



City University of New York (CUNY)  
**CUNY Academic Works**

---

Center for Latin American, Caribbean, and  
Latino Studies

Centers & Institutes

---

2013

## Latinos in New York City: K-12 Public Schools 1990-2009

Haiwen Chu

*Center for Latin American, Caribbean, and Latino Studies*

[How does access to this work benefit you? Let us know!](#)

More information about this work at: [https://academicworks.cuny.edu/clacsl\\_pubs/42](https://academicworks.cuny.edu/clacsl_pubs/42)

Discover additional works at: <https://academicworks.cuny.edu>

---

This work is made publicly available by the City University of New York (CUNY).  
Contact: [AcademicWorks@cuny.edu](mailto:AcademicWorks@cuny.edu)



# CLACLS

Center for Latin American, Caribbean & Latino Studies

## Latinos in New York City

### K-12 Public Schools

1990-2009

Haiwen Chu

Ph.D. Urban Education

Center for Latin American,  
Caribbean & Latino Studies

Graduate Center  
City University of New York  
365 Fifth Avenue  
Room 5419  
New York, New York 10016

212-817-8438

[clacsl@gc.cuny.edu](mailto:clacsl@gc.cuny.edu)

<http://web.gc.cuny.edu/lastudies>



The Center for Latin American, Caribbean and Latino Studies is a research institute that works for the advancement of the study of Latin America, the Caribbean, and Latinos in the United States in the doctoral programs at the CUNY Graduate Center. One of its major priorities is to provide funding and research opportunities to Latino students at the Ph.D. level.

The Center established and helps administer an interdisciplinary specialization in Latin American, Caribbean and Latino Studies in the Masters of Arts in Liberal Studies program.

The Latino Data Project was developed with the goal of making information available on the dynamically growing Latino population of the United States and especially New York City through the analysis of extant data available from a variety of sources such as the U.S. Census Bureau, the National Institute for Health, the Bureau of Labor Statistics, and state and local-level data sources.

All Latino Data Project reports are available at <http://web.gc.cuny.edu/lastudies/>

For additional information you may contact the Center at 212-817-8438 or by e-mail at [clacls@gc.cuny.edu](mailto:clacls@gc.cuny.edu).

Staff:

Laird W. Bergad, Distinguished Professor, Latin American and Puerto Rican Studies, Lehman College, Ph.D. Program in History, Executive Director, CLACLS

Teresita Levy, Assistant Professor, Department of Latin American, Latino and Puerto Rican Studies, Lehman College, Associate Director

Laura Limonic, Administrative Director and Director of Quantitative Research

Victoria Stone-Cadena, Director of Outreach and Special Projects

Lawrence Cappello, Research Associate

Justine Calcagno, Quantitative Research Associate

Mila Burns, Website Developer

Copyright © 2013  
Center for Latin American, Caribbean and Latino Studies  
Room 5419  
Graduate Center  
City University of New York  
365 Fifth Avenue  
New York, New York 10016  
212-817-8438  
[clacls@gc.cuny.edu](mailto:clacls@gc.cuny.edu)  
<http://web.gc.cuny.edu/lastudies>

ALL RIGHTS RESERVED

This study is about Latino public school students attending kindergarten through grade 12 in New York City. This report is divided into two parts. First, changes in the school-aged Latino population are reported from the 1990 and 2000 Decennial Censuses through the 2009 American Community Survey. The second part consists of a detailed demographic, socioeconomic, and linguistic portrait of the Latino public school population in 2009. In both cases, comparisons are made with other racial/ethnic groups and among Latino national subgroups. Figures are also presented disaggregated by geographic units, such as borough and public-use microdata area (PUMA), which approximate New York City's geographical school districts.

### School-Aged Latinos in New York City 1990-2009

#### Citywide Trends By Racial/Ethnic Groups

Because of changes in the Census questionnaire since 1990, it is not possible to directly compare the population of Latinos attending elementary and secondary public schools in New York City. The 1990 Census questionnaire did not record the specific grade levels of individuals attending public schools. Consequently, to produce a figure that could be compared across these three points in time, "school-aged" refers to students aged 5-18. The total school-aged populations of Latinos, non-Hispanic Blacks, non-Hispanic Whites, and Asians are reported in Table 1.

Table 1  
School-Aged Population Ages 5-18 by Racial/Ethnic Group

	1990		2000		2009	
	Population	% of total	Population	% of total	Population	% of total
Latinos	402,529	31.9%	529,525	36.4%	491,504	35.4%
Non-Hispanic Blacks	406,687	32.2%	447,208	30.8%	368,059	26.5%
Non-Hispanic Whites	367,438	29.1%	345,763	23.8%	369,780	26.6%
Asians	85,458	6.8%	130,514	9.0%	159,567	11.5%
Total	1,262,112	100.0%	1,453,010	100.0%	1,388,910	100.0%

Several trends emerge about the school-aged population overall in terms of absolute numbers and relative proportions. The school-aged Latino and non-Hispanic Black populations increased greatly between 1990 and 2000, by more than 30% for Latinos and about 10% for non-Hispanic Blacks. In the same period the school-aged non-Hispanic White population decreased by about 5%. Between 2000 and 2009, however, the school-aged Latino population decreased slightly. The school-aged non-Hispanic Black and non-Hispanic White populations, however, moved in opposite directions: in 2009 there were fewer school-aged non-Hispanic Black individuals and more school-aged non-Hispanic White individuals than there were in 1990. The school-aged Asian population has been increasing during this period. Since 2000, Latinos have been the largest group among the school-aged population of New York City, overtaking the non-Hispanic Black population which had been slightly larger in 1990. In 2009, Latinos were still the largest group at over a third of the school-aged population. Non-Hispanic Blacks and non-Hispanic Whites are now approximately the same proportion of the school-aged population.

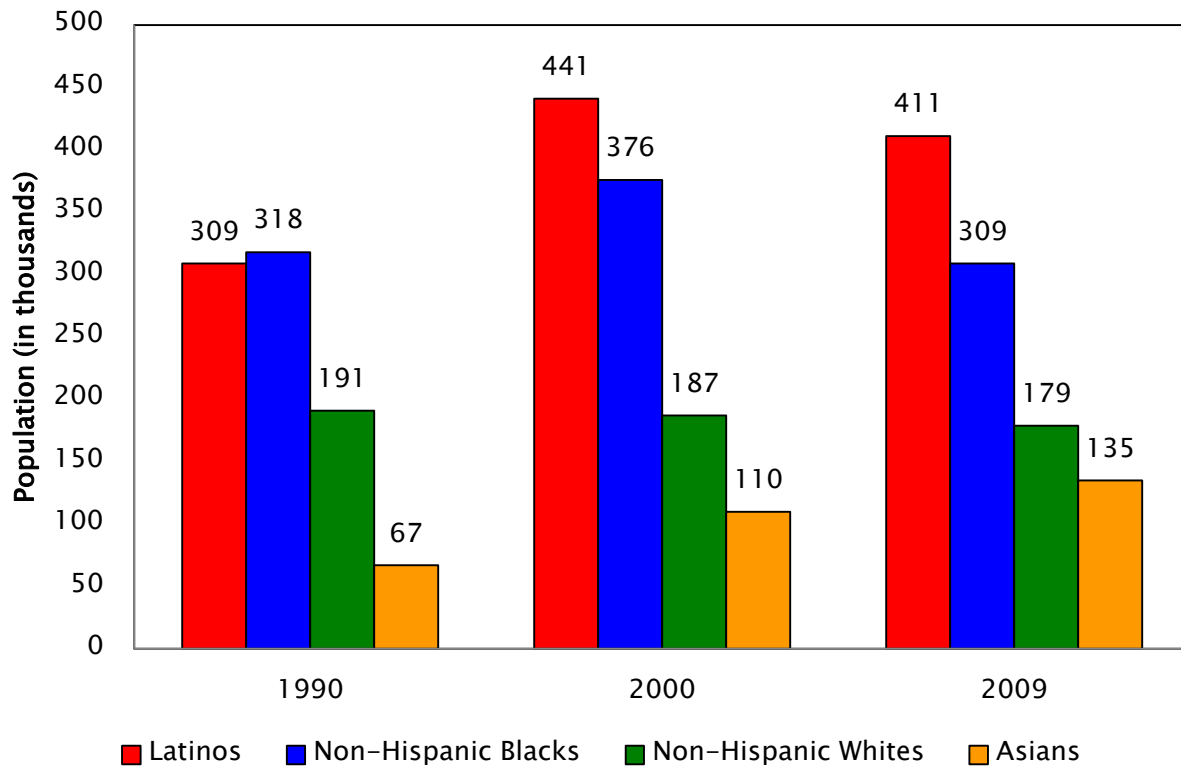
This report will focus on those school-aged children who attend public schools, as displayed in Table 2. For convenience, school-aged public school students will be referred to simply as “students” for the remainder of this section.

Table 2  
School-Aged Public Students by Racial/Ethnic Group

	1990		2000		2009	
	Population	% of total	Population	% of total	Population	% of total
Latinos	308,870	34.9%	441,028	39.6%	410,710	39.7%
Non-Hispanic Blacks	317,955	35.9%	375,570	33.7%	309,210	29.9%
Non-Hispanic Whites	191,376	21.6%	186,650	16.8%	178,866	17.3%
Asians	66,681	7.5%	110,250	9.9%	135,381	13.1%
Total	884,882	100.0%	1,113,498	100.0%	1,034,167	100.0%

The same overall trends noted above for the total school-aged population apply for Latino, non-Hispanic Black, and Asian students. That is, the Latino student population increased by over 40% between 1990 and 2000, but decreased slightly by about 7% between 2000 and 2009. The non-Hispanic Black student population also increased by 18% between 1990 and 2000 and then decreased by 18% between 2000 and 2009 to a total population that is smaller than it was in 1990. These trends are also shown in Figure 1. Substantially fewer school-aged non-Hispanic Whites attend public schools, with less than 50% of the non-Hispanic White school-aged population in 2009 reporting that they attend public schools.

Figure 1  
School-Aged Public School Population in New York City, 1990-2009



### Students by Latino Subgroup

The term “Latino” encompasses many subgroups. Table 3 focuses on the school-aged, public school attending population from 1990 through 2009. In the 2000 figures, probably due to the change in placement of the Hispanic/Latino item on the questionnaire, the “other Hispanic” category is large but likely does not indicate an actual increase in that population.

Table 3  
School-Aged Public Students by Latino Subgroup  
(in order of concentration in 2009)

	1990		2000		2009
	Population	% of total	Population	% of total	Population
Puerto Rican	169,373	54.8%	168,446	38.2%	142,609
Dominican	67,157	21.7%	117,419	26.6%	114,444
Mexican	7,260	2.4%	34,048	7.7%	64,191
Ecuadorian	12,348	4.0%	22,224	5.0%	27,150
Colombian	11,828	3.8%	16,128	3.7%	13,245
Salvadoran	4,243	1.4%	5,502	1.2%	9,488
Honduran	4,039	1.3%	8,437	1.9%	7,651
Other Hispanic	10,528	3.4%	38,611	8.8%	6,166
Peruvian	3,762	1.2%	5,438	1.2%	5,797
Cuban	4,753	1.5%	5,420	1.2%	3,527
Panamanian	2,854	0.9%	3,327	0.8%	3,274
Argentine	1,284	0.4%	1,477	0.3%	2,652
Venezuelan	734	0.2%	2,653	0.6%	2,435
Costa Rican	1,056	0.3%	1,168	0.3%	2,068
Guatemalan	2,963	1.0%	4,157	0.9%	1,565
Nicaraguan	1,921	0.6%	2,010	0.5%	1,262
Chilean	822	0.3%	1,117	0.3%	951
Brazilian	989	0.3%	2,266	0.5%	945
Paraguayan	160	0.1%	119	0.0%	496
Bolivian	607	0.2%	894	0.2%	438
Uruguayan	189	0.1%	167	0.0%	356
Total	308,870	100.0%	441,028	100.0%	410,710

For the remainder of this report, only the figures for the five largest subgroups in 2009 (Puerto Rican, Dominican, Mexican, Ecuadorian, and Colombian) are reported, with the category of “Other Latino” used to refer to all other national subgroups.

### Geographical Trends by Racial/Ethnic Subgroup

Due to the changes made in the PUMAs for the 2000 Census, it is difficult to make fine-grained geographical comparisons over the 1990-2009 time period. Comparisons thus are only reported at the borough level, first across racial/ethnic groups and then across Latino subgroups. A further caveat is that the Census Bureau collects data on borough of residence, but students may attend school in another borough. While younger students are more likely to attend neighborhood or “zoned” schools, students at the middle school and high school level may travel further to attend their schools. The figures presented here represent where students reside, not where they attend school.

Table 4 reports the total population for each racial/ethnic subgroup within each borough from 1990 to 2009.

Table 4

School-Aged Public Students by Racial/Ethnic Group and Borough, 1990-2009

Borough	Latino			Non-Hispanic Black		
	1990	2000	2009	1990	2000	2009
Bronx	96,219	147,663	146,326	64,105	78,673	74,077
Manhattan	60,073	77,908	56,325	36,239	36,375	23,056
Staten Island	5,755	11,330	15,321	5,876	9,658	8,605
Brooklyn	90,566	104,529	94,287	149,280	171,818	142,486
Queens	56,257	99,598	98,451	62,455	79,046	60,986
<b>Total</b>	<b>308,870</b>	<b>441,028</b>	<b>410,710</b>	<b>317,955</b>	<b>375,570</b>	<b>309,210</b>

Borough	Non-Hispanic White			Asian		
	1990	2000	2009	1990	2000	2009
Bronx	14,105	13,546	11,991	4,151	6,040	8,124
Manhattan	13,992	15,211	22,757	9,719	11,337	7,862
Staten Island	33,751	36,230	33,361	3,342	4,191	5,027
Brooklyn	64,231	65,552	61,273	16,441	31,453	39,224
Queens	65,297	56,111	49,484	33,028	57,229	75,144
<b>Total</b>	<b>191,376</b>	<b>186,650</b>	<b>178,866</b>	<b>66,681</b>	<b>110,250</b>	<b>135,381</b>



In each of the five boroughs except for Staten Island, the Latino school-aged public student population has shown an overall pattern of increase between 1990 and 2000 and decrease between 2000 and 2009. The non-Hispanic Black school-aged public student population has also followed the pattern of increase followed by decrease in all five boroughs. The non-Hispanic White school-aged public student population has decreased consistently from 1990 to 2009 in the borough of Queens. In Brooklyn, Staten Island, and the Bronx, the pattern was increase between 1990 and 2000 followed by decrease between 2000 and 2009. In Manhattan, however, the White school-aged public student population has increased steadily from 1990 to 2009. The Asian school-aged public student population has increased during both periods in four boroughs, with the exception of Manhattan, where it has seen a net decrease of 19% between 1990 and 2009.

Table 5 reports the distribution of the population of each racial/ethnic subgroup across the five boroughs from 1990 to 2009. This table shows that the non-Hispanic Black student population has been concentrated in Brooklyn, accounting consistently for just under 50% of all non-Hispanic Black students in the city. Other centers of the non-Hispanic Black student population are the Bronx and Queens, each accounting for about 20% of the non-Hispanic Black student population.

