Latino/Latina Trends in Education

Cambio de Colores (Change of Colors) in Missouri
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Prepared by
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Growth in Hispanic Student Population: By Region
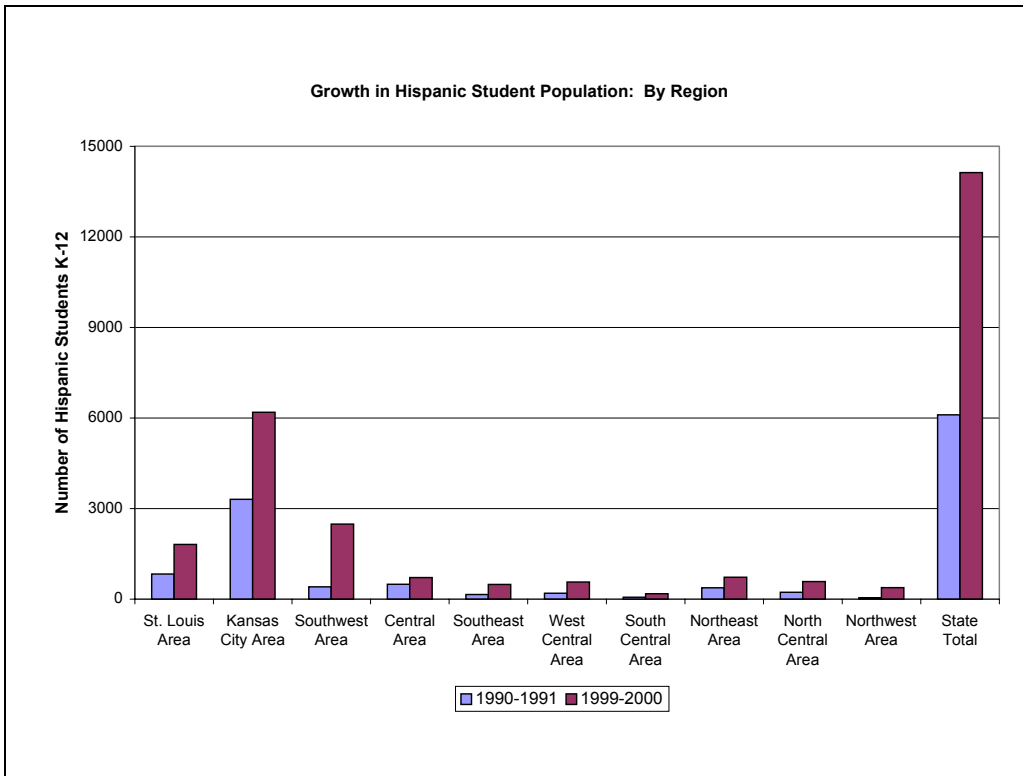
U.S. Enrollment Trends
The percent of public elementary and secondary education students in 1986 and 1999 by ethnicity is shown below:

Ethnicity	1986	1999
White	70.4%	62.1%
African American	16.1%	17.2%
Hispanic	9.9%	15.6%
Asian/PI	2.8%	4.0%
Native Am.	0.9%	1.2%

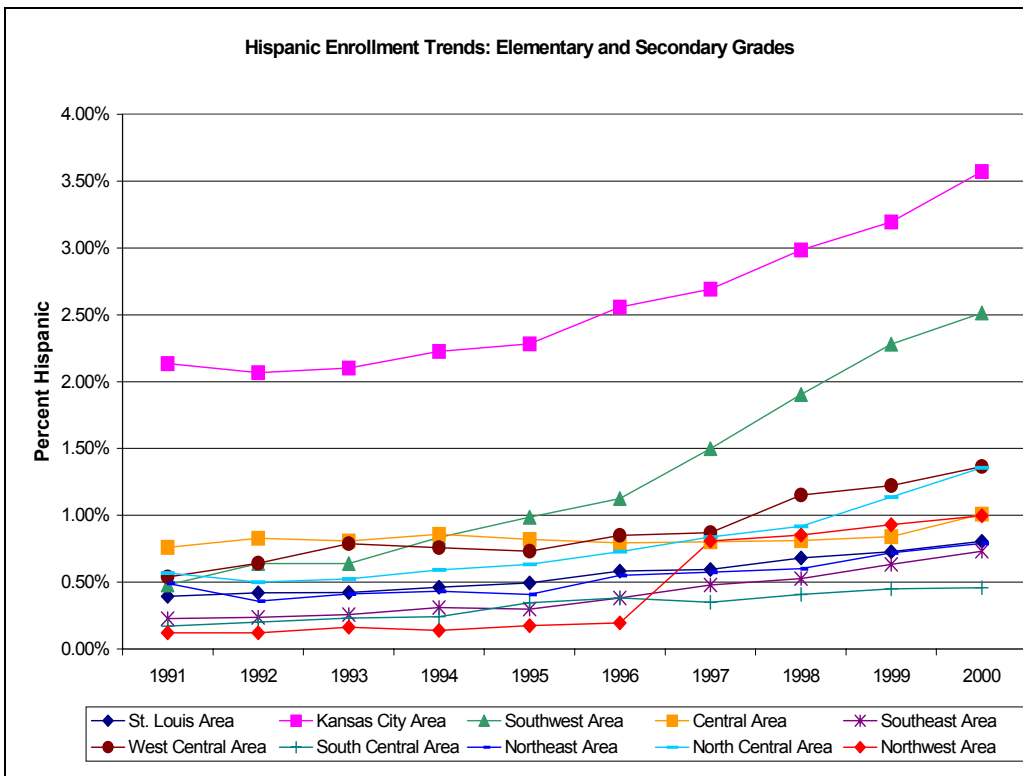Source: *2001 Digest of Educational Statistics*, Table 42, page 58, NCES, 2002.

These data show that Hispanic students were the fastest growing segment of the public school population.

Missouri Enrollment Trends
Missouri's Hispanic student population grew faster than the national average. The number of Hispanic students in Missouri's public schools more than doubled between 1990-91 and 1999-2000, from approximately 6,100 students to more than 14,100 students.

The largest growth in numbers occurred in the Kansas City, St. Louis, and Southwest areas of the state.

The geographic distribution of the growth in Latino/Latina public school children generally is consistent with the distribution of the overall Hispanic population growth in the state.

