



## The Education Trust

Closing the gaps in opportunity and achievement, pre-K through college.

# Education Watch State Report

APRIL 2009

### Improving Achievement and Closing Gaps

All around America, people are talking about ways to improve education. Important discussions are focusing on the gaps in educational opportunity and achievement that separate low-income students and students of color from others. Most constructive conversations on the topic begin not with finger-pointing or theorizing but with a careful look at hard evidence.

In this document, The Education Trust presents an array of data in a consistent format so that educators, parents, and public officials in every state and the nation can squarely face this issue. Each "Education Watch State Report" shows how well schools are serving different groups of young people. Similar disturbing patterns exist in virtually every state and the nation:

- Educational performance is too low, and big gaps separate low-income students and students of color from others.
- Improvement, while real, is far too slow.

Changing these patterns is essential. One reason is that America's population is changing fast. Indeed, low-income students and students of color now constitute a majority of the nation's public school students. But opportunity gaps have rigged the system against their educational success. This report documents these gaps and shows the resulting toll in student achievement.

The good news is that achievement gaps are not inevitable. Around the country, evidence is unequivocal that low-income students and students of color achieve at high levels when schools and school systems are organized to support student success.

We hope you will use the information in this report to close the opportunity and achievement gaps once and for all.



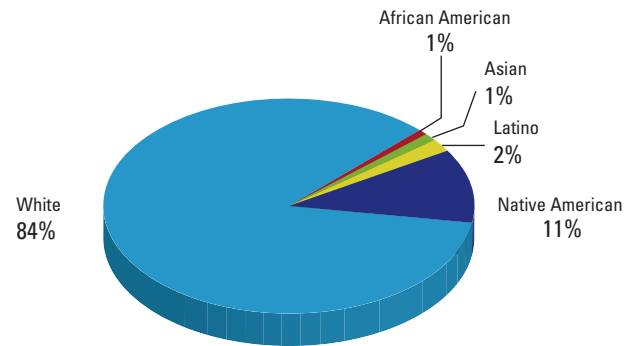
## MONTANA

### Vital Statistics

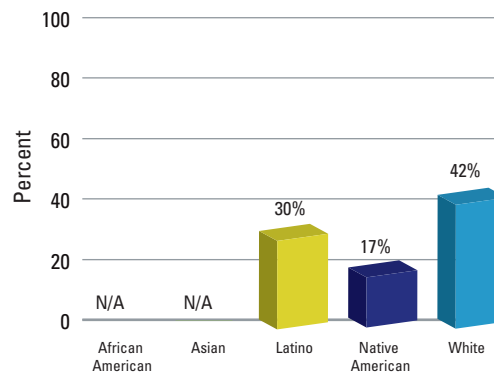
An overview of the state's student population, the levels of achievement in reading and mathematics, and high school and college graduation rates.

#### Public K-12 Enrollment, 2005-06

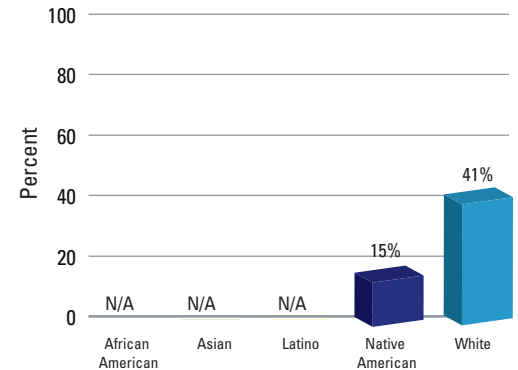
(144,339 total students)



#### Reading—Fourth-Grade Students Scoring Proficient or Higher on the National Assessment in 2007

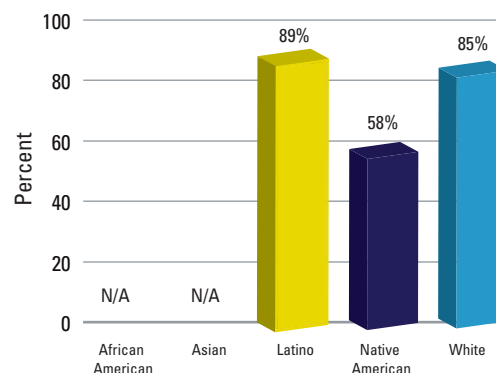


#### Math—Eighth-Grade Students Scoring Proficient or Higher on the National Assessment in 2007



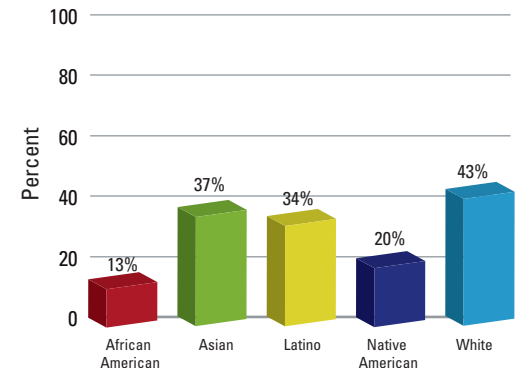
#### On-Time High School Graduation Rates

(Averaged Freshman Graduation Rate, 2006)



#### Public College Graduation Rates

(Freshmen Entering Fall 2000 Who Graduated By 2006)



## Inside Education Watch

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## Helpful Hints

Throughout this report, explanatory information appears in the shaded areas to help you interpret the various charts. If you are having difficulty understanding a chart, look here for clarification. For more in-depth information about data sources, technical terms, and calculations, see the Notes section at the end of the report. In addition, small inconsistencies in some numbers or percentages are due to rounding.

## Data to Support Honest Conversations About Where We Are and What We Need to Do

Data are at the heart of any successful school-improvement process, but understanding which data to focus on and how to analyze the information can be challenging. In this report, The Education Trust offers a roadmap to help you understand education data commonly collected in the states and the nation. The report contains information in four areas:

### Demographics: A Snapshot of Today and Tomorrow

This section provides a context for understanding other data presented in this report. As you will see, performance outcomes vary greatly across student groups. Knowing the size of each student group and how fast each is growing can help education leaders plan more effectively to meet the academic needs of all students.

### Achievement: Reading, Mathematics, and Science

Results from the National Assessment of Educational Progress (NAEP) provide unique opportunities for state-to-state comparisons of overall student performance, differences among groups, trends over time, and progress among states. NAEP results also provide a powerful external check on states' standards and assessments. The results of state assessments appear here, but wide variations in these assessments prevent comparisons among states.

This report focuses on results at crucial educational turning points: fourth-grade reading, when students begin to use their reading skills to acquire content knowledge in other subjects, and eighth-grade mathematics, when students transition from computation to the abstract reasoning required in higher level mathematics classes. The report also includes NAEP science data for the first time.

### Attainment: High School and College Graduation

Achievement alone does not tell the full story of student success. A high school diploma is a basic requirement for a good job and additional education. And in an information economy, many jobs require a bachelor's degree or higher. Low graduation rates adversely affect the economy of your state and have lifelong consequences for students.

### Opportunity: Teacher Quality, Academic Rigor, Funding

Too often, our system takes those who start from behind and gives them less of everything they need to succeed: high-quality teachers, a rigorous curriculum, and adequate and equitable funding. What's more, most states do not even collect sufficient data on educational opportunity. This final section examines the available data so states can begin to close the opportunity and achievement gaps.

