level, 31 percent of all students scored at or above the *Proficient* level. Higher percentages of Asian/Pacific Islander (41 percent) and White (40 percent) students scored at or above this level than did their Black (13 percent), Hispanic (15 percent), and American Indian/Alaska Native (18 percent) peers. In 2005, approximately 35 percent of 12th-grade students scored at or above the *Proficient* level. The percentages of White (43 percent) and Asian/Pacific Islander (36 percent) students who scored at or above *Proficient* were higher than the percentages of Black (16 percent) and Hispanic (20 percent) students who did so. The percentage of White 12th-graders at the *Proficient* level was also higher than the percentage of Asian/Pacific Islander 12th-graders at that level. The percentage of American Indian/Alaska Native 12th-graders at the *Proficient* level was not measurably different from the respective percentages of other racial/ethnic groups, which may be due in part to a large standard error.

¹⁷ Achievement levels are determined by the National Assessment Governing Board (NAGB), based on recommendations from panels of educators and members of the public, to provide a context for interpreting student performance on NAEP. Detailed descriptions of the NAEP achievement levels for each subject and grade can be found on the NAGB website (<http://www.nagb.org/publications/achievement.htm>).

Table 11.1. Percentage distribution of students at National Assessment of Educational Progress (NAEP) reading achievement levels, by race/ethnicity and grade: 2005 and 2007

Grade, year, and achievement level	Total ¹	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
4th grade, 2007						
Below <i>Basic</i>	33	22	54	50	23	51
At <i>Basic</i>	34	35	32	32	32	30
At or above <i>Proficient</i>	33	43	14	17	46	18
At <i>Advanced</i>	8	11	2	3	15	4
8th grade, 2007						
Below <i>Basic</i>	26	16	45	42	20	44
At <i>Basic</i>	43	43	42	43	39	38
At or above <i>Proficient</i>	31	40	13	15	41	18
At <i>Advanced</i>	3	4	#	1	5	2!
12th grade, 2005						
Below <i>Basic</i>	27	21	46	40	26	33!
At <i>Basic</i>	37	36	38	40	38	41
At or above <i>Proficient</i>	35	43	16	20	36	26!
At <i>Advanced</i>	5	6	1!	2!	5	‡

Rounds to zero.

! Interpret data with caution.

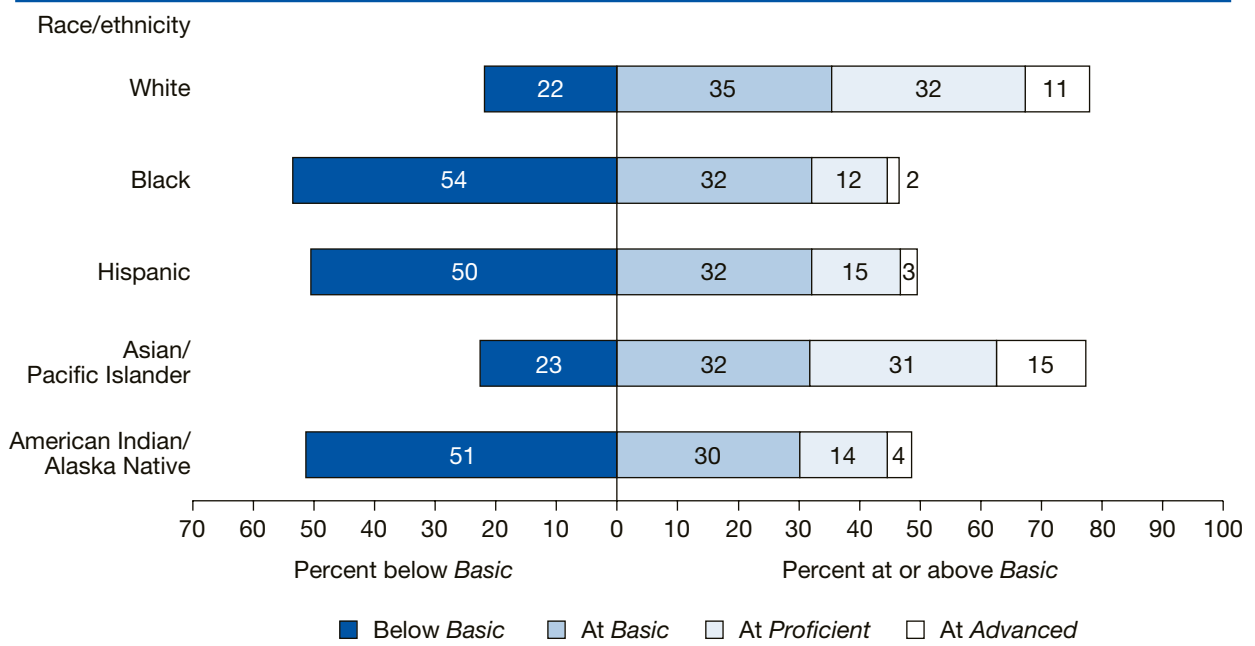
‡ Reporting standards not met.

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

NOTE: Achievement levels are performance standards showing what students should know and be able to do. *Basic* denotes partial mastery of knowledge and skills that are fundamental for proficient work at a given grade. (Below *Basic*, therefore, denotes less than this level of achievement.) *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. *Advanced* signifies superior performance. NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic ethnicity. The NAEP assessment was not administered to grade 12 in 2007. Detail may not sum to totals because of rounding.

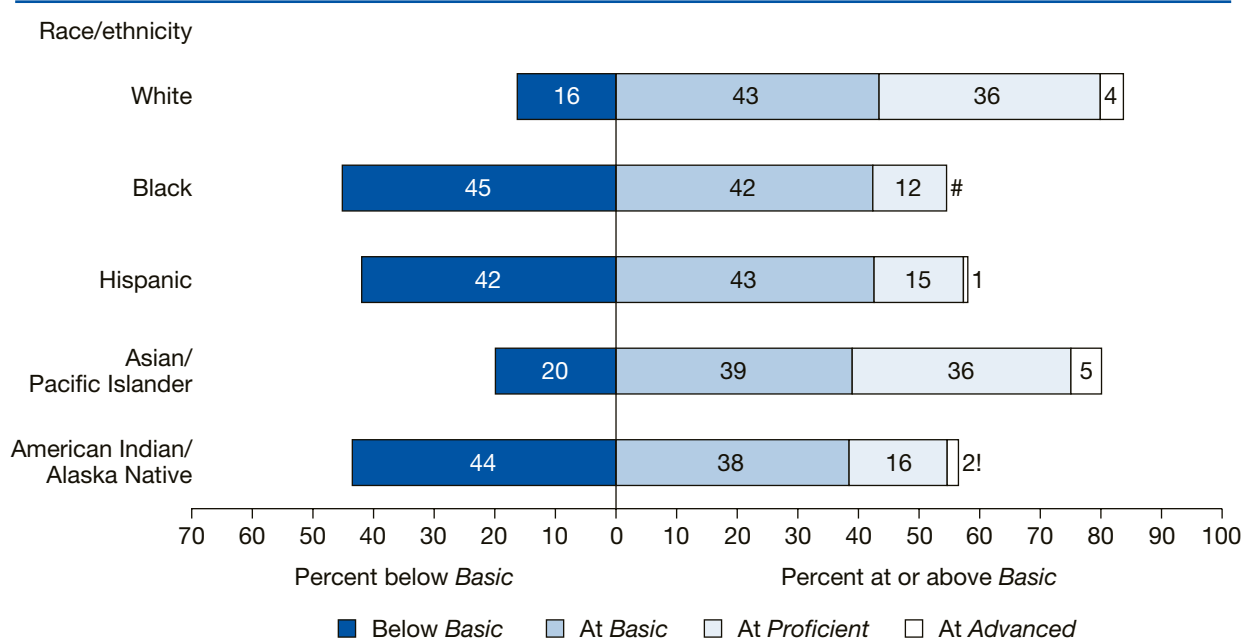
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 and 2007 Reading Assessment, NAEP Data Explorer.

Figure 11.1a. Percentage distribution of 4th-grade students at National Assessment of Educational Progress (NAEP) reading achievement levels, by race/ethnicity: 2007



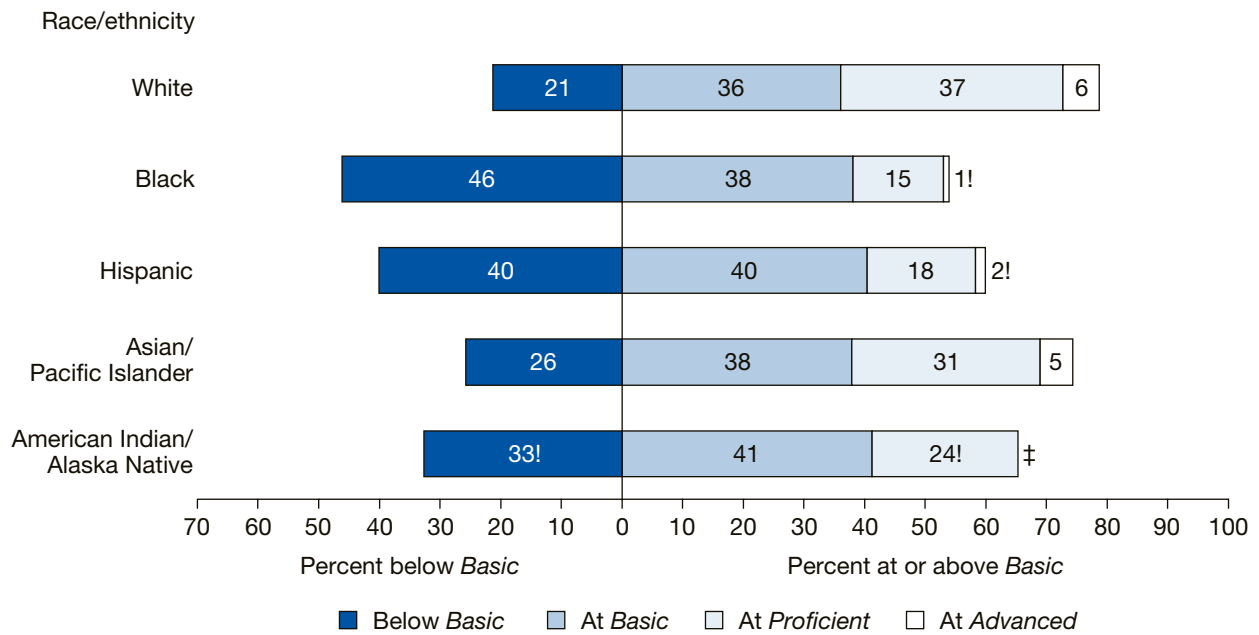
NOTE: Achievement levels are performance standards showing what students should know and be able to do. *Basic* denotes partial mastery of knowledge and skills that are fundamental for proficient work at a given grade. (*Below Basic*, therefore, denotes less than this level of achievement.) *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. *Advanced* signifies superior performance. NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic ethnicity. 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), 2007 Reading Assessment, NAEP Data Explorer.

Figure 11.1b. Percentage distribution of 8th-grade students at National Assessment of Educational Progress (NAEP) reading achievement levels, by race/ethnicity: 2007



Rounds to zero.
! Interpret data with caution.
NOTE: Achievement levels are performance standards showing what students should know and be able to do. *Basic* denotes partial mastery of knowledge and skills that are fundamental for proficient work at a given grade. (*Below Basic*, therefore, denotes less than this level of achievement.) *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. *Advanced* signifies superior performance. NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic ethnicity. 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), 2007 Reading Assessment, NAEP Data Explorer.

Figure 11.1c. Percentage distribution of 12th-grade students at National Assessment of Educational Progress (NAEP) reading achievement levels, by race/ethnicity: 2005



! Interpret data with caution.

± Reporting standards not met.

NOTE: Achievement levels are performance standards showing what students should know and be able to do. *Basic* denotes partial mastery of knowledge and skills that are fundamental for proficient work at a given grade. (Below *Basic*, therefore, denotes less than this level of achievement.) *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. *Advanced* signifies superior performance. NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic ethnicity. The NAEP assessment was not administered to grade 12 in 2007. Detail may not sum to totals because of rounding.

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

11.2. Mathematics Achievement

The NAEP mathematics assessment measures students' abilities in five content areas: number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and algebra and functions. In 2009, about 39 percent of 4th-graders scored at or above the *Proficient* level. Asians/Pacific Islanders (60 percent) had the highest percentage of 4th-graders scoring at or above *Proficient*, followed by White students (51 percent). Both of these groups had higher percentages of students scoring at this level than did Hispanics (22 percent) and American Indian/Alaska Natives (21 percent) students. Blacks had the lowest

percentage of 4th-grade students scoring at or above the *Proficient* level (16 percent) of all groups.

The percentage of 8th-graders scoring at or above *Proficient* followed a similar pattern: in 2009, approximately 54 percent of Asian/Pacific Islander students scored at or above *Proficient*, higher than the percentages for White (44 percent), American Indian/Alaska Native (18 percent), Hispanic (17 percent), and Black (12 percent) 8th-graders. In 2005, at the 12th-grade level, a higher percentage of Asian/Pacific Islander students (36 percent) scored at or above *Proficient* than did White (29 percent), Hispanic (8 percent), Black (6 percent), and American Indian/Alaska Native (6 percent) students.

Table 11.2. Percentage distribution of students at National Assessment of Educational Progress (NAEP) mathematics achievement levels, by race/ethnicity and grade: 2005 and 2009

Grade, year, and achievement level	Total ¹	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
4th grade, 2009						
Below <i>Basic</i>	18	9	36	29	8	34
At <i>Basic</i>	43	40	48	49	31	45
At or above <i>Proficient</i>	39	51	16	22	60	21
At <i>Advanced</i>	6	8	1	1	17	2
8th grade, 2009						
Below <i>Basic</i>	27	17	50	43	15	44
At <i>Basic</i>	39	40	37	40	31	38
At or above <i>Proficient</i>	34	44	12	17	54	18
At <i>Advanced</i>	8	11	1	2	20	3
12th grade, 2005						
Below <i>Basic</i>	39	30	70	60	27	58
At <i>Basic</i>	38	41	25	32	37	36
At or above <i>Proficient</i>	23	29	6	8	36	6!
At <i>Advanced</i>	2	3	#	#	6	1!

Rounds to zero.

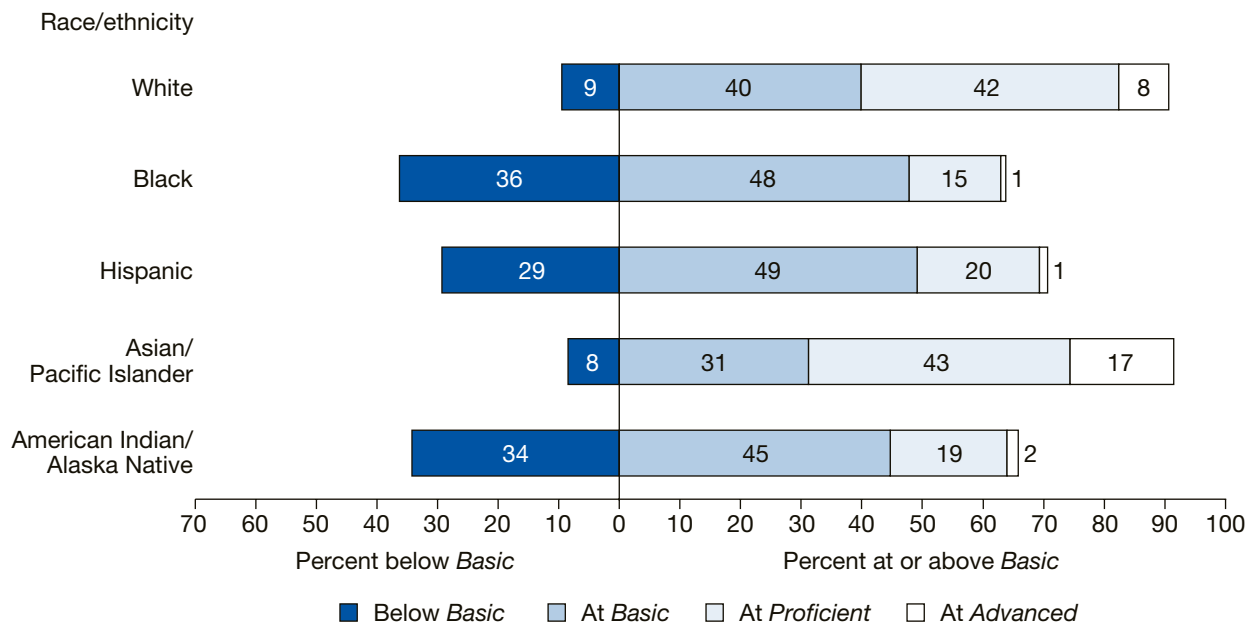
! Interpret data with caution.

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

NOTE: Achievement levels are performance standards showing what students should know and be able to do. *Basic* denotes partial mastery of knowledge and skills that are fundamental for proficient work at a given grade. (Below *Basic*, therefore, denotes less than this level of achievement.) *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. *Advanced* signifies superior performance. NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic ethnicity. The NAEP assessment was not administered to grade 12 in 2007. Detail may not sum to totals because of rounding.

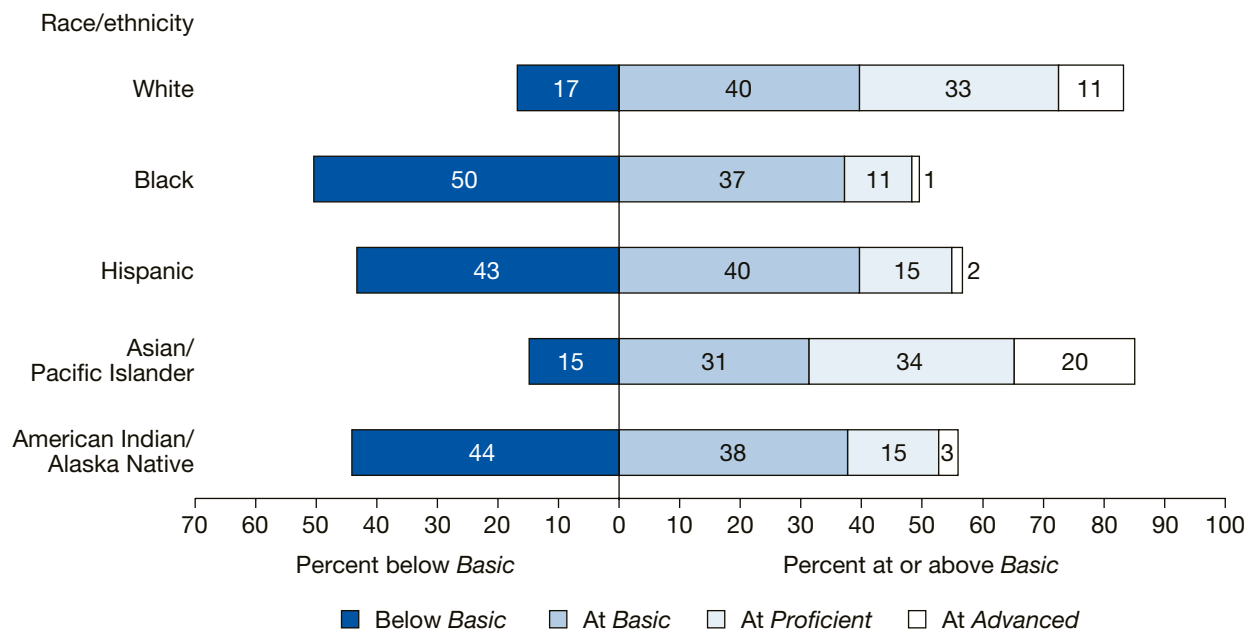
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 and 2009 Mathematics Assessment, NAEP Data Explorer.

Figure 11.2a. Percentage distribution of 4th-grade students at National Assessment of Educational Progress (NAEP) mathematics achievement levels, by race/ethnicity: 2009

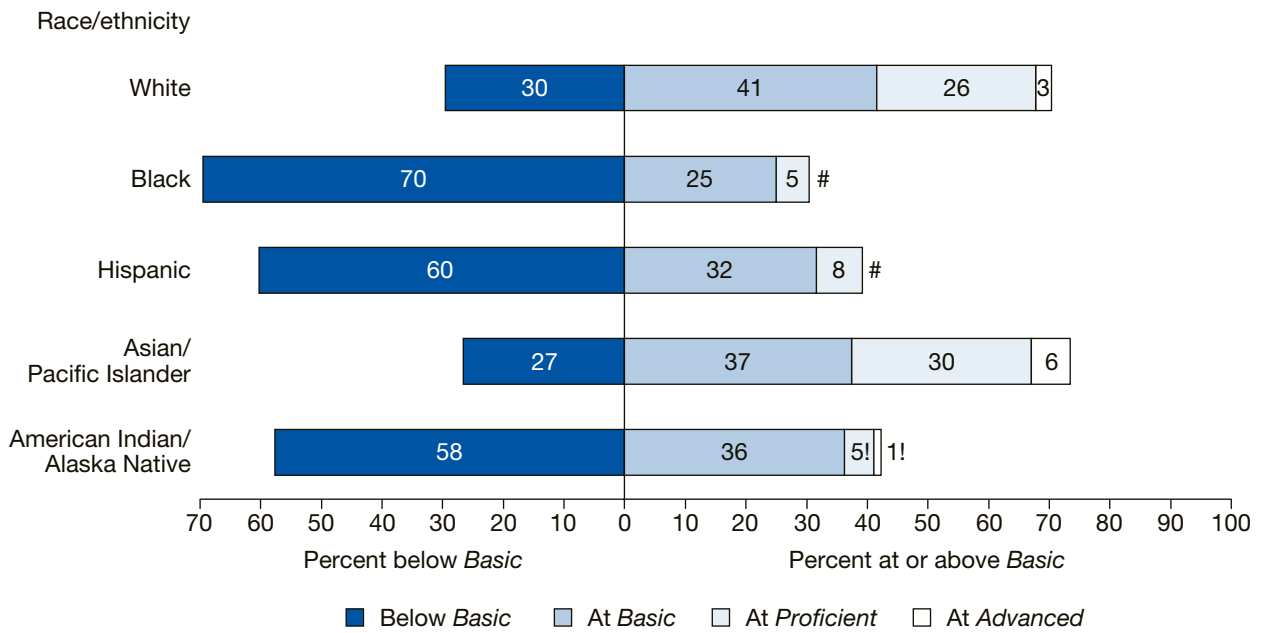


NOTE: Achievement levels are performance standards showing what students should know and be able to do. *Basic* denotes partial mastery of knowledge and skills that are fundamental for proficient work at a given grade. (*Below Basic*, therefore, denotes less than this level of achievement.) *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. *Advanced* signifies superior performance. NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic ethnicity. 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), 2009 Mathematics Assessment, NAEP Data Explorer.

Figure 11.2b. Percentage distribution of 8th-grade students at National Assessment of Educational Progress (NAEP) mathematics achievement levels, by race/ethnicity: 2009



NOTE: Achievement levels are performance standards showing what students should know and be able to do. *Basic* denotes partial mastery of knowledge and skills that are fundamental for proficient work at a given grade. (*Below Basic*, therefore, denotes less than this level of achievement.) *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. *Advanced* signifies superior performance. NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic ethnicity. 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), 2009 Mathematics Assessment, NAEP Data Explorer.

Figure 11.2c. Percentage distribution of 12th-grade students at National Assessment of Educational Progress (NAEP) mathematics achievement levels, by race/ethnicity: 2005

Rounds to zero.

! Interpret data with caution.

NOTE: Achievement levels are performance standards showing what students should know and be able to do. *Basic* denotes partial mastery of knowledge and skills that are fundamental for proficient work at a given grade. (*Below Basic*, therefore, denotes less than this level of achievement.) *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. *Advanced* signifies superior performance. NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic ethnicity. The NAEP assessment was not administered to grade 12 in 2007. 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.

This page intentionally left blank.



12. International Comparisons

The Trends in International Mathematics and Science Study (TIMSS) began in 1995 and has been administered four times since by the International Association for the Evaluation of Educational Achievement (IEA). In 2007, thirty-six jurisdictions participated at the 4th-grade level and 48 participated at the 8th-grade level. These assessments measure how well students have acquired knowledge and skills taught in school, as they are designed to align with the curricula of participating jurisdictions.

This indicator compares the 2007 average mathematics and science scores of 4th- and 8th-grade students in the United States with the overall TIMSS average and the scores of the other participating jurisdictions. In all grades and subjects, the U.S. average score exceeded the TIMSS average of 500.

At the 4th-grade level in mathematics, the U.S. average score was 529. Of U.S. students, Asian students scored the highest at 582, compared with White students who scored 550, students of two or more races who scored 534, Hispanic students who scored 504, and Black students who scored 482, on average.

At the 8th-grade level in mathematics, the U.S. average score was 508, with scores ranging from 457 for Black students to 549 for Asian students. Asian and White students scored higher than the TIMSS average of 500, while Black and Hispanic students scored lower. The average score for students of two or more races (506) was not measurably different than the TIMSS average.

The U.S. average score on the 4th-grade science assessment was 539, with Asian students scoring 573, White students scoring 567, students of two or more races scoring 550, Hispanic students scoring 502, and Black students scoring 488.

The U.S. average score in 8th-grade science was 520; scores ranged from 455 for Black students to 551 for White students. White students, Asian students, and students of two or more races scored higher than the TIMSS average, while Black and Hispanic students scored lower.

Table 12a. Average scores among 4th- and 8th-graders in the United States on the Trends in International Mathematics and Science Study (TIMSS), by race/ethnicity: 2007

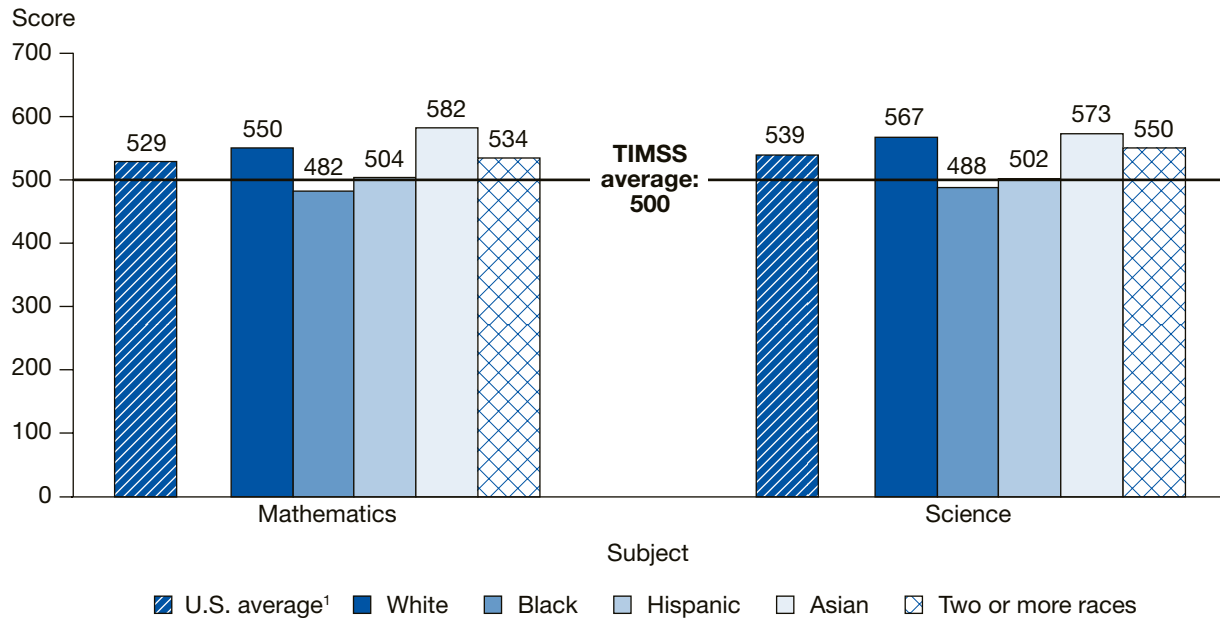
Mathematics		Science	
Grade and race/ethnicity	Average score	Grade and race/ethnicity	Average score
4th grade		4th grade	
TIMSS scale average	500	TIMSS scale average	500
United States¹	529	United States¹	539
White	550	White	567
Black	482	Black	488
Hispanic	504	Hispanic	502
Asian	582	Asian	573
Two or more races	534	Two or more races	550
8th grade		8th grade	
TIMSS scale average	500	TIMSS scale average	500
United States¹	508	United States¹	520
White	533	White	551
Black	457	Black	455
Hispanic	475	Hispanic	480
Asian	549	Asian	543
Two or more races	506	Two or more races	522

¹ Includes other races/ethnicities not separately shown.

NOTE: Scores are reported on a scale of 0 to 1,000. Race categories exclude persons of Hispanic ethnicity.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Figure 12a. Average scores among 4th-graders in the United States on the Trends in International Mathematics and Science Study (TIMSS), by subject and race/ethnicity: 2007

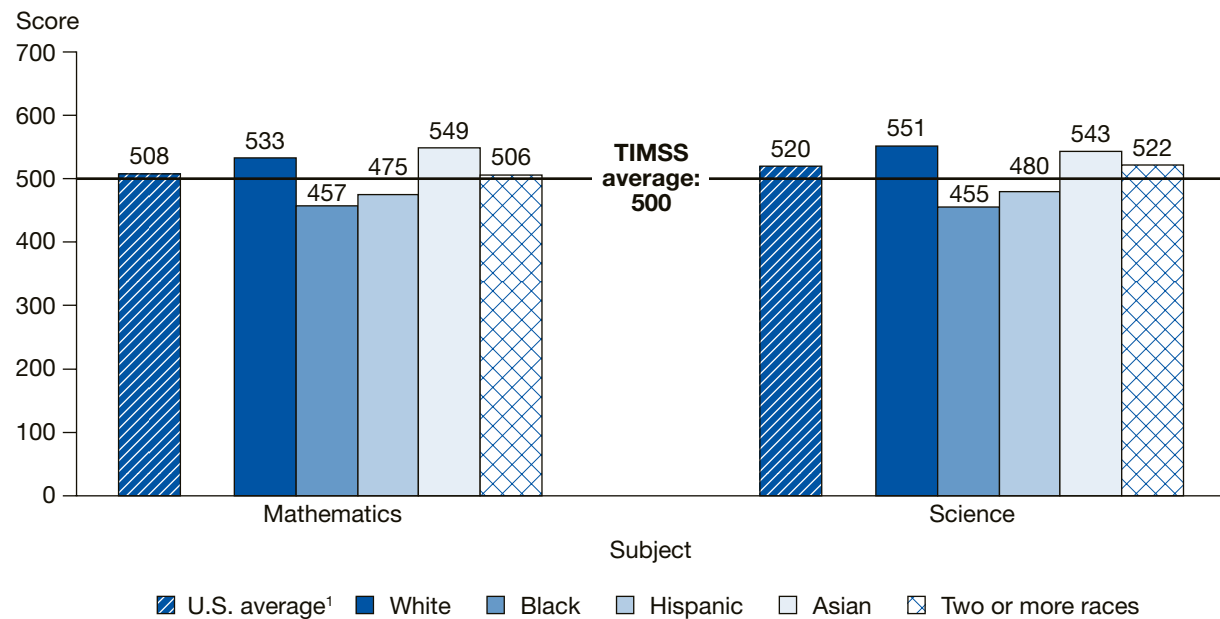


¹ Includes other races/ethnicities not separately shown.

NOTE: Scores are reported on a scale of 0 to 1,000. Race categories exclude persons of Hispanic ethnicity.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Figure 12b. Average scores among 8th-graders in the United States on the Trends in International Mathematics and Science Study (TIMSS), by subject and race/ethnicity: 2007



¹ Includes other races/ethnicities not separately shown.

NOTE: Scores are reported on a scale of 0 to 1,000. Race categories exclude persons of Hispanic ethnicity.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Table 12b. Average scores among 4th-graders on the Trends in International Mathematics and Science Study (TIMSS), by participating country and race/ethnicity in the United States: 2007

Mathematics		Science	
Country and race/ethnicity	Average score	Country and race/ethnicity	Average score
TIMSS scale average	500	TIMSS scale average	500
United States^{1,2,3}	529	United States^{1,2,3}	539
White	550	White	567
Black	482	Black	488
Hispanic	504	Hispanic	502
Asian	582	Asian	573
Two or more races	534	Two or more races	550
Countries whose scores were higher than the U.S. score		Countries whose scores were higher than the U.S. score	
Hong Kong SAR ⁴	607	Singapore	587
Singapore	599	Chinese Taipei	557
Chinese Taipei	576	Hong Kong SAR ⁴	554
Japan	568	Japan	548
Kazakhstan ⁵	549	Countries whose scores were not measurably different from the U.S. score	
Russian Federation	544	Russian Federation	546
England	541	Latvia ⁵	542
Latvia ⁵	537	England	542
Countries whose scores were not measurably different from the U.S. score		Hungary	536
Netherlands ⁶	535	Italy	535
Lithuania ⁵	530	Kazakhstan ⁵	533
Germany	525	Countries whose scores were lower than the U.S. score	
Denmark ¹	523	Germany	528
Countries whose scores were lower than the U.S. score		Australia	527
Australia	516	Slovak Republic	526
Hungary	510	Austria	526
Italy	507	Sweden	525
Austria	505	Netherlands ⁶	523
Sweden	503	Slovenia	518
Slovenia	502	Denmark ¹	517
Armenia	500	Czech Republic	515
Slovak Republic	496	Lithuania ⁵	514
Scotland ¹	494	New Zealand	504
New Zealand	492	Scotland ¹	500
Czech Republic	486	Armenia	484
Norway	473	Norway	477
Ukraine	469	Ukraine	474
Georgia ⁵	438	Iran, Islamic Republic of	436
Iran, Islamic Republic of	402	Georgia ⁵	418
Algeria	378	Colombia	400
Colombia	355	El Salvador	390
Morocco	341	Algeria	354
El Salvador	330	Kuwait ⁷	348
Tunisia	327	Tunisia	318
Kuwait ⁷	316	Morocco	297
Qatar	296	Qatar	294
Yemen	224	Yemen	197

¹ Met guidelines for sample participation rates only after substitute schools were included.

² National Defined Population covers 90 percent to 95 percent of National Target Population.

³ Includes other races/ethnicities not separately shown.

⁴ Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

⁵ National Target Population does not include all of the International Target Population defined by TIMSS.

⁶ Nearly satisfied guidelines for sample participation rates only after substitute schools were included.

⁷ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: Scores are reported on a scale of 0 to 1,000. The tests for significance take into account the standard error for the reported difference. Thus, a small difference between the United States and one country may be significant while a larger difference between the United States and another country may not be significant. For more information on the international requirements for sampling, data collection, and participation rates, see *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context*, Appendix A (Gonzales et al. 2008) for information.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

This page intentionally left blank.