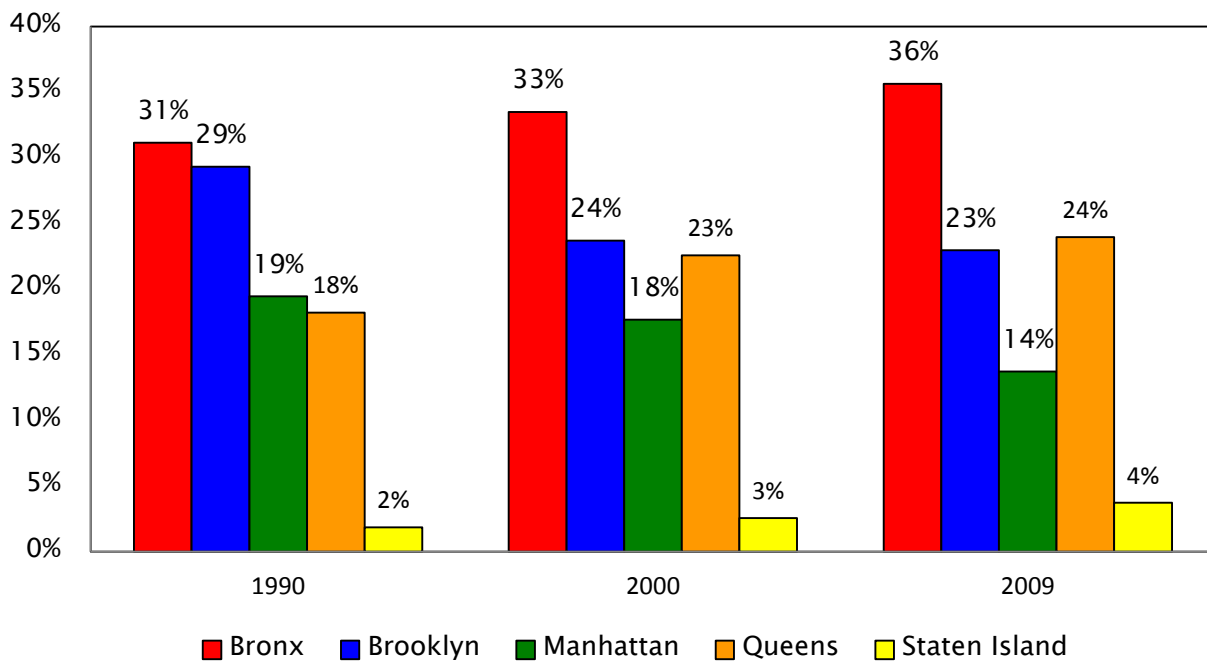
Table 5

## Distribution of School-Aged Public Students by Racial/Ethnic Group across Boroughs, 1990-2009

Borough	Latino			Non-Hispanic Black		
	1990	2000	2009	1990	2000	2009
Bronx	31.2%	33.5%	35.6%	20.2%	20.9%	24.0%
Manhattan	19.4%	17.7%	13.7%	11.4%	9.7%	7.5%
Staten Island	1.9%	2.6%	3.7%	1.8%	2.6%	2.8%
Brooklyn	29.3%	23.7%	23.0%	47.0%	45.7%	46.1%
Queens	18.2%	22.6%	24.0%	19.6%	21.0%	19.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Borough	Non-Hispanic White			Asian		
	1990	2000	2009	1990	2000	2009
Bronx	7.4%	7.3%	6.7%	6.2%	5.5%	6.0%
Manhattan	7.3%	8.1%	12.7%	14.6%	10.3%	5.8%
Staten Island	17.6%	19.4%	18.7%	5.0%	3.8%	3.7%
Brooklyn	33.6%	35.1%	34.3%	24.7%	28.5%	29.0%
Queens	34.1%	30.1%	27.7%	49.5%	51.9%	55.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

As can be seen in Figure 2, the Bronx, Queens, and Staten Island have had an increasing share of the Latino school-aged public student population from 1990 to 2009. Conversely, Brooklyn and Manhattan have had a steadily decreasing share of the Latino school-aged public student population from 1990 to 2009.

Figure 2  
Percentage of Total Latino Student Population By Borough, 1990-2009



Taking the borough as the unit of analysis, Table 6 reports the distribution within each borough of the four racial/ethnic groups.

Table 6  
 Concentrations of School-Aged Public Students by Racial/Ethnic Group Within Boroughs, 1990-2009

Borough	Latino	Non-Hispanic Black	Non-Hispanic White	Asian
1990				
Bronx	53.9%	35.9%	7.9%	2.3%
Manhattan	50.1%	30.2%	11.7%	8.1%
Staten Island	11.8%	12.1%	69.3%	6.9%
Brooklyn	28.3%	46.6%	20.0%	5.1%
Queens	25.9%	28.8%	30.1%	15.2%
Total	34.9%	35.9%	21.6%	7.5%
2000				
Bronx	60.0%	32.0%	5.5%	2.5%
Manhattan	55.3%	25.8%	10.8%	8.1%
Staten Island	18.5%	15.7%	59.0%	6.8%
Brooklyn	28.0%	46.0%	17.6%	8.4%
Queens	34.1%	27.1%	19.2%	19.6%
Total	39.6%	33.7%	16.8%	9.9%
2009				
Bronx	60.8%	30.8%	5.0%	3.4%
Manhattan	51.2%	21.0%	20.7%	7.1%
Staten Island	24.6%	13.8%	53.5%	8.1%
Brooklyn	28.0%	42.2%	18.2%	11.6%
Queens	34.7%	21.5%	17.4%	26.5%
Total	39.7%	29.9%	17.3%	13.1%

Latino school-aged public students have represented the majority in the Bronx and Manhattan since 1990. The relative stability of the racial/ethnic makeup of the Bronx is displayed in Figure 3. Since 2000, Latino students have had made up a consistent proportion of school-aged students in Brooklyn (over a quarter) and Queens (over a third). In 2009, Latino students also were almost a quarter of the school-aged public students in Staten Island. The growth of the Latino population and decline of the White population in Staten Island can be seen in Figure 4.

Figure 3  
Racial/Ethnic Composition of Bronx Student Population, 1990-2009

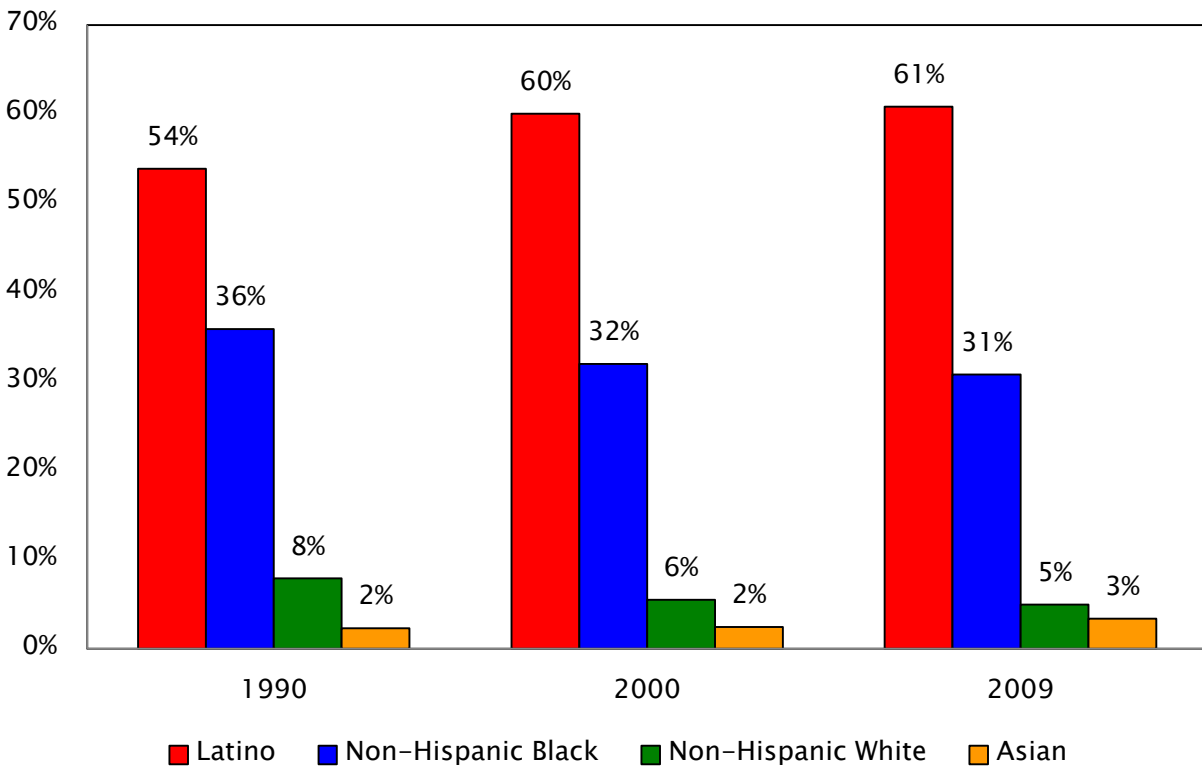


Figure 4  
Racial/Ethnic Composition of Staten Island Student Population, 1990-2009

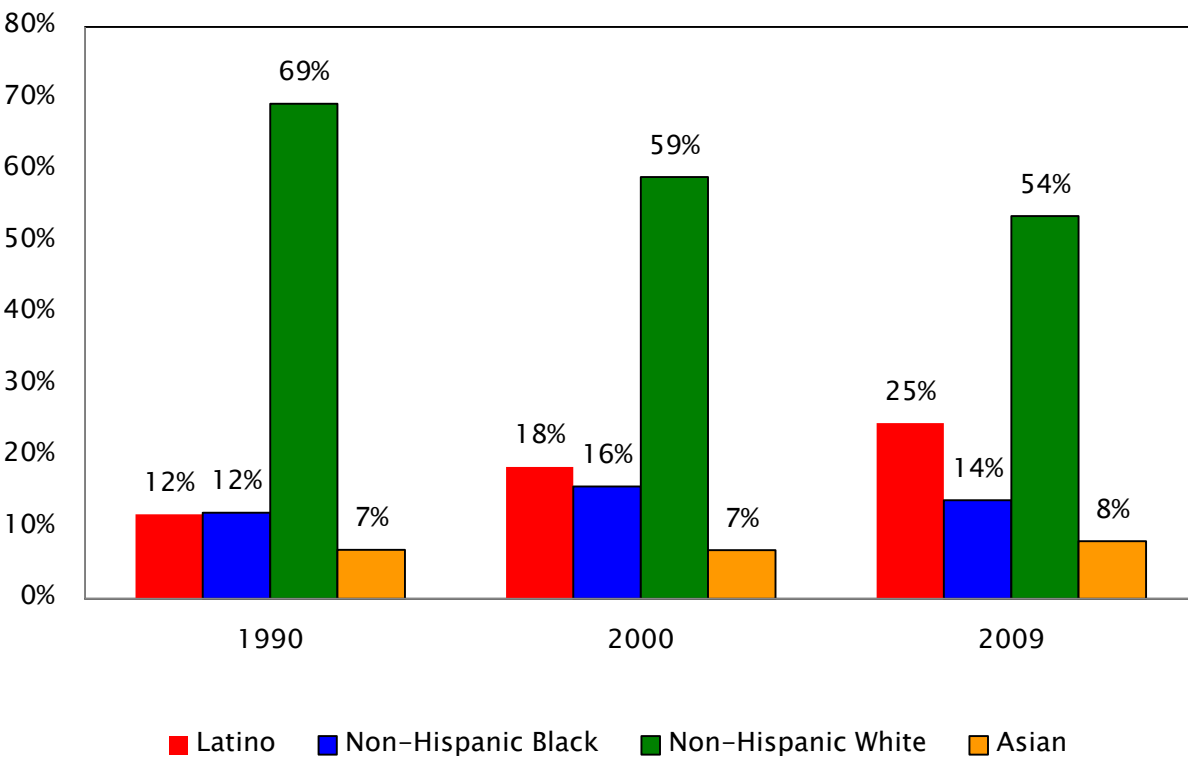
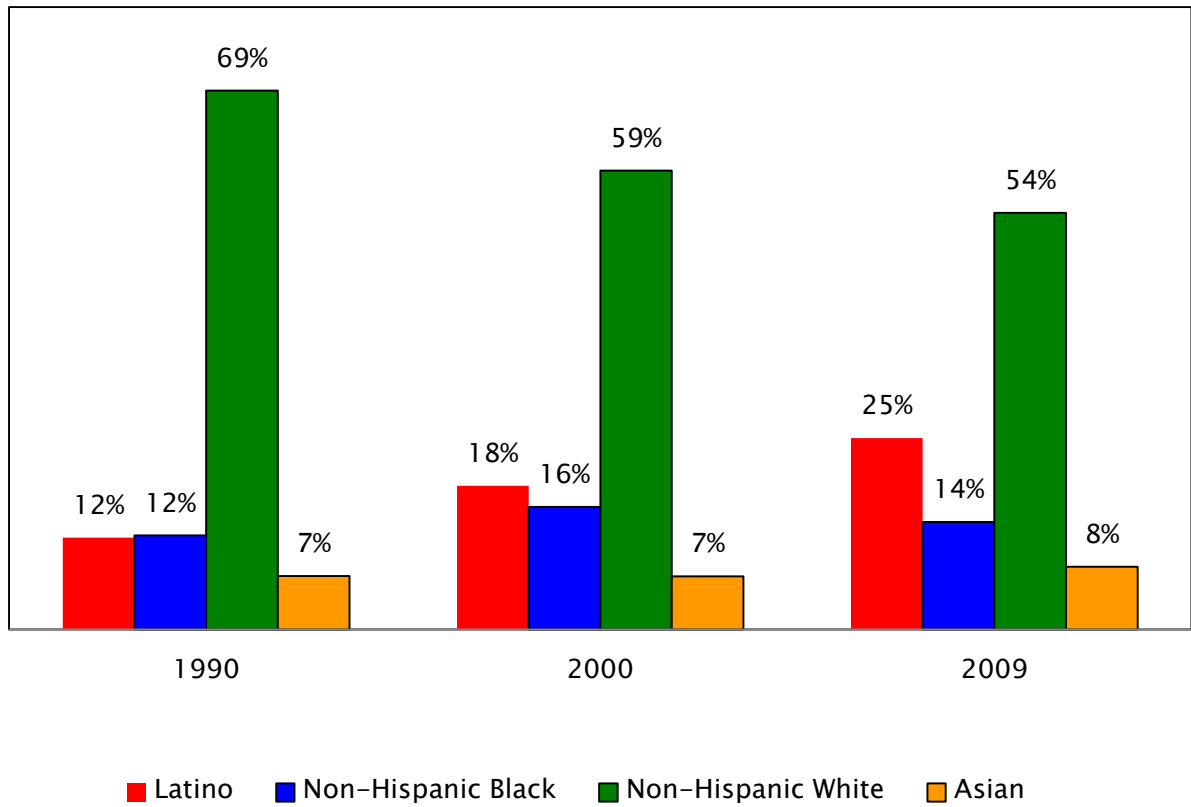


Figure 4  
Racial/Ethnic Composition of Staten Island Student Population, 1990-2009



### Geographical Trends by Latino Subgroup

The overall trends in the Latino school-aged public student population are not equally reflected in all Latino subgroups, with further differences at the borough level. Overall, the Mexican and Ecuadorian populations have increased, while the Puerto Rican population has decreased, and the Colombian and Dominican populations increased between 1990 and 2000, but decreased between 2000 and 2009.

