Dallas County Community College District
Board of Trustees

Work Session Background

Graduation Rates and Related Demographics

May 2008

This information is a collection of recent data and analysis
centered on the topic of high school graduation and some related demographics,
prepared as background for the
Board's work session.

Section I ***Cities in Crisis***

This report was authored by Christopher B. Swanson with the Education Research Center, and provided the background for an April 6 *Dallas Morning News* article.

Section II **Alliance for Excellent Education – Texas State Card**

This section includes recently updated information on Texas high school graduation rates, including an explanation of the calculation differences recently highlighted in news reports.

Section III **Knocking at the College Door**

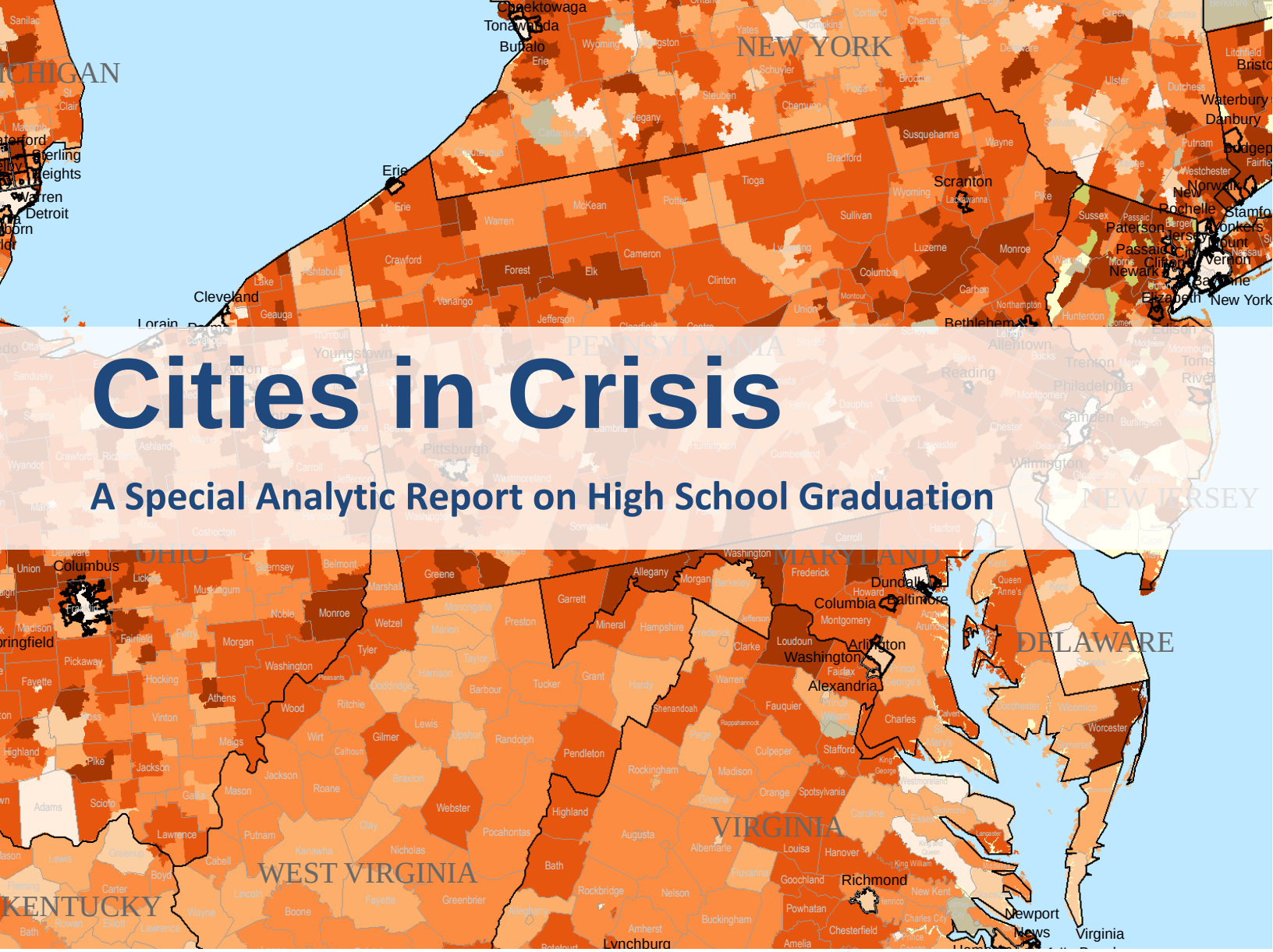
An executive summary of an annual review of high school graduates by state, race/ethnicity, for the period of 1992 through 2022

Section IV **Dallas Independent School District: Demographic Update**

This is a report prepared by a College Station, Texas Consulting group engaged by the DISD in May 2007 providing a detailed review of housing occupancies, student projections, students per household and other long range planning items.

Section V **DCCCD Specific Information**

Section I
Cities in Crisis



Cities in Crisis

A Special Analytic Report on High School Graduation

Christopher B. Swanson, Ph.D.

Director
Editorial Projects in Education Research Center

Prepared with support from America's Promise Alliance
and the Bill & Melinda Gates Foundation

April 1, 2008

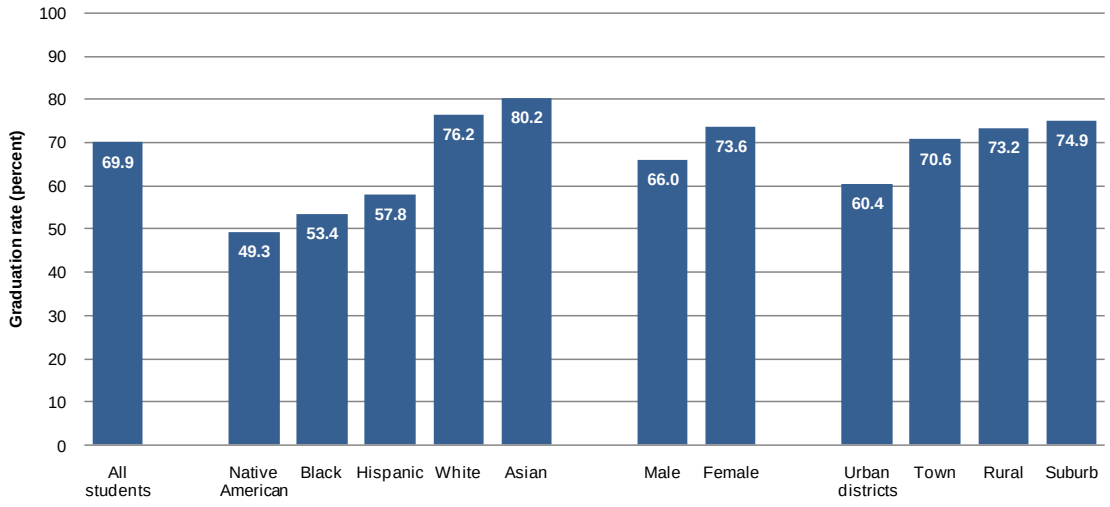
Introduction

Graduation rates have become a prominent feature in the landscape of high school reform and within the larger world of educational policy. Studies conducted over the past several years have repeatedly demonstrated that far fewer American students are completing high school with diplomas than had previously been realized. Whereas the conventional wisdom had long placed the graduation rate around 85 percent, a growing consensus has emerged that only about seven in 10 students are actually successfully finishing high school. Graduation rates are even lower among certain student populations, particularly racial and ethnic minorities and males.

That same conventional wisdom also suggests that the type of community in which a student lives and attends school will exert a strong and pervasive influence on a variety of educational outcomes. This connection between place and performance applies to both the experiences of individual students and the collective performance of schools and school systems. Striking differences between schools situated in urban and suburban environments, for instance, have frequently been documented in the area of tested achievement. An analysis by the EPE Research Center also shows that high school graduation rates are 15 percentage points lower in the nation's urban schools when compared with those located in the suburbs. Despite the acknowledged importance of such contextual factors, apart from attention to broad national-level patterns, there has been limited detailed investigation into the connection between where a young person lives and his or her chances of graduating from high school.

This report takes a geographically-informed approach to the issue of high school completion. Specifically, we examine graduation rates in the school districts serving the nation's 50 most-populous cities as well as the larger metropolitan areas in which they are situated. Results show that graduation rates are considerably lower in the nation's largest cities than they are in the average urban locale. Further, extreme disparities emerge in a number of the country's largest metropolitan areas, where students served by suburban systems may be twice as likely as their urban peers to graduate from high school.

Figure 1: National High School Graduation Rates, 2003-04



SOURCE:
EPE Research Center, 2008

The Geography of Public Education

The Nation's 50 Largest Cities

This report concentrates on the performance of America's largest cities and their surrounding metropolitan areas. The 50 most heavily populated cities in the nation were identified using 2006 data from the U.S. Census Bureau. With a population of 8.2 million, New York is by far the largest city in the country. Los Angeles and Chicago follow with 3.8 and 2.8 million residents respectively. Wichita rounds out the top 50. With a population of about 358,000, the leading city of Kansas is less than one-twentieth the size of New York City.

These urban centers are widely distributed across the nation, with top-50 cities scattered across 29 states and the District of Columbia. But we note especially heavy concentrations of these cities along the East Coast (with six major urban centers arrayed between Virginia and Boston), in Texas (with seven), and on the West Coast. California alone is home to eight of America's most-populous cities.

For this study, the EPE Research Center singled out the school districts serving the nation's largest cities using information from the Common Core of Data (CCD), the U.S. Department of Education's annual census of public schools and local education agencies (school districts). Specifically, the CCD contains directory information indicating the physical location of the district's central office. Organizational configurations within the public education sector vary dramatically from place to place across the nation. In some states, local education agencies span entire counties, whereas in other regions school districts may be arranged along township or even-more-localized lines. About half of the nation's largest cities are served by a single regular school district (a category that excludes, for example, supervisory unions without student enrollment and charter school agencies). However, other cities are home to as many as 13 separate districts (e.g., San Antonio, Texas).

Figure 2: The Nation's 50 Most Populous Cities

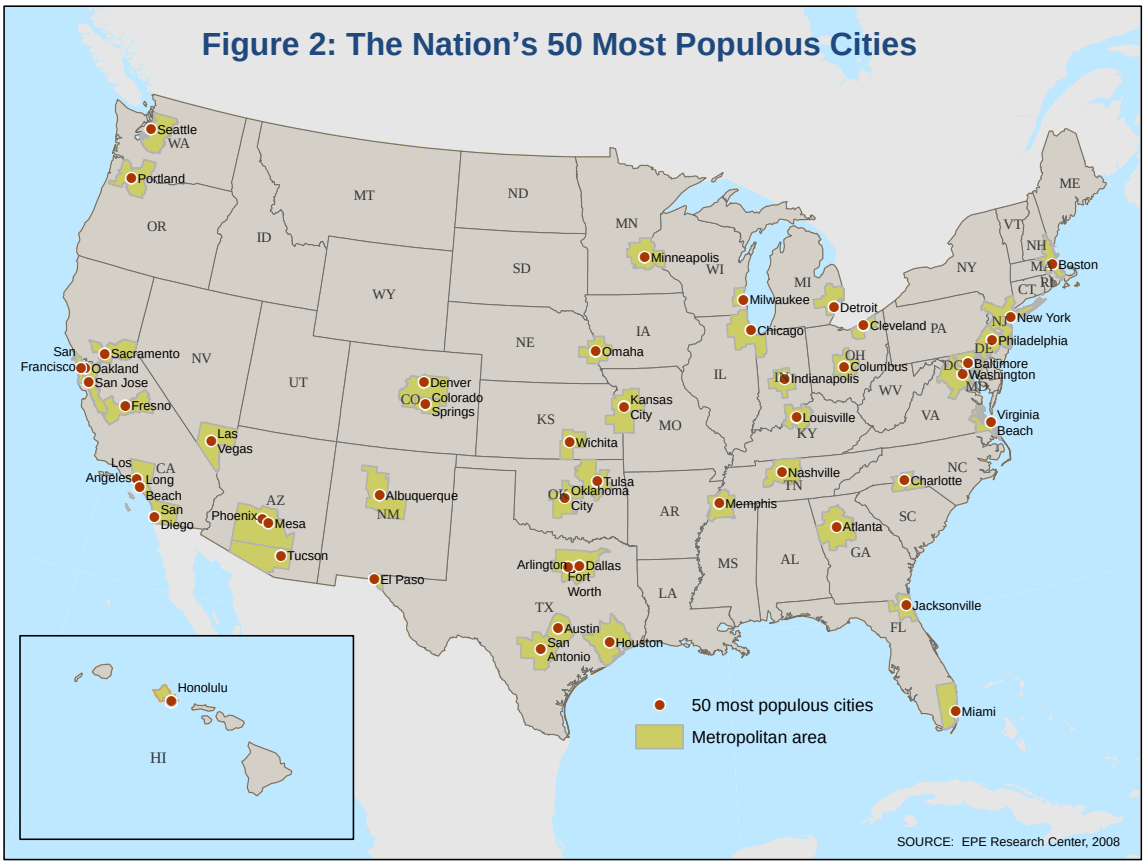


Table 1: The 50 Largest Cities in the U.S. and Their Principal School Districts

Top-50 Cities					Metropolitan Areas in which the 50 Largest Cities are Located		
Rank by pop.	City	Population	Principal School District Largest/most central district serving city	(type)	School Districts in Metro. Area (total)	High School Students in Metro. Area (total number)	HS Students in Metro. Area Served by Focal District (percent)
1	New York, NY	8,214,426	New York City Public Schools	(urban)	352	713,410	36.5%
2	Los Angeles, CA *	3,849,378	Los Angeles Unified	(urban)	72	626,670	30.0
3	Chicago, IL	2,833,321	City of Chicago School District	(urban)	132	429,658	23.0
4	Houston, TX	2,144,491	Houston ISD	(urban)	63	257,389	18.8
5	Phoenix, AZ ▲	1,512,986	Phoenix Union High School District	(urban)	52	143,771	16.6
6	Philadelphia, PA	1,448,394	Philadelphia City School District	(urban)	114	219,730	25.5
7	San Antonio, TX	1,296,682	San Antonio ISD	(urban)	39	94,516	15.0
8	San Diego, CA	1,256,951	San Diego Unified	(urban)	22	145,376	24.9
9	Dallas, TX †	1,232,940	Dallas ISD	(urban)	107	242,247	16.3
10	San Jose, CA	929,936	San Jose Unified	(urban)	13	73,054	12.9
11	Detroit, MI	871,121	Detroit City School District	(urban)	99	204,220	19.5
12	Jacksonville, FL	794,555	Duval County School District	(urban)	5	53,303	63.0
13	Indianapolis, IN	785,597	Indianapolis Public Schools	(urban)	49	68,945	13.7
14	San Francisco, CA ‡	744,041	San Francisco Unified	(urban)	40	165,446	11.6
15	Columbus, OH	733,203	Columbus Public Schools	(urban)	52	74,482	20.8
16	Austin, TX	709,893	Austin ISD	(urban)	27	61,013	33.1
17	Memphis, TN	670,902	Memphis City School District	(urban)	13	55,133	51.7
18	Fort Worth, TX †	653,320	Fort Worth ISD	(urban)	107	242,247	8.3
19	Baltimore, MD	631,366	Baltimore City Public School System	(urban)	7	114,882	19.9
20	Charlotte, NC	630,478	Charlotte-Mecklenburg Schools	(urban)	9	64,307	47.8
21	El Paso, TX	609,415	El Paso ISD	(urban)	9	45,519	38.7
22	Boston, MA	590,763	Boston Public Schools	(urban)	126	160,651	11.6
23	Seattle, WA	582,454	Seattle School District	(urban)	44	120,463	12.1
24	Washington, DC	581,530	District of Columbia Public Schools	(urban)	21	233,852	5.0
25	Milwaukee, WI	573,358	Milwaukee Public Schools	(urban)	36	73,889	34.0
26	Denver, CO	566,974	Denver County School District	(urban)	26	106,661	16.3
27	Louisville/Jefferson Co., KY	554,496	Jefferson County School District	(suburban)	21	50,037	52.3
28	Las Vegas, NV	552,539	Clark County School District	(suburban)	1	68,734	100.0
29	Nashville-Davidson Co., TN	552,120	Nashville-Davidson Co. School District	(urban)	13	55,521	31.5
30	Oklahoma City, OK	537,734	Oklahoma City Public Schools	(urban)	42	38,112	23.7
31	Portland, OR	537,081	Portland School District	(urban)	45	94,284	13.3
32	Tucson, AZ	518,956	Tucson Unified District	(urban)	16	37,869	44.9
33	Albuquerque, NM	504,949	Albuquerque Public Schools	(urban)	10	36,513	72.4
34	Atlanta, GA	486,411	Atlanta City School District	(urban)	36	221,586	5.9
35	Long Beach, CA *	472,494	Long Beach Unified	(urban)	72	626,670	4.5
36	Fresno, CA	466,714	Fresno Unified	(urban)	21	55,432	41.5
37	Sacramento, CA	453,781	Sacramento City Unified	(urban)	23	102,394	13.9
38	Mesa, AZ ▲	447,541	Mesa Unified District	(urban)	52	143,771	6.6
39	Kansas City, MO	447,306	Kansas City School District	(urban)	78	87,007	9.3
40	Cleveland, OH	444,313	Cleveland Municipal City School District	(urban)	67	96,259	18.7
41	Virginia Beach, VA	435,619	Virginia Beach City Public Schools	(urban)	14	79,427	29.4
42	Omaha, NE	419,545	Omaha Public Schools	(urban)	41	39,833	33.0
43	Miami, FL	404,048	Dade County School District	(suburban)	3	227,808	47.5
44	Oakland, CA ‡	397,067	Oakland Unified	(urban)	40	165,446	7.3
45	Tulsa, OK	382,872	Tulsa Public Schools	(urban)	43	27,080	35.4
46	Honolulu, HI	377,357	Hawaii Department of Education	(suburban)	1	53,471	100.0
47	Minneapolis, MN	372,833	Minneapolis Public Schools	(urban)	74	119,718	10.4
48	Colorado Springs, CO	372,437	Colorado Springs School District	(urban)	17	30,610	32.5
49	Arlington, TX †	367,197	Arlington ISD	(urban)	107	242,247	6.9
50	Wichita, KS	357,698	Wichita Public Schools	(urban)	30	29,249	45.8
	50-City Total	**46,311,58**			**2,125**	**6,099,531**	**27.6%**

* Los Angeles and Long Beach are part of same metropolitan area.

▲ Phoenix and Mesa are part of same metropolitan area.

† Dallas, Fort Worth, and Arlington are part of same metropolitan area.

‡ San Francisco and Oakland are part of same metropolitan area.

Note: Population statistics for the 50 largest cities are based on 2006 data from the U.S. Census Bureau. School district data are from the U.S. Department of Education's Common Core of Data 2003-04. School district locations are determined by the physical location of local education agency office.

SOURCE: EPE Research Center, 2008

The analyses presented below required the identification of the predominant school district serving a particular city, which we term the *principal district*. In situations where multiple education agencies were associated with a single city, the principal district was defined on the basis of size and centrality. In several cases, the cities ranking among the nation's largest represent only one of the municipalities served by an expansive countywide or statewide education system. Examples, respectively, include Miami (part of the Dade County School District) and Honolulu (which falls within the jurisdiction of Hawaii's statewide school district).

Metropolitan Areas

This study also examines graduation-rate patterns for the broader metropolitan areas in which the nation's 50 largest cities reside. In most instances, a single city represents the dominant urban core of its respective geographical region (e.g., Albuquerque, Atlanta, or Las Vegas). However, there are also a number of cases where a single metropolitan area encompasses more than one major urban center. Dallas, Fort Worth, and Arlington (all top-50 cities) are located within the same metropolitan area in Texas.

Much as was the case for individual cities, the numbers of school districts associated with particular metropolitan areas vary tremendously. In southern Florida, for example, Miami is part of a metropolitan area that contains just three large countywide school districts. It is common, though, for several dozen districts to occupy the same metropolitan area. But in a handful of places, metropolitan areas may contain more than 100 school districts. The New York City region, an extreme example, is home to more than 350 school systems spanning three states. Many of those districts are quite small, owing to the extremely localized nature of public schooling in parts of Long Island and northern New Jersey.

Terminology

Metropolitan Area – As used in this report, the term *metropolitan area* refers to a Core Base Statistical Area (CBSA) as employed by the U.S. Bureau of the Census and defined by the Office of Management and Budget. CBSAs include both Metropolitan and Micropolitan Statistical Areas. A Metropolitan Statistical Area has at least one urbanized area of 50,000 or more population, plus adjacent territory that has a high degree of social and economic integration with the core as measured by commuting ties. Micropolitan Statistical Areas are similar but smaller geographies, containing at least one urban cluster with a population between 10,000 and 50,000. Metropolitan and Micropolitan Statistical Areas are defined in terms of whole counties (or equivalent entities) and may span state borders.

Principal City – Within each metropolitan or micropolitan area, the largest city is designated a *principal city*. Other cities that meet specified criteria related to population and employment may also qualify for this designation. By convention, the title of each Metropolitan Statistical Area includes the names of up to three of its principal cities and the name of each state into which the Metropolitan Statistical Area extends.

Principal School District – For each of the 50 largest cities in the nation, the EPE Research Center identifies a principal school district. This is the largest or most central local education agency serving the city. A district's location is determined by the street address of its central office.

