

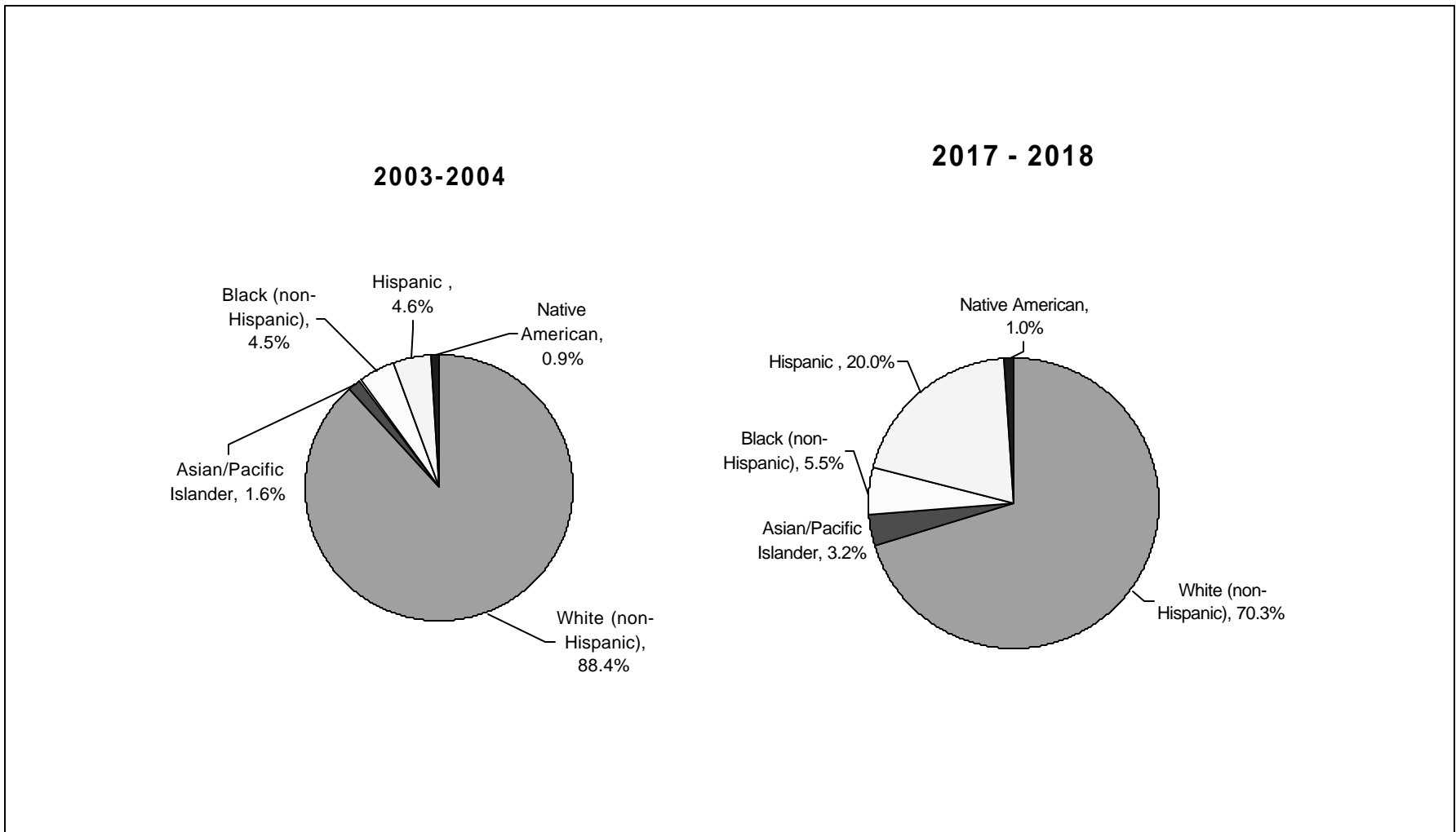
Recent Findings on Minority Progress in Nebraska Education

Meeting of the Coordinating Commission
for Postsecondary Education
February 2, 2006



Nebraska's Coordinating Commission for Postsecondary Education
Commission Meeting February 2, 2006

It is projected that, by 2017-2018, minority students will account for at least 30% of Nebraska's high school graduates, compared to 12% in 2003-2004



