

THE STATE OF EDUCATION FOR



The Education Trust

LATINO STUDENTS

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Latino students make up the largest racial or ethnic group in U.S. public schools after white students – and the Latino student population is growing faster than that of any other group.

Clearly, the success of Latino students is critical to the success of our nation as a whole. So it's encouraging that, by nearly every measure, achievement for Latino students has risen over time. As a nation, we've made real progress in educating Latino students. But we can't rest on our laurels: Despite improvements, Latino students still lag behind their white peers on key measures of achievement and attainment.

In this brief, we present the best available national data on the growth of the Latino student population and on Latino student achievement and attainment in both K-12 and postsecondary education. We hope that these data will be used both to celebrate our nation's improvements and to motivate us to do even more.

What are the trends in Latino student enrollment?

Nationwide, Latino students make up nearly **25 percent** of public school students — the largest group after white students. Moreover, Latinos are the fastest growing major ethnic group in U.S. public schools. Currently, about **11.4 million** Latino students attend American public schools — an increase of **49 percent** between 2001 and 2011. By the 2022-2023 school year, **30 percent** of public school students will be Latino.

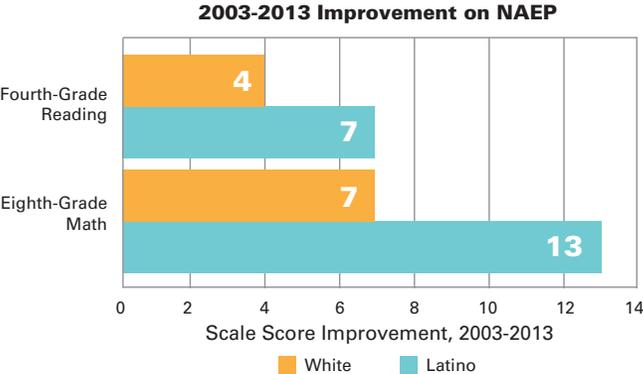
Many of these students need additional support to master the English language. Between 2003 and 2011, the number of English learners in American public schools increased by **14 percent** — and Latino students make up the bulk of students learning English.



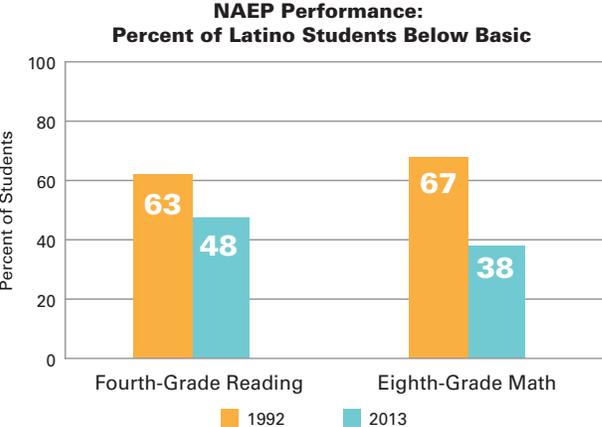
Is performance for Latino students improving in key academic subjects?

Reading and math achievement for Latino students has improved over time, and gaps between Latino students and their white peers have narrowed.

In fourth grade, Latino students' reading scores on the National Assessment of Educational Progress (NAEP) rose by **7 points** between 2003 and 2013, compared with **4 points** for white students. In eighth grade, Latino students' math scores rose nearly twice as fast as white students' scores: **13 points**, compared with **7 points** for white students.

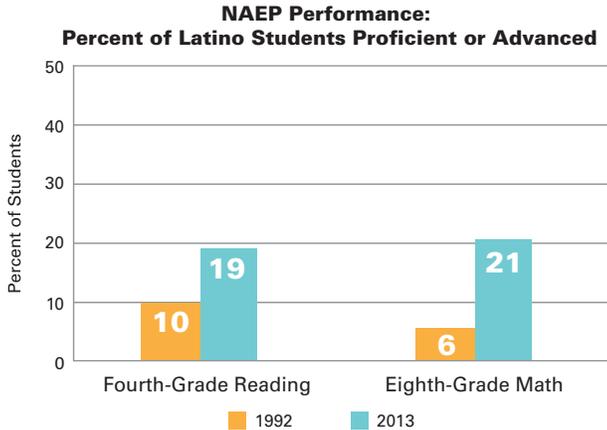


These gains have translated into meaningful improvements in Latino students' knowledge and skills. For example, from 1992 to 2013, the percentage of Latino eighth-graders without basic math skills — who struggle to apply arithmetic operations (addition, subtraction, multiplication, and division) or use diagrams, charts, and graphs to help solve problems — fell by nearly **half**.