Table 12c. Average scores among 8th-graders on the Trends in International Mathematics and Science Study (TIMSS), by participating country and race/ethnicity in the United States: 2007

Mathematics		Science	
Country and race/ethnicity	Average score	Country and race/ethnicity	Average score
TIMSS scale average	500	TIMSS scale average	500
United States^{1,2,3}	508	United States^{1,2,3}	520
White	533	White	551
Black	457	Black	455
Hispanic	475	Hispanic	480
Asian	549	Asian	543
Two or more races	506	Two or more races	522
Countries whose scores were higher than the U.S. score		Countries whose scores were higher than the U.S. score	
Chinese Taipei	598	Singapore	567
Korea, Republic of	597	Chinese Taipei	561
Singapore	593	Japan	554
Hong Kong SAR ^{1,4}	572	Korea, Republic of	553
Japan	570	England ¹	542
Countries whose scores were not measurably different from the U.S. score		Countries whose scores were not measurably different from the U.S. score	
Hungary	517	Hungary	539
England ¹	513	Czech Republic	539
Russian Federation	512	Slovenia	538
Lithuania ⁵	506	Russian Federation	530
Czech Republic	504	Countries whose scores were not measurably different from the U.S. score	
		Hong Kong SAR ^{1,4}	530
		Lithuania ⁵	519
		Australia	515

See notes at end of table.

Table 12c. Average scores among 8th-graders on the Trends in International Mathematics and Science Study (TIMSS), by participating country and race/ethnicity in the United States: 2007—Continued

Mathematics		Science	
Country and race/ethnicity	Average score	Country and race/ethnicity	Average score
Countries whose scores were lower than the U.S. score		Countries whose scores were lower than the U.S. score	
Slovenia	501	Sweden	511
Armenia	499	Scotland ¹	496
Australia	496	Italy	495
Sweden	491	Armenia	488
Malta	488	Norway	487
Scotland ¹	487	Ukraine	485
Serbia ^{2,5}	486	Jordan	482
Italy	480	Malaysia	471
Malaysia	474	Thailand	471
Norway	469	Serbia ^{2,5}	470
Cyprus	465	Bulgaria ⁶	470
Bulgaria	464	Israel ⁶	468
Israel ⁶	463	Bahrain	467
Ukraine	462	Bosnia and Herzegovina	466
Romania	461	Romania	462
Bosnia and Herzegovina	456	Iran, Islamic Republic of	459
Lebanon	449	Malta	457
Thailand	441	Turkey	454
Turkey	432	Syrian Arab Republic	452
Jordan	427	Cyprus	452
Tunisia	420	Tunisia	445
Georgia ⁵	410	Indonesia	427
Iran, Islamic Republic of	403	Oman	423
Bahrain	398	Georgia ⁵	421
Indonesia	397	Kuwait ⁷	418
Syrian Arab Republic	395	Colombia	417
Egypt	391	Lebanon	414
Algeria	387	Egypt	408
Colombia	380	Algeria	408
Oman	372	Palestinian National Authority	404
Palestinian National Authority	367	Saudi Arabia	403
Botswana	364	El Salvador	387
Kuwait ⁷	354	Botswana	355
El Salvador	340	Qatar	319
Saudi Arabia	329	Ghana	303
Ghana	309		
Qatar	307		

¹ Met guidelines for sample participation rates only after substitute schools were included.

² National Defined Population covers 90 percent to 95 percent of National Target Population.

³ Includes other races/ethnicities not separately shown.

⁴ Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

⁵ National Target Population does not include all of the International Target Population defined by TIMSS.

⁶ National Defined Population covers less than 90 percent of National Target Population (but at least 77 percent).

⁷ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: Scores are reported on a scale of 0 to 1,000. The tests for significance take into account the standard error for the reported difference. Thus, a small difference between the United States and one country may be significant while a larger difference between the United States and another country may not be significant. For more information on the international requirements for sampling, data collection, and participation rates, see *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context*, Appendix A (Gonzales et al. 2008) for information.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

13. Mathematics and Science Course-taking in High School

This indicator examines the percentage of high school students who completed selected mathematics and science courses using data from high school graduates' transcripts from 1998, 2000, and 2005. These data only report the percentage of students who earned credit in each course while in high school (grades 9–12) and do not count those students who took these courses prior to entering high school.

13.1. Mathematics Course-taking

Compared with 1998 high school graduates, a higher percentage of 2005 graduates had completed geometry, algebra II, statistics, precalculus, and calculus while in high school. For all racial/ethnic groups, a higher percentage of graduates had completed a geometry course in 2005 than in 1998, including Blacks, Hispanics, and American Indians/Alaska Natives: these groups had increases ranging from 12 to 18 percentage points. A similar pattern was found for the completion of algebra II—a higher percentage of White, Black, Hispanic, and American Indian/Alaska Native students had completed algebra II in 2005 than in 1998, and these increases ranged from 7 to 21 percentage points. Partly due to high standard errors, there was no measurable difference between the 1998 and 2005 percentages of Asian/Pacific Islander graduates who had completed algebra II. Furthermore, the gap between the percentage of

White students and Black students who had taken algebra II decreased from 9 percentage points in 1998 to 2 percentage points in 2005. Similarly, the gap between the percentage of White students and Hispanic students who had taken algebra II decreased from 16 to 9 percentage points between 1998 and 2005.

A higher percentage of White and Asian/Pacific Islander graduates had completed a calculus course in 2005 than in 1998. During this period, the percentage of White students who had completed a calculus course increased by 3 percentage points, while the percentage of Asian/Pacific Islander students increased by 11 percentage points.

Among 2005 high school graduates, a lower percentage of Hispanic students had completed courses in geometry, algebra II, and statistics than had White, Black, or Asian/Pacific Islander students. A higher percentage of Asian/Pacific Islander graduates than graduates of other racial/ethnic groups had completed precalculus and calculus courses. For example, 30 percent of Asian/Pacific Islander graduates had completed a calculus course in high school, compared with 15 percent of White, 6 percent each of Black and Hispanic, and 8 percent of American Indian/Alaska Native graduates.

Table 13a. Percentage of high school graduates who completed selected mathematics courses in high school, by race/ethnicity: 1998, 2000, and 2005

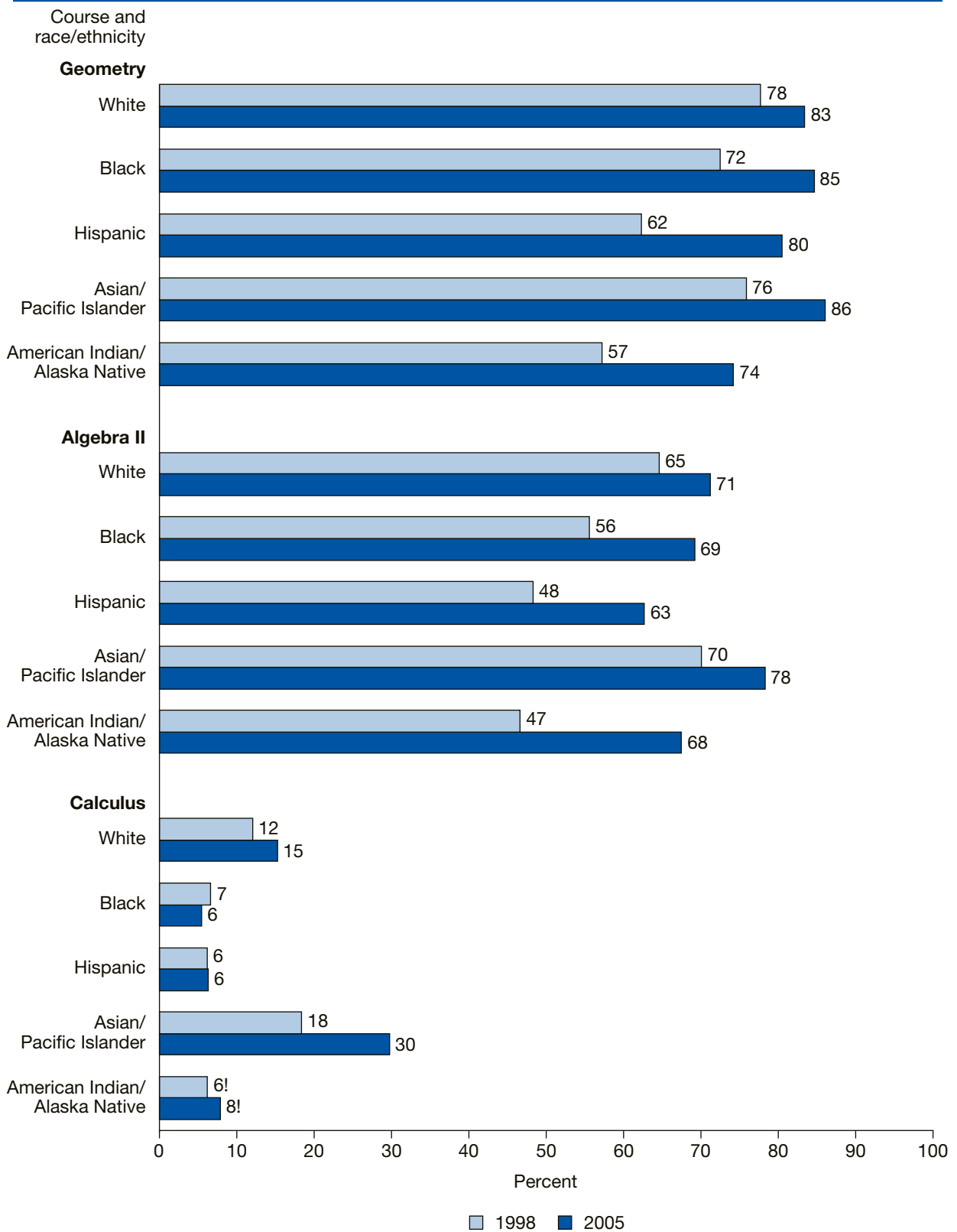
Year and race/ethnicity	Geometry	Algebra II	Trigonometry	Statistics	Precalculus	Calculus
1998						
Total	75.1	61.7	8.9	3.7	23.1	11.0
White	77.7	64.6	10.0	4.3	25.0	12.1
Black	72.5	55.6	4.8	2.1	13.8	6.6
Hispanic	62.3	48.3	5.6	1.7	15.3	6.2
Asian/Pacific Islander	75.9	70.1	11.7	3.8	41.3	18.4
American Indian/Alaska Native	57.2	46.6	5.5	3.7!	16.4	6.2!
2000						
Total	78.3	67.8	7.5	5.7	26.7	11.6
White	79.2	68.9	8.5	6.1	28.2	12.5
Black	77.9	64.8	4.1	3.8!	16.2	4.7
Hispanic	72.8	59.8	2.9	2.3	19.3	5.6
Asian/Pacific Islander	80.6	80.4	14.5!	11.5	48.8	30.8
American Indian/Alaska Native	65.0	60.3	4.3!	2.1!	12.6	2.4!
2005						
Total	83.3	70.3	8.3	7.7	29.5	13.6
White	83.4	71.2	9.6	8.5	32.0	15.3
Black	84.7	69.2	3.9	5.8	17.9	5.5
Hispanic	80.5	62.7	4.8	3.4	20.5	6.3
Asian/Pacific Islander	86.1	78.3	9.4	13.0	48.8	29.8
American Indian/Alaska Native	74.2	67.5	10.4!	2.8!	15.9	7.9!

! Interpret data with caution.

NOTE: These data only report the percentage of students who earned credit for each course while in high school and do not count those students who took these courses before entering high school. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Transcript Study (HSTS), 1998, 2000, and 2005.

Figure 13a. Percentage of high school graduates who completed selected mathematics courses, by race/ethnicity: 1998 and 2005



! Interpret data with caution.

NOTE: These data only report the percentage of students who earned credit for each course while in high school and do not count those students who took these courses before entering high school. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Transcript Study (HSTS), 1998 and 2005.

13.2. Science Coursetaking

A higher percentage of 2005 high school graduates than 1998 graduates completed chemistry and/or physics while in high school. Higher percentages of 2005 graduates who were White, Black, Hispanic, and Asian/Pacific Islander had completed a chemistry course than had 1998 graduates from those racial/ethnic groups. In addition, a higher percentage of White graduates had completed physics in 2005 than in 1998. The percentage of 2005 graduates who had completed both a biology and a chemistry course was higher than the percentage of 1998 graduates who had completed both courses, and this held true for White, Black, Hispanic, and Asian/Pacific Islander graduates. The percentage of 2005 graduates who had completed courses in all three subjects—biology, chemistry, and physics—did not differ measurably from 1998.

In 2005, a higher percentage of Asian/Pacific Islander graduates had completed a chemistry course than had White, Black, Hispanic, and American Indian/Alaska Native graduates. This pattern was also true for physics. Asian/Pacific Islander students had the highest percentages of graduates who completed courses in both biology and chemistry (75 percent) and who completed courses in biology, chemistry, and physics (43 percent). There was a 29 percentage point difference between Asians/Pacific Islanders who took biology, chemistry, and physics and American Indians/Alaska Natives who did so, a 24 percentage point difference between Asians/Pacific Islanders and Hispanics who did so, a 22 point difference between Asians/Pacific Islanders and Blacks who did so, and a 14 percentage point difference between Asians/Pacific Islanders and Whites who did so.

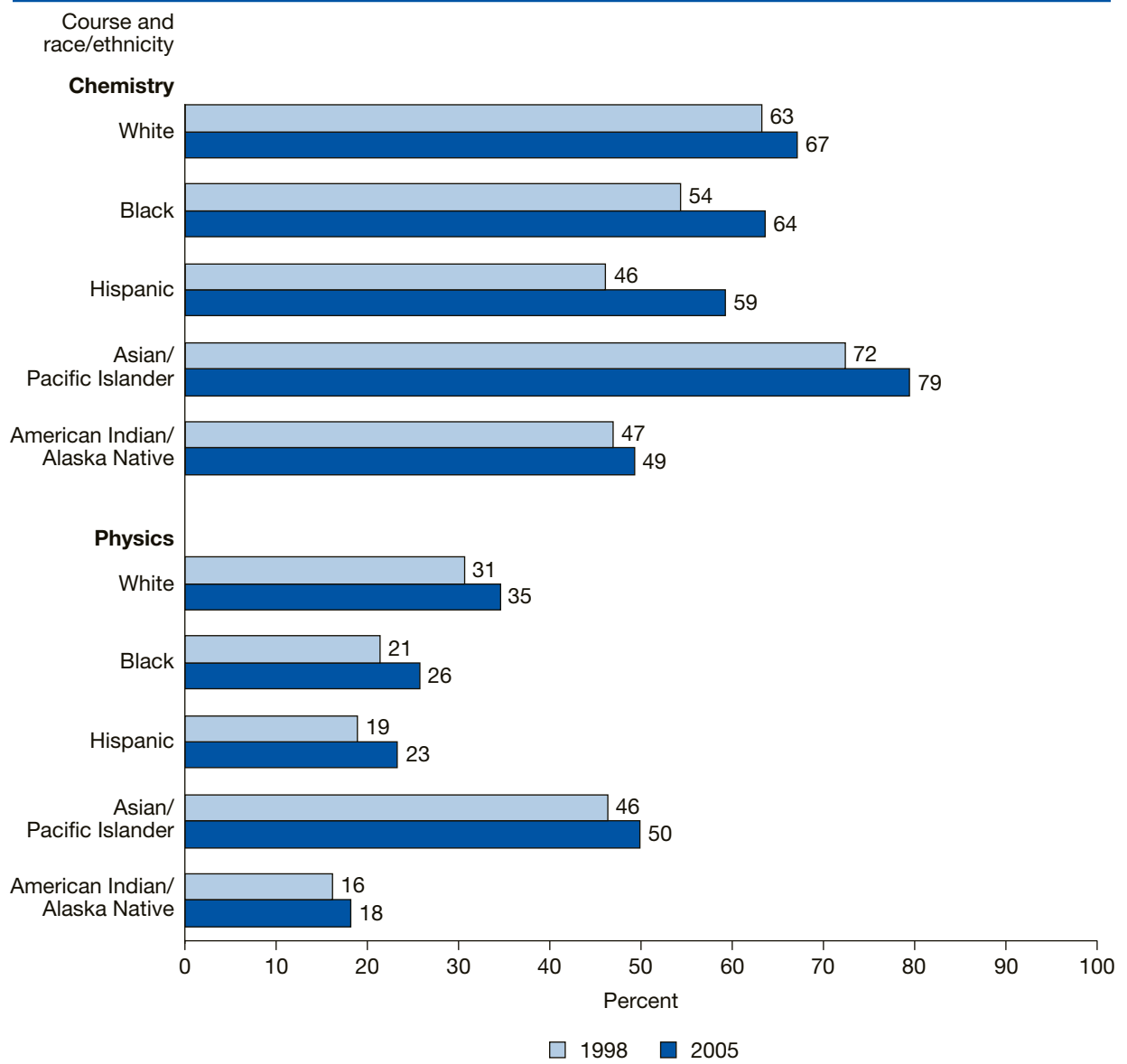
Table 13b. Percentage of high school graduates who completed selected science courses in high school, by race/ethnicity: 1998, 2000, and 2005

Year and race/ethnicity	Biology	Chemistry	Physics	Biology and chemistry	Biology, chemistry, and physics
1998					
Total	92.7	60.4	28.8	59.0	25.4
White	93.7	63.2	30.7	62.0	27.6
Black	92.8	54.3	21.4	53.0	17.4
Hispanic	86.5	46.1	18.9	43.7	15.9
Asian/Pacific Islander	92.9	72.4	46.4	69.5	40.2
American Indian/Alaska Native	91.3	46.9	16.2	43.2	14.2
2000					
Total	91.2	62.0	31.4	59.4	25.1
White	91.8	63.0	32.4	60.3	25.7
Black	92.3	59.9	25.2	58.0	20.1
Hispanic	89.7	52.4	23.2	50.4	17.6
Asian/Pacific Islander	88.3	75.4	54.0	71.1	47.2
American Indian/Alaska Native	88.4	43.6	17.5	39.4	11.9
2005					
Total	92.3	66.2	32.7	64.3	27.3
White	92.6	67.1	34.6	65.3	29.0
Black	93.6	63.6	25.8	62.0	21.3
Hispanic	89.1	59.2	23.3	57.2	18.9
Asian/Pacific Islander	92.1	79.4	49.9	75.5	42.8
American Indian/Alaska Native	92.1	49.3	18.2	48.0	14.1

NOTE: These data only report the percentage of students who earned credit for each course while in high school and do not count those students who took these courses before entering high school. Race categories exclude persons of Hispanic ethnicity.

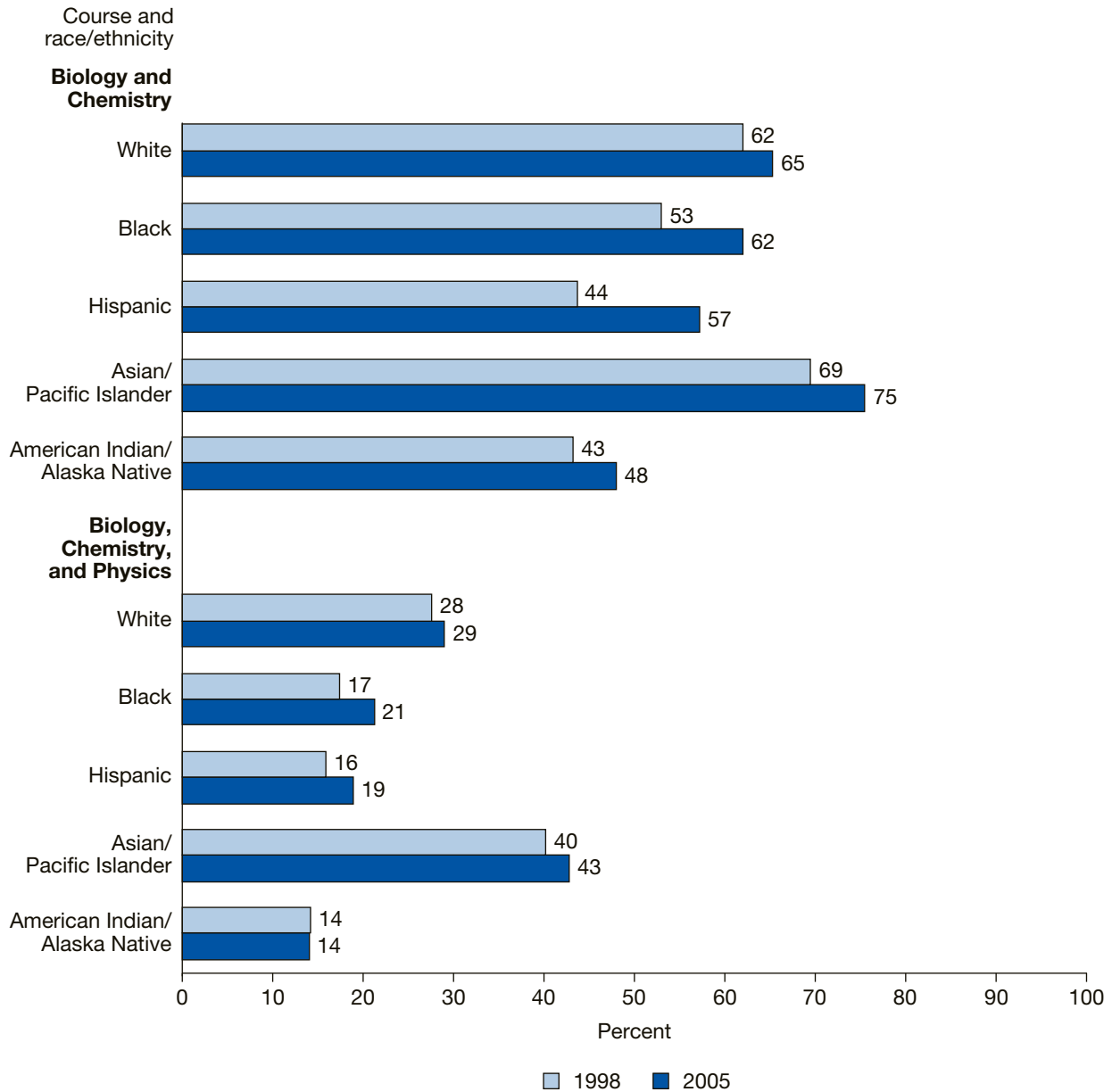
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Transcript Study (HSTS), 1998, 2000, and 2005.

Figure 13b. Percentage of high school graduates who completed selected science courses, by race/ethnicity: 1998 and 2005



See notes at end of figure.

Figure 13b. Percentage of high school graduates who completed selected science courses, by race/ethnicity: 1998 and 2005 – Continued



NOTE: These data only report the percentage of students who earned credit for each course while in high school and do not count those students who took these courses before entering high school. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Transcript Study (HSTS), 1998 and 2005.

14. Advanced Placement (AP) Courses

In 2008, a total of 12,323 U.S. public high schools offered Advanced Placement (AP) courses to their graduating classes (The College Board 2008). Students who take AP courses in high school are eligible to take AP exams and may earn college credit for scores above a minimum threshold. Currently, 37 AP exams are offered, and a school that offers the AP program offers 10 different AP courses, on average. Students who complete AP courses may be better prepared for college than their peers and could potentially complete their college degrees in a shorter time period.

In 2008, over 1.5 million students in the United States took at least one AP exam, a number that has more than doubled since 10 years ago. While the number of students taking an AP exam increased for all racial and ethnic groups, the largest relative increase in AP exam taking was among Black students. Just over 31,000 Black students participated in 1999, while more than 108,500 Black students participated in 2008. In addition, Hispanic student participation in AP exam taking has more than tripled over the same time period, increasing from 62,900 students to 209,700 students.

Table 14a. Number and percent change in the number of students taking Advanced Placement (AP) examinations, by race/ethnicity: 1999–2008

Year	Total ¹	White	Black	Hispanic	Asian	American Indian/Alaska Native
1999	685,981	445,880	31,023	62,853	75,875	3,136
2000	747,922	504,600	36,158	74,852	85,756	3,584
2001	820,880	549,065	40,078	86,018	92,762	3,472
2002	913,251	607,816	45,271	98,495	102,653	3,896
2003	998,329	660,225	51,160	114,246	111,704	4,530
2004	1,081,102	702,489	57,001	130,042	121,038	4,974
2005	1,197,439	762,548	67,702	148,960	135,815	5,654
2006	1,312,523	816,301	79,171	166,197	147,381	6,449
2007	1,432,169	890,169	92,574	188,323	162,505	7,084
2008	1,546,020	949,986	108,545	209,721	177,198	7,750
Percent change 1999 to 2008	125.4	113.1	249.9	233.7	133.5	147.1

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

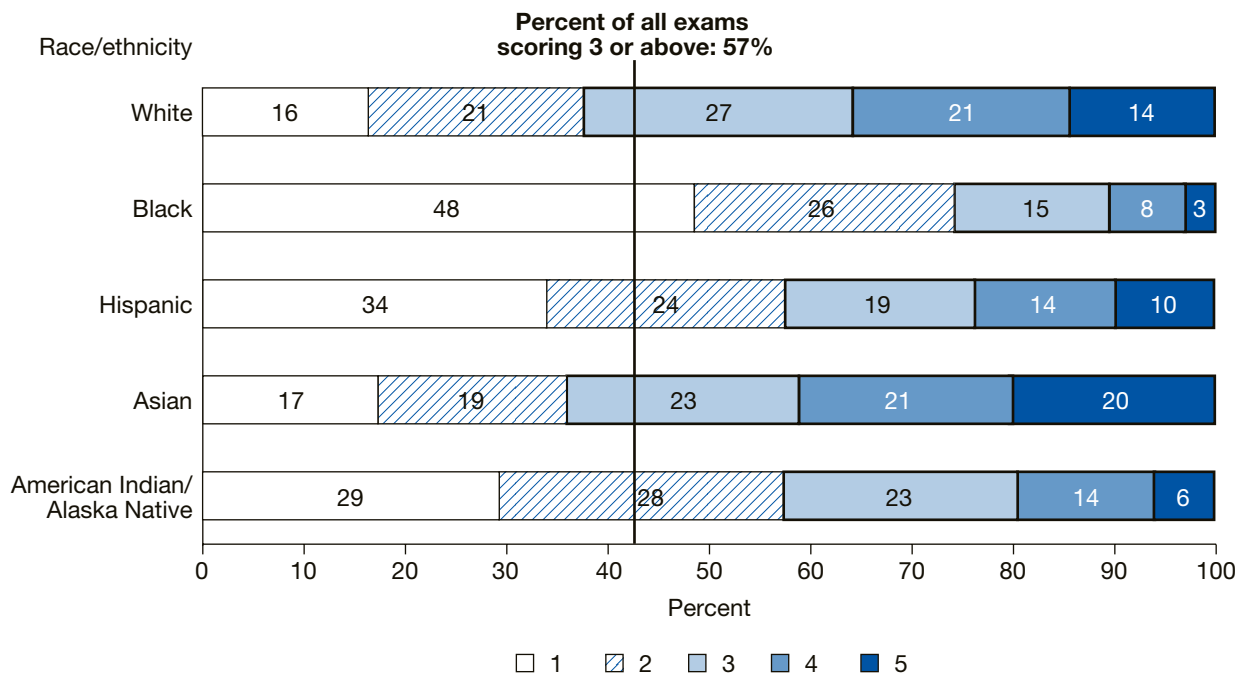
NOTE: Data reported are for all students who completed an Advanced Placement exam. The College Board collects racial/ethnic information based on the following categories: American Indian/Alaskan, Asian/Asian American, Black/Afro-American, Latino (Chicano/Mexican, Puerto Rican, Other Latino), White, and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

SOURCE: The College Board, Advanced Placement Program, *National Summary Report*, 1999–2008.

AP examinations are scored on a scale from 1 to 5, with a 5 being the highest. The College Board considers a student to have been “successful” on an exam if he or she receives a 3 or higher. In 2008, the average score across all exams was a 2.83, with 57 percent of all test scores being a 3 or higher. The

highest mean score was attained by Asian students (3.08), followed by White (2.96), Hispanic (2.42), American Indian/Alaska Native (2.39), and Black students (1.91). Some 26 percent of Black students received a score of 3 or higher, compared with 64 percent of Asian students.

Figure 14. Percentage distribution of grades on all Advanced Placement (AP) exams, by race/ethnicity: 2008



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

SOURCE: The College Board, Advanced Placement Program, *National Summary Report*, 2008.

The most common AP exams taken each year are calculus AB, English literature and composition, and U.S. history. The average score on the calculus AB exam was 3.01 and ranged from a low of 2.00 for Black students to a high of 3.23 for Asian students. For the English literature and composition exam, the average score was 2.84. White students scored

the highest on this exam (3.03), followed by Asian students (2.94). The average score on the U.S. history exam was 2.57. On this exam, Asian students scored the highest (2.81), followed by White (2.73), American Indian/Alaska Native (2.19), Hispanic (1.93), and Black students (1.77).

Table 14b. Mean grade and percentage distribution of grades on Advanced Placement (AP) exams, by subject and race/ethnicity: 2008

Subject and race/ethnicity	Mean grade	Grade				
		5	4	3	2	1
All exams, total¹	2.83	13.9	19.3	24.2	21.5	21.1
White	2.96	14.4	21.4	26.5	21.2	16.4
Black	1.91	3.1	7.5	15.2	25.6	48.5
Hispanic	2.42	9.8	13.9	18.8	23.6	33.9
Asian/Asian American	3.08	20.3	20.9	22.9	18.6	17.3
American Indian/Alaska Native	2.39	6.0	13.6	23.1	28.2	29.2
Calculus AB, total¹	3.01	21.6	21.1	17.9	15.3	24.0
White	3.14	23.1	22.8	18.9	15.4	19.8
Black	2.00	6.5	10.8	13.1	15.2	54.4
Hispanic	2.28	9.9	13.9	14.9	16.6	44.7
Asian/Asian American	3.23	27.1	21.8	17.3	14.3	19.5
American Indian/Alaska Native	2.51	11.4	17.0	18.1	18.1	35.3
English literature and composition, total¹	2.84	6.5	19.8	33.9	30.7	9.1
White	3.03	7.6	23.4	37.7	27.0	4.3
Black	1.99	1.0	5.4	17.9	43.4	32.4
Hispanic	2.27	2.1	8.9	24.6	42.8	21.6
Asian/Asian American	2.94	8.2	21.3	33.8	29.8	6.9
American Indian/Alaska Native	2.44	2.6	11.0	29.6	41.7	15.0
U.S. history, total¹	2.57	8.5	18.2	21.4	25.5	26.5
White	2.73	9.5	20.3	23.6	26.5	20.1
Black	1.77	2.1	7.0	12.3	22.6	56.0
Hispanic	1.93	3.1	9.0	14.5	24.7	48.8
Asian/Asian American	2.81	12.3	21.6	22.1	22.8	21.2
American Indian/Alaska Native	2.19	3.3	13.4	18.2	29.4	35.7

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

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

SOURCE: The College Board, Advanced Placement Program, *National Summary Report*, 2008.

Snapshot of Hispanic Subgroups: Advanced Placement

In 2008, Hispanic students in the United States took about 338,700 AP exams. The most common exam taken by Hispanic students, Spanish language, had the highest average scores for each Hispanic subgroup—3.69 for both Mexican American students and Other Hispanic students, and 3.27 for Puerto Rican students. In addition to the 57,200 Spanish language exams they completed, students of Hispanic ethnicity also completed about 40,300 exams in English language and composition and approximately 39,400 exams in U.S. history in 2008.¹⁸ Puerto Rican students had the highest average score of the Hispanic subgroups on four of the five most commonly taken AP exams—biology, calculus AB, English language and composition, and U.S. history.

Table 14c. Number of exams taken and mean grade on Advanced Placement (AP) exams, by Hispanic subgroup and subject: 2008

Subject	Mexican American		Puerto Rican		Other Hispanic	
	Exams taken	Mean grade	Exams taken	Mean grade	Exams taken	Mean grade
Total¹	161,410	2.38	20,260	2.39	157,064	2.47
Biology	6,116	1.73	1,040	2.06	6,472	1.99
Calculus AB	9,980	2.13	1,168	2.55	8,682	2.41
Calculus BC	1,604	2.76	205	3.43	1,909	3.18
Chemistry	3,359	1.75	520	2.22	3,422	2.11
English language and composition	19,915	2.13	2,278	2.47	18,097	2.27
English literature and composition	16,346	2.20	2,552	2.39	16,437	2.33
Human geography	1,376	2.03	590	1.80	2,726	2.17
Psychology	4,346	2.36	1,065	2.52	6,932	2.59
Spanish language	30,981	3.69	1,897	3.27	24,280	3.69
Spanish literature	6,780	2.66	199	2.59	5,039	2.78
U.S. history	19,569	1.85	2,526	2.12	17,277	1.98
World history	7,835	1.86	1,172	2.11	7,913	2.02

¹ Totals include other subjects not separately shown.

NOTE: Data reported are for all students who completed an Advanced Placement exam. The College Board collects racial/ethnic information based on the following categories: American Indian/Alaskan, Asian/Asian American, Black/Afro-American, Latino (Chicano/Mexican, Puerto Rican, Other Latino), White, and Other.

SOURCE: The College Board, Advanced Placement Program, *National Summary Report*, 2008.

¹⁸ English language and composition and U.S. history exams represented approximately 12 percent each of the exams taken by Hispanic students. In comparison, 12 percent of all AP exams taken in 2008 were English language and composition and 11 percent were U.S. history.

15. College Entrance Exams

Many colleges and universities in the United States require students to submit standardized assessment scores from either the SAT or ACT as part of their applications (Snyder, Dillow, and Hoffman 2009, table 326). Of the class that graduated from high school in 2008, 1.5 million students took the SAT and 1.4 million students took the ACT (SAT 2008 and ACT 2008). While overall more students are taking these examinations, differences remain across racial/ethnic groups in both SAT and ACT results. Compared with previous years, in 2008, White students represented a lower percentage of SAT test-takers (60 percent) and ACT test-takers (68 percent).

15.1. SAT Results

The population of SAT test-takers is becoming more diverse. Over the last decade, Black students have consistently represented 11–12 percent of high school graduates who took the SAT. Hispanic students, however, represented 13 percent of total test-takers in 2008, up from 9 percent in 1998. The percentage of Asian/Pacific Islander test-takers also increased, from 9 percent in 1998 to 11 percent in 2008.

