



REPORT

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The High Schools Hispanics Attend: Size and Other Key Characteristics

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Executive Summary

Most Hispanic students are educated at public high schools that have different characteristics than the public high schools educating white or black students. Hispanic youths are much more likely than white or black youths to attend public high schools that are large, that have a high student-to-teacher ratio, and that have a substantial proportion of students who come from relatively poor families.

The characteristics of high schools matter for student performance. Careful statistical studies have found that schools with larger enrollments are associated with lower student achievement and higher dropout rates. Similarly, research has shown that lower instructional resources as expressed in higher student-to-teacher ratios are also associated with lower school performance. Moreover, the effects of these structural characteristics on achievement appear to be greater in schools with higher concentrations of low socioeconomic status students.

Understanding structural factors such as size, school resources and school processes is important for both policy and research reasons. Much of the research on the achievement gap between Hispanics and whites has focused on the characteristics of the students—factors such as family income, nativity and parents' level of education and ability to speak English. While all of these factors are important, they do not produce a complete picture. Student characteristics alone do not explain the entire achievement gap. Examining the context of learning—most broadly the characteristics of schools—is also essential. Moreover, educators and educational policymakers have vastly more influence over the characteristics of their schools than the characteristics of their students.

In order to explore the potential role of educational context in student performance, the Pew Hispanic Center tabulated some of the basic characteristics of public high schools of Hispanic students and other students at the national level and state level. This assessment is based on a U.S. Department of Education survey that collects data on every public high school in the country and the students who attend them. The most recent publicly available data are for the 2002-03 school year.

Some of the major findings in this report include:

- Latinos are much more likely than whites or blacks to attend the nation's largest public high schools. Ten percent of public high schools have an enrollment of at least 1,838 students each. More than 56 percent of Hispanics attend these large public high schools, in comparison with 32 percent of blacks and 26 percent of whites.
- One quarter of the nation's public high schools have more than 45 percent of their students eligible for free or reduced-price school lunches. Three hundred of these schools are also among the largest with an enrollment of 1,838 students or more. Almost 25 percent of Hispanic students attend these 300 high schools, in comparison with 8 percent of black students and 1 percent of white students.
- Hispanics are more likely to be at high schools with lesser instructional resources. Nearly 37 percent of Hispanics are educated at public high schools with a student/teacher ratio greater than 22 to 1, in comparison with 14 percent of blacks and 13 percent of whites. The average student/teacher ratio in public high schools is 16 to 1 and only 10 percent of schools have more than 22 students for each teacher.

- Among students at central city high schools, Hispanic students are nearly twice as likely as black students to be at a high school with more than 1,838 students.
- High schools in seven states educate nearly 80 percent of Hispanic youth. These seven states with large Hispanic high school enrollment have larger public high schools, on average, than the rest of the nation.
- In the states with large Hispanic high school enrollment, Hispanics are more likely than either whites or blacks to attend large and relatively more disadvantaged high schools. In California, nearly 40 percent of Hispanics attend large, relatively disadvantaged high schools, in comparison with 8 percent of whites and 30 percent of blacks.

Introduction

Efforts to improve secondary education increasingly emphasize the size and structure of high schools. The U.S. Secretary of Education is actively promoting the expansion of the standards-based performance measures mandated in the No Child Left Behind Act of 2001 to high schools as well as a discussion of the most effective models of high school reform. In addition to measuring progress and accountability and grappling with staffing and curriculum issues, many school districts are focusing on the size, design and characteristics of their high schools. Many urban school districts are planning to build new, smaller high schools and break up larger high schools into smaller “learning communities” (Harris, 2003). The National Governors Association’s 2004-05 Chairman’s Initiative is titled *Redesigning the American High School* and it highlights state commitments to “open smaller, personalized high schools” as part of its agenda for reform (National Governors Association, 2005a).¹ The U.S. Department of Education, in collaboration with the Council of Great City Schools, included “create smaller learning communities” as an ingredient in all successful urban high schools (U.S. Department of Education, 2000).

The high school reform movement includes prominent endeavors from the non profit sector as well as from governments. The Bill and Melinda Gates Foundation has been an outspoken critic of the current structure of American high schools and a prominent funder of efforts to create what it deems better-quality high schools. The foundation asserts that “It is time to rethink the purpose and structure of the American high school. Today’s large comprehensive high schools are obsolete.” (Bill and Melinda Gates Foundation, undated a). The foundation unambiguously includes the size and structure of high schools at the heart of its high school reform efforts: “We know where to start. We need to redesign large, ineffective schools, create new, small high schools, and replicate proven models.” (Bill and Melinda Gates Foundation, undated b). The foundation has invested over \$1 billion to improve education, “including supporting the creation of new, small, high-quality high schools and the conversion of existing low-performing schools into smaller, personalized learning communities.” (Bill and Melinda Gates Foundation, 2005)

Since 1992 the New York City school system has prominently and aggressively opened small and experimental high schools in an attempt to improve secondary education with support from the Bill and Melinda Gates Foundation, the Annenberg Foundation and other philanthropies. The Los Angeles Unified School District is implementing a plan to change its high schools by constructing nontraditional high schools as part of its building program and overhauling existing schools by creating “smaller learning clusters.”

While there has not been a voluminous amount of empirical research on the effects of school characteristics, “research has suggested that small and moderate size high schools foster more positive social and academic environments than large high schools, especially for economically disadvantaged students.” (NCES, 2003a). Careful statistical studies conclude that students in large high schools (especially those with more than 2,100 students) learn less and are more likely to drop out of school.

¹ The National Governors Association does not endorse a particular high school size or design for all communities. “There is no one-size-fits-all model for the high schools we need. In some communities, large comprehensive high schools already offer rigorous college- and work-ready courses. In other locations, large high schools need to be broken up into small learning communities. ... In still other cases, local communities need to create new small high schools, each with a particular theme and instructional philosophy.” (National Governors Association, 2005b)

Associated with the movement toward smaller learning communities is a longstanding concern regarding concentrated poverty in schools. Concentrations of economically disadvantaged students may adversely affect school performance, and the effects of school size may also interact with lower socioeconomic status. There is some evidence that smaller schools are particularly conducive to learning in schools with a higher incidence of student poverty.

This report analyzes the characteristics of the public high schools attended by Hispanic students in comparison with schools attended by white and African American students. The educational outcomes of Latino students, especially high school dropout rates, have been widely monitored,² but the characteristics of the schools attended by Hispanic teens have received much less attention. For example, the U.S. Department of Education's summary volume *Status and Trends in the Education of Hispanics* does not present any information on the characteristics of schools attended by Latinos, omitting their size, the characteristics of teachers or school principals, the guidance counseling and support-staff resources of the school and the instructional expenditures per pupil (NCES, 2003b).

While understanding student characteristics and outcomes is important, school characteristics, including design, processes and organization, are critical as well. Schools and educational policymakers can only directly influence characteristics of the school; student background and behavior are not directly in their purview. Furthermore, the nature of schools is growing increasingly important as the No Child Left Behind mandates hold individual schools accountable for the achievement gains of students. The characteristics of the school are important context for judging how well a school is performing.

Hispanic students tend to attend public high schools with different characteristics than the public high schools attended by white or black students. Hispanics are more likely to attend extremely large high schools. The typical American high school has about 750 students, and the most recent high school enrollment figures indicate that 10 percent of American public high schools have enrollments of 1,838 or more students. More than half of Hispanic public high school students attend the largest 10 percent of high schools in terms of enrollment. Hispanics are not only more likely than whites to attend the largest 10 percent of public high schools, they are almost twice as likely as blacks to attend public high schools with more than 1,838 students. This is in spite of the fact that Hispanic and black public high school students are equally likely to attend schools located in central city areas.

Hispanic teens are more likely than any other racial or ethnic group to attend public high schools that have the dual characteristics of extreme size and poverty (the latter measured in terms of the percent of the student body eligible for free or reduced-price lunches). For example, Hispanics are six times more likely than blacks to attend public high schools that are both greater than 1,838 students in size and have more than 67 percent of the student body eligible for free or reduced-price lunches.³ Hispanics are more than 50 times as likely as whites to go to a public high school with both these characteristics.

The distinct nature of the public high schools attended by Hispanics arises partly from residential patterns. Public high schools tend to differ in their characteristics across states. In particular, the public high schools in the states with the largest Hispanic enrollments are different, on average, than the high schools in the rest of the United States. White and black

² This report uses the words Latino and Hispanic interchangeably. The terms white and black refer to non-Hispanics.

³ This is perhaps counterintuitive because large high schools are less likely to be high-poverty schools. It results from the fact that on a percentage basis there are many more Hispanics than blacks in large public high schools.

youths are more evenly distributed across the country and so smaller shares of their total high school populations are in the states where Hispanics are concentrated. The differing geographic concentration of Latino youths across states is, however, only part of the explanation of the national differences in high school characteristics between Latino and white youths. Even when they reside in the same state, Hispanics and whites tend to go to very different kinds of public high schools.

This report is based on the data collected on high schools in the U.S. Department of Education's *Public Elementary/Secondary School Universe Survey* of its Common Core of Data (CCD) survey system. The information is based on the entire universe of public high schools, not a sample of high schools. Thus, there are no sampling errors and confidence intervals associated with the analysis. The National Center for Education Statistics (NCES) works actively with state education agencies to minimize inaccurate reporting of the information. The CCD is the only uniformly collected data available on enrollment at individual high schools throughout the entire country. The most recently released data are for the 2002-03 school year.

This report analyzes high schools in the 50 states and the District of Columbia and omits other geographic entities (for example, schools in outlying areas of the United States) included in the CCD (see the Appendix for further details). NCES regularly publishes school enrollment tallies from the *Public Elementary/Secondary School Universe Survey* in its annual *Digest of Education Statistics* volume, but the tabulations for high schools and by race and ethnicity are quite limited.

I. National Characteristics of Public High Schools Attended by Hispanic, White and Black Youth

By and large, the nation's Latino public high school students do not attend the same public high schools that white students or black students attend. The first and most obvious difference is a product of concentration. Taken as a whole, the enrollment at the nation's 17,500 public high schools is 13% Hispanic. Among them, 4,432 high schools have enrollments that are more than 13% Hispanic, meaning that they are disproportionately Hispanic. These 4,432 public high schools educate over 85 percent of all Hispanic public high school students. Most white and black students do not attend these 4,432 public high schools. Disproportionately Hispanic schools educate 18 percent of the nation's white youth and 29 percent of the nation's black youth.

As discussed later in the report, the concentration of Hispanic students in certain high schools follows in part from their patterns of geographic concentration. Most Hispanic students are educated in seven states: California, Texas, Florida, New York, Arizona, Illinois and New Jersey. White and black students are more geographically dispersed across the nation. But even within these seven large Hispanic states, Hispanics largely attend different public high schools than whites and blacks attend.⁴

The public high schools attended by most Hispanics have some notably different characteristics than the public high schools attended by most whites and most blacks. The majority of Hispanics go to public high schools that have much larger enrollments than the national average in size: schools with 1,838 students or more in comparison with the typical American public high school of 754 students.⁵ Not only are most Hispanics in large schools, their schools also have relatively high concentrations of disadvantaged students. Furthermore, some measures of the instructional resources at high schools attended by Latinos lag the national average.