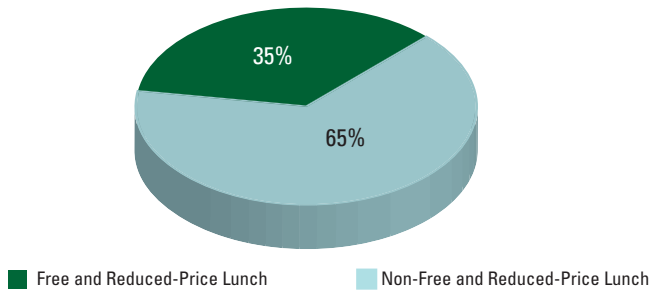
## About The Education Trust

The Education Trust promotes high academic achievement for all students at all levels—pre-kindergarten through college. We work alongside parents, educators, policymakers, and community and business leaders across the country in transforming schools and colleges into institutions that serve all students well. Lessons learned in these efforts, together with unflinching data analyses, shape our state and national policy agendas. Our goal is to close the gaps in opportunity and achievement that consign far too many young people—especially those who are black, Latino, American Indian, or from low-income families—to lives on the margins of the American mainstream.

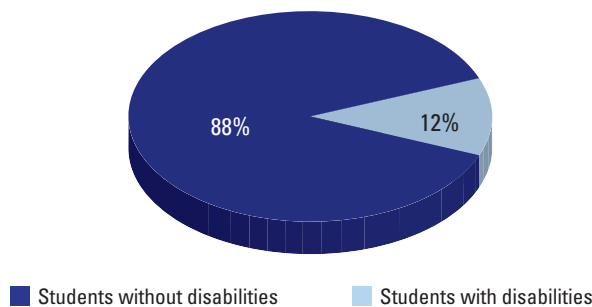
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# Demographics

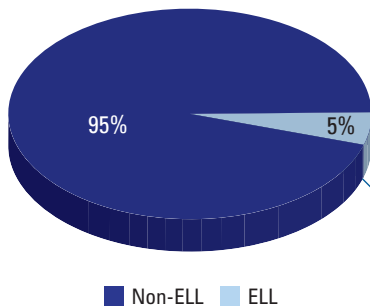
**Low-Income Students, 2005-06**  
Percentage eligible for free and reduced-price lunch



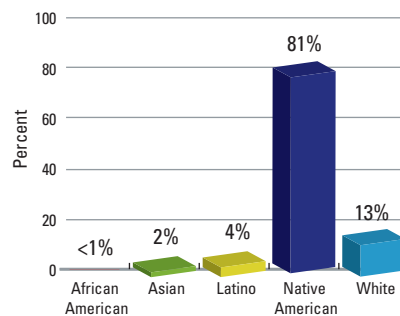
**Students With Disabilities, 2005-06**  
Percentage classified under IDEA



**English-Language Learners, 2005-06**



**Distribution of English-Language Learners, 2005-06**



Public schools educate students from diverse backgrounds. These charts show the percentages of low-income students, students with disabilities, and English-language learners enrolled in your schools.

## A Shifting Population

Changes in state population ages 5-24, 2006-20

	Population 2006	Projected Population 2020	Projected Change 2006-20
<b>African American</b>	1,162	1,136	-2%
<b>Asian</b>	2,963	3,613	22%
<b>Latino</b>	9,454	12,037	27%
<b>Native American</b>	27,471	34,147	24%
<b>White</b>	228,284	212,239	-7%
<b>Total</b>	269,334	263,172	-2%

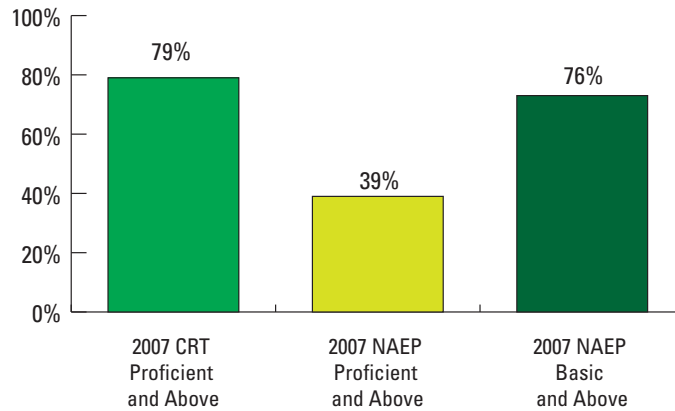
This table shows the youth population of your state in 2006 and U.S. Census Bureau projections of the population in 2020. In addition to noting the overall change in population in your state, look at the third column to see which groups are growing fastest.

# Achievement: Reading

All states annually test students' knowledge and skills to determine whether students are meeting grade-level standards. But states' tests and standards vary widely, making comparisons among states impossible. One way to assess the rigor of state standards is to compare student proficiency rates on state tests with those on the NAEP exam.

## Are students proficient in reading?

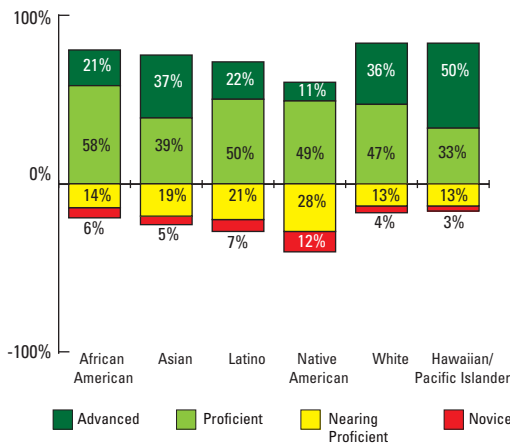
**Grade 4 Overall Reading/English Language Arts Performance**  
Montana Criterion-Referenced Test and NAEP



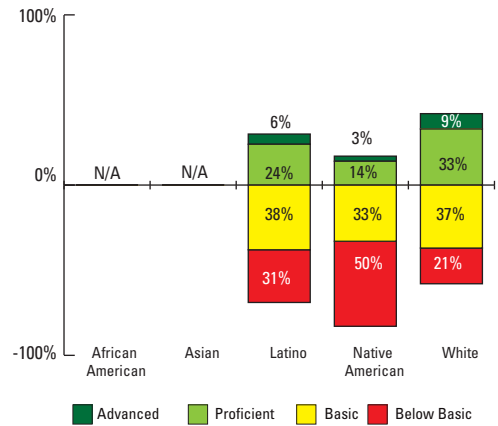
Overall averages mask underlying gaps in achievement. The horizontal line across the middle of both charts represents the "proficient" level on the state assessment and NAEP, respectively. Students falling below this line are below proficient.

## Do results vary by group?

**2007 Montana Criterion-Referenced Test**  
Grade 4 Reading



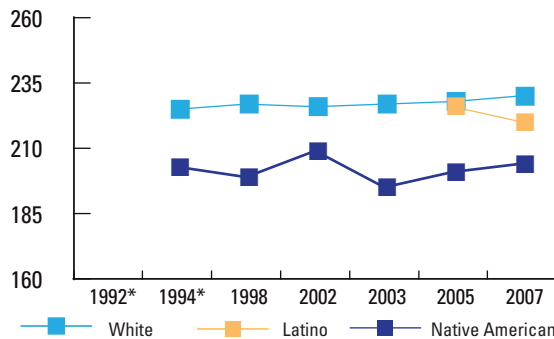
**2007 NAEP—Montana**  
Grade 4 Reading



This chart shows the fourth-grade reading performance of various student groups over time. The pattern is encouraging if it shows rising student achievement and narrowing gaps between student groups.

