

AMEPAC

Arizona Minority Education Policy Analysis Center



2009

Minority Student Report



A Snapshot of
Arizona's
Educational
Achievement

AMEPAC

A POLICY ANALYSIS CENTER OF THE ARIZONA
COMMISSION FOR POSTSECONDARY EDUCATION

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AMEPAC

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INTRODUCTION

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 the educational attainment process.

AMEPAC is proud to provide policymakers, educators, and the public with this greatly expanded fourth edition of the *Minority Student Report 2009: A Snapshot of Arizona's Educational Achievement*. The report provides a current "snapshot" of the educational achievement of minority students in Arizona, from pre-kindergarten through postsecondary education, as well as ten-year trend data on leading educational attainment indicators ranging from school enrollment, student performance, graduation and dropout rates, to college readiness and degrees earned.

The report provides rich demographic and contextual information, carefully selected from the most recent and reliable data sources available, to accurately reflect the status of Arizona's educational attainment by race/ethnicity and gender relative to the progress of other states and that of the nation. Readers are encouraged to analyze the report to determine what the achievements and remaining disparities mean for our students, our communities, and the state. Such a process will give the report its meaning and value.

If we can be of additional assistance to you in that process, please contact us.

Sincerely,

AMEPAC Members

EXECUTIVE SUMMARY

ARIZONA DEMOGRAPHICS

Age Distribution [2007]

Twenty-eight percent (28%) of Arizona's population is comprised of school-aged students (ages 5-24).

Race/Ethnicity [2007]

Forty-one percent (41%) of Arizona's population is comprised of minorities. The racial/ethnic composition is as follows: 4% African American; 5% American Indian and Alaskan Native; 2% Asian American; Less than 0.5% Native Hawaiian and Other Pacific Islander; 30% Hispanic or Latino; 11% Other Race(s); and 59% White, non-Hispanic.

Educational Attainment ([2007]

In 2007, twenty-five percent (25%) of Arizona's citizenry achieved a bachelor's degree or higher. This indicates an improvement from 22% in 1990, but remains below the U.S. average (29%).

Economic Indicators [2007-2009]

Arizona's unemployment rate reached seven percent (7%) in January 2009. Per capita personal income in Arizona was estimated at \$24,811 in 2007. Arizona's poverty rate was estimated at 14.2% in 2007. The poverty rate for minorities ranged from 30-33%, compared to 11% for White individuals. The female poverty rate was 19% compared with 15% for males.

MEASURING UP 2008 – ARIZONA PROFILE

A Report by the National Center for Public Policy and Higher Education [2008]

The 2008 State Report Card on Higher Education, which measures Arizona's current higher educational performance with the best-performing states on six key indicators, assessed Arizona's performance as follows:

Preparation of high school students for college:	D
Participation of population in education/training beyond high school:	A
Affordability of college:	F
Completion of certificate and degree programs:	B
Benefits of college-educated residents to the economy:	B-
Learning outcomes/performance of college-educated residents:	Incomplete

K-12

Enrollment [2008-2009]

Enrollment in Arizona's PK-12 public schools reached 1,078,697 during the 2008-2009 school year. An estimated 55.6% of total PK-12 enrollment is comprised of minority students. The total racial/ethnic composition includes: 5.8% African American (62,277); 5.4% Native American (58,783); 2.9% Asian American (32,296); 41.4% Hispanic (447,008); and 44.3% White (478,333). The male to female ratio is 51% male (554,147) to 49% female (524,550).

The Hispanic student population increased from 30.1% of the total PK-12 enrollment in 1996 to 41.4% in 2009 (a 37.5% increase over 13 years). Arizona ranked second in the nation for the percentage increase in public school enrollment for Fall 2007, increasing by 2.5% over 2006, far above the national average of 0.3%.

EXECUTIVE SUMMARY

AIMS Test Scores [2008]

AIMS results for high school students in 2008 reveal that a total of 68% of those taking the test passed the math section; 73% passed reading; 68% passed writing; and 32% passed science. Similar to AIMS results in 2006, African American, Native American, and Hispanic students consistently scored lower on all sections of the 2008 AIMS test compared to Asian American and White students. Eighty-five percent (85%) of Asian American students and 81% of White students passed the math section, while only 47% of Native Americans, 56% of African Americans, and 56% of Hispanic students passed this section. As in 2006, females scored higher than males in the math, reading and writing sections of the 2008 AIMS test.

Dropout Rates [2007-2008]

Arizona's dropout rate (for grades 7-12) was reported as 3.6% for the 2007-2008 school year. Native American students had the highest dropout rates (8.2%), followed by Hispanic (4.3%), African American (3.7%), White (2.4%), and Asian American students (1.3%). Male students (4%) had higher dropout rates than female students (3.1%).

Arizona's annual high school dropout rate (grades 9-12) has decreased over the past decade from 12.1% in 1994-95 to 4.8% in 2007-08. Native American students had the highest dropout rate (10%), followed by Hispanic (5.7%), African American (4.7%), White (3.3%), and Asian American students (1.7%). Male students (5.3%) had higher dropout rates than females (4%).

Graduation Rates [2007]

The overall four-year high school graduation rate for students attending Arizona public schools increased from 68% in 1993 to 73.4% for the class of 2007. The graduation rate for minority students also increased, from 58.2% in 1993 to 65.3% in 2007. Nevertheless, Arizona is among the poorest-performing states in high school completion, limiting the number of students eligible for college.

The graduation rate for Asian American/Pacific Islander students was the highest (85.5%), followed by White students (81%), African American students (72.3%), and Hispanic students (64.7%). Native American students had the lowest graduation rate (55%). Female students had a significantly higher graduation rate (77.5%) than male students (69.4%) across all ethnic/racial categories.

Advanced Placement (AP) [2008]

Fourteen percent (14%) of Arizona's public high school class of 2008 took at least one AP exam, compared to the national average of 25%. Among these test takers, 7.9% earned a 3 or higher on one or more AP exams, compared to 15.2% for the nation.

The number of African American, Hispanic, and American Indian or Alaska Native students participating in AP exams, when compared to their student population representation, is proportionally lower than that of White and Asian American/Pacific Islander students. Approximately thirty-two percent (31.9%) of the public high school student population is comprised of Hispanic students, but only 22.9% of the AP examinee population is comprised of Hispanics. Similarly, 6.5% of the student population is comprised of American Indian or Alaska Native students, but only 2.1% of the AP examinee population is comprised of American Indian or Alaska Native students.

EXECUTIVE SUMMARY

In contrast, Asian American/Pacific Islander students comprise only 3.0% of the student population, but make up 7.2% of the AP examinee. Similarly, White students comprise 52.9% of the student population, but share a disproportionately large proportion (59.9%) of the total AP examinee population.

POSTSECONDARY

Eligibility for University Admission [2007]

The Arizona Board of Regents (ABOR) reported that only 47.9% of Arizona's 2006 public high school graduates were eligible for university admission under its current admission policies. For all racial/ethnic groups, eligibility rates increased between 2002 and 2006. However, a substantial gap remains, with African American, American Indian and Hispanic students having significantly lower eligibility rates than Asian American and White students. Asian American students had by far the highest eligibility rates (70.3%), followed by White (56.5%), Hispanic (35.5%), African American (32.4%), and American Indian students (25.7%). Female eligibility rates were significantly greater than males by 12 percentage points (54% compared with 42%).

For all racial/ethnic groups within Arizona's public high schools, mathematics is the subject area which students are most likely to fall short of even the minimal requirement of three high school units. Only 20% of Native American graduates, 26% of Hispanic graduates, and 27% of African American graduates met this requirement, compared to 48% of White graduates and 68% of Asian Americans having met this requirement.

Standardized Test Scores (SAT/ACT) [2008]

In 2008, African American, American Indian and Hispanic students scored lower on both tests compared to Asian American and White students. Participation in SAT and ACT testing among Arizona's students was proportionally lower for Hispanic, Native American, and African American students, while disproportionately higher for Asian American and White students.

SAT: Approximately 20,040 (or 30%) of Arizona's high-school students at public and private schools took the SAT in 2008. Arizona's students scored an average of 516 on reading; 522 on math; and 500 on writing. Arizona's 2008 SAT composite score ranked 31st in the nation. Asian American students scored the highest in mathematics (with a mean score of 565), and White students scored the highest in reading and writing subject areas (mean scores of 531 and 514, respectively). All other racial/ethnic groups performed less well across all subject areas. Males had a slightly higher critical reading score to females (517 to 515), as well as higher math scores (541 to 506), while females had higher writing scores than males (506 to 492).

In terms of participation, 64% of SAT test-takers described themselves as White; 5% Black or African American; 1% American Indian or Alaskan Native; 6% Asian American; 11% Mexican or Mexican American; 1% Puerto Rican; 6% Other Hispanic, Latino, or Latin American; and 3% described themselves as "Other," or provided no response with respect to their race/ethnicity. Approximately 30% of all test-takers in 2008 were comprised of minorities.

EXECUTIVE SUMMARY

ACT: Fifteen percent (15%) of Arizona's graduates took the ACT test in 2008. The average ACT composite score for Arizona's class of 2008 was 21.9, ranking Arizona 21st in the nation. Arizona's average composite scoring by subject matter was: 21.3 English; 22.1 Math; 22.3 Reading; and 21.3 Science. Asian American students had the highest average composite ACT score of 23.4, followed by White students (23.1), Hispanic students (20.0), African American students (18.6), and American Indian students (16.8). Males had an average ACT composite score of 22.1, with females scoring slightly lower (21.6).

Enrollment [2007]

A total of 624,147 students were enrolled in Arizona's postsecondary degree-granting institutions in the Fall of 2007. Minority students comprised 33.9% (211,842 students) of the total enrollment figure, increasing by 14.1% percent from 2006 (32.7% or 185,717 students).

The largest minority group enrolled in postsecondary education in Arizona are Hispanics students, comprising 15.2% of total enrollment (95,162 students). African American students make up the second largest group of minority students, comprising 11.8% of total postsecondary enrollment (73,707 students). American Indian and Asian American students make up much smaller proportions of total enrollment, comprising 3.1% (19,166 students) and 3.8% (23,807 students), respectively. White students comprise the majority of students, accounting for 62.6% of total enrollment (390,606 students).

The proportion of minority students within in each type of postsecondary institution, out of total Arizona enrollment figures, includes: 5.6% attend a four-year public university; 11.5% attend a two-year public college; 15.5% attend a private four-year degree granting institution; and 0.93% attend a private two-year degree granting institution.

Graduation Rates [2007]

Forty-three percent (43%) of Arizona's postsecondary students completed a bachelor's degree within six years, compared with 65% in the top performing states (and the national rate of 57%).

Among Arizona's three (3), public four-year universities, the six-year graduation rate was much higher than the four-year graduation rate, with 6-year graduation rates ranging from 48% to 56%, and 4-year graduation rates ranging from 29% to 33%. Asian American/Pacific Islander students had the highest graduation rates across all three universities (ranging from 40% to 63%), and American Indian/Alaskan Native students had the lowest graduation rates, ranging from 26% to 28%.

Graduation rates were notably higher among females compared to males across all three four-year public universities, ranging from 51% to 60% for females, compared to 43% to 52% for males.

Degrees & Certificates [2007-2008]

The number of undergraduate credentials and degrees awarded in Arizona, relative to the number of students enrolled, has increased substantially since the early 1990s (from 10% in 1992 to 18% in 2007). Arizona performs at the U.S. average, but is below the top states on this measure (which average at 21%).

EXECUTIVE SUMMARY

The percentage of Arizona minority students earning degrees, by type of degree in 2006-2007, is provided below:

- 33% of (below-baccalaureate) certificate completers are minority students
- 29% of Associate's degree recipients are minority students
- 21% of Bachelor's degree recipients are minority students
- 19% of Master's degree recipients are minority students
- 14% of Doctor degree recipients are minority students
- 23% of First-professional degree recipients are minority students

ARIZONA DEMOGRAPHICS

Population: Arizona has a total population of 6.3 million, of which 3.2 million (50%) are females and 3.2 million (50%) are males. Twenty-six percent (26%) of the population is under 18 years, and 13 percent 65 years and older (ACS 2007). Arizona was the second fastest-growing state in 2008, increasing 2.3 percent between 2007 and 2008 (U.S. Census Bureau 2008).

Forty-one percent (41%) of Arizona's population is comprised of minorities. The racial/ethnic composition is as follows: 4% African American; 5% American Indian and Alaskan Native; 2% Asian American; Less than 0.5% Native Hawaiian and Other Pacific Islander; 30% Hispanic or Latino; 11% Other Race(s); and 59% White, non-Hispanic (ACS 2007).

Language: With respect to languages spoken in Arizona, 28% of individuals (age five and older) speak a language other than English at home. Of those speaking a language other than English at home, 78 percent speak Spanish, and 44% report that they do not speak English "very well" (ACS 2007).

Education: According to the 2007 American Community Survey, 84 percent of individuals in Arizona age 25 years and over had graduated from high school, and 25 percent had earned a bachelor's degree or higher. Seventeen percent (17%) of individuals in this age group were dropouts, meaning they had not graduated from high school and were not enrolled in school.

Total school enrollment in Arizona was 1.7 million in 2007. Nursery school and kindergarten enrollment was 182,000, and elementary to high school enrollment was 1.1 million children. College and graduate school enrollment combined was 395,000 (ACS 2007).

Economic Indicators: The median income of households in Arizona was \$49,889 in 2007. Per capita personal income in Arizona was estimated at \$24,811 for 2007. Unemployment rose from 4% in January 2008 to 7% in January 2009 (U.S. Bureau of Labor Statistics).

An estimated 14.2% of Arizona's population was living below the poverty level in 2007 compared to 13.3% for the nation (ACS 2007). The poverty rate for minority populations in Arizona ranged from 30-33%, compared to a poverty rate of 11% for White populations. The female poverty rate was four percentage points higher than for males (19% compared to 15%).

ARIZONA DEMOGRAPHICS

Arizona Demographics: Leading Population, Education, & Economic Indicators

	Arizona	United States
Total Population: 2007	6.3 million	301,621,157 million
Male	50%	51%
Female	50%	49%
Under 5 years	7.8%	6.9%
5 to 9 years	7.2%	6.6%
10 to 14 years	7.1%	6.7%
15 to 19 years	6.9%	7.1%
20 to 24 years	6.8%	6.9%
25 to 34 years	14.4%	13.5%
35 to 44 years	13.8%	14.3%
45 to 54 years	12.9%	14.5%
55 to 59 years	5.5%	6%
60 to 64 years	4.6%	4.8%
65 to 74 years	6.6%	6.4%
75 to 84 years	4.8%	4.3%
85 years and over	1.5%	1.8%
Median age (years)	34.9	34.9
Average family size	3.4	3.19
Number of households	2.3 million	112 million
Average household size	2.8	2.6
African American	4%	12.4%
American Indian and Alaskan Native	5%	1%
Asian American	2%	4.3%
Native Hawaiian and Other Pacific Islander	Less than 0.5%	0.5%
Hispanic or Latino	30%	14.7%
Other Race(s)	11%	6.2%
White, non-Hispanic	59%	74.1%
Population 3 years and over enrolled in school: 2007	1.7 million	79 million
Nursery school, preschool	5.4% 88,359	6.2% 4,862,060
Kindergarten	5.7% 93,742	5.1% 3,998,121
Elementary school (grades 1-8)	43.5% 717,576	40.7% 32,161,312
High school (grades 9-12)	21.6% 356,067	21.9% 17,342,591
College or graduate school	23.9% 394,818	26% 20,628,488
Educational attainment of population 25 years and over: 2007		
Less than high school diploma	17%	16%
High school diploma or equivalency	27%	30%
Some college, no degree	23%	19.6%
Associate's degree	8%	7.4%
Bachelor's degree	16%	17.1%
Graduate or professional degree	9%	9.9%
Economic Indicators: 2007, 2008, 2009		
Unemployment rate 2008 & 2009	4% (2008); 7% (2009)	5% (2008); 8% (2009)
Per capita income 2007	\$24,811	\$26,178
Median household income 2007	\$49,889	\$50,007
Poverty rate (All People) 2007	14.2%	13.3%
Poverty rate of Minorities 2007	33% Hispanic; 30% Other Races	28% Hispanic; 19% Other Races
Poverty rate of Whites 2007	11% White	12% White
Poverty rate (by Gender) 2007	19% Females; 15% Males	17% Females; 14% Males

(Source: Arizona Community Survey 2007; U.S. Bureau of Labor Statistics 2008 & 2009; U.S. Census Bureau 2008.)