Hispanic Enrollment Trends: Elementary and Secondary Grades

Y-axis: Percent Hispanic (0.00%, 0.50%, 1.00%, 1.50%, 2.00%, 2.50%, 3.00%, 3.50%, 4.00%)
X-axis: 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000

Legend:
St. Louis Area | Kansas City Area | Southwest Area | Central Area | Southeast Area
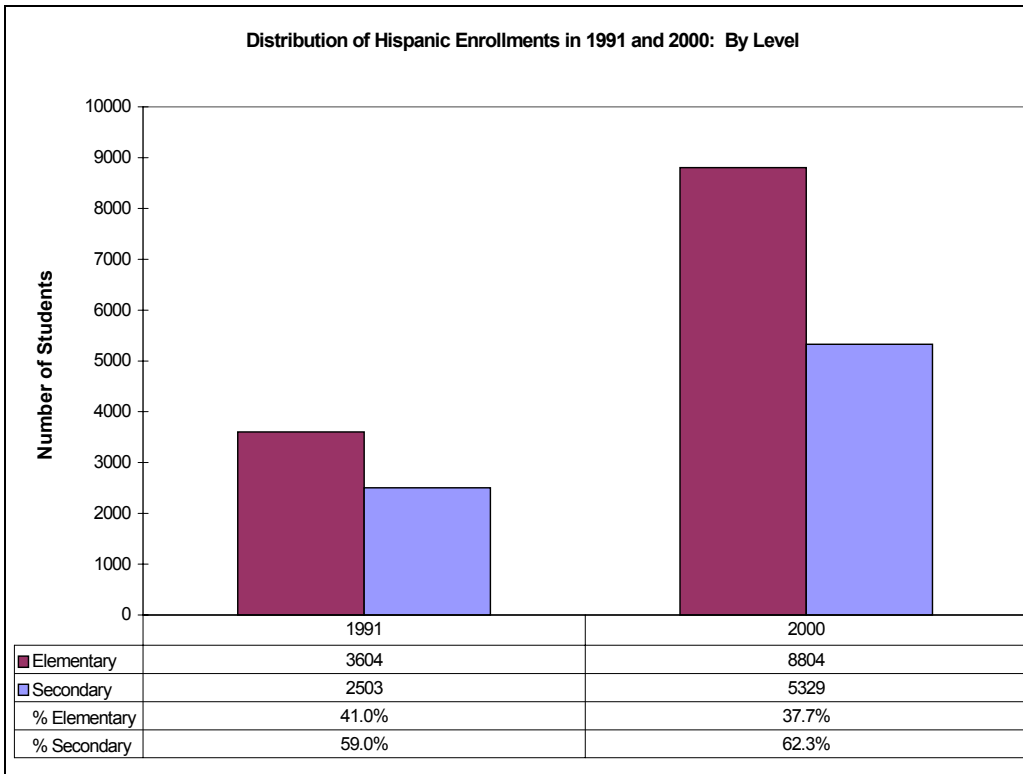West Central Area | South Central Area | Northeast Area | North Central Area | Northwest Area

Hispanic Students as a Percent of Student Population by Region
The proportion of K-12 enrollments accounted for by Hispanic students increased in all
supervisory areas. In 1990, only the KC area had an Hispanic student population of 1% or more
of all students. By 2000, six of ten supervisory areas had Hispanic student populations of 1% or
more.

The rate of growth was relatively flat in the first half of the decade, then increased rapidly in the
latter half of the decade.

The largest growth in the proportion of enrollments accounted for by Hispanic students occurred
in the Kansas City area (2.14% to 3.57%) and the Southwest area (.48% to 2.51%).

The rather dramatic jump in the Northwest area occurred when the Hispanic student population
increased from approximately 40 students in 1995-96 to over 160 students in 1996-97.

Distribution of Hispanic Enrollments in 1991 and 2000: By Level

	1991	2000
■ Elementary	3604	8804
■ Secondary	2503	5329
% Elementary	41.0%	37.7%
% Secondary	59.0%	62.3%

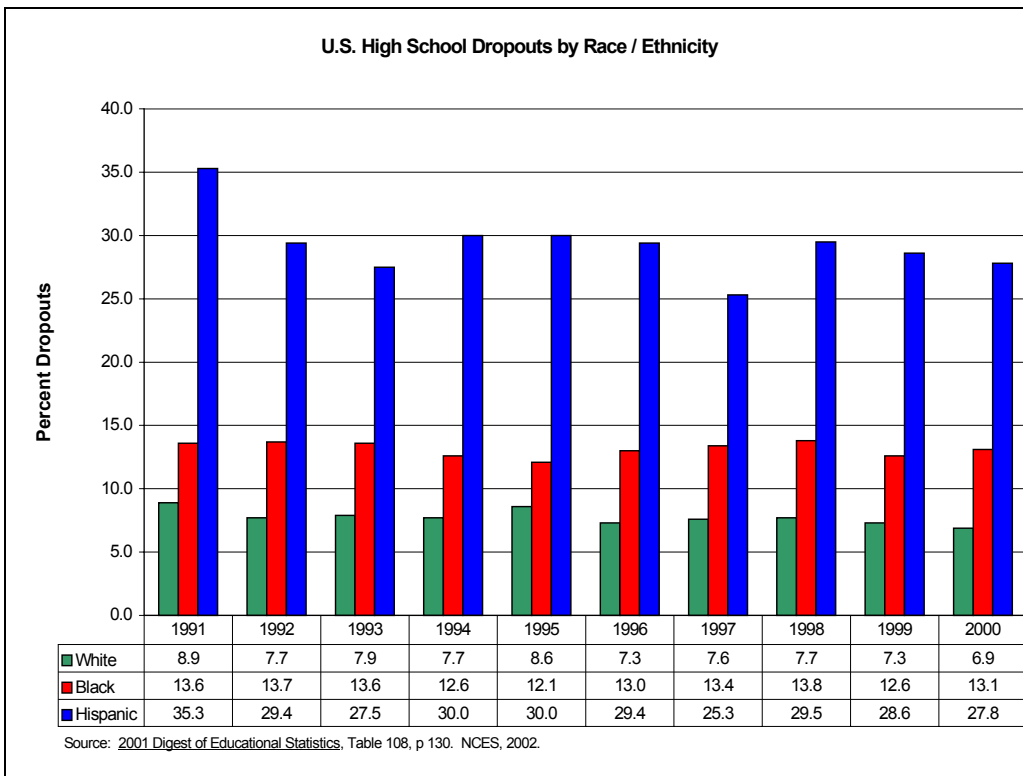National Data on Elementary and Secondary Enrollment Growth

The *2001 Digest of Educational Statistics* reports that between 1994 and 1999, elementary student enrollments rose by 5% while secondary enrollments rose by 9%.

Missouri Elementary versus Secondary

Enrollment of elementary Hispanic students (grades K-6 and undgraded) accounted for an increasingly large share of all enrollments. This trend was especially evident in the Southwest region.

Secondary enrollments for Hispanic students grew at a slower rate than elementary enrollments. Overall, the percent of Hispanic enrollments found in secondary grades in 1990-91 was 41%. In 1999-2000 it had declined to 37.7%.

In Southwest Missouri, the drop is significant -- more than 2.5% of elementary enrollments were accounted for by Hispanic students but less than 2% of secondary students were Hispanic.

U.S. High School Dropouts by Race / Ethnicity

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
■ White	8.9	7.7	7.9	7.7	8.6	7.3	7.6	7.7	7.3	6.9
■ Black	13.6	13.7	13.6	12.6	12.1	13.0	13.4	13.8	12.6	13.1
■ Hispanic	35.3	29.4	27.5	30.0	30.0	29.4	25.3	29.5	28.6	27.8

Source: 2001 Digest of Educational Statistics, Table 108, p 130. NCES, 2002.