Table 15.1a. Percentage distribution of the 12th-grade SAT test-taking population, by race/ethnicity: 1998–2008

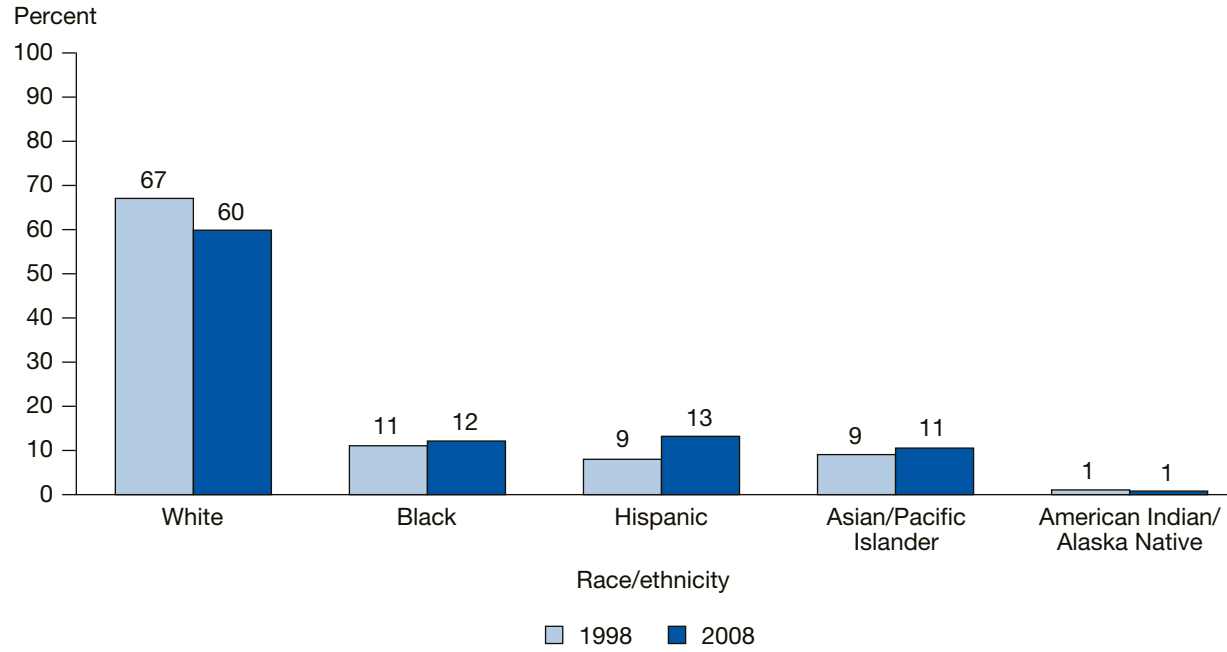
Race/ethnicity	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Total¹	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	67.1	66.8	66.4	65.5	65.0	63.8	62.7	62.3	62.1	60.8	59.8
Black	10.9	11.1	11.1	11.2	11.4	12.0	12.0	11.6	11.3	12.0	12.1
Hispanic	8.6	8.8	9.1	9.4	9.7	10.2	10.7	10.9	11.4	12.0	13.2
Asian/Pacific Islander	9.0	8.9	9.0	9.5	9.6	9.6	9.8	10.2	10.4	10.0	10.5
American Indian/Alaska Native	1.0	0.8	0.7	0.7	0.7	0.7	0.7	0.7	0.7	1.0	0.7

¹ Total includes other races/ethnicities not separately shown; therefore, detail may not sum to 100.

NOTE: Test-takers were asked to self-identify a single racial/ethnic group. The categories “Mexican American,” “Puerto Rican,” and “Other Hispanic/Latino” are combined into the category “Hispanic” for this table. Race categories exclude persons of Hispanic ethnicity.

SOURCE: The College Board, *College Bound Seniors*, 1998–2008.

Figure 15.1a. Percentage distribution of the 12th-grade SAT test-taking population, by race/ethnicity: 1998 and 2008



NOTE: Test-takers were asked to self-identify a single racial/ethnic group. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: The College Board, *College Bound Seniors*, 1998 and 2008.

The SAT includes a critical reading section and a mathematics section, each scored on a scale ranging from 200 to 800 points.^{19,20} In 2008, the overall average score on the critical reading section was 502, with White students having the highest average of any racial/ethnic group (528). Asian/Pacific Islander students had the second highest average critical reading score (513), followed by American Indian/Alaska Native (485), Puerto Rican (456), Other Hispanic/Latino (455), Mexican American (454), and Black students (430).

The overall average score on the critical reading section has declined over the last decade from 505 to 502, yet many of the racial/ethnic groups have not followed the pattern. White, Mexican American, Puerto Rican, Asian/Pacific Islander, and American Indian/Alaska Native students each had higher average critical reading scores in 2008 than in 1998. Black students' average critical reading score declined from 434 in

1998 to 430 in 2008, and Other Hispanic/Latino students' average score declined from 461 to 455 during this time period.

Although the critical reading and mathematics sections have the same score range, in general, average scores were higher on the mathematics section. The overall average score on the mathematics section was 515 in 2008. Asian/Pacific Islander students had the highest mathematics average in 2008 (581), which was higher than the averages of White (537), American Indian/Alaska Native (491), Mexican American (463), Other Hispanic/Latino (461), Puerto Rican (453), and Black (426) students. Although Asian/Pacific Islander and White students improved their mathematics scores from 2006 to 2008 (by 3 points and 1 point, respectively), the performance of all other racial/ethnic groups shown declined by 1 to 3 points.

Table 15.1b. Average SAT scores for the 12th-grade SAT test-taking population, by race/ethnicity and subject: Selected years, 1998–2008

Subject and year	Total ¹	White	Black	Mexican American	Puerto Rican	Other Hispanic/Latino	Asian/Pacific Islander	American Indian/Alaska Native
Critical Reading								
1998	505	526	434	453	452	461	498	480
2000	505	528	434	453	456	461	499	482
2002	504	527	430	446	455	458	501	479
2004	508	528	430	451	457	461	507	483
2006	503	527	434	454	459	458	510	487
2008	502	528	430	454	456	455	513	485
Mathematics								
1998	512	528	426	460	447	466	562	483
2000	514	530	426	460	451	467	565	481
2002	516	533	427	457	451	464	569	483
2004	518	531	427	458	452	465	577	488
2006	518	536	429	465	456	463	578	494
2008	515	537	426	463	453	461	581	491
Writing								
2006	497	519	428	452	448	450	512	474
2007	494	518	425	450	447	450	513	473
2008	494	518	424	447	445	448	516	470

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

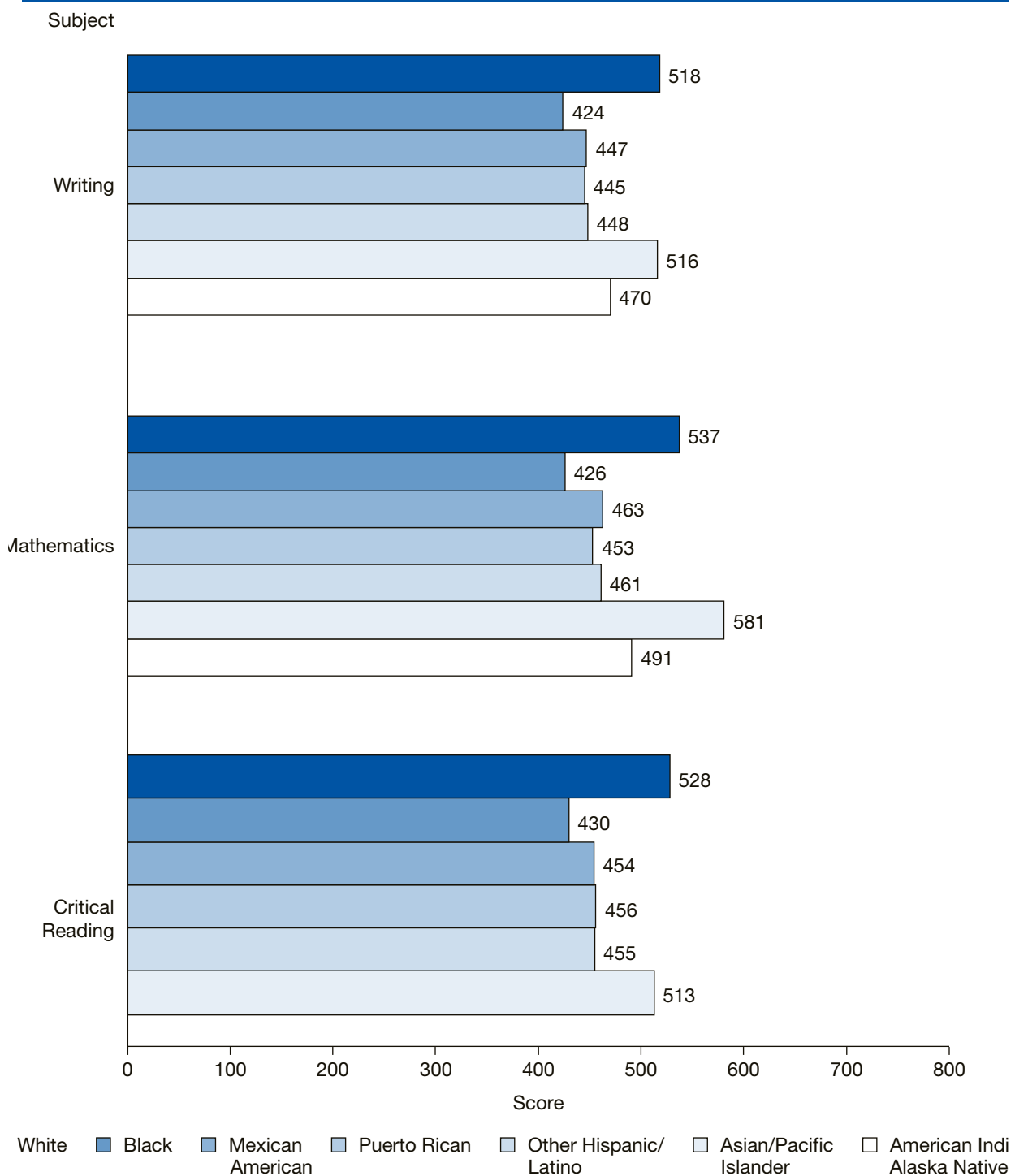
NOTE: Data are for seniors who took the SAT any time during high school (through March of their senior year). If a student took a test more than once, the most recent score was used. The SAT was formerly known as the Scholastic Assessment Test and the Scholastic Aptitude Test. Possible scores on each part of the SAT range from 200 to 800. The critical reading section was formerly known as the verbal section. The writing section was introduced in March 2005; however, the first aggregate data on the writing section was reported in 2006. Test-takers were asked to self-identify a single racial/ethnic group. Race categories exclude persons of Hispanic ethnicity.

SOURCE: The College Board, *College Bound Seniors*, selected years, 1998–2008.

¹⁹ The critical reading section of the exam includes sentence completions, passage-based reading, and analogies that measure extended reasoning, literal comprehension, and vocabulary in context. The mathematics section of the exam includes multiple-choice items, student-produced responses, and quantitative comparisons.

²⁰ In 2006, the SAT introduced a new writing section, but results are not discussed in this indicator.

Figure 15.1b. Average SAT scores for the 12th-grade SAT test-taking population, by subject and race/ethnicity: 2008



NOTE: Data are for seniors who took the SAT any time during their high school years through March of their senior year. If a student took a test more than once, the most recent score was used. The SAT was formerly known as the Scholastic Assessment Test and the Scholastic Aptitude Test. Possible scores on each part of the SAT range from 200 to 800. The critical reading section was formerly known as the verbal section. Test-takers were asked to self-identify a single racial/ethnic group. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: The College Board, *College Bound Seniors*, 2008.

15.2. ACT Results

The ACT consists of four sections: English, mathematics, reading, and science. Scores for each section range from 0 to 36. The ACT calculates composite scores for each section that indicate a minimal readiness for college (Allen and Scoring 2005).

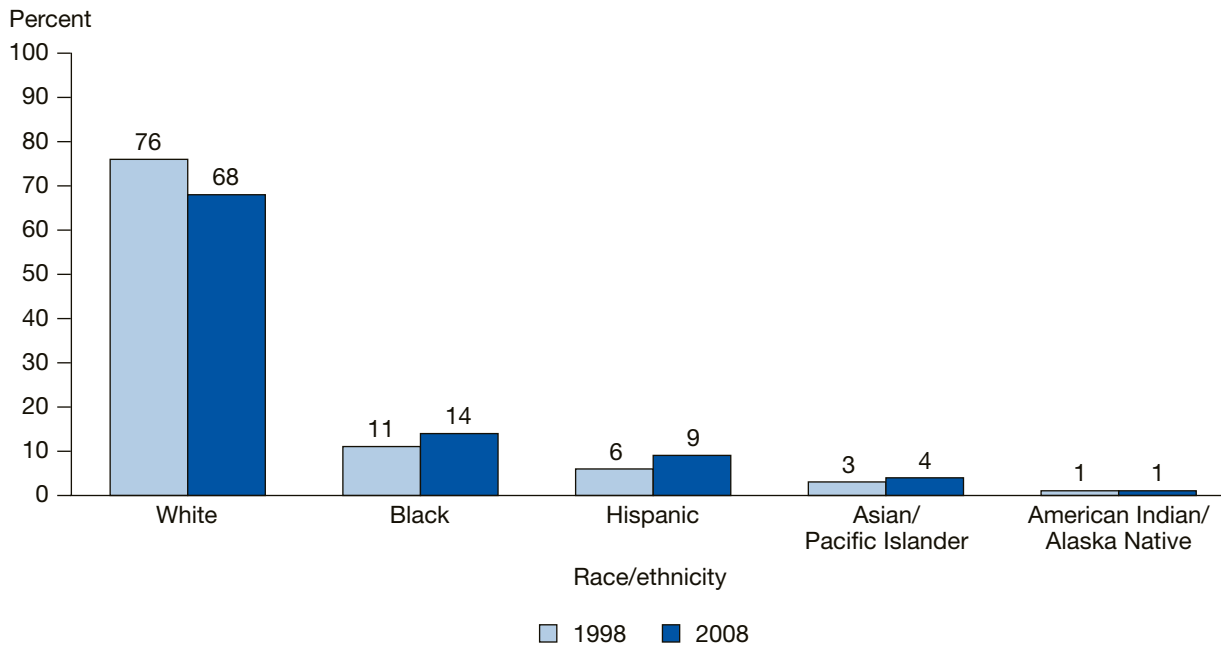
Similar to the SAT, the race/ethnicity mix of ACT test-takers has changed over the past decade. Black students represented 14 percent of the test-takers in 2008, up from 11 percent in 1998. Similarly, the percent of test-takers that were Hispanic increased from 6 percent in 1998 to 9 percent in 2008.

Table 15.2a. Percentage distribution of ACT test-taking population, by race/ethnicity: 1998–2008

Race/ethnicity	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Total¹	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	76.1	76.1	75.6	75.2	74.2	73.3	72.4	71.2	69.9	68.8	68.3
Black	10.8	10.8	11.0	11.1	11.5	11.8	12.1	12.7	12.8	13.5	13.6
Hispanic	5.6	5.5	5.7	5.9	6.4	6.9	7.2	7.6	7.9	8.2	8.7
Asian/Pacific Islander	3.3	3.5	3.5	3.6	3.5	3.6	3.6	3.6	3.7	3.7	3.9
American Indian/Alaska Native	1.2	1.1	1.1	1.1	1.1	1.1	1.1	1.2	1.3	1.2	1.1

¹ Includes other race/ethnicity categories not separately shown; therefore, detail may not sum to 100.
 NOTE: Estimates are based on all students who took the ACT assessment during their sophomore, junior, or senior year, and who graduated from high school in the spring of the respective year shown. Test-takers were asked to self-identify a single racial/ethnic group. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: American College Testing Program, *ACT National Scores Report*, 1998–2008.

Figure 15.2a. Percentage distribution of ACT test-taking population, by race/ethnicity: 1998 and 2008



NOTE: Estimates are based on all students who took the ACT assessment during their sophomore, junior, or senior year, and who graduated from high school in the spring of the respective year shown. If a student tested more than once, only his/her most recent test record was used. Test-takers were asked to self-identify a single racial/ethnic group. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: American College Testing Program, *ACT National Scores Report*, 1998 and 2008.

ACT English scores have fluctuated over time. In English, the overall average score decreased from 20.4 in 1998 to 20.2 in 2002 and then increased to 20.6 in 2008. The racial/ethnic groups whose scores in 2008 were not higher than their scores in 1998 were Black students (16.4 in 1998 and 16.1 in 2008) and American Indian/Alaska Native students (18.1 in both years).

ACT mathematics scores also decreased between 1998 and 2002 and then increased between 2002 and 2008 for each race/ethnicity group. The largest overall gain made during this time period was for Asian/Pacific Islander students. Their average score was 0.7 points higher in 2008 than it was in 1998 (24.1 and 23.4, respectively).

Table 15.2b. Average ACT scores in English and mathematics, by race/ethnicity: Selected years, 1998–2008

Year	Total ¹	White	Black	Hispanic	Mexican American	Puerto Rican/Other Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
English								
1998	20.4	21.2	16.4	—	17.5	18.7	20.5	18.1
2000	20.5	21.3	16.4	—	17.6	18.7	20.5	18.0
2002	20.2	21.2	16.2	—	17.1	17.9	20.5	17.6
2004	20.4	21.4	16.3	—	17.3	17.9	21.0	17.8
2006	20.6	21.7	16.3	—	17.4	18.1	21.5	17.8
2008	20.6	21.7	16.1	17.7	—	—	22.1	18.1
Mathematics								
1998	20.8	21.4	16.9	—	18.6	19.7	23.4	18.6
2000	20.7	21.3	16.8	—	18.7	19.5	23.2	18.5
2002	20.6	21.3	16.7	—	18.4	18.9	22.9	18.4
2004	20.7	21.4	16.9	—	18.5	18.9	23.0	18.6
2006	20.8	21.6	17.0	—	18.7	19.1	23.4	18.6
2008	21.0	21.8	17.0	19.0	—	—	24.1	18.8

— Not available.

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

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

SOURCE: American College Testing Program, *ACT National Scores Reports*, selected years, 1998–2008.

The ACT benchmarking scores provide insight as to the college preparedness of high school seniors who took the ACT. For each subject area, benchmarking scores reflect the average score associated with a 50 percent likelihood of obtaining a “B,” or a 75 percent likelihood of obtaining a “C” in a corresponding college course. In 2008, about 22 percent of the ACT test-takers met the college readiness benchmark in all four subjects. About one-third of Asian/Pacific Islander test-takers met all four benchmarks, compared to 3 percent of Black test-takers.

The highest college readiness rate was in English and the lowest was in science (68 percent vs. 28 percent). In all four subjects, Black test-takers had the lowest readiness rates. White test-takers had the highest readiness rates in English and reading (77 percent and 61 percent, respectively), while Asians/Pacific Islanders had the highest readiness rates in mathematics and science (63 percent and 38 percent, respectively).

Table 15.2c. Percentage of ACT test-taking population meeting college readiness benchmark scores, by race/ethnicity: 2008

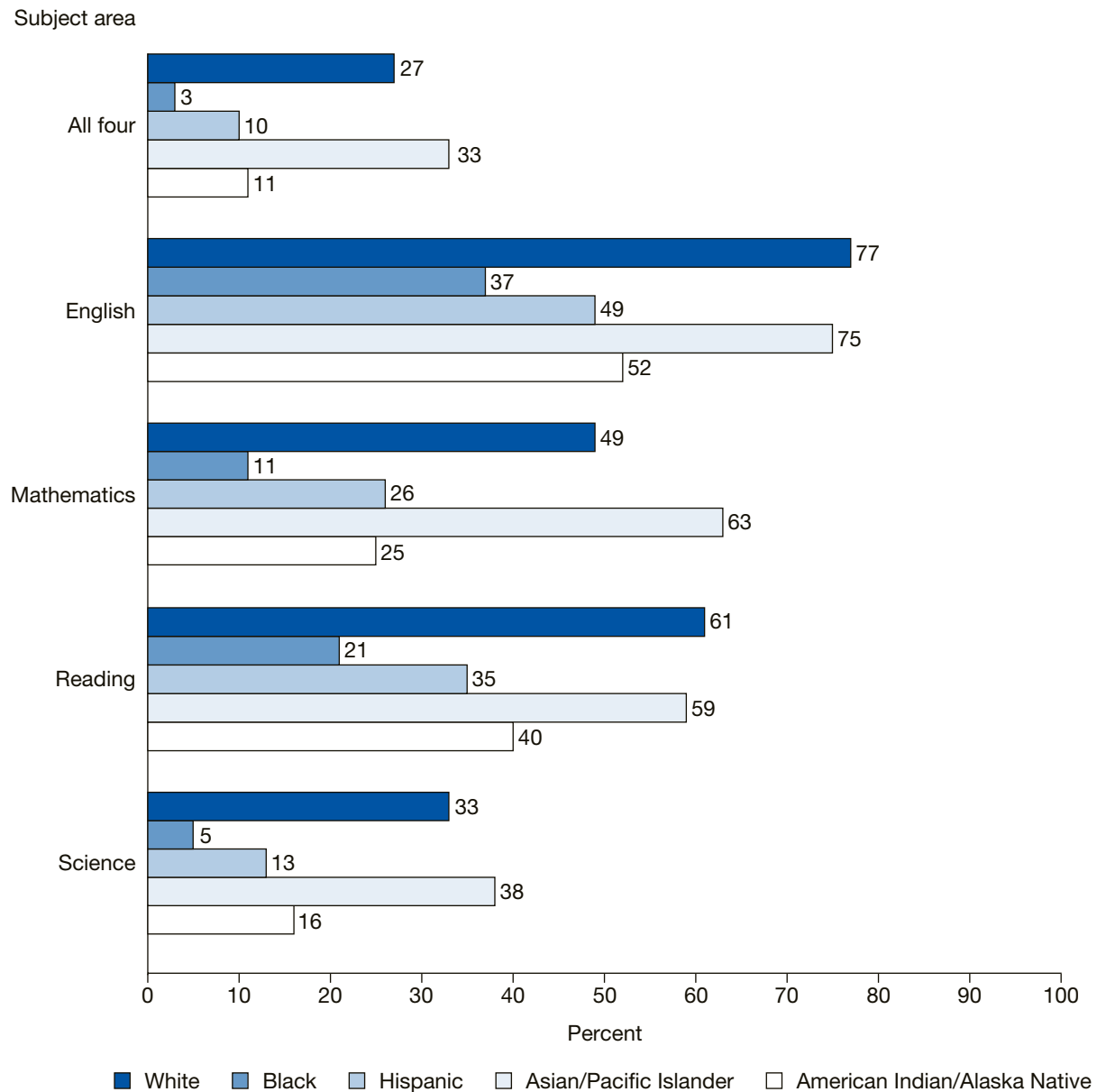
Race/ethnicity	All four	English (benchmark score: 18)	Mathematics (benchmark score: 22)	Reading (benchmark score: 21)	Science (benchmark score: 24)
Total¹	22	68	43	53	28
White	27	77	49	61	33
Black	3	37	11	21	5
Hispanic	10	49	26	35	13
Asian/Pacific Islander	33	75	63	59	38
American Indian/Alaska Native	11	52	25	40	16

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

NOTE: College readiness benchmark scores are based on the actual performance of college students and are the minimum ACT subject-area scores associated with a 50 percent chance of earning at least a B or a 75 percent chance of earning at least a C in corresponding college classes. English scores predict performance in English composition, mathematics scores predict performance in algebra, reading scores predict performance in social sciences, and science scores predict performance in biology. Estimates are based on all students who took the ACT assessment during their sophomore, junior, or senior year, and who graduated from high school in the spring of 2008. Test-takers were asked to self-identify a single racial/ethnic group. Race categories exclude persons of Hispanic ethnicity.

SOURCE: American College Testing Program, *ACT National Scores Report*, 2008.

Figure 15.2b. Percentage of ACT test-taking population meeting college readiness benchmark scores, by race/ethnicity, 2008



NOTE: College readiness benchmark scores are based on the actual performance of college students and are the minimum ACT subject-area scores associated with a 50 percent chance of earning at least a B or a 75 percent chance of earning at least a C in corresponding college classes. English scores predict performance in English composition, mathematics scores predict performance in algebra, reading scores predict performance in social sciences, and science scores predict performance in biology. Estimates are based on all students who took the ACT assessment during their sophomore, junior, or senior year, and who graduated from high school in the spring of 2008. Test-takers were asked to self-identify a single racial/ethnic group. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: American College Testing Program, *ACT National Scores Report*, 2008.

This page intentionally left blank.

4 PERSISTENCE

Chapter 4 looks at three measures of student persistence in school. *Indicator 16* examines student absences from school. Among eighth-graders in 2009, Asians/Pacific Islanders had the highest percentage of students who had no absences in the month prior to the survey, while American Indians/Alaska Natives had the highest percentage of students who had missed 3 or more days. Generally, a higher percentage of students who had not missed school scored at or above the *Basic* achievement level on the NAEP mathematics assessment than students who had been absent.

Indicator 17 examines rates of retention, suspension, and expulsion. In 2007, a higher percentage of Black students than students of any other race/ethnicity in grades 6 through 12 had been suspended from school at some point in their school career. Additionally, a higher percentage of Black students than White, Hispanic, or Asian students in kindergarten through grade 12 had been retained in a grade. Overall rates of retention, suspension, and expulsion were higher for males than females.

Indicator 18 discusses high school status dropout rates and graduation rates. Between 1997 and 2007, the percentage of 16- to 24-year-olds who were high school status dropouts, meaning they were not enrolled in school and had not earned a high school credential (either a diploma or equivalency credential, such as a General Education Development [GED] certificate), decreased from 11 percent to 9 percent. In 2007, Hispanics had a higher percentage of status dropouts (21 percent) than did Blacks, Whites, and Asians/Pacific Islanders, and Blacks and American Indians/Alaska Natives had higher percentages than did Whites and Asians/Pacific Islanders (*indicator 18.1*). For each year between 1997 and 2007, males had a higher status dropout rate than females. This indicator also examines the averaged freshman graduation rate (AFGR), which is an estimate of the percentage of a freshman class that receives a regular high school diploma within 4 years of entering high school. Of the students that entered high school in the 2002–03 school year, some 74 percent graduated within 4 years (*indicator 18.2*). The AFGR was higher for White and Asian/Pacific Islander students than for Black, Hispanic, and American Indian/Alaska Native students.

16. Absences

Children who are frequently absent from school may experience academic difficulties and are less likely to complete school if no intervention takes place (DeSocio et al. 2007). Examining school absences by racial/ethnic group may reveal racial/ethnic differences in the percentages of students who are at risk academically.

In 2009, about 63 percent of Asian/Pacific Islander 8th-grade students reported zero absences from school in the preceding month, while 35 percent of American Indian/Alaska Native 8th-grade students reported no absences. Asians/Pacific Islanders had the lowest percentage of students who had missed 3 or more days of school (11 percent), while American Indians/Alaska Natives had the highest (28 percent). Higher percentages of Black (23 percent) and Hispanic students (22 percent) had missed 3

or more days than was the case for White students (19 percent).

Examining students’ school attendance and their scores on the National Assessment of Educational Progress (NAEP) mathematics assessment sheds light on the link between absences and achievement (see *indicator 11.2* for more information on the NAEP mathematics assessment). Students with fewer absences were more likely to score at or above *Basic* on the NAEP mathematics assessment. For 8th-graders overall, 78 percent of students who had no absences in the past month scored at or above *Basic*, whereas 74 percent of those with one or two absences and 60 percent of those with three or more absences scored at or above *Basic*. This pattern held true for most racial/ethnic groups.²¹

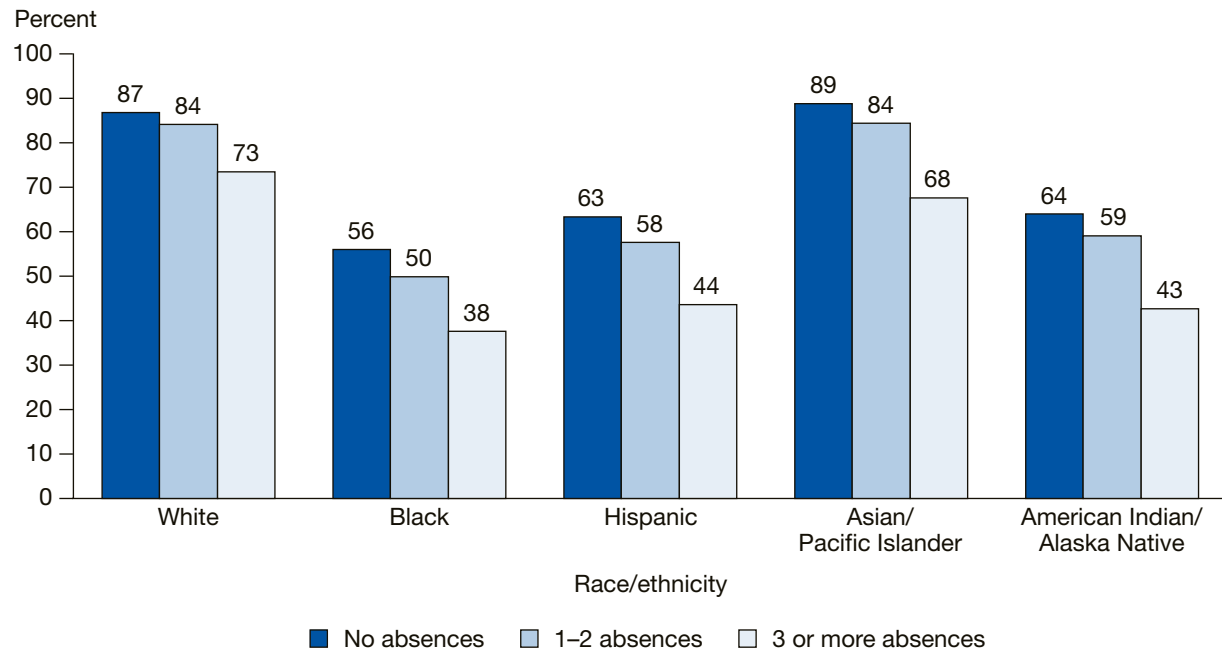
Table 16. Percentage distribution of 8th-graders and percentage at or above *Basic* on the National Assessment of Educational Progress (NAEP) mathematics assessment, by the number of days absent from school in the past month and race/ethnicity: 2009

Race/ethnicity	Total	No absences	1–2 absences	3 or more absences
Percentage distribution				
Total¹	100	45	35	20
White	100	44	37	19
Black	100	45	32	23
Hispanic	100	45	34	22
Asian/Pacific Islander	100	63	26	11
American Indian/Alaska Native	100	35	36	28
Percentage at or above <i>Basic</i>				
Total¹	73	78	74	60
White	83	87	84	73
Black	50	56	50	38
Hispanic	57	63	58	44
Asian/Pacific Islander	85	89	84	68
American Indian/Alaska Native	56	64	59	43

¹ Total includes other race/ethnicity categories not separately shown.
 NOTE: Race categories exclude persons of Hispanic ethnicity. 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), 2009 Mathematics Assessment, retrieved November 18, 2009, from the NAEP Data Explorer (<http://nces.ed.gov/nationsreportcard/nde>).

²¹ There was one exception to this pattern: 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 who scored at or above *Basic*.

Figure 16. Percentage of 8th-graders at or above *Basic* on the National Assessment of Educational Progress (NAEP) mathematics assessment, by race/ethnicity and number of days absent from school in the past month: 2009



NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment, retrieved November 18, 2009, from the NAEP Data Explorer (<http://nces.ed.gov/nationsreportcard/nde>).

17. Retention, Suspension, and Expulsion

Students may be retained in a grade if they lack the required academic or social skills to advance to the next grade. In 2007, some 11 percent of public school students in kindergarten through grade 12 had ever been retained (i.e., repeated a grade since starting school). Students in higher grades may also be suspended (temporarily removed from regular school activities either in or out of school) or expelled (permanently removed from school with no services) due to behavior problems. In 2007, some 22 percent of public school students in grades 6 through 12 had been suspended and 3 percent had been expelled.

In 2007, about 21 percent of Black students in kindergarten through grade 12 had been retained, a higher percentage than the percentages for White, Hispanic, or Asian students. The percentages of Hispanic students (12 percent) and students of two or more races (14 percent) who had been retained in a grade were higher than the percentages of White (9 percent) and Asian (3 percent) students who had been retained.

Of students in grades 6 through 12, a larger percentage of Black students (43 percent) had been suspended than White (16 percent), Hispanic (22 percent),

Asian (11 percent), American Indian/Alaska Native (14 percent) students, and students of two or more races (25 percent). Students of two or more races and Hispanic students had higher rates of suspension than the rates for White and Asian students. In addition, a higher percentage of Black students had been expelled (13 percent) than was the case for White students (1 percent), Hispanic students (3 percent), and students of two or more races (4 percent).

Differences exist between males and females when examining rates of retention, suspension, and expulsion. In 2007, about 14 percent of male students in kindergarten through grade 12 had repeated a grade, compared with 9 percent of female students. Additionally, for both Black and White students, a larger percentage of males than females had been retained. A similar pattern emerged for suspensions. Overall, the percentage of males in grades 6 through 12 who had been suspended was almost twice the percentage of females who had been suspended (28 vs. 15 percent) and the same ratio was observed for White and Hispanic males and females. Additionally, among students overall, the percentage of males in grades 6 through 12 who had been expelled was twice that of their female counterparts.

Table 17a. Percentage of public school students in kindergarten through grade 12 who had ever repeated a grade, by sex and race/ethnicity: 2007

Race/ethnicity	Total	Male	Female
Total¹	11.5	13.9	8.9
White	8.7	11.2	6.1
Black	20.9	25.6	15.3
Hispanic	11.8	12.4	11.1
Asian	3.5!	6.5!	#
American Indian/Alaska Native	13.0!	‡	‡
Two or more races	14.5	15.7	13.1

Rounds to zero.

! Interpret data with caution.

‡ Reporting standards not met.

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

NOTE: All data are based on parent reports. Reporting standards for Native Hawaiian and Other Pacific Islanders were not met; therefore, data for this group are not shown on the table. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Table 17b. Percentage of public school students in grades 6 through 12 who had ever been suspended or expelled, by sex and race/ethnicity: 2007

Race/ethnicity	Suspended			Expelled		
	Total	Male	Female	Total	Male	Female
Total¹	21.6	27.9	14.9	3.4	4.5	2.3
White	15.6	21.3	9.7	1.0	1.3	0.7!
Black	42.8	49.5	34.7	12.8	16.6	8.2
Hispanic	21.9	29.6	14.1	3.0!	3.1!	2.9!
Asian	10.8!	14.9!	‡	‡	‡	‡
American Indian/Alaska Native	14.2!	‡	‡	‡	‡	‡
Two or more races	25.5	29.2	20.5	3.7!	6.2!	0.3!

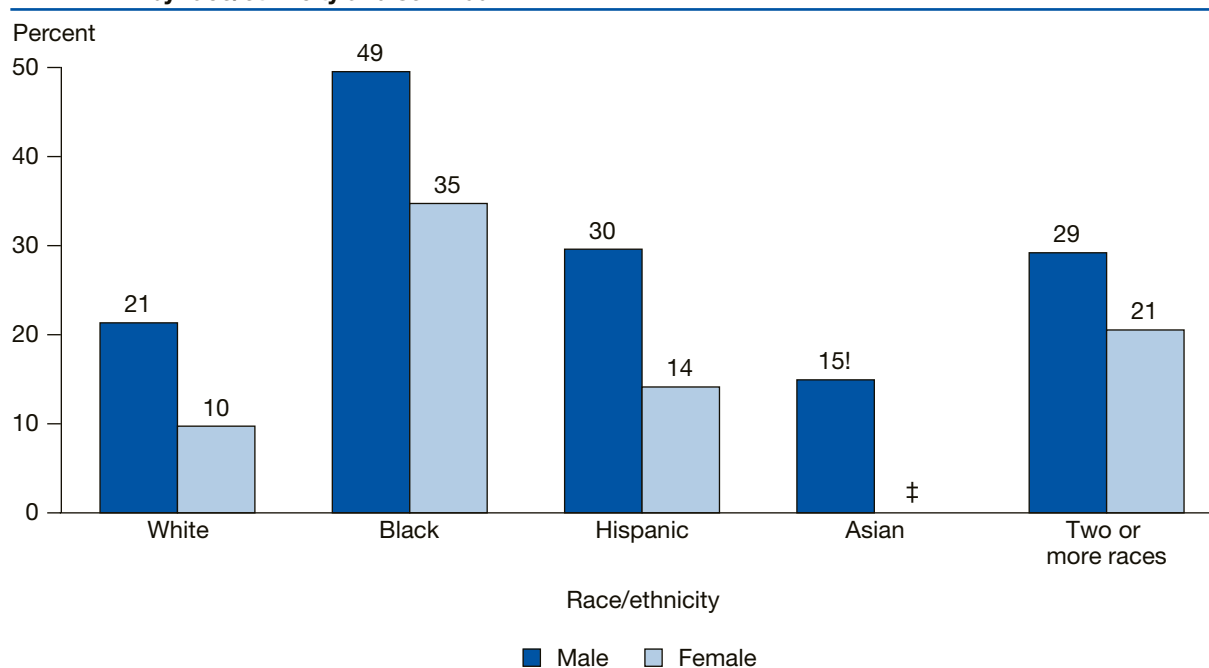
! Interpret data with caution.

