

The Changing Landscape of American Public Education: New Students, New Schools

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This report examines the intersection of two trends that have transformed the landscape of American public education in recent years: a rapid increase in enrollment and a surge in the opening of new schools. Using the most detailed data available, it describes the racial and ethnic components of enrollment growth at various levels of the K-12 system. The report then examines the composition of enrollment in newly opened schools as well as older schools still in operation. Finally, the report examines the impact of rapid growth in Hispanic enrollment. The report provides detailed statistics at the state level in appendix tables.

About this report: The analysis is based on Common Core of Data, compiled each year by the U.S. Department of Education from state and local education agencies. Data from the 1993-94 and 2002-03 school years are analyzed to provide a portrait of change across the 10-year period. The data analyzed are for 48 states and the District of Columbia. Tennessee and Idaho are excluded because data for race and ethnicity were incomplete.

About the Pew Hispanic Center: Founded in 2001, the Pew Hispanic Center is a nonpartisan research organization supported by The Pew Charitable Trusts, a Philadelphia-based charity. The Pew Hispanic Center's mission is to improve understanding of the diverse Hispanic population and to chronicle Latinos' growing impact on the nation. The Pew Hispanic Center is a project of the Pew Research Center, a nonpartisan "fact tank" in Washington, D.C., that provides information on the issues, attitudes and trends shaping America and the world; it does not advocate for or take positions on policy issues.

Executive Summary

Since the mid-1990s, two trends have transformed the landscape of American public education: Enrollment has increased because of the growth of the Hispanic population, and the number of schools has also increased. This report examines the intersection of those trends. Total public school enrollment in the United States peaked at 46.1 million in 1971 as the youngest members of the baby boom generation arrived in the nation's classrooms. Enrollment gradually dropped off, to 39.2 million in fall 1984, then began to increase once again, reaching 48.2 million—a 23% jump—in fall 2002.

The number of public schools in operation followed the same historical trend. For most of the 20th century, the number of schools declined, first as the population became more concentrated in metropolitan areas and then through consolidation after the baby boomers finished high school. The number of public schools declined to a low of 81,147 elementary and secondary schools in 1984. As with enrollment, the number of schools rose dramatically in the subsequent two decades, reaching 93,869 in the fall of 2002—an increase of 16%.

Examining data for the decade of most concentrated change—between the 1993-94 and 2002-03 school years—this report finds that Hispanics accounted for 64% of the students added to public school enrollment. Meanwhile, blacks accounted for 23% of the increase and Asians 11%. White enrollment declined by 1%.

During that same period, 15,368 schools, with an enrollment of 6.1 million in 2002-03, were opened. Nearly half, 2.5 million, of the students attending the new schools were white and meanwhile white enrollment in older schools dropped by 2.6 million. In contrast, about two-thirds of the increase in Latino enrollment was accommodated in older schools.

The analysis is based on the Common Core of Data, compiled each year by the U.S. Department of Education from state and local education agencies across the country. The CCD provides basic administrative data on all schools but does not include information on student achievement. Data from the 1993-94 and 2002-03 school years are analyzed here to provide a portrait of change across the 10-year period. The data analyzed are for 48 states and the District of Columbia (Tennessee and Idaho are excluded because the race/ethnicity data from those states are incomplete).

Assessing the changes in the racial and ethnic composition of school enrollment, this report finds that despite population change, white students continued to attend

schools populated primarily by other whites and relatively few attended schools populated primarily by minorities.

The report also finds that a relatively small number of schools absorbed most of the increase in Hispanic enrollment and that those schools differ in important ways from schools less affected by Hispanic population growth. The schools that experienced the largest growth in Hispanic enrollment were generally larger, had more students on federal subsidies and also had greater teacher-student ratios—the latter an important indicator that has improved across the nation but not as significantly in Hispanic-impacted schools.

Among the major findings in this report:

- Between the 1993-94 and 2002-03 school years, the total number of children enrolled in U.S. public schools increased by about 4.7 million, from 41.8 million to 46.6 million. That marked the most robust period of enrollment growth since the matriculation of the baby boomers.
- Hispanics accounted for 3 million of those additional students, or 64% of the increase. The number of black students increased by 1.1 million, and the number of Asians grew by half a million. Meanwhile, white public school enrollment dropped by 35,000.
- Between the 1993-94 and the 2002-03 school years, 15,368 schools, with an enrollment of 6.1 million in 2002-03, were opened. That is likely the most vigorous school construction period in the U.S. since the 1920s.
- In 2002-03, about 1 million Latinos were enrolled in schools that had opened since 1993-94. Meanwhile, Latino enrollment in already existing schools increased by about 2.1 million. In other words, about two-thirds of the total Hispanic enrollment increase between 1993-94 and 2002-03 flowed into public schools that were already operating at the start of this period and about one-third of the increase went into new schools.
- White enrollment in existing schools declined by 2.6 million students between 1993-94 and 2002-03. Meanwhile, 2.5 million white students were educated in new schools.
- The changes are most striking in the nation's elementary schools. During the period under study, Hispanic enrollment increased by 1.6 million and white enrollment declined by 1.2 million. Meanwhile, 6,500 new primary schools were opened. Of the 2 million students attending the new schools, nearly 1.1 million were white. At the same time, white enrollment in existing primary schools declined by 2.3 million students, or 17%. In

contrast, nearly 70 percent of the Latino primary school enrollment increase was educated in existing schools.

- Across all grades, new schools differ from existing schools in some key characteristics. They are smaller (396 total enrollment versus 545), and they have more affluent students (39% of the schools are eligible for Title I funds versus 60%).
- After this decade of transformation, one fundamental characteristic remained essentially unchanged: A substantial majority of white students attended schools populated primarily by other whites, and relatively few attended schools populated primarily by minorities.
- The share of white students attending predominantly white schools (where white enrollment exceeded 90%) dropped but remained substantial at 40%. The share attending schools that were more than half white increased, while the share attending schools where minority group students were a majority increased only slightly.
- The growth in Hispanic enrollment was highly concentrated in a relatively small number of existing schools. One-fifth of those 74,200 schools absorbed two-thirds of the increased Hispanic enrollment.
- The schools most affected by Hispanic enrollment increases grew in size by 25%, both in absolute numbers and on a percentage basis. Schools with less Hispanic growth, meanwhile, remained stable in size.
- The share of poor students, as measured by eligibility for free lunch programs, rose from 34% to 43% in the schools most impacted by increases in Hispanic enrollment and from 31% to 34% elsewhere.
- The decline in student-teacher ratios was slower in the schools most affected by Hispanic enrollment gains than in the rest of the nation's schools.
- Nationwide, the average share of white students in Hispanic-impacted schools decreased from 60% to 38%. Meanwhile, in all other schools the white share declined more modestly from 71% to 66%.

About the Author

Richard Fry conducts empirical research on education and labor market characteristics of U.S. racial and ethnic populations. Before joining the Pew Hispanic Center, Fry was a senior economist at the Educational Testing Service, where he focused on trends in U.S. college enrollment.

A Note on Terminology

The terms Hispanic and Latino are used interchangeably in this report.

The terms white, black and Asian refer to non-Hispanics.

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Introduction

Total public school enrollment in the United States reached a peak of 46.1 million in 1971 as the youngest members of the baby boom generation arrived in the nation's classrooms. Enrollment declined gradually to 39.2 million in fall 1984, then began to grow once again, increasing to 48.2 million—a 23% jump—by fall 2002.

The number of public schools followed the same historical trend. For most of the 20th century, the number declined, first as the population became more concentrated in metropolitan areas and then through consolidation after the baby boomers had graduated from high school. The number of public schools decreased to a low of 81,147 elementary and secondary schools in 1984. As with enrollment, the number of schools has increased dramatically in the subsequent two decades, reaching 93,869—an increase of 16%—in fall 2002.

This report examines the intersection of those two recent trends—the increase in school enrollment and the growth in the number of schools—which together have transformed U.S. public education over the past couple of decades. In particular, the report focuses on the rapid increase in the number of Hispanic students.

It examines where Hispanic students are concentrated, the kinds of schools they attend and changes in the schools that have experienced the most substantial Hispanic growth.

The increase in the total number of students has been driven primarily by one segment of the population: Hispanic students account for two of every three students added to U.S. public schools during the recent rise in enrollment.

As the number of schools increased in tandem with the higher enrollment, which students ended up in the newly created schools? While white enrollment decreased somewhat during the past two decades, a significant number of white students attended the new schools. Meanwhile, most of the increase in Hispanic enrollment was accommodated in existing schools.

The distribution of students in different types of schools is the result of many individual decisions by parents and school districts. It is the product of an array of factors, including changes in the U.S. economy and residential settlement patterns as well as both internal and international migration. Although the causes are too fragmented and complex to readily identify, changes in the nation's educational landscape can be readily measured.

Every year, the National Center for Education Statistics of the U.S. Department of Education collects detailed administrative data on public schools from state and local education agencies. Compiled in the Common Core of Data, these data include information on school enrollment by race/ethnicity and other basic school characteristics such as instructional level, number of full-time teachers, the type of community in which the school is located and eligibility for federal Title I funds, which are given to schools with large shares of students from households below the federal poverty level. The CCD does not provide information on student achievement or on the quality of instruction, and so it does not permit an assessment of what goes on inside schools. Rather, it affords a look at the basic characteristics of students and schools. Because the universe for the data collection is all public schools, there are no sampling errors associated with the tabulations.

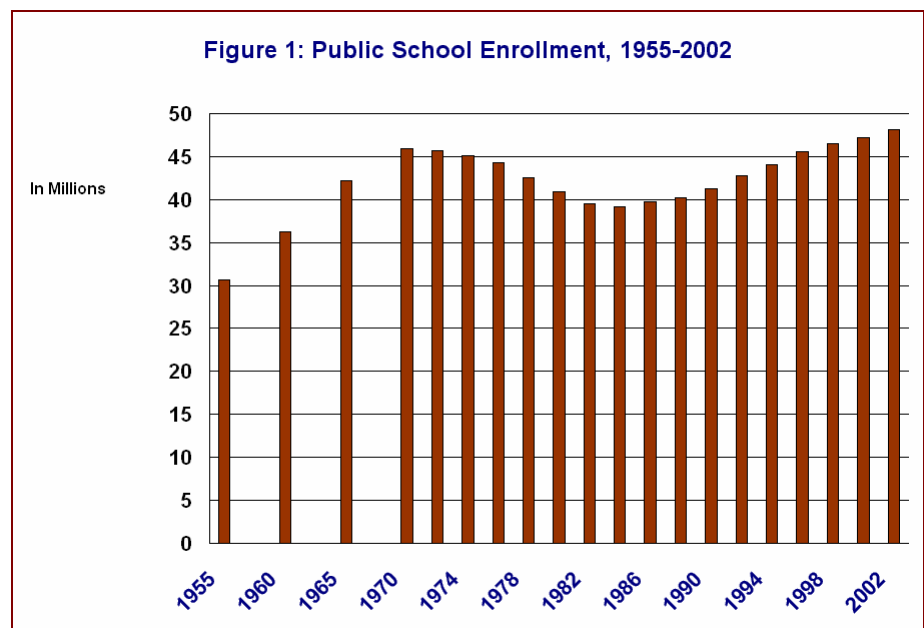
The starting point for this analysis is the 1993-94 school year (prior to that, several states did not provide school-level information to the CCD), and the end point is 2002-03. Basing this report on that period provides a comparison of a decade's worth of change in public education. To have an "apples-to-apples" comparison of public school enrollment over time, two states are excluded—Tennessee, because it did not report the race/ethnicity of public school enrollment in 2002-03, and Idaho, which did not report racial/ethnic enrollment for its schools in 1993-94. Thus, the total school counts and enrollment statistics used throughout this report are for 48 states and the District of Columbia (see Appendix A for additional details on the enrollment tabulations).

This report uses the CCD to identify two kinds of schools: "New" schools are those that opened in the 1993-94 to 2002-03 period. There are about 15,400 of those schools in the Department of Education data analyzed here. An additional 74,200 fall into the category described here as "existing" schools—those that were already operating in 1993-94 and that were still operating in 2002-03. The CCD permits an assessment of the boom in school construction, which increased the number of public schools by 11.5% in those 10 years. The data also allow an analysis of the race and ethnicity of the students in 2002-03 who attended new schools versus those attending existing schools.

The growth of the Hispanic population has not occurred evenly across all parts of the country and across all age ranges. As such, the analysis examines the enrollment growth and the opening of new schools at various levels of instruction and in different geographic areas. The final section of the report examines the changes in schools that have experienced a significant increase in Hispanic enrollment.

As Enrollment Grows, Schools Multiply

In 1955, as the early baby boomers entered elementary school, the nation's public school enrollment stood at 30.7 million. Sixteen years later, it peaked at 46.1 million. Then, as the boomers delayed or deferred childbearing, the school-age population began to decline, bottoming out at 39.2 million in 1984.



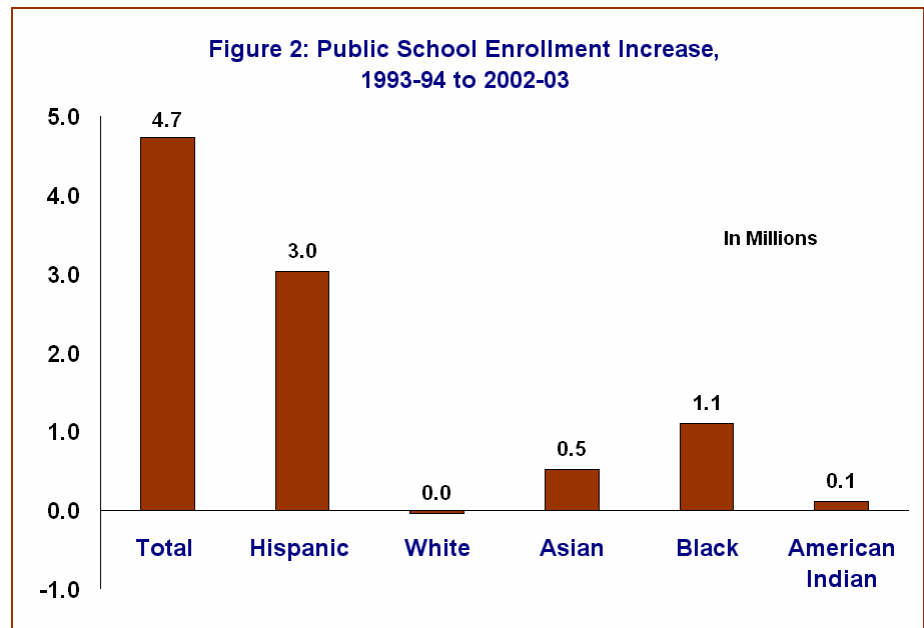
Source: NCES, *Digest of Education Statistics, 2005, Table 63*

The enrollment numbers would have changed relatively little since the early 1980s if not for the growth of the Hispanic population. Between the 1993-94 and the 2002-03 school years, the total number of children enrolled in U.S. public schools increased by 4.7 million students, from 41.8 million to 46.6 million. Hispanics accounted for 3 million of those additional students, or 64% of the increase. The number of black students increased by 1.1 million and the number of Asians grew by half a million. Meanwhile, white public school enrollment dropped by 35,000.

**Table 1. Public School Enrollment, 1993-94 and 2002-03,
48 States and District of Columbia**

Year	Total	Hispanic	White	Asian	Black	American Indian					
1993-94	41,847,436	5,417,458	13%	27,548,883	66%	1,532,936	4%	6,888,341	16%	459,818	1%
2002-03	46,579,550	8,447,444	18%	27,513,827	59%	2,050,914	4%	7,993,492	17%	573,873	1%
Increase	4,732,114	3,029,986	64%	-35,056	-1%	517,978	11%	1,105,151	23%	114,055	2%

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey
Notes: Excludes Tennessee and Idaho



Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

The growth in enrollment was accompanied by a building boom in many public school systems. During the 10-year period, 15,368 schools were opened; their enrollment in 2002-03 was 6.1 million—more than the overall increase in

enrollment of 4.7 million.¹ The increase in the number of students and schools happened at the same time, but the new students did not necessarily flow into the new schools. While Hispanic students accounted for the greatest share of the growth in enrollment, they occupied a much smaller share of the seats in the new schools. While the number of white students was shrinking, white enrollment shifted significantly to the new schools.

	Schools	Students
Schools Existing in 1993-94	74,231	40,490,363
New Schools	15,368	6,089,187
Total	89,599	46,579,550

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Notes: Excludes Tennessee and Idaho.

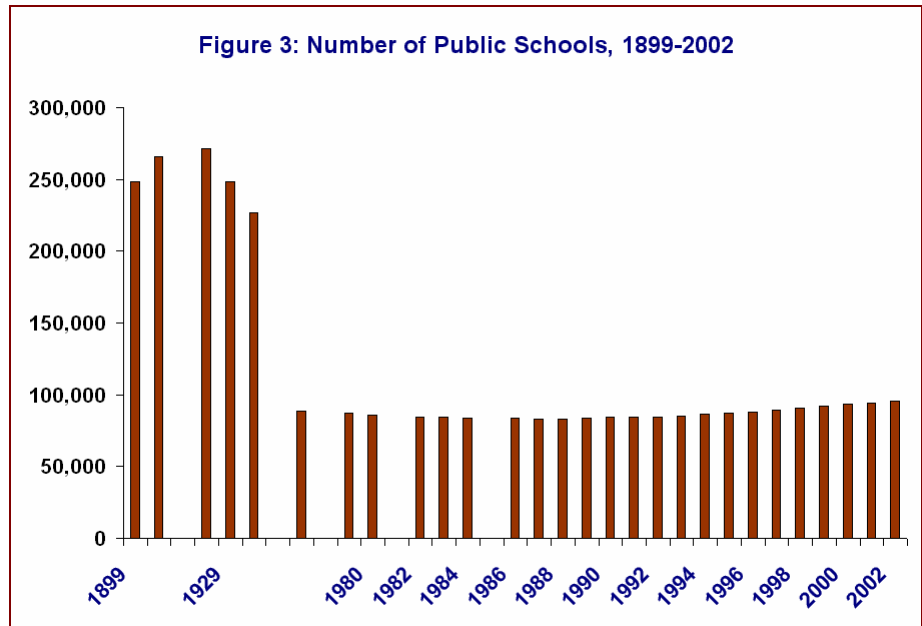
In the 2002-03 school year, there were 89,599 public schools in the 48 states and the District of Columbia. Of those, 74,231 had been educating students in 1993-94 and continuously since then. This report labels those schools “existing schools,” in contrast to the 15,368 “new schools” added since 1993-94. Although the total number of public schools in operation has been on the upswing since the 1984-85 school year, the 1993-94 to 2002-03 period is likely the most vigorous portion of the recent upswing in the opening of new schools.²

Historical statistics suggest this is probably the most productive period for opening new schools in America since before the 1920s. The number of public schools more than doubled from 1870 to 1900 and reached its peak of 271,319 schools in 1920. The number of elementary schools dwindled rapidly after 1920 and continued to decline until 1984. Since then, the number of elementary schools

¹ The opening of a new school does not necessarily entail the construction of a new school building. As defined by the National Center for Education Statistics, several schools can operate in the same location as long as each has its own administrator (NCES 2005).