Urban and Suburban School Districts – The U.S. Department of Education classifies the service area of a school district based on the locales (e.g., urban vs. suburban) of schools within the district. Urban districts, as defined in this report, serve a principal city of a metropolitan area. Suburban districts serve regions of a metropolitan area other than principal cities.

Illustrations of Metropolitan and Educational Geography

Figure 3: New York City

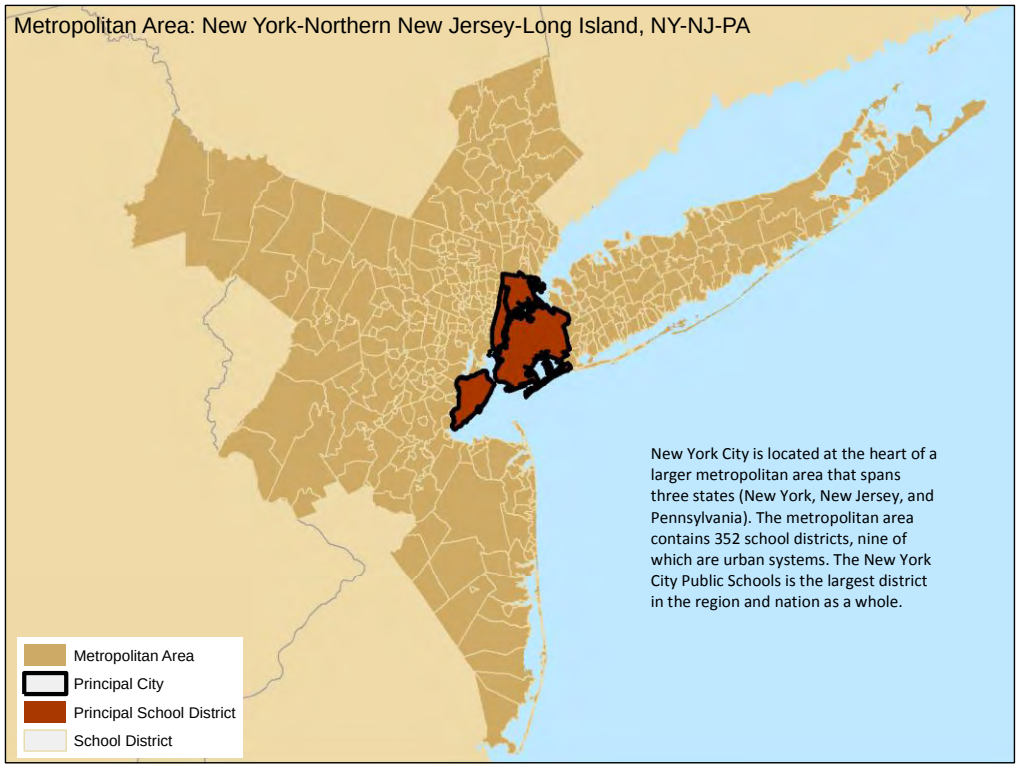


Figure 4: Dallas, Fort Worth, and Arlington

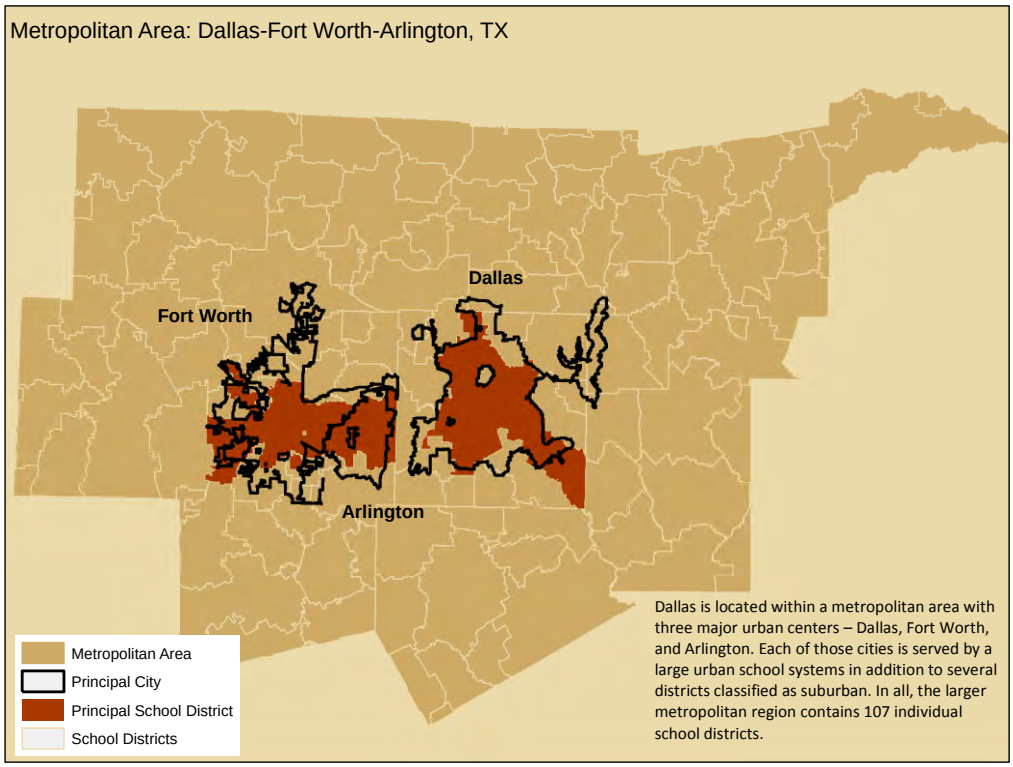


Figure 5: Baltimore

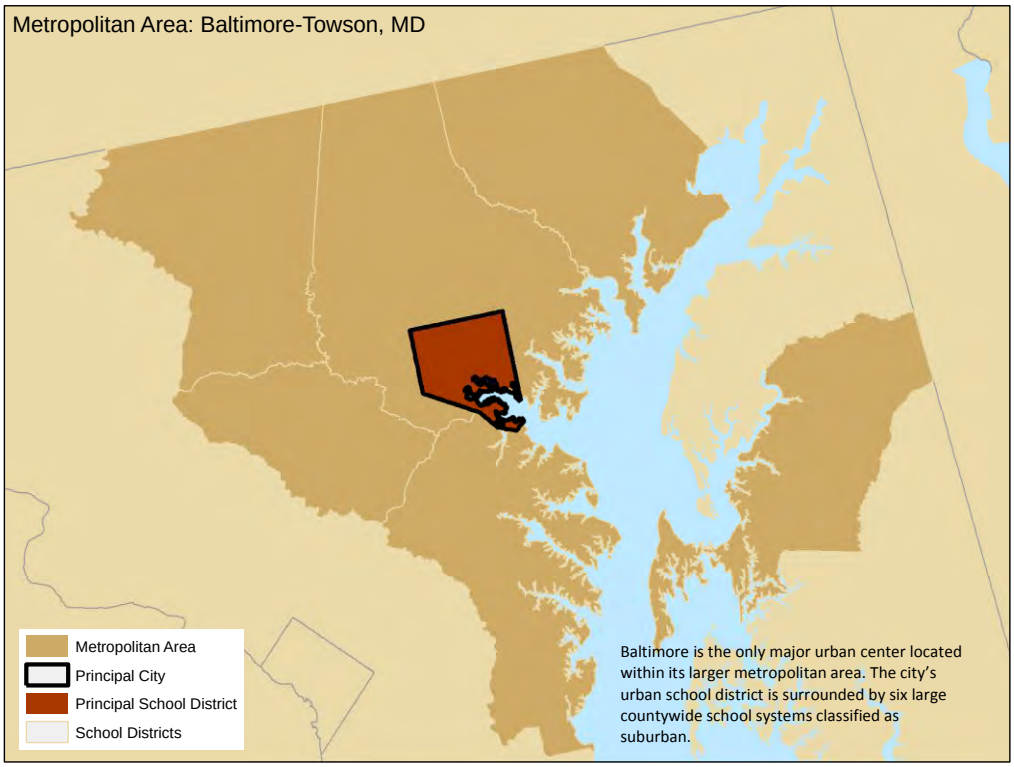
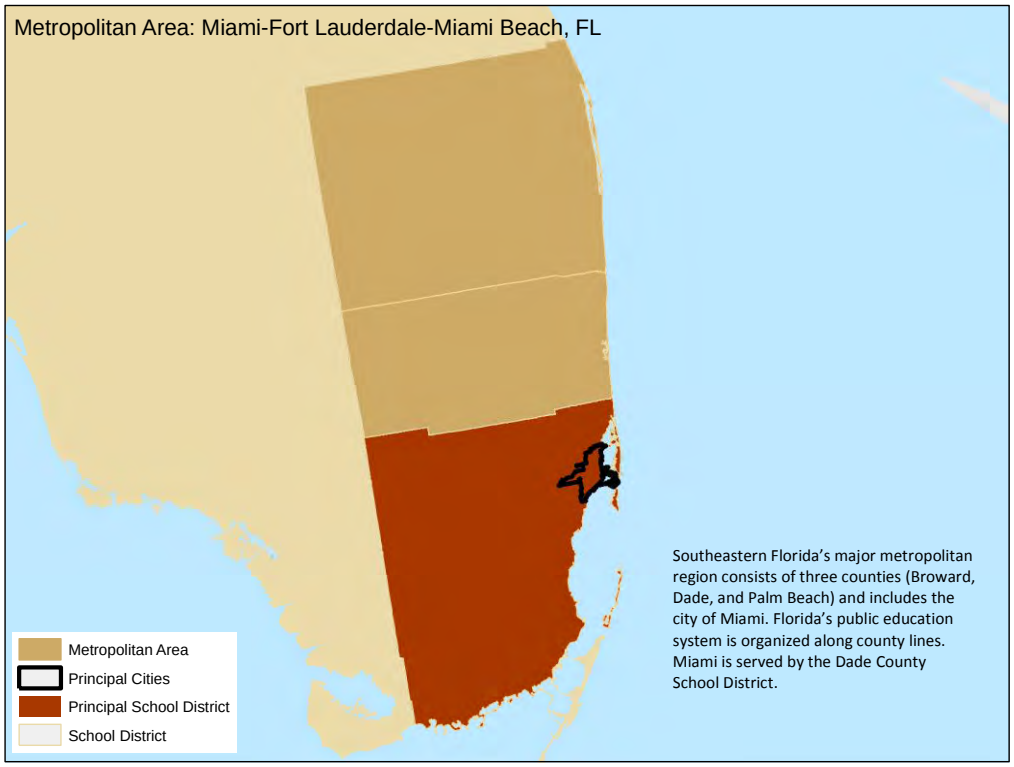


Figure 6: Miami



Calculating Graduation Rates

The Editorial Projects in Education Research Center uses the **Cumulative Promotion Index** (CPI) method to calculate graduation rates. The CPI represents graduating from high school as a process rather than a single event. Namely, it captures the four key steps a student must take in order to graduate: three grade-to-grade promotions (9 to 10, 10 to 11, and 11 to 12) and ultimately earning a diploma (grade 12 to graduation).

The equation below illustrates the CPI formula for calculating graduation rates. The class of 2003-04 is used as an example.

$$\textbf{CPI} = \frac{\text{10th graders, fall 2004}}{\text{9th graders, fall 2003}} \times \frac{\text{11th graders, fall 2004}}{\text{10th graders, fall 2003}} \times \frac{\text{12th graders, fall 2004}}{\text{11th graders, fall 2003}} \times \frac{\text{Diploma recipients, spring 2004}}{\text{12th graders, fall 2003}}$$

By multiplying grade-specific promotion ratios together, the CPI estimates the likelihood that a 9th grader will complete high school on time with a regular diploma, given the schooling conditions prevailing during a particular school year. The CPI counts only students receiving standard high school diplomas as graduates, following the definition of a graduate adopted by the federal No Child Left Behind Act.

We can use a simplified example to further demonstrate the way we calculate the CPI. Let us suppose that a particular school district currently has 100 students enrolled in each grade from 9 through 12. We will also assume that 5 percent of students currently in grades 9, 10, and 11 will drop out of school this year, and that 5 percent of seniors will fail to earn a diploma at the end of the year. So, for example, we would count 100 9th graders at our starting point but only 95 10th graders the following fall.

$$\text{CPI} = \frac{95}{100} \times \frac{95}{100} \times \frac{95}{100} \times \frac{95}{100} = .815$$

Carrying out the calculation shown above, we arrive at a graduation rate of 81.5 percent for this district. Given conditions in this hypothetical school system (an effective 5 percent annual attrition rate for students at each grade level), only about 82 out of every 100 9th graders would be expected to finish high school with a diploma.

The CPI can be calculated for public school districts that have students enrolled in the secondary grades (9 through 12). Statistics for larger geographical areas – the nation, states, metropolitan areas – are generated by aggregating the district-level data upward.

The EPE Research Center calculates graduation rates using data from the Common Core of Data (CCD), an annual census of public schools and school districts in the United States conducted by the U.S. Department of Education. Detailed methodological descriptions of the CCD can be found in technical documentation published by the National Center for Education Statistics (available online at nces.ed.gov/ccd). For the 2003-04 school year, diploma counts for New York and Wisconsin were not reported to the CCD. The EPE Research Center obtained those data from the respective state education agencies.

Cities in Crisis

Using data from the U.S. Department of Education's Common Core of Data and the Cumulative Promotion Index (CPI) methodology, we calculated graduation rates for all school districts in the nation's largest cities and their surrounding metropolitan areas. This analysis examines graduates from the 2003-04 school year. National and state results for the graduating class of 2004 were published in *Diplomas Count 2007: Ready for What?*, a special issue of *Education Week* (available online at www.edweek.org/go/dc07). District-level data on graduation rates as well as customized, downloadable reports for every school system in the country can be accessed using EdWeek Maps (maps.edweek.org). This online data and mapping service also allows users to create and navigate local maps of graduation patterns anywhere in the country.

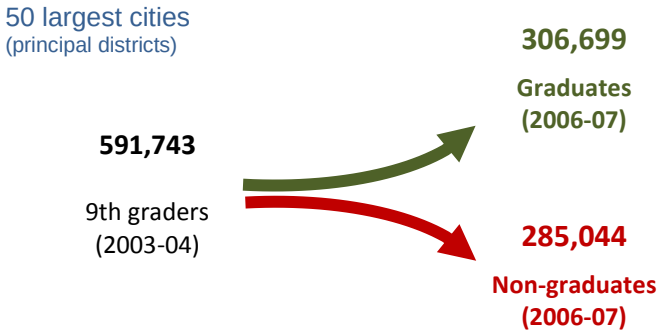
Our analysis finds that graduating from high school in the America's largest cities amounts, essentially, to a coin toss. Only about one-half (52 percent) of students in the principal school systems of the 50 largest cities complete high school with a diploma. That rate is well below the national graduation rate of 70 percent, and even falls short of the average for urban districts across the country (60 percent). Only six of these 50 principal districts reach or exceed the national average. In the most extreme cases (Baltimore, Cleveland, Detroit, and Indianapolis), fewer than 35 percent of students graduate with a diploma.

Further analysis demonstrates that the extremely low graduation rates for these large school systems contribute disproportionately to the nation's graduation crisis. The principal school districts of America's 50 largest cities collectively educate 1.7 million public high school students – one out of every eight in the country. However, these 50 education agencies account for nearly one-quarter (23 percent) of the 1.2 million students nationwide who fail to graduate with a diploma each year.

It should be noted that these findings capture the likelihood that the *average* student in the nation's largest cities will successfully complete high school. In past analysis of state and national data, we have found that certain demographic groups graduate at rates much lower than the student population as a whole. Male students, on average, have graduation rates eight percentage points lower than females. The gaps between whites and historically disadvantaged minority groups can reach as high as 25 percentage points nationally. If those patterns hold for the nation's largest cities, it is possible that graduation rates for certain subgroups in these communities may fall even lower than those presented in this report.

Figure 7: Fueling the Graduation Crisis

In 2003-04, the principal school districts of the nation's 50 largest cities enrolled about 592,000 9th graders. Projecting forward using the 50-city graduation rate reported earlier (52 percent), we calculate that more than one-quarter of a million students in the largest cities **failed** to graduate with a diploma in the class of 2007. These cities account for 23 percent of the nation's non-graduates but only 14 percent of 9th graders.



SOURCE: EPE Research Center, 2008

Table 2: Graduation Rates for the Principal School Districts Serving the Nation's 50 Largest Cities

City	Principal School District	Graduation Rate (2003-04)	Rank (by graduation rate)
Mesa	Mesa Unified District	77.1%	1
San Jose	San Jose Unified	77.0	2
Nashville-Davidson Co.	Nashville-Davidson Co. School District	77.0	3
Colorado Springs	Colorado Springs School District	76.0	4
San Francisco	San Francisco Unified	73.1	5
Tucson	Tucson Unified District	71.7	6
Seattle	Seattle School District	67.6	7
Virginia Beach	Virginia Beach City Public Schools	67.4	8
Sacramento	Sacramento City Unified	66.7	9
Honolulu	Hawaii Department of Education	64.1	10
Louisville/Jefferson Co.	Jefferson County School District	63.7	11
Long Beach	Long Beach Unified	63.5	12
Arlington	Arlington ISD	62.7	13
Memphis	Memphis City School District	61.7	14
San Diego	San Diego Unified	61.6	15
Albuquerque	Albuquerque Public Schools	60.8	16
El Paso	El Paso ISD	60.5	17
Charlotte	Charlotte-Mecklenburg Schools	59.8	18
Wichita	Wichita Public Schools	59.6	19
Phoenix	Phoenix Union High School District	58.3	20
Austin	Austin ISD	58.2	21
Washington	District of Columbia Public Schools	58.2	22
Fresno	Fresno Unified	57.4	23
Boston	Boston Public Schools	57.0	24
Fort Worth	Fort Worth ISD	55.5	25
Omaha	Omaha Public Schools	55.1	26
Houston	Houston ISD	54.6	27
Portland	Portland School District	53.6	28
Las Vegas	Clark County School District	53.1	29
San Antonio	San Antonio ISD	51.9	30
Chicago	City of Chicago School District	51.5	31
Tulsa	Tulsa Public Schools	50.6	32
Jacksonville	Duval County School District	50.2	33
Philadelphia	Philadelphia City School District	49.6	34
Miami	Dade County School District	49.0	35
Oklahoma City	Oklahoma City Public Schools	47.5	36
Denver	Denver County School District	46.3	37
Milwaukee	Milwaukee Public Schools	46.1	38
Atlanta	Atlanta City School District	46.0	39
Kansas City	Kansas City School District	45.7	40
Oakland	Oakland Unified	45.6	41
Los Angeles	Los Angeles Unified	45.3	42
New York	New York City Public Schools	45.2	43
Dallas	Dallas ISD	44.4	44
Minneapolis	Minneapolis Public Schools	43.7	45
Columbus	Columbus Public Schools	40.9	46
Baltimore	Baltimore City Public School System	34.6	47
Cleveland	Cleveland Municipal City School District	34.1	48
Indianapolis	Indianapolis Public Schools	30.5	49
Detroit	Detroit City School District	24.9	50
50-City Total		**51.8%**	

Note: Graduation rates are calculated using the Cumulative Promotion Index method with data from the U.S. Department of Education's Common Core of Data. Rankings are based on non-rounded statistics.

SOURCE: EPE Research Center, 2008

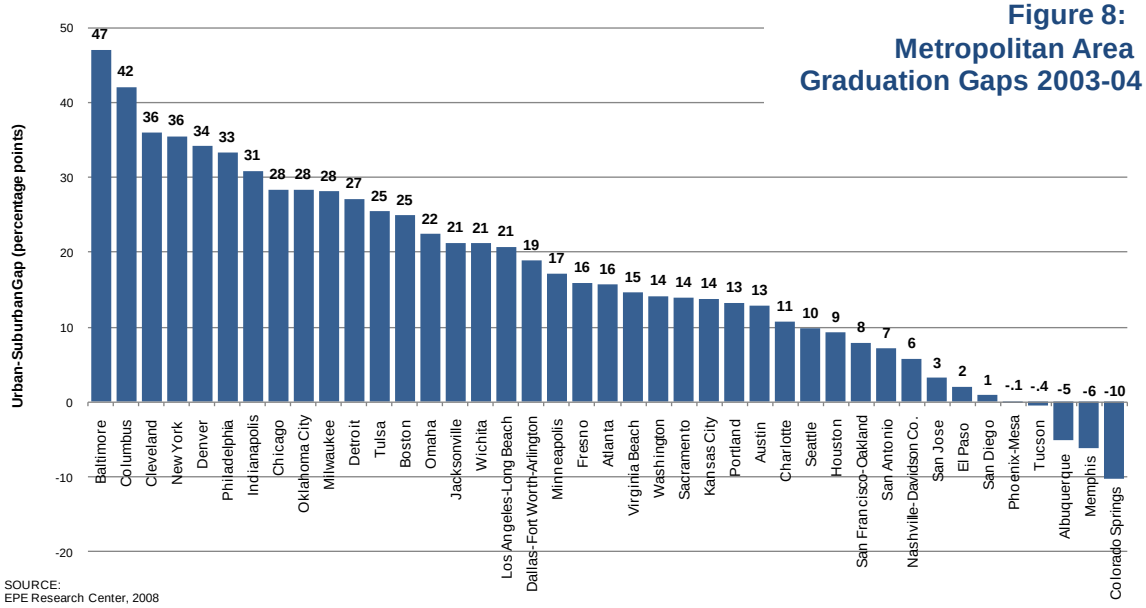
The Urban-Suburban Divide

An investigation limited to the principal school districts serving America's most-populous cities may overlook critical dimensions of the nation's graduation crisis. We know, based on results presented earlier, that a major city may be served by more one than school district. And dozens, in some cases even hundreds, of local education agencies may revolve around the more extensive metropolitan orbits of these urban cores. In fact, the principal school districts of America's 50 largest cities generally account for a relatively modest share of the students enrolled within their larger regions (28 percent on average). Forty-four out of 50 principal city districts educate fewer than half of the students in their respective metropolitan areas. The final analysis conducted for this study examines high school graduation patterns within the larger metropolitan regions of America's largest cities. Specifically, we are concerned with the potential for significantly different, even disparate, graduation rates for the urban versus suburban segments of the same metropolitan area.