‡ Reporting standards not met.

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

NOTE: All data are based on parent reports. Reporting standards for Native Hawaiian and Other Pacific Islanders were not met; therefore, data for this group are not shown on the table. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Figure 17. Percentage of public school students in grades 6 through 12 who had ever been suspended, by race/ethnicity and sex: 2007


! Interpret data with caution.

‡ Reporting standards not met.

NOTE: All data are based on parent reports. Reporting standards for Native Hawaiian and Other Pacific Islanders and American Indians or Alaska Natives were not met; therefore, data for those groups are not shown on the figure. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

18. Dropout Rates and Graduation Rates

Young adults who do not finish high school are more likely to be unemployed than those who complete high school and if they do find employment they may earn less than high school graduates. (see *indicators 28 and 29*). The *status dropout rate* represents the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a General Educational Development [GED] certificate). In the first part of this indicator, status dropout rates are estimated using both the Current Population Survey (CPS) and the American Community Survey (ACS). The CPS provides several decades of historical trends on status dropouts that are not available from the ACS. However, the ACS allows for more detailed comparisons of status dropout rates by race/ethnicity and nativity. And unlike the CPS, the ACS includes institutionalized persons, such as those who are incarcerated.

The second part of this indicator provides estimates on the percentage of public school students who are graduating on time with a regular diploma. To do so, it uses the Averaged Freshman Graduation Rate—an estimate of the percentage of a freshman class that receives a regular diploma within four years of entering high school.

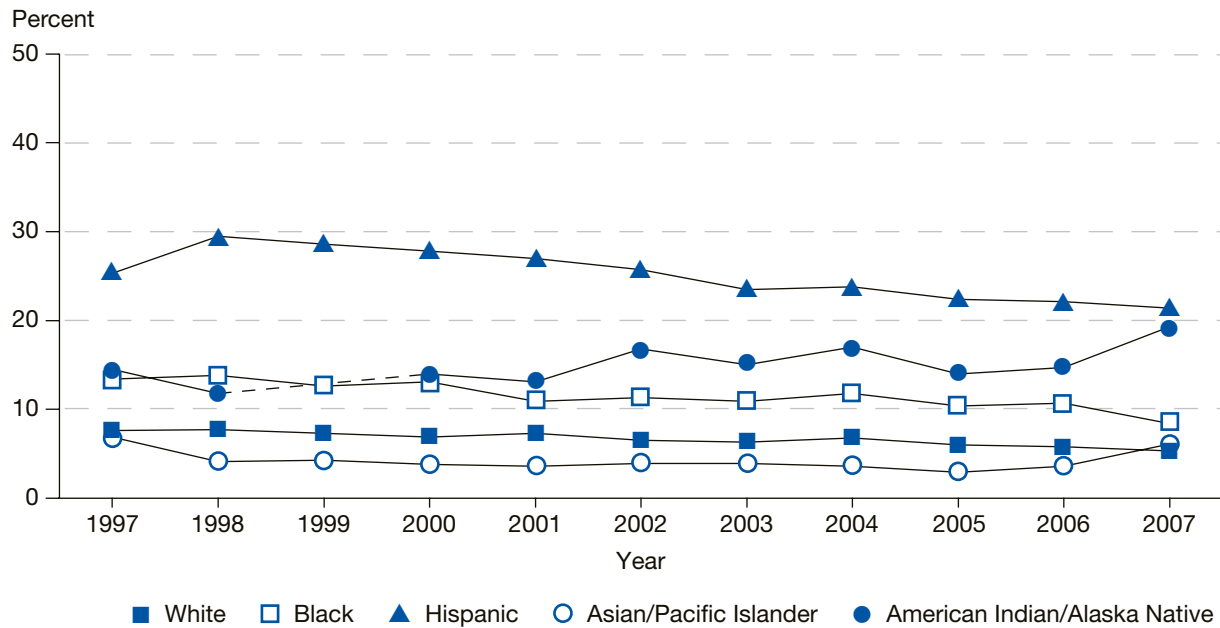
18.1. Dropouts

Between 1997 and 2007, the percentage of 16- to 24-year-olds who were status dropouts decreased from

11 to 9 percent. Status dropout rates and changes in these rates over time differ by race/ethnicity. In 1997, a higher percentage of Hispanics were status dropouts (25 percent) than were Blacks (13 percent), Whites (8 percent), Asians/Pacific Islanders (7 percent), and American Indians/Alaska Natives (15 percent). The percentages of Blacks and American Indians/Alaska Natives who were status dropouts were also higher than the respective percentages of Whites and Asians/Pacific Islanders. In 2007, a similar pattern was evident: a higher percentage of Hispanics were status dropouts (21 percent) than Blacks (8 percent), Asians/Pacific Islanders (6 percent), and Whites (5 percent), and the percentages of Blacks and American Indians/Alaska Natives (19 percent) who were status dropouts were higher than the percentages of Whites and Asians/Pacific Islanders who were status dropouts. No measurable differences in status dropout rates were found between Hispanics and American Indians/Alaska Natives in 2007.

In general, the status dropout rates for Whites, Blacks, and Hispanics declined between 1997 and 2007. However, for each year during that period, the status dropout rate was lower for Whites and Blacks than for Hispanics. The rate for Asians/Pacific Islanders was also lower than the rates for Hispanics and Blacks between 1997 and 2007. During that period, the gap between the status dropout rates of Blacks and Whites narrowed. While the gap between the status dropout rates of Hispanics and Whites was larger in 1998 than in 1997, this gap narrowed between 1998 and 2007.

Figure 18.1. Percentage of 16- to 24-year-olds who were high school status dropouts, by race/ethnicity: 1997–2007



NOTE: The data presented here represent status dropout rates. The status dropout rate 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). It 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. The 1999 data for American Indians/Alaska Natives have been suppressed due to unstable estimates. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1997–2007.

The decreases in status dropout rates that were found for males and females were similar to the decreases in overall status dropout rates. For example, status dropout rates were lower in 2007 than in 1997 for males (10 percent vs. 12 percent) and for females (8 percent vs. 10 percent). In addition, the rates varied by race/ethnicity for each sex. A higher percentage of Hispanic males (25 percent) were status dropouts than were Black males (8 percent) and White and Asian/Pacific Islander males (6 percent each) in 2007. Similarly, a higher percentage of Hispanic females (18 percent) were status dropouts than were Black (9 percent), White (4 percent), and Asian/Pacific Islander (6 percent) females. Overall, males had a higher status dropout rate than females for each year

between 1997 and 2007. In addition, in 2007, White and Hispanic males had higher status dropout rates (6 and 25 percent, respectively) than their female counterparts (4 and 18 percent, respectively).

Status dropout rates for White and Black males and White, Black, and Hispanic females declined between 1997 and 2007. Comparing rates in 1997 with those in 2007, there was no measurable change in the gap between White males and females or the gap between Black males and females. Despite apparent differences in the rates of Hispanic males and females, no measurable change in the gap was found between 1997 and 2007.

Table 18.1a. Percentage of 16- to 24-year-olds who were high school status dropouts, by race/ethnicity and sex: 1997–2007

Year and sex	Total	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
Total						
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
1999	11.2	7.3	12.6	28.6	4.3	‡
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
2006	9.3 ¹	5.8	10.7	22.1	3.6	14.7
2007	8.7 ¹	5.3	8.4	21.4	6.1	19.3
Male						
1997	11.9	8.5	13.3	27.0	5.9	12.2!
1998	13.3	8.6	15.5	33.5	3.4!	9.0!
1999	11.9	7.7	12.1	31.0	5.9	‡
2000	12.0	7.0	15.3	31.8	4.9	10.9!
2001	12.2	7.9	13.0	31.6	5.4	10.3!
2002	11.8	6.7	12.8	29.6	4.9	21.4
2003	11.3 ¹	7.1	12.5	26.7	5.5	17.4!
2004	11.6 ¹	7.1	13.5	28.5	2.2!	12.6!
2005	10.8 ¹	6.6	12.0	26.4	2.8!	16.6
2006	10.5 ¹	6.4	9.7	25.7	4.7	16.8!
2007	9.8 ¹	6.0	8.0	24.7	5.8	21.4
Female						
1997	10.1	6.7	13.5	23.4	7.9	16.9
1998	10.3	6.9	12.2	25.0	4.8	14.4!
1999	10.5	6.9	13.0	26.0	2.9!	‡
2000	9.9	6.9	11.1	23.5	2.6!	17.8!
2001	9.3	6.7	9.0	22.1	1.6!	14.9
2002	9.2	6.3	9.9	21.2	2.8!	12.7
2003	8.4 ¹	5.6	9.5	20.1	2.3!	12.7!
2004	9.0 ¹	6.4	10.2	18.5	4.9	21.7
2005	8.0 ¹	5.3	9.0	18.1	3.0!	11.3!
2006	8.5 ¹	5.3	11.7	18.1	2.5!	12.1!
2007	7.7 ¹	4.5	8.8	18.0	6.4	17.6

‡ Reporting standards not met.

! Interpret data with caution.

¹ For 2003 through 2007, totals include other race/ethnicity categories not separately shown.

NOTE: The data presented here represent status dropout rates. The status dropout rate is defined for this table as 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). It 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. The 1999 data for American Indians/Alaska Natives have been suppressed due to unstable estimates. This table uses a different data source from table 18.1b. In addition, this table includes persons in the civilian, noninstitutionalized population, while tables 18.1b and 18.1c include institutionalized persons in addition to noninstitutionalized persons. Therefore, estimates are not directly comparable to the 2007 estimates in table 18.1b or 18.1c. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1997–2007.

Snapshot of Hispanic and Asian Subgroups: Dropout Rate by Nativity

The status dropout rate includes all 16- to 24-year-old dropouts, regardless of when they last attended school, as well as individuals who may never have attended school in the United States and who may never have earned a high school credential. Therefore, examining status dropout rates for those born within the United States (refers to the 50 states and the District of Columbia) may provide a more accurate measure of those who have attended U.S. schools. Based on data from the ACS, the status dropout rate in 2007 was higher for Hispanics born in the United States (11 percent) than for Whites (6 percent), Asians (2 percent), and Native Hawaiians or Other Pacific Islanders (6 percent) born in the United States. However, the status dropout rate for Hispanics born in the United States was lower than the rate for American Indians/Alaska Natives born in the United States, and no measurable differences were found between Hispanics and Blacks born in the United States.

Overall, the status dropout rate for 16- to 24-year-olds born in the United States was lower than the rate for their peers born outside the United States (8 vs. 21 percent). Hispanics, Asians, and Native Hawaiians or Other Pacific Islanders born in the United States had lower status dropout rates than their counterparts born outside the United States, whereas Whites, Blacks, and American Indians/Alaskan Natives born in the United States had higher status dropout rates than their counterparts born outside the United States. Higher dropout rates among Hispanics born outside the United States partially account for the high dropout rates among all Hispanic young adults. For Hispanic 16- to 24-year-olds who were born outside the United States, the 2007 status dropout rate was 34 percent—higher than the rate for Hispanics born within the United States. (11 percent).

Among Hispanic subgroups, Other Central Americans (29 percent) and Salvadorans (26 percent) in the United States had the highest percentages of young adults who were status dropouts, followed by Mexicans (22 percent), Puerto Ricans (15 percent), Dominicans (13 percent), and Other Hispanics or Latinos (12 percent). Cubans (6 percent) and South Americans (8 percent) had the lowest percentages among all Hispanic subgroups of young adults who were status dropouts. Among Mexicans, Puerto Ricans, Dominicans, Salvadorans, Other Central Americans, South Americans, and Other Hispanics or Latinos, the status dropout rate was higher for young adults who were born outside the United States than for those who were born in the United States.

Among Asian subgroups, the status dropout rate for young adults in the Other Asian subgroup (including Cambodian, Hmong, and other groups) (7 percent) was higher than the rates for Indian (1 percent), Filipino (1 percent), Korean (1 percent), Chinese (3 percent), Japanese (3 percent), and Vietnamese young adults (4 percent). Indian, Chinese, Filipino, and Other Asian young adults who were born outside the United States had higher status dropout rates than did those born in the United States of the same subgroups.

Table 18.1b. Number and percentage of 16- to 24-year-olds who were high school status dropouts, by nativity and race/ethnicity with Hispanic and Asian subgroups: 2007

Race/ethnicity	Population	Number of status dropouts	Status dropout rate (percent)	Dropout rate for born within the United States ¹ (percent)	Dropout rate for born outside the United States ¹ (percent)
Total²	38,491,300	3,582,600	9.3	7.7	21.2
White	23,350,100	1,425,900	6.1	6.1	5.4
Black	5,535,400	634,600	11.5	11.8	7.6
Hispanic	6,766,000	1,349,500	19.9	11.5	34.3
Mexican	4,459,300	991,100	22.2	12.1	38.8
Puerto Rican	604,100	89,200	14.8	12.8	23.0
Cuban	180,200	10,900	6.0	5.3	8.0
Dominican	192,500	25,100	13.0	8.7	18.1
Salvadoran	215,300	55,600	25.8	10.1	41.1
Other Central American	323,600	94,500	29.2	8.6	40.8
South American	319,900	25,500	8.0	5.4	9.8
Other Hispanic or Latino	471,200	57,500	12.2	11.3	18.8
Asian	1,565,400	46,600	3.0	2.2	3.7
Asian Indian	286,200	3,900	1.4	0.8!	1.8
Chinese ³	356,700	10,100	2.8	1.0!	4.6
Filipino	192,900	2,300	1.2	0.4!	1.7
Japanese	266,900	6,900	2.6	2.6	2.6
Korean	63,200	800!	1.3!	1.3!	1.4!
Vietnamese	164,600	6,600	4.0	3.9	4.1
Other Asian	234,900	16,000	6.8	4.8	9.7
Native Hawaiian/Pacific Islander	72,400	5,500	7.6	5.5	12.0
American Indian/Alaska Native	317,700	48,600	15.3	15.4	1.8!

! Interpret data with caution.

¹ United States refers to the 50 states and the District of Columbia.

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

³ Excludes Taiwanese. Taiwanese is included in the "Other Asian" category.

NOTE: The data presented here represent status dropout rates. The status dropout rate is defined for this table as the percentage of 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). It 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. This table uses a different data source from table 18.1a. In addition, this table includes institutionalized persons and noninstitutionalized persons, whereas table 18.1a includes only noninstitutionalized persons. Therefore, estimates are not directly comparable to the 2007 estimates in table 18.1a. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2007.

Snapshot: Dropout Rates for Institutionalized Youth and Young Adults by Race/Ethnicity

The 2007 ACS included persons residing in institutionalized and noninstitutionalized group quarters. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Noninstitutionalized group quarters include college and university housing, military quarters, and other noninstitutional facilities such as quarters for workers and religious groups and temporary shelters for the homeless. This section focuses on status dropout rates for institutionalized 16- to 24-year-olds. Comparisons are made between institutionalized 16- to 24-year-olds and their peers residing in both households and noninstitutionalized group quarters.

In 2007, the status dropout rate was 46 percent for institutionalized youth and young adults and 9 percent for their noninstitutionalized age mates. Institutionalized Whites, Blacks, Hispanics, Asians, and American Indians/Alaska Natives had higher status dropout rates than their noninstitutionalized peers. Among the institutionalized, Hispanics (52 percent) had a higher status dropout rate than Whites (40 percent), Asians (38 percent), and American Indians/Alaska Natives (38 percent). Additionally, the rate for institutionalized Blacks (50 percent) was higher than the rate for institutionalized Whites. Similarly, looking at noninstitutionalized youth and young adults, the status dropout rate for Hispanics (19 percent) was higher than the rates for Whites (6 percent), Blacks (10 percent), Asians (3 percent), Native Hawaiians/Pacific Islanders (7 percent), and American Indians/Alaska Natives (15 percent).

Table 18.1c. Number and percentage of institutionalized and noninstitutionalized 16- to 24-year-olds who were high school status dropouts, by race/ethnicity: 2007

Race/ethnicity	Total status dropout rate	Institutionalized group quarters		Noninstitutionalized	
		Total number	Status dropout rate	Total number	Status dropout rate
Total¹	9.3	538,100	45.9	37,953,200	8.8
White	6.1	192,800	39.8	23,157,200	5.8
Black	11.5	203,300	49.6	5,332,100	10.0
Hispanic	19.9	114,700	52.5	6,651,300	19.4
Asian	3.0	6,100	38.1	1,559,300	2.8
Native Hawaiian/Pacific Islander	7.6	‡	‡	71,300	7.5
American Indian/Alaska Native	15.3	7,300	37.9	310,400	14.8

‡ Reporting standards not met.

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

NOTE: The data presented here represent status dropout rates for 16- to 24-year-olds. The status dropout rate is defined for this table as the percentage of 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). It 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. This table uses a different data source from table 18.1a. In addition, this table includes institutionalized persons and noninstitutionalized persons, whereas table 18.1a includes only noninstitutionalized persons. Therefore, total status dropout rate estimates are not directly comparable to the 2007 estimates in table 18.1a. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Noninstitutionalized group quarters, such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless are included in the noninstitutionalized category. Race categories exclude persons of Hispanic ethnicity.

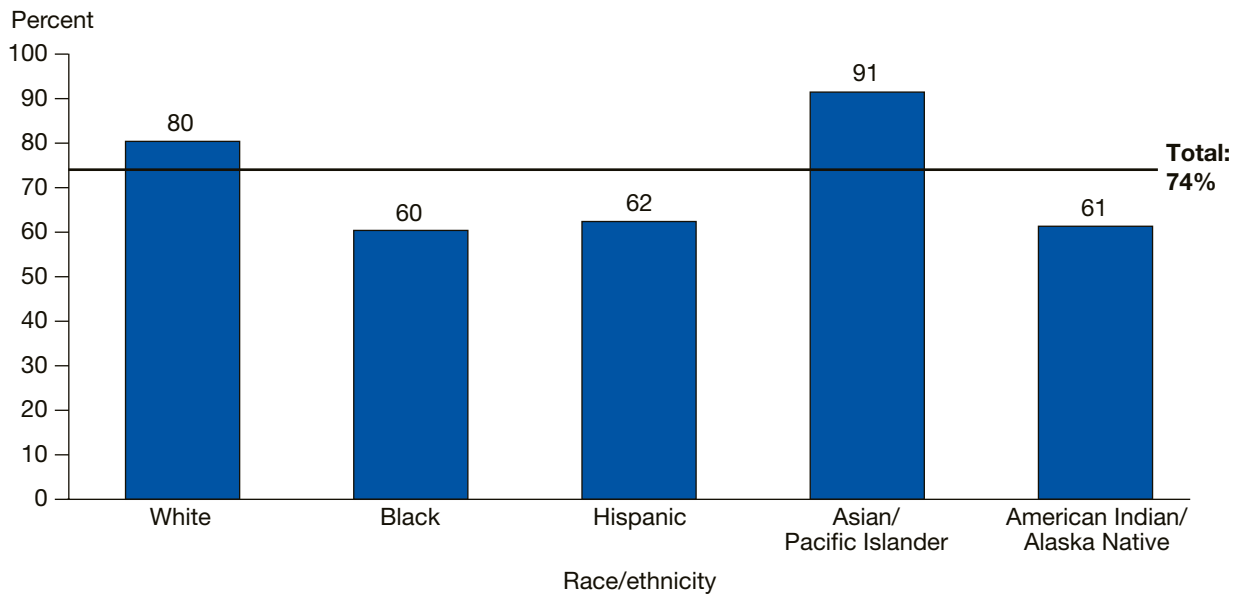
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2007.

18.2. Averaged Freshman Graduation Rates

The averaged freshman graduation rate (AFGR) estimates the percentage of an incoming freshman class that graduates with a regular high school diploma 4 years later. The averaged freshman enrollment count is the average of the number of 8th-graders enrolled 5 years prior to graduation, the number of 9th-graders enrolled 4 years prior, and the number of 10th-graders enrolled 3 years prior. The intent of this averaging is to

account for the relatively high rate of grade retention in the freshman year. Of the 3.9 million students estimated to have entered public high school in the 2003–04 school year (data not shown), 2.9 million, or 74 percent, graduated in 2006–07. However, the numbers vary across race/ethnicities. The AFGR was 91 percent for Asian students and 80 percent for White students; in contrast, it was 60 percent for Blacks, 62 percent for Hispanics, and 61 percent for American Indians/Alaska Natives.

Figure 18.2. Averaged freshman graduation rate for public high school students, by race/ethnicity: School year 2006–07



NOTE: New York and Kentucky did not report graduate counts by race/ethnicity, and race/ethnicity graduate counts for the District of Columbia were suppressed due to inaccuracy. Therefore, data for the AFGR for these states are not included. In addition, the AFGR could not be calculated by race/ethnicity for Nevada as enrollments by race/ethnicity were not reported for the 2004–05 school year. For more information, see *Appendix A: Guide to Sources*. The AFGR is an estimate of the percentage of an entering freshman class that graduates within 4 years. For 2006–07, it equals the total number of diploma recipients in 2006–07 divided by the average membership of the 8th-grade class in 2002–03, the 9th-grade class in 2003–04, and the 10th-grade class in 2004–05. Ungraded students were allocated to individual grades proportional to each state’s enrollment in those grades. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diplomas) as defined by the state or jurisdiction. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), “NCES Common Core of Data State Dropout and Completion Data File,” school year 2006–07, version 1a.

Table 18.2. Averaged freshman graduation rate for public high school students and number of graduates, by race/ethnicity: School year 2006–07

Race/ethnicity	Averaged freshman graduation rate (AFGR)	Number of graduates
Total	73.9	2,892,351
White	80.3	1,723,915
Black	60.3	374,075
Hispanic	62.3	376,396
Asian/Pacific Islander	91.4	138,589
American Indian/Alaska Native	61.3	29,724

NOTE: New York and Kentucky did not report graduate counts by race/ethnicity, and race/ethnicity graduate counts for the District of Columbia were suppressed due to inaccuracy. Data for these states were used in the calculation of the totals, but are not included in the race/ethnicity categories. In addition, the AFGR could not be calculated by race/ethnicity for Nevada as enrollments by race/ethnicity were not reported for the 2004–05 school year. Data for Nevada are included in the totals and the number of graduates by race/ethnicity, but are not included in the AFGR by race/ethnicity. As a result, the sum of the number of graduates in each racial/ethnic group does not equal the total number of graduates. For more information, see *Appendix A: Guide to Sources*. The AFGR is an estimate of the percentage of an entering freshman class that graduates within 4 years. For 2006–07, it equals the total number of diploma recipients in 2006–07 divided by the average membership of the 8th-grade class in 2002–03, the 9th-grade class in 2003–04, and the 10th-grade class in 2004–05. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or jurisdiction. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2006–07, version 1a.

5 STUDENT BEHAVIORS

This chapter focuses on behaviors students engage in that could influence their educational experiences and outcomes. The first indicator, *indicator 19*, examines students' use of after-school time, focusing on the time spent on homework or at a part-time job. For example, in 2007, parents of Asian high schoolers reported that their children spent the highest number of hours on homework per week—10 hours on average—when compared with parents of students of other races/ethnicities. In addition, 68 percent of parents of Asian students reported that their children did homework 5 or more days per week; this percentage was higher than the percentages for White (44 percent), Hispanic (40 percent), and Black (30 percent) students. In 2008, about 24 percent of all high school students who were 16 years or older were employed. The percentage of White students who worked (29 percent) was higher than that of Black (14 percent), Hispanic (18 percent), Asian (14 percent), or American Indian/Alaska Native (14 percent) students.

Indicators 20, 21, and 22 examine negative student behaviors and focus on illegal substance usage, teenage pregnancy rates, and crime rates at school. In 2007, among children between the ages of 12 and 17, about 16 percent reported drinking alcohol in the past month, 10 percent reported smoking cigarettes in the past month, and 7 percent reported using marijuana in the past month. These percentages varied by race/ethnicity (*indicator 20*). For example, a

higher percentage of White (18 percent) and Hispanic (15 percent) children ages 12 to 17 reported drinking alcohol in the past month than did their Black and Asian peers (10 and 8 percent, respectively).

Although teenage birth rates declined between 1991 and 2005, they increased in the more recent time period between 2005 and 2007 (*indicator 21*). Expressed as a rate per 1,000 15- to 19-year-olds, the 2007 birth rates for Hispanic (82 births per 1,000 15- to 19-year-olds), Black (64 per 1,000), and American Indian/Alaska Native (59 per 1,000) teenage females were higher than the birth rates for White (27 per 1,000) and Asian/Pacific Islander (17 per 1,000) teenage females.

Indicator 22 provides information on the percentages of high school students who reported being threatened or injured with a weapon on school property; the percentages who reported having illegal drugs offered, sold, or given to them on school property; and the reported presence of gangs in elementary and secondary schools. Percentages also varied by race/ethnicity: for example in grades 9 through 12, in 2007, about 13 percent of students of two or more races, 10 percent of Black students, and 9 percent of Hispanic students reported being threatened or injured with a weapon on school property in the past 12 months. The percentages for White and American Indian/Alaska Native students were lower: 7 percent and 6 percent, respectively.

19. After-School Time Use

What adolescents do with their time after school can influence their success. Some research has shown that how students spend their time outside of school is linked to their academic achievement (Tierney, Baldwin Grossman, and Resch 1995; Zaff et al. 2003).

19.1 Homework

The completion of homework has been found to have a positive effect on academic achievement, particularly for high school students (Cooper, Robinson and Patall 2006). In 2007, parents reported that their high school students spent 7 hours, on average, on homework per week. About 42 percent of parents reported that their students did homework 5 or more days per week, while 5 percent reported that their students did homework less than once per week. Overall, 65 percent of parents reported that they checked to make sure that their high school students' homework was done.

Asian high school students spent more hours per week on homework (10 hours on average) than students of all other races/ethnicities shown (who spent an average of 6 to 7 hours per week on homework). Additionally, 68 percent of Asian parents reported that their students did homework 5 or more days per week, compared with 44 percent of White parents, 30 percent of Black parents, and 40 percent of Hispanic parents. There was no measurable difference between the percentage of parents of Asian students and the percentage of parents of students of two or more races who reported that their children did homework 5 or more days per week.

A higher percentage of parents of Black students (83 percent) reported that they checked to make sure that their students' homework was done than did the parents of White students (57 percent), Asian students (59 percent), or students of two or more races (66 percent). In addition, a higher percentage of Hispanic parents (76 percent) than of White or Asian parents reported checking their students' homework.

Table 19.1. Percentage of high school students who did homework outside of school and whose parents checked that homework was done, by frequency and race/ethnicity: 2007

Race/ethnicity	Average hours per week spent on homework by students who did homework outside of school	Percentage distribution of students who did homework outside of school by how frequently they did homework				Percent of students whose parents ¹ checked that homework was done
		Less than once per week	1 to 2 days per week	3 to 4 days per week	5 or more days per week	
All high school students² (grades 9 through 12)	6.8	5.4	14.8	38.0	41.9	64.6
White	6.8	4.2	12.9	38.6	44.3	57.2
Black	6.3	9.3!	20.1	41.0	29.7	83.1
Hispanic	6.4	5.9	17.7	36.6	39.9	75.6
Asian	10.3	#	13.8!	18.5!	67.7	59.0
Two or more races	7.1	6.2	10.5	32.9	50.5	65.9

Rounds to zero.

! Interpret data with caution.

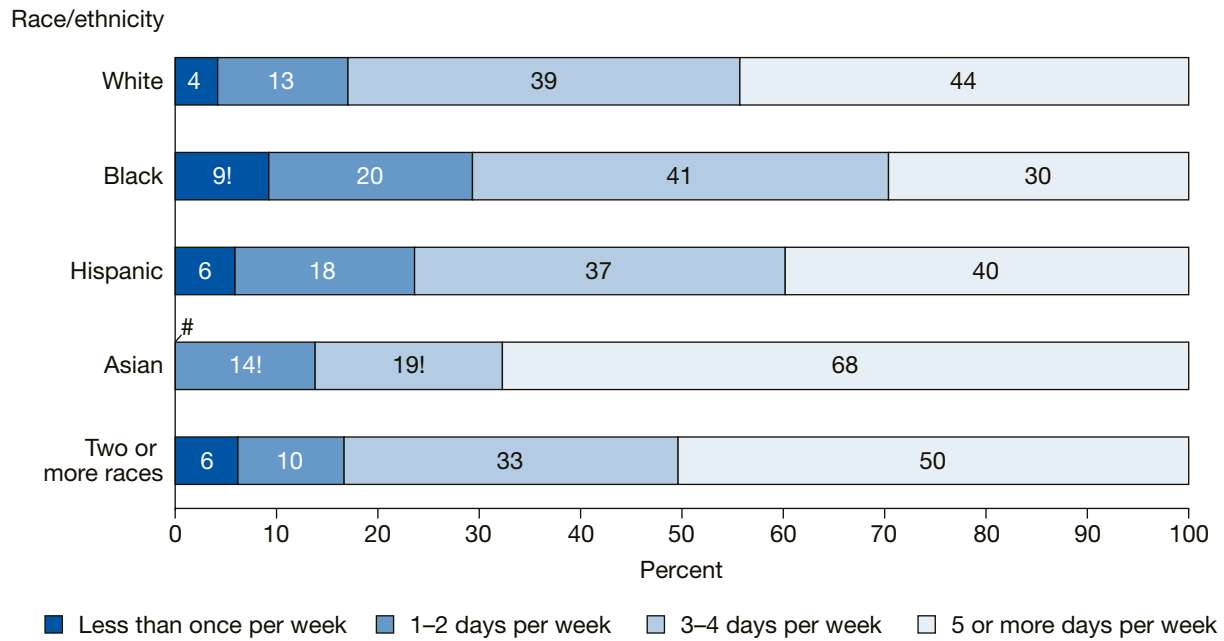
¹ Refers to one or more parent or other household adult.

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

NOTE: Data based on responses of the parent most knowledgeable about the student's education. Reporting standards for Native Hawaiian and Other Pacific Islanders and American Indians/Alaska Natives were not met; therefore, data for these groups are not shown in the table. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Figure 19.1. Percentage of high school students who did homework, by frequency and race/ethnicity: 2007



Rounds to zero.

! Interpret data with caution.

NOTE: Data based on responses of the parent most knowledgeable about the student's education. Reporting standards for Native Hawaiian and Other Pacific Islanders and American Indians/Alaska Natives were not met; therefore, data for these groups are not shown in the figure. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

19.2 Part-Time Work

Research suggests that working more than 15 hours per week while in high school can have a negative effect on academic achievement (Singh, Change, and Dike 2007). Overall, 24 percent of high school students who were 16 years or older were employed in 2008. The percentage of White students (29 percent) who worked was higher than the percentages

of Black (14 percent), Hispanic (18 percent), Asian (14 percent), and American Indian/Alaska Native (14 percent) students who worked. However, of the students who did work, White students worked fewer hours, on average, than Black and Hispanic students. For example, 35 percent of White students who were employed worked more than 20 hours per week, compared with 50 percent of Black students and 54 percent of Hispanic students.

Table 19.2. Percentage of high school students ages 16 years and older who were employed and the percentage distribution of those who were employed, by hours worked per week and race/ethnicity: 2008

Race/ethnicity	Percent employed	Percentage distribution of hours worked per week		
		Less than 10 hours	10–20 hours	More than 20 hours
Total¹	23.8	20.0	40.7	39.3
White	28.8	21.8	42.8	35.4
Black	14.2	12.8!	37.2	50.1
Hispanic	17.6	14.0	32.0	54.0
Asian	13.8	‡	‡	‡
American Indian/Alaska Native	13.6!	‡	‡	‡
Two or more races	22.5	‡	‡	‡

‡ Reporting standards not met.

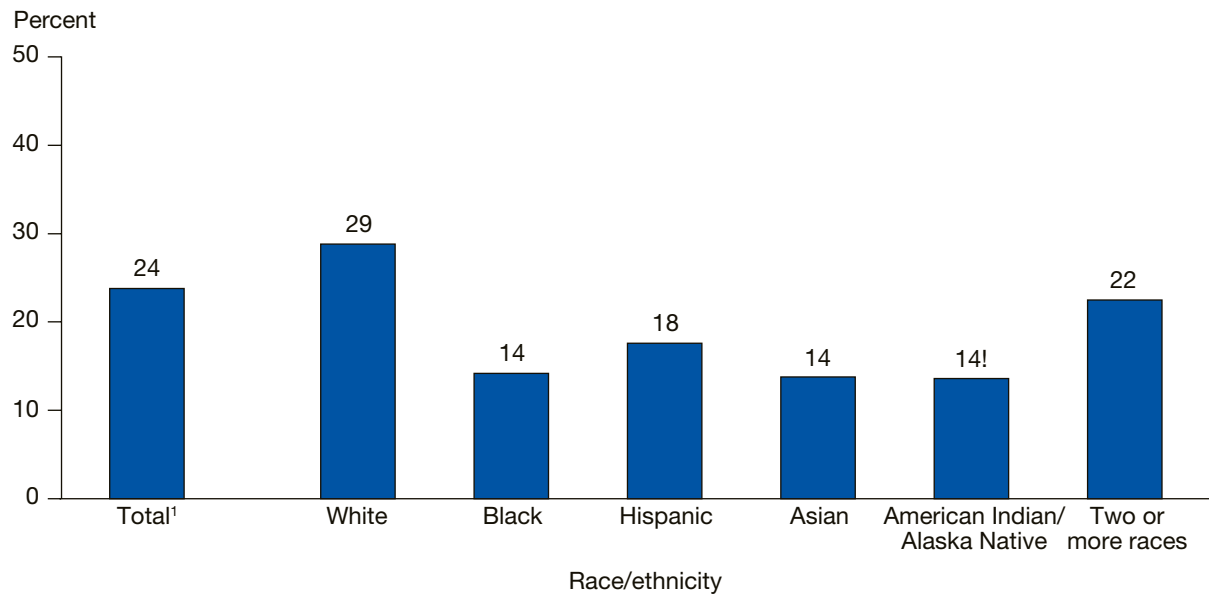
! Interpret data with caution.

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

NOTE: Reporting standards for Native Hawaiian and Other Pacific Islanders were not met; therefore, data for this group are not shown in the table. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to 100 percent because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2008.