And gains aren't limited to the lowest performance levels. In 1992, only 10 percent of Latino fourth-graders read at the proficient or advanced level on NAEP; by 2013, that percentage had **nearly doubled**. Only 6 percent of Latino eighth-graders were proficient or advanced in math in 1992. But fast forward 20 years, and that had **more than tripled**.

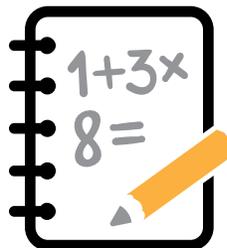
It's important, of course, to look at student performance across subjects and grades, but these two are especially critical. Research shows that without solid reading skills honed in elementary school and a firm grasp of math by the end of middle school, it is difficult for students to do well going forward.



Are schools performing well enough for Latino students?

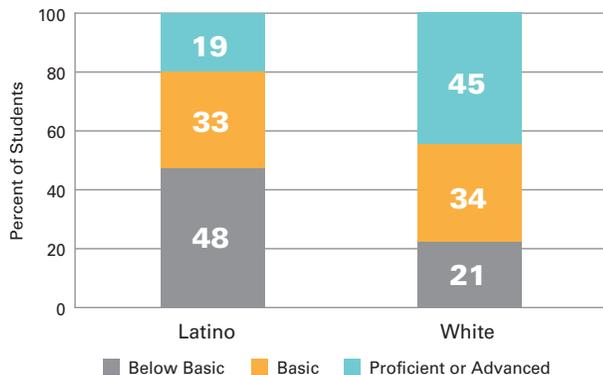
Despite these improvements, performance for Latino students remains far too low, and Latino students trail behind their white peers.

In 2013, **19 percent** of Latino fourth-graders read at a proficient or advanced level on NAEP, compared with **45 percent** of white fourth-graders.

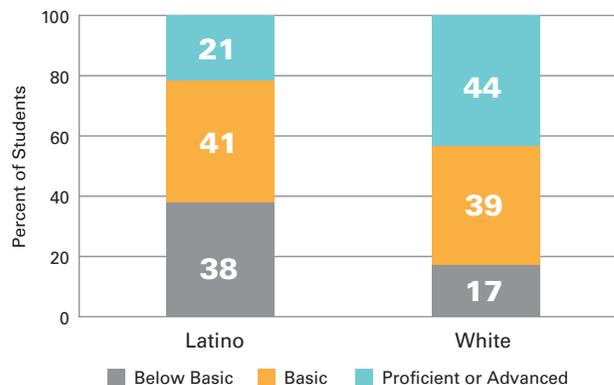


And in eighth-grade math, trends were similar. White eighth-graders were over **twice** as likely as Latino students to be proficient or advanced in math.

2013 NAEP Performance: Fourth-Grade Reading



2013 NAEP Performance: Eighth-Grade Math



Are schools preparing Latino students for college and careers?



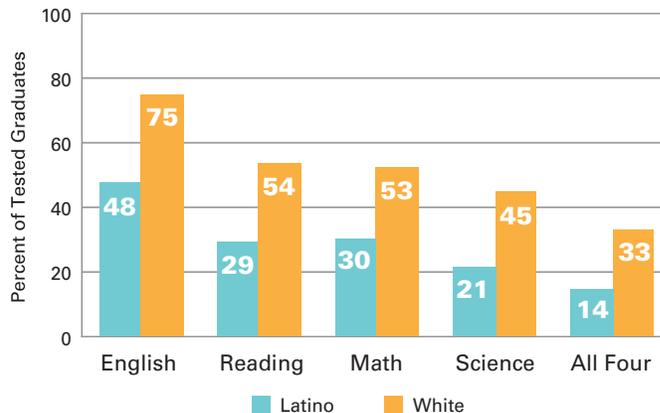
Latinos have made big gains in meeting key benchmarks of college and career readiness while in high school. The number of Latinos who leave high school having taken the ACT has **nearly doubled** in just five years, while the

number of Latino students who leave high school having taken the SAT has increased by **more than a third**. And the number of Latino graduates taking at least one AP exam more than **tripled** between 2002 and 2012, outpacing the growth in the number of Latino graduates.

