

TODAY'S PROMISE, TOMORROW'S FUTURE:

THE SOCIAL AND EDUCATIONAL FACTORS CONTRIBUTING TO
THE OUTCOMES OF HISPANICS IN URBAN SCHOOLS



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The Council of the Great City Schools is a coalition of 65 of the nation's largest urban school systems. Its board of directors is composed of the superintendent of schools and one school board member from each member city. An executive committee of 24 individuals, equally divided in number between superintendents and school board members, provides oversight of the 501 (c) (3) organizations in between board meetings. The mission of the Council is to advocate for and to assist in the improvement of public education in the nation's major cities. To meet that mission, the Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group convenes two major conferences each year on promising practices in urban education; conducts studies on urban school conditions and trends; and operates ongoing networks relating to personnel, communications, curriculum, research, technology, and other areas. The Council was founded in 1956 and incorporated in 1961 and has its headquarters in Washington, DC.

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PREFACE

Hispanic young people are a growing part of the American landscape and promise to shape the cultural and demographic flavor of the United States for the foreseeable future. Yet, many Hispanic students are not doing well in our Great City Schools and our schools, in turn, are not doing well by them. Data from the National Assessment of Educational Progress (NAEP) analyzed for this report show that Hispanic fourth graders read and do math at substantially lower levels than students with greater advantages and students who speak English. The situation is compounded by the fact that large numbers of Hispanic students live below the poverty line, do not have health insurance nor access to pre-school services, are unlikely to have a parent who has graduated from high school, are among the working poor, and face constant suspicions about whether they are in the country legally.

However, the truth is that Hispanics have been in the United States for a long time. In fact, the U.S.-Mexican War of 1846 to 1848 resulted in the American annexation of most of what is now Arizona, California, Texas, New Mexico, Nevada, and Colorado, and parts of Utah—acreage that was comparable in size to western Europe. Large numbers of Hispanics had been living in this territory for generations, only to find themselves “foreigners” at the conflict’s end without ever having moved an inch. The early 20th century saw another large influx of individuals, mostly from Mexico, to fill jobs in agriculture, construction, the railroad, and labor. People from Latin American countries continue to migrate to the United States to this day.

The 2010 Census counted some 50.5 million Hispanics in the United States, accounting for about 16.3 percent of the nation’s total population. In the last decade, the Hispanic population has grown 43 percent mostly from births rather than from immigration. At this point, Hispanic children represent 23 percent of all school-aged children in the United States. Numbers are even higher in our urban cores.

Hispanic students now account for 37 percent of all students in the Great City Schools. This concentration of students places a substantial responsibility on the nation’s major urban school districts to ensure that these students succeed and their special needs are met, because their skills and knowledge will form the backbone of much of America’s future.

It is this duty, along with all the other challenges that urban education faces, that prompted the Council to prepare this report. The analysis distinguishes between Hispanics and English language learners since while the majority of ELLs are Hispanic, not all Hispanics are ELL. The data in this report clearly show that many Hispanic school-aged children live in circumstances that hinder their ability to do well in school, but the results also indicate enormous potential. The job of the Great City Schools—indeed, its job with all children—is to ensure that this potential is realized and that today’s promise becomes tomorrow’s future.

Michael Casserly
Executive Director
Council of the Great City Schools

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

“WE SHOULD ACKNOWLEDGE DIFFERENCES; WE SHOULD GREET DIFFERENCE, UNTIL DIFFERENCE MAKES NO DIFFERENCE ANYMORE. “

~DR. ADELA ALLEN, EDUCATOR

In October of 2010, the Council released its well documented study on the challenges Black males confront in urban education-- A Call for Change: The Social and Educational Factors Contributing to the Outcomes of Black males in Urban Schools. This report, Today's Promise, Tomorrow's Future: The Social and Educational Factors Contributing to the Outcomes of Hispanics in Urban Schools, is its companion document in that it examines similar factors. Today's Promise, Tomorrow's Future, however, goes one step further and reviews, when possible, the achievement of formerly-English Language Learners who are Hispanic and compares their progress with Hispanic students and English Language Learners (ELL) who are Hispanic.¹

At nearly 55 million strong, including 4 million in Puerto Rico, Hispanics are 16 percent of the nation's population and by far the largest minority demographic in the nation. The Census Bureau projects that Hispanics will account for one of every four of the more than 400 million Americans by 2050. With a median age of 27.5, versus 36.8 for non-Hispanic Whites, they also are the youngest population and already account for nearly one of every four K-12 students.

Although many Latino adults and teens who arrive in the United States from other countries have difficulty learning English, most young Latino children grow up learning English as their primary language. In 2008, 17 percent of Latino children ages five to 17 had difficulty speaking English well.

The Department of Education estimates that in 2007-08 English language learners² comprised 10.7 percent of total kindergarten to twelfth (k-12) grade student population. Using a different

data collection instrument and casting a wider net, The American Community Survey (ACS) estimated almost twice the percentage--21 percent of all 5 to 17 year olds spoke a language other than English at home and estimated that 62 percent of the 55 million people who spoke a language other than English at home spoke Spanish.

The growth over the past decade for both Hispanics and ELLs has outpaced the general population growth and the growth in school age children. Specifically, according to the Department of Education, the number of all pre-K-12 students increased by 8.5 percent, from 46.0 million in 1997-1998 to 49.9 million in 2007-2008, and the number of ELL students increased by 53.2 percent (from 3.5 million to 5.3 million) in the same period.³

Moreover, the Council of the Great City Schools enrolls approximately 3 million (24 percent) of the nation's pre-k-12 Hispanic students; and 1.3 million (26 percent) of the nation's English language learners.⁴

Our urban school districts educate a considerable percentage of both Hispanic students and ELLs. We realize that the future of our cities largely depends on how well we succeed in educating this burgeoning demographic group. The initiatives, policies and programs implemented over the past few decades have been for the most part, reactive, fragmented and without strategic direction. It is imperative that Hispanic youth participate in rigorous instructional programs and have greater access to educational opportunities resulting in successful educational outcomes.

The Council of the Great City Schools pays special tribute and gives thanks to the

¹ According to the U.S. Census, Hispanics or Latinos are those people who classified themselves in one of the specific Spanish, Hispanic, or Latino categories listed on the Census 2010 questionnaire. People who identify their origin as Spanish, Hispanic, or Latino may be of any race. For further information see U.S. Census Bureau, 2010 Census of Population, Public Law 94-171 Redistricting Data File.

² A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term limited-English-proficient (LEP). "Limited English Proficient" is also the terminology used in NAEP technical documentation prior to the 2005 NAEP assessment.

³ State Title III Directors and 2007-08 State CSPR; other years indicated. NCELA, The Growing Numbers of English Learner Students, 1997/98-2007/08, www.ncela.gwu.edu/files/uploads/9/growingLEP_0708.pdf, Migration Policy Institute

⁴ The ELL statistics for CGCS includes students from all ethnic backgrounds.

organizations that have examined and brought attention to these issues—the Pew Hispanic Center, New Journalism on Latino Children and Institute on Human Development at UC Berkeley, Mexican American Legal Defense and Educational Fund (MALDEF), National Women’s Law Center, Steinhardt School of Culture, Education, and Human Development (NYU), National Council of La Raza Migration Policy Institute, and WestEd, to name a few.

This study attempts to pull together achievement data specifically focusing on Hispanic students in our urban schools. This document will provide a reference point or baseline data to ignite and guide our future work. Still, the work is limited in that it examines only six areas in the lives of America’s Hispanic youth:

1. Readiness to learn
2. Hispanic and ELL Hispanic student achievement on the National Assessment of Educational Progress (NAEP)
3. Hispanic and ELL Hispanic student achievement on the National Assessment of Educational Progress (NAEP) in selected big city school districts
4. College and career preparedness
5. School experience
6. Postsecondary experience

Although we recognize that many more indicators could have been addressed we are convinced that we have more than made the case for action in this report.

Readers should keep a number of things in mind as they go through the report. First, all data reported here are from secondary sources unless otherwise indicated.

Second, the years on which data are reported vary from indicator to indicator depending on the source, but all are the most recently available.

Third, data are disaggregated to identify Hispanic, English language learners, and when available, formerly English language learners. For achievement, we chose White students in national public schools as our comparison point. We did this because they tend to be the highest performing overall student group on most of the indicators of success. Hence, there is no reason for us not to expect Hispanic students to do as well or better. For

the most part, data are disaggregated for race/ELL status so that comparisons can be made between Hispanic ELLs and Hispanic non-ELLs. It is also important to note that for two factors – Hispanic and ELL achievement at the national level and Hispanic and ELL achievement for selected big city school districts--data were disaggregated by race/ELL status. When possible, data were tested to determine whether the differences between Hispanic and ELL students living in large cities (LC) and Hispanic and ELL students across the nation (NP) were statistically significant.

Fourth, the Council analyzed National Assessment of Educational Progress (NAEP) achievement data for Hispanic and Hispanic ELL students at the national public (NP), large city (LC) levels, and on 18 big city school districts using data from the Trial Urban District Assessments (TUDA).⁵ The large cities in the nation are those with populations of 250,000 or more. In this paper, large city means the combined public school student enrollments in the nation’s large city public schools. All of the NAEP analyses were conducted using the NAEP Data Explorer.
<http://nces.ed.gov/nationsreportcard/naepdata/report.aspx>.

Wherever possible, we also analyzed the differences in the NAEP data to determine whether or not they were statistically significant.

Finally for NAEP data, the terms Hispanic and ELLs are based on National Center Education Statistics definitions. Starting in 2002, NAEP reports of students’ race and ethnicity are based on the school records, with students’ self-report used only if school data are missing. The definition for English Language Learner varies from state to state and in some cases from district to district.

This report does not contain recommendations; but, the Council will move to convene a panel of esteemed school district, state, national, and university leaders and policy makers who are concerned about the education of Hispanic children and youth. This panel of leaders would provide guidance to the Council in its continued work to address the challenges in improving achievement for Hispanic children in our urban schools and help develop targeted strategies to accelerate their learning.

⁵Atlanta, Austin, Baltimore City, Boston, Charlotte-Mecklenburg, Chicago, Cleveland, Detroit, District of Columbia, Fresno, Houston, Jefferson County (KY), Los Angeles, Miami-Dade, Milwaukee, New York City, Philadelphia, San Diego

EXECUTIVE SUMMARY

FINDINGS

A summary of the key findings follows:

FACTOR 1 READINESS TO LEARN

Although the structure of Hispanic families is stable there are a number of parents who lack the resources and assistance to prepare their children for school. A significant number of Hispanic parents lack post high school experience, live in poverty, and are without full-time employment.

- In 2008, Hispanic children were less likely to have health insurance than White children.
- In 2007, six out of ten Hispanic children lived in households with married adults; three out of ten lived with a female parent only.
- In 2007, 27 percent of Hispanic children lived in poverty compared with 10 percent of White children.
- In 2008, 33 percent of Hispanic children lived in families where no parent had full-time, year-round employment compared with 21 percent of White children.
- In 2007, Hispanic children between the ages of 3 to 5 years old were least likely to have parents involved in home literacy activities than White or Black children.
- In 2007, Hispanic children between the ages of 3 to 5 years old, were least likely to have school readiness skills than White or Black children.

FACTOR 2: HISPANIC AND ELL HISPANIC ACHIEVEMENT ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP READING GRADES 4 AND 8

NAEP data show that achievement levels of grade 4 and grade 8 Hispanic students (LC) have increased significantly from 2003 to 2009; however, they continue to be lower than White students (NP). The achievement gaps between Hispanic students (LC) and White students

across the nation (NP) were wide in 2003 and continued to be wide in 2009. In 2009, formerly-ELL Hispanic students (LC) performed similarly to their non-ELL peers (NP) at the fourth- and eighth- grade levels. Furthermore, Hispanic students (LC) not eligible for free and reduced-price lunch (non-FRPL) performed similar to White students (NP) eligible for free and reduced-price lunch (FRPL).

- Between 2003 and 2009 average reading scores of grades 4 and 8 Hispanic (LC), Black (LC), and White (NP) students increased significantly. However, in 2009, average scores of Hispanic (LC) and Black (LC) students were not statistically different at both grades 4 and 8.
- From 2003 to 2009 the percentage of Hispanic students (LC) performing at or above *Proficient* levels in reading was at least 26 percentage points lower than White students (NP) at grade 4 and 24 points lower at grade 8.
- In 2009, 22 percent of fourth-grade formerly-ELL Hispanic students (LC) performed at or above *Proficient* levels in reading compared with 23 percent non-ELL Hispanic students (NP). Eleven percent of eighth-grade formerly-ELL Hispanic students (LC) performed at or above *Proficient* levels in reading compared with 21 percent of non-ELL Hispanic students (NP).
- Between 2003 and 2009, average reading scores for grades 4 and 8 Hispanic students (LC) without disabilities (non-SD) increased significantly; however, average scores were 28 points lower at grades 4 and 26 points lower at grades 8 than White students (NP) without disabilities (non-SD).
- In 2009, average reading scores of grade 4 Hispanic students (LC) not eligible for free and reduced-price lunch (non-FRPL) increased significantly from 2003 while the average scores for eighth-grade Hispanic students (LC) not eligible for free and reduced-price lunch (non-FRPL) remained unchanged. Scores for grade 4 and 8 Hispanic students (LC) not eligible for free and reduced-price lunch (non-FRPL) were similar to White students (NP) eligible for free and reduced-price lunch (FRPL).

NAEP MATHEMATICS GRADES 4 AND 8

NAEP data show that the achievement levels of grade 4 and 8 Hispanic students in large central cities (LC) has increased from 2003 to 2009; however, they continued to lag behind White students in national public schools (NP). In 2009, formerly-ELL Hispanic students (LC) performed similarly to their non-ELL peers (NP) at the fourth- and eighth- grade levels. In general, average scores for Hispanic students (LC) without disabilities (non-SD) and those not eligible for free and reduced-priced lunch (non-FRPL) continue to lag behind White students (NP) without disabilities (non-SD) and eligible for free and reduced-priced lunch (FRPL).

- From 2003 to 2009, average mathematics scores of grades 4 and 8 Hispanic (LC), Black (LC), and White (NP) increased significantly. In addition, in 2009 the average score of Hispanic students (LC) was higher than average scores of Black students (LC) at both grades 4 and 8.
- From 2003 to 2009 the percentage of Hispanic students (LC) performing at or above *Proficient* levels in mathematics was at least 29 percentage points lower than White students (NP) at grade 4 and 26 points lower at grade 8.
- In 2009, 30 percent of fourth-grade formerly-ELL Hispanic students (LC) performed at or above *Proficient* in mathematics compared with 28 percent of non-ELL Hispanic students (NP). Thirteen percent of eighth-grade formerly-ELL Hispanic students (LC) performed at or above *Proficient* levels in mathematics compared with 22 percent of non-ELL Hispanic students (NP).
- From 2003 to 2009, average mathematics scores of grades 4 and 8 Hispanic students (LC) without disabilities (non-SD) increased significantly. However, the 2009 average score for fourth-grade Hispanic students (LC) without disabilities (non-SD) was 22 points lower than the average score of White students (NP) without disabilities (non-SD) and the average score for eighth-grade Hispanic students (LC) without disabilities (non-SD) was 28 points lower than White students (NP) without disabilities (non-SD).

- From 2003 to 2009, average mathematics scores of grades 4 and 8 Hispanic students (LC) who were not eligible for free or reduced-price lunch (non-FRPL) increased significantly. However, the 2009 average score of grade 4 Hispanic students (LC) not eligible for free or reduced-price lunch (non-FRPL) was three points higher than the average score of White students (NP) who were eligible for free or reduced-price lunch (FRPL); and average grade 8 mathematics scores of Hispanic students (LC) not eligible for free or reduced-price lunch (non-FRPL) was not different from average scores of White students (NP) eligible for free and reduced-price lunch (FRPL).

FACTOR 3: HISPANIC AND ELL HISPANIC ACHIEVEMENT ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) IN SELECTED BIG CITY DISTRICTS

With few exceptions, reading and mathematics scores for Hispanic and ELL students in TUDA districts were lower than Hispanic and ELL students across the nation (NP) at grades 4 and 8. Furthermore, at least 50 percent of fourth- and eighth-grade Hispanic and ELL students in most TUDA districts scored at below *Basic* levels.

- In 2009, at least 60 percent of grade 4 and 68 percent of grade 8 ELL Hispanic students in every TUDA district (with the exception of districts who had too few cases for a reliable estimate) performed at below *Basic* levels in reading.
- In 2009, average reading scores of fourth-grade Hispanic students in Boston, Charlotte, Miami-Dade County were significantly higher than scores of Hispanic students in large cities (LC) and the nation (NP). Additionally, average reading scores of eighth-grade Hispanic students in Miami-Dade County were significantly greater than scores of Hispanic students in large cities (LC) and the nation (NP).
- In 2009, the average reading scores of ELL Hispanic students in Austin were significantly higher than scores of ELL Hispanic students in large cities (LC) and the nation (NP) in both grades 4 and 8. Furthermore, average reading scores of

EXECUTIVE SUMMARY

grade 4 ELL Hispanic students in Boston were higher than Hispanic ELL students in large cities (LC) and the nation (NP).

- In 2009, less than 20 percent of fourth-grade Hispanic students in Charlotte, Houston, and Miami-Dade County performed at or below *Basic* levels in mathematics compared to 30 percent of ELL students nationally. Furthermore, less than 40 percent of eighth-grade Hispanic students in Austin, Boston, Charlotte, Houston, and Miami-Dade County performed at below *Basic* levels in mathematics compared with 44 percent of ELL students nationally.
- In 2009, average mathematics scores of Hispanic students in Austin, Charlotte, Houston, and Miami-Dade County were significantly higher than scores of Hispanic students in large cities (LC) and the nation (NP) at grades 4 and 8. While average scores of students in Boston and New York City were significantly higher than scores of Hispanic students (LC) and the nation (NP) at grade 4.
- In 2009, average mathematics scale scores of ELL Hispanic students in Austin and Houston were significantly higher than scores of ELL Hispanic students in large cities (LC) and the nation (NP) at grades 4 and 8. Moreover, average mathematics scores of ELL Hispanic students in Boston, Charlotte, and Milwaukee were significantly higher than the scores of ELL Hispanic students in large cities (LC) and the nation (NP) at grade 4.

FACTOR 4: COLLEGE AND CAREER PREPAREDNESS

When compared with White students, Hispanic students were more likely to drop out of high school and not graduate. Fewer Hispanic students took Advanced Placement exams and were less likely to graduate from high school on time. Furthermore, average SAT and ACT scores of Hispanic students were lower than White students.

- In 2008, Hispanic students were two and a half times more likely to drop out of high school as White students; and almost twice as likely as Black students.
- In 2007, six out of ten Hispanic students graduated from high school on time compared

with eight out of ten White students completing grades 9 through 12 in four years.

- In 2010, fewer than two out of ten Hispanic students took an Advanced Placement exam compared with six out of ten White students.
- In 2010, average SAT scores for students of Hispanic origin were below scores for White students in critical reading, mathematics, and writing.
- In 2010, average ACT scores for Hispanic students were at least two points below all students nationally and at least three points below scores for White students in English, mathematics, and reading.
- In 2010, less than 50 percent of Hispanic students met the ACT college readiness benchmarks in reading, mathematics, and English.

FACTOR 5: SCHOOL EXPERIENCE

In general, Hispanic high school students were less likely to participate in academic clubs, more likely to be suspended from school, and more likely to be retained in a grade than their White peers. Moreover, Hispanic students who were employed were more likely to work more than 20 hours per week than their other peers.

- In 2004, Hispanic high school seniors were less likely to participate in academic clubs, music, or any sport than other student groups.
- In 2007, about one in ten Hispanic students was retained in a grade during their school career.
- In 2006, Hispanic students were more likely than White students to be suspended from public elementary and secondary schools.
- In 2008, 18 percent of Hispanic students ages 16 and older were employed compared with 29 percent of White students.
- In 2008, 86 percent of the Hispanic students who were employed worked at least ten hours per week and 54 percent worked more than 20 hours per week.

FACTOR 6: POST SECONDARY EXPERIENCE

Hispanic students had significantly different post-secondary experiences than their White peers. Their graduation rates were lower, unemployment rates higher; and they were more likely to earn a lower income than the White population with similar educational backgrounds.

- In 2001, 26 percent of Hispanic students graduated from college within four years, compared with 39 percent of White students. Some 48 percent of Hispanic students graduated within six years, compared with 60 percent of White students.
- In the first quarter of 2011, the unemployment rate of the Hispanic population ages 20 and over was twelve percent compared with 8 percent of the White population.
- In 2008, Hispanic students were more likely to receive a Bachelor's degree in business and social sciences than any other fields of study.
- In 2009, approximately 13 percent of Hispanic students ages 18 and over had earned a bachelor's degree or higher compared with 33 percent of White students.
- In 2009, the Hispanic population ages 18 and over earned, on average, lower incomes than the White population with similar educational backgrounds, except at the Master's degree level. The salary gap was approximately \$280 for the Hispanic and White population without a high school diploma and approximately \$12,000 for those with a Bachelor's degree. However, the Hispanic population earned approximately \$2,000 more than the White population with a Master's degree.
- In 2008, the Hispanic population was more likely to have an occupation in the service, sales and office, and management fields than other fields.
- In 2008, the Hispanic population ages 18 and over accounted for 12 percent of the college population and 16 percent of the prison population.
- In 2008, Hispanic males were more than twice as likely to be imprisoned as White males.
- In 2009, Hispanic males accounted for 21 percent of the male prison population ages 18-19 compared with 27 percent of White males.

PROFILES OF EXCELLENCE

“ALL OF OUR CHILDREN HAVE SO MUCH POTENTIAL. ALL OF OUR CHILDREN DESERVE A CHANCE AT LIFE.”
~ JOE BACA

It is clear that many Hispanic students and English language learner Hispanic students are making strides in educational achievement. In this section, we highlight young Hispanic students from Council districts who stood out among their peers. Their profiles show that with support from teachers, strong language acquisition classes, and programs that promote their academic success, they are more than capable of succeeding.

OMAR RAMIREZ, AUSTIN PUBLIC SCHOOLS

Omar Ramirez sees himself as a role model for underclassmen, and tells them they are not alone and they can do anything. Enrolled in three Advanced Placement classes and maintaining a 4.1 grade point average, Omar acts as president of his senior class, a member of the medical careers club, Spanish club, science club, and founder and president of the Gay Straight Alliance Club. Omar is also an intern at Clapps Nursing Home as part of the medical careers program, which gives him the opportunity to gain firsthand knowledge of the medical field. When Omar graduated in the spring of 2011 he earned his Certified Nursing Assistant Certification as well as his Pharmacy Technician Certification.

CRISTEL FERNANDEZ, BUFFALO PUBLIC SCHOOLS

Cristel Fernandez is an outstanding senior at Lafayette High School. When she came to LHS she spoke no English. From her freshman year to the present she has been involved in various student organizations and is running for class president. She completed an internship in Councilman David Rivera's office. She is a student ambassador for LHS.

DERK VELA, CHARLOTTE-MECKLENBURG COUNTY SCHOOLS

Derk Vela is a ninth-grade student at South Mecklenburg High School. His mother is from Ecuador and his father is from Colombia. Spanish is the family's primary language. Derek credits his family for supporting him and challenging him to succeed. "My dad learned

English while we lived in New York. He helps me, just as I help him," said Derek. Derek wants to attend the University of North Carolina at Chapel Hill, so he can stay near his family. He has earned very few grades less than an A, but says that English is still his toughest subject. Derek recalls his academic struggle to succeed: "Early in elementary school I wasn't a good student. By third grade I decided I wanted to do better. My parents stayed up late, helping me with homework. They never gave up on me and they are very proud."

JOSE GARCIA, CLARK COUNTY SCHOOL DISTRICT

Jose Garcia attended Virgin Valley High School. He entered high school reading at a 4th grade level and took a not-for-credit math class. Classified as a special education learning disability student and ELL, Jose had a stutter and very little confidence. At home, Jose's father spoke mainly Spanish and broken English. Thanks to a special program supportive of reading and math, Jose found the value in an education. Jose's accomplishments include meeting all requirements and passing all state proficiency exams; graduating with a regular high school diploma instead of an adjusted diploma; becoming a student at a four-year college; and passing all of his first semester college classes.

BRENDA TENA, CLARK COUNTY SCHOOL DISTRICT

Brenda has achieved top honors in both leadership and academics. Academically, Brenda has achieved a perfect 4.0 GPA while taking the most rigorous curriculum offered, including seven AP classes. In addition to excelling in academics, Brenda was elected to Del Sol High School's highest leadership position, Student Body President. In that position Brenda plans activities and assemblies and speaks to a student body of more than 2,100 students. With so many accomplishments in high school, Brenda will most certainly be successful in college.

JENIFER MORALES, HILLSBOROUGH COUNTY

As a student at Blake High School Jenifer has maintained a 3.7 grade point average and is presently ranked number 92 out of 151 magnet students. Maintaining good grades has not come easy for Jenifer. She came to the United States from Colombia and faced numerous obstacles - first learning a language, then trying to settle into the middle school system within Hillsborough County. With the support of her family and the school district she was determined to excel. Jenifer has worked extremely hard to maintain her grades, and as a result of her efforts, she has consistently made the Honor roll and Principal's Honor roll for the past four years. She is also a member of the National Honor Society. Not only does Jenifer juggle the demands of being academically focused and involved in numerous school organizations, she also is involved in community organizations. She has volunteered her time to work with the Ronald McDonald House while helping to meet the needs of the families housed in this facility.

SASHA MARTINEZ , HILLSBOROUGH COUNTY

Sasha Martinez was Senior Class President, Secretary of Best Buddies and a member of Student Government, National Honor Society, Spanish Honor Society and the Thespian Society. She has been in numerous drama productions, often having the lead role. She was also a member of the Flag Football team. Sasha graduated with a 4.64 grade point average. She has taken over seven 7 AP classes and has received AP credit for each class. Sasha was accepted to Rutgers, University of Miami and University of Tampa.

MARJORIE CANOLA, PALM BEACH COUNTY SCHOOLS

Marjorie Canola came from Peru with her mother almost three years ago. Like many immigrant families, Marjorie and her mother left behind their extended support network. Marjorie struggled with a new language and culture initially but over the past year, has progressed significantly. Her GPA is at 3.19 and she passed both of the Florida state exams. Marjorie's ultimate goal is to receive a degree in business administration and to become an entrepreneur.

ODALMY MOLINA, MIAMI-DADE COUNTY SCHOOLS

Odalmy Molina is known at her school for her exceptional academic achievement, her extraordinary leadership abilities and her genuine interest in the well being of others. She was fourteen years old when her father died of cancer. She became determined to become the best student possible. She has challenged herself by taking 19 AP courses and ranking in the top 1 percent of her class of over 857 students. She is a United States Achievement Academy Mathematics Scholar, a Sunshine State Scholar for her excellent FCAT scores, and was named an AP Scholar with Distinction and National AP Scholar by the College Board. Currently, Odalmy attends Brown University where she is enrolled in an eight-year program in Liberal Medical Education.

ANDY GARCIA, MIAMI-DADE COUNTY SCHOOLS

Andy Garcia is described as determined, responsible and committed to education. Andy came to the United States with his mother from Cuba. He faced many setbacks when trying to enroll in school yet took the time to start learning English on his own. After finally enrolling in Hialeah High School, Andy took advantage of a variety of programs available to help with his transition. He was an active member in the National Honor Society, Humane Honor Society, Key Club International, Biomedical and Art, and Culture Clubs. He also contributed countless hours to community service. He ranked in the top 7 percent in his senior class and has taken advantage of a number of AP courses at his school.

LUIS PEREZ-MATOS, BUFFALO PUBLIC SCHOOLS

When Luis started school at McKinley High School four years ago, he was frustrated and angry. Dealing with a new culture, language, and friends wasn't easy. Although he started out as a beginner ESL student, he worked hard seeking help by attending the Saturday Jump Start Program. He attained a public library card so that he could study there after school. His efforts paid off a year later when he was able to skip intermediate ESL and moved into Advanced ESL. Encouraged by this, he helped others to study hard. He attended Shea's Performing Art Educational Program where students were directed to write and

perform their works. He also channeled his talent by creating video projects for City Voices, City Visions (run by the University at Buffalo) where he won numerous awards making Hispanic students at McKinley High School proud.

LEYANIS PEREZ, BUFFALO PUBLIC SCHOOLS

Leyanis is an example of an outstanding Hispanic student. Leyanis, her parents and her younger brother moved to Western New York from Cuba. Leyanis always gave 110% in her academic endeavors and even went a step further to assist other students who were not as proficient. She helped at home as well by assisting the family at doctor appointments as their translator since her parents did not speak English. When Leyanis graduated from middle school she received award after award. She is currently attending Hutch Tech High School.

JESUS BARRIOS, SACRAMENTO PUBLIC SCHOOLS

Jesus Barrios came from Mexico with 4 other siblings. His father had left the family at an earlier age and his mother has been raising 5 children by herself. He has been told by many people that he wasn't going to go very far however, he wanted to prove to them that he can still succeed. Jesus has taken the advanced and AP courses as well as IB classes at his high school earning a G.P.A. of 3.4. He was an active member in the mentor program mentoring 5 freshmen assigned to him. His love of learning has motivated him to be a very successful student. He enjoys being a teacher assistant helping the limited English speaking newcomers in the class. Jesus plans to apply to college and has been looking into scholarships to finance his education.

LISETH BARRIOS, SACRAMENTO PUBLIC SCHOOLS

Liseth Barrios came from Guatemala. Her father is on disability with frequent visits to the hospital. She is the oldest of 4 children and her parents weren't aware that the school was non-accredited, therefore, Liseth has to take all the classes required for graduation. She is hoping to graduate from high school in 3 years. She is currently enrolled in the AP English class and has a 3.9 GPA. She is on the school volleyball team and she hopes to be a Zoologist.

MARIA CALDERAS, NEW YORK CITY PUBLIC SCHOOLS

Maria Calderas, junior in the Academy of Information Technology arrived to the United States only a year and four months ago from the Dominican Republic

and has already become fluent in English. Maria has distinguished herself by earning the cumulative average in her school of 99.29, the highest in the school. She interned as a summer researcher and lab technician with Cornell University Extension Hydroponics and continues to volunteer there. She is currently attending a workshop at Citi Wealth Management to explore an interest in business and is working towards Cisco certification. She shares her academic enthusiasm as she enjoys tutoring and mentoring students in the College For Every Student program.

TANNYA LUNA, NEW YORK CITY PUBLIC SCHOOLS

Tannya is an extremely motivated and hardworking former ESL student from Ecuador who is in her senior year at Lehman High School. After only her second year in the United States, Tannya achieved a proficient score on the NYSESLAT. She is extremely well-rounded, taking a range of courses from AP Spanish to guitar, all the while maintaining a high grade point average. Tannya also participates in school sports, playing on the girls' varsity soccer team. She serves as a role model for younger students and always has a positive attitude. With her intrinsic motivation and outgoing personality, Tannya will certainly excel in college and beyond.

CHELSEA VARGAS, NEW YORK CITY PUBLIC SCHOOLS

As a freshman at the University of Rochester, Chelsea aspires to be a leading Hispanic female electrical engineer. After attending middle school at MS 319, she graduated from A. Philip Randolph High School in 2011 with a 3.7 GPA, ranking sixth in her graduating class. Chelsea was a member of CFES (College for Every Student), the Society for Hispanic Professional Engineers, the Union Settlement College Readiness Program, and ARISTA, an elite society for students who were on the honor roll all four years of high school. Chelsea also played various sports, worked on her high school yearbook, was a member of the art club, CFES web team, and computer club. She completed her AP classes, physics and chemistry, which has put her at an advantage in college. Chelsea's determined spirit is infectious, and she inspires other Hispanic females to follow the trail she has blazed.

CHAPTER 1

INTRODUCTION

Many individuals and organizations—education, civic, business, and others—have been working tirelessly to close the achievement gap between racial and ethnic groups for some time. But only modest progress has been made and the achievement gaps remain wide. The Council of the Great City Schools is stepping forward on this issue because so many of the nation’s Hispanic and ELL Hispanic students are enrolled in our schools.

In 2010, approximately 14 percent of all students in the nation were enrolled in the organization’s 65 urban school districts out of approximately 15,000 school districts nationwide. In addition, 21 percent of the nation’s students eligible for free or reduced-price lunch, 26 percent of English language learner (ELL) students and 24 percent of the Hispanic students were enrolled in a Great City School district.

The purpose of this report is to focus on a critical element of the nation’s achievement gap—Hispanic students and Hispanic students who are English language learners. The academic performance of these students continues to fall markedly behind their White peers on every major assessment in the nation— ACT, SAT, and the National Assessment of Educational Progress (NAEP). And the goal of this report is to help galvanize the energies and resources of a nation that has, for too long, chosen to ignore the issue.

This report also aims to keep the challenges that Hispanic students and ELL Hispanic students face in a broader social context while emphasizing the critical educational dimensions of the issues. The data in this report are drawn from the U.S. Department of Education, Institute of Education Sciences, Common Core of Data, Public Elementary/Secondary School Universe Survey, 2009-10; Centers for Disease Control and Prevention; National Center for Health Statistics; ACT; SAT; and other national databases.

Particular attention is given to data from the National Assessment of Educational Progress (NAEP), districts participating in the Trial Urban

District Assessment⁶ (TUDA) of NAEP, and schools that comprise the large city (LC)⁷ variable of NAEP. Because NAEP scales are developed independently for each subject, scores cannot be compared across subjects or across grades. Wherever possible, differences in the NAEP data were analyzed to determine whether or not they were statistically significant. Tests of significance could only be conducted with variables within the same jurisdictions (districts, large cities, or national public schools) or between years. Tests of significance could not be conducted with different variables across different jurisdictions. These analyses were conducted using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/report.aspx>. The large cities in the nation are those with populations of 250,000 or more. In this paper, large city schools are the combined public school student populations of the nation’s large cities as defined by the Census Bureau.

Where possible, we compare NAEP results among Hispanic, ELL Hispanic students, and formerly-ELL students attending schools in large cities against White students attending national public schools (NP).⁸ Finally, we also report results for students with disabilities (SD), students eligible for free or reduced-price lunch (FRPL), and students comprising the broader national sample (NP).

This report begins with the presentation of student demographics in big city school districts and across the nation. We follow that with data on six areas – readiness to learn, achievement on NAEP, achievement on NAEP for selected big city districts, college and career preparedness, school experiences, and postsecondary experiences. We present a number of indicators in each area.

Today’s Promise, Tomorrow’s Future also contains “Profiles of Excellence”, which highlights some of the individual successes of Hispanic students attending Great City School districts.

⁶Representative samples of between 900 and 2,400 fourth-grade and between 800 and 2,100 eighth-grade public school students from 18 urban districts participated in the TUDA project in 2009. Eleven of the districts participated in 2007 and 2005, ten in 2003, and 6 in 2002.

⁷Large city” is the subset of those public schools located in the urbanized areas of cities with populations of 250,000 or more. Large city is not synonymous with “inner city.” Schools in participating TUDA districts are also included in the large city results, even though some districts (Atlanta, Austin, Charlotte, Cleveland, Fresno, Houston, Jefferson County, Los Angeles, and Miami-Dade) include some schools not classified as large city schools. IES, The Nation’s Report Card, Trial Urban District Assessment, Reading, 2009.

⁸NP includes students attending public schools across the nation.

This report does not contain recommendations; however, the Council will move to convene a panel of esteemed schools district, state, national, and university leaders and policy makers who are concerned about the education of Hispanic children and youth. This panel of leaders would provide guidance to the Council in its continued work to address the challenges in improving achievement for Hispanic children in our urban schools and help develop targeted strategies to accelerate their learning.

DEMOGRAPHICS

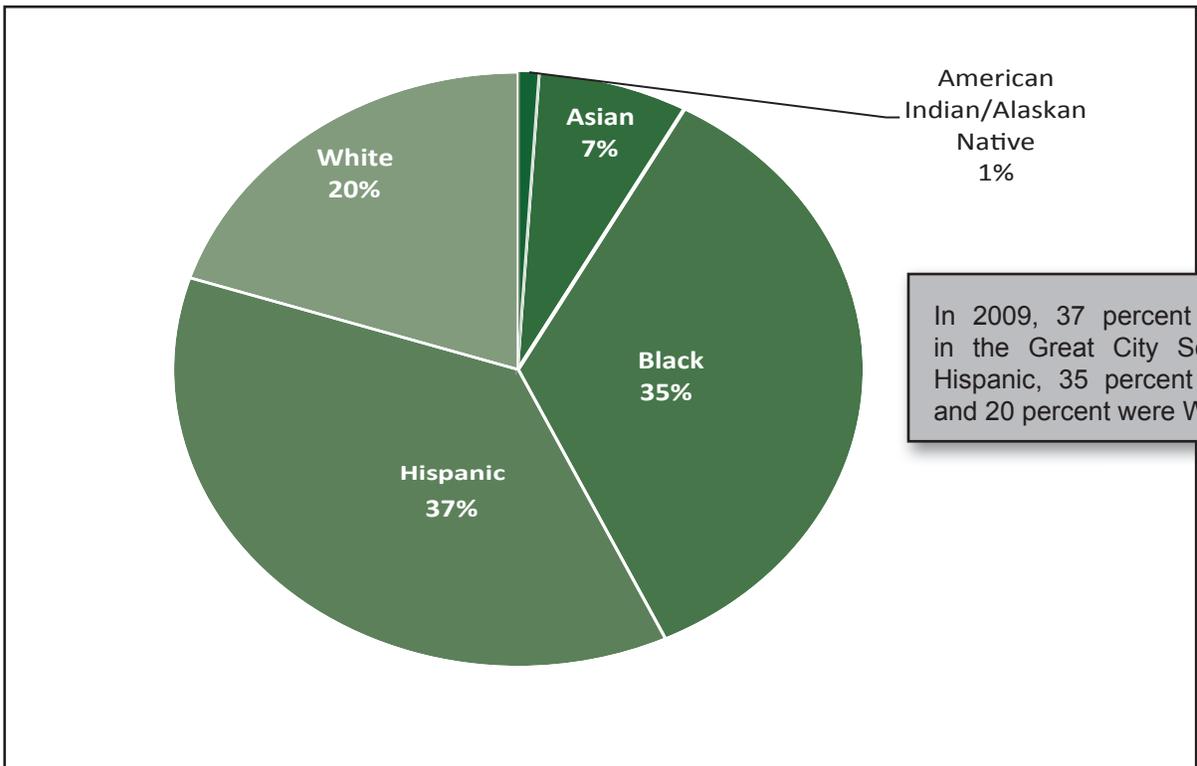
DEMOGRAPHICS

The Council of the Great City Schools represents 65 of the largest urban school districts in the country. These Great City School districts are either the largest school district in their states or have enrollments of at least 35,000 students in cities that typically have more than 250,000 residents. Most of these students, as the subsequent data will show, are eligible for the free or reduced-price lunch program, English language learners, and students of color.

The study begins with a summary of the demographics of the nation's Great City Schools and the portion of their enrollments that are Hispanic or English language learner students.

- In 2009, 37 percent of students in the Great City Schools were Hispanic, 35 percent were Black and 20 percent were White.
- In 2009, 65 percent of all Great City School students were eligible for free or reduced-price lunches (FRPL), 16 percent were English language learners (ELL), and 15 percent were identified as students with disabilities (SD).
- In 2009, the percentage of Hispanic students enrolled in Great City School districts ranged from a low of one percent to a high of 73 percent. The percentage of English language learners enrolled ranged from zero to 40 percent.
- In 2009, approximately 24 percent of Hispanic students in the nation were enrolled in the Great City Schools, and 26 percent of the nation's English language learner students (ELL) attended a Great City School.

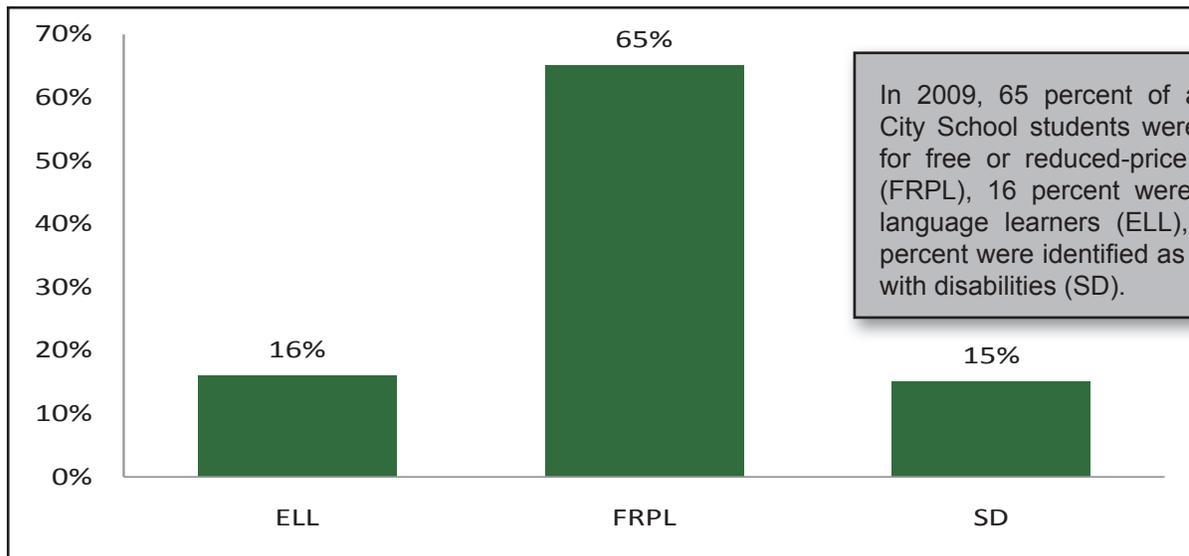
FIGURE D1. CGCS DEMOGRAPHIC ENROLLMENT BY RACE/ETHNICITY, 2009



In 2009, 37 percent of students in the Great City Schools were Hispanic, 35 percent were Black and 20 percent were White.