Public high schools that are disproportionately Hispanic, on average, are bigger, are more likely to be in the central city, and have more economically disadvantaged student bodies. Table 1 shows the average characteristics of all 17,500 public high schools across the country and the average characteristics of the subset of 4,432 disproportionately Hispanic public high schools. Among all 17,500 public high schools, the average school has 754 students. The average disproportionately Hispanic high school has 941 students. Nearly 21 percent of America's high schools are in the central city. The high schools serving most Hispanic students are twice as likely to be in the central city. The affluence of a high school's student body can be gauged by student participation in the free and reduced-price programs of the National School Lunch Act. The average public high school has 32 percent of its students eligible for these lunches. The schools educating most Hispanics, on average, have 41 percent of their students qualifying for the lunch programs. Alternatively, in terms of Title I status, 28 percent of the nation's public

⁴ Blacks and Hispanics in Arizona are an exception. About half of black public high school students in Arizona attend 172 public high schools. These 172 public high schools educate 64 percent of Arizona's Hispanic students. Thus, there is considerable overlap between Hispanic and black students in Arizona in their high schools. By contrast, Hispanic and white public high school students in Arizona largely do not share the same high schools. The 172 public high schools educate only 14 percent of Arizona's white public high school students.

⁵ Public high schools with 1,838 students or more are at the 90th percentile of the size distribution of American high schools. That is, 10% of high schools have 1,838 or more students.

high schools are Title I eligible.⁶ About 39 percent of disproportionately Hispanic public high schools are Title I eligible. In terms of instructional resources, the typical high school has 16 students per teacher. The high schools educating most Latinos average 18 students per teacher.

In order to know precisely how many students are educated in what kind of school, we need to look at students, not schools. Table 1 looks at schools, so it does not tell us precisely how many Hispanic students are educated in a particular kind of high school. In what follows, we examine students across different kinds of high schools.

Table 1
National Public High School Characteristics
2002-2003

Characteristic	All Public High Schools		Disproportionately Hispanic Public High Schools
	Mean	Median	Mean
Enrollment size	754	493	941
Percent of student body eligible for free or reduced price lunch	31.9	27.3	41.1
Student/teacher ratio	16.1	15.1	17.6
Percent black	13.2	2.0	13.2
Percent minority	31.0	17.9	61.1
Percent Hispanic	12.5	2.6	42.0
Community type distribution (in percent)			
Central city high school	20.5		38.6
Urban fringe high school	29.8		34.3
Rural high school	<u>49.8</u>		<u>27.1</u>
	100.0		100.0
Title I school status (in percent)	27.6		39.1

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Notes: The mean school characteristics are the simple average over all high schools. These are not enrollment weighted.

A small high school receives the same weight as a large high school.

"Disproportionately Hispanic public high school" refers to a high school that has an above-average Hispanic student share of total student enrollment, that is a school where more than 13 percent of the students are Hispanic.

⁶ Title I refers to additional funding that schools receive under the federal Elementary and Secondary Education Act. The funds are targeted toward school districts with high concentrations of poor children, and within those districts toward schools with more students in poverty.

Size of High School

Hispanics tend to be educated in very large public high schools. Ten percent of the nation's public high schools have 1,838 or more students enrolled at the school. About 56 percent of the nation's Hispanic high school students attend these very large high schools (Figure 1). Fewer than one third of black students and about one quarter of white students attend these large schools. A quarter of public high schools have 1,145 or more students. Nearly 80 percent of Hispanics go to these large schools, compared with 66 percent of black students and 55 percent of white students.

At the other end of the size continuum, half of the nation's public high schools have 493 students or fewer. Relatively few Hispanics attend them (8.8 percent) and Hispanics are less likely than black (9.0 percent) or white students (15.5 percent) to go to a small high school.

Free or Reduced-Price Lunch Eligibility

About a third of the student body at the average public high school is eligible for free or reduced-price lunch programs. However, 10 percent of high schools have more than two thirds of their students eligible for the lunch programs. Latino students disproportionately attend the high schools that display greater economic disadvantage by this measure (Figure 2). Nearly 19 percent of Hispanic students are in schools with more than 67 percent of their students eligible for the lunch programs, in comparison with only 2 percent of white students. The most disadvantaged quarter of high schools have more than 45 percent of the student body eligible for free or reduced-price lunches. More than 44 percent of Hispanic students attend the most disadvantaged quarter of high schools, compared with only 9 percent of white students.

Title I Eligibility

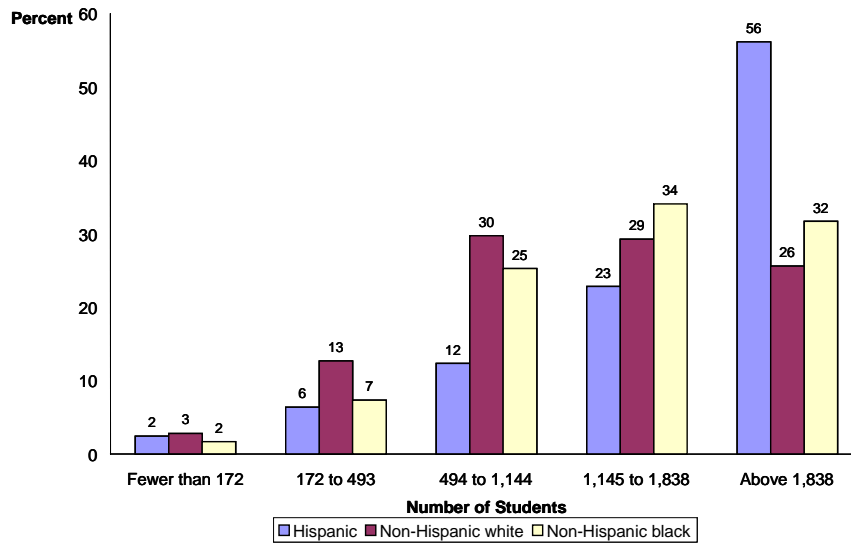
An alternative proxy for poverty status is Title I eligibility. Federal Title I funds are targeted toward schools with high concentrations of poor students. Among the states that reported Title I eligibility status, there were 4,648 public high schools that were Title I eligible in 2002-03. Nearly 48 percent of Hispanic high school students attended these Title I eligible schools, in comparison with 17 percent of white students and 32 percent of black students.

Large and Relatively Disadvantaged High Schools

The gap between Hispanic and other students is even larger when the focus is shifted to high schools that are both big and that educate high proportions of students from economically disadvantaged families. As shown above, well over half of Hispanic public high school students attend very large high schools with more than 1,838 students. Some of these very large high schools also have relatively less affluent student bodies. Among public high schools with more than 1,838 students, 297 schools have more than 45 percent of their students eligible for free or reduced-price lunches.⁷ That means there are 297 public high schools that are both extremely large in terms of student enrollment and that have a relatively large proportion of their student body demonstrating economic disadvantage. These 297 schools educate about 750,000 students, or about 6 percent of the nation's students. One quarter of the nation's Latino students attend these 297 schools (Figure 3). About 1 percent of the nation's white students are enrolled in these schools and 8 percent of the nation's black students attend these schools.

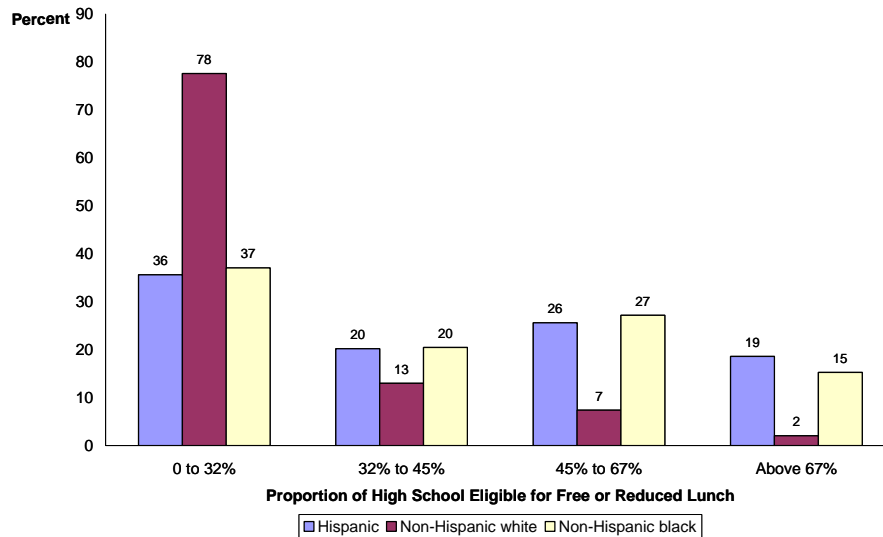
⁷ Not all the 1,762 public high schools with student enrollment greater than 1,832 students reported the number of free or reduced-price lunch students; only 1,632 did so. Thus, the 297 high schools that reported free or reduced-price lunch students in excess of 45 percent of their student enrollment came from the slightly smaller group.

Figure 1
National Distribution of Public High School Students by Size of School



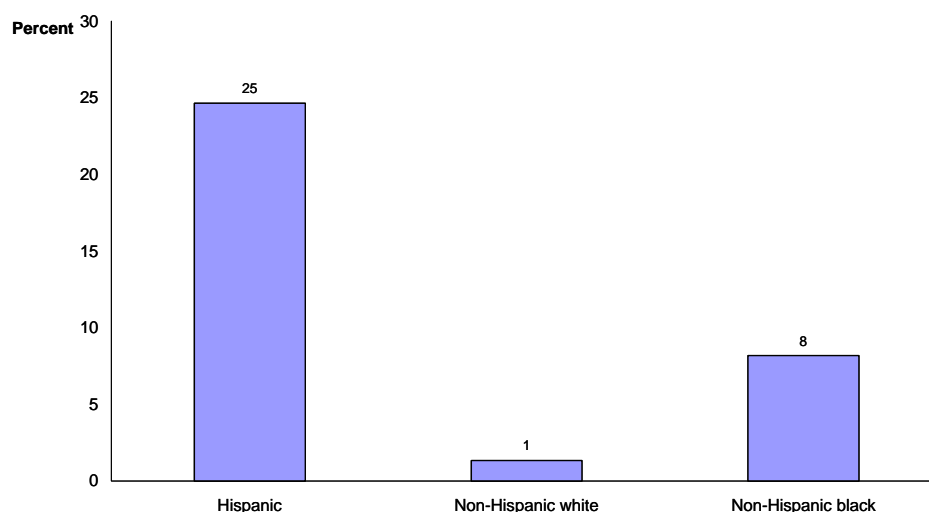
Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Figure 2
National Distribution of Public High School Students by Proportion of Student Body in Free or Reduced-Price Lunch Program



Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Figure 3
Percent of Public High School Students Enrolled at Very Large Schools With More Than 45 Percent of Students Eligible for Free or Reduced-Price Lunch



Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Turning to the large and most disadvantaged high schools in terms of free or reduced-price lunch eligibility, 87 public high schools have more than 1,838 students and more than two thirds of their students eligible for free or reduced-price lunches. These 87 high schools educate 10 percent of the nation's Latino high school students but only 0.2 percent and 1.7 percent of the nation's white and black public high school students, respectively.

Community Context

Nearly 50 percent of all Hispanic students attend a high school located in a central city (Figure 4). Fewer than 20 percent of white youths go to central city high schools. Black students are as likely as Hispanic students to attend schools in the central city, but they are not attending the same kinds of central city high schools as Latinos. Latino students in the central city are twice as likely as black central city students to go to very large high schools (schools with 1,838 or more students). A similar pattern appears if we examine Latino and black students who attend schools in urban metropolitan areas outside the central city. Hispanics in this "urban fringe" are more likely to attend very large high schools (58 percent) when compared with blacks attending school in the urban fringe (41 percent).