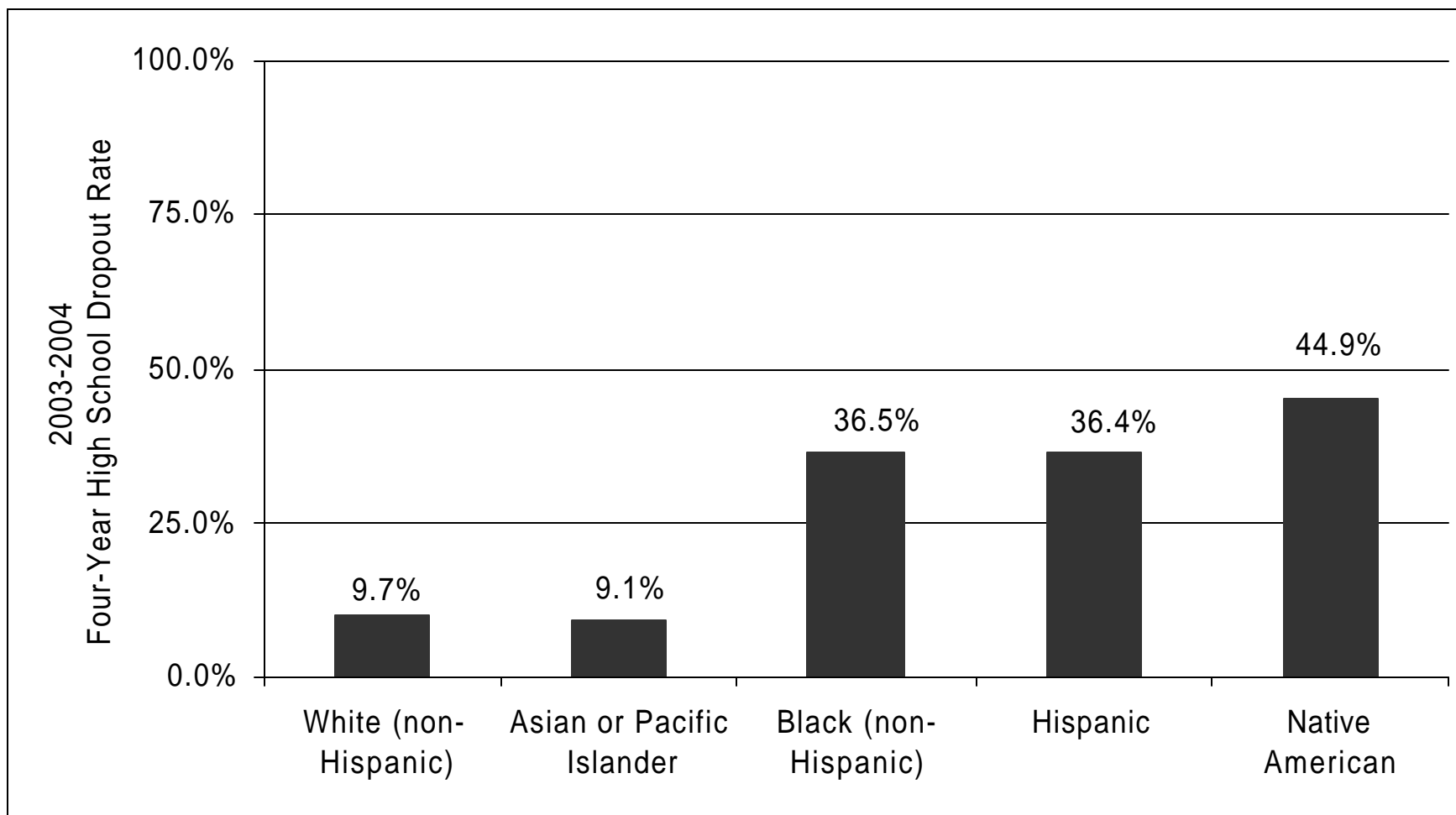
It is important to monitor the progress of minority students in Nebraska's high schools and Nebraska's postsecondary education system

High School Statistics

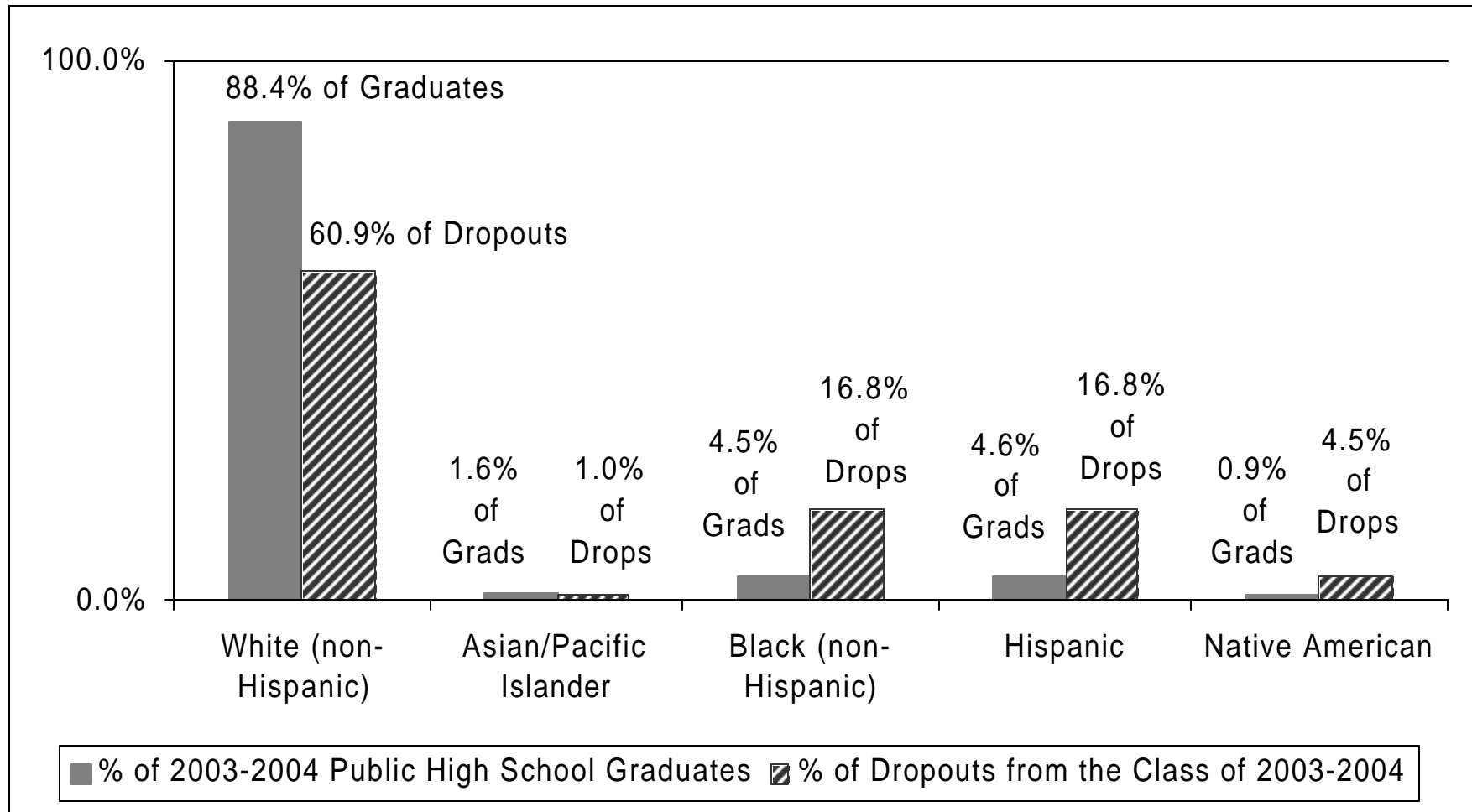
Compared to white non-Hispanics and Asians, black non-Hispanics, Hispanics, and Native Americans in Nebraska continue to have . . .