Figure 19.2a. Percentage of high school students ages 16 years and older who were employed, by race/ethnicity: 2008



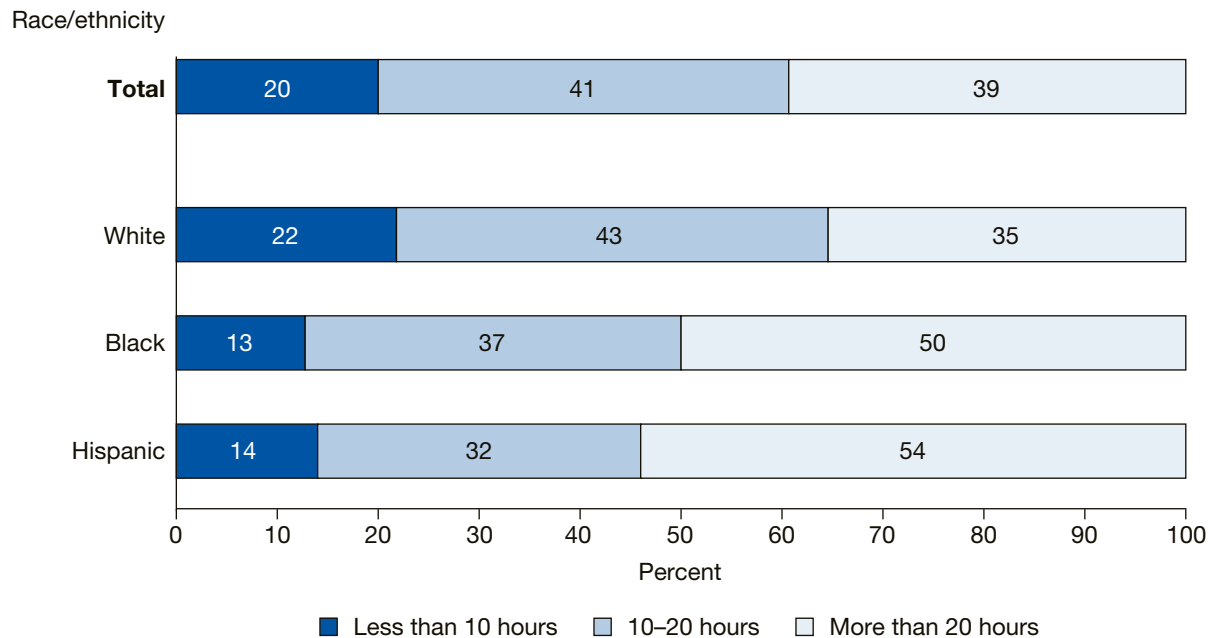
¹ Interpret data with caution.

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

NOTE: Reporting standards for Native Hawaiian and Other Pacific Islanders were not met; therefore, data for this group are not shown in the figure. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2008.

Figure 19.2b. Percentage distribution of employed high school students 16 years and over, by hours worked per week and race/ethnicity: 2008



NOTE: Total includes other race/ethnicity categories not separately shown. Reporting standards for Asian, Native Hawaiian and Other Pacific Islanders, American Indian/Alaska Native, and two or more races were not met; therefore, data for these groups are not shown in the figure. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2008.

20. Cigarette, Alcohol, and Drug Use

Students who use alcohol, cigarettes, and drugs such as marijuana are more likely than their peers to experience 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 had used alcohol, cigarettes, or marijuana in the past 30 days.

In 2007, among youth between the ages of 12 and 17, about 16 percent reported drinking alcohol in the past month, 10 percent reported smoking cigarettes in the past month, and 7 percent reported using marijuana in the past month. These percentages varied by race/ethnicity. A higher percentage of White (18 percent) and Hispanic (15 percent) children ages 12 to 17 reported drinking alcohol in the past month than did their Black and Asian peers (10 and 8 percent, respectively), with the percentage of Whites exceeding that of Hispanics. In addition, the percentage of White 12- to 17-year-olds drinking alcohol in the past month was higher than the percentage of youth of two or more races doing so (13 percent). Cigarette use was reported by a higher percentage of Whites (12 percent) than Blacks (6 percent), Hispanics (7 percent), Asians (3 percent), and youth of two or more races (9 percent). Although there appear to be differences in the percentage of American Indians/Alaska Natives and the percentages of Blacks and Hispanics reporting cigarette use in the

past month, these differences were not statistically significant. Marijuana use was reported by 7 percent of White 12- to 17-year-olds, higher than the percentages reported by Black (6 percent), Hispanic (6 percent), and Asian (4 percent) 12- to 17-year-olds.

Among young adults ages 18 to 25, a higher percentage of Whites (68 percent) and young adults of two or more races (63 percent) reported having at least one alcoholic drink in the past month than did Blacks, Hispanics, or Asians (whose percentages ranged from 50 to 51 percent). Fifty-two percent of American Indians/Alaska Natives reported cigarette smoking in the past month, higher than the percentage of most other races: 41 percent of White young adults reported cigarette use in the past month, and the percentage of Black, Hispanic, and Asian young adults who reported cigarette use in the past month ranged between 26 and 30 percent. There was no measurable difference in the percentage of American Indian/Alaska Native young adults and young adults of two or more races who reported cigarette smoking in the past month, in part due to large standard errors. A higher percentage of White and Black young adults ages 18 to 25 reported using marijuana in the past month (18 and 16 percent, respectively) than did Hispanic (12 percent) and Asian (9 percent) young adults. In addition, the percentage of young adults of two or more races who reported using marijuana in the past month (24 percent) was higher than the percentage of Blacks, Hispanics, and Asians who reported doing so.

Table 20. Percentage of 12- to 17-year-olds and 18- to 25-year-olds who reported using alcohol, cigarettes, or marijuana in past month, by race/ethnicity: 2007

Age group and substance used	Total ¹	White	Black	Hispanic	Asian	American Indian/Alaska Native	Two or more races
12- to 17-year-olds							
Alcohol	15.9	18.2	10.1	15.2	8.1	‡	12.5
Cigarettes	9.8	12.2	6.1	6.7	3.4	13.4	8.9
Marijuana	6.7	7.3	5.8	5.7	4.2!	‡	6.9
18- to 25-year-olds							
Alcohol	61.2	67.5	50.2	50.7	50.1	‡	63.1
Cigarettes	36.2	40.8	26.2	29.5	25.7	52.2	41.5
Marijuana	16.4	18.1	16.4	11.9	8.9	‡	23.5

! Interpret data with caution.

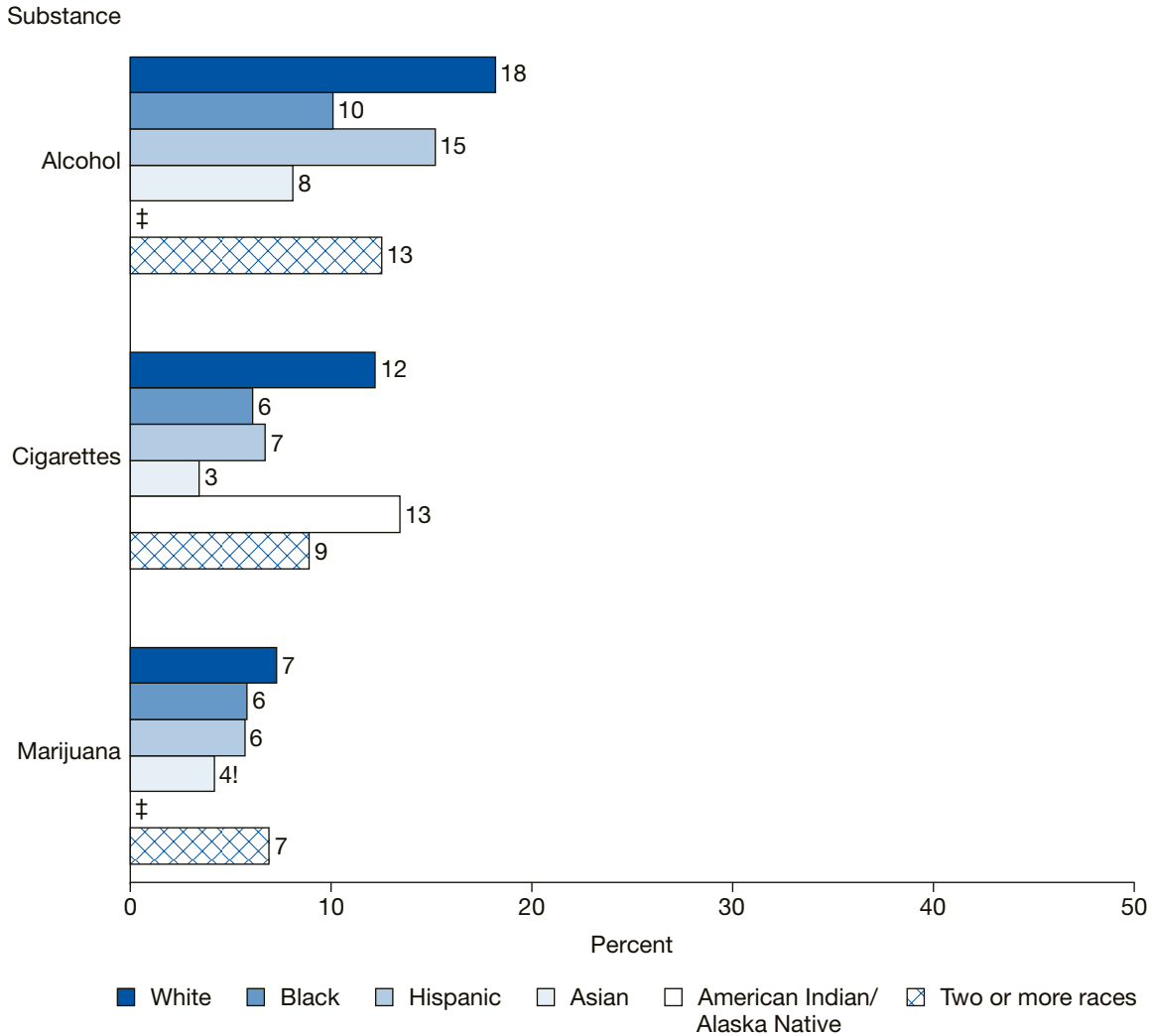
‡ Reporting standards not met.

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

NOTE: Reporting standards for Native Hawaiian and Other Pacific Islanders were not met; therefore, data for this group are not shown on the table. Race categories exclude persons of Hispanic ethnicity.

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, 2007.

Figure 20. Percentage of 12- to 17-year-olds who reported using alcohol, cigarettes, or marijuana in the past month, by race/ethnicity: 2007



! Interpret data with caution.
 ‡ Reporting standards not met.
 NOTE: Reporting standards for Native Hawaiian and Other Pacific Islanders were not met; therefore, data for this group are not shown on the figure. Race categories exclude persons of Hispanic ethnicity.
 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, 2007.

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). For this indicator, teenage birth rates are reported as the number of live births per 1,000 females who are 15 to 19 years old. In 2007, the birth rate was 43 births per 1,000 15- to 19-year-old females.²² The birth rates for Hispanic (82 per 1,000), Black (64 per 1,000), and American Indian/Alaska Native (59 per 1,000) teenage females were higher than that of the general population of teenage females. Comparatively, the 2007 birth rate for White teenage females was 27 births per 1,000 females and that for Asians/Pacific Islanders was 17 per 1,000.

In 1991, the teenage birth rate was highest for Black females (118 per 1,000) and Hispanic females (105 per 1,000). Between 1991 and 2005, birth rates dropped for 15- to 19-year-old females of all racial/ethnic groups. The birth rate for Black teenage females declined from 118 per 1,000 in 1991 to 61 per 1,000 in 2005, which was the greatest drop of all racial/ethnic groups. During this same period, the birth rates for Hispanic teenage females declined from 105 per 1,000 to 82 per 1,000, and American Indian/Alaska Native teenage birth rates declined from 84

per 1,000 to 53 per 1,000. White teenage birth rates declined from 43 per 1,000 to 26 per 1,000, and Asian/Pacific Islander teenage birth rates declined from 27 per 1,000 to 17 per 1,000. Between 2005 and 2007, birth rates increased for the first time in 15 years for each race/ethnicity, with the exception of Hispanics and Asians/Pacific Islanders. The birth rate increased to 64 per 1,000 for Blacks, 59 per 1,000 for American Indians/Alaska Natives, and 27 per 1,000 for Whites. The birth rate in 2007 for Hispanic 15- to 19-year-olds was the same as the birth rate in 2005 (82 per 1,000).

Asian/Pacific Islander teenage females have had consistently lower birth rates compared with White, Black, Hispanic, and American Indian/Alaska Native teenage females. Black teenage females had higher birth rates than their peers of other racial/ethnic groups from 1990 through 1994. Since 1995, Hispanic teenage females have had higher birth rates than Black teenage females and teenage females from all other racial groups shown. The gap between the birth rates of Blacks and Hispanics generally increased through 2005, but decreased more recently between 2005 and 2007.

Table 21a. Number of live births per 1,000 females ages 15 to 19, by race/ethnicity: Selected years, 1990–2007

Year	Total	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
1990	59.9	42.5	116.2	100.3	26.4	81.1
1991	61.8	43.4	118.2	104.6	27.3	84.1
1992	60.3	41.7	114.7	103.3	26.5	82.4
1993	59.0	40.7	110.5	101.8	26.5	79.8
1994	58.2	40.4	105.7	101.3	26.6	76.4
1995	56.0	39.3	97.2	99.3	25.5	72.9
1996	53.5	37.6	91.9	94.6	23.5	68.2
1997	51.3	36.0	88.3	89.6	22.3	65.2
1998	50.3	35.3	85.7	87.9	22.2	64.7
1999	48.8	34.1	81.0	86.8	21.4	59.9
2000	47.7	32.6	79.2	87.3	20.5	58.3
2001	45.3	30.3	73.5	86.4	19.8	56.3
2002	43.0	28.5	68.3	83.4	18.3	53.8
2003	41.6	27.4	64.7	82.3	17.4	53.1
2004	41.1	26.7	63.1	82.6	17.3	52.5
2005	40.5	25.9	60.9	81.7	17.0	52.7
2006	41.9	26.6	63.7	83.0	17.0	55.0
2007 ¹	42.5	27.2	64.3	81.7	17.3	59.0

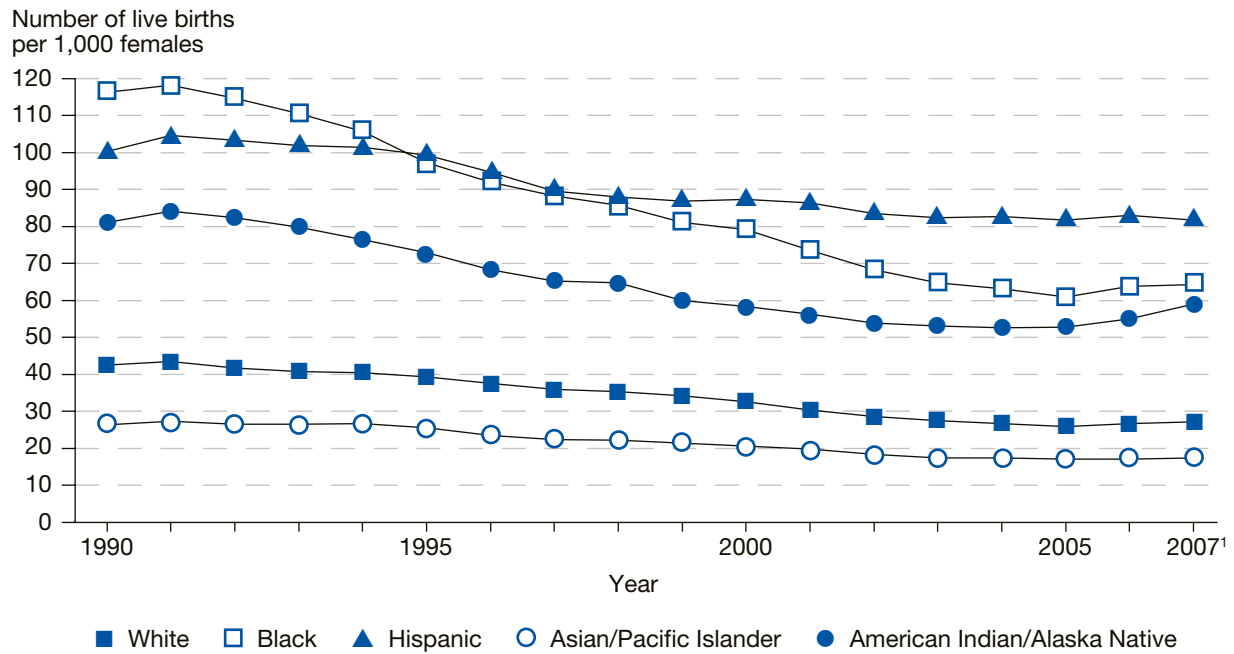
¹ Data are preliminary.

NOTE: The race categories White and Black exclude persons of Hispanic ethnicity, and the categories Asian/Pacific Islander and American Indian/Alaska Native include persons of Hispanic ethnicity.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Vital Statistics Reports, Vol. 57, no. 12, *Births: Preliminary Data for 2007*, National Center for Health Statistics, 2009.

²² Data for 2007 are preliminary.

Figure 21. Number of live births per 1,000 females ages 15 to 19, by race/ethnicity: Selected years, 1990–2007



¹ Data are preliminary.

NOTE: The race categories White and Black exclude persons of Hispanic ethnicity, and the categories Asian/Pacific Islander and American Indian/Alaska Native include persons of Hispanic ethnicity.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Vital Statistics Reports, Vol. 57, no. 12, *Births: Preliminary Data for 2007*, National Center for Health Statistics, 2009.

In 2006, teenage birth rates varied across Hispanic subgroups.²³ Mexican-American teenage females had a higher birth rate (93 per 1,000) than Puerto Ricans (69 per 1,000) and other Hispanics (67 per 1,000). From 1990 to 2005, all Hispanic subgroups experienced a decline in teenage birth rates. The greatest decline was for Puerto Rican teenage females, whose birth rate declined from 102 per 1,000 to 63 per 1,000. For Cuban teenage females, the birth rate

declined from 30 per 1,000 to 24 per 1,000 between 1990 and 2000 (the last year of available data). Between 2005 and 2006, the birth rates increased to 69 per 1,000 for Puerto Ricans and 67 per 1,000 for other Hispanic subgroups, while the birth rate for Mexican-American females remained at 93 per 1,000. In 2006, Mexican-Americans, Puerto Ricans, and other Hispanics each had birth rates higher than the rates for the general population of teenage females.

Table 21b. Number of live births per 1,000 females ages 15 to 19, by Hispanic ethnicity: 1990–2007

Year	Total Hispanic	Mexican	Puerto Rican	Cuban	Other Hispanic
1990	100.3	108.0	101.6	30.3	86.0
1991	104.6	108.3	111.0	—	100.7
1992	103.3	105.1	106.5	—	108.2
1993	101.8	103.6	104.9	—	102.0
1994	101.3	109.2	99.6	—	82.6
1995	99.3	115.9	82.8	—	72.1
1996	94.6	112.2	76.5	—	64.8
1997	89.6	103.4	68.9	—	66.4
1998	87.9	96.4	76.2	—	75.0
1999	86.8	94.3	74.0	—	75.5
2000	87.3	95.4	82.9	23.5	69.9
2001	86.4	95.4	82.2	—	65.3
2002	83.4	94.5	61.4	—	63.0
2003	82.3	93.2	60.8	—	60.4
2004	82.6	95.5	62.6	—	57.7
2005	81.7	93.4	63.3	—	62.2
2006	83.0	92.9	69.3	—	67.0
2007 ¹	81.7	—	—	—	—

— Not available.

¹ Data are preliminary.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Vital Statistics Reports, Vol. 57, no. 7, *Births: Final Data for 2006*, and Vol. 57, no. 12, *Births: Preliminary Data for 2007*, National Center for Health Statistics, Final Natality Statistics, 2009.

²³ Data for 2007 by Hispanic subgroups were not available at the time of publication.

This page intentionally left blank.



22. Safety at School

Student reports of experiencing violence, the threat of 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 through 12 whether they have carried a weapon to school in the past 30 days, have been threatened or injured with a weapon in school in the past year, or have engaged in a physical fight on school property in the past year, as well as whether drugs were available to them 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 2007, among 9th- through 12th-grade students, higher percentages of students of two or more races (13 percent), Black students (10 percent), and Hispanic students (9 percent) reported being threatened or injured with a weapon on school property in the past 12 months than did White students (7 percent) and American Indian/Alaska Native students (6 percent). No other measurable differences were found among the races/ethnicities. In 2007, approximately 6 percent of all students in grades 9 through 12 reported carrying a weapon on school property during the previous 30 days. Few

measurable differences were found among the races/ethnicities in the percentage who reported carrying a weapon on school property—a larger percentage of Hispanic students (7 percent) reported doing so than did White (5 percent) and Asian (4 percent) students, but no other differences were detected. About 12 percent of all high school students engaged in a physical fight on school property in the past 12 months. This percentage was higher for Black students, Hispanic students, American Indian/Alaska Native students, and students of two or more races (from 15 to 20 percent) than for White and Asian students (10 and 8 percent, respectively).

An estimated 22 percent of high school students reported having illegal drugs offered, sold, or given to them on school property in 2007. Differences in this percentage were found across racial/ethnic groups. Specifically, higher percentages of Hispanic (29 percent) and Native Hawaiian or Other Pacific Islander (38 percent) students reported that drugs were made available to them than did Black, White, and Asian students (from 19 to 21 percent). Although it appears that a higher percentage of Native Hawaiian or Other Pacific Islander students than Hispanic students reported that drugs were made available to them, the difference was not found to be statistically significant.

Table 22a. Percentage of students in grades 9 through 12 who reported that they were threatened or injured with a weapon on school property, carried a weapon to school, engaged in a physical fight on school property, or reported that drugs were made available to them on school property, by race/ethnicity: 2007

Race/ethnicity	Were threatened or injured with a weapon ¹	Carried a weapon ²	Engaged in a physical fight ¹	Drugs were available on school property ¹
Total	7.8	5.9	12.4	22.3
White	6.9	5.3	10.2	20.8
Black	9.7	6.0	17.6	19.2
Hispanic	8.7	7.3	15.5	29.1
Asian	7.6!	4.1	8.5	21.0
Native Hawaiian/Pacific Islander	8.1!	9.5!	9.6!	38.5
American Indian/Alaska Native	5.9	7.7	15.0	25.1
Two or more races	13.3	5.0	19.6	24.6

! Interpret with caution.

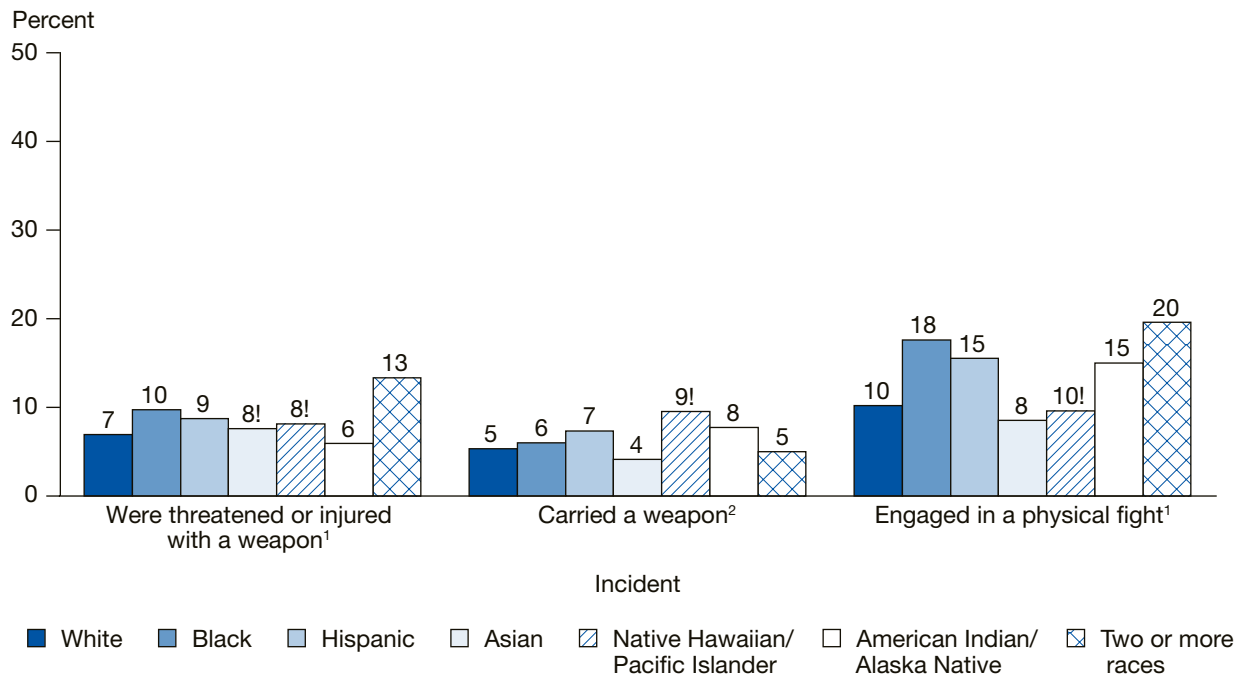
¹ In the past 12 months.

² On one or more of the past 30 days.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention (CDC), National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2007.

Figure 22. 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: 2007



! 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 ethnicity.

SOURCE: Centers for Disease Control and Prevention (CDC), National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2007.

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). In 2007, about 23 percent of students ages 12 to 18 reported a presence of gangs at their school. A higher

percentage of Black (38 percent) and Hispanic (36 percent) students reported a presence of gangs at their schools than did White (16 percent) and Asian (17 percent) students.

Table 22b. Percentage of students ages 12 to 18 who reported that gangs were present at school, by race/ethnicity: 2007

Race/ethnicity	Total
Total	23.2
White	16.0
Black	37.6
Hispanic	36.1
Asian	17.4
Other ¹	26.4

¹ Includes American Indians, Alaska Natives, Pacific Islanders, and persons of two or more races.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007.

This page intentionally left blank.

6 POSTSECONDARY EDUCATION

This chapter focuses on indicators of postsecondary education participation, including the number of students who enroll in 2-year and 4-year colleges and universities and the rate at which they enroll, the percentage of students who receive financial aid and the amount received, and the number of students awarded degrees from colleges and universities by type of degree and field of study. About 72 percent of 2008 White high school completers were enrolled in college in that same year, up from 50 percent for White recent high school completers in 1980. In addition, this immediate transition to college rate was higher in 2007 (the latest year for which data are available due to the use of a moving average) than the rate in 1980 for Blacks (56 vs. 44 percent) and for Hispanics (62 vs. 50 percent) (*indicator 23.1*). Similarly, the overall college participation rate, meaning the percentage of 18- to 24-year-olds enrolled in 2-year or 4-year colleges or universities, was higher in 2008 than it was in 1980 for Whites, Blacks, and Hispanics. In 2008, 44 percent of White 18- to 24-year-olds (up from 28 percent in 1980), 32 percent of Black 18- to 24-year-olds (up from 20 percent in 1980), and 26 percent of Hispanic 18- to 24-year-olds (up from 16 percent in 1980) were enrolled in 2- or 4-year colleges and universities (*indicator 23.2*). Although there was no measurable increase in the participation rate of Asians/Pacific Islanders between 1990 and 2008, the rates for Asians/Pacific Islanders have been consistently higher than the rates for the other racial/ethnic groups shown: in 2008, 58 percent of 18- to 24-year-old Asians/Pacific Islanders were enrolled in 2- or 4-year colleges and universities.

Between 1976 and 2008, total undergraduate enrollment increased for several racial/ethnic groups (*indicator 24.1*). The fastest rate of increase was for Hispanics and Asians/Pacific Islanders, and the slowest rate was for Whites. Differences in the rate of increase accounted for shifts in the racial/ethnic distribution of students enrolled. For example, in 1976, Hispanics accounted for 4 percent of total undergraduate enrollment; in 2008, Hispanics accounted for 13 percent of enrollment.

In 2008, females made up 57 percent of undergraduate enrollment. The difference between male and female enrollments was largest for Black students, with females accounting for 64 percent of Black undergraduate enrollment in 2008.

Trends in graduate enrollments were similar to those in undergraduate enrollment, with enrollment of Hispanics and Asians/Pacific Islanders each increasing five- and six-fold, respectively, between 1976 and 2008 (*indicator 24.2*). As with undergraduate enrollment, female graduate enrollment exceeded male graduate enrollment for all racial/ethnic groups, with the largest difference being between Black males and Black females. By 2008, some 71 percent of Black graduate students were female.

In terms of undergraduate enrollment by institution type, Black students had the highest percentage (15 percent) attending private, for-profit schools, and nearly half of Hispanic students attended 2-year public institutions (*indicator 24.3*).

In 2007–08, some 80 percent of full-time, full-year undergraduate students received some financial aid. A higher percentage of Black undergraduate students received financial aid than did White, Hispanic, and Asian/Pacific Islander undergraduates. Black students also received higher average amounts of aid (\$13,500) in 2007–08 than White, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students. Hispanics had a lower average amount of aid than White and Asian/Pacific Islander students (*indicator 25*).

Over 3 million degrees were awarded by colleges and universities in 2008, of which 51 percent were bachelor's degrees. Within each racial/ethnic group, more females than males received degrees. Over twice as many Black females received degrees as Black males (*indicator 26.1*). Business was the most popular field of study for recipients of bachelor's degrees in 2008 for all racial/ethnic groups. Of all racial/ethnic groups, Blacks had the highest percentage of bachelor's degrees awarded in business (25 percent) and the lowest percentage of degrees awarded in engineering and engineering technologies (*indicator 26.2*). Asian recipients of master's degrees had a higher percentage awarded in engineering and engineering technologies, computer and information sciences and support services, and biological and biomedical sciences than any other racial/ethnic group.

23. College Participation Rates

23.1. Immediate Transition to College Rate

The immediate college enrollment rate is defined as the percentage of high school completers²⁴ of a given year who enroll in 2- or 4-year colleges in the fall immediately after completing high school. In 2008, this rate was 69 percent, up from 49 percent in 1980.

In 1980, the immediate transition to college rate was higher for White high school completers (50 percent) than it was for Black high school completers (44 percent), but was not measurably different from

the rate for Hispanic high school completers (50 percent).²⁵ Although the immediate transition to college rate increased for each of these racial and ethnic groups between 1980 and 2007 (and to 2008 for Whites), the rates for Blacks and Hispanics have been lower than the rate for their White peers for almost all years shown since 1985. Between 1980 and 2008, the rate increased from 50 percent to 72 percent for Whites; and between 1980 and 2007, the rate increased from 44 percent to 56 percent for Blacks and from 50 percent to 62 percent for Hispanics.

Table 23.1. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by race/ethnicity: Selected years, 1980–2008

Year	Total ¹	White	Black		Hispanic	
			Annual	Moving average ²	Annual	Moving average ²
1980	49.3	49.8	42.7	44.0	52.3	49.6
1985	57.7	60.1	42.2	39.5	51.0	46.1
1990	60.1	63.0	46.8	48.9	42.7	52.5
1995	61.9	64.3	51.2	52.9	53.7	51.6
2000	63.3	65.7	54.9	56.3	52.9	48.6
2005	68.6	73.2	55.7	58.2	54.0	57.5
2006	66.0	68.5	55.5	55.6	57.9	58.5
2007	67.2	69.5	55.7	55.7	64.0	62.0
2008	68.6	71.7	55.7	—	63.9	—

— Not available.

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

² Due to short-term data fluctuations associated with small sample sizes for the Black and Hispanic categories, moving average rates are also presented. Moving average rates were calculated as the average of the annual estimates for the following three adjacent years: the year in question, the year immediately before it, and the year immediately after it.

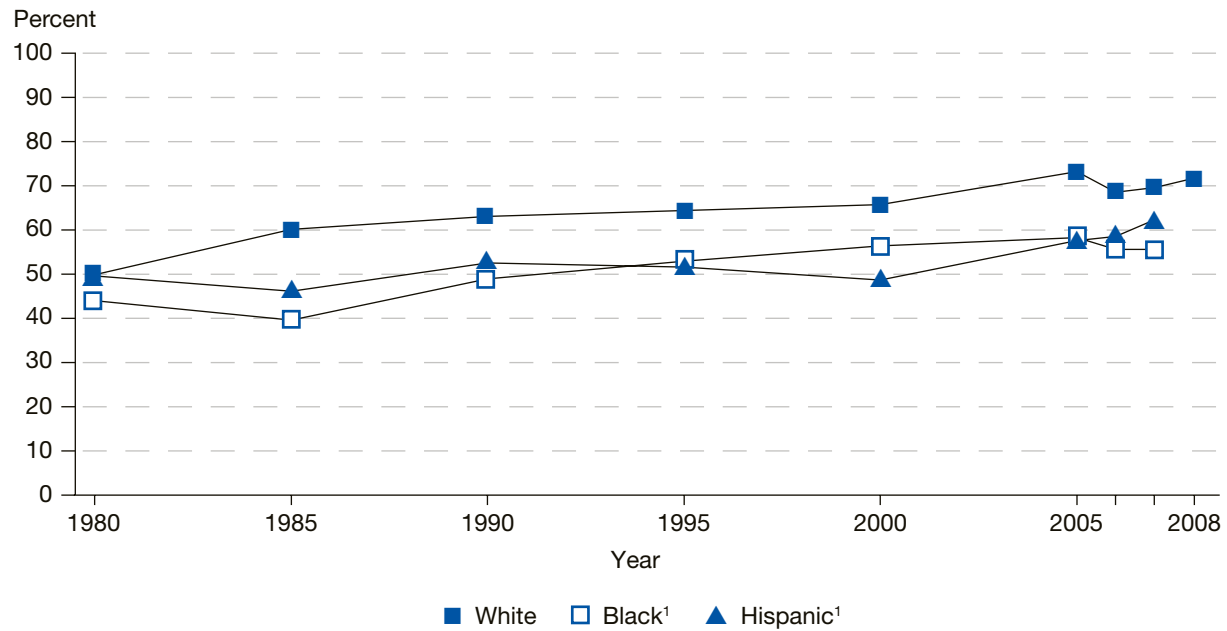
NOTE: Includes high school completers ages 16–24, who accounted for about 98 percent of all high school completers in a given year. The Current Population Survey (CPS) questions about educational attainment were reworded in 1992. Before then, *high school completers* referred to those who had completed 12 years of schooling; beginning in 1992, the term referred to those who had received a high school diploma or equivalency certificate. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), selected years, October 1980–2008.

²⁴ Includes high school completers ages 16–24, who accounted for about 98 percent of all high school completers in a given year. Before 1992, *high school completer* referred to those who had completed 12 years of schooling. Beginning in 1992, *high school completer* has referred to those who have received a high school diploma or equivalency certificate.

²⁵ For this indicator, moving averages are reported for Blacks and Hispanics due to short-term fluctuations associated with small sample sizes. The moving average is defined here as the average of the annual estimates for the following three adjacent years: the year in question, the year immediately before it, and the year immediately after it. Therefore, 2007 data is the most recent year mentioned for comparisons among races/ethnicities.

Figure 23.1. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by race/ethnicity: Selected years, 1980–2008



¹ Due to short-term data fluctuations associated with small sample sizes for the Black and Hispanic categories, moving average rates are presented. Moving average rates were calculated as the average of the annual estimates for the following three adjacent years: the year in question, the year immediately before it, and the year immediately after it.
 NOTE: Includes high school completers ages 16–24, who accounted for about 98 percent of all high school completers in a given year. The Current Population Survey (CPS) questions about educational attainment were reworded in 1992. Before then, *high school completers* referred to those who had completed 12 years of schooling; beginning in 1992, the term referred to those who had received a high school diploma or equivalency certificate. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), selected years, October 1980–2008.

