

The Changing Racial and Ethnic Composition of U.S. Public Schools

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The recent U.S. Supreme Court decisions on school desegregation have focused public attention on the degree of racial and ethnic integration in the nation's public schools. A new analysis of public school data finds that since 1993-94 white students have become less isolated from minority students while, at the same time, black and Hispanic students have become slightly more isolated from white students. These two seemingly contradictory trends stem mainly from the same powerful demographic shift: an increase of more than 55% in the Hispanic slice of the public school population since 1993-94.

In 1993-94, fully one-third of all white students attended a school in which fewer than 5% of the students were non-white. By 2005-06, just one in five white students was attending a nearly all-white school. Meanwhile, black and Hispanic students have become slightly more isolated from white students. Roughly three-in-ten Hispanic (29%) and black (31%) students attended schools in 2005-06 in which fewer than 5% of the students were white, and these percentages were both somewhat higher than they had been in 1993-94.

About this report: This analysis is based on the most up-to-date public school enrollment data available in the U.S. Department of Education's Common Core of Data (CCD) Public School Universe Survey. The 1993-94 school year data serves as the earlier comparative point for the analysis. National changes in school enrollment are detailed and summary analysis at the state level is presented.

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

The 5-4 decision by the U.S. Supreme Court in June to strike down school desegregation plans in Seattle and Louisville has focused public attention on the degree of racial and ethnic integration in the nation's 93,845 public schools. A new analysis of public school enrollment data by the Pew Hispanic Center finds that in the dozen years from 1993-94 to 2005-06, white students became less isolated from minority students while, at the same time, black and Hispanic students became slightly more isolated from white students.

These two seemingly contradictory trends stem mainly from the same powerful demographic shift that took place during this period: an increase of more than 55% in the Hispanic slice of the public school population. Latinos in 2005-06 accounted for 19.8% of all public school students, up from 12.7% in 1993-94.¹ During this same period, the black share of public school enrollment rose slightly — to 17.2%, from 16.5% — while the white share fell sharply, to 57.1% from 66.1%.

In part because whites now comprise a smaller share of students in the public schools, white students are now more likely to be exposed to minority students. In 1993-94, fully one-third (34%) of all white students attended a nearly all-white school (this report defines a school as “nearly all-white” if fewer than 5% of the students are non-white). By 2005-06, just one in five white students (21%) was attending a nearly all-white school. The number of nearly all-white public schools fell by 35%, from 25,603 in 1993-94 to 16,769 in 2005-06.

But even as the decrease in the white share of the public school population has led to a greater exposure of white students to minority students, it has also led to a diminished exposure of black and Hispanic students to white students. Roughly three-in-ten Hispanic (29%) and black (31%) students attended schools in 2005-06 that were nearly all-minority (by this report's definition, a “nearly all-minority” school is one in which fewer than 5% of the students are white), and these percentages were both somewhat higher than they had been in 1993-94, when they stood at 25% for Hispanic students and 28% for black students. The number of nearly all-minority public schools almost doubled in this time period, increasing from 5,498 in 1993-94 to 10,135 in 2005-06.

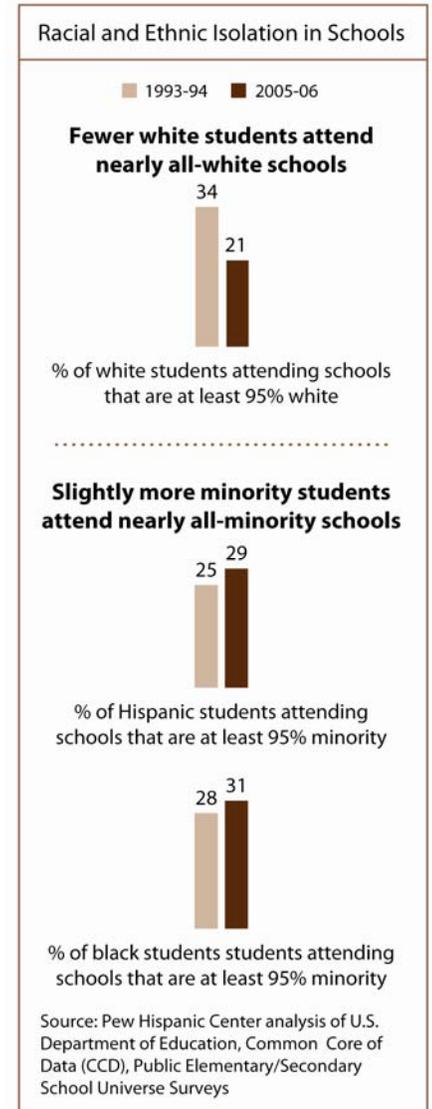
The growing exposure of white students to minority students is largely due to the growth in Hispanic enrollments, which in turn is related to the sharp increase in

