

MINORITY STUDENT REPORT 2005: A SNAPSHOT OF ARIZONA'S EDUCATIONAL ACHIEVEMENT



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AMEPAC Vision

*All students succeed in higher education as a result of quality research
that shapes policy on critical issues.*

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Executive Summary

Arizona Minority Education Policy Analysis Center (AMEPAC) is a policy center of the Arizona Commission for Postsecondary Education. AMEPAC's mission is to stimulate, through studies, statewide discussion and debate, constructive improvement of Arizona minority students' early awareness, access, and achievement throughout all sectors of education.

AMEPAC is excited to provide policymakers, educators, and the public with the second edition of the *Minority Student Report 2005: A Snapshot of Arizona's Educational Achievement*. The report is a "snapshot" of the educational achievement of minority students in Arizona, from kindergarten through college. As a snapshot it is simply a description of what is, and the data are, thus, open to interpretation. How the numbers look and what they mean may be two different things. For example, an apparently small change in some category may in fact represent much greater progress than an apparently larger change in some other category.

What all this suggests is that it is important to both read and analyze the Report and to determine what the numbers mean, for you, for your organization, for our students, our communities and for the State. We believe that such a process will give the Report its real meaning and its real value.

If we can be of any assistance to you in that process, please feel free to call on us.

Sincerely,

AMEPAC Members

Each section provides information on students by race/ethnicity and by gender. (African American, American Indian, Asian American, Hispanic, and White). Following is a summary of the report:

Demographics

Age Distribution [2003]

- 29.3% of Arizona's population is school-aged students (ages 5-24)

Race/Ethnicity [2003]

- 39.4% of Arizona's population is comprised of people of color
 - 27.1% Hispanic
 - 5.3% American Indian
 - 3.3% African American
 - 2.0% Asian American
 - 1.5% More than one race
 - 0.2% Pacific Islander

Educational Attainment [2003]

- 30.3% of Arizona's citizenry have achieved an Associate's degree or higher

Per Capita Income and Poverty Rate [2003]

- \$26,838 per capita personal income
- 14.1% poverty rate

New High School Graduates

- 55,164 estimated graduates in 2004-2005

Measuring Up 2004—Arizona Profile

Preparation: D	Participation: B+	Affordability: F
Completions: C+	Benefits: B	Learning: I

K-12

Enrollment [2004-2005]

- 51.9% of total PK-12 enrollment is comprised of students of color
 - 38.4% Hispanic
 - 6.2% American Indian
 - 5.0% African American
 - 2.3% Asian American

AIMS Test Scores [2004]

- African American, American Indian, and Hispanic students consistently score lower on all sections of the AIMS test compared to White and Asian American students.
- Females score higher on reading and writing tests and generally have equivalent scores to males on the math test.

Dropout Rates [2003-2004]

- 9.8% annual dropout rates for minority students more than double white student dropout rates of 4.8%.
- 8.0% of males drop out annually compared to 6.7% of females.

Graduation Rates – High School [2003]

- 64.1% four-year graduation rates for minority students compared to 81.9% for white students.
- 78.1% females; 70.1% males.

Advanced Placement [2003]

- 56.7% of minority students scored 3 or higher on AP tests compared to 65.8% of white students. It is important to note that the College Board does not report on the percentage of minority students who actually take AP courses.

Postsecondary

Eligibility for University [2002]

- African American, American Indian, and Hispanic students consistently have lower eligibility rates for meeting all core high school course requirements compared to White and Asian American students.
- Females have higher eligibility rates in all academic areas than males.

Standardized Test Scores [2004]

- African American, American Indian, and Hispanic students scored lower on both tests compared to Asian American and White students.
- Males scored higher than females on the SAT, but both genders scored virtually equal on the ACT.
- Arizona minority student scores do not meet current public four-year university standards for admission of 21 ACT or 1040 SAT.

Enrollment [2003]

- 28.3% minority student enrollment in Arizona.
- Proportion of enrollment made up of minority students:
 - 21.8% at public four-year
 - 32.9% at public two-year
 - 23.4% at private four-year
 - 44.3% at private two-year
- 55.3% female; 44.7% male

Degrees Awarded

Over the past ten years the proportion of undergraduate degrees awarded to minorities has increased almost 8% and the proportion of graduate degrees awarded to minorities has increased by around 2%." However, the net impact on the Arizona minority community resulting from this apparent increase in both undergraduate and graduate degrees can only be assessed by evaluating the proportionate increase of these degrees in comparison to the proportionate increase in population of individual minority groups in the state. Further study on this issue is required.

Institutional Listing/Fall Enrollment

A listing of Arizona's postsecondary institutions is provided including enrollment by gender and race/ethnicity.

NOTES: Several different sources were used to compile the information for this Minority Student Success Report. In doing so, racial/ethnic definitions varied. It is important to acknowledge that while one racial/ethnic name is used to identify a group for consistency in this report, it does not capture the multitude of different students, cultures, and student racial/ethnic identifications.

The most current data available was used to provide information for this report. The years fluctuate throughout the report due to varying report schedules and information available through national databases.

Tables identifying “total minority” are weighted averages for African American, American Indian, Asian American, and Hispanic student populations.

Sources and notes are provided for all data starting on page 19, and a glossary of terms is provided starting on page 21.

Demographics

Arizona is one of the fastest growing states and has moved up in the population rankings from 20th to 18th in the last two years. The proportion of school aged students (ages 5-24) remains unchanged at 29.3%.

Arizona has a more diverse population than the national average with 39.4% being people of color compared to the national average of 32.7%. Hispanic (27.1%) populations comprise the largest race/ethnic group among people of color followed by American Indians (5.3%), African Americans (3.3%), and Asian Americans (2.0%).

Population:

Arizona:	5,580,811	(Rank: 18)
Nation:	290,809,777	

Age Distribution:

	State:	Nation:
Up to 4	7.7%	6.8%
5 to 13	13.6%	12.8%
14 to 17	5.8%	5.7%
18 to 24	9.9%	9.8%
25 to 44	28.7%	29.4%
45 to 64	21.5%	23.1%
65 and older	12.9%	12.3%

Racial and Ethnic Distribution:

	State:	Nation:
African American	3.3%	12.7%
American Indian	5.3%	1.0%
Asian American	2.0%	4.0%
Hispanic (may be any race)	27.1%	13.4%
More than one race	1.5%	1.4%
Pacific Islander	0.2%	0.2%
White (includes Hispanic)	87.8%	80.7%
<i>People of color</i>	<i>39.4%</i>	<i>32.7%</i>

Demographics *(Continued)*

The proportion of Arizona's citizenry that have achieved an Associate's degree or higher is slightly lower than the national percentile, 30.3% versus 30.7% respectively. Arizona also has a lower per-capita income (\$26,838) than the national average (\$31,632), and a higher poverty rate (14.1%) than the national average (11.9%).

Educational Attainment of Adults 2003:

	State:	Nation:
8th grade or less	7.8%	7.5%
Some high school, no diploma	11.2%	12.1%
High school diploma	24.3%	28.6%
Some college, no degree	26.4%	21.0%
Associate degree	6.7%	6.3%
Bachelor's degree	15.2%	15.5%
Graduate or professional degree	8.4%	8.9%
<hr/>		
	State:	Nation:
Per-capita personal income:	\$26,838	\$31,632
Poverty rate:	14.1%	11.9%

New High School Graduates:

Over the next ten years estimated high school graduation rates for the nation are expected to increase by 11% compared to a 30% increase for Arizona, which is second only to Nevada. Total population projections for our state site a 21% increase in total population during the same period. However, Arizona continues to lag behind the rest of the nation in the percent of students earning a high school degree.

	<u>State</u>	<u>% of Change</u>	<u>Nation</u>	<u>% of Change</u>
2004-05 (estimate)	55,164		2,983,477	
2014-15 (estimate)	71,661	30%	3,046,008	11%

Measuring Up 2004

This state report card is derived from *Measuring Up 2004*, which is published by the National Center for Public Policy and Higher Education, a nonpartisan organization focused on policy research. These reports provide state policymakers with information to promote improvements in postsecondary education.

Each state receives a grade for each of the following six performance indicators:

Preparation: Are students adequately prepared for education and training beyond high school?

Participation: Are there sufficient opportunities to enroll in education and training beyond high school?

Affordability: How affordable is higher education for students and their families?

Completion: Do students make progress toward and complete their certificates and degrees in a timely manner?

Benefits: What benefits does the state realize from a highly educated population?

Learning: What is known about student learning due to higher education?

Measuring Up			
	2000	2002	2004
Preparation	D+	D	D
Participation	C	B-	B+
Affordability	C-	D-	F
Completion	C-	C+	C+
Benefits	B-	B-	B
Learning	I	I	I

MEASURING UP 2004—ARIZONA SCORES

PREPARATION: D

- One of the top states in percentage of working-age adults enrolled in college-level education or training.
- One of the lowest performing states in percentage earning a high school diploma.
- 8th graders perform poorly on national assessments in math, science, writing, and reading.
- Small proportion high school 11th and 12th graders take and score well on Advanced Placement tests and college entrance exams.

PARTICIPATION: B+

- During past 10 years, likelihood of 9th graders enrolling in college within four years declined substantially more than the national average. (Due to decrease in the percentage of students graduating from high school.)
- About 16% of adults don't have high school diploma (14% nationally).

COMPLETION: C+

- Large percentage of freshmen at 4-year colleges and universities return for sophomore year. Arizona improved among the top 10 states in the nation over the last 10 years.
- Arizona has led the nation in increasing the proportion of students completing certificates and degrees relative to number enrolled. (*Mainly certificates – proportion earning bachelors degrees has declined.*)

BENEFITS: B

- Ahead of the nation in percentage of adults who have a bachelor's degree.
- Narrowed the gap between whites and minorities in percentage who have bachelor's degree. However, the gap is still substantial and whites are more than twice as likely than minorities to have a bachelor's degree.

AFFORDABILITY: F

- Net college costs for low and middle-income students at community college equals 40% of their annual income.
- 58% students are enrolled in community colleges.
- 26% in public four-year universities.