23.2. College Participation Rate

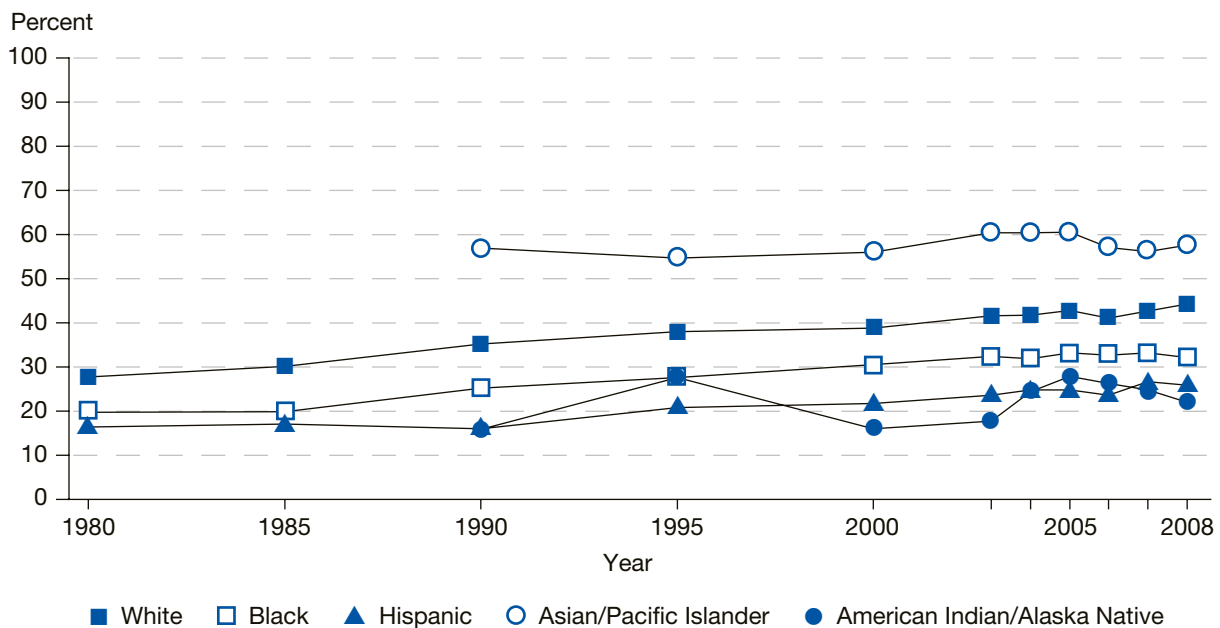
The college participation rate is the percentage of all 18- to 24-year-olds enrolled in 2-year and 4-year colleges or universities, including both undergraduate and graduate studies. This measure accounts for population growth within the demographic group.

The overall college participation rate has increased over the past 27 years. In 1980, some 28 percent of White 18- to 24-year-olds were enrolled in colleges and universities, compared with 44 percent in 2008—an increase of 17 percentage points. The college participation rates of Blacks and Hispanics also increased. In 2008, approximately 32 percent of Black 18- to 24-year-olds were enrolled in colleges or universities (an increase of 12 percentage points from 1980) and 26 percent of Hispanic 18- to 24-year-olds were enrolled (an increase of 10 percentage points from 1980). No measurable differences were found between 1990 and 2008 in the participation rates of Asians/Pacific Islanders or American Indians/Alaska Natives (data were not available for 1980). The apparent increase in the participation rate of American Indians/Alaska Natives was not statistically significant, in part due to large standard errors.

Although there was no measurable increase in the participation rate of Asians/Pacific Islanders between 1990 and 2008, the participation rates of Asians/Pacific Islanders have been consistently higher than the rates of the other racial/ethnic groups shown. For example, in 2008, 58 percent of all 18- to 24-year old Asians/Pacific Islanders were enrolled in colleges and universities, and this rate was higher than each of the rates of the other races/ethnicities shown (ranging from 22 to 44 percent).

Participation rates also differed for males and females in 2008. Hispanic females had a participation rate of 29 percent, compared to a rate of 23 percent for Hispanic males. In addition, Black females had a higher participation rate (34 percent) than their male counterparts (30 percent). White females also enrolled at a higher rate (47 percent) than White males (42 percent). No measurable differences were detected between the sexes in the participation rates of Asians/Pacific Islanders and American Indians/Alaska Natives, in part due to high standard errors.

Figure 23.2. Percentage of 18- to 24-year-olds enrolled in colleges and universities, by race/ethnicity: Selected years: 1980–2008



NOTE: Race categories exclude persons of Hispanic ethnicity.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1980–2008.

Table 23.2. Percentage of 18- to 24-year-olds enrolled in colleges and universities, by race/ethnicity and sex: Selected years, 1980–2008

Sex and 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
2005	38.9	42.8	33.1	24.8	60.5	27.8
2006	37.3	41.0	32.6	23.6	57.0	26.2
2007	38.8	42.6	33.1	26.6	56.1	24.7
2008	39.6	44.2	32.1	25.8	57.6	21.9
Male						
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!
2005	35.3	39.4	28.2	20.7	62.0	25.7
2006	34.1	37.9	28.1	20.0	58.2	18.1!
2007	35.5	39.6	32.2	20.7	56.5	11.8!
2008	37.0	41.7	29.7	23.0	53.8	18.7!
Female						
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!
2005	42.5	46.1	37.6	29.5	59.0	29.5
2006	40.6	44.1	36.9	27.6	55.8	35.9
2007	42.1	45.7	34.0	33.0	55.7	34.5
2008	42.3	46.9	34.2	28.9	61.1	24.3

— Not available.

! Interpret data with caution.

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

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), selected years, October 1980–2008.

24. Enrollment

Over the past 25 years, the total enrollment of adults in degree-granting institutions increased for Whites, Blacks, and Hispanics. Within each racial/ethnic group, female enrollment increased more than male enrollment, although the rates of increase varied by race/ethnicity. This indicator also examines differences in the percentage distribution of enrollment by institution type among the races/ethnicities.

24.1. 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 2008, total undergraduate fall enrollment increased for each racial/ethnic group. Asian/Pacific Islander enrollment increased six-fold, from 169,000 in 1976 to 1,118,000

in 2008. Hispanic enrollment rose from 353,000 in 1976 to 2,103,000 in 2008—approximately six times the enrollment in 1976. These two racial/ethnic groups had the fastest rates of enrollment growth, leading to increases in their share of total enrollment between 1976 and 2008: from 2 to 7 percent for Asians/Pacific Islanders and from 4 to 13 percent for Hispanics.²⁶ During that time period, American Indian/Alaska Native enrollment more than doubled, increasing from 70,000 to 176,000. Black enrollment rose from 943,000 to 2,269,000, increasing their share of overall enrollment from 10 to 14 percent. White enrollment also increased, but at the slowest rate of all racial/ethnic groups. Although White enrollment rose from 7,740,000 to 10,339,000, White enrollment as a percentage of total enrollment declined from 82 percent in 1976 to 63 percent in 2008.

²⁶ Percentages are based on total enrollment, including nonresident aliens, for whom race/ethnicity is not known.

Table 24.1. Total number, total percentage distribution, and percent female of undergraduate fall enrollment in degree-granting institutions, by race/ethnicity: Selected years, 1976–2008

Race/ethnicity	1976	1980	1990	2000	2003	2005	2008
Number enrolled							
Total	9,418,970	10,469,088	11,959,106	13,155,393	14,480,364	14,963,964	16,345,738
White	7,740,485	8,480,661	9,272,630	8,983,455	9,664,641	9,828,594	10,339,216
Black	943,355	1,018,840	1,147,220	1,548,893	1,838,043	1,955,356	2,269,284
Hispanic	352,893	433,075	724,561	1,351,025	1,579,783	1,733,555	2,103,524
Asian/Pacific Islander	169,291	248,711	500,486	845,545	922,749	971,353	1,117,865
American Indian/ Alaska Native	69,729	77,900	95,474	138,506	157,821	160,404	175,552
Nonresident alien	143,217	209,901	218,735	287,969	317,327	314,702	360,297
Percentage distribution							
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	82.2	81.0	77.5	68.3	66.7	65.7	63.3
Black	10.0	9.7	9.6	11.8	12.7	13.1	13.9
Hispanic	3.7	4.1	6.1	10.3	10.9	11.6	12.9
Asian/Pacific Islander	1.8	2.4	4.2	6.4	6.4	6.5	6.8
American Indian/ Alaska Native	0.7	0.7	0.8	1.1	1.1	1.1	1.1
Nonresident alien	1.5	2.0	1.8	2.2	2.2	2.1	2.2
Percent female							
Total	48.0	52.3	55.0	56.1	57.0	57.2	56.9
White	47.6	52.2	54.9	55.4	55.9	55.9	55.5
Black	54.3	58.0	61.0	62.7	64.1	64.3	63.8
Hispanic	45.7	51.2	54.9	56.9	58.4	58.6	58.0
Asian/Pacific Islander	46.2	48.3	49.2	52.5	53.6	53.9	54.0
American Indian/ Alaska Native	50.1	55.4	58.2	59.3	61.0	61.1	59.9
Nonresident alien	32.7	33.4	42.4	47.9	50.3	51.8	50.7

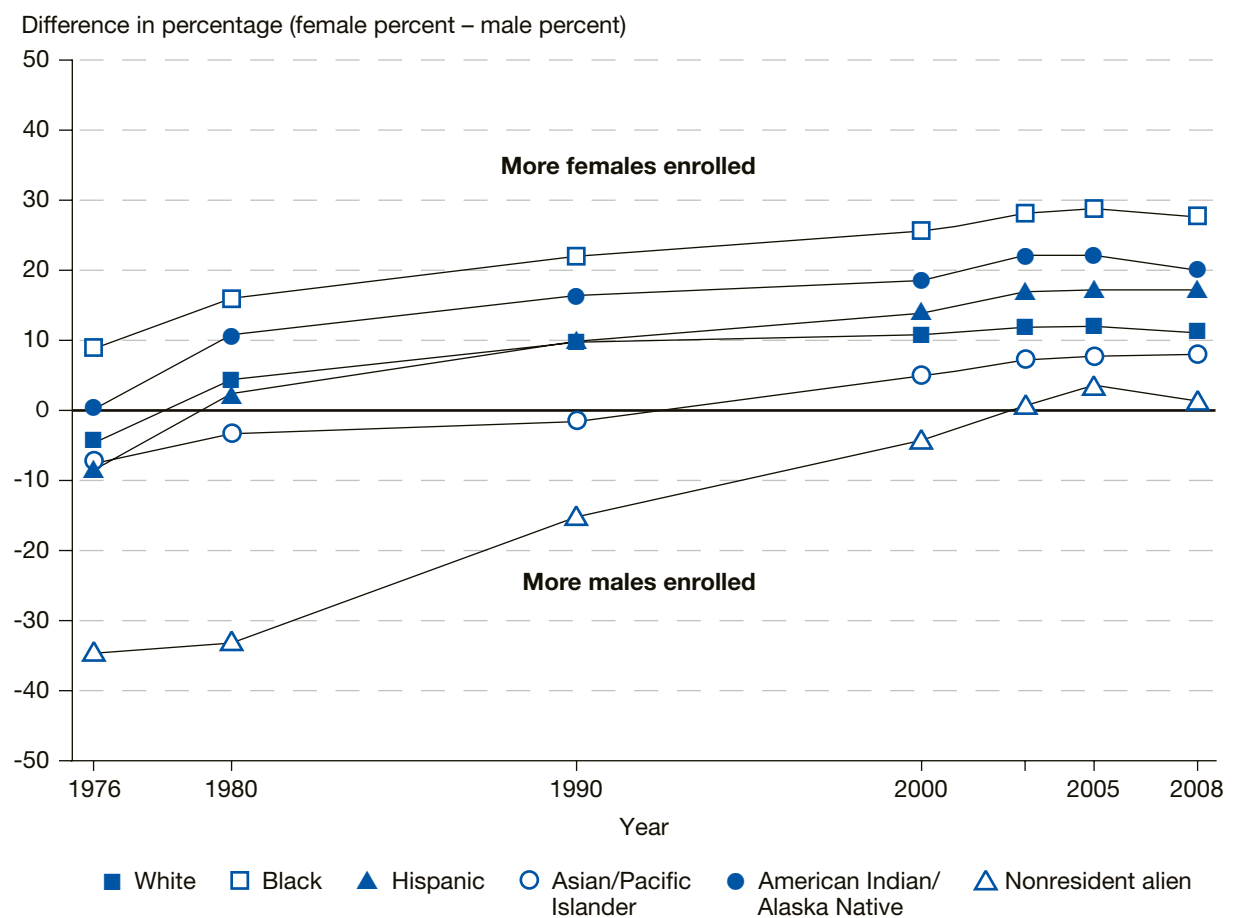
NOTE: Data from 1976 through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that do not grant degrees. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and 1990 through 2008 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990, and selected years, Spring 2001 through Spring 2009.

Overall, the number of both males and females in undergraduate programs has increased since 1976. 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 among Black students. In 1976, some 54 percent of Black undergraduates were female. Over time, Black females continued to enroll in degree-granting institutions in larger numbers than Black males, and in 2008, females accounted for 64 percent of the total Black undergraduate enrollment. American Indian/Alaska Native female enrollment also overtook male enrollment. In 1976, enrollment numbers were almost equal between American Indian/Alaska Native males

and females, but by 2008, females made up 60 percent of the total American Indian/Alaska Native student enrollment. Additionally, females increased their shares of the total Hispanic and White enrollment (from 46 to 58 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 2008, females represented 54 percent and males represented 46 percent of total Asian/Pacific Islander undergraduate enrollment. For Asians/Pacific Islanders, these percentages are a near reversal from the percentages of three decades earlier.

Figure 24.1. Difference in percentages of female and male undergraduate fall enrollment in degree-granting institutions, by race/ethnicity: Selected years, 1976–2008



NOTE: Data from 1976 through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that do not grant degrees. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and 1990 through 2008 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990, and selected years, Spring 2001 through Spring 2009.

24.2. Graduate Enrollment

Total graduate²⁷ enrollment also increased for each racial/ethnic group between 1976 and 2008. During that time period, Asian/Pacific Islander enrollment grew six-fold, rising from 29,000 to 185,000 students. Hispanic graduate enrollment in 2008 was over five times that of enrollment in 1976, increasing from 31,000 to 169,000 students. Additionally, the number of Black graduate students increased from 90,000 in 1976 to 315,000 in 2008. Each of these racial/ethnic groups increased its share

of total enrollment during this time. For example, the percent of total graduate enrollment increased from 6 to 12 percent for Blacks, from 2 to 6 percent for Hispanics, and from 2 to 7 percent for Asians/Pacific Islanders.²⁸ American Indian/Alaska Native graduate enrollment more than doubled, increasing from 6,400 to 17,700 students. Although the number of White graduate students increased from 1,336,000 to 1,750,000, the percentage share of total enrollment decreased for Whites between 1976 and 2008 from 85 to 64 percent.

Table 24.2. Total number, total percentage distribution, and percent female of graduate (postbaccalaureate) fall enrollment in degree-granting institutions, by race/ethnicity: Selected years, 1976–2008

Race/ethnicity	1976	1980	1990	2000	2003	2005	2008
Number enrolled							
Total	1,566,644	1,617,720	1,859,531	2,156,896	2,431,117	2,523,511	2,737,076
White	1,335,646	1,352,351	1,449,830	1,478,644	1,616,272	1,666,846	1,749,565
Black	89,670	87,910	99,819	181,425	230,342	259,205	315,194
Hispanic	30,897	38,642	57,888	110,781	136,488	148,420	169,364
Asian/Pacific Islander	28,587	37,735	71,954	132,679	152,834	163,029	184,932
American Indian/ Alaska Native	6,381	6,003	7,319	12,644	14,825	15,899	17,737
Nonresident alien	75,463	95,079	172,721	240,723	280,356	270,112	300,284
Percentage distribution							
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	85.3	83.6	78.0	68.6	66.5	66.1	63.9
Black	5.7	5.4	5.4	8.4	9.5	10.3	11.5
Hispanic	2.0	2.4	3.1	5.1	5.6	5.9	6.2
Asian/Pacific Islander	1.8	2.3	3.9	6.2	6.3	6.5	6.8
American Indian/ Alaska Native	0.4	0.4	0.4	0.6	0.6	0.6	0.6
Nonresident alien	4.8	5.9	9.3	11.2	11.5	10.7	11.0
Percent female							
Total	42.7	46.2	51.4	56.3	57.5	58.5	59.0
White	43.0	46.9	53.3	57.8	58.8	59.4	59.7
Black	56.3	59.6	63.2	67.8	69.5	70.4	71.3
Hispanic	41.5	47.3	53.3	59.8	61.5	62.2	63.0
Asian/Pacific Islander	39.3	39.7	43.8	51.8	54.0	54.7	55.3
American Indian/ Alaska Native	41.7	49.7	56.3	60.3	62.1	62.7	63.1
Nonresident alien	23.6	25.4	30.4	38.9	40.3	41.6	41.5

NOTE: Data from 1976 through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that do not grant degrees. Data include enrollment in master's, first-professional, and doctorate programs. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and 1990 through 2008 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990, and selected years, Spring 2001 through Spring 2009.

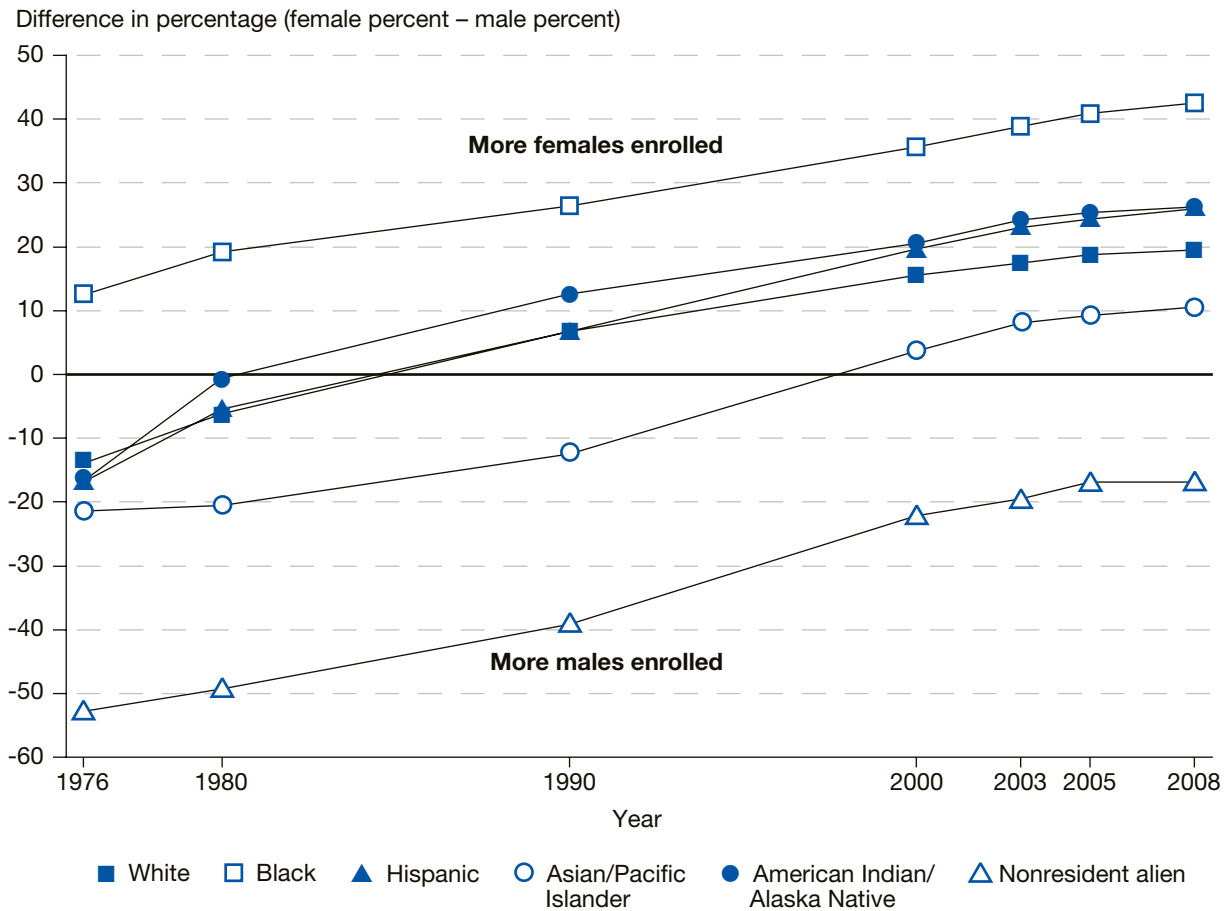
²⁷ Includes enrollment in master's, first-professional, and doctorate programs.

²⁸ Percentages are based on total enrollment, including nonresident aliens, for whom race/ethnicity is not known.

Shifts between male and female graduate enrollment were similar to shifts between male and female undergraduate enrollment. More females were enrolled in graduate programs in 2008 than males, and the size of the gap differed by race/ethnicity. Again, the difference in the percentages of males and females enrolled was largest for Black students. In 1976, Black females composed 56 percent of the total Black graduate enrollment. Black females continued to enroll at faster rates than did their male counterparts and, by 2008, some 71 percent of Black graduate

students were female. In 1976, females represented less than 50 percent of the total graduate enrollment of Whites, Hispanics, Asians/Pacific Islanders, and American Indians/Alaska Natives. However, between 1976 and 2008, female enrollment grew faster than male enrollment for each of these racial/ethnic groups, and in 2008 females accounted for 60 percent of White, 63 percent of Hispanic, 55 percent of Asian/Pacific Islander, and 63 percent of American Indian/Alaska Native graduate enrollment.

Figure 24.2. Difference in percentages of female and male graduate (postbaccalaureate) fall enrollment in degree-granting institutions, by race/ethnicity: Selected years, 1976–2008



NOTE: Data from 1976 through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that do not grant degrees. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and 1990 through 2008 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990, and selected years, Spring 2001 through Spring 2009.

24.3 Enrollment by Institutional Type

Within the broader context of higher education are several different types of institutions. In terms of governance, institutions are public, private not-for-profit, or private for-profit. The first group includes most traditional state university systems, as well as community colleges. The second group ranges from major research universities, such as Harvard or Stanford, to small liberal arts colleges. The third group includes privately operated higher education corporations, such as Strayer University or the University of Phoenix. Beyond their ownership structure, postsecondary institutions can also be characterized by the length of programs offered, from less than 2-year to 4-year institutions, and by their level of research activity.

In 2008, some 73 percent of the 18.4 million U.S. college students attended public institutions, 19 percent attended private not-for-profit institutions, and 8 percent attended private for-profit institutions. There were variations by race/ethnicity, however. About 81 percent of Hispanics and 79 percent of American Indians/Alaska Natives attended public institutions, higher than the percentages for Whites (73 percent), Blacks (68 percent), and Asians/Pacific

Islanders (75 percent). Some 21 percent of White, 18 percent of Asian/Pacific Islander, and 17 percent of Black students attended private not-for-profit institutions, while 11 percent of Hispanic and 12 percent of American Indian/Alaska Native students did so. A higher percentage of Black students (15 percent) attended private for-profit institutions than of students of any of the other races/ethnicities shown (ranging from 6 to 8 percent).

Enrollment among the races/ethnicities also varied by the length of programs offered and by the level of research activity at the institutions that students attended. About 24 percent of Asian/Pacific Islander students and 22 percent of White students attended public research institutions,²⁹ higher than the percentages for Black, Hispanic, and American Indian/Alaska Native students (ranging from 13 to 17 percent). A higher percentage of Asian/Pacific Islander students attended private research institutions (9 percent) compared with the other races/ethnicities shown (ranging from 3 to 6 percent). Almost half (49 percent) of Hispanic college and university students attended public 2-year institutions, a higher percentage than any other race/ethnicity shown (ranging from 33 to 42 percent).

²⁹ Research institutions include those with a high level of research activity or those that award at least 20 doctor's degrees per year. Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctoral degrees conferred, by field. Further information on the research index ranking may be obtained from <http://www.carnegiefoundation.org/classifications/index.asp?key=798#related>.

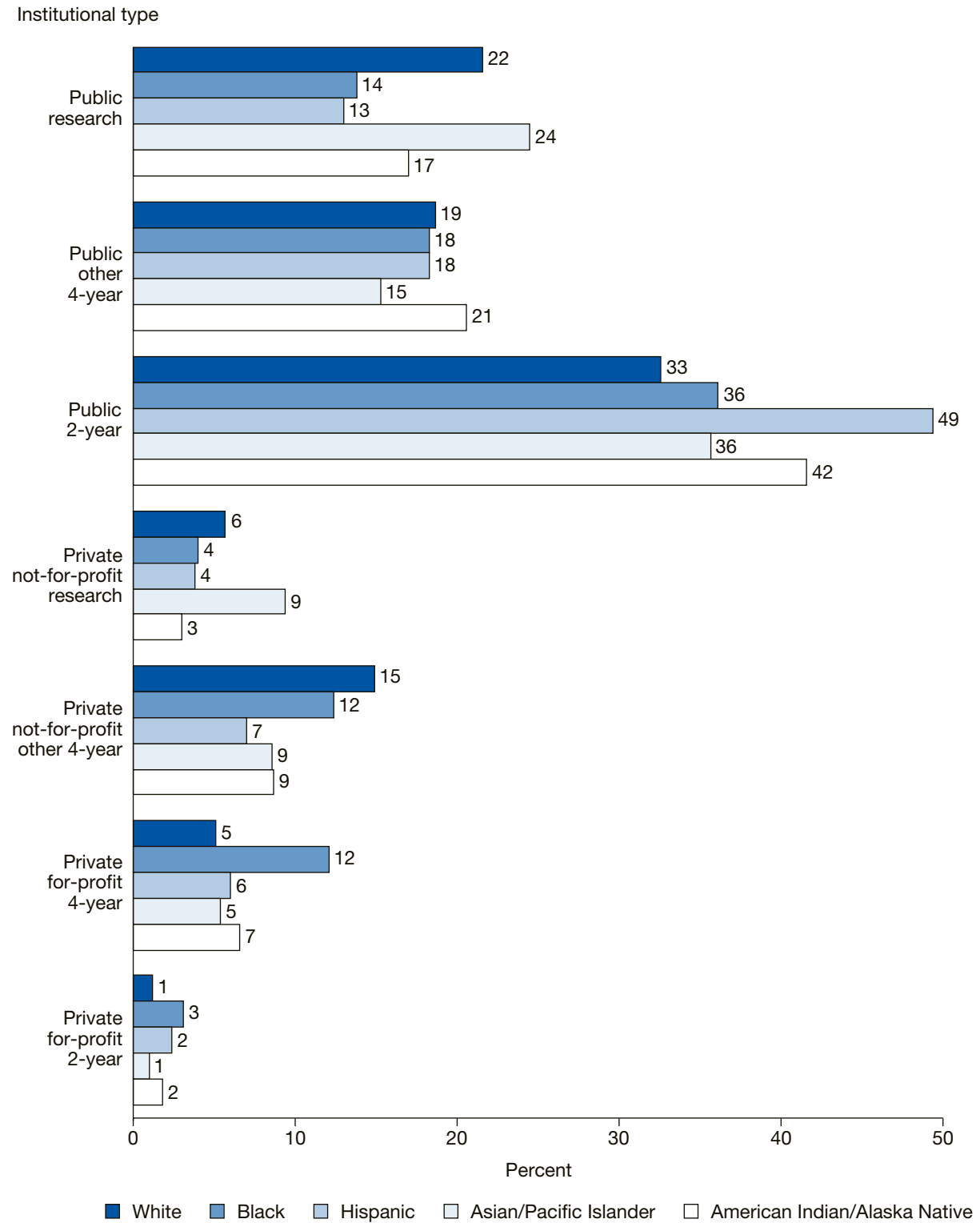
Table 24.3. Number and percentage distribution of U.S. citizen enrollment in degree-granting institutions, by race/ethnicity and institutional type: 2008

Institutional type	Total	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
Number enrolled						
Total, all types	18,442,233	12,088,781	2,584,478	2,272,888	1,302,797	193,289
Public institutions	13,545,180	8,817,677	1,759,200	1,832,397	982,876	153,030
Research	3,614,610	2,612,923	355,490	294,693	318,678	32,826
Other 4-year	3,392,814	2,266,300	471,852	415,226	199,662	39,774
2-year	6,537,756	3,938,454	931,858	1,122,478	464,536	80,430
Private, not-for-profit	3,454,943	2,513,749	431,988	248,545	236,537	24,124
Research	1,012,479	692,750	103,743	87,379	122,796	5,811
Other 4-year	2,407,925	1,799,663	321,311	158,120	112,079	16,752
2-year	34,539	21,336	6,934	3,046	1,662	1,561
Private, for-profit	1,442,110	757,355	393,290	191,946	83,384	16,135
4-year	1,147,730	615,507	312,559	136,784	70,205	12,675
2-year	294,380	141,848	80,731	55,162	13,179	3,460
Percentage distribution						
Total, all types	100.0	100.0	100.0	100.0	100.0	100.0
Public institutions	73.4	72.9	68.1	80.6	75.4	79.2
Research	19.6	21.6	13.8	13.0	24.5	17.0
Other 4-year	18.4	18.7	18.3	18.3	15.3	20.6
2-year	35.4	32.6	36.1	49.4	35.7	41.6
Private, not-for-profit	18.7	20.8	16.7	10.9	18.2	12.5
Research	5.5	5.7	4.0	3.8	9.4	3.0
Other 4-year	13.1	14.9	12.4	7.0	8.6	8.7
2-year	0.2	0.2	0.3	0.1	0.1	0.8
Private, for-profit	7.8	6.3	15.2	8.4	6.4	8.3
4-year	6.2	5.1	12.1	6.0	5.4	6.6
2-year	1.6	1.2	3.1	2.4	1.0	1.8

NOTE: Nonresident alien enrollment is not included in table. Research institutions include those with a high level of research activity or those that award at least 20 doctor's degrees per year. Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctoral degrees conferred, by field. Further information on the research index ranking may be obtained from <http://www.carnegiefoundation.org/classifications/index.asp?key=798#related>. Other 4-year institutions include those that award at least 50 master's degrees per year, those that primarily emphasize undergraduate education, and those that award degrees primarily in single fields of study such as medicine, business, fine arts, theology, and engineering.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 Integrated Postsecondary Education Data System (IPEDS), Spring 2009.

Figure 24.3. Percentage distribution of U.S. citizen enrollment in degree-granting institutions, by institutional type and race/ethnicity: 2008



NOTE: Research institutions include those with a high level of research activity or those that award at least 20 doctor's degrees per year. Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctoral degrees conferred, by field. Further information on the research index ranking may be obtained from <http://www.carnegiefoundation.org/classifications/index.asp?key=798#related>. Other 4-year institutions include those that award at least 50 master's degrees per year, those that primarily emphasize undergraduate education, and those that award degrees primarily in single fields of study such as medicine, business, fine arts, theology, and engineering.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 Integrated Postsecondary Education Data System (IPEDS), Spring 2009.

Snapshot: Enrollment in Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges

Almost 2.8 million college students are enrolled in institutions that serve large percentages of particular races/ethnicities. Historically Black colleges and universities (HBCUs) are those that were established prior to 1964 and have the principal mission of educating Black Americans. In 2007, approximately 11 percent of Black students attended one of these institutions. Half of all Hispanic college and university students (50 percent) attended an institution in which Hispanics represent 25 percent or more of the full-time equivalent undergraduate enrollment (sometimes referred to as “Hispanic serving institutions,” or HSIs). Tribally controlled institutions are, for the most part, located on reservations and controlled by a Native American tribe. Of the total American Indian/Alaska Native college and university enrollment, 7 percent attended one of these institutions in 2007.

Table 24.4. Fall enrollment in degree-granting institutions that are historically Black colleges and universities, in institutions that serve large proportions of Hispanic students, and in tribally controlled institutions, by selected race/ethnicity: 2007

Institution and race/ethnicity	Enrollment
Enrollment in historically Black colleges and universities (HBCUs)	306,515
As a percentage of total enrollment	1.7
Black HBCU enrollment	253,415
As a percentage of total Black enrollment	10.6
Enrollment in institutions that serve large proportions of Hispanic students	2,453,109
As a percentage of total enrollment	13.4
Hispanic enrollment in institutions that serve large proportions of Hispanic students	1,034,762
As a percentage of total Hispanic enrollment	49.8
Enrollment in tribally controlled institutions	17,418
As a percentage of total enrollment	0.1
American Indian/Alaska Native enrollment in tribally controlled institutions	13,820
As a percentage of total American Indian/Alaska Native enrollment	7.3

NOTE: Historically Black colleges and universities are degree-granting institutions established prior to 1964 with the principal mission of educating Black Americans. Federal regulations, 20 U.S. Code, Section 1061 (2), allow for certain exceptions to the founding date. Institutions that serve large proportions of Hispanic students are defined as institutions with a full-time-equivalent undergraduate enrollment of Hispanic students that represent 25 percent or more of the full-time-equivalent undergraduate enrollment of U.S. citizens. Tribally controlled institutions are, with a few exceptions, tribally controlled and located on reservations—they are all members of the American Indian Higher Education Consortium.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007 Integrated Postsecondary Education Data System (IPEDS), Spring 2008.

This page intentionally left blank.



25. 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 2007–08 school year, the percentage of full-time undergraduate students who received financial aid and the amount of financial aid received varied by racial/ethnic group.

In 2007–08, a higher percentage of Black full-time, full-year undergraduate students received financial aid than did White, Hispanic, Asian, and Native Hawaiian or Other Pacific Islander full-time, full-year undergraduates and full-time, full-year undergraduates of two or more races. Ninety-two percent of full-time, full-year Black undergraduate students received financial aid, compared to 85 percent of Hispanic students, 77 percent of White students, 68 percent of Asian students, 80 percent of Native Hawaiian or Other Pacific Islander students, and 83 percent of students of two or more races. The percentage of American Indian/Alaska Native students (85 percent) who received aid was not measurably different from the percentage of Black students who received aid, in part due to a large standard error.

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 need-based grants, 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 financial institutions. Loans also include federal PLUS loans³⁰ to parents, but do not include loans from family or friends to the student or commercial loans to parents.

In 2007–08, among full-time, full-year students who received financial aid, Black students received higher average amounts of aid (\$13,500), than White (\$12,900), Hispanic (\$11,400), Asian (\$12,600), and American Indian/Alaska Native (\$10,900) students. Hispanic students received a lower average amount of aid than White and Asian students. Asian students received the highest amount of aid in the form of grants (\$8,800). However, Asian students received a lower amount of aid in the form of loans (\$8,800) than did White students (\$9,800).