- Higher public high school dropout rates

Public High School Dropout Rates 2003-2004



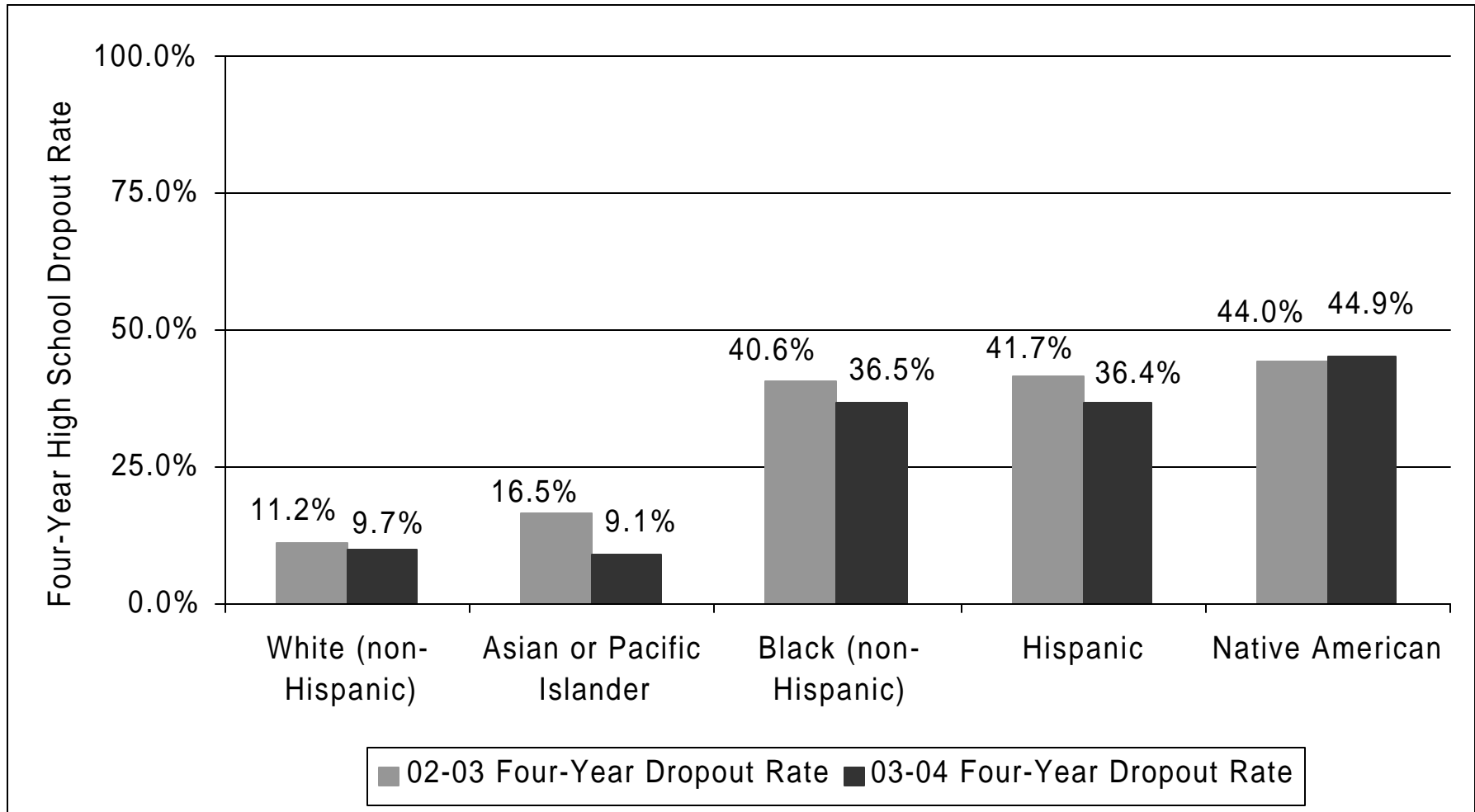
Percentages of Public High School Graduates and Dropouts: 2003-2004