Student/Teacher Ratio

Associated with the fact that Hispanics tend to go to large high schools is the fact that Hispanics are more likely to be in high schools with higher student-to-teacher ratios.⁸ Ten percent of U.S. high schools had 22 students or more for every teacher employed in 2002-03. The average school had 16.1 students for every teacher, and half the high schools had fewer than

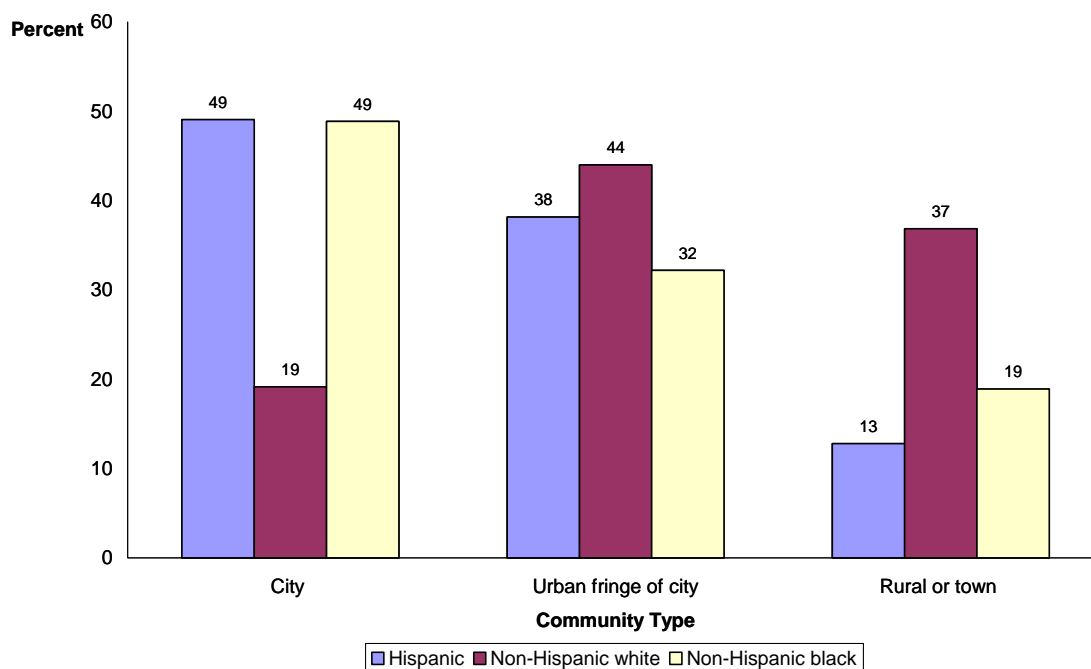
⁸ Larger high schools tend to have higher student-to-teacher ratios. As reported in Table 1, the average high school has 16.1 students per teacher. The average student-to-teacher ratio at high schools with more than 1,838 students is 19 to 1.

15.1 students per teacher. Hispanics are much more likely than whites or blacks to attend the schools with the higher numbers of students per teacher (Figure 5).⁹ About 37 percent of Hispanics attend schools with more than 22 students per teacher, compared with 13 percent of whites and 14 percent of blacks.

Magnet Status

One characteristic that black and Hispanic high school students share is their likelihood of attending a magnet high school.¹⁰ Magnet high schools are rare. Fewer than 3 percent of high schools are magnet schools, and the magnet high schools are concentrated in central city areas. Among both black and Hispanic students, an identical 11 percent attend magnet high schools, in comparison with 2 percent of white high school students.

Figure 4
National Distribution of High School Students by Community Type

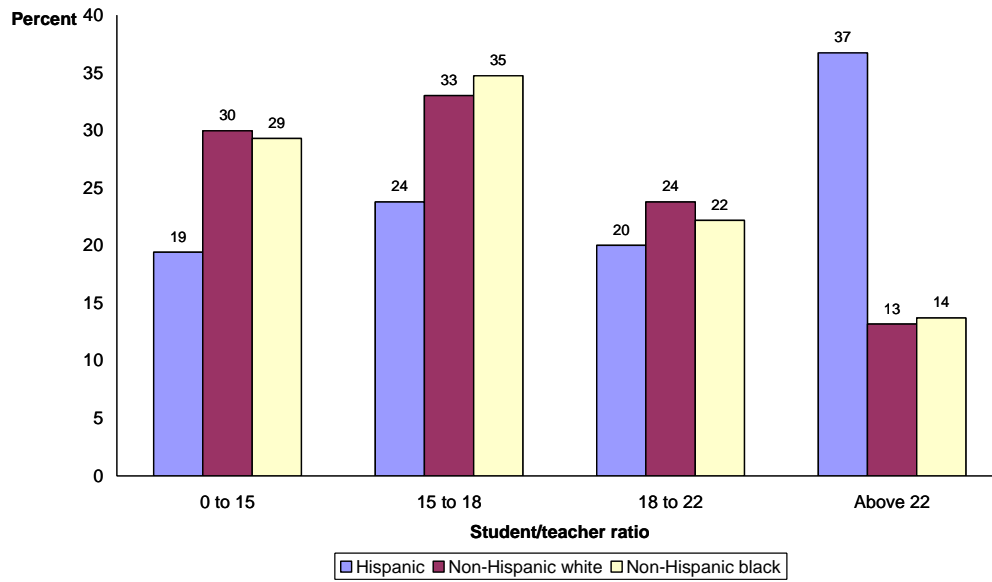


Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

⁹ Throughout the analysis, the upper category is set at the 90th percentile of the characteristic's distribution and the second category uses the upper quartile of the distribution. Hence, in Figure 5, one quarter of public high schools have student-to-teacher ratios greater than 18.

¹⁰ A “magnet school” is a school that is designed to attract students of different racial or ethnic backgrounds for the purpose of reducing racial isolation, or to provide an academic or social focus on a particular theme.

Figure 5
National Distribution of Public High School Students by Student/Teacher Ratio



Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

The Concentration of Black Students

The nation’s African-American students are highly concentrated in a quarter of America’s high schools. Almost 85 percent of black students attend the 4,450 high schools that have more than 14 percent black enrollment (Figure 6). But this quarter of high schools is not the same quarter of high schools that educate the preponderance of Hispanic youth. Fewer than 30 percent of Hispanic students attend these high schools with above-average black enrollment and fewer than 20 percent of white students attend such schools.

Percent Minority

In about 10 percent of the nation’s high schools more than 88 percent of the student body is made up of racial or ethnic minorities. Among Hispanic students, 33 percent attend these densely minority high schools, compared with fewer than 1 percent of white students (Figure 7). One quarter of the nation’s schools have more than 52 percent minority enrollment. Nearly 71 percent of Latinos attend schools with more than 52 percent minority enrollment, compared with 10 percent of white students.

II. Why Hispanics Attend Different Kinds of High Schools: The Role of Geographic Concentration

One explanation for why Hispanic youths attend different kinds of high schools than other youths stems from their geographic concentration in certain states. Hispanics tend to be educated in public high schools in different states than the public high schools that educate whites and blacks. Table 2 reports the distribution of Hispanic, white and black public high schools students in seven states—California, Texas, Florida, New York, Arizona, Illinois and New Jersey—and in the rest of the United States. These seven states have relatively large Hispanic public high school enrollments. Public high schools in these seven states educate almost 80 percent of the nation’s 2 million Hispanic public high school students; high schools in California and Texas alone educate more than 55 percent of them. White and black youths are less likely to be educated at high schools in those states. High schools in the seven states with large Hispanic enrollment educate fewer than one third of the nation’s white and black youths.

Table 2
Public High School Enrollment by State
2002-2003

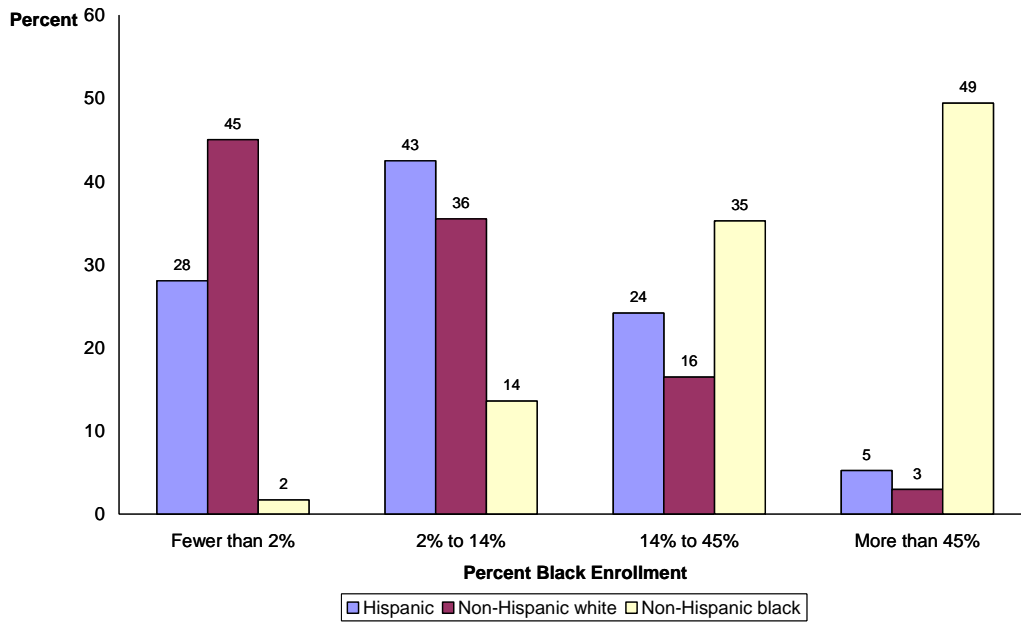
Distribution of Students (in percent)

State	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic black
California	1,788	34.7	7.8	7.0
Texas	1,403	20.5	5.9	7.6
Florida	442	6.7	4.3	7.7
New York	797	6.4	5.5	7.4
Arizona	399	4.1	1.7	0.6
Illinois	753	3.8	4.5	5.1
New Jersey	363	2.9	2.9	3.1
rest of United States	11,560	20.8	67.5	61.5
All high schools	17,505	100.0	100.0	100.0

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

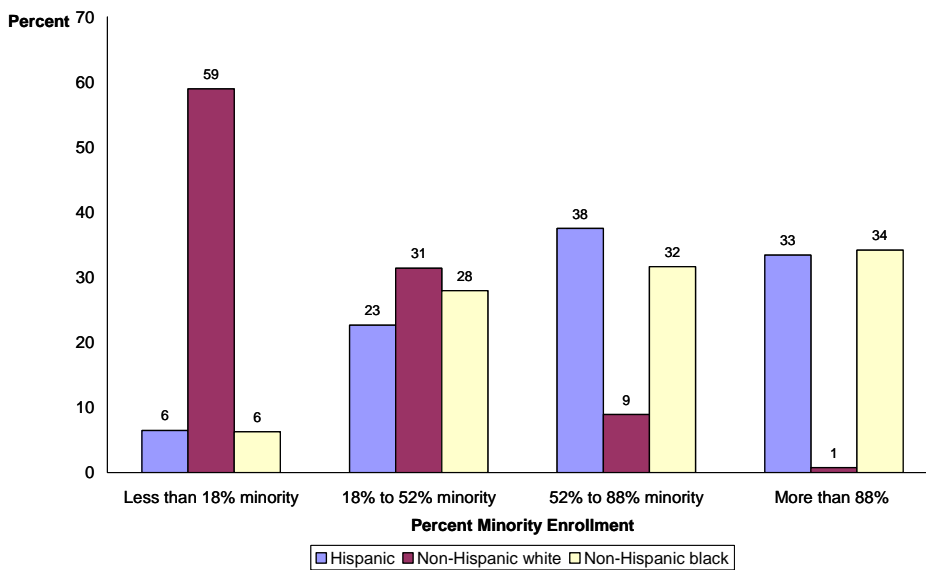
Note: States listed in descending order of the number of Hispanic public high school students.