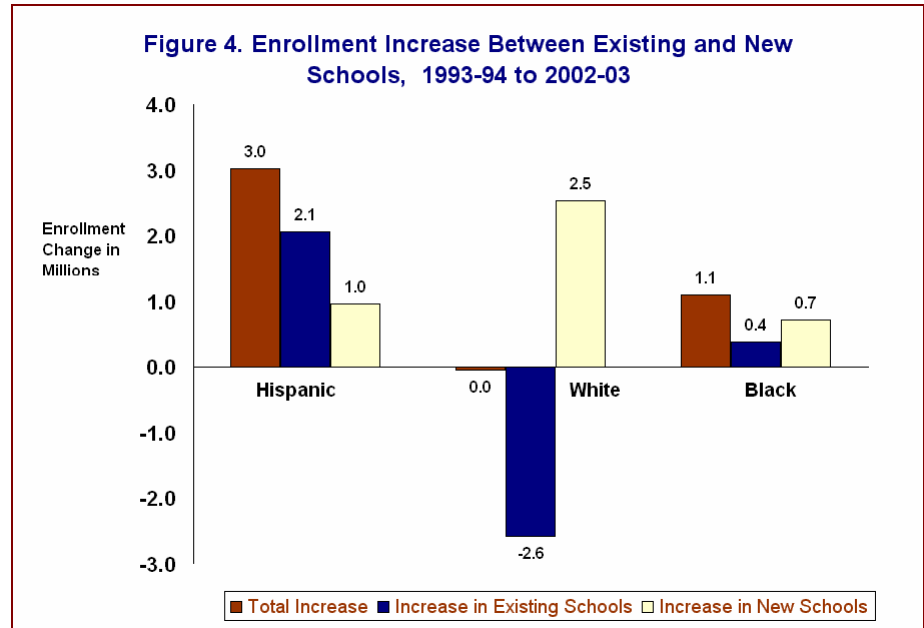
² Figures from the National Center for Education Statistics refer to the number of schools in operation. The pace of opening of new schools can not be directly inferred from the change in the stock of schools over time.

has increased by 13,000. The number of secondary schools has followed a different trend, but the recent increase in the number of secondary schools since 1992 appears to be the largest on record. By 2002, nearly 5,000 more secondary schools were in operation than in 1992.



Source: NCES, *Digest of Education Statistics*, 2005, Table 84

Hispanic enrollment increased by about 3 million from 1993-94 to 2002-03. Of that increase, 2.1 million (Figure 4 and Appendix Table C1) attended existing public schools (5.3 million in 1993-94 versus 7.3 million in 2002-03). The remaining 1 million were being educated in new schools. Thus, about 68 percent of the total Hispanic enrollment increase over the 10-year period flowed into existing public schools and about one-third of the increase went into new schools.



Source: Pew Hispanic Center

Table 3. Public School Enrollment by Race/Hispanic Origin, 2002-03
48 States and District of Columbia

	White		Hispanic		Asian		Black		American Indian		Total
Year											
Schools Existing in 1993-94	23,923,599	87%	7,315,665	87%	1,796,617	88%	6,947,303	87%	507,179	88%	40,490,363
New Schools	3,590,228	13%	1,131,779	13%	254,297	12%	1,046,189	13%	66,694	12%	6,089,187
Total	27,513,827	100%	8,447,444	100%	2,050,914	100%	7,993,492	100%	573,873	100%	46,579,550

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Notes: Excludes Tennessee and Idaho.

Table 4. Increase in Public School Enrollment, 1993-94 to 2002-03			
New Schools versus Existing Schools			
48 States and District of Columbia			
Increase	Hispanic	White	Black
Total Increase	3,029,986	-35,056	1,105,151
Increase in Existing Schools	2,061,693	-2,573,013	390,165
Increase in New Schools	968,293	2,537,957	714,986
Share of the Enrollment Increase in Existing Schools	68%		35%
<i>Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey</i>			
<i>Notes: Excludes Tennessee and Idaho.</i>			

While Hispanic enrollment in existing schools increased by nearly 40 percent, white enrollment in those schools fell by 10 percent. As noted above, the total number of white students in public schools changed little between 1993-94 and 2002-03. However, there was a significant shift between existing and new schools. White enrollment in existing schools plummeted by 2.6 million students from 1993-94 to 2002-03. Meanwhile, at the end of this decade 2.5 million white students were being educated in new schools.

A similar, though smaller, shift from existing schools to new ones occurred among black students. Total black enrollment increased by 1.1 million; 400,000 of those additional students, or 35% of the increase, attended existing public schools while nearly two-thirds went into new schools.

A Sea Change in Primary Schools

The differences in the basic demographic trends for Hispanic and white students are most evident in primary schools, as are the differences in the distribution of students in existing and new schools. The changes evident in primary schools are particularly important because they portend the future of the nation’s public schools. As today’s primary school students grow older, the changes in their demographic makeup will be seen first in middle schools and then in high schools.

High rates of immigration in the 1980s and 1990s produced an influx of young Hispanic adults in their prime childbearing years, and those immigrants proved to be highly fertile (Durand, Telles and Flashman, 2006). As a result, Hispanic enrollment in the nation’s public primary schools increased from 3 million to 4.6 million—a jump of 53%—from 1993-94 to 2002-03. Meanwhile, as the baby boom generation passed its prime childbearing years, the number of white children entering primary school was declining. White primary school enrollment over that period dropped by 1.2 million, a decrease of 9%. The change in black enrollment in primary schools was more modest, increasing by 11%, or 392,000 students. Had it not been for the increase in Hispanic enrollment, the total number of students in primary schools would have declined by 560,000, or 3%.

Table 5. Public Primary School Enrollment, 1993-94 and 2002-03
48 States and District of Columbia

Year	Total	Hispanic		White		Asian		Black		American Indian	
1993-94	21,414,285	3,002,897	14%	13,784,129	64%	780,956	4%	3,611,799	17%	234,504	1%
2002-03	22,445,602	4,596,726	20%	12,572,133	56%	999,628	4%	4,003,385	18%	273,730	1%
Increase	1,031,317	1,593,829	155%	-1,211,996	-118%	218,672	21%	391,586	38%	39,226	4%

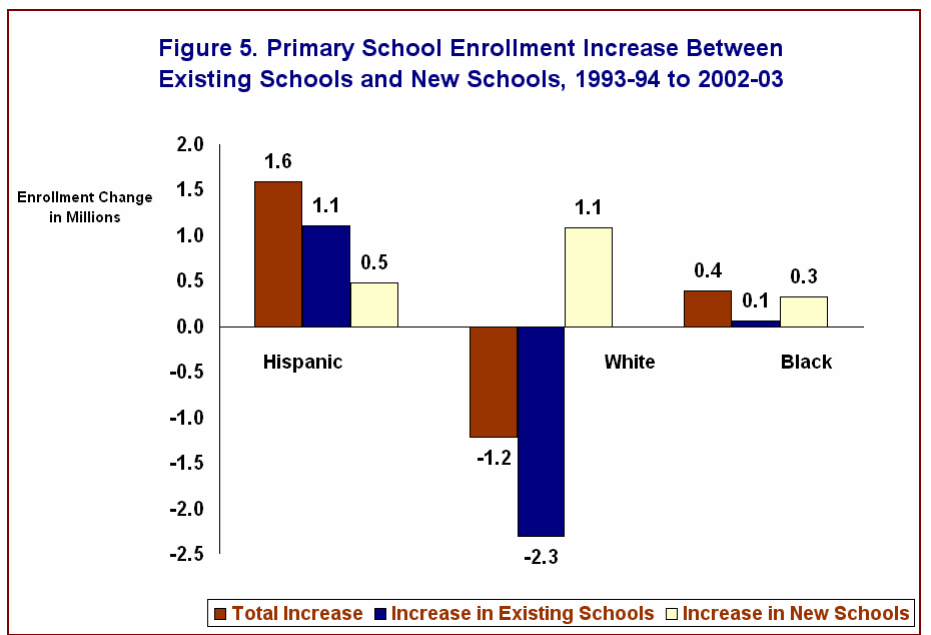
Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Notes: Excludes Tennessee and Idaho.

The growth in primary school enrollment, which was driven entirely by Hispanic students, was accompanied by an increase in the number of schools. A total of 6,500 primary schools enrolling about 2 million students were added between the 1993-94 and 2002-03 school years. During that time, the number of pupils attending existing schools declined by nearly 1 million. But the distribution of students among new and existing schools did not follow the underlying demographic pattern. Instead, there was a substantial shift of white students from existing schools to new ones.

Of the 2 million students in new schools, nearly 1.1 million were white. Meanwhile, white enrollment in existing primary schools declined by 2.3 million students, or 17%. Although Latinos accounted for all the increase in total primary school enrollment since 1993-94, they constituted only 24 percent of the increased enrollment at the new primary schools; nearly 70 percent were educated in existing schools even as the total number of students in those schools was declining.

In contrast, most of the 392,000 additional black students in primary schools attended new schools: 331,000, versus 61,000 enrolled at existing schools.



Source: Pew Hispanic Center

The decline in white primary school enrollment and increase in nonwhite primary school enrollment since 1993-94 have changed the racial/ethnic makeup of primary schools. As Table 5 reports, primary school enrollment in the 48 states

and the District of Columbia was 64 percent white in 1993-94; by 2002-03, it was 56 percent white. The decline in the white share of enrollment is mostly due to the rise in the Hispanic share, which increased from 14% to 20% over the period. The black share of enrollment went from 17% to 18%.

In 2002-03, the racial/ethnic composition of the nation's new primary schools was different from the composition of the existing primary schools. The 6,500 new primary schools were 58% white in 2002-03; existing primary schools were 56% white. The comparison understates the difference in racial/ethnic composition between newly opened and existing schools because it does not account for the schools' locations. New schools tended to be in the larger states where Latino enrollment was burgeoning and white children were a lower share of enrollment. An examination of new and existing primary schools in the same region or state shows that new primary schools had significantly greater white shares of enrollment than existing schools. For example, new primary schools in California were 41% white in 2002-03, while the existing schools were 30% white.

48 States and the District of Columbia						
	Total	Hispanic	White	Asian	Black	American Indian
Schools Existing in 1993-94	100%	21%	56%	4%	18%	1%
New Schools	100%	20%	58%	4%	17%	1%

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Notes: Excludes Tennessee and Idaho.

Hispanic enrollment also increased substantially in the nation's middle and high schools from 1993-94 to 2002-03. But the addition of 1.3 million Hispanic students did not have as great an impact as in primary schools because white enrollment also increased by 1 million, reflecting the "Baby Boom Echo," a burst of childbearing in the second half of the 1980s. Nonetheless, the growth rates are out of proportion. Hispanics contributed 40% of the growth in middle and high school enrollment from 1993-94 to 2002-03 but they accounted for only 12% of the students in 1993-94. Of the additional 1.3 million Hispanic students in middle and high schools over the same period, 920,000 (70%) were educated in existing middle and high schools. By comparison, of the additional 1 million white students, none of them was educated in existing schools. White enrollment in existing middle and high schools fell by 250,000.

**Table 7. Public Middle and High School Enrollment, 1993-94 and 2002-03,
48 States and District of Columbia**

Year	Total	Hispanic		White		Asian		Black		American Indian	
1993-94	19,374,491	2,307,701	12%	13,084,933	68%	734,560	4%	3,046,303	16%	200,994	1%
2002-03	22,662,508	3,633,890	16%	14,088,653	62%	1,016,294	4%	3,658,643	16%	265,028	1%
Increase	3,288,017	1,326,189	40%	1,003,720	31%	281,734	9%	612,340	19%	64,034	2%

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary Schools
Notes: Excludes Tennessee and Idaho.

Existing Schools versus New Schools

While ancillary to the primary purpose of the report, the Common Core of Data provides further information on the characteristics of new and existing public schools. Table 8 shows that new and existing schools in 2002-03 differed according to some key characteristics.³ On average, new schools tended to have lower enrollments. For example, in the 48 states and the District of Columbia the typical existing school had a total enrollment of 545 students, compared with 396 students at the typical new school. By several measures, new schools tended to have much more affluent student bodies than existing schools. Under the federal Elementary and Secondary Education Act, Title I funds tend to go to schools with higher concentrations of students from poor families. While 60% of existing schools were eligible for Title I funds, only 39% of new schools met the criteria. Under the National School Lunch Act, a student's household income must be under 130% of the federal poverty level to qualify. In existing schools, 34% of students qualified for free lunches, compared with 30% of students at new schools.

School Status	Number of Schools	Enrollment Size	Pupil to Teacher Ratio	Percent Eligible for Free Price Lunch	Percent Title I School	Percent Magnet School
Existing Schools	74,231	545	16.1	34.4%	60.2%	2.7%
New Schools	15,368	396	17.4	30.4%	39.2%	2.4%

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Note: The average school characteristics are the simple mean over all schools. These are not enrollment weighted. A small school receives the same weight as a large school. Not all schools report complete school information. For the 2002-03 school year, 86,528 schools reported their Title I status; 83,021 schools had information on their pupil teacher ratio, and 79,235 schools reported the number of students eligible for the free lunch program.

³ That is not because newly-opened schools are more likely to be primary schools rather than middle or high schools. In fact, newly-opened schools are less likely to be primary schools than existing schools. See Appendix Table C9 for comparison of newly-opened vs. existing schools within a given instructional level of school.

New Settlements and Traditional Hispanic States

Since the early 1980s and with increasing intensity in the past decade, geographic settlement patterns for the Latino population have been characterized by two trends: Even while Latinos have continued to concentrate in a handful of states where they have long been a major presence, other Latinos have dispersed to states where they are a new element of the population (Suro and Singer, 2002; Fischer and Tienda, 2006). In the traditional Hispanic states—so called because large shares of the Hispanic population have concentrated in them for many years—the impact has been measured in absolute numbers, while in the new settlement areas it has been measured in speed of growth.

In California, for instance, the Latino population grew by 3.3 million from 1990 to 2000, an increase of 43%. During that same period, the number of Hispanics in North Carolina increased by only 300,000, but that marked a growth of 392%. The same patterns are evident in school enrollment. However, there are important differences in how traditional Hispanic states and new settlement states handled the relationship between enrollment growth and the creation of new schools. In sum, traditional Hispanic states were more likely than new settlement states to educate Hispanic students in new schools.

For the purposes of this report, six states—California, Texas, Florida, Arizona, Illinois and New York—have been categorized as traditional Hispanic states. With 4.3 million Latino public school students in 1993-94, they accounted for 80 percent of all Hispanic enrollment. Over the next decade, the number of Latino students in those states increased by 2.1 million, or 48%. Public schools in traditional Hispanic states educated 76% of Latino students in 2002-03. Meanwhile, white enrollment in those states increased by 2,000, a statistically insignificant amount. Overall enrollment in the six states increased by 2.7 million, or 17%, and was accompanied by the creation of 6,732 schools, an increase of 20%.

Ten states—North Carolina, Georgia, Virginia, Maryland, Nevada, Utah, Oregon, Oklahoma, Indiana and Kansas—are categorized as new settlement states. Those states had only 233,000 Hispanic students in 1993-94. Over the next decade, Latino enrollment increased by 181%. However, because it started from such a small base, the Latino total of 653,000 students in 2002-03 amounted to just 8% of the total Hispanic enrollment nationwide. Meanwhile, white enrollment increased by 50,000, or 1%. Overall enrollment in these states increased by

980,000, or 13%, and was accompanied by the opening of 2,286 new schools, an increase of 8%.

Table 9. Public School Enrollment, Traditional Hispanic States and New Settlement States
1993-94 and 2002-03

Year	Total	Hispanic	White	Asian	Black	American Indian					
Traditional Hispanic States (6)											
1993-94	16,143,511	4,341,177	27%	8,359,087	52%	896,453	6%	2,430,361	15%	116,433	1%
2002-03	18,886,059	6,415,283	34%	8,361,302	44%	1,149,185	6%	2,808,372	15%	151,917	1%
Increase	2,742,548	2,074,106	76%	2,215	0%	252,732	9%	378,011	14%	35,484	1%
New Settlement States (10)											
1993-94	7,372,621	232,622	3%	5,296,513	72%	151,303	2%	1,560,175	21%	132,008	2%
2002-03	8,348,389	653,030	8%	5,346,405	64%	247,500	3%	1,926,019	23%	175,435	2%
Increase	975,768	420,408	43%	49,892	5%	96,197	10%	365,844	37%	43,427	4%

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School U

Table 10. Public School Enrollment and Schools, 2002-03, Traditional Hispanic States and New Settlement States

	Schools	Students	Percent of Students
Traditional Hispanic States (6)			
Schools Existing in 1993-94	24,025	16,123,154	85%
New Schools	6,732	2,762,905	15%
Total	30,757	18,886,059	100%
New Settlement States (10)			
Schools Existing in 1993-94	12,879	7,078,739	85%
New Schools	2,286	1,269,650	15%
Total	15,165	8,348,389	100%

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

School districts in new settlement states were less likely than districts in traditional Hispanic states to open new schools as enrollment increased. In the new settlement states, the addition of 980,000 students was accompanied by the opening of 2,286 new schools. Another way of putting it is that those states added schools at a rate of 2,342 schools per 1 million additional students. In the traditional Hispanic states, each additional 1 million students generated 2,454⁴ new schools.

In both the traditional Hispanic and new settlement states, white enrollment in new schools increased while declining in existing ones. However, enrollment patterns for Hispanics differed. Traditional Hispanic states were more likely than new settlement states to educate additional Hispanic students in new schools (Table 11). Of a total increase in Hispanic enrollment of 2.1 million in the traditional Hispanic states, 37% of the additional students (762,000) attended new schools. Of a total increase in Hispanic enrollment of 420,000 in the new settlement states, 20% of the additional students (84,000) attended new schools.

⁴ These calculations are based on the unrounded counts of students and schools.

Table 11. Increase in Public School Enrollment, 1993-94 to 2002-03			
New Schools versus Existing Schools			
Increase	Hispanic	White	Black
All States			
Total Increase	3,029,986	-35,056	1,105,151
Increase in Existing Schools	2,061,693	-2,573,013	390,165
Increase in New Schools	968,293	2,537,957	714,986
Share of the Enrollment Increase in Existing Schools	68%		35%
Traditional Hispanic States (6)			
Total Increase	2,074,106	2,215	378,011
Increase in Existing Schools	1,312,578	-1,051,296	79,871
Increase in New Schools	761,528	1,053,511	298,140
Share of the Enrollment Increase in Existing Schools	63%		21%
New Settlement States (10)			
Total Increase	420,408	49,892	365,844
Increase in Existing Schools	336,741	-540,947	177,489
Increase in New Schools	83,667	590,839	188,355
Share of the Enrollment Increase in Existing Schools	80%		49%
Rest of the United States			
Total Increase	535,472	-87,163	361,296
Increase in Existing Schools	412,374	-980,770	132,805
Increase in New Schools	123,098	893,607	228,491
Share of the Enrollment Increase in Existing Schools	77%		37%
<i>Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe</i>			
<i>Notes: Excludes Tennessee and Idaho.</i>			

Changes in Racial and Ethnic Composition

The two simultaneous developments in school enrollment described above—rapid increases in the number of Hispanic students and the decline in the number of white students—potentially constituted a significant shift in the racial and ethnic composition of American public schools. Using various approaches, researchers have come to fundamentally different conclusions about how the population change was reflected in the actual racial/ethnic makeup of schools. Gary Orfield, co-director of the Harvard Civil Rights Project, concluded that segregation intensified over the 1990s (Orfield, 2001). John R. Logan, a sociologist at Brown University, observed that the trend toward lower levels of school segregation, evident since the late 1960s, halted in 1990 but did not reverse (Logan, 2004).