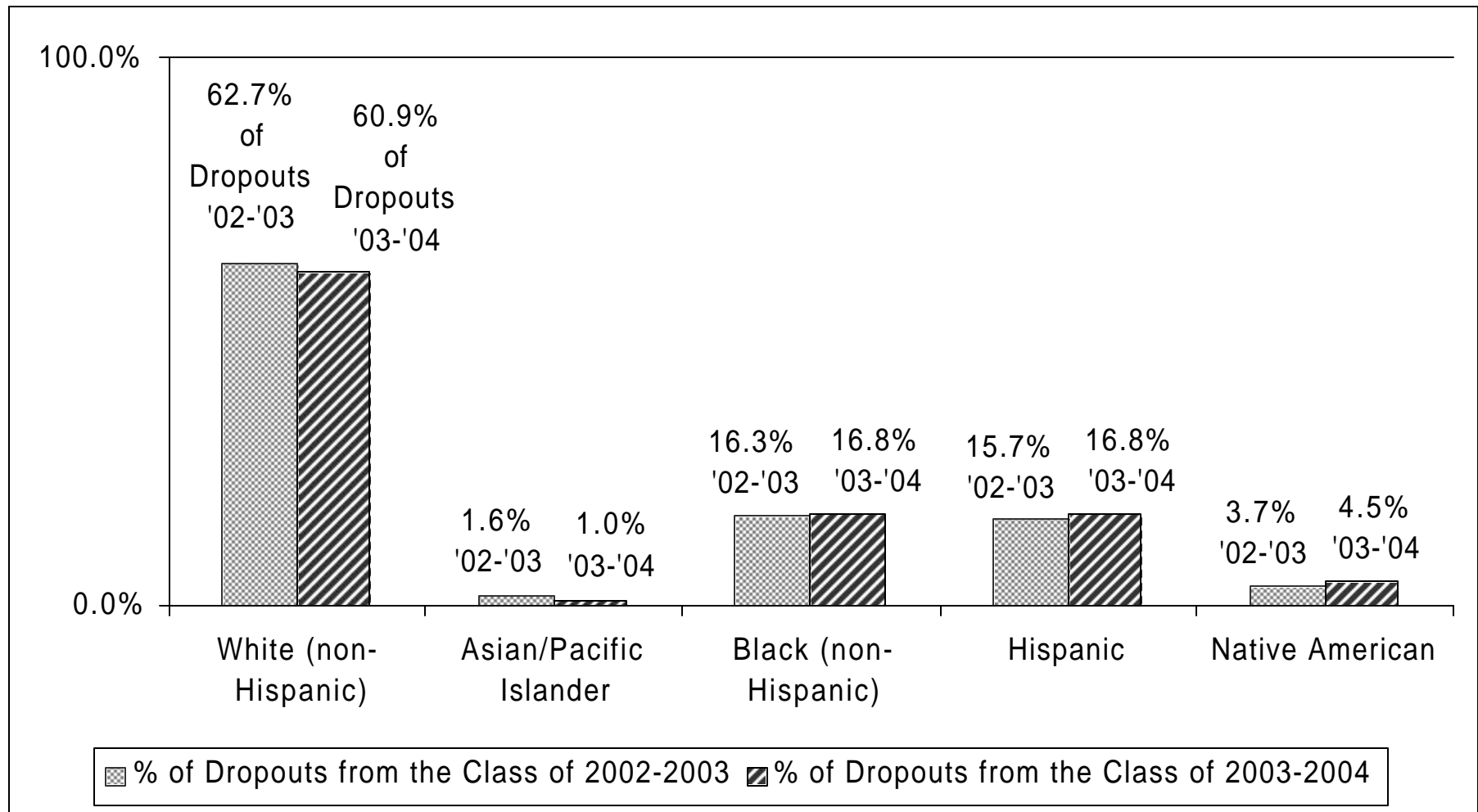
Totals: 19,462 Graduates 3,034 Dropouts

Nebraska's Coordinating Commission for Postsecondary Education
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Public High School Dropout Rates 2002-2003 Compared to 2003-2004



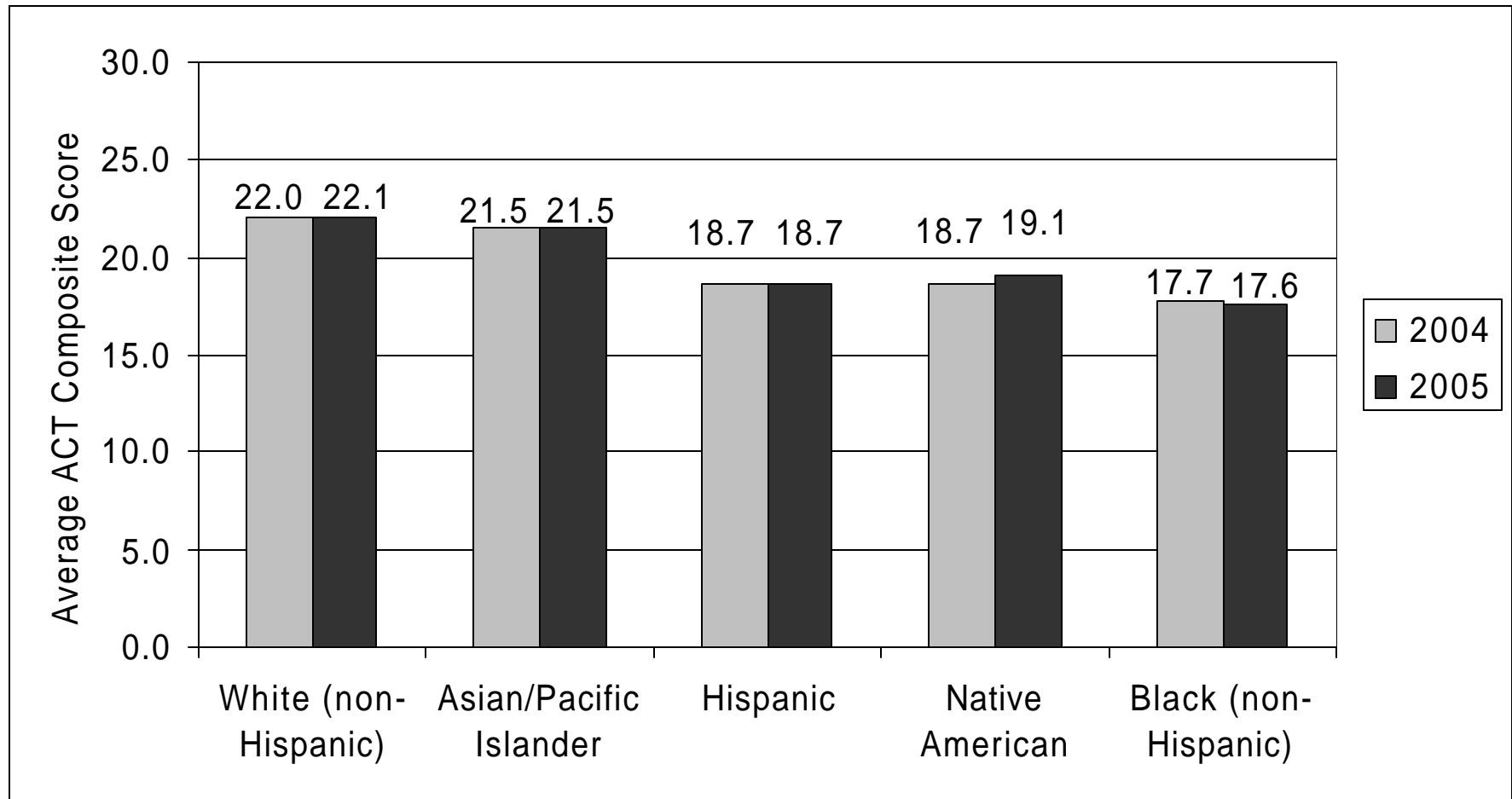
Percentages of Public High School Dropouts 2002-2003 Compared to 2003-2004



