

Indicator 2. Population Projections of Young People

Projections of the population, birth to age 24, by race/ethnicity and age:
1993 to 2020

Race/ethnicity and age	Population, in millions							Percent change	
	1993	1995	2000	2005	2010	2015	2020	1993 to 2000	2000 to 2020
Total, all ages	257.8	263.4	276.2	288.3	300.4	313.1	325.9	7.2	18.0
All races, 0 to 24	92.8	94.5	97.7	101.4	103.8	106.3	108.2	5.3	10.8
Under 5	19.7	20.2	19.4	19.3	20.0	21.1	22.0	-1.3	13.0
5 to 13	33.5	34.3	36.5	36.8	36.2	36.9	38.7	9.1	5.9
14 to 17	13.9	14.6	15.8	16.9	17.4	17.0	17.1	13.5	8.3
18 to 24	25.7	25.5	25.9	28.2	30.2	31.3	30.5	1.0	17.5
White, non-Hispanic, 0 to 24	63.0	63.4	63.2	63.1	62.0	60.8	59.2	0.3	-6.3
Under 5	12.9	13.0	11.9	11.3	11.3	11.3	11.5	-7.3	-3.3
5 to 13	22.8	23.0	23.5	22.6	21.1	20.6	20.9	2.9	-11.2
14 to 17	9.5	9.9	10.5	10.8	10.8	9.8	9.4	10.1	-10.3
18 to 24	17.7	17.4	17.2	18.5	19.0	18.8	17.4	-2.7	0.9
Hispanic, 0 to 24	12.2	12.7	14.5	16.4	18.4	20.4	22.3	19.1	54.1
Under 5	3.0	3.1	3.3	3.6	4.0	4.5	4.9	11.0	50.2
5 to 13	4.3	4.6	5.5	6.2	6.7	7.3	8.1	29.8	47.0
14 to 17	1.7	1.8	2.1	2.6	2.9	1	3.4	23.6	60.6
18 to 24	3.2	3.2	3.5	4.1	4.9	5.5	5.9	10.1	65.0
Black, non-Hispanic, 0 to 24	13.5	13.9	14.6	15.4	16.1	16.8	17.4	8.0	19.7
Under 5	3.0	3.1	3.0	3.1	3.3	3.5	3.7	2.6	20.8
5 to 13	4.9	5.0	5.5	5.7	5.7	6.0	6.4	12.9	15.4
14 to 17	2.1	2.2	2.3	2.6	2.7	2.7	2.8	11.5	20.0
18 to 24	3.6	3.6	3.7	4.0	4.4	4.6	4.6	3.9	24.9
Other, non-Hispanic, 0 to 24 ¹	4.2	4.6	5.5	6.4	7.4	8.3	9.2	31.3	69.2
Under 5	0.9	1.0	1.2	1.3	1.5	1.6	1.8	31.2	54.1
5 to 13	1.5	1.6	2.0	2.4	2.7	3.0	3.3	32.5	67.2
14 to 17	0.6	0.7	0.9	1.0	1.2	1.4	1.5	45.1	73.3
18 to 24	1.2	1.3	1.4	1.7	2.0	2.3	2.6	22.7	82.0

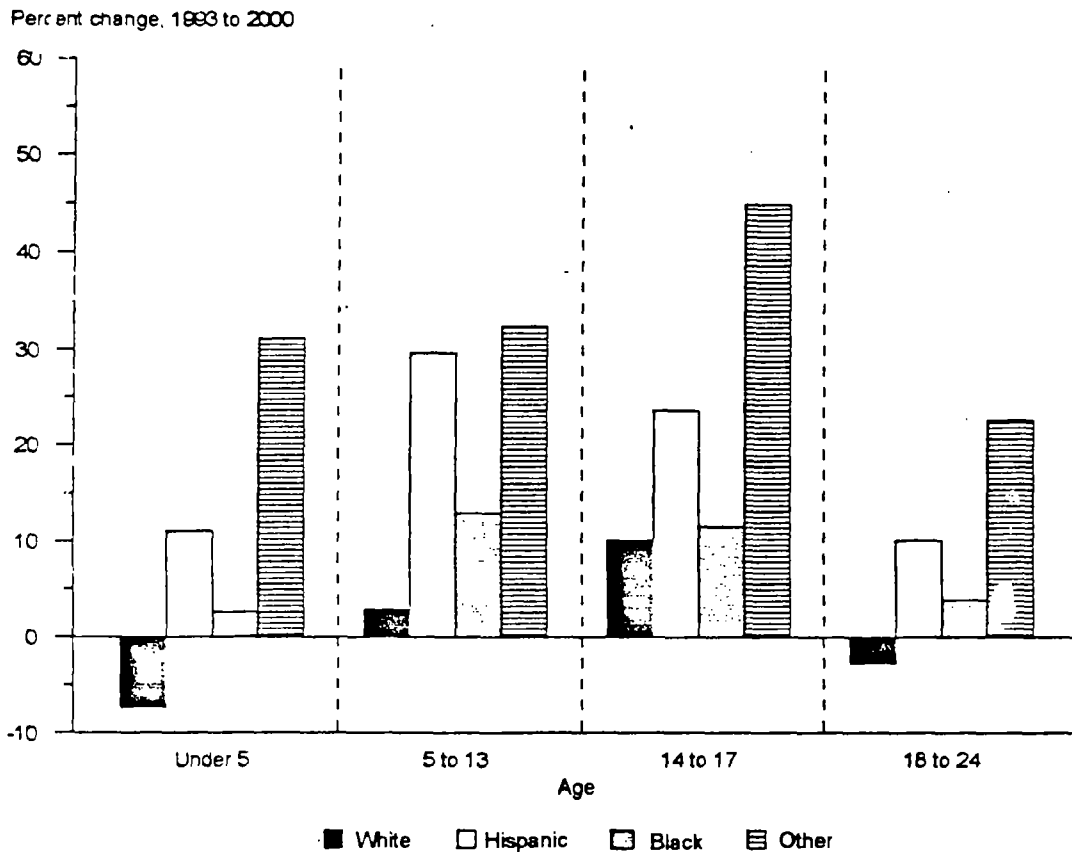
¹Includes American Indians, Alaskan Natives, and Asian and Pacific Islanders.

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050* and *U.S. Population Estimates, by Age, Sex, Race, and Hispanic Origin: 1990 to 1994*, PPL-21.

Indicator 2. Population Projections of Young People

Percent change in 0- to 24-year-olds, by race/ethnicity and age: 1993 to 2000



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050* and *U.S. Population Estimates, by Age, Sex, Race, and Hispanic Origin: 1990 to 1994*, PPL-21.

The school-age population (ages 5 to 17) is expected to increase through the end of the century. Increasing numbers of minorities are expected in all age groups. The white non-Hispanic population will decrease by about 7 percent in the preschool age range and by about 3 percent in the college age range between 1993 and 2000. The population of Asians and American Indians in the high school age range is expected to increase even more rapidly than other minority groups.

Indicator 10. Families with Children

Number and percent of families with own children under 18 years old, by family type and race/ethnicity of family householder: 1950 to 1994

[Numbers in thousands]

Year	Total families	Families with own ¹ children under 18					
		Total		Married-couple families		Single-parent families ²	
		Number	Percent of total families	Number	Percent of all families with children	Number	Percent of all families with children
All families							
1950	39,193	20,267	51.7	18,772	92.6	1,495	7.4
1960	45,062	25,662	56.9	23,333	90.9	2,329	9.1
1970	51,237	28,666	55.9	25,406	88.6	3,260	11.4
1975	55,712	30,057	54.0	25,169	83.7	4,888	16.3
1980	58,426	30,517	52.2	24,568	80.5	5,949	19.5
1985	62,706	31,112	49.6	24,210	77.8	6,902	22.2
1990	66,090	32,289	48.9	24,537	76.0	7,752	24.0
1991	66,322	32,401	48.9	24,397	75.3	8,004	24.7
1992	67,173	32,746	48.7	24,420	74.6	8,326	25.4
1993	68,144	33,257	48.8	24,707	74.3	8,550	25.7
1994 ³	68,490	34,018	49.7	25,058	73.7	8,961	26.3
White ⁴							
1970	46,022	25,439	55.3	23,170	91.1	2,269	8.9
1975	49,451	26,092	52.8	22,722	87.1	3,370	12.9
1980	51,389	26,162	50.9	22,153	84.7	4,008	15.3
1985	54,400	28,169	51.8	24,078	85.5	4,091	14.5
1990	56,590	26,718	47.2	21,579	80.8	5,138	19.2
1993	57,858	27,335	47.2	21,686	79.3	5,650	20.7
1994 ³	57,870	27,642	47.8	21,884	79.2	5,758	20.8
Black ⁴							
1970	4,774	2,934	61.5	1,965	67.0	969	33.0
1975	5,498	3,475	63.2	2,013	57.9	1,462	42.1
1980	6,042	3,731	61.8	1,884	50.5	1,847	49.5
1985	6,778	3,890	57.4	1,822	46.8	2,068	53.2
1990	7,470	4,378	58.6	1,972	45.0	2,405	54.9
1993	7,888	4,560	57.8	1,945	42.7	2,616	57.4
1994 ³	7,989	4,793	60.0	1,924	40.1	2,868	59.8
Hispanic ⁵							
1980	3,100	2,133	68.8	1,651	77.4	482	22.6
1985	3,939	2,602	66.1	1,892	72.7	710	27.3
1990	4,840	3,051	63.0	2,188	71.7	863	28.3
1993	5,318	3,345	62.9	2,355	70.4	990	29.6
1994 ³	5,940	3,790	63.8	2,609	68.8	1,181	31.2

¹ "Own" children in a family are sons and daughters, including stepchildren and adopted children, of the householder.

² Includes unmarried couples.

³ Based on 1990 Census.

⁴ Includes Hispanics.

⁵ Hispanics may be of any race.

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-20, *Household and Family Characteristics*, various years.

Indicator 11. Children of Single Parents

Number and percent of own children under 18 years old in married-couple and single-parent families, by race/ethnicity of family householder: 1950 to 1994
[Numbers in thousands]

Year	Number of own ¹ children under 18	Number and percent of own children under 18			
		Married-couple families		Single-parent families ²	
		Number	Percent	Number	Percent
All races					
1950	42,253	39,252	92.9	3,002	7.1
1955	54,712	48,655	88.9	6,057	11.1
1960	64,519	—	—	—	—
1965	66,014	59,557	90.2	6,457	9.8
1970	66,714	59,143	88.7	7,571	11.3
1975	62,733	52,611	83.9	10,122	16.1
1980	57,700	46,810	81.1	10,890	18.9
1985	57,658	45,556	79.0	12,102	21.0
1990	59,013	45,907	77.8	13,105	22.2
1992	60,490	45,955	76.0	14,536	24.0
1993	61,184	46,476	76.0	14,709	24.0
1994 ³	62,582	47,231	75.5	15,352	24.5
White ⁴					
1970	57,446	52,791	91.9	4,655	8.1
1975	53,608	47,086	87.8	6,522	12.2
1980	48,739	41,903	86.0	6,836	14.0
1985	47,975	40,218	83.8	7,757	16.2
1990	48,522	40,251	83.0	8,270	17.0
1993	49,788	40,543	81.4	9,245	18.6
1994 ³	50,750	41,249	81.3	9,501	18.7
Black ⁴					
1970	8,462	5,619	66.4	2,843	33.6
1975	8,095	4,598	56.8	3,497	43.2
1980	7,724	3,845	49.8	3,879	50.2
1985	7,741	3,689	47.7	4,052	52.3
1990	8,151	3,722	45.7	4,430	54.3
1993	8,685	3,744	43.1	4,941	56.9
1994 ³	8,884	3,602	40.5	5,282	59.5
Hispanic ⁵					
1980	4,631	3,643	78.7	988	21.3
1985	5,663	4,171	73.7	1,492	26.3
1990	6,478	4,763	73.5	1,715	26.5
1993	6,867	4,910	71.5	1,957	28.5
1994 ³	8,268	5,865	70.9	2,402	29.1

—Data not available.