Table 7  
School-Aged Public School Students by Latino Subgroup and Borough, 1990-2009

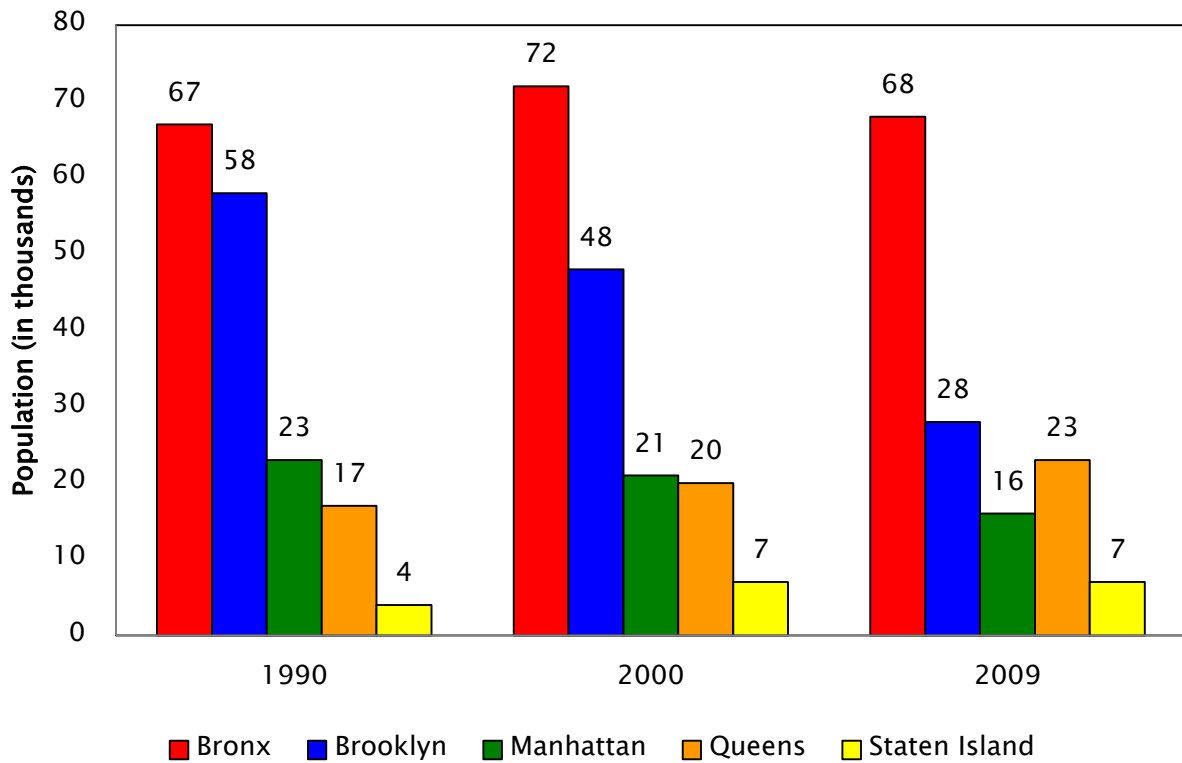
	Puerto Rican			Dominican			Mexican		
Borough	1990	2000	2009	1990	2000	2009	1990	2000	2009
Bronx	66,722	72,451	67,597	16,633	41,958	48,928	1,690	7,923	15,633
Manhattan	23,460	21,286	16,344	27,033	37,340	25,600	934	4,374	6,208
Staten Island	4,085	7,005	6,845	209	516	2,390	383	1,227	3,235
Brooklyn	57,639	48,003	28,380	13,126	18,482	23,034	3,198	11,578	23,849
Queens	17,467	19,701	23,443	10,156	19,123	14,492	1,055	8,946	15,266
Total	169,373	168,446	142,609	67,157	117,419	114,444	7,260	34,048	64,191

	Ecuadorean			Colombian		
Borough	1990	2000	2009	1990	2000	2009
Bronx	2,274	3,214	4,342	367	638	228
Manhattan	1,653	2,451	2,505	1,058	752	253
Staten Island	144	331	579	115	329	261
Brooklyn	2,896	4,657	5,421	1,922	2,111	1,862
Queens	5,381	11,571	14,303	8,366	12,298	10,641

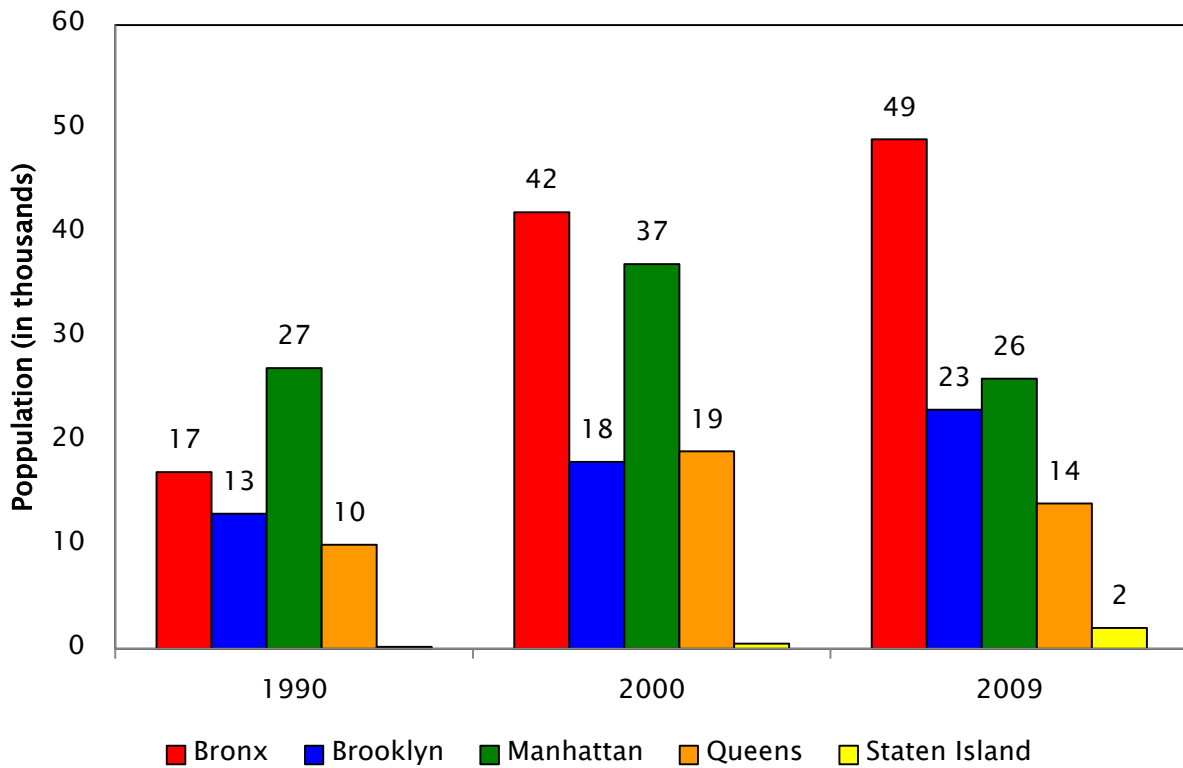
Among the Puerto Rican school-aged public school population, the overall pattern of decrease is reflected in the two boroughs where Puerto Ricans were more concentrated, Brooklyn and Manhattan. The Bronx has been the borough where the most Puerto Rican students live, and the total population is about the same in 2009 as it was in 1990. In Queens, however, there has been a steady increase in the Puerto Rican school-aged public school population. These trends are shown in Figure 5.

Figure 5  
Puerto Rican Student Population by Borough, 1990-2009



Among Dominican students, Manhattan was the borough with the greatest Dominican student population in 1990. While the Dominican student population of Manhattan increased by about a third between 1990 and 2000, the Bronx replaced Manhattan as the borough where most Dominican students live, with a 150% increase in population between 1990 and 2000. Between 2000 and 2009, the Dominican student population in Manhattan decreased by 31%, while it increased by 17% in the Bronx. Brooklyn has had more steady increases in its Dominican student population between 1990 and 2009. Queens had a 90% increase in its Dominican student population between 1990 and 2000, followed by a 25% decrease. These trends are displayed in Figure 6.

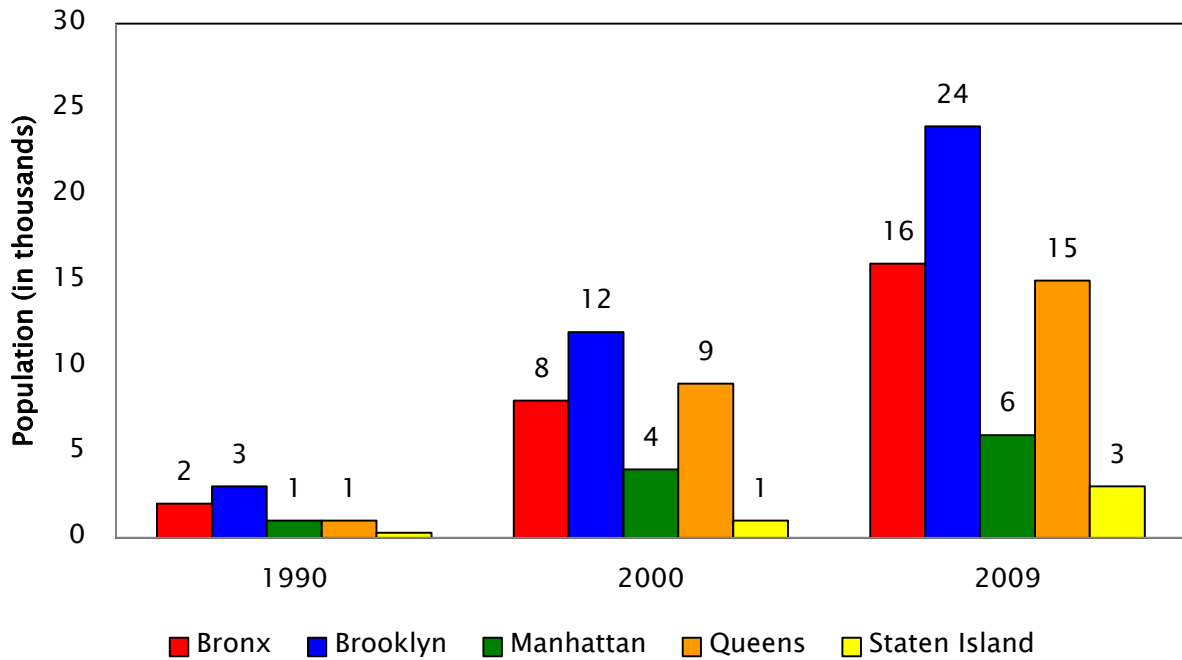
Figure 6  
Dominican Student Population by Borough, 1990-2009



The Mexican student population has increased dramatically from 1990 to 2009. Between 1990 and 2000, the Mexican student population increased by more than 350% in the city and by more than 200% in each borough. By 2009, there were than twice as many Mexican students in Queens as there were in the entire city in 1990. The Mexican student population more than doubled in every borough except Manhattan and Queens between 2000 and 2009. This rapid increase can be seen in Figure 7.



Figure 7  
 Mexican Student Population by Borough, 1990-2009



The Ecuadorian student population increased sharply in all five boroughs from 1990 to 2000 and then at a slower rate between 2000 and 2009 (Figure 8). The Colombian student population increased between 1990 and 2000 and decreased between 2000 and 2009 (Figure 9). This pattern of increased followed by decrease was true of all of the boroughs except Manhattan, where there was decrease both between 1990 and 2000 and between 2000 and 2009.

Figure 8  
Ecuadorean Student Population by Borough, 1990-2009

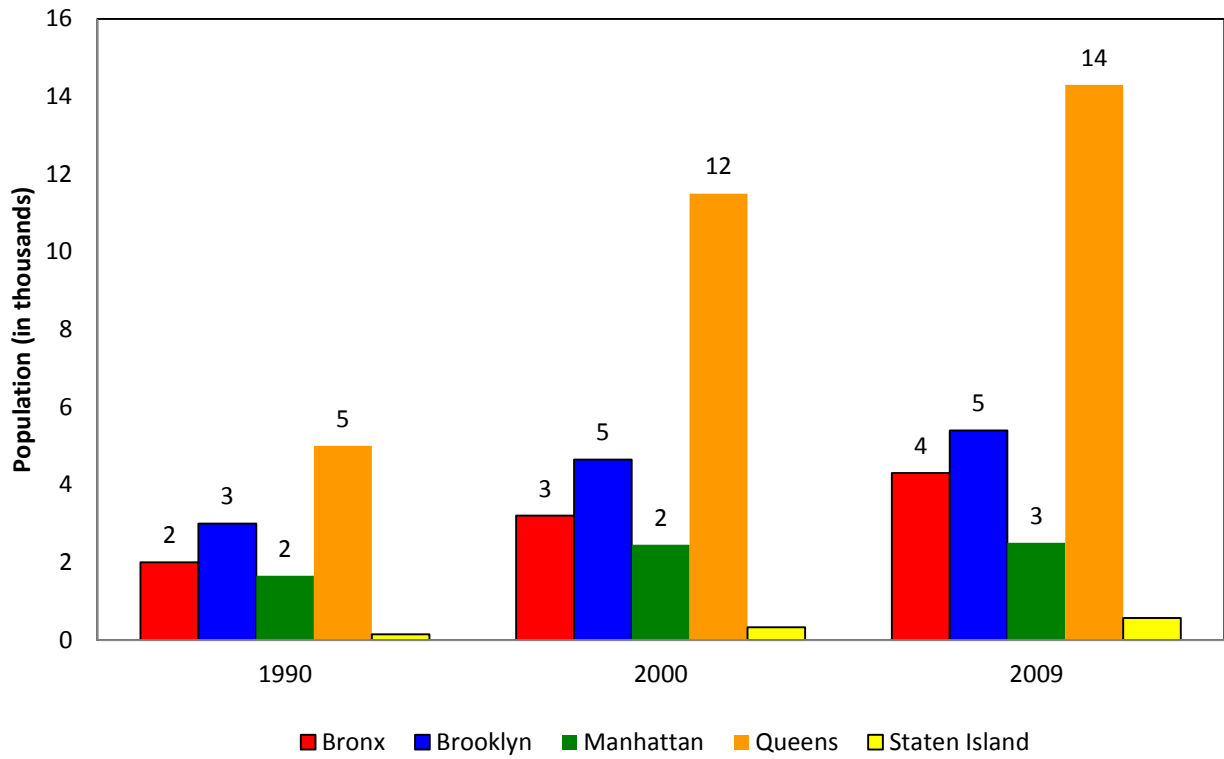
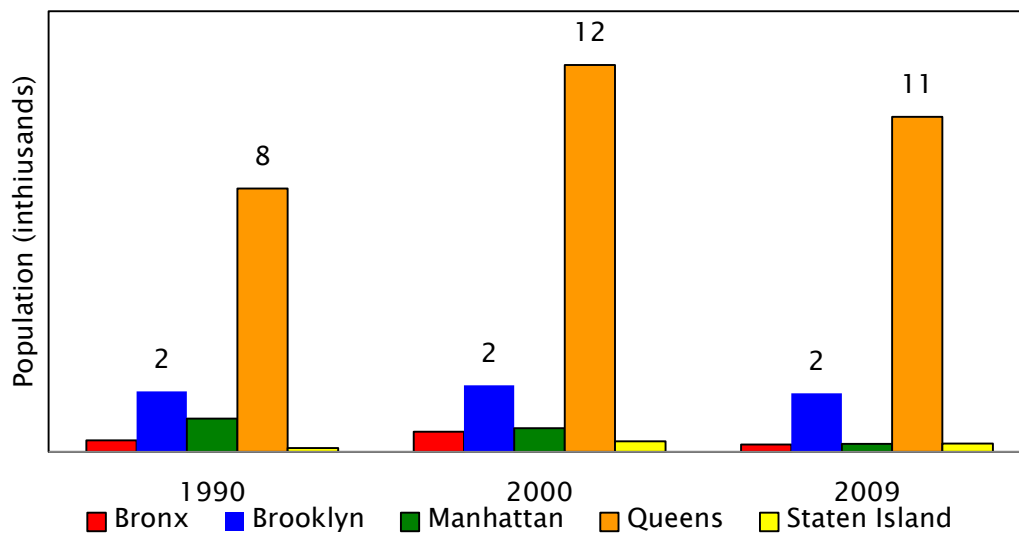


Figure 9  
Colombian Student Population by Borough, 1990-2009



Another way of representing these trends is to look at the share of each Latino student subgroup that resides in each borough. Table 8 presents this information. Notable trends include the shift of the Dominican population away from Manhattan (40.3% in 1990) and toward the Bronx (42.8% in 2009). Brooklyn, which had been the borough (44.0%) with the largest share of Mexican students in 1990 still has the largest share in 2009 (37.2%), but in 2009 the Bronx and Queens each account for about a quarter of the total Mexican student population. The largest share of around half of all Ecuadorian students was in Queens from 1990 to 2009, but they are not as concentrated as Colombian students in Queens (over 80% in 2009).