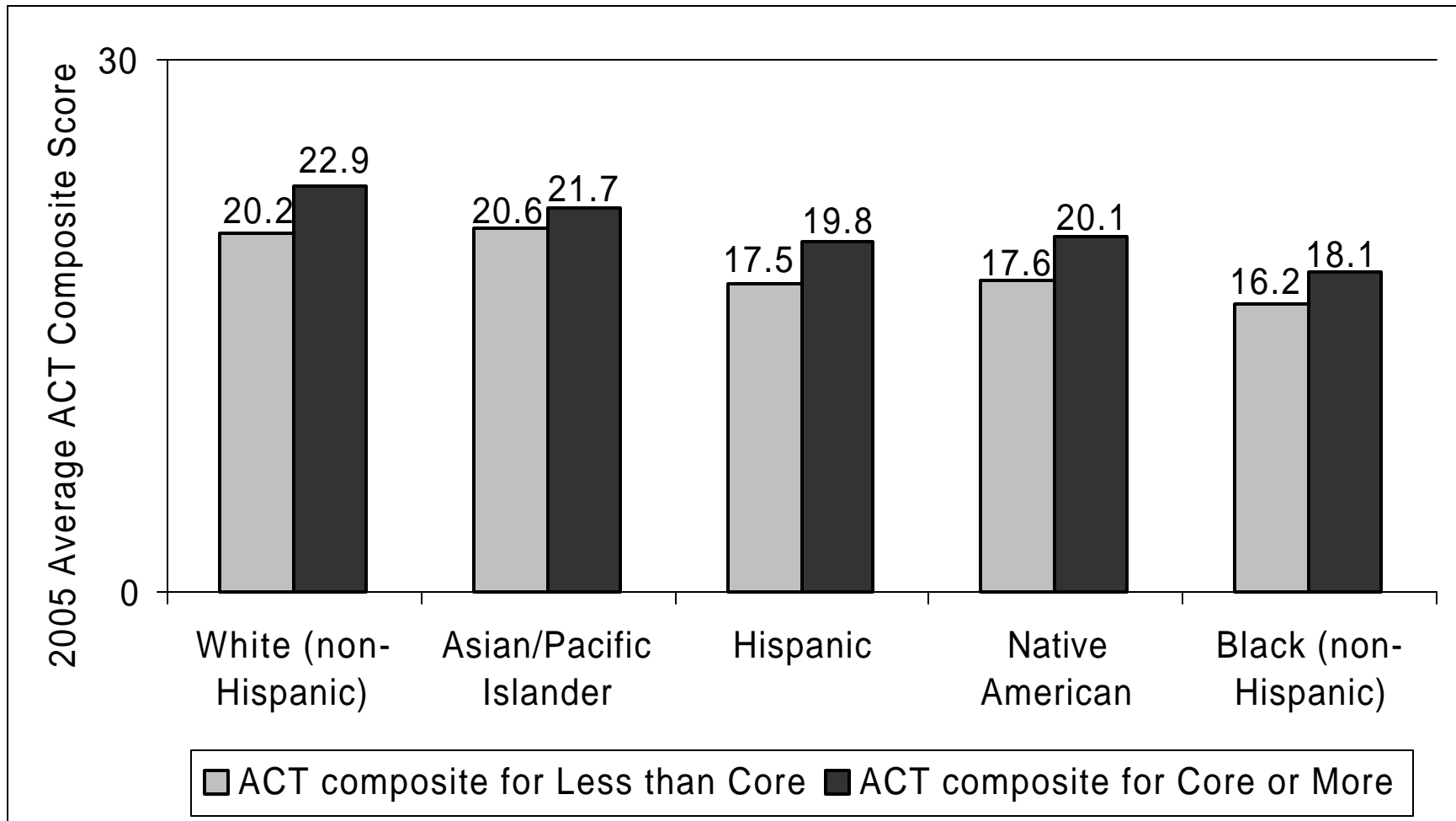
Compared to white non-Hispanics and Asians, black non-Hispanics, Hispanics, and Native Americans in Nebraska continue to have . . .

- Lower average ACT composite scores

Nebraska Average ACT Scores by Race/Ethnicity 2004 Compared to 2005



Regardless of race/ethnicity, students who take “the core” courses recommended for college preparation have higher average ACT scores than students who do not take “the core.”