¹ "Own" children in a family are sons and daughters, including stepchildren and adopted children, of the householder. Excludes householders under 18 years, subfamily reference persons, and their spouses.

² Includes unmarried couples.

³ Based on 1990 Census.

⁴ Includes Hispanics.

⁵ Hispanics may be of any race.

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-20, *Household and Family Characteristics*, various years; and *Marital Status and Living Arrangements*, nos. 433, 445 and 450.

Indicator 12. Family Formation

Formation of families by the high school class of 1992,¹ by graduation status, sex, race/ethnicity, and activity status: 1994

Family situations	Total	Sex		Race/ethnicity			Activity status ²		
		Male	Female	White	Black	Hispanic	Student	Working	Home-maker
High school graduates and GED recipients									
Marital status	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Single	85.3	89.3	81.3	85.2	89.1	80.7	96.8	78.0	24.6
Married	7.9	5.4	10.5	8.2	3.2	12.4	1.6	10.5	50.2
Living with partner ³	6.0	4.9	7.1	5.7	7.5	6.1	1.5	10.2	20.8
Divorced	0.8	0.5	1.1	0.9	0.1	0.9	0.1	1.3	4.4
Number of biological children	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
None	88.3	93.0	83.5	91.3	75.6	81.2	95.5	84.7	26.9
Total with children	11.7	7.0	16.5	8.7	24.4	18.8	4.5	15.3	73.1
One	9.4	6.0	12.9	7.4	17.6	15.2	2.9	12.8	56.0
Two	2.1	0.9	3.3	1.3	6.2	3.1	1.5	2.5	14.8
Three or more	0.2	0.1	0.3	0.1	0.6	0.5	0.1	0.1	2.4
Age at birth of first child	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
14 or younger	2.3	1.2	2.7	1.0	5.6	1.5	1.3	1.3	0.4
15	3.2	2.2	3.6	1.7	6.8	2.1	6.3	2.9	3.8
16	7.7	2.8	9.5	5.4	9.4	11.7	6.8	7.0	6.8
17	16.3	9.9	18.8	19.7	12.7	9.0	30.1	14.8	13.1
18	23.4	23.1	23.5	26.0	21.1	20.1	19.1	26.1	21.7
19	30.6	35.8	28.5	33.2	28.3	26.5	24.6	30.4	31.1
20 or older	16.6	25.0	13.4	13.0	16.1	29.1	11.9	17.5	23.1
Father or mother of a child	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Living with child	67.8	44.7	77.9	73.2	60.1	59.3	65.6	63.3	78.2
Not living with child	32.2	55.3	22.1	26.8	39.9	40.7	34.4	36.7	21.8
High school dropouts and other noncompleters ⁴									
Marital status	100.0	100.0	100.0	100.0	100.0	100.0	—	100.0	100.0
Single	62.1	71.4	52.1	54.7	90.6	51.3	—	67.7	34.3
Married	19.2	12.9	26.1	24.0	3.7	23.6	—	15.4	41.8
Living with partner ³	14.1	10.7	17.8	14.9	4.9	21.7	—	11.4	19.6
Divorced	4.6	5.1	4.0	6.3	0.9	3.4	—	5.6	4.4
Number of biological children	100.0	100.0	100.0	100.0	100.0	100.0	—	100.0	100.0
None	51.9	66.6	36.0	58.2	45.6	43.4	—	60.1	12.1
Total with children	48.1	33.4	64.0	41.8	54.4	56.6	—	39.9	87.9
One	32.0	26.5	37.9	29.7	34.6	34.5	—	30.5	42.3
Two	11.7	5.4	18.4	9.8	12.7	15.7	—	7.8	29.4
Three or more	4.4	1.5	7.7	2.2	7.0	6.4	—	1.7	16.3
Age at birth of first child	100.0	100.0	100.0	100.0	100.0	100.0	—	100.0	100.0
14 or younger	2.0	0.2	3.0	0.9	4.0	3.4	—	2.1	2.9
15	3.3	0.7	4.7	1.8	7.0	4.4	—	2.1	5.7
16	9.1	2.6	12.7	7.7	14.5	9.4	—	6.9	10.5
17	20.3	11.9	25.1	20.2	21.7	18.5	—	18.2	21.5
18	23.4	21.0	24.8	23.5	21.5	22.2	—	20.3	22.1
19	27.9	42.0	20.1	32.8	15.4	29.2	—	34.2	25.6
20 or older	14.0	21.7	9.7	13.2	15.9	13.0	—	16.3	11.6
Father or mother of a child	100.0	100.0	100.0	100.0	100.0	100.0	—	100.0	100.0
Living with child	71.1	51.3	82.0	73.4	62.6	73.4	—	65.2	86.2
Not living with child	28.9	48.7	18.0	26.6	37.4	26.6	—	34.8	13.8

—Data not available because of low number of respondents.

¹ References to the class of 1992 are based on students in eighth grade in 1988 who would have been expected to graduate in 1992. This includes students who left school between 1988 and 1992.

² Primary activity in spring 1994. Includes only those individuals whose activities were exclusively in the listed categories. For example, tabulation excludes persons who were working and attending school.

³ Partners are those persons in marriage-like relationships.

⁴ Dropouts from the high school class of 1992 who may have left any time after the middle of the 8th grade. Also includes some who were still enrolled in high school in 1994.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Third Followup survey.

Indicator 16. Median Family Income

Median family income, by race/ethnicity of head of household: 1950 to 1993

Year	All families	White ¹	Black ¹	Hispanic ²
Current dollars				
1950	\$3,319	\$3,445	³ \$1,869	—
1955	4,418	4,613	³ 2,544	—
1960	5,620	5,835	³ 3,230	—
1965	6,957	7,251	³ 3,993	—
1970	9,867	10,236	6,279	—
1975	13,719	14,268	8,779	\$9,551
1980	21,023	21,904	12,674	14,716
1985	27,735	29,152	16,786	19,027
1986	29,458	30,809	17,604	19,995
1987	30,970	32,385	18,406	20,300
1988	32,191	33,915	19,329	21,769
1989	34,213	35,975	20,209	23,446
1990	35,353	36,915	21,423	23,431
1991	35,939	37,783	21,548	23,895
1992	36,573	38,670	21,103	23,555
1993	36,959	39,300	21,542	23,654
Constant 1993 dollars ⁴				
1950	19,900	20,656	³ 11,206	—
1955	23,821	24,872	³ 13,717	—
1960	27,435	28,485	³ 15,768	—
1965	31,914	33,263	³ 18,317	—
1970	36,747	38,121	23,384	—
1975	36,848	38,322	23,579	25,653
1980	36,867	38,412	22,226	25,807
1985	37,246	39,149	22,543	25,552
1986	38,838	40,620	23,210	26,362
1987	39,394	41,194	23,413	25,822
1988	39,320	41,426	23,610	26,590
1989	39,869	41,922	23,550	27,322
1990	39,086	40,813	23,685	25,905
1991	38,129	40,085	22,861	25,351
1992	37,668	39,828	21,735	24,260
1993	36,959	39,300	21,542	23,654

—Data not available.

¹ Includes Hispanics.

² Hispanics may be of any race.

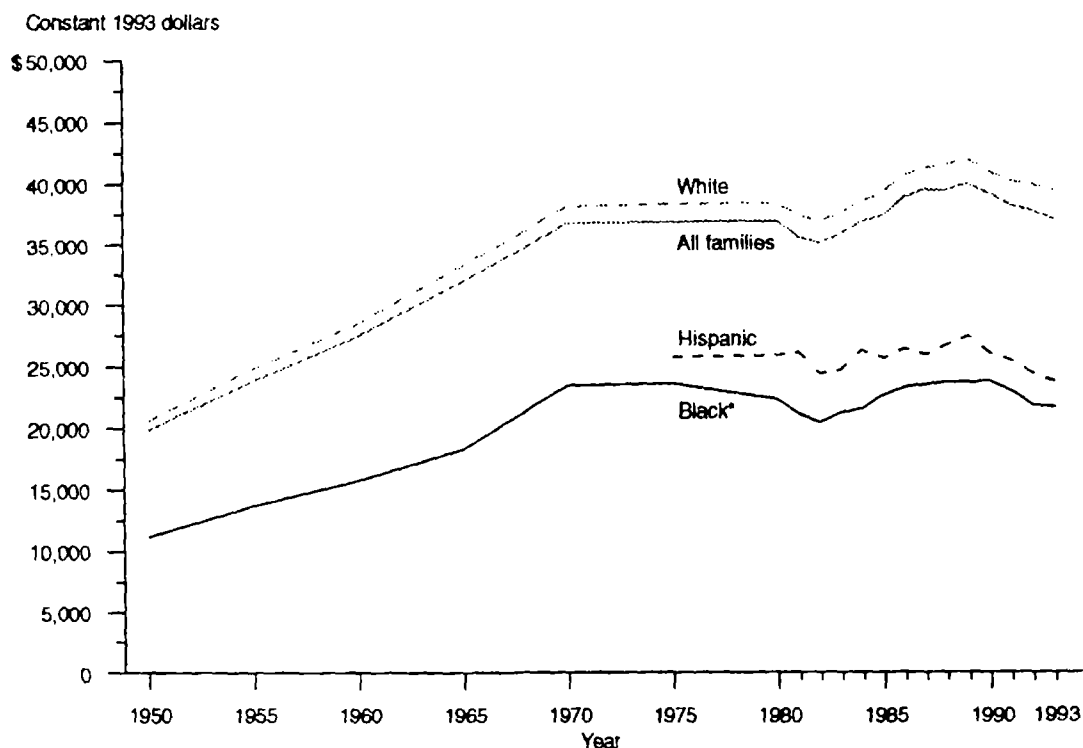
³ Data include both blacks and other races. Figures are not precisely comparable to data for later years.

⁴ Figures adjusted by the Consumer Price Index.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-60, *Money Income of Families and Persons in the United States*, nos. 105 and 157; *Money Income of Households, Families, and Persons in the United States*, nos. 162, 174, and 180; *Money Income and Poverty Status in the United States*, nos. 166 and 168; and *Income, Poverty, and Valuation of Noncash Benefits*, no. 188. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.

Indicator 16. Median Family Income

Median family income, by race/ethnicity: 1950 to 1993



* Data for years before 1967 include other races.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-60, *Money Income of Families and Persons in the United States*, nos. 105 and 157; *Money Income of Households, Families, and Persons in the United States*, nos. 162, 174, and 180; *Money Income and Poverty Status in the United States*, nos. 166 and 168; and *Income, Poverty, and Valuation of Noncash Benefits*, no. 188. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.

In contrast to the sizeable increase in median family income in the 1950s and 1960s, family income in the 1970s showed no real gains. After posting modest increases during the mid-1980s, incomes for all families leveled off during the late 1980s and then declined between 1989 and 1993. Income in black and Hispanic households remained much less than in white households.