Still, far too few Latino high schoolers are being adequately prepared — despite these impressive gains. Among Latino students with high potential for success in AP math, just **3 out of 10** took any such course. Only **4 out of 10** Latino students with high potential for AP science took an AP science course.

And fewer than half of Latino graduates who took the ACT met any of its college-readiness benchmarks, which are intended to show whether students have a good chance of succeeding in first-year college courses. Only **1 in 7** met all four — compared with **1 in 3** white graduates who took the ACT.

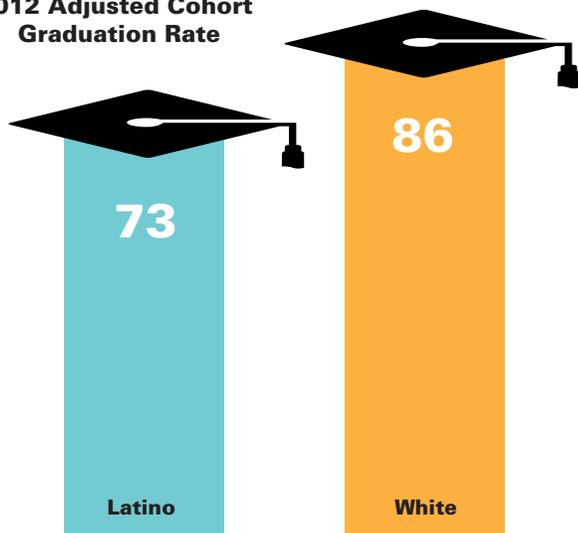
Percent of 2013 Graduates Meeting College-Readiness Benchmarks



Are Latino students graduating ready for the next step?

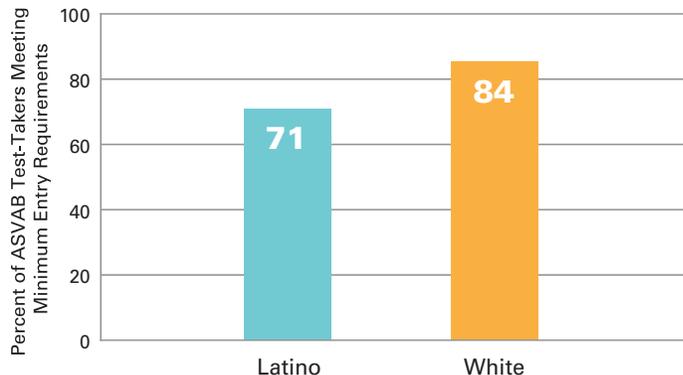
Seventy-three percent of Latino students graduate from high school in four years — which means that **1 in 4** do not graduate on time.

2012 Adjusted Cohort Graduation Rate



And just **71 percent** of young Latino high school graduates who were interested in joining the military met the minimum academic entry requirements for the U.S. Army. That's substantially lower than the **84 percent** of their white peers who met the minimum requirements.

Percent Meeting Minimum Armed Services Vocational Aptitude Battery Requirements



What are the trends in Latino college-going?

Overall, more Latino students are going to college than ever before. The percent of recent Latino high school graduates enrolled in college the following fall reached an all-time high of **69 percent**, up from just **55 percent** 10 years ago. In 2012, Latino students represented **16 percent** of all undergraduates, compared with **11 percent** in 2002.

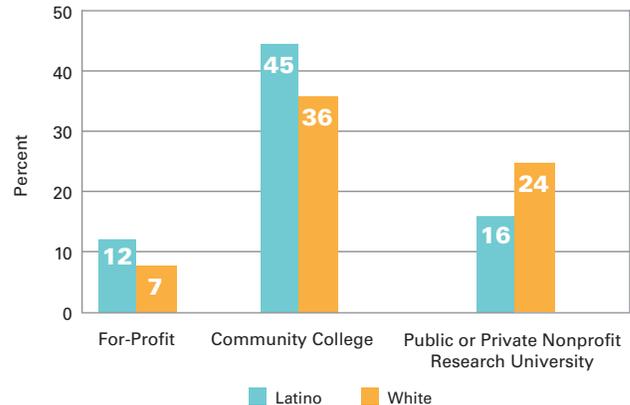
Where are Latino students going to college?