This analysis finds that the combination of changes in enrollment and the opening of new schools had some notable effects on racial composition when examined in terms of the kinds of schools attended by white students. However, after a decade of change, one fundamental characteristic essentially remained: A substantial majority of white students attended schools populated primarily by other whites, and relatively few attended schools populated primarily by minorities. This analysis is not meant to resolve the debate over the trend in segregation; rather, it offers another perspective on changes in enrollment composition, examining trends in terms of two variables: the growth of the Hispanic population and the opening of new schools.

Some change in racial/ethnic distribution was inevitable simply as a result of the change in the student population. From 1993-94 to 2002-03, the number of white students declined slightly (35,000) while the number of Hispanics and other minorities increased by nearly 4.8 million. As a result, the white share of total enrollment decreased from 66% to 59%.

This analysis uses three common measures of racial distribution. One is the share of white students who attend schools that are predominantly white, defined here as having white enrollment of at least 90%. Another measure is the share of white students attending schools that are largely white, defined here as those with enrollments that are 50% to 90% white. Finally, racial composition can also be measured in terms of minority/majority schools, where minority students constitute a majority of the student body. Examining those measures on a national or regional basis offers a generalized look at broad trends, and it is important to keep in mind that racial/ethnic composition can vary significantly among schools within a single community. Much of the empirical literature on trends in school segregation examines school enrollment at the school district or metropolitan area

level. Trends at the state or regional level don't necessarily apply to smaller areas. Again, the purpose of this report is not to weigh in on the debate on school segregation trends but to understand how enrollment patterns in new schools compare to the distribution of enrollment in existing schools.

As a result of the changes in school enrollment nationwide, there were fewer white students both in numbers and—even more so—as a share of enrollment of schools that were disproportionately white. In 1993-94, nearly half of all white public school students (49%) attended schools that were predominantly white, and over the 10-year period, that share declined predictably. Nonetheless, in 2002-03 four of every 10 white students (40%) attended schools whose enrollments were at least 90% white. Most of the change was absorbed by schools that were largely white, as the share of white students in that category increased from 41% to 48%. As the share of minorities in the schools increased rapidly, the number of white students attending majority/minority schools increased only modestly, from 9% to 12%. In other words, after a decade of extensive change in the educational landscape, the great majority of white students still attended schools where other whites were by far the largest presence and four of every 10 attended schools where whites predominated.

Table 12. Distribution of White Enrollment Across Public Schools, 1993-94 and 2002-03, 48 States and District of Columbia					
Distribution in Percent					
	Number of Schools	Predominantly White (90+)	Largely White (50 - 90)	Majority Minority	Total
1993-94					
All Schools	80,360	49%	41%	9%	100%
2002-03					
All Schools	89,599	40%	48%	12%	100%
Existing Schools	74,231	41%	47%	12%	100%
New Schools	15,368	34%	55%	12%	100%
<i>Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey</i>					
<i>Notes: Excludes Tennessee and Idaho.</i>					

Although minorities, particularly Hispanics, accounted for all of the enrollment growth in this period, the same basic pattern held for the new schools. In the new

schools, a smaller, though still substantial, share of whites attended predominantly white schools. Of white students in new schools, 55% attended schools that were largely white, compared with 47% of those in existing schools. There was no difference in the share of whites enrolled in majority/minority schools (12%).

This basic trend held true in areas of the country that experienced the largest shifts in enrollment measured in absolute numbers. In the six traditional Hispanic states, whites constituted 52% of all school enrollment in 1993-94; by 2002-03, their share had fallen to 44%. White students, in effect, became the minority, but relatively few attended schools that reflected that demographic change. In those states, 21% of whites attended predominantly white schools in 2002-03 and 57% attended largely white schools. Thus, 78% of white students attended schools that were disproportionately white. The share was even somewhat higher—80%—in the new schools in those states.

	Number of Schools	Distribution in Percent			Total
		Predominantly White (90+)	Largely White (50 - 90)	Majority Minority	
1993-94					
All Schools	25,670	28%	56%	17%	100%
2002-03					
All Schools	30,757	21%	57%	22%	100%
Existing Schools	24,025	22%	56%	22%	100%
New Schools	6,732	16%	64%	20%	100%

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD); Public Elementary/Secondary School Universe Survey

In the 10 new settlement states, the white share of total enrollment declined from 72% in 1993-94 to 64% by 2002-03. The proportion of whites attending predominantly white schools fell from 45% in 1993-94 to 32% in 2002-03. Few additional whites attended majority/minority schools in these states, as the change was largely absorbed in largely white schools. Largely white schools educated 56% of whites in 2002-03, up from 48% in 1993-94. The share of whites at majority/minority schools remained modest at 11%, and whites in new schools in new settlement states were even less likely to attend majority/minority schools.

Primary schools are another category of schools that experienced substantial changes in their racial/ethnic composition. In the nation's primary schools, whites

constituted 64% of all students in 1993-94 and 56% in 2002-03. As noted above, Hispanic enrollment in primary schools increased by 1.6 million while white enrollment dropped by 1.2 million. The share of whites attending predominantly white schools dropped from 50% to 40%, but the share attending majority/minority schools increased only from 9% to 13% and was even lower (11%) in new schools. Again, most of the demographic change was absorbed in largely white schools.

Finally, consider the case of primary schools in traditional settlement areas where white enrollment declined from 50% to 41%. In 1993-94, 83% of whites attended schools that were at least half white (29% in predominantly white schools and 55% in largely white schools). In 2002-03, more than three-quarters of white students (78%) still attended schools that were more than half white (21% in predominantly white schools and 57% in largely white schools). In new schools, an even higher share (81%) attended schools that were at least half white.

Table 14. Distribution of White Enrollment across Public Primary Schools					
48 States and District of Columbia					
		Distribution in Percent			
	Number	Predominantly	Largely	Majority	
	of	White (90+)	White (50 - 90)	Minority	Total
	Schools				
48 States and DC					
1993-94					
All Schools	48,138	50%	41%	9%	100%
2002-03					
All Schools	51,171	40%	47%	13%	100%
Existing Schools	44,645	41%	46%	13%	100%
New Schools	6,526	35%	54%	11%	100%
Traditional Hispanic States (6)					
1993-94					
All Schools	15,448	29%	55%	17%	100%
2002-03					
All Schools	17,454	21%	56%	22%	100%
Existing Schools	14,726	22%	55%	23%	100%
New Schools	2,728	16%	65%	19%	100%
<i>Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey</i>					
<i>Notes: Excludes Tennessee and Idaho.</i>					

The Impact of Hispanics on Schools

So far this report has focused on the school construction boom and the ways it relates to the growth of the Hispanic population. The following section focuses on the schools most affected by growth in the number of Hispanic students. This analysis examines how many schools, and which ones, experienced the greatest impact and how the characteristics of those schools differ from the rest.

As noted above, the Hispanic population remains substantially concentrated in a few traditional states even as it has begun to disperse to new settlement areas. And, within both traditional and new settlement states, the Latino population remains substantially concentrated geographically by neighborhood (Suro and Tafoya, 2004). Given that Hispanic enrollment is heavily concentrated in a relatively small set of schools, it is perhaps not surprising that the increases in Hispanic enrollment have also been relatively concentrated. As a result, the schools that were most affected by growth in Hispanic enrollment tended to be schools that already had large numbers of Latino students.

Concentrated Impact

The concentrated impact of Hispanic enrollment growth is most clearly illustrated by examining the 74,200 existing schools—those that were operating continuously since at least 1993-94. One-fifth of those schools absorbed two-thirds (66%) of the Hispanic enrollment growth. Just one-tenth of the existing schools, 7,398 schools, handled half (52%) of the increase. In 1993-94, those 7,398 schools enrolled 2.1 million Hispanic students, or 40% of the total. By 2002-03, those same schools had more than 3.7 million Hispanic students, which was 44% of all the Latinos in U.S. public schools. In sum, as Hispanic enrollment grew quickly, most of the new students flowed into a relatively small number of schools that already were educating a sizable share of Latino students.

However, as noted above, Hispanic population growth has been characterized by both concentration and dispersal. So even as half of the increase in Latino enrollment was concentrated in one-tenth of the existing schools, the other half was scattered across both existing and new schools. As a result, many schools that had very few Latino students at the beginning of the period under study experienced an influx. Because they started from a small base, even modest increases in the absolute number of Latino students produced very dramatic gains

on a percentage basis. So, for example, at one-fifth of the nation’s existing schools the Hispanic enrollment at least tripled, but again in most cases those percentage gains involved relatively small numbers of new students.

**Table 15. Distribution of the Increase in Hispanic Public School Enrollment
48 States and the District of Columbia**

Hispanic Increase Category	Number of Schools	Hispanic School Enrollment		Absolute Increase in Hispanic Enrollment	Share of Total Hispanic Enrollment Increase (in %)
		1993-94	2002-03		
All Schools		5,417,458	8,447,444	3,029,986	100%
Top 10 Percent Gainers	7,398	2,144,927	3,717,462	1,572,535	52%
Top 20 Percent Gainers	14,802	2,941,123	4,947,035	2,005,912	66%

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Notes: Excludes Tennessee and Idaho.

Measuring the Impact of Hispanic Enrollment Growth

If schools across the country experienced the growth of the Hispanic student population in many different ways in terms of absolute numbers and percentage gains, how does one identify the schools most affected by that growth and measure the impact of the population change? There are, of course, many methodological possibilities. This analysis focuses on schools that experienced gains in Hispanic enrollment both in absolute numbers and on a percentage basis.

To identify schools that can be identified as having been heavily impacted by Hispanic enrollment growth, the following analysis first eliminated the tens of thousands of schools that gained fewer than 100 Latinos. In addition, the analysis considered only schools whose Hispanic enrollment rose by at least 100%. By setting a threshold of schools that at least doubled their Hispanic enrollment, the analysis sets aside many large schools that already had substantial numbers of Latinos enrolled and where the addition of 100 or more would not have an inordinate impact.

This double-edged criterion—an increase of at least 100 Hispanic students and at least a 100% increase in enrollment—produces a category of schools that will be

referred to as “Hispanic-impacted” schools. Of the nation’s 74,200 existing schools, 3,369, or about 5%, fall into this category. All other schools are referred to as “small Hispanic increase” schools. Because this analysis measures change in enrollment across a 10-year period, it necessarily excludes the 15,000 new schools in 2002-03 and deals only with the existing schools, which educate 87% of all students.

In 2002-03, a total of 3.3 million students attended Hispanic-impacted schools and 37 million attended small Hispanic increase schools. So a relatively small share of students—8.2% of the enrollment in existing schools—attended schools most affected by the growth of Hispanic enrollment.

It is important to emphasize that this criterion is not meant to identify the schools that were most heavily Hispanic but rather those that experienced the greatest impact from Hispanic growth. Nationwide, Latinos accounted for 34% of the students in Hispanic-impacted schools while they made up 18% of enrollment in all schools. Thus, while Hispanics did not make up a majority of the students in Hispanic-impacted schools on average, those schools were disproportionately Hispanic. Meanwhile, whites were somewhat underrepresented in Hispanic-impacted schools, making up 42% of enrollment in those schools compared with 59% of enrollment in all schools.

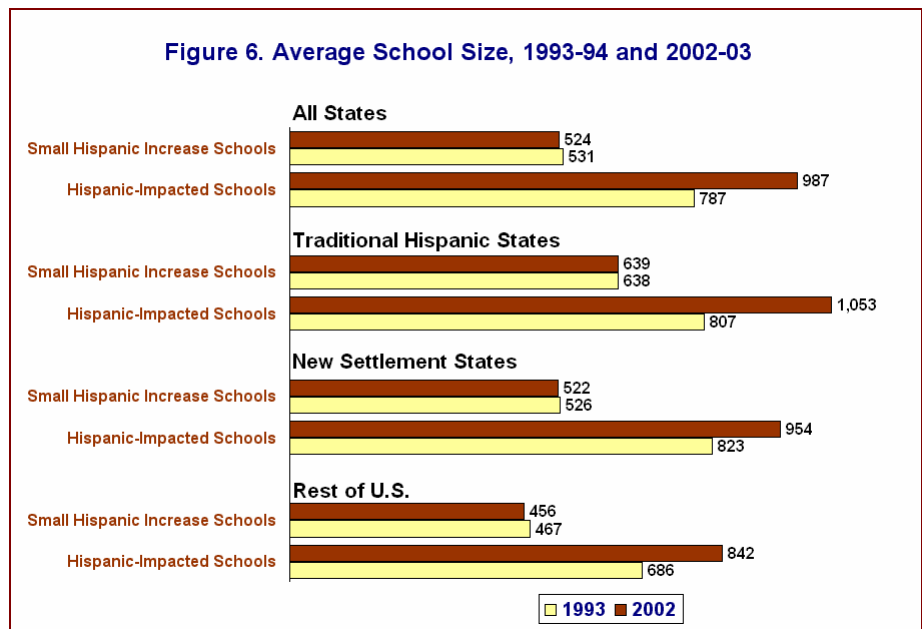
Not surprisingly, the Hispanic-impacted schools are concentrated in traditional Hispanic states because that is where the bulk of the Hispanic population resides. Of the 3,369 Hispanic-impacted schools, nearly 1,900 are in the six traditional Hispanic states. They enrolled nearly 2 million students, or 12% of the total enrollment in existing schools in those states. In new settlement states, the 825 Hispanic-impacted schools enroll a similar share of total enrollment in existing schools (11%), but a much larger share of Latino students (38%). Nationwide, 6% of white students attended Hispanic-impacted schools. The share of white students at those schools was somewhat higher in traditional settlement states (11%) than in new settlement states (8%) (See Appendix Table C15).

Characteristics of Hispanic-Impacted Schools

Public schools that experienced significant growth in the Latino population also experienced adverse changes. By 2002-03, Hispanic-impacted schools were generally larger, had more students on federal subsidies and had larger teacher-student ratios—the latter an important indicator that has improved across the nation but not as significantly in Hispanic-impacted schools.

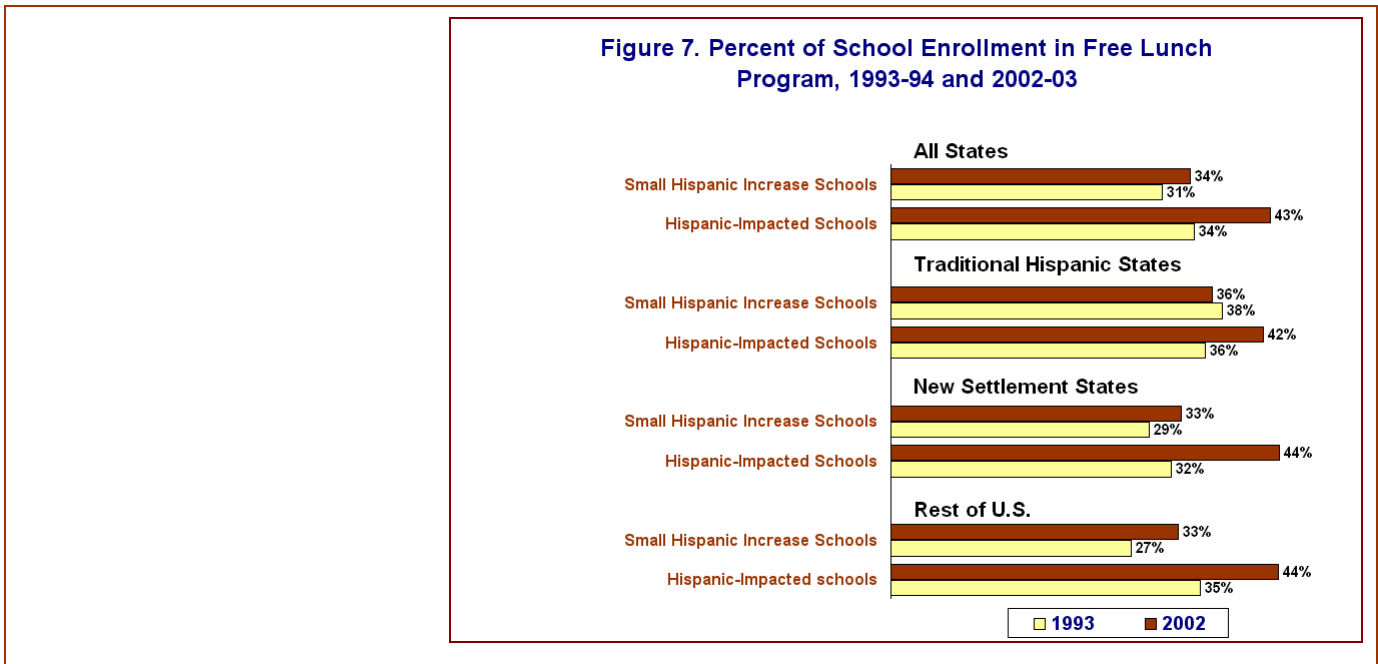
The most obvious difference between the schools most affected by Hispanic growth is that the Hispanic-impacted schools as a whole added significantly to their enrollment (674,000) while small Hispanic increase schools experienced declining enrollment (430,000) (see Appendix Table C14). While this increased enrollment was packed into the relatively small number of Hispanic-impacted schools (3,400), the decrease was spread out among the much larger number of small Hispanic increase schools (71,000). As a result, school size increased in the schools most affected by the Hispanic enrollment gains while remaining stable elsewhere.

Nationwide, the average size of Hispanic-impacted schools increased from 787 students to 987, or 25%, while the size of small Hispanic increase schools changed only slightly, from 531 students to 524. The effects were most noticeable in states with the largest Hispanic populations. In traditional Hispanic states, the average size of Hispanic-impacted schools increased from 807 students in 1993-94 to 1,053 students in 2002-03, a jump of 30%. Those with a smaller increase in Hispanic enrollment remained stable at about 638 students. In new settlement states, Hispanic-impacted schools increased on average from 823 students to 954. Existing schools in new settlement states that had less Hispanic growth remained stable at about 525 students. A growing body of research literature indicates that larger school size, especially at the secondary level, is associated with less favorable student attainment (Fry, 2005).