## Is Montana closing the gap?

**NAEP Grade 4 Reading**



	Score Gap		
	1998	2003	2007
<b>Latino-White Gap</b>	N/A	N/A	10
<b>Native American-White Gap</b>	28	32	26

\* NAEP did not permit accommodations for students with disabilities and English-Language Learners for these years.

## Is NAEP performance improving?

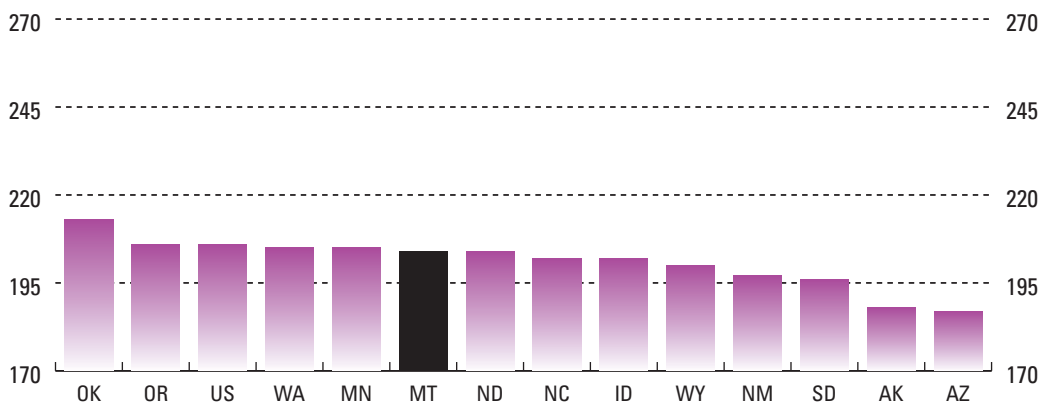
### Grade 4 Reading

	NAEP Scale Score		Change from 1998-2007	
	1998	2007	State Change	Biggest Gainers
<b>African American</b>	N/A	N/A	N/A	24 (DE)
<b>Asian</b>	N/A	N/A	N/A	30 (MA)
<b>Latino</b>	N/A	220	N/A	42 (DE)
<b>Native American</b>	199	204	5	17 (NM)
<b>White</b>	227	230	3	15 (DE, FL)
<b>All</b>	225	227	2	18 (DE, DC, FL)

The first three columns of numbers in this table show the progress of fourth-grade students on the NAEP reading test. The last column shows the progress of the states that made the greatest gains over the same period for the same student group. From 1998 to 2007, Delaware had the largest gains for African-American, Latino, and white students, proving it is possible to make significant gains for all students.

## How does the reading performance of Native-American students compare across states?

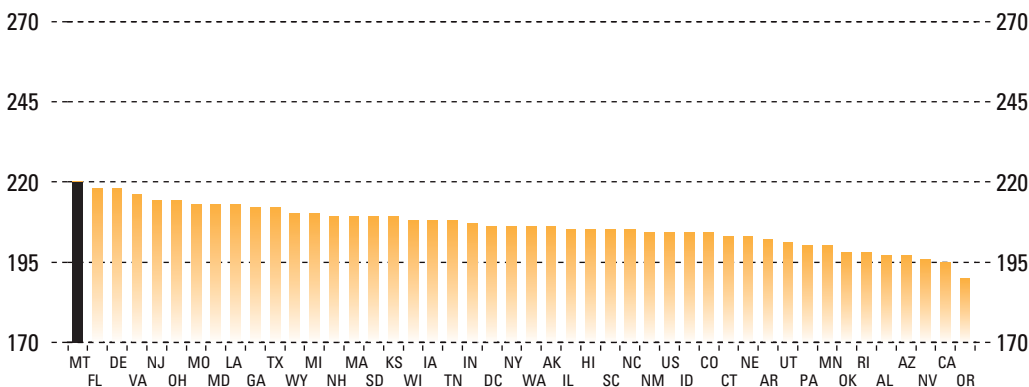
### 2007 NAEP Grade 4 Reading Average Scale Score



Comparing NAEP results across states reveals that some states are far more successful than others in educating students of color. These next two charts compare the performance of fourth-graders from the largest populations of color in your state with the same populations in other states.

## How does the reading performance of Latino students compare across states?

### 2007 NAEP Grade 4 Reading Average Scale Score

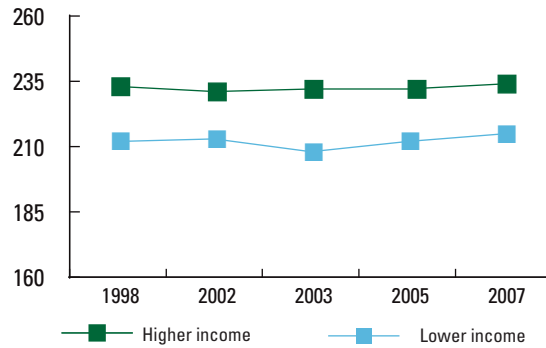


# Achievement: Reading

Just as the chart on page 4 illustrates the gaps in reading achievement among fourth-graders of different ethnic backgrounds, this chart does the same for higher income and lower income students.

## Is Montana closing the gap?

### NAEP Grade 4 Reading



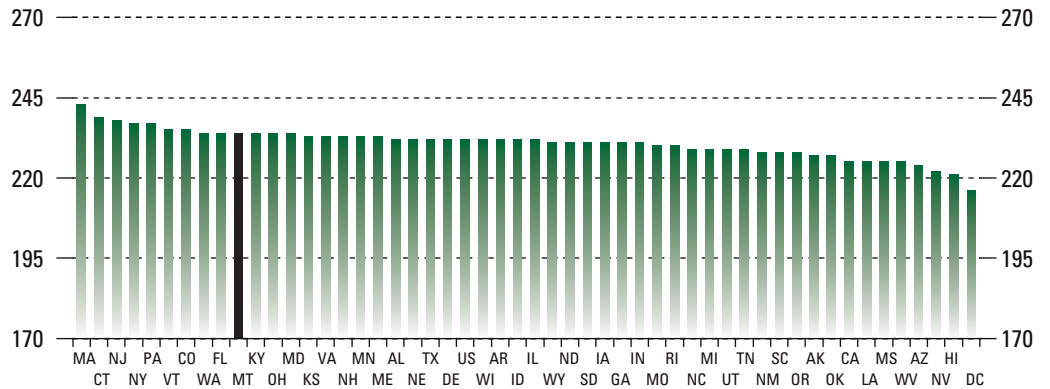
	Score Gap		
	1998	2003	2007
<b>Gap Between Lower Income and Higher Income Students</b>	21	24	19

(Lower income students are eligible for free or reduced-price lunch. Higher income students are not.)

The next two charts display the states from highest to lowest according to the reading achievement of fourth-graders from higher income and lower income families.

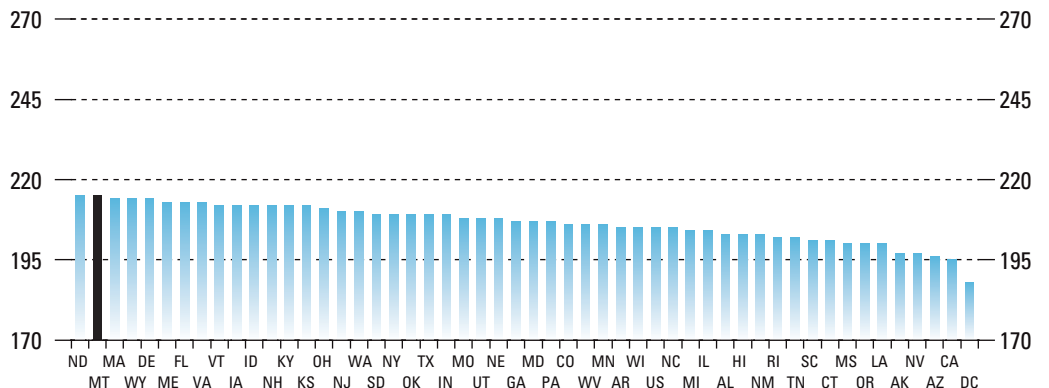
## How does the reading performance of higher income students compare across states?