Indicator 21. Poverty

Number and percent of related children under 18 years old living in poverty, by family status and race/ethnicity of family householder: 1960 to 1994

Year	All families		Families with female householder, no spouse present ¹		Percent of all poor related children living in families with female householder, no spouse present ¹
	Number of children under 18 in poverty, (in thousands)	Percent of children under 18 in poverty	Number of children under 18 in poverty, (in thousands)	Percent of children under 18 in poverty	
All races					
1960	17,288	26.5	4,095	68.4	23.7
1970	10,235	14.9	4,689	53.0	45.8
1975	10,882	16.8	5,597	52.7	51.4
1980	11,114	17.9	5,866	50.8	52.8
1985	12,483	20.1	6,716	53.6	53.8
1989	12,001	19.0	6,808	51.1	56.7
1990	12,715	19.9	7,363	53.4	57.9
1992	14,521	21.6	8,368	54.6	57.6
1993	14,961	22.0	8,503	53.7	56.8
1994	14,610	21.2	8,427	52.9	57.7
White ²					
1960	11,229	20.0	2,357	59.9	21.0
1970	6,138	10.5	2,247	43.1	36.6
1975	6,748	12.5	2,813	44.2	41.7
1980	6,817	13.4	2,813	41.6	41.3
1985	7,838	15.6	3,372	45.2	43.0
1989	7,164	14.1	3,320	42.8	46.3
1990	7,696	15.1	3,597	45.9	46.7
1992	8,752	16.5	3,960	45.9	45.2
1993	9,123	17.0	4,102	45.6	45.0
1994	8,626	16.3	4,099	45.7	46.4
Black ²					
1969	5,022	65.5	1,475	81.6	29.4
1970	3,922	41.5	2,383	67.7	60.8
1975	3,884	41.4	2,724	66.0	70.1
1980	3,906	42.1	2,944	64.8	75.4
1985	4,057	43.1	3,181	66.9	78.4
1989	4,257	43.2	3,256	62.9	76.5
1990	4,412	44.2	3,543	64.7	80.3
1992	5,015	46.3	4,096	67.1	81.7
1993	5,030	45.9	4,104	65.9	81.6
1994	4,787	43.3	3,935	63.2	82.2
Hispanic ³					
1973	1,364	27.8	606	66.7	44.4
1975	1,619	33.1	694	66.4	42.9
1980	1,718	33.0	809	65.0	47.1
1985	2,512	39.6	1,247	72.4	49.6
1989	2,496	35.5	1,163	65.0	46.6
1990	2,750	37.7	1,314	68.4	47.8
1992	3,440	39.0	1,504	65.9	43.7
1993	3,666	39.9	1,673	66.1	45.6
1994	3,955	41.1	1,804	68.3	45.8

¹ The householder is the person in whose name the housing unit is owned or rented.

² Includes Hispanics.

³ Hispanics may be of any race.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-20, *Characteristics of the Population Below the Poverty Level*, various years; Series P-60, *Money Income and Poverty Status of Families and Persons in the United States*, various years; Series P-60, *Poverty in the United States: 1991*, no. 181; *Income, Poverty, and Valuation of Noncash Benefits: 1993*, no. 188; and unpublished data.

Indicator 27. Race of Students

Percent of students 3 to 34 years old, by race/ethnicity and level of enrollment:
Fall 1960 to fall 1994

Year	Elementary and high schools			Colleges
	Total	Elementary schools ¹	High schools ²	
Percent of students who are white, non-Hispanic				
1960 ^{3,4}	86.6	85.8	89.0	93.6
1965 ⁴	85.9	85.2	87.5	93.7
1970 ⁴	85.0	84.4	86.5	91.2
1975	77.4	76.9	78.4	84.0
1980	74.5	73.7	75.9	83.0
1985	71.3	70.2	73.3	80.8
1988	69.7	69.0	71.3	78.8
1989	69.3	68.9	70.1	79.4
1990	68.9	68.8	69.1	78.7
1991	68.8	68.6	69.2	76.9
1992	68.4	68.2	68.7	76.1
1993	68.4	68.5	68.2	75.3
1994	67.2	67.2	67.1	73.8
Percent of students who are black, non-Hispanic				
1960 ^{3,5}	13.4	14.2	11.0	6.4
1965 ⁵	14.1	14.8	12.5	6.3
1970 ⁴	13.8	14.3	12.5	7.0
1975	14.5	14.7	14.0	9.6
1980	15.2	15.3	15.0	9.8
1985	15.5	15.8	15.1	9.5
1988	15.8	15.8	15.6	10.0
1989	15.8	15.7	16.0	10.1
1990	15.7	15.8	15.3	10.3
1991	15.9	15.9	16.0	10.3
1992	15.9	15.8	16.1	10.3
1993	15.9	15.6	16.3	10.8
1994	16.0	15.9	16.3	11.9
Percent of students who are Hispanic				
1975	6.5	6.8	6.0	4.2
1980	8.1	8.6	7.2	4.4
1985	9.7	10.4	8.3	5.3
1988	10.5	11.2	8.9	6.0
1989	10.9	11.3	9.9	5.8
1990	11.2	11.2	11.3	5.5
1991	11.1	11.3	10.5	6.2
1992	11.3	11.4	11.1	6.9
1993	11.5	11.5	11.5	7.5
1994	13.0	13.1	12.7	8.0

¹Includes grades 1 through 8.

²Includes grades 9 through 12.

³Excludes 3- and 4-year-olds.

⁴Includes persons of Hispanic origin.

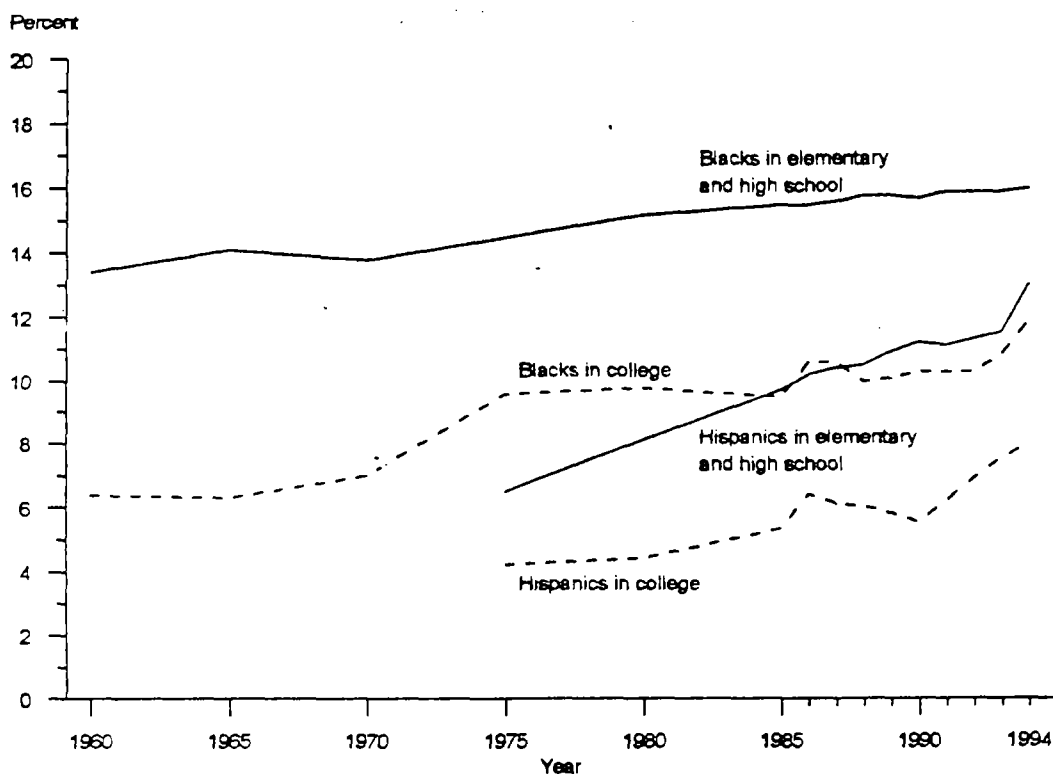
⁵Includes other races and persons of Hispanic origin.

NOTE: Enrollment includes students in any type of graded public, parochial, or other private school in regular school systems. Includes elementary schools, secondary schools, colleges, universities, and professional schools. Attendance may be either full-time or part-time and during the day or night. Enrollments in special schools, such as trade schools, business colleges, or correspondence schools, are not included.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, unpublished data.

Indicator 27. Race of Students

Percent of students who are black or Hispanic, by level of enrollment:
Fall 1960 to fall 1994



NOTE: Data for blacks between 1960 and 1970 include other races.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, unpublished data.

Between 1975 and 1994, the proportion of white students declined at both the elementary/secondary and college levels. After increasing between 1975 and 1985, the proportion of blacks in elementary schools remained stable through 1994. The proportion of college students who are black has risen since 1985. Since 1975, the proportion of Hispanic students grew at all levels.

Indicator 28. School Completion

Percent of 25- to 29-year-olds completing high school and college, by age and race/ethnicity: 1940 to 1995

Year	Highest level of education completed				
	Less than 4 years of high school	Completed high school			
		Total	4 years of high school only	4 years of high school and some college	4 or more years of college
All races					
1940	61.9	38.1	—	—	5.9
1950	47.2	52.8	—	—	7.7
1960	39.3	60.7	37.5	12.2	11.0
1970	24.6	75.4	44.1	14.9	16.4
1980	14.6	85.4	40.7	22.2	22.5
1990	14.3	85.7	41.2	21.3	23.2
1992	13.7	86.3	37.4	25.3	23.6
1993	13.3	86.7	35.7	27.4	23.7
1994	13.9	86.1	34.0	28.8	23.3
1995	13.2	86.9	32.8	29.4	24.7
White ¹					
1940	58.8	41.2	—	—	6.4
1950	43.7	56.3	—	—	8.2
1960	36.3	63.7	39.1	12.8	11.8
1970	22.2	77.8	45.0	15.5	17.3
1980	13.1	86.9	40.7	22.5	23.7
1990	13.7	86.3	41.0	21.1	24.2
1992	12.9	87.1	36.8	25.3	25.0
1993	12.7	87.3	35.0	27.5	24.7
1994	13.5	86.5	33.3	29.0	24.2
1995	12.6	87.4	32.0	29.4	26.0
Black ¹					
1940 ²	87.7	12.3	—	—	1.6
1950 ²	76.4	23.6	—	—	2.8
1960 ²	61.4	38.6	25.5	7.7	5.4
1970	43.8	56.2	39.0	9.9	7.3
1980	23.1	76.9	44.1	21.1	11.7
1990	18.4	81.6	45.7	22.6	13.4
1992	19.1	80.9	44.7	24.9	11.3
1993	17.3	82.7	42.5	27.0	13.2
1994	15.9	84.1	42.2	28.2	13.7
1995	13.5	86.5	41.7	29.6	15.3
Hispanic ³					
1980	42.1	57.9	34.8	15.4	7.7
1990	41.9	58.1	34.8	15.2	8.2
1992	39.1	60.9	32.3	19.1	9.5
1993	39.1	60.9	31.2	21.4	8.3
1994	39.7	60.3	29.3	23.0	8.0
1995	42.9	57.1	28.4	19.9	8.9

—Data not available.

¹Includes Hispanics.

²Includes other races.

³Hispanics may be of any race.

NOTE: Because of rounding, percentages may not total 100 percent.

SOURCE: U.S. Department of Commerce, Bureau of the Census, 1960 Census of Population, vol. 1, part 1; Current Population Reports, Series P-20, Educational Attainment in the United States, various years, and unpublished data.

Indicator 29. Dropouts

Percent of high school dropouts among persons 16 to 24 years old, by sex and race/ethnicity: October 1967 to October 1994

Year	All persons	Sex		Race/ethnicity		
		Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic
1967	17.0	16.5	17.3	¹ 15.4	¹ 28.6	—
1970	15.0	14.2	15.7	¹ 13.2	¹ 27.9	—
1975	13.9	13.3	14.5	11.4	22.9	29.2
1980	14.1	15.1	13.1	11.4	19.1	35.2
1981	13.9	15.1	12.8	11.4	18.4	33.2
1982	13.9	14.5	13.3	11.4	18.4	31.7
1983	13.7	14.9	12.5	11.2	18.0	31.6
1984	13.1	14.0	12.3	11.0	15.5	29.8
1985	12.6	13.4	11.8	10.4	15.2	27.6
1986	12.2	13.1	11.4	9.7	14.2	30.1
1987	12.7	13.2	12.1	10.4	14.1	28.6
1988	12.9	13.5	12.2	9.6	14.5	35.8
1989	12.6	13.6	11.7	9.4	13.9	33.0
1990	12.1	12.3	11.8	9.0	13.2	32.4
1991	12.5	13.0	11.9	8.9	13.6	35.3
1992 ²	11.0	11.3	10.7	7.7	13.7	29.4
1993 ²	11.0	11.2	10.9	7.9	13.6	27.5
1994 ²	11.5	12.3	10.6	7.7	12.6	30.0

—Data not available.

¹Includes Hispanics.

