

the condition of education 2004



INDICATOR 5

Concentration of Enrollment by Race/Ethnicity and Poverty

The indicator and corresponding tables are taken directly from *The Condition of Education 2004*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2004* visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004077>) or contact ED PUBs at 1-877-4ED-PUBS.

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Elementary/Secondary Education

Concentration of Enrollment by Race/Ethnicity and Poverty

Black and Hispanic 4th-graders are more likely than White 4th-graders to be in schools with high levels of students from low-income families and less likely to be in schools with low levels of students from low-income families.

Eligibility for the free or reduced-price lunch program provides a proxy measure of low-income family status. Forty percent of 4th-graders were eligible for the program in 2003, including 70 percent of Black students, 71 percent of Hispanic students, and 23 percent of White students (see supplemental table 5-1). This reflects a larger percentage of Black and Hispanic than White 4th-graders from low-income families in 2003.

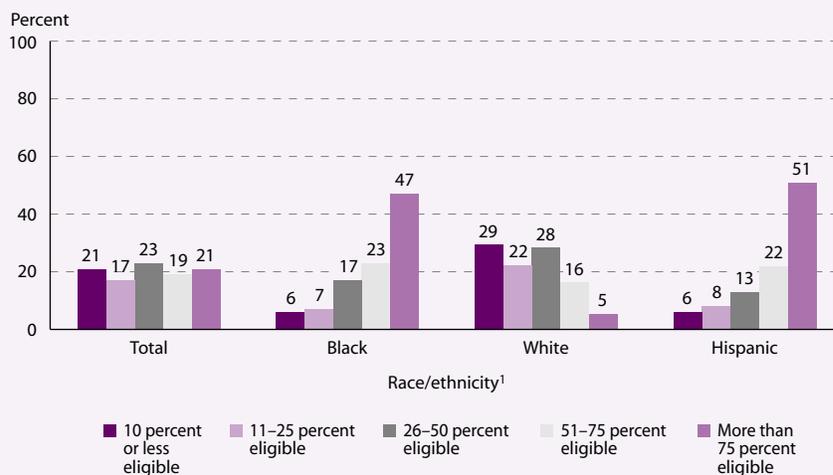
In addition to being more likely than White students to be from low-income families, Black and Hispanic students are more likely to be concentrated in high-poverty schools. As the proportion of Black and Hispanic students increases, so does the proportion of students in the school eligible for school lunch. For example, 6 percent of Black and Hispanic 4th-graders were in the lowest-poverty schools (those with 10 percent or less of the students eligible) in 2003, compared with 29 percent of White 4th-graders. In contrast, 47 percent of Black and 51 percent of Hispanic students were in the highest-poverty schools (those with more than 75 percent of the students eligible), compared with 5 percent of White students. Thus, Black and Hispanic 4th-

graders were more likely than White 4th-graders to attend schools with a majority of students from low-income families in 2003.

This situation also exists when taking into account the school's location. In 2003, Black and Hispanic 4th-graders were more likely than White 4th-graders to be eligible for the school lunch program in schools in central cities, urban fringe, and rural areas. In addition, within each location, Black and Hispanic students were more likely than White students to be concentrated in the highest-poverty schools. For example, within central city schools, 61 percent of Black and 64 percent of Hispanic students were in the highest-poverty schools, compared with 12 percent of White students.

In addition to being enrolled in schools with larger concentrations of students from low-income families, Black and Hispanic 4th-graders likely attend schools with high minority enrollment. For instance, 38 percent of Black and 39 percent of Hispanic 4th-graders attended schools in which 90 percent or more of the students were minorities in 2003 (see supplemental table 5-2).

POVERTY CONCENTRATION: Percentage distribution of 4th-graders by the percentage of students in the school eligible, by race/ethnicity and free or reduced-price lunch: 2003



¹Black includes African American and Hispanic includes Latino. Racial categories exclude Hispanic origin.

NOTE: Detail may not sum to totals because of rounding. The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 185 percent of the poverty level for reduced-price lunch or at or below 130 percent of the poverty level for free lunch.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment, previously unpublished tabulation (January 2004).

FOR MORE INFORMATION:

Supplemental Notes 1, 4
Supplemental Tables 5-1, 5-2

NCES 2003-008

NCES 2003-034



Concentration of Enrollment by Race/Ethnicity and Poverty

Table 5-1. Percentage of 4th-graders eligible for free or reduced-price lunch and percentage distribution of 4th-graders by the percentage of students in the school eligible for a free or reduced-price lunch, by race/ethnicity and school location: 2003