### 2007 Grade 4 Reading Average Scale Score



## How does the reading performance of lower income students compare across states?

### 2007 Grade 4 Reading Average Scale Score

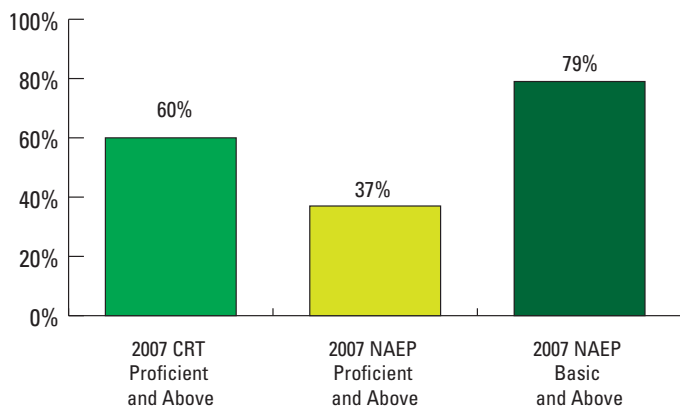


# Achievement: Mathematics

## Are students proficient in mathematics?

### Grade 8 Overall Mathematics Performance

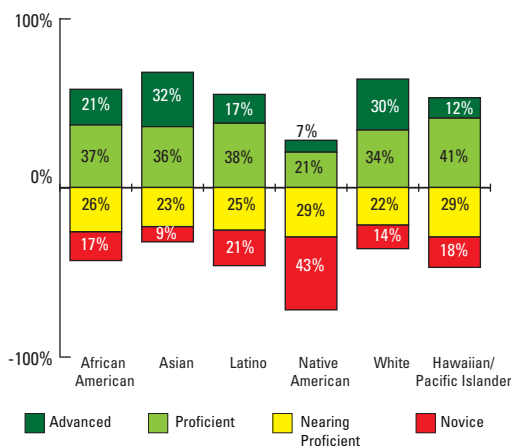
Montana Criterion-Referenced Test and NAEP



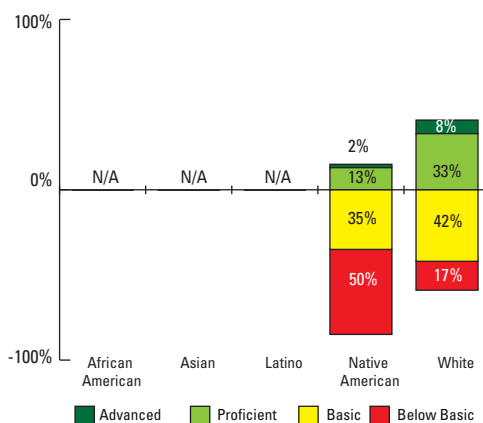
All states annually assess students' knowledge and skills to determine whether students are meeting grade-level standards. But states' standards and tests vary widely, making comparisons among states impossible. One way to assess the rigor of state standards is to compare student proficiency levels on the state test with those on the NAEP exam.

## Do results vary by group?

### 2007 Montana Criterion-Referenced Test Grade 8 Mathematics



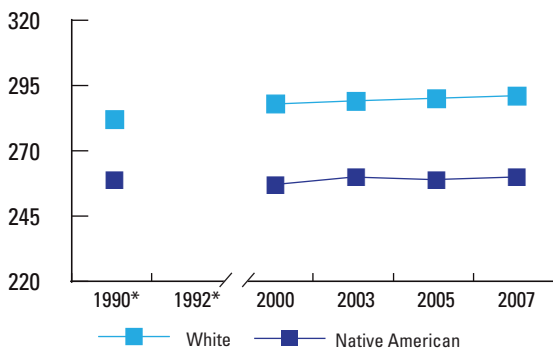
### 2007 NAEP—Montana Grade 8 Mathematics



Overall averages mask underlying gaps in achievement. The horizontal line across the middle of both charts represents the "proficient" level on the state assessment and NAEP, respectively. Students falling below this line are below proficient.

## Is Montana closing the gap?

### NAEP Grade 8 Mathematics



	Score Gap		
	2000	2003	2007
<b>Native American-White Gap</b>	31	29	31

This chart shows eighth-grade mathematics performance of various student groups over time. The pattern is encouraging if it shows rising student achievement combined with narrowing gaps between student groups.

\* NAEP did not permit accommodations for students with disabilities and English-Language Learners for these years.

The first three columns of numbers in this table show the progress of eighth-grade students on the NAEP mathematics test. The last column shows the progress of the states that made the greatest gains over the same period for the same student group. From 2000 to 2007, Massachusetts posted the largest gains for Latino, Asian, and white students and the second largest for African-American students, proving it is possible to make significant gains for all students.

## Is NAEP performance improving?

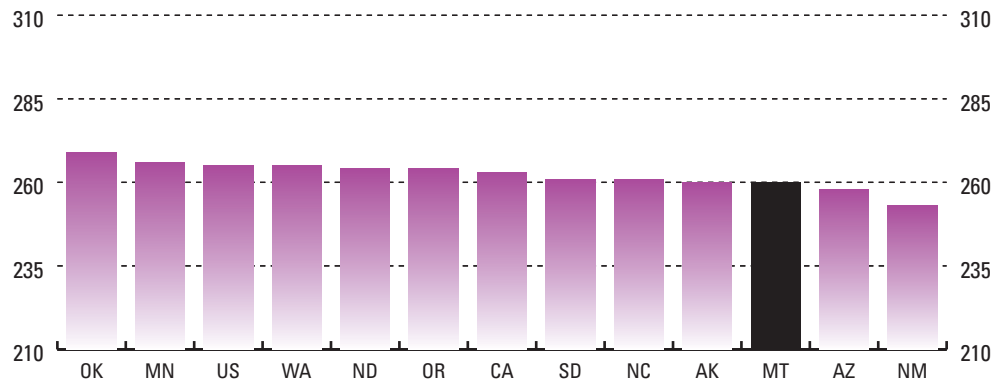
### Grade 8 Mathematics

	NAEP Scale Score		Change from 2000-2007	
	2000	2007	State Change	Biggest Gainers
<b>African American</b>	N/A	N/A	N/A	27 (AR)
<b>Asian</b>	N/A	N/A	N/A	23 (MA)
<b>Latino</b>	N/A	N/A	N/A	24 (MA)
<b>Native American</b>	257	260	3	21 (ND)
<b>White</b>	288	291	3	21 (MA)
<b>All</b>	285	287	2	19 (MA)

Comparing NAEP results across states reveals that some states are far more successful than others in educating students of color. This chart compares the performance of eighth-graders from the largest population of color in your state with the same population in other states.

