

High School Coursetaking

Table SA-12. Percentage distribution of high school graduates, by highest level of foreign language course completed and selected characteristics: 2004

Characteristic	None	Year 1 or less	Year 2	Advanced academic level			
				Year 3 or higher	Year 3	Year 4	Advanced Placement (AP)
Total	15.5	16.1	33.9	34.5	19.1	10.1	5.4
Sex							
Male	19.2	17.7	33.6	29.4	17.3	8.0	4.2
Female	11.9	14.6	34.1	39.4	20.8	12.1	6.5
Race/ethnicity							
White	14.1	15.6	33.0	37.2	20.6	11.4	5.3
Black	15.9	22.5	42.0	19.6	13.3	5.5	0.8
Hispanic	20.4	14.6	32.3	32.8	15.1	7.8	10.0
Asian/Pacific Islander	10.8	12.3	26.4	50.5	27.2	14.2	9.1
American Indian	41.6	19.4	23.9	15.1	9.3	5.3	0.5
Control of school							
Public	16.5	16.8	34.1	32.6	18.1	9.3	5.2
Private	4.3	9.0	30.6	56.1	30.2	18.2	7.7

NOTE: Foreign language coursetaking based upon classes in Amharic (Ethiopian), Arabic, Chinese (Cantonese or Mandarin), Czech, Dutch, Finnish, French, German, Greek (Classical or Modern), Hawaiian, Hebrew, Italian, Japanese, Korean, Latin, Norse (Norwegian), Polish, Portuguese, Russian, Spanish, Swahili, Swedish, Turkish, Ukrainian, or Yiddish. Some graduates in each category also studied more than one foreign language. The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they completed. Graduates who had completed courses in different languages were counted according to the highest level course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 12* for more details on these levels. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."