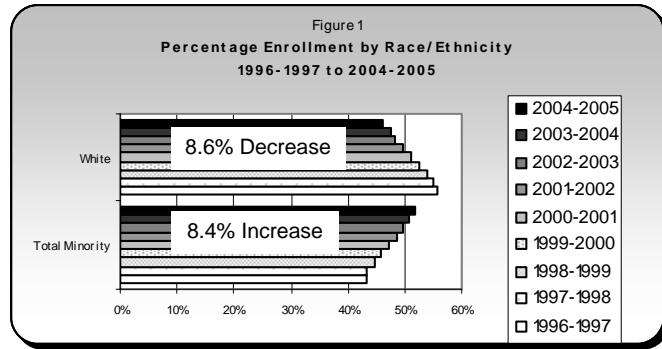
POLICY QUESTIONS BASED ON THIS REPORT:

1. *Can and will Arizona be able to accommodate not only the numbers but the diversity of high school students preparing for postsecondary education?*
2. *What can be done to minimize transfer difficulties between community colleges and public 4-year institutions?*
3. *How to make higher education affordable for everyone?*

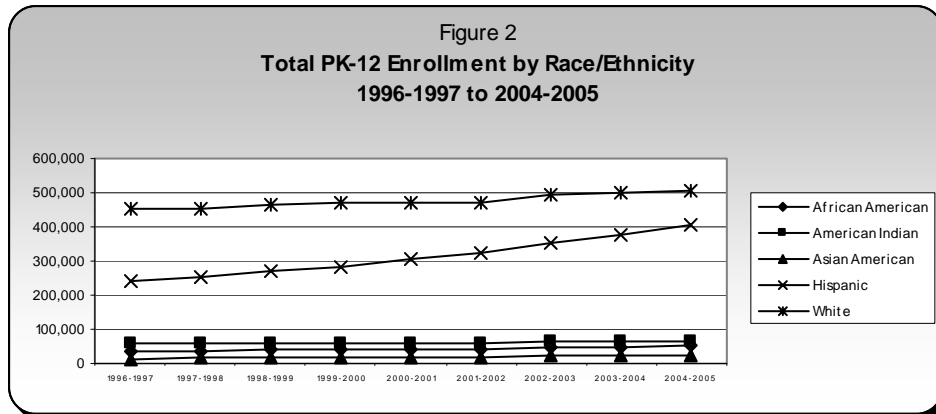
K-12 Enrollment

[See Appendix A & B for Detailed Tables]

The percentage of students of color in Arizona's public elementary and secondary schools has grown from 43.5% in 1996-1997 to 51.9% in 2004-2005, an 8.4 percentage point increase. Students of Hispanic origin represent the largest proportional growth of students of color during this same time



period (8.4% increase), followed by African Americans (0.8% increase), and Asian Americans (0.5% increase). The proportion of white students and American Indian students decreased during this time period by 8.6% and 1.0% respectively.



In 2004-2005, students of color comprised 51.9% (547,118) of the total student enrollment in Arizona's public elementary (PK-8) and secondary (9-12) schools. Students of Hispanic origin represent the largest enrollment of students of color (38.4% or 404,845), followed by American Indians (6.2% or 65,546), African Americans (5.0% or 52,454), and Asian Americans (2.3% or 24,273). The proportion of males and females has remained steady over the last decade with males comprising a small majority (51.5%) for total enrollment during the past three years.

AIMS Test Scores

Students graduating from a public Arizona high school in 2006 will be required to “meet or exceed” standards on all three sections (reading, writing, and mathematics) of the Arizona Instrument for Measuring Standards (AIMS) test to earn a high school diploma.

Table 1
**Percentage "Meets or Exceeds" Standards on AIMS
 by Grade, Race/Ethnicity and Gender
 2004**

	African American	Native American	Asian American	Hispanic	White	Female	Male	Total
Grade 3								
Reading	57%	50%	86%	62%	80%	75%	68%	72%
Writing	73%	70%	91%	76%	84%	86%	75%	81%
Math	46%	38%	83%	53%	74%	64%	64%	64%
Grade 5								
Reading	37%	27%	69%	37%	66%	55%	50%	52%
Writing	54%	48%	77%	53%	70%	70%	55%	62%
Math	29%	23%	67%	32%	61%	47%	47%	47%
Grade 8								
Reading	36%	23%	68%	33%	62%	53%	47%	50%
Writing	51%	47%	73%	48%	66%	66%	51%	59%
Math	13%	10%	49%	14%	36%	26%	27%	26%
Grade 10								
Reading	49%	31%	72%	37%	76%	61%	56%	59%
Writing	58%	43%	77%	47%	73%	68%	56%	62%
Math	23%	17%	64%	20%	53%	38%	40%	39%
Grade 11								
Reading	30%	23%	47%	24%	50%	37%	31%	33%
Writing	43%	35%	61%	32%	50%	48%	35%	40%
Math	16%	13%	40%	13%	28%	18%	20%	19%
Grade 12								
Reading	20%	22%	37%	21%	37%	28%	25%	26%
Writing	37%	32%	53%	33%	44%	43%	33%	37%
Math	7%	8%	22%	8%	16%	11%	11%	11%

African American, American Indian, and Hispanic students consistently score lower on all sections of the AIMS test compared to Asian American and White students. Females score higher on reading and writing tests and math scores appear to be gender neutral.

Students in grades 11 and 12 in the table above are not required to pass all sections of the AIMS test to graduate from high school, since they will graduate prior to the 2006 requirement.

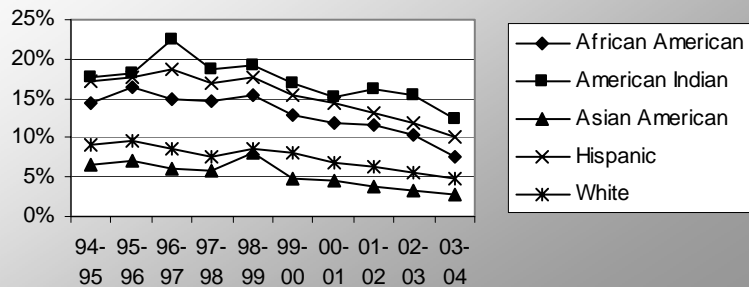
Dropout Rates

[See Appendix C for Detailed Tables]

Annual dropout rates are calculated using the total number of students that have dropped out of high school over the course of one year. Arizona's total annual high school dropout rate has decreased from 12.1% in 1994-1995 to 7.38% in 2003-2004. Minority student dropout rates are improving at a faster rate (percentage decrease of 6.6%) than white students (percentage decrease of 4.3%) during the same time period.

Students from Hispanic origins have seen the largest decreases in dropout rates over the past decade (decrease of 7.0%), followed by African Americans (6.7% decrease), American Indians (5.4% decrease), and Asian Americans (3.9% decrease). However, we still have the opportunity for substantially greater gains.

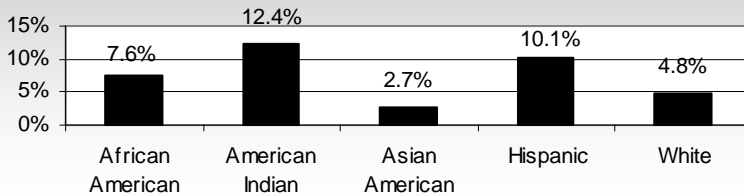
Figure 3
Annual Dropout Rate by Race/Ethnicity
High School Students (Grades 9 - 12)
1994-1995 to 2003-2004



Minority student dropout rates (9.8%) in 2003-2004 are more than double that of white students (4.8%). In 2003-2004, American Indian students in Arizona had the highest

dropout rates (12.4%), followed by Hispanic students (10.1%) and African American students (7.6%). White and Asian American students have the lowest dropout rates at 4.8% and 2.7% respectively. Male students (8.0%)

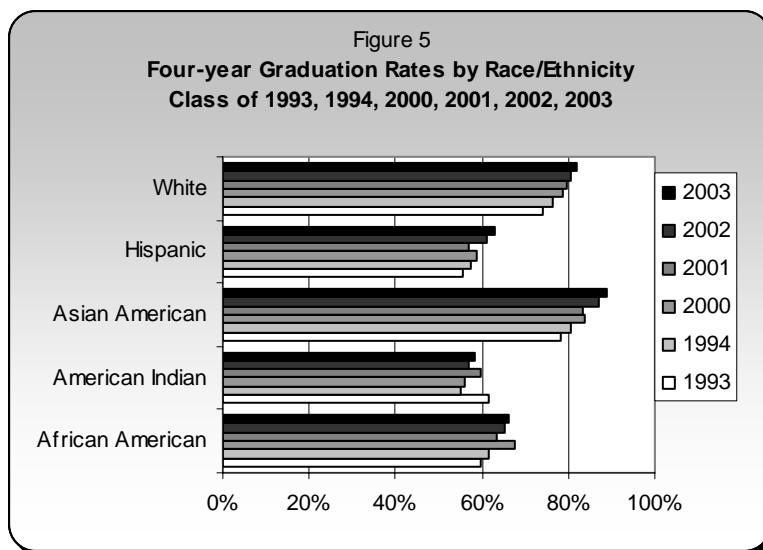
Figure 4
Annual Dropout Rate by Race/Ethnicity and Grade
High School Students (Grades 9-12)
2003-2004



Graduation Rates – High School

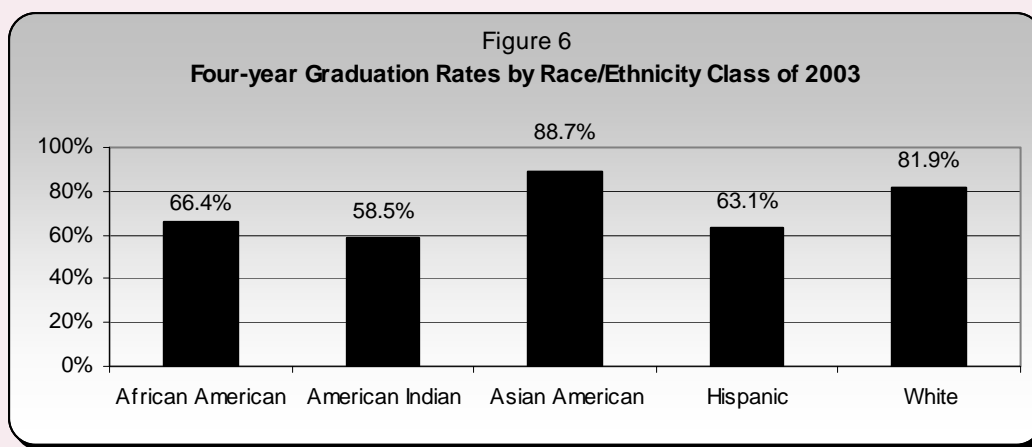
[See Appendix D for Detailed Tables]

Total Arizona high school graduation rates have increased from 68% in 1993 to approximately 74% in 2003. All student groups have seen increases in graduation rates over the past decade, although the smaller populations such as American Indians and African Americans have fluctuated due to population size.