## How does the mathematics performance of Native-American students compare across states?

### 2007 Grade 8 Mathematics Average Scale Score

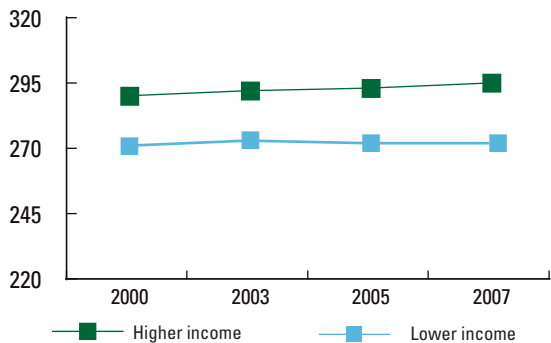




# Achievement: Mathematics

## Is Montana closing the gap?

### NAEP Grade 8 Mathematics



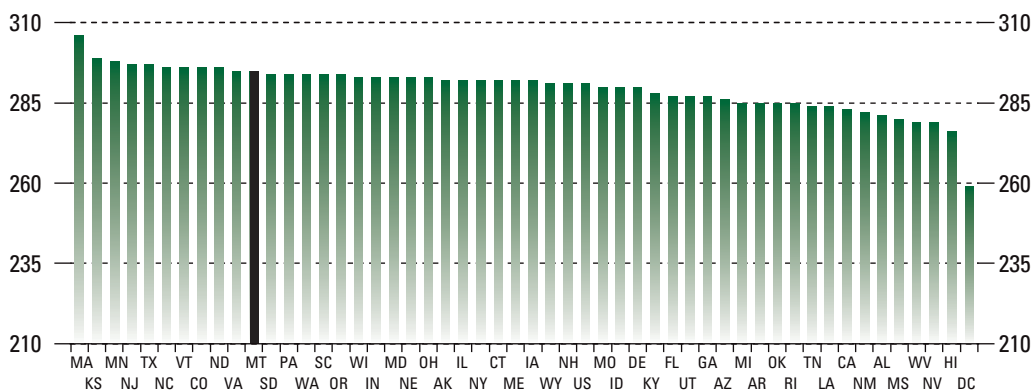
	Score Gap		
	2000	2003	2007
<b>Gap Between Lower Income and Higher Income Students</b>	19	19	23

(Lower income students are eligible for free or reduced-price lunch. Higher income students are not.)

Just as the charts on page 7 illustrate the gaps in mathematics achievement among eighth-graders of different ethnic backgrounds, this chart does the same for higher income and lower income students.

## How does the mathematics performance of higher income students compare across states?

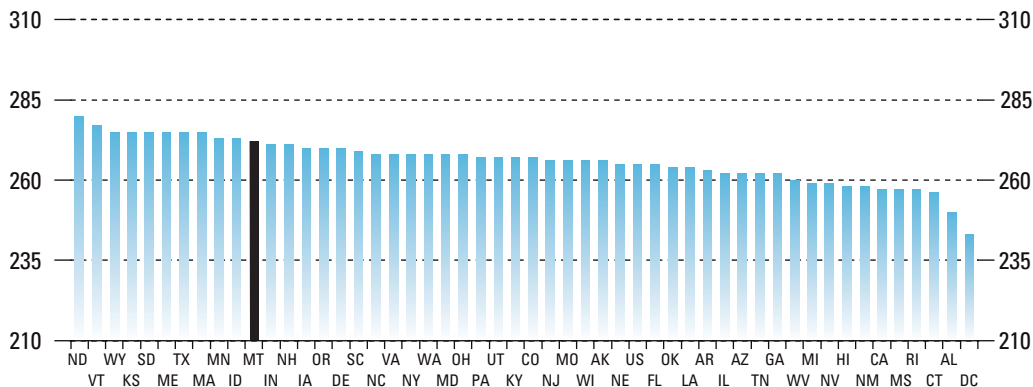
### 2007 Grade 8 Mathematics Average Scale Score



The next two charts display the states from highest to lowest according to the mathematics achievement of eighth-graders from higher income and lower income families.

## How does the mathematics performance of lower income students compare across states?

### 2007 Grade 8 Mathematics Average Scale Score

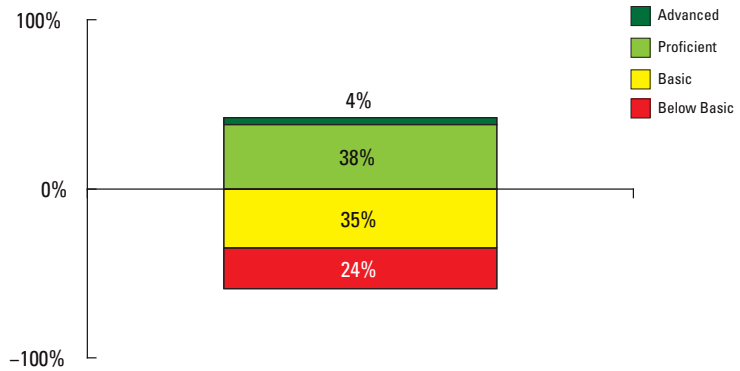


# Achievement: Science

NAEP remains the most widely available assessment of states' science performance.

## Are students proficient in science?

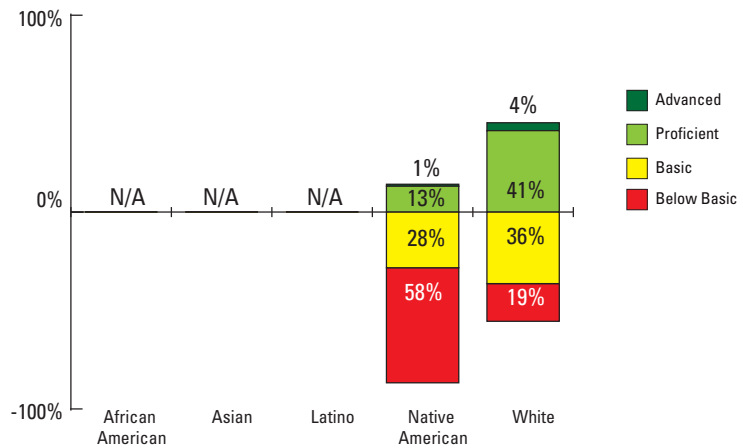
2005 NAEP—Montana  
Grade 8 Science, All Students



Overall averages mask underlying gaps in achievement. The horizontal line across the middle of the chart represents the "proficient" level on the NAEP science exam. Students falling below this line are below proficient.

## Do results vary by group?

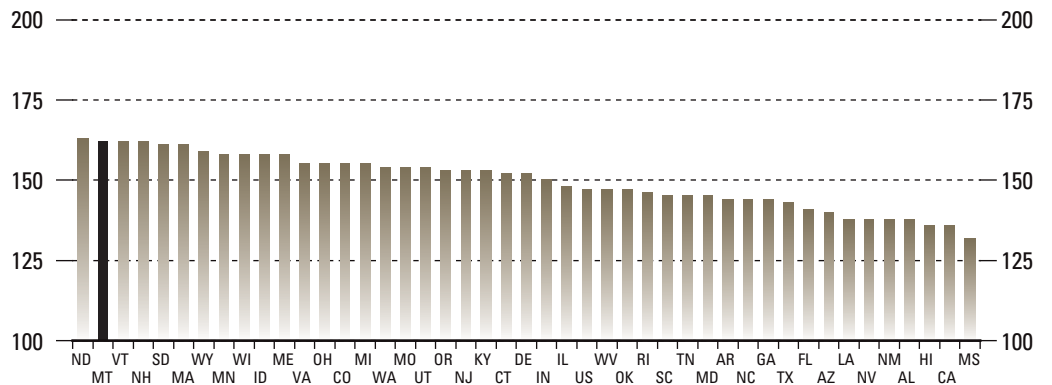
2005 NAEP—Montana  
Grade 8 Science



Some states are far more successful in teaching science than others. This chart displays science performance in all 44 states for which NAEP data are available, from highest to lowest.