Despite these large gains in access, Latino students are more likely than their white peers to attend for-profit colleges or community colleges, where their chances of earning a degree are lower. **Twelve percent** of Latino students begin college at for-profit colleges, and another **45 percent** begin at public community colleges.



Only **16 percent** of Latino students begin at traditional four-year research universities (private or nonprofit). Among white students, however, only **7 percent** begin at for-profit colleges, and **36 percent** begin at public community colleges. **Twenty-four percent** begin at public or private nonprofit, four-year research universities.

**College Enrollment
by Race and Sector, Fall 2012**



Are Latino students graduating from college?

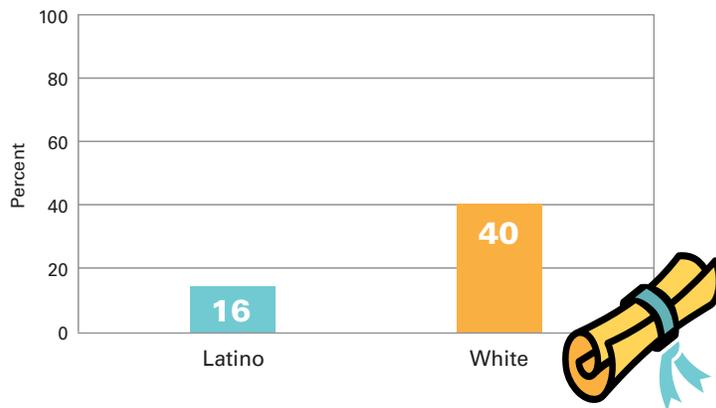
Graduation rates for Latino students are moving in the right direction, but these small gains are not enough. Six-year graduation rates for Latino students have inched up to **52 percent** from **46 percent** in 2002, but that's still far below the **63 percent** graduation rate for white students.

At public two-year colleges, **18 percent** of Latino students earn an associate degree or certificate within three years compared with **24 percent** of white students. Of those students who initially enrolled at any two-year college with the intent to transfer, white students are **twice** as likely as Latino students (22 versus 11 percent) to transfer to a four-year institution within three years.



As a result, large bachelor's degree attainment gaps remain: In 2013, **16 percent** of Latinos ages 25-29 held at least a bachelor's degree, compared with **40 percent** of white young adults.

Bachelor's Degree Attainment of Young Adults (Ages 25-29), 2013



Are some states, districts, schools, and higher education institutions doing better than others for Latino students?

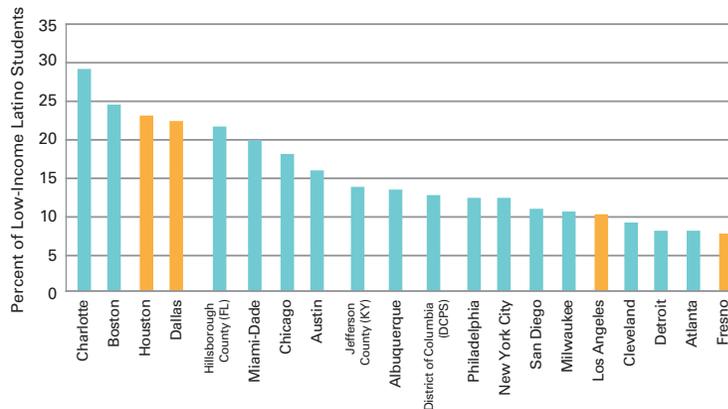
No state is doing as well by Latino students as it should, but some are doing far better than others. On NAEP, for example, the percentage of Latino fourth-graders reaching the proficient or advanced level in reading is over **twice as high** in Florida as in California.