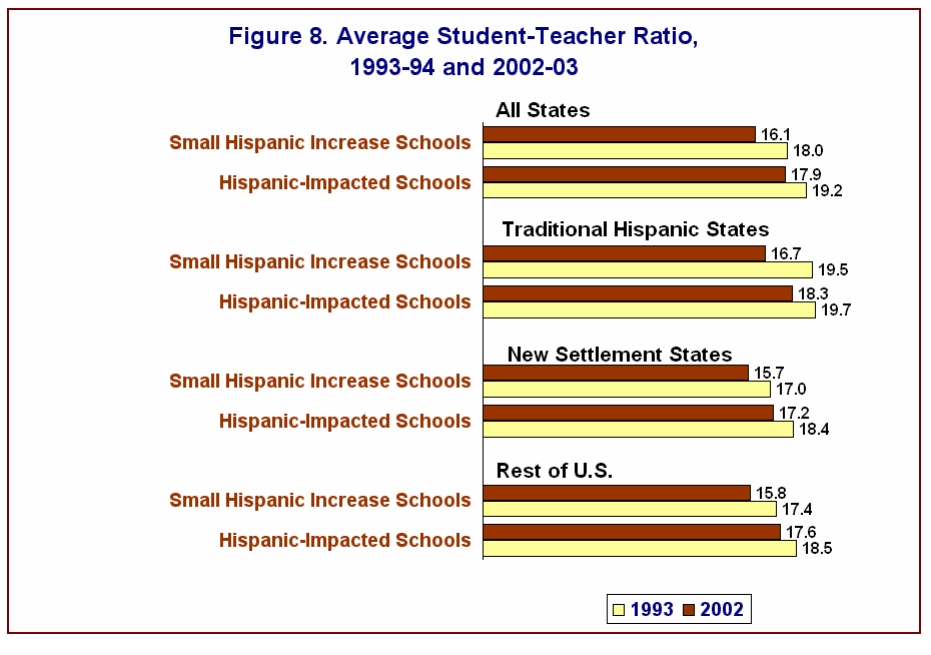
Source: Pew Hispanic Center

As noted above, the share of students in a school that is eligible for the federally funded free lunch program is an important measure of students' economic status. The average proportion of a school's students eligible for the free lunch program rose at existing schools from 1993-94 to 2002-03. The increase was markedly greater at Hispanic-impacted schools than at schools with a small increase in Hispanic enrollment (Figure 7). In traditional Hispanic states, the average proportion of students at Hispanic-impacted schools who were eligible for free lunches rose from 36% to 42%. The schools with a small increase in Hispanic enrollment on average experienced a small decline in free lunch eligibility. A substantially greater increase in free lunch eligibility at Hispanic-impacted schools in comparison to small Hispanic increase schools is also observed in new settlement states.



Source: Pew Hispanic Center

The trend in public education since 1993-94 has been for the typical number of students per teacher to decline (Figure 8). Among existing schools, the student-teacher ratio has declined. The decline has been steeper at schools with a smaller increase in Hispanic enrollment than at Hispanic-impacted schools.

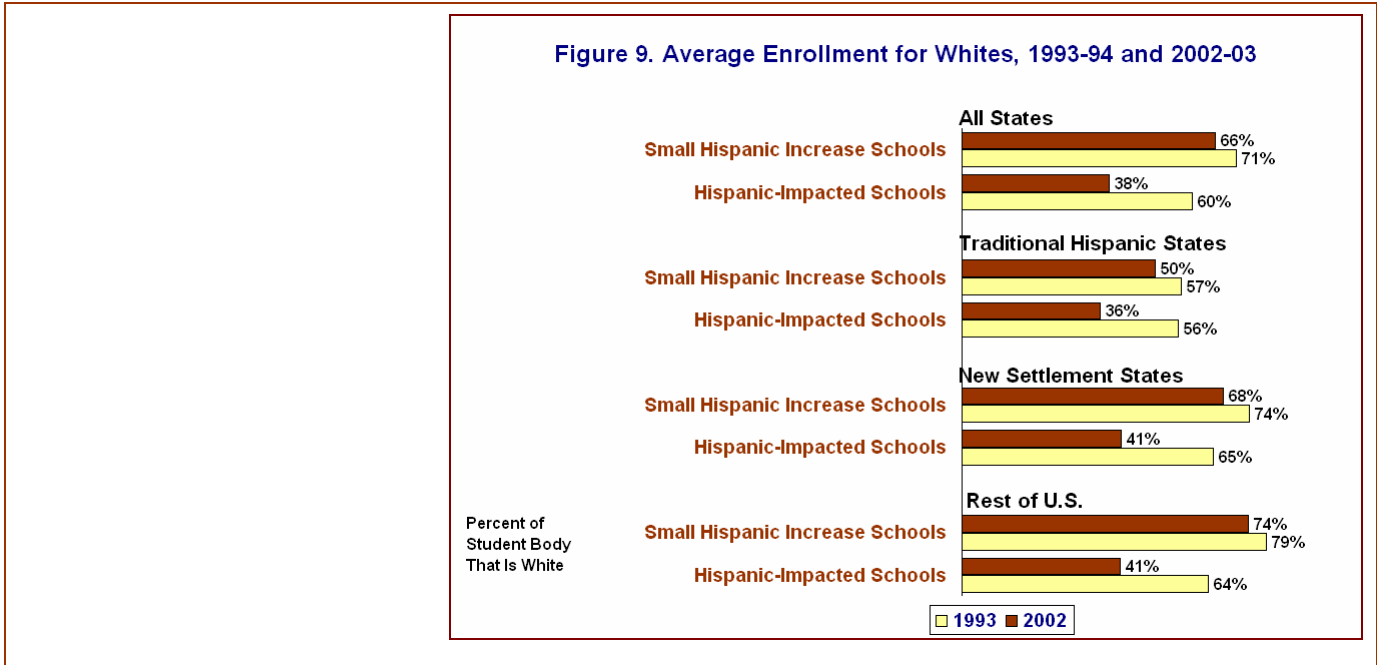


Source: Pew Hispanic Center

Hispanic-impacted schools, aside from being larger and poorer, underwent a significant change in their ethnic and racial composition. Those schools became less white than schools that did not experience a surge in Latino enrollment.

This analysis has shown that as the number of white students in the nation’s public schools declined, the number of schools that are predominantly white also declined somewhat. The decline, however, was not evenly distributed. Hispanic-impacted schools experienced not only substantial gains in enrollment because of an influx of Latinos, but also larger declines in the percentage of white students than schools less affected by Hispanic enrollment increases. Thus, in the most affected schools, as overall enrollment increased the share of Hispanics went up and the share of whites went down. Meanwhile, in the vast majority of schools, enrollment declined while there was a much lesser change in the mix of Hispanic and white students.

Nationwide, the average share of white students in Hispanic-impacted schools decreased from 60% to 38%. Meanwhile, in all other schools the white share declined more modestly, from 71% to 66%. The trend was most evident in new settlement states, where white enrollment in Hispanic-impacted schools decreased from 65% to 41%. By comparison, the white share in schools that did not have a significant increase in Hispanic enrollment declined from 74% to 68%. The same pattern was evident in traditional Hispanic states.



Source: Pew Hispanic Center

School segregation can be measured a variety of ways. This analysis uses a very widely known measure of segregation known as the exposure index. The exposure index tallied is the Hispanic-white exposure index, which measures the white share of enrollment at the school that the average Hispanic student attends. For the nation as a whole, school segregation for Hispanic children modestly increased over the 1990s, in the sense that the average Hispanic student’s exposure to white children declined (Logan, 2002; NCES, 1999).

In this analysis, looking at all schools nationwide, the average Hispanic attended a school that was 31% white in 1993-94 and 28% white in 2002-03. The decline in exposure to whites was much steeper in Hispanic-impacted schools (from 51% to 32%) than in the schools that had a small increase in Hispanic enrollment (29% to 26%).⁵ By this measure, segregation increased more in the Hispanic-impacted schools than in the schools that had a small increase in Hispanic enrollment.

⁵ The 3,369 Hispanic-impacted schools on average were 60% white in 1993-94 (Figure 9). That is the simple average, though, over the 3,369 schools. Each school is weighted equally, regardless of its size or how many Hispanic students attend it. Table 16 reveals that the average Hispanic student in these existing schools attended a school that was 51% white in 1993-94. The Hispanic-white exposure index puts more weight on schools that Hispanics heavily attended.

Table 16. Change in Segregation of Schools from 1993-94 to 2002-03				
Hispanic Impact	Number of Schools	Year	White Share of Enrollment at Schools Attended by Average Hispanic Student	
All Schools in 48 States and D.C.				
	80,360	1993	31%	
	89,599	2002	28%	
Existing Schools in 48 States and D.C.				
Hispanic-Impacted Schools	3,369	1993	51%	
		2002	32%	
Small Hispanic Increase Schools	70,862	1993	29%	
		2002	26%	
Traditional Hispanic States				
Hispanic-Impacted Schools	1,886	1993	48%	
		2002	29%	
Small Hispanic Increase Schools	22,139	1993	25%	
		2002	21%	
New Settlement States				
Hispanic-Impacted Schools	825	1993	59%	
		2002	37%	
Small Hispanic Increase Schools	12,054	1993	64%	
		2002	56%	
Rest of United States				
Hispanic-Impacted Schools	658	1993	57%	
		2002	37%	
Small Hispanic Increase Schools	36,669	1993	44%	
		2002	44%	
<i>Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey</i>				
<i>Notes: Excludes Tennessee and Idaho.</i>				

In the traditional Hispanic states, exposure to white students dropped steeply in Hispanic-impacted schools, as the share of whites in the school attended by the average Latino declined from 48% to 29%. Meanwhile, in schools with smaller increases in Hispanic enrollment, exposure to white students fell only from 25% to 21%. The new settlement states showed a similar pattern in which the share of whites in the school attended by a Latino student fell from 59% to 37% in Hispanic-impacted schools and from 64% to 56% in the small Hispanic increase schools.

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Appendix A: Data Source

The enrollment tabulations are based on the U.S. Department of Education’s “Public Elementary/Secondary School Universe Survey” for school years 1993-94 and 2002-03. The latter year is the most recent available. Not all states report student enrollment by race/ethnicity. The number of states not reporting racial/ethnic counts increases in earlier school years. The 1993-94 school year is the earliest school year for which the missing data problems are manageable.

Not all public schools are included in the analysis. Using the 2002-03 school year to illustrate, the Public Elementary/Secondary School Universe Survey indicates that there are 97,531 public schools in operation in the 50 states and the District of Columbia in fall 2002. Of those, 92,330 schools reported students in attendance. Tennessee did not report student enrollment by race/ethnicity for the 2002-03 school year. Idaho did not report such data for 1993-94. To have an “apples-to-apples” comparison over time, schools in Idaho and Tennessee are excluded, reducing the number of schools to 89,671. Finally, eliminating schools with missing racial/ethnic counts further reduces the 2002-03 school count to 89,599.

A school’s total enrollment can be measured two ways. The reported total student enrollment, MEMBER, can be used. Alternatively, the sum of the students by race/ethnicity groups may be used. For some schools the latter count is less than the MEMBER count. This report tallies school enrollment using the sum across the racial/ethnic groups. In the aggregate, it makes little difference. As the following table shows, for both years the difference in total student enrollment is quite small:

Table A1. Public School Enrollment, 48 States and District of Columbia

Year	Schools	Total Reported Student Enrollment MEMBER	Hispanic	White	Asian	Black	American Indian	Total Student Enrollment, Sum of Columns 4 to 8
1993-94	80,360	41,854,723	5,417,458	27,548,883	1,532,936	6,888,341	459,818	41,847,436
2002-03	89,599	46,685,193	8,447,444	27,513,827	2,050,914	7,993,492	573,873	46,579,550

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Appendix B: State and Hispanic Typology

Many demographic analysts classify the growth and dispersal of Hispanics and immigrants into the three-way split of traditional receiving states, new destination states, and other states (e.g., Suro and Tafoya, 2004; Fix and Passel, 2003; and Bump, Lowell and Pettersen, 2005). This paper's typology is based on the level and growth of Hispanic public school enrollment, rather than the entire Hispanic population. Appendix Table B1 reports the 1993-94 level of Hispanic school enrollment and the absolute and percentage increase in enrollment for 48 states and the District of Columbia. The bulk of the increase in Hispanic enrollments (69%) occurred in the six traditional Hispanic states: California, Texas, Florida, Arizona, Illinois and New York. Hispanic enrollment increased by more than 100,000 students over the period in these states, and each educated more than 300,000 Latinos in the 2002-03 school year.

Not surprisingly, many states experienced triple-digit growth in their Hispanic school enrollment. However, some of the states with very large percentage increases in Hispanic enrollment (such as Alabama and Kentucky) had few Hispanic students in absolute number in either 1993-94 or 2002-03. The criterion to be a "new settlement state" is based on both percentage growth as well as absolute increase in Hispanic enrollment. The 10 new settlement states at least doubled their enrollment of Hispanic students. In absolute terms, half of the 48 states and the District of Columbia enrolled an additional 22,000 Latino students from 1993-94 to 2002-03 (or the median state increase is 22,000 students). New settlement states doubled their Hispanic enrollment and had an enrollment increase in excess of the median enrollment increase. The 10 new settlement states are not strictly confined to the Southeast and include fast-growing states in the west (Oregon, Nevada and Utah) and in the heartland (Oklahoma, Indiana and Kansas). By construction, public schools in the "new settlement states" need to educate significantly greater numbers of Latino students and prior to the 1990s they had little experience educating Latinos.

**Table B1: Hispanic Public School Enrollment by States,
1993-94 and 2002-03**

State	Hispanic School Enrollment		Increase in Hispanic Enrollment	
	1993-94	2002-03		Percent
Traditional Hispanic States				
Florida	281,528	537,689	256,161	91.0
Arizona	191,569	338,816	147,247	76.9
Illinois	210,174	352,665	142,491	67.8
California	1,948,908	2,819,504	870,596	44.7
Texas	1,271,374	1,819,063	547,689	43.1
New York	437,624	547,546	109,922	25.1
New Settlement States				
North Carolina	14,423	79,142	64,719	448.7
Georgia	18,948	92,837	73,889	390.0
Nevada	33,664	105,638	71,974	213.8
Virginia	28,630	71,770	43,140	150.7
Utah	20,933	50,543	29,610	141.5
Maryland	22,446	50,636	28,190	125.6
Oregon	30,027	67,128	37,101	123.6
Oklahoma	19,779	43,840	24,061	121.6
Indiana	19,516	42,659	23,143	118.6
Kansas	24,256	48,837	24,581	101.3
Rest of United States				
Arkansas	3,863	21,422	17,559	454.5
South Carolina	3,459	18,698	15,239	440.6
Alabama	2,729	13,022	10,293	377.2
Kentucky	1,804	8,337	6,533	362.1
Mississippi	1,543	4,810	3,267	211.7
Missouri	7,171	21,157	13,986	195.0
Iowa	7,873	21,375	13,502	171.5
Minnesota	13,404	35,186	21,782	162.5
Nebraska	10,034	26,151	16,117	160.6
New Hampshire	1,916	4,622	2,706	141.2
Delaware	3,598	8,430	4,832	134.3
Vermont	322	745	423	131.4
South Dakota	898	2,033	1,135	126.4
West Virginia	630	1,310	680	107.9
Rhode Island	12,521	24,831	12,310	98.3
Wisconsin	24,572	47,377	22,805	92.8

**Table B1: Hispanic Public School Enrollment by States,
1993-94 and 2002-03 (cont.)**

State	Hispanic School Enrollment		Increase in Hispanic Enrollment	
	1993-94	2002-03		Percent
Rest of United States				
Washington	62,615	116,830	54,215	86.6
Maine	800	1,434	634	79.3
Michigan	35,682	61,808	26,126	73.2
Colorado	105,955	182,590	76,635	72.3
Alaska	3,029	4,989	1,960	64.7
Pennsylvania	57,208	93,603	36,395	63.6
District of Columbia	4,937	7,893	2,956	59.9
New Jersey	147,167	227,154	79,987	54.4
North Dakota	921	1,405	484	52.6
Ohio	24,033	35,710	11,677	48.6
Connecticut	54,449	80,215	25,766	47.3
Massachusetts	76,108	110,201	34,093	44.8
Louisiana	9,100	12,240	3,140	34.5
Montana	2,248	2,955	707	31.5
New Mexico	147,783	165,451	17,668	12.0
Wyoming	6,205	6,660	455	7.3
Hawaii	9,082	8,487	-595	-6.6
Total	5,417,458	8,447,444	3,029,986	55.9

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Notes: Excludes Tennessee and Idaho. See Appendix B for the classification of states into traditional Hispanic, new settlement, and rest of the United States.

Appendix C: Detailed National Data Tables

Table C1. Public School Enrollment, 48 States and the District of Columbia

Year	Schools	Total	Hispanic	White	Asian	Black	American Indian
All Schools							
1993-94	80,360	41,847,436	5,417,458	27,548,883	1,532,936	6,888,341	459,818
2002-03	89,599	46,579,550	8,447,444	27,513,827	2,050,914	7,993,492	573,873
Increase	9,239	4,732,114	3,029,986	-35,056	517,978	1,105,151	114,055
Existing Schools							
1993-94	74,231	40,246,118	5,253,972	26,496,612	1,505,984	6,557,138	432,412
2002-03	74,231	40,490,363	7,315,665	23,923,599	1,796,617	6,947,303	507,179
Increase		244,245	2,061,693	-2,573,013	290,633	390,165	74,767
Increase in New Schools		4,487,869	968,293	2,537,957	227,345	714,986	39,288
Share of the Enrollment Increase in Existing Schools (in %)		5.2	68.0		56.1	35.3	65.6
New Settlement States							
All Schools							
1993-94	13,985	7,372,621	232,622	5,296,513	151,303	1,560,175	132,008
2002-03	15,165	8,348,389	653,030	5,346,405	247,500	1,926,019	175,435
Increase	1,180	975,768	420,408	49,892	96,197	365,844	43,427
Existing Schools							
1993-94	12,879	7,014,387	222,504	5,057,246	147,400	1,461,221	126,016
2002-03	12,879	7,078,739	559,245	4,516,299	204,417	1,638,710	160,068
Increase		64,352	336,741	-540,947	57,017	177,489	34,052
Increase in New Schools		911,416	83,667	590,839	39,180	188,355	9,375
Share of the Enrollment Increase in Existing Schools (in %)		6.6	80.1	0.0	59.3	48.5	78.4

Table C1. Public School Enrollment, 48 States and the District of Columbia (cont.)

Year	Schools	Total	Hispanic	White	Asian	Black	American Indian
Traditional Hispanic States							
All Schools							
1993-94	25,670	16,143,511	4,341,177	8,359,087	896,453	2,430,361	116,433
2002-03	30,757	18,886,059	6,415,283	8,361,302	1,149,185	2,808,372	151,917
Increase	5,087	2,742,548	2,074,106	2,215	252,732	378,011	35,484
Existing Schools							
1993-94	24,025	15,648,106	4,210,097	8,102,130	883,228	2,340,651	112,000
2002-03	24,025	16,123,154	5,522,675	7,050,834	1,003,459	2,420,522	125,664
Increase		475,048	1,312,578	-1,051,296	120,231	79,871	13,664
Increase in New Schools		2,267,500	761,528	1,053,511	132,501	298,140	21,820
Share of the Enrollment Increase in Existing Schools (in %)		17.3	63.3	0.0	47.6	21.1	38.5
Rest of United States							
All Schools							
1993-94	40,705	18,331,304	843,659	13,893,283	485,180	2,897,805	211,377
2002-03	43,677	19,345,102	1,379,131	13,806,120	654,229	3,259,101	246,521
Increase	2,972	1,013,798	535,472	-87,163	169,049	361,296	35,144
Existing Schools							
1993-94	37,327	17,583,625	821,371	13,337,236	475,356	2,755,266	194,396
2002-03	37,327	17,288,470	1,233,745	12,356,466	588,741	2,888,071	221,447
Increase		-295,155	412,374	-980,770	113,385	132,805	27,051
Increase in New Schools		1,308,953	123,098	893,607	55,664	228,491	8,093
Share of the Enrollment Increase in Existing Schools (in %)		0.0	77.0		67.1	36.8	77.0

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Note: Excludes Tennessee and Idaho.