Taking the metropolitan areas of the 50 largest cities as a whole, the 17-point urban-suburban graduation gap for these locales closely mirrors the 15-point gap found for the nation as a whole. About 58 percent of students served by the urban districts within the largest metropolitan areas graduate, compared with 75 percent in nearby suburban communities. In a small number of cases, graduation rates in urban districts approach or even surpass those of the metropolitan area's suburban schools. The more typical situation, however, is characterized by sharply lower rates of high school completion for the city districts.

The metropolitan locales with the most severe urban-suburban disparities (more than 25 percentage points) display a marked regional patterning. Three-quarters (9 out of 12) of those metropolitan areas are located in either the Northeast or Midwest. The largest urban-suburban gaps emerge in the vicinities of Baltimore, Maryland, and Columbus, Ohio, where graduation rates among urban students are more than 40 percentage points lower than their suburban neighbors. Students in the suburban portions of these regions are more than twice as likely to complete high school with a diploma.

Figure 8: Metropolitan Area Graduation Gaps 2003-04



SOURCE:
EPE Research Center, 2008

Table 3: Graduation Rates in the Metropolitan Areas of the Nation's 50 Largest Cities

	Metropolitan Area Total	Within Metropolitan Area			Urban-Suburban Gap	
		Urban Districts	Suburban Districts		Suburban minus Urban	Rank (by gap size)
Baltimore	72.2%	34.6%	81.5%		47.0%	1
Columbus	74.2	40.9	82.9		42.0	2
Cleveland	69.6	42.2	78.1		35.9	3
New York	68.3	47.4	82.9		35.5	4
Denver	72.5	46.8	80.9		34.1	5
Philadelphia	73.1	49.2	82.4		33.3	6
Indianapolis	70.7	49.7	80.5		30.9	7
Chicago	75.7	55.7	84.1		28.4	8
Oklahoma City	69.1	52.9	81.2		28.3	9
Milwaukee	70.2	54.5	82.5		28.1	10
Detroit	64.5	47.9	75.0		27.1	11
Tulsa	66.8	50.6	76.0		25.4	12
Boston	76.9	58.1	83.0		24.9	13
Omaha	74.0	65.0	87.3		22.4	14
Jacksonville	58.1	50.2	71.5		21.3	15
Wichita	71.0	59.6	80.8		21.2	16
Los Angeles Long Beach	64.8	57.1	77.9		20.7	17
Dallas Fort Worth Arlington	66.1	55.8	74.7		18.9	18
Minneapolis	76.6	63.5	80.7		17.2	19
Fresno	68.5	60.3	76.2		15.9	20
Atlanta	60.7	46.1	61.8		15.7	21
Virginia Beach	63.6	59.2	73.9		14.6	22
Washington	76.9	63.9	78.2		14.2	23
Sacramento	76.6	65.7	79.7		14.0	24
Kansas City	76.9	68.4	82.2		13.8	25
Portland	71.1	62.1	75.4		13.3	26
Austin	71.2	64.7	77.5		12.9	27
Charlotte	65.4	59.8	70.5		10.7	28
Seattle	64.2	57.6	67.4		9.8	29
Houston	67.4	61.6	71.0		9.3	30
San Francisco Oakland	78.2	73.2	81.2		7.9	31
San Antonio	65.2	62.9	70.2		7.2	32
Nashville-Davidson Co.	81.0	77.0	82.8		5.8	33
San Jose	81.3	80.9	84.1		3.2	34
El Paso	66.2	66.0	68.0		2.1	35
San Diego	70.9	70.4	71.3		0.9	36
Phoenix Mesa	70.4	70.5	70.4		-0.1	37
Tucson	65.8	66.0	65.6		-0.4	38
Albuquerque	59.5	60.8	55.9		-5.0	39
Memphis	58.7	61.7	55.5		-6.2	40
Colorado Springs	80.7	83.7	73.5		-10.2	41
Louisville/Jefferson Co. *	69.4	—	69.4		—	—
Las Vegas ▲	53.1	—	53.1		—	—
Miami †	53.6	—	53.6		—	—
Honolulu ‡	64.1	—	64.1		—	—
50-Metro Area Total	**68.9%**	**58.0%**	**75.4%**		**17.4%**	

* The Louisville-Davidson County metropolitan area is served by combination of suburban and rural school districts.

▲ The Las Vegas metropolitan area coincides with Clark County, Nevada, which is served by a single school district classified as suburban by the U.S. Department of Education.

† The Miami metropolitan area is served by three countywide school districts, all classified as suburban by the U.S. Department of Education.

‡ Honolulu's metropolitan area includes all of Hawaii and is served by a single statewide school district, classified as suburban by the U.S. Department of Education.

Note: Graduation rates (2003-04) are calculated using the Cumulative Promotion Index method with data from the U.S. Department of Education's Common Core of Data.

SOURCE: EPE Research Center, 2008

Illustrations of Metropolitan Graduation Patterns

Figure 9: New York City

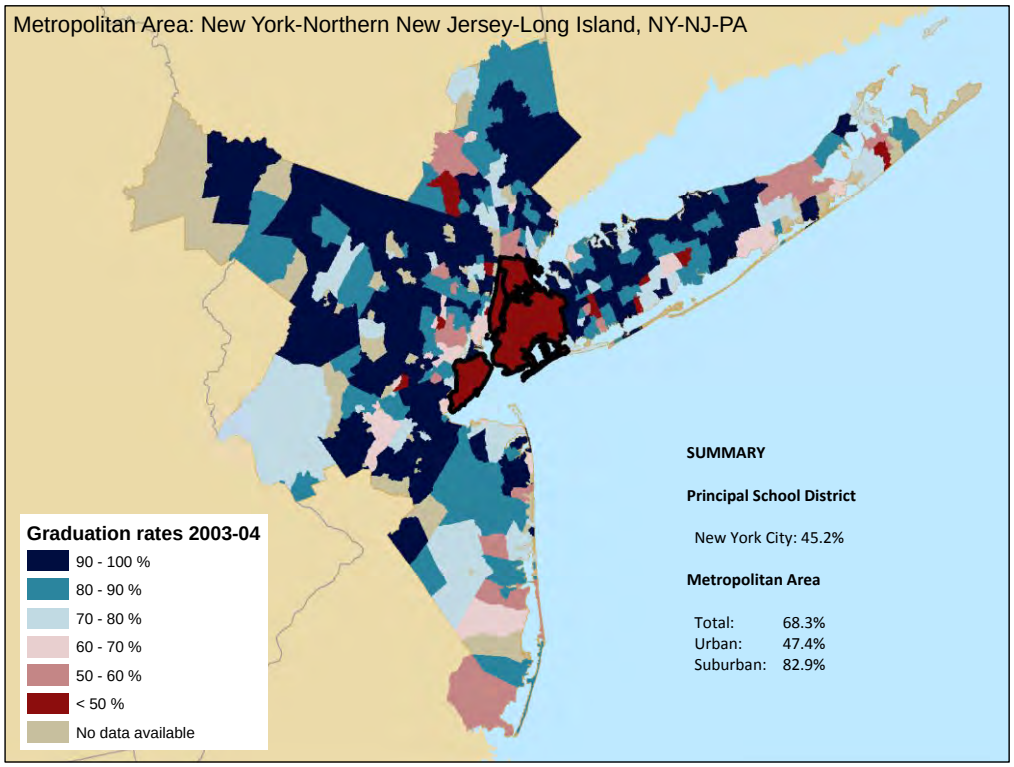


Figure 10: Dallas, Fort Worth, and Arlington

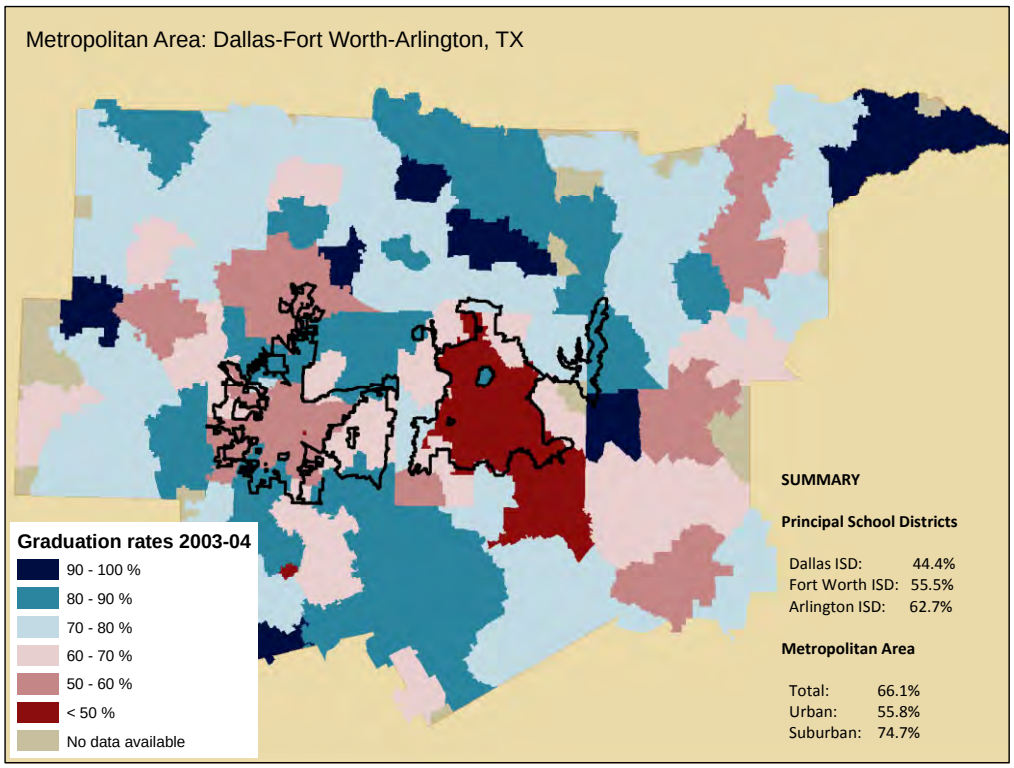


Figure 11: Baltimore

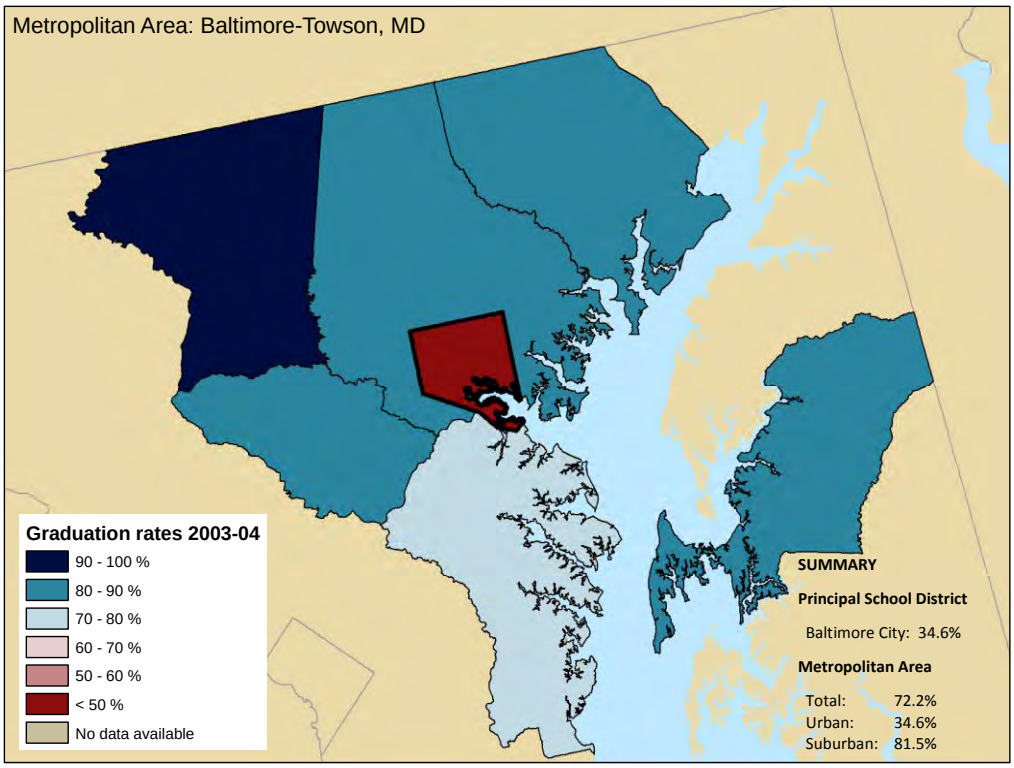
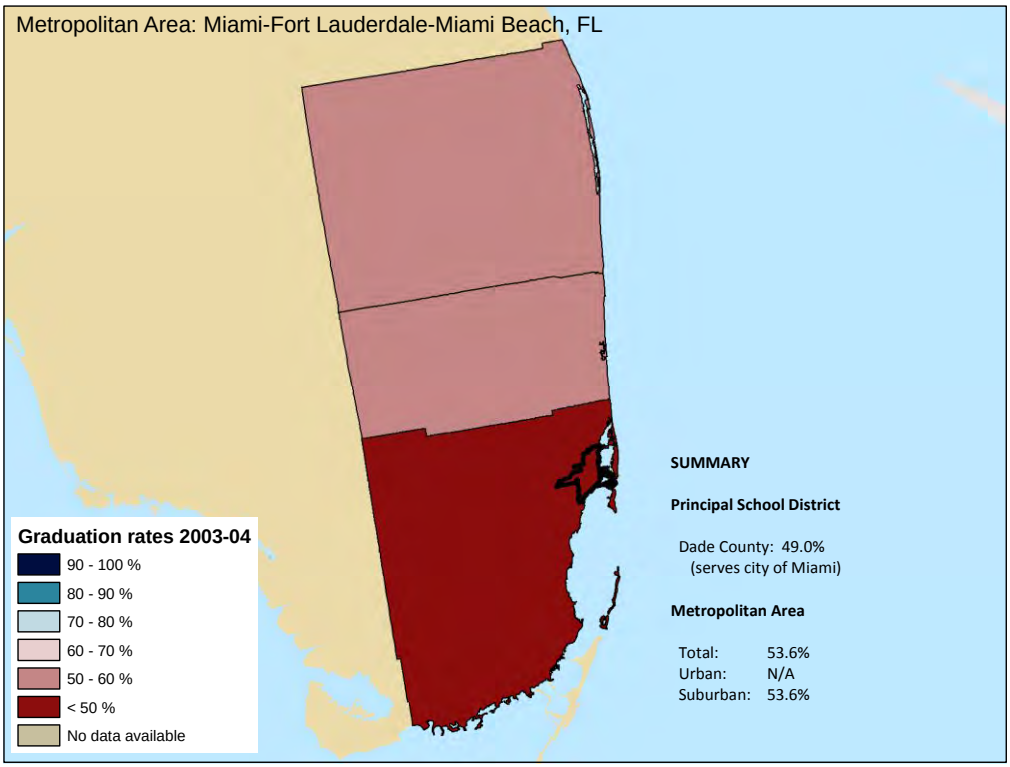


Figure 12: Miami



Conclusion

When they are not being labeled "obsolete," America's high schools have often been described as existing in a state of crisis. As this report has demonstrated, that observation is particularly apt for the school systems serving the nation's very largest cities. A significant share of recent public debate in education-policy circles has revolved around the challenges we face as a nation ensuring that all students graduate from high school, diploma in-hand and well-equipped to face the world and excel in their adult lives. This is an aspiration that would apply whether an individual student's path from high school leads to further education, occupational training, or immediately into the world of work.

If three out of every 10 students in the nation failing to graduate is reason for concern, then the fact that just half of those educated in America's largest cities are finishing high school truly raises cause for alarm. And the much higher rates of high school completion among their suburban counterparts – who may literally live and attend school right around the corner – place in a particularly harsh and unflattering light the deep undercurrents of inequity that plague American public education.

It is often remarked that knowledge is power. The good news is that a movement is afoot to better arm educators, policymakers, and the public with the information they need to more accurately assess the nature and severity of the graduation crisis in their communities and around the country. Innovative efforts to turn around low-performing high schools are also underway. The bad news, however, is that the challenges we face may be more grave than many had suspected or that some are still willing to acknowledge. And when it comes to providing every student with a high-quality education, we have not come as far or moved as fast as most of us would like.

In forging a way ahead, it will be essential that we not lose sight of the disparities highlighted in this report, which portray two very different worlds that exist within the nation's public education system. As efforts to understand and combat the graduation crisis advance, this movement must proceed hand-in-hand with a fundamental commitment to creating a public education system in which earning a high school diploma is the norm for all students in every community, and where dropping out is a rare exception.

Section II
Alliance for Excellent Education
Texas State Card

About the Crisis

Texas

Texas State Card (Updated 3/13/2008)

The state card provides a statistical snapshot of high schools for that state and includes data on funding, teachers' salaries, graduation rates, college readiness, and academic achievement. Where applicable, statewide numbers are compared to the national average and include national rankings.

Potential Economic Impacts of Improved Education on Texas

This economic impact fact sheet helps policymakers and the public understand the extent of the economic costs to society of an educational system that serves so many students poorly. It also provides an overview of the potential economic benefits that a state could enjoy were it to invest in a high school system that prepares all high school students for graduation and success after high school.

Promoting Power

How does your local high school measure up? View the complete list of high schools in your state or congressional district and their **Promoting Power**.

Understanding Texas' High School Graduation Rates

Discrepancies continue to exist between the graduation rates reported by the states and the U.S. Department of Education and those estimated by independent researchers. *Understanding High School Graduation Rates* spotlights these discrepancies, examines why more accurate graduation rates are needed, and provides three core policy areas that are fundamental to calculating, reporting, and improving accurate graduation rates.

Texas' Ten Largest School Districts

The chart provides graduation rate calculations for the state's ten largest school districts by enrollment. The chart provides an overall graduation rate for the school district and also breaks down graduation rates by student subgroup when available.

Education News from Texas

HIGH SCHOOL DROPOUTS COST TEXAS BILLIONS IN LOST WAGES:

If the more than 123,000 high school dropouts from the Class of 2007 had earned their diplomas instead of dropping out, Texas' economy would have seen an additional $32.0 billion in wages over these students' lifetimes. More information and a chart with state-by-state breakdown for all fifty states and the District of Columbia is available at http://www.all4ed.org/files/HighCost.pdf.

TEXAS' ECONOMY COULD SEE BILLIONS IN WEALTH ACCUMULATION BY RAISING THE HIGH SCHOOL GRADUATION RATE:

If the high school dropouts who currently head households in Texas had earned their diplomas, the state's economy would have benefited from an additional $7.0 billion in wealth accumulated by families. More information, as well as a chart with state-by-state breakdown for all fifty states and the District of Columbia, is available at http://www.all4ed.org/files/hiddenbenefits.pdf.

TEXAS COULD SAVE OVER ONE BILLION IN HEALTH CARE COSTS BY RAISING HIGH SCHOOL GRADUATION RATES

If all of the students in Texas who are estimated to drop out of school this year earn diplomas instead, the state could save more than $1.6 billion over the course of those young people's lifetimes. More information, as well as a chart with state-by-state breakdown for all fifty states and the District of Columbia, is available at http://www.all4ed.org/files/HandW.pdf.

TEXAS' ECONOMY WOULD SEE BILLIONS IF THE MINORITY GRADUATION RATE WAS RAISED TO THE LEVEL OF THEIR WHITE CLASSMATES

If Texas' high schools and colleges were to raise the graduation rates of Hispanic, African-American, and Native-American students to the levels of white students by 2020, the potential increase in personal income in the state would add more than $46.5 billion to Texas' economy. More information, as well as a chart with state-by-state breakdown for all fifty states and the District of Columbia, is available at http://www.all4ed.org/files/demography.pdf.

TEXAS SPENDS MILLIONS ANNUALLY ON REMEDIAL EDUCATION FOR RECENT HIGH SCHOOL GRADUATES

Texas spends over $282 million each year to provide community college remediation education for recent high school graduates who did not acquire the basic skills necessary to succeed in college or at work. More information, as well as a chart with state-by-state breakdown for all fifty states and the District of Columbia, is available at http://www.all4ed.org/files/remediation.pdf.

FIVE PERCENT INCREASE IN MALE GRADUATION RATE COULD SAVE TEXAS MILLIONS IN CRIME-RELATED SPENDING

Were Texas to increase the graduation rate and college matriculation of its male students by only 5 percent, the state could see combined savings and revenue of almost $691 million each year. More information, as well as a chart with state-by-state breakdown for all fifty states and the District of Columbia, is available at http://www.all4ed.org/files/SavingFutures.pdf.