MEASURING UP

MEASURING UP 2008: The State Report Card on Higher Education (ARIZONA)

The following excerpts are from a report published by The National Center for Public Policy in Higher Education. All statements expressed reflect the research and analysis done by The National Center for Public Policy, and are not the opinions of the Arizona Minority Education Policy Analysis Center. The full report is available at www.highereducation.org.

The 2008 State Report Card on Higher Education, which compares Arizona's current higher educational performance with the best-performing states on six key indicators, assessed Arizona's performance as follows:

2008 ARIZONA REPORT CARD	
Preparation	D
Participation	A
Affordability	F
Completion	B
Benefits	B-
Learning	I

Preparation

Arizona's underperformance in educating its young population could limit the state's access to a competitive workforce and weaken the state's economy.

- Eighth graders perform very poorly in math, science, reading, and writing, indicating that students are not being prepared for college.
- Arizona is among the poorest-performing states in high school completion, which limits the number of students eligible for college. Only 69% of Hispanics have a high school credential, compared to 93% of Whites.

Participation

While Arizona does well in providing educational opportunities for working-age adults, too few young adults enroll in college.

- The state continues to fall behind other states in enrolling students in college by age 19. The likelihood of enrolling in college by 19 in Arizona is 30 percent, compared with 57 percent in the best-performing states.
- Eighteen percent of Hispanic young adults (ages 18-24) are enrolled in college, compared to 40% of Whites.

Affordability

Higher education has become less affordable for students and their families.

- Poor and working-class families must devote 31% of their income, even after aid, to pay for costs at two-year colleges.
- Financial aid to low-income students is low. For every dollar in Pell-Grant aid to students, the state spends only three cents.

Completion

Arizona performs well in awarding certificates and degrees relative to the number of students enrolled, but few students attain a bachelor's degree in a timely manner.

- Forty-three percent (43%) of college students complete a bachelor's degree within six years, compared with 65% in the top performing states. Forty-seven percent (47%) of Hispanic students graduate within six years, compared with 52% of White students.

Benefits

A fairly small proportion of residents have a bachelor’s degree, which brings limited economic benefits to the state.

- Ten percent of Hispanics have a bachelor’s degree, compared with 34% of Whites.
- If all racial/ethnic groups had the same educational attainment and earnings as Whites, total annual personal income in the state would be about \$15 billion higher.

Learning

Arizona received an “Incomplete” in Learning due to insufficient data for comparison purposes.

Change Over Time: Key Indicators

The following reflects Arizona’s performance and progress since the early 1990s on key indicators.

Preparation

The percentage of young adults in Arizona who earn a high school diploma has increased slightly since the early 1990s (from 82% in 1992 to 83% in 2006). However, high school completion is well below the U.S. average (88%), as well as below the average of top-performing states (95%).

Participation

College enrollment of young adults in Arizona has improved since the early 1990s (from 33% in 1991 to 38% in 2007). Arizona is above the national average (of 34%) but below the top states in the percentage of young adults enrolled (averaging at 44%). The enrollment of working-age adults, relative to the number of residents without a bachelor’s degree, has increased in Arizona (from 11.3% in 1991 to 15.1% in 2007). In contrast, the percentage of working-age adults attending college has declined nationally to 5.7% in 2007.

Affordability

The share of family income, even after financial aid, needed to pay for college has risen substantially in Arizona. The percentage of income needed to pay for public four-year colleges increased from 20% in 2000 to 24% in 2008. To attend public two-year and four-year colleges in Arizona, students and families pay less than the U.S. average, but more than those in the best-performing states (ranging from 15% to 19% in 2008).

Completion

The number of undergraduate credentials and degrees awarded in Arizona, relative to the number of students enrolled, has increased substantially since the early 1990s (from 10% in 1992 to 18% in 2007). Arizona performs at the U.S. average, but is below the top states on this measure (which average at 21%).

Benefits

The percentage of residents who have a bachelor’s degree has increased in Arizona from 22% in 1990 to 26% in 2006, but is below the U.S. average (29%), and below the top states (at 37%).

Change in Arizona Since 1992	Preparation 	Participation 	Affordability 	Completion 	Benefits 	Learning 
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ENROLLMENT K-12

[See Appendix A and B for detailed tables.]

Arizona ranked second in the nation for the percentage increase in public school enrollment for the Fall of 2007 (increasing 2.5% over Fall 2006 enrollment), far outpacing the national average of 0.3% during the same time period (*NEA Ranking of the State 2008 and Estimates of School Statistics 2009*).

Total school enrollment in Arizona was 1.7 million in 2007. Nursery school and kindergarten enrollment was 182,000, and elementary to high school enrollment was 1.1 million children. College and graduate school enrollment combined was 395,000 (*ACS 2007*).

Arizona also ranked the 2nd in the nation for the highest number of students enrolled per teacher in public elementary and secondary schools in Fall 2007 (at 21.4), above the U.S. average at 15.4 (*NEA Ranking of the State 2008 and Estimates of School Statistics 2009*).

As indicated in the table below, enrollment in Arizona's PK-12 public schools reached 1,078,697 for the 2008-2009 school year, comprised of 554,147 (51%) males and 524,550 (49%) females (*AZ Dept. of Education, February 2009*). White students represented the largest student population (44.3%), followed by Hispanic students (41.4%), African American (5.8%), Native American (5.4%) and Asian American students (2.9%). The Hispanic student population increased from 30.1% of the total PK-12 enrollment in 1996 to 41.4% in 2009 – an increase of 37.5% over 13 years. Of the total PK-12 enrollment, 55.6% was comprised of minority students (*AZ Dept. of Education, October 2008 Enrollment Count*).

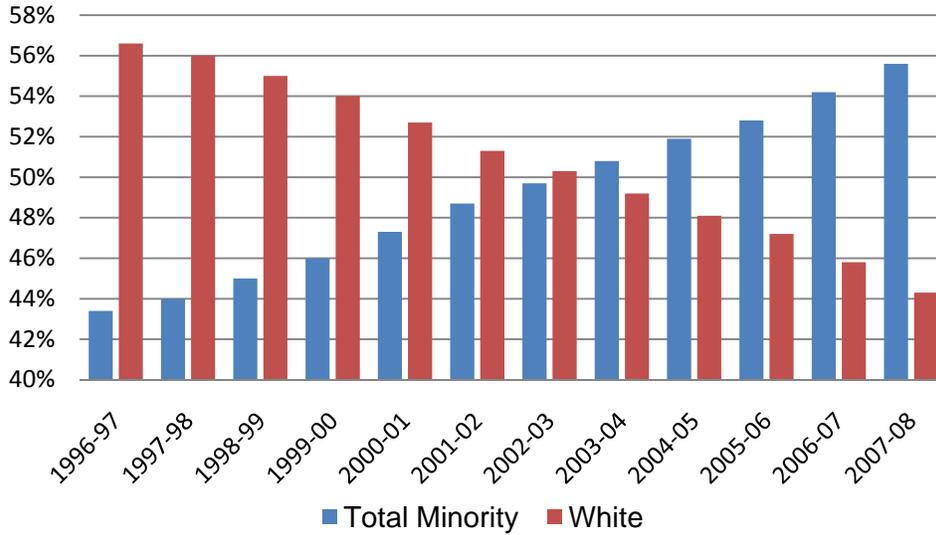
PK-12 Arizona Public School Enrollment (October 2008)

Race/Ethnicity of Students	Number of Students	Percent of Total
African American	62,277	5.8%
Native American	58,783	5.4%
Asian American	32,296	2.9%
Hispanic	447,008	41.4%
Total Minority	600,364	55.6%
White	478,333	44.3%
Male	554,147	51%
Female	524,550	49%
Total	1,078,697	100%

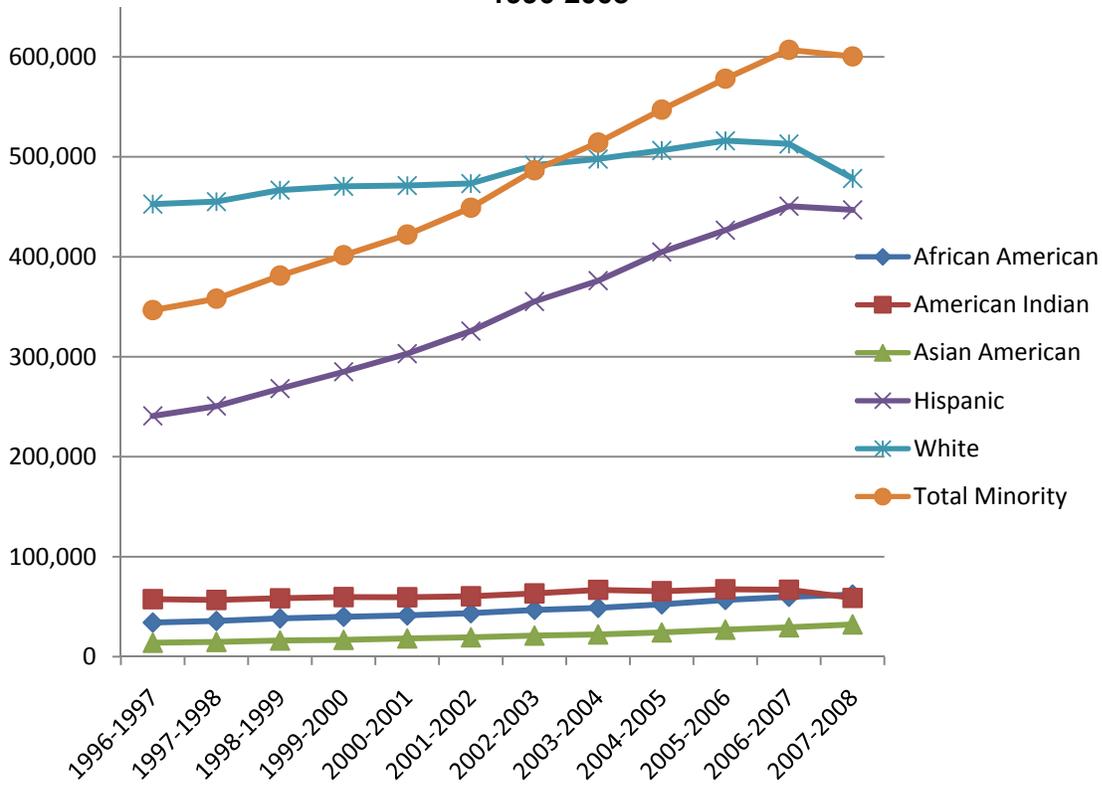
(Source: AZ Dept of Education, 2008)

As depicted in the graphics below, from 1996 to 2009, the percentage of minority (non-white) students in Arizona's public elementary (PK-8) and secondary (9-12) schools increased from 43.4% to 55.6% -- a 28% increase over 13 years. During this same time, the percentage of White (non minority) students decreased from 55.6% of the student population to 44.3% -- a 25.5% decline. The proportion of male and female students has remained consistent among Arizona's school age population, with males comprising a small majority (51%) of total enrollment in 2008-2009.

**PK-12 Student Enrollment Percentages
(White/Total Minority) 1996-2008**



**Total PK-12 Student Enrollment by Race/Ethnicity
1996-2008**



AIMS TEST SCORES K-12

Students graduating from an Arizona public high school are 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. Students have several opportunities to pass the test starting in grade 10 through grade 12.

AIMS results for Arizona’s high school students in 2008 indicate that a total of 68% of those taking the test passed the math section; 73% passed the reading section; 68% passed the writing section; and 32% passed the science section. The science section, which was incorporated in 2008, is not currently a graduation requirement in Arizona (*ABOR 2009*).

Similar to AIMS results in 2006, African American, Native American, and Hispanic students consistently scored lower on all sections of the AIMS test compared to Asian American and White students. For instance, 85% of Asian American students and 81% of White students passed the math section, while only 47% of Native Americans, 56% of African Americans, and 56% of Hispanics passed this section.

Also consistent with results in 2006, female students scored higher than male students in the math, reading and writing sections of the test. This differentiation was most evident within the writing section of the 2008 AIMS test, with 76% of females passing the writing section, and 62% of males passing the same section.

Results broken down by race/ethnicity and gender are provided in the table below.

**2008 AIMS Test Results for Arizona’s High School Students
by Race/Ethnicity and Gender**

	Math % passing	Reading % passing	Writing % passing	Science % passing
All Students	68%	73%	68%	32%
African American	56%	67%	64%	21%
Asian	85%	85%	82%	45%
Hispanic	56%	60%	58%	19%
Native American	47%	53%	58%	14%
White	81%	87%	79%	47%
Female	69%	76%	76%	31%
Male	67%	71%	62%	34%

(Source: 2007-2008 State Report Card, Arizona Department of Education)

DROPOUT RATES K-12

[See Appendix C for detailed table.]

Dropout Rates: Grades 7-12

Arizona's dropout rate was calculated as 3.6% for the 2007-2008 school year. This means that of the 525,474 students enrolled in grades 7-12, 18,779 students dropped out by the end of the 2007-2008 school year (*AZ Dept. of Education 2008*).

Native American students had by far the highest dropout rates (8.2%), followed by Hispanic (4.3%); African American (3.7%); White (2.4%); and Asian American students (1.3%).

The dropout rates reported for other subgroups varied, including students who are English Language Learners (3.9%); students who are a part of Special Education (3.7%); and students who are considered Economically Disadvantaged (3.8%) (*AZ Dept. of Education, 2008*).

Additionally, dropout rates varied by county and geographical region, with the highest dropout rates in Navajo County (7%) and Mohave County (6.5%), and the lowest dropout rates in Greenlee County (1.8%) and Maricopa County (3%).

Male students (4%) had higher dropout rates than female students (3.1%).

**2007-2008 Arizona Dropout Rates
by Race/Ethnicity, Subgroups & Gender (Grades 7-12)**

	Number of Students	Number of Dropouts	Dropout Rate
Arizona (Grades 7-12)	525,474	18,779	3.6%
Asian American	14,280	183	1.3%
African American	311,148	1,616	3.7%
Hispanic	205,415	8,879	4.3%
Native American	32,512	2,658	8.2%
White	242,119	5,898	2.4%
English Language Learners	41,794	1,627	3.9%
Special Education	57,045	2,098	3.7%
Economically Disadvantaged	204,691	7,852	3.8%
Female	256,300	7,937	3.1%
Male	269,174	10,842	4%

(Source: *AZ Dept. of Education, October 2008*)

Note: The dropout rates above are for grades seven through twelve, and are based on a calendar year that runs from the first day of summer recess through the last day of school. A school's total enrollment is used as the population figure against which dropouts are subsequently counted.

DROPOUT RATES K-12

Dropout Rates: Grades 9-12 (High School)

Arizona's annual high school dropout rate has decreased over the past decade from 12.1% in 1994-95 to 4.8% in 2007-08. Among the 348,743 students who enrolled in grades 9-12 during the 2007-08 school year, a total of 16,613 students dropped out.

As shown in the tables below, the high school dropout rate increased significantly by grade level, from 3.8% for 10th graders, to 5% for 11th graders, and peaking at 7.6% for 12th graders.

Native American students had the highest dropout rate (10%), followed by Hispanic (5.7%); African American (4.7%); White (3.3%); and Asian American students (1.7%). Male students (5.3%) had higher dropout rates than female students (4%).

The dropout rates reported for other subgroups varied, including students who are English Language Learners (5.6%); students who are a part of Special Education (5.2%); and students who are considered Economically Disadvantaged (5.4%) (*AZ Dept. of Education, 2008*). For all these subgroups, the dropout rate was higher than the state dropout rate of 4.8%.

Male students (5.3%) had higher dropout rates than female students (4%).