Table C2. Public Primary School Enrollment, 48 States and the District of Columbia

Year	Schools	Total	Hispanic	White	Asian	Black	American Indian
All Schools							
1993-94	48,138	21,414,285	3,002,897	13,784,129	780,956	3,611,799	234,504
2002-03	51,171	22,445,602	4,596,726	12,572,133	999,628	4,003,385	273,730
Increase		1,031,317	1,593,829	-1,211,996	218,672	391,586	39,226
Existing Schools							
1993-94	44,645	20,573,637	2,925,804	13,209,006	766,554	3,452,862	219,411
2002-03	44,645	19,577,647	4,032,940	10,910,711	873,167	3,513,801	247,028
Increase		-995,990	1,107,136	-2,298,295	106,613	60,939	27,617
Increase in New Schools		2,027,307	486,693	1,086,299	112,059	330,647	11,609
Share of the Enrollment Increase in Existing Schools (in %)		-96.6	69.5		48.8	15.6	70.4
New Settlement States							
All Schools							
1993-94	8,576	3,766,754	129,030	2,688,367	73,981	803,316	72,060
2002-03	9,047	4,065,233	372,032	2,533,965	119,912	946,991	92,333
Increase	471	298,479	243,002	-154,402	45,931	143,675	20,273
Existing Schools							
1993-94	7,890	3,572,290	122,423	2,556,576	71,961	751,867	69,463
2002-03	7,890	3,446,532	322,082	2,125,753	98,452	814,772	85,473
Increase		-125,758	199,659	-430,823	26,491	62,905	16,010
Increase in New Schools		424,237	43,343	276,421	19,440	80,770	4,263
Share of the Enrollment Increase in Existing Schools (in %)		-42.1	82.2		57.7	43.8	79.0

Table C2. Public Primary School Enrollment, 48 States and the District of Columbia (cont.)

Year	Schools	Total	Hispanic	White	Asian	Black	American Indian
Traditional Hispanic States							
All Schools							
1993-94	15,448	8,513,163	2,412,275	4,271,733	454,694	1,313,435	61,026
2002-03	17,454	9,358,765	3,475,501	3,829,932	558,880	1,422,029	72,423
Increase	2,006	845,602	1,063,226	-441,801	104,186	108,594	11,397
Existing Schools							
1993-94	14,726	8,290,730	2,355,123	4,150,165	448,260	1,278,487	58,695
2002-03	14,726	8,067,883	3,037,017	3,232,630	483,970	1,252,305	61,961
Increase		-222,847	681,894	-917,535	35,710	-26,182	3,266
Increase in New Schools		1,068,449	381,332	475,734	68,476	134,776	8,131
Share of the Enrollment Increase in Existing Schools (in %)		-26.4	64.1		34.3	-24.1	28.7
Rest of United States							
All Schools							
1993-94	24,114	9,134,368	461,592	6,824,029	252,281	1,495,048	101,418
2002-03	24,670	9,021,604	749,193	6,208,236	320,836	1,634,365	108,974
Increase	556	-112,764	287,601	-615,793	68,555	139,317	7,556
Existing Schools							
1993-94	22,029	8,710,617	448,258	6,502,265	246,333	1,422,508	91,253
2002-03	22,029	8,063,232	673,841	5,552,328	290,745	1,446,724	99,594
Increase		-647,385	225,583	-949,937	44,412	24,216	8,341
Increase in New Schools		534,621	62,018	334,144	24,143	115,101	-785
Share of the Enrollment Increase in Existing Schools (in %)			78.4		64.8	17.4	110.4

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Note: Excludes Tennessee and Idaho.

Table C3. Public Middle School Enrollment, 48 States and the District of Columbia

Year	Schools	Total	Hispanic	White	Asian	Black	American Indian
All Schools							
1993-94	13,542	8,155,508	1,012,489	5,430,796	290,576	1,336,901	84,746
2002-03	15,538	9,581,513	1,628,285	5,813,396	400,297	1,627,255	112,280
Increase		1,426,005	615,796	382,600	109,721	290,354	27,534
Existing Schools							
1993-94	12,408	7,740,665	966,770	5,162,436	284,373	1,248,126	78,960
2002-03	12,408	7,936,420	1,365,329	4,755,752	341,004	1,380,174	94,161
Increase		195,755	398,559	-406,684	56,631	132,048	15,201
Increase in New Schools		1,230,250	217,237	789,284	53,090	158,306	12,333
Share of the Enrollment Increase in Existing Schools (in %)		13.7	64.7	-106.3	51.6	45.5	55.2
New Settlement States							
All Schools							
1993-94	2,438	1,515,786	44,937	1,081,186	30,409	333,307	25,947
2002-03	2,814	1,831,709	134,185	1,165,403	51,731	444,462	35,928
Increase	376	315,923	89,248	84,217	21,322	111,155	9,981
Existing Schools							
1993-94	2,212	1,429,599	42,974	1,024,258	29,453	309,494	23,420
2002-03	2,212	1,450,060	107,094	920,899	40,014	352,234	29,819
Increase		20,461	64,120	-103,359	10,561	42,740	6,399
Increase in New Schools		295,462	25,128	187,576	10,761	68,415	3,582
Share of the Enrollment Increase in Existing Schools (in %)		6.5	71.8	-122.7	49.5	38.5	64.1

Table C3. Public Middle School Enrollment, 48 States and the District of Columbia (cont.)

Year	Schools	Total	Hispanic	White	Asian	Black	American Indian
Traditional Hispanic States							
All Schools							
1993-94	4,287	3,078,092	809,702	1,633,240	171,989	441,747	21,414
2002-03	5,123	3,763,854	1,233,021	1,739,372	220,742	541,012	29,707
Increase	836	685,762	423,319	106,132	48,753	99,265	8,293
Existing Schools							
1993-94	3,981	2,933,994	770,519	1,561,155	169,041	412,803	20,476
2002-03	3,981	3,107,126	1,030,663	1,402,565	190,943	458,041	24,914
Increase		173,132	260,144	-158,590	21,902	45,238	4,438
Increase in New Schools		512,630	163,175	264,722	26,851	54,027	3,855
Share of the Enrollment Increase in Existing Schools (in %)		25.2	61.5	-149.4	44.9	45.6	53.5
Rest of United States							
All Schools							
1993-94	6,817	3,561,630	157,850	2,716,370	88,178	561,847	37,385
2002-03	7,601	3,985,950	261,079	2,908,621	127,824	641,781	46,645
Increase	784	424,320	103,229	192,251	39,646	79,934	9,260
Existing Schools							
1993-94	6,215	3,377,072	153,277	2,577,023	85,879	525,829	35,064
2002-03	6,215	3,379,234	227,572	2,432,288	110,047	569,899	39,428
Increase		2,162	74,295	-144,735	24,168	44,070	4,364
Increase in New Schools		422,158	28,934	336,986	15,478	35,864	4,896
Share of the Enrollment Increase in Existing Schools (in %)		0.5	72.0	-75.3	61.0	55.1	47.1

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Note: Excludes Tennessee and Idaho.

Table C4. Public High School Enrollment, 48 States and the District of Columbia

Year	Schools	Total	Hispanic	White	Asian	Black	American Indian
All Schools							
1993-94	15,162	11,218,983	1,295,212	7,654,137	443,984	1,709,402	116,248
2002-03	17,240	13,080,995	2,005,605	8,275,257	615,997	2,031,388	152,748
Increase		1,862,012	710,393	621,120	172,013	321,986	36,500
Existing Schools							
1993-94	14,374	10,987,242	1,269,843	7,511,532	439,562	1,655,080	111,225
2002-03	14,374	12,011,602	1,794,792	7,665,997	562,542	1,849,076	139,195
Increase		1,024,360	524,949	154,465	122,980	193,996	27,970
Increase in New Schools		837,652	185,444	466,655	49,033	127,990	8,530
Share of the Enrollment Increase in Existing Schools (in %)		55.0	73.9	24.9	71.5	60.2	76.6
New Settlement States							
All Schools							
1993-94	2,630	1,972,626	55,524	1,447,969	45,736	390,566	32,831
2002-03	2,886	2,319,569	139,597	1,567,384	74,033	493,503	45,052
Increase	256	346,943	84,073	119,415	28,297	102,937	12,221
Existing Schools							
1993-94	2,528	1,924,265	54,546	1,417,725	44,968	374,732	32,294
2002-03	2,528	2,090,518	124,574	1,413,143	64,636	444,807	43,358
Increase		166,253	70,028	-4,582	19,668	70,075	11,064
Increase in New Schools		180,690	14,045	123,997	8,629	32,862	1,157
Share of the Enrollment Increase in Existing Schools (in %)		47.9	83.3	-3.8	69.5	68.1	90.5

Table C4. Public High School Enrollment, 48 States and the District of Columbia (cont.)

Year	Schools	Total	Hispanic	White	Asian	Black	American Indian
Traditional Hispanic States							
All Schools							
1993-94	4,505	4,144,740	1,030,092	2,226,237	260,432	596,408	31,571
2002-03	5,577	5,133,919	1,535,411	2,479,816	351,877	722,334	44,481
Increase	1,072	989,179	505,319	253,579	91,445	125,926	12,910
Existing Schools							
1993-94	4,222	4,064,732	1,008,017	2,187,538	257,937	580,507	30,733
2002-03	4,222	4,575,806	1,359,297	2,220,736	319,198	640,337	36,238
Increase		511,074	351,280	33,198	61,261	59,830	5,505
Increase in New Schools		478,105	154,039	220,381	30,184	66,096	7,405
Share of the Enrollment Increase in Existing Schools (in %)		51.7	69.5	13.1	67.0	47.5	42.6
Rest of United States							
All Schools							
1993-94	8,027	5,101,617	209,596	3,979,931	137,816	722,428	51,846
2002-03	8,777	5,627,507	330,597	4,228,057	190,087	815,551	63,215
Increase	750	525,890	121,001	248,126	52,271	93,123	11,369
Existing Schools							
1993-94	7,624	4,998,245	207,280	3,906,269	136,657	699,841	48,198
2002-03	7,624	5,345,278	310,921	4,032,118	178,708	763,932	59,599
Increase		347,033	103,641	125,849	42,051	64,091	11,401
Increase in New Schools		178,857	17,360	122,277	10,220	29,032	-32
Share of the Enrollment Increase in Existing Schools (in %)		66.0	85.7	50.7	80.4	68.8	100.3

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Note: Excludes Tennessee and Idaho.

**Table C5. Racial and Ethnic Distribution of Public School Enrollment, 48 States
and the District of Columbia**

	Number of Schools	Race and Ethnicity in Percent					Total
		Hispanic	White	Asian	Black	American Indian	
All States							
1993-94							
All Schools	80,360	13	66	4	16	1	100
Existing Schools	74,231	13	66	4	16	1	100
2002-03							
Existing Schools	74,231	18	59	4	17	1	100
New Schools	15,368	19	59	4	17	1	100
Traditional Hispanic States							
1993-94							
All Schools	25,670	27	52	6	15	1	100
Existing Schools	24,025	27	52	6	15	1	100
2002-03							
Existing Schools	24,025	34	44	6	15	1	100
New Schools	6,732	32	47	5	14	1	100
New Settlement States							
1993-94							
All Schools	13,985	3	72	2	21	2	100
Existing Schools	12,879	3	72	2	21	2	100
2002-03							
Existing Schools	12,879	8	64	3	23	2	100
New Schools	2,286	7	65	3	23	1	100
Rest of the United States							
1993-94							
All Schools	40,705	5	76	3	16	1	100
Existing Schools	37,327	5	76	3	16	1	100
2002-03							
Existing Schools	37,327	7	71	3	17	1	100
New Schools	6,350	7	70	3	18	1	100

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Notes: Excludes Tennessee and Idaho.

Table C6. Racial and Ethnic Distribution of Public Primary School Enrollment, 48 States and the District of Columbia

	Number of Primary Schools	Race and Ethnicity in Percent					Total
		Hispanic	White	Asian	Black	American Indian	
All States							
1993-94							
All Primary Schools	48,138	14	64	4	17	1	100
Existing Primary Schools	44,645	14	64	4	17	1	100
2002-03							
Existing Primary Schools	44,645	21	56	4	18	1	100
New Primary Schools	6,526	20	58	4	17	1	100
Traditional Hispanic States							
1993-94							
All Primary Schools	15,448	28	50	5	15	1	100
Existing Primary Schools	14,726	28	50	5	15	1	100
2002-03							
Existing Primary Schools	14,726	38	40	6	16	1	100
New Primary Schools	2,728	34	46	6	13	1	100
New Settlement States							
1993-94							
All Primary Schools	8,576	3	71	2	21	2	100
Existing Primary Schools	7,890	3	72	2	21	2	100
2002-03							
Existing Primary Schools	7,890	9	62	3	24	2	100
New Primary Schools	1,157	8	66	3	21	1	100
Rest of the United States							
1993-94							
All Primary Schools	24,114	5	75	3	16	1	100
Existing Primary Schools	22,029	5	75	3	16	1	100
2002-03							
Existing Primary Schools	22,029	8	69	4	18	1	100
New Primary Schools	2,641	8	68	3	20	1	100

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Notes: Excludes Tennessee and Idaho.

**Table C7. Racial and Ethnic Distribution of Public Middle School Enrollment, 48 States
and the District of Columbia**

	Number of Schools	Distribution in Percent					Total
		Hispanic	White	Asian	Black	American Indian	
All States							
1993-94							
All Schools	13,542	12.4	66.6	3.6	16.4	1.0	100.0
Existing Schools	12,408	12.5	66.7	3.7	16.1	1.0	100.0
2002-03							
Existing Schools	12,408	17.2	59.9	4.3	17.4	1.2	100.0
New Schools	3,130	16.0	64.3	3.6	15.0	1.1	100.0
New Settlement States							
1993-94							
All Schools	2,438	3.0	71.3	2.0	22.0	1.7	100.0
Existing Schools	2,212	3.0	71.6	2.1	21.6	1.6	100.0
2002-03							
Existing Schools	2,212	7.4	63.5	2.8	24.3	2.1	100.0
New Schools	602	7.1	64.1	3.1	24.2	1.6	100.0
Traditional Hispanic States							
1993-94							
All Schools	4,287	26.3	53.1	5.6	14.4	0.7	100.0
Existing Schools	3,981	26.3	53.2	5.8	14.1	0.7	100.0
2002-03							
Existing Schools	3,981	33.2	45.1	6.1	14.7	0.8	100.0
New Schools	1,142	30.8	51.3	4.5	12.6	0.7	100.0
Rest of United States							
1993-94							
All Schools	6,817	4.4	76.3	2.5	15.8	1.0	100.0
Existing Schools	6,215	4.5	76.3	2.5	15.6	1.0	100.0
2002-03							
Existing Schools	6,215	6.7	72.0	3.3	16.9	1.2	100.0
New Schools	1,386	5.5	78.5	2.9	11.8	1.2	100.0

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Note: Excludes Tennessee and Idaho.

**Table C8. Racial and Ethnic Distribution of Public High School Enrollment, 48 States
and the District of Columbia**

	Number of Schools	Distribution in Percent					Total
		Hispanic	White	Asian	Black	American Indian	
All States							
1993-94							
All Schools	15,162	11.5	68.2	4.0	15.2	1.0	100.0
Existing Schools	14,374	11.6	68.4	4.0	15.1	1.0	100.0
2002-03							
Existing Schools	14,374	14.9	63.8	4.7	15.4	1.2	100.0
New Schools	2,866	19.7	57.0	5.0	17.0	1.3	100.0
New Settlement States							
1993-94							
All Schools	2,630	2.8	73.4	2.3	19.8	1.7	100.0
Existing Schools	2,528	2.8	73.7	2.3	19.5	1.7	100.0
2002-03							
Existing Schools	2,528	6.0	67.6	3.1	21.3	2.1	100.0
New Schools	358	6.6	67.3	4.1	21.3	0.7	100.0
Traditional Hispanic States							
1993-94							
All Schools	4,505	24.9	53.7	6.3	14.4	0.8	100.0
Existing Schools	4,222	24.8	53.8	6.3	14.3	0.8	100.0
2002-03							
Existing Schools	4,222	29.7	48.5	7.0	14.0	0.8	100.0
New Schools	1,355	31.6	46.4	5.9	14.7	1.5	100.0
Rest of United States							
1993-94							
All Schools	8,027	4.1	78.0	2.7	14.2	1.0	100.0
Existing Schools	7,624	4.1	78.2	2.7	14.0	1.0	100.0
2002-03							
Existing Schools	7,624	5.8	75.4	3.3	14.3	1.1	100.0
New Schools	1,153	7.0	69.4	4.0	18.3	1.3	100.0

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Note: Excludes Tennessee and Idaho.

Table C9. Average Characteristics of New and Existing Public Schools, 2002-03

	Number of Schools	Enrollment Size	Pupil-Teacher Ratio	Percent Eligible for Free Lunch	Percent Title I	Percent Magnet School
All 48 States and D.C.						
All Existing Schools	74,231	545	16.1	34	60	3
All New Schools	15,368	396	17.4	30	39	2
Traditional Hispanic State						
Existing Schools	24,025	671	16.8	37	63	5
New Schools	6,732	410	17.5	32	38	2
New Settlement State						
Existing Schools	12,879	550	15.8	34	50	3
New Schools	2,286	555	17.4	28	33	4
Rest of the United States						
Existing Schools	37,327	463	15.8	33	62	2
New Schools	6,350	324	17.2	30	43	3
Primary Schools						
Traditional Hispanic State						
Existing Schools	14,726	548	17.1	41	74	5
New Schools	2,728	473	17.9	33	50	2
New Settlement State						
Existing Schools	7,890	437	16.1	37	67	4
New Schools	1,157	535	18.3	27	45	3
Rest of the United States						
Existing Schools	22,029	366	15.9	35	76	2
New Schools	2,641	363	17.8	31	57	3
Middle Schools						
Traditional Hispanic State						
Existing Schools	3,981	780	17.4	35	58	3
New Schools	1,142	575	17	32	46	1
New Settlement State						
Existing Schools	2,212	656	16.1	33	37	3
New Schools	602	634	16.7	30	27	4
Rest of the United States						
Existing Schools	6,215	544	16	32	56	2
New Schools	1,386	438	16.8	30	48	2

Table C9. Average Characteristics of New and Existing Public Schools, 2002-03 (cont.)

	Number of Schools	Enrollment Size	Pupil-Teacher Ratio	Percent Eligible for Free Lunch	Percent Title I	Percent Magnet School
High Schools						
Traditional Hispanic State						
Existing Schools	4,222	1084	16.6	27	38	5
New Schools	1,355	412	18.5	30	30	2
New Settlement State						
Existing Schools	2,528	827	15.1	25	12	3
New Schools	358	640	18	23	8	5
Rest of the United States						
Existing Schools	7,624	701	15.7	25	28	2
New Schools	1,153	245	16.5	25	22	3

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Note: Excludes Tennessee and Idaho. The average school characteristics are the simple mean over all Schools. These are not enrollment weighted. A small school receives the same weight as a large school.

Not all Schools report complete school information. For the 2002-03 school year, 86,528 Schools reported their title I status. 83,021 Schools had information on their pupil teacher ratio, and 79,235 Schools reported the number of students eligible for the free lunch program.