Source: U.S. Department of Education, Institute of Education Sciences, Common Core of Data, Public Elementary/Secondary School Universe Survey, 2009-10

FIGURE D2. PERCENTAGE OF ELL, FRPL AND SD STUDENTS IN CGCS SCHOOL DISTRICTS, 2009

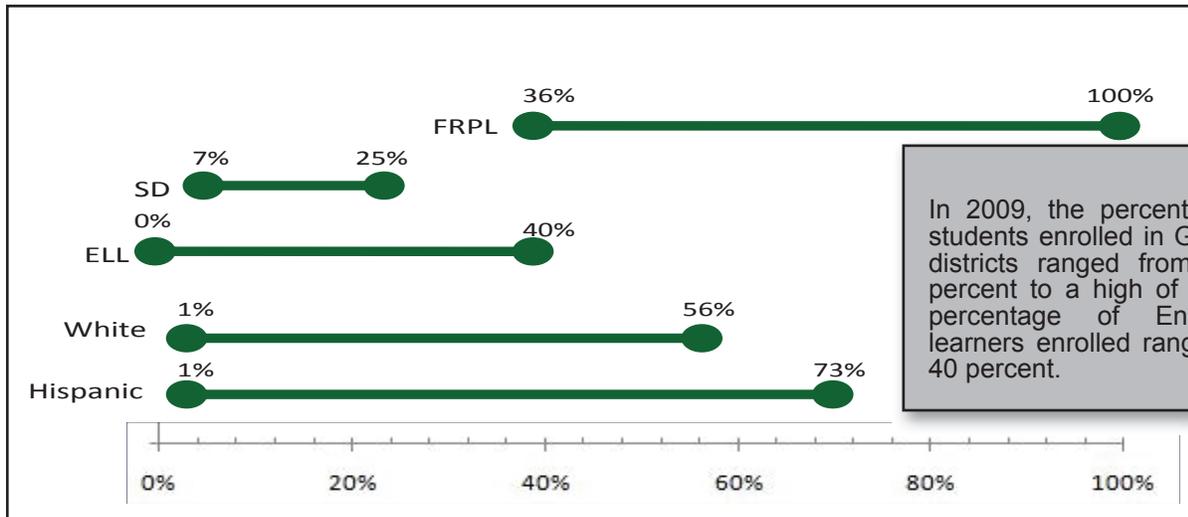


In 2009, 65 percent of all Great City School students were eligible for free or reduced-price lunches (FRPL), 16 percent were English language learners (ELL), and 15 percent were identified as students with disabilities (SD).

Source: U.S. Department of Education, Institute of Education Sciences, Common Core of Data, Public Elementary/Secondary School Universe Survey, 2009-10

DEMOGRAPHICS

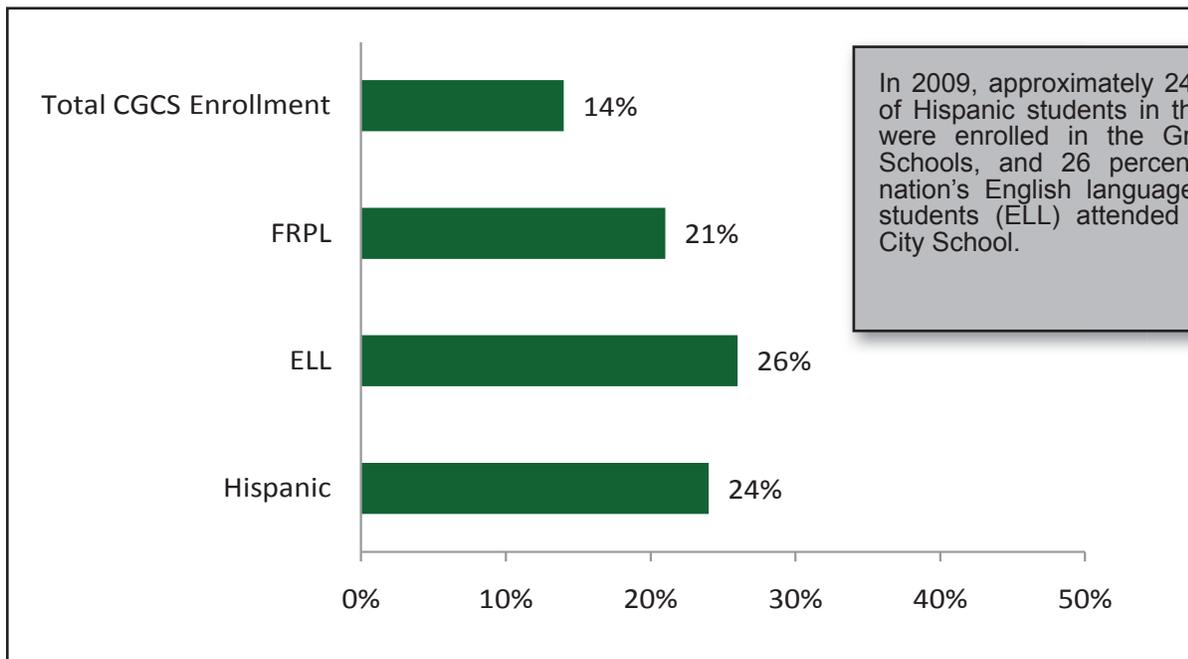
FIGURE D3. PERCENTAGE OF CGCS STUDENTS BY RANGE OF SELECTED GROUPS, 2009



In 2009, the percentage of Hispanic students enrolled in Great City School districts ranged from a low of one percent to a high of 73 percent. The percentage of English language learners enrolled ranged from zero to 40 percent.

Source: U.S. Department of Education, Institute of Education Sciences, Common Core of Data, Public Elementary/Secondary School Universe Survey, 2009-10

FIGURE D4. CGCS STUDENT ENROLLMENT AS PERCENTAGE OF NATION BY GROUP, 2009



In 2009, approximately 24 percent of Hispanic students in the nation were enrolled in the Great City Schools, and 26 percent of the nation's English language learner students (ELL) attended a Great City School.

Source: U.S. Department of Education, Institute of Education Sciences, Common Core of Data, Public Elementary/Secondary School Universe Survey, 2009-10

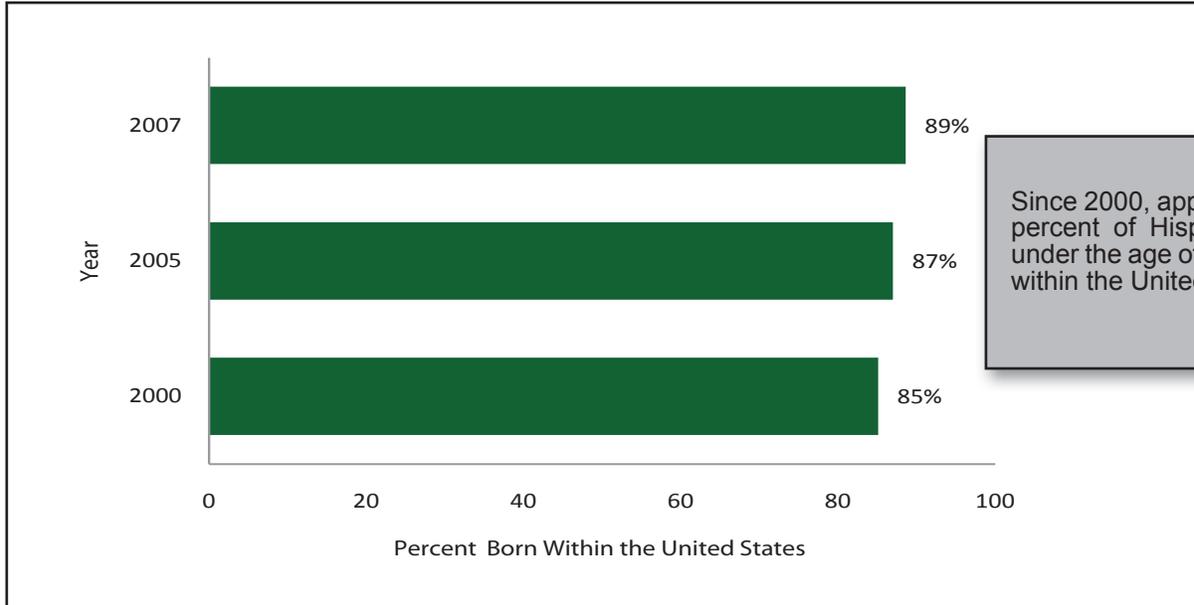
CHAPTER 2

FACTOR 1: READINESS TO LEARN

HIGHLIGHTS

- Since 2000, approximately 90 percent of Hispanic children under the age of 18 were born within the United States.
- In 2007, at least 75 percent of each of the reported Hispanic ethnicity groups was born within the United States.
- In 2007 and 2008, the infant mortality rate for children with a Hispanic mother was less than the national average.
- In 2008, Hispanic children were almost twice as likely not to be covered by health insurance as White children.
- In 2007, six out of ten Hispanic children lived in households with married adults; three out of ten lived with a female parent only.
- In 2008, Hispanic children were less likely to live in single parent households than Black or American Indian children but more likely to live in single parent households than White or Asian children.
- In 2007, 27 percent of Hispanic children lived in poverty compared with 10 percent of White children.
- In 2006, nearly half of all four-year-old Hispanic children participated in home-based care programs or had no regular nonparental care.
- In 2008, at least 39 percent of Hispanic children had a parent with less than a high school diploma; 29 percent had a parent with a high school diploma, and at least 12 percent had a parent with some college experience.
- In 2008, 33 percent of Hispanic children lived in families where no parent had full-time, year-round employment compared with 21 percent of White children.
- In 2007, Hispanic children between the ages of 3 to 5 years -old were less likely to have parents involved in home literacy activities than White or Black children.
- In 2007, Hispanic children between the ages of 3 to 5 years old, were least likely to have school readiness skills than White or Black children

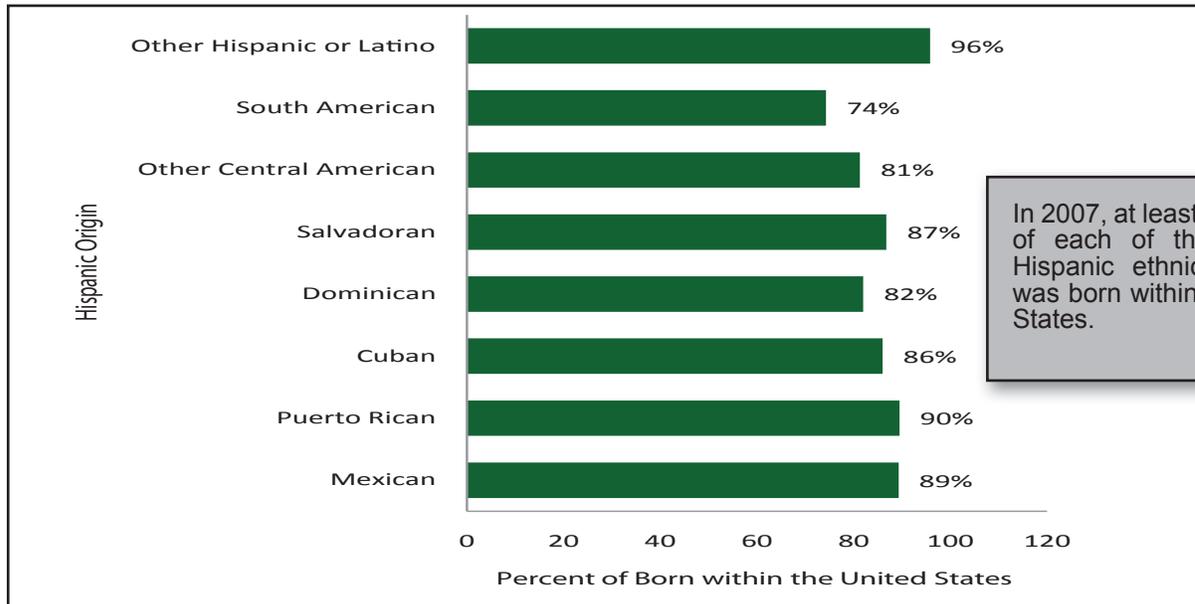
FIGURE 1.1. PERCENTAGE OF HISPANIC CHILDREN AGES 18 AND UNDER BORN WITHIN THE UNITED STATES, 2007



Since 2000, approximately 90 percent of Hispanic children under the age of 18 were born within the United States.

Source: Centers for Disease Control and Prevention, National Center for Health Statistics

FIGURE 1.2. PERCENTAGE OF HISPANIC CHILDREN AGES 18 AND UNDER BORN WITHIN THE UNITED STATES BY GROUP, 2007

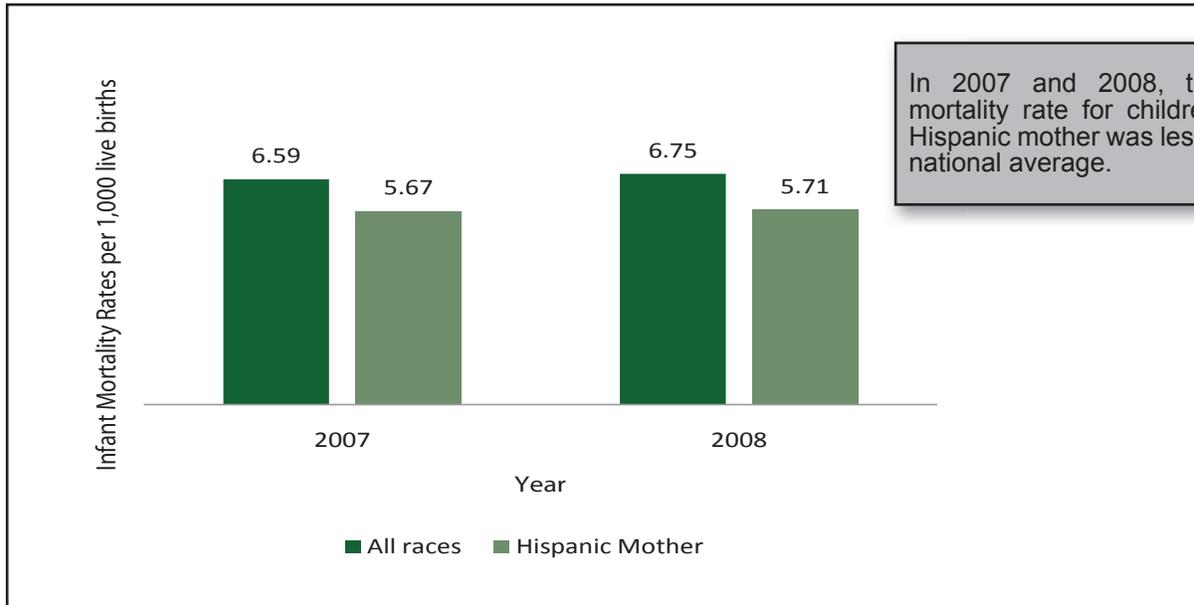


In 2007, at least 75 percent of each of the reported Hispanic ethnicity groups was born within the United States.

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

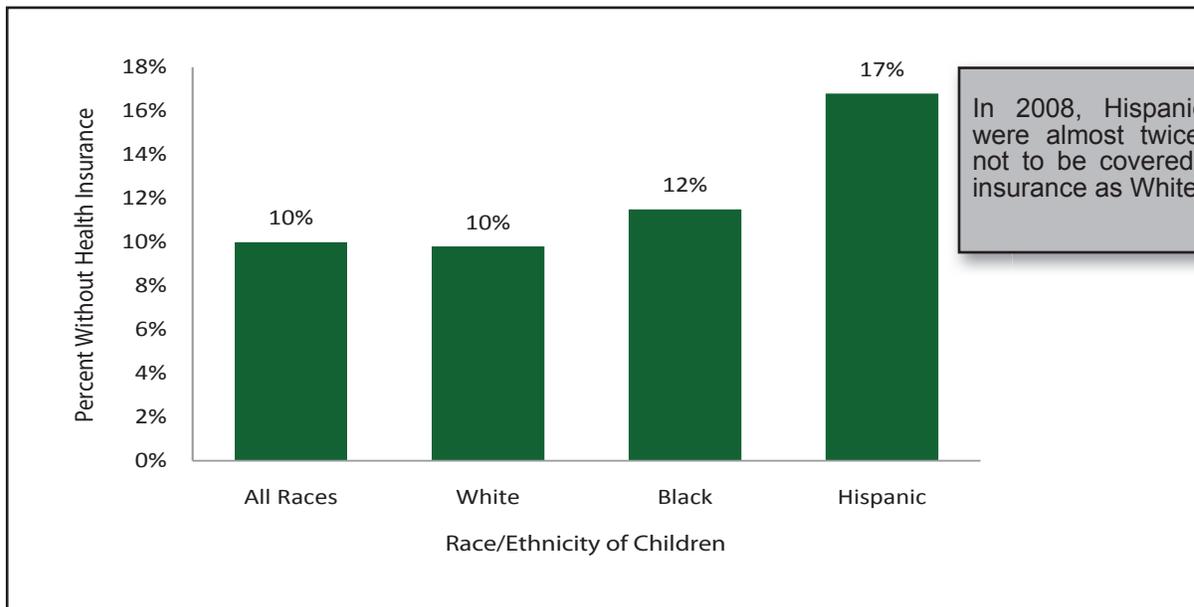
FACTOR 1: READINESS TO LEARN

FIGURE 1.3. INFANT MORTALITY RATE PER 1,000 LIVE BIRTHS FOR HISPANIC MOTHERS, 2007 AND 2008



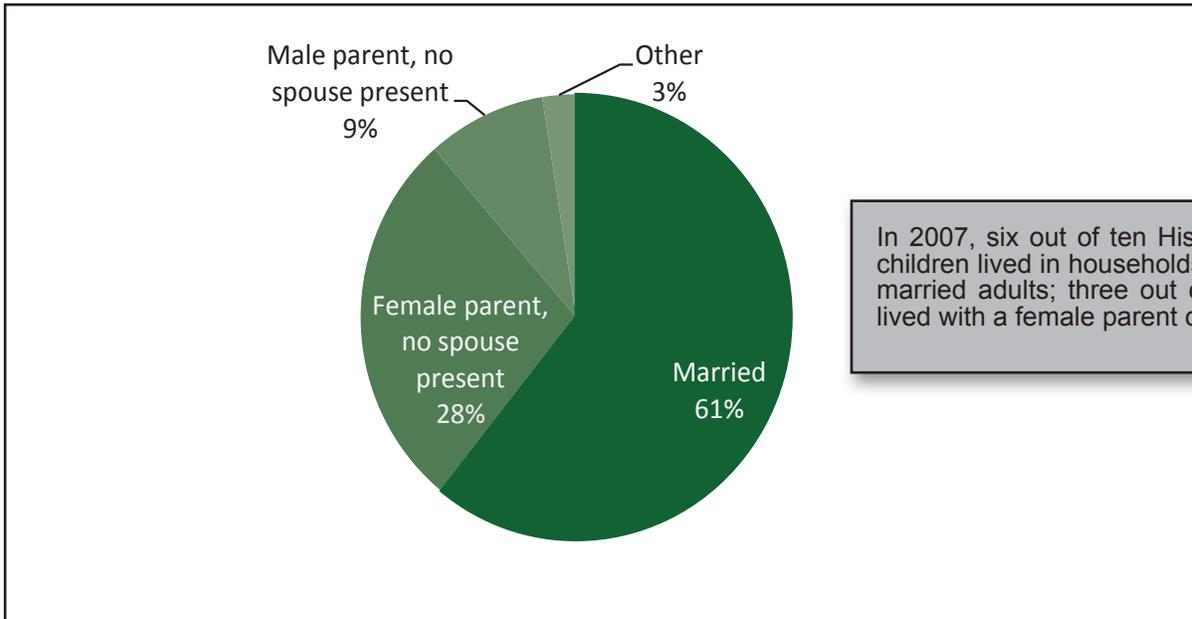
Source: Centers for Disease Control and Prevention, National Center for Health Statistics, 2008

FIGURE 1.4. PERCENTAGE OF CHILDREN NOT COVERED BY PRIVATE OR GOVERNMENT HEALTH INSURANCE BY RACE/ETHNICITY, 2008



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

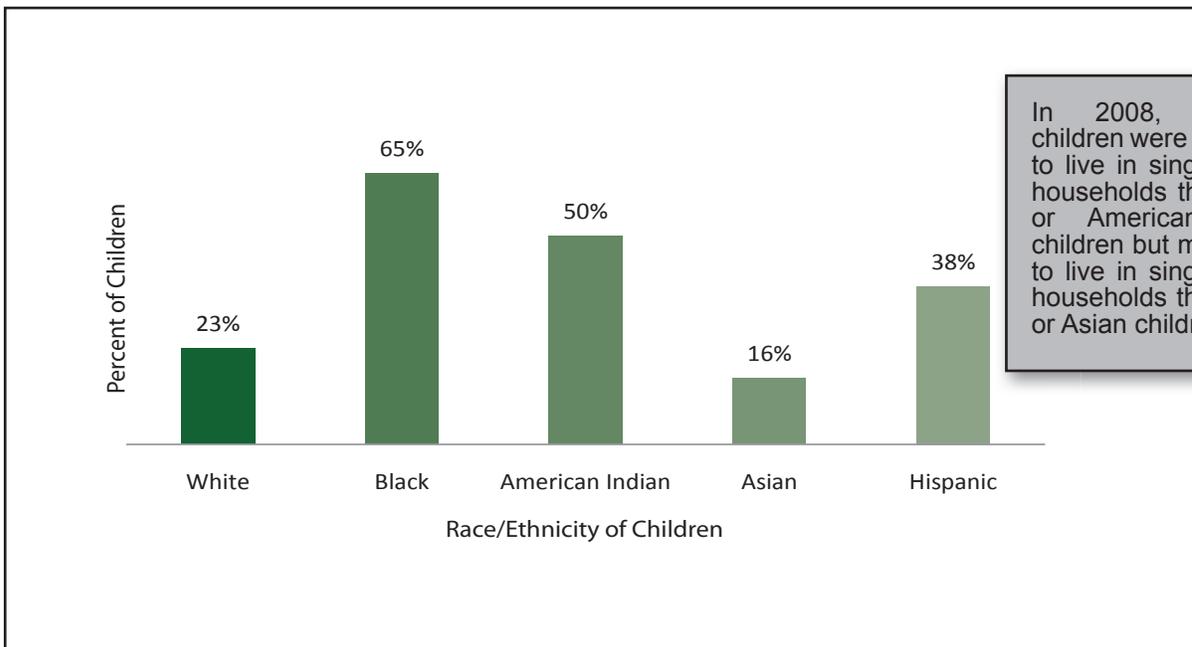
FIGURE 1.5. PERCENTAGE OF HISPANIC CHILDREN UNDER AGE 18 BY LIVING ARRANGEMENTS, 2007



In 2007, six out of ten Hispanic children lived in households with married adults; three out of ten lived with a female parent only.

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

FIGURE 1.6. PERCENTAGE OF CHILDREN AGES 18 AND UNDER LIVING IN SINGLE PARENT HOUSEHOLDS BY RACE/ETHNICITY, 2008

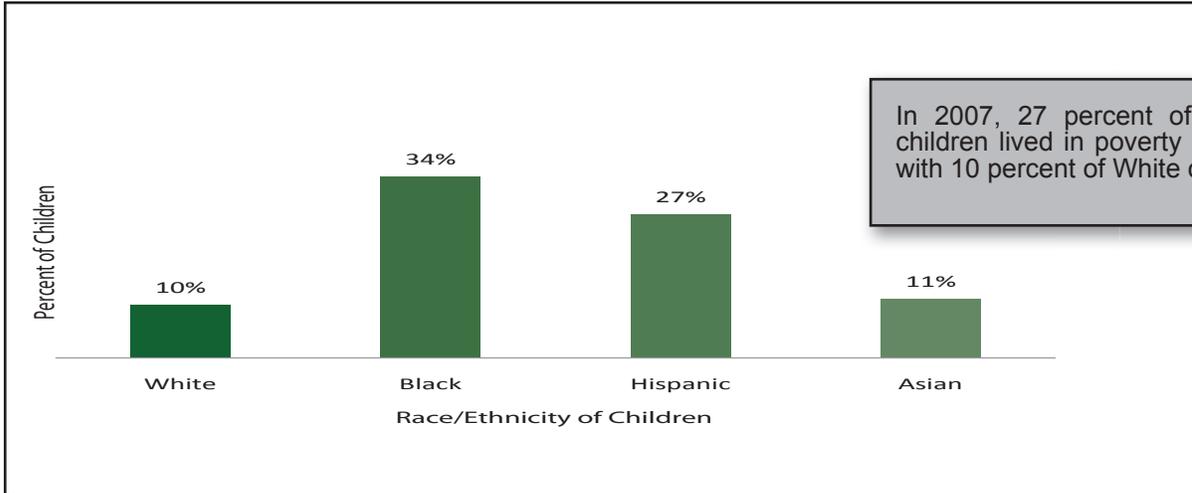


In 2008, Hispanic children were less likely to live in single parent households than Black or American Indian children but more likely to live in single parent households than White or Asian children.

Source: KIDSCOUNT; Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2008 American Community Survey

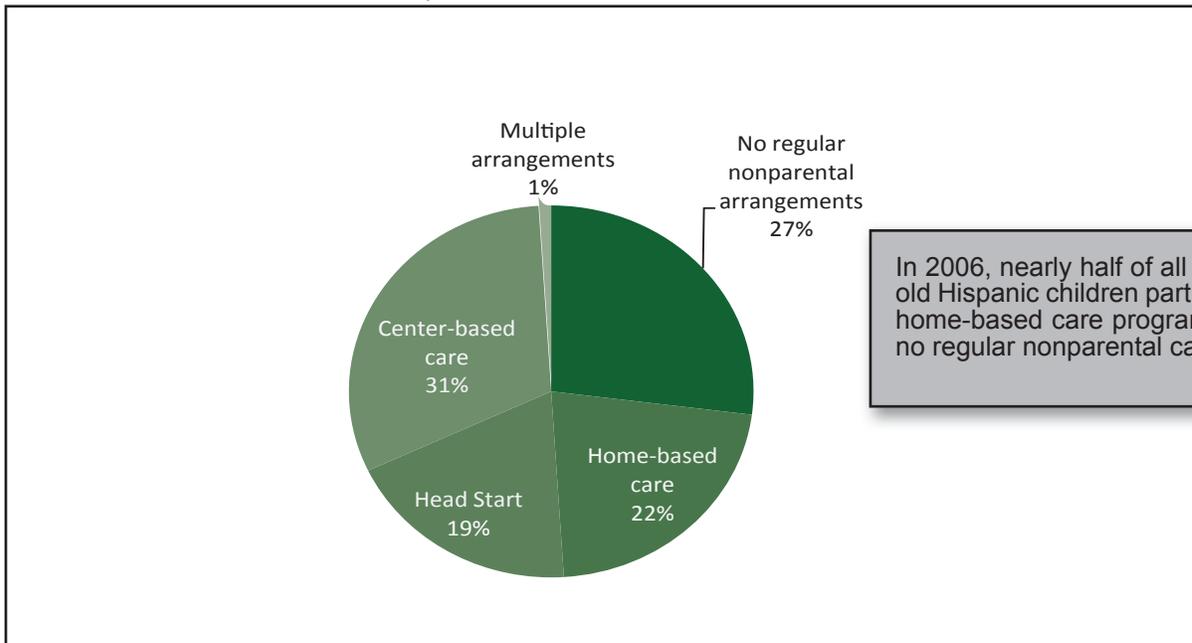
FACTOR 1: READINESS TO LEARN

FIGURE 1.7. PERCENTAGE OF CHILDREN UNDER AGE 18 LIVING IN POVERTY BY RACE/ETHNICITY, 2007



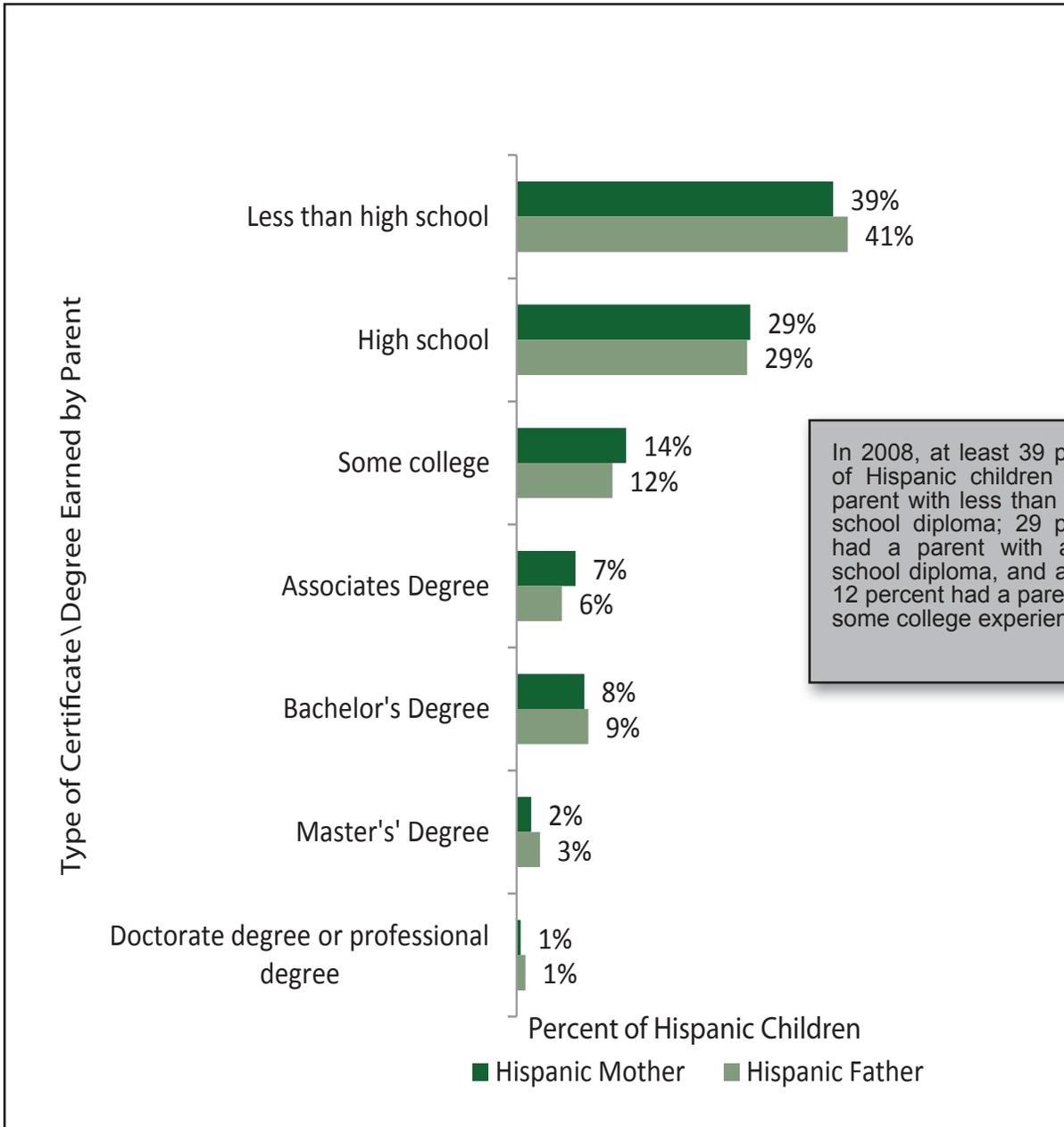
Source: KIDSCOUNT; Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2008 American Community Survey

FIGURE 1.8. PERCENTAGE DISTRIBUTION OF PRIMARY CARE ARRANGEMENTS OF FOUR-YEAR-OLD HISPANIC CHILDREN, 2005-2006



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

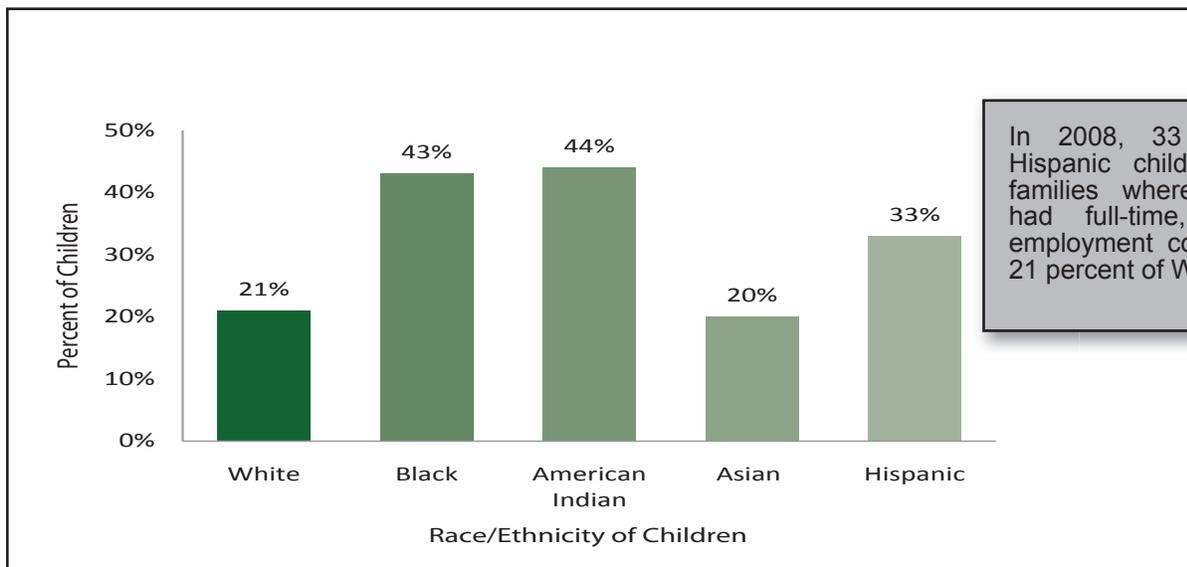
FIGURE 1.9. PERCENTAGE OF HISPANIC CHILDREN AGES 6 TO 18 BY PARENT'S HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT, 2008



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

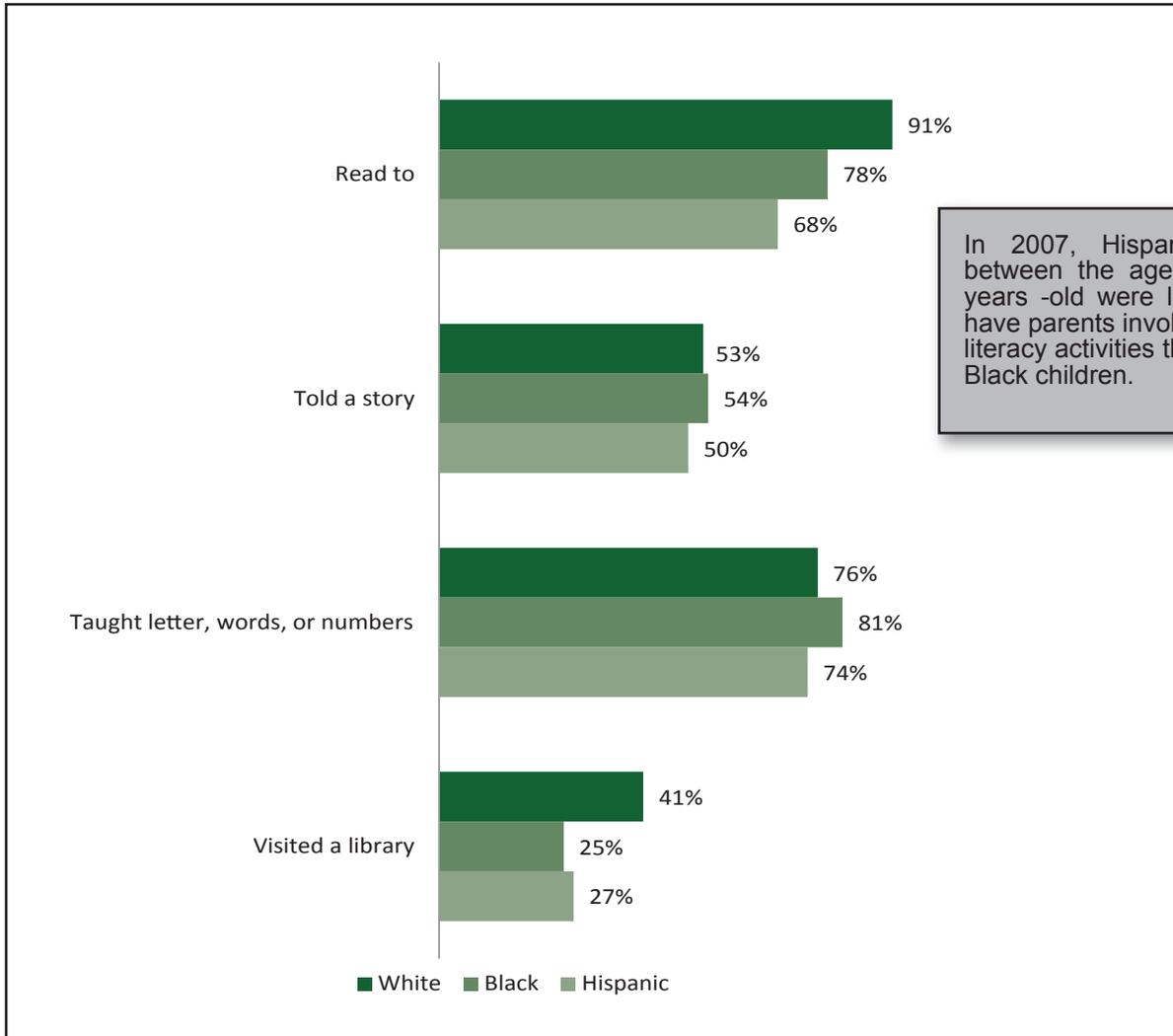
FACTOR 1: READINESS TO LEARN

FIGURE 1.10. CHILDREN AGES 18 AND UNDER LIVING IN FAMILIES WHERE NO PARENT HAS FULL-TIME, YEAR-ROUND EMPLOYMENT BY RACE/ETHNICITY, 2008



Source: KIDSCOUNT; Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2008 American Community Survey

FIGURE 1.11. PERCENTAGE OF CHILDREN BETWEEN THE AGES OF 3 TO 5 YEARS -OLD WITH PARENTAL INVOLVEMENT IN HOME LITERACY ACTIVITIES BY RACE/ETHNICITY, 2007

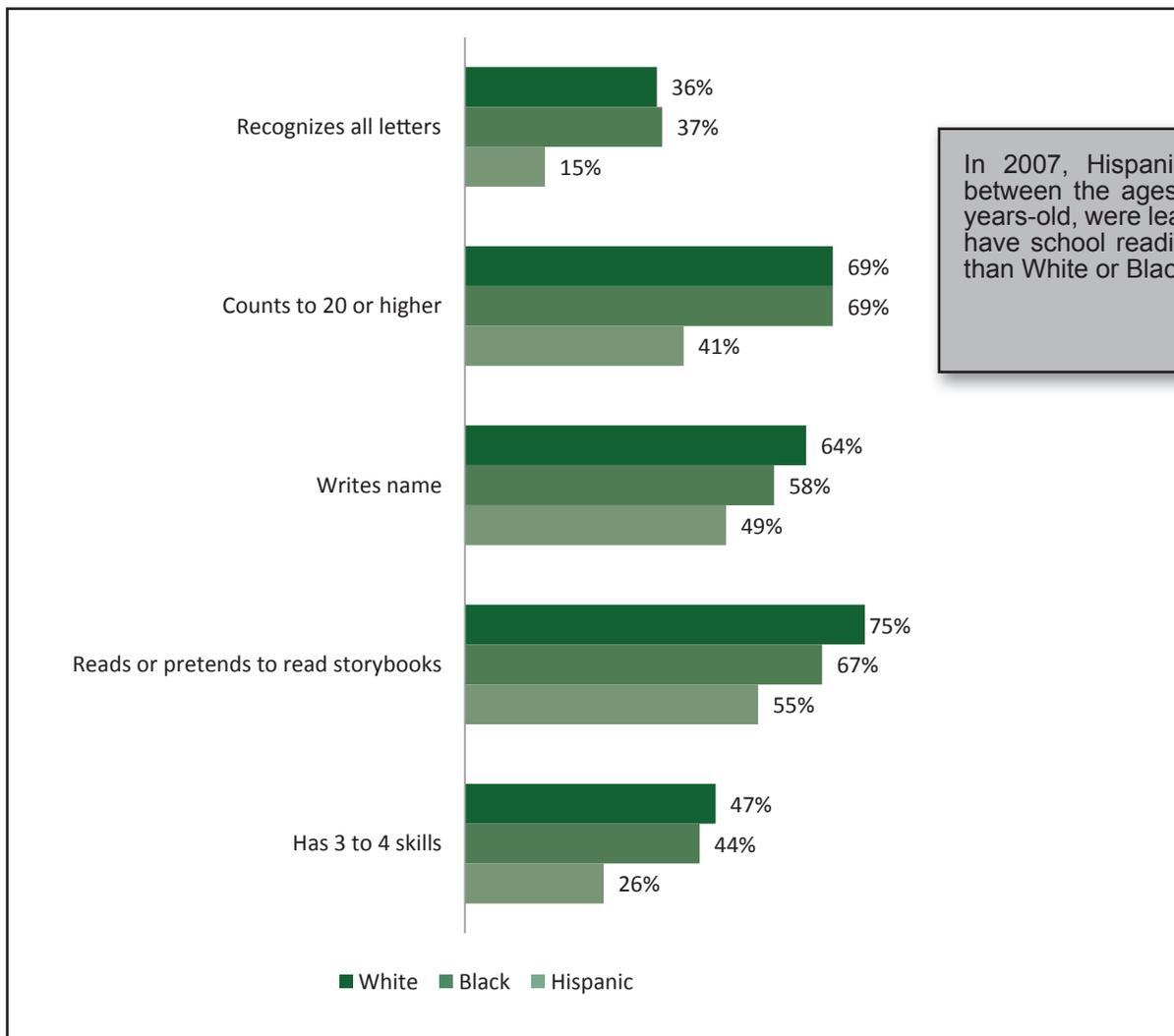


In 2007, Hispanic children between the ages of 3 to 5 years -old were less likely to have parents involved in home literacy activities than White or Black children.