**Table 8**  
Distribution of Public-Aged Public School Student Populations for Latino Subgroups Across Boroughs, 1990-2009

Borough	Puerto Rican			Dominican			Mexican		
	1990	2000	2009	1990	2000	2009	1990	2000	2009
Bronx	39.4%	43.0%	47.4%	24.8%	35.7%	42.8%	23.3%	23.3%	24.4%
Manhattan	13.9%	12.6%	11.5%	40.3%	31.8%	22.4%	12.9%	12.8%	9.7%
Staten Island	2.4%	4.2%	4.8%	0.3%	0.4%	2.1%	5.3%	3.6%	5.0%
Brooklyn	34.0%	28.5%	19.9%	19.5%	15.7%	20.1%	44.0%	34.0%	37.2%
Queens	10.3%	11.7%	16.4%	15.1%	16.3%	12.7%	14.5%	26.3%	23.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Borough	Ecuadorian			Colombian			Other Latino		
	1990	2000	2009	1990	2000	2009	1990	2000	2009
Bronx	18.4%	14.5%	16.0%	3.1%	4.0%	1.7%	20.9%	26.0%	19.6%
Manhattan	13.4%	11.0%	9.2%	8.9%	4.7%	1.9%	14.5%	14.1%	11.0%
Staten Island	1.2%	1.5%	2.1%	1.0%	2.0%	2.0%	2.0%	2.3%	4.1%
Brooklyn	23.5%	21.0%	20.0%	16.2%	13.1%	14.1%	28.8%	23.8%	23.9%
Queens	43.6%	52.1%	52.7%	70.7%	76.3%	80.3%	33.8%	33.8%	41.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	40,904	82,763	49,071

From the perspective of the boroughs, the concentrations of these Latino subgroups can also be compared in the period from 1990 to 2009.

Table 9  
Concentrations of School-Aged Public School Latino Subgroups Within Boroughs, 1990-2009

Borough	1990					
	Puerto Rican	Dominican	Mexican	Ecuadorean	Colombian	Other Latino
Bronx	69.3%	17.3%	1.8%	2.4%	0.4%	8.9%
Manhattan	39.1%	45.0%	1.6%	2.8%	1.8%	9.9%
Staten Island	71.0%	3.6%	6.7%	2.5%	2.0%	14.2%
Brooklyn	63.6%	14.5%	3.5%	3.2%	2.1%	13.0%
Queens	31.0%	18.1%	1.9%	9.6%	14.9%	24.6%
Total	54.8%	21.7%	2.4%	4.0%	3.8%	13.2%
	2000					
Bronx	49.1%	28.4%	5.4%	2.2%	0.4%	14.5%
Manhattan	27.3%	47.9%	5.6%	3.1%	1.0%	15.0%
Staten Island	61.8%	4.6%	10.8%	2.9%	2.9%	17.0%
Brooklyn	45.9%	17.7%	11.1%	4.5%	2.0%	18.8%
Queens	19.8%	19.2%	9.0%	11.6%	12.3%	28.1%
Total	38.2%	26.6%	7.7%	5.0%	3.7%	18.8%
	2009					
Bronx	46.2%	33.4%	10.7%	3.0%	0.2%	6.6%
Manhattan	29.0%	45.5%	11.0%	4.4%	0.4%	9.6%
Staten Island	44.7%	15.6%	21.1%	3.8%	1.7%	13.1%
Brooklyn	30.1%	24.4%	25.3%	5.7%	2.0%	12.5%
Queens	23.8%	14.7%	15.5%	14.5%	10.8%	20.6%
Total	34.7%	27.9%	15.6%	6.6%	3.2%	11.9%

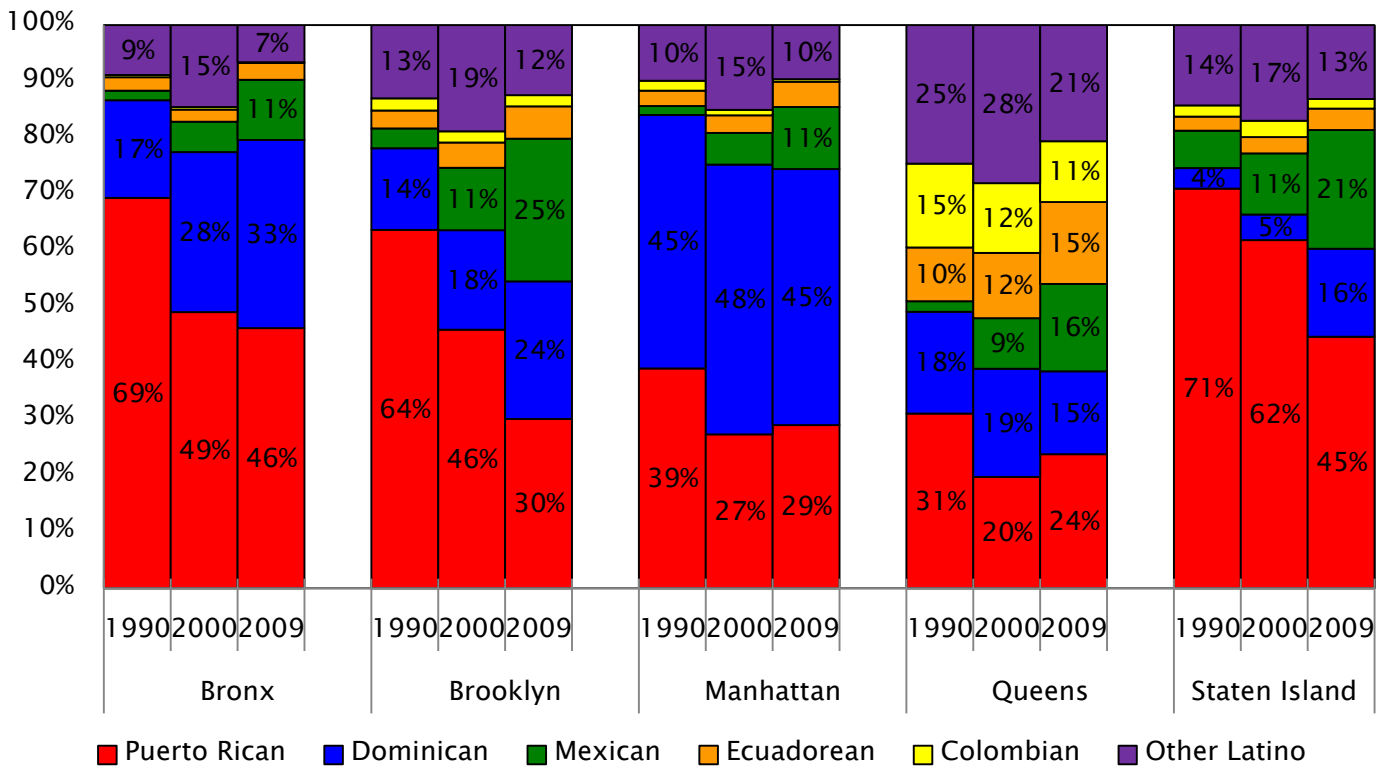
The Latino student population of the Bronx, which had been over two-third Puerto Rican in 1990, was in 2009 less than 50% Puerto Rican. Dominican students are an increasingly large fraction of the Latino population in the Bronx, growing from under a fifth of the Latino student population in 1990 to more than a third in 2009. Dominican students were also just under 50% of the Latino student population in Manhattan in 2009, a fraction which has been largely constant since 1990. Manhattan's Latino student population has seen overall decreases in share of Puerto Rican students and an increase in the Mexican student population to about one-eighth of all Latino students in Manhattan.

The pattern in Staten Island is somewhat different: although Puerto Ricans represent a steadily declining share of the Latino student population in Staten Island, Mexicans have been a larger group in Staten Island than Dominicans since 1990, and now are nearly over a fifth of the Latino student population of Staten Island. In Brooklyn, the decline in the Puerto Rican proportion of the Latino student population is in line with the citywide trend. Dominican students, however, had been a larger proportion of the Latino student population than Mexican students from 1990 to 2000. In 2009, however, Mexican students were a slightly larger subgroup in Brooklyn (25.3%) than Dominican students (24.4%).

The Latino student population of Queens, however, was different from other boroughs. The Puerto Rican share of the student population fluctuated, decreasing from about 30% in 1990 to about 20% in 2000, but rose again to 30% in 2009. The fraction of the Latino student population that is Dominican, however, has stayed relatively constant at about 18%. The Ecuadorian and Mexican student populations have increased greatly between 1990 and 2009, from 9.6% to 14.5% for Ecuadorians and 1.9% to 15.5% for Mexicans. Finally, Queens had from 1990 to 2009 approximately one quarter of its Latino students within the "Other Latino" category, the highest level of any borough.

Figure 10 shows these patterns by borough in the period from 1990 to 2009.

Figure 10  
Concentrations of Latino Student Subgroups by Borough, 1990-2009



Latino Public School Students in New York City in 2009

The 2009 American Community Survey data collects detailed information about the grade level which students attend, ranging from nursery school or preschool to graduate or professional school. For the remainder of this report, this definition for students enrolled in grades K through 12 will be used when referring to “public school student.” This definition results in a larger number of students than when considering only those students aged 5-18, a total of 466,332 Latino public school students as compared with the previously cited figure of 410,710. This discrepancy may be in part due to over-age Latino twelfth graders.

Table 10 displays the population of Latino public school students by grade level and by borough.

Table 10  
Grade Levels of Latino Public School Students by Borough, 2009

Grade level	Bronx	Manhattan	Staten Island	Brooklyn	Queens	Total
Preschool	13,272	8,100	1,585	9,139	8,519	40,615
Kindergarten	14,585	6,933	1,314	8,562	7,072	38,466
Grade 1	11,941	4,740	1,256	9,856	5,796	33,589
Grade 2	14,107	4,151	2,271	5,925	9,020	35,474
Grade 3	13,397	2,503	1,086	7,969	8,443	33,398
Grade 4	11,462	4,154	1,736	9,311	8,411	35,074
Grade 5	15,323	4,836	738	6,674	7,459	35,030
Grade 6	10,991	3,696	1,625	9,199	8,959	34,470
Grade 7	12,866	5,427	1,127	6,687	9,235	35,342
Grade 8	12,339	5,709	1,183	7,301	8,461	34,993
Grade 9	10,943	4,654	2,055	7,176	10,421	35,249
Grade 10	14,488	6,273	1,492	8,757	9,813	40,823
Grade 11	13,952	6,249	915	9,126	7,701	37,943
Grade 12	11,407	6,824	1,856	7,978	8,416	36,481
College undergraduate	35,764	21,376	4,825	23,242	30,946	116,153
Graduate or professional school	4,887	8,476	468	5,788	5,587	25,206
Total	221,724	104,101	25,532	142,690	154,259	648,306
Total K-12	167,801	66,149	18,654	104,521	109,207	466,332

Table 11 presents the citywide totals by the five largest Latino subgroups for those public school students in grades K-12.

Table 11  
Detailed Grade Levels of Public School Students by Latino Subgroup

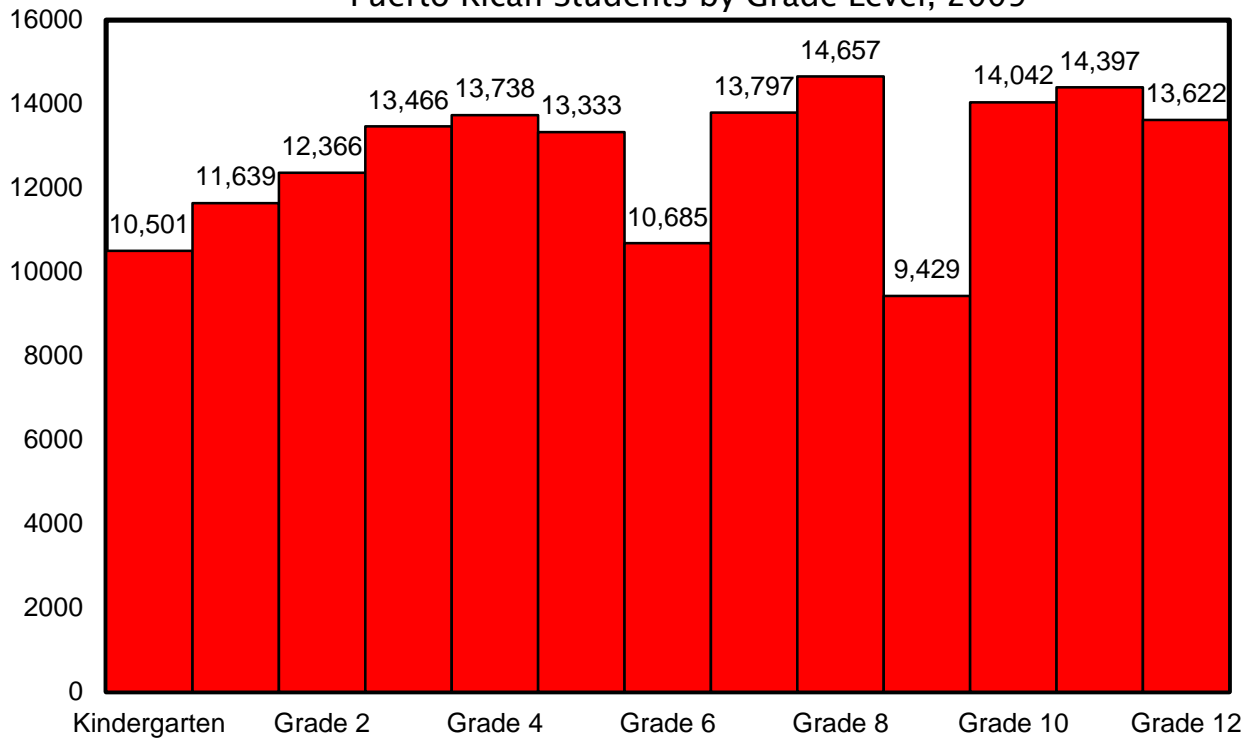
	Puerto Rican	Dominican	Mexican	Ecuadorian	Colombian
Kindergarten	10,501	10,276	8,615	3,684	629
Grade 1	11,639	9,546	4,893	3,193	732
Grade 2	12,366	9,251	6,426	2,250	983
Grade 3	13,466	8,046	4,127	2,753	656
Grade 4	13,738	8,055	5,749	2,565	1,057
Grade 5	13,333	7,929	6,669	2,699	830
Grade 6	10,685	7,150	6,665	2,910	2,016
Grade 7	13,797	10,038	4,100	1,476	1,529
Grade 8	14,657	9,144	3,392	2,093	1,627
Grade 9	9,429	10,451	6,837	2,556	1,187
Grade 10	14,042	12,824	5,580	2,212	1,404
Grade 11	14,397	12,906	3,399	1,801	1,282
Grade 12	13,622	12,033	3,852	2,030	1,299
Total	165,672	127,649	70,304	32,222	15,231

If there were no overall population growth and no migration in or out of the system, the sizes of each of the grades would be identical. Instead, for a few Latino subgroups, there are grade levels that are substantially different in size from their neighboring grade levels. For instance, among Puerto Rican students, the number of students reporting that they are enrolled in the ninth grade (approximately 9,500) is smaller than either the eighth grade or tenth grade population (each above 14,000), a difference of nearly one third. Similarly, there are fewer Puerto Rican sixth graders than fifth or seventh graders. These trends can be seen in Figure 11.