In 2003, total minority student graduation rates (64.1%) were significantly lower than white students (81.9%). American Indian students had the lowest graduation rates (58.5%), followed by Hispanic student (63.1%) and African American students (66.4%). White and Asian American students have the highest graduation rates at 81.9% and 88.7% respectively.

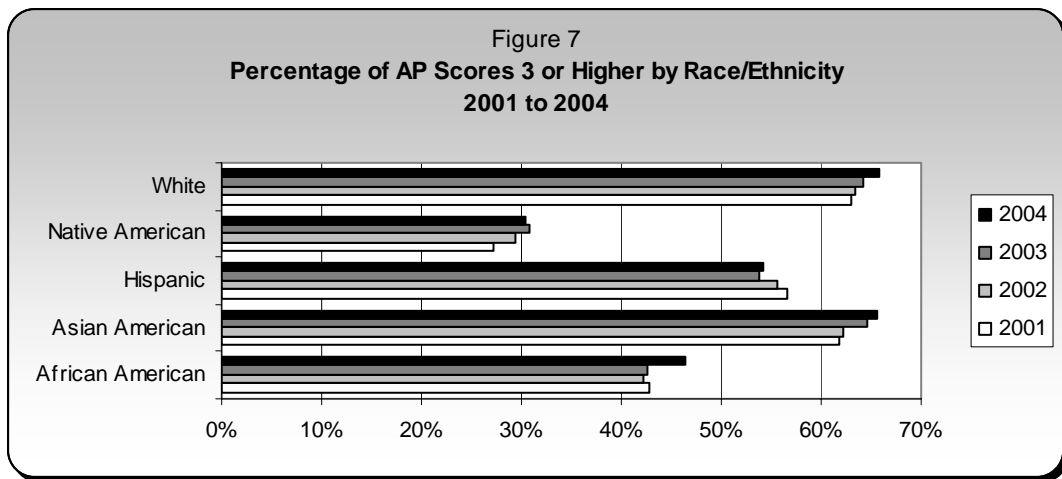
Females continue to graduate at a higher percentile than do males. In 2003, female graduation rates were 78.1% compared to males 70.1%.



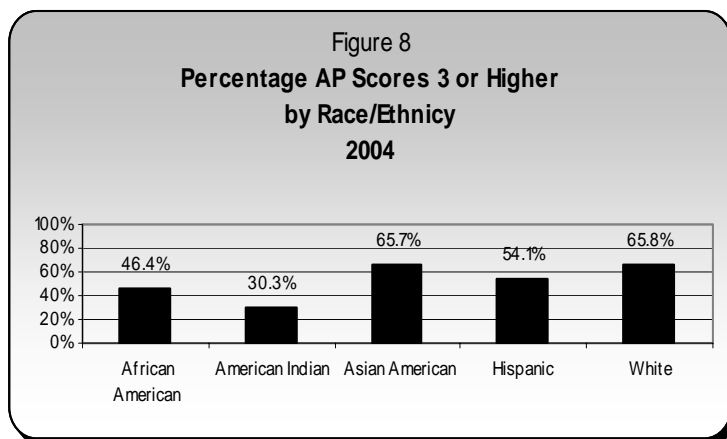
Advanced Placement

[See Appendix E for Detailed Tables]

Advanced Placement (AP) courses and tests (offered by the College Board) allow high school students an opportunity to experience college-level work and potentially earn college credits. Higher education institutions generally award college credit for AP test scores of 3, 4, or 5.



In 2003, Arizona total minority students (56.7%) proportionally received fewer scores of 3 or higher than white students (65.8%). American Indian students received the lowest percentage (30.3%), followed by African American students (46.4%) and Hispanic students (54.1%). Asian American and White students received the highest percentage of 65.7% and 65.8% respectively. Arizona male students (66.2%) receive a higher proportion of AP scores of 3 or higher than female students (60.7%).



Eligibility for University Admission

The Arizona Board of Regents conducts eligibility studies for the three public four-year universities (Arizona State University, Northern Arizona University, and University of Arizona). Student transcripts were collected to measure the eligibility rates of students in meeting the 16 core high school courses needed to meet college admission standards. The core courses include: 4-years English, 4-years math, 3-years lab science, 2-years social science, 2-years foreign language, and 1-year fine arts.

African American, American Indian, and Hispanic students consistently have lower eligibility rates for meeting all core high school course requirements compared to White and Asian American students. Females have higher eligibility rates in all academic areas than males.

Table 2
**Eligibility for Arizona University Admission
 by Race/Ethnicity and Gender
 1998, 2002**

		English	Math	Lab. Science	Social Science	Foreign Language	Fine Arts
African American	2002	71.0%	21.0%	48.0%	80.0%	45.0%	71.0%
	Female	80.0%	21.0%	51.0%	87.0%	54.0%	79.0%
	Male	60.0%	21.0%	44.0%	72.0%	36.0%	62.0%
	1998	75.0%	27.1%	47.2%	98.5%	46.9%	73.2%
American Indian	2002	59.0%	17.0%	35.0%	74.0%	39.0%	70.0%
	Female	66.0%	17.0%	38.0%	79.0%	45.0%	72.0%
	Male	50.0%	16.0%	32.0%	68.0%	31.0%	68.0%
	1998	75.8%	32.8%	48.2%	98.2%	44.5%	76.7%
Asian American	2002	81.0%	65.0%	78.0%	92.0%	73.0%	79.0%
	Female	85.0%	70.0%	82.0%	94.0%	78.0%	84.0%
	Male	77.0%	59.0%	74.0%	91.0%	68.0%	74.0%
	1998	69.3%	53.8%	69.3%	97.2%	73.6%	78.8%
Hispanic	2002	65.0%	22.0%	45.0%	82.0%	45.0%	69.0%
	Female	71.0%	24.0%	49.0%	86.0%	52.0%	75.0%
	Male	58.0%	19.0%	40.0%	78.0%	38.0%	62.0%
	1998	69.2%	25.9%	54.5%	97.8%	48.5%	67.4%
White	2002	82.0%	42.0%	62.0%	88.0%	60.0%	79.0%
	Female	87.0%	46.0%	68.0%	90.0%	69.0%	86.0%
	Male	77.0%	39.0%	56.0%	86.0%	52.0%	72.0%
	1998	81.1%	38.8%	64.2%	99.4%	63.3%	77.9%
Total	2002	76.0%	35.0%	56.0%	86.0%	55.0%	76.0%
	1998	76.7%	35.2%	60.3%	98.8%	58.0%	75.1%

Standardized Test Scores

[See Appendix F for Number of Test Takers]

The two most prominent standardized tests used for university admission are ACT and SAT. Arizona students scored higher than the national averages on both tests.

Table 3
ACT Scores
by Race/Ethnicity and Gender
2002, 2003, 2004

	2002	2003	2004	National 2004
African American	18.1	18.1	18.6	17.1
American Indian	16.3	16.8	16.9	18.8
Asian American	21.6	22.8	22.9	21.9
Hispanic	19.3	19.3	19.8	18.5
Total Minority	18.5	18.9	19.2	Not Available
White	22.7	22.6	22.7	21.8
Female	21.2	21.3	21.5	20.9
Male	21.5	21.5	21.7	21.0
Total	21.3	21.4	21.5	20.9

In 2004, Arizona African American, American Indian, and Hispanic students scored lower on both tests compared to Asian American and White students.

The total minority scores on both tests do not meet current Arizona Board of Regents requirements for admission to the three public four-year universities (Arizona State University, Northern Arizona University, and University of Arizona) of 21 ACT, or 1040 SAT.

Table 4
SAT Scores
by Race/Ethnicity and Gender
2002, 2003, 2004

	2002	2003	2004	National 2004
African American	914	919	906	857
American Indian	963	958	920	971
Asian American	1068	1079	1074	1084
Hispanic	963	964	964	916
Total Minority	979	984	977	945
White	1068	1068	1066	1059
Female	1025	1032	1029	1005
Male	1065	1068	1071	1049
Total	1043	1048	1047	1026

For students enrolling fall 2006, the Arizona Board of Regents will delegate the required standardized test scores to the universities.

Males scored higher than females on the SAT, but both genders scored virtually equal on the ACT.

Postsecondary Enrollment

In 2003, the majority of students enrolled in Arizona's postsecondary institutions attended public two-year colleges (50.4%), followed by public four-year institutions (29.8%), private four-year institutions (17.0%), and private two-year institutions (2.8%).

