

# Supporting Information

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**Table S1. Weighted socio-demographic characteristics**

Variable	Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K)				Education Longitudinal Study (ELS)			
	Asian		White		Asian		White	
	Mean or %	SD	Mean or %	SD	Mean or %	SD	Mean or %	SD
Mother's education (% < HS)								
% High school graduate	17	—	21	—	20	—	25	—
% Some college	24	—	36	—	20	—	37	—
% College graduate	26	—	24	—	33	—	22	—
% MA or higher	14	—	14	—	10	—	11	—
Father's education (% < HS)								
% High school graduate	12	—	23	—	14	—	27	—
% Some college	29	—	36	—	19	—	29	—
% College graduate	27	—	21	—	27	—	23	—
% MA or higher	21	—	17	—	26	—	17	—
Log family income	10.90	0.74	10.93	0.88	10.72	1.09	11.08	0.81
% Female	61	—	49	—	48	—	49	—
% Single parent	5	—	15	—	12	—	17	—
Log # books	3.83	1.10	4.46	0.61	0.73	0.38	0.85	0.34
% Children foreign born	12	—	2	—	36	—	3	—
% Mother foreign born	73	—	5	—	86	—	9	—
N	244		1,368		745		2,878	

**Table S2. Weighted socio-demographic characteristics by Asian ethnic groups, ELS**

Variable	East Asian		Filipino		Southeast Asian		South Asian	
	Mean or %	SD	Mean or %	SD	Mean or %	SD	Mean or %	SD
Mother's education (% < HS)								
% High school graduate	24	—	18	—	20	—	13	—
% Some college	18	—	20	—	18	—	21	—
% College graduate	32	—	49	—	10	—	51	—
% MA or higher	15	—	6	—	5	—	11	—
Father's education (% < HS)								
% High school graduate	15	—	12	—	22	—	4	—
% Some college	16	—	26	—	30	—	6	—
% College graduate	32	—	44	—	10	—	26	—
% MA or higher	29	—	8	—	8	—	58	—
Log family income	10.97	0.94	10.88	0.94	10.07	1.25	10.75	0.98
% Female	46	—	51	—	51	—	52	—
% Single parent	14	—	16	—	13	—	6	—
Log # books	0.76	0.38	0.71	0.37	0.63	0.39	0.79	0.37
% Children foreign born	38	—	24	—	39	—	44	—
% Mother foreign born	73	—	79	—	88	—	82	—
N	315		99		201		130	

**Table S3. Decomposition of Asian–white achievement gap**

Estimates	ECLSK		ELS							
	8th grade		9th grade		10th grade		11th grade		12th grade	
	Low	High	Low	High	Low	High	Low	High	Low	High
(1) Unadjusted achievement gap	0.22		0.29		0.32		0.28		0.23	
(2) Net of socio-demographics (baseline model)	0.20		0.19		0.27		0.30		0.29	
(3) Net of all factors	0.05		0.04		0.14		0.19		0.20	
(4) Gap explained (2) to (3)	0.15		0.15		0.13		0.11		0.09	
(5) Percent by cognitive ability	9	58	–21	12	2	23	2	26	1	25
(6) % by academic effort	42	91	88	121	77	102	74	102	75	101

Note: The sample size is 1,612 for the ECLSK and 3,623 for the ELS. All estimates are derived from school-level fixed effect regressions. “Low” indicates lower bound and “high” indicates upper bound estimates of explanatory effects.

**Table S4. Decomposition of achievement gap by Asian ethnic groups ELS, 10th grade**

Estimates	East		Filipino		Southeast		South	
	Low	High	Low	High	Low	High	Low	High
(1) Unadjusted achievement gap	0.373		0.313		0.213		0.242	
(2) Net of socio-demographics (baseline model)	0.361		0.246		0.319		0.075	
(3) Net of all factors	0.068		0.210		0.126		0.034	
(4) Gap explained (2) to (3)	0.293		0.036		0.193		0.041	
(5) Percent by cognitive ability	6%	55%	–125%	–192%	–16%	14%	–163%	–259%
(6) Percent by academic effort	45%	94%	292%	225%	86%	116%	359%	263%

The sample size is 3,623. All estimates are derived from school-level fixed effect regressions. Low, lower bound; high, upper bound estimates of explanatory effects.

**Table S5. Decomposition of Asian–white gap in academic effort ELS, 10th grade**

Estimates	Asian American		East		Filipino		South		Southeast	
	Low	High	Low	High	Low	High	Low	High	Low	High
(1) Unadjusted gap in academic effort	0.35		0.39		0.19		0.50		0.34	
(2) Gap net of socio-demographics (baseline model, excluding nativity)	0.34		0.38		0.15		0.35		0.47	
(3) Gap net of all factors	0.23		0.31		0.03		0.25		0.36	
(4) Gap explained (2) to (3)	0.11		0.074		0.112		0.104		0.113	
(5) Percent by cultural orientation	20%	30%	10%	26%	33%	40%	26%	39%	32%	42%
(6) Percent by immigration status	69%	80%	74%	90%	60%	67%	61%	74%	58%	68%

Sample size is  $n = 2,555$ . Immigration status is measured by dummy variables indicating whether respondent and respondent’s mother are foreign born. Cultural orientation is measured by the variables plotted in Fig. 6. All estimates are derived from school-level fixed effect regressions. Low, lower bound; high, upper bound estimates of explanatory effects.