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

FACTOR 1: READINESS TO LEARN

FIGURE 1.12. PERCENTAGE OF CHILDREN BETWEEN THE AGES OF 3 TO 5 YEARS OLD WITH SCHOOL READINESS SKILLS BY RACE/ETHNICITY, 2007



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

FACTOR 2A: HISPANIC ACHIEVEMENT ON NAEP-READING GRADE 4

HIGHLIGHTS

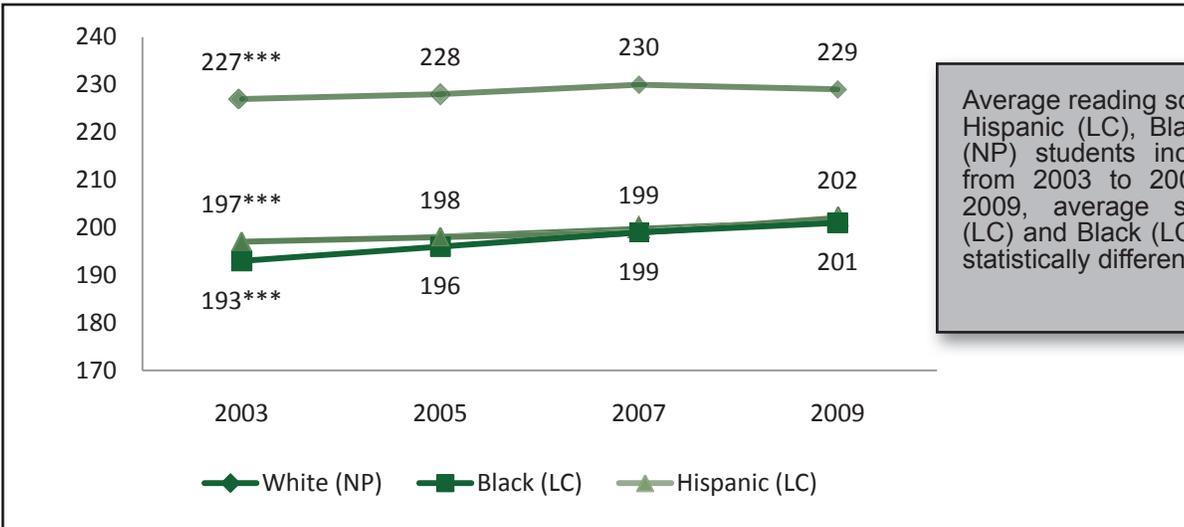
The National Assessment of Educational progress (NAEP) reading results for grade 4 are reported as average scores on a 0-500 scale. The results are reported as achievement levels (*Basic, Proficient, and Advanced*⁹)

Reading Grade 4

- Average reading scores of fourth-grade Hispanic (LC), Black (LC), and White (NP) students increased significantly from 2003 to 2009. Furthermore, in 2009, average scores of Hispanic (LC) and Black (LC) students were not statistically different.
- Between 2003 to 2009, the percentage of fourth-grade Hispanic students (LC) performing at or above *Proficient* in reading increased from 13 to 14 points and was consistently at least 26 points lower than White students (NP).
- In 2009, the average reading score of fourth-grade Hispanic males (LC) was significantly lower than Hispanic females (LC) and Black females (LC).
- The average grade 4 reading score for non-ELL Hispanic students (NP) increased significantly from 2003 to 2009. However, the gap between ELL Hispanic (LC) and non-ELL Hispanic students (NP) increased from 27 to 31 points during that period.
- In 2009, average grade 4 reading scores for formerly-ELL Hispanic students (LC) were significantly higher than ELL students (LC).
- In 2009, 22 percent of fourth-grade formerly-ELL Hispanic students (LC) performed at or above *Proficient* in reading compared with 23 percent non-ELL Hispanic students (NP).
- In 2009, the average reading score for fourth-grade Hispanic students (LC) without disabilities (non-SD) increased significantly from 2003, but was 28 points lower than White students (NP) without disabilities (non-SD).
- In 2009, average reading scores of fourth- grade Hispanic students (LC) not eligible for free and reduced-price lunch (non-FRPL) increased significantly from 2003 but was only 1 point higher than White males (NP) eligible for free and reduced-price lunch (FRPL).

⁹The cut score for reading grade 4 indicating the lower end of the score range for each level is: Basic (208) *Proficient* (238) *Advanced* (268)

FIGURE 2.1. AVERAGE GRADE 4 NAEP READING SCORES BY RACE/ ETHNICITY, 2003-2009



Average reading scores of fourth-grade Hispanic (LC), Black (LC), and White (NP) students increased significantly from 2003 to 2009. Furthermore, in 2009, average scores of Hispanic (LC) and Black (LC) students were not statistically different.

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

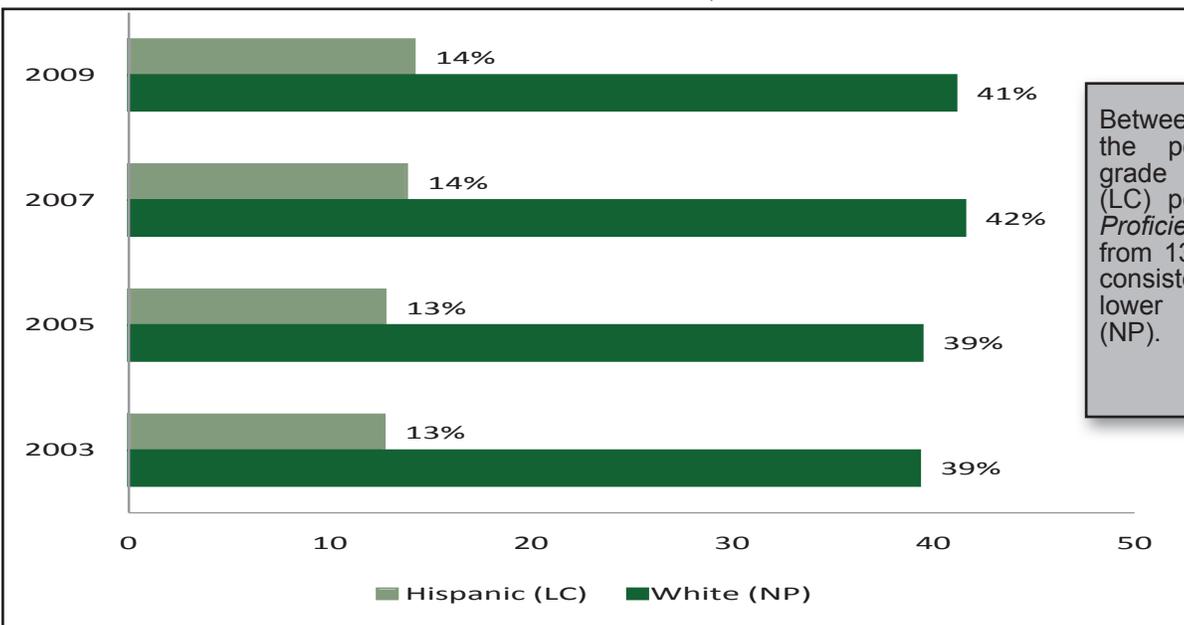
NP includes students attending public schools across the nation.

*Significantly different from Hispanic students in large cities at $p < .05$

**Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FIGURE 2.2. PERCENTAGE OF GRADE 4 HISPANIC STUDENTS (LC) AND WHITE STUDENTS (NP) PERFORMING AT OR ABOVE PROFICIENT IN NAEP READING, 2003-2009



Between 2003 and 2009, the percentage of fourth-grade Hispanic students (LC) performing at or above *Proficient* in reading increased from 13 to 14 points and was consistently at least 26 points lower than White students (NP).

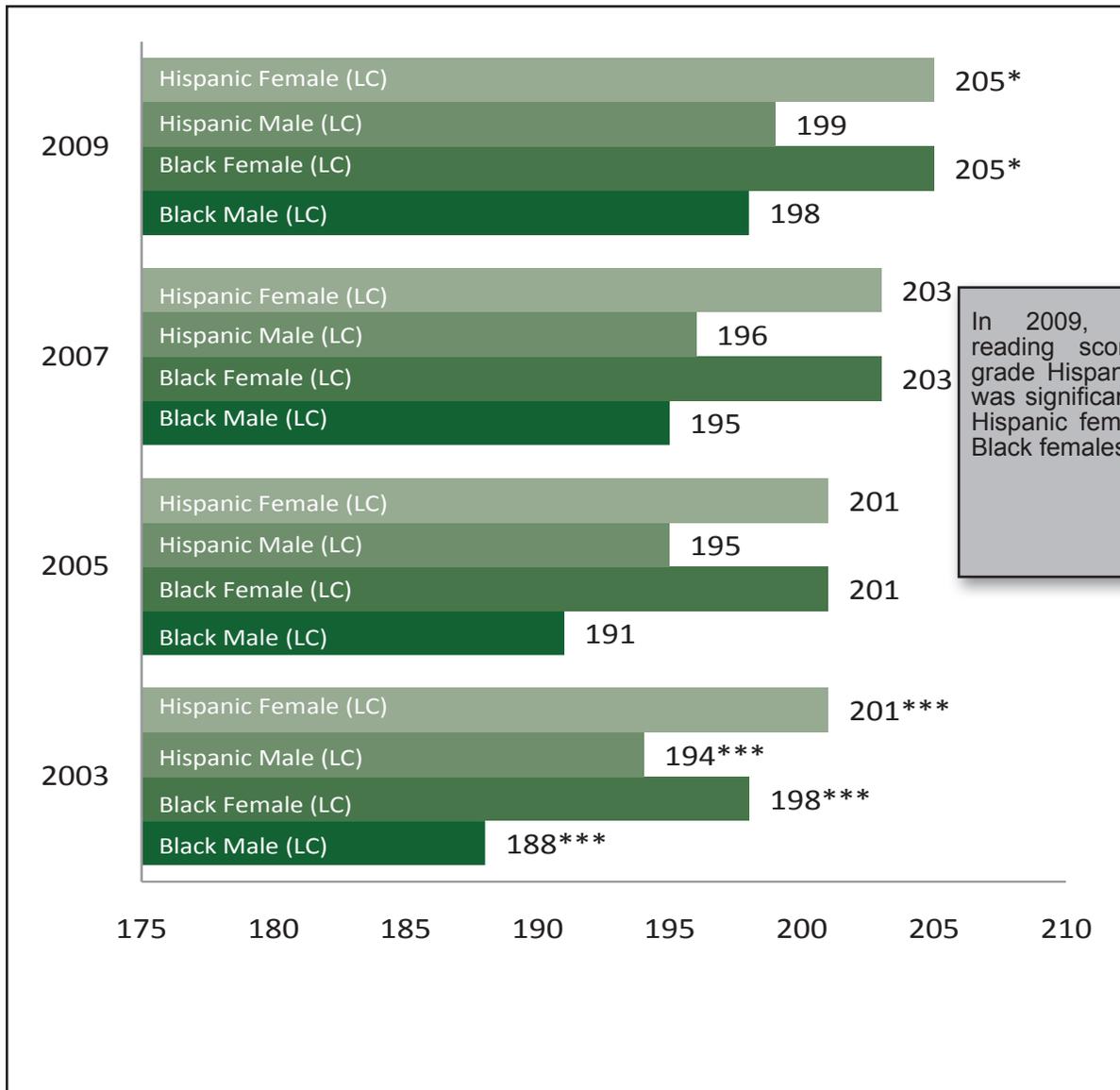
Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FACTOR 2A: HISPANIC ACHIEVEMENT ON NAEP-READING GRADE 4

FIGURE 2.3. AVERAGE GRADE 4 NAEP READING SCORES OF HISPANIC MALES (LC), HISPANIC FEMALES (LC), BLACK MALES (LC), AND BLACK FEMALES (LC), 2003-2009



Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

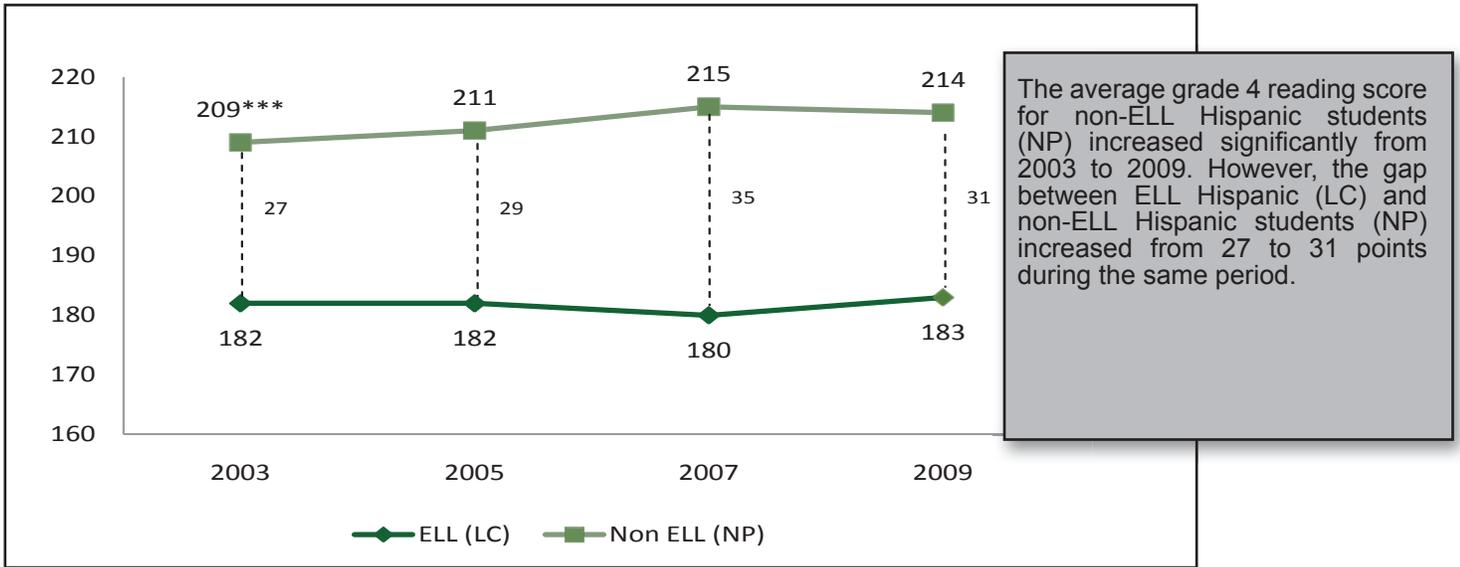
NP includes students attending public schools across the nation.

*Significantly different from Hispanic males students in large cities at $p < .05$

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

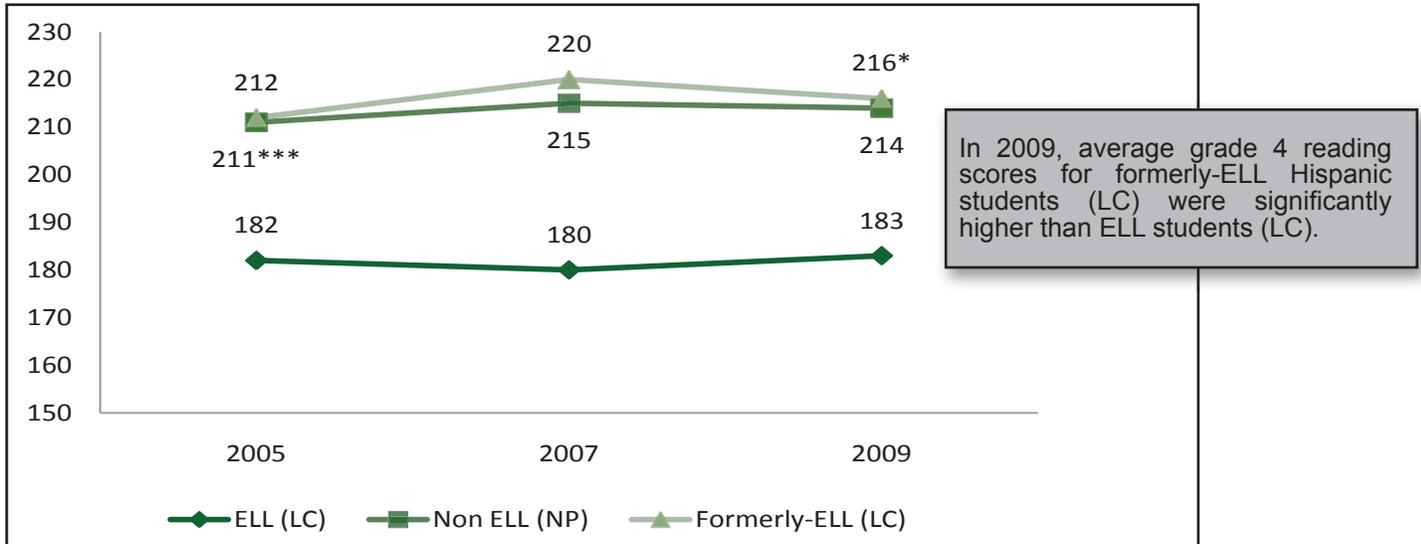
FIGURE 2.4. AVERAGE GRADE 4 NAEP READING SCORES OF ELL HISPANIC STUDENTS (LC) AND NON-ELL HISPANIC STUDENTS (NP), 2003-2009



The average grade 4 reading score for non-ELL Hispanic students (NP) increased significantly from 2003 to 2009. However, the gap between ELL Hispanic (LC) and non-ELL Hispanic students (NP) increased from 27 to 31 points during the same period.

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.
 NP includes students attending public schools across the nation.
 ***Significantly different from 2009 at $p < .05$
 Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FIGURE 2.5. AVERAGE GRADE 4 NAEP READING SCORES OF ELL HISPANIC (LC), FORMERLY-ELL HISPANIC (LC), AND NON-ELL HISPANIC (NP) STUDENTS, 2005-2009

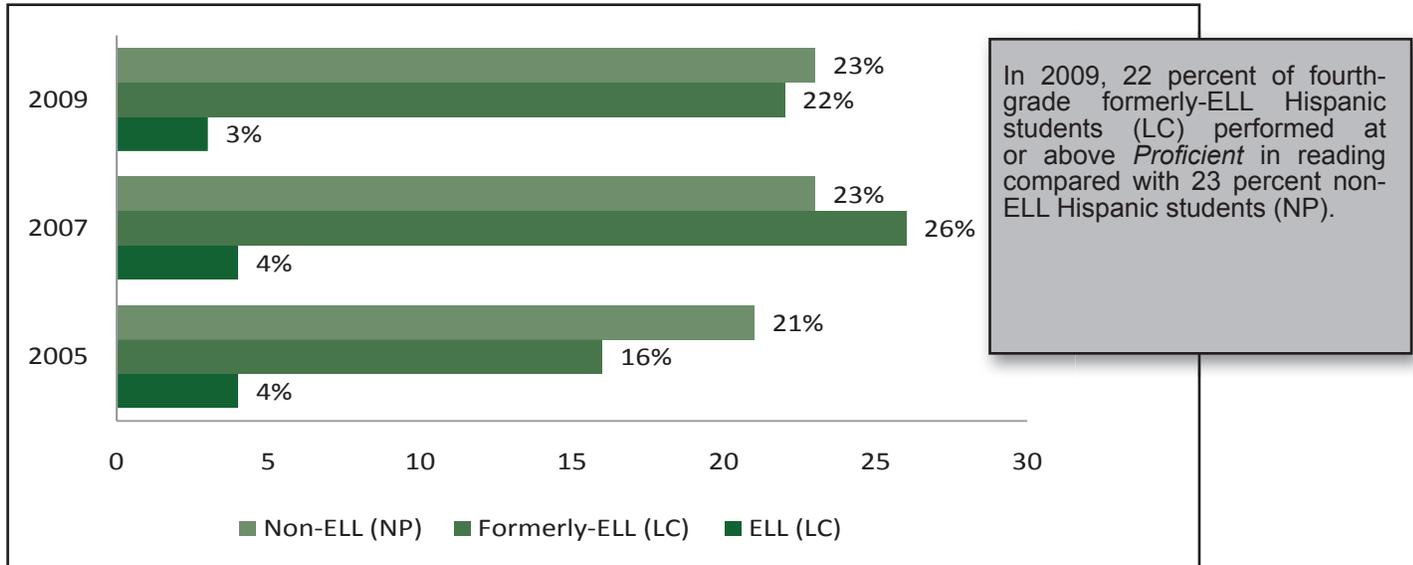


In 2009, average grade 4 reading scores for formerly-ELL Hispanic students (LC) were significantly higher than ELL students (LC).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.
 NP includes students attending public schools across the nation.
 *Significantly different from ELL students in large cities at $p < .05$
 ***Significantly different from 2009 at $p < .05$
 Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FACTOR 2A: HISPANIC ACHIEVEMENT ON NAEP-READING GRADE 4

FIGURE 2.6. PERCENTAGE OF GRADE 4 ELL HISPANIC (LC), FORMERLY-ELL HISPANIC (LC), AND NON-ELL HISPANIC (NP) STUDENTS PERFORMING AT OR ABOVE PROFICIENT IN NAEP READING, 2005-2009

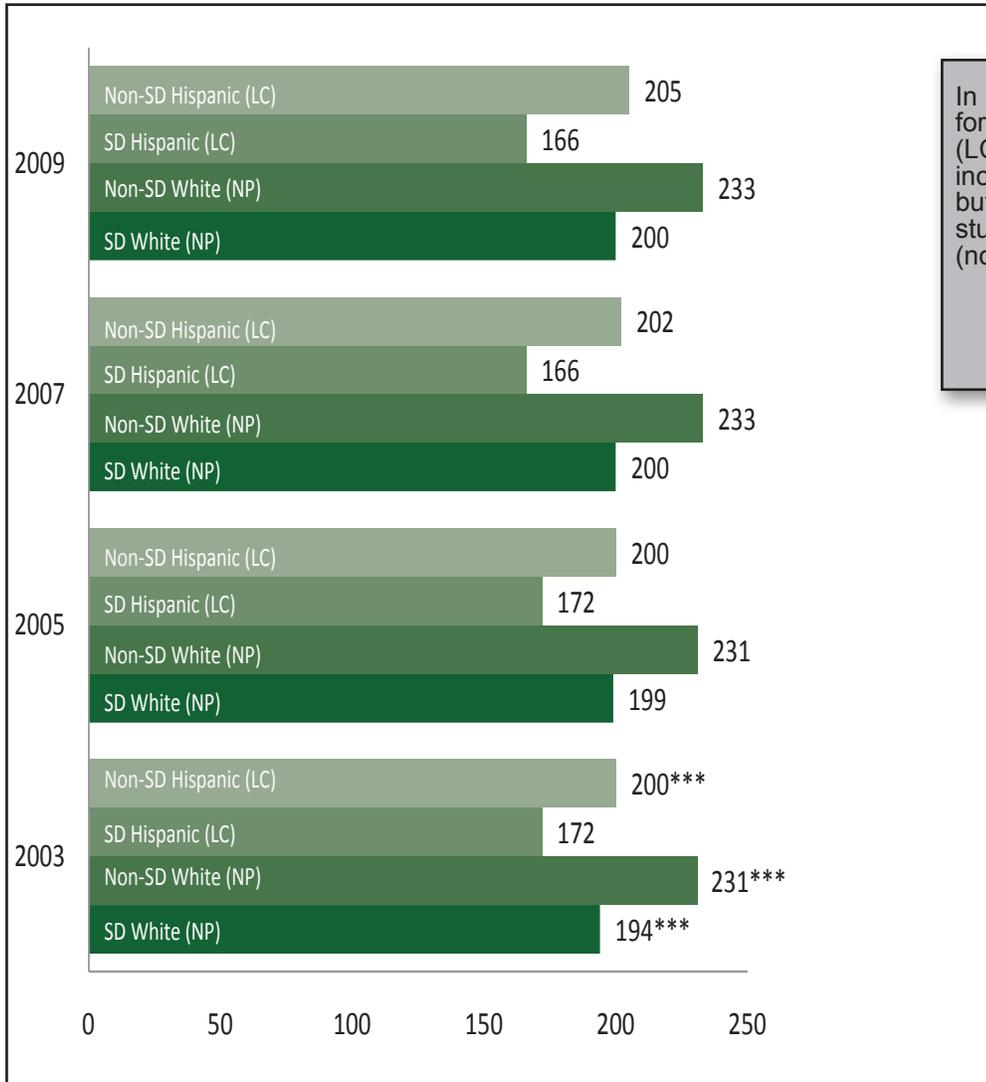


Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FIGURE 2.7. AVERAGE GRADE 4 NAEP READING SCORES FOR SD HISPANIC (LC), NON-SD HISPANIC (LC), SD WHITE (NP), AND NON-SD WHITE STUDENTS (NP), 2003-2009



In 2009, the average reading score for fourth-grade Hispanic students (LC) without disabilities (non-SD) increased significantly from 2003, but was 28 points lower than White students (NP) without disabilities (non-SD).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

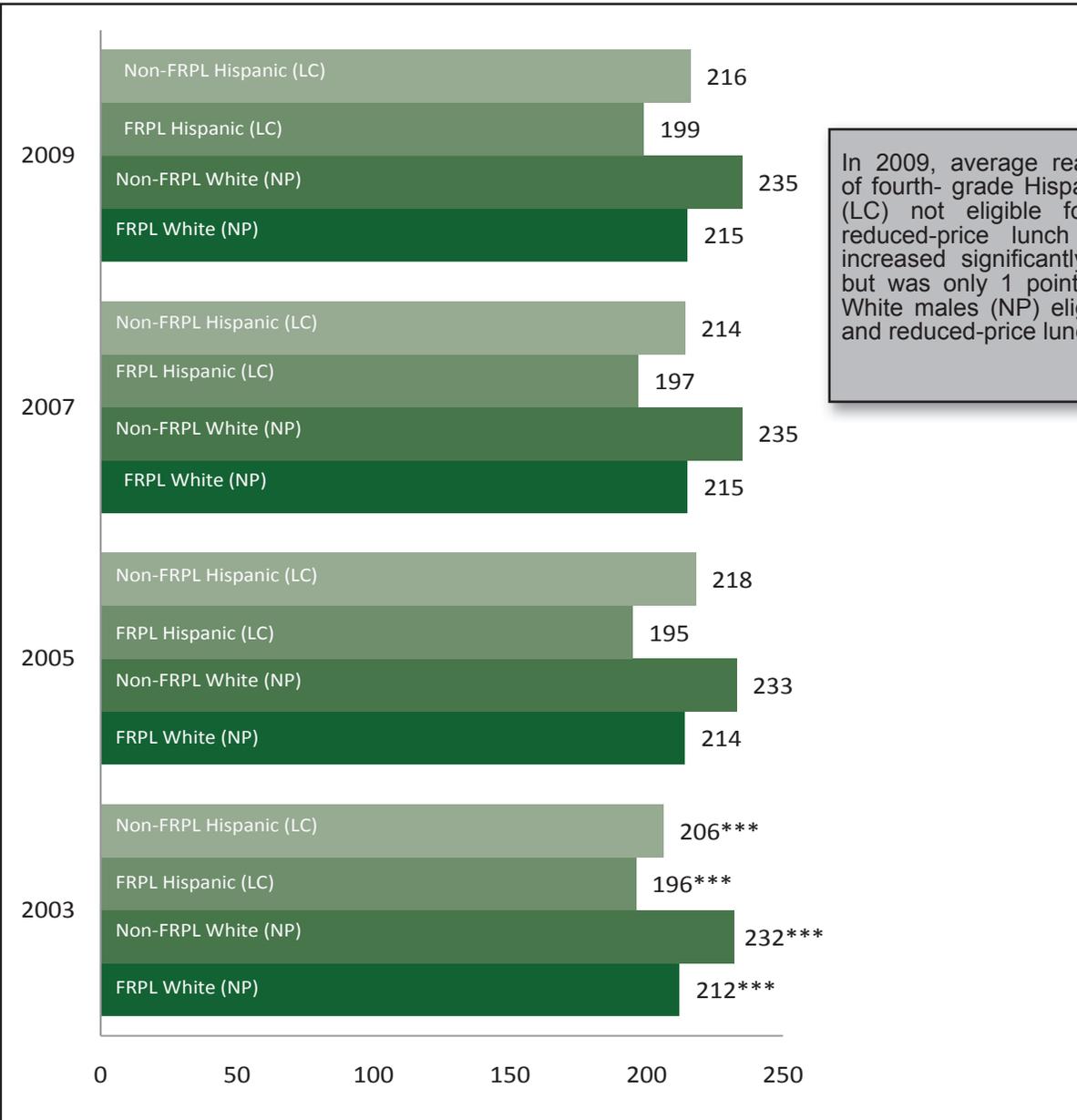
NP includes students attending public schools across the nation.

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FACTOR 2A: HISPANIC ACHIEVEMENT ON NAEP-READING GRADE 4

FIGURE 2.8. AVERAGE GRADE 4 NAEP READING SCORES FOR FRPL HISPANIC (LC) NON-FRPL HISPANIC (LC), FRPL WHITE (NP), AND NON-FRPL WHITE STUDENTS (NP), 2003-2009



In 2009, average reading scores of fourth- grade Hispanic students (LC) not eligible for free and reduced-price lunch (non-FRPL) increased significantly from 2003 but was only 1 point higher than White males (NP) eligible for free and reduced-price lunch (FRPL).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

*Significantly different from Hispanic males students in large cities at p <.05

***Significantly different from 2009 at p <.05

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FACTOR 2B: HISPANIC ACHIEVEMENT ON NAEP- READING GRADE 8

HIGHLIGHTS

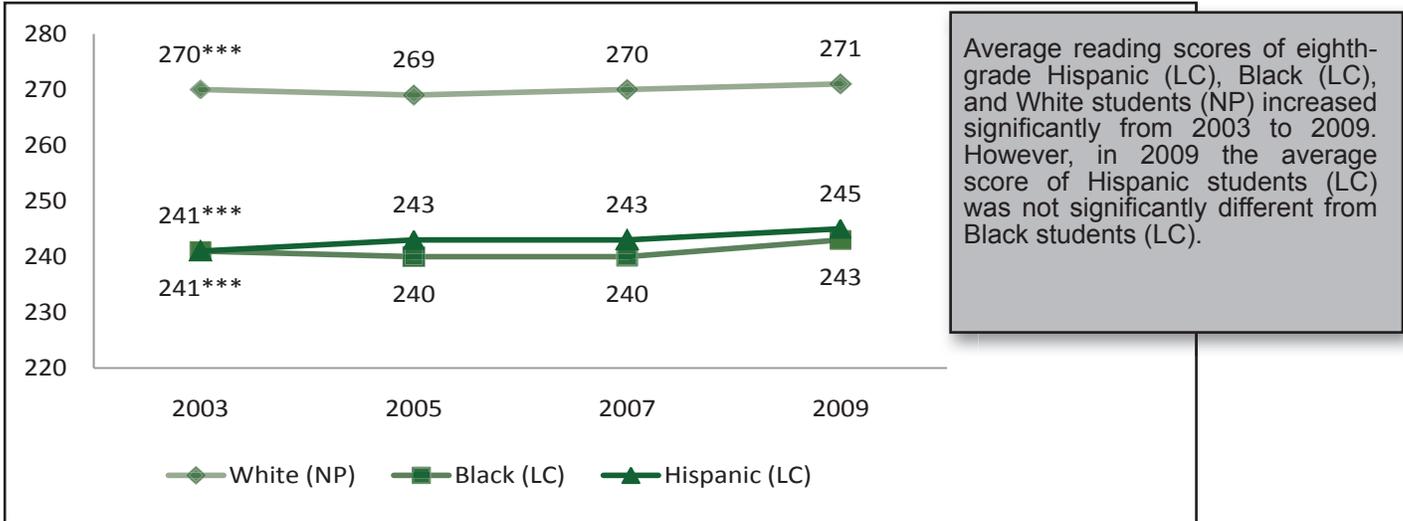
The National Assessment of Educational Progress (NAEP) reading results for grade 8 are reported as average scores on a 0-500 scale. The results are reported as achievement levels (*Basic*, *Proficient*, and *Advanced*¹⁰) that show what students should know and be able to do.

Reading Grade 8

- Average reading scores of eighth-grade Hispanic (LC), Black (LC), and White students (NP) increased significantly from 2003 to 2009. However, in 2009 the average score of Hispanic students (LC) was not significantly different from Black students (LC).
- Between 2003 and 2009 the percentage of eighth-grade Hispanic students (LC) performing at or above *Proficient* in reading increased from 12 to 14 points, but remained at least 24 points lower than White students (NP).
- In 2009, the average reading score for eighth-grade Hispanic males (LC) was significantly lower than Hispanic females (LC) and Black females (LC) but not significantly different from Black males (LC).
- From 2003 to 2009, average grade 8 reading scores of non-ELL Hispanic students (NP) increased significantly while scores for ELL (LC) remained unchanged.
- Average reading scores of eighth-grade non-ELL Hispanic students (NP) increased significantly from 2005 to 2009. However, in 2009, average scores of formerly-ELL Hispanic students (LC) were significantly higher than ELL Hispanic students (LC) and six points lower than non-ELL Hispanic students (NP).
- In 2009, 11 percent of eighth-grade formerly-ELL Hispanic students (LC) performed at or above *Proficient* in reading compared with 21 percent of non-ELL Hispanic students (NP).
- In 2009, the average reading score for eighth-grade Hispanic students (LC) without disabilities (non-SD) increased significantly from 2003, and was 26 points lower than White students (NP) without disabilities (non-SD).
- In 2009, the average reading score of eighth-grade Hispanic students (LC) not eligible for free and reduced-price lunch (non-FRPL) remained unchanged from 2003 and was 1 point lower than White students (NP) eligible for free and reduced price lunch (FRPL).

¹⁰The cut score for reading grade 8 indicating the lower end of the score range for each level is: Basic (243), *Proficient* (281), and *Advanced* (323).

FIGURE 2.9. AVERAGE GRADE 8 NAEP READING SCORES BY RACE/ETHNICITY, 2003-2009



Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

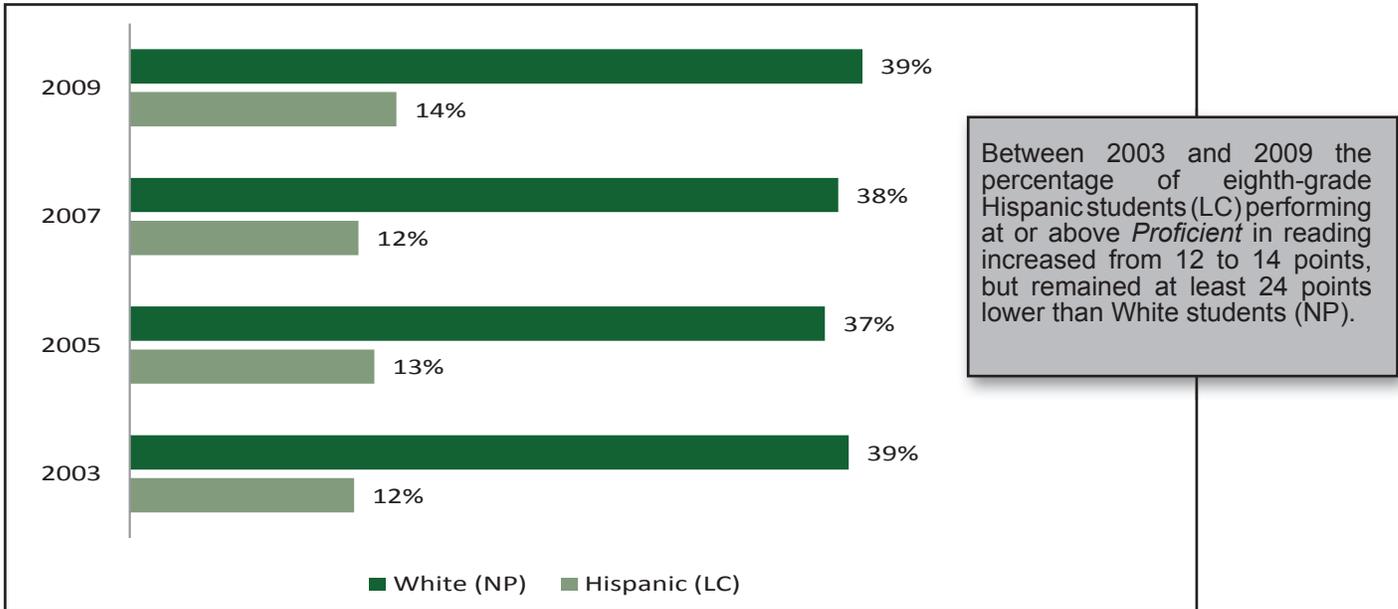
NP includes students attending public schools across the nation.

*Significantly different from Hispanic students in large cities at $p < .05$

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FIGURE 2.10. PERCENTAGE OF GRADE 8 HISPANIC (LC) AND WHITE (NP) STUDENTS PERFORMING AT OR ABOVE PROFICIENT IN NAEP READING, 2003- 2009



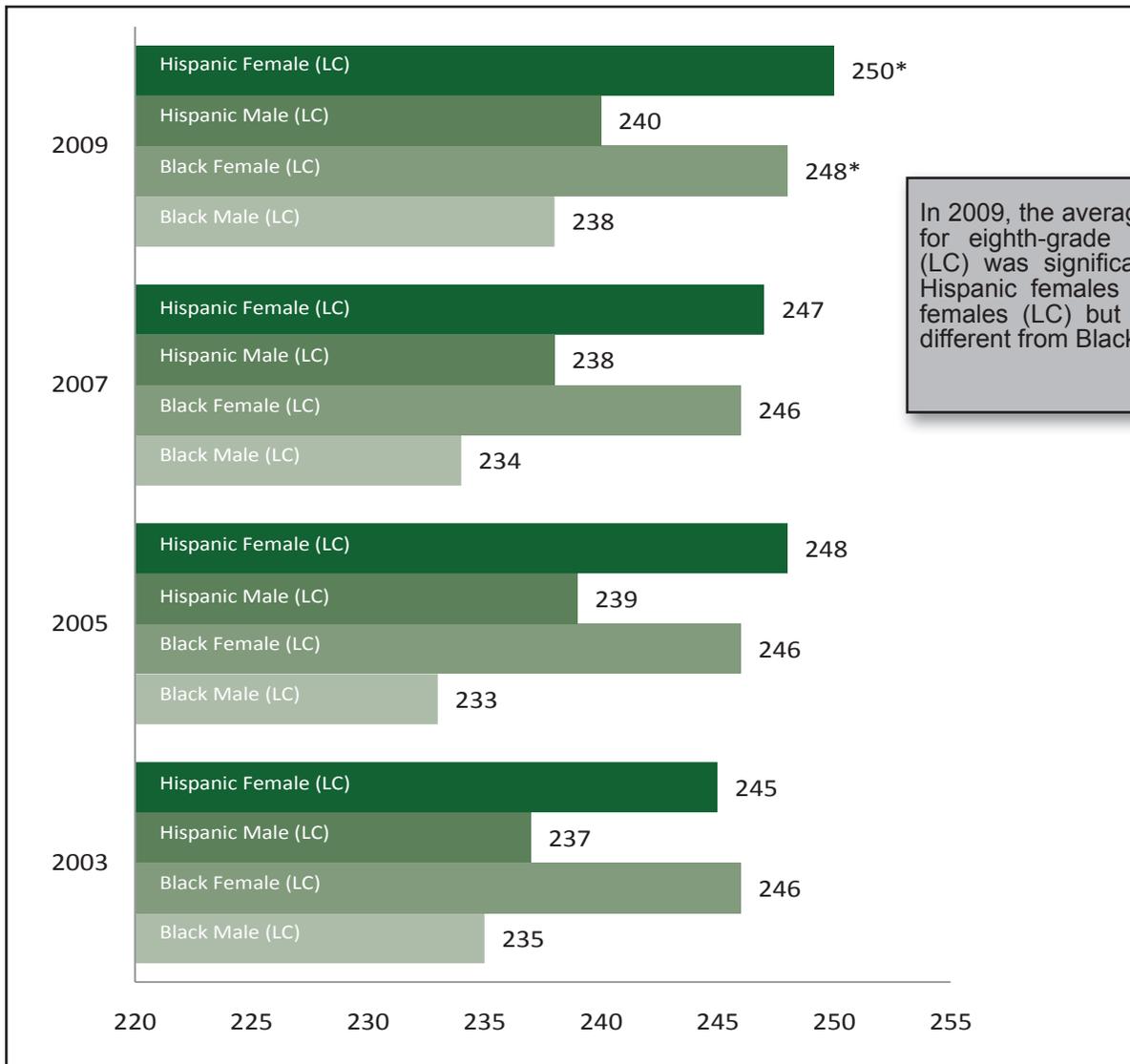
Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FACTOR 2B: HISPANIC ACHIEVEMENT ON NAEP-READING GRADE 8

FIGURE 2.11. AVERAGE GRADE 8 NAEP READING SCORES OF HISPANIC MALES (LC), HISPANIC FEMALES (LC), BLACK MALES (LC), AND BLACK FEMALES (LC), 2003-2009



In 2009, the average reading score for eighth-grade Hispanic males (LC) was significantly lower than Hispanic females (LC) and Black females (LC) but not significantly different from Black males (LC).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

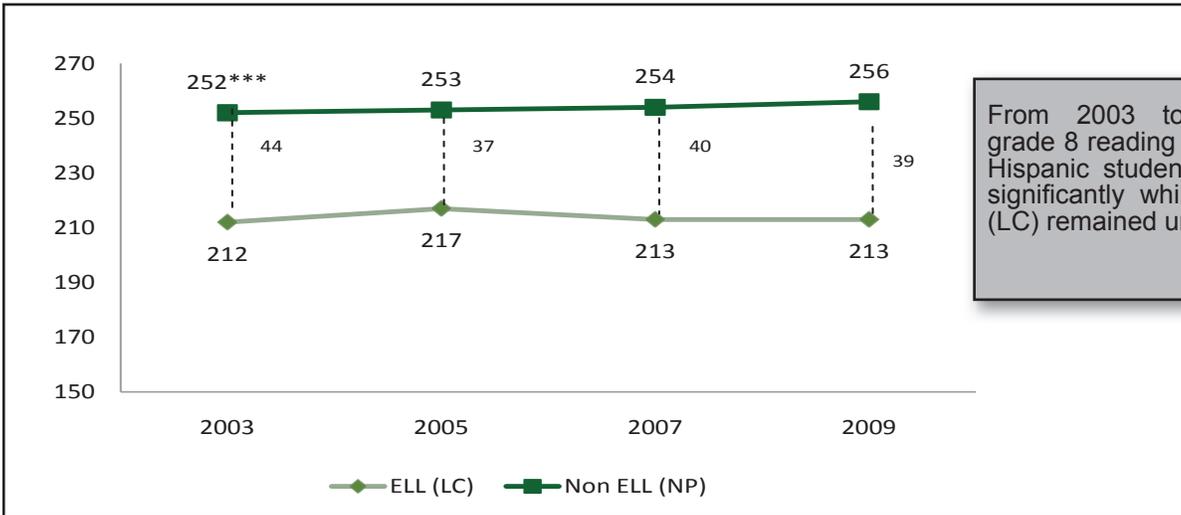
NP includes students attending public schools across the nation.