Enrollment:	State:	Nation:
At public 4-year institutions	109,375	6,236,455
At public 2-year institutions	184,799	5,996,701
At private 4-year institutions	62,240	3,440,953
At private 2-year institutions	10,071	253,878
Undergraduate	319,259	13,715,610
Graduate	44,513	1,903,730
Professional	2,713	308,647
American Indian	14,565	158,151
Asian American	13,450	1,019,048
African American	16,027	1,850,420
Hispanic	59,736	1,560,587
White	252,108	10,774,519
Foreign	10,599	565,262
Total	366,485	15,927,987

Enrollment Highlights:

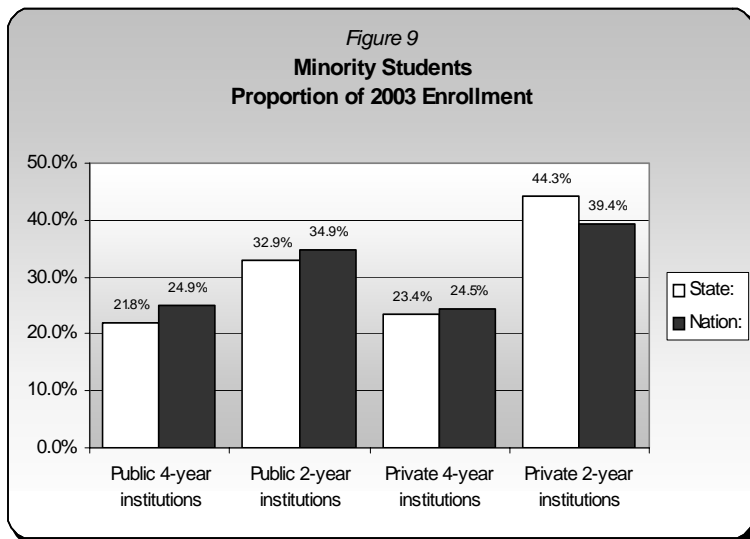
Women	55.3%	56.3%
Full-time	51.0%	59.3%
Minority	28.3%	28.8%
Foreign	2.9%	3.5%

Postsecondary Enrollment *(continued)*

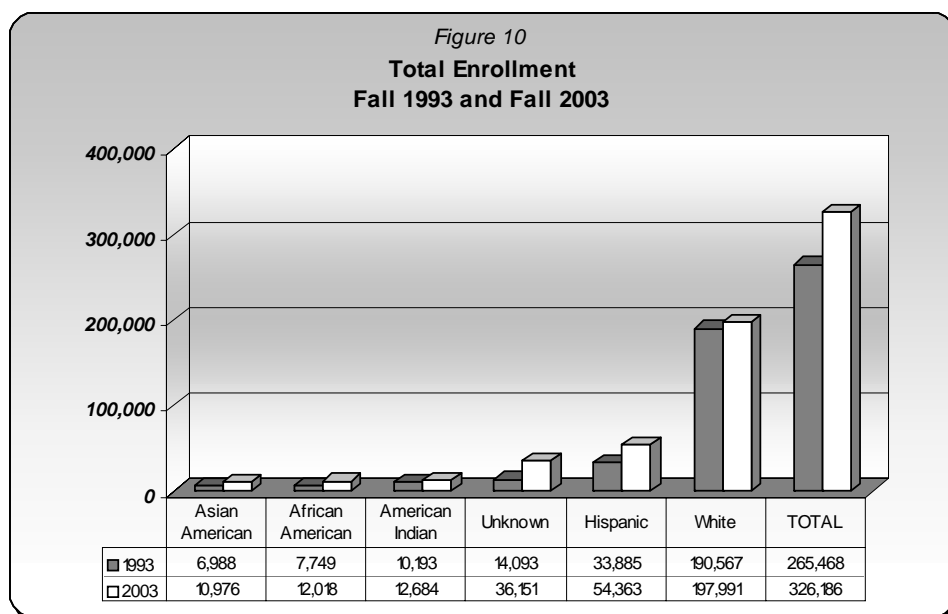
Students of color comprise 28.3% of the total enrollment in Arizona. White students comprised the largest student population (68.8%), followed by Hispanic students (16.3%), African American students (4.4%), American Indian students (4.0%), Asian

American students (3.6%), and foreign students (2.8%).

The largest proportion of minority enrollment is at private (44.3%) and public (32.9%) two-year institutions. Females enroll at higher rates (55.3%) than males (44.7%).



10-Year Comparison



Degrees Awarded

[See Appendix G for Detailed Tables]

Undergraduate

Over the past ten years the proportion of undergraduate degrees awarded to minorities has increased almost 8% and the proportion of graduate degrees awarded to minorities has increased by around 2%.” However, the net impact on the Arizona minority community resulting from this apparent increase in both undergraduate and graduate degrees can only be assessed by evaluating the proportionate increase of these degrees in comparison to the proportionate increase in population of individual minority groups in the state. Further study on this issue is required.

Minorities highest increase over the ten-year period was in the less than 2 year schools (7.1%), then Associate degrees (5.5%), and lastly a 4.0% increase in Bachelors degrees. It should be noted that over the past 10 years there has been a significant increase in the percent of students reporting as Unknown. As the federal government strives to identify very specific minority segments, this statistic demonstrates the resulting confusion.

Table 6

	less than 2 yrs				Associate				Bachelors			
	1993-94		2003-04		1993-94		2003-04		1993-94		2003-04	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	234	3.4%	3,422	5.7%	322	4.0%	688	4.9%	383	2.4%	792	3.0%
Asian American	122	1.8%	1,167	2.0%	179	2.2%	336	2.4%	459	2.9%	963	3.7%
Hispanic	1,067	15.5%	12,152	20.4%	1,225	15.2%	2,732	19.5%	1,352	8.4%	2,714	10.3%
Native American	229	3.3%	1,851	3.1%	432	5.3%	762	5.4%	236	1.5%	519	2.0%
TOTAL Minority	1,652	24.0%	18,592	31.1%	2,158	26.7%	4,518	32.2%	2,430	15.1%	5,008	19.1%
White	5,093	73.9%	28,540	47.8%	5,775	71.4%	8,164	58.2%	12,766	79.4%	16,675	63.6%
Unknown	113	1.6%	11,754	19.7%	88	1.1%	1,184	8.4%	198	1.2%	3,787	14.4%
Nonresident Alien	36	0.5%	824	1.4%	64	0.8%	152	1.1%	680	4.2%	755	2.9%
TOTAL Female	4,033	58.5%	34,996	58.6%	4,412	54.6%	7,918	56.5%	8,586	53.4%	14,437	55.1%
TOTAL Male	2,861	41.5%	24,714	41.4%	3,673	45.4%	6,100	43.5%	7,488	46.6%	11,788	44.9%
GRAND TOTAL	6,894		59,710		8,085		14,018		16,074		26,225	

Degrees Awarded (Continued)

Graduate Degrees

Total minorities gained only slightly in the three levels identified for graduate degrees. Once again the largest increase over this ten-year period was in the Unknown category (20%). Overall, African Americans, Asian Americans recorded increases (2.8% and 0.5% respectively), Native Americans remained unchanged and Hispanics decreased 1.8%.

Table 7

	GRADUATE TOTAL			
	1993-94		2003-04	
	#	%	#	%
African American	120	1.6%	837	4.4%
Asian American	166	2.2%	524	2.7%
Hispanic	530	7.0%	1,005	5.2%
Native American	88	1.2%	224	1.2%
TOTAL Minority	904	11.9%	2,590	13.5%
White	4,694	62.0%	8,679	45.3%
Unknown	779	10.3%	5,799	30.3%
Nonresident Alien	1,192	15.7%	2,100	11.0%
TOTAL Female	3,788	50.0%	10,960	57.2%
GRAND TOTAL	7,569		19,165	

At the Masters level while all other categories increased, Hispanics decreased by 1.9%. Again, there is a notable increase in the Unknown category in Masters degrees of 20.9 percentage points.

Table 8

	Masters				Doctorate				First-Professional			
	1993-94		2003-04		1993-94		2003-04		1993-94		2003-04	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	102	1.6%	794	4.5%	4	0.5%	22	2.4%	14	3.0%	21	2.7%
Asian American	122	1.9%	426	2.4%	21	2.8%	23	2.5%	23	5.0%	75	9.7%
Hispanic	441	6.9%	877	5.0%	37	4.9%	57	6.1%	52	11.3%	71	9.2%
Native American	71	1.1%	196	1.1%	3	0.4%	8	0.9%	14	3.0%	20	2.6%
TOTAL Minority	736	11.6%	2,293	13.1%	65	8.6%	110	11.8%	103	22.3%	187	24.3%
White	3,871	60.9%	7,595	43.5%	484	64.2%	547	58.8%	339	73.4%	534	69.4%
Unknown	752	11.8%	5,705	32.7%	7	0.9%	50	5.4%	20	4.3%	44	5.7%
Nonresident Alien	994	15.6%	1,871	10.7%	198	26.3%	224	24.1%	0	0.0%	5	0.6%
TOTAL Female	3,330	52.4%	10,119	57.9%	260	34.5%	445	47.8%	198	42.9%	396	51.4%
TOTAL Male	3,023	47.6%	7,345	42.1%	494	65.5%	486	52.2%	264	57.1%	374	48.6%
GRAND TOTAL	6,353		17,464		754		931		462		770	