¹ The terms Hispanic and Latino are used interchangeably in this report. The terms “white,” “black” and “Asian” refer to non-Hispanics in those racial categories.

the Hispanic share of the nation’s population. In 1993-94, 74% of white students attended schools in which fewer than 5% of the students were Hispanic. By 2005-06, just 58% of whites attended schools with that very low Hispanic share of enrollment.

Not only are black and Hispanic students similarly isolated from white students, they also tend to be isolated from one another. In 2005-06, 56% of Hispanic students attended a majority-Latino public school (a school in which at least half of the students are Hispanic). These majority-Latino public schools educated just 7% of the nation’s black students. Similarly, the nation’s majority-black schools, which educate nearly 50% of black students, educate just 4% of the nation’s Hispanic students.

To be sure, levels of racial and ethnic segregation and integration in the public schools are affected by factors other than the demographic changes in the school population at large. In particular, they are affected by the geographic dispersion of racial and ethnic groups; by local residential housing patterns; and by desegregation policies at the school district level. This report does not look at those factors, nor does it attempt to determine which factor has had the greatest impact on the changing patterns of integration and segregation in the public schools since 1993-94. Rather, it simply tracks the changes over a 12-year period in the levels of racial and ethnic isolation and exposure in public schools among black, white, Hispanic and Asian students.



About the Author

Dr. Richard Fry is a senior research associate at the Pew Hispanic Center. He has recognized expertise in the analysis of U.S. education and demographic data sets and has published over 35 articles and monographs on the characteristics of U.S. racial, ethnic and immigrant populations. Before joining the Pew Hispanic Center in 2001, Fry was a senior economist at the Educational Testing Service.

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The Changing Racial and Ethnic Isolation of Public School Students

The recent U.S. Supreme Court decisions in *Parents Involved in Community Schools v. Seattle School District No. 1* and *Meredith v. Jefferson County (Ky.) Board of Education* have focused renewed attention on the racial and ethnic composition of the nation's public schools. The past 15 years have been a period of considerable change in both the demographics and infrastructure of the public schools. According to Census Bureau data, school enrollment (public and private) reached an all-time high in October 2005 at about 50 million students (Census Bureau, 2005). To accommodate growing enrollments, many school districts have opened new schools. The total number of public schools has increased by more than 13,000 schools — to nearly 94,000 — since its 20th-century low in 1988-89. At the same time, high levels of immigration have resulted in considerable growth in minority student populations, while white public school enrollments have modestly declined since 1993.

This report provides the most up-to-date snapshot available of the ethnic and racial composition of the public schools educating the nation's pre-kindergarten through 12th-grade students; it also compares this 2005-06 portrait with the same portrait taken in the 1993-94 school year.

The analysis is based on public school enrollment data published in the U.S. Department of Education's Common Core of Data. These data derive from an annual census (as opposed to a sample) of the nation's public schools (NCES, 2007a).² The 2005-06 school year is the most recent one for which data are available; the 1993-94 school year is the first for which nearly every state reported public school enrollment by race and ethnicity. Thus, those two school years serve as the comparative points for the analysis.

Although the total number of white public school students in 2005-06 is roughly the same (at 28 million) as in 1993-94, the racial and ethnic composition of public schools educating white children significantly changed. There are 35% fewer nearly all-white public schools (schools in which fewer than 5% of the students are non-white) now than before, and white enrollment in nearly all-white schools has declined significantly, both in absolute numbers and in percentage terms.

The number of nearly all-white public schools fell from 25,603 in 1993-94 to 16,769 in 2005-06.

² Idaho did not report enrollment data by race and ethnicity in the 1993-94 school year. In order to have an “apples-to-apples” comparison of the nature of public school enrollment over time, public schools in Idaho are omitted from the analysis.