TEACHER TURNOVER COULD COST TEXAS MILLIONS ANNUALLY

More than 44,802 teachers in Texas will not be returning to the schools where they taught last year. What's more, replacing these individuals could cost the state up to $505 million. More information, as well as a chart with state-by-state breakdown for all fifty states and the District of Columbia, is available at http://www.

all4ed.org/files/TeacherAttrition.pdf.

PDF: State Card
Economic Report
Graduation Rates

Alliance for Excellent Education

1201 Connecticut Avenue NW, Suite 901 | Washington, DC 20036 | Phone: 202 828 0828 | Fax: 202 828 0821

© Alliance for Excellent Education

Texas High Schools

Graduation Rate Estimates Differ Depending on the Source

	State-Reported[1]	U.S. Department of Education-Reported[2]	Independent Estimate[3]
Texas Graduation Rates	84.6%	76.7%	67.3%

According to independent estimates, Texas ranks **36th** in the nation in graduation rates.[4]

The High School Crisis is Concentrated in the Nation's "Dropout Factories"

"Dropout factories" are schools where 60% or fewer of the students progress to twelfth grade in four years.

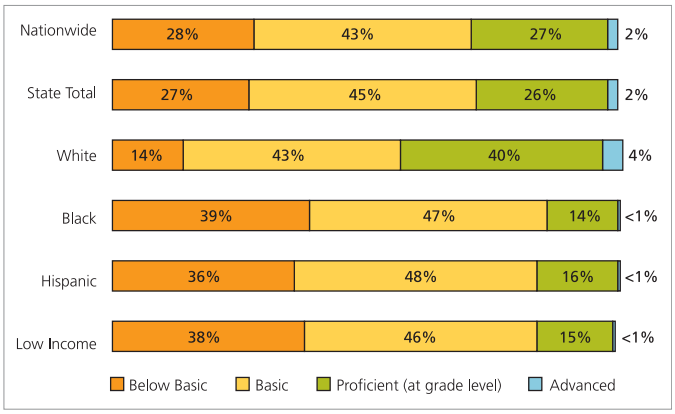
	Number of Federally Reported Regular High Schools[5]	Number of Dropout Factories[6]
Texas	1,109	184
Nation	15,409	1,642

The Achievement Gap Remains a Challenge

Graduation Rates by Race[7]

	Texas	Nation
All Students	67%	70%
White	76%	76%
Black	62%	53%
Hispanic	58%	58%
Asian	87%	80%

National Assessment of Educational Progress (NAEP) Reading Scores for Texas Eighth Graders[8]



52% of Texas eighth graders are eligible for free or reduced-price lunch.[9]

Comprehensive Data Systems are Needed

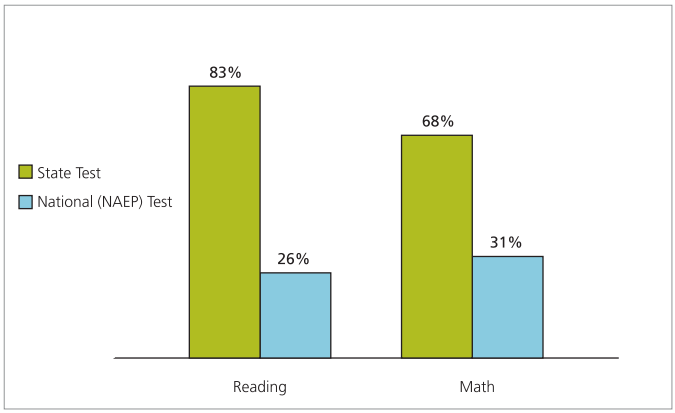
The national Data Quality Campaign recommends ten elements as the start of a robust P–12 longitudinal data system.[10]

	Texas
1. The ability to track individual students over time	**YES**
2. Student-level demographic information	**YES**
3. The ability to track individual students' test records from year to year to measure academic growth	**YES**
4. The ability to know which students have not been tested	**YES**
5. The ability to match teachers to students by classroom and subject	**NO**
6. Student-level transcript information	**YES**
7. Information on student performance on college-readiness examinations like the SAT, ACT, and AP	**YES**
8. Student-level graduation and dropout data	**YES**
9. The ability to match student records between the K–12 and higher education systems	**YES**
10. System in place to evaluate data system quality	**YES**

To date, only four states have achieved all ten elements.

State and Federal Proficiency Measures Differ

Texas Eighth-Grade Proficiency as Measured by Texas State and National Assessment of Educational Progress (NAEP) Tests [11]



The average gap nationally between state- and NAEP-reported **reading** scores is **37** percentage points.

The average gap nationally between state- and NAEP-reported **math** scores is **31** percentage points.

Dropouts and Poorly Prepared Students Have a Negative Impact on the Economy

Approximately **123,600** students did not graduate from Texas's high schools in 2007; the lost lifetime earnings in Texas for that class of dropouts alone are more than **$32.1 billion**.[12]

Texas would save more than **$1.6 billion** in health care costs over the lifetimes of each class of dropouts had they earned their diplomas.[13]

If Texas's high schools graduated all students ready for college, the state would save almost **$282.4 million** a year in community college remediation costs and lost earnings.[14]

Texas's economy would see a combination of crime-related savings and additional revenue of about **$691 million** each year if the male high school graduation rate increased by just 5%.[15]

All Students Need Access to High-Quality Teachers[16]

96.7% of secondary classes in high-poverty schools in Texas are taught by a highly qualified teacher.

98.7% of secondary classes in low-poverty schools in Texas are taught by a highly qualified teacher.

1. Texas Education Agency 2007
2. United States Department of Education 2007
3. Editorial Projects in Education Research Center 2007
4. Editorial Projects in Education Research Center 2007
5. National Center for Education Statistics 2007
6. Center for Social Organization of Schools, Johns Hopkins University 2007
7. Editorial Projects in Education Research Center 2007
8. National Center for Education Statistics 2007
9. National Center for Education Statistics 2007
10. National Center for Education Accountability 2007
11. National Center for Education Statistics 2006; Texas Education Agency 2006
12. Alliance for Excellent Education 2007
13. Alliance for Excellent Education 2006
14. Alliance for Excellent Education 2006
15. Alliance for Excellent Education 2006
16. Consolidated State Performance Reports 2007

February 2008

ALLIANCE FOR EXCELLENT EDUCATION
1201 Connecticut Avenue, NW · Suite 901 · Washington, DC 20036
T 202 828-0828 · F 202 828-0821 · www.all4ed.org

Potential Economic Impacts of Improved Education on Texas

Approximately one-third of the students who enter ninth grade each year drop out of school; that's over a million each year. Another third of students graduate without the knowledge and skills necessary for success in college or the workplace. These individuals are likely to face serious economic challenges throughout their lives, but the country's low graduation rate also has a negative economic impact on communities, states, and the nation.

To help policymakers and the public understand the extent of the economic costs to society of an educational system that is serving two-thirds of its students poorly, the Alliance for Excellent Education conducted national and state-level analyses of some of the economic and social benefits of increasing high school graduation rates. The Alliance's analyses are based on a number of national research studies and the methodology, along with figures for all fifty states and the District of Columbia, are detailed in a series of briefs available at http://www.all4ed.org/publication_material/issue_policy_briefs. The data and assumptions are not necessarily consistent across different research studies so the figures should not be added together. The "total" economic impact is not a sum of the numbers presented here.

These figures help illustrate the potential economic benefits to individuals and the state of investing in an improved high school system that better prepares all high school students for graduation.

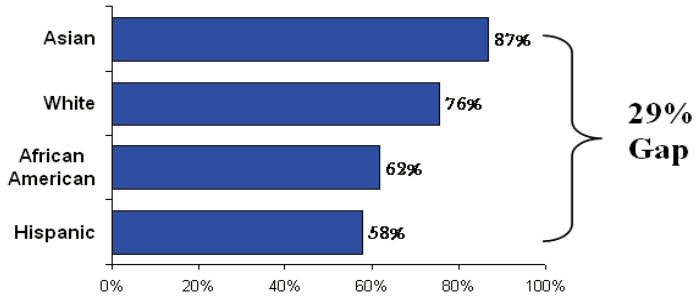
- More than 123,000 students did not graduate from Texas' high schools in 2007; the lost lifetime earnings in Texas for that class of dropouts alone totals more than $32 billion.
- Texas would save more than $1.5 billion in health care costs over the course of the lifetimes of each class of dropouts had they earned their diplomas.
- Texas households would have over $7 billion more in accumulated wealth if all heads of households had graduated from high school.
- More than $46 billion would be added to Texas' economy by 2020 if students of color graduated at the same rate as white students.
- If Texas' high schools graduated all students ready for college, the state would save more than $282 million a year in community college remediation costs and lost earnings.
- Texas' economy would see a combination of savings and revenue of more than $691 million in reduced crime spending and increased earnings each year if the male high school graduation rate increased by just 5 percent.

ALLIANCE FOR EXCELLENT EDUCATION

Understanding High School Graduation Rates in Texas

Graduation rates are a fundamental indicator of whether or not the nation's public school system is doing what it is intended to do: enroll, engage, and educate youth to be productive members of society. In today's increasingly competitive global economy, graduating from high school is more critical than ever to securing a good job and a promising future. Since an estimated 85 percent of today's jobs and almost 90 percent of the fastest-growing high-wage jobs will require some postsecondary education, having a high school diploma and the skills to succeed in college and the workplace are essential. Yet nationally, one-third of our students—about 1.23 million each year—leave high school without a diploma and graduation rates for poor and minority students are even lower. Dropouts earn less and experience a poorer quality of life than those who graduate, but the individuals themselves are not the only ones who suffer; there are significant costs to the communities and states in which they live, as well as to society at large.

Who's Graduating in Texas?



The Importance of Graduation Rates

Only by knowing how well—or how poorly—schools, districts, and states are educating students can the country ensure that every student receives an excellent education. Graduation rates are important indicators of school performance for parents, policymakers, and other concerned members of the community, and they can facilitate the targeting of resources and interventions to low-performing schools. Graduation rates are also a cornerstone of high school accountability. Holding schools, districts, and states responsible for graduation rates helps discourage schools from "pushing out" students who might not score highly on achievement tests.

Cost of Dropouts

Each year nearly 123,600 students in Texas do not graduate with their peers...

- Dropouts from the class of 2007 **cost the state more than $32.1 billion** in lost wages, taxes, and productivity over their lifetimes.
- If Texas's likely dropouts from the class of 2006 graduated instead, the state could **save more than $1.6 billion** in Medicaid and expenditures for uninsured care over the course of those young people's lifetimes.
- If Texas's high schools and colleges raise the graduation rates of Hispanic, African-American, and Native-American students to the levels of white students by 2020, the potential increase in personal income would **add more than $46.5 billion** to the state economy.
- Increasing the graduation rate and college matriculation of male students in Texas by only 5 percent could lead to **combined savings and revenue of almost $691 million** each year by reducing crime-related costs.

Misleading Graduation Rates

Unacceptably low graduation rates, particularly among poor and minority children, have been obscured for far too long by inaccurate data, misleading calculations and reporting, and flawed accountability systems at the state and federal levels.

The No Child Left Behind Act of 2002 requires states to use a graduation rate calculation defined as "the percentage of students who graduate from secondary school with a regular diploma in the standard number of years." However, citing a lack of data and capacity, states proposed (and the U.S. Department of Education approved) a range of misleading graduation rate calculations that do not provide the accurate measurement intended by the law and significantly underestimate the number of students dropping out each year.

Over the last few years, independent researchers have confirmed that many more of our nation's youth are dropping out of the education pipeline during high school than had been reported, and have issued estimates that most experts agree are far more accurate than those of official sources. But as a result, state-reported, federally reported, and independently reported rates vary widely—in Texas, for instance, there is as much as a 18 percent difference:

How Many Students Graduate in Texas?

State-Reported for NCLB: 85%
U.S. Dept. of Education: 77%

Independent Source
Education Week: 67%

18% Difference

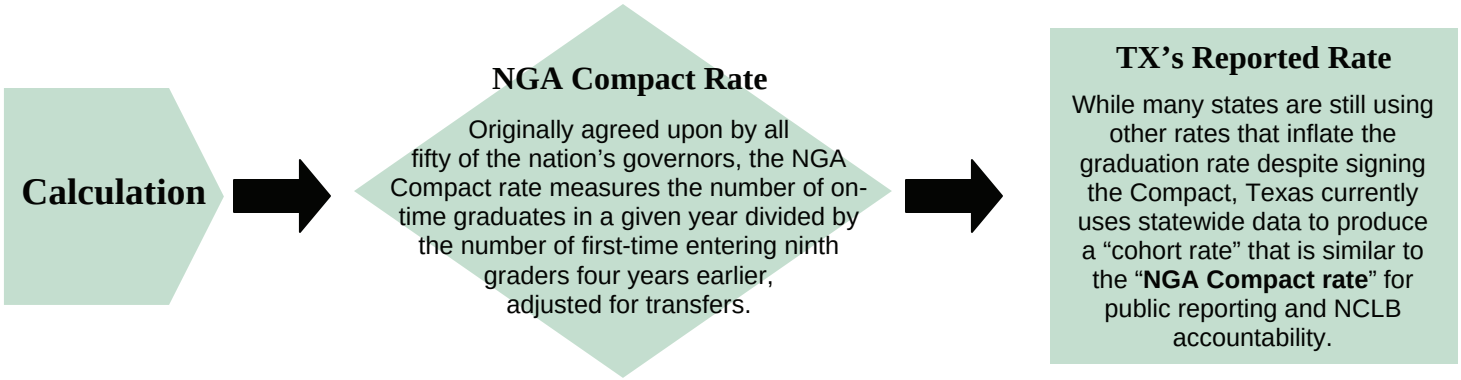
1201 Connecticut Avenue, NW · Suite 901· Washington, DC 20036
Phone 202 828-0828 · Fax 202 828-0821 · www.all4ed.org

Policies Affecting Texas's Graduation Rates

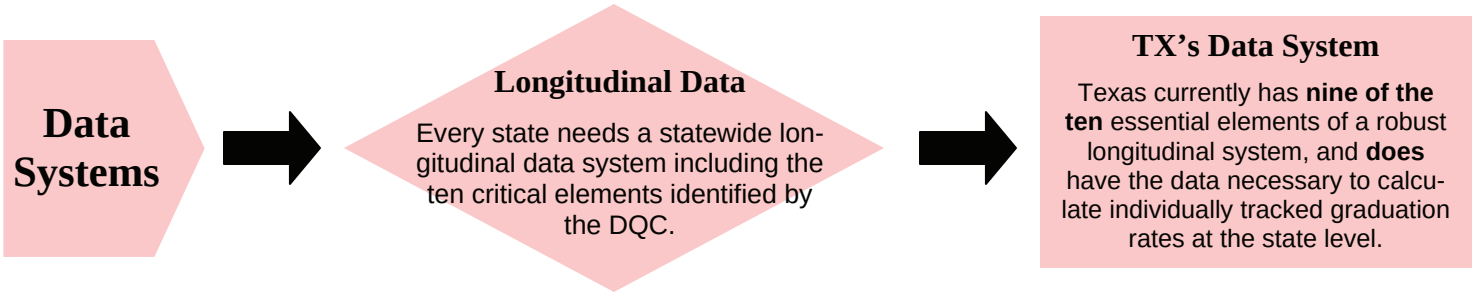
Updated January 2008

While a number of policies affect the comparability of graduation rates from state to state, there are three core areas that are fundamental to calculating and reporting accurate graduation rates:

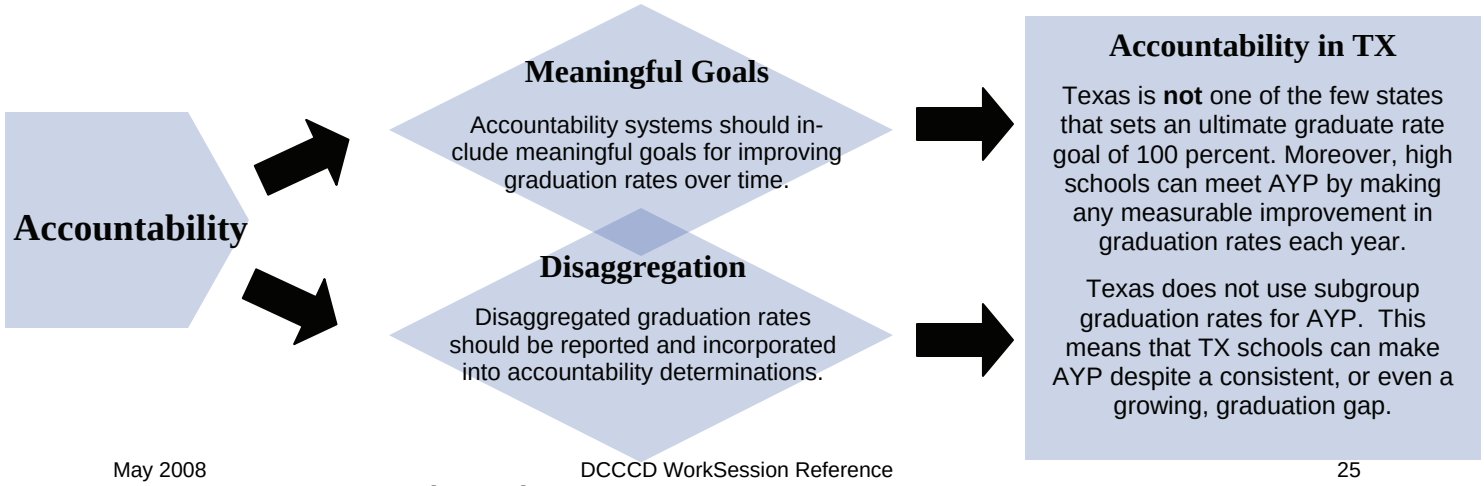
1. Common, accurate **graduation rate calculations** are a critical first step toward understanding and addressing the nation's graduation rate crisis. In 2005, the National Governors Association's Graduation Rate Compact was signed by all fifty of the nation's governors pledging to adopt accurate and consistent measurements for high school graduation.



2. Educators, advocates, and policymakers have increasingly recognized that more (and better) data is necessary to provide accurate graduation rate calculations and improve practice and policy on many levels. Every state needs a high-quality **longitudinal data system** that tracks individual student data from the time a student enters the educational system until he or she leaves it. The Data Quality Campaign (DQC), a national collaborative effort to support and encourage state policy makers to improve the collection, availability, and use of high-quality education data, has identified the ten essential elements of a rigorous, statewide longitudinal data system. Many states, including Texas, are undertaking efforts to build these systems, but few have yet achieved the goal of putting all ten elements in place.



3. **Meaningful accountability:** High schools should be held responsible for improving test scores *and* graduation rates so that low-performing students are not unnecessarily held back or pushed out (that is, in some way encouraged to leave school without a diploma). While NCLB sets a goal of 100 percent proficiency in reading and math by 2014, it does not target an ultimate graduation rate, nor set any corresponding meaningful annual progress goals, and only aggregate (not subgroup) rates are used in the determination of Adequate Yearly Progress (AYP) status. As a result, it is currently up to the states to ensure that schools and districts are held responsible for increasing the graduation rates of all their students.



For access to sources and notes please visit: http://www.all4ed.org/publication_material/understanding_HSgradrates

ABOUT THE CRISIS

ABOUT THE SOLUTIONS

WHAT YOU CAN DO

About the Crisis | About the Solutions | What You Can Do

About the Crisis

Home>About the Crisis

- Students
- Teachers
- Schools
- Impact on American Society

Texas' Ten Largest School Districts

The following chart provides graduation rate calculations for the state's ten largest school districts by enrollment. The chart, which reflects 2001 data, provides an overall graduation rate for the school district and also breaks down graduation rates by student subgroup when available. Please check back in July 2008 for updated district-level information on graduation rates.

For more recent information, access your state's state card or visit the Alliance's promoting power database for information on how well individual high schools graduate their students.

	Enrollment	CPI Graduation Rate (%)*					
		Total	Amer. Indian	Asian	Hispanic	Black	White
Houston ISD	208,462	**40.2**	**--**	**78.1**	**34.7**	**39.5**	**62.3**
Dallas ISD	161,548	**47.9**	**27.2**	**51.8**	**45.8**	**46.3**	**59.3**
Fort Worth ISD	79,661	**42.4**	**25.4**	**56.9**	**35.4**	**42.4**	**55.8**
Austin ISD	77,816	**58.9**	**42.2**	**82.5**	**48.4**	**50.0**	**75.6**
Northside ISD	63,739	**75.2**	**--**	**85.3**	**72.1**	**80.8**	**78.0**
Cypress-Fairbanks ISD	63,497	**86.7**	**--**	**99.2**	**79.5**	**86.9**	**86.3**
El Paso ISD	62,325	**59.0**	**--**	**--**	**56.0**	**58.2**	**70.5**
Arlington ISD	58,866	**55.8**	**22.2**	**83.9**	**40.2**	**49.0**	**62.2**
San Antonio ISD	57,273	**52.0**	**--**	**--**	**51.7**	**49.8**	**60.4**
Fort Bend ISD	53,999	**80.0**	**80.0**	**96.1**	**64.5**	**72.6**	**82.1**

Source: *Who Graduates? Who Doesn't? A Statistical Portrait of Public High School Graduation, Class of 2001*, Urban Institute, February 2004.