Table C10. Percentage of Public School Enrollment in New Schools, 48 States and the District of Columbia, 2002-03

Area	All students	Hispanic	White	Asian	Black	American Indian
All Instructional Levels						
All States	13	13	13	12	13	12
Traditional Hispanic States	15	14	16	13	14	17
New Settlement States	15	14	16	17	15	9
Rest of United States	11	11	11	10	11	10
Primary Schools						
All States	13	12	13	13	12	10
Traditional Hispanic States	14	13	16	13	12	14
New Settlement States	15	13	16	18	14	7
Rest of United States	11	10	11	9	11	9
Middle Schools						
All States	17	16	18	15	15	16
Traditional Hispanic States	17	16	19	13	15	16
New Settlement States	21	20	21	23	21	17
Rest of United States	15	13	16	14	11	15
High Schools						
All States	8	11	7	9	9	9
Traditional Hispanic States	11	11	10	9	11	19
New Settlement States	10	11	10	13	10	4
Rest of United States	5	6	5	6	6	6

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Notes: Excludes Tennessee and Idaho. The first entry reads 13 percent of all students in 2002-03 were in new schools.

**Table C11. Distribution of White Enrollment Across Public Schools, 1993-94 and 2002-03,
48 States and the District of Columbia**

	Number of Schools	Distribution in Percent			Total
		Predominately White (90+)	Largely White (50 - 90)	Majority Minority	
All States					
1993-94					
All Schools	80,360	49	41	9	100
Existing Schools	74,231	49	42	9	100
2002-03					
Existing Schools	74,231	40	48	12	100
New Schools	15,368	41	47	12	100
New Schools					
	15,368	34	55	12	100
New Settlement States					
1993-94					
All Schools	13,985	45	48	7	100
Existing Schools	12,879	45	48	7	100
2002-03					
Existing Schools	12,879	32	56	11	100
New Schools	2,286	33	55	12	100
New Schools					
	2,286	27	63	10	100
Traditional Hispanic States					
1993-94					
All Schools	25,670	28	56	17	100
Existing Schools	24,025	27	56	17	100
2002-03					
Existing Schools	24,025	21	57	22	100
New Schools	6,732	22	56	22	100
New Schools					
	6,732	16	64	20	100
Rest of United States					
1993-94					
All Schools	40,705	64	30	5	100
Existing Schools	37,327	64	31	5	100
2002-03					
Existing Schools	37,327	55	38	6	100
New Schools	6,350	56	38	6	100
New Schools					
	6,350	53	42	5	100

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Notes: Excludes Tennessee and Idaho.

**Table C12. Distribution of White Enrollment Across Public Primary Schools,
1993-94 and 2002-03, 48 States and the District of Columbia**

	Number of Schools	Distribution in Percent			Total
		Predominately White (90+)	Largely White (50 - 90)	Majority Minority	
All States					
1993-94					
All Schools	48,138	50	41	9	100
Existing Schools	44,645	49	41	9	100
2002-03		40	47	13	100
Existing Schools	44,645	41	46	13	100
New Schools	6,526	35	54	11	100
New Settlement States					
1993-94					
All Schools	8,576	46	47	7	100
Existing Schools	7,890	46	47	7	100
2002-03		33	55	12	100
Existing Schools	7,890	33	54	13	100
New Schools	1,157	30	61	9	100
Traditional Hispanic States					
1993-94					
All Schools	15,448	29	55	17	100
Existing Schools	14,726	28	55	17	100
2002-03		21	56	22	100
Existing Schools	14,726	22	55	23	100
New Schools	2,728	16	65	19	100
Rest of United States					
1993-94					
All Schools	24,114	65	30	5	100
Existing Schools	22,029	64	30	5	100
2002-03		55	38	7	100
Existing Schools	22,029	55	38	7	100
New Schools	2,641	55	40	6	100

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Notes: Excludes Tennessee and Idaho.

Table C13. Distribution of Increase in Hispanic Public School Enrollment in Existing Schools, 1993-94 and 2002-03, 48 States and District of Columbia

Hispanic Increase Category	Number of Schools	Hispanic School Enrollment		Absolute Increase in Hispanic Enrollment	Share of Total Hispanic Enrollment Increase (in %)
		1993-94	2002-03		
Bottom half of schools	37,368	1,655,073	1,384,809	-270,264	-13
6th decile	8,284	113,116	169,090	55,974	3
7th decile	6,680	183,477	270,812	87,335	4
8th decile	7,097	361,183	543,919	182,736	9
9th decile	7,404	796,196	1,229,573	433,377	21
top 10 percent of schools	7,398	2,144,927	3,717,462	1,572,535	76
All existing schools	74,231	5,253,972	7,315,665	2,061,693	100

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Notes: Excludes Tennessee and Idaho.

**Table C14. Enrollment in Existing Public Schools, 1993-94 and 2003-04,
48 States and the District of Columbia**

Year	Schools	Total	Hispanic	White	Asian	Black	American Indian
All Schools							
1993-94	74,231	40,246,118	5,253,972	26,496,612	1,505,984	6,557,138	432,412
2002-03		40,490,363	7,315,665	23,923,599	1,796,617	6,947,303	507,179
Increase		244,245	2,061,693	-2,573,013	290,633	390,165	74,767
Hispanic-Impacted Schools							
1993-94	3,369	2,651,603	390,019	1,658,019	131,507	452,213	19,845
2002-03		3,326,087	1,145,102	1,402,082	176,272	577,441	25,190
Increase		674,484	755,083	-255,937	44,765	125,228	5,345
Small Hispanic Change							
1993-94	70,862	37,594,515	4,863,953	24,838,593	1,374,477	6,104,925	412,567
2002-03		37,164,276	6,170,563	22,521,517	1,620,345	6,369,862	481,989
Increase		-430,239	1,306,610	-2,317,076	245,868	264,937	69,422
New Settlement States							
Hispanic-Impacted Schools							
1993-94	825	678,581	55,522	455,596	32,223	127,856	7,384
2002-03		786,792	213,030	356,327	46,419	162,076	8,940
Increase		108,211	157,508	-99,269	14,196	34,220	1,556
Small Hispanic Change							
1993-94	12,054	6,335,806	166,982	4,601,650	115,177	1,333,365	118,632
2002-03		6,291,947	346,215	4,159,972	157,998	1,476,634	151,128
Increase		-43,859	179,233	-441,678	42,821	143,269	32,496
Traditional Hispanic States							
Hispanic-Impacted Schools							
1993-94	1,886	1,521,805	283,794	901,320	79,875	248,665	8,151
2002-03		1,985,501	759,815	787,863	102,626	323,633	11,564
Increase		463,696	476,021	-113,457	22,751	74,968	3,413
Small Hispanic Change							
1993-94	22,139	14,126,301	3,926,303	7,200,810	803,353	2,091,986	103,849
2002-03		14,137,653	4,762,860	6,262,971	900,833	2,096,889	114,100
Increase		11,352	836,557	-937,839	97,480	4,903	10,251

**Table C14. Enrollment in Existing Public Schools, 1993-94 and 2003-04,
48 States and the District of Columbia (cont.)**

Year	Schools	Total	Hispanic	White	Asian	Black	American Indian
Rest of United States							
Hispanic-Impacted Schools							
1993-94	658	451,217	50,703	301,103	19,409	75,692	4,310
2002-03		553,794	172,257	257,892	27,227	91,732	4,686
Increase		102,577	121,554	-43,211	7,818	16,040	376
Small Hispanic Change							
1993-94	36,669	17,132,408	770,668	13,036,133	455,947	2,679,574	190,086
2002-03		16,734,676	1,061,488	12,098,574	561,514	2,796,339	216,761
Increase		-397,732	290,820	-937,559	105,567	116,765	26,675

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Note: Excludes Tennessee and Idaho.

Table C15. Enrollment in Existing Public Schools, 48 States and the District of Columbia, 2002-03

School	Schools	Total	Hispanic	White	Asian	Black	American Indian
All States							
All Existing Schools	74,231	40,490,363	7,315,665	23,923,599	1,796,617	6,947,303	507,179
Hispanic-Impacted Schools	3,369	3,326,087	1,145,102	1,402,082	176,272	577,441	25,190
% in Hispanic Impacted Schools		8%	16%	6%	10%	8%	5%
Traditional Hispanic States							
All Existing Schools	24,025	16,123,154	5,522,675	7,050,834	1,003,459	2,420,522	125,664
Hispanic-Impacted Schools	1,886	1,985,501	759,815	787,863	102,626	323,633	11,564
% in Hispanic Impacted Schools		12%	14%	11%	10%	13%	9%
New Settlement States							
All Existing Schools	12,879	7,078,739	559,245	4,516,299	204,417	1,638,710	160,068
Hispanic-Impacted Schools	825	786,792	213,030	356,327	46,419	162,076	8,940
% in Hispanic Impacted Schools		11%	38%	8%	23%	10%	6%
Rest of United States							
All Existing Schools	37,327	17,288,470	1,233,745	12,356,466	588,741	2,888,071	221,447
Hispanic Impacted Schools	658	553,794	172,257	257,892	27,227	91,732	4,686
% in Hispanic Impacted Schools		3%	14%	2%	5%	3%	2%

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Notes: Excludes Tennessee and Idaho.

**Table C16. Hispanic Public School Enrollment in the Traditional Hispanic States,
1993-94 and 2003-04**

State	Hispanic School Enrollment		Absolute Increase in Hispanic Enrollment	State Share of Total Hispanic Enrollment (in %)	
	1993-94	2002-03		1993-94	2002-03
California	1,948,908	2,819,504	870,596	36	33
Texas	1,271,374	1,819,063	547,689	23	22
Florida	281,528	537,689	256,161	5	6
Arizona	191,569	338,816	147,247	4	4
Illinois	210,174	352,665	142,491	4	4
New York	437,624	547,546	109,922	8	6
All Other States	1,076,281	2,032,161	955,880	20	24

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Notes: Excludes Tennessee and Idaho. Listed in descending order of the increase in Hispanic enrollment

**Table C17. Hispanic Public School Enrollment, 48 States and the District of Columbia,
1993-94 and 2002-03**

Area	Hispanic School Enrollment		Increase in Hispanic Enrollment		Share of Total Hispanic Enrollment (in %)	
	1993-94	2002-03		Percent	1993-94	2002-03
Traditional Hispanic States (6)	4,341,177	6,415,283	2,074,106	48	80	76
New Settlement States (10)	232,622	653,030	420,408	181	4	8
Rest of the United States (33)	843,659	1,379,131	535,472	63	16	16
48 States Plus D.C.	5,417,458	8,447,444	3,029,986	56	100	100

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Notes: Excludes Tennessee and Idaho. See Appendix B for the classification of states into traditional Hispanic, new settlement, and rest of the United States.

Appendix D: State Data Tables

Table D1. Public School Enrollment by Race and Ethnicity, 1993-94

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Alabama	1,277	722,572	2,729	451,687	4,296	258,005	5,855
Alaska	467	124,773	3,029	81,521	5,108	6,075	29,040
Arizona	1,077	694,651	191,569	414,133	11,086	29,145	48,718
Arkansas	1,061	437,087	3,863	324,858	2,924	104,023	1,419
California	7,703	5,258,284	1,948,908	2,223,184	587,742	455,086	43,364
Colorado	1,362	622,284	105,955	461,723	15,218	33,169	6,219
Connecticut	984	491,178	54,449	360,265	11,751	63,519	1,194
Delaware	177	105,547	3,598	69,905	1,777	30,038	229
District of Columbia	172	80,244	4,937	3,242	1,069	70,982	14
Florida	2,518	2,030,892	281,528	1,210,632	34,268	500,750	3,714
Georgia	1,731	1,225,461	18,948	735,844	17,478	451,319	1,872
Hawaii	241	180,430	9,082	42,700	123,327	4,732	589
Illinois	4,081	1,877,747	210,174	1,215,059	54,928	394,789	2,797
Indiana	1,826	956,370	19,516	822,048	7,333	106,012	1,461
Iowa	1,528	490,612	7,873	458,223	7,500	15,092	1,924
Kansas	1,454	452,274	24,256	377,222	8,347	37,876	4,573
Kentucky	1,299	622,886	1,804	555,823	3,364	61,533	362
Louisiana	1,437	793,088	9,100	410,654	10,032	359,556	3,746
Maine	688	211,806	800	206,783	1,647	1,453	1,123
Maryland	1,249	769,494	22,446	454,434	28,670	261,720	2,224
Massachusetts	1,752	870,568	76,108	690,567	32,052	70,324	1,517
Michigan	3,059	1,514,630	35,682	1,184,603	21,155	258,018	15,172
Minnesota	1,808	806,420	13,404	716,279	28,308	33,550	14,879
Mississippi	877	500,606	1,543	239,635	2,449	254,882	2,097
Missouri	2,030	846,367	7,171	698,690	7,814	130,985	1,707
Montana	893	162,640	2,248	142,873	1,281	742	15,496
Nebraska	1,356	282,259	10,034	249,066	3,323	16,249	3,587
Nevada	390	235,224	33,664	165,893	9,472	21,562	4,633
New Hampshire	458	183,764	1,916	178,026	1,840	1,545	437
New Jersey	2,260	1,145,374	147,167	726,860	58,301	211,503	1,543
New Mexico	700	321,100	147,783	129,928	3,048	7,486	32,855
New York	4,028	2,698,874	437,624	1,583,729	128,482	539,311	9,728
North Carolina	1,927	1,116,815	14,423	734,349	12,579	338,107	17,357
North Dakota	598	120,730	921	108,988	877	905	9,039
Ohio	3,610	1,790,269	24,033	1,480,841	17,518	265,975	1,902
Oklahoma	1,790	598,625	19,779	429,185	7,179	60,823	81,659
Oregon	1,191	511,009	30,027	442,475	15,897	12,581	10,029
Pennsylvania	3,080	1,730,550	57,208	1,402,609	30,252	238,834	1,647

Table D1. Public School Enrollment by Race and Ethnicity, 1993-94 (cont.)

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Rhode Island	307	145,407	12,521	117,891	4,509	9,927	559
South Carolina	1,014	626,000	3,459	360,015	4,326	257,193	1,007
South Dakota	756	141,202	898	119,684	1,012	1,006	18,602
Texas	6,263	3,583,063	1,271,374	1,712,350	79,947	511,280	8,112
Utah	711	467,502	20,933	427,601	9,507	2,903	6,558
Vermont	371	102,616	322	100,052	885	723	634
Virginia	1,716	1,039,847	28,630	707,462	34,841	267,272	1,642
Washington	1,824	908,218	62,615	726,252	56,140	40,083	23,128
West Virginia	842	308,111	630	293,724	1,216	12,293	248
Wisconsin	2,020	841,730	24,572	709,699	20,130	76,399	10,930
Wyoming	397	100,236	6,205	89,617	731	1,006	2,677
Total	80,360	41,847,436	5,417,458	27,548,883	1,532,936	6,888,341	459,818

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD),
Public Elementary/Secondary School Universe Survey

Table D2. Public School Enrollment by Race and Ethnicity, 2002-03

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Alabama	1,391	726,545	13,022	437,490	6,264	263,983	5,786
Alaska	497	134,224	4,989	79,796	8,420	6,337	34,682
Arizona	1,800	929,083	338,816	465,255	19,534	44,192	61,286
Arkansas	1,129	450,985	21,422	318,019	4,596	104,593	2,355
California	9,082	6,195,920	2,819,504	2,106,042	700,671	515,805	53,898
Colorado	1,661	750,984	182,590	493,670	22,793	42,994	8,937
Connecticut	1,083	568,739	80,215	392,666	17,122	76,914	1,822
Delaware	201	116,342	8,430	67,992	3,032	36,531	357
District of Columbia	203	76,166	7,893	3,301	1,191	63,739	42
Florida	3,378	2,531,145	537,689	1,315,030	50,196	621,039	7,191
Georgia	2,003	1,496,012	92,837	792,304	36,826	571,721	2,324
Hawaii	283	183,829	8,487	37,481	132,662	4,364	835
Illinois	4,271	2,084,187	352,665	1,214,323	73,920	439,801	3,478
Indiana	1,892	1,000,793	42,659	823,256	10,441	121,746	2,691
Iowa	1,500	482,210	21,375	429,024	8,547	20,629	2,635
Kansas	1,431	468,342	48,837	359,432	10,637	42,779	6,657
Kentucky	1,356	619,511	8,337	540,011	4,986	64,966	1,211
Louisiana	1,522	730,354	12,240	354,537	9,414	349,238	4,925
Maine	671	203,946	1,434	195,941	2,334	3,192	1,045
Maryland	1,358	866,365	50,636	446,363	41,138	325,010	3,218
Massachusetts	1,892	981,972	110,201	737,096	45,516	86,029	3,130
Michigan	3,709	1,705,434	61,808	1,244,696	35,099	338,537	25,294
Minnesota	2,143	843,310	35,186	684,087	44,662	61,964	17,411
Mississippi	885	491,734	4,810	232,349	3,551	250,215	809
Missouri	2,230	917,433	21,157	717,171	11,684	164,442	2,979
Montana	865	149,995	2,955	128,125	1,576	1,015	16,324
Nebraska	1,245	282,547	26,151	227,478	4,541	19,916	4,461
Nevada	526	368,343	105,638	194,276	23,479	38,659	6,291
New Hampshire	473	207,671	4,622	196,133	3,278	3,019	619
New Jersey	2,414	1,367,473	227,154	801,096	93,221	243,764	2,238
New Mexico	801	320,264	165,451	107,690	3,522	7,662	35,939
New York	4,469	2,887,715	547,546	1,566,663	182,388	578,217	12,901
North Carolina	2,245	1,335,954	79,142	790,986	26,129	420,054	19,643
North Dakota	528	104,225	1,405	92,314	920	1,175	8,411
Ohio	3,786	1,787,588	35,710	1,425,256	21,917	302,262	2,443
Oklahoma	1,806	624,548	43,840	391,202	9,358	68,250	111,898
Oregon	1,261	537,437	67,128	419,676	22,626	16,079	11,928
Pennsylvania	3,182	1,814,723	93,603	1,398,571	39,076	280,956	2,517
Rhode Island	326	159,074	24,831	114,899	5,191	13,291	862
South Carolina	1,053	683,514	18,698	372,857	7,228	282,984	1,747
South Dakota	738	128,049	2,033	109,267	1,321	1,881	13,547
Texas	7,757	4,258,009	1,819,063	1,693,989	122,476	609,318	13,163
Utah	801	484,589	50,543	407,539	13,946	5,170	7,391

Table D2. Public School Enrollment by Race and Ethnicity, 2002-03 (cont.)