National Data on Dropout Rates by Race/Ethnicity

The NCES publishes an annual report, *High School Dropouts in the United States* in which event and status dropout rates are reported. Event dropout rates reflect the percent of students in grades 10-12 who leave high school without a diploma between successive Octobers; status dropout rates are the percent of persons aged 16 to 24 who have no high school diploma or GED and who are not in high school. The primary sources of data for the report are the Current Population Survey and the Common Core of Data. Based on the 2000 report, dropout rates by race were estimated at:

Race/Ethnicity	Event	Status	HS Completion
Hispanic	7.4%	27.8%	64.1%
African Am.	6.1%	13.1%	83.7%
White	4.8%	10.9%	91.8%
Asian / PI	3.5%	3.8%	94.6%

The national dropout rate(s) for Hispanic students have been higher than other ethnic / racial groups for all 29 years that the dropout data have been compiled. This has been partly attributed to higher dropout rates for Hispanic immigrants, though U.S. born Hispanic youth also have high dropout rates (> 14%).

Between 1991 and 2000, the percent of Hispanic youth aged 16 to 24 who had not completed high school fell from 35.3% to 27.8%, though that rate is more than 2 times the rate for Blacks and more than 4 times the rate for Whites.

Trends in Missouri Dropout Rates by Race
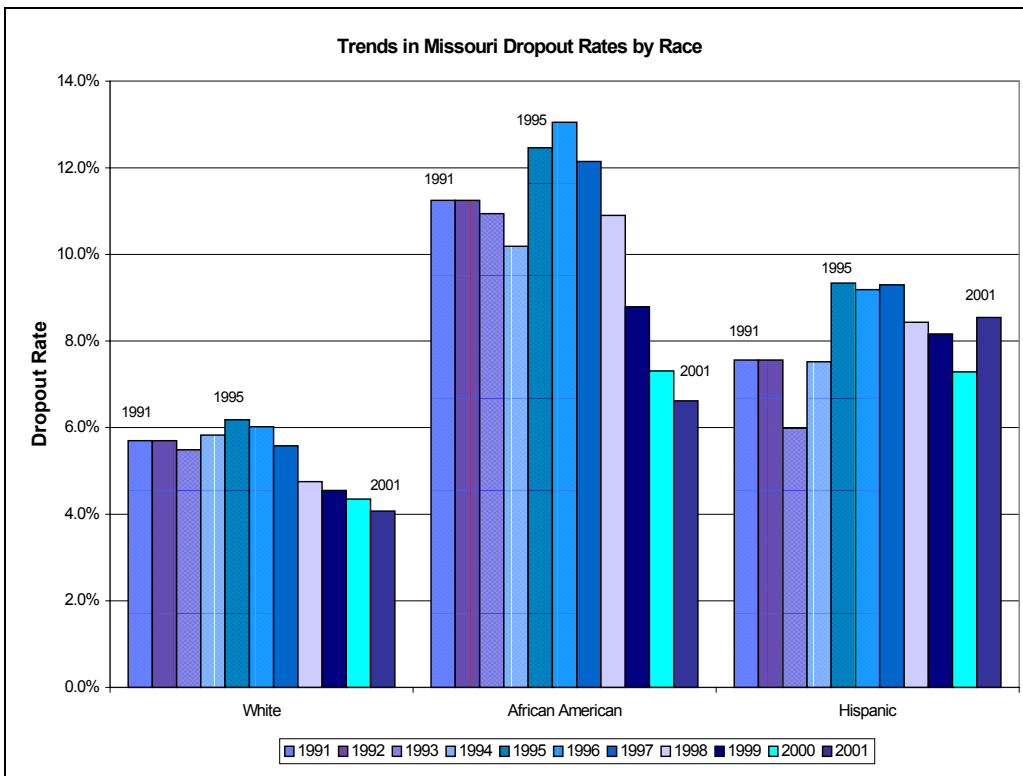
Missouri dropout rate is calculated as

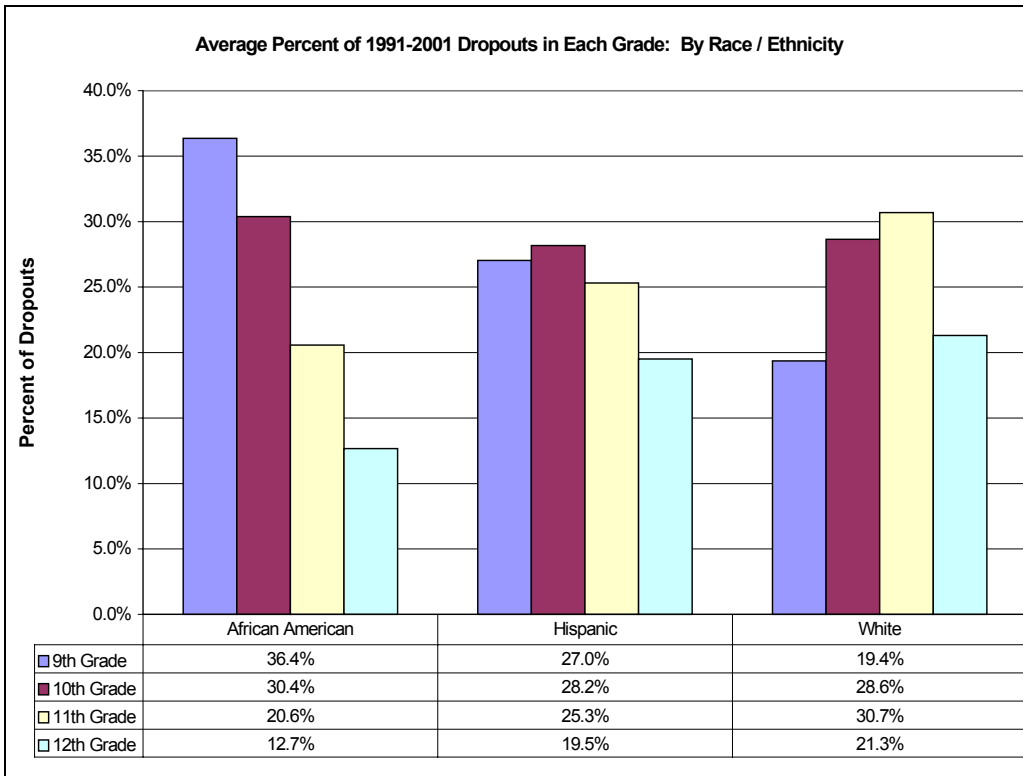# Dropouts in grades 9-12 / "Average" enrollment grades 9-12

"Average enrollment" = (Sept enrollment + (Sept enrollment + TransferIns – TransferOuts – Dropouts))/2

The dropout rate for African American students is higher than the rate for White and Hispanic students in nearly all years.

There has been a steady decline in the dropout rates for White and African American students since 1996.

The dropout rate for Latino/Latina students also tended to decline during that same period, but not as fast and the last year in the period shows an increase in the rate.

The dropout rate for Hispanic students in Missouri is lower than the national average. It is possible that this reflects a smaller proportion of new immigrants among the increasing Hispanic student population in the state.