*Significantly different from Hispanic male students in large cities at $p < .05$

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FIGURE 2.12. AVERAGE GRADE 8 NAEP READING SCORES OF ELL HISPANIC STUDENTS (LC) AND NON-ELL HISPANIC STUDENTS (NP), 2003-2009



From 2003 to 2009, average grade 8 reading scores of non-ELL Hispanic students (NP) increased significantly while scores for ELL (LC) remained unchanged.

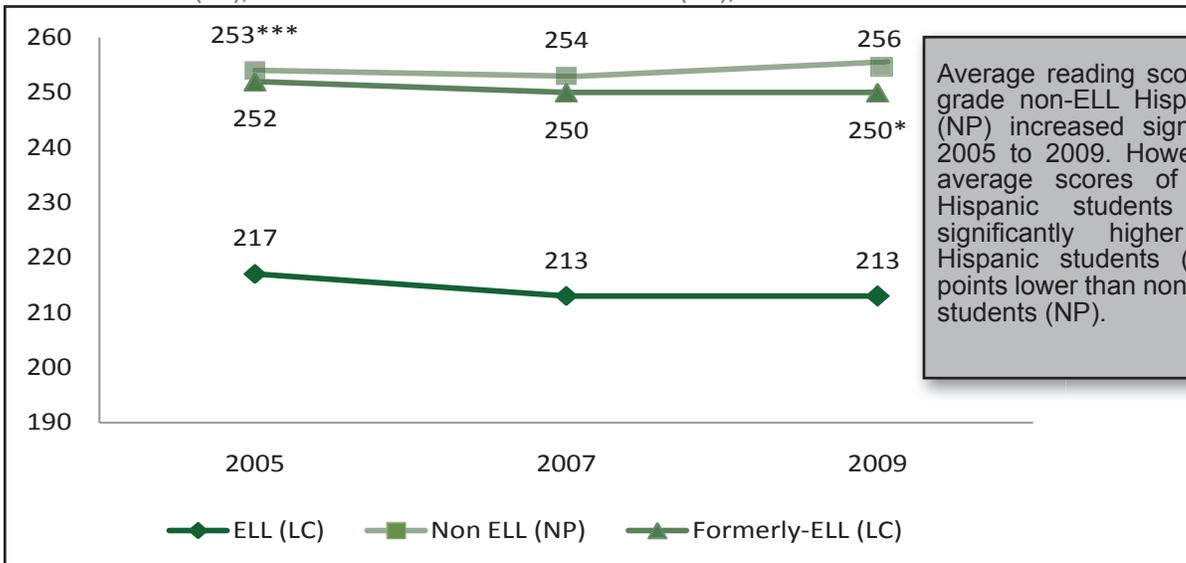
Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FIGURE 2.13. AVERAGE GRADE 8 NAEP READING SCORES OF ELL HISPANIC (LC), FORMERLY-ELL HISPANIC (LC), AND NON-ELL HISPANIC STUDENTS (NP), 2005-2009



Average reading scores of eighth-grade non-ELL Hispanic students (NP) increased significantly from 2005 to 2009. However, in 2009, average scores of formerly-ELL Hispanic students (LC) were significantly higher than ELL Hispanic students (LC) and six points lower than non-ELL Hispanic students (NP).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

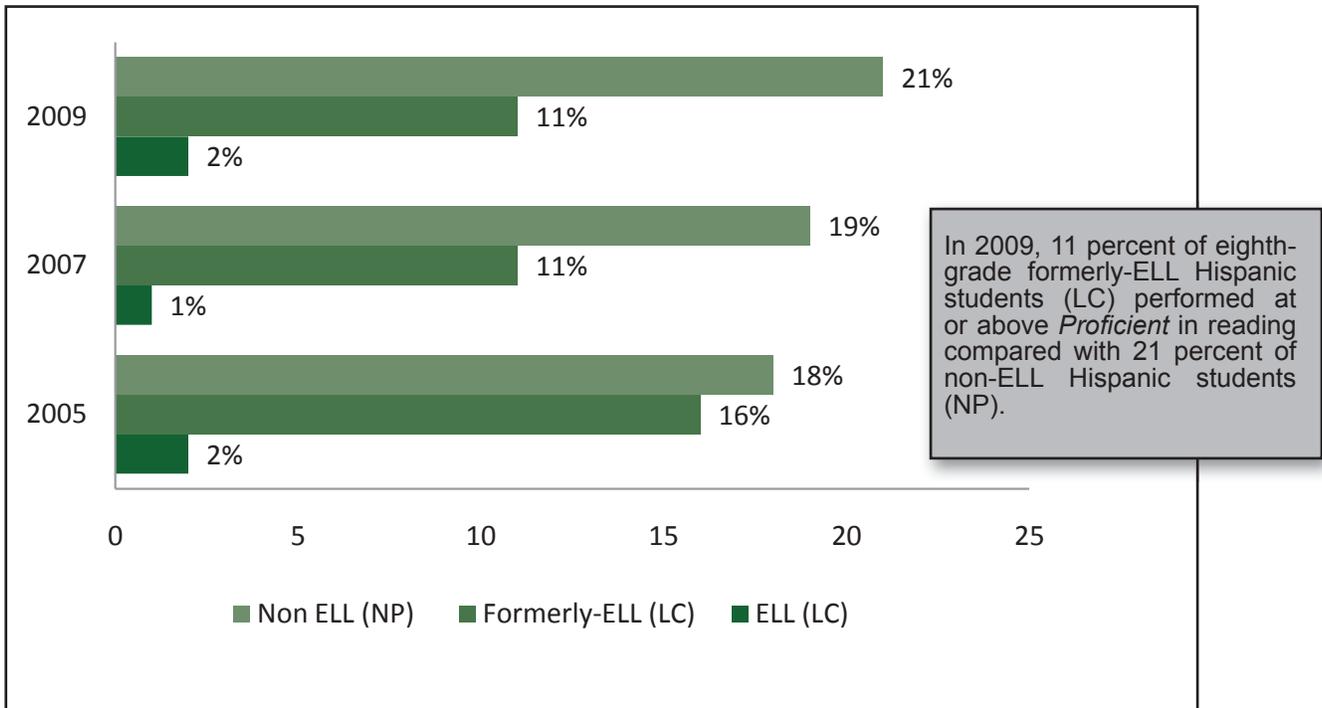
*Significantly different from ELL students in large cities at $p < .05$

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FACTOR 2B: HISPANIC ACHIEVEMENT ON NAEP-READING GRADE 8

FIGURE 2.14. PERCENTAGE OF GRADE 8 ELL HISPANIC (LC), FORMERLY-ELL HISPANIC (LC), AND NON-ELL HISPANIC (NP) STUDENTS PERFORMING AT OR ABOVE PROFICIENT IN NAEP READING, 2005-2009

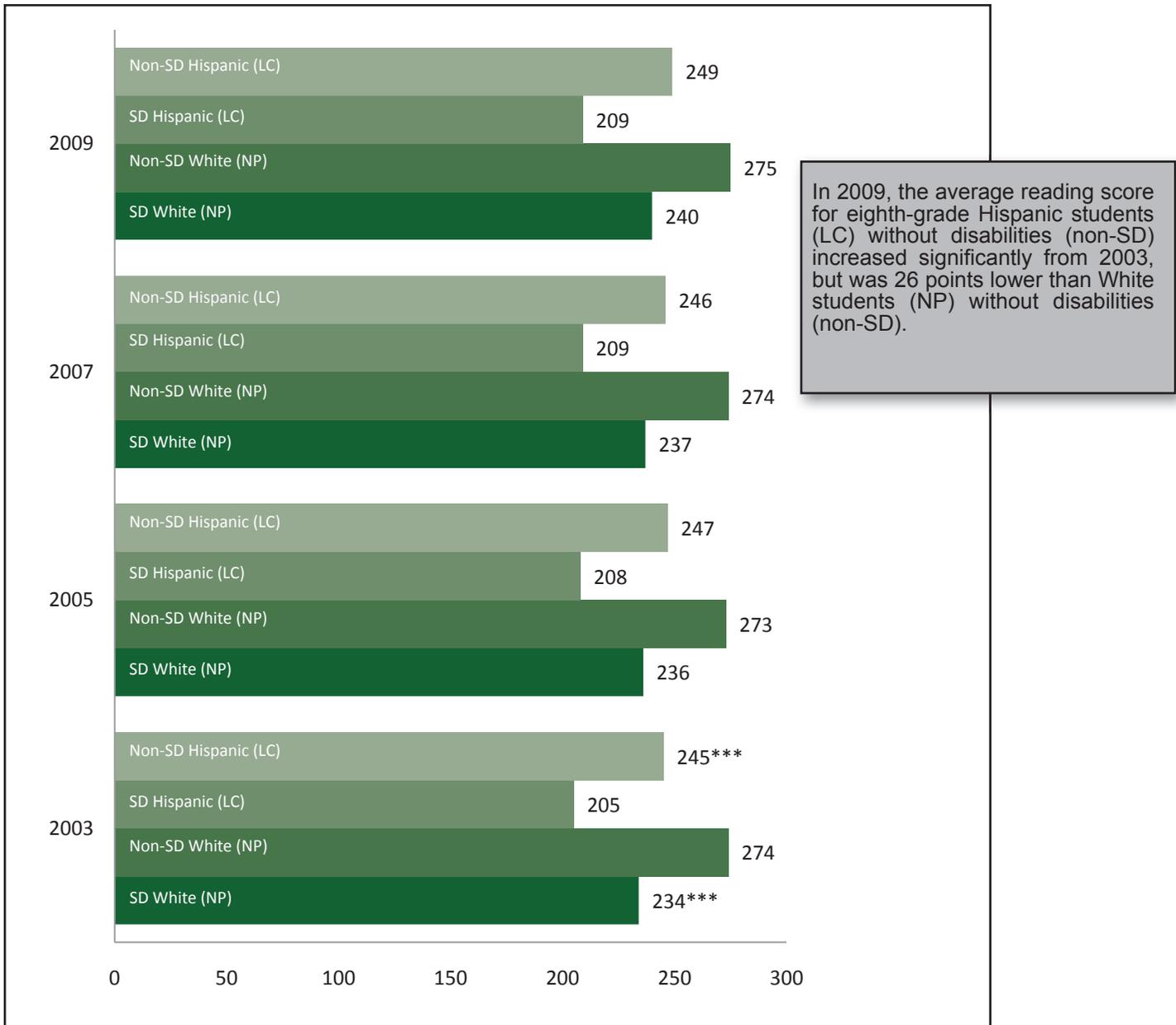


Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FIGURE 2.15. AVERAGE GRADE 8 NAEP READING SCORES FOR SD HISPANIC (LC), NON-SD HISPANIC (LC), SD WHITE (NP), AND NON-SD WHITE (NP) STUDENTS, 2003-2009



In 2009, the average reading score for eighth-grade Hispanic students (LC) without disabilities (non-SD) increased significantly from 2003, but was 26 points lower than White students (NP) without disabilities (non-SD).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

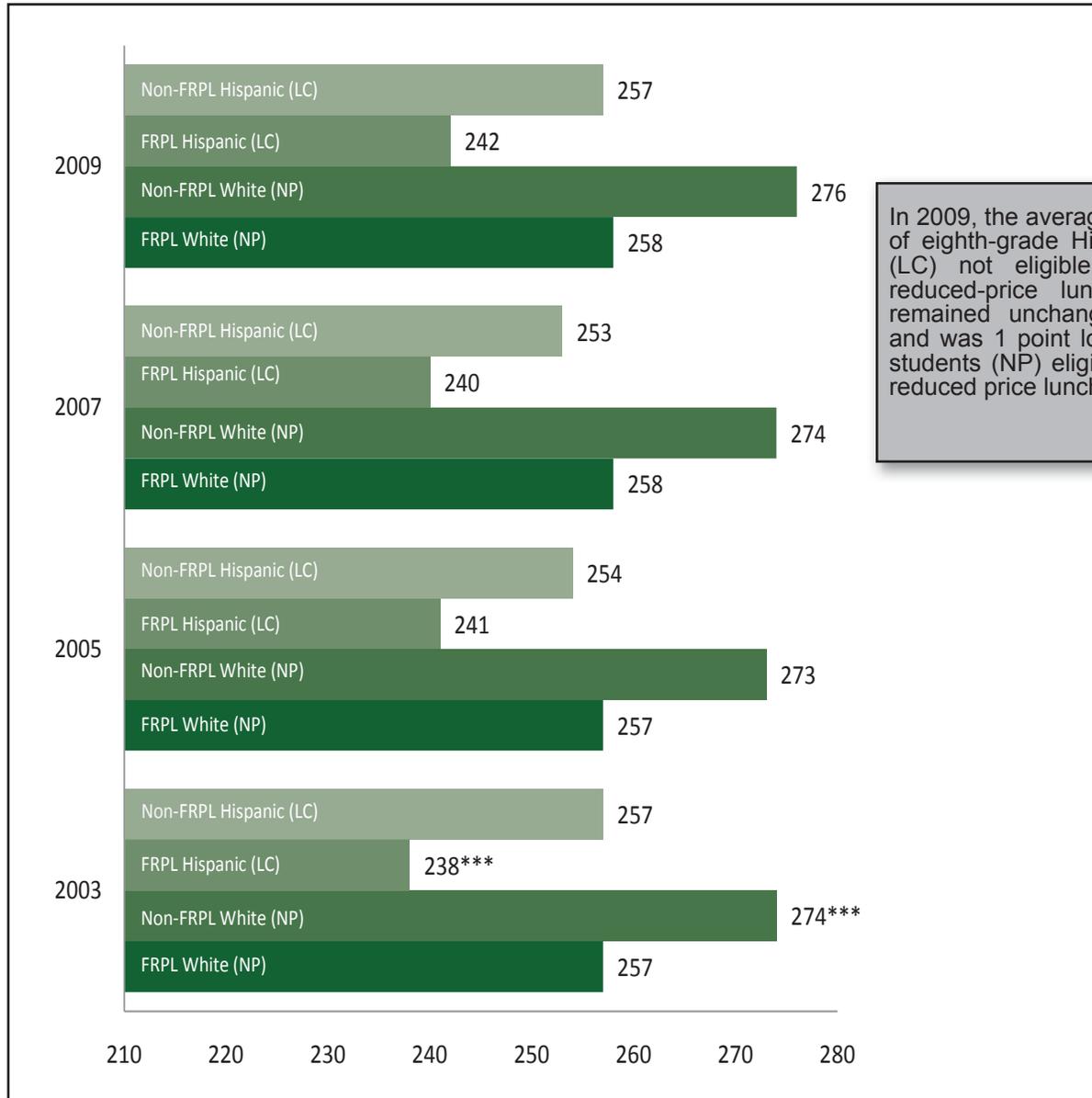
NP includes students attending public schools across the nation.

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FACTOR 2B: HISPANIC ACHIEVEMENT ON NAEP-READING GRADE 8

FIGURE 2.16. AVERAGE GRADE 8 NAEP READING SCORES FOR FRPL HISPANIC (LC), NON-FRPL HISPANIC (LC), FRPL HISPANIC (NP), AND NON-FRPL HISPANIC (NP) STUDENTS, 2003-2009



In 2009, the average reading score of eighth-grade Hispanic students (LC) not eligible for free and reduced-price lunch (non-FRPL) remained unchanged from 2003 and was 1 point lower than White students (NP) eligible for free and reduced price lunch (FRPL).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FACTOR 2C: HISPANIC ACHIEVEMENT ON NAEP- MATHEMATICS GRADE 4

HIGHLIGHTS

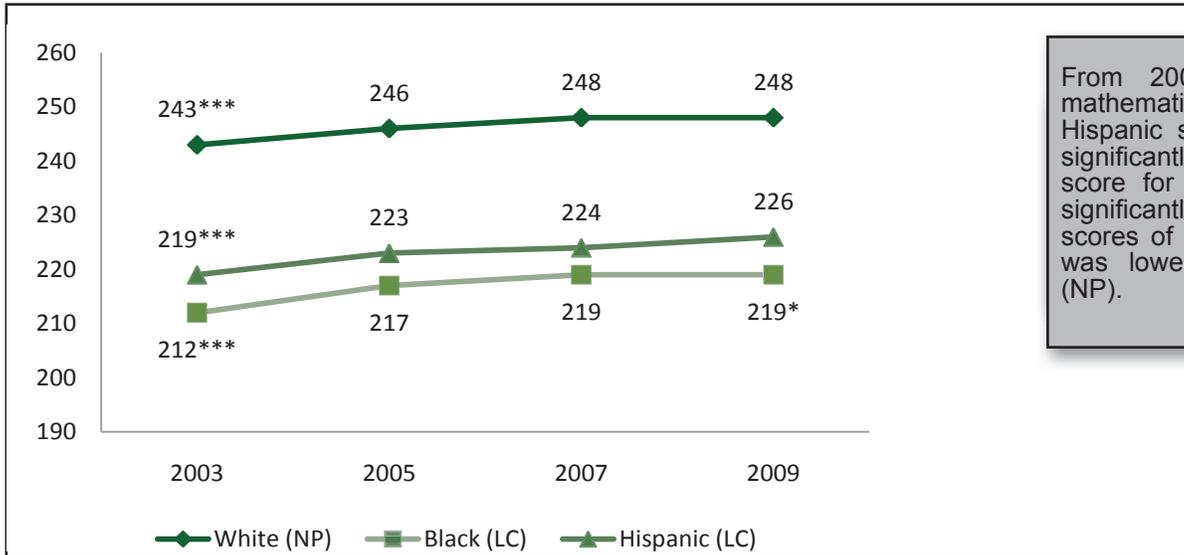
The National Assessment of Educational Progress (NAEP) mathematics results for grade 4 are reported as average scores on a 0-500 scale. The results are reported as achievement levels (*Basic*, *Proficient*, and *Advanced*¹¹) that show what students should know and be able to do.

Mathematics Grade 4

- From 2003 to 2009, average mathematics scores of grade 4 Hispanic students (LC) increased significantly and the 2009 average score for Hispanic students was significantly higher than average scores of Black students (LC) but was lower than white students (NP).
- From 2003 to 2009 the percentage of fourth-grade Hispanic students (LC) performing at or above *Proficient* in mathematics increased from 13 to 21 but remained at least 29 percentage points lower than White students (NP) for each of those years.
- In 2009, the average mathematics score of fourth-grade Hispanic males (LC) was significantly higher than Black males (LC) and Black females (LC). However, the average score for Hispanic males (LC) was not significantly different from Hispanic females (LC).
- From 2003 to 2009, average mathematics scores of grade 4 ELL Hispanic students (LC) and non-ELL Hispanic (NP) increased significantly. However, the gap between ELL Hispanic (LC) and non-ELL Hispanic (NP) students remain unchanged.
- Average mathematics scores of fourth-grade non-ELL Hispanic students (NP) significantly decreased from 2005 to 2009; however, in 2009, average scores for formerly-ELL Hispanic students (LC) was statistically higher than ELL Hispanic students (LC).
- In 2009, 30 percent of fourth-grade formerly-ELL Hispanic students (LC) performed at or above *Proficient* in mathematics compared with 28 percent of non-ELL Hispanic students (NP).
- From 2003 to 2009, the average mathematics score of fourth-grade Hispanic students (LC) without disabilities (non-SD) increased significantly. However, the 2009 average score for Hispanic students (LC) without disabilities (non-SD) was 22 points lower than the average score of White students (NP) without disabilities (non-SD).
- From 2003 to 2009, the average mathematics score of fourth-grade Hispanic students (LC) who were not eligible for free or reduced-price lunch (non-FRPL) increased significantly. However, the 2009 average score of Hispanic students (LC) not eligible for free or reduced-price lunch (non-FRPL) was three points higher than the average score of White students (NP) who were eligible for free or reduced-price lunch (FRPL).

¹¹The cut score for mathematics grade 4 indicating the lower end of the score range for each level is *Basic* (214), *Proficient* (249) and *Advanced* (282)

FIGURE 2.17. AVERAGE GRADE 4 NAEP MATHEMATICS SCORES BY RACE/ETHNICITY, 2003-2009



From 2003 to 2009, average mathematics scores of grade 4 Hispanic students (LC) increased significantly and the 2009 average score for Hispanic students was significantly higher than average scores of Black students (LC) but was lower than White students (NP).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

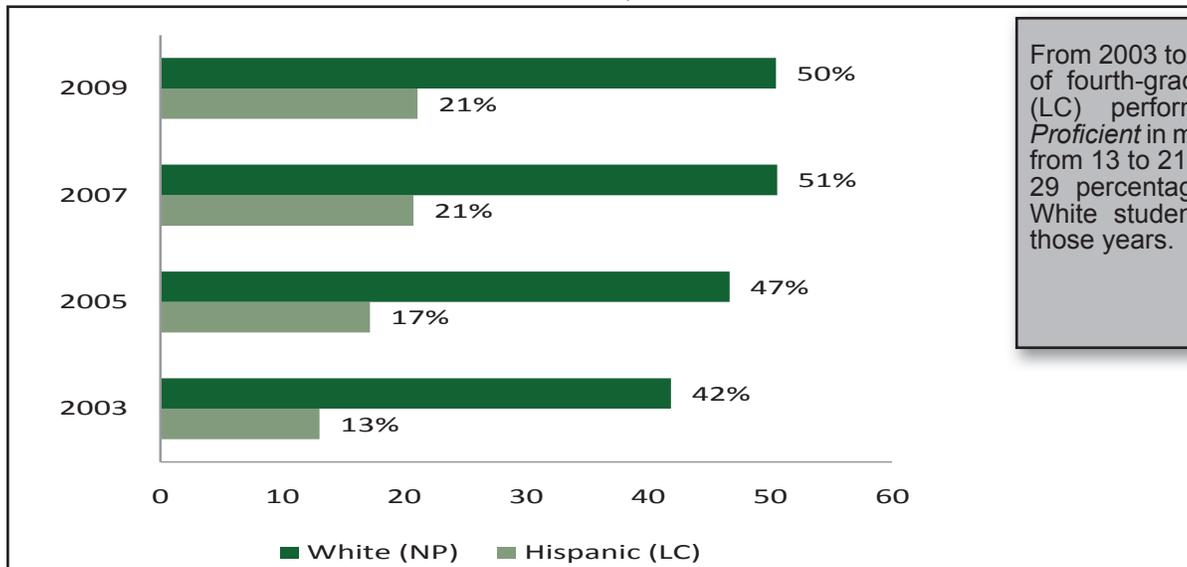
NP includes students attending public schools across the nation.

*Significantly different from Hispanic students in large cities at $p < .05$

**Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FIGURE 2.18. PERCENTAGE OF GRADE 4 HISPANIC (LC) AND WHITE STUDENTS (NP) PERFORMING AT OR ABOVE PROFICIENT IN NAEP MATHEMATICS, 2003-2009



From 2003 to 2009, the percentage of fourth-grade Hispanic students (LC) performing at or above Proficient in mathematics increased from 13 to 21 but remained at least 29 percentage points lower than White students (NP) for each of those years.

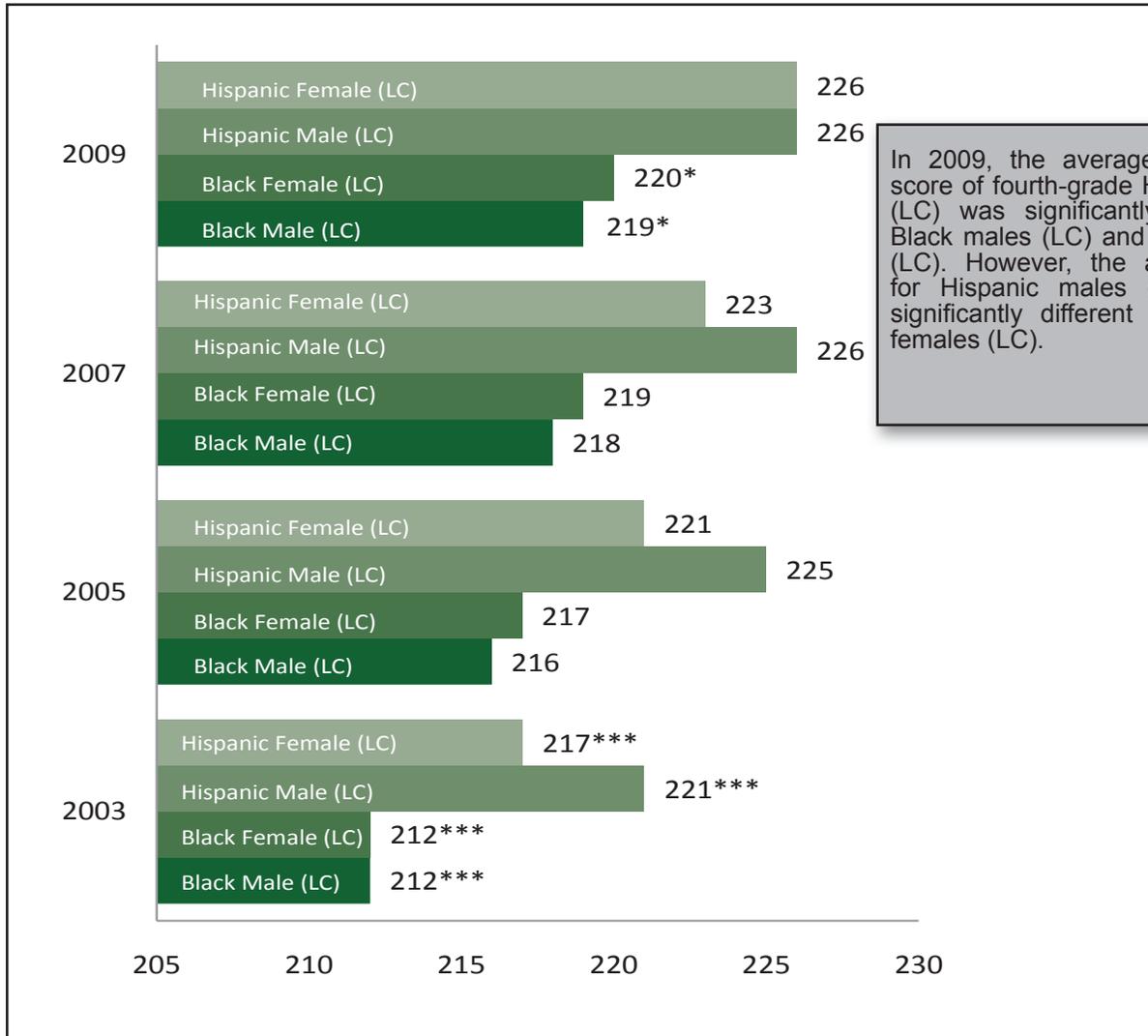
Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FACTOR 2C: HISPANIC ACHIEVEMENT ON NAEP-MATHEMATICS GRADE 4

FIGURE 2.19. AVERAGE GRADE 4 NAEP MATHEMATICS SCORES OF HISPANIC MALES (LC), HISPANIC FEMALES (LC), BLACK MALES (LC), AND BLACK FEMALES (LC), 2003-2009



In 2009, the average mathematics score of fourth-grade Hispanic males (LC) was significantly higher than Black males (LC) and Black females (LC). However, the average score for Hispanic males (LC) was not significantly different from Hispanic females (LC).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

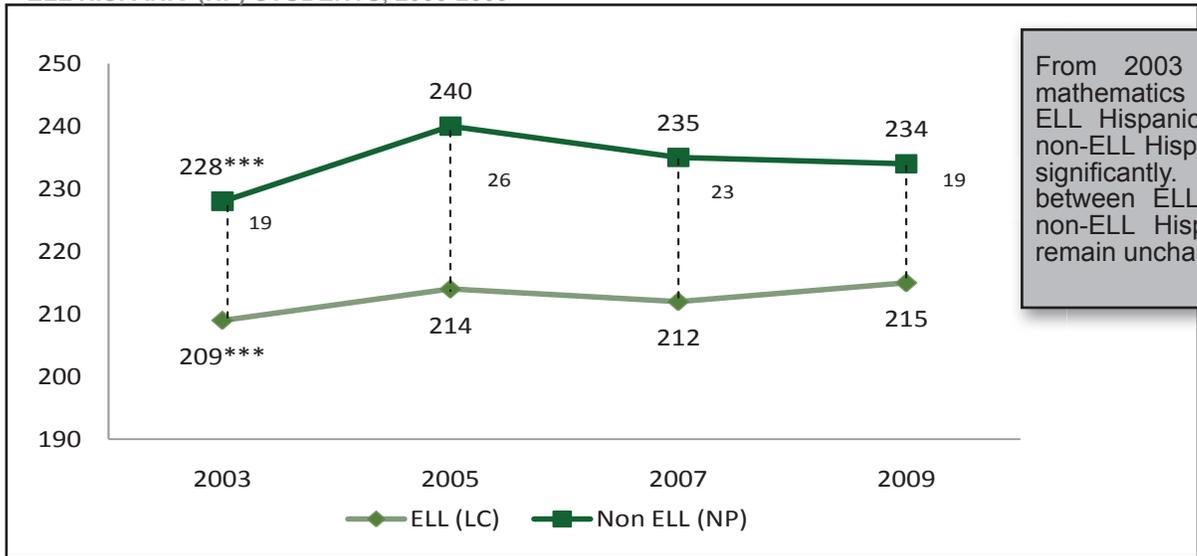
NP includes students attending public schools across the nation.

*Significantly different from Hispanic male students in large cities at $p < .05$

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FIGURE 2.20. AVERAGE GRADE 4 NAEP MATHEMATICS SCORES OF ELL HISPANIC (LC) AND NON-ELL HISPANIC (NP) STUDENTS, 2003-2009



From 2003 to 2009, average mathematics scores of grade 4 ELL Hispanic students (LC) and non-ELL Hispanics (NP) increased significantly. However, the gap between ELL Hispanic (LC) and non-ELL Hispanic (NP) students remain unchanged.

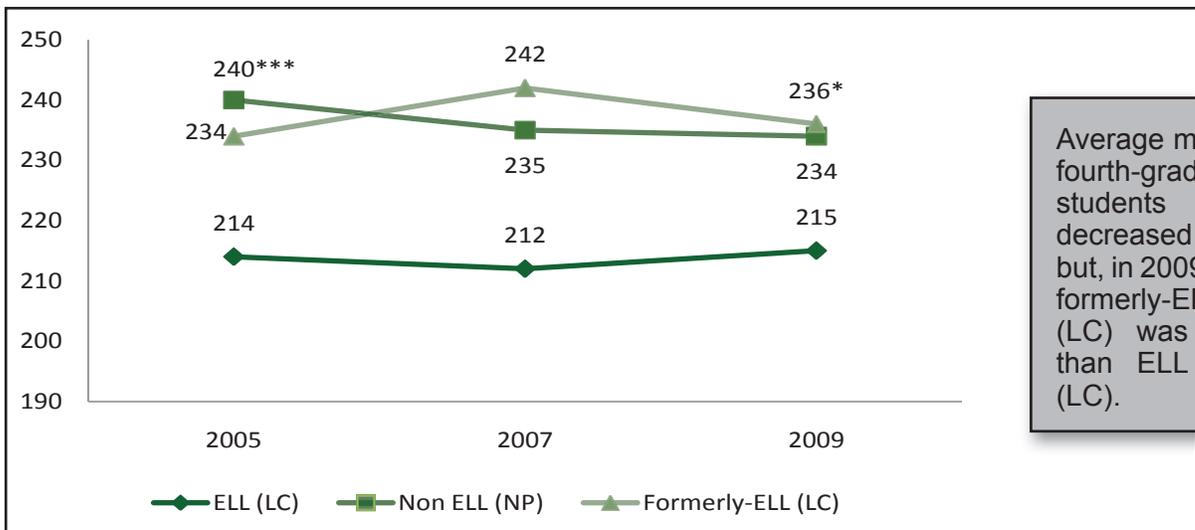
Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FIGURE 2.21. AVERAGE GRADE 4 NAEP MATHEMATICS SCORES OF ELL HISPANIC (LC), FORMERLY-ELL HISPANIC (LC), AND NON-ELL HISPANIC (NP) STUDENTS, 2005-2009



Average mathematics scores of fourth-grade non-ELL Hispanic students (NP) significantly decreased from 2005 to 2009; but, in 2009, average scores for formerly-ELL Hispanic students (LC) was statistically higher than ELL Hispanic students (LC).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

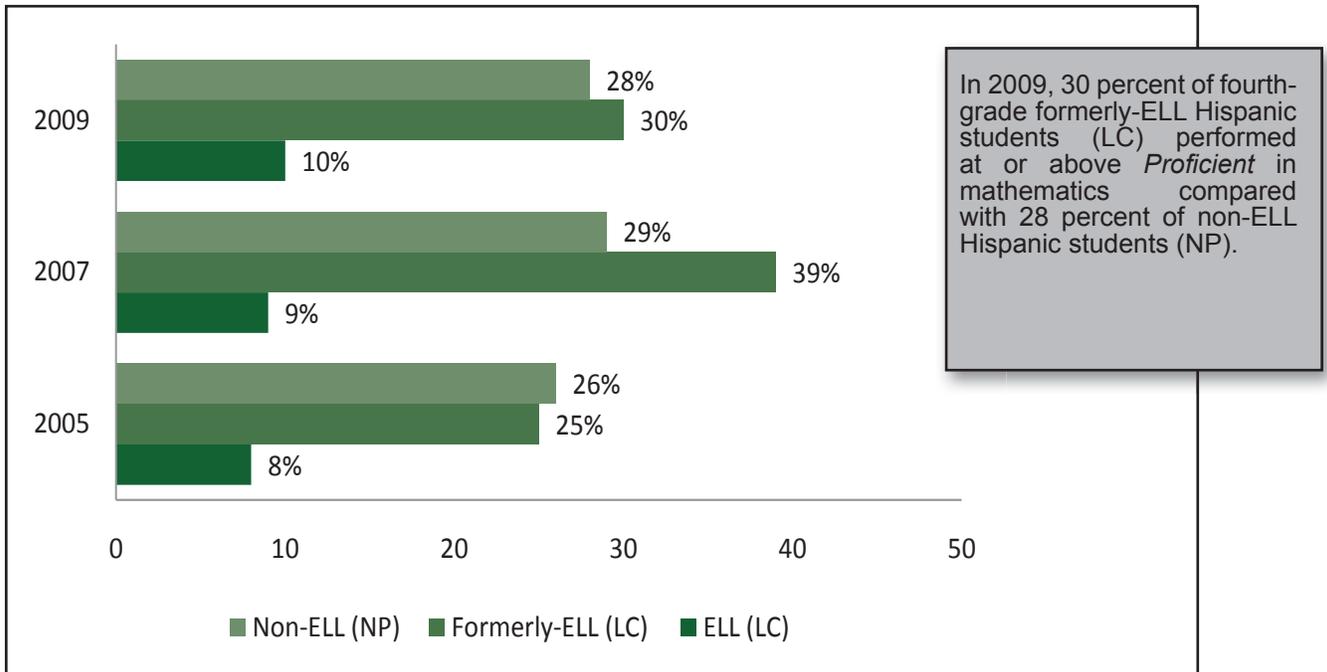
*Significantly different from ELL students in large cities at $p < .05$

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FACTOR 2C: HISPANIC ACHIEVEMENT ON NAEP-MATHEMATICS GRADE 4

FIGURE 2.22. PERCENTAGE OF GRADE 4 ELL HISPANIC (LC), FORMERLY-ELL HISPANIC (LC), AND NON-ELL (NP) HISPANIC STUDENTS PERFORMING AT OR ABOVE PROFICIENT IN NAEP MATHEMATICS, 2003-2009

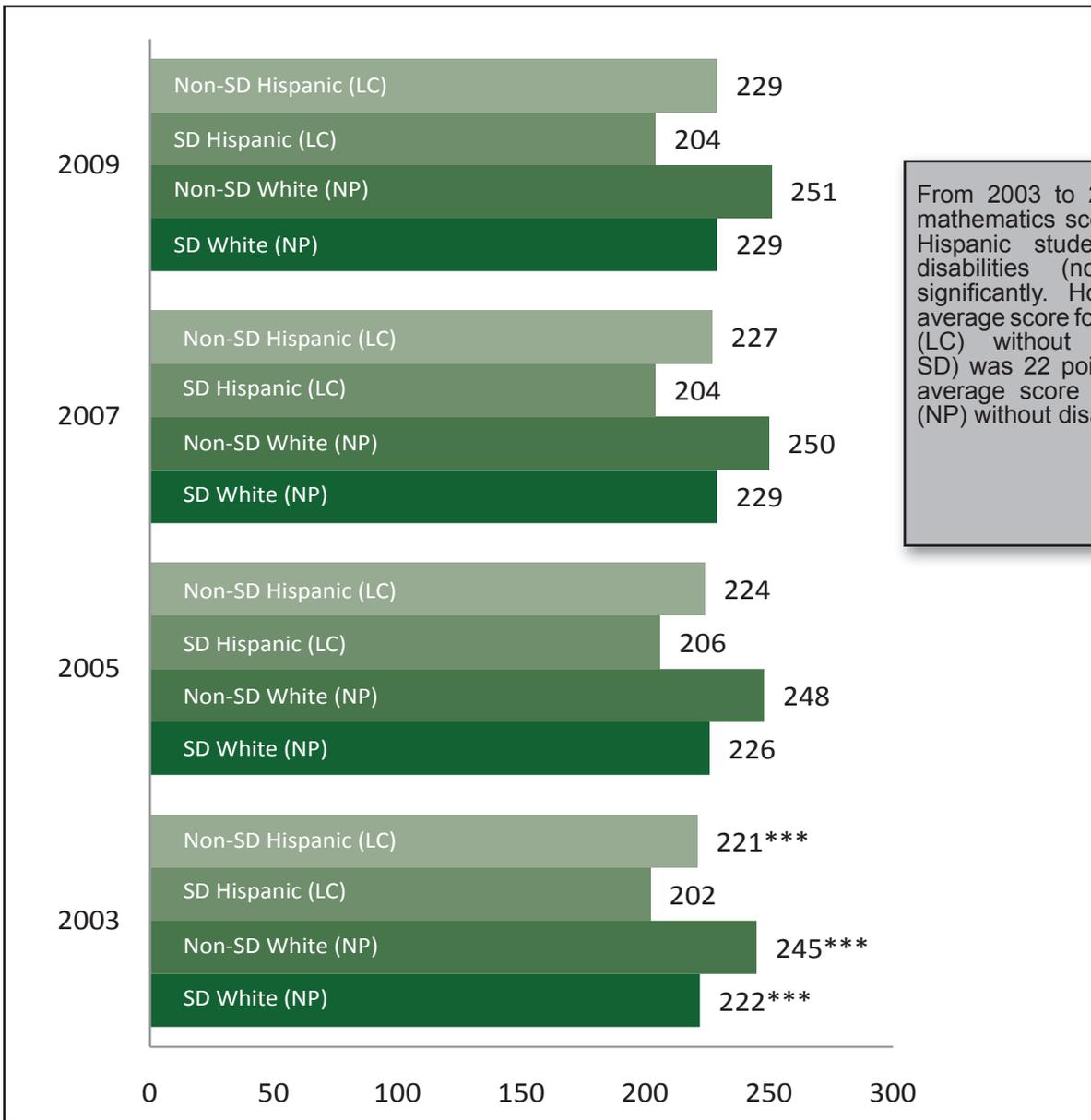


Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FIGURE 2.23. AVERAGE GRADE 4 NAEP MATHEMATICS SCORES OF SD HISPANIC (LC), NON-SD HISPANIC STUDENTS (LC), SD WHITE (NP), AND NON-SD WHITE STUDENTS (NP), 2003-2009



From 2003 to 2009, the average mathematics score of fourth-grade Hispanic students (LC) without disabilities (non-SD) increased significantly. However, the 2009 average score for Hispanic students (LC) without disabilities (non-SD) was 22 points lower than the average score of White students (NP) without disabilities (non-SD).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

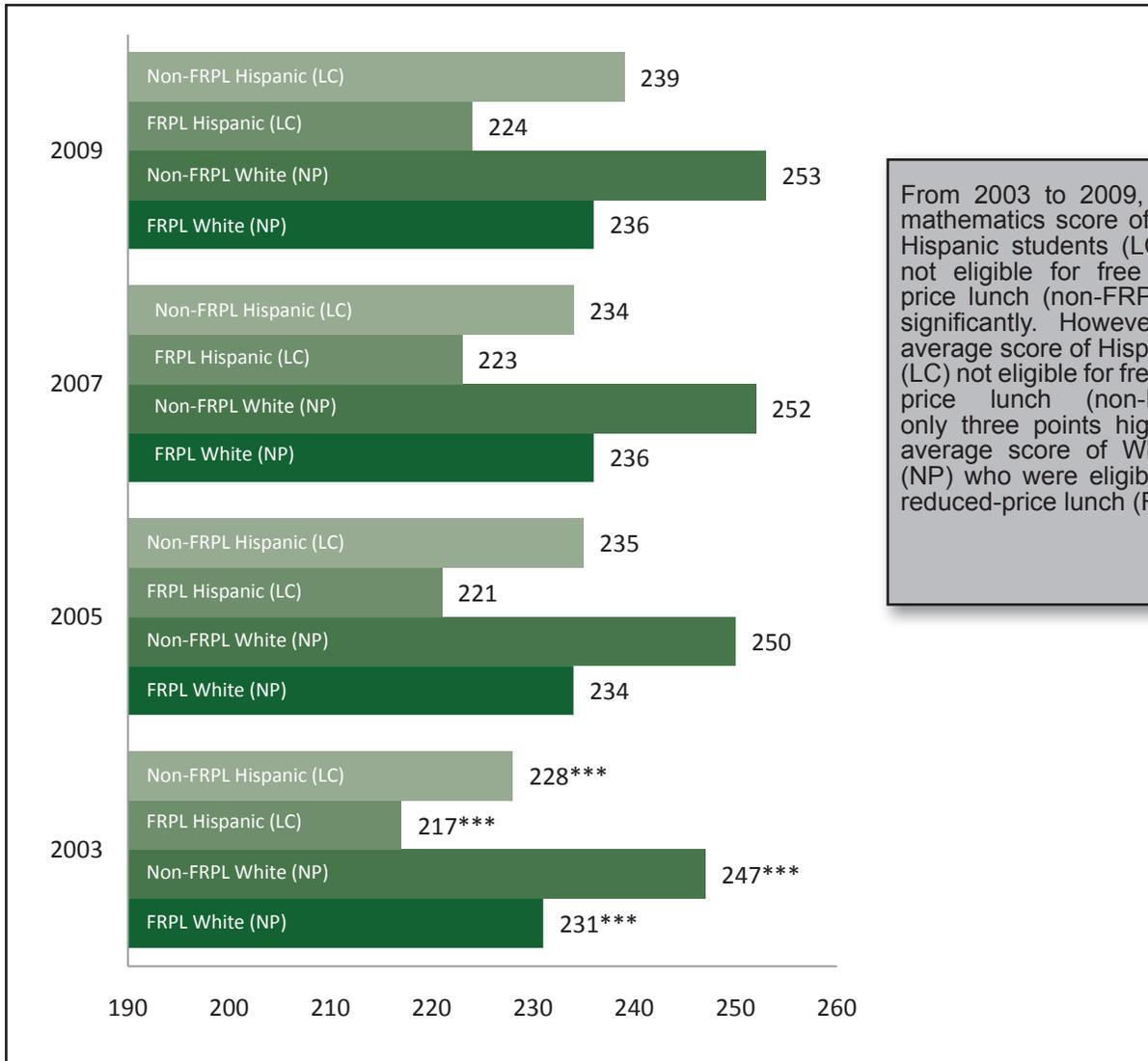
NP includes students attending public schools across the nation.