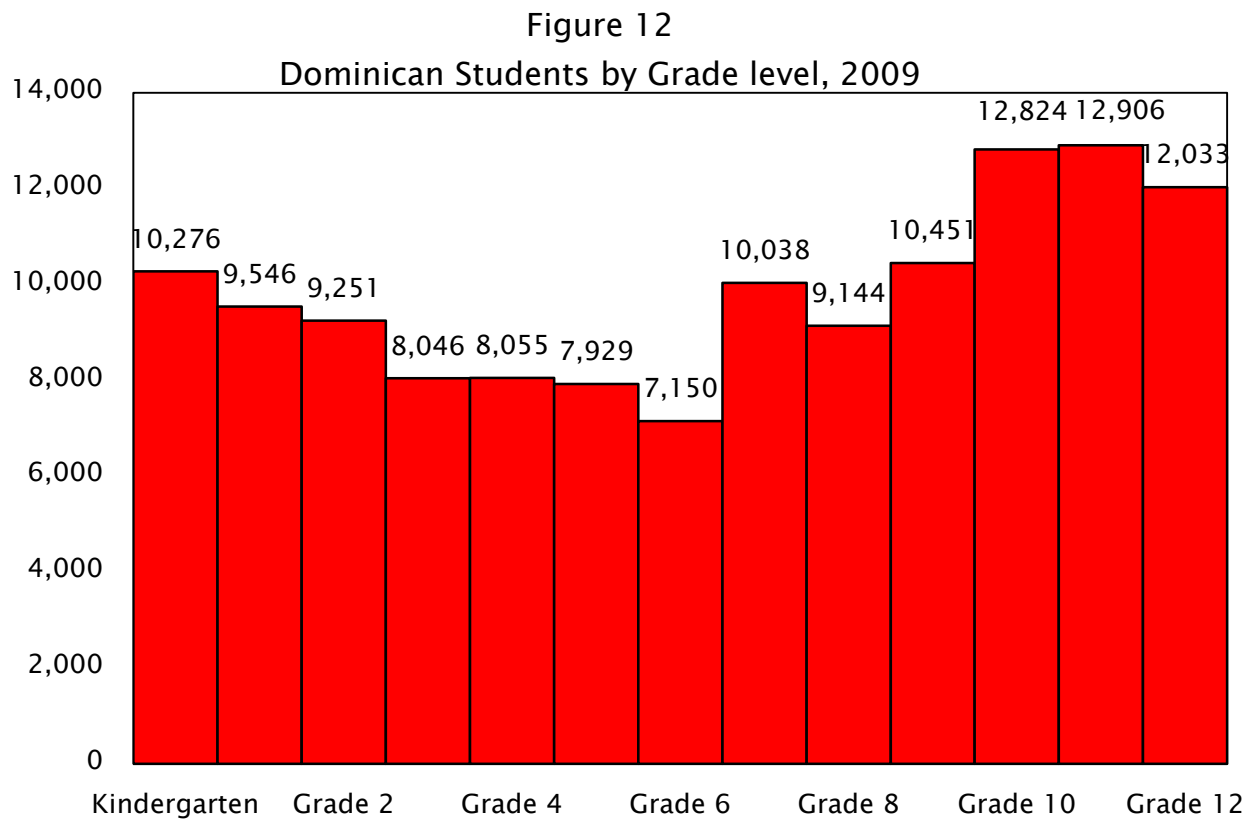


Figure 11

Puerto Rican Students by Grade Level, 2009



By contrast, the Dominican student population is distributed very differently according to grade levels, as shown in Figure 12. Among Dominican students, the size of each grade level is generally smaller than the previous one from kindergarten through sixth grade. Migration and nativity provide partial explanations for this as presented in the next section.



The remainder of this report will group students into three general grade levels. Elementary school students will be those in grades K-5. Middle school students attend grades 6-8, and high school students attend grades 9-12. The use of these terms does not necessarily reflect the experience of students who may attend a secondary school enrolling grades 6-12, or other configurations of grade levels within a school.

### Nativity and Immigration

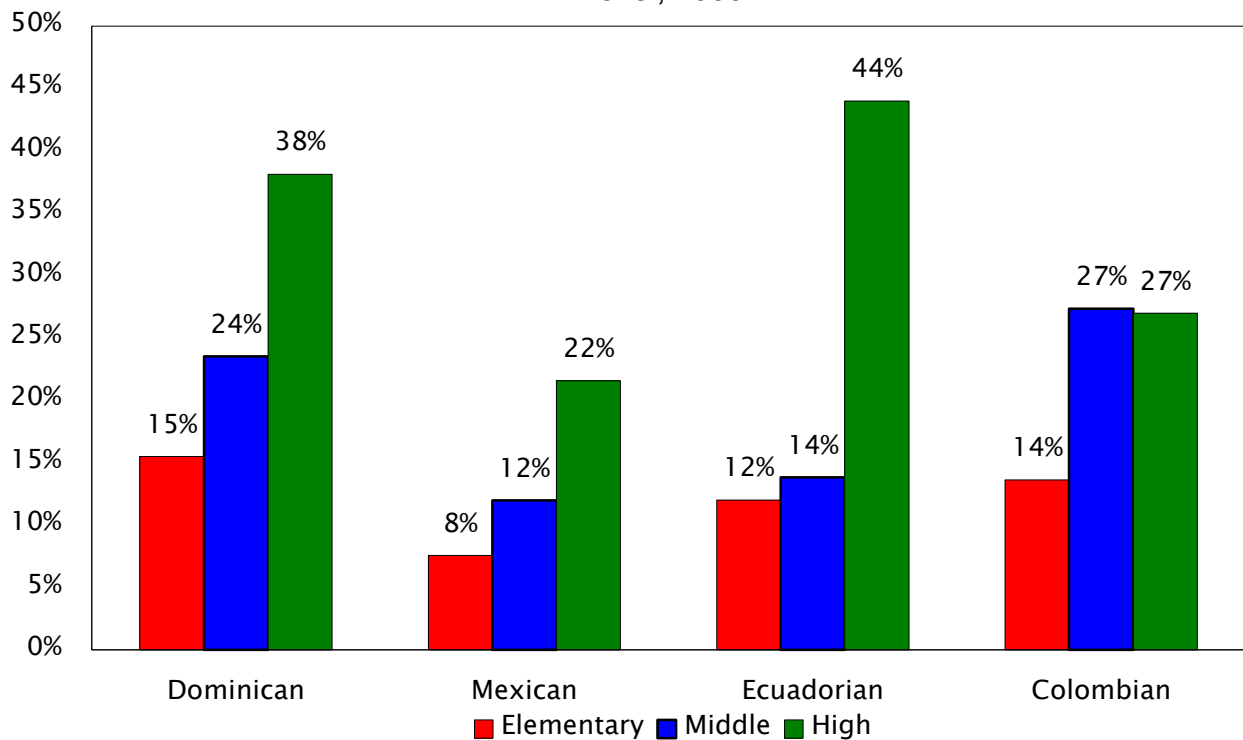
Overall, approximately seven-eighths of Latino students (87.5%) in the New York City public schools were born in the United States. This overall figure, however, does not reflect differences across the elementary, middle, and high school grade levels. While only 7.5% of all Latino students are foreign-born at the elementary school level, just over 20% of Latino high school students were born in another country. The tabulation of nativity by Latino subgroup and grade level is given in Table 12.

Table 12  
Nativity of Public School Students by Latino Subgroups by Grade Level

		Domestic-Born		Foreign-Born			
		Population	% of Total	Population	% of Total	Population	
Puerto Rican	Elementary (K-5)	65,544	99.3%	437	0.7%	65,981	
	Middle (6-8)	35,176	99.6%	130	0.4%	35,306	
	High (9-12)	47,257	99.4%	300	0.6%	47,557	
	Total	147,977	99.4%	867	0.6%	148,844	
Dominican	Elementary (K-5)	42,050	84.5%	7,703	15.5%	49,753	
	Middle (6-8)	18,192	76.5%	5,591	23.5%	23,783	
	High (9-12)	27,359	61.9%	16,857	38.1%	44,216	
	Total	87,601	74.4%	30,151	25.6%	117,752	
Mexican	Elementary (K-5)	32,666	92.4%	2,677	7.6%	35,343	
	Middle (6-8)	11,075	88.0%	1,508	12.0%	12,583	
	High (9-12)	14,711	78.4%	4,047	21.6%	18,758	
	Total	58,452	87.7%	8,232	12.3%	66,684	
Ecuadorian	Elementary (K-5)	12,306	88.0%	1,677	12.0%	13,983	
	Middle (6-8)	4,998	86.2%	802	13.8%	5,800	
	High (9-12)	4,471	56.0%	3,511	44.0%	7,982	
	Total	21,775	78.4%	5,990	21.6%	27,765	
Colombian	Elementary (K-5)	3,642	86.4%	574	13.6%	4,216	
	Middle (6-8)	2,938	72.7%	1,106	27.3%	4,044	
	High (9-12)	3,557	73.0%	1,314	27.0%	4,871	
	Total	10,137	77.2%	2,994	22.8%	13,131	
Other Latino	Elementary (K-5)	20,282	93.9%	1,307	6.1%	21,589	
	Middle (6-8)	10,078	87.6%	1,431	12.4%	11,509	
	High (9-12)	13,964	87.6%	1,983	12.4%	15,947	
	Total	44,324	90.4%	4,721	9.6%	49,045	
Total	Elementary (K-5)	176,490	92.5%	14,375	7.5%	190,865	
	Middle (6-8)	82,457	88.6%	10,568	11.4%	93,025	
	High (9-12)	111,319	79.9%	28,012	20.1%	139,331	
	Total	370,266	87.5%	52,955	12.5%	423,221	

For the Dominican student population, a much higher proportion of the high school population is foreign-born compared to the elementary school and middle school populations. This tendency in part explains the patterns in grade-level enrollments noted above in conjunction with Figure 12. Many Dominican high school students have immigrated into the country later in their schooling, and so the high school population of Dominicans has a higher proportion of foreign-born students than the middle school population. This trend of having more foreign-born students among the higher grade levels is also true of Mexican students in New York City. For Ecuadorian students, this is even more dramatic, with 44% of all Ecuadorian high school students foreign-born, more than three times the percentage at the elementary and middle school levels. For Colombian students, however, the percentage of foreign-born students is about equal in middle school and high school and roughly twice (27%) the rate at the elementary school level (13.6%). These patterns are displayed in Figure 13.

Figure 13  
Percentage Foreign-Born of Latino Student Subgroups by Grade Level, 2009



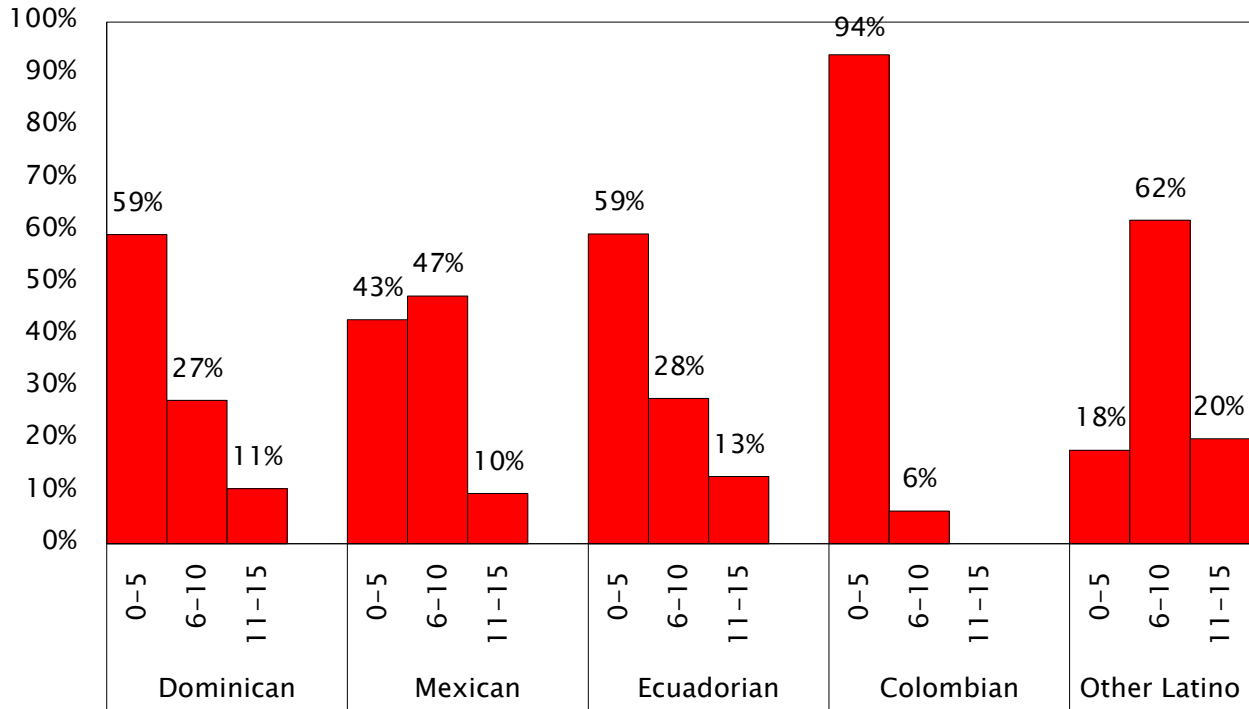
Two more variables can be cross-tabulated for a detailed picture of Latino student immigration: the years that they have been in the US, and the age that they were at immigration. Table 13 displays intervals for the number of years that various foreign-born Latino students have been in the United States, disaggregated by subgroup and grade level.

Table 13  
Years in the United States for Foreign-Born Public Students by Grade Level and Latino Subgroup

		Total Population	0-5 years	6-10 years	11-15 years	16-20 years
Dominican	Elementary (K-5)	7,703	72.5%	27.0%	0.5%	0.0%
	Middle (6-8)	5,591	59.3%	27.4%	10.6%	0.0%
	High (9-12)	16,857	48.3%	28.6%	17.3%	3.9%
	Total	30,151	56.5%	28.0%	11.8%	2.2%
Mexican	Elementary (K-5)	2,677	48.4%	48.3%	3.4%	0.0%
	Middle (6-8)	1,508	42.9%	47.5%	9.6%	0.0%
	High (9-12)	4,047	23.7%	32.4%	26.1%	14.0%
	Total	8,232	35.3%	40.3%	15.7%	6.9%
Ecuadorian	Elementary (K-5)	1,677	68.4%	31.6%	0.0%	0.0%
	Middle (6-8)	802	59.4%	27.8%	12.8%	0.0%
	High (9-12)	3,511	33.3%	40.6%	16.0%	8.0%
	Total	5,990	46.6%	36.4%	11.1%	4.7%
Colombian	Elementary (K-5)	574	100.0%	0.0%	0.0%	0.0%
	Middle (6-8)	1,106	93.8%	6.2%	0.0%	0.0%
	High (9-12)	1,314	47.7%	13.4%	38.9%	0.0%
	Total	2,994	74.7%	8.2%	17.1%	0.0%
Other Latino	Elementary (K-5)	1,307	47.8%	52.2%	0.0%	0.0%
	Middle (6-8)	1,431	17.9%	62.0%	20.1%	0.0%
	High (9-12)	1,983	30.1%	35.1%	17.4%	3.6%
	Total	4,721	31.3%	48.0%	13.4%	1.5%
Total	Elementary (K-5)	14,375	65.3%	33.8%	0.9%	0.0%
	Middle (6-8)	10,568	54.2%	32.4%	11.9%	0.0%
	High (9-12)	28,012	41.6%	30.1%	19.7%	5.6%
	Total	52,955	50.6%	31.6%	13.1%	3.0%

Focusing in on middle school students who would typically be aged 11 to 14, Figure 14 displays how long foreign-born Latino students have been in the United States by subgroup:

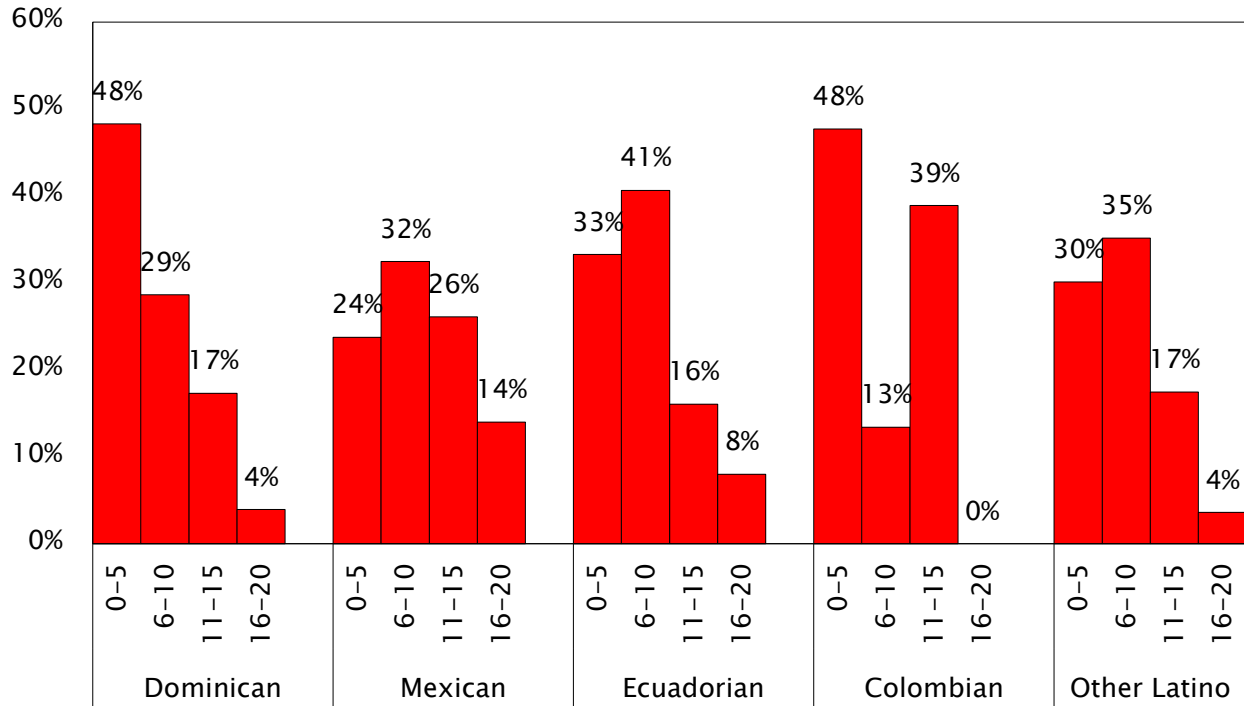
Figure 14  
 Years in the United States of Foreign-Born Latino Middle School Students by Latino Subgroup, 2009



Among Dominican and Ecuadorian middle school students, about three-fifths have arrived in the United States within the past five years, or sometime during their elementary schooling. For Mexican middle school students, however, a somewhat larger percentage of students have been in the United States more than five years (47.5% between 6 and 10 years) than five years or less (42.9%). Among foreign-born Colombian middle school students, nearly all of them had arrived within five years.