Institutions Listing 2003 Fall Enrollment

Institution	Type	FALL 2003	Men	Women	NR Alien	Black	Amer Indian	Asian Amer	Hispanic	White	Unknown
ACADEMY OF RADIO BROADCASTING-PHOENIX	<2	82	68.3%	31.7%		17.1%			15.9%	67.1%	
AMERICAN INDIAN COLL OF THE ASSEMBLIES OF GOD INC	4	80	41.3%	58.8%	1.3%	3.8%	65.0%	5.0%	7.5%	17.5%	
AMERICAN INSTITUTE OF TECHNOLOGY	<2	321	88.5%	11.5%		17.1%	1.2%		19.0%	62.6%	
APOLLO COLLEGE	2	Unknown									
APOLLO COLLEGE-PHOENIX INC	2	2,262	16.5%	83.5%		6.5%	12.4%	1.9%	31.6%	43.1%	4.4%
APOLLO COLLEGE-TRI CITY INC	2	Unknown									
APOLLO COLLEGE-WESTSIDE	2	Unknown									
ARGOSY UNIVERSITY-PHOENIX CAMPUS	4	333	7.1%	92.9%		35.7%	7.1%			42.9%	14.3%
ARIZONA ACADEMY OF BEAUTY INC	<2	74	5.4%	94.6%	1.4%	6.8%	1.4%	2.7%	37.8%	50.0%	
ARIZONA ACADEMY OF BEAUTY-NORTH	<2	54	5.6%	94.4%		9.3%	1.9%	3.7%	44.4%	40.7%	
ARIZONA AUTOMOTIVE INSTITUTE	2	677	92.0%	8.0%		5.2%	15.2%		33.1%	44.9%	1.6%
ARIZONA COLLEGE OF ALLIED HEALTH	2	202	9.9%	90.1%		16.3%	4.0%	2.5%	25.7%	46.5%	5.0%
ARIZONA STATE UNIVERSITY AT THE TEMPE CAMPUS	4	48,901	48.3%	51.7%	3.1%	3.6%	2.3%	5.2%	12.0%	70.2%	3.6%
ARIZONA STATE UNIVERSITY AT THE WEST CAMPUS	4	7,105	32.4%	67.6%	1.0%	5.1%	2.1%	3.9%	17.9%	66.5%	3.5%
ARIZONA STATE UNIVERSITY EAST	4	3,551	51.8%	48.2%	1.8%	2.4%	2.6%	3.9%	10.6%	75.1%	3.6%
ARIZONA WESTERN COLLEGE	2	6,454	39.9%	60.1%	0.3%	2.9%	2.3%	1.7%	57.0%	33.1%	2.7%
ARTISTIC BEAUTY COLLEGES-CHANDLER	<2	142	6.3%	93.7%		7.7%	3.5%	3.5%	19.7%	64.1%	1.4%
ARTISTIC BEAUTY COLLEGES-FLAGSTAFF	<2	50	8.0%	92.0%		2.0%	14.0%		14.0%	70.0%	
ARTISTIC BEAUTY COLLEGES-GLENDALE	<2	135	6.7%	93.3%		21.5%	2.2%	3.0%	32.6%	39.3%	1.5%
ARTISTIC BEAUTY COLLEGES-PHOENIX	<2	143	4.9%	95.1%		2.8%	0.7%	4.2%	16.8%	73.4%	2.1%
ARTISTIC BEAUTY COLLEGES-PRESCOTT	<2	49	4.1%	95.9%					4.1%	91.8%	4.1%
ARTISTIC BEAUTY COLLEGES-SCOTTSDALE	<2	69	10.1%	89.9%		15.9%		1.4%	11.6%	62.3%	8.7%
ARTISTIC BEAUTY COLLEGES-TUCSON	<2	166	3.0%	97.0%	1.8%	9.0%	2.4%	0.6%	42.2%	44.0%	
CARSTEN INSTITUTE	<2	133	5.3%	94.7%		2.3%	1.5%	4.5%	9.8%	80.5%	1.5%
CENTRAL ARIZONA COLLEGE	2	5,745	42.9%	57.1%	0.4%	4.5%	6.3%	0.8%	28.8%	55.7%	3.6%

2005 Minority Student Report

Institution	Type	FALL 2003	Men	Women	NR Alien	Black	Amer Indian	Asian Amer	Hispanic	White	Unknown
CHANDLER/GILBERT COMMUNITY COLLEGE	2	8,025	45.8%	54.2%	0.6%	2.6%	2.3%	3.3%	13.8%	68.9%	8.4%
CHAPARRAL COLLEGE	4	383	43.1%	56.9%		11.2%	10.2%	1.8%	35.5%	41.3%	
CHARLES OF ITALY BEAUTY COLLEGE	<2	71	1.4%	98.6%			1.4%		14.1%	83.1%	1.4%
CLINTON TECHNICAL INSTITUTE- MOTORCYCLE MECH DIV	2	1,288	97.4%	2.6%		0.5%	1.3%	2.2%	6.1%	71.5%	18.5%
COCHISE COLLEGE	2	4,225	39.4%	60.6%	0.4%	6.1%	1.0%	3.6%	25.8%	56.9%	6.2%
COCONINO COUNTY COMMUNITY COLLEGE	2	3,018	40.8%	59.2%		1.1%	17.1%	1.5%	8.7%	69.5%	2.0%
COLLEGE AMERICA	2	119	16.8%	83.2%		4.2%	63.9%		8.4%	23.5%	
COLLINS COLLEGE	4	1,945	73.3%	26.7%		2.2%	1.9%	1.9%	5.1%	21.1%	68.0%
CONSERVATORY OF RECORDING ARTS AND SCIENCES	<2	322	94.7%	5.3%		4.7%	0.6%	1.2%	9.0%	83.5%	0.9%
DESERT INSTITUTE OF THE HEALING ARTS	<2	71	21.1%	78.9%		1.4%	1.4%	1.4%	14.1%	80.3%	1.4%
DEVOE COLLEGE OF BEAUTY	<2	51	11.8%	88.2%		11.8%	2.0%	3.9%	41.2%	41.2%	
DEVRY UNIVERSITY-ARIZONA	4	2,526	76.2%	23.8%	0.7%	6.0%	5.5%	5.5%	17.2%	63.4%	1.7%
DINE COLLEGE	2	1,878	23.6%	76.4%		0.2%	97.5%	0.1%	0.1%	1.8%	0.3%
EARLS ACADEMY OF BEAUTY	<2	125	7.2%	92.8%	1.6%	9.6%	1.6%	5.6%	17.6%	64.0%	
EAST VALLEY INSTITUTE OF TECHNOLOGY	<2	65	38.5%	61.5%		3.1%	1.5%		16.9%	78.5%	
EASTERN ARIZONA COLLEGE	2	3,925	45.2%	54.8%	0.3%	2.5%	3.8%	0.8%	20.3%	69.7%	2.5%
EMBRY RIDDLE AERONAUTICAL UNIVERSITY-PRESCOTT	4	1,669	83.7%	16.3%	2.0%	1.7%	1.1%	5.7%	5.8%	74.7%	9.0%
ESTRELLA MOUNTAIN COMMUNITY COLLEGE	2	5,410	38.1%	61.9%	0.3%	5.9%	1.5%	3.0%	31.3%	47.9%	10.0%
EVEREST COLLEGE	2	535	20.2%	79.8%		12.7%	7.1%	2.1%	32.3%	39.8%	6.0%
GATEWAY COMMUNITY COLLEGE	2	7,795	45.8%	54.2%	1.0%	8.8%	5.3%	2.9%	25.3%	50.3%	6.4%
GLENDALE COMMUNITY COLLEGE	2	20,692	43.3%	56.7%	1.0%	4.8%	1.8%	4.1%	19.4%	60.4%	8.5%
GOLDEN GATE BAPTIST THEOLOGICAL SEMINARY-PHOENIX	4	52	80.8%	19.2%		9.6%	1.9%	9.6%	5.8%	71.2%	1.9%
GOLF ACADEMY OF ARIZONA	2	193	97.4%	2.6%	4.1%	0.5%	0.5%	2.6%	2.6%	89.1%	0.5%
GRAND CANYON UNIVERSITY	4	3,091	33.3%	66.7%	1.7%	3.9%	1.3%	1.3%	7.9%	51.8%	32.0%
HDS TRUCK DRIVING INSTITUTE	<2	25	100.0%	0.0%		4.0%	4.0%			36.0%	56.0%
HIGH-TECH INSTITUTE-PHOENIX	2	1,352	71.2%	28.8%		12.3%	5.0%	1.5%	35.1%	35.9%	10.3%
INTERNATIONAL ACADEMY OF HAIR DESIGN	<2	170	2.9%	97.1%		5.3%	0.6%	5.9%	18.2%	65.9%	4.1%
INTERNATIONAL BAPTIST COLLEGE	4	75	53.5%	46.5%	1.4%	4.2%	1.4%	7.0%	12.7%	73.2%	

2005 Minority Student Report

Institution	Type	FALL 2003	Men	Women	NR Alien	Black	Amer Indian	Asian Amer	Hispanic	White	Unknown
INTERNATIONAL INSTITUTE OF THE AMERICAS	4	527	19.7%	80.3%		11.6%	6.3%	0.6%	48.0%	27.9%	5.7%
INTERNATIONAL INSTITUTE OF THE AMERICAS	4	563	19.9%	80.1%		17.9%	6.4%	1.4%	37.3%	29.7%	7.3%
INTERNATIONAL INSTITUTE OF THE AMERICAS	4	542	22.7%	77.3%		7.6%	11.8%	1.5%	28.6%	46.1%	4.4%
INTERNATIONAL INSTITUTE OF THE AMERICAS	4	446	26.7%	73.3%		9.0%	4.5%	1.1%	47.3%	34.3%	3.8%
ITT TECHNICAL INSTITUTE	4	413	82.3%	17.7%		7.0%	1.9%	1.7%	34.6%	49.9%	4.8%
ITT TECHNICAL INSTITUTE	4	529	85.3%	14.7%		6.0%	6.4%	2.8%	20.4%	50.9%	13.4%
LAMSON COLLEGE	2	265	17.7%	82.3%		13.6%	9.8%	3.4%	23.4%	39.2%	10.6%
LONG TECHNICAL COLLEGE	2	107	17.8%	82.2%		5.6%	9.3%	0.9%	16.8%	53.3%	14.0%
LONG TECHNICAL COLLEGE-EAST VALLEY	4	140	16.0%	84.0%	6.0%	2.0%	12.0%	2.0%	10.0%	46.0%	22.0%
MARICOPA BEAUTY COLLEGE	<2	54	0.0%	100.0%				5.6%	35.2%	59.3%	
MARICOPA SKILL CENTER	<2	1,763	49.3%	50.7%	15.1%	8.2%	7.8%	2.3%	27.7%	26.4%	12.4%
MESA COMMUNITY COLLEGE	2	26,138	46.8%	53.2%	1.5%	3.7%	3.2%	3.9%	14.0%	66.0%	7.6%
METROPOLITAN COLLEGE	4	168	4.2%	95.8%		5.4%	3.6%	0.6%	19.6%	67.9%	3.0%
MIDWESTERN UNIVERSITY	4	1,241	38.5%	61.5%		5.4%	3.1%	10.0%	10.9%	65.4%	5.4%
MOHAVE COMMUNITY COLLEGE	2	6,248	35.4%	64.6%		0.5%	1.7%	1.7%	12.5%	78.8%	4.8%
MUNDUS INSTITUTE	<2	54	70.4%	29.6%		7.4%	11.1%	1.9%	3.7%	68.5%	7.4%
NORTHCENTRAL UNIVERSITY	4	Unknown									
NORTHERN ARIZONA UNIVERSITY	4	18,820	40.5%	59.5%	1.7%	1.9%	6.9%	1.9%	10.1%	76.2%	1.3%
NORTHLAND PIONEER COLLEGE	2	4,595	33.4%	66.6%		0.7%	27.5%	0.6%	6.9%	58.9%	5.4%
OTTAWA UNIVERSITY-PHOENIX	4	1,963	30.0%	70.0%		3.2%	0.7%	0.9%	6.6%	40.8%	47.7%
PARADISE VALLEY COMMUNITY COLLEGE	2	7,879	39.3%	60.7%	1.0%	2.0%	1.2%	2.7%	9.0%	68.8%	15.4%
PHOENIX COLLEGE	2	13,150	38.3%	61.7%	0.9%	7.3%	3.4%	2.2%	29.7%	35.5%	21.1%
PHOENIX THERAPEUTIC MASSAGE COLLEGE	<2	422	21.3%	78.7%		2.6%	4.5%	-	7.6%	82.5%	2.8%
PIMA COMMUNITY COLLEGE	2	31,216	42.6%	57.4%	1.7%	4.0%	3.5%	3.2%	28.9%	53.4%	5.3%
PIMA MEDICAL INSTITUTE	2	581	18.4%	81.6%		5.3%	2.1%	1.0%	45.3%	42.5%	3.8%
PIMA MEDICAL INSTITUTE-MESA	2	607	18.8%	81.2%		4.4%	4.8%	0.7%	21.6%	52.1%	16.5%
PRESCOTT COLLEGE	4	1,024	42.6%	57.4%	0.6%	1.1%	2.9%	0.7%	4.5%	84.3%	5.9%
REFRIGERATION SCHOOL INC	2	322	98.8%	1.2%		6.8%	4.3%	1.2%	25.5%	59.3%	2.8%
REMINGTON COLLEGE	4	427	28.6%	71.4%							100.0%