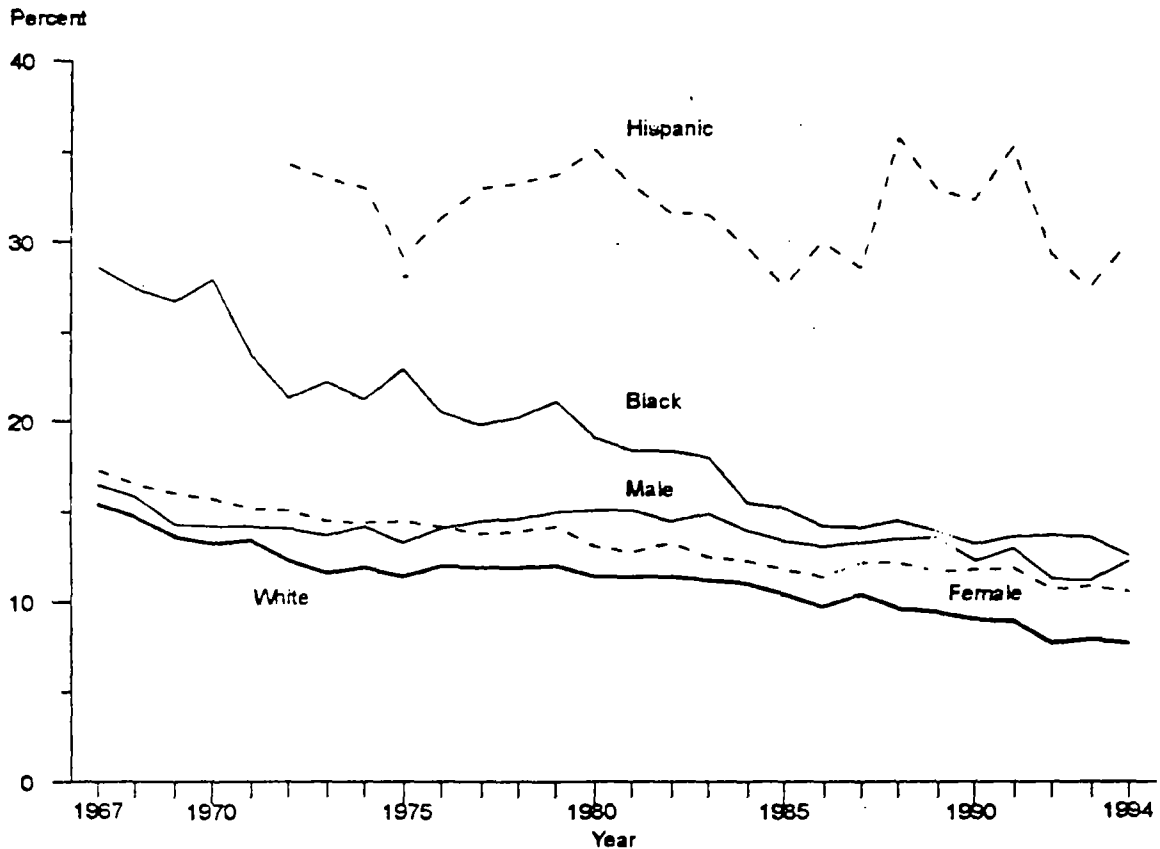
²Because of changes in data collection procedures, data may not be comparable with figures for earlier years.

NOTE: "Status" dropouts are persons who are not enrolled in school and who have not completed high school. People who have received GED credentials are counted as completing high school.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, unpublished tabulations.

Indicator 29. Dropouts

Percent of persons 16 to 24 years old who are dropouts, by sex and race/ethnicity: October 1967 to October 1994



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, unpublished tabulations.

The proportion of all 16- to 24-year-olds who were dropouts fell between 1980 and 1994. The dropout rate for blacks fell more rapidly, from 19 percent in 1980 to 13 percent in 1994. The Hispanic dropout rate has not declined and remains by far the highest at 30 percent.

Indicator 33. Reading Proficiency

Student proficiency in reading, by age and selected characteristics of students: 1971 to 1992

Selected characteristics of students	9-year-olds				13-year-olds				17-year-olds ¹			
	1971	1980	1990	1992	1971	1980	1990	1992	1971	1980	1990	1992
Total	208	215	209	210	255	258	257	260	235	286	290	290
Sex												
Male	201	210	204	206	250	254	250	254	279	282	284	284
Female	214	220	214	215	261	263	263	265	291	289	296	296
Race/ethnicity												
White	214	221	217	218	261	264	262	266	291	293	297	297
Black	170	189	182	184	222	233	242	238	239	243	267	261
Hispanic	(2)	190	189	192	(2)	237	238	239	(2)	261	275	271
Parental education (as reported by students) ³												
Not high school graduate	189	194	193	195	238	238	241	239	261	262	270	271
Graduated high school	208	213	209	207	256	254	251	252	283	278	283	281
Post high school	224	226	218	220	270	271	267	270	302	299	300	299
Reading materials in the home ⁴												
Less than 3 items	186	—	196	197	227	—	240	241	246	—	271	269
3 items	208	—	211	214	249	—	255	256	274	—	286	286
4 items	223	—	226	224	266	—	266	271	296	—	299	299
Control of school												
Public	—	214	208	209	—	257	255	257	—	284	289	288
Private	—	227	228	225	—	271	270	276	—	298	311	310

—Data not available.

¹All participants of this age were in school.

²Test scores of Hispanics were not tabulated separately.

³A quarter to a third of the 9-year-olds did not know their parents' education level.

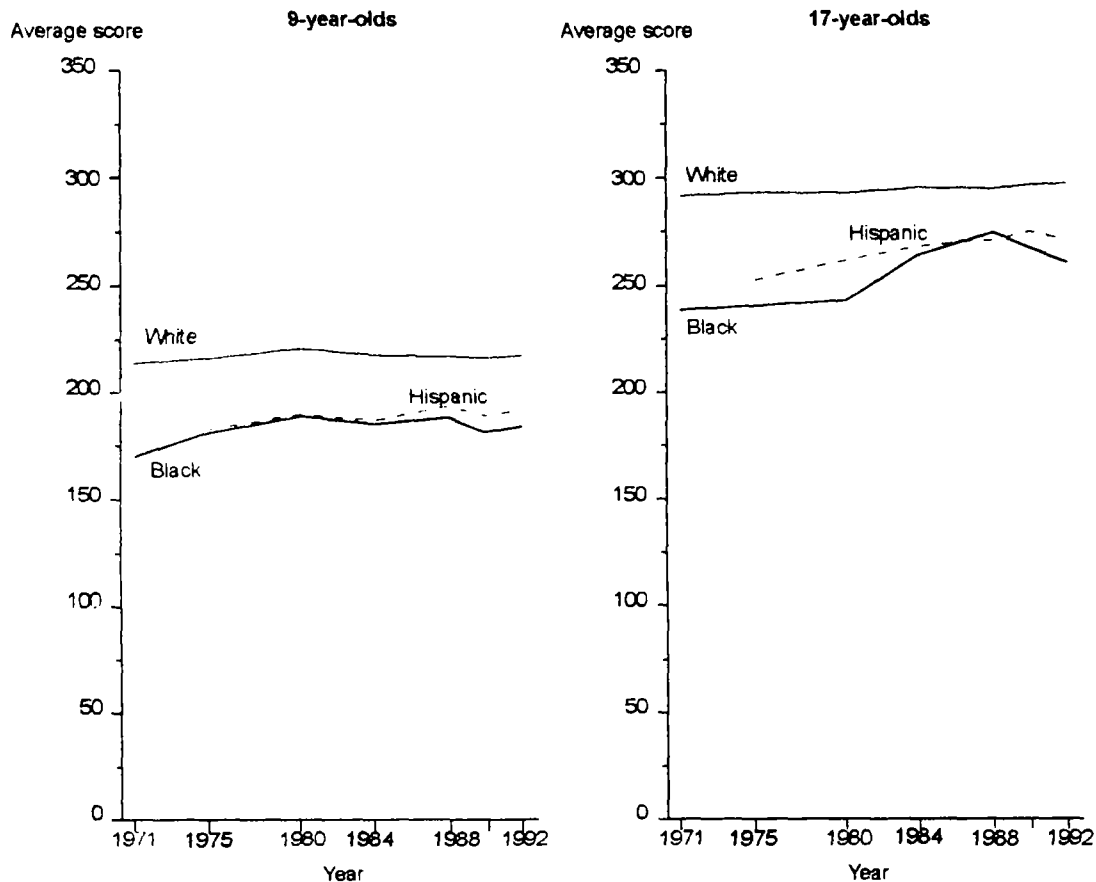
⁴The four items in the scale were: newspapers, magazines, more than 25 books, and an encyclopedia in the home.

NOTE: The NAEP scores range from 0 to 500, but have been evaluated at certain performance levels. A score of 300 implies an ability to find, understand, summarize, and explain relatively complicated literary and informational material. A score of 250 implies an ability to search for specific information, interrelate ideas, and make generalizations about rather lengthy literature, science, and social studies materials. A score of 200 implies an ability to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. A score of 150 implies an ability to follow written directions and select phrases to describe simple pictures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress*, and *NAEP 1992 Trends in Academic Progress*.

Indicator 33. Reading Proficiency

Reading proficiency of 9- and 17-year-olds, by race/ethnicity: 1971 to 1992



NOTE: NAEP scores range from 0 to 500.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1992 Trends in Academic Progress*.

Average reading performance for 9-year-olds was about the same in 1992 as it was in 1971. However, the performance of 13- and 17-year-olds improved slightly. Hispanic and black 17-year-olds were reading significantly better in 1992 than in 1980. Although there is still a performance gap between white and black students, the gap narrowed between 1971 and 1988. However, since 1988, the gap widened again for 13- and 17-year-olds.

Indicator 33. Reading Proficiency

Student proficiency in reading, by age and selected characteristics of students: 1971 to 1992

Selected characteristics of students	9-year-olds				13-year-olds				17-year-olds ¹			
	1971	1980	1990	1992	1971	1980	1990	1992	1971	1980	1990	1992
Total	208	215	209	210	255	258	257	260	285	286	290	290
Sex												
Male	201	210	204	206	250	254	250	254	279	282	284	284
Female	214	220	214	215	261	263	263	265	291	289	296	296
Race/ethnicity												
White	214	221	217	218	281	264	262	266	291	293	287	297
Black	170	189	182	184	222	233	242	238	239	243	267	261
Hispanic	(2)	190	189	192	(2)	237	238	239	(2)	261	275	271
Parental education (as reported by students) ³												
Not high school graduate	189	194	193	195	238	238	241	239	261	262	270	271
Graduated high school	208	213	209	207	256	254	251	252	283	278	283	281
Post high school	224	226	218	220	270	271	267	270	302	299	300	299
Reading materials in the home ⁴												
Less than 3 items	186	—	196	197	227	—	240	241	246	—	271	269
3 items	208	—	211	214	249	—	255	256	274	—	286	286
4 items	223	—	226	224	266	—	266	271	296	—	299	299
Control of school												
Public	—	214	208	209	—	257	255	257	—	284	289	288
Private	—	227	228	225	—	271	270	276	—	298	311	310

—Data not available.

¹ All participants of this age were in school.

² Test scores of Hispanics were not tabulated separately.

³ A quarter to a third of the 9-year-olds did not know their parents' education level.

⁴ The four items in the scale were: newspapers, magazines, more than 25 books, and an encyclopedia in the home.

NOTE: The NAEP scores range from 0 to 500, but have been evaluated at certain performance levels. A score of 300 implies an ability to find, understand, summarize, and explain relatively complicated literary and informational material. A score of 250 implies an ability to search for specific information, interrelate ideas, and make generalizations about rather lengthy literature, science, and social studies materials. A score of 200 implies an ability to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. A score of 150 implies an ability to follow written directions and select phrases to describe simple pictures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress*; and NAEP 1992 *Trends in Academic Progress*.

