

**Academic Achievement and Teacher-rated Behavior among White and Latino
Elementary School Students in New and Established Latino Destinations**

by

Michelle L. Frisco*
Erin M. Powell
Jennifer Van Hook

The Pennsylvania State University
Department of Sociology & Population Research Institute

September 21, 2012

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*Direct correspondence to Michelle L. Frisco, Department of Sociology and Population Research Institute, The Pennsylvania State University, 211 Oswald Tower, University Park, PA 16802; 814-863-5507, mlfrisco@gmail.com. We would like to acknowledge support from the National Institute of Child Health and Human Development for research (P01 HD062498) and infrastructure (R24 HD041025) support. Opinions reflect those of the authors and not necessarily those of the granting agencies. We thank Cynthia Mitchell for her research assistance.

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Abstract

This study investigates academic achievement and teachers' assessments of externalizing behavior among U.S. first graders who attend schools in new versus established destinations for Latinos. We test three hypotheses about the success of Latino students in new versus established destinations and the success of Latino and White students within new and established destinations. Analysis of data from 7030 Latino and White first graders who participated in the Early Childhood Longitudinal Study—Kindergarten class (ECLS-K) suggests that Latino students in new destinations have higher reading and mathematics test scores than Latino students in established destinations despite higher teacher ratings of externalizing behavior. Results also suggest no achievement gap between White and Latino students in new destinations, but relatively large gaps in established destinations. Preliminary analyses suggest that these findings are partially attributable to the greater acculturation of Latino students in new destinations.