2005 Minority Student Report

Institution	Type	FALL 2003	Men	Women	NR Alien	Black	Amer Indian	Asian Amer	Hispanic	White	Unknown
RIO SALADO COLLEGE	2	14,527	38.2%	61.8%	0.2%	4.6%	1.3%	2.8%	8.4%	58.7%	24.0%
ROBERTO-VENN SCHOOL OF LUTHIERY	<2	39	94.9%	5.1%	10.3%				2.6%	87.2%	
SAFFORD COLLEGE OF BEAUTY	<2	43	2.3%	97.7%					34.9%	65.1%	
SCOTTSDALE COMMUNITY COLLEGE	2	11,808	44.4%	55.6%	1.5%	2.5%	3.7%	2.8%	8.7%	71.2%	9.4%
SCOTTSDALE CULINARY INSTITUTE	2	1,241	64.6%	35.4%		1.2%	1.3%	0.3%	8.4%	70.3%	18.5%
SOUTH MOUNTAIN COMMUNITY COLLEGE	2	4,303	37.9%	62.1%	0.8%	12.4%	4.4%	2.5%	41.9%	29.3%	8.7%
SOUTHWEST COLLEGE OF NATUROPATHIC MED & HEALTH SCI	4	310	27.1%	72.9%	2.6%	8.7%	1.9%	5.2%	4.5%	73.9%	3.2%
SOUTHWEST INSTITUTE OF HEALING ARTS	2	1,804	26.7%	73.3%	0.1%	0.4%	0.1%	0.7%	1.3%	16.6%	80.7%
SOUTHWEST SKILL CENTER-CAMPUS OF ESTRELLA MTN CC	<2	245	16.3%	83.7%		9.8%	1.2%	1.6%	32.7%	46.5%	8.2%
SOUTHWESTERN CONSERVATIVE BAPTIST BIBLE COLLEGE	4	267	47.9%	52.1%	1.1%	2.2%	0.7%	0.7%	7.5%	85.4%	2.2%
THE ART CENTER DESIGN COLLEGE-TUCSON	4	295	47.8%	52.2%		0.7%	1.4%		36.6%	59.3%	2.0%
THE ART INSTITUTE OF PHOENIX	4	1,216	61.4%	38.6%	0.1%	3.1%	2.5%	2.3%	13.0%	40.3%	38.7%
THE BRYMAN SCHOOL	2	1,319	21.9%	78.1%		9.6%	7.4%	2.2%	35.3%	40.1%	5.4%
THUNDERBIRD-THE GARVIN SCHOOL OF INTERNATIONAL MANAGEMENT	4	1,357	74.9%	25.1%	62.9%	0.7%	0.1%	2.4%	3.1%	25.0%	6.0%
TOHONO O'ODHAM COMMUNITY COLLEGE	2	181	22.7%	77.3%		0.6%	95.0%		2.2%	2.2%	
TONI & GUY HAIRDRESSING ACADEMY	<2	208	3.8%	96.2%	1.4%	1.4%		1.4%	12.5%	83.2%	
TUCSON COLLEGE	<2	311	11.3%	88.7%	0.3%	10.9%	1.9%	0.6%	45.0%	40.5%	0.6%
TUCSON DESIGN COLLEGE	2	Unknown									
TURNING POINT BEAUTY COLLEGE	<2	Unknown									
UNIVERSAL TECHNICAL INSTITUTE INC	2	1,867	98.7%	1.3%	0.1%	2.2%	1.9%	5.7%	18.3%	50.7%	21.0%
UNIVERSITY OF ADVANCING TECHNOLOGY	4	801	87.0%	13.0%	1.5%	3.7%	1.8%	4.2%	7.8%	68.2%	12.9%
UNIVERSITY OF ARIZONA	4	37,083	46.9%	53.1%	3.5%	3.0%	1.8%	5.6%	14.8%	66.3%	5.0%
UNIVERSITY OF PHOENIX-ONLINE CAMPUS	4	71,052	43.1%	56.9%	9.1%	10.0%	0.8%	2.1%	5.3%	49.5%	23.2%
UNIVERSITY OF PHOENIX-PHOENIX CAMPUS	4	7,892	44.9%	55.1%	4.6%	4.6%	1.5%	1.5%	8.4%	39.8%	39.5%
UNIVERSITY OF PHOENIX-SOUTHERN ARIZONA CAMPUS	4	3,137	43.1%	56.9%	14.5%	4.8%	1.9%	1.0%	19.7%	31.6%	26.5%
WESTERN INTERNATIONAL UNIVERSITY	4	2,138	38.3%	61.7%	2.3%	5.9%	1.1%	1.5%	13.2%	61.0%	14.9%
YAVAPAI COLLEGE	2	8,188	37.0%	63.0%	-	0.7%	2.6%	0.9%	4.8%	70.5%	20.4%

Sources

DEMOGRAPHICS

Population:

SOURCE: The Chronicle of Higher Education

DATE: Almanac 2004-05

Age distribution:

SOURCE: The Chronicle of Higher Education

DATE: Almanac 2004-05

Racial and ethnic distribution:

SOURCE: The Chronicle of Higher Education

DATE: Almanac 2004-05

**Educational attainment of adults
(highest level):**

SOURCE: The Chronicle of Higher Education

DATE: Almanac 2004-05

Per-capita personal income:

SOURCE: The Chronicle of Higher Education

DATE: Almanac 2004-05

Poverty rate:

SOURCE: The Chronicle of Higher Education

DATE: Almanac 2004-05

New high-school graduates:

SOURCE: The Chronicle of Higher Education

DATE: Almanac 2004-05

Measuring Up

SOURCE: Measuring Up

The National Report Card on Higher Education

The National Center for Public Policy and Higher Education

(<http://www.highereducation.org>)

DATE: 2004, 2002, 2000

Sources (continued)

K-12

K-12 Enrollment:

SOURCE: Arizona Department of Education, October Enrollment Counts Report (<http://www.ade.state.az.us/researchpolicy/azenroll/>)

DATE: 1996-1997 through 2004-2005

NOTE: PK-8 includes preschool, kindergarten, grades 1 through 8 and ungraded elementary. 9-12 includes grades 9 through 12 and ungraded secondary.

AIMS Test Scores:

SOURCE: Arizona Department of Education, AIMS Results (Wizard) (<http://www.ade.state.az.us/standards/aims/>)

DATE: 2004

NOTE: AIMS scores were not shown in the table for students who did not identify gender or race/ethnicity.

Dropout Rates:

SOURCE: Arizona Department of Education, Annual Dropout Rate Study (<http://www.ade.state.az.us/researchpolicy/dropoutinfo/>)

DATE: 1994-1995 through 2003-2004

NOTE: ADOE calculates annual dropout rates by dividing the dropout count by the total enrollment over the course of one year.

Graduation Rates:

SOURCE: Arizona Department of Education, Graduation Rate Study (www.ade.state.az.us/ResearchPolicy/grad/)

Date: 1993, 1994, 2000, 2001, 2002, 2003

NOTE: ADOE calculates four-year graduation rates by dividing the number of graduating students by the total enrollment.

Advanced Placement Scores

SOURCE: College Board, State Summary Report

DATE: 2001 through 2004

Eligibility Study:

SOURCE: Arizona Board of Regents. Arizona High School Transcript Study

DATE: 1998, 2002

NOTE: 16 core courses include: 4 yrs. English, 4 yrs. Math, 3 yrs. Lab Science, 2 yrs. Social Science, 2 yrs. Foreign Language, and 1 yr. Fine Arts.

Sources *(continued)*

K-12 (continued)

ACT/SAT Scores:

SOURCE: ACT, High School Profile Report. SAT, College Board, State Summary Report

DATE: ACT 2002 through 2004, SAT 2002 through 2004

POSTSECONDARY EDUCATION

College Enrollment:

SOURCE: The Chronicle of Higher Education

DATE: Almanac 2004-05

Degrees Awarded:

SOURCE: U.S. Department of Education (<http://nces.ed.gov>)

DATE: IPEDS Completions 1993-94 and 2003-04

College Enrollment Listing:

SOURCE: U.S. Department of Education (<http://www.ed.gov>)

DATE: IPEDS COOL Website Fall 2003

Glossary

Advanced Placement

Advanced Placement courses and tests (offered by the College Board) allow high school students an opportunity to try college-level work and potentially earn college credits. Postsecondary institutions generally award credit for AP test scores of 3, 4, or 5.

American College Testing Program (ACT)

The ACT assessment program measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social studies. Student performance on the tests does not reflect innate ability and is influenced by a student's educational preparedness.