Indicator 34. Writing Proficiency

Average writing proficiency scores, by grade, sex, and race/ethnicity: 1984 to 1992

Grade, sex, and race/ethnicity of students		1984	1988	1990	1992
Grade 4					
Total		204	206	202	207
Male		201	199	195	198
Female		208	213	209	216
White		211	215	211	217
Black		182	173	171	175
Hispanic		189	190	184	189
Grade 8					
Total		267	264	257	274
Male		258	254	246	264
Female		276	274	268	285
White		272	269	262	279
Black		247	246	239	258
Hispanic		247	250	246	265
Grade 11					
Total		290	291	287	287
Male		281	282	276	279
Female		299	299	298	296
White		297	296	293	294
Black		270	275	268	263
Hispanic		259	274	277	274

NOTE: The NAEP scale ranges from 0 to 500, but have been evaluated at certain performance levels. A score of 150 implies an unclear and disjointed response to the assigned writing task. A score of 200 implies an incomplete and vague response. A score of 250 implies a clear and focused response that is likely to accomplish the assigned task successfully. A score of 300 implies an ability to write a clear and sufficient response to accomplish a basic task. A score of 350 implies an ability to write an effective and coherent response to an assigned task, frequently with supporting details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1992 Trends in Academic Progress*.

Indicator 35. Mathematics Proficiency

Mathematics proficiency, by age and by selected characteristics of students: 1978, 1990 and 1992

Selected characteristics of students	9-year-olds			13-year-olds			17-year-olds ¹		
	1978	1990	1992	1978	1990	1992	1978	1990	1992
All students	219	230	230	264	270	273	300	305	307
Sex									
Male	217	229	231	264	271	274	304	306	309
Female	220	230	228	265	270	272	297	303	304
Race/ethnicity									
White	224	235	235	272	276	279	306	310	312
Black	192	208	208	230	249	250	268	288	286
Hispanic	203	214	212	238	255	259	276	284	292
Television watched per day									
0 to 2 hours	—	231	231	—	277	280	305	312	314
3 to 5 hours	—	234	233	—	271	273	296	300	300
6 or more hours	—	221	219	—	258	255	278	287	285
Reading materials in the home ²									
0 to 2 items	202	217	216	240	255	257	277	289	291
3 items	221	232	231	268	268	272	296	300	304
4 items	231	241	240	276	278	281	308	311	313
Language other than English									
Often	—	209	212	—	259	261	288	295	296
Sometimes	—	231	232	—	277	278	300	305	306
Never	—	232	231	—	270	273	303	306	308
Type of school									
Public	217	229	228	263	269	272	300	304	305
Private	231	238	242	279	280	283	314	318	320

—Data not available.

¹ All participants of this age group were in school.

² The 4 items in the scale were: newspaper subscription; magazine subscription; more than 25 books in the home; and encyclopedia in the home.

NOTE: The NAEP scores range from 0 to 500, but have been evaluated at certain performance levels. Performers at the 150 level know some basic addition and subtraction facts, and most can add two-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. Performers at the 200 level have considerable understanding of two-digit numbers and know some basic multiplication and division facts. Performers at the 250 level have an initial understanding of the four basic operations. They can also compare information from graphs and charts, and are developing an ability to analyze simple logical relations. Performers at the 300 level can compute decimals, simple fractions, and percents. They can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are developing the skills to operate with signed numbers, exponents, and square roots. Performers at the 350 level can apply a range of reasoning skills to solve multi-step problems. They can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, NAEP 1992 *Trends in Academic Progress*, and unpublished data.

Indicator 36. Science Proficiency

Science proficiency, by age and by selected characteristics of students: 1977, 1990, and 1992

Selected characteristics of students	9-year-olds			13-year-olds			17-year-olds ¹		
	1977	1990	1992	1977	1990	1992	1977	1990	1992
All students	220	229	231	247	255	258	290	290	294
Sex									
Male	222	230	235	251	258	260	297	296	299
Female	218	227	227	244	252	256	282	285	289
Race/ethnicity									
White	230	238	239	256	264	267	298	301	304
Black	175	196	200	208	226	224	240	253	256
Hispanic	192	206	205	213	232	238	262	262	270
Region									
Northeast	224	231	234	255	257	257	296	293	300
Southeast	205	220	223	235	251	254	276	284	283
Central	225	234	238	254	260	263	294	300	304
West	221	230	227	243	253	258	286	286	290
Parental education (as reported by students) ²									
Not high school graduate	198	210	217	224	233	234	265	281	262
Graduated high school	223	226	222	245	247	246	284	276	280
Some college	237	238	237	260	263	266	296	296	296
Graduated college	232	236	239	266	268	269	309	306	308
Type of school									
Public	218	228	229	245	254	257	288	289	292
Private	235	237	240	268	269	264	308	308	312

¹ Excludes persons not enrolled in school.

² One quarter to one third of the 9-year-olds did not know their parents' education level.

NOTE: The NAEP scores range from 0 to 500, but have been evaluated at certain performance levels. A score of 300 implies the ability to evaluate the appropriateness of the design of an experiment and the skill to apply scientific knowledge in interpreting information from text and graphs. These students also exhibit a growing understanding of principles from the physical sciences. Performers at the 250 level can interpret data from simple tables and make inferences about the outcomes of experimental procedures. They exhibit knowledge and understanding of the life sciences, and also demonstrate some knowledge of basic information from the physical sciences. Performers at the 200 level are developing some understanding of simple scientific principles, particularly in the life sciences. Performers at the 150 level know some general scientific facts of the kind that can be learned from everyday experiences.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1992 Trends in Academic Progress*.

Indicator 39. Extracurricular Activities

Percent of high school seniors who participate in selected school-sponsored extracurricular activities: 1972, 1980, and 1992

Student and school characteristics	Academic clubs			Honorary societies			Student government			Newspaper or yearbook		
	1972	1980	1992	1972	1980	1992	1972	1980	1992	1972	1980	1992
All seniors	25.6	23.8	25.1	14.4	17.1	18.5	19.4	18.5	15.4	20.2	19.9	18.8
Male	20.3	19.0	22.8	10.7	13.8	14.4	18.1	15.8	13.1	14.7	15.4	14.0
Female	30.9	28.3	27.4	18.1	20.1	22.7	20.8	21.0	17.7	25.5	24.0	23.5
Race/ethnicity												
White	25.0	22.9	25.8	15.1	17.8	19.6	19.2	17.7	15.4	20.4	20.1	19.7
Black	33.1	28.8	20.6	11.7	13.7	14.0	25.3	23.1	16.7	20.7	17.8	14.3
Hispanic	24.2	24.7	22.6	10.2	11.9	12.4	16.0	16.7	14.6	16.2	15.8	16.8
Asian	26.6	29.6	32.3	23.6	23.4	27.2	24.9	23.6	14.6	16.2	21.4	18.9
Math and reading composite test performance quartile												
Lowest	24.6	23.5	18.1	4.8	6.1	5.6	13.9	12.0	10.8	16.6	14.6	12.0
Middle two quartiles	24.3	23.3	23.3	10.1	12.6	11.1	18.4	17.6	14.4	18.7	18.7	17.1
Highest	29.0	27.1	37.1	33.7	36.3	42.2	27.4	25.4	20.2	26.7	27.1	27.9
Socioeconomic status ¹												
Low	24.4	22.6	19.4	10.3	11.1	10.2	14.0	13.3	11.5	17.6	15.7	14.2
Middle	25.2	23.8	24.5	13.2	16.3	16.8	18.6	18.0	15.2	20.2	19.2	17.5
High	27.7	25.7	31.7	21.2	25.1	29.7	26.6	25.2	19.6	22.8	25.3	25.5
High school program												
General	21.2	19.6	18.3	8.1	9.6	9.1	15.1	14.4	11.0	17.1	16.7	14.6
Academic	29.6	28.7	34.2	22.3	29.0	30.9	26.0	26.7	21.6	24.3	26.9	24.9
Vocational	23.8	23.1	14.7	7.3	8.9	5.8	11.9	11.5	8.9	16.0	13.2	11.2

¹ Socioeconomic status was measured by a composite score on parental education and occupations, and family income. The "low" SES group is the lowest quartile; the "middle" SES group is the middle two quartiles; and the "high" SES group is the upper quartile.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of 1972, "Base Year" survey; High School and Beyond, "1980 Senior Cohort;" and National Education Longitudinal Study of 1988, "Second Followup" survey.

Indicator 40. After School Activities

Percent of seniors who say they engage in various activities: 1980 and 1992

Student and school characteristics	Driving around at least once per week		Five or more hours of television on a school night		1992			Read more than one hour per week not related to school work
					At least once per week			
	1980	1992	1980	1992	Use a personal computer ¹	Do things with friends	Do things with parent	
All seniors	59.1	73.3	16.1	8.4	23.7	88.1	66.7	55.4
Male	63.6	74.3	14.7	8.5	28.1	88.2	61.2	53.1
Female	55.2	72.3	17.0	8.4	19.3	88.0	72.1	57.7
Race/ethnicity								
White	60.7	75.7	13.7	6.4	23.9	90.7	68.2	56.3
Black	48.9	67.8	29.0	21.3	23.6	79.8	62.0	51.0
Hispanic	58.6	66.2	21.5	9.3	20.9	82.4	63.8	53.5
Asian	49.1	66.7	15.0	6.4	27.0	85.9	63.4	54.4
American Indian	59.9	53.3	19.7	15.8	23.8	77.2	61.2	59.3
Socioeconomic status ²								
Low	53.8	69.6	22.7	12.0	18.9	80.8	59.6	51.6
Middle	61.9	75.3	15.8	9.4	23.3	88.1	66.3	55.0
High	59.3	72.4	9.6	4.1	27.7	93.2	71.7	58.6
Control of school								
Public	59.1	73.4	16.6	8.7	23.4	87.5	66.0	55.0
Catholic	62.9	77.8	12.7	7.9	25.2	94.5	73.6	56.0
Other private	51.5	63.0	10.5	4.1	28.0	91.9	72.8	62.9

¹ Other than for school work or games.

² Socioeconomic status was measured by a composite score on parental education and occupations, and family income. The "low" SES group is the lowest quartile; the "middle" SES group is the middle two quartiles; and the "high" SES group is the upper quartile.

SOURCES: U.S. Department of Education, National Center for Education Statistics, High School and Beyond, 1980 Senior Cohort; and National Education Longitudinal Study of 1988, "Second Followup".

Indicator 53. Volunteer Work and Community Affairs

Percent of high school seniors who participate in community affairs or volunteer work by sex and race: 1980 to 1994

Participation	1980	1984	1986	1988	1990	1991	1992	1993	1994
All students									
Almost every day	2.5	2.6	1.7	2.6	1.8	2.4	2.8	2.7	3.2
At least once a week	7.4	7.4	8.4	6.3	6.9	5.9	7.4	8.0	7.6
Once or twice a month	14.0	14.1	14.0	13.4	13.0	14.6	16.5	15.0	17.2
A few times a year	45.2	44.9	44.9	45.4	43.3	44.6	41.7	44.0	44.8
Never	30.9	31.0	31.0	32.3	35.1	32.4	31.6	30.3	27.2
Males									
Almost every day	2.4	3.1	1.5	1.9	1.5	2.6	2.6	2.3	2.7
At least once a week	7.3	6.5	6.7	5.3	5.8	5.2	7.3	6.6	6.9
Once or twice a month	13.6	13.2	11.6	12.3	11.8	12.0	14.2	12.2	15.6
A few times a year	44.2	40.1	43.2	43.9	43.1	42.0	41.4	44.5	43.3
Never	32.6	37.2	37.1	36.5	37.8	38.2	34.5	34.3	31.4
Females									
Almost every day	2.6	2.0	1.8	3.1	2.1	2.2	3.0	3.1	3.4
At least once a week	7.3	8.3	10.1	7.2	8.0	6.9	7.5	9.4	8.5
Once or twice a month	15.0	15.4	16.1	14.4	14.7	17.4	19.2	17.6	18.8
A few times a year	46.6	49.8	46.9	47.4	43.7	47.1	42.4	44.3	46.3
Never	28.6	24.4	25.1	27.9	31.5	26.5	27.9	25.7	23.0
Whites									
Almost every day	2.2	2.3	1.2	2.6	1.4	1.8	2.6	2.5	2.9
At least once a week	7.0	6.5	7.7	5.6	7.2	6.1	7.9	7.7	7.5
Once or twice a month	14.8	14.8	14.4	13.8	13.4	14.4	17.6	15.5	17.2
A few times a year	47.3	46.1	46.5	46.5	44.4	46.6	42.6	45.2	47.5
Never	28.7	30.3	30.3	31.5	33.7	31.1	29.4	29.2	24.9
Blacks									
Almost every day	3.9	4.1	2.9	3.0	4.8	4.5	3.5	3.9	4.9
At least once a week	8.9	10.1	12.3	8.9	5.2	7.3	5.9	9.9	8.7
Once or twice a month	13.2	12.5	14.0	14.5	14.4	14.5	16.8	16.0	17.2
A few times a year	37.4	43.0	40.4	41.6	37.9	43.0	37.0	37.2	35.7
Never	36.5	30.3	30.4	32.0	37.7	30.8	36.8	33.1	33.6

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.