---

* According to the Urban Institute, the value of the Cumulative Promotion Index (CPI) indicator "approximates the probability that a student entering the 9th grade will complete high school on time with a regular diploma. It does this by representing high school graduation as a stepwise process composed of three grade-to-grade promotion transitions (9 to 10, 10 to 11, and 11 to 12) in addition to the ultimate high school graduation event (grade 12 to diploma)." The Urban Institute emphasizes that this measure "counts only students receiving regular high school diplomas as graduates," and does not include students who receive a GED. More information on the CPI is available from the Urban Institute.

Alliance for Excellent Education

1201 Connecticut Avenue NW, Suite 901 | Washington, DC 20036 | Phone: 202 828 0828 | Fax: 202 828 0821

© Alliance for Excellent Education

Section III
Knocking at the College Door

Knocking at the College Door
Projections of High School Graduates by State and Race/Ethnicity, 1992-2022

EXECUTIVE SUMMARY

This publication of *Knocking at the College Door* marks the 7th edition of the Western Interstate Commission for Higher Education's projections of high school graduates. It updates forecasts of the number of high school graduates for public and nonpublic schools for the nation, four geographic regions, and all 50 states and the District of Columbia, and also includes projections of public school graduates by race/ethnicity. (In addition, we've posted individual state profiles on our website at www.wiche.edu/policy – follow the links to this publication's web page.) Projections for public school graduates cover the period 2005-06 through 2021-22 in this edition, while actual data are reported for preceding years back to 1991-92. The years of coverage for estimates and projections for nonpublic school graduates differ by state, although projections most commonly begin for that sector in 2002-03. Projections of school enrollments are also included, though they are not the central focus of the publication.

These projections provide a useful indicator of how the supply of high school graduates and the corresponding demand for postsecondary education are expected to change in the years to come. As such, these data have many uses, especially in planning and policymaking in an era when education – and increasingly, postsecondary education – are essential for the success of individuals and society as a whole. These projections offer a view into the future, indicating ways in which the current "system" of education may need to adapt to accommodate rapidly changing demographic conditions. There are two main sets of findings to be drawn from these projections.

Changes in Total Production of High School Graduates

Predicted changes in total production of high school graduates for the nation and individual states account for the first set of findings. The overall demand for education is a central concern for policymakers and for planners at the state, school district, school, and postsecondary institutional levels. Demand helps determine how much space is needed to ensure each student has access to a quality education, both within the K-12 system and at colleges and universities.

Projections indicate that the nation can expect that:

- The rapid and sustained expansion in the number of high school graduates that began in the early 1990s will initially continue.

- This expansion will reach a peak in 2007-08, when total graduates from public and nonpublic schools will exceed 3.34 million.
- The production of high school graduates will slow moderately between 2008-09 and 2014-15.

- After 2007-08 overall production of high school graduates will become much more stable for the foreseeable future than it was during the expansion period, when it was growing by leaps and bounds.

Since the responsibility for providing education largely falls on the states, demographic data at the state level are especially valuable. These projections show that states face very different demographic futures. In terms of total production of high school graduates, states may be categorized into six groups, based on the projected change in high school graduates between the last year for which actual data were available, 2004-05, and a decade later.

- **Dwindling production (losses of 10 percent or more)**: Kansas, Louisiana,[1] Montana, New Hampshire, North Dakota, South Dakota, Vermont, and Wyoming (eight states).

- **Slowing production (losses of between 10 and 5 percent)**: Massachusetts, Michigan, Minnesota, Nebraska, New York, Ohio, Pennsylvania, Rhode Island, West Virginia, and Wisconsin (10 states).

- **Stable production (changes falling between a loss of 5 percent and an increase of 5 percent)**: Alaska, California, Connecticut, Hawaii, Illinois, Iowa, Kentucky, Maine, Maryland, Mississippi, Missouri, New Mexico, Oklahoma, Oregon, South Carolina, Tennessee, and Washington (17 states).

- **Manageable expansion (increases of between 5 and 10 percent)**: Alabama, Colorado, Delaware, District of Columbia, New Jersey, and Virginia (five states plus D.C.).

- **Rapid expansion (increases of between 10 and 20 percent)**: Arkansas, Idaho, Indiana, and North Carolina (four states).

- **Explosive growth (increases greater than 20 percent)**: Arizona, Florida, Georgia, Nevada, Texas, and Utah (six states).

These categories highlight how very different the futures of individual states look. They also show that the bulk of the growth is concentrated in the South and in the West, and especially in states in the lower latitudes of those regions. But this categorization scheme oversimplifies and obscures considerable variation in how individual states' production of high school graduates will change in the time between 2004-05 and 2014-15 and beyond. Individual states' projections are available in the tables in Appendix A.

Escalating Diversification

The second key theme arising out of these projections relates to how the nation and most states are experiencing a shift in the racial/ethnic composition of their populations. In particular, the population of minority groups and especially Hispanics is increasing rapidly, while growth among White non-Hispanics is not projected to keep pace.

Among high school graduates, the story is much the same. The nation and more and more states are closing in on "majority-minority" status relative to public high school graduating classes, in which the number of graduates who are not White non-Hispanic exceeds the number

of graduates who are. Between 2004-05 and 2014-15, WICHE projects that the nation's public high schools will produce:

- Almost 207,000 more Hispanic graduates (an increase of 54 percent).
- Nearly 46,000 more Asian/Pacific Islander graduates (an increase of 32 percent).
- About 12,000 more Black non-Hispanic graduates (an increase of 3 percent).
- About 2,000 more American Indian/Alaska Native graduates (an increase of 7 percent).
- Nearly 197,000 fewer White non-Hispanic graduates (a decline of 11 percent).

These data show that minorities account for all the growth in the our public high schools' production of graduates.[2] Especially noteworthy is that the projected increase in Hispanic graduates alone more than offsets the decrease in White non-Hispanic graduates. In fact, if minority students completed high school at the same rate that White non-Hispanic students do, this shift would be even more dramatic.

Clearly, the composition of our schools is changing. State policymakers and officials in school districts, K-12 schools, and postsecondary institutions need to be aware of these changes and how they might impact curriculum and preparation, the demand for support services, the demand for postsecondary education, affordability, and other issues.

The national trends are playing out in many states as well. The number of Hispanic graduates from public schools is expected to rise in all states except Hawaii by 2014-15, with the largest increases in the southern parts of the West and the South. In percentage terms, however, states all over the country will need to educate substantially more Hispanic students – and will be producing more Hispanic graduates – than they did previously. And Hispanics are not the only group that can expect to grow: the number of Asian/Pacific Islander graduates will climb in virtually all states, with rapid growth rates seen in many of them. Conversely, by 2014-15 only six states will graduate more White non-Hispanic students than they did in 2004-05, while the majority of states outside the South can expect average annual declines in their production of White non-Hispanic graduates. Appendix A contains detailed tables for each state, including actual and projected data for graduates by race/ethnicity.

How These Data Might Be Used

Demographic data such as these projections are vital to crafting effective policy solutions to the challenge of providing high-quality educational opportunities to all students. One of the most important implications that arises from these projections is that the stark differences in individual states' overall production of high school graduates present entirely different challenges to educational planners and policymakers and necessitate carefully tailored policy approaches. In other words, states, school districts, schools, and postsecondary institutions should carefully examine demographic data and projections such as these before adopting any policy solution (especially a policy enacted by one of its counterparts), to ensure that it fits its own needs and conditions.

Beyond that, these data have many potential uses for a variety of audiences. A few examples of how they might be effectively employed follow.

- *State policymakers* may use the projections to adjust accountability schemes, to give schools, school districts, and postsecondary institutions incentives to reach out to and serve traditionally underrepresented student populations more effectively. In states anticipating a large expansion of high school graduates, for example, policymakers may

use the projections to estimate the scope of the capacity challenge ahead of them and to craft solutions that leverage proven technology to deliver education more efficiently. Policymakers in states expecting a downturn may rely on the projections to implement changes in the nonresident tuition rate for their postsecondary institutions, as one way to appeal to neighboring states with a surplus of graduates; or they may use them as a rationale for committing more resources to programs, like WICHE's Western Undergraduate Exchange (http://wue.wiche.edu), that help facilitate student mobility across state lines.

- Given the rapid increase in the number of traditionally underrepresented students, combined with projected stagnation in the supply of high school graduates, *college presidents* may respond by adjusting the ways in which they reach out to minority students and adults. Such adjustments may influence the curricula, as well as the times when and the locations where courses are taught; or they may affect institutional tuition and financial aid policies.

- *Researchers* can employ the data to forecast additional data points of use to public policymakers. They may also make the data a central element of an argument for increased attention to issues of postsecondary access, success, and equity.

These projections indicate that our nation's schools have big but varied challenges ahead of them. Those challenges are about assuring adequate capacity, preserving or enhancing educational quality, and responding to rapidly changing student bodies. The 50 states' educational policies will have a crucial effect on how well schools are able to respond to those challenges. Our ability to meet these challenges will go a long way in determining whether all individuals have an equal opportunity to obtain a good education, get a decent job, and be productive contributors to our society and economy. It will also play a pivotal role in whether our states and our nation can remain competitive in a global, knowledge-based economy that is dependent upon our improving the educational attainment levels of all citizens, including those minority populations that are clearly growing the fastest in our society.

Endnotes

[1] Louisiana's projections were substantially influenced by the aftermath of Hurricane Katrina. More information and analysis on how the state's projections were affected is available in Chapter 4.

[2] A complete picture of the racial/ethnic composition of the high school graduate cohort is not possible because data on race/ethnicity are insufficient for nonpublic schools and homeschools, although public schools account for a large majority of enrollments nationally.

WICHE

Western Interstate Commission for Higher Education

3035 Center Green Drive • Suite 200

Boulder, Colorado 80301-2204

303.541.0200

www.wiche.edu

The Western Interstate Commission for Higher Education (WICHE) is an interstate compact created by formal legislative action of the states and the U.S. Congress. Its mission is to work collaboratively to expand educational access and excellence for all citizens of the West. Member states are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity was prepared by WICHE's Public Policy and Research unit, which conducts research and policy analysis on current and emerging issues in higher education and communicates this information and analysis to education and government policymakers.

This report is available online at http://www.wiche.edu/policy/Knocking

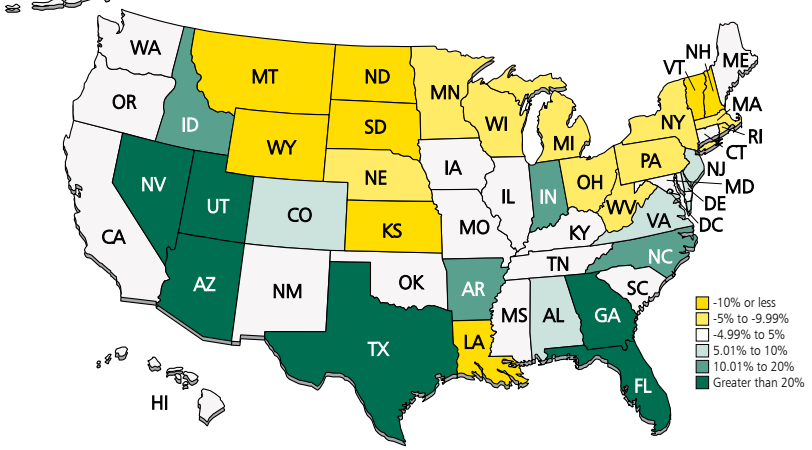
For additional inquiries, please contact the Public Policy and Research unit at 303.541.0269 or publications@wiche.edu.

Knocking at the College Door
Projections of High School Graduates by State and Race/Ethnicity, 1992-2022

TEXAS

At over 3.3 million, the nation's graduating class of 2007-08 is projected to be history's largest. In fact, 2007-08 will mark the last year in an era of continuous growth in the nation's production of high school graduates, a period that reaches back to 1994. Over that time, the number of graduates swelled by 35.7 percent. In 2008-09, however, our country will begin a protracted period during which its production of high school graduates is expected to stagnate, assuming existing patterns persist. The number of graduates nationally will dip slightly over the next several years before growth resumes at a slower pace around 2015. Ultimately, projections indicate that between 2004-05 (the last year of available actual data) and 2021-22, the number of high school graduates will grow by approximately 265,000, or 8.6 percent.

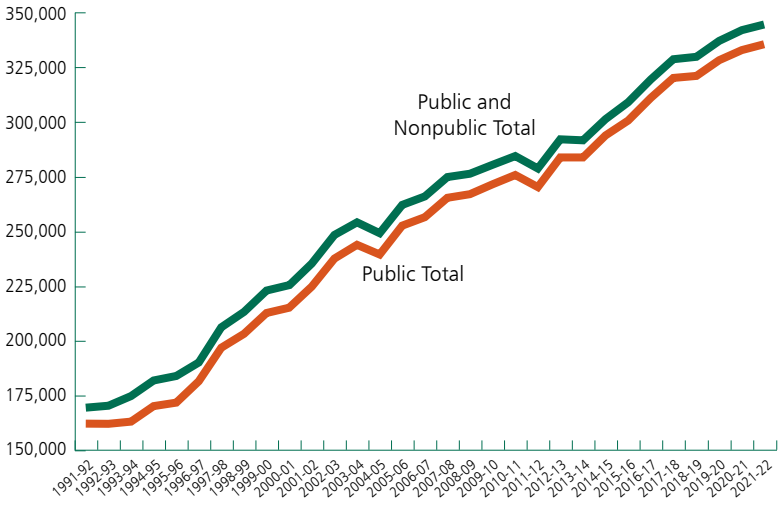
Figure 1. Percent Change in Graduates from Public and Nonpublic High Schools Between 2004-05 and 2014-15



The national data obscure significant variations in this picture at the regional and state levels, however. Regionally, in the decade leading up to 2004-05, the number of high school graduates grew the fastest in the West at 34 percent, with the South growing by 23.5 percent, the Northeast by 20.7 percent, and the Midwest by 14.2 percent. But the regions face very different futures in the years to come. The South will see the most growth in its production of high school graduates, at about 9 percent by 2014-15; and the West's numbers will climb by 7.1 percent. But the number of graduates produced in the Northeast and the Midwest will decline – by 6.1 and 3 percent, respectively.

As with the national view, the regional picture masks considerable variation at the state level (Figure 1). Texas produced nearly 67,400 more graduates in 2004-05 than it did a decade earlier, an increase of 37 percent. Projections indicate that Texas will continue growing rapidly at a pace that exceeds that of nearly every other state. Assuming existing patterns of high school completion and migration continue, the state projects to produce over 52,000 more high school graduates in the decade after 2004-05, an increase of over 20 percent.

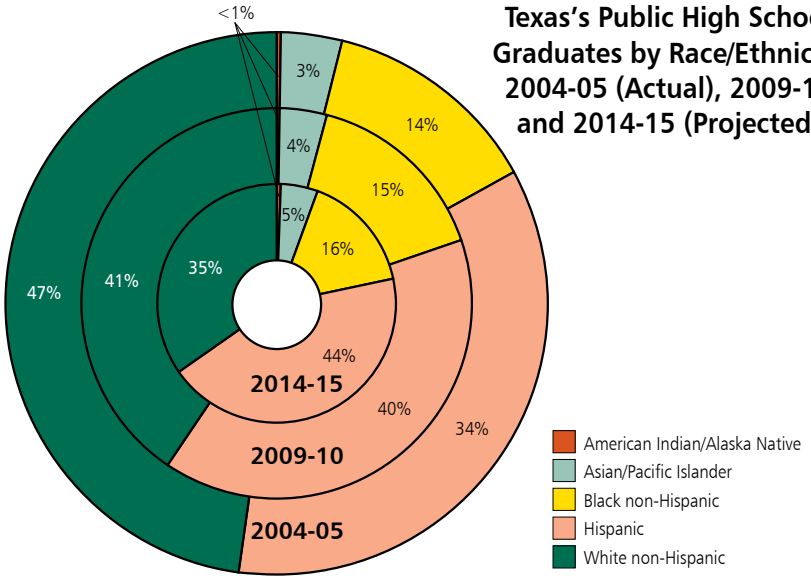
Figure 2. Texas High School Graduates 1991-92 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)



Texas was among the states with extremely rapid growth in its production of high school graduates between 1991-92 and 2004-05, the most recent year of actual data from public schools (Figure 2). In 2004-05, 239,717 students graduated from public high schools in the state, 77,447 more graduates than were produced in 1991-92, representing growth of 47.7 percent. Nonpublic schools in the state added an estimated 9,800 graduates in 2004-05, which was about 2,300 more than graduated in 1991-92. However, projections indicate production of nonpublic graduates will decrease in the years ahead.

Unlike much of the rest of the nation, Texas is not projected to see its rapid growth in the production of high school graduates stagnate or decline. Instead, the state's growth curve is expected to continue mostly uninterrupted throughout the projected period, and there appears to be no end in sight. The rapid increases will likely strain the state's capacity to provide equal opportunity to education, especially at the postsecondary level.

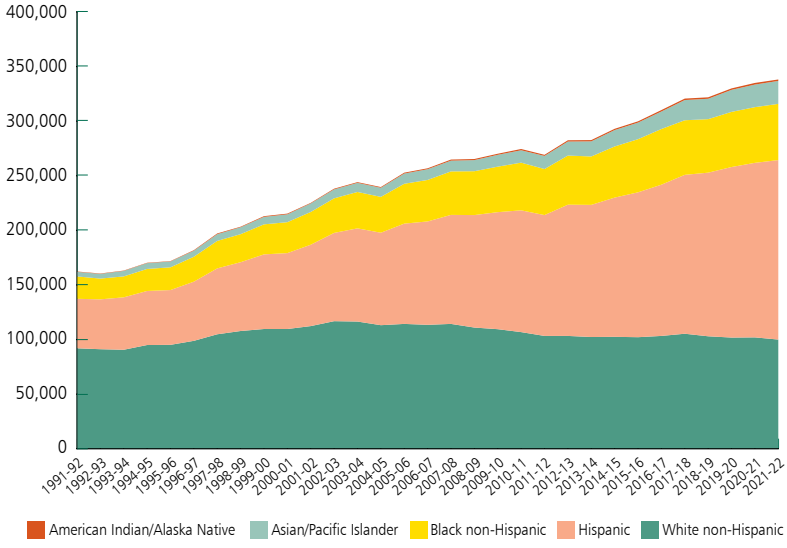
Figure 3. Composition of Texas's Public High School Graduates by Race/Ethnicity 2004-05 (Actual), 2009-10 and 2014-15 (Projected)



The racial/ethnic composition of Texas's public high school graduating classes will continue to show substantial diversification over the coming decade and beyond (Figure 3). Already a state where the public high school graduating class was "majority-minority" (where minority graduates outnumber White non-Hispanic graduates) in 1994-95, the state will see the proportion of graduates who are from minority backgrounds continue to climb. In 1994-95, White non-Hispanics accounted for 55.8 percent of the graduates from public high schools. A decade later, that proportion had dropped to 47.2 percent. By 2014-15, it will reach 35 percent. Assuming no changes in existing trends, Hispanics are projected to overtake White non-Hispanics as the single largest group in the public high schools' graduating class in 2010-11.

These changes are roughly comparable to the experience of states all over the country. Although the magnitude may differ substantially, the nation as a whole is undergoing sweeping changes in the racial/ethnic composition of its population. In Texas, as in other states, the big changes are the result of rapid growth in the number of Hispanic high school students and graduates, coupled with decreases in the number of White non-Hispanics. While international immigration has contributed to the growth of the Hispanic population, signs of the continuing demographic shift are evident in data showing a dramatic increase in the number of Hispanic births, which is due in part to a higher fertility rate among Hispanic women.

Figure 4. Texas High School Graduates by Race/Ethnicity 1991-92 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)



Hispanic graduates from public schools in Texas numbered 84,566 in 2004-05, but within a decade they are projected to number more than 127,500, an increase of greater than 50 percent (Figure 4). This is not even the fastest rate of growth among racial/ethnic groups in Texas. The number of Asian/Pacific Islander graduates is projected to climb by 78 percent; and the number of American Indian/Alaska Native graduates is projected to grow by more than 65 percent over the same period. But because the totals of these groups in 2004-05 were relatively low, at 8,363 and 764 graduates, respectively, their growth, though explosive, does not have as significant an impact as that of the Hispanic population. Black non-Hispanic growth will also be rapid, as the number of graduates from that group is projected to climb by 43 percent above its 2004-05 level of 32,811. Meanwhile, White non-Hispanics will likely see substantial decreases in their numbers over the same timeframe, with projections showing a drop-off from 113,213 in 2004-05 to about 102,400 in 2014-15, a 9.5 percent decline.