Arizona's Instrument for Measuring Standards (AIMS)

AIMS measures students achievement of the Arizona Academic Standards adopted by the State Board of Education in three subject areas: reading, Writing, and mathematics. Students graduating in 2006 will be required to pass all sections of the AIMS test to receive a high school diploma.

Associate degree

A degree granted for the successful completion of a sub-baccalaureate program of studies, usually requiring at least 2 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Bachelor's degree

A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Degree-granting institutions

Postsecondary institutions that are eligible for Title IV federal financial aid programs and that grant an associate's or higher degree. For an institution to be eligible to participate in Title IV financial aid programs it must offer a program of at least 300 clock hours in length, have accreditation recognized by the U.S. Department of Education, have been in business for at least 2 years, and have signed a participation agreement with the Department.

Doctor's degree

An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctorates are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D.Eng. or D.E.S.). Many doctor's degrees in academic and professional fields require an earned master's degree as a prerequisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading.

Dropout Rates

The Arizona Department of Education calculates annual dropout rates by dividing the total number of dropout counts by the total class size over the course of one year.

Educational attainment

The highest grade of regular school attended and completed.

Glossary (Continued)

Enrollment

The total number of students registered in a given school unit at a given time, generally in the fall of a year.

First-professional degree

A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior-required college work and the professional program itself. By NCES definition, first-professional degrees are awarded in the fields of dentistry (D.D.S. or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O.), pharmacy (D.Pharm.), podiatric medicine (D.P.M.), veterinary medicine (D.V.M.), chiropractic (D.C. or D.C.M.), law (J.D.), and theological professions (M.Div. or M.H.L.).

Full-time enrollment

The number of students enrolled in higher education courses with total credit load equal to at least 75 percent of the normal full-time course load.

Graduate

An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Graduate enrollment (Postsecondary)

The number of students who hold the bachelor's or first-professional degree, or the equivalent, and who are working towards a master's or doctor's degree. First-professional students are counted separately. These enrollment data measure those students who are registered at a particular time during the fall. At some institutions, graduate enrollment also includes students who are in postbaccalaureate classes but not in degree programs. In specified tables, graduate enrollment includes all students in regular graduate programs and all students in postbaccalaureate classes but not in degree programs (unclassified postbaccalaureate students).

Graduation Rates (K-12)

The Arizona Department of Education calculates four-year graduation rates by dividing the number of four-year graduating students by the total class size.

Master's degree

A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree. One type of master's degree, including the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program, for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, and an M.P.A. in public administration. A third type of master's degree is awarded in professional fields for study beyond the first-professional degree, for example, the Master of Laws (L.L.M.) and Master of Science in various medical specializations.

Nonresident alien

A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

Glossary (Continued)

Part-time enrollment

The number of students enrolled in higher education courses with a total credit load less than 75 percent of the normal full-time credit load.

Postsecondary education

The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes avocational and adult basic education programs.

Private school or institution

A school or institution which is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government, which is usually supported primarily by other than public funds, and the operation of whose program rests with other than publicly elected or appointed officials. Private schools and institutions include both nonprofit and proprietary institutions.

Public school or institution

A school or institution controlled and operated by publicly elected or appointed officials and deriving its primary support from public funds.

Racial/ethnic group

Classification indicating general racial or ethnic heritage based on self-identification, as in data collected by the U.S. Bureau of the Census or on observer identification, as in data collected by the Office for Civil Rights. These categories are in accordance with the Office of Management and Budget standard classification scheme presented below:

African American

A person having origins in any of the black racial groups in Africa. Normally excludes persons of Hispanic origin except for tabulations produced by the U.S. Bureau of the Census, which are noted accordingly in this volume.

American Indian or Alaskan Native

A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Hispanic

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

White

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origin except for tabulations produced by the U.S. Bureau of the Census, which are noted accordingly in this volume.

Glossary *(Continued)*

Scholastic Aptitude Test (SAT)

The SAT standardized test is administered through the College Board and measures verbal and mathematical reasoning skills students have developed over time and skills they need to be successful academically. The SAT is scored on a scale of 200-800 and is typically taken by high school juniors and seniors.

Undergraduate students

Students registered at an institution of higher education who are working in a program leading to a baccalaureate degree or other formal award below the baccalaureate, such as an associate degree.

Vocational education

Organized educational programs, services, and activities which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career, requiring other than a baccalaureate or advanced degree.

Appendix A

PK-12 Enrollment Numbers by Grade, Race/Ethnicity, and Gender 1996-97 to 2004-2005

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
African American	34,212	35,830	38,421	40,029	41,392	43,556	46,859	48,932	52,454
PK-8	25,634	26,719	28,561	29,362	30,550	31,709	33,563	34,290	36,412
9-12	8,578	9,111	9,860	10,667	10,842	11,847	13,296	14,642	16,042
American Indian	57,592	56,744	58,475	59,688	59,498	60,405	63,307	66,882	65,546
PK-8	42,565	41,037	42,373	42,764	42,371	42,738	42,518	41,676	41,238
9-12	15,027	15,707	16,102	16,924	17,127	17,667	20,789	25,206	24,308
Asian American	14,018	14,885	16,171	16,847	18,230	19,362	21,109	22,300	24,273
PK-8	9,802	10,330	11,274	11,863	12,790	13,667	14,498	15,203	16,621
9-12	4,216	4,555	4,897	4,984	5,440	5,695	6,611	7,097	7,652
Hispanic	240,795	250,656	268,098	284,993	303,101	325,700	355,295	376,088	404,845
PK-8	181,578	189,173	202,926	216,193	230,600	246,669	264,417	276,784	296,417
9-12	59,217	61,483	65,172	68,800	72,501	79,031	90,878	99,304	108,428
Total Minority	346,617	358,115	381,165	401,557	422,221	449,023	486,570	514,202	547,118
PK-8	259,579	267,259	285,134	300,182	316,311	334,783	354,996	367,953	390,688
9-12	87,038	90,856	96,031	101,375	105,910	114,240	131,574	146,249	156,430
White	452,633	455,123	466,597	470,518	471,225	473,257	491,558	497,757	506,388
PK-8	326,367	325,552	331,978	332,597	332,127	332,001	333,161	332,099	334,710
9-12	126,266	129,571	134,619	137,921	139,098	141,256	158,397	165,658	171,678
Female	387,996	395,054	411,913	423,007	434,259	447,902	474,243	490,237	510,458
PK-8	283,752	287,810	299,956	307,179	315,199	323,624	333,738	339,507	351,500
9-12	104,244	107,244	111,957	115,828	119,060	124,278	140,505	150,730	158,958
Male	411,254	418,175	435,849	449,068	459,187	474,378	503,886	521,722	543,048
PK-8	302,194	304,992	317,156	325,600	333,239	343,160	354,420	360,545	373,898
9-12	109,060	113,183	118,693	123,468	125,948	131,218	149,466	161,177	169,150
Total	799,250	813,229	847,762	872,075	893,446	922,280	978,129	1,011,959	1,053,506
PK-8	585,946	592,802	617,112	632,779	648,438	666,784	688,158	700,052	725,398
9-12	213,304	220,427	230,650	239,296	245,008	255,496	289,971	311,907	328,108

Appendix B

PK-12 Enrollment Percentages by Grade, Race/Ethnicity, and Gender 1996-97 to 2004-2005

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
African American	4.3%	4.4%	4.5%	4.6%	4.6%	4.7%	4.8%	4.8%	5.0%
PK-8	4.4%	4.5%	4.6%	4.6%	4.7%	4.8%	4.9%	4.9%	5.0%
9-12	4.0%	4.1%	4.3%	4.5%	4.4%	4.6%	4.6%	4.7%	4.9%
American Indian	7.2%	7.0%	6.9%	6.8%	6.7%	6.5%	6.5%	6.6%	6.2%
PK-8	7.3%	6.9%	6.9%	6.8%	6.5%	6.4%	6.2%	6.0%	5.7%
9-12	7.0%	7.1%	7.0%	7.1%	7.0%	6.9%	7.2%	8.1%	7.4%
Asian American	1.8%	1.8%	1.9%	1.9%	2.0%	2.1%	2.2%	2.2%	2.3%
PK-8	1.7%	1.7%	1.8%	1.9%	2.0%	2.0%	2.1%	2.2%	2.3%
9-12	2.0%	2.1%	2.1%	2.1%	2.2%	2.2%	2.3%	2.3%	2.3%
Hispanic	30.1%	30.8%	31.6%	32.7%	33.9%	35.3%	36.3%	37.2%	38.4%
PK-8	31.0%	31.9%	32.9%	34.2%	35.6%	37.0%	38.4%	39.5%	40.9%
9-12	27.8%	27.9%	28.3%	28.8%	29.6%	30.9%	31.3%	31.8%	33.0%
Total Minority	43.4%	44.0%	45.0%	46.0%	47.3%	48.7%	49.7%	50.8%	51.9%
PK-8	44.3%	45.1%	46.2%	47.4%	48.8%	50.2%	51.6%	52.6%	53.9%
9-12	40.8%	41.2%	41.6%	42.4%	43.2%	44.7%	45.4%	46.9%	47.7%
White	56.6%	56.0%	55.0%	54.0%	52.7%	51.3%	50.3%	49.2%	48.1%
PK-8	55.7%	54.9%	53.8%	52.6%	51.2%	49.8%	48.4%	47.4%	46.1%
9-12	59.2%	58.8%	58.4%	57.6%	56.8%	55.3%	54.6%	53.1%	52.3%
Female	48.5%	48.6%	48.6%	48.5%	48.6%	48.6%	48.5%	48.4%	48.5%
PK-8	48.4%	48.6%	48.6%	48.5%	48.6%	48.5%	48.5%	48.5%	48.5%
9-12	48.9%	48.7%	48.5%	48.4%	48.6%	48.6%	48.5%	48.3%	48.4%
Male	51.5%	51.4%	51.4%	51.5%	51.4%	51.4%	51.5%	51.6%	51.5%
PK-8	51.6%	51.4%	51.4%	51.5%	51.4%	51.5%	51.5%	51.5%	51.5%
9-12	51.1%	51.3%	51.5%	51.6%	51.4%	51.4%	51.5%	51.7%	51.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix C