Average Percent of 1991-2001 Dropouts in Each Grade: By Race / Ethnicity

|	African American	Hispanic	White
■ 9th Grade	36.4%	27.0%	19.4%
■ 10th Grade	30.4%	28.2%	28.6%
□ 11th Grade	20.6%	25.3%	30.7%
□ 12th Grade	12.7%	19.5%	21.3%

Missouri Dropouts by Grade

This chart presents the average annual state-level dropout rate for each race / ethnicity. The total numbers of dropouts in each grade in each year for each racial/ethnic group were calculated. The chart shows the average of the annual rates, by grade.

African American dropouts tend to leave school earlier than White and Hispanic students – a full 2/3 of Black dropouts have exited high school in 9th and 10th grade.

White dropouts leave later in high school -- just over 50% leave school during their junior and senior years.

Hispanic students also tend to dropout in earlier grades. More than 55% of Hispanic dropouts leave school before their junior year.

Average 1991-2001 Dropout Rates: By Supervisory Area
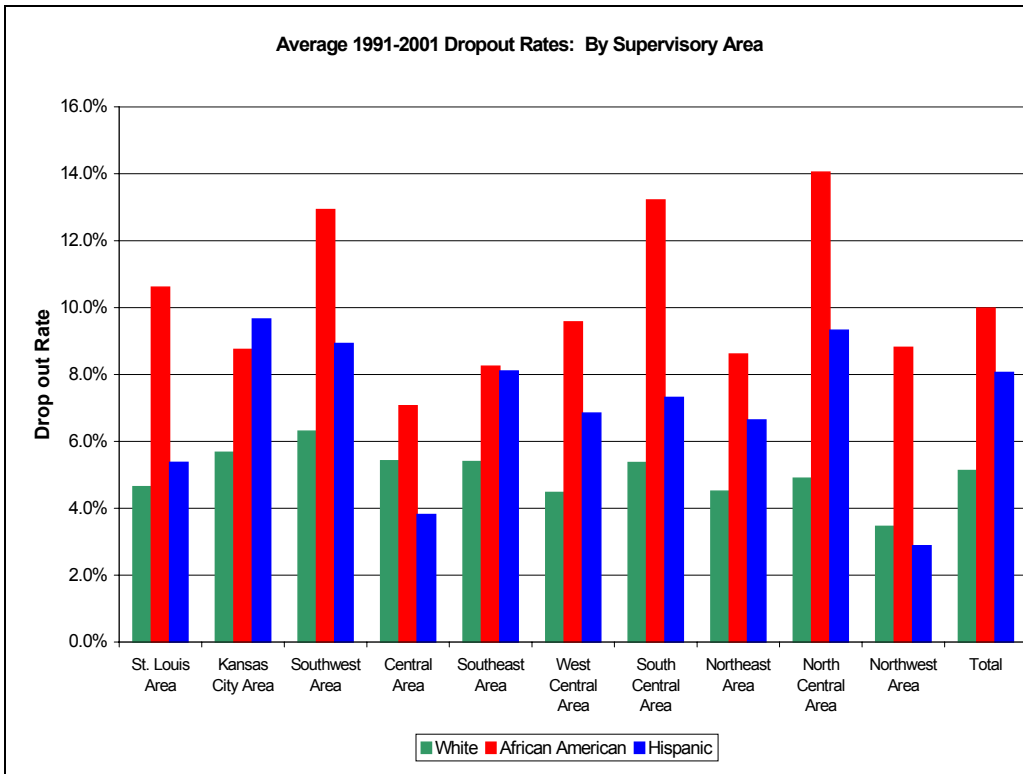
Average Dropout Rates by Region

This chart shows the average dropout rates across regions. The averages were not weighted by the relevant number of students in each year.

There are regional and racial / ethnic differences in the 11-year average dropout rate.
Overall, the average dropout rate for African Americans is higher than the average for White and Hispanic students.

The average dropout rate for Hispanic students exceeds the other groups only in the Kansas City area, though it is nearly as large as the African American rate in the Southeast area.

The dropout rate for Latino/Latina students is lower than the other groups in the Central and Northwest supervisory areas.
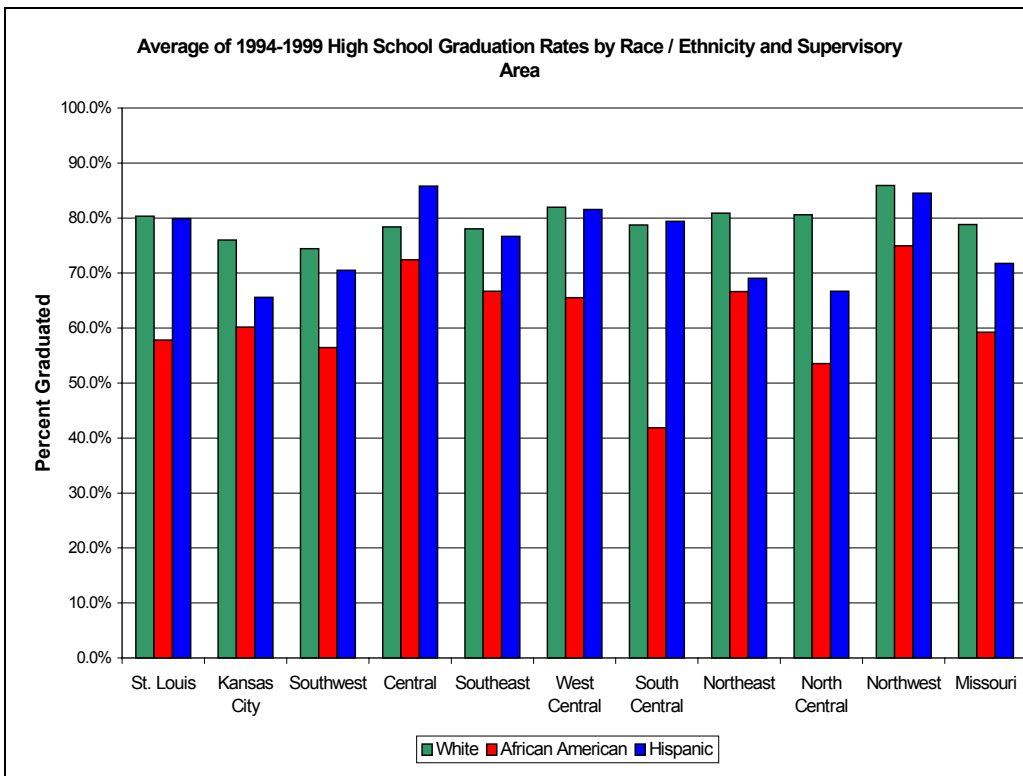
Missouri Graduation Rates by Race
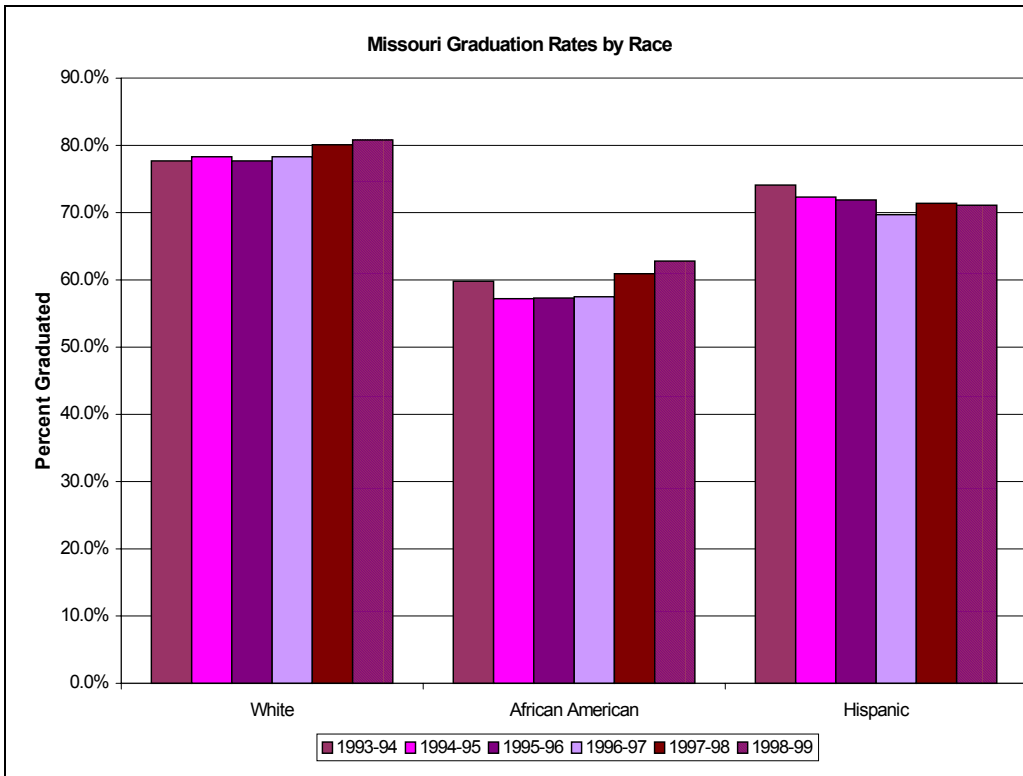
Missouri Graduation Rates