Arizona High School Dropout Rates 2007-2008: Grades 9-12

Grade	Number of Students	Number of Dropouts	Dropout Rate
Grade 7	88,499	1,028	1.2%
Grade 8	88,232	1,138	1.3%
Grade 9	91,343	2,542	2.8%
Grade 10	88,160	3,306	3.8%
Grade 11	82,034	4,133	5%
Grade 12	87,206	6,632	7.6%
High School (Grades 9-12)	348,743	16,613	4.8%
All Grades (Grades 7-12)	525,474	18,779	3.6%

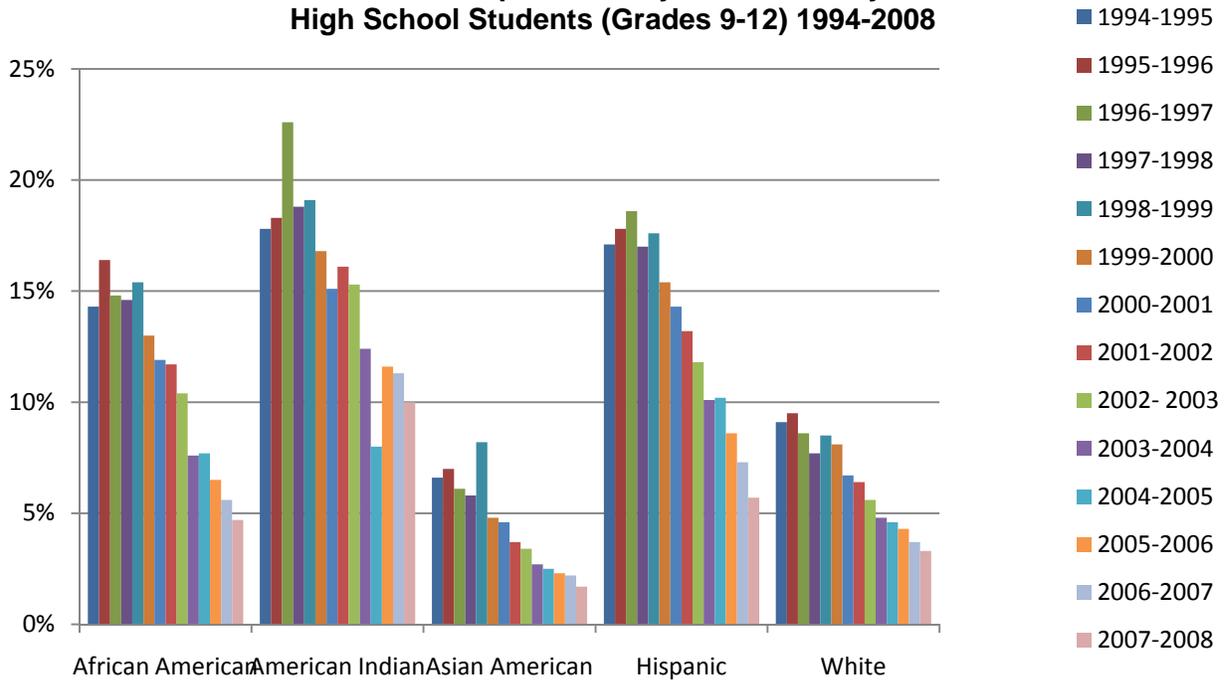
(Source: Arizona Department of Education, October 2008)

DROPOUT RATES K-12

**2007-2008 Arizona Dropout Rates
by Race/Ethnicity, Subgroups & Gender (Grades 9-12)**

	Number of Students	Number of Dropouts	Dropout Rate
Arizona (Grades 9-12)	348,743	16,613	4.8%
Asian American	9,338	159	1.7%
African American	20,848	978	4.7%
Hispanic	133,287	7,623	5.7%
Native American	22,490	2,238	10%
White	162,836	5,318	3.3%
English Language Learners	23,845	1,332	5.6%
Special Education	36,079	1,879	5.2%
Economically Disadvantaged	121,730	6,588	5.4%
Female	170,168	6,843	4%
Male	178,631	9,473	5.3%

**Annual Dropout Rate by Race/Ethnicity
High School Students (Grades 9-12) 1994-2008**



Note Regarding Family Income & Educational Attainment:

According to the National Center for Educational Statistics (NCES), the 2005 national event dropout rate for students (across all racial/ethnic categories) living in low-income families (lowest 20 percent of all family incomes) was approximately *six times greater* than the rate of their peers from high-income families (top 20% of all family incomes) at 8.9%, compared with 1.5%.

While the correlation between family income and educational attainment is not analyzed within this report, it can be seen in the table provided that the dropout rate for economically disadvantaged students (5.4%) is higher than the annual state dropout rate (4.8%.) for grades 9-12. Recent studies conducted by the Pew Hispanic Center, among other reputable organizations, document a close linkage between Hispanic student dropouts (a third of which live in poverty in the U.S.), for instance, and their economic status -- listing the "need to work" as one of the primary reasons Latinos drop out of school.

Given the recent global economic down-turn, and its impact on Arizona's labor force, the linkages between family income and student educational attainment, across all racial/ethnic groupings, will clearly merit close and continued attention by researchers and policy makers.

GRADUATION RATES K-12

[See Appendix D for detailed table.]

The overall four-year high school graduation rate for students attending Arizona public schools increased from 68% for the class of 1993, to 73.4% for the class of 2007 (*AZ Dept. of Ed 2008*). This means that among the 72,662 students in the cohort for the class of 2007, 53,354 students successfully graduated from Arizona's public high schools. While there has been improvement, Arizona's high school completion rate (73.4%) is well below the U.S. average (88%), as well as below the 95% average of top-performing states (*National Center for Public Policy in Higher Education, 2008*).

The graduation rate for Minority students also increased from 58.2% in 1993 to 65.3% in 2007. More specifically, the four year graduation rate for Asian American students was the highest (85.5%), followed by White students (81%), African American students (72.3%), and Hispanic students (64.7%). Native American students had a significantly lower graduation rate of 55%. While the graduation rate for Minority students (65.3%) was lower than White (non-Minority) students (81%), Asian American students (a minority population) had by far the highest graduation rates (85%) among both Minority and non-Minority (White) student populations.

**Four Year Graduation Rates Among Arizona's Public High Schools
by Race/Ethnicity & Gender for the Class of 2007**

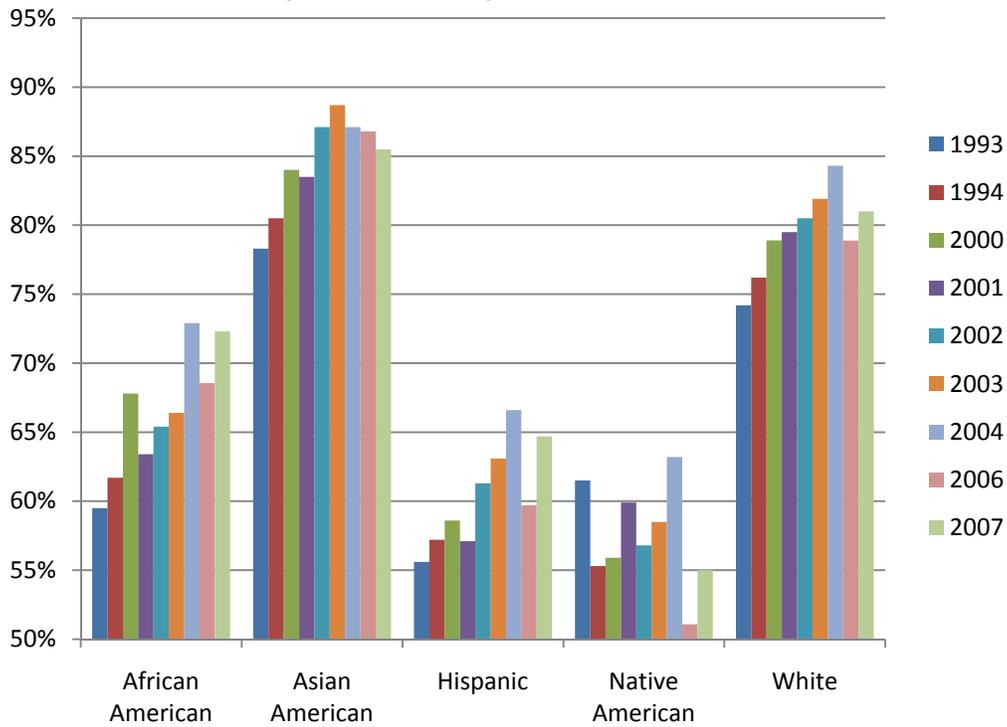
Ethnicity/Gender of Student	Percent Graduated	Number Graduated	Number in Cohort
Asian American	85.5%	1,640	1919
Female	88.8%		
Male	82.2%		
African American	72.3%	2,761	3,818
Female	77.8%		
Male	66.9%		
Hispanic	64.7%	16,067	24,818
Female	70.0%		
Male	59.6%		
Native American	55%	2,840	5,160
Female	59.2%		
Male	50.7%		
Total Minority	65.3%	23,308	35,715
White	81%	30,046	36,947
Female	84.7%		
Male	78.1%		
Total Graduation Rate	73.4%	53,354	72,662
Grand Total Female	77.5%	27,867	35,950
Grand Total Male	69.4%	25,487	36,712

(Source: AZ Dept. of Education, Research and Evaluation Section, 2008.)

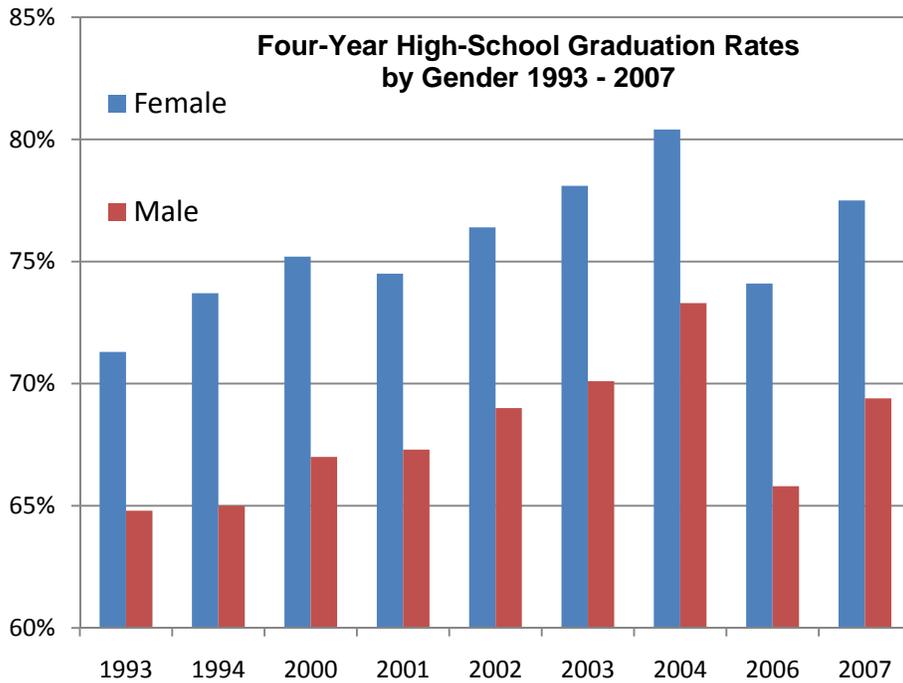
As indicated in the graphs below, female students in the class of 2007, with a total graduation rate of 77.5%, had a significantly higher a graduation rate than males at 69.4% (an 8.1% differential). This disparity between males and females was evident across all ethnic/racial categories, ranging from a 10.9% differential between the graduation rates of African American males to females, to a smaller 6.6% differential between Asian American males to females.

More specifically, graduation rate disparities between male and female students were as follows: Asian Americans (6.6% differential); African Americans (10.9% differential); Hispanics (10.4% differential); Native Americans (8.5% differential); and Whites (6.6% differential).

**Four-Year High-School Graduation Rates
by Race/Ethnicity 1993 - 2007**



**Four-Year High-School Graduation Rates
by Gender 1993 - 2007**



ADVANCED PLACEMENT K-12

[See Appendix E for detailed table.]

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.

Fourteen percent (14%) of Arizona's public high school class of 2008 took at least one AP exam during high school (10,573 students). This is low compared to the national average of 25% for the nation, though an improvement from 2003, when the percentage of participation was only 11.4%. Of those taking AP exams in Arizona, 8.9 percent took at least one social science AP exam – more than in any other subject area (such as Art, English, Language, Math or Science).

Among these test takers, 7.9% earned a 3 or higher on one or more AP exam(s) during high school, which is low compared to 15.2% for the nation. More specifically, 4.4% earned a 3 or higher on at least one social science AP exam – more than in any other subject area (*College Board Annual Report, 2009*).

Among those Arizona students with at least one AP exam score of a 3 or higher in 2008, the ethnic/racial breakdown was as follows: 1.7% Black or African American students; 19.1% Hispanic or Latino students; 0.8% American Indian or Alaska Native students; 8.1% Asian, Asian American, or Pacific Islander students; and 65.7% White students.

The number of African American, Hispanic, and American Indian or Alaska Native students participating in AP exams, when compared to their student population representation, is proportionally lower than that of White and Asian, Asian American, or Pacific Islander students.

For instance, 31.9% of the student population is comprised of Hispanic students, but only 22.9% of the AP examinee population is comprised of Hispanic students. Similarly, 6.5% of the student population is comprised of American Indian or Alaska Native students, but only 2.1% of the AP examinee population is comprised of American Indian or Alaska Native students (*College Board Annual Report, 2009*).

In contrast, Asian, Asian American, or Pacific Islander students comprise only 3.0% of the student population, but make up 7.2% of the AP examinee population. Similarly, White students comprise 52.9% of the student population, but share a disproportionately large proportion (59.9%) of the total AP examinee population (*College Board Annual Report, 2009*).

ADVANCED PLACEMENT K-12

Advanced Placement (AP) Participation and Performance Arizona Public High School Class of 2008

Race/Ethnicity of Students	Percent of Student Population	Percent of Students in AP Examinee Population	Percent of Students Scoring 3 or Higher
African American <i>Arizona</i> <i>Nation</i>	5.4% 14.4%	3.0% 7.8%	1.7% 3.5%
Hispanic or Latino <i>Arizona</i> <i>Nation</i>	31.9% 15.4%	22.9% 14.8%	19.1% 13.8%
American Indian or Alaska Native <i>Arizona</i> <i>Nation</i>	6.5% 1.1%	2.1% 0.6%	0.8% 0.4%
Asian American <i>Arizona</i> <i>Nation</i>	3.0% 5.3%	7.2% 10.2%	8.1% n/a
White <i>Arizona</i> <i>Nation</i>	52.9% 62.8%	59.9% 61.0%	65.7% n/a
Total <i>Arizona</i> <i>Nation</i>	* * * *	14.0% 25%	7.9% 15.2%

(Source: College Board, 2009)

**The stated race/ethnicity options for AP do not equal 100, given the additional race/ethnicity options not shown are "Other" and "Not Stated."

Since 1989, the Arizona Board of Regents (ABOR) has conducted a series of eligibility studies for Arizona’s three (3) public, four-year universities, including Arizona State University, Northern Arizona University, and University of Arizona. The purpose of these studies has been to determine the proportion of Arizona high school graduates that are eligible for admission to these public universities, as well as to monitor the universities’ success with respect to recruiting minority students.

For the most recent 2006 Arizona High School Eligibility Study, student transcripts were collected to measure the eligibility rates of students for admission to Arizona’s universities, based upon several admission criteria. Since the Fall of 2006, admission of Arizona resident freshmen has been divided between what is termed, “delegated” and “assured” criteria.

Admission to any of the universities is automatic (“assured”) for students who are in the top 25% of their graduating class and who have completed all 16 required competency courses. Students who are in the top half of their class, or have at least a 2.50 grade point average, are eligible for university admission under “delegated” admissions authority. A full description of delegated and assured admission criteria is provided in the glossary.

Under the existing admission criteria, the study indicated that only 47.9% of the 2006 high school graduates were eligible for university admission. Asian American students had the highest eligibility rates (70.3%), followed by White (56.5%), Hispanic (35.5%), African American (32.4%), and American Indian students (25.7%) (*Arizona Board of Regents, 2007.*)

All five racial/ethnic groups showed progress between 2002 and 2006, but substantial gaps remained between the groups. Hispanic students had the largest relative eligibility rate change, increasing from 29.9% in 2002 to 35.3% in 2006 (a 5.4 percentage point increase). The smallest increase was among African American students, whose eligibility rate increased only slightly from 31.1% in 2002, to 32.4% in 2006 (a 1.3 percentage point increase).

**Eligibility Rates for Arizona University Admission
by Race/Ethnicity: 1989-2006**

	1989	1996	1998	2002	2006
African American	32.1%	40.5%	27.1%	31.1%	32.4%
American Indian	22.1%	40.4%	21.4%	20.9%	25.7%
Asian American	65.7%	73.9%	61.8%	65.9%	70.3%
Hispanic	31.2%	41.7%	29.0%	29.0%	35.3%
White	50.4%	61.0%	48.6%	52.1%	56.5%
Total	44.2%	55.3%	41.7%	43.9%	47.9%

(Source: Board of Regents, 2007)

Note: Effective for the fall of 1998, the Board of Regents added five required high school units for a new total of 16 curricular requirements. This increase in standards resulted in a dramatic reduction in the eligibility rate for the 1998 high school graduates.