## How does science performance compare across states?

Grade 8 Science, All Students



# Attainment

## Who makes it through high school on time?

Estimated percentage of the freshman class of 2002 that graduated in 2006

	Four-Year High School Grad Rate
<b>African American</b>	N/A
<b>Asian</b>	N/A
<b>Latino</b>	89%
<b>Native American</b>	58%
<b>White</b>	85%
<b>Overall</b>	82%

Many states do not collect or report accurate data on graduation rates. This chart presents the best available estimate of on-time graduation across the states, the Averaged Freshman Graduation Rate.

## Who makes it to college?

Comparison of the high school graduating class of 2006 with enrollments in the state's public colleges and universities

	High School Graduates, Spring 2006	Two-Year Public College Enrollment, 2006-07	Four-Year Public College Enrollment, 2006-07
<b>African American</b>	<1%	1%	1%
<b>Asian</b>	1%	1%	1%
<b>Latino</b>	2%	1%	2%
<b>Native American</b>	8%	21%	4%
<b>White</b>	88%	67%	87%
<b>Other</b>	N/A	9%	6%
<b>Total</b>	100%	100%	100%
<b>Number</b>	10,283	14,743	33,919

This chart shows the distribution of high school graduates and public-college enrollments by race and ethnicity. If enrollments in your state's four-year public colleges are significantly different from the demographics of the high school graduating class, students of color may be getting lost in the transition from high school to college or may be attending two-year colleges more often than four-year colleges.

*(Read across the rows to see patterns of underrepresentation in college enrollments.)*

## Who graduates from public colleges and universities?

Percentage of first-time, full-time college freshmen in 2000 who received a bachelor's degree by 2004 and 2006

	Four-Year Grad Rate, 2004	Six-Year Grad Rate, 2006	Top States' Six-Year Grad Rates, 2006*
<b>African American</b>	0%	13%	52%
<b>Asian</b>	22%	37%	72%
<b>Latino</b>	15%	34%	67%
<b>Native American</b>	7%	20%	60%
<b>White</b>	17%	43%	71%
<b>Overall</b>	17%	42%	66%

\*Median of top five performing states

Too few college freshmen, regardless of background, graduate from four-year colleges within four years—or even six years.

## What proportion of adults has earned a bachelor's degree?

Percentage of adults 25 and older with a bachelor's degree or higher in 2006

	Montana	Top States' Degree Attainment*
<b>African American</b>	N/A	33%
<b>Asian</b>	43%	68%
<b>Latino</b>	22%	29%
<b>Native American</b>	11%	24%
<b>White</b>	28%	40%
<b>Overall</b>	27%	35%

\*Median of top five performing states

This chart compares degree attainment rates for different groups in your state with those in the top states.

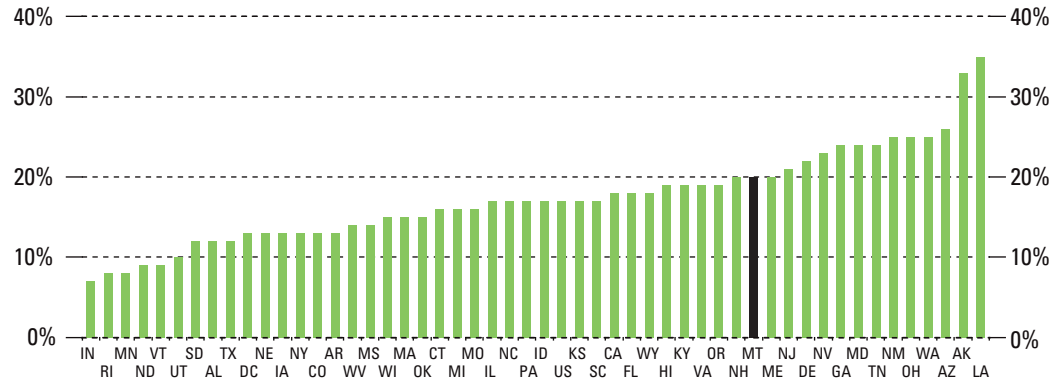
# Opportunity

One important measure of educational opportunity is the degree to which students are taught by teachers with knowledge of the subject they are teaching. This chart shows the percentage of core academic classes taught by out-of-field teachers in every state.

## Access to Qualified Teachers

### How does Montana compare?

Percentage of core academic classes, grades 7-12, taught by teachers with neither a major nor certification in the subject taught, 2003-04



Students do not have equal access to a challenging curriculum. One curriculum recognized nationwide for its rigor is the Advanced Placement (AP) program. AP students take college-level courses that culminate in challenging tests.

*(Read this chart horizontally. If the percentage in the first column is higher than the percentages in the second, third, or fourth columns, this student group is underrepresented among AP test takers.)*

## Access to a Rigorous Curriculum

### Who takes Advanced Placement tests?

	Public 11th & 12th Grade Enrollment	Calculus AB	English Language and Composition	Biology
<b>African American</b>	1%	1%	<1%	<1%
<b>Asian</b>	1%	3%	3%	2%
<b>Latino</b>	2%	1%	3%	1%
<b>Native American</b>	9%	2%	<1%	1%
<b>White</b>	87%	89%	90%	90%
<b>Other</b>	N/A	5%	3%	5%
<b>Number</b>	22,464	380	440	293

*Example: Of all AP test takers, this proportion was African American.*

AP tests are scored on a five-point scale, with scores of 3, 4, or 5 qualifying students for credit at many colleges.

*(Read this chart vertically. If schools were teaching all students to the same high levels, we would expect to see similar pass rates across groups.)*

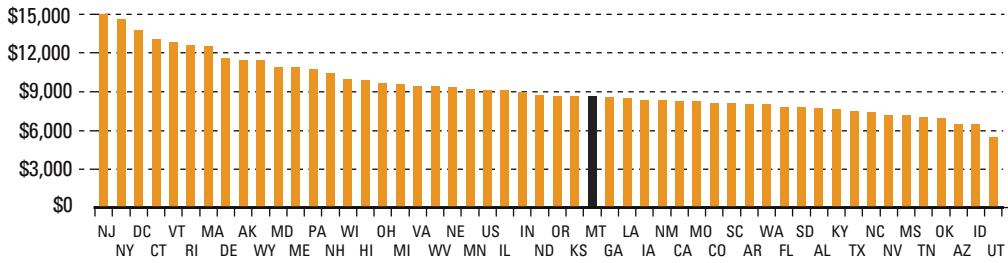
### Who earns passing grades on Advanced Placement tests?