Figure 6
National Distribution of Public High School Students by Percent of Students in School Who Are Black



Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Figure 7
National Distribution of Public High School Students by Percent of Students in School Who Belong to Racial/Ethnic Minorities



Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Geographic concentration matters because public high schools in the seven large Hispanic states tend to have different characteristics than public high schools in other states. Public high schools in the seven large Hispanic states tend to be larger, have greater concentration of less affluent students and have higher student to teacher ratios than public high schools elsewhere. Because proportionally more Hispanics than whites or blacks are educated in these seven states, there is an automatic tendency for Latino students to be enrolled in large, more disadvantaged schools with greater student to teacher ratios.

Nationally, the average public high school enrolled 754 students in school year 2002-03 (Table 1). Public high schools in the seven states on average enroll more than 754 students (Table 3). Arizona is the only large Hispanic-enrollment state that has public high schools with average enrollment below 754 students (they average 651 students).

Similarly, the type of community in which public high schools are located is fairly uniform within the seven large Hispanic enrollment states. Their public high schools are considerably more likely to be in the central city than is the case for high schools in the other 43 states and the District of Columbia. The percentage of public high schools located in the central city ranges from 18.3 percent in Illinois to 44.6 percent in Arizona (Table 3). Outside the seven large Hispanic states, 16 percent of public high schools are located in central cities.

As for minority enrollment, in each of the seven large Hispanic states public high schools on average have student bodies made up of more minorities than is the case for high schools elsewhere in the United States. Public high schools elsewhere average 23.2 percent minority enrollment among their student bodies. That compares with 57.6% of the student body in California, 49.6% in Texas, 43.2% in Florida, 35.1% in New York, 50.6% in Arizona, 27.2% in Illinois and 36.7% in New Jersey.

So, public high schools in the seven states tend to be larger, are more likely to be located in the central city and have greater minority enrollment on a percentage basis than public high schools elsewhere.

Public high schools in the seven states do not uniformly educate more students who qualify for free or reduced-price lunches. On average, public high schools nationwide have 31.9 percent of their students eligible for this program (Table 1). Public high schools in California and Texas, on average, have 35.7 percent and 38.9 percent student eligibility. Thus, public high schools in these two key Hispanic states tend to have more economically disadvantaged students.

Finally, turning to the student-to-teacher ratio, public high schools in some of the seven large Hispanic states have average ratios that are greater than the national high school average. Nationally, public high schools average 16.1 students per teacher (Table 1). Public high schools in California, Florida and Arizona have an average ratio greater than 16.1 students per teacher (Table 3).

Table 3
Public High School Characteristics by State
2002-2003

Characteristic	State							
	California	Texas	Florida	New York	Arizona	Illinois	New Jersey	Rest of U.S.
Average enrollment size	976	780	1,514	1,000	651	771	1,071	663
Average percent of student body eligible for free or reduced price lunch	35.7	38.9	29.0	n.a.	n.a.	27.2	20.6	31.7
Average student/teacher ratio	20.6	13.5	19.4	n.a.	18.9	15.3	12.7	15.8
Average percent black	8.1	12.3	25.4	17.2	4.3	17.0	16.3	13.3
Average percent minority	57.6	49.6	43.2	35.1	50.6	27.2	36.7	23.2
Average percent Hispanic	38.7	35.6	15.6	13.4	33.2	8.2	13.9	5.0
Community type distribution (in percent)								
Central city high school	34.1	28.4	31.0	29.9	44.6	18.3	8.5	16.0
Urban fringe high school	44.2	24.2	47.5	40.2	22.3	31.1	81.8	25.4
Rural high school	21.6	47.3	21.5	30.0	33.1	50.6	9.6	58.6
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Notes: The "average" refers to the mean. The average school characteristics are the simple average over all high schools in a state. These are not enrollment weighted.

A small high school receives the same weight as a large high school. "n.a." indicates that a relatively small number of high schools reported this data item.

III. Differences in Public High School Characteristics at the State Level

A second factor underlying why Hispanic youths attend different kinds of high schools at the national level is that Hispanic youths attend differing kinds of high schools at the state level compared to the high schools educating white or black youth. In the seven states with large Hispanic enrollments the public high schools that Latinos attend tend to be larger, to have more economically disadvantaged students and to be located in the central city than the public high schools that whites or blacks attend.¹¹

Size of High School

In California, Texas, Florida, New York, Arizona, Illinois and New Jersey, Hispanic public high school students are more likely than their white peers to attend a public high school with more than 1,838 students (Figure 8). Consider, for example, public high schools in Florida. The average public high school in Florida has 1,514 students, so Florida tends to have very large public high schools relative to other states. In Florida, 84 percent of Hispanic public high school students are educated at a school with more than 1,838 students. In Florida, 65 percent of white public high school students are educated at a school with more than 1,838 students. In each of the other six large Hispanic enrollment states, Hispanics are more likely than their white peers to attend a public high school with more than 1,838 students.

So, using Florida as an example, we can understand the twofold reason why Hispanics are in much larger schools than whites nationally. First, in percentage terms more Hispanics (6.7 percent, from Table 2) than whites (4.3 percent) are educated in the state of Florida with its large public high schools on average. That alone would tend to result in Hispanics' being at larger high schools than whites at the national level. Second, within Florida Hispanics and whites do not attend equally large high schools. Florida Hispanics are more likely than Florida whites to go to the largest public high schools. So there is a second, intrastate effect that reinforces the effects of geographic concentration described above.

Community Context

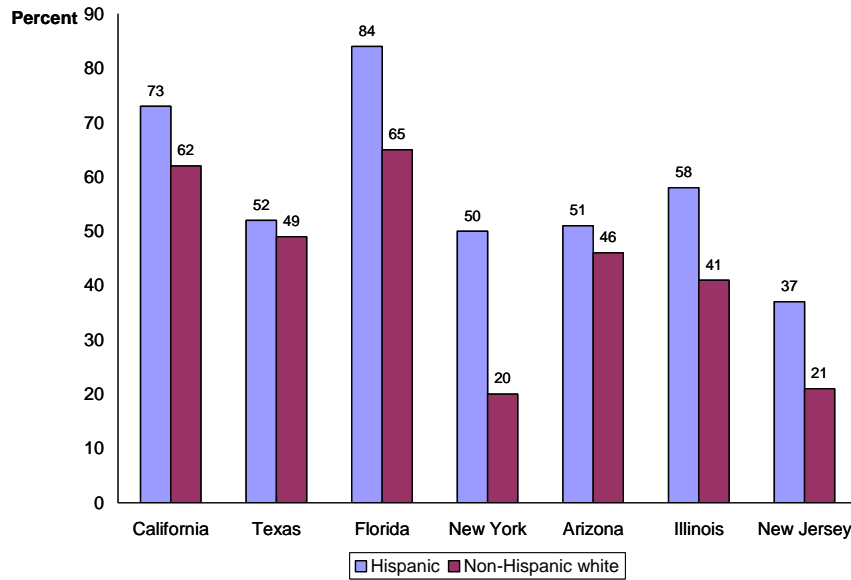
In most of the seven large Hispanic enrollment states, Hispanic public high school students are more likely than white public high school students to be educated at a school in the central city (Figure 9). In California, 50 percent of Hispanic public high school students are educated at schools in the central city, compared with 36 percent of California white students educated at central city schools.

Free or Reduced-Price Lunch Eligibility

In California, Texas, Florida, Illinois, and New Jersey, Hispanics are much more likely than whites to attend a public high school with a very large percent of its student body qualifying for free or reduced-price lunches (Figure 10). For example, in Illinois 38 percent of Hispanic public high school students are at schools where more than 67 percent of the students are eligible. Among white public high school students in Illinois, only 2 percent attend schools with this level of student-body poverty.

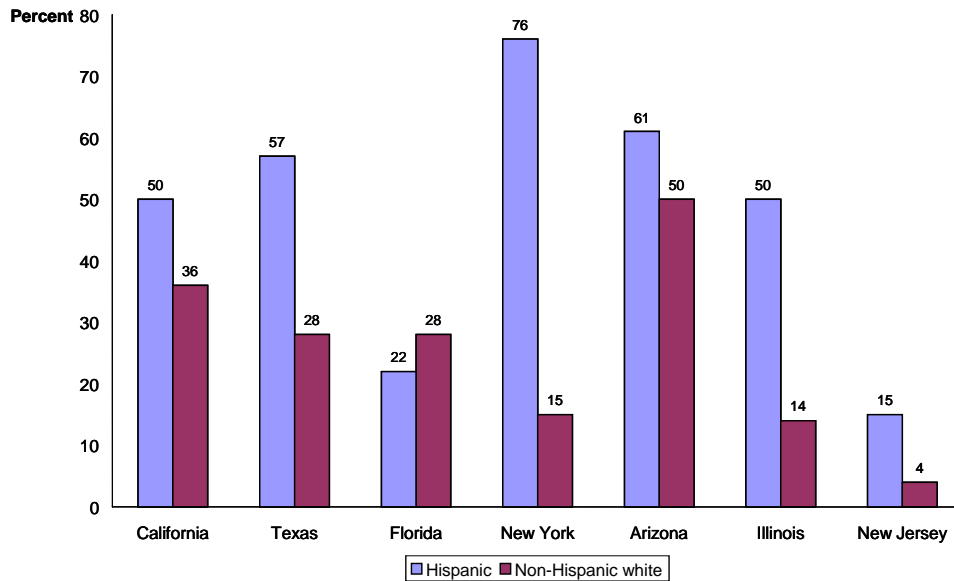
¹¹ For brevity, this report only discusses how many students are at the upper end of a particular characteristic. The complete student distributions for California, Texas, Florida, New York, Arizona, Illinois and New Jersey are provided in the Appendix.