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FACTOR 2C: HISPANIC ACHIEVEMENT ON NAEP-MATHEMATICS GRADE 4

FIGURE 2.24. AVERAGE GRADE 4 NAEP MATHEMATICS SCORES OF FRPL HISPANIC (LC), NON-FRPL HISPANIC (LC), FRPL WHITE (NP), AND NON-FRPL WHITE (NP) STUDENTS, 2003-2009



From 2003 to 2009, the average mathematics score of fourth-grade Hispanic students (LC) who were not eligible for free or reduced-price lunch (non-FRPL) increased significantly. However, the 2009 average score of Hispanic students (LC) not eligible for free or reduced-price lunch (non-FRPL) was only three points higher than the average score of White students (NP) who were eligible for free or reduced-price lunch (FRPL).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FACTOR 2D: HISPANIC ACHIEVEMENT ON NAEP-MATHEMATICS GRADE 8

HIGHLIGHTS

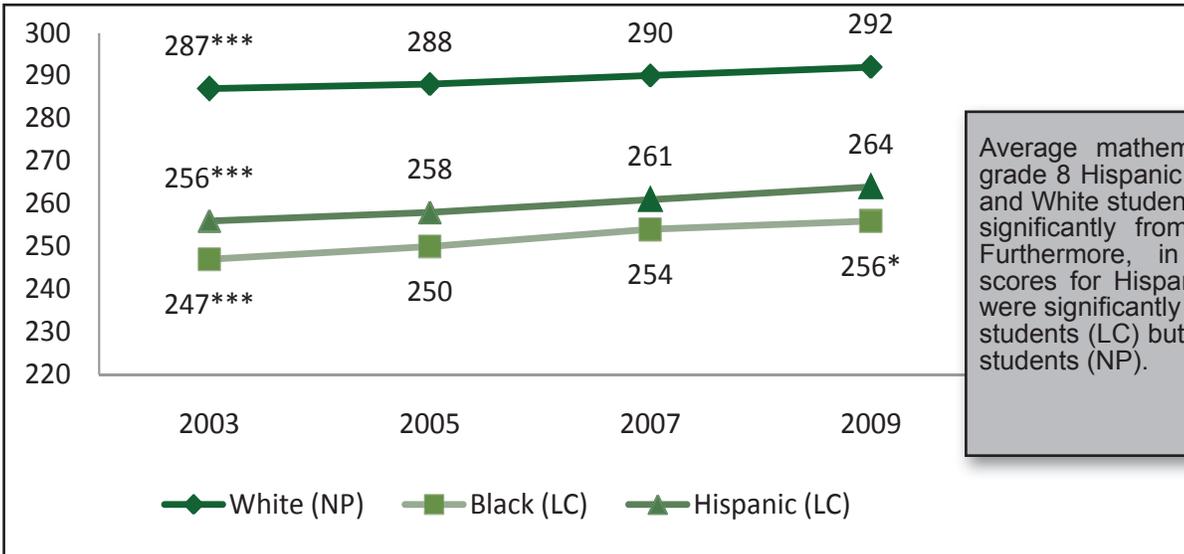
The National Assessment of Educational Progress (NAEP) mathematics results for grade 4 are reported as average scores on a 0-500 scale. The results are reported as achievement levels (*Basic*, *Proficient*, and *Advanced*¹²) that show what students should know and be able to do.

Grade 8 Mathematics

- Average mathematics scores for grade 8 Hispanic (LC), Black (LC), and White students (NP) increased significantly from 2003 to 2009. Furthermore, in 2009, average scores for Hispanic students (LC) were significantly higher than Black students (LC) but lower than White students (NP).
- From 2003 and 2009 the percentage of eighth-grade Hispanic students (LC) performing at or above *Proficient* in mathematics increased from 10 to 16 points, but remained at least 26 points lower than White students (NP).
- In 2009, the average mathematics score of eighth-grade Hispanic males (LC) was significantly higher than Black females (LC) and Black males (LC). However, the average score of Hispanic males (LC) was not significantly different from Hispanic females (LC).
- From 2003 to 2009, average mathematics scores of eighth-grade non-ELL Hispanic students (NP) increased significantly, but average scores of ELL Hispanic (LC) students in 2009 were not significantly different from scores in 2003.
- In 2009, average mathematics scores of eighth-grade formerly-ELL Hispanic students (LC) were statistically higher than ELL Hispanic students (LC).
- In 2009, 13 percent of eighth-grade formerly-ELL Hispanic students (LC) performed at or above *Proficient* in mathematics compared with two percent of ELL Hispanic (LC) and 22 percent of non-ELL Hispanic students (NP).
- From 2003 to 2009, average mathematics scores of eighth-grade Hispanic students (LC) without disabilities (non-SD) increased significantly. Yet, the 2009 average score for Hispanic students (LC) without disabilities (non-SD) was 28 points lower than White students (NP) without disabilities (non-SD).
- In 2009, average grade 8 mathematics scores of Hispanic students (LC) not eligible for free or reduced-price lunch (non-FRPL) increased significantly from 2003 but was not different from average scores of White students (NP) eligible for free and reduced-price lunch (FRPL).

¹²The cut score for mathematics grade 8 indicating the lower end of the score range for each level is Basic (262), *Proficient* (299) and Advanced (333)

FIGURE 2.25. AVERAGE GRADE 8 NAEP MATHEMATICS SCORES BY RACE/ETHNICITY, 2003-2009



Average mathematics scores for grade 8 Hispanic (LC), Black (LC), and White students (NP) increased significantly from 2003 to 2009. Furthermore, in 2009, average scores for Hispanic students (LC) were significantly higher than Black students (NP) but lower than White students (NP).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

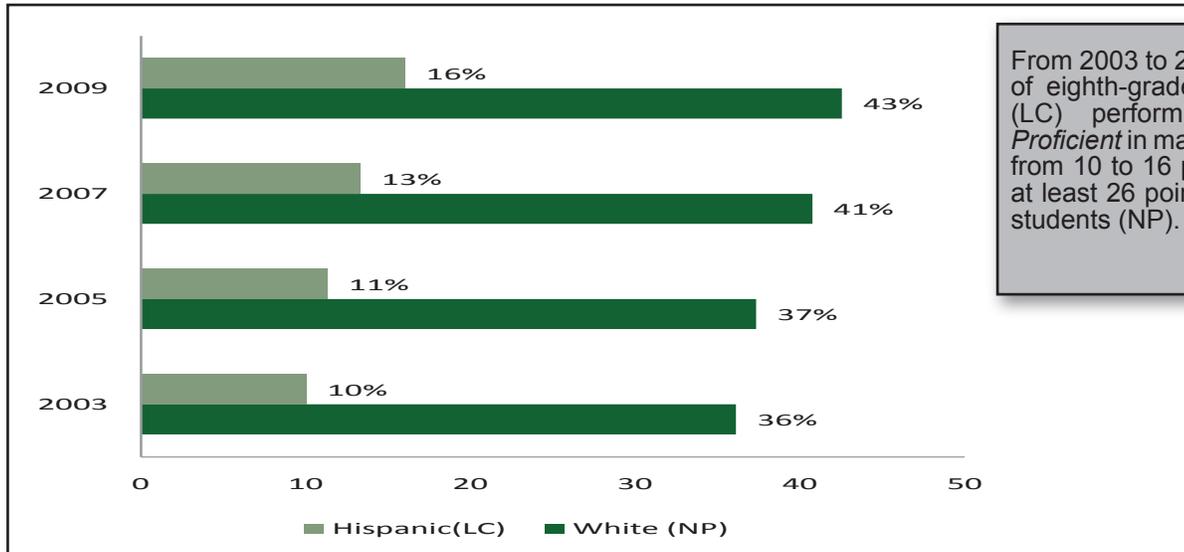
NP includes students attending public schools across the nation.

*Significantly different from Hispanic students in large cities at $p < .05$

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FIGURE 2.26. PERCENTAGE OF HISPANIC (LC) STUDENTS PERFORMING AT OR ABOVE PROFICIENT IN GRADE 8 NAEP MATHEMATICS, 2003-2009



From 2003 to 2009, the percentage of eighth-grade Hispanic students (LC) performing at or above *Proficient* in mathematics increased from 10 to 16 points; but remained at least 26 points lower than White students (NP).

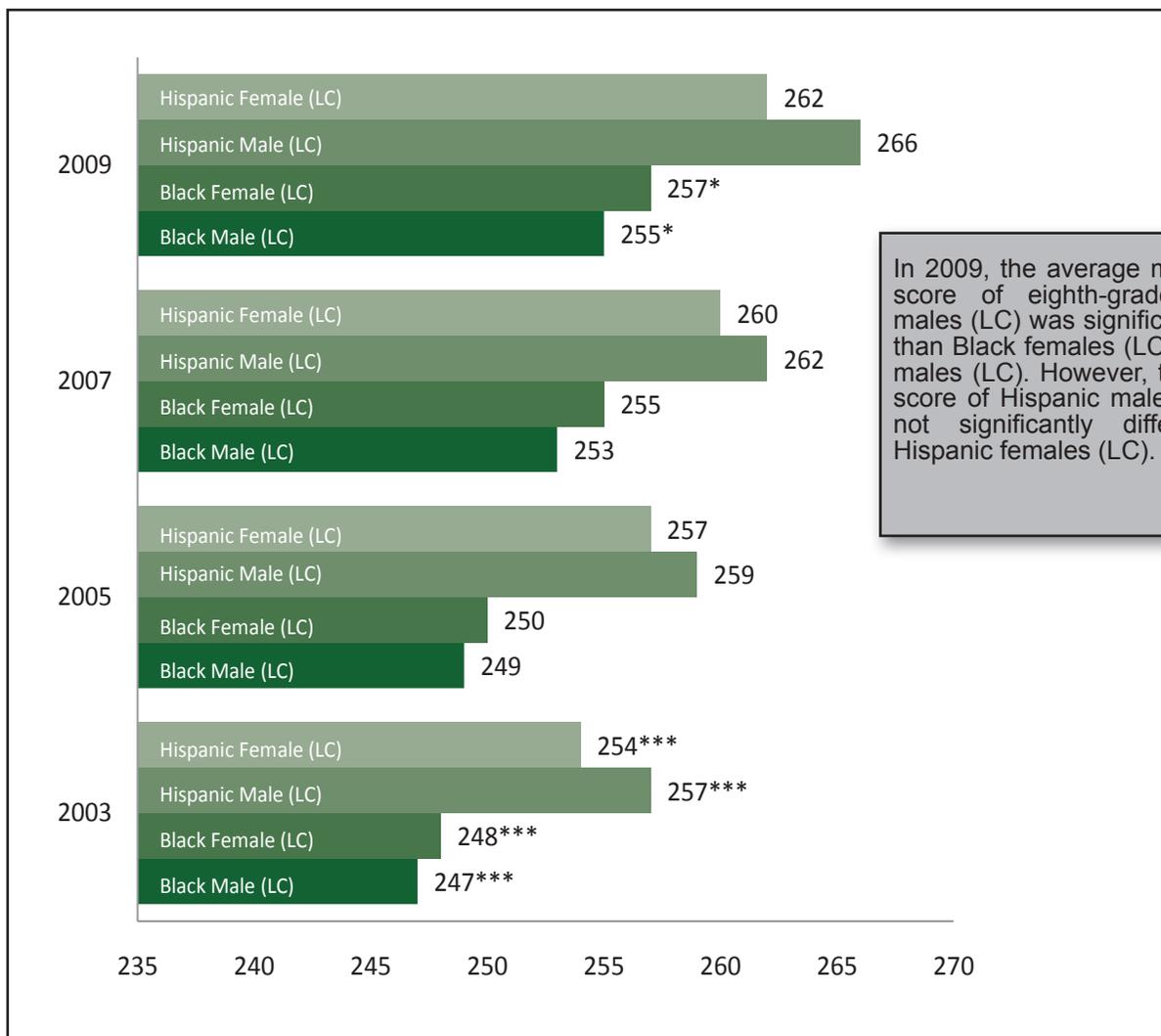
Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FACTOR 2D: HISPANIC ACHIEVEMENT ON NAEP- MATHEMATICS GRADE 8

FIGURE 2.27. AVERAGE GRADE 8 NAEP MATHEMATICS SCORES OF HISPANIC MALES (LC), HISPANIC FEMALES (LC), BLACK MALES (LC), AND BLACK FEMALES (LC), 2003-2009



In 2009, the average mathematics score of eighth-grade Hispanic males (LC) was significantly higher than Black females (LC) and Black males (LC). However, the average score of Hispanic males (LC) was not significantly different from Hispanic females (LC).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

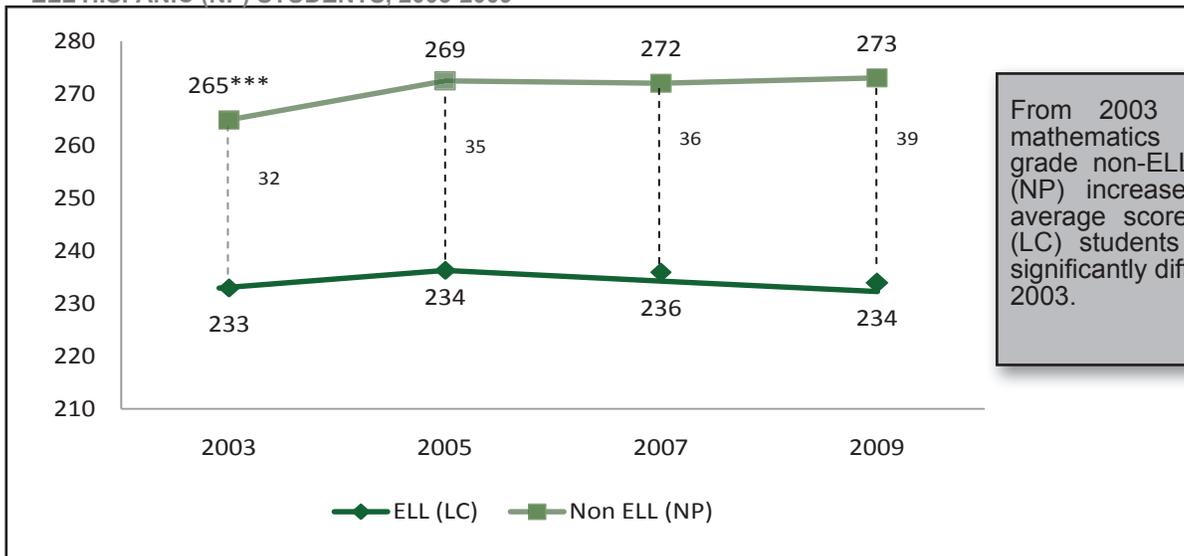
NP includes students attending public schools across the nation.

*Significantly different from Hispanic male students in large cities at $p < .05$

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FIGURE 2.28. AVERAGE GRADE 8 NAEP MATHEMATICS SCORES FOR ELL HISPANIC (LC) AND NON-ELL HISPANIC (NP) STUDENTS, 2003-2009



From 2003 to 2009, average mathematics scores of eighth-grade non-ELL Hispanic students (NP) increased significantly, but average scores of ELL Hispanic (LC) students in 2009 were not significantly different from scores in 2003.

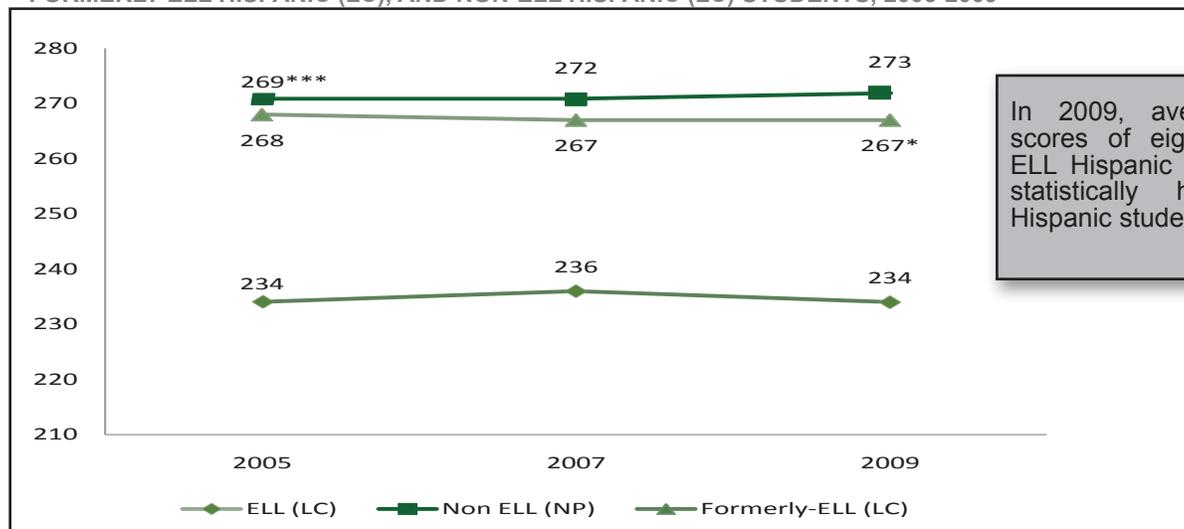
Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FIGURE 2.29. AVERAGE GRADE 8 NAEP MATHEMATICS SCORES FOR ELL HISPANIC (LC), FORMERLY-ELL HISPANIC (LC), AND NON-ELL HISPANIC (LC) STUDENTS, 2005-2009



In 2009, average mathematics scores of eighth-grade formerly-ELL Hispanic students (LC) were statistically higher than ELL Hispanic students (LC).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

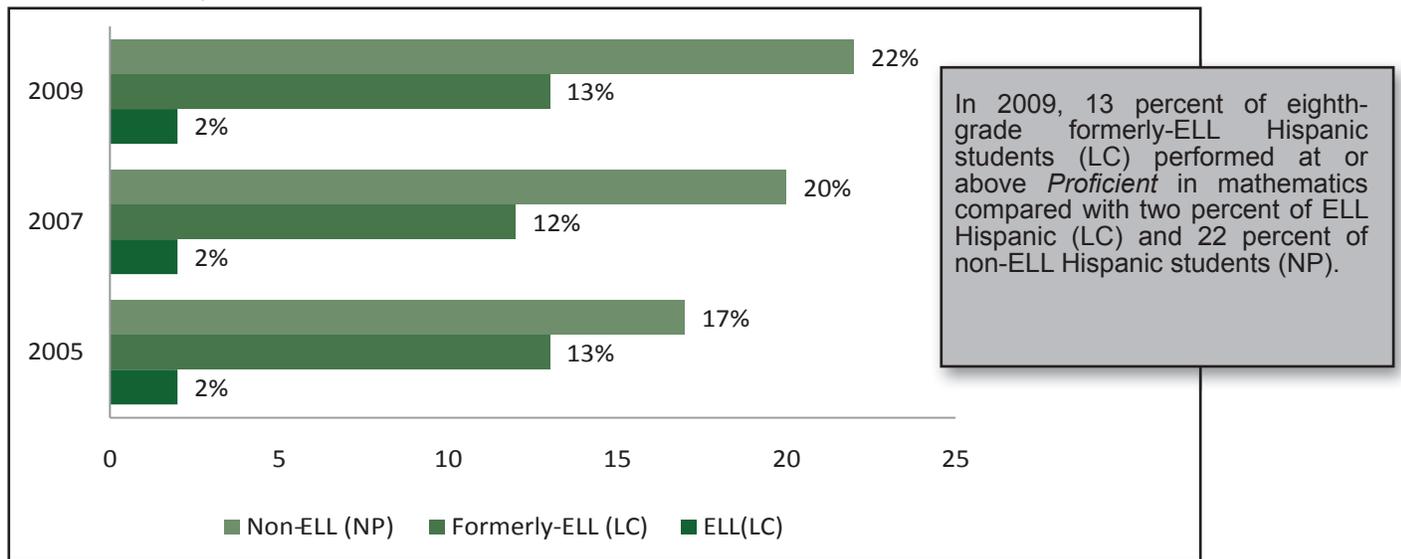
*Significantly different from Hispanic male students in large cities at $p < .05$

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FACTOR 2D: HISPANIC ACHIEVEMENT ON NAEP-MATHEMATICS GRADE 8

FIGURE 2.30. PERCENTAGE OF GRADE 8 ELL HISPANIC (LC), FORMERLY-ELL HISPANIC (LC), AND NON-ELL HISPANIC (NP) STUDENTS PERFORMING AT OR ABOVE PROFICIENT IN NAEP MATHEMATICS, 2003-2009

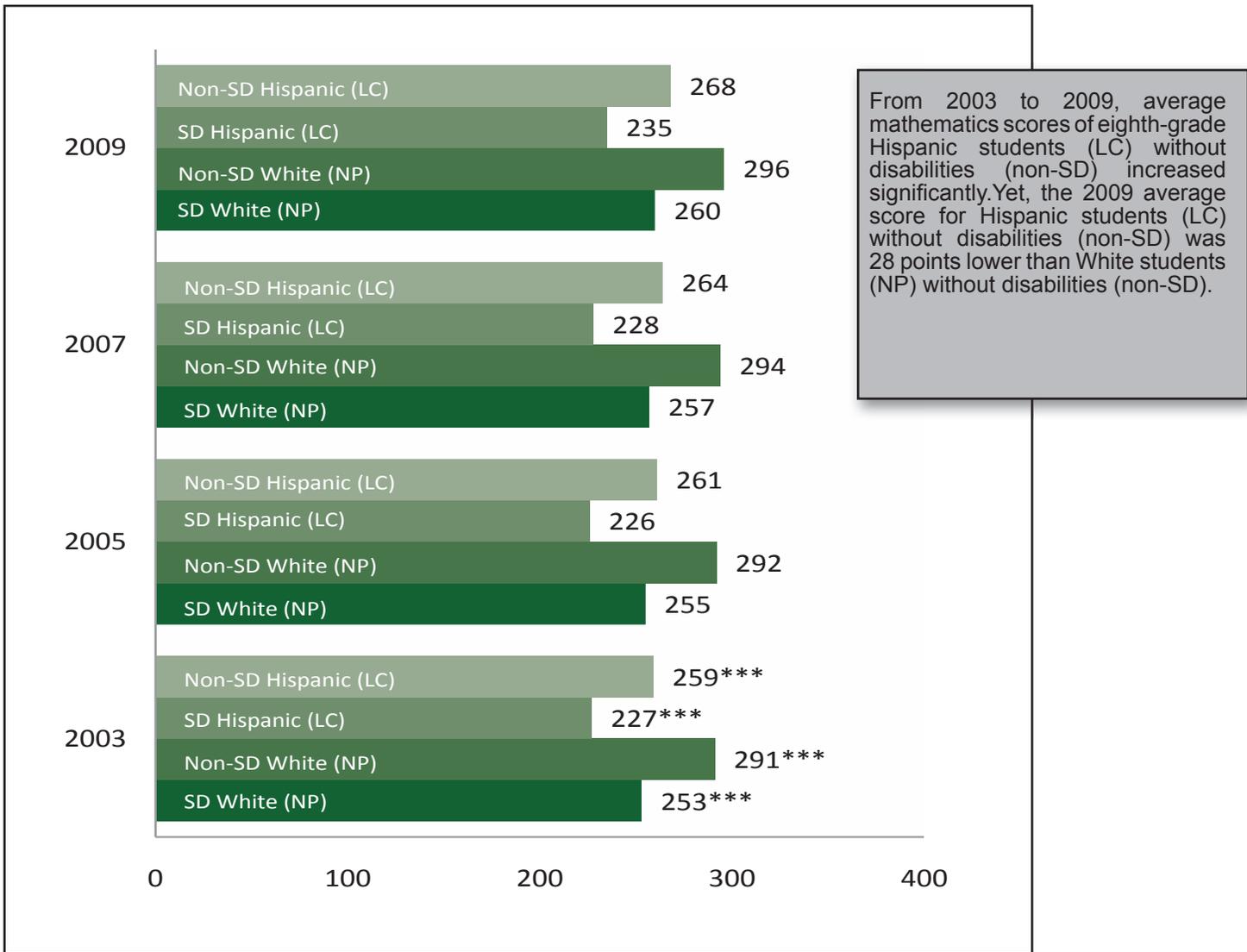


Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FIGURE 2.31. AVERAGE GRADE 8 NAEP MATHEMATICS SCORES FOR SD HISPANIC (LC), NON- SD HISPANIC (LC), SD WHITE (NP), AND NON-SD WHITE STUDENTS, 2003-2009



From 2003 to 2009, average mathematics scores of eighth-grade Hispanic students (LC) without disabilities (non-SD) increased significantly. Yet, the 2009 average score for Hispanic students (LC) without disabilities (non-SD) was 28 points lower than White students (NP) without disabilities (non-SD).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

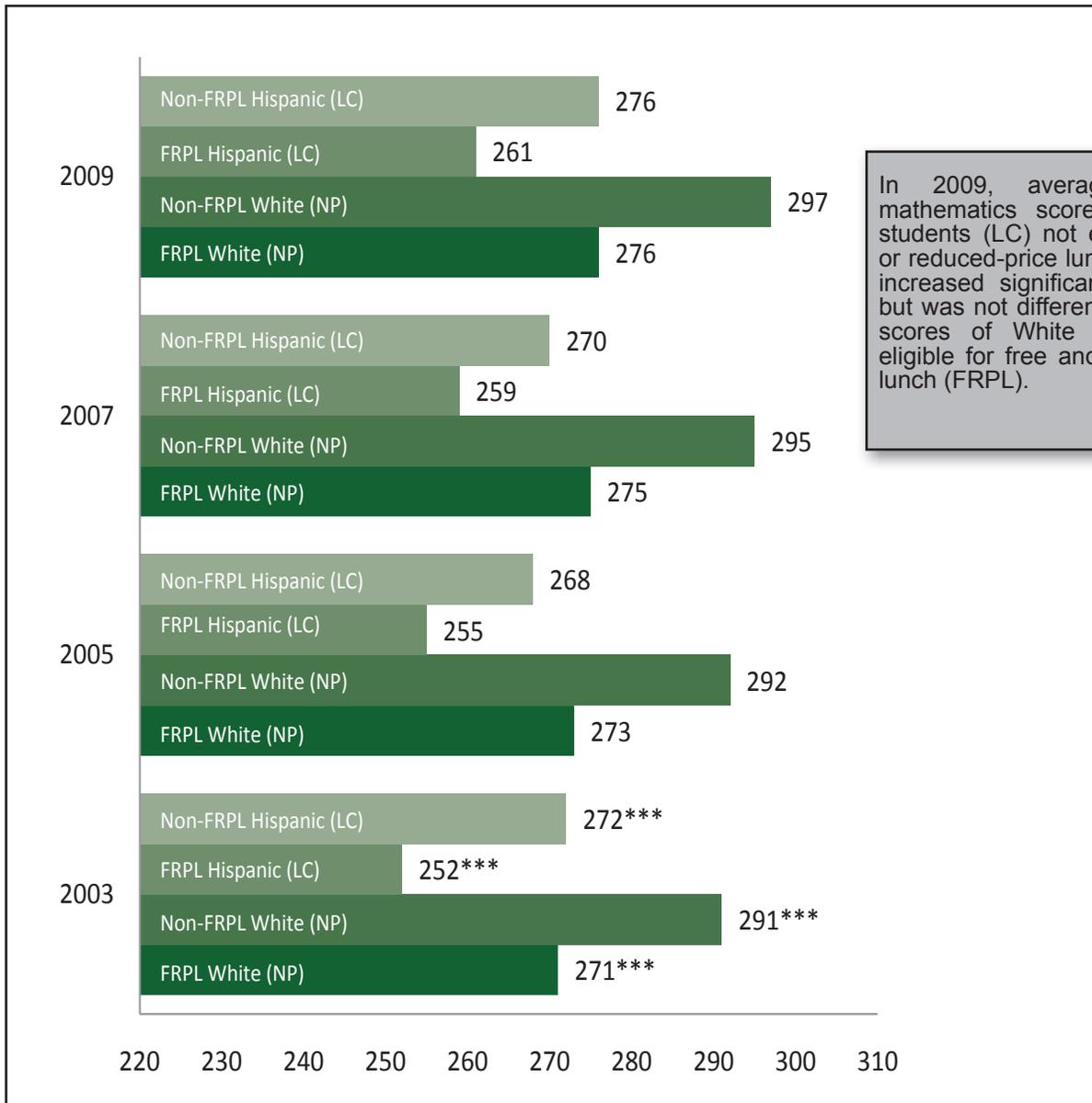
NP includes students attending public schools across the nation.

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FACTOR 2D: HISPANIC ACHIEVEMENT ON NAEP-MATHEMATICS GRADE 8

FIGURE 2.32. AVERAGE GRADE 8 NAEP MATHEMATICS SCORES FOR FRPL HISPANIC (LC), NON-FRPL HISPANIC (LC), FRPL WHITE (NP), AND NON-FRPL WHITE STUDENTS, 2003-2009



In 2009, average grade 8 mathematics scores of Hispanic students (LC) not eligible for free or reduced-price lunch (non-FRPL) increased significantly from 2003 but was not different from average scores of White students (NP) eligible for free and reduced-price lunch (FRPL).

Note: Large city (LC) includes students from all cities in the nation with populations of 250,000 or more including the participating TUDA districts.

NP includes students attending public schools across the nation.

***Significantly different from 2009 at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FACTOR 3: HISPANIC ACHIEVEMENT ON NAEP IN SELECTED BIG CITY DISTRICTS

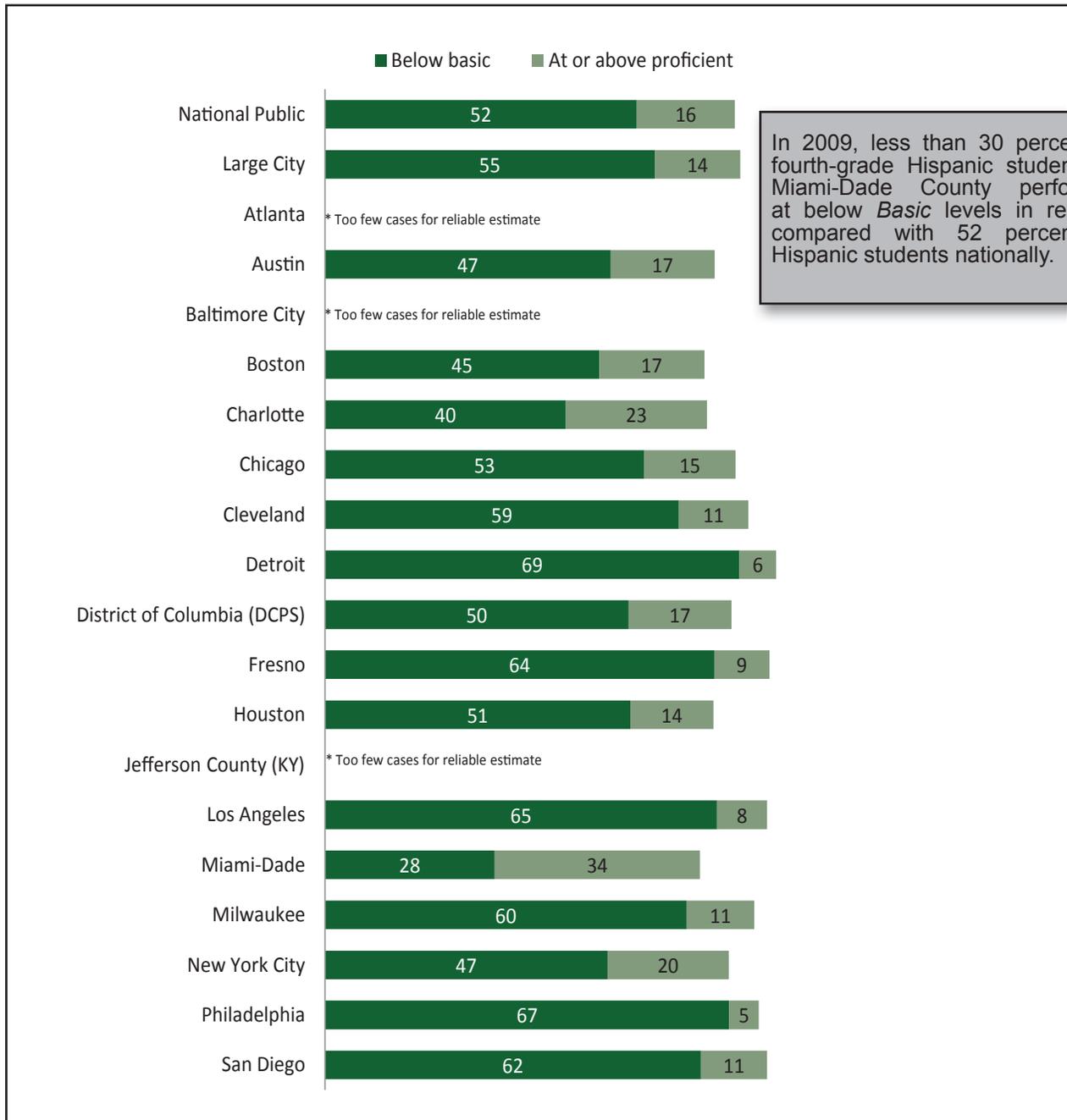
HIGHLIGHTS

- In 2009, less than 30 percent of fourth-grade Hispanic students in Miami-Dade County performed at below *Basic* levels in reading compared with 52 percent of Hispanic students nationally.
- In 2009, at least 60 percent of fourth-grade ELL Hispanic students in every TUDA district (with the exception of districts who had too few cases for a reliable estimate) performed at below *Basic* levels in reading compared with 74 percent of ELL Hispanic students nationally.
- In 2009, average reading scale scores of fourth-grade Hispanic students in Boston, Charlotte, Miami-Dade County, were significantly higher than scores of Hispanic students in large cities (LC) and the nation (NP). Average scores for Hispanic students in Austin and New York City were significantly higher than scores of Hispanic students in large cities (LC).
- In 2009, the average reading scores of fourth-grade ELL Hispanic students in Austin, Boston, and Houston were significantly higher than scores of ELL Hispanic students in large cities (LC) and the nation (NP).
- In 2009, approximately 30 percent of eighth-grade Hispanic students in Miami-Dade County performed at or above *Proficient* in reading compared with 16 percent of Hispanic students nationally.
- In 2009, at least 68 percent of eighth-grade ELL Hispanic students in every TUDA district (with the exception of districts who had too few cases for a reliable estimate) performed at below *Basic* levels in reading.
- In 2009, the average reading score of eighth-grade Hispanic students in Miami-Dade County were significantly greater than scores of Hispanic students in large cities (LC) and the nation (NP).
- In 2009, average reading scores of eighth-grade ELL Hispanic students in Austin were significantly higher than scores of ELL Hispanic students in large cities (LC).
- In 2009, less than 20 percent of fourth-grade Hispanic students in Charlotte, Houston, and Miami-Dade County performed at or below *Basic* levels in mathematics compared with 30 percent of Hispanic students nationally.
- In 2009, less than 30 percent of fourth-grade ELL Hispanic students in Austin, Charlotte and Houston performed at or below *Basic* levels in mathematics compared with 45 percent of ELL Hispanic students nationally.
- In 2009, average mathematics scores of fourth-grade Hispanic students in Austin, Boston, Charlotte, Houston, Miami-Dade County, and New York City were significantly higher than scores of Hispanic students in large cities (LC) and the nation (NP).
- In 2009, average mathematics scores of fourth-grade ELL Hispanic students in Austin, Boston, Charlotte, Houston, and Milwaukee were significantly higher than the scores of ELL Hispanic students in large cities (LC) and the nation (NP).

- In 2009, less than 40 percent of eighth-grade Hispanic students in Austin, Boston, Charlotte, Houston, and Miami-Dade County performed at below *Basic* levels in mathematics compared with 44 percent of Hispanic students nationally.
- In 2009, at least 55 percent of eighth-grade ELL Hispanic students in every TUDA district (with the exception of districts who had too few cases for a reliable estimate) performed at below *Basic* levels in mathematics compared with 77 percent of ELL Hispanic students nationally.
- In 2009, the average mathematics score of eighth-grade Hispanic students in Austin, Charlotte, Houston, and Miami-Dade County were significantly higher than scores of Hispanic students in large cities (LC) and the nation (NP).
- In 2009, average mathematics scores of eighth-grade ELL Hispanic students in Austin and Houston were significantly higher than scores of ELL Hispanic students in large cities (LC) and the nation (NP).