The same is true of districts. Low-income Latino eighth-graders in Houston and Dallas are nearly **three times as likely** to be proficient or advanced in math as those in Fresno, California, and over twice as likely to be proficient in math as those in Los Angeles.

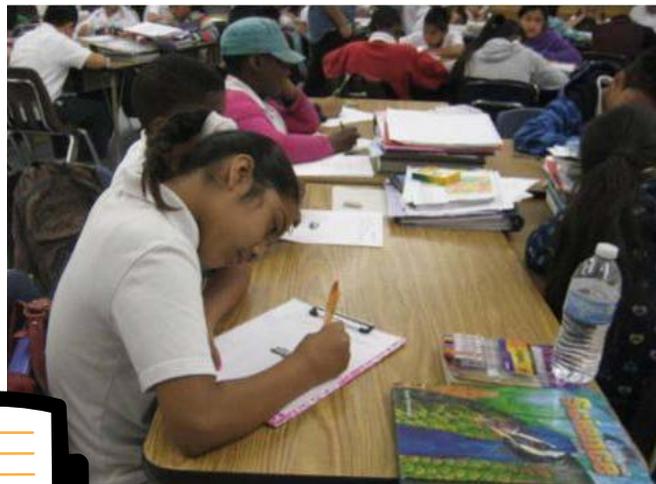
Percent of Latino Fourth-Graders Proficient or Advanced in Reading on NAEP



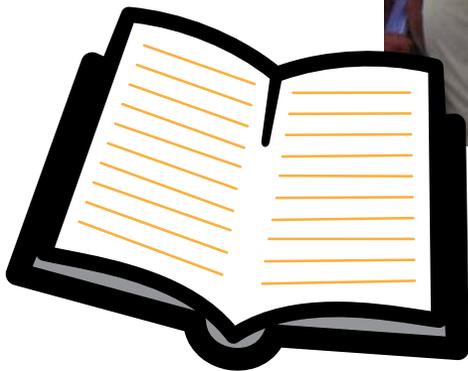
Percent of Low-Income Latino Eighth-Graders Proficient or Advanced in Math on NAEP TUDA



Similarly, some schools are helping their Latino students achieve at sky-high levels. For example, at Laurel Street Elementary in Compton, California, where nearly 80 percent of students are Latino, **100 percent** of Latino fourth-graders were proficient in math in 2013, and **91 percent** were proficient in reading. That's compared with only **66 percent** and **54 percent** of Latino fourth-graders statewide.



Students at Laurel Street Elementary in Compton, California.



At Dr. Carlos J. Finlay Elementary in Miami, where virtually all students are Latino and more than half are English learners, **73 percent** of Latino fifth-graders were proficient in reading in 2013, compared with **56 percent** of Latino students who were proficient statewide.



Working with students at Dr. Carlos J. Finlay Elementary in Miami.

And at University Park Campus School in Worcester, Massachusetts, half the students are Latino — and **100 percent** of Latino students in the class of 2013 graduated on time, compared with **67 percent** of Latino students statewide.



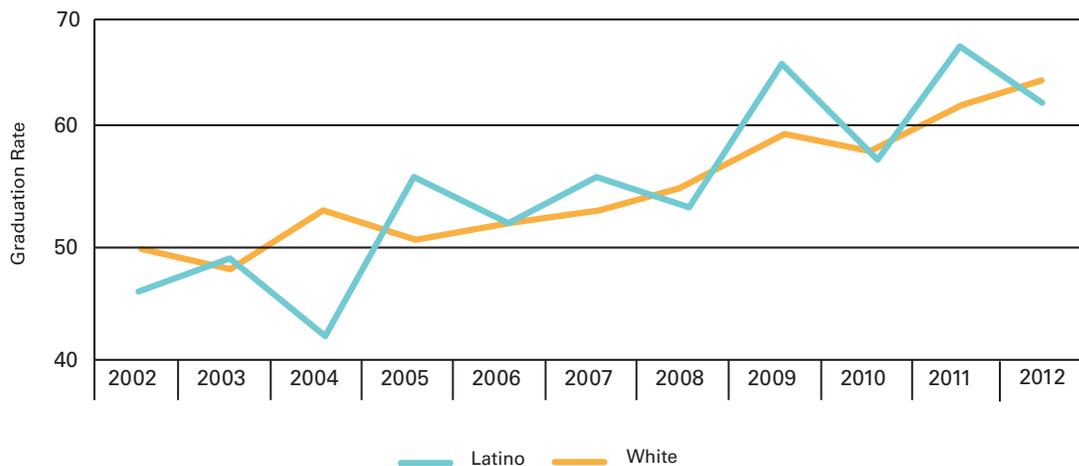
Hands-on instruction at University Park Campus School in Worcester, Massachusetts.