Table 25. Percentage of full-time, full-year undergraduates receiving financial aid and average amount of aid, by race/ethnicity and type of aid: 2007–08

Race/ethnicity	Percent receiving aid			Average amount of aid		
	Any aid	Grants	Loans	Any aid	Grants	Loans
Total ¹	79.5	64.4	53.3	\$12,700	\$7,100	\$9,500
White	77.2	60.5	52.6	12,900	7,100	9,800
Black	91.9	79.5	70.1	13,500	7,000	8,900
Hispanic	85.2	74.0	49.2	11,400	6,500	9,000
Asian	68.3	55.8	37.0	12,600	8,800	8,800
Native Hawaiian/Pacific Islander	80.3	68.4	53.1	13,400	6,100	11,100
American Indian/Alaska Native	85.2	76.0	47.6	10,900	6,700	8,000
Two or more races	82.7	67.0	57.6	13,600	8,200	8,900

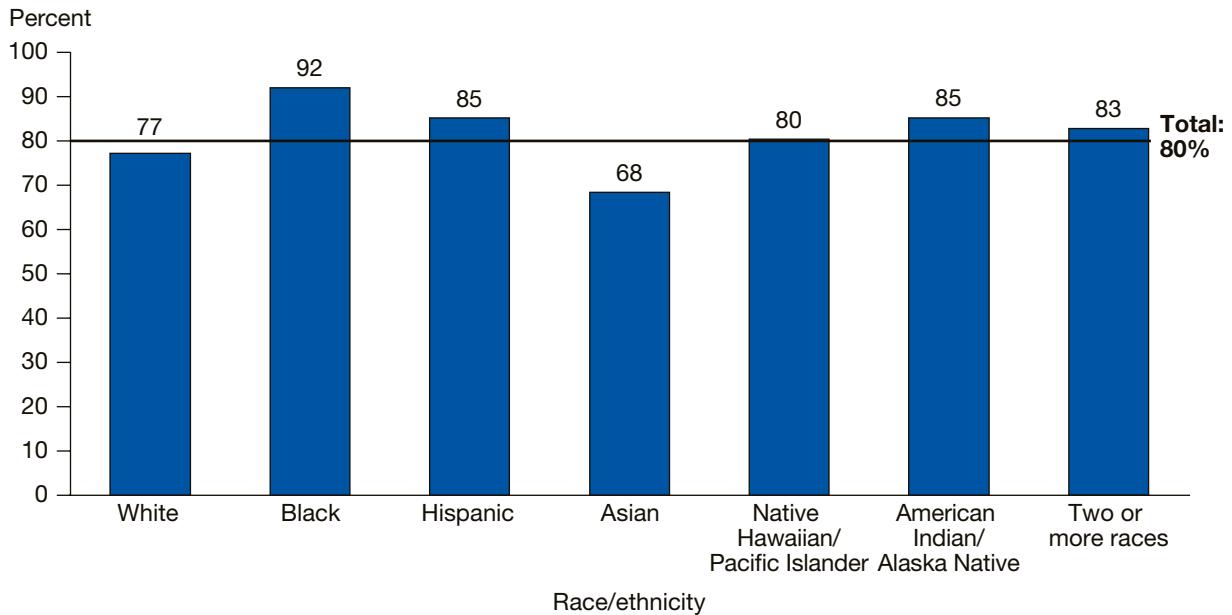
¹ Total includes other race/ethnicity categories not separately shown.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 National Postsecondary Student Aid Study (NPSAS:08).

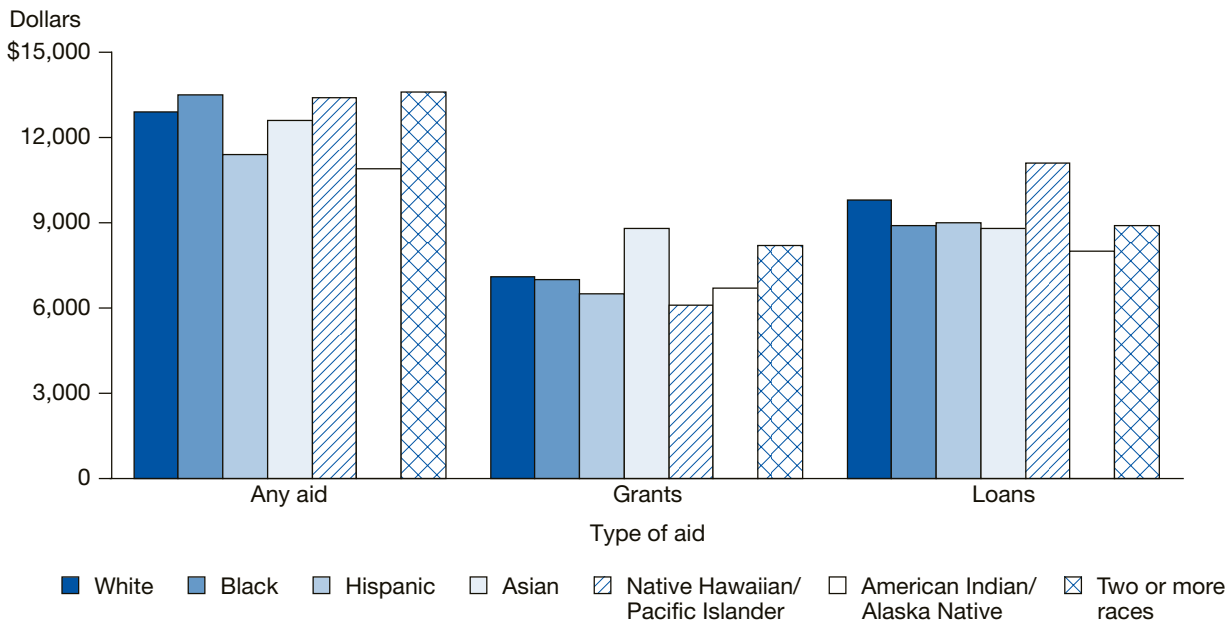
³⁰ Federal PLUS loans are available to parents of dependent undergraduate students and include Direct Loans from the federal government and loans from private lenders under the Federal Family Education Loan (FFEL) program.

Figure 25a. Percentage of full-time, full-year undergraduates receiving financial aid, by race/ethnicity: 2007–08



NOTE: Race categories exclude persons of Hispanic ethnicity.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 National Postsecondary Student Aid Study (NPSAS:08).

Figure 25b. Average amount of financial aid awarded to full-time, full-year undergraduates, by race/ethnicity and type of aid: 2007–08



NOTE: Aid averages are for those full-time, full-year students who received the specified type of aid. 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 ethnicity.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 National Postsecondary Student Aid Study (NPSAS:08).

26. Degrees Awarded

Adults who graduate from a postsecondary institution have more stable employment patterns and higher earnings than adults without postsecondary degrees (*indicators 28 and 29*). This indicator provides a snapshot by race/ethnicity of the degrees conferred in the 2007–08 school year with a focus on the different types of degrees earned, the differences in the number of degrees earned by males and females, and the most common fields of study.

26.1. Types of Degrees

Over 3 million degrees were awarded in 2008; about half of these degrees (51 percent) were bachelor's degrees. Twenty-four percent of all degrees conferred were associate's degrees, 20 percent were master's degrees, 3 percent were first-professional degrees, and 2 percent were doctor's degrees. This overall distribution of degrees awarded was not the same for each racial/ethnic group.

Bachelor's degrees were the most common degree conferred for all races/ethnicities shown: 54 percent of degrees conferred on Asians/Pacific Islanders were bachelor's degrees, compared with 53 percent conferred on Whites, 48 percent conferred on

Hispanics, 47 percent conferred on Blacks, and 46 percent conferred on American Indians/Alaska Natives. In 2008, a higher percentage of the total degrees earned by Hispanics and American Indians/Alaska Natives were associate's degrees compared with other racial/ethnic groups: 36 percent of degrees conferred on Hispanics and 35 percent of degrees conferred on American Indians/Alaska Natives were associate's degrees, compared with 30 percent for Blacks, 23 percent for Whites, and 19 percent for Asians/Pacific Islanders.

Master's degrees accounted for 19 to 20 percent of all degrees awarded to Whites, Blacks, and Asians/Pacific Islanders, whereas master's degrees accounted for 15 percent of degrees of American Indians/Alaska Natives and 14 percent of degrees of Hispanics. The percentage of first-professional degrees conferred on Asians/Pacific Islanders (6 percent) was higher than the percentages of first-professional degrees conferred on all other racial/ethnic groups shown, including Whites (3 percent), American Indians/Alaska Natives (3 percent), Blacks (2 percent) and Hispanics (2 percent). The percentage of doctor's degrees awarded ranged from 1 to 2 percent of all degrees conferred in 2007 for each race/ethnicity shown.

Table 26.1. Number, percentage conferred on females, and percentage distribution of degrees awarded by degree-granting institutions, by level of degree, race/ethnicity, and sex: 2007–08

Race/ethnicity and sex	Total	Associate's	Bachelor's	Master's	First-professional ¹	Doctor's
Number of degrees						
Total²	3,093,277	750,164	1,563,069	625,023	91,309	63,712
White	2,134,839	501,079	1,122,675	409,312	65,383	36,390
Male	892,057	194,099	492,137	155,035	34,618	16,168
Female	1,242,782	306,980	630,538	254,277	30,765	20,222
Percent female	58.2	61.3	56.2	62.1	47.1	55.6
Black	323,527	95,702	152,457	65,062	6,400	3,906
Male	104,321	30,016	52,247	18,357	2,389	1,312
Female	219,206	65,686	100,210	46,705	4,011	2,594
Percent female	67.8	68.6	65.7	71.8	62.7	66.4
Hispanic	256,940	91,274	123,048	36,801	4,840	2,279
Male	98,036	33,817	47,884	13,057	2,301	977
Female	158,904	57,457	75,164	23,744	2,539	1,302
Percent female	61.8	63.0	61.1	64.5	52.5	57.1
Asian/Pacific Islander	200,773	38,843	109,058	37,408	11,846	3,618
Male	89,411	15,936	49,485	17,227	5,135	1,628
Female	111,362	22,907	59,573	20,181	6,711	1,990
Percent female	55.5	59.0	54.6	53.9	56.7	55.0
American Indian/Alaska						
Native	25,063	8,849	11,509	3,758	675	272
Male	9,264	3,003	4,523	1,280	343	115
Female	15,799	5,846	6,986	2,478	332	157
Percent female	63.0	66.1	60.7	65.9	49.2	57.7
Percentage distribution						
Total²	100.0	24.3	50.5	20.2	3.0	2.1
White	100.0	23.5	52.6	19.2	3.1	1.7
Male	100.0	21.8	55.2	17.4	3.9	1.8
Female	100.0	24.7	50.7	20.5	2.5	1.6
Black	100.0	29.6	47.1	20.1	2.0	1.2
Male	100.0	28.8	50.1	17.6	2.3	1.3
Female	100.0	30.0	45.7	21.3	1.8	1.2
Hispanic	100.0	35.5	47.9	14.3	1.9	0.9
Male	100.0	34.5	48.8	13.3	2.3	1.0
Female	100.0	36.2	47.3	14.9	1.6	0.8
Asian/Pacific Islander	100.0	19.3	54.3	18.6	5.9	1.8
Male	100.0	17.8	55.3	19.3	5.7	1.8
Female	100.0	20.6	53.5	18.1	6.0	1.8
American Indian/Alaska						
Native	100.0	35.3	45.9	15.0	2.7	1.1
Male	100.0	32.4	48.8	13.8	3.7	1.2
Female	100.0	37.0	44.2	15.7	2.1	1.0

¹ Includes degrees that require at least 6 years of college work for completion (including at least 2 years of preprofessional training). By the National Center for Education Statistics' definition, first-professional degrees are awarded in the fields of dentistry (D.D.S. or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O.), pharmacy (D.Pharm.), podiatric medicine (D.P.M.), veterinary medicine (D.V.M.), chiropractic (D.C. or D.C.M.), law (J.D.), and theological professions (M.Div. or M.H.L.).

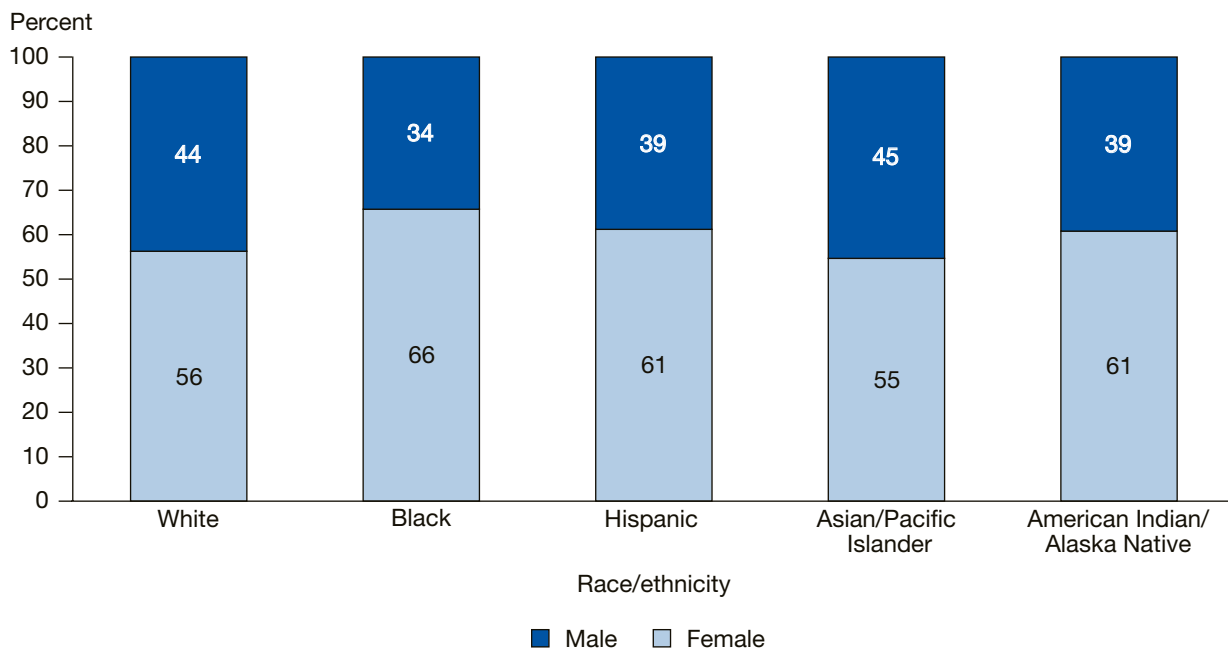
² Includes degrees conferred to nonresident aliens not separately shown; therefore, numbers within each degree do not sum to totals. NOTE: Estimates in this table may differ from those reported in other publications due to a change in the level of award categories; see *Appendix A: Guide to Sources* for more information. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 Integrated Postsecondary Education Data System (IPEDS), Fall 2008.

Within each racial/ethnic group shown, more females than males received degrees in 2008, which reflects the increased number of females enrolling in degree-granting institutions (see *indicator 24*). The difference in the number of degrees awarded to females and males was pronounced among Blacks, with Black females representing 68 percent of recipients and receiving over twice as many degrees (219,200) as Black males (104,300). This pattern was evident across the levels of degrees, with about twice as many degrees conferred on Black females as Black males at each level. The largest difference was seen at the master's degree level: about 2.5 times as many Black females received master's degrees as Black males. The difference in the number of degrees between

the sexes was also seen for other races/ethnicities: the percentage of degrees conferred on females was 63 percent for American Indians/Alaska Natives, 62 percent for Hispanics, 58 percent for Whites, and 55 percent for Asians/Pacific Islanders. Similar patterns were evident across levels of degree; for example, the percentage of bachelor's degrees conferred on females was 66 percent for Blacks, 61 percent each for Hispanics and American Indians/Alaska Natives, 56 percent for Whites, and 55 percent for Asians/Pacific Islanders. The only exception to this overall pattern was seen among Whites earning first-professional degrees: in 2008, White males earned about 3,900 more first professional degrees than White females.

Figure 26. Percentage distribution of bachelor's degrees awarded by degree-granting institutions, by sex and race/ethnicity: 2007–08



NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 Integrated Postsecondary Education Data System (IPEDS), Fall 2008.

26.2. Degrees by Level and Field of Study

In 2007–08, similarities and differences existed in the relative percentage of bachelor's, master's, and doctor's degrees awarded in various fields of study among the races/ethnicities shown. This indicator discusses the 10 most popular fields of study as measured by the percentage of degrees awarded in those fields for each type of degree.

Business was the most popular bachelor's degree for all racial/ethnic groups shown, followed by the social sciences and history. Of all racial/ethnic groups, Blacks had the highest percentage of bachelor's degrees awarded in business (25 percent) and the lowest percentage awarded in engineering and engineering technologies (3 percent). Asians/Pacific Islanders received 12 percent of their bachelor's degrees in the biological and biomedical sciences and 9 percent in engineering technologies; these were higher percentages than those of all other racial/ethnic groups shown. They also received the lowest percentage of degrees in education (2 percent) of any racial/ethnic group shown. American Indians/Alaska Natives and Whites had higher percentages of their bachelor's degrees awarded in education (8 percent for both) than all other racial/ethnic groups shown.

The most popular master's degrees were in education and business. This was true for all racial/ethnic groups shown, although the relative percentages varied. For example, although education was either the most

common or second most common field of study for all races/ethnicities shown, 12 percent of master's degrees awarded to Asians/Pacific Islanders were in education, compared with the 33 percent awarded to Whites and 33 percent awarded to Hispanics. Asians/Pacific Islanders had higher percentages of their master's degrees awarded in engineering and engineering technologies (11 percent), computer and information sciences and support services (5 percent), and biological and biomedical sciences (3 percent) than all other racial/ethnic groups shown. American Indians/Alaska Natives, Blacks, and Hispanics received higher percentages of master's degrees in public administration and social services (8 to 9 percent) than all other racial/ethnic groups shown. Blacks earned the lowest percentage of their master's degrees in engineering and engineering technologies (2 percent) of any racial/ethnic group shown.

There was also variation by race and ethnicity in the fields of study for doctor's degrees. For example, 37 percent of all doctor's degrees awarded to Blacks were in education, compared with 15 percent for Whites, 19 percent for Hispanics, 8 percent for Asians/Pacific Islanders, and 22 percent for American Indians/Alaska Natives. Also, 15 percent of degrees awarded to Asians/Pacific Islanders were in engineering and engineering technologies—this percentage was higher than the respective percentages for all other races/ethnicities shown (ranging from 4 to 6 percent).

Table 26.2. Percentage of degrees awarded by degree-granting institutions in the most popular fields of study, by race/ethnicity and level of study: 2007–08

Level and field of study	Total ¹	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	5.0	4.5	4.0	4.2	11.9	4.5
Business	21.4	20.4	24.9	21.2	22.6	19.3
Communication and communications technologies	5.2	5.5	5.3	4.7	3.4	4.0
Education	6.6	7.7	4.3	4.4	1.9	7.9
Engineering and engineering technologies	5.3	5.2	3.0	4.4	8.7	4.2
English language and literature/letters	3.5	3.9	2.8	3.1	2.4	3.2
Health professions and related clinical sciences	7.1	7.3	8.4	5.5	6.5	7.2
Psychology	5.9	5.7	7.2	7.2	5.8	5.9
Social sciences and history	10.7	10.6	10.0	11.9	12.0	12.0
Visual and performing arts	5.6	6.0	3.4	5.2	5.3	5.3
Master's degrees						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Biological and biomedical sciences	1.5	1.4	0.9	1.3	3.0	1.7
Business	24.9	22.1	31.6	23.2	36.4	22.6
Computer and information sciences	2.7	1.5	1.7	1.3	5.1	1.4
Education	28.1	33.0	27.7	32.7	12.2	32.2
Engineering and engineering technologies	5.5	3.4	1.9	3.5	10.6	2.7
Health professions and related clinical sciences	9.3	10.1	9.4	8.9	11.1	10.8
Psychology	3.4	3.7	4.5	4.6	2.4	3.4
Public administration and social services	5.3	5.1	9.5	7.5	3.8	7.8
Social sciences and history	3.0	2.9	2.0	2.6	2.5	2.4
Visual and performing arts	2.3	2.4	1.0	1.8	2.3	1.4
Doctor's degrees						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Biological and biomedical sciences	10.9	10.1	6.2	11.1	16.4	6.3
Business	3.3	2.8	5.8	2.6	3.2	5.5
Computer and information sciences	2.7	1.4	0.8	0.6	2.8	0.0
Education	13.3	15.4	36.8	19.4	7.8	22.4
Engineering and engineering technologies	12.8	6.5	3.6	6.1	15.3	5.9
Health professions and related clinical sciences	15.5	21.3	11.7	15.8	15.9	16.5
Physical sciences and science technologies	7.5	6.1	2.4	5.3	6.7	2.9
Psychology	8.3	10.8	9.2	14.3	8.8	16.2
Social sciences and history	6.4	6.2	4.7	7.1	5.7	5.5
Visual and performing arts	2.3	2.6	1.1	1.5	2.4	1.8

¹ Includes degrees conferred to nonresident aliens not separately shown.

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 does not sum to totals because degree-granting institutions conferred degrees in many other fields not shown separately. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 Integrated Postsecondary Education Data System (IPEDS), Fall 2008.

7 OUTCOMES OF EDUCATION

The final chapter of this report discusses three measures of educational outcomes in adults. *Indicator 27* looks at educational attainment and completion. In 2008, about 29 percent of U.S. adults over the age of 25 had at least a bachelor's degree, an increase of 6 percentage points from 1996. In 2008, 13 percent of Hispanic adults and 15 percent of American Indian/Alaska Native adults had obtained at least a bachelor's degree, compared with 52 percent of Asians/Pacific Islanders, 33 percent of Whites, and 20 percent of Blacks.

Adults with higher levels of education had higher median incomes and lower unemployment rates than their less educated peers. In 2008, about 5 percent of the labor force ages 16 and over were unemployed. The unemployment rates for Hispanics (8 percent), Blacks (9 percent), American Indians/Alaska Natives

(10 percent) and persons of two or more races (10 percent) were higher than the unemployment rates for Asians and Whites (4 percent each) (*indicator 28*). In general, higher unemployment rates were associated with lower levels of education for each racial/ethnic group. For example, the unemployment rate for Blacks without a high school credential was 22 percent, compared with 11 percent for Blacks with a high school credential and 4 percent for Blacks with at least a bachelor's degree. Finally, the median income in 2007 for all full-time, full-year workers ages 25 and over was \$41,000 (*indicator 29*). White workers at all educational levels, other than doctorate or first-professional, had higher median incomes than Black workers at the same educational level. Similarly, Whites at all educational levels, other than master's, had higher median incomes than Hispanics at the same level.

27. Educational Attainment

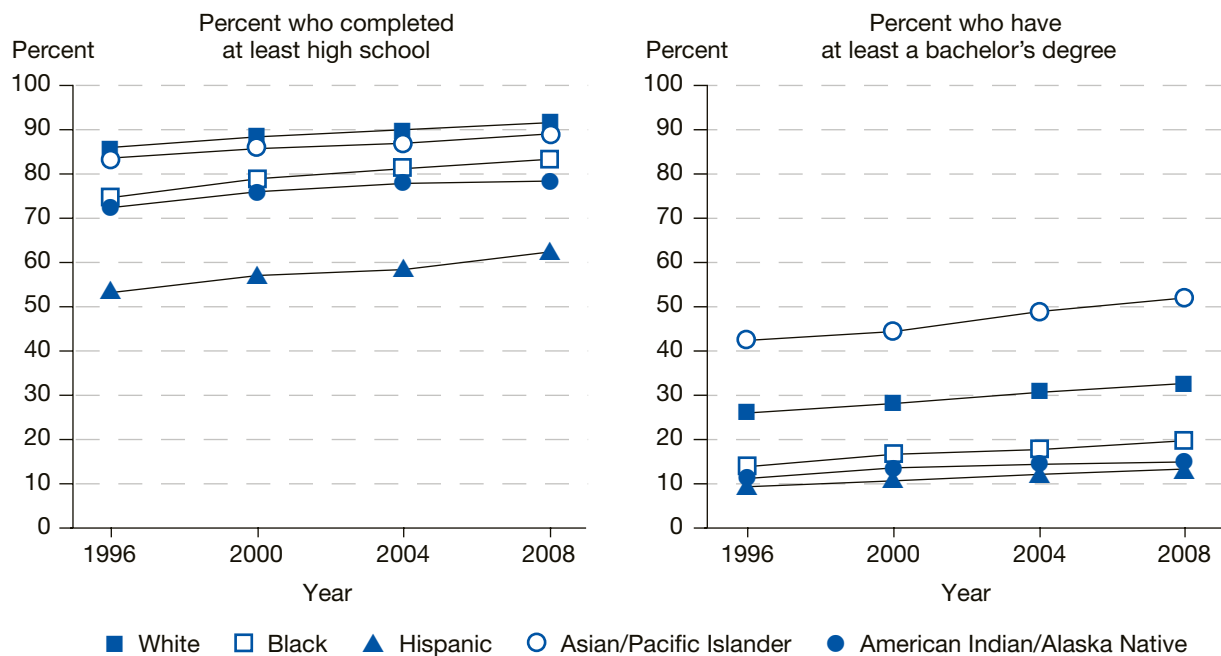
Educational attainment contributes to future earnings and employment opportunities. In 2008, about 87 percent of U.S. adults over the age of 25 had completed at least high school or the equivalent. This was a 5 percentage point increase from 1996. Similarly, in 2008, about 29 percent of U.S. adults over the age of 25 had at least a bachelor's degree, an increase of 6 percentage points from 1996.

Overall, Hispanic adults in the United States had lower rates of high school attainment than adults of other racial/ethnic groups. In 2008, about 62 percent of Hispanic adults over the age of 25 had completed at least high school or the equivalent, while 92 percent of Whites, 89 percent of Asians/Pacific Islanders, 83 percent of Blacks, and 78 percent of American Indians/Alaska Natives had done so. Between 1996 and 2008, the percentage of adults who had completed at least high school increased for each race/ethnicity, and some gaps between racial/ethnic groups decreased. For example, the percentage of adults who had completed at least high school increased by 9 percentage points each for Blacks and Hispanics, compared with an increase of 5 percentage points each for Whites and Asians/Pacific Islanders.

In 2008, in terms of college education, 13 percent of Hispanic adults and 15 percent of American Indian/Alaska Native adults had obtained at least a bachelor's degree; 52 percent of Asians/Pacific Islanders, 33 percent of Whites, and 20 percent of Blacks had done so. Although bachelor's degree attainment rates for all racial/ethnic groups have increased over the past 12 years, gaps are not narrowing and, in some cases, they are widening. For example, between 1996 and 2008, the percentage of adults who had at least a bachelor's degree increased by 10 percentage points for Asians/Pacific Islanders, by 7 percentage points for Whites, by 6 percentage points for Blacks, and by 4 percentage points each for Hispanics and American Indians/Alaska Natives.

In 2007, a higher percentage of White and Black adults (ages 25 to 29) that were born in the United States (refers to the 50 states and District of Columbia) had at least a bachelor's degree (45 and 24 percent, respectively) than did White and Black adults in this age group that were born outside of the United States (32 and 16 percent, respectively). For Hispanics and Native Hawaiians/Pacific Islanders, a higher percentage of adults (ages 25 to 29) born in the United States had at least a bachelor's degree (16 and 24 percent, respectively), than did adults born outside the United States (8 and 11 percent, respectively).

Figure 27. Percentage of adults ages 25 and over who completed at least high school and percentage who have at least a bachelor's degree, by race/ethnicity: Selected years, 1996–2008



NOTE: "Completed high school" includes persons with a high school diploma or equivalent. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Demographic Supplement, 1996, 2000, 2004, and Annual Social and Economic Supplement, 2008.

Table 27a. Percentage distribution of adults ages 25 and over according to highest level of educational attainment, by race/ethnicity: Selected years, 1996–2008

Race/ethnicity and year	At least high school completion								
	Less than high school completion	At least high school completion				At least a bachelor's degree			
		Total	High school completion ¹	Some college	Associate's degree	Total	Bachelor's degree	Master's degree	Doctorate or first-professional degree
Total									
1996	18.3	81.7	33.6	17.3	7.2	23.6	15.8	5.4	2.4
2000	15.9	84.1	33.1	17.6	7.8	25.6	17.0	5.9	2.6
2004	14.8	85.2	32.0	17.0	8.4	27.7	18.1	6.7	2.9
2008	13.4	86.6	31.2	17.2	8.8	29.4	19.1	7.5	2.8
White									
1996	14.0	86.0	34.7	17.8	7.6	25.9	17.2	6.0	2.7
2000	11.6	88.4	34.1	17.9	8.4	28.1	18.6	6.5	2.9
2004	10.0	90.0	32.8	17.6	9.0	30.6	19.8	7.6	3.2
2008	8.5	91.5	31.6	17.9	9.3	32.6	21.1	8.4	3.1
Black									
1996	25.4	74.6	35.3	18.8	6.7	13.8	10.1	2.9	0.8
2000	21.1	78.9	35.3	20.1	6.8	16.6	11.5	4.2	0.9
2004	18.9	81.1	36.2	19.3	7.9	17.7	12.4	4.1	1.2
2008	16.7	83.3	35.1	19.6	8.9	19.7	13.6	4.9	1.3
Hispanic									
1996	46.9	53.1	26.0	13.2	4.6	9.3	6.7	1.8	0.9
2000	43.0	57.0	27.9	13.5	5.0	10.6	7.3	2.2	1.2
2004	41.6	58.4	27.7	13.2	5.4	12.1	8.8	2.2	1.1
2008	37.7	62.3	29.6	13.3	6.1	13.3	9.4	2.9	1.0
Asian/Pacific Islander									
1996	16.5	83.5	21.7	12.1	7.3	42.3	27.8	9.2	5.3
2000	14.3	85.7	22.0	12.4	7.0	44.4	28.9	9.5	5.9
2004	13.1	86.9	20.3	10.6	7.2	48.9	29.7	11.9	7.2
2008	11.0	89.0	20.0	10.2	6.9	51.9	31.6	14.0	6.4
American Indian/ Alaska Native									
1996	27.6	72.4	33.6	20.4	7.2	11.2	5.9	3.7	1.6!
2000	24.1	75.9	33.2	20.2	9.0	13.6	9.7	2.9	1.0!
2004	22.2	77.8	31.0	21.5	11.0	14.3	9.2	3.6	1.5!
2008	21.6	78.4	33.4	21.7	8.4	14.9	9.8	3.6	1.4

! Interpret data with caution.

¹ Includes high school diploma or equivalent.

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Demographic Supplement, 1996, 2000, 2004, and Annual Social and Economic Supplement, 2008.

Snapshot of Hispanic and Asian Subgroups: Educational Attainment

In the United States, 11 percent of Hispanic adults between the ages of 25 and 29 had at least a bachelor's degree (compared with 27 percent of the total population, 33 percent of Whites, and 17 percent of Blacks in that age group) in 2008. However, there was variation among the different Hispanic subgroups. Cubans and South Americans had the highest rates of college attainment (30 and 28 percent, respectively), which were not measurably different from the average rate for the United States. Among the Hispanic subgroups, Salvadorans and Mexicans generally had the lowest rates of college attainment at 8 percent each. Among the Hispanic subgroups, Mexican Americans, Cubans, Salvadorans, other Central Americans and South Americans who were born in the United States (meaning within the 50 states and the District of Columbia) had higher rates of college attainment than adults of those subgroups born outside the United States. For example, within the Cuban subgroup, those who were born in the United States had a college attainment rate of 38 percent, while those who were born outside the United States had a rate of 18 percent.

Sixty percent of Asian adults ages 25 to 29 had at least a bachelor's degree in 2008. Among Asian subgroups, Asian Indians had the highest percentage of adults with at least a bachelor's degree (80 percent), while the Other Asian category generally had the lowest percentage (36 percent). The percentage of Native Hawaiians and other Pacific Islanders who had completed college (18 percent) was lower than the percentages for each of the Asian subgroups and lower than the U.S. average. U.S.-born members of the Chinese, Japanese, and Vietnamese subgroups had higher college attainment rates than members of the same subgroups that were born outside the United States. For example, within the Vietnamese subgroup, 57 percent of those who were born in the United States had a college degree, compared to 39 percent of those who were born outside the United States.

Table 27b. Number and percentage of persons ages 25 to 29 with at least a bachelor's degree, by nativity and race/ethnicity with Hispanic and Asian subgroups: 2007

Race/ethnicity	Population	Number with at least a bachelor's degree	Percentage		
			Total	Born within the United States ¹	Born outside the United States ¹
Total²	20,612,000	5,648,000	27.4	28.2	24.0
White	12,341,000	4,025,000	32.6	32.1	44.5
Black	2,661,000	457,000	17.2	16.3	24.3
Hispanic	4,082,000	457,000	11.2	15.6	7.8
Mexican	2,768,000	234,000	8.5	13.4	4.6
Puerto Rican	318,000	50,000	15.7	15.1	16.7
Cuban	84,000	25,000	29.7	37.8	18.3
Dominican	96,000	15,000	15.5	19.5	13.5
Salvadoran	154,000	12,000	7.8	15.7	6.7
Other Central American	225,000	23,000	10.2	23.7	8.1
South American	205,000	58,000	28.2	35.3	26.0
Other Hispanic or Latino	230,000	41,000	17.6	17.6	17.6
Asian	999,000	595,000	59.6	59.3	59.7
Asian Indian	276,000	221,000	80.0	81.6	79.7
Chinese ³	202,000	142,000	70.3	77.0	67.9
Filipino	99,000	59,000	59.6	66.0	57.3
Japanese	164,000	67,000	40.8	45.5	37.8
Korean	38,000	20,000	54.0	48.6	58.7
Vietnamese	83,000	37,000	44.6	57.3	38.7
Other Asian	138,000	49,000	35.8	38.1	34.8
Native Hawaiian/Pacific Islander	36,000	6,000	18.0	23.9	10.7!
American Indian/Alaska Native	144,000	14,000	9.7	9.5	‡

! Interpret data with caution.

‡ Reporting standards not met.

¹ United States refers to the 50 states and District of Columbia.² Total includes other race/ethnicity categories not separately shown.³ Excludes Taiwanese. Taiwanese is included in "Other Asian."

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

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2007.

28. Unemployment Rates

The unemployment rate, one of the important labor market outcomes related to educational attainment, is the percentage of the total labor force population that is jobless, looking for a job, and available for work. People who have no job and are not looking for one, such as those who are going to school, who have retired, or who have a physical or mental disability

that prevents them from participating in the labor force are not included in the labor force and are not considered unemployed. In 2008, about 5 percent of the labor force ages 16 and over were unemployed; however, this rate varied by race/ethnicity and level of educational attainment.

Table 28. Unemployment rates for persons ages 16 years and older, by educational attainment, age group, and race/ethnicity: 2008

Age group and race/ethnicity	Total	Less than high school completion	High school completion ¹	Some college	Associate's degree	At least a bachelor's degree
Total,² ages 16 and older	5.4	13.0	6.8	4.9	3.7	2.3
White	4.3	12.5	5.7	4.2	3.1	2.0
Black	9.5	21.6	10.9	8.2	5.6	3.5
Hispanic	7.5	10.9	7.6	5.2	4.9	3.3
Asian	3.6	8.3	5.0	3.8!	3.3!	2.5
Native Hawaiian/Pacific Islander	5.6!	‡	9.7!	3.5!	‡	‡
American Indian/Alaska Native	10.0	19.5!	11.2	7.9!	3.4!	5.2!
Two or more races	10.3	27.4	11.9	7.6!	12.0!	2.6!
Ages 16 to 24²	11.5	20.2	13.3	6.3	4.6	4.3
White	9.4	17.3	12.0	5.0	3.3!	3.9
Black	20.2	33.3	20.0	13.5	12.2!	6.5!
Hispanic	13.2	19.4	12.7	7.1	3.3!	8.3!
Asian	6.6	16.1!	8.9!	5.5!	‡	2.0!
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡	‡
American Indian/Alaska Native	20.3!	‡	‡	‡	‡	‡
Two or more races	17.0	33.8	13.3!	6.8!	‡	‡
Ages 25 and over²	4.4	9.8	5.7	4.4	3.6	2.2
White	3.6	8.9	4.8	3.9	3.1	1.9
Black	7.5	16.1	9.2	6.9	5.1	3.4
Hispanic	6.3	9.0	6.4	4.6	5.1	3.0
Asian	3.3	6.9!	4.6	3.0!	3.0!	2.5
Native Hawaiian/Pacific Islander	4.5!	‡	6.0!	‡	‡	‡
American Indian/Alaska Native	8.3	14.2!	11.6!	5.3!	2.7!	5.3!
Two or more races	8.1	17.9!	11.4	7.9!	11.0!	2.1!