Missouri defines graduation rates in a cohort sense. The graduates in a given year are divided by the sum of (graduates + 12th grade dropouts + prior year 11th grade dropouts + 10th grade dropouts from 2 years prior + 9th grade dropouts from 3 years prior).

This chart shows that, overall, the Hispanic graduation rate is slightly below the rate for White students and above the rate for Blacks. However, the trend has been for White and Black graduation rates to increase, while the overall trend for Hispanic students between 1993-94 and 1998-99 has been slightly declining.

Average of 1994-1999 High School Graduation Rates by Race / Ethnicity and Supervisory Area

Legend: White, African American, Hispanic

Missouri Graduation Rates

This chart shows the average of district-level graduation rates between 1994 and 1999 within each region. The averages are NOT weighted by the relevant number of students.

Graduation rates are lowest for Black students in all regions and generally highest for White students.

There are several regions where the average graduation rates for Hispanic and White students are very similar and a few instances where the graduation rate for Hispanic students actually exceeds the average graduation rate for White students.

The relative graduation rates for Hispanic students seem higher than expected since their dropout rates generally are higher than the rates for White students. However, dropout rate calculations are impacted by student transfers while graduation rates are not.

Transition to College for High School Graduates: By Race / Ethnicity
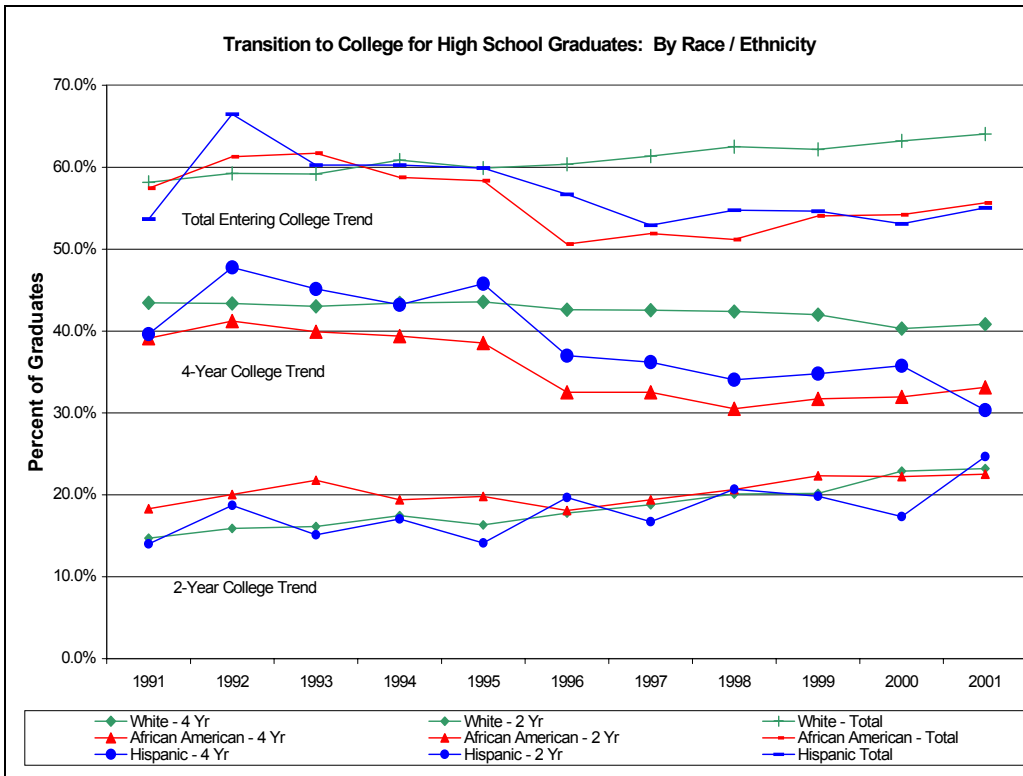
U.S. Transition to College

The *Condition of Education 2001* reports that the immediate transition to college of all high school completers has increased from 60.1% in 1990 to 62.9% in 1999. The highest overall rates occurred in 1996-1998 when the proportion of graduates immediately enrolling in college exceeded 65%. The trend in the transition rates by race are shown below.