Figure 8
Public High School Students in Schools With More Than 1,838 Students



Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Figure 9
Public High School Students in Central City Schools



Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Large and Relatively Disadvantaged High Schools

Some large public high schools also have a significant proportion of their student bodies qualifying for free or reduced-price lunches. Figure 11 shows the proportion of Hispanic and white students who are educated at schools with more than 1,838 students and more than 45 percent of students eligible for free or reduced-price lunches. In the five large Hispanic states that provide information on lunch eligibility, Hispanics are much more likely than whites to attend a large high school that has more than 45 percent of students eligible. In California, 38 percent of Hispanics attend a large high school with a relatively disadvantaged student body, compared with 8 percent of whites. Hispanics are also more likely than blacks in California, Texas, Florida, Illinois and New Jersey to attend a public high school with more than 1,838 students and more than 45 percent of the student body qualifying for free or reduced-price lunches.¹²

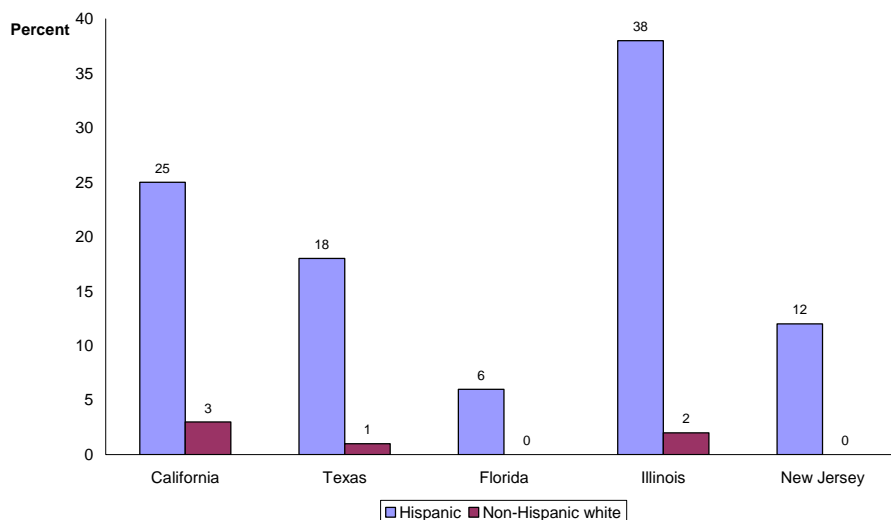
Student/Teacher Ratio

In the states with the largest Hispanic enrollments there are no appreciable differences between Hispanics and whites in high school student-teacher ratios. Figure 12 shows the percentage of Hispanic and white public high school students who attend schools with more than 18 students per teacher. Whites are about as likely as Hispanics to attend such schools. There are no large intrastate differences in student-teacher ratios between Hispanic and white public high school students.

In sum, at least two factors account for the fact that Hispanic public high school students are much more likely than white public high school students to attend schools that are large, located in the central city and possessing student bodies that display a greater concentration of less affluent students and higher student-teacher ratios. One factor is that Hispanic public high school students are geographically concentrated in California, Texas, Florida, New York, Arizona, Illinois, and New Jersey. Reinforcing this is the second factor, which is that within each of these states Hispanics are educated at public high schools that are larger, more likely to be located in the central city, and more likely to have less affluent student bodies than the schools that educate whites.

¹² Figure 11 does not present the percentages for blacks. The distribution of black public high school students is in the Appendix.

Figure 10
Public High School Students in Schools With More Than 67% of
Students in Free/Reduced-Price Lunch Program



Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

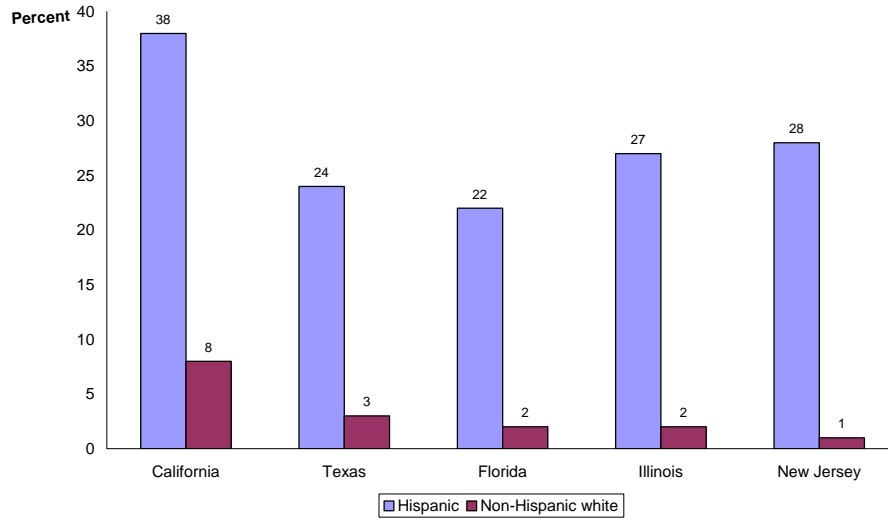
IV. High School Characteristics Matter

Although much of the literature on educational outcomes concentrates on the characteristics of the student, a growing body of research shows that the structure and resources of the high school and school processes matter for student performance. In short, “schools exert a powerful influence on students’ achievement” (Rumberger and Thomas, 2000). In regard to structural characteristics of high schools, most of the debate has focused on the benefits of public versus private control and whether there is a Catholic school advantage.

Size of High School

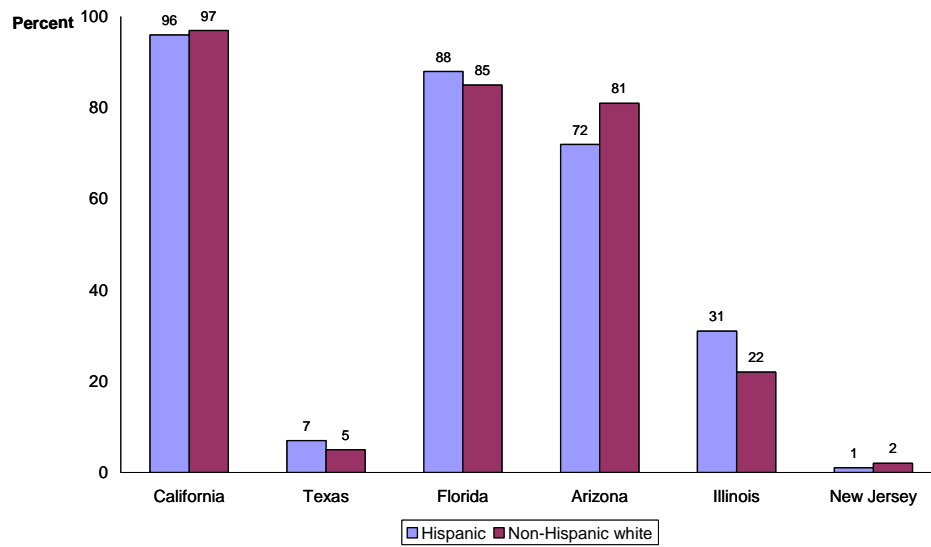
Recent research suggests that larger high schools are less likely to retain their students, i.e., they have higher dropout rates. On the basis of a nationally representative sample of 190 urban and suburban high schools, Lee and Burkam (2003) find that students in high schools enrolling fewer than 1,500 students more often stay in school. They conclude that “our results demonstrate that school size is quite important and that students in medium-sized schools are the least likely to drop out.”

Figure 11. Public High School Students in Schools With More Than 1,838 Students and More Than 45% of Students Eligible for Free/Reduced-Price Lunches



Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Figure 12. Public High School Students in Schools With More Than 18 Students per Teacher



Source: Pew Hispanic Center analysis of U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

High school size is also related to student learning. Lee and Smith (1997) examine how students' test score gains in mathematics and reading during high school are influenced by the size of the high school they attend. They find that the ideal size for a high school in terms of student learning is between 600 and 900 students. Students in high schools with fewer than 600 students learn less; students in larger high schools (especially over 2,100 students) learn considerably less.

Larger schools may lead to lower student achievement, particularly among economically disadvantaged students (Bickel *et al.*, 2001). One reason that students in larger schools may learn less is that larger schools tend to feature more elaborate and differentiated academic curricula. They have more nonacademic offerings, and not all students must complete most of the course sequence to graduate. Curriculum differentiation has negative effects for student learning and size facilitates curriculum differentiation (Lee and Bryk, 1989).

Although teachers' perception of student behavioral problems is not necessarily related to student performance, teachers in larger high schools are more likely to report that their students have problems. The percentage of teachers reporting that student apathy, tardiness, absenteeism, dropping out, alcohol use, drug abuse and fighting among their students are "serious" problems in their school increases with high school size (NCES, 2003a).

Additional Structural Characteristics of High School

Characteristics other than size also influence student dropout rates. Schools in urban areas and with higher student-teacher ratios have higher dropout rates (Rumberger and Thomas, 2000). An important non-finding is that neither minority concentration nor ethnic concentration appears to be associated with high dropout rates after taking other school characteristics into account (Lee and Burkam, 2003; Rumberger and Thomas, 2000).

Conclusions

In most communities, access to schools is determined by the neighborhood in which a youth resides. Hispanics do not live in the same communities as blacks and whites and do not attend the same high schools. The most recent enrollment data reveal that Hispanics not only attend different schools than other youths, they attend high schools with different structural characteristics as well. The most glaring structural difference is high school size. The average enrollment in the nation's public high schools is 754 students but the largest 10 percent of schools have enrollment in excess of 1,838 students. Whether in rural areas, suburbs or central cities, Hispanic teens are much more likely than their white or black counterparts to attend high schools with more than 1,838 students.

Some of the size difference reflects the fact that Hispanic high schools students are disproportionately educated in states with large high schools. Even so, within every one of the seven Hispanic states, Hispanic youths are more likely than white youths to go a school with relatively large enrollment, and in six of the states Hispanics are more likely than blacks to go a relatively large school. Thus, the concentration of Hispanic students in seven states with large public high schools is not the sole reason that Hispanics attend larger high schools than their white or black counterparts.

The research literature suggests that in addition to the size of a school's student body, the economic status of those students is also an important structural characteristic that helps to shape educational outcomes. "Our findings suggest size is much more important for learning in schools with high concentrations of disadvantaged students" (Lee and Smith, 1997). Assuming that eligibility for the school lunch program is an adequate proxy for economic disadvantage, Hispanic youths are much more likely than white or black youths to be educated in a relatively large high school with a high percentage of poor students. Nearly 300 of the nation's public high schools enroll more than 1,838 students and have more than 45 percent of their student body qualifying for the lunch program. These 300 large high schools with concentrated poverty educate nearly 25 percent of Latinos, but only 8 percent of blacks and 1 percent of whites.

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Appendix

The *Public Elementary/Secondary School Universe Survey* indicates that there were 97,531 public schools in operation in school year 2002-03 in the 50 states and the District of Columbia. Of these public schools, 92,330 schools had students in membership or positive student enrollment. All the tabulations reported herein are limited to high schools that had student membership.

Of the public schools that had membership, about 17,800 are “high schools.” Following U.S. Department of Education definitions, a “high school” is a school that has a lowest grade of enrollment from 7 to 12 and must extend through grade 12 (NCES, 2003c). The analysis in this report is confined to the 17,505 public high schools that reported valid Hispanic and non-Hispanic white student enrollment counts.

The community type designation is based on the NCES locale code. The CCD specifies eight school locales. This analysis collapsed them to three: city, urban fringe and rural or town. “City” refers to the central city of a Core Based Statistical Area (CBSA) or Consolidated Statistical Area (CSA). “Urban fringe” refers to any incorporated place, Census Designated Place, or non-place territory within a CBSA or CSA and defined as urban by the U.S. Census Bureau. “Rural or town” refers to any other locale and consists of the CCD designated locales “large town,” “small town,” “rural, outside CBSA,” and “rural, inside CBSA.”

Appendix Table A1 provides the levels of public high school enrollment and the percentage distribution by school characteristics for the 50 states and the District of Columbia. Appendix Tables A2 to A8 provide the enrollment levels and percentage distribution for select school characteristics for the seven major Latino states.