	Calculus AB	English Language and Composition	Biology
<b>African American</b>	N/A	N/A	N/A
<b>Asian</b>	92%	82%	67%
<b>Latino</b>	N/A	62%	N/A
<b>Native American</b>	17%	N/A	N/A
<b>White</b>	54%	68%	62%
<b>Overall</b>	54%	68%	62%

*Example: Of all African-American students who took the AP Calculus exam, this percentage scored a 3, 4, or 5.*

## K-12 Funding

Total federal, state, and local spending per pupil, 2005-06



Per-pupil state and local funding gaps between districts, 2005-06

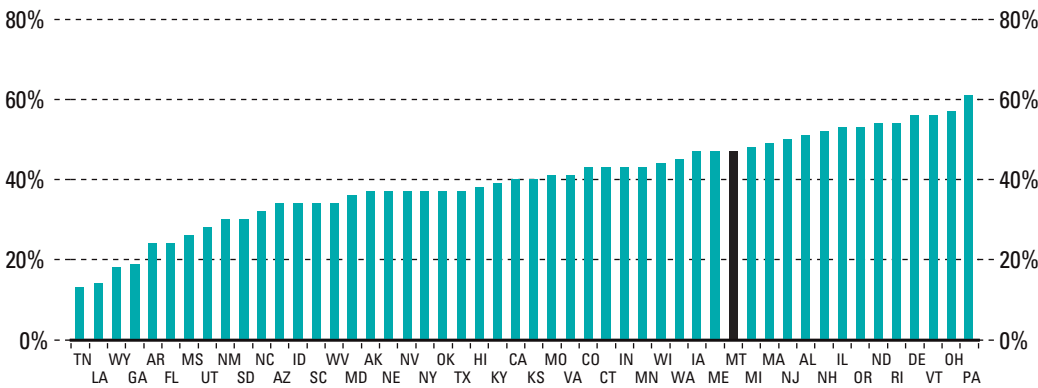
	Average Per-Pupil Funding	Differences in Funding Per Pupil*	Percent Differences in Funding**
<b>High-poverty districts</b>	\$7,618	+\$53	Difference <5%
<b>Low-poverty districts</b>	\$7,565		
<b>High-minority districts</b>	\$6,628	-\$1,852	-22%
<b>Low-minority districts</b>	\$8,480		

\* A negative number indicates that high-poverty or high-minority districts receive fewer state and local dollars per student than low-poverty or low-minority districts.  
 \*\* For example, -10% indicates that high-poverty or high-minority districts receive 10% less in state and local funding per student than high-poverty or high-minority districts.

## College Affordability

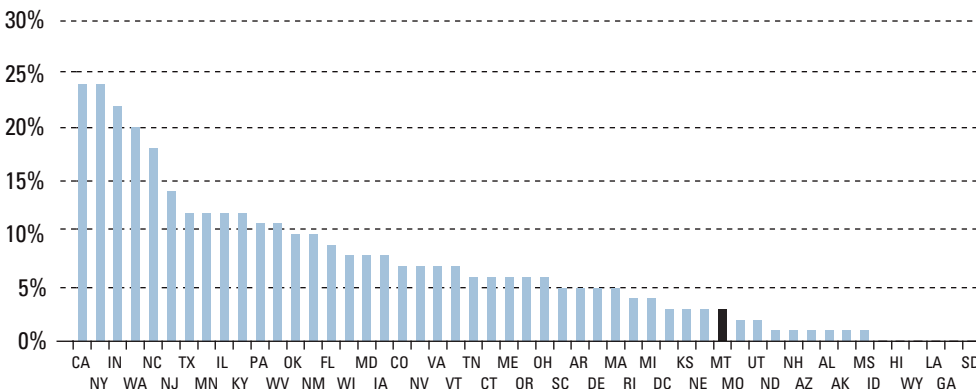
### How expensive is college for low-income families?

Share of income poor families pay for tuition at four-year public institutions



### How does your state help low-income families pay for college?

Need-based state aid as a percentage of average tuition, 2006



The first chart shows total unadjusted federal, state, and local education spending across the states. Overall spending levels vary widely, but this does not tell the whole story. It is important to look within states to see whether revenues are equitably distributed to all districts.

The second chart examines state and local revenues and how those funds are allocated to districts based on the percentage of low-income and minority students they serve. Federal education dollars are excluded, as these monies typically constitute less than 10 percent of total education revenues and are intended to supplement, rather than supplant, revenues from state and local sources. In many states and in the nation overall, the highest poverty or the highest minority districts receive fewer state and local dollars per student than the lowest poverty or lowest minority districts.

Paying for college can be a struggle, especially for low-income families. The first chart compares the ability of students from low-income families in each state to pay the average tuition at the state's four-year public colleges and universities. In states on the left side of the chart, students from low-income families may have less difficulty paying tuition.

The next chart shows how states compare in providing financial aid to offset the costs of tuition for students from low-income families. States on the left side of the chart provide higher proportions of tuition aid to financially needy students.

## Vital Statistics

### Page 1

#### Public K-12 Enrollment, 2005-06

U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Build a Table, <http://nces.ed.gov/ccd/>.

#### Notes:

- K-12 enrollment percentages do not include pre-K or ungraded enrollment.
- The National Center for Education Statistics does not report a separate “other” category for ethnicity.

#### Reading—Fourth-Grade Students Scoring Proficient or Higher; Math—Eighth-Grade Students Scoring Proficient or Higher, 2007

U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer, National Assessment of Educational Progress (NAEP) 2007, <http://nces.ed.gov/nationsreportcard/nde/>.

Note: NAEP data are not reported for racial/ethnic groups when the sample size is too small for a reliable estimate.

#### On-Time High School Graduation Rates

Robert Stillwell and Lee Hoffman, “Public School Graduates and Dropouts From the Common Core of Data: School Year 2005-06” (NCES 2008-353), Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, Institute of Education Sciences, 2008.

#### Notes:

- The Averaged Freshman Graduation Rate is based on the number of graduates in a state in 2006 divided by the averaged freshman population in 2002. Averaged freshman population is equal to the average of the eighth-grade population in 2001, the ninth-grade population in 2002, and the tenth-grade population in 2003.
- Rapid shifts in state population can distort graduation rate estimates.
- Graduation rates are not shown for racial/ethnic groups when the averaged freshman population is less than 200 students.

#### Public College Graduation Rates

The Education Trust calculations from the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Graduation Rate Survey, <http://nces.ed.gov/ipeds/>.

#### Notes:

- Six-year percentages represent the proportion of students who enrolled as first-time, full-time bachelor’s degree-seeking freshmen in fall 2000 and received a bachelor’s degree from the same institution before the end of the 2005-06 school year.
- Graduation rate calculations do not include nonresident aliens.
- Graduation rates are not shown when the cohort size is less than ten students.
- For each state, The Education Trust includes only public, four-year degree-granting institutions in calculating the college graduation rate.

## Demographics

### Page 3

#### Low-Income Students, 2005-06

U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Build a Table, <http://nces.ed.gov/ccd/>.

#### Students With Disabilities, 2005-06; English-Language Learners, 2005-06

U.S. Department of Education, Office of Civil Rights, Civil Rights Data Collection, 2006, <http://ocrdata.ed.gov/ocr2006rv30/xls/2006Projected.html>.

#### A Shifting Population

The Education Trust calculations from the U.S. Census Bureau, State Population Projections, State Projections 1995-2025 based on 1990 Census (released 1996), [www.census.gov/population/www/projections/stproj.html](http://www.census.gov/population/www/projections/stproj.html).

## Achievement

### Pages 4-9: Reading and Mathematics

#### State Assessments, 2007

Data collected from state department of education Web sites, except for Hawaii and Vermont. Data for Hawaii and Vermont are from the *Consolidated State Performance Reports for 2006-07*, submitted to the U.S. Department of Education, [www.ed.gov/admins/lead/account/consolidated/sy06-07part1/index.html](http://www.ed.gov/admins/lead/account/consolidated/sy06-07part1/index.html).

#### Notes:

- Data reflect spring 2007 assessment results for most states. For states that assess students in the fall (Indiana, Michigan, New Hampshire, North Dakota, Rhode Island, Vermont, and Wisconsin), data reflect fall 2007 assessment results.
- State assessment scores for mathematics are reported for eighth grade for all states except California. We report California’s seventh-grade state assessment scores because the state’s eighth-graders take end-of-course exams in math, and a single, statewide eighth-grade math score is not available.
- Some states report data for additional ethnic groups beyond those required by No Child Left Behind. When available, such data have been reported for these states.