Race	1990	1995	1999
White	63.0	64.3	66.3
African American	46.8	51.2	58.9
Hispanic	42.7	53.7	42.3

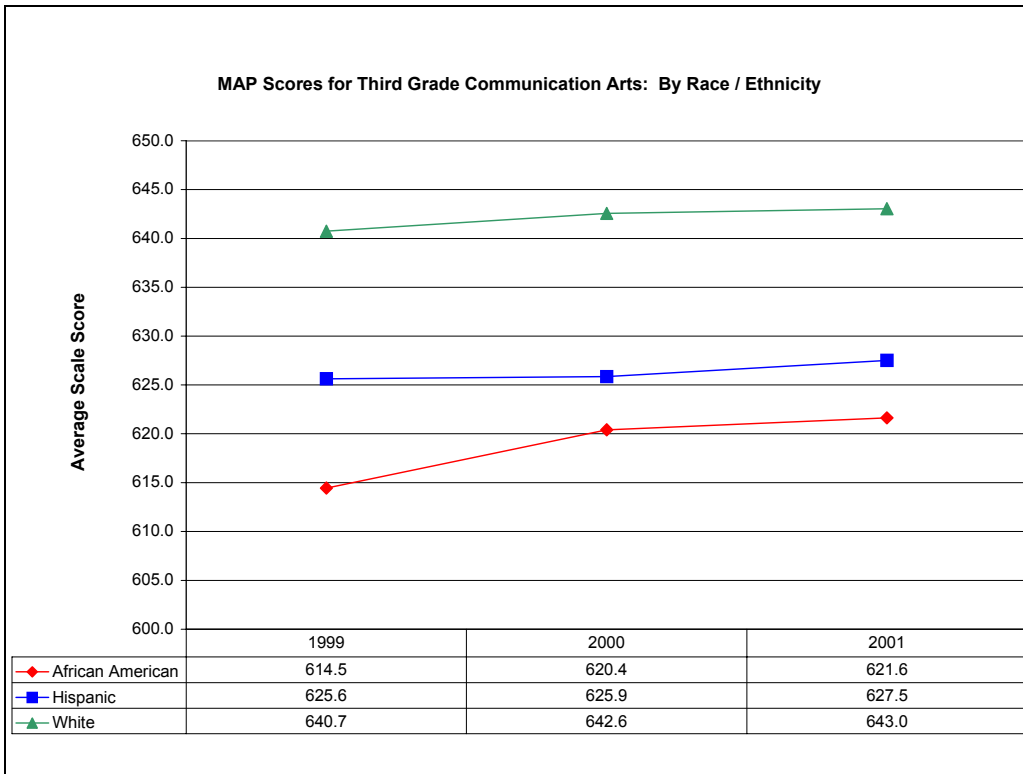Source: *Conditions of Education 2001*, Table 26-1, page 145, NCES 2001.
Only the rate for Hispanic students has fallen off in the latter part of the 1990's.

Missouri Data

Data are from Missouri's Core Data system. Graduation rates are the number of students reported transitioning to higher education divided by the number of graduates. The year shown is the year data were reported: the corresponding graduating class was the prior year.

The overall trend indicates that the proportion of minority graduates going to 2- and 4-year colleges dropped in the middle of the decade. This was primarily due to decreasing numbers of graduates attending 4-year colleges. The overall college attendance rate for Hispanic and African American students has been fairly stable during the latter half of the 1990's.

Changes in rates of attendance to 4-year colleges for African American and Hispanic graduates were very similar until the last year of the period when the proportion of Hispanic graduates attending 2-year colleges increased sharply and the proportion of Hispanic graduates attending 4-year colleges declined sharply. Overall, the proportion of students in all groups attending 2-year colleges has been increasing gradually during the 1990's.

MAP Scores for Third Grade Communication Arts: By Race / Ethnicity

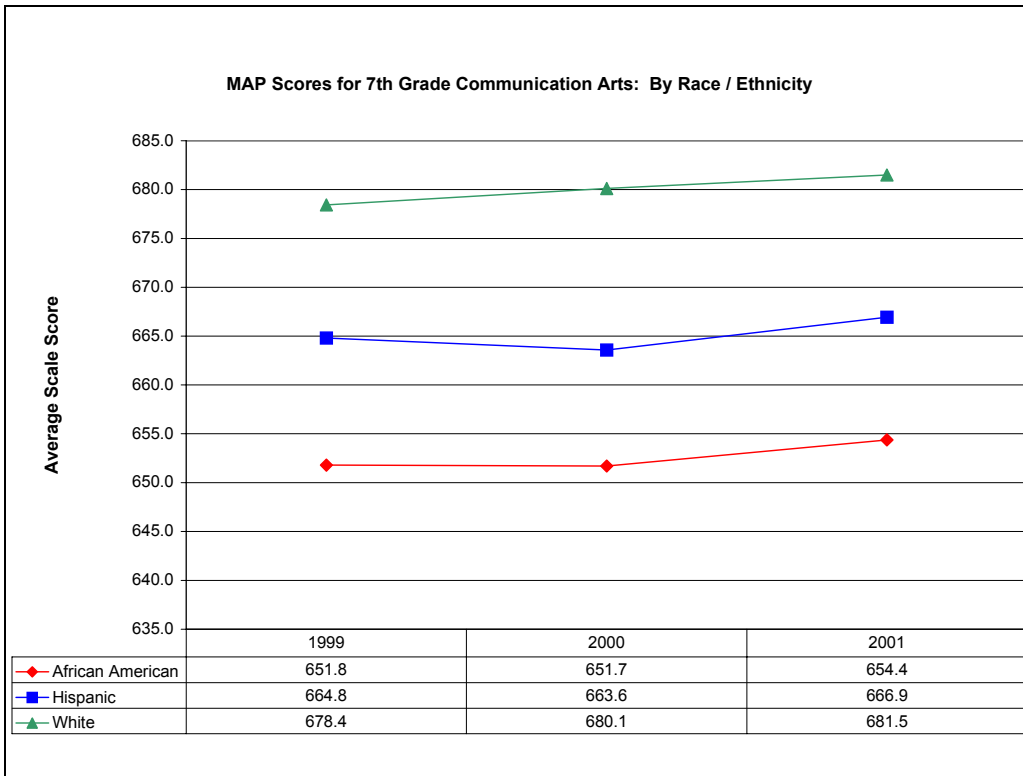|	1999	2000	2001
African American	614.5	620.4	621.6
Hispanic	625.6	625.9	627.5
White	640.7	642.6	643.0

National Test Score Data

The *2001 Digest of Educational Statistics* reports trends in NAEP scores for students by Race/ethnicity. In general, the reading scores for 9 year olds shows Whites scoring higher than Hispanics who score higher than African Americans. The increases between 1990 and 1999 are shown below.

Race / Ethnicity	1990	1996	1999
White	217.0	219.6	221.0
African American	181.8	190.9	185.5
Hispanic	189.4	194.8	193.0

Scores for Whites increased fairly steadily over the 10-year period while scores for Blacks and Hispanics declined slightly in 1999.