For more information, contact: Dolores Mize, Vice President, Public Policy and Research, 303.541.0221, dmize@wiche.edu; or Brian Prescott, Senior Research Analyst, Public Policy and Research, 303.541.0255, bprescott@wiche.edu.
To view the full publication or to place an order for a bound copy, visit our website at www.wiche.edu/policy.

with support from ACT™ CollegeBoard

TEXAS

Public and Nonpublic High School Graduates
1991-92 through 2004-05 (actual), 2005-06 through 2021-22 (projected)

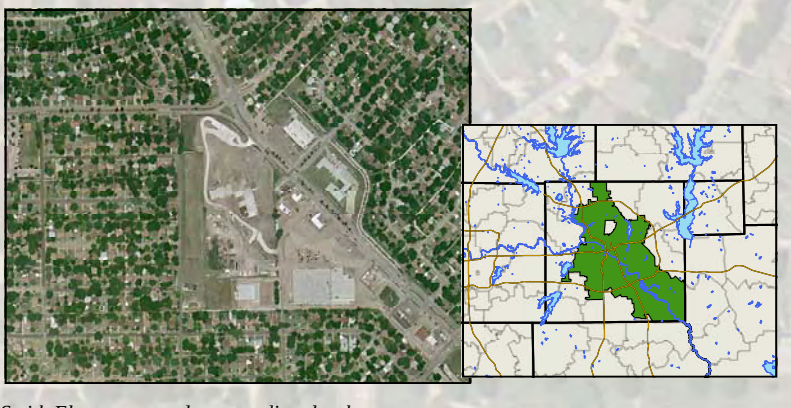
	PUBLIC BY RACE/ETHNICITY								
	TOTAL	American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic	PUBLIC TOTAL	NON-PUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
1991-92	162,270	273	4,233	20,486	45,257	92,021	162,270	7,521	169,791
1992-93	160,546	323	4,401	19,068	45,513	91,241	162,270	8,300	170,570
1993-94	163,191	341	5,023	19,224	47,892	90,711	163,191	11,774	174,965
1994-95	170,322	400	5,189	20,286	49,375	95,072	170,322	11,819	182,141
1995-96	171,844	409	5,339	20,829	50,041	95,226	171,844	12,380	184,224
1996-97	181,794	429	5,526	22,840	54,131	98,868	181,794	8,729	190,523
1997-98	197,186	604	6,263	25,165	60,362	104,792	197,186	9,359	206,545
1998-99	203,393	486	6,340	25,708	63,082	107,777	203,393	9,988	213,381
1999-00	212,925	521	6,862	27,507	68,314	109,721	212,925	10,244	223,169
2000-01	215,316	574	7,218	28,295	69,595	109,634	215,316	10,500	225,816
2001-02	225,167	578	7,707	30,030	74,466	112,386	225,167	10,591	235,758
2002-03	238,111	670	8,045	31,801	80,777	116,818	238,111	10,682	248,793
2003-04	244,167	739	8,304	33,213	85,412	116,499	244,165	10,290	254,455
2004-05	239,717	764	8,363	32,811	84,566	113,213	239,717	9,797	249,514
2005-06	252,767	836	9,242	36,548	91,732	114,409	252,810	9,724	262,534
2006-07	256,829	908	9,672	38,134	94,564	113,551	256,959	9,577	266,536
2007-08	264,875	1,019	9,904	39,847	99,741	114,364	265,566	9,524	275,090
2008-09	265,362	1,015	10,200	40,174	102,935	111,038	267,511	9,310	276,821
2009-10	270,239	1,017	10,852	41,777	107,074	109,520	271,900	8,902	280,802
2010-11	274,478	1,080	11,366	43,649	111,551	106,833	276,131	8,673	284,804
2011-12	269,228	1,038	12,016	42,156	110,711	103,307	270,657	8,472	279,129
2012-13	282,537	1,243	12,838	44,931	120,160	103,365	284,256	8,158	292,415
2013-14	282,675	1,163	13,874	44,353	120,971	102,313	284,202	7,824	292,025
2014-15	293,045	1,262	14,892	46,925	127,524	102,442	294,371	7,411	301,783
2015-16	299,847	1,237	15,175	48,643	132,571	102,221	301,202	8,310	309,512
2016-17	310,153	1,292	16,023	50,997	138,526	103,315	311,330	8,518	319,849
2017-18	320,676	1,293	18,469	50,118	145,492	105,305	320,516	8,760	329,275
2018-19	321,865	1,319	18,633	49,142	149,803	102,968	321,463	8,709	330,172
2019-20	330,060	1,320	20,248	50,568	156,043	101,881	328,548	8,859	337,406
2020-21	334,965	1,421	20,720	50,951	159,858	102,015	333,245	9,062	342,307
2021-22	338,181	1,315	21,069	51,460	164,269	100,068	335,912	9,133	345,046

Source: Western Interstate Commission for Higher Education, 2008.

Notes: The "Race/Ethnicity Total" column equals the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Detailed, state specific notes concerning these tables can be found in Appendix B.

Actual
Projected

Section IV
Dallas Independent School District: Demographic Update



Smith Elementary and surrounding development

Population and Survey Analysts
303 Anderson St.
College Station, TX 77840
ph. 979.693.8962
fax 979.696.6746
www.pasademographics.com

DALLAS

INDEPENDENT SCHOOL DISTRICT

Addison Balch Springs Carrollton Cockrell Hill Combine Dallas DeSoto Farmers Branch Hutchins Lancaster Mesquite Seagoville Wilmer

Dallas County

Demographic Update

Projections of Housing Occupancies by Planning Unit, Districtwide Student Projections, Ratios of Students per Household, and Long Range Planning

May 2007

EXECUTIVE SUMMARY

Demographic Update for Dallas I.S.D.

Schools in Dallas I.S.D. are in transition from a mid-20th Century residential city of neighborhoods to a new environment that is:

(1) an urban center relying more on toll roads and rapid transit for ease of access to and from the City's core;

(2) a City more oriented to immigrants, and with a more diverse population;

(3) a City with a more urbane mixture of housing, retail, office, and entertainment land uses;

(4) a school district with a changing mix of residential uses, with some older apartments (18,000-22,000 units) being torn down for new townhomes, condos, and other land uses; and

(5) importantly for D.I.S.D., a setting likely to be increasingly comprised of adults.

In this evolving environment, there will be an increasingly urban school district which will serve a more diverse, but shrinking, school population. The challenge of Dallas I.S.D. is to nurture a large (perhaps 30%) immigrant, 80% impoverished, 90% minority student population to become the talent pool for a 21st Century city with international influence and national leadership. Most critical for D.I.S.D. is the goal to create a talent pool of workers oriented to information age jobs.

Summary of PASA Process and Approaches

PASA uses many different techniques to gather data and to assess the expected change in student population to be expected over the next 10 years. PASA staff members spent months in the District, assessing each existing subdivision for regeneration and each undeveloped parcel of land for residential development potential. GIS staff members created, with the help of Dallas I.S.D. staff members, a very current, up-to-date GIS map, including an aerial image, existing and planned subdivisions and apartments, TIF Districts, and roadways. Demographic team members met with commercial brokers, developers,

landowners, land planners, city and county officials, and others, to understand potential plans for tear-downs and for new construction of residential units.

PASA staff members are constantly monitoring economic trends and projected changes in employment, within the District, the State of Texas, the U.S., and the world. This data is overlaid with the housing data to provide an economic "umbrella" for school district growth.

Understanding the residential landscape throughout the next ten years is only part of the picture, however. PASA contracted with Martin Burrell of The Burrell Group to gather data regarding the ratios of students per household for existing subdivisions and each apartment complex. This allows PASA staff members to understand the resultant student gain or loss that might be expected as a result in changes in the numbers and types of residential units available within the District.

Also important is to understand the locations of the current student population. Dallas I.S.D. staff members routinely geo-code the student populations by using ArcMap to assign a latitude and longitude coordinate for each student. PASA staff then aggregated the student population into planning units (Census block groups, subdivided where necessary) and attendance zones. This allowed PASA staff to join the projected student data to the current student population -- to create the number of projected students, by grade group, and by planning unit for each of the ten years of the projection period.

This data shows only the geo-coded student population, and Dallas I.S.D. has a very large number of students who transfer from facility to facility. These transfer numbers change as facilities and special program changes occur, so the PASA projections show the geo-coded student population. PASA has analyzed the numbers of students who transfer between campuses and has included this data as well, to provide an accurate short-term picture of the expected student enrollment for each facility.

The projected students per planning unit were aggregated into the current attendance zones, and these figures were then compared to the existing population of the facilities throughout the District. In this way, a long range facilities plan began to take shape, and various areas began to show excess capacity available, while other projected student populations were expected to exceed their capacities. Comparing the student population to available capacity allows PASA to make recommendations about how to maximize the utilization of each facility, thus giving the District the ability to cost-effectively run each facility, but also maintaining maximum student stability per attendance zone.

Summary of Housing Trends

Dallas I.S.D. is experiencing a convergence of influences that are dramatically impacting the schools and the City. An unprecedented renewal, fueled by a Comprehensive Plan for Dallas, the economic power of international investment, and the active and proposed TIF Districts are changing the City in significant ways. The period of transition as these improvements are implemented will offer challenges in planning for students. Enrollment shifts have more impact when they effect a large percentage of a school's population in specific areas (or specific attendance zones) and, especially, when the changes occur quickly. Since more than 20% (and up to 26%) of Dallas I.S.D. students live in apartments, the replacement of older apartments (for other land uses) dramatically reduces student enrollment. Likewise, areas receiving the transferring students may also receive large numbers of students. This is evident as one sees the crowded schools, requests for additional portable classrooms, and new schools in the receiving areas.

There are 981known multi-family complexes within Dallas I.S.D. -- and 67of these apartment facilities alone have almost 10,000 students. Another 100 apartments have almost 7,600 students. Many of these are new, tax-credit apartments; however, many are older apartments likely to be candidates for demolition and replacement. As close-in neighborhoods are revitalized, these buildings are increasingly likely to be replaced by townhomes, condominiums, and mixed-use development all of which are less likely to have students. This especially impacts the schools in Administrative Areas 3 and 4, as has already been observed in the Conrad and North Dallas High School attendance zones. Other concentrations of students in apartments are likely to affect other parts of the District, and will translate into fewer students in these administrative areas.

For example, Conrad High School catchment area has 10 planning units with more than 300 students in each, almost exclusively apartment dwellers. The Adams High School area will be impacted if the 11 planning units housing nearly 8,000 students encounter the same level of re-development. This research may permit close monitoring of development efforts so the schools may plan for the significant student shifts that are occurring and will continue.

With the limited availability of affordable housing and the desire of many families to own single-family houses, a number of families (displaced by re-development) will seek single-family housing if possible. For many of these households, this move may be outside Dallas I.S.D.. Others may relocate to East Dallas, especially the southern part along US-175 and south of I-30.

TIF Districts

The importance of the TIF Districts cannot be overemphasized. In addition to the projects within the TIFs, other development of adjacent properties is revitalizing large segments of Dallas. The newer Grand Park South and Cedars TIFs hold great promise for significant new housing in areas of the City with great need for affordable housing. In the Cedars plan, 700 residential units are included; in Grand Park South, 1,755 residential units are planned. These plans will affect schools because these housing units will be additional housing, not replacing existing units. At least 20% will be affordable housing. Both of these areas will encounter increased enrollments over the ten years of this report.

Adamson High School area has already experienced renewal as part of the Oak Cliff Gateway TIF. Much of the re-development will have townhouses or apartments and will generate few students. The three areas of Dallas most significantly impacted by the TIF districts are Conrad High School area, Madison High School area, and the North Dallas High School area. There are currently 1,451 students residing in the TIF boundaries of Vickery Meadow and Skillman Corridor. The nearby 70-acre Valencia project will replace 2,500 aging apartments, which will result in a loss of students in the Conrad catchment area.

The Madison High School area is affected by the Cedars, Farmers Market, Deep Ellum, and Grand Park South TIF Districts. A total of 812 students live in the boundaries of those TIFs and could be affected as development occurs. Of the 812 students, 722 live in the Cedars or Grand Park South TIF boundaries. The trend has been for student concentration to decline as the housing is renewed and upgraded. There are only 49 students living in the City Center or Downtown Connection TIFs.

The North Dallas High School area includes all or portions of eight TIF districts. A total of 1,410 students currently reside within the boundaries of these TIFs: 393 in the City Place TIF and 746 in the Southwest Medical TIF. It is expected that these two TIFs will develop extensively in the next five years with a reduction in the number of students. Both areas are experiencing older, single-family houses replaced by condominiums, apartments or townhouses. Replacement households are less likely to have many students. This study found fewer than .01 students per housing unit in replacement housing in the North Dallas area.

The Skillman TIF District impacts both the Conrad High School area of Dallas I.S.D. and the Richardson I.S.D.. The first two catalyst projects within Dallas I.S.D. are the Medallion Retail Center and the Timbercreek Mixed Use project. Should renovation of adjacent properties occur, there are large concentrations of students within two blocks of each project. Many of the apartments were identified as pre-1985 construction, rent below $.75 sq ft, or occupancy rate below 80%. Though there are 683 students residing within the Skillman Corridor TIF, replacement housing will likely contain fewer students. The ratio for

replacement housing is projected to be approximately .05 students per housing unit.

Development of new housing is predominantly condominiums, townhomes, and mixed-use developments and is occurring largely in close-in communities. The single-family development, especially below $200,000 is found in East Dallas and West Dallas. Much of the large development in the Southwest, however, is outside the District.

TIF Districts are the key implementation tool of the ForwardDallas! Comprehensive Plan. The City is undergoing tremendous renewal that affects transit, public space, historical preservation, and quality of housing. The transition period is acutely difficult for planning purposes for the school district. Nonetheless, the outcome for the greater good will outweigh the challenges to planning and the inconveniences required by change.

Three high school attendance zones are most affected by TIF districts: Conrad, Madison and North Dallas. The schools throughout this area may encounter both immediate and long-term changes in enrollment. Other areas such as Hillcrest and Adamson areas will also be affected by new developments brought about by this unique and highly effective urban renewal.

There are few Texas districts that undergo the dramatic changes that the Dallas I.S.D. is experiencing. Beyond the usual challenges of achievement, budgets and facilities, this district faces enormous shifts in population, increases in the Southern portion of the District and declines in the Northern sectors. The composition of the student population will change due to the implementation of changing land uses encourage by the TIFs. The use of good data to show the student enrollment impacts of these TIFs will allow D.I.S.D. to make sound facility and other long-term decisions. It is hoped that this study will assist the District in meeting its future planning needs.

Dallas Area Rapid Transit

The last major factor changing Dallas is the developing DART Light Rail. By planning TIF districts along rapid rail development, efforts are leveraged to stimulate housing development, provide public transportation to employment centers, and encourage neighborhood revitalization. Proposed additional TIF Districts along Fort Worth Avenue or the Westmoreland DART station are examples of this. Heretofore, this development has held relatively low students per household.

Other Residential Impacts

Beyond the public initiatives and the private partnerships that have prompted the renewed growth in Dallas, the housing market has afforded home ownership to record numbers each year. The current slowdown, especially as it affects the new homes valued below $200,000, will curtail this movement. Estimates for housing in this report are admittedly conservative and are based on extensive interviews with realtors, builders, and developers, as well as City officials. There are several small builders and non-profit firms among single-family homebuilders in both East and West Dallas.

These homebuilding entities, as well as Habitat for Humanity, benefit from the Land Grant Program that is releasing lots throughout the City. Over time, this may be the most significant factor contributing to a safe, affordable home ownership -- through infill. This is another example of the forward thinking of Dallas and the comprehensive planning that is benefiting its citizens. Though these initiatives are small individually, they will upgrade housing throughout the City.

Summary of Housing Growth and Decline For Six Administrative Areas within D.I.S.D.

Housing starts offer substantive predictions for the near future student enrollment increases.

Area 1 has a total of 4,366 new housing units projected over the next ten years, with 3,469 of these expected to be built and newly occupied between 2007-2011. The price point of single-family housing in Area 1 will impact elementary schools immediately and more dramatically than secondary schools.

Area 2 is projected to have1,010 new housing units occupied, with 940 in the first five years (2007-2011).

Area 3 is expected to have a total of 13,979 net new housing units, but that total includes 8,377 teardowns and 13,979 gained through new housing unit construction.

Area 4 should have a total gain of 12,660 new housing units. At the same time, there will be a loss of 8,809 units, for a net increase of 3,851housing units. The impact on student populations will be great during the demolition time periods.

Area 5 is expected to have an increase of 3,919 total new housing units, with no demolitions. And, 1,462 of the new housing units will likely occur during the next five years.

Area 6 is projected to have a net 1,163 increase in housing, with 13,966 gained and 3,822 torn down during the 2007-2011 time frame, and another 5,005 added between 2012 and 2016, with an approximate 3,842 units town down..

The numbers of units town down or added to existing housing stock could change during each subsequent five-year period, based on market factors and plans for implementing the TIFs and other political and economic changes.

Administrative Area 1 has numerous apartment complexes that are funded by tax-assisted entities. Since these complexes are as large as 280 units apiece (and typically include two, three and four bedroom units), the impact upon the schools has been very significant. Also, the existing units should continue to gain more students – especially where the complexes are still under three years old. It should be noted that these apartments have a residence activity coordinator who holds after-school tutoring for the children. Several of the apartment managers who were interviewed reported they go to the elementary schools and ask for teacher suggestions for their complex's students.

Again, significant pressure was noted on the real estate market below $150,000. Should this market falter, it will affect East Dallas, West Dallas and South Dallas. Repossessions have increased; sales have slowed in this market. Builders have dropped options to purchase land. Some subdivisions have slowed development. This will impact the real estate market and affect the school plans based on demographic changes. The number of housing starts in this report has taken into consideration the slowdown, and estimates are conservative. If anything, they may underestimate growth.

Of the large-volume Dallas/Fort Worth builders, most are building in the suburban districts surrounding Dallas I.S.D.. However, condos, townhouses and mixed-use building were notable near downtown Dallas, in Uptown, Oak Lawn, most TIF zones, and the Lakewood area. The catchment areas of Adams, Conrad, and North Dallas High Schools are dramatically affected by the revitalization of Dallas housing. Of the available housing on the market at the close of 2006 in Dallas I.S.D., approximately 77%-78% were condos and townhouses, especially close-in developments. Large condo/mixed-use conversions contributed to this. Large developments are replacing 2,500 older apartments with new housing, frequently with greater density and substantially greater costs. In each development, the upscale housing is forecasted to contain fewer students. The student ratio is near zero in high-rise condominiums.

Area 1 is impacted by developments along SH 175, I-20, Military Parkway and Scyene Road. Both single family and apartment growth are notable. One development, Sandyland Estates, just N of I-20 will have approximately 100 houses a year until build out, with a total of more than 400 lots. Shady Oaks, near Seagoville High School, will have a potential for over 430 homes. There are available parcels of land to replicate such development in several parts of Area 1.

Administrative Area 2 includes the attendance zones for Smith High School, Roosevelt High School, Madison High School, and Lincoln High School. *Administratively, this area includes the Townview Center magnet programs, the Lincoln Humanities and Communication Magnet High School and the Irma Lerma Rangel Young Women's Leadership School. This area also includes the former Wilmer-Hutchins I.S.D.*

Comparatively, few new single-family developments are underway. The new housing has frequently been tax-assisted apartment complexes. Subdivisions build out more slowly than other areas. Builders stated problems in loan qualifications for buyers and a grave problem with theft on construction sites. Lincoln attendance zone was noted for the high percentage of boarded- up, abandoned houses. Though re-development may be planned, it was not yet evident except in the tax-assisted apartments.

The Wilmer-Hutchins area had significant development of industrial property related to the Southport Industrial Park or the transportation-related industries near the Inland Port; nonetheless, there was very limited development of housing. One MHP has room for expansion; two subdivisions have vacant, developed lots. There are large parcels of undeveloped land in South Dallas; some as large as 250 acres. In the distant future, this may be an area of expansion that is not currently visible.

Administrative Area 3 includes areas of great change: Adams, North Dallas, and Wilson High Schools. The thousands of apartments underway in North Dallas contain fewer than .1 students per household. The re-development in Wilson also is higher density but far fewer students. Adams High School contains mature subdivisions that have declining student population as the families grow up. The large number of apartments in Adams are concentrated in just a few areas. Many of these apartments will be replaced within the ten years of this study, and this will cause a significant impact on the current student population counts. The impact will be similar to the current effect upon the Conrad High School area. Again, the trend is significant re-development with higher quality housing attracting households with far fewer students in Dallas I.S.D..

Administrative Area 4 includes the White, Hillcrest, Jefferson, and Conrad attendance zones. Much of the single-family housing in this area is undergoing rapid changes, where the 30-40 year old homes are being torn down and replaced with multi-million dollar homes. Most of the changes expected to occur in the White, Hillcrest and Jefferson areas come from that phenomenon, with very little multi-family development expected in the area due to the lack of availability of land. In some portions of the White attendance zone, there has recently been a trend toward increasing student ratios in the existing apartment units – a trend that might very well continue. Few of the apartments in this area are projected to be torn down during the next ten years. In the Hillcrest

attendance zone, Prestonville, Edgemere Ph. II, the Sorrento, and the Plaza at Bachman Creek are all adding multi-family units in the next five years.

Conrad High School attendance zone is the area currently most impacted by urban renewal. Both private initiatives such as the Valencia Project and the Skillman TIF District projects will achieve renewal through replacement of commercial and residential units. The older apartments being replaced contained significant numbers of students in this attendance area where more than 80% of students reside in multi-family housing. The replacement apartments will be less likely to have students, will be more expensive. The overall effect upon the school district is reduction in students which began in 2006-07 and will be most significant during the 2007-2011 time frame. Schools in this area include several that are new, in excellent condition, and will serve the D.I.S.D. for many years.

Administrative Area 5 includes Carter, Kimball, and South Oak Cliff High School attendance zones. This region has areas of predominantly single-family housing. Though there are several active subdivisions, pressure on real estate and mortgages below $200,000 will have an impact on growth in the immediate future. Approximately 1,300 new housing starts are projected over the 2007-2011 time frame with the majority being single-family homes.

There are no TIF Districts known at this time; however, significant development may be expected around the University of North Texas campus. A second area which could have major development is the Mountain Creek Business Park.

The lower price points of some subdivisions attract young families who tend to have children of school age. At this time, in Administrative Area 5, there are schools that exceed capacity and rely on many portable buildings for additional classrooms, but there are also many schools well below capacity.