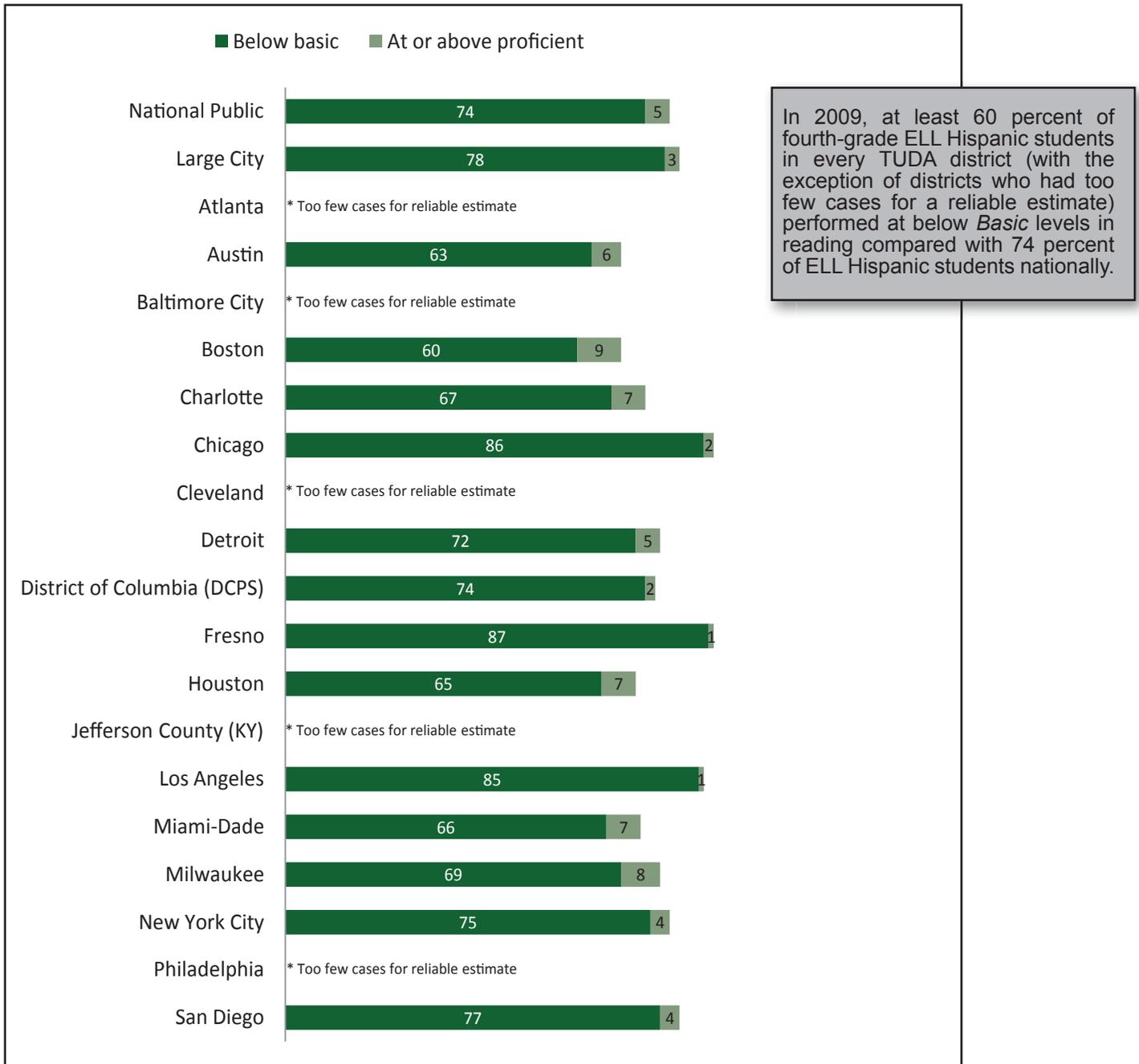
FACTOR 3: HISPANIC ACHIEVEMENT ON NAEP IN SELECTED BIG CITY DISTRICTS

FIGURE 3.1. PERCENTAGE OF GRADE 4 HISPANIC STUDENTS PERFORMING AT OR ABOVE PROFICIENT AND BELOW BASIC IN NAEP READING IN LC, NP AND TUDA DISTRICTS, 2009



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

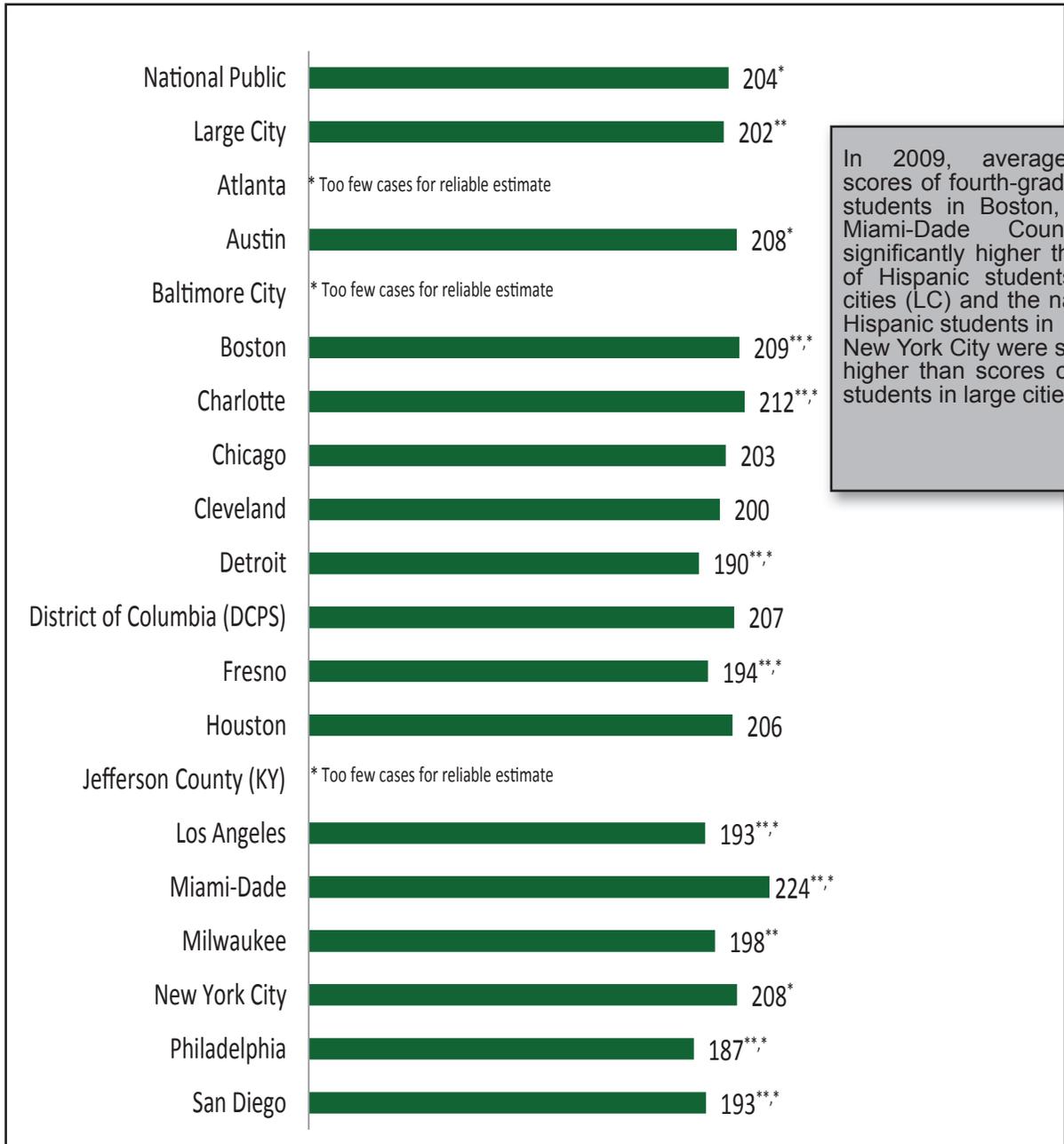
FIGURE 3.2. PERCENTAGE OF GRADE 4 ELL HISPANIC STUDENTS PERFORMING AT OR ABOVE PROFICIENT AND BELOW BASIC IN NAEP READING, IN LC, NP, AND TUDA DISTRICTS, 2009



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FACTOR 3: HISPANIC ACHIEVEMENT ON NAEP IN SELECTED BIG CITY DISTRICTS

FIGURE 3.3. AVERAGE GRADE 4 NAEP READING SCORES OF HISPANIC STUDENTS IN LC, NP, AND TUDA DISTRICTS, 2009



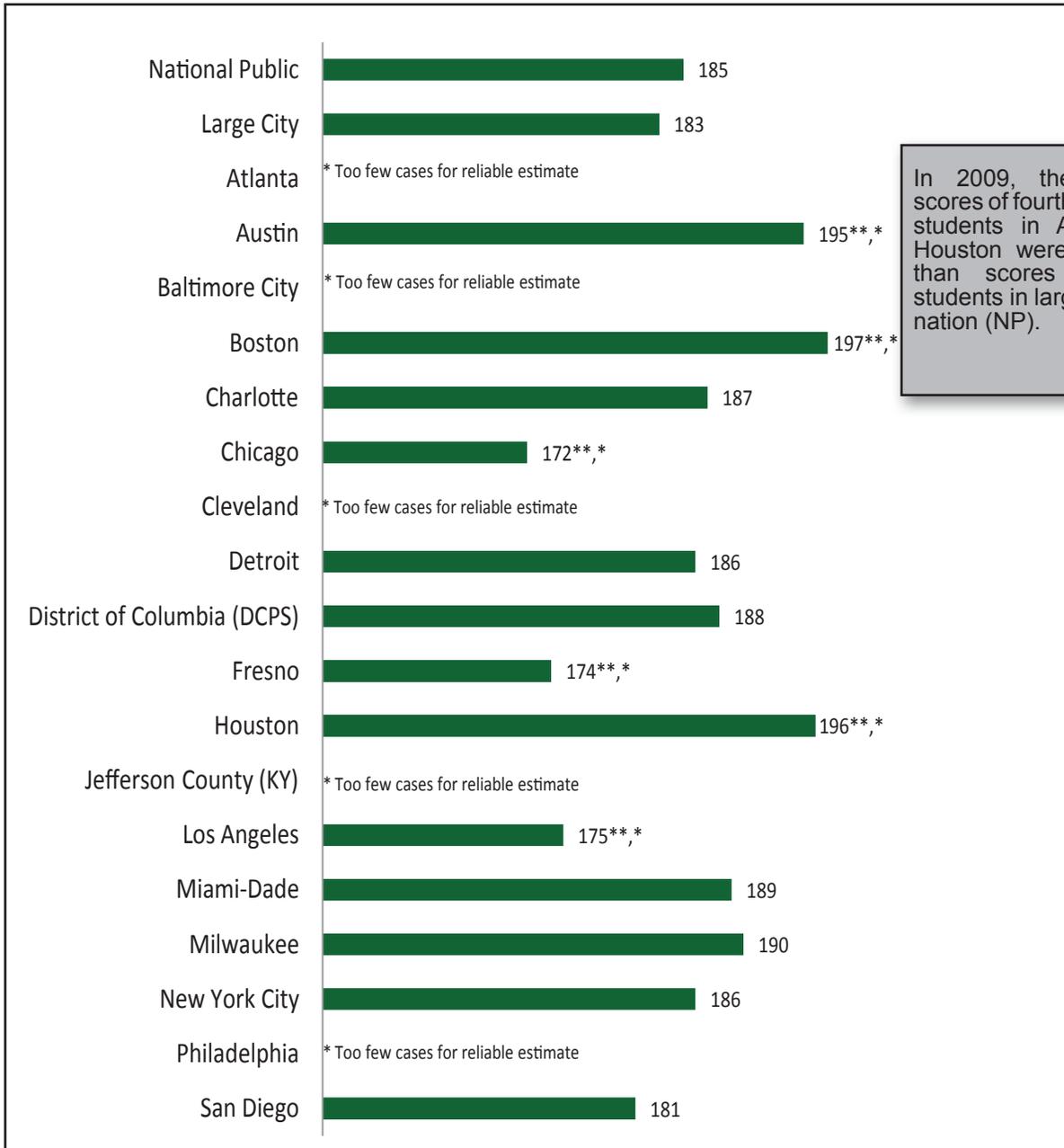
In 2009, average reading scores of fourth-grade Hispanic students in Boston, Charlotte, Miami-Dade County, were significantly higher than scores of Hispanic students in large cities (LC) and the nation (NP). Hispanic students in Austin and New York City were significantly higher than scores of Hispanic students in large cities (LC).

* Significantly different from large city at $p < .05$

** Significantly different from nation at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FIGURE 3.4. AVERAGE GRADE 4 NAEP READING SCORES OF ELL HISPANIC STUDENTS IN LC, NP, AND TUDA DISTRICTS, 2009



In 2009, the average reading scores of fourth-grade ELL Hispanic students in Austin, Boston, and Houston were significantly higher than scores of ELL Hispanic students in large cities (LC) and the nation (NP).

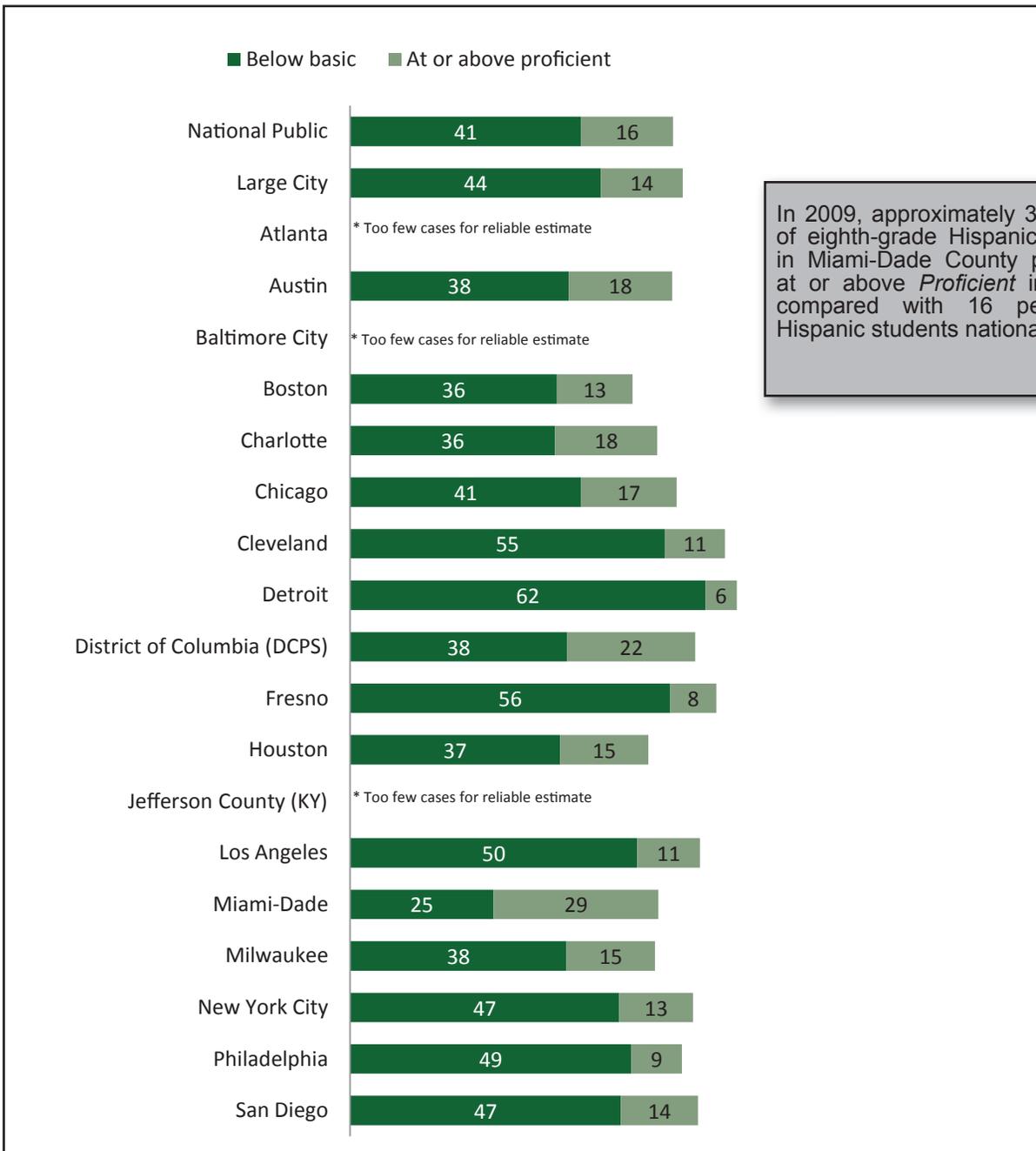
* Significantly different from large city at $p < .05$

** Significantly different from nation at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FACTOR 3: HISPANIC ACHIEVEMENT ON NAEP IN SELECTED BIG CITY DISTRICTS

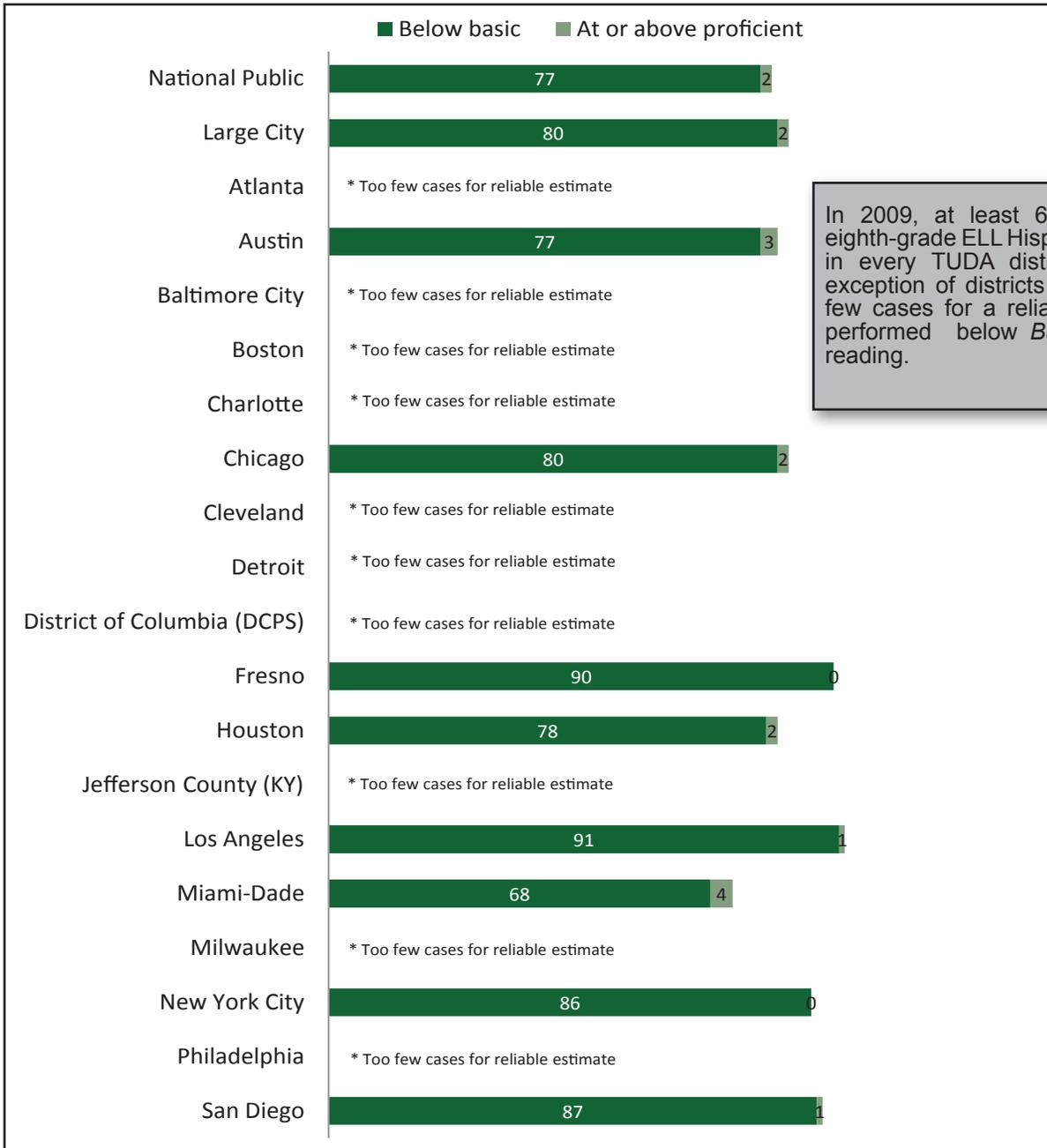
FIGURE 3.5. PERCENTAGE OF GRADE 8 HISPANIC STUDENTS PERFORMING AT OR ABOVE PROFICIENT AND BELOW BASIC IN NAEP READING IN LC , NP AND TUDA DISTRICTS, 2009



In 2009, approximately 30 percent of eighth-grade Hispanic students in Miami-Dade County performed at or above *Proficient* in reading compared with 16 percent of Hispanic students nationally.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FIGURE 3.6. PERCENTAGE OF GRADE 8 ELL HISPANIC STUDENTS PERFORMING AT OR ABOVE PROFICIENT AND BELOW BASIC NAEP READING IN LC, NP, AND TUDA DISTRICTS, 2009

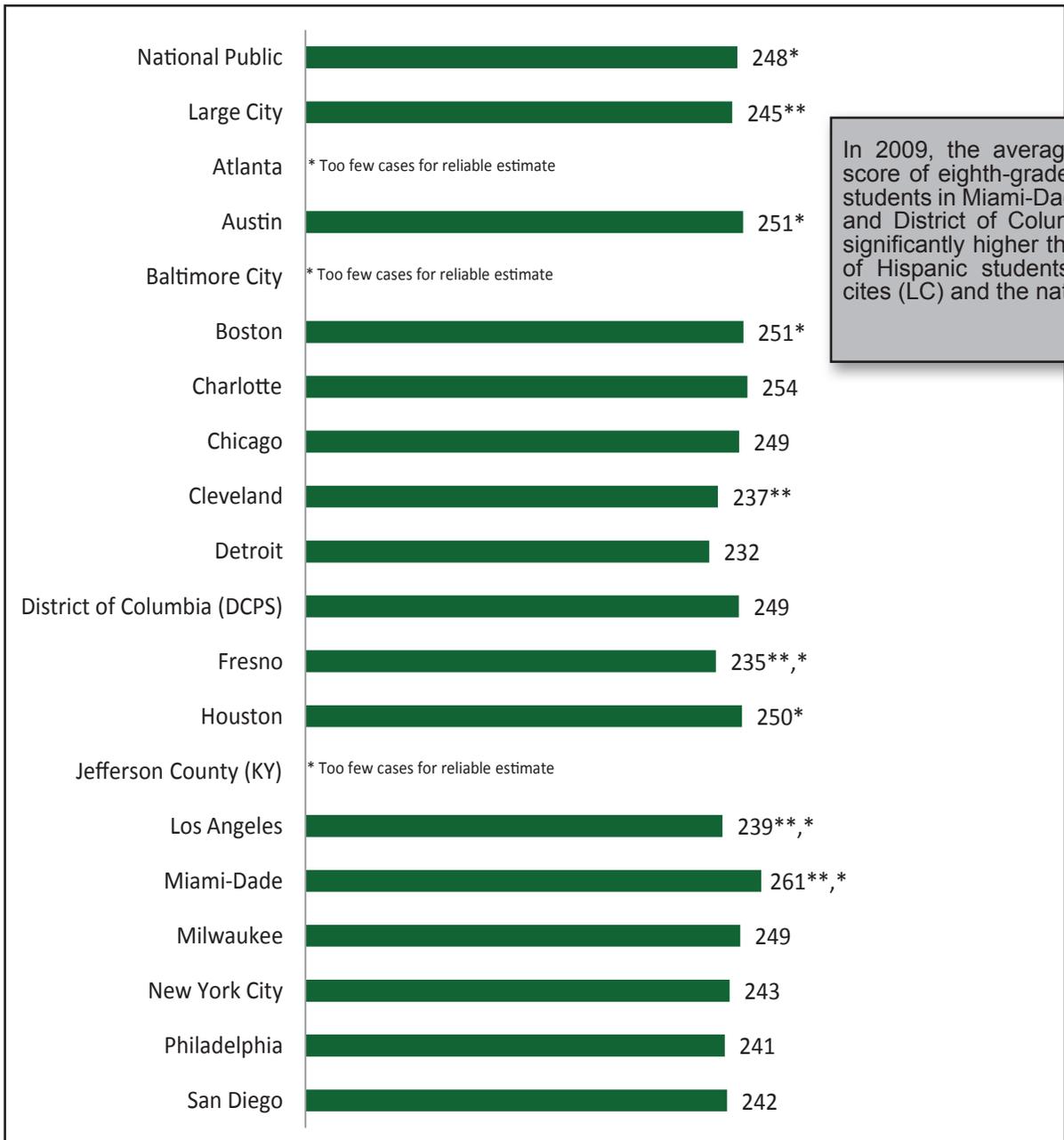


In 2009, at least 68 percent of eighth-grade ELL Hispanic students in every TUDA district (with the exception of districts who had too few cases for a reliable estimate) performed below *Basic* levels in reading.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FACTOR 3: HISPANIC ACHIEVEMENT ON NAEP IN SELECTED BIG CITY DISTRICTS

FIGURE 3.7. AVERAGE GRADE 8 NAEP READING SCORES OF HISPANIC STUDENTS IN LC, NP, AND TUDA DISTRICTS, 2009



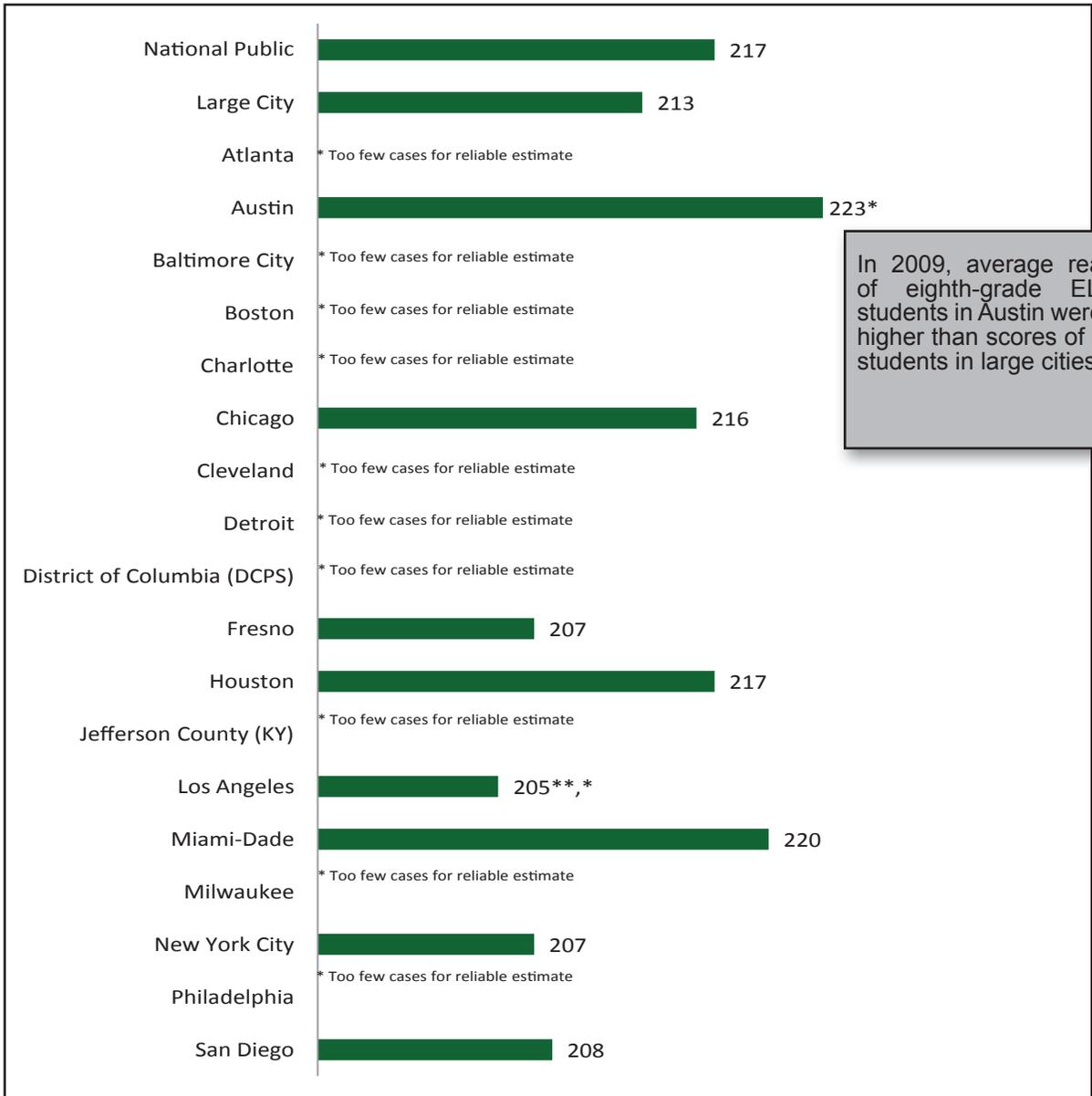
In 2009, the average reading score of eighth-grade Hispanic students in Miami-Dade County and District of Columbia were significantly higher than scores of Hispanic students in large cities (LC) and the nation (NP).

* Significantly different from large city at $p < .05$

** Significantly different from nation at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

FIGURE 3.8. AVERAGE GRADE 8 NAEP READING SCORES OF ELL HISPANIC STUDENTS IN LC, NP, AND TUDA DISTRICTS, 2009



In 2009, average reading scores of eighth-grade ELL Hispanic students in Austin were significantly higher than scores of ELL Hispanic students in large cities (LC).

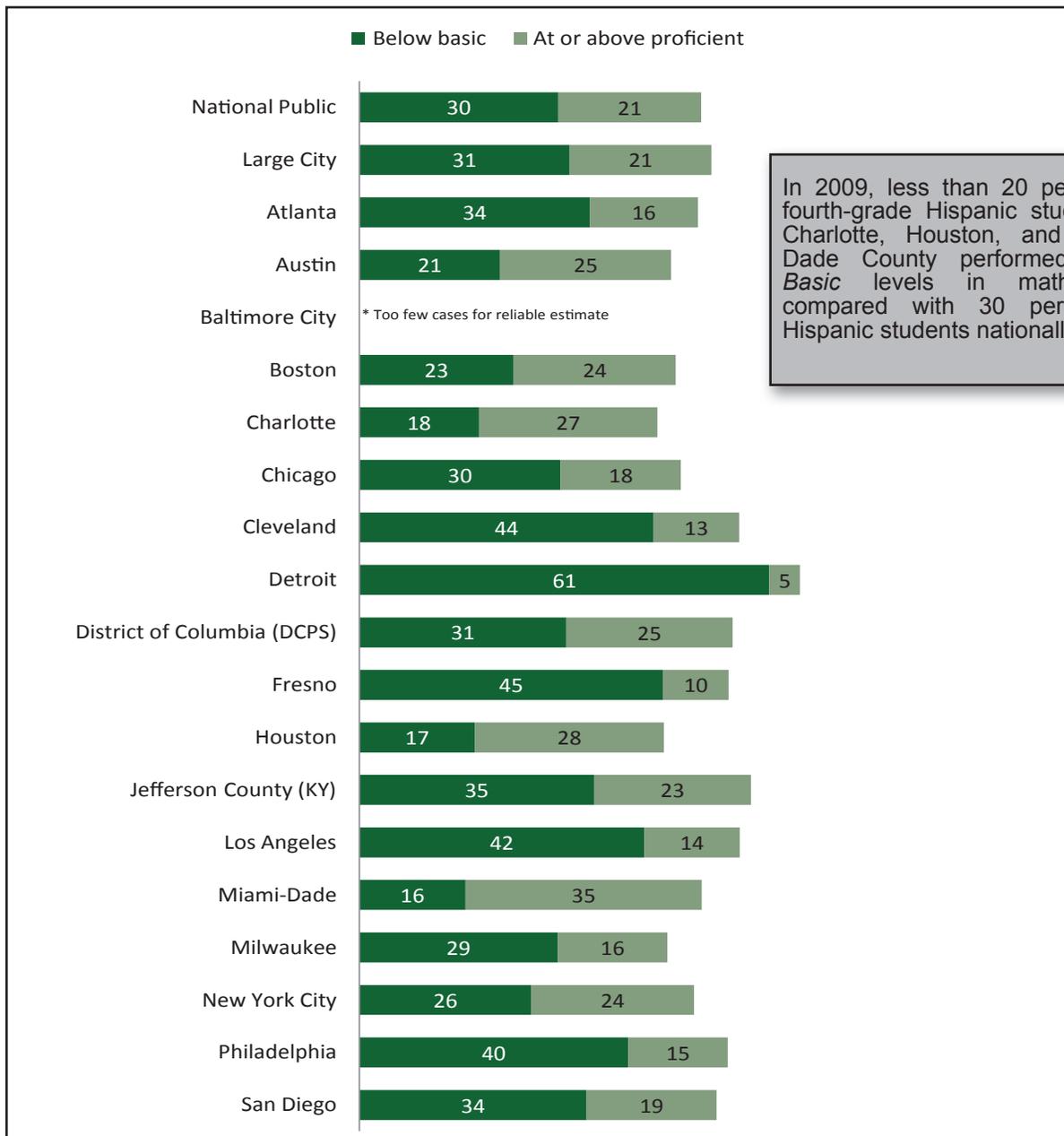
* Significantly different from large city at $p < .05$

** Significantly different from nation at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Reading Assessments.

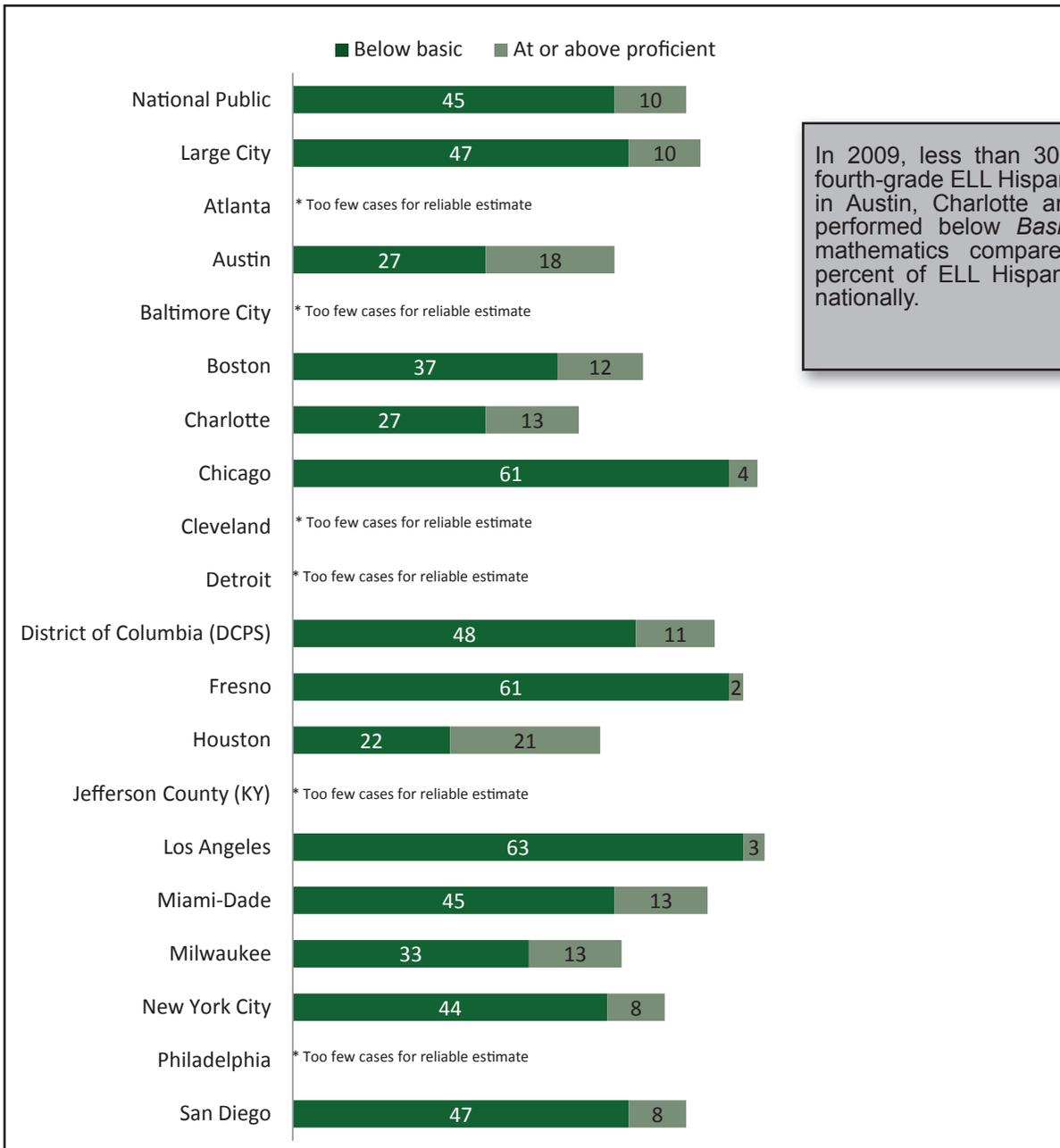
FACTOR 3: HISPANIC ACHIEVEMENT ON NAEP IN SELECTED BIG CITY DISTRICTS

FIGURE 3.9. PERCENTAGE OF GRADE 4 HISPANIC STUDENTS PERFORMING AT OR ABOVE PROFICIENT AND BELOW BASIC IN NAEP MATHEMATICS IN LC, NP, AND TUDA DISTRICTS, 2009



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FIGURE 3.10. PERCENTAGE OF GRADE 4 ELL HISPANIC STUDENTS PERFORMING AT OR ABOVE PROFICIENT AND BELOW BASIC IN NAEP MATHEMATICS IN LC, NP, AND TUDA DISTRICTS, 2009

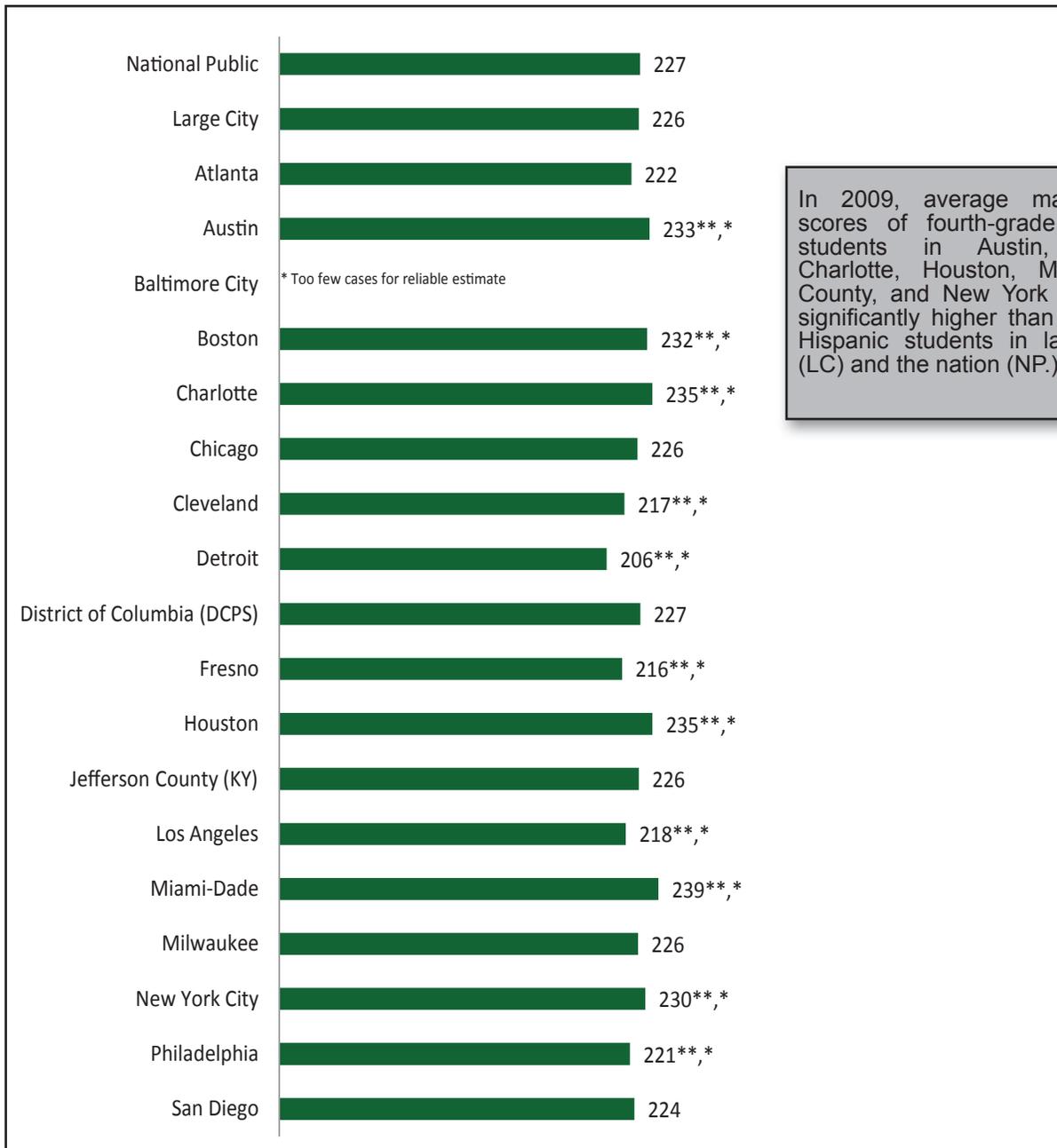


In 2009, less than 30 percent of fourth-grade ELL Hispanic students in Austin, Charlotte and Houston performed below *Basic* levels in mathematics compared with 45 percent of ELL Hispanic students nationally.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FACTOR 3: HISPANIC ACHIEVEMENT ON NAEP IN SELECTED BIG CITY DISTRICTS

FIGURE 3.11. AVERAGE GRADE 4 NAEP MATHEMATICS SCORES OF HISPANIC STUDENTS IN LC, NP, AND TUDA DISTRICTS, 2009



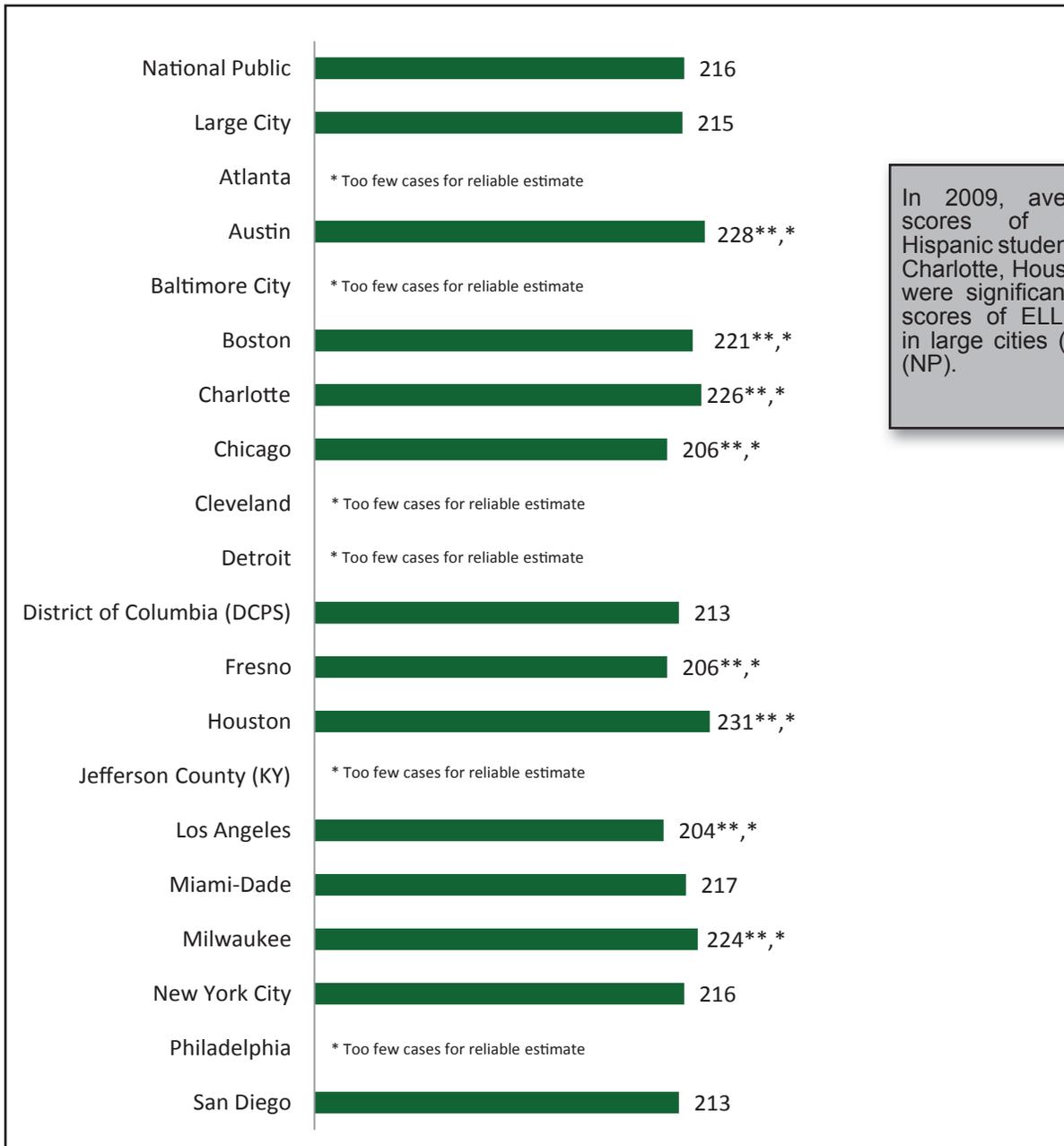
In 2009, average mathematics scores of fourth-grade Hispanic students in Austin, Boston, Charlotte, Houston, Miami-Dade County, and New York City were significantly higher than scores of Hispanic students in large cities (LC) and the nation (NP.)