Indicator 60. Educational Aspirations

Percent of seniors who plan to go to college after graduation and educational aspirations, by selected characteristics: 1982 and 1992

Student and school characteristics	Planned timing of postsecondary attendance						Level of educational aspiration							
	Right after high school		A year or more after graduation		No or don't know		High school diploma or less		Two years or less of college or vocational school		College graduate		Post-graduate degree	
	1982	1992	1982	1992	1982	1992	1982	1992	1982	1992	1982	1992	1982	1992
All seniors	58.3	76.6	11.0	14.8	30.6	8.6	24.6	5.3	36.6	25.3	21.3	36.1	17.5	33.3
Male	53.4	73.0	10.6	16.0	35.9	11.2	28.2	6.7	34.0	26.0	20.5	36.2	17.3	31.1
Female	63.0	80.1	11.4	13.8	25.8	6.1	21.1	3.9	39.2	24.5	22.0	36.2	17.8	35.4
Race/ethnicity														
White	60.2	76.6	10.4	15.2	29.5	8.4	22.7	5.4	35.6	25.1	23.4	37.3	18.3	32.3
Black	57.5	75.2	13.9	14.4	28.7	10.6	25.3	4.7	40.7	23.5	17.1	34.0	16.9	37.9
Hispanic	45.6	75.4	13.3	15.4	41.1	9.4	35.4	6.3	39.8	31.3	13.3	31.6	11.5	30.8
Asian/Pacific Islander	81.7	83.4	7.7	11.0	10.9	5.7	11.8	2.9	28.4	19.1	23.5	35.7	36.4	42.3
American Indian/Alaskan Native	48.5	65.7	12.3	20.8	39.3	13.5	31.2	9.2	45.2	30.0	12.1	25.8	11.5	35.0
Test performance quartile														
Lowest	32.8	59.3	13.6	18.5	53.6	22.3	45.3	13.4	42.7	47.8	6.4	20.8	5.6	18.0
Second	45.2	71.2	12.6	18.7	42.3	10.1	33.7	6.9	45.5	38.8	13.1	33.2	7.7	21.2
Third	61.9	81.1	11.7	14.0	26.4	4.8	19.0	3.4	40.3	21.5	26.0	44.0	14.7	31.1
Highest	85.4	90.3	7.1	7.4	7.6	1.8	6.6	0.9	20.5	6.1	35.1	38.7	37.9	54.3
Socioeconomic status ¹														
Low	38.3	60.3	13.4	22.3	48.3	17.5	40.9	11.5	40.5	41.1	11.6	27.1	6.9	20.2
Middle	56.6	74.6	12.2	16.5	31.2	8.9	23.1	5.4	41.3	28.7	21.1	38.7	14.4	27.2
High	82.8	91.1	6.5	6.5	10.7	2.6	9.0	1.3	23.6	9.4	32.1	37.4	35.3	51.9
Control of school														
Public	56.0	74.8	11.4	15.9	32.5	9.3	26.1	5.8	37.7	27.1	20.2	35.3	16.1	31.9
Catholic	80.0	93.0	6.5	5.0	13.6	2.1	12.0	0.7	26.7	10.1	32.5	47.7	28.8	41.5
Other private	77.3	92.0	8.9	3.6	13.8	4.4	11.1	1.5	28.1	7.9	27.2	37.4	33.6	53.2

¹ Socioeconomic status was measured by a composite score on parental education and occupation, and family income. The "low" SES group is the lowest quartile; the "middle" SES group is the middle two quartiles; and the "high" SES group is the upper quartile.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "High School and Beyond," First Followup survey; and "National Education Longitudinal Study of 1988," Second Followup survey.

Table 1 Number of Poor, Poverty Rates and Distribution of Poor by Race/Ethnicity in New York City (March CPS).

	Number of Poor Persons (Figure 1)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	1735368	1756648	1482691	1680027	1838545	1712369	1650504	1951655	1809718	1935284
Non-Hispanic White	306437	326437	294132	281623	359435	379860	371492	381346	401362	281504
Hispanic Black	586503	534252	408250	548657	582627	512062	593337	592086	536975	687319
Hispanic	781405	831027	676707	753216	826201	766724	649876	899955	805585	849136
Puerto Rican	539561	540705	445995	431372	509127	470553	333990	441655	360941	369545
Other Hispanic	241844	290322	230712	321843	317074	296171	315886	458300	444644	479590

	Poverty Rate (Figure 2)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	23.5	23.9	20.6	23.2	25.2	24.2	23.9	27.3	25.9	26.5
Non-Hispanic White	9	9.7	8.9	8.4	11.6	12.4	12.3	13.4	13.8	10.6
Non-Hispanic Black	31.9	31.6	26.5	33.8	33	22.8	32.7	31.3	29.3	35.2
Hispanic	42.9	44.4	36.2	41.6	43.1	43.6	39.9	46.5	44.8	42.2
Puerto Rican	47.5	52.4	47.7	47.7	54.5	52.2	42.8	50	46.5	45.5
Other Hispanic	35.2	34.5	24.7	35.5	32.2	34.6	37.3	43.5	43.5	40

	Percent Distribution of Persons in Poverty by Group (Figure 3)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	17.66	18.58	19.84	16.76	19.55	22.18	22.51	19.54	22.18	14.55
Non-Hispanic White	33.8	30.41	27.53	32.66	31.69	29.9	35.95	30.34	29.67	35.52
Hispanic	45.03	47.31	45.64	44.83	44.94	44.78	39.37	46.11	44.51	43.88
Puerto Rican	31.09	30.78	30.08	25.68	27.69	27.48	20.24	22.63	19.94	19.1
Other Hispanic	13.94	16.53	15.56	19.16	17.25	17.3	19.14	23.48	24.57	24.78

Table 2 Number of Poor Families, Poverty Rates and Distribution of Female Headed Families by Race/Ethnicity in New York City (March CPS).

	Number of Poor Female Headed Families (Figure 4)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	212984	222352	200198	208078	234087	246118	212382	272642	248258	235585
Non-Hispanic White	18484	15707	15637	6510	11885	19308	20617	17271	14010	11743
Non-Hispanic Black	66611	69516	76755	69704	90414	86737	82545	101019	98480	103789
Hispanic	122731	133510	101466	126563	138168	136355	109220	151457	133498	120054

	Poverty Rate for Female Headed Families (Figure 5)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	64.2	66.5	62	62.9	65.3	63.5	56.5	60.8	59.1	57.1
Non-Hispanic White	42.9	41.3	39.6	16.9	30.4	12.4	38.4	37.4	33.9	21.4
Non-Hispanic Black	52.3	55	56.7	58.1	62.1	56.1	50.6	53.6	52.6	57.7
Hispanic	80.2	81.8	71.6	77.3	76.8	74.9	70.9	74.5	72.2	71

	Percent Distribution of Female Headed Families in Poverty by Group (Figure 6)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	8.68	7.06	7.81	3.13	5.08	7.85	9.71	6.33	5.64	4.98
Non-Hispanic White	31.28	31.26	38.34	33.5	38.62	35.24	38.87	37.05	39.67	44.06
Hispanic	57.62	60.04	50.68	60.82	59.02	55.4	51.43	55.55	53.77	50.96

Table 3 Number of Poor, Poverty Rate and Distribution of Poverty for Related Children Under 18 by Race/Ethnicity, New York City (March CPS).

	Number of Poor Children (Figure 7)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	693401	743566	628837	677883	762244	710521	661700	797479	747455	760197
Non-Hispanic White	72601	70598	80543	71235	102301	100187	98078	89058	103147	55356
Non-Hispanic Black	224276	227402	172743	233596	215934	213626	254594	273829	269520	283535
Hispanic	358764	420772	327920	348134	422287	373641	303458	418403	361307	394775

	Poverty Rate (Figure 8)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	38.3	40.1	35.6	37.4	39.3	38.5	38.5	44.1	43.6	41.8
Non-Hispanic White	13.6	12.2	16	12.5	17.1	17.6	19.7	20.7	22.6	12.2
Non-Hispanic Black	42.4	46.4	37	44.3	43.2	40.8	44.8	45.2	47.6	51
Hispanic	59.4	62.6	50	56.7	60.3	61.8	57.3	62.4	59.5	59.8

	Percent Distribution of Children in Poverty by Group (Figure 9)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	10.47	9.49	12.81	10.51	13.42	14.8	14.82	11.17	13.8	7.28
Non-Hispanic White	32.34	30.58	27.47	34.46	28.33	30.07	38.48	34.34	36.06	37.3
Hispanic	51.74	56.59	52.15	51.36	55.4	52.59	45.86	52.47	48.34	51.93

Table 4 Percent of Persons who have Completed Four or More Years of High School and Four or More Years of College.

High School Graduates (Figure 10)										
	1985	1986	1987	1988	1991	1992	1993	1994	1995	1996
Total	65.9	68	68.2	68.7	70.9	70.8	73.4	74	76.3	74.7
Hispanic White	75.8	77.1	75.7	78.6	81.4	80	82	83.4	86.5	85.6
Non-Hispanic Black	62.9	65.1	65.9	63.9	66.4	68.2	72.9	77	77.6	77.4
Hispanic	43.5	47.7	48	45.2	50.7	50.9	51.2	51.1	52.9	47.6
Puerto Rican	40.5	39.1	44.8	39.8	45.2	50.4	50	49.6	52.7	48
Other Hispanic	47.9	56.5	50.7	50	55.8	51.4	52.3	52.2	53.1	47.4

College Graduates (Figure 11)										
	1985	1986	1987	1988	1991	1992	1993	1994	1995	1996
Total	20.6	22.3	23.2	22.4	22.8	21.3	22.6	22.3	24.4	24.4
Non-Hispanic White	29	30.9	30.6	30.1	33.4	32	32.2	32.2	35	37.4
Non-Hispanic Black	12.6	12.9	12.2	11.2	10.8	10.3	14.4	14	14.8	12.5
Hispanic	5.8	8.9	7.8	7.3	9.9	7.7	6.7	6.8	9	7.7
Puerto Rican	3.7	5.1	3.8	5.2	6.6	4.9	5.3	4.2	5.8	5.1
Other Hispanic	9	12.9	11.1	9.1	13	10.5	8	8.9	11.4	9.5

Table 5 Labor Force Participation Rates and Unemployment Rates by Race/Ethnicity and Gender in New York City (March CPS)

Civilian Labor Force Participation Rate (Figure 12)										
	1985	1986	1987	1988	1991	1992	1993	1994	1995	1996
Total										
Male	66.6	69.5	69.4	67.8	66.3	66.4	64.9	63.3	63.2	65.6
Female	46.4	44.9	45.1	44.9	46.6	44.8	46.1	47.6	46.9	47.3
Non-Hispanic White										
Male	69.8	70	61	69.8	67.2	66	65.7	62.3	63.6	66.2
Female	50.5	45.5	50.4	45.9	49.5	47.4	47.9	47.3	47.8	48.8
Non-Hispanic Black										
Male	59.9	67.4	61	59.9	60.3	65.6	65.3	62.5	61.8	58.8
Female	49.9	50.6	50.4	48.3	46.9	45.4	46.7	54.2	52.3	49
Hispanic										
Male	64.1	69	71.8	68.2	65	65.6	59.6	62	60.2	67
Female	33.8	38	37.8	38.9	37.9	35.6	39.5	38.4	37.5	40.3
Puerto Rican	40.2	43.5	43	40.7	39.9	40.3	43.1	40.7	42.4	45.4
Other Hispanic	57.4	61.6	61	59.7	58.9	57	52.9	54.7	50.4	57