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Vermont	349	99,793	745	95,635	1,576	1,262	575
Virginia	1,842	1,166,006	71,770	721,371	52,920	316,551	3,394
Washington	2,179	1,006,749	116,830	730,136	77,080	56,098	26,605
West Virginia	763	282,396	1,310	266,472	1,605	12,723	286
Wisconsin	2,232	881,017	47,377	699,991	29,492	91,289	12,868
Wyoming	387	86,306	6,660	74,873	812	1,137	2,824
Total	89,599	46,579,550	8,447,444	27,513,827	2,050,914	7,993,492	573,873

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD),
Public Elementary/Secondary School Universe Survey

Table D3. Enrollment in Existing Public Schools by Race and Ethnicity, 1993-94

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Alabama	1,202	694,257	2,633	437,325	4,075	244,632	5,592
Alaska	424	121,945	2,967	79,683	4,966	5,867	28,462
Arizona	1,025	678,426	188,334	402,748	10,907	28,839	47,598
Arkansas	1,017	427,082	3,744	318,811	2,867	100,270	1,390
California	7,329	5,129,958	1,903,278	2,159,047	579,760	446,862	41,011
Colorado	1,314	615,375	104,951	456,049	15,105	33,122	6,148
Connecticut	952	485,500	53,447	356,896	11,689	62,276	1,192
Delaware	159	100,760	3,443	67,109	1,706	28,285	217
District of Columbia	151	74,154	4,834	3,198	1,065	65,043	14
Florida	2,379	1,992,672	276,188	1,189,071	33,875	489,890	3,648
Georgia	1,496	1,099,505	17,698	666,714	16,716	396,619	1,758
Hawaii	240	180,428	9,082	42,700	123,325	4,732	589
Illinois	3,694	1,791,387	203,909	1,156,666	53,376	374,708	2,728
Indiana	1,714	921,559	19,083	795,266	7,085	98,697	1,428
Iowa	1,398	468,122	7,685	436,766	7,285	14,518	1,868
Kansas	1,309	428,649	22,813	358,835	7,954	34,786	4,261
Kentucky	1,147	588,822	1,746	524,250	3,265	59,221	340
Louisiana	1,356	768,541	8,896	400,615	9,884	345,581	3,565
Maine	630	202,390	763	197,996	1,569	1,360	702
Maryland	1,219	762,888	22,416	452,631	28,624	257,002	2,215
Massachusetts	1,562	801,217	70,952	631,464	30,008	67,414	1,379
Michigan	2,898	1,476,059	34,762	1,155,795	20,702	250,003	14,797
Minnesota	1,502	742,534	12,068	657,823	26,843	32,162	13,638
Mississippi	791	470,805	1,498	229,456	2,159	237,037	655
Missouri	1,896	809,620	6,751	674,197	7,369	119,660	1,643
Montana	783	151,253	1,985	132,504	1,196	696	14,872
Nebraska	1,059	262,487	9,486	230,663	3,226	15,682	3,430
Nevada	387	234,841	33,645	165,561	9,465	21,554	4,616
New Hampshire	441	179,722	1,883	174,086	1,796	1,524	433
New Jersey	2,159	1,116,474	143,615	707,393	57,333	206,640	1,493
New Mexico	667	312,871	145,161	124,868	2,961	7,229	32,652
New York	3,808	2,588,516	409,825	1,533,855	126,615	509,090	9,131
North Carolina	1,796	1,068,726	13,847	705,776	12,121	319,848	17,134
North Dakota	489	111,192	823	101,309	851	895	7,314
Ohio	3,409	1,731,737	22,525	1,440,673	17,116	249,604	1,819
Oklahoma	1,657	570,940	18,839	409,462	6,968	57,785	77,886
Oregon	1,004	455,371	25,581	394,302	14,719	12,103	8,666
Pennsylvania	2,849	1,659,035	56,315	1,339,623	29,548	231,959	1,590
Rhode Island	288	142,236	12,465	114,945	4,476	9,796	554
South Carolina	903	586,213	3,318	343,763	4,217	234,012	903
South Dakota	635	126,292	830	112,985	954	927	10,596
Texas	5,790	3,467,147	1,228,563	1,660,743	78,695	491,262	7,884
Utah	681	460,018	20,550	420,741	9,398	2,882	6,447

Table D3. Enrollment in Existing Public Schools by Race and Ethnicity, 1993-94 (cont.)

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Vermont	327	92,429	288	90,186	798	642	515
Virginia	1,616	1,011,890	28,032	687,958	34,350	259,945	1,605
Washington	1,750	895,063	61,892	715,642	55,433	39,309	22,787
West Virginia	691	273,625	574	261,820	1,126	9,914	191
Wisconsin	1,883	817,684	23,937	689,222	19,726	74,263	10,536
Wyoming	355	97,701	6,052	87,421	717	991	2,520
Total	74,231	40,246,118	5,253,972	26,496,612	1,505,984	6,557,138	432,412

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Table D4. Enrollment in Existing Public Schools by Race and Ethnicity, 2002-03

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Alabama	1,202	624,561	11,108	365,096	4,883	238,276	5,198
Alaska	424	114,119	4,347	64,867	7,434	5,639	31,832
Arizona	1,025	678,384	269,175	314,505	13,837	31,926	48,941
Arkansas	1,017	404,021	17,690	279,799	4,035	100,482	2,015
California	7,329	5,410,031	2,518,971	1,772,490	622,959	450,107	45,504
Colorado	1,314	620,762	161,161	397,184	18,198	36,480	7,739
Connecticut	952	540,439	75,714	374,994	16,509	71,474	1,748
Delaware	159	99,374	7,711	57,294	2,520	31,572	277
District of Columbia	151	65,537	6,409	3,095	1,109	54,888	36
Florida	2,379	2,057,174	427,463	1,054,959	39,409	529,679	5,664
Georgia	1,496	1,118,450	74,978	565,374	27,702	448,712	1,684
Hawaii	240	164,181	7,536	32,468	119,370	4,088	719
Illinois	3,694	1,871,660	319,978	1,078,865	65,923	403,855	3,039
Indiana	1,714	930,269	40,724	763,821	9,500	113,743	2,481
Iowa	1,398	460,599	20,781	409,148	8,132	19,971	2,567
Kansas	1,309	423,280	44,314	323,861	9,344	39,630	6,131
Kentucky	1,147	561,845	7,815	487,653	4,522	60,772	1,083
Louisiana	1,356	679,335	11,589	327,727	9,042	326,244	4,733
Maine	630	191,126	1,379	183,411	2,246	3,090	1,000
Maryland	1,219	789,048	46,050	407,743	37,206	295,106	2,943
Massachusetts	1,562	831,982	92,114	625,054	39,758	72,471	2,585
Michigan	2,898	1,470,517	52,033	1,091,021	30,840	275,535	21,088
Minnesota	1,502	721,286	28,954	589,410	38,060	50,070	14,792
Mississippi	791	432,607	4,085	195,479	2,953	229,428	662
Missouri	1,896	793,634	18,357	623,939	9,945	138,737	2,656
Montana	783	142,679	2,854	121,488	1,522	958	15,857
Nebraska	1,059	251,794	24,048	201,267	4,102	18,196	4,181
Nevada	387	261,151	82,432	132,814	14,904	26,003	4,998
New Hampshire	441	193,476	4,211	182,804	3,043	2,829	589
New Jersey	2,159	1,257,568	210,896	741,565	86,558	216,470	2,079
New Mexico	667	279,300	147,705	90,918	3,003	6,657	31,017
New York	3,808	2,636,359	477,526	1,465,094	169,580	512,421	11,738
North Carolina	1,796	1,105,138	67,256	646,370	20,847	352,576	18,089
North Dakota	489	98,077	1,248	86,548	855	1,108	8,318
Ohio	3,409	1,646,254	33,308	1,322,316	20,006	268,432	2,192
Oklahoma	1,657	572,548	40,085	357,654	8,439	62,529	103,841
Oregon	1,004	442,888	53,454	346,531	18,178	14,483	10,242
Pennsylvania	2,849	1,646,654	84,320	1,274,669	36,070	249,317	2,278
Rhode Island	288	149,076	20,717	111,259	4,691	11,609	800
South Carolina	903	590,628	16,527	319,712	6,103	246,794	1,492
South Dakota	635	120,329	1,919	102,962	1,251	1,751	12,446
Texas	5,790	3,469,546	1,509,562	1,364,921	91,751	492,534	10,778
Utah	681	418,476	46,314	347,970	12,744	4,698	6,750

Table D4. Enrollment in Existing Public Schools by Race and Ethnicity, 2002-03 (cont.)

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Vermont	327	90,021	631	86,392	1,425	1,120	453
Virginia	1,616	1,017,491	63,638	624,161	45,553	281,230	2,909
Washington	1,750	900,097	105,787	647,989	70,566	51,759	23,996
West Virginia	691	253,826	1,182	239,964	1,483	10,960	237
Wisconsin	1,883	808,560	43,096	645,895	27,711	79,785	12,073
Wyoming	355	84,206	6,513	73,079	796	1,109	2,709
Total	74,231	40,490,363	7,315,665	23,923,599	1,796,617	6,947,303	507,179

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD),

Public Elementary/Secondary School Universe Survey

Table D5. Enrollment in Public Schools, Hispanic-Impacted Schools, by Race and Ethnicity, 1993-94

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Alabama	11	6,051	100	4,888	35	897	131
Alaska	1	329	39	139	31	31	89
Arizona	151	123,068	26,159	84,424	2,396	6,944	3,145
Arkansas	31	21,018	644	17,660	791	1,748	175
California	464	349,086	92,821	166,488	39,866	47,576	2,335
Colorado	119	80,539	11,172	53,000	3,062	12,568	737
Connecticut	30	20,897	3,185	11,415	667	5,611	19
Delaware	11	9,497	551	5,847	208	2,867	24
District of Columbia	6	3,375	327	141	33	2,874	0
Florida	333	333,328	42,358	224,492	6,677	59,156	645
Georgia	177	153,480	7,499	104,306	6,238	34,900	537
Hawaii							
Illinois	225	166,914	29,014	114,225	7,440	15,863	372
Indiana	47	35,957	1,785	26,546	461	7,105	60
Iowa	26	18,261	989	15,095	870	984	323
Kansas	37	22,729	3,465	12,952	1,565	4,506	241
Kentucky	1	625	17	424	5	179	0
Louisiana							
Maine							
Maryland	47	36,744	4,830	13,409	3,212	15,163	130
Massachusetts	32	23,070	2,799	17,223	1,183	1,806	59
Michigan	20	13,462	2,014	9,236	403	1,701	108
Minnesota	20	15,702	871	8,986	1,679	3,530	636
Mississippi							
Missouri	16	8,672	665	5,292	284	2,375	56
Montana							
Nebraska	37	22,022	2,531	16,674	440	2,047	330
Nevada	136	119,526	17,222	80,842	5,850	14,182	1,430
New Hampshire	4	3,470	221	3,058	80	95	16
New Jersey	104	65,764	10,568	38,005	3,308	13,813	70
New Mexico	2	473	280	183	1	8	1
New York	121	83,643	14,320	43,913	3,751	21,478	181
North Carolina	107	79,327	2,036	46,074	1,282	29,422	513
North Dakota							
Ohio	14	11,161	582	6,562	204	3,788	25
Oklahoma	45	33,753	2,864	21,566	941	5,816	2,566
Oregon	63	51,383	4,071	42,432	2,917	1,182	781
Pennsylvania	52	42,717	4,618	30,172	1,457	6,379	91
Rhode Island	15	10,863	1,550	7,260	533	1,424	96
South Carolina	12	9,143	175	5,281	130	3,549	8
South Dakota							
Texas	592	465,766	79,122	267,778	19,745	97,648	1,473
Utah	75	68,785	5,722	58,076	3,208	861	918

Table D5. Enrollment in Public Schools, Hispanic-Impacted Schools, by Race and Ethnicity, 1993-94 (cont.)

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Vermont							
Virginia	91	76,897	6,028	49,393	6,549	14,719	208
Washington	65	40,392	4,956	29,503	2,901	2,238	794
West Virginia							
Wisconsin	28	23,390	1,847	14,739	1,103	5,179	522
Wyoming	1	324	2	320	1	1	0
Total	3,369	2,651,603	390,019	1,658,019	131,507	452,213	19,845

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Table D6. Enrollment in Public Schools, Hispanic-Impacted Schools, by Race and Ethnicity, 2002-03

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Alabama	11	7,340	1,781	4,219	26	1,085	229
Alaska	1	494	194	180	35	40	45
Arizona	151	148,849	70,196	61,850	3,250	9,059	4,494
Arkansas	31	22,363	6,260	12,881	1,065	1,931	226
California	464	479,219	222,186	147,403	46,334	60,230	3,066
Colorado	119	92,524	35,479	39,918	3,568	12,718	841
Connecticut	30	26,390	7,854	10,500	886	7,089	61
Delaware	11	10,357	2,013	4,481	344	3,489	30
District of Columbia	6	4,831	1,126	246	31	3,427	1
Florida	333	423,723	119,583	210,086	10,141	82,625	1,288
Georgia	177	185,973	42,742	81,286	10,407	51,207	331
Hawaii							
Illinois	225	228,032	89,399	106,964	10,203	21,005	461
Indiana	47	40,112	8,915	22,953	553	7,620	71
Iowa	26	20,850	5,187	12,852	1,054	1,377	380
Kansas	37	26,859	11,086	9,598	1,446	4,455	274
Kentucky	1	585	211	214	5	153	2
Louisiana							
Maine							
Maryland	47	43,642	13,178	9,422	3,800	17,079	163
Massachusetts	32	31,390	8,524	17,974	1,930	2,864	98
Michigan	20	16,939	6,341	8,220	606	1,671	101
Minnesota	20	16,527	4,230	6,321	1,332	4,209	435
Mississippi							
Missouri	16	10,099	3,259	4,270	475	2,014	81
Montana							
Nebraska	37	26,214	10,117	13,101	450	2,190	356
Nevada	136	146,226	56,198	61,184	9,470	17,585	1,789
New Hampshire	4	4,266	736	3,185	102	218	25
New Jersey	104	93,829	30,076	37,954	6,825	18,892	82
New Mexico	2	835	573	240	10	9	3
New York	121	122,376	38,230	44,802	7,690	31,401	253
North Carolina	107	93,226	17,426	38,301	2,052	34,732	715
North Dakota							
Ohio	14	12,299	2,798	6,609	179	2,670	43
Oklahoma	45	37,732	10,032	16,680	1,017	6,644	3,359
Oregon	63	56,270	14,068	35,881	3,461	1,919	941
Pennsylvania	52	55,447	15,606	25,568	1,926	12,267	80
Rhode Island	15	14,351	4,438	6,891	726	2,216	80
South Carolina	12	11,586	2,564	5,088	160	3,769	5
South Dakota							
Texas	592	583,302	220,221	216,758	25,008	119,313	2,002
Utah	75	66,125	17,993	41,349	4,495	1,301	987

Table D6. Enrollment in Public Schools, Hispanic-Impacted Schools, by Race and Ethnicity, 2002-03 (cont.)

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Vermont							
Virginia	91	90,627	21,392	39,673	9,718	19,534	310
Washington	65	47,895	15,212	24,616	3,901	3,311	855
West Virginia							
Wisconsin	28	25,705	7,534	11,837	1,585	4,123	626
Wyoming	1	678	144	527	6	0	1
Total	3,369	3,326,087	1,145,102	1,402,082	176,272	577,441	25,190

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Table D7. Enrollment in Public Schools, Non-Hispanic Impacted Schools, by Race and Ethnicity, 1993-94

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Alabama	1,191	688,206	2,533	432,437	4,040	243,735	5,461
Alaska	423	121,616	2,928	79,544	4,935	5,836	28,373
Arizona	874	555,358	162,175	318,324	8,511	21,895	44,453
Arkansas	986	406,064	3,100	301,151	2,076	98,522	1,215
California	6,865	4,780,872	1,810,457	1,992,559	539,894	399,286	38,676
Colorado	1,195	534,836	93,779	403,049	12,043	20,554	5,411
Connecticut	922	464,603	50,262	345,481	11,022	56,665	1,173
Delaware	148	91,263	2,892	61,262	1,498	25,418	193
District of Columbia	145	70,779	4,507	3,057	1,032	62,169	14
Florida	2,046	1,659,344	233,830	964,579	27,198	430,734	3,003
Georgia	1,319	946,025	10,199	562,408	10,478	361,719	1,221
Hawaii	240	180,428	9,082	42,700	123,325	4,732	589
Illinois	3,469	1,624,473	174,895	1,042,441	45,936	358,845	2,356
Indiana	1,667	885,602	17,298	768,720	6,624	91,592	1,368
Iowa	1,372	449,861	6,696	421,671	6,415	13,534	1,545
Kansas	1,272	405,920	19,348	345,883	6,389	30,280	4,020
Kentucky	1,146	588,197	1,729	523,826	3,260	59,042	340
Louisiana	1,356	768,541	8,896	400,615	9,884	345,581	3,565
Maine	630	202,390	763	197,996	1,569	1,360	702
Maryland	1,172	726,144	17,586	439,222	25,412	241,839	2,085
Massachusetts	1,530	778,147	68,153	614,241	28,825	65,608	1,320
Michigan	2,878	1,462,597	32,748	1,146,559	20,299	248,302	14,689
Minnesota	1,482	726,832	11,197	648,837	25,164	28,632	13,002
Mississippi	791	470,805	1,498	229,456	2,159	237,037	655
Missouri	1,880	800,948	6,086	668,905	7,085	117,285	1,587
Montana	783	151,253	1,985	132,504	1,196	696	14,872
Nebraska	1,022	240,465	6,955	213,989	2,786	13,635	3,100
Nevada	251	115,315	16,423	84,719	3,615	7,372	3,186
New Hampshire	437	176,252	1,662	171,028	1,716	1,429	417
New Jersey	2,055	1,050,710	133,047	669,388	54,025	192,827	1,423
New Mexico	665	312,398	144,881	124,685	2,960	7,221	32,651
New York	3,687	2,504,873	395,505	1,489,942	122,864	487,612	8,950
North Carolina	1,689	989,399	11,811	659,702	10,839	290,426	16,621
North Dakota	489	111,192	823	101,309	851	895	7,314
Ohio	3,395	1,720,576	21,943	1,434,111	16,912	245,816	1,794
Oklahoma	1,612	537,187	15,975	387,896	6,027	51,969	75,320
Oregon	941	403,988	21,510	351,870	11,802	10,921	7,885
Pennsylvania	2,797	1,616,318	51,697	1,309,451	28,091	225,580	1,499
Rhode Island	273	131,373	10,915	107,685	3,943	8,372	458
South Carolina	891	577,070	3,143	338,482	4,087	230,463	895
South Dakota	635	126,292	830	112,985	954	927	10,596
Texas	5,198	3,001,381	1,149,441	1,392,965	58,950	393,614	6,411
Utah	606	391,233	14,828	362,665	6,190	2,021	5,529

Table D7. Enrollment in Public Schools, Non-Hispanic Impacted Schools, by Race and Ethnicity, 1993-94 (cont.)