Core College-Preparatory Program or “The Core” as Defined by ACT

4 years English (English 9, 10, 11 and 12)

3 years Math (selected from Algebra I, Algebra II,
Geometry, Trigonometry, Calculus)

3 years Social Sciences (selected from American History,
World History, Economics,
American Government,
Geography, Psychology)

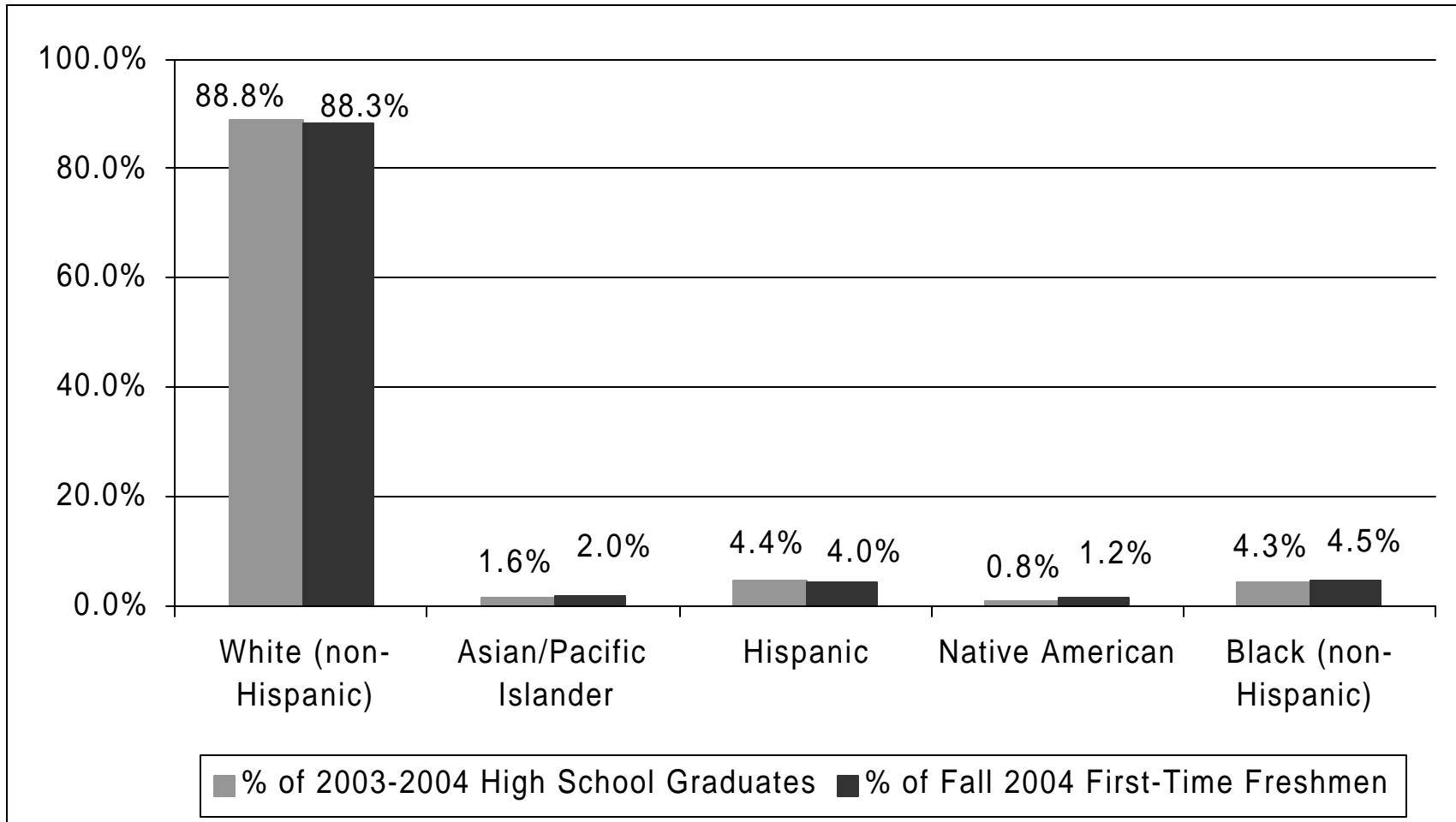
3 years or more
Natural Sciences (General/Physical/Earth Science, Biology,
Chemistry, Physics)

Commission staff testified in favor of LB 1074, which would require:

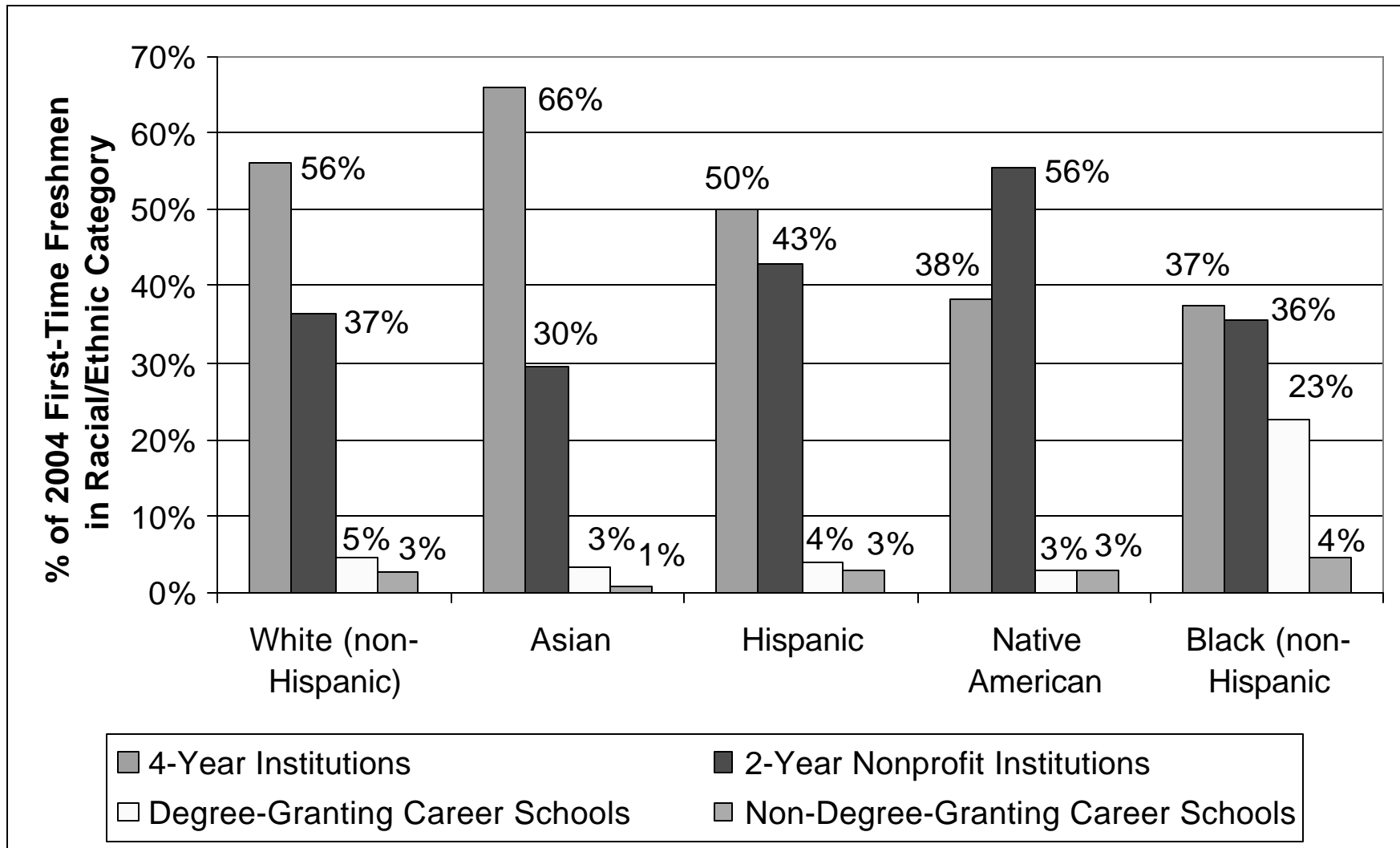
- School districts to develop academic plans for each student
- Students to take math, science, language arts, and social studies each year in grades 9-12

College Statistics

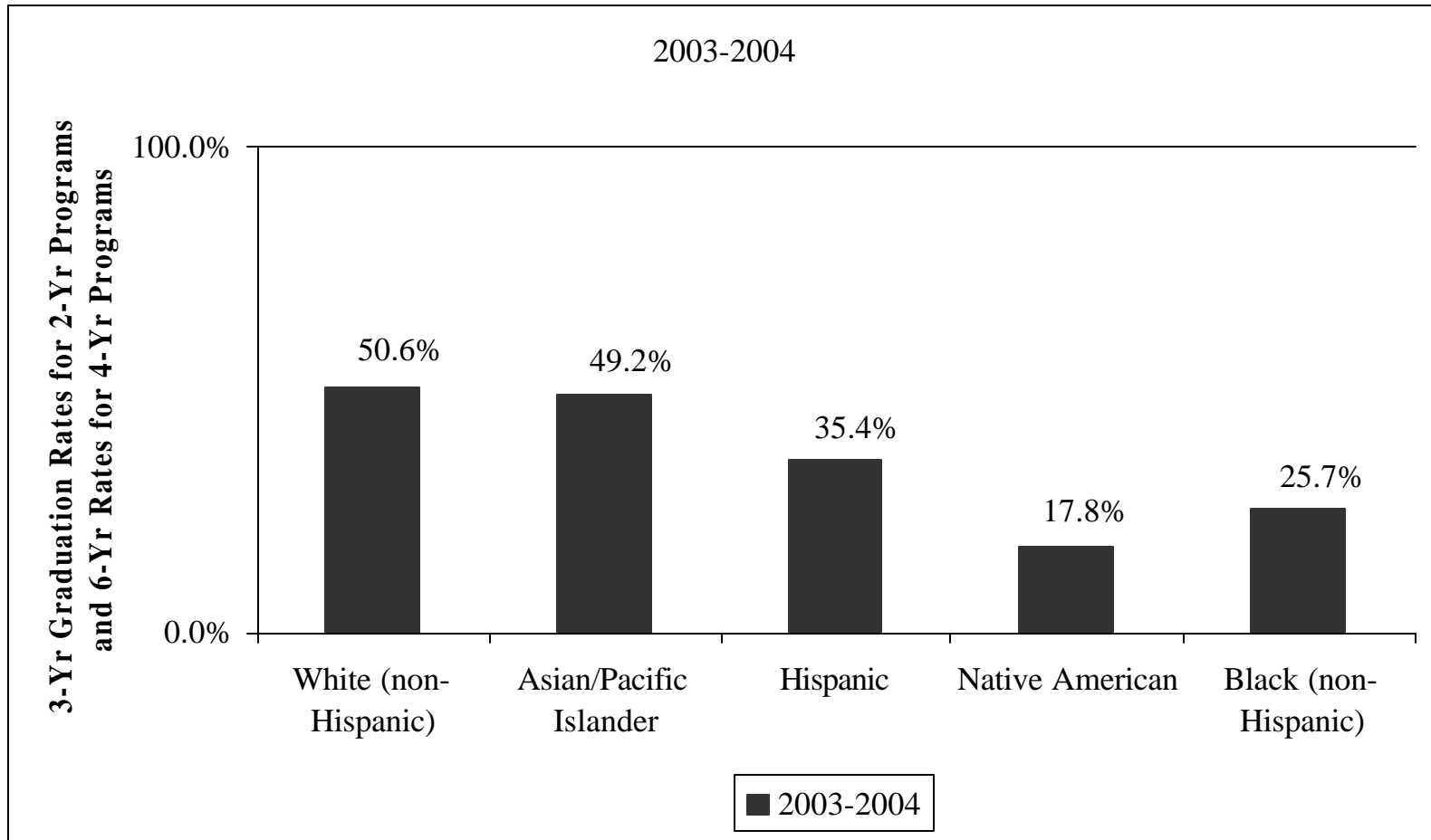
The racial/ethnic distributions of Nebraska high school graduates and first-time freshmen at Nebraska colleges and universities are approximately the same.