Unemployment Rate (Figure 13)										
	1985	1986	1987	1988	1991	1992	1993	1994	1995	1996
Total										
Male	10	8.7	5.2	5.2	5.8	12.1	10.8	12.1	9.2	11.5
Female	8.3	6.6	5	4.4	3.2	7.2	8.1	8.8	8.4	8.8
Non-Hispanic White										
Male	5.5	3.8	3	3.3	4.3	10	8.1	9	8.1	8
Female	5.9	3.4	3.3	2.8	3.2	6.9	4.8	6.9	5.5	5.3
Non-Hispanic Black										
Male	15.2	13.1	6.9	9.5	8.5	16	11.6	16.3	12.4	21.9
Female	10.8	12.2	6.5	4.5	2.9	8.3	11.6	8.6	10.4	11.4
Hispanic										
Male	17.4	16.5	9.3	5.9	6.5	15.2	16.2	15.1	9.8	13.3
Female	13.3	9	8.6	7.3	3.5	8.3	14.1	12.4	13.3	12.2
Puerto Rican	17.5	19.1	10.6	9.2	3.3	12.6	14.4	11.1	14.8	12.9
Other Hispanic	13.7	8.9	8	4.9	6.2	12.1	15.8	15.5	9.3	12.8

Tables 6 Median Family Income and Differences by Race/Ethnicity in New York City (March CPS)

Median Family Income in Constant 1985 Dollars (Figure 14)										
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	\$33,607	\$32,828	\$36,542	\$36,483	\$32,932	\$33,627	\$31,833	\$27,989	\$29,785	\$29,700
Non-Hispanic White	\$47,979	\$50,588	\$51,957	\$53,059	\$46,920	\$46,332	\$45,970	\$40,366	\$42,029	\$45,194
Non-Hispanic Black	\$26,843	\$25,916	\$29,031	\$24,742	\$28,171	\$26,884	\$26,585	\$25,196	\$27,625	\$22,950
Hispanic	\$20,554	\$18,652	\$22,012	\$19,684	\$18,498	\$18,380	\$17,621	\$14,173	\$16,456	\$18,408
Puerto Rican	\$16,691	\$15,417	\$16,356	\$16,182	\$12,789	\$13,079	\$16,869	\$13,105	\$19,233	\$17,573
Other Hispanic	\$25,519	\$24,323	\$28,887	\$22,799	\$22,837	\$23,658	\$19,464	\$15,437	\$17,197	\$19,700

Difference from Total (Figure 15)										
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total										
Non-Hispanic White	14372	17760	15415	16576	13988	12705	14137	12377	12244	15494
Non-Hispanic Black	-6764	-6912	-7511	-11741	-4761	-6743	-5248	-2793	-2160	-6750
Hispanic	-13053	-14176	-14530	-16799	-14434	-15247	-14212	-13816	-13329	-11292
Puerto Rican	-16916	-17411	-20186	-20301	-20143	-20548	-14964	-14884	-10552	-12127
Other Hispanic	-8088	-8505	-7655	-13684	-10095	-9969	-12369	-12552	-12588	-10000

Table 1 Number of Poor, Poverty Rates and Distribution of Poor by Race/Ethnicity in New York City (March CPS).

	Number of Poor Persons (Figure 1)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	1735368	1756648	1482691	1680027	1838545	1712369	1650504	1951655	1809718	1935284
Non-Hispanic White	306437	326437	294132	281623	359435	379860	371492	381346	401362	281504
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Hispanic	781405	831027	676707	753216	826201	766724	649876	899955	805585	849136
Puerto Rican	539561	540705	445995	431372	509127	470553	333990	441655	360941	369545
Other Hispanic	241844	290322	230712	321843	317074	296171	315886	458300	444644	479590

	Poverty Rate (Figure 2)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	23.5	23.9	20.6	23.2	25.2	24.2	23.9	27.3	25.9	26.5
Non-Hispanic White	9	9.7	8.9	8.4	11.6	12.4	12.3	13.4	13.8	10.6
Non-Hispanic Black	31.9	31.6	26.5	33.8	33	28.8	32.7	31.3	29.3	35.2
Hispanic	42.9	44.4	36.2	41.6	43.1	43.6	39.9	46.5	44.8	42.2
Puerto Rican	47.5	52.4	47.7	47.7	54.5	52.2	42.8	50	46.5	45.5
Other Hispanic	35.2	34.5	24.7	35.5	32.2	34.6	37.3	43.5	43.5	40

	Percent Distribution of Persons in Poverty by Group (Figure 3)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Non-Hispanic White	17.66	18.58	19.84	16.76	19.55	22.18	22.51	19.54	22.18	14.55
Non-Hispanic Black	33.8	30.41	27.53	32.66	31.69	29.9	35.95	30.34	29.67	35.52
Hispanic	45.03	47.31	45.64	44.83	44.94	44.78	39.37	46.11	44.51	43.88
Puerto Rican	31.09	30.78	30.08	25.68	27.69	27.48	20.24	22.63	19.94	19.1
Other Hispanic	13.94	16.53	15.56	19.16	17.25	17.3	19.14	23.48	24.57	24.78

Table 2 Number of Poor Families, Poverty Rates and Distribution of Female Headed Families by Race/Ethnicity in New York City (March CPS).

	Number of Poor Female Headed Families (Figure 4)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	212984	222352	200198	208078	234087	246118	212382	272642	248258	235585
Non-Hispanic White	18484	15707	15637	6510	11885	19308	20617	17271	14010	11743
Non-Hispanic Black	66611	69516	76755	69704	90414	86737	82545	101019	98480	103789
Hispanic	122731	133510	101466	126563	138168	136355	109220	151457	133498	120054

	Poverty Rate for Female Headed Families (Figure 5)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	64.2	66.5	62	62.9	65.3	63.5	56.5	60.8	59.1	57.1
Non-Hispanic White	42.9	41.3	39.6	16.9	30.4	42.4	38.4	37.4	33.9	21.4
Non-Hispanic Black	52.3	55	56.7	58.1	62.1	56.1	50.6	53.6	52.6	57.7
Hispanic	80.2	81.8	71.6	77.3	76.8	74.9	70.9	74.5	72.2	71

	Percent Distribution of Female Headed Families in Poverty by Group (Figure 6)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Non-Hispanic White	8.68	7.06	7.81	3.13	5.08	7.85	9.71	6.33	5.64	4.98
Non-Hispanic Black	31.28	31.26	38.34	33.5	38.62	35.24	38.87	37.05	39.67	44.06
Hispanic	57.62	60.04	50.68	60.82	59.02	55.4	51.43	55.55	53.77	50.96

Table 3 Number of Poor, Poverty Rate and Distribution of Poverty for Related Children Under 18 by Race/Ethnicity, New York City (March CPS).

	Number of Poor Children (Figure 7)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	693401	743566	628837	677883	762244	710521	661700	797479	747455	760197
Non-Hispanic White	72601	70598	80543	71235	102301	105187	98078	89058	103147	55356
Non-Hispanic Black	224276	227402	172743	233596	215934	213626	254594	273829	269520	283535
Hispanic	358764	420772	327920	348134	422287	373641	303458	418403	361307	394775

	Poverty Rate (Figure 8)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	38.3	40.1	35.6	37.4	39.3	38.5	38.5	44.1	43.6	41.8
Non-Hispanic White	13.6	12.2	16	12.5	17.1	17.6	19.7	20.7	22.6	12.2
Non-Hispanic Black	42.4	46.4	37	44.3	43.2	40.8	44.8	45.2	47.6	51
Hispanic	59.4	62.6	50	56.7	60.3	61.8	57.3	62.4	59.5	59.8

	Percent Distribution of Children in Poverty by Group (Figure 9)									
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Non-Hispanic White	10.47	9.49	12.81	10.51	13.42	14.8	14.82	11.17	13.8	7.28
Non-Hispanic Black	32.34	30.58	27.47	34.46	28.33	30.07	38.48	34.34	36.06	37.3
Hispanic	51.74	56.59	52.15	51.36	55.4	52.59	45.86	52.47	48.34	51.93

Table 4 Percent of Persons who have Completed Four or More Years of High School and Four or More Years of College.

High School Graduates (Figure 10)										
	1985	1986	1987	1988	1991	1992	1993	1994	1995	1996
Total	65.9	68	68.2	68.7	70.9	70.8	73.4	74	76.3	74.7
Hispanic White	75.8	77.1	75.7	78.6	81.4	80	82	83.4	86.5	85.6
Hispanic Black	62.9	65.1	65.9	63.9	66.4	68.2	72.9	77	77.6	77.4
Hispanic	43.5	47.7	48	45.2	50.7	50.9	51.2	51.1	52.9	47.6
Puerto Rican	40.5	39.1	44.6	39.8	45.2	50.4	50	49.6	52.7	48
Other Hispanic	47.9	56.5	50.7	50	55.8	51.4	52.3	52.2	53.1	47.4

College Graduates (Figure 11)										
	1985	1986	1987	1988	1991	1992	1993	1994	1995	1996
Total	20.6	22.3	23.2	22.4	22.8	21.3	22.6	22.3	24.4	24.4
Non-Hispanic White	29	30.9	30.6	30.1	33.4	32	32.2	32.2	35	37.4
Hispanic Black	12.6	12.9	12.2	11.2	10.8	10.3	14.4	14	14.8	12.5
Hispanic	5.8	8.9	7.8	7.3	9.9	7.7	6.7	6.8	9	7.7
Puerto Rican	3.7	5.1	3.8	5.2	6.6	4.9	5.3	4.2	5.8	5.1
Other Hispanic	9	12.9	11.1	9.1	13	10.5	8	8.9	11.4	9.5

Table 5 Labor Force Participation Rates and Unemployment Rates by Race/Ethnicity and Gender in New York City (March CPS)

Civilian Labor Force Participation Rate (Figure 12)										
	1985	1986	1987	1988	1991	1992	1993	1994	1995	1996
Total	66.6	69.5	69.4	67.8	66.3	66.4	64.9	63.3	63.2	65.6
Female	46.4	44.9	45.1	44.9	46.6	44.8	46.1	47.6	46.9	47.3
Non-Hispanic White	69.8	70	61	69.8	67.2	66	65.7	62.3	63.6	66.2
Female	50.5	45.5	50.4	45.9	49.5	47.4	47.9	47.3	47.8	48.8
Non-Hispanic Black	59.9	67.4	61	59.9	60.3	65.6	65.3	62.5	61.8	58.8
Female	49.9	50.6	50.4	48.3	46.9	45.4	46.7	54.2	52.3	49
Hispanic	64.1	69	71.8	68.2	65	65.6	59.6	62	60.2	67
Female	33.8	38	37.8	38.9	37.9	35.6	39.5	38.4	37.5	40.3
Puerto Rican	40.2	43.5	43	40.7	39.9	40.3	43.1	40.7	42.4	45.4
Other Hispanic	57.4	61.6	61	59.7	58.9	57	52.9	54.7	50.4	57