Institutions of higher education are no different. There are many examples of significant and sustained improvement in graduation rates for Latino students that surpass the small national increases.

Stony Brook University, a research university in New York, is one example. From 2004 to 2012, graduation rates for Hispanic students increased by 20 points, from **41.8 percent** to **61.8 percent**. Over this time, Stony Brook almost managed to close an **11.5 percentage** point gap with white students while simultaneously increasing student success overall.

Six-Year Graduation Rates, Stony Brook University



Similarly, San Diego State University has also seen steady increases in the success of its Latino students. Graduation rates nearly doubled from **31.4 percent** in 2002 to **61.3 percent** in 2012.

These schools — and others across the country — show that Latino students can soar. It's up to all of us to help them do so.



Students at San Diego State University in San Diego.

Data Sources

What are the trends in Latino student enrollment?

- **Enrollment:** U.S. Department of Education, National Center for Education Statistics, “Public School Student, Staff, and Graduate Counts by State: School Year 2000-01,” Table 4 (Washington, D.C.: April 2002), <http://nces.ed.gov/pubs2002/2002348.pdf>. U.S. Department of Education, National Center for Education Statistics, “Public Elementary and Secondary School Student Enrollment and Staff Counts from the Common Core of Data: School Year 2010-11,” Table 2 (Washington, D.C.: April 2012), <http://nces.ed.gov/pubs2012/2012327.pdf>.
- **Projected enrollment:** U.S. Department of Education, National Center for Education Statistics, “Projections of Education Statistics to 2022,” Table 3 (Washington, D.C.: February 2014), <http://nces.ed.gov/pubs2014/2014051.pdf>.
- **English learners:** U.S. Department of Education, National Center for Education Statistics, “Digest of Education Statistics: 2012,” Table 47 (Washington, D.C.: December 2013), <http://nces.ed.gov/programs/digest/d12/>.

Is performance for Latino students improving in key academic subjects?

- **NAEP results:** U.S. Department of Education, National Center for Education Statistics, Main NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/naepdata/>.

Are schools performing well enough for Latino students?

- **NAEP results:** U.S. Department of Education, National Center for Education Statistics, Main NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/naepdata/>.

Are schools preparing Latino students for college and careers?

- **ACT participation and college readiness:** ACT, “The Condition of College & Career Readiness 2013: National” (Iowa City, Iowa: ACT, 2013), <http://www.act.org/research/policymakers/cccr13/pdf/CCCR13-NationalReadinessRpt.pdf>. College readiness benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.

- **SAT participation:** College Board, “2013 College-Bound Seniors: Total Group Profile Report” (Washington, DC: College Board, 2013). College Board, “2009 College-Bound Seniors: Total Group Profile Report” (Washington, DC: College Board, 2009).
- **AP participation:** College Board, “The 9th Annual AP Report to the Nation” (Washington, D.C.: College Board, 2013), <http://media.collegeboard.com/digitalServices/pdf/ap/rtn/9th-annual/9th-annual-ap-report-single-page.pdf>.
- **AP potential:** College Board, “The 9th Annual AP Report to the Nation” (Washington, D.C.: College Board, 2013), <http://media.collegeboard.com/digitalServices/pdf/ap/rtn/9th-annual/9th-annual-ap-report-single-page.pdf>. College Board, “The 10th Annual AP Report to the Nation,” (Washington, D.C.: College Board, 2014), <http://media.collegeboard.com/digitalServices/pdf/ap/rtn/10th-annual/10th-annual-ap-report-to-the-nation-single-page.pdf>.

Are Latino students graduating ready for the next step?