For high school students who are typically aged 14 to 18, the number of years that foreign-born high school students have lived in the United States is displayed in Figure 15.

Figure 15  
Years in the United States for Foreign-Born Latino High School Students by Latino Subgroup, 2009



Three distinct patterns emerge for different Latino subgroups. Among foreign-born Dominican high school students, nearly half have arrived in the United States within five years. Among Mexicans and Ecuadorians, however, the largest group of foreign-born high school students consists of those students who have been in the United States between six and ten years (32.4% and 40.6% of all foreign-born Mexican and Ecuadorian high school students, respectively). There seem to be more recently arrived Ecuadorian students (33.3% having been in the United States between 0 and 5 years), and conversely more foreign-born Mexican students who have lived in the United States more than 10 years (approximately 40%). The population of foreign-born Colombian students seems to be separated into two large groups: those more recently arrived are almost half of the population, while the second largest group consists of those students who have been in the United States more than 10 years (38.9%). There is thus a large degree of variation by national subgroup in terms of the immigration histories of Latino public school students.

Another way to describe students' immigration histories is to tabulate the age at immigration, which is computed from the student's current age and year of immigration, for foreign-born Latino students. These figures are shown, disaggregated by national subgroup and grade level, in Table 14.

Table 14 - Age at Immigration for Latino Public Students by Grade Levels

	Elementary (K-5)		Middle (6-8)		High (9-12)		Total	
Age	Population	% of total	Population	% of total	Population	% of total	Population	% of total
0 to 5	9,148	63.6%	2,821	27.5%	4,768	18.3%	16,737	33.0%
6 to 10	5,002	34.8%	4,200	41.0%	8,285	31.8%	17,487	34.5%
11 to 15	225	1.6%	3,056	29.8%	10,165	39.0%	13,446	26.5%
16 or older	0	0.0%	166	1.6%	2,847	10.9%	3,013	5.9%
Total	14,375	100.0%	10,243	100.0%	26,065	100.0%	50,683	100.0%

This table shows that a large majority (68.5%) of foreign-born Latino middle school students immigrated while of elementary school age. Among foreign-born Latin high school students, however, there is roughly an even split between those who have come at elementary school age (50.1%) and those who would have come at roughly middle school age (49.9% at ages 11 or older).

### Language Proficiency

The overall progress in terms of language proficiency over grade levels can be seen in Table 15.

Table 15  
English Proficiency of Latino Public School Students by Nativity and Grade Level, 2009

		Does not speak English	Speaks English, but not well	Speaks English well	Speaks English very well	Speaks only English
Domestic Born	Elementary (K-5)	0.3%	4.1%	10.4%	51.9%	30.1%
	Middle (6-8)	0.2%	1.0%	8.6%	59.8%	30.3%
	High (9-12)	0.0%	1.0%	8.5%	62.2%	28.3%
	Total	0.2%	2.5%	9.4%	56.8%	29.6%
Foreign Born	Elementary (K-5)	1.0%	32.6%	24.3%	33.1%	7.1%
	Middle (6-8)	2.2%	15.5%	36.1%	43.0%	3.2%
	High (9-12)	3.2%	15.9%	30.4%	46.9%	3.6%
	Total	2.4%	20.4%	29.9%	42.4%	4.4%
Total	Elementary (K-5)	0.4%	6.2%	11.5%	50.5%	28.4%
	Middle (6-8)	0.4%	2.7%	11.8%	57.9%	27.3%
	High (9-12)	0.7%	4.0%	12.9%	59.1%	23.3%
Total		0.5%	4.7%	12.0%	55.0%	26.5%



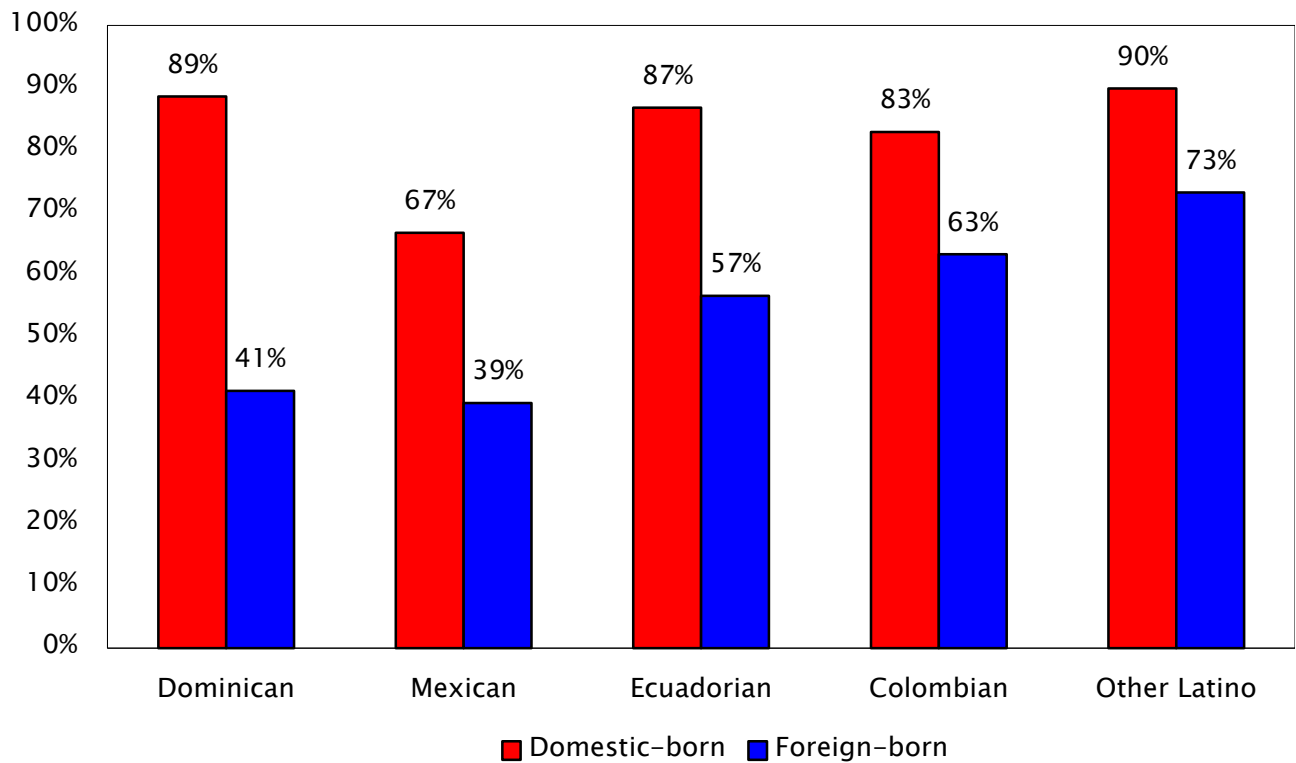
While the percentage of domestic-born Latinos who are monolingual is stable across grade levels at approximately 30%, the percentage of students who speak another language and English very well increases from just over 50% at the elementary school level to nearly 60% at the middle school level. Among foreign-born Latino students, while nearly a third of elementary students speak English not well, less than 16% of middle school and high school students speak English not well. Latino foreign-born middle school and high school students are closer to each other in terms of English proficiency, however, and this difference may be due to there being more recently immigrated Latino adolescents in high schools.

Table 16  
English Proficiency of Public School Students by Nativity and Latino Subgroup

		Total Population	Does not speak English	Speaks English not well	Speaks English well	Speaks English very well	Speaks only English
Domestic-born	Puerto Rican	147,199	0.0%	1.4%	3.4%	43.2%	51.9%
	Dominican	85,826	0.0%	2.4%	9.0%	78.5%	10.1%
	Mexican	56,847	1.2%	7.0%	25.0%	56.7%	10.0%
	Ecuadorian	21,021	0.0%	1.2%	12.0%	70.6%	16.2%
	Colombian	10,137	0.0%	1.8%	15.3%	76.5%	6.4%
	Other Latino	43,692	0.0%	1.2%	9.0%	55.8%	34.1%
	Total	364,722	0.2%	2.5%	9.6%	57.6%	30.1%
Foreign-born	Puerto Rican	795	0.0%	0.0%	41.9%	0.0%	58.1%
	Dominican	30,054	0.7%	23.3%	34.7%	38.4%	2.9%
	Mexican	8,232	6.5%	24.9%	29.2%	36.9%	2.4%
	Ecuadorian	5,897	5.1%	20.3%	18.0%	55.2%	1.4%
	Colombian	2,994	7.6%	0.0%	29.2%	55.7%	7.5%
	Other Latino	4,721	0.0%	11.4%	15.4%	62.4%	10.8%
	Total	52,693	2.4%	20.5%	30.0%	42.6%	4.5%
TOTAL	Puerto Rican	147,994	0.0%	1.4%	3.6%	43.0%	51.9%
	Dominican	115,880	0.2%	7.9%	15.6%	68.1%	8.3%
	Mexican	65,079	1.9%	9.3%	25.6%	54.2%	9.0%
	Ecuadorian	26,918	1.1%	5.4%	13.3%	67.2%	13.0%
	Colombian	13,131	1.7%	1.4%	18.5%	71.7%	6.7%
	Other Latino	48,413	0.0%	2.2%	9.6%	56.4%	31.8%
Total		417,415	0.5%	4.8%	12.2%	55.7%	26.8%

Half of Puerto Rican students are monolingual speakers of English. Domestic-born students have higher rates of English proficiency than their foreign-born counterparts within the same Latino subgroup, as shown in Figure 16. While within most Latino subgroups over 80% of domestic-born students speak only English or English very well, only about two-thirds of domestic-born Mexican students speak only English or speak English very well.

Figure 16  
 Percentage of Students who Speak Only English or English "Very Well"  
 by Latino Subgroup, 2009



### Household Income, Poverty, Lunch Status, and Food Stamp Reciprocity

This section reports various results related to economic variables.

Table 17  
Median Household Income of Public School Students by Grade Level  
and Racial/Ethnic Group

	Elementary	Middle	High	Total
Latino	\$33,000	\$32,010	\$35,700	\$33,400
Non-Hispanic Black	\$43,000	\$44,800	\$44,800	\$44,000
Non-Hispanic White	\$84,000	\$91,000	\$78,000	\$83,200
Asian	\$49,500	\$52,900	\$45,000	\$48,520
Total	\$48,300	\$48,520	\$48,000	\$48,150

Latino students at all grade levels live in households with a lower median household income than other racial/ethnic groups, as shown in Table 17. Within Latino subgroups, however, there is further variation, displayed in Table 18. Colombian, Ecuadorian, and “Other Latino” students often live in households with high median household income than other Latino subgroups.

Table 18  
Median Household Income by Grade Level and Latino Subgroup

	Elementary	Middle	High	Total
Puerto Rican	29,500	30,000	30,000	29,500
Dominican	27,800	23,200	31,000	27,500
Mexican	28,000	30,500	38,500	32,200
Colombian	41,000	48,000	27,500	35,000
Ecuadorian	38,300	45,000	43,000	43,000
Other Latino	45,200	40,000	50,000	41,000
Total	31,200	31,000	34,000	32,200

The median household income of an individual does not, however, account for the number of individuals who live in that household. Poverty and school lunch status, as federally defined, however, are based upon the calculations that account for the number of individuals in a household. A student is eligible for free lunch if she lives in a household with income up to 130% of the poverty level. “Reduced-price” lunch is for students who live in households with income up to 185% of the poverty level. Table 19 compares poverty and lunch status across racial/ethnic groups. The figures for “reduced-price” lunch include those eligible for free-lunch.

Table 19

## Poverty and Lunch Status of Public School Students by Racial/Ethnic Group

	In Poverty	Free Lunch	Reduced Lunch
Latino	40.0%	50.4%	63.9%
Non-Hispanic Black	32.6%	38.6%	51.1%
Non-Hispanic White	10.6%	14.7%	24.9%
Asian	26.2%	35.5%	52.9%
Total	31.0%	38.7%	51.8%

These numbers are lower than what is reported by the New York City Department of Education, and discrepancies may be due to differences in how schools determine or impute income on the lunch questionnaires. Nonetheless, over three-fifths of Latino students qualify for reduced-price lunch based upon the household income reported to the Census, while roughly half of Black and Asian students qualify and one quarter of White students qualify.

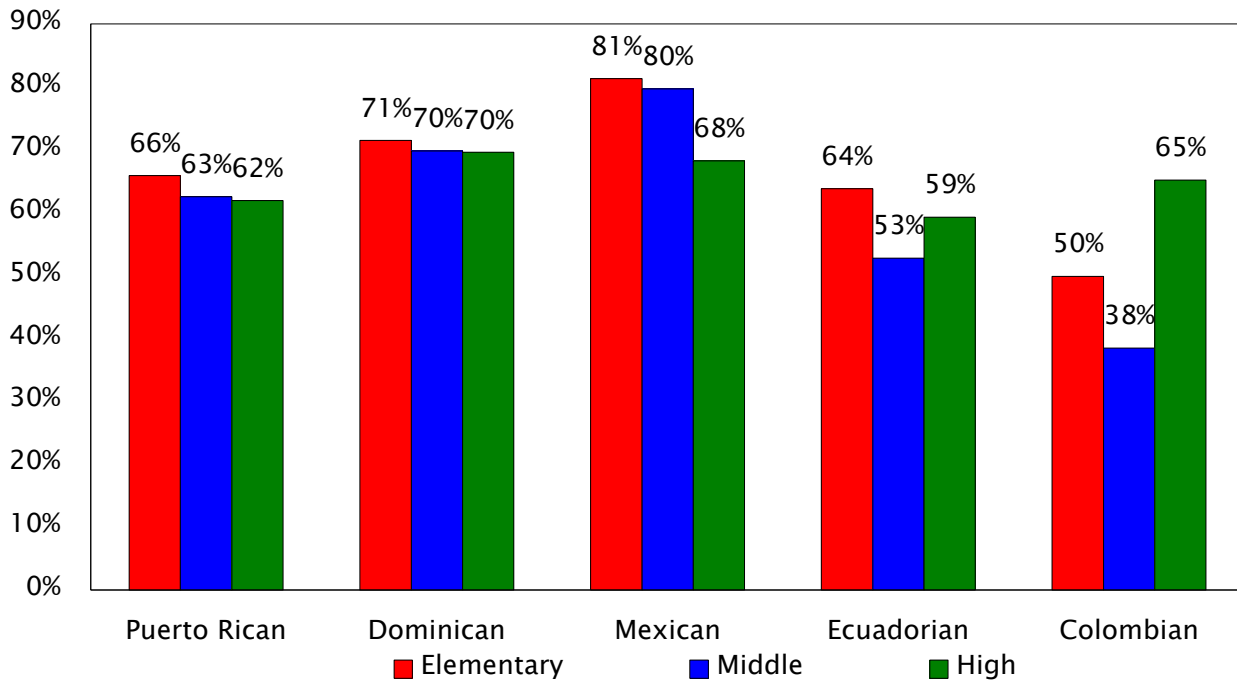
Comparing across Latino subgroups and grade levels reveals further variation among Latinos, as displayed in Table 20.