**Appendix Table A1
Public High School Enrollment by Characteristics
50 States and D.C., 2002-2003**

	<u>Number of students</u>					<u>Percent distribution</u>			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
<u>Enrollment size of high school</u>									
Fewer than 172 students	4,425	48,683	234,032	5,150	34,087	2.4	2.8	0.8	1.7
172 to 493	4,394	127,976	1,057,440	16,617	149,393	6.4	12.7	2.7	7.3
494 to 1,144	4,321	247,894	2,483,714	77,273	515,134	12.3	29.7	12.5	25.3
1,145 to 1,838	2,603	459,316	2,444,889	178,530	694,815	22.8	29.2	28.9	34.1
More than 1,838 students	1,762	1,129,194	2,138,851	339,745	645,897	56.1	25.6	55.0	31.7
All high schools	17,505	2,013,063	8,358,926	617,315	2,039,326	100.0	100.0	100.0	100.0
<u>Percent of student body eligible for free or reduced-price lunch</u>									
0 to 32%	9,341	650,614	6,250,753	371,796	703,562	35.6	77.6	66.0	37.1
32% to 45%	2,723	368,613	1,046,670	75,556	388,554	20.2	13.0	13.4	20.5
45% to 67%	2,539	467,409	594,822	83,575	515,514	25.6	7.4	14.8	27.2
Over 67%	1,596	339,441	162,583	32,243	289,744	18.6	2.0	5.7	15.3
All high schools	16,199	1,826,077	8,054,828	563,170	1,897,374	100.0	100.0	100.0	100.0
<u>Composite of size with percent eligible for free or reduced-price lunch</u>									
Small ^a with free lunch less than 45%	10,729	443,326	5,399,551	212,925	671,187	24.3	67.0	37.8	35.4
Small with free lunch 45% to 67%	2,329	204,381	502,025	34,344	391,794	11.2	6.2	6.1	20.6
Small with free lunch above 67%	1,509	152,326	147,334	17,739	258,108	8.3	1.8	3.1	13.6
Large ^b with free lunch less than 45%	1,335	575,901	1,897,872	234,427	420,929	31.5	23.6	41.6	22.2
Large with free lunch 45% to 67%	210	263,028	92,797	49,231	123,720	14.4	1.2	8.7	6.5
Large with free lunch above 67%	87	187,115	15,249	14,504	31,636	10.2	0.2	2.6	1.7
All high schools	16,199	1,826,077	8,054,828	563,170	1,897,374	100.0	100.0	100.0	100.0
<u>Pupil/teacher ratio</u>									
0 to 15	7,959	362,605	2,401,003	90,809	552,858	19.4	30.0	16.1	29.3
15 to 18	4,024	444,045	2,646,925	129,637	655,845	23.8	33.0	23.0	34.8
18 to 22	2,538	373,572	1,906,105	137,108	418,593	20.0	23.8	24.4	22.2
above 22	1,607	685,641	1,055,942	205,383	258,883	36.7	13.2	36.5	13.7
All high schools	16,128	1,865,863	8,009,975	562,937	1,886,179	100.0	100.0	100.0	100.0

Appendix Table A1 (cont.)
Public High School Enrollment by Characteristics
50 States and D.C., 2002-2003

Percent Hispanic	Number of students					Percent distribution			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
Less than 3 percent	9,186	62,851	4,464,582	107,809	915,797	3.1	53.4	17.5	44.9
3 to 13 percent	3,869	225,754	2,379,415	219,323	526,425	11.2	28.5	35.5	25.8
13 to 43 percent	2,666	630,414	1,247,134	213,264	432,437	31.3	14.9	34.5	21.2
More than 43 percent Hispanic	1,766	1,094,044	267,795	76,919	164,667	54.3	3.2	12.5	8.1
All high schools	17,487	2,013,063	8,358,926	617,315	2,039,326	100.0	100.0	100.0	100.0
Percent black									
Less than 2 percent	8,677	565,197	3,764,727	151,274	34,696	28.1	45.0	24.5	1.7
2 to 14 percent	4,360	855,709	2,968,995	286,026	277,319	42.5	35.5	46.3	13.6
14 to 45 percent	2,688	486,740	1,377,244	151,156	719,370	24.2	16.5	24.5	35.3
More than 45 percent black	1,762	105,417	247,960	28,859	1,007,941	5.2	3.0	4.7	49.4
All high schools	17,487	2,013,063	8,358,926	617,315	2,039,326	100.0	100.0	100.0	100.0
Percent minority									
Less than 18 percent minority	8,760	130,172	4,926,736	89,245	127,759	6.5	58.9	14.5	6.3
18 to 52 percent minority	4,391	455,230	2,623,350	203,121	570,088	22.6	31.4	32.9	28.0
52 to 88 percent minority	2,597	755,098	745,767	233,327	645,167	37.5	8.9	37.8	31.6
More than 88 percent minority	1,739	672,563	63,073	91,622	696,312	33.4	0.8	14.8	34.1
All high schools	17,487	2,013,063	8,358,926	617,315	2,039,326	100.0	100.0	100.0	100.0
Magnet status									
Magnet school	376	176,947	155,803	54,781	167,135	11.0	2.3	11.0	10.8
Non-magnet	13,956	1,432,593	6,489,916	443,042	1,375,021	89.0	97.7	89.0	89.2
All high schools	14,332	1,609,540	6,645,719	497,823	1,542,156	100.0	100.0	100.0	100.0

**Appendix Table A1 (cont.)
Public High School Enrollment by Characteristics
50 States and D.C., 2002-2003**

Title I status	Number of students					Percent distribution			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
Schoolwide Title I school	1,728	507,719	291,604	59,597	352,715	25.4	3.7	9.8	18.0
Title I eligible	2,920	442,317	1,097,291	82,839	275,135	22.1	13.7	13.6	14.0
Not Title I eligible	12,233	1,049,519	6,598,880	465,347	1,335,589	52.5	82.6	76.6	68.0
All high schools	16,881	1,999,555	7,987,775	607,783	1,963,439	100.0	100.0	100.0	100.0
Community Type									
City	3,580	987,660	1,601,039	287,400	996,766	49.1	19.2	46.6	48.9
Urban fringe	5,214	767,934	3,677,191	272,792	656,858	38.1	44.0	44.2	32.2
Rural or town	8,711	257,469	3,080,696	57,123	385,702	12.8	36.9	9.3	18.9
All high schools	17,505	2,013,063	8,358,926	617,315	2,039,326	100.0	100.0	100.0	100.0
High school type									
Small city	2,797	360,254	853,245	99,573	648,042	17.9	10.2	16.1	31.8
Small urban fringe	4,347	319,649	2,454,707	131,146	385,848	15.9	29.4	21.2	18.9
Small rural	8,599	203,966	2,912,123	46,851	359,539	10.1	34.8	7.6	17.6
Large city	783	627,406	747,794	187,827	348,724	31.2	8.9	30.4	17.1
Large urban fringe	867	448,285	1,222,484	141,646	271,010	22.3	14.6	22.9	13.3
Large rural	112	53,503	168,573	10,272	26,163	2.7	2.0	1.7	1.3
All high schools	17,505	2,013,063	8,358,926	617,315	2,039,326	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Notes: ^a"Small" refers to student enrollment of 1,838 or less. ^b"Large" refers to more than 1,838 students.

**Appendix Table A2
Public High School Enrollment by Characteristics
California, 2002-2003**

Enrollment size of high school	Number of students					Percent distribution			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
Fewer than 172 students	723	17,214	17,984	1,652	4,214	2.5	2.8	0.7	2.9
172 to 493	247	30,623	26,363	4,303	7,731	4.4	4.0	1.9	5.4
494 to 1,144	168	47,565	66,328	13,199	8,134	6.8	10.1	5.9	5.7
1,145 to 1,838	198	92,581	138,171	44,474	23,203	13.2	21.1	20.0	16.2
More than 1,838 students	452	511,225	404,883	158,439	100,028	73.1	61.9	71.3	69.8
All high schools	1,788	699,208	653,729	222,067	143,310	100.0	100.0	100.0	100.0
<u>Community type</u>									
City	610	350,406	235,454	127,623	81,795	50.1	36.0	57.5	57.1
Urban fringe of city	791	312,392	339,920	88,073	56,794	44.7	52.0	39.7	39.6
Rural or town	387	36,410	78,355	6,371	4,721	5.2	12.0	2.9	3.3
All high schools	1,788	699,208	653,729	222,067	143,310	100.0	100.0	100.0	100.0
<u>Percent of student body eligible for free or reduced-price lunch</u>									
0 to 32%	881	216,291	482,446	130,447	55,701	30.9	73.8	58.7	38.9
32% to 45%	253	130,150	90,356	29,390	26,809	18.6	13.8	13.2	18.7
45% to 67%	331	176,248	61,656	43,164	41,567	25.2	9.4	19.4	29.0
Above 67%	291	176,507	19,231	19,066	19,231	25.2	2.9	8.6	13.4
All high schools	1,756	699,196	653,689	222,067	143,308	100.0	100.0	100.0	100.0
<u>Composite of size with percent eligible for free or reduced-price lunch</u>									
All others	1,615	432,199	604,545	176,101	100,743	61.8	92.5	79.3	70.3
Large ^a with free lunch above 45%	141	266,997	49,144	45,966	42,565	38.2	7.5	20.7	29.7
All high schools	1,756	699,196	653,689	222,067	143,308	100.0	100.0	100.0	100.0

**Appendix Table A2 (cont.)
Public High School Enrollment by Characteristics
California, 2002-2003**

	<u>Number of students</u>					<u>Percent distribution</u>			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
Pupil/teacher ratio									
0 to 15	413	9,723	9,852	1,160	3,154	1.4	1.5	0.5	2.2
15 to 18	194	15,955	13,043	4,221	4,395	2.3	2.0	1.9	3.1
18 to 22	391	126,473	136,268	47,561	28,201	18.1	20.9	21.4	19.7
above 22	778	546,691	494,245	169,108	107,484	78.2	75.6	76.2	75.0
All high schools	1,776	698,842	653,408	222,050	143,234	100.0	100.0	100.0	100.0
<u>Percent black</u>									
Less than 2%	734	222,995	253,490	57,349	5,475	31.9	38.8	25.8	3.8
2% to 14%	722	343,710	333,448	118,387	50,780	49.2	51.0	53.3	35.4
14% to 45%	284	124,420	65,777	44,681	70,751	17.8	10.1	20.1	49.4
More than 45% black	47	8,083	1,014	1,650	16,304	1.2	0.2	0.7	11.4
All high schools	1,787	699,208	653,729	222,067	143,310	100.0	100.0	100.0	100.0
<u>Percent minority</u>									
Less than 18% minority	194	6,283	80,809	3,336	1,040	0.9	12.4	1.5	0.7
18% to 52% minority	580	108,373	350,608	52,750	20,636	15.5	53.6	23.8	14.4
52% to 88% minority	649	316,062	204,660	112,006	70,996	45.2	31.3	50.4	49.5
More than 88% minority	364	268,490	17,652	53,975	50,638	38.4	2.7	24.3	35.3
All high schools	1,787	699,208	653,729	222,067	143,310	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Notes: ^a"Large" refers to schools with more than 1,838 students.