Nearly 4 million fewer white students attended nearly all-white schools in 2005-06 than in 1993-94 (Table 1). More than a third of white students attended nearly all-white schools in 1993-94, while in 2005-06 just one-fifth of white students attended nearly all-white schools. Though very few white students are educated in heavily minority schools, fewer white students attend nearly all-white schools and thus white exposure to black, Hispanic and Asian students has increased.

While white students became less isolated from minority students since 1993-94, the growing minority student populations have become slightly more isolated from their white peers over the same period. In 1993-94, 34% of Hispanic students and 33% of black students attended a public school with at least 90% minority student enrollment. In 2005-06, 40% of Hispanic students and 38% of black students were educated in such heavily minority schools. The share of Asian students educated in schools with at least 90% minority student enrollment increased from 12% in 1993-94 to 16% in 2005-06.

Though fewer white students attend nearly all-white schools, it continues to be the case that a very large segment of the nation's black and Hispanic students have little exposure to white students. In 2005-06, nearly one-in-three Hispanic and black students was educated in a public school that was nearly all-minority (a school in which fewer than 5% of the students are white). These schools educated almost none (less than 0.5%) of the nation's white students.

Table 1
Distribution of Public School Enrollment by Percent Minority Enrollment, 49 states and DC, 1993-94 and 2005-06

	TOTAL	WHITE	HISPANIC	BLACK	ASIAN	AMERICAN INDIAN
	Number Enrolled 1993-94					
Public School Type						
0 to less than 5% minority	9,810,970	9,601,873	59,808	70,020	58,783	20,486
5 to less than 10% minority	4,862,089	4,508,505	105,363	129,436	85,542	33,243
10 to less than 50% minority	15,981,430	11,719,129	1,263,164	2,196,094	593,838	209,205
50 to less than 90% minority	7,704,869	2,427,095	2,159,922	2,388,986	624,950	103,916
90 to less than 95% minority	1,060,590	78,106	504,819	372,618	91,164	13,883
At least 95% minority	3,594,518	49,001	1,367,975	2,002,988	91,344	83,210
Total	43,014,466	28,383,709	5,461,051	7,160,142	1,545,621	463,943
	2005-06					
0 to less than 5% minority	5,954,315	5,799,869	54,739	51,103	34,610	13,994
5 to less than 10% minority	4,652,183	4,310,766	123,721	110,547	78,949	28,200
10 to less than 50% minority	18,999,294	13,863,699	1,943,428	2,072,168	860,917	259,082
50 to less than 90% minority	10,982,476	3,309,563	3,674,069	2,928,802	903,259	166,783
90 to less than 95% minority	2,013,826	147,985	1,062,417	601,378	175,339	26,707
At least 95% minority	5,721,117	93,449	2,746,743	2,600,085	185,426	95,414
Total	48,323,211	27,525,331	9,605,117	8,364,083	2,238,500	590,180
	Percent of Enrollment 1993-94					
0 to less than 5% minority	23	34	1	1	4	4
5 to less than 10% minority	11	16	2	2	6	7
10 to less than 50% minority	37	41	23	31	38	45
50 to less than 90% minority	18	9	40	33	40	22
90 to less than 95% minority	2	0	9	5	6	3
At least 95% minority	8	0	25	28	6	18
Total	100	100	100	100	100	100
	2005-06					
0 to less than 5% minority	12	21	1	1	2	2
5 to less than 10% minority	10	16	1	1	4	5
10 to less than 50% minority	39	50	20	25	38	44
50 to less than 90% minority	23	12	38	35	40	28
90 to less than 95% minority	4	1	11	7	8	5
At least 95% minority	12	0	29	31	8	16
Total	100	100	100	100	100	100

Note: Excludes Idaho

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

Growing Minority Isolation Largely Reflects Changing Student Demographics

White students' growing exposure to minority students and minority students' declining exposure to white students both largely stem from the same well-known shifts in ethnic and racial composition that have occurred throughout the U.S. population in general. These shifts have been even more acute in the public schools. Though white enrollment has remained flat at 28 million students, the total number of students educated in public schools has increased from 43 million in 1993-94 to 48 million in 2005-06. The reason is that the number of minority students (especially Hispanics) has increased significantly. In effect, there are more minority students per white student, increasing white exposure to minority students. However, the flip side of this equation is that there are fewer white students per minority student, decreasing minority students' exposure to white students (see also Logan, 2004).