Table 20  
Poverty and Lunch Status of Latinos by Subgroup and Grade Level

	Elementary (K-5)		Middle (6-8)		High (9-12)		Total	
	In Poverty	Free or Reduced Lunch	In Poverty	Free or Reduced Lunch	In Poverty	Free or Reduced Lunch	In Poverty	Free or Reduced Lunch
Puerto Rican	47.4%	65.9%	43.6%	62.6%	40.8%	61.9%	44.4%	63.8%
Dominican	44.8%	71.5%	51.0%	69.8%	41.8%	69.6%	44.9%	70.4%
Mexican	48.5%	81.3%	43.2%	79.7%	37.6%	68.2%	44.4%	77.3%
Ecuadorian	25.4%	63.8%	22.2%	52.8%	32.3%	59.3%	26.7%	60.2%
Colombian	22.3%	49.9%	22.7%	38.5%	40.2%	65.2%	29.1%	52.1%
Other Latino	28.7%	49.0%	27.4%	65.3%	26.4%	44.8%	27.7%	51.5%
Total	42.6%	67.8%	41.2%	65.4%	38.5%	63.2%	41.0%	65.8%

The overall trend is that students in higher grade levels are less likely to be in poverty or eligible for free or reduced lunch. This trend was true among Puerto Rican, Dominican, and Mexican students. Among Colombians and Ecuadorians, however, middle school students have lower rates of reduced-price lunch eligibility than their elementary and high school counterparts. These trends can be seen in Figure 17.

Figure 17  
 Percentage of Students Eligible for Free or Reduced Lunch by Latino Subgroup and Grade Level, 2009



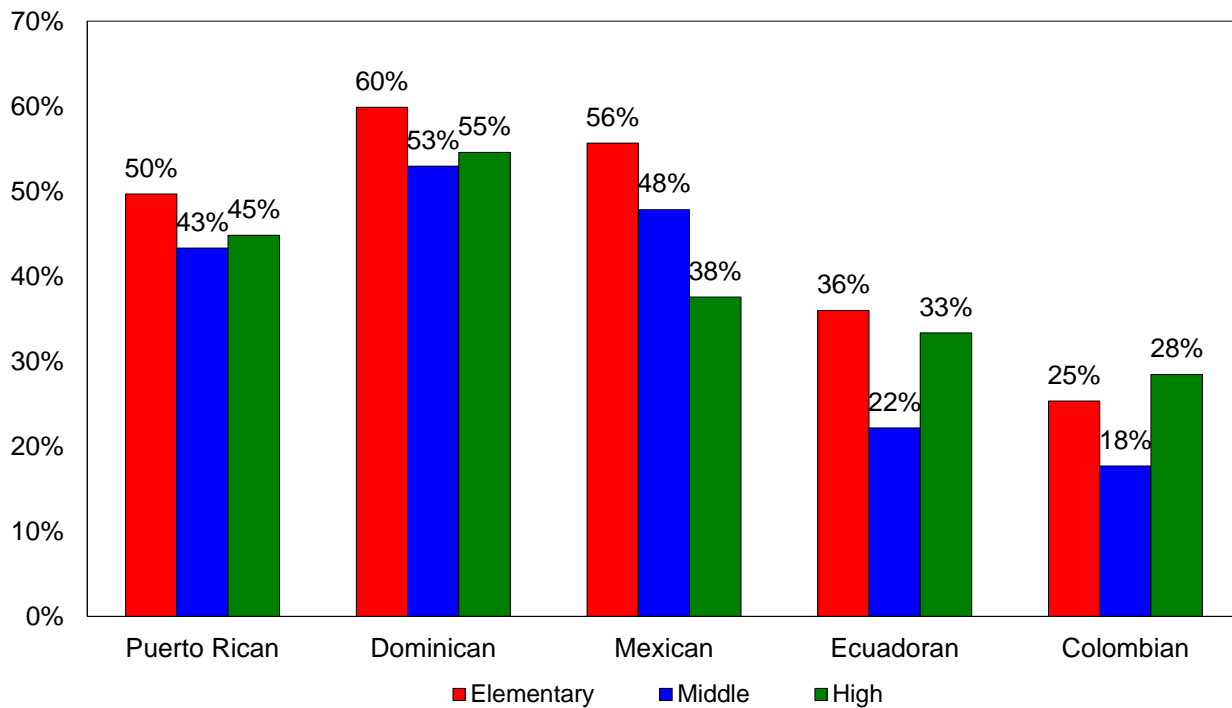
In terms of receiving food stamps, the pattern for Latino students at large also held for most Latino subgroups. Nearly half of elementary school students live in households which receive food stamps, but close to 40% of all Latino middle school students live in households receiving food stamps. A larger proportion of Latino high school students receive food stamps. This overall pattern is true of all Latino subgroups except for Mexican students, whose rates of receiving food stamps are lower at higher grade levels, as can be seen in Table 21 and Figure 18

Table 21

Food Stamp Reciprocity Rates for Public School Students by Latino Subgroup and Grade Level

	Elementary	Middle	High	Total
Puerto Rican	49.7%	43.3%	44.8%	46.4%
Dominican	59.9%	52.9%	54.6%	56.2%
Mexican	55.7%	47.9%	37.5%	48.1%
Ecuadorian	36.0%	22.2%	33.3%	31.9%
Colombian	25.3%	17.7%	28.5%	24.1%
Other Latino	29.5%	19.9%	29.9%	27.2%
<b>Total</b>	<b>49.4%</b>	<b>41.0%</b>	<b>44.0%</b>	<b>45.4%</b>

Figure 18  
Percentage of Students in Households Receiving Food Stamps by Latino Subgroup and Grade Level, 2009



The lower rates among Ecuadorian and Colombian students in general may be further related to their higher median household incomes. Dominican students may also live in households which better navigate government agencies for obtaining food stamps, since Mexican students have higher rates of eligibility for reduced lunch.

## Status Dropouts

There are three generally accepted measures of dropout rates. The first is the event dropout rate, which is the percentage of students who actually drop out in a given year. The second is the cohort dropout rate, which is the percentage of students in a group of entering students that have dropped out within four years. From Census data, however, it is only possible to calculate the *status dropout* rate. This rate is defined as the percentage of individuals aged 16-24 who do not have a diploma and are not enrolled in school. This figure will include individuals who are immigrants without a diploma but never “dropped out” of a United States high school. Individuals older than 24 years old are then included in educational attainment figures. A comparison across racial/ethnic subgroups is shown in Table 22.

Table 22  
Status Dropouts by Racial/Ethnic Group

	Status Dropouts	Total Population Ages 16-24	Status Dropout Rate
Latino	61,542	327,050	18.8%
Non-Hispanic Black	24,619	237,008	10.4%
Non-Hispanic White	7,542	263,822	2.9%
Asian	6,191	110,565	5.6%
Total	101,888	957,903	10.6%

Latino students have the largest status dropout rate of any racial/ethnic group at 18.8%. Because this figure will count foreign-born individuals who have never attended United States high schools, it is important to disaggregate this figure by both national subgroup and nativity. These percentages are displayed in Table 23.

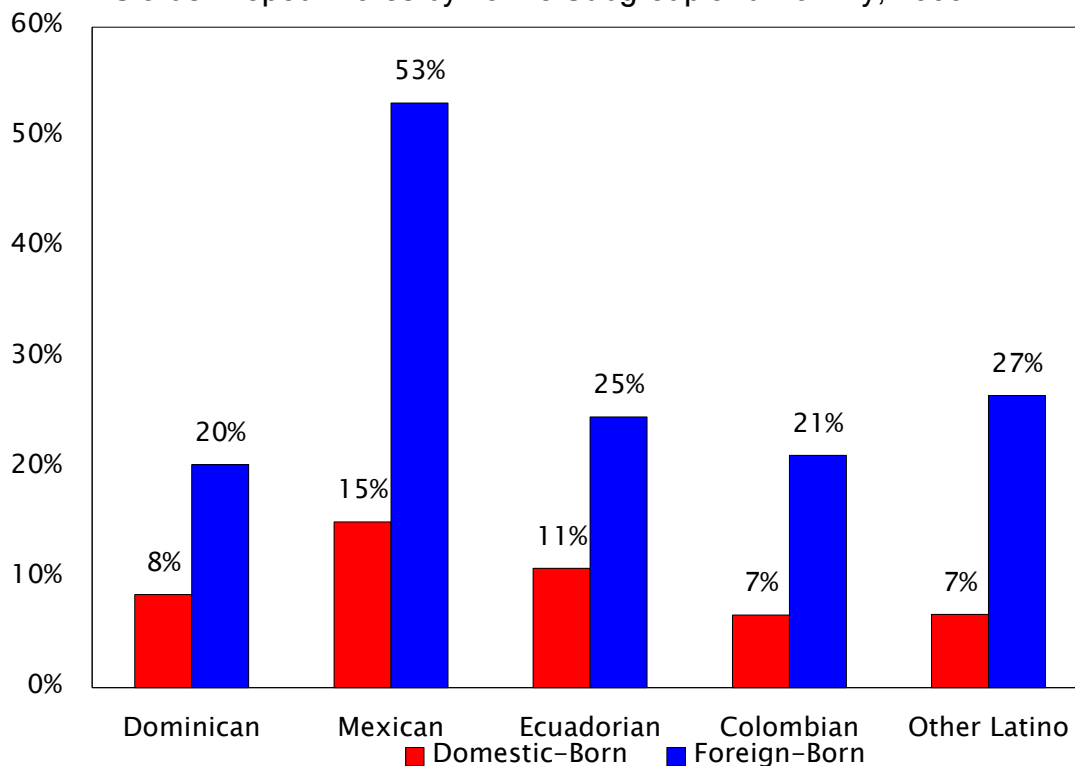


Table 23  
Status Dropout Rates by Latino Subgroup and Nativity

	Domestic-Born	Foreign-Born	Total
Puerto Rican	17.5%	N/A	17.4%
Dominican	8.5%	20.2%	13.4%
Mexican	15.1%	53.1%	37.8%
Ecuadoran	10.8%	24.6%	18.9%
Colombian	6.6%	21.1%	12.7%
Other Latino	6.7%	26.5%	13.1%
<b>Total</b>	<b>13.0%</b>	<b>31.1%</b>	<b>18.7%</b>

As can be seen in Figure 19, the status dropout rate for foreign-born Latinos is substantially higher than—in most cases more than twice—the status dropout rate for their domestic-born counterparts.

Figure 19  
Status Dropout Rates by Latino Subgroup and Nativity, 2009



Within Latino subgroups, Table 24 disaggregates by sex to compare status dropout rates by nativity. The overall trend is that the status dropout rate for males is higher than that for females. The only Latino subgroup which is an exception is Colombians, among whom males aged 16-24 have less than half the status dropout rate (7.3%) than their female counterparts (17.5%).

Table 24  
Status Dropout Rates by Latino Subgroup by Nativity and Sex

	Domestic-Born		Foreign-Born		Total	
	Male	Female	Male	Female	Male	Female
Puerto Rican	20.1%	14.6%	0.0%	0.0%	20.0%	14.6%
Dominican	9.5%	7.7%	23.4%	17.3%	15.7%	11.5%
Mexican	10.2%	18.5%	59.1%	42.4%	44.3%	30.0%
Ecuadoran	14.8%	7.7%	36.7%	9.9%	28.8%	8.9%
Colombian	4.5%	8.2%	10.5%	32.3%	7.3%	17.5%
Other Latino	9.9%	3.5%	33.8%	18.6%	18.0%	8.2%
Total	14.9%	11.2%	37.8%	23.0%	22.9%	14.6%

Among domestic-born Latinos, however, there were higher status dropout rates among Mexican and Colombians females than their male counterparts, as is shown in Figure 20. For foreign-born Latinos, in line with the overall pattern, males had substantially higher status dropout rates than their female counterparts, as shown in Figure 21.

Figure 20  
Status Dropout Rates Among Domestic-Born Latinos by Latino Subgroup and Sex, 2009

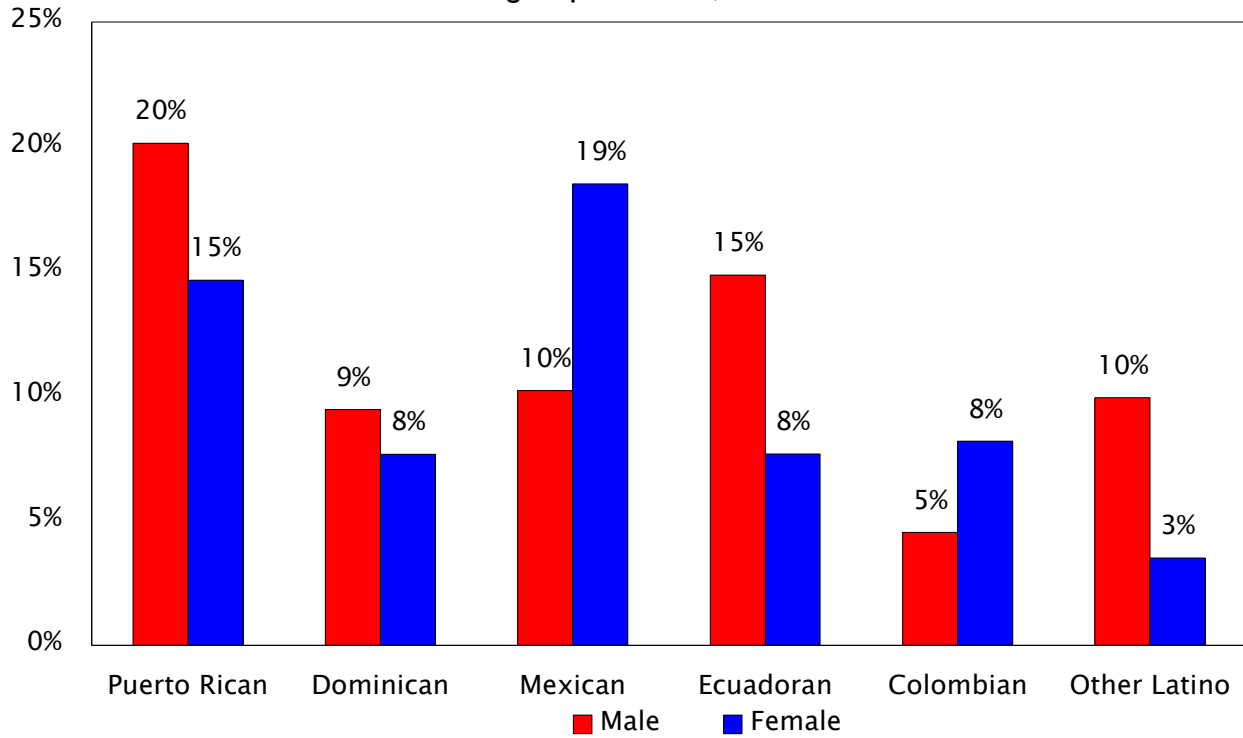
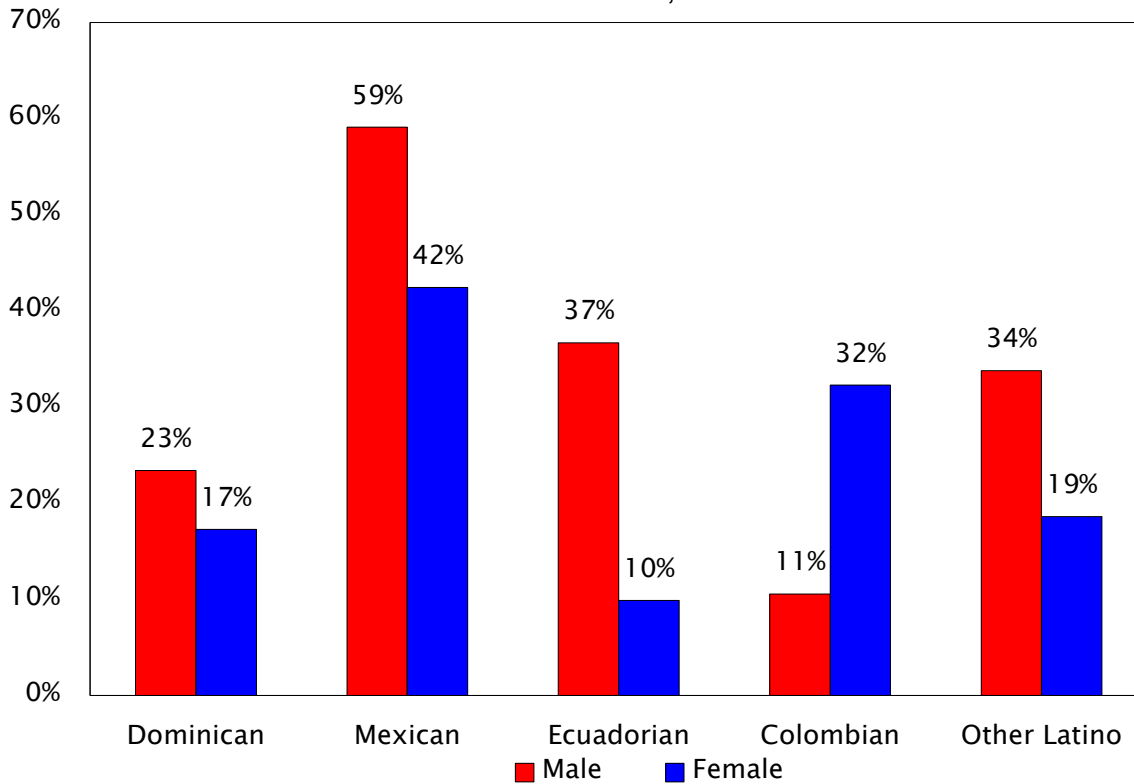