Over the last 16 years (between 1989 and 2006), the rate of progress with respect to eligibility for university admission among high school students in Arizona has varied among all racial/ethnic categories, with a 0.3% increase for African American students; 3.6% increase for American Indians; 4.6% increase for Asian Americans; 4.1% increase for Hispanics; and 6% increase for White students. American Indian high school students had the lowest eligibility rates among all racial/ethnic groupings every year data was collected from 1989 and 2006.

The study found that *assured* admission requirements were met by 17.3% of 2006 high school graduates, up slightly from an estimated 16.8% of the 2002 high school graduates. Asian American graduates were most likely to have met the assured admission requirements, and American Indian students were the least likely to have met this requirement.

There were also substantive disparities by gender. Female eligibility rates were greater than rates for males by twelve (12) percentage points (54% compared with 42%, respectively).

Differences across geographical regions of the state revealed significantly lower eligibility rates among students attending schools in rural areas, as well. For instance, the eligibility rate for Maricopa and Pima County graduates was quite similar (53% and 52% respectively), compared to a much lower eligibility rate of 36% for the rest of (more rural) Arizona -- a 16-17% difference.

In terms of meeting curricular requirements, the study of 2006 graduates found that all students (across ethnic/racial lines) had the lowest level of preparation in *mathematics*. Only 40% of high school graduates met the requirement of four math units, i.e., nearly two in five students failed to meet this standard. Looking more closely at racial/ethnic groupings, only 20% of American Indians, 26% of Hispanics, 27% of African Americans, and 48% of White graduates met this requirement, in contrast to 68% of Asian American graduates.

**Completion Rates for ABOR Curricular Requirements
2006 Arizona High School Graduates**

	English	Math	Science	Language	Social Science	Arts
African American	70%	27%	47%	47%	77%	74%
American Indian	66%	20%	49%	37%	73%	64%
Asian American	86%	68%	82%	75%	92%	91%
Hispanic	65%	26%	50%	51%	78%	71%
White	81%	48%	69%	64%	89%	87%
Total	75%	40%	62%	59%	84%	81%

(Source: Arizona Board of Regents, 2007.)

[See Appendix F & G for detailed tables.]

The two most prominent standardized tests used for university admission include the SAT and ACT. Arizona's student participation rates for the SAT and ACT exams are among the lowest in the nation (*ALEC 2008*). In 2008, African American, American Indian and Hispanic students scored lower on both tests compared to Asian American and White students. Participation among Arizona's students was proportionally lower for Hispanic, Native American, and African American student populations, while disproportionately higher for Asian American and White students.

SAT: Nationwide, 1.5 million students took the SAT test in 2008, of which 40% of those test-takers were minorities, and 36% said they were the first in their families to plan to go to college (the most of any year reported to date). On a scale of 200 to 800, students scored on average 502 on the critical reading section; 515 on the math section; and 494 on the writing section.

In terms of performance, African American students on average scored 430 in critical reading and 426 in math; the averages for Latino students were 455 and 461; and scores for White students were 528 and 537. Asian American students, on average, scored 513 in reading and 581 in math. Females outperformed males on the writing section of the SAT (501 versus 488), but continue to score lower in math, where males on average scored 33 points higher than females (522 vs. 500) (*College Board 2008 Report*).

Arizona: Approximately 30% (20,040) of Arizona's high-school students at public and private schools took the SAT in 2008 (*College Board 2009*). Arizona's students scored an average of 516 in reading; 522 in math; and 500 in writing (*Arizona Republic 2008*). Arizona's 2008 SAT composite score ranked 31st in the *nation* (*ALEC 2009*).

When comparing mean/average scores by subject area, Asian American students scored the highest in mathematics (565), and White students scored the highest in the reading and writing subject areas (531 and 514, respectively). All other racial/ethnic groups performed less well across all subject areas. During the same year, males had a slightly higher SAT critical reading score to females (517 to 515), as well as higher math scores (541 to 506), while females had higher writing scores than males (506 to 492).

In terms of SAT participation, 64% of SAT test-takers described themselves as White; 5% Black or African American; 1% American Indian or Alaskan Native; 6% Asian American; 11% Mexican or Mexican American; 1% Puerto Rican; and 6% Other Hispanic, Latino, or Latin American. Another 3% described themselves as "Other," or provided no response with respect to ethnicity.

ACT: A record 1.42 million students in the U.S. from the class of 2008 (43% of all graduates) took the ACT. The average ACT composite score for the nation's class of 2008 was 21.1 (a slight decline from 21.2 in 2007) on a scale of 1 to 36.

Arizona: Fifteen percent (15%) of Arizona's graduates took the ACT test in 2008. The average ACT composite score for Arizona's class of 2008 was 21.9. Arizona's 2008 ACT composite score ranked 21st in the nation (*ALEC, 2009*). With respect to specific subject matter, Arizona's average composite scoring was as follows: 21.3 English; 22.1 Math; 22.3 Reading; and 21.3 Science (*ACT 2008*).

STANDARDIZED TEST SCORES (SAT/ACT)

POSTSECONDARY

Asian American students had the highest average composite ACT 2008 scores of 23.4, followed by White students (23.1), Hispanic students (20.0), African American students (18.6), and American Indian students (16.8). During the same year, males had an average ACT composite score of 22.1, with females scoring slightly lower (21.6).

Arizona: SAT Mean Scores by Race/Ethnicity and Gender (2008)

	Number of Test-Takers	Percent of Test-Takers	Critical Reading Mean Score	Mathematics Mean Score	Writing Mean Score
Black or African American	993	5%	458	451	442
American Indian or Alaska Native	278	1%	481	486	456
Asian American	1,248	6%	524	565	511
Mexican or Mexican American	2,279	11%	477	483	462
Puerto Rican	107	1%	502	486	471
Other Hispanic, Latino, or Latin American	1,171	6%	472	474	460
White	12,734	64%	531	536	514
Other	552	3%	551	508	498
No Response	678	3%	530	522	511
Female	11,023	n/a	515	506	506
Male	9,008	n/a	517	541	492
No Response	9	n/a	450	442	479
Total	20,040	100%	516	522	500

(Source: 2008 College-Bound Seniors, State Profile Report, Arizona.)

Arizona: ACT Composite Scores and Number of Test Takers by Race/Ethnicity and Gender (2002 – 2008)

	2002	2003	2004	2005	2006	2007	2008
African American	18.1	18.1	18.6	18.8	18.4	18.7	18.6
# of Students	373	437	333	408	386	373	444
American Indian	16.3	16.8	16.9	16.7	16.8	16.9	16.8
# of Students	980	1,055	1,027	1,023	920	1,004	875
Asian American	21.6	22.8	22.9	22.9	22.9	23.2	23.4
# of Students	381	413	368	392	387	378	446
Hispanic	19.3	19.3	19.8	19.7	19.8	19.8	20.0
# of Students	1,567	1,819	1,735	1,601	1,644	1,650	1,826
Total Minority	--	--	--	--	--	--	--
# of Students	3,301	3,724	3,463	3,424	3,337	3,405	3,591
White	22.7	22.6	22.7	22.9	22.9	23.0	23.1
# of Students	6,496	6,956	6,581	5,853	5,727	5,570	6,478
Female	21.2	21.3	21.5	21.4	21.5	21.5	21.6
# of Students	4,273	7,090	6,707	6,137	5,810	5,827	6,477
Male	21.5	21.5	21.7	21.7	21.8	22.0	22.1
# of Students	6,589	4,688	4,550	4,221	4,361	4,339	4,742
Total	21.3	21.4	21.5	21.5	21.6	21.8	21.9
# of Students	10,862	11,778	11,257	10,358	10,171	11,084	11,602

(Source: ACT High School Profile Reports 2002 - 2008)

Note: The total number of students tested varies between gender and race/ethnicity given a significant number of test-takers did not self-identify with any specific race/ethnicity. ACT composite scores for minorities were not calculated as an aggregated group so as not to undermine the performance of any particular ethnic/racial group.

[See Appendix H for list of Arizona’s postsecondary institutions.]

Minority Enrollment Numbers and Trends

A total of 624,147 students were enrolled in Arizona’s postsecondary degree-granting institutions in the Fall of 2007. The table below provides the racial/ethnic distribution of these postsecondary students: 62.6% (390,606) White; 11.8% (73,707) Black; 15.2% (95,162) Hispanic; 3.8% (23,807) Asian/Pacific Islander; 3.1% (19,166) American Indian/Alaska Native; and 3.5% (21,699) Non-Resident Aliens.

Minority students comprised 33.9% (211,842 students) of the total enrollment figure, increasing by 14.1% from 2006 (32.7% or 185,717 students). Hispanic students were the largest minority group, comprising 15.2% of total enrollment (95,162 students). African American students made up the second largest minority group, comprising 11.8% of total postsecondary enrollment (73,707 students).

American Indian and Asian American students made up a much smaller proportion of total enrollment, comprising 3.1% (19,166) and 3.8% (23,807) of Arizona’s postsecondary students, respectively. White students accounted for a majority of postsecondary students (62.6%), with a total of 390,606 students enrolled in 2007.

**Total Enrollment in Postsecondary *Degree-Granting Institutions in Arizona
By Race/Ethnicity of Students (Fall 2006 & Fall 2007)**

	Fall Enrollment 2006		Fall Enrollment 2007	
	Percent of Total	# of Students	Percent of Total	# of Students
African American	9.7%	55,215	11.8%	73,707
American Indian	3.2%	18,241	3.1%	19,166
Asian American	3.8%	21,477	3.8%	23,807
Hispanic	16%	90,784	15.2%	95,162
Total Minority	32.7%	185,717	33.9%	211,842
White	63.5	360,355	62.6%	390,606
Non-Resident Alien	3.7%	21,120	3.5%	21,699
Total	100%	567,192	100%	624,147

(Source: Digest of Education Statistics 2008)

*Degree granting institutions include all two and four-year public and private postsecondary institutions which grant an associate’s or higher degree, and whose students are eligible to participate in the Title IV federal financial aid programs. Institutions which offer only vocational programs of less than 2 years’ duration, and provide continuing education programs, were not included in this table.

Minority Enrollment by Type of Degree-Granting Institution

Public and Private Enrollment Distribution: The most recent data available that provides a breakdown of student enrollment by *type* of degree-granting institution is for the Fall of 2007. Total enrollment in postsecondary degree-granting institutions in Arizona was 624,147, with 211,842 minority students accounting for 33.9% of the total student body.

Arizona’s *public* degree granting institutions totaled 332,154 students in 2007, accounting for 53% of the total postsecondary student body. Among these students, 134,056 attended four-year public schools (accounting for 21.4% of the total postsecondary student body), and 198,098 attended two-year public schools (accounting for 31.7% of the total postsecondary student body.)

Private enrollment in 2007 was 291,993 students, accounting for 46.7% of the total postsecondary student body. Among these students, 279,928 were attending private four-year schools (accounting for 44.8% of the total postsecondary student body), and 12,065 were attending private two-year schools (accounting for 1.9% of the total postsecondary student body).

The proportion of minority students within in each *type* of postsecondary institution, out of total Arizona enrollment figures, is provided in the table below. As can be seen, in 2007, 35,176 minority students (5.6%) were enrolled within a *four-year public* university; 72,320 minority students (11.5%) were enrolled within a *two-year public* college; 98,489 minority students (15.5%) were enrolled at a *private four-year* degree granting institution; and 5,857 minority students (0.93%) were enrolled at a *private two-year* degree granting institution.

Arizona Postsecondary Enrollment by Type of Degree-Granting Institution (Fall 2007)

	Public Postsecondary Institutions		Private Postsecondary Institutions	
	4-Year Public	2-Year Public	4-Year Private	2-Year Private
African American	5,140	10,310	57,360	897
American Indian/Alaska Native	4,095	9,736	4,370	965
Asian/Pacific Islander	6,889	7,168	9,320	430
Hispanic	19,052	45,106	27,439	3,565
Total Minority	35,176 (5.6%)	72,320 (11.5%)	98,489 (15.5%)	5,857 (0.93%)
White	92,451 (14.8%)	123,213 (19.7%)	168,759 (27%)	6,183 (0.99%)
Non-Resident Alien	6,429	2,565	12,680	25
Total	134,056 (21.4%)	198,098 (31.7%)	279,928 (44.8%)	12,065 (1.9%)
Total Public & Private Distribution of Students	332,154 (53.21%)		291,993 (46.78%)	
Total Postsecondary Enrollment	624,147 (100%)			
Total Postsecondary Minority Enrollment	211,942 (33.9% of total student body)			

(Source: IPEDS, U.S. Department of Education 2009)

Minority Access to Higher Education in Arizona

Parity in the context of access to higher education is based on the assumption that if all barriers to higher education (financial, geographic, cultural, academic preparation, etc.) were eliminated, the demographics of the student body would mirror that of the population the institution serves. Based on this assumption, differences between the demographic make-up of the student body and general population may indicate that barriers to higher education exist for the group. Note that the parity measure does not indicate *why* a gap exists, so much further study is required to identify potential causes.

The analysis below offers a general assessment of parity in the context of access to higher education in Arizona by students of different racial/ethnic backgrounds. Degree-granting institutions are categorized for purposes of this analysis as follows: 1) *Public Degree-Granting Institutions* (public four-year universities, public two-year community colleges, and tribal community colleges); and 2) *Private Degree-Granting Institutions* (private four-year degree-granting institutions, and private two-year degree-granting institutions).

Public Four-Year Universities

The tables below provide enrollment data from 1995 to 2007 among Arizona’s three (3) public four-year universities, including Arizona State University, Northern Arizona University, and University of Arizona. The data indicates that while there have been some fluctuations, the general trend has been a consistent underrepresentation among African American, American Indian, and Hispanic students over the last twelve years. At the same time, Asian American and White students have historically been overrepresented within these four-year public universities.

Note that while the data provides a reliable indication of general trends, a more precise measure would require that the racial/ethnic identification of those students categorized annually as “Other” or “Unknown,” be fully collected. In 2007, for example, students categorized as “Other” or “Unknown” comprised 11% of the student body (13,562 students).

**Fall Term Race/Ethnicity Distribution and Percent from Parity
Arizona’s Public Universities (University System): Fall 1995, Fall 2000, Fall 2005, Fall 2007**

	Student Body 1995	State Pop 1990	% From Parity	Student Body 2000	State Pop 2000	% From Parity	Student Body 2005	State Pop 2005	% From Parity	Student Body 2007	State Pop 2007	% From Parity
African American	2.3%	2.9%	-19.8%	2.7%	2.9%	-8.6%	3.1%	2.9%	7.0%	3.5%	4%	-12.5
American Indian	2.7%	5.2%	-48.9%	3.0%	4.5%	-33.9%	2.9%	4.4%	-33.1%	2.9%	5%	-42%
Asian American	3.8%	1.4%	170.8%	4.2%	1.9%	124.8%	4.5%	2.3%	99.5%	4.8%	2%	140%
Hispanic	10.2%	18.8%	-45.8%	11.2%	25.3%	-55.8%	12.6%	28.65%	-56.1%	13.3%	30%	-55.6%
Other	5.0%	0.1%	n/a	5.8%	1.6%	n/a	4.9%	1.6%	n/a	5.0%	n/a	n/a
Unknown	2.2%	n/a	n/a	2.6%	n/a	n/a	6.0%	n/a	n/a	5.9%	n/a	n/a
White	73.9%	71.7%	10.5%	70.5%	63.8%	10.5%	65.9%	60.2%	9.6%	64.4%	59%	9.1%

(Sources: NAU University Fast Facts 2007; UA Office of Institutional Research & Planning Support, Fact Book 2007-2008; ASU University Office of Institutional Analysis, 2009; Minority Student Report 2007.)