Administrative Area 6 in West Dallas includes Sunset, Pinkston, Molina and Adamson High School zones. There are comparatively few new subdivisions underway. Small subdivisions of 9-30 homes are most likely in this area. Pinkston is affected by a large number of public housing units and tax-credit apartments with a large proportion of students. A TIF zone is under consideration for the Westmoreland Station area and Fort Worth Avenue. Both would contribute to the regeneration of the area. The mature subdivisions have seen little change; however, as they approach generational transition, the new owners will have more young children in school. The currently large number of portable classrooms is evidence of this recent trend and should portend its future as well.

Differences in PASA Projections, ForwardDallas!, and NCTCOG

Many residents in the D.I.S.D. area are familiar with the ForwardDallas! initiative and also with the projections that are periodically prepared by the North Central Texas Council of Governments.

The initiatives put in place by ForwardDallas! are aimed at re-development of the City. Typically, this type of development will replace older, often lower-income, housing with newer units that have higher price points and fewer students per household. As an area is redeveloped, it will be necessary to tear-down the existing housing units in the short-term in order to make way for the new development that will hopefully take place by 2030.

This Demographic Study addresses only D.I.S.D. student population, and only looks forward 10 years. This next 10 years includes the timeframe where much of the demolition of existing housing units is expected to occur. That will result in student decline in the short-term. And, as mentioned previously, most of the new housing will have very few D.I.S.D. students in it, so this decline is likely to be maintained for some time. It is also important to bear in mind when comparing the ForwardDallas! projections or the NCTCOG projections to those created by PASA that the PASA projections deal only in D.I.S.D. students – not total population, as the other two projection series do.

Summary of Student Ratios

Single-Family

The weighted average ratio of students per household for all of those subdivisions measured was ***0.43***, as shown on the summary page of the first spreadsheet. This means that there is less than ½ a student per occupied housing unit in the school district. The ratio of elementary school students to occupied homes is0 .22, while it is 0.09 for middle school students and 0.12 for high school students.

The subdivisions in Molina High School had the highest average ratios of any high school attendance zone in the District, with more that 1 student per home (1.07) expected in each occupied unit. Hillcrest averaged the lowest ratios in the District, with a 0.09 students per occupied home, while White had ratios averaging 0.20 students per unit.

Multi-Family

The ratios of students per household for occupied units in multi-family complexes also differed widely. The districtwide ratio of students per occupied apartment unit was ***0.29***. This means that there was less than a third of a student per occupied unit. For elementary school students (EE-5th) the ratio was 0.14, for middle school students it was 0.05, and for high school students it was 0.06.

The following complexes had very high ratios of between 1 and 2 students per occupied unit: Casa Blanca II, Casa De Loma, Cedarmont, Cornerstone Chase, Hudson Place, Lakedale, Oak Lawn, Oates Manor, Park Place, Rosemont at Ash Creek, Rosemont of Oak Hollow, Treetop, Willoughby Park, and Woodland City. Murdeaux Villas has the highest ratio of any measured apartment complex in the District, with 2.21 students per occupied unit. There were 120 complexes that had a ratio of 0.00, meaning no students in the complex.

Summary of Districtwide Projections

The City of Dallas has shown a small amount of population growth from 2000-2005 (2%). This rate of growth had declined from the higher 1990-2005 rate of 18%. This population trend is not translating into worker population growth, however.

A shift-share analysis of employment trends is used as a leading indicators model of the competitive advantage that this District has in regard to employment. The spreadsheet on the following pages shows that the overall increase in employment expected between 2005 and 2010 is – 6%. Thus, there should be a just over a one percent decrease in workers who reside in the District – not workers who are actually employed within the District's boundaries – over each of the next five years. That rate is projected to decrease slightly between 2010 and 2015, where the overall decrease is expected to be 4%, or just under 1 percent per year.

The employment projections for Dallas I.S.D. would suggest that the local area will continue to lose employees who live in the District at approximately 1 percent per year. However, because the nation is at a turning point in regard to economic growth and due to the differing growth outcomes of the employment indicators versus the housing parameters, it is important to look at the consequences of these varying data sources in regard to future student population.

PASA has prepared a Most-Likely Scenario of Growth for the Districtwide student population, as well as a Low Growth Scenario and a High Growth Scenario. In this way, we hope to bracket in all future scenarios of growth figures for the next 10 years.

PASA expects interest rates to go up slowly, but continuously. This will have somewhat of a dampening effect on home purchases. With the most-likely growth scenario, the parents of younger children would keep moving to the district and either renting or purchasing homes at the same "proportion" as they are today.

Summary of Long-Range Planning

Once all the collected data was assimilated into projections of students for each year of the projection period, these projections were then related to the capacities of the existing Dallas I.S.D. facilities. This analysis illustrates the current utilization of facilities compared to the regional student population surrounding each facility, as well as pointing to areas that could exceed the currently available capacity in the future.

Capacity Measures for Schools

While it is tempting to assume that the number of students a facility can accommodate is a static and unwavering fact based on the design of the building, facility capacities are actually a fluid measurement that can be defined in a number of ways. Dallas I.S.D. has undertaken an extensive internal effort to collect and maintain data on the number of permanent and portable classrooms at each campus, and has used this data to develop estimates of capacity that are used by the District for a number of purposes.

PASA has found in past experience that, particularly in older schools, capacity based on number of classrooms may overestimate a realistic capacity because of the lack of common space in most older facilities. In other words, although there may be theoretical classroom space for 500 Elementary students, there may only be cafeteria space to support 400 students. Therefore, PASA has also generated a second estimate of capacity for each school, based on the total square footage of each facility. ***For long range planning purposes, PASA uses an average of these two measures of capacity to estimate an Average Practical Capacity.***

Transfers

The student projections developed in this study estimate the number of students

projected to live in each planning unit within the District. These projections of geo-coded students in each planning unit are then aggregated to show the number of students projected to live within each Attendance Zone. These projected geo-coded students, by definition, vary from the projections of enrollment at each school that the District prepares internally – this difference is due to the large number of students attending schools other than their "school of residence". These transfers occur due to a number of reasons (curriculum transfers, hardship transfers, No Child Left Behind transfers, Public Education Grant transfers, etc.).

One of the primary purposes of this study is to assist the District in undertaking long-term facility and attendance zone planning efforts. Because of this long-range focus, PASA does not generally consider transfers in the facilities utilization analysis, due to the fact that the transfer patterns in any district can change markedly over a short period of time. The exception to this is, at the High School level, the stand-alone magnet programs that are considered to be stable. So, the students attending those programs are excluded from the projections for their schools of residence. For example, the projected students shown for Skyline represent only the students projected to live in the Skyline attendance zone who do NOT attend the magnet program.

If this projection data is used by the District for other, shorter-term applications (for example, staffing decisions), it would be very important for the District's staff to add in the projected transfers based on approved applications or other means of estimating future student transfers.

Elementary School Planning

The first Elementary Long-Range Facilities Planning map illustrates the projected number of Elementary students (EE-5th grade) compared to the Average Practical Capacity of the Elementary schools. In order to visualize general trends in facility utilization across the District, the figures for the Elementary Schools have been aggregated into their High School feeder patterns. For example, Hogg, Bowie, Botello, Reagan, and Peeler Elementary schools all feed into Adamson High School; all Elementary students projected to live in that entire area are summed and compared to the capacities of all five Elementary schools added together. These figures are illustrated on the map as the "Adamson Area". The areas in red and orange indicate areas where the number of geo-coded students exceeds the capacity by at least 30%, and the areas in blue and purple illustrate areas in which the schools are generally underutilized compared to the geo-coded student population.

Southeast

The areas of the District that stand out as most in need of new Elementary

facilities are the southeast High School zones of Seagoville, Spruce, Samuell and Skyline. These areas are of particular interest in this analysis because many Elementary schools are already over capacity, with additional growth projected over the next ten years. For example, the Kleberg and Seagoville/Central attendance zones are projected to be home to 2,265 Elementary students in 2007, with a combined Average Practical capacity of only 1,494. By 2016, the total geo-coded student population is projected to reach 2,543, which would be 70% over the practical capacity. Thus, a new Elementary school could be utilized in the near future in the Seagoville High School area to accommodate the students living in that area. Likewise, the Spruce area in the aggregate seems not to have such a drastic need for a new school, but sub-sections of Spruce are projected to be highly overcrowded in this projection period. For example, Moseley Elementary already has 43% more geo-coded students than Average Practical Capacity, and is projected to increase by 274 students in the next five years, bringing Moseley to 178% of its Practical Capacity. Thus, a new Elementary school in this region could be utilized in the near future to relieve projected overcrowding at Moseley, as well as surrounding Elementary schools (i.e., Lasgow, Blair, etc.). Similar situations are illustrated in the eastern portions of Samuell and Skyline High School areas, in that Tatum Elementary and Guzick Elementary schools are near or over capacity currently, and are projected to gain an additional 171 and 284 Elementary students, respectively. Overall, all Elementary schools in the Skyline, Samuell, Spruce and Seagoville areas are currently at or above their Average Practical Capacities.

The Cities of Seagoville and Balch Springs have achieved great accomplishments in the past few years in terms of economic development within their regions. Hopefully D.I.S.D. will be able to work with the cities in the southeastern portion of the District in selecting sites for new Elementary schools. Such a coordinated effort could benefit both entities, in that wise site selection could spawn more subdivision development and continue to further the economic development of the area.

Central

The Central portion of D.I.S.D. seems to be experiencing a typical life cycle of many major cities throughout the nation and the world, and many factors are contributing to the changing population in the “inner city” area of Dallas. Affordable public transit allows workers in the service sector to move to the suburbs in search of better standard of living while remaining employed within the inner city area. Initiatives on the part of the City of Dallas to promote revitalization are resulting in replacement of older structures with new, mixed-use developments that give the city a modern, urban atmosphere.

However, this progress presents some challenges for Dallas I.S.D., in that the older apartment complexes that are being demolished in these areas currently house a number of D.I.S.D. students, but the planned replacement housing will

likely be geared toward young professionals or empty nesters. Therefore, the areas encompassed by the 16 TIF zones are likely to experience a significant decrease in geo-coded students in the next 5-10 years.

Many of the Elementary schools that are projected to lose students (particularly those in the Madison, Lincoln, North Dallas, and Roosevelt High School attendance zones) are 80-100 years old and already operating well below optimum utilization. Given the expense required to operate a school, especially a small, underutilized school, the District could realize substantial cost savings by closing potentially one or two Elementary schools in each of the mentioned High School zones. Further, now that the District is no longer under a desegregation court order, the closing of some of these Elementary schools would no longer require the extensive and expensive involvement of the court system. Additionally, during the first few, transitional years after closing a school, the District might consider allowing School Choice for the affected students. Realistically, the District could likely only provide transportation to the newly-assigned school, but could theoretically allow students with their own transportation to choose any surrounding Elementary School.

While this study focuses on the number of students projected to live in each attendance zone, there are many other factors to be considered in such an enormous and emotional decision as closing schools. The Facility Utilization Summary maps summarize the following for each Elementary School: the Average Practical Capacity, the projected growth or decline in geo-coded students through 2011, the year the building was built and the year of the most recent renovation of the school. These maps are designed to show, at a glance, some of the objective factors to be considered, and should be used as a starting point for the District in its consideration of closing schools.

Middle School Planning

The Middle School Long Range Facilities Planning map illustrates the projected number of Middle School students (6^{th} - 8^{th} grade) compared to the Average Practical Capacity of each school. The areas in red and orange indicate areas where the number of geo-coded students exceeds the capacity by at least 40%, and the areas in blue and purple illustrate areas in which the schools are generally underutilized compared to the geo-coded student population. For example, Seagoville Middle School is one of the schools in need of capacity relief. There are almost 977 students projected to live in the Seagoville attendance zone in 2007, compared to the Average Practical Capacity of 612; the student population is projected to increase in that area to 1,036 in the next five years, which would bring the utilization of that school to 169%.

As the District transitions all 6^{th}-8^{th} graders to the Middle Schools, additional Middle School capacity will be needed in several areas of the District. First, the

area around Comstock Middle School could utilize a new Middle School to relieve Comstock, Florence and Hood Middle Schools when they transition to 6th-8th. The current attendance zones are sufficient to support the 7th-8th grade population, but with the addition of the 6th grade students, the school utilizations would be 245%, 123%, and 142% respectively in 2011. Secondly, a similar situation is projected to occur on the far west side of the District, around Browne and Stockard Middle Schools. Taken together, these two schools are projected to have 1,600 more 6th-8th grade students in 2011 than their current Average Practical Capacities can support.

High School Planning

The High School Long Range Facilities map illustrates the projected number of High School students (9th - 12th grade) compared to the Average Practical Capacity of each school. The areas in red and orange indicate areas where the number of geo-coded students exceeds the capacity, and the areas in blue and purple illustrate areas in which the schools are generally underutilized compared to the geo-coded student population.

The four High Schools that appear to be the most overcrowded (based on the geo-coded student population) are White, North Dallas, Molina and Kimball. However, each of these regions of the District are projected to decline in student population over the next decade, bringing most of those schools down to a reasonable, managable level of utilization. Additionally, overcrowding could be addressed to some degree by rezoning, as neighboring schools such as Madison, Adamson, Pinkston, and Hillcrest are projected to be less crowded.

The revitalization of the City of Dallas via TIF-supported re-development and the subsequent loss of D.I.S.D. students from those areas is projected to have the most dramatic effect on the High Schools. While the other grade levels will lose a proportionate number of students, the losses in Elementary and Middle School students is distributed across many attendance zones, so that any one school receives only a portion of the effect. However, the High School attendance zones are large enough that a few of these zones (namely Conrad, Pinkston, Sunset, Adamson, and Molina) are projected to be heavily affected by the demolition of the apartments within the TIFs. Since the majority of the Conrad attendance zone is comprised of apartments, this school is projected to be affected most significantly. The District may, therefore, consider moving or establishing a large magnet program at Conrad (similar to the one currently at Skyline), in order to fully utilize that impressive facility.

Conclusions

The available housing in Dallas I.S.D., and subsequently the student population, is expected to undergo continued change throughout the 10 years of the projection period assessed in this Demographic Update. Historically, in the U.S. and in Western Europe, as large cities become older, they have had a lower proportion of children with each ensuing year. It is very likely that, without an increase in immigrant populations, that Dallas I.S.D. will have a smaller proportion of children. It should be noted that births from mothers with D.I.S.D. addresses in 2001 were 20,771, while in 2005 the number was smaller, at 19,337.

Based on PEIMS snapshot data released in April, 2007 for this school year, there has been a 1.3% decline in student population in one year – or 2,100 students – which includes the losses due to Katrina returnees.

October, 2006 PEIMS snapshot data indicated that there were 159,144 students in D.I.S.D., and PASA's "most-likely" projection series suggests that there will be 154,952 students in D.I.S.D.schools in the Fall, 2011. This would represent a 2.6% decline.

Housing

There is a significant trend toward non-traditional new housing in D.I.S.D., being driven in no small part by the TIF Districts. All 16 TIFs in D.I.S.D. are (or will) cause a significant loss in student population due to the tearing down of child-oriented housing and the replacement of it with housing geared towards those with no school-aged children or to those who place their children in private schools. There were over 1,700 housing unit teardowns of child-oriented housing, such as older apartments, over the past year, with a continuation and acceleration of that trend expected in the next five years. Approximately 77%-78% of new single-family units are condos and townhomes within D.I.S.D., and are not oriented to children.

The Planning Units with the most gains in students over the past two years tended to be those with new tax-credit apartments. Roughly two-thirds of the student growth between the Fall, 2004 and Fall, 2006 was in planning units with new tax-credit apartments.

Migration and Immigration

Without net in-migration of infants and young children up to five years of age, there will be approximately a 1,000-student decline in Kindergarten enrollment by

2010. But, it is possible that a net in-migration of young children could occur, primarily due to new immigrant parents, many of whom have multiple children.

Student Trends and the Drop-Out Rate

The D.I.S.D. drop-out rate appears stable, or slightly higher, this school year as compared to last school year. Some portion of this perceived loss of secondary school students could be the "Katrina effect," rather than an actual drop in the rate of matriculation. Another reason in this perceived slight increase could be from higher net in-migration, with immigrant parents unprepared for high school advancement. A slight change, such as a one-percent decrease, in the drop-out rate (for example, as a result of initiatives such as Dallas Achieves) would have a significant effect on the yearly rate of increase in students who are enrolled in D.I.S.D. over the long-term. But the types of credits needed for graduation are becoming more demanding, thus hindering improvements to the drop-out rate to some extent.

There has been a 71% loss of non-minority students since 1986, and a 27% decline in African-American students, with a 174% increase in Hispanic students 20 years. The D.I.S.D. elementary school case involving segregation concerns at Preston Hollow Elementary could, at least partially, discourage the near-term growth of the Anglo public school population in that area. However, a countervailing force is evidenced with the new Junkins Elementary, and to some extent with Lakewood Elementary, where, for this coming Fall, a significant number of new non-minority students are being pre-registered.

Enrollment in 114 private schools (including 20 charter schools) represents 14% of the total enrolled student population who reside within D.I.S.D. boundaries. This is expected to increase to 16% by the Fall, 2011, based on only the growth expected by those schools currently in operation. That does not include any new schools that might open in the next five years, and one new charter school is opening in the Fall, 2007.

Summary of Projected New Housing Activity
by High School Attendance Zone
2007 - 2016

Admin. Area	High School	2007-2011			2012-2016			2007-2016		
		Gain	Loss	Net	Gain	Loss	Net	Total Gains	Total Losses	Net Total
1	Samuell	714	0	714	245	0	245	959	0	959
	Seagoville	765	0	765	392	0	392	1,157	0	1,157
	Skyline	674	0	674	25	0	25	699	0	699
	Spruce	1,316	0	1,316	235	0	235	1,551	0	1,551
	Area 1 Total:	*3,469*	*0*	*3,469*	*897*	*0*	*897*	*4,366*	*0*	*4,366*
2	Lincoln	0	0	0	0	0	0	0	0	0
	Madison	283	0	283	10	0	10	293	0	293
	Roosevelt	22	0	22	0	0	0	22	0	22
	Smith	635	0	635	60	0	60	695	0	695
	Area 2 Total:	*940*	*0*	*940*	*70*	*0*	*70*	*1,010*	*0*	*1,010*
3	Adams	2,618	-4,833	-2,215	2,685	0	2,685	5,303	-4,833	470
	N. Dallas	6,058	-1,276	4,782	157	0	157	6,215	-1,276	4,939
	Wilson	1,931	-2,268	-337	530	0	530	2,461	-2,268	193
	Area 3 Total:	*10,607*	*-8,377*	*2,230*	*3,372*	*0*	*3,372*	*13,979*	*-8,377*	*5,602*
4	Jefferson	189	-8	181	67	-5	62	256	-13	243
	White	770	-50	720	266	-100	166	1,036	-150	886
	Hillcrest	2,636	-600	2,036	830	-75	755	3,466	-675	2,791
	Conrad	3,385	-5,885	-2,500	4,517	-2,086	2,431	7,902	-7,971	-69
	Area 4 Total:	*6,980*	*-6,543*	*437*	*5,680*	*-2,266*	*3,414*	*12,660*	*-8,809*	*3,851*
5	Carter	400	0	400	389	0	389	789	0	789
	Kimball	396	0	396	957	0	957	1,353	0	1,353
	South OakCliff	666	0	666	1,111	0	1,111	1,777	0	1,777
	Area 5 Total:	*1,462*	*0*	*1,462*	*2,457*	*0*	*2,457*	*3,919*	*0*	*3,919*
6	Adamson	364	-828	-464	920	-20	900	1,284	-848	436
	Molina	202	0	202	119	0	119	321	0	321
	Pinkston	1,359	-1,012	347	0	0	0	1,359	-1,012	347
	Sunset	2,041	-1,982	59	0	0	0	2,041	-1,982	59
	Area 6 Total:	*3,966*	*-3,822*	*144*	*1,039*	*-20*	*1,019*	*5,005*	*-3,842*	*1,163*
DISD Total:		***27,424***	***-18,742***	***8,682***	***13,515***	***-2,286***	***11,229***	***40,939***	***-21,028***	***19,911***

Section V
DCCCD Specific Information

FACTS BRIEF

SUMMARY OF DCCCD CREDIT STUDENT STATISTICS
FALL 2007

STUDENT PROFILE	BROOKHAVEN		CEDAR VALLEY		EASTFIELD		EL CENTRO		MOUNTAIN VIEW	
Headcount	10,437	100.0%	4,373	100.0%	9,839	100.0%	6,545	100.0%	6,875	100.0%
Total Contact Hours*	1,609,080	100.0%	702,144	100.0%	1,488,682	100.0%	1,133,096	100.0%	970,608	100.0%
Contact Hrs (Academic)	1,292,936	80.4%	477,024	67.9%	1,178,346	79.2%	467,832	41.3%	812,144	83.7%
Contact Hrs (Technical)	316,144	19.6%	225,120	32.1%	310,336	20.8%	665,264	58.7%	158,464	16.3%
Male	4,389	42.1%	1,657	37.9%	3,965	40.3%	2,152	32.9%	2,829	41.1%
Female	6,048	57.9%	2,716	62.1%	5,874	59.7%	4,393	67.1%	4,046	58.9%
Part-Time	8,007	76.7%	2,969	67.9%	6,933	70.5%	4,948	75.6%	5,058	73.6%
Full-Time	2,430	23.3%	1,404	32.1%	2,906	29.5%	1,597	24.4%	1,817	26.4%
In District	6,998	67.0%	3,710	84.8%	8,677	88.2%	5,532	84.5%	6,286	91.4%
Out of District	2,339	22.4%	516	11.8%	1,037	10.5%	756	11.6%	390	5.7%
Out of State	262	2.5%	137	3.1%	78	0.8%	105	1.6%	73	1.1%
Out of Country	838	8.0%	10	0.2%	47	0.5%	151	2.3%	126	1.8%
Total Credit Hours	76,759		35,198		78,027		49,508		52,083	
FTE (15 Credit Hr Base)	5,117		2,347		5,202		3,301		3,472	
AGE: 15 and below	118	1.1%	12	0.3%	22	0.2%	52	0.8%	166	2.4%
16-20	2,610	25.0%	1,516	34.7%	3,780	38.4%	1,749	26.7%	2,528	36.8%
21-25	3,272	31.4%	1,052	24.1%	2,624	26.7%	1,613	24.6%	1,882	27.4%
26-30	1,654	15.8%	516	11.8%	1,050	10.7%	1,094	16.7%	820	11.9%
31-35	893	8.6%	404	9.2%	725	7.4%	677	10.3%	528	7.7%
36-40	570	5.5%	280	6.4%	568	5.8%	515	7.9%	369	5.4%
41-45	390	3.7%	210	4.8%	419	4.3%	333	5.1%	246	3.6%
46-50	289	2.8%	157	3.6%	304	3.1%	265	4.0%	147	2.1%
51+	641	6.1%	226	5.2%	347	3.5%	247	3.8%	189	2.7%
Average Student Age	28		27		26		28		25	
ETHNICITY										
White not Hispanic	4,295	42.5%	1,149	26.9%	4,110	42.6%	1,830	28.9%	1,195	17.8%
African-American	1,410	14.0%	2,429	56.9%	2,210	22.9%	2,115	33.4%	1,917	28.5%
Hispanic	2,796	27.7%	604	14.2%	2,867	29.7%	1,985	31.4%	3,289	48.9%
Asian/Pacific Islander	1,439	14.3%	56	1.3%	388	4.0%	285	4.5%	266	4.0%
American Indian	43	0.4%	17	0.4%	52	0.5%	35	0.6%	32	0.5%
Non Res Alien/For Nat	113	1.1%	13	0.3%	27	0.3%	80	1.3%	29	0.4%

Data Source: DSC Report XSS4 processed on 09/17/07

See EFC/Telecollege Report for EFC in prior Facts Brief format.