Figure 21  
Status Dropout Rates Among Foreign-Born Latinos by Subgroup and Sex, 2009



### Geographical Distribution

New York City is divided into 32 Community School Districts which after multiple iterations of reorganization still retain some local significance. The American Community Survey reports data by PUMA, of which there are 55 in New York City. These PUMAs were created in 2000 to correspond to the various Community Boards in New York City. In some cases, a single PUMA spans two Community Boards, as there are a total of 59 Community Boards in the New York City. Thus, results in this section are reported by Community Board, because of the smaller grain size. Further, while these Community Boards could be rearranged into school districts, all available methods of allocating populations would reflect overall population and not the actual distribution of Latino schoolchildren.

Overall, there are seventeen community boards in which Latinos public school students are a numerical majority. Table 25 reports, in rank order, the top ten community boards in terms of Latino student population and the percentage of the student population which is Latino. Because of the immigration patterns for high school students documented earlier, Table 25 also includes high school students tabulated separately:

Table 25

## Top Ten Community Districts by Latino Student Population and Percentage Latino

All Grade Levels			
Community District	Latino Population	Community District	Percentage Latino
BX 05	23,656	MN 12	88.5%
MN 12	22,906	BX 05	72.4%
BX 01 & 02	21,554	MN 09	71.5%
BX 03 & 06	20,477	BX 07	71.4%
BX 09	19,822	BK 04	71.0%
BK 04	19,134	BX 01 & 02	67.9%
BX 07	18,668	QN 03	65.6%
BX 04	16,227	BX 03 & 06	64.3%
QN 03	15,754	BX 04	63.3%
BK 05	13,404	BX 09	61.6%

High Schools			
Community District	Latino Population	Community District	Percentage Latino
BX 05	9,453	MN 12	90.2%
MN 12	8,587	BX 07	77.6%
BK 04	7,392	BK 01	77.2%
BX 01 & 02	6,380	BK 04	76.4%
BX 03 & 06	5,818	BX 05	73.4%
BX 09	5,302	BX 10	72.0%
BX 07	4,720	BX 04	70.3%
BK 05	4,489	BX 03 & 06	62.1%
BX 04	4,449	BX 08	60.9%
QN 03	4,314	MN 09	59.9%

Most of the community districts with high numbers of high concentrations of Latino students are located in the Bronx, although some districts in upper Manhattan (Washington Heights MN 12 and Morningside Heights & West Harlem MN 09) and Brooklyn (Bushwick BK 04 and East New York BK 05) also have high concentrations of Latino students.

Concentration of Latinos and students from Latino subgroups are reported in three ways. In each case, the top five geographical areas are reported: total number of students in subgroup, members of that subgroup as a percentage of the total Latino student population in that area, and as a percentage of total students in that geography. Table 26 presents this information for all students, and Table 27 for high school students in particular.

Table 26  
 Top 5 Community Districts for Latino Subgroup by Total Population, Percentage of Latino Student Population, and Percentage of Student Population, 2009

Puerto Ricans					
Community District	Total Population	Community District	Percentage of Latino Student Population	Community District	Percentage of Student Population
BX 09	12,594	MN 03	74.2%	BX 09	39.1%
BX 01 & 02	9,570	BX 10	70.0%	BX 10	35.5%
BX 05	8,536	BX 09	63.5%	BX 01 & 02	30.1%
BX 03 & 06	8,376	SI 03	63.4%	BX 07	29.4%
BX 07	7,695	MN 07	61.5%	MN 11	28.9%

Dominicans					
Community District	Total Population	Community District	Percentage of Latino Student Population	Community District	Percentage of Student Population
MN 12	14,448	MN 09	70.7%	MN 12	55.8%
BX 05	11,975	MN 12	63.1%	MN 09	50.5%
BX 03 & 06	8,397	BX 08	54.4%	BX 05	36.6%
BX 07	7,228	BX 05	50.6%	BX 08	33.1%
MN 09	7,155	MN 1 & 2	50.5%	BX 07	27.7%

Mexicans					
Community District	Total Population	Community District	Percentage of Latino Student Population	Community District	Percentage of Student Population
BK 07	4,638	BK 14	60.4%	BK 07	21.5%
BK 04	4,468	MN 08	52.7%	BK 01	18.3%
QN 03	4,007	BK 12	49.9%	MN 4 & 5	17.1%
BX 01 & 02	3,693	BK 17	46.7%	QN 03	16.7%
QN 04	2,942	MN 4 & 5	46.6%	QN 01	16.6%

Ecuadorians					
Community District	Total Population	Community District	Percentage of Latino Student Population	Community District	Percentage of Student Population
QN 03	4,179	QN 03	26.5%	QN 03	17.4%
QN 04	2,108	MN 06	24.5%	BK 01	10.4%
QN 09	2,061	QN 12	22.7%	QN 04	8.9%
BK 04	1,594	QN 02	18.3%	QN 02	7.7%
QN 05	1,202	QN 04	17.3%	QN 09	7.3%

Colombians					
Community District	Total Population	Community District	Percentage of Latino Student Population	Community District	Percentage of Student Population
QN 04	2,483	MN 06	29.8%	QN 04	10.4%
QN 03	2,398	QN 06	25.4%	QN 03	10.0%
QN 07	1,439	QN 04	20.3%	MN 06	8.5%
QN 02	1,155	QN 02	19.0%	QN 02	8.0%
QN 09	947	QN 07	17.4%	QN 07	4.6%

These patterns are largely consistent with those found using longitudinal data from 1990 to 2009.

Table 27

Top 5 Community Districts for Latino Subgroup by Total Population, Percentage of Latino HS Student Population, and Percentage of HS Student Population

Puerto Ricans					
Community District	Total Population	Community District	Percentage of Latino Student Population	Community District	Percentage of Student Population

BX 09	3,707	BK 02	100.0%	BX 10	57.2%
BX 01 & 02	2,818	MN 06	100.0%	BX 04	36.6%
BK 04	2,603	BX 10	79.5%	BX 09	34.5%
BX 05	2,460	BX 09	69.9%	BK 07	31.5%
BX 04	2,320	SI 03	69.3%	MN 11	30.9%

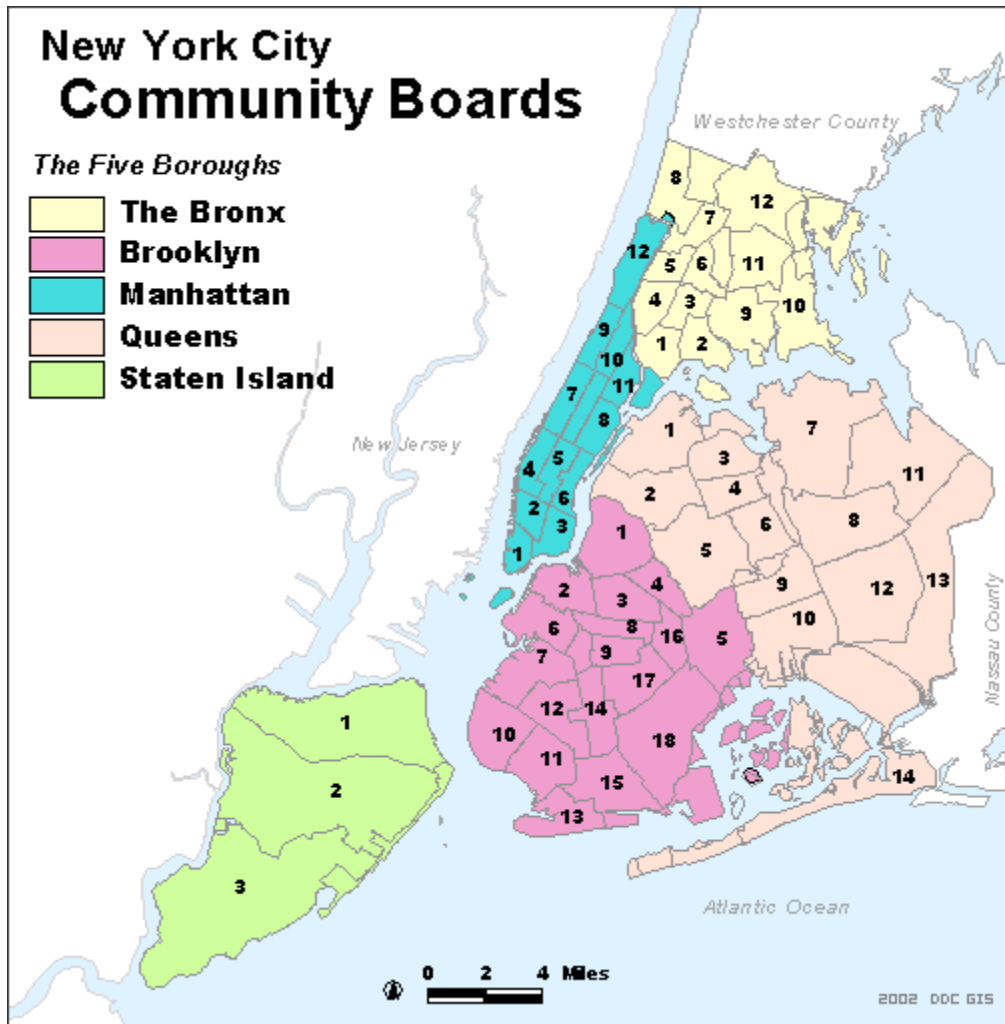
Dominicans					
BX 05	5,843	MN 09	73.6%	MN 12	55.1%
MN 12	5,241	BK 08	70.8%	BX 05	45.4%
BX 03 & 06	3,049	BX 05	61.8%	MN 09	44.1%
BK 05	2,426	MN 12	61.0%	BX 07	33.1%
MN 09	2,317	BK 05	54.0%	BX 03 & 06	32.5%

Mexicans					
BK 14	1,643	SI 02	83.3%	MN 4 & 5	23.7%
MN 12	1,452	BK 14	76.2%	MN 08	21.9%
BK 04	1,412	MN 08	74.7%	BK 06	21.5%
QN 01	1,133	BK 06	65.0%	BK 01	21.3%
BK 07	1,062	BK 12	57.8%	QN 01	21.0%

Ecuadorians					
QN 03	1,050	QN 10	36.6%	QN 02	14.0%
QN 02	686	BK 10	32.9%	QN 03	13.3%
QN 04	603	BK 12	32.1%	QN 04	7.4%
QN 05	507	QN 02	31.7%	QN 05	7.1%
BK 04	448	QN 03	24.3%	MN 09	6.9%

Colombians					
QN 04	1,231	QN 06	46.1%	QN 04	15.1%
QN 07	829	QN 04	30.3%	QN 06	11.4%
QN 03	527	QN 07	26.3%	QN 02	8.4%
QN 09	474	QN 02	19.1%	QN 07	7.6%
QN 02	414	QN 03	12.2%	QN 03	6.7%





## Key Highlights

### Latinos in New York City Public Schools, 1990-2009

- Latinos have been the largest racial/ethnic group since 2000 among school-aged students 5-18. Among public school students, in part because non-Hispanic Whites attend private school at higher rates, Latinos constituted nearly two-fifths of the school-aged population in 2000 and 2009.
- From 1990 to 2009, the school-aged Latino public school student population was increasingly concentrated in the Bronx, Queens and Staten Island, with declining shares of the Latino student population residing in Manhattan and Brooklyn.
- The Puerto Rican school-aged public school student population was largest and relatively stable in the Bronx from 1990 to 2009. It decreased dramatically in Brooklyn during this period and somewhat less sharply in Manhattan.
- The Dominican student population of the Bronx, which grew rapidly by 150% between 1990 and 2000, is the largest of any borough. Growth was slower between 2000 and 2009, at 17%. While the Dominican student population of Brooklyn has grown steadily, there are actually fewer Dominican students in Manhattan in 2009 than there were in 1990.
- The Mexican student population has grown rapidly in every borough from 1990 to 2009. From 1990 to 2009, Brooklyn was the borough with the largest share of Mexican students.
- Ecuadorian students in the period 1990-2009 were concentrated in Queens, where somewhat more students live than the other four boroughs combined. The Ecuadorian student population of each of the boroughs increased both between 1990 and 2000 and then 2000 and 2009.
- Colombian students in the period 1990-2009 were heavily concentrated in Queens. Although the populations in the boroughs generally increased between 1990 and 2000, they decreased between 2000 and 2009.

### Latino Public School Students in New York City in 2009

- A large majority (88%) of Latino public school students in 2009 were born in the United States. Higher grade levels have higher proportions of foreign-born students: 20% in high school compared to 8% in elementary schools.
- Among foreign-born middle school students in 2009, Colombian, Dominican, and Ecuadorian students were more likely to have arrived within the past five years. Among foreign-born high school students in 2009, nearly half of the Dominican students had arrived within the past five years. Foreign-born Mexican and Ecuadorian high school students were mostly likely to have been in the United States more than five years.
- Two-thirds of all domestic-born Mexican students speak only English or English very well, compared with rates above 80% for other Latino subgroups. Foreign-born Mexican and

Dominican students report lower levels of English proficiency (about 40%) compared to their Colombian and Ecuadorian counterparts (about 60%).

- Although overall Latinos have lower median household incomes and higher poverty rates than other racial/ethnic groups, some Latino subgroups, such as Colombians and Ecuadorians, have higher median household incomes and lower poverty rates than other subgroups.
- The status dropout rate (percentage of individuals aged 16 to 24 without a diploma and not in school) for Latinos is nearly 20%, and over 30% for foreign-born Latinos. Males generally have higher status dropout rates than females.