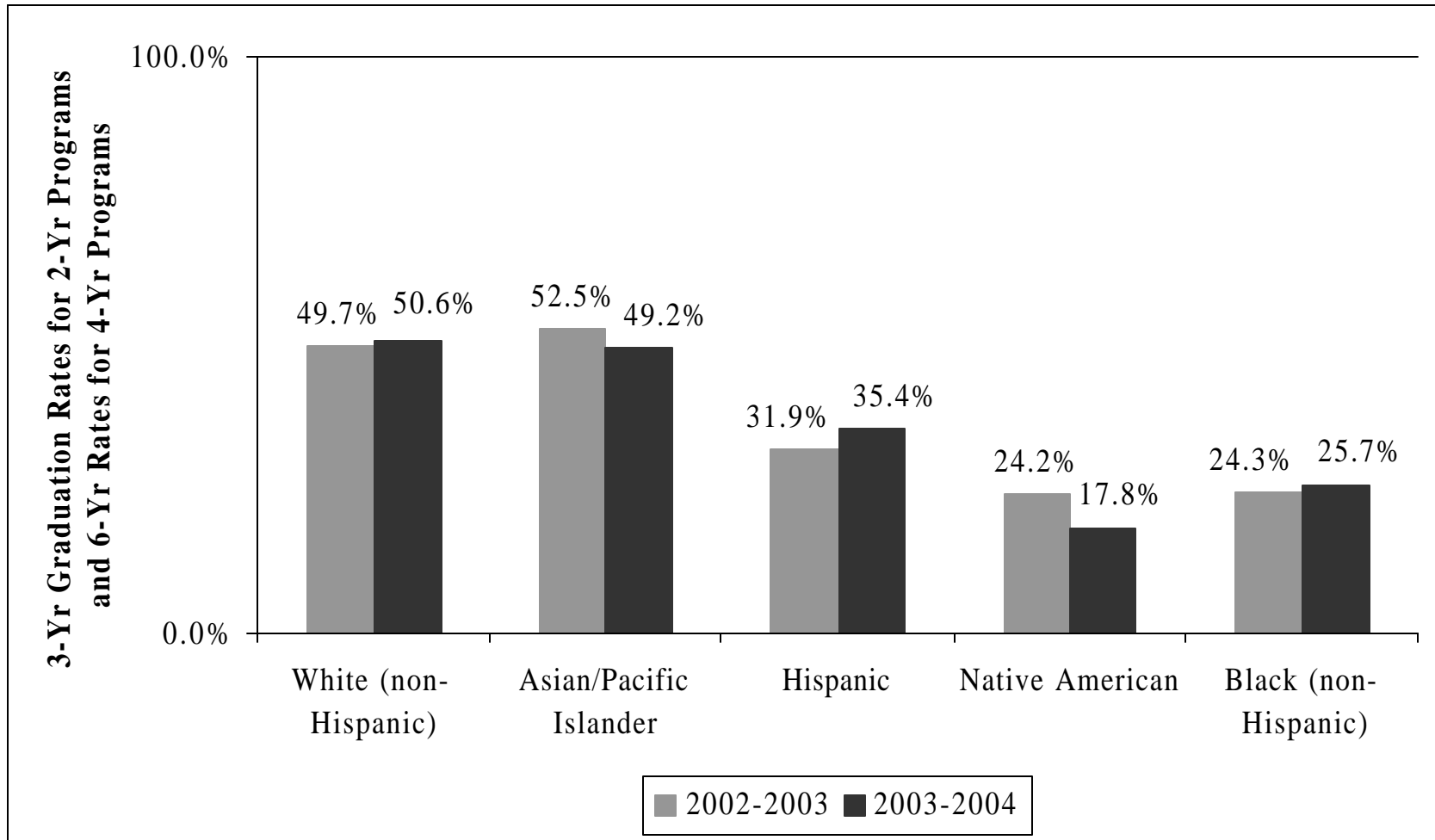
However, the percentages of students attending each type of institution in Nebraska vary significantly by race/ethnicity.



Nebraska's undergraduate college graduation rates continue to be lower for Hispanics, Native Americans, and black non-Hispanics than for white non-Hispanics and Asians.



Nebraska's graduation rates for black non-Hispanics and Hispanics improved, at least slightly, between 2003 and 2004, but decreased for Native American undergraduates.



Conclusions

- The Commission should continue to make these findings more broadly known and understood.
- The Commission should continue to promote high school students' completion of a strong “academic core.”

Conclusions

- Focus and attention should be maintained to improve the high school graduation rates of minority students.
- Nebraska higher education should continue to develop effective approaches to addressing these problems.

For information or questions regarding this presentation, please contact Barbara McCuen, Research Coordinator, Nebraska Coordinating Commission for Postsecondary Education, by telephone at (402) 471-0031 or by email at barbara.mccuen@ccpe.ne.gov