Whites have constituted a declining share of the total U.S. population in the period under study, but this change has occurred to an even greater degree in the public school population. In 2005, about two-thirds of the entire U.S. population identified themselves as white, a decline from three-quarters in 1993 (Table 2).³ The shift has been greater among children. The white share of school-age children declined from 69% in 1993 to 59.6% in 2005. And among students in public schools, the white share of enrollment declined from 66.1% in 1993-94 to 57.1% in 2005-06.

Modestly declining white public school enrollment has been more than offset by very large increases in Hispanic enrollment. The Hispanic slice of the public school population has increased more than 55%. Latinos in 2005-06 accounted for 19.8% of all public school students, up from 12.7% in 1993-94. During this same period, the black share of public school enrollment rose slightly — to 17.2%, from 16.5%.

Reflecting the boom in Hispanic enrollment in public schools since 1993-94, all major racial and ethnic groups have become more exposed to Hispanic students. Public schools with less than 5% Hispanic enrollment educated 74% of white students and 67% of black students in 1993-94 (Table 3). By 2005-06, these

³ The population figures reported in Table 2 are tabulated from the Current Population Survey. In January 2003 the Current Population Survey changed its racial classification to allow respondents to report multiracial identity. The tabulations in Table 2 do not employ any bridging techniques to reconcile the 1993 racial classification and the 2005 racial classification. For example, the 1993 white figure refers to people who identified themselves as non-Hispanic "white." The 2005 white figure refers to people who identified themselves as non-Hispanic "white alone."

schools educated just 58% of white students and 48% of black students. Asian students have also become less likely to be educated in a public school with less than 5% Hispanic enrollment (35% versus 26%).

Table 2
Racial/Ethnic Composition of U.S. Populations and Public School Enrollment
(percentage)

	WHITE	HISPANIC	BLACK	ASIAN	AMERICAN INDIAN	NON-HISPANIC OTHER	TOTAL
Entire Population							
1993	74.9	8.9	12.4	2.8	0.7	0.1	100.0
2005	67.1	14.4	12.1	4.4	0.6	1.5	100.0
School Age Population							
1993	69.0	11.2	15.6	3.1	0.9	0.2	100.0
2005	59.6	18.4	14.9	3.9	0.7	2.5	100.0
Public School Enrollment							
1993	66.1	12.7	16.5	3.6	1.1	–	100.0
2005	57.1	19.8	17.2	4.6	1.2	–	100.0

Source: Pew Hispanic Center analysis of March 1993 and 2005 Current Population Surveys for population counts, and NCES (1995) and NCES (2007b)

Table 3
Percent Distribution of Public School Enrollment by Percent Hispanic Enrollment, 49 states and DC,
1993-94 and 2005-06

	TOTAL	WHITE	HISPANIC	BLACK	ASIAN	AMERICAN INDIAN
Public School Type						
1993-94						
0 to less than 5% Hispanic	63	74	6	67	35	71
5 to less than 10% Hispanic	9	10	5	9	16	8
10 to less than 50% Hispanic	19	14	37	20	40	17
50 to less than 90% Hispanic	7	2	37	4	8	4
90 to less than 95% Hispanic	1	0	5	0	0	0
At least 95% Hispanic	1	0	10	0	0	0
Total	100	100	100	100	100	100
2005-06						
0 to less than 5% Hispanic	44	58	4	48	26	54
5 to less than 10% Hispanic	13	15	5	14	17	14
10 to less than 50% Hispanic	28	24	35	30	45	25
50 to less than 90% Hispanic	11	3	39	7	11	7
90 to less than 95% Hispanic	1	0	7	0	0	0
At least 95% Hispanic	2	0	10	0	0	0
Total	100	100	100	100	100	100

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

The Isolation of Hispanic, Black and Asian Public School Students

In 2005-06, Hispanic and black public school students were very similar in the extent of their exposure to white students. In addition, a high proportion of Hispanic and black students attended a school that had not only relatively few white students but relatively few students of any racial or ethnic identity other than their own. That is, many Hispanic students attended heavily Hispanic schools and many black students attended heavily black schools. Hispanic and black students tend to be isolated not only from white students but also from one another.

In 2005-06, 56% of Hispanic students were educated in public schools that were majority Latino (Table 3). These schools educated just 3% of the nation's white students. Similarly, half of the nation's black students attended majority-black public schools in 2005-06 (Table 4). These majority-black public schools educated just 2% of the nation's white students.