* Significantly different from large city at $p < .05$

** Significantly different from nation at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FIGURE 3.12. AVERAGE GRADE 4 NAEP MATHEMATICS SCORES OF ELL HISPANIC STUDENTS IN LC, NP, AND TUDA DISTRICTS, 2009



In 2009, average mathematics scores of fourth-grade ELL Hispanic students in Austin, Boston, Charlotte, Houston, and Milwaukee were significantly higher than the scores of ELL Hispanic students in large cities (LC) and the nation (NP).

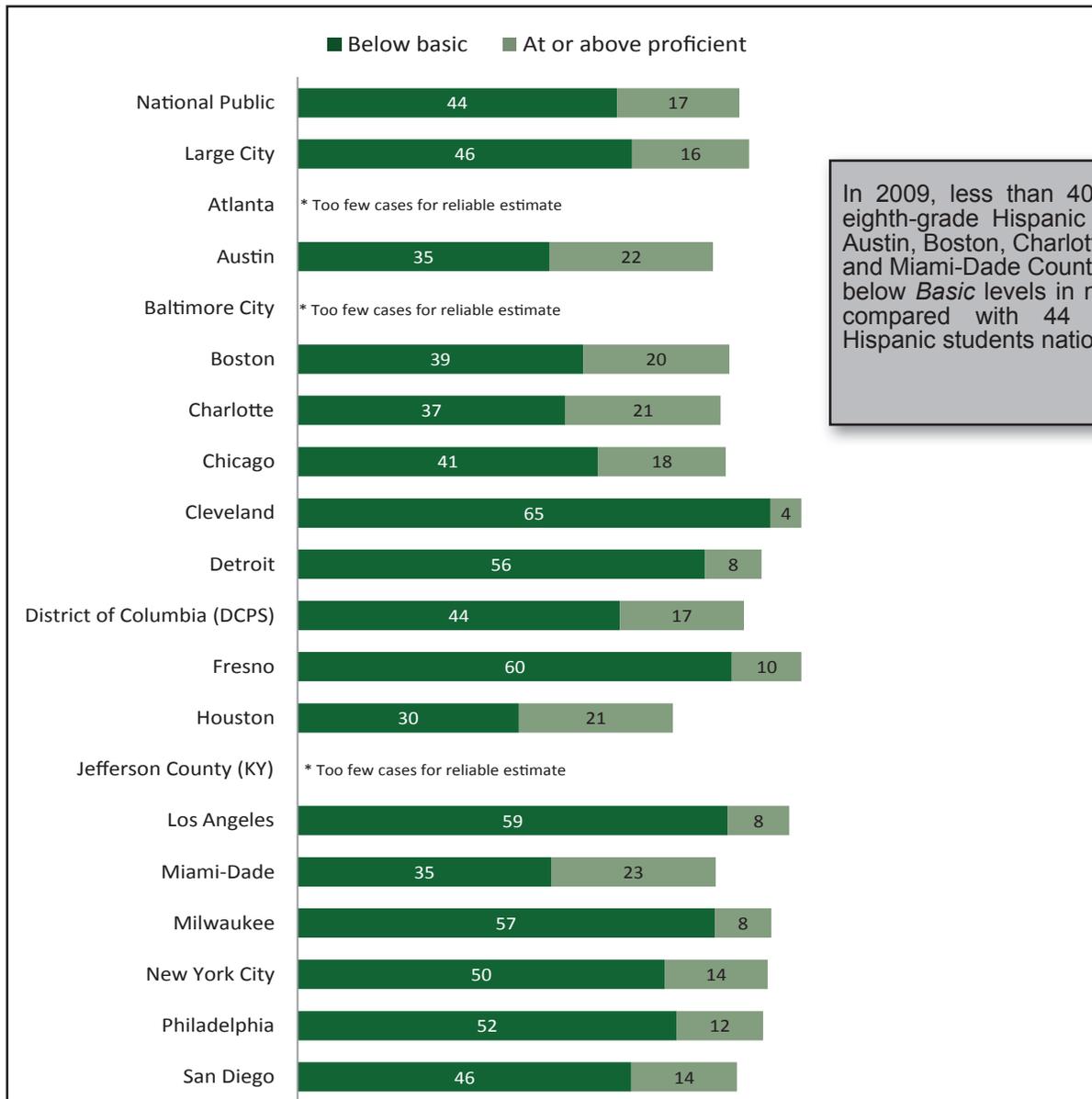
* Significantly different from large city at $p < .05$

** Significantly different from nation at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FACTOR 3: HISPANIC ACHIEVEMENT ON NAEP IN SELECTED BIG CITY DISTRICTS

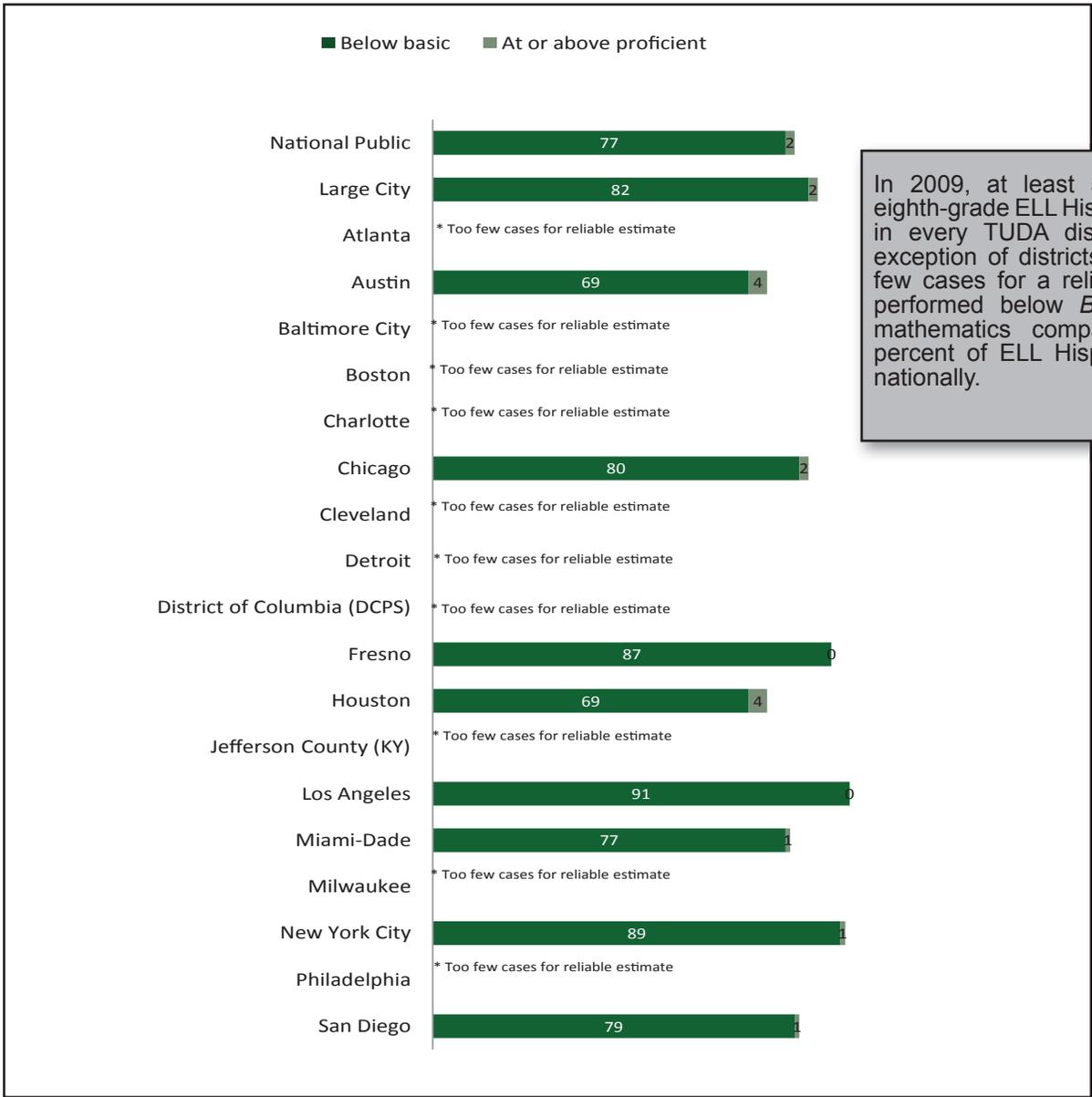
FIGURE 3.13. PERCENTAGE OF GRADE 8 HISPANIC STUDENTS PERFORMING AT OR ABOVE PROFICIENT AND BELOW BASIC IN NAEP MATHEMATICS IN LC, NP, AND TUDA DISTRICTS, 2009



In 2009, less than 40 percent of eighth-grade Hispanic students in Austin, Boston, Charlotte, Houston, and Miami-Dade County performed below *Basic* levels in mathematics compared with 44 percent of Hispanic students nationally.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FIGURE 3.14. PERCENTAGE OF GRADE 8 ELL HISPANIC STUDENTS PERFORMING AT OR ABOVE PROFICIENT AND BELOW BASIC IN NAEP MATHEMATICS IN LC, NP AND TUDA DISTRICTS, 2009



In 2009, at least 55 percent of eighth-grade ELL Hispanic students in every TUDA district (with the exception of districts who had too few cases for a reliable estimate) performed below *Basic* levels in mathematics compared with 77 percent of ELL Hispanic students nationally.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FACTOR 3: HISPANIC ACHIEVEMENT ON NAEP IN SELECTED BIG CITY DISTRICTS

FIGURE 3.15. AVERAGE GRADE 8 NAEP MATHEMATICS SCORES OF HISPANIC STUDENTS IN LC, NP, AND TUDA DISTRICTS, 2009



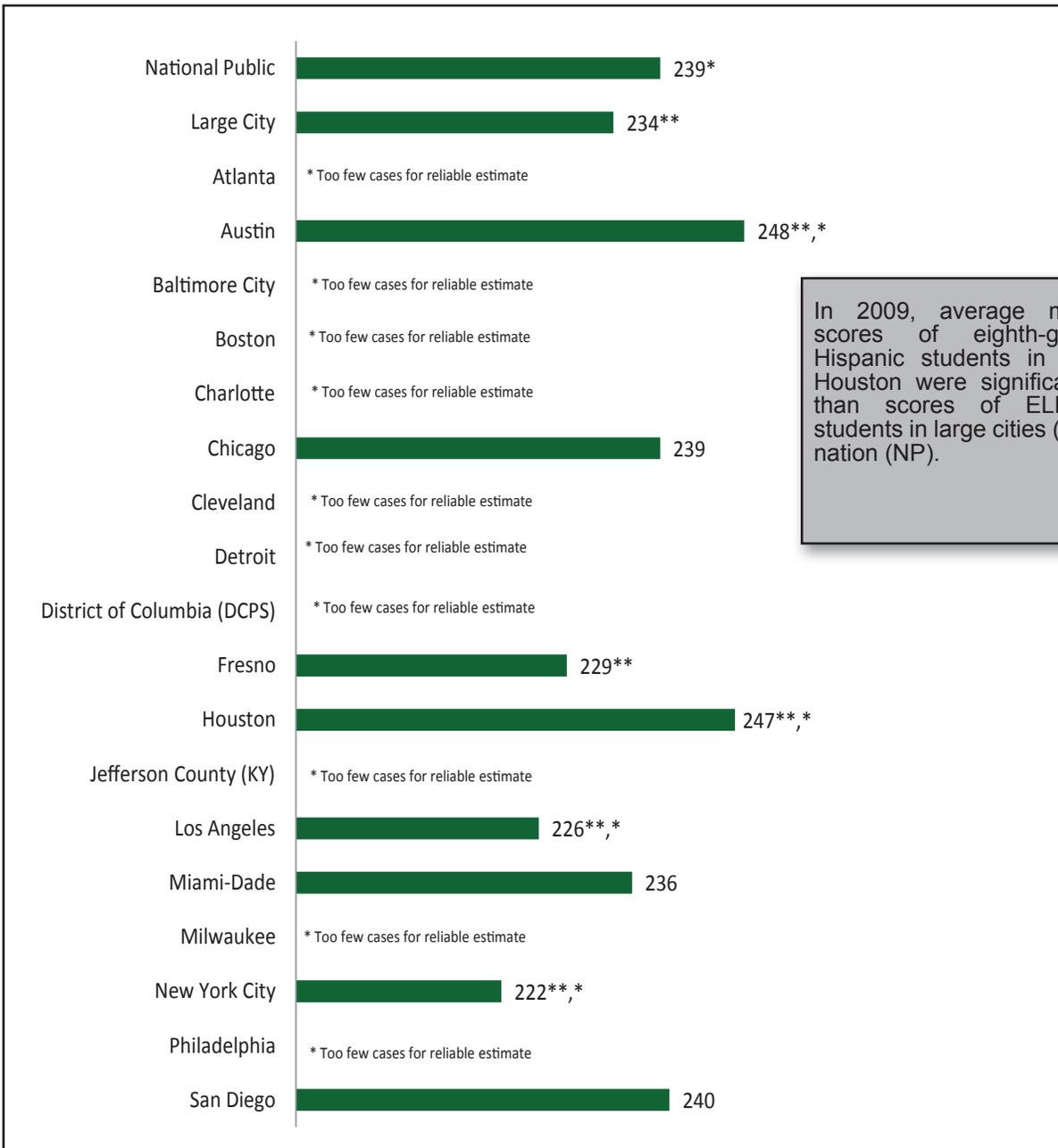
In 2009, the average eighth-grade mathematics score of grade 8 Hispanic students in Austin, Charlotte, Houston, and Miami-Dade County were significantly higher than scores of Hispanic students in large cities (LC) and the nation (NP).

* Significantly different from large city at $p < .05$

** Significantly different from nation at $p < .05$

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FIGURE 3.16. AVERAGE GRADE 8 NAEP MATHEMATICS SCORES OF ELL HISPANIC STUDENTS IN LC, NP, AND TUDA DISTRICTS



In 2009, average mathematics scores of eighth-grade ELL Hispanic students in Austin and Houston were significantly higher than scores of ELL Hispanic students in large cities (LC) and the nation (NP).

* Significantly different from large city at $p < .05$

** Significantly different from nation at $p < .05$

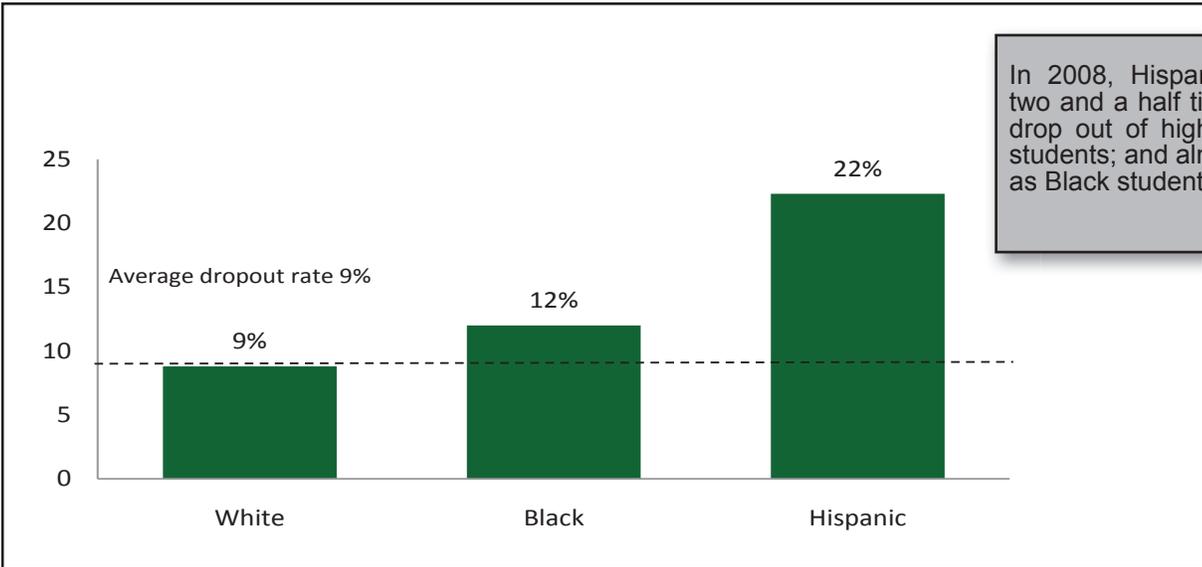
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

FACTOR 4: COLLEGE AND CAREER PREPAREDNESS

HIGHLIGHTS

- In 2008, Hispanic students were two and a half times more likely to drop out of high school as White students; and almost twice as likely as Black students.
- In 2007, six out of ten Hispanic students graduated from high school on time compared with eight out of ten White students completing grades 9 through 12 in four years.
- In 2010, fewer than two out of ten Hispanic students took an Advanced Placement exam compared with six out of ten White students.
- In 2010, average SAT scores for students of Hispanic origins were below scores for White students in critical reading, mathematics, and writing.
- In 2010, average ACT scores for Hispanic students were at least two points below students nationally and at least three points below scores for White students in English, mathematics and reading.
- In 2010, less than 50 percent of Hispanic students met the ACT college readiness benchmarks in reading mathematics, or English.

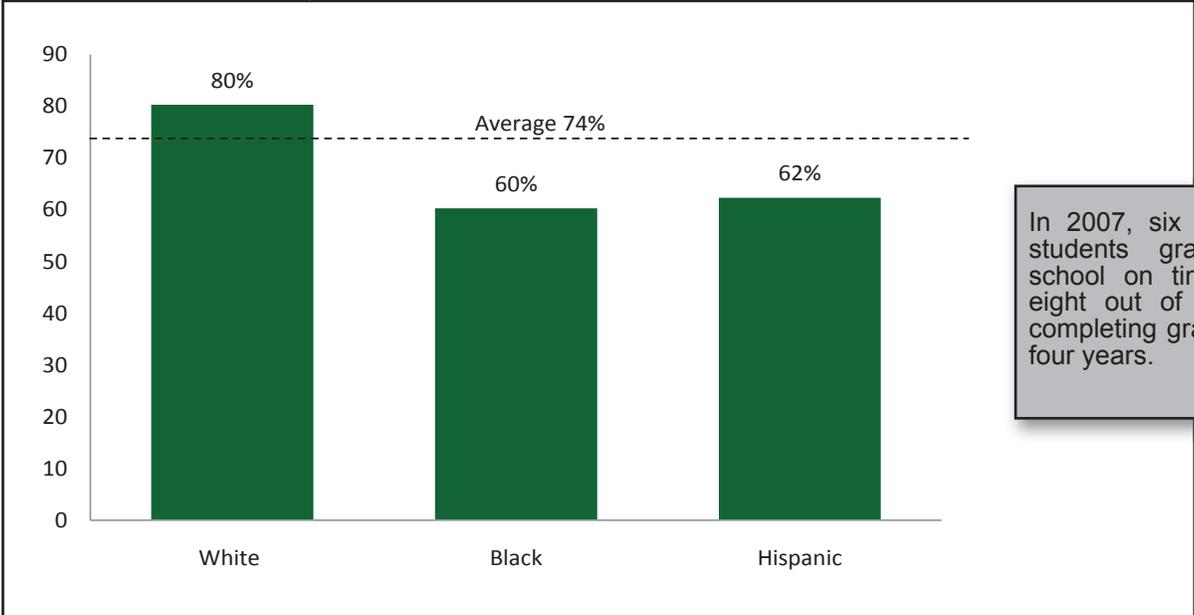
FIGURE 4.1 HIGH SCHOOL DROPOUT RATES BY RACE/ETHNICITY, 2008



In 2008, Hispanic students were two and a half times more likely to drop out of high school as White students; and almost twice as likely as Black students.

Source: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1967 through October 2008

FIGURE 4.2 AVERAGE FRESHMAN GRADUATION RATE FOR PUBLIC HIGH SCHOOL STUDENTS AND NUMBER OF GRADUATES, BY RACE/ETHNICITY: 2006-2007

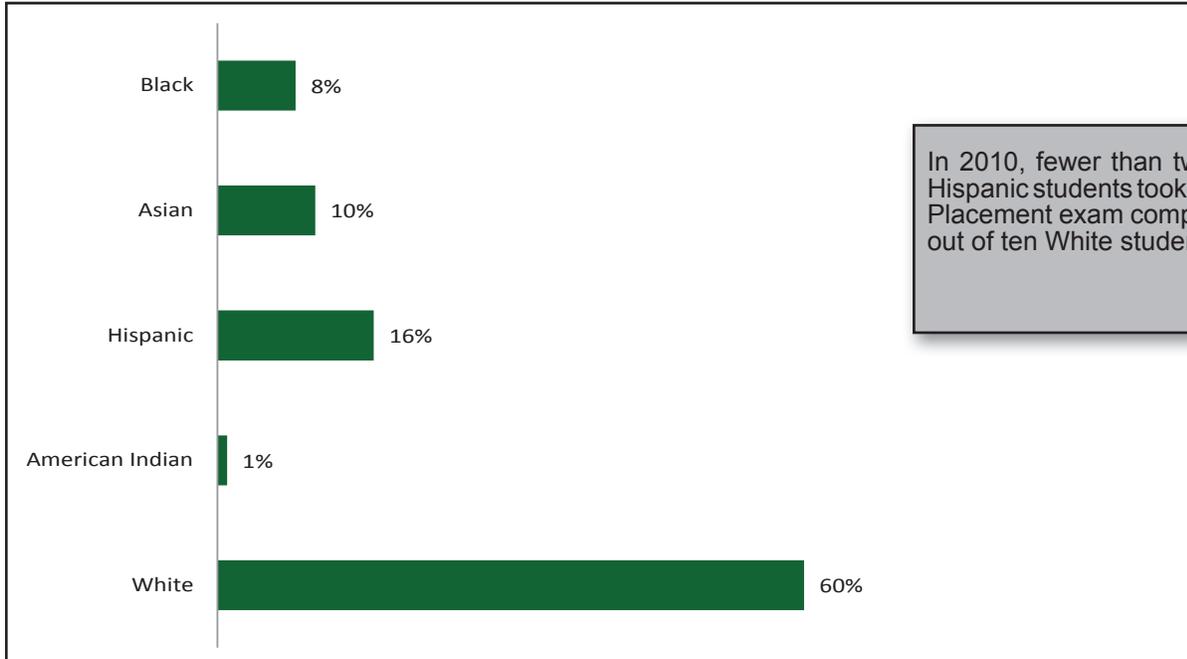


In 2007, six out of ten Hispanic students graduated from high school on time compared with eight out of ten White students completing grades 9 through 12 in four years.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986-87 through 2006-07;

FACTOR 4: COLLEGE AND CAREER PREPAREDNESS

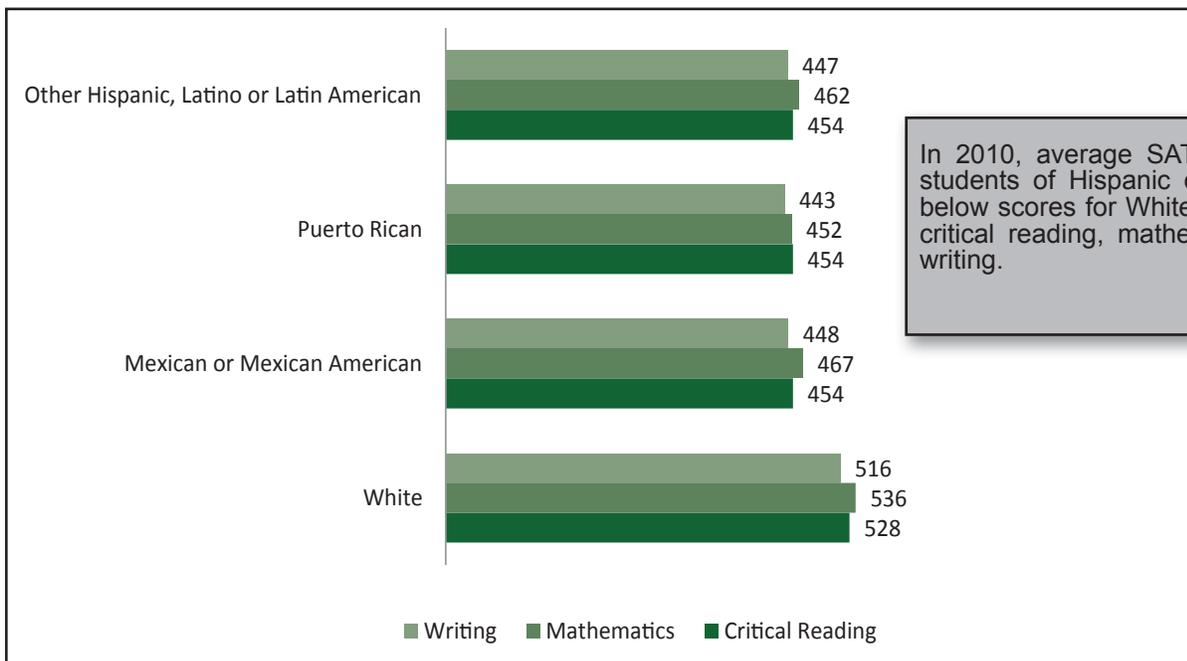
FIGURE 4.3. PERCENTAGE OF HIGH SCHOOL STUDENTS TAKING AP EXAMS BY RACE/ETHNICITY, 2010



In 2010, fewer than two out of ten Hispanic students took an Advanced Placement exam compared with six out of ten White students.

Source: The College Board, Total Group Profile Report, 2009 www.collegeboard.com

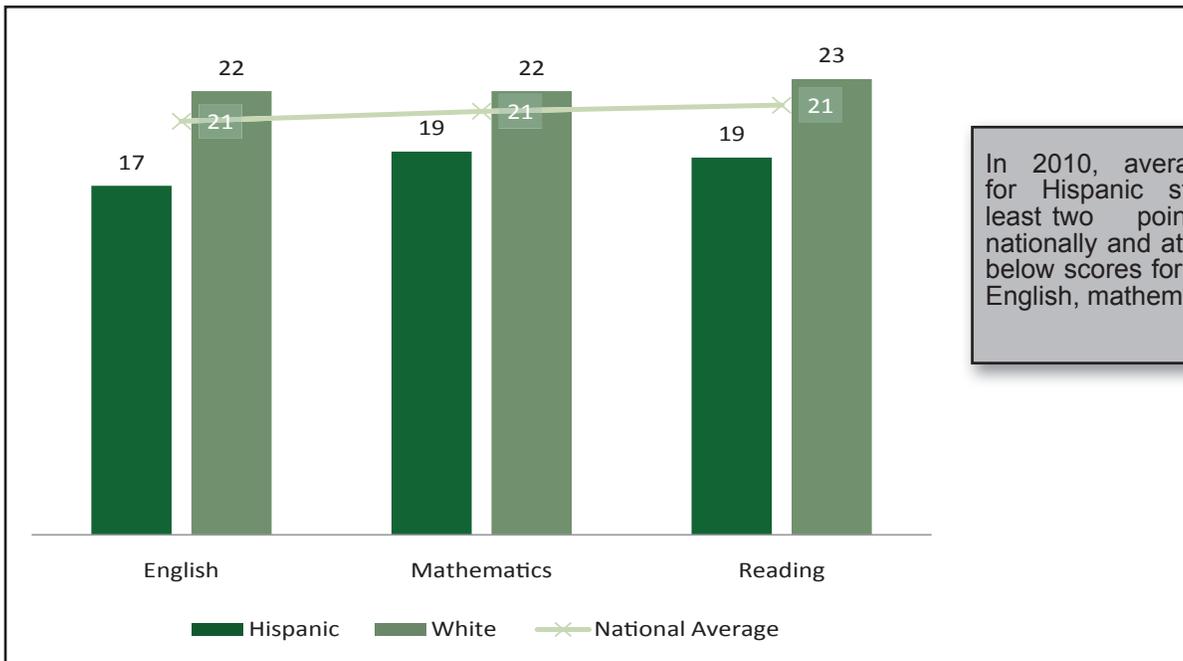
FIGURE 4.4 AVERAGE SAT SCORES BY RACE/ETHNICITY, 2010



In 2010, average SAT scores for students of Hispanic origins were below scores for White students in critical reading, mathematics, and writing.

Source: The College Board, Total Group Profile Report, 2010 www.collegeboard.com

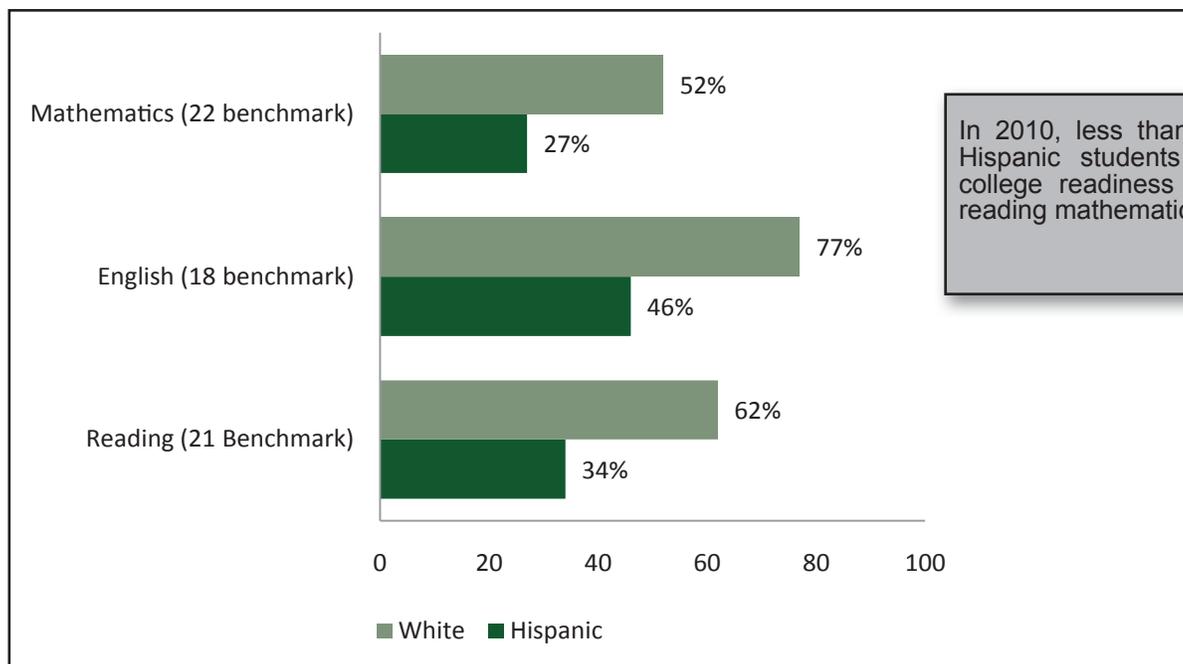
FIGURE 4.5 ACT COMPOSITE SCORE OF HIGH SCHOOL SENIORS BY RACE/ETHNICITY, 2010



In 2010, average ACT scores for Hispanic students were at least two points below students nationally and at least three points below scores for White students in English, mathematics and reading.

Source: ACT Profile Report—National: Graduating Class 2010, www.act.org

FIGURE 4.6 PERCENTAGE OF HISPANIC AND WHITE STUDENTS MEETING ACT COLLEGE READINESS BENCHMARKS, 2010



In 2010, less than 50 percent of Hispanic students met the ACT college readiness benchmarks in reading mathematics, and English.

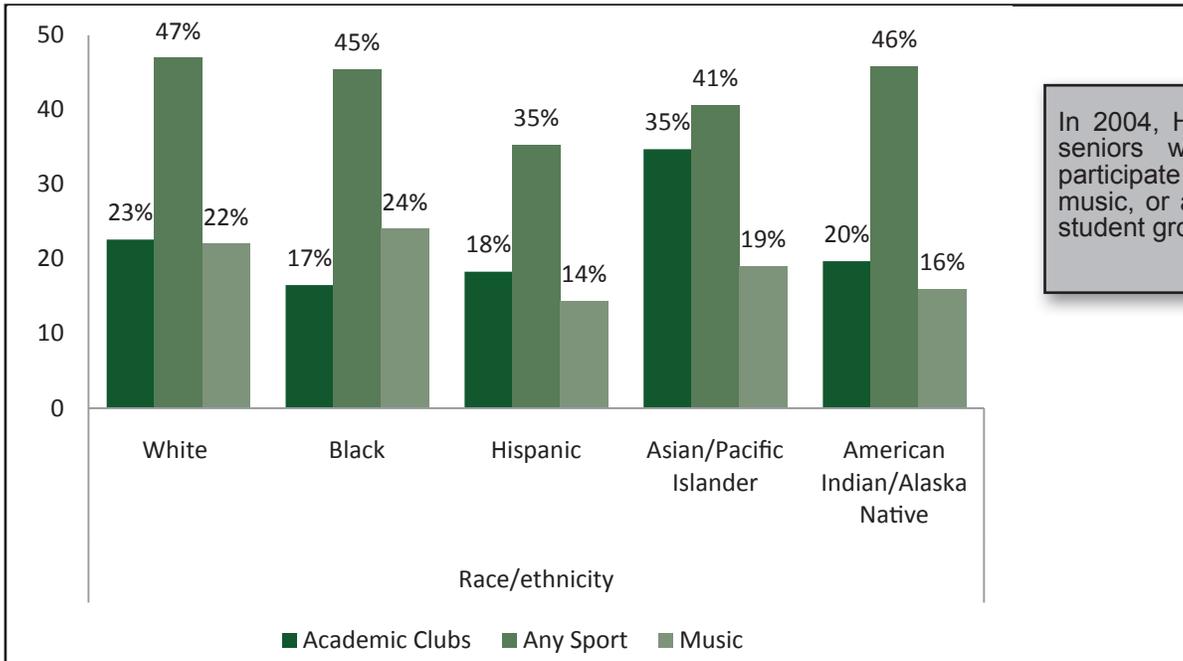
Source: ACT Profile Report—National: Graduating Class 2010, www.act.org

FACTOR 5: SCHOOL EXPERIENCE

HIGHLIGHTS

- In 2004, Hispanic high school seniors were less likely to participate in academic clubs, music, or any sport than other student groups.
- In 2007, about one in ten Hispanic students was retained in a grade during their school career.
- In 2006, Hispanic students were more likely than White students to be suspended from public elementary and secondary schools.
- In 2008, 18 percent of Hispanic students ages 16 and older were employed compared with 29 percent of White students.
- In 2008, 86 percent of the Hispanic students who were employed worked at least ten hours per week and 54 percent worked more than 20 hours per week.

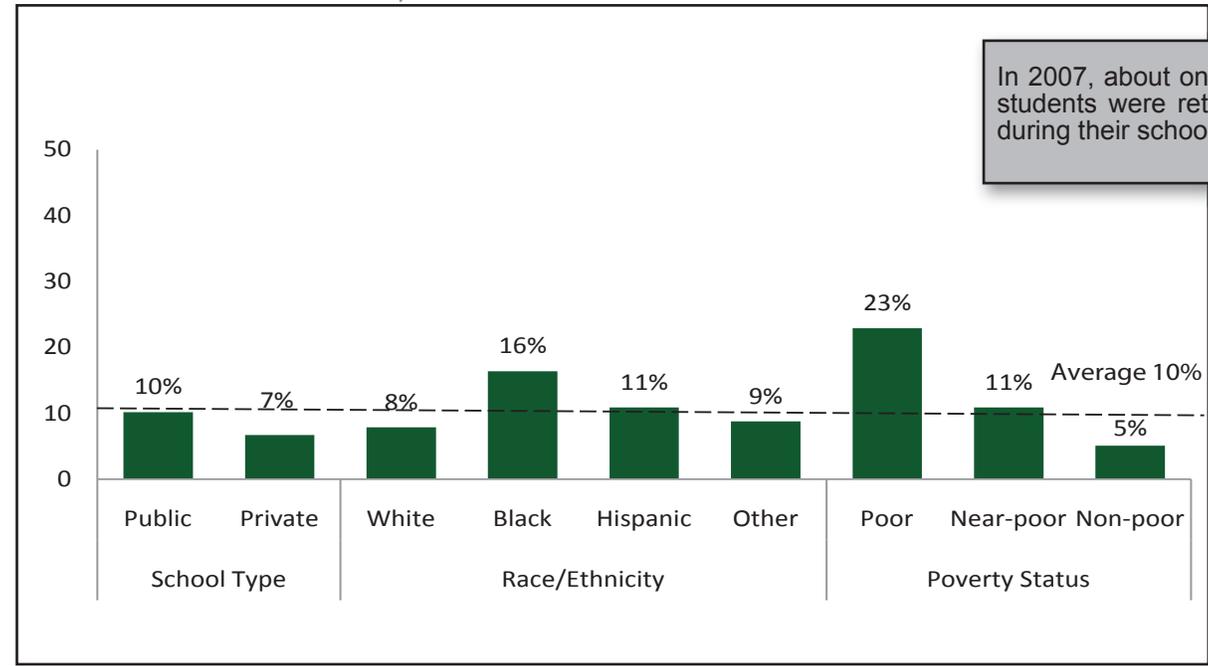
FIGURE 5.1. PERCENTAGE OF HIGH SCHOOL SENIORS WHO PARTICIPATE IN SCHOOL-SPONSORED EXTRACURRICULAR ACTIVITIES BY RACE/ETHNICITY, 2004



In 2004, Hispanic high school seniors were less likely to participate in academic clubs, music, or any sport than other student groups.

Source: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002/2004

FIGURE 5.2. PERCENTAGE OF KINDERGARTEN THROUGH GRADE 8 STUDENTS RETAINED IN A GRADE DURING THEIR SCHOOL CAREER, 2007

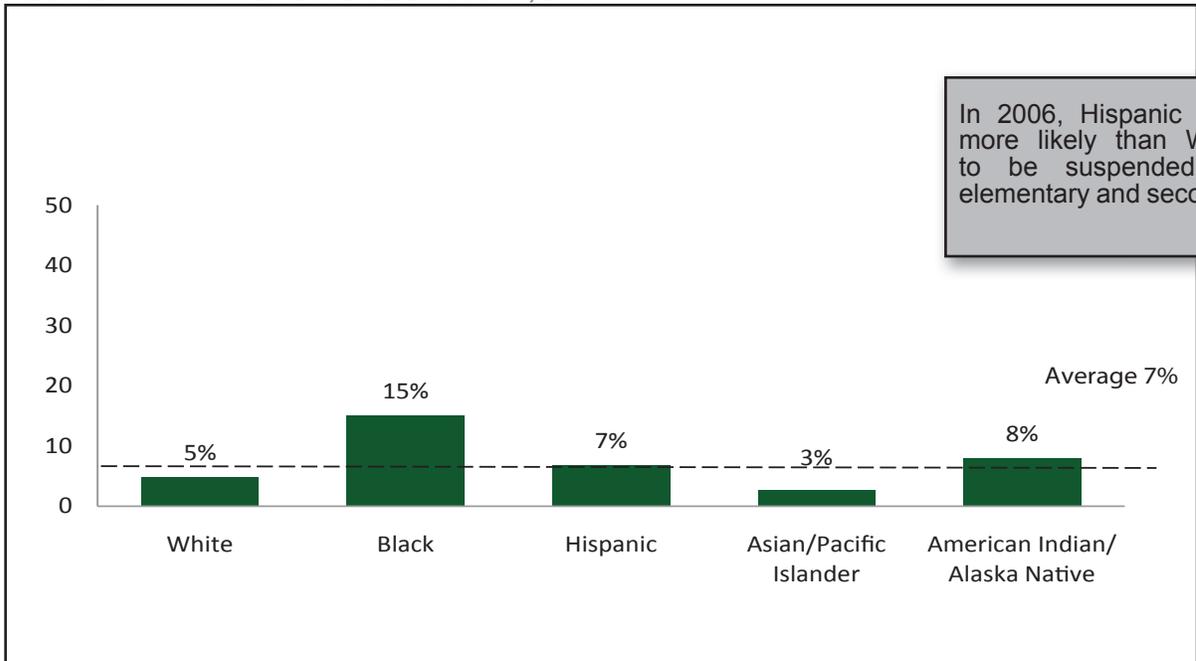


In 2007, about one in ten Hispanic students were retained in a grade during their school career.