- **Graduation rates:** U.S. Department of Education, National Center for Education Statistics, “Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010-11 and 2011-12: First Look” (Washington, D.C.), <http://nces.ed.gov/pubs2014/2014391.pdf>.
- **ASVAB results:** Christina Theokas, “Shut Out of the Military: Today’s High School Education Doesn’t Mean You’re Ready for Today’s Army” (Washington, D.C.: The Education Trust, December 2010), http://www.edtrust.org/sites/edtrust.org/files/publications/files/ASVAB_4.pdf.

What are the trends in Latino college-going?

- **Hispanic enrollment at four-year institutions:** U.S. Department of Education, National Center for Education Statistics, “The Digest of Education Statistics 2013,” Table 306.10 (Washington, D.C.: 2014), http://nces.ed.gov/programs/digest/d13/tables/dt13_306.10.asp; U.S. Department of Education, National Center for Education Statistics, “The Digest of Education Statistics 2004,” Table 206 (Washington, D.C.: 2005), http://nces.ed.gov/programs/digest/d04/tables/dt04_206.asp.
- **Enrollment of recent high school completers:** U.S. Department of Education, National Center for Education Statistics, “The Digest of Education Statistics 2013” (Table 302.20), 3-year moving averages, http://nces.ed.gov/programs/digest/d13/tables/dt13_302.20.asp.

Where are Latino students going to college?

- **Enrollment by sector:** Education Trust analysis of Integrated Postsecondary Education Data System (IPEDS), Fall enrollment, Fall 2012 (by race), (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics), <http://nces.ed.gov/ipeds>.

Are Latino students graduating from college?

- **Overall 6-year graduation rates:** U.S. Department of Education, National Center for Education Statistics, “The Digest of Education Statistics 2013,” Table 326.10 (Washington, D.C.: 2014) http://nces.ed.gov/programs/digest/d13/tables/dt13_326.10.asp.
- **Overall 3-year graduation rates:** U.S. Department of Education, National Center for Education Statistics, “Enrollment in Postsecondary Institutions, Fall 2012; Financial Statistics, Fiscal Year 2012; and Graduation Rates, Selected Cohorts, 2004-2009,” Table 3 (Washington, D.C.: December 2013), <http://nces.ed.gov/pubs2013/2013183.pdf>.
- **Transfer-out rates:** Education Trust analysis of Beginning Postsecondary Students (BPS), 04:09 (Washington, D.C.: U.S. Department of Education).
- **Attainment rates:** U.S. Census Bureau, Current Population Survey 2013, Detailed Tables, Educational Attainment in the United States 2013.

Are some states, districts, schools, and higher education institutions doing better than others for Latino students?

- **Percent proficient/advanced on NAEP by state and by district:** U.S. Department of Education, National Center for Education Statistics, Main NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/naepdata/>. Only selected states are shown on the chart.
- **Laurel Street Elementary School demographics and proficiency rates:** California Department of Education, 2013, DataQuest, <http://dq.cde.ca.gov/dataquest/>.
- **Dr. Carlos J. Finlay Elementary School demographics:** Florida Department of Education, Education Information & Accountability Services, PK-12 Public School Data Publications and Reports, <http://www.fldoe.org/eias/eiaspubs/default.asp>.
- **Dr. Carlos J. Finlay Elementary School proficiency rates:** Florida Department of Education, FCAT 2.0: Student Performance Results: Demographic Report, <https://app1.fldoe.org/FCATDemographics/>.
- **University Park Campus School demographics and proficiency rates:** Massachusetts Department of Elementary and Secondary Education, School/District Profiles, <http://profiles.doe.mass.edu/>.
- **Stony Brook University:** Joseph Yeado, “Intentionally Successful: Improving Minority Student College Graduation Rates” (Washington, D.C.: The Education Trust, July 2013), http://www.edtrust.org/files/Intentionally_Successful.pdf. College Results Online, <http://www.collegeresults.org>.
- **San Diego State University:** Mary Nguyen, Erin Ward Bibo, and Jennifer Engle, “Advancing to Completion: Increasing degree attainment by improving graduation rates and closing gaps for Hispanic students” (Washington, D.C.: The Education Trust, September 2012), http://www.edtrust.org/sites/edtrust.org/files/Advancing_Hisp.pdf. College Results Online, <http://www.collegeresults.org>.

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