Table 4
Percent Distribution of Public School Enrollment by Percent Black Enrollment, 49 states and DC, 1993-94 and 2005-06

Public School Type	TOTAL	WHITE	1993-94			
			HISPANIC	BLACK	ASIAN	AMERICAN INDIAN
0 to less than 5% black	51	63	50	4	46	74
5 to less than 10% black	11	11	15	5	17	9
10 to less than 50% black	27	23	30	40	33	15
50 to less than 90% black	7	3	4	29	3	2
90 to less than 95% black	1	0	0	5	0	0
At least 95% black	3	0	0	17	0	0
Total	100	100	100	100	100	100
			2005-06			
0 to less than 5% black	46	59	46	5	45	68
5 to less than 10% black	13	14	16	5	18	12
10 to less than 50% black	29	24	34	41	34	17
50 to less than 90% black	7	2	4	28	3	2
90 to less than 95% black	1	0	0	6	0	0
At least 95% black	3	0	0	16	0	0
Total	100	100	100	100	100	100

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

Hispanics in majority-Latino schools have not only relatively few white classmates, they also have relatively few black classmates. Majority-Latino public schools educated just 7% of the nation’s black students in 2005-06. Similarly, the nation’s majority-black schools, which educate 50% of black students, educated just 4% of the nation’s Hispanic students in 2005-06. Moreover, more than one-fifth of black students attended a school in 2005-06 in which more than 90% of the students were black. These schools educate virtually none of the nation’s white students (just one-tenth of 1%) or Hispanic students (just three-tenths of 1%).

Asian students were less likely than Hispanic or black students to be heavily concentrated in schools largely comprised of students of their own race and ethnicity. About 15% of Asian students attended majority-Asian schools in 2005-06 (Table 5).

Table 5
Percent Distribution of Public School Enrollment by Percent Asian Enrollment, 49 states and DC, 1993-94 and 2005-06

	TOTAL	WHITE	HISPANIC	BLACK	ASIAN	AMERICAN INDIAN
Public School Type						
1993-94						
0 to less than 5% Asian	83	86	73	87	26	89
5 to less than 10% Asian	9	8	12	7	17	6
10 to less than 50% Asian	8	5	14	6	45	5
50 to less than 90% Asian	1	0	0	0	12	0
90 to less than 95% Asian	0	0	0	0	1	0
At least 95% Asian	0	0	0	0	0	0
Total	100	100	100	100	100	100
2005-06						
0 to less than 5% Asian	77	80	73	83	23	85
5 to less than 10% Asian	12	11	14	9	18	8
10 to less than 50% Asian	11	8	13	8	44	7
50 to less than 90% Asian	1	0	1	0	14	0
90 to less than 95% Asian	0	0	0	0	1	0
At least 95% Asian	0	0	0	0	0	0
Total	100	100	100	100	100	100

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

The Changing Racial and Ethnic Composition of Public Schools

In 1993-94, 31% of the 82,972 public schools were nearly-all white schools (Table 6). By 2005-06, 18% of the nation's public schools were nearly all-white schools. Nearly all-white schools were the only category of public schools to decline in number since 1993-94. Meanwhile, heavily minority public schools have been the fastest growing categories of public schools since 1993-94. The number of public schools with 90 to less than 95% minority enrollment more than doubled over the 12-year period. The number of schools that have 95% or more minority enrollment nearly doubled (84% growth) since 1993-94.

The number of nearly all-minority schools increased from 5,498 in 1993-94 to 10,135 in 2005-06.

Table 6
Public Schools by Percent Minority Enrollment, 49 states and D.C., 1993-94 and 2005-06

Public School Type	ABSOLUTE NUMBER			PERCENT IN CATEGORY			RATE OF CHANGE IN CATEGORY (%)
	1993-94	2005-06	Change	1993-94	2005-06	Change	
0 to less than 5% minority	25,603	16,769	-8,834	31	18	-13	-35
5 to less than 10% minority	9,439	9,814	375	11	11	-1	4
10 to less than 50% minority	28,075	34,117	6,042	34	37	3	22
50 to less than 90% minority	12,740	18,980	6,240	15	20	5	49
90 to less than 95% minority	1,617	3,341	1,724	2	4	2	107
At least 95% minority	5,498	10,135	4,637	7	11	4	84
Total	82,972	93,156	10,184	100	100		12

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

Changes in Racial Ethnic Isolation in States

At the national level there have been significant shifts in the exposure of students to students of any racial or ethnic identity other than their own. These national changes have occurred in many states as well. This last section summarizes the changes that have occurred at the state level with regard to attendance at nearly all-white public schools and nearly all-minority public schools.