**Appendix Table A3
Public High School Enrollment by Characteristics
Texas, 2002-2003**

Enrollment size of high school	<u>Number of students</u>					<u>Percent distribution</u>			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
Fewer than 172 students	405	11,007	15,685	145	3,345	2.7	3.2	0.4	2.2
172 to 493	400	32,502	71,096	706	12,019	7.9	14.5	2.1	7.8
494 to 1,144	215	52,957	84,406	2,101	24,907	12.8	17.2	6.4	16.1
1,145 to 1,838	155	102,877	81,730	3,743	42,492	24.9	16.7	11.4	27.5
More than 1,838	228	213,650	237,833	26,202	71,872	51.7	48.5	79.6	46.5
All high schools	1,403	412,993	490,750	32,897	154,635	100.0	100.0	100.0	100.0
<u>Community type</u>									
City	399	237,013	136,277	17,748	93,740	57.4	27.8	54.0	60.6
Urban fringe of city	340	99,280	197,628	12,545	36,167	24.0	40.3	38.1	23.4
Rural or town	664	76,700	156,845	2,604	24,728	18.6	32.0	7.9	16.0
All high schools	1,403	412,993	490,750	32,897	154,635	100.0	100.0	100.0	100.0
<u>Percent of student body eligible for free or reduced-price lunch</u>									
0 to 32%	561	104,650	342,798	22,676	52,758	25.3	69.9	68.9	34.1
32% to 45%	323	86,121	96,535	6,316	46,713	20.9	19.7	19.2	30.2
45% to 67%	330	149,561	45,574	3,176	45,583	36.2	9.3	9.7	29.5
Above 67%	155	72,628	5,810	729	9,578	17.6	1.2	2.2	6.2
All high schools	1,369	412,960	490,717	32,897	154,632	100.0	100.0	100.0	100.0
<u>Composite of size with percent eligible for free or reduced-price lunch</u>									
All others	1,311	315,782	475,634	30,514	135,889	76.5	96.9	92.8	87.9
Large ^a with free lunch above 45%	58	97,178	15,083	2,383	18,743	23.5	3.1	7.2	12.1
All high schools	1,369	412,960	490,717	32,897	154,632	100.0	100.0	100.0	100.0

**Appendix Table A3 (cont.)
Public High School Enrollment by Characteristics
Texas, 2002-2003**

	<u>Number of students</u>					<u>Percent distribution</u>			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
Pupil/teacher ratio									
0 to 15	925	168,077	230,385	7,848	62,127	40.7	47.0	23.9	40.2
15 to 18	319	214,642	236,784	21,866	79,897	52.0	48.3	66.5	51.7
18 to 22	41	26,141	21,524	3,098	9,220	6.3	4.4	9.4	6.0
Above 22	43	3,685	1,693	81	3,162	0.9	0.3	0.2	2.0
All high schools	1,328	412,545	490,386	32,893	154,406	100.0	100.0	100.0	100.0
Percent black									
Less than 2%	497	149,574	102,533	1,976	1,719	36.2	20.9	6.0	1.1
2% to 14%	517	169,282	271,708	17,617	34,927	41.0	55.4	53.6	22.6
14% to 45%	298	78,826	108,439	12,101	68,423	19.1	22.1	36.8	44.2
More than 45% black	91	15,311	8,070	1,203	49,566	3.7	1.6	3.7	32.1
All high schools	1,403	412,993	490,750	32,897	154,635	100.0	100.0	100.0	100.0
Percent minority									
Less than 18% minority	285	9,045	116,220	1,763	3,552	2.2	23.7	5.4	2.3
18% to 52% minority	501	83,048	271,319	16,401	45,139	20.1	55.3	49.9	29.2
52% to 88% minority	342	134,621	92,688	11,185	54,222	32.6	18.9	34.0	35.1
More than 88% minority	275	186,279	10,523	3,548	51,722	45.1	2.1	10.8	33.4
All high schools	1,403	412,993	490,750	32,897	154,635	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Notes: ^a"Large" refers to schools with more than 1,838 students.

**Appendix Table A4
Public High School Enrollment by Characteristics
Florida, 2002-2003**

Enrollment size of high school	<u>Number of students</u>					<u>Percent distribution</u>			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
Fewer than 172 students	83	824	2,908	32	1,649	0.6	0.8	0.2	1.1
172 to 493	38	2,137	6,961	185	3,251	1.6	1.9	1.2	2.1
494 to 1,144	44	3,928	21,679	395	10,074	2.9	6.0	2.5	6.4
1,145 to 1,838	99	14,550	95,102	3,001	38,794	10.7	26.4	19.3	24.8
More than 1,838	178	114,256	233,012	11,946	102,513	84.2	64.8	76.8	65.6
All high schools	442	135,695	359,662	15,559	156,281	100.0	100.0	100.0	100.0
<u>Community type</u>									
City	137	30,258	101,466	4,989	64,700	22.3	28.2	32.1	41.4
Urban fringe of city	210	92,782	197,904	9,165	76,911	68.4	55.0	58.9	49.2
Rural or town	95	12,655	60,292	1,405	14,670	9.3	16.8	9.0	9.4
All high schools	442	135,695	359,662	15,559	156,281	100.0	100.0	100.0	100.0
<u>Percent of student body eligible for free or reduced-price lunch</u>									
0 to 32%	259	55,409	266,047	11,065	75,269	40.8	74.0	71.1	48.2
32% to 45%	101	43,047	70,476	3,291	46,376	31.7	19.6	21.2	29.7
45% to 67%	62	29,598	21,794	1,107	27,788	21.8	6.1	7.1	17.8
Above 67%	19	7,641	1,344	96	6,848	5.6	0.4	0.6	4.4
All high schools	441	135,695	359,661	15,559	156,281	100.0	100.0	100.0	100.0
<u>Composite of size with percent eligible for free or reduced-price lunch</u>									
All others	420	105,652	351,012	14,739	136,375	77.9	97.6	94.7	87.3
Large ^a with free lunch above 45%	21	30,043	8,649	820	19,906	22.1	2.4	5.3	12.7
All high schools	441	135,695	359,661	15,559	156,281	100.0	100.0	100.0	100.0

**Appendix Table A4 (cont.)
Public High School Enrollment by Characteristics
Florida, 2002-2003**

	<u>Number of students</u>					<u>Percent distribution</u>			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
Pupil/teacher ratio									
0 to 15	60	5,625	10,283	424	7,560	4.2	2.9	2.7	4.9
15 to 18	54	9,918	41,929	1,400	18,119	7.4	11.8	9.1	11.8
18 to 22	196	48,595	227,815	9,296	84,289	36.2	63.9	60.1	54.7
Above 22	82	70,124	76,582	4,348	44,221	52.2	21.5	28.1	28.7
All high schools	392	134,262	356,609	15,468	154,189	100.0	100.0	100.0	100.0
Percent black									
Less than 2%	20	886	12,855	171	157	0.7	3.6	1.1	0.1
2% to 14%	149	72,598	175,472	5,895	21,921	53.5	48.8	37.9	14.0
14% to 45%	198	49,401	157,077	7,719	72,920	36.4	43.7	49.6	46.7
More than 45% black	75	12,810	14,258	1,774	61,283	9.4	4.0	11.4	39.2
All high schools	442	135,695	359,662	15,559	156,281	100.0	100.0	100.0	100.0
Percent minority									
Less than 18% minority	86	4,333	94,621	1,715	6,386	3.2	26.3	11.0	4.1
18% to 52% minority	213	39,752	214,407	8,370	60,005	29.3	59.6	53.8	38.4
52% to 88% minority	95	47,998	45,820	4,558	47,166	35.4	12.7	29.3	30.2
More than 88% minority	48	43,612	4,814	916	42,724	32.1	1.3	5.9	27.3
All high schools	442	135,695	359,662	15,559	156,281	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Notes: ^a"Large" refers to schools with more than 1,838 students.

**Appendix Table A5
Public High School Enrollment by Characteristics
New York, 2002-2003**

Enrollment size of high school	Number of students					Percent distribution			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
Fewer than 172 students	28	627	748	27	1,528	0.5	0.2	0.1	1.0
172 to 493	208	9,949	52,669	1,821	10,341	7.8	11.4	3.5	6.8
494 to 1,144	317	21,906	181,741	7,250	28,142	17.1	39.3	13.8	18.6
1,145 to 1,838	150	31,010	136,606	9,305	40,841	24.2	29.6	17.7	27.0
More than 1,838	94	64,489	90,114	34,228	70,507	50.4	19.5	65.0	46.6
All high schools	797	127,981	461,878	52,631	151,359	100.0	100.0	100.0	100.0
<u>Community type</u>									
City	238	97,587	71,094	38,257	114,946	76.3	15.4	72.7	75.9
Urban fringe of city	320	27,412	262,970	13,029	32,814	21.4	56.9	24.8	21.7
Rural or town	239	2,982	127,814	1,345	3,599	2.3	27.7	2.6	2.4
All high schools	797	127,981	461,878	52,631	151,359	100.0	100.0	100.0	100.0
<u>Percent of student body eligible for free or reduced-price lunch</u>									
0 to 32%	466	19,387	362,701	13,237	23,025	54.2	86.7	86.2	41.2
32% to 45%	76	10,046	39,806	1,334	17,386	28.1	9.5	8.7	31.1
45% to 67%	30	1,910	13,123	409	8,311	5.3	3.1	2.7	14.9
Above 67%	22	4,411	2,564	374	7,123	12.3	0.6	2.4	12.8
All high schools	594	35,754	418,194	15,354	55,845	100.0	100.0	100.0	100.0
<u>Composite of size with percent eligible for free or reduced-price lunch</u>									
All others	593	35,549	417,475	15,280	54,306	99.4	99.8	99.5	97.2
Large ^a with free lunch above 45%	1	205	719	74	1,539	0.6	0.2	0.5	2.8
All high schools	594	35,754	418,194	15,354	55,845	100.0	100.0	100.0	100.0

**Appendix Table A5 (cont.)
Public High School Enrollment by Characteristics
New York, 2002-2003**

	<u>Number of students</u>					<u>Percent distribution</u>			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
<u>Pupil/teacher ratio</u>									
0 to 15	475	24,450	314,501	11,802	34,763	68.8	75.2	76.9	62.5
15 to 18	104	10,252	96,327	3,115	17,399	28.8	23.0	20.3	31.3
18 to 22	13	850	6,588	423	3,445	2.4	1.6	2.8	6.2
Above 22	1	9	765	13	34	0.0	0.2	0.1	0.1
All high schools	593	35,561	418,181	15,353	55,641	100.0	100.0	100.0	100.0
<u>Percent black</u>									
Less than 2%	316	4,437	217,101	4,641	1,891	3.5	47.0	8.8	1.2
2% to 14%	222	29,966	181,929	20,876	15,198	23.4	39.4	39.7	10.0
14% to 45%	139	73,216	53,481	22,011	56,028	57.2	11.6	41.8	37.0
More than 45% black	120	20,362	9,367	5,103	78,242	15.9	2.0	9.7	51.7
All high schools	797	127,981	461,878	52,631	151,359	100.0	100.0	100.0	100.0
<u>Percent minority</u>									
Less than 18% minority	436	7,744	329,258	6,591	7,890	6.1	71.3	12.5	5.2
18% to 52% minority	103	12,509	83,029	8,403	14,897	9.8	18.0	16.0	9.8
52% to 88% minority	97	37,974	42,327	23,016	41,189	29.7	9.2	43.7	27.2
More than 88% minority	161	69,754	7,264	14,621	87,383	54.5	1.6	27.8	57.7
All high schools	797	127,981	461,878	52,631	151,359	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Notes: ^a"Large" refers to schools with more than 1,838 students.