MAP Results

Performance on the 3rd grade Communication Arts test shows a relatively sharp increase in scores for African Americans in 2000. Performance for Hispanic and White third graders has increased slightly over the 3 year period, but at a slower rate. The relative performance of the groups is consistent with national trends, i.e., the average score for Hispanics is between the average for Whites and African Americans. The gap between average Hispanic and African American scores has narrowed since the inception of the exam.
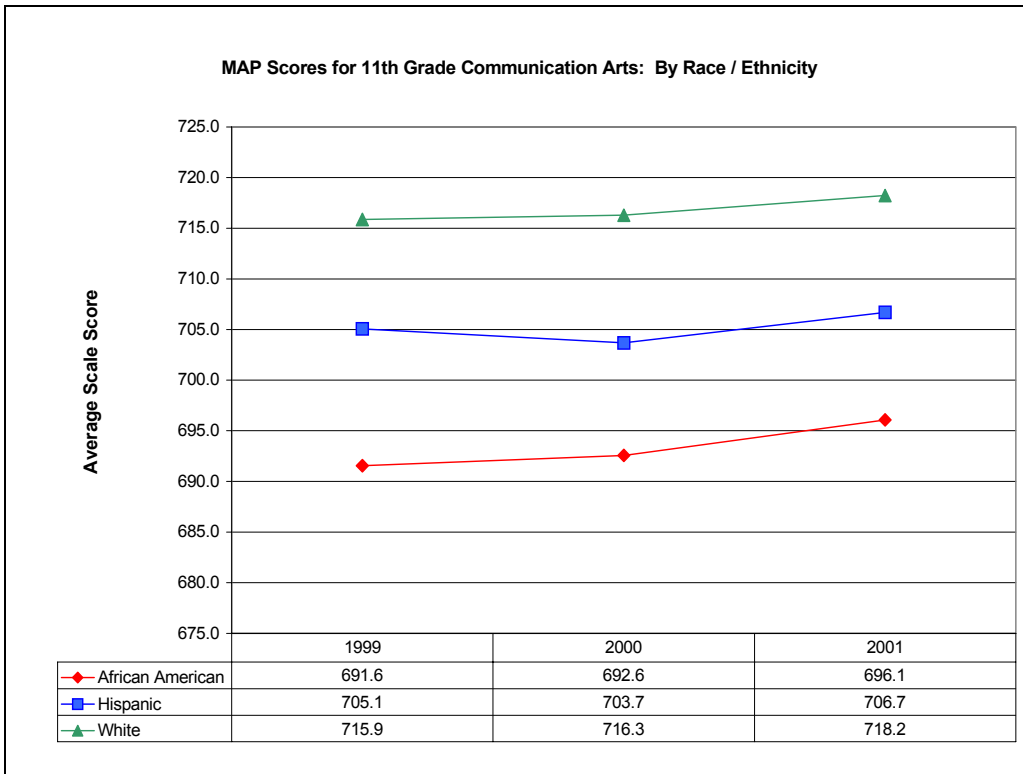
MAP Scores for 7th Grade Communication Arts: By Race / Ethnicity

	1999	2000	2001
African American	651.8	651.7	654.4
Hispanic	664.8	663.6	666.9
White	678.4	680.1	681.5

National Data – NAEP Reading Scores for 13-Year Olds

Race / Ethnicity	1990	1996	1999
White	262.3	265.9	266.7
African American	241.5	234.0	238.2
Hispanic	237.8	238.3	243.8

National data show that the average for White students is increasing gradually while the average for African Americans declined and the increase in the average for Hispanic students was larger than that for the White students.

Missouri MAP Data
The chart reveals relatively flat performance for all groups. The average for Hispanic 7th graders declined slightly in 2000.
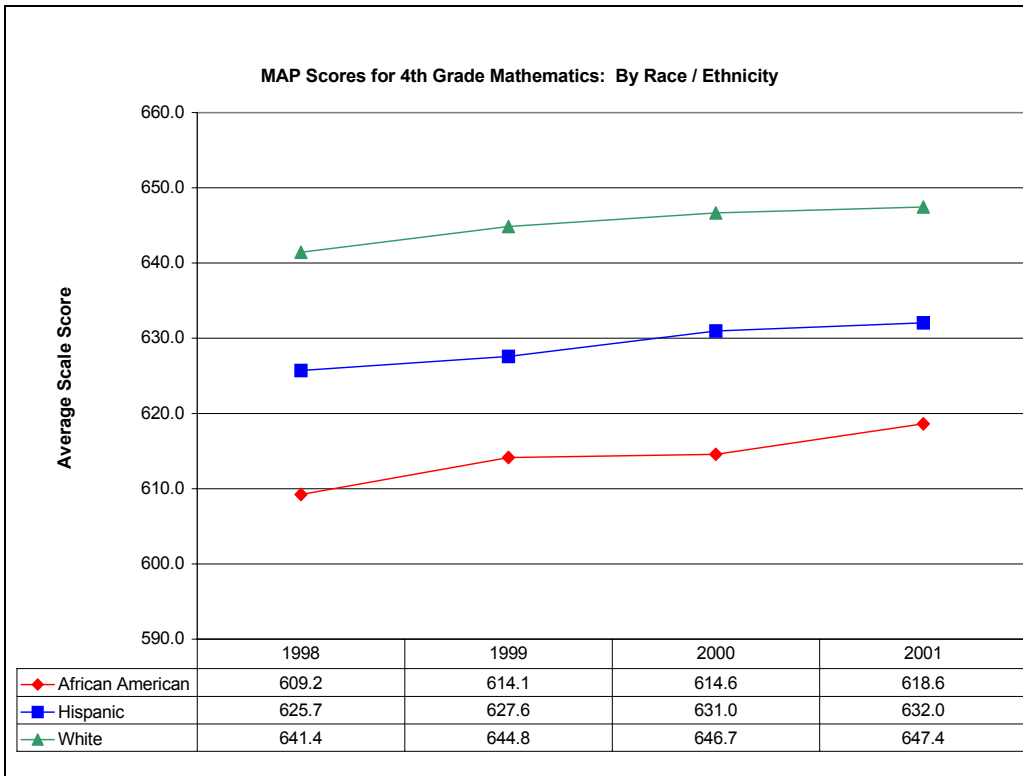
MAP Scores for 11th Grade Communication Arts: By Race / Ethnicity

	1999	2000	2001
African American	691.6	692.6	696.1
Hispanic	705.1	703.7	706.7
White	715.9	716.3	718.2

National Data – NAEP Reading Scores for 17-Year Olds

Race / Ethnicity	1990	1996	1999
White	296.6	295.1	294.6
African American	267.3	266.1	263.9
Hispanic	274.8	265.4	270.7

National data show that the average for all students declined between 1990 and 1999. The average score for Hispanic students increased in 1999 to resume the "middle" position.

Missouri MAP Data

The average for Hispanic students is between White and Blacks. A gradual increase is observed for White and African American students with a small decline for Hispanic students in 2000.