In nearly every state, white students became more exposed to minority students from 1993-94 to 2005-06 (Table 7). The largest declines in the percentage of white students in nearly all-white schools occurred in states in which white students accounted for a large share of the student population in 1993-94. For example, in Utah's public schools, 51% of white students attended nearly all-white public schools in 1993-94. By 2005-06, just 14% of Utah's white students were attending nearly all-white schools. That was the largest percentage-point decline of any state. Minnesota, North Dakota, Nebraska, Wisconsin and Iowa also experienced large declines in the share of their white student populations attending nearly all-white schools. States that had little change in the exposure of white students to minority students generally had a relatively small percentage of white students in nearly all-white schools in 1993-94. For example, in Mississippi in 1993-94, 6% of white students attended nearly all-white public schools. The share of white students in nearly all-white public schools remained unchanged at 6% in 2005-06.

In 28 states, the percentage of Hispanic students educated in nearly all-minority schools increased from 1993-94 to 2005-06 (Table 7). The states with the largest increases in Hispanic isolation from white students tended to be states that experienced considerable growth in Hispanic enrollments. In Maryland, which experienced the largest increase in Hispanic students' isolation from white students of any state over the 12-year period, 21% of Hispanic students were educated in nearly all-minority public schools in 2005-06, compared with 7% in 1993-94. Other states experiencing relatively large increases in Hispanic isolation from white students over the period were Colorado, Arizona, Rhode Island and Texas. In six states, the percentage of Hispanic students educated in nearly all-minority schools decreased from 1993-94 to 2005-06 (Table 8). These states are Connecticut, Pennsylvania, Indiana, New York, Louisiana and Montana.

The proportion of black students attending nearly all-minority schools also increased in 28 states (Table 7). However, they were not the same states that experienced a decline in Hispanic student exposure to white students, nor were the declines in exposure to white students necessarily of the same size. For

Table 7
 Changing Levels of Racial and Ethnic Isolation in U.S. Public Schools, 49 states and DC,
 1993-94 and 2005-06
 (percentage)