***Due to differences in contact hours generated from flex entry and home-host courses, data will differ from official Coordinating Board figures.**
Due to unavailability of data on some students, category sums may not always equal total headcount.

FACTS BRIEF

STUDENT STATISTICS - FALL 2007
(continued)

STUDENT PROFILE	NORTH LAKE		RICHLAND		TELECOLLEGE		DISTRICT	
Headcount	9,314	100.0%	14,505	100.0%	2,876	100.0%	**59,486**	**100.0%**
Total Contact Hours*	1,478,848	100.0%	2,284,628	100.0%	254,176	100.0%	**9,921,262**	**100.0%**
Contact Hrs (Academic)	1,217,984	82.4%	2,057,968	90.1%	200,240	78.8%	**7,704,474**	**77.7%**
Contact Hrs (Technical)	260,864	17.6%	226,660	9.9%	53,936	21.2%	**2,216,788**	**22.3%**
Male	4,356	46.8%	6,535	45.1%	989	34.4%	**25,134**	**42.3%**
Female	4,958	53.2%	7,970	54.9%	1,887	65.6%	**34,352**	**57.7%**
Part-Time	6,296	67.6%	10,209	70.4%	2,700	93.9%	**41,984**	**70.6%**
Full-Time	3,018	32.4%	4,296	29.6%	176	6.1%	**17,502**	**29.4%**
In District	6,380	68.5%	12,217	84.2%	1,977	68.7%	**47,457**	**79.8%**
Out of District	1,870	20.1%	1,183	8.2%	577	20.1%	**8,034**	**13.5%**
Out of State	237	2.5%	248	1.7%	299	10.4%	**1,371**	**2.3%**
Out of Country	827	8.9%	857	5.9%	23	0.8%	**2,623**	**4.4%**
Total Credit Hours	75,679		115,899		13,822		**496,975**	
FTE (15 Credit Hr Base)	5,045		7,727		921		**33,132**	
AGE: 15 and below	11	0.1%	11	0.1%	1	0.0%	**390**	**0.7%**
16-20	2,787	29.9%	4,786	33.0%	362	12.6%	**19,401**	**32.6%**
21-25	3,053	32.8%	4,324	29.8%	896	31.2%	**16,854**	**28.3%**
26-30	1,387	14.9%	1,868	12.9%	626	21.8%	**7,944**	**13.4%**
31-35	799	8.6%	1,022	7.0%	390	13.6%	**4,766**	**8.0%**
36-40	478	5.1%	747	5.1%	263	9.1%	**3,347**	**5.6%**
41-45	304	3.3%	462	3.2%	163	5.7%	**2,279**	**3.8%**
46-50	231	2.5%	365	2.5%	99	3.4%	**1,713**	**2.9%**
51+	264	2.8%	920	6.3%	76	2.6%	**2,792**	**4.7%**
Average Student Age	26		28		30		**27**	
ETHNICITY								
White not Hispanic	3,661	40.4%	5,740	41.6%	1,331	52.5%	**21,421**	**37.3%**
African-American	1,355	14.9%	2,712	19.6%	677	26.7%	**13,328**	**23.2%**
Hispanic	2,222	24.5%	2,936	21.3%	371	14.6%	**16,019**	**27.9%**
Asian/Pacific Islander	1,035	11.4%	2,016	14.6%	123	4.9%	**5,126**	**8.9%**
American Indian	45	0.5%	60	0.4%	11	0.4%	**276**	**0.5%**
Non Res Alien/For Nat	746	8.2%	345	2.5%	22	0.9%	**1,220**	**2.1%**

NOTE: DISTRICT TOTALS ARE UNDUPLICATED

Click here to return.

Dallas County Public Schools
Grades 9-12 and Graduates

While over 21,500 Dallas County students graduated from public high schools in 2006-07, another 17,185 students who were freshmen four years prior did not graduate within the expected time period.

	9th	10th	11th	12th	Graduates	% in 9th who Graduate in Expected[1] Time
1990-1991	27,014	20,916	17,881	16,369	15,524	
1991-1992	27,712	20,988	18,156	16,076	14,564	
1992-1993	28,925	20,731	17,750	16,106	14,405	
1993-1994	29,592	20,807	18,100	15,760	14,290	52.9%
1994-1995	30,606	21,682	18,212	16,247	14,457	52.2%
1995-1996	31,953	22,617	18,884	16,419	15,097	52.2%
1996-1997	32,780	23,996	19,468	17,074	15,782	53.3%
1997-1998	33,981	24,451	20,902	17,591	16,432	53.7%
1998-1999	34,723	25,308	20,692	18,505	17,141	53.6%
1999-2000	35,130	25,918	21,523	19,293	18,194	55.5%
2000-2001	36,175	27,395	22,734	19,635	19,179	56.4%
2001-2002	38,024	28,364	24,013	20,543	20,503	59.0%
2002-2003	40,034	29,013	24,735	21,288	21,636	61.6%
2003-2004	38,780	30,368	25,740	22,435	22,678	62.7%
2004-2005	39,727	29,961	25,840	22,847	22,287	58.6%
2005-2006	39,549	30,901	26,563	23,748	21,723	54.3%
2006-2007	39,384	30,615	27,069	23,918	21,595	55.7%
2007-2008	38,774	31,134	27,171	24,780	n.a	

[1] "Expected" defined as progression to next higher grade level each year

Source : Texas Education Agency
Prepared by the District Office of Research, Updated April 2008
p:HS(9th-12th)Graduates

Dallas County High School Graduates - Attended DCCCD in the Fall after Previous May-August Graduation Date

Independent School District	2004			2005			2006			2007		
	HS	D	%	HS	D	%	HS	D	%	HS	D	%
Dallas ISD	**7,076**	**1,104**	**15.6%**	**6,831**	**992**	**14.5%**	**6,342**	**939**	**14.8%**	**5,874**	**1,110**	**18.9%**
Bryan Adams	485	68	14.0%	425	44	10.4%	404	45	11.1%	319	53	16.6%
W. H. Adamson	247	44	17.8%	210	17	8.1%	182	42	23.1%	191	44	23.0%
David W. Carter	383	51	13.3%	336	43	12.8%	334	48	14.4%	280	45	16.1%
Hillcrest	252	57	22.6%	281	64	22.8%	236	47	19.9%	236	53	22.5%
Thomas Jefferson	296	50	16.9%	263	32	12.2%	265	45	17.0%	188	38	20.2%
Justin F. Kimball	289	37	12.8%	302	54	17.9%	235	27	11.5%	227	38	16.7%
Lincoln (Hum/Comm Magnet)	231	23	10.0%	239	19	7.9%	217	11	5.1%	228	23	10.1%
James Madison	104	11	10.6%	104	5	4.8%	89	4	4.5%	104	9	8.7%
Middle College	29	4	13.8%	23	4	17.4%	33	11	33.3%	15	1	6.7%
Moises Molina	490	84	17.1%	448	101	22.5%	441	107	24.3%	314	94	29.9%
North Dallas	253	75	29.6%	291	56	19.2%	245	44	18.0%	174	41	23.6%
L.G. Pinkston	109	11	10.1%	115	9	7.8%	125	14	11.2%	116	18	15.5%
Franklin D. Roosevelt	148	14	9.5%	129	11	8.5%	111	11	9.9%	149	22	14.8%
W. W. Samuell	333	30	9.0%	274	21	7.7%	229	16	7.0%	189	22	11.6%
Seagoville	179	18	10.1%	190	20	10.5%	197	21	10.7%	182	41	22.5%
Skyline	903	177	19.6%	928	168	18.1%	819	123	15.0%	876	219	25.0%
A. Maceo Smith	180	21	11.7%	147	15	10.2%	174	20	11.5%	175	26	14.9%
South Oak Cliff	227	31	13.7%	222	36	16.2%	288	46	16.0%	182	22	12.1%
H. Grady Spruce	245	22	9.0%	210	8	3.8%	190	9	4.7%	137	11	8.0%
Sunset	299	58	19.4%	338	56	16.6%	290	69	23.8%	308	78	25.3%
Townview (All Magnets)	**540**	**76**	**14.1%**	**548**	**86**	**15.7%**	**442**	**57**	**12.9%**	**502**	**94**	**18.7%**
Townview*		66			72			48			79	
Business/Management Magnet	113	0		124	2		87	1		113	1	
Educ/Social Services Magnet	51	1		64	3		38	1		47	5	
HS for Health Professions	132	1		123	4		105	5		115	2	
Law Magnet/Public Services	101	1		97	1		96	1		90	1	
Science/Engineering Magnet	110	7		102	4		70	1		94	6	
Talented & Gifted Magnet	33	0		38	0		46	0		43	0	
B. T. Washington (Arts Magnet)	183	24	13.1%	157	18	11.5%	170	22	12.9%	158	20	12.7%
Warren T. White	403	79	19.6%	389	65	16.7%	369	59	16.0%	408	61	15.0%
Woodrow Wilson	268	39	14.6%	262	40	15.3%	257	41	16.0%	216	37	17.1%

*DCCCD has coded some of the magnets' graduates under the general name of Townview. Therefore, percentages have not been given for the individual magnets since these data would be inaccurate.

HS = Number of High School Graduates (TEA Data)
D = Number Enrolled in DCCCD

Dallas County High School Graduates - Attended DCCCD in the Fall after Previous May-August Graduation Date

Independent School District	2004			2005			2006			2007		
	HS	D	%	HS	D	%	HS	D	%	HS	D	%
Carrollton-Farmers Branch ISD	**1403**	**169**	**12.0%**	**1398**	**150**	**10.7%**	**1447**	**170**	**11.7%**	**1455**	**158**	**10.9%**
Creekview	443	34	7.7%	430	49	11.4%	448	46	10.3%	429	40	9.3%
Mary Grimes Center	192	0	0.0%	118	1	0.8%	95	0	0.0%	144	1	0.7%
Ranchview				0	2	0.0%	144	22	15.3%	163	28	17.2%
Newman Smith	393	65	16.5%	430	40	9.3%	427	46	10.8%	406	38	9.4%
R. L. Turner	375	70	18.7%	420	58	13.8%	333	56	16.8%	313	51	16.3%
Cedar Hill ISD	**416**	**36**	**8.7%**	**419**	**62**	**14.8%**	**465**	**74**	**15.9%**	**444**	**83**	**18.7%**
Cedar Hill	416	36	8.7%	419	62	14.8%	465	74	15.9%	444	83	18.7%
Coppell ISD	**626**	**87**	**13.9%**	**634**	**72**	**11.4%**	**671**	**76**	**11.3%**	**700**	**115**	**16.4%**
Coppell	626	87	13.9%	634	72	11.4%	671	76	11.3%	700	115	16.4%
DeSoto ISD	**383**	**29**	**7.6%**	**424**	**52**	**12.3%**	**412**	**58**	**14.1%**	**470**	**67**	**14.3%**
DeSoto	383	29	7.6%	424	52	12.3%	412	58	14.1%	470	67	14.3%
Duncanville ISD	**650**	**116**	**17.8%**	**716**	**149**	**20.8%**	**631**	**125**	**19.8%**	**631**	**156**	**24.7%**
Duncanville	650	116	17.8%	625	149	23.8%	586	124	21.2%	578	156	27.0%
Pace				91	0	0.0%	45	1	2.2%	53	0	0.0%
Garland ISD	**3,063**	**677**	**22.1%**	**3,082**	**605**	**19.6%**	**3,362**	**633**	**18.8%**	**3,283**	**733**	**22.3%**
Garland	530	106	20.0%	474	93	19.6%	464	94	20.3%	452	97	21.5%
Garland ISD Evening School	50	1	2.0%	33	2	6.1%	55	0	0.0%	81	3	3.7%
Lakeview Centennial	399	92	23.1%	382	53	13.9%	409	61	14.9%	363	88	24.2%
Naaman Forest	615	138	22.4%	419	82	19.6%	446	90	20.2%	474	108	22.8%
North Garland	453	154	34.0%	481	128	26.6%	504	136	27.0%	395	110	27.8%
Rowlett	581	102	17.6%	554	88	15.9%	607	90	14.8%	546	109	20.0%
Sachse				289	44	15.2%	450	70	15.6%	535	90	16.8%
South Garland	435	84	19.3%	450	115	25.6%	427	92	21.5%	437	128	29.3%
Grand Prairie ISD	**1028**	**135**	**13.1%**	**1035**	**159**	**15.4%**	**1073**	**184**	**17.1%**	**981**	**192**	**19.6%**
Grand Prairie	457	75	16.4%	472	87	18.4%	469	87	18.6%	422	94	22.3%
South Grand Prairie	571	60	10.5%	563	72	12.8%	604	97	16.1%	559	98	17.5%
Highland Park ISD	**457**	**13**	**2.8%**	**472**	**14**	**3.0%**	**446**	**15**	**3.4%**	**458**	**21**	**4.6%**
Highland Park	457	13	2.8%	472	14	3.0%	446	15	3.4%	458	21	4.6%

HS = Number of High School Graduates (TEA Data)
D = Number Enrolled in DCCCD

Dallas County High School Graduates - Attended DCCCD in the Fall after Previous May-August Graduation Date

Independent School District	2004			2005			2006			2007		
	HS	D	%	HS	D	%	HS	D	%	HS	D	%
Irving ISD	**1,514**	**249**	**16.4%**	**1,397**	**237**	**17.0%**	**1,498**	**325**	**21.7%**	**1,446**	**325**	**22.5%**
Academy of Irving				327	57	17.4%	300	73	24.3%	317	80	25.2%
Irving	512	78	15.2%	355	53	14.9%	387	57	14.7%	379	68	17.9%
MacArthur	482	79	16.4%	363	61	16.8%	424	107	25.2%	416	104	25.0%
Nimitz	520	92	17.7%	352	66	18.8%	387	88	22.7%	334	73	21.9%
Lancaster ISD	**285**	**23**	**8.1%**	**265**	**34**	**12.8%**	**292**	**44**	**15.1%**	**301**	**56**	**18.6%**
Lancaster	285	23	8.1%	265	34	12.8%	292	44	15.1%	301	56	18.6%
Mesquite ISD	**1,970**	**312**	**15.8%**	**2,106**	**208**	**9.9%**	**2,159**	**230**	**10.7%**	**2,153**	**462**	**21.5%**
John Horn	378	50	13.2%	409	52	12.7%	410	49	12.0%	444	93	20.9%
Mesquite Academy				143	5	3.5%	173	6	3.5%	191	14	7.3%
Mesquite	453	69	15.2%	433	44	10.2%	430	36	8.4%	482	115	23.9%
North Mesquite	486	93	19.1%	480	43	9.0%	466	49	10.5%	423	113	26.7%
Ralph H. Poteet	362	55	15.2%	360	39	10.8%	389	52	13.4%	325	77	23.7%
West Mesquite	291	45	15.5%	281	25	8.9%	291	38	13.1%	288	50	17.4%
Richardson ISD	**1,946**	**372**	**19.1%**	**1,981**	**342**	**17.3%**	**1,982**	**375**	**18.9%**	**1,864**	**351**	**18.8%**
Berkner	648	163	25.2%	627	164	26.2%	607	163	26.9%	569	135	23.7%
J. J. Pearce	430	50	11.6%	448	45	10.0%	442	51	11.5%	433	45	10.4%
Lake Highlands	511	89	17.4%	503	76	15.1%	501	88	17.6%	467	92	19.7%
Richardson	357	70	19.6%	403	57	14.1%	432	73	16.9%	395	79	20.0%
Wilmer-Hutchins ISD	**123**	**15**	**12.2%**	**130**	**19**	**14.6%**	**0**	**0**	**0.0%**	**0**	**0**	**0.0%**
Wilmer-Hutchins	123	15	12.2%	130	19	14.6%	0	0	0.0%	0	0	0.0%
Grand Totals	**20,940**	**3,337**	**15.9%**	**20,890**	**3,095**	**14.8%**	**20,780**	**3,248**	**15.6%**	**20,060**	**3,829**	**19.1%**

HS = Number of High School Graduates (TEA Data)
D = Number Enrolled in DCCCD

In-County Student Population and Zip Code Distribution of Credit Students Comparison of Spring 2005 and 2007

Dallas County

Over 2.2 million residents occupy Dallas County, a rectangular region approximately 902 square miles in size. Numerous areas *throughout* the county are densely populated, but in general, the highest concentration is currently located in the northern region.

DCCCD College Service Areas

College service areas differ with regard to shape, size in square miles, population density, and rural vs. urban setting. Although Dallas County is the "defined" service area for the District, the colleges also serve out-of-county students ranging from 12 to 29% of the student body for particular colleges.

College	Percent In-County SPR 2007	Percent In-County SPR 2005	Difference
Brookhaven	71%	68%	3%
Cedar Valley	84%	85%	(1%)
Eastfield	86%	86%	-0-
El Centro	86%	85%	1%
Mountain View	88%	94%	(6%)
North Lake	76%	71%	5%
Richland	79%	86%	(7%)
TeleCollege	65%	76%	(11%)
District	79%	81%	(2%)

- Credit students represent 843 unique zip codes; 33% are located in Dallas County.
- However, for all of the colleges except El Centro and the TeleCollege, 32% to 48% of credit students reside in one of five zip codes.
- El Centro students are dispersed throughout the county with fewer than 5% in any one zip code.
- TeleCollege students are worldwide with fewer than 3% in any one zip code. Zip code 96632 is used for military students.

	Spring 2007: Top 5 Zip Codes	% of Students
Brookhaven	75006, 75007, 75234, 75287, 75001	32%
Cedar Valley	75115, 75104, 75146, 75134, 75241	46%
Eastfield	75150, 75149, 75043, 75228, 75217	43%
El Centro	75217, 75216, 75211, 75208, 75206	18%
Mountain View	75211, 75052, 75104, 75224, 75208	39%
North Lake	75062, 75038, 75061, 75060, 75019	48%
Richland	75243, 75040, 75081, 75044, 75042	35%
TeleCollege	96632,75043, 75149, 75150, 75115	13%
District	75243, 75043, 75150, 75040, 75211	13%

The highlighted items represent new zip codes represented in some colleges' "top five" for 2007:

Brookhaven: 75001 replaced 75229
Mountain View: 75208 replaced 75116
North Lake: 75019 replaced 75063

	Spring 2005: Top 5 Zip Codes	% of Students
Brookhaven	75006, 75007, 75234, 75287, 75229	36%
Cedar Valley	75115, 75104, 75146, 75134, 75241	47%
Eastfield	75150, 75149, 75043, 75228, 75217	41%
El Centro	75217, 75216, 75206, 75211, 75208	18%
Mountain View	75211, 75052, 75104, 75224, 75116	43%
North Lake	75062, 75038, 75061, 75060, 75063	48%
Richland	75243, 75040, 75081, 75044, 75042	37%
District	75243, 75043, 75150, 75040, 75211	14%

For most, the above zip codes are located in the immediate area of the listed college since students are likely to attend a college closest to home. However, some colleges attract a significant number of students who commute to that area for work. Unique programs offered only by a single college (i.e. health-care-related occupations at El Centro) attract students from throughout the county.