Race/ethnicity ¹ and location	Percentage of students eligible for free or reduced-price lunch	Percentage of students in the school eligible for a free or reduced-price lunch				
		10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	39.9	21.2	16.7	23.0	18.5	20.7
Black	69.8	6.1	6.8	16.6	23.2	47.3
White	22.7	29.2	21.7	28.0	16.1	5.1
Hispanic	71.4	6.4	8.0	12.6	22.3	50.7
Location						
Central city	53.9	15.3	9.7	17.2	18.1	39.7
Black	75.8	3.7	3.8	13.0	18.5	61.0
White	24.4	29.6	16.3	25.4	17.1	11.6
Hispanic	77.6	4.3	4.4	9.4	18.2	63.6
Urban fringe/large town	30.6	30.7	21.5	20.2	14.2	13.4
Black	58.1	12.0	12.2	22.8	23.7	29.3
White	16.0	40.2	25.5	21.5	10.0	2.9
Hispanic	64.0	8.9	12.3	14.7	22.9	41.3
Rural/small town	38.0	13.6	17.3	33.2	25.1	10.7
Black	71.7	3.2	6.4	16.9	37.2	36.3
White	29.8	15.8	20.1	37.2	22.7	4.2
Hispanic	74.5	5.3	6.3	17.3	35.3	35.8

¹Black includes African American and Hispanic includes Latino. Racial categories exclude Hispanic origin.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). See *supplemental note 1* for more information on poverty and location.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment, previously unpublished tabulation (January 2004).

Table 5-2. Percentage distribution of 4th-graders by the percentage of minority students in the school, by race/ethnicity: 2003

Race/ethnicity ¹	Total student population	Percentage of minority students in school					
		10 percent or less	11–24 percent	25–49 percent	50–74 percent	75–89 percent	90 percent or more
Total	100.0	32.4	17.7	16.2	12.5	6.6	14.6
American Indian	1.1	9.9	16.7	24.3	14.3	11.0	23.8
Asian/Pacific Islander	4.1	9.0	16.8	20.5	22.5	12.2	19.1
Black	16.6	6.1	7.3	16.4	19.8	12.3	38.1
White	60.2	50.1	23.7	16.5	7.5	1.6	0.7
Hispanic	17.0	3.3	6.8	13.2	20.4	16.9	39.5

¹American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment, previously unpublished tabulation (March 2004).

Concentration of Enrollment by Race/Ethnicity and Poverty

Table S5. Standard errors for the percentage distribution of 4th-graders by the percentage of students in the school eligible for free or reduced-price lunch, by race/ethnicity: 2003

Race/ethnicity	School concentration of students eligible for a free or reduced-price lunch				
	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	0.7	0.7	0.7	0.7	0.6
Black	0.6	0.5	0.9	1.2	1.4
White	0.8	0.9	0.8	0.6	0.3
Hispanic	0.6	1.0	1.1	1.7	1.7

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment, previously unpublished tabulation (January 2004).

Concentration of Enrollment by Race/Ethnicity and Poverty

Table S5-1. Standard errors for the percentage of 4th-graders eligible for free or reduced-price lunch and percentage distribution of 4th-graders by the percentage of students in the school eligible for a free or reduced-price lunch, by race/ethnicity and school location: 2003

Race/ethnicity and location	Percentage of students eligible for free or reduced-price lunch	Percentage of students in the school eligible for a free or reduced-price lunch				
		10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	0.45	0.67	0.71	0.72	0.66	0.59
Black	0.72	0.62	0.50	0.93	1.18	1.43
White	0.36	0.84	0.88	0.83	0.58	0.32
Hispanic	1.16	0.58	0.95	1.11	1.66	1.71
Location						
Central city	0.84	1.04	1.04	1.25	1.41	1.47
Black	1.02	0.67	0.69	1.27	1.59	1.91
White	0.68	1.80	1.65	2.05	1.55	0.98
Hispanic	1.42	0.58	1.10	1.30	2.34	2.60
Urban fringe/large town	0.62	1.12	1.19	1.22	1.14	0.93
Black	1.55	1.40	1.21	1.91	2.19	2.84
White	0.47	1.34	1.28	1.22	0.88	0.43
Hispanic	1.96	1.16	1.79	1.97	3.07	2.88
Rural/small town	0.81	1.02	1.20	1.14	1.47	0.73
Black	1.61	0.67	0.99	1.78	3.08	2.70
White	0.60	1.11	1.32	1.28	1.26	0.41
Hispanic	2.61	1.33	1.23	2.33	5.74	5.70

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment, previously unpublished tabulation (January 2004).

Table S5-2. Standard errors for the percentage distribution of 4th-graders by the percentage of minority students in the school, by race/ethnicity: 2003

Race/ethnicity ¹	Total student population	Percentage of minority students in school					
		10 percent or less	11–24 percent	25–49 percent	50–74 percent	75–89 percent	90 percent or more
Total	†	0.58	0.70	0.65	0.72	0.51	0.45
American Indian	0.05	0.90	1.88	2.48	1.97	2.47	1.74
Asian/Pacific Islander	0.19	0.74	1.55	1.76	3.11	2.12	2.84
Black	0.30	0.32	0.38	0.85	1.27	1.03	1.18
White	0.39	0.81	0.93	0.67	0.46	0.16	0.06
Hispanic	0.34	0.21	0.60	0.94	1.43	1.78	1.78

†Not applicable.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment, previously unpublished tabulation (March 2004).