MAP Scores for 4th Grade Mathematics: By Race / Ethnicity

	1998	1999	2000	2001
African American	609.2	614.1	614.6	618.6
Hispanic	625.7	627.6	631.0	632.0
White	641.4	644.8	646.7	647.4

National Test Score Data

The *2001 Digest of Educational Statistics* reports trends in NAEP scores for students by Race/ethnicity. In general, the mathematics scores for 9 year olds shows Whites scoring higher than Hispanics who score higher than African Americans. The trends in average scores by race / ethnicity between 1990 and 1999 are shown below.
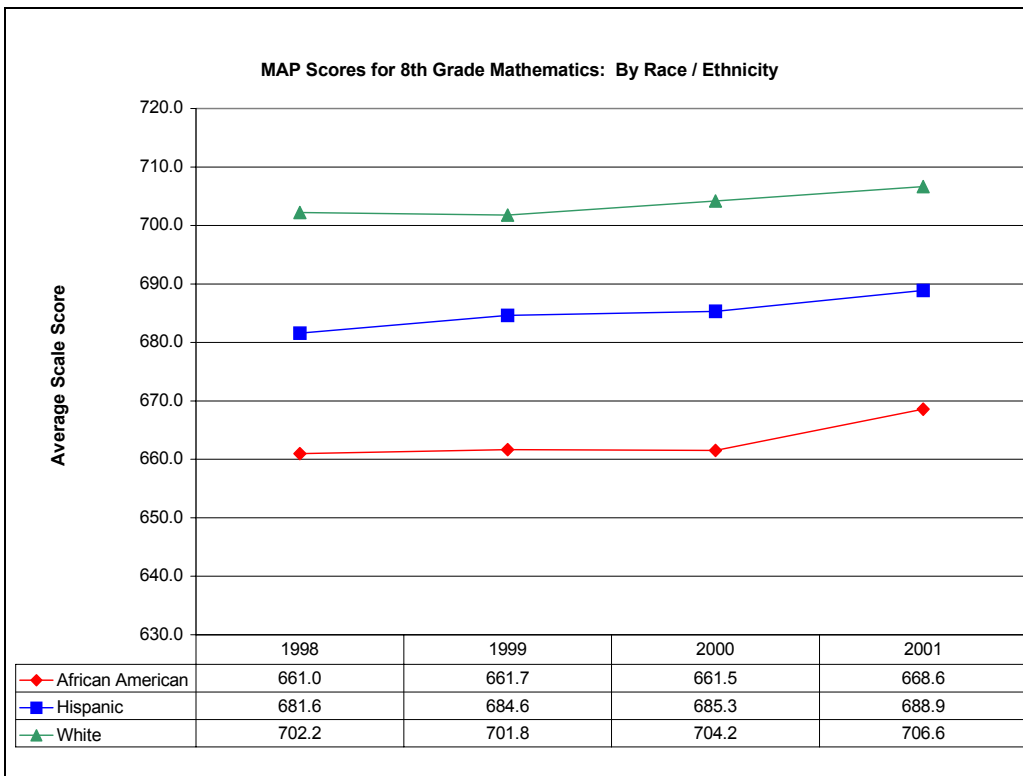
Race / Ethnicity	1990	1996	1999
White	235.2	236.9	238.8
African American	208.4	211.6	210.9
Hispanic	213.8	214.7	212.9

Scores for Whites increased fairly steadily over the 10 year period while scores for Blacks and Hispanics declined slightly in 1999.

Missouri MAP Scores

Average scores on the 4th grade mathematics exam in Missouri show gradual increases for all groups.

The increase for African American students in 2001 was larger than either of the other groups.

MAP Scores for 8th Grade Mathematics: By Race / Ethnicity

	1998	1999	2000	2001
African American	661.0	661.7	661.5	668.6
Hispanic	681.6	684.6	685.3	688.9
White	702.2	701.8	704.2	706.6

National Data – NAEP Mathematics Scores for 13-Year Olds

Race / Ethnicity	1990	1996	1999
White	276.3	281.2	283.1
African American	249.1	252.1	251.0
Hispanic	254.6	255.7	259.2

National data show that the average for White and Hispanic students increased steadily while the average for African Americans was relatively flat, and actually declined by a small amount in 1999.

Missouri MAP Data

All groups showed an overall increase in average 8th grade mathematics scores between 1998 and 2001. The gradual increase observed in national data for White and Hispanic students is apparent in Missouri's MAP performance as well, except the average scores for African Americans increased by nearly 8 points in 2001.

MAP Scores for 10th Grade Mathematics: By Race / Ethnicity

	1998	1999	2000	2001
African American	679.2	683.4	688.0	691.6
Hispanic	709.9	711.8	712.2	718.8
White	726.8	731.5	733.5	739.4
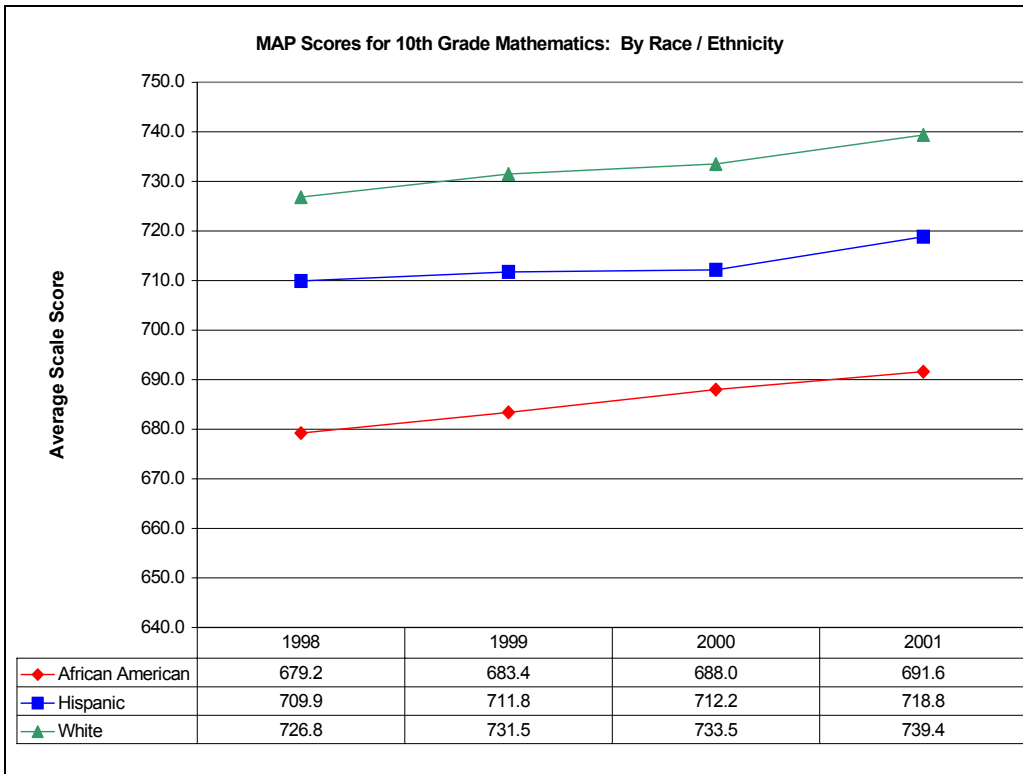
National Data – NAEP Mathematics Scores for 17-Year Olds

Race / Ethnicity	1990	1996	1999
White	309.5	313.4	314.8
African American	288.5	286.4	283.3
Hispanic	283.5	292.0	292.7

National data show that the average for White and Hispanic students increased steadily while the average for African Americans declined. The increase in the Hispanic average closed the gap to the White average from 26 points to 22.1 points.

Missouri MAP Data

Average math performance on Missouri's 10th grade MAP exam showed relatively steady increases for all groups.

The relative level of performance for the various racial / ethnic groups is consistent with national findings, i.e., that Whites' scores are higher than Hispanics' which are higher than Blacks'.