Annual Dropout Rate by Race/Ethnicity and Gender High School Students (Grades 9-12) 1994-95 to 2003-2004

	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
African American	14.3%	16.4%	14.8%	14.6%	15.4%	13.0%	11.9%	11.7%	10.4%	7.6%
# Enrolled	8,935	9,317	10,491	10,966	12,187	11,143	14,597	14,958	16,032	17,645
# Drops	1,277	1,532	1,557	1,597	1,879	1,446	1,740	1,749	1,665	1,345
American Indian	17.8%	18.3%	22.6%	18.8%	19.1%	16.8%	15.1%	16.1%	15.3%	12.4%
# Enrolled	14,701	14,079	16,947	16,516	18,216	17,418	19,113	21,393	20,238	20,883
# Drops	2,617	2,573	3,834	3,104	3,483	2,919	2,881	3,453	3,092	2,593
Asian American	6.6%	7.0%	6.1%	5.8%	8.2%	4.8%	4.6%	3.7%	3.4%	2.7%
# Enrolled	4,072	4,107	4,579	4,894	5,341	4,867	6,266	6,534	7,034	6,590
# Drops	267	289	278	282	437	232	286	243	237	175
Hispanic	17.1%	17.8%	18.6%	17.0%	17.6%	15.4%	14.3%	13.2%	11.8%	10.1%
# Enrolled	58,047	61,761	68,725	71,449	76,739	71,188	90,913	94,763	103,311	118,438
# Drops	9,912	11,015	12,806	12,129	13,514	10,969	12,965	12,545	12,162	11,914
Total Minority	16.4%	17.3%	18.3%	16.5%	17.2%	14.9%	13.7%	13.1%	11.7%	9.8%
# Enrolled	85,755	89,264	100,742	103,825	112,483	104,616	130,889	137,648	146,615	163,556
# Drops	14,073	15,409	18,475	17,112	19,313	15,566	17,872	17,990	17,156	16,027
White	9.1%	9.5%	8.6%	7.7%	8.5%	8.1%	6.7%	6.4%	5.6%	4.8%
# Enrolled	124,216	126,403	136,761	140,682	147,643	129,503	162,831	162,082	166,060	152,045
# Drops	11,296	10,992	11,819	10,887	12,531	10,531	10,990	10,386	9,360	7,264
Female	10.8%	10.7%	11.2%	10.2%	10.8%	9.6%	8.7%	8.5%	7.4%	6.7%
# Enrolled	101,366	103,431	114,374	116,780	123,477	112,351	140,543	144,532	151,530	151,889
# Drops	10,985	11,030	12,778	11,946	13,353	10,782	12,210	12,291	11,320	10,164
Male	13.2%	13.7%	14.2%	12.6%	13.5%	12.6%	10.9%	10.4%	9.4%	8.0%
# Enrolled	108,605	112,236	123,129	127,727	136,649	121,768	153,177	155,198	161,145	163,712
# Drops	14,384	15,371	17,516	16,053	18,491	15,315	16,652	16,084	15,196	13,127
Total	12.1%	12.2%	12.8%	11.5%	12.2%	11.1%	9.8%	9.5%	8.5%	7.38%
# Enrolled	209,971	215,667	237,503	244,507	260,126	234,119	293,720	299,730	312,675	315,601
# Drops	25,369	26,401	30,294	27,999	31,844	26,097	28,862	28,375	26,516	23,291

Appendix D

Four-Year High School Graduation Rates by Race/Ethnicity and Gender Class of 1993, 1994, 2000, 2001, 2002, 2003

	1993	1994	2000	2001	2002	2003
African American	59.5%	61.7%	67.8%	63.4%	65.4%	66.4%
	1,775	1,643	2,367	2,652	2,693	3,003
American Indian	61.5%	55.3%	55.9%	59.9%	56.8%	58.5%
	3,064	3,037	3,968	4,243	4,102	4,362
Asian American	78.3%	80.5%	84.0%	83.5%	87.1%	88.7%
	863	907	1,200	1,358	1,368	1,472
Hispanic	55.6%	57.2%	58.6%	57.1%	61.3%	63.1%
	11,388	11,396	16,814	18,089	17,588	18,694
Total Minority	58.2%	58.6%	60.3%	59.5%	62.4%	64.1%
	17,092	16,985	24,351	26,344	25,753	27,533
White	74.2%	76.2%	78.9%	79.5%	80.5%	81.9%
	26,785	26,074	33,236	34,025	34,002	34,514
Female	71.3%	73.7%	75.2%	74.5%	76.4%	78.1%
	21,580	21,063	28,984	29,635	29,525	30,314
Male	64.8%	65.0%	67.0%	67.3%	69.0%	70.1%
	22,295	21,994	28,601	30,732	30,228	31,731
Total	68.0%	69.3%	71.0%	70.8%	72.7%	74.0%
	43,876	43,058	57,586	60,368	59,754	62,046

Appendix E

**Percentage of Advanced Placement Scores 3 or Higher
by Race/Ethnicity and Gender
2000, 2001, 2002, 2003**

		2000	2001	2002	2003
African American	Arizona	42.8%	42.3%	42.6%	46.4%
	National	31.4%	33.3%	31.9%	31.7%
American Indian	Arizona	27.2%	29.4%	30.7%	30.3%
	National	44.6%	46.1%	45.3%	46.3%
Asian American	Arizona	61.7%	62.2%	64.6%	65.7%
	National	63.6%	65.5%	64.5%	64.5%
Hispanic	Arizona	56.6%	55.5%	53.7%	54.1%
	National	52.9%	52.8%	50.7%	50.4%
Total Minority	Arizona	56.4%	56.0%	55.7%	56.7%
	National	54.7%	55.8%	54.2%	53.9%
White	Arizona	63.0%	63.5%	64.1%	65.8%
	National	64.2%	57.0%	65.0%	65.2%
Female	Arizona	57.8%	58.7%	58.5%	60.7%
	National	58.7%	60.7%	58.8%	59.0%
Male	Arizona	65.4%	64.9%	66.3%	66.2%
	National	65.0%	66.6%	65.1%	64.8%
Total	Arizona	61.2%	61.5%	62.0%	63.2%
	National	61.7%	63.4%	61.7%	61.6%

Appendix F

ACT & SAT Number of Test Takers in Arizona by Race/Ethnicity 2002, 2003, 2004

	2002	2003	2004
African American			
ACT	373	437	333
SAT	435	465	548
American Indian			
ACT	980	1,055	1,027
SAT	182	195	245
Asian American			
ACT	381	413	368
SAT	650	701	832
Hispanic			
ACT	1,567	1,819	1,735
SAT	1,492	1,794	2,243
Total Minority			
ACT	3,301	3,724	3,463
SAT	2,759	3,155	3,868
White			
ACT	6,496	6,956	6,581
SAT	7,269	8,920	10,214
Total			
ACT	9,797	10,680	10,044
SAT	10,028	12,075	14,082

Appendix G

Degrees Awarded by Race/Ethnicity and Gender 1993-94 and 2003-04

African American

	Men			Women		
	1994	2004	% change	1994	2004	% change
Associates	2.2%	2.4%	0.2%	1.8%	2.6%	0.8%
Bachelors	1.0%	1.2%	0.2%	1.4%	1.8%	0.4%
Masters	0.7%	1.3%	0.6%	0.9%	3.3%	2.4%
Doctors	0.0%	1.0%	1.0%	0.5%	1.4%	0.9%
First Professional	1.5%	0.9%	-0.6%	1.5%	1.8%	0.3%

American Indian

	Men			Women		
	1994	2004	% change	1994	2004	% change
Associates	1.7%	1.5%	-0.2%	3.6%	4.0%	0.4%
Bachelors	0.5%	0.7%	0.2%	1.0%	1.3%	0.3%
Masters	0.4%	0.3%	-0.1%	0.7%	0.8%	0.1%
Doctors	0.3%	0.4%	0.1%	0.1%	0.4%	0.3%
First Professional	1.3%	1.6%	0.3%	1.7%	1.0%	-0.7%

Asian American

	Men			Women		
	1994	2004	% change	1994	2004	% change
Associates	1.3%	1.1%	-0.2%	0.9%	1.3%	0.4%
Bachelors	1.5%	1.9%	0.4%	1.3%	1.9%	0.6%
Masters	1.0%	1.1%	0.1%	0.9%	1.4%	0.5%
Doctors	1.7%	1.0%	-0.7%	1.1%	1.5%	0.4%
First Professional	2.4%	4.2%	1.8%	2.6%	5.6%	3.0%

**Degrees Awarded
by Race/Ethnicity and Gender
1993-94 and 2003-04**

Hispanic

	Men			Women		
	1994	2004	% change	1994	2004	% change
Associates	6.9%	7.7%	0.8%	8.3%	11.7%	3.4%
Bachelors	3.6%	4.1%	0.5%	4.8%	6.3%	1.5%
Masters	3.1%	1.7%	-1.4%	3.8%	3.3%	-0.5%
Doctors	2.9%	2.3%	-0.6%	2.0%	3.9%	1.9%
First Professional	6.9%	5.5%	-1.4%	4.3%	3.8%	-0.5%

Unknown

	Men			Women		
	1994	2004	% change	1994	2004	% change
Associates	0.6%	4.6%	4.0%	0.4%	3.8%	3.4%
Bachelors	0.7%	6.8%	6.1%	0.6%	7.6%	7.0%
Masters	7.1%	13.2%	6.1%	4.7%	19.5%	14.8%
Doctors	0.7%	3.0%	2.3%	0.3%	2.4%	2.1%
First Professional	2.4%	3.6%	1.2%	1.9%	2.1%	0.2%

Non-Resident Alien

	Men			Women		
	1994	2004	% change	1994	2004	% change
Associates	0.5%	0.5%	0.0%	0.3%	0.6%	0.3%
Bachelors	2.7%	1.7%	-1.0%	1.5%	1.1%	-0.4%
Masters	11.1%	7.0%	-4.1%	4.5%	3.7%	-0.8%
Doctors	21.1%	16.3%	-4.8%	5.2%	7.7%	2.5%
First Professional	0.0%	0.3%	0.3%	0.0%	0.4%	0.4%

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