Unemployment Rate (Figure 13)										
	1985	1986	1987	1988	1991	1992	1993	1994	1995	1996
Total	10	8.7	5.2	5.2	5.8	12.1	10.8	12.1	9.2	11.5
Female	8.3	6.6	5	4.4	3.2	7.2	8.1	8.8	8.4	8.8
Non-Hispanic White	5.5	3.8	3	3.3	4.3	10	8.1	9	8.1	8
Female	5.9	3.4	3.3	2.8	3.2	6.9	4.8	6.9	5.5	5.3
Hispanic Black	15.2	13.1	6.9	9.5	8.5	16	11.6	16.3	12.4	21.9
Female	10.8	12.2	6.5	4.5	2.9	8.3	11.6	8.6	10.4	11.4
Hispanic	17.4	16.5	9.3	5.9	6.5	15.2	16.2	15.1	9.8	13.3
Female	13.3	9	8.6	7.3	3.5	8.3	14.1	12.4	13.3	12.2
Puerto Rican	17.5	19.1	10.6	9.2	3.3	12.6	14.4	11.1	14.8	12.9
Other Hispanic	13.7	8.9	8	4.9	6.2	12.1	15.8	15.5	9.3	12.8

Table 6 Median Family Income and Differences by Race/Ethnicity in New York City (March CPS)

Median Family Income in Constant 1985 Dollars (Figure 14)										
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	\$33,607	\$32,828	\$36,542	\$36,483	\$32,932	\$33,627	\$31,833	\$27,989	\$29,785	\$29,700
Hispanic White	\$47,979	\$50,588	\$51,957	\$53,059	\$46,920	\$46,332	\$45,970	\$40,366	\$42,029	\$45,194
Non-Hispanic Black	\$26,843	\$25,916	\$29,031	\$24,742	\$28,171	\$26,884	\$26,585	\$25,196	\$27,625	\$22,950
Hispanic	\$20,554	\$18,652	\$22,012	\$19,684	\$18,498	\$18,380	\$17,621	\$14,173	\$16,456	\$18,408
Puerto Rican	\$16,691	\$15,417	\$16,356	\$16,182	\$12,789	\$13,079	\$16,869	\$13,105	\$19,233	\$17,573
Other Hispanic	\$25,519	\$24,323	\$28,887	\$22,799	\$22,837	\$23,658	\$19,464	\$15,437	\$17,197	\$19,700

Difference from Total (Figure 15)										
	1984	1985	1986	1987	1990	1991	1992	1993	1994	1995
Total	14372	17760	15415	16576	13988	12705	14137	12377	12244	15494
Non-Hispanic White	-6764	-6912	-7511	-11741	-4761	-6743	-5248	-2793	-2160	-6750
Hispanic Black	-13053	-14176	-14530	-16799	-14434	-15247	-14212	-13816	-13329	-11292
Puerto Rican	-16916	-17411	-20186	-20301	-20143	-20548	-14964	-14884	-10552	-12127
Other Hispanic	-8088	-8505	-7655	-13684	-10095	-9969	-12369	-12552	-12588	-10000

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What Works For Latino Youth



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE
FOR HISPANIC AMERICANS

Preliminary Draft

final

FIRST LADY HILLARY RODHAM CLINTON
REMARKS AT THE WHITE HOUSE CONVENING ON
HISPANIC CHILDREN AND YOUTH
THE WHITE HOUSE
AUGUST 2, 1999

Nicole

Good morning and welcome to the first ever White House convening on Hispanic Children and Youth. I want to thank you all for coming.

Over the past six and a half years, the President and I have often brought experts to this room – where history has been made time and again -- to talk about how to meet some of the greatest challenges facing our children today. We've looked at school violence. We've looked at child care and early childhood development. We've looked at education and Social Security. But, few issues will have more influence on how our children will live in the next century than the one we will discuss today.

We know that, when we ring in the Millennium, there will be 15 million Hispanic young people living in our country. These children will be the next generation of parents and mentors. They will be our health care professionals, educators, and entertainers. They will be our Senators, Supreme Court Justices and, yes, one day our Presidents. Our future as a country depends on our Hispanic children. But their future depends on all of us.

And that is why this discussion is so important.

I especially want to thank Congresswoman Lucille Roybal-Allard, who is an expert on child development and a champion for children all over America. We are delighted that so many members of the Hispanic Caucus are also here:

Xavier Becerra [Hah-ve-air Bah-cer-ah], Charles Gonzalez, Ruben Hinojosa [Rue-ben He-noh-hoe-sah], Grace Napolitano, Ciro [See-roh] Rodriguez, Loretta Sanchez, and Robert Underwood. Could all of you please stand? Thank you.

I also want to thank all of the Administration officials who are here...and who everyday prove why an Administration that looks like America...can better serve all of America. I see Maria Echaveste, who has been a friend of mine for more than 15 years. She grew up in California – the child of farm workers – and because of her extraordinary achievements, she is now the Deputy Chief of Staff for the President of the United States. And I know there are other senior members of the White House staff here, including Mickey Ibarra and Janet Murguia.

We are also joined by Aida Alvarez, the Administrator of the Small Business Administration; George Munoz [Moon-yos], the President and CEO of OPIC; Nelba Chavez, the Administrator of the Substance Abuse and Mental Health Services Administration; Pat Montoya, the Commissioner of Children, Youth, and Families; and two Assistant Secretaries of Education -- Norma Cantu [Can-too] and Mario Moreno. Thank you all.

I also very much want to thank the President's Advisory Commission on Educational Excellence for Hispanic Americans, who are some of the finest educators in this country. They've reached out to teachers, parents, and communities to help our country improve the way we educate young Latinos. And they've done so under the leadership of a chair -- "Cha" Guzman [Chah Gooz-mahn], who brought to this position the passion and vision of a former bilingual education teacher. And a Vice-Chair, Guillermo Linares, [Gee-air-mo Lee-nar-as], the first Dominican American elected to a city council. Now, I'm told that, in addition to that prestigious day job, he is also finishing his doctoral degree in education. Could all the Commission members here this morning please stand?

I am delighted that in the White House and via satellite [in Massachusetts, Florida, New York, Pennsylvania, Illinois, Indianapolis, Texas, Oklahoma, Missouri, and California] that we are joined by so many activists, educators and experts who have worked tirelessly to make sure no Hispanic child is left behind.

I will never forget touring PUENTE [Pwen-teh] Learning Center in East L.A. back in 1996. It was built on an abandoned lot – from the dreams of a community that wants the best for its kids. All around the area, you can see graffiti and broken windows. But, this center has never been a victim of any of it.

When I went inside, I met adults learning English, earning high school diplomas, and receiving job training. I saw 4 and 5 year-old children – many from bilingual homes -- learning to read, write, and use computers before they enter school.

And I heard stories about young people like Miguel Flores, [me-Gehl Floor-es] whose lives have been turned around. When PUENTE [Pwen-teh] first found him, he was a young man with lots of potential, but he was hanging out with the wrong crowd. So, they brought him into their evening program for high school students. A UCLA Law Professor tutored and mentored him.

And, when he got into Yale University, PUENTE [Pwen-the] helped him find a way to pay for it. He has now graduated from Yale. He hopes to get a law degree. And he is here with us today.

I know that many of you have similar stories to tell – stories of mothers who were taught how to be their child’s first teacher or children who were inspired to finish school and make the most of their lives. It is up to us to ensure that all children get that same chance to go as far as their dreams and abilities will take them.

Now, there are many these days who promise to fight for children, and the schools and communities they rely on. But, I am reminded of something my mother taught me growing up: “Watch what they **do**, not what they **say**.” We can remember back to 1992, when we were plagued by deficits, crime and other problems some said couldn’t be solved. Think of what we’ve **done** since then.

It’s made a difference to working families that we raised the minimum wage, expanded the Earned Income Tax Credit, and lifted millions out of poverty. It’s made a difference to parents that we’ve expanded Head Start and college loans, increased access to child care and after-school programs and helped provide health insurance to millions of children.

And it's made a difference to all Americans that we never gave up on our commitment to bilingual education...or our belief that every single child deserves smaller classes, tougher standards, and safer, more modern schools that aren't falling down. Because we know that, when it comes to our children's future:

"Education is lo mas importante."

[eh-do-Cah-see-on Es Low Mahs im-poor-Tan-teh].

[It was the Commission, the Hispanic Caucus, the Education Department, and the White House that came together to create the Hispanic Education Action Plan to improve the quality of education for Latino students.] We should all be pleased that the Administration won roughly \$500 million in 1999 to help Hispanic youth master the basics of English, reading and math...and to ensure that they stay in high school, prepare for college and graduate from college. And, for the year 2000, the President has proposed over \$650 million to build on these education programs.

With the deficit gone and unemployment at record lows, we face a fundamental choice about whether to move forward or backwards: Do we retreat into our own worlds and say, “I’m fine, my family is fine, my business is fine, I don’t have to worry about anyone else.” Or do we take advantage of this historic opportunity to try to confront the toughest challenges we face?

This is not the time to approve a big tax cut – and forget about our obligations to our children. As we prepare for the day when Hispanics will be our largest minority and Hispanic children will fill more seats in America’s classrooms...We cannot afford a tax cut which will dramatically cut education funding at every level, including programs in the President’s Hispanic Education Agenda.

Because despite the progress made, we know not enough Hispanic children are getting a Head Start in life and going on to graduate from high school and college. We know too many Latino teens are still getting pregnant. Too many still don’t have health insurance. And far too many are born into poverty – and never have a fighting chance at the future all children deserve. These are not somebody else’s children. They are all of our children.

I have seen so many powerful examples of communities coming together to make sure all their children are educated. A few years back, I visited an elementary school in one of the poorest areas of the San Fernando Valley. The vast majority of students there are Hispanic – and in the past, student achievement was at an all-time low.

Finally, parents and teachers and business leaders and others in the community who cared about these children said “enough.” We know what will work. We just have to do it. So they did – that school became a charter school. They got rid of the crack house that was down at the corner. Now, there are computers in the classrooms, children wearing uniforms, parents volunteering as tutors. Academic achievement has soared. And it has been named a National Blue Ribbon School. This school is the pride and joy of the community. And it is a powerful example of what can be accomplished when we take responsibility for each child as if he or she were our own.

And so I am very pleased to announce today a number of new efforts to help lift up the education and future of Hispanic children in America.

These are important steps. But, I hope that every parent, every business, every foundation, every school, every citizen who has a stake in our children's future, will join this fight.

I often think about the story of one of my top aides, Patti Solis Doyle, who has worked for me since 1991. She was one of six children born to Mexican immigrant parents in a poor neighborhood of Chicago. Her mother made it only through sixth grade. And her father had only a 3rd grade education. But they were proud to become American citizens. And they believed that education was the key to giving their children a better life.

Patti's father would say over and over to each of his children: "you must always value yourself." Imagine if all of us took it upon ourselves to show every child that she was valued.

Because many years from now, there will be another White House Convening on Hispanic Children and Youth, perhaps a virtual one. They will look back on this meeting – and the challenges we faced. And they will judge us not by what we **say** today, but by what we **do** tomorrow.

For example: Head Start is taking new steps to better serve Hispanic children. AmeriCorps will work to increase the number of its Hispanic members. The Department of Education will ensure that schools participating in Title I are held accountable for helping the three million Hispanic students enrolled in them learn proficient English and meet challenging standards in core academic subjects. And, under the leadership of Secretary Bill Richardson, the Department of Energy will team up with the “Latino Science and Engineering Consortium” to identify, train, and nurture the next generation of scientists, engineers, technicians and educators in math and science.

I am also pleased to announce that the private sector has made a commitment to do its part as well. Over the next 3 to 6 months, AT&T will team up with Hispanic organizations and work to close the technology gap for Latino youth throughout the nation. The Charles Stewart Mott Foundation, which has already pledged \$83 million for after-school programs, will now work to increase Latino participation in them. And, thanks to the National Campaign to Prevent Teen Pregnancy, Hispanic media leaders have made commitments to create PSAs, radio programs, talk shows, newspaper supplements, and magazine features to improve the lives of the Hispanic youth.

So, I hope they will say that this meeting was the beginning, not the end...that it sparked a dialogue around board rooms and kitchen tables...and that it led to action all over the country.

I hope they say that we didn't leave the Latino community – or any community -- to care for their children alone. Instead, when given the chance and the choice, I hope they will look back and say that we worked tirelessly to give all children the education and opportunities to reach their own God-given promise and lead our country in the next century.

And when that day comes, I have a feeling it will be because those of you in this historic room – and at satellite sites around the country -- once again led the way.

Thank you very much.