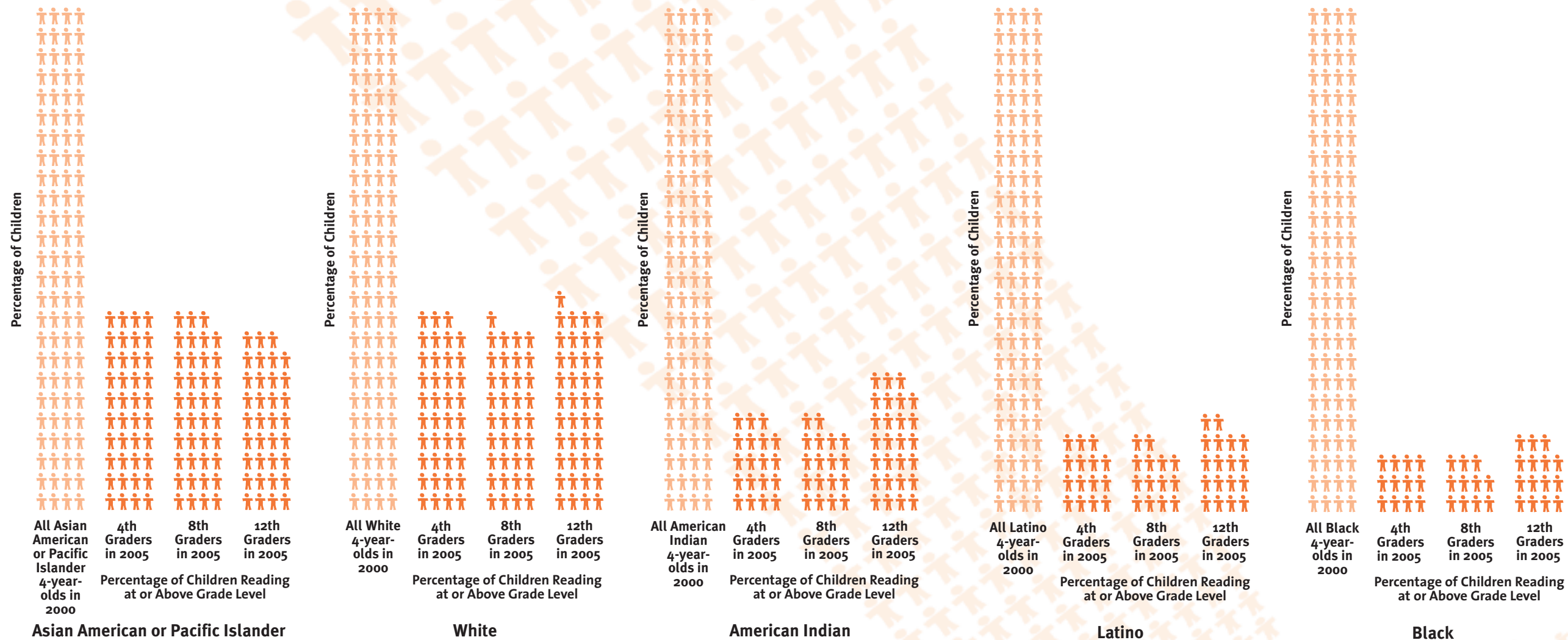


America's Vanishing Potential: A Closer Look



NOTES:

= 1 percent

First Bar: In 2000, there were 3.9 million four-year-olds (Source: U.S. Census 2000 Microdata (IPUMS)): The racial/ethnic composition of this group was:

- Asian American or Pacific Islander – 4.4 percent
- White – 59.8 percent
- American Indian – 1.3 percent
- Latino – 18.4 percent
- Black – 15.7 percent

Second Bar: In 2005, the percentages for each ethnic/racial group reading at or above grade level at Fourth Grade were (Source: National Assessment of Education Progress 2005 Reading Assessment Scores):

- Asian American or Pacific Islander – 40 percent
- White – 39 percent
- American Indian – 19 percent
- Latino – 15 percent
- Black – 12 percent

Third Bar: In 2005, the percentages for each ethnic/racial group reading at or above grade level at Eighth Grade were (Source: National Assessment of Education Progress 2005 Reading Assessment Scores):

- Asian American or Pacific Islander – 39 percent
- White – 37 percent
- American Indian – 18 percent
- Latino – 14 percent
- Black – 11 percent

Fourth Bar: In 2005, the percentages for each ethnic/racial group reading at or above grade level at Twelfth Grade were (Source: National Assessment of Education Progress 2005 Reading Assessment Scores):

- Asian American or Pacific Islander – 35 percent
- White – 41 percent
- American Indian – 27 percent
- Latino – 18 percent
- Black – 15 percent

The graphs show a small improvement between the Eighth and Twelfth Grades for most groups. The most likely reason is that students with low reading skills are more likely to drop out of school between the administration of the tests in Eighth and Twelfth Grades. Therefore, students in school in Twelfth Grade likely have higher reading skills than the larger group of children who were in school in the Eighth Grade.

The 2005 National Assessment of Education Progress scores were used for this graph, because data are not available for 2007 Twelfth Grade scores.