#### NAEP, 2007

U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer, National Assessment of Educational Progress (NAEP) 2007, <http://nces.ed.gov/nationsreportcard/nde/>.

#### Notes:

- NAEP data are not reported for racial and ethnic groups when the sample size is too small for a reliable estimate.
- NAEP scale score changes may not be statistically significant.
- NAEP racial and ethnic data over time and multiple-state comparison graphs include the largest populations of color within the state’s 2005-06 public K-12 enrollment.
- Low-income status is defined as eligibility for the free or reduced-price lunch program.

### Page 10: Science

#### NAEP, 2005

U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer, National Assessment of Educational Progress (NAEP) 2005, <http://nces.ed.gov/nationsreportcard/nde/>.

## Attainment

### Page 11

#### Who makes it through high school on time?

Robert Stillwell and Lee Hoffman, “Public School Graduates and Dropouts From the Common Core of Data: School Year 2005-06” (NCES 2008-353), Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, Institute of Education Sciences, 2008.

#### Notes:

- The Averaged Freshman Graduation Rate is based on the number of graduates in a state in 2006 divided by the averaged freshman population in 2002. Averaged freshman population is equal to the average of the eighth-grade population in 2001, ninth-grade population in 2002, and tenth-grade population in 2003.
- Rapid shifts in state population can distort graduation rate estimates.
- Graduation rates are not shown for racial/ethnic groups when the averaged freshman population is less than 200 students.

#### Who makes it to college?

#### High School Graduates, Spring 2006

The Education Trust calculations of state graduate numbers is based on Robert Stillwell and Lee Hoffman, “Public School



Graduates and Dropouts From the Common Core of Data: School Year 2005-06" (NCES 2008-353), Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, Institute of Education Sciences, 2008.

**Note:** The total number of high school graduates represents the sum of graduates from each racial subgroup, except for Kentucky, New Hampshire, and North Carolina. In those states, only the total number of graduates (not the number from each subgroup) was available.

### Two-Year Colleges; Four-Year Colleges

The Education Trust calculations from the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Graduation Rate Survey, <http://nces.ed.gov/ipeds/>.

**Notes:**

- Enrollment calculations are based on public, degree-granting institutions only and do not include nonresident aliens.
- High school graduate data from the U.S. Department of Education do not include an "other" category for ethnicity.

### Who graduates from public colleges and universities?

The Education Trust calculations from the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Graduation Rate Survey, <http://nces.ed.gov/ipeds/>.

**Notes:**

- **Four-year grad rate, 2004** represents the proportion of students who enrolled as first-time, full-time bachelor's degree-seeking freshmen in fall 2000 and received a bachelor's degree from the same institution by the end of the 2003-04 school year.
- **Six-year grad rate, 2006** represents the proportion of students who enrolled as first-time, full-time bachelor's degree-seeking freshmen in fall 2000 and received a bachelor's degree from the same institution by the end of the 2005-06 school year.
- Graduation-rate calculations do not include nonresident aliens.
- Graduation rates are not shown when the cohort size is less than ten students.
- In calculating the college graduation rate for each state, The Education Trust includes only public, four-year degree-granting institutions.
- Top states' six-year grad rate, 2006 represents the median of the graduation rates for each ethnic group in the five states with the highest graduation rates for that ethnic group.

### What proportion of adults has earned a bachelor's degree?

The Education Trust calculations from the U.S. Census Bureau, American FactFinder, 2006 *American Community Survey*, <http://factfinder.census.gov/servlet/DatasetMainPageServlet>.

**Notes:**

- **White** represents "White alone, not Hispanic or Latino." **Asian** represents a sum of "Asian alone" and "Native Hawaiian and Other Pacific Islander alone" numbers. **Other** represents a sum of "Other race alone" and "Two or more races."
- **Overall** represents a sum of all ethnic groups listed above. Because the U.S. Census Bureau does not classify Hispanic or Latino as a racial group, all groups except for "White alone, not Hispanic or Latino" include some members who also may be classified as both that ethnic group and Latino.
- **Top states** is defined as the median of the adult degree attainment rates for each ethnic group in the five states with the highest such rates for that ethnic group.

## Opportunity

### Page 12

#### Access to Qualified Teachers

Data from the U.S. Department of Education, National Center for Education Statistics, 2003-04 Schools and Staffing Survey, <http://nces.ed.gov/surveys/sass/>. Calculations by Richard Ingersoll, "Core Problems: Out-of-Field Teaching Persists in Key Academic Courses and High-Poverty Schools," Washington, D.C.: The Education Trust, 2008.

#### Access to a Rigorous Curriculum

##### Public 11th and 12th Grade Enrollment, 2005-06

U.S. Department of Education, National Center for Education

Statistics, Common Core of Data, Build a Table,

<http://nces.ed.gov/ccd/>.

### Advanced Placement Tests

The Education Trust calculations from the College Board AP Summary Reports, 2007, [www.collegeboard.com/student/testing/ap/exgrd\\_sum/2007.html](http://www.collegeboard.com/student/testing/ap/exgrd_sum/2007.html).

**Notes:**

- AP performance data is not shown when suppressed by the College Board or when the proportion of test takers was less than 1 percent.
- Data from the U.S. Department of Education do not include an "other" category for ethnicity.

## Page 13

### K-12 Funding

#### Total federal, state, local spending per pupil, 2005-06

U.S. Department of Education, National Center for Education Statistics, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2005-06 (Fiscal Year 2006)" (NCES 2008-328), Table 3, pp. 9-10, <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008328>.

### Per pupil state and local funding gaps between districts, 2005-06

The Education Trust analyses are based on U.S. Department of Education and U.S. Census Bureau data for the 2005-06 school year. To calculate the difference in state and local revenues provided to highest poverty and lowest poverty districts, districts are ranked within each state by poverty rate, then divided into four groups with approximately the same number of students. Average state and local revenues per student are calculated and compared between the highest and lowest poverty groups. The same process is used to compare districts with the highest and lowest percentages of minority students.

U.S. Department of Education School and District Enrollment and Cost Adjustment Data, <http://nces.ed.gov/ccd/>. U.S. Census Bureau, Education Finance and School District Poverty Data, [www.census.gov/govs/www/school.html](http://www.census.gov/govs/www/school.html).

**Notes:**

- Dollar figures have been adjusted to reflect geographic cost differences and the additional cost of educating students with disabilities.
- New York State is an exception, as New York City accounts for almost half of the students in the state, so only two groups are in the analysis.
- Alaska's low-poverty quartile contains approximately half the students in the state.
- Nevada is excluded from the analysis because the distribution of students in districts does not allow for a quartile or two-group analysis.
- Hawaii and the District of Columbia are excluded from the analysis because each represents a single school district.
- Louisiana and Mississippi are excluded from the analysis due to changes in school enrollment and funding following Hurricane Katrina.

### College Affordability

National Center for Public Policy and Higher Education, "Measuring Up, 2008: The National Report Card on Higher Education," San Jose, Calif.: 2008, <http://measuringup2008.highereducation.org/index.php>.

**Note:** Data are for the 40 percent of the population with the lowest income.

### Financial Aid Availability

Prepared by Daniela Pineda, Karen Moronski, and Edward P. St. John for the Promoting Equity in Higher Education project funded by the Ford Foundation based at the National Center for Institutional Diversity at the University of Michigan-Ann Arbor.



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