**Appendix Table A6
Public High School Enrollment by Characteristics
Arizona, 2002-2003**

Enrollment size of high school	<u>Number of students</u>					<u>Percent distribution</u>			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
Fewer than 172 students	167	4,510	5,683	90	525	5.4	4.1	1.5	4.3
172 to 493	90	8,491	13,202	278	1,037	10.2	9.5	4.7	8.5
494 to 1,144	49	8,887	17,761	411	1,033	10.7	12.8	7.0	8.5
1,145 to 1,838	43	18,579	39,127	1,609	2,897	22.4	28.1	27.3	23.9
More than 1,838	50	42,658	63,490	3,506	6,646	51.3	45.6	59.5	54.8
All high schools	399	83,125	139,263	5,894	12,138	100.0	100.0	100.0	100.0
<u>Community type</u>									
City	178	50,702	68,874	3,460	7,786	61.0	49.5	58.7	64.1
Urban fringe of city	89	17,379	43,568	1,784	3,062	20.9	31.3	30.3	25.2
Rural or town	132	15,044	26,821	650	1,290	18.1	19.3	11.0	10.6
All high schools	399	83,125	139,263	5,894	12,138	100.0	100.0	100.0	100.0
<u>Percent of student body eligible for free or reduced-price lunch</u>									
0 to 32%	31	9,097	39,909	1,544	2,044	73.2	88.1	90.8	85.4
32% to 45%	10	2,555	5,019	128	287	20.6	11.1	7.5	12.0
45% to 67%	7	603	325	27	57	4.9	0.7	1.6	2.4
Above 67%	2	168	35	2	6	1.4	0.1	0.1	0.3
All high schools	50	12,423	45,288	1,701	2,394	100.0	100.0	100.0	100.0
<u>Composite of size with percent eligible for free or reduced-price lunch</u>									
All others	50	12,423	45,288	1,701	2,394	100.0	100.0	100.0	100.0
Large ^a with free lunch above 45%	0	0	0	0	0	0.0	0.0	0.0	0.0
All high schools	50	12,423	45,288	1,701	2,394	100.0	100.0	100.0	100.0

**Appendix Table A6 (cont.)
Public High School Enrollment by Characteristics
Arizona, 2002-2003**

	<u>Number of students</u>					<u>Percent distribution</u>			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
Pupil/teacher ratio									
0 to 15	49	3,504	5,218	171	496	5.1	4.4	3.3	5.0
15 to 18	44	16,095	17,337	749	2,085	23.3	14.7	14.4	20.9
18 to 22	84	40,412	65,919	2,996	6,024	58.6	56.1	57.4	60.3
Above 22	35	8,950	29,125	1,302	1,380	13.0	24.8	25.0	13.8
All high schools	212	68,961	117,599	5,218	9,985	100.0	100.0	100.0	100.0
<u>Percent black</u>									
Less than 2%	190	20,805	47,217	1,122	749	25.0	33.9	19.0	6.2
2% to 14%	189	58,932	90,967	4,672	9,998	70.9	65.3	79.3	82.4
14% to 45%	19	3,382	1,079	100	1,361	4.1	0.8	1.7	11.2
More than 45% black	1	6	0	0	30	0.0	0.0	0.0	0.2
All high schools	399	83,125	139,263	5,894	12,138	100.0	100.0	100.0	100.0
<u>Percent minority</u>									
Less than 18% minority	61	3,673	39,590	1,106	738	4.4	28.4	18.8	6.1
18% to 52% minority	166	26,372	80,429	3,652	5,418	31.7	57.8	62.0	44.6
52% to 88% minority	107	36,095	17,873	1,010	4,482	43.4	12.8	17.1	36.9
More than 88% minority	65	16,985	1,371	126	1,500	20.4	1.0	2.1	12.4
All high schools	399	83,125	139,263	5,894	12,138	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Notes: ^a"Large" refers to schools with more than 1,838 students.

**Appendix Table A7
Public High School Enrollment by Characteristics
Illinois, 2002-2003**

Enrollment size of high school	Number of students					Percent distribution			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
Fewer than 172 students	199	852	14,047	87	2,632	1.1	3.7	0.4	2.5
172 to 493	222	2,816	56,755	361	6,677	3.7	15.1	1.6	6.4
494 to 1,144	137	6,817	71,682	1,569	24,710	8.9	19.1	6.9	23.6
1,145 to 1,838	94	21,491	79,888	4,350	36,170	28.0	21.3	19.0	34.5
More than 1,838	101	44,790	152,267	16,488	34,597	58.3	40.6	72.1	33.0
All high schools	753	76,766	374,639	22,855	104,786	100.0	100.0	100.0	100.0
<u>Community type</u>									
City	138	38,000	53,520	8,919	59,508	49.5	14.3	39.0	56.8
Urban fringe of city	234	34,348	206,973	12,373	36,523	44.7	55.2	54.1	34.9
Rural or town	381	4,418	114,146	1,563	8,755	5.8	30.5	6.8	8.4
All high schools	753	76,766	374,639	22,855	104,786	100.0	100.0	100.0	100.0
<u>Percent of student body eligible for free or reduced-price lunch</u>									
0 to 32%	476	29,109	300,962	15,680	33,696	40.1	88.9	76.4	33.5
32% to 45%	47	7,154	19,092	908	10,414	9.9	5.6	4.4	10.4
45% to 67%	48	9,050	11,885	1,810	25,956	12.5	3.5	8.8	25.8
Above 67%	75	27,301	6,578	2,131	30,548	37.6	1.9	10.4	30.4
All high schools	646	72,614	338,517	20,529	100,614	100.0	100.0	100.0	100.0
<u>Composite of size with percent eligible for free or reduced-price lunch</u>									
All others	630	53,187	333,264	18,576	86,792	73.2	98.4	90.5	86.3
Large ^a with free lunch above 45%	16	19,427	5,253	1,953	13,822	26.8	1.6	9.5	13.7
All high schools	646	72,614	338,517	20,529	100,614	100.0	100.0	100.0	100.0

**Appendix Table A7 (cont.)
Public High School Enrollment by Characteristics
Illinois, 2002-2003**

	<u>Number of students</u>					<u>Percent distribution</u>			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
Pupil/teacher ratio									
0 to 15	386	11,623	99,256	5,514	29,271	15.3	26.6	24.2	28.2
15 to 18	225	40,820	192,434	13,723	49,642	53.7	51.5	60.1	47.9
18 to 22	72	21,076	69,772	3,386	16,658	27.7	18.7	14.8	16.1
Above 22	41	2,458	12,309	206	8,122	3.2	3.3	0.9	7.8
All high schools	724	75,977	373,771	22,829	103,693	100.0	100.0	100.0	100.0
<u>Percent black</u>									
Less than 2%	402	16,403	194,212	5,515	1,698	21.4	51.8	24.1	1.6
2% to 14%	139	33,518	125,280	13,410	11,235	43.7	33.4	58.7	10.7
14% to 45%	93	19,706	48,167	3,478	27,357	25.7	12.9	15.2	26.1
More than 45% black	119	7,139	6,980	452	64,496	9.3	1.9	2.0	61.6
All high schools	753	76,766	374,639	22,855	104,786	100.0	100.0	100.0	100.0
<u>Percent minority</u>									
Less than 18% minority	445	7,361	229,798	5,406	4,482	9.6	61.3	23.7	4.3
18% to 52% minority	138	20,598	120,138	12,327	21,880	26.8	32.1	53.9	20.9
52% to 88% minority	87	26,448	22,061	4,200	24,107	34.5	5.9	18.4	23.0
More than 88% minority	83	22,359	2,642	922	54,317	29.1	0.7	4.0	51.8
All high schools	753	76,766	374,639	22,855	104,786	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Notes: ^a"Large" refers to schools with more than 1,838 students.

**Appendix Table A8
Public High School Enrollment by Characteristics
New Jersey, 2002-2003**

Enrollment size of high school	Number of students					Percent distribution			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
Fewer than 172 students	19	197	903	26	477	0.3	0.4	0.1	0.8
172 to 493	39	2,061	8,768	661	1,823	3.5	3.7	2.5	2.9
494 to 1,144	165	15,418	92,309	9,729	17,708	26.0	38.6	36.3	28.2
1,145 to 1,838	100	19,718	87,421	8,007	26,791	33.2	36.5	29.9	42.6
Above 1,838	40	21,924	50,032	8,354	16,040	37.0	20.9	31.2	25.5
All high schools	363	59,318	239,433	26,777	62,839	100.0	100.0	100.0	100.0
<u>Community type</u>									
City	31	9,163	9,748	2,348	14,793	15.4	4.1	8.8	23.5
Urban fringe of city	297	48,226	202,242	23,515	44,540	81.3	84.5	87.8	70.9
Rural or town	35	1,929	27,443	914	3,506	3.3	11.5	3.4	5.6
All high schools	363	59,318	239,433	26,777	62,839	100.0	100.0	100.0	100.0
<u>Percent of student body eligible for free or reduced-price lunch</u>									
0 to 32%	274	21,988	222,271	23,135	27,290	37.1	92.8	86.4	43.4
32% to 45%	29	7,211	9,831	1,166	10,452	12.2	4.1	4.4	16.6
45% to 67%	40	22,826	6,765	2,310	21,815	38.5	2.8	8.6	34.7
Above 67%	20	7,293	566	166	3,282	12.3	0.2	0.6	5.2
All high schools	363	59,318	239,433	26,777	62,839	100.0	100.0	100.0	100.0
<u>Composite of size with percent eligible for free or reduced-price lunch</u>									
All others	352	42,648	236,589	25,086	54,944	71.9	98.8	93.7	87.4
Large ^a with free lunch above 45%	11	16,670	2,844	1,691	7,895	28.1	1.2	6.3	12.6
All high schools	363	59,318	239,433	26,777	62,839	100.0	100.0	100.0	100.0

**Appendix Table A8 (cont.)
Public High School Enrollment by Characteristics
New Jersey, 2002-2003**

	<u>Number of students</u>					<u>Percent distribution</u>			
	Number of public high schools	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black	Hispanic	Non-Hispanic white	Non-Hispanic Asian	Non-Hispanic black
Pupil/teacher ratio									
0 to 15	330	51,433	210,203	24,030	55,232	86.7	87.9	89.7	87.9
15 to 18	27	7,106	23,189	2,671	6,209	12.0	9.7	10.0	9.9
18 to 22	3	198	5,768	68	180	0.3	2.4	0.3	0.3
above 22	1	570	42	6	1,195	1.0	0.0	0.0	1.9
All high schools	361	59,307	239,202	26,775	62,816	100.0	100.0	100.0	100.0
<u>Percent black</u>									
Less than 2%	106	11,317	89,895	6,172	1,123	19.1	37.5	23.0	1.8
2% to 14%	138	16,040	108,146	14,048	9,196	27.0	45.2	52.5	14.6
14% to 45%	77	24,117	36,014	5,654	22,754	40.7	15.0	21.1	36.2
More than 45% black	42	7,844	5,378	903	29,766	13.2	2.2	3.4	47.4
All high schools	363	59,318	239,433	26,777	62,839	100.0	100.0	100.0	100.0
<u>Percent minority</u>									
Less than 18% minority	138	4,512	128,216	4,877	3,699	7.6	53.5	18.2	5.9
18% to 52% minority	123	12,920	87,644	14,192	13,396	21.8	36.6	53.0	21.3
52% to 88% minority	59	20,010	21,833	6,011	19,435	33.7	9.1	22.4	30.9
More than 88% minority	43	21,876	1,740	1,697	26,309	36.9	0.7	6.3	41.9
All high schools	363	59,318	239,433	26,777	62,839	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2002-03

Notes: ^a"Large" refers to schools with more than 1,838 students.

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