States Ranked by the Size of Change from 1993-94 to 2005-06

Rank	State	STATES WHERE THE PERCENT OF WHITE STUDENTS IN NEARLY ALL-WHITE SCHOOLS HAS DECREASED		STATES WHERE THE PERCENT OF HISPANIC STUDENTS IN NEARLY ALL-MINORITY SCHOOLS HAS INCREASED		STATES WHERE THE PERCENT OF BLACK STUDENTS IN NEARLY ALL-MINORITY SCHOOLS HAS INCREASED			
		1993-94	2005-06	1993-94	2005-06	1993-94	2005-06		
1	Utah	51	14	Maryland	7	21	Ohio	10	28
2	Minnesota	56	24	Colorado	0	10	Wisconsin	17	32
3	North Dakota	65	34	Arizona	10	19	Massachusetts	5	20
4	Nebraska	57	27	Rhode Island	0	9	Missouri	22	36
5	Wisconsin	58	31	Texas	31	40	Maryland	32	45
6	Iowa	68	42	District of Columbia	76	85	Minnesota	0	12
7	Michigan	56	31	Illinois	25	33	Georgia	22	32
8	Rhode Island	60	34	California	27	36	Colorado	0	10
9	Montana	52	28	Georgia	3	11	Arkansas	6	14
10	South Dakota	57	34	Massachusetts	3	11	Delaware	0	8
11	Wyoming	39	18	New Mexico	8	15	Alabama	33	40
12	Connecticut	34	14	Nevada	0	7	Nevada	0	7
13	Pennsylvania	62	42	Tennessee	1	7	Mississippi	32	38
14	New Hampshire	84	64	Delaware	0	5	North Carolina	4	9
15	Missouri	58	40	Minnesota	0	5	Texas	25	30
16	Vermont	90	72	Alabama	1	6	Florida	19	24
17	Maine	91	73	Missouri	0	5	Rhode Island	0	5
18	Kansas	38	21	Michigan	3	7	Virginia	8	12
19	Indiana	63	45	North Carolina	1	4	Tennessee	35	38
20	Oregon	18	2	Washington	0	4	Washington	0	3
21	Arkansas	49	32	Wisconsin	6	9	Illinois	55	57
22	New York	42	28	Mississippi	4	7	Hawaii	0	2
23	Illinois	41	27	Florida	15	17	New Mexico	2	3
24	Massachusetts	44	30	Ohio	0	2	New York	51	52
25	Georgia	17	5	Virginia	0	2	Arizona	7	8
26	Tennessee	48	36	Kansas	0	1	South Carolina	12	13
27	Maryland	20	9	Hawaii	1	2	California	27	27
28	North Carolina	16	4	Oklahoma	0	1	Oregon	0	1
29	New Jersey	17	7	Arkansas	1	1	Kansas	3	3
30	Ohio	62	52	Nebraska	0	0	North Dakota	0	0
31	West Virginia	76	67	Wyoming	0	0	Alaska	0	0
32	Colorado	9	1	North Dakota	0	0	Nebraska	0	0
33	Washington	10	2	New Jersey	32	32	Iowa	0	0
34	Virginia	17	10	Iowa	0	0	Maine	0	0
35	Kentucky	62	55	Maine	0	0	New Hampshire	0	0
36	Alabama	22	16	New Hampshire	0	0	Utah	0	0
37	Oklahoma	5	1	Vermont	0	0	Vermont	0	0
38	Florida	6	2	West Virginia	0	0	West Virginia	0	0
39	Texas	4	1	Oregon	0	0	Wyoming	0	0
40	South Carolina	3	1	Alaska	0	0	Kentucky	0	0
41	Nevada	2	0	Utah	0	0	South Dakota	0	0
42	Alaska	2	1	South Dakota	0	0	Montana	0	0
43	Delaware	1	0	Kentucky	0	0			
44	California	1	0	South Carolina	2	2			
45	Arizona	1	1						
46	District of Columbia	1	0						
47	Hawaii	0	0						
48	New Mexico	0	0						
49	Louisiana	10	10						
50	Mississippi	6	6						

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

example, in California the share of black students in nearly all-minority schools increased from 26.8% in 1993-94 to 27.4% in 2005-06. Among Latino students in California, the percent in nearly all-minority schools increased from 27% to 36%. States that experienced a relatively large increase in the share of black students attending nearly all-minority schools include Ohio, Wisconsin, Massachusetts, Missouri and Maryland. In seven states and the District of Columbia, the percentage of black students in nearly all-minority schools declined from 1993-94 to 2005-06 (Table 8). These states are Louisiana, Indiana, New Jersey, Connecticut, Pennsylvania, the District of Columbia, Oklahoma and Michigan.

Table 8
Changing Levels of Racial and Ethnic Isolation in U.S. Public Schools, 1993-94 and 2005-06
(percentage)

States Ranked by the Size of Change from 1993-94 to 2005-06

Rank	State	STATES WHERE THE PERCENT OF HISPANIC STUDENTS IN NEARLY ALL-MINORITY SCHOOLS HAS DECREASED		STATES WHERE THE PERCENT OF BLACK STUDENTS IN NEARLY ALL-MINORITY SCHOOLS HAS DECREASED	
		1993-94	2005-06	1993-94	2005-06
1	Connecticut	24	18	Louisiana	31
2	Pennsylvania	24	19	Indiana	22
3	Indiana	9	6	New Jersey	48
4	New York	50	47	Connecticut	28
5	Louisiana	7	4	Pennsylvania	43
6	Montana	1	0	District of Columbia	94
7				Oklahoma	11
8				Michigan	56

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

Note on the Appendix

A separate Appendix to this report includes 24 tables on public school enrollment in 2005-06 and 1993-94 for each state and the District of Columbia. Each table reports the distribution of enrollment among the six types of public schools: 0 to less than 5% minority, 5 to less than 10% minority, 10 to less than 50% minority, 50 to less than 90% minority, 90 to less than 95% minority, and at least 95% minority. Tabulations are provided for all public school students and the five major racial and ethnic groups—white, Hispanic, black, Asian and American Indian. The percent distribution and the absolute enrollment counts are presented.

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