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Vermont	327	92,429	288	90,186	798	642	515
Virginia	1,525	934,993	22,004	638,565	27,801	245,226	1,397
Washington	1,685	854,671	56,936	686,139	52,532	37,071	21,993
West Virginia	691	273,625	574	261,820	1,126	9,914	191
Wisconsin	1,855	794,294	22,090	674,483	18,623	69,084	10,014
Wyoming	354	97,377	6,050	87,101	716	990	2,520
Total	70,862	37,594,515	4,863,953	24,838,593	1,374,477	6,104,925	412,567

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD),
Public Elementary/Secondary School Universe Survey

Table D8. Enrollment in Public Schools, Non-Hispanic Impacted Schools, by Race and Ethnicity, 2002-03

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Alabama	1,191	617,221	9,327	360,877	4,857	237,191	4,969
Alaska	423	113,625	4,153	64,687	7,399	5,599	31,787
Arizona	874	529,535	198,979	252,655	10,587	22,867	44,447
Arkansas	986	381,658	11,430	266,918	2,970	98,551	1,789
California	6,865	4,930,812	2,296,785	1,625,087	576,625	389,877	42,438
Colorado	1,195	528,238	125,682	357,266	14,630	23,762	6,898
Connecticut	922	514,049	67,860	364,494	15,623	64,385	1,687
Delaware	148	89,017	5,698	52,813	2,176	28,083	247
District of Columbia	145	60,706	5,283	2,849	1,078	51,461	35
Florida	2,046	1,633,451	307,880	844,873	29,268	447,054	4,376
Georgia	1,319	932,477	32,236	484,088	17,295	397,505	1,353
Hawaii	240	164,181	7,536	32,468	119,370	4,088	719
Illinois	3,469	1,643,628	230,579	971,901	55,720	382,850	2,578
Indiana	1,667	890,157	31,809	740,868	8,947	106,123	2,410
Iowa	1,372	439,749	15,594	396,296	7,078	18,594	2,187
Kansas	1,272	396,421	33,228	314,263	7,898	35,175	5,857
Kentucky	1,146	561,260	7,604	487,439	4,517	60,619	1,081
Louisiana	1,356	679,335	11,589	327,727	9,042	326,244	4,733
Maine	630	191,126	1,379	183,411	2,246	3,090	1,000
Maryland	1,172	745,406	32,872	398,321	33,406	278,027	2,780
Massachusetts	1,530	800,592	83,590	607,080	37,828	69,607	2,487
Michigan	2,878	1,453,578	45,692	1,082,801	30,234	273,864	20,987
Minnesota	1,482	704,759	24,724	583,089	36,728	45,861	14,357
Mississippi	791	432,607	4,085	195,479	2,953	229,428	662
Missouri	1,880	783,535	15,098	619,669	9,470	136,723	2,575
Montana	783	142,679	2,854	121,488	1,522	958	15,857
Nebraska	1,022	225,580	13,931	188,166	3,652	16,006	3,825
Nevada	251	114,925	26,234	71,630	5,434	8,418	3,209
New Hampshire	437	189,210	3,475	179,619	2,941	2,611	564
New Jersey	2,055	1,163,739	180,820	703,611	79,733	197,578	1,997
New Mexico	665	278,465	147,132	90,678	2,993	6,648	31,014
New York	3,687	2,513,983	439,296	1,420,292	161,890	481,020	11,485
North Carolina	1,689	1,011,912	49,830	608,069	18,795	317,844	17,374
North Dakota	489	98,077	1,248	86,548	855	1,108	8,318
Ohio	3,395	1,633,955	30,510	1,315,707	19,827	265,762	2,149
Oklahoma	1,612	534,816	30,053	340,974	7,422	55,885	100,482
Oregon	941	386,618	39,386	310,650	14,717	12,564	9,301
Pennsylvania	2,797	1,591,207	68,714	1,249,101	34,144	237,050	2,198
Rhode Island	273	134,725	16,279	104,368	3,965	9,393	720
South Carolina	891	579,042	13,963	314,624	5,943	243,025	1,487
South Dakota	635	120,329	1,919	102,962	1,251	1,751	12,446
Texas	5,198	2,886,244	1,289,341	1,148,163	66,743	373,221	8,776
Utah	606	352,351	28,321	306,621	8,249	3,397	5,763

Table D8. Enrollment in Public Schools, Non-Hispanic Impacted Schools, by Race and Ethnicity, 2002-03 (cont.)

State	Number of Schools	Total	Hispanic	White	Asian	Black	American Indian
Vermont	327	90,021	631	86,392	1,425	1,120	453
Virginia	1,525	926,864	42,246	584,488	35,835	261,696	2,599
Washington	1,685	852,202	90,575	623,373	66,665	48,448	23,141
West Virginia	691	253,826	1,182	239,964	1,483	10,960	237
Wisconsin	1,855	782,855	35,562	634,058	26,126	75,662	11,447
Wyoming	354	83,528	6,369	72,552	790	1,109	2,708
Total	70,862	37,164,276	6,170,563	22,521,517	1,620,345	6,369,862	481,989

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD),

Public Elementary/Secondary School Universe Survey

Table D9. Change in Average Characteristics of Public Schools

State	Change	Number of Schools	School Year	Enrollment	Student-Teacher Ratio	Percent Hispanic	Percent Black	Percent White	Percent with Free Lunch
Alabama	Hispanic Impacted	11	1993	550	17.4	2.1	19.6	76.2	.
			2002	667	15.2	26.4	20.1	50.9	58.6
	Small Hispanic Change	1,191	1993	578	17.5	0.4	37.5	60.7	.
			2002	518	15.7	1.5	41.5	55.5	48.0
Alaska	Hispanic Impacted	1	1993	329	31.3	11.9	9.4	42.2	28.3
			2002	494	18.6	39.3	8.1	36.4	32.2
	Small Hispanic Change	423	1993	288	18.0	1.4	2.5	47.1	31.4
			2002	269	14.4	2.0	2.6	41.8	37.2
Arizona	Hispanic Impacted	151	1993	815	19.7	23.1	5.9	66.6	.
			2002	986	20.0	48.4	6.1	40.3	40.0
	Small Hispanic Change	874	1993	635	19.1	30.0	3.6	55.3	.
			2002	606	17.2	37.0	3.9	46.9	24.1
Arkansas	Hispanic Impacted	31	1993	678	19.5	3.4	9.6	81.7	31.5
			2002	721	18	31.6	9.5	53.4	48.9
	Small Hispanic Change	986	1993	412	16.6	0.8	22.9	75.6	38.5
			2002	387	14.4	2.9	25.0	70.9	44.0
California	Hispanic Impacted	464	1993	752	24.8	28.4	13.9	46.3	43.5
			2002	1,033	21.3	49.2	12.4	28.5	44.0
	Small Hispanic Change	6,865	1993	696	24.5	33.8	7.9	47.1	42.1
			2002	718	20.1	41.7	7.7	38.6	39.4
Colorado	Hispanic Impacted	119	1993	677	19.8	16.5	15.4	63.6	28.3
			2002	778	17.1	46.0	13.2	36.7	40.3
	Small Hispanic Change	1,195	1993	448	18.4	17.9	3.3	76.0	23.8
			2002	442	16.5	24.1	4.0	68.3	25.5
Connecticut	Hispanic Impacted	30	1993	697	23.7	18.2	31.0	48.1	38.7
			2002	880	33.1	35.7	28.1	33.2	.
	Small Hispanic Change	922	1993	504	15.2	9.3	11.6	76.6	22.5
			2002	558	13.8	12.7	12.8	71.1	.
Delaware	Hispanic Impacted	11	1993	863	17.6	6.6	29.8	60.9	31.4
			2002	942	16.8	22.8	30.7	42.9	39.6
	Small Hispanic Change	148	1993	617	16.6	3.5	28.5	66.3	29.6
			2002	601	14.6	7.0	32.7	57.6	32.1
District of Columbia	Hispanic Impacted	6	1993	563	17.9	12.7	82.1	4.3	55.6
			2002	805	.	34.6	62.6	2.1	61.6
	Small Hispanic Change	145	1993	488	19.1	6.4	86.5	5.6	59.3
			2002	419	.	8.3	84.9	4.9	59.4
Florida	Hispanic Impacted	333	1993	1,001	19.4	13.4	19.1	65.5	31.8
			2002	1,272	18.9	30.3	19.9	47.4	40.3
	Small Hispanic Change	2,046	1993	811	17.6	11.3	27.9	59.2	37.8
			2002	798	17.2	15.9	29.8	52.4	43.9
Georgia	Hispanic Impacted	177	1993	867	16.2	5.7	24.2	66.3	31.7
			2002	1,051	15.5	28.2	27.5	39.5	45.4
	Small Hispanic Change	1,319	1993	717	16.5	1.1	39.3	58.6	39.0
			2002	707	15.9	3.7	44.3	50.2	43.3

Table D9. Change in Average Characteristics of Public Schools (cont.)

State	Change	Number of schools	Year	Enrollment	Student-Teacher Ratio	Percent Hispanic	Percent Black	Percent White	Percent Free Lunch
Hawaii	Small Hispanic Change	240	1993	752	17.4	4.7	2.4	23.7	14.9
			2002	684	16.4	4.6	2.4	20.1	36.0
Illinois	Hispanic Impacted	225	1993	742	19.5	20.5	11.1	64.2	.
			2002	1,013	18.8	45.6	10.4	40.0	37.0
	Small Hispanic Change	3,469	1993	468	18.2	7.3	18.2	72.2	.
			2002	474	16.3	10.1	20.4	66.9	31.3
Indiana	Hispanic Impacted	47	1993	765	17.8	6.0	20.8	72.1	38.5
			2002	853	17	28.5	18.7	51.4	48.8
	Small Hispanic Change	1,667	1993	531	18.3	1.8	9.5	87.9	23.3
			2002	534	17.3	3.5	11.4	84.0	27.4
Iowa	Hispanic Impacted	26	1993	702	15.2	7.0	4.6	81.7	30.2
			2002	802	14.4	32.0	5.6	55.4	40.7
	Small Hispanic Change	1,372	1993	328	15.5	1.3	2.2	95.1	20.3
			2002	321	13.4	3.3	3.3	91.7	21.7
Kansas	Hispanic Impacted	37	1993	614	17.4	16.8	20.4	55.8	47.0
			2002	726	16.4	46.1	16.4	31.5	60.5
	Small Hispanic Change	1,272	1993	319	14.5	4.2	5.4	88.5	24.2
			2002	312	13.4	7.4	6.4	83.5	27.0
Kentucky	Hispanic Impacted	1	1993	625	17.1	2.7	28.6	67.8	.
			2002	585	11.4	36.1	26.2	36.6	84.3
	Small Hispanic Change	1,146	1993	513	16.4	0.3	9.5	89.6	.
			2002	490	16.1	1.3	10.2	87.7	60.2
Louisiana	Small Hispanic Change	1,356	1993	567	16.2	1.0	45.3	52.2	56.7
			2002	501	14.7	1.5	49.7	47.0	56.9
Maine	Small Hispanic Change	630	1993	321	15.7	0.3	0.6	98.1	27.3
			2002	303	13.2	0.6	1.4	96.2	27.6
Maryland	Hispanic Impacted	47	1993	782	18.5	13.9	41.9	35.0	32.4
			2002	929	15.4	33.6	38.9	18.5	39.6
	Small Hispanic Change	1,172	1993	620	17.7	2.3	32.5	61.7	25.9
			2002	636	15.7	4.5	38.1	53.1	27.9
Massachusetts	Hispanic Impacted	32	1993	721	.	16.9	10.0	66.4	.
			2002	981	.	34.9	9.7	48.7	.
	Small Hispanic Change	1,530	1993	509	.	7.7	8.0	80.7	.
			2002	523	.	10.2	8.9	76.2	.
Michigan	Hispanic Impacted	20	1993	673	21.9	17.5	13.9	64.7	41.1
			2002	847	27.3	41.3	10.4	43.8	34.3
	Small Hispanic Change	2,878	1993	508	22.8	2.4	14.1	81.1	23.3
			2002	505	25.7	3.5	16.9	76.0	28.6
Minnesota	Hispanic Impacted	20	1993	785	17.0	6.1	22.2	58.4	38.3
			2002	826	15.1	30.2	24.0	35.5	50.9
	Small Hispanic Change	1,482	1993	490	16.2	1.8	4.6	87.9	19.5
			2002	476	15.5	3.9	7.2	81.3	23.8

Table D9. Change in Average Characteristics of Public Schools (cont.)

State	Change	Number of Schools	School Year	Enrollment	Student-Teacher Ratio	Percent Hispanic	Percent Black	Percent White	Percent Free Lunch
Mississippi	Small Hispanic Change	791	1993	595	18.3	0.3	52.9	46.2	56.7
			2002	547	18.4	0.9	56.7	41.6	61.7
Missouri	Hispanic Impacted	16	1993	542	15.0	8.3	26.8	61.2	50.7
			2002	631	16.1	38.4	16.7	40.1	58.6
	Small Hispanic Change	1,880	1993	426	15.7	0.7	13.3	85.2	28.5
			2002	417	14.4	1.8	15.9	81.0	33.7
Montana	Small Hispanic Change	783	1993	193	14.1	1.0	0.4	88.3	21.4
			2002	182	12.3	1.6	0.5	86.0	25.6
Nebraska	Hispanic Impacted	37	1993	595	16.6	14.3	7.6	74.6	27.4
			2002	708	15.2	46.8	5.8	44.4	45.6
	Small Hispanic Change	1,022	1993	235	13.0	2.2	2.7	92.9	17.6
			2002	221	11.9	5.2	3.7	88.1	21.4
Nevada	Hispanic Impacted	136	1993	879	20.0	15.4	11.4	67.3	27.7
			2002	1,075	19.6	41.2	11.3	40.0	44.4
	Small Hispanic Change	251	1993	459	17.0	13.3	5.7	73.9	24.4
			2002	458	15.9	21.2	6.7	64.0	31.3
New Hampshire	Hispanic Impacted	4	1993	868	17.9	7.4	3.0	87.6	40.0
			2002	1,067	15.2	23.7	5.6	67.7	39.2
	Small Hispanic Change	437	1993	403	15.9	0.7	0.6	97.7	14.2
			2002	433	13.5	1.5	1.4	95.6	12.4
New Jersey	Hispanic Impacted	104	1993	632	15.1	19.3	24.0	52.1	34.8
			2002	902	13.7	38.1	21.8	33.3	34.8
	Small Hispanic Change	2,055	1993	511	15.2	10.6	16.8	67.4	22.8
			2002	566	13.6	14.2	17.5	61.7	20.6
New Mexico	Hispanic Impacted	2	1993	237	21.2	59.9	1.5	38.2	.
			2002	418	14.1	69.1	1.0	28.5	63.8
	Small Hispanic Change	665	1993	470	17.6	47.7	2.0	38.7	.
			2002	419	14.4	52.6	2.0	32.4	53.2
New York	Hispanic Impacted	121	1993	691	16.4	21.6	31.0	43.3	26.7
			2002	1,011	14.6	35.1	27.5	31.8	33.8
	Small Hispanic Change	3,687	1993	679	16.9	12.0	16.5	67.4	19.6
			2002	682	13.7	14.0	17.2	63.5	21.1
North Carolina	Hispanic Impacted	107	1993	741	16.0	3.2	37.3	57.4	32.0
			2002	871	15.1	22.4	37.2	37.6	40.2
	Small Hispanic Change	1,689	1993	586	16.1	1.2	30.2	65.9	33.0
			2002	599	14.3	5.2	33.0	58.3	31.6
North Dakota	Small Hispanic Change	489	1993	227	14.8	0.7	0.5	91.1	24.5
			2002	201	11.8	1.2	0.8	88.3	24.9
Ohio	Hispanic Impacted	14	1993	797	19.4	5.3	32.6	59.9	51.2
			2002	879	15.8	27.0	21.0	50.4	59.1
	Small Hispanic Change	3,395	1993	507	19.5	1.3	13.1	84.7	24.2
			2002	481	16.4	1.8	15.6	81.4	28.6

Table D9. Change in Average Characteristics of Public Schools (cont.)

State	Change	Number of Schools	School Year	Enrollment	Student-Teacher Ratio	Percent Hispanic	Percent Black	Percent White	Percent Free Lunch
Oklahoma	Hispanic Impacted	45	1993	750	17.7	10.9	15.7	62.1	51.5
			2002	838	17.4	33.7	15.8	38.9	65.4
	Small Hispanic Change	1,612	1993	333	15.2	3.0	7.8	71.9	37.7
			2002	332	15	5.6	8.5	63.4	45.7
Oregon	Hispanic Impacted	63	1993	816	20.2	10.1	2.5	80.9	25.6
			2002	893	20.9	31.8	3.8	57.1	44.6
	Small Hispanic Change	941	1993	429	19.2	5.4	2.1	88.0	24.5
			2002	411	19.4	10.2	2.9	80.9	33.0
Pennsylvania	Hispanic Impacted	52	1993	821	20.0	12.2	13.2	71.4	.
			2002	1,066	19.7	33.0	21.2	42.7	42.9
	Small Hispanic Change	2,797	1993	578	19.2	2.6	11.9	83.9	.
			2002	569	16.2	3.8	14.1	80.2	24.9
Rhode Island	Hispanic Impacted	15	1993	724	15.1	17.2	14.3	64.2	47.6
			2002	957	.	35.2	17.3	43.1	54.0
	Small Hispanic Change	273	1993	481	15.3	6.8	5.8	84.2	22.9
			2002	493	.	11.5	6.9	78.1	24.6
South Carolina	Hispanic Impacted	12	1993	762	16.3	2.0	39.4	57.1	42.6
			2002	966	14.6	22.9	35.8	39.8	49.1
	Small Hispanic Change	891	1993	648	16.7	0.5	42.2	56.6	43.1
			2002	650	15.2	2.5	45.1	51.3	47.6
South Dakota	Small Hispanic Change	635	1993	199	13.6	0.4	0.4	90.1	.
			2002	189	12.6	1.0	0.8	87.2	26.8
Texas	Hispanic Impacted	592	1993	787	16.5	19.8	21.1	55.0	33.0
			2002	985	15.4	42.2	20.4	33.1	45.4
	Small Hispanic Change	5,198	1993	577	16.3	34.3	12.6	51.5	41.1
			2002	555	13.9	40.8	12.7	44.5	41.8
Utah	Hispanic Impacted	75	1993	917	23.9	10.1	1.5	81.7	34.1
			2002	882	22.1	31.6	2.1	58.0	43.8
	Small Hispanic Change	606	1993	646	23.1	4.5	0.7	90.9	22.3
			2002	581	21	8.8	1.0	85.2	25.9
Vermont	Small Hispanic Change	327	1993	283	12.2	0.3	0.7	98.1	26.8
			2002	275	11.3	0.7	1.2	96.7	20.0
Virginia	Hispanic Impacted	91	1993	845	.	9.2	20.4	61.4	21.0
			2002	996	14.2	29.1	22.0	38.1	27.2
	Small Hispanic Change	1,525	1993	613	.	2.1	26.0	69.3	28.0
			2002	608	13.7	4.3	28.2	64.1	29.8
Washington	Hispanic Impacted	65	1993	621	21.4	15.4	5.6	70.6	.
			2002	737	19.8	38.4	6.7	45.9	51.8
	Small Hispanic Change	1,685	1993	507	21.0	6.7	4.3	80.5	.
			2002	506	18.5	11.0	5.6	73.3	29.6
West Virginia	Small Hispanic Change	691	1993	396	15.7	0.2	3.5	95.8	41.7
			2002	367	14.4	0.4	4.4	94.6	41.9

Table D9. Change in Average Characteristics of Public Schools (cont.)

State	Change	Number of Schools	School Year	Enrollment	Student-Teacher Ratio	Percent Hispanic	Percent Black	Percent White	Percent Free Lunch
Wisconsin	Hispanic Impacted	28	1993	835	18.9	8.7	21.0	62.6	44.7
			2002	918	14.6	36.7	15.6	39.3	.
	Small Hispanic Change	1,855	1993	428	16.9	2.3	6.7	87.5	18.3
			2002	422	14.3	4.0	7.9	83.6	.
Wyoming	Hispanic Impacted	1	1993	324	14.7	0.6	0.3	98.8	5.9
			2002	678	13.8	21.2	0.0	77.7	15.9
	Small Hispanic Change	354	1993	275	14.0	5.4	0.7	90.3	19.7
			2002	236	11.8	7.1	1.0	87.5	23.0

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey

Note: The following states had no Hispanic-impacted schools: Hawaii, Louisiana, Mississippi, North Dakota, South Dakota, Vermont and West Virginia.

Not all schools report complete school information. For the 2002-03 school year, 86,528 schools reported their Title I status; 83,021 schools had information on their pupil teacher ratio, and 79,235 schools reported the number of students eligible for the free lunch program.