! Interpret data with caution.

‡ Reporting standards not met.

¹ Includes equivalency.

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

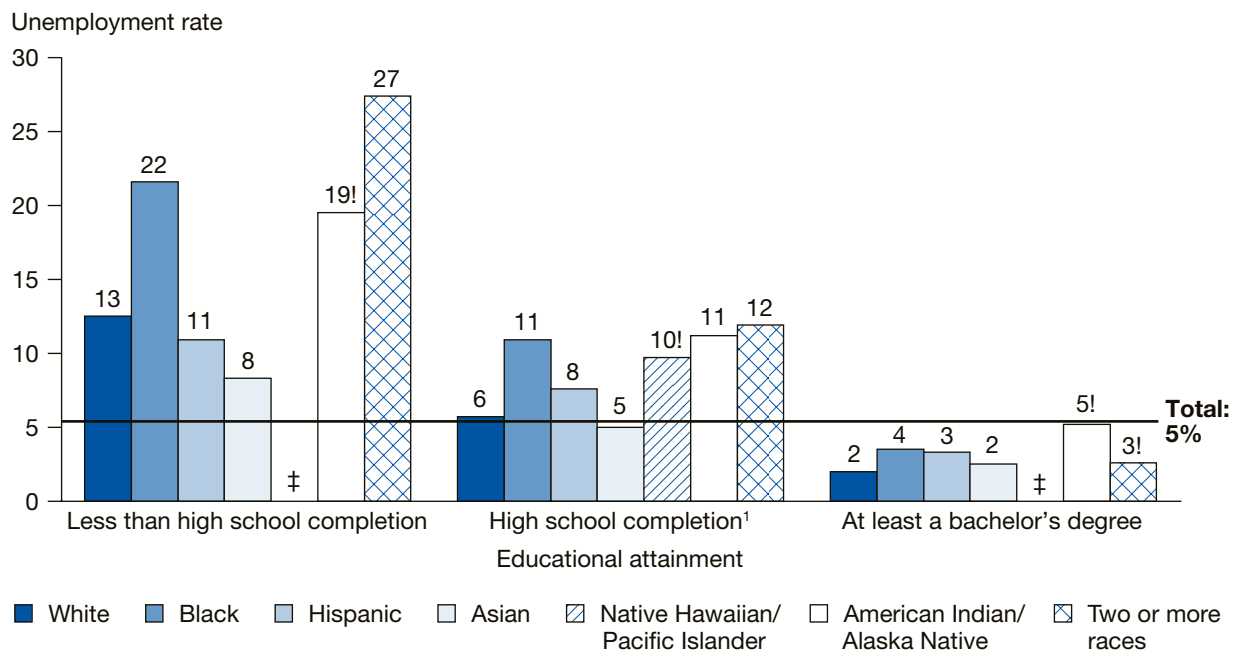
NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2008.

In 2008, for persons ages 16 and over, the unemployment rates for Hispanics (8 percent), Blacks (9 percent), American Indians/Alaska Natives (10 percent) and persons of two or more races (10 percent) were higher than the rates for Asians and Whites (4 percent each).³¹ Youth and young adults (ages 16 to 24) generally had higher unemployment rates than adults ages 25 and over, and differences in unemployment rates were found among racial/ethnic groups within each age group. Among 16- to 24-year-olds, the unemployment rate for Blacks (20 percent) was higher than the rate for Hispanics (13 percent), and both were higher than the rates for Whites (9 percent) and Asians (7 percent). In addition, among adults ages 25 and over, the unemployment rates for Blacks, American Indians/Alaska Natives, and persons of two or more races (8 percent each) and Hispanics (6 percent) were higher than the unemployment rates for Whites (4 percent) and Asians (3 percent).

In general, lower unemployment rates were associated with higher levels of education for each racial/ethnic group. While the overall unemployment rate for those over 16 years old was 5 percent, it was 13 percent for those without a high school diploma and 2 percent for those with at least a bachelor's degree. Similarly, the unemployment rate for Blacks without a high school credential was 22 percent, compared with 11 percent for those with a high school credential and 4 percent for those with at least a bachelor's degree. This pattern was also generally evident in the unemployment rates for the two age groups—youth and young adults ages 16 to 24 and adults ages 25 and over. For example, for Hispanic adults (ages 25 and over) who did not complete high school, the unemployment rate was 9 percent, compared with 6 percent for those whose highest level of education was a high school credential and 3 percent for those who completed at least a bachelor's degree.

Figure 28. Unemployment rates for persons ages 16 and over, by educational attainment and race/ethnicity: 2008



[!] Interpret data with caution.
[†] Reporting standards not met.
¹ Includes equivalency.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2008.

³¹ No statistical differences were found between the unemployment rate for Native Hawaiians/Pacific Islanders and the rate of any other race/ethnicity group shown; the estimates for Native Hawaiians/Pacific Islanders had relatively large standard errors.

29. Median Income

This indicator compares the median income of different racial/ethnic groups in 2007 by educational attainment. Median income is the reported annual wage and salary earnings of full-time, full-year workers ages 25 years and over.

The median income in 2007 for all full-time, full-year workers ages 25 and over was \$41,000. Generally, for both sexes and all races/ethnicities, higher median earnings were associated with higher educational attainment. For example, those with at least a bachelor's degree had a median income of \$58,900, while those who had completed high school had a median income of \$32,000.

In 2007, the median income of male workers was higher than the median income of female workers (\$48,000 vs. \$36,000). Males generally had higher median incomes than females for each race/ethnicity and at each educational level, although the income gaps varied in size. For example, White males with at least a bachelor's degree out-earned their female peers by \$21,000. At the same level of educational attainment, Black males out-earned their female peers by \$10,000. Among Blacks with a master's degree, no measurable difference was found between the income of males and the income of females.

Among males, Asians and Whites had higher median incomes (\$52,000 and \$50,000, respectively) than males of other racial/ethnic groups, except Native Hawaiian or Other Pacific Islander males.³² Hispanic males had a lower median income (\$33,000) than Black males (\$38,000), American Indian/Alaska Native males (\$39,000), Native Hawaiian or Other

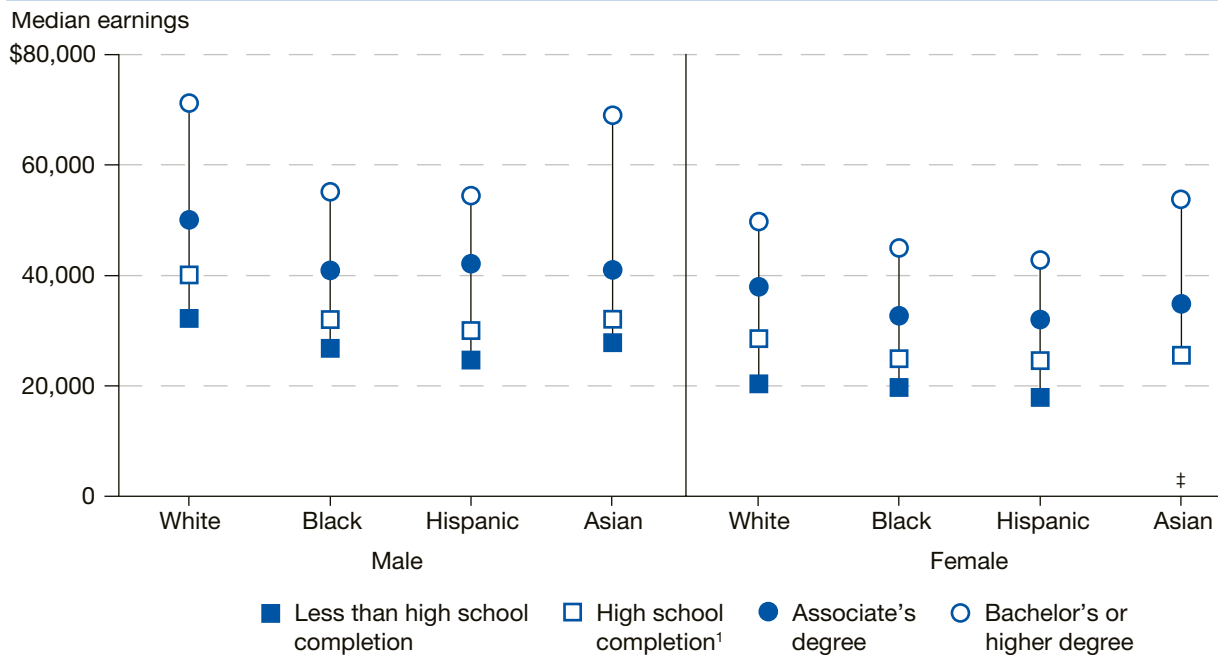
Pacific Islander males (\$45,000), and males of two or more races (\$45,000). At all levels of educational attainment, other than doctorate/first-professional, the median income for Black males was lower than the median income for White males. Similarly, at each level of educational attainment, other than master's, the median income for Hispanic males was lower than the income for White males. Additionally, the median income of Asian males with at least a bachelor's degree was higher than that of Black males and Hispanic males with the same level of educational attainment. Among those with at least a bachelor's degree, the median income was \$71,000 for White males and \$69,000 for Asian males, compared with \$55,000 for Black males and \$54,000 for Hispanic males.

Among females, Asians had a higher median income (\$42,000) than females of other racial/ethnic groups, except Native Hawaiian or Other Pacific Islanders.³³ In addition, White females and females of two or more races had higher median incomes (\$38,000 and \$35,000, respectively) than Black (\$31,000) and Hispanic (\$30,000) females. White females who had completed high school, some college, or an associate's degree had a higher median income than Black and Hispanic females with similar educational attainment. Asian females with at least a bachelor's degree had higher median earnings (\$54,000) compared to White females (\$50,000), Black females (\$45,000), and Hispanic females (\$43,000). In addition, Asian females with a master's degree had higher median earnings (\$67,000) than other females with the same level of education (ranging between \$52,500 and \$55,000).

³² There was no statistically significant difference between the median income of White males or Asian males and the median income of Native Hawaiian and Other Pacific Islander males, as the standard error for Native Hawaiian and Other Pacific Islander males was relatively large.

³³ There were no statistically significant differences between the median income of Native Hawaiian and Other Pacific Islander females and females of any other racial/ethnic group, as the standard error for Native Hawaiian and Other Pacific Islander females was relatively large.

Figure 29. Median annual earnings of full-time, full-year wage and salary workers ages 25 and older, by sex, race/ethnicity, and educational attainment: 2007



‡ Reporting standards not met.

¹ Includes equivalency.

NOTE: Reporting standards for many of the educational attainment categories for Native Hawaiians or Other Pacific Islanders, American Indians/Alaska Natives, or persons of two or more races were not met; therefore, data for these groups are not shown on the figure. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2008.

Table 29. Median annual earnings of full-time, full-year wage and salary workers ages 25 and older, by educational attainment, sex, and race/ethnicity: 2007

Sex and race/ethnicity	Total	Less than high school completion	High school completion ¹	Some college	Associate's degree	Bachelor's or higher degree			
						Total	Bachelor's degree	Master's degree	Doctorate or first-professional degree
Total	\$41,000	\$25,000	\$32,000	\$38,000	\$41,700	\$58,900	\$53,000	\$62,000	\$86,000
Male	48,000	28,000	37,200	45,000	49,000	69,000	61,000	75,000	100,000
White	50,000	32,000	40,000	47,000	50,000	71,000	65,000	75,500	100,000
Black	38,000	27,000	32,000	37,000	41,000	55,000	50,000	60,000	95,000
Hispanic	33,000	25,000	30,000	38,000	42,000	54,000	50,000	68,000	85,000
Asian	52,000	28,000	32,000	44,000	41,000	69,000	60,000	75,000	95,000
Native Hawaiian/ Pacific Islander	45,000	‡	‡	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	39,000	‡	35,000	‡	‡	‡	‡	‡	‡
Two or more races	45,000	‡	30,000	39,000	‡	78,000	75,600	‡	‡
Female	36,000	20,000	27,000	33,000	35,800	50,000	45,000	55,000	70,000
White	38,000	20,800	29,000	34,000	38,000	50,000	46,000	55,000	70,000
Black	31,000	20,000	25,000	30,000	33,000	45,000	42,000	55,000	65,400
Hispanic	30,000	18,200	25,000	31,000	32,500	43,000	40,000	52,500	‡
Asian	42,000	‡	26,000	34,000	35,000	54,000	50,000	67,000	65,000
Native Hawaiian/ Pacific Islander	35,000	‡	‡	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	30,000	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	35,000	‡	26,500	32,900	‡	50,000	‡	‡	‡

‡ Reporting standards not met.

¹ Includes equivalency.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2008.

REFERENCES

- ACT. (2008). *ACT High School Profile Report*. Retrieved May 10, 2009, from <http://www.act.org/news/data/08/pdf/National2008.pdf>.
- Allen, J. and Scoming, J. (2005) "Using ACT Assessment Scores to Set Benchmarks for College Readiness," ACT Research Report Series 2005-3. Retrieved August 2009 from http://www.act.org/research/researchers/reports/pdf/ACT_RR2005-3.pdf.
- Brooks-Gunn, J., and Duncan, G. (1997). "Effects of Poverty on Children," *The Future of Children: Children and Poverty*. Summer/Fall 1997, 55–71.
- Bryant, A.L., and Zimmerman, M.A. (2002). Examining the Effects of Academic Beliefs and Behaviors on Changes in Substance Use Among Urban Adolescents. *Journal of Educational Psychology, 94*: 621–637.
- Bryant, A.L., Schulenberg, J.E., O'Malley, P.M., Bachman, J.G., and Johnston, L.D. (2003). How Academic Achievement, Attitudes, and Behaviors Relate to the Course of Substance Use During Adolescence: A 6-Year, Multiwave National Longitudinal Study. *Journal of Research on Adolescence, 13*: 361–397.
- Chandler, K.A., Chapman, C.D., Rand, M.R., and Taylor, B.M. (1998). *Students' Reports of School Crime: 1989 and 1995*. U.S. Department of Education, National Center for Education Statistics; and U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics. Washington, DC: U.S. Government Printing Office.
- Clotfelter, C., Ladd, H., and Vigdor, J. (2004). Do School Accountability Systems Make It More Difficult for Low Performing Schools to Attract and Retain High Quality Teachers? *Journal of Policy Analysis and Management, 23*(2), 251–271.
- The College Board, Advanced Placement Program. (2008). *The 5th Annual AP Report to the Nation, Appendix A*. Retrieved September 25, 2009, from http://www.collegeboard.com/html/aprtn/pdf/ap_report_to_the_nation_data_at_a_glance_app_a.pdf.
- Cooper, H., Robinson, J.C., and Patall, E. (2006). "Does Homework Improve Academic Achievement? A Synthesis of Research, 1987–2003," *Review of Educational Research, 76*(1): 1–62.
- DeVoe, J.F., and Darling-Churchill, K.E. (2008). *Status and Trends in the Education of American Indians and Alaska Natives: 2008* (NCES 2008-084). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- DeSocio, J., VanCura, M., Nelson, L., Hewitt, G., Kitsman, H., and Cole, R. (2007). Engaging Truant Adolescents: Results From a Multifaceted Intervention Pilot, *Preventing School Failure, 51*(3), 3–9.
- Evans, G.W., and Schamberg, M.A. (2009). "Childhood Poverty, Chronic Stress, and Adult Working Memory," *Proceedings of the National Academy of Sciences, 106*(16): 6545–6549.
- Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Hofferth, S.L., Reid, L., and Mott, F.L. (2001). The Effects of Early Childbearing on Schooling Over Time. *Family Planning Perspectives, 33*(6): 259–267.

- Hoffman, K., and Llagas, C. (2003). *Status and Trends in the Education of Blacks* (NCES 2003-034). National Center for Education Statistics, U.S. Department of Education. Washington, DC.
- Individuals with Disabilities Education Improvement Act of 2004. P.L. 108-446, 118 Stat. 2647. (2004).
- KewalRamani, A., Gilbertson, L., Fox, M., and Provasnik, S. (2007). *Status and Trends in the Education of Racial and Ethnic Minorities* (NCES 2007-039), National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Llagas, C. (2003). *Status and Trends in the Education of Hispanics* (NCES 2003-008). National Center for Education Statistics, U.S. Department of Education. Washington, DC.
- Office of Management and Budget. (1997). *Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity*. Washington, DC: U.S. Government Printing Office.
- Parker, J. et al. (2004). Bridging Between Two Standards for Collecting Information on Race and Ethnicity: An Application to Census 2000 and Vital Rates. *Public Health Reports* 119(2): 192–205.
- SAT. (2008). 2008 College-Bound Seniors. Retrieved May 9, 2009, from <http://professionals.collegeboard.com/data-reports-research/sat>.
- Singh, K., Change, M., and Dike, S. (2007). Effects of Part-Time Work on School Achievement During High School, *The Journal of Education Research*, 101(1), September-October 2007: 12–23.
- Snyder, T.D., Dillow, S.A., and Hoffman, C.M. (2009). *Digest of Education Statistics 2008* (NCES 2009-020), table 326. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Tang, J., and Sable, J. (2009). *Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2006–07* (NCES 2009-342). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Tierney, J., Baldwin Grossman, J., and Resch, N. (1995). *Making a Difference: An Impact Study of Big Brothers/Big Sisters*. Philadelphia: Public/Private Ventures.
- U.S. Department of Agriculture. (2005). *Nutrition Program Facts, Food and Nutrition Service: National School Lunch Program*. Retrieved December 13, 2005, from <http://www.fns.usda.gov/cnd/Lunch/AboutLunch/NSLPFactSheet.pdf>.
- U.S. Department of Commerce, Census Bureau. (2001a). *Overview of Race and Hispanic Origin*. Washington, DC: U.S. Government Printing Office.
- U.S. Department of Commerce, Census Bureau. (2001b). *Statistical Abstract of the United States: 2000* (120 ed.). Washington, DC: Author.
- U.S. Department of Commerce, Census Bureau. (2008). *Methodology for the United States Resident Population Estimates by Age, Sex, Race, and Hispanic Origin (Vintage 2008): April 1, 2000, to July 1, 2008*. Retrieved August 1, 2009 from <http://www.census.gov/popest/topics/methodology/>.
- U.S. Department of Education, National Center for Education Statistics. (2009). *The Condition of Education 2009* (NCES 2009-081), indicators 2, 3, 12, 13, and 20. Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, Office for Civil Rights. (2005). *The Rights of Limited-English Proficient Students, Questions and Answers*. Retrieved January 14, 2005, from <http://www.ed.gov/about/offices/list/oocr/qa-ell.html>.
- U.S. Department of Education, Office of Special Education and Rehabilitative Services. (n.d.). Building the Legacy: IDEA 2004. Retrieved September 4, 2009, from <http://idea.ed.gov/>.
- U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2000). A Guide to the Individualized Education Program. Retrieved December 20, 2005, from <http://www.ed.gov/parents/needs/speced/iepguide/iepguide.pdf>.
- Zaff, J., Moore, K., Romano Papillo, A., and Williams, S. (2003). Implications of Extracurricular Activity Participation During Adolescence on Positive Outcomes. *Journal of Adolescent Research*, 18(6): 599–623.

APPENDIX A: 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)

ACT (formerly the American College Testing Program) 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 therefore are 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 15.2 includes data on the ACT, presented for the following mutually exclusive race/ethnicity categories: White (non-Hispanic), Black (non-Hispanic), Mexican-American, or 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 the categories “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. 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 14 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 the category “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 15.1 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). In *table 15.1a*, Mexican American, Puerto Rican, and Other Hispanic/Latino were combined into the category labeled 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 the category “Other” are not separately shown, but are included in the totals.

For more information on the College Board, see <http://professionals.collegeboard.com/data-reports-research>.

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 expanded in scope in subsequent years. The ACS will replace the long-form survey in the 2010 Decennial Census.

The race/ethnicity questions in the ACS are the same as in the Decennial Census (see p. 153). 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, 18.1b, and 27b present the following 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 Two or more races (non-Hispanic). Data on persons who identified themselves as “Some other race” are included in the totals, but these data are not separately shown. 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.

Indicators 2, 4, 8.2, 18, and 27 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, Cuban, Dominican, Salvadoran, Other Central American (includes Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, 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 Spaniard and All other Spanish/Hispanic/Latino). The Asian ancestry categories presented in this report are Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, and Other Asian (includes Taiwanese, Bangladeshi, Cambodian, Hmong, Indonesian, Laotian, Malaysian, Pakistani, Sri Lankan, Thai, and Other Asian).

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

Current Population Survey (CPS)

The Current Population Survey (CPS) is a monthly sample survey of 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 are often 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 2003 and later years, respondents were asked to choose from White, Black or African American, Asian, Native Hawaiian or Other Pacific Islander, and American Indian/Alaska Native; respondents had the option to select more than one race category from that list. Also, in 2003 and subsequent years, respondents were asked to specify whether or not they were of Hispanic origin after answering the race question.

Indicators 5, 18.1a, 19, 23, 27a, 28, and 29 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 (non-Hispanic), Native Hawaiian/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 *Indicators 18.1 and 27a*, data for the categories Asian and Native Hawaiian or Other Pacific Islander are combined for 2003 and later years in order to provide continuity with previous years of data and in order for cell sizes to meet reporting standards.

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

Decennial Census, Population Estimates, and Population Projections

The Decennial Census is a universe survey mandated by the U.S. Constitution. It is a questionnaire sent to every household in the country, and it is 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). 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, the Census Bureau 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 then given the following 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 specific 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 2000 and onward. As part of the modification, the Census Bureau 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 2008). Prior to 2000, the Census Bureau combined the categories Asian and Native Hawaiian or Other Pacific Islander. For all years, 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.

Indicators 1 and 2 use data from the Decennial Census and the Census population estimates and projections program.

For more information, see <http://www.census.gov>.

Decennial Census terms:

Poverty

To define poverty, the 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 whose parents enrolled them in private schools were also required to have Individualized Education Plans (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 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/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 secondary schools in the country and basic infor-

mation and descriptive statistics on all schools, their students, and their teachers. Data are collected for a particular school year via an online reporting system open to state education agencies during the school year. Beginning with the 2006–07 school year, nonfiscal CCD data are collected through the Department of Education’s Education Data Exchange Network (EDEN). Since the CCD is a universe collection, CCD data are not subject to sampling errors.

Indicators 7 and 18.2 report CCD data. The mutually exclusive race/ethnicity categories for CCD, which are presented in these indicators, are White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). All students of Hispanic origin are included in the Hispanic category regardless of their race.

In 2006–07, Kentucky and New York did not report graduate counts by race/ethnicity. In addition, race/ethnicity graduate counts for the District of Columbia were suppressed due to inaccuracy. Further, the averaged freshman graduation rates (AFGR) (*indicator 18.2*) could not be calculated by race/ethnicity for Nevada as enrollments by race/ethnicity were not reported for the 2004–05 school year. Data for each of these states were included in the totals, but these data were excluded in the race/ethnicity categories for the AFGR, and data for the District of Columbia, Kentucky, and New York were excluded in the race/ethnicity categories for the number of graduates. In 2006–07, the number of graduates and the percentage of total graduates were: 2,944 (0.1 percent) for the District of Columbia, 39,099 (1.4 percent) for Kentucky, 16,455 (0.6 percent) for Nevada, and 168,333 (5.8 percent) for New York.

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 definitions are as follows:

City

Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more

Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000

Small: Territory inside an urbanized area and inside a principal city with population less than 100,000

Suburb

Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more

Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000

Small: Territory outside a principal city and inside an urbanized area with population less than 100,000

Town

Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area

Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area

Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area

Rural

Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster

Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster

Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster

For more information on locale codes, see http://nces.ed.gov/ccd/rural_locales.asp.

Early Childhood Longitudinal Study, Birth Cohort of 2001

The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) is designed to provide decision-makers, researchers, child care providers, teachers, and parents with nationally representative information about children's early learning experiences and the transition to child care and school. Children's physical and cognitive development, care, and learning experiences at home and school are measured from birth through kindergarten entry using standardized assessments.

At the 9-month parent interview, respondents indicated whether the child belonged to one or more of 14 race categories: (1) White, (2) Black or African American, (3) American Indian or Alaska Native, (4) Asian Indian, (5) Chinese, (6) Filipino, (7) Japanese, (8) Korean, (9) Vietnamese, (10) Other Asian, (11) Native Hawaiian, (12) Guamanian or Chamorro, (13) Samoan, and (14) Other Pacific Islander. Data were collected on Hispanic ethnicity as well; specifically, respondents were asked whether the child was of Hispanic or Latino origin. A child's ethnicity was classified as Hispanic if a parent respondent indicated the child's ethnicity was Hispanic, regardless of the race identified. During the 2-year parent interview, for cases that were identified as being of American Indian/Alaska Native descent in the 9-month collection (by either the birth certificate data or during the parent interview), parent interview respondents were asked to confirm that the child was of American Indian/Alaska Native descent. If the parent interview respondent indicated "no," the case was reclassified as the race/ethnicity specified by the parent interview respondent. Similar procedures were repeated at the preschool round.

Indicators 6 and 10 report ECLS-B data. The mutually exclusive race/ethnicity categories presented in these indicators are 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 Two or more races (non-Hispanic). All children of Hispanic origin are included in the Hispanic category regardless of the race option(s) chosen. Therefore, children of Hispanic origin may be of any race.

Further information on the ECLS-B may be obtained from <http://nces.ed.gov/ecls/Birth.asp>.

High School Transcript Study Tabulations

High school transcript studies have been conducted since 1982 and are associated with a major NCES data collection. The studies collect information that is contained in a student's high school record—courses taken while attending secondary school, information on credits earned, when specific courses were taken, and final grades.

Studies were conducted of the coursetaking patterns of 1998, 2000, and 2005 high school graduates. For these studies, NCES collected high school transcripts from a nationally representative sample of both public and private schools that had been selected to participate in the National Assessment of Educational Progress (NAEP). A representative sample of graduating seniors within each school was selected. Most of the transcripts collected were those of students who participated in the NAEP assessments that year. After collection, the courses appearing on the student transcripts were coded using the Classification of Secondary School Courses, which contains over 2,200 course codes. Actual course content may vary widely among schools.

NAEP reports data on student race/ethnicity based on information obtained from school rosters. *Indicator 13* reports the following race/ethnicity categories: White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian American/Pacific Islander (non-Hispanic), American Indian (non-Hispanic), and Unclassified. Unclassified students are reported in the total, but not separately shown. All students of Hispanic origin are classified as Hispanic, regardless of race.

For more information on the High School Transcript Studies, see <http://nces.ed.gov/surveys/hst>.

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 institutions whose primary mission is the provision of postsecondary education. 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 and Completions survey.

Beginning in fall 2008, the IPEDS data collection began phasing out the category “first-professional” degree. Institutions had the option to report programs previously classified as first-professional programs and awards as first-professional as master's degrees, if appropriate, or under one of three types of doctor's degrees: doctor's—research/scholarship, doctor's—professional practice, or doctor's—other. In this publication, table 26.1 provides estimates based on the old classification. Estimates from institutions who provided information based on the new classification were cross-walked back to the old categories. Therefore, estimates in table 26.1 may not match estimates reported in other publications.

IPEDS asks institutions to provide enrollment and completion data on students based on the following race/ethnicity categories: Black; American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; and White. Each student may only be reported in one category.

Indicators 24 and *26* use data from IPEDS and its predecessor, HEGIS, with 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). 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. 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 7.5*) is reported by school administrators in the school background questionnaire.

Indicators 7.5, 11, and 16 provide data from NAEP, using 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). 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.

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.

The 2007 NHES reports data on the following race categories: White, Black or African American, Asian, Native Hawaiian and Other Pacific Islander, American Indian or Alaska Native, and Other races. NHES allows respondents to choose more than one race. NHES also asked respondents about Hispanic origin; those who were Hispanic were classified as Hispanic, regardless of race.

Indicators 17 and 19 report NHES data on the following mutually exclusive race/ethnicity categories: White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian (non-Hispanic), American Indian/Alaska Native (non-Hispanic), and Two or more races (non-Hispanic). All persons of Hispanic origin were included in the Hispanic category regardless of race. Data on respondents who reported Native Hawaiian and Other Pacific Islander and "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, 2-year institutions, and 4-year colleges and universities. The NPSAS surveys provide information on the price 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 25 presents NPSAS data 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). 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 need-based grants, 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).

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 2007 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 22b* reports the following mutually exclusive race/ethnicity categories: White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian, and Other. The “Other” category in this case includes data on Native Hawaiians or Other Pacific Islanders, American Indians/Alaska Natives, and persons of two or more races which were combined due to data reporting issues for these groups.

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

Schools and Staffing Survey (SASS)

This report draws upon data from the Schools and Staffing Survey (SASS), which provides national- and state-level data on public schools and national- and affiliation-level data on private schools. The 2007–08 SASS was collected by the U.S. Census Bureau and sponsored by the National Center for Education Statistics (NCES). SASS consists of five sets of linked surveys, including surveys of schools, the principal of each selected school, a subsample of teachers within each school, the public school district in which the sample school is located, and public school library media centers.

In 2007–08, there were three types each of teacher and school questionnaires: public (including public charter), private, and Bureau of Indian Education (BIE). For this report, public charter schools are included with public schools, but BIE schools are not. The public school sampling frames for the 2007–08 SASS were created using the 2005–06 NCES Common Core of Data (CCD) Public School Universe Files. In SASS, a school was defined as an institution or part of an institution that provides classroom instruction to students; has one or more teachers to provide instruction; serves students in one or more of grades 1–12 or the ungraded equivalent; and is located in one or more buildings apart from a private home. It was possible for two or more schools to share the same building; in this case they were treated as different schools if they had different administrations (i.e., principals or school head).

Information on the racial and ethnic composition of schools was provided by the school questionnaire. Each respondent to the school questionnaire was asked how many students were in each of the following categories: Hispanic, White (non-Hispanic), Black (non-Hispanic), Asian or Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic). Each student had to be included in

only one of these categories. Based on these counts, the percentages of enrolled students who were White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic) were calculated.

Indicator 9 reports data from SASS, and results are shown separately for schools with varying percentages of White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic) enrollment.

For more information about the SASS, see <http://nces.ed.gov/surveys/sass/>.

Trends in International Mathematics and Science Study (TIMSS)

Trends in International Mathematics and Science Study (TIMSS) (formerly known as the Third International Mathematics and Science Study) is a cross-national comparative study of the performance and schooling contexts of 4th- and 8th-grade students in mathematics and science. TIMSS provides trend data on students' mathematics and science achievement from an international perspective. Through participation in TIMSS, the United States has gained reliable and timely data on the mathematics and science achievement of U.S. students compared to that of students in other jurisdictions. TIMSS is coordinated by the International Association for the Evaluation of Educational Achievement (IEA), with national sponsors in each participating jurisdiction.

Students' races/ethnicities were obtained through student responses to a two-part question. Students were asked first whether they were Hispanic or Latino, and then whether they were members of the following racial groups: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, or White. Multiple responses to the race classification question were allowed. All students of Hispanic origin are classified as Hispanic, regardless of race. The small numbers of students indicating that they were American Indian or Alaska Native or Native Hawaiian or other Pacific Islander were combined into a group labeled "Other." This category is reported as part of the total but is not reported separately.

Indicator 12 reports data from TIMSS, and results are shown separately for Whites (non-Hispanic), Blacks (non-Hispanic), Hispanics, Asians (non-Hispanic), and persons of two or more races (non-Hispanic).

For more information about the TIMSS, see <http://nces.ed.gov/timss/>.

U.S. Department of Health and Human Services

Centers for Disease Control and Prevention

National Vital Statistics System (NVSS)

The National Vital Statistics System (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). The data are provided to NCHS through the Vital Statistics Cooperative Program (VSCP). In 1984 and earlier years, the VSCP included varying numbers of states that provided data based on a 100-percent sample of their birth certificates. Data for states not in the VSCP were based on a 50-percent sample of birth certificates filed in those states. Population data used to compile birth rates are based on special estimation procedures and are not actual counts.

Race and Hispanic ethnicity are reported separately in the NVSS. Data are available for non-Hispanic Whites and non-Hispanic Blacks for 1990 and later; however, for 1980 and 1985, data for Whites and Blacks may include persons of Hispanic ethnicity. For all years, Asian/Pacific Islander and American Indian/Alaska Native categories include persons of Hispanic ethnicity. *Indicator 21* uses NVSS natality data. Race/ethnicity categories are White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native. Data for specified Hispanic subgroups are shown for these groups: Mexican, Puerto Rican, Cuban, and Other Hispanic, which includes Central and South American and "other and unknown Hispanic." This indicator excludes data from New Hampshire for 1990–1992 and from Oklahoma for 1990 because information on Hispanic ethnicity was not reported. Since 2003, respondents in 18 states and the District of Columbia had the option of selecting more than one Hispanic origin group. Those respondents who selected more than one Hispanic origin group are classified as "other Hispanic." Changes in the reporting of Hispanic origin, including the reporting of more than one Hispanic origin, have affected the distribution of births among specified Hispanic categories, resulting in increases for "other and unknown Hispanic" and small decreases for the specified Hispanic origin groups.

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

Youth Risk Behavior Survey (YRBS)

The National School-Based Youth Risk Behavior Survey (YRBS) is one component of the Youth Risk Behavior Surveillance System (YRBSS), an epidemiological surveillance system developed to monitor the prevalence of youth behaviors that most influence health. The YRBS uses a three-stage cluster sampling design to produce a nationally representative sample of students in grades 9–12 in the United States.

Race/ethnicity was computed from two questions: (1) “Are you Hispanic or Latino?” (response options were “yes” and “no”); and (2) “What is your race?” (response options were “American Indian or Alaska Native,” “Asian,” “Black or African American,” “Native Hawaiian or Other Pacific Islander,” or “White”). For the second question, students could select more than one response option. Students were classified as “Hispanic” if they answered “yes” to the first question, regardless of how they answered the second question regarding race. Students who answered “no” to the first question and selected more than one race/ethnicity in the second category were classified as “Two or more races.” Students who answered “no” to the first question and selected only one race/ethnicity were classified as that race/ethnicity.

Indicator 22 uses data from the YRBS. The mutually exclusive race/ethnicity categories reported are White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian (non-Hispanic), Native Hawaiian and Other Pacific Islander (non-Hispanic), American Indian/Alaska Native (non-Hispanic), and Two or more races (non-Hispanic).

For more information on the YRBS, see <http://www.cdc.gov/yrbs>.

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 ages 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 Two or more races (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>.