**Fall Term 2007 – Race/Ethnicity Distribution by Institution
Arizona State Univ. (ASU), Northern Arizona Univ. (NAU), Univ. of Arizona**

Ethnicity	Arizona State University		Northern Arizona University		University of Arizona		Arizona University System (ASU, NAU & UA Combined)			
	# Students	% Student Body	# Students	% Student Body	# Students	% Student Body	# Students	% Student Body	State Pop 2007	% from Parity
African American	2,489	3.86%	648	3%	1,142	3.07%	4,279	3.5%	4%	-12.5%
American Indian or Alaskan Native	1,370	2.13%	1,292	6%	940	2.53%	3,602	2.9%	5%	-42%
Asian American or Pacific Islander	3,259	5.06%	459	2%	2,201	5.91%	5,919	4.8%	2%	140%
Hispanic	8,323	12.95%	2,617	12%	5,431	14.59%	16,371	13.3%	30%	-55.6%
*Other	3,481	5.40%	458	2%	2,261	6.08%	6,200	5.0%	n/a	n/a
Unknown	4,763	7.39%	550	3%	2,049	5.51%	7,362	5.9%	n/a	n/a
White	40,709	63.21%	15,328	72%	23,193	62.32%	79,230	64.4%	59%	9.1%
Total	64,394	100%	21,352	100%	37,217	100%	122,963	100%	n/a	n/a

*ASU: Other = 3,481 Int'l Students; NAU: Other = 458 Int'l Students; UA: Other = 2,261 Non-Resident Alien Students.
(Sources: NAU University Fast Facts 2007; UA Office of Institutional Research & Planning Support, Fact Book 2007-2008; ASU University Office of Institutional Analysis, 2009; 2007 Minority Education Report.)

Hispanic Students: There were a total of 16,371 Hispanic students enrolled at Arizona’s four-year public universities in the Fall of 2007. While Hispanics account for 30% of Arizona’s population (2007), they comprised only 13.3% of the student body in 2007. When comparing the student representation of all racial/ethnic groups, the underrepresentation of Hispanics within Arizona’s four-year public universities is most evident in terms of the level of disparity.

Native American Students: There were a total of 3,602 American Indian or Alaska Native students enrolled at Arizona’s four-year public universities in the Fall of 2007. While Native Americans account for 5% of Arizona’s population, they comprised only 2.9% of Arizona’s four-year public university student enrollment. These figures provide evidence of a disparity in representation among Native Americans within Arizona’s four-year public universities.

- NAU enrollments included 1,292 Native American students with 58 different tribal affiliations, accounting for 6% of the student body. Native American tribes with the largest enrollment numbers at NAU included Navajo (67%), Hopi (5%), Cherokee (3%), White Mountain Apache (2%), and Pascua Yaqui (1%) (NAU Fast Facts, 2008).
- UA enrollments included 940 Native American students, comprising 2.5% of the student population (UA Office of Institutional Research & Planning Support 2007-08.)
- ASU enrollments included 1,370 American Indian/Alaskan Native students, comprising 2.1% of the student population. Tribes with the largest enrollment numbers (in 2008) included Navajo (48%), Other (18.8%), Unknown (16.9%), Cherokee (3.8%), Pima (2.5%), and Hopi (2.0%) (Office of the President, Native American Affairs, ASU 2009).

African American Students: There were a total of 4,279 African American students enrolled within Arizona’s four-year public universities in the Fall of 2007. African Americans accounted for 4% of Arizona’s population in 2007, and comprised 3.5% of the student body in 2007. These figures suggest a slight underrepresentation of this racial/ethnic group.

The UA student body remains the state’s most ethnically diverse four-year public university. Retention rates at the UA hit a new high, with 80% of students enrolled at the UA graduating after five years (ABOR 2008).

Enrollment growth at Arizona’s public four-year universities is projected to increase to almost 200,000 students by 2020 based on the goals in the ABOR Vision Plan. Over the last ten years, total FTE enrollment has increased 24.7% from 90,691 in fall 1997 to 113,092 in the fall 2007. Total headcount (full and part-time) enrollment increased from 18.6% from 103,469 in fall 1997 to 122,731 in fall 2007 (ABOR 2008).

Public Two-Year Degree Granting Institutions

There are currently eleven (11) two-year public community college districts in Arizona. The table below indicates that in 2007-2008, Hispanic, American Indian and Alaska Native students were underrepresented, and Asian, Pacific Islander, African American and White students were overrepresented within these two-year public institutions of higher education.

Fall 2007 Enrollment in Arizona’s Public 2-Year Degree Granting Institutions by Race/Ethnicity

Race/Ethnicity of Students	Number of Students Enrolled	Percent of Total Student Body	% of Arizona Population (2007)	% From Parity
African American	10,310	5.2%	4%	30%
American Indian/Alaska Native	9,736	4.9%	5%	-2%
Asian/Pacific Islander	7,168	3.6%	2%	80%
Hispanic	45,106	22.7%	30%	-24.3%
Total Minority	72,320	36.5%	41%	-10.9%
White	123,213	62%	59%	5%
Non-resident Alien	2,565	1.3%	n/a	n/a
Total	198,098	100%	n/a	n/a

(Source: NCES, IPEDS 2009)

Public Two-Year and Four-Year Degree Granting Institutions (combined)

Broadening the analysis to include all of Arizona’s public *four-year and two-year degree granting institutions (combined)*, the table below indicates that in 2007-2008, Hispanic, American Indian and Alaska Native students were underrepresented, and African American students were overrepresented (195% from parity). Asian, Pacific Islander and White students were also overrepresented at these same public institutions of higher education during this time period.

2007-2008 Fall Enrollment in Arizona’s Public 2-Year and 4-Year Degree Granting Institutions by Race/Ethnicity

Race/Ethnicity of Students	Number of Students Enrolled	Percent of Total Student Body	% of Arizona Population (2007)	% From Parity
African American	73,707	11.8%	4%	195%
American Indian/Alaska Native	19,166	3.1%	5%	-38%
Asian/Pacific Islander	23,807	3.8%	2%	90%
Hispanic	95,162	15.2%	30%	-49.3%
Total Minority	211,842	33.9%	41%	-17%
White	390,606	62.6%	59%	6.1%
Non-resident Alien	21,699	3.5%	n/a	n/a
Total	624,147	100%	**	n/a

***Total does not equal 100 given an additional 11% identified themselves as “Other Race(s)” and are not counted.*

(Source: U.S. Dept. of Education, National Center for Education Statistics, 2007 Integrated Postsecondary Education Data System (IPEDS), Spring 2008. Demographic data from the Arizona Community Survey, 2007.)

Tribal Community Colleges

Fall 2007 enrollment within Arizona’s two tribal community colleges, Dine Community College and Tohono O’odham Community College, totaled 1,811 students. Approximately 95% of students enrolled at these two community colleges are Native American. While total enrollment within each college has fluctuated from year to year, there has been a recent decline from 2,059 students in 2003 to 1,811 students in 2007.

The proportion of part-time students at Tohono O’odham was much higher than full-time students (79% to 21%, respectively). Fifty-one (51%) of students at Dine College were enrolled part-time, and 49% enrolled full-time. With respect to financial aid, 91% of all students enrolled at Dine College, and 100% of students enrolled at Tohono O’odham Community College, received financial aid during the 2006-07 school year. The percent of females enrolled at Dine College was notably greater than that of males (74% to 26%). Similarly, the percent of females enrolled at Tohono O’odham Community College (67%) was more than double that of male students (33%).

Graduation Rates: The 2007 graduation rate reported for Dine College students was only 7%, with a 6% graduation rate for American Indian/Alaskan Native students. Note that the transfer rate was calculated at 46%, so it is possible some of these students may have graduated from other institutions. Graduation rate data was not available from Tohono O’odham Community College at the time of this report.

Degrees Conferred: A total of 281 Associate Degrees were conferred to Native American students from these tribally controlled community colleges in 2005-2006, and 235 Associate Degrees were conferred in 2006-2007.

**Enrollment and Degrees Conferred in Degree-Granting Tribally Controlled Institutions in Arizona
Dine Community College and Tohono O’odham Community College (2000 - 2007)**

	Total Enrollment								Degrees Conferred to Native Americans	
	2000	2001	2002	2003	2004	2005	2006	2007	Associate's 2005-2006	Associate's 2006-2007
Dine Community College	1,712	1,685	1,822	1,878	1,935	1,825	1,669	1,657	231	215
Tohono O’odham Community College	*	*	*	181	169	270	198	154	5	20
Total	*	*	*	2,059	2,104	2,095	1,867	1,811	236	235

*Data was not available for the years 2000-2002.

(Source: Digest of Education Statistics 2008 & NCES College Navigator 2009.)

Private Four-Year Degree Granting Institutions

There are over 37 four-year private baccalaureate degree granting institutions in Arizona with a 2007 enrollment of 279,928 students. Approximately 70% of these institutions also provide associate-level degree options. As the table below indicates, African American, Asian/Pacific Islander and White students were overrepresented, and American Indian/Alaskan Native and Hispanic students were underrepresented within Arizona's four-year private degree granting institutions during this time period.

2007-2008 Fall Enrollment in Arizona’s Private 4-Year Degree Granting Institutions

Race/Ethnicity of Students	Number of Students Enrolled	Percent of Total Student Body	% of Arizona Population (2007)	% From Parity
African American	57,360	20%	4%	400%
American Indian/Alaska Native	4,370	1.6%	5%	-68%
Asian/Pacific Islander	9,320	3.3%	2%	65%
Hispanic	27,439	9.8%	30%	-67%
Total Minority	98,489	35%	41%	-14.6%
White	168,759	60%	59%	1.69%
Non-resident Alien	12,680	4.5%	n/a	n/a
Total	279,928	100%	**	n/a

(Source: U.S. Dept. of Education, National Center for Education Statistics, 2007 Integrated Postsecondary Education Data System (IPEDS), Spring 2008.)

Private Two-Year Degree-Granting Institutions

There are over 43 private institutions that offer two-year degrees in Arizona, of which approximately 58% also provide baccalaureate-level degree options. The table below indicates that African American, American Indian/Alaska Native and Asian/Pacific Islander students were overrepresented in Arizona’s private two-year degree granting institutions, while Hispanics were slightly underrepresented during this time period. White students are the only racial/ethnic group whose underrepresentation is notable.

Fall 2007 Enrollment in Arizona’s Private 2-Year Degree Granting Institutions by Race/Ethnicity

Race/Ethnicity of Students	Number of Students Enrolled	Percent of Total Student Body	% of Arizona Population (2007)	% From Parity
African American	897	7.4%	4%	85%
American Indian/Alaska Native	965	7.9%	5%	58%
Asian/Pacific Islander	430	3.56%	2%	78%
Hispanic	3,565	29.5%	30%	-1.66%
Total Minority	5,857	48.5%	41%	18%
White	6,183	51%	59%	-13.5%
Non-resident Alien	25	0.2%	n/a	n/a
Total	12,065	100%	**	n/a

(Source: U.S. Dept. of Education, National Center for Education Statistics, 2007 Integrated Postsecondary Education Data System (IPEDS), Spring 2008.)

Note Regarding Postsecondary Tuition: The share of family income needed to pay for college, even after financial aid, has risen substantially in Arizona. The percentage of income needed to pay for public four-year colleges, for example, increased from 20% in 2000 to 24% in 2008. More specifically, to attend public two-year and four-year colleges in Arizona, students and families pay less than the U.S. average, but more than those in the best-performing states - ranging from 15% to 19% in 2008 (NCPP 2008). Average undergraduate tuition rates (including additional fees, room and board) charged for full-time students in postsecondary degree granting institutions in Arizona for 2006-2007 and 2007-2008 were as follows:

2006-2007

Public 4-year \$11,966
 Private 4-year \$22,160
 Public 2-year: \$1,451

2007-2008

Public 4-year: \$12,289
 Private 4-year: \$21,809
 Public 2-year: \$1,478

(Source: U.S. Dept. of Education, NCES, IPEDS, Fall 2006, 2007 & 2008).

While the correlation between tuition costs and educational attainment is not analyzed within this report, a recent in-depth study conducted by the U.S. Government Accountability Office concluded that “increases in the cost of college may be discouraging large numbers of individuals, particularly minority and low-income individuals, from pursuing higher education” (GAO Higher Education Study, November 2007). The full report, which documents the growth in college tuition and its potentially adverse effects on access to higher education and rates of degree completion, can be found at www.gao.gov/new.items/d08245/pdf.

U.S. Graduation Rates

Approximately fifty-seven percent (57%) of full-time, first-time bachelor’s or equivalent degree-seekers attending four-year institutions in the U.S. completed a bachelor’s or equivalent degree at the institution where they began their studies within six (6) years.

Graduation rates of bachelor’s seeking students at four-year institutions increased when measured after six (6) years, rather than after four (4) years, from time of entry. The graduation rate of all bachelor’s seeking students in the U.S. 2001 cohort (who graduated in 2005) is 36 percent after four (4) years; 53% after five (5) years (graduated in 2006); and 57 percent after six (6) years (graduated in 2007) (*IES NCES, March 2009*).

Arizona Graduation Rates

According to the National Center for Public Policy’s 2008 Arizona Report Card, only forty-three percent (43%) of Arizona’s postsecondary students complete a bachelor’s degree within six years, compared with 65% in the top performing states, and 57% for the nation.

Using the methodology and cohort definitions devised by the federal government as part of the Student Right-to-Know Act of 1990, the following percentages of Arizona postsecondary students attending a public or private four-year institution, who obtained a bachelor’s degree at the institution they entered within six years of enrolling, is provided in the table below. White students had the highest graduation rate (52%); American Indian, Pacific Islander, and Asian American students had similar graduation rates of 46%, 47% and 47%, respectively; and African American students had the lowest graduation rate (41%).

Six-Year Graduation Rate of Arizona’s Four-Year Public and Private Postsecondary Students by Race/Ethnicity (2006 - 2007)

Race/Ethnicity of Students	Six-Year Graduation Rates
African American	41%
American Indian or Pacific Islander	46%
Asian American	47%
Hispanic	47%
Total Minority	46%
White	52%
Total Arizona*	43%

(Source: NCES 2009 and National Center for Public Policy 2008)

* The total Arizona graduation rate is lower than the average of all racial/ethnic graduation rates given it includes the graduation rates of those students whose race/ethnicity is unknown.

Note that the figures measure the percent of *first-time, full-time* students enrolled in a public or private *four-year* institution who obtain a bachelor’s degree at the institution they entered within six years of enrolling. Part-time students, returning students, and students who transfer to another campus are not captured in this measure. As such, the graduation rate may be underestimated for Arizona, given a significant portion of Arizona’s postsecondary student body share these characteristics.

Graduation Rates Among Arizona’s Public Universities

Graduation rates among Arizona’s four-year public universities, Arizona State University, Northern Arizona University, and University of Arizona, are provided in the table below. As can be seen, the six-year graduation rate is much higher than the four-year graduation rate, with 6-year graduation rates ranging from 48% to 56%, and 4-year graduation rates ranging from 29% to 33%.

NAU ranked first in the nation in producing Native American master’s degrees, and sixth in the nation for graduating Native Americans with bachelor’s degrees (ABOR 2008).

When reviewing 2007 graduation rates by race/ethnicity among Arizona’s four-year public universities, it is important to note that both ASU and the UA included the graduation rates of students for which their race/ethnicity was categorized as “unknown.” As such, while general observations can be drawn from the tables, it is not a precise tool for calculating graduation rates by race/ethnicity.

Nevertheless, some general observations can reliably be drawn from the tables. Certainly, the comparatively high graduation rates of Asian American/Pacific Islander students across all universities (40% to 63%), compared to the notably low graduation rates of American Indian/Alaskan Native students (ranging from 26% to 28%), provides an indication of the very different graduation rate averages of these two racial/ethnic groupings. Additionally, the six year graduation rate was notably higher for females across all three universities, ranging from 51% to 60% for females to 43% to 52% for males.

**2007 Six-Year Postsecondary Graduation Rates by Race/Ethnicity
Arizona State Univ. (ASU), Northern Arizona Univ. (NAU), Univ. of Arizona (UA)**

	Arizona State University	Northern Arizona University	University of Arizona
Graduation Rate	55.6% (6-year) 29.4% (4-year)	48.2% (6-year) 30.2% (4-year)	56% (6-year) 33% (4-year)
American Indian/Alaskan Native	26%	28%	28%
Asian/Pacific Islander	64%	40%	63%
Black non-Hispanic	42%	49%	45%
Hispanic	51%	42%	49%
White	57%	50%	57%
Unknown	46%	n/a	61%
Non-Resident Alien	61%	57%	60%
Females	60%	51%	60%
Males	51%	43%	52%

(Source: NCES College Navigator, 2009.)

[See Appendix I for detailed table.]

The types and quantity of post-secondary degrees earned have significant implications for the future composition of Arizona’s workforce and the alignment of jobs and skills. During the 2006-2007 academic year, over 123,000 degrees and certificates were conferred to Arizona postsecondary students.

According to the National Center for Public Policy (2008 Arizona Report Card), the number of undergraduate credentials and degrees awarded in Arizona, relative to the number of students enrolled, has increased substantially since the early 1990s, from 10% in 1992 to 18% in 2007. Arizona performs at the U.S. average, but is below the top states on this measure which average at 21%.