Source: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002/2004

FACTOR 5: SCHOOL EXPERIENCE

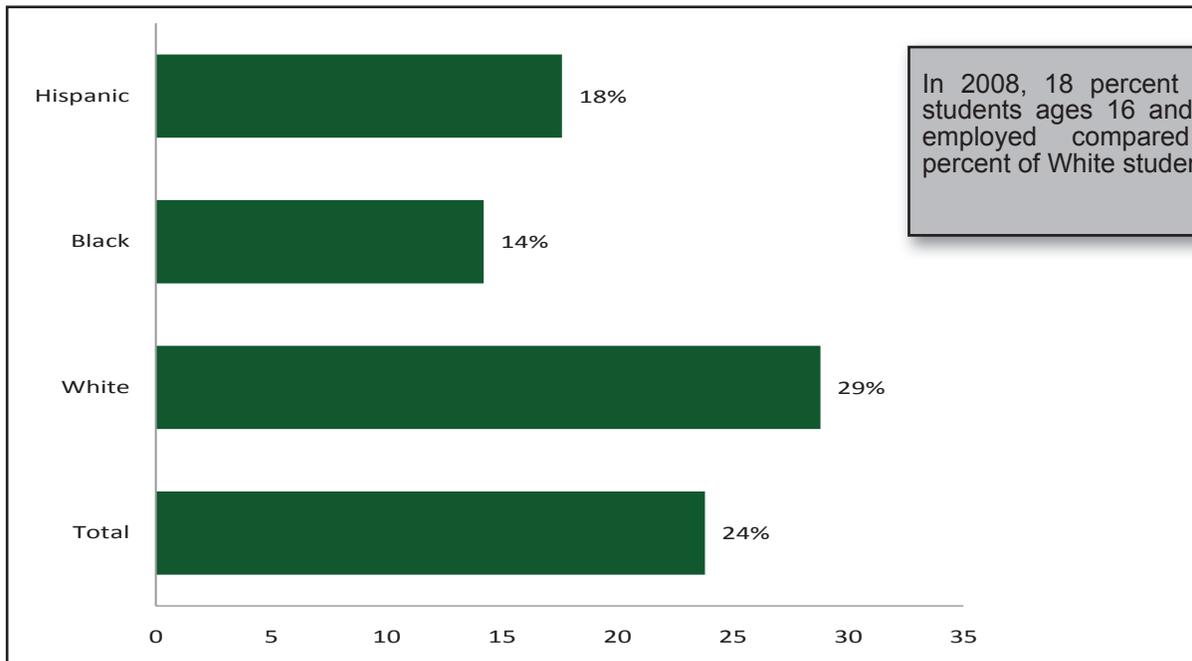
FIGURE 5.3. PERCENTAGE OF STUDENTS SUSPENDED FROM PUBLIC ELEMENTARY AND SECONDARY SCHOOLS BY RACE/ETHNICITY, 2006



In 2006, Hispanic students were more likely than White students to be suspended from public elementary and secondary schools.

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection: 2006

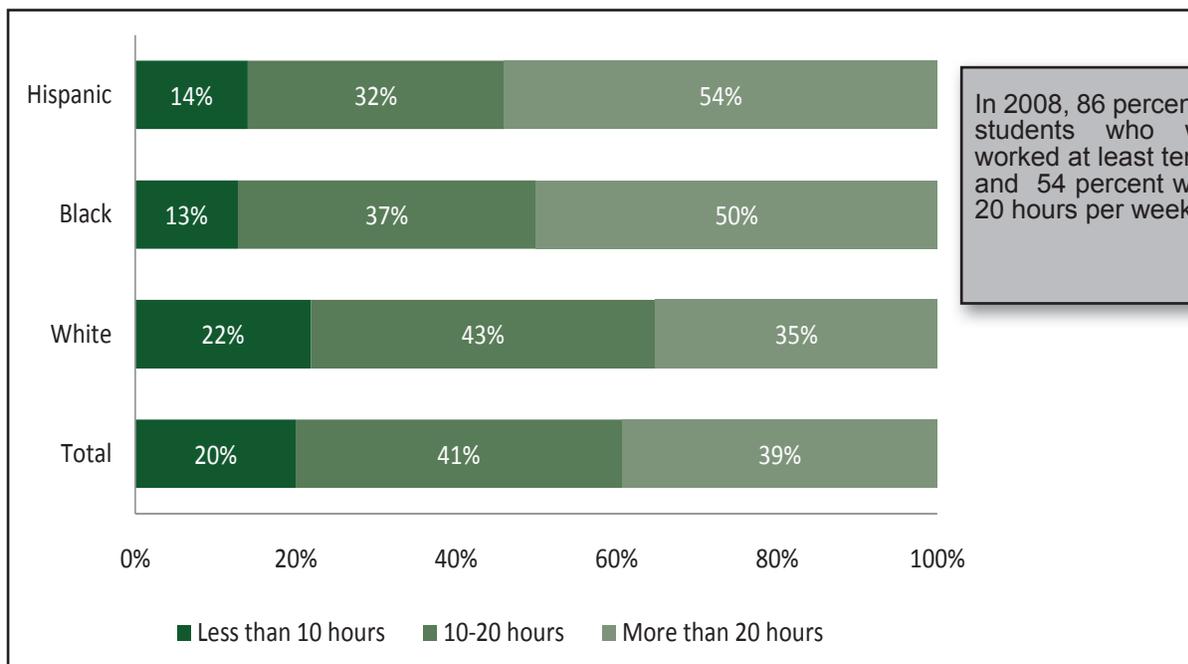
FIGURE 5.4. PERCENTAGE OF HIGH SCHOOL STUDENTS AGES 16 YEARS AND OLDER WHO WERE EMPLOYED, 2008



In 2008, 18 percent of Hispanic students ages 16 and older were employed compared with 29 percent of White students.

Source: U.S. Department of Education, National Center for Education Statistics, 2007-2008

FIGURE 5.5. PERCENTAGE DISTRIBUTION OF HIGH SCHOOL STUDENTS EMPLOYED, BY HOURS WORKED PER WEEK AND RACE/ETHNICITY, 2008



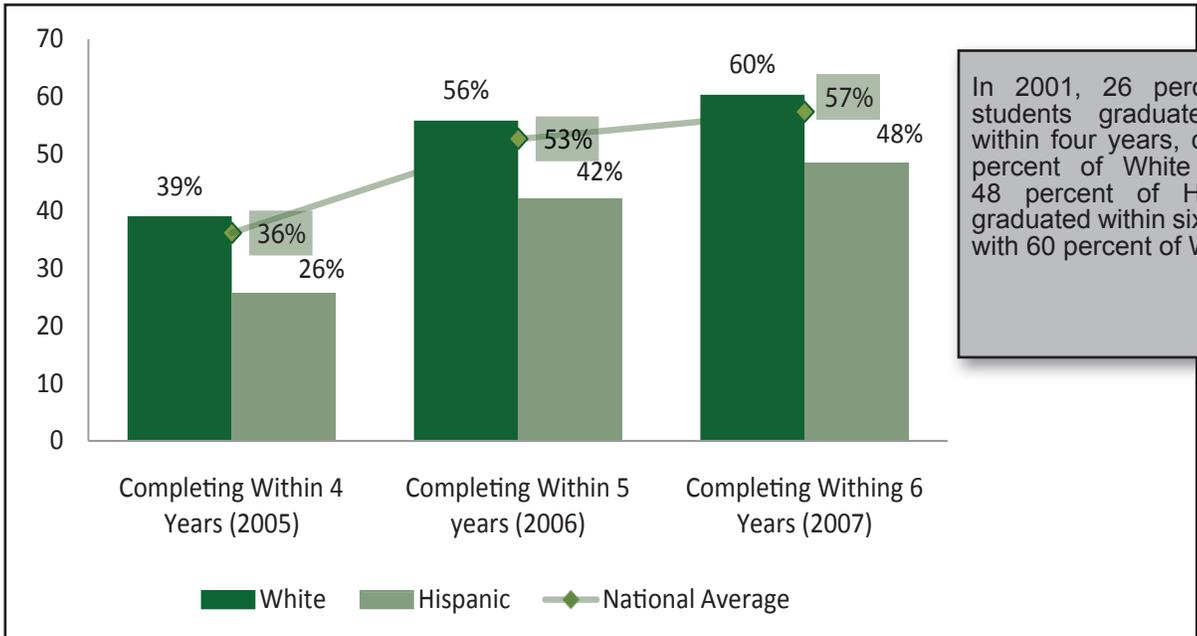
Source: U.S. Department of Education, National Center for Education Statistics, 2007-2008

FACTOR 6: POSTSECONDARY EXPERIENCES

HIGHLIGHTS

- In 2001, 26 percent of Hispanic students graduated from college within four years, compared with 39 percent of White students. Some 48 percent of Hispanic students graduated within six years, compared with 60 percent of White students.
- In the first quarter of 2011, the unemployment rate of the Hispanic population ages 20 and over was 12 percent compared with eight percent of the White population.
- In 2008, Hispanic students were more likely to receive a Bachelor's degree in business and social sciences than any other fields of study.
- In 2009, approximately 13 percent of Hispanic students ages 18 and over had earned a bachelor's degree or higher compared with 33 percent of White students.
- In 2009, the Hispanic population ages 18 and over earned, on average, lower incomes than the White population with similar educational backgrounds, except at the Master's degree level. The salary gap was approximately \$280 for the Hispanic and White population without a high school diploma and approximately \$12,000 for those with a Bachelor's degree. However, the Hispanic population earned approximately \$2,000 more than the White population with a Master's degree.
- In 2008, the Hispanic population was more likely to have an occupation in the service, sales and office, and management fields than other fields.
- In 2008, the Hispanic population ages 18 and over accounted for 12 percent of the college population and 16 percent of the prison population.
- In 2008, Hispanic males were more than twice as likely to be imprisoned as White males.
- In 2008, Hispanic males accounted for 21 percent of the male prison population ages 18-19 compared with 27 percent of White males.

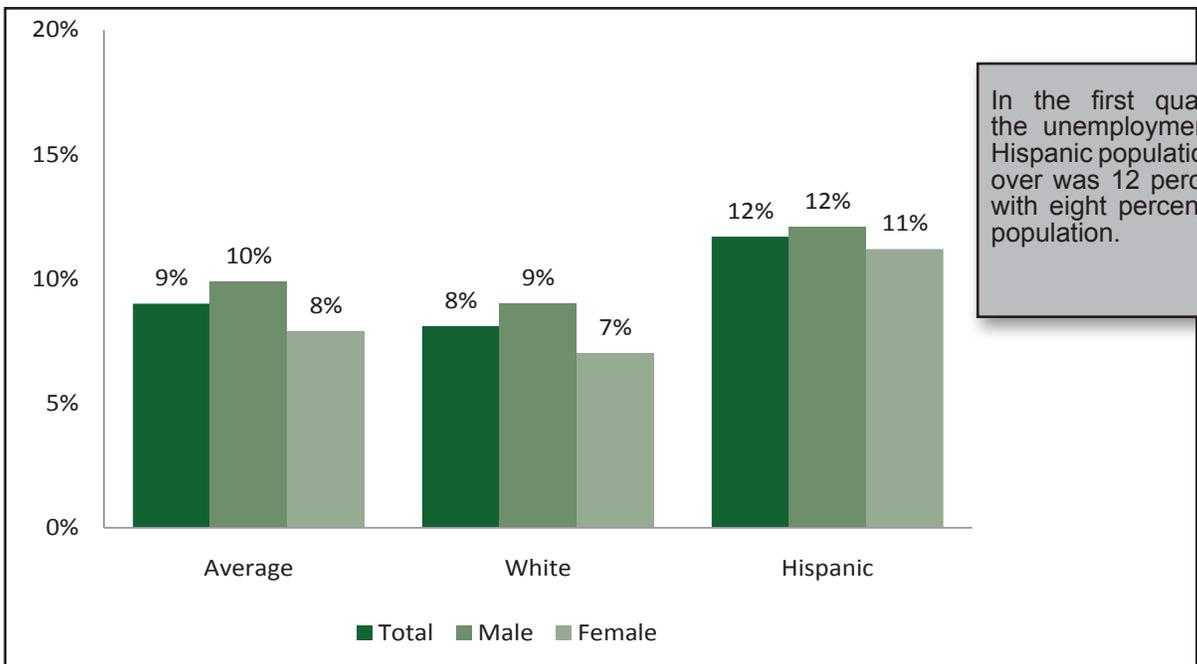
FIGURE 6.1. COLLEGE GRADUATION RATES FOR FIRST-TIME POSTSECONDARY STUDENTS IN FULL-TIME DEGREE SEEKING FOUR-YEAR INSTITUTIONS, 2001



In 2001, 26 percent of Hispanic students graduated from college within four years, compared with 39 percent of White students. Some 48 percent of Hispanic students graduated within six years, compared with 60 percent of White students.

Source: U.S. Department of Education, National Center for Education Statistics, 2007-2008

FIGURE 6.2. UNEMPLOYMENT RATES FOR WHITE AND HISPANIC MALES AND FEMALES AGES 20 AND OVER, FIRST QUARTER 2011

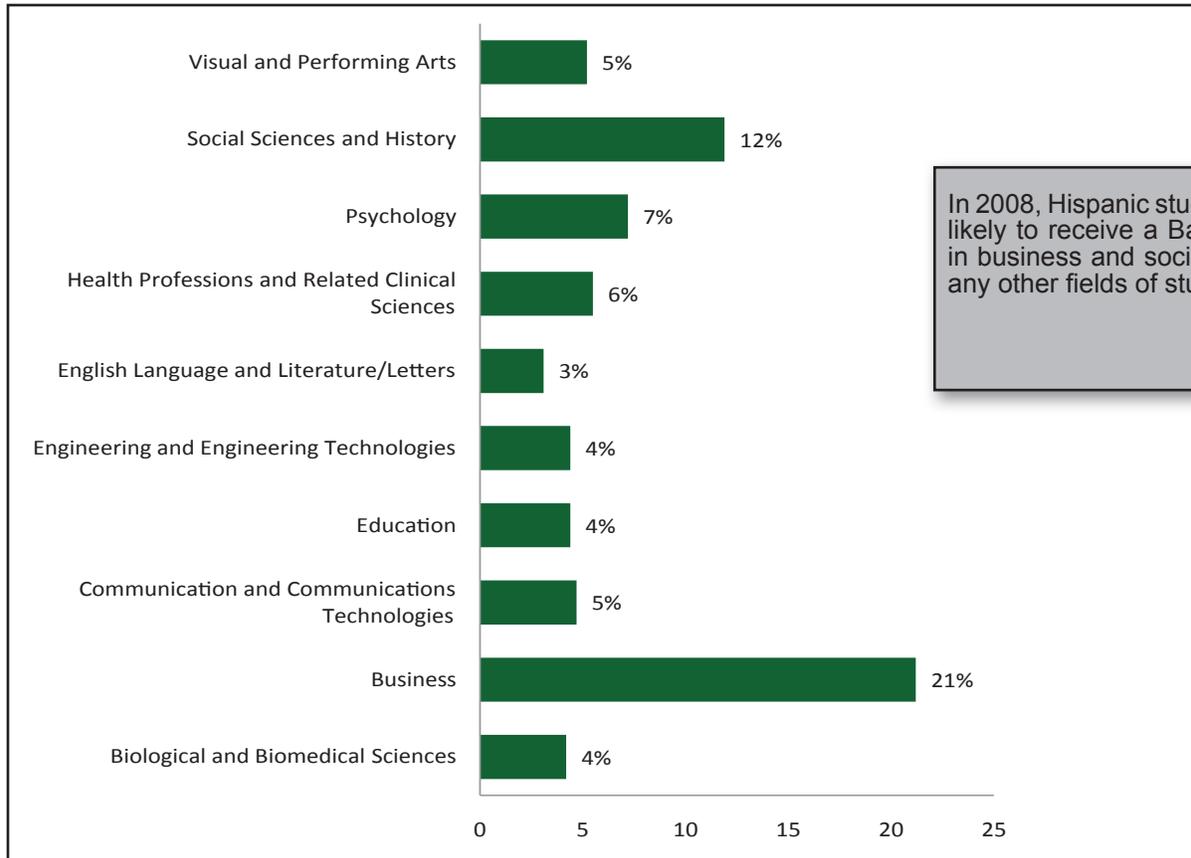


In the first quarter of 2011, the unemployment rate of the Hispanic population ages 20 and over was 12 percent compared with eight percent of the White population.

Source: U.S. Department of Labor, U.S. Bureau of Labor Statistics, 2011

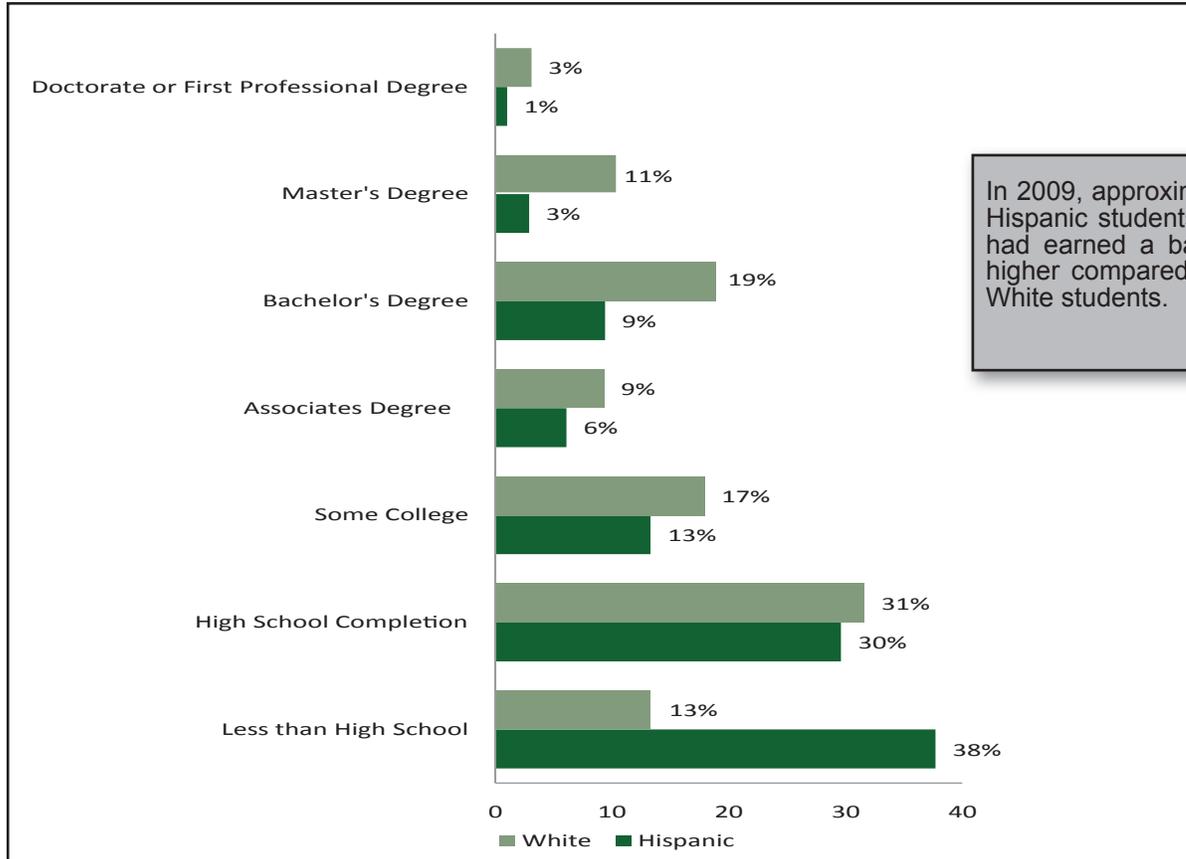
FACTOR 6: POSTSECONDARY EXPERIENCES

FIGURE 6.3. BACHELOR'S DEGREES CONFERRED ON HISPANIC STUDENTS BY MOST POPULAR FIELD OF STUDY, 2008



Source: U.S. Department of Education, National Center for Education Statistics, 2007-2008

FIGURE 6.4. EDUCATIONAL ATTAINMENT OF POPULATION 18 YEARS AND OVER BY RACE/ETHNICITY, 2009

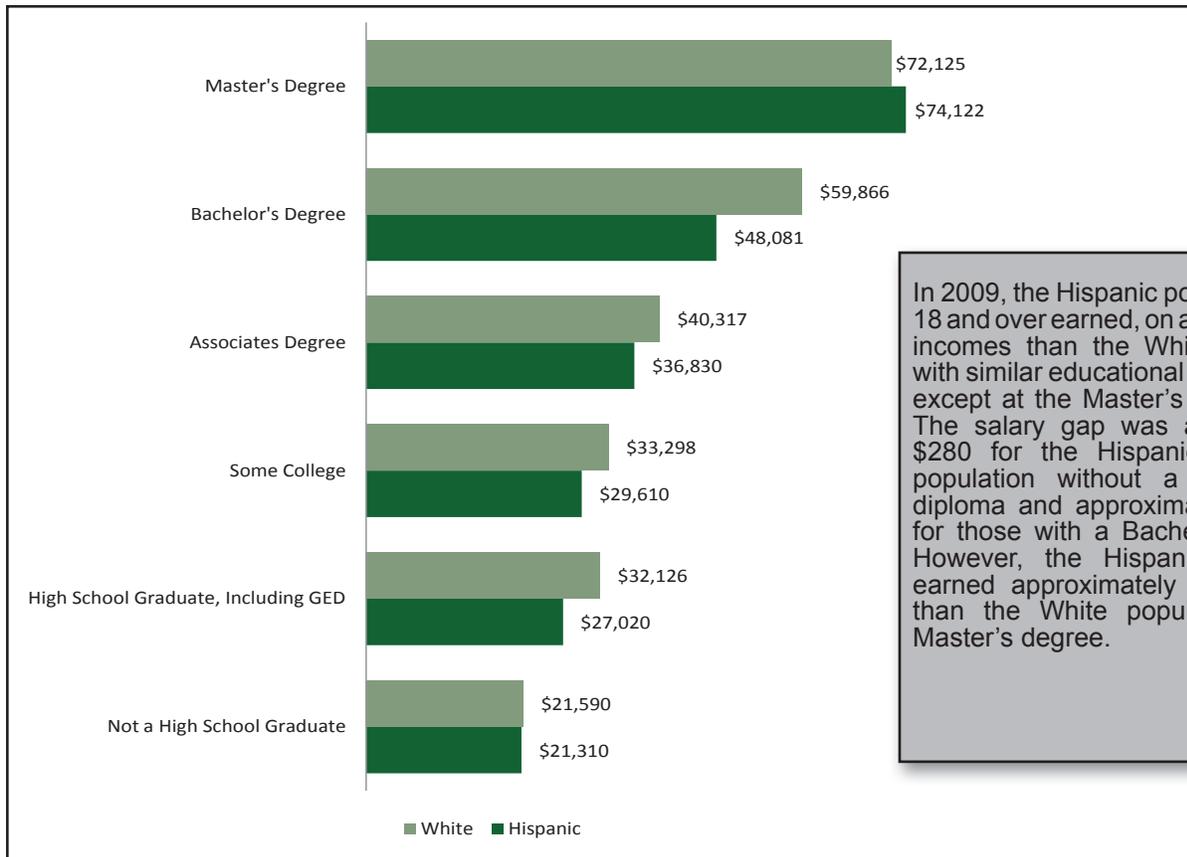


In 2009, approximately 13 percent of Hispanic students ages 18 and over had earned a bachelor's degree or higher compared with 33 percent of White students.

Source: U.S. Department of Education, National Center for Education Statistics, 2007-2008

FACTOR 6: POSTSECONDARY EXPERIENCES

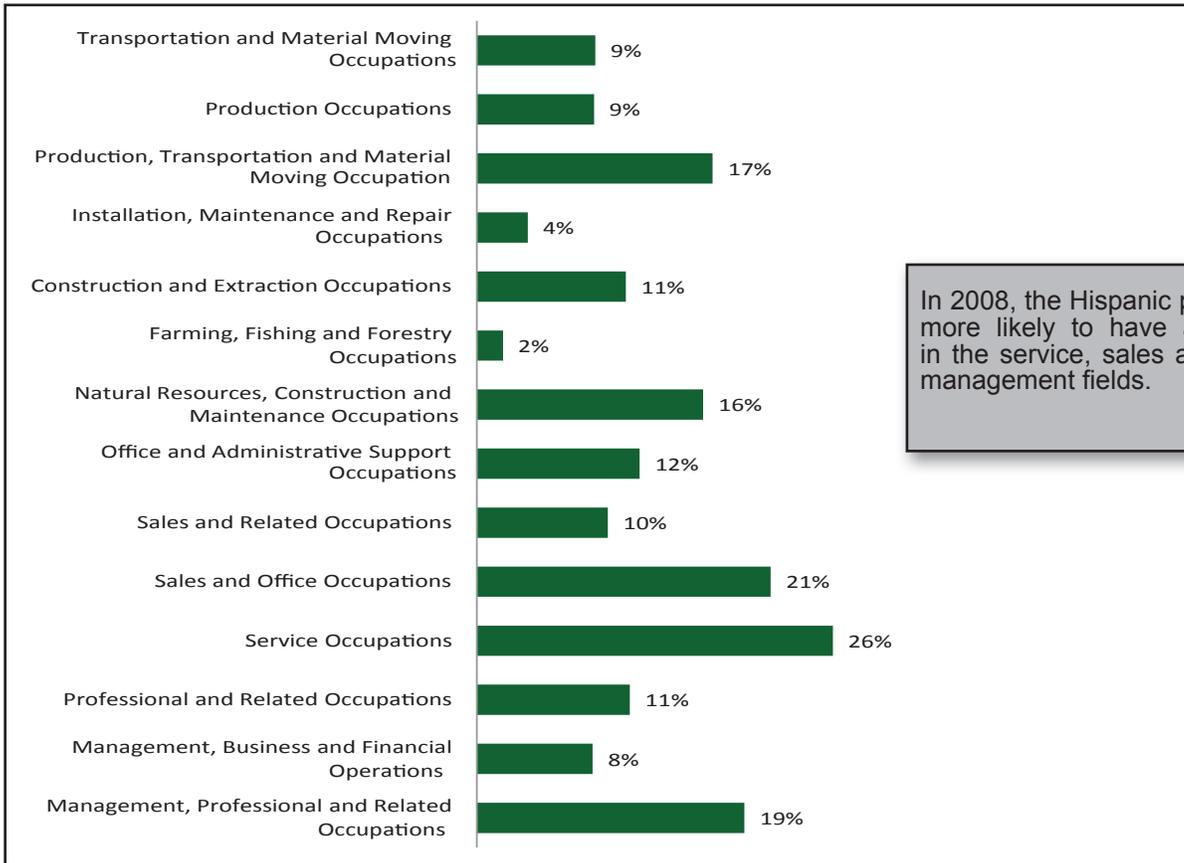
FIGURE 6.5. INCOME BY EDUCATIONAL ATTAINMENT OF HISPANIC AND WHITE POPULATION AGES 18 AND OVER, 2009



In 2009, the Hispanic population ages 18 and over earned, on average, lower incomes than the White population with similar educational backgrounds, except at the Master's degree level. The salary gap was approximately \$280 for the Hispanic and White population without a high school diploma and approximately \$12,000 for those with a Bachelor's degree. However, the Hispanic population earned approximately \$2,000 more than the White population with a Master's degree.

Source: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1967 through 2009

FIGURE 6.6. PERCENTAGE OF HISPANIC POPULATION AGES 18 AND OVER IN THE LABOR FORCE BY OCCUPATION, 2008

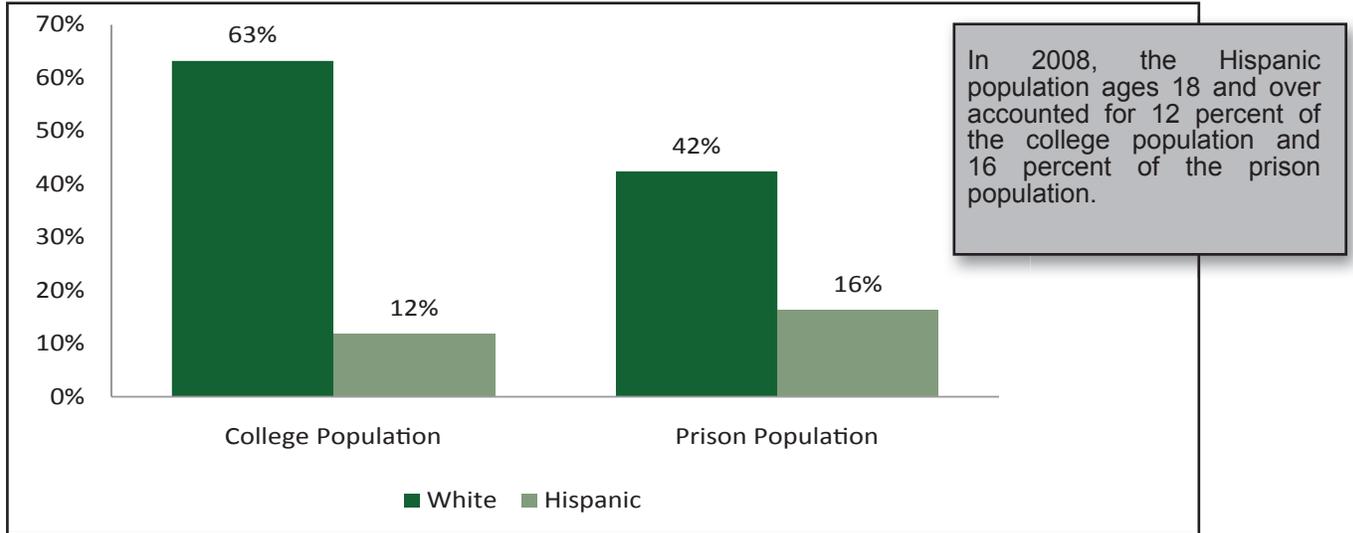


In 2008, the Hispanic population was more likely to have an occupation in the service, sales and office, and management fields.

Source: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1967 through 2009

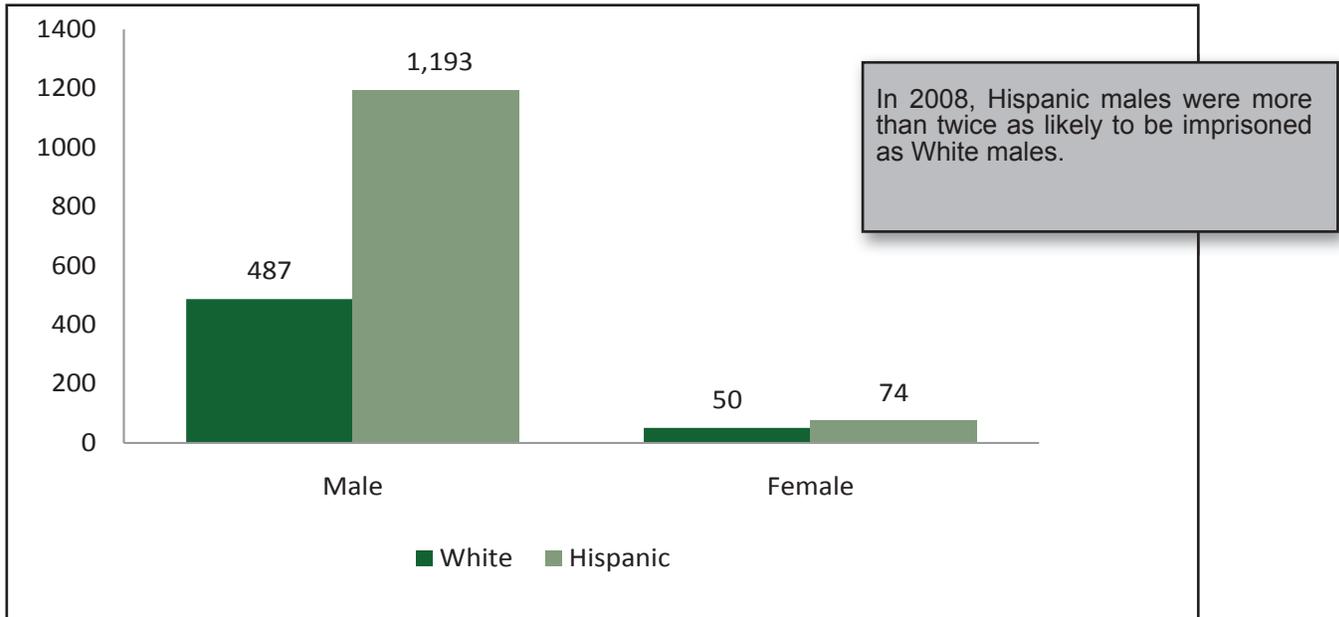
FACTOR 6: POSTSECONDARY EXPERIENCES

FIGURE 6.7. PERCENTAGE DISTRIBUTION OF HISPANIC AND WHITE POPULATION AGES 18 AND OVER IN COLLEGE AND PRISON POPULATION, 2008



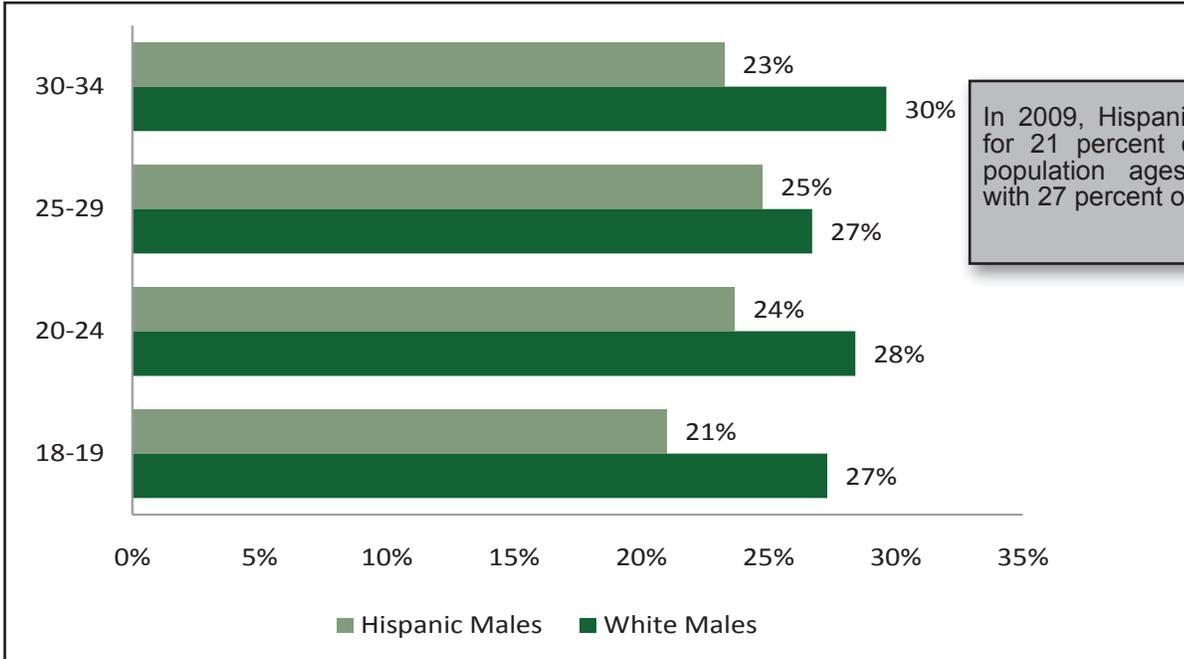
Source: Bureau of Justice Statistics, Prison inmates at Midyear, Current Population Survey 2008

FIGURE 6.8. IMPRISONMENT RATE PER 100,000 PERSONS IN THE U.S. RESIDENT POPULATION OF HISPANIC AND WHITE PERSONS AGES 18 AND OVER, 2008



Source: Bureau of Justice Statistics, Prison inmates at Midyear, Current Population Survey 2008

FIGURE 6.9. PERCENTAGE OF HISPANIC AND WHITE MALE PRISONERS UNDER STATE AND FEDERAL JURISDICTION BY AGE, 2008



In 2009, Hispanic males accounted for 21 percent of the male prison population ages 18-19 compared with 27 percent of White males.

Source: Bureau of Justice Statistics, Prison inmates at Midyear, Current Population Survey 2008

APPENDIX

School District	TOTAL # of Students	Black	White	Hispanic	Asian	Amer. Indian/Alaskan	ELL	FRPL	SD
Nation	49708595	17%	54%	22%	5%	1%	9%	44%	13%
Albuquerque Public Schools	95026	4%	31%	57%	2%	5%	15%	52%	14%
Anchorage School District	48837	6%	49%	10%	9%	9%	9%	33%	14%
Atlanta Public Schools	49032	83%	10%	5%	1%	0%	3%	76%	9%
Austin ISD	83319	12%	26%	59%	3%	0%	26%	63%	9%
Baltimore City Public Schools	82266	88%	8%	3%	1%	0%	2%	73%	17%
Birmingham City	27438	97%	1%	2%	0%	0%	2%	82%	97%
Boston Public Schools	55923	38%	13%	38%	9%	0%	11%	74%	21%
Broward County Public Schools	256351	38%	29%	26%	3%	0%	10%	48%	12%
Buffalo City School District	34538	57%	24%	15%	3%	1%	8%	82%	25%
Caddo Parish School District	42610	64%	33%	1%	1%	0%	1%	63%	11%
Charleston County School District	42303	50%	42%	5%	2%	0%	5%	50%	11%
Charlotte-Mecklenburg Schools	134060	46%	34%	16%	5%	1%	14%	46%	11%
Cincinnati Public Schools	35344	69%	24%	2%	1%	0%	3%	57%	21%
Chicago Public Schools	421430	47%	9%	41%	4%	0%	17%	73%	12%
Clark County School District	312761	14%	35%	40%	9%	1%	19%	40%	10%
Cleveland Metropolitan School District	49148	70%	15%	12%	1%	0%	6%	100%	20%
Columbus City Schools	53536	61%	28%	6%	2%	0%	10%	70%	16%
Dallas ISD	157332	28%	5%	67%	1%	0%	33%	86%	7%
Dayton Public Schools	15566	69%	24%	3%	0%	0%	2%	72%	20%
Denver Public Schools	74176	17%	23%	56%	3%	1%	27%	66%	12%
Des Moines Independent Community School District	30810	19%	58%	17%	5%	1%	14%	56%	18%
Detroit Public Schools	94497	88%	3%	8%	1%	0%	7%	77%	16%
District Of Columbia Public Schools	44331	77%	8%	12%	2%	0%	10%	69%	19%
Duval County Public Schools	122606	44%	40%	7%	4%	0%	3%	46%	14%
East Baton Rouge Parish	43869	83%	12%	3%	3%	0%	3%	82%	11%
Fort Worth ISD	79285	25%	13%	60%	2%	0%	28%	72%	8%
Fresno Unified School District	76617	11%	14%	60%	14%	1%	26%	79%	10%
Guilford County Schools	71525	46%	39%	9%	5%	0%	9%	46%	15%
Hillsborough County School District	192007	22%	41%	28%	3%	0%	11%	52%	15%
Houston ISD	200225	28%	8%	61%	3%	0%	29%	63%	8%
Indianapolis Public Schools	34050	57%	23%	15%	0%	0%	11%	83%	20%
Jackson Public Schools	30587	98%	2%	1%	0%	0%	0%	86%	11%
Jefferson County Public Schools	98774	36%	52%	5%	3%	0%	5%	56%	14%
Kansas City School District	19788	65%	9%	24%	2%	0%	12%	71%	11%
Little Rock School District	26146	68%	22%	8%	2%	0%	6%	65%	10%
Long Beach Unified	87311	17%	16%	52%	12%	0%	24%	68%	9%
Los Angeles Unified	684143	11%	9%	73%	6%	0%	32%	75%	12%
Memphis City School District	111954	86%	7%	6%	1%	0%	5%	69%	12%
Metropolitan Nashville Public Schools	74312	48%	33%	15%	3%	0%	10%	65%	11%
Miami-Dade County Public Schools	345525	26%	9%	63%	1%	0%	15%	63%	11%

School District	TOTAL # of Students	Black	White	Hispanic	Asian	Amer. Indian/Alaskan	ELL	FRPL	SD
Milwaukee Public Schools	85381	57%	15%	23%	5%	1%	9%	77%	18%
Minneapolis Public School Dist.	34448	38%	30%	18%	9%	5%	22%	63%	18%
New Orleans Parish	10109	76%	15%	3%	6%	0%	5%	69%	7%
New York Public Schools	1038741	28%	13%	37%	14%	0%	13%	67%	16%
Newark Public Schools	39991	57%	8%	34%	1%	0%	8%	82%	15%
Norfolk City Public Schools	34431	63%	23%	4%	2%	0%	2%	58%	14%
Oakland Unified School District	46516	35%	6%	37%	14%	0%	31%	68%	10%
Oklahoma City Public Schools	41089	31%	22%	40%	3%	5%	13%	85%	13%
Omaha Public Schools	48014	31%	40%	25%	2%	1%	13%	62%	16%
Orange County Public Schools	172257	27%	34%	31%	4%	0%	20%	49%	14%
Palm Beach County Public Schools	170757	29%	39%	24%	3%	0%	10%	44%	16%
Philadelphia City Schools	159867	61%	13%	17%	6%	0%	8%	73%	16%
Pittsburgh Public Schools	27945	57%	35%	1%	2%	0%	1%	60%	23%
Portland Public Schools	43064	15%	55%	13%	11%	1%	12%	44%	16%
Providence Public Schools	23450	22%	12%	60%	6%	1%	0%	87%	20%
Richmond City Public Schools	23177	86%	8%	5%	1%	0%	3%	66%	20%
Rochester City School District	32973	65%	11%	22%	2%	0%	9%	82%	20%
Sacramento City Unified	47784	21%	21%	33%	21%	1%	26%	65%	11%
San Diego Unified	131890	13%	25%	44%	16%	1%	29%	63%	12%
San Francisco Unified	55183	12%	11%	23%	47%	1%	31%	56%	11%
Seattle Public Schools	45968	21%	43%	12%	22%	2%	12%	39%	13%
St. Louis City Public Schools	27421	81%	14%	3%	2%	0%	5%	64%	18%
St. Paul Public School District	38255	30%	25%	14%	30%	2%	40%	70%	18%
Toledo Public Schools	26516	46%	41%	8%	1%	0%	2%	63%	18%
Wichita Public Schools	47260	20%	38%	24%	5%	3%	14%	70%	14%
CGCS As % Of Nation	14%	58%	46%	24%	10%	12%	26%	21%	15%
Total Average		35%	20%	37%	7%	1%	16%	65%	15%



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