The table below provides the number and percentage of degrees/pre-baccalaureate certificates earned by students of each racial/ethnic group, by the type of degree or certificate earned, including: pre-baccalaureate level certificates, associate’s degrees, bachelor’s and master’s degrees, and doctor’s and first-professional degrees. Note that the table does not include *post-graduate* certificates.

Postsecondary Degrees & Certificates by Race/Ethnicity 2006-2007*

	Certificates* (Below baccalaureate)		Associate Degrees		Bachelor Degrees		Master Degrees		Doctor Degrees		First- Professional Degrees		Total Awards	
African American	1,825	5.9%	1,848	7%	1,931	5%	2,891	10%	47	4%	26	2.8%	8,568	6.9%
American Indian	1,214	3.9%	1,034	4%	652	1.7%	245	0.8%	19	1.6%	18	1.9%	3,182	2.5%
Asian American	702	2.2%	683	2.6%	1,394	3.8%	801	2.86%	41	3.5%	84	9.2%	3,705	3%
Hispanic	6,634	21%	3866	14.9%	3,709	10%	1,511	5.4%	58	4.9%	78	8.6%	15,856	12.8%
White	15,943	51.9%	14,249	55%	22,499	61%	12,405	44%	625	53%	653	72%	66,374	53.9%
Non-Resident	337	1%	718	2.7%	2,506	6.8%	3,412	12%	307	26%	3	0.3%	7,283	5.9%
Unknown Race	4,040	13%	3,382	13%	3,933	10.7%	6,676	23%	64	5%	44	4.8%	18,139	14.7%
Total	30,695	100%	25,780	100%	36,624	100%	27,941	100%	1,161	100%	906	100%	123,107	100%

*The figures in this table include degrees and certificates obtained by students attending all of Arizona’s public and private postsecondary institutions, including four-year, two year, and less than two year programs.

**Certificates above the baccalaureate-level are not included in this table.

(Source: IPEDS, NCES 2009)

The percentage of certificates and degrees obtained by minorities, out of the total number of degrees/certificates obtained by Arizona’s postsecondary students during the 2006-2007 academic year, was as follows:

- 33% of (below baccalaureate) certificate completers are minority students
- 29% of Associate’s degree recipients are minority students
- 21% of Bachelor’s degree recipients are minority students
- 19% of Master’s degree recipients are minority students
- 14% of Doctor degree recipients are minority students
- 23% of First-professional degree recipients are minority students

DEGREES & CERTIFICATES

POSTSECONDARY

The table below provides additional information to review the proportion and different types of degrees and certificates obtained by students of different racial/ethnic groups, as well as among male and female students.

**Arizona: Postsecondary Degrees and Certificates
by Race/Ethnicity, Gender and Degree Type: 2006-2007**

Women			Men		
Certificate (Below BA)	16,614	23%	Certificate (Below BA)	14,081	27%
Associate's Degree	14,999	21%	Associate's Degree	10,781	20.7%
Bachelor's Degree	20,924	29%	Bachelor's Degree	15,700	30%
Master's Degree	17,678	24.8%	Master's Degree	10,263	19.7%
Doctor's Degree	560	0.7%	Doctor's Degree	601	1%
First-Professional Degree	444	0.62%	First-Professional Degree	462	0.89%
Total Awards	71,219	100%	Total Awards	51,888	100%
African American			American Indian		
Certificate (Below BA)	1,825	21.3%	Certificate (Below BA)	1,214	38%
Associate's Degree	1,848	21.5%	Associate's Degree	1,034	32%
Bachelor's Degree	1,931	22.5%	Bachelor's Degree	652	20%
Master's Degree	2,891	33.7%	Master's Degree	245	7.6%
Doctor's Degree	47	0.54%	Doctor's Degree	19	0.5%
First-Professional Degree	26	0.30%	First-Professional Degree	18	0.56%
Total Awards	8,568	100%	Total Awards	3,183	100%
Asian American			Hispanic		
Certificate (Below BA)	702	18.9%	Certificate (Below BA)	6,634	0.4%
Associate's Degree	683	18%	Associate's Degree	3,866	24%
Bachelor's Degree	1,394	37.6%	Bachelor's Degree	3,709	23%
Master's Degree	801	21.6%	Master's Degree	1,511	9.5%
Doctor's Degree	41	1%	Doctor's Degree	58	0.36%
First-Professional Degree	84	2%	First-Professional Degree	78	0.49%
Total Awards	3,705	100%	Total Awards	15,856	100%
White			Non-Resident Alien		
Certificate (Below BA)	15,943	24%	Certificate (Below BA)	337	4.6%
Associate's Degree	14,249	21%	Associate's Degree	718	9.8%
Bachelor's Degree	22,499	33.8%	Bachelor's Degree	2,506	34%
Master's Degree	12,405	18.6%	Master's Degree	3,412	46.8%
Doctor's Degree	625	0.9%	Doctor's Degree	307	4.2%
First-Professional Degree	653	0.98%	First-Professional Degree	3	0.04%
Total Awards	66,374	100%	Total Awards	7,283	100%
Unknown Race					
Certificate (Below BA)	4,040	22%			
Associate's Degree	3,382	18.6%			
Bachelor's Degree	3,933	21%			
Master's Degree	6,676	36.8%			
Doctor's Degree	64	0.35%			
First-Professional Degree	44	0.24%			
Total Awards	18,139	100%			

(Source: NCES, IPEDS 2009)

Arizona Board of Regents (ABOR)

The Arizona Board of Regents is the governing body of Arizona's public university system, providing policy guidance to Arizona State University, Northern Arizona University, the University of Arizona and their branch campuses.

Advanced Placement (AP)

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.

ACT

The ACT assessment program measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social studies.

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 who graduated in 2008 were required to pass all sections of the AIMS test to receive a high school diploma. A science section was incorporated in 2008, but is not currently a graduation requirement (*ABOR 2009*).

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.

Assured and Delegated Admission Requirements: Students applying for admission to one of Arizona's four-year public universities must meet graduation, aptitude and competency requirements. Arizona's universities have two undergraduate admission categories: **assured** and **delegated**. Assured admission means students will be admitted to their university of choice. Delegated admission means that students may be admitted to their university of choice, with final admission decisions being made by each university. Requirements for **assured** admission: top 25% high school class rank, and complete course work with no deficiencies. Requirements for **delegated** admission: top 50% high school class rank, or 2.5 GPA on required course work; and no more than two (2) course deficiencies, but with only one (1) in math and/or science courses. Each university may use additional criteria to determine admission. Competencies may be met with high school coursework, college work and/or test scores. Competencies must be met regardless of a student's major or the number of transferable hours earned. Admission may be granted with one deficiency in not more than two competency areas, and must be fulfilled within one calendar year of enrollment at the university. Deficiencies in both math and laboratory science are not deemed acceptable (*ABOR 2009*).

Bachelor 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

Certificate

A formal award certifying the satisfactory completion of a postsecondary education program. Certificate programs often require a year or less of full-time study and are typically sub-baccalaureate programs.

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, and have been in business for at least 2 years.

GLOSSARY

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. High school dropout rates in this report include both dropout rate calculations for grades 7-12 and grades 9-12.

Educational Attainment

The highest grade of regular school attended and completed.

Enrollment

The total number of students registered in a given school unit at a specified time (often Fall term).

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 program of study.

Graduate Enrollment (Postsecondary)

The number of students who are working towards a professional, master's or doctor's degree.

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.

Graduation Rates (Postsecondary) – also see ‘Student Right-to-Know Act’

The federal government requires that data are collected on the number of students entering the institution as full-time, first-time, degree- or certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender. The graduation rate is calculated as the number completing their program within 150 percent of normal time to completion plus the number that transfer to other institutions if transfer is part of the institution's mission.

Minority Enrollment/Minority Student

The terms minority enrollment and minority students are used in the context of this report to refer to students reported as belonging to the following groups: Hispanic (of any race), African American, American Indian, Alaskan Native, Asian American or Pacific Islander.

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 presently have the legal authority to remain indefinitely.

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 adult basic education programs.

GLOSSARY

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 utilized by the U.S. Dept. of Census indicating the general racial or ethnic heritage of individuals. The categories do not denote scientific definitions of anthropological origins.

African American - A person having origins in any of the black racial groups in Africa.

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.

SAT

Previously known as the Scholastic Aptitude Test, this is an examination administered by the Educational Testing Service (ETS) and used to predict the facility with which an individual will progress in learning college-level academic subjects.

Student Right-to-Know Act (Also see “Graduation Rates (Postsecondary)”

Title I, Section 103 of the Student Right-to-Know Act of 1990 requires institutions who participate in the federal student financial aid program to disclose completion or graduation rates of certificate- or degree-seeking, full-time students entering an institution. Colleges report these completion rates as a component of the annual IPEDS Graduation Rate survey.

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.

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**PK-12 Enrollment Trend by Race/Ethnicity and Gender
1996-1997 to 2007-2008**

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
African American	34,212	35,830	38,421	40,029	41,392	43,556	46,859	48,932	52,454	56,863	59,908	62,277
American Indian	57,592	56,744	58,475	59,688	59,498	60,405	63,307	66,882	65,546	67,493	67,073	58,783
Asian American	14,018	14,885	16,171	16,847	18,230	19,362	21,109	22,300	24,273	27,110	29,361	32,296
Hispanic	240,795	250,656	268,098	284,993	303,101	325,700	355,295	376,088	404,845	426,642	450,664	447,008
Total Minority	346,617	358,115	381,165	401,557	422,221	449,023	486,570	514,202	547,118	578,108	607,006	600,364
White	452,633	455,123	466,597	470,518	471,225	473,257	491,558	497,757	506,388	516,118	512,934	478,333
Female	387,996	395,054	411,913	423,007	434,259	447,902	474,243	490,237	510,458	531,082	544,071	524,550
Male	411,254	418,175	435,849	449,068	459,187	474,378	503,886	521,722	543,048	563,144	575,869	554,147
Total	799,250	813,229	847,762	872,075	893,446	922,280	978,129	1,011,959	1,053,506	1,094,226	1,119,940	1,078,697

(Source: Arizona Department of Education)

**PK-12 Percentage Enrollment by Race/Ethnicity and Gender
1996-1997 to 2007-2008**

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
African American	4.3%	4.4%	4.5%	4.6%	4.6%	4.7%	4.8%	4.8%	5.0%	5.2%	5.3%	5.8%
American Indian	7.2%	7.0%	6.9%	6.8%	6.7%	6.5%	6.5%	6.6%	6.2%	6.2%	6.0%	5.4%
Asian American	1.8%	1.8%	1.9%	1.9%	2.0%	2.1%	2.2%	2.2%	2.3%	2.5%	2.6%	2.9%
Hispanic	30.1%	30.8%	31.6%	32.7%	33.9%	35.3%	36.3%	37.2%	38.4%	29.0%	40.2%	41.4%
Total Minority	43.4%	44.0%	45.0%	46.0%	47.3%	48.7%	49.7%	50.8%	51.9%	52.8%	54.2%	55.6%
White	56.6%	56.0%	55.0%	54.0%	52.7%	51.3%	50.3%	49.2%	48.1%	47.2%	45.8%	44.3%
Female	48.5%	48.6%	48.6%	48.5%	48.6%	48.6%	48.5%	48.4%	48.5%	48.5%	48.6%	49%
Male	51.5%	51.4%	51.4%	51.5%	51.4%	51.4%	51.5%	51.6%	51.5%	51.5%	51.4%	51%
Total	100%											

(Source: Arizona Department of Education, Research and Evaluation Section, 2009.)

**Annual Dropout Rate by Race/Ethnicity and Gender
Arizona: Public High School Students (Grades 9-12)
1994-1995 to 2007-2008**

	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
African American	14.3%	16.4%	14.8%	14.6%	15.4%	13.0%	11.9%	11.7%	10.4%	7.6%	7.7%	6.5%	5.6%	4.7%
# Enrolled	8,935	9,317	10,491	10,966	12,187	11,143	14,597	14,958	16,032	17,645	14,411	18,440	19,692	20,848
# Drops	1,277	1,532	1,557	1,597	1,879	1,446	1,740	1,749	1,665	1,345	1,104	1,198	1,108	978
American Indian	17.8%	18.3%	22.6%	18.8%	19.1%	16.8%	15.1%	16.1%	15.3%	12.4%	8.0%	11.6%	11.3%	10%
# Enrolled	14,701	14,079	16,947	16,516	18,216	17,418	19,113	21,393	20,238	20,883	19,246	23,120	22,618	22,490
# Drops	2,617	2,573	3,834	3,104	3,483	2,919	2,881	3,453	3,092	2,593	1,540	2,685	2,562	2,238
Asian American	6.6%	7.0%	6.1%	5.8%	8.2%	4.8%	4.6%	3.7%	3.4%	2.7%	2.5%	2.3%	2.2%	1.7%
# Enrolled	4,072	4,107	4,579	4,894	5,341	4,867	6,266	6,534	7,034	6,590	6,945	8,338	8,628	9,338
# Drops	267	289	278	282	437	232	286	243	237	175	176	193	190	159
Hispanic	17.1%	17.8%	18.6%	17.0%	17.6%	15.4%	14.3%	13.2%	11.8%	10.1%	10.2%	8.6%	7.3%	5.7%
# Enrolled	58,047	61,761	68,725	71,449	76,739	71,188	90,913	94,763	103,311	118,438	98,897	120,229	127,754	133,287
# Drops	9,912	11,015	12,806	12,129	13,514	10,969	12,965	12,545	12,162	11,914	10,136	10,335	9,376	7,623
Total Minority	16.4%	17.3%	18.3%	16.5%	17.2%	14.9%	13.7%	13.1%	11.7%	9.8%	9.3%	8.5%	7.4%	5.9%
# Enrolled	85,755	89,264	100,742	103,825	112,483	104,616	130,889	137,648	146,615	163,556	139,499	170,127	178,692	185,963
# Drops	14,073	15,409	18,475	17,112	19,313	15,566	17,872	17,990	17,156	16,027	12,956	14,411	13,236	10,998
White	9.1%	9.5%	8.6%	7.7%	8.5%	8.1%	6.7%	6.4%	5.6%	4.8%	4.6%	4.3%	3.7%	3.3%
# Enrolled	124,216	126,403	136,761	140,682	147,643	129,503	162,831	162,082	166,060	152,045	147,611	164,507	164,056	162,836
# Drops	11,296	10,992	11,819	10,887	12,531	10,531	10,990	10,386	9,360	7,264	6,738	7,004	6,053	5,318
Female	10.8%	10.7%	11.2%	10.2%	10.8%	0.6%	8.7%	8.5%	7.4%	6.7%	6.0%	5.6%	4.9%	4%
# Enrolled	101,366	103,431	114,374	116,780	123,477	112,351	140,543	144,532	151,530	151,889	140,632	162,608	167,041	170,168
# Drops	10,985	11,030	12,778	11,946	13,353	10,782	12,210	12,291	11,320	10,164	8,473	9,171	8,159	6,843
Male	13.2%	13.7%	14.2%	12.6%	13.5%	12.6%	10.9%	10.4%	9.4%	8.0%	7.7%	7.1%	6.3%	5.3%
# Enrolled	108,605	112,236	123,129	127,727	136,649	121,768	153,177	155,198	161,145	163,712	146,478	172,025	175,707	178,631
# Drops	14,384	15,371	17,516	16,053	18,491	15,315	16,652	16,084	15,196	13,127	11,221	12,244	11,130	9,473
Total	12.1%	12.2%	12.8%	11.5%	12.2%	11.1%	9.8%	9.5%	8.5%	7.4%	6.9%	6.4%	5.6%	4.8%
# Enrolled	209,971	215,667	237,503	244,507	260,126	234,119	293,720	299,730	312,675	315,601	287,110	334,633	342,748	348,743
# Drops	25,369	26,401	30,294	27,999	31,844	26,097	28,862	28,375	26,516	23,291	19,694	21,415	19,289	16,613

(Source: Arizona Department of Education, Research and Evaluation Section, 2009.)

**Annual Dropout Rate
Arizona: Public Middle & High School Students (Grades 7-12)
1994-1995 to 2007-2008**

	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Arizona Total	8.8%	9.0%	9.5%	8.5%	8.9%	8.3%	7.3%	7.1%	6.5%	5.8%	4.9%	4.7%	4.2%	3.6%

(Source: Arizona Department of Education, Research and Evaluation Section, 2009.)

**Arizona: Four-Year High School Graduation Rates (% Graduated)
By Race/Ethnicity and Gender
Class of 1993, 1994, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007**

	1993	1994	2000	2001	2002	2003	2004	2005	2006	2007
African American # Graduated	59.5% 1,775	61.7% 1,643	67.8% 2,367	63.4% 2,652	65.4% 2,693	66.4% 3,003	72.9% 2,933	-	68.56% 2,620	72.3% 2,761
Native American # Graduated	61.5% 3,064	55.3% 3,037	55.9% 3,968	59.9% 4,243	56.8% 4,102	58.5% 4,362	63.2% 4,331	-	51.08% 2,855	55% 2,840
Asian American # Graduated	78.3% 863	80.5% 907	84.0% 1,200	83.5% 1,358	87.1% 1,368	88.7% 1,472	87.1% 1,475	-	86.79% 1,636	85.5% 1,640
Hispanic # Graduated	55.6% 11,388	57.2% 11,396	58.6% 16,814	57.1% 18,089	61.3% 17,588	63.1% 18,694	66.6% 19,891	-	59.70% 15,499	64.7% 16,067
Total Minority # Graduated	58.2% 17,092	58.6% 16,985	60.3% 24,351	59.5% 26,344	62.4% 25,753	64.10% 27,533	67.8% 28,632	-	60.68% 22,610	65.3% 23,308
White # Graduated	74.2% 26,785	76.2% 26,074	78.9% 33,236	79.5% 34,025	80.5% 34,002	81.9% 34,514	84.3% 34,454	-	78.88% 30,147	81% 30,046
Female # Graduated	71.3% 21,580	73.7% 21,063	75.2% 28,984	74.5% 29,635	76.4% 29,525	78.1% 30,314	80.4% 31,020	-	74.1% 27,558	77.5% 27,867
Male # Graduated	64.8% 22,295	65.0% 21,994	67.0% 28,601	67.3% 30,732	69.0% 30,228	70.1% 31,731	73.3% 32,064	-	65.80% 25,199	69.4% 25,487
Total # Graduated	68.0% 43,876	69.3% 43,058	71.0% 57,586	70.8% 60,368	72.7% 59,754	74.0% 62,046	76.8% 63,084	74.55% 51,066	69.90% 52,757	73.4% 53,354

(Source: Arizona Department of Education, Research and Evaluation Section, 2009.)

Note: Detailed data for 2005 was not available at the time of this report.

**Percentage of Advanced Placement Scores 3 or Higher
by Race/Ethnicity and Gender for
2001, 2002, 2003, 2004, 2005, 2006**

		2001	2002	2003	2004	2005	2006
African American	Arizona	42.8%	42.3%	42.6%	46.4%	40.3%	45.4%
	National	31.4%	33.3%	31.9%	31.7%	28.6%	28.2%
American Indian	Arizona	27.2%	29.4%	30.7%	30.3%	27.5%	26.3%
	National	44.6%	46.1%	45.3%	46.3%	44.1%	44.3%
Asian American	Arizona	61.7%	62.2%	64.6%	65.7%	66.9%	65.2%
	National	63.6%	65.5%	64.5%	64.5%	64.1%	64.9%
Hispanic	Arizona	56.6%	55.5%	53.7%	54.1%	50.3%	46.1%
	National	52.9%	52.8%	50.7%	50.45	46.9%	46.5%
Total Minority	Arizona	56.4%	56.0%	55.7%	56.7%	55.0%	51.8%
	National	54.7%	55.8%	54.2%	53.9%	51.6%	51.5%
White	Arizona	63.0%	63.5%	64.1%	65.8%	62.2%	62.2%
	National	64.2%	57.0%	65.0%	65.2%	63.5%	63.7%
Female	Arizona	57.8%	58.7%	58.5%	60.7%	56.5%	55.5%
	National	58.7%	60.7%	58.8%	59.0%	56.6%	56.5%
Male	Arizona	65.4%	64.9%	66.3%	66.2%	64.1%	63.0%
	National	65.0%	66.6%	65.1%	64.8%	63.2%	63.4%
Total	Arizona	61.2%	61.5%	62.0%	63.2%	59.9%	58.9%
	National	61.7%	63.4%	61.7%	61.6%	59.6%	59.6%

(Source: College Board, State Summary Reports 2001 - 2006)

**Arizona: SAT Composite Scores and Number of Test Takers
by Race/Ethnicity and Gender (2002 – 2008)**

	2002	2003	2004	2005	2006	2007	2008
African American	914	919	906	919	923	1,362	1,351
Number	435	465	548	677	689	793	993
American Indian	918	958	920	944	968	1,414	1,423
Number	182	195	245	265	269	293	278
Asian American	1,068	1,079	1,074	1,096	1,091	1,598	1,600
Number	650	701	832	1,010	1,107	1,172	1,248
Hispanic	963	964	964	972	967	--	--
Number	1,492	1,794	2,243	2,606	2,718	3,110	3,557
Total Minority	--	--	--	--	--	--	--
Number	2,795	3,155	3,868	4,558	4,783	5,368	6,076
White	1,068	1,068	1,066	1,078	1,072	1,582	1,581
Number	7,269	8,920	10,215	11,718	12,096	12,212	12,734
Female	1,025	1,032	1,029	1,035	1,032	1,533	1,527
Number	7,212	8,401	9,481	9,806	10,032	10,428	11,023
Male	1,065	1,068	1,071	1,080	1,068	1,564	1,550
Number	6,234	6,920	8,098	8,378	8,585	8,739	9,008
Total (All Students)	1,043	1,048	1,047	1,056	1,068	1,546	1,538
Number	13,446	15,321	17,579	18,184	18,615	19,201	20,040

(Source: College Board SAT Profile Reports 2002 through 2008)

For 2007 and 2008, the writing section of the SAT is included in the mean scores, in addition to the critical reading and mathematics scores that were provided in the 2002 – 2006 calculations. As such, year by year comparisons must take this significant change into account from 2007 forward.

The number of students tested varies between gender and race/ethnicity given a significant number of test-takers did not self-identify with any specific race/ethnicity. Those identifying themselves as Mexican or Mexican American, Puerto Rican, Other Hispanic, Latino, or Latin American were combined in this table as "Hispanic" for purposes of a continued trend analysis with past utilized race/ethnic categories in terms of SAT participation.

The author chose not to calculate a composite SAT score for the "Hispanic" or "Minority" categories so as not to unfairly represent the performance of specific racial/ethnic groupings within these broadly defined categories.

**Arizona: ACT Composite Scores and Number of Test Takers
by Race/Ethnicity and Gender (2002 – 2008)**

	2002	2003	2004	2005	2006	2007	2008
African American	18.1	18.1	18.6	18.8	18.4	18.7	18.6
Number	373	437	333	408	386	373	444
American Indian	16.3	16.8	16.9	16.7	16.8	16.9	16.8
Number	980	1,055	1,027	1,023	920	1,004	875
Asian American	21.6	22.8	22.9	22.9	22.9	23.2	23.4
Number	381	413	368	392	387	378	446
Hispanic	19.3	19.3	19.8	19.7	19.8	19.8	20.0
Number	1,567	1,819	1,735	1,601	1,644	1,650	1,826
Total Minority							
Number	3,301	3,724	3,463	3,424	3,337	3,405	3,591
White	22.7	22.6	22.7	22.9	22.9	23.0	23.1
Number	6,496	6,956	6,581	5,853	5,727	5,570	6,478
Female	21.2	21.3	21.5	21.4	21.5	21.5	21.6
Number	4,273	7,090	6,707	6,137	5,810	5,827	6,477
Male	21.5	21.5	21.7	21.7	21.8	22.0	22.1
Number	6,589	4,688	4,550	4,221	4,361	4,339	4,742
Total (All Students)	21.3	21.4	21.5	21.5	21.6	21.8	21.9
Number	10,862	11,778	11,257	10,358	10,171	11,084	11,602

(Source: ACT High School Profile Reports 2002 - 2008)

The number of total students tested varies between gender and race/ethnicity given a significant number of test-takers did not self-identify with any specific race/ethnicity.

The author chose not to calculate a composite ACT score for the “Minority” category so as not to unfairly represent the performance of specific racial/ethnic groupings within this broadly defined category.

List of Arizona’s Postsecondary Degree-Granting Institutions

PUBLIC DEGREE-GRANTING INSTITUTIONS		
Public Four-Year Universities	Public Two-Year Community Colleges	Tribal Community Colleges
Arizona State University ASU Main (Tempe) ASU Polytechnic ASU Downtown ASU West Northern Arizona University University of Arizona	Arizona Western Community College District Central Arizona College Cochise Community College District Coconino Community College District Eastern Arizona College Gila Community College Maricopa County Community College District Chandler-Gilbert Community College Estrella Mountain Community College Gateway Community College Glendale Community College Mesa Community College Paradise Valley Community College Phoenix College Rio Salado Community College Scottsdale Community College South Mountain Community College Mohave Community College District Northland Pioneer College Pima Community College District Yavapai Community College District	Dine College Tohono O’odham
PRIVATE DEGREE-GRANTING INSTITUTIONS		
Private Four-Year Baccalaureate Degree Granting Institutions	Private Institutions Offering Two-Year Degrees	
<i>* Indicates both 2 year and 4 year degrees offered</i>	<i>* Indicates both 2 year and 4 year degrees offered</i>	
American Indian College Assemblies of God * Amridge University * (formerly Regions) Anthem College Online Division * Argosy University Art Center Design College (The)* Art Institute of Phoenix (The) * Art Institute of Tucson (The) * Brown Mackie College (formerly Chaparral) * Chamberlain College of Nursing College of Humanities & Sciences, Harrison Middleton University * CollegeAmerica * Collins College * DeVry University * (PEG) Dunlap-Stone University * (formerly International Import/Export Institute) Embry-Riddle Aeronautical University * Everest College * Frank Lloyd Wright School of Architecture (The) Franklin Pierce University Grand Canyon University IIA College (formerly International Institute of the Americas) * ITT Technical Institute – Tempe * ITT Technical Institute – Tucson * LA College International Midwestern University Northcentral University Ottawa University Park University * Penn Foster College * Prescott College Scottsdale Culinary Institute * Southwestern College * University of Advancing Technology * University of Phoenix – Phoenix* University of Phoenix – Southern Arizona* University of the Incarnate Word Wayland Baptist University * Western International University *	Brighton College Brown Mackie College (formerly Chaparral) * Bryman School (The) College of Humanities & Sciences, Harrison Middleton University * CollegeAmerica * Collins College * DeVry University * Embry-Riddle Aeronautical University * Everest College * Fortis College – Phoenix IIA College (formerly International Institute of the Americas) * ITT Technical Institute – Tempe * ITT Technical Institute – Tucson * Kaplan College LA College International * Lamson College National Paralegal College Paralegal Institute, Inc. (The) Park University * Penn Foster College * Pima Medical Institute – Mesa Pima Medical Institute – Tucson Rainstar College of Therapeutic Massage & Bodywork Refrigeration School, Inc. (The) Scottsdale Culinary Institute * Sonoran Desert Institute Southwest Institute of Healing Arts Southwestern College * Universal Technical Institute University of Advancing Technology * University of Phoenix * Wayland Baptist University * Western International University *	

PUBLIC FOUR-YEAR UNIVERSITIES – FALL 2007											
Postsecondary Institution	Total Enrollment	% Minority Enrollment	% Men	%Women	% African American	% American Indian	% Asian American	%White	%Hispanic	% Non-Resident	% Unknown Race
Arizona State University (ASU total)	64,394	25%	30,856 47.9%	33,538 52%	2,486 3.86%	1,372 2.13%	3,258 5.06%	40,697 63.2%	8,339 12.95%	0.0%	7.4% + 5.4% int'l
ASU Tempe Campus	51,481	25%	26,084 51%	25,397 49%	2,071 4.0%	1,138 2.2%	2,948 5.7%	35,357 68.6%	6,705 13%	3,262 6.3%	0.0%
ASU Polytechnic Campus	8,752	24%	4,176 48%	4,576 52%	363 4.1%	216 2.46%	412 4.7%	6,389 73.0%	1,128 12.8%	244 2.78%	0.0%
ASU Downtown Phoenix Campus	6,595	28%	2,302 35%	4,293 65%	375 5.68%	177 2.68%	292 4.42%	4,604 69.8%	1,031 15.6%	116 1.75%	0.0%
ASU West Campus	8,664	33%	3,025 35%	5,639 65%	458 5.28%	229 2.64%	433 4.99%	5,704 65.8%	1,756 20.26%	84 0.96%	0.0%
Northern Arizona University	21,347	23%	7,927 37%	13,420 63%	375 3%	177 6%	292 2%	4,604 72%	1,031 12%	116 0.0%	3% + 2% int'l
University of Arizona	37,217	26%	17,532 47%	19,685 53%	3,071 3.07%	1,533 2.53%	5,911 5.91%	24,203 62%	6,073 14.6%	3,011 6.1%	5.5%

PUBLIC TWO-YEAR COMMUNITY COLLEGE DISTRICTS – FALL 2007											
Postsecondary Institution	Total Enrollment	% Minority Enrollment	% Men	% Women	% African American	% American Indian/Alaskan Native	% Asian American	% White	% Hispanic	% Non-Resident	% Unknown Race
Arizona Western Community College District	6,953	61%	2,762 40%	4,191 60%	194 2.79%	133 1.76%	151 2.17%	1,927 27.7%	3,756 54.0%	792 11.39%	0.0%
Central Arizona College	4,951	43%	2,196 44%	2,755 56%	312 6.30%	257 5.19%	73 1.47%	2,787 56.29%	1,498 30.2%	24 0.48%	0.0%
Cochise Community College District	4,133	44%	1,724 42%	2,409 58%	228 5.5%	38 0.91%	107 2.58%	2,270 54.9%	1,459 35.3%	31 0.75%	0.0%
Coconino Community College District	3,664	36%	1,585 43%	2,079 57%	59 1.6%	885 24.1%	46 1.25%	2,363 64%	311 8.48%	0.0%	0.0%
Eastern Arizona College (Includes Gila Community College)	5,314	28%	2,188 41%	3,126 59%	104 1.95%	427 8.0%	61 1.1%	3,775 71.0%	914 17%	33 0.62%	0.0%
Maricopa County Community College District (Listed below)											
Chandler-Gilbert Community College	10,277	29%	4,588 45%	5,689 55%	392 3.8%	197 1.9%	661 6.43%	7,211 70%	1,702 16.56%	114 1.1%	0.0%
Estrella Mountain Community College	5,973	53%	2,305 39%	3,668 61%	530 8.87%	94 1.57%	293 4.90%	2,765 46.2%	2,256 37.7%	35 0.58%	0.0%
Gateway Community College	6,874	46%	3,319 48%	3,555 52%	648 9.4%	350 5.09%	295 4.29%	3,666 53%	1,879 27%	36 0.5%	0.0%
Glendale Community College	18,444	37%	8,171 44%	10,273 56%	1,194 6.47%	373 2.0%	891 4.8%	11,379 61.6%	4,429 24%	178 0.96%	0.0%
Mesa Community College	24,470	30%	11,202 46%	13,268 54%	1,251 5.1%	915 3.7%	1,156 4.7%	16,593 67.8%	4,195 17%	360 1.47%	0.0%
Paradise Valley Community College	8,574	18%	3,469 40%	5,105 60%	186 2.1%	126 1.46%	312 3.6%	6,957 81%	944 11%	49 0.57%	0.0%
Phoenix College	11,097	58%	4,277 39%	6,820 61%	1,159 10.4%	478 4.3%	377 3.39%	4,598 41%	4,397 39.6%	88 0.79%	0.0%
Rio Salado Community College	18,331	25%	6,684 36%	11,647 64%	1,333 7.27%	38 0.20%	808 4.4%	13,324 72.6%	2,467 13%	51 0.27%	0.0%
Scottsdale Community College	10,371	21%	4,762 46%	5,609 54%	344 3.3%	467 4.5%	347 3.3%	7,892 76%	1,096 10.5%	225 2.16%	0.0%
South Mountain Community College	4,254	69%	1,497 35%	2,757 65%	699 16.4%	207 4.8%	170 3.99%	1,274 29.9%	1,875 44%	29 0.68%	0.0%
Mohave Community College District	5,879	19%	1,937 33%	3,942 67%	75 1.27%	141 2.39%	120 2.0%	4,759 80.9%	784 13.3%	0.0%	0.0%
Northland Pioneer College	4,686	37%	1,619 35%	3,067 65%	30 0.6%	1,365 29%	28 0.59%	2,930 62.5%	333 7.1%	0.0%	0.0%
Pima Community College District	32,982	41%	14,461 44%	18,521 56%	1,466 4.4%	914 2.77%	1,122 3.40%	18,860 57%	10,147 30.7%	473 1.4%	0.0%
Yavapai Community College District	9,060	13%	3,538 39%	5,522 61%	102 1.1%	242 2.67%	147 1.6%	7,863 86.7%	659 7.27%	47 0.5%	0.0%

TRIBAL COMMUNITY COLLEGES – FALL 2007											
	Total Enrollment	% Minority Enrollment	% Men	% Women	% African American	% American Indian/Alaskan Native	% Asian American	% White	% Hispanic	% Non-Resident	% Unknown Race
Dine Community College	1,657	98%	26%	74%	0%	98%	0%	1%	0%	0%	0%
Tohono O'odham Community College	154	97%	33%	67%	0%	95%	1%	3%	1%	0%	0%

PRIVATE FOUR-YEAR DEGREE-GRANTING INSTITUTIONS – FALL 2007											
Postsecondary Institution	Total Enrollment	% Minority Enrollment	% Men	% Women	% African American	% American Indian/Alaskan Native	% Asian American	% White	% Hispanic	% Non-Resident	% Unknown Race
American Indian College			31	37	1	39	8	11	9		
Assemblies of God *	68	84%	46%	54%	1.47%	57%	11.7%	16%	13%	0.0%	0.0%
Amridge University *	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Anthem College*	5,742	41%	22%	78%	24%	3.18%	1.3%	58.6%	12.6%	0.0%	0.0%
Anthem College Online Division *	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Argosy University – Phoenix	708	29%	24%	76%	13%	2.5%	2.25%	70.6%	11%	0.0%	0.0%
Art Center Design College (The)*	311	38%	54%	46%	10%	0.6%	5%	59%	21%	3%	0.0%
Art Institute of Phoenix (The)*	1,102	41%	48%	52%	6.7%	4.4%	2.9%	57.9%	27%	0.5%	0.0%
Art Institute of Tucson*	138	41%	9%	91%	7.9%	0.7%	0.7%	57.9%	31.8%	0.7%	0.0%
Brown Mackie College* (Tucson)	300	59%	35%	65%	7.6%	8.6%	0.3%	34%	42.6%	6.66%	0.0%
Chamberlain College of Nursing – Phx 2008	--	--	--	--	--	--	--	--	--	--	--
Harrison Middleton University * (Dist. Lrn)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
CollegeAmerica *	198	90%	26 13%	74%	1.0%	85%	0.0%	9%	4.5%	0.0%	0.0%
Collins College *	1,502	37%	77%	23%	7.7%	8.85%	2.8%	62.5%	18%	0.0%	0.0%
DeVry University * (PEG)	1,608	38%	67%	33%	9%	6%	6%	60.5%	16.9%	1.1%	0.0%
Dunlap-Stone University* (Dist. Lrn)	23 AZ-based students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Embry-Riddle Aeronautical Univ.*	1,707	21%	82%	18%	3.1%	1.2%	7.55%	74.9%	9%	3.8%	0.0%
Everest College - Mesa*	131	50%	13%	87%	11%	9.9%	2.3%	50%	2.5%	0.0%	0.0%
Everest College – Phoenix.*	552	56%	18%	82%	14.6%	5%	0.4%	44%	17%	0.4%	0.0%
Frank Lloyd Wright School of Architecture	--	--	--	--	--	--	--	--	--	--	--
Franklin Pierce University - Goodyear	20	n/a	50%	50%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grand Canyon University	13,415	35%	27%	73%	18.6%	1%	2.7%	64%	12%	0.55%	0.0%
IIA College * (Campus #1)	586	75%	n/a	n/a	16%	10%	1.3%	25%	46%	0.0%	0.0%
IIA College * (Campus #2)	176	56%	10%	90%	7.3%	12%	2.8%	43%	33%	0.0%	0.0%
IIA College* (Campus #3)	358	73%	16%	84%	14%	7.3%	0.5%	26%	51%	0.0%	0.0%
ITT Technical Institute – Tempe *	762	45%	80%	20%	8.5%	12%	3.4%	55%	20.6%	0.0%	0.0%
ITT Technical Institute – Tucson *	496	56%	81%	19%	5.8%	4.6%	2.4%	43.7%	43%	0.0%	0.0%
LA College International	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Midwestern University	1,459	19%	49%	51%	1.6%	0.7%	13.8%	79.6%	3%	0.95%	0.0%
Northcentral University	4,949	n/a	54%	46%	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**PRIVATE FOUR-YEAR DEGREE-GRANTING INSTITUTIONS – FALL 2007
(CONTINUED)**

Postsecondary Institution	Total Enrollment	% Minority Enrollment	% Men	% Women	% African American	% American Indian/Alaskan Native	% Asian American	% White	% Hispanic	% Non-Resident	% Unknown Race
Ottawa University – Phoenix	1,396	25%	364 26%	1,032 74%	113 80%	2 1.4%	22 1.57%	1,024 73%	215 15%	1 0.07%	0.0%
Park University * - Glendale & Tucson	--	--	--	--	--	--	--	--	--	--	--
Penn Foster College * (Distance Learning)	429	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Prescott College	1,007	11%	388 39%	619 61%	25 2.48%	16 1.5%	8 0.7%	878 87%	65 6.4%	15 1.4%	0.0%
Scottsdale Culinary Institute *	1,275	37%	723 57%	552 43%	98 7.6%	85 6.6%	34 2.6%	806 63%	252 19%	0.0%	0.0%
Southwestern College *	361	8%	191 53%	170 47%	12 3.3%	7 1.9%	4 1%	326 90%	6 1.6%	6 1.6%	0.0%
University of Advancing Technology *	1,254	17%	1,154 92%	100 8%	69 5.5%	7 0.5%	51 4%	1,023 81%	89 7.0%	15 1.1%	0.0%
University of Phoenix* (Hohokam Campus)	5,457	35%	2,169 40%	3,288 60%	563 10%	167 3%	222 4%	3,262 59%	961 17.6%	282 5%	0.0%
University of Phoenix – Southern Arizona*	2,287	49%	931 41%	1,356 59%	164 7%	42 1.8%	66 2.8%	975 42%	839 26%	201 8.7%	0.0%
University of the IncarnateWord*	--	--	--	--	--	--	--	--	--	--	--
Wayland Baptist University *	926	29%	299 32%	548 59%	378 41%	142 15%	12 1.3%	30 3.2%	461 50%	115 12%	166 18%
Western International University*	8,909	29%	2,579 29%	6,330 71%	1,313 14.7%	162 1.8%	241 2.7%	5,934 66%	886 9.9%	373 4.1%	0.0%

PRIVATE TWO-YEAR DEGREE-GRANTING INSTITUTIONS – FALL 2007											
Postsecondary Institution	Total Enrollment	% Minority Enrollment	% Men	% Women	% African American	% American Indian/Alaskan Native	% Asian American/ Pacific Islander	% White	% Hispanic	% Non-Resident	% Unknown Race
American Indian College			31	37	1	39	8	11	9		
Assemblies of God *	68	84%	46%	54%	1.47%	57	11.7%	16%	13%	0.0%	0.0%
Amridge University * (Distance Learning)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Anthem College	5,742	41%	22%	78%	24%	183	1.3%	58.6%	12.6%	0.0%	0.0%
Anthem College Online Division *	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Apollo College – Phoenix	3,166	58%	18%	82%	7.4%	293	3.8%	42%	37%	0.0%	0.0%
Arizona Automotive Institute	582	40%	98%	2%	29%	169	0.3%	60%	9%	0.0%	0.0%
Arizona College of Allied Health	137	68%	10%	90%	9.4%	13	7	5	40	68	4
Art Center Design College (The)*	311	38%	54%	46%	10%	33	2	16	184	66	10
Art Institute of Phoenix*	1,102	41%	48%	52%	6.7%	74	49	32	639	302	6
Art Institute of Tucson *	138	41%	9%	91%	7.9%	11	1	1	80	44	1
Brown Mackie College (formerly Chaparral) *	300 (Tucson)	59%	35%	65%	7.6%	23	26	1	102	128	20
Bryman School of Arizona (The)	1,082	41%	24%	76%	9.5%	103	145	30	381	423	13%
Bryman School (The) – East	79	58%	118%	82%	15%	12	15	4	33	15	15
Harrison Middleton University* (Dist. Learn)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
CollegeAmerica *	198	90%	13%	87%	1.0%	2	169	0.0%	9%	.5%	0.0%
Collins College *	1,502	37%	77%	23%	7.7%	116	133	43	939	271	0.0%
DeVry University *	1,608	38%	67%	33%	9%	146	99	6	973	272	19
Embry-Riddle Aeronautical University *	1,707	21%	82%	18%	3.1%	54	22	129	1,280	157	65
Everest College - Mesa*	131	50%	13%	87%	11%	15	13	3	66	34	
Everest College – Phoenix*	552	56%	18%	82%	33%	181	28	2	242	97	2
Fortis College – Phoenix	--	--	--	--	--	--	--	--	--	--	--
IIA College* (Campus #1)	586	75%	n/a	n/a	16%	97	60	8	149	272	0.0%
IIA College* (Campus #2)	176	56%	10%	90%	7.3%	13	22	5	77	59	0.0%
IIA College* (Campus #3)	358	73%	16%	84%	15%	52	26	2	95	183	0.0%
ITT Technical Institute – Tempe *	762	45%	80%	20%	8.5%	65	92	26	422	157	0.0%
ITT Technical Institute – Tucson *	496	56%	81%	19%	5.8%	29	23	12	217	215	0.0%
Kaplan College	427	n/a	18%	82%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LA College International*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lamson College	457	56%	14%	86%	11%	51	46	11	200	149	0.0%
National Paralegal College (Dist. Learning)	35 AZ students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Paralegal Institute, Inc.	200	n/a	10%	90%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Park University * - Glendale & Tucson	--	--	--	--	--	--	--	--	--	--	--
Penn Foster College * (Distance Learning)	429	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pima Medical Institute – Mesa	900	62%	20%	80%	4.6%	42	25	23	351	459	0.0%

**PRIVATE TWO-YEAR DEGREE-GRANTING INSTITUTIONS – FALL 2007
(CONTINUED)**

Postsecondary Institution	Total Enrollment	% Minority Enrollment	% Men	% Women	% African American	% American Indian/Alaskan Native	% Asian American/ Pacific Islander	% White	% Hispanic	% Non-Resident	% Unknown Race
Pima Medial Institute – Tucson	958	46%	202 21%	756 79%	92 9.6%	73 7.6%	63 6.5%	517 53.9%	213 22%	0.0%	0.0%
Rainstar College of Therapeutic Massage	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Refrigeration School, Inc. (The)	369	47%	366 99%	3 1%	35 9.4%	18 4.8%	16 4.3%	188 50.9%	105 28%	7 1.8%	0.0%
Scottsdale Culinary Institute *	1,275	37%	723 57%	552 43%	98 7.6%	85 6.6%	34 2.6%	806 63%	252 19%	0.0%	0.0%
Sonoran Desert Institute	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Southwest Institute of Healing Arts	1,116	16%	131 12%	985 88%	28 2.5%	28 2.5%	17 1.5%	938 84%	105 9.4%	0.0%	0.0%
Southwestern College *	361	8%	191 53%	170 47%	12 3.3%	7 1.9%	4 1%	326 90%	6 1.6%	6 1.6%	0.0%
Universal Technical Institute	2,356	43%	2,318 98%	38 2%	79 3.3%	116 4.9%	123 5.2%	1,348 57%	689 29%	1 0.04%	0.0%
University of Advancing Technology *	1,254	17%	1,154 92%	100 8%	69 5.5%	7 0.5%	51 4%	1,023 81%	89 7.0%	15 1.1%	0.0%
University of Phoenix* (Hohokam Campus)	5,457	35%	2,169 40%	3,288 60%	563 10%	167 3%	222 4%	3,262 59%	961 17.6%	282 5%	0.0%
Wayland Baptist University *	926	32%	299 32%	548 59%	378 41%	142 15%	12 1.3%	30 3.2%	461 50%	115 12%	166 18%
Western International University*	8,909	29%	2,579 29%	6,330 71%	1,313 14.7%	162 1.8%	241 2.7%	5,934 66%	886 9.9%	373 4.1%	0.0%

**Arizona Postsecondary Degrees and Certificates
by Race/Ethnicity, Gender and Degree Type: 2006-2007**

	Certificates (Below baccalaureate)		Associate's Degree		Bachelor's Degree		Master's Degree		Doctor's Degree		First- Professional Degree		Degrees Total	
Black non-Hispanic	1,825	6%	1,848	7%	1,931	5%	2,891	10%	47	4%	26	3%	8,568	9%
Men	870	3%	635	2%	624	2%	753	3%	21	2%	4	0%	2,907	3%
Women	955	3%	1,213	5%	1,307	4%	2,138	8%	26	2%	22	2%	5,661	6%
American Indian or Alaska Native	1,214	4%	1,034	4%	652	2%	245	1%	19	2%	18	2%	3,182	3%
Men	417	1%	311	1%	209	1%	78	0%	9	1%	6	1%	1,030	1%
Women	797	3%	723	3%	443	1%	167	1%	10	1%	12	1%	2,152	2%
Asian or Pacific Islander	702	2%	683	3%	1,394	4%	801	3%	41	4%	84	9%	3,705	4%
Men	324	1%	337	1%	623	2%	349	1%	17	1%	37	4%	1,687	2%
Women	378	1%	346	1%	771	2%	452	2%	24	2%	47	5%	2,018	2%
Hispanic	6,634	22%	3,866	15%	3,709	10%	1,511	5%	58	5%	78	9%	15,856	17%
Men	2,634	9%	1,842	7%	1,451	4%	557	2%	29	2%	29	3%	6,542	7%
Women	4,000	13%	2,024	8%	2,258	6%	954	3%	29	2%	49	5%	9,314	10%
White non-Hispanic	15,943	52%	14,249	55%	22,499	61%	12,405	44%	625	54%	653	72%	6,6374	72%
Men	7,714	25%	5942	23%	9,986	27%	4,624	17%	309	27%	361	40%	28,936	31%
Women	8,229	27%	8,307	32%	12,513	34%	7,781	28%	316	27%	292	32%	37,438	41%
Race/ Ethnicity Unknown	4,040	13%	3382	13%	3,933	11%	6,676	24%	64	6%	44	5%	18,139	20%
Men	1,980	6%	1,462	6%	1,790	5%	2,145	8%	26	2%	23	3%	7,426	8%
Women	2,060	7%	1,920	7%	2,143	6%	4,531	16%	38	3%	21	2%	10,713	12%
Nonresident Alien	337	1%	718	3%	2,506	7%	3,412	12%	307	26%	3	0%	7,283	8%
Men	142	0%	252	1%	1,017	3%	1,757	6%	190	16%	2	0%	3,360	4%
Women	195	1%	466	2%	1,489	4%	1,655	6%	117	10%	1	0%	3,923	4%
Grand Total Men	14,081	46%	10,781	42%	15,700	43%	10,263	37%	601	52%	462	51%	51,888	56%
Grand total Women	16,614	54%	14,999	58%	20,924	57%	17,678	63%	560	48%	444	49%	71,219	77%
Grand Total	30,695		25,780		36,624		27,941		1,161		906		92,412	

(Source: NCES, IPEDS 2009)

COMMISSIONED AMEPAC PUBLICATIONS

2007 Arizona Minority Student Report (2007)

Prepared by Tonya M. Drake and Nancy Osborne

2006 The Road to Higher Education: Closing the Participation Gaps for Arizona Minority Students

Prepared by The Latina/o Policy Research Initiative in the College of Humanities, University of Arizona.

Arizona Minority Student Success Report (2003 & 2005)

Prepared by Tonya M. Drake and Christine A. Forester

Dropping Out of Arizona's Schools:

The Scope, The Costs, and Successful Strategies to Address the Crisis (2002)

By the Intercultural Development and Research Association. San Antonio, Texas

Arizona Minority Dropout Solutions (2001)

Prepared by Susan E. Brichler.

Minority Student Achievement and Workforce Success in Arizona: A Research Study (1998)

By the Mexican American Studies and Research Center, The University of Arizona.

Minority Student Report 2007: A Snapshot of Arizona's Educational Achievement

Prepared by Tonya M. Drake and Nancy L. Osborne.

Corporations and Schools: An Integrated Partnership (1997)

Presented by William J. Post, President and Chief Executive Officer,
Arizona Public Service Company.

Arizona Education – Birth to Grad School:

An Exploration into Arizona Educational Demographics (1996)

By Harold Hodgkinson, Center for